

DRAFT: OUTREACH AND PRECOLLEGE PROGRAMS: SCIENCE TRANSITION PROGRAM (PLU(S))

Inputs	Strategies	Outputs	Outcomes		Impacts (Long Term-Conditions)
			(Short Term-Learning)	(Medium Term-Action)	
<p>W&M admitted students from disadvantaged backgrounds</p> <p>W&M faculty mentors</p> <p>Resources for summer pre-matriculation program</p> <p>Tuition from W&M (cost share)</p> <p>Equipment and facilities</p> <p>Lab Supplies</p> <p>Undergraduate students as peer mentors in the lab</p>	<p>Add science and math components for students interested in those areas to current Transition Program</p> <p>Provide one credit laboratory research experience and assign to faculty mentor/advisor</p> <p>Hold weekly lunch meetings with students and advisors to discuss common concerns and viable solutions</p> <p>Recruit students to participate in freshmen research lab that engage students in year-long project</p>	<p>Number of all participants who are from underrepresented groups and disadvantaged backgrounds compared to those with interest in science or math</p> <p>Students who enroll in subsequent science courses</p> <p>Number of research experiences conducted during the summer by these students</p>	<p>Students are excited about scientific research and plan to pursue their interest in science in college</p> <p>Students enroll in introductory science courses</p> <p>Students continue contact with faculty mentors</p> <p>Students continue research in labs of faculty mentors</p> <p>Students enroll in the research based courses</p>	<p>Students are prepared to pursue college level science classes</p> <p>Students succeed in introductory science courses and labs</p> <p>Students have successful research experiences in faculty labs</p> <p>Students major in science or math</p> <p>Students serve as mentors for the following year's class</p>	<p>Attract and prepare students from underrepresented groups and disadvantaged backgrounds to pursue science in college</p> <p>Students complete science majors</p> <p>Students pursue post-graduate science education</p> <p>Students serve as role models and leaders in effort to attract members of underrepresented groups into science</p>

DRAFT: OUTREACH AND PRECOLLEGE PROGRAMS: CONTINUING EDUCATION AND UPDATE COURSES

Evaluation Questions for OUTCOMES	Possible Indicators/Measures	Possible Data Collection Methods and Information Sources	Rank/Priority (include brief rationale)
<ol style="list-style-type: none"> 1. Is the program successful in attracting and retaining students from underrepresented groups and disadvantaged backgrounds in the sciences? 2. Does the program prepare students for college level science courses? 3. Does this early outreach program help retain students in the sciences? 	<ol style="list-style-type: none"> 1 <ol style="list-style-type: none"> a. Students gain confidence in ability to transition to college life and to college-level academic work b. Students learn academic strategies for handling college-level demands for reading comprehension, writing, study skills, and a time management c. Students successfully complete one-credit laboratory experience c. Concerns and viable solutions are discussed at weekly lunch meetings with students and advisors d. Students are enthusiastic about studying science 2 <ol style="list-style-type: none"> a. Students learn transferable laboratory and research skills b. Students enroll in new freshmen research lab that engage students in year-long project c. Retention through freshmen biology is increased 3 <ol style="list-style-type: none"> a. Students major in science b. Students participate in other co-curricular science activities 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Exit questionnaire b. Focus group c. Transcripts d. Mentor/advisor observations e. Course evaluations 2. <ol style="list-style-type: none"> a. Laboratory assignments b. Course evaluations b. Self evaluations c. Transcripts d. Registrar records e. Exit questionnaire 3. <ol style="list-style-type: none"> a. W&M student surveys b. Comparative Registrar records c. Student tracking 	<p>Evaluation questions are ranked in order of how quickly an effect is expected to be seen. However data for all outcomes will be collected simultaneously.</p>

NAME: Undergraduate Program

INSTITUTION: Howard Hughes Medical Institute

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