Annual Report & Program Review

2016-2017

Prepared July 2017
I. Narrative Description of the Status of the Discipline from a National Perspective (including emerging issues and trends)

Undergraduate research and creative activities serve as a long-standing example of experiential learning. An increase in recent research demonstrating learning through experience greatly enhances learning outcomes, has resulted in the embracement of experiential learning as a valuable pedagogical approach in institutes of higher education. In general, it has been the focus of numerous workshop and conferences over the past couple of years, as it continues to demonstrate enhanced learning through these practices. Faculty mentored research/creative projects has long been regarded as experiential learning and much of the more recent innovation in education has focused on how to create such experiences in other types of coursework and programs. Moreover, with the increase in distance learning, mentored experiences will serve to strengthen the value of the unique offerings institutions of higher education, such as CofC, provide for the students.

Faculty-student collaboration in academic research and creative works is one of the most enriching and rewarding experiences on an undergraduate campus. In fact, this activity is so important that it is becoming one of the standards of excellence by which nationally pre-eminent undergraduate institutions are measured. According to George Kuh (2008, AAC&U), participation in a high impact practice such as faculty-student research at the undergraduate level, leads to deep learning that correlates with higher levels of student performance. Such engagement, argues Kuh, increases the frequency of meaningful interactions with faculty and peers. The net result is that students spend more time and effort in hands-on and collaborative forms of learning that contribute to the development of their analytical thinking skills. Interestingly, data suggest that a mentored research experience has benefits for all students, but particularly for students from underrepresented groups (e.g., Vieyra, Gilmore, Timmerman, 2011, CUR Quarterly) and in STEM disciplines.

More broadly, some institutions have begun to recognize that a well-conceived and managed undergraduate research program not only serves current students, but can also be an excellent tool for the recruitment of new students (e.g., Noji, 2011, CUR Quarterly). Showcasing faculty-student research is quickly becoming a primary public relations strategy that increases the visibility of academic programs and encourages students to become involved in research early in their academic careers.

At the College of Charleston, we believe that students who participate in faculty-mentored projects will gain a better appreciation for the nature of scholarly work. Faculty members who participate in these projects are expected to imprint understanding and love of scholarship on the students and to help the students develop skills appropriate to the discipline of the inquiry and also to develop improved communication skills. Furthermore, it is hoped that the faculty-student teams who work on collaborative projects will serve as ambassadors of excellence both on and beyond the College of Charleston campus.

II. Program

a. Mission statement: To provide grant funding that expands the opportunities for undergraduate students and faculty to work collaboratively on scholarly projects in the academic year and during the summer. In the context of this program, research and creative activities are defined as “any intellectual, inquiry-based project undertaken by the undergraduate student that advances the knowledge of the student in an academic discipline, immerses the student in the culture of the discipline, and leads to new scholarly insights or the creation of new works that add to the wealth of the discipline.” (Approved June 2017 by 2016-17 URCA At-Large Committee)
b. Program goals and their relationship to the College’s strategic plan:
   i. Program Goal 1: To provide financial support for undergraduates at the College of Charleston to work on a research or creative project under the mentorship of a CofC faculty member.
   ii. Program Goal 2: To provide sufficient financial support of faculty during summers so that they are encouraged to work collaboratively with students.
   iii. Program Goal 3: To ensure access to research support for faculty-student teams across all disciplines represented at the College of Charleston.
   iv. Program Goal 4: To provide opportunity for students to pursue professional development within the context of their chosen discipline, particularly in terms of dissemination of the research results or creative products in appropriate academic or professional forums.
   v. Program Goal 5: To provide training opportunities for students and faculty who are interested in learning more about faculty-student collaboration and strategies for successfully implementing collaborative projects.
   vi. Program Goal 6: To serve as a source of information regarding research opportunities locally, nationally and abroad for CofC students and to serve as an advocate for students and mentors participating in undergraduate research and creative inquiry.

c. Strategies and tactics in the College’s strategic plan your department would place as highest priorities
   i. Strategy 1: Enhance the Undergraduate Academic Core
      1. Provide each student a personalized experience that integrates classroom learning with at least two the following: research and creative activities, civic engagement, study away, internships and peer education
   ii. Strategy 2: Develop and Retain a Highly Qualified and Diverse Faculty and Staff
      1. Enhance resources for pedagogical innovation, faculty research, and creative activity through the re-establishment of a faculty development center. Incentivize faculty and staff to write and administer grants in all of these areas.

d. Operational and Student Learning Outcomes of the program (see Appendix A for full Compliance Assist report)
   i. The URCA office will effectively communicate opportunities for mentored research and creative scholarly activities to faculty and students.
   ii. Students will demonstrate excellence in discipline appropriate research skills through URCA funded research projects.
      1. Students will be able to demonstrate knowledge and application of the “tools of the discipline” as a result of participation in a project funded by the URCA program.
      2. Students will demonstrate the professional skills of the discipline in the form of a poster or oral presentation at a professional conference and/or a publication in a professional journal.
   iii. In order to facilitate the involvement of undergraduate research on campus, the URCA office will provide financial resources to support mentored research projects across all disciplines by a competitive grant process.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

The Undergraduate Research and Creative Activities Program had a successful and exciting year of supporting the collaborative work of students and faculty across multiple disciplines at the College of Charleston.

Faculty Participation in Administration of Program:
Academic Year Grants: A group of 16 faculty members (Table 1), representing 16 different programs/departments of the College served on the campus review committee for MAYS and RPG funding requests. At least one faculty member from each school served on the committee. Committee members participated in 4 rounds of proposal reviews: July, August, October and January. Reviewers read a subset of the proposals submitted in the round and
completed an online evaluation of each proposal. These individual evaluations were compiled, and the review team met to discuss/resolve discrepancies and to determine a ranking of proposals. Building on the work of previous years, the evaluation rubric for the proposals was refined so that final decisions about funding were based on more standardized, and thus valid, assessments of project quality and effectiveness of the mentoring plan.

