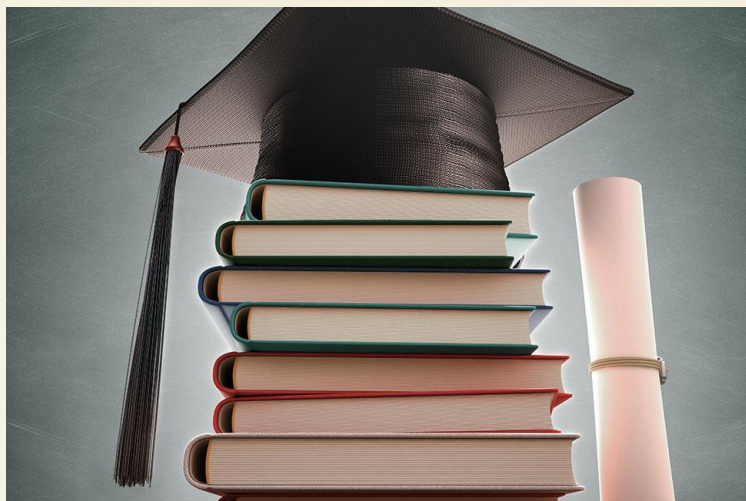


COUNCIL *for OPPORTUNITY in* **EDUCATION**



TRIO Dissertations Summaries 1990-1999

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TRIO GENERAL

Baber, J. (1994). A policy analysis of Titles I-IV of the Higher Education Act of 1992: The fiscal impact on adult African American college students (Doctoral dissertation, Northern Illinois University, 1993). *Dissertation Abstracts International*, 54 (8), 9400635A.

Author: James Baber

Title: A Policy Analysis of Titles I-IV of the Higher Education Act of 1992: The Fiscal Impact on Adult African American College Students

Abstract (Summary)

This dissertation concludes an investigation into federal policies of higher education funding and how they affect the ways in which adult African-American students react to and continue their education. Data related to the passing of the Higher Education Act of 1992 were obtained from interviews, congressional documents, hearing proceedings, and various congressional subcommittee documents. Eight key policymakers were interviewed in Washington, D.C.; these individuals represented special interest groups and elected federal officials.

While African Americans have made gains in higher education since passage of the original Higher Education Act 27 years ago, it is clear that the federal government has failed in its attempt to achieve the goals outlined in the original Higher Education Act of 1965. Retention, drop out, and conflict with the prison/justice system have caused stress for this group of students. In addition to an investigation of these issues, conclusions are drawn regarding Congress's rationale for passing this piece of legislation. The impact of the Higher Education Acts of 1992 and the involvement of special interest groups in the final passing of this federal financial aid package are held as critical factors deserving of even further investigation.

In the process of completing this study, several primary themes or categories were discovered. These themes were: (1) the entitlement limitations of the Pell Grant; (2) the involvement of special interest groups; (3) the continual thwarting of the original purposes of the Higher Education Act of 1965; and (4) the important role that historically Black colleges and universities and TRIO programs play in ensuring access for African Americans, other students of color, and disadvantaged adults. The findings of this study identified key components of the Higher Education Act of 1992, Titles I-IV, which have a fiscal impact upon the matriculation of African-American students in higher education. The findings from this study can be used as a guiding light for policy makers in government and in education. Most importantly, new ways of including marginalized people in decision-making processes must be found so that they may participate in shaping the policies that affect their lives.

Research question

What are the federal policies of higher education funding and how do they affect the ways in which adult African-American students react to and continue their education?

TRIO program(s) or students involved

Looks at TRIO programs collectively

Method / Research Design

Data related to the passing of the Higher Education Act of 1992 were obtained from interviews, congressional documents, hearing proceedings, and various congressional subcommittee documents. Eight key policymakers were interviewed in Washington, D.C.; these individuals represented special interest groups and elected federal officials.

Analysis

Electronic copy unavailable

Key Findings

Several primary themes or categories were discovered: (1) the entitlement limitations of the Pell Grant; (2) the involvement of special interest groups; (3) the continual thwarting of the original purposes of the Higher Education Act of 1965; and (4) the important role that historically Black colleges and universities and TRIO programs play in ensuring access for African Americans, other students of color, and disadvantaged adults. The findings of this study identified key components of the Higher Education Act of 1992, Titles I-IV, which have a fiscal impact upon the matriculation of African-American students in higher education.

Implications

The findings from this study can be used as a guiding light for policy makers in government and in education. Most importantly, new ways of including marginalized people in decision-making processes must be found so that they may participate in shaping the policies that affect their lives.

Baker, M.K. (1990). Higher education and politics: The case of Trio (Doctoral dissertation, The University of Wisconsin-Madison, 1990). *Dissertation Abstracts International*, 51 (5), 9027486A.

Author: Melody Kyser Baker

Title: Higher Education and Politics: The Case of Trio

Abstract (Summary)

This study explored elements of the relationship between interest group activism and the decision-making processes in the federal postsecondary education policy arena between 1968 and 1980. The Trio case was used to examine the general research question: how are the decision-making processes in the federal postsecondary education policy arena affected by the presence of an active interest group. Two corollary questions explored the reciprocal issues of how the Trio interest group organized and developed and the subsequent policy role of the group in influencing Trio program policy.

A systems model adapted from Easton's (1965) model of the political system provided the conceptual framework for the study. The model considered Trio program policies initially as system output which generated the Trio interest group as a feedback loop to the policy system between 1968 and 1975. The Trio interest group was then considered system input, contributing legislative initiatives for Trio programs between 1975 and 1980. Qualitative methodology and a single-case research design were used.

The study's findings indicate that the national mood and political dynamics of the federal postsecondary policy arena not only affected the development, implementation, and administration of Trio programs, but also created the conditions for the development of the Trio interest group. The study illustrates the manner in which the external environmental factors, historical antecedents, and policy legacy of the higher education arena interacted with subsystems of the postsecondary education policy arena to affect the characteristics and presence of the Trio programs, and the ways in which these effects generated the Trio interest group.

The study also found that bureaucratic indifference and ineptness, as well as fragmentation of program authority, while adversely affecting the operation of Trio projects at the local level, were important factors in the development of the Trio interest group.

Trio programs represent the federal government's recognition that non-financial student assistance is necessary for increased access and retention in postsecondary education. The Trio interest group sees its role as continuing political activity on behalf of disadvantaged students seeking access to postsecondary education through the Trio programs.

Research question

How are the decision-making processes in the federal postsecondary education policy arena affected by the presence of an active interest group? Two corollary questions explored the reciprocal issues of how the Trio interest group organized and developed and the subsequent policy role of the group in influencing Trio program policy.

TRIO program(s) or students involved

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Method / Research Design

Qualitative methodology and a single-case research design were used

Analysis

Electronic copy unavailable

Key Findings

The study's findings indicate that the national mood and political dynamics of the federal postsecondary policy arena not only affected the development, implementation, and administration of Trio programs, but also created the conditions for the development of the Trio interest group. The study illustrates the manner in which the external environmental factors, historical antecedents, and policy legacy of the higher education arena interacted with subsystems of the postsecondary education policy arena to affect the characteristics and presence of the Trio programs, and the ways in which these effects generated the Trio interest group.

The study also found that bureaucratic indifference and ineptness, as well as fragmentation of program authority, while adversely affecting the operation of Trio projects at the local level, were important factors in the development of the Trio interest group.

Implications

Trio programs represent the federal government's recognition that non-financial student assistance is necessary for increased access and retention in postsecondary education. The Trio interest group sees its role as continuing political activity on behalf of disadvantaged students seeking access to postsecondary education through the Trio programs.

Pizarro, G.S. (1999). TRIO programs and affirmative action: The case of three universities (Doctoral dissertation, The University of Wisconsin-Madison, 1999). *Dissertation Abstracts International*, 60 (5), 9911679A.

Author: Gail Susan Pizarro

Title: TRIO Programs and Affirmative Action: The Case of Three Universities

Abstract (Summary)

The topic of affirmative action arouses passionate support and criticism. TRIO's success in garnering unqualified support results from the language that has been systematically and consistently used to describe its beneficiaries--namely Americans who are low-income and first generation and who demonstrate that their inclusion in higher education adds value to society. Not using the rhetoric of race put an early spin on TRIO that would allow it to continue to function as an affirmative action initiative without creating an adversarial reaction.

This study examines the implementation of TRIO in three different universities to provide greater understanding about the forces that are affecting TRIO. A qualitative design composed of three cases and 30 in-depth interviews offers critical information about the distinguishing features of TRIO. Also of interest are the differences that emerge in centralized versus decentralized administrative orientation and the similarities in employment level stratification related to university-wide diversity initiatives.

A literature review of implementation theories and the historical and philosophical foundations of TRIO explain the complex political forces that have shaped TRIO. The dissertation begins with an explanation of the background of American polity during the three decades leading up to 1965 and President Lyndon Johnson's enactment of the Great Society legislation that created TRIO programs.

The Design and Methodology chapter includes a step-by-step accounting of the procedures that were used to conduct the study that included a sample of graduate students, middle managers, and executive level administrators who are currently employed by a TRIO program or who, directly through their employment responsibilities, interact with or have a working knowledge of TRIO.

Major findings center on the idiosyncratic differences of the three universities under investigation. New strategies for universities to implement other programs modeled on TRIO and recommendations for future research appear in chapters IV and V. TRIO programs are examined as a system that interrelates with several other campus units and is a sub-unit of the larger university organization.

Research question

What are the relevant features of TRIO programs and their interaction with affirmative action in three different universities?

- How is affirmative action at three different universities affecting TRIO programs?
- How are affirmative action programs being received by various campus stakeholders?
- Is the idiosyncratic placement of TRIO programs in the cases under investigation reflective of the institutional commitment to TRIO programs and to diversity?

TRIO program(s) or students involved

Looks at a variety of TRIO programs

Method / Research Design

Qualitative case-study interviews design – 6 questions, 30 diverse respondents at different levels in the institution.

Analysis

Transcripts were printed in hard copy form, powerful quotes were underlined, and codes were inserted in the margins.

Key Findings

Most believe that TRIO programs act in support of affirmative action and diversity. Additionally, respondents agree that TRIO programs should be housed together at institutions.

Implications

More studies should be done on the effect of poverty on learning. Universities should work with TRIO staff to improve retention.

Reinke, J.R. (1993). A comparison of two algebra courses for underprepared students at Central Missouri State University (Doctoral dissertation, Central Missouri State University, 1993). *Dissertation Abstracts International*, 31 (4), 1352530A.

Author: Joanne R. Reinke

Title: A Comparison of Two Algebra Courses for Underprepared Students at Central Missouri State University

Abstract (Summary)

The success rates of disadvantaged students in an introductory algebra course funded by a federal TRIO program were compared to the success rates of students from the general university population who took the regular introductory algebra course. With success defined as earning a grade of "C" or higher, students in both courses had success rates around 50%. However, the disadvantaged students had a significantly lower success rate in the subsequent course, Intermediate Algebra.

The success rates of those disadvantaged students who had needed to take an arithmetic review course before taking the special introductory algebra course were also examined. This subgroup had a success rate in the subsequent course which was significantly lower than that of the other students. Those disadvantaged students who did not need the arithmetic review had success rates in the subsequent course similar to those of the regular introductory algebra students.

Research question

How do disadvantaged students taking a TRIO funded introductory algebra class compare to students from the general university population taking a regular introductory algebra class?

TRIO program(s) or students involved

Upward Bound Math-Science?

Method / Research Design

Electronic copy unavailable

Analysis

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Key Findings

With success defined as earning a grade of "C" or higher, students in both courses had success rates around 50%. However, the disadvantaged students had a significantly lower success rate in the subsequent course, Intermediate Algebra.

