

# **An Assessment of the Colby Undergraduate Summer Research Retreat**

## **I. Introduction**

### **Inspiration and Rationale**

The Colby Undergraduate Summer Research Retreat (CUSRR) was established in 2008 as a summative event for students spending their summer on Mayflower Hill engaged in faculty-mentored, independent scholarship. It was envisioned as a way to strengthen Colby's successful summer research program and to provide quantitative assessment of the summer research experience. CUSRR is held off-campus, at Crab Apple Whitewater in The Forks, ME – a business owned and operated by Colby alumnus Robert Peabody ('96). The two-day event features a full-day student research symposium, an evening keynote lecture by a prominent Colby alumnus/alumna, and a shared recreational activity on the second day.

The goals of CUSRR, as established by the CUSRR Planning Committee, are:

1. To highlight and amplify student-faculty engagement at Colby and to raise the profile of student research across all disciplines
2. To heighten students' communication skills, including the mechanics of preparing and giving presentations
3. To provide a social reinforcement of the collaborative atmosphere that accompanies summer research at Colby
4. To expose students to information and opportunities for their lives and careers beyond Mayflower Hill through participation by Colby alumni and the Colby Career Center
5. To use the symposium, and its accompanying print and online content (abstracts, photographs, etc.), as a concrete assessment product that validates our current and future foundational support

### **History of CUSRR**

CUSRR was conceived in 2008 by Prof. Kevin Rice and executed in its first year with the help of Prof. Whitney King and Amy Poulin. CUSRR commenced as a pilot program with a somewhat limited list of invitees (students and faculty from the Natural Sciences plus Economics and Psychology). The event was coordinated with Crab Apple to include use of their facility, meals and refreshments, overnight accommodations, and whitewater rafting at a marginal cost. While participating faculty and staff were asked to pay for their own participation, students' costs were covered either by individual faculty grants or from funds raised by Prof. Rice for the event. Funding commitments were made from external and internal sources, including the Deans of Faculty, Students, and College Relations. Survey data were subsequently collected from student and faculty participants so as to assess the extent to which the goals of CUSRR were accomplished. These data suggested a terrific success (see Appendix for the most recent survey data). A committee was then formed to plan and coordinate future retreats. During the spring of 2009, the CUSRR Planning Committee sought to expand the event to include all Colby departments and programs. The Committee also considered expanded funding sources and programmatic modifications. CUSRR 2009 and CUSRR 2010 saw increased participation and increased exposure. CUSRR 2010 was supported by a \$10,000 Colby College cost center.

## **II. CUSRR Participation**

The student participation in CUSRR has grown from 45 students in 2008 to 86 students in 2010. The departments and programs represented have included all of those from the Natural Sciences and many from the Social Sciences (Anthropology, Economics, Government, History, Psychology, and Religious Studies), Humanities (Art, East Asian Studies, and German and Russian), and Interdisciplinary Studies (American Studies, Education, Environmental Studies, International Studies, Jewish Studies, and Science,

Technology, and Society). All students are required to submit a written abstract and participate in the symposium as a condition of their funded attendance. In addition, the 13 HHMI CAPS students attended CUSRR in 2010. Faculty attendance has also increased to 22 faculty attendees in 2010. Attending College Administrators and Senior Staff have included President Adams, Lori Kletzer, Michael Donihue, Jim Terhune, David Eaton, and Roger Woolsey. Other representatives from the Career Center, College Relations, Communications, and Admissions have also attended CUSRR. Retreat participation is summarized in Table 1.

Table 1: Participation of students, faculty, staff, etc. in CUSRR symposium

|                             | CUSRR 2008 | CUSRR 2009 | CUSRR 2010 |
|-----------------------------|------------|------------|------------|
| Participating students:     | 45         | 70         | 86         |
| Non-participating students: | 2          | 2          | 1          |
| Faculty:                    | 12         | 17         | 22         |
| Administrators / staff:     | 7          | 11         | 11         |
| Keynote alumnus:            | 1          | 1          | 1          |
| Other alumni:               | 3          | 1          | 5          |
| Family / friends:           | 10         | 13         | 1          |
| Total participants:         | 80         | 115        | 127        |
| Student invitees:           | 70         | 96         | 110        |
| % student participation:    | 64.3%      | 72.9%      | 78.2%      |

### III. Institutional Commitment

#### Financial Commitment

The \$10,000 cost center approved for FY 2010/2011 covered the vast majority of the expenses for CUSRR 2010. Campus Life paid for two motor coaches used to transport the participants. Dean Kletzer provided an additional \$530. Non-students were required to pay their own expenses and faculty members with individual grant support were asked (but not required) to cover their own students' expenses. CUSRR funding sources and expenses are provided in Tables 2 and 3, respectively.