Table 1. Faculty on At Large Committee:

<table>
<thead>
<tr>
<th>School</th>
<th>Department</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOA</td>
<td>Theatre</td>
<td>Calvert, Charlie</td>
</tr>
<tr>
<td>SOB</td>
<td>Management</td>
<td>You, Ya</td>
</tr>
<tr>
<td>SEHHP</td>
<td>Health &amp; Human Performance</td>
<td>Rozzi, Susan</td>
</tr>
<tr>
<td>SHSS</td>
<td>English</td>
<td>Carens, Tim</td>
</tr>
<tr>
<td>SHSS</td>
<td>Political Science</td>
<td>Keenan, Kevin</td>
</tr>
<tr>
<td>SHSS</td>
<td>Religious Studies</td>
<td>LeVasseur, Todd</td>
</tr>
<tr>
<td>SHSS</td>
<td>Philosophy</td>
<td>Nadelhoffer, Thomas</td>
</tr>
<tr>
<td>SHSS</td>
<td>Psychology</td>
<td>Widholm, John</td>
</tr>
<tr>
<td>LCWA</td>
<td>French, Francophone &amp; Italian Studies</td>
<td>Signori, Lisa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Department</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCWA</td>
<td>Hispanic Studies</td>
<td>Wise, Carl</td>
</tr>
<tr>
<td>SSM</td>
<td>Computer Science</td>
<td>Anderson, Paul</td>
</tr>
<tr>
<td>SSM</td>
<td>Chemistry &amp; Biochemistry</td>
<td>Boucher, Dave</td>
</tr>
<tr>
<td>SSM</td>
<td>Physics</td>
<td>Jones, Linda</td>
</tr>
<tr>
<td>SSM</td>
<td>Biology</td>
<td>Byrum, Christine</td>
</tr>
<tr>
<td>SSM</td>
<td>Geology &amp; Environmental Geoscience</td>
<td>Vulava, Vijay</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td>Flenner, Angela</td>
</tr>
<tr>
<td>Honors College</td>
<td></td>
<td>Meyer-Bernstein, Beth</td>
</tr>
</tbody>
</table>

**SURF grants**: For the SURF review process, 20 faculty members from 15 different departments/programs and at least one representative from each school served on the review panel. Reviewers were sorted into two groups. At the 1st level (Table 2), 5 multi-disciplinary teams of 2-3 reviewers each were created. Each reviewed 5-7 proposals focused on similar research questions and methodologies. Each of these teams met to review, rank and differentiate between the quality of the proposals. Rankings, sorting into tiers, and comments were collected through a Qualtrics survey. This information was analyzed by the program director and proposals that were destined for a second review (those in tiers 2 or 3), were submitted to a second level of reviewers, a team made up of one representative from each of the six schools (Table 3). The 2nd level reviews completed independently and submitted through Qualtrics. This team met with the URCA Director, and after discussion, final recommendations for funding were made. All proposals that fell into the top tier after the first level of review, and received no objections from the 2nd level committee were funded.
Table 2. SURF 1st Level Review Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signori, Lisa</td>
<td>French</td>
<td>LCWA</td>
</tr>
<tr>
<td>Carens, Timothy</td>
<td>English</td>
<td>SHSS</td>
</tr>
<tr>
<td>LeVasseur, Todd</td>
<td>Religious Studies</td>
<td>SHSS</td>
</tr>
<tr>
<td>Widholm, John</td>
<td>Psychology</td>
<td>SHSS</td>
</tr>
<tr>
<td>White, Kelley</td>
<td>Education</td>
<td>SEHHP</td>
</tr>
<tr>
<td>Larsen, Michael</td>
<td>Physics &amp; Astronomy</td>
<td>SSM</td>
</tr>
<tr>
<td>Anderson, Paul</td>
<td>Computer Science</td>
<td>SSM</td>
</tr>
<tr>
<td>Byrum, Christine</td>
<td>Biology</td>
<td>SSM</td>
</tr>
<tr>
<td>Vance, Jason</td>
<td>Biology</td>
<td>SSM</td>
</tr>
<tr>
<td>Boucher, Dave</td>
<td>Chemistry &amp; Biochemistry</td>
<td>SSM</td>
</tr>
<tr>
<td>Overby, Jason</td>
<td>Chemistry &amp; Biochemistry</td>
<td>SSM</td>
</tr>
<tr>
<td>Lavrich, Rich</td>
<td>Chemistry &amp; Biochemistry</td>
<td>SSM</td>
</tr>
</tbody>
</table>

Table 3. SURF 2nd Level Review Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>McCabe, Janine</td>
<td>Theatre &amp; Dance</td>
<td>SOA</td>
</tr>
<tr>
<td>You, Ya</td>
<td>Management</td>
<td>SOB</td>
</tr>
<tr>
<td>Rozzi, Susan</td>
<td>Athletic Training</td>
<td>SEHHP</td>
</tr>
<tr>
<td>Keenan, Kevin</td>
<td>Political Science</td>
<td>SHSS</td>
</tr>
<tr>
<td>Wise, Carl</td>
<td>Hispanic Studies</td>
<td>LCWA</td>
</tr>
<tr>
<td>McElroy, Eric</td>
<td>Biology</td>
<td>SSM</td>
</tr>
<tr>
<td>Flenner, Angela</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Meyer-Bernstein</td>
<td>URCA</td>
<td></td>
</tr>
</tbody>
</table>

GRANT APPLICATIONS AND AWARDS

2017 Funding structure changes

Last year, we implemented two major changes to the academic year grant structure. These changes were made following consultations with committee members, stakeholders and the upper administration, extensive review of URCA grant history, and research on similar programs across the country. These changes were piloted with the intention that the impact of these changes would be reviewed prior to adopting them for future years.

1) This was the second year that AYRA grants were not available. The money was diverted to the other grant opportunities which likely have a greater impact on student development. We anticipated that there would be more MAYS submissions as a result of this change. This has not been the case, so perhaps small money requests are being made specifically to the department chairs and deans. Next year, we will seek feedback on the impact of this change.

2) Last year, requesting a student stipend through the MAYS grants was strongly discouraged, and only granted if there were exceptional circumstances. These “exceptional circumstances” never arose, and no stipends were funded. In consultation with the URCA committee, the option to request a stipend through the URCA office during the academic year was eliminated. This resulted in slightly fewer applications this year (14 vs. 21), and a significant decrease in funds requested. Overall, we were able to fund a higher percentage of money requested and were confident that the money was going directly toward project costs. This change will be formally evaluated next year.

2017 Submission and review

This year was the first full cycle of a paperless submission and review process for URCA. Currently, all grant applications are submitted electronically with the exception of a few of the grant components that require signatures. We are working on ways to make the process 100% electronic. Overall around 85% of the submission
process is now electronic. All final reports are now completed using fillable PDFs and are stored electronically in the URCA office for assessment purposes. Additionally, the review process now utilizes an electronic survey mechanism in order to collect scores and preliminary data on grant submissions prior to committee meetings. There are still some individuals that are having trouble with the forms. We will work this upcoming year, to improve the user experience.

2017 AWARD DATA and HISTORY

*Academic Year Grants (MAYS and RPG)*

In total, 45 applications were received during the academic year, representing a total request of $51,260.89. Of these, 37 proposals were awarded funding support for a total award of $28,369.90. Requests exceeded the total available budget by $22,891. In order to distribute funding among a greater number of applicants, we did not fund awards at the level of the request. This resulted in a broader distribution of funds, however, only 31% of MAYS and 83% of RPG awards were fully funded.

