

2011 Annual Performance Report

Submitted: _____

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

Name of College/University

P031S100037

PR Award Number

243221

Unit Identification

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Title V, Part A, Hispanic-Serving Institutions

Department of Education Grant Program

4-year Public

Type and Control of Institution

First year

Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:

No Yes Not applicable

Partnering institution(s) (if applicable)

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 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 expanding 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 the first year of the grant, 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 Grant Writing and Fundraising Capacity. Thus, the project has initiated the process of developing the UPR-RP capacity to create a sustainable research-based academic culture within non-STEM fields. Specifically, the first year of funding has focused on developing these objectives within the General Studies College (GSC). Thus far, the project initiatives have enabled our institution to strengthen our academic program quality and improve the academic attainment of Hispanic students conducting research in interdisciplinary fields.

Between November 2010 and September 2011, the Student Initiative Coordinator (SIC), the Faculty Initiative Coordinator (FIC), and the Project Director (PD) held several orientation and organizational meetings with the upper administration, undergraduate students and faculty members from GSC (Y1) and the Social Sciences College (SSC) (Y2). Meetings with the Deans and Department chairs of both GSC and SSC were periodically held in order to delineate plans of actions to achieve the performance measures included in our goals.

Several orientation meetings were given to GSC and SSC undergraduate students. A total of 22 from the GSC and 21 from SSC undergraduate students attended orientations for the different student initiatives sponsored by our project. The SIC also met with staff at the Center for Academic Excellence (CEA) to coordinate the logistics for the student workshops offered during the first year of funding. Furthermore, the SIC contacted the Office of Information Systems to distribute promotional material regarding the project initiatives for students through the UPR-RP website. In addition, promotional materials for all sponsored student activities were created and distributed. During the first year of funding, 6 workshops on Research Capacity Enhancement Training were offered to undergraduates. A total of 202 students participated in the workshops. From this total, 52 students belong to the GSC. Student evaluations reported an average satisfaction index of 92% on all workshops.

The RFP for the “Scholars in Residence Program” (SR) opened in March 2011 and closed in May 30, 2011. Applications were evaluated in the summer of 2011. Thanks to the approved changes in our objectives timeline, we were allowed to offer SR for both the GSC and SSC undergraduates simultaneously. The SIC received a total of 33 applications from both Colleges. Aligned with our performance measures, 10 SR were selected: 6 from the SSC and 4 from the GSC. All SR were assigned a mentor based on their research interests. A series of seminars were offered by the SIC to the SR aimed at providing them appropriate knowledge about the research-academic culture required to excel in university settings and graduate school.

The SIC and the FIC have worked with the project Webmaster in the design and contents of the Office for Undergraduate Research webpage. The website is expected to be fully accessible by December 2011. In order to begin developing our research database, a questionnaire was distributed among professors of the five sponsored non-STEM colleges. Thus far, 85 questionnaires have been received. The information gathered about researchers' academic interests and projects will be included in the website as a research data bank for students.

Regarding Faculty Initiatives, one effective strategy used in the GSC was to begin right away with the Summer Research Fellowships. The RFP opened on March 10 and closed on April 11 2011. We received 36 proposals and were able to fund 16. The RFP for Integration Seminars at both the GSC and the SSC opened on August 16 and closed on September 16, 2011. The grant established funds for 3 Integration Seminars at each college. We received 1 proposal from the GSC and 2 from the SSC. A second RFP opened on September 19 and closed on October 18, 2011. We received 3 new proposals. Funds were granted to all 6 proposals, as they complied with all the RFP requirements. The RFP for the Summer Research

Institutes was also posted on August 16, 2011 and closed on September 30. We received 3 proposals from the GSC and 2 from the SSC. Funds were granted to all 5 proposals, as they met the established criteria.

The FIC collaborated with the CEA in a cycle of workshops on Qualitative Research during the Fall of 2011. The FIC is also working with the director of the Library System of the UPR-RP organizing orientation meetings to begin a cycle of training workshops on information skills at the SSC, which has been very successful in other colleges, like the GSC, the College of Education and the School of Business Administration. These workshops are scheduled to begin in the Spring Semester of 2012 at the SSC.

