

**TEXAS A&M UNIVERSITY – KINGSVILLE**

**Title V # P031S150096**

**Integrating a Culture of Academic and  
Research Engagement: I-CARE**

**Developing Hispanic-Serving Institutions Program  
U.S. Department of Education  
Office of Postsecondary Education**

**Policies and Procedures Manual  
October 1, 2015 – September 30, 2020**



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**TEXAS A&M UNIVERSITY – KINGSVILLE**  
**A. PROJECT MANAGEMENT PROCEDURES**

**A1. Written institutional policies and procedures are in place to ensure the federal funds are used according to statutory and regulatory requirements.**

*Developed*

- Comprehensive manual developed by Title V Director to specify all standard operating guidelines, policies and procedures, staff responsibilities, lines of authority, job descriptions for Staff Coordinators, examples of required forms, and reporting procedures and timelines.
- Distributed to Title V Staff, Administrative Staff and External Evaluator – all personnel have access to documentation in Title V office.

**A2. Staff Meetings**

*Twice monthly, additional meetings as necessary*

- Discuss grant goals and objectives progress and ongoing plan development
- Overview of activities and events

**A3. Time & Effort Reports**

*Monthly prepared by the staff member and certified by the Title V Director and PI*

- Detail of time and effort by every full-time and part-time Title V employee, submitted to the Title V Director by the 5<sup>th</sup> of each month and certified by progress reports; Title V Director submits time and effort to PI for certification.

**A4. Activity Progress Reports**

*Monthly*

- Progress reports completed by project staff and Title V Director detailing implementation progress, including travel, use of consultants, acquisitions of and installment of equipment and supplies, development and piloting of courses and student resources,

formative evaluation issues, unanticipated problems, potential solutions, anticipated delays in projected timeline, and requests for assistance.

*Quarterly*

- Project progress, obstacles encountered, and possible remedies reported by Title V Director to the PI and Title V Evaluation Team.
- Progress reported by Title V Director to all faculty and staff to ensure full institutionalization of the grant goals and objectives and to promote discussion about the project and its institutional impact.

**A5. Performance Reports**

*Annually, Interim reports with formative and summative data*

- Formative and Summative reports and final summative report submitted by the Title V Director to the PI, Administrative Staff, Evaluation Team, funding agency, External Evaluator and Staff as appropriate.
- Reports provided to President and/or Provost as requested.

**A6. Fiscal Responsibility**

*Monthly and reconciled internal processes with files and download from the university fiscal system*

- Reports and reconciliation of project expenses and budget status from the Grants Post-Award Office and the Business office to the Title V Director and PI.
- Compliance with single audit requirements
- Verification of expenditures prior to drawdowns
- All expenses will be monitored by the Title V Director and the PI to ensure ongoing compliance and clear obtainment of goals and objectives with transparent backup
- Adherence to GEPA guidelines for U.S. Department of Education guidelines and required criteria according to Federal Regulations for Title V.

**A7. Title V funds Not to Supplant University Funds**

Ongoing

- Documentation to ensure Federal Funds are not used to replace or supplant funds that would otherwise support such activities, audits by External Evaluator to verify appropriate use of funds.

**A8. Inventory**

*Ongoing*

- All equipment purchased with Title V funds will be tagged according to EDGAR guidelines and inventory guidelines at TAMUK
- Title V Director maintains up-to-date equipment inventory in addition to the institution inventory of all equipment and inventory verified annually.

**Property Management:** The University has policies and procedures for inventory control management. Internal policies will supplement and enhance these institutional policies.

<http://www.tamuk.edu/finance/accountspayable/Property%20Management%20Forms/Property%20Management1.html>

A sample of the internal review policy follows:

<b>Responsibility</b>	<b>Mechanism</b>	<b>Frequency</b>
Project Director	Create Database including Tag number for all equipment purchased on project, location and person in charge	Start of Project
Project Director	Append database as needed with new purchased items	As needed based on purchase of equipment
Project Director	Review information validity	Yearly in collaboration with institutional personnel

**Procurement:** The University has policies and procedures for procurement. Internal policies will supplement and enhance these institutional policies.

