

## LUROP Fellow Survey, Academic Year 2013-14

Dear LUROP Fellow,

You are being asked to respond to a survey about your experience as an undergraduate research fellow through one of the LUROP fellowships. The purpose of the survey is to gather information about and for the program, not to evaluate you or your mentor as individuals. The survey is anonymous.

1. In which specific Loyola Undergraduate Research Opportunities Program (LUROP) did you participate during the academic year, 2013-14?

- Biology Research Fellows Program
- Carbon Fellowship Program
- Carroll and Adelaide Johnson Scholarship
- Center for Urban Research and Learning (CURL) Fellowship
- Hank Center for the Catholic Intellectual Heritage (CCIH) Research Fellowship
- Institute of Environmental Sustainability (IES) Undergraduate Research Fellowship
- Mulcahy Scholars Program
- Provost Fellowship
- Rudis Fellowship

2. On average, how many hours a week did you spend on your project?

- 0
- 1-3
- 4-6
- 7-10
- 11-15
- 16-20
- 21+
- Not applicable

3. In what department or program is your mentor based (Biology, Psychology, etc)?

### Skills Learned

4. Please answer the two parts of this question. A) Did you have experience with this skill prior to your recent research experience? B) How much did you gain in the following areas as a result of your recent research experience?

*(Answers to B) are ranked: great gain, moderate gain, a little gain, no gain, N/A)*

Ability to articulate a research question or problem and a hypothesis

Learning appropriate research methodologies and when to use them

Ability to deal constructively with research setbacks through problem solving

Learning key terminology, concepts, and theory, and knowing how to use them

Ability to find existing body of research relevant to your topic  
Actual knowledge of relevant research, and ability to compare your project to it  
Ability to work collaboratively with other researchers  
Confidence and ability to communicate with graduate students and faculty  
Ability to work autonomously  
Understanding the relevance of your research to my coursework, professional future  
Ability to explain your research to others in the field  
Ability to explain your research to a general audience  
Knowledge of research ethics/responsible conduct of research  
Knowledge about what you could expect as a graduate student  
Experience that will help you in deciding whether to go to grad school or the work force

5. To what extent did your research fellowship help you learn or develop in the areas of:

*(Answers are ranked: very much, somewhat, not very much, not at all)*

Personal growth  
Ability to work with others  
Leadership skills  
Communication skills  
Understanding cultural and racial differences  
Social responsibility and citizenship  
Community involvement  
Applying knowledge to the “real world”  
Problem analysis and critical thinking  
Social self-confidence  
Conflict resolution  
Ability to assume personal responsibility  
Development of caring relationships  
Gaining the trust of others  
Empathy and sensitivity to the plight of others  
Workplace skills  
Ability to make a difference in the world  
Skills in learning from experience  
Organization skills  
Connecting theory with practice

6. How well do you feel this research experience equipped you with the skills needed to be successful in your graduate school and/or a professional career?

*(Answers are ranked: very well, well, not well, not at all)*

7. Overall, would you say you benefitted from participating in this research experience?

*(Yes, No, Please Explain)*

### **Mentor, Fellow, Program, and LUROP**

8. To what extent did your primary mentor do the following?:

*(Answers are ranked: very much, somewhat, not very much, not at all)*

Taught you the skills needed to succeed on the project

Set clear expectations for your role and goals as a research fellow  
Expected the appropriate number of hours for the research project  
Provided regular, constructive feedback  
Made themselves available and spent adequate time with you  
Spoke with you about opportunities to present research at conferences  
Spoke with you about graduate school  
Gave useful advice about your academic or professional career generally  
Provided adequate opportunities to meet colleagues in my field

9. Overall, how would you rank your mentor? Explain.

*(excellent, good, fair, poor)*

10. To what extent did you do the following during your research experience?

*(Answers are ranked: very much, somewhat, not very much, not at all, NA)*

Asked your mentor to teach you new skills necessary for the research  
Set clear expectations for what you wanted from your mentor  
Put in the appropriate amount of work for the project  
Provided regular, constructive information/reports about your research to your mentor  
Made yourself available to your mentor to discuss the research  
Asked about and looked into opportunities to present at conferences  
Asked about graduate school  
Inquired about meeting colleagues in the field

11. Overall, how would you rank your own performance as a LUROP fellow? Explain.

*(excellent, good, fair, poor)*

12. To what extent did your specific LUROP program (Mulcahy Scholarship, Provost Fellowship, Carbon, Johnson, etc.) do the following?

*(Answers are ranked: very much, somewhat, not very much, not at all, NA)*

Set clear expectations for your role as a research fellow  
Set clear expectations for your mentor's role  
Set clear expectations financially regarding stipend payments and use of research budget  
Addressed financial requests or concerns in a timely manner  
Provided or promoted opportunities to meet other research fellows, grad students, or faculty  
Provided or promoted professional development opportunities for researchers  
Provided or promoted opportunities to present or publish your research

13. Overall, how would you rank your specific LUROP program? Explain.

*(excellent, good, fair, poor)*

14. To what extent did LUROP *as a whole* (website, e-mails, workshops, etc.) do the following?

*(Answers are ranked: very much, somewhat, not very much, not at all, NA)*

Offered the information you needed to apply for your LUROP fellowship  
Communicated with you to let you know about the LUROP website as a resource  
Communicated with you to let you know about the LUROP Travel Grants

Provided or promoted opportunities to meet other research fellows, grad students, or faculty

Provided or promoted professional development opportunities for researchers

Provided or promoted opportunities to present or publish your research

Promoted opportunities to do research outside Loyola

15. Overall, how would you rank LUROP as a whole? Explain.

*(excellent, good, fair, poor)*

16. What do you think your mentor, your program, or LUROP as a whole could do differently to ensure students get the most out of their research experience?

# Comment report

*Lists all the questions in the survey and displays all the comments made to these questions, if applicable.*

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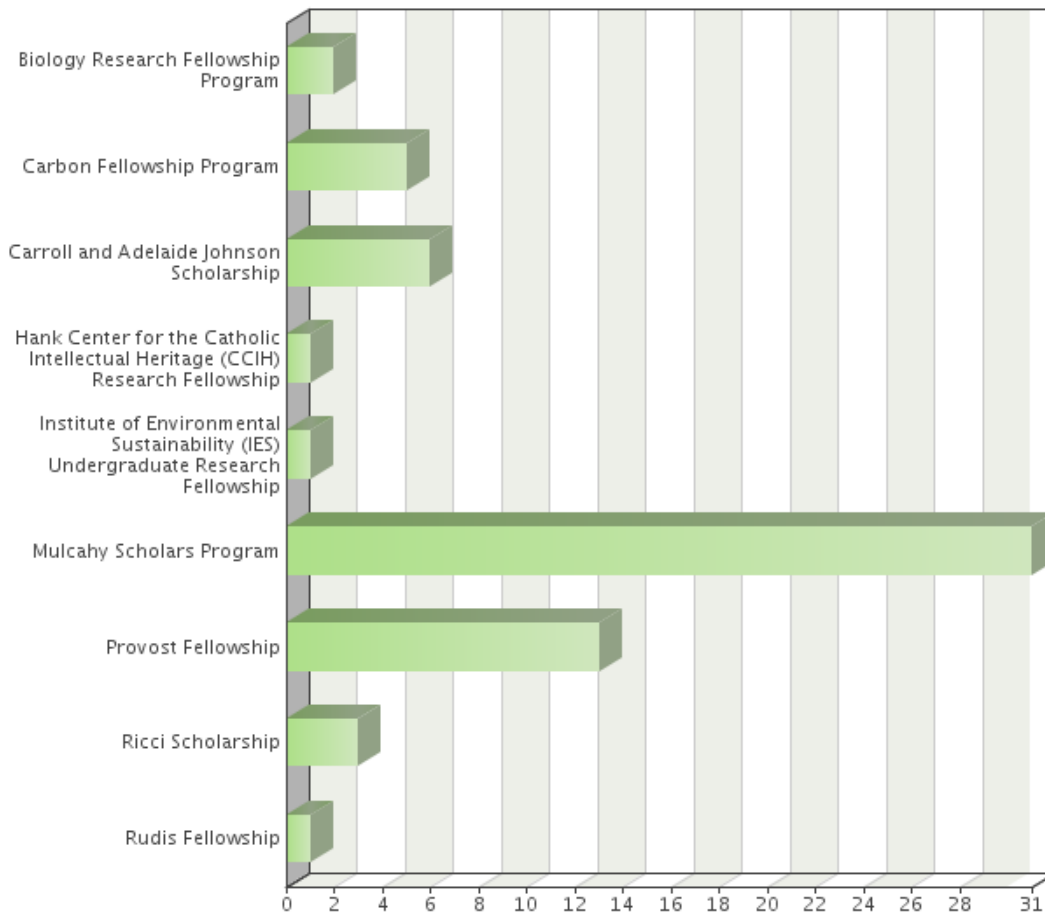
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## Report info

<b>Report date:</b>	Friday, May 16, 2014 1:53:37 PM CDT
<b>Start date:</b>	Wednesday, October 2, 2013 1:00:00 PM CDT
<b>Stop date:</b>	Wednesday, May 14, 2014 5:00:00 PM CDT
<b>Stored responses:</b>	63
<b>Number of completed responses:</b>	51
<b>Number of invitees:</b>	104
<b>Invitees that responded:</b>	63
<b>Invitee response rate:</b>	60.58%

## Question 1

In which specific Loyola Undergraduate Research Opportunities Program (LUROP) did you participate during the academic year 2013-2014?