As part of the initiatives to strengthen the Institution's Grant Writing and Fundraising Capacity, the project purchased the Info Ed Software Modules. The installation of the system began in August 2011. In September, 2011 the grant management staff began a series of training sessions on how to utilize the Info Ed Software. It is expected that early in 2012, 95% of the proposal development module of the new grant management system will have been installed and ready to be pilot tested. In addition, the search for the Grant System Analyst ended in October 2011. The hiring of this new staff member will significantly improve the institution's management of research

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 directly helps our institution in strengthening all research initiatives described in its mission. Both student and faculty initiatives included in the grant aim at enhancing undergraduate research innovation among non-STEM disciplines. Moreover, through several of the faculty initiatives, this Title V grant empowers faculty to improve their scientific endeavor by engaging more undergraduate students into research. 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 y Financial Staging Area. The use and implementation of this new software will directly benefit researchers thus enhancing external funding submissions. Furthermore, the creation of the Office for Sponsored Research 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. 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.

On October, 2009 our institution was awarded a Title V grant (UPRRP PPOHA) project aimed at: (1) expanding post baccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) expanding

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. During its first year of funding, the UPRRP PPOHA project advanced many of their Year 1 objectives. For example, a group of six Applied Mathematics professors revised the program curriculum and converted seven core courses to a hybrid/blended modality to help achieve the legislation goal of improving the academic attainment of Hispanic students. The first three of these courses began their pilot delivery in August 2010. One hundred (100%) of the graduate students enrolled in these pilot courses were Hispanic. The remaining four courses were scheduled for pilot delivery in Spring 2011. Aligned with the legislation goal of expanding the academic offering, two of the seven converted courses were new to the curriculum. These two courses from the Computer Science discipline were designed and developed from scratch to replace two Mathematics courses in the graduate program sequence. This strategic move expanded the academic offering, not only by having the courses delivered in the blended modality, but also by targeting an additional audience: Computer Science students. Both the curriculum revision and course conversion processes were aimed at helping achieve the goal of enhancing program quality. Faculty participated in a series of training and development activities to help them design, develop, and offer quality blended learning courses. All throughout the course conversion period, faculty received group and individual support from the Instructional Technologies Designer, as well as books, reference materials, and online resources to help them accomplish their task. From April through July 2010, faculty participated in an Instructional Design online workshop for Moodle. Then during August and September, faculty had one-on-one coaching sessions with the eLearning Specialist to learn how to effectively incorporate Web 2.0 technologies into their courses. Faculty also had access to a Sloan Consortium online conference and a symposium which highlighted research, applications, and best practices of emerging technologies that drive online learning effectiveness. These virtual conferences provided a year-long access to over 115 recorded sessions that help faculty increase their knowledge and competence of online pedagogy, as well as learn from peers and experts involved in the technological aspects of online learning. The project's Instructional Technologies Designer (ITD) was a key person in the coordination of all these training activities for participating faculty.

The UPRRP PPOHA also established the Graduate Student Learning Commons (GSLC), renovation activities initiated in a designated space of the main library. This space was designed to allow a more innovative and integrated approach to graduate studies at UPR, thus expanding program quality for Hispanic students, one of the main goals of both the legislation as well as of the project. The GSLC offers support services, both on-site and online, to help improve students academic attainment. These facilities were designed to foster interactions among student researchers of diverse disciplines. The GSLC contributes to increase academic attainment and retention of Hispanic graduate students, enhance their graduate studies experience, help them mature as researchers as well as to develop other professional skills.. Students will have access to seven (7) group study rooms as well as to educational technology and comfortable spaces to interact or work individually. The GSLC design also includes a terrace in which students and faculty will be able to have light meals or beverages as they read or share information in a more relaxed setting. One videoconference room, and two conference/classrooms are available for faculty and graduate student use. One multi media production room will be available during the next term. The space includes an area in which students will be able to prepare and practice their academic and professional presentations. One of the videoconference rooms includes an area for hybrid/online course conversion. The virtual component of the Commons also provides online access 24/7 to student support services and professional training modules.

Besides providing training, the project staff implemented Information Sharing and Knowledge Management strategies to keep faculty informed and make a significant contribution to knowledge. A blog was created to keep the community informed on the project's latest developments and activities. This blog also became the central point of access for online resources, including blogs and websites on online learning, and emerging trends for instructional technology use.

