Appendix A:

Schedule of Tutorials for the 1998-99 Academic Year
Tutorial Schedule 1998-99

Fall, 1998

October 3, 1998  9:40am-1:30pm  Regular Tutorial
October 17, 1998  9:40am-2:30pm  Tutorial/Activity
November 7, 1998  9:40am-1:30pm  Regular Tutorial
November 21, 1998  9:40am-1:30pm  Tutorial/Guest Speaker
December 5, 1998  9:40am-1:30pm  Tutorial/Holiday Dance

Spring, 1999

January 16, 1999  9:40am-1:30pm  Admissions & Financial Aid
January 30, 1999  9:40am-1:30pm  Regular Tutorial
February 13, 1999  9:40am-1:30pm  Regular Tutorial
February 27, 1999  9:40am-1:30pm  Regular Tutorial
March 20, 1999  9:40am-2:30pm  Tutorial/Activity
April 10, 1999  9:40am-2:30pm  Tutorial/Guest Speaker
April 24, 1999  9:40am-1:30pm  Regular Tutorial
May 22, 1999  9:40am-2:30pm  Tutorial/Senior Farewell Picnic
Appendix B:

Letter to Parents and Parental Permission Form
Dear Upward Bound Parent and Student:

Upward Bound wants to ensure the programs and services it offers to promote academic success are meeting the needs of our students. In order to do this, we are supporting a study about the self-esteem of our Upward Bound students. Alex Butterfield, a Virginia Tech graduate student in Higher Education and Student Affairs, will collect the data. The research is part of her thesis to obtain a master’s degree.

The purpose of this study is to provide Upward Bound staff with data about the self-esteem of the students it serves. Upward Bound students who participate in this study will be asked to complete an 80-item questionnaire. The questionnaire asks students how they feel about themselves as students, friends, and family members. The questionnaire will be administered at the tutorial on January 30, 1998. Students will not be asked to identify themselves on the questionnaire by name. Therefore, you can be assured that responses will be anonymous and confidential. No individual scores will be reported. The results will be analyzed only by groups.

The university requires that people who want to conduct research on students under the age of 18 must get permission from the parents of those students and from the students themselves. Parents, if you are willing to allow your student to participate in this study, please sign the enclosed Parental Permission Form and return it in the provided envelope provided by January 23, 1999. Students, if you are willing to participate, please sign the enclosed Student Assent Form and return it in the enclosed envelope by January 23, 1999. Both forms must be signed and submitted before the student will be allowed to participate. There is no penalty for not participating, however, and students can withdraw from the study at any time by simply telling the researcher they no longer want to participate.

We welcome any comments or concerns you may have concerning any aspect of the study. Once again, all responses will be kept confidential and only used to improve the Upward Bound program for your student. Thank you for considering this request.

Sincerely,

Tom Wilson
Interim Director, Upward Bound
(540) 231-6911

Alex Butterfield
Master’s student, Virginia Tech
(540) 953-2590
The purpose of this study is to provide Upward Bound with data about the self-esteem of the students it serves. Although the staff has not collected data on self-esteem in the past, the Upward Bound program is supporting this research.

Upward Bound students who participate in this study will be asked to complete an 80-item questionnaire. The pencil and paper questionnaire will take approximately 30 minutes to complete. Participants will read a series of items and rank them on a scale from “always false” to “always true”. The questionnaire will be administered at the tutorial on January 30, 1998. Students who wish to participate must have parental permission and must agree to participate. This means that the parent must sign this Parental Permission Form and students must sign the enclosed Student Assent Form. Those who do not sign the forms, or those who sign them and subsequently decide not to participate, will not be penalized in any way.

The only potential risk to participants is the possibility that they may experience some negative feelings after completing the questionnaire. If this occurs, they will be referred to Upward Bound counselors to help them deal with these feelings. These services will be provided at no charge. Participation in the research project offers benefits to participants. First, they have an opportunity to contribute to the existing information on Upward Bound students. Second, participants have an opportunity to learn more about self-esteem in general.

