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A qualitative program assessment: Ronald E. McNair post-baccalaureate achievement program, Iowa State University

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A qualitative program assessment: Ronald E. McNair

post-baccalaureate achievement program, Iowa State University

by

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Signatures have been redacted for privacy

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ABSTRACT

The purpose of this study is to evaluate the Iowa State University Ronald E. McNair Post-Baccalaureate Achievement Program from the perspective of its participants. Specifically, the study evaluates the extent of support the program provides to participants, reports participants' perceptions of their McNair experiences, and identifies how the program contributes to student success from the point of view of the participants. All participants in the McNair Program were invited to be participants in the study. Twenty-three out of 33 of the 1999-2000 academic year program participants volunteered to be studied. Using audio-recorded interviews of individual participants, observations, and document analysis, qualitative data were gathered and several trends were found. Findings suggest that the program did provide participants with the financial, emotional, and academic support they needed to adapt to the college environment.

CHAPTER 1: INTRODUCTION AND RATIONALE FOR THE STUDY

Introduction

As an African American woman who spent her entire higher education career in the state of Iowa I have experienced feelings of alienation. I have experienced despair from having to work to pay for books, room and board, and I have often felt academically ill prepared to compete with my colleagues. Throughout my college career I have learned to navigate the collegiate system in order to survive. Graduation in four years was only attainable for me through the help and guidance of student service professionals and academic achievement programmers. As an undergraduate student I was a Student Support Services student and a Summer Research Opportunity Program student. These two programs provided financial assistance, moral support, resources and a firm support system that helped me to achieve graduation. The student service professionals and academic programmers that ran these two programs helped me to understand my place in the university world and to graduate having benefited from my college experience.

Programs such as these may be thought of as crutches for students. But, in the eyes of the students they are seen as lifelines, especially if they are first-generation, underrepresented, low-income students who are away from home for the first time. These programs help to level the playing field in a society where access to higher education has not always been available to all. Furthermore, such programs can help provide a positive college experience for first generation students, which is fundamental to their success.

The Ronald E. McNair Post-Baccalaureate Achievement Program is a federally funded program that over the years has attempted to help students. According to the Program

Monitoring and Information Technology Service Program Assessment (PMIT) (1999), "McNair was established in 1986 to increase the number of low-income, first-generation college students, and members of racial and ethnic underrepresented groups in graduate education, graduating from college, enrolling in graduate school, and attaining doctoral degrees" (PMIT, 1999, p. 1). The program is named after Dr. Ronald E. McNair, the second African American astronaut. Dr. McNair died on the space shuttle challenger explosion in 1986.:

> For years before his death Dr. McNair was a champion of graduate education
> for minorities and the economically disadvantaged. In appearances at schools
> and universities, he offered encouragement and hope to students considering
> higher education. (PMIT, 1999, p. 2)

The Iowa State University (ISU) McNair program was established in 1995. Since then it has had 93 participants with only one student leaving the university and thus the program. Two other students left the program itself but stayed in school at the university. Dr. George A. Jackson, the director of the ISU McNair program, released an assessment covering the 1995-1999 academic years. The report supplies ethnic demographic information, grade point average, scholastic aptitude test scores, American College Testing assessment scores, and degree level information. This information is also included in the Program Monitoring and Information Technology report in which Dr. Jackson concludes that faculty involvement, a climate of inclusion, high expectations, and providing an opportunity for research that requires student responsibility and productivity are what makes the program successful. The following is a list of Iowa State University specific program requirements that aid Dr. Jackson and his staff in creating a healthy and productive environment for the students.

1. Holding weekly meetings with the McNair coordinator;

2. Attending lectures, presentations;

3. Mandatory special project for seniors, special projects for sophomores and juniors;

4. Requiring research proposals;

5. Active participation in producing newsletters; and

6. Working with a faculty and graduate student mentor.

The ISU program has worked with 70 Black students, 12 Hispanic students, 6 White students, 3 Asian students, and 2 American Indian students. Of these 93 students, 29 students are currently enrolled, 64 students have completed their bachelor's degree, and 42 of those 64 are currently in graduate programs of study ranging from education to engineering.

Warrant for the Study

The National Research Council (NRC) reports that minority group's account for more than 25% of the American population. Yet, these groups have only acquired 2,451 (5.8%) of the 42,415 degrees awarded by the U.S. doctoral granting institutions as recorded in 1996, the last year in which complete statistics were available (Taylor, 1999). It is important for us to determine how to ensure that everyone is receiving the opportunity and access to enter and finish college, particularly minority students as these students have been traditionally disregarded as suited for college.

The McNair Program at Iowa State University has never been evaluated externally. Therefore, this study is timely. There is very little information that looks at programs such as the McNair Program from a qualitative perspective. Adding to the body of knowledge about such programs will benefit not only the programs themselves, but also the increasing

numbers of minority students who are entering the arena of higher education. In addition, I understand the importance of assessment in higher education. The true benefits of the McNair program as the students see them are important to note. The program strengths as well as areas that they feel may need improvement can be appreciated. Finally, the McNair program believes that it can make a difference in the lives of its students. This study is aimed at learning how program has benefited its student participants, if at all, from the student's perspectives. My personal reasons for wanting to do this study are that I am a member of an underrepresented group in higher education and I am also a product of a low-income family. Therefore, I am particularly interested in knowing more about programs that benefit students who fit into those two categories. In 1998, I completed a qualitative pilot study of the ISU Ronald E. McNair program. This pilot study indicated the need for more in-depth research and interviewing to obtain a fully comprehensive assessment of the ISU McNair program. The following is an excerpt from that pilot study:

I talked with some of the McNair students about the Program and found that when they were not being tape-recorded they talked freely about the money stipend that they all received for doing research, as well as, the fun times that they had while traveling. However, when they were being recorded they spoke more of the long-term advantages of the program. It is my assumption that the participants wanted to give an answer that they thought would be 'formal and correct' answer when they were being recorded. Formally I asked several students: 1) How do you feel the program has helped your professional development; 2) How do you feel the program has enhanced your connection with the Iowa State University campus; and 3) What do you perceive the benefits of the program to be? Most of the students seemed to genuinely respond the way students A, B and C did as seen in the following text.

Student A

"We are encouraged to get a higher level of education and not conform to a lower level and be satisfied. We are encouraged to set goals for the future which will hopefully include graduate study. We were encouraged to attend lectures outside of our cultures. Networking was outstanding through the program as far as professionally."

Student B

"It has given me a lot of resources and contacts for graduate school, GRE preparation. I went to the MMOGISISPS conference. Any organization ties into the university and helps you feel closer. The biggest thing is the funding, being first generation and lower income, the money always helps, and money to visit graduate schools is very beneficial."

Student C

"It gave me the push, the opportunity to go out and have to organize what I want to do for the future. You tend to put off as long as possible preparing for the future. The McNair program gave me the opportunity to buckle down; you have to because it is a requirement of the program. Yes, it has helped my connection with the Iowa State University campus because it is a requirement of the program to attend several lectures of your choice; to be informed of what is going on, worldly views and all. By doing this it was helpful for me because I may have never went before. For most students, some may have to have something to motivate them to go to something like that, you have to have that requirement to do something. I really believe that helped

me because it was a requirement. It [the program] helped me by going out to achieve

research. I was so interested in research. Giving me the opportunity to research is

helping me in the job market and education. It [research] tells whoever is reviewing

me that I have the incentive to go out and do research. I had a mentor: we are

basically real close. I had heard about him, but now I know him. Some fear

professors but the program shrinks that barrier. It gives the drive to get to where they

are because you now know what they do. I would have advanced [without the

program]. McNair helped a lot but at the same time I had the drive to succeed;

everyone wants to, but some don't. I knew what I enjoy, and went out to seek what I

enjoy. McNair is another plus for me, to have benefits for what I enjoy. McNair was

like an incentive for what I want to do and that helped me out a whole lot..."

In interviewing the coordinator of the program I found that his perspective interview

was similar to that of the students.

"The low drop out rate is serving as an example of the mechanism of what we are

trying to do: impact not only the retention of students but also matriculation from

grade to grade as well as graduation rates. We have a tremendous partnership with the

Training and Development Division in Beardshear Hall. I met with the director to

involve the students on diversity conversations; we serve as active participants in

many of their workshops and conferences. The Midwest Meeting Of Graduate

Students In Student Personnel conference served as a support mechanism as far as

giving our support in terms of the over all operation of the conference. We also had

three McNair scholars actually participate in the conference that have interest in

going into that as a graduate field of study; so it is incentives like that, we try to stay abreast of things that are going on campus."

"Giving them exposure, giving them outlet opportunity to stay connected with our program and other programs that are enhancing student development. The lectures are to keep them abreast of worldwide issues...My main objective is to challenge the beliefs and thinking of others and evaluate that from an intuitive way of how was that beneficial to humanity and if not, what could you change to make it more beneficial. We try to connect to an array of things here on the campus."

"Basically students need structure and they need to be in a situation where they need to feel accountable and by keeping it [GPA] up to 2.7 it has had a tremendous affect on what I am seeing in those students that are know at the 3.0 level and on, last year we had 35 scholars and the mean was 20-25 of those scholars at the 3.0 level, 11 graduated, 6 to matriculate directly to graduate school. My objective is breaking the norms of how we want to consider how non-traditional students are doing at predominantly white institutions. To me it is seen as a mechanism that is enhancing his / her own natural abilities."

"I think it is important to have multiple mentors for advice and guidance in life, because that is reality, to achieve the goal you set for yourself. The one thing that we try to do is have them interview a particular faculty member to evaluate and learn more about how that faculty member got to where they are today. My job is to bridge the gap with the curriculum and what happens outside of the classroom. I'm getting them acclimated to basically building a model of what graduate life is like at the undergraduate level so that when they get to grad school they are not intimidated by

the various processes that we have to go through. That is half the battle for success -
having some knowledge to the process, which makes a lot of sense. If you are first
generation where would you have ever understood the dynamics of the academy? It is
all about beginning that preparation now so when they get to the next level there is
not a lot intimidating aspects of it. It's them going on their own intrinsic abilities. We
participate annually in the graduate professional day. I feel it is a tremendous
marketable program that the university should be playing on as far as recruitment. We
could build better relations with Carver Academy because it has some of the same
characteristics as ours in that program. Using it as something for the Carver students
to work toward, so that their grade point averages do not plummet. I don't ever want
to see ourselves as separate entities or separate from the university or any other
program we are just another support mechanism of the students achieving their goals.
We are beginning to see an increase of first-generation students on campus, adult
learners, students with disabilities."

The quotes from students A, B and C, and from the coordinator of the program are verbatim,
recorded at the time of our interview.

Purpose of the Study

The purpose of this study is to evaluate the Iowa State University Ronald E. McNair
Post-Baccalaureate Achievement Program from the perspective of its participants. The
specific objectives of this study are to:

1. What the students report the program has done for them;

2. Report participants' perceptions of their McNair experiences; and

3. Identify how the program contributes to student success from the point of view of the participants.

Theoretical Framework

External factors such as ethnic characteristics, individuals' background, personal and academic development level and living conditions have to be considered when trying to understand a person's behavior and motivation. This is better understood in light of Lewin's theory (cited in Evans, Forney, & Guido-Dibrito, 1998), Behavior (B) is a function (f) of the interaction (x) of person (P) and environment (E), $B = f(P \times E)$ (Lewin, 1936). Being from an underrepresented ethnic group, low-income family, or being a first generation college student are the external factors considered for entrance into the McNair program. These factors and conditions have a great impact on student's behavior and their success rate in college. Programs such as McNair try to counter balance the negative impact of these factors in order to assist students in matriculating into graduate study. For the purpose of this study I am attempting to use Lewin's theory in conjunction with two other theories—Tinto(1987) and Austin(1984)—to interpret the experience of the ISU McNair program participants.

Tinto's (1987) student departure model brings the theory of interaction up to date. We see that "in order to persist," which Tinto equates with success, "a student must integrate their (sic) personal goals and commitments with the academic, and social environment of the institution that they attend" (Merisotis et al., 1995, p. 30). In Tinto's model, pre-college academic preparation, socioeconomic background, personal goals, academic performance and campus social integration are all factors in persistence; the McNair program stresses the same. Tinto (1987) suggests that when students experience integration into the predominant

community, that student is more likely to persist. "Lack of fit—or incongruence—occurs when the individual views himself or herself 'at odds w/ the institution' a phrase that comes very close to describing the concept of alienation" (Merisotis et al., 1995, p. 8).

Astin's student involvement model examines development itself, focusing on factors that facilitate development. Astin defines involvement as "the amount of physical and psychological energy that the student devotes to the academic experience. (cited in Evans, 1998, pp. 26-27). Astin's theory has five aspects:

1. Involvement refers to the investment of physical and psychological energy in various objects;

2. Regardless of the object, involvement occurs along a continuum;

3. Involvement has both quantitative and qualitative features;

4. The amount of student learning and personal development associate with any educational program is directly proportional to the quality and quantity of student involvement in that program;

5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (cited in Evans, 1998, pp. 26-27)

As Astin himself puts it, "the theory can explain most of the empirical knowledge about environmental influences on student development that researchers have gained over the years" (Astin, 1984, p. 518)" It is clear from my research that the McNair program attempts to increase both the level of quality and quantity of student involvement from the student's initial encounter with the program and following up after they graduate.

Definition of Terms

For the purpose of this study, definitions of the following terms seem appropriate:

Achievement – "1. The act of accomplishing or finishing. 2. Something accomplished successfully, esp. by means of exertion, skill, or perseverance" (Costello, 1997, p.11).

Disabled – Those persons with physical and mental disorders.

First generation college student – Students belonging to families where neither parent has graduated from college (NCEOA, undated).

Low-income – Families (of four) with incomes under $24,000 (NCEOA, undated).

Program Success – Success in this study denotes that the participants perceive the program as a positive tool that is helping them graduate from college. Success will also be viewed from the program rate of students that attend graduate school.

TRIO – The National Council of Education Opportunity Associations – The umbrella group for ten regional TRIO-based associations and student assistance program (not an acronym). (Baker, 1990).

Underrepresented group – Students belonging to ethnic groups that are represented proportionately less in society, specifically on college campuses (African-American, Latino, Native American, Asian, etc.) (NCEOA, undated).

Limitations of Study

The following are foreseeable limitations to this study:

1. The study is concerned only with the Iowa State University McNair program limiting valuable information that could be obtained from comparison with other programs.

2. Because interview sessions were voluntary 100% participation from the McNair students may not occur.

3. Observation was not possible for longer than for one semester term due to the limited amount of time available.

4. members of different racial and ethnic groups may respond differently to interview questions based on their willingness to be completely open and candid in the interview setting.

Thesis Organization

This study is organized as follows:

Chapter 1: General Introduction - includes background of the author and a brief overview of the ISU McNair program, statement of the problem and research question, definition of terms and theoretical framework, and ends with the organization of this thesis.

Chapter 2: Review of Literature - relevant to this study.

Chapter 3: Methodology - the methodological approach, and the data sources, collection and analysis are explored.

Chapter 4: Results and Discussion - a presentation, analysis and interpretation of the data collected.

Chapter 5: Conclusion - the summary, recommendations from the study and possible future research.

CHAPTER 2. REVIEW OF LITERATURE

The review of literature is divided into sections, or strands, that are relevant to the study of the ISU McNair program. The six strands chosen are believed to be the essential framework for understanding how programs such as McNair may be useful in the higher education field. The six strands are background and history of TRIO, background and history of McNair, understanding the special needs faced by students who are first generation, understanding the special needs faced by students who are disabled, understanding the special needs faced by students who are from underrepresented ethnic groups and understanding financial aid as it relates to persistence.

Background and History of TRIO

As early as 1958, there was interest in creating federally funded assisting tools for students to help them progress through college and matriculate into graduate study. Five major education bills passed during this period, including the National Defense Education Act of 1958, the Higher Education Facilities Act of 1963, the Educational Opportunity Act of 1964, the Elementary and Secondary Education Act of 1965, and the Higher Education Act of 1965.

Through the years this interest centered on what was called a TRIO interest group (Baker, 1990). This interest group was formalized and put into the Title IV of the Higher Education Act of 1965, then consisting of Talent Search, Upward Bound and Student Support Services. The Higher Education Act of 1972 created the Educational Opportunity Centers. The final reauthorization of the TRIO programs occurred in 1986 when the McNair Post-Baccalaureate Achievement Program was created. Congress mandates that two-thirds of

students that are in TRIO programs must come from low-income families were neither parent has graduated from college. According to the Center for Opportunity in Education online archives the TRIO Programs ethnic make up is overwhelmingly multiethnic where 39% are white, 36% African-American, 16% are Hispanic, 5% Native American and 4% Asian-American serving nearly 700,000 people in the United States.