**Breakout by Award Type:**

<table>
<thead>
<tr>
<th></th>
<th>MAYS</th>
<th>RPG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Awarded</td>
<td>13</td>
<td>24</td>
</tr>
</tbody>
</table>

One focus of our planning and outreach has been to increase the diversity of disciplines represented among applicants and awardees. We have struggled to achieve that goal, as evidenced by the data in the table below (Table 4). Despite efforts to publicize that the opportunities for funding are not limited to the sciences (and psychology), to reach out to department chairs in disciplines outside the sciences, and to highlight the work of faculty and students in diverse disciplines through links to video and testimony on our website, we continue to receive the majority of applications from science disciplines (including psychology). In their defense, these applications are of the highest quality and represent an impressive record of mentoring students. Moreover, SSM has a high percentage of faculty that are working on projects conducive to undergraduate collaboration. It is worth noting that there was an increase in applications from SOA and the humanities, which have been historically low. We will continue to track the grant distribution to ensure we are serving the entire campus. The review committee has focused specifically on reflecting the same diversity of disciplines in funding decisions that exists in the application process. This is not only a challenge for CoC, but for many undergraduate research programs nationwide. We will continue our diversification efforts this upcoming year.

**Table 4. Distribution of MAYS and RPG grants across schools**

<table>
<thead>
<tr>
<th></th>
<th>SSM</th>
<th>HUM</th>
<th>SS</th>
<th>SOA</th>
<th>EHHP</th>
<th>SOB</th>
<th>LWCA</th>
<th>Library</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied¹</td>
<td>69%</td>
<td>3%</td>
<td>13%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Awarded²</td>
<td>75%</td>
<td>3%</td>
<td>11%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2015-16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>67%</td>
<td>2%</td>
<td>18%</td>
<td>4%</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Awarded</td>
<td>64%</td>
<td>2%</td>
<td>17%</td>
<td>2%</td>
<td>7%</td>
<td>2%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2016-2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>53%</td>
<td>9%</td>
<td>9%</td>
<td>20%</td>
<td>4%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Awarded</td>
<td>57%</td>
<td>8%</td>
<td>11%</td>
<td>19%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

¹Reflects the percentage of the total number of MAYS and RPG applications from each school.

²Reflects the percentage of total number of grants that were awarded to each school.
SURF Grants:
In total, 38 applications for SURF grants were received, representing a total request of $221,421.82. 3 were withdrawn before funding decisions were made as the applicants received funding from other sources. Therefore, 35 applications representing $201,921.82 in requests were considered by the review committee. Of these, 33 were awarded funding support for a total funding amount of $176,922.00. 4 of the funded applications declined funding due to receipt of funds from other sources. Therefore, 29 grants were awarded for a total award of $155,922.00. See Table 5 for details.

SURF 35 Applications $203,841.82 Amount Requested
29 Awarded $155,922.00* Amount Awarded

*Note that $6500 of this money came from a donation to the Foundation Account.

Table 5. Distribution of SURF grants across schools

<table>
<thead>
<tr>
<th>Year</th>
<th>SSM</th>
<th>HUM</th>
<th>SS</th>
<th>SOA</th>
<th>EHHH</th>
<th>SOB</th>
<th>LWCA</th>
<th>Library</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>70%</td>
<td>0%</td>
<td>14%</td>
<td>7%</td>
<td>7%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2015-16</td>
<td>71%</td>
<td>0%</td>
<td>15%</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>43%</td>
<td>17%</td>
<td>23%</td>
<td>3%</td>
<td>10%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 6. Funding capacity of URCA and SSM external grants from HHMI and NIH-INBRE

<table>
<thead>
<tr>
<th>Year</th>
<th>SSM</th>
<th>Non-SSM (SURF)</th>
<th>Combined totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>16 (SURF) + 31 (HHMI/INBRE)= 47 grants</td>
<td>13 grant</td>
<td>60 students funded</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>13 (SURF) + 42 (HHMI/INBRE)= 55 grants</td>
<td>17 grants</td>
<td>72 students funded</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>24 (SURF) + 8 (INBRE) + 25 (HHMI) = 57 grants</td>
<td>10 grants</td>
<td>67 students funded</td>
</tr>
</tbody>
</table>

Despite the increased distribution across schools, the proposals tended to come from the fewer departments than in the recent past (Table 7).

Table 7. Number of departments awarded SURF funding

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of departments receiving SURF funding</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>16</td>
<td>9</td>
</tr>
</tbody>
</table>
However, because of the HHMI and INBRE awards, fewer grants were submitted from SSM, resulting in a substantial decrease in overall SURF grant applications. While the number of grants submitted by non-SSM faculty did not increase (Table 8), the number of non-SSM grants that URCA was able to fund did stay elevated over the past two years.

<table>
<thead>
<tr>
<th>Year</th>
<th>% Applied</th>
<th>% Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>29.6% (40)</td>
<td>26% (26)</td>
</tr>
<tr>
<td>2015-2016</td>
<td>41.4% (36)</td>
<td>43.2% (32)</td>
</tr>
<tr>
<td>2016-2017</td>
<td>46.3% (37)</td>
<td>43.9% (29)</td>
</tr>
</tbody>
</table>

The data shown above reflect annual percentages of applicants and awards outside of SSM, and include all grant types. It is evident that this year, the percentage of applications outside of the School of Science and Math have increased. Unfortunately, this increase is not reflected in the absolute number of applications (shown in parentheses), but is an artifact of fewer submissions this year. We are pleased to report that the URCA office is providing resources more equitably across disciplines, but we have a lot of work to do to increase the awareness of undergraduate research opportunities in non-science disciplines. This data does not include applications that were withdrawn before review or those that declined funding due to outside sources.

STUDENT SUCCESS

**Dissemination of Results:** We have tracked student research presentations as evidence of project and student success. Of the 30 students who were awarded SURF funding in summer 2016, 9 (30%) applied for conference travel money through an URCA RPG grant during the subsequent 2016-2017 academic year. This percentage is considerably lower than in the previous two years where it was 56-57%. Many RPG grants are submitted by chemistry to attend a regional meeting. The meeting this year was close to Charleston, therefore, RPGs were not submitted from these students. A summary table (Table 9) is provided that includes data from students who received summer or major academic year project funding. These data were collected from the final reports submitted at project completion and do not reflect additional presentations or publications that occurred later.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students receiving summer or major academic year project funding</th>
<th>Students who have presented their URCA funded research project</th>
<th>Total number of presentations</th>
<th>Average per student</th>
<th>Presentation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>49</td>
<td>46 (94%)</td>
<td>91</td>
<td>1.98</td>
<td>Local (69%), Regional (9%), National/International (21%)</td>
</tr>
<tr>
<td>2016-2017</td>
<td>46</td>
<td>42 (91%)</td>
<td>77</td>
<td>4.83</td>
<td>Local 62%, Regional (18%), National/International (21%)</td>
</tr>
</tbody>
</table>

*students were only counted once if they received multiple awards
Post-graduate plans: Over the past 2 years, we have tried several methods of collecting data from URCA funded students. Of those students who had received summer funding during 2010-2014 (faculty survey), 68% of the graduated students (n=94) were enrolled in or had completed a post-graduate degree. An additional 18% were currently applying or planning on applying for a graduate program. If those students are successful, that would translate to 86% of the prior SURF students from 2010-214 that will be pursuing graduate work.

