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APPENDIX 1

Request To Institutional Review Board To Conduct Research Involving Human Subjects

PURPOSE OF RESEARCH:

This research study is being conducted to fill part of the requirements for a Ph.D. dissertation. Its purpose is to explore, identify, and examine how African-American males are able to persist in the College of Engineering at Virginia Tech. It is intended that this study will provide the groundwork for the development of a conceptual model that has implications for recruiting, retaining, and graduating African-American males. Such a conceptual model will complement existing literature related to academic success and achievement in higher education. The qualitative study will utilize both focus group and individual interviews.

PROCEDURES:

These research methods will allow African-American males to share their stories and experiences through both individual and group discussions. The findings will be used to gain insight how some African-American males persevere in engineering disciplines and others don't. In addition, this study attempts to better understand the institutional barriers that are perceived as having to overcome in order to persist as an engineering student and to pinpoint the factors that most influenced their decision to pursue engineering.

The participants will be divided into five groups: (1) African-American males who are former engineering students but have already graduated with an engineering degree from Virginia Tech; (2) African-American male engineering students who are categorized as juniors and/or seniors with a 2.5 QCA or higher; (3) African-American male engineering students who are categorized as juniors and/or seniors with a 2.0 – 2.5 QCA; (4) African-American male engineering students who are categorized as juniors and/or seniors with less than a 2.0 QCA; and (5) African-American males (former engineering students) who have left engineering but should be classified as juniors and/or seniors based on the number of years enrolled in university. All of the groups will participate in both the focus groups and individual interviews, but the means of obtaining data for the first group will be “electronic” focus groups and “electronic” individual interviews (e.g., AOL Instant Messenger). The focus group interviews will range from 2.5 to 3.5 hours, and the individual interviews will range from 30 minutes to 1 hour.

Virginia Tech's Office of Minority Engineering Programs will be contacted for assistance in identifying and locating African-American males in the College of Engineering who meet the study's minimum criteria. After obtaining names, addresses, telephone numbers, and email address of potential participants, students will be invited to participate in the study by personal emails, letters, and later followed-up with telephone calls. The personal emails and letters will provide information about the study's purpose, requirements of participation, scheduled dates/locations, and contact information about

APPENDIX 1 (Cont'd)

the researcher. In addition, potential participants will be required to let the researcher know, within one week after receiving the email and letter, whether or not they plan to participate in the study. After hearing from students interested in participating in the study, the researcher will contact the students to let them know, whether or not they are selected to participate. Prior to each interview, students will be contacted by email and followed-up by telephone to remind them when their scheduled interview will take place.

ANOYMY AND CONFIDENTIALITY:

The researcher will not release any information that can identify the students. All information will be kept strictly confidential. As a way of securing anonymity, the information that the students provide will be assigned a code. A tape recorder will be used to record both the focus groups and individual interviews, and the audio tapes will be transcribed verbatim. Audio tapes, notes, and transcripts will be destroyed one year after completion of the dissertation. Also, before and after each interview, students will be reminded of the study's requirement to maintain confidentiality.

RISKS AND BENEFITS:

There are no risks related to this study. If any problems occur, the researcher will refer and/or consult with appropriate resources around campus. For participation, each student will receive \$10.00 compensation after fulfilling all the requirements of the study.

FREEDOM TO WITHDRAW:

The students are free to remove themselves from the study at any time.

CONSENT:

Attached is the consent form for students.

APPENDIX 2

LETTER TO PROSPECTIVE PARTICIPANTS

(Exceptional-Persistent, Satisfactory-Persistent, Unsatisfactory-Persistent, and Non-Persistent Group)

Date _____

Dear _____:

My name is James Moore, a Ph.D. student in the Counselor Education Program Area and a program assistant in the Office of Minority Engineering Programs. You are invited to participate in a research study, entitled The Persistence of African-American Males in the College of Engineering at Virginia Tech. Your participation will help me complete the final requirements for my doctoral degree. To make sure I get the needed information, the following groups are being invited to participate:

- African-American males who are former engineering students but have already graduated with an engineering degree from Virginia Tech.
- African-American male engineering students who are categorized as juniors and/or seniors with a 2.5 QCA or higher.
- African-American male engineering students who are categorized as juniors and/or seniors with 2.0 – 2.5 QCA.
- African-American male engineering students who are categorized as juniors and/or seniors with less than a 2.0 QCA.
- African-American males (former engineering students) who have left engineering but should be classified as juniors and/or seniors based on the number of years enrolled in university.

The purpose of my study is to explore, identify, and examine how African-American males are able to persist in the College of Engineering at Virginia Tech. The findings will be used to gain insight how some African-American males persevere in engineering disciplines and others don't. In addition, this study attempts to better understand the institutional barriers that are perceived as having to overcome in order to persist as an engineering student and to pinpoint the factors that most influenced their decision to pursue engineering. More importantly, I am hoping that this study will provide the groundwork for the development of a conceptual model that has implications for recruiting, retaining, and graduating African-American males.

This study will utilize both focus groups (approximately 2 hours) and individual interviews (approximately 1 hour). These qualitative research methods will allow you to share your stories and experiences in the College of Engineering, Virginia Tech, and the surrounding community in general. In addition, these interviews will allow you to share any other information related to your persistence *in or out* of engineering.

I will not release any information that can identify you. *All information will be kept strictly confidential.* As a way of securing anonymity, the information that you provide will be assigned a code. A tape recorder will be used to record both the group and individual interviews, and the audio tapes will be transcribed verbatim.

For your participation but only after fulfilling all the requirements of the study, you will receive an incentive in the amount of \$10.00. If you are interested in participating in this valuable study, please send me an email (jamooore4@vt.edu) or give me a call (231-4542) regarding this matter. However, I will need you to participate in the focus group on (date) @ (time) in 220 HANCOCK HALL. We can schedule your individual interview at a later date. Please let me know whether or not you plan to participate in this study by (date) @ 5:00 p.m., so I can send you more information about the study. Thank you in advance for your help.

Sincerely,

James L. Moore, III
Researcher

APPENDIX 3

LETTER TO PROSPECTIVE PARTICIPANTS (Ultimate-Persistent Group)

Date _____

Dear _____:

My name is James Moore, a Ph.D. student in the Counselor Education Program Area and a program assistant in the Office of Minority Engineering Programs. You are invited to participate in a research study, entitled The Persistence of African-American Males in the College of Engineering at Virginia Tech. Your participation will help me complete the final requirements for my doctoral degree. To make sure I get the needed information, the following groups are being invited to participate:

- African-American males who are former engineering students but have already graduated with an engineering degree from Virginia Tech.
- African-American male engineering students who are categorized as juniors and/or seniors with a 2.5 QCA or higher.
- African-American male engineering students who are categorized as juniors and/or seniors with 2.0 – 2.5 QCA.
- African-American male engineering students who are categorized as juniors and/or seniors with less than a 2.0 QCA.
- African-American males (former engineering students) who have left engineering but should be classified as juniors and/or seniors based on the number of years enrolled in university.

The purpose of my study is to explore, identify, and examine how African-American males are able to persist in the College of Engineering at Virginia Tech. The findings will be used to gain insight how some African-American males persevere in engineering disciplines and others don't. In addition, this study attempts to better understand the institutional barriers that are perceived as having to overcome in order to persist as an engineering student and to pinpoint the factors that most influenced their decision to pursue engineering. More importantly, I am hoping that this study will provide the groundwork for the development of a conceptual model that has implications for recruiting, retaining, and graduating African-American males.