The battle to keep TRIO programs active has been a legislative challenge. Currently, the TRIO programs are housed in the Department of Education, in the Office of Higher Education [HEP]. Today there are seven programs under the TRIO umbrella that belong to the National Council of Educational Opportunity Association [NCEOA, undated]. A brief description of each follows, as provided by the NCEOA:

Talent Search (Introducing TRIO, undated). Talent Search programs serve young people in grades six through twelve. In addition to counseling, participants receive information about college admissions requirements, scholarships and various student financial aid programs. This early intervention program helps people from families with incomes under $24,000 (where neither parent graduated from college) to better understand their educational opportunities and options. Over 323,541 Americans are enrolled in 361 Talent Search TRIO programs.

Upward Bound (Introducing TRIO, undated). Upward Bound helps people from families with incomes under $24,000 (where neither parent graduated from college) prepare for higher education. Participants receive instruction in literature, composition, mathematics and science on college campuses after school, on Saturdays and during the summer. Currently, 772 programs are in operation throughout the United States.

Veterans Upward Bound (Introducing TRIO, undated). Veterans Upward Bound programs provide intensive basic skills development and short-term remedial courses for military veterans to help them successfully transition to post-secondary education. Veterans learn how to secure support from available resources such as the Veterans Administration, veterans associations, and various state and local agencies that serve veterans. Approximately 4,200 participants are served annually.

Upward Bound Math Science (Council for Opportunity in Education, 2000). Upward Bound Math Science helps students from low-income families to strengthen math and science skills. In addition, students learn computer technology as well as English, foreign language and study skills. Approximately 124 programs are serving students throughout the country.

Student Support Services (Introducing TRIO, undated). Student Support Services helps people from families with incomes under $24,000 (where neither parent graduated from college) to stay in college until they earn their baccalaureate degrees. Participants, including disabled college students, receive tutoring, counseling and remedial instruction. Students are now being served at over 808 colleges and universities nationwide.

Educational Opportunity Centers (Introducing TRIO, undated). Educational Opportunity Centers, located throughout the country, primarily serve displaced or under-employed workers from families with incomes under $24,000. These Centers help people to choose a college and a suitable financial aid program. There are 82 Educational Opportunity Centers in America serving 158,036 individuals.

Ronald E. McNair Post-Baccalaureate Achievement Program (Council for Opportunity in Education, 2000) Ronald E. McNair Post-Baccalaureate Achievement

programs are designed to encourage low-income students and minority undergraduates to consider careers in college teaching as well as prepare for doctoral study. Students who participate in this program are provided with research opportunities and faculty mentors. This program was named in honor of the astronaut who died in the 1986 space-shuttle explosion. Currently there are 156 programs, serving 3, 641 students.

Background and History of McNair Program

"TRIO Programs are very effective and many students from low-income families depend on these programs to succeed academically in high school and college. In fact, since 1965 an estimated two million students have graduated from college with the special assistance and support of our nation's TRIO Programs. In addition, one TRIO Program in particular, the Ronald E. McNair Post-Baccalaureate Achievement Program is one of only a few programs in America that encourages low-income and minority undergraduates to prepare for doctoral study" (Council for Opportunity in Education, n.p.).

The most comprehensive document found so far that gives an assessment of the Ronald E. McNair Post-Baccalaureate Achievement Program is a program evaluation conducted by the Program Monitoring and Information Technology Service [PMIT] between May 1997 and August 1998. This document provides an in-depth explanation of the structure of the McNair program, its objectives, and success rate. The following are questions of concern that are addressed in the PMIT (1999) study:

1. Are participants persisting and graduating from college?

2. Are participants enrolling in graduate school?

3. Are participants completing the Doctorate and other graduate degrees?

4. Is the project administered successfully?

5. Are eligible participants recruited and served?

6. Are participants provided with quality activities?

This information is important because it offers a clear and comprehensive picture of the McNair program intent, goals, and objectives. According to the Program Monitoring and Information Technology Service, to date there is only one indicator of the success of the program. "The indicator (as currently drafted) for the McNair program states that McNair participants will enroll and complete graduate and doctoral programs at higher rates than comparable non-participants" (PMIT, 1999, p. 1). Many of the questions that this research team investigated mirror the questions of this study. The difference, however, is that the focus of this study is on the student participants instead of the program administrators.

Overall, the information collected by the PMIT supports the general assumption that the McNair program is beneficial. During McNair's fourteen years of existence 8,515 students have been served. There are currently 99 active programs. The PMIT report breaks down the demographics of ethnicity, entering level, degree achievement level, and specific program information tracking record systems. For the purposes of this study, information compiled about the Iowa State University McNair Program can be used as a comparison to what the PMIT found as an overarching goal and system of the 99 programs and the ISU program.

Locally, the ISU McNair program has stated in its 1995-2000 Ronald E. McNair Post-Baccalaureate Achievement Program Proposal that there is a significant need for implementing the McNair program at Iowa State University. Following is a summary of specific needs to be addressed by the McNair Program at ISU.

1. The need to increase the number of low-income and first-generation persons, and those from other groups traditionally underrepresented in graduation, in doctorate programs.

2. The need to provide role models and to improve gender and racial equality between student enrollment and faculty participation in higher education.

3. The need to identify early in the post secondary process undergraduate students with potential for graduate study who represent groups nontraditional in the university.

4. The need to assess each identified student's level of academic skill, confidence and self-esteem, understanding of career options, and need for financial counseling.

5. The need to provide assistance to improve reading comprehension, and writing skills for research purposes.

6. The need to provide assistance and faculty tutoring to enhance skills in the sciences and mathematics.

7. The need to expose identified students to the economics viability of Post-baccalaureate study and the pursuit of a doctoral degree.

8. The need to provide opportunities for participation in research internships and related activities with faculty mentors.

9. The need to expose identified students to gender and racial role models who have achieved the doctorate.

10. The need to provide information on selecting a graduate program and the process for applying to graduate school.

11. The need to prepare for the Graduate Records Examination.

12. The need to provide assistance to students in seeking information on financing graduate school.

13. The need to provide a constantly supportive network made up of faculty members, program administrators, alumni role models, and peers. (Ronald E. McNair Post-Baccalaureate Achievement Program Proposal, 1995)

Dr. George A. Jackson, director of the ISU McNair program, suggests that the program will be successful upon addressing the above stated needs; therefore, the matter of addressing each need has become an objective for the program. In an interview about the program Jackson stated, "Our goal is to increase the enrollment of individuals who are in fields in which low-income students and minorities have traditionally been under-represented in graduate education." In addition, Jackson pointed out, "The McNair scholars will be paired with faculty mentors who will involve the students in research projects and give them an early introduction to the rigors of graduate school. Our ultimate hope is that McNair scholars will go on to earn doctorate degrees and pursue careers as college professors" (Sullivan, 1995).

Understanding the Special Needs Faced by Students Who are First Generation

"First generation students feel all the anxieties, dislocations, and difficulties of any college student, but their experiences often involve cultural, as well as social and academic transitions" (Terenzini, 1995, p. 13). The issues facing first generation students are multi-faceted and complex because of the diversity of students, their backgrounds, and financial situation.

Compared to their traditional peers, first generation students are more likely to come from low-income families, to be Hispanic, to have weaker cognitive skills, to have lower degrees of aspiration, and to have been less involved with peers and teachers in high school. First generation students also may have more dependent children, are expected to take longer to complete their degree programs and generally receive less encouragement from their parents to attend college. …Known to come to college feeling a number of psychological and emotional obstacles, including anxiety about their ability to succeed and stressful changes in their relations with families and friends. (Terenzini, 1995. p. 13)

It is clear that the perceived differences, which face first generation students, can be distracting factors to their ultimate graduation goal. Programs such as McNair are designed to teach students to work through these distractions and draw strength and motivation to persist. Accordingly, the ISU McNair program objectives, as listed by Dr. George A. Jackson are specifically to: conduct a comprehensive assessment of all McNair participants identifying their ability, motivation, and academic needs; then prescribe a graduate study preparatory doctoral program for each scholar; establish an educational support system; and establish a mentoring program to enhance graduation rates. The program holds several events to bring these objectives into fruition; for example, workshops on managing money and learning how to navigate the university system. Other programs include yearly socials so that the students have relaxed exposure to their peers and faculty and staff.

Understanding the Special Needs Faced by Students Who Are Disabled

Among the students that McNair is designed to assist are those who have physical or learning disabilities. It is clear from the lack of information found on these students that they have been overlooked when studying retention and graduation rates. However, Hodges and Keller (1999) studied disabled students in a qualitative attempt to understand the influences and factors that enable disabled students to stay in school. Their findings suggest that just as students of minority ethnic groups and low-income levels need to feel socially comfortable in their environments, so do students with disabilities.

Hence, it is logical to conclude that the more socially integrated students are, the better the chance that they will continue in school. For instance, students' level of involvement may be proportional to their level of campus commitment and social interaction and comfort. Tinto (1987) suggests that involvement is related to social integration.

Arnold et al., Murguia et al., and Nora and Cabrera (cited in Hodges & Keller, 1999) report that for non-traditional students such variables as finances and off-campus employment, outside encouragement, and family responsibility have influenced campus involvement. The McNair program lists financial help and encouragement as part of its tools in aiding their students to be successful. The group cultures of the students with disabilities that Hodges and Keller found in their study are much like those that McNair coordinators attempt to build with their McNair students, supportive and informative.

Understanding the Special Needs Faced by Students Who Are From Underrepresented Ethnic Groups

Although we know that diverse interactions may influence students' educational gains in a positive manner, some factors work against diverse students in the world of higher education. According to Hurtado (1998), an institution's "historical legacy of inclusion or exclusion, diverse ethnic group representation and the psychological climate of perceptions and attitudes' are factors that may work against diverse students in higher education" (p. 7). Therefore, it is partially the institution's obligation to counteract this effect. One way in which an institution can show its commitment to diversity is through support of programs aimed at aiding minority students. Indeed, Hurtado stress that, "Research supports the concept that increasing the structural diversity of an institution is an important initial step toward improving the climate" (Hurtado, 1998, p.7).

Student perceptions often influence their actions; frequently, students create a hostile environment for those that are different from them. This may negatively affect the diverse students' academic performance and retention. It is logical to assume, then, that students from underrepresented ethnic groups would benefit from attending institutions that embrace diversity and allocate resources toward educating the public about ethnicity, and improving academic support and counseling services that contribute to their cultural adjustment and retention.

Understanding Financial Aid as it Relates to Persistence

The financial cost of education is high; some institutions are more costly to attend than others. But, for low-income students, any cost is more than they can financially bear. Even though the United States Government advocates that all people have the right to an

education and makes grants and loans available to those who qualify for them, a problem often arises when tuition cost increases annually while the amount and availability of federal financial assistance slowly decrease. Often students are not warned of these fluctuations, and they find themselves making uninformed decisions about their education and its costs.

According to St John (in press) government grants have steadily decreased in the past decade and there is a need for the government to look at how changes in tuition, grants, and loans are affecting different groups that may be attending college. St John claims that financial issues are all influential to college persistence as grades and involvement. Indeed, according to St. John, prior to the 1990s most research showed that student aid and persistence were linked positively. Currently, however, St John (in press) reports "Each year, as aid packages change due to federal, state, and institutional aid policies, students are faced with new choices about whether to enroll, where to attend and whether to continue full time" (p. 102).

Students who are unaware of the financial changes that may occur when they enroll in classes are surprised when tuition increases and grants decrease as they matriculate into their junior and senior years. These circumstances lead some students' to seek out of school jobs, which distracts them from their studies while other students take loans, which puts them in debt. According to St John 'debt burden' is increasingly affecting students' persistence level; "In fact, there is evidence that student perceptions of their ability to pay for college have an influence on their academic and social experiences in college" (p. 97). While some students would rather drop out of school all together, others may choose to pay for school as they earn the money; still others choose to take the loans. Thus, the financial stipends that McNair

provides for students address a pressing need given the current state of the financial aid availability.

Unfortunately, universities use financial aid opportunities as recruitment tools for students. As freshman, students are more likely to receive grants and scholarships. But as they progress through their academic careers grants become less plentiful and students are forced to take loans in order to stay in school. Despite their need, the thought of being in debt is un-agreeable to most students especially older students. Even though the earning capacity of a college graduate is generally higher than that of a person without a college degree the accumulated interest and loan amount is often more than the new professional can afford to pay back. This may be the reason that some students temporarily withdraw from school in order to work and save money to pay for school related bills. In their view, it is preferable to earn enough money to pay for tuition and life expenses right off than it is to accumulate a high loan amount.

According to Cofer and Somers (1999), the 1992 Reauthorization of the Higher Education Act presumed that the cost of higher education would be shared with the student, their parents and the federal governments. "Escalating loans," they say, "have pushed the burden of paying for the loans onto students, forcing them to graduate into debt, postponing life plans and major purchases until the student loans can be repaid" (Cofer & Somers, 1999, p. 18).

In addition, tuition costs and grant availability differ among public and private schools; often scholarships and grants are more readily available at private institutions. Therefore, students attending public schools are forced to borrow higher amounts of money. According to the Trends in Students Borrowing Indicator of the Month report, "the

percentage of undergraduate students attending four-year institutions who borrowed from federal loan programs during the academic year increased by about 11% points at public four-year and by 10 % points at private, not-for-profit four-year institutions between 1992-1993 and 1995-1996" (National Center for Education Statistics, 1999, p.3).

CHAPTER 3. METHODOLOGY

Discussion of Qualitative Methods

Qualitative methods have been chosen for this study because the information that is sought cannot be obtained without engaging in some sort of active expedition (Blaxter, Hughes, & Tight, 1996). In particular, the ethnographic data collection method was chosen because it allows for participant input that cannot be quantified. Using this method helped to examine the participants' perceptions to understand more fully the intent of their words. In the past, programs such as McNair have mostly been studied quantitatively. These studies have shown that many students have matriculated through college to graduate study but much data has been lost because of failure to get the stories behind the numbers. While some fields require students to work at a full time position before going on to graduate study, others do not. Hence, it is difficult to estimate the number of students that benefited from the program by looking at the numbers of students who move on to graduate school directly after graduating from college.

Data Sources

Criterion sampling (Blaxter & Hughes, 1996) was used to identify the participants in this study. The criterion was to be an active participant in the Iowa State University McNair Scholars program during the 1999-2000 academic year. A total of 33 individuals participated in the McNair program during the year in question, and all members of this group were invited to participate in the study. Of the 33, 23 participated in the study. Individuals were interviewed until the point of saturation (Lincoln & Guba, 1994) was reached.

To insure anonymity, each participant was provided with a number. In reporting the information gleaned from student interviews, the corresponding number is used to identify each individual student.

Data Collection

The participants were interviewed individually. Verbatim notes were taken during each of the interview sessions and were reviewed for accuracy immediately after the interview. The notes were amended as necessary. The interviews were audio taped as well, although these tapes were not transcribed. The tapes provided depth to the audit trail and were available in case the interviewer's notes were incomplete or inaccurate.

A semi-structured interview protocol was used to guide the interviews. This type of protocol is used when by asking specific questions with open-ended language. This allows for the respondent to add additional information outside of the specific answer to the question (Blaxter & Hughes, 1996). A copy of the interview protocol is included in Appendix A.

Before each interview was conducted, the participants were provided with a form that described the purpose of the study and informed them that their participation was completely voluntary. Each student acknowledged that participation was voluntary by signing the form.

Observations were conducted on a regular basis. Students were observed in meetings and formal presentations. This included several staff meetings and student presentations where the students were developing their formal communications skills. During meetings as an outside observer I was able to note the interaction among the students and that among the students and the program coordinator

Field data were taken at these meetings and presentations. They usually consisted of any paperwork that was given out at the particular meeting or presentation. Comments of students, their participation in the meeting, and their comments about their level of progress with his/her mentor and research were recorded. Also noted were my observations of student interactions with one another. The information collected was reviewed and used to gain a general knowledge of the purpose of the meetings and presentations and the general feel about those presentation meetings.