[http://www.tamuk.edu/ssgs/SSGS/proc\\_procedure.html](http://www.tamuk.edu/ssgs/SSGS/proc_procedure.html)

**The Federal Procurement Integrity Act (15.01.02):**

<http://policies.tamus.edu/15-01-02.pdf>

A sample of internal review policy follows:

<b>Responsibility</b>	<b>Mechanism</b>	<b>Frequency</b>
Project Director	Create internal forms for request of purchases documenting need and objective of the purchase	Start of Project

Staff	Obtain signatures of requestor, project director and principal investigator on the purchase forms. Archive all forms.	As needed based on purchases
Project Director	Review information validity	Annually in collaboration with institutional inventory control personnel

## **A9. Personnel Procedures**

### *Ongoing*

- Institutional policies and procedures followed for filling Title V positions, including open competition for vacancies, adherence to all required state and federal affirmative action policies, GEPA plan.
- Title V Director maintains information regarding grant funded professional project personnel (copies of résumés, job description and other relevant data).
- Only personnel approved in approved budget paid with Title V funds. Title V funds for personnel not to supplant existing personnel costs.
- New positions must be advertised in publications and locations mandated by TAMUK and the State of Texas.
- Individual evaluations annually and ongoing staff training for Title V guidelines.

Title V Grant Administration and Personnel will reference the following system and institutional policies and procedures.

- a. Title V staff policies and procedures will reference institution policies on Human Resources: ( <http://www.tamuk.edu/policy/rules/>),
- b. Texas A&M University System Research Policy and Regulations on Administration of Sponsored Agreements: ( <http://policies.tamus.edu/15-01-01.pdf>),
- c. Research on Conflict of Interest in Sponsored Research: (<http://www.tamuk.edu/policy/rules/pdf/15.01.03.K1.pdf>),
- d. Use of Human Subjects in Research: (<http://www.tamuk.edu/policy/rules/pdf/15.99.01.K1HumanSubjects.pdf>),
- e. Ethics in Research and Scholarship and Creative Work: (<http://www.tamuk.edu/policy/rules/pdf/15-99-03-K1.pdf>).

Institutional policies and procedures for research: The University has policies and procedures for policies on Research Policies for administration of sponsored agreements, research agreements, research on conflict of interest of sponsored research, human subjects in research, and ethics in research and scholarship and creative work.

A sample of institutional policies for research follows:

<b>Responsibility</b>	<b>Mechanism</b>	<b>Frequency</b>
OSR, HR, Compliance	Provide Training for project personnel on all applicable policies	Annually
Staff	Document certificates for training	Upon completion of training
Project Director	Review training and make sure all staff has needed training	Annually or after a new employee is hired

Personnel receiving funds from Title V will need to develop monthly time and effort reports to be signed by the principal investigator and/or Project Director that includes:

- a. Name, position
- b. Activity/Coordinator description
- c. % of time devoted to grant
- d. Major work performed (Descriptive Task, relationship to grant objective, etc.

#### **A10. Institutional Governance Representation**

*Quarterly and per institutional policy – Title V Director and Coordinators meet with Evaluation Team, serve on appropriate institutional committees, and/or task forces.*

The TAMUK Title V I-CARE grant will meet quarterly with programs administration to be comprised of:

- a. Provost and Vice-President of Academic Affairs
- b. AVP for Center for Student Success
- c. AVP and Director of Grants and Sponsored Research
- d. Five Academic Deans
- e. Director of Compliance

**A11. Communication**

*Ongoing*

- Prominent exposure in appropriate College publications, student webpage, employee newsletter, alumni mailing, the college catalog, reports to the community, Title V brochures, newsletters and website. The communication will be at the highest level with the president receiving quarterly updates.

