

Appendix A

March 1, 2004

Dear McNair Directors:

This letter is to introduce Eric G. Williams, director of the Ronald E. McNair Post-baccalaureate Achievement Program at Marquette University and doctoral candidate at Virginia Polytechnic Institute and State University (Virginia Tech). As part of his doctoral program, Mr. Williams is conducting research on McNair program participants. I encourage you to consider participating in Mr. Williams' research. While it is important to support postsecondary education pursuits for our TRIO students, it is also important to encourage the educational pursuits of TRIO professionals.

Mr. Williams' research seeks to examine the effects of the McNair Program on the levels of academic, research and social self-efficacy of African Americans participants. His interest is to demonstrate how McNair programs affect students in order to improve the quality of their experiences; African American students are his particular focus group. All responses are to be presented in aggregate form, with no individual or institutional identification. He also hopes to provide an institutional summary upon request to each specific program that participates. No identifying information will be shared across institutions. In the very near future you will receive a letter from Mr. Williams detailing the study and asking for your participation.

The advanced academic pursuits of TRIO professionals are vital to the progression of equal educational opportunity. I am hopeful that by encouraging more research on the TRIO programs, we will enhance our understanding of how these programs prepare and advance students through postsecondary education. Your consideration of this research effort is greatly appreciated.

Sincerely,

Arnold Mitchem, Ph.D.
President

Appendix B

May, 2004

Dear McNair Scholar Program Director/Coordinator:

My name is Eric G. Williams and I am a doctoral candidate in the Higher Education and Student Affairs Program at Virginia Polytechnic Institution and State University (Virginia Tech). I am writing to request your assistance in gathering data for my dissertation research. The purpose of my study is to measure and compare the levels of academic, research, and social self-efficacy of African American students who have participated in the McNair Scholars Program with students who have been selected for, but have not yet completed a McNair Scholars Program experience.

In order to identify my potential sample, I am asking McNair program directors and other staff members to assist me in contacting and distributing my research materials to students of their respective programs. I am proposing the following data collection method:

Data Collection Method

- Researcher will forward research materials by U.S. Postal mail to each cooperating McNair Scholars Program
- McNair Directors (or designated personnel) will distribute research materials to all McNair students who volunteer to participate in the research
- McNair Directors (or designated personnel) will return research materials to the researcher

The Institutional Review Boards at Virginia Tech and Marquette University have granted approval to conduct this research. All information obtained will be kept confidential and any data collected will be used only for the purposes of this study. Responses will be presented in aggregate form, with no individual or institutional identification. The results of the full study will be made available to you upon completion of the study. An institutional summary (for your school only) can be provided to you upon request.

I hope that you will support this worthwhile research study. I believe the results will greatly assist in developing your program to best meet the needs of the students who participate. I will contact you within the next few weeks to discuss your willingness to assist me in this research and to answer any questions you may have related to this study. You may also feel free to contact me at (414) 288-6304 or eric.williams@mu.edu.

Thank you for your support.

Sincerely,

Eric G. Williams
Doctoral Candidate, Higher Education and Student Affairs
Virginia Tech and
Director, McNair Scholars Program
Marquette University

Appendix C

May 10, 2004

Dear McNair Staff Member:

Thank you for agreeing to allow your students to participate in this research study. The results of this study will add to the limited body of knowledge of what we know about the McNair Scholars Program and its effects on students.

Included in this packet you should find the following items:

1. *Instructions for Survey Administrator*
2. The *Preparation for Graduate School Survey* (one for each student in your program)
3. Informed Consent Forms (to be completed and returned by each student)
4. Answer Sheets (one scantron sheet for each student in your program)
5. *Survey Instructions* to be read aloud by survey administrator to participants before administering survey
6. Stamped self-address envelope
7. Pencils

If possible, you are encouraged to have students complete the survey during your first program orientation meeting. If this is not possible, students can complete the survey during one of the first group meetings of your summer program. If necessary, students can complete the surveys individually.

Upon completion, please return one copy of the survey, completed answer sheets, signed informed consent forms and \$50 Cash Drawing entry forms in the self-addressed stamped envelope. Please destroy the remaining surveys.

Please read the *Test Instructions* to students before administering the survey. If you have any questions please contact me at (414) 288-6304 or via email at eric.williams@mu.edu.

Again, thank you for your participation.

