OFFICE OF THE DEAN FOR GRADUATE STUDIES & RESEARCH
UNIVERSITY OF PUERTO RICO RIO PIEDRAS CAMPUS

STRENGTHENING UPR-RIO PIEDRAS THROUGH DEVELOPMENT OF A RESEARCH-BASED ACADEMIC CULTURE

"INICIATIVAS DE INVESTIGACIÓN Y ACTIVIDAD CREATIVA SUBGRADUADA" (IINAS)

DR. CARMEN S. MALDONADO-VLAAR, PROJECT DIRECTOR

EXTERNAL EVALUATION REPORT

Year 1

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I. INTRODUCTION

On late September 2010, the federal Department of Education awarded the University of Puerto Rico Río Piedras Campus (UPR-RP) a 5-year competitive grant (PR/Award #P031S100037) to conduct the project *Strengthening UPR-RP Through Development of a Research-Based Academic Culture*. This project was funded under the Developing Hispanic-Serving Institutions (HIS) Programs, authorized under Title V, Part A, of the Higher Education Act (CFDA #84.031S) as well as the HSI Program originally authorized by the College Cost Reduction and Access Act of 2007 - HSI STEM and Articulation Programs (HEA, Title III, Part F, Section 371; CFDA# 84.031C).[1]

The project was named in Spanish *Iniciativas de Investigación y Actividad Creativa Subgraduada (iINAS)*. The main focus of these initiatives is to expand the UPR-Río Piedras Campus capacity in creating a sustainable research-based academic culture by engaging undergraduate faculty and students in research activity on fields other than the natural sciences. After the end of the grant cycle, the institution Deanship of Graduate Studies and Research (DEGI for its Spanish acronym) will match $300,000 in endowment funds to maintain continuation of the undergraduate research initiatives.

The University of Puerto Rico (UPR) is the only public postsecondary education system with 11 campuses distributed around the island. The bulk of its students' composition is underrepresented minorities with a 99.7% of Hispanic classification at undergraduate level. The Río Piedras Campus (UPR-RP), located in an urban setting of San Juan metropolitan area, is the largest campus in terms of student population. The Carnegie Foundation for the Advancement of Teaching recognizes the Río Piedras Campus as a *High Research Activity University*, a classification that makes the only one of its class in the Caribbean and Latin America.

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[1] Developing Hispanic-Serving Institutions Program, Title V. US Department of Education. FY 2011.

Federal agencies made mandatory an external evaluation for funded projects and to comply with this requirement, the project director hired a professional evaluator. Evaluation[2], is defined as "the systematic investigation of the worth or merit of an object". The primary focus of an assessment is to determine the effectiveness of a program in light of the attainment of pre-set priorities and goals. An evaluation intervention may have two different approaches: formative and summative. Formative evaluation is designed to collect data while a program is being developed with the intention to improve it. Summative evaluation is designed to gather conclusive data that indicates how effective the overall program is, which results in decision to continue or not a program.

II.   EXTERNAL EVALUATION PURPOSE & SCOPE

For this evaluation report, the aforementioned program will be referred as the iINAS Project. The principal aim of the external intervention for the iINAS Project is to document the merit and impact of its effectiveness in terms of the implementation of the activities planned to fulfill the goals and objectives established in the proposed timeline during the grant-cycle period from October 1, 2010 to September 30, 2015. The evaluation plan and logic model (Appendix 1 & 2) follow a generic schema and includes a mixture of quantitative and qualitative strategies to monitor the project as it develops and progress. This approach will provides ongoing feedback on how the different components of the project are working and will lead to decisions regarding what needs to be enhanced, what needs to be deleted, and what needs to be added.

A. Methodology

To establish the framework that best fit iINAS Project purpose, the evaluation plan take into consideration the nature and context of the program as well as the examination of standards, theories, and models that are appropriate for its nature and context. The external assessment is based on the American Evaluation Association Guiding Principles for Evaluation[3]; the Joint Committee Standards for Educational Program Evaluation (JCSEE, 2008); the W.K. Kellogg Foundation

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[2] Joint Committee on Standards for Educational Evaluation (2008). *The Program Evaluation Standards 3rd Edition*.

[3] American Evaluation Association (2011).   http://www.eval.org/Publications/GuidingPrinciples.asp

Evaluation Handbook (www.wkkf.org); and the 2002 User-Friendly Handbook for Project Evaluation of the National Science Foundation. The external assessment includes formative and summative analysis of project outcomes through the collection of quantitative and qualitative data.

1. Data Sources

For the first year of the project, a system to evaluate the effectiveness of each goal was developed, which consisted of interviews; a thorough review of project documentation, including the awarded proposal, correspondence, status reports, and institutional website; as well as revision of internal surveys administered to participants. This system provided formative information to the program administration and other stakeholders interested in the process. The external evaluator also gathered first-hand information through the participation in some weekly meetings of the project staff and had the opportunity to observe activities planning and outcomes, decision process, and how they handle difficulties. Information from the Project Director, the Coordinators of Faculty and Student Initiatives, the Project Administrator, and the Dean of the DEGI was gathered by personal interviews and/or electronic means. iINAS' staff provided the status of their current tasks and impressions of project implementation and satisfaction level either by personal interview and written responses to interview questions. Specific items addressed institutional support received or needed, and their perceptions of effectiveness. Information from participant students was obtained from surveys on capacity development activities collected by the Project Administrator. These surveys data allowed for a more quantitative analysis to supplement the qualitative analysis of the interviews. The data sources and collection provides a thorough approach to gathering information by employing a structured, though flexible, method of inquiry. Table 1 summarizes the data sources and instrumentation used to gather evaluation information. The targeted data sources and instrumentation were designed to complement one another, providing alternative perspective of project implementation experience. An interview protocol was designed to serve evaluation needs using information obtained from the initial literature review. After

the initial set of items had been developed, the two Project Coordinators were invited to review the instrument and provide recommendation for revision.

Table 1.   Evaluation Data Sources & Instrumentation, July to October 2011

Data Source	Informant or Source	Instrument, Purpose & General Description
Interviews	Program Director	Formal and informal interviews by phone, email, or during some staff weekly meetings. Conducted at the different stages of the project implementation during the 1st first-year of operation.
	Coordinators of Faculty & Student Initiatives	Interview Protocol: Conducted a group interview during staff weekly meetings and an individual interview with each one of the Coordinators. The interview protocol contained open-ended questions. Individual interview lasted approximately 1 hour.
	Project Administrator	On-going communication through open-ended questions via e-mail, face-to-face interviews, and during some staff weekly meetings.
	Dean of DEGI	Interview Protocol: The interview protocol contained open-ended questions. The interview lasted approximately 45 minutes and was conducted at the end of project first-year implementation.
Unstructured Observation	Attendance to some weekly meetings & check documentation within project context	Gather qualitative data related to evaluation questions by unstructured visits to project offices and informal chat with personnel to observe interactions and physical aspects of the facilities. Direct observation of management operations and procedures at some weekly meetings; activities planning and outcomes; and decision process to handle difficulties.
		Open-ended, unstructured format. Data was recorded with date and location of observations through field notes and use of photographs to illustrate in the evaluation report.
Documentation Review	Awarded Proposal Correspondence Status Reports DEGI website	The overall purpose was to gather information that already exists of the project operation without interrupting its routine.
Literature Review	Electronic resources on evaluation of educational activities	To gather current trends and investigations on evaluation framework.

III. ASSESSMENT FINDINGS

To assess the first year of iINAS Project implementation, operation, and management, the evaluator employed a systematic multi-methods approach by gathering data from key stakeholders regarding process and products, as well as from other relevant resources, such as participation in some meetings, observation, and review of available documentation. Initially, a review of the literature regarding current practices in evaluation was undertaken to identify key domains and effective practices. Gathered data include the perspectives of key personnel and evaluator's point of view.

The first part of the evaluation report includes iINAS Project outcomes during the period from October 1, 2010 to September 30, 2011. These findings were based on documentation review, interviews, and observational approach within project context, structure, implementation efforts, and key achievements during the first year of operation. The last section of the evaluation report outlines the summative statement and evaluation recommendations.

A. Documentation Review Findings

1. Project Context & Implementation Phase

The University of Puerto Rico, a Hispanic-Serving Institution (HIS), received from the US Department of Education an award notification on Wednesday, September 29, 2011 to conduct the project *Strengthening UPR-RP Through Development of a Research-Based Academic Culture* (PR/Award #P031S100037).