This study will utilize both focus groups (approximately 2 hours) and individual interviews (approximately 1hour). These qualitative research methods will allow you to share your stories and experiences in the College of Engineering, Virginia Tech, and the surrounding community in general. In addition, these interviews will allow you to share any other information related to your persistence *in or out* of engineering.

I do recognize that you are no longer enrolled in Virginia Tech as an undergraduate student and that it would probably be difficult for you to come back to participate in this study. As a result, I have decided to interview Virginia Tech alumni by **AOL Instant Messenger**. Using this method will require that you have access to a computer and the Internet. More information will be provided if you are able to participate.

I will not release any information that can identify you. *All information will be kept strictly confidential.* As a way of securing anonymity, the information that you provide will be assigned a code. The information that you contribute on **AOL Instant Messenger** will be used in the data analysis.

For your participation but only after fulfilling all the requirements of the study, you will receive an incentive in the amount of \$10.00. If you are interested in participating in this valuable study, please send me an email (jamoore4@vt.edu) or give me a call (231-4542) regarding this matter. However, I will need for you to participate in the electronic focus group on (date) @ (time). We can schedule your electronic individual interview at a later date.

Please let me know whether or not you plan to participate in this study by (date) @ 5:00 p.m., so I can send you more information about the study. **Please note that I will need your phone number and address.** Also, if you would, please recommend other African-American males (who graduated from Virginia Tech with an engineering degree) that might be interested in helping me out. Thank you in advance for your help.

Sincerely,

James L. Moore, III
Researcher

APPENDIX 4

LETTER WITH INFORMATION (Ultimate-Persistent Group)

Date _____

Dear _____:

Thank you for agreeing to participate in my study! Like I mentioned in my first correspondence, your participation will help me complete the final requirements for my doctoral degree. To make sure I get the needed information, the following groups are being invited to participate:

- African-American males who are former engineering students but have already graduated with an engineering degree from Virginia Tech.
- African-American male engineering students who are categorized as juniors and/or seniors with a 2.5 QCA or higher.
- African-American male engineering students who are categorized as juniors and/or seniors with 2.0 – 2.5 QCA.
- African-American male engineering students who are categorized as juniors and/or seniors with less than a 2.0 QCA.
- African-American males (former engineering students) who have left engineering but should be classified as juniors and/or seniors based on the number of years enrolled in university.

The purpose of my study is to explore, identify, and examine how African-American males are able to persist in the College of Engineering at Virginia Tech. The findings will be used to gain insight how some African-American males persevere in engineering disciplines and others don't. In addition, this study attempts to better understand the institutional barriers that are perceived as having to overcome in order to persist as an engineering student and to pinpoint the factors that most influenced their decision to pursue engineering. More importantly, I am hoping that this study will provide the groundwork for the development of a conceptual model that has implications for recruiting, retaining, and graduating African-American males.

This study will utilize both focus groups (approximately 2 hours) and individual interviews (approximately 1hour). These qualitative research methods will allow you to share your stories and experiences in the College of Engineering, Virginia Tech, and the surrounding community in general. In addition, these interviews will allow you to share any other information related to your persistence *in or out* of engineering.

Again, I do recognize that you are no longer enrolled in Virginia Tech as an undergraduate and that it would probably be difficult for you to come back to participate in this study. As a result, I have decided to interview Virginia Tech engineering alumni by *AOL Instant Messenger* (see attachment), which is an electronic way of communicating. ***You must have access to a computer and the Internet in order to participate.*** In many ways, this form of communications is similar to chat room but more secure.

Please note that I will not release any information that can identify you. As a way of securing anonymity, the information that you provide will be assigned a code. We request that you use screen names on *AOL Instant Messenger* that cannot be linked to you. The information that you contribute will be used in the data analysis. Please send me your screen name for *AOL Instant Messenger* by (date) . Also, please fax (540-231-1831), email (jamoore4@vt.edu), or mail (OMEP, 215 Hancock Hall, Blacksburg, VA, 24061-0275) the **biographical questionnaire** (see attachment) and **informed consent form** (see attachment) by the same date. However, I prefer that you send these forms sooner and that you fax them to me.

For your participation but only after fulfilling all the requirements of the study, you will receive an incentive in the amount of \$10.00. Please remember that your scheduled "electronic" focus group is scheduled on (date) @ (time) . We can schedule your electronic individual interview at a later date. If you have any questions, please send me an email (jamoore4@vt.edu) or give me a call (540-231-4542 or 540-961-1737). Thank you in advance for your cooperation!

Sincerely,

James L. Moore, III
Researcher

Attachments: Biographical Questionnaire
Informed Consent Form
AOL Instant Messenger Directions

APPENDIX 5

LETTER WITH INFORMATION

(Exceptional-Persistent, Satisfactory-Persistent, Unsatisfactory-Persistent, and Non-Persistent Group)

Date _____

Dear _____:

Thank you for agreeing to participate in my study! Like I mentioned in my first correspondence, your participation will help me complete the final requirements for my doctoral degree. To make sure I get the needed information, the following groups are being invited to participate:

- African-American males who are former engineering students but have already graduated with an engineering degree from Virginia Tech.
- African-American male engineering students who are categorized as juniors and/or seniors with a 2.5 QCA or higher.
- African-American male engineering students who are categorized as juniors and/or seniors with 2.0 – 2.5 QCA.
- African-American male engineering students who are categorized as juniors and/or seniors with less than a 2.0 QCA.
- African-American males (former engineering students) who have left engineering but should be classified as juniors and/or seniors based on the number of years enrolled in university.

The purpose of my study is to explore, identify, and examine how African-American males are able to persist in the College of Engineering at Virginia Tech. The findings will be used to gain insight how some African-American males persevere in engineering disciplines and others don't. In addition, this study attempts to better understand the institutional barriers that are perceived as having to overcome in order to persist as an engineering student and to pinpoint the factors that most influenced their decision to pursue engineering. More importantly, I am hoping that this study will provide the groundwork for the development of a conceptual model that has implications for recruiting, retaining, and graduating African-American males.

This study will utilize both focus groups (approximately 2 hours) and individual interviews (approximately 1 hour). These qualitative research methods will allow you to share your stories and experiences in the College of Engineering, Virginia Tech, and the surrounding community in general. In addition, these interviews will allow you to share any other information related to your persistence *in or out* of engineering.

I do recognize that you are very busy and that your time is very precious, but please make every effort to participate in this study. I will need for you to be on time and prompt for your scheduled focus group and individual interview. Your focus group is scheduled for (date) @ (time) , and it will be held in 220 Hancock Hall. *Please note that pizza and other refreshments will be provided.*

Also, I have enclosed an **informed consent form** (see attachment) and **biographical questionnaire** (see attachment). Please fill-out both forms and bring them to your scheduled focus group. It is important that I include this information in the study. For your participation but only after fulfilling all the requirements of the study, you will receive an incentive in the amount of \$10.00. We can schedule your individual interview at a later date. If you have any questions, please send me an email (jamoore4@vt.edu) or give me a call (540-231-4542 or 540-961-1737). Thank you in advance for your cooperation!