Sincerely,
Eric G. Williams

Appendix D

Instructions for Survey Administrator

1. **Read the Participant Instructions** aloud to participants before distributing any survey materials.
2. Once you finish reading the Participant Instructions to students, distribute the **Informed Consent Forms**. Students need to sign, date and fill in the blank which asks for institution which they attend.
3. Collect consent forms once completed.
4. Distribute the **Preparation for Graduate School Survey and Answer Sheet**. A #2 pencil (provided) must be used to complete answer sheet
5. Make sure students **Do Not** fill in their name, or student identification section of answer sheet.
6. Collect the survey once completed. As students turn in the survey, give them one of the \$50 Cash Prize Entry forms.
7. Collect entry forms once completed.
8. Place completed answer sheets, one copy of the survey and the \$50 Cash Prize Entry form in the self-addressed stamped envelope provided and place in mail.
9. Please destroy all but one copy of the survey after it has been administered to all students.

Appendix E

Student Survey Instructions

Please read this page to participants before administering the survey

Thank you for agreeing to participate in this important study. *The Preparation for Graduate School Survey* asks questions about the belief that you have in your ability to perform certain tasks associated with graduate school. It is of the utmost importance that you be completely honest in the responses that you give.

Before you get started with the survey, you must read, sign and date the Informed Consent Form. Once you sign the Informed Consent Form and return it to the survey administrator, you will be given the *Preparation for Graduate School Survey* and a scantron answer sheet.

Your participation in this survey, also gives you an opportunity to win one of three \$50 Cash prizes to be awarded by the researcher.

As a voluntary participant, you are free to choose not to answer any survey items. You may also withdraw from this research at any time. Please note that only those who fully complete and return the survey, consent form, and the \$50 Cash Prize Drawing entry form can be entered into the cash prize drawing.

Once you get the answer sheet **do not, I repeat, do not** fill in the section that asks for your name and identification number or other information by which you can be identified. This is to assure that your answers are held in the strictest confidence. Again, do not complete the section which asks for your name and identification number on the answer sheet.

You must use a #2 pencil. If you do not have a #2 pencil, one will be provided for you.

Once you complete the survey, return it to the survey administrator. You will then be given an entry form for a chance to win one of three \$50 cash prizes. Once you complete the entry form, return it to the test administrator.

Again thank you for your time. The data that you provide will contribute to the limited literature that exists on the McNair Scholars Program. Again, it is of the utmost importance that you be completed honest in your responses to the questions on the survey.

Appendix F

Informed Consent **VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY** **Informed Consent for Participants of Investigative Projects**

Title of Project: Preparation for Graduate School

I. Purpose of this Research:

The purpose of this study is to collect information regarding the beliefs that you have in your ability to succeed in graduate school.

II. Procedures:

This study utilizes a survey to collect information regarding your belief in your ability to accomplish certain tasks. Please carefully review this consent form and indicate your understanding of and agreement with the terms outlined by signing and dating the form. Once you complete the form, you will receive the survey. Once you complete the survey, you may choose to complete the attached "Enter Me in the \$50 Cash Prize Drawing" form to be entered into a drawing for one of three \$50 cash prizes.

III. Risks:

The risks involved by participating in this study are minimal. Some survey items may provoke some anxiety as you think about your ability to complete certain tasks. If this occurs and assistance is needed you will be referred to appropriate counseling services at no cost to you.

IV. Benefits of this Project:

Your participation in this study will assist the researcher in gathering data that will contribute to the limited literature available about McNair Scholars. You will also have a chance to win one of three \$50 cash prizes if selected in the drawing.

V. Extent of Anonymity:

The confidentiality of your responses will be maintained at all times during this study. The researcher will be the only person with access to the names of those participating in this study. This information will be used only for the purposes of entering eligible participants into the cash drawing. Results of this study will be reported in aggregate form only and no respondents will be identified individually.

VI. Compensation:

Participants who fully complete and return this consent form, the survey, and the Enter Me in the \$50 Cash Prize Drawing form will be entered into a drawing for one of three \$50 cash prizes. Chances of winning depend on the number of completed surveys submitted.

VII. Freedom to Withdraw:

As a voluntary participant, you are free to choose not to answer survey items and/or withdraw from this research at any time. To withdraw from the study once completed forms have been returned, please contact the researcher. Please note that only those who fully complete and return the survey, consent form, and Enter Me in the \$50 Cash Prize Drawing form can be entered into the cash drawing.