Table 2: CUSRR funding sources and other collected revenue

|   | CUSRR 2008 | CUSRR 2009 | CUSRR 2010 |
|---|------------|------------|------------|
| <b>Funding Sources</b>  |            |            |            |
| College Budget  |            |            | \$10,000   |
| D.O.F.  | \$4,410    | \$1,842    | \$530      |
| V.P. College Relations  | \$1,200    | \$1,200    |            |
| D.O.S.  | \$500      |            |            |
| President's Office  |            | \$2,000    |            |
| Campus life   |            | \$2,000    | \$2,000    |
| HHMI Committee  |            | \$1,500    |            |
| External (corporate) Grants   | \$1,000    | \$1,000    |            |
| Subtotals:  | \$7,110    | \$9,542    | \$12,530   |
| <b>Participant contributions</b>                                    |            |            |            |
| Faculty supporting their own students (individual faculty grants)   | \$1,560    | \$4,690    | \$3,510    |
| Faculty and staff support from grants or other college cost centers | \$1,560    | \$2,000    | \$2,200    |
| Faculty, staff, family, etc. paying cash                            | \$1,880    | \$1,760    | \$1,531    |
| Subtotals:  | \$5,000    | \$8,450    | \$7,241    |
| Totals Funds Raised / contributed:                                  | \$12,110   | \$17,992   | \$19,771   |

The Dean of Faculty has pledged up to \$5,000 for each CUSRR. The entire sum has never been required to cover the costs of the retreat. In 2010, only \$530 from the Dean of Faculty was necessary to close the budget. The CUSRR Planning Committee expects that the \$10,000 requested annual budget would continue to be nearly, if not entirely, sufficient to support CUSRR in its current form. However, the continued, generous support of the Dean of Faculty would help cushion the funding of CUSRR. One of the goals for the event moving forward is to expand student funding from individual faculty grants.

Table 3: CUSRR expenses

|  | CUSRR 2008 | CUSRR 2009 | CUSRR 2010 |
|--|------------|------------|------------|
| Crab Apple Whitewater (incl. facility, lodging, meals, gratuity, pictures) | \$11,580   | \$14,845   | \$15,788   |
| Supplemental lodging (Inn by the River)                                    |            |            | \$979      |
| Transportation for students (motor coaches)                                |            | \$2,000    | \$2,000    |
| Transportation costs for Keynote speaker                                   | \$350      | \$540      | \$170      |
| Miscellaneous expenses (e.g. abstract books, nametags, etc.)               | \$180      | \$607      | \$834      |
|  |            |            |            |
| Total expenses:  | \$12,110   | \$17,992   | \$19,771   |
| Average cost per participant   | \$151      | \$156      | \$156      |

### Other Aspects of Institutional Commitment

Colby's Admissions and Development offices actively use the print and online content of CUSRR for student recruiting and fundraising. In addition, CUSRR has been prominently featured in several Colby publications (Colby Magazine, colby.edu, and insideColby – see URLs below). With respect to development efforts, Profs. Rice and Jeff Katz have worked with College Relations to solicit donations specific to CUSRR. As of the end of 2010, \$18,000 had been pledged to an endowment for CUSRR.

<http://www.colby.edu/CUSRR>

<http://www.insidecolby.com/video/viewepisode.php?episode=48>

<http://www.colby.edu/colby.mag/issues/current/articles.php?articleid=833&issueid=45>

## IV. CUSRR Programming

### CUSRR Venue and General Program

CUSRR is a two-day, off-campus event; the first day consists of a student symposium featuring brief talks and poster presentations, shared meals, and a keynote lecture by a prominent Colby alumnus/alumna. The facility that hosts CUSRR, Crab Apple Whitewater, is owned and operated by Colby alumnus Rob Peabody ('96). Crab Apple's facilities include: ample space for the symposium, restaurant service for meals, lodging, and licensed staff to guide the river trip. In addition, because of Crab Apple's relationship with the College, the cost structure is exceptionally reasonable (\$130 - \$140 per person, all inclusive). Survey data suggest near universal approval of Crab Apple as a venue for CUSRR. The approximate program for CUSRR is shown below.