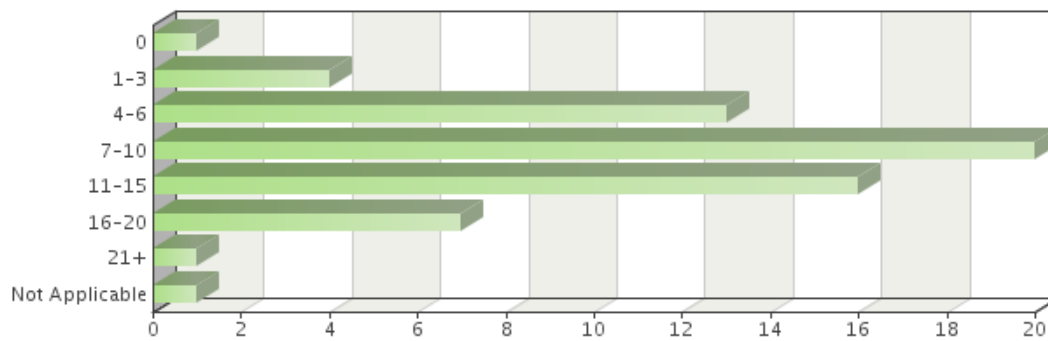
Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Biology Research Fellowship Program	2	3.17%	3.17%
Carbon Fellowship Program	5	7.94%	7.94%
Carroll and Adelaide Johnson Scholarship	6	9.52%	9.52%
Hank Center for the Catholic Intellectual Heritage (CCIH) Research Fellowship	1	1.59%	1.59%
Institute of Environmental Sustainability (IES) Undergraduate Research Fellowship	1	1.59%	1.59%
Mulcahy Scholars Program	31	49.21%	49.21%
Provost Fellowship	13	20.63%	20.63%
Ricci Scholarship	3	4.76%	4.76%
Rudis Fellowship	1	1.59%	1.59%
Sum:	63	100%	100%
Not answered:	0	0%	-

**Total answered: 63**

## Question 2

On average, how many hours a week did you spend on your project?



**Frequency table**

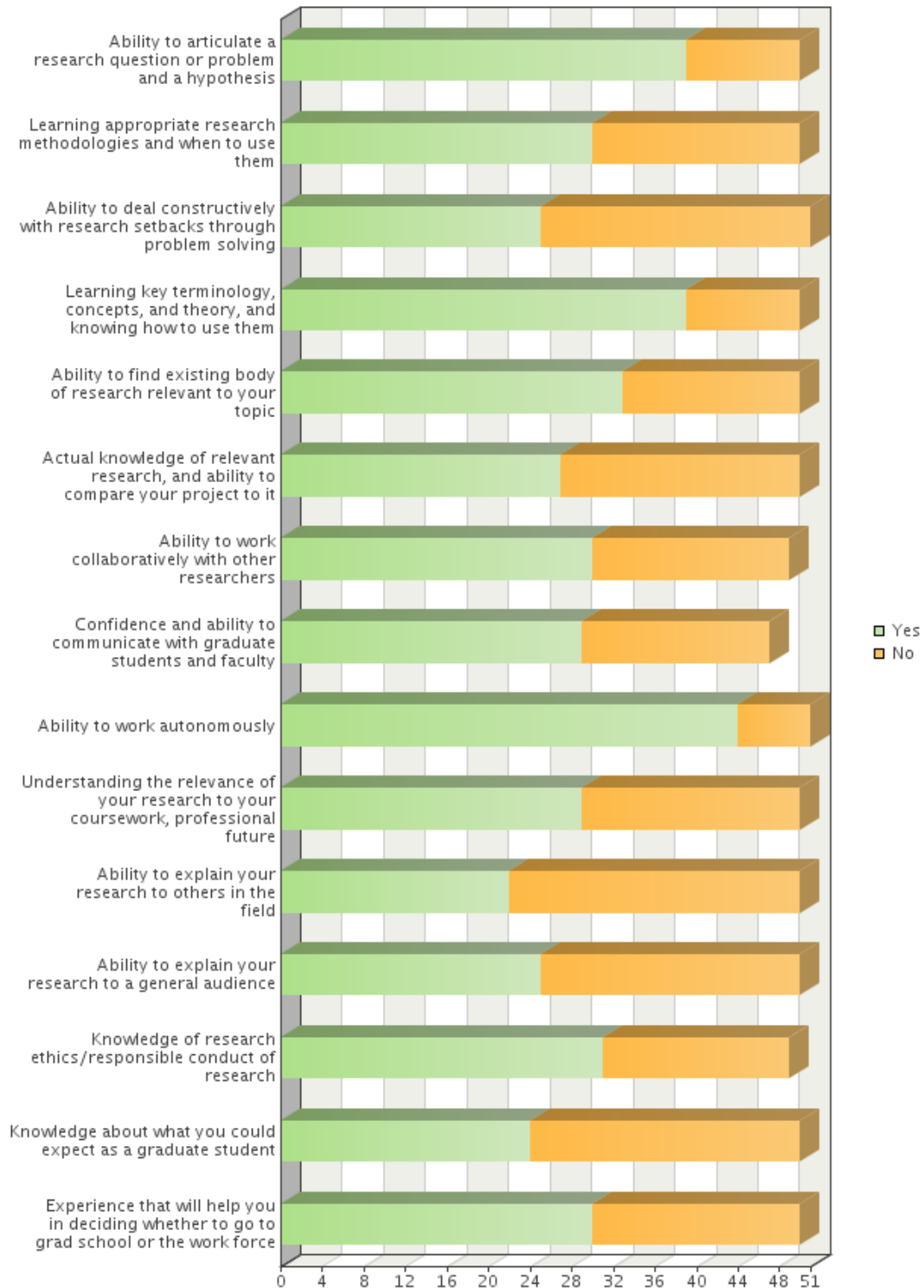
Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
0	1	1.59%	1.59%
1-3	4	6.35%	6.35%
4-6	13	20.63%	20.63%
7-10	20	31.75%	31.75%
11-15	16	25.4%	25.4%
16-20	7	11.11%	11.11%
21+	1	1.59%	1.59%
Not Applicable	1	1.59%	1.59%
<b>Sum:</b>	<b>63</b>	<b>100%</b>	<b>100%</b>
Not answered:	0	0%	-
<b>Total answered: 63</b>			



## Question 4

Please answer the following TWO questions. For the first question, answer "yes" or "no" based on whether you had previous experience with a particular skill. For the second question, please rank how much you gained for each particular skill in the blue-shaded area.

### Levels



	Yes	No	Sum
Ability to articulate a research question or problem and a hypothesis	39 78% 5.22%	11 22% 1.47%	50 100% 6.69%
Learning appropriate research methodologies and when to use them	30 60% 4.02%	20 40% 2.68%	50 100% 6.69%
Ability to deal constructively with research setbacks through problem solving	25 49.02% 3.35%	26 50.98% 3.48%	51 100% 6.83%
Learning key terminology, concepts, and theory, and knowing how to use them	39 78% 5.22%	11 22% 1.47%	50 100% 6.69%
Ability to find existing body of research relevant to your topic	33 66% 4.42%	17 34% 2.28%	50 100% 6.69%
Actual knowledge of relevant research, and ability to compare your project to it	27 54% 3.61%	23 46% 3.08%	50 100% 6.69%
Ability to work collaboratively with other researchers	30 61.22% 4.02%	19 38.78% 2.54%	49 100% 6.56%
Confidence and ability to communicate with graduate students and faculty	29 61.7% 3.88%	18 38.3% 2.41%	47 100% 6.29%
Ability to work autonomously	44 86.27% 5.89%	7 13.73% 0.94%	51 100% 6.83%
Understanding the relevance of your research to your coursework, professional future	29 58% 3.88%	21 42% 2.81%	50 100% 6.69%
Ability to explain your research to others in the field	22 44% 2.95%	28 56% 3.75%	50 100% 6.69%
Ability to explain your research to a general audience	25 50% 3.35%	25 50% 3.35%	50 100% 6.69%

<b>Knowledge of research ethics/responsible conduct of research</b>	31 63.27% 4.15%	18 36.73% 2.41%	49 100% 6.56%
<b>Knowledge about what you could expect as a graduate student</b>	24 48% 3.21%	26 52% 3.48%	50 100% 6.69%
<b>Experience that will help you in deciding whether to go to grad school or the work force</b>	30 60% 4.02%	20 40% 2.68%	50 100% 6.69%
<b>Sum</b>	457 - 61.18%	290 - 38.82%	747 - 100%

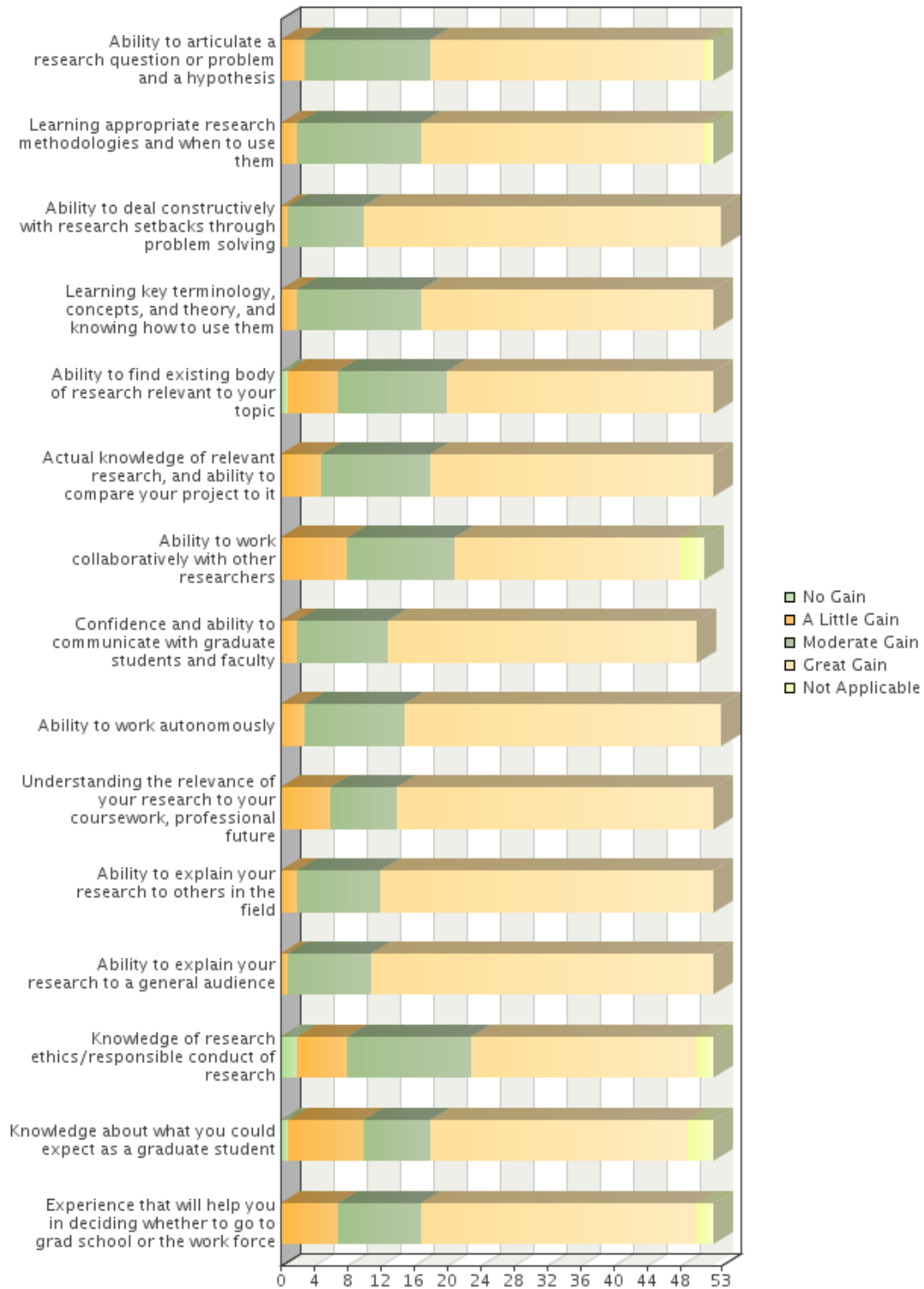
\*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

