

## 2012 Annual Performance Report

Submitted: 01/31/2013 12:56 PM

University of Puerto Rico-Rio Piedras Campus -- Office of the Dean for Graduate Studies and Research,

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Name of College/University

P031S100037

PR Award Number

243221

Unit Identification

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### Title V - Developing Hispanic-Serving Institutions

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Department of Education Grant Program

### Hispanic-Serving Institutions (HSI)

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Project Title

4-year Public

Type and Control of Institution

Year 2

Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:

No     Yes     Not applicable

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## Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to “expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education.”

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.
1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

The University of Puerto Rico-Río Piedras Campus (UPR-RP) is committed to expand its capacity to conduct research and engage faculty and students in their research endeavor. The accomplishment of this goal directly addresses the Title V purpose of: 1) expanding educational opportunities for, and improve the academic attainment of Hispanic students, and 2) expand and enhance UPR-RP's academic offerings, program quality, and institutional stability. During Year 2, the project was actively engaged in a series of activities specifically aimed at: (a) Expanding Undergraduate Faculty Capacity to Actively Engage in Research (b) Expanding Research Opportunities for Undergraduate Students and (c) Strengthening the Institution's Research proposal capacity. Thus, the project has continued to support the development of UPR-RP's capacity to create a sustainable research-based academic culture within non-STEM fields. Specifically, we have focused on developing these objectives within the Social Sciences College (SSC). In addition we completed the remaining General Studies College (GSC) scheduled activities that were extended and approved into our second year of funding. Thus far, the project initiatives have enabled our institution to further strengthen our academic program quality and improve the academic attainment of Hispanic students conducting research in interdisciplinary fields. During Year 2, the Student Initiative Coordinator (SIC), the Faculty Initiative Coordinator (FIC), and the Project Director (PD) held periodical meetings with the upper administration, undergraduates and faculty members from GSC and SSC in order to delineate plans of actions to achieve our performance measures. In addition, weekly staff meetings and monthly meetings with the Chancellor and Dean Graduate Studies and Research were also held. Several orientation meetings were given to SSC undergraduates. A total of 184 students from SSC attended the orientations. The SIC also met with staff at the Center for Academic Excellence (CEA) to coordinate the student workshops and contacted the Office of Information Systems to distribute promotional material regarding the project initiatives via UPRRP website. Nine workshops on Research Capacity Enhancement Training were offered. A total of 234 undergraduates participated in the workshops, out of which 133 were from the SSC. Student evaluations reported an average satisfaction index of 92% on all workshops. The RFP for the “Scholars in Residence Program” (SR) opened on April 7, 2011 and closed on June 1, 2011. Thanks to the USDE approved changes in our objectives timeline, we were allowed to offer SR for the GSC and SSC undergraduates simultaneously. The SIC received a total of 39 applications from both Colleges. Aligned with our performance measures, 10 SR were selected: 6 from the SSC and 4 from the GSC. Bi-monthly seminars were offered by the SIC to the SR students in order to provide appropriate knowledge about the research-academic culture within university settings. Moreover, SR 2012-2013 were selected and consists of 12 undergraduates; 3 from the Business Administration School (BAS), 5 from the School of Architecture, and 4 from College of Education (CE). The SIC offered two orientations to undergraduates from GSF and SCF (October 2011 and April 2012) on how to apply for the Summer Experience Program (SEP). Thirteen groups were formed, with a total of 64 students and 11 advisors. Two groups were from the GSF and 11 from the SCF. Students worked on their projects full time for 6 weeks. Work on the Electronic Journal continues and is expected to be online by December 2013. Two orientations to the Humanities College (HC) have been offered and a call for applications for SR at the HC was published. We have worked with the project Webmaster in the design and contents of our webpage and it is expected to be fully accessible by February 2013. For our web research database, 118 questionnaires have already been received from researchers.

