

Fundamentals of Tracking and Reporting on Undergraduate Research

2024 ConnectUR Annual Conference

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Intended Outcomes

Through engaging in this session, participants will:

- *Identify core purposes and key questions for reporting on URs.*
- *Expose the essential UR data fields, how they are collected, and how they are used in institutional/program reporting.*
- *Determine challenges and limitations of reporting.*



This QR code will take you to the website:
(<https://purdue.edu/undergrad-research/conferences/CUR2024.php>)
containing information from multiple ConnectUR presentations by staff in the Purdue University Office of Undergraduate Research.

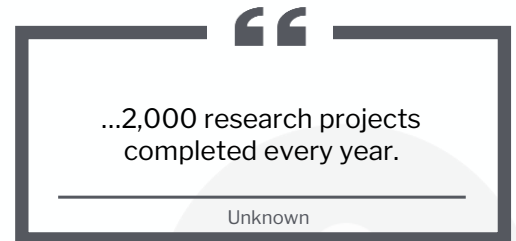


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Issues in Reporting about UR

- Misconceptions about *what is (and is not) undergraduate research*
- Broad use of “research” and impacts of its use on:
 - Inclusion | exclusion of experiences
 - Inconsistencies
- Categories/types of research and impacts of their use on:
 - Inclusion | exclusion of experiences
 - Inconsistencies; not comprehensive
- Inaccurate reporting:
 - Misinterpretations
 - Incomplete datasets
 - Underreporting
 - Doublecounting (use unique student counting)



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“Reporting” Maxims

- Quality:
 - Reporting quality limited by the quality of our data.
 - Data (tracked/created/obtained) quality limited by the reporting we plan to do.
- Our audience may want access to everything but:
 - Our key institutional stakeholders want a lot (variety yet brief).
 - Your students want targeted (self and near peers) reporting.
 - We are your own audience too, create what we need (and what we need others to know).
- Reporting is not research but:
 - Good planning for our reporting will result in data useful for AER purposes.
 - Good AER will improve reporting.



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Big Picture: Possible Key Metrics

"Template" Metric	Metric Examples
[# or rate] of [people] [action verb][action] within [time period].	70% of faculty mentor undergraduate research. 22% of undergraduate students and over 54% of undergraduate faculty engage in undergraduate research. 30% of [the] senior student population engage in undergraduate research of some kind.
\$[amount] awarded to [# of people] for [something] within [time period].	Awarded 261 travel grants totaling around \$200,000 since 2003.
[# or rate] of [people] [were/are] [Likert action verb] [with,in,for,etc] [something] within [time period].	98% of faculty are interested in getting involved with mentoring student researchers.
<i>How do the template questions align (or differ) with what you are expected to report?</i>	<i>Can you produce similar statements?</i> <i>If no, why not yet?</i>



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Institutional Reporting

Targeted Expectations:
(besides the key metrics)

- Leadership:
 - Longitudinal impacts of specific experiences.
 - Specific reporting to accommodate transitions.
 - Evidence of students' work.
- Faculty:
 - Evidence of UR outcomes.
 - Specific impacts of UR on faculty research.
 - Lists (students, projects, presentations, publications) for P&T.
 - Recognition.
- Students:
 - How they compare to peer students.
- Donors: specific stories.

How We Meet Expectations:

- Data:**
 - Identifiable tracking of UR engagements.
 - Sharing agreements with campus partners.
 - Specific data collection for targeted research questions.
- Institutional Reporting Methods:**
 - Briefs
 - Dashboards
 - Annual reports
 - Sharable datasets

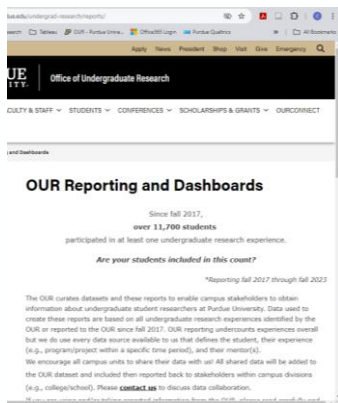


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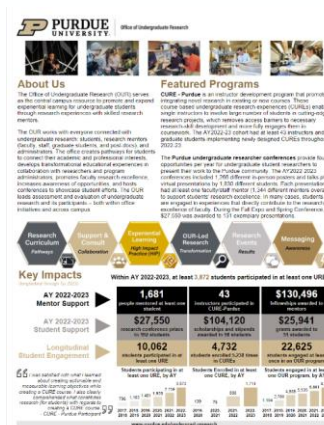
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Reporting Samples

Website



"At a Glance" Brief



Dashboard



Take Aways & Recommendations

Take Away	Post-Conference Recommendation (see worksheet in resources)
Determine challenges and limitations of reporting.	Adapt the presented issues to your institution and determine solutions.
Identify core purposes and key questions for reporting on URs.	- Revise the presented metrics to meet your needs. - Identify existing baselines and goals. - Strategize changes for future reporting.
Expose the essential UR data fields, how they are collected, and how they are used in institutional/program reporting.	- Adapt your present data collection/management to reporting needs. - Integrate data collection into programs. - Maximize use of institutional data.