This grant was conferred to start promptly on October 1, 2010 until September 30, 2015. This project, the only one approved locally and nationally, was named in Spanish *Iniciativas de Investigación y Actividad Creativa Subgraduada (iINAS).* The personnel designed an attractive logo (Figure 1) to identify the project with the traditional tower emblem of the Río Piedras Campus.

Figure 1. iINAS Logo, April 2011

Figure 2. Undergraduate Colleges Impacted

During the 5-year life cycle, iINAS will focus in engaging undergraduate faculty and students of the Río Piedras Campus in research activity at non-traditional research colleges, such as General Studies, Social Sciences, Education, Humanities, and Business Administration (Figure 2).   After the

iINAS PROJECT 2010-15
UNDERGRADUATE COLLEGES TO BE IMPACTED IN RESEARCH INITIATIVES
UPR-RIO PIEDRAS CAMPUS

Year 1	2010-11	General Studies
Year 2	2011-12	Social Sciences
Year 3	2012-13	Education
Year 4	2013-14	Humanities
Year 5	2014-15	Business Administration

grant ends, the institution will obtain $300,000 in endowment funds to maintain these research initiatives.

iINAS' participants include a central project administration in charge of the implementation process; administrative personnel; an external evaluator; as well as trained faculty and a host of undergraduate students of the five-targeted disciplines, under the sponsorship of the Deanship of Graduate Studies and Research or the DEGI for its Spanish acronym (Table 2).

Table 2.   iINAS Executive & Administrative Personnel
Academic Year 2010-11, UPR-Río Piedras Campus

NAME	PROJECT ROLE
Dr. Haydeé Seijo	Dean of the DEGI*
Dr. Carmen S. Maldonado-Vlaar	Project Director
Dr. Ana I. Alvarez	Student Initiatives Coordinator
Dr. Aurora Lauzardo	Faculty Initiatives Coordinator
Mrs. Zobeida Díaz	Project Administrator
Ms. Yomaira Rivera	Administrative Assistant
Mrs. Gladys Colón	External Evaluator

*Spanish acronym for Deanship of Graduate Studies & Research

From mid October 2010 to April 2011 (Year 1), the Project Director (PD) organized successfully the initial phases of the program structure with the identification and appointment of the key personnel and the tasks that must be performed during the tight timeline.   In the meantime, she also accomplished a

series of meetings with the Chancellor, the Dean of the DEGI, and the key personnel to gather feedback for the establishment of an adequate implementation, development, and completion of the project. With the support of her staff, the PD re-planned strategies needed to adjust the schedule in the available time; performed preliminary activities to begin establishing the routine of the working group; prepared the project for the implementation phase; and defined the best strategies to meet established goals and objectives.   Organizational phases included also the clarification of the tasks and essential activities to be done within the timeline and the assessment process.   Additional to the award short notice, the slow administrative process for the official appointments of key personnel; several students' demonstrations; and the 3-week Christmas season recess, affected the available time for a fully implementation of the project. (See Figure 3.) On April 2011, the Project Officer authorized the PD request to change the established time frame.

Figure 3. iINAS Calendar of Key Staff Appointments, Facilities Renovation & Adverse Events

Nov 2010 - Project Director Appointment

• Several students stoppages

Dec 2010 - Student & Faculty Initiative Coordinators Appointments

• Institutional academic & administrative recess - Dec 22, 2010-Jan 13, 2011

Feb 2011 - Project Administrator & Administrative Assistant Appointments

Feb to April 2011- Materials & equipment purchases, physical facilites renovation

Aug 2011 - External Evaluator Appointment

The Program Director (PD), Dr. Carmen S. Maldonado, also appointed one (1) undergraduate and three (3) graduate students to provide support in the many tasks that are needed to perform (Table 3) to comply with project goals. For the creation of the virtual portal for undergraduate research scheduled for 2011-12, the PD tried to hire the services of Mr. Osvaldo Ferrero, the Graduate Web Developer Portal of the PPOHA Title V Project, through after-hour compensation but bureaucratic processes obstructed this arrangement.   She opted to appoint a graduate student for this task in order to comply with the approved timeline.

Table 3.   iINAS Other Support Personnel
         Academic Year 2010-11, UPR-Río Piedras Campus

NAME	PROJECT ROLE
Ms. Lyanne M. Díaz (Undergraduate student)	Graphic designs of activities program & promotional material
Mr. Gabriel A. Rodríguez (Graduate student)	Research assistant & translator
Mr. Luis R. Díaz (Graduate student)	Web Page Developer
Ms. Karinette Rivera (Doctoral student)	Student Coordinator Assistant. Organization of workshops, trainings & presentations. Give follow up to participant students.

Although the time constraint and other ordinary difficulties, the teamwork of iINAS succeeded in the recruitment of most of the necessary personnel, renovation of a physical space, and acquisition of equipment for the project administrative functioning. They share the physical facilities of *ALACiMa* Program at the second floor of the building. This program provided iINAS some computers and various desks.

iINAS Physical Facilities at 2nd Floor

But at this old building, iINAS did not have an identification sign at the exterior for proper visible promotion and did not have access for persons with disabilities. The PD and the Coordinators did not have adequate spaces to provide assistance to interested students and faculty members.
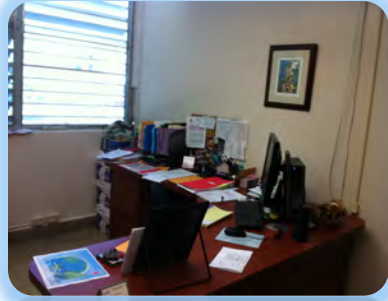
Administrative Assistant & Undergraduate student office