Regarding Faculty Initiatives, 12 Summer Research Fellowships were awarded: 9 in the College of Social Sciences (CSS) and 3 in the School of Architecture. Upon their arrival, they participated in the Travel Journals, where fellows and all interested meet to show photos and talk about their summer experience and their plans to integrate undergraduate students in their research projects. Four Integration Seminars were held in the CSS. Topics included Theory and Practice of Visual Research; Theoretical and Methodological Foundations of Discourse Analysis in Social Research; Statistics for Anthropologists: Use and Techniques for Field Work, Classification and Analysis; and Gender, Health and Society. Two Summer Research Institutes (SRI) were held in the CSS and 3 in the College of General Studies (CGS). Topics included Integrating Anthropology in the Science, Language and Social Studies Curricula; Violence and Complexity; Violence and War; Memory, Stories and Testimonies of the Caribbean Diaspora; and Urban Mobility of the Río Piedras Campus University Community. Thirteen Research Capacity Enhancement Training Workshops were offered: 6 workshops on Qualitative Research co-sponsored by the Center for Academic Excellence; and 5 workshops on Visual Research, 1 on Archive-building applied to the study of violence, and 1 on Photo-ethnographic Research in the CSS. Research, Discovery and Innovation Seminars were shaped into an Oral History and Research Week with keynote lectures, workshops, discussion panels, and fieldwork with internationally renowned scholars. Additional activities include workshops, lectures and radio

interviews. As of December 2012, InfoEd's Proposal Development module can be used to prepare three types of UPR-RP proposals: those submitted through Grants.gov, FastLane, to the Institutional Fund for Research (FIPI for its Spanish acronym), and to local agencies and non-federal entities. In addition, two kits of training materials were created for offering sessions to researchers, department heads and deans for their overall grasp and operational knowledge of modules use. Also, four training sessions were offered. Furthermore, the institutional configuration of the Enterprise Staging Area and of the Award Tracking and Financial Tracking modules had been initiated. A Systems' Analyst (SA) was also hired. He is already creating and setting up access privileges for researchers, department heads and deans that will use of the UPR-RP Grants Electronic Management System (GEMS).

2. How has the grant helped to carry out the mission of the institution?

UPR-RP mission is based on its history and cultural heritage, which distinguishes it from other campuses in the UPR system. This cultural heritage is the basis for its development, and defines its mission and distinctive contribution within the UPR system.

The UPRRP mission is:

1. To promote the integral development of students through curricula that support their intellectual curiosity, critical thinking, lifelong learning, effective communication, appreciation of ethical and aesthetic values, participation in campus activities, reflection, and social responsibility.
2. To provide graduate education of the highest quality in which research and creative activity are core elements and strengthen undergraduate education. In addition, to provide post-baccalaureate programs for training of highly skilled professionals committed to the ideals and values of Puerto Rican society.
3. To provide undergraduate education of excellence with a holistic view of knowledge. This should embrace both general education and specialized training, and develop independent study and research skills within our students.
4. To develop teaching, research, and community service in accordance with the historical and social reality of Puerto Rico, in harmony with its Caribbean and Latin American context and with projection into the international community. To enrich and strengthen knowledge relevant to the consolidation of Puerto Rican nationality, history, language and culture and to facilitate the development and dissemination of knowledge worldwide.
5. To develop innovative research, community service initiatives and continuing education programs that reflect and contribute to the academic and professional work within the campus. These programs should also contribute to the transformation and continuous improvement of the Puerto Rican society, the analysis and formulation of solutions to economic and political problems of the country, and improving the quality of life.

The present Title V grant is a result of the strategic plan proposed by our university in Vision 2016 which is aligned with the UPR mission statements. Therefore, the present grant directly helps our institution in strengthening all research initiatives described in its mission. Both student and faculty initiatives aim at enhancing undergraduate research innovation among non-STEM disciplines. Through several of the faculty initiatives, this Title V grant empowers faculty to improve their academic endeavor by engaging more undergraduate students into research. The grant has also provided for academic exchange between our researchers and renowned international scholars and institutions. In addition, equipment funds from the Title V project allowed the UPR-RP to acquire the InFoEd software in order to streamline pressing post-award issues. The subscription includes the following modules: Proposal Development, Award Tracking, Financial Tracking, Human Subjects Development, , Human Subjects Management and Financial Staging Area. The use and implementation of this new software directly benefit researchers thus enhancing external funding submissions. The creation of the Office for Sponsored Research Programs and Entrepreneurial initiatives within the Office of the Dean of Graduate Studies and Research will be instrumental in the advancement of research activity within our campus. Funding support for training of staff involved in grant management activities will be extremely beneficial to researchers prior and following the proposal submission. Moreover, the establishment of the Undergraduate Research Office will provide students and faculty with a new venue to interact and create the academic and research culture required for creative thinking and innovation.

B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Discuss the long-range impact Title V has had on your institution's capacity to fulfill the goals of the legislation.

