

Grand Challenge Scholars Program 2010 Workshop Assessment

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Assessment Purposes

After the workshop, were people:

- more *empowered* to implement a GCS program?
- more *prepared* to implement a GCS program?

What were the most useful workshop sessions?

How could the workshop be improved?

Assessment Methods

With Rose-Hulman IRB approval (#RHS0131), workshop pre-registrants were contacted via email and asked to complete a confidential, adaptive web survey prior to the workshop. Reminder emails were sent to pre-registrants who did not complete the survey within a few days.

Workshop attendees were contacted via email and asked to complete a confidential, adaptive web survey after the workshop. Reminder emails were sent to attendees who did not complete the survey within a few days.

Participation

	Number of invitations sent	Number of responses received	Response rate
Pre-workshop survey	84	44	52%
Post-workshop survey	114	42	37%

Respondents were placed in two groups:

- *Target group* (college/university faculty, staff, or administrators either considering or currently implementing a GCS program on their campus)
- *'Other' group* (students, K-12 educators, industry, etc.)

Both pre- and post-workshop surveys were received from:

- *Target group* - 14 individuals considering implementing a GCS program, 5 individuals currently implementing a GCS program
- *Other group* - 5 individuals

Were people more *empowered* after the workshop?

After the workshop, members of the target group were ***less concerned*** about all but one of the listed potential obstacles or difficulties.

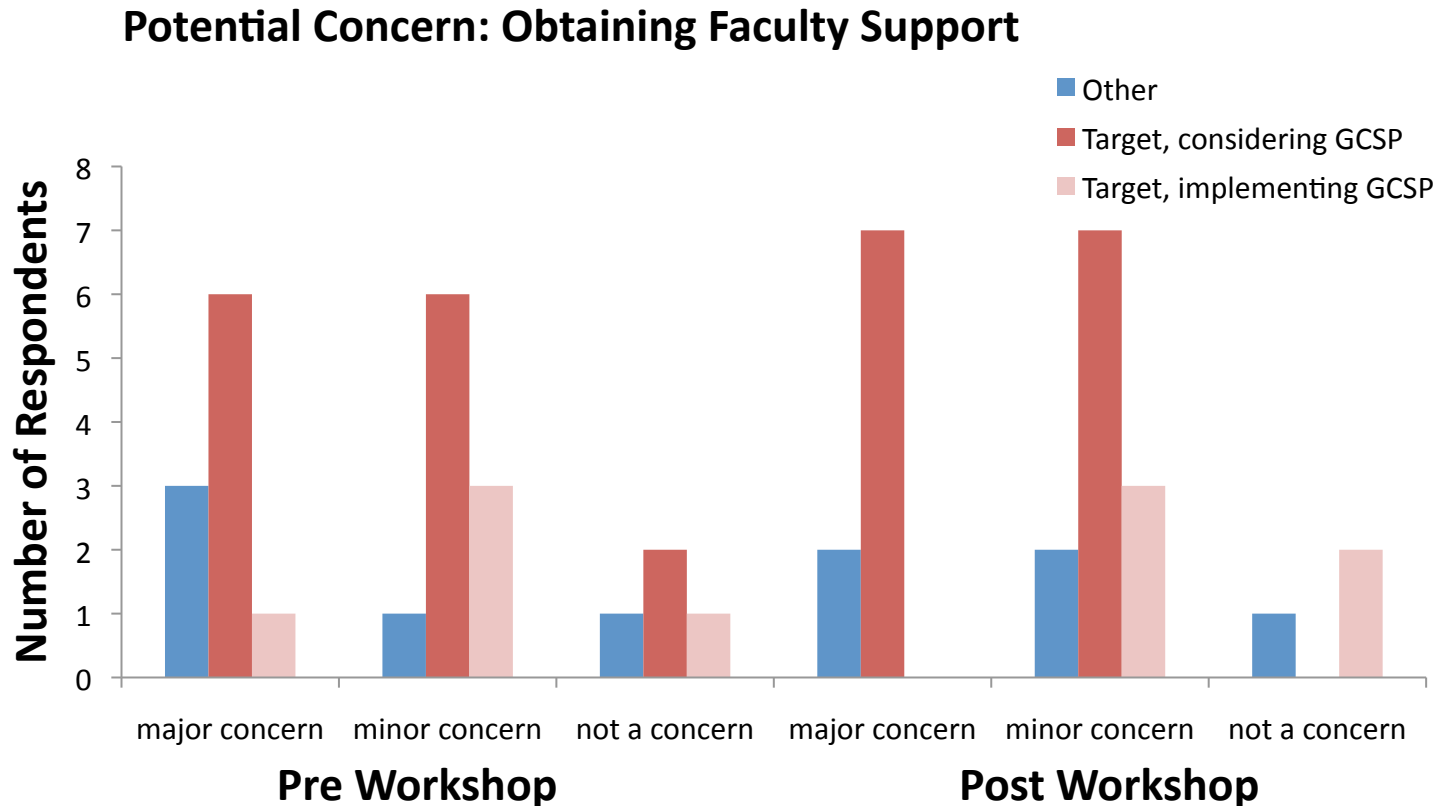
Members of the target group were significantly ($p < 0.05$) less concerned about:

- raising funds,
- establishing the research experience component of the program,
- establishing the global dimension component of the program.

