🗒 2015 Undergraduate Research
👥 Public

Name of Assessment Project:	2015 Undergraduate Research
Name(s) of Person(s) Responsible for Assessment Project:	No Roles Selected
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Providing Department:	Academic Enrichment Program
Other Units/Departments Involved in Assessment Project:	
Program, Service, or Event Related to Assessment Project:	2015 Undergraduate Research Conference 📕 2015 Conference Program
Assessment Project Description:	Faculty filled out a multiple choice questionnaire on why they participated in the conference and what effects they saw the conference have on their students.

Unit/Program Specific Goals and Learning Outcomes:

Students filled out a Likert scale questionnaire to measure how well the URC was fulfilling its SLOs.
Unit level goals:
1. Research: students will get hands-on R1 research experience
2. Community: students will become part of a community of scholars
3. Growth: students will gain self-knowledge of their skills and future goals
4. Admissibility: students will have an improved knowledge of how to go to medical or graduate school, as well as participate in activities that will make them more attractive candidates

Program specific goals within the unit goals:
The Undergraduate Research Conference will

1. Positively impact the student participants' understanding and perception of the process of research and themselves as researchers (Unit Goal: Research)
2. Help students develop skills that will benefit them in their future educational and career goals (Unit Goal: Admissibility)
3. Create a community of scholars (Unit Goal: Community)
4. Help students develop communication skills, specifically the ability to effectively communicate in a Q&A setting (Unit Goal: Growth)

Relationship to Student Affairs Learning Outcomes:	Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success
Assessment Project Start:	4/25/2015
Assessment Project End:	6/30/2015
Population/Sample:	36 faculty who either nominated a student and/or served as a panel moderator. 205 students who presented at the conference.
Type of Assessment:	Student learning outcomes and/or behavioral outcomes, Satisfaction study
Other Assessment Type(s):	
Assessment Methods:	Surveys
Other Assessment Method(s):	
Data Collection Tools:	Students filled out a survey on site. Faculty filled out a survey on site, and were also provided with access to an online survey for those who were unable to attend the conference. 📄 Faculty Survey 📄 Student Survey
Data Analysis Methods:	Data from the forms were entered into an Excel spreadsheet, and then descriptive statistics were used to measure the responses.
How Your Results Will Be Presented:	Findings were presented in a written report and will be used for an internal review of the URC. Final report is attached here. 📄 2015 Assessment Report
Progress:	100%
Link Assessment Project in Campus Labs Baseline :	Not applicable.

Name	Source
No items to display.	

Summary of Findings: Faculty Survey: (n=36)
First question: If you nominated a student, why did you nominate him or her?
The most common response was "to give the student experience presenting at a research conference" (n=25) and "to give

the student an opportunity to share his or her research with others" (n=26). In second place were the responses "as a reward for the student's excellent work" (n=15), "to encourage the student to continue working in the field/discipline" (n=16), and "to give them a greater sense of belonging to a research community" (n=15). None of the respondents indicated that they were required or expected to by a supervisor or department chair.

Second question: What, if any, effect did you see that participating in the conference have on your student/s?
The most popular response was "my student enjoyed sharing his or her work" (n=23) followed by "my student feels an increased sense of pride in his or her accomplishments as a researcher" (n=22). After these two responses, there was a cluster of three responses: "My student is more confident in his or her speaking skills" (n=18), "my student feels more confident presenting at an academic conference" (n=19), and "my student learned from the other students' presentations" (n=19). No respondents indicated that their students did not benefit from participating.

Third Question: What was the personal value of the conference for you?

Clearly, the most popular response was the faculty participated because they enjoy working with undergraduates (n=31), followed by a general interest in research at UCSD (n=20). Only a few (n=9) indicated that they receive service credit for participating, and one respondent indicated that the event had no personal value.

<u>Student Survey: (n=204)</u>
Question 1: Participating in the Undergraduate Research Conference (URC) has provided me with skills and knowledge that will benefit me in the future.
 1. Strongly Disagree = 0
 2. Disagree= 0
 3. Neutral= 8
 4. Agree= 97
 5. Strongly Agree = 98

Agree or strongly agree=96%

Question 2: I was able to meet and form connections with others who have similar interests at this conference.

1. Strongly Disagree = 2

2. Disagree= 3

3. Neutral= 41

4. Agree= 105

5. Strongly Agree = 52

Agree or strongly agree=78%

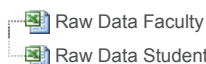**Question 3: Participating in this conference has helped me to see myself as a researcher.**

1. Strongly Disagree = 0

2. Disagree= 6

3. Neutral= 25

4. Agree= 102

5. Strongly Agree = 70

Agree or strongly agree=85%

Question 4: As a result of the URC, I now feel more confident when speaking in front of a group.

1. Strongly Disagree = 0

2. Disagree= 3

3. Neutral= 33

4. Agree= 103

5. Strongly Agree = 64

Agree or strongly agree=83%

Raw Data Faculty

Raw Data Student

Impact of Assessment: We will use this assessment to help develop next year's assessment of the URC, and focus more on how the students are making connections with other researchers at the conference.

We will also use this assessment to help guide our outreach to faculty members.

Lessons Learned: The results of the student survey measuring our SLOs are consistent across several conferences and three years, so we now have reliable data and should move on to new forms of assessment.

The faculty participate in the conference because they care about their students, and they believe that their students are benefiting personally and professionally from participating in the URC.

Supplemental Information:

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