Graduate students & Student Coordinator office

A share conference room

Project Administrator & PD office

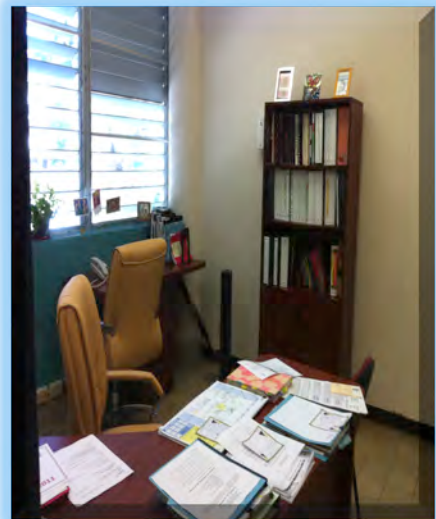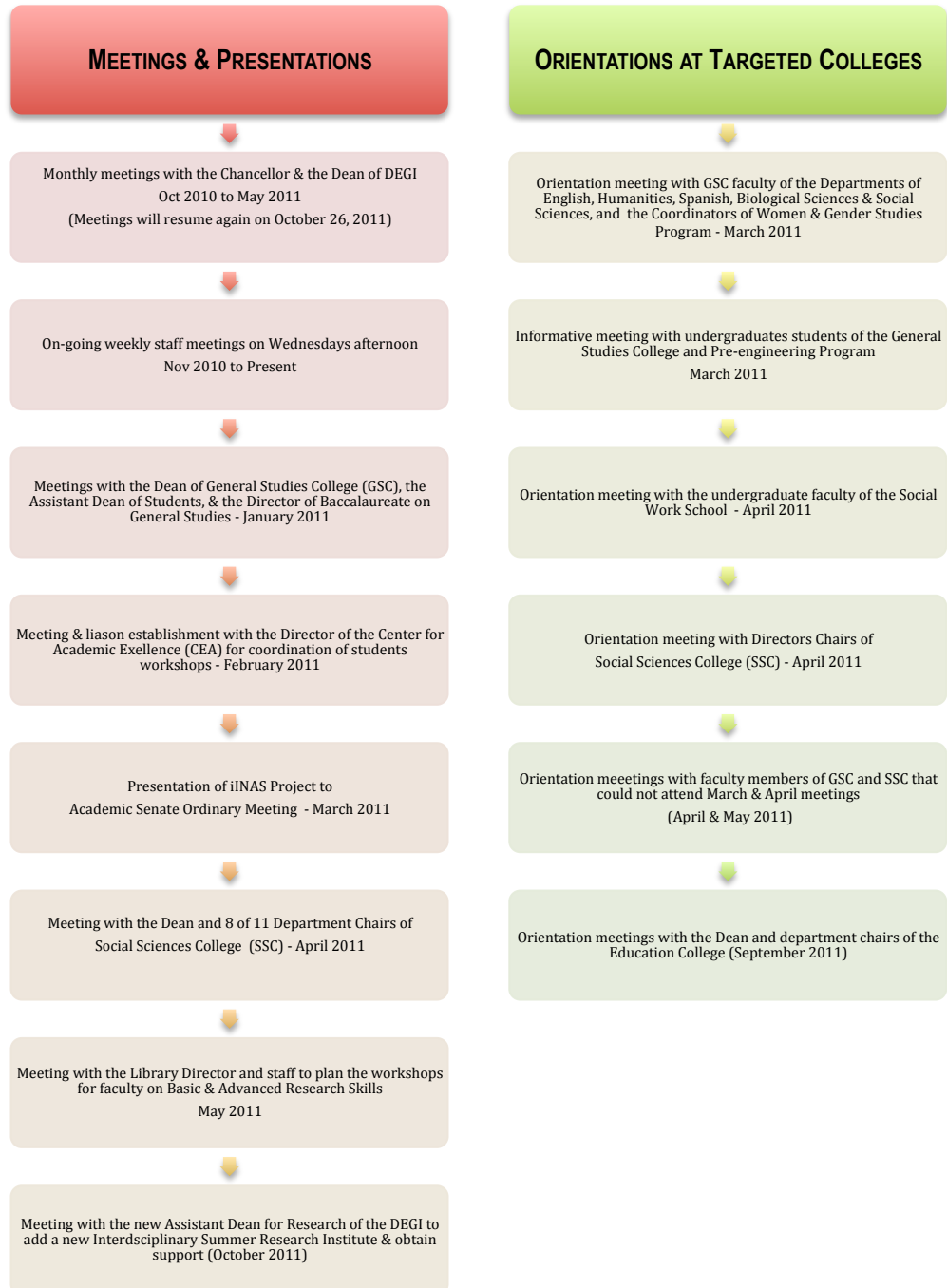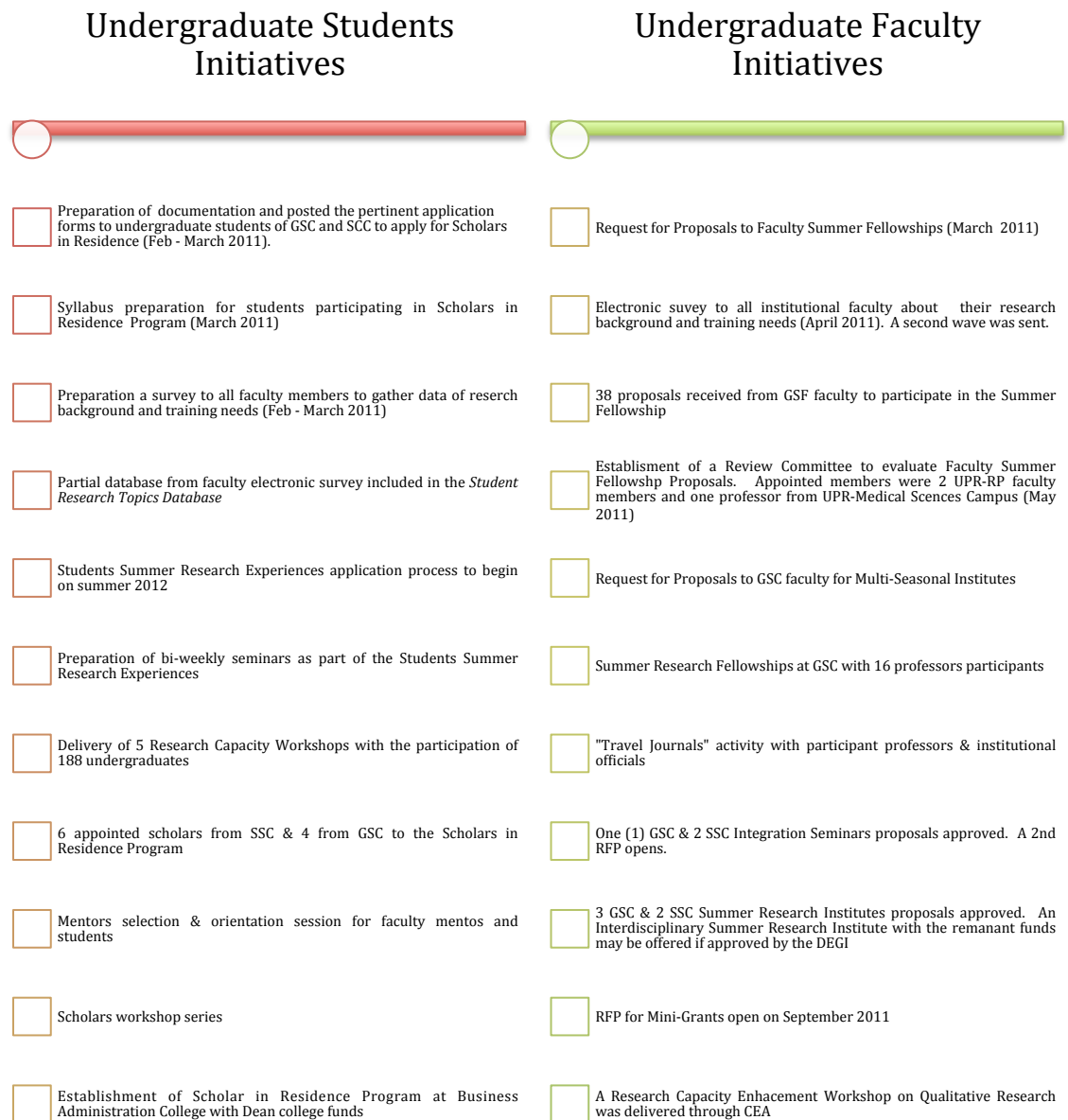The iiNAS team was also able to comply with the following activities shown in Figures 4 and 5 through an aggressive working plan to overcome the aforementioned difficulties during the first year of operation.

Figure 4. iiNAS Project Meetings, Presentations, and Orientations Activities October 2010 to May 2011, UPR-Río Piedras Campus

MEETINGS & PRESENTATIONS	ORIENTATIONS AT TARGETED COLLEGES
Monthly meetings with the Chancellor & the Dean of DEGI Oct 2010 to May 2011 (Meetings will resume again on October 26, 2011)	Orientation meeting with GSC faculty of the Departments of English, Humanities, Spanish, Biological Sciences & Social Sciences, and the Coordinators of Women & Gender Studies Program - March 2011
On-going weekly staff meetings on Wednesdays afternoon Nov 2010 to Present	Informative meeting with undergraduates students of the General Studies College and Pre-engineering Program March 2011
Meetings with the Dean of General Studies College (GSC), the Assistant Dean of Students, & the Director of Baccalaureate on General Studies - January 2011	Orientation meeting with the undergraduate faculty of the Social Work School - April 2011
Meeting & liason establishment with the Director of the Center for Academic Exellence (CEA) for coordination of students workshops - February 2011	Orientation meeting with Directors Chairs of Social Sciences College (SSC) - April 2011
Presentation of iiNAS Project to Academic Senate Ordinary Meeting - March 2011	Orientation meeetings with faculty members of GSC and SSC that could not attend March & April meetings (April & May 2011)
Meeting with the Dean and 8 of 11 Department Chairs of Social Sciences College (SSC) - April 2011	Orientation meetings with the Dean and department chairs of the Education College (September 2011)
Meeting with the Library Director and staff to plan the workshops for faculty on Basic & Advanced Research Skills May 2011	
Meeting with the new Assistant Dean for Research of the DEGI to add a new Interdsciplinary Summer Research Institute & obtain support (October 2011)	

The two Coordinators for Students and Faculty Initiatives, Dr. Ana I. Alvarez and Dr. Aurora Lauzardo respectively, actively engaged in the coordination and participation of the aforementioned meetings listed in Figure 4 to establish the basis to perform the required activities established in the grant award. Specifically, both also successfully completed the following tasks during the first year of the implementation process and preparation for the second year cycle.