Students are not asked to identify themselves on the questionnaire by name. Therefore, you can be assured that your student’s responses will be held confidential. No individual scores will be reported. The results will be analyzed only by groups. The researcher will inform participants that they can remove themselves from the testing process at any time.

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

I have read and understand the permission form and conditions of this project. I have had all of my questions answered. I hereby acknowledge the above and give my voluntary permission for my student to participate in this project.

_________________________________________
(Student’s Name-please print)

_________________________________________ ________________
(Parent’s Signature) (Date)

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

_________________________ (540) 953-2590
Alex Butterfield (Researcher)

_________________________ (540) 231-9700
Joan Hirt (Faculty Advisor)

_________________________ (540) 231-5281
Tom Hurd (Chair, IRB)
Appendix C:

Self-Esteem Index as Amended for the Present Study
For a copy of the Self-Esteem Index contact:

http://www.proedinc.com/
Appendix D:

Student Assent Form
The purpose of this study is to provide Upward Bound staff with data about the self-esteem of the students it serves. The staff has not collected data on self-esteem in the past. The Upward Bound program, however, is supporting this research.

If you participate in this study you will be asked to complete an 80-item questionnaire. The pencil and paper questionnaire will take approximately 30 minutes to complete. You will read a series of items and rank them on a scale from “always false” to “always true”. You can withdraw from participating at any time. If you wish to withdraw, please bring your questionnaire to the researcher and indicate that you are withdrawing from the study.

The only potential risk to participating in this study is the possibility that you may experience some negative feelings after completing the questionnaire. If this occurs, you will be referred to Upward Bound counselors to help you deal with these feelings. These services will be provided at no cost.

There are two benefits to participating in this research project. First, you will have an opportunity to contribute to the existing information on Upward Bound students. Second, you will have an opportunity to learn more about your self-esteem in general.

You will not be asked to identify yourself on the survey by name. Therefore, you can be assured that your responses will be held confidential. No individual scores will be reported. The researcher will only look at group responses.

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

I have read and understand the Informed Consent and conditions of this project. I have had all of my questions answered. I hereby acknowledge the above and give my voluntary consent to participate in this project.

_____________________________  ________________  ________________________________  
Student’s Signature  Date  Student Assent Form

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

_____________________________  ________________________________
Alex Butterfield  (540) 953-2590  (Researcher)  (Phone)

_____________________________  ________________________________
Joan Hirt  (540) 231-9700  (Faculty Advisor)  (Phone)

_____________________________  ________________________________
Tom Hurd  (540) 231-5281  (Chair, IRB)  (Phone)
Alexandra K. Butterfield
301 Ascot Lane ♦ Blacksburg, VA 24060 ♦ (540) 953-2590 ♦ abutterf@vt.edu ♦ www.vt.edu:10021/A/abutterf

EDUCATION
MA Ed., Higher Education and Student Affairs, May 1999
Virginia Tech, Blacksburg, VA
Thesis: Self-Esteem Among Upward Bound Students: Differences by Race and Gender
B.S., Sociology, May 1997
Virginia Tech, Blacksburg, VA

WORK EXPERIENCE
Program Assistant June 1998 – May 1999
Wellness Environment for Living and Learning (W.E.L.L.), a substance-free living environment
Special Housing Programs, Residential and Dining Programs, Virginia Tech
♦ Trained, directed, and supervised 4 Resident Advisors
♦ Assisted in the instruction, coordination, and evaluation of the Wellness Forum class
♦ Trained and advised a Community Board consisting of Programs, Standards, and Public Relations Subcommittees
♦ Planned and implemented programs based on the S.P.I.C.E.S. Model of Wellness
♦ Designed the W.E.L.L. Kickoff