Implications

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Student Support Services

Baker, C. (1994). Career and organizational commitment as a function of job satisfaction factors among TRIO project directors (Doctoral dissertation, University of San Francisco, 1994). *Dissertation Abstracts International*, 55 (3), 9417934A.

Author: Connie Baker

Title: Career and Organizational Commitment as a Function of Job Satisfaction Factors among TRIO Project Directors

Abstract (Summary)

Eighty federally funded TRIO project directors providing services to low-income and disabled students on university campuses in California, Nevada, Arizona, Hawaii and the Pacific Trust Territories participated in a survey study examining the relationships among organizational commitment, career commitment and Job Satisfaction. Based on observations that these directors work under adverse physical conditions and have little job security, the purpose of the study was to determine job satisfaction factors which would be predictive of both organizational and career commitment. The Organizational Commitment Questionnaire (Mowday, Steers, and Porter), the Career Commitment Scale (Blau) and seventeen scales of the Minnesota Satisfaction Questionnaire (MSQ, Weiss, et al.) comprised the questionnaire for the study. Pearson Product Moment Correlation, Analysis of Variance, Factor Analysis and Discriminate Analysis were used to assess the relationships among the variables.

The majority of directors managed projects in California, were educated beyond the bachelor's degree level, and were ethnically diverse. Both number of years in the current position and number of years employed in TRIO programs were found to be correlated with organizational commitment but not with career commitment.

Five factors emerged from the factor analysis of the seventeen MSQ scales: Intrinsic Satisfaction, Extrinsic Satisfaction, Managerial Control, Fair and Equitable Treatment and Social Status. The factors were used as predictors in multiple discriminate analyses of both organizational commitment and career commitment. In both cases, one significant discriminate function was found. For organizational commitment, this function was composed of Intrinsic Satisfaction and Managerial Control. For career commitment, the function was composed solely of Intrinsic Satisfaction. Results indicated that higher levels of Intrinsic Satisfaction predicted higher levels of both organizational commitment and career commitment.

Follow-up interviews with 10 percent of the sample confirmed the findings of the study. Implications for the workforce, for future training and professional development, for host agencies, and for future research concluded the study.

Research question(s)

1. What is the relationship between organizational and career commitment among TRIO directors?
2. Do career and organizational commitment vary by such demographic characteristics as age, gender, ethnicity, educational level, type of TRIO program administered, program locations, and reporting lines among TRIO directors?
3. To what extent do intrinsic job factors (e.g. autonomy, achievement, responsibility) contribute to career and organizational commitment among TRIO directors?
4. To what extent do extrinsic job factors (e.g. pay, supervision, working conditions) contribute to career and organizational commitment among TRIO directors?
5. Do intrinsic or extrinsic job satisfaction factors contribute more to career or organizational commitment among TRIO directors?

TRIO program(s) or students involved

Upward Bound, Student Support Services

Method / Research Design

Survey methodology to collect data: Minnesota Satisfaction Questionnaire (MSQ), Organizational Commitment Questionnaire (OCQ), and Career Commitment Scale (CCS). Subjects: 97 TRIO program directors in Federal Region IX (California, Arizona, Nevada, Hawaii, and the Pacific Islands). 80 returned the questionnaire.

Analysis

Statistical analyses: Pearson Product Moment correlation, Analysis of Variance (ANOVA), and discriminant analysis with five factors: intrinsic satisfaction, managerial control, extrinsic satisfaction, fair and equitable treatment, and social status.

Key Findings

Results indicated that higher levels of Intrinsic Satisfaction predicted higher levels of both organizational commitment and career commitment. Respondents had above average commitment to their organizations and careers, and females were found to have significantly higher levels of career and organizational commitment than males. Years in current position and years in TRIO were significantly related to organizational commitment.

Implications

TRIO directors are highly committed individuals who would be an asset in grant writing or recruitment and retention efforts on campuses. Professional development should be provided to ensure the advancement of these individuals into top leadership positions in higher education. Additionally, professional organizations should provide mentorship

opportunities. Institutions should reduce bureaucracy and institutional control over the TRIO programs so that the directors can focus on serving students. Better job security is needed through less pressure on filling out grant applications to ensure survival of the program. For research implications, a more geographically widespread study should be conducted as well as one that included staff at all levels of the organization.

Gallagher, C.D. (1998). Learning strategy preferences of students in Montana State University's student support services program (Doctoral dissertation, Montana State University, 1998). *Dissertation Abstracts International*, 59 (4), 9830105A.

Author: Cecilia Dawn Gallagher

Title: Learning Strategy Preferences of Students in Montana State University's Student Support Services Program

Abstract (Summary)

This study examined the learning strategy preferences of 190 students in Montana State University's TRIO Student Support Services program, Advance By Choice (ABC). The purpose was to determine if learning strategy preferences differed between students grouped on various demographic and educational variables, if homogeneous clusters of learners based on learning strategy preferences existed within ABC, and if clusters existed how they could be described.

Quantitative and Qualitative means were utilized to gather data. Using the Self-Knowledge Inventory of Lifelong Learning Strategies (SKILLS), discriminant analysis revealed that on only two demographic and educational variables, grade point average (GPA) and physical disability, were there any significant differences in learning strategy preferences between the groups. The discriminant functions for each of these variables was described and named.

Cluster analysis revealed that four homogeneous clusters of learners existed. They were Motivators, Resource Managers, Engagers, and Student Independents. Analysis of variance determined where significant differences on learning strategy, demographic variables, and educational variables existed between the clusters. The final phase of data collection was qualitative and involved small group and individual interviews which confirmed the clustering and provided a rich interpretation of the learners' experiences through their own voices.

Conclusions included the following. Learning strategies are not good discriminators between students grouped on demographic and educational variables with the exception of GPA and physical disability. Clusters of learners exist in the ABC program and are similar to clusters found in other studies using SKILLS. SKILLS is an effective tool for both research and for providing useful information about learning strategies to students. It can be effectively used in retention programming by helping students to improve their learning. The Adjusting learning strategy plays an important role in academic achievement as measured by GPA. The methodology used in this and other studies using SKILLS effectively combines quantitative and qualitative methods to create a clear picture of learner realities. Students are a valuable voice in this process, and their dialogue benefits both themselves and the research process.

Research questions

1. What is the learning strategies profile of students in the Advance by Choice program?

2. How do the Advance by Choice students grouped on the following variables differ in their learning strategy preferences: Age; ABC qualifiers of being a first generation student, low income, having a learning disability, physical disability, or other disability; having children; age of first college attendance; English as first language; cumulative grade point average; self report of extreme difficulty in reading, writing, math or other subject; and gender?
3. Are there clusters of learners in the Advance by Choice program that are identifiable using SKILLS?
4. If there are clusters of learners identifiable in the program, how can they be described

TRIO program(s) or students involved

Student Support Services

Method / Research Design

Both quantitative and qualitative. For the quantitative portion, the SKILLS instrument was used with discriminant analysis, and for the qualitative portion, descriptive case studies and a qualitative inductive approach with small group and individual interviews were used.

Analysis

Discriminant analysis, cluster analysis, analysis of variance

Key Findings

Learning strategies are not good discriminators between students grouped on demographic and educational variables with the exception of GPA and physical disability. Clusters of learners exist in the ABC program and are similar to clusters found in other studies using SKILLS. The Adjusting learning strategy plays an important role in academic achievement as measured by GPA.

Implications

Students should work to learn more about their learning strategies by taking the SKILLS assessment. Adjusting strategies should be included in programming efforts, like workshops. Broader based studies are needed.

Hebert, M.S. (1998). Correlates of persistence and achievement of special program students at a New England regional state university (Doctoral dissertation, The University of Connecticut, 1997). *Dissertation Abstracts International*, 58 (9), 9810513A.

Author: Margaret Sennett Hebert

Title: Correlates of Persistence and Achievement of Special Program Students at a New England Regional State University

Abstract (Summary)

This study examined predictors of persistence and achievement of students enrolled in a special admission student program at a New England regional state university. To address the underrepresentation of first generation, low income students, many colleges have modified admissions criteria and offer support services. In 1996 over 700 colleges and universities offered Student Support Services (SSS). SSS is designed to assure the success of eligible students enrolled in higher education.

The so called TRIO programs, created under the Higher Education Act of 1965 include Upward Bound, Talent Search, Student Support Services, Educational Opportunity Centers and the McNair programs. While these programs have been highly successful, more research is needed which identifies why they succeed. This study attempted to identify correlates of persistence and success of students enrolled in a student support service program.

Data were collected on students' high school rank, SAT scores, scores on a study strategies inventory and on persistence and achievement to the freshman and sophomore years. Discriminate function analysis was employed to identify predictors of persistence, and stepwise regression analysis was employed to identify predictors of achievement. The freshman cumulative grade point average emerged as the single significant predictor of retention to the sophomore year. Precollege summer program grades, along with scores on the motivation scale of the study strategies inventory and the high school rank in class emerged as effective predictors of achievement. Birth order had its impact in high school, as almost 75% of the students recommended for the program were firstborns.

Significantly, the rate of persistence to the sophomore year of the sample exceeded that of the "regular" admissions students at the university. These findings support the notion of "frontloading" services for freshmen and concur with the findings of Kinsella (1994) and Norman (1978). SAT scores failed to predict persistence or achievement for the sample; this supports research findings which indicate that SAT scores are not a good predictor of success for minority and first generation college students.

Research question

1. To what extent do special admissions students who enrolled in a precollege program persist to the freshman year at a New England regional state university?
2. To what extent do freshman special admissions students who have enrolled in a precollege program and received student support services, persist to the sophomore year at a New England regional state university?
3. To what extent and in what manner can persistence to the freshman year (as defined by continued matriculation) of special admissions students at a New England regional state university be predicted by SAT-

Total, High School Rank in Class, Summer School GPA, scores on a study habits and attitudes inventory, education of parent or parents, and birth order?

4. To what extent and in what manner can persistence to the sophomore year (as defined by continued matriculation) of special admissions students at a New England regional state university be predicted by SAT-Total, High School Rank in Class, Summer School GPA, cumulative GPA, scores on a study habits and attitudes inventory, education of parent or parents, and birth order?
5. To what extent and in what manner can the cumulative grade point average of special admissions students at a New England regional state university be predicted by SAT-Total, High School Rank in Class, Summer School GPA, scores on a study habits and attitudes inventory, education of parent or parents, and birth order?

TRIO program(s) or students involved

Student Support Services

Method / Research Design

Quantitative ex post facto study. Sample: 186 high school graduates who entered Eastern Connecticut State University and participated in summer programs in 1991, 1992, and 1993. Data collected from students' permanent academic records, admissions applications, and from students' files in the Learning Center office.

Analysis

Chi-Square analysis, discriminant function analysis, stepwise multiple regression technique

Key Findings

The freshman cumulative grade point average emerged as the single significant predictor of retention to the sophomore year. Precollege summer program grades, along with scores on the motivation scale of the study strategies inventory and the high school rank in class emerged as effective predictors of achievement. Birth order had its impact in high school, as almost 75% of the students recommended for the program were firstborns.

Significantly, the rate of persistence to the sophomore year of the sample exceeded that of the "regular" admissions students at the university. These findings support the notion of "frontloading" services for freshmen and concur with the findings of Kinsella (1994) and Norman (1978). SAT scores failed to predict persistence or achievement for the sample; this supports research findings which indicate that SAT scores are not a good predictor of success for minority and first generation college students.

