New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): UH 131

Course Title: Freshman Research Symposium
Abbreviated Course Title (≤ 30 chars): Freshman Research Symposium
First Semester to be Offered: Fall 2013
Submitted by: Ilse-Mari Lee
Submitter’s Contact Info: Phone, Email: 994-4110
Instructor: Ilse-Mari Lee
Department: University Honors Program
College: University

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291.491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.

APPROVALS

Authorized Signature: 3/15/13
Date

Chair, College Curriculum Comm. Date

Dean* Date

Chair, Core Subcommittee (if appl.) Date

Chair, CPC Date

Assoc. Provost* Date
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Qtools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed): UH 131
Course Title: Freshman Research Symposium
Abbrev. Course Title (≤ 30 char): Freshman Research Symposium
Credits:
Department Offering Course: University Honors Program
College: University

Is this course “equivalent” to a course in the MUS System?: Yes No

Learning Outcomes for the Course:
1) Development of Academic Interests: Students will discover areas of academic inquiry available at MSU.
2) Knowledge of the Research University Setting: Students will learn the role of research at MSU and discover opportunities for their engagement in this activity while attending MSU.
3) Knowledge and Use of Campus Resources: Students will learn about opportunities at MSU to apply for funded support of their research endeavors. Students will also learn about scholarship opportunities to further support their academic endeavors.
4) Development of Career Interests: Students will learn to connect their academic interests to possible career opportunities related to their academic interests.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): UH 131
Course Title (for Catalog): Freshman Research Symposium
Course Title (for Schedule of Classes, 30 characters, max.): Fall 2013
First Semester to be Offered: Yes ☐ No ☐
Restricted Entry/Consent of Instructor Required: University Honors Program
Instructor's GID (last 4 digits only): University
Department Offering Course: ☐
College: ☐

Is the requested course number available? (x4155 to check): Yes ☐ No ☐
Frequency of course offering: ☐ Annually ☐ Alternate Years, starting ______
Semester(s) offered (check all that apply): ☐ Summer ☐ Fall ☐ Spring
Summer Options (check all that apply): ☐ First 6 weeks ☐ Second 6 weeks ☐ 12 weeks

Credits by mode of instruction: Lecture: 1
Seminar: ☐
Independent Study: ☐
Lab/Studio: ☐
Recitation/Discussion: ☐
TOTAL CREDITS: 1

Primary Mode(s) of Delivery: ☐ Face-to-face ☐ Web-Enhanced (small on-line comp.)
☐ On-Line Only ☐ Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.
Assigned Day(s): M ☐ Tu ☐ W ☐ Th ☐ F ☐ Sa ☐ Su
Assigned Time(s): 8:00 a.m. - 5:00 p.m. two Saturdays
Assigned Building: SUB
Assigned Room: Procrastinator Theatre
Capacity (room capacity, or enrollment “cap”): 100

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.
Prerequisite(s):
Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

Presentations of research by current MSU faculty. Tours of laboratory facilities at MSU.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

No additional support is needed. This course received $5,000 in support from the Office of the Provost and $17,500 from the Vice-President for Research, for 5 research internships. An additional $1,000 has been allocated in the University Honors Program for administrative expenses, including room and A/V rental, postage and printing, and administrative hours.
New Undergraduate Course Narrative
Montana State University

Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   UH 131

2. Course Title
   Freshman Research Symposium

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

This course has been offered before for Presidential and Provost Scholars in the fall of 2011 as UH 280: Introduction to Science and Engineering at MSU. Given the success of the course, the Office of the Vice-President for Research and the Provost supported an initiative to expand this course to include research in the Social Sciences, Arts and Humanities, available to a broader cross section of students. As a result, we offered UH 291: Freshman Research Symposium in the fall of 2012. This course offering was highly successful and we hereby request a permanent number for this symposium.

Our objective is to create a focused and interactive forum to introduce highly motivated students to the exciting possibilities of undergraduate research at MSU. The symposium will provide a comprehensive overview of the broad spectrum of research activity at MSU.

