5.2 Program Goals Evaluation

While the core component of the *Discovery-Based Learning Initiative* assessment plan is measuring student learning outcomes, our plan also benchmarks program goals. As shown in Table 19, program goals are evaluated primarily with counts and participation rates to provide information about program progress and whether the program is resulting in student participation at the levels expected. In addition, there is one qualitative measure assessing students' understanding of the importance of research to society. The focus groups in which this understanding will be assessed will also be used for gathering ad hoc information about the *Initiative* and its impact.

The primary role of the program goals evaluation is to keep implementation on track, and to further illuminate information gleaned from student learning outcomes assessment. In many cases the participation targets are progressive to account for the cumulative effects of phased implementation and associated momentum. Targets reflect what we hope to achieve; actual participation rates achieved over time will, when compared to our initial targets, provide formative feedback that will guide our annual review of budget allocation, staff allocation, and successful sources of Discovery-Based Learning for students. Programs with lower than expected participation rates may be narrowed in scope or eliminated so that resources can be redirected toward successful programs.

With both program goals evaluation and student learning outcomes assessment, the reporting intervals are typically yearly. This formative reporting will be reviewed by administrators and others who may not be engaged in the day-to-day operation of *Discovery-Based Learning Initiative* activities. The feedback will be used to shape the Office of Undergraduate Discovery Programs' priorities and activities for the subsequent year. After three years, a summative report will provide information on the progress of the *Discovery-Based Learning Initiative* for a wider audience. The QEP Impact Report will be submitted to SACS at the end of five years.

Table 19   **Program Goals Evaluation**

Goal	Assessment Methods	Implementation
Undergraduate research should be a signature program for UH, one that makes the University more attractive to potential students with records of strong academic achievement.	Application and enrollment counts of new students annually. Admission qualification profiles of applicants and new enrollees annually.	Office of Institutional Research and Institutional Effectiveness will extract, analyze, and report from admissions database.
Undergraduate students at UH will participate in some level of research activity by the time they receive their bachelor's degrees.	Annual proportion of graduates who have participated. Number of seniors who have enrolled in a research-intensive course.	Office of Undergraduate Discovery Programs will maintain database of participating students. Office of Institutional Research will provide data on graduates. Office of Undergraduate Discovery Programs will analyze and report.
By the time they graduate, UH students will have a fundamental understanding of research and its importance to society.	Focus groups with seniors who have applied for graduation.	Focus groups will be conducted and analyzed by Office of Undergraduate Discovery Programs.
The number of students participating in a research-related group project will grow.	Annual count of unique students participating in group project.	Office of Undergraduate Discovery Programs will distribute definition of group work that qualifies and will collect lists of participating students from supervising faculty.
A growing proportion of undergraduate research opportunities will be interdisciplinary in nature.	Annual count of interdisciplinary research opportunities	Office of Undergraduate Discovery Programs will inventory all research opportunities and document presence and level of interdisicplinary nature.
The number of students participating in research experiences who are selected for presentation will grow.	Count of students presenting results at local, regional, and national venues.	Office of Undergraduate Discovery Programs to track submissions to the Undergraduate Research Journal, the on-line portal, and the Undergraduate Research Summit, and funded travel fellowships. The Office will also track the undergraduate student publication in peer-reviewed journals, trade journals, and national/regional conferences.
Undergraduate student retention will improve.	Retention rate of students engaging in mentored research experiences. Retention rate of first-time in college students. Retention rate of transfer students.	Office of Undergraduate Discovery Programs to track students who participate in mentored research experiences. Retention data to be provided by Office of Institutional Research and Institutional Effectiveness.
The six year graduation rate of first-time in college students and the four-year graduation rate of transfers beginning with 60 or more credit hours will improve.	Percentage of first-time in college students who have graduated from UH within 6 years. Percentage of transfer students who came in with 60 or more transfer hours and graduated within four years.	Graduation data to be provided by Office of Institutional Research and Institutional Effectiveness.
External funding for undergraduate research will grow.	Count of number of funding proposals submitted. Count of number of proposals funded.	Office of Undergraduate Discovery Programs will track proposals submitted and funded.

Performance Criteria	Schedule
There will be significant gain in the number of first-time in college applicants representing the top 20% of their high school class and in the proportion of top 20% applicants who choose to enroll. There will be significant gain in the average transfer GPA of transfer applicants, and an increase in the number of transfer students who enroll.	Data to be analyzed and report released by May 31 of each year.
2009-10: 15% of graduates participated 2010-11: 40% of graduates participated 2011-12: 60% of graduates participated 2012-13: 75% of graduates participated Number of seniors who have enrolled in a research-intensive course will increase every year.	Graduation data to be analyzed and report produced by December 31 of each year.
Qualitative analysis will indicate gains each year in depth of understanding of research and its importance to society.	Focus groups to take place during fall semester each year, with report produced by January 31.
2009-10: 300 participants 2010-11: 600 participants 2011-12: 1000 participants 2012-13: 1500 participants Proportion of research opportunities that are interdisciplinary will exceed 35% by AY 2010-11.	Group work definition to be distributed by October 1, 2008. Lists to be collected each semester thereafter. To be reported annually by May 31.
The number of students participating in research experiences who are selected for presentation will grow significantly every year.	To be reported annually by August 31.
FTIC and transfer retention rate will be higher for students who participate in mentored research compared to those who do not. 2009-10: FTIC retention to year 2 = 78%; all other years show increase 2010-11: FTIC retention to year 2 = 79%; all other years show increase 2011-12: FTIC retention to year 2 = 80%; all other years show increase 2012-13: FTIC retention to year 2 = 81%; all other years show increase 2009-10: transfer retention to year 2 = 70% 2010-11: transfer retention to year 2 = 71% 2011-12: transfer retention to year 2 = 72% 2012-13: transfer retention to year 2 = 73%	To be calculated annually during Fall semester and reported by December 31.
FTIC and transfer graduation rate will be higher for students who participate in mentored research compared to those who do not. 2009-10: FTIC graduation = 43%; transfer graduation = 65% 2010-11: FTIC graduation = 44%; transfer graduation = 66% 2011-12: FTIC graduation = 45%; transfer graduation = 67% 2012-13: FTIC graduation = 46%; transfer graduation = 68%	To be calculated annually during Fall semester and reported by December 31.
Beginning in 2010-2011, two proposals submitted per year, at least one for federal funding. Two proposals funded by AY 2012-13, at least one from a federal agency.	To be reported annually by August 31.