

**DRAFT: STUDENT RESEARCH: SUPPORT FOR MEETING PRESENTATIONS**

Inputs	Strategies	Outputs	Outcomes		Impacts (Long Term-Conditions)
			(Short Term-Learning)	(Medium Term-Action)	
<p>Students from William &amp; Mary, HBCUs, and TNCC with research projects appropriate for presentation at regional and national meetings</p> <p>Local venues for presenting posters</p> <p>Faculty mentors</p> <p>Faculty Advisory Board</p> <p>Funds to support travel expenses of up to 20 undergraduates who will present their work at regional and national meetings (HHMI)</p> <p>Mechanisms for tracking and evaluation</p> <p>Online system for submitting and reviewing competitive travel applications</p> <p>Salary support from institution</p> <p>Facilities for research</p>	<p>Offer competitive travel awards for students to present research at regional and national meetings</p> <p>Provide opportunities for students to practice their talks in introductory labs and to faculty and students in their departments prior to seminars</p>	<p>Number of undergraduates who apply for and are granted travel awards to present their research at regional and national meetings</p> <p>Number of faculty and students who are exposed to undergraduate student research presentations</p> <p>List of research projects</p> <p>List of meetings attended by undergraduates</p>	<p>Students develop and reinforce their communication skills by presenting and defending their research to various audiences</p> <p>Students demonstrate scientific writing skills in abstracts accepted for presentation at regional and national meetings</p> <p>Students value sharing their work within a community of scholars</p> <p>Students express long-term interest in science</p>	<p>Undergraduate presentations at regional and national meetings</p> <p>Students continue their interest and involvement in scientific research</p> <p>Students and faculty publish results of their collaborative research</p> <p>Students continue to pursue scientific research</p> <p>Students apply to graduate school</p>	<p>Students are committed to the pursuit of collaborative scientific research</p> <p>Faculty nurture the next generation of scientists and introduce them to profession</p> <p>Institutions place a high value on providing significant undergraduate research as part of the institution's culture</p>

**DRAFT: SUPPORT FOR MEETING PRESENTATIONS EVALUATION FRAMEWORK EXAMPLE**

Evaluation Questions for OUTCOMES	Possible Indicators/Measures	Possible Data Collection Methods and Information Sources	Rank/Priority (include brief rationale)
<p>1. How well are communication skills honed in the various opportunities to present research to diverse audiences? Do the different venues prepare students for presentation at regional and national meetings?</p> <p>2. Do students have transformative experiences at regional and national meetings? Do opportunities to attend and present work at professional meetings enhance student interest in pursuing careers in science?</p> <p>3. Does the program produce a vibrant community of collaborative scholars with long-term interest in science research?</p>	<p>1 a. Increased opportunities to present their work, better prepare students to for regional and national venues.</p> <p>b. Skills developed in presenting to various audiences are transferable to presentations at regional and national conferences</p> <p>c. Students demonstrate scientific writing skills in abstracts accepted for presentation at regional and national meetings</p> <p>2 a. Attendance at regional and national meetings fosters long term interest and commitment to scientific research</p> <p>b. Students continue to major in science</p> <p>c. Students pursue additional research opportunities through graduation</p> <p>3 a. Students apply to graduate school</p> <p>b. Faculty and students publish and present research results</p> <p>c. Students and faculty value community of collaborative scholars and identify student contributions to that community</p>	<p>1. a. Self evaluations</p> <p>b. Mentor evaluations of presentations</p> <p>c. Meeting abstracts</p> <p>d. End of program questionnaire</p> <p>e. Senior Survey</p> <p>f. Proposals to present at professional conferences</p> <p>g. Poster presentations and talks at summer symposium</p> <p>h. Annual student updates</p> <p>2. a. Transcripts</p> <p>b. Registrar records</p> <p>c. Tracking data from W&amp;M HHMI online system</p> <p>d. End of program questionnaire</p> <p>e. Exit questionnaire</p> <p>f. Student and faculty descriptive narratives</p> <p>3. a. End of program questionnaire</p> <p>b. Exit questionnaire</p> <p>c. Faculty survey</p> <p>d. Faculty and student publications, presentations</p> <p>e. Student academic and professional awards</p> <p>f. Undergraduate long-term tracking e.g., PhD programs entered</p>	<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>