

Keck First Year Seminar: FACULTY post-survey: Fall 2011

Keck Resources

- 8 out of 9 faculty reported that the spring workshops were helpful.
- 8 out 9 faculty reported that other Keck seminar professors were helpful.
- 1 out of 9 faculty reported that a particular text was helpful. It was entitled *Experimental Design for the Life Sciences*.
- 8 out of 9 faculty reported that their research mentors were helpful.
- 1 out of 9 faculty reported that the library (other) was helpful.

Undergraduate Research Outcomes

2. 8 out of 9 professors reported that having students participate in the research process was the **most** important outcome of undergraduate research.

4 out of 9 professors reported that making a contribution to the field of study and motivating students to a higher level of graduate or professional education or a research-related career were **moderately** important to the outcome of undergraduate research.

5 out of 9 professors reported that motivating students to a higher level of graduate or professional education or a research-related career was **least** important to the outcome of undergraduate research.

How important was the research experience in helping the undergraduates in your Keck seminar develop the following skills?	Average/ SD	Slightly Important (1)	Relatively Important (2)	Moderately Important (3)	Important (4)	Very Important (5)
1. Designing an original research study?	4.11; 1.45	1		2		6
2. Locating current research studies relevant to any research topic?	4.00; 1.00		1	1	4	3
3. Demonstrating problem-solving or critical thinking skills when carrying out a research project?	4.22; 1.09		1	1	2	5
4. Interpreting research findings appropriate to a research topic?	4.22; 1.09		1	1	2	5
5. Communicating clearly in well-organized and persuasive oral presentations?	3.56; 1.01		1	4	2	2
6. Communicating effectively in well-organized and clear written discourse?	3.78; 1.09		1	3	2	3