In order to automatize the process of collecting post-graduate information on URCA funded students, a survey was created last year and sent to faculty who received SURF funding in the summer of 2015. The survey was sent to 37 faculty, and 24 responded. Of the students who graduated last year, 15/20 (75%) were planning on pursuing graduate school at the time of graduation. 45% of those (9/20 students) matriculated in a graduate program immediately following graduation. The data collected from students who had already graduated indicated that 5/17 (29%) were currently enrolled in a graduate program and an additional 3 students (18%) were applying. In total 47% of the graduates from 2016 were enrolled or applying to graduate school at the time of the survey.

This current year, URCA sent out an email survey directly to the 30 students who received URCA funding last summer (2016). Only 23 students responded (full report in Appendix: URCA SURF Follow-Up). Of those, 8 just graduated from CofC in May. Of those 8, 5 (63%) have applied to graduate school, and 4 (80%) of those students have already been accepted. These numbers are fairly consistent with data from previous years. All 8 (100%) of the recent graduates indicated they will be matriculating in a graduate program in 1-2 years. 91% of the students who received summer funding in 2016 have presented their work publically with a total of 37 presentations. Of these, 34% were at a national or international level. 15 students indicated a manuscript is in preparation, 2 have been submitted and one accepted for publication.

Celebration of Scholars Event 2016: At the end of each summer, the URCA program holds a poster session to showcase the faculty-student research that has occurred during the summer months. All faculty-student teams who receive SURF funding are required to present at this session. The event also includes submissions from faculty and students outside of the SURF program. In total, 102 faculty–student teams presented posters that displayed the results of their collaborations on Convocation Day 2016. The event was held in Addlestone Library and was coordinated with the Convocation schedule to encourage attendance.

Training and Outreach
Campuswide Information Sessions: In an effort to better inform faculty and students about the opportunities offered through the URCA program and to provide guidance regarding the NEW application process, we doubled the number of information sessions held this past year from two to four. In addition, an overview of the program was presented at New Faculty Orientation.

Faculty Development
CAA Pedagogy Summit
The Director of the URCA Program attended the CAA Pedagogy Summit on Experiential Learning with other administrators from CofC. The summit was hosted by Drexel University in October 2016 and provided an opportunity to attend numerous sessions relevant to undergraduate research and to network with peers at other institutions. The cost of the conference was covered by Academic Affairs.

Enhanced Institutional Membership in the Council on Undergraduate Research: In 2011-12, the College of Charleston moved to an Enhanced Institutional Membership in CUR. With this membership, all faculty and students on campus are eligible to be members of CUR and to receive their publications and other electronic communications. As a result, the College currently has 147 (an increase of 18 members since last year) faculty (57 – an increase of 1 since last year) and students (90 – an increase of 17 from last year) registered as members
in CUR. If these same persons had joined as individual members, the cost to the College of Charleston would have been approximately $7875 (vs $4000 for the Enhanced Institutional Membership). Professor Chris Korey finished his term this past year as a CUR Biology Councilor. Professor Sorinel Oprisan was elected a CUR Physics Councilor. His position in conjunction with our strong membership numbers made possible with the Enhanced Institutional Membership will serve to increase our national visibility in undergraduate research.

2016-17 CUR Activity
- Dr. Sorin Oprisan serves as a Divisional Editor in Physics and Astronomy for the CUR Quarterly
- Dr. Joe Carson was elected as a Counselor in the Physics and Astronomy Division.
- The Fall 2016 Edition of CUR’s publication, “Undergraduate Research Highlights”, highlights work published by Dr. David S. Boucher in the Department of Chemistry and Biochemistry and two of his undergraduate students.
  
- The Spring 2017 edition features a paper published by Dr. P. Chris Fragile in Physics and Astronomy along with three of his undergraduate students.
  
- At the National Conference on Undergraduate Research (April 7-9, 2016, in Asheville) 6 College of Charleston undergraduates presented posters and 2 more gave oral presentations.

2016-2017 Goals and Accomplishments
We have continued this year to refine the review process, to increase diversity in the program, and to provide opportunities for faculty and student development beyond simply funding grants. We will continue to work toward improvement in these areas for 2017-18. Last year, we focused our efforts on four particular areas for advancement. We will continue to develop these areas over the upcoming year. Unfortunately, there is no administrative support for the URCA office which significantly limits progress in reaching the goals outlined below.

1) Assessment of URCA Program. This year, we continued to make significant progress on the assessment of the URCA office. Most notably, there had been no formal evaluation of learning of program outcomes of the office. Last year, motivated by SACSCOC, the URCA office expanded the current outcomes, developed measures in order to track improvement and completed the second assessment cycle of the program in Compliance Assist. The current year, we continued to refine the outcomes and created a Strategic Plan for the URCA Office. Until 2014, there had been no assessment of the impact of the program. While meticulous records have been kept for years on the grant submission and award process, the impact of the program on student outcomes had not been evaluated. During the summer of 2014, assessment tools were created, including student tracking and surveys for both students and mentors. In the summer of 2015, data were collected from those who have received URCA funding over the past 5 years, specifically SURF awards (included in 2014-15 report). Final report submission has been improved such that data can now be extracted from these reports. We have also begun tracking current students and will continue to generate data that will contribute to our ability to assess the impact of the URCA program.

2) Heightened Awareness of the Faculty-Student Research Conducted at CofC. We continue to expand the use of social media to post awards, presentations and publications by CofC students and faculty. Communication is one of our program goals captured in the Compliance Assist assessment. In response to
the College’s migration to Yammer, URCA created an account and has been communicating information via this platform.

Starting in summer 2012, the Celebration of Scholars event has been integrated intentionally with the Convocation Day activities. We have continued this and worked to integrate the event with Convocation Day. This has been significant in increasing the visibility for the poster session. Last year, we, again, had one of the most successfully attended poster sessions in recent years. There was an increase in poster presentations from 88 in 2015, to 102 in 2016. We attribute this to working more closely with the Convocation Day faculty and staff in order to optimize location and time. We were able to use the Addlestone Library immediately following the morning’s activities to maximize attendance. We will use the same venue this year, but due to the eclipse, the event will not be held on Convocation Day, but instead on the first Friday of classes.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>77</td>
<td>85</td>
<td>92</td>
<td>88</td>
<td>102</td>
</tr>
</tbody>
</table>

3) **Donor Support for the URCA Program.** Alongside the college’s fundraising efforts, giving to the URCA foundation account has been strongly encouraged through social media. As a result, the URCA program received its first major donation this year. We hope to leverage this donation to encourage future giving to the program.

4) **Research Match-Making in the Humanities and Social Sciences.** Each fall, Dean Auerbach hosts a very successful research event for undergraduates in SSM. By bringing together faculty interested in having research students and students looking for opportunities in a single networking event, the apprehension undergraduates have about approaching faculty is diminished. This year, I made some progress in creating a similar opportunity for students in HSS. I hope to launch this opportunity this coming fall.