Implications

Longitudinal studies that follow students through graduation are needed as is a study which investigates the impact of self esteem on motivation. Also, a replication of this study is needed at another university with student support services.

Kim, G. (1999). An exploratory study of university student support services: Looking for the best regression models (Doctoral dissertation, University of Wisconsin – Madison, 1999). *Dissertation Abstracts International*,61 (1), 9939705A.

Author: Gene Kim

Title: An Exploratory Study of University Student Support Services: Looking for the Best Regression Models

Abstract (Summary)

The purpose of this study was to examine the relationship between the various services provided by the UW-Madison TRIO Student Support Services (SSS) program and its undergraduate students' academic performance which were measured by the students' overall grade point averages. This research also examined the students' population characteristics such as race, gender, and socio-economic status and their influence on the level on the level of effectiveness of service delivery. An ultimate goal of this research was to aid in the improvement of efficiency and effectiveness (Overall optimization) of the UW-Madison TRIO Student Support Services (SSS) program that would ultimately increase student retention.

The objectives of TRIO Student Support Services (SSS) Program are to assist disadvantaged, low-income individuals, first generation college students and students with disabilities, with the goal of increasing enrollment, retention and graduation rates of low-income and minority students. In addition, the TRIO Student Support Service (SSS) Program is an "outreach" program for low-income minority students (Sandefur & Lane, 1992).

This study was an exploratory, quasi-experimental, archival statistical analysis. The main statistical method utilized in this study was a multiple regression analysis. Through multiple regression analysis, this study attempted to identify the best combination of service variables that had the strongest relationship to the student's academic performance. Consequently, the "best" regression model obtained by stepwise regression, best subset regression, and backward elimination was inferred as the service variable combination which had the strongest relationship to the student's academic performance.

Even though this study strictly examines student performance only in relation to usage of services provided by UW-Madison TRIO Student Support Services, major theories that involve academic persistence and retention are also reviewed.

In summary, the overall students' grade point averages in relation to the usage of the services regardless of race, gender and socio-economic status were found to be significant. However, the regression models that took account of the student's race, gender, and socio-economic status also came out to be significant, and had higher adjusted coefficient of

determination. Unfortunately, due to the low rate of participation by the students, making a solid conclusion was difficult.

Due to the high variation in the logistical methods of student record keeping in different institutions, this study was limited to undergraduate students in TRIO Student Support Services at UW-Madison.

Several recommendations arising from the research findings as well as beyond the research findings are presented.

Research question

1. Identify the variables which make the most impact in student performance
2. Examine whether or not the service provided by the SSS program is equally effective across socio-economic status, gender, and ethnicity
3. Assessment of the overall effectiveness of SSS regardless of the students' gender, ethnicity, and socio-economic status.

TRIO program(s) or students involved

Student Support Services

Method / Research Design

This study was an exploratory, quasi-experimental, archival statistical analysis and used an ex post facto design.

Analysis

Multiple regression analysis. The "best" regression model obtained by stepwise regression, best subset regression, and backward elimination was inferred as the service variable combination which had the strongest relationship to the student's academic performance.

Key Findings

The overall students' grade point averages in relation to the usage of the services regardless of race, gender and socio-economic status were found to be significant. However, the regression models that took account of the student's race, gender, and socio-economic status also came out to be significant, and had higher adjusted coefficient of determination. Unfortunately, due to the low rate of participation by the students, making a solid conclusion was difficult.

Implications

Quantitative and qualitative research should examine emotional variables such as anxiety and discomfort in relation to seeking out services on predominantly white campuses. Research should be performed with a larger sample population. TRIO programs should reach out more to departmental programs on campus and should operationally define their outcomes. Also, TRIO programs should be proactive entities and should demonstrate their effectiveness to ensure future federal funding.

Martinez, M.D. (1997). Correlates of persistence and achievement of individuals afforded student support services at a New England research university (Doctoral dissertation, The University of Connecticut, 1996). *Dissertation Abstracts International*, 57 (9), 9705024A.

Author: Maria Dolores Martinez

Title: Correlates of Persistence and Achievement of Individuals Afforded Student Support Services at a New England Research University

Abstract (Summary)

This study focused on the examination of correlates of success and failure of students afforded student support services in a New England Research University. As of 1995, over 700 colleges and universities offer Student Support Services (SSS) under provisions of the TRIO programs of the Higher Education Act of 1965 (Directory of TRIO Programs, 1995). TRIO consists of Upward Bound, Talent Search, Educational Opportunity Centers, and Student Support Services. SSS is designed to assure graduation, for first generation college students, many of whom have modest credentials by traditional standards, i.e., SATs and high school rank.

TRIO programs enjoy great success but little is known about why they succeed. This research was designed to fill this gap in knowledge and serve as a model for TRIO personnel wishing to continuously improve their programs by identifying correlates of success and failure.

Discriminate function (DFA) and regression analysis were applied to data for 111 students afforded SSS experiences at a New England Research University to identify correlates of persistence and achievement. The SSS experience included a pre-college summer institute consisting of courses in English, mathematics and study skills, and a full range of counseling and tutoring services and skill building activities over the students' college careers.

Of 58 graduates, 88 percent completed degree requirements by the tenth semester and 12 percent by the twelfth semester. Of the remaining 53 some were still enrolled, while others had left the university for academic or non-academic reasons.

DFA exercises revealed that high school rank, birth order and grades earned in a study skills course comprised the leading correlates of persistence and attrition. Results of the regression exercises indicated that high school rank, study skills course grade, birth order, and SATs scores comprised the leading correlates of grade point averages.

Significantly, mother's education, a traditional correlate, failed to enter either the DFA or regression equations. Further, SATs ranked well down the list of importance in these exercises. These findings agree with those of Kinsella, (1995) and Norman, (1978). Likewise, it repudiates the views of Rotberg et al. who contended that students must have mothers with high levels of education and quite robust SATs to do well in college. The findings also constitute a ringing endorsement of the value of "front loading" (Devracics, 1990), a cornerstone of TRIO operations.

Research question

1. To what extent do SSS students persist at a New England research university?

2. To what extent do SSS students achieve satisfactory grades at a New England research university?
3. To what extent and in what manner can the following variables predict group membership of SSS students as persisters or non-persisters at a New England research university: SAT-Total, rank in class, study skills course grades, mother's education, and birth order?
4. To what extent and in what manner can the following variables predict group membership of SSS students' cumulative grade point average at a New England research university: SAT-Total, rank in class, study skills course grades, mother's education, and birth order?
5. To what extent do SSS graduates differ from SSS recipients who did not graduate in birth order?

TRIO program(s) or students involved

Student Support Services

Method / Research Design

Ex post facto quantitative study. Sample: 121 high school graduates who entered the university in 1989 and participated in Student Support Services experiences. Information was collected from the permanent academic records of students.

Analysis

Discriminant function analysis, Chi-square analysis, and stepwise multiple regression technique.

Key Findings

Birth order and high school rank were the best predictors for achievement and persistence for SSS students. Study skills course grades also demonstrated a significant amount of predictability. SAT scores were not an effective predictor. First-borns demonstrated a high level of achievement prior to entering the university and during their tenure.

Implications

Should examine non-intellective variables such as self-concept, academic and social integration with the institution, and realistic self-appraisal. More studies are needed on the factors involved in the success of TRIO programs as well as studies to determine effective predictors of college success for SSS students.

Ray, M.E.J. (1995). Assessing the competencies of student support services professionals who interact with the "high-risk" college student populace (Doctoral dissertation, The University of South Carolina, 1994). *Dissertation Abstracts International*, 55 (7), 9430916A.

Author: Mary Elizabeth Johnson Ray

Title: Assessing the Competencies of Student Support Services Professionals who Interact with the "High-risk" College Student Populace

Abstract (Summary)

When Congress passed the Higher Education Act in 1965, it recognized that financial-aid alone would not be enough to provide access to higher education. Consequently, the Act also authorized programs to provide information, counseling, and other support services to help expand postsecondary opportunities for the disadvantaged student. More than 500,000 "high risk" students have received support and federal assistance through the TRIO Programs.

One such federal program that provides support is the "Student Support Services Program." This program was designed to provide support so that young adults from impoverished and academically disadvantaged backgrounds could successfully earn college degrees. Those students, in most cases, would not have been considered for enrollment or have gained admission to higher education, nor would they have successfully pursued an academic career beyond high school.

Professionals who provide support for "high risk" students are optimistic about the potential of their approach. They believe that professional care can make a world of difference to many "high risk" students. Knox (1989) stated that the "challenge of the coming decade for support professionals revolves around defining and increasing the competency levels of professionals who assist "high risk" students." Service providers recognized that academic support was not enough in itself to insure success for the "high risk" student. Classroom studies document the fact that "high risk" students often got less instruction in higher-order skills than did their advantaged peers. Thus, the focus of this research was to discard assumptions about staff skill hierarchies and attempt to provide instruction for students that enhanced mastery of academic concepts.

Realizing that the main goal of support professionals then was to help students develop skills that allowed them to be accountable and liable as they structured their personal experiences and perspectives, and as they interacted with "high risk" students, support professionals had to be of the highest quality. Therefore, the focus of this research shifted from "students at risk" to "professionals at risk."

It was significant to determine non-existing essential competencies. It was also significant to compare existing and essential competencies. Implicit in this problem was the notion that knowledge and education was a liberating instrument for people. Findings indicate a significant difference between the directors' assessment of their subordinates and the subordinate's (assistant director/counselors and tutorial coordinator) personal assessment of themselves. Subsequently, the study concludes that if professionals are to remain competent, they increasingly needed to participate in some level of training that continuously broadens knowledge bases, sharpens skills and improves abilities to perform competently as circumstances often demanded.

Research question

1. What are the special competencies needed by professional support personnel interacting with “high risk” college students?
2. To what extent do professional support personnel interacting with “high risk” college students possess these special competencies?
3. On the basis of data required to answer question Number 2, what competencies are most needed?

TRIO program(s) or students involved

Student Support Services

Method / Research Design

Used the Self-Diagnostic Rating Scale, which includes 55 statements of competency that were then categorized into eight adult educator functions.

Analysis

Descriptive statistics and independent t-test for comparative analysis.

Key Findings

Findings indicate a significant difference between the directors' assessment of their subordinates and the subordinate's (assistant director/counselors and tutorial coordinator) personal assessment of themselves. Directors do perceive a different required level of competency in the eight functions for each staff position.

Implications

If professionals are to remain competent, they increasingly needed to participate in some level of training that continuously broadens knowledge bases, sharpens skills and improves abilities to perform competently as circumstances often demanded.

Upward Bound

Baker, C. (1994). Career and organizational commitment as a function of job satisfaction factors among TRIO project directors (Doctoral dissertation, University of San Francisco, 1994). *Dissertation Abstracts International*, 55 (3), 9417934A.

Author: Connie Baker

Title: Career and Organizational Commitment as a Function of Job Satisfaction Factors among TRIO Project Directors

Abstract (Summary)

Eighty federally funded TRIO project directors providing services to low-income and disabled students on university campuses in California, Nevada, Arizona, Hawaii and the Pacific Trust Territories participated in a survey study examining the relationships among organizational commitment, career commitment and Job Satisfaction. Based on observations that these directors work under adverse physical conditions and have little job security, the purpose of the study was to determine job satisfaction factors which would be predictive of both organizational and career commitment. The Organizational Commitment Questionnaire (Mowday, Steers, and Porter), the Career Commitment Scale (Blau) and seventeen scales of the Minnesota Satisfaction Questionnaire (MSQ, Weiss, et al.) comprised the questionnaire for the study. Pearson Product Moment Correlation, Analysis of Variance, Factor Analysis and Discriminate Analysis were used to assess the relationships among the variables.

