

# **Initial Report on the Impact of the AAUW California Tech Trek Science Camp for Girls**

## **Executive Summary**

Participants in the AAUW California Tech Trek Science Camp for Girls were surveyed about the impact of their camp experience on their attitudes and subsequent academic and personal choices. Respondents were largely enthusiastic about their time at Tech Trek, many saying that it had been the most influential personal or academic experience of their middle school years.

Respondents to the survey also indicated much higher levels of science and math course taking in their high school years than the national average, as well as increased participation in AP science and math courses. They also exceeded national norms in terms of college attendance. Though few of the women had completed their degrees at the time of the survey, greater percentages indicated that they intended to major in science- and math-oriented fields than the percentage of women in such fields nationally. All participants credited Tech Trek camp for encouraging their interest in science- and math-related careers.

## **Introduction**

The AAUW California Tech Trek Science Camp for Girls (Tech Trek) began on the Stanford University campus in 1998. Additional camps opened on other California campuses in subsequent years (CSU Fresno, UC San Diego, Mills College, UC Santa Barbara and Whittier College,) and the camp is still going strong throughout the state.

Each of the one-week camps enrolls 75 to 130 girls entering eighth grade, providing them with the opportunity to explore science, mathematics, and technology topics in a positive and encouraging environment. Attendees are chosen based on: nomination by their seventh grade science or math teachers, an application essay judged by a committee of the local American Association of University Women, and an interview. AAUW members also make efforts to stay in touch with and mentor attendees through the years following their Tech Trek camp experiences.

Activities at Tech Trek include hands-on projects such as designing and building roller coasters, hot air balloons or rockets, and core classes including astronomy, crime scene investigation, marine biology, mathematics, microbiology, physics, and robotics. Volunteer mathematicians, computer programmers, scientists and veterinarians teach the students about the various topics, and nearly every student has the opportunity to perform a simple DNA extraction from kiwi, wheat germ, or strawberries, in addition to the other activities. The history and achievements of women in math and science is emphasized through courses, skits, guest speakers, and the excellent example of the volunteers and staff of the Tech Trek camp itself.

Evening activities in the dormitories, a Professional Women's Evening, and educational field trips provide further opportunities for learning and socializing with other girls who share similar interests.

The camps were originally conceived as a response to the AAUW Educational Foundation report *Shortchanging Girls, Shortchanging America* and other studies indicating that young women tended to drop out of science and math courses during the middle school years. In early adolescence, the research found, a focus on social acceptance begins to trump academic interests and achievement for many girls, even those who have previously been good students. The studies concerned AAUW California members and their Board voted in 1996 to establish the Tech Trek camp.

The goals set for Tech Trek Science Camp for Girls were to:

1. Encourage a diverse group of young women entering eighth grade to take math and science courses each year throughout high school.
2. Motivate students to attend college.
3. Inspire young women to consider careers in science, technology, engineering or math.

## **Methodology**

To evaluate the camp's impact on attendees, the students who attended the camp during its first four years, 1998-2001, were surveyed. Letters and follow-up postcards with links to an online survey were sent to all former students. Respondents were entered into a drawing for a free iPod as incentive. The survey received a 30% response rate, or 230 responses (out of the group of 775 letters).

Several of the selected-response questions on the survey used a six-point Likert scale, from “strongly disagree” to “strongly agree” with the center reading “somewhat disagree” and “somewhat agree.” In order to accurately reflect the shades of agreement, two measures are used when reporting the data; percentages in the text indicate the percentage of respondents “agreeing” or “strongly agreeing,” whereas the percentages reflected in the figures are calculated using all levels of agreement.

## **Survey demographics:**

Respondents to the Tech Trek survey were 67% white, 17% Hispanic or Latina, 16% Asian and 3% African American (total is 103% because of mixed ethnicity responses). A quarter of all respondents came from homes where English was not the primary language spoken; 13% said that their families spoke a language other than English “half the time,” and 12% “most of the time.”

Sixty-two percent of respondents' mothers or legal guardians had completed four or more years of college, and 56% of fathers or legal guardians had as well. Three percent of respondents were the first high school graduates in their families, and 11% were the first to attend college.

**Goal #1:** Encourage a diverse group of young women entering eighth grade to take math and science courses each year throughout high school.