#### Day 1

|            |  |          |                 |
|------------|--|----------|-----------------|
| 8 AM       | depart Waterville                          | 5 – 7 PM | dinner          |
| 9 – 10 AM  | refreshments and registration              | 7 – 8 PM | Keynote Address |
| 10 – 12 PM | Session I (student oral presentations)     |          |                 |
| 12 – 1 PM  | lunch                                      |          |                 |
| 1 – 3 PM   | Session II (student oral presentations)    |          |                 |
| 3 – 5 PM   | Session III (student poster presentations) |          |                 |

#### Day 2

|          |   |
|----------|---|
| 7 – 8 AM | breakfast   |
| 8 AM     | recreational activity (whitewater rafting and hiking) |
| 3 PM     | return to Waterville                                  |

### **Other Programming Afforded by CUSRR**

The organizers of CUSRR have sought to tie together several aspects of student engagement and achievement at this event. For example, the participation of the Career Center has been a very valuable addition. The establishment of CUSRR coincided with Roger Woolsey's hire as director of the Colby Career Center. Roger's participation at CUSRR helped shape his appreciation for the talents of Colby's student body. He has also spoken at each event and shared with the student participants the internship and career opportunities with which his office is poised to help. In addition, Prof. Bruce Maxwell has addressed the audience each year to illustrate the opportunities for student fellowships. The office of Alumni Relations and the alumni themselves have also been involved in CUSRR. Their participation has exposed the student participants to how their scholarship efforts could influence and potentiate post-Colby success.

There has also been relevant programming that preceded CUSRR itself. The Planning Committee coordinated workshops for student presenters in the days leading up to the retreats in 2009 and 2010. Roger Woolsey held workshops working with students on general aspects of public speaking and presentation. Additional workshops were held that aimed to assist students on the mechanics of creating the visual aids that accompany oral or poster presentations.

### **V. An Assessment of CUSRR to Date**

The survey data and anecdotal evidence from the participants of CUSRR suggest that many of the goals established by the CUSRR Planning Committee have been addressed, while others need additional attention.

#### ***To highlight and amplify student-faculty engagement at Colby and to raise the profile of student research across all disciplines***

Given the exposure that CUSRR has received, both on campus and off, the nature of the student-faculty scholarly relationships and the students' achievements have most certainly been highlighted and amplified. In addition to the publications listed above, student successes at CUSRR have been presented to the Alumni Counsel, to prospective students and families, and at a Reaching the World campaign event. The success of this aim is also evidenced by CUSRR's utility in promoting student-faculty engagement with respect to recruiting and development. A question in the administered survey also addresses this question specifically and the responses indicate a very favorable impression of CUSRR's achievement of this goal.

#### ***To heighten students' communication skills, including the mechanics of preparing and giving presentations***

Students must write and submit an abstract and present at the symposium as a condition of their funded participation in CUSRR. The quality of the abstracts and presentation has been very good, but with room for improvement, according to the survey and anecdotal data. For many students, CUSRR is their first opportunity to present their research in a formal setting. As such, this event provides valuable practice for these communication skills. It is the hope of the Planning Committee that the rigor with which students prepare their written and oral work can be strengthened.

#### ***To provide a social reinforcement of the collaborative atmosphere that accompanies summer research at Colby***

The survey data strongly suggest that the participating students not only take this event very seriously as a forum for the presentation of their scholarship, but also value the opportunity to share in a group-recreational activity. The off-campus nature of the event also appears to be a unique and

critical aspect of CUSRR's success. Whitewater rafting has been an exceptionally popular activity on the retreat's second day.

***To expose students to information and opportunities for their lives and careers beyond Mayflower Hill through participation by Colby alumni and the Colby Career Center***

The Career Center, Alumni Relations, and Colby alumni themselves have been involved in CUSRR from the beginning. However, outside of the Keynote speaker's lecture and Roger Woolsey's brief remarks during the symposium, the career advice and alumni connections have been largely informal. It is in this area of CUSRR's overall goals that the Planning Committee intends to significantly strengthen.

***The use the symposium, and its accompanying print and online content (abstracts, photographs, etc.), as a concrete assessment product that validates our current and future foundational support***

We have no specific data with respect to this goal, but have every reason to expect that faculty mentors have used their student's presentations at CUSRR in grant proposals and in the progress reports of existing grants.

