



2024-25 Survey Report

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Bronco Connect 2024-25 Survey Report



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Executive Summary

During spring 2025, WMU's Evaluation Lab administered an anonymous survey to 2024–25 Bronco Connect program participants. We received 78 completed surveys, 56 of which were from current Bronco Connect participants, for a response rate of 51% of the 110 (56/110) 2024-25 Bronco Connect participants. The evaluation focused on Bronco Connect participants' value of the Bronco Connect events, the extent to which program participants find and value support, and participants' perspectives on ways to improve Bronco Connect.

About the Survey Respondents

Program Status	Housing Status
• 40 First-year participants • 16 Second-year participants • 22 Former participants	The majority of respondents did not live in the Bronco Connect living learning community in Shilling Hall.
Racial/Ethnic Identity	Gender Identity
• 55% White • 15% Black or African American • 12% Hispanic or Latino/a/x	• 45% Female • 35% Male • Less than 5% nonbinary, male transgender, & queer
First-Generation Status	• 15% did not specify their gender
35% identified as first-generation college students	

*Percent totals equaling less than 100% are response options selected by less than 5% of respondents or represent questions where respondents didn't provide a response.

Main Findings

Valuing Bronco Connect Events

The following analysis is based on attendance records provided by Bronco Connect.

First-Year Participant Events

Of the 67 first-year Bronco Connect participants:

- The average first-year participant event attendance was roughly **10 participants per event** and a **26% event attendance rate**.
- The first-year participant events with the **highest attendance** were *The Advance* (Aug. 26), *True Colors* (Sep. 9), and *S'mores & Self-Care* (Oct. 14).
- The **highest rated events** were *Healthy Relationships* (Feb. 3), *My Identity Exploration Pt 2* (Oct. 21), *Multicultural Meet & Greet Walk-Over* (Sep. 16), and *Mark Your Calendars-Planner Party* (Jan. 13).

Second-Year Participant Events

Of the 43 second-year Bronco Connect Participants:

- The average second-year participant event attendance was **3 participants per event** and a **19% event attendance rate**.
- The second-year participant events with the **highest attendance** were *Vision Boards* (Sep. 18) and *Scholarships* (Jan. 15).
- The **highest rated events** were *Scholarships* (Jan. 15) and *Vision Boards* (Sep. 18).

Finding & Valuing Support

- **Of all responses to the question about the most significant impact** of Bronco Connect, **38% referenced *socializing***, where respondents describe building community, developing friendships, and making connections. Another **21%** expressed appreciation for Bronco Connect ***providing support*** in terms of help from the learning community assistant, information about campus resources, guidance in navigating school and career planning. Lastly, **16%** of responses listed ***financial assistance***, with statements such as financial relief, money, and scholarship.
- We found an apparent pattern across the ratings of Bronco Connect's impact on participants' sense of belonging, sense of academic and personal success, and sense of personal connection. **Consistently, first-year participants reported the highest ratings**, former participants were in the middle, and **second-year participants reported the lowest ratings**.
- First-year participants reported a statistically significantly higher rating of sense of belonging than second-year participants.
- **Black or African American and Hispanic or Latino/a/x participants consistently reported higher ratings** on sense of belonging, sense of academic and personal success, and sense of personal connection when compared with their White survey-taking peers.

Ways to Improve Bronco Connect

- The most frequently suggested ways to improve Bronco Connect were *more varied & engaging events, improve second-year experience, improve guidance & support, and increase housing options*.
- Second-year students, particularly, recommended that Bronco Connect enhance event engagement through more varied, interactive, and social activities.

Highlighting the program's value to its participants, **73% of first-year participants who responded to the survey plan to return to Bronco Connect next year**. Nearly

one-third of respondents identified socialization as having the most significant impact on them.

Evaluation Lab Recommendations

We recommend Bronco Connect:

- Explore ways to enhance student engagement, particularly for second-year participants.
- Examine the selection process, structure, content, and variety of events.
- We recommend using the findings from this 2024-25 survey as a baseline for future Bronco Connect surveys.

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Bronco Connect 2024-25 Survey Report

This report presents the results of the Evaluation Lab's anonymous survey administered online to Bronco Connect participants from late February 2025 to April 2025 (see Appendix D). We begin with the *Key Takeaways*, followed by the *Findings* section. The *appendices include the Acknowledgments, Background & Context, and Methods sections*. The *Bronco Connect 2024-25 Survey* is also located in the appendices.

Key Takeaways

The evaluation of the 2024–25 Bronco Connect program provides compelling evidence of its ongoing value, especially to first-year students, particularly in promoting a sense of belonging, supporting academic and personal success, and fostering social connection. Participants generally reported high satisfaction with events, although attendance was variable and notably declined in the second year of participation. First-year students consistently reported stronger outcomes across all measured domains when compared to second-year and former participants. Sense of belonging was the only outcome to show a statistically significant difference, with second-year participants rating their sense of belonging higher than first-year participants.

The program's strongest area of impact was its role in facilitating social interactions: nearly one-third of respondents cited socializing as the most significant benefit, and quantitative and qualitative responses alike emphasized the importance of peer relationships. These findings align with consistently higher ratings in first-year participants' sense of belonging, academic and personal success, and personal connection. Notably, students identifying as Black or African American and Hispanic or Latino/a/x reported the highest ratings in these three domains, suggesting the program is especially meaningful for students from historically marginalized backgrounds.

While participants valued events and found them beneficial, particularly early in the academic year, there is a clear opportunity for improvement. Suggestions for enhancing the program centered on increasing engagement, making events more interactive, expanding offerings for second-year students, and strengthening peer-to-peer connections beyond formal programming. Lower second-year engagement and lower outcome ratings suggest a need to reexamine and reinvigorate the second-year experience within Bronco Connect.

In summary, Bronco Connect is a well-regarded and impactful program for supporting students' transition to college, particularly in their first year. In fact, the proportion of first-year participants who plan to return to Bronco Connect the following year may serve as a proxy for their overall assessment of its value. Nearly three-quarters of first-year participants report that they plan to return to Bronco Connect next year. However, enhancing engagement strategies, increasing event relevance and diversity, and bolstering the second-year experience are critical areas for further development and sustained program effectiveness.

Limitations

The evaluation faced a few limitations that may impact the certainty and generalizability of our findings. First, since we used non-random sampling to recruit survey respondents, we cannot generalize our findings to all Bronco Connect participants. Second, we only conducted four interviews, so we used them supplementally by extracting the occasional relevant quote. Due to miscommunication between the Assistant Director of Engagement and Assessment in Housing and Residence Life and the Evaluation Lab, the interview recruitment was scheduled for two weeks before the end of the semester. This timing likely affected students' willingness and availability to participate in an interview. Thus, we missed depth and context from interviewees that could have supplemented and helped explain survey findings. Third, given the nature of our data collection methods and sampling, we cannot make causal claims. Time and familiarity with WMU and Bronco may explain the lower event attendance and ratings for second-year participants (colloquially known as the "sophomore slump"), among other

unexplored potential causes. Lastly, this evaluation was formative, designed to provide the Bronco Connect team with information for improving the program. Therefore, it was not intended to produce evidence of Bronco Connect outcomes or determine return on investment for the University. For example, we did not attempt to compare Bronco Connect participants living in Shilling Hall with non-Bronco Connect students residing in other living learning communities on campus. We didn't differentiate whether the outcomes produced by Bronco Connect relate to the scholarship money or simply to living in a living learning community.

