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Executive Summary

The project *Iniciativas de Investigacion y Actividad Creativa Subgraduadas* (iINAS) is sponsored by the Federal Department of Education through the Developing Hispanic-Serving Institutions Program - Title V. iINAS' primary goal is to expand the University of Puerto Rico Rio Piedras Campus (UPR-RP) undergraduate faculty and student's capacity to conduct research on fields other than natural sciences. iINAS three project strands are as follow: (1) expanding undergraduate faculty capacity to actively engage in research, (2) expanding research opportunities for undergraduate students, and (3) improve the institution's grant writing and fundraising capacity.

This report focuses on the external evaluation performed by the Division of Community Services of the Center for Evaluation and Sociomedical Research (CIES), Graduate School of Public Health, University of Puerto Rico Medical Sciences Campus. The evaluation focused on the activities carried out within the College of Education during the 2012-2013 year. The overarching goal of the evaluation was to determine students and faculty level of increased interest, knowledge, and involvement in research activities. The primary objectives of this evaluation were to assess participants' satisfaction with the trainings and workshop sessions supported by iINAS; usefulness and relevance for their professional development and collaborations established. The project contributions at the institutional level were also evaluated. The external evaluators analyzed previously collected data (*secondary data analysis*). Data included *self-administered questionnaires, testimonials, coordinators report, chancellor report, and funder reports*.

A summary of the key findings by each of the iINAS project strand is presented below¹.

STRAND 1: Expanding undergraduate faculty capacity to actively engage in research

- ★ Four Summer Research Institutes were offered and 77 Faculty participated.
- ★ 15 Summer Research Fellowships were awarded
- ★ Two mini-grants were awarded
- ★ 107 Faculty participated of the Research Capacity Enhancement Training
- ★ Most of the faculty participants reported an increase of knowledge in all the questionnaire items.

STRAND 2: Expanding research opportunities for undergraduate students

- ★ First Undergraduate Research and Creation Colloquium (PESIC)
- ★ 208 undergraduate students participated in PESIC
- ★ 117 undergraduate students participated of the Research Capacity Enhancement Training
- ★ 6 SRCE research projects
- ★ 10 Scholars in Residence participants

STRAND 3: Improve the institution's grant writing and fundraising capacity

¹ The progress of the activities was established based on the information available/accessible to the external evaluators.

- ★ Creation of the Office of Sponsored Research
- ★ Launch the iINAS website
- ★ Implementation of InfoEd as a tool for project management
- ★ Grant-writing workshops provided

In conclusion, the annual evaluation confirmed the efforts of the iINAS project leadership to comply with its main goal and objectives. Overall, students and mentors were very satisfied with the program activities (research experiences) and resources (*i.e. SRCE, Scholars in Residence, Faculty Summer Fellow Program*). Furthermore, faculty, students and participants of the training sessions, workshops, and seminars reported high levels of satisfaction with the speakers, content and place (*i.e. SRI, Research Capacity Enhancement Training, and Integration Seminars*). In order to continue improving iINAS, the following recommendations are made:

- ✓ Incorporate a collaboration section in the evaluation questionnaire
- ✓ Follow up the curriculum modules (mini-grants)
- ✓ Update the Faculty Summer Fellow Program evaluation questionnaire
- ✓ Provide additional support in the CIPSHI process.
- ✓ Increase student's participation in the Research Capacity Enhancement Trainings.

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Project Overview



The Developing Hispanic-Serving Institutions (DHSI) Program provides grants to assist Hispanic serving institutions (HSIs) expansion of educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

In 2010, the University of Puerto Rico, Rio Piedras (UPR-RP) received a five year competitive grant from the Department of Education (Title V-DHSI) to implement the project ***Strengthening UPR-RP through development of a research-based academic culture***. The project's Spanish name is *Iniciativas de Investigacion y Actividad Creativa Subgraduadas (iINAS)*. iINAS primary goal is to expand UPR-RP undergraduate faculty and student's capacity to conduct research on fields other than natural sciences. Therefore, this initiatives effort has been directed to the Colleges of General Studies (Year 1), College of Social Sciences (Year 2), College of Education (Year 3), College of Humanities (Year 4) and the School of Business Administration (Year 5).

Mission

Enrich the academic offerings and improve the quality of undergraduate programs in UPR-Río Piedras, by increasing research and creative activity

iINAS mission to enrich UPR-Rio Piedras' academic offering, research capacity, and institution stability will be accomplishing through a comprehensive three activities strands:

- ★ **STRAND 1:** Expanding Undergraduate Faculty Capacity to Actively Engage in Research
- ★ **STRAND 2:** Expanding Research Opportunities for Undergraduate Students
- ★ **STRAND 3:** Improve the institution's grant writing and fundraising capacity

iINAS strand #1 goal is to provide faculty training to effectively engage in research activity and to translate those research experiences into their undergradtue courses curriculum. To accomplish this goal a set of activities has been implemented as follows: *Research Capacity*

Enhancement Training, Faculty Summer Research Institute, Faculty Summer Fellows Program, and Seminar on Integration of Research, Discovery and Innovation Competencies in the Undergraduate Curriculum.

iINAS strand #2 targeted the undergraduate students. Three main activities have been implemented in order to accomplish this goal as follows: *Research Capacity Enhancement Training, Scholars in Residence, and Summer Research and Creative Activity Internship.*



iINAS strand #3 activities (institutional level) included the creation of an *Office of Sponsored Program* to streamline and facilitate external funding process (*i.e.pre-post award, project transaction, reporting and technical assistance*); implementation of fundraising workshops, and grant writing trainings.

Evaluation Purpose and Scope

iINAS partners with the Division of Community Services from the Center for Evaluation and Sociomedical Research (DSC-CIES, by its initials in Spanish), Graduate School of Public Health, University of Puerto Rico to conduct a process and outcome evaluation. DSC-CIES specializes in the evaluation of health programs, applied research on human service organizations, basic research on public health issues and the development of methods to measure program success. DSC-CIES has conducted evaluation and research projects funded by government agencies on the mainland and the Island, as well as by private human service organizations seeking to use the evaluation in order to improve their policies or programs. During the last six years, DSC-CIES has served as the external evaluators of several university based training initiatives in Puerto Rico funded by the National Institutes of Health, the National Science Foundation and the National Institute of Food and Agriculture. These initiatives have included the Neuroscience Research Opportunities to Increase Diversity (NeuroID), Puerto Rico Idea Network for Biomedical Research and Excellence (PR-INBRE), Research Centers in Minority Institutions Program (RCMI), Puerto Rico Clinical and Translational Research Consortium (PRCTRC), Minority Access to Research Careers (MARC), Department of Homeland Security Science, Technology, Engineering and Mathematics' Scholars (DHS-STEM Scholars) and Research Infrastructure in Minority Institution (RIMI). These programs focus on the developments of students (graduate and undergraduate), faculty (investigators) and research infrastructure of the sponsoring institutions.

DSC-CIES applied a collaborative partnership approach based on the Robert Wood Johnson Foundation Stakeholder Engagement model (see Figure 1) with iINAS in order to maximize the evaluation design process. Rather than act as an external entity to which responsibilities are assigned, the DSC-CIES/ iINAS partnership will have greater effectiveness by capitalizing on expertise brought by both entities. Therefore, a series of coordination meetings were conducted through the evaluation process to ensure input from all parties.

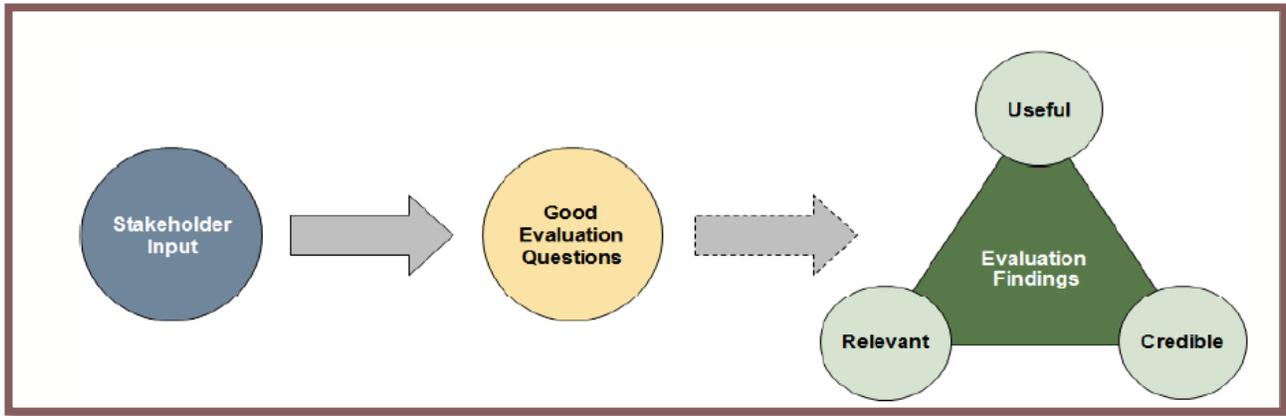


Figure 1. A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions, Robert Wood Johnson Foundation (2009)

DSC-CIES team also applied an Integrative Evaluation Approach that combines participatory evaluation model, continuous quality improvement theory, and organizational development theory to catalyze the project goals (see Figure 2). This approach fosters continuous capacity building to enhance effective management, address organizational change, and promote collaborative efforts. Moreover, it actively engages stakeholders in developing the evaluation process and all stages of its implementation and incorporates structured organizational process for involving stakeholders into the strategic planning.



Figure 2. DSC-CIES Evaluation Approach

Therefore, improving organizational performance, strengthening resources and increasing participants' satisfaction.

Evaluation Goal

Determine students and faculty level of increased interest, knowledge, and involvement in research activities.

The project evaluation focused on the activities carried out within the College of Education during the 2012-2013 year. The primary objectives of this evaluation were to assess participants' satisfaction with the

trainings and workshop sessions supported by the iINAS project; usefulness and relevance for their professional development and collaborations established. The project contributions at the institutional level were also documented in this evaluation.

Methods and Procedure

A comprehensive **document review** was conducted at the beginning of the evaluation process. The federal funder guidelines, annual progress reports, and previous evaluation reports were examined by the DSC-CIES evaluators. Several meetings were held between the project staff and the evaluators to discuss the project documents and the evaluation data in order to establish the main focus of this report.

Moreover, iINAS staff provided the evaluation instruments and data bases collected during the 2012-2013 period. A variety of evaluation sources were consider during the analysis. A mix-method triangulation was conducted in order to gather a robust and comprehensive evaluation results (see Figure 3).

Figure 3. Mix Method Triangulation



Evaluation Data Sources

- ✓ **Activity satisfaction surveys-** At the end of each seminar, workshop, or training session's participants completed a self-administered questionnaire. The instrument was comprised of 6 to 12 questions to assess participants' satisfaction with the following aspects: content, organization, facility, and speaker. The instrument also explored participants' perception of knowledge increase in the topic discussed.
- ✓ **Pre-Post questionnaires-** A self-administered questionnaire was implemented at the beginning and the end of the training sessions. The instrument questions were tailored to each activity content. The questionnaires included approximately between 6 to 32 questions.
- ✓ **Participants' testimonials-** Faculty and students were asked to share their experiences in a variety of project activities. Testimonials format varied as follows: short-narrative, power point presentations or collage of pictures.
- ✓ **Program coordinators reports-** iINAS coordinators of the faculty initiative and student initiative gather information of the activities performed during the 2012-2013 period and developed a report. These reports described the implementation of the activities in

terms of accomplishments and challenges. Students and faculty satisfaction was also documented in these reports.

Both qualitative and quantitative data was analyzed using a variety of techniques. Excel and statistical packages for social sciences (SPSS) was used to analyze quantitative data. While content analysis was used to summarize testimonial data.



Evaluation Findings

Strand 1: Faculty

Research Capacity Enhancement Training

Description: This initiative consists of a series of workshops oriented to develop faculty mentoring and advanced research skills. Moreover, faculty learns how to design and incorporate pedagogical methods into the curriculum to develop undergraduates' creativity and leadership skills. The faculty was exposed to strategies and practices on how to spark students' inherent creativity and how creativity leads to knowledge creation, transfer, and innovation.

Activities: Two main activities were implemented in order to accomplish the initiative objectives. The title of the first activity was *Cyber-Bullying and Adolescents: Who, What, When, Where and Why & Responding to Cyber-bullying for professor, researchers and High School Teachers*. The Cyberbullying conference was held on April 26, 2013 in the Amphitheater#1 of the College of Education. The conference speaker was Sameer Hinduja professor at the Florida Atlantic University. The invited speaker is also the Co-Director of the Cyberbullying Research Center. *The bibliographic identification and search for documentary sources: use and management of electronic networks, database index and network files* was the title of the second training. This activity was held on September 19, 2013 at the Historical Research Center in the School of Humanities. The invited speaker was John Stinson professor in the Social Sciences College at the UPR-Rio Piedras.

Expected Outcome

- ★ At least 100 Education faculty will participate
- ★ 80% of participants will report increase in knowledge of mentoring and research skills

Participants: A total of **107 faculty** members participated of these activities. Below the distribution by affiliation of activity participants.