**A12. Procedures for Assessment of Project Goals and Objectives**

- Guidelines to actively provide outcomes of grant activities have been made available to the Title V staff. The evaluation and assessment will be achieved via the institutional based student voice and the evaluative criteria outlined in the newly developed Title V policies and procedures manual. This includes tracking by the National Clearing House Database, Banner verification and benchmarks of project support by the grant.

**Measures of Success for Objectives for Title V Grant**

<p><b>Objective 1:</b> Increase the number of high-need students who participate in curricular and co-curricular planning.</p>	<ul style="list-style-type: none"> <li>• Types of data to be collected: Student numbers</li> <li>• Methods of collection: Surveys, head counts</li> <li>• Instruments to be developed: Evaluation form, database</li> </ul>
<p><b>Objective 2</b> Increase the number of high-need students who develop a personal statement that will allow them to apply to graduate or professional school</p>	<ul style="list-style-type: none"> <li>• Types of data to be collected: Student numbers</li> <li>• Methods of collection: Surveys, head counts, comparisons</li> <li>• Instruments to be developed: Evaluation form, database</li> </ul>
<p><b>Objective 3:</b> Increase the number of high-need students who apply to National Scholarships</p>	<ul style="list-style-type: none"> <li>• Types of data to be collected: Numbers, comparisons</li> <li>• Methods of collection: Head counts</li> <li>• Instruments to be developed: Database</li> </ul>
<p><b>Objective 4:</b> Develop electronic literacy resources for financial literacy and academic career literacy over the life of the grant</p>	<ul style="list-style-type: none"> <li>• Types of data to be collected: Number of modules</li> <li>• Methods of collection: Comparisons</li> <li>• Instruments to be developed: Database</li> </ul>
<p><b>Objective 5:</b> Increase student participation in undergraduate scholarly research by 20% at end of grant (2019) using baseline established in Year 1</p>	<ul style="list-style-type: none"> <li>• Types of data to be collected: student numbers, student satisfaction</li> <li>• Methods of collection: Data collection, participant surveys</li> <li>• Instruments to be developed: Database, survey</li> </ul>
<p><b>Objective 6:</b> Increase student pass rates in pre-selected undergraduate cohort courses implementing an undergraduate research component for on-line, hybrid,</p>	<ul style="list-style-type: none"> <li>• Types of data to be collected: Pass rates</li> <li>• Methods of collection: Course grades</li> <li>• Instruments to be developed: Database</li> </ul>



or course redesign.	
<b>Objective 7:</b> Increase graduation rates of students participating in undergraduate research cohorts.	<ul style="list-style-type: none"> <li>• Types of data to be collected: Graduation numbers at TAMUK and comparable institutions</li> <li>• Methods of collection: Graduation data</li> <li>• Instruments to be developed: Database</li> </ul>
<b>Objective 8:</b> Increase number of faculty in all TAMUK colleges using undergraduate scholarly research in course redesign, online or hybrid courses	<ul style="list-style-type: none"> <li>• Types of data to be collected: Numbers using undergraduate research in courses</li> <li>• Methods of collection: Faculty reporting</li> <li>• Instruments to be developed: Database</li> </ul>
<b>Objective 9:</b> Provide professional development in undergraduate research to full-time TAMUK Faculty	<ul style="list-style-type: none"> <li>• Types of data to be collected: Conference evaluations, head counts</li> <li>• Methods of collection: surveys, head counts</li> <li>• Instruments to be developed: Evaluation form, database</li> </ul>
<b>Objective 10:</b> Provide training for academic advisors to advise students about the undergraduate courses that will be offering a scholarly research and experiential learning component	<ul style="list-style-type: none"> <li>• Types of data to be collected: Number of training, advisor satisfaction</li> <li>• Methods of collection: number of trainings, surveys, head counts</li> <li>• Instruments to be developed: Evaluation form, database.</li> </ul>
<b>Objective 11:</b> Renovate a space for a Research Commons	<ul style="list-style-type: none"> <li>• Types of data to be collected: Completed renovation</li> <li>• Methods of collection: budget tracking, square footage</li> <li>• Instruments to be developed: Database</li> </ul>
<b>Objective 12:</b> Create undergraduate Research Pods in TAMUK Colleges	<ul style="list-style-type: none"> <li>• Types of data to be collected: Number of research pods</li> <li>• Methods of collection: Database</li> <li>• Instruments to be developed: Database</li> </ul>
<b>Objective 13:</b> Create an undergraduate research online database as referenced in Objectives 7	<ul style="list-style-type: none"> <li>• Types of data to be collected: Research abstracts</li> <li>• Methods of collection: Faculty involvement, database</li> <li>• Instruments to be developed: Database</li> </ul>
<b>Objective 14:</b> Create and publish an annual graduate research e-database	<ul style="list-style-type: none"> <li>• Types of data to be collected: Completion of journal</li> <li>• Methods of collection: Collection of research</li> <li>• Instruments to be developed: Database</li> </ul>