The majority of directors managed projects in California, were educated beyond the bachelor's degree level, and were ethnically diverse. Both number of years in the current position and number of years employed in TRIO programs were found to be correlated with organizational commitment but not with career commitment.

Five factors emerged from the factor analysis of the seventeen MSQ scales: Intrinsic Satisfaction, Extrinsic Satisfaction, Managerial Control, Fair and Equitable Treatment and Social Status. The factors were used as predictors in multiple discriminate analyses of both organizational commitment and career commitment. In both cases, one significant discriminate function was found. For organizational commitment, this function was composed of Intrinsic Satisfaction and Managerial Control. For career commitment, the function was composed solely of Intrinsic Satisfaction. Results indicated that higher levels of Intrinsic Satisfaction predicted higher levels of both organizational commitment and career commitment.

Follow-up interviews with 10 percent of the sample confirmed the findings of the study. Implications for the workforce, for future training and professional development, for host agencies, and for future research concluded the study.

Research question(s)

6. What is the relationship between organizational and career commitment among TRIO directors?
7. Do career and organizational commitment vary by such demographic characteristics as age, gender, ethnicity, educational level, type of TRIO program administered, program locations, and reporting lines among TRIO directors?

8. To what extent do intrinsic job factors (e.g. autonomy, achievement, responsibility) contribute to career and organizational commitment among TRIO directors?
9. To what extent do extrinsic job factors (e.g. pay, supervision, working conditions) contribute to career and organizational commitment among TRIO directors?
10. Do intrinsic or extrinsic job satisfaction factors contribute more to career or organizational commitment among TRIO directors?

TRIO program(s) or students involved

Upward Bound, Student Support Services

Method / Research Design

Survey methodology to collect data: Minnesota Satisfaction Questionnaire (MSQ), Organizational Commitment Questionnaire (OCQ), and Career Commitment Scale (CCS). Subjects: 97 TRIO program directors in Federal Region IX (California, Arizona, Nevada, Hawaii, and the Pacific Islands). 80 returned the questionnaire.

Analysis

Statistical analyses: Pearson Product Moment correlation, Analysis of Variance (ANOVA), and discriminant analysis with five factors: intrinsic satisfaction, managerial control, extrinsic satisfaction, fair and equitable treatment, and social status.

Key Findings

Results indicated that higher levels of Intrinsic Satisfaction predicted higher levels of both organizational commitment and career commitment. Respondents had above average commitment to their organizations and careers, and females were found to have significantly higher levels of career and organizational commitment than males. Years in current position and years in TRIO were significantly related to organizational commitment.

Implications

TRIO directors are highly committed individuals who would be an asset in grant writing or recruitment and retention efforts on campuses. Professional development should be provided to ensure the advancement of these individuals into top leadership positions in higher education. Additionally, professional organizations should provide mentorship opportunities. Institutions should reduce bureaucracy and institutional control over the TRIO programs so that the directors can focus on serving students. Better job security is needed through less pressure on filling out grant applications to ensure survival of the program. For research implications, a more geographically widespread study should be conducted as well as one that included staff at all levels of the organization.

Beavers, B. J. (1992). A comparative analysis of pre-collegiate students' college preparation determined by academic achievement, achievement test performance, and learning style preference. Ph.D. dissertation, Iowa State University, United States -- Iowa. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9311475).

Author: Bobby James Beavers

Title: A Comparative Analysis of Pre-collegiate Students' College Preparation Determined by Academic Achievement, Achievement Test Performance, and Learning Style Preference

Abstract (Summary):

The main purpose of the study was to examine the relationships among demographic characteristics, standardized achievement test performance, academic performance in college preparatory courses, and learning style preference of economically and educationally disadvantaged students.

The data were collected from 804 high school students in grades 9-12 from eight *Upward Bound* programs located in the midwest, south, and southwest. Six achievement tests, one learning style inventory, and one study habit survey was utilized to report data along with students' high school grade reports.

The research design utilized the ex post facto research design--General Linear Models Procedure (GLM), correlational analysis, analysis of variance (ANOVA), and t-tests were employed for testing the hypotheses of the study.

Analyses of the data indicate that academic preparation and grade level directly influence performance on achievement tests. Also, this investigation demonstrated a relationship between demographic variables and success as measured by academic and achievement test performance.

Research question

The main purpose of the study was to examine the relationships among demographic characteristics, standardized achievement test performance, academic performance in college preparatory courses, and learning style preference of economically and educationally disadvantaged students.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

The research design utilized the ex post facto research design.

Analysis

General Linear Models Procedure (GLM), correlational analysis, analysis of variance (ANOVA), and t-tests were employed for testing the hypotheses of the study.

Key Findings

Analyses of the data indicate that academic preparation and grade level directly influence performance on achievement tests. Also, this investigation demonstrated a relationship between demographic variables and success as measured by academic and achievement test performance.

Implications

Programs should redesign their instructional components to be consistent with the assessment or testing component. Studies are also needed to contribute more knowledge towards effective implementation and evaluation of Upward Bound programs. Assessment plans should also be redesigned to match the training background of the administrators.

Brown, J.R. (1993). Upward Bound at Northern Arizona University: A characteristic analysis of successful participants, 1977-1985. Ed.D. dissertation, Northern Arizona University, United States -- Arizona.). Retrieved May 10, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9411451).

Author: Jerry Ray Brown

Title: Upward Bound at Northern Arizona University: A Characteristic Analysis of Successful Participants, 1977-1985

Abstract (Summary)

This study had a primary and secondary focus. In the primary phase, characteristics of successful Northern Arizona University *Upward Bound* students who participated in program activities during the inclusive program years 1977-85 were examined. A statistical comparison between the characteristics of successful and unsuccessful, Native American and non-Indian participants was conducted in order to identify predictors of potential student success. Also, an examination of *Upward Bound* program design and operation was conducted in order to provide a context within which to assess participant success.

The study's second phase focused on the academic performance of *Upward Bound* participants who enrolled as college students at Northern Arizona University. An examination of their scholastic achievement was conducted, and a statistical comparison made between Native American and non-Indian students' performance.

Research procedures employed in the study included: a descriptive analysis of the *Upward Bound* program; Frequency Distributions of participants' demographic characteristics; Pearson Correlation Coefficient analysis of research variable relationships; Principle Components Analysis synthesis of characteristic variables; stepwise Multiple Linear Regression to obtain a prediction equation; Analysis of Variance procedures to confirm predictors and test hypotheses.

Based on research results, the investigator concluded: (1) There were no significant differences in Native American and non-Indian success rates. (2) Consistency in program personnel positively influenced participants' success. (3) Total years of program participation, quantitative academic performance data, and parents' educational and occupational levels were effective combined predictors of students' success. (4) Academic preparation as opposed to ethnicity was positively related to participants' postsecondary performance.

Research questions

1. Will significant differences be found in the personal characteristics of successful and unsuccessful Upward Bound participants at NAU?
2. Will significant differences be found in the success rate of NAU Upward Bound program participants between participating high schools?
3. Will significant differences be found in the success rate of NAU Upward Bound program participants from year to year of program operation?
4. Will significant differences be found in the success rates of Indian and non-Indian NAU Upward Bound participants?

TRIO program(s) or students involved

Method / Research Design

Study presents both descriptive information and analytic data on successful and unsuccessful NAU Upward Bound program participants. Two phase study: Phase one concentrates on identifying the characteristics of successful participants; Phase two studies the postsecondary performance of former “successful” Upward Bound students.

Analysis

Research procedures employed in the study included: a descriptive analysis of the *Upward Bound* program; Frequency Distributions of participants' demographic characteristics; Pearson Correlation Coefficient analysis of research variable relationships; Principle Components Analysis synthesis of characteristic variables; stepwise Multiple Linear Regression to obtain a prediction equation; Analysis of Variance procedures to confirm predictors and test hypotheses.

Key Findings

Based on research results, the investigator concluded: (1) There were no significant differences in Native American and non-Indian success rates. (2) Consistency in program personnel positively influenced participants' success. (3) Total years of program participation, quantitative academic performance data, and parents' educational and occupational levels were effective combined predictors of students' success. (4) Academic preparation as opposed to ethnicity was positively related to participants' postsecondary performance.

Implications

Additional independent quantitative studies demonstrating Upward Bound program achievements are needed.

Butler, S. K. (1999). The effect of an Upward Bound program on the self-concept of adolescent African-American males. Ph.D. dissertation, The University of Connecticut, United States -- Connecticut. Retrieved January 26, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9926233).

Author: Sylvester Kent Butler

Title: The effect of an Upward Bound program on the self-concept of adolescent African-American males

Abstract (Summary)

The purpose of the study was to investigate variables that effected the self concept of adolescent African American males. The researcher investigated the self concept of twenty-six adolescent African American males (experimental group) who participated in an *Upward Bound* Program, located at a large Southern New England Land Grant University, comparing them to the self concept of thirty-one adolescent African American males (control group) who did not participate in the *Upward Bound* Program. The study took place during a six-week period during the summer. During this time the *Upward Bound* participants were involved in an intensive summer school program geared toward preparing them for their next grade level in high school. Also during that time period, members of the study's control group did not participate in the *Upward Bound* Program.

It was the intent of the researcher to determine whether or not adolescent African American males, participation in an established *upward Bound* Program had a positive effect on their self concept, as measured by the *Multidimensional Self Concept Scale* and when compared to the self concept of adolescent African American males as measured by the *Multidimensional Self Concept Scale* , who did not participate in the *Upward Bound* Program.

Findings indicated that the *Upward Bound* Program did have a significant effect on the self concepts of the experimental group's adolescent African American males. These effects were experienced Across several of the *Multidimensional Self Concept Scale's* six domains: Academic, Affect, Competence, Family, Physical, and Social.

Research question

1. What effect do interventions provided by an Upward Bound program over a six-week summer program have on the self concept of adolescent African American males as determined by pre and post-test scores/measures on the six contextual domains of the Multidimensional Self Concept Scale: Social, Competence, Affect, Academic, Family, and Physical?
2. Is there a difference between pre and post-test scores on the six domains of the Multidimensional Self Concept Scale for adolescent African American males who participate in the Upward Bound program based upon three geographic regional pairings of their residence or living environment?
3. Is there a difference between the pre and post-test scores on the six contextual domains of the Multidimensional Self Concept Scale between adolescent African American males who participate in the six-week, summer Upward Bound program and a control group of adolescent African American males who do not participate in the summer Upward Bound program?

TRIO program(s) or students involved

Method / Research Design

The researcher investigated the self concept of twenty-six adolescent African American males (experimental group) who participated in an *Upward Bound* Program, located at a large Southern New England Land Grant University, comparing them to the self concept of thirty-one adolescent African American males (control group) who did not participate in the *Upward Bound* Program. The Multidimensional Self Concept Scale was the survey tool used.

Analysis

Discriminant functional analysis, dependent t-test procedures, ANOVA, and General Linear Model analysis.

Key Findings

Findings indicated that the *Upward Bound* Program did have a significant effect on the self concepts of the experimental group's adolescent African American males. These effects were experienced Across several of the *Multidimensional Self Concept Scale's* six domains: Academic, Affect, Competence, Family, Physical, and Social.

Implications

Mentorship and empowerment are important in the lives of young African American males and should be an integral component in counseling this population. Also, an instrument to measure self concept and self esteem specifically for African American students is needed for more accurate studies to take place.

Carreras, I. E. (1998). Institutional characteristics of importance at the college search stage among Latino high school students. Ph.D. dissertation, Boston College, United States -- Massachusetts. Retrieved January 26, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9835470).