Data Analysis

The data that were collected through the interviews and observations were analyzed simultaneously using the constant comparative method; "The constant comparative method is designed to aid the analyst, who posses these abilities, in generating a theory that is integrated, consistent, plausible and close to the data"(Glaser & Strauss, 1967, p. 102). This approach allowed for the ongoing collection and coding of data while the researcher was developing preliminary constructions. Trends and patterns in the data were identified, and then tested with additional participants.

Establishing Trustworthiness

Lincoln and Guba indicate that rigor in qualitative studies can be addressed through establishing trustworthiness in many different ways. In, "exploring the truth value of the inquiry of evaluation (internal validity), its applicability (external validity or generalizability), its consistency (reliability or replicability), and its neutrality (objectivity)"

(Lincoln & Guba, 1994, p. 652). In this report, trustworthiness was established through several techniques.

Prolonged Engagement. Prolonged engagement refers to the researcher spending an adequate amount of time with the subjects in the natural setting (Lincoln & Guba, 1994). In this study I was engaged with the subjects in the natural setting for over a semester. This allowed me to get to know them well, and break down any stereotypes they may have had about me as an investigator. It also afforded me an opportunity to observe them in a wide variety of situations.

Negative Case Analysis. Negative case analysis is a technique that is used to explain instances where participants analyze situations differently, explain their circumstances in very different ways, or make meaning of their circumstances in very different ways (Lincoln & Guba, 1994). The responses of the participants in this study tended to be quite consistent. In a few situations, however, outliers emerged. In those cases negative case analysis was employed to explain what occurred.

Member Checking. Providing preliminary reports for the participants and seeking their reactions to and comments on these reports is a process referred to as member checking (Lincoln & Guba, 1994). In this study, preliminary findings were provided to the participants on a monthly basis. After each presentation the students were informed of the progress that the researcher had made, and the participants were offered the opportunity to review and discuss their individual interviews. None of the students asked to see the interview transcripts. Instead, the students would regularly stop at the McNair program office to inquire about the general themes of the answers given at that point.

Audit Trail. Finally, an audit trail was developed for this study. An audit trail is defined as making available for inspection the materials collected in this investigation (Blaxter & Hughes, 1996). Field notes, preliminary reports from the interviews, audiotapes, documents and other materials formed the audit trail for this study.

CHAPTER 4, RESULTS AND DISCUSSION

Description of the Sample

The 1999-2000 academic year Iowa State University McNair participants were a very diverse group. Their interests ranged from the technical sciences to liberal arts and the humanities. According to the McNair Scholars Spring 2000 roster, 33 participants were enrolled during that semester. Table 1 provides a list of the distribution of participants by demographic factors: classification, ethnicity, grade point average, and

Table 1. Distribution of the participants by demographic characteristics and semester enrollment

| | Semester enrollment | | | |
| | Fall 1999 (n=33) | | Summer 2000 (n=23) | |
Demographic	Number	Percent	Number	Percent
Classification				
Freshman	0			
Sophomore	10	30		
Junior	13	40		
Senior	10	30		
Ethnicity				
African American	27	82		
Hispanic	4	12		
Asian American	2	6		
Grade Point Average				
2.0 – 2.49	4	12		
2.5 – 2.99	18	55		
3.0 – 3.49	8	24		
3.5 – 4.0	3	9		
Gender				
Female	17	52		
Male	16	48		
Qualification to participate				
First generation/low income	23	70	15	65
Low income only	8	24	7	30
Neither	2	6	1	5

qualification to participate. Data are presented for Fall 1999 – Spring 2000. The data

following Spring 2000 graduation, however, only includes qualification to participate for

those who enrolled during Summer 2000.

As shown in Table 1, a large portion (70%, n=33) of the McNair participants are

upperclassman. These students have advanced to a level in which research and graduate

preparation in their academic fields is timely. The McNair program research requirements

and special life directive projects for upperclassman are intended to help students attain such

preparation. In my view, however, working with more underclassmen could start the cycle of

advanced preparation early enough so that the students could reap greater benefits over a

longer period of time. In addition, it is important to note the disproportionate number (82%,

n=33) of African Americans in the program. The program administrators have not explained

the number of African American students is larger than those of both the Hispanic American

and Asian American students. Administrators, however, confident that the number of the

students from other ethnic groups served by the program will grow with more exposure of

the program to those groups.

In keeping with the qualifying grade point average guidelines of the program 88% of

the students have grade point averages of 2.5 and above. This leaves four students who are

below the 2.5 minimum requirement. The coordinator of the program accounts for these four

students being in the program by explaining that their grades upon entrance into the program

were at 2.5+; however, since being in the program these participants' grades dropped for both

personal and academic related reasons. The coordinator noted that special attention and

assistance are being given to these students so they can return their grades to a higher level.

The ratio of female to males is equitable. As required by the government, the Ronal E. McNair program selectively chooses students from low-income, first generation, and underrepresented groups to maximize their potential and prepare them for graduate study. In 1995 the program received an $800,000 grant to increase the number of students at ISU from low-income, first generation and underrepresented groups pursuing graduate degrees. As of Spring 2000, the program consisted of students who qualified as both first generation and low-income (70%, n=33).

What is not shown in Table 1 is that eight of the scholars graduated at the end of the Spring 2000 term; three are attending professional school, and five entered the work force. Unfortunately, two of the previous students were dismissed from the program because of failing to meet academic and program requirements.

Analysis of the Responses

Twenty-two of the 33 McNair participants were interviewed during the spring 2000 semester at Iowa State University. The students were asked to read, sign, and date a statement of informed consent before the actual interviews. Each interview was audio recorded, and responses to the questions posed by the interviewer were hand written simultaneously. While analysis of the student responses was based upon the hand written note, the audio recordings were used to add clarity and richness to verbatim responses as needed.

The analysis of student responses is reported on a question-by-question case.

Being a McNair participant

To the first question asked was, "What is it like to be a McNair participant." The students indicated that it feels good to be a participant and that McNair participation is helpful to the academic life.

Feeling good. Students are not likely to feel good about themselves if they do not feel academically and personally comfortable with their life in college. A true sign of comfort among students is their outward expression of feeling positively about not only the activities they engage in, but also their academics. As student #1 commented, "It feels good because you have people that are willing to help you in every aspect of your academic life." Another student, #22, noted that, "You feel a part of a group. You gain an increased confidence in your academic and out of class work." For most students there is a connection between their academic achievement and their emotional selves. According to these interviewees, McNair is an effective way of bridging the two. Student #4 commented that "Sometimes it seems like a lot of work and sometimes it doesn't; for the most part it is kind of another way to identify yourself because there is so much going on in the program, like meeting others. It seems like another entity to your identity."

Helpful academically. Academic services are offered to many students. ISU McNair provides access to tutors and other academic assistance hoping that the participants of the program take advantage of the services. "It seems like the McNair Program gives me an edge among other students," said student #15. "I'm actually trying to excel and I have big plans after undergraduate school now."

As part of the program each month some students are required to give a presentation on the research that they are conducting with their mentors. In attending these monthly

presentations, I could observe that the students indeed worked hard and took their research experience seriously. In early March, one student in particular spoke about her research experience with a mentor. She shared that this research experience and her knowledge of the topic had secured her an internship position for the approaching summer. The internship would include working on a project similar to the one she had done with her mentor.

Getting involved

The question "Why did you get involved in McNair?" elicited a variety of answers. Most answers referred to how the student learned about McNair and what the key selling points of the program seemed to be. A few of those answers included the following.

Word of mouth. A few students commented that they heard about the program from word of mouth, i.e., from a student who was a participant in the program.

Getting ahead/Research experience. Student #7 had definite ideas about why he/she got involved in McNair. "I got involved in McNair because it is a post-baccalaureate achievement program and I thought I needed that being a first generation college student to help me go on and be successful in college and medical school" Some students look toward their academic futures earlier than others do. They may realize that it would be to their advantage to prepare for graduate study prior to being in graduate school. Student #3 stated, "To be ahead of the game basically, get some undergraduate research done since I do plan on going to graduate school or law school." Those students felt that this experience would assist them by gaining undergraduate research experience in their course of study, which surely will help them to develop research skills. Student #16 obviously understood the benefits of early preparation. "I got involved because I thought it would be a great opportunity and preparation for graduate school. I do want to obtain a Ph.D. and I know that undergraduate

and graduate school is two different worlds. Sometimes, I heard that people that go to graduate school aren't prepared for it. I thought McNair would be able to help me prepare for graduate school so I am not jumping in and I get started right and I have a sense of what is going to be there." The McNair program also stresses the benefits of early preparation for graduate school. After all, it was for this purpose that the program was created.

Faculty and staff relationships. The program's emphasis on establishing a relationship with faculty and staff at the university stems from the idea that students are more likely to ask for help from a faculty or staff members if they feel that these persons are: first, approachable; and second, knowledgeable. The more appropriate and positive relationships the students have with faculty and staff, the greater the chances are that they will ask for help regarding an academic or personal dilemma. Student #3 felt that developing relationships with the faculty and staff are very important. "You have a professor that you get to know on a one on one basis, which is hard here to do because the school is so big; it's worth it."

Accomplishments?

The third question, "Have your reasons for joining McNair been accomplished?" elicited a variety of answers, perhaps as a result of the participants differing academic levels and their immediate concerns. While some students were seniors in college and were preparing for graduation and future endeavors. Other students were sophomores; they were just beginning their academic careers, and they were unable to gauge the future.

Yes. Twelve students replied their reasons for joining had been accomplished. Student #22 answered with complete confidence by reporting, "My reasons for joining McNair were accomplished. My GPA improved, I graduated, increased my involvement, and came to graduate school." Student #2 had a similar story, "So far yes, I feel that I've gotten a lot of

support that I probably wouldn't have gotten on my own and I've accomplished a lot of things that I am sure I wouldn't have on my own. And I've made connections with people that I probably wouldn't made on my own."

Ambivalent. Nine students interviewed were still waiting to see the outcome of their participation in the program. Student #1 said that, "I am still working on it; it has been only one semester that I have been in the McNair program, so I still don't know." Student #2 added, "Almost, I guess if when I graduate and get into medical school then I will have the complete accomplishments. But as far as what I have gotten out of it (so far), yes everything is working out so far. I am doing research, and presentations. I think that the goals that I set out to do have been accomplished and the ultimate goal, I will be able to accomplish that as well."

No. One person among those interviewed stated that his/her reasons for joining the program had not been accomplished because they had not been working in the program as of yet.

Sharing information

When asked, "What do you tell your friends about the McNair program?" all of the students indicated that they told their friends about the details of the program and encouraged them to apply.

Word of mouth. For a potential McNair scholar, hearing about the positive and negative points of the program can be a strong recruitment tool. Students are more likely to be interested in a program in which their fellow students, whom they respect and associate with, are excelling. Therefore, some students turned out to be very good unofficial recruiters for the program. Student #15 stated, "A lot of my friends are already in McNair, those are the

people that I mainly associate with. There is one girl that I know that is like a really good student. I was telling her about McNair, about how it is a great opportunity and she has like a 3.4 GPA. so I was like you should give it a chance and you know you could use the extra money and she plans on going to graduate school so I told her she should check it out." Student # 3 mentioned using a similar approach, "I tell them they should come on in and join if they got the right stuff. It's not hard work and it is fun, you get to meet fun people some times, people who are about something about doing work and having fun too if you work hard."

What should not be changed?

Student responded with a wide variety of answers when asked, "If you were in charge of McNair for a day what would be the one thing you would not change?" There responses, however, showed that several of the components that the students would not like to be changed were linked together as similar points of interest for the students.

Helpful office workers. The McNair program is a service providing system. Students, not unlike public consumers, value quick and sound service. The following students clearly saw a benefit in this: Student #1 indicated, "The accessibility of the people that work here." Student #4 added, "I wouldn't change how close the staff is because every time I've gone in there it really doesn't matter who is in there; anyone you ask the question they all give you the same information and they all have good communication."

Motivation from the staff and fellow members. Being at the McNair office provided me with many opportunities to observe students as they came for appointments or just stopped by. Early one morning, a student arrived and asked to speak with the coordinator of the program. The coordinator allowed the researcher to quietly sit in on the meeting and

observe. The student wanted to talk about his/her anxiety about graduation and his/her uncertainty about the future. He/she did not know what type of graduate degree he/she was eager to pursue and wanted to hear any suggestions that the coordinator could offer. "I like the way that whenever we get together they really stress how important it is to stay focused and get through undergraduate school and keep the grades up." Says student #20, "They give you those tools and tips and motivation - a lot of motivation - to keep going on and remembering what you are here for." In speaking with the participants at various research presentations, I learned that it is the constant encouragement along with seeing their fellow program members doing well helped students think that they not only with complete their undergraduate degree, but also finish with honors and move on to great accomplishments. Student #6 reported great value in the people associated with administering McNair, "The people in charge of it, I think that they have done a beautiful job with the program, their goals and ambitions are in line with what I would like to see for myself and for other students."

Another day a student who had returned to school visited with the coordinator about the possibility of being on academic probation. In the middle of the meeting the coordinator called the tutoring services at the university and helped the student apply for a tutor. That student was not dismissed for having a low grade point average. Instead, the student was able to finish the semester with a strong foundation leading into the next fall semester.

Structure of the program. In describing the structure of the program, its academic and social requirements, we learn from student #2 demonstrates that strict and rigorous requirements often are seen as beneficial. "I wouldn't change the structure of the entire program itself in terms of how much work the students are required to do. It gives you a taste

of either graduate school or reality because you find yourself being pulled in many directions. They are not insurmountable tasks they are tasks that can be accomplished. It is just a matter of setting goals and managing your time. I think that the way the program is structured is to push the student beyond where they, he/she thinks the limits that they set upon themselves are."

Mentor requirement. An interesting quote from student #16 illustrates a participant's value for having a mentor: "One of the requirements was to get a mentor, I don't think that should be changed either. It is very important in what has occurred in my life because my mentor has helped me greatly. I think that without the McNair program I would not have gotten my butt off the couch and looked for a mentor and that is what I did. I looked at the research that was going on at Iowa State University and I found a mentor that I would love to work with. Being in McNair gave me a reason to ask her and she has helped me a lot with what I should do and how I could pursue my major and that type of thing."

Financial support. Students often are forced to take on part time jobs because of lack of money to support themselves while in college. Although the McNair program does not place a large emphasis on the financial gains of being in the program, most students commented that they do not mind receiving the stipend. In fact, Student #10 said, "I didn't even know about the money when I joined. I was happy when I found out about it. The money is a lot of help for a student and the fact that it doesn't go through the university is helpful because if it did it would take away my work study amount and other scholarships I have that I really need." Student #16 shared that, "The requirements that they have, you have to do particular stuff to get your stipend, I don't think they should just give it out without having some hurdle to go over cause that would be just too easy."

Program requirements. The requirements of doing specific cultural and social and educational activities with a group may be seen as an intrusion on the students' time, but to these students it seemed anything but that. Because of the cultural experience requirement of the program students often attend events that they would not normally attend. In support of one of the McNair students who's organization hosted a New Year cultural celebration, the McNair coordinator made this event their required event to attend for that month. The students were able to learn, enjoy and support their colleague at the same time. This is an example of the type of support the program has provided for the students. Student #7 commented that, "I wouldn't change some of the requirements at all, I would uphold them and the student activities." Student #3 commented on the size of the program. "Maybe I wouldn't change the number of people that are in it. It is kind of good as a smaller organization rather than like hundreds of people that could be kind of messy"

Research component. One of the major components of the program is the requirement for the students to participate in research. According to program administrators the experiences gained by students as they learn how to conduct a research project will prove invaluable should they pursue a graduate degree. These students had a few things to add in this regard. Student #1 said, "You are required to do research and that is good for your development in your field." Student #3 remarked, "Now I know how to use stuff like Cyclid and Sociofile and stuff that I never would have thought of." Student #11 demonstrated appreciation by observing, "I like the literature reviews that you have to do and going to different events and writing summaries about them."

What should be changed?

The students indicated that they would change ten aspects of the program, if they had the authority to do so, "If you were in charge of the McNair program for one day what would be the one thing you would change?" Several of the components that the students recommended not to be changed are linked together as similar points of interest for the students.

