Program/Unit Name: Office of Undergraduate Research  
Date: 09/24/2012

Program/Unit Director(s): Thomas Kvale

Instructions:
Assessment of service outcomes is required of all service units that provide services that support student learning across the University. Furthermore, assessment of service outcomes is required of any academic units that provide support services such as academic advising or career placement.

Please respond to the items below to describe the assessment of services provided by your service or academic unit. The completed form should be submitted as a Word document to your University Assessment Committee (UAC) liaison. For a list of UAC liaisons, please refer to the UAC website.

All assessment of service outcome reports will be summarized by your UAC liaison. This summary for all service programs in your college or service unit will then be submitted to the UAC. The UAC will develop a report for the Provost, Chancellor and President to summarize assessment of service outcomes across all service units and colleges.

I. Mission:
Describe the mission of your service program. In particular, describe how the services provided support student learning in their respective academic programs.

The Office of Undergraduate Research provides meaningful research opportunities for all UT undergraduate students. We accomplish this mission by being a resource for faculty members to increase undergraduate involvement in their research, by being a resource for the community and local industries to increase their involvement in undergraduate research, and by aiding in the integration of a research component to existing courses and/or development of new research intensive courses.

II. External accreditation status:
If your service program is reviewed and accredited by an external organization, please provide information regarding this accreditation including the name of the accrediting body, your accreditation status and the date of your next self-study and review.

If you do not undergo a regular accreditation process, but follow the guidelines of an external advisory body, please provide the name of this advisory body and whether your program complies with their current guidelines.

Not Applicable

III. Service outcomes:
List the service outcomes for this program. These must be written in measureable, quantifiable terms. Service outcomes describe services the unit or college provides to
support teaching and learning across multiple academic programs, and activities of the service program required to satisfy its objectives and mission. More information about writing service outcomes can be found at the UAC website.

Student Learning Outcomes from participation in the programs of the Office of Undergraduate Research:

1. Students will be able to formulate a research project and convey its significance to professionals outside of their area of research.
2. Students will develop time-management skills be able to work diligently on their research for an extended period of time.
3. Students acquire increased proficiency/knowledge of the tools/techniques/methods of inquiry in the profession in which the research project was conducted.
4. Students will develop analysis skills to critically-examine their results and reach conclusions based on their findings.
5. Students will develop presentation skills to present their research to the general public and other professionals (both orally and through written materials).

IV. Assessment measures:
Complete the following table. List the explicit assessment measures or methods used as a means to validate service outcomes in your unit. For each measure, provide information about the frequency of data collection and the review of this information. Add additional rows as needed.

A variety of measures to assess service performance can be employed. In contrast to the assessment of student learning, surveys of service quality are considered to provide a direct measurement of service quality and performance. Other metrics designed to assess the quality, timing and efficiency of the services provided may be used.

An italicized example of an assessment measure is provided in the first row of the table.

<table>
<thead>
<tr>
<th>Data collection methods, metrics and sources</th>
<th>Applicable service outcomes</th>
<th>Frequency of data collection and review</th>
<th>Person(s) responsible for reviewing data</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1: review/rating of submitted proposals</td>
<td>Outcome 1 from section III</td>
<td>semesterly</td>
<td>Program director and the OUR-UT Advisory Committee</td>
</tr>
<tr>
<td>SLO2: timecards from participants</td>
<td>Outcome 2 from section III</td>
<td>throughout the individual program</td>
<td>Program director and the OUR-UT Advisory Committee</td>
</tr>
<tr>
<td>SLO3: Research Evaluation Forms</td>
<td>Outcomes 3&amp;4 from section III</td>
<td>End of Summer</td>
<td>Program director and the OUR-UT Advisory Committee</td>
</tr>
<tr>
<td>SLO4: Final Reports of Students’ research projects</td>
<td>Outcome 5 from section III</td>
<td>End of the particular research program</td>
<td>Program director and the OUR-UT Advisory Committee</td>
</tr>
</tbody>
</table>
V. Assessment results:
Provide a sample of your findings from the 2011-2012 academic year. Report the data collected for at least three and no more than six of the measures listed in the table above. In a brief narrative, describe the significance of these data and how these data provide evidence to determine whether your program is meeting its service outcomes.

SLO1: Students will be able to formulate a research project...
Review/rating of submitted proposals to the Summer 2012 FYSRE and USRCAP programs.

