



UCSD Minority Access to Research Careers (MARC) Program



Name of Assessment Project: UCSD Minority Access to Research Careers (MARC) Program

Name(s) of Person(s) Responsible for Assessment Project:	Role
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Providing Department: Academic Enrichment Program

Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project

This assessment project is designed to determine participants' likelihood of applying to graduate programs in the biological sciences. MARC is a competitive research program funded by the National Institutes of Health (NIH) and is designed to prepare highly qualified and traditionally underrepresented undergraduates for success in advanced degree programs in biomedical research. The program assists students in becoming strong doctoral (Ph.D. or combined M.D./Ph.D. program) applicants. The MARC Program allows students the opportunity to work closely with faculty mentors on research projects that are related to students' interests. The program includes two summers of intensive research experience as well as continued research activity during two consecutive academic years.

Assessment Project Description

The assessment project was designed to determine whether students in the MARC Program were successfully applying to the types of graduate programs that are the goal of the grant. Specifically, we sought to determine (1) whether students were in fact applying to graduate programs in biomedical sciences, (2) if they were not applying to these programs, the reasons for not doing so (e.g., applying to medical or other professional schools, taking a gap year), and (3) whether there were improvements the program could make that would increase the number of students successfully applying to Ph.D. programs in biomedical sciences.

Unit/Program Specific Goals and Learning Outcomes

During their final year of participating in the MARC Program, students will apply to graduate programs in the biomedical sciences.

Relationship to Think Critically and Solve Problems, Communicate Effectively,

Student Affairs Advance a Plan for Personal, Academic, and Professional Success

Learning Outcomes:

Assessment Project 11/1/2011

Start:

Assessment Project 10/31/2012

End:

Population/Sample

All 12 MARC students who had previously completed the program or who completed it during the assessment project period were included.

Type of Assessment: Tracking usage , Benchmarking

Other Assessment

Type(s):

Assessment Methods: Focus Group, Interviews, Surveys

Other Assessment

Method(s):

Data Collection Tools

Focus groups and interviews were conducted by Betsy Strick, the MARC Program evaluator. Surveys were conducted using Machforms.

Data Analysis Methods

Survey results were compiled and interview and focus group data were summarized .

Presentation of Findings

The results were shared with the Program Director, the Program Coordinator, the grant Co-PI, as well as with the granting agency (NIH) and with the AVC.

Progress:  100%

Link Assessment Project in Campus Labs Baseline

Source Name	Project Name
No items to display.	

Summary of Findings

Several important findings emerged from the assessment:

A number of students did apply to and enroll in Ph.D. programs (N=2) or master's/post-bacc programs (N=4). There were also several students who applied to and enrolled in M.D. programs (N=3).

Importantly, while a number of students indicated that they were still very interested in going to graduate school in the biomedical sciences and were still planning to do so, a number of them indicated that they did not apply to graduate school during their final year in the MARC Program. There were several reasons for this:

- For many of these students, they were not graduating at the end of their time in the program and thus would not be able to enter graduate school immediately after their completion of the MARC Program. This was especially true for transfer students, who often discovered that some of the coursework that they had thought would transfer and fulfill specific requirements at UCSD had not done so.
- Other students indicated that they had felt it was not feasible to apply to graduate school while taking classes full time and also doing research; some reported that it felt overwhelming to think about the steps necessary to apply to graduate school.
- Some students were still trying to determine their intended field of study in graduate school.
- Some students felt that they did not yet have the experience necessary to make them strong candidates for graduate school

Impact of Assessment

This assessment provided us with valuable insight into the issues relating to students' applying to and enrolling in graduate programs.

- Review screening procedures to decrease number who will be likely to go to MD only programs
- Ask people writing letters of recommendation for students applying to the MARC Program to address what sorts of graduate programs the applicant is likely to choose

Lessons Learned

- Incorporate explicit learning and expectations into the contract that all program participants sign so that they recognize that if they decide to apply to MD only programs, they need to withdraw from the MARC Program
- Incorporating changes into programming that will be offered. Specifically, this fall the twice-monthly meetings for the seniors in the program will be dedicated to issues related to applying graduate school, and students will be required to submit the various elements of a graduate application (e.g., Personal Statement)

Supplemental Information

Items This Assessment Template Supports

Type	Number	Name	Start Date	End Date	Provider
Divisional Goal	2	Flourishing	07/01/2011	06/30/2015	Student Affairs
Divisional Goal	4	Real World Experiences	07/01/2011	06/30/2015	Student Affairs
Divisional Objective	23	Enhanced Intellectual Growth	07/01/2011	06/30/2015	Student Affairs

Type	Number	Name	Start Date	End Date	Provider
Divisional Objective	31	Enhanced student engagement with peers, faculty, staff & alumni	07/01/2011	06/30/2015	Student Affairs
Divisional Objective	44	Enhanced academic partnerships to expand experiential learning opportunities	07/01/2011	06/30/2015	Student Affairs
Action	1213	Invite CC partners to annual CC research symposium & tours at UC San Diego. Partners: AEP, SDCCD, Southwestern, Grossmont, Palomar, Mira Costa colleges, Adm., Fin. Aid., Academic Affairs, (DA, AEP-EL) (X)	07/01/2011	06/30/2015	Student Affairs
Action	2311	Improve undergraduate research portal and other media for engaging students in academic enrichment opportunities (DA, AEP-EL & PG)(X)(3)	07/01/2011	06/30/2015	Student Affairs
Action	2312	Establish/expand Undergraduate Research Fair on Library Walk, featuring research, scholarship, training programs; AEP, Academic Affairs, International Center (DA, AEP-EL) (N) (3)	07/01/2011	06/30/2015	Student Affairs
Action	2313	Increase student awareness of & participation in post-baccalaureate fellowship opportunities (DA, AEP-EL & PG)(X)(2)	07/01/2011	06/30/2015	Student Affairs
Action	2321	Increase faculty involvement in enrichment programs; through partnerships with academic departments & individual faculty members, AEP, Academic Affairs (DA, AEP-EL) (X) (3)	07/01/2011	06/30/2015	Student Affairs
Action	2323	Create teaching credit vehicle for faculty in 199 courses & service credit vehicle for research scientists supervising students, AEP, ORA (DA, AEP-EL) (N) (2)	07/01/2011	06/30/2015	Student Affairs

Type	Number	Name	Start Date	End Date	Provider
Action	2324	Establish year-long post-baccalaureate program of classes & standardized test preparation for non-premedical URMs, AEP, OGS, Academic Affairs (DA, AEP-EL) (N) (3)	07/01/2011	06/30/2015	Student Affairs
Subaction	23111	Academic opportunity tutorial: multimedia presentation of UCSD's extraordinary research opportunities; for websites, admission, & outreach activities, AEP, Admissions, Academic Affairs (DA, AEP-EL) (N) (2)	07/01/2011	06/30/2015	Student Affairs
Subaction	23117	Increase research opportunities advertised on undergraduate research portal; AEP, Office of Research Affairs (DA, AEPEL) (E) (3)	07/01/2011	06/30/2015	Student Affairs
Subaction	23211	Develop mentoring resource for faculty, updated with articles on student development, emphasis on mentoring URMs, AEP, OASIS, Academic Affairs (DA, AEP-EL) (N) (3)	07/01/2011	06/30/2015	Student Affairs
Subaction	23213	Recognize faculty members who actively support undergraduate research as mentors, PIs, in campus-wide ceremony, AEP, Research Affairs (DA, AEP-EL) (X) (2)	07/01/2011	06/30/2015	Student Affairs

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