·*Structure of the program.* Student #6 suggested that a change be made in the amount of interaction the group has with each other and staff. "The structure for contact with other scholars, we just had a meeting and there were like five people there and I know that there are a lot more of us than that, Either hold some people more accountable for coming or figure out why people are not coming and let people know why these people aren't coming." Student #15 said, " I don't like that you can be in the program for a whole month without having a meeting and you don't have to stop into the office, you come and go as you feel. It should be mandatory that you have to come in maybe once every two weeks and update somebody because, there was a time that I hadn't been in the office in a month and a half and it seemed like –so what."

Administrators being more prepared. Preparedness is something that is assessable. It is apparent that the students have done their own assessment in that area of concern. Student #4 indicated, "I thought they would be a little more helpful actually finding faculty members that are willing to do research. I heard from other scholars that they had a list of people in the university that were looking for people to do research but I never saw the list. I kind of felt that in that aspect that I was left on my own and I felt that I could have done this without McNair behind me. It could give you more of a direction for when you start looking for a

mentor." Student #10 added that, "We never had a formal meeting where they find out if you actually have a mentor and who it is. It was just go get a mentor and that was it, some people still don't have mentors, others just got theirs last week. I would change that." Student #22 wishes that, " The stipend could be increased and also the mentor professors could be given incentives to volunteer."

More office hours for staff. There were several occasions awhile at the office I observed students coming in for appointments and finding that the McNair worker that they had made the appointment with not there. At times when the students would ask the administrative support staff questions about finances or requirements they left the office with out an answer. Many students complained about being asked to make an appointment for a specific week for the coordinator who would not come into for that entire week. Student #11 mentioned wanting "more office hours for talking to the program administrators and your professors, having more time to spend with those people" is seen as being beneficial to the program by student # 11.

More explanation of expectations. Clarity of requirements and expectations is essential to busy students who are looking for guidance to make their college career productive. If there is confusion of what is expected of the students, a sense of vulnerability and uncertainty dampens that students' active participation in the program. As student #16 told it, "I would make it more organized, more specific of what they are looking for because sometimes they throw stuff at you. I understand that they are working with a wide variety of majors so it is harder to be more specific; but I would like to see some type of organization in that area. It is hard for me especially when just coming in and you don't know what to do

and sometimes I don't even have time to ask because I've been real busy, so maybe an outline."

Make sure all students are doing what they are supposed to do to be in the program. In McNair there are definite rules and obligations that the students sign contracts of agreement to uphold (see appendix B – student handbook). Student #7 commented that, "I would make sure that the students in the program are actually meeting the qualification." Student #9 had an issue with the follow through of these rules. "I just wish that there was sometimes more clarification of requirements. That they become a permanent and unchangeable thing and if this is the g.p.a. requirement we have and if you don't have it (the g.p.a.) you can't be in the program. Stick to things like this is what we require of our scholars, this is what you have to do, I want you to come in and talk to me. There seems as if there is always some type of exception or something like that, sometimes I enjoy those exceptions, not to say that I don't, but sometimes it seems as if things are in an uproar. You may communicate with one person and then not with anyone else so your case is never handled. And you may have to be persistent when you are making requests, you have to come back a couple of times."

Following up on students once they have been accepted in the program. Each student should benefit from constant interaction with program administration. Earlier the benefits of motivation from staff and fellow program members were identified when this is not carried out students often are left feeling alone and unsure of their next step.

In talking with a student who had not been contacted after admission into the program, I was astonished to find that my contact to request an interview with the student was the first verbal and written correspondence that had been received by that student all

semester. At that time that student inquired about receiving a financial stipend for that semester after having not done any work for the program. Student # 9 shared, "I would make it more structured so that when the students come in for their interview explain to them exactly what will be expected of them. Explain to them that if they don't do this what the repercussions will be. That way, it won't be any confusion down the road." Student #10 added that "I would make sure that my students are up to date on their research. I want to know what you are doing at this point and time. I want to know if you are getting along with your mentor. I want that person to feel like what they are doing is making a difference and I do care that you are taking the time and you do care about your future. I would take out the time to meet the student and the mentor together."

Would you still join?

All of the interview participants answered that they would have participated in McNair, knowing what they learned after participating in the program. Most, in fact, claimed that they would have joined earlier if possible. Student #10 stated, "Definitely, I learned a lot even though I have had my mentor since I got here but since I got involved with McNair he has been wanting to do more stuff with me." Similarly student #2 added, "Yes, because of the opportunities and experiences that I have accumulated in the program was in essence two years of experience that I could have gained."

Benefits of participating

When asked to identify the benefits of participating in McNair?" the students expressed a number of unique perceptions. Several of the components that the students would not like to be changed are linked together as similar points of interest for the students.

Academic support. Student #6 is an example of a student who realizes the academic benefits of the program. "It has brightened my horizons as far as my academic endeavors and enlightened me to make sure I create options for myself in lines of career or graduate school. Regardless of what think I want to do I should make sure I have options in all of those categories, McNair has definitely opened up my eyes to that." The student added, "It's going to allow me to get future insight into my major." Student #17 had a similar experience; "Learning how to write a proposal and learning what goes into a proposal are my benefits for right now."

A sense of responsibility. Each student values something differently in their participation with the McNair program, Student # 2 valued, "the sense of responsibility and accomplishment at this point, those are the biggest things at this point."

Working with. Student #7 reported that, "finding a mentor and the research aspect," are benefits, "I probably would have done research on my own but to know that there is actually someone [a mentor] behind me making sure that you do it is good as well." In addition student #3 commented "You can understand your major more because you are working with a mentor in that major and you can make contacts too in presenting your own research, it's a pretty good feeling."

R*esumé builder.* Participating in this program likely wil lead to other positive academic experiences. Student #10 is aware of this fact. "It is going to look really good on my resumé, as I said before I have advantages over other students, it's really good to be a McNair scholar, prestige comes with it."

Help in focusing on goals. Student #4 shared that it, "seems like another entity to keep you busy, the group is a really close group so it is like another support system. There

are people that you can talk to about your research and frustrations you might have about time management and they understand because they are in the same boat as you. They motivate you, the other people as well as the staff because they tell you to keep your grades up so you can be eligible for the different that they have and they do a good job reminding you why you are a scholar and to keep that going."

Personal grow. Professional gratification and personal satisfaction are powerful motivators and key to a healthy attitude in students who may have the disadvantage of being a first generation college student. Students with little academic preparation for college often persist because of the confidence they develop from working with programs such as McNair. Student #2 illustrates this well, "It's a rewarding experience. I have gotten a lot out of the program since first starting it. You have a sense that you are accomplishing something, that you actually have a worth at ISU in terms of just being a student, that you aren't just a social security number but you actually are being counted, so it is rewarding." "The program makes you go beyond your perceived threshold and allow you to see that you can actually accomplish more than you think." The program shows a powerful effect on these two students.

Activities. The extra curricular activities that students are asked to participate in usually are encouraged to be in groups to foster a family atmosphere among the students. Student #7 shares that, "The activities that we have, the meetings and things like that I think are nice." Student #15 adds that, "It give me more stuff to do because right now I am only taking thirteen semester hours so I have a lot of free time. McNair occupies time, it keeps me busy doing something and that's a plus"

Has McNair made a difference?

A key issue examined the extent to which McNair made a difference in students' lives. Overwhelmingly, the students answered that it had made a difference in their lives. As an example, quite a few McNair students were interested in medical school. In the past two years of the program, two students have gone to medical school, two will be entering in the fall and three more will apply for entrance upon their graduation from ISU. One student had the honor of being accepted into five different schools, and while visiting the office talked about the difficult decision to choose a medical program. However, a few students had different answers.

Yes. Sixteen of the students interviewed answered that yes being in the program did make a difference in their lives. "It gave me more credentials and they were apt to accept me and that is how it changed me," says student #16. Similarly, student #11has seen a difference saying that, "I think that it has opened up opportunities for me that probably would have been closed shut, I got a chance to be around some people that have already been in graduate school that I could learn from and get some mentors." Student #2 indicated, "I don't know if it has made a big difference but more so it has been a contributing factor in my development as a student. Moreso because of connections and networking that I have gotten since being in the program, what is going on in the program, so it has changed my life and will benefit me more once I leave ISU."

No. Only one student, #22, replied that McNair had not made a difference in his/her life. In talking with the program participants I understand that this student was given an acceptance letter for the program; however student #22 was never put into the program

system, given an orientation or received any e-mails making participation in the program very difficult.

Not a big difference. Two students commented that the program had not made a major difference in their lives. One student in particular, student #1, is one of the people who said that. McNair has not made a big difference in his/her life yet. This is possibly because of the short time period that the student had been in the program.

Didn't know. Two students replied that they didn't know yet if the program had made a difference in their lives. Student #4 indicated, 'I don't know if I've been in it long enough to know if it's made a big difference because there aren't too many things that I wouldn't already be doing, either through work or just things that I wanted to do while I am here. I think in the long run it will be (a benefit) though."

No answer. One student did not answer the question: this student chose to sit quietly and not respond sitting quietly and not saying anything.

CHAPTER 5. CONCLUSION

Summary

The purpose of this study was to evaluate the ISU Ronald E. McNair Post-Baccalaureate Achievement Program from the perspective of the program participants. The study was guided by three goals:

1. Determine what the students report the program has done for them;

2. Report participants' perceptions of their McNair experiences; and

3. Identify how the program contributes to student success from the point of view of the participants.

Findings suggest that the program did provide participants with the financial, emotional, and academic support they needed. The interviewees appeared to be honest with their answers and genuinely interested in having their suggestions improve the program.

The students reported that the program did several things for them. First, most of the students felt that being associated with the McNair program made them feel good and advantaged. The mental advantage of assurance and empowerment gained from the students' association with McNair was powerful and should be recognized as such; especially since it has been documented that often minority students do not adapt as easily as majority students to the college environment (Bailey, 1996; Hurtado, 1998). Hence, the McNair students' membership experience could be interpreted as a positive outcome of the program that helped students adapt better to the college environment.

The students also reported that the program gave them early exposure to conducting research, which was another way in which they felt advantaged. Their experiences are

considered valuable because of the early preparation for future work and study the students received. In addition, students' responses showed that the program helped them academically. For instance, the program provided tutors, mentors, and workshops to assist the students, and the students made good use of these services. Such aids also are offered through other departments at the university; however, the students of the McNair program seemed to feel that the services offered by the McNair program had benefited them the most. In addition to the financial support that the program provides, which was described in chapter two, the students also felt that the motivation that is provided through the program is invaluable. A constant underlying theme to the McNair program is positive reinforcement toward the students, and this seemed to motivate them to try their hardest in order to excel.

The participants' perceptions of their McNair experiences generally were very positive as shown in the students' responses during interview. Upon analysis of the data, the reasons given for the students' initial participation in the McNair program support the literature. For example, the literature suggests that personal influences are very powerful. The students' discussion of their experiences remarked the relationships, often enduring, that they made as a result of their exposure to the program. Their reference to siblings, mentors, advisors and even other students who encouraged them to enter the program, seems to suggest that many people think that the advantages outweigh the disadvantages for those involved. If the students can tell others of positive reasons for enrolling into the program, this could mean that for the most part they have positive perceptions of their experience as McNair scholars.

Another way to assess the participants' perceptions of their experiences was to note whether or not the participants' reasons for enrolling had been accomplished at the time of

the interview and whether or not years later the participants reflected positively on the program. When asked if their reasons for joining McNair had been accomplished the general response of those who had already graduated from ISU was "yes, it has benefited me." On the other hand, an overwhelming number of students who are currently in the program, reported that their reasons for enrolling had been accomplished so far through the extra help that they had received from the program. It would be interesting to verify and validate these answers in future research.

Another way of recognizing the participants' perceptions of their experiences was to examine their reaction as they were asked if they felt that McNair had made a difference in their life. As described above, most students thought that it had made a difference, but there were still a few who were unsure. Those who were not sure could be thought of as the target audience for the services of the program, the goal being to make the program benefits obvious and positive, and to develop lifelong mentor-mentee relationships among the program administrators and these students.

It is clear that the support factors emphasized in the program are the same factors that contribute to the students' success. McNair, and other similar programs have continually raised the bar of expectations for students, and the students have continually risen to the challenge.

"Students in the TRIO Student Support Services program are more than twice as likely to remain in college than those students from similar backgrounds who did not participate in the program. Students in the Upward Bound program are four times more likely to earn an undergraduate degree than those students from similar backgrounds who did not participate in TRIO" (Council for Opportunity in Education, 2000).

Students in the ISU McNair program stated that the program contributed to their success by advocating for them in times of crisis. I occasionally observed students interacting with the staff, and I noticed that many students came to McNair administrators with personal and professional problems. The students had gained a sense of respect for the level of confidentiality practiced in the office. Students also attributed their success to their relationships with their mentor, faculty, and staff. These relationships were looked upon as sacred, in that the students were able to have exposure and interaction on a higher and more personal level with their mentor and the university faculty and staff a they would have had they had not joined McNair.

Simply participating in the program and having positive experiences such as those described previously helped students gain a greater sense of commitment to the university; they invested time and effort in a university program. This attitude of commitment to the university was a contributing factor to the students success.

Since their inception in 1965, TRIO Programs such as McNair have advanced considerably in assisting students to excel in the United States. The accomplishments of equal opportunity educational organizations have contributed significantly. A few of those accomplishments are:

1. An estimated two million students have graduated from college;

2. 2,000 TRIO Programs have been integrated into college campuses, serving nearly 780, 000 students (two-thirds of whom come from families with incomes under $24,000 for a family of four);

3. Performance standards that are subject to specific outcome measures have been established. Each program's continued funding is dependent upon meeting quantifiable objectives related to college entrance and graduation rates;

4. National awareness of equal educational opportunity issues and diversity has increased in America's colleges and universities; and

5. Approximately $600 million were invested in FY 99 support TRIO Programs ($174.9 million in 1985). (Council for Opportunity in Education, 2000)

Discussion

This section intends to discuss the findings of the study in light of the theoretical framework presented in chapter one. Three theories-- Lewin, Tinto, and Astin, were chosen as they are appropriate to understand student experiences and involvement as they relate to successful persistence.

Lewin (1936) states that a students' behavior is a function of their interaction with people and their surrounding environment. Earlier, I stated that the McNair program tries to counter balance the negative impact of the personal and environmental factors in order to assist students in matriculating into graduate study. Some personal factors of students in the program are that they are first-generation, low-income and of underrepresented ethnic groups. As these students are on average attending predominately white institutions, they are challenged by many environmental factors. These institutions are often perceived as hostile environments.

Indeed the program has implemented structures to counter balance these perceived negative effects of personal and environmental. At ISU orientation programs, tutors, and

study skills workshops are designed to equip the students with information that will ease their transition into the institution. Specifically, the students reported that working one on one with a mentor and receiving personal guidance from program administrators helped them to solve personal and academic problems. Providing financial assistance to those students in need allowed for the students to concentrate on their academic and extra curricular events and not worry about money. When taking into account the students improved enthusiasm after participating in McNair, the effectiveness of the program is evident. Students' high activity level on campus, their recommendation for others to join the program, and the high graduation rate of the programs participants testify to their benefits.

Tinto (1987) states that a student must integrate his/her personal goals with the institutions in order to be equipped to persist in education. The McNair program integrates the students goals into the predominately white community of Iowa State University by providing continued academic preparation and tutoring to support the ultimate goal of graduation. The students are required to think and write about their personal goals in order to plan for the future. The program also provides financial assistance so that a students' socioeconomic background will not hinder their endeavors for education. In addition, the program gives opportunities for the students to interact with other students of under-represented ethnic groups through their attendance at cultural workshops, presentations and social events. The findings of their study suggest that the McNair program does enhance persistence among its students through its efforts to educate and integrate them into the main stream of the university. The program's efforts are directed to make the students as knowledgeable as students who are not from low-income, first generation, under-represented ethnic groups. Hence, McNair goals are consistent with Tinto's model of student departure.

Astin (1984) states that the amount of student involvement is directly related to educational gains and personal development. The McNair program contributes to student involvement by providing options in which activities for the students can participate in. In addition, the program sponsors collaborations with other like programs to expose McNair students to other students that receive similar services. On the other hand, the program encourages student personal development at different stages by adapting its requirements to address the needs of students as they progress through the program. The programs' contributions are considered successful by both the students and its administrators. The students exhibited enthusiasm and appreciation for the program not only when interviewed, but also when they talked informally about the program. In the administrators eyes, these services allow the students to develop a marriage to the institution enhanced by their pride for their academic and personal accomplishments at ISU.

