



WC-WAVE

IDAHO EPSCoR • NEVADA EPSCoR • NEW MEXICO EPSCoR

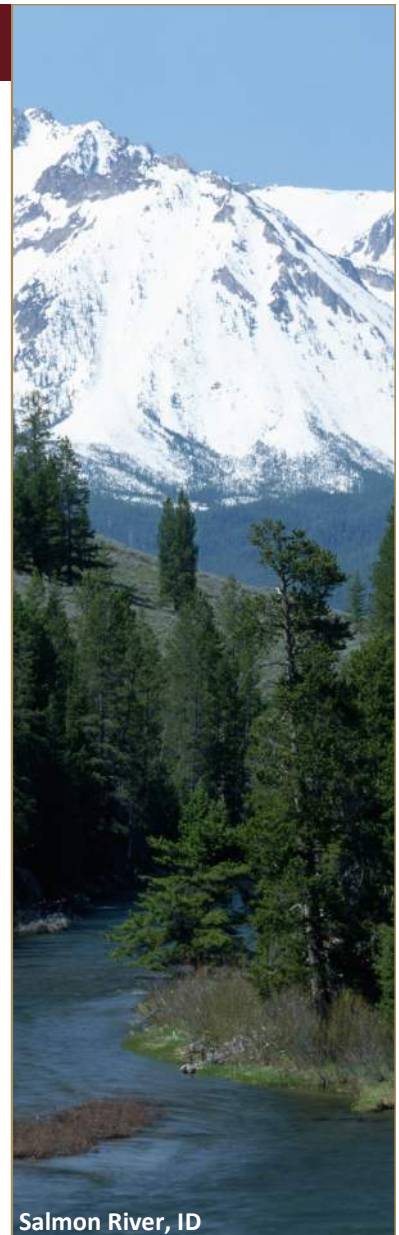
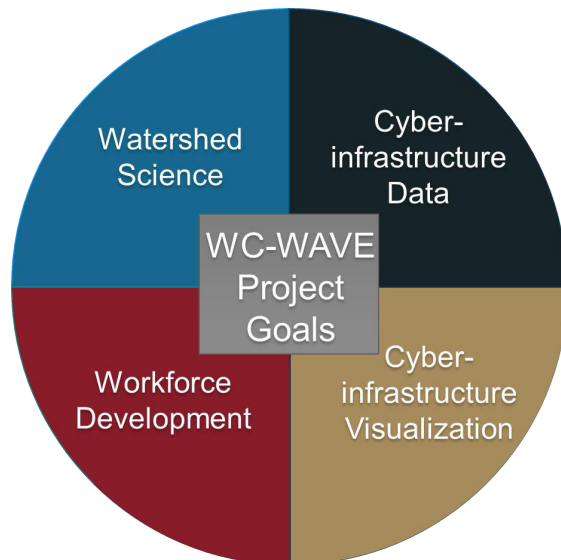
PROJECT OVERVIEW

On June 1, 2013, the Nevada System of Higher Education received a National Science Foundation award to establish a Track 1 EPSCoR (Experimental Program to Stimulate Competitive Research) project.

This newsletter presents information for Nexus activities conducted in Trimester 1 (August 1 - November 30, 2015) of Year 3 of the grant. Three new activities were conducted during this time:

- ◆ Participants completed the Baseline Survey
- ◆ Innovation Working Group
- ◆ Tristate Consortium Annual Meeting

Below are the four WC-WAVE project components.



Salmon River, ID

INSIDE THIS ISSUE

Baseline Survey	2
Annual Meeting	3
IWG	4
Recommendations	4

What's your elevator speech?

In talking about the WC-WAVE components, how do you describe them succinctly and compellingly?





Lehman Creek , NV

2014-15 NEW PARTICIPANT BASELINE SURVEY

The Baseline Survey measures new participant’s baseline levels of knowledge within the WC-WAVE project goals. Results help determine new participants’ areas of familiarity and knowledge gaps so project leads can appropriately target additional supports.

