



# Final Evaluation Report

## Bridging the Gap

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October 2015

# Table of Contents

1. Executive summary.....	2
2. Purpose and Methods.....	3
2.1 Purpose of the Evaluation.....	3
2.2 Evaluation Questions .....	3
2.3 Methods .....	3
3. Findings.....	4
3.1 On education, careers, and zoo careers, in particular.....	5
3.2 On the functionality of Bridging the Gap.....	5
3.3 On attitude/perspective changes in students.....	8
4. Discussion .....	10
5. Recommendations .....	11
5.1 Find a way to narrow the focus on STEM careers, and narrow participants to those with noted interest.....	11
5.2 Based on what participants said that they did or did not enjoy and learn from, program activities could be re-envisioned or adjusted.....	11
5.3 Go deeper into the range of zoo operations.....	11
5.4 Include self-awareness “debriefing” as part of the program.....	12
5.5 Consult participating mentors during the planning phases of the program.....	12
6. Appendix 1: Instruments.....	13

# 1. Executive summary

This report details a four-month snapshot summative evaluation of the Bridging the Gap (BTG) program at the Wildlife Conservation Society. A snapshot summative evaluation in this instance means that the evaluation occurred as the program was concluding, but was not intended to evaluate the totality of the three-year program. The study sought to 1) better understand the effect the program had on teen participants' interest in pursuing a career in zoos and aquariums; 2) identify how BTG may have transformed students' attitudes on any element associated with the program (STEM, careers, college, zoos, etc); and 3) identify components of the program that were particularly successful or effective. The findings of this evaluation may assist WCS in seeking funding to continue offering Bridging the Gap to New York City teens, and streamlining program efficacy.

Data were collected in two ways. First, feedback was received via an online survey from 84 students and 17 mentors. Second, a WCS evaluator conducted a card-sorting activity and accompanying in-person interviews with 29 students.

## Summary of Principal Findings:

### On career ambitions:

- 69 of the 84 participants (82%) from the online survey selected a 4 or 5 on the Likert Scale (1-5), indicating that they planned on pursuing a STEM career.
- 20 out of the 29 students (69%) who participated in the card sorting activity stated their intention to go into a STEM field. Of those 20, 12 students stated their intention to work with zoos, aquariums, or animals. The internship was the activity that prompted the most students to reflect on their future careers.

### On the functionality of Bridging the Gap:

- Students identified internships and animal interactions/experiences as the most enjoyable part of BTG and the internship as the most educational part of BTG. Activities identified as unenjoyable or less educational were nearly all due to a personal preference and/or perceived redundancies in content.
- Students said if they could change any part of the program it would be to adjust the after-school scheduling and to have more animal interaction.
- Mentors identified discussions about college as being the most beneficial element of the program for students, but noted that the frankness and frequency of all discussions (regardless of topic) were also significant. Additionally, the mentors valued getting to share their experiences with students.
- Mentors' primary suggestion for improvement was to adjust the after-school mentoring sessions to be more accommodating to their schedules, and to include mentors in the planning of such sessions.

### On how student's attitudes changed:

- Data from the online survey suggests that students changed their attitudes most often about applying for college.

- Interview data suggests that students' change in attitude was primarily about themselves (i.e. growth of self-awareness, clarification of ambitions, strengths, and weaknesses) and about the breadth of zoo work.

## 2. Purpose and Methods

### 2.1 Purpose of the Evaluation

The purpose of this evaluation was threefold: 1) To develop a deeper understanding of the effect the program had on teen participants' interest in pursuing a career in zoos and aquariums; and 2) to identify what elements of the program the teens, staff, and mentors found most and least valuable about their experience; and 3) identify how BTG may have transformed students' attitudes on any element associated with the program. For this evaluation there was a focus on producing qualitative data and conducting analysis via narrative inquiry, in order to supplement the external three-year evaluation.