VIII. Approval of Research:

This research study has been approved, as required by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University and by the Department of Educational Leadership and Policy Studies. This research study has also been approved by the Office of Research Compliance at Marquette University.

IX. Subject’s Responsibilities:

I agree that I am voluntarily participating in this study and understand that I have the following responsibilities:

- To review and sign the informed consent form
- To complete the Preparation for Graduate School Survey
- To complete and return the Enter Me in the \$50 Cash Prize Drawing form if I would like to be eligible for the cash drawing

X. Subject’s Permission:

I have read and understand this Informed Consent and conditions of this research study. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

Signature: _____ Date: _____

Name of host institution of McNair Program you participate in (e.g. Marquette University): _____

Should I have any questions about this research or its conduct, I may contact:

Mr. Eric G. Williams, Investigator (414) 288-6304, Eric.Williams@mu.edu

Dr. Joan B. Hirt, Faculty Advisor (540) 231-9700, jbhirt@vt.edu

Dr. David M. Moore (540) 231-4991, moored@vt.edu
Chair, Virginia Tech Institution
Review Board

Appendix G
Preparation for Graduate School Survey

This survey asks questions about the belief you have in your ability to perform certain tasks associated with graduate school. All information you provide will be kept confidential and used only for the purposes of this study. The survey should take approximately 15 minutes to complete. Please be honest in your responses.

Part I. Using the answer sheet provided please completely fill in the appropriate circle which best describe how confident you are in your ability to successfully complete the following activities. Use the following scale to make your ratings.

1 = Not at all Confident

10 = Completely Confident

1. Graduate from your current institution with high grades
2. Graduate from your current institution well prepared for graduate school.
3. Be accepted into one of your top 3 choices of graduate school.
4. Score well enough on the graduate admission test (e.g. GRE, GMAT, LSAT, MCAT, etc.) to get into one of your top 3 choices of graduate school.
5. Earn your graduate degree.
6. Persist in graduate school even if you are placed on academic probation for a semester.
7. Persist in graduate school even if you fail one class.
8. Obtain a strong letter of recommendation from at least one professor when you apply to graduate school.
9. Choose a graduate school that will fit your career goals.
10. Choose a graduate major that will fit your academic aspirations.
11. Successfully pass a comprehensive examination.
12. Manage your time effectively enough to obtain a high GPA in graduate school and still have time for outside activities.
13. Seek out funding for graduate school.
14. Obtain adequate funding for graduate school.
15. Find information needed to make an informed choice on a graduate school to attend.

Part II. Using the answer sheet provided please indicate how confident you are in your ability to successfully complete the following activities. Use the following scale to make your ratings.

1 = Not at all Confident

10 = Completely Confident

16. Brainstorm research ideas.
17. Conduct a search for relevant literature on a research idea.
18. Evaluate journal articles to determine usefulness in a literature review.
19. Discuss research ideas with a professor.
20. Discuss research ideas with other students.
21. Condense and explain the literature related to a specific research idea.
22. Identify areas of needed research based on reading the literature.
23. Develop a logical rationale for a research idea.
24. Generate researchable questions.
25. Organize your proposed research ideas in writing.
26. Effectively edit your writing to make it logical and succinct.
27. Choose an appropriate research design.
28. Choose appropriate data collection methods.
29. Choose appropriate data analysis techniques.
30. Organize collected data for analysis.
31. Analyze data using appropriate methods.
32. Report your research results in writing
33. Report your research results orally to an audience.
34. Defend your research results to a critical audience.
35. Complete a significant research project.

Part III. Using the answer sheet provided please indicate how confident you are in your ability to successfully complete the following activities. Use the following scale to make your ratings.

1 = Not at all Confident

10 = Completely Confident

36. Interact with other students in your academic department.
37. Interact with your professors in a social setting outside of normal classroom activities.
38. Visit a professor in her/his home.
39. Work one-on-one with a professor several days a week.
40. Become friends with one of your professors.
41. Ask a professor to mentor you.
42. Introduce yourself to a professor with whom you have not had a class.
43. Make a significant contribution to a conversation with a group of professors.
44. Be involved in group activities with other students.
45. Introduce yourself to a prominent or important person.
46. Seek out and obtain needed academic assistance from a professor.
47. Discuss personal issues with someone of a different race.
48. Approach a group of people you don't know and introduce yourself to them.
49. Participate in extra-curricular activities (intramural sports, organizations, etc.).
50. Hold a leadership position in a professional organization.