Recommendations

- **We recommend exploring ways of bolstering student engagement, particularly for second-year participants.** When asked to rate Bronco Connect's impact on their sense of belonging, academic and personal success, and personal connection, second-year participants consistently provide lower ratings than first-year and former participants. Additionally, second-year participants had a lower attendance rate at Bronco Connect events.
- **We recommend examining the selection process, structure, content, and variety of events.** When asked about Bronco Connect enhancing participants' sense of belonging, 32 of 53 respondents (60%) requested that Bronco Connect improve the structure, content, and/or variety of events.
- **We recommend using the findings from this 2024-25 survey as a baseline for subsequent Bronco Connect surveys.** Bronco Connect should continue asking the three questions where respondents rate Bronco Connect's impact on their sense of belonging, academic and personal success, and personal connection.

Implications

In addition to attending to the survey respondents' suggestions for improvement, we offer two key considerations for Bronco Connect. These are based on this year's survey, as well as last year's survey and interviews with participants:

- Given that Bronco Connect participants value the opportunity to connect and engage with their peers, there may be ways to strengthen this aspect of the program, while de-emphasizing programming that they find less worthwhile.
 - Because less than half the Bronco Connect scholarship recipients live in the Bronco Connect living learning community, it is not clear which impacts are specific to Bronco Connect programming or are attributable to other living learning communities in which participants reside. It is worth clarifying what the program's design and intended outcomes should be and aligning the program's structure and resources with that vision.
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Findings

About the Survey Respondents

Bronco Connect 2024-25 comprised 110 participants, 67 first-year participants, and 43 second-year participants. We received 56 completed surveys from current Bronco Connect participants, representing a 51% response rate (56/110).

Bronco Connect Program Status

We received surveys from...

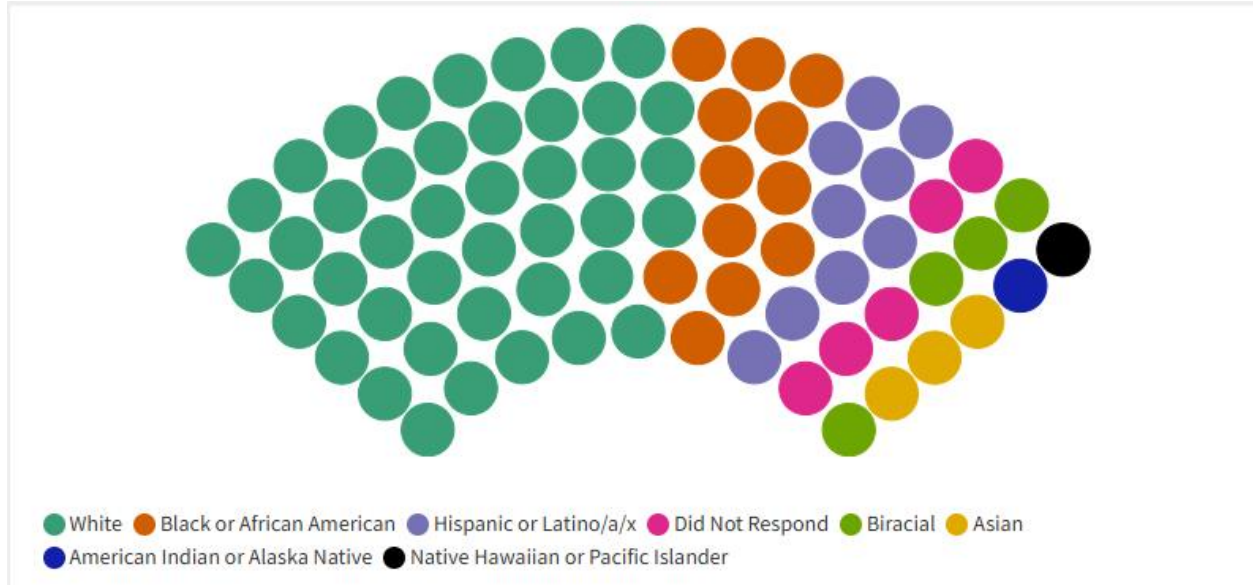
- 40 first-year participants (60% of all 67 first-year Bronco Connect participants)
- 16 second-year participants (37% of all 43 second-year Bronco Connect participants)
- 22 former participants

Racial/Ethnic Identity

- 55% White
- 15% Black or African American
- 12% Hispanic or Latino/a/x
- 6% did not disclose their race or ethnicity

Figure 1 presents each respondent's racial/ethnic identity, whereas each dot represents an individual respondent's identity.

Figure 1. Racial/Ethnic Identities of Survey Respondents (N=78)



Gender Identity

- 45% female
- 35% male
- Less than 5% nonbinary, male transgender, and queer
- 15% did not specify their gender

First-Generation Status

- 55% had at least one parent who completed college
- 35% identified as a first-generation college student

Housing Status

- 57% of first-year respondents lived in a non-Shilling Hall living learning community
- 53% of second-year respondents lived in a non-Shilling Hall living learning community

Method of Learning about Bronco Connect

- 51% WMU website
- 13% email

- 10% Scholarship Universe
- 9% word of mouth
- 5% Housing and Residence Life

Intention to Return to Bronco Connect

- 73% of first-year participants (29 of 40) report that they plan to return to Bronco Connect
- 23% of first-year participants (9 of 40) plan to seek non-Bronco Connect housing options
- 2 didn't respond

Evaluation Questions

The Bronco Connect survey focused on three overarching questions:

1. To what extent do Bronco Connect participants value the Bronco Connect events?
2. To what extent do program participants find and value support?
3. What are the program participants' perspectives on ways to improve Bronco Connect?

Valuing Bronco Connect Events

Participants generally valued the events, although attendance patterns and ratings among first-year and second-year participants varied.

First-Year Participant Event Attendance & Event Rating

The Assistant Director of Engagement and Assessment in Housing and Residence Life provided the Evaluation Lab with an Excel spreadsheet with Bronco Connect's event attendance records. Table 1 presents event attendance and the average event ratings for first-year participants. There were 23 scheduled events for first-year Bronco Connect participants. Of the 67 first-year participants, they collectively attended 241 Bronco Connect events for an average attendance of **10.5 participants per event** ($SD=6.00$). The **first-year event attendance rate was 26%**. Note that the first event of the fall semester, *The Advance* (Aug. 26), was an outlier, as 32 participants attended this event. When *The Advance* event is removed from the

analysis, the average attendance becomes 9.5 participants per event, and the standard deviation is reduced to 3.83.

Table 1. First-Year Participant Event Attendance & Event Rating

Date	Event Topic	Attendance	Mean Rating	SD
Aug 26	The Advance	32	6.93	2.46
Sep 9	True Colors	19	7.37	2.25
Sep 16	Multicultural Meet & Greet Walk-Over	5	8.67	1.37
Sep 23	Metacognition	9	7.00	1.66
Sep 30	Treat College Like Work	12	7.00	1.41
Oct 7	Election 101	11	8.08	1.98
Oct 14	S'mores & Self-Care	14	8.07	1.53
Oct 21	My Identity Exploration Pt 2	4	8.67	0.94
Nov 4	Cap & Gown Photoshoot	10	7.70	1.79
Nov 11	Financial Literacy	10	7.91	2.39
Nov 18	Mental Health: Stress	12	7.83	1.91
Jan 6	Welcoming Back Event	15	7.46	1.95
Jan 13	Mark Your Calendars-Planner Party	12	8.50	1.66
Jan 27	Cognitive Empathy	9	8.38	1.93
Feb 3	Healthy Relationships	10	9.00	1.05
Feb 24	Study Abroad	12	8.42	1.26
Mar 3	Resume 1.0	10	8.00	2.28
Mar 17	Meditation	7	8.13	1.62
Mar 24	Environmental Activism	7	6.71	1.58
Mar 31	H.E.R.O.E.S Program	6	7.17	0.9
Apr 7	Job Search Basics	6	6.20	1.83
Apr	Activity w/ Senior Center Residents	4	5.67	0.94
Apr 14	Therapy Dog Stress Relief	5	8.25	1.3
Totals		10.48	7.70	1.65

Events with the **highest attendance** were:

- *The Advance* (Aug. 26) with 32 participants
- *True Colors* (Sep. 9) with 19 participants

- *S'mores & Self-Care* (Oct. 14) with 14 participants

The three most well-attended events occurred within the first three months of the fall semester. Fourteen first-year participants attended *Family Dinners*, which were available multiple times throughout the school year.

