Application Analysis

Cheryl Calhoun

24 August, 2019

# Analyzing the Application Data

This document focuses on the analysis of data collected during the application process. The R code and the cleansed and tidied data files used in this analysis are available for review at <https://github.com/cdc19/Dissertation>. For more information about the application process, including the code book for the application data set, and the data collection and tidying processes, see TidyDataProcessing.pdf.

**Notes:**

* The applications for the 2012 cohort were not retained by the program. Some data was collected from other sources, including program documentation, to provide as complete a data set as possible.
* All references to the program name, the university, and other identifiable indicators have been replaced with generic terms surrounded by asterisk. Ex. \*program\*, \*university\*, \*company\*, etc.

## Preparing the Application and Learner dataframes

Before beginning the analysis, the anonymized application data set is read from Applicants.csv and assigned to the Applicants dataframe. The data set stored in Applicants.csv was created by the R Markup document TidyDataProcessing.Rmd. The Applicants dataframe is then filtered to extract the rows corresponding to learners data and create the dataframe Learners. Learners are defined as the applicants who accepted the invitation to attend the program, attended at least one session, and were assigned to a project team.

The Learners dataframe will be used for all data analysis after the initial Application Decision table creation. This will focus the application analysis on the responses from learners who ultimately participated in the program.

## Load tidy & anonymized Applicants data set.  
Applicants <- read.csv("data/Applicants.csv", header=TRUE, sep=",", na.strings = c("", "NA"))  
  
## Filter applicants list for learners who participated in program.   
Learners <- filter(Applicants, Decision == "Yes" )  
  
## Establishing ordered factor lists. This will ensure tables and charts are ordered according to level of degree.  
Learners$Degree <- factor(Learners$Degree, levels=c("HS", "Associate", "Bachelor", "Master", "Doctorate"), ordered=TRUE)  
Applicants$Degree <- factor(Applicants$Degree, levels=c("HS", "Associate", "Bachelor", "Master", "Doctorate"), ordered=TRUE)

## Summary of Application Decisions

This analysis provides basic quantitative data on learner applicants, including the number of applicants **accepted** by the program, the number who **attended** at least one session, and the number who **completed** the program. The total number of Applicants for all cohorts combined was n=283.

**Notes:**

* Percent Attended is based on Percent Accepted.
* Percent Completed is based on Percent Attended.

# Initialize the analysis dataframe with the cohort years and number of applicants per year.  
df <- Applicants %>%  
 group\_by(Cohort) %>%  
 summarize(n())  
  
# Calculate the total number and percentage of applicants who were accepted to the program by cohort and add columns to dataframe.  
dt <- table(Applicants$Cohort, Applicants$Accepted)  
df <- cbind(df, dt[6:10], dt[6:10]/df[,2])  
  
# Calculate the total number and percentage of applicants who attended the program by cohort and add to dataframe.  
dt <- table(Applicants$Cohort, Applicants$Decision)  
df <- cbind(df, dt[6:10], dt[6:10]/df[,3])  
  
# Calculate the total number and percentage of applicants who completed the program by cohort and add to dataframe.  
dt <- table(Applicants$Cohort, Applicants$Finished)  
df <- cbind(df, dt[6:10], dt[6:10]/df[,5])  
  
# Ensure data table is a dataframe and add column labels.  
df <- as.data.frame(df)  
df[,1] <- NULL #Removes cohort column, will add later as row labels.  
colnames(df) <- c("n", "Accepted", "%Accepted", "Attended","%Attended", "Completed", "%Completed")  
  
# Calculate column totals and add to bottom of dataframe  
Total = sum(df$n)  
TotalAccepted = sum(df$Accepted)  
PercentAccepted = TotalAccepted/Total  
TotalAttended = sum(df$Attended)  
PercentAttended = TotalAttended/TotalAccepted  
TotalCompleted = sum(df$Completed)  
PercentCompleted = TotalCompleted/TotalAttended  
df <- rbind(df, c(Total, TotalAccepted, PercentAttended, TotalAttended, PercentAttended, TotalCompleted, PercentCompleted))  
nCohort <- df$n  
# Add row labels.  
rownames(df) <- c("2012", "2013", "2014", "2015", "2016", "Totals")  
  