5) **Increased Publicity of Research Opportunities.** Progress on this goal is captured in compliance assist. Over the past few years, a concerted effort has been made to spread the word about grant opportunities by updating website information, sending emails, providing workshops and strategically placing posters/flyers around campus. This past year, we doubled the number of information sessions that were offered. However, these information sessions were not well attended. While we will continue our electronic communication, we will decrease the number of scheduled information session this upcoming year. Instead, we will offer regularly scheduled “consultation hours” for students and faculty that may have question about the application process.

In addition to advertising URCA Opportunities, we made it a priority to encourage students to take advantage of other research opportunities that may be available to them. A lack of administrative support in the URCA office has made it impossible to sustain this activity. We continue to post new opportunities as often as possible.

6) **Summer Programming for Research Students in the Humanities and Social Sciences** – In the summer of 2005, a Biomedical Skills course was initiated through funding from the National Institutes of Health SC-INBRE grant. The course was designed to augment summer research for science students receiving funding through INBRE and has continued with funding from the Howard Hughes Medical Institute Education Grant. Each summer, 15-30 students conducting research primarily in SSM attend a weekly seminar that covers topics including lab safety, scientific writing and research ethics. This course has been invaluable to undergraduate research students as an opportunity to work on skills outside of the
laboratory. Using the Biomedical Skills course as a model, one goal in 2014-15 was to develop a discipline appropriate summer course for students in the humanities and social sciences. While this is still a goal for the URCA office, a lack of staff support has made it difficult to implement this program. I continue to include it in this report since it is a program that continues to be a priority. Due to the generosity of the HHMI program, we have been able to extend the Biomedical Skills program to include SURF funded students in the sciences and social sciences over the past two years that would otherwise not have this opportunity.
APPENDIX A

URCA SURF Follow-Up Survey Report
Compliance Assist Report 2016-17
Q4 - When is your anticipated graduation date?

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 2017</td>
<td>34.78%</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>December 2017</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>May 2018</td>
<td>52.17%</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>December 2018</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>May 2019</td>
<td>13.04%</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>December 2019</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>May 2020</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>23</td>
</tr>
</tbody>
</table>
Q5 - Which best describes your current preparations for immediately after graduation? Please select all that apply.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Looking for employment related to your major/minor</td>
<td>13.33%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Already secured employment related to your major/minor</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Applying or applied to Masters programs</td>
<td>13.33%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Accepted to masters program</td>
<td>13.33%</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Applying or applied to PhD programs</td>
<td>20.00%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Category</td>
<td>Percentage</td>
<td>Count</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>2</td>
<td>Accepted to PhD program</td>
<td>13.33%</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Applying or applied to medical/vet/dental school</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>Accepted to medical/vet/dental school</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Applying or applied to a graduate program not listed here (please specify)</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Accepted to graduate program not listed here (please specify)</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Looking for employment unrelated to your major/minor</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Already secured employment unrelated to my major/minor</td>
<td>13.33%</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Other (please explain)</td>
<td>13.33%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>15</td>
</tr>
</tbody>
</table>
Q8 - Which best describes your not so immediate plans (1-2 years out) for after graduation? You might, for instance, be planning to take a year or two before heading into the workforce or to graduate school. Choose one.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pursue Master's program</td>
<td>57.14%</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Pursue PhD program</td>
<td>42.86%</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Pursue medical school</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Pursue another type of graduate degree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Work in field related to discipline</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Work outside of discipline</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>7</td>
</tr>
</tbody>
</table>
Q20 - Which best describes your current plans for after graduation? Choose one.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pursue Master's program</td>
<td>33.33%</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Pursue PhD program</td>
<td>33.33%</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Pursue medical school</td>
<td>13.33%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Pursue another type of graduate degree</td>
<td>6.67%</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Work in field related to discipline, post-grad degree not needed or wanted</td>
<td>6.67%</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Work in field outside of discipline, post-grad degree not needed or wanted</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>6.67%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>15</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>------</td>
<td>----</td>
</tr>
</tbody>
</table>

Q10 - Have you already presented the SURF funded research or creative activity at a professional conference or public forum? (Examples: conference talk, gallery showing, musical or theatrical performance, etc.)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>91.30%</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>Not yet, but have immediate plans to present</td>
<td>4.35%</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>4.35%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>23</td>
</tr>
</tbody>
</table>
Q18 - What was URCA's role in the project presentation?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We applied for, and were awarded an RPG to help cover expenses for at least one of the presentations</td>
<td>47.83%</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>We applied for, but did not receive, RPG funding to help cover any presentation expenses</td>
<td>4.35%</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>We did not apply for an RPG award</td>
<td>47.83%</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>23</td>
</tr>
</tbody>
</table>
Q11 - Which of the following best describes the type of event(s) at which you presented or displayed the work? Please select all that apply.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Local, on campus (this should be checked for all SURF recipients)</td>
<td>43.24%</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Charleston area, off campus</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Regional</td>
<td>21.62%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>National</td>
<td>21.62%</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>International</td>
<td>13.51%</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>
Q12 - If you presented at a conference in addition to the Celebration of Scholars Poster Session, please name the professional conference and/or creative activities at which you presented.

Please describe the professional conference and/or creative activities at which you presented:

<table>
<thead>
<tr>
<th>Conference/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern American Studies Association (SASA) Biennial Conference</td>
</tr>
<tr>
<td>Poster at the High-Contrast Imaging in Space Conference in Baltimore, MD</td>
</tr>
<tr>
<td>CofC Department of Mathematics Colloquium</td>
</tr>
<tr>
<td>ACS Southeastern Regional Meeting (SERMACS)</td>
</tr>
<tr>
<td>Geological Society of America</td>
</tr>
<tr>
<td>Scjas</td>
</tr>
<tr>
<td>American Astronomical Society Conference, South Carolina Academy of Science Conference</td>
</tr>
<tr>
<td>South Carolina Academy of Sciences Annual Meeting, SSM Poster Session, Department of Physics and Astronomy Poster Session</td>
</tr>
<tr>
<td>National Conference of Undergraduate Research in Memphis</td>
</tr>
<tr>
<td>Will be presenting as the Society for the Quantitative Analysis of Behavior as well as the Association for Behavior Analysis International Conferences.</td>
</tr>
<tr>
<td>BIOSTEC Bioinformatics 2017</td>
</tr>
<tr>
<td>Biennial Conference for the Society for Research in Child Development</td>
</tr>
<tr>
<td>Rooted in the Mountains: Valuing our Common Ground, WCU, NC; Mountains and Sacred Landscapes, The New School, NY</td>
</tr>
<tr>
<td>Wildlife Disease Association Annual International Conference</td>
</tr>
<tr>
<td>SEWSA #Gender Conference (Atlanta, GA), PCA/ACA National Conference (San Diego, CA)</td>
</tr>
<tr>
<td>Georgia Tech Research Bound Poster Session</td>
</tr>
<tr>
<td>NCUR (National Conference on Undergraduate Research)</td>
</tr>
<tr>
<td>CAA conference at William and Mary</td>
</tr>
</tbody>
</table>
Q13 - Did you continue the URCA funded project or a related project during the current academic year?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>73.91%</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>26.09%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>23</td>
</tr>
</tbody>
</table>
Q16 - Do you have plans to continue the URCA funded project or a related project during this upcoming summer or academic year?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>56.52%</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>43.48%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>23</td>
</tr>
</tbody>
</table>
Q21 - How long have you been working with a faculty mentor on any project as an undergraduate?