Part IV. Demographic Information

Please use the answer sheet provided to answer the following questions.

51. Have you completed at least one McNair Scholars Program summer research internship?

1 = Yes

2 = No

52. What is your sex?

1 = Male

2 = Female

53. How old are you?

1 = 18 – 22

2 = 23 – 27

3 = 27 – 31

4 = 32 and above

54. What is your race?

1 = African American/Black (includes Hispanic Black)

2 = Asian

3 = Caucasian/White (non-Hispanic)

4 = Hispanic

5 = Native American/Alaskan Native

6 = Other

55. Which best describes your current major/program?

1 = Arts (Fine Arts, Visual Arts, Sculpture, Painting, etc.)

2 = Business (Accounting, Economics, Finance, Management, Information Systems/Technology)

3 = Natural Sciences (Biology, Chemistry, Physics, Geology, Aquatic Sciences, etc.)

4 = Engineering and Computer Science

5 = Health Professions (Nursing, Therapeutic Sciences, Dental Hygiene, etc.)

6 = Humanities (History, Language Arts, Foreign Languages, Philosophy, Religion, etc.)

7 = Social Sciences/Education (Criminology, Psychology, Sociology, Social Work, Urban Affairs/Planning, etc.)

56. What is the highest degree you plan to obtain?

1 = Masters (to include M.A., M.S., M.F.A., M.Ed.)

2 = Doctorate (to include Ph.D., Ed.D., Psy.D., D.S.W., D.B.A.)

3 = Professional (to include J.D./Law, M.D., M.B.A., Veterinary Medicine)

4 = Other

57. At the beginning of the Fall 2004 term, what will be your classification?

1 = Freshmen

2 = Sophomore

3 = Junior

4 = Senior

5 = Other

Thank you for your time. Please return this booklet and answer sheet to the survey administrator. Once you return these items, you will be given an entry form which will enable you to enter a drawing for one of three \$50 cash prizes to be given to survey participants. Please return completed entry forms back to test administrator.