Events with the **lowest attendance** were:

- *My Identity Exploration Pt 2* (Oct. 21) with 4 participants
- *Activity w/ Senior Center Residents* (Apr.) with 4 participants
- *Multicultural Meet & Greet Walk-Over* (Sep. 16) with 5 participants
- *Therapy Dog Stress Relief* (Apr. 14) with 5 participants

The survey respondents rated each event they reported attending on a scale of 1-10.

The **highest rated events** were:

- *Healthy Relationships* (Feb. 3): Average rating = 9.0 ($N=10$, $SD=1.05$)
- *My Identity Exploration Pt 2* (Oct. 21): Average rating = 8.67 ($N=4$, $SD=0.94$)
- *Multicultural Meet & Greet Walk-Over* (Sep. 16): Average rating = 8.67 ($N=5$, $SD=1.37$)
- *Mark Your Calendars - Planner Party* (Jan. 13): Average rating = 8.50 ($N=12$, $SD=1.66$)

The **lowest rated events** were:

- *Activity w/ Senior Center Residents* (Apr.): Average rating = 5.67 ($N=4$, $SD=0.94$)
- *Job Search Basics* (Apr. 7): Average rating = ($N=6$, $SD=1.83$)
- *Environmental Activism* (Mar. 24): Average rating = 6.71 ($N=7$, $SD=1.58$)
- *The Advance* (Aug. 26): Average rating = 6.93 ($N=4$, $SD=2.46$)

Second-Year Participant Event Attendance & Event Rating

Table 2 presents event attendance and the average rating of events for second-year Bronco Connect participants. There were 12 scheduled events for second-year Bronco Connect participants. Of the 43 second-year participants, they collectively attended 36 Bronco Connect events, with an average attendance of **3.0 participants per event** ($SD=1.41$). The **second-year event attendance rate was 19%**.

Table 2. Second-Year Participant Event Attendance & Event Rating

Date	Event Topic	Attendance	Mean Rating	SD
Sep 18	Vision Boards	5	8.40	1.36
Oct 9	Internships	3	7.00	4.24
Oct 23	Resume 1.0	4	7.40	3.32
Nov 6	Job Search Basics	4	7.00	1.87
Nov 20	Interviewing (1)	2	4.33	4.03
Jan 15	Scholarships	5	9.00	1.55
Jan 29	Career Fair Prep	2	6.67	3.40
Feb 4	Resume	4	7.40	3.26
Feb 18	Housing - Apartment Looking/ Future Housing Options	1	4.50	-
Mar 13	Job Search	2	5.33	3.68
Mar 25	Nutrition	3	7.00	2.16
Apr 9	Interviewing (2)	1	5.50	-
Totals		3	6.63	2.89

Events with the **highest attendance** were:

- *Vision Boards* (Sep. 18) with 5 participants
- *Scholarships* (Jan. 15) with 5 participants

Events with the **lowest attendance** were:

- *Housing-Apartment Looking/Future Housing Options* (Feb. 18) with 1 participant
- *Interviewing (2)* (Apr. 9) with 1 participant

The **highest rated events** were:

- *Scholarships* (Jan. 15): Average rating = 9.0 ($N=5$, $SD=1.55$)
- *Vision Boards* (Sep. 18): Average rating = 8.40 ($N=5$, $SD=1.36$)

The **lowest rated events** were:

- *Interviewing (I)* (Nov. 20): Average rating = 4.33 ($N=2$, $SD=4.03$)
- *Housing-Apartment Looking/Future Housing Options* (Feb. 18): Average rating = 4.50 ($N=1$)

Below are two **interviewee quotes** expressing what they value about the events.

- “They helped me navigate working with different people with different personalities, which was useful for my leadership roles in other areas of my life.”
- “They provided an avenue to have a deep conversation ... talking about stuff that people don't usually talk about.

Finding & Valuing Support

The survey asked participants about the most significant impacts of Bronco Connect and the program's impact on their sense of belonging, sense of academic and personal success, and sense of personal connection.

Most Significant Impact

Sixty-four of the 78 respondents answered the question about the two most *significant* impacts of Bronco Connect on them. Table 3 shows the findings of our content analysis (see Appendix E for the full analysis). We categorized 48 of the 128 responses (64×2) under *socializing*. Responses that we categorized as *socializing* described engaging with friends and building community. Several respondents shared that Bronco Connect helped them feel less isolated and more comfortable engaging with others. Many mentioned that they met lifelong friends and formed supportive peer relationships that extend beyond Bronco Connect. For example, participants wrote things like, “[Bronco Connect] helped me make new friends and feel part of the WMU community,” and “It got me out of my dorm and helped me

meet people I still talk to today.” We categorized 21% of the responses to the most significant change as *providing support*. Examples of the theme *providing support* include references to receiving general information and information about campus resources, the extra day for move-in, and support from Val and learning community assistants. Sixteen percent of responses referred to the provision of *financial assistance*. Several simply wrote, “money” or “scholarship,” while one wrote that “the financial relief that came with Bronco Connect really helped me to focus on my schoolwork.”

Table 3. Most Significant Impact Response Totals (N=64 respondents)

Most Significant Impact	Total Responses	% of Responses (N=128)
Socializing	48	38%
Providing Support	27	21%
Financial Assistance	21	16%
Boosting Connections	18	14%
Social Events	6	5%
The People	4	3%
Learning Opportunities	4	3%
Helped in Being Independent	2	2%
Housing Security	2	2%

To visualize the responses to the question about the most significant impacts and to offer further detail into their actual responses, we created a word cloud using the exact words or phrases that survey respondents provided (see Figure 2). The more frequently participants wrote the word or phrase, the larger it appears in the word cloud. The word cloud only includes words or phrases quoted by two or more Bronco Connect participants.

Figure 2. Most Significant Impact of Bronco Connect



Sense of Belonging

We asked participants to rate the impact that Bronco Connect has had on their sense of belonging at WMU, on a scale of 1 to 10. The findings are displayed in Figure 3, where each bar represents the number of first-year, second-year, former, and all respondents. The brown line shows the mean rating for each Bronco Connect respondent group. First-year Bronco Connect participants rated their sense of belonging highest, followed by former participants and second-year participants.