Eighty-five percent of survey respondents indicated that they had taken three or more college prep mathematics courses in high school, thereby completing UC/CSU "a-g" entrance requirements for math. Of that group, 68% had completed the "recommended" three or more years. Ninety-three percent of respondents indicated that they had taken two or more years of college prep science (the "a-g" requirement), with 80% completing the "recommended" 3 or more years. These statistics are somewhat inflated, as students are not always aware of which courses are recognized as college preparatory courses or which fulfill the requirement; several students listed psychology or general science when asked for specific course names, which do not qualify. Still, the numbers of students who took high-level math courses such as trigonometry/precalculus (83%) or calculus (57%) or high-level science lab courses such as biology (95%) or chemistry (93%) match up fairly well. Forty-seven percent of Tech Trek participants took all three of the “core” science courses (biology, chemistry, and physics), as opposed to only 12% of high school students nationwide.\*

*Table 1. National course taking patterns compared to those of Tech Trek participants.*

<b>Subject</b>	<b>National course-taking percentage (male and female)*</b>	<b>Tech Trek participant course-taking percentage</b>	<b>Magnitude of Increase</b>
<b>Chemistry</b>	63%	93%	148%
<b>Biology</b>	36%	95%	264%
<b>Physics</b>	33%	64%	194%
<b>Trigonometry</b>	20%	83%	
<b>Precalculus</b>	27%		176%
<b>Calculus</b>	13%	57%	335%

\* National Science Foundation. Science and Engineering Indicators 2006. Retrieved June 20, 2007 from <http://www.nsf.gov/statistics/seind06/>. Figures are for year 2000 data.

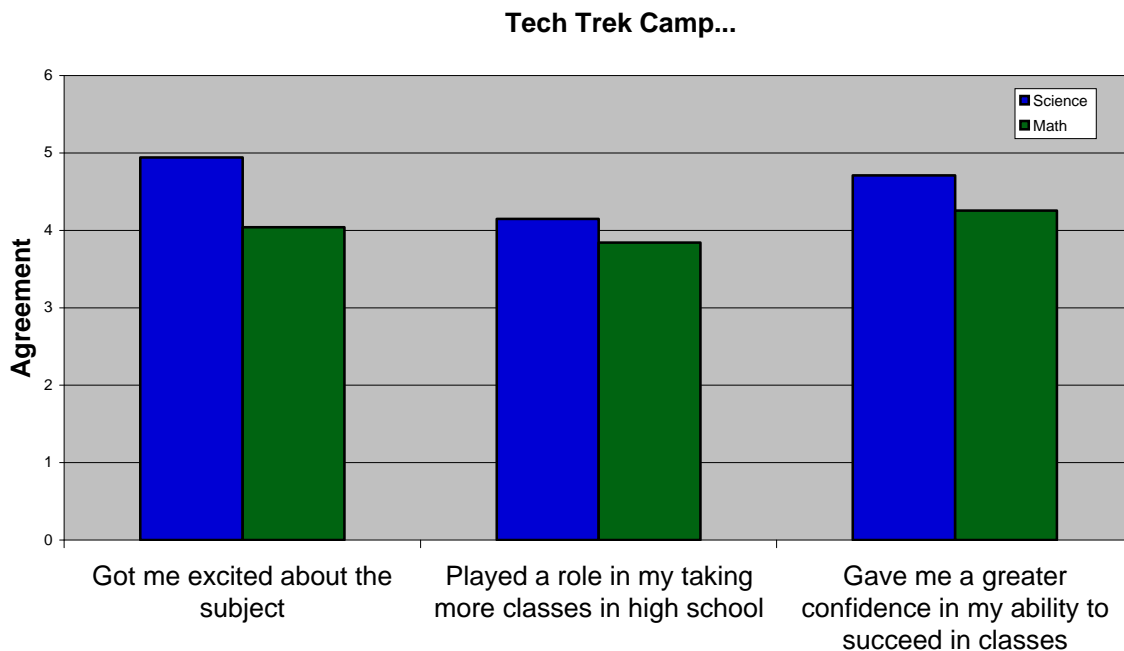
Advanced Placement (AP) courses, which qualify students for additional points on their GPAs and possibly for college credit or advancement, are more reliable numbers, as students are almost always aware of the AP status of a course. Sixty-five percent of Tech Trek attendees took at least one AP math course in high school, and 56% took an AP science course. Again, these are exceedingly high numbers; nationwide, less than 3% of female high school students take any individual AP science course, and only 6% take AP Calculus\*.

Survey respondents credited Tech Trek with helping them get excited about math and science, and with increasing their confidence in their ability to succeed in those areas. Table 1 below shows responses to survey questions related to level of excitement and confidence, as well as to high school course taking. The results are overwhelmingly positive, though there is a clear difference in the levels of motivation students felt toward science as opposed to mathematics overall.