## **Texas A&M University – Kingsville**

### **B. MONTHLY PROGRESS REPORTS – Staff**

#### **Performance Agreement Form**

**Be specific in responding to all items in this report.**

**Name of Grant Goal and/or Objective:**

**Program Staff:**

**Report Period Date Submitted:**

1. Major activities in support of the program for the above reporting period include:
2. Discuss any problems which you are experiencing in meeting the objectives of your Program.
3. What equipment, materials and supplies were purchased during the reporting period for your program?
4. Summarize all travel for the reporting period.

# Texas A&M University – Kingsville

## C. TIME & EFFORT REPORT – Staff

Title V Grant #P031S150096

### Integrating a Culture of Academic and Research Engagement

Employee Name: \_\_\_\_\_ Position Title: \_\_\_\_\_

Summary of progress for month: \_\_\_\_\_

Activity Objectives	Completed	Proceeding as planned	Behind Schedule	Projected Completion Date
<b>Goal 1: Enhance career outcomes by increasing the number of underrepresented students that plan for experiential learning and scholarly research activities</b>				
Obj. 1: Increase the number of high-need students who participate in curricular and co-curricular planning				
Obj. 2: Increase the number of high-need students who develop a personal statement that will allow them to apply to graduate or professional school				
Obj. 3: Increase the number of high-need students who apply to National Scholarships				
Obj. 4: Develop electronic resources for financial literacy and academic career literacy over the life of the grant				
<b>Goal 2: Create a culture of change through undergraduate research and experiential learning</b>				
Obj. 5: Increase student participation in undergraduate scholarly research core courses by 5% each year from the year 1 baseline for a total increase of 20%.				
Obj. 6: Increase by 10% overall student pass rates in pre-selected undergraduate cohort courses implementing an undergraduate research component for on-line, hybrid, or course redesign				
Obj. 7: Track the number of students graduating that have participated in undergraduate research as compared to the four- year university graduation rates				
Obj. 8: Increase number of faculty in all TAMUK colleges using undergraduate scholarly research in course redesign, online or hybrid courses				
Obj. 9: Increase the number of TAMUK full-time faculty who participate in scholarly and undergraduate research professional development by 50% through professional development workshops and events				
Obj. 10: Provide training for academic advisors to advise students about the undergraduate courses that will be offering a scholarly research and experiential learning component				
<b>Goal 3: Improve infrastructure available to support and grow undergraduate research and scholarly activities</b>				
Obj. 11: Renovate a space for undergraduate research exploration and opportunities				
Obj. 12: Create Undergraduate Research Pods in TAMUK Colleges				
Obj. 13: Create an undergraduate research online database as referenced in				

Objective 7				
Obj. 14: Create and publish an annual graduate research e-database				

**Goal 1**

<b>Activity Number</b>	<b>Work Accomplished (if no work has been done this month on any objective, write "none")</b>
1	
2	
3	
4	

**Goal 2**

<b>Activity Number</b>	<b>Work Accomplished (if no work has been done this month on any objective, write "none")</b>
5	
6	
7	
8	
9	
10	

**Goal 3**

<b>Activity Number</b>	<b>Work Accomplished (if no work has been done this month on any objective, write "none")</b>
11	
12	
13	
14	

<b>Goal # / Act. #</b>	<b>Reason for delay</b>

My Time & Effort work as designated in the grant is: \_\_\_\_\_ % grant \_\_\_\_\_ % institutional.

