Collaborative planning experience survey

Purpose: This survey seeks to collect your perceptions of the collaborative planning process you participated in for developing a multi-institutional S-STEM track for 2024-2025 between WVU Tech, FSU and GSU. Your feedback will help us identify strengths and areas for improvement and will help us write a cross institutional report that other faculty, administrators, and students may use as a resource for future collaborations.

1. What is your gender?
   o Male
   o Female
   o Non-binary/Third gender
   o Prefer to self-describe: _____
   o Prefer not to say

2. Which of the following best describes your ethnicity? (Select all that apply)
   o Hispanic or Latino
   o Not Hispanic or Latino

3. Which of the following best describes you? (Select all that apply)
   o American Indian or Alaska Native
   o Asian
   o Black or African American
   o Native Hawaiian or Other Pacific Islander
   o White
   o First generation college student
   o Prefer to self-describe: _____
   o Prefer not to say

4. What is your institution?
   o WVU Institute of Technology
   o Fairmont State University
   o Glenville State University
   o First2 Network

5. What is your role in your institution?
   o Student
   o Staff
   o Faculty
   o Other
   o Prefer not to say

6. Years of experience in current role/position

7. Previous experience with collaborative grant proposals
   o None
   o Have done this work in the past
   o I consider myself an expert on collaborative grant proposal planning.

8. Which communication channels and tools did you find most effective? Select all that apply.
   o Emails
   o Zoom virtual meetings.
   o In person meetings and discussions

9. How would you rate the communication on a scale of 1-10 in terms of
   o Inclusiveness
   o Respectfulness
   o Professionalism
   o Transparency

10. The PI and Co-PIs effectively communicated the mission and vision of the collaborative effort.
    o Strongly disagree
    o Disagree
    o Neutral
    o Agree
    o Strongly agree

11. I had options to participate in discussion regarding the Cross Institutional Needs Assessment, express my opinion and my opinions were taken into account.
    o Strongly disagree
    o Disagree
    o Neutral
    o Agree
    o Strongly agree
    o Not applicable

12. I had options to participate in discussions about shared curricular and co-curricular interventions for the S-STEM programing, express my opinion and my opinions were taken into account.
    o Strongly disagree
    o Disagree
    o Neutral
    o Agree
    o Strongly agree.
    o Not applicable

13. It was easy for me to ask for and obtain the information I needed to perform the tasks I was assigned as part of the collaborative planning team.
    - o Strongly disagree.
    - o Disagree
    - o Neutral
    - o Agree
    - o Strongly agree.
    - o Not applicable

14. How effective was the communication and information sharing among the participating institutions during the event?
    - o Extremely effective
    - o Very effective
    - o Somewhat effective
    - o Not so effective
    - o Not at all effective

15. Were there any barriers to effective communication and information sharing that you observed? If so, please elaborate.

16. How effectively were diverse institutional perspectives and expertise integrated into the planning process?
    - o Extremely effectively
    - o Very effectively
    - o Somewhat effectively
    - o Not so effectively
    - o Not at all effectively

17. Can you provide specific instances where diverse perspectives were particularly well integrated or where they could have been better incorporated?

18. To what extent did the event facilitate collaborative decision-making in defining the scope and objectives of the S-STEM Track 3 grant proposal?
    - o To a great extent
    - o To a moderate extent
    - o To a small extent
    - o Not at all

19. Can you describe specific decisions that were made collaboratively, and any challenges faced during the decision-making process?

20. How confident are you that the proposed grant project will have a sustainable and long-term impact across the participating institutions?

- Very confident
- Somewhat confident
- Neutral
- Somewhat doubtful
- Very doubtful

21. What specific elements of the proposal or planning process contribute to or detract from your confidence in its long-term sustainability and impact?

22. What were the strengths and weaknesses of the collaborative planning process?

Academic and Student Services Survey

Purpose: This survey aims to gather information about what range and types of academic support and student services available to low-income and other STEM students in your institution. We will first collect some demographic information to help us make sure that we are identifying any disparities that may arise, ensuring that all voices are heard and valued in our research. Your responses will help identify common practices and areas for improvement.