Author: Ismael Elias Carreras

Title: Institutional characteristics of importance at the college search stage among Latino high school students

Abstract (Summary)

This study examined the effects of fifteen institutional attributes on application likelihood ratings to a postsecondary institution. Study participants included 33 Latino and 44 Caucasian college-bound students from eight *Upward Bound* and similar programs located in the Northeast and California. The fifteen attributes were selected based on a review of the research literature in college choice and counseling, and included enrollment size, distance from home, location (setting), admissions selectivity, academic program availability, faculty quality, African-American, Hispanic, Asian, and Native American (AHANA) student composition, AHANA faculty composition, AHANA student organizations, social atmosphere, intercollegiate athletics, cooperative education, employment opportunities after graduation, cost per year, and financial aid.

A vignette methodology was employed in this study to depict sixteen different fictitious postsecondary institutions. The vignettes were created as specified by an L16 Taguchi fractional factorial orthogonal array.

Multiple regression analysis was used to analyze the data. The dependent variable was the mean application likelihood rating across all vignettes, while the units of analysis were each respondent's rating of an individual vignette. For each ethnic group, all fifteen institutional attributes were regressed on the dependent variable. To evaluate differences between the models, the regression coefficients for the attributes were compared using independent means t-tests.

The regression analyses revealed that among Latinos, academic program availability, financial aid, postgraduation employment opportunities, distance from home, quality of faculty, and proportion of AHANA students significantly influenced application likelihood ratings. Among Caucasians, academic program availability, financial aid, costs per year, enrollment size, intercollegiate athletics, student atmosphere, and admissions selectivity significantly influenced application likelihood ratings. The Latino and Caucasian regression solutions respectively explained 13.9 and 30.6 percent of the variance.

Differences between the two models were found with respect to desired academic program of interest, costs per year, and enrollment size. Caucasians were less likely to consider applying to institutions that were more expensive, did not offer the desired program of interest, and to institutions with larger enrollments than Latinos.

Research question

1. Are the institutional attributes viewed as important in the search stage by Latino 12th grade students the same as those suggested in the college choice literature?
2. Are there institutional attributes related to the retention of nonwhite students that are important to 12th grade Latino students?
3. Are the institutional attributes viewed as important in the search stage by using an experimental design the same as those cited in the college choice literature?

TRIO program(s) or students involved

Upward Bound

Method / Research Design

A vignette methodology was employed in this study to depict sixteen different fictitious postsecondary institutions. The vignettes were created as specified by an L16 Taguchi fractional factorial orthogonal array.

Analysis

Multiple regression analysis was used to analyze the data. The dependent variable was the mean application likelihood rating across all vignettes, while the units of analysis were each respondent's rating of an individual vignette. For each ethnic group, all fifteen institutional attributes were regressed on the dependent variable. To evaluate differences between the models, the regression coefficients for the attributes were compared using independent means t-tests.

Key Findings

The regression analyses revealed that among Latinos, academic program availability, financial aid, postgraduation employment opportunities, distance from home, quality of faculty, and proportion of AHANA students significantly influenced application likelihood ratings. Among Caucasians, academic program availability, financial aid, costs per year, enrollment size, intercollegiate athletics, student atmosphere, and admissions selectivity significantly influenced application likelihood ratings. The Latino and Caucasian regression solutions respectively explained 13.9 and 30.6 percent of the variance.

Differences between the two models were found with respect to desired academic program of interest, costs per year, and enrollment size. Caucasians were less likely to consider applying to institutions that were more expensive, did not offer the desired program of interest, and to institutions with larger enrollments than Latinos.

Implications

The vignette design could be implemented in future research for college choice as well as admissions professionals. Also, it is important to consider the role of socioeconomic status on evaluating ethnic group differences in the college selection process.

Casady, S. J. (1991). A study of achievement gain by selected categories in Northeast Missouri State University Upward Bound students, 1984-1988. Ed.S. dissertation, Northeast Missouri State University, United States -- Missouri. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 1344841).

Author: Selma Jean Casady

Title: A Study of Achievement Gain by Selected Categories in Northeast Missouri State University Upward Bound Students, 1984-1988.

Abstract (Summary)

The purpose of the study was to determine if there were significant differences in achievement gain of 93 Northeast Missouri State University *Upward Bound* students (1984-1988) categorized by gender, income level, educational potential, high school size, and family composition. Achievement was measured by mean difference percentile scores from nationally standardized test scores in reading, language, and mathematics.

Fifteen hypotheses were formulated and statistically tested for significant difference. One hypothesis tested, relating to educational potential, reflected a significant difference in achievement gain. *Upward Bound* students in the lower-potential category reflected a significant difference in achievement gain in reading scores over *Upward Bound* students in the high-potential category. All other hypotheses indicated no significant difference in achievement test scores.

A secondary purpose of the study was to check for divergent impact among program participants. There was no evidence of divergent impact among participants to warrant modification of program services.

Research question

The purpose of the study was to determine if there were significant differences in achievement gain of 93 Northeast Missouri State University *Upward Bound* students (1984-1988) categorized by gender, income level, educational potential, high school size, and family composition.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Fifteen hypotheses were formulated and statistically tested for significant difference.

Analysis

Electronic copy unavailable

Key Findings

One hypothesis tested, relating to educational potential, reflected a significant difference in achievement gain. *Upward Bound* students in the lower-potential category reflected a significant difference in achievement gain in

reading scores over *Upward Bound* students in the high-potential category. All other hypotheses indicated no significant difference in achievement test scores.

A secondary purpose of the study was to check for divergent impact among program participants. There was no evidence of divergent impact among participants to warrant modification of program services.

Implications

Electronic copy unavailable

Dansby, J. O. (1999). Factors influencing academic achievement among pre-college program participants at a private, four-year university. Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved January 26, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9943469).

Author: Jacqueline O. Dansby

Title: Factors influencing academic achievement among pre-college program participants at a private, four-year university

Abstract (Summary):

The purpose of this study was to identify factors that influence the academic achievement of low and high achievers enrolled in a pre-college program at a private, four-year university. The study sought to determine whether a relationship existed between academic achievement (grade point average) and (1) ability as measured by the Texas Assessment of Academic Skills (TAAS); (2) past achievements including courses completed; (3) use of out-of-school time; and (4) post high school plans

A questionnaire was administered to the population of high achievers and low enrolled in the *Upward Bound* Program at St. Mary's University in San Antonio during the 1997-98 academic year. The grade point average and Texas Assessment of Academic Skills results were collected from student records. A semi-structured interview was conducted with a random sample of low and high achievers.

Based on an analysis of data from low and high achievers, it was found that academic achievement was influenced by (1) past achievements and courses taken; (2) use of out-of-school time; and (3) and post high school plans. A small difference was found in ability as measured by the Texas Assessment of Academic Skills (TAAS) between low and high achievers.

Educational administrators of pre-college programs must be cognizant of factors that influence academic achievement among high and low achievers in designing effective services, particularly with respect to the provision of academic skill development, advisement on selection of high school courses and guidance with respect to academic preparation of participants. They must be able to articulate the impact of identified factors to parents, teachers and service providers within the community in the context of effective strategies designed to strengthen the academic preparation of pre-college program participants. In an era of shrinking fiscal support for education, the implications of this study may better enable policy makers to determine priorities in allocating limited financial resources that will result in increased academic preparation and raised levels of academic achievement among pre-college program participants.

Research question

1. Is there a relationship between Texas Assessment of Academic Skills (TAAS) results and the grade point average of high and low achievers among pre-college program participants at a private, four-year university?
2. Is there a relationship between (a) past achievements and courses completed and (b) the grade point average among high and low achievers among pre-college program participants at a private, four-year university?
3. Is there a relationship between the use of out-of-school time and the grade point average among high and low achievers among pre-college program participants at a private, four-year university?
4. Is there a relationship between the post high school plans and the grade point average among high and low achievers among pre-college program participants at a private, four-year university?

5. Is there a relationship between factors perceived by pre-college program participants at a private, four-year university?

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Causal-comparative study where a questionnaire was administered to the population of high achievers and low enrolled in the *Upward Bound* Program at St. Mary's University in San Antonio during the 1997-98 academic year. The grade point average and Texas Assessment of Academic Skills results were collected from student records. A semi-structured interview was conducted with a random sample of low and high achievers.

Analysis

Descriptive statistics and content analysis

Key Findings

Based on an analysis of data from low and high achievers, it was found that academic achievement was influenced by (1) past achievements and courses taken; (2) use of out-of-school time; and (3) and post high school plans. A small difference was found in ability as measured by the Texas Assessment of Academic Skills (TAAS) between low and high achievers.

Implications

Educational administrators of pre-college programs must be cognizant of factors that influence academic achievement among high and low achievers in designing effective services, particularly with respect to the provision of academic skill development, advisement on selection of high school courses and guidance with respect to academic preparation of participants. They must be able to articulate the impact of identified factors to parents, teachers and service providers within the community in the context of effective strategies designed to strengthen the academic preparation of pre-college program participants. In an era of shrinking fiscal support for education, the implications of this study may better enable policy makers to determine priorities in allocating limited financial resources that will result in increased academic preparation and raised levels of academic achievement among pre-college program participants.

Edward, K. (1994). The development of a model of computer anxiety among at-risk students. Ph.D. dissertation, Wayne State University, United States -- Michigan. Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9423707).

Author: Kathaleena Edward

Title: The Development of a Model of Computer Anxiety Among At-risk Students

Abstract (Summary)

The rapid influx of technology in the homes and schools will have diverse impacts on students. Computer use will be met with both support and resistance. Recent research has been aimed at investigating factors which impede or further the use of such technologies in the classroom. Computer anxiety is one factor found to inhibit use of the computer by many students. This study investigated the relationship between gender, keyboard familiarity, prior computer experience, academic interest, and perceived usefulness of computers in connection to reported levels of computer anxiety.

The critical appraisal of studies using at-risk students assist educators in determining the true potential of technology among at-risk students. The research study participants were 86 students from the *Upward Bound* Program held during the summer at Wayne State University in Detroit.

A path analysis designed to test a model was employed. The research produced a model suggesting several relationships among the variables studied. Eleven research questions were addressed. The findings indicate no statistically significant results in the correlation of gender with perceived usefulness of computers nor computer anxiety. This supports research by Loyd and Gressard (1984) who found no gender differences in computer anxiety.

Of the prior computer experience measures, students who have used the computer for a greater length of time perceived computers as useful. Students who reported more computer experience with graphics and programming also reported greater computer anxieties. Scores on computer anxiety were generally lower, indicating that the students on the whole did not experience extensive computer anxiety, even when faced with these type of experiences.

In relation to keyboard familiarity, respondents who believe computers were important, had a greater perception of the usefulness of computers. Students who expressed a feeling of frustration when typing, and those who made a greater number of typing errors all expressed anxieties toward computers.

No academic interest correlations were found to be statistically significant when related to computer usefulness and computer anxiety. Finally, a positive correlation was found between perceived usefulness of computers and computer anxiety. Respondents who perceived the computer as useful were also computer anxious. Students in this study may have a positive feeling toward the use of the computer, however, their overall lack of experience may account for their anxiety.

Research question

1. What is the relationship between gender and perceived usefulness of computers?
2. What is the relationship between prior computer experience and perceived usefulness of computers?
3. What is the relationship between keyboard familiarity and perceived usefulness of computers?
4. What is the relationship between academic interest and perceived usefulness of computers?
5. What is the relationship between gender, prior computer experience, keyboard familiarity, academic interest, and perceived usefulness of computers?
6. What is the relationship between perceived usefulness of computers and computer anxiety?
7. What is the relationship between gender and computer anxiety?
8. What is the relationship between prior computer experience and computer anxiety?
9. What is the relationship between keyboard familiarity and computer anxiety?
10. What is the relationship between academic interest and computer anxiety?
11. What is the relationship between gender, prior computer experience, keyboard familiarity, academic interest, perceived usefulness of computers, and computer anxiety?