I have devoted \_\_\_\_\_ hours this month to the above Title V activities and objectives.

I have devoted \_\_\_\_\_ hours this month to institutional business.

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Acknowledged:

Title V Director: \_\_\_\_\_

Date: \_\_\_\_\_

AVP Center for Student Success: \_\_\_\_\_

Date: \_\_\_\_\_

## TEXAS A&M UNIVERSITY-KINGSVILLE

### D. EDUCATION DEPARTMENT REPORTING

Reports to the Education Department for Title V that address requirement consist of the following:

**Interim Progress Report:** This is a requirement for year one of the grant (focuses on the first six months of the grant) only and reports on the period from October 1 to March 31. This is a formative report and is focused upon the project initiation period and any issues faced during the startup of the project.

**Annual Performance Report:** This is a yearly requirement and focuses on the period from October 1 to September 20 of each year of the grant cycle. This is a summative report tracking the annual progress of the project. It focuses on annual achievements spelled out in the grant, financial management and data analysis used for performance indicators.

**Final Performance Report:** This is a requirement due within 90 days after the grant ends. This is a summative report for the fifth year of the report and an evaluation of the overall outcomes of the grant. It also focuses on the impact of the grant on the institution in general.

The Title V legislation, regulations and guidance can be found in the Department of Education Developing Hispanic-Serving Institutions Program – Title V located at the following link:

<http://www2.ed.gov/programs/idueshsi/legislation.html>

**TEXAS A&M UNIVERSITY-KINGSVILLE**  
**E. EVALUATION PLAN FOR TAMUK TITLE V**

TAMUK Title V will contract with an **independent evaluator**, external to the institution and with no personal or professional interest in project outcome. From the project's outset, the evaluator will bring current expertise in evaluation techniques and methodologies to ensure effective evaluation, making regular visits to routinely consult with the Evaluation Team, project staff, and other campus personnel involved in activity implementation regarding data elements, collection and evaluation instruments, data analysis, and the use of evaluation for successful institutionalization of project initiatives.

The Evaluator will annually assess progress toward grant goals, objectives and performance indicators and will help ensure compliance with timelines, making recommendations and providing written reports to the Project Director, PIs and Title V Evaluation Team.

**Formative Evaluation:**

To assess ongoing project activities and provide information to monitor and improve the project, implementation strategies reflecting project development, allowing grant staff to evaluate implementation and forward progress, collect data to determine whether or not grant goals and objectives are being met and to evaluate unexpected developments. Evaluation based on immediate analysis of data collected on an ongoing basis will allow grant staff to identify problems that may be hindering progress, and allow for adjustments on a timely basis to advance the project forward.

**Summative Evaluation:**

The university Title V will include year-end evaluations to assess data on outcome indicators, such as student enrollment or student success, to measure attainment of yearly objectives. Annual summative reports will also include a description of unanticipated results and how these results will impact the project in the subsequent year.

In addition to ongoing formative evaluation guiding project implementation (described above), an annual Plan of Action, based on results of annual summative evaluation, will describe remedies or project modifications anticipated for the next project year. Annual summative reports and a final summative report will be submitted by the Title V Director to the P.I. and the President, the Title V steering council and the funding agency.

Summary reports will also be distributed across all levels of the College, describing project impact. Project end summative evaluation will assess the total project's success in reaching its objectives and its contribution to the realization of institutional and programmatic goals. This evaluation will also identify components that were most effective, and modifications necessary for institutionalization.

