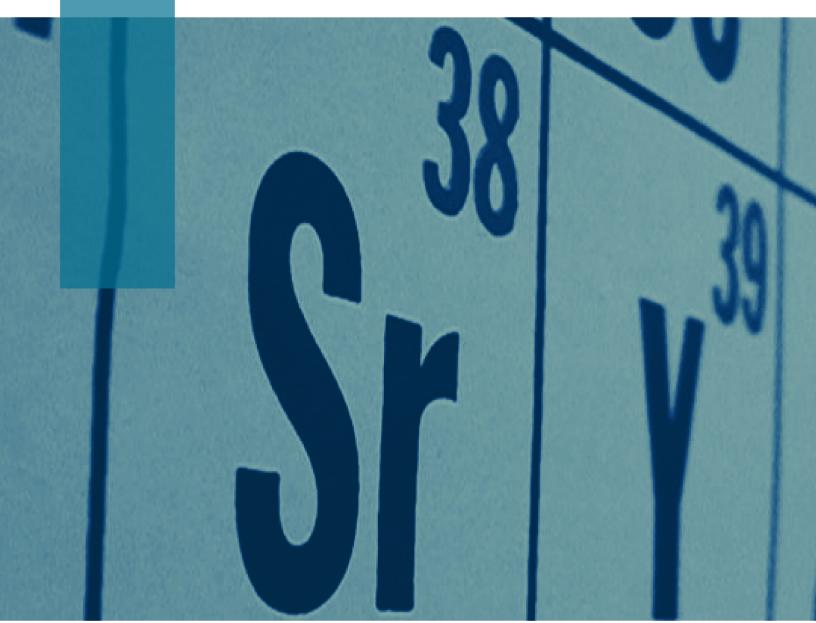
# REU in Chemistry

**EVALUATION REPORT 2022** 



UCONN | UNIVERSITY OF CONNECTICUT



#### The program was highly rated.

The 10-week Research Experiences for Undergraduates (REU) in Chemistry program provided 19 students with a successful summer research experience. Students' average rating of the program overall was...



The highest rated aspects of the program were

Faculty Advisors 4.8/5

Project Topic 4.7/5

Research Experience 4.7/5

The lowest rated aspects of the program were



Even the lower rated aspects of the program were still talked about positively!

#### The program was engaging and students' research self-efficacy improved.

The most engaging parts of the program were the research lab and ethics training.

A few students reported not having enough prior knowledge to follow the computational chemistry workshop, which could explain the lower engagement ratings.

Students' research experiences were not only engaging but also helped them develop their research self-efficacy.

Students who entered the program with low research self-efficacy caught up to their high self-efficacy peers by the end of the program (see page 3).

How much do you agree with the following statements?	Research Lab		mputational stry Worksho		ssional inars	Ethics Training
I made an effort to learn the material	2.68	2.5 +	1.28	2.	00	2.32
I was motivated to learn about the topic	2.63		1.53	1.89		2.11
I realize the importance of what I have learned	2.74		1.84	2.22		2.68
I have used what I learned	2.47		1.33	2.00		2.47
I plan to use what I learned	2.63		1.53		50	2.74
Scale Strongly	-2 Disagree	-1 Somewhat	0 Neither agree	1 Somewhat	2 Agree	3 Strongly





