

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*  
*TITLE V- DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM CFDA #84.031S*  
*US DEPARTMENT OF EDUCATION PR/AWARD #PO31S100037*  
OCTOBER 1, 2010 TO SEPTEMBER 30, 2015



*“INICIATIVAS DE INVESTIGACIÓN Y ACTIVIDAD  
CREATIVA SUBGRADUADA” (iINAS)*

DR. CARMEN S. MALDONADO-VLAAR, PROJECT DIRECTOR

# EXTERNAL EVALUATION REPORT

October 1, 2011-September 30, 2012 (Year 2)

**SUBMITTED BY:** Gladys Colón-Rivera, MS  
External Evaluator  
December 31, 2012

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## I. INTRODUCTION

Since October 2010, the US Department of Education funded the project named in Spanish *Iniciativas de Investigación y Actividad Creativa Subgraduada (iINAS)*<sup>1</sup> at the University of Puerto Rico Río Piedras Campus (UPR-RP). The 5-year grant (PR/Award #P031S100037) has the aim of expand the home institution capacity to create a sustainable research-based academic culture by engaging undergraduate faculty and students in research activity on fields other than the natural sciences. At each year of the grant cycle the home institution will target respectively the Colleges of General Studies, Social Sciences, Education, Humanities, and Business Administration (one College per year of the grant). After the end of the grant award,

Table 1

iINAS PROJECT 2010-2015  
UNDERGRADUATE COLLEGES TO BE IMPACTED WITH  
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

it is expected that the institutional Deanship of Graduate Studies and Research (the DEGI for its Spanish acronym) match the amount of \$300,000 in endowment funds to continue the research initiatives for undergraduate level.

An external evaluation is taking place since the implementation of iINAS Project. This progress report corresponds to the 2<sup>nd</sup> year of the project operation

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<sup>1</sup> The project grant name is *Strengthening UPR-RP through Development of a Research-Based Academic Culture* authorized under Title V, Part A, of the Higher Education Act (CFDA #84.031S). The project is under Title V, Part A, of the Higher Education Act (CFDA #84.031S).

and focused on the dissemination phase of the programmatic objectives and the activities delivered to fulfill the undergraduate faculty and students components.

## II. EXTERNAL EVALUATION PURPOSE & SCOPE

This external report provides a description and assessment of the program main activities during the second year of the grant corresponding to the period from October 1, 2011 to September 30, 2012. Data was collected by formal and informal interviews with program key personnel, web pages, and documentation revision.

## III. DOCUMENTATION REVIEW FINDINGS

### A. PROJECT DISSEMINATION

The key staff of iINAS's Project had used effectively diverse strategies for dissemination of the project initiatives and the current outcomes among the academic community. The communication means

Table 2. iINAS Executive & Administrative Key Personnel  
Academic Years 2010-12, UPR-Río Piedras Campus

NAME	PROJECT ROLE
Dr. Carmen S. Maldonado	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

frequently used were meetings with the deans and department chairs; open-house activities; presentations to the faculty and undergraduates of the target colleges; promotional flyers, local radio interventions, press releases, electronic communication, hands-on workshops, presentations of the research projects of the participant faculty and students.

In other aspects, the program information continued under the DEGI website at <http://graduados.uprrp.edu/investigacion/inas.html>. It includes generic information of the activities; links to assess some material such as instructions and application for Scholars in Residence and Summer Research Experiences. However the content and outcomes of the activities are not posted in this webpage. The administrator of the Project informed that they have some difficulties to post the material at this institutional website.

**iINAS**  
Instituto de Investigación y  
Asesoría Centro-Universitaria

**Calendario de Talleres**  
Primer Semestre  
Libre de Costo

Estudiantes subgraduados de Educación, Administración de Empresas, Arquitectura y comunidad universitaria en general

1. *¿Qué debes hacer ahora si quieres ir a la escuela graduada?*  
Dra. Ana I. Álvarez  
miércoles, 12 de septiembre / 8:30AM-12:00MD  
Facultad de Educación, Anfiteatro #4
2. *Aprendizaje participativo*  
miércoles, 26 de septiembre / 8:30AM-12:00MD  
Facultad de Educación, Anfiteatro #3
3. *Educación de adultos*  
miércoles, 10 de octubre / 8:30AM-12:00MD  
Facultad de Educación, Anfiteatro #3
4. *Cómo redactar sin cometer plagio*  
miércoles, 24 de octubre / 8:30AM-12:00MD  
Facultad de Educación, Anfiteatro #3
5. *Educación superior en Puerto Rico*  
Dr. Luis Raúl Cámara  
Se anunciará / 8:30AM-12:00MD  
Facultad de Educación, Anfiteatro #3

\*Calendario sujeto a cambios, contactanos.