<table>
<thead>
<tr>
<th></th>
<th>COUNT total number of USRCAP proposals (Funded)</th>
<th>COUNT the number of proposals rated &gt;3.75 (Funded)</th>
<th>AVERAGE rating score (1.0-5.0) (Funded)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44 (32)</td>
<td>38 (31)</td>
<td>3.90 (3.95)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>COUNT total number of FYSRE proposals (Funded)</th>
<th>COUNT the number of proposals rated &gt;3.75 (Funded)</th>
<th>AVERAGE rating score (1.0-5.0) (Funded)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 (8)</td>
<td>8 (8)</td>
<td>3.87 (4.03)</td>
</tr>
</tbody>
</table>

Note: Each individual in the Review committee can score at most 10 proposals with the highest rating of 5 and at most 10 proposals with the next highest rating of 4. There are no limits on scores 1-3 for the USRCAP proposals and same for the FYSRE proposals.

Significance: Since a limited number of proposals can be scored 4 and above, the count of the number of proposals rated 3.75 and above and the average proposal rating score indicates that the students are learning to design and articulate research projects to other professionals.

SLO2: time management: Data are being summarized

SLO3 and SLO4: Students acquire increased proficiency/knowledge...
Research Evaluation Questions 4 and 5 -- Student responses Summer 2012

| 4. How skilled in the tools/techniques/methods of inquiry in the profession of the research project did you start with at the beginning of the summer? |
|-----------------------------------------------|-------------------------------------------------|-----------------------------------------------|
| Very skilled/ knowledgeable | Neutral | Not very skilled/ knowledgeable |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| 5. How skilled in the tools/techniques/methods of inquiry in the profession of the research project did you acquire by the end of the summer? |
|-----------------------------------------------|-------------------------------------------------|-----------------------------------------------|
| Very skilled/ knowledgeable | Neutral | Not very skilled/ knowledgeable |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
Students responses are summarized on the following graph.

**Significance:** The range goes from -6 (entered the summer with a mastery of the field and ended the summer with no skills) to +6 (entered the summer with no skills and ended the summer with a mastery of the field). The FYSRE average gain of over 3.5 indicates that the research experience has been extremely valuable. The USRCAP average gain of 2.8 also indicates that the research experience has been very valuable. The lower average gain for USRCAP is expected since the USRCAP students are typically older, more experienced, and possibly already had a prior research involvement.

**SLO5:** Students will develop presentation skills...

The FYSRE, TolInterns, and USRCAP summer 2012 programs are applicable for this assessment report. These research programs require that the students write a Final Report (currently being collected) and present their research (either orally or a poster presentation) at the End of Summer Research Symposium. The schedule to talks is posted on the Undergraduate Research website and can be made available upon request.
VI. **Actions to improve services:**
Describe examples of changes made in your unit in response to the data gathered. You do not need to limit this discussion to the data presented in section V above. Explicitly describe the data that led to the changes. These changes or modification can be at any level in the unit, for example, at the point of delivery; in unit practices, or in policies.

If no changes are planned for the upcoming academic year (2012 – 2013), please state that this is the case and explain your decision.

Based on the Research Evaluations returned from student participants and faculty mentors, no significant changes to the research programs are anticipated for AY2012-13.

The ARS2980 will be renamed due to the retirement of the “ARS” alpha code, but no changes to the content are planned.

If changes were made for the previous academic year (2011 - 2012), please describe whether your assessment measures have shown that these changes have led to improvements in service outcomes.

VII. **Communication of assessment results:**
Describe how your assessment results are made known to stakeholders. These assessment results should include the assessment data described in sections IV - V and the planned changes described in section VI.

Stakeholders should include current and prospective students, faculty, alumni, administrators and the larger university community.

The Assessment Reports are contained in the Annual Reports of the Office of Undergraduate Research, nominally published in the Fall semester each year.

VIII. **Students’ involvement**
Describe how students are involved in any aspect of the assessment process for your service program. This could involve eliciting their feedback and recommendations for services in general or their participation on service committees or advisory boards that review data and recommend changes. Include any strategies used to encourage students to provide feedback that has the potential to improve service outcomes.

Student participants and faculty mentors fill out the Research Evaluation forms for the programs. In addition, each Fall semester the Student Government fills out a SG Survey for ranking research priorities.
IX. **Actions to improve the assessment process**
Describe changes made in any aspect of the process of assessment of service outcomes for your service program. These changes may include new or revised assessment methods or tools, changes in the way data are reviewed, or new strategies related to communication of assessment results revised methods.

In particular, you should address any issues raised by your UAC liaison during the review of your assessment process from the 2010-2011 academic year.

If no changes are planned or made, state that this is the case and explain your decision.

Based on the Student, Faculty, and Student Government surveys/evaluations, we don’t anticipate making changes to the program in AY2012-13.

X. **Dissemination of this assessment report**
A copy of this report will be distributed to your UAC liaison, the entire UAC and your dean or vice-provost. Please list other individuals or groups that will receive a copy of this report.