Table 8D. Program Outcomes: Undergraduate

Rationale

For new applications, this table provides information on the effectiveness of the proposed training program.

For renewal applications, this table provides information about the use of undergraduate training positions (e.g., distribution by faculty member, year in program, years of support per undergraduate student). The data also permits an evaluation of the effectiveness of the supported training program in achieving the training objectives of the prior award period(s) for up to 15 years.

Instructions

Part I. Those Appointed to the Grant

In **Part I**, list sequentially, by year of entry into the program, all undergraduate students who have been supported by this grant at any time during the last 15 grant years, including those who did not complete the training program for any reason. If the grant has been active for less than 15 years, list all undergraduate students to date.

For each trainee, provide:

1. **Trainee.** Provide the student's name in the format Last Name, First Name and Middle Initial.
2. **Faculty Member.** In the format of Last Name, First Name and Middle Initial, provide up to two primary research training faculty acting as mentors (for trainees, these will be training grant faculty). If not yet selected, indicate "TBD" (to be determined).
3. **Start Date.** Provide the calendar month and year of entry into the current program in the format MM/YYYY (for trainees, this date may precede the appointment to the training grant).
4. **Summary of Support During Training.** Provide the primary source and type of support during each twelve-month period of training, using TY1 for Training Year 1, TY2 for Training Year 2, etc. For NIH and other HHS support, list the awarding component and the activity (e.g., CA R01). Bold the grant being reported in this application. For other sources and types of support, use the categories below, and report only the primary source and type of support for each twelve-month period of training.

Sources of Support:

- NSF
- Other Federal (Other Fed)
- University (Univ)
- Foundation (Fdn)
- Non-US (Non-US)
- Other (Other)
- None: Leave of Absence (LOA)

Types of Support:

- Research assistantship (RA)
- Teaching assistantship (TA)
- Fellowship (F)
- Training Grant (TG)

- Scholarship (S)
- Other

5. **Degree(s) received and Year(s).** If applicable, list the any bachelor's degree(s) received and year(s) awarded, and any terminal degree(s) (such as PhD or MD) received. Undergraduate students currently in the program should be designated "in training;" for those who left the undergraduate program without a bachelor's degree, report "none."
6. **Topic of Research Project.** Enter the topic of the research project.
7. **Initial Position and Current Position.** For students who completed or left the undergraduate program, provide their initial and current positions, departments, and institutions, as applicable. If individuals have held only one position, complete only the initial position column. If individuals hold joint appointments/positions, list only the primary position. If information is not available, report "unknown." For each position, indicate the workforce sector (i.e., academia, government, for-profit, nonprofit, other) and principal activity (i.e., primarily research, primarily teaching, primarily clinical, research-related, further training, unrelated to research). Research-related positions generally require a doctoral degree, and may include activities such as administering research or higher education programs, science policy, or technology transfer.
8. **Subsequent Grant(s)/Role/Year Awarded**. If applicable, list subsequent fellowship, career development, or research grant support obtained from any source, whether as PD/PI or in another senior role (i.e., co-investigator, faculty collaborator, or staff scientist) after the individual completed training. For NIH and other HHS support, list the awarding component, activity, role, and year (e.g., GM R01/Staff Scientist/2011). Up to five grants may be listed.

Part II. Recent Graduates

In **Part II (only for new applications)**, list sequentially all students **graduating** in a field or from a program similar to the proposed undergraduate program in the last five years who would have been eligible for the proposed program, if an NIH or other HHS training or related award were available (in most cases, these will be U.S. citizens or permanent residents).