## Levels



	No Gain	A Little Gain	Moderate Gain	Great Gain	Not Applicable	Sum
<b>Ability to articulate a research question or problem and a hypothesis</b>	0 0% 0%	3 5.77% 0.39%	15 28.85% 1.93%	33 63.46% 4.24%	1 1.92% 0.13%	52 100% 6.68%
<b>Learning appropriate research methodologies and when to use them</b>	0 0% 0%	2 3.85% 0.26%	15 28.85% 1.93%	34 65.38% 4.36%	1 1.92% 0.13%	52 100% 6.68%

<b>Ability to deal constructively with research setbacks through problem solving</b>	0 0% 0%	1 1.89% 0.13%	9 16.98% 1.16%	43 81.13% 5.52%	0 0% 0%	53 100% 6.8%
<b>Learning key terminology, concepts, and theory, and knowing how to use them</b>	0 0% 0%	2 3.85% 0.26%	15 28.85% 1.93%	35 67.31% 4.49%	0 0% 0%	52 100% 6.68%
<b>Ability to find existing body of research relevant to your topic</b>	1 1.92% 0.13%	6 11.54% 0.77%	13 25% 1.67%	32 61.54% 4.11%	0 0% 0%	52 100% 6.68%
<b>Actual knowledge of relevant research, and ability to compare your project to it</b>	0 0% 0%	5 9.62% 0.64%	13 25% 1.67%	34 65.38% 4.36%	0 0% 0%	52 100% 6.68%
<b>Ability to work collaboratively with other researchers</b>	0 0% 0%	8 15.69% 1.03%	13 25.49% 1.67%	27 52.94% 3.47%	3 5.88% 0.39%	51 100% 6.55%
<b>Confidence and ability to communicate with graduate students and faculty</b>	0 0% 0%	2 4% 0.26%	11 22% 1.41%	37 74% 4.75%	0 0% 0%	50 100% 6.42%
<b>Ability to work autonomously</b>	0 0% 0%	3 5.66% 0.39%	12 22.64% 1.54%	38 71.7% 4.88%	0 0% 0%	53 100% 6.8%
<b>Understanding the relevance of your research to your coursework, professional future</b>	0 0% 0%	6 11.54% 0.77%	8 15.38% 1.03%	38 73.08% 4.88%	0 0% 0%	52 100% 6.68%
<b>Ability to explain your research to others in the field</b>	0 0% 0%	2 3.85% 0.26%	10 19.23% 1.28%	40 76.92% 5.13%	0 0% 0%	52 100% 6.68%
<b>Ability to explain your research to a general audience</b>	0 0% 0%	1 1.92% 0.13%	10 19.23% 1.28%	41 78.85% 5.26%	0 0% 0%	52 100% 6.68%
<b>Knowledge of research ethics/responsible conduct of research</b>	2 3.85% 0.26%	6 11.54% 0.77%	15 28.85% 1.93%	27 51.92% 3.47%	2 3.85% 0.26%	52 100% 6.68%
<b>Knowledge about what you could expect as a graduate student</b>	1 1.92% 0.13%	9 17.31% 1.16%	8 15.38% 1.03%	31 59.62% 3.98%	3 5.77% 0.39%	52 100% 6.68%

<b>Experience that will help you in deciding whether to go to grad school or the work force</b>	0 0% 0%	7 13.46% 0.9%	10 19.23% 1.28%	33 63.46% 4.24%	2 3.85% 0.26%	52 100% 6.68%
<b>Sum</b>	4 - 0.51%	63 - 8.09%	177 - 22.72%	523 - 67.14%	12 - 1.54%	779 - 100%

**\*Sequence of numbers in a cell**

Absolute frequency

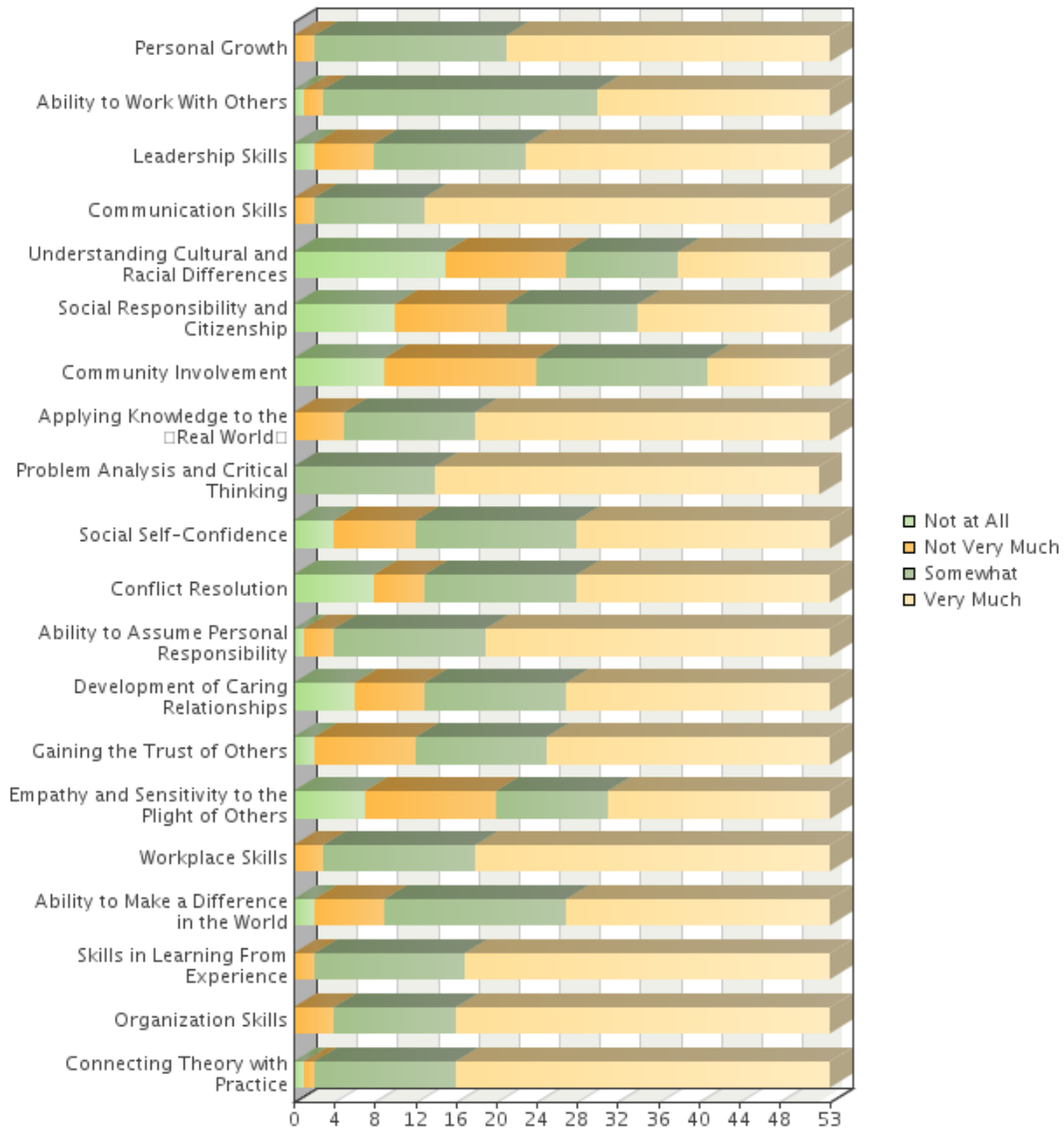
Relative frequency row

Relative frequency

## Question 5

To what extent did your research fellowship help you learn or develop in the areas of:

### Levels



	Not at All	Not Very Much	Somewhat	Very Much	Sum
<b>Personal Growth</b>	0 0% 0%	2 3.77% 0.19%	19 35.85% 1.79%	32 60.38% 3.02%	53 100% 5%
<b>Ability to Work With Others</b>	1 1.89% 0.09%	2 3.77% 0.19%	27 50.94% 2.55%	23 43.4% 2.17%	53 100% 5%
<b>Leadership Skills</b>	2 3.77% 0.19%	6 11.32% 0.57%	15 28.3% 1.42%	30 56.6% 2.83%	53 100% 5%
<b>Communication Skills</b>	0 0% 0%	2 3.77% 0.19%	11 20.75% 1.04%	40 75.47% 3.78%	53 100% 5%
<b>Understanding Cultural and Racial Differences</b>	15 28.3% 1.42%	12 22.64% 1.13%	11 20.75% 1.04%	15 28.3% 1.42%	53 100% 5%