Appendix H

Figure H.1: Academic Self-Efficacy Slope and Interaction

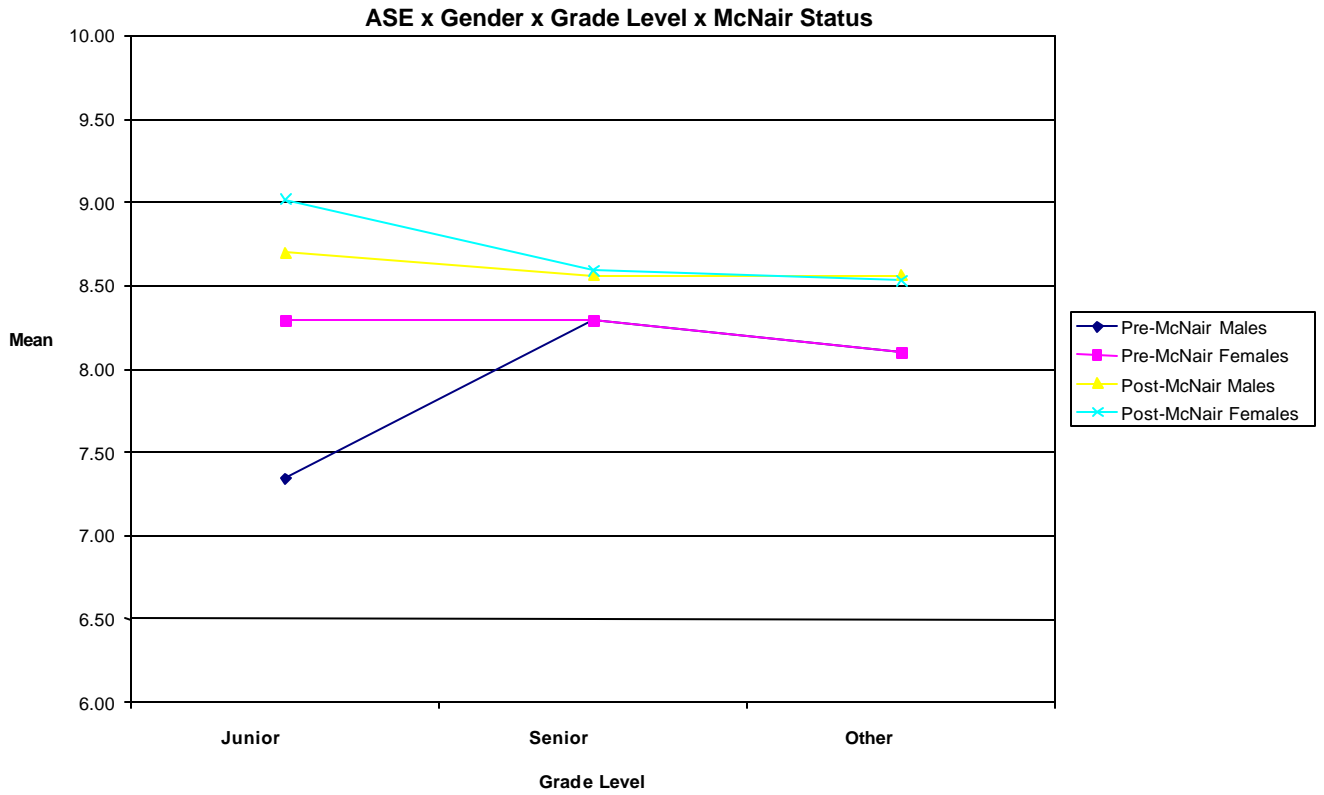


Figure H.2: Research Self-Efficacy Slope and Interaction

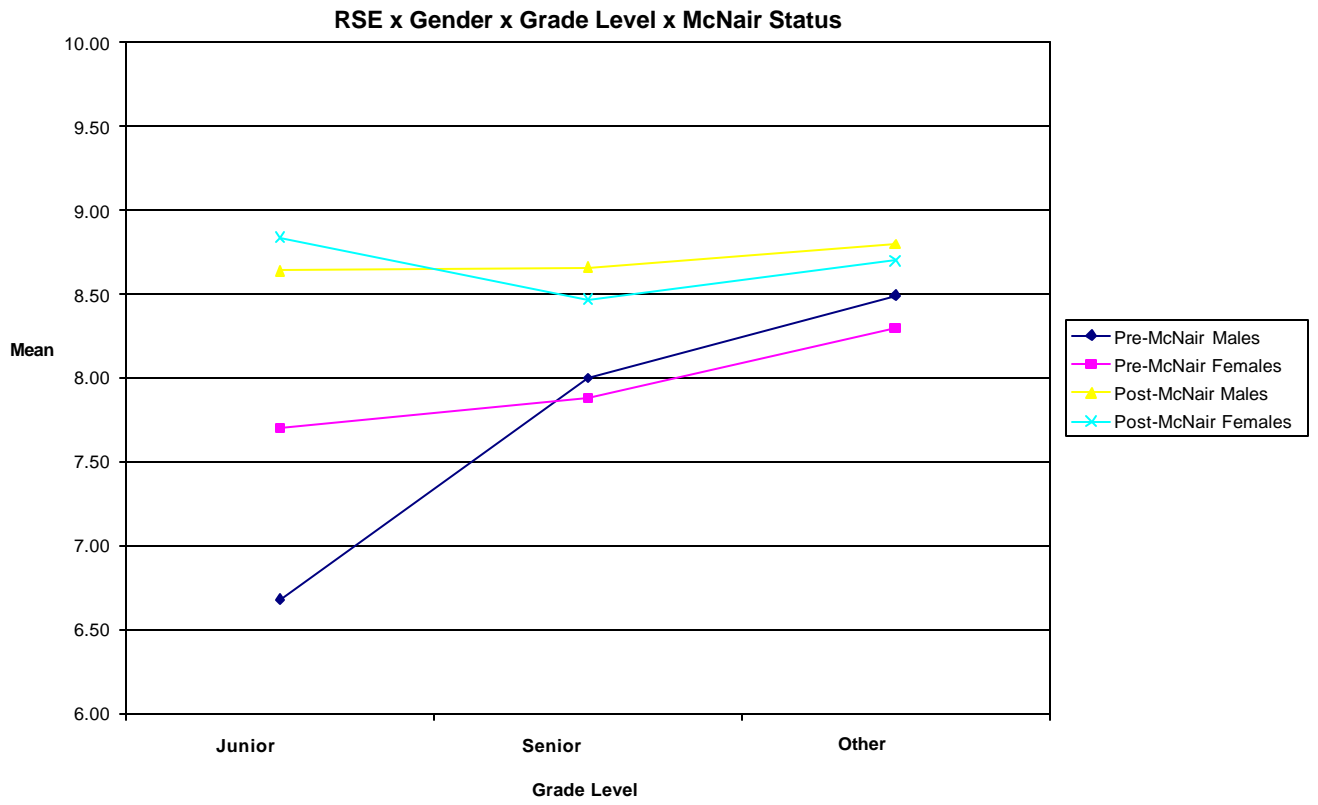
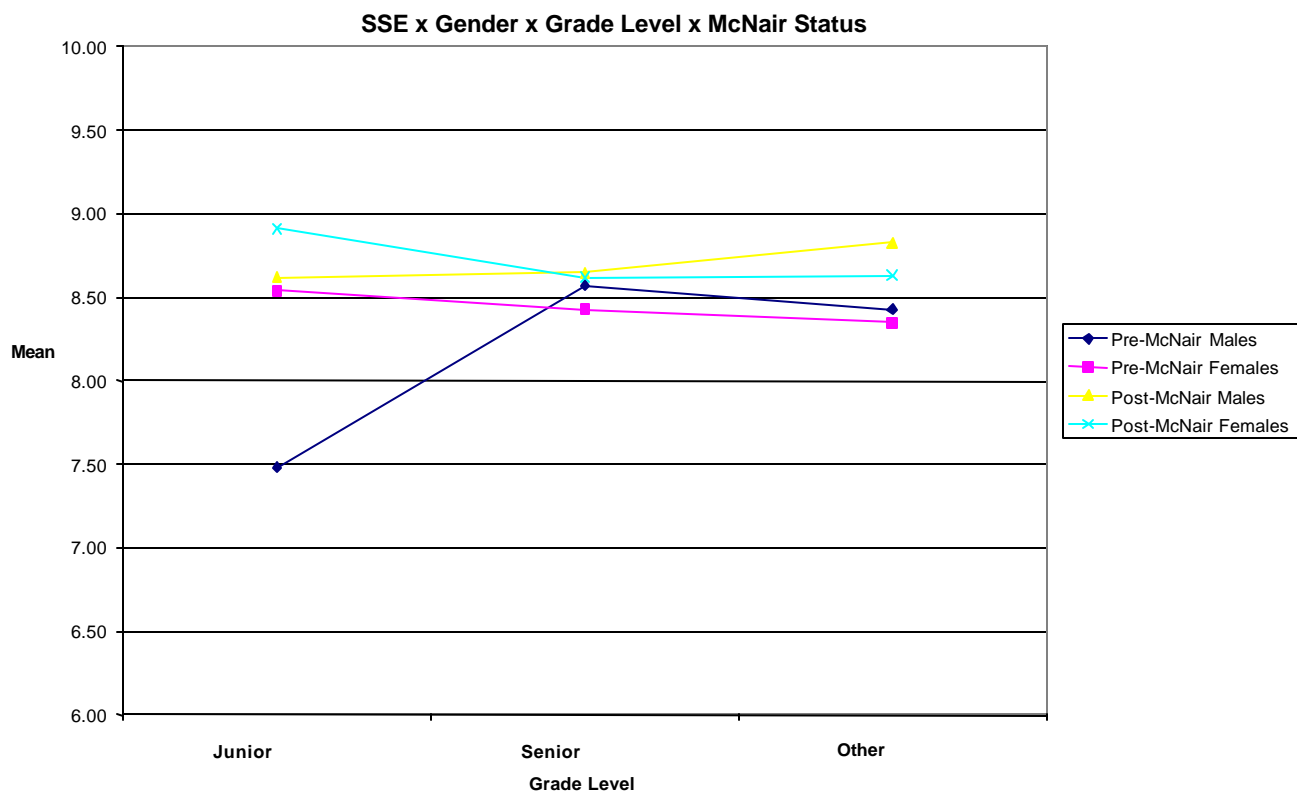


Figure H.3: Social Self-Efficacy Slope and Interaction



Appendix I

ERIC G. WILLIAMS

Marquette Hall 407
P. O. Box 1881
Milwaukee WI 53201-1881
(414) 288-6304 (Office)
(414) 223-1129 (Home)
eric.williams@mu.edu

EDUCATIONAL BACKGROUND

Doctor of Philosophy (2004)

Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg VA. Educational Leadership and Policy Studies (Higher Education and Student Affairs) Blacksburg Virginia.

Dissertation: *Academic, Research and Social Self-Efficacy Among African American Pre-McNair Scholars and African American Post-McNair Scholars.*

Master of Education (1997)

Kent State University, Kent, OH. Higher Education Administration and College Student Personnel.