Info: (787) 764-0000 Exts. 7207, 7210, 7235.  
[inas.uprrp@gmail.com](mailto:inas.uprrp@gmail.com)  
Encuentranos en Facebook <http://www.facebook.com/iinas.uprrp>

*¡No te los puedes perder!*

Meanwhile, as recommended by the external evaluator, iINAS staff opens a social media page on Facebook to target the interest of the young student population with the Project on-going research activities. This strategy could be an effective way in disseminating the different activities and on going research projects of the participant's students.

The dissemination of iINAS research initiatives has created a

positive interest of other colleges not included in the grant proposal, such as the School of Architecture. The Project Director of iINAS strategically engaged all interested faculty by additionally extend them some research initiatives to the School of Architecture with institutional matching funds.

The Project administration also maintains the university community aware of the project progress and main outcomes through press releases at institutional news sites, such as *Diálogo* digital newspaper and *MiUPI Informa*. An article of iINAS initiatives was published at *Diálogo* (April-May 2012 edition).

The Project Director and the Coordinators of the Faculty and Students strands already promoted the activities that will take place at the Education College during the first semester of the academic year 2012-2013 corresponding to the Year 3 of the grant cycle. Both Project Coordinators also are engaged actively in promoting communication channels and interdisciplinary interaction among the targeted Colleges to stimulate collaboration for the development of collaborative research projects.

As an example of one of these strategies is the invitation they sent to the sponsored 16 faculty members of the General Studies College to attend the *Journey Experiences 2012* activity (*Relatos de Viajes 2012*) planned for November 2, 2012. At this activity, 9 professors from Social Sciences College and 3



from the Architecture School will share their work and photos from their trips sponsored by iINAS.

## B. PROJECT ORGANIZATIONAL STRUCTURE

During the 2<sup>nd</sup> year of iINAS operation, the Project Director established an advisory and monitoring team to support the development of the main goals of undergraduate research and creative activity of the project strands. She has the collaboration of 11 faculty members as consultants for the implementation of the research, discovery, and innovation components. Four (4) other professionals collaborate as resources for the workshops, and 12 professors serve as mentors for the Scholars in Residence component (see Table 3). Since the start of the Project, they had the services of Dr. Luis Donato, Director of LabCap.

To complete the evaluation team for iINAS Project, the Program Director contacted Dr. Madeva Ghee, Executive Director of the

Leadership Alliance of the Brown University in Rhode Island. Dr. Ghee has knowledge and experience in undergraduate research. She accepted to be an

Table 3  
Faculty Mentors for Undergraduate Students iINAS  
Project 2011-12, UPR-Río Piedras Campus

Faculty Name	
1	Prof. Maritza Barreto-Orta
2	Prof. José Javier Colón-Morera
3	Prof. Angel David Cruz-Báez
4	Prof. Heidi J. Figueroa-Sarriera
5	Prof. Antonio Gaztambide
6	Prof. Carlos Guilbe
7	Prof. David Pérez-Jiménez
8	Prof. Loretta Roberson
9	Prof. Alicia Rodríguez-Castro
10	Prof. Mabel Rodríguez-Santiago
11	Prof. Emily Sáez
12	Prof. Janine Santiago

independent consultant to monitor iINAS activities, strands progress, and accomplishments. Dr. Ghee visited the home institution on September 10 and 11, 2012 and met with the coordinators, staff, external evaluator, deans, institutional officials, participant students and faculty from the impacted colleges.