### 2.2 Evaluation Questions

Working with the Principal Investigators, we developed the following evaluation questions:

1. Does the program affect students' interest in STEM careers, and zoo and aquarium careers in particular?
  - a. To what extent, and how, does the program promote the students' pursuit of STEM and zoo/aquarium careers?
  - b. To what extent, and how, does the program discourage students' pursuit of STEM and zoo/aquarium careers?
  - c. Have students' perspectives about their potential STEM careers (or academic track) changed as a result of the program?
2. How well does the program function and what could be changed?
  - a. What do students (and mentors/staff) find most and least valuable about the program?
  - b. What did students (and mentors/staff) enjoy the most and least about the program?
  - c. Logistically, how challenging or easy was the program (for students and mentors/staff)?
3. Did the program provide any moments where an idea or goal was reshaped for the student?

### 2.3 Methods

Data collection:

- An online questionnaire was used with the students. The questionnaire had five Likert scale questions focused on career and academic intentions and the logistical functioning of BTG. The questionnaire also included seven open-ended questions about what students believed was and was not valuable, enjoyable, and functional about the program. The survey was e-mailed to all of the e-mail

addresses on hand for current and past BTG participants, in total 148. The survey link was first sent to students in mid-March, and a follow up was sent in May. However, we had no way of knowing whether all of the e-mail addresses solicited were current, and we had no way to verify that all e-mails were received. Over 10 weeks, we received 84 responses. The demographic breakdown of respondents was as follows:

- 25 students from the Bronx Zoo, 18 from Prospect Park Zoo, 17 from Queens Zoo, 12 from Central Park Zoo, and 12 from the New York Aquarium.
- 17 students from Cohort 1, 22 from Cohort 2, 44 from Cohort 3, and 1 student who did not specify.
- Card sorting and an accompanying interview were also used to collect data from 29 student participants across all five WCS parks. Students sat in front of 17 cards, each of which listed an activity or lesson from the program. The students were asked to choose two or three cards that represented what they learned the most and least, what they enjoyed the most and least, what made them think the most about their future careers, and what may have produced a significant change in their attitude or perspective, as defined by the student. When the students selected cards for each category, a conversation-style interview with the evaluator explored why they selected the cards that they did. The interviews were recorded.
- An open-ended online questionnaire for the mentors asked what logistical aspects of the program the mentors would have changed and also asked what experiences they thought had the most impact on the students and why. Seventeen mentors responded to the survey.

#### Analysis:

For the online survey and open-ended questionnaire for students, the Likert scale section was averaged and the individual responses for each mark on the Likert scales were tallied. The open-ended section was scanned for emergent themes and then coded accordingly. Responses were tagged for more than one code when warranted. Similarly, the open-ended survey for the mentors was scanned for emergent themes and responses tagged for codes. From this we were able to examine in-depth trends across participant and mentor perspectives on Bridging the Gap. The cards selected by the students in the card sorting activity were tallied according to their selections. The interviews were coded according to the cards selected using Dedoose and significant segments of the interviews were transcribed.

## 3. Findings

Since the purpose of this evaluation was to collect qualitative data that speaks to the programmatic endeavors of Bridging the Gap, the findings are presented with quotations directly from the data. These quotes are intended to shed additional light on the three primary evaluation questions.

### 3.1 On education, careers, and zoo careers, in particular.

#### **A. Bridging the Gap fostered students' interest in STEM careers.**

Twenty out of the 29 students (69%) who participated in the card sorting activity stated their intention to go into a STEM field. Of those 20, 12 students (60%) stated their intention to work with zoos, aquariums, or animals. Sixty-nine of the 84 participants (82%) from the online survey selected a 4 or 5 on the Likert Scale (1-5), indicating that they planned on pursuing a STEM career.

#### **B. Bridging the Gap helped students refine their professional and academic goals.**

Students' exploration of careers in general was stimulated by the opportunities of the program. Thirty-four percent of students (n=29) interviewed reported that their internship inspired them reflect on their future career the most. Forty-two percent said that animal-related activities sparked thoughts about their career (with half of those students citing the animal behavior study and half citing the animal training activity). Fourteen percent said the mentoring session on decision-making was responsible for their consideration of their future careers.