**Table 2.** Tech Trek Camp's reported influence on participant enthusiasm and confidence.

Tech Trek Camp...	Strongly Disagree or Disagree	Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Got me excited about science	4%	2%	19%	75%
Got me excited about mathematics	9%	18%	41%	32%
Got me excited about computer programming	29%	35%	24%	12%
Gave me greater confidence in my ability to be successful in science classes	4%	5%	30%	61%
Gave me greater confidence in my ability to be successful in math classes	8%	17%	33%	42%
Played a role in my taking more science classes in high school	13%	15%	30%	41%
Played a role in my taking more math classes in high school	16%	24%	29%	31%
Gave me greater confidence in my ability to do well in school	3%	5%	22%	68%
Gave me greater confidence in my ability to play a leadership role in school	4%	8%	22%	65%
Gave me confidence to participate in more classroom discussions in science and math classes	4%	10%	29%	58%
Helped build my self-confidence	3%	6%	27%	63%

**Figure 1.** Tech Trek's average impact on enthusiasm, course taking, and confidence in math and science



*"I remember being nervous that going to Tech Trek would mean associating with a bunch of 'strange' people for a week. Like any self-conscious seventh-grader, I wasn't extremely comfortable letting the world know I enjoyed academics. It was nice to see that being interested in science and math wasn't weird, but very normal, and that plenty of women whom I admired and loved talking to were involved in the field."*

*"I doubt that I would be pursuing a degree in chemical engineering if not for Tech Trek. After learning about AIDS and attempts at finding a cure, I knew without a doubt that I was going to do something like that one day. To see that science can be fun and enable you to do amazing things motivated me to take more difficult classes in the field. It was a great experience, one that I would recommend to anyone. Thank you for that."*

**Goal #2: Motivate students to attend college.**

Of 226 respondents, 96% indicated that they were currently enrolled in college. Of those, 87% were at a four-year college or university, while 13% were at a two-year college. Several students, in the free response portion of the survey, indicated that extreme family or monetary concerns were providing temporary barriers to college attendance, but that they planned to attend in the future.

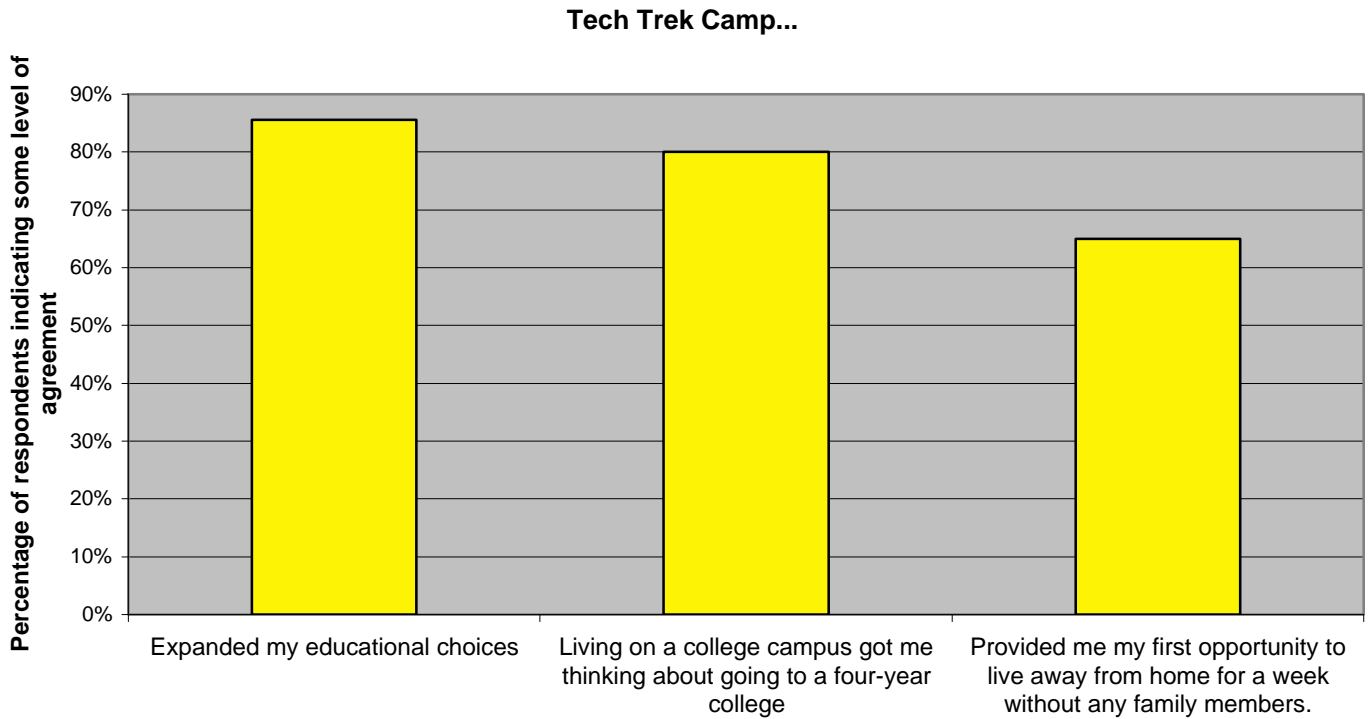
Only 7% of respondents had completed any kind of degree, but considering that the students in question had graduated from high school in the years between 2003-2006, this is not unusual; most four-year college attendees from Tech Trek's first year would graduate in 2007 at the earliest.