The project staff continues with their weekly meetings on Wednesday's afternoon to keep track of the day-to-day of the project operation. They continue with a high motivation and satisfaction in their roles, along with the rest of the support personnel. On the other hand, their main concerns are related to the institutional control and slowness with the documentation submitted for required administrative process in order to be able to comply with the multiple activities they must handle, especially with visiting professors and the stipends payment for the participants students.

### C. FACULTY RESEARCH INITIATIVES

Obtained data indicated an attendance of 73 professors from the General Studies and Social Sciences Colleges to the five (5) Faculty Research Institutes. These activities were held from June to August 2012 at the home institution and also had the participation of 10 undergraduate students from Social Sciences (see Table 4).

**iINAS**  
Instituto de Investigación y  
Actividad Docente Subgraduado

INSTITUTO DE INVESTIGACIÓN:  
"Estados de violencia: acercamientos  
interdisciplinarios a la violencia y a la guerra"

**Invitada:**  
Dra. Rita Laura Segato  
Conferenciante Internacional  
Universidad de Brasilia

Conferencia "Los límites de la acción estatal"  
miércoles, 15 de agosto de 2012  
10:00 AM – 12:00 M  
Salón 306, Edif. Jaime Benítez Rexach, Facultad de Estudios Generales  
Universidad de Puerto Rico – Recinto de Río Piedras  
Co-auspiciada por el Decanato de Estudios Generales y la  
Asociación Puertorriqueña de Profesores Universitarios (APPU)  
Para información: 787-764-0000; Ext. 7207 ó 7235  
iinas.uprrp@gmail.com—facebook.com/iinas.uprrp



Table 4. iINAS Faculty Research Institutes 2011-12, UPR-Río Piedras Campus

	Research Institute Title	Date 2012	Number of Faculty		Number of Students	
			General Studies	Social Sciences	General Studies	Social Sciences
1	The Integration of Anthropological Sciences in the Sciences, Language, and Social Studies Curriculum	June 11-15	5	8	-	-
2	<i>Memorias, relatos y testimonios de la diáspora caribeña</i>	August 6-10	10	-	-	2
3	Urban Mobility of the University Community of the Río Piedras Campus	August 6-10	3	1	-	-
4	Complexity of Violence: Between Sacrificial and Emancipatory Politics	August 6-10	7	22	-	8
5	<i>Estados de Violencia: Acercamientos Interdisciplinarios a la violencia y a la guerra</i>	August 13-17	14	3	-	-
<b>TOTAL</b>			<b>39</b>	<b>34</b>	<b>-</b>	<b>10</b>

As part of these Faculty Research Institutes (*Institutos de Investigación*), Dr. Madeline Roman, a faculty member of the Sociology and Anthropology Department of the Social Sciences College held the activity titled Violence and Complexity from August 6 to 10, 2012. This research initiative brought iINAS to sponsor with the DEGI a series of educational activities along with the Sociology and Anthropology Department titled *Complexities of Violence* held on October 31 and November 1, 2012 to all academic community with topics of great relevance to the island such as



violence, addiction and public policy, and visual research. Distinguished national and local speakers included Dr. Peg Birmingham, Dr. Philippe Bourgois, Dr. José Vargas-Vidot, and Dr. Michael Gómez. This interdisciplinary initiative produced a proposal to the National Science Foundation and FIPI.

Some of the activities delivered during this event were the following:

- ✚ **Round Table:** *Las contradicciones entre la guerra contra las drogas y la salud pública: una perspectiva antropológica del universo toxicómano de las calles estadounidenses* – Dr. Philippe Bourgois. Comments by Drs. César Rey and José Vargas-Vidot.
- ✚ **Key Note Lecture:** *Las lógicas de la violencia: el habitus de furia en el gueto puertorriqueño de Filadelfia* – Dr. Philippe Bourgois.
- ✚ **Workshop:** *La política de la estética fotográfica: los usos de la foto etnografía investigando la epidemia del HIV entre usuarios de heroína* – Dr. Philippe Bourgois.
- ✚ **Conversatorio:** *La traducción entre Puerto Rico y Nueva York: a propósito de la traducción del libro de Philippe Bourgois*
  - *En busca de respeto: la venta de crack en Harlem* - Fernando Montero-Castrillo
- ✚ **Radio Program at MiUpi Investiga:** Interview to Dr. Philippe Bourgois and Fernando Montero-Castrillo by Dr. Cynthia Coll.