TRIO program(s) or students involved

Method / Research Design

Data from 86 students in the Upward Bound summer program at Wayne State University. Survey instrument developed to address: gender, prior computer experience, keyboard familiarity, and academic interest. Usefulness of Computers Scale used to determine perceived usefulness of computers and the Computer Anxiety Scale was used to determine self-reported feelings toward computers.

Analysis

Pearson product moment correlations, multiple regression correlations, and path analysis technique.

Key Findings

The findings indicate no statistically significant results in the correlation of gender with perceived usefulness of computers nor computer anxiety. Of the prior computer experience measures, students who have used the computer for a greater length of time perceived computers as useful. Students who reported more computer experience with graphics and programming also reported greater computer anxieties. Scores on computer anxiety were generally lower, indicating that the students on the whole did not experience extensive computer anxiety, even when faced with these type of experiences.

In relation to keyboard familiarity, respondents who believe computers were important, had a greater perception of the usefulness of computers. Students who expressed a feeling of frustration when typing and those who made a greater number of typing errors all expressed anxieties toward computers.

No academic interest correlations were found to be statistically significant when related to computer usefulness and computer anxiety. Finally, a positive correlation was found between perceived usefulness of computers and computer anxiety. Respondents who perceived the computer as useful were also computer anxious. Students in this study may have a positive feeling toward the use of the computer, however, their overall lack of experience may account for their anxiety.

Implications

Instructional designers should assess learner characteristics prior to instruction, and early childhood training in computer education is a necessity. Further studies should be done on at-risk students and computer anxiety that include a larger sample population and additional variables.

Faulcon, G.J. (1994). The significance of Upward Bound on high school attendance, high school graduation, college enrollment, and academic preparation. Ed.D. dissertation, North Carolina State University, United States -- North Carolina. Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9501931).

Author: Gaddis Jackson Faulcon

Title: The Significance of Upward Bound on High School Attendance, High School Graduation, College Enrollment, and Academic Preparation.

Abstract (Summary)

The purpose of this study was to determine statistically and descriptively whether the students participating in the *Upward Bound* (UB) Program at Saint Augustine's College experienced significant changes in their high school attendance rate, high school graduation rate, college enrollment rate, and the type of college attended. The study also sought to collect descriptive baseline information on the Saint Augustine's UB Program, i.e., academic preparation, who participated, their ages, their disabilities, what procedures are followed and which staff members are involved in recruiting and selecting UB participants, how sustained is the participants' involvement, and why students decide to participate. The study was conducted in three phases. In the first phase, descriptive baseline data was collected. In the second phase, the summer program at Saint Augustine's College was studied to collect data about the participants' perceptions of the UB Program. In the third phase, the main hypotheses were addressed.

Four hypotheses were formulated: (1) there is no significant difference between the high school attendance rate of UB and Non-*Upward Bound* (NUB) participants, (2) there is no significant difference between the high school graduation rate for UB and NUB participants, (3) there is no significant difference between the college enrollment rate of UB and NUB students, and (4) there is no significant difference between the types of colleges UB and NUB participants attend.

A review of the literature shows that compensatory education was found to produce a positive effect, but that effect appears to "fade out" over time (Cicirelli, 1984). The *Upward Bound* Program at Saint Augustine's appear to be successful, primarily because it uses the resources of the home, the community, and the school. The *Upward Bound* Program also has high educational expectations of its participants.

The sample population consisted of a UB and a NUB group. The UB group was composed of 12 male and 28 female students, and the NUB group was composed of 10 male and 21 female students from Nash and Edgecombe counties. The time studied is from August 1991 through July 1993. The UB group participated in the *Upward Bound* Program at Saint Augustine's College for six weeks during the summer and in the academic year program for a 22-week period. The NUB group received very limited ongoing structured services.

The high school attendance rate of the UB and NUB group showed no statistically significant difference. There was a statistically significant difference between the high school graduation rate of the UB and NUB group. The UB group's high school graduation rate was higher than the NUB group. There was also a statistically significant difference between the college enrollment rate of the UB and NUB groups. The UB group attended college at a higher rate than the NUB group. No significant difference was found between the types of colleges that UB and NUB groups attended.

In summary, it was found that UB participants had a significantly higher high school graduation rate, and a significantly better college enrollment rate than the NUB participants. It also appears that even though the high school attendance rate of the UB group was not statistically different from the NUB group, it was altered positively by the intervention. There was no difference in the type of college attended by either group.

Research question

The purpose of this study was to determine statistically and descriptively whether the students participating in the *Upward Bound* (UB) Program at Saint Augustine's College experienced significant changes in their high school attendance rate, high school graduation rate, college enrollment rate, and the type of college attended. The study also sought to collect descriptive baseline information on the Saint Augustine's UB Program, i.e., academic preparation, who participated, their ages, their disabilities, what procedures are followed and which staff members are involved in recruiting and selecting UB participants, how sustained is the participants' involvement, and why students decide to participate.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

The study was conducted in three phases. In the first phase, descriptive baseline data was collected. In the second phase, the summer program at Saint Augustine's College was studied to collect data about the participants' perceptions of the UB Program. In the third phase, the main hypotheses were addressed.

The sample population consisted of a UB and a NUB group. The UB group was composed of 12 male and 28 female students, and the NUB group was composed of 10 male and 21 female students from Nash and Edgecombe counties. The time studied is from August 1991 through July 1993. The UB group participated in the *Upward Bound* Program at Saint Augustine's College for six weeks during the summer and in the academic year program for a 22-week period. The NUB group received very limited ongoing structured services.

Analysis

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Key Findings

The high school attendance rate of the UB and NUB group showed no statistically significant difference. There was a statistically significant difference between the high school graduation rate of the UB and NUB group. The UB group's high school graduation rate was higher than the NUB group. There was also a statistically significant difference between the college enrollment rate of the UB and NUB groups. The UB group attended college at a higher rate than the NUB group. No significant difference was found between the types of colleges that UB and NUB groups attended.

In summary, it was found that UB participants had a significantly higher high school graduation rate, and a significantly better college enrollment rate than the NUB participants. It also appears that even though the high school attendance rate of the UB group was not statistically different from the NUB group, it was altered positively by the intervention. There was no difference in the type of college attended by either group.

Implications

Electronic copy unavailable

Ferguson, I.C. (1994). The effects of a college-preparatory program on the career maturity of African American adolescents. Ed.D. dissertation, Indiana University, United States -- Indiana. Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9514269).

Author: Irene Charlotte Ferguson

Title: The Effects of a College-Preparatory Program on the Career Maturity of African American Adolescents

Abstract (Summary)

The purpose of this study was to determine whether participation in a college preparatory program enhanced the career maturity and help-seeking (i.e., tendency to seek advice from helping professionals) of African American adolescents. Fifty (50) participants were involved in the study. One group of participants (n = 28) took part in a Project *Upward Bound* college preparatory program; the other group of participants (n = 22) was not involved in an *Upward Bound* program. Both groups consisted of first-generation, or economically challenged high school sophomores, juniors, and seniors.

Career maturity was measured by using the Career Maturity Inventory (CMI) (Crites, 1978). This instrument measured both attitudes and competencies related to the career decision-making process. Pre-existing CMI pretest data for *Upward Bound* students in grades 11 and 12 were used for pre and posttest comparison after one year of participation in the program. All *Upward Bound* students in grades 10, 11, and 12 completed the CMI posttest in October, 1992. All comparison group students were tested in April, 1993.

A two-group one-way ANOVA revealed no differences in career maturity or help-seeking behaviors between students in the *Upward Bound* and non-*Upward Bound* group. A paired two-tailed t-test indicates an increase in CMI posttest scores after one year in the program. Two conclusions from the study were warranted. First, participants in an *Upward Bound* program does not seem to enhance career maturity or help-seeking behaviors of African American participants. Second, participants in *Upward Bound* may influences certain attitudes and competencies in career decision-making.

Research question

The purpose of this study was to determine whether participation in a college preparatory program enhanced the career maturity and help-seeking (i.e., tendency to seek advice from helping professionals) of African American adolescents

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Fifty (50) participants were involved in the study. One group of participants (n = 28) took part in a Project *Upward Bound* college preparatory program; the other group of participants (n = 22) was not involved in an *Upward Bound* program. Both groups consisted of first-generation, or economically challenged high school sophomores, juniors, and seniors.

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Analysis

A two-group one-way ANOVA revealed no differences in career maturity or help-seeking behaviors between students in the *Upward Bound* and non-*Upward Bound* group. A paired two-tailed t-test indicates an increase in CMI posttest scores after one year in the program.

Key Findings

Two conclusions from the study were warranted. First, participation in an *Upward Bound* program does not seem to enhance career maturity or help-seeking behaviors of African American participants. Second, participants in *Upward Bound* may influence certain attitudes and competencies in career decision-making.

Implications

Electronic copy unavailable.

Goldsmith-Caruso, N. E.(1999). Reexamining college choice: Ethnicity and college search. Ph.D. dissertation, Boston College, United States -- Massachusetts. Retrieved January 26, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9928359).

Author: Nancy Elizabeth Goldsmith-Caruso

Title: Reexamining college choice: Ethnicity and college search

Abstract (summary):

This study examined the effects of fifteen institutional attributes on students' likelihood of applying to four-year, coeducational, postsecondary education institutions. Study participants included 29 White and 33 African-American high school seniors participating in *Upward Bound* or similar college preparation programs throughout the United States who were recruited for participation in the study using opportunity sampling. The fifteen institutional attributes were slightly modified from those utilized in a similar study by Carreras (1998) and were selected based on a review of the literature on the college choice process. Institutional attributes include: enrollment size, distance from home, physical location, admission selectivity, academic program availability, faculty quality, African-American, Hispanic, Asian, and Native American (AHANA) student composition, AHANA faculty composition, AHANA student organizations, social atmosphere, intercollegiate athletics, cooperative education, employment opportunities after graduation, cost per year, and financial aid.

A vignette methodology designed by Carreras (1998) was used in this study to present sixteen different fictitious postsecondary education institutions. The vignettes were constructed as specified by an L16 Taguchi fractional factorial orthogonal array.

The data were analyzed using multiple regression. The study investigated the effect of the institutional characteristics (the independent variable) on the likelihood of applying to a particular college (the dependent variable) through the vignettes. For each ethnic group, the fifteen institutional attributes were regressed on the dependent variable and the study examined the effect of ethnic background on the relationships between the independent and dependent variables. Independent means *t*-tests were used to compare the regression coefficients for the college features and evaluate differences between the two models.

The regression analyses showed that among African-Americans, academic program availability, financial aid, distance from home, costs, and intercollegiate athletics significantly influenced application likelihood ratings. Among Whites, academic program availability, financial aid, costs, studious atmosphere, employment opportunities, quality of faculty and intercollegiate athletics significantly influenced application likelihood ratings. The regression solutions for African-Americans and Whites explained 12.9 and 20.1 percent of the variance. No significant differences appeared between the two models.

Research question

1. Are institutional characteristics considered important at the college search stage the same for White and African-American high school seniors?
2. Do African-American and white high school seniors differ in their consideration of additional institutional characteristics beyond those addressed in the literature?