Figure 3. Sense of Belonging by Program Status (N=78)

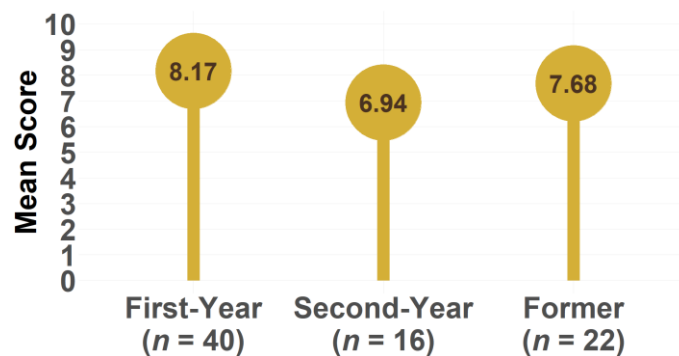
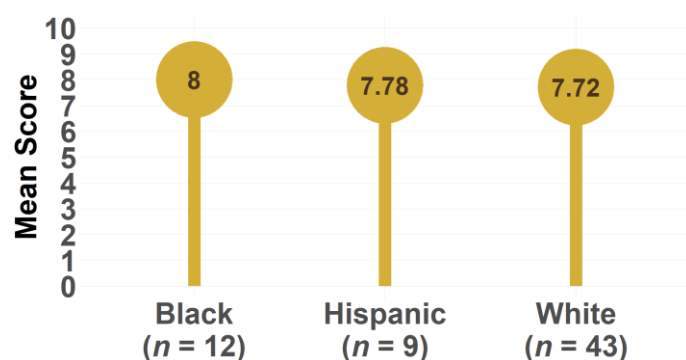


Figure 4 displays the sense of belonging data disaggregated by race and ethnicity. Black or African American participants rated their sense of belonging the highest, followed by Hispanic or Latino/a/x participants, and then White participants. Other racial/ethnic groups are excluded from this analysis due to small sample sizes.

Figure 4. Sense of Belonging by Race/Ethnicity (N=78)



One participant credited their sense of belonging to meaningful social connections and community interactions, writing:

- “I met one of my best friends and found a group of friends ... we became really good friends, and it gave me a sense of community.”

Sense of Academic & Personal Success

First-year participants rated their success the highest, followed by former participants, then second-year participants. Figure 5 presents the participants' ratings of Bronco Connect's impact on their sense of academic and personal success, disaggregated by program status.

Figure 5. Sense of Academic & Personal Success by Program Status (N=78)

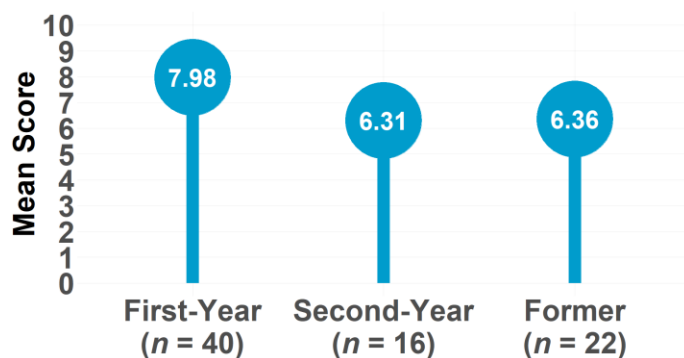
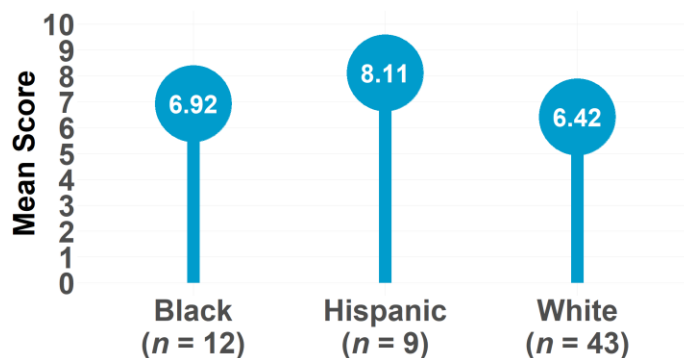


Figure 6 displays Bronco Connect's impact on academic and personal success disaggregated by race and ethnicity. Black or African American participants reported the highest ratings, followed by Hispanic or Latino/a/x participants, then White participants.

Figure 6. Academic & Personal Success by Race/Ethnicity (N=78)



Peer support was influential for at least one Bronco Connect participant, as an interviewee said:

- “Music theory has always been really hard for me ... my friend [from Bronco Connect] helped me study, and I've been understanding it more. It was really helpful because there's an understanding that we're going to get through this together ... When I had a psychology exam, she helped me go through flashcards too.”

Sense of Personal Connection

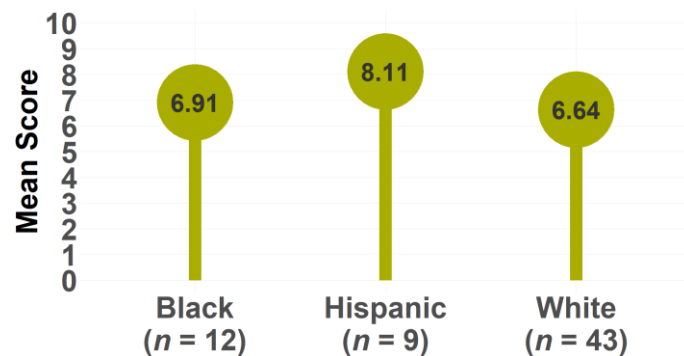
Figure 7 shows participants' ratings of Bronco Connect's impact on their sense of personal connection, disaggregated by program status. First-year participants' mean rating of Bronco Connect's impact on their personal connection was the highest, followed by former participants then second-year participants.

Figure 7. Sense of Personal Connection by Program Status (N=78)



Figure 8 shows participants' ratings of Bronco Connect's impact on their sense of personal connection, disaggregated by race and ethnicity. Hispanic or Latino/a/x rated Bronco Connect's impact on their sense of personal connection the highest, followed by Black or African American participants, then White participants.

Figure 8. Sense of Personal Connection by Race/Ethnicity (N=78)



We conducted advanced statistical analyses to test whether there were overall differences in mean ratings among first-year, second-year, and former participants. We compared whether the mean ratings across the three participant groups differed significantly regarding sense of belonging, academic and personal success, and personal connection.

Table 4 shows that sense of belonging was the only variable for which we found any statistically significant difference. **First-year participants reported a marginally significantly higher mean rating of sense of belonging than second-year participants.** The difference column reports how much higher or lower the mean rating is between the two groups, while the *Q* column shows the test statistic from the Tukey HSD post-hoc analysis. The *p*-value indicates the probability that the observed difference happened by chance, helping determine statistical significance. The significance column summarizes whether each comparison is statistically significant, marginally significant, or not significant, based on the *p*-value.

Table 4. Comparison of Group Differences in Mean Ratings for Sense of Belonging

Group 1	Group 2	Difference	<i>Q</i>	<i>p</i> -Value	Significance
First-Year	Second-Year	1.24	3.1	0.07896	Marginal
First-Year	Former	0.49	1.24	0.65832	No
Second-Year	Former	0.74	1.87	0.38923	No

Ways to Improve Bronco Connect

We asked an open-ended survey question that asked participants to suggest ways to improve Bronco Connect, and 12 responded. Their responses related to increasing participant engagement and enhancing events.

Increasing Engagement

Six of the 12 respondents requested more consistent and deeper interactions, recommending the promotion of active group chats, including people external to the living learning community, and fostering stronger and ongoing connections through community service projects.

Enhancing Events

The remaining six participants focused on enhancing events, requesting more variety in programming and scheduling. One noted that they wanted “Bronco Connect events to be held on other days instead of just Monday nights.” Another desired more peer interaction-focused activities, writing, “If the events focused on talking to others, not so much listening to a speaker talk at us.”