Cyberbullying Conference

95 faculty
23 undergraduate students
2 graduate students
31 others (i.e. alumni, community)
Total of **151 participants**

Bibliographic Workshop

12 faculty
1 undergraduate student
2 graduate students
1 others (i.e. alumni, community)
Total of **16 participants**

Cyberbullying Conference²

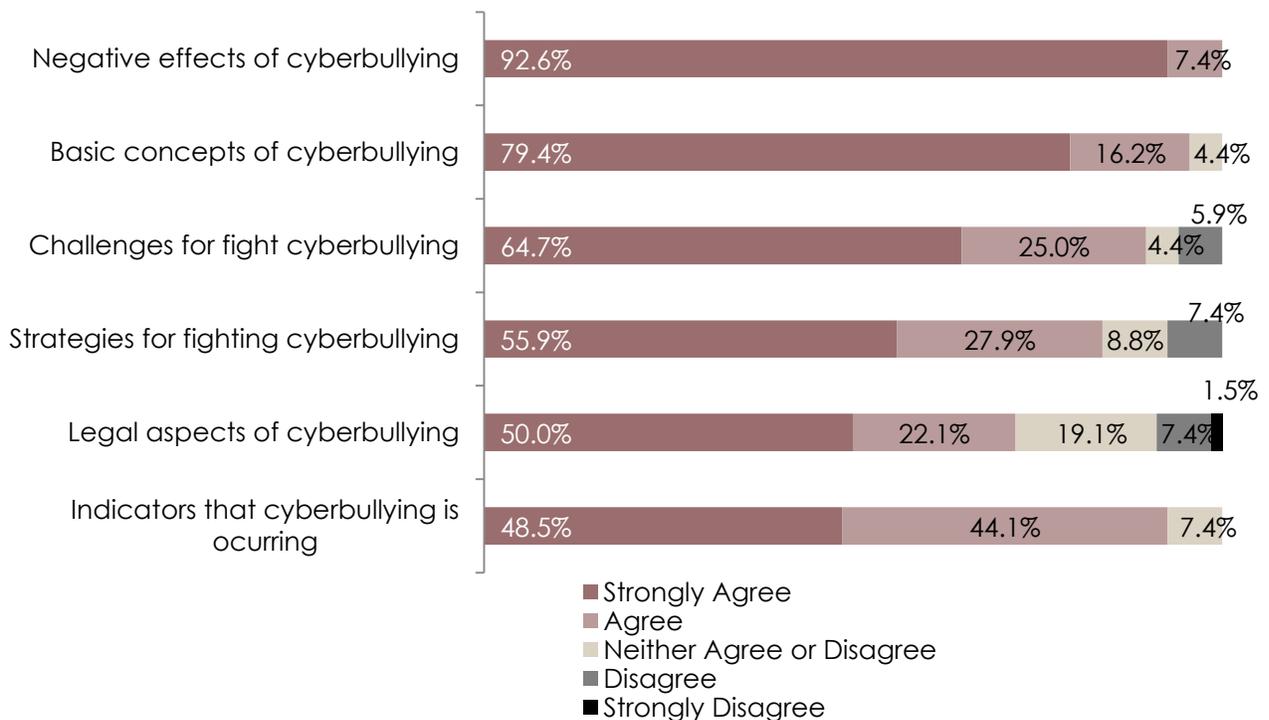
Speaker: Sameer Hinduja

April 26, 2013



Change in Knowledge – At the end of the cyberbullying conference most of the participants reported an increase in perceived knowledge (see Graph 1). Most of the participants (72.1% or more) ‘strongly agree’ or ‘agree’ with the knowledge statements.

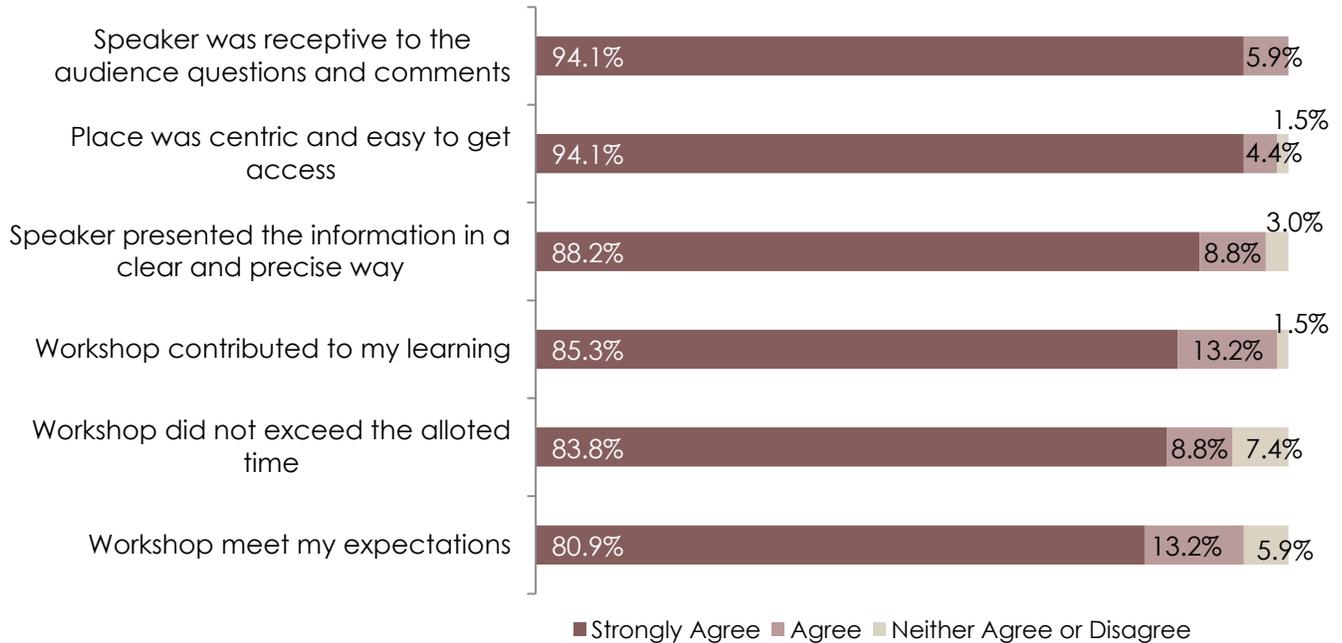
Graph 1. Participants change in perceived knowledge



² The evaluation was completed by 68 participants.

Satisfaction - Participants satisfaction with the activity facility, resources, content, and invited speaker was also evaluated. The majority of the participants were satisfied with the activity (see Graph 2).

Graph 2. Participants satisfaction



Comments - Participants made comments about the workshop content, dissemination, and future topics. Most of the comments were related to the satisfaction of the participants.

Table 1. Comments and Recommendations

Satisfaction	<p><i>“Excellent Seminar”</i></p> <p><i>“Very good. Presentation was excellent, kept me interested. Excellent and useful information”</i></p>
Dissemination	<p><i>“This type of workshop should be offered more frequently”</i></p> <p><i>“More promotion of future activities”</i></p>
Content	<p><i>“...provide simultaneous translation (headphones) or have a Spanish-speaking resource”</i></p> <p><i>“Although people have a general idea of the risks, this workshop covered details that might be hidden to most people; particularly educators and related professionals”</i></p>
Other	<p><i>“I suggest the topic of ethics focused in the school principal”</i></p>

Bibliographic Workshop³

Speaker: John Stinson

September 19, 2013



Change in Knowledge - Most of the participants reported an increase in perceived knowledge (see Table 2). Participants 'strongly agree' or 'agree' with the statement *"At the end of the workshop, I'm better informed about bibliographic searches and sources"*

Table 2. Knowledge Items	Mean*
At the end of the workshop, I'm better informed about bibliographic searches and sources	4.8

*Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Satisfaction - Participants satisfaction with the activity facility, resources, content, and invited speaker was also evaluated. The majority of the participants were satisfied with the speaker, place, and content of the workshop (see Graph 3).

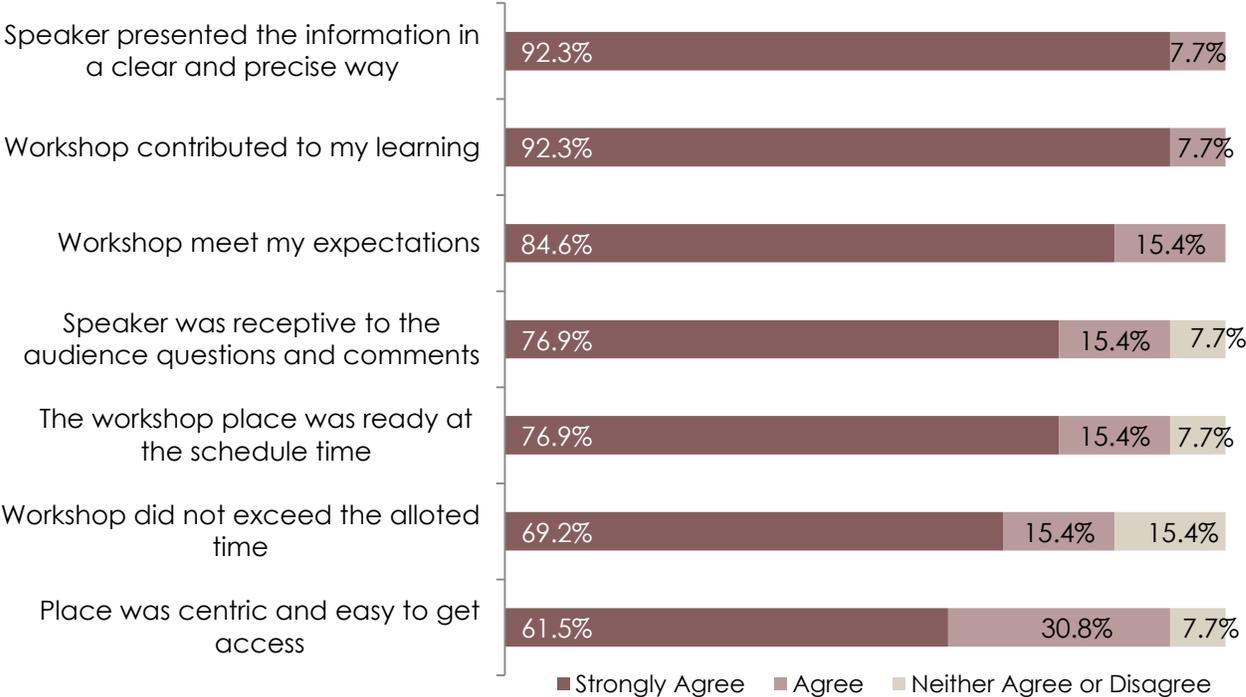
Comments - Participants made comments about the workshop. Most of the comments were related to participants' satisfaction.

Table 3. Comments and Recommendations	
Satisfaction	<i>"Excellent resource"</i> <i>"Great presentation"</i> <i>"Very helpful"</i>

³ The evaluation was completed by 13 participants.

Table 3. Comments and Recommendations	
	<i>“Excellent workshop: pleasant, clear and erudite [speaker] in the topic discussed”</i>
Other	<i>“I am familiar with bibliographic searchers; however this workshop enriched my knowledge on the topic” “Consider a second part of the training”</i>

Graph 3. Participant satisfaction



Faculty Summer Research Institute

Description: The goal of this initiative was to encourage interdisciplinary research and create collaborative research groups. The Summer Research Institute (SRI) brought together faculty from different disciplines for a week, to share experience in a specific research topic. The SRI activities included: seminars, workshops, forums, lectures, and panel discussions.

A call for proposals (RFP) was published. The submitted applications were reviewed and evaluated by a Committee comprised of iINAS staff, university administrators, and a Faculty Advisory Board.

Expected Outcome

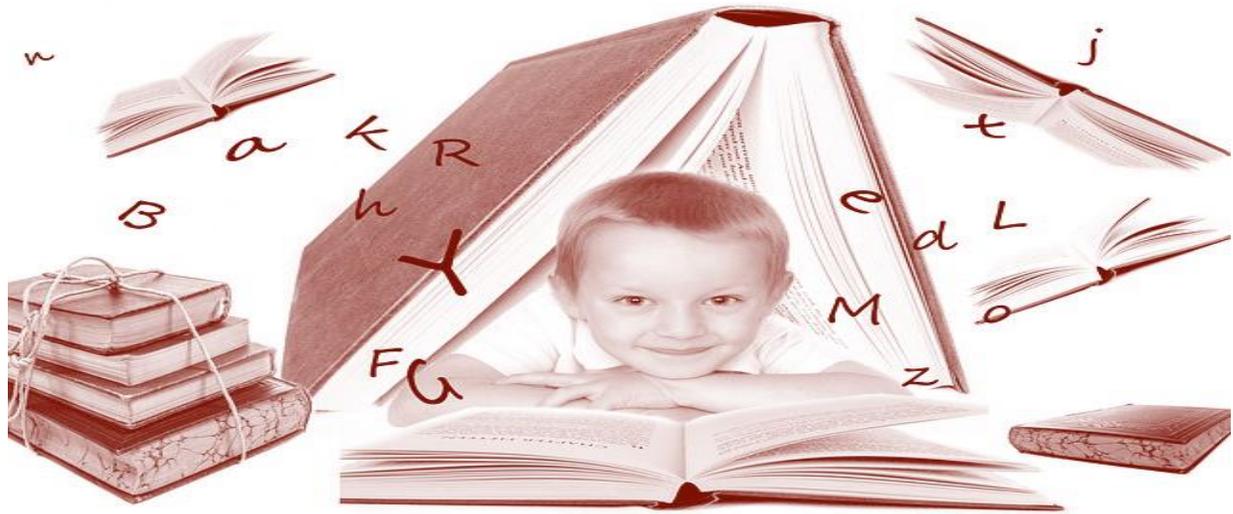
- ★ 3 Summer Research Institute offered
- ★ At least 60 faculty assist the Summer Research Institute

Activities & Participants: Four Summer Research Institutes were offered. A total of 77 faculty participated of the SRI. Below a description of the institutes.