In 2012,

- we invited all the Presidential and Provost Scholars to attend the symposium, as well as the Montana University System (MUS) Scholarship recipients, top tier non-resident achievement award recipients ($60K), Resident Premier Awards and National Merit Scholars and Finalists. These students represented a pool of truly outstanding incoming freshman students. We limited the number of registrants to 75, but can foresee increasing the number of students to 100.
- we mailed personal invitations in the summer, which also served as a recruitment tool for high achieving students.
- we invited key faculty and research professors to provide a 15-minute presentation on their research to the students, followed by a question and answer period. We provided the faculty with clear directions to outline the requirements and application process for undergraduates to engage in scholarly research with them. Presentation formats varied, ranging from short
presentations to panel discussions. We also included laboratory tours for smaller groups of students.

- applications were reviewed by Drs. Ilse-Mari Lee (Director, University Honors Program), Steve Swinford (Associate Director, University Honors Program) and Colin Shaw (Director, Undergraduate Scholars Program).
- we provided a light breakfast and lunch on both days for students and faculty.
- we provided time for the students to interact informally with faculty and students.
- we encouraged students to submit Undergraduate Scholars Program proposals and apply for the Vice-President for Research internships.
- students registered for one-credit hour Honors course credit. (16 contact hours)

The learning outcomes for the course include:

1. Development of Academic Interests: students will discover areas of academic inquiry available at MSU of particular interest to them.

2. Knowledge of the Research University Setting: students will learn about the scope of research at MSU and discover opportunities for their engagement in this activity while attending MSU.

3. Knowledge and Use of Campus Resources: students will learn about opportunities at MSU to apply for funded support of their research endeavors. Students will also learn about scholarship opportunities to further support their academic endeavors.

4. Development of Career Interests: students will learn to connect their academic interests to possible career opportunities related to their academic interests.

As a result of this course offering, students will have the opportunity to connect with MSU faculty researchers early in their undergraduate careers. The result is an enhanced research-based experience for MSU students. MSU students who participate in research as part of their undergraduate education develop skills important for them to be competitive for major scholarships (Goldwater, Truman, Rhodes and Marshall) and graduate school admissions.

The two days of the symposium involve presentations by research faculty, time for interaction with faculty and students, and tours of laboratory facilities on the MSU campus.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

There are two graded components in the course. 50% of the grade is based on the student’s participation and engagement in the course over the two sessions. The remainder of the course grade is based on a reflective paper to be submitted by the student 2 weeks after the last day of the symposium.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

Please see attachment.

6. List required texts or other required references. N/A
7. What are the estimated enrollment and student credit hour (SCH) production?  
   \[ \text{SCH} = (\text{enrollment} \times \text{credits}) \]

   100 students

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so,  
   what is the enrollment cap and why is it necessary?

   Yes, we are limited to 100 students due to space, funding, and maximizing the opportunity for  
   participants to interact with their peers and faculty researchers.

9. Will course be a "restricted enrollment" course? If so, why is restricted enrollment necessary?

   Yes. Students must submit an application through the University Honors Program. Students do not  
   need to be enrolled in the Honors Program to participate. Please see sample application included with  
   the supportive materials.

10. Describe how the success of the course will be evaluated? ("End-of-semester student evaluations" is  
    not the answer to this question. How will the instructor determine if the learning outcomes are  
    being met, and how will the department determine if the course is fulfilling its intended purpose?)

    Evaluation will be done through interviews with student and faculty participants, as well as through an  
    electronic evaluation instrument. We will evaluate aspects of the symposium aligned with the  
    achievement of the course goals and will identify areas that could be improved upon.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please  
    describe the instructor's qualifications, attach a Vita, and provide a separate letter of support,  
    signed by the department head (or appropriate unit director), addressing the instructor's  
    qualifications to teach this course.

    Lead instructor is Dr. Ilse-Mari Lee, Director of the University Honors Program.

**Level of Offering**

12. Has the course been offered previously under 290/291 or 480/481? If so, when? Under what  
    number? What was the enrollment? What level of students took the course?