Figure 5. ilNAS Coordinators of Students & Faculty Initiatives Activities, January to September 2011

Undergraduate Students Initiatives	Undergraduate Faculty Initiatives
Preparation of documentation and posted the pertinent application forms to undergraduate students of GSC and SCC to apply for Scholars in Residence (Feb - March 2011).	Request for Proposals to Faculty Summer Fellowships (March 2011)
Syllabus preparation for students participating in Scholars in Residence Program (March 2011)	Electronic suvey to all institutional faculty about their research background and training needs (April 2011). A second wave was sent.
Preparation a survey to all faculty members to gather data of reserch background and training needs (Feb - March 2011)	38 proposals received from GSF faculty to participate in the Summer Fellowship
Partial database from faculty electronic survey included in the *Student Research Topics Database*	Establisment of a Review Committee to evaluate Faculty Summer Fellowshp Proposals. Appointed members were 2 UPR-RP faculty members and one professor from UPR-Medical Scences Campus (May 2011)
Students Summer Research Experiences application process to begin on summer 2012	Request for Proposals to GSC faculty for Multi-Seasonal Institutes
Preparation of bi-weekly seminars as part of the Students Summer Research Experiences	Summer Research Fellowships at GSC with 16 professors participants
Delivery of 5 Research Capacity Workshops with the participation of 188 undergraduates	"Travel Journals" activity with participant professors & institutional officials
6 appointed scholars from SSC & 4 from GSC to the Scholars in Residence Program	One (1) GSC & 2 SSC Integration Seminars proposals approved. A 2nd RFP opens.
Mentors selection & orientation session for faculty mentos and students	3 GSC & 2 SSC Summer Research Institutes proposals approved. An Interdisciplinary Summer Research Institute with the remanant funds may be offered if approved by the DEGI
Scholars workshop series	RFP for Mini-Grants open on September 2011
Establishment of Scholar in Residence Program at Business Administration College with Dean college funds	A Research Capacity Enhacement Workshop on Qualitative Research was delivered through CEA

GSC – Graduate Studies Colleges; SSC – Social Sciences College; CEA – Center for Academic Excellence

Documentation review shows that the Project Director and her team have been effective to establish a well organizational structure, although they had barely a 6-month period for project implementation.

B.   Interviews Findings

1.   Coordinator of Undergraduate Students Research Initiatives

On October 3, 2011, a personal interview of one-hour duration was conducted with the Coordinator of the Project for Students Initiatives. As specified in the grant proposal, during the 50.0% of her working time, she must "organize and coordinate the development of an *Office of Undergraduate Research;* the *Scholars in Residence Program;* a *Summer Research Experiences Program;* and at least deliver eight (8) workshops on *Research Capacity Enhancement Training for undergraduate students*" belonging to the five (5) targeted

TIMELINE & RESPONSIBILITIES OF THE COORDINATOR OF UNDERGRADUATE STUDENTS RESEARCH INITIATIVES iINAS PROJECT 2010-15, UPR-RIO PIEDRAS CAMPUS

Year 1   2010-11   8 Research Capacity Enhancement Workshops
Scholar in Residence Program
Student research database

Year 2   2011-12   8 Research Capacity Enhancement Workshops
Summer Research Experiences
Scholar in Residence Program
Virtual portal for undergraduate research

Year 3   2012-13   8 Research Capacity Enhancement Workshops
Summer Research Experiences
Scholar in Residence Program
Electronic journal establishment
Undergraduate Research Symposium

Year 4   2013-14   8 Research Capacity Enhancement Workshops
Summer Research Experiences
Scholar in Residence Program

Year 5   2014-15   8 Research Capacity Enhancement Workshops
Summer Research Experiences
Scholar in Residence Program
Undergraduate Research Symposium
Undergraduate Research Office

Figure 6

colleges. Additionally, she has the responsibility to coordinate the development of a *student research database;* an *undergraduate research virtual portal; an electronic journal;* the *design and delivery of at least two undergraduate research symposiums* during the five-year grant life cycle (Figure 6).

a) **Strategies used to target undergraduates students**

Since her official appointment on November 2011, Dr. Ana I. Alvarez along with the project team organize and prepares the basis to comply with project goals using the following approaches to target the undergraduates students of the Colleges of General Studies (GSC) and Social Sciences (SCC):

1) Meetings with the deans and departmental chairs of both colleges
2) Personal distribution of written information to the deans, departmental chairs, and faculty members
3) Publication of activities schedule at the DEGi's and campus websites
4) Personal distribution of flyers at each college buildings
5) Personal distribution of flyers to students on halls and food sites during peak hours
6) Electronic distribution of information through e-mails for all faculty members and students registered in the mailing lists

b) **Perception of participants' motivation level & attitude at GSC & SCC**

Dr. Alvarez indicated a very low motivation for students' research activities of the targeted undergraduates, faculty members, deans, and departmental directors of the Graduate Studies College. Regardless of the intensive orientation and a vast distribution of written promotion and materials, the impact was low in terms of student participation at the workshops delivered. She stated that the dean and the departmental chairs remained marginal throughout the months that the iINAS Project team has been working at this college. This attitude impacted negatively in a low attendance to the workshops and the limited number of applications received to the Scholars in Residence Program.

Concerning the Social Sciences College, Dr. Alvarez expressed that during the second semester of 2010-11, the dean's motivation was extremely low. But this situation improved at the commencement of academic year 2011-12 with the new acting dean. With him the communication was easy, fast, and positive. Some faculty members were very receptive and proactive in encouraging their students to apply to the Scholars in Residence Program obtaining a good pool of applications and the recruitment of a very committed and effective group of mentors. Nevertheless this positive attitude, they did not have been able to increase students' attendance to the research capacity-enhancement workshops series.

c) **Status of students' initiatives performed & on-going activities**

Dr. Alvarez quoted the status of the following activities of iINAS Project delivered to undergraduate students and ongoing activities:

1) Research Capacity-Building Workshops (8 workshops per year)

To this date, the Students Coordinator established the topics for the three (3) workshops offered: *Academic Integrity and Ethics on Research*, *Use of the Library on Literature Reviews*, and *Writing Academic Papers Respecting Author's Property Rights*. A total of 58 persons (3 faculty members and 40 students) attended the first research capacity-building workshop. Of those students, 32 were undergraduates. The evaluations reported an overall satisfaction index of 89.0%. Forty-eight (48) persons attended the second workshop titled *Use of the Library on Literature Reviews* with an overall satisfaction index of 92.0%. The third one (*Writing Academic Papers Respecting Author's Property Rights)* had an attendance of 61 persons with overall satisfaction index of 94.0%.

During current semester 2011-12 two workshops on *Characteristics of a good letter of recommendation and an intent essay* and *Mentoring* were offered. Besides satisfaction items in the evaluation form, the Student Coordinator added a pre-post test items specific to each workshop. The first workshop had a participation attendance of 21 persons (overall satisfaction index of 96.0%) and 10 persons attended the second one.

Overall, the research initiatives activities have targeted a total of 188 undergraduate students with the research capacity-building workshops and 10 scholars (6 from SSC & 4 from GSC). Concerning the beginning of Year 2 of the project on October 1, 2011 Dr. Alvarez informed the status of the following activities that are already in place.

2) Students Summer Research Experiences

The application and information tools for the Students Summer Research Experience are already developed to start promptly during the summer of 2012. Some program details for the implementation have been evaluated, specifically the supervision from a faculty member with expertise on the project'

discipline and the addition of bi-weekly seminars similar to those offered at the Scholars' Program to be held by the SAC. They have the intention to instill in the students a drive for excellence. Finally, besides the stipend to be provided, the Chancellor, Dr. Ana Guadalupe, approved their request to provide to the participants free housing during the Summer Experience.

3) Scholars in Residence Program

All necessary documentation was designed, such as students' application form, program description, instructions, as well as the instructions for the evaluators and the corresponding evaluation form. During April 2011, the application forms were distributed at the General Studies and Social Sciences Colleges with a submission deadline of May 30, 2011. A faculty committee was appointed to evaluate the students applications received, which included the Honors Program Director, a two faculty members from the Business Administration College and. Both iINAS PD and the Students' Initiative Coordinator attended the application evaluation meetings. A total of 10 scholars were selected: six (6) from Social Sciences and four (4) from General Studies Colleges to participate at the first Scholars in Residence Program.

4) Faculty mentorship

The criteria for mentors' selection were established and the necessary information for potential mentors was gathered. Personal approach to potential mentors was used to explore their availability. Mentors were paired according to the students' research interests and faculty expertise. All appointed students and faculty mentors received an orientation session on the Program's expectations and mentoring model. The Chancellor, Dr. Ana Guadalupe, as well the Deans from the Generals Studies and Social Sciences Colleges attended the orientation activity.

5) Scholars Workshops

Every other week a series of workshops were held to discuss with the trainees topics related to activities and experiences necessary to become a strong graduate candidate. Other purposes of these workshops are to facilitate the group

identity and values development of an academic endeavor; increase participant knowledge about academic culture and life, which is not traditionally offered during research or creative activity project.