23. What is your gender?
    o Male
    o Female
    o Non-binary/Third gender
    o Prefer to self-describe: _____
    o Prefer not to say

24. Which of the following best describes your ethnicity? (Select all that apply)
    o Hispanic or Latino
    o Not Hispanic or Latino

25. Which of the following best describes you? (Select all that apply)
    o American Indian or Alaska Native
    o Asian
    o Black or African American
    o Native Hawaiian or Other Pacific Islander
    o White
    o First generation college student
    o Prefer to self-describe: _____
    o Prefer not to say

26. What is your institution?
    o WVU Institute of Technology
    o Fairmont State University
    o Glenville State University
    o First2 Network

27. What is your role in your institution?
    o Student
    o Staff
    o Faculty
    o Other
    o Prefer not to say

28. What types of academic support services does your institution offer? (Select all that apply)
    o TRIO
    o Tutoring centers
    o Writing centers
    o Academic workshops and seminars
    o Study groups
    o Peer mentoring
    o Online tutoring services
    o Supplemental instruction sessions
    o Other (please specify):_____

29. How frequently are these academic support services utilized by students at your institution?

30. How effective do students find the academic support services at your institution?

31. What are the main challenges students face in accessing academic support services? (Select all that apply)
    o Lack of awareness about services
    o Limited availability (hours of operation)
    o Stigma associated with seeking help
    o Insufficient resources (staffing, funding)
    o Accessibility issues (physical or online access)
    o Other (please specify): _____

32. What types of student services are available at your institution? (Select all that apply)
    o Counseling services
    o Career services and job placement
    o Health and wellness services
    o Financial aid and advising
    o
    o Disability support services
    o Multicultural and diversity services
    o Housing and residential life support

33. Other (please specify): _____

34. How frequently are these student services utilized by students at your institution?

35. How effective do students find the student services at your institution?

36. What are the main challenges students face in accessing student services? (Select all that apply)
o   Lack of awareness about services
o   Limited availability (hours of operation)
o   Stigma associated with seeking help
o   Insufficient resources (staffing, funding)
o   Accessibility issues (physical or online access)
o   Other (please specify): _____

37. What improvements would you suggest to enhance academic support services at your institution?

38. What improvements would you suggest could enhance student services at your institution?

39. Do you have any additional comments or suggestions regarding academic support and student services?

Open ended Questions to guide discussion for S-STEM PI panel. The purpose of this interview is to gather your professional perception what aspects of your current S-STEM award/program are working well and we could potentially incorporate in the S-STEM track 3.

1. Please introduce yourself, the name of your institution and your role there.

2. Can you describe specific initiatives within your S-STEM program that have significantly improved student retention and success, and what factors do you believe contributed to their effectiveness?

3. Which co-curricular activities (such as research projects, industry internships, or STEM clubs) have had the most significant impact on student engagement and learning in your S-STEM program, and what elements made these activities successful?

4. Can you provide examples of co-curricular activities that were less effective or faced low participation in the S-STEM program, and what were the primary reasons for their limited success?

5. Reflecting on the mentoring and advising components of the S-STEM program, which strategies have proven most beneficial for supporting low-income STEM students, and what challenges have you encountered in implementing these strategies?

Open ended Questions for interviews with Institutional Research and Financial aid Offices staff
Interviews will be held at the end of the planning period. The purpose of this interview is to gather your professional perception on the planning process and outcomes.

1. Please say the name of your institution and your role there.

2. Is there an effective mechanism in place to award S-STEM scholarships among the institutions?

3. Would you share with me what barriers or challenges were encountered during the collaborative planning process, and how were they addressed?

4. Are there robust inter-institutional data sharing agreements in place between WVU Tech, FSU, and GSU that would be benefiting others who want to build similar collaborations?

5. How confident are you that the proposed grant project will have a sustainable and long-term impact across WVU Tech, FSU, and GSU?

6. What specific elements of the proposal or planning process contribute to or detract from your confidence in its long-term sustainability and impact?

WEST VIRGINIA UNIVERSITY
OFFICE OF HUMAN RESEARCH PROTECTIONS

Questions for Focus Group.

Many colleges and universities in the State are pursuing grant funding within the NSF S-STEM program (Scholarships in STEM). First2 is working with Fairmont, Glenville and WVU Tech on a larger track 3 program that, in addition to providing full scholarships to low income students, seeks to improve systems and supports that all colleges have. We want to know more about what works and what doesn't.

1. Tell me about the major factors that influence STEM students to use or not use academic support services at your school?

2. Talk about how you use academic advising and 2 ways academic advising is helpful and 2 ways advising could be improved for STEM students

3. Reflecting on your college journey, what 2 things–maybe they are resources, relationships, or even techniques you have learned, have helped you the most in thriving as a STEM major.

4. If you could change one thing at your school that would benefit STEM students what would that be?

5. What aspects of being a STEM major most affect students' mental wellness? What could your school do to support mental health more?

Link to the academic and student support services survey:
https://wvu.qualtrics.com/jfe/form/SV_9YVALzHXfGic9aC

Student voice survey

Purpose: This survey intends to capture student voice and your lived experience in order to inform ideas for curricular and co-curricular support for the multi-institutional S-STEM program. We will first collect some demographic information to help us make sure that we are identifying any disparities that may arise, ensuring that all voices are heard and valued in our research.