    Yes, course has been offered as UH 291 in Fall 2012. 75 students attended and 48 elected to enroll for  
    credit.

13. Justify the level of course offering. This is an entry-level freshman course.

**Relationship to other Courses, Curricula, and Departments**
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

The course requires no pre-requisite knowledge and is intended for first semester freshmen.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

No.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1,000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

The University Honors Program would receive credit for the course. No other programs are impacted by the presence of the course. Please consider that the breadth of the research endeavor of our university will be presented to the students across all academic colleges and disciplines.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

Research faculty and students from every school/department/academic college at MSU will be invited to participate.

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

The course is open to all students but preference for enrollment will be given to students who are Presidential Scholars, Provost Scholars, and other major scholarship recipients. The course is intended to connect highly motivated freshmen with active research faculty. All incoming freshmen may apply to participate in this course.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

There is no resource request beyond the funding provided by the VP for Research and the Provost. Students are not charged a fee to participate. In 2012, The Vice-President for Research, Dr. Tom McCoy
funded 5 VPR internships for participants totaling $17,500 and Provost Potvin provided a $5,000 budget for meals and the concluding event.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

NA

21. Include any additional information you feel is needed to support this request.

Symposium Program
Application form
Evaluation form

Summary of 5 Vice-President for Research Internships:

Joshua Carter, microbiology major from South Dakota, proposed the following project: "Identifying Crucial Structures for Bacterial Adaptive Immunity". His faculty sponsor is Dr. Blake Wiedenheft, who wrote this to me: "After the symposium Josh took the initiative to read some of my papers and then contacted me with some questions about my research. Josh has started working together with a postdoctoral fellow in my lab and the two of them have already made considerable progress towards identifying conserved residues in a large ribonucleoprotein complex that is required for the adaptive immune response in E. coli."

Leanna Hansen, a Cell Biology and Neuroscience major from San Diego proposed "A System for the Enhanced Biological Degradation of Human Wastes Using an Endophyte". Leanna is a member of Engineers without Borders, and her research will be done in Dr. Strobel's lab and also in Kwisero Kenya. Dr. Gary Strobel wrote, "This concept has great potential to help the billions of people on earth who must cope with the problem of dealing with waste on a daily basis." He continued: "She has demonstrated drive, interest and skill in working with endophytes isolated from plants that we have collected. Her proposal was totally prepared by her and shows creativity and utility."

Riley Shearer (Chemical and Biological Engineering) from Lake Oswego Oregon, is working with Dr. Trevor Douglas, on "The Encapsulation and Analysis of NADH Oxidase in P22". Trevor wrote that Riley is one of the top two students in his Honors Chemistry class and that he has "absolutely no hesitation in strongly supporting Riley to learn a significant amount of biochemistry and most importantly, this is a project that I am scientifically excited about (and therefore excited to work with him on) and on that I believe will have an impact on the field. He is an excellent student with the skills and ability to make a significant contribution to science."

Clint Cooper is a Computer Science major from Polson Montana. The title of his project is: "Game Usability Measurement Research". Faculty sponsor Mike Wittie wrote: "I have known Clint for the past couple of months through his involvement in my research group. Clint has already proven himself indispensable to the data collection process of an ongoing research project." Prof. Wittie expects that
their research will lead to a refereed publication in the spring and to a follow-up project as well.