# Store results in results dataframe  
Results <- df  
  
## Print dataframe with applicants attended & completed by cohort.  
kable(Results, digits=2, caption="Applicant Results by Cohort")

Applicant Results by Cohort

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | n | Accepted | %Accepted | Attended | %Attended | Completed | %Completed |
| 2012 | 56 | 56 | 1.00 | 54 | 0.96 | 52 | 0.96 |
| 2013 | 54 | 50 | 0.93 | 47 | 0.94 | 41 | 0.87 |
| 2014 | 52 | 50 | 0.96 | 45 | 0.90 | 42 | 0.93 |
| 2015 | 66 | 57 | 0.86 | 47 | 0.82 | 47 | 1.00 |
| 2016 | 55 | 55 | 1.00 | 46 | 0.84 | 40 | 0.87 |
| Totals | 283 | 268 | 0.89 | 239 | 0.89 | 222 | 0.93 |

## Summary of Applicants by Degree

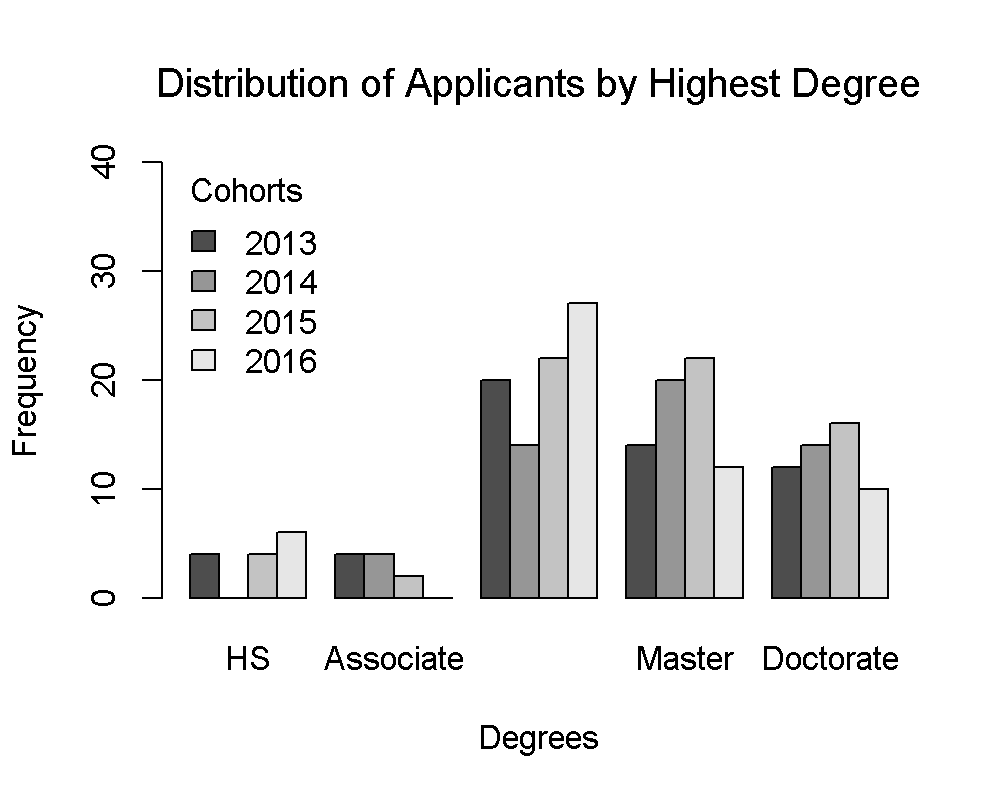
The program recruited primarily from the University of Florida community, so program applicants represent a highly educated population. As you can see from the charts below 90% of participants have a Bachelor or higher degree and 53% of applicants have a graduate degree.