Recommendations for Practice

According to the Center for Opportunity in Education, the educational and human services offered through the TRIO programs, in particular the McNair program, are distinguishable. The Center for Opportunity in Education acknowledges several unique attributes that are traditional sources of excellence of the TRIO programs. The first attribute is providing one-on-one contact with program administrators. The second is early intervention to draw out and maximize the students' potential. In addition, financial assistance to those in need and positive relationships with mentors and fellow participants are also positive attributes of the programs. Having administrators who can inspire and guide through consistent and intense intervention and who are dedicated to the success of the

participants are especially important to note. Further, cultural awareness and a sharing of cultural knowledge as well as implementing a reality-based program is of primary importance. Exposing students to the obstacles of the professional world while familiarizing them with different communities of people are strong components of these programs. These program attributes also were identified by the interviewees when they were asked about the ISU McNair program. If the Iowa State University McNair administrators were to continue down the traditional path of TRIO Program enrichment on campus, they could have a greater level of attrition and graduation among minority students. Based upon the list of things that students would like to change about the program, it seems obvious that the above mentioned services did not satisfy the needs of all of the Iowa State participants. These program participants were also in need of a strong program structure. The security of a strong program structure could bring about a sense of relief to the students and a sense of formality to this program, which could, in turn, elicit greater respect among the participants.

The students themselves seemed to separate what they wanted to keep and what they wanted to change about the program into expectations of them and expectations of those who administered the program. When considering how the ISU McNair program could be adjusted to improve the students' experiences focusing on the duties of the administrators seems most appropriate.

Factors such as keeping office hours consistently, explaining participants' requirements clearly, and following through with the planning, and implementation of events for the students should be strengthened in the program. The program also might consider asking the students to attend a class especially designed for the McNair scholars once a month. This could provide an opportunity to obtain formal feedback of the program, hear

progress reports, and answer any questions that the participants may have about their program assignments. In addition to these programmatic changes, the McNair program could benefit from taking the time to communicate with all of its participants and mentors in order to build a working relationship where all parties are aware and involved in the decisions being made. By improving these things the administrators would be improving the students experiences.

Future Research

These programs are not perfect of course, and the Iowa State McNair program is not without fault. However, the program will continue to make strides toward success through continued effort to improve program logistics and enhanced benefits to the students whereby they may see both the short term and the long-term advantages of participation.

Exploring several important factors would make for an interesting and perhaps more comprehensive assessment of the Iowa State University Ronald E. McNair Post-Baccalaureate Achievement Program:

1. Perhaps the greatest downfall in studying the Iowa State University Ronald E. McNair Post-Baccalaureate Achievement Program was that there were no other sites with which to compare the ISU program. Other programs similar to the ISU program would show institutional differences that could either offer suggestions for change, or provide findings from prior studies that could explain what does not work in these types of programs.

2. Issues that were not addressed in this study such as adding extra academic and social activities to the lives of students would be important to research. Exploring how

exactly this helps or hurts the students' grade point averages, and their possibility of getting into a graduate program would be the focus of another investigation.

3. How growth in the number of participants would impact the program structure and participants' attitudes could be significant.

4. How issues faced by TRIO programs today, such as federal funding decreases and federal assessment results, affect individual programs such as the ISU program has the potential for future investigation.

5. Whether or not participating in the program influenced if the student would actually continue to graduate school?

6. How exactly will the organizational structure of the program change in the upcoming years?

7. The ISU program not only supplies stipends to its students every semester but it also pays for prepatory classes for tests such as the GRE, MCAT and LCAT. The program also pays for students to travel to college campuses in order to interview for admittance into a graduate program. A research inquiry could examine whether these spending practices are cost effective for the program. This information may prove to dictate the expansion or contracion of the program at the ISU campus.

8. The program asks its graduating students to fill out a McNair Scholars Survey card (see Appendix B) for the purposes of tracking their progress. An interesting and important piece of information to retrieve would be the level of education that students sought in the past. Knowing if the students actually went on to graduate school and doctoral work would tell volumes about the program's actual success rate regarding matriculation to further the study.

9. Lastly, the mentors of the program have been silent thus far. Certainly the mentors are a valuable resource component of the program. To tap this resource for information about how they can be better utilized not only would enhance the effectiveness of the program, but it would also contribute to develop a more comprehensive form of assessment.

APPENDIX A: SURVEY INSTRUMENT

Ronald E. McNair Post-baccalaureate Achievement Program, Iowa State University
Interview Protocol

---

1. What is it like to be a McNair participant?

2. Why did you get involved in McNair?

3. Have your reasons for joining McNair been accomplished? Explain

4. What do you tell your friends about McNair?

    4a. If you were in charge of McNair for a day, what would be the one thing you would <u>not</u> change?

    4b. If you were in charge of McNair for a day, what would be the one thing you would change?

    4c. Knowing what you know now, would you still have joined McNair when you did?

5. What were the benefits of participating in McNair for you?

6. Has McNair made a difference in your life? If Yes, how?

7. What haven't we talked about related to McNair that you would like me to know?

APPENDIX B: PROGRAM MATERIALS

B-1: Brochure

McNair Program
EDUCATIONAL EXCELLENCE

"As a McNair scholar, I pledged myself to always strive for excellence by keeping myself physically fit and morally straight because I am the captain of my ship and the master of my fate." - Dr. George A. Jackson

Ronald E. McNair was born on Oct. 21, 1950, in Lake City, S.C., to Pearl and Carl McNair. He attended North Carolina A&T State University where he graduated Magna Cum Laude with a B.S. degree in Physics in 1971. Dr. McNair then enrolled in the prestigious Massachusetts Institute of Technology. In 1976, at the age of 26, he earned his Ph.D. in Physics.

Dr. McNair soon became a recognized expert in laser physics while working as staff physicist with

Hughes Research Laboratory. He was selected by NASA for the space-shuttle program in 1978, and was a mission specialist aboard the 1984 flight of the space-shuttle Challenger.

Dr. McNair also received many fellowships, commendations, and three honorary doctorates degrees. These distinctions include:

Presidential Scholar, 1967-71; Ford Foundation Fellow, 1971-74; Omega Psi Phi Scholar of the Year, 1975; Distinguished National Scientist, National Society of Black Engineers, 1979; and the Friend of Freedom Award, 1981. Dr. McNair also held a fifth-degree black belt in Karate and was an accomplished jazz saxophonist. More importantly, however, was his commitment to his family; Dr. McNair was married and had two children.

On the morning of Jan. 28, 1986, Dr. McNair and his six crew members died in an explosion aboard the space-shuttle Challenger. In his memory, members of Congress provided funding for the Ronald E. McNair Postbaccalaureate Achievement Program to encourage underrepresented, low-income, and first generation college students to expand their educational opportunities and pursue graduate studies.

Indeed, it is incumbent upon the McNair scholar to preserve the legacy of Ronald E. McNair, which is one of scholarship and accomplishment. The McNair program strives to emulate Dr. McNair's ethic of honesty, diligence, excellence, considerateness, perseverance, and enlightenment. The McNair Program instills these qualities into McNair scholars by creating an atmosphere conducive for academic excellence. This is accomplished by

choosing motivated, hardworking, and intelligent students for induction into the McNair Program and pairing McNair scholars with faculty mentors. As a result of participating in the McNair Program, McNair scholars will gain demonstrable research skills, acquire valuable knowledge about graduate education and how to access it, and increase their chances of applying for and being successful in doctoral study. In addition, McNair scholars will become familiar
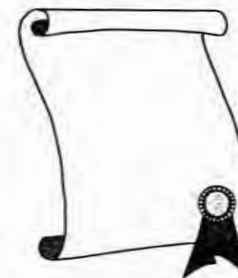
with the research environment of a major university and establish a supportive network of scholarly professionals and peers. It is hoped through this process of acculturation that McNair scholars will complete their studies up through the Ph.D. degree and will one day join the ranks of their mentors as college professors and community leaders in the

ractice of teaching and learning.

Moreover, mentors are the foundation of the McNair Program, for they are able to bridge the gap etween theory and practice. McNair scholars eceive an invaluable process of indoctrination into ostsecondary education through the research project hat is developed by mentor and McNair scholar. McNair mentors are able to give guidance, knowledge upport, direction, an open learning environment, nspiration to reach new academic heights, and

opportunities to develop new research skills. This allows McNair scholars to glimpse the process of research from its conception through its maturation. Once initiated, the mentoring alliance can evolve into a meaningful and worthwhile relationship for mentor and mentee. Proper use of the alliance begins with working to build an atmosphere of trust and respect.

To Contact Us

Phone

515-294-1386

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515-294-3638

E-mail address

mcnschol@iastate.edu

McNair Program

Graduate College
222 Beardshear Hall
Ames, Iowa 50011-2029

Ronald E. McNair Postbaccalaureate Achievement Program

The purpose of the Ronald E. McNair Postbaccalaureate Achievement Program is to identify, recruit, prepare, and assist underrepresented groups for study at the doctoral level. Students in the program, referred to as McNair scholars, present their research findings at McNair conferences, receive tutoring for classes, and recieve advisement on graduate admissions. Under the tutelage of faculty mentors, McNair scholars participate in organized research projects, present their work to national audiences, and publish their findings in scholarly journals. Through the McNair Program's academic and summer-term components, McNair scholars are encouraged to develop their intellectual capacities and receive continuous advisement on graduate admission. Each McNair scholar has the opportunity to earn a stipend up to $2,400 annually. More importantly, however, is the training received as each McNair scholar prepares for the long term goal of increasing the diversity of university faculties.

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B-2: <u>Application</u>

Student Eligibility for Iowa State University's
Ronald E. McNair Postbaccalaureate Achievement Program

A student is eligible to participate in a McNair project if the student meets all of the following requirements:

(a)   A citizen or national of the United States
(b)   A permanent resident of the United States;
(c)   In the United States of rather than a temporary purpose and provides evidence from the immigration and Naturalization Service of her or his intent to become a permanent resident
(d)   A permanent resident of Guam, the Northern Mariana Islands or the Trust Territory of the Pacific Islands
(e)   A resident of the Freely Associated States ˙
(f)   Is currently enrolled in a degree program at an institution of higher education that participates student financial assistance programs authorized under Title IV of the HEA

(f)   has not enrolled in doctoral level study at an institution of higher education.

$647.70   What definitions apply?

First-generation college students mean—

1. A student neither of whose natural or adoptive parents received a baccalaureate degree;
2. A student who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not receive a baccalaureate degree. ˙
3. An individual who, before the age of 18, did not regularly reside with or receive support from a natural or an adoptive parent.

Graduate education means studies beyond the bachelor's degree leading to a Postbaccalaureate degree.

Groups underrepresented in graduated education means the following ethnic and racial groups are currently underrepresented in graduate education: American Indian, Alaskan native, Hispanic and Black (non-Hispanic)

Institution of higher education means an educational institution as defined in sections 481.1201(a) and 1204 of the HEA. HEA means the Higher Education Act of 1965, as amended.

Low-income individual means an individual whose family's taxable income did not exceed 150 percent of the poverty level in the calendar year proceeding the year in which the individual participates in the project. Poverty level income is determined by using criteria of poverty established by the Bureau of Census of the US Department of commerce.

McNair Postbaccalaureate Achievement Program participants can be either low-income, first generation or from an underrepresented group in graduate education or both.

Iowa State University
Ronald E. McNair
Postbaccalaureate Achievement Program

Please type, print, or write legibly

Name_____ _____   Student ID Number:_____
　　　　Last　　　　　　First　　　　　　　M

SSN:_____   Major_____
　　　　　　　　　　　　　　　　　　　　　　　　　　　Include emphasis if one

US citizen or permanent resident? Yes　　No　　　College/Dept_____

In-session Phone #s:_____
　　　　　　　　　Day　　　　　　　　　evening　　　　　　e-mail address

Permanent Mailing Address:　_____   _____
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　Phone

Faculty Mentor/Department:　_____

Faculty Mentor Title, Department, Campus Address, Phone #, Fax #, e-mail:

Indicate any previous TRIO Program participation: Upward Bound_____ E.O.C_____

　　　　Student Support Services_____　　　　Talent Search _____

You're cumulative GPA for the last three semesters:

Term　　cum GPA,　　Term　　cum GPA;　　　　Term　　cum GPA

_____　　_____　　_____　　_____　　　_____　　_____

Number of credits completed:　_____

Expected Term of Graduation: S (May)____　　I (August)_____　　　F (Dec) _____

McNair Internship Wanted for:　　Summers____/_____　　Classify:　Soph. Jr. Sr.

Do you plan to apply to a graduate degree program?　　　Yes　　　No

Your graduate degree plans are a/an: MS   PhD   MBA   JD   MD

                                  Other Professional school   other   not sure

Have you resided with and received support from at least on parent/guardian who completed a bachelor's degree? Yes   No   If yes,   mother   father   guardian (please circle one)

Are you receiving a Peel Grant? Yes   No

Are you eligible for or receiving other financial aid? Yes   No

Race/Ethnicity:_____
Are you from a low-income family or a low-income individual   Yes   No

If yes, attach a copy of your own or your family's current 1040 form, financial statement, or other evidence of your or your family's taxable income. (Is strictly confidential information.)

If selected as a McNair Scholar, I am willing to present my research at the National McNair conference held annually in November in Wisconsin.   Yes   No

What academic or extracurricular experiences (research, awards, honors, and scholarships, work jobs) have you participated in that support your application for the McNair Program?

_____

_____

_____

_____

Please explain in 300 words or less why you want to participate in the McNair Program. Include and describe your proposed research project if know.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

What are your reasons for pursing an advanced degree and/or attending a professional school program?

_____

_____

_____

_____

_____

Which one of the following statements best describes your commitment to attend graduate or professional school?

_____ I have made a commitment to attend Graduate/professional School immediately after receiving the bachelor's degree, but it will be dependent on financial aid.

_____ I have made a commitment to attend graduate school immediately after graduation with Alternatively, without financial assistance.

--------- I am going to get a master's degree but am unsure about the Ph.D. degree.

--------- I am thinking about going to graduate school, and I would like to explore available options.

REFERENCES

List name, title, department, company, agency, addresses and phone numbers of the three persons you have asked to provide letters of recommendation.

_____

_____

_____

_____

The academic information is strictly CONFIDENTIAL and for McNair purposes only.

I certify that all the information provided in this application packet is true, accurate, and complete to the best of my knowledge. I authorize each of my references to provide any information requested by the University in order to consider this application, and I release all such persons from any claims by reason of furnishing such information for records and the right to review this information. If I am selected to participate in the McNair program, I give the McNair Coordinator and her or his staff permission to monitor my academic progress.

Signature_____   Date _____

Applications are accepted year-round; almost all-new applicants, however, are selected to commence the Program in a fall term. It is highly recommended that in one complete bundle, all of the following be returned with this application to: Ronald E. McNair Program Secretary

> McNair Office, Graduate College, 222 Beardshear Hall
> Iowa State University, Ames , Iowa 50011-2029
> Telephone (515) 294-1386 and fax (515) 294-3638 ¯
> Gajacks@iastate.edu

- authorization for McNair Office staff to obtain an ISU transcript
- any other college and university institutions' transcripts that you've attended
- proof of your family's' income ·
- three letters of recommendation 9should include at least one from a college professor who has taught you). Letters of recommendation may be sent directly to the McNair Office also.