Selected quotes from students about BTG's influence on their career pathways:

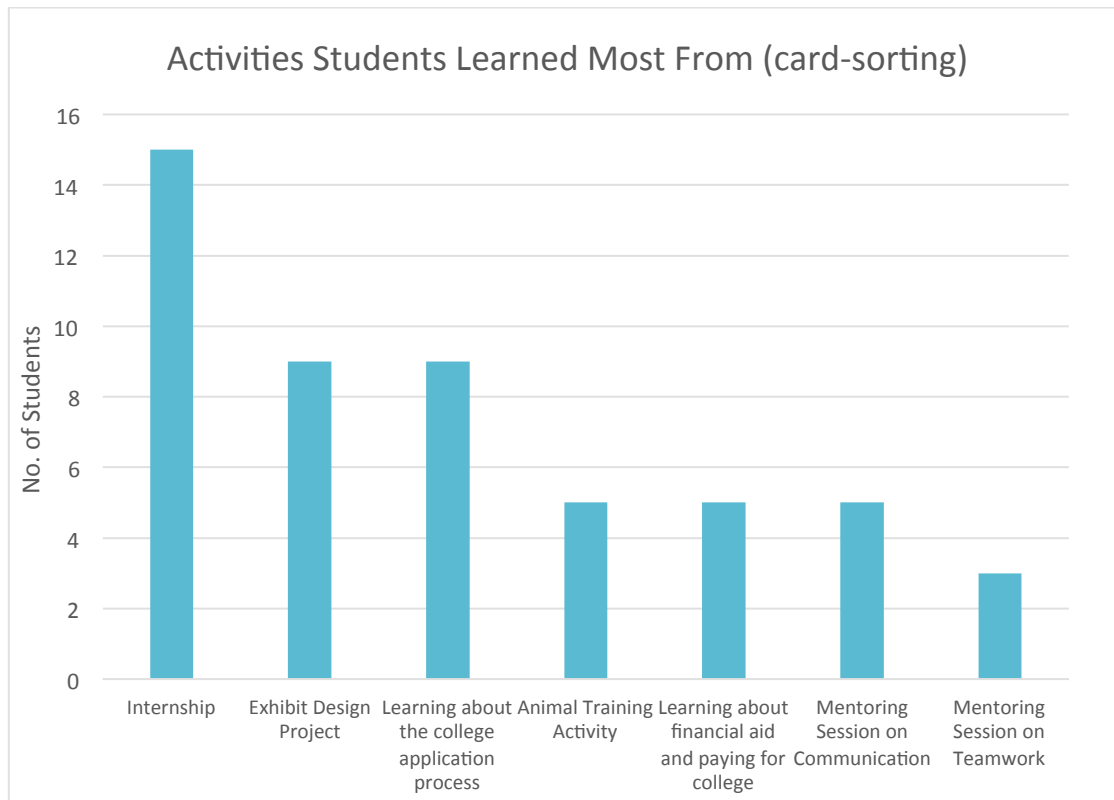
- "When I worked alongside with the zoo keeper, it taught me how hard it was and how dedicated you have to be to look after the animals and that really encouraged me to study more about animals"
- "My internship at the [Wildlife] Health Center strongly encouraged me to pursue this field and erased any doubts. My experience helped me feel better and more confident about future decisions I'll have to make."
- "Meeting an actual vet, was very interesting but helped me choose that being a vet is not the right thing for me."
- "Working in the clinic encouraged me to work in a zoo."
- "During an activity in the outdoors we were able to fish in the water with a fishing net. And that completely encouraged me to pursue a major in marine biology. However I'm still not sure what career to choose. But what I am sure about is that that activity motivated me even more to work in the outdoors. To work in the wide open ocean."
- "I met amazing people and the zookeepers. And I took so much knowledge from them that now I feel like I'm more prepared in my career, like I want to be a vet tech. So now I feel more prepared and knowledgeable because I worked here, in a zoo, in a zoo environment. I just really enjoyed it, like a sponge took everything in."