5)   Database for undergraduate research

During last semester 2010-11, the Student Coordinator designed a questionnaire to begin the information gathering for the required Student Research Database to be implemented during the first year of the grant cycle. An electronic version of the questionnaire was distributed through the Campus website. A second wave was sent on paper or digitalized following each faculty's preference and a follow up request was done. At present time (October 2011) they have a total of <mark> </mark> answered and tabulated questionnaires. A partial database is arranged with the obtained information and she is working with the design of the required webpage with the support of a graduate student from Information Technologies Program appointed for this purpose.

6)   Undergraduate Research Office

Because current physical facilities are inadequate for the establishment of an Undergraduate Research Office as required in the grant proposal, in a meeting with the Chancellor during last semester 2010-11, iINAS team proposed moving to the first floor of the main campus general library. The Chancellor accepted this change and assigned $250,000 to remodel this space at the library, after a discussion of the floor plan submitted.

7)   Orientation meeting of iINAS Project with the faculty of Education

8)   Collaboration with the Dean of the Business Administration College for the establishment of a Scholars in Residence Program funded by this college. This additional initiative is not part of the project, but the Dean was very interested in this program.

f)   **Perceived barriers during implementation phase & support needed**

The Coordinator of iINAS Project for Students Initiatives indicated the following barriers she encountered during the implementation phase of the project:

- Lack of robust support by the DEGI
- Lack of technological support by DATA
- Lack of necessary support from the dean, department directors, and faculty members from the General Studies College
- Difficulty to schedule regular access to the Chancellor
- Difficulty to obtain direct access to student population
- Inadequate facilities and infrastructure for project development

Regarding to the question of the kind of support she needs from the institutional officials in order to fulfill her duties as Student Coordinator, Dr. Alvarez indicated adequate facilities; fast, flexible, and efficient administrative processes; regular access to the Chancellor; the necessary technological support; and academic leadership from deans, department directors and faculty members.

g) **Perceived strengths and weaknesses of the project**

Among the strengths of iiNAS Project, she mentioned the working team; the team's diverse experiences; a committed Chancellor; and the need of this kind of initiatives and resources for undergraduate students and faculty at the Río Piedras Campus. From her point of view, the weakness for the project development are the slow, rigid, and the non-academic oriented administrative processes; the lack of real commitment from the DEGI's Dean; the lack of academic leadership from some colleges deans; and the unstable administrative and fiscal situation at the Campus.

g) **Satisfaction level**

The Student Coordinator is very pleased and enthusiastic with her work and indicated to be very satisfied with her role in the project. She also indicated that the iiNAS team is an extraordinary group of women with diverse experiences and backgrounds that result in a very enriching working experience. For her, implementing this proposal has been a stimulating challenge and she only wishes to do what is necessary for the institution. She also wishes an easier task processes for a more comfortable investment of energies and efforts in accomplishing the established goals of the project.

2. Faculty Initiative Coordinator

The interview with Dr. Aurora Lauzardo, the Faculty Initiative Coordinator, was conducted on October 6, 2011 in her unique style of a "coffee meeting" format. As established in the grant proposal, the Faculty Coordinator assignment includes leading, directing, coordinating, and supervising all initiatives pertaining to Strand 1 of the iINAS Project for undergraduate faculty research development. Specifically, she will implement *Faculty Research Capacity Enhancement Training*, the *Summer Faculty Research Institute*, *Faculty Summer Fellows Program* and the *Research, Discovery, and Innovation Seminar*. She also is in charge of securing the services of external presenters; developing guidelines and scheduling faculty training sessions; and convening to review all project competitive proposals from faculty for the mini-grants and research fellowships.

TIMELINE & RESPONSIBILITIES OF THE COORDINATOR OF UNDERGRADUATE FACULTY RESEARCH INITIATIVES iINAS PROJECT 2010-15, UPR-RÍO PIEDRAS CAMPUS

Year 1	2010-11	Summer Faculty Research Institute
Year 2	2011-12	Summer Faculty Research Institute Mini-Grants
Year 3	2012-13	Mini-Grants Research, Discovery, & Innovation Seminar Centers for Interdisciplinary Research
Year 4	2013-14	Research Capacity Enhancement Workshops Centers for Interdisciplinary Research
Year 5	2014-15	Research Capacity Enhancement Workshops Centers for Interdisciplinary Research

Figure 7

a) Strategies used to target faculty

Dr. Lauzardo explained that the project team agreed in following a protocol to approach the administration and faculty of the targeted colleges. The protocol steps are the following:

i. Dr. Carmen Maldonado, the Program Director, meets with the dean of the targeted colleges to explain the grant goals and the research initiatives for faculty and students. She request each dean a call for a meeting with all department chairs with the Student and Faculty Coordinators.

ii. Dr. Ana I. Alvarez and Dr. Aurora Lauzardo meet with the chairs to explain the initiatives activities for undergraduate faculty and students in detail,

available funds, calls for proposals, deadlines, etc., and ask them an invitation for the next departmental meeting.

iii. Both Coordinators meet with the faculty of each department to explain the research initiatives in detail.

iv. The team brings an attendance form to every meeting in order to keep track of the targeted professors and students to gather email addresses.

The Faculty Coordinator confirmed that iINAS team went through this whole process with the General Studies and the Social Sciences Colleges during the spring of 2011. This same process was already accomplished on September 2011 with the College of Education, scheduled for the fall of 2012 as established in the grant proposal. They decided this early approach in order to start identifying liaisons for both the faculty and student initiatives and to build trust with the project initiatives. All Request For Proposals were sent to each college deans, department chairs and professors to assure that the information reaches everyone. Dr. Lauzardo also follows her own-designed protocol to maintain open channels of communication with each interested professor:

i. After each departmental meeting, the Faculty Coordinator writes an email to all faculty participants thanking their time and encouraging them to write or call her for any questions or concerns.

ii. As a procedure, she is determining to answer every email received in 24 hours or less.

iii. When an interested professor writes her to participate in a Request for Proposals (RFP), she coordinates a "coffee meeting" to establish a more relaxed environment.

iv. When RFP opens, she establishes a regular follow-up contact by email, phone, or through a "coffee meeting" with the professors who are in the process of writing proposals until the deadline of submission.

Other effective strategies used was to begin with the Summer Research Fellowships so the targeted faculty of the General Studies College spent the summer 2011 doing research abroad. The 16 awarded professors were impressed and delighted with the level of administrative efficiency, thanks to the hard work of Ms. Zobeida Díaz, Project Administrator, and Ms. Yomaira Rivera, Administrative Assistant. All paper work and the checks were ready on time. A very good relationship was obtained with these 16 professors, who are also applying for the Integration Seminars and the Research Institutes that will take place during next

semester and next summer 2011-12. These faculty members become the liaisons and promoters with the students and other faculty members of the General Studies and other colleges. At the end of the summer experiences, the Faculty Coordinator organized an additional activity held on August 16, 2011 called *Travel Journals* (*Relatos de Viajes* in Spanish). During this opportunity, the participant faculty met with their Dean, the Director of the Interdisciplinary Seminar, the Dean of the DEGI, and the institutional Dean of Academic Affairs to showed photos and talked about their experiences and plans to integrate undergraduate students in their research projects. This activity was a total success between all participants.

Among other of her creative strategies to maintain open channels of communication, Dr. Lauzardo is planning to hold another activity named "*Coffee at 10:00*" at the different campus food centers during the 2nd or 3rd Wednesday of each month at 10:00 am to meet informally with faculty members and talk about possible projects, collaborations, and support. Wednesday's mid morning is the day of the week of the institution universal free time for academic community.

b) **Perception of targeted faculty members' motivation level & attitude**

Dr. Lauzardo cited that although the institution has just come out of a crisis of a prolonged student strike, the closing of the campus for 62 days, and a sequel of two rather unstable semesters, the attitude and motivation of the faculty has been very good. From her point of view, *for the first time in a long time, professors feel that the institution can provide support for their projects and they have responded enthusiastically to all calls for proposals. Nonetheless, they have to work very hard on trust."* Her strategy of being constant available either by phone, email, or in person and by providing constant support during the Request For Proposals periods, the iINAS team is beginning to be seen as allies and advocates of the faculty and the students.

c) **Status of faculty initiatives activities performed on Year 1 &
On-going activities during Year 2**

Dr. Lauzardo quoted the status of the following activities of iINAS Project delivered to faculty during Year 1 ended on September 30, 2011.