# Extract the Degree information from the Learners data frame.  
Degrees <- select(Applicants, Cohort, Degree)  
Degrees <- Degrees[complete.cases(Degrees),]  
Degrees$Cohort <- factor(Degrees$Cohort, ordered=TRUE)  
Degrees <- as.data.frame(Degrees)  
  
# Find the total number of degrees for the applicants (note NA's should be the 2012 applicants).  
Totals = summary(Degrees$Degree)  
  
# Find the total number of degrees by cohort.  
XT = table(Degrees$Cohort, Degrees$Degree, useNA="ifany")  
XT = rbind(XT, Totals)  
XT = prop.table(XT, margin = 1)  
XT <- apply(XT\*100, 2, function(u) sprintf("%.0f%%", u))  
row.names(XT) <- c("2013", "2014", "2015", "2016", "Totals")  
kable(XT, caption="Distribution of Applicants by Highest Degree")

Distribution of Applicants by Highest Degree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | HS | Associate | Bachelor | Master | Doctorate |
| 2013 | 7% | 7% | 37% | 26% | 22% |
| 2014 | 0% | 8% | 27% | 38% | 27% |
| 2015 | 6% | 3% | 33% | 33% | 24% |
| 2016 | 11% | 0% | 49% | 22% | 18% |
| Totals | 6% | 4% | 37% | 30% | 23% |

# Plot the Distribution of Applicants by Degree  
#png(filename="degrees.png") #Uncomment to export graphic to .png file.  
barplot(table(Degrees$Cohort, Degrees$Degree),  
 main="Distribution of Applicants by Highest Degree", font.main=1,  
 xlab="Degrees",   
 ylab="Frequency",   
 width=3,  
 ylim=c(0,40),  
 legend = rownames(table(Degrees$Cohort, Degrees$Degree)),   
 beside=TRUE,   
 args.legend = list(x = "topleft", bty = "n", title="Cohorts"))  
#dev.off() #Uncomment to export graphic to .png file.



## Marketing Analysis

This question seeks to learn more about how applicants learned about the program. Because of the (Check All That Apply) option, the percentages listed in the table below represent the percent of applicants that selected each individual option.

* How did you hear about the program? (Check All That Apply).
  + Program Website
  + Past Participant
  + Facebook/Twitter/LinkedIn
  + Email“,”OTL Newsletter
  + Newspaper Article
  + Word of Mouth
  + Other

## Create dataframe and add columns corresponding to responses in this quesion.   
df <- data.frame()  
dt <- table(Applicants$Cohort, Applicants$Q4a, useNA = "no")  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q4b, useNA = "no")  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q4c, useNA = "no")  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q4d, useNA = "no")  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q4e, useNA = "no")  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q4f, useNA = "no")  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q4g, useNA = "no")  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q4h, useNA = "no")  
df <- rbind(df, dt[2:5])  
  
# Add the row totals.  
RTotals <- rowSums(df)  
df = cbind(df, RTotals)  
  
# Create the proportions table  
proportions <- matrix(NA, nrow=nrow(df), ncol=ncol(df))  
proportions <- as.data.frame(proportions)  
  
for(i in 1:nrow(df)) {  
 for(j in 1:ncol(df)) {  
 proportions[i,j] <- df[i,j] / nCohort[j+1]  
 }  
}  
  
# Ensure data table is a data frame, add column names and row names, and format for percentages.  
  
Results <- as.data.frame(apply(proportions\*100, 2, function(u) sprintf("%.0f%%", u)))  
colnames(Results) <- c(2013:2016, "All Cohorts")  
rownames(Results) <- c("Program Website", "Past Participant","Facebook/Twitter/LinkedIn", "Email", "OTL Newsletter", "Newspaper Article", "Word of Mouth", "Other")  
  
# Display the results.  
kable(Results, padding = 4, caption = "How did you hear about the program?")

How did you hear about the program?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2013 | 2014 | 2015 | 2016 | All Cohorts |
| Program Website | 20% | 23% | 14% | 11% | 13% |
| Past Participant | 11% | 19% | 23% | 18% | 14% |
| Facebook/Twitter/LinkedIn | 9% | 8% | 5% | 0% | 4% |
| Email | 31% | 27% | 42% | 31% | 27% |
| OTL Newsletter | 2% | 13% | 20% | 9% | 9% |
| Newspaper Article | 9% | 12% | 5% | 0% | 5% |
| Word of Mouth | 35% | 35% | 35% | 47% | 30% |
| Other | 17% | 15% | 12% | 0% | 9% |

### Other responses:

These are responses from open ended portion of the other option.