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 months (one summer)</td>
<td>8.70%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>6-9 months</td>
<td>8.70%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>9-12 months</td>
<td>26.09%</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>12-18 months</td>
<td>26.09%</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>18-24 month</td>
<td>21.74%</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>more than 24 months</td>
<td>8.70%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>23</td>
</tr>
</tbody>
</table>
Q14 - What is the status of any additional dissemination of the project? Please select all that apply.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Manuscript in preparation</td>
<td>78.95%</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Manuscript submitted for publication</td>
<td>10.53%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Manuscript accepted for publication</td>
<td>5.26%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Manuscript published</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Other (please elaborate in the space provided below)</td>
<td>5.26%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>19</td>
</tr>
</tbody>
</table>
Please elaborate on the status of any additional dissemination of the project.

The LARC Campaign Paper continues to be edited and the campaign posters and other media can still be seen all over campus.

Project is ongoing.

Finishing last sets of data for paper. Hopefully will be submitted by June.

In the process of being written.

The manuscript that was written from the results of the research done has been submitted to a peer-reviewed journal. We have received our first round of revision suggestions and we will then resubmit the manuscript.

The project led into my bachelor's essay, which has only recently been completed.

Still finishing experiments began during my 2016 SURF. But am already forming the manuscript as most has been completed.

Our manuscript was published online as part of the BIOSTEC conference proceedings. We are continually developing the project and updating materials associated with it including the manuscript, manual, and GitHub repository.

Manuscript in final stages of preparation to send for publication.
Academic Affairs Program(s) Assessment Report
Program: Undergraduate Research & Creative Activities

College of Charleston

Academic Affairs

Administrative Units

Undergraduate Research & Creative Activities

Office of Undergraduate Research and Creative Activities
Program/Unit Name: URCA
Program Type: Academic Support
Start: 7/1/2016
End: 6/30/2017
Program Assessment Coordinator:
Program follows specialized accreditation standards: □
Name of accrediting organization:
Date of last program review for the accrediting organization:
Date of next program review:

Academic Program/Administrative Unit Mission Statement
To provide grant funding that expands the opportunities for undergraduate students and faculty to work collaboratively on scholarly projects in the academic year and during the summer. In the context of this program, research and creative activities are defined as “any intellectual, inquiry-based project undertaken by the undergraduate student that advances the knowledge of the student in an academic discipline, immerses the student in the culture of the discipline, and leads to new scholarly insights or the creation of new works that add to the wealth of the discipline.”

Unit/School/College Mission
The mission of the Division of Academic Affairs is to provide academic vision and leadership in promoting the College’s role as a leading public liberal arts and sciences university and its values of academic excellence, student-centered community, and the power of place. The division is explicitly committed to providing students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning; developing or enhancing nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region; providing students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century; and to supporting faculty and staff as they pursue this mission.

Comments and Attachments

2016-17 plans rubric
URCA Functional Assessment Map

Related Items
There are no related items.
1: Cross-campus support-Communication

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.
The URCA office will effectively communicate opportunities for mentored research and creative scholarly activities to faculty and students.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures.

   MEASURE 1: Count the number of attendees at each information session. A sign in sheet at each information session will be used to collect the data. Data will be logged electronically. (see attached "Attendance Log Example")

   TARGET: Based on attendance from previous years from data tracked on a spreadsheet within the URCA office, but outside of compliance assist, and last year's data in compliance assist, we expect at least 10 people will be at each session. Last year's target was not reached and the target will be the same for the upcoming year.

   MEASURE 2: Track the submission of grants each year. These data are recorded in an electronic log. (See attached, "Grant Submission Log Example")

   TARGET: Based on submission rates from previous years from data tracked on a spreadsheet within the URCA office, but outside of compliance assist, and last year's compliance assist data, at least 122 submissions are expected for the next year. Last year's target was not reached and the target will be the same for the upcoming year.

   MEASURE 3: Count the number of successful grants from information session attendees. Grants are tracked in an electronic log. Data from the Grant Submission Log and the Attendance Log are compared to generate these data.

   TARGET: Based on baseline data from last year, the 2016-17 targets are set as follows:

<table>
<thead>
<tr>
<th>Attendees from 2015-2016 workshops that submitted a proposal in the 2016-17 grant cycle.</th>
<th>Grant submissions from the 2015-16 attendees that were funded</th>
<th>Attendees from 2016-2017 workshops that submitted a proposal in the 2016-17 grant cycle.</th>
<th>Grant submissions from the 2016-17 attendees that were funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>90%</td>
<td>40%</td>
<td>100%</td>
</tr>
</tbody>
</table>

   MEASURE 4: Track the number of communications (email, Facebook, Yammer, flyers, presentations) regarding URCA opportunities. These data will be pulled from the various means of communication at the end of each year and recorded in an electronic log for future assessment. (see attached, "Communication Log Example" and "URCA Information Poster Example")

   TARGET: Based on baseline data collected last year, the target for this upcoming year is to increase our Yammer postings and followers by 20%, up to 18 posts and 66 followers. Additionally, the Facebook target is set to 209 followers (increase of 15%) and average monthly posts to 4.7 (increase of 15%).

   Strategies: 1) Increase publicity of grant and workshop opportunities through Yammer and Facebook. 2) Encourage grants submissions from departments whose faculty and students have limited access to additional funding.
3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

Measure 1: Three of the four information sessions held this year were unattended. We are looking into why this is the case. We have been more thorough in articulating the grant guidelines in an online handbook, so perhaps there is less confusion in the application process than in the past. Ten individuals attended the final summer research information session in January.

Measure 2: 83 grant applications were submitted to the URCA office in 2016-2017 (see attached table "Award Data"). The applications for the academic year awards (RPGs and MAYS) decreased and the SURF slightly increased. Similar to last year, some of this reduction was anticipated due to an increase in grant funding across campus. The RPG numbers are fewer than last year, in part because the SERMAC conference (which in the past has generated multiple RPGs) was held in Columbia, SC this year and, therefore, travel funding was not needed for this conference. The additional summer funding in the sciences has led to a reduction in grant submissions over the past 2 years. In fact, this year, 3 grants were withdrawn because they were awarded other funding (included in the total number), and 4 grants were declined for the same reason. This was the last summer of the additional funding. In which case, we anticipate a large increase in grant applications next year.