Bachelor of Interdisciplinary Studies, (1995)

Virginia Commonwealth University, Richmond VA. African American Community and Cultural Studies.

PROFESSIONAL EXPERIENCE

MARQUETTE UNIVERSITY (Milwaukee, WI)

Director, McNair Scholars Program and Associate Director of the Educational Opportunity Program, May 2002 through Present.

Responsible for the design and implementation of a federally funded graduate school preparation program for low-income/first-generation students and students underrepresented in graduate education.

Responsible for recruitment of students, mentors, and faculty for intensive summer research internship; provide academic and personal counseling to students, and serve as liaison between Marquette University and other partnership institutions. Federal budgetary and reporting responsibilities include managing \$277,000 annual budget, annual performance reporting, program evaluation and assessment. Involved in other activities within the Office of Education Opportunity

Programs which provides an array of student support functions for students. Supervise program assistant, graduate assistant and instructors for summer internship component.

Instructor, ARSC 005, Inclusive Dynamics of Cross-Cultural Engagement. Fall 2003, Spring 2004.

Serve as instructor for course as part of the Inclusive Leadership Community, a residentially based multicultural learning community designed for first-year students at Marquette University.

VIRGINIA TECH (Blacksburg, VA)

Graduate Assistant, Office of Multicultural Affairs, August 1999 – May 2002.

Worked with various committees charged with enhancing multicultural experiences for students, faculty and staff. Coordinated the Presidential Campus Enrichment Grant Program. Trained and conducted diversity related seminars/workshops for students, faculty and staff, and advised the Student Advisory Committee for Diversity and Multicultural Affairs.

Instructor, LDRS 1015, Exploring Citizen Leadership. Fall 2000, Fall 2001.

Served as instructor for course designed to explore leadership in a multicultural society.

LONGWOOD COLLEGE (Farmville, VA)

Director, Evolving Scholars Program, Summer 2000, Summer 2001.

Directed summer component of an academic enrichment program for students of color, and low-income/first-generation students. Provided academic and personal counseling to students in summer transition program who had potential to succeed. Worked with Office of Undergraduate Admissions in identifying students with potential to succeed. Supervised assistant director and student peer counselors.

VIRGINIA COMMONWEALTH UNIVERSITY (Richmond, VA)

Academic Counselor, Academic Success Center, June 1998 through August 1999.

Provided academic and personal counseling to students in summer transition program, first-year students and students considered academically at-risk. Supervised 10 student peer counselors.

Coordinator, Office of New Student Programs, June 1997 through August 1998.

Planned and coordinated orientation programs for over 2300 new students and families. Hired, trained and supervised classified support staff and paraprofessional/student staff. Managed budget within the Division of Student Affairs.

Instructor, VCU 101, Orientation to VCU, Fall 1997, Spring 1998, Fall 1998, Spring 1999.

Facilitated and assisted in the coordination of first-year seminar course.

KENT STATE UNIVERSITY (Kent, OH)

Resident Director/Graduate Assistant, Department of Residence Services, August 1995 through May 1997.

Served as interim full-time resident director while pursuing master's degree. Instituted peer mediation/conflict resolution program for first-year residential students. Advised students of the First-Year Experience residence halls, residence hall government, and trained and supervised resident assistants.

Head Peer Leader, Academic STARS Program, Office of Cultural Diversity, Summer 1996.

Advised and counseled students in summer transition program. Supervised team of student peer leaders and facilitated academic skills workshops.

UNITED STATES ARMY RESERVES (Milwaukee, WI)

**Operations Sergeant (Staff Sergeant), 8th Brigade, 84th Division
(Institutional Training).**

RELATED TRAINING

Management Institute for New TRIO Professionals

TRIO Regulation and Legislation Training

Accountability: Outcomes, Evaluation and Assessment Seminar for TRIO Programs

Instructional Technology Seminar for College TRIO Programs

RELATED SKILLS

Excellent communication, organization, and presentation skills. Academic and personal counseling skills at the collegiate level. Teaching and group facilitation experience. Diversity training experience. Proficient in the use of various computer software/programs.

PUBLICATIONS and PAPERS

Hirt, J. B., Cain, D., Bryant, B., Williams, E. (2003). *Cyberservices: What's Important and How Are We Doing?* NASPA Journal, 40, pp. 98-118.