### 3.2 On the functionality of Bridging the Gap.

#### **A. Internship experiences were the most enjoyable and educational part of the program.**

The internship was what students both learned the most from and enjoyed the most, according to the card sorting and interview. Fifty-two percent of students interviewed (n=29) said they learned the most from their internship. The internship was also the highest ranked experience in the online survey, with 27% of students identifying the internship as the most valuable experience.

The internship and exhibit design project were the most enjoyed by the students who were interviewed. However, rather than identify the college application process education as the third most enjoyable element the students identified the animal training activity. The data from the online survey shows animal experiences as being the most enjoyable part of the program. An enjoyable part of the program represented in the online survey but not in the card sorting is that 25% of students surveyed identified the most enjoyable part of the program as the opportunity to socialize.



Selected quotes from students about activities they enjoyed most:

- “[My internship] made me learn new skills. I also learned that even if you work with animals, you don't have to work directly with animals. You can do other stuff to help animals and help promote them, which I found pretty cool and interesting.”
- “Working with the animals was always fun.”
- “When we wrote our college essays here, that was the best thing. Then I got people to read them for me, it helped me to write my common app essay. I think that's why I got into most of my colleges, because [the mentors] helped me to write and expand my writing skills.”

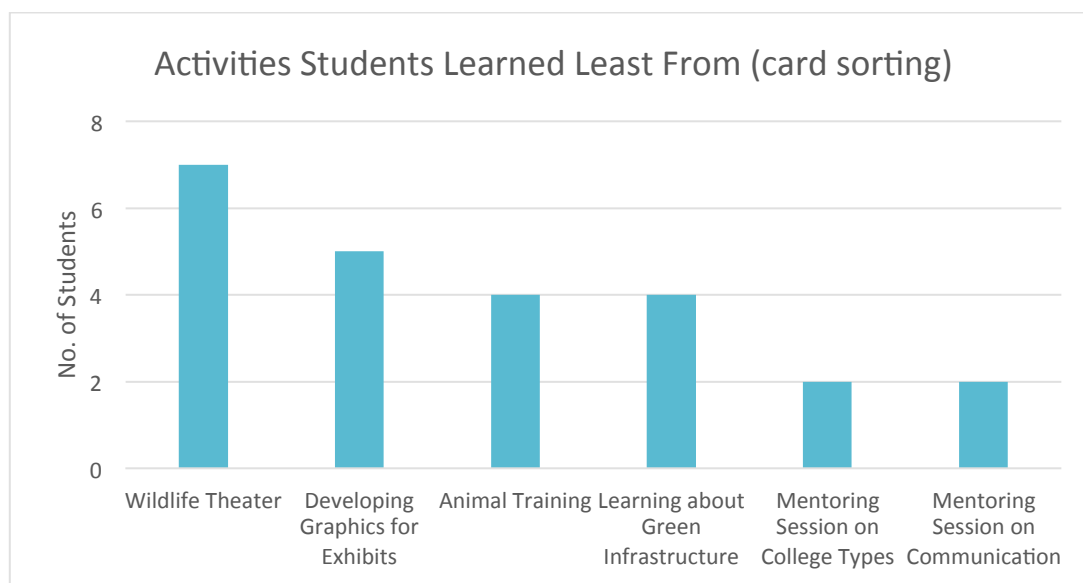
Selected quotes from students about activities they learned the most from:

- “I designed a wildlife exhibit on SketchUp. I learned how to use SketchUp in two days and it was fun to build the structure based off what the animal needs.”
- “When it came to college applications that helped me a lot. I would have never received that at my school, so I thought it was great. The instructors helped me a lot with my college process and it's probably why I got into college.”

**B. Students struggled to identify aspects of the program they didn't enjoy or learn from.**

Nearly half the students wanted to opt out of detailing what they enjoyed the least in Bridging the Gap. For the card sorting activity 45% of students asked to pass or simply said they could not choose. The response for what students learned the least was not quite as high, but even still, 17% of students could not or refused to select an activity. In the online survey more than half, 62% of students, said there was nothing that was not valuable to them and 38% said there was no part they enjoyed the least.