F / M

Grad degree desired _____ Term to start ___
Grad major/school desired _____/
_____

Ethnicity _____
First generation ___ Term BS/BA expd ___
Low-income ___ Classfctn ____
Undergrad major _____ Minor _____
Mentor(s) _____
_____
Dept(s) _____
_____

e - mail _____
SS# _____
USA citz/perm res ___

Inquiry _____
Appln _____
Sttmnt _____   Hold _____
Trnscpt(s)_____   Denied _____
_____   . Offer made _____
_____   Accepted _____
Term McN begun _____ Credits ____
Fincl Sttmnt _____   Tutor _____
LOR _____   Stipend rec'd _____ Verbal _____
_____   Internship term_____ Quant _____
_____   Seminar term _____ Analyt _____
Pell Grant? ____ Other aid? _____ GRE taken _____ TOTAL _____
term   GPA   term   GPA   term   GPA

____ ____   ____ ____   ____ ____

F / M

Grad degree desired _____ Term to start ___
Grad major/school desired _____/
_____

Ethnicity _____
First generation ___ Term BS/BA expd ___
Low-income ___ Classfctn ____
Undergrad major _____ Minor _____
Mentor(s) _____
_____
Dept(s) _____
_____

e - mail _____
SS# _____
USA citz/perm res ___

Inquiry _____
Appln _____
Sttmnt _____   Hold _____
Trnscpt(s)_____   Denied _____
_____   Offer made _____
_____   Accepted _____
Term McN begun _____ Credits ____
Fincl Sttmnt _____   Tutor _____
LOR _____   Stipend rec'd _____ Verbal _____
_____   Internship term_____ Quant _____
_____   Seminar term _____ Analyt _____
Pell Grant? ____ Other aid? _____ GRE taken _____ TOTAL _____
term   GPA   term   GPA   term   GPA

____ ____   ____ ____   ____ ____

B-3: **Program Handbook**

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Ronald E. McNair Postbaccalaureate
Achievement Program
Graduate College
221 Beardshear Hall
Ames. Iowa 50011-2020
515 294-1386
FAX 515 294-0100
gajacks@iastate.edu
bluemaas@iastate.edu
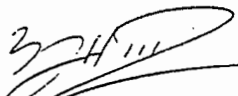
September 1999

Welcome McNair Scholars!!!

It is a pleasure to welcome the new scholars, as well as, the returning scholars to the Iowa State University Ronald E. McNair Postbaccalaureate Achievement Program. Throughout the summer, our staff has prepared this handbook to help scholars become acquainted with the McNair Scholars Program, mission and goals, guidelines, policies, activities, and much more. This handbook is designed to provide scholars with a general framework of information. We hope that this information will help scholars understand what our program is about, as well as, help you develop an enjoyable and lasting professional relationship with us.

More importantly, I want you to know that I am extremely proud of your student development thus far. Continue to give your very best in your academic endeavors this semester. The McNair staff is well prepared to handle any situation that may arise this semester. Always remember that success stems from intrinsic motivation and perseverance.

Sincerely,

Willie J. Heggins, III
Program Coordinator

Iowa State University
McNair Scholars Program Handbook
Table of Contents

Program Description

Recognizing that the diversity of scholars is integral to excellence. the Iowa State University Ronald E. McNair Postbaccalaureate Program seeks to produce a new generation of scholars and researchers that will more accurately reflect the growing diversity in intellectual perspectives, life experiences, and cultures represented in Academia. The McNair Scholars program is a comprehensive graduate school preparation program designed to provide enriching experiences to prepare undergraduate students from groups who are traditionally underrepresented in graduate education and have career interests in research to pursue graduate studies.

Named after Dr. Ronald E. McNair, one of the first African American astronauts. the program attempts to increase the number of students in doctoral degree programs who are low-income and first-generation undergraduates. Indeed. the objective of the program is to help students who are traditionally underrepresented in graduate education, particularly African Americans, Hispanics/Latinos, Asian Americans, and Native Americans. Students who are considering study beyond the baccalaureate level in the are encouraged to submit an application to participate in this program. McNair scholars are chosen each year to participate in both academic year activities and, for those selected, summer research opportunities.

In 1996, ninety-nine programs throughout the nation worked with approximately 2,500 McNair scholars. Moreover, a particular focus of the McNair Program is to provide research opportunities for McNair scholars as well as faculty mentors who are able to facilitate the research process. As a result of participating in the McNair Program, scholars will gain demonstrable research skills, acquire valuable knowledge about graduate education and how to access it, and increase their chance of being successful in doctoral study.

Ronald E. McNair Program
Iowa State University
Important Dates to Remember

August

August 22, 1999   GMAP/McNair Reception

August 23, 1999   Classes Begin

September

September 1, 1999   McNair Meeting
                         Memorial Union, Gallery Rm. (6:00-7:00 p.m.)

September 11, 1999   Summit for Academic Excellence
                         Memorial Union, Pioneer Rm.
                         (7:00 a.m.- 4:00 p.m.

September 17-19, 1999   Ronald E. McNair 1999
                         Heartland Research Conference
                         Kansas City, MO

September 20, 1999   Group Cultural Activity:
                         Laura Fuentes Y Calicanto
                         Memorial Union, Maintenance Shop (8:00 p.m.)

October

October 16, 1999   McNair Scholars Presentations
                         Memorial Union, Gallery Rm. (9:00-11:00 a.m.)

October 21, 1999   Ronald E. McNair's Birthday

November

November 6-8, 1999   Ronald E. McNair 1999 National Conference
                         Delevan, WI

November 13, 1999   McNair Scholars Presentations
                         Memorial Union, Gold Rm. (9:00-11:00 a.m.)

Fall 1999 McNair Program Requirements

1. McNair scholars will be required to meet with the McNair Coordinator every two weeks.

2. McNair scholars will be required to attend three lectures of your choice this Fall semester. Your responsibility as a scholar will be to submit a one-page paper either supporting the issue that was presented or a rebuttal to the topic. In addition, there will be one lecture that we will attend together as a group.

3. As McNair scholars, we will meet once a month, between the hours of 9:00 a.m. - 11:00 am for presentations. Each month, (4) scholars will be required to present their research papers. These activities are designed to prepare you as scholars for the graduate climate as well as provide a mechanism to improve presentation skills. A sign-up list for these presentations will be located in the McNair Office, 222 Beardshear Hall.

4. **Special Project for Seniors**
   Justify *your admission and funding* to graduate school, before you submit your graduate school application, you should know which qualifications and skills will enable you to demonstrate your academic ability and competency that will make your application stand out among those reviewed by admission committee members. Graduate programs will be considering applications from students with equal or better academic standing and with comparable or more research experience. How can you justify your admission and funding to their program? *Scholars will be required to submit a one-page, double-spaced report addressing the following questions*: (due October 1, 1999)

*What are your strengths and weaknesses?
*How can you maximize your strengths and minimize your weakness?
*What are the minimum graduate admission requirements for your targeted program?
*Are you familiar with the publication of noted researcher in your field of interest?
*What must be accomplished by you before mailing the actual application package?

5. **Special project for Sophomores and Juniors**
    Admission criteria of graduate program of interest (due November 17, 1999)

    Scholars must interview a professor or departmental graduate advisor in a graduate program of your interest and find out the admission criteria for that particular program. The 1-2 page report should include:

    Interviewee's name, title, and department.
    Date of interview.
    Admission criteria.
    Checklist of criteria that you have and that you do not have.
    Three-step plan to achieve your goals.

5. Research Proposal (due November 17, 1999)

6. In addition, scholars will be responsible for the production of three McNair Newsletter (submission September 17, 1999). McNair scholars are required to strive for excellence in their academic endeavors.

SCHEDULE OF EVENTS
5/99
Schedule updated monthly
Iowa State University Lectures Program
69 Physics, 294-9934
Admission free to all events

PAULA POUNDSTONE
Comedy Performance
Paula Poundstone is an American Comedy Award winner and a regular on "The Rosie O'Donnell Show," "The Tonight Show" and "Prairie Home Companion." Paula was the voice of "Judge Stone" on "Science Court" and the voice of "Paula Small" in UPN's animated series "Home Movies."
Saturday, Aug. 21
9 p.m.
Hilton Coliseum

INSECT HORROR FILM FESTIVAL
Insect tasting event, petting zoo, speaker, and the film "A Bug's Life" will highlight this year's event.
Friday, Sept. 10
6-10 p.m.
South Ballroom, Memorial Union

Hispanic Heritage Month
ROSE VASQUEZ
Topic: Opening Ceremony
Rose Vasquez is director of the Iowa Department of Human Rights.
Wednesday, September 15
12 noon
Central Campus
Rain Location: Campanile Room

LAURA FUENTES Y CALICANTO
Performance: Latin American Music
Vocalist Laura Fuentes with Josue' Pizarro on guitar and percussion, and Francisco Lopez on rhythm instruments, perform music from Mexico, Chile, Peru, Puerto Rico, and Venezuela.
Monday, September 20
8 p.m.
Maintenance Shop, Memorial Union

SIMON ESTES
Lecture: Breaking Barriers: An African America Sings in South Africa
Since winning the First International Tchaikovsky Competition in Moscow, Iowa-born
bass baritone Simon Estes has become one of the world's most acclaimed operatic stars.
September date to be announced.
8 p.m.
Sun Room, Memorial Union

SIMON ESTES
Lecture: The Artist as a Public Figure: The Responsibilities of Life in Public View
September 16
1 p.m.
Recital Hall, Music Hall

LA NEGRA KARIN Y LOS LLANEROS
Performance: Music from the Colombian and Venezuelan Savannas
La Negra Karin, Henry Benavidez, Juan Carlos Gene and Edgar East sing and play guitars,
flutes, and other traditional instruments of South America.
Friday, Sept. 24
7 p.m
Music Hall, Recital Hall

MAGGIE McQUOWN
Topic: Sharper Image in the Professional World
Maggie McQuown is President and founder of Visible Edge Resources, a program in
which people achieve satisfaction in their careers by adding positive impact to their
business image and skills. She is a graduate from Iowa State in Textiles and Clothing
Marketing and Design.
Monday, Sept. 27
8 p.m.
Sun Room, Memorial Union

GONZALO ESCUDERO
Multimedia Presentation: Inside Industrial Light & Magic:
                          Making Star Wars: Episode I The Phantom Menace.
Gonzalo Escudero, Industrial Light & Magic computer graphics technical director,
will talk about the digital effects in the new Star Wars movie.
Thursday, September 23
8 p.m.
Sun Room/South Ballroom, Memorial Union

LYDIA VILLA-KOMAROFF
8 p.m. Topic: The Early Days of Genetic Engineering
4:30 p.m. Topic: A Life in Science
Dr. Villa-Komaroff is currently Vice President for Research at Northwestern University
where she is responsible for policy formulation, strategy design, and operational
oversight of the research infrastructure. During her research career, she gained

international recognition as a molecular biologist as a key member of the team, directed by Dr. Walter Gilbert, that first demonstrated that bacterial cells could produce insulin. She is a founding member of SACNAS, the Society for the Advancement of Chicanos and Native Americans in Science.
Tuesday, September 28
8 p.m.
Campanile Room, Memorial Union

CAROLIVIA HERRON
Topic: The Origin, Nature and Destiny of Nappy Hair:
     A Banned Book, On-Line Education
8 p.m., Sun Room, Memorial Union
Topic: Our Song of Songs: Multimedia Computer Education
4:10 p.m., N047 Lagomarcino
Carolivia Herron is a novelist and developer of multimedia computer education programs and the author of the much publicized children's story, *Nappy Hair*. she is an assistant professor of English at California State University, Chico, and holds a doctorate in comparative literature and literary theory from the University of Pennsylvania.
Thursday, Sept. 30

ADOLFO PEREZ ESQUIVEL
Topic: International Debt
Adolfo Perez Esquivel is the recipient of the 1980 Nobel Peace Prize. An accomplished sculptor and architect, he founded the Peace and Justice Service, a grassroots network of organizations working throughout South America. He worked on behalf of the "disappeared" when the right-wing military took control of the Argentinean government in 1976, and was held prisoner and tortured himself. He is the president of the International League for the Rights and Liberation of Peoples and the author of *Christ in a Poncho* and *Walking Together with the People*,
Friday, Oct. 1, 8 p.m.,
Sun Room, Memorial Union

CARMEN SOSA
Topic: Getting Ready for Standardized Tests
Carmen Sosa is a consultant with the Iowa Department of Education on English as a Second Language and bilingual education.
Monday, Oct. 4
12 noon
Gallery, Memorial Union

ROBIN ROBERTS
Topic: Women in Sports and the Media
Robin Roberts is a commentator for ABC *Wide World of Sports*, whose assignments included hosting Sunday morning's Sport Day, contributing to NFL Prime Time, and providing reports and interviews from the field. She is play-by-play commentator of ESPN's WNBA games, and continues to host SportsLight prime-time interview program.

In 1983, Roberts graduated cum laude from Southeastern Louisiana University with a bachelor of arts degree in communications. She was also a standout performer on the women's basketball team, ending her career as the school's third all-time leading scorer (1,446 points) and rebounder (1,034).
Thursday, Oct. 7
8 p.m.
Sun Room, Memorial Union

WILSON CRUZ
Topic: My So Called Life-Style
Actor Wilson Cruz's Latino character "Ricki Vasquez" of the television series "My So-Called Life" was the first gay teenager to be featured on a regular series. In addition to his acting career, he is a youth advocate and spokesperson for the Los Angeles Gay Community Center's teen program where he works with homeless gay and lesbian teenagers.
Thursday, Oct. 14
8 p.m.
Sun Room, Memorial Union

THOMAS P. RAUSCH
Topic: What Is the Future of the Catholic Church?
Rev. Thomas P. Rausch is professor and chair of the Theological Studies at Loyola Marymount University in Los Angeles. He is author of 75 articles and six books including *The Roots of the Catholic Tradition, Radical Christian Communities,* and *Catholicism at the Dawn of the Third Millennium.*
Monday, Oct. 18
8 p.m.
Sun Room, Memorial Union

RONU MOJUMDAR
Performance: Classical Indian Music
Flutist Ronu Mojumdar will be accompanied by percussionist Vijay Ghate who is a tabla player.
Friday, October 22
7 p.m.
Fisher Theater, ISU Center

MAE JEMISON
Topic: NASA, the Space Program and Everyday Life
In 1992, Dr. Mae Jemison made world and U.S. history as the first woman of color to go into space when she flew as a mission specialist astronaut abroad the Space Shuttle Endeavour. She has undergraduate degrees from Stanford University in Chemical Engineering and African and Afro-American, and a medical doctorate from Cornell University. Dr. Jemison is also a professor of Environmental Studies at Dartmouth College and directs the Jemison Institute for Advancing Technology in Developing Countries at Dartmouth College.
Monday, Oct. 25
7 p.m.

VLADIMIR S. MAKANIN
Topic: News from the Underground of Russian Literature
Vladimir S. Makanin has written twenty books including novels, novellas, short stories, and essays. He is the winner of the 1998 International Pushkin Prize for his body of work, and the Russian Booker Prize for *Baize-covered Table with Decanter.* His other books include *The Captive of the Caucasus* and *Underground or a Hero of Our Time*
Wednesday, Nov. 10
8 p.m.
Sun Room, Memorial Union

CONGRESSMAN JIM LEACH
Topic: World Debt and Jubilee 2000
Jim Leach represents Iowa's First District in Congress where he is chairman of the House Banking and Financial Services Committee. He is chief sponsor for the Jubilee 200 bill in the House, an attempt to relieve the debt burden of the world's poorest countries.
Thursday, November 11
12 noon
Pioneer Room, Memorial Union

NARIMAN BEHRAVESH
Topic: The Asian Economic Crisis
Nariman Behravesh is chief international economist and research director of Standard & Poors DRI where he manages a group of 40 professionals who cover economic, financial and political developments in over 106 countries. He was host of the PBS series "Inside the Global Economy" and has written extensively on global economic issues.
Thursday, Nov. 11
8 p.m.
Sun Room, Memorial Union

Rosemarie Tong
Topic: Globalizing Feminist Medical Ethics: Women's Healthcare Concerns Worldwide
Rosemarie Tong is Distinguished Professor in Health Care Ethics in the Department of Philosophy and at the Center for Professional and Applied Ethics at the
University of North Carolina, Charlotte. She is the co-cordinator of the Feminist Approaches to Bioethics Network and currently editing a collection of essays on globalizing feminist bioethics and writing a book on health care ethics.
Her books include*Feminist Thought: A Comprehensive Introduction; Feminist Philosophies: Problems, Theories, and Applications* and *Feminine and Feminist Ethics.*
Friday, Nov. 12
12 noon
Oak Room, Memorial Union

INSTITUTE ON NATIONAL AFFAIRS- January 31-February 3, 2000
Channeling Reality: Television in America

Speakers include Susan Douglas, author of *Where are the Girls? Growing Up Female with the Mass Media* and *Inventing American Broadcasting*.