Emma Garcia is from Fleming Island, Florida and is a Bioengineering Major. Her project is entitled "Viruses as Biomarkers for Honey Bee Health" with faculty advisor Dr. Michelle Flenniken, who noted that she has been fortunate to train and work with many talented undergraduate and graduate students here at MSU and at UC San Francisco, and that Emma will become a very successful scientist. "Emma’s commitment to learning and enthusiasm for this research opportunity are exhibited by her volunteering in the lab in order to understand and perform the molecular biology techniques required for her proposed research."
September 15, 2012 AM
8:00  Welcome
8:05  Dr. Cathy Whitlock, from the Institute on Ecosystems: Environmental Research Opportunities through the Institute on Ecosystems
8:25  Dr. David Lageson, Earth Sciences: How Mountains are Built: Perspectives from the Rockies to the Himalaya
8:45  Dr. Trevor Douglas and Prof. Josh de Weese, Chemistry and Art: Is There An Intersection Between Art and Science?
9:20  Dr. Gary Strobel, Plant Sciences and Plant Pathology: The Importance of Coursework to an Aspiring Scientist
9:40  Dr. Michael Neeley, Sociology and Anthropology: The Archeology of Hunter-Gatherers: Stones and Bones from Montana and Southwest Asia*
10:00  BREAK
10:20  Dr. Joseph Seymour, Chemical and Biological Engineering: MRI Research at MSU: How Does Technology Develop?*
10:40  Dr. Brian Bothner, Chemistry and Biochemistry: It’s a Life of Extremes*
11:00  Dr. Patricia Catoira, Modern Languages and Literatures: Cultural Production in Cuba since the Break Up of the Soviet Union
11:20  Dr. Mary Cloninger, Chemistry and Biochemistry: An Overview of Undergraduate Research Opportunities in the Department of Chemistry and Biochemistry
11:40  Martha Sellers, Hughes Undergraduate Biology: Extending your Undergraduate Research Experience through Outreach and Science Communication
12:00: LUNCH

September 15, 2012 PM
1:00  Dr. Florence Dunkel, Plant Sciences and Plant Pathology: Ancient Futures (Consider the African symbol of a Malibu stork carrying its egg in its beak flying forward while looking backward.)
1:20  Dr. Linda Young, Political Science: New Frameworks for Analysis: Small Agricultural Exporters in Latin America
1:40  Dr. Ann Bertagnolli, MT INBRE: Building Montana’s Research Capacity in the biomedical, Social and Behavioral Health Sciences
2:00  Dr. John Paxton, Computer Science: The Joy and Beauty of Computing *
2:20  Dr. David Sands, Plant Sciences and Plant Pathology: A Rainmaker Named Sue*
2:40 BREAK

3:00 Dr. Craig Lee, Anthropology affiliate: Landscapes, Icescapes and Archeological Research in the Rocky Mountains

3:20 Dr. Michelle Flenniken, Plant Science and Plant Pathology: Honey Bee Pathogen and Pathway Discovery*

3:40 Dr. Frances Lefcort, Cell Biology and Neuroscience: Full Circle: How Studying Neural Development Helps Us Cure Neurological Disease

4:00 Dr. Shelly Hogan, McNair Scholars Program

4:20 Dr. Colin Shaw, Undergraduate Scholars Program

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**September 22, 2012 AM**

8:00 Dr. John Peters, Chemistry and Biochemistry-Astrobiology and Life in Extreme Environments Program: Astrobiology and Life in Extreme Environments*

8:20 Dr. Christa Merzdorf: Cell Biology and Neuroscience Developmental Neurobiology: What We Do and How to Get Involved With It*

8:40 Dr. Joey Shapiro Key, Montana Space Grant Consortium: NASA Student Research Opportunities with the Montana Space Grant Consortium*

9:00 Dr. Jack Horner, Museum of the Rockies: Challenging a Scientific Status Quo*

9:20 Dr. Sarah Codd, Mechanical Engineering: Magnetic Resonance Studies of Complex Fluids in Engineering*

9:40 BREAK

10:00 Dr. Tamela Eitle, Sociology and Anthropology: Stress and Health: explaining Racial Disparities in Mental Health and Substance Abuse**

10:20 Dr. Laura Larsson, Nursing: Radon Animation for Improving Radon Testing

10:40 Prof. Michael Everts. School of Architecture: The Next Generation of Buildings: An Opportunity to focus design thinking on Areas that have potential to advance*

11:00 Prof. Dennis Aig, School of Film and Photography: From the Field to the Screen: research as Media*

11:20 Prof. Meta Newhouse, School of Art: Type of Place*

11:40 Dr. Frankie Jackson, Earth Sciences: Dinosaur Eggs, Nesting Localities & Paleobiology *

12:00 LUNCH
September 22, 2012 PM

12:40  Dr. Ian Handley, Psychology: Persuasion from Unconscious Message Processing*

1:00  Dr. Greg Young, School of Music: Architecture as Frozen Music

1:20  Dr. Wataru Nakagawa, Electrical and Computer Engineering: Optics, Nanotechnology, and Interdisciplinary Research*

1:40  Dr. Cliff Montagne, LREDS and CBN/WWAMI Medical Program: Pathways Towards Bioregional and Community Sustainability: Improving Education, environment, Health, and application of Traditional Knowledge in Mongolia and Montana.