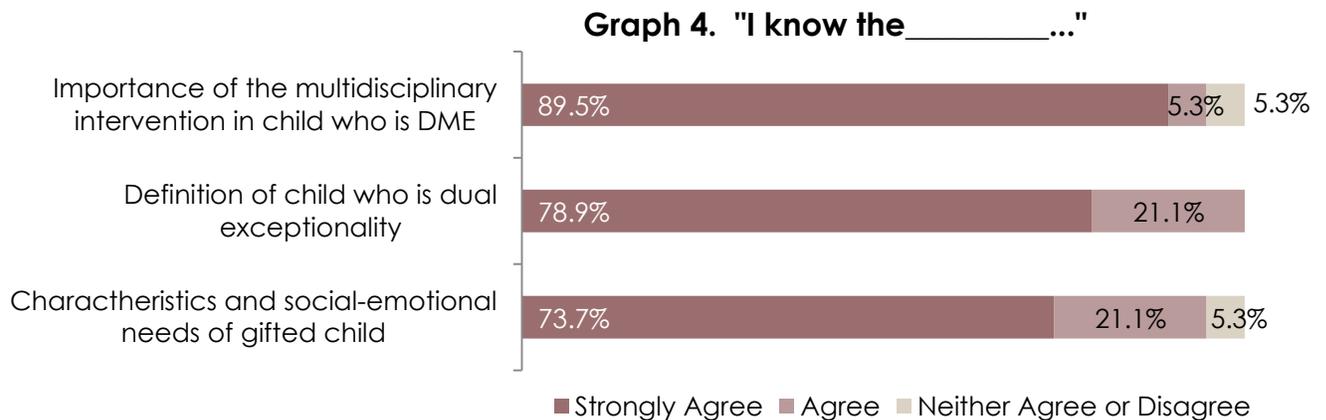
- ★ **Social Skills Development in Exceptional Students through Interdisciplinary Intervention**
 - ★ **Faculty Coordinators:** Dr. Miro & Dr. Zambrana
 - ★ **Invited Speaker:** Edith Burke, Ph.D.
 - ★ **Participants:** A total of 27 participants [20 Faculty]
- ★ **Applying Human Rights to Cultural, Curricular and Research Work**
 - ★ **Faculty Coordinators:** Prof. Torres & Prof. Rosado
 - ★ **Invited Speaker:** Mr. William Ramirez, Mr. Osvaldo Burgos, Dr. Victor Garcia, Mr. Carmelo Campos, Dr. Guillermo Iranzo, and Mr. Alexis Massol.
 - ★ **Participants:** A total of 30 participants [22 Faculty]
- ★ **TPAK: Merging Technology, Pedagogy, Research and Evaluation**
 - ★ **Faculty Coordinators:** Dr. Lucena & Dr. Meléndez
 - ★ **Invited Speaker:** Leigh Graves, Ph.D.
 - ★ **Participants:** A total of 29 participants [28 Faculty]
- ★ **Anthropology in Education**
 - ★ **Faculty Coordinators:** Dr. Cintrón
 - ★ **Invited Speaker:** John Stinson, Ph.D.
 - ★ **Participants:** A total of 49 participants [7 Faculty]

Social Skills Development in Exceptional Students through Interdisciplinary Intervention⁴

Speaker: Edith Burke, Ph.D.



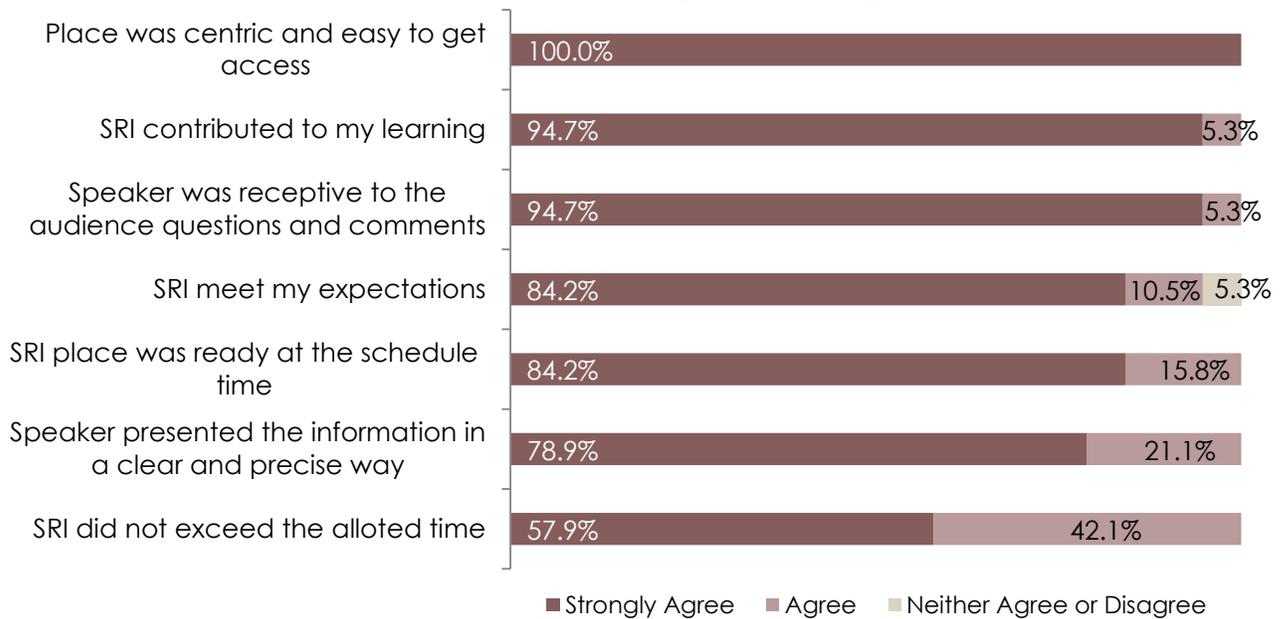
Change in Knowledge – At the end of the institute most of the participants reported an increase in perceived knowledge (see Graph 4). Most of the participants (73.7% or more) 'strongly agree' with the knowledge statements.



Satisfaction - Participants satisfaction with the institute facility, resources, content, and invited speaker was also evaluated. The majority of the participants were satisfied with the speaker, place, and content of the institute (see Graph 5).

⁴ The evaluation was completed by 19 participants.

Graph 5. Participants satisfaction



Comments- Participants made comments about the institute content, format, and future activities. Most of the comments were related to participants' satisfaction with the activity.

Table 4. Comments and Recommendations

Satisfaction	<p><i>"Very good"</i></p> <p><i>"I just loved it"</i></p> <p><i>"Excellent group interaction"</i></p> <p><i>"I congratulate the organizers for giving us such excellent Institute"</i></p> <p><i>"...wonderful to see so many disciplines many people here, interested and excited about the work"</i></p>
Content and Format	<p><i>"Perhaps a little more control of secondary conversations... interrupted the rhythm"</i></p> <p><i>"Less content and more activities (dynamics)"</i></p> <p><i>"Some presentations were extensive"</i></p>
Follow-up	<p><i>"Implement follow up seminars during the semester"</i></p> <p><i>"Track the integration of the topics discussed into the syllabus"</i></p>
Future activities	<p><i>"Continue offering this type of seminars with the same group (participants)"</i></p> <p><i>"Continue to have mini-seminars/workshops to keep momentum"</i></p> <p><i>"Sponsor a reunion of the institute participants and coordinators during the semester"</i></p>
Other	<p><i>"This type of activity is critical to [establish] collaborations...improving our practice... breaking the isolation"</i></p>

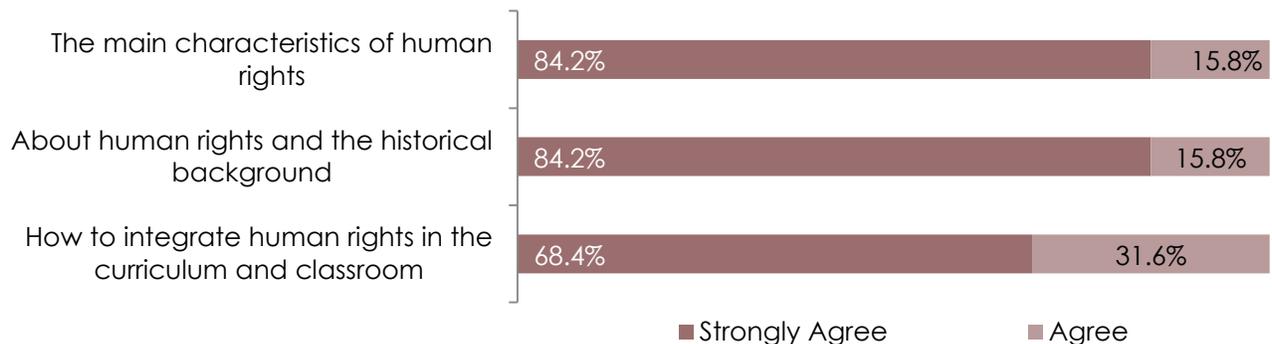
Applying Human Rights to Cultural, Curricular and Research Work⁵

Speaker: Various



Change in Knowledge – At the end of the institute most of the participants reported an increase in perceived knowledge (see Graph 6). All of the participants (100%) ‘strongly agree’ or ‘agree’ with the knowledge statements.

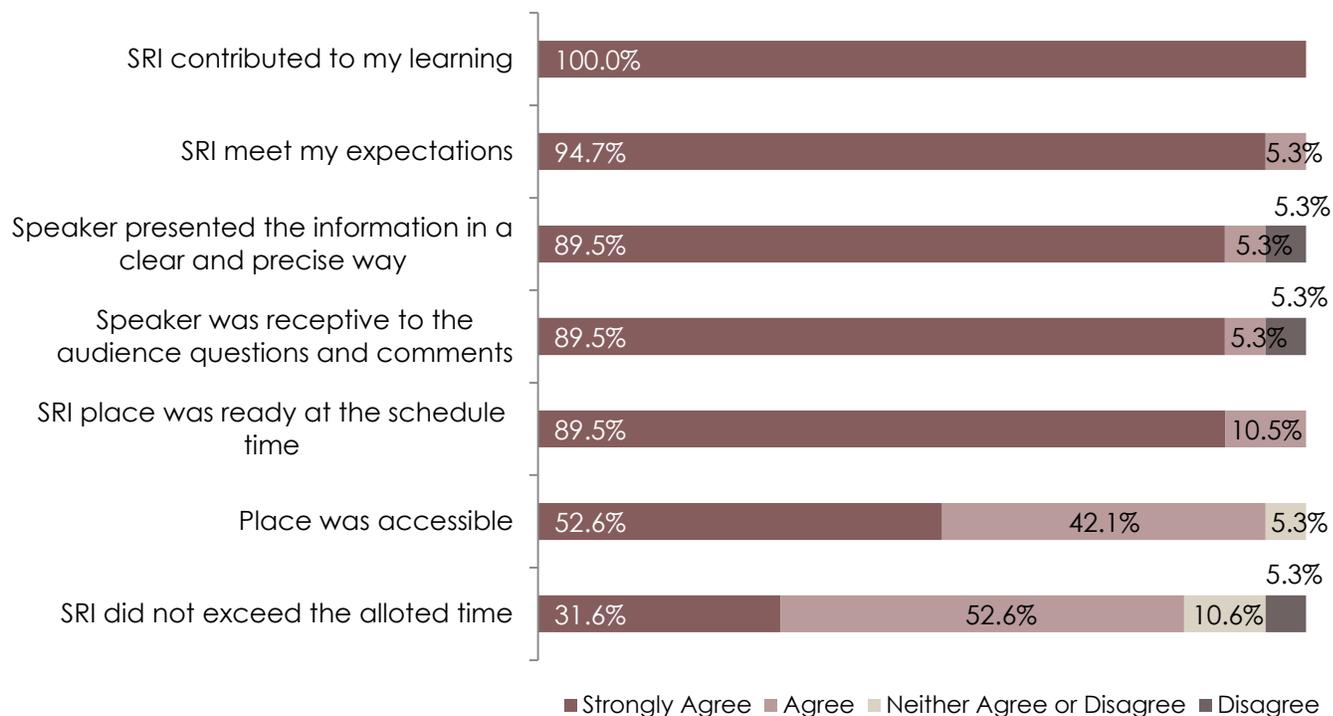
Graph 6. "I know _____ ..."



Satisfaction-Participants satisfaction with the institute facility, resources, content, and invited speaker was also evaluated. The majority of the participants were satisfied with the speaker, place, and content of the institute (see Graph 7).

⁵ The evaluation was completed by 19 participants.

Graph 7. Participants satisfaction



Comments- Participants made comments about the institute content and future activities. Most of the comments were related to participants' satisfaction with the institute.

Table 5. Comments and Recommendations

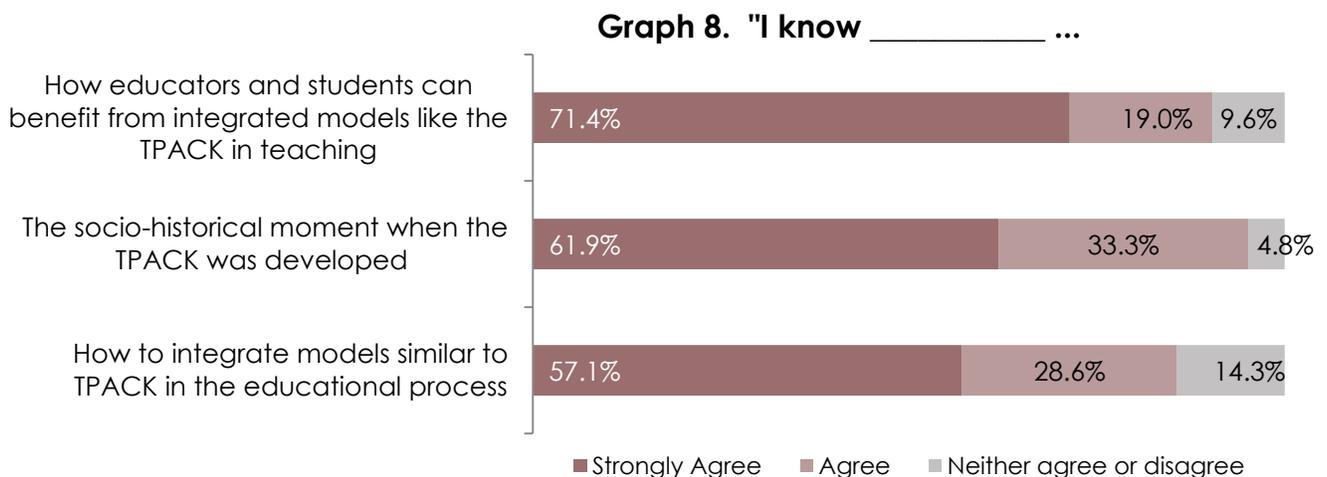
Satisfaction	<p><i>"Excellent"</i></p> <p><i>"Very good initiative"</i></p> <p><i>"Excellent resources and topics"</i></p> <p><i>"Excellent educational experience"</i></p> <p><i>"The workshop exceeds my expectations!"</i></p> <p><i>"The workshop exceeds my expectations!"</i></p> <p><i>"I congratulate Maria, Ivette, and their partners for the realization of the workshop"</i></p> <p><i>"I appreciate the time and the effort to organize this wonderful event"</i></p>
Future activities	<p><i>"I suggest topics such as Bullying and Human Rights"</i></p> <p><i>"Offer this workshop to other colleges, public and private schools and develop educational materials and modules to make available to schools"</i></p>
Other	<p><i>"Important, relevant and necessary topic"</i></p> <p><i>"More comfortable space for participants with close access to the restrooms"</i></p>

TPACK: Merging Technology, Pedagogy, Research and Evaluation⁶

Speaker: Leigh Graves, Ph.D.