When we asked what Bronco Connect could do to improve participants’ sense of belonging, 60% (32 of 53 respondents) suggested improving Bronco Connect events (see Table 5).

Table 5. Frequency of Recommendations

Participant Recommendations	Response Frequency	% of Respondents (N=53)
Improve Events	32	60%
Improve Guidance and Support	4	8%
Improve Second Year of Program	4	8%
Increase Housing Options	3	6%
Promote Engagement with Entire Campus	2	2%
Provide Training and Sensitization	2	2%
Encourage Connection Beyond Events	2	2%
Nothing	4	8%

Conclusion

To conclude this report, we offer the participants’ answers to our three key questions.

Valuing Bronco Connect Events

- “First/move-in dinner together; ice cream social; lot of impact from the collective dinner/socialization events- helped crack my introverted shell.”
- “I think the most valuable event that I attended was the very first event on my first day on campus. Everyone was a new face to each other, so it forced us to be social and build connection from day 1.”

Finding and Valuing Support

- “Having resources like Val and other people was really helpful.”

- “Having support from my mentor.”

Ways to Improve Bronco Connect

- “Maybe switch up the events? Some of the events during my second year were repeated my first year.”
- “[I] would say actually pay more attention to the second years.”

About the Evaluation Team

Brandon Youker, the Evaluation Lab's director at WMU, serves as the principal investigator of lab evaluations and supervises all student-evaluators. Dr. Youker has a Ph.D. in interdisciplinary evaluation and a Master of Science in Social Work. He has roughly 25 years of experience in social work programming and management, higher education, and program evaluation.

Evaluation Lab Staff

- Grace Osafo, Evaluation Assistant II, is a recent graduate of WMU with a master's in international development administration.
- Deborah Williams, Evaluation Assistant II, is a senior majoring in social work with a minor in political science.
- Justin Varda, Evaluation Assistant I, is a junior double-majoring in leadership and business strategy, and Spanish.
- Blagoja Naskovski, Evaluation Assistant I, is a master's student in economics.
- Samin Al Mahi, Evaluation Associate I, is a senior majoring in computer science and minoring in business analytics and supply chain management.
- Charlie DeGraves, Evaluation Assistant I, is a senior majoring in anthropology, Spanish, and global and international studies.
- Leslie Pérez, Evaluation Assistant I, is a junior majoring in economics.

Appendices

Appendix A: Acknowledgements

This Bronco Connect Evaluation Report would not have been possible without the assistance and support from Laura Darrah, Assistant Director of Engagement and Assessment in Housing and Residence Life. Laura helped organize the logistics, emailed the survey, sent reminders, and offered Bronco Connect event credit to incentivize students to participate in the interviews. We would also like to thank the entire Empowering Futures Executive Team for allowing the student-evaluators to learn about evaluation, data, and the WMU student experience through funding this project. Lastly, we thank Lori Wingate, director of The Evaluation Center, for her tireless efforts and support in guiding the Evaluation Lab.

Appendix B: Background & Context

Bronco Connect aims to enhance its participants' retention and graduation rates by providing 110 students, in 2024-25, with a \$6,000 housing scholarship to live in a living learning community (LLC), mostly in Shilling Hall. Bronco Connect can be applied to a student's first two years at Western Michigan University. According to the website, the Bronco Connect community is "a place where you can find belonging, that encourages exploration, navigate personal and academic interests, and engage with campus programs and resources." To be eligible to participate in the program, the student must be a Michigan resident, a first-year student, and have a household income of \$50,000 or less. The 2024-25 Bronco Connect was the first year that Bronco Connect prorated the scholarship amount according to the participants' semesterly attendance at the required number of Bronco Connect events.

Bronco Connect supports students based on financial need, which is determined by students who completed FASFA and participated in WMU's financial literacy training. Participants attend weekly workshops on diverse topics, including sexual safety/health, diversity, equity, inclusion (DEI), and career preparation.

The Bronco Connect LLC creates a shared living space with fellow Bronco Connect participants and living learning assistants. Living learning assistants are second-year Bronco Connect participants who provide "guidance about social, academic, and personal needs." Program activities include:

- Transition to college that allows participants to move in a day earlier than other students
- Weekly workshops on topics from financial guidance and other resources on campus, like the Sindecuse Health Center
- Communal meals that provide a space for participants to socialize within the program over a meal at the Valley Dining Center

Bronco Connect aims to enhance program participants' retention and graduation rates through the \$6,000 housing scholarship and program activities.

Appendix C: Methods

The Empowering Futures Assessment Team suggested that the Evaluation Lab conduct surveys with Bronco Connect program participants, asking about the program's impact on them. We began drafting the surveys using the three versions of the interview protocol from the prior year's evaluation. Then we collaborated with Bronco Connect leaders to revise and add content relevant to this survey. The survey was anonymous and filtered questions by current Bronco Connect status, first-year participants, second-year participants, and former participants. The survey included a combination of closed-ended and open-ended questions to capture both quantitative data and qualitative feedback. The Director of Bronco Connect emailed the Qualtrics survey to students, and it was open from March 20, 2025, to April 25, 2025. Participation was voluntary, and all respondents were informed about the purpose of the survey, the confidentiality of their responses, and how the data would be used to inform program improvements. For completing the survey, students received \$10 in Dining Dollars.

We cleaned and analyzed the data using Excel, R, and Python. We examined quantitative responses through descriptive statistics, including frequency distributions and cross-tabulations. We conducted an ANOVA to test whether there were overall differences in mean ratings among first-year, second-year, and former participants. Based on the ANOVA *p*-value, we performed Tukey HSD post-hoc tests to explore pairwise differences. We compared whether the mean ratings across the three participant groups were significantly different for sense of belonging, academic and personal success, and personal connection. For qualitative data, we thematically coded open-ended responses using an inductive approach. We then identified key chunks of text from the interview transcription and grouped them into similar categories or themes. We reported the qualitative findings through frequency counts and respondent quotes.

Appendix D: Bronco Connect 2024-25 Survey

(Designed in and for Qualtrics)

This survey is for past and present Bronco Connect scholarship recipients. Your responses will help Bronco Connect better understand how students are doing and what they need. The survey is anonymous.

Participant Classification (Skip Logic Trigger Question - All Participants)

(This question determines which set of questions each participant will see.)

1. What is your current status in Bronco Connect? (Required)

- I am a first-year Bronco Connect participant (Currently in the first-year of Bronco Connect)
- I am a second-year Bronco Connect participant (Currently in the second-year of Bronco Connect)
- I am a former Bronco Connect participant (Previously in Bronco Connect but not anymore)
 - If selected.... How many years were you in Bronco Connect?
 - 1 year
 - 2 years

General Experience with Bronco Connect (All Participants)

(This section will be answered by everyone before skip logic applies.)

2. How did you originally hear about Bronco Connect? (Select all that apply)

- University website
- Social media (Instagram, Facebook, etc.)
- Email
- Campus event
- Word of mouth
- Flyer/brochure
- Housing and Residence Life staff

- Other (please specify)

3. On a scale of 1 – 10, **rate your sense of belonging at WMU.** (1 = I feel like I don't belong, 10= I feel like I do belong)

4. How did Bronco Connect influence your sense of belonging at WMU?

4. **What could Bronco Connect do to enhance participants' sense of belonging at WMU?** (Open-ended response)

5. **Rate the impact of Bronco Connect on your ability to connect with others at WMU?** (1 = No impact, 10 = Strong positive impact)

6. **Rate the impact of Bronco Connect on your academic and personal success at WMU.** (1 = No impact, 10 = Strong positive impact)

(At this point, **skip logic** directs participants to their respective sections.)