TEXT <- select(Applicants, Cohort, Q4Other)  
TEXT$Q4Other <- as.character(TEXT$Q4Other)  
TEXT <- filter(TEXT, Q4Other > "")  
TEXT <- arrange(TEXT, desc(Cohort))  
kable(TEXT)

|  |  |
| --- | --- |
| Cohort | Q4Other |
| 2016 | Career Resource Center |
| 2016 | email from MSE program |
| 2016 | From *university* faculty member, *university* Funding Opportunities |
| 2016 | Newspaper article |
| 2016 | my.research.*university*.edu |
| 2016 | *university* postdoc association |
| 2016 | *organizer* |
| 2016 | Steering Committee, *university* website |
| 2016 | Father in law who works for *university* |
| 2016 | *OTL Incubator* |
| 2016 | *Local Entrepreneur Association* |
| 2016 | I’m an *OTL incubator* resident |
| 2016 | *organizer* |
| 2016 | *organizer* |
| 2016 | *organizer* |
| 2016 | Mentor, *individual* |
| 2016 | CEI Announcements |
| 2015 | *organizer* |
| 2015 | OTL employees |
| 2015 | *individual* |
| 2015 | *university* postdoc association |
| 2015 | OTL tech notes |
| 2015 | *organizer* mentioned it to me while attending another conference at the *university*. |
| 2015 | OTL Tour with WiSE |
| 2015 | *organizer* |
| 2014 | school |
| 2014 | Women in Science and Engineering group |
| 2014 | Association of Academic Women |
| 2014 | Friend who attended the info session |
| 2014 | Visit to *university* OTL for meeting misadvertised in *newspaper* |
| 2014 | *university* |
| 2014 | *mentor* |
| 2014 | biz report |

## Motivational Analysis

This questions allowed respondents to click all that apply. It created a bit of confusion in that some respondents choose individual options and then “All of the above”, others only selected “All of the above”. For consistent data analysis, it is assumed that a respondent choosing “All of the above” may have assumed they did not also need to select each of the individual options. In order for this to tabulate correctly, the data was updated to include a selection for each individual item if “All of the above” was selected. **Note:** There were new answer options were added in 2016.

* What is your primary goal for participation in the program? (Check All That Apply).
  + Gain Self-confidence
  + Start a Company
  + Networking
  + Entrepreneurship Training
  + Attending Seminars/Workshops
  + Job/Career Opportunities
  + Valuable knowledge and Skills
  + Interest in Technology Commercialization
  + All of the above
  + Other

## Create dataframe and add columns corresponding to responses in this quesion.   
df <- data.frame()  
dt <- table(Applicants$Cohort, Applicants$Q5a)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q5b)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q5c)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q5d)  
df <- rbind(df, dt[2:5]+dt[7:10])  
dt <- table(Applicants$Cohort, Applicants$Q5e)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q5h)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q5i)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q5j)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q5f)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q5g)  
df <- rbind(df, dt[2:5])  
  
# Add the row totals.  
RTotals <- rowSums(df)  
df = cbind(df, RTotals)  
  
# Create the proportions table  
proportions <- matrix(NA, nrow=nrow(df), ncol=ncol(df))  
proportions <- as.data.frame(proportions)  
  
## Remove n(2012) from n(total)  
n <- nCohort  
n[6] <- nCohort[6]-nCohort[1]  
  
## Calculate percentages  
for(i in 1:nrow(df)) {  
 for(j in 1:ncol(df)) {  
 proportions[i,j] <- df[i,j] / n[j+1]  
 }  
}  
  
# Ensure data table is a data frame, add column names and row names, and format for percentages.  
  
Results <- as.data.frame(apply(proportions\*100, 2, function(u) sprintf("%.0f%%", u)))  
colnames(Results) <- c(2013:2016, "All Cohorts")  
rownames(Results) <- c("Gain Self-confidence", "Start a Company","Networking", "Entrepreneurship Training", "Attending Seminiars/Workshops", "Job/Career Opportunities", "Valuable knowledge and Skills", "Interest in Technology Commercialization", "All of the above", "Other")  
  
# Display the results.  
kable(Results, padding = 4, caption = "What is your primary goal for participation in the program?")