Conley, V. M., Duerto, A. M., Williams, E. G. (2000). *Staffing Practices in Student Affairs: A Conceptual Model and Handbook for Practitioners*.

Available online:

<http://filebox.vt.edu/users/dgc2/staffingpractices/index.html>.

Williams, E. G. (2000). *A Progress Report on the Recommendations of the Governor's Blue Ribbon Commission on Higher Education*. Special Project Paper written for the Educational Policy Institute, Virginia Tech, Blacksburg, VA. Available online:

<http://filebox.vt.edu/chre/elps/EPI/index.htm>.

PRESENTATIONS/GUEST LECTURES

Williams, E. G. (2004). *Preparing McNair and SSS Students for Graduate School*. Session presented at the 2004 Wisconsin Association of Educational Opportunity Program Personnel Tri-State Conference (Wisconsin, Iowa, and Illinois), Cedar Rapids, IA.

Williams, E. G. (2004). *The Role of Federal TRIO Programs in Access and Equity in Education*. Guest Lecturer, EDPL 269, Introduction to Student Affairs, Marquette University, Milwaukee, WI.

Williams, E. G., Leazer, N. D. (2004). *The Challenges of Low-Income and First-Generation Students Entering College*. Guest Lecturers, EDUC 048, Critical Inquiry Into Contemporary Issues

Williams, E. G. (2003). *Planning for College. Presentation for the YMCA Sponsor-A-Scholar Program*. University of Wisconsin-Milwaukee, Milwaukee WI.

Simpson, M. T., Hayden, M., Williams, E. G. (2001). *Pledging and Hazing: What's the Difference?* Session presented at the National Association of Student Affairs Professionals annual conference, Atlanta GA.

Hirt, J. B., Cain, D. & Williams, E. (2001). *Cyberservices: How Important Are They and How Are We Doing?* Session presented at the annual convention of the American College Personnel Association, Boston, MA.

Williams, E. G. (2001). *So, You Want to Go to Graduate School?* Session presented at the National Black Student Leadership Conference, Richmond, VA.

Williams, E. G. (2001). *Multicultural Affairs Professionals: A Roundtable Discussion*. Facilitated roundtable discussion at the National Black Student Leadership Conference, Richmond, VA.

Williams, E. G., Janosik, S. M. (2000) *A Progress Report on the Recommendations of the Blue Ribbon Commission on Higher Education*. Session presented at the Virginia Association for Management, Analysis, and Planning Conference, Roanoke, VA.

COMMITTEES/UNIVERSITY SERVICE

Diversity Task Force-Recruitment and Retention Action Group. Marquette University (2002 – Present)

Legislation and Education Committee. Wisconsin Association of Educational Opportunity Program Personnel (2002 – Present)

WAEOPP McNair/SSS Senior Retreat Planning Committee. Wisconsin Association of Educational Opportunity Program Personnel (2003 – Present)

Ad-Hoc Committee for Minority Graduate Recruitment. Virginia Polytechnic Institute and State University (2000 – 2002)

Student Testing, Advising and Registration Coordinating Committee. Virginia Commonwealth University (1997 – 1998)

First-Year Experience Coordinating Committee. Virginia Commonwealth University (1997 – 1999)

Diversity Training Cadre. Kent State University (1995 – 1997)

PROFESSIONAL AFFILIATIONS

Association for the Study of Higher Education (Member)

Wisconsin Association of Educational Opportunity Program Personnel (Board Member-at-Large, Chair of Public Relations and Communication)

Mid America Association of Educational Opportunity Program Personnel (Member)

American College Personnel Association (Member)

National Association of Student Personnel Administrators (Member)

Wisconsin College Personnel Association (Member)

The Leaders Forum of Greater Milwaukee WI (Member)

AWARDS

Graduate Student of the Year Award, 2000-2001. Recognized for outstanding contribution to the Black Graduate Student Organization at Virginia Tech

Office of Cultural Diversity's Outstanding Graduate Student Award, 1997. Recognized for outstanding involvement and achievement at Kent State University

Who's Who Among Students in American Universities and Colleges, 1995. Recognized for outstanding involvement and achievement at Virginia Commonwealth University

Presidential Award for Community Multicultural Enrichment, 1995. Awarded for promotion of diversity and community building at Virginia Commonwealth University

OTHER

YMCA Sponsor-A-Scholar Program Mentor

Kappa Alpha Psi Fraternity Incorporated, Past Undergraduate and Graduate Chapter Polemarch (President)