## **VI. Specific Goals for Future CUSRR Events**

- To increase the financial contributions of faculty mentors. This goal certainly has the CUSRR budget in mind, but the Planning Committee would also like to strengthen the culture of grant writing among faculty across the disciplines.
- To increase the participation and synergy with the Career Center. The Planning Committee feels that there is a tremendous opportunity to work with the Career Center and with the talented student participants of CUSRR to highlight ways in which their efforts in scholarship could translate to career successes.
- To strengthen the faculty mentors' engagement with their students with respect to presentation preparation. Presenting at a meeting is a valuable experience for students and a terrific opportunity to crystallize the goals of students' individual research projects. If faculty mentors were to work with students more directly with respect to abstract writing and presentation preparation, student communication skills would also be enhanced.
- To increase the rigor of the student symposium. In addition to the focus on the faculty mentors' role in student presentation quality, the Planning Committee will consider making the pre-event workshops mandatory. The Planning Committee would also like to make the nature and significance of the symposium clear to students before and during the retreat itself. It is also important that the students be made more aware of the respect they should have for the alumni participants of CUSRR and the keynote lecture. Finally, as a means to increase student participation in the symposium, the Planning Committee intends to require that the first question asked of each student presenter be from another student.
- To make other general organizational improvements to the event.
  - The coordination of the motor coach transportation needs to be streamlined.
  - A lavalier microphone should be used to enhance presenters' engagement with the audience.
  - The response rate for the survey should be increased.



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### Response Summary

Total Started Survey: 39  
Total Completed Survey: 39 (100%)

PAGE: DEFAULT SECTION

1. On a scale of 1-10, with 10 being the highest, how would you rate the organization and execution of CUSRR 2010?




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|                          |  | Response Percent | Response Count |
|--------------------------|--|------------------|----------------|
| 1                        |  | 0.0%             | 0              |
| 2                        |  | 0.0%             | 0              |
| 3                        |  | 0.0%             | 0              |
| 4                        |  | 0.0%             | 0              |
| 5                        |  | 0.0%             | 0              |
| 6                        |  | 2.6%             | 1              |
| 7                        |  | 12.8%            | 5              |
| 8                        |  | 53.8%            | 21             |
| 9                        |  | 15.4%            | 6              |
| 10                       |  | 15.4%            | 6              |
| <b>answered question</b> |  |                  | <b>39</b>      |
| <b>skipped question</b>  |  |                  | <b>0</b>       |

2. On a scale of 1-10, with 10 being the highest, how would you rate the quality of the research symposium, including both the student talks and poster presentations?








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|   |  | Response Percent | Response Count |
|---|--|------------------|----------------|
| 1 |  | 0.0%             | 0              |
| 2 |  | 0.0%             | 0              |
| 3 |  | 0.0%             | 0              |
| 4 |  | 2.6%             | 1              |
| 5 |  | 0.0%             | 0              |
| 6 |  | 5.1%             | 2              |
| 7 |  | 23.1%            | 9              |

|    |   |                          |           |
|----|---|--------------------------|-----------|
| 8  |  | 28.2%                    | 11        |
| 9  |  | 35.9%                    | 14        |
| 10 |  | 5.1%                     | 2         |
|    |   | <b>answered question</b> | <b>39</b> |
|    |   | <b>skipped question</b>  | <b>0</b>  |









3. On a scale of 1-10, with 1 being the most general, 10 being the most specialized, and 5 being the most appropriate, how appropriate would you rate the scope (e.g. level of detail) of the student presentations?


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|    |   | Response Percent         | Response Count |
|----|---|--------------------------|----------------|
| 1  |   | 0.0%                     | 0              |
| 2  |   | 0.0%                     | 0              |
| 3  |    | 2.6%                     | 1              |
| 4  |    | 5.3%                     | 2              |
| 5  |    | 13.2%                    | 5              |
| 6  |    | 21.1%                    | 8              |
| 7  |    | 28.9%                    | 11             |
| 8  |  | 23.7%                    | 9              |
| 9  |  | 5.3%                     | 2              |
| 10 |   | 0.0%                     | 0              |
|    |   | <b>answered question</b> | <b>38</b>      |
|    |   | <b>skipped question</b>  | <b>1</b>       |











4. On a scale of 1-10, with 10 being the most helpful, how would you rate the presentation workshops offered in advance of CUSRR 2010?