What is your primary goal for participation in the program?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2013 | 2014 | 2015 | 2016 | All Cohorts |
| Gain Self-confidence | 72% | 81% | 77% | 69% | 75% |
| Start a Company | 74% | 69% | 65% | 64% | 68% |
| Networking | 80% | 83% | 85% | 82% | 82% |
| Entrepreneurship Training | 94% | 92% | 95% | 85% | 92% |
| Attending Seminiars/Workshops | 61% | 60% | 61% | 58% | 60% |
| Job/Career Opportunities | 0% | 0% | 0% | 25% | 6% |
| Valuable knowledge and Skills | 0% | 0% | 0% | 51% | 12% |
| Interest in Technology Commercialization | 0% | 0% | 0% | 45% | 11% |
| All of the above | 44% | 52% | 42% | 38% | 44% |
| Other | 9% | 6% | 5% | 0% | 5% |

### Other responses:

These are responses from open ended portion of the other option.

TEXT <- select(Applicants, Cohort, Q5Other)  
TEXT$Q5Other <- as.character(TEXT$Q5Other)  
TEXT <- filter(TEXT, Q5Other > "")  
TEXT <- arrange(TEXT, desc(Cohort))  
kable(TEXT)

|  |  |
| --- | --- |
| Cohort | Q5Other |
| 2016 | Ideas to benifit my current business. |
| 2015 | learn more about technologies available at *university* |
| 2015 | Improve |
| 2015 | better assess and envision my career options |
| 2014 | Self-improvement |
| 2014 | Potential working for Tech Start Up |
| 2014 | I’m not sure about starting my own company; I am certainly interested in the process. |

## Computer Support Analysis

Only the first question was asked in 2013. The breakdown of software was added in 2014. The email option was added in 2016.

* Do you have regular access to a computer (Yes/No)?
* Do you have access to the following software?
  + Computer
  + Internet
  + Microsoft Word
  + Excel
  + Power Point
  + email
  + Other

df <- data.frame()  
dt <- table(Applicants$Cohort, Applicants$Q7)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q7a)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q7b)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q7c)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q7d)  
df <- rbind(df, dt[2:5]+dt[7:10])  
dt <- table(Applicants$Cohort, Applicants$Q7e)  
df <- rbind(df, dt[2:5])  
dt <- table(Applicants$Cohort, Applicants$Q7f)  
df <- rbind(df, dt[2:5])  
  
# Add the row totals.  
RTotals <- rowSums(df)  
df = cbind(df, RTotals)  
  
# Create the proportions table  
proportions <- matrix(NA, nrow=nrow(df), ncol=ncol(df))  
proportions <- as.data.frame(proportions)  
  
for(i in 1:nrow(df)) {  
 for(j in 1:ncol(df)) {  
 proportions[i,j] <- df[i,j] / nCohort[j+1]  
 }  
}  
  
# Ensure data table is a data frame, add column names and row names, and format for percentages.  
  
Results <- as.data.frame(apply(proportions\*100, 2, function(u) sprintf("%.0f%%", u)))  
colnames(Results) <- c(2013:2016, "All Cohorts")  
rownames(Results) <- c("Computer", "Internet", "Microsoft Word","Excel", "Power Point", "Email", "Other")  
  
# Display the results.  
kable(Results, padding = 4, caption = "Applicants Access to Computer Resources")

Applicants Access to Computer Resources

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2013 | 2014 | 2015 | 2016 | All Cohorts |
| Computer | 100% | 96% | 100% | 100% | 80% |
| Internet | 0% | 96% | 100% | 100% | 60% |
| Microsoft Word | 0% | 96% | 98% | 100% | 60% |
| Excel | 0% | 94% | 98% | 96% | 59% |
| Power Point | 0% | 90% | 98% | 95% | 58% |
| Email | 0% | 0% | 0% | 100% | 19% |
| Other | 0% | 13% | 12% | 0% | 5% |

### Other responses:

These are responses from open ended portion of the other option.