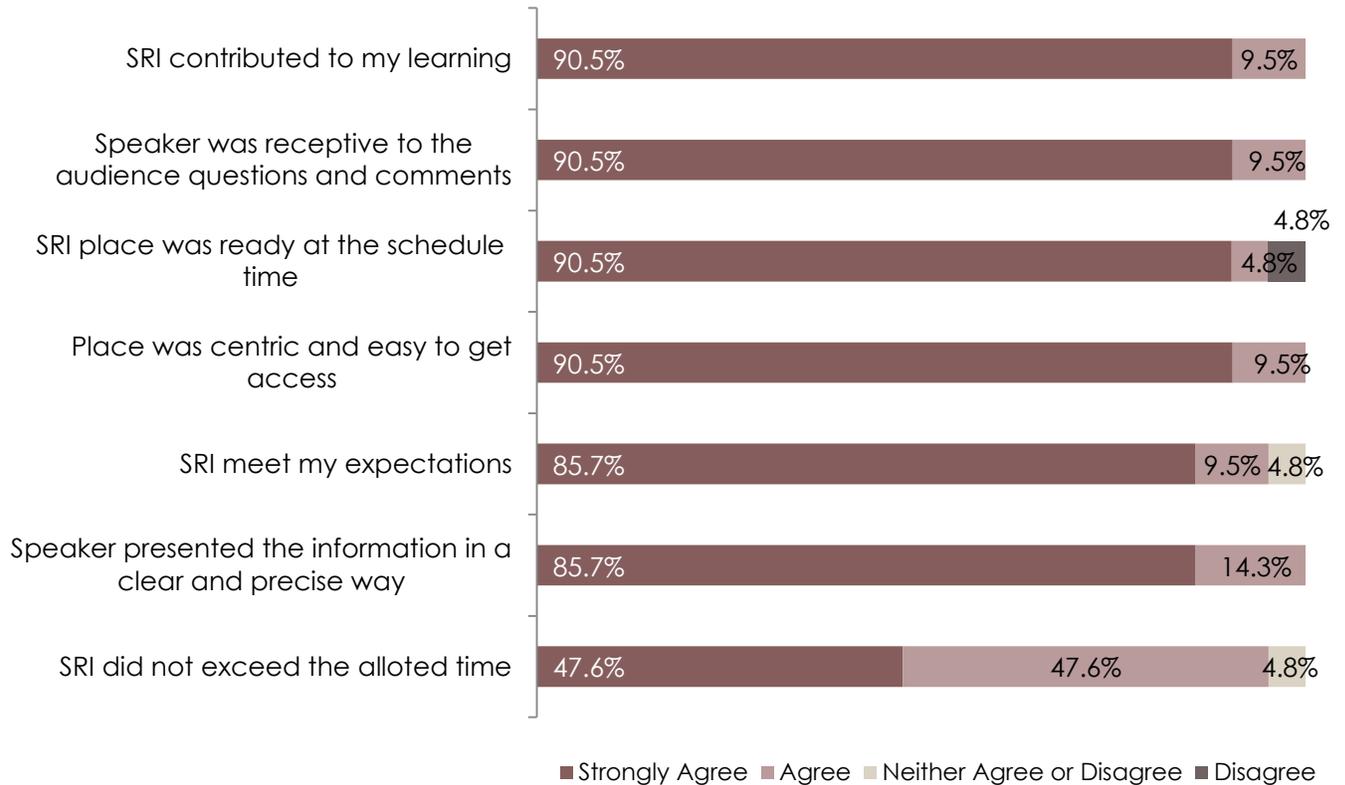
Change in Knowledge – At the end of the institute most of the participants reported an increase in perceived knowledge (see Graph 8). The majority of the participants (85.7% or more) 'strongly agree' or 'agree' with the knowledge statements.



⁶ The evaluation was completed by 21 participants.

Satisfaction - Participants satisfaction with the institute facility, resources, content, and invited speaker was also evaluated. The majority of the participants were satisfied with the speaker, place, and content of the institute (see Graph 9).

Graph 9. Participant satisfaction



Comments- Most of the comments was related to participants' satisfaction with the institute. Moreover, they suggested activities and follow up to participants.

Table 6. Comments and Recommendations

Satisfaction	<p><i>"This workshop was just wonderful in all aspects: organization and quality of submissions"</i></p> <p><i>"Extraordinary"</i></p> <p><i>"Thanks a fabulous experience"</i></p> <p><i>"Excellent"</i></p> <p><i>"Excellent opportunity for professional development"</i></p> <p><i>"The experience was very enriching"</i></p>
Future activities	<p><i>"Provide a workshop of coaching"</i></p> <p><i>"Bring experts from Latin America"</i></p> <p><i>"Continue supporting this initiative"</i></p>

Table 6. Comments and Recommendations	
	<p><i>“More workshops to practice the proper use of these technological tools”</i></p> <p><i>“Create a manual with all the products developed by us for future reference”</i></p>
Follow-up	<p><i>“Follow up institute participants (i.e. meetings, talks, chats)”</i></p>
Other	<p><i>“I could see a new perspective of technology in education”</i></p> <p><i>“The workshop provided me many new technological tools that would help me deal with my students”</i></p> <p><i>“A truly learning experience”</i></p> <p><i>“I immediately begin integrating the model into my core courses”</i></p>

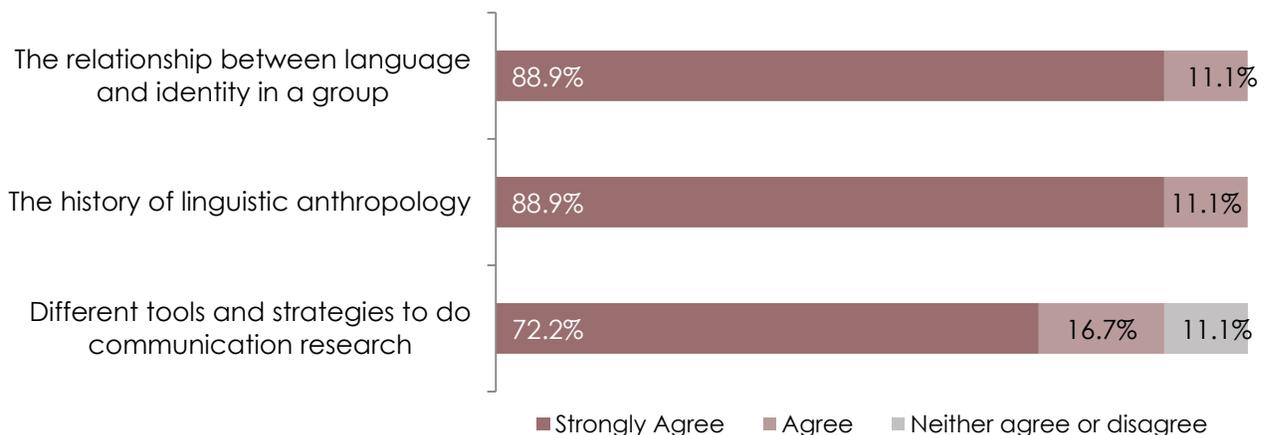
Anthropology in Education⁷

Speaker: John Stinson, Ph.D.



Change in Knowledge – At the end of the institute most of the participants reported an increase in perceived knowledge (see Graph 10). The majority of the participants (88.9% or more) ‘strongly agree’ or ‘agree’ with the knowledge statements.

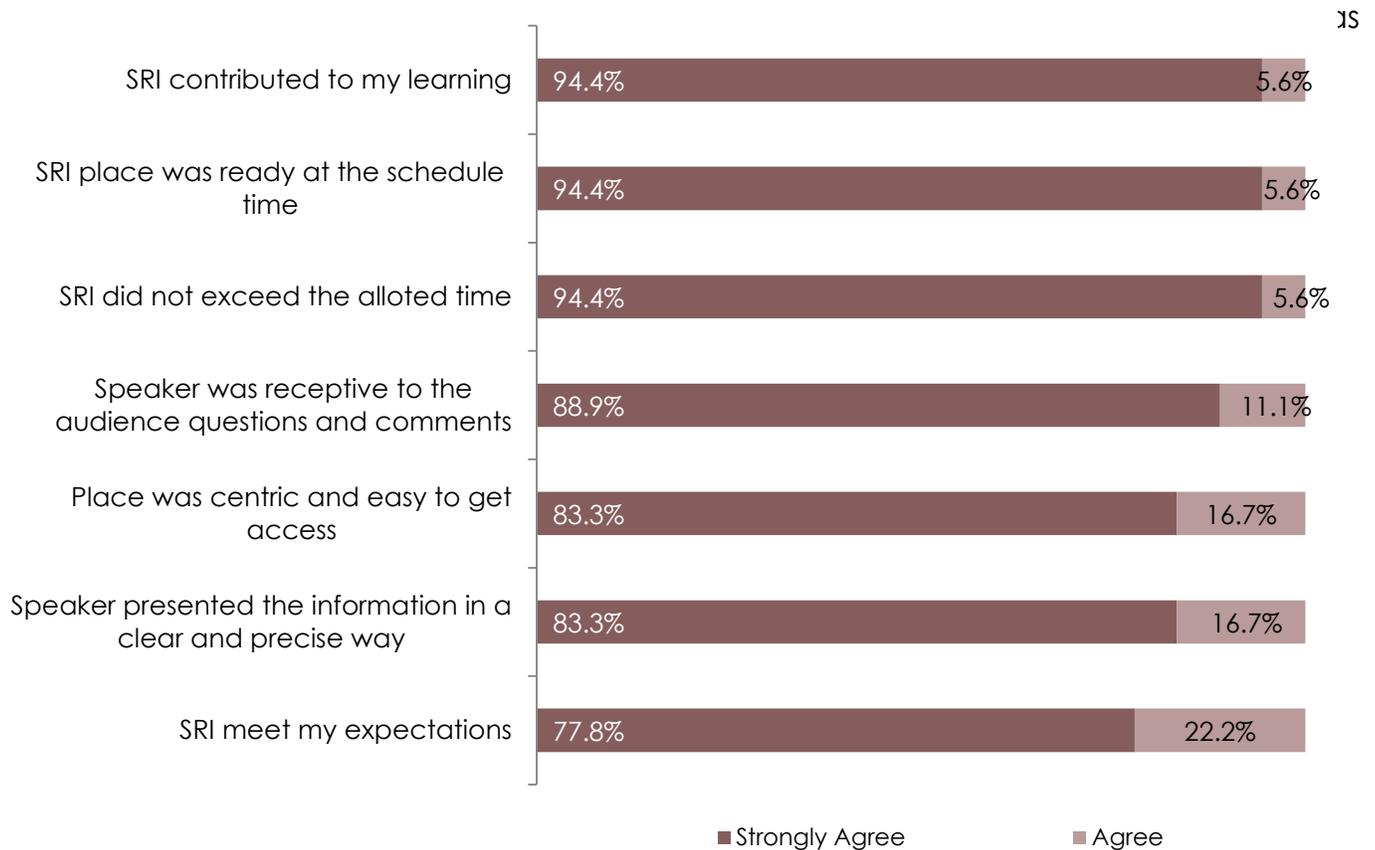
Graph 10. "I know the _____ ..."



⁷ The evaluation was completed by 19 participants.

Satisfaction - Participants satisfaction with the institute facility, resources, content, and invited speaker was also evaluated. All the participants were satisfied with the speaker, place, and content of the institute (see Graph 11).

Graph 11. Participants satisfaction



related to participants' satisfaction with the institute. Additionally, they recommended the following topics for future activities: medical anthropology and quantitative methodology.

Table 7. Comments and Recommendations

Satisfaction	<p><i>"Very enjoyable conference"</i></p> <p><i>"Excellent oral and visual presentation"</i></p> <p><i>"Highly dynamic and responsive to the audience"</i></p> <p><i>"I loved the jokes"</i></p> <p><i>"Simply fascinating!"</i></p> <p><i>"Great speaker"</i></p>
Future activities	<p><i>"Offer a seminar about medical anthropology and quantitative methodology in anthropology"</i></p>

Table 7. Comments and Recommendations

Other	<i>“Improve the colors and letter fonts in the power point presentation”</i>
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Faculty Integration Seminars

Description: The integration seminar initiative goal was to explore different educational strategies and methods to incorporate research, discovery, and innovation competencies across the undergraduate curriculum. A group of professors interested in develop research skills in their courses was selected to coordinate the seminars. Three faculty coordinators were selected for each seminar. The coordinators determine the content and resources needed for their seminars.



Activities & Participants: Three integration seminars were offered. A total of 81 faculty participated of the seminars. Below a description of the seminars.

➤ **Studying our Schools and Communities: Empowering Faculty and Students, Phase I (February 27-28)**

- ★ **Faculty Coordinator:** Dr. Moscoso
- ★ **Guest Speaker:** Jean Schensul, PhD

Seminar Participants

22 faculty
75 undergraduate students
3 graduate students
4 others (i.e. alumni, community)
Total of **104 participants**

➤ **Studying our Schools and Communities: Empowering Faculty and Students Phase II (April 11)**

- ★ **Faculty Coordinator:** Dr. Moscoso
- ★ **Guest Speaker:** Jean Schensul, PhD

Seminar Participants

13 faculty

37 undergraduate students

Total of **50 participants**

➤ **Research Proficiency in Language and Culture (April 12-15)**

- ★ **Faculty Coordinator:** Dr. López
- ★ **Guest Speaker:** Dr. Luis Moll

Seminar Participants

46 faculty

75 undergraduate students

15 graduate students

3 others (i.e. alumni, community)

Total of **139 participants**

Studying our Schools and Communities: Empowering Faculty and Students⁸

Speaker: Jean Schensul, PhD

PHASE I



Change in Knowledge – At the end of the seminar most of the participants reported an increase in perceived knowledge (see Table 8).