It is more fruitful to compare the years of planned high school graduation with the year of planned college graduation to get an idea of students' projected four-year completion rates.

- *Seniors:* Of the 32 Tech Trek students who graduated from high school in 2003, 22, or 69%, planned to graduate from college in 2007.
- *Juniors:* Of the 60 Tech Trek students who graduated from high school in 2004, 58, or 97%, planned to graduate from college in 2008.
- *Sophomores:* Of the 55 Tech Trek students who graduated from high school in 2005, 54, or 98%, planned to graduate from college in 2009.
- *Freshmen:* Of the 82 Tech Trek students who graduated from high school in 2006, 79, or 96%, planned to graduate from college in 2010.
- *Other:* 3% of all students indicated that they planned on graduating from college in 2011 or later.

Of course, these are not completely accurate correlations either, as some students are enrolled in two-year colleges that do not map onto the four-year system outlined here. Nonetheless, this provides a picture of planned college graduation rates within the cohorts that indicates timely degree completion. The American Youth Policy Forum estimates that the average American college student who enrolls in a four-year degree program takes a little more than four and a half years to complete it, and Tech Trek students appear to be slightly ahead of that curve.

Figure 2. Percentage of respondents expressing agreement with college-related statements



While the Tech Trek camp does not seem to have influenced any attendees who were not previously considering college to think about attending (almost all attendees were already planning to attend college) 57% agreed or strongly agreed that living on the college campus had made them think more about it, and 62% agreed/strongly agreed that the camp had expanded their educational choices.

*"Tech Trek was a wonderful experience that I have never forgotten. I loved spending a week on a college campus and getting to think about the possibilities of attending college one day. Now that I am in college, I can't help but to think about how experiences like Tech Trek helped put me on the path that I needed."*

**Goal #3: Inspire young women to consider careers in science, technology, engineering or math.**

There are two aspects to this goal, which should be considered separately.

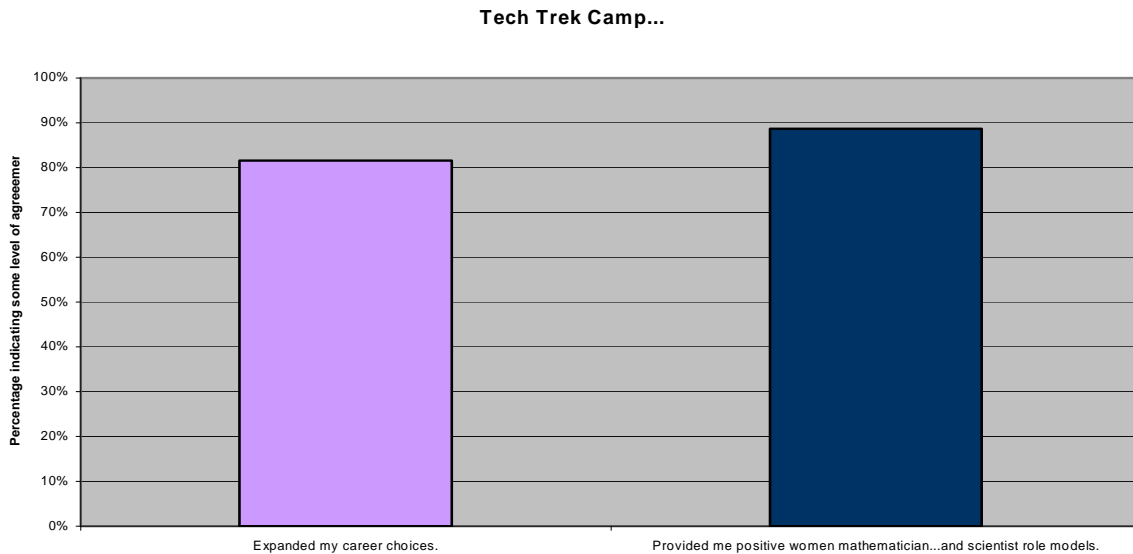
First, the survey examined the college course-taking patterns and major subjects of Tech Trek students currently enrolled in postsecondary education. Seventy-nine percent had taken at least one college math course, 85% at least one college science course, and 25% at least one computer science course. As ~38% of respondents are still in their first year of college, this is still a high number.

When asked about their intended undergraduate major, 53% of respondents indicated that they would be majoring in math or science. Nationally, less than half of the graduates in math and science-related fields are female, so Tech Trek participants are majoring in such subjects at a greater rate than the average. Seventy-eight percent of respondents indicated that they intended to continue on to graduate or professional school after receiving their degrees, many in fields related to science or mathematics.