TEXT <- select(Applicants, Cohort, Q7g)  
TEXT$Q7g <- as.character(TEXT$Q7g)  
TEXT <- filter(TEXT, Q7g > "")  
TEXT <- arrange(TEXT, desc(Cohort))  
kable(TEXT)

|  |  |
| --- | --- |
| Cohort | Q7g |
| 2015 | Just about anything! |
| 2015 | various other software applications |
| 2015 | QuickBooks, Quicken |
| 2015 | Adobe Suite |
| 2015 | InDesign, ArcGIS |
| 2015 | Creative Suite |
| 2015 | SPSS, MAXQDA |
| 2015 | AutoCAD |
| 2014 | Statistical and other Research Softwares |
| 2014 | MAC and PC |
| 2014 | Adobe Creative Suite (Marketing and Design) |
| 2014 | Other engineering and modeling software |
| 2014 | Mac OSX as well as Microsoft-based PC |
| 2014 | Adobe Creative Suite (CS4) |
| 2014 | Autocad |

## Involvement with other University inventions or patents.

This analysis presents the results from:  
*Have you been involved with any new discoveries that have been patented by the University?*

df <- data.frame(row.names=c(2012:2016))  
dt <- table(Applicants$Cohort, Applicants$Q8)  
df <- cbind(df, dt[1:5], dt[6:10]+dt[11:15]+dt[16:20])  
colnames(df) <- c("No", "Yes")  
kable(df, digits=2, caption = "Applicants Involvement with University Patents")

Applicants Involvement with University Patents

|  |  |  |
| --- | --- | --- |
|  | No | Yes |
| 2012 | 0 | 0 |
| 2013 | 50 | 4 |
| 2014 | 48 | 2 |
| 2015 | 61 | 5 |
| 2016 | 48 | 7 |

*Briefly describe the technology and your affiliation.*

TEXT <- select(Applicants, Cohort, Q8a)  
TEXT$Q8a <- as.character(TEXT$Q8a)  
TEXT <- filter(TEXT, Q8a > "")  
TEXT <- arrange(TEXT, desc(Cohort))  
kable(TEXT)