<b>Social Responsibility and Citizenship</b>	10 18.87% 0.94%	11 20.75% 1.04%	13 24.53% 1.23%	19 35.85% 1.79%	53 100% 5%
<b>Community Involvement</b>	9 16.98% 0.85%	15 28.3% 1.42%	17 32.08% 1.61%	12 22.64% 1.13%	53 100% 5%
<b>Applying Knowledge to the Real World</b>	0 0% 0%	5 9.43% 0.47%	13 24.53% 1.23%	35 66.04% 3.31%	53 100% 5%
<b>Problem Analysis and Critical Thinking</b>	0 0% 0%	0 0% 0%	14 26.92% 1.32%	38 73.08% 3.59%	52 100% 4.91%
<b>Social Self-Confidence</b>	4 7.55% 0.38%	8 15.09% 0.76%	16 30.19% 1.51%	25 47.17% 2.36%	53 100% 5%
<b>Conflict Resolution</b>	8 15.09% 0.76%	5 9.43% 0.47%	15 28.3% 1.42%	25 47.17% 2.36%	53 100% 5%
<b>Ability to Assume Personal Responsibility</b>	1 1.89% 0.09%	3 5.66% 0.28%	15 28.3% 1.42%	34 64.15% 3.21%	53 100% 5%
<b>Development of Caring Relationships</b>	6 11.32% 0.57%	7 13.21% 0.66%	14 26.42% 1.32%	26 49.06% 2.46%	53 100% 5%
<b>Gaining the Trust of Others</b>	2 3.77% 0.19%	10 18.87% 0.94%	13 24.53% 1.23%	28 52.83% 2.64%	53 100% 5%
<b>Empathy and Sensitivity to the Plight of Others</b>	7 13.21% 0.66%	13 24.53% 1.23%	11 20.75% 1.04%	22 41.51% 2.08%	53 100% 5%
<b>Workplace Skills</b>	0 0% 0%	3 5.66% 0.28%	15 28.3% 1.42%	35 66.04% 3.31%	53 100% 5%
<b>Ability to Make a Difference in the World</b>	2 3.77% 0.19%	7 13.21% 0.66%	18 33.96% 1.7%	26 49.06% 2.46%	53 100% 5%
<b>Skills in Learning From Experience</b>	0 0% 0%	2 3.77% 0.19%	15 28.3% 1.42%	36 67.92% 3.4%	53 100% 5%
<b>Organization Skills</b>	0 0% 0%	4 7.55% 0.38%	12 22.64% 1.13%	37 69.81% 3.49%	53 100% 5%
<b>Connecting Theory with Practice</b>	1 1.89% 0.09%	1 1.89% 0.09%	14 26.42% 1.32%	37 69.81% 3.49%	53 100% 5%
<b>Sum</b>	68 - 6.42%	118 - 11.14%	298 - 28.14%	575 - 54.3%	1059 - 100%

\*Sequence of numbers in a cell

Absolute frequency

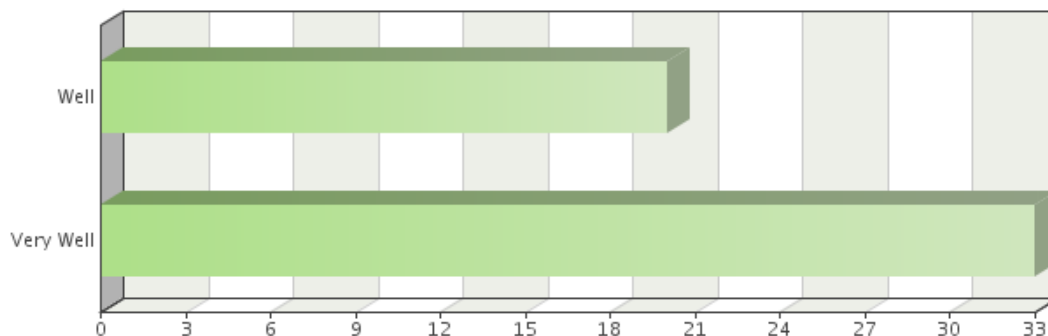
Relative frequency row

Relative frequency



## Question 6

How well do you feel this research experience equipped you with the skills needed to be successful in your graduate school and/or a professional career?



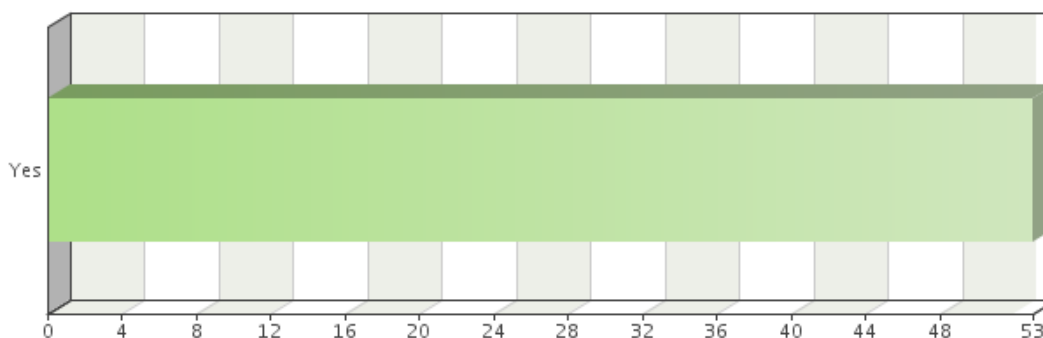
Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Well	20	31.75%	37.74%
Very Well	33	52.38%	62.26%
Sum:	53	84.13%	100%
Not answered:	10	15.87%	-

**Total answered: 53**

## Question 7

Overall, would you say you benefitted from participating in this research experience? Please explain your response.



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	53	84.13%	100%
Sum:	53	84.13%	100%
Not answered:	10	15.87%	-
<b>Total answered: 53</b>			

### Text input

Helped me realize where I want to take my career path

It was a beneficial program because it gave me more motivation to put my full effort into research. Ya I ultimately probably worked for \$5 an hour at most, but it was better than nothing!

Yes, it gave me first hand experience into the field of research and showed me exactly what researchers do on a daily basis.

I gained a vast amount of knowledge regarding the research process. I was involved in all steps of the process, and thus have an infinitely better understanding of what it is to do research. This is very important for my future goal of going to graduate school.

Research has given me a great insight into the scientific process. It has allowed me to be engaged in hands-on, cutting edge projects that can have a real impact in the world someday.

I was able to learn how the scientific community actually worked. Going to conferences, learning about grant proposals, and DOING the research helped give me an incredible experience many are not fortunate to have. This has been a wonderful academic year for me at Loyola.

The mentoring I received really contributed to my personal sense of self and allowed me to become a more confident person. Although I do not plan on doing research in the future, this opportunity opened up my eyes to the world of research and allowed me to develop skills in a very interesting area.

The experience I gained from this research links directly to my career choice of teaching. I can carry on a lot of what I learned through this research and apply it to my future job. Furthermore, this research has helped develop my speaking and communicating skills, which are important in my daily life as well as for my future occupation.

Many skills I developed doing research has helped me in lab courses.

I was able to get much more involved in my lab's research project than I was previously. Because I put my own task into the experiment, I had a larger role of deciding what question to ask, researching the current literature, and deciding how to test the question.

The ability to do research has prepared me for what I might expect in my graduate studies and career.

My research experience helped me to be able to take all that I have learned through books and class and be able to actually practice it in a real world setting. I felt like I learned much more through actively researching than by passively being taught what it is like to work in my field.

I have learned so much from conducting research and it has made me into a better student as well.

Research has been fundamental to my development as a person, a student, and critical to my recently founded career interests. Before, I wanted to pursue an M.D, now I am pursuing an M.D-Ph.D. I cannot picture life without the research aspect.

I have learned a lot about my research topic and think that I have grown a lot as a person. Research seemed so inaccessible to me before I began working in a lab - as if only absolutely brilliant people worked in labs and I couldn't do it. I've learned that research is certainly not an easy thing to do, but it isn't impossible like I seemed to think it was before. This has given me more confidence and has encouraged me to apply to grad school in the fall.

I learned quite a bit during my time in the lab and I gained quite a few new skills. I also have a greater understanding of what it is like to work in a research lab.

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I definitely benefitted from this experience in terms of presenting my work to others in a way that they can understand and relate to the question in research. Although the audience did not know the complicated scientific terminology, I had to learn how to explain it to them in ways that they could understand.

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My experience doing research at Loyola has been a highpoint in my undergraduate career. The opportunities that it has afforded me both during undergrad as well as after graduation is truly incredible. The relationships I made and the things that I learned about myself and my project made this entire experience unforgettable.

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I had a fabulous mentor who facilitated my growth. The skills and knowledge I gained were relevant in my coursework and inspired me to read scientific papers out of my own interest.

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I have gotten a good sense of how scientific papers are written. I have learned how to conduct the experiments in addition to the just understanding the theory behind my research.

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Dane Wendell and Robert Morrison are both amazing research mentors.

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I feel that not only has my knowledge of research increased, I have learned a number of skills that have helped me in a number of fields. The critical thinking skills, presentation skills, communication and more have proven to be extraordinarily helpful throughout my studies at Loyola.

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Being able to conduct independent research abroad was extremely difficult, but through the difficulties I learned how to shift my expectations and learned several lessons about conducting later research.

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I learned a lot about applying what I am learning in the classroom to a laboratory setting. Additionally, I learned so much about what it means to be an academic researcher.

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I have learned a lot from this experience because I was given the opportunity to present my research to others, which I found to be very beneficial. Also, my mentor was always making sure we got something out of our experience and I am very happy that I was able to work with him.