Concerning the Summer Faculty Research Institute 2012, twelve (12) professors from the General Studies and Social Sciences Colleges received this

award. The Acting Director of the Sociology and Anthropology Department, Dr. Jorge L. Giovannetti, was a recipient of a the Summer Research award from iNAS to make a research endeavors in New York University, Columbia University, and the Wenner-Gren Foundation for Anthropological Research. Through this experience, Dr. Giovannetti was able to gather sufficient data to write a manual for undergraduates about field notes of Cuba and Puerto Rico anthropology. Additionally he could finished a paper *An Unfinished Ethnography: Carl Withers' Cuban Fieldwork and the Book that Never Was* to be submitted for publication to the Histories of Anthropology Annals The iNAS Project also sponsored a trip for the Dean of Social Sciences, Dr. Blanca Ortiz, for training on Major Gift Strategies held on Denver, Colorado on September 18-21, 2012.

Of the 10 proposals received from these Colleges, six (6) mini-grants were awarded to the projects shown in Table 5.

Table 5. Mini-Grants Awards to Faculty of the General Studies & Social Sciences Colleges UPR-Río Piedras Campus, iNAS Project 2011-12

	Project Title	Faculty Name	Department
<b>GENERAL STUDIES COLLEGE</b>			
1	<i>Nanomagnetitas: develando misterios de un ferro fluido</i>	Dr. Estevaeo Rosim Fachini	Physical Sciences
2	<i>Visualización y contrastación de predicciones climatológicas regionales</i>	Dr. Juan Carlos Delgado	Physical Sciences
3	<i>Observaciones astronómicas: exploración del cielo</i>	Dr. Mayra Lebrón-Santos	Physical Sciences
<b>SOCIAL SCIENCES COLLEGE</b>			
4	<i>La investigación etnográfica online: retos y posibilidades</i>	Dr. Heidi Figueroa	Psychology
5	The Art & Method of Qualitative Interview Research	Dr. Karem Hoffman	Sociology & Anthropology
6	<i>Desarrollando destrezas en el manejo y análisis de datos cuantitativos y cualitativos en el estudiantado de Trabajo Social: desafío de un programa subgraduado</i>	Dr. Mabel López	Social Work

Other activity offered to the undergraduate faculty and students of these Colleges included six (6) Integration Seminars. Table 6 showed the title and number of participants per activity.

Table 6. Integration Seminars Delivered to the General Studies & Social Sciences Colleges, iINAS Project 2011-12

Integration Seminar Title	Date 2012	Number of Faculty		Number of Students	
		General Studies	Social Sciences	General Studies	Social Sciences
1 <i>Implementing a new approach of investigation for undergraduates students (1<sup>st</sup> Phase)</i>	January 23	5	-	-	-
2 <i>Base teórica y metodológica del análisis de discurso en la investigación social</i>	January 23-25	-	49	-	-
3 <i>Estadísticas para antropólogos, empleo y técnicas dirigidas al trabajo de campo, la clasificación y el análisis</i>	February 24	3	7	-	4
4 <i>Implementing a new approach of investigation for undergraduates students (2<sup>st</sup> Phase)</i>	March 28-29	4	-	-	-
5 Interdisciplinary Intellectual Community	May 23	-	3	1	6
6 Gender, Health & Society	May 25	-	2	-	5

The Faculty Initiative Coordinator already received three (3) proposals from the College of Education for the Seminars of Integration for the Year 3 of the project corresponding to the academic year 2012-13.

#### D. UNDERGRADUATE STUDENTS RESEARCH INITIATIVES



During the summer 2012, a total of 64 undergraduates' students engaged in research experiences under the mentorship of 12 faculty members. Table 3 contained the names of the faculty mentors. As shown in data contained in Table 7, the majority of the students (n=44) that participated on the research experiences were from the

Social Sciences College. These undergraduates belonged to the Departments of Psychology, Political Sciences, Geography, Interdisciplinary Studies, Sociology, Economics, Anthropology, Social Work; and from the combined programs of Sociology & Geography, Economics & Anthropology, Political Sciences & Sociology, and Political Sciences & Economics. The rest of the undergraduates impacted with the research experiences at their area of studies were from the Colleges of Humanities (n=7); General Studies (n=4); Education (n=4); three (3) from Natural Sciences, and two (2) from Business Administration.