Sincerely,

James L. Moore, III
Researcher

Attachments: Informed Consent Form
 Biographical Questionnaire

APPENDIX 6

Virginia Tech's Informed Consent Form To Conduct Research Involving Human Subjects

Title of Research: The Persistence of African-American Males in the College of Engineering at Virginia Tech

Principal Investigator: James L. Moore, III

PURPOSE OF RESEARCH:

This research study is being conducted to fill part of the requirements for a Ph.D. dissertation. Its purpose is to explore, identify, and examine how African-American males are able to persist in the College of Engineering at Virginia Tech. It is intended that this study will provide the groundwork for the development of a conceptual model that has implications for recruiting, retaining, and graduating African-American males. Such a conceptual model will complement existing literature related to academic success and achievement in higher education. The qualitative study will utilize both focus groups and individual interviews.

PROCEDURES:

These research methods will allow African-American males to share their stories and experiences through both individual and group discussions. The findings will be used to gain insight how some African-American males persevere in engineering disciplines and others don't. In addition, this study attempts to better understand the institutional barriers that are perceived as having to overcome in order to persist as an engineering student and to pinpoint the factors that most influenced their decision to pursue engineering.

The participants will be divided into five groups: (1) African-American males who are former engineering students but have already graduated with an engineering degree from Virginia Tech; (2) African-American male engineering students who are categorized as juniors and/or seniors with a 2.5 QCA or higher; (3) African-American male engineering students who are categorized as juniors and/or seniors with a 2.0 – 2.5 QCA; (4) African-American male engineering students who are categorized as juniors and/or seniors with less than a 2.0 QCA; and (5) African-American males (former engineering students) who have left engineering but should be classified as juniors and/or seniors based on the number of years enrolled in university. The focus group interviews will range from 2.5 to 3.5 hours, and the individual interviews will range from 30 minutes to 1 hour.

ANOYMITY AND CONFIDENTIALITY:

The researcher will not release any information that can identify you. All information will be kept strictly confidential. As a way of securing anonymity, the information that you provide will be assigned a code. A tape recorder will be used to record both the

APPENDIX 6

focus groups and individual interviews, and the audio tapes will be transcribed verbatim. Audio tapes, notes, and transcripts will be destroyed one year after completion of the dissertation.

The principal investigator and/or trained assistances will interview you. Please note that sensitive information may arise during the interview discussions. *For this study, complete confidentiality is required to protect the privacy of other participants.*

RISKS AND BENEFITS:

There are no risks related to this study. If any problems occur, the researcher will refer and/or consult with appropriate resources around campus. For participation, each student will receive \$10.00 compensation after fulfilling all the requirements of the study. *If you choose to remove yourself before completing all the requirements, your compensation will be pro-rated based on a formula.*

FREEDOM TO WITHDRAW:

You are free to remove yourself from the study at any time.

APPROVAL OF RESEARCH:

Please note that Virginia Tech's Institutional Review Board (IRB) has approved this research study.

PARTICIPANT'S PERMISSION:

For any research conducted on this campus, participants must fill-out and complete an informed consent form in order to participate in the research project. Signing below indicates that you agree to participate in this study. In addition, it indicates that you agree to keeping the interviews confidential and fulfilling the specified requirements.

Participant's Signature

Local Address

Phone Number

Email

If you have any questions related to this study, please address your questions to the following people:

James L. Moore III, Investigator	231-4542
Dr. Thomas Hohenshil, Faculty Advisor	231-9720
Dr. H. T. Hurd, IRB Research Division	231-5281

APPENDIX 7

BIOGRAPHICAL QUESTIONNAIRE (Exceptional, Satisfactory and Unsatisfactory-Persistent Groups) (Adapted from Ross, 1995; Scott, 1995; Taylor, 1994)

Last Name _____ First Name _____ Middle Name _____

Birthday: Month _____ Day _____ Year _____

Place of Birth (check answer): United States _____ Other _____

If the United States, what City _____ and State _____

If not the United States, what year did you come here? _____

Why did you move? _____

Major: _____ What year did you enroll at Tech? _____

What was your high school GPA _____ and SAT score _____

Check (√) the category that best describes when you decided to major in engineering:

- _____ Before High School
_____ Freshman Year of High School
_____ Sophomore Year of High School
_____ Junior Year of High School
_____ Senior Year of High School
_____ After College
_____ Other (please specify) _____

After initially enrolling (first semester) at Virginia Tech, when did you anticipate on graduating? Term _____ Year _____

As of today, when are you expecting to graduate? Term _____ Year _____

Did you start your first year at Virginia Tech in engineering? Yes _____ No _____

If no, what major did you start in before changing to engineering? _____

When you first enrolled at Tech, what did you expect your overall QCA to be? _____

What is your overall QCA now? _____

APPENDIX 7 (Cont'd)

When you first enrolled at Tech, how many semesters did you expect it would take for you to complete your degree? _____

How many total semesters have you been here? _____

Have you ever been on academic probation and suspension? Yes _____ No _____
If yes, how many times? Probation _____ Suspension _____

What are your educational goals? _____

What are your career goals? _____

Do you have any brothers and/or sisters? Yes _____ No _____

If yes, how many brothers _____ and how many sisters _____

If yes, what is your birth order (e.g., first born, youngest, etc.)? _____

If yes, how many of your brothers and/or sisters completed college? Brother(s) _____
and/or Sister(s) _____

Check (√) the highest educational level completed by your parents:

	Mother:	Father:
No school	_____	_____
Elementary School	_____	_____
Middle School	_____	_____
High School Diploma Equivalent	_____	_____
Business or Trade School	_____	_____
Some College	_____	_____
Two Year Degree	_____	_____
Four Year Degree	_____	_____
Some graduate or Professional School	_____	_____
Graduate or Professional Degree	_____	_____

APPENDIX 7 (Cont'd)

What was the racial/ethnic make-up of the schools you attended while growing up (estimate)?

Predominately African-American
 Predominately White
 Predominately Other (please specify) _____
 Evenly Distributed with African-American and White
 Evenly Distributed with Other (please specify) _____
 Other (please specify) _____

What was the community make-up where you grew up?

Predominately African-American
 Predominately White
 Predominately Other (please specify) _____
 Evenly Distributed with African-American and White
 Evenly Distributed with Other (please specify) _____
 Other (please specify) _____

Check (√) the category that best describes your up bringing:

Suburban _____ Rural _____ Urban _____

Check (√) the category that best describes your up bringing:

Single-Parent Home _____ Two-Parent Home _____

If you grew-up in a single-parent home, whom did you stay with: _____ Mother, _____ Father, _____ Grandmother, _____ Grandfather _____, or Other _____ (please specify).

How are you paying for your education (check all that apply): scholarship(s) _____, grant(s) _____, loan(s) _____, parent(s) _____, part-time job(s) _____, or other (please specify) _____

When you were high school, what was your family's yearly income (please estimate)?

Under \$10,000 \$10,000 - \$14,999 \$15,000 - \$19,999
 \$20,000 - \$24,999 \$25,000 - \$29,999 \$30,000 - \$34,999
 \$35,000 - \$39,999 \$40,000 or over

Has your family's yearly income changed? Yes _____ No _____

If yes, what is it now? _____

During the school year, how many semesters have you been employed? _____

If ever employed, where have you worked? _____

APPENDIX 7 (Cont'd)

If ever employed, how many days and hours did you normally work? Days _____
Hours _____

What extra-curricular activities did you participate in high school?

What extra-curricular activities do you participate in now (at Tech)?

What was your main reason for attending Virginia Tech?