1. Select the option that best describes your gender?
   o Male
   o Female
   o Non-binary/Third gender
   o Prefer to self-describe: _____
   o Prefer not to say

2. Are you Pell grant eligible?
   o Yes
   o No
   o I don't know

3. Which of the following best describes your ethnicity? (Select all that apply)
   o Hispanic or Latino
   o Not Hispanic or Latino

4. Which of the following best describes you? (Select all that apply)
   o American Indian or Alaska Native
   o Asian
   o Black or African American
   o Native Hawaiian or Other Pacific Islander
   o White
   o Prefer to self-describe: _____
   o First generation college student
   o Veteran
   o Single parent
   o Prefer not to say

5. What is your institution?
   o WVU Institute of Technology
   o Fairmont State University
   o Glenville State University

o   Other, please specify _____

6. What types of academic support do you think are most beneficial for low-income STEM students?
    o   Tutoring sessions
    o   Study groups
    o   Academic workshops
    o   Mentorship programs
    o   Other, please specify _____

7. Which career development activities would you find most valuable in a support program?
    o   Internship placement assistance
    o   Resume and cover letter workshops or other type of skills
    o   Networking events with industry professionals
    o   Career counseling and guidance
    o   Other, please specify _____

8. Besides scholarships and grants, which of these are most important as financial support services in a program for low-income STEM students?
    o   Financial literacy workshops
    o   Emergency financial assistance
    o   Work-study opportunities
    o   Paid Internship
    o   I am not aware of any of these programs
    o   Other, please specify _____

9. What types of personal development activities would you like to see in such a program?
    o   Leadership training
    o   Time management and organizational skills workshops
    o   Managing personal relationships
    o   Stress management and wellness sessions.
    o   Public speaking and presentation skills training
    o   Other, please specify _____

10. How valuable would you find each of these peer support and community-building activities?
    Scale: Not valuable at all, Neutral, Somewhat valuable, Very valuable

- o Peer mentoring programs
- o STEM student clubs and organizations
- o Social events and gatherings
- o Study lounges and collaborative spaces
- o Opportunities for students to connect with faculty

11. Which types of academic resources do you think should be prioritized? (Select all that apply)
    - o Access to textbooks and study materials
    - o Free or subsidized access to scientific software and tools
    - o Laboratory and research opportunities
    - o Online learning resources and tutorials
    - o Undergraduate research.

12. What kind of professional development opportunities would you like to have access to? (Select all that apply)
    - o Workshops on emerging STEM fields and technologies
    - o Certification programs
    - o Guest lectures and seminars by industry experts
    - o Participation in STEM conferences and competitions

13. How important is personalized academic advising in a support program for low-income STEM students?
    Scale: Not important at all, Neutral, Somewhat important, Very Important
    - o Regular one-on-one meetings with academic advisors
    - o Customized study plans and academic goals
    - o Individualized Development Plans
    - o Assistance with course selection and registration
    - o Guidance on navigating academic challenges and resources

14. Is there anything else you would like to share with us about what programs, events, or activities could best support low-income students in STEM?

Age	Gender id	Race (circle all that apply)
18-20 21-24 25-29 30+	Male – Fem – Trans – Non-binary	White – African Am – Asian Am – Native Am – Other – International

West Virginia University
OFFICE OF HUMAN RESEARCH PROTECTIONS

Class: Fr—So—Jr—Sr—G—Faculty	*GPA*:	*College/major*

I am in college because: out of high school—lost job—keep job—get promotion—change career—kids gone—divorce

Circle all you are receiving	loans—grants—scholarships—veterans benefits—government assistance—other—none

Parent(s) you lived with: on assistance—working class—lower middle—middle—upper middle class

Who do you live with: mother—father—step mother—step father—siblings—step siblings—other family—adopted - other/none

Do you consider yourself first-generation? Yes — No

Highest education: Mother	*Highest education: Father*
Not HS – HS – college – Assoc – Bac – Grad – Doctor	Not HS – HS – college – Assoc – Bac – Grad – Doctor

Home: rural—small-town—small city—large city	*State residence:* WV – KY – OH – VA – PA – NC – other

Select the highest math class you passed in HS: Math1 — Math2 — Math3 — Algebra — Trig — Calc	*Select the science classes you took in HS (select all that apply)* Bio — Chem — Anatomy — Comp Sci — Physics — Environmental Sci — Forensics

How important is religion: (0= not important, 1=somewhat important 2= very important)	*To You*	*Father*	*Mother*
	0—1—2	0—1—2	0—1—2

Extracurricular groups are you involved in college? 0—1—2—3—4—5+	*In high school:* 0—1—2—3—4—5+