1) <u>Summer Research Fellowships at General Studies College</u>

A total of 36 proposals were received for the Summer Research Fellowships 2011 and they were able to sponsored 16 of them. Although the grant proposal specified only 12 fellowships awards per college, the Project Administrator, Ms. Zobeida Díaz, meticulousness with the available budget could identify remnants funds to award four (4) additional proposals.

2) <u>Integration Seminars for General Studies (GSC) & Social Sciences Colleges (SSC)</u>

A Request for Proposals (RFP) for Integration Seminars at both colleges was launched in August 16, 2011 with a deadline on September 16. The approved grant established funds for three (3) seminars at each college. This initiative received one proposal from the Graduate Studies College and two from Social Sciences, which were approved as all met the established requirements. A second RFP was posted on September 19, 2011, with a closing date on October 18, 2011.

3) <u>Summer Research Institutes for GSC & SSC</u>

The Request for Proposals for the Summer Research Institutes was posted too in August 16, 2011 with a deadline on September 30. They received and granted three (3) projects from the GSC and two (2) from the SCC, which met the established criteria. Because there are still available funds for another activity of this kind, the Project Director hold a meeting with Dr. Cynthia García-Coll, the new Assistant Dean for Research of the DEGI. Dr. Maldonado bring the idea of use this money in an Interdisciplinary Summer Research Institute on either "work/labor/employment" or "aging" sponsored by iINAS and the DEGI. The Assistant Dean liked the idea not only because this initiative activity would be of interest for the faculty of both colleges, but also it will strengthen the liaison with the DEGI. The PD and the new Assistant Dean agreed to meet in a monthly basis.

Dr. Lauzardo identified as a worth asset the joining of the professors to write their proposals during the two request processes for the Summer Research Institutes and the Integration Seminars. Thus, they have funded interdisciplinary collaborative projects at the both initiatives activities. This idea of joining efforts was

bring out during the presentations at the department meetings to obtain support of a major number of professors (another strategy). She assumed that professors were motivated to collaborate to reduce competition, which may be very positive asset, since professors at the UPR not always work in teams. Dr. Lauzardo indicated a great enthusiasm among the recipients and she expects excellent outcomes for the next semester and summer.

4) <u>Mini Grants at GSC & SSC</u>

A Request For Proposals (RFP) for the Mini Grants will open at the end of Year 2 (2011-12) for the General Studies and the Social Sciences Colleges. This RFP will be directly connected to the Integration Seminars and will serve to give the project a sense of continuity once the project finish at those colleges.

5) <u>Research Capacity Enhancement Workshops at GSC & SSC</u>

As stipulated in the grant proposal, iINAS team established a liaison with the Campus Center for Academic Excellence (CEA) and the Library System to design and deliver the Research Capacity Enhancement Workshops to the faculty at all targeted colleges. In a join effort, the CEA programmed a cycle of workshops on Qualitative Research during the fall of 2011.

One of the General Studies professors attended the first workshop with her whole student class; this same professor was a recipient of the Summer Research Fellowship and is an enthusiastic liaison and promoter of iINAS Project at her college. Only three professors from the Social Sciences attended the workshop. The project team did not foresee this low attendance from this college to this CEA-coordinated workshop. The team decided to meet with the professors who have received funding for their projects and explores their specific training and resources needs that would move them to attend to the other workshops.

d) **Perceived barriers during implementation phase & support needed**

Dr. Lauzardo indicated that institutional support could improve. The Project Director and the Coordinators need to meet monthly with the Chancellor and the Dean of the DEGI to discuss the achievements and the challenges they are facing.

The last meeting with them was on May 2011. The project need more visibility in the Campus and the DEGI websites. But the requests for pop-up windows, banners, etc., have not been successful as expected. Dr. Lauzardo thinks that perhaps direct instructions from the Chancellor to the corresponding webmasters could accelerate these important requests.

On the other hand, she informed that the grant proposal established a 50.0% release time of teaching load for both Initiatives Coordinators. In the case of Dr. Lauzardo, who is the Chair of the Graduate Program in Translation (GPT) of the Humanities College, this time release of her duties is not possible. During the past semester (Year 1), the PD, Dr. Carmen Maldonado, and Dr. María Soledad Rodríguez, former Dean of the DEGI, agreed on providing Dr. Lauzardo two graduate students from her Program to assist with the Translation Center duties. At the beginning of the Year 2 of iINAS Project, the new Acting Dean did not continue with this special arrangement. Right now, the two graduate students assistants are paid with funds from the Translation Program's Revolving Account, which is the only source of external funding for the development of faculty and students. She stated this situation is neither fair nor institutionally wise and she request that these funds must be reimbursed to the GPT and the salary of the two student assistants comes from the institution. Concerning institutional matching funds, she indicated it will take a very long time to be allocated and a corresponding account has not yet been created. This means that they are not able to pay the external resources that read and evaluate the proposals of the Summer Research Fellowships, the Integration Seminars, and the Summer Research Institutes.

Regarding to the kind of support needed from the institutional officials in order to fulfill her duties as Faculty Coordinator, Dr. Lauzardo indicated the prompt publication of their activities and RFPs in the Campus and DEGI websites; funds for the appointed two assistants to comply her duties as Chair of the Graduate Program in Translation to an adequate release time to perform her duties in the project; and the relocation of the iINAS office to the first floor of the main library as approved by the Chancellor in May 2011. She expects that with the designation of Dr. Cynthia

García-Coll as the new Assistant Dean of Research of the DEGI the aforementioned situations improve.

e)   **Satisfaction level**

Dr. Aurora Lauzardo is delighted with the project and with the role she has. She is focused on building trust and enthusiasm among the faculty at the targeted colleges by providing on-time group and individual orientation to the professors and one-to-one assistance to the proponents during the RFP process.

f)   **Perceived strengths and weaknesses of the project**

Among the biggest strengths of iINAS Project, she mentioned the teamwork that Dr. Maldonado formed. For her, all members of the executive staff, Drs. Maldonado, Álvarez, and Lauzardo, and Ms. Zobeida Díaz, as well as the support staff (Ms. Yomaira Rivera and the graduate students that collaborate as translators, web developers and assistants) work very efficiently. Their sense of commitment to the project is truly admirable and their comradeship is evident from the moment one enters the office and during the staff meetings. The participant professors that received funding for their research projects expressed praise words for staff diligence, and the respectful and friendly assistance offered. The PD and both Coordinators devote far more than 50.0% of their time to the project accomplishment. She stated that a quick look at their emails shows that they work nights and weekends to meet deadlines. Every Request For Proposals and corresponding reports are available in Spanish and English.

Concerning the project weaknesses, she judges it lies in institutional support. The project administration needs more leeway to do their job and less untimely overseeing. The project also needs a more appealing space, clean, and functional where they can provide proper assistance to participant's faculty and students in private and where they can carry out some of their activities. Right now the physical space is share with another federal funding program (*ALACiMa)* and it has not been easy to coordinate adequately the activities for both projects at the available meeting and seminar rooms. On the other hand, the building is old and very deteriorated, looks unclean, with an air-conditioning system that does not work properly and

without access for persons with disabilities. Although, the Chancellor approved the relocation of the office to the main library, nothing has been done about the remodeling of the identified space.

To overcome these limitations, she recommended more visibility for the project, not only in institutional forums but also in the public media. The PD and the Coordinators participated in a transmission at the institution radio station, but they plan to use other means of mass communication. The project website is under development and they plan to launch it by the end of November 2011. They are considering Facebook and other social networks to attract student population, as suggested by the evaluator.

3.   Interview with the Interim Dean of the DEGI

The interview was held on September 7, 2011 with Dr. Haydeé Seijo to explore her opinion of the processes taken place and support offered by the DEGI toward the development of iINAS Project.   She is pleased with the outcomes obtained of the project administration at the short time period during the first year of operation. She took notes of the concerns expressed by the project administration on facing time pressure and an inadequate institutional infrastructure to fully comply with the goals established. She is also aware that this grant award was unique locally and nationally.

She informed that a fusion of the Campus Marketing, Alumni, & Development Offices would permit a better coordination to obtain the endowment funds for the project. Efforts are already in place to comply with this task with potential donors and some alumni activities. Concerning the space renovation of the first floor of the library, she informed that the necessary funds were identified and the campus engineer and the Library Director already met. They expect that the remodeling process begin on early January 2012. She also indicated the hiring of a new Assistant Dean for Research that will be in charge to support the project initiatives. The reorganization of the DEGI and the moving of essential offices has taken a lot of work, limiting her available time to participate in the monthly meetings with the project administration.