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I gained experience that connected with my academic coursework, and learned more than I have in my psychology career thus far. Graduate student interaction has been extremely helpful in my understanding of writing, researching, and presenting on my topic. Overall an incredible experience, one of the best I've had as an undergraduate.

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Yes, people have always told me that research takes time. Now, I know from experience that it can take months and years to get one part of many of your research done due to unexpected delays in human error, ordering, experiments, etc. I definitely developed problem solving and interpersonal communication skills.

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I learned the amount of work that goes into research and what life would be like if I decided to pursue it as a career. I also was able to work with a patient group that I would otherwise never had the chance to do as an undergraduate.

---

I enjoyed the subject greatly, and was able to immerse myself in a topic that had personal relevance to my academic interests.

---

This program was great for getting myself on track for attending chemistry grad school!

---

I know that when I go on to medical school I will understand the procedure and conduct of research, basic lab technique, critical thinking skills, maintaining professional relationships with good communication, and how to deal with disappointments and setbacks. In general I know how to handle myself in a research setting and I understand the importance of research as part of an education AND its value in helping the world. I cannot say quite how research developed me as a person and as an academic, but it did.

---

It put my academics to use. I was able to perform what I learned.

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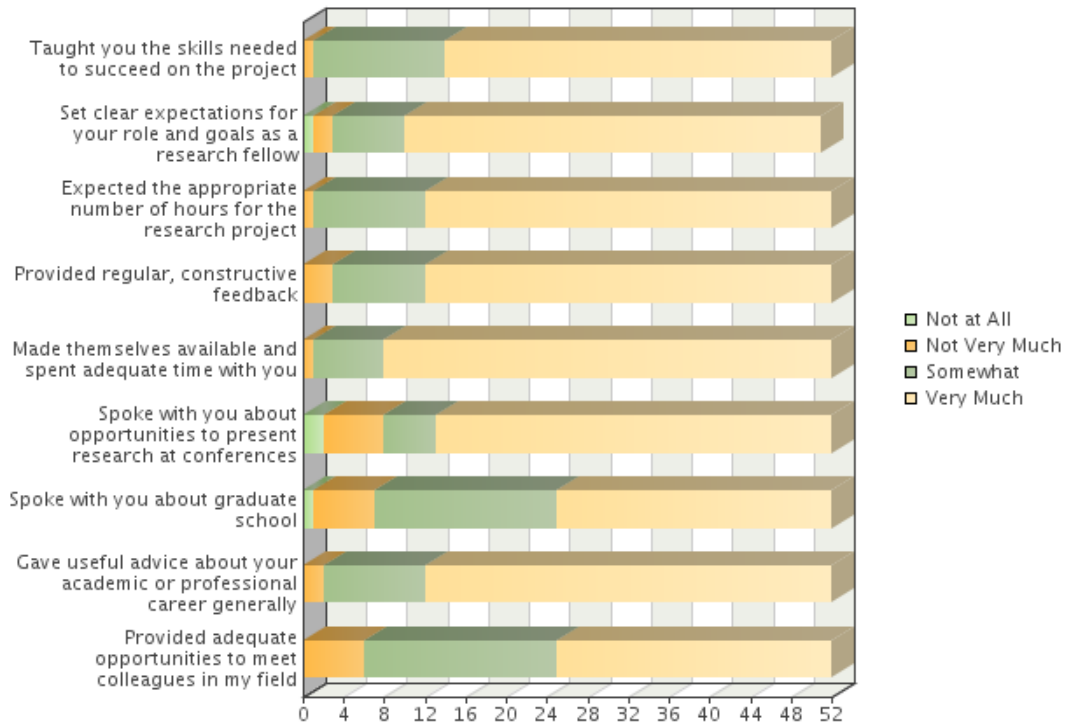
The fellowship allowed me to pursue research full time without having to worry about balancing a job. So I was able to develop a great relationship with my mentor and further the project more than I could have imagined. Also, this opportunity provided me with an experience that I have been able to utilize in obtaining internships and jobs. Great experience overall!

---

## Question 8

To what extent did your primary mentor do the following?

### Levels



	Not at All	Not Very Much	Somewhat	Very Much	Sum
<b>Taught you the skills needed to succeed on the project</b>	0 0% 0%	1 1.92% 0.21%	13 25% 2.78%	38 73.08% 8.14%	52 100% 11.13%
<b>Set clear expectations for your role and goals as a research fellow</b>	1 1.96% 0.21%	2 3.92% 0.43%	7 13.73% 1.5%	41 80.39% 8.78%	51 100% 10.92%
<b>Expected the appropriate number of hours for the research project</b>	0 0% 0%	1 1.92% 0.21%	11 21.15% 2.36%	40 76.92% 8.57%	52 100% 11.13%
<b>Provided regular, constructive feedback</b>	0 0% 0%	3 5.77% 0.64%	9 17.31% 1.93%	40 76.92% 8.57%	52 100% 11.13%
<b>Made themselves available and spent adequate time with you</b>	0 0% 0%	1 1.92% 0.21%	7 13.46% 1.5%	44 84.62% 9.42%	52 100% 11.13%
<b>Spoke with you about opportunities to present research at conferences</b>	2 3.85% 0.43%	6 11.54% 1.28%	5 9.62% 1.07%	39 75% 8.35%	52 100% 11.13%

<b>Spoke with you about graduate school</b>	1 1.92% 0.21%	6 11.54% 1.28%	18 34.62% 3.85%	27 51.92% 5.78%	52 100% 11.13%
<b>Gave useful advice about your academic or professional career generally</b>	0 0% 0%	2 3.85% 0.43%	10 19.23% 2.14%	40 76.92% 8.57%	52 100% 11.13%
<b>Provided adequate opportunities to meet colleagues in my field</b>	0 0% 0%	6 11.54% 1.28%	19 36.54% 4.07%	27 51.92% 5.78%	52 100% 11.13%
<b>Sum</b>	4 - 0.86%	28 - 6%	99 - 21.2%	336 - 71.95%	467 - 100%

**\*Sequence of numbers in a cell**

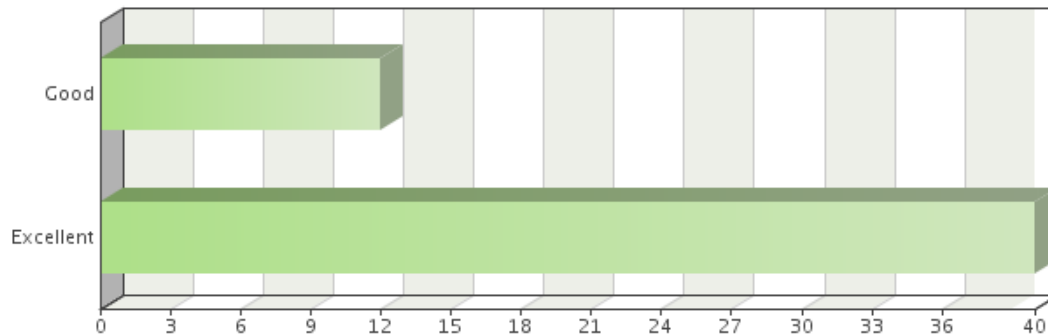
Absolute frequency

Relative frequency row

Relative frequency

## Question 9

Overall, how would you rank your mentor? Please explain your response.



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Good	12	19.05%	23.08%
Excellent	40	63.49%	76.92%
Sum:	52	82.54%	100%
Not answered:	11	17.46%	-

**Total answered: 52**

Text input

Provided me with great opportunities

Dr. Steidl was awesome! Always approachable and would spend the extra time needed to show techniques or explain difficult concepts.

My mentor juggled having two newborn twins, a full class schedule, and having me as a provost mentor. Needless to say, she did a tremendous amount of work and still managed to fully help me along the way!

She spent a great deal of time working with me one on one to ensure that I knew everything I needed to know to complete our project efficiently. She also made sure I understood all the steps that she took (for instance statistics) that I am not yet able to do. She was very respectful of my time as well, and was very encouraging when I approach her about things, like attending a research conference.

Dr. Steidl is a great mentor. He is very patient with his students, which was good for me since I had never been involved in research before. He explains things thoroughly and helps students understand them well.

My mentor wants the best for my educational experience. From coursework to research, I have been guided excellently.

My mentor mentors many students in his lab, so at times it is hard for him to dedicate all his time to one student. However, he definitely wants all of his students to succeed and is very helpful and encouraging as far as personal and professional growth. Personally, I think the graduate student who acted as one of my mentors in the lab allowed me even moreso to develop and grow. She was incredibly dedicated and knowledgeable about my goals, and often helped me figure out how to get experiences from my faculty mentor.

My mentor was always available to speak to me about my research and provide timely and adequate feedback. She always pushed me to my highest potential and supported me every second of the way. She also gave me several opportunities to talk about my research with the other students who were part of this research.

I mainly worked the graduate student and not the PI. I think I felt more comfortable this way.

My mentor is very caring and does whatever she can to help a student succeed in the lab. She makes sure we are getting what we want out of it and helps us with parts of the project that we haven't had previous experience with.

Dr. Keller was a fantastic advisor as he always challenged me to solve my own problems while providing very useful feedback and advice on how to accomplish overcoming setbacks. He met with me regularly and always showed great interest in my work, which helped me to strive to make my project the best it could be.

Dr. Tezcur was a great guide for my project and my personal dilemmas regarding future aspirations. He was always available and provided constructive feedback on my research and my paper.

He is awesome! Willing to talk to you everyday

My mentor has guided me and provided me opportunities from day one. She has sat with me and clarified topics I did not understand patiently. She has also granted me autonomy, and been a principal compass in my career as an undergraduate student.

He hardly ever came into the lab and when I needed help with something, I almost always just had the grad student help me. I really don't like the disconnect that there was between the professor and the actual lab work that went on. However, he was very understanding. I tried to come in as often as I could, but when I was having rough weeks, he was very understanding and told me to take some time to study or just take some time off. Actually, I was very upset about something one day. I had only gotten a few hours of sleep and had a huge presentation that did not go well, and I ran into when going into the lab and I started crying when he tried to talk to me. Then I sat in his office for awhile while he talked to me and calmed me down. He was very nice about it and this situation made me see him in a different light.