Measure 3: Since attendance at the information session may not result in a grant submission for the next deadline, we have tracked the submissions from those that attended information sessions since the 2015-2016 academic year. Since July 2015, 54 individuals have attended an URCA information session. Of those individuals, 34 (63%) have applied for URCA funding. Of those that applied, 100% were offered funding. In total, we had 38 SURF applications in 2016-17, and 24% of those applicants attended the SURF information session in January 2017.

Measure 4: Communication was broken down into Posters/flyers, emails/Yammer, and Facebook.

Posters/flyers

125 large promotional posters were printed in June 2016. For every flyer, 2 copies are printed and sent to 33 departments, and 10 copies are printed for honors space. This means 76 copies are made of each flyer (556 flyers total).

Emails/Yammer: See attached file “Communication Stats”.

Three email blasts were sent to faculty and staff listserv.

Information session dates were posted on the CofC event calendar and emailed to department chairs/deans.

Information session dates and grant deadlines were also advertised in weekly Student Activities email blasts to all students.
Yammer (started URCA group October 2015)

URCA currently has 72 followers on Yammer (as of 4/11/17) which is a 31% increase from last year.

URCA postings on Yammer: 18 (increase of 20% over last year) 4/20/16-4/11/17

This year, 3 additional postings were shared from other Yammer groups.

Facebook

URCA Facebook page currently has 251 followers (as of 4/11/2017), with an increase of 38%.

The average post reach is 154, a 98% increase.

Post-click engagements and reactions/comments/shares were up 675% and 485%, respectively.

We have posted 42 times (AVE 4.2 a month) so far this year (since July 2016), including sharing articles from the College of Charleston page and promoting articles from the Honors 10 Green Way blog.

4. Use of Assessment Results: Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results?

Measure 1: This is the second year of declining attendance at the information sessions, thus, we have decided to only offer the information sessions this upcoming year for the summer awards. We will offer 2 in Jan, as that time seems to be most attractive to the attendees. In lieu of having information sessions for the academic year awards, we will institute "consultation hours" for the weeks leading up to any of the deadlines. We will focus our efforts on students and faculty who have not submitted a grant in the past two years, by continuing our presence at New Faculty Orientation.

Measure 2: We saw another slight decrease in grant applications this year. The decrease in SURF applications is due to alternative funding from SSM, and the RPG decline was likely due to the close proximity of a large chemistry conference this year, which eliminated the need for URCA funding. Oddly, several summer grants withdrawn at the last minute this year because of alternative funding. We do not plan on implementing any new strategies this year outside of our standard communication efforts. It is likely that the number of grant submissions will increase this year due to the conclusion of several large grants in the SSM.

Measure 3: Submissions from students or faculty who have attended a workshop are very successful, indicating the workshops are effectively communicating the necessary information for a successful submission. Additionally, attendees from the review sessions often follow-up with the URCA office for further guidance, where they receive additional guidance. During the 16-17 cycle, we stressed (at the one workshop where there were attendees) for the attendees to submit applications in the upcoming SURF round. 90% (9/10) did so, and all of them were offered funding, although some of it was declined because of other funding sources. While these workshops are successful, getting individuals to attend them, seems to be more of a challenge.
Measure 4: We did really well in our social media efforts during the 16-17 cycle. We primarily focused on the use of Yammer and Facebook to promote URCA office activities, communicate external and internal research opportunities and to highlight student research success. We will continue to increase these efforts during the upcoming year. Additionally, we will begin collecting data through the grant submission process as to where students and faculty are receiving information regarding URCA activities. This will allow us to strategically target our efforts in the future.

5. Budget Changes
We recommend that CofC provide funding to support a student intern to help with the marketing and communication of undergraduate research on campus.

Comments and Attachments

- Attendance Log Example
- Award Data
- Communication stats
- Grant Submission Log Example
- URCA Communication Log Examples
- URCA Information Poster Example

Related Items

4: Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.

5: Enhance co-curricular and extracurricular programs for the holistic education of students.

2: Disciplinary Excellence

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.
   Students will demonstrate excellence in discipline appropriate research skills through URCA funded research projects.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures.
   MEASURE 1: The number of students who have received URCA funding for their research project and subsequently apply for funds to support conference travel will be counted. Presenting at a professional conference demonstrates a proficiency in research skills. Grant applications and
funding success are logged electronically.

TARGET: Based on the baseline set last year (56%), the target is set for 60% of students who have received research funding will apply for funds to cover conference travel.

MEASURE 2: A survey (attached, "URCA SURF Follow Up Survey 2017") will be conducted to determine the success of students who have been funded by URCA. Undergraduate research and creative inquiry provides opportunities for students to develop skills that are desirable to graduate and professional programs. Unlike the survey used to collect baseline data, this survey will be sent in May 2017 directly to students who received a SURF grant in the summer of 2016.

TARGET: A new survey assessment tool was first implemented last year to collect data on postgraduate success. This survey was sent to faculty who had received URCA funding over the past several years. Based on data collected from the survey, the following new targets were set: 80% of seniors who had previously received funding from URCA will plan on pursuing graduate school after graduation. Upon graduation, 55% of students who have received URCA support will indicate plans to matriculate in a graduate program the fall following graduation.

MEASURE 3: Final reports will be reviewed for conference presentations of URCA funded projects. All URCA grant recipients are required to submit a final report at the end of their funding period. Reports will be reviewed and data collected on the number and type of conference the student has presented their URCA funded project.

TARGET: Based on the baseline that was set last year (94%), the target for 2016-17 is 100% of students who have received URCA funding will report on the their final report that they have presented at a conference.

MEASURE 4: A rubric (attached) will be used to directly measure student research skills. Students receiving summer funding from the URCA office are required to present their work at a poster session on Convocation Day called Celebration of Scholars. A sample of the posters (25%) will be evaluated for the quality of their presentation.

TARGET: Set to baseline.

Strategies: 1) Communicate opportunities to present research at professional conferences, 2) develop a sustainable assessment tool that can be administered through the college-wide senior survey and the alumni surveys.

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

Measure 1: Of the 30 students who were awarded SURF funding in summer 2016, 8 (27%) of them applied for conference travel money through an URCA RPG grant during the 2016-17 academic year. These data are lower than what last year, in which 21 students (out of a total of 37) who were funded with a SURF in 2015, also applied for conference travel funding through the URCA RPG program in 2015-2016. 42% of the RPG grant submissions this year (31) were from students whose projects had been funded by URCA (SURF or MAYS). These data were collected from our the grant application log maintained in the URCA office.

Measure 2: Of the 30 students who were awarded SURF funding in summer 2016, 23 responded to the SURF Follow-up survey. Of those, 8 of the students were graduating seniors. All 8 of the seniors (100%) plan on matriculating in a graduate program in 1-2 years. 4 of the 8 (50%) have already been accepted for the fall of 2017.
Measure 3: Data were self-reported and collected from the submitted Final Report from both the MAYS and SURF funded students. Data from both awards are combined and compared to last year (2014-15) in the attached file, “Final Report Data”). Of the 46 students who have received funding and submitted final reports, 42 (91%) have presented their URCA funded projects. The total number of presentations from these students is 77, which averages to 1.83 presentations per student.