People you know who attended college: immediate family—cousins—aunts/uncles—your friends—family friends

Hours worked in job per week:	*Circle if*: Diagnosed ADD or ADHD?
Family living within 5 miles: 0—5—10—20—30—40—50+	*Civic or church groups?* 0—1—2—3 or more

Took college prep, AP, dual credit courses: (none at my high school)—(available but I didn't take)—1—2—3—4+

How often do you	*Often*	*Some times*	*Rare*	*Never*
I always completed homework in high school	Often	Some	Rare	Never
Circle your level of agreement for each statement:	***Strong agree***	***Agree***	***Dis-agree***	***Strong disagree***
I make most decisions in order to please myself	SA	A	D	SD
I am choosing my career for financial reasons	SA	A	D	SD
I am choosing my career to help people	SA	A	D	SD
I am choosing my career because of my personal interests	SA	A	D	SD
I know what it means to be successful	SA	A	D	SD
I believe I can achieve success	SA	A	D	SD
I am going to college because that is what my family expects	SA	A	D	SD
My parents are willing to sacrifice for me to go to college	SA	A	D	SD
I have to hide my interest in college from my family	SA	A	D	SD
Helping out my family is more important than school	SA	A	D	SD
My family is afraid that I will come back from college "changed"	SA	A	D	SD
I try to go home on the weekends as often as I can	SA	A	D	SD
I will have to move away from WV for a job which requires a college degree	SA	A	D	SD
Teachers only encourage "smart kids" to go to college	SA	A	D	SD
I could easily have gotten a job out of high school	SA	A	D	SD
My school taught me how to get scholarships and loans for college	SA	A	D	SD

I have been told not to go into debt for things like college	SA	A	D	SD
My family didn't want to do their paperwork for me to get into college	SA	A	D	SD
I enjoy math	SA	A	D	SD
I had a good math teacher in high school	SA	A	D	SD
I enjoy science	SA	A	D	SD
I had a good science teacher in high school	SA	A	D	SD
I would have done better in high school if I had more attention from teachers	SA	A	D	SD
I felt my high school experience prepared me for college	SA	A	D	SD
I have been told that I am not smart enough for college	SA	A	D	SD
WV people really don't need outsiders coming in trying to "fix" us	SA	A	D	SD
It is important for me to finish my degree in four years	SA	A	D	SD
I am happy with my major and doubt I will change it	SA	A	D	SD
I came to college knowing what job I want when I leave	SA	A	D	SD
I would rather not take classes that are not part of my major	SA	A	D	SD
I would get better grades if teachers did a better job of teaching	SA	A	D	SD
People from Appalachia are different from other Americans	SA	A	D	SD
I was afraid I would get lost or overwhelmed in college	SA	A	D	SD

Dear Prospective Participant,

This letter is a request for you to participate in a research project **Building an Inter-institutional Collaboration for STEM Achievement among Small Universities in Appalachia**. This project is being conducted by Aida E Jimenez-Esquilin, Ph.D. in the LCN College of Engineering and Sciences at WVU Institute of Technology and Sue Ann Heatherly of the First2 Network.

If you decide to participate, you will be asked to complete the survey attached to the best of your abilities. Your participation in this project will take approximately 5-15 minutes. You must be 18 years of age or older to participate. You will receive no compensation for participation.

Your participation in this project will be kept as confidential as legally possible. All data will be reported in the aggregate. Your participation is entirely voluntary. You may skip any question that you do not wish to answer, and you may discontinue at any time. If you are a student your class standing, grades, student work status, or status on an athletic team, if applicable, will not be affected if you decide not to participate or withdraw. If you are an employee your employment status will not be affected if you choose not to participate or withdraw. The West Virginia University Institutional Review Board's review of this research project is on file with the WVU Office of Human Research Protections.

If you have any questions about this research project, please feel free to contact me, the PI at 304-362-2222 or by email at aida.jimenezesquilin@mail.wvu.edu. Additionally, you can contact the WVU Office of Human Research Protections at 304-293-7073.

I hope that you will participate in this research project, as all data generated from this process could help us better understand how to best plan to create a successful multi-institutional S-STEM Track 3 proposal to the National Science Foundation to provide scholarships to academically talented low-income students in STEM in Primarily Undergraduate Institutions. Thank you for your time and consideration.

Sincerely,

Aida E Jimenez Esquilin
Associate Professor of Biology
LCN School of Engineering and Science
WVU Institute of Technology
410 Neville St. Beckley, WV 25801

For Participant: I agree that I have read and understand what this project is about, and by clicking the link below, I agree to participate in the project.

Please follow the survey link here: [Insert Survey Link Here]