---

He did a great job teaching me to work by myself and understand what I am doing and why I do certain procedures.

---

My mentor is extremely dedicated to her research and to her students. She will stay in the lab longer than the students.

---

The most influential person in my time at Loyola.

---

Definitely cares about his students, their learning, and their future.

---

He was nice but we were never able to get the sludge required for the experiments. Unfortunately, the lack of a grad-assistant was a big setback this year for the research.

---

My mentors Dane Wendell and Robert Morrison kept me involved throughout the project. I had a lot of independence and they trusted me to complete the bulk of the work throughout the year. I couldn't have gained so much experience had they not trusted me with doing preliminary research, creating our surveys, and designing the poster presentation.

---

Dr. Peterson did an excellent job showing me and teaching me, rather than just doing simple tasks for me. I really appreciated this.

---

My mentor, while based in Chicago, provided me with feedback at every part of my project when I asked for it.

---

Dr. Liu is an amazing mentor. He is always so supportive and is always there to help with a problem.

---

Without Dr. Pickett, my Loyola experience would be nothing compared to what it has been. He truly has guided me to be the best that I possibly can.

---

My mentor went above and beyond her call of duty as a professor, and really connected her students to opportunities outside of Loyola. She pushed her mentees to exceed in their research and beyond.

---

Clearly, my mentor has passion for his field of study. He is a very dedicated professor and shows a lot of interest in his students goals so they can develop skills needed in the future.

---

My mentor was very helpful and taught me how to think about the research project. He not only cares about the projects but he also cares about his students. However, he doesn't always have enough time to meet consistently with every project.

---

My mentor was excellent, but I did not take advantage of the opportunity I had to work with him. Any failures in our relationship as mentor and researcher were my own fault.

---

He was great and very helpful

---

Dr. Castignetti is an extremely intelligent and passionate professor and researcher. He loves the lab and he loves students being in his lab. He taught me most of the lab techniques I know and pushed me to perfect them. He guided me through the mishaps and forged ahead. He pushed me to critically analyze results and then present them in a confident manner. There was no babying in his lab, but there were lots of laughs. He talked to me about graduate school and really, just life. If I come and visit Loyola, his office is the first on my list.

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He has been a great support system and mentor. He kept pushing me and made me challenge myself.

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Dr. Patrick Daubenmire was an amazing research adviser. I learned an incredible amount from him.

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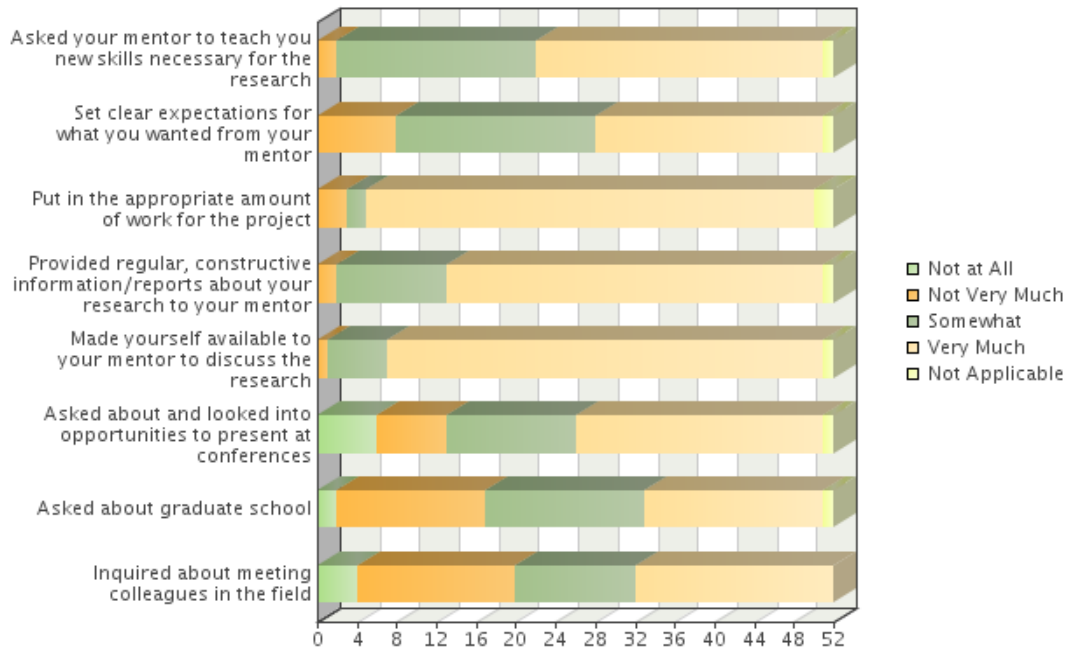
Hands down the best part of my research is my mentor! He has gone above and beyond to make himself available to me, for my research questions and personal questions. I would not have developed my own research idea if it was not for his continued support and encouragement.

---

## Question 10

To what extent did you do the following during your research experience?

### Levels



	Not at All	Not Very Much	Somewhat	Very Much	Not Applicable	Sum
<b>Asked your mentor to teach you new skills necessary for the research</b>	0 0% 0%	2 3.85% 0.48%	20 38.46% 4.81%	29 55.77% 6.97%	1 1.92% 0.24%	52 100% 12.5%
<b>Set clear expectations for what you wanted from your mentor</b>	0 0% 0%	8 15.38% 1.92%	20 38.46% 4.81%	23 44.23% 5.53%	1 1.92% 0.24%	52 100% 12.5%
<b>Put in the appropriate amount of work for the project</b>	0 0% 0%	3 5.77% 0.72%	2 3.85% 0.48%	45 86.54% 10.82%	2 3.85% 0.48%	52 100% 12.5%
<b>Provided regular, constructive information/reports about your research to your mentor</b>	0 0% 0%	2 3.85% 0.48%	11 21.15% 2.64%	38 73.08% 9.13%	1 1.92% 0.24%	52 100% 12.5%
<b>Made yourself available to your mentor to discuss the research</b>	0 0% 0%	1 1.92% 0.24%	6 11.54% 1.44%	44 84.62% 10.58%	1 1.92% 0.24%	52 100% 12.5%
<b>Asked about and looked into opportunities to present at conferences</b>	6 11.54% 1.44%	7 13.46% 1.68%	13 25% 3.12%	25 48.08% 6.01%	1 1.92% 0.24%	52 100% 12.5%



<b>Asked about graduate school</b>	2 3.85% 0.48%	15 28.85% 3.61%	16 30.77% 3.85%	18 34.62% 4.33%	1 1.92% 0.24%	52 100% 12.5%
<b>Inquired about meeting colleagues in the field</b>	4 7.69% 0.96%	16 30.77% 3.85%	12 23.08% 2.88%	20 38.46% 4.81%	0 0% 0%	52 100% 12.5%
<b>Sum</b>	12 - 2.88%	54 - 12.98%	100 - 24.04%	242 - 58.17%	8 - 1.92%	416 - 100%

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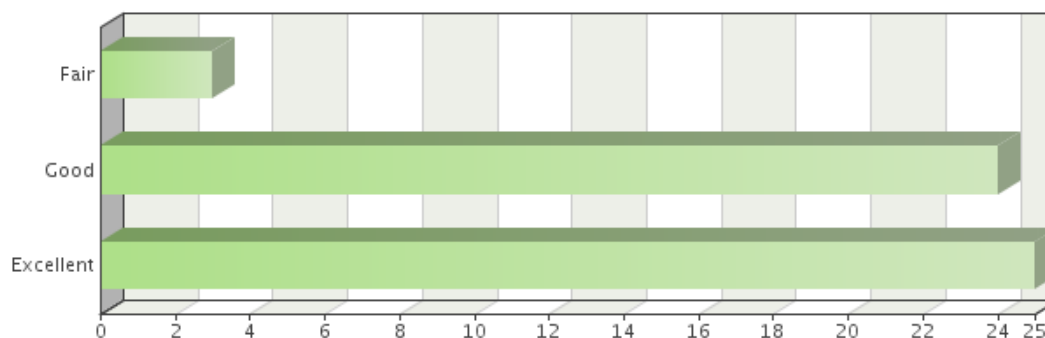
Absolute frequency

Relative frequency row

Relative frequency

## Question 11

Overall, how would you rank your own performance as a LUROP fellow? Please explain your response.



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Fair	3	4.76%	5.77%
Good	24	38.1%	46.15%
Excellent	25	39.68%	48.08%
Sum:	52	82.54%	100%
Not answered:	11	17.46%	-

**Total answered: 52**

Text input

I feel I got a lot out of this

I put in a lot of effort and met all guidelines necessary.

My first semester I did not really do anything outside my normal lab experience that would justify my work as a provost fellow, but second semester I was busy working for my conference and the weekend of excellence!

I met all the expectations required of a Provost fellow.

As a LUROP fellow I put in a lot of hard work and many hours on my research project. I gave my best effort to accomplish our lab's goals and made sure to be in communication with my fellow lab workers and with Dr. Steidl.

Through a lot of my experimental errors, I have learned that I can ALWAYS work a little bit harder with anything I do.

Throughout the process, I changed roles quite a bit. I think to my mentor, I could have done more hands-on research in the lab, so there is always room for growth.

I was required to come into my mentors office every week to complete homework inventories. I would then email these inventories to my mentor and we would discuss them every other week. I was always available to meet my mentor at times other than this as well. We collaborated via email and text messaging outside of our meetings for the research also.

I dedicated much time to research and promoted LUROP to other undergraduates

Because there are so many people in our lab, sometimes there was miscommunication about who was supposed to do what. This being said, I could have made more of an effort to volunteer to take on certain tasks. Though whenever I was given a task, I completed it successfully.

I became very involved in my work and spent more time working on it than classes as I enjoyed coming into lab and working through whatever set of problems faced me for the day. I received a lot of good feedback from experts in the field at conferences which made me feel like I had accomplished a well put together project.