In descending order, please identify the most significant influences (e.g., persons, institutions, programs, etc.) in making your decision to major in engineering (#1 being the most significant).

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

In descending order, please identify your most difficult challenges in engineering (#1 being the most difficult).

1 _____

APPENDIX 7 (Cont'd)

2 _____

3 _____

4 _____

5 _____

6 _____

What advice would you give to Tech in improving such challenges for other African-American males?

APPENDIX 8

BIOGRAPHICAL QUESTIONNAIRE

(Non-Persistent Group)

(Adapted from Ross, 1995; Scott, 1995; Taylor, 1994)

Last Name _____ First Name _____ Middle Name _____

Birthday: Month _____ Day _____ Year _____

Place of Birth (check answer): United States _____ Other _____

If the United States, what City _____ and State _____

If not the United States, what year did you come here? _____

Why did you move? _____

Major: _____ What year did you enroll at Tech? _____

What was your high school GPA _____ and SAT score _____

Check (✓) the category that best describes when you initially decided to major in engineering (when you were in engineering):

- _____ Before High School
- _____ Freshman Year of High School
- _____ Sophomore Year of High School
- _____ Junior Year of High School
- _____ Senior Year of High School
- _____ After College
- _____ Other (please specify) _____

After initially enrolling (first semester) at Virginia Tech, when did you anticipate on graduating? Term _____ Year _____

As of today, when are you expecting to graduate? Term _____ Year _____

Have you ever changed your major? Yes _____ No _____

If yes, how many times? _____

Why did you change your major from engineering to something else?

APPENDIX 8 (Cont'd)

When you first enrolled at Tech, what did you expect your overall QCA to be? _____

What is your overall QCA now? _____

When you first enrolled at Tech, how many semesters did you expect it would take for you to complete your degree? _____

How many total semesters have you been here? _____

Have you ever been on academic probation and suspension? Yes _____ No _____
If yes, how many times? Probation _____ Suspension _____

What are your educational goals? _____

What are your career goals? _____

Do you have any brothers and/or sisters? Yes _____ No _____

If yes, how many brothers _____ and how many sisters _____

If yes, what is your birth order (e.g., first born, youngest, etc.)? _____

If yes, how many of your brothers and/or sisters completed college? Brother(s) _____
and/or Sister(s) _____

Check (√) the highest educational level completed by your parents:

	Mother:	Father:
No school	_____	_____
Elementary School	_____	_____

APPENDIX 8 (Cont'd)

Middle School	_____	_____
High School Diploma Equivalent	_____	_____
Business or Trade School	_____	_____
Some College	_____	_____
Two Year Degree	_____	_____
Four Year Degree	_____	_____
Some graduate or Professional School	_____	_____
Graduate or Professional Degree	_____	_____

What was the racial/ethnic make-up of the schools you attended while growing up (estimate)?

_____ Predominately African-American
 _____ Predominately White
 _____ Predominately Other (please specify) _____
 _____ Evenly Distributed with African-American and White
 _____ Evenly Distributed with Other (please specify) _____
 _____ Other (please specify) _____

What was the community make-up where you grew up?

_____ Predominately African-American
 _____ Predominately White
 _____ Predominately Other (please specify) _____
 _____ Evenly Distributed with African-American and White
 _____ Evenly Distributed with Other (please specify) _____
 _____ Other (please specify) _____

Check (√) the category that best describes your up bringing:

Suburban _____ Rural _____ Urban _____

Check (√) the category that best describes your up bringing:

Single-Parent Home _____ Two-Parent Home _____

If you grew-up in a single-parent home, whom did you stay with: _____ Mother,
 _____ Father, _____ Grandmother, _____ Grandfather _____,
 or Other _____ (please specify).

How are you paying for your education (check all that apply): scholarship(s) _____,
 grant(s) _____, loan(s) _____, parent(s) _____, part-time
 job(s) _____, or other (please specify) _____

When you were high school, what was your family's yearly income (please estimate)?

_____ Under \$10,000 _____ \$10,000 - \$14,999 _____ \$15,000 - \$19,999
 _____ \$20,000 - \$24,999 _____ \$25,000 - \$29,999 _____ \$30,000 - \$34,999

APPENDIX 8 (Cont'd)

_____ \$35,000 - \$39,999 _____ \$40,000 or over

Has your family's yearly income changed? Yes _____ No _____

If yes, what is it now? _____

During the school year, how many semesters have you been employed? _____

If ever employed, where have you worked? _____

If ever employed, how many days and hours did you normally work? Days _____

Hours _____

What extra-curricular activities did you participate in high school?

What extra-curricular activities do you participate in now (at Tech)?

What was your main reason for attending Virginia Tech?

In descending order, please identify the most significant influences (e.g., persons, programs, etc.) in making your decision to initially major in engineering (#1 being the most significant).

1 _____

2 _____

3 _____

4 _____

APPENDIX 8 (Cont'd)

5 _____

6 _____

In descending order, please identify your most difficult challenges you had while majoring in engineering (#1 being the most difficult).

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

What advice would you give to Tech in improving such challenges for other African-American males?

APPENDIX 9

BIOGRAPHICAL QUESTIONNAIRE

(Ultimate-Persistent Group)

(Adapted from Ross, 1995; Scott, 1995; Taylor, 1994)

Last Name _____ First Name _____ Middle Name _____

Birthday: Month _____ Day _____ Year _____

Place of Birth (check answer): United States _____ Other _____

If the United States, what City _____ and State _____

If not the United States, what year did you come here? _____

Why did you move? _____

Major: _____ What year did you enroll at Tech? _____

What was your high school GPA _____ and SAT score _____

Check (√) the category that best describes when you decided to major in engineering:

- _____ Before High School
- _____ Freshman Year of High School
- _____ Sophomore Year of High School
- _____ Junior Year of High School
- _____ Senior Year of High School
- _____ After College
- _____ Other (please specify) _____

After initially enrolling (first semester) at Virginia Tech, when did you anticipate on graduating? Term _____ Year _____

Did you start your first year at Virginia Tech in engineering? Yes _____ No _____

If no, what major did you start in before changing to engineering? _____

When you first enrolled at Tech, what did you expect your overall QCA to be? _____

When you completed your engineering degree, what was your overall QCA? _____

APPENDIX 9 (Cont'd)

When you first enrolled at Tech, how many semesters did you expect it would take for you to complete your degree? _____

How many total semesters were you at Tech? _____

Were you ever on academic probation and suspension? Yes _____ No _____

If yes, how many times? Probation _____ Suspension _____

While at Tech, what were your educational goals? _____

While at Tech, what were your career goals? _____

Do you have any brothers and/or sisters? Yes _____ No _____

If yes, how many brothers _____ and how many sisters _____

If yes, what is your birth order (e.g., first born, youngest, etc.)? _____

If yes, how many of your brothers and/or sisters completed college? Brother(s) _____ and/or Sister(s) _____

Check (√) the highest educational level completed by your parents:

	Mother:	Father:
No school	_____	_____
Elementary School	_____	_____
Middle School	_____	_____
High School Diploma Equivalent	_____	_____
Business or Trade School	_____	_____
Some College	_____	_____
Two Year Degree	_____	_____
Four Year Degree	_____	_____
Some graduate or Professional School	_____	_____
Graduate or Professional Degree	_____	_____

APPENDIX 9 (Cont'd)

What was the racial/ethnic make-up of the schools you attended while growing up (estimate)?