**Data Elements:**

As detailed in the student evaluations, qualitative (e.g. student satisfaction with instructional resources, program evaluations, course evaluations) and quantitative data (e.g. course and program enrollment, including enrollment of participants by ethnicity and gender; course and degree success, retention, completion, and transfer data) will be collected and analyzed, contributing to formative and summative evaluation. For comparison, we have identified baseline data. In-process data will be collected by staff as initiatives are implemented and compared to baseline data as part of formative evaluation. Project-completion data will be collected by the Project Director and staff as part of final summative evaluation.

TAMUK Title V commits to tracking outcomes of project initiatives beyond the end of the project period, enabling us to evaluate the impact of project initiatives beyond the grant as institutional funds permit.

**TEXAS A&M UNIVERSITY-KINGSVILLE**  
**F. SURVEYS and CONSENT FORMS**

**F1. Academic Career Literacy SURVEY (pre-)**

K# \_\_\_\_\_

Freshman  Sophomore  Junior  Senior  Grad

Male  Female  Hispanic  Non-Hispanic

Major: \_\_\_\_\_ or  Undecided

Are you a 1<sup>st</sup> generation college student?

(If your parents do not have a four-year college degree check yes)

Yes  No  Not Sure

How did you hear about this program?

Workshop/Presentation  Advisor  Other \_\_\_\_\_

Please rate the following statements:

I would like to...	Not Important to me	Important to me but I need no further assistance	I would like a little assistance	I would like some assistance	I would like a lot of assistance
understand how to make an informed decision when choosing my field of study (major).	1	2	3	4	5
learn how to explore various jobs that could affect my lifestyle.	1	2	3	4	5
become more aware of careers that align with my interests, skills and values	1	2	3	4	5
understand more about educational requirements for jobs I am interested in.	1	2	3	4	5
learn more about the importance of graduate school for particular careers.	1	2	3	4	5
Understand how the courses I am taking relate to careers in my interest areas.	1	2	3	4	5

Have you taken a career assessment? YES  NO

Did you receive career decision-making guidance in high school? YES  NO

Did you receive career decision-making guidance in college? YES  NO

THIS RESEARCH PROJECT HAS BEEN REVIEWED AND APPROVED BY THE TEXAS A&M UNIVERSITY-KINGSVILLE INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS. IF YOU HAVE QUESTIONS OR CONCERNS THOSE QUESTIONS OR CONCERNS SHOULD BE DIRECTED TO THE OFFICE OF RESEARCH AND SPONSORED PROGRAMS. Phone: (361) 593-3344



## F2. Academic Career Literacy SURVEY (post-)

K# \_\_\_\_\_

Freshman  Sophomore  Junior  Senior  Grad

Male  Female  Hispanic  Non-Hispanic

Major: \_\_\_\_\_ or  Undecided

Are you a 1<sup>st</sup> generation college student?

(If your parents do not have a four-year college degree check yes)

Yes  No  Not Sure

How confident are you that you know what your career goals are?

Extremely Confident	Very Confident	Very Confident	Slightly Confident	Not At All Confident
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Please rate the following statements:	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
Do you agree that your career outlook has improved as a result of your appointment?	1	2	3	4	5
I learned how to make an informed decision when choosing my field of study (major).	1	2	3	4	5
I gained knowledge on how my interests, skills, and values relate to my career plans.	1	2	3	4	5
I am aware of educational opportunities (majors) in my career interest areas.	1	2	3	4	5
I learned how to explore and compare fields of study and related careers I might be interested in.	1	2	3	4	5
I know how to prepare for careers that interest me.	1	2	3	4	5
I know how the courses I am taking relate to careers in my interest areas.	1	2	3	4	5
I would recommend the Academic Career Literacy Program to other students	1	2	3	4	5

What is your over-all opinion for the need of an Academic Career Literacy Program?