Practicum Graduate Student July 1998 – January 1999
Equal Opportunity and Affirmative Action Office, Virginia Tech
♦ Attended the Social Justice Training Institute
♦ Coordinated the university-wide completion of the Diversity Programs Questionnaire by deans, directors, and departments

Higher Education and Student Affairs, Virginia Tech
♦ Coordinated recruitment efforts for the master’s and doctoral degrees in the Baltimore, MD and Washington, D.C. area

Practicum Graduate Student January 1998 – May 1998
The Women’s Center, Virginia Tech
♦ Planned and evaluated Take Our Daughter’s to Work® Day
♦ Served on the Women’s Center Advisory Board
♦ Assisted with staffing of office and responded to student concerns

Community Assistant August 1997 – May 1998
Residential and Dining Programs, Virginia Tech
♦ Recruited, trained, and evaluated a staff of 25 night monitors and 10 fitness monitors
♦ Advised 6 undergraduate and 2 graduate Residence Hall Federation Hall Councils
♦ Planned and implemented training activities for area hall council members, including the Fall Retreat
♦ Authorized expenditures of residence hall funds and maintained hall account ledgers

Head Tutor-Counselor June 1997 – August 1997
Upward Bound, Virginia Tech (live-in position)
♦ Supervised a staff of 4 tutor-counselors and a floor of 52 students
♦ Assisted in planning development programs for the staff and students
♦ Scheduled weekly hours for staff of 10 tutor-counselors
♦ Coordinated the disciplinary system, including documentation, to ensure consistent implementation

Prologue New Student Orientation, Virginia Tech (live-in position)
♦ Served as the liaison between leaders and the Assistant Dean of Students
♦ Coordinated, advised, and scheduled other leaders
♦ Performed daily tasks including check-in, skits, planned social activities, evening supervision, individual counseling, and group discussions
RELATED EXPERIENCE

Advisory Council Member

National Residence Hall Honorary  November 1998 – May 1999
Service Committee Member

University Student Leadership Awards (USLA) Selection Committee  January 1998 – March 1998
Committee Member
◆ Reviewed and made recommendations for 3 university student leadership awards including: Outstanding Student Organization, Outstanding New Member, and Outstanding Achievement

Black History Month Steering Committee  August 1997 – March 1998
Chair, Calendar and Publicity Committee
◆ Facilitated committee meetings to design calendar for Black History Month and publicity strategies

Career Services  August 1997 – December 1997
Mock Interviewer
◆ Provided an opportunity for students to gain experience interviewing
◆ Evaluated students’ interview skills and supplied feedback to students and Career Services

Multicultural Programs  January 1996 – May 1997
Multicultural Awareness Programs Peer Educator
◆ Designed and facilitated sensitivity awareness programs and workshops related to understanding and appreciating multiculturalism to student groups
◆ Conducted ongoing evaluations and assessments of programs

Judicial Affairs  August 1996 – May 1997
Chair, Judicial Committee
◆ Conducted weekly judicial hearings in conjunction with violations of the Student Code of Conduct

PRESENTATIONS
◆ Intersection of Leadership and Oppression  November 21, 1998
San Diego State Leadership Institute, San Diego State University

◆ How to Increase Self Esteem and Beat the Power of No-Win Thinking  March 4, 1998
Johnson Hall (all-female residence hall), Virginia Tech

◆ C.A.M.P.U.S.: Creating a Meaningful Place that Unifies Students  February 20, 1998
Graduate Student Faculty Forum, University of South Carolina

◆ Living the Dream: The Role of Whites as Anti-Racists  January 19, 1998
Black History Month Program, Virginia Tech

◆ Oppression: Uncovering Power Structures  February 22, 1997
Diversity Leadership Workshop, Virginia Tech

◆ Being White at a Predominately White University  February 13, 1997
Orientation Leader Preparation Class, Virginia Tech

◆ Gender Roles: What We Think About Men and Women  March 21, 1996
Undergraduate Engineering Course, Virginia Tech

REFERENCES
Available upon request