



Evelyn Puga

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User Experience Portfolio

I went to a research-intensive Master's program at San Diego State University where I fell in love with needing to know the 'why' of everything. I'm experienced in both Qualitative and Quantitative research methods.

I'm a critical thinker who likes to seek out problems and understand their cause. Particularly when it comes to inefficient processes. Research is exciting when patterns or solutions are not immediately obvious. I excel at understanding my audience and bridging resolutions specific to their needs.

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"Communicating and Navigating Stigma: Instructors at a Detention and Reentry Facility"

Serving as co-PI, our team sought to uncover how stigma may play a role in influencing the schedule adherence of instructors at a local detention center by employing an ethnographic research method.



The Challenge

A reduction in scheduling adherence led the program director to believe dissatisfaction among instructors was growing. We hypothesized that instructors were experiencing stigma from peers, since they were working with incarcerated women.



The Method

An ethnographic study, utilizing 6 open-ended interviews, allowed instructors to think and respond freely about their position and experiences at the facility. Additionally, we observed instructors in their meetings to gather information that participants may not have recalled during their interview.



The Discovery

While trying to understand if identity-based stigma was influencing schedule adherence, we discovered instructors' lack of program attachment to the program was the root of the problem.

"Communicating and Navigating Stigma: Instructors at a Detention and Reentry Facility" cont.'d

Changes in Project

The original goal was to measure the success of the program. However, since the women in these facilities are classified as a "protected group" per IRB, we decided to interview instructors since their feelings would impact the program and be an alternate measure of success.

Recommendations & Improvements

After realizing instructors weren't feeling connected to the program, we recommended to the program lead to conduct weekly meetings and check-ins with instructors to form a sense of community. Although no direct data was collected, anecdotally, instructor attendance and satisfaction improved after the implementation of meetings.

"Communicating Erasure(s) of Latinx/Hispanic/Chican@ Identities at a Hispanic Serving Institution"

As the PI, I examined whether new initiatives at a Hispanic Serving Institution (HSI), meant to represent its Hispanic student population, were making the expected impact.



The Challenge

The Professor of Equity for the Center for Inclusive Excellence needed to know if new program initiatives, aimed at improving the experiences on campus were making a difference.

Most of these initiatives were not getting the turn out that was anticipated. We sought to understand why.



The Method

To see if the program initiatives were working, I employed nine qualitative interviews among undergraduate and graduate students.

By asking open-ended questions, I received candid responses from interviewees. After this, I did a thematic analysis and found three salient themes.



The Discovery

1. Encouraging Hispanic student enrollment, while not following this practice in hiring instructors.
2. A lack of intervention from instructors in the classroom when students experienced prejudice.
3. Students struggled with identifying their racial and ethnic identity.

"Communicating Erasure(s) of Latinx/Hispanic/Chican@ Identities at a Hispanic Serving Institution" **cont.'d**

Changes in Project

When I started this research, I wanted to explore how these students' identities were being erased, but after interviewing participants, it became more evident that policies in place were not improving their experiences.

Recommendations & Improvements

*There needed to be more student-centered solutions.
I recommended more attention should be taking place in the classroom with instructors.
Instructors should attend weekly trainings, so students do not face implicit biases from instructors.*

"Hispanic Students' Perceived Prejudice in the Health Care Setting"

As a co-PI on this study, we studied whether Hispanic students in healthcare majors were experiencing more prejudice in clinical settings than their counterparts.



The Challenge

Given the political climate, the Hispanic community was experiencing increasing prejudice.

Healthcare majors needed to complete clinicals, usually consisting of working with older patients.

Instructors were thus interested in knowing if students were experiencing prejudice that would make it harder for them to complete their degrees.



The Method

Anticipating experiences of prejudice across the board, we disseminated a Qualtrics survey to 61 students. We used a 5-point Likert scale to measure perceived prejudice and levels of rejection and threat.



The Discovery

We uncovered that Hispanic students reported fewer positive emotions towards clinicals than their counterparts of other races. However, the differences in perceived prejudice and rejection and threat were not statistically significant.

"Hispanic Students' Perceived Prejudice in the Health Care Setting"

Changes in Project

The survey was first open only to nursing students. However, we did not receive enough responses and decided to widen our scope to all students with a healthcare related major. This provided broad view of healthcare majors and education.

Recommendations & Improvements

We recommended a qualitative interview follow-up of this research to see why Hispanic students were experiencing fewer positive emotions towards clinicals, which was not being explained by perceived prejudice or perceived rejection and threat.

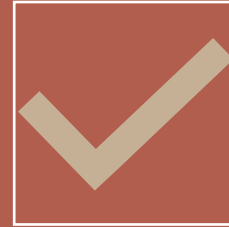
Skills



Survey Dissemination via
Qualtrics and Microsoft
Forms



Interviewing and Focus
Groups



Quantitative data analysis
via SPSS



Qualitative data analysis
via NVivo and Thematic
Analysis

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