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|   |   | Response Percent | Response Count |
|---|---|------------------|----------------|
| 1 |  | 6.5%             | 2              |
| 2 |  | 9.7%             | 3              |
| 3 |  | 6.5%             | 2              |
| 4 |  | 3.2%             | 1              |
| 5 |  | 41.9%            | 13             |
| 6 |  | 6.5%             | 2              |
| 7 |  | 9.7%             | 3              |
| 8 |  | 6.5%             | 2              |

|    |   |                          |           |
|----|---|--------------------------|-----------|
| 9  |  | 9.7%                     | 3         |
| 10 |   | 0.0%                     | 0         |
|    |   | <b>answered question</b> | <b>31</b> |
|    |   | <b>skipped question</b>  | <b>8</b>  |

5. On a scale of 1-10, with 10 being the most helpful, how would you rate the career and fellowship advice offered at the start of the afternoon session at the symposium? [Create Chart](#) [Download](#)






|    |   | Response Percent         | Response Count |
|----|---|--------------------------|----------------|
| 1  |    | 5.4%                     | 2              |
| 2  |    | 2.7%                     | 1              |
| 3  |    | 2.7%                     | 1              |
| 4  |    | 10.8%                    | 4              |
| 5  |    | 13.5%                    | 5              |
| 6  |    | 21.6%                    | 8              |
| 7  |    | 21.6%                    | 8              |
| 8  |    | 13.5%                    | 5              |
| 9  |    | 5.4%                     | 2              |
| 10 |  | 2.7%                     | 1              |
|    |   | <b>answered question</b> | <b>37</b>      |
|    |   | <b>skipped question</b>  | <b>2</b>       |

6. On a scale of 1-10, with 10 being the highest, how would you rate Crab Apple Whitewater as a facility for CUSRR? [Create Chart](#) [Download](#)








|    |   | Response Percent | Response Count |
|----|---|------------------|----------------|
| 1  |   | 0.0%             | 0              |
| 2  |   | 0.0%             | 0              |
| 3  |   | 0.0%             | 0              |
| 4  |   | 0.0%             | 0              |
| 5  |   | 0.0%             | 0              |
| 6  |   | 0.0%             | 0              |
| 7  |  | 10.3%            | 4              |
| 8  |  | 7.7%             | 3              |
| 9  |  | 28.2%            | 11             |
| 10 |  | 53.8%            | 21             |

|                   |    |
|-------------------|----|
| answered question | 39 |
| skipped question  | 0  |

7. On a scale of 1-10, with 10 being the most important, how important do you think the recreational activities on the second day of CUSRR are to the overall success of the event? [Create Chart](#) [Download](#)

|    |   | Response Percent  | Response Count |
|----|---|-------------------|----------------|
| 1  |   | 0.0%              | 0              |
| 2  |   | 0.0%              | 0              |
| 3  |   | 0.0%              | 0              |
| 4  |   | 0.0%              | 0              |
| 5  |   | 0.0%              | 0              |
| 6  |  | 7.7%              | 3              |
| 7  |  | 5.1%              | 2              |
| 8  |  | 7.7%              | 3              |
| 9  |  | 15.4%             | 6              |
| 10 |  | 64.1%             | 25             |
|    |   | answered question | 39             |
|    |   | skipped question  | 0              |

8. On a scale of 1-10, with 10 being the most knowledgeable, how well did you understand the broader objectives of your summer project as defined by your research advisor? [Create Chart](#) [Download](#)

|    |   | Response Percent  | Response Count |
|----|---|-------------------|----------------|
| 1  |   | 0.0%              | 0              |
| 2  |   | 0.0%              | 0              |
| 3  |  | 2.6%              | 1              |
| 4  |  | 2.6%              | 1              |
| 5  |   | 0.0%              | 0              |
| 6  |  | 2.6%              | 1              |
| 7  |  | 2.6%              | 1              |
| 8  |  | 23.1%             | 9              |
| 9  |  | 33.3%             | 13             |
| 10 |  | 33.3%             | 13             |
|    |   | answered question | 39             |
|    |   | skipped question  | 0              |