2:00  Dr. Nora Smith, College of Agriculture/MAES: Research, Pedagogy and Giant Goats: A brief Discourse on FYE in the CoA/MAES*

2:40  Dr. Blake Wiedenheft, Immunology and Infectious Diseases: Finding your Foe: RNA-guided Adaptive Immune Systems in Bacteria*

3:00  Dr. Joseph Shaw, Electrical and Computer engineering: Images of Nature: Optical Sensing to Study the Natural World*

3:25  Ice Cream Social!
Application to attend the
Research Symposium for Emerging Scholars
September 15th and 22nd, 2012
Procrastinator Theater

Name: __________________________ Phone: __________________________
Preferred e-mail: __________________________
Major: __________________________
Local address: __________________________
Permanent Address: __________________________

I wish to attend this symposium because:

My research interest/s:

I am particularly interested in the research of Professor/s: __________________________

Please e-mail your application by September 10, 2012 to:
Ilselee@montana.edu
Dr. Ilse-Mari Lee, Director
University Honors Program
Phone: (406) 994-4110
Application for Vice-President for Research Internships

Available to attendees of the 2012 Freshman Research Symposium

Four $3,500 Research Internships starting in the summer 2013 and continuing through the 2013-14 academic year, with flexibility to accommodate the faculty mentor and student as needed.

Deadline: November 23rd, 2012 at 5 PM

Please deliver your application with a letter of support from a faculty mentor in a sealed envelope to the University Honors Program, Quad F before 5 PM on November 23rd, 2012

Note: If your proposal is not funded by the VPR internship program we encourage you to revise your budget (maximum $750) and resubmit it to the Undergraduate Scholars program by the 30 November deadline: https://www.montana.edu/uspapps/

Application

Once you have worked with your mentor to develop an idea for a research or creative project, you will begin the application process by writing a proposal. Your proposal should not exceed five typed, double-spaced pages and should include the following sections:

1. Introduction:

Provide a statement of the objective(s) and the anticipated significance of the work. What problems will be investigated? What hypothesis will be tested? Describe the creative endeavor. We suggest that the Introduction begin with a brief description of the project in general terms before the more technical aspects of the project are discussed.

2. Background:

Provide a brief review of the work that has been done in the project area together with complete references in appropriate professional style. This section should also include any personal information about you that would indicate to the reviewers your qualifications for successfully completing this project.

*How your project contributes to research/scholarship in your field. Please be sure to cite any relevant sources you have discovered in your background research for the project.

*How your project contributes to your academic and/or career goals.
3. Methodology or Creative Techniques:

Provide a detailed description of the research methods or creative techniques that you will use in the project. This should include a justification for the specific approach that you will use. For example, how do the methods answer the questions that have been posed, test the hypothesis, or lead to the desired goal?

4. Time Schedule:

Provide dates for the initiation and completion of each phase of the project. Attempt to lay out a reasonable schedule taking into consideration all phases of the research and the writing of the final report. Your final report is due no later than April 15, 2014.

5. Collaboration with a Faculty Sponsor:

Provide a description of the way you and your faculty sponsor will collaborate on the project. The faculty sponsor should play a significant role in responding to your ideas, providing advice for new directions and resources, discussing the implications of the results, and reading drafts of the final report. Will there be regularly scheduled meetings between you and your sponsor? Explain how the project relates to the ongoing work of your sponsor, if this is the case.