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Study participants included 29 White and 33 African-American high school seniors participating in *Upward Bound* or similar college preparation programs throughout the United States who were recruited for participation in the study using opportunity sampling. A vignette methodology designed by Carreras (1998) was used in this study to present sixteen different fictitious postsecondary education institutions. The vignettes were constructed as specified by an L16 Taguchi fractional factorial orthogonal array.

Analysis

The data were analyzed using multiple regression. The study investigated the effect of the institutional characteristics (the independent variable) on the likelihood of applying to a particular college (the dependent variable) through the vignettes. For each ethnic group, the fifteen institutional attributes were regressed on the dependent variable and the study examined the effect of ethnic background on the relationships between the independent and dependent variables. Independent means *t*-tests were used to compare the regression coefficients for the college features and evaluate differences between the two models.

Key Findings

The regression analyses showed that among African-Americans, academic program availability, financial aid, distance from home, costs, and intercollegiate athletics significantly influenced application likelihood ratings. Among Whites, academic program availability, financial aid, costs, studious atmosphere, employment opportunities, quality of faculty and intercollegiate athletics significantly influenced application likelihood ratings. The regression solutions for African-Americans and Whites explained 12.9 and 20.1 percent of the variance. No significant differences appeared between the two models.

Implications

More studies should follow the vignette approach. Institutions should focus on the AHANA population in their surrounding area rather than spending resources on national recruitment given this student populations strong tendencies to stay close to home. Class determines differences more so than race.

Green, Janice Wilkerson (1991). An investigation of the impact of locus-of-control, expectancy of success and family involvement on the academic success of young black males. Ph.D. dissertation, Wayne State University, United States -- Michigan. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9127224).

Author: Janice Wilkerson Green

Title: An Investigation of the Impact of Locus-of-control, Expectancy of Success and Family Involvement on the Academic Success of Young Black Males

Abstract (Summary)

The future of the black male is plagued with ambiguity. Since the mid 1960s, the economic and social position of black males in the United States has deteriorated steadily as measured by these factors: (1) a decline in participation in the labor force, (2) a decrease in educational attainment, (3) an increase in crime rates, (4) an increase in incarceration, and (5) an increase in suicide. As a result, black men in American society have been variously labeled as "an endangered species," "at risk," and "dangerous."

The purpose of this study was to examine the relationship among the following variables: locus of control, expectancy of success, family involvement, and academic success. Three self-administered instruments were used to obtain data on 98 black male participants in three *Upward Bound* programs in Michigan.

The Nowicki-Strickland Locus of Control Scale (NS-LCS) was used to measure locus of control, the Generalized Expectancy of Success Scale (GESS) was used to measure expectancy of success, and additional information was obtained from a questionnaire constructed by the investigator. Also, the subjects' records were reviewed to gather data on grade point average and family financial records.

The data were analyzed by correlation and multiple regression analysis. As a result of the analyses of the data, the following conclusions were made: (1) there were no statistically significant relationships between locus of control, academic achievement, and expectancy of success; (2) there was a significant negative relationship between mother and GPA involvement; (3) the father had the greatest influence on academic achievement and decision making; and (4) academic achievement was associated with school and community involvement.

Research question

The purpose of this study was to examine the relationship among the following variables: locus of control, expectancy of success, family involvement, and academic success.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Three self-administered instruments were used to obtain data on 98 black male participants in three *Upward Bound* programs in Michigan.

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Analysis

The data were analyzed by correlation and multiple regression analysis

Key Findings

(1) There were no statistically significant relationships between locus of control, academic achievement, and expectancy of success; (2) there was a significant negative relationship between mother and GPA involvement; (3) the father had the greatest influence on academic achievement and decision making; and (4) academic achievement was associated with school and community involvement.

Implications

Electronic copy unavailable.

Grube, D. P. (1998). A descriptive study of the adventure-based component of an Upward Bound program. Ph.D. dissertation, The Florida State University, United States -- Florida. Retrieved January 26, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9900149).

Author: Danny Paul Grube

Title: A descriptive study of the adventure-based component of an Upward Bound program

Abstract (Summary)

Adventure Education is a process based on structured activities which use natural or artificial environments to identify individual and group intrapersonal or interpersonal strengths and weaknesses, and from this awareness, promote positive personal growth (Hammersley, 1992; Horwood, 1994). The primary purpose of this research was to describe the thoughts, views, and perceptions of the adventure leaders and students participating in the adventure component of an *Upward Bound* program. Research questions focused on the goals of the adventure-based program, implementation of those goals, and adventure leader and student perception of the adventure-based program. A secondary focus of this study examined the self-concept of the students. An intact *Upward Bound* program located at Lyndon State College located in the Northeast Kingdom region of Vermont was the site selected for this study. The participants (N = 48) of this study were the students enrolled in the summer component of the *Upward Bound* program. The researcher utilized three qualitative methods of collecting data: (a) document analysis, (b) interviews, and (c) participant observation. The researcher also examined change in self-concept, as measured by the Piers-Harris Children's Self-Concept Scale (PCSC) and the Coopersmith Self-Esteem Inventory (SEI).

The students in the elective adventure class at the Lyndon State College *Upward Bound* program gained experience in setting reachable goals and working toward achieving them; they were able to learn from different adventure experiences by processing those experiences through both group and personal reflection; they demonstrated the ability to accept responsibility for the physical and emotional safety of their peers; they learned to accept challenges, and in some cases went beyond their own preconceived limitations; they learned through metaphorical experiences by making practical applications of what was learned through their adventure experiences to their daily lives and to their future as college students. There was no significant group by pre- and post-test interaction measured by the PCSC and the SEI, as predicted. Although, there was a significant increase in self-concept from the pre-test to the post-test, as measured by the PCSC.

Research question

1. What are the goals of an adventure-based program for adolescents as defined in the literature?
2. What are the goals of an elective adventure class at the Lyndon State College Upward Bound program?
3. How are the adventure activities congruent with the goals of the Lyndon State College Upward Bound elective adventure class?
4. How are the goals being directed to facilitate student learning?
5. What are the students' goals for participating in the elective adventure class?
6. What are the students' perceptions of the effectiveness of the elective adventure class?
7. What goals of the elective adventure class do the students feel are being reached, or not reached?
8. How do students relate what is learned (the goals) in the elective adventure class to the purpose of the Upward Bound program?

9. How do the students make practical applications of what they experience in the elective adventure class to their daily lives?

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Qualitative: participant observation, document analysis, and formal and informal interviews. The research examined documents detailing the students' thoughts, views, and perceptions of their experience aboard schooners and in the elective adventure class. The classes themselves were observed and videotaped, and all the students were interviewed both formally and informally. Quantitative: All students were tested using two reliable self-concept scales: Piers-Harris Children's Self-Concept Scale (PCSC) and the Coopersmith Self-Esteem Inventory (SEI). Quasi-experimental. Nonequivalent control group design.

Analysis

Qualitative: coding categories: context codes (indicators about how the activities were framed), perspectives held by the students codes (comments made in journals and de-briefings), and activity/event codes (activities that produced themes such as challenge, responsibility, and goal-setting). Data was then triangulated.

Quantitative: 3 factor analysis of variance (3x2 ANOVA) and descriptive statistics.

Key Findings

The students in the elective adventure class at the Lyndon State College *Upward Bound* program gained experience in setting reachable goals and working toward achieving them; they were able to learn from different adventure experiences by processing those experiences through both group and personal reflection; they demonstrated the ability to accept responsibility for the physical and emotional safety of their peers; they learned to accept challenges, and in some cases went beyond their own preconceived limitations; they learned through metaphorical experiences by making practical applications of what was learned through their adventure experiences to their daily lives and to their future as college students. There was no significant group by pre- and post-test interaction measured by the PCSC and the SEI, as predicted. Although, there was a significant increase in self-concept from the pre-test to the post-test, as measured by the PCSC.

Implications

Adventure programs can be a way to help students construct a sense of self, and should take in mind the needs of the specific clientele they are being designed to serve (i.e. an experienced group vs. a non-experience group). Students should be given the opportunity to apply what they learn in other settings, like through reflection.

Hernandez, L.P. (1993). The role of protective factors in the school resilience of Mexican American high school students. Ph.D. dissertation, Stanford University, United States -- California. Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9403952).

Author: Lawrence Philip Hernandez

Title: The Role of Protective Factors in the School Resilience of Mexican American High School Students

Abstract (Summary)

Using a cohort of 224 tenth-grade Mexican American students, the study explored why some students succeed in school while others with similar socio-demographic backgrounds do not. Though it is clear that a combination of socio-cultural factors place Mexican Americans "at risk" for academic failure, few researchers have considered that personal and environmental resources protect students from stressful experiences and help them to be resilient. Thus, this study attempted to identify protective factors and describe the process by which these variables counteract the effects of living in socially and economically depressed community.

The concept of "school resilience" was measured by GPA, standardized achievement scores, school attendance, and school interest. Potential protective factors were examined via a paper-pencil survey. In addition, 80 students were selected for in-depth interviews.

The results revealed that in this sample, Mexican American students who came from step-parent or single-parent families, had parents who were high school graduates or less, and were from very low socio-economic backgrounds were most likely to be failing in school. Nevertheless, 20% of these high-risk students met the criteria for resilience.

Overall, those students who were involved in sports or *Upward Bound*, scored high on school coping measures, received support from teachers, had a positive perception of the school atmosphere, and got instrumental support from peers were resilient. Students who worked outside of school and said that getting along with their parents was very important tended to be less resilient. For the very high risk group, having a role model, instrumental support from teachers, use of planning skills, and placing a high importance on getting good grades were the most important variables differentiating resilient students from their less successful peers. Interestingly, socio-economic status, standardized achievement scores, and total parental support were not significant discriminators of resilience; motivational support from parents was a significant predictor, but was less important than other discriminators. In addition, case studies revealed that resilient students tended to have a strong academic purpose, realistic perceptions of the school atmosphere, and were able to separate themselves from family and community problems.

The results highlight the importance of studying protective factors in understanding the full range of school outcomes among Mexican American students. Furthermore, it appears that for Mexican American students, supportive relationships they develop with adults in the school, and involvement in the school community are crucial variables that must be considered in developing effective intervention.

Research question

Using a cohort of 224 tenth-grade Mexican American students, the study explored why some students succeed in school while others with similar socio-demographic backgrounds do not. Though it is clear that a combination of socio-cultural factors place Mexican Americans "at risk" for academic failure, few researchers have considered that personal and environmental resources protect students from stressful experiences and help them to be resilient. Thus, this study attempted to identify protective factors and describe the process by which these variables counteract the effects of living in socially and economically depressed community.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

The concept of "school resilience" was measured by GPA, standardized achievement scores, school attendance, and school interest. Potential protective factors were examined via a paper-pencil survey. In addition, 80 students were selected for in-depth interviews.

Analysis

Regression analysis and stepwise discriminant function analysis. Integration of quantitative and qualitative data.

Key Findings

The results revealed that in this sample, Mexican American students who came from step-parent or single-parent families, had parents who were high school graduates or less, and were from very low socio-economic backgrounds were most likely to be failing in school. Nevertheless, 20% of these high-risk students met the criteria for resilience.

Overall, those students who were involved in sports or *Upward Bound*, scored high on school coping measures, received support from teachers, had a positive perception of the school atmosphere, and got instrumental support from peers were resilient. Students who worked outside of school and said that getting along with their parents was very important tended to be less resilient. For the very high risk group, having a role model, instrumental support from teachers, use of planning skills, and placing a high importance on getting good grades were the most important variables differentiating resilient students from their less successful peers.