Predominately African-American
 Predominately White
 Predominately Other (please specify) _____
 Evenly Distributed with African-American and White
 Evenly Distributed with Other (please specify) _____
 Other (please specify) _____

What was the community make-up where you grew up?

Predominately African-American
 Predominately White
 Predominately Other (please specify) _____
 Evenly Distributed with African-American and White
 Evenly Distributed with Other (please specify) _____
 Other (please specify) _____

Check (√) the category that best describes your up bringing:

Suburban _____ Rural _____ Urban _____

Check (√) the category that best describes your up bringing:

Single-Parent Home _____ Two-Parent Home _____

If you grew-up in a single-parent home, whom did you stay with: _____ Mother, _____ Father, _____ Grandmother, _____ Grandfather _____, or Other _____ (please specify).

While at Tech, how did you pay for your education (check all that apply):

scholarship(s) _____, grant(s) _____, loan(s) _____ parent(s) _____, part-time job(s) _____, or other (please specify) _____

When you were high school, what was your family's yearly income (please estimate)?

Under \$10,000 \$10,000 - \$14,999 \$15,000 - \$19,999
 \$20,000 - \$24,999 \$25,000 - \$29,999 \$30,000 - \$34,999
 \$35,000 - \$39,999 \$40,000 or over

While at Tech, did your family's yearly income ever changed? Yes _____ No _____

If yes, what did it change to? _____

During the school year, how many semesters were you employed? _____

APPENDIX 9 (Cont'd)

If ever employed, where did you work? _____

If ever employed, how many days and hours did you normally work? Days _____

Hours _____

What extra-curricular activities did you participate in high school?

What extra-curricular activities did you participate in at Virginia Tech?

What was your main reason for attending Virginia Tech?

In descending order, please identify the most significant influences (e.g., persons, institutions, programs, etc.) in making your decision to major in engineering (#1 being the most significant).

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

APPENDIX 9 (Cont'd)

In descending order, please identify your most difficult challenges in engineering (#1 being the most difficult).

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

What advice would you give to Tech in improving such challenges for other African-American males?

APPENDIX 10

Follow-Up Letter for Focus Group Interviews

Date _____

Dear _____:

Please don't forget that your focus group interview is scheduled on _____(date) at _____ (time). It will be held in _____ (place). If you have any questions, please contact me at jamoore4@vt.edu or 231-4542. Thank you in advance for your participation.

Sincerely,

James L. Moore, III
Researcher

APPENDIX 11

Follow-Up Letter for Individual Interviews

Date _____

Dear _____:

Please don't forget that your individual interview is scheduled on _____(date) at _____ (time). It will be held in _____ (place). If you have any questions or need to change your scheduled interview, please contact me at jamoore4@vt.edu or 231-4542. Thank you in advance for your participation.

Sincerely,

James L. Moore, III
Researcher

APPENDIX 12

FOCUS GROUP GUIDE

(Exceptional-Persistent, Satisfactory-Persistent, and Unsatisfactory-Persistent Group)
(Adapted from Graham, 1997; Hines, 1997; Scott, 1995)

Culture and Climate of Engineering

1. Describe your experiences in the College of Engineering. Blacksburg? Virginia Tech?

Probes:

- Which of these experiences that you have mentioned (if any) stands out the most?
- What distinguish these experiences from others?

2. Do you think that your race has any bearing on your academic performance in the College of Engineering? If so, how?

Probes:

- Positively?
- Negatively?

3. Do you think that your gender has any bearing on your academic performance in the College of Engineering? If so, how?

Probes:

- Positively?
- Negatively?

4. Does the engineering culture or climate present any obstacles for African-American males?

Probes:

- If yes, how have you been able to persist through these obstacles?
- If no, how do you think other African-American males persist through engineering?

5. Why do you believe so many African-American males have trouble persisting through engineering?

Services and Sources of Support

6. What academic services or resources on campus do you use on campus?

Probes:

- If anything is identified, then ask: “How have these services helped your academic performance?”
- If nothing is identified, then ask: “Which services do you think would have helped improve your academic performance?”

APPENDIX 12 (Cont'd)

7. What role have the following variables played in your persistence in the College of Engineering?

Probes (separate the probes with pauses and answers so they will not skip over any of them):

- Family?
 - Faculty?
 - Academic Advisor/Counselor?
 - Friends?
 - Faith?
 - Financial Support?
 - Minority Engineering Programs?
8. If you could change anything about your experience in the College of Engineering, what would it be? Why?

General Stuff

9. Is there anything related to this study I haven't asked that you feel compelled to add?

APPENDIX 13

FOCUS GROUP GUIDE

(Ultimate-Persistent Group)

(Adapted from Graham, 1997; Hines, 1997; Scott, 1995)

Culture and Climate of Engineering

1. Describe your experiences in the College of Engineering. Blacksburg? Virginia Tech?

Probes:

- Which of these experiences that you have mentioned (if any) stands out the most?
- What distinguish these experiences from others?

2. Do you think that your race had any bearing on your academic performance in the College of Engineering? If so, how?

Probes:

- Positively?
- Negatively?

3. Do you think that your gender had any bearing on your academic performance in the College of Engineering? If so, how?

Probes:

- Positively?
- Negatively?

4. Did the engineering culture or climate present any obstacles for African-American males?

Probes:

- If yes, how were you able to persist in engineering, in spite of these obstacles?
- If no, how do you think other African-American males were able persist in engineering?

5. Why do you believe so many African-American males have trouble persisting through engineering?

Services and Sources of Support

6. What academic services or resources on campus did you use on campus?

Probes:

- If anything is identified, then ask: “How did these services help your academic performance?”
- If nothing is identified, then ask: “Which services do you think would have helped you improve your academic performance?”

APPENDIX 13 (Cont'd)

7. What role did the following variables play in your persistence in the College of Engineering?

Probes (separate the probes with pauses and answers so they will not skip over any of them):

- Family?
- Faculty?
- Academic Advisor/Counselor?
- Friends?
- Faith?
- Financial support?
- Minority Engineering Programs?

8. If you could change anything about your experience in the College of Engineering, what would it be? Why?

General Stuff

9. Is there anything related to this study I haven't asked that you feel compelled to add?

APPENDIX 14 FOCUS GROUP GUIDE

(Non-Persistent Group)

(Adapted from Graham, 1997; Hines, 1997; Scott, 1995)

Culture and Climate of Engineering

1. Describe your experiences in Blacksburg, Virginia Tech? When you were in the College of Engineering?

Probes:

- Which of these experiences that you have mentioned (if any) stands out the most?
- What distinguish these experiences from others?

2. When you were majoring in engineering, do you think you that your race had any bearing on your academic performance? If so, how?

Probes:

- Positively?
- Negatively?

3. When you were majoring in engineering, do you think you that your gender had any bearing on your academic performance? If so, how?

Probes:

- Positively?
- Negatively?

4. When you were in the College of Engineering, did the engineering culture or climate present any obstacles for African-American males?

Probes:

- If yes, how were you able to persist through these obstacles?
- If no, how do you think other African-American males were able to persist through engineering?

5. Why do you believe so many African-American males have trouble persisting through engineering?

Services and Sources of Support

6. What academic services or resources on campus did you use on campus when you were in the College of Engineering?

Probes:

- If anything is identified, then ask: "How did these services affect your academic performance?"
- If nothing is identified, then ask: "Which services do you think would have helped improve your academic performance?"