IV. PROJECT KEY ACHIEVEMENTS

Summative evaluation identified the following project key achievements during the first year of implementation:

1. The project leadership is in place, including the appointment of the necessary staff.

2. A strong commitment of the Project Director and the Coordinators of Faculty and Student initiatives to get the project accomplish its goals and objectives.

3. All key personnel manifested to be satisfied with their duties and roles in the project.

4. A committed Chancellor.

5. The Project Director maintains on-going communication through e-mails, phone calls, and by holding weekly staff meetings.

6. The compliance efforts and strategies used to establish the basis to perform the required activities of the grant award to meet project deadlines.

7. Open channels of communication with targeted faculty to maintain trust and motivation and as a means to target a major number of undergraduate students.

8. The joining of the professors to write their proposals during the two request processes for the Summer Research Institutes and the Integration Seminars.

9. The Chancellor approval of a new location within the campus main library building with a much larger physical space and convenient accessibility.

10. The agreement made between the PD and the new Assistant Dean for Research of the DEGI. Dr. Cynthia García-Coll, to meet monthly to strengthen the liaison with the DEGI and obtain needed support to advance project goals.

V. CONCLUSION & RECOMMENDATIONS

A. Summative statement

This progress report outlines the main findings of the external evaluation of the project *Strengthening UPR-RP Through Development of a Research-Based Academic Culture* (PR/Award #P031S100037) performed during Year 1 of the grant cycle from October 2010 to September 2011. The evaluator employed a systematic multi-methods approach by gathering data from key stakeholders regarding process and products, as well as from other relevant resources, such as participation in some meetings, observation, and review of available documentation. The main components evaluated during this period were the project implementation phase; organizational structure; collaboration establishments; activities delivered; key achievements and challenges.

The project named in Spanish *Iniciativas de Investigación y Actividad Creativa Subgraduada (iINAS)* was officially presented to the Dean and Chairs of Departments of the Graduate Studies College on January 2011; to the Academic Senate ordinary meeting on March; and to the Dean and departmental chairs of the Social Sciences College on April. Before the closing of Year-1 cycle on September 2011, the project administration targeted the College of Education, scheduled for the fall of 2012. They decided an early approach to start identifying liaisons for both the faculty and student initiatives and to build trust among them.

Based on the data reviewed and collected, iINAS Project has been effective in establishing a well organizational structure, in spite of the barely 6-month period for project implementation and other adverse events confronted, such as the award short notice, the slow administrative process for the official appointments of key personnel; several students' demonstrations; and the 3-week Christmas season recess. The managerial structure of the project is clearly planned and well defined at all levels. Most of the key personnel are already hired and acquisition of essential equipment and materials, as well as the renovation of office facilities for project administrative functioning.

As evidenced during evaluation process, the Project Director and her working team have a strong commitment to get the program accomplish its goals and objectives. Her professional experience allows the establishment of liaisons that they strategically used during the implementation phase of the project at the targeted colleges of UPR-Río Piedras Campus. The Project Director, the Coordinators of Students and Faculty Initiatives, and their support staff are very well coordinated and facilitate project components integration. Another key achievement was the Chancellor approval and assignment of funds to the request of moving physical facilities to a convenient location at the first floor of the campus main library to house the Undergraduate Research Office as required in the grant proposal.

On the other hand, project administration faces challenges of a low motivation from undergraduate students to participate at the research activities probably due to the lack of necessary support from the dean, department directors, and faculty members, regardless of the intensive orientation and a vast distribution of promotional materials. This attitude impacted negatively in a low attendance to the workshops and the limited number of applications received to the Scholars in Residence Program. Another challenge they confront is the institutional bureaucratic processes that obstructed several needed arrangements to comply in time with the scope of the established objectives of the grant award. Among the major administrative difficulties are the following:

➢ The discontinuation of the arrangement to release time of the Coordinator of Faculty Initiatives to be able to perform his duties as the Chair of the Graduate Program in Translation (GPT) of the Humanities.

➢ The lack of visibility in the Campus and at the DEGI due to the tardiness of the corresponding personnel to accelerate the requests for websites pop-up windows of the project activities and the Request For Proposals and the preparation of identification banners.

➢ Although, the Chancellor approved the relocation of the office to the main library first floor, nothing has been done about the remodeling of the identified space.

➢ The hiring of a web developer for the virtual portal for undergraduate research scheduled for 2011-12.

➢ The allocation of institutional matching funds and the creation of the corresponding account that could affect the payment of the external

resources that read and evaluate the proposals of the Summer Research Fellowships, the Integration Seminars, and the Summer Research Institutes.

In spite of these challenges, the project administration demonstrated a capacity to overcome critical events maintaining its path to enhance institution undergraduate research offerings and training of faculty and students.

B. Recommendations

iINAS first-year operation is clearly documented by the ongoing and delivery of activities (e.g. faculty training, meetings, status reports, etc.). However, as a result of formative evaluation process, the following recommendations should be attended in order to improve the intervention strategies, activities and outcomes for project achievements. The following main areas for improvements were identified through the evaluation process derived from de data available from program documentation; perceptions and experience of program personnel; and external assessment.

1. Institutional officials must identify new approaches to bring a more flexible and fast administrative process, such as the hiring of a web developer for the virtual portal for undergraduate research scheduled for 2011-12; accelerate the requests for websites pop-up windows of the project activities and the Request For Proposals and the preparation of identification banners.

2. Provide the necessary technological support to comply with the creation of a portal for the undergraduate research database and to make the project more visible among student population.

3. An official request to the deans and departmental chairs of the target colleges of a more proactive approach with students and faculty members to increase participation in the research initiatives activities. One suggestion could be a bonus of 5-point in the final grade to motivate students' attendance to the research capacity enhancement training sessions.

4. The continuation of economic support of the two graduate students from the Graduate Program in Translation (GPT) to assist with the Coordinator of Faculty Initiatives with her duties as the Chair of this

Program. This kind of time release will allow her to perform the tasks of the project.

5. The Coordinator of Student Initiatives should explore with other short workshops to attract student attention.

We encouraged the institution administration to take in consideration the Student and Faculty Coordinators points of view because both feel unsupported by the university infrastructure to fulfill her duties. Rigid administrative processes can act as a barrier to strengthen a research academic culture at undergraduate level at the institution. Strong support from the institution is important since it have an effect in setting the tone toward the development and success of project initiatives.

VI. REFERENCES

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VII
Appendixes

University of Puerto Rico Río Piedras Campus
DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM V, US
US Department of Education, Grant Award PO31S100037
Program Director: Carmen S. Maldonado-Vlaar, PhD

Evaluation Purpose & Scope
Submitted by External Evaluator: Gladys Colón, MS – August 31, 2011

EXTERNAL EVALUATION SCOPE & PURPOSE

The main purpose of the external assessment is to document the merit and impact of the project effectiveness in terms of the implementation of the activities planned to fulfill the goal and objectives established in the proposed timeline during the grant-cycle period. The evaluation plan will follow a generic schema and includes a mixture of quantitative and qualitative strategies to monitor the project as it develops and progress. A continuous pathway of communication between the external evaluator and program administration will be maintained.

Methodology

The external assessment will be based on Stufflebeam's CIPP Evaluation Model (2002). The CIPP (Context, Input, Process, & Product) evaluation approach will provide a structure to assess project's merit, worth and significance. Context will focus on development decisions; Input on structuring decisions; Process on implementation processes; and Product on outcome attainment. Context analysis will determine the environment, needs, assets, and problems in the program. In input analysis, the evaluation will compare the strategies used by other similar programs. For the process part, program activities will be monitored, documented, and assessed. The product/impact part of the evaluation will assess the project's reach to the target audience.

Data Collection

To obtain the necessary information to answer the evaluation questions, we will use a number of diverse data collection methods and sources, such as documentation review, extant data, questionnaires, checklists, observation, interviews, and focus groups. The formative (ongoing projects activities) and summative (outcomes and related processes, strategies and activities) approaches will use a series of questionnaires to gather information of participants' obtained benefits; level of satisfaction, attitudes, knowledge, and skills gained through participation, demographic profile, and open-ended response information. The external evaluator with the collaboration of program administration will design the instruments and tools needed. The gathered data will then analyzed using SPSS software package and put into perspective to formulate a judgment over the project outcomes. The findings, conclusions, and recommendations will be presented in a separate document on late October of each year of the grant award.