Table 8. Knowledge Items	Mean*
This seminar increases my knowledge in participatory action research	4.1
The examples presented facilitate my comprehension of the topic	4.7
I will integrate the information presented during the seminar in my courses or research project	4.3

Satisfaction - Participants satisfaction with the seminar facility, resources, content, and invited speaker was also evaluated (see Table 9). In general, most participants were satisfied with the activity.

Table 9. Satisfaction Items	Mean*
I received the seminar information (location and time) beforehand.	4.9
Place was centric and easy to get access	4.9
Speaker was receptive to the audience questions and comments	4.9
Speaker presented the information in a clear and precise way	4.8
Place was ready at the schedule time	4.7
Materials distributed were informative	3.3

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

⁸ The evaluation was completed by 33 participants

Comments- Most of the comments were related to participants' satisfaction with the institute. Additionally, they recommended the following topics for future activities: grant writing, empowerment, creative thinking and community participation (activation).

Table 10. Comments and Recommendations	
Satisfaction	<p><i>"Excellent conference"</i></p> <p><i>"Thanks for the invitation"</i></p> <p><i>"Congratulations"</i></p> <p><i>"Participation is very important for applying the knowledge acquired"</i></p> <p><i>"Very good"</i></p> <p><i>"Very relevant for my work"</i></p> <p><i>"Excellent initiative"</i></p> <p><i>"Do it again!"</i></p>
Future activities	<p><i>"Offer seminar about the following topics: community participation (activation), grant writing, empowerment, creative thinking"</i></p> <p><i>"Provide a course about IAP/PAR skills"</i></p> <p><i>"Continue providing seminar about this topic"</i></p>

Studying our Schools and Communities: Empowering Faculty and Students⁹

Speaker: Jean Schensul, PhD

PHASE II

Change in Knowledge – At the end of the seminar most of the participants reported an increase in perceived knowledge (see Table 11). In comparison, with phase I participants reported a lower level in the knowledge items.

Table 11. Knowledge Items	Mean*
This seminar increase my knowledge in participatory action research	4.7
The examples presented facilitate my comprehension of the topic	4.6
I will integrate the information presented during the seminar in my courses or research project	4.2

Satisfaction - Participants satisfaction with the seminar facility, resources, content, and invited speaker was also evaluated (see Table 12). In general, most participants were satisfied with the activity. However, participants reported lower level of satisfaction in comparison with first seminar (phase 1)

Table 12. Satisfaction Items	Mean*
Speaker was receptive to the audience questions and comments	5.0
I received the seminar information (location and time) beforehand.	4.7
Place was centric and easy to get access	4.6
Speaker presented the information in a clear and precise way	4.6
Place was ready at the schedule time	4.6
Materials distributed were informative	3.5

Participants Comments

“Thank you for invite a speaker well informed in the topic”
“Even though it was in English, was easy to understand”
“Promote more activity about IAP and PAR”

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

⁹ The evaluation was completed by 8 participants



Change in Knowledge – At the end of the seminar most of the participants reported an increase in perceived knowledge (see Table 13).

Table 13. Knowledge Items	Mean*
This seminar increases my knowledge in the theory and practice of visual research	4.1
The examples presented facilitate my comprehension of the topic	4.4

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Satisfaction - Participants satisfaction with the seminar facility, resources, content, and invited speaker was also evaluated (see Table 14). In general, most participants were satisfied with the activity. However, a lower level of satisfaction with the activity materials was reported.

Table 14. Satisfaction Items	Mean*
Speaker was receptive to the audience questions and comments	4.8
Place was centric and easy to get access	4.8
I received the seminar information (location and time) beforehand.	4.7
Speaker presented the information in a clear and precise way	4.6
Place was ready at the schedule time	4.5
Materials distributed were informative	2.0

¹⁰ The evaluation was completed by 104 participants

Comments- The participants made several comments about the institute speaker and their general satisfaction with the activity.

Table 15. Comments and Recommendations	
Satisfaction	<p><i>"Excellent"</i> <i>"Valuable resource"</i> <i>" this seminar was very useful for my academic preparation"</i> <i>"...effective examples presented"</i></p>
Speaker	<p><i>"The speaker only read a paper, like a summary there was no coherence"</i> <i>"he was clear and precise, I like it a lot"</i> <i>"Very good conference, but at some point I was bored because the speaker read a lot"</i> <i>"The speaker read all the time"</i> <i>"Even though printed documents were not distributed, we received a lot of information from the speaker"</i></p>
Other	<p><i>"a better place, with more space"</i> <i>"more promotion of the seminar"</i> <i>"Thanks for the opportunity"</i></p>

Faculty Summer Fellows Program

Description: The goal of this initiative was to provide faculty an opportunity to engage in active and collaborative research with established research groups outside Puerto Rico. The fellow program allow faculty to reconnect with their discipline, learn new method, acquire new research skill or techniques, and establish new research collaborations. A competitive process (RFP) was implemented in order to select the fellowship recipients.

Expected Outcome

- ★ 12 fellowships awarded
- ★ At least, 8 Education Faculty awarded
- ★ New collaborations established

Competitive Application (RFP)

A committee comprised of iINAS staff and university key-stakeholders (*i.e. administrators, deans, directors*) evaluated the applications and selected the faculty recipients. The following criteria guided the selection process:

- ★ quality of stated objectives
- ★ expected outcomes of the summer experience
- ★ experience's potential to further the faculty member's development as classroom teacher and research scholar
- ★ curriculum vita of faculty applicant
- ★ appropriateness of costs

A total of **15** Summer Research Fellowships were **awarded**:

- ★ **seven** in the College of Education
- ★ **six** in the College of Humanities
- ★ **one** in the School of Communication
- ★ **one** in the School of Business Administration

Faculty Recipients (College of Education)

			
	Dr. Wanda Figueroa	Dr. Cynthia Lucena	Dr. Ivonne Figueroa
Research Project	“Aplicación metodología de investigación acción participativa en comunidades escolares”	“El uso de la tecnología móvil en la niñez temprana”	“La historia de la Familia Figueroa-Sanabia”
Summer Program Location	Cerdaville University (Ohio) and Hartford Connecticut	San Antonio, Texas	Albuquerque, New Mexico

				
	Dr. Ivonne Pasarell	Dr. Margarita Moscoso	Dr. Farah Ramirez	Dr. Juan Meléndez
Research Project	“Ethnographic Research”	“Aplicación metodología de investigación acción participativa en comunidades escolares”	“Función autonómica, actividad física y calidad de vida en relación al control de enfermedades crónicas en adultos jóvenes: un estudio piloto”	“Prácticas del MOOC- massive open and online course”
Summer Program Location	San Jose, Costa Rica	Hartford Connecticut and Michigan	Rochester, Minnesota	Medellin y Bogota, Colombia

Travel Journals Activity ¹¹
 Speakers: Summer Research Fellows



The Summer Research Fellows participated of an activity called “*Travel Journals*”. In this meeting, the fellows share their experience of the summer program with other colleagues and students. Participants’ satisfaction with the travel journal activity was also evaluated (see Table 16). In general, participants were satisfied with the facility, length, and fellows’ presentation.

Table 16. Satisfaction Items	Mean*
Place was centric and easy to get access	5.0
Place was ready at the schedule time	5.0
The activity did not exceed the allotted time	5.0
The activity meets my expectations	5.0
Colleagues presented the information in a clear and precise way	5.0
Colleagues were receptive to the audience questions and comments	5.0
The activity contributed to my knowledge about SRFP	4.8

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

¹¹ The evaluation was completed by 6 participants

Summer Research Fellows

Testimonials



“ Visit Colombia was a life-changing experience. I participated in a massive event [called] Virtual Educa and learned about the MOOCs. I also talk with students in order to understand how their educational system works. Moreover, I spoke with colleagues in how to incorporate research in my undergraduate courses. Thanks!” **Juan Meléndez, PhD**



“The work done by this researcher was intense and oriented to gather all the possible information about the origin of the Jewish family of the pianist Carmen Sanabria Ellinger (my grandmother). The investigation was performed in New Mexico (July 2013) in collaboration with 3 researchers: Dr. Stanley Hoardes, Prof. Robert Martínez, and Prof. Mercedes Wooten. Thanks to the opportunity that iINAS gave me I was able to work with excellent researchers with extensive experience in this type of research. They guided me through all the process and the investigation. This experience put me in a better position and convinces me of the importance of research for music students. I will apply the acquired knowledge in the seminar EDPE 4093; in this seminar students perform research in music education” **Ivonne Figueroa, PhD**

Mini-Grants Program

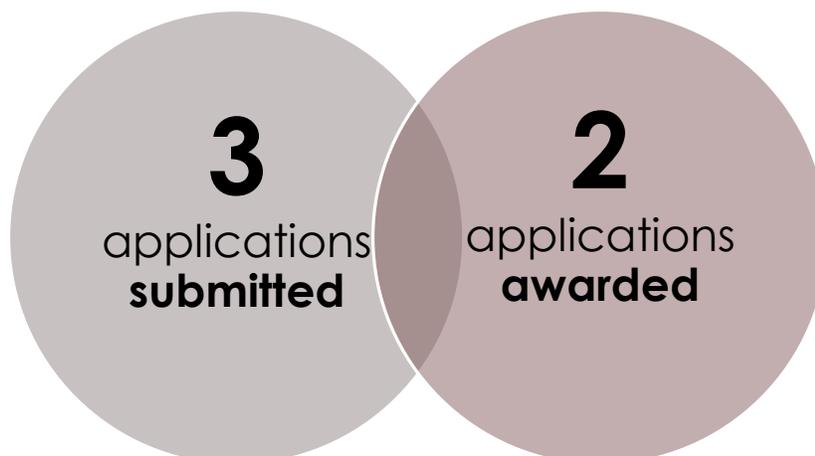
Description: The purpose of this initiative was to support faculty on the incorporation of research competencies in undergraduate courses. This grant covered the costs of supplies, equipment, and materials used to develop undergraduate curriculum modules for the incorporation of research competencies. Annually, three mini-grants were awarded for this purpose. A competitive process (RFP) was implemented in order to select the award recipients.

Competitive Application (RFP)

A committee comprised of iINAS staff and university stakeholders (*i.e. administrators, deans, directors*) evaluated the applications and selected the award recipients. The following criteria guided the selection process:

- ★ Description and justification
- ★ Originality
- ★ Innovation (*i.e. theme, methodology, expected results*)
- ★ Relevance
- ★ Feasibility
- ★ Scope of the plan (*i.e. integration in undergraduate courses*)
- ★ Proposed Budget

Applications Submitted & Awarded [College of Education]



Mini-Grants Recipients



Dr. Gladys Dávila

	<p><i>MODULE</i></p> <p>How to use research in science education to develop students' scientific thinking from the K -3 levels</p>



Dr. Laura Bravo

	<p><i>MODULE</i></p> <p>Curating art-exhibition as a historical- artistic research process</p>

Faculty Strand: Accomplishments

This table summarizes the expected outcomes and results for the faculty strand. The majority of the objectives were accomplished beyond the expectations.

Components	Expected Outcome	Result	Accomplishment 
Research Capacity Enhancement Training	O ₁ : At least 100 Education faculty will participate	Outcome Exceeded	★ A total of 107 Faculty participated of the activities.
	O ₂ : 80% of participants will report increase in knowledge of mentoring and research skills	Accomplished	★ Most of the participants reported an increase of knowledge in all the questionnaire items.
Faculty Summer Research Institute	O ₃ : Three Summer Research Institute offered	Outcome Exceeded	★ Four Summer Research Institutes were offered
	O ₄ : At least 60 faculty assist the Summer Research Institute	Outcome Exceeded	★ A total of 77 Faculty participated of Institute
Faculty Summer Fellows Program	O ₅ : Twelve fellowships will be awarded	Outcome Exceeded	★ 15 Summer Research Fellowships were awarded
	O ₆ : At least, eight Education Faculty will be awarded	Below Expectations	A total of 15 fellowships were awarded, however only 7 correspond to the Education College
Mini-Grants Program	O ₇ : Three mini grants will be awarded	Below Expectations	A total of 3 applications were received, however only two meet the criteria to be awarded

Strand 2: Students

Scholars in Residence Program

Description: The goal of this initiative was to provide students an opportunity to participate in a research project or creative activity. Each student was mentored by a qualified faculty during an academic year. Students in collaboration with their mentors developed and implemented a research project. The research experience was also enriched with seminars in a variety of topics that may include the following: *graduate school opportunities, research tools and creative activity topics.*

Expected Outcome

- ★ 5 scholars participants
- ★ At least, 80% satisfaction and knowledge increase

A total of **10** students were selected. Students were from the following:

- ★ **three** in the College of Education
- ★ **five** in the School of Architecture
- ★ **two** in the School of Business Administration

Scholars in Residence Participants



	Idaris T. Cruz	Liliana Romero	Tamara E. Pérez
College & School	Education	Education	Architecture
Research Project	"La importancia de la integración del juego en el aprendizaje de conceptos matemáticos en la escuela elemental"	"La relación entre las destrezas motoras y la actividad física en las mujeres adultas en Puerto Rico"	"Espacios liminares: La presente activación del espacio sociourbano a través de las festividades en Puerto Rico"
Mentor	Dr. Jaime W. Abreu	Dr. Farah Ramírez	Dr. Humberto Cavallín

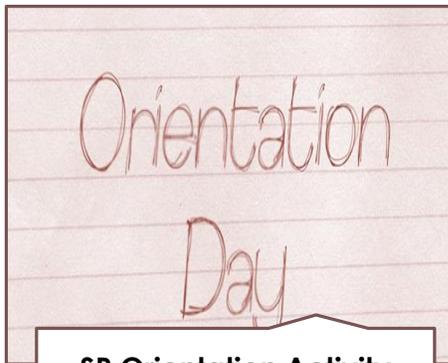


	Cristina Delgado	Raisa S. Acloque	William F. Méndez
College & School	Business Adm.	Business Adm.	Education
Research Project	“ Uso y manejo del crédito de los estudiantes universitarios de la UPR-RP ”	“ Análisis salarial de la profesión de Recursos Humanos por áreas metropolitanas de Puerto Rico ”	“Historia de la ópera en Puerto Rico: 1950 al presente”
Mentor	Dr. Karen Castro	Dr. Ángel Rivera	Dr. Ivonne Figueroa