I had some difficulty meeting the requirements because of some circumstances in Turkey (poor internet connection initially, family involvement, etc.), but I caught up eventually and feel that this project has helped with my time management and organization skills as well as prioritizing certain things (the right ones) in life over others.

I spend practically as much time in the lab as I do studying for my classes. I ensure that all my projects are on track to being completed. I attempt to take meticulous notes, and document all my progress. I try to present my work as often as possible.

I think I put in an appropriate amount of time in the lab. However, I did not get as much done with my project as I had hoped. Looking at the above questions, I guess I could have tried to talk to my professor more instead of just waiting for him to ask to talk to me.

I think I put in a good amount of time and got quite a bit of work done over the course of these two semesters.

I spent time above and beyond the requirements. Overall, I found that my area of research is important towards a problem that needs to be solved.

Once again, if we had a graduate student helping facilitate the project or had access to the materials needed for the experiment, we could have gotten further. However, the shift from LSB for the IES provided more setbacks than expected.

---

I put a lot of work into the project and gained invaluable experience. I also received meaningful feedback from mentors and other professional researchers on the quality of my work.

---

I really put my all into this project in order to get the most out of it and I feel it really paid off. I'm planning on continuing this research into this summer.

---

I think I did a great job working on my project and building great relationships with the other people in the lab.

---

I really do love research. I am not ONLY trying to find or invent the latest treatment in stem cell technology, but rather gain tremendous amount of personal growth to be a better professional in the future. Sometimes, I do feel like this research is a job. I wish I could go to research everyday, but of course I am full time student as well.

---

I dedicated a lot of time to the project and committed to learn as much about the topic as possible. I could have reached out to my mentor more during the course of the project.

---

I did my research well, and committed my time to the project. I did a lot of work, but was not a very effective communicator with my mentor.

---

I put obscene amounts of time into this project for 3 years, during the summers, and even at 2am I was in the lab. I was conversing with Dr. Castignetti many days and had regular reports on my experiments. We are trying to publish a note right now on the microbiology research I've done. I could have presented more outside of Loyola, but I think the conferences I attending I was very prepared for.

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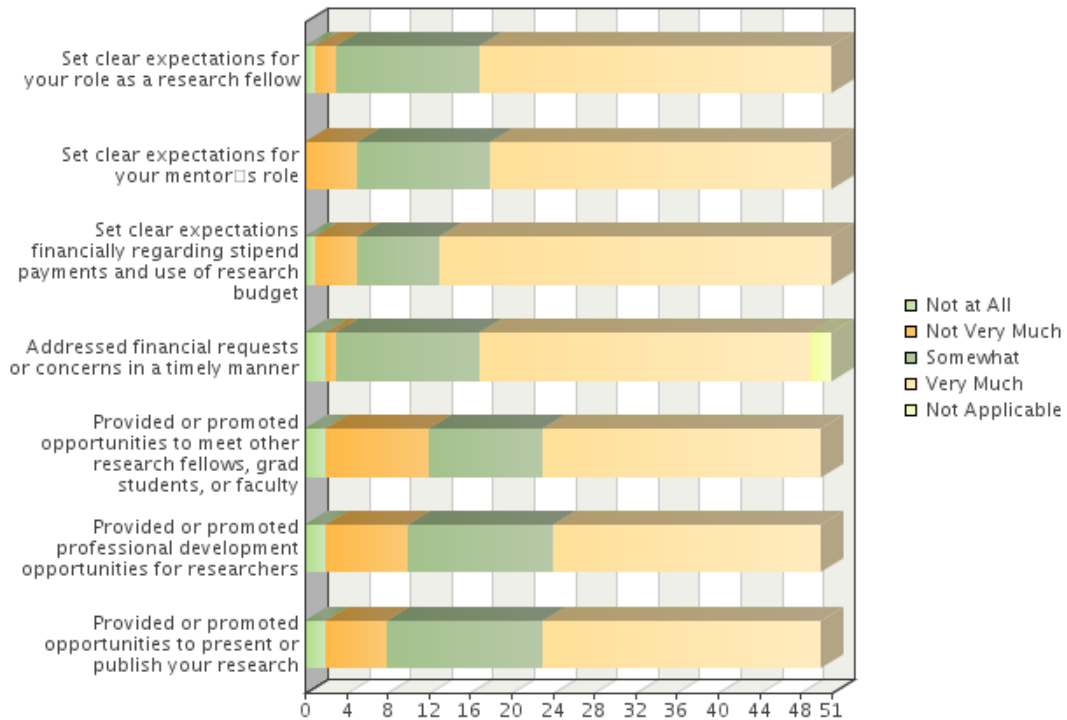
I enjoyed my experience. I learned a lot from it.

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## Question 12

To what extent did your specific LUROP program (Mulcahy Scholarship, Provost Fellowship, Carbon, Johnson, etc.) do the following?

### Levels



	Not at All	Not Very Much	Somewhat	Very Much	Not Applicable	Sum
<b>Set clear expectations for your role as a research fellow</b>	1 1.96% 0.28%	2 3.92% 0.56%	14 27.45% 3.95%	34 66.67% 9.6%	0 0% 0%	51 100% 14.41%
<b>Set clear expectations for your mentors role</b>	0 0% 0%	5 9.8% 1.41%	13 25.49% 3.67%	33 64.71% 9.32%	0 0% 0%	51 100% 14.41%
<b>Set clear expectations financially regarding stipend payments and use of research budget</b>	1 1.96% 0.28%	4 7.84% 1.13%	8 15.69% 2.26%	38 74.51% 10.73%	0 0% 0%	51 100% 14.41%
<b>Addressed financial requests or concerns in a timely manner</b>	2 3.92% 0.56%	1 1.96% 0.28%	14 27.45% 3.95%	32 62.75% 9.04%	2 3.92% 0.56%	51 100% 14.41%

<b>Provided or promoted opportunities to meet other research fellows, grad students, or faculty</b>	2 4% 0.56%	10 20% 2.82%	11 22% 3.11%	27 54% 7.63%	0 0% 0%	50 100% 14.12%
<b>Provided or promoted professional development opportunities for researchers</b>	2 4% 0.56%	8 16% 2.26%	14 28% 3.95%	26 52% 7.34%	0 0% 0%	50 100% 14.12%
<b>Provided or promoted opportunities to present or publish your research</b>	2 4% 0.56%	6 12% 1.69%	15 30% 4.24%	27 54% 7.63%	0 0% 0%	50 100% 14.12%
<b>Sum</b>	10 - 2.82%	36 - 10.17%	89 - 25.14%	217 - 61.3%	2 - 0.56%	354 - 100%

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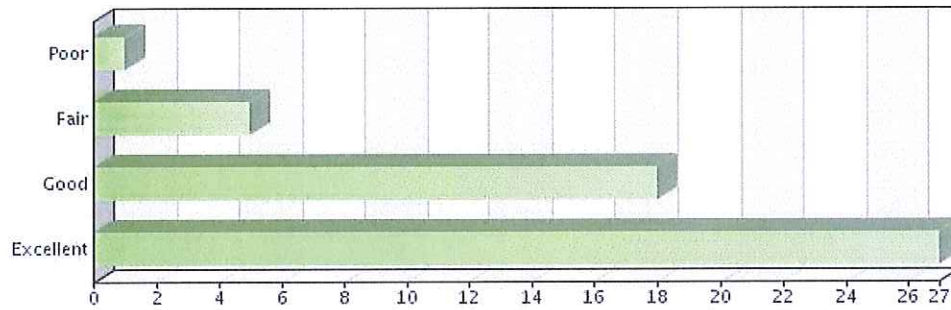
Absolute frequency

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Relative frequency

### Question 13

Overall, how would you rank your specific LUROP program? Please explain your response.



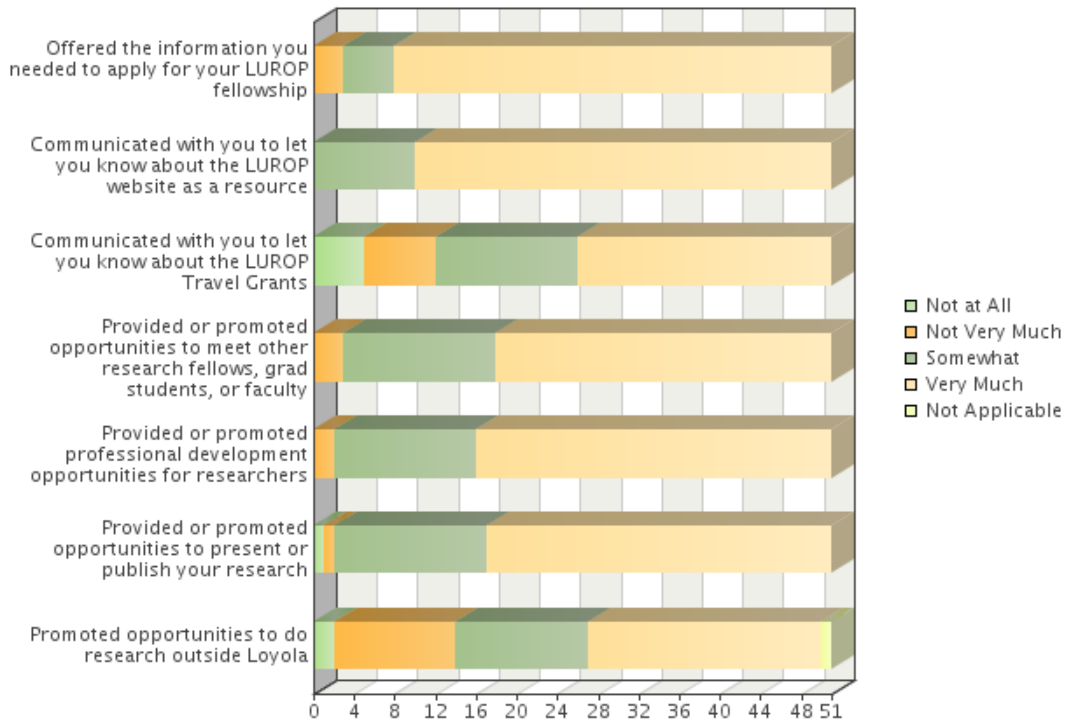
Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Poor	1	1.59%	1.96%
Fair	5	7.94%	9.8%
Good	18	28.57%	35.29%
Excellent	27	42.86%	52.94%
Sum:	51	80.95%	100%
Not answered:	12	19.05%	-
<b>Total answered: 51</b>			

## Question 14

To what extent did LUROP as a whole (website, e-mails, workshops, etc.) do the following?