Still, some students did identify components of BTG in which they learned and enjoyed the least. The activity students said they learned the least from was the Wildlife Theater show, with 24% of the teens (n=29) selecting that card. Other activities that students reported learning the least from included developing graphics for exhibits (17%), animal training (14%), and learning about green infrastructure (14%). However, students said that it was not because of the content of these activities, but rather that it did not appeal to their interests. Students who reported that they learned the least from activities related to college or mentoring sessions indicated that it was not because of an issue with the quality of content, but because it was information they “already knew,” which resulted in a feeling of redundancy. The activities students identified in the online survey as enjoying the least mirror the activities in which they said they learned the least in the interview.



**C. Both students and mentors had few recommendations for changes to BTG.**

Bridging the Gap functions well, and there were few aspects that students or mentors recommended changing. The online survey Likert scale question about satisfaction with logistics had a weighted average of 4.48 out of 5. The only consistent logistical feedback was that that participants wanted to see scheduling changes. However, there is no change that could accommodate everyone's scheduling desires (i.e. some wanted more evenings and no weekends and others wanted the exact opposite). Some students said they would like more animal interaction, but this seems to be a regular request from many zoo programs.



Selected quotes from students about what could be changed:

- “I do love the program and I understand it is also college based as well, but I would include a bit more animal demonstrations and a better way to stay in contact with mentors.”
- “There should be more collaborations between the different cohorts in the different zoos to allow us to share our experiences at BTG with each other.”
- “I would try to change the dates of mentoring to a Saturday or Sunday because at times I was not able to go because of school.”

Selected quotes from mentors about what could be changed:

- “More advanced planning with mentors. Sometimes the schedule was given to us, and I couldn't make the dates picked.”
- “The timing of the program is often an issue for me. My schedule demands later hours at work than some of the educators so I feel I may miss out on parts of the program.”
- “The meetings are late and is difficult with my own life plans/agenda.”

#### **D. Mentors said the program improved over the years, but struggled with scheduling early on.**

Mentors indicated that they found scheduling to be their biggest problem with the program. Many indicated they were unable to attend every single mentoring session due to scheduling conflicts that come up in their lives or their workload. Many mentors noted that the group mentoring model was more effective than the one-on-one model from the first year, and that the program overall improved with each cohort. The mentors identified the honest discussions as what they perceived to be the most useful part of their involvement to the students. They also noted that those discussions were more easily facilitated through the group mentorship model. Many mentors were able to recall specific incidents where they connected with a student and saw that student grow more confident, able, and career-minded.

### 3.3 On attitude/perspective changes in students.

#### **A. BTG changed students' attitudes about their preparedness and expectations for college.**

Twenty-two percent of participants in the online survey said that their opinion about the college application process changed and indicated that the steps were now clearer. Twenty-one percent of interview participants expressed that they had an attitude change toward some element of the program related to colleges, including the application process, financial aid, and life as a student. The attitude changes were primarily regarding confidence and self-assurance about those aspects of college.

Selected quotes from students about attitudes toward college:

- “In College Bootcamp, the idea of college became much clearer. I learned many things that I did not know before, and many rumors were cleared up for me.”
- “The college boot camp was a fun and eye opening experience. It clearly identified the steps on how to apply and plan out your college program, as well as how to cope with the stress that college can impose.”

### **B. BTG changed students' understanding of zoo and aquarium missions and operations.**

Forty-five percent of students interviewed selected the "other" card when talking about an instance where they had an attitude change or a revelation as a result of Bridging the Gap. The majority of those "other" choices focused on having a more comprehensive understanding and new perspective about zoos. Eight percent of the online participants reported having a changed perception of zoos as well.