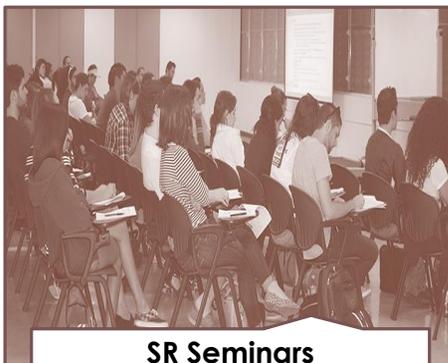


	Jesús M. Pérez	José R. Vélez	Luis D. Vázquez	Rafael Santiago
College & School	Architecture	Architecture	Architecture	Architecture
Research Project	“El cambio que se avecina: Reflexiones sobre la complejidad inherente en la transformación de una ciudad moderna a una sustentable”	“Río Piedras en nosotros”	“Espacios delincuentes”	“Estrategias de mercadeo en las compañías de diseño arquitectónico de viviendas unifamiliares”
Mentor	Dr. Jorge Lizardi	Prof. Manuel García	Dr. Humberto Cavallín	Prof. Mayra Jiménez

Scholars in Residence Activities & Participants



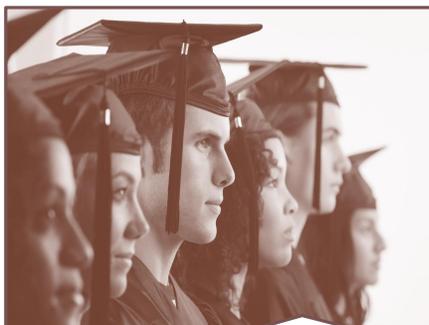
SR Orientation Activity
9 undergraduate students



SR Seminars
10 undergraduate students



SR Research Experience
10 undergraduate students



SR Graduation
71 participants

Participants

- 13 faculty
 - 47 undergraduate students
 - 2 graduate students
 - 9 others (i.e. alumni, community)
- Total of **71 participants**

Scholars in Residence Orientation Activity¹²

Speakers: iINAS staff



Satisfaction - Participants satisfaction with the activity facility, resources, content, and facilitator was evaluated. The majority of the participants were satisfied with the speaker, place, and content of the orientation (see Table 17).

Table 17. Satisfaction Items	Mean*
I received the activity information (location and time) beforehand.	5.0
The activity meets my expectations	5.0
Place was centric and easy to get access	5.0
Place was ready at the schedule time	5.0
Materials distributed were informative	4.8
The activity did not exceed the allotted time	4.8
The presentation helps me understand the SR program goals	4.7
The presentation helps me understand the student performance expected outcomes	4.7

Participants Comments

"very useful presentation"
"excellent orientation"
"this is an excellent initiative for students and faculty"

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

¹² The evaluation was completed by 9 participants.

Scholars in Residence Seminars

Speakers: Various
Fall & Spring Semester



Satisfaction - Students satisfaction with the seminars facility, resources, content, and speaker was evaluated. The majority of the students were satisfied with the speaker, place, and content of the seminars (see Table 18).

Table 18. Satisfaction Items	Mean*	
	Fall	Spring
Content of the seminars	4.5	4.3
Power point presentation	4.1	4.0
Organization	3.9	3.6
Teaching method	3.9	3.8

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Students also made comments and **recommendations** for improve the residence experience. The following recommendations were made:

- ✓ Weekly meetings between the mentors and iINAS STAFF
- ✓ Change the students meeting day to Wednesday

- ✓ Program should be more flexible and versatile to accommodate the diversity of students' academic concentrations and consider the different formats of doing research in their disciplines
- ✓ The students' performance evaluation criteria should be clearly discussed beforehand with participants and their mentors
- ✓ The evaluation criteria should be shared before a training session begins
- ✓ Establish an activity with the mentors
- ✓ More interaction among the scholars to foster our learning and teamwork
- ✓ The seminars topic in the spring semester should be focused in the students research topics

Moreover, students identified the **topics or area of interest** for future seminars. The following topics were suggested:

- ✓ APA
- ✓ PREZI
- ✓ Data analysis
- ✓ Creative research (CREATIVA)
- ✓ Effective power point presentation
- ✓ A course in how to present information using photos, images or diagrams
- ✓ Follow up a research experience, specifically how to foster a publication or obtain an internship.

Participants Comments

"I liked the experience with my mentor and the opportunity to see my partners' progress"

"I liked a lot the importance that [the program] attribute to establish a good relationship between student and mentors"

"The best thing of this semester was the training of curriculum vitae. I heard about it but never prepared one before"

"I liked a lot the time management seminar; I recognize my problem in this area. I liked all the topics presented, every seminar was useful"

"The information provided in the seminar was very valuable; however the content was not directly related in most of them with the participants' research"

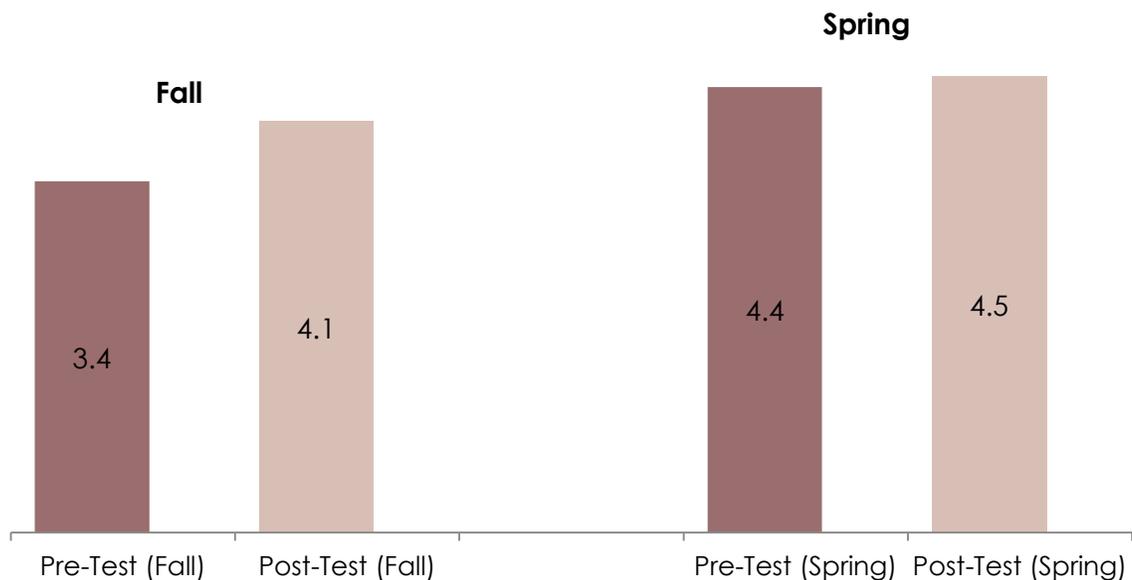
Scholars in Residence Research Experience

Mentors: Various
Fall & Spring Semester



Pre/Post - Students were asked to rate their research methodological knowledge before and after the program experience. A pre-test and post-test was administered each semester. The questionnaire gathers information about students' knowledge and skills in scientific method, data analysis, oral and written communication. At the end of both semester students self-reported an increase in the research and methodological knowledge and skills (see Graph 12).

Graph 12. Scholars Residence Students Pre/Post Mean Score



Mentoring Experience - Students were also asked to evaluate their mentoring experience. The majority of the students describe the experience as 'excellent'. Specifically, students were very satisfied with mentoring relationship, the task performed and the teaching method (see Table 19).

Table 19. Mentoring experience	Mean*
Relationship with my mentor	5.0
Mentor supervision in one-on-one meetings	5.0
Research workload	5.0
Opportunity to learn: materials assigned	5.0
Opportunity to learn: project objectives and current status orientation	5.0
Opportunity to learn: research equipment orientation	5.0
Opportunity to learn: acceptance to new ideas and opinions	5.0
Mentor supervision in group meetings	4.9
Opportunity to learn: task assigned orientation	4.9
Opportunity to learn: accessibility	4.8
Opportunity to learn: organization	4.8
Task performed	4.7

Students also made comments about their mentoring experience. Most of the comments were connected to their mentors accessibility and disposition.

“my professor is always willing to help, he is a committed professor. He truly believes in your project and made valuable recommendations in the process of improving my work.

I cannot choose a better mentor”

“I feel fortunate of having this professor as mentor. He is very accessible to help me.

When I had questions, he was always willing to help”

“I learned a million of things. I specifically learned how to identify and classify documents”

“The experience has been excellent. There is a good combination of ideas and organization”

“The professor is very kind, always accessible and enthusiastic with my project”

**Note: Ratings are based on a 5-point Likert scale ranging from deficient (1) to excellent (5)

Scholars in Residence Graduation¹³

Speakers: iINAS staff



Satisfaction - Participants satisfaction with the activity facility, resources and content was evaluated. The majority of the participants were satisfied with the place, and content of the graduation activity (see Table 20).

Table 20. Satisfaction Items	Mean*
Place was centric and easy to get access	4.8
The program activity distributed help me understand the students and mentors accomplishments	4.8
I received the activity information (location and time) beforehand.	4.7
The activity did not exceed the allotted time	4.6
The activity meets my expectations	4.5
Place was ready at the schedule time	4.1

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

¹³ The evaluation was completed by 30 participants.

Participants Comments

“Excellent, I congratulate”

“the activity was very interesting and the students were very prepared to present their projects”

“Some research projects were way general and did not have a good justification or purpose”

“I wish the activity included a panel, the topics were interconnected”

“the presentation should be kept on time and not exceed the break periods”

“the posters were very interesting”

“For a future activity, the topics to be presented must be evaluated in order to present only the most relevant to the academic community...”

Scholars in Residence Students

Testimonials



“It’s great to look back and see what you can learn in a short-time. I’m confident that in a few years I will look over my shoulder and will appreciate even more my participation in this program. iINAS gave me the freedom and confidence to pursue what interested me. [iINAS] helped me to trust my inner voice and in the future pursue graduate school with more confidence” **Jesús M. Pérez**



“My participation in the Scholars in Residence program positively affected my academic goals. I increase my knowledge in architecture and also in interior building design. I learned the importance and impact that accommodation can have in the human being. Help me develop a conscience and be prudent in the process of designing and consider potential variable that may affect human behavior. My participation in the program change my academic performance in terms of augments the possibilities in the discipline of architecture. The opportunity of doing a research project will help me in further projects and also is a first step to the master program thesis” **Luis D. Vázquez**

Research Capacity Enhancement Training

Description: This initiative consisted of a series of workshops oriented to develop students mentoring and advanced research skills. Topics will address: methods in qualitative and quantitative research; data processing and analysis, record keeping, ethics, mentoring, oral presentation, proposal and publications writing and peer review process.

Activities & Participants: Seven workshops were offered. A total of 179 persons attended the workshops. Most of the participants (n=127) were students. The majority were undergraduates' students (n=117) followed by graduate students (n=9).

Expected Outcome

- ★ At least 50 students will attend per session
- ★ At least 8 sessions will occur each year

★ Problem-based learning

- ★ **Invited Speaker:** María Rivera
- ★ **Participants:** A total of 40 participants [27 undergraduate students]

★ How to write an avoid plagiarism?

- ★ **Invited Speaker:** Rosa Gúzman
- ★ **Participants:** A total of 64 participants [43 undergraduate students]

★ The teacher in training: A critical reflection on teaching and learning

- ★ **Invited Speaker:** Antoinette Alom
- ★ **Participants:** A total of 15 participants [14 undergraduate students]

★ Modern Language Association (MLA) Citation Style

- ★ **Invited Speaker:** Juan Gelpi
- ★ **Participants:** A total of 15 participants [11 undergraduate students]

★ Ethics in Research

- ★ **Invited Speaker:** Wanda Rodríguez
- ★ **Participants:** A total of 12 participants [6 undergraduate students]

★ Writing correctly in Spanish

- ★ **Invited Speaker:** María Hernández
- ★ **Participants:** A total of 13 participants [7 undergraduate students]

★ What to do in order to get into Graduate School?

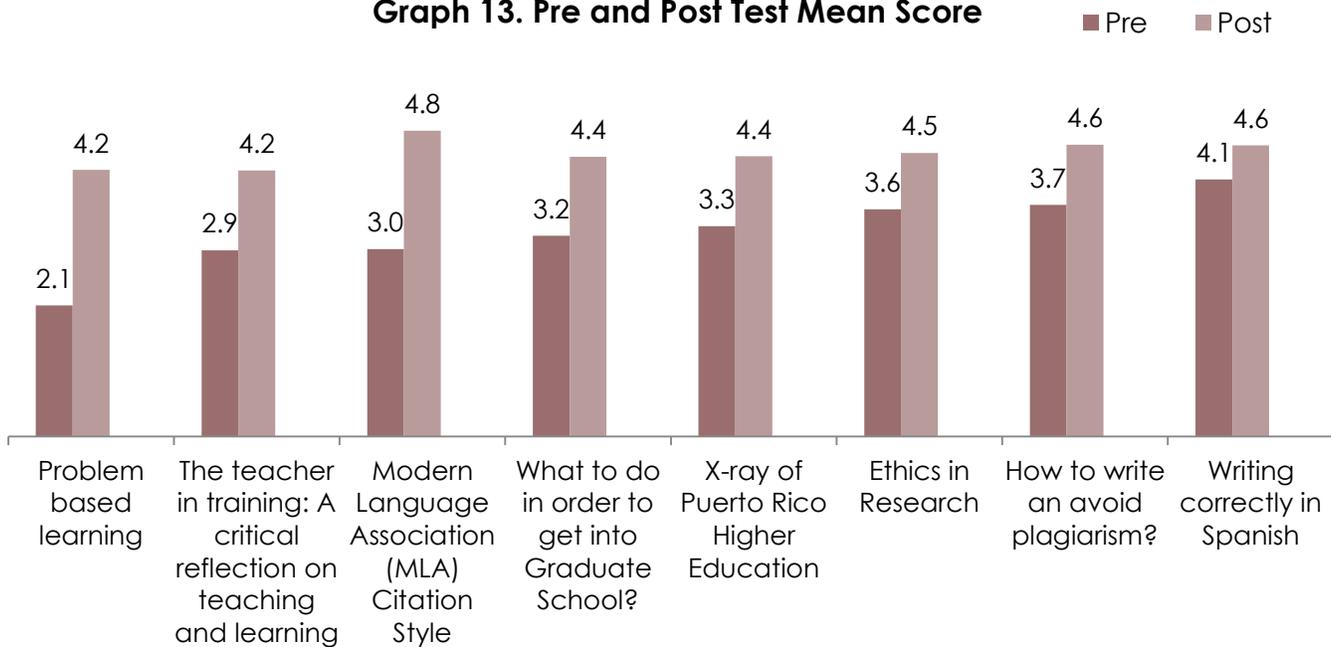
- ★ **Invited Speaker:** Ana Alvarez
- ★ **Participants:** A total of 8 participants [8 undergraduate students]