In combination, the PPOHA program and title V project are serving to strengthen the university considerably.

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.

Another unexpected and positive outcome of one of our faculty initiatives has been the very good relationship established with the 16 faculty summer fellows, who also applied for the Integration Seminars and the Research Institutes that will take place during the spring semester and the summer of 2012. At the beginning of the Fall Semester 2011, the FIC organized an additional activity, which was held on August 16, 2011 called Travel Journals (Relatos de Viajes in Spanish), where the professors who received Summer Research Fellowships met with the Dean of the GSC, the Director of the GSC Interdisciplinary Seminar, the Dean of Graduate Studies and Research, and the Dean of Academic Affairs to share their experience, show a selection of photographs. These faculty members have become our liaisons and promoters with undergraduate students and other faculty members of the GSC and other colleges. Following the timeline established by the

Title V grant proposal, the RFP for the 2012 Summer Research Fellowships at the SSC was launched early in December 2011.

It is worth noting that for both the Summer Research Institutes and the Integration Seminars RFP, the professors of the GSC and the SSC joined with professors from other departments within their colleges and other colleges, including the College of Education (CE) and the Humanities College (HC) to write their proposals. Thus, the Title V project has funded interdisciplinary and collaborative projects in both initiatives. The idea of joining efforts was brought out during the presentations at the department meetings as a strategy to obtain support for a greater number of professors. We believe that professors were motivated to collaborate in order to reduce competition, which may be a very positive asset, since professors at the UPR do not always work in teams. There has been great enthusiasm among the recipients and we expect excellent outcomes for the activities.

An additional outcome of our efforts to maximize outreach is that the PD and Dr. Cynthia García-Coll, the new campus Assistant Dean for Research agreed in one of their monthly meetings that they would co-sponsor a Campus-wide Interdisciplinary Summer Research Institute on either "labor" or "aging". This outcome strengthens collaborative efforts between the Title V project and the Office of the Dean of Graduate Studies and Research. In spite of the efforts of the CEA and the Title V project to promote the Qualitative Research Workshops sponsored by the CEA in the GSC and the SSC, there has been less attendance than expected. Only one of the General Studies professors, who received a Summer Research Fellowship and who is an enthusiastic liaison and promoter of the Title V project at the GSC has attended the workshops with her whole class; and only 3 professors from the SSC have attended. In order to deal with this situation, the FIC has met with several professors who have received funds from the Title V project (for Summer Fellowships, Research Institutes and Integration Seminars) and is assessing their specific training needs and more creative ways to deliver other Research Capacity Enhancing Workshops during the spring semester of 2012 that will attract more professors. The FIC will hold monthly "Coffees at 10:00" at the different campus food centers to meet informally with faculty members and talk about needs, assets, and possible collaborations.

For the "Summer Experiences" (SE), that will begin in the summer of 2012, the SIC has already prepared the application and information materials. As part of the strategic plan for the SE, participants will have expert faculty members supervising the projects and serving as consultants. This is a new initiative developed by the SIC and FIC to improve the SE outcomes. These faculty members will receive an incentive for their participation, which will be paid with institutional matching funds. Furthermore, a weekly seminar with the SIC in both the SE and the SR Programs was added and our Chancellor has approved a \$1000 summer stipend and free housing for the selected students for the SE.

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

Total number of undergraduate student enrollment as of October 15, 2010 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, 2010

Undergraduates	Total Number Enrolled		
	Full-time students	Full-time, First-time, First-year, Degree-seeking students	Students who received Pell Grants
Nonresident alien	0	0	0
Black, non-Hispanic	3	1	4
American Indian or Alaskan Native	1	0	1
Asian or Pacific Islander	9	1	10
Hispanic	10694	2093	12787
White, non-Hispanic	57	9	66
Race/ethnicity unknown	1379	60	1439
Grand Total	12143	2164	14307

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, 2010 [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, 2010