**9. A goal of CUSRR was to raise the academic profile of summer research on campus for students, faculty, and administrators. On a scale of 1-10, with 10 being the highest, how successful were we in our goal?** [Create Chart](#) [Download](#)

|                          |  | Response Percent | Response Count |
|--------------------------|--|------------------|----------------|
| 1                        |  | 2.6%             | 1              |
| 2                        |  | 0.0%             | 0              |
| 3                        |  | 0.0%             | 0              |
| 4                        |  | 0.0%             | 0              |
| 5                        |  | 0.0%             | 0              |
| 6                        |  | 0.0%             | 0              |
| 7                        |  | 5.3%             | 2              |
| 8                        |  | 39.5%            | 15             |
| 9                        |  | 26.3%            | 10             |
| 10                       |  | 26.3%            | 10             |
| <b>answered question</b> |  |                  | <b>38</b>      |
| <b>skipped question</b>  |  |                  | <b>1</b>       |

**10. What was the take away message from the other presentations, particularly those outside your major discipline?** [Download](#)

|  | Response Count |
|--|----------------|
|  | 16             |

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1. I didn't get any clear take away message from other presentations. The oral presentations were often too vague or way to specific to really learn anything, and I wasn't really able to look at other posters in great depth. Fri, Aug 6, 2010 3:21 PM [Find...](#)
2. It was very difficult to stay focused on the presentations for such extended periods of time. I found many of the presentations to be extremely boring. Poster session was great and the whole experience was a blast. Wed, Aug 4, 2010 2:15 PM [Find...](#)
3. I had not realized how much research was going on at Colby in general and I found it really interesting to see the extent to which students were involved and the wide variety of research that was being conducted (as in not all sciences). Tue, Aug 3, 2010 12:07 PM [Find...](#)
4. What do you mean? They all had different take away messages.  
Other comments:  
I enjoy hearing about my peers' work but was really hard to sit through five hours of talks and go to the poster session in the same day. Is there a way to split up the academic portion over two days?  
It might be nice to have a faculty vote for best talk and poster in addition to the student vote. Tue, Aug 3, 2010 9:30 AM [Find...](#)
5. To recognize other students hard work outside of our own disciplines and appreciate the time and effort that goes into all research. Tue, Aug 3, 2010 8:34 AM [Find...](#)
6. There's a lot to be learned out there, and often one summer is not enough time to fully complete a study. And there are always new things to study and new ways to look at previously-held beliefs. Mon, Aug 2, 2010 9:37 PM [Find...](#)
7. Psychology was definitely the easiest to present in basic terms because of the Mon, Aug 2, 2010 8:54 PM [Find...](#)

simplicity of the subject. Why did two of their researchers present twice?

|     |  |                          |                         |
|-----|--|--------------------------|-------------------------|
| 8.  | I wish I understood science-type things better... A few of the presenters were outstanding and managed to communicate their project in a way I could follow without talking down to me, but there were students all over the spectrum. As a side note, please make sure there is a designated person in charge of the buses next time. | Mon, Aug 2, 2010 7:53 PM | <a href="#">Find...</a> |
| 9.  | Student researchers at Colby College work hard on their respective projects and are good at articulating their research to peers and professors outside their discipline. Also, I learned that being a science major allowed me to appreciate a greater number of talks and posters than my friends who major in a humanities subject. | Mon, Aug 2, 2010 7:51 PM | <a href="#">Find...</a> |
| 10. | Research is awesome?   | Mon, Aug 2, 2010 3:41 PM | <a href="#">Find...</a> |
| 11. | There are a lot of interesting topics that people never learn about. Seeing these presentations rose awareness to different kinds of research. Some were informational while most were simply in progress. Basically, it gave the audience a chance to join in on the research in the future if they ever decided they wanted to.      | Mon, Aug 2, 2010 3:32 PM | <a href="#">Find...</a> |
| 12. | There is a wide variety of research going on at Colby with very different applications.  | Mon, Aug 2, 2010 3:30 PM | <a href="#">Find...</a> |
| 13. | Make them understandable as to why they are important to everyone there, especially for the more technical presentations.  | Mon, Aug 2, 2010 3:08 PM | <a href="#">Find...</a> |
| 14. | I thought that the psych presentations were interesting, as well as the few humanities talks. Almost everyone was genuinely excited about their projects which in turn made them seem more interesting to me.  | Mon, Aug 2, 2010 3:01 PM | <a href="#">Find...</a> |
| 15. | I was amazed at the number of interesting topics being studied at Colby and the degree of student involvement.   | Mon, Aug 2, 2010 2:55 PM | <a href="#">Find...</a> |
| 16. | I have no idea...most of them were way too specialized for anyone outside of the discipline to understand (especially the chem ones...)  | Mon, Aug 2, 2010 2:50 PM | <a href="#">Find...</a> |