★ X-ray of Puerto Rico Higher Education

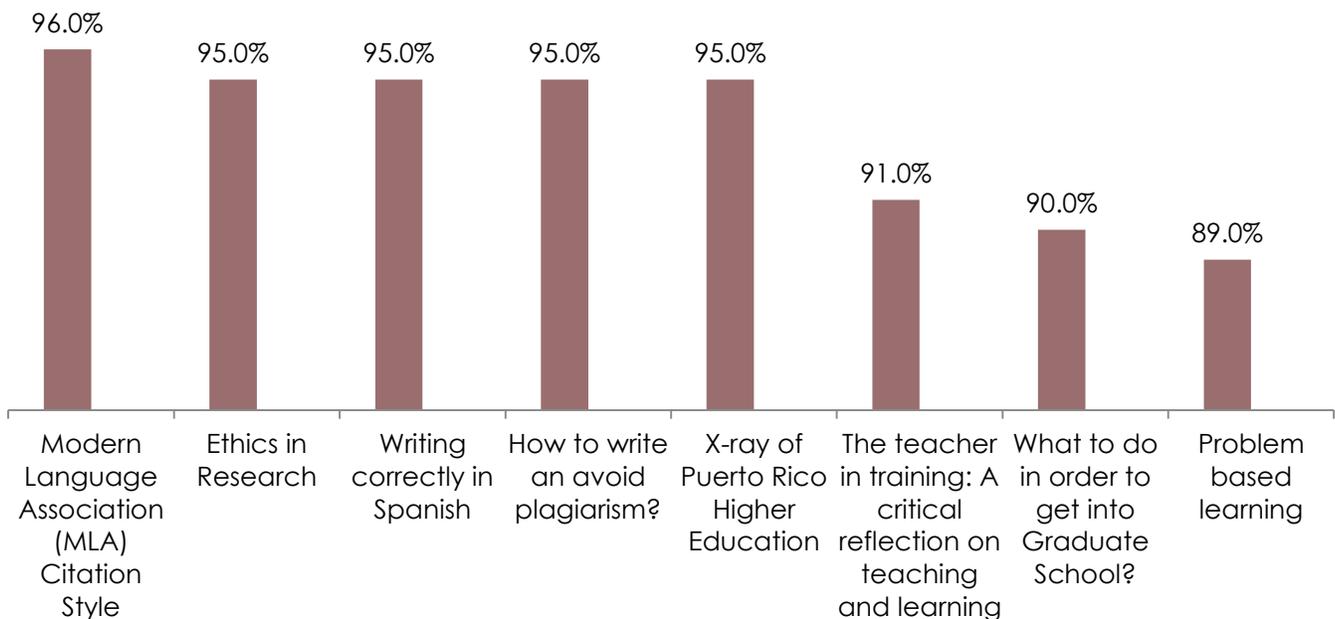
- ★ **Invited Speaker:** Luis Camara
- ★ **Participants:** A total of 12 participants [1 undergraduate student]

Change in Knowledge – Participants were asked to rate their knowledge before and after the workshop. A pre-test and post-test was administered. The questionnaire gathers information about participants' knowledge, satisfaction and recommendations. At the end of the workshop most of the participants reported an increase in perceived knowledge (see Graph 13).

Graph 13. Pre and Post Test Mean Score



Graph 14. Satisfaction Score by Workshop



Satisfaction - Participants satisfaction with the facility, resources, content, and speaker was also evaluated. Most of the participants were very satisfied (see Graph 14).

Comments- Participants made several comments about the speaker and their general satisfaction with the activity.

Table 21. Comments and Recommendations	
Problem-based learning	<p><i>“Excellent resource and topic”</i> <i>“very dynamic and interesting”</i> <i>“ I liked a lot how the topic was presented”</i> <i>“ excellent opportunity for professional development”</i> <i>“provide a second training for students of the human developmental course...”</i> <i>“ shorten the seminar duration”</i></p>
How to write an avoid plagiarism?	<p><i>“excellent”</i> <i>“very useful”</i> <i>“very good presenter”</i> <i>“the speaker was very good”</i> <i>“the speaker had a excellent knowledge of the topic”</i> <i>“provide snacks”</i> <i>“provide a second training about writing and style”</i> <i>“offer the training in other faculties”</i></p>
Modern Language Association (MLA) Citation Style	<p><i>“..help me a lot to write correctly a bibliography”</i></p>
Writing correctly in Spanish	<p><i>“the presenter provided practical and useful examples”</i> <i>“I love the seminar, I would like more information about the topic”</i> <i>“for future activities, provide a seminar in how to write in the office [professional]”</i> <i>“Please, organize more trainings like this”</i> <i>“ excellent knowledge of the topic”</i></p>
What to do in order to get into Graduate School?	<p><i>“ very good presentation and a relevant topic for all students”</i> <i>“this seminar exceed my expectations..”</i> <i>“ the speaker was nice, have a good tone and was receptive”</i> <i>“I like that the presenter shared personal experiences and all the potential scenarios where we can fail”</i> <i>“a future topic could be how to prepare for an interview”</i></p>
X-ray of Puerto Rico Higher Education	<p><i>“excellent presentation and speaker”</i> <i>“repeat the training”</i> <i>“the seminar started 30 minutes late”</i> <i>“in general...excellent”</i></p>

Summer Research and Creation Experience (SRCE)

Description: The goal of this initiative was to provide students an opportunity to participate in a summer research project. A group of five students were mentored by a faculty. The students carry out a project during six weeks. The research experience was also enriched with seminars about graduate school opportunities, research tools and creative activity topics.

Expected Outcome

- ★ A least 10 student-led research projects (5 students in each project)

A total of **30** students were selected. Students were from the following:

- ★ **24** in the College of Education
- ★ **2** in the College of Humanities
- ★ **2** in the College of Social Science
- ★ **1** in the College of Natural Science
- ★ **1** in the School of Business Administration

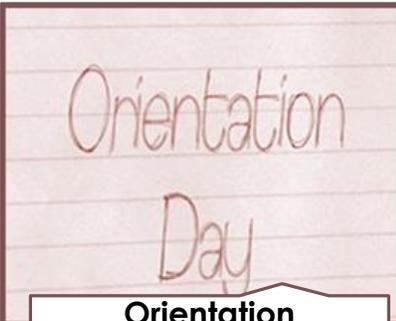
SRCE Participants

			
Project Title	Group #1 CompuCampus: Innovation and Synergy using the STEM Teaching Model during a Summer Workshop	Group #2 Instrument Development: Evaluating the use and impact of digital readers in academic performance	Group #3 Students coping skills to handle stress generated by college education
Mentor	Dr. Marcos Martínez	Dr. Nellie Zambrana	Dr. Margarita Moscoso

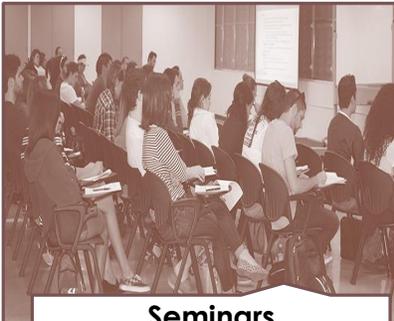
			
Project Title	Group #4 Action-based research to reflect about our habits and reconnecting with nature	Group #5 Curriculum development for summer camps for high school students with academic challenges	Group #6 Impact of memes in youth interaction
Mentor	Dr. Ileana Quintero	Dr. Carlos Ramírez	Dr. Cristina Guerra

SRCE Activities

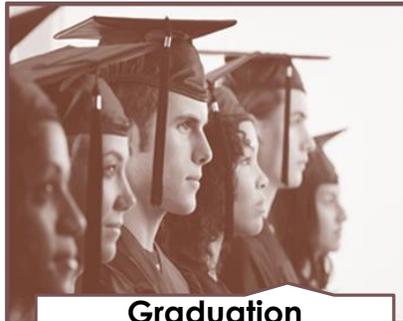
The SRCE students participated of three major activities during the summer. The first activity was an orientation provided to mentors and students. Twenty-one students participated and seven professors. Moreover, students participated of five seminars. The seminars tittle were the following: *Why research?*, *Quantitative research*, *Qualitative research*, *How to make effective power point presentations* and *How to make an academic poster?* At the end of the research projects students and mentors presented their work and celebrated a graduation ceremony.



Orientation
May 10, 2013
Participants: 28



Seminars
May-June, 2013
Participants: 15-30 (average)



Graduation
September 23, 2013
Participants: 65

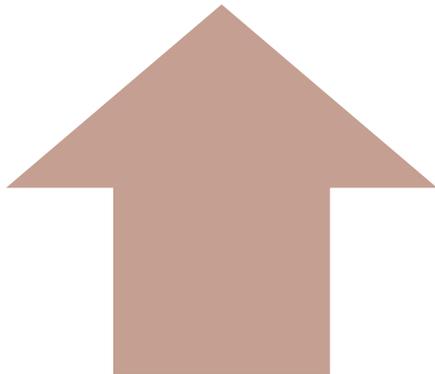
SRCE Students Experience

Students' satisfaction with the SRCE seminars, facility, resources, and content was evaluated. The majority of the students (87%) were satisfied (see Table 22).

Table 22. Satisfaction Items	Mean*
Seminars organization	5.0
Importance of the seminars for the progress of my research project	4.7
General content	4.4
Seminars topics	4.1
Teaching method (i.e. conference, discussion)	4.0
Interpersonal relation between the students and the coordinator (i.e. participation, questions answered)	3.8

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Students were also asked to identify the aspect they liked most of SRCE (see figure below). Students highlighted the organization and the support of the iINAS staff. Students also pointed out areas for improvement. The main areas for improvement were time (length) and the process with the Institutional Review Board.



SRCE MOST LIKED

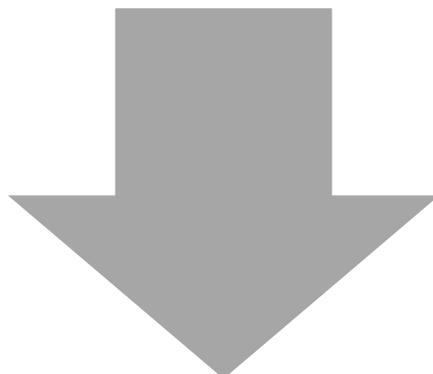
"..the organization and the support...made us feel comfortable"

"the availability of the staff to help us in the development of the research project..."

"the availability, efficiency, and good manners of the staff. The dynamism and cheerfulness made the work easier. Another aspect was the opportunities that the program have available locally and in the mainland"

"the organization and responsibility... "

"the research experience, the good care, attentions of the iINAS staff and the stipend"



SRCE AREA FOR IMPROVEMENT

"..the process for the CIPSHI approval... It is very tedious"

"..the time to complete the research... we faced several challenges that took time to resolve...another things was that the progress of the project was not monitored until late august early september... in the last week week we were asked to make big changes..."

" the misunderstanding with the date to start, the Nvivo training and the approval of the CIPSHI..."

"...we had several challenges with the CIPSHI but I did not have any problem with the program"

Moreover, students provided recommendations for the improvement of SRCE experience. The following recommendations were identified:

- Assign an iINAS staff to each group. This will ensure that questions would be addressed directly and more efficiently.
- Staff and mentors should keep in mind that most of the participants did not have previous research experience.
- The seminars should include hypothetical situations for the students. That will make the conference more dynamic and will help us to apply the things learned.
- The projects revisions should occur before June when the staff has more time available.
- Revise the seminar schedule. Some seminar topics are more useful prior to begin the research project.
- More help with the CIPSHI approval.
- Provide a data collection seminar.

Undergraduate Research and Creation Colloquium

Description: The first Undergraduate Research and Creation Colloquium (PESIC, by its acronym in Spanish) was held on April 4th & 5th, 2013 at the Intercontinental Hotel. PESIC engaged students and faculty from all the academic disciplines to share ideas and creative works. The event included plenary sessions, panels, round tables, poster sessions, reading sessions, art exhibits and workshops.

Expected Outcome

- ★ 25 students will present their research projects

Plenary session:

- ★ **How being a minority in the United States can jeopardize your mental health?**
 - ★ **Speaker:** Margarita Alegría, PhD
- ★ **Locus: Thinking the place**
 - ★ **Speaker:** Raúl Cristancho, MFA, MA
- ★ **TED Talk "Con-ciencia: conexiones, carreras y comunidad"**
 - ★ **Speaker:** Mónica Feliú, Ph.D.

Workshops:

- ★ **Mentoring for Deans and Department Directors**
 - ★ **Trainer:** Medeva Ghee, PhD
- ★ **Mentoring for Faculty**
 - ★ **Trainer:** Medeva Ghee, PhD

Participants: Undergraduate students and faculty from all the schools and colleges participated. A total of 307 persons participated in this event. More than half of the participants (68%) were undergraduate students.