### Levels



	Not at All	Not Very Much	Somewhat	Very Much	Not Applicable	Sum
<b>Offered the information you needed to apply for your LUROP fellowship</b>	0 0% 0%	3 5.88% 0.84%	5 9.8% 1.4%	43 84.31% 12.04%	0 0% 0%	51 100% 14.29%
<b>Communicated with you to let you know about the LUROP website as a resource</b>	0 0% 0%	0 0% 0%	10 19.61% 2.8%	41 80.39% 11.48%	0 0% 0%	51 100% 14.29%
<b>Communicated with you to let you know about the LUROP Travel Grants</b>	5 9.8% 1.4%	7 13.73% 1.96%	14 27.45% 3.92%	25 49.02% 7%	0 0% 0%	51 100% 14.29%
<b>Provided or promoted opportunities to meet other research fellows, grad students, or faculty</b>	0 0% 0%	3 5.88% 0.84%	15 29.41% 4.2%	33 64.71% 9.24%	0 0% 0%	51 100% 14.29%

<b>Provided or promoted professional development opportunities for researchers</b>	0 0% 0%	2 3.92% 0.56%	14 27.45% 3.92%	35 68.63% 9.8%	0 0% 0%	51 100% 14.29%
<b>Provided or promoted opportunities to present or publish your research</b>	1 1.96% 0.28%	1 1.96% 0.28%	15 29.41% 4.2%	34 66.67% 9.52%	0 0% 0%	51 100% 14.29%
<b>Promoted opportunities to do research outside Loyola</b>	2 3.92% 0.56%	12 23.53% 3.36%	13 25.49% 3.64%	23 45.1% 6.44%	1 1.96% 0.28%	51 100% 14.29%
<b>Sum</b>	8 - 2.24%	28 - 7.84%	86 - 24.09%	234 - 65.55%	1 - 0.28%	357 - 100%

\*Sequence of numbers in a cell

Absolute frequency

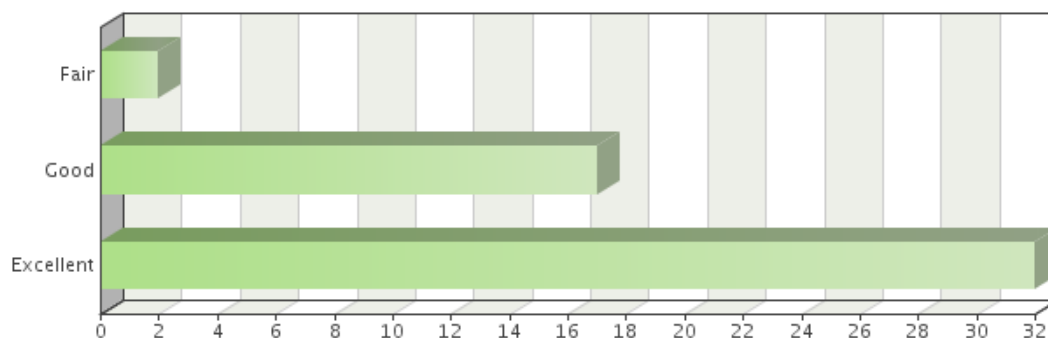
Relative frequency row

Relative frequency



## Question 15

Overall, how would you rank LUROP as a whole? Please explain your response.



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Fair	2	3.17%	3.92%
Good	17	26.98%	33.33%
Excellent	32	50.79%	62.75%
Sum:	51	80.95%	100%
Not answered:	12	19.05%	-

**Total answered: 51**

Text input

Great!

Applying online was nice

It's a new office at Loyola, and with more time and energy they can give all students that want to undergraduate research the necessary tools to complete their dreams!

LUROP is swell and one of the best things I've had the opportunity to work with at Loyola.

LUROP is a great program and has given me and my lab the opportunity to continue to engage in research studies.

I think LUROP is a necessary, crucial element to life at Loyola. While it is important to gain classroom experience, research gives students the ability to make the most out of their undergraduate careers. Classroom experience can only go so far - gaining actual research experience prepares students more for both the real world and for graduate-level programs in the future. I feel blessed to attend a university that places so much pride and emphasis on research, as I feel it is something that is unique and not offered by every other university.

LUROP provided many opportunities to present my research and to do research over the summer.

LUROP does a great job of letting students know about research and other experiences. It provides great resources every step of the way to get a position, publish and present research, and everything in between.

Again, the LUROP program opened many door to experience what it was like to engage in active research.

I cannot explain my appreciation for this program in a few sentences. I'm so very glad it is in place and provides students with something "outside of the classroom". I think it definitely adds to the university/higher education experience. It's a great program and managed by exceptional coordinators and administration! I'm also very interested in the Fulbright program to continue my research, which Loyola offers guidance on, and will be looking into that this year.

LUROP has been a valuable resource to the evolution of my research. It has guided me in attaining the resources I needed to pursue my research, such as fellowship information as well as opportunities to present my work.

I think it's mostly good but the application process needs work for sure.

They do quite a good job setting everything up for students. I believe they really are trying their best to offer the most opportunities to students.

LUROP is a fantastic program since it provides a lot of opportunities and resources to develop as a researcher through its many workshops. It provides finance for students to present their own research.

Everyone at LUROP, especially Andrew Warne, is so timely as well as clear with their expectations. They also provide many opportunities to improve as researchers and presenters with various workshops, etc. I appreciate LUROP's involvement with their undergraduate researchers.

Again, I feel communication could have been better.

It is really great that LUROP can provide such an awesome experience to undergraduate students.

Thank you LUROP! Please see #16 response.

LUROP does a great job providing research opportunities for students and providing a chance to learn how to present findings.

LUROP seems like one of the most worthwhile programs available to undergrads at Loyola, and I think you did an excellent job.

Andrew Warne was very receptive and warm via email and in person. The symposiums set up were professional and a great forum. The website and office has great information.

It is good program that motivates students to perform research and also gives them hands on experience.

## Question 16

What do you think your mentor, your program, or LUROP as a whole could do differently to ensure students get the most out of their research experience?

Text input

Very beneficial

Just the orientation and having awards for "best poster" or "best poster presentation" at the symposium. There was really no motivation to perform well at the symposium.

Off the top of my head, I can't think of anything in peculiar. Maybe just making the community of fellows a little more visible for the current and past fellows still on campus.

n/a

I think that LUROP should have more group meetings between student researchers. I always love learning about the other research that people are doing in my field and other fields but typically only hear about that research at poster sessions. Having more chances to meet fellow LUROP scholars would benefit everyone, I think.

Maybe check in or get feedback from the students on how their relationship and progress is with their mentor. Something that would be confidential just in case any students did feel uncomfortable working with their mentor.

Although I have loved the opportunity to present at the Symposium two years in a row and find it a great learning experience, I think the set-up of it could be different. Many of the students who participate in the Symposium are involved in several other important extracurricular activities at Loyola, making the Symposium and Weekend of Excellence very stressful and time-consuming. I think it is important to celebrate the work of students, but perhaps putting it at a different time of year (far before the stress of final papers and final exams) or on a separate weekend all its own could be beneficial for the many students who are committed to many things on Loyola's campus. Or, if there could be a way to get more students to present at professional conferences, that could be an even better learning experience - being able to present one's research at a conference where everyone else is a professional in the specific field. Sometimes at the Symposium, although I did gain knowledge in presenting, I felt that I did not actually get to "dive in" to the world of research since I was presenting it mainly to the general public and did not have to defend my research to top scientists in the field.

I know that many fellowships are only for a year and that an entire research project may not be possible in this time, but I wish undergraduate students had more opportunities to fully conduct their own research instead of just tacking on a piece to a larger project that is already being conducted.

I think better communication of what is expected of students would have been good as we had deadlines sneak up on us a few times.

I would advertise the program more, and promote it to all science majors as I believe everyone should take some time to engage in the research experience.

I think everything is managed really well. However, I would not have known about the program had it not been for inquiring about research opportunities to my professor (who happens to be my mentor). I suppose that would have to be about outreach, but otherwise everything is great! Mr. Warne was incredibly helpful and showed interest in the research of students. I appreciate commitment to the program.

Petition the removal of BIOL 296. Without that research credit there will not be enough students to utilize the resources LUROP provides.

My mentor should come into the lab more, the Biology Fellows program is fine, and LUROP could fix the application process.

Everything is pretty good, if possible a higher stipend and research budget would be beneficial, but its understandable that they cannot offer much more funding.

LUROP can set up oral presentation days within departments of various schools.

I wish there were more opportunities or communication about publishing the research.

Communicate all opportunities, deadlines, and making the workshops more thorough. The poster workshop was not very helpful with the poster itself and that would have made the time I spent at the seminar worth while.

My mentor could have been more realistic with feedback when I would present research ideas. I needed more constructive criticism.

Nothing really.

I believe the best improvement is to get more opportunities to meet other students, faculty, and/or colleagues in the field and other fields as well to get a better sense of community.

LUROP could provide more information about other presentation opportunities and funding for them.

Set clearer timelines for payments and student deadlines

Everything went very smoothly. Maybe some form of an optional "research journal" type thing would be great for fellows who would like to practice academic writing and get published

Just beg for funding and professors so that research AT LOYOLA for undergraduate students stays intact and expands.  
LUROP could also reach out via different avenues to Freshman who are unsure of the process or event that LUROP exists.  
Make them present their research early as it makes us critically think and understand the projects that we are working on.