Not At All Needed	Slightly Needed	Moderately Needed	Very needed	Extremely Needed
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Have you taken a career assessment? YES  NO

Please share with us your Comments, Complaints, Compliments or Ideas:

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### F3. Academic Career Literacy Workshop

Which topic was presented?  
(check one)

- Financial Literacy  
 National Scholarships

K# \_\_\_\_\_

- Hispanic  Non-Hispanic  
 Male  Female

Are you a 1<sup>st</sup> generation college student?  
(If your parents do not have a four-year college degree check yes)

- Yes  No  Not Sure

**Please rate the following:**

To what extent do you feel the need for an Academic Career Literacy Program

Not at all	Slightly	Moderately	Considerably	Extremely
1	2	3	4	5

**Please rate the following:**

	Poor	Below Average	Average	Good	Excellent
Your overall level of satisfaction with this workshop.	1	2	3	4	5
The level of knowledge of the presenter.	1	2	3	4	5
The effectiveness of the presenter.	1	2	3	4	5

**Please rate your level of agreement with the following statements:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I learned new information.	1	2	3	4	5
I would recommend this workshop to other students.	1	2	3	4	5
I understand how this information fits into my academic career plans and career decision-making strategies.	1	2	3	4	5

Describe the most valuable thing you learned today that you did not know prior to this workshop:

Identify the least valuable part of this workshop:

Please tell us how we can make this workshop better:

Comments:

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### F4. Academic Career Literacy Survey (*GPS portfolio*)

K# \_\_\_\_\_

Freshman  Sophomore  Junior  Senior  Grad

Male  Female  Hispanic  Non-Hispanic

Major: \_\_\_\_\_ or  Undecided

Are you a 1<sup>st</sup> generation college student?

(If your parents do not have a four-year college degree check yes)

Yes  No  Not Sure

Please rate the following statements:

Please rate the following statements:	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
I learned how to make an informed decision when choosing my field of study (major).	1	2	3	4	5
Do you agree that your career outlook has improved as a result of creating the GPS portfolio?	1	2	3	4	5
I gained knowledge on how my interests, skills, and values relate to my career plans.	1	2	3	4	5
I am aware of educational opportunities (majors) in my career interest areas.	1	2	3	4	5
I learned how to explore and compare fields of study and related careers I might be interested in.	1	2	3	4	5
I know how to prepare for careers that interest me.	1	2	3	4	5
I know how the courses I am taking relate to careers in my interest areas.	1	2	3	4	5
I would recommend the Academic Career Literacy Program to other students	1	2	3	4	5

Have you taken a career assessment? YES  NO

Did you receive career decision-making guidance in high school? YES  NO

Have you received career decision-making guidance in college? YES  NO

Describe the most valuable thing you learned through creating the GPS portfolio:

Please share with us your comments, complaints, compliments, or ideas:

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**F5. National Scholarships Pre-Survey  
2015-2016**

K# \_\_\_\_\_

Date: \_\_\_\_\_

Freshman    Sophomore    Junior    Senior

Hispanic    Non-Hispanic

Female    Male

Are you a 1<sup>st</sup> generation college student?

**(If your parents do not have a four-year college degree check yes)**

Yes    No                       Not Sure

1. Did you know about National Scholarships prior to being contacted about such opportunities?

Yes    No

2. Are you planning on pursuing graduate or professional school?

Yes    No

3. Do you know how to write a personal statement?

Yes    No

Please share with us your comments, complaints, compliments, or ideas:

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**F6. National Scholarships Post-Survey  
2015-2016**

K# \_\_\_\_\_

Date: \_\_\_\_\_

1. After reviewing all the requirements for applying to National Scholarships, will you be submitting a personal statement to the Academic Career Counselor?