Secondly, the survey asked what careers students were thinking of pursuing. Of those who answered the question, 61% listed at least one career possibility that would draw heavily on math, science, or computer technology. Another seven percent listed careers that might or might not draw heavily on math or science skills, depending on specialization, such as "businesswoman" or "athletic trainer" or "global public health."

While only 47% of respondents said that they had gone into their Tech Trek experience thinking that they might be interested in a career involving math or science, 63% agreed or strongly agreed that they had thought they might be interested after attending the camp, a 16% gain. Seventy percent agreed/strongly agreed that the camp had provided them with positive women mathematician, computer programmer, and scientist role models.

**Figure 3.** Percentage of respondents expressing agreement with career-related statements



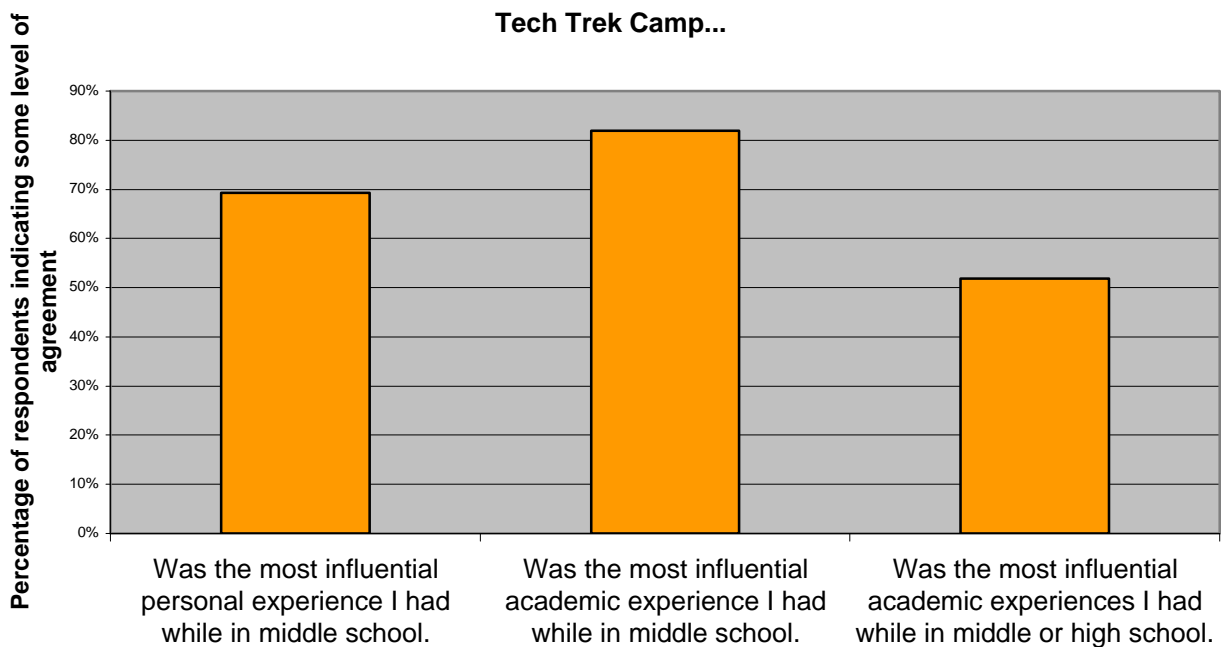
What is most interesting here is the correlation between the interest level the women attending Tech Trek ascribe to themselves in the eighth grade and their eventual career selections. Almost as many respondents are considering a career involving math or science now that they are in college as reported considering it on exit from the Tech Trek camp. If these numbers are reliable, Tech Trek really was the turning point for almost 16% of the participants that set them on their current career paths.

*"Tech Trek opened my eyes to the career world and the role a woman plays in it. The camp encouraged me to pursue a career that was previously male-dominated and showed me that women can make an extremely positive difference in the work force."*

## Conclusions:

Forty-eight percent of Tech Trek survey respondents agreed or strongly agreed that the camp was the most influential personal experience they had in middle school, while fifty-four percent cited it as the most influential academic experience as well. Twenty-seven percent went so far as to say that it was the most influential experience they had while in middle *or high* school.

**Figure 4.** Percentage of respondents expressing agreement with statements about Tech Trek's overall level of influence on their middle and/or high school years



Almost all of the comments students left for the optional "comment on the impact Tech Trek had on your life" free-response question were positive, some overwhelmingly so.