Quick facts about new participants

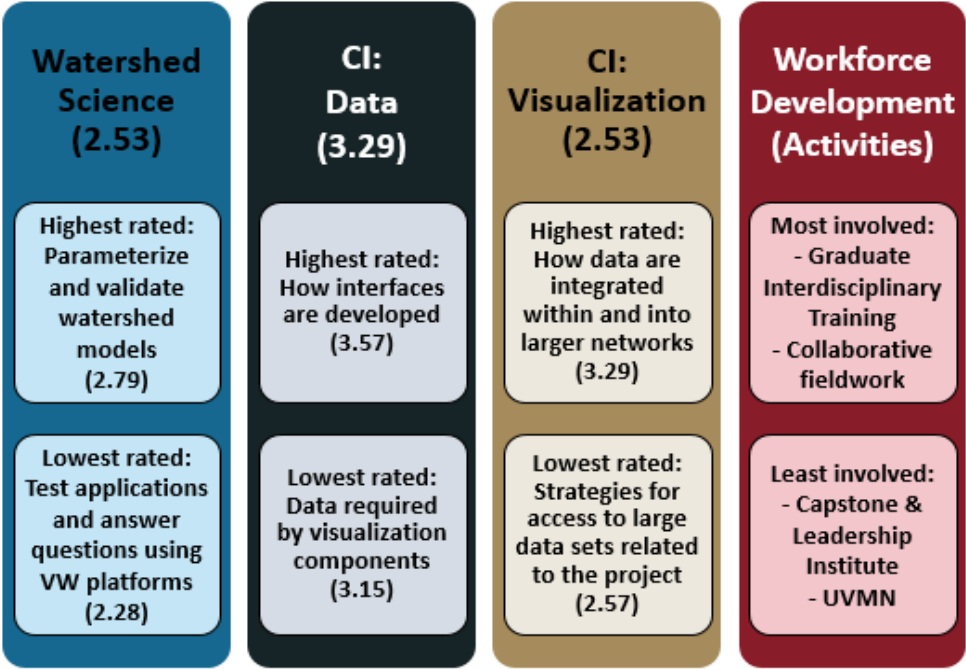
7 New participants	14% Female
57% Graduate students	57% URM

NEW PARTICIPANT BASELINE SURVEY FINDINGS

- ◆ Hispanic, African American, and American Indian individuals are well represented.
- ◆ Females are underrepresented.
- ◆ Most new participants are *slightly knowledgeable* in areas addressed by WC-WAVE goals and objectives (2.85/5.00).
- ◆ Participation in project activities outside of research was low.

Measurement of goal knowledge

Below are key findings from the seven new participant responses. All components, apart from Workforce Development, were measured on a 5-point Likert scale. Workforce Development was measured through a *check-all-that-apply* question to assess participation levels in project activities. Lower levels of knowledge and participation are expected upon entry into the project, with the expectation that research knowledge and participation in project activities will increase with time. Baseline results should be used by project leaders to inform decision-making so training can be offered to new participants in their lowest-rated areas.



Sustainability plans

- ◆ How can knowledge gains made by project participants be sustained overtime?
- ◆ How can project members continue to recruit new individuals into project activities?



ANNUAL MEETING FINDINGS

- ◆ Females and American Indians were well-represented.
- ◆ African Americans were represented.
- ◆ Hispanics were underrepresented.
- ◆ Participants came from the following research areas: watershed science (29%), cyberinfrastructure (25%), and workforce development (20%).
- ◆ Overall, participants reported knowledge in meeting objective areas increased (3.00 to 4.28).

Spotlight on UVMN



"Beneficial to hear directly from UVMN participants about their approach and experience."

"These presentations were beneficial in that they provide directions for potential, broader impact collaborations."

"I saw some of the incredible challenges faced by undergraduates at some institutions; what great work they have done to overcome those challenges and be a part of this project."

"As a presenter, it gave me more experience in talking in front of a group. I enjoyed showing this information to the UVMN and the other graduate programs."

TRISTATE CONSORTIUM ANNUAL MEETING

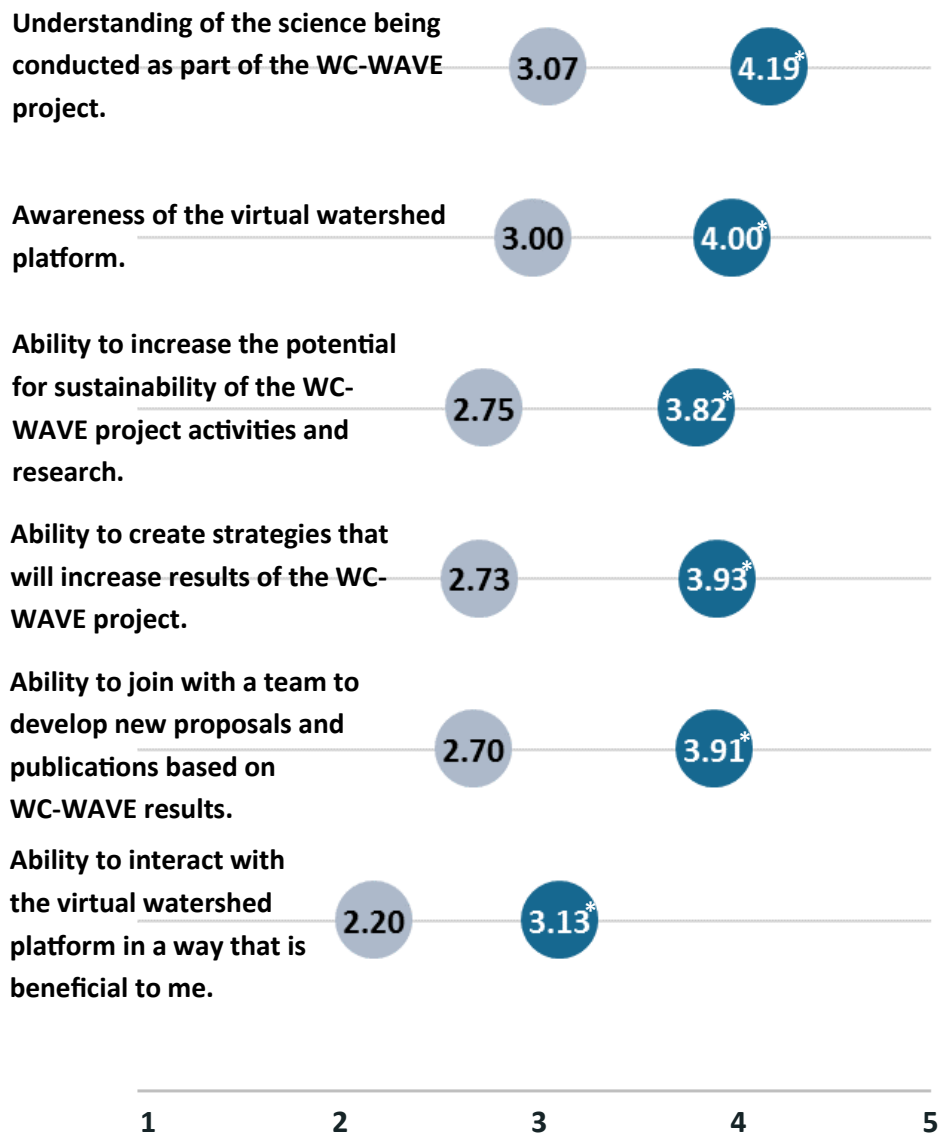
The Tristate Meeting was held from October 6-8, 2015. It provided an opportunity for project members to discuss progress on major projects within and between the states, and for the External Advisory Board (EAB) to learn about the project, see updates, and provide feedback to the project leaders.

