

Table S5. Verbatim response from the impact group to the question, “What was the best thing about the camp?”

Student comment	Note
Meeting the people.	Many of the faculty hosts commented that they enjoyed the enthusiasm and fresh perspective of young employees.
I loved working with Anne Anderson in microbiology. The best thing about camp was her. She taught very effectively and I learned tons. My desire to go into science has increased by being able to work w/Anne.	The work with Dr. Anderson was presented by a student at the fall 2006 AGU meeting as: Moon K, Esparza V, De Sandre J, Cheney S, Anderson A, White MA (2006), Microbial contents of soil from fire pits.
Being able to see the processes of research involved in a science project as well as flexible schedules.	Flexible schedules worked well for the students but created significant logistical problems for camp organization and faculty hosts.
I learned that things we learn in school will actually be useful at some point of our lives [sic]. It was nice to have a "hands on" experience, and learning at the same time. The field work in the forest.	No significant differences between control and impact groups for usefulness of science (Figure 1). High school students employed through a university job will usually be covered by workman’s comp insurance – a concern for parents.
The best thing about the camp was how much fun it was. I made lots of new friends. I learned so much.	Not directly assessed. No significant difference in peer attitudes towards science (Figure 1).
Being in the beautiful mountain environment with the stream restoration. Got paid to do interesting things! (Much different than the usual summer job of flipping burgers)-better, productive, better use of time.	The mix of field and lab jobs (Table S2) was attractive for many students.
I loved everything about it! It was a once-in-a-lifetime opportunity that gave me a chance to meet new people, gain experience with science and the workforce. It opened a new world of science that I had never known! All of the new things I learned. Meeting new people who had my same interests and being able to have fun with whatever I was doing.	Workforce comment perhaps evident in large increase in interest in science career (Figure 1).
The flexible schedule which allowed me to work when I had time and to still do other things during the summer. Learning all of these things about science and the environment. I earned my environmental science merit badge through this job. It was also cool to work with the awesome people and get to know them.	
Getting paid and learning about the USU campus.	Money was the primary motivating factor for camp participation.