These data can be further broken down by the type of award. Of the 17 students who received Major Academic Year Awards in 2015-2016, 16 final reports have been received. Out of those 16, 12 have presented their research (75%). Of the 12 presenters, a total of 25 presentations have been made.

30 students received SURF funding in the summer of 2016. Since presenting the project outcomes is a requirement of funding, 100% of those students have presented their funded project. 16 of the 30 students (53%) have presented at least twice. Collectively, the 30 students have presented 47 times (64% local, 17% regional, 19% national or international).

Measure 4: It was logistically impossible to collect these data this year.

4. Use of Assessment Results: Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results?

Measure 1: The students receiving summer funding through the SURF program that are applying for conference travel through our office decreased nearly 50% from 2015-16 to the current assessment year. Many of the SURF students are in the chemistry department who covered travel expenses for many of their conferences this past year. This had a substantial impact on RPG requests overall, and likely impacted the SURF students. This upcoming year, targeted emails will be sent to students who received project funding from URCA to encourage them to apply for travel funds. It is interesting to see that 58% of the RPG applications were submitted by students who did not receive URCA project funding (SURF or MAYS). These data indicate that there is a significant number of students who don't need project funding or who are receiving funding through other means.

Measure 2: While the percentage of graduating students intending to go to graduate school was impressive (100%), this only represented 8 of the 30 students who received SURF funding in summer 2016. We will build upon these data in the upcoming year.

Measure 3: Over 90% of the students who have received project funding over the summer (SURF) or during the academic year (MAYS) are presenting their project outcomes to the public. Many of the presentations are local, which rarely requires funding, but limits the experience for the students. Thus, the doubling of the regional conference presentations was a noteworthy improvement. The target will be set at 100% again this year, and URCA will continue efforts to advertise conference opportunities and funding.

Measure 4: This was the first year a rubric for poster presentations was part of the assessment process. However, the logistics were too difficult to execute this during the current assessment period. URCA plans to develop a more feasible approach to project evaluation in the upcoming year.

5. Budget Changes
The primary deterrent for taking students to conferences that are beyond Charleston is the cost of travel. The URCA funding rate for conference travel is relatively high, the grant can only cover a portion of the travel costs. Thus, an increase in URCA funding is recommended to support conference travel beyond local meetings.

Comments and Attachments

- [final report data](#)
- [Rubric for Assessing Poster Presentation_2010](#)
- [URCA_SURF_Follow-up_2017](#)

Related Items

1. Enhance the undergraduate academic core.

4. Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.

5. Enhance co-curricular and extracurricular programs for the holistic education of students.

10. Pursue national recognition for the College of Charleston's personalized liberal arts and sciences education and for distinctive features of its undergraduate and graduate programs.

3: Cross-campus support-Resources

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

In order to facilitate the involvement of undergraduate research on campus, the URCA office will provide financial resources to support mentored research projects across all disciplines by a competitive grant process.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures.

MEASURE 1: The number of grant applications that are applied for and funded will be logged and counted. (Descriptions of grant types AYRA, RPG, SURF, MAYS are attached)

TARGET: Based on data collected on a spreadsheet within the URCA office over the past 3 years, only last year in compliance assist, the target is to increase the number of funded grants by 5%. The 3 year average is 89 grants, thus, we want to fund 92 projects in the 2016-2017 grant cycle. This target was not reached last year and has not changed.

MEASURE 2: The number of projects that are funded within each academic unit will be counted.

TARGET: Last year the target of 40% was met, thus the target is being reset at 45% of the successful grant
submissions to come from schools outside of SSM.

MEASURE 3: The annual operational budget and the foundation account value for the URCA office will be logged.

TARGET: Over the last 3 years, the URCA operational budget has remained stable at $235,000, with the exception of FY13-14, where there was an additional $396. At the end of the last fiscal year, the URCA foundation account had $48.74. The goal for the upcoming year, is to increase the URCA operational budget to cover the 5% increase in grant awards, an estimated $10,000 (target was not met and has not changed), to increase the foundation account to $500, and to have at least 10 individuals donate to the foundation account each year. This is a new target based on baseline data collected last year.

Strategy: 1) Lobby for additional funding from the administration, 2) encourage giving to the foundation account, 3) encourage grant submissions and review panel representation from a diversity of disciplines across campus (See attached file, "Faculty Reviewers List").

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

Measure 1: The number of funded grants this year was 70 out of a total of 83 grant applications (funding rate of 84%). The number of grants that were accepted and awarded was 66 out of 83 applications (79%).

Measure 2: This academic year, the funding rate for schools outside of the school of Science and Math is 43.9%. 29 total grants were awarded to students outside of the school of Science and Math. 66 grants were awarded in total. Data are found in the attached file: Grant Distribution by School. Similar to past years, the percentage increase was due to the lower number of overall grant submissions and does not represent a substantial increase in the actual number of non-SSM submissions. Only one more non-SSM grant was submitted this year as compared to last.

Measure 3: Due to budget challenges across the institution this year, we have not seen an increase in the annual operating budget for URCA. In 2015-2016, it was cut to $235,000. This year, there was an across the board budget cut and the operating budget was decreased to $198,500. The total amount of money deposited in the Foundation Account is $6,274 as of April 17, 2017. This includes a $6,500 donation from a member of the Board of Trustees to allow funding for additional SURF applications.

4. Use of Assessment Results: Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results?

Measure 1: Similar to last year, we had a reduced number of grant applications and funded grants. This is likely due to the additional funding sources in the sciences which will not be available this upcoming year. The URCA program will continue to advertise grant opportunities to the campus.

Measure 2: Although the percentage of non-SSM grants increased, the absolute number only increased by 1 grant. This upcoming year, URCA will host an event to bring faculty and students together that are interested in research that are not in the SSM. A similar event is held in SSM and has proven to be very successful in matching students with faculty. The review committee continues to have representation from all schools, and those faculty will continue to be
encouraged to spread the word about URCA to their colleagues. (see attached file, "Faculty Reviewer List")

Measure 3: The URCA office was very fortunate in that the individual donors to the foundation account increased by 300% (from 1 to 3 contributors). One of the contributions was significant and was negotiated through the development office. This monetary contribution supported 2 additional SURF grants at 50%. The URCA office matched the contribution. The selection of the grant recipients was based on specifications from the donor. The URCA office will nurture this relationship in the hopes that it will stimulate more giving to the fund.

Unfortunately, the operational budget outlook is bleak. We will continue to ask for an increase in the operating budget.

5. Budget Changes

Comments and Attachments

- Faculty Reviewer List
- Grant Distribution by School
- Grant_awards_descriptions

Related Items

4: Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.

5: Enhance co-curricular and extracurricular programs for the holistic education of students.

6: Align administrative and academic policies and procedures to support the College's purpose and achieve its envisioned future.

Program Improvement Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Related Items

There are no related items.