For each student, provide:

1. **Trainee.** Provide the student's name in the format Last Name, First Name and Middle Initial.
2. **Faculty Member.** In the format of Last Name, First Name and Middle Initial., provide up to two primary research training faculty acting as mentors (for trainees, these will be training grant faculty). If not yet selected, indicate "TBD" (to be determined).
3. **Start Date.** Provide the calendar month and year of entry into the current program in the format MM/YYYY(for trainees, this date may precede the appointment to the training grant).
4. **Summary of Support During Training.** Leave blank.
5. **Degree(s) received and Year(s).** If applicable, list the bachelor's degree(s) received and year(s) awarded, and any terminal degree(s) (such as PhD or MD) received. Students currently in the program should be designated "in training;" for those who left the undergraduate program without a degree, report "none."
6. **Topic of Research Project.** Enter the topic of the research project.
7. **Initial Position and Current Position.** For students who completed or left the undergraduate program, provide their initial and current positions, departments, and institutions, as applicable. If individuals have held only one position, complete only the initial position column. If individuals hold joint appointments/positions, list only the primary position. If information is not available, report "unknown." For each position, indicate the workforce sector (i.e., academia, government, for-profit, nonprofit, other) and principal activity (i.e., primarily research, primarily teaching, primarily clinical, research-related, further training, unrelated to research). Research-related positions generally require a doctoral degree, and may include activities such as administering research or higher education programs, science policy, or technology transfer.
8. **Subsequent Grant(s)/Role/Year Awarded**. If applicable, list subsequent fellowship, career development, or research grant support obtained from any source, whether as PD/PI or in another senior role (i.e., co-investigator, faculty collaborator, or staff scientist) after the individual completed training. For NIH and other HHS support, list the awarding component, activity, role, and year (e.g., GM R01/Staff Scientist/2011). Up to five grants may be listed.

Summarize the data from Part I or II (as applicable) in the Research Training Program Plan, either in the Program Plan Section or the Progress Report Section, as appropriate.

For Research Performance Progress Reports (RPPRs) and renewal applications, provide updated trainee information in Part I reflecting new appointments and other changes over the reporting period. Do not include data older than 15 years. For the RPPR, summarize these data in the Accomplishments Section, in responding to the question, “What opportunities for training and professional development has the project provided?”

Sample Table 8D. Program Outcomes: Undergraduate

Part I. Those Appointed to the Training Grant

Trainee	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant (s)/Role/Year Awarded
Gonzalez, Marc	Bradley, Andrea	09/2008	TY 1: Univ S TY 2: GM R25 TY 3: **GM T34** TY 4: **GM T34**	B.S. 2012 M.D. 2016	Therapeutic potential of cell signaling in Alzheimer disease	Student School of Medicine UCLA Further Training	Medical Resident Dept of Neurology Cedars-Sinai Hospital Further Training	
Cox, Charles C.	Jones, Janice	09/2012	TY 1: Univ S TY 2: GM R25 TY 3: **GM T34** TY 4: **GM T34**	B.S. 2016	Signaling, cell migration	Graduate Student Biological Sciences Program UT Southwestern Further Training		HL F31/PI/2017
Phelps, Ryan	Smith, Dan Hays, John	09/2012	TY 1: Univ S TY 2: GM R25 TY 3: **GM T34** TY 4: **GM T34**	B.S. 2016	Circadian rhythms, sleep & metabolism	Biology Teacher Manchester High School Primarily Teaching		
Johnson, Gina R.	Vasquez, Richard	09/2013	TY 1: Fdn S TY 2: Fdn S TY 3: **GM T34** TY 4: **GM T34**	B.S. 2017	Viral infections	Laboratory Manager Pfizer Primarily Research		
Byrd, Nina	Hoops, Eric	09/2014	TY 1: Univ S TY 2: GM R25 TY 3: **GM T34** TY 4: **GM T34**	In training				

Part II. Recent Graduates (Only for New Applications)

Undergraduate Student Participant	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Smith, Calvin	Hughes, Noreen	09/2012		B.S. 2016	Ribosomal protein synthesis	Graduate Student Dept of Molecular Biology University of Maryland Further Training		NSF Fellowship/ PI/2017
Gomez, Catherine	Zhang, Henry	09/2013		B.S. 2017	Modulation of host cellular responses	Student University of Arizona College of Medicine Further Training		