*"Tech Trek gave me the self-confidence to think even women can excel in math and science. I am one of the few female students sitting in the front row of [an] 800-person lecture at UC Berkeley. I raise my hand with the answer, never waiting for the boy in back of me to step in."*

*"This camp opened my eyes to see how important math and science [are] to me. ... I was really blessed to be nominated by my science teacher to be a part of this camp. I met so many girls that also were very bright and share the same abilities and interest with me. This camp has really impacted me by giving me the chance*

*to know how strong my mathematical and science abilities really are. As of today, I am majoring in Civil Engineering and plan to graduate next year in the spring at CSU Fresno. Thank you – Tech Trek Camp made a difference in my life!"*

*"I left Tech Trek with a spirit and attitude of self-confidence. But it was more than just self-confidence, I held within me a firm knowledge of knowing I can make it! No matter where I go, who I'm with, or what I am doing, I can and will succeed. To this day, I face every situation in my life like I faced the first day of camp. ... Tech Trek taught me many things, but above all, Tech Trek taught me to try! Attempt, endeavor, conquer, seize, make the most of, make an effort, take a crack at, have a go, TRY!"*

Since participants were selected for the project specifically for their existing interests and aptitudes, and no control group is available, there is no knowing whether the young women surveyed would have continued their interest and involvement in math and science even in the absence of the Tech Trek camp. However, their own testimonies tell us that *they* credit the camp with encouraging those interests and with giving them a better sense of their options for pursuing further education and careers in math- and science-related fields.

*"Did Tech Trek change my life? Absolutely. ... One of the girls funded through this program will find the cure for cancer, save people from AIDS, become president, save the world. And she will need all the help and encouragement she can get."*

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This report is submitted to the AAUW Educational Foundation and AAUW California by Marie Wolbach, Project Manager for the AAUW California Tech Trek Survey and Nancy Andren, Assistant Manager.

The survey development, web hosting, analysis, and final report were prepared by Woodside Research Consortium, Steven A Schneider, Ph.D., Director.

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## **Appendices**

### **SELECTED QUOTES FROM TECH TREK STUDENT RESPONDENTS**

My middle school experience with wonderful teachers and fun and diverse students in a campus atmosphere at AAUW Tech Trek Science Camp is one of the reasons I am presently studying Molecular and Cellular Biology at Harvard.

Tech Trek gave me greater confidence in myself and opened my eyes to the power women could have in the field of science.

It put me in an environment in which I met other girls who were also interested in science, which I hadn't experienced before. This contact and the fun activities inspired me to continue science.

Tech Trek truly changed the way I thought about science and math. I was always pretty good at those subjects in school, but Tech Trek was a really fun way to meet other girls who were interested in those subjects. The enjoyment we got out of subjects that were considered "dorky" or "nerdy" in school was celebrated at Tech Trek and meeting other girls from all different backgrounds was a very bonding experience. Tech Trek definitely influenced my thoughts about math and science, and probably contributed to my achievements in high school and acceptance to Washington University in St Louis. THANK YOU, I had a great time and I'll never forget it.

Tech Trek helped me meet other girls interested in science/math, who were willing to share that interest. It also gave me confidence to try out other, longer math/science camps while in high school, which ended up directly influencing my choice of major and career.

I really enjoyed my stay at Tech-Trek. I didn't realize it at the time, but it boosted my confidence in science and mathematics. I admired the instructors I had while I was there because I was so used to male math and science teachers in school, so to see female instructors was really motivating. Plus, it was the first time I had ever been on a college campus, so I felt privileged to get a chance to explore the campus and actually have classes there, as if I were a college student myself. Now that I reflect back on what I learned, I sincerely believe it was a tremendously positive influence in my academic career.

Tech Trek was the best thing about Junior High and High School.

At first I thought I was alone in the subjects and things that interested me. Given the opportunity to attend Fresno State through Tech Trek showed me that I wasn't alone. It allowed me to be more comfortable with myself and to be proud about who I am as an individual.

Tech Trek was a great experience. It was nice to live on a college camp but looking back

on it the "labs" were fun and it was nice to finally see other girls who liked science and see that it wasn't a subject designated for males.

Tech Trek was an amazing experience that I will cherish forever, and did give me a little nudge to seriously consider science as a career path.

Though I chose not to pursue a career in science or math, it was a wonderful experience that allowed me the opportunity to interact with other bright students my age and to feel confident about pursuing a future in college.

Honestly, the Tech Trek Science Camp gave me confidence as a student from the very beginning. It not only interested me in math and science, but it gave me confidence in my writing. Winning the scholarship to the camp included a written essay.

Tech Trek was my only strongly positive, hands-on, make-science-real-and-cool experience in all of middle school, and I credit it with saving my interest in science.... Thank you for helping me to never join the girls at my high school who complained that math and science were boring or pointless. Thanks to Tech Trek, I've seen how they apply in the real world, and that by avoiding math and science, you miss out on the most fascinating elements of life. Thank you for offering this opportunity to young girls!

It was a good experience to see other girls my age who liked and were involved with science and exposed me to a wide variety of disciplines.

Attending the Tech Trek Science Camp showed me how much I enjoy math and science. I believe that it has helped to shape the path that I am now following. I do not feel that I would be pursuing a degree and ultimately a career in the field of biology had I not been lucky enough to attend this camp.