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	1909	3571	41	61	1950	3632	5582
18-19	1382	2781	84	177	1466	2958	4424
20-21	605	1095	163	306	768	1401	2169
22-24	246	249	149	213	395	462	857
25-29	79	80	90	102	169	182	351
30-34	22	36	47	41	69	77	146
35-39	14	17	28	29	42	46	88
40-49	16	19	24	41	40	60	100
50-64	7	7	20	32	27	39	66
65 and over	3	2	3	2	6	4	10
Age Unknown	1	2	1	0	2	2	4
Grand Total	4284	7859	650	1004	4934	8863	13797

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

Data for this section is for degrees conferred between July 1, 2010 and June 3, 2011 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	0	0	0	110	0	12	122
Computer & Information Sciences	11	0	0	0	0	6	0	3	9
Health Profession & Related Sciences	51	0	0	0	0	0	0	0	0
Business Management and Administrative Services	52	0	0	0	0	337	0	50	387
Education	13	0	0	0	0	226	2	53	281
Engineering	14	0	0	0	0	0	0	0	0
Mathematics	27	0	0	0	0	4	0	1	5
Physical Sciences	40	0	0	0	0	52	0	5	57
Agricultural Sciences	01	0	0	0	0	0	0	0	0
Social Sciences and History	45	0	0	0	0	161	1	40	202
Visual and Performing Arts	50	0	0	0	0	53	0	14	67
Total Race/Ethnicity		0	0	0	0	949	3	178	1130

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: \$221,918.61

Focus Area: *Academic Quality*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	2,975.00	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.	60,411.18	27%
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.	55,294.36	25%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	103,238.07	47%
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%
Total Expenditure For This Activity	221,918.61	100%

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.*

Did the amount of scientific or laboratory educational equipment rented or leased increase?	Yes
<i>If yes:</i> Start \$ spent on equipment <u> 0 </u> End \$ spent on equipment <u> 2975 </u> Application Objective \$ <u> 2975 </u>	
Did the quality of scientific or laboratory research equipment rented or leased improve?	Yes
<i>No standardized data elements</i>	
Did the number of students with access to scientific or laboratory research equipment purchased increase?	Yes
<i>If yes:</i> Start # students <u> 0 </u> End # students <u> 150 </u> Application Objective # <u> 100 </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.*

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
<i>If yes:</i> Start # of faculty <u> 0 </u> End # of faculty <u> 44 </u> Application Objective # <u> 100 </u>	
Other: Did the number of summer research fellowship increase?	Yes
<i>If yes:</i> Start <u> 0 </u> End <u> 16 </u> Application Objective <u> 12 </u>	
Other: Did the number of multiseasonal research institutes increase?	Yes
<i>If yes:</i> Start <u> 0 </u> End <u> 2 </u> Application Objective <u> 4 </u>	

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

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>5</u> Application Objective # <u>5</u>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>5</u> Application Objective # <u>5</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>5</u> Application Objective # <u>5</u>	
Did the number of students satisfied with tutoring services increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>5</u> Application Objective # <u>5</u>	
Did the number of students satisfied with counseling services increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>78</u> Application Objective # <u>150</u>	
Did the academic attainment of students using tutoring services increase?	Yes
<i>If yes, methodology used:</i> Teacher survey	
Other: Did the workshops for Scholars in Residence increase?	Yes
<i>If yes:</i> Start <u>0</u> End <u>3</u> Application Objective <u>2</u>	

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

Did you establish or enhance a purchasing and inventory management system?	Yes
<i>No standardized data elements</i>	
Did you establish or enhance an institutional research system?	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.

Have the institution's educational technology infrastructure improved?	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, and 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>	
Other, please specify: Has the number of undergraduate students engaged in research activities increased?	Will report next year
<p><i>If yes:</i> Initial # <u>0</u> Final # <u>0</u> Goal <u>200</u></p> <p><i>I would like to provide a brief supporting statement:</i></p>	
Other, please specify: Has the number of undergraduate faculty conducting research with undergraduates increased?	Will report next year
<p><i>If yes:</i> Initial # <u>0</u> Final # <u>0</u> Goal <u>50</u></p> <p><i>I would like to provide a brief supporting statement:</i> As described above the Office of undergraduate research will continue assisting faculty and undergraduate students in the development of their research work and set the foundation for a functional and efficient resource center for undergraduate research in our Campus.</p>	

Focus Area: Institutional Management Outcomes

This section depicts institutional outcomes that can be categorized in the Institutional Management 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.