First-Year Participant Questions (Skip logic: If they select “First-year” in Q1.)

7. **Where do you currently live?**

- In the Bronco Connect community in Shilling Hall
- In a different learning community
 - If selected, Which learning community do you live in? __[Fill-in-the-blank]__

8. 1st Year Event Topics (On scale of 1-10)

	Topic	I attended this event		How useful was this event
Aug 22	The Advance	Yes ____	No ____	1-10
Any	Family Dinners	Yes ____	No ____	1-10
Sept 9	True Colors	Yes ____	No ____	1-10
Sept 16	Multicultural Meet & Greet Walk-Over	Yes ____	No ____	1-10
Sept 23	Metacognition	Yes ____	No ____	1-10
Sept 30	Treat College Like Work	Yes ____	No ____	1-10
Oct 7	Election 101	Yes ____	No ____	1-10
Oct 14	S'mores & Self Care	Yes ____	No ____	1-10
Oct 21	My Identity Exploration Pt 2	Yes ____	No ____	1-10
Nov 4	Cap & Gown Photoshoot	Yes ____	No ____	1-10
Nov 11	Financial Literacy	Yes ____	No ____	1-10
Nov 18	Mental Health: Stress	Yes ____	No ____	1-10
Jan 6	Welcoming Back Event	Yes ____	No ____	1-10
Jan 13	Mark Your Calendars - Planner Party	Yes ____	No ____	1-10
Jan 27	Cognitive Empathy	Yes ____	No ____	1-10
Feb 3	Healthy Relationships	Yes ____	No ____	1-10
Feb 24	Study Abroad	Yes ____	No ____	1-10
Mar 10	Resume 1.0	Yes ____	No ____	1-10
Mar 17	Meditation	Yes ____	No ____	1-10
Mar 24	Environmental Activism	Yes ____	No ____	1-10
Mar 31	H.E.R.O.E.S Program	Yes ____	No ____	1-10
Apr 7	Job Search Basics	Yes ____	No ____	1-10
Apr 11	Activity w/ Senior Center Residents	Yes ____	No ____	1-10
Apr 14	Therapy Dog Stress Relief	Yes ____	No ____	1-10

9. Do you plan to return to Bronco Connect next year?

- Yes → *Skip to Question 10*
- No → *If no*

This fall semester I plan to...

- Live in the residence halls but not be part of Bronco Connect
- Live in a WMU apartment

- Transfer out of WMU
- Take a break/time off from college
- Move to an off-campus apartment
- Move in with a family member
- Other _____

10. What have been the TWO most significant impacts of participating in Bronco Connect?

(Open-ended response #1) _____

(Open-ended response #2) _____

Second-Year Participant Questions (Skip logic: If they select “Second-year” in Q1.)

11. Where do you currently live?

- In the Bronco Connect community in Shilling Hall
- In a different learning community
 - If selected, Which learning community do you live in? __[Fill-in-the-blank]__

12. Where do you plan to live next year?

- Live in the residence halls
- Live in a WMU apartment
- Transfer out of WMU
- Take a break/time off from college
- Move to an off-campus apartment
- Move in with a family member
- Other _____

13. 2nd Year Event Topics (On Scale of 1-10)

	Topic	I attended this event		How useful was this event
Any	Family Dinners	Yes ____	No ____	1-10
Sept 18	Vision Boards	Yes ____	No ____	1-10
Oct 9	Internships	Yes ____	No ____	1-10
Oct 23	Resume 1.0	Yes ____	No ____	1-10
Nov 6	Job Search Basics	Yes ____	No ____	1-10
Nov 20	Interviewing	Yes ____	No ____	1-10
	Success plan meetings with Val	Yes ____	No ____	1-10
Jan 15	Scholarships	Yes ____	No ____	1-10
Jan 29	Career Fair Prep	Yes ____	No ____	1-10
Feb 4	Resume	Yes ____	No ____	1-10
	Housing - Apartment			
Feb 18	Looking/Future Housing Options	Yes ____	No ____	1-10
Mar 13	Job Search	Yes ____	No ____	1-10
Mar 25	Nutrition	Yes ____	No ____	1-10
Apr 9	Interviewing	Yes ____	No ____	1-10

14. **Rate the second-year of Bronco Connect compared to the first. The second-year has been...** (*1 = Way Worse, 10 = Way Better*)

15. Please explain why you chose your answer to Question # X above. ____

15. **What have been the TWO most significant impacts of participating in Bronco Connect?**

(Open-ended response #1) _____

(Open-ended response #2) _____

Former Participant Questions (Skip logic: If they select “Former Participant” in Q1.)

What have been the TWO most significant impacts of participating in Bronco Connect?

(Open-ended response #1) _____

(Open-ended response #2) _____

16. Think back to the Bronco Connect events that you attended. Which ones stand out to you as being the best or most valuable? (Open-ended)

17. **What suggestions do you have for improving Bronco Connect?** *(Open-ended response)*

All are asked these questions at the end of the survey

19. **Did any of your parents or guardians graduate from a 4-year college or university?**

- Yes
- No
- Don't know

20. **How do you identify your race or ethnicity?**

(Check category or write in.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a/x
- Middle Eastern or North African
- Native Hawaiian or Pacific Islander
- White

- Prefer to describe _____

21. **How do you identify your gender?**

(Check category or write in.)

- ☐ Female
- ☐ Male
- ☐ Nonbinary
- ☐ Male Transgender
- ☐ Female Transgender
- ☐ Prefer to describe _____

Incentives & Participation

Thank you for your time. If you need any assistance with any aspect of your WMU experience, contact a member of your support team through the Student Success Hub.

After clicking the "Next" button below, **a new form will appear for you to record your Western Identification Number (WIN) to receive \$10 in Dining Dollars.** This is a separate form and cannot be associated with your survey responses.

Appendix E: Most Significant Impact Content Analysis

The Evaluation Lab analyzed participants' open-ended responses to the survey question, "What have been the two most significant impacts of participating in Bronco Connect?" Using content analysis, we reviewed all responses and grouped similar ideas into subthemes and overarching themes.

The table below presents the participants' responses (i.e., "segments"), subthemes, and themes. Responses appear verbatim.

<u>Index</u>	<u>Segment</u>	<u>Subthemes</u>	<u>Themes</u>	<u>Focus Area</u>
43	Being able to live by myself for the first time		Being able to live by myself for the first time	Most Significant Impact (1)
83	I've been held accountable		I've been held accountable	Most Significant Impact (1)
8	The financial relief of having a fairly significant scholarship	The financial relief of having a fairly significant scholarship	Providing Financial Assistance	Most Significant Impact (1)
19	Scholarship money that impacted my decision to come to Western and being able to afford going to University	Scholarship money that impacted my decision to come to Western and being able to afford going to University	Providing Financial Assistance	Most Significant Impact (1)
34	financial help	financial help	Providing Financial Assistance	Most Significant Impact (1)
39	The financial relief that came with bronco connect really helped me to focus on my school work.	The financial relief that came with bronco connect really helped me to focus on my school work.	Providing Financial Assistance	Most Significant Impact (1)
45	Having a good portion of my college expenses covered, which saved me from more debt.	Having a good portion of my college expenses covered, which saved me from more debt.	Providing Financial Assistance	Most Significant Impact (1)
67	My financial situation, I was able to afford housing my first year.	My financial situation, I was able to afford housing my first year.	Providing Financial Assistance	Most Significant Impact (1)
69	the scholarship	the scholarship	Providing Financial Assistance	Most Significant Impact (1)
79	The financial aspect	The financial aspect	Providing Financial Assistance	Most Significant Impact (1)
85	Funding to focus on student life (studying and social).	Funding to focus on student life (studying and social).	Providing Financial Assistance	Most Significant Impact (1)
88	Money	Money	Providing Financial Assistance	Most Significant Impact (1)
14	Learning more about resources	Providing Information and Resources Support	Providing Support	Most Significant Impact (1)