disagree

disagree

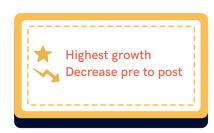
nor disagree

agree

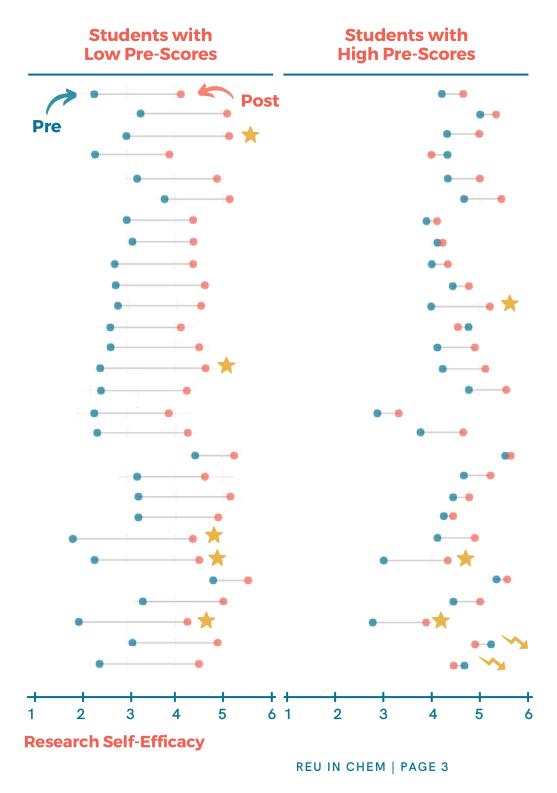
agree

#### Students' research self-efficacy improved.

Writing scientific reports Working as a member of a team Using tools in the lab Using statistics to analyze data Understanding theory or concepts Understanding real world applications Understanding scientific journal articles Understanding guest lecturers' content Synthesizing the current literature Speaking to professors about science Problem solving in the lab Presenting the results of my data Presenting research in written form Preparing a scientific poster Performing experimental procedures Performing computational procedures Organizing research ideas in writing Observing research in the lab Managing time Knowing about research careers Identifying relevant literaturt Giving a research presentation Generating research questions Following ethical principles of research Discussing research ideas with peers Designing my own research Collecting data



Analyzing data



# The program helped students realize their future educational and career goals.

The program provided students with a hands-on experience of what it is like to do academic research, thereby helping them make informed educational and career decisions.

Most students entered the program with an idea of their future plans. This was a motivated group of students, 94% entered the program intending to apply to graduate programs:

- 12 Ph.D. only
- 5 Master's & Ph.D.
- 1 Master's only

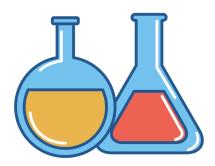
88% of students entered the program thinking that they wanted to pursue a career in chemistry.

For those who were unsure, the program helped them determine their future plans.

One student realized they wanted to pursue a career in chemistry while another student determined they wanted go into medicine.

Another student thought they wanted to work in an industry setting but after their experience, realized they'd like to pursue an academic path.

"The REU program broadened my horizons and gave me a better feel for what it is actually like to be a scientist."



"Before coming here, I didn't think of going into grad school. This experience showed me that grad school is something I want to persue."

### **RECOMMENDATIONS**

## The program would benefit from enhancing students' food options.

52% of students mentioned the food card as an area where the program could improve.

The \$700 food card only covers 25% of students' \$2,695 food cost for the duration of the program.

Students would have benefited from knowing upfront that they would be personally responsible for most of their food expenses.

Students would have also benefited from more food options. Those with dietary restrictions felt limited by the options available at the UCONN dining hall.

If the program could include the \$700 on the food card as part of the summer stipend, students wouldn't be limited to the dining hall and could explore more options.

Otherwise it could work on accommodations for students with dietary restrictions.

#### **Cost of Dining @ UCONN**

Meal	Day	Week	Program
Breakfast	\$8.50	\$59.50	\$595.00
Lunch	\$13.50	\$94.50	\$945.00
Dinner	\$16.50	\$115.50	\$1,155.00
Total	\$38.50	\$269.50	\$2,695.00

#### RECOMMENDATIONS

# The program would benefit from expanding diversity and inclusion efforts.

There is room for the program to expand its efforts to represent and include individuals from different backgrounds (e.g., race, gender). A demographic breakdown of students found that most were from privileged backgrounds, with 66% white and 61% male.

Students from underrepresented backgrounds performed equally well in the program compared to their non-underrepresented peers.

can continue to facilitate an inclusive culture that prioritizes fairness and comfort of students from underrepresented backgrounds.

As the program continues to diversify, it

Some examples of this include but are not limited to... reviewing applications blind, increasing the diversity among faculty mentors, encouraging faculty to introduce their pronouns throughout the program.