Tech Trek Science Camp did give me a great opportunity to be with other girls who were just as motivated as I was about science and school. It also gave me a chance to see that women can be successful in the fields of math and science.

It encouraged me to go forward with a career in the sciences, even though I am a female.

I never imagined becoming a mathematician but this experience opened up my eyes to see that I can do anything. It was a little taste of what college is all about.

Tech Trek Science Camp was my first introduction into the world of science outside of the classroom. It was especially important to me because as the child of an underprivileged family, I have had very few opportunities to learn in such a hands-on fashion and with such vibrant instructors as well as students. I can still remember years later the excitement all us young girls shared as we went through Tech Trek together.

I feel that it is a great program that encourages young women to get involved in non-typical academic fields. The more females exposed to this type of program the better. This

program could be especially beneficial to those who are not in typical college oriented environments.

Spending one week in a college setting helped me know, without a doubt, that I would attend college after high school.

Tech Trek opened my eyes on the different career possibilities available. It also taught me that there are many professional women in the math and science fields, and that I should not be intimidated to choose those as well. Tech Trek reminded me that I *can* choose a major in engineering, a field previously "reserved" for men.

My first college experience. Great way to be introduced to a college campus.

Tech Trek introduced physics to me at a very early age. I did not revisit the material until I was a senior in high school. Granted, the material was presented in a manner that was far more advanced than my Tech Trek experience, I still feel that my summer experience helped. I learned that physics was a lot of fun and helped me decide to go to a technically focused high school and college.

The lactose intolerance project that my group completed spiked my interest in genetics and was probably the most catalytic force in driving my interest towards biology.

Tech Trek Science camp is an excellent way to expose young women to the idea of being successful in the fields of science and mathematics. I believe that I was already confident in my abilities at that time and Tech Trek helped cement those ideas. I think it is a useful program. I also think it should focus on lower end students who don't necessarily have the self-confidence to explore four year university ideas on their own.

People at Tech Trek not only accepted who I was, but they liked me for all my "nerdy" (aka, not ditz/superficial) tendencies. Incidentally, I did attempt to take a math course in college, but they wouldn't allow freshmen to take it. So, next year!

Tech Trek helped me to realize that there are many opportunities in math and science fields for women and that I, like the professional women we met, can accomplish many things.

This great opportunity I was offered really helped show me what college would be all about. I was a shy, reserved girl from a very traditional family who had to totally evaluate letting me attend this camp. They never let me spend the night at a friend's house so why would they let me go to a camp many miles away. I was so excited and nervous when they let me attend. To this day I always think of how much fun and how excited I got when we extracted DNA from kiwi fruit. Taking Microbiology in college gave me that same feeling and that is why I switched my major last semester.

I was introduced to DNA technology, and have been interested in the topic ever since. Tech Trek opened my eyes to the world of science. For the first time I saw the application of science to the real world. Tech Trek influenced me to pursue a degree in Biology.

This program was awesome. It gave me the opportunity to see a college campus and to see how it felt to live on a college campus.

Tech Trek was one of the greatest experiences I've had in my lifetime. It motivated me to strive to obtain a good profession where I can use my skills to be successful. I became more confident in my learning capabilities. It was a great accomplishment and opportunity for me to attend the camp. I am extremely grateful for the opportunity. I believe that Trek Tech has helped me get to where I am now in my life.

If it weren't for Tech Trek I might not have seriously considered pursuing a career in engineering. I had a great time engaged in scientific exploration surrounded by a group of girls who shared my interests in math and science.

I would like to thank the women who made this happen. Through this experience I met many new people, and I was exposed to the feeling of being away from home, that I appreciate now. Tech Trek also gave me the confidence to attend other programs away from home.

Tech Trek was my first time away from home for a long period of time. It was also my first time setting foot on a college campus. I had the time of my life and can honestly say that to this day it still has a huge impact on my educational choices. Through Tech Trek, I was given opportunities to expand my knowledge in math and science, but I was also given the opportunity to feel as though I was capable of accomplishing success in those areas. The program gave me self-esteem and taught me that my education was something I had unique control of, despite my age. It opened the door to a whole new world of science and math that I wasn't aware existed, and pushed me to explore it in a way that made me want to seek to know more in these areas and I definitely walked away knowing that I was destined for college. This is a powerful tool in motivating a 13-year-old girl to seek a higher education and set goals for dreams that are extremely attainable.

I enjoyed the college living. Some of the experiments were amazing.

Not only did it make me more interested in science and math by taking the material outside of the classroom, it also took me to a new level personally because of the friends that I met and the memories I have from it. It made such an impact that I actually wrote about it in my college applications.

I think that Tech Trek is a great experience for any young girl to be a part of. It helped show me that women are just as strong or even stronger than men and not to be discouraged to pursue math or science just because its impacted by men. Tech Trek inspired me to pursue a career in science.