Yes

No

Please rate the following statements:	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
I learned how to find National Scholarships opportunities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The process of applying for National Scholarships prompted me to reflect on and refine my professional goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I gained knowledge on how to prepare a personal statement	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I gained useful knowledge about the advantages of undergraduate research involvement	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Please share with us your comments, complaints, compliments or ideas:

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**F7. Texas A&M University - Kingsville**  
**Consent to Participate in Research**

You are being asked to participate in a research study that is being done by Texas A&M University-Kingsville, to accomplish the academic career literacy goals established in the Title V Grant entitled “Integrating a Culture of Academic and Research Engagement.” This specific study will enhance career outcomes by increasing the number of underrepresented students that plan for experiential learning and scholarly research activities under the direction of the grant Project Director, Dr. Agnes Flores and Dr. KingSanders, Associate Vice President for Student Success who serves as a Principle Investigator.

Your participation in this study is completely voluntary. You have the right to choose not to participate or to withdraw your participation at any point without affecting your participation in the program, enrollment, or other services to which you are entitled. The risks are no greater than those encountered in daily activities. There are no benefits to participating in this study. If you agree to participate, you will be asked to complete a short survey.

I will take measures to protect your privacy and the security of all your answers. No records will be kept that links your name with the questionnaire you submit. In the future, results may be published. Results from the study may be used for future data analysis and for improving academic career choices for students through advising. Information contained in your questionnaire will be used to generate the data for the final study. Aggregate data may be used in reports, scholarly publications and presentations.

This research study has been reviewed by the Institutional Review Board for the Protection of Human Subjects, Texas A&M University - Kingsville. Questions regarding the rights of research subjects may be directed to the Texas A&M University - Kingsville Institutional Review Board for the Protection of Human Subjects, Phone: (361) 593-3344.

By signing below, you are acknowledging that you have read the above information; you have asked questions and received answers to your satisfaction. You have been given a copy of this consent document for your records. You consent to participate in this study, and you are certifying that you are 18 years of age or over.

Participant Signature \_\_\_\_\_ Date \_\_\_\_\_

Academic Career Counselor \_\_\_\_\_ Date \_\_\_\_\_

THIS PROJECT HAS BEEN REVIEWED BY THE  
TEXAS A&M UNIVERSITY-KINGSVILLE INSTITUTIONAL REVIEW BOARD  
FOR THE PROTECTION OF HUMAN SUBJECTS.  
Phone: (361) 593-3344, Office of Research & Sponsored Programs

**F8. Texas A&M University - Kingsville**  
**Consent to Participate in Research**

You are being asked to participate in a research study that is being done by Texas A&M University-Kingsville, to accomplish the undergraduate goals established in the Title V Grant entitled “Integrating a Culture of Academic and Research Engagement.” This specific study will increase the understanding of and participation in undergraduate research under the direction of the grant Project Director, Dr. Agnes Flores and Dr. Abdelrahman, Associate Vice President for Research and Graduate Studies who serves as a Principle Investigator.

Your participation in this study is completely voluntary. You have the right to choose not to participate or to withdraw your participation at any point without affecting your enrollment, employment or other services to which you are entitled. The risks are no greater than those encountered in daily activities. There are no benefits to participating in this study. If you agree to participate, you will complete a short survey.

I will take measures to protect your privacy and the security of all your answers. No records will be kept that links your name with the questionnaire you submit. In the future, results may be published. Results from the study may be used for future data analysis and for improving and increasing undergraduate research choices for students through information workshops and classroom activities. Information contained in your questionnaire will be used to generate the data for the final study. Aggregate data may be used in reports, scholarly publications and presentations.

This research study has been reviewed by the Institutional Review Board for the Protection of Human Subjects, Texas A&M University - Kingsville. Questions regarding the rights of research subjects may be directed to the Texas A&M University - Kingsville Institutional Review Board for the Protection of Human Subjects, Phone: (361) 593-3344.

By signing below, you are acknowledging that you have read the above information; you have asked questions and received answers to your satisfaction. You have been given a copy of this consent document for your records. You consent to participate in this study, and you are certifying that you are 18 years of age or over.

Participant Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of Investigator \_\_\_\_\_ Date \_\_\_\_\_

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