Strengthening the University of Puerto Rico's research and teaching activity is the main goal of both our Title V and Promoting Post Baccalaureate Opportunities for Hispanic American (PPOHA) projects. In 2009, the UPRRP was awarded a grant from the Department of Education to implement a project under the PPOHA program. This initiative has two main objectives: (1) to expand post baccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) to expand the post baccalaureate academic offerings as well as enhance the program quality in the institutions of higher education that are educating the majority of Hispanic college students and helping large numbers of Hispanic and low-income students complete postsecondary degrees. To accomplish these objectives we have worked to

advance development of various components that in the academic year 2011-2012, our third project year, provided evidence of important achievements for the overall compliance with the PPOHA objectives. There are basically four major achievements. At present, we have worked with three graduate programs, namely, Applied Mathematics/Computer Science; Environmental Science and Business. The project has been able to involve faculty from these programs to convert a total of 22 traditional face to face graduate courses into hybrid, technology intensive, e-learning experiences. In the three programs, courses have been redesigned and its multimedia inclusion strengthened thus increasing the quality of the programs through the infusion of information and communications technologies that allow for a more enriched learning environment. All implemented courses have received positive evaluations from students, although we continue to examine ways to further increase their effectiveness. These accomplishments in the course conversion component were made possible through the coordination of the instructional design team and the subject matter experts from the programs involved. The PPOHA project has strengthened its instructional design team by recruiting a multimedia specialist who contributed significantly to a more effective distribution to address faculty support needs as well as providing increased multimedia production capability to the PPOHA team. The transformation of the core coursework in these programs provides increased opportunities and access to graduate education to many students that for different reasons or circumstances are not able to pursue graduate studies. The availability of these courses through technology allows many students to consider this possibility. The PPOHA Project also considers the financial difficulty that prevents talented Hispanic Americans from entering graduate programs. To increase opportunities of postgraduate education to these potential students the PPOHA Project has been able to financially support 22 graduate students. This support is proving to be critical for these students to stay focused in times of economic contraction.

The flexibility of e-learning as well as the financial assistance that has been provided will be supported by our Mentoring Program. We have developed and will implement next Spring a Mentoring Program that will provide support for graduate students. Through peer mentoring and the use of information technology we expect that this new initiative provides a needed additional support for students that might be either considering to drop out or that are having difficulty making academic decisions. We have designed the system so that we can take advantage of the available technologies. Also, in the design of this system we considered the way students use mobile and digital technologies. Finally the PPOHA Project has been successful in developing a Graduate Student Learning Commons that is increasingly becoming the center of graduate activity. Professional and academic activities, seminars and meetings take place at Red Graduada (as it is known in Spanish). The place also is becoming a preferred site for groups studying or preparing graduate groups presentations. Research activities are being enhanced by the possibility of sharing knowledge and information. As an example of the potential Red Graduada has of promoting interdisciplinary research among graduate students and faculty we have a series of videoconferences conducted with the Center for Puerto Rican Studies of Hunter College in New York in which faculty, staff, librarians, graduate and undergraduate students participated and were able to interact with researchers from the Center. One of the key benefits of the Red Graduada has been its effect in the undergraduate population. Increasingly we have requests from undergraduate students to use the facilities or equipment, which is reserved to graduate students. In this sense, our Red Graduada is serving as a promoting facility for undergraduates that see this as a benefit for graduate students and would like to access the same privileges the graduate population have in the Commons. These facilities then, might be an important asset for the Title V Project since their work of promoting undergraduate research could be strengthened by our graduate research activity at Red Graduada. Both the PPOHA and our undergraduate title V program have served to significantly strengthen the university.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

The project has been presented in different academic forums across campus such as: (a) the Academic Senate, (b) the UPR Board of Trustees, (c) faculty meetings at several colleges and departments and (d) an alumni fund raising activity. Through these orientation and promotion efforts, the Title V project has generated a lot of interest on the campus, to the extent that two schools that were not included in the original proposal, the School of Communication (SC) and the School of Architecture (SA), asked to be included at least in some initiatives.