One of the undergraduate students that participated in Scholars in Residence 2011, Mr. Nelson G. Schwarz-Iglesias, participated in the 10<sup>th</sup> conference of Puerto Rican Studies Association of the University of Albany in New York from October 23-28, 2012 and presented his research study titled *Factors influencing the Vote for Puerto Rico Governor*.

Table 7 Participant Students Per College & Department, Summer Research Experiences iINAS Project 2011-12, UPR-Río Piedras Campus (N=64)

<b>Social Sciences College (n=44)</b>			
<b>Psychology</b>	<b>Political Sciences</b>	<b>Geography</b>	<b>Interdisciplinary Studies</b>
Agnes M. Torres	Ana G. Serrano	Blanca S. Santos	Alejandra Figueroa
Alejandra Cedeño	Aziria Rodriguez	Gwendelyn Monge	Bernadette Rodriguez
Gretchen Carrasquillo	Rebeca J. Agosto	Steven Figueroa	Fabiola Torres
Luis F. Campos	Angie Maldonado	Carmen Oyola	Glorimarie Peña
Zuleika Roa	Jesus Vélez	Gladys Valentín	Marlene Feliciano
Alexandra Mulero	Jose Umpierre	Irene Ortiz	
Krizia Y. Vargas	Luis G. Nieves	Christian Asencio	
Emanuel Cruz	Amy F. Orta		
Liremis Otero			
Nicole Colón			
Sebastián Medina			
<b>Sociology</b>	<b>Economics</b>	<b>Anthropology</b>	<b>Social Work</b>
Beatriz Vigo	Effie A. Acevedo	Norma Laureano	Mariliz Sánchez
Maria C. De la Vega	Martha Concepción		
Jaime Géliga	Lixamary Otero		
Laura Cañuelas			
<b>Sociology &amp; Geography</b>	<b>Economics &amp; Anthropology</b>	<b>Political Sciences &amp; Sociology</b>	<b>Political Sciences &amp; Economics</b>
Ivelisse Calderón	Nicole Nazario	Yesenia Martínez	José A. Rivera

<b>Humanities College (n=7)</b>			
<b>History</b>	<b>Literature</b>	<b>Modern Languages</b>	<b>Hispanic Studies</b>
Angélica Reyes	Edgar Nieves	Jennifer Cardé	Claudia Becerra
Sharon Davila		Andrew A. Rosado	
Zoé González			

<b>General Studies College (n=4)</b>		
<b>Natural Sciences</b>	<b>Biology</b>	<b>Sciences</b>
Analiz Velázquez	Bianca Guzmán	Valerie Maldonado
	Rafael Avilés	

<b>Education College (n=4)</b>		
<b>Spanish</b>	<b>Sciences</b>	<b>Arts</b>
Barbara del M. Robles	Elaine Otero	Pedro G. Nieves
Sandra Valentín		

<b>Natural Sciences College (n=3)</b>	
<b>Biology</b>	<b>Integrative Biology</b>
Claudia Quiles	Zoelie Rivera
Tania Hernández	

<b>Business Administration College (n=2)</b>	
<b>Accounting</b>	<b>Marketing</b>
Zulimar Alvira	Stefanie Y. De León

The Coordinator for Undergraduate Students Research Initiatives organized and delivered successfully a series of other educational activities during the 2<sup>nd</sup> year of iINAS operation (see Table 8). Such activities included orientation sessions for the Summer Research Experiences and for the students and their mentors selected for the Scholars in Residence Program for academic year 2012-2013. Attendees also benefited on several workshops related to survival tips for the university life; quantitative research in Social Sciences; scientific writing; and steps to apply to graduate school, among others.