Has the institution's information management infrastructure improved?	Yes
<p><i>If yes:</i> Initial \$ of infrastructure <u> 0 </u> Final \$ of infrastructure <u> 73344 </u> Goal <u> 79344 </u></p> <p><i>I would like to provide a brief supporting statement:</i> InfoEd's Proposal Management software was acquired to streamline the current bureaucratic process. InfoEd's software will provide comprehensive support for managing grants and contracts from pre-submission, through post-award, and to project closeout so administrators can proactively monitor compliance with sponsor and institutional requirements. Project administration services will include negotiation with funding agencies, monitoring of compliance with all pertinent regulations, and tracking deliverables to closeout.</p>	
Has the institution's research facilities space increased?	Yes
<p><i>If yes:</i> Initial square feet <u> 0 </u> Final square feet <u> 5500 </u> Goal <u> 5500 </u></p> <p><i>I would like to provide a brief supporting statement:</i> Plans were undertaken to develop a comprehensive Office of Sponsored Programs (OSP) that could guide faculty through the pre- and post-award processes. Presently, these offices are in separate buildings in 400 sq ft areas. The fact that these offices are separate creates inefficient and fragmented management, excessive bureaucracy, and delays in processing documents. By developing the OSP a more efficient service could be provided and a more functional working space for the staff. The offices will be localized on the first floor of the Hogar Masónico Building where the Deanship of Graduate Studies and Research is located.</p>	

Focus Area: Student Services Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes 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.

Has the number of students continuing to further postsecondary education who received academic counseling increased?	Yes
<p>Cohort: <u>Incoming class Year 2010-2011</u> If yes: Initial # <u>0</u> Final # <u>5</u> Goal <u>5</u></p> <p><i>I would like to provide a brief supporting statement:</i> As part of the Scholars in Residence (SR) initiative, our students received direct research mentoring and academic counseling from their mentors and the SIC. In addition, the SR students attend workshops on different topics related to graduate school such as: how to apply to graduate school, how to prepare a statement of purpose, how to improve their presentation and writing skills. In addition, a series of seminars were offered by the SIC to the SR aimed at providing them appropriate knowledge about the research-academic culture required to excel in university settings and graduate school.</p>	
Has the number of students continuing to further postsecondary education who received tutoring services increased?	Yes
<p>Cohort: <u>Incoming class Year 2010-2011</u> If yes: Initial # <u>0</u> Final # <u>5</u> Goal <u>5</u></p> <p><i>I would like to provide a brief supporting statement:</i> Efforts in guiding and engaging our SR students in conducting research and continuing toward graduate school has resulted in two students presenting their results in Annual Geologist Conference in New York City. In addition, 3 of our students have expressed their interest to pursue graduate studies in Antropology and Psychology.</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

On-Schedule Activity Objectives

By September 2012, the number of UPR-RP's General Studies faculty actively participating in research has increased over 2009 baseline by 50%.

By September 2012, the number of UPR-RP General Studies undergraduate students actively participating in research has increased by 30 % over 2009 baseline.

By Sept. 2012 faculty/students demonstrate increased satisfaction with available resources to support development of research proposals.

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	0.00	205248.00	163220.07	0.00	37027.93	210805.00	Yes
Fringe Benefits	0.00	69784.00	39933.06	0.00	19982.46	71674.00	Yes
Travel	0.00	11500.00	16369.08	0.00	10000.00	11500.00	Yes
Equipment	0.00	79344.00	73344.00	0.00	0.00	47696.00	Yes
Supplies	0.00	28950.00	21212.01	0.00	13737.99	17250.00	Yes
Contractual	0.00	39375.00	2442.18	0.00	36932.82	42775.00	No
Construction	0.00	11000.00	0.00	0.00	11000.00	42000.00	No
Other	0.00	178925.00	75095.66	0.00	103829.34	178925.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	0.00	624126.00	391616.06	0.00	232510.54	622625.00	

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

Allocated: \$205,248.00 /Spent: \$163,220.07

During this first year (October 1, 2010 at September 30, 2011) the grant had \$205,248.00 assigned to this line item. We had unspent \$42,027.93 as a result of the late hiring of the Project personnel. Since October the Project Director began working on the personnel hiring according to what is specified in the grant. We have a carryover of \$37,037.93. The remaining \$5,000 was transferred to travel budget line. The Faculty and Student Coordinators began working on November 1, 2010. It is important to note that both Coordinators have higher compensations than what was budgeted due to the years of service and current salary range in the UPR system. However, the hiring of the administrative personnel took a longer period of time since due to delays in processing their contracts. The administrative staff began working in February 1, 2011 and therefore, only eight (8) months of salary were assigned to the report period.