By September 2012 the number of UPR-RP SSC undergraduates actively participating in research have increased by almost two-fold (375) over 2009 baseline. (Fall 2009 baseline = 200 of 2,791). Nine workshops were organized from October 2011-September 30, 2012. The topics ranged from Scientific Writing to the use of computer programs for data analysis like Ethnograph 6.0. The average satisfaction score for all workshops was 4.60 (92%) on a scale in which 5 is the maximum score. Three hundred and seven from the SSC and 7 from the GSC attended the workshops. One hundred and seventy-nine undergraduates from other colleges attended. The 2011-2012 Scholars in Residence (SR) group ended their participation with an academic event where they presented their research projects in oral presentations and posters. Sixty-one persons attended the event. During the summer, some of our undergraduates presented their work at national academic events. In the Fall 2012, one of our SR students attended the Puerto Rican Studies Conference held at Hunters College to present his work. At the end of the SR program, the satisfaction score of the Scholars with their mentor was 4.80 on a scale of 5. The average index of scientific knowledge, based on NCUR's instrument, changed from 3.38 on August 2011 to 4.64 on May 2012, on a scale of 5.

On September 21, 2012, an academic event for the undergraduates that participated at the Summer Experience was organized. All of our SE undergraduates presented their research in oral presentations and posters. Over 118 attended. Also, some of the projects were featured on radio programs and newspapers. Furthermore, several of the SE groups, as well as SR students, participated on the Race, Ethnicity, and Place Conference organized by the National Association of

Geography held in San Juan. Our SE students won the first, second and third place in the group poster category and the third place in the individual poster competition. In addition, two students from SR 2011-2012 were admitted in graduate schools this last year. One of them was admitted in George Washington University and the other in East Carolina University. Both are performing very well. Another SR student is presently applying to graduate school. In addition, several of the SR students are applying for summer internships abroad and others have submitted research proposals to attend the NCUR Conference to be held in Wisconsin in April 2013.

Regarding the Faculty initiatives, the Seminars and the Summer Research Institutes have given the UPRRP more visibility at the international level. But most importantly, they have fostered collaborations between professors of different colleges and fields of study. As a result of the Violence and Complexity SRI held last summer, an interdisciplinary multi-campus research group on Violence was created. They recently held their first conference at the UPRRP and submitted a NSF proposal. In order to measure the project's cumulative impact, we asked last year's Summer Research Fellows from the GSC to report on the effect of this initiative in their courses and in their departments. They reported that 5 new courses were created and 13 existing courses were revised to include a research unit; 13 papers were read in 13 conferences; 2 books and 8 articles were published; 8 students mentored by Summer Fellows made poster presentations and 4 students presented their own research papers in a Student Research Conference at UPRRP; 4 international collaboration agreements were established. We will continue monitoring the impact of faculty Summer Fellowships, Seminars and Institutes on a yearly basis. Our goal is to pursue the institutionalization of the faculty initiatives that have the highest impact on undergraduate research.

The present academic and research scenarios available for undergraduate students and faculty teaching undergraduate courses in our campus require new venues of collaboration and access to resources, space and administrative support that will yield successful research endeavors. Our title V office has become an important service and information center for our undergraduate community interested in multidisciplinary research. Specifically, our office has provided accessible and diverse services to our undergraduate student population seeking support for engaging in research activities and the creative process. For example, we have provided counseling and mentoring to students in the completion of a research project and the development of their research capacities. Moreover, our office organized and sponsored meetings and other academic venues that allowed a significant number of undergraduate students from different disciplines to present their results to the public and engage in critical thinking of their research projects. In addition, our staff constantly provided advice and mentoring to our faculty in developing their research ideas and achieving the completion of their research projects.

## Section 2: Enrollment by Race and Ethnicity (4-Year Institutions)

Total number of undergraduate student enrollment as of October 15, 2011 and the number of those students who received Pell Grants. These data were initially taken from the IPEDS survey, therefore the IPEDS definition of full-time student is used. [Note: The information was obtained from Part A of the IPEDS Fall Enrollment Survey.]

### Enrollment by Race and Ethnicity as of October 15, 2011

Undergraduates	Total Number Enrolled		
	Full-time students	Full-time, First-time, First-year, Degree-seeking students	Students who received Pell Grants
Nonresident alien	1	0	0
Black, non-Hispanic	7	0	0
American Indian or Alaskan Native	7	0	0
Asian or Pacific Islander	14	0	0
Hispanic	5657	0	0
White, non-Hispanic	39	0	0
Race/ethnicity unknown	4180	1725	8255
<b>Grand Total</b>	<b>9905</b>	<b>1725</b>	<b>8255</b>

## Section 2: Enrollment by Age and Gender (4-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of the institution's official fall reporting date or as of October 15, 2011 [Note: the information for this table can be obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available]. Because these data are taken from the IPEDS survey, IPEDS definitions for full-time and part-time students are used.