25 responses per page

|                          |           |
|--------------------------|-----------|
| <b>answered question</b> | <b>16</b> |
| <b>skipped question</b>  | <b>23</b> |



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### Response Summary

Total Started Survey: 19  
Total Completed Survey: 19 (100%)

PAGE: DEFAULT SECTION







1. On a scale of 1-10, with 10 being the highest, how would you rate the organization and execution of CUSRR 2010?

[Create Chart](#) [Download](#)

|  | Response Percent | Response Count |
|--|------------------|----------------|
| 1  | 0.0%             | 0              |
| 2  | 0.0%             | 0              |
| 3  | 0.0%             | 0              |
| 4  | 0.0%             | 0              |
| 5  | 0.0%             | 0              |
| 6  | 0.0%             | 0              |
| 7     | 5.3%             | 1              |
| 8   | 31.6%            | 6              |
| 9   | 42.1%            | 8              |
| 10  | 21.1%            | 4              |
| answered question  |                  | 19             |
| skipped question   |                  | 0              |







2. On a scale of 1-10, with 10 being the highest, how would you rate the quality of the research symposium, including both the student talks and poster presentations?

[Create Chart](#) [Download](#)

|  | Response Percent | Response Count |
|--|------------------|----------------|
| 1  | 0.0%             | 0              |
| 2  | 0.0%             | 0              |
| 3  | 0.0%             | 0              |
| 4  | 0.0%             | 0              |
| 5   | 5.6%             | 1              |
| 6   | 11.1%            | 2              |
| 7   | 5.6%             | 1              |
| 8   | 50.0%            | 9              |
| 9   | 16.7%            | 3              |
| 10  | 11.1%            | 2              |



|                   |    |
|-------------------|----|
| answered question | 18 |
| skipped question  | 1  |

**3. On a scale of 1-10, with 1 being the most general, 10 being the most specialized, and 5 being the most appropriate, how appropriate would you rate the scope (e.g. level of detail) of the student presentations?** [Create Chart](#) [Download](#)

|   | Response Percent | Response Count |
|---|------------------|----------------|
| 1   | 0.0%             | 0              |
| 2  | 5.3%             | 1              |
| 3   | 0.0%             | 0              |
| 4   | 0.0%             | 0              |
| 5  | 10.5%            | 2              |
| 6  | 31.6%            | 6              |
| 7  | 26.3%            | 5              |
| 8  | 15.8%            | 3              |
| 9  | 10.5%            | 2              |
| 10  | 0.0%             | 0              |

|                   |    |
|-------------------|----|
| answered question | 19 |
| skipped question  | 0  |







**4. On a scale of 1-10, with 10 being the most helpful, how would you rate the presentation workshops offered in advance of CUSRR 2010?** [Create Chart](#) [Download](#)

|   | Response Percent | Response Count |
|---|------------------|----------------|
| 1   | 0.0%             | 0              |
| 2   | 0.0%             | 0              |
| 3   | 0.0%             | 0              |
| 4   | 0.0%             | 0              |
| 5  | 50.0%            | 1              |
| 6   | 0.0%             | 0              |
| 7   | 0.0%             | 0              |
| 8  | 50.0%            | 1              |
| 9   | 0.0%             | 0              |
| 10  | 0.0%             | 0              |






|                   |    |
|-------------------|----|
| answered question | 2  |
| skipped question  | 17 |

**5. On a scale of 1-10, with 10 being the most helpful, how would you rate the career and fellowship advice offered at the start of the afternoon session at the symposium?** [Create Chart](#) [Download](#)

|  | Response Percent | Response Count |
|--|------------------|----------------|
|--|------------------|----------------|

|   | Response Percent | Response Count |
|---|------------------|----------------|
| 1   | 0.0%             | 0              |
| 2   | 0.0%             | 0              |
| 3  | 6.7%             | 1              |
| 4   | 0.0%             | 0              |
| 5  | 6.7%             | 1              |
| 6  | 6.7%             | 1              |
| 7  | 26.7%            | 4              |
| 8  | 40.0%            | 6              |
| 9  | 13.3%            | 2              |
| 10  | 0.0%             | 0              |
| answered question   |                  | 15             |
| skipped question  |                  | 4              |