APPENDIX 14 (Cont'd)

7. When you were in the College of Engineering, what role did the following variables play in your persistence in engineering?

Probes (separate the probes with pauses and answers so they will not skip over any of them):

- Family?
 - Faculty?
 - Academic Advisor/Counselor?
 - Friends?
 - Faith?
 - Financial support?
 - Minority Engineering Programs?
 - Other?
8. If you could change anything about your experience in the College of Engineering, what would it be? Why?

General Stuff

9. Is there anything related to this study I haven't asked that you feel compelled to add?

APPENDIX 15

INDIVIDUAL INTERVIEW GUIDE

(Exceptional-Persistent, Satisfactory-Persistent, and Unsatisfactory-Persistent Groups)
(Adapted from Graham, 1997; Hines, 1997; Wambach, 1993)

Culture and Climate of Engineering

1. What words best describe what it is like to be an African-American in the College of Engineering? Virginia Tech? Blacksburg?

Family Factors

2. Describe the different type of family support you are receiving from your (nuclear or extended) family.

Probe:

- Emotional?
- Social?
- Financial?
- Academic?
- Other?

3. Describe your parents' philosophy on education.

Probe:

- What role do they (your parents) play in your education?
- What kind of educational toys and games did they (your parents) buy you?
- Do you think they (educational toys and games) helped develop your academic skills?
- If so, how?

4. What experiences during your early childhood years stirred your interest in math and science?

Persistence

5. How would you describe a persistent academically successful student? A persistent academically unsuccessful student? A non-persistent academically unsuccessful student?

Probe:

- Which group reminds you of yourself?
- Why?

6. Describe your personality.

7. What motivates you to do well in school?

8. What are you doing now to improve as a student?

9. If you were not doing well in school, what are some of the things that you would do to improve your grades?

APPENDIX 15 (Cont'd)

Opting for Engineering

10. Tell me what made you decide to major in engineering (probe for the points below only if not mentioned).

Probe:

- Family member?
- Teacher?
- School Counselor?
- Friend?
- Book/Film/Movie?
- Math/Science program?
- Money?
- Other?

11. Have you ever felt like switching majors? Dropping out of school?

Probe:

- If yes, what was the turning point that caused you to feel this way?
- If no, how do you stay focus on your goals?

General Stuff

12. Is there anything related to this study I haven't asked that you want to add?

APPENDIX 16

INDIVIDUAL INTERVIEW GUIDE

(Ultimate-Persistent Group)

(Adapted from Graham, 1997; Hines, 1997; Wambach, 1993)

Culture and Climate of Engineering

1. What words best describe what it was like to be an African-American male in the College of Engineering? Virginia Tech? Blacksburg?

Family Factors

2. Describe the different type of family support you received from your (nuclear or extended) family while you were at Virginia Tech.

Probe:

- Emotional?
- Social?
- Financial?
- Academic?
- Other?

3. Describe your parents' philosophy on education.

Probe:

- What role did they (your parents) play in your education?
- What kind of educational toys and games did they (your parents) buy you?
- Do you think they (educational toys and games) helped develop your academic skills?
- If so, how?

4. What experiences during your early childhood years stirred your interest in math and science?

Persistence

5. How would you describe a persistent academically successful student? A persistent academically unsuccessful student? A non-persistent academically unsuccessful student?

Probe:

- Which group reminded you of yourself?
- Why?

6. Describe your personality.
7. What motivated you to do well in school?
8. While at Virginia Tech, what sort of things did you do to improve your grades?

APPENDIX 16 (Cont'd)

Opting for Engineering

9. Tell me what made you decide to major in engineering (probe for the points below only if not mentioned).

Probe:

- Family member?
- Teacher?
- School Counselor?
- Friend?
- Book/Film/Movie?
- Math/Science program?
- Money?
- Other?

10. Did you ever feel like switching majors? Dropping out of school?

Probe:

- If yes, what were the turning points that caused you to feel that way?
- If no, how did you stay focus on your goals?

General Stuff

11. Is there anything related to this study I haven't asked that you want to add?

APPENDIX 17

INDIVIDUAL INTERVIEW GUIDE

(Non-Persistent Group)

(Adapted from Graham, 1997; Hines, 1997; Wambach, 1993)

Culture and Climate of Engineering

1. What words best describe what it was like to be an African-American male in the College of Engineering? Virginia Tech (in and out of engineering)? Blacksburg (in and out of engineering)?

Family Factors

2. Describe the different type of family support you received from your (nuclear or extended) family while you were in the College of Engineering.

Probe:

- Emotional?
- Social?
- Financial?
- Academic?
- Other?

3. Since you changed your major, has your family support changed in any way or form? If so, how?
4. Describe your parents' philosophy on education.

Probe:

- What role did they (your parents) play in your education?
- What kind of educational toys and games did they (your parents) buy you?
- Do you think they (educational toys and games) helped develop your academic skills?
- If so, how?

5. What experiences during your early childhood years stirred your interest in math and science?

Persistence

5. How would you describe a persistent academically successful student? A persistent academically unsuccessful student? A non-persistent academically unsuccessful student?

Probe:

- Which group reminds you of yourself?
- Why?

6. Describe your personality.
7. What motivates you to do well in school?
8. While in the College of Engineering, what sort of things did you do to improve as a student?

Probe:

- What do you do now, since you changed your major?

APPENDIX 17 (Cont'd)

Opting for Engineering

9. Tell me what made you initially decide to major in engineering (probe for the points below only if not mentioned).

Probe:

- Family member?
- Teacher?
- Counselor?
- Friend?
- Book/Film/Movie?
- Math/Science program?
- Money?
- Other?

10. What was the turning point that made you decide to change majors? Are you happy with your new major? If not, why?

General Stuff

11. Is there anything related to this study I haven't asked that you want to add?

APPENDIX 18

Instructions to Download and Execute *AOL Instant Messenger*

Step 1

Create the folder C:/ program files/ instant messenger

Go to <http://www.aol.com>

In the middle of the screen you should see the instant messenger icon and link.

Click on [*AOL Instant Messenger*](#)

On the left side of the column Click on [*New Users Click Here*](#)

Step 2

Select a screen name. The screen name will be used to communicate with other users. It should not reveal your identity. Nicknames and last names are not appropriate. It may take several attempts to identify a unique screen name.

Select a password. This will prevent others from using your screen name.

Enter your email address - I do not recommend using your primary email address

A screen will appear when you screen name, password, and email address are approved.

Step 3

If you are a Windows user, select [*Windows*](#) to download to the installation file

If you are a Macintosh user, select [*Macintosh*](#) to download to the installation file

When you save the installation file to your hard drive, make sure you know you can relocate the folder. I recommend *C:/program files/Instant Messenger*

The name of the installation file is *aim95.exe*

It will take approximately five minutes to download the file.