SIMON ESTES
Lecture: Breaking Barriers: The First African America Sings in Bayreuth Opera House
Since winning the First International Tchaikovsky Competition in Moscow, Iowa-born bass baritone Simon Estes has become one of the world's most acclaimed operatic stars.
March 22
8 p.m.
Sun Room, Memorial Union

SIMON ESTES
Lecture: Creating a New Musical on the Life of MLK Jr.
March 23
1 p.m.
Recital Hall, Music Hall

Donald Benson Memorial Lecture
LINDA HENDERSON
Topic: Science and Art
Linda Henderson is professor of art history at the University of Texas, Austin. She was previously curator of Modern Art at the Museum of Fine Art, Houston. In addition to articles and catalogue essays, she is the author of *The Fourth Dimension and Non-Euclidean Geometry in Modern Art,* and *Duchamp in Context: Science and Technology in the "Large Glass" and Related Works.*
Tuesday, March 28
8 p.m.
Sun Room, Memorial Union

FREDERICA MATHEWES
Topic: Pro-choice to Pro-life: Unfolding a Journey
Frederica Mathewes is a regular commentator on National Public Radio's program "All Things Considered." He is author of *Real Choices: Listening to Women, Looking for Alternatives to Abortion, Facing East: A Pilgrim's Journey into the Mysteries of Orthodoxy* and upcoming book *At the Corner of East and Now: A Modern Life in Ancient Christian Orthodoxy.*
Monday, March 27
8 p.m.
Sun Room, Memorial Union

Sun Room, Memorial Union

DINESH D'SOUZA
Topic: Racism is Not the Problem
Dinesh D'Souza is the Olin Research Fellow at the American Enterprise Institute and is the author of *The End of Racism, Illiberal Education,* and *Ronald Reagan: How an Ordinary Man Became an Extraordinary Leader.* He was former editor of the *Dartmouth Review* and senior policy analyst at the White House during the Reagan administration.
Tuesday, Oct. 26
8 p.m.
Sun Room, Memorial Union

HENRY ROLLINS
Performance: An Evening of Spoken Word
Henry Rollins is best known as the Grammy-award-winning lead singer of the Rollins Band. He was also lead singer of Black Flag, and a Grammy-award-winner for his spoken word performance which has been described as part storytelling, part social commentary, part spontaneous cranial combustion.
Saturday, Oct. 30
8 p.m.
C.Y. Stephens Auditorium, ISU Center
Admission Free

INSTITUTE ON WORLD AFFAIRS - November 1-8, 1999
 Globalization: Prospects for Democracy and Freedom
SEYMOUR HERSH
Topic: U.S. Foreign Policy and the Media
Seymour Hersh is the Pulitzer Prize-winning investigative reporter whose books include*Against All Enemies: Gulf War Syndrome : The War Between America's Ailing Veterans and Their Government; The Samson Option: Israel's Nuclear Arsenal and American Foreign Policy; The Target Is Destroyed: What Really Happened to Flight 007 and What America Knew; Cover-Up: The Army's Secret Investigation of the Massacre at My Lai 4: My Lai 4 : A Report on the Massacre and Its Aftermath; The Price of Power : Kissinger in the Nixon White House; The Dark Side of Camelot*
Thursday, Nov. 4
8 p.m.
Sun Room, Memorial Union

DAVID N. SMITH
Topic: The Causes of Genocide
David Smith's current projects include studies of authoritarianism, anti-Semitism, and genocide, and he is editing Marx's ethnological notebooks, *Patriarchy and Property* for Yale University Press. Previous publications include studies of Orwell, Marx's Capital, and the history of higher education. He is Associate Professor and Director of Undergraduate Studies in the Department of Sociology at the University Kansas.
Wednesday, Nov. 10
12 noon
Pioneer Room, Memorial Union

The Third Annual
Ronald E. McNair
1999 Heartland Research Conference
September 17-19, 1999
Kansas City, MO

Information and Registration Bulletin

The McNair Heartland Research Conference offers undergraduates the opportunity to present their research in a friendly yet formal academic setting, to meet other McNair Scholars and to explore opportunities for graduate study.

When?   FRIDAY, SEPTEMBER 17 through SUNDAY, SEPTEMBER 19, 1999.

What?   The Conference will highlight individual student research presentations, speakers and panel discussions, a graduate recruitment fair, and opportunities to interact with graduate school faculty and staff.

Where?   The Crowne Plaza Hotel
Country Club Plaza
45th and Main Street
Kansas City, MO 64111-7703

Who?   The Conference is open to all undergraduate McNair Scholars interested in research.

Costs?   The Conference is $335 per registrant for double room occupancy and $395 for single room occupancy. This fee covers lodging for both Friday and Saturday nights; conference banquet on Friday evening; breakfast, lunch and dinner on Saturday; breakfast on Sunday; the Conference Abstracts; t-shirts; and all materials. The cost to attend is the same for students, faculty, staff and visitors. Meals only packages are available for $125.

Want further information?
Conference and/or Registration:

Maggie Stone
McNair Central Achievers Program (McCAP)   phone: (660) 543-4061
127 Humphreys Building   fax: (660) 543-4829
Central Missouri State University   E-mail: mstone@cmsu1.cmsu.edu
Warrensburg, MO 64093

Conference and/or Abstracts and Proceedings:

Tanya Kooi, Project Coordinator
McNair Scholars Program   phone: (785) 864-3412
408 Bailey Hall   fax: (785) 864-0399
University of Kansas   E-mail: kooi@ukans.edu
Lawrence, KS 66045

The Third Annual
Ronald E. McNair
1999 Heartland Research Conference
September 17-19, 1999
Kansas City, MO

Schedule of Events

Friday, September 17, 1999

*Registration (1 p.m. - 5 p.m.)
*Opening Session and Banquet (6:00 - 7:30 p.m.)
Introductions and Welcoming
*Graduate Recruitment Fair (8:00 - 10:00 p.m.)

Saturday, September 18, 1999

*Breakfast and Opening Speaker (8:00 - 9:30 a.m.)
Carl McNair, Ronald E. McNair Foundation, Atlanta
*Individual Student Research Presentations (10:00 - 12:00 noon)
*Luncheon (12:30 p.m.)
*Individual Student Research Presentations (1:30 - 5:30 p.m.)
*Dinner (6:00 p.m.)
*Entertainment

Sunday, September 19, 1999

McNair Pride Day
(Wear your "Heartland Conference" shirt or school shirt)

*Breakfast and Closing Speaker (9:00 - 10:30 a.m.)
**Luis Ibarra, Motivational Speaker and Trainer in Human
Development and Multicultural Education
Friendly House, Phoneix, Arizona**
*Conference Wrap-up (10:30 a.m.)
*Departure by 12 noon

The Third Annual
RONALD E. McNAIR
1999 HEARTLAND RESEARCH CONFERENCE
September 17-19, 1999
Kansas City, MO

ABSTRACTS :

Abstracts are to be submitted on a single 3 1/2" disk in WordPerfect or Microsoft Word (Please check with Tanya Kooi at 785-864-3412 for compatibility with other software.) Clearly mark your disk with the word "ABSTRACTS" and the name of your school:

****

On the disk, type the following information for each presentation:

1st line: Presentation Title (centered, limited to 25 words or less)
3rd line: Name of Presenter (on the left) and Name of Research Mentor (on the right)
4th line: E-mail addresses
5th line: University (on the left) and Department (on the right)
7th line: Abstract (250 words or less)

****

Example:

Blackwater Revisited: A Stage in the Life of a Stream

Presenter: Jane Doe   **Mentor:** John Doe, Ph.D.
E-mail: **E-mail:**
Institution: Central Missouri State   **Department:** Geography

In 1910, local citizens dredged a straight channel on the Blackwater River expecting to improve the problems of flooding and property loss due to natural processes of . . .

```
Deadline for Abstracts - Thursday, August 5th
```

SUBMIT DISKS AND A HARD COPY OF THE DISK CONTENTS TO:

Tanya Kooi, Project Director
McNair Scholars Program   phone: (785) 864-3412
408 Bailey Hall   fax: (785) 864-0399
University of Kansas   E-mail: kooi@ukans.edu
Lawrence, KS 66045

Scholar Responsibilities

I _____, accept the offer to participate in the *Ronald E. McNair Postbaccalaureate Achievement Program* at Iowa State University. I understand that the purpose of this program is to prepare me for graduate sty leading to the doctoral degree. I also understand that the program is intended to provide the guidance and educational opportunities to enhance my study and research skills, assist me with graduate school admission process and provide me with information on financial opportunities for graduate studies.

I further understand that at the conclusion of each regular semester. the McNair Coordinator will discuss my eligibly to continue in the program. and that failure to comply with any other conditions listed below. will affect my eligibly. I thoroughly understand that I am expected to give my full commitment to the McNair Scholars Program and my decision and actions will remain an integral part of the McNair Scholars Program success or failure.

I further agree to:
- Maintain a minimum cumulative 2.5 GPA;
- Participate in the tutoring program, when recommended;
- Attend all bi-weekly group meeting with the assigned McNair Coordinator
- Participate in required professional, education, and scholarly activities;
- Meet with my faculty mentor a minimum of once a month, and if selected, work with him/her in the summer;
- Prepare and present one research paper based on the summer research, work, or internship opportunities
- Release the following information to the McNair staff: ISU grade reports. financial aid award notices, and any other information from my academic records pertaining to my enrollment in the McNair Program;
- Cooperate with the follow-up surveys.

Satisfactory participation includes attendance of at lease 80% if the presentations/workshops, bi-weekly group meetings, research symposium, another required meetings. Exception requires a written explanation approved by the McNair Coordinator.

I hereby certify that I have read, and agree to the conditions for acceptance/continuation in the Iowa State University McNair Scholars program. I further agree that failure to comply with the rule governing the program may cause my dismissal form it.

Student	Date
Coordinator	Date
Director	Date

Ronald E. McNair
4th Floor Library Study Table Times

Monday: 3-5 p.m. Contact and Sign-in person(s) Maisha Rudison
                 & Kamilla Collier-Mullin

Tuesday: 7-9 p.m. Contact and Sign-in person(s) Lynette Heggins
                 & Sharrice White

Wednesday: 6-8 p.m. Contact and Sign-in person(s) Marshall Arnett
                 & Maisha Rudison

Thursday: 6-8 p.m. Contact and Sign-in person(s) Brandon Tate &
                 Sharrice White

Sunday: 1-3 p.m. Contact and Sign-in person(s) Marshall Arnett

RESEARCH MENTOR / MCNAIR SCHOLAR AGREEMENT
ACADEMIC YEAR RESEARCH PROGRAM

Scholar's Information

Name: _____   Academic Major: _____

Address: _____   · Phone Number: _____
           Street   City   Zip Code

Faculty Mentor Information

Name: _____   Department: _____

E-mail: _____   Phone Number: _____

Address of Research Lab: _____
                          Room #   Building   Street

Graduate Research Advisor Information (if applicable)

Name: _____   Department: _____

E-mail: _____   Phone Number: _____

Research Information

Topic: _____

_____

Proposal: _____   Approval: _____ _____
        Date of Submission   Faculty Mentor   McNair Coordinator

· *Agreement*

                                                         Date:_____

I, _____, *hereby certify that I have read, and agree to the responsibilities for*
    McNair Scholar
participating in the McNair Scholars Research Internship Program. I further agree that failure to comply with the
rules governing the program may cause my dismissal from it.

I, _____, *hereby agree to participate as a Research Mentor, and certify that I have*
    Research Mentor
read and understand the Research Mentor responsibilities for participating in the McNair Scholars Research
Internship Program.

Scholar's Educational Plan

Name: _____   Cumulative GPA: _____   Major GPA: _____

Current class standing/classification (check one):   □ Sophomore   □ Junior   □ Senior

Academic Major: _____   Department: _____

Graduate School Plans

Expected graduation date (undergraduate):

   □ May   199__, 200__
   □ August   199__, 200__
   □ December 199__, 200__

Anticipated attendance date (graduate school):

   □ Fall   199__, 200__
   □ Spring   199__, 200__
   □ Summer 199__, 200__

Institution(s) and/or graduate program(s) identified:

Institution	Graduate Program	Information Requested Date	Received??
Institution	Graduate Program	Information Requested Date	Received??
Institution	Graduate Program	Information Requested Date	Received??
Institution	Graduate Program	Information Requested Date	Received??
Institution	Graduate Program	Information Requested Date	Received??

Applications

Institution	Graduate Program	Application Date	Accepted?
Institution	Graduate Program	Application Date	Accepted?
Institution	Graduate Program	Application Date	Accepted?
Institution	Graduate Program	Application Date	Accepted?
Institution	Graduate Program	Application Date	Accepted?

GRADUATE SCHOOL PREPARATION

Have you chosen a graduate major? ☐Yes   ☐No? If Yes, Please specify:_____

_____

Do you have an idea of where you would like to apply to graduate school?_____

_____

What problems/anxieties/areas of concern do you anticipate as you progress towards graduate school and beyond?_____

_____

_____

What obstacles do you foresee that might affect your success in graduate study?_____

_____

_____

What skills do you have now that will help you succeed in graduate study?_____

_____

_____

Are you comfortable interacting/working with faculty_____? fellow students_____?
Do you prefer individual or group contact?_____

TIME MANAGEMENT

This circle represents your typical day. Create a pie chart showing how much time you spend on each of your daily activities. Label each slice. Please differentiate between paid employment and volunteer work. Please use separate slices for class time and study time.
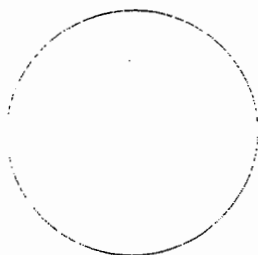
1. _____   2. _____

3. _____   4. _____

5. _____   6. _____

7. _____   8. _____

Please provide any comments, suggestions, questions regarding your participation and/or about the McNair Scholars Program in general.

_____

_____

_____

_____

_____

SELF ASSESSMENT QUESTIONNAIRE

NAME_____   CLASSIFICATION_____
ANTICIPATED GRADUATION DATE_____

In order for the McNair Program Staff to make a valid assessment of your individual needs, it is important that you provide the most accurate and honest responses and comments. **This information will be kept confidential.**

ACADEMIC SKILLS
For the areas listed below, indicate whether you feel your abilities are strong (S), average (A), or weak (W).

_____Writing   _____Reading   _____Oral
_____Math   _____Science   _____ Other (Please specify)

Indicate the extent of your computer skills:
_____Macintosh   _____IBM or PC   _____E-mail   _____Internet

What is your e-mail address?_____@_____
List computer programs/applications you have used:_____
_____
List computer programs/applications you would like to learn:_____
_____
List any other ACADEMIC areas where you feel you could be stronger:_____
_____
_____

LEARNING SKILLS
Regular seminars and workshops will be offered during this academic year. Some areas planned are: Graduate School Survival; Research Techniques; Career Opportunities; GRE Preparation; Financial Aid Opportunities; and Presentation Tools and Techniques. What additional topics would be of interest?

A._____
B._____
C._____

How would you rate your public speaking skills?   ❑Weak   ❑Average   ❑ Strong

For the areas listed below, indicate whether your abilities are strong (S), average (A), or weak (W).
_____Getting organized   _____Listening skills   _____Note taking
_____Memorization   _____Time management   _____Test taking

TUTORIAL PROGRAM POLICY

Procedure to request tutoring services by the McNair Scholars Program.

At the beginning of the academic semester (no later than the second week) you will:

- Meet with the McNair Coordinator to:

    a) review previous semester grades, academic progress, and current academic load.

    b) identify potential tutors for intermediate and advanced level courses that are potentially troublesome.

    c) identify student services offices and programs that provide tutoring services on campus.

    d) set up an appointment with the selected tutorial program, request the tutorial service, and if the service is provided, start tutoring.

    e) notify the Program Office and periodically inform your McNair Coordinator on progress made.

Four weeks into the academic semester, you will:

- Meet with the McNair Coordinator to:

    a) report the grades obtained during the first quarter of the semester.

    b) Determine courses that may require tutoring.

    c) if needed, scholar will fill out the tutorial request form and the coordinator will assist in the setting-up of the actual tutoring sessions.

TUTORIAL REQUEST FORM

SECTION A. To be completed by the **applicant.**   Date _____

_____   _____   _____
Applicant Name   (Please type or print.)   ID Number   Major Department

                                                    Phone _____

Address _____   ZIP _____   E-mail _____

Course _____
                    Department   Course No.   Course Title

_____U.S. Citizen   _____ U.S. Permanent Resident   Ethnic Heritage_____

_____ Individual Tutoring   *or*   _____ Group Tutoring   _____ Number in group

From _____ to _____   _____ at $_____ = $_____
              Estimated tutoring dates   # Hours   Hourly Rate   Total $ Requested

Total tutoring funds awarded you previously this semester: $_____

SECTION B. To be completed by the **tutor.**

Tutor's Name _____   Tutor's Advisor _____
                                                                        Phone _____
Address _____ ZIP _____   E-mail _____
Campus Address_____   Campus Phone _____

Tutor's SS# _ _ _ _ _ _ _ _ _ _ _   Subject areas of competence _____

Graduate appointment (if applicable):

_____   _____   _____
App. Type (RA,   TA, Fellowship)   Percent Time (*if* RA,   TA)   Time Period (Sem I, II, Both)

SECTION C. To be completed by applicant's **McNair Program Coordinator**, indicating approval of the tutor.

