



UCSD McNair Scholars Program

Public

Name of Assessment Project: UCSD McNair Scholars 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

The McNair Scholars Program is a rigorous program of scholarly activities that includes participation in the Summer Research Program. The program is funded by a grant from the U.S. Department of Education.

Assessment Project Description

The main purpose of the assessment project is to ensure compliance with the Department of Education objectives. Ensure that the McNair Program serves TRiO eligible students: first-generation college, low-income, and TRiO students, and prepare them to Ph.D. admission.

Unit/Program Specific Goals and Learning Outcomes

To identify first-generation college students and low-income with interest in doctoral studies. To create an environment supportive of student success, which will provide research and skills building activities that will enhance admissions for doctoral studies.

Relationship to Student Affairs: Think Critically and Solve Problems, Communicate Effectively,

Advance a Plan for Personal, Academic, and Professional Success

Learning Outcomes:

Assessment Project Start: 10/1/2011

Assessment Project End: 9/30/2012

Population/Sample

690 McNair alumni, all of them are first-generation, low-income, and/or underrepresented minorities students.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Tracking usage , Needs assessment, Benchmarking

Other Assessment

Type(s):

Assessment Methods: Interviews, Observation, Surveys, Visual Collection (e.g., photos, videos), Student Research and Information Data, Other: Please indicate below

Other Assessment Method(s): Social media (Facebook, LinkedIn, and others.

Data Collection Tools

Student Identification card swipes, surveys, attendance sheets, correspondence, Academic Enrichment Program database, Blumen software and Excel spreadsheets.

 2012 McNair Tracking email survey

Data Analysis Methods

Survey was sent to alumni by email. Results of survey were compiled. Students not returning surveys were searched for through social media on the Internet. Results were reported in the Annual Performance Report submitted to the Dept. of Education.

Presentation of Findings

Findings were received by Thomas K. Brown and were presented in an Excel spreadsheet and in a listing of objectives in the Annual Performance Report to the Department of Education. In addition, these findings were shared with the Director of Academic Enrichment Programs and Associate Vice-Chancellor of Student Affairs.

Progress:  100%

Link Assessment Project in Campus Labs Baseline

Source Name	Project Name
No items to display.	

Summary of Findings

Objectives:

(1) Research and Scholarly Activities: 95% of McNair participants will complete research and scholarly activities that will directly impact their educational progression in 2011-2012. [objective met and exceeded];

(2) Baccalaureate Degree Attainment: 90% of new participants served in 2009-2010 will attain a

baccalaureate degree within three years [objective met and exceeded, as 97% had attained the degree by Aug. 2012];

(3) Graduate School Enrollment: 40% of 2011-2012 bachelor's degree recipients will enroll in a postbaccalaureate degree program in the fall term of the 2012-2013 academic year [result: of 28 graduates, results were known for 20, and of those 20, 11 (55%) had enrolled in a graduate degree program; this number is also 39% of the total number of graduates, with 8 of the graduates having unknown enrollment status];

(4) PhD Attainment: 10% of McNair Program participants will attain a doctoral degree within 10 years of the attainment of the bachelor's degree [objective met and exceeded, at least for cohorts completing the program in 2001, 2002, 2003, or 2004; among those 4 cohorts (with 30 students in each cohort) the number who've already attained the PhD is 9 (2001), 8 (2002), 4 (2003), and 4 (2004).

In sum, we have met or exceeded the standard for each of the main objectives.

Impact of Assessment

We are using these findings to demonstrate our success in achieving and exceeding the national program objectives. We celebrate the completion of the program by our undergraduate scholars; the enrollment of our alumni in strong graduate programs; and the attainment of degrees by our alumni (particularly the attainment of the PhD).

Lessons Learned

On the positive side, we have achieved our main objectives and we are confident that we will continue to do so. Unfortunately our success shines less brightly than it might, as there are many students (estimated to be 15 - 20 per cent of our alumni) with whom we lose touch and for whom, therefore, we cannot determine outcomes. The use of social media on the Internet has helped to minimize the severity of this problem, however. We have learned from our students, primarily through casual conversation, that some of the most important achievements of the program are not currently being measured. Perhaps the most important of these achievements is that for many students whose parents have not earned a college degree or who are members of under-represented ethnic groups (and often, both) their entry into and participation in the program instills a profound sense of belonging that many of these students do not experience in their first few years at the university. Among their peers in the program students often find a supportive community that they had previously lacked. Students also sometimes credit the support of their faculty mentors with helping them to persevere and to find the confidence needed to carry them to the next level academically.

Further assessment that we would like to undertake includes interviews and focus groups in which students describe the process of deciding what graduate programs to apply for -- and which one they ultimately choose for their graduate study.

Supplemental Information

Items This Assessment Template Supports

Type	Number	Name	Start Date	End Date	Provider
Divisional Goal	4	Real World Experiences	07/01/2011	06/30/2015	Student Affairs
Divisional Objective	22	Improved Retention & Graduation	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	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
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

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