### Enrollment by Age and Gender as of October 15, 2011

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time		Male	Female	
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	214	365	2	0	216	365	<b>581</b>
18-19	1404	2454	25	22	1429	2476	<b>3905</b>
20-21	1365	2739	59	117	1424	2856	<b>4280</b>
22-24	791	1271	175	301	966	1572	<b>2538</b>
25-29	164	174	102	132	266	306	<b>572</b>
30-34	37	52	24	47	61	99	<b>160</b>
35-39	15	23	24	16	39	39	<b>78</b>
40-49	14	27	22	34	36	61	<b>97</b>
50-64	7	6	13	23	20	29	<b>49</b>
65 and over	5	2	3	4	8	6	<b>14</b>
Age Unknown	1	2	1	2	2	4	<b>6</b>
<b>Grand Total</b>	<b>4017</b>	<b>7115</b>	<b>450</b>	<b>698</b>	<b>4467</b>	<b>7813</b>	<b>12280</b>

## Section 2: Degrees Awarded by Race, Ethnicity, and Discipline

Data for this section is for degrees conferred between July 1, 2011 and June 3, 2012 by race, ethnicity, and discipline for students in undergraduate programs only. The CIP (Classification of Instructional Programs) codes were used in designating students appropriately.

### Degrees Awarded by Race, Ethnicity, and Selected Disciplines

Discipline	CIP Code	Nonresident alien	Black, non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic	Race / ethnicity unknown	Total
Biological Sciences / Life Sciences	26	0	79	0	0	0	0	41	120
Computer & Information Sciences	11	0	0	0	0	8	0	1	9
Health Profession & Related Sciences	51	0	0	0	0	0	0	0	0
Business Management and Administrative Services	52	0	0	0	1	189	3	171	364
Education	13	0	0	0	0	141	0	131	272
Engineering	14	0	0	0	0	0	0	0	0
Mathematics	27	0	0	0	0	3	0	2	5
Physical Sciences	40	0	0	0	0	32	0	0	32
Agricultural Sciences	01	0	0	0	0	0	0	0	0
Social Sciences and History	45	1	0	0	0	105	0	80	186
Visual and Performing Arts	50	0	0	0	0	16	0	20	36
Other: Natural Resources and Conservation		0	0	0	0	5	0	5	10
Other: Architecture and related services		0	0	0	0	32	0	20	52
Other: Communication, journalism, and related programs		0	1	0	0	88	1	49	139
Other: Foreign Languages, Literatures and Linguistics		0	0	0	0	44	1	38	83
Other: Family and consumer sciences/Human Sciences		0	0	0	0	32	1	25	58

Other: English Language and Literature/Letters	0	0	0	0	8	1	5	<b>14</b>
Other: Liberal Arts and Sciences, General Studies and Humanities	0	0	1	0	3	0	4	<b>8</b>
Other: Mathematics and Statistics	0	0	0	0	3	0	2	<b>5</b>
Other: Multi/Interdisciplinary Studies	0	0	1	0	88	2	98	<b>189</b>
Other: Philosophy and Religious studies	0	0	0	0	1	0	3	<b>4</b>
Other: Psychology	0	0	0	0	97	2	69	<b>168</b>
Other: Public administration and social service Professions	0	0	0	0	18	0	12	<b>30</b>
Other: History	0	0	0	0	15	0	6	<b>21</b>
<b>Total Race/Ethnicity</b>	<b>1</b>	<b>80</b>	<b>2</b>	<b>1</b>	<b>928</b>	<b>11</b>	<b>782</b>	<b>1805</b>

## Section 2: Accreditation

Institution's primary accrediting agency.

- Southern Association of Colleges and Schools
- The Higher Learning Commission of the North Central Association
- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- Western Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Other (please specify)

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Strengthening UPR-RP Through Development of a Research-Based Academic Culture**

Total \$ spent on this activity during the current reporting period: \$254,079.43

Focus Area: *Academic Quality*

<b>Title V Legislative Allowable Activities</b> [Note: All listed activities are directly from the legislation.]	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	3,576.00	1%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	74,203.00	29%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	59,432.00	23%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	116,868.43	46%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
<b>Total Expenditure For This Activity</b>	<b>254,079.43</b>	<b>100%</b>

## Process Measures for “Strengthening UPR-RP Through Development of a Research-Based Academic Culture”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.*