6. A brief statement of previous research experience:

If you have conducted research previously, please include a brief summary of your project and the results/progress you made on that project. If the research was funded, please identify the funding source. This can be included as an ADDITIONAL page, and will not be counted toward the 5-page maximum for the regular research proposal.

Please include a letter of support from the sponsoring faculty member in a sealed envelope, as well as the attached application form.
### Response Summary

**PAGE: 1**

1. Overall, how useful was the information presented at the Freshman Research Symposium?

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<th>Percent</th>
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<td>Very useful</td>
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</tr>
<tr>
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2. How much has your knowledge of research opportunities at MSU improved because of the presentations at the event?

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<td>0.0%</td>
<td>0</td>
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answered question: 22
skipped question: 0
3. Overall, the time available for each presenter was:

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<td><strong>Count</strong></td>
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</tr>
<tr>
<td>About the right amount</td>
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<td>17</td>
</tr>
<tr>
<td>Too little</td>
<td>18.2%</td>
<td>4</td>
</tr>
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</table>

answered question 22
skipped question 0

4. Overall, the time available for questions after presentations was:

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<tbody>
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</tr>
<tr>
<td>Too much</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>About the right amount</td>
<td>86.4%</td>
<td>19</td>
</tr>
<tr>
<td>Too little</td>
<td>18.2%</td>
<td>4</td>
</tr>
</tbody>
</table>

answered question 22
skipped question 0

5. How comfortable did you feel asking questions at the event?

<table>
<thead>
<tr>
<th></th>
<th>Create Chart</th>
<th>Download</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
<td><strong>Percent</strong></td>
<td><strong>Count</strong></td>
</tr>
<tr>
<td>Extremely comfortable</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Very comfortable</td>
<td>40.9%</td>
<td>9</td>
</tr>
<tr>
<td>Moderately comfortable</td>
<td>54.5%</td>
<td>12</td>
</tr>
<tr>
<td>Slightly comfortable</td>
<td>4.5%</td>
<td>1</td>
</tr>
<tr>
<td>Not at all comfortable</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 22
skipped question 0
6. Overall, how satisfied were you with the variety of disciplines represented at the Freshman Research Symposium?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>7</td>
</tr>
<tr>
<td>Satisfied</td>
<td>12</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>0</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>3</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 22
skipped question 0

7. Was the Freshman Research Symposium better than what you expected, worse than what you expected, or about what you expected?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much better</td>
<td>1</td>
</tr>
<tr>
<td>Somewhat better</td>
<td>9</td>
</tr>
<tr>
<td>Slightly better</td>
<td>6</td>
</tr>
<tr>
<td>About what was expected</td>
<td>5</td>
</tr>
<tr>
<td>Slightly worse</td>
<td>0</td>
</tr>
<tr>
<td>Somewhat worse</td>
<td>1</td>
</tr>
<tr>
<td>Much worse</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 22
skipped question 0

8. Overall, how satisfied were you with the Freshman Research Symposium?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>12</td>
</tr>
<tr>
<td>Satisfied</td>
<td>9</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>0</td>
</tr>
</tbody>
</table>

http://www.surveymonkey.com/MySurvey_Responses.aspx?sm=d%2fral7zUTvzW7g0l0GgUXIKPAb0VqSCbV77yQfbmgf1M%3d
9. How useful do you think the laboratory tours will be in your choice of research opportunities at MSU?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely useful</td>
<td>36.4%</td>
<td>8</td>
</tr>
<tr>
<td>Very useful</td>
<td>40.9%</td>
<td>9</td>
</tr>
<tr>
<td>Moderately useful</td>
<td>9.1%</td>
<td>2</td>
</tr>
<tr>
<td>Slightly useful</td>
<td>13.9%</td>
<td>3</td>
</tr>
<tr>
<td>Not at all useful</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 22
skipped question 0

10. Please share insights you want the organizers to know as future events of a similar nature are planned.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show Responses</td>
<td>12</td>
</tr>
</tbody>
</table>

answered question 12
skipped question 10

11. Additional comments:

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show Responses</td>
<td>5</td>
</tr>
</tbody>
</table>

answered question 5
skipped question 17