Selected quotes from students about a changed perspective of zoos and aquariums:

- "People who make these exhibits have to think a lot about the needs of the animals, and the people that are visiting the animals, and the people that are taking care of the animals. There's a lot that goes into it."
- "When you think about animals you think about being a vet or working at the zoo. Then you find out that there are so many other parts that go into just working with animals. Just building the zoo. You have the architect, designer, you have the person who keeps up with media, you have the education building -- there are so many parts to the puzzle that I had no idea about. I thought it was just working with animals, so learning that there's different fields you can go into is really big."
- "[There is a] misconception about zoos. More goes on here. That made me think that, since that's the case with the zoo, maybe in any type of work site or field there's a lot of jobs within that one job. That worries me, but it also makes me feel a bit better because I could have a bit of something and a bit of something else."

### **C. BTG created opportunities for personal growth and self-discovery.**

The program succeeded, intentionally or otherwise, in creating instances of personal growth and self-discovery for the students. Twelve percent of online participants noted something about themselves personally that emerged or changed as result of BTG activities.

Anecdotally, this came forward in many answers in the interview activity and several of the "other" card selections.

Selected quotes from students about personal growth or self-discovery:

- "Yes, that moment came when we were taken out to Manhattan Beach to explore for small fish, crabs, and other organisms. Seeing the ocean made me think of all the aquatic animals living out there, and I knew that somewhere there is a place for me in marine science. It made me feel hopeful."
- "I found [through BTG participation] that people can relate to me."
- "I found the mentoring most valuable because...I also learned skills that can help me in life such as time managing skills and interview tips."
- "[I learned] work habits. Appearing punctually and working hard were skills that are more valuable as time goes on."
- "I found everything from the program to be valuable because this program helped in so much as in becoming more open and less shy."
- "Meeting others from different schools, I guess I can take away from this program the fact that you can learn something from anyone anywhere, especially if you actually engage in conversation. I can really say I've spoken to everyone here and built some type of bond with everyone. So I learned to be open minded and listen to what people have to say."

## 4. Discussion

- 4.1 Students involved in Bridging the Gap have taken steps towards greater self-awareness and conscientious choices related to their professional trajectory. Students who were already interested in STEM career paths found the program to be supportive of those inclinations. Additionally, there were several students who have been in touch with WCS about continuing as volunteers or interns, suggesting that students who do want to be involved in the zoo and aquarium field are finding WCS to be a welcoming environment in which they recognize potential for professional growth.<sup>1</sup> There was (seemingly) no conversion of any student's intentions from non-STEM fields. The implications regarding students' future careers are that the students are open to receiving career advice and they benefit from being put in scenarios where their futures are examined, regardless of their STEM intentions. It seems students will be more prepared and "ahead" of their peers for having seriously considered career choices early on in their young adulthood, and, they are aware that their BTG participation is advantageous.
- 4.2 The benefit and success of the program activities for a student were likely related to how immediately applicable the lesson was for them and to the degree of hands-on engagement. The college preparation activities were likely praised and effective, for example, because college prep is a very present part of their lives. The lessons were practical and could be put to use in real time. Many students indicated that BTG was more informative and helpful than the resources they had elsewhere, and those who did not find the sessions helpful indicated that the sole reason was that they were able to access that information elsewhere already. Similarly, the exhibit design project and internships were likely identified as valued activities because they were hands-on. Also, the internship carried the added weight of responsibility and continued participation. The connection between the best liked and most educative activities were that they had immediate applications and gave agency to the students. The activities that the students enjoyed the least seem to have an element of passivity to them (i.e. Wildlife Theater and field trip to green site) where the students were primarily listening to a speaker.

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<sup>1</sup> One student reported this in the data gathered, as did one mentor, but this was also observed and known anecdotally.

- 4.3 A. Examining instances where students' attitudes underwent a significant change shows that the students were generally not as well informed about the realities of applying to and attending college as they could be. There is an opportunity for Bridging the Gap to be a necessary primary source of information about college. Attitude changes about college also suggest that the mentoring sessions were effective, since the mentoring (and College Bootcamp) addressed college-related content most directly.
- B. Though it was not put forth in the formal objectives, it appears to be a significant achievement that the students learned about themselves – in terms of refining their academic and professional desires, identifying their strengths and weaknesses as workers, and exploring new social opportunities. The implication of this finding is that BTG has the power to positively influence the students' self-image.