<b>Did the amount of scientific or laboratory educational equipment rented or leased increase?</b>	Yes
<i>If yes:</i> Start \$ spent on equipment <u>  0  </u> End \$ spent on equipment <u> 18000 </u> Application Objective \$ <u> 18000 </u>	
<b>Did the quality of scientific or laboratory educational equipment rented or leased improve?</b>	Yes
<i>No standardized data elements</i>	
<b>Did the number of students with access to scientific or laboratory educational equipment rented or leased increase?</b>	Yes
<i>If yes:</i> Start # students <u>  0  </u> End # students <u> 545 </u> Application Objective # <u> 300 </u>	

**LAA Category:** *Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.*

<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>  0  </u> End # of faculty <u> 291 </u> Application Objective # <u> 175 </u>	
<b>Other: Did the number of summer research fellowship increase?</b>	Yes
<i>If yes:</i> Start <u>  0  </u> End <u> 12 </u> Application Objective <u> 12 </u>	
<b>Other: Did the number of research institutes increase?</b>	Yes
<i>If yes:</i> Start <u>  0  </u> End <u>  5  </u> Application Objective <u>  6  </u>	

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Did the number of tutors increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>22</u> Application Objective # <u>5</u>	
<b>Did the number of students using tutoring services increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>99</u> Application Objective # <u>5</u>	
<b>Did the number of students using counseling services increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>91</u> Application Objective # <u>5</u>	
<b>Did the number of students satisfied with tutoring services increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>99</u> Application Objective # <u>5</u>	
<b>Did the number of students satisfied with counseling services increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>91</u> Application Objective # <u>5</u>	
<b>Did the academic attainment of students using tutoring services increase?</b>	Yes
<i>If yes, methodology used:</i> Teacher survey	
<b>Other: Did the workshop for Scholar's in residence increase?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>23</u> Application Objective <u>8</u>	

**LAA Category:** *Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.*

<b>Did you establish or enhance a funds management quality control system?</b>	Yes
<i>No standardized data elements</i>	
<b>Did you establish or enhance an institutional research system?</b>	Yes
<i>No standardized data elements</i>	

## Focus Area: Academic Quality Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Academic Quality focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

<b>Have the institution's educational technology infrastructure improved?</b>	Yes
<p><i>If yes:</i>                  Start <u>Fair</u>                  End <u>Excellent</u>                  Goal <u>1</u></p> <p><i>I would like to provide a brief supporting statement:</i> The Office of Undergraduate Research has been established to coordinate the development and pilot testing of: 1) a research topic database (Y1) to facilitate investigation of potential undergraduate research topics; 2) an electronic portal (Y2) for student access to research topics, funding and general information, as well as summer research experiences and internships 3) an electronic journal (Y3) to publish undergraduate student research. This office will also coordinate the development of an Undergraduate Research Symposium (Y3 and Y5) to showcase student research projects.</p>	
<b>Other, please specify:</b> Has the number of undergraduate students engaged in research activities increased?	Yes
<p><i>If yes:</i>                  Initial # <u>0</u>                  Final # <u>85</u>                  Goal <u>110</u></p> <p><i>I would like to provide a brief supporting statement:</i> A total of 85 students mainly from College of General Sciences and College of Social Sciences were actively engaged in research activities. These include students in the SR program, summer experience and other undergraduate students working with faculty that received our summer research fellowships.</p>	
<b>Other, please specify:</b> Has the number of undergraduate faculty conducting research with undergraduates increased?	Yes
<p><i>If yes:</i>                  Initial # <u>0</u>                  Final # <u>30</u>                  Goal <u>50</u></p> <p><i>I would like to provide a brief supporting statement:</i> In Year 2, we had a total of 30 professors actively engaged in research with undergraduate students. These include our SR mentors, and the Summer experience research mentors and the summer research faculty fellows.</p>	

## Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

**ACTIVITY:** Strengthening UPR-RP Through Development of a Research-Based Academic Culture

### Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
By September 2012, the number of UPR-RP's General Studies College faculty actively participating in research increased over the 2009 baseline by 50%. Fall 2009 baseline = 36 of 193 (18.7%) General studies faculty conducting research.	A total of 77 professors participated in our faculty research initiatives from GSC. This constitutes a doubling of the number of professors conducting research in the GSC when compared to the 2009 baseline. The percentage has increased to 40% of the GSC faculty engaged in research which is a significant and encouraging improvement from previous years prior to our Title V grant.
By September 2012, the number of UPR-RP General Studies undergraduate students actively participating in research increased by 30 % over the 2009 baseline. Fall 2009 baseline = 21 of 2,800 (less than 1%) undergrad General studies students conducting research.	The total of undergraduates from GSC engaged in research activities sponsored by our initiatives has tripled to 70 students from a baseline of 21 undergraduates. A significant number of GSC undergraduates participated in several research workshops, summer research experience and our Scholar's in Residence program.
By Sept. 2012 faculty/students demonstrated increased satisfaction with available resources to support development of research proposals.	Our satisfaction rate has been outstanding with an average of 92%. For measuring participant's satisfaction rates we have utilized surveys with pre- and post- questions that evaluate the level of acquired knowledge from each activity. Over all, we have offered nine research based talks/workshops activities during this funding cycle that have yielded very high in the satisfaction rate. Topics range from scientific writing skills to survival strategies for college.
By September 2012, the number of UPR-RP's Social Sciences faculty actively participating in research increased over the 2009 baseline by 50%. Fall 2009 baseline = 37 of 150 (24.7) Social Sciences Faculty conducting research.	Over 214 professors affiliated to SSC participated in research related activities sponsored by our grant. This is a significant increase in the numbers of professors when compared to the 2009 baseline of 150. These numbers reveal that our research initiatives have significantly increased the numbers of professors involved in different aspects of research. Our workshops, multidisciplinary conferences, summer fellowships, research institutes have been instrumental in achieving our objectives.
By September 2012, the number of UPR-RP Social Sciences undergraduate students actively participating in research increased by 30 % over the 2009 baseline. Fall 2009 baseline = 200 of 2,791 (7%) of students conducting research.	Our data showed that 375 undergraduate students from SSC actively participated in research activities. This number represents almost a doubling of the 2009 baseline numbers of 200. We have been very aggressive in engaging our undergraduate students in all Title V initiatives via emails, promotions, advertisement in courses and hands-on experiences.

## Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	37027.93	210805.00	222355.21	0.00	25477.72	210960.00	Yes
Fringe Benefits	19982.46	71674.00	81856.77	0.00	9799.69	71726.00	Yes
Travel	10000.00	11500.00	20791.50	0.00	708.50	11500.00	Yes
Equipment	0.00	47696.00	47696.00	0.00	0.00	79380.00	No
Supplies	13737.99	17250.00	30962.10	0.00	25.89	17250.00	No
Contractual	36932.82	42775.00	56350.00	0.00	23357.82	40175.00	Yes
Construction	11000.00	42000.00	0.00	0.00	53000.00	0.00	Yes
Other	53829.34	128925.00	174429.00	0.00	8325.34	143925.00	Yes
Endowment	50000.00	50000.00	0.00	0.00	100000.00	50000.00	Yes
<b>Total</b>	<b>232510.54</b>	<b>622625.00</b>	<b>634440.58</b>	<b>0.00</b>	<b>220694.96</b>	<b>624916.00</b>	

## Section 4: Line Item Budget Narrative

This section provides an explanation of how funds will be expended as a result of in each of the selected line item categories.

### Personnel

During this second year (October 1, 2011 to September 30, 2012) the grant had \$210,805.00 assigned to this line item, plus carryover from previous year of \$37,027.93. The total allocated amount for the second years was \$247,832.93. We didn't spend \$25,477.72 as a result of the lack of hiring of the Grant Management Analyst. As previously approved by the program officer, we allocated funds to cover the salaries and fringe benefits of four individuals for Y3-Y5 of funding (\$2,123.14 X 4 persons x 3 years = \$25477.72). This staff will directly work with administrative personnel and faculty coordinators in the coordination, evaluation and organization of the different initiatives of the project. They will assist in the preparation of promotion and attendance of all workshops sponsored by the Title V project. As reported in our Y1 APR, we offered six workshops in year 1. However, we have doubled this number in Y2 funding cycle and expect to maintain this level of activity in the remaining funding years. We also included the approval of the revised budget for the personnel line item to be modified to show the salary adjustments for project coordinators salaries since as full professors they have a higher salary than the original proposal. This request was approved for Y3-Y5. The hiring of the Grant Management Analyst for this second year was a great challenge even though the job announcement was posted in one of the local newspapers. This was due to the fact that the ideal candidate had to possess specific technological requirements in order to perform the assigned duties during the contract period. This position began in November 2012.