6. On a scale of 1-10, with 10 being the highest, how would you rate Crab Apple Whitewater as a facility for CUSRR? [Create Chart](#) [Download](#)

|  | Response Percent | Response Count |
|--|------------------|----------------|
| 1  | 0.0%             | 0              |
| 2  | 0.0%             | 0              |
| 3  | 0.0%             | 0              |
| 4  | 0.0%             | 0              |
| 5  | 0.0%             | 0              |
| 6   | 5.6%             | 1              |
| 7   | 5.6%             | 1              |
| 8   | 5.6%             | 1              |
| 9   | 38.9%            | 7              |
| 10  | 44.4%            | 8              |
| answered question  |                  | 18             |
| skipped question   |                  | 1              |

7. On a scale of 1-10, with 10 being the most important, how important do you think the recreational activities on the second day of CUSRR are to the overall success of the event? [Create Chart](#) [Download](#)

|   | Response Percent | Response Count |
|---|------------------|----------------|
| 1 | 0.0%             | 0              |
| 2 | 0.0%             | 0              |
| 3 | 0.0%             | 0              |
| 4 | 0.0%             | 0              |

|                   |  |       |    |
|-------------------|--|-------|----|
| 5                 |  | 0.0%  | 0  |
| 6                 |  | 6.7%  | 1  |
| 7                 |  | 6.7%  | 1  |
| 8                 |  | 0.0%  | 0  |
| 9                 |  | 40.0% | 6  |
| 10                |  | 46.7% | 7  |
| answered question |  |       | 15 |
| skipped question  |  |       | 4  |

8. On a scale of 1-10, with 10 being the most knowledgeable, how well did you understand the broader objectives of your summer project as defined by your research advisor? [Create Chart](#) [Download](#)

|                   | Response Percent | Response Count |
|-------------------|------------------|----------------|
| 1                 | 0.0%             | 0              |
| 2                 | 0.0%             | 0              |
| 3                 | 0.0%             | 0              |
| 4                 | 0.0%             | 0              |
| 5                 | 0.0%             | 0              |
| 6                 | 0.0%             | 0              |
| 7                 | 0.0%             | 0              |
| 8                 | 25.0%            | 1              |
| 9                 | 25.0%            | 1              |
| 10                | 50.0%            | 2              |
| answered question |                  | 4              |
| skipped question  |                  | 15             |

9. A goal of CUSRR was to raise the academic profile of summer research on campus for students, faculty, and administrators. On a scale of 1-10, with 10 being the highest, how successful were we in our goal? [Create Chart](#) [Download](#)

|   | Response Percent | Response Count |
|---|------------------|----------------|
| 1 | 0.0%             | 0              |
| 2 | 0.0%             | 0              |
| 3 | 0.0%             | 0              |
| 4 | 0.0%             | 0              |
| 5 | 0.0%             | 0              |
| 6 | 5.3%             | 1              |
| 7 | 15.8%            | 3              |
| 8 | 15.8%            | 3              |

|    |  |                   |    |
|----|--|-------------------|----|
| 9  |  | 31.6%             | 6  |
| 10 |  | 31.6%             | 6  |
|    |  | answered question | 19 |
|    |  | skipped question  | 0  |

**10. What was the take away message from the other presentations, particularly those outside your major discipline?** [Download](#)

**Response Count**

[Hide replies](#) 4

1. The presentations were generally well done and it clear students can participate in research outside their academic discipline. Students could do a better job highlighting the relevance of their work within specific academic disciplines, explaining why their research matters and eliminating or minimizing the use of umms and likes. I hope we continue to see broader representation across the curriculum. Overall, this was a very positive and powerful experience that highlights scholarship at Colby. Congratulations on a job well done. I am proud to belong to this community. Mon, Aug 2, 2010 3:31 PM [Find...](#)
2. Students are able to work at an advanced level in their respective disciplines and communicate effectively on their research, albeit with a bit too much technical jargon. Mon, Aug 2, 2010 3:16 PM [Find...](#)
3. Colby students and faculty rock! Mon, Aug 2, 2010 3:15 PM [Find...](#)
4. Students, faculty and administrators need to continue to make time for these types of interdisciplinary activities. Mon, Aug 2, 2010 2:59 PM [Find...](#)

|  |  |                   |    |
|--|--|-------------------|----|
|  |  | answered question | 4  |
|  |  | skipped question  | 15 |