<u>Index</u>	<u>Segment</u>	<u>Subthemes</u>	<u>Themes</u>	<u>Focus Area</u>
20	Learning lots of new things to help me with my future.	Providing Information and Resources Support	Providing Support	Most Significant Impact (1)
23	Having support from my mentor	Having support from my mentor	Providing Support	Most Significant Impact (1)
29	More Comfortable Traversing Campus	More Comfortable Traversing Campus	Providing Support	Most Significant Impact (1)
31	I have learned a lot about campus life	Providing Information and Resources Support	Providing Support	Most Significant Impact (1)
33	The extra day before move in and what we did during that time	The extra day before move in and what we did during that time	Providing Support	Most Significant Impact (1)
64	The support group of people like Val and the LCAs	The support group of people like Val and the LCAs	Providing Support	Most Significant Impact (1)
73	Going to informative event, for example the event for relationships.	Providing Information and Resources Support	Providing Support	Most Significant Impact (1)
32	Social skills		Social skills	Most Significant Impact (1)
2	Being apart of a community	Building Community	Socializing	Most Significant Impact (1)
3	Meeting my best friend	Boosting Connections	Socializing	Most Significant Impact (1)
4	Going to clubs events	Offering Social Events	Socializing	Most Significant Impact (1)
5	Getting to meet new people	Boosting Connections	Socializing	Most Significant Impact (1)
6	Meeting new people	Boosting Connections	Socializing	Most Significant Impact (1)
7	Having more chances to meet new people	Boosting Connections	Socializing	Most Significant Impact (1)
9	creating a bond amongst my peers	Boosting Connections	Socializing	Most Significant Impact (1)
9	Connecting with people in my community	Building Community	Socializing	Most Significant Impact (1)
12	I met some friends that are also in band in this program.	Boosting Connections	Socializing	Most Significant Impact (1)
15	Making my transition into college smoother by allowing me to	Boosting Connections	Socializing	Most Significant Impact (1)

<u>Index</u>	<u>Segment</u>	<u>Subthemes</u>	<u>Themes</u>	<u>Focus Area</u>
18	connect with people in the beginning of the year. I think being able to get a good friend out of this , which is my roommate	Boosting Connections	Socializing	Most Significant Impact (1)
21	Having the opportunity to connect and meet other people.	Boosting Connections	Socializing	Most Significant Impact (1)
22	Got to meet new people and make new connections.	Boosting Connections	Socializing	Most Significant Impact (1)
24	I met a lot of great people	Boosting Connections	Socializing	Most Significant Impact (1)
25	Finding a supportive friend group	Building Community	Socializing	Most Significant Impact (1)
26	also make freinds.	Boosting Connections	Socializing	Most Significant Impact (1)
26	I found a community that I could use as a resource	Building Community	Socializing	Most Significant Impact (1)
27	meeting people	Boosting Connections	Socializing	Most Significant Impact (1)
28	Lasting relationships	Boosting Connections	Socializing	Most Significant Impact (1)
30	The community it gives	Building Community	Socializing	Most Significant Impact (1)
35	The friends I met	Boosting Connections	Socializing	Most Significant Impact (1)
37	Meeting new people at the beginning of the year.	Boosting Connections	Socializing	Most Significant Impact (1)
38	Helped me make new friends	Boosting Connections	Socializing	Most Significant Impact (1)
41	The connections i have made with other students in Bronco Connect	Boosting Connections	Socializing	Most Significant Impact (1)
42	Strong, personal connections with other participants.	Boosting Connections	Socializing	Most Significant Impact (1)
44	Being more a part of western, by being introduced to the Office of Student Transitions. I am an Assistant Program Manager now in the Office of student Transtions.	Building Community	Socializing	Most Significant Impact (1)

<u>Index</u>	<u>Segment</u>	<u>Subthemes</u>	<u>Themes</u>	<u>Focus Area</u>
46	Friends/People I can always find and connect with; I have friends from my very first year here	Boosting Connections	Socializing	Most Significant Impact (1)
47	Making connections	Boosting Connections	Socializing	Most Significant Impact (1)
50	Meeting people in the program	Boosting Connections	Socializing	Most Significant Impact (1)
51	Making close friends; I am now living with one of them next year in an apartment.	Boosting Connections	Socializing	Most Significant Impact (1)
53	being able to meet new people that I would never have crossed paths with before.	Boosting Connections	Socializing	Most Significant Impact (1)
54	Placing me in a friendly environment made me less anxious and willing to socialize in attempt to make new connections.	Boosting Connections	Socializing	Most Significant Impact (1)
61	Meeting new people	Boosting Connections	Socializing	Most Significant Impact (1)
62	I got to meet 2 lifelong best friends.	Boosting Connections	Socializing	Most Significant Impact (1)
66	I definitely feel more connected to the community.	Building Community	Socializing	Most Significant Impact (1)
70	Socializing	Socializing	Socializing	Most Significant Impact (1)
71	Meeting New people	Boosting Connections	Socializing	Most Significant Impact (1)
80	Being able to connect with people	Boosting Connections	Socializing	Most Significant Impact (1)
80	make new friends	Boosting Connections	Socializing	Most Significant Impact (1)
81	New friends	Boosting Connections	Socializing	Most Significant Impact (1)
82	More connected to the community here	Building Community	Socializing	Most Significant Impact (1)
84	Getting me out of my dorm room	Getting me out of my dorm room	Socializing	Most Significant Impact (1)
86	Friends/People I can always find and connect with; I have friends from my very first year here	Boosting Connections	Socializing	Most Significant Impact (1)

<u>Index</u>	<u>Segment</u>	<u>Subthemes</u>	<u>Themes</u>	<u>Focus Area</u>
87	Connecting with other students	Boosting Connections	Socializing	Most Significant Impact (1)
36	Study abroad		Study abroad	Most Significant Impact (1)
1	Learning about self care and health	Learning about self care and health	Supporting Health Education	Most Significant Impact (1)
65	The environment		The environment	Most Significant Impact (1)
16	The people		The people	Most Significant Impact (1)
52	The people		The people	Most Significant Impact (1)
1	Making more friends	Making more friends	Boosting Connections	Most Significant Impact (2)
2	Meeting new friends	Meeting new friends	Boosting Connections	Most Significant Impact (2)
8	The relationships I have formed with people in the program	The relationships I have formed with people in the program	Boosting Connections	Most Significant Impact (2)
14	Making friends	Making friends	Boosting Connections	Most Significant Impact (2)
24	collaborate with others	collaborate with others	Boosting Connections	Most Significant Impact (2)
26	Helped me get out of my shell, and interact more.	Helped me get out of my shell, and interact more.	Boosting Connections	Most Significant Impact (2)
29	Friendships / Peers	Friendships / Peers	Boosting Connections	Most Significant Impact (2)
32	lasting friends or even the ability to work on my network of friends	lasting friends or even the ability to work on my network of friends	Boosting Connections	Most Significant Impact (2)
34	connecting with my peers who i may have not connected with if it weren't for bronco connect	connecting with my peers who i may have not connected with if it weren't for bronco connect	Boosting Connections	Most Significant Impact (2)
35	The people I connected with	The people I connected with	Boosting Connections	Most Significant Impact (2)
43	Just being able to talk to people outside of where I live and somewhat enjoying it.	Just being able to talk to people outside of where I live and somewhat enjoying it.	Boosting Connections	Most Significant Impact (2)