PESIC Participants

208 undergraduate students

72 faculty

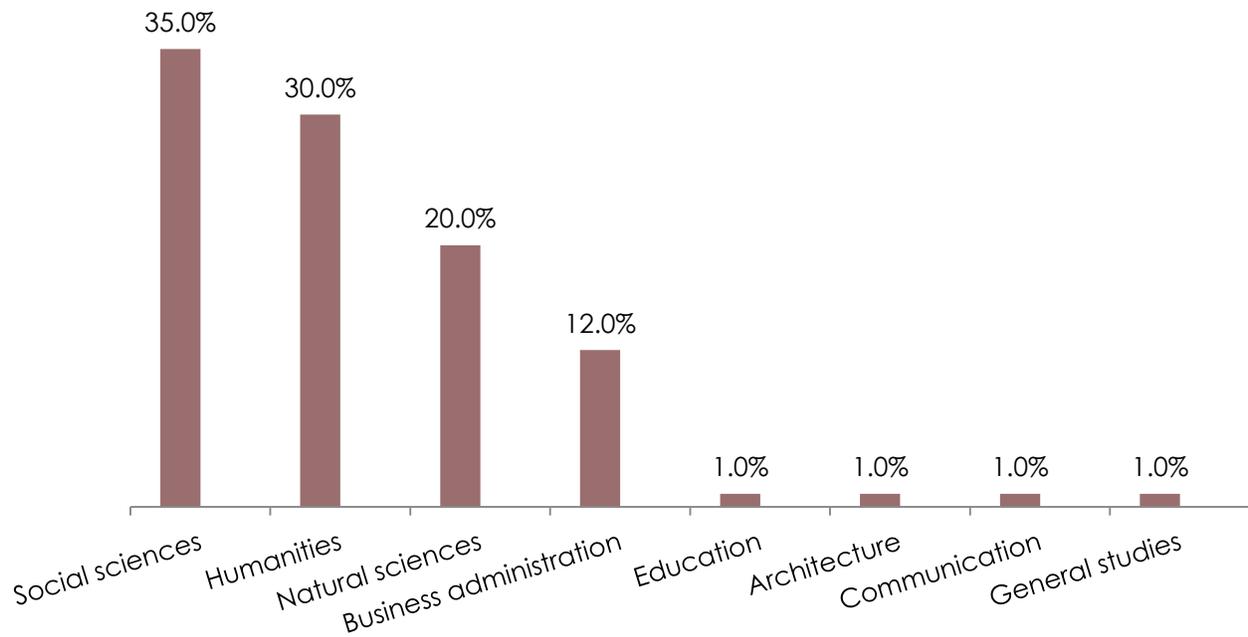
2 graduate students

25 others (i.e. alumni, community)

Total of **307 participants**

The majority of the participants' students were from the college of Social Science and Humanities (see Graph 15). Moreover, students presented posters, participated of the round tables and made artistic presentations. A total of 167 students' projects (research or creative) were presented in the Symposium.

Graph 15. Student participation by college (n=208)



Participants Comments

"Better organization to facilitate the knowledge flow"

"Very interesting topic and relevant"

" Very good presentation"

"Excellent resource"

"Very complete, I enjoyed it"

"...suggest topics such as public policy, pre -linguistic and the need for new policies"

"I suggest more topics about art"

TED Talk “Con-ciencia: conexiones, carreras y comunidad”¹⁵

Speaker: Mónica I. Feliú, Ph.D.



Satisfaction - Participants satisfaction with the plenary session was evaluated. The majority of the participants were satisfied with all the evaluated aspects (see Table 24).

Table 24. Satisfaction Items	Mean*
Speaker presented the information in a clear and precise way	4.5
Place was ready at the schedule time	4.3
This session contributed to my learning	4.2
The session meet my expectations	4.1
The session did not exceed the allotted time	3.6
Speaker was receptive to the audience questions and comments	2.7

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

¹⁵ The evaluation was completed by 68 participants.

Participants Comments

"Excellent!"

"I liked a lot"

"I would have liked to hear more neuronal"

"It was fun and interesting because there was interaction with the public"

"I think the level of the presentation could have been higher... The audience is college and has research experience"

"Very good plenary"

"Extraordinary teacher not only has a lot of knowledge, but has a gift for sharing it"

"It would be interesting to develop more talks in this style"

Mentoring for Deans and Department Directors¹⁶

Trainer: Medeva Ghee, PhD



Satisfaction - Participants satisfaction with the workshop was evaluated. The majority of the participants were satisfied with all the evaluated aspects (see Table 25).

Table 25. Satisfaction Items	Mean*
The session did not exceed the allotted time	5.0
Trainer was receptive to the audience questions and comments	5.0
Trainer presented the information in a clear and precise way	5.0
The workshop meet my expectations	5.0
Place was ready at the schedule time	4.8
My participation in this workshop augmented my knowledge about mentoring for faculty	4.8
My participation in this workshop augmented my knowledge about the impact of mentoring in the faculty development	4.8

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

¹⁶ The evaluation was completed by 7 participants.

Symposium PESIC

Testimonial



“My participation in PESIC changed my view on higher Education in a very positive way, particularly when I saw a [lot] of undergraduate students presenting their research [projects]. I did not think there were so many research projects from students in other faculties rather than Natural Sciences. It was shocking and at the same time exciting because [PESIC] open the doors to other college/schools and students have a lot to offer. This activity made me feel good and excited, I was shock because this was the first activity of this kind and there were many students who took the opportunity to present their research. Seeing this performance, talent, enthusiasm and commitment of students with their projects made me feel proud of my University...”

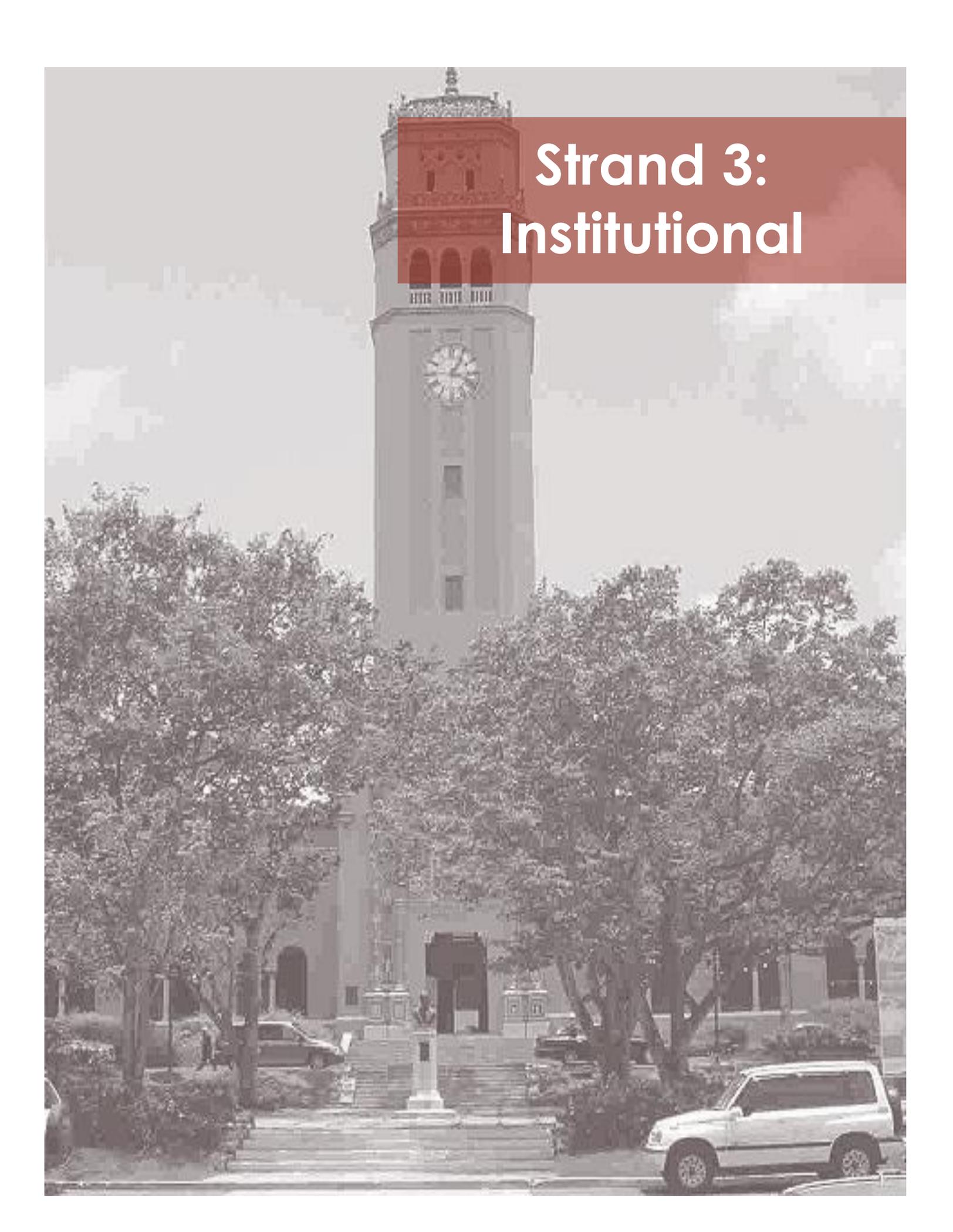
Sheira Ramos

*Symposium attendant
Undergraduate Student
Natural Sciences*

Students Strand: Accomplishments

This table summarizes the expected outcomes and results for the student strand. The majority of the objectives were accomplished as expected.

Components	Expected Outcome	Result	Accomplishment 
Scholars in Residence Program	O ₁ : At least 5 scholars participants	Outcome Exceeded	★ A total of 10 students were selected.
	O ₂ : At least, 80% satisfaction and knowledge increase	Accomplished	★ Most of the participants reported an increase of knowledge in all the questionnaire items.
Research Capacity Enhancement Training	O ₃ : At least 8 sessions will occur each year	Accomplished	★ Eight trainings were offered.
	O ₄ : At least 50 students will attend per session	Below expectations	A total of 179 persons attended the trainings, however only 117 were undergraduate students.
Summer Research and Creative Activity Internship (SRCE)	O ₅ : At least 10 student-led research projects (5 students in each project)	Partially accomplished	★ 6 research projects were implemented. A total of 30 students participated.
Undergraduate Research and Creation Colloquium (PESIC)	O ₆ : Twenty-five students will present their research projects	Outcome Exceeded	★ 167 students projects (research or creative) were presented.



Strand 3: Institutional

Institutional Efforts

Description: The third strand of the iINAS project focused in strengthening the Institution's grant writing and fundraising capacity. In order to accomplish this goal a comprehensive Office of Sponsored Research will be developed to guide faculty through the pre and post award process. In addition, a series of grant writing workshops will be implemented in order to increase faculty's capacity on available funding sources and requirements.

Accomplishment: The table below summarize the expected outcomes and results for the institutional strand. All of the objectives were accomplished as expected.

Component	Expected Outcome	Result	Accomplishment**
Office of Sponsored Research (OSR)	O ₁ : Creation of the Office of Sponsored Research	Accomplished	<ul style="list-style-type: none"> ★ OSR was created ★ Re-organization of personnel and recruitment of new staff
	O ₂ : 95% of compliance modules installed and pilot tested	Accomplished	<ul style="list-style-type: none"> ★ Implementation of InfoEd as a tool for project management ★ Conducted a pilot for the electronic submission of FIPI proposals using InfoEd proposal tracking feature ★ Launching of the Financial Tracking ★ Enterprise Staging Area (ESA) is on its Third stage of implementation.
Grant writing and Fundraising activities	O ₃ : 50 faculty will participate of proposal writing workshops	Partly Accomplished	<ul style="list-style-type: none"> ★ Training of staff in post-award management and related issues ★ Provided workshops for investigators in: <ul style="list-style-type: none"> ○ Compliance issues: Human subjects, animal

Component	Expected Outcome	Result	Accomplishment**
			<ul style="list-style-type: none"> research, Biosafety ○ Time and effort reporting ○ Ethical conduct in science ○ New regulations on the use of indirect costs for investigators with federally funded projects ○ How to submit your FIPI proposal electronically using infoEd proposal tracking feature ★ Over 60 proposals submitted to different federal agencies ★ \$2,841,014 of awarded funds ★ Request for change of objective <ul style="list-style-type: none"> ○ Only \$15,800 has been raised by the institution for the match of \$300,000

**Source: Chancellor's Report (October, 2013)

Recommendations

The main goal of iINAS is to increase undergraduate faculty and student's capacity to conduct research on fields other than natural sciences. The annual evaluation confirmed iINAS' leadership to comply with its main goal and objectives. Overall, students and mentors were very satisfied with program activities (research experiences) and resources (*i.e.* SRCE, *Scholars in Residence*, *Faculty Summer Fellow Program*). Furthermore, faculty, students and participants of the training sessions, workshops, and seminars reported high levels of satisfaction with the speakers, content and place (*i.e.* SRI, *Research Capacity Enhancement Training*, and *Integration Seminars*). In order to continue improving iINAS, the following recommendations are provided:

- ✓ **Incorporate a collaboration section in the evaluation questionnaire.** The collaboration section will help document the following: (1) if participants initiated/establish a collaboration, and (2) brief description of the collaboration. It is highly recommended to include this in the evaluation instruments implemented during the Faculty Integration Seminars, Faculty Summer Research Institute and the Undergraduate Research and Creation Colloquium.
- ✓ **Follow up the curriculum modules (mini-grants).** Develop and implement a follow up interview for faculty (developer) and a survey to the undergraduate students (users/recipients) of the modules. The evaluation instruments main objective would be to document the usefulness, utility, challenges, lesson learned and eventually the impact of these modules in the undergraduates' research competencies.
- ✓ **Review the Faculty Summer Fellow Program evaluation questionnaire** to incorporate questions regarding the impact of the experience in: learning new method, acquiring new research skill or technique and the establishment of new collaborations.
- ✓ **Provide additional support in the CIPSHI process.** Students highlighted this aspect as an area for improvement of the SRCE experience.
- ✓ **Increase student's participation in the Research Capacity Enhancement Trainings.** This initiative is primary directed to students. It is expected that at least 50 students participate in each session. However, less than forty-students attended to each session.
- ✓ **Develop and implement a tracking system.** The next level in terms of iINAS evaluation would be to design and implement a tracking system to monitor iINAS students and faculty fellows productivity (*i.e.* *publications*, *presentations*,

new collaborations, grants). A tracking system would allow to better document program impact.

References

Cohen D, Crabtree B. "Qualitative Research Guidelines Project." July 2006. <http://www.qualres.org/HomeTria-3692.html>

Preskill, H. & Jones, N. (2009) A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions. Robert Wood Johnson Foundation. Retrieved from <http://www.rwjf.org/en/library/research/2009/12/a-practical-guide-for-engaging-stakeholders-in-developing-evalua.html>