_____   _____
Name   (PLEASE PRINT)   Signature

_____   _____
Title   Office Address

SECTION D. To be completed by **Graduate School.**
      Approved by _____ Date_____
      Title _____

ADMISSIONS AND FINANCIAL AID INFORMATION

Timetable for applying to Graduate School
You should begin the application process at least ONE YEAR before you plan to start graduate studies. All times indicated below are approximate. You should study deadlines for specific programs carefully since they may vary significantly depending on the program to which you apply.

SUMMER •Begin to explore the programs for which you'd like to apply. Browse through college bulletins and department brochures in the library.
•Write a draft of your Statement of Purpose. Have friends or family critique it. This is the most important part of your application and can be the deciding factor in the admissions process. It will be the deciding factor for qualifying as well as for clarity of professional goals.
•Consult test dates of standardized tests (GRE, GMAT, TOEFL, etc.) and sign up.

AUGUST •Request applications and fellowship information from graduate schools.

SEPTEMBER •Meet with faculty members to discuss your statement of purpose. Ask professors who know you well for letters of recommendation.

OCTOBER •Take standardized test(s).

NOVEMBER •Order transcripts from your Registrar or Financial Aid Office. Ask if your records office can send a transcript with your fall semester grades in time to meet the deadlines of the programs to which you are applying.
•Complete your applications (do a draft copy on the form first). Give your recommenders the forms to fill out or the addresses to which they should send their letters. It is helpful to them if you provide them with a copy of your Statement of Purpose and Resumé.

DECEMBER •Mail applications (please check individual application deadlines). Follow up to make sure your references sent their letters. Call departments/Graduate Schools to check the status of your application to make sure they have received everything they need.

FEBRUARY •Contact graduate programs about the possibility of visiting. A personal visit can often enhance your chance of being accepted. Departments will often help with travel expenses.

MARCH •If you are applying for need-based financial aid programs, you may have to file a copy of your federal income tax return.

Travel Policy

Description

The McNair Scholars Program will reimburse/pay for expenses incurred during an official trip to a student or professional conference, or to visit a university campus. These expenses will include transportation (air, ground); hotel accommodations; registration; and meals not provided by the host institution or included in the cost of airfare or conference registration fees. We follow University guidelines in any reimbursement claim. Please check with the Program Coordinator for specific allowance before finalizing your plans.

Selection Criteria

The selection of Scholars to participate in any trip sponsored by the Iowa State University McNair Scholars Program will employ the following criteria:

Conferences (national, regional, student or professional):
    Preference will be given to Scholars who:
        Are presenting at the conference;
        Have participated in a majority of activities sponsored by the McNair Program;
Have maintained satisfactory progress toward the completion of the degree.

Educational Trips (campus visitations):
    Preference will be given to Scholars who:
        Have senior standing;
        Have been accepted for admission at the graduate program;
        Have participated in a majority of activities sponsored by the McNair Program;
Have maintained satisfactory progress toward the completion of the degree;
Have not participated in previous trips.

Other sponsored trips (graduate program visitation, graduate school fairs, etc.):
    Preference will be given to Scholars who:
Have participated in a majority of activities sponsored by the McNair Program;
Have maintained satisfactory progress toward the completion of the degree;
        Have not participated in previous trips.

Scholars Responsibility
If the McNair Program is not coordinating the trip, it is expected from McNair Scholars to formally request funding from the Program coordinator and submits the following information:
        Travel request form; registration materials; conference agenda (an abstract if presenting; official invitation; projected expenses (meals, transportation, etc.) Duration of the trip; provided a justification for the trip; and follow-up reporting for any reimbursement of travel funds.

TRAVEL REQUEST FORM

Date: _____

Name:_____   Student ID:_____

Check one of the following:
- ❑ Conference
- ❑ Meeting
- ❑ Graduate Fair
- ❑ Other (please indicate): _____

Location: _____   Dates: _____
Departing: _____   Arriving: _____

Estimated budget:
- ❑ Registration $ _____
- ❑ Taxi (to and from Dane County Airport) $ _____
- ❑ Air travel (round trip, one way) $ _____
- ❑ Car rental (# days & rate) $ _____
    - Number of days $ _____
    - Daily rate $ _____
    - Weekly rate $ _____
- ❑ Hotel accommodations (# days, rate + tax) $ _____
- ❑ Meals (breakfast, lunch, dinner) $ _____
- ❑ Other expenses (please itemize) $ _____
                                                    $ _____
                                                    $ _____
                              TOTAL $ _____

Checklist

I have submitted:
- ❑ Official invitation letter
- ❑ Conference/meeting registration form
- ❑ Conference/meeting agenda or schedule
- ❑ Description of the activity
- ❑ Estimated budget
- ❑ Justification for the trip

_____   _____
Signature   Date

C E L E B R A T E   D I V E R S I T Y

A series designed as a forum for ISU community members engaged in research that celebrates human diversity. The series features the work of new faculty, staff, & students. Research presentations focus on categories of difference, e.g., ethnicity, gender, class, religion, nationality, sexual orientation, age, and abilities.

Sept. 7   "Miss Makhanya in Boston: Southern African Women, Mission, & African Diaspora in the early 20th Century." Modupe Labode, Asst. Professor of History

*Oct. 5   "Thoroughly Modern Mothers?: Jewish & African American Women Respond to Medicalization of Motherhood." Jackie Litt, Asst. Professor, Sociology (Memorial Union, Rooms 244-246)

Nov. 2   "From the Deep South to South America: Poems and Prose." Sheryl St. Germain, Asst. Professor of English

Dec. 7   "Race & Gender Differences in Attitudes regarding U.S. Socio-Political Institutions." Phyllis Harris, Ph.D. Candidate, HDFS.

Women's Studies Program
African American Studies Program
Margaret Sloss Women's Center
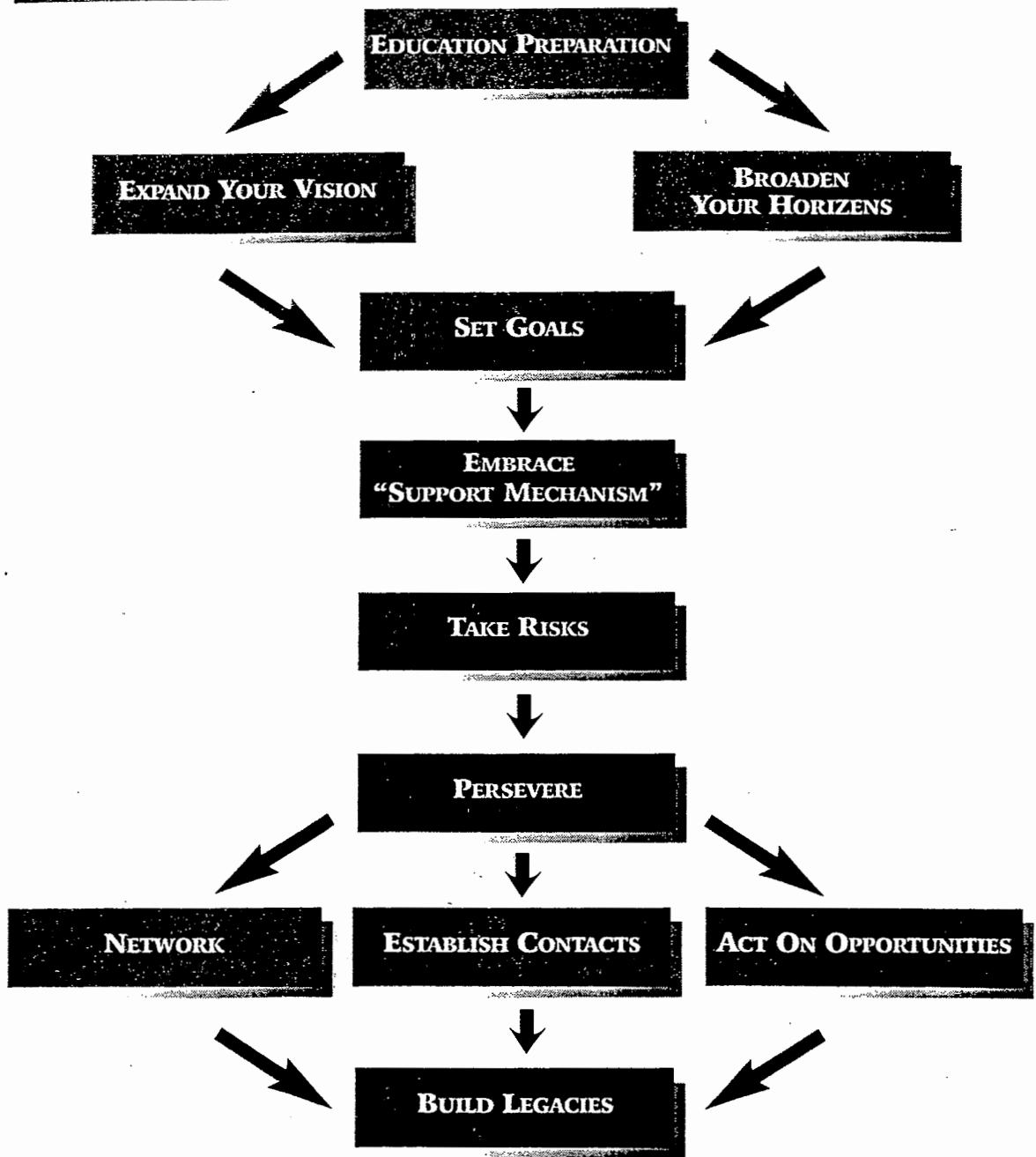
TIME: 12 noon, the first Tuesday of each month
PLACE: Margaret Sloss Women's Center
Brown bag it!! Beverages provided.

Ronald E. McNair Achievement Program
Iowa State University
1999/00 Staff Directory

1)   Dr. George A. Jackson
     2801 Greensboro Drive
     Ames, IA 50014
     (w) 294-1386
     E-mail-gajacks@iastate.edu

2)   Willie J. Heggins, III
     208 5th Street Suite 3E
     Ames, IA 50010
     (w) 294-5003 (h) 233-4097
     E-mail-whegins@iastate.edu

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     2814 1/2 West Street Apt. 2
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SUCCESS MODEL

EDUCATION PREPARATION

EXPAND YOUR VISION

BROADEN YOUR HORIZENS

SET GOALS

EMBRACE "SUPPORT MECHANISM"

TAKE RISKS

PERSEVERE

NETWORK

ESTABLISH CONTACTS

ACT ON OPPORTUNITIES

BUILD LEGACIES

FOUNDATION FOR THE FUTURE
RONALD E. McNAIR SCHOLARS

B-4: __Letters to Mentors and Participants__

IOWA STATE UNIVERSITY
[faded text]

[faded text block, right side]

February 14, 2000

To: Ronald E. McNair Post-Baccalaureate Achievement Program Mentors

From: Dr. George Jackson – Program Director

Re: McNair Practicum Student

The Ronald E. McNair Program is very excited to announce that we have brought into our ranks a practicum student, Valerie L. Holmes, who will be working with us to evaluate the program. Valerie will be working 'behind the scenes' with the program and will be learning both the administrative and student interactive part of running a McNair Program. With this in mind we feel obligated to inform you that she will have access to all participant records and program files. Ms. Holmes understands that all of the information supplied to her is confidential. We ask that you make yourself available to her for interviews and honest dialogue about the program and your role in it. It is the position of the Graduate College that this experience will strengthen the research skills of the practicum student and it is also hoped that she can become a resource to you in your role as a mentor.

Thank you in advance for your cooperation in assisting Ms. Holmes, feel free to e-mail and visit with her or request her services.

Valerie L. Holmes

Masters Student in the Educational Leadership and Policy Studies Department
Emphasis - Higher Education Administration

Assistantship – The Office of Greek Affairs
National Pan-Hellenic Council Adviser
Order of Omega Adviser

B.A. – University of Iowa
Emphasis – African American Studies, Sociology

vholmes@iastate.edu

CC:
Willie Heggins – McNair Coordinator
Valerie L. Holmes – McNair Practicum Student

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

February 14, 2000

To: Ronald E. McNair Post-Baccalaureate Achievement Program Participants

From: Dr. George Jackson – Program Director

Re: McNair Practicum Student

The Ronald E. McNair Program is very excited to announce that we have brought into our ranks a practicum student, Valerie L. Holmes, who will be working with us to evaluate the program.

Valerie will be working 'behind the scenes' with the program and will be learning both the administrative and student interactive parts of running a McNair Program. With this in mind we feel obligated to inform you that she will have access to all participant records and program files. Ms. Holmes understands that all information supplied to her is confidential.

In part Ms. Holmes will be acting as a student and also as a researcher. She will be conducting a study to evaluate the Iowa State University Ronald E. McNair Program from the perspective of its participants.

We ask that you make yourself available to her for interviews and honest dialogue about the program and your part in it. This activity is voluntary however, you may benefit from the research by the increased recognition that I will have of your honest feelings about the program. Valerie will be sitting in on several research presentation meetings as well as one-on-one meetings with you and the coordinator and will also be interviewing many of your mentors. The position of the office on the placement of Ms. Holmes is that she will learn the program ways so that she may be used as a resource to you as program participants.

We thank you in advance for your cooperation in assisting Ms. Holmes, please email her or call the office (294-1386) to make an interview appointment interview with her between the dates of February 28, 2000 and March 31, 2000.

Valerie L. Holmes
College of Education
Educational Leadership and Policy Studies Department
Emphasis - Higher Education

Assistantship – The Office of Greek Affairs
National Pan-Hellenic Council Adviser
Order of Omega Adviser

B.A. – University of Iowa
Emphasis – African American Studies, Sociology

vholmes@iastate.edu

CC:
Willie J. Heggins III – McNair Coordinator
Valerie L. Holmes – McNair Practicum Student

B-5: Program Survey

Iowa State University
McNair Scholars' Survey

Name: _____

Present Address: _____ Permanent Address: _____

_____ _____

Phone: _____ Phone: _____
E-mail Address: _____
Did you obtain your undergraduate degree? Yes _____ No _____
If yes, what role did the McNair Program play in this process? _____
_____
Are you presently seeking an advanced degree? Yes _____ No _____
If yes, indicate your major and institution. _____
_____
What are your future aspirations? _____
_____

THANK YOU FOR YOUR TIME AND CONSIDERATION!!!

Iowa State University
McNair Scholars' Survey

Name: _____

Present Address: _____ Permanent Address: _____

_____ _____

Phone: _____ Phone: _____
E-mail Address: _____
Did you obtain your undergraduate degree? Yes _____ No _____
If yes, what role did the McNair Program play in this process? _____
_____
Are you presently seeking an advanced degree? Yes _____ No _____
If yes, indicate your major and institution. _____
_____
What are your future aspirations? _____
_____

THANK YOU FOR YOUR TIME AND CONSIDERATION!!!

Iowa State University
McNair Scholars' Survey

Name: _____

Present Address: _____ Permanent Address: _____

_____ _____

Phone: _____ Phone: _____
E-mail Address: _____
Did you obtain your undergraduate degree? Yes _____ No _____
If yes, what role did the McNair Program play in this process? _____
_____
Are you presently seeking an advanced degree? Yes _____ No _____
If yes, indicate your major and institution. _____
_____
What are your future aspirations? _____
_____

THANK YOU FOR YOUR TIME AND CONSIDERATION!!!

Iowa State University
McNair Scholars' Survey

Name: _____

Present Address: _____ Permanent Address: _____

_____ _____

Phone: _____ Phone: _____
E-mail Address: _____
Did you obtain your undergraduate degree? Yes _____ No _____
If yes, what role did the McNair Program play in this process? _____
_____
Are you presently seeking an advanced degree? Yes _____ No _____
If yes, indicate your major and institution. _____
_____
What are your future aspirations? _____
_____

THANK YOU FOR YOUR TIME AND CONSIDERATION!!!

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