|  |  |
| --- | --- |
| Cohort | Q8a |
| 2016 | secretogogue-siRNA conjugate, graduate student |
| 2016 | GPS tracking |
| 2016 | *Company* digital pathology software, I was the business administrator for STTR |
| 2016 | I am the first author inventor / graduate student for novel genome-modified recombinant adeno-associated virus vectors ( *university* # -13928, *university* #-15278). |
| 2016 | inventor |
| 2016 | Genetic engineering of microorganisms to produce fuels and chemicals. Staff |
| 2016 | Method to reduce complexity and characterize DNA (*name*, lab staff) |
| 2015 | I am a post-doc research associate in the computational Neuroengineering Lab at the *university* since September 2013. I have developed a couple of computational algorithms applied to the neuroscience data, which were submitted for publication in well-known journals. Based on these achievements I intend to file a patent in the following year. |
| 2015 | DETAILS ON QUESTION #7: Though I do not hold a college degree, I have taken many college business classes and all of the general education requirements. I am currently enrolled in my final course to earn my AA and will continue on to a Business Organizational Management degree. My hope is that my many years of experience in the business world will allow me to have the opportunity to go through your program. |
| 2015 | No, but I was involved in a research in India which was later patented by the Pharmaceutical company |
| 2015 | I am a graduate student working on the project that is aimed at developing a nanoparticle vaccine for immune modulation. |
| 2015 | *Professor*, as the leading inventor, has successfully filed U.S. provisional patent application with the U.S. Patent and Trademark Office (USPTO) on November 12, 2014 for isosteriol triazoles and uses thereof (*Patent*). |
| 2015 | Patent Agent at *company*. I have filed and prosecuted or currently prosecute numerous *university* technologies. |
| 2015 | I am now an adjunct at *university*, just graduated with a degree in mass communications. I’m interested in studying technology and environmental design. |
| 2015 | I have 30 years of experience working as an innovator in information technology. This experience was primarily in support of government and not for profit research organizations. Most recently I changed my career path to work part-time as an IT adjunct professor and grant consultant at *university*. I am seriously considering starting my own company to address the shortage of technology applications targeted at seniors. |
| 2015 | I worked on a project for the Integrated Technology Ventures program where I helped develop a “smart” medical device patented by the *university* OTL. Our interdisciplinary team participated in this as a part of *university*’s College of Engineering IPPD program. |
| 2014 | Hi, I am “The Coach” and I am very excited to join this group of amazing women. I have an idea for producing renewable energy economically. |
| 2014 | As a graduate student in *professor* lab (Neuroscience Dept), I was involved in a project that resulted in a patent application through the OTL. The subject of the patent is “Non-hormonal female contraceptive.” I am listed as an inventor on this patent application. |
| 2014 | I don’t believe any of my work would be considered patented new discoveries, but as an undergraduate student I did research on projects where we provided solid insight. I was part of the Integrated Product and Process Design program where we worked for *company* to design a process to treat an industrial wastewater stream the company produced. I assisted in designing and conducting both the Audit of Solid Waste Management Practices and Generation at the *university* (available at *URL*) and the *county* Waste Composition Study (available at *URL*) Additionally, I also worked on a projects that involved increasing recycling in AC as well as one that investigated rural recycling. |
| 2014 | I was involved more than ten years ago in some of the first IPPD (Integrated Process and Product Design) Program at the *university* when I returned to school. I worked with *professor* in Chemical Engineering. Our particular project did not result in a patent (though it was fully implemented by the client) however I was involved in weekly presentations by other project teams that presented technology that did result in patents. |
| 2013 | Hello, The first thing I’d like to say is-“this is exciting!” Secondly, I’m not affilated with *university*, however, I’ll love to participate in your “*program*, and can attend for the full eight weeks! I live in Austin, Texas with my daughter and have no way of getting there. I also don’t have a place to stay in *location*, for the duration of the training. I’m a former teacher who is currently unemployed. I’m 54 years old, and finding it difficult to gain employment. Among other teaching experiences; I have served two terms in”AmeriCorps," and my second term I picked-up donated computers from various donors, repaired them, taught the various computer technology skills to parents, delivered a repaired computer to them at the end of the six weeks series, and installed Internet access for them at home. I’ve also taught various computer technology skills to students, teachers, and parents for six years with Atlanta Public Schools District in Georgia. I’ve also been a Special Ed Teacher with Richmond Public Schools District, where I used technology in the classroom on a daily basis. I enjoyed teaching technology skills and am a BIG FAN OF “STEM!” I have several great ideas that I would like to get the opportunity to expound upon and perhaps receive funding for to bring at least one into reality for some well deserving young ladies. I would very much appreciate a reply on how you has the organizer can assist me in my attendance. Thank you very much. I look forward to your reply. |
| 2013 | This is not the answer to this question, however I wanted to make a comment and this was the only place I could. I don’t have a bachelor’s degree yet, but am graduating this December pending the completion of just 2 more classes this semester. I am very interested in this program and hope you will still consider me despite this fact. |
| 2013 | Even better! I have a technology that *university* has waived the rights to. |
| 2013 | Note: Though I am an undergraduate, I am currently getting graduate training in business management. I am passionate about translational medicine and bringing research to actual practice; therefore, I would like to know how to start a company before getting deep into my biomedical training and career. |
| 2013 | Patent Title: Mems flexible substrate neural probe and method of fabricating same *patent*. I am listed as one of three inventors on the patent. This technology came out of my graduate doctoral research. The patent is for the fabrication process and design of an implantable neural probe for recording single action potentials in the cortex. |
| 2013 | One item was patented while I was a graduate student related to a rotating electric motor design (*professors*), but *university* decided to let the patent expire, so it is no longer active. |
| 2013 | As a life long feminist activist, my passion is empowering women in through technology and leadership development. I’ve mentored young women and served in leadership positions with the National Organization for Women (NOW). Although I don’t have a degree, I am just a few semesters short of an AA degree. I have worked as Director of Business Development and Consultant for a tech start up for over 10 years, managed key relationships with production and creative teams, industry leaders, and clients. My passion is political empowerment and leveraging technology to create social change. I would really appreciate the opportunity to participate in this amazing program. For an overview of my experience please see my professional profile located at *linkedin* Thank you. |
| 2013 | I have my own designs for securing abandoned deep sea oil rigs and preventing oil spills like the Deep Sea Horizon. |
| 2013 | Developing modified gene therapy vectors for therapeutic applications. |