The hiring of the Grant Management Analyst for this first 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. Because of this, we had to conduct a second search in which an ideal candidate was identified for the Grant Management Analyst position. This position began on October 17, 2011.

Fringe Benefits

Allocated: \$69,784.00/ Spent: \$39,933.06

The Fringe Benefits line item was assigned \$69,784.00 for this report period. A lesser amount was needed in fringes due to personnel vacancies as reported above.

Travel

Allocated: \$11,500.00/ Spent: \$16,369.08

The budget for this line item increased to \$16,369.08 due to a transfer from the personnel line item because it was necessary that the Student Coordinator attended The Council on Undergraduate Research (CUR) for the workshop pertaining for the development of the undergraduate research office. Also, the Project Director attended two workshops sponsored by CUR. In addition, the Faculty Initiative Coordinator attended the Annual Conference/ Meeting of Title V.

Equipment

Allocated \$79,344.00/ Spent: \$73,344.000

This budget line item was originally assigned a total of \$79,344. In the summer 2011, the InfoED Proposal Management Software was purchased for \$73,344. The Software License Agreement for Proposal Tracking was purchased for the institutional use of the electronic module in order to properly record and track detailed information about the Project. This computer program will interconnect and expedite the institutional process for pre-award and post-award management and is a key resource to strengthen external fund generating activities. The unspent amount of \$6000.00 will be transferred to supplies as part of the carryover for year 2 of \$ 13,738.00

Supplies

Allocated \$28,950.00/ Spent: \$21,212.01

The Supplies line item was assigned the total of \$28,950 and \$21,212.01 was spent. Workstations for Title V and consumable supplies were purchased for the workshops that took place during the reporting period. The unspent amount of \$7,737.99 in combination of the equipment transfer of \$6,000.00 result in a total of \$13,737.99 to be carryover for year 2.

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 have been requested to the Program Officer. A total of \$391,616.06 was spent from the original budget in the reported period. A total of \$232,509.94 is being carryover into year 2. This carryover of funds will be used to cover pending activities and initiatives authorized by USDE Project Program Officer until September 2012. The following describes the expenditures and carryover where applicable for each of the budget line items.

Personnel

The carryover of \$37,027.93 in the budget assigned to the personnel line item will cover the salary adjustments of the project employees that have higher salary ranges assigned by the Institution. It will also cover the part time hourly support personnel staff needed in order to accomplish performance objectives of year 2.

Fringe Benefits

In this line item there is a carryover of \$19,982.46. This amount will be used for the fringe benefits of additional support staff for year 2.

Travel

This line item originally had \$11,500 assigned. We have requested approval from the Program Officer to increase this amount to \$16,500. This was requested so that in addition to the PD, the project personnel can attend important training conferences or workshops related to their respective areas.

Supplies

A carryover of \$13,737.99 will be used to purchase the necessary materials for the Multiseasonal Research Institutes, Seminars Research and Mentoring initiatives that were allowed to be conducted one year later by our USDE program officer. Funding for the materials starting in November 2011 and will last until September 2012 are based on the revised activity objectives schedule authorized by the program officer. These funds will also be used to purchase supplies for the Grant Writing Training Seminars that are scheduled to be offered next semester as approved by our program officer.

Contractual

The carryover of \$36,932.82 will be utilized in the six (6) Summer Research Institutes and three (3) Integration Seminars that will be held between November 2011 and August 2012; Research Capacity Enhancement Workshops during the second semester from January to May 2012 and Research, Discovery and Innovation Seminars RDIS in February 2012. In November, we completed the hiring of the Webmaster and in January 2012 the electronic portal pilot project will be completed. The development of the research database and electronic research journal will be completed by September 2012 based on the revised activity objectives schedule authorized by the Project Program Officer.