## 5. Recommendations

### 5.1 Find a way to narrow the focus on STEM careers, and narrow participants to those with noted interest.

The findings suggest that Bridging the Gap did not convert any student's interests from a non-STEM career to a STEM career. However, for those already interested in STEM topics, the program further solidified that interest. If Bridging the Gap is to be a vehicle to encourage STEM careers, specifically those in zoos and aquariums, a more focused application and interview process would ensure that the participating students are sincerely pursuing those careers and education. Additionally, if the cohorts were solely comprised of students who had professional inclinations towards zoos and aquariums (or at least STEM, in general), they could seek out deeper levels of mentorship and continued involvement with WCS, and WCS could illuminate paths to those careers for students more directly and personally.

### 5.2 Based on what participants said that they did or did not enjoy and learn from, program activities could be re-envisioned or adjusted.

Potential options include:

1. Consider replacing less impactful activities with newly created activities.
2. Consider replacing less impactful activities with more animal interactive activities.
3. Consider an option for more time spent as an intern or a second internship position.
4. Consider ways to delve even deeper into the college process/expectations element of the program.

### 5.3 Go deeper into the range of zoo operations.

Since students found the breadth of zoo operations illuminating, the idea of looking at all facets of zoo work could be explored even further. Ideas for expansion could include a zoo job fair where students get to look at every function of the zoo, or additional/alternative internships that are designed to take students out of their comfort zone and better acquaint potential workers with the “unexpected” segments of zoo operations.

#### **5.4 Include self-awareness “debriefing” as part of the program.**

In addition to the successes Bridging the Gap has seen with regard to college preparedness and career exposure, students demonstrated changes in self-awareness and personal growth, likely as a result of their experiences. As part of this evaluation, students were urged to have moments of reflection and introspection. That sort of self-awareness will continue to help the students prepare for college and their careers. Actively reflecting on the program in this way throughout the duration of the program may help ensure they are getting the most out of their involvement. Including a more structured reflective aspect to the program (i.e. a journal or reflective debriefing discussions) could be a positive addition to BTG’s activities.

#### **5.5 Consult participating mentors during the planning phases of the program.**

The mentors are a necessary component to the program and a wonderful resource to the students. If possible, including the mentors more in the planning process – with regards to scheduling and content input – will result in the mentors more invested in the program and its outcomes. Specifically, if scheduling can be worked out far enough in advance then perhaps there will be less mentor absences.

## 6. Appendix 1: Instruments

### Student Questionnaire Instrument

The purpose of this research is to gather data for WCS that will be used to evaluate the student experience in the *Bridging the Gap*. You're being asked to provide this information because you've participated in the program. We ask that you follow the directions on the page and provide thoughtful and full answers to the questions. Completing this survey/questionnaire will take approximately 10-15 minutes. The information you provide here will be completely confidential and participating in this survey/questionnaire is voluntary. **For supplying us with this feedback you will be entered to win a \$50 Starbucks gift card!** For more information or to answer any questions about the research, feel free to e-mail Hal Kramer, [hkramer@wcs.org](mailto:hkramer@wcs.org), or Emily Stoeth, [eStoeth@wcs.org](mailto:eStoeth@wcs.org). Thank you.

I have read the above understand that I have given consent for this information to be used in an evaluation.

E-mail Address: \_\_\_\_\_

18 or older? Yes No

Which park were you reporting to? Bronx Zoo Queens Zoo Central Park Zoo  
Prospect Park Zoo New York Aquarium

Circle a number, 1-5, indicating the level to which you agree or disagree with the statement.

1. Bridging the Gap program logistics (event locations, communication, scheduling, etc) generally worked well for me.

Disagree 1 ← 2 3 4 5 Agree

2. Participating in Bridging the Gap has changed my perspective about my future career and academic path.

Disagree 1 ← 2 3 4 5 Agree

3. I plan to pursue a career in Science, Technology, Engineering, or Math.

Disagree 1 ← 2 3 4 5 Agree

For the following two questions, circle a number 1-5 indicating the degree to which Bridging the Gap's impact was positive or negative.