($n = 19$, paired-sample two-tailed t test)

Were people more *empowered* after the workshop?

After the workshop, members of the target group were *slightly* (but not significantly) *more concerned* about obtaining faculty support.



Were people more *empowered* after the workshop?

After the workshop, members of the target group self-reported ***more positive feelings*** about implementing GCS programs.

After the workshop, members of the target group:

- were more excited to implement a GCS program on their campus,
- believed more strongly that they could work with others to implement a GCS program on their campus,
- believed more strongly that a GCS program on their campus would provide a new and valuable educational experience for participating students,
- believed more strongly that implementing a GCS program on their campus would be well worth the effort involved.

These attitudinal differences were not statistically significant.

Were people more *prepared* after the workshop?

After the workshop, members of the target group reported having ***more well-developed plans*** about establishing GCS programs.

Members of the target group reported significantly ($p < 0.05$) more developed plans for:

- raising funds,
- facilitating interdepartmental interactions,
- obtaining faculty support,
- establishing the research experience, interdisciplinary curriculum, global dimension, and service learning components of the programs,
- obtaining approval from the national GCS program steering committee.

($n = 19$, paired-sample two-tailed t test)

What were the most useful workshop sessions?

The most useful workshop sessions, as voted on by all workshop participants, were:

- 'Existing GCSP Models' (32% of votes),
- 'GCSP Pragmatics: Idea Generation Working Groups (19%),
- 'Keynote' (17%),
- 'Stakeholders and Partners' (15%).

The same sessions were identified, in the same order, when considering responses from the target group only.

(n = 42 respondents total; 28 target group respondents)

How could the workshop be improved?

Comments from all workshop participants ('target' and 'other' groups) were used to identify two major feedback themes.

Theme one: ***More audience participation and activity would be useful.***

- Less time spent simply listening to panels and speakers
- Opportunities for participants to share their own work with others
- One-on-one time between representatives of successful and developing GCS programs

How could the workshop be improved?

Participant comments on the theme: ***More audience participation/activity would be useful.***

“While the speakers were high quality individuals, I think there was way too much time spent listening to presentations/panels. It seemed very obvious that the participants wanted more interaction and were growing weary of just sitting quietly.”

“I was disappointed in the passive approach taken to the symposium (particularly the first day at Wellsley). I also felt that too much time was spent with panels and not enough time talking about what the components of the GCS required and brainstorming ideas for implementation.”

“A little group work earlier in the day may have helped participants identify key questions early and this would have changed the way we participated in the panel discussions”

How could the workshop be improved?

Theme two: ***More specific information that can be used to create GCSPs to fit individual institutions.***

- Less time listening to schools 'toot their own horn,' more time on challenges met and strategies, best practices, lessons learned
- More information on pragmatics of funding, for institutions with lower endowments

How could the workshop be improved?

Participant comments on the theme: ***More specific information that can be used to create GCSPs to fit individual institutions.***

"I found the Duke contributor particularly difficult to hear because I perceived her approach as a "tooting their own horn" rather than helping others develop a model that fits their institution. I have no interest in porting the Duke model to my campus, but would rather have the chance to understand what challenges they faced in creating their program. It's nice that their program works for them. Doesn't mean it will work for me."

"Panels and talks interesting - but need much more time for audience Q&A. Recommend halving the time needed for speakers to talk. There should be a session on the pragmatics of funding - a number of institutions do not have the same resources as other more endowed institutions."

How could the workshop be improved?

Participant comments on the theme: ***More specific information that can be used to create GCSPs to fit individual institutions.***

“Due to tight timeline.....we were not able to spend as much time on implementation strategies. I think that would have been helpful to participants”

“Share best practices, lessons learned on NSF application to steering committee.”

“Some one-on-one time between representatives of schools that have active programs and those who are seriously preparing proposals.”

“If we could read about the programs in advance, the "Existing Models" session could be more interactive. More student participation would also be great.”

Other comments

“How GCSP could be implemented at community colleges with engineering programs was never considered either on Wednesday or Thursday. In Massachusetts 50% of students in public higher ed and a high number of students from underserved communities are at community colleges. At my school we have a very strong STEM research program. Our undergraduates present their work at national conferences such as American Society for Cell Biology...”

“I thought the day went very well. It would be nice to see if any of the ideas from the work groups get implemented or taken back to universities...”

Overall Assessment Results

After the workshop, were people more *empowered* to implement a GCS program?

Generally, **yes**.

Consider the slight increase in concern about obtaining faculty support, coupled with the significantly more developed plans for obtaining faculty support. This may indicate that the workshop helped participants develop a more realistic, pragmatic outlook regarding faculty support.

Overall Assessment Results

After the workshop, were people more *prepared* to implement a GCS program?

Yes.

After the workshop, the target group reported significantly more developed plans for eight out of ten program aspects - i.e., all aspects examined except for a) obtaining administrative support and b) implementing the entrepreneurship component of the program.

What were the most useful workshop sessions?

Sessions giving details about existing GCSP models, and sessions in which participants generated ideas.

How could the workshop be improved?

More audience participation/activity, and more specific information about lessons learned and challenges met that could be applied to programs at multiple types of institutions.

Acknowledgments

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