Step 4

Close all windows programs first

Locate aim95.exe and double click to begin installation

Look over the agreement and Click Next

When it asks you locate a file to install the zipped files, select *c:/program files/Instant Messenger*.
Click Next

If you are using a modem, select [*modem*](#)

If you are using a LAN connection (Ethernet connections), [*select LAN*](#)

Click Next

Sign ON for the first time

APPENDIX 18 (Cont'd)

Enter your screen name, password and click on sign on.
You will then be asked to enter your screen name and zip code. Do it.
Click Enter and Exit

Step 5

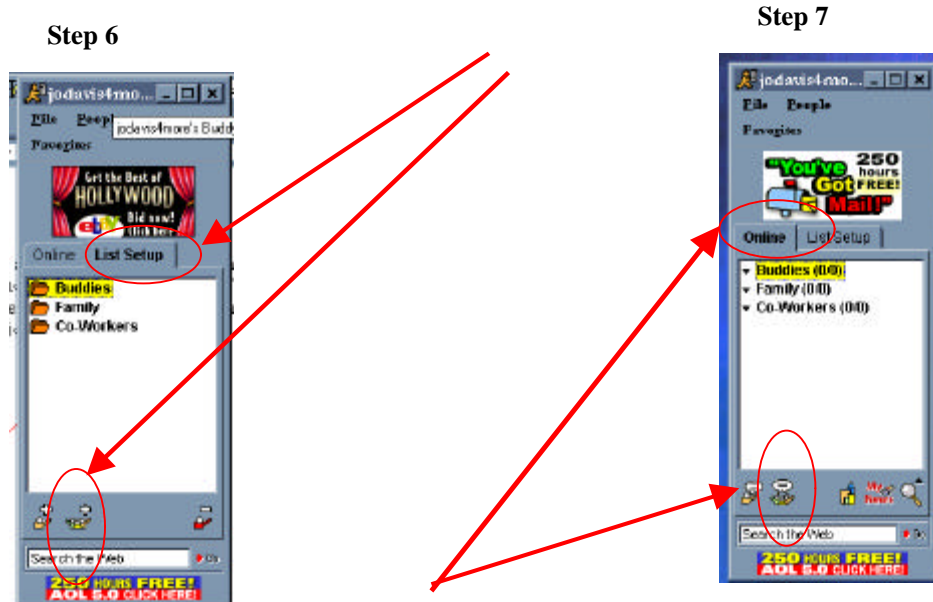
If Instant messenger did not create a shortcut on your desktop
Go to the C:/program files/ instant messenger and find the file aim.exe (not the installation file).
Look for the following icon and copy it to your desktop



Step 6

James Moore will provide all of the screen names for the discussion. When he does, execute the aim.exe file and locate the buddy chat icon. This allows you to communicate with several people at once. Enter all of the screen names in the Buddy List Setup. The red arrows will lead you.

Step 7 Select *Online* and the Buddy Chat Icon and select the appropriate people to enter the discussion. You are now in a chat room and ready to begin Instant Messenger.



APPENDIX 19

FOCUS GROUP FOLLOW-UP

(Adapted from Graham, 1997)

Hello, _____, this is James Moore. I am calling/emailing to
(Student's Name)

thank you for participating in the focus group interview. Your participation was invaluable to my research, and I was just wondering if you would like to share any additional information related to the focus group discussion (Wait for response).

Record Response(s):

Again, _____, your input has been very helpful. When is
(Student's Name)

a good time for us to meet for your individual interview? _____ (Date) and
_____ (Time). After the interview, you will receive your \$10.00
compensation. Do you have any questions or concerns? If not, I'll see you on
_____ (Date) at _____ (Time). Take care.

APPENDIX 20

INDIVIDUAL INTERVIEW FOLLOW-UP

(Adapted from Graham, 1997)

Hello, _____, this is James Moore. I am calling/emailing to
(Student's Name)

thank you for participating in the individual interview. Your participation was invaluable to my research, and I was just wondering if you would like to share any additional information related to the individual interview (Wait for response).

Record Response(s):

Again, _____, your input has been very helpful. Would you
(Student's Name)

like to receive a summary of my findings after I complete my research? _____ (Yes) and _____ (No). If yes, would you like for me to send it by _____ email or _____ mail? Well, do you have any questions? If not, thanks for participating and take care!

APPENDIX 21

THANK YOU LETTER

Date _____

Dear _____:

Thank you for participating in my research study! Your participation was absolutely invaluable. The information gathered from this research project will help me complete the final requirements for my doctoral degree. In addition, the findings will be given to the Office of Minority Engineering Programs and any other offices deemed appropriate. Hopefully, this study will provide the groundwork for the development of a conceptual model that has implications for recruiting, retaining, and graduating more African-American males. If you have any questions or concerns, you can reach me at jamoore4@vt.edu or 231-4542.

Sincerely,

James L. Moore, III
Researcher

VITAE

James L. Moore, III
20 Montgomery Rd., Lyman, SC 29365

Educational Background:

Virginia Tech, Blacksburg, VA (August 1997 – June 2000)

Major: Counselor Education
Cognate: Sociology
Advisor: Thomas Hohenshil
Dissertation: The Persistence of African-American Males in the College of Engineering at Virginia Tech
Degree: Ph.D.

Virginia Tech, Blacksburg, VA (August 1995 – May 1997)

Major: Counselor Education
Cognate: Sociology
Advisor: Thomas Hohenshil
Degree: M.A.Ed.

Delaware State University, Dover, DE (August 1990 – May 1995)

Major: English Education
Advisor: Dr. James Scott King
Degree: B.A.

Certifications:

- National Certified Sports Counselor (#10269)
- Delaware State **Standard Certification** in English (Grades 7-12)
- Delaware State **Standard Certification** in School Counseling (Grades 7-12)
- Virginia State **Provisional Certification** in English (Grades 7-12)
- Virginia State **Provisional Certification** in School Counseling (Grades 7-12)

Professional Experiences:

August 1997 - Present Graduate Assistant, Office of Minority Engineering Programs, Virginia Tech, Blacksburg, VA

- **Director:** Student Assistance Center, College of Engineering (Responsible for all-aspects of tutoring: staffing, coordinating, and supervising approximately 36 engineering tutors -- must prepare monthly, semesterly, and yearly reports for the Associate Dean of Academic Affairs).
- Counsels/Advises engineering students on interpersonal relationships, academic success, and career decisions.
- **Director:** Pre-College Initiative Program (PCI) – a monthly Saturday program for

- high school African-American students who are interested in engineering and other technical fields (Responsible for coordinating the events and handling logistics with representatives in Virginia Tech's National Society of Black Engineers' chapter).
- **Coordinator:** Minority Engineering Ambassador Program – a program that hires under-represented engineering students to visit high schools and college fairs to recruit more under-represented students in the College of Engineering (Responsible for coordinating, staffing, training, and supervising the student recruiters).
 - Responsible for outreach programs involving high school minorities interested in engineering: SHARP, CHROME, and RAPME.
 - Assists with orientation for rising freshman students and their parents in the College of Engineering.
 - **Coordinator:** Fall Semester registration receptions for freshman African-American, Hispanic, and women engineering students.

January 1996 - August 1997 Graduate Assistant, Office of Minority Engineering Programs, Virginia Tech, Blacksburg, VA

- **Assistant Director:** Student Assistance Center, College of Engineering (Responsible for coordinating, staffing, and supervising approximately 33 engineering tutors -- prepared monthly, semesterly, and yearly reports for the director of OMEP).
- Counseled/Advised freshman engineering students on interpersonal relationships, academic success, and career decisions.
- Recruited high school and graduate students to the College of Engineering.
- Assisted with orientation for rising freshman and their parents in the College of Engineering.