1st Group of Scholars  
2011



Table 8. Educational Activities for Undergraduate Students from the General Studies & Social Sciences Colleges, iINAS Project 2011-12

	Activity Title	Date	Number of Participants
1	Orientation of Summer Research Experiences	Oct. 11, 2011	17
2	Survival Skills at the University	Oct. 13, 2011	22
3	Orientation Research Experiences, Summer 2012	Oct. 17, 2011	54
4	Quantitative Research in Social Science: An example from Geography	Oct. 26, 2011	44
5	How to write without plagiarism	Nov. 16, 2011	*
6	Scientific Writing	Jan 25, 2012	13
7	Quantitative Research in Social Science: An example from Anthropology	Feb 29, 2012	25
8	What do you need to know to continue graduate studies?	March 7, 2012	21
9	Correct Spanish Writing	March 21, 2012	82
10	The Ethnograph Program	April 18, 2012	19
11	Orientation of Summer Research Experiences 2012 Groups and Mentors	April 20, 2012	59
12	Orientation of Summer Research Experiences 2012 Groups and Mentors	April 27, 2012	64
13	Graduation Activity: Scholars in Residence 2012	May 22, 2012	59
14	Orientation to Students & Mentors Scholars in Residence 2012-13	Aug 16, 2012	26
15	Informative Table – Students’ Research Initiatives	Aug 28-29, 2012	49
16	What do you need to know to continue graduate studies?	Sept. 12, 2012	*
17	Closure Activity-Research & Creative Experiences Summer 2012	Sept. 21, 2012	*

\*Missing data

iINAS sponsored-undergraduates had the opportunity of present their research works at the

1<sup>st</sup>

Student  
Research  
Congress  
held at  
the main  
library

facilities on April 25, 2012.





#### **IV. CONCLUSIONS & RECOMMENDATIONS**

The administration of iINAS project already targeted the Colleges of General Studies and Social Sciences Colleges in compliance with the grant award providing opportunities to expand enhancement of research productivity at undergraduate level. Both undergraduate faculty and students that participated in the delivered research initiatives expressed a positive attitude and satisfaction level, as evidenced in the internal evaluation forms collected. The Dean of Social Sciences College is looking for funds to institutionalize a Scholar in Residence Program at this faculty. In the meantime, the Project administration also targeted the Education, Humanities, and Business Administration Colleges and many of them had benefited from the activities organized during the current grant period.

Through the multi-strategies efforts during the dissemination phase of the project purposes and research initiatives, iINAS staff has promoted an interest at other colleges not included in the grant proposal, such as the School of Architecture and in advance of the Colleges to be impacted later in the grant cycle. The Project Director and both Coordinators strategically made the necessary arrangements to maintain this motivation to expand the undergraduate research activity at the home institution. Moreover, they are actively engaged in promoting communication channels and interdisciplinary interaction among the targeted Colleges to stimulate collaboration among faculty members for the development of collaborative research projects that could impact also undergraduate's students.

The Program Director reinforces the Project administrative structure with the establishment of an advisory and monitoring team to support the development of the

main goals of undergraduate research and creative activity of the project strands. She also appointed an independent external consultant with expertise in undergraduate research to monitor iINAS activities, strands progress, and accomplishments.

The diverse approaches organized and sponsored by iINAS Project during the short period of time are contributing to create a positive atmosphere for the improvement of the undergraduate research, creativity, and the dissemination of the knowledge through the encouragement of opportunities to expand the research skills among impacted students and faculty. These initiatives also are exposing the undergraduate students to find meaning and value in research endeavors. As expressed by the Program Director, Dr. Carmen Maldonado, the research initiatives already held served as a base for the students to enter to the research world.

The Project Director and staff continue with a strong commitment to comply with the goals established for the Project. There is a need for the Project to open an undergraduate research office to provide impacted students and faculty with a support base to continue research activities. The administrative process of the institution should be more flexible to facilitate the multiple activities that the iINAS Project must perform at the target colleges for the development and success of the research initiatives for undergraduate faculty and students.

## VI. REFERENCES

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# 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.

## **2nd-Year Evaluation Focus**

The external evaluator will focus in knowing the program setting; dissemination phase, gather data to adapt methods to the project and its needs; determining the goals of the assessment intervention and improve 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?