I think that middle school is the perfect age to invigorate young women into the science and math fields. Attending the first Tech Trek at Stanford camp with other girls empowered me as a female and as a student.

The week I spent at Tech Trek was my first real experience of "college life". I can still remember the amazing field trips and scientific excursions we enjoyed. I was interested in science before I attended the camp, and my experience there only helped to solidify that interest.

I liked that it gave positive and smart role models for girls interested in math and science

I had so much fun and it got me excited about science. Because of Tech Trek I found a love of science that is still in me and now i am a science major in school. Tech Trek made a huge difference in my life and I am so glad that I had the chance to attend and because of that found an interest in science, that I don/t know I would have found without this camp!!!

Tech Trek excited me about math and science at a time when I loved both but did not consider myself especially good at either. I thought I did not have natural aptitude for them. Even if I did not immediately understand mathematical and scientific concepts, Tech Trek helped me see that I did not have to have natural genius to enjoy them.

I remember having such an amazing experience at Tech Trek Science Camp. We did so many different and awesome things. The whole experience was valuable, from living in a (college) dorm to meeting girls who were just as excited about math and science as I was. I have continued down the path of mathematics; I am a math major in college.

Tech Trek helped me realize how wide the science and math fields are, and how many options I had.

The experience got me more excited about science and more driven to succeed to get into college. More importantly, it exposed me to different people, which my sheltered suburban life had previously hindered me from meeting.

Tech Trek was a wonderful experience and I still value it tremendously to this day. Although I have decided not to pursue a career in Math/Science, the camp did strongly influence my self-confidence and fascination for these two academic areas. I took higher math and science courses while in high school and college and am proud to say that I got excellent grades in all of them. I am pursuing a job in teaching English, Tech Trek did influence the way I see women in society and made me realize how much this country needs great teachers! I hope to one day be able to return to Tech Trek as an adult to mentor girls and give them the wonderful experience I was blessed with! Thank you!

This was the true beginning of a marine identity on the personal level. This was a beginning of a science career for me on an academic level. This experience, now that I look back at it, really helped me gain more confidence in myself. I attended Tech Trek at UCSD and can proudly say that I'm attending UCSD now. This camp also got me thinking about what I really wanted at such a young age. Thank You!

I believe it did play a role in my deciding to concentrate in a STEM field rather than the humanities. I would definitely encourage the continuation of the program!

### Universities or Colleges Attended

American University	Porterville College
Antelope Valley College	Princeton University
Azusa Pacific University	Rutgers University
Boston University	Saddleback College
Bryn Mawr College	Saint Mary's College of California at Moraga
Cal Polytechnic Pomona	San Diego Mesa College
Cal Polytechnic San Luis Obispo	San Diego State University
California Institute of Technology	San Francisco State
California State University Fresno	San Joaquin Delta College
California State University Fullerton	San Jose State University
California State University Long Beach	Santa Ana College
California State University Monterey Bay	Santa Clara University
California State University Northridge	Santa Rosa Junior College
California State University Sacramento	School of the Art Institute of Chicago
California State University Stanislaus	Scripps College
California State University, Chico	Seattle University
California State University Northridge	Shasta College
Canterbury University, Christchurch New Zealand	Sierra College
Case Western Reserve University	Solano Community College
Cerro Coso Community College	Sonoma State University
Claremont Mckenna College	Southern Oregon University
College of the Sequoias	St. Johns University
Columbia College	St. Mary's College of California
Columbia University	St. Olaf College
Cosumnes River College	Stanford University
Stevens Institute of Technology	Stanislaus State University
Cuesta College	The George Washington University
Diablo Valley College	Tufts University
Dominican University of CA	U.C. Berkeley
Duke University	UC Irvine
El Camino College	UC San Diego
Franklin W. Olin College of Engineering	UC Santa Barbara
Gonzaga University	UC Davis
Goshen College	UCLA
Grossmont College	United State Air Force Academy Preparatory School
Harvard College	University of British Columbia, BC, Canada
Harvey Mudd College	University of California - Irvine
Humboldt State University	University of California, Riverside

Indiana University--Bloomington	University of California, Santa Cruz
Lake Tahoe Community College	University of Colorado at Boulder
Liberty University	University of Miami
Loyola Marymount University	University of Michigan, Ann Arbor
Massachusetts Institute of Technology	University of Missouri-Columbia
Mesa College	University of Oregon
Mills College	University of San Diego
Missouri Valley College	University of Southern California
Modesto Junior College	University of the Pacific
Moorpark College	University of Washington
Mt. San Antonio College	Washington University in St. Louis
New York University	Wesleyan University
Pepperdine University	Whitman College, Walla Walla, WA
Pitzer College	Whitworth College
Point Loma Nazarene University	Willamette University
Pomona College	Yale University