Summers, July 1999 – August 1999; July 1998 – August 1998; July 1997 - August 1997; July 1996 – August 1996 Graduate Assistant, Office of Minority Engineering Programs, Virginia Tech, Blacksburg, VA

- **Director:** IMAGINATION '99 (formerly known as Academic Enrichment Camp) -- a two week math, science, and engineering-related camp for rising eighth and ninth graders in Roanoke and New River Valley. (Responsible for coordinating, selecting camp participants, hiring and supervising staff, and developing activities).
- Counseled and instructed students on engineering disciplines and applications.
- Acted as a problem solver for issues that arose between staff and/or camp participants.
- Prepared a report for the Director of OMEP at the end of the camps.
- **Academic Advisor:** Academic Summer Program Introducing Resources for Engineering (ASPIRE) – a five week summer bridge program for incoming engineering students.
- Counseled and advised incoming freshman engineering students on academic success, career decisions, collaborative learning, and goal-setting.
- Developed time management and study skill seminars.

- Provided insight about the college experience to help ease the transition from high school to college.

August 1995 - December 1995 Graduate Assistant, Black Cultural Center, Virginia Tech, Blacksburg, VA

- Helped coordinator implement various programs for the African-American student population.
- Wrote memos, created flyers, and corresponded with other organizations on and off campus.
- Planned activities that enhanced multicultural relations/awareness throughout the campus.

April 1995 - May 1995 Substitute Teacher, Dover High School, Dover, DE

- Responsibilities included teaching, supervising, and implementing lesson plans.
- Administered proper disciplinary action when necessary for academic and interpersonal success.
- Attended faculty meetings and conferences.

November 1994 - February 1995 Volunteer Assistant Junior Varsity Basketball Coach, Smyrna High School, Smyrna, DE

- Assisted head coach with coaching and decision-making.
- Helped implement new offensive and defensive plays.
- Responsible for working with point guards and small forwards.
- Monitored study hall and players' academic progress.
- Participated in scouting opposing teams.

September 1993 - May 1994 Volunteer Office Assistant, English Department, Delaware State University, Dover, DE

- Assisted Departmental Secretary in the management and operation of the English office, which served the Chairman of the Department as well as 25 faculty members, students, and the general public.
- Other duties included using the computer, filing papers, answering the phone and operating various office machines.

Internship/Fieldwork/Academic Experiences:

June 1999 – August 1999; January 1999 – May 1999 Teaching Intern, Counselor Education Program Area, Virginia Tech, Blacksburg, VA (These experiences served as teaching internships for doctoral program.)

- Co-taught 3 graduate level sections (1 section in spring and 2 sections during the summer) in *Career Development & Information Services* with a senior faculty, which were all based on email and web-based instructions.
- Helped with grading homework assignments and class projects.
- Reserved office time for student consultation.

June 1999 – July 1999 Teaching Intern, Counselor Education Program Area, Virginia Tech, Blacksburg, VA (This experience served as teaching internships for doctoral program).

- Co-taught 2-graduate level sections in *Counseling Substance Abusers* with a departmental faculty member. Both sections were taught through distant learning technology (V-TEL conferencing) with students located at the Northern Virginia and Blacksburg campuses.
- Helped with preparing and giving lectures.
- Helped with grading homework assignments and class projects.
- Reserved office time for student consultation for Blacksburg campus.

May 1999 – June 1999 Instructor, Interdisciplinary Studies, Virginia Tech, Blacksburg, VA (This experience served as a volunteer teaching experience).

- Co-taught 1 advanced undergraduate level course entitled, *The Civil Rights Movement in Virginia*, with another Ph.D. candidate student.
- Helped with developing the syllabus and preparing and giving lectures.
- Helped with grading homework assignments and class projects.
- Reserved office time for student consultation.

January 1998 – May 1998 Teaching Intern, Counselor Education Program Area, Virginia Tech, Blacksburg, VA (This experience served as a teaching internship for doctoral program.)

- Co-taught the graduate level *Counseling Special Client Populations* with a senior faculty.
- Assisted with developing and designing the course syllabus.
- Planned course lectures and class activities.
- Acted as a problem solver for issues that arose in the class.
- Graded homework assignments and class projects.
- Infused technology in the course.
- Created and graded the exams.
- Reserved office hours for the class.

August 1997 – May 1998 Counselor Intern, University Counseling Center, Virginia Tech, Blacksburg, VA (This experience served as a supervised counseling internship for doctoral program.)

- Attended in-house training workshops and seminars related to counseling.
- Conducted outreach programs for students and faculty on-campus.
- Provided individual counseling for personal, social, and educational concerns to diverse populations.
- Attended weekly individual and group supervision.
- Utilized various testing and assessment batteries in counseling sessions.
- Conducted study skills workshops and psycho-educational programs for students.

January 1997 - May 1997 Counselor Intern, George Wythe High School, Wytheville, VA (This experience served as master's degree 400-hour supervised internship for secondary and middle school counseling.)

- Assisted in the personal, social, and educational development of middle and high school students.
- Aided students in examining their interests, abilities, goals, and in making occupational choices.
- Consulted on matters related to counseling which involved parents.
- Helped coordinate and administer the Literacy Passport Test (LPT).
- Participated in helping students register for classes.
- Attended in-service programs and activities required of teachers and counselors.

Summer, July 1996 - August 97 Counselor Intern, Office of Minority Engineering Programs, Virginia Tech, Blacksburg, VA

- **Academic Summer Program Introducing Resources for Engineering (ASPIRE) -- This experience served as a counseling internship for master's program.**
- Counseled and advised incoming freshman engineering students on academic success, career decisions, collaborative learning, and goal-setting.
- Developed time management and study skill activities.
- Provided insight about the college experience to help ease the transition from high school to college.

January 1995 - April 1995 Student Teacher, Dover High School, Dover, DE

- Designed and implemented lesson plans under directions of Cooperating Teacher.
- Performed all the duties of Cooperating Teacher.
- Administered proper disciplinary action when necessary for academic and interpersonal success.
- Attended in-service programs and activities required of teachers.

September 1994 - December 1994 Teaching Assistant, English Department, DSU, Dover, DE

- Assisted Departmental Chairman in the teaching and grading of Remedial Writing Skills courses.
- Responsible for given help and review sessions.

Publications:

Madison-Colmore, O., & Moore, J. (In review). "A Newer Approach to Working With African American Women: The H.E.R.S. Approach." Journal of Multicultural Counseling & Development.

Moore, J. L. (In progress). "Predominately Black to Predominately White: Making the Transition to Graduate School." In V. L. Farmer (Ed.), The Black Student's Guide to Graduate and Professional School Success. Westport, CT: Greenwood Press.

Moore, J. L., & Bryant, C. D. (In progress). "Going Home: A Qualitative Study of the Black Funeral Director."

Moore, J. L., & Madison-Colmore, O. (In progress). "Working with the African American Male Client: The H.I.S. Approach"

Moore, J. L., & Watt, S. K. (In progress). "Who are the Student Athletes?" In M. F. Howard-Hamilton and S. K. Watt (Eds.), Student Services for Intercollegiate Athletes: New Directions for Student Services. San Francisco, CA: Jossey-Bass.

Moore, J. L. (April, 2000). "Counseling African American Men Back to Health." In L. Jones (Ed.), African American Brothers of the Academy: Up and Coming Black Scholars Earning Our Way (pp. 249 – 261). Herndon, VA: Stylus.

Caple, C., Madison-Colmore, O., & Moore, J. (October, 1999). "Low Achievement Motivation in African American Youth: A Multicultural Perspective." Psych Discourse, 30(10), 5 – 10.

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