### Fringe Benefits

The Fringe Benefits line item was assigned \$71,674.00 for this report period, plus a carryover of \$19,982.46, for a total of \$91,656.46. A lesser amount was needed in fringes. A lesser amount was needed in fringes due to personnel vacancies as reported above.

### Travel

The budget for this line item increased from \$11,500 to \$20,791.50 as approved by the Program officer. We transferred \$10,000 from personnel funds (fringe benefits budget line) to the travel budget line item for Y2-Y3. These funds came from the carryover of the salary and fringe benefits budget line item from Y1. The unspent \$708.50 will be used to supplement travel expenses for our academic coordinators to attend workshops and/or conferences for Y3. In order to strengthen both academic initiatives and goals of our Title V program it is important that our academic staff attend these training activities to continuously develop and improve their expertise in acquiring novel strategies to support undergraduate research within our institution.

### Contractual

The contractual line item was assigned \$42,775.00 plus a carryover of \$36,932.82. The unspent \$23,357.82 carried over and used for digitalization services (\$15,000), electronic journal and webpage expenses (\$5,175.00). Due to the difficulties on hiring of the Grant Management Analyst (See Personal Section above) these electronic services were not completed during Y2.

### Construction

The construction line item was assigned \$42,000.00 plus a carryover of \$11,000.00. Our present plan is to utilize these funds to remodel our Title V office. This place will play a key role in promoting change by fostering interdisciplinary and multidisciplinary research, while creating a more vibrant and collaborative academic environment. These funds will be encumbered for the remodelation of the office.

### Endowment

At the present time, carryover of 100,000.00 in the endowment budget line is transferred into our Y3 budget. During last Y2 of funding, the fundraising work plan included activities such as: breakfasts, Public lectures on several topics, donations, and sales of art products. In addition, our grant is committed to enhance fundraising training to administrators such as the deans of the colleges sponsored by this project. However, these fundraising efforts have been extremely difficult due to the present economic climate in our country. Thus, the UPR is exploring alternatives for the fundraising initiatives.

### Other

The total allocated amount of \$182,754.00 included a carryover of \$53,829. The unspent amount of \$8,325.34 will be used to further our project's development.

## Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

Approval for transfers of funds to different budget lines was received by the Program Officer. A total of \$220694.96 funds will be carried over into year 3. These funds will be utilized to accomplish the planned objectives and activities according to the proposal. The following describes the expenditures and carryover where applicable for each of the budget line items.

### Personnel

The carryover of \$25477.72 in the budget assigned to the personnel line item will cover the salary adjustments of the project employees that have higher salaries assigned by the Institution. It will also cover the part time hourly support personnel staff needed in order to accomplish performance objectives of year 3.

### Fringe Benefits

In this line item there is a carryover of \$9,799.69. This amount will be used for the fringe benefits of additional support staff for year 3.

### Travel

This line item originally had \$11,500 assigned. We received approval from the Program Officer to increase this amount to \$21,500. This was requested so that, in addition to the PD, the project personnel could attend important training conferences or workshops related to their respective areas. The requested carryover of \$708.50 will be used to supplement travel expenses for our academic coordinators to attend workshops and/or conferences for Y3.

### Supplies

A carryover of \$13,737.99 will be used to purchase the necessary materials for the Summer Research Institutes, Seminars, Workshops, and Mentoring initiatives that were allowed to be conducted one year later by our USDE program officer.

### Contractual

The carryover of \$23,357.82 will be utilized for digitalization services, electronic journal and webpage expenses.

### Construction

The construction line item was assigned \$42,000.00 plus a carryover of \$11,000.00. Our present plan is to utilize these funds to renovate our Title V office. This place will play a key role in promoting change by fostering interdisciplinary and multidisciplinary research, while creating a more vibrant and collaborative academic environment. These funds will be encumbered in order to begin this renovations.

### Endowment

At the present time, carryover of 100,000.00 in the endowment budget line is transferred into our Y3 budget. During last Y2 of funding, the fundraising work plan included activities such as: breakfasts, Public lectures on several topics, donations, and sales of art products. In addition, our grant is committed to enhance fundraising training to administrators such as the deans of the colleges sponsored by this project. However, these fundraising efforts have been extremely difficult due to the present economic climate in our country. Thus, the UPR is exploring alternatives for the fundraising initiatives.

### Other

The carryover of \$8,325.34 will be used to support the project's development.