First-Year Evaluation Focus

During the first months of project development, the external evaluator focus in knowing the program setting; gather preliminary data to adapt methods to the project and its needs; determining the goals of the assessment intervention and develop the evaluation plan. The evaluator activities include the review of program documentation, participation in meetings with program administration, and perform interviews with program leaders to review and discuss their perspectives on problems, needs, assets, and environment of the program. The evaluator will also perform a literature review to determine current trends and issues on expand capacity in research for undergraduate faculty and students. Different considerations are explored to decide on how data will be collected and what tools and instruments are necessary to develop.

KEY EVALUATION QUESTIONS

A. Formative Evaluation

1. Were the appropriate staff members hired, trained, and are they working in accordance with the proposed plan?
2. Were the appropriate materials and equipment obtained?
3. Was a management plan developed and followed?
4. Were the appropriate participants selected and involved in the planned activities?
5. Do the activities and strategies match those described in the plan?
6. Were activities conducted according to the proposed timeline? By appropriate personnel?

B. Progress Evaluation

1. Are the participants moving toward the anticipated goals of the project?
2. Which of the activities/strategies/interventions are of value to the participants?
3. Which methods are working?

C. Summative Evaluation

1. Was the project successful?
2. Did the project meet the stated goal and objectives?
3. What are the strengths and weaknesses of the project?
4. Did the participants benefit from the project?
5. What components were the most effective?
6. Was the program equally effective for all participants? Was it not effective for any one group?
7. Were the results worth the project's cost?
8. Is this project replicable and transportable?
9. Is there an appropriate plans for dissemination of results?
10. Is there a sustainability plan to continue capacity building activities in research for undergraduate faculty and students after the grant period?

iINAS Project - October 1, 2010 to September 30, 2015
Gladys Colón, External Evaluator

Student Initiative Coordinator – Dr. Ana I. Alvarez
Interview open-ended questions guide

Project objectives for students: **Year 1** (Oct 2010-Sept 2011) & **Year 2** (Oct 2011 to Sept 2012)
General Studies & Social Sciences Colleges

1. What strategies do you use to target the undergraduates of both Colleges?

2. What is the level of motivation of the targeted undergraduates,   faculty members, deans and departmental directors?

3. What are the status of the Undergraduate Research Office and the database of undergraduate research?

4. What activities were accomplished at the end of Year 1 related to undergraduates of both Colleges?

5. What activities are in place during the beginning of Year 2?

6. What barriers do you encounter during the implementation phase of the project (Year 1)?

7. How do you deal with those barriers?

8. Do you already identified faculty members that could serve as research mentors to undergraduates?

9. What do you tell me about the following initiatives:

    1) Students Summer Research Experiences

    2) Research Capacity-Building Workshops (8 workshops per year)

    3) Number of participant students

10. How do you feel with your role in the project? Are you satisfied with your role?

11. What support do you need from the institution to fulfill your duties as Student Coordinator?

12. From your point of view, what are the strengths and weaknesses of the project?

13. Any other comment will be appreciated.

iINAS Project - October 1, 2010 to September 30, 2015
Gladys Colón, External Evaluator

Faculty Initiative Coordinator – Dr. Aurora Lauzardo
Interview open-ended questions

<u>Project objectives for faculty</u>: **Year 1** (Oct 2010-Sept 2011) & **Year 2** (Oct 2011 to Sept 2012)
General Studies & Social Sciences Colleges

1. What strategies do you use to target the faculty of both Colleges?

2. What is the level of motivation of the targeted faculty members, deans and departmental directors?

3. What is the status of the rosters of faculty in the Research Capacity Enhancement Training, Summer Research Institutes and Research Fellowships?

4. What activities were accomplished at the end of Year 1 related to faculty of both Colleges?

5. What activities are in place during the beginning of Year 2?

6. What barriers do you encounter during the implementation phase of the project (Year 1)?

7. How do you deal with those barriers?

8. Do you already identified faculty members that could serve as research mentors to undergraduates?

9. What do you tell me about the following initiatives:

    a. Summer Research Fellows
    b. Research Capacity-Building Workshops
    c. Summer Institutes
    d. Mini-grants (2012-13)
    e. Research Competency Integration Seminars (2012-13)
    f. Centers for Interdisciplinary Research (2012-15)

10. How do you feel with your role in the project? Are you satisfied with your role?

11. What support do you need from the institution to fulfill your duties as Faculty Coordinator?

12. From your point of view, what are the strengths and weaknesses of the project?

13. Any other comment will be appreciated.

LIST OF ACTIVITIES PERFORMED BY iINAS STUDENT INITIATIVE COORDINATOR
DR. ANA I. ALVAREZ – NOVEMBER 2010 TO SEPTEMBER 2011
UPR-RIO PIEDRAS CAMPUS

Month Year	Day	Type of activity
Nov 2010	19	Meeting with PD
Dec 2010	1	Meeting with PD
Jan 2011	20	Meeting with PD
	25	Presentation to Department Chairs GSC
	31	Meeting with PD
Feb 2011	2	Staff Meeting
	18	Orientation to English faculty
	23	Meeting with Project Administrator & Administrative Assistant Meeting with Ms. Lorraine Martinez, CEA
	28	Meeting with Ms. Wilmarie Santiago for ocuspulo *Reunión Dr. Gutiérrez- Decano Asuntos Académicos FEG* *Reunión Dr. Héctor Soto- Director del BA Estudios Generales*
March 2011	3	*Reunión Sra. Evelyn Martínez, Decana de Asuntos Estudiantiles (Estudios Generales*
	4	*Reunión Profesores de Estudios Generales* *Reunión Departamento de Biología Estudios Generales* *Reunión Decano y profesores de Administración de Empresas*
	14	*Reunión con Director y profesores de Escuela de Comunicaciones*
	15	*Reunión Profesores Departamento de Español de EG*
	16	*Taller sobre Integridad Académica y Etica en la Investigación* *Almuerzo con Dra. Wanda Rodríguez*
	24	*Reunión con profesores EG*
	29	*Orientación estudiantes Bachillerato en EG*
April 2011	4	*R. con Severino – Informar y programar reunión con directores*
	6	*R. con profs. FEG*
	10	*R. dirs. De FCS*
	11	*R. Rectora - precisar estipendios de EV, Promoción Scholars*
May 2011	4	*Taller iINAS*
	5	*R. Rectora*
	9	*R. dirs. FCS* *R. Carlos Ramos*
	16	*R. Dirs. FCS*
	20	*R. profs. y estudiantes FCS* *inicia identificación de posibles mentores y se establece criterios* *- R. con Rectora –petición de espacio y casa para orientación SR*
	20-26	*24-26 - R. CUR en Portland* *-Calendario de talleres iINAS para 2011-2012 y recursos*

June 2011	1	*R con profs y estudiantes FCS*
	6	*R. decana de Estudiantes – buscando prepas para SR* *-posposición de fecha límite de SR*
	7	*Envío de solicitudes de FSC para SR a los evaluadores* *visita casa Rectora para planificar orientación SR* *informa a solicitantes de SR sobre decisiones sobre solicitudes*
	8	*Decidimos buscar candidatos para SR en prepas con Decanato de Estudiantes* *Diseño del croqui*
	13	*R. comité evaluador de solicitudes SR de FCS para evaluar y Seleccionar los primeros 5*
	21	*R. con Lorraine (CEA)- evaluación y transición*
	22	*Redacción de visión y misión de SR preparación de orientación de SR y Mentores sobre modelo de mentoría*
	23	*Selección de ayudante* *Instrumento de pre y post prueba de conocimiento para SR y EV* *Se obtiene autorización para adaptar otros instrumentos* *Calendario y temario de talleres SR* *Selección de mentores* *R. con candidato a técnico informática*
Aug 2011	3	*Cierra término para prepas solicitar a SR* *-4prepas son seleccionados- todos 4.0 y 1 FCS* *-decidimos incorporar preguntas pre y post en evaluación talleres iINAS*
	8-10	*Participación en orientaciones prepas*
	12	*Grabación Noticampus*
	17	*R. Diana López-mentora potencial*
	22	*primer taller SR*
	26	*Orientación SR-asistencia perfecta*
	31	*Primer taller iINAS* *-R. evaluadora externa*
Sept 2011	16	*Relatos de viaje- establezco contacto con Maruja para dar taller y con Aaron Ramos* *R. Paul Latortue- propuesta SR*
	19	*-R. Yamín – EV*
	20	*R. Maruja-taller de investigación en la historia del arte y posibles mentores en las humanidades*