<u>Index</u>	<u>Segment</u>	<u>Subthemes</u>	<u>Themes</u>	<u>Focus Area</u>
44	Making connections with peers	Making connections with peers	Boosting Connections	Most Significant Impact (2)
45	Meeting my best friend.	Meeting my best friend.	Boosting Connections	Most Significant Impact (2)
47	Meeting new people	Meeting new people	Boosting Connections	Most Significant Impact (2)
79	The connections it gave me	The connections it gave me	Boosting Connections	Most Significant Impact (2)
83	I've met a lot of people through bronco connect	I've met a lot of people through bronco connect	Boosting Connections	Most Significant Impact (2)
84	Making friends	Making friends	Boosting Connections	Most Significant Impact (2)
88	Friends	Friends	Boosting Connections	Most Significant Impact (2)
1	being apart of the WMU community	being apart of the WMU community	Building Community	Most Significant Impact (2)
39	Having a sense of community when coming back to campus	Having a sense of community when coming back to campus	Building Community	Most Significant Impact (2)
64	Have a group of students that have the same experiences as me	Have a group of students that have the same experiences as me	Building Community	Most Significant Impact (2)
67	Making aviation hall friends!	Making aviation hall friends!	Building Community	Most Significant Impact (2)
85	Got me out of my dorm to go to activities and meetings.		Got me out of my dorm to go to activities and meetings.	Most Significant Impact (2)
46	helped me grow more independant		helped me grow more independent	Most Significant Impact (2)
86	helped me grow more indipendant		helped me grow more independent	Most Significant Impact (2)
62	I learned a lot about how to be a decent human being as well as help people along the way on my own college journey.		I learned a lot about how to be a decent human being as well as help people along the way on my own college journey.	Most Significant Impact (2)
53	learning how to schedule my time and manage events that I have throughout the year with much better efficiency.		learning how to schedule my time and manage events that I have throughout the year with much better efficiency.	Most Significant Impact (2)
5	Doing fun events	Doing fun events	Offering Social Events	Most Significant Impact (2)

<u>Index</u>	<u>Segment</u>	<u>Subthemes</u>	<u>Themes</u>	<u>Focus Area</u>
41	The helpful events i have attended that have made my time at WMU better.	The helpful events i have attended that have made my time at WMU better.	Offering Social Events	Most Significant Impact (2)
52	The events	The events	Offering Social Events	Most Significant Impact (2)
61	Getting to see events at school I didn't know existed	Getting to see events at school I didn't know existed	Offering Social Events	Most Significant Impact (2)
73	Going to the events for identities. I met a lot of people and had fun.	Going to the events for identities. I met a lot of people and had fun.	Offering Social Events	Most Significant Impact (2)
87	Job building events	Job building events	Offering Social Events	Most Significant Impact (2)
4	The scholarship money	The scholarship money	Providing Financial Assistance	Most Significant Impact (2)
7	Having financial security over housing.	Having financial security over housing.	Providing Financial Assistance	Most Significant Impact (2)
22	It just helped me a lot with the financial side of living on campus.	It just helped me a lot with the financial side of living on campus.	Providing Financial Assistance	Most Significant Impact (2)
23	The financial impact for my academics	The financial impact for my academics	Providing Financial Assistance	Most Significant Impact (2)
25	Not having to worry about cost of living on campus as much.	Not having to worry about cost of living on campus as much.	Providing Financial Assistance	Most Significant Impact (2)
30	The financial burden it helps with	The financial burden it helps with	Providing Financial Assistance	Most Significant Impact (2)
37	Less financial burden	Less financial burden	Providing Financial Assistance	Most Significant Impact (2)
38	Allowed me to focus on my academics by being less stressed over financial instability	Allowed me to focus on my academics by being less stressed over financial instability	Providing Financial Assistance	Most Significant Impact (2)
54	It provided me with money to pay for my housing	It provided me with money to pay for my housing	Providing Financial Assistance	Most Significant Impact (2)
66	Financial security that I get from the scholarship helped me focus on school, and better enjoy my university experience.	Financial security that I get from the scholarship helped me focus on school, and better enjoy my university experience.	Providing Financial Assistance	Most Significant Impact (2)
81	Scholarship money	Scholarship money	Providing Financial Assistance	Most Significant Impact (2)
12	I don't have to stress about housing next year with the new lottery.	I don't have to stress about housing next year with the new lottery.	Providing housing security	Most Significant Impact (2)

<u>Index</u>	<u>Segment</u>	<u>Subthemes</u>	<u>Themes</u>	<u>Focus Area</u>
37	stress when choosing where to live next year	less stress when choosing where to live next year	Providing housing security	Most Significant Impact (2)
6	Learning new ways to manage the more difficult aspects of becoming an adult.	Learning new ways to manage the more difficult aspects of becoming an adult.	Providing Learning opportunities	Most Significant Impact (2)
24	I have many opportunities to learn new things	I have many opportunities to learn new things	Providing Learning opportunities	Most Significant Impact (2)
31	I have learned how to succeed in college	I have learned how to succeed in college	Providing Learning opportunities	Most Significant Impact (2)
33	The events have taught me quite alot	The events have taught me quite alot	Providing Learning opportunities	Most Significant Impact (2)
3	Learning things I would not know about without the events	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
9	Obtaining knowledge on different topics and issues that I completely ignored before coming to college	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
15	Find helpful tips and guidance for my career and well being	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
16	Learning campus and my options	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
18	it made me realize that it's not bad being a scholar. There are people willing to help you	it made me realize that it's not bad being a scholar. There are people willing to help you	Providing Support	Most Significant Impact (2)
19	getting that nice career development book	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
19	Learning about more resources on campus	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
20	Connecting with the leaders and the graduate student and just talking with them.	Connecting with the leaders and the graduate student and just talking with them.	Providing Support	Most Significant Impact (2)
21	And getting to know resources on campus	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
27	Knowing I have support and cheer leaders	Knowing I have support and cheer leaders	Providing Support	Most Significant Impact (2)
28	Increased structure and support	Increased structure and support	Providing Support	Most Significant Impact (2)
36	therapy dogs	therapy dogs	Providing Support	Most Significant Impact (2)

<u>Index</u>	<u>Segment</u>	<u>Subthemes</u>	<u>Themes</u>	<u>Focus Area</u>
46	Helped me become comfortable with campus faster	Helped me become comfortable with campus faster	Providing Support	Most Significant Impact (2)
50	more information about campus	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
51	learning new things about campus that I didn't know.	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
70	Helpful info about junior and senior year of college	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
71	Gaining knowledge about the campus and different topics.	Providing Information and Resources Support	Providing Support	Most Significant Impact (2)
82	Having resources like Val and other people was really helpful.	Having resources like Val and other people was really helpful.	Providing Support	Most Significant Impact (2)
86	Helped me become comfortable with campus faster	Helped me become comfortable with campus faster	Providing Support	Most Significant Impact (2)
80	Putting myself at events I would normally not go to		Putting myself at events I would normally not go to	Most Significant Impact (2)
42	Stress management skills.		Stress management skills.	Most Significant Impact (2)
65	The people		The people	Most Significant Impact (2)