4. What was the effect of Bridging the Gap on your interest in zoo and aquarium careers?

Negative 1 ← 2 3 4 5 Positive

5. What was the effect of Bridging the Gap on your interest in a zoo and aquarium education track?

Negative 1 ← 2 3 4 5 Positive

Please answer these questions fully and honestly. There are no wrong answers, we simply want to know your thoughts.

1. What did you enjoy the most about your time in the Bridging the Gap program?  
Why?
2. What did you enjoy the least about your time in the Bridging the Gap program?  
Why?
3. What experience from the program did you find to be the most valuable for you?  
Why?
4. What experience from the program did you find to be the least valuable for you?  
Why?
5. If you could change any aspect(s) of the logistics to improve the program, what would you change and why?
6. Were there any instances in Bridging the Gap that you found specifically encouraged and/or discouraged you from pursuing a career in Zoos and Aquariums? If so, what?
7. Did the program provide any moments where an idea, goal, or lesson presented itself clearly, in a way you had not considered before? If, please tell us about those moments and what prompted them?

## Mentor Instrument (Open-ended Questionnaire)

The purpose of this research is to gather data for WCS that will be used to evaluate the efficacy the *Bridging the Gap*. You're being asked to provide this information because you've participated in the program as a mentor. We ask that you provide thoughtful and full answers to the questions. Completing this questionnaire will take approximately 10-15 minutes. The information you provide here will be completely confidential and participating in this questionnaire is voluntary. For more information or to answer any questions about the research, feel free to e-mail Hal Kramer, [hkramer@wcs.org](mailto:hkramer@wcs.org), or Emily Stoeth, [eStoeth@wcs.org](mailto:eStoeth@wcs.org). Thank you.

I have read the above understand that I have given consent for this information to be used in an evaluation.

1. If you could change any aspect(s) of the logistics to improve the program, what would you change and why
2. What did you enjoy most and least about the program? Why?
3. What parts of the program (activities, lessons, goals, etc.) do you perceive as most beneficial to the students? Least beneficial? Please explain why
4. Could you describe any interaction with a student (or group of students) that you perceive led to a change in their attitudes or intentions about their future career or academic trajectory?
5. To you, was there any part of the program that you think may have discouraged teens from pursuing zoo and aquarium jobs?



## Card Sorting

*Read Aloud:* The purpose of this research is to gather data for WCS that will be used to evaluate the student experience in *Bridging the Gap*. You're being asked to provide this information because you've participated in the program. Completing this card sorting and interview activity will take approximately 10 minutes. The information you provide here will be completely confidential and participating in this activity is voluntary. For more information or to answer any questions about the research, feel free to e-mail Hal Kramer, [hkramer@wcs.org](mailto:hkramer@wcs.org), or Emily Stoeth, [eStoeth@wcs.org](mailto:eStoeth@wcs.org). Thank you.

[Consent will be oral and on audio recording]

The following categories will be written down on index cards:

- **Mentoring session on different college types**
- **Mentoring session on decision making**
- **Mentoring session on communication**
- **Mentoring session on interview skills**
- **Mentoring session on teamwork**
- **Learning about the college application process**
- **Learning about types of financial aid and paying for college**
- **Wildlife Theater- Education through Theater**
- **Animal Behavior study**
- **Animal training activity**
- **Exhibit design project**
- **Developing graphics for exhibit**
- **Learning about green infrastructure \***
- **Field trip to "green site"**
- **Internships**
- **Teen conservation conference (confirm if student attended)**
- **Other [An experience not listed here]**

Students will be asked to sort the cards into different piles, with 2-3 cards per pile.

Students will be asked to sort by:

- The experiences in which they learned the most and least
- The experiences which were the most and least fun
- The experiences that made them think the most about their future careers (and what they think their future career might be)
- The experiences which produced a change in an attitude (either about STEM, zoos, conservation, college – anything really)

After each sort the student will be asked to expound upon why they selected the cards that they did. The interview will be casual and more like a discussion about what it was about those activities that caused them to select the card, with probing questions to encourage their descriptiveness.