Quick facts about Annual Meeting participants

56 Participants
52% Female
13% URM

Meeting Objectives

Pre-meeting ratings (**gray**) and post-meeting ratings (**blue**) are shown below. Participants' knowledge in each of the objective areas increased significantly after the meeting.

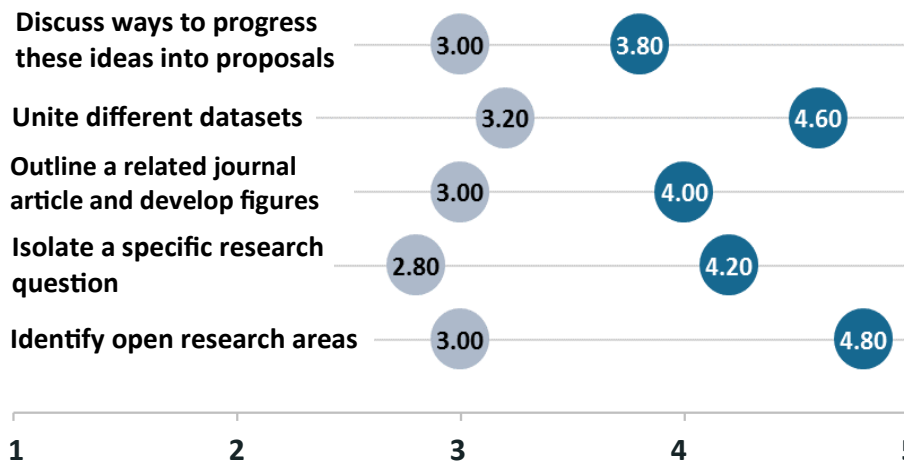


INNOVATION WORKING GROUP (IWG)

IWGs provide a setting for scientists and educators to address the complex challenges that can transform science and education.

Meeting Objectives

Pre-meeting (**gray**) and post-meeting (**blue**) ratings are shown below.



IWG FINDINGS

- ◆ Five participants.
- ◆ Meeting organization and content rated as *useful*.
- ◆ Small group work was the most useful component of the sessions.
- ◆ Participants were *very* satisfied with all logistical aspects.

Activity outreach and impact



OVERALL FINDINGS & RECOMMENDATIONS

Findings	Recommendations
<p>Demographics</p> <ul style="list-style-type: none"> ◆ URMs are well represented among the new participants. The Annual Meeting was attended by participants representative of the project, regarding gender and race. The IWG, however, was not attended by URMs. <p>Program implementation</p> <ul style="list-style-type: none"> ◆ Program implementation of all activities was rated highly this quarter. <p>Program objectives and impact</p> <ul style="list-style-type: none"> ◆ New participants are <i>slightly knowledgeable</i> of project goal areas and moderate levels of activity involvement. ◆ Participants reported significant increases in all objectives and areas of impact. 	<ul style="list-style-type: none"> ◆ Combine current outreach and recruitment strategies with more system strategies to address diversity. (e.g. university-wide recruitment strategies of new faculty, modifying GPA requirements for incoming students). ◆ The project's breadth of impact would be enhanced with continued recruitment for programs and activities. Critical consideration of what existing programs should be modified and/or scaled-up based on both depth and breadth of impact needs to be considered. ◆ Leverage the success of meetings and working groups to share knowledge and collaborate. Embed plans in meetings and group infrastructure to ensure momentum is not lost.



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