Interestingly, socio-economic status, standardized achievement scores, and total parental support were not significant discriminators of resilience; motivational support from parents was a significant predictor, but was less important than other discriminators. In addition, case studies revealed that resilient students tended to have a strong academic purpose, realistic perceptions of the school atmosphere, and were able to separate themselves from family and community problems.

Implications

The results highlight the importance of studying protective factors in understanding the full range of school outcomes among Mexican American students. Furthermore, it appears that for Mexican American students, supportive relationships they develop with adults in the school, and involvement in the school community are crucial variables that must be considered in developing effective intervention.

Hoffman, H. L. (1992). The relationship between cooperative and competitive play and mood elevation in teenagers. M.S. dissertation, University of Nevada, Reno, United States -- Nevada. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 1348551).

Author: Heidi Lynn Hoffman

Title: The Relationship between Cooperative and Competitive Play and Mood Elevation in Teenagers

Abstract (Summary)

In order to test for mood elevation in high school aged students, play activity was limited to either cooperative or competitive. Little research, if any, has examined the effects of cooperative or competitive play on mood. *Upward Bound* summer program students (N = 45) served as subjects. The students were divided into two groups (A and B). Group A participated in only cooperative play during the first nine class periods and only competitive play during the last nine class periods. The reverse was true for Group B. Subjects completed the Profile Of Mood States (POMS) three times during the four and one half week program: test #1--a pretest (before any play activity was experienced), test #2--after the first nine class periods of activity, and test #3--a posttest (at the end of the program). Upon examination of the data, using a significance level of .05, no treatment effects were found.

Research question

In order to test for mood elevation in high school aged students, play activity was limited to either cooperative or competitive. Little research, if any, has examined the effects of cooperative or competitive play on mood.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Upward Bound summer program students (N = 45) served as subjects. The students were divided into two groups (A and B). Group A participated in only cooperative play during the first nine class periods and only competitive play during the last nine class periods. The reverse was true for Group B. Subjects completed the Profile Of Mood States (POMS) three times during the four and one half week program: test #1--a pretest (before any play activity was experienced), test #2--after the first nine class periods of activity, and test #3--a posttest (at the end of the program).

Analysis

Electronic copy unavailable.

Key Findings

Upon examination of the data, using a significance level of .05, no treatment effects were found.

Implications

Electronic copy unavailable.

Jelinek, D. J. (1997). Student perceptions of the nature of science and attitudes towards science education in an experiential science program. Ph.D. dissertation, University of California, Santa Barbara, United States -- California. Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9809631).

Author: David John Jelinek

Title: Student Perceptions of the Nature of Science and Attitudes Towards Science Education in an Experiential Science Program

Abstract (Summary)

This study investigates student perceptions of the nature of science and student attitudes toward science education, then employs experiential teaching strategies to determine what role, if any, these play in enhancing those perceptions and attitudes. The literature review identifies three shortcomings that justify the need for such research, concluding that a study to help broaden knowledge regarding interactive effects of attitudes, perceptions, and experiential learning could add significantly to the literature base.

This is an explorative case study of 20 high school students participating in an *Upward Bound* summer program at the University of California in Santa Barbara. A six-week course drawing upon experiential learning theory was devised and delivered to the students, then various qualitative data collection materials were administered. The objective was to investigate pre-, during-, and post-instruction perspectives of students, thus identifying core factors concerning attitudes and perceptions.

Constant comparative analysis was used to investigate the multiple sources of data, resulting in: (a) a collection of emic perspectives that distinguish between pre- and post-perceptions of the nature of science and of attitudes towards science education; (b) three themes of enhanced students' images of science and scientists; (c) two themes suggesting sociological perspectives that help broaden student perceptions; and (d) interest and boredom as key motivational considerations.

A model of nature of science enhancement is proposed, proceeding through four stages of: (a) engagement in meaningful, first-hand activities; (b) student accountability for active participation and reflectiveness; (c) emphasis of high importance and high interest values; and (d) in-depth, multiple encounters with the phenomena and processes.

Finally, implications of catching and holding interest are discussed. It was found that various experiential strategies proved successful in catching student interest but the findings were ambiguous as to whether the effects would hold long term. However, comparisons with findings from previous studies strongly suggest that two major conditions strengthen the likelihood of holding interest: meaningfulness and imagination. These conditions and other practical implications are considered in light of the experiential context and data collected from this study.

Research question

1. What are the characteristics of the Upward Bound student attitudes toward science education before, during, and after involvement in a curriculum specifically designed to address attitudes toward science instruction and perceptions of the nature of science?

2. What are the characteristics of a curriculum designed to address aspects of student attitudes and perceptions of the nature of science?
3. What does a case study of an experiential approach to teaching the nature of science tell us about the relationship between student attitudes, perceptions, and curriculum improvement?

TRIO program(s) or students involved

Upward Bound (potentially Math-Science...does not specify).

Method / Research Design

This is an explorative case study of 20 high school students participating in an *Upward Bound* summer program at the University of California in Santa Barbara. A six-week course drawing upon experiential learning theory was devised and delivered to the students, then various qualitative data collection materials were administered. The objective was to investigate pre-, during-, and post-instruction perspectives of students, thus identifying core factors concerning attitudes and perceptions. Triangulation was used.

Analysis

Constant comparative analysis was used to investigate the multiple sources of data, resulting in: (a) a collection of emic perspectives that distinguish between pre- and post-perceptions of the nature of science and of attitudes towards science education; (b) three themes of enhanced students' images of science and scientists; (c) two themes suggesting sociological perspectives that help broaden student perceptions; and (d) interest and boredom as key motivational considerations.

Key Findings

A model of nature of science enhancement is proposed, proceeding through four stages of: (a) engagement in meaningful, first-hand activities; (b) student accountability for active participation and reflectiveness; (c) emphasis of high importance and high interest values; and (d) in-depth, multiple encounters with the phenomena and processes.

Implications

Finally, implications of catching and holding interest are discussed. It was found that various experiential strategies proved successful in catching student interest but the findings were ambiguous as to whether the effects would hold long term. However, comparisons with findings from previous studies strongly suggest that two major conditions strengthen the likelihood of holding interest: meaningfulness and imagination. These conditions and other practical implications are considered in light of the experiential context and data collected from this study.

Johnson, R.G., III (1995). Supplemental high school projects: A program evaluation of the California State University Hayward and the national Hispanic Upward Bound programs. Ph.D. dissertation, Golden Gate University, United States -- California. Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9610739).

Author: Richard Gregory Johnson, III

Title: Supplemental High School Projects: A Program Evaluation of the California State University Hayward and the National Hispanic Upward Bound Programs.

Abstract (Summary)

The primary purpose of this study was to first evaluate student's academic progress while enrolled in the *Upward Bound* Program. Secondly, to evaluate the student's overall perception of the *Upward Bound* program. The secondary purpose of this study was to evaluate each program and identify weaknesses. Finally, the study suggests recommendations for each program to strengthen areas of weaknesses for purposes of program re-funding and overall student satisfaction.

This dissertation is comprised of six (6) chapters. The first chapter is an introduction chapter and addresses the primary and secondary objectives for the study addressed above. The second chapter is the literature review. The data for this chapter draws basically from the fields of education and psychology. This chapter has a solid theoretical basis and serves as the foundation for the entire study. Theories and models dealing with the development of learning and teacher preparedness to work with disadvantaged youth are presented. Theories dealing with how disadvantaged youth learn are also addressed.

Chapter three (3) describes *Upward Bound* and other supplemental high school programs in the San Francisco Bay area. This chapter is designed to give readers a comprehensive look at the different types of programs in the area and the qualifications and objectives.

The design of the study is chapter four (4). The primary instrument was a cross-sectional survey administered to about 140 students between the two *Upward Bound* programs. There were 14 items on the survey. Variables addressed student grades, length of time in program, overall experience of program grade improvement, and important parts of the program. A second survey consisting of eight (8) items was administered to students of Castlemont High School in Oakland, California. This control group came from similar backgrounds, races and economic backgrounds as the students in the Wayward and National Hispanic programs. Other data collection methods include: student grade reports, observations, and staff interviews. This study was designed using the Research Triangle Institute's model of 1976.

Chapter five (5) is the presentation of survey questions. Generally these findings demonstrate that both programs are carrying out the mission of the *Upward Bound* program. Students that were not involved with the program suggested that they would be if given an opportunity to participate.

Chapter six (6) is a critical part of this study. It addresses the recommendation for strengthening the two *Upward Bound* programs evaluated for this study. There are five individual program recommendations and one (1) recommendation (the same) that each program should implement. This chapter also includes the conclusion for this study. The study concludes by suggesting that *Upward Bound* and supplemental programs similar to it, may never serve all of the students that need its services. But it has made a impact on most of the students enrolled in these types of programs.

Research question

1. How are the students involved in the program progressing in school?
2. What is the student's overall perception of Upward Bound's effectiveness?

TRIO program(s) or students involved

Upward Bound

Method / Research Design

The primary instrument was a cross-sectional survey administered to about 140 students between the two *Upward Bound* programs. There were 14 items on the survey. Variables addressed student grades, length of time in program, overall experience of program grade improvement, and important parts of the program. A second survey consisting of eight (8) items was administered to students of Castlemont High School in Oakland, California. This control group came from similar backgrounds, races and economic backgrounds as the students in the Wayward and National Hispanic programs. Other data collection methods include: student grade reports, observations, and staff interviews. This study was designed using the Research Triangle Institute's model of 1976.

Analysis

Survey coding and descriptive pie charts.

Key Findings

Generally these findings demonstrate that both programs are carrying out the mission of the *Upward Bound* program. Students that were not involved with the program suggested that they would be if given an opportunity to participate. Participants were found to apply to college at a higher percentage than those who did not participate.

Implications

Should be a better balance of grade levels within the Upward Bound program, and an effort should be made to satisfy all participants by including student feedback and input in the program design. More tutoring should be included with the program as well.

Jones, B. J. T. (1990). A study of the University of Virginia Upward Bound Program, 1983-1986. Ed.D. dissertation, University of Virginia, United States -- Virginia. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9100807).

Author: Betty Jean Tolbert Jones

Title: A Study of the University of Virginia Upward Bound Program, 1983-1986

Abstract (Summary)

Upward Bound is a national program designed to assist and increase the number of disadvantaged youth who enroll in postsecondary education. The program's goals are to provide adequate educational preparation for students, correct underachievement and direct students toward successful postsecondary careers. To the degree that Upward Bound students improve in academic and personal achievement and pursue postsecondary education successfully, Upward Bound programs can be considered effective. One means of determining that effectiveness for Upward Bound programs in general and the University of Virginia program in particular is to examine and evaluate these programs.

The purpose of the study was to describe and assess the goals, operation and program outcomes of the University of Virginia Upward Bound Program from 1983-1986 to determine the program's effectiveness. A comparative analysis of these factors with those outlined by the United States Office of Education and a comparison with the Carnegie-Mellon University Upward Bound Program were integral components of this study. To accomplish this purpose, this study presents a content analysis of relevant University of Virginia Upward Bound records, documents, and Upward Bound staff interviews, an assessment of the Upward Bound program based on an evaluation of the [University of Virginia's](#) program, an analysis of the perceptions of seven [University of Virginia](#) faculty/administrators, and reactions from a sample of Upward Bound students who have completed the program. The Upward Bound students were graduates from the 1983-1986 program. Of the fifty total possible respondents, thirty (60 percent) returned questionnaires.

The University of Virginia Upward Bound program performance level was judged to be relatively consistent with its program intents in most areas. The [University of Virginia](#) faculty and administrators generally supported Upward Bound and noted the program's contributions. Most of the Upward Bound graduates of 1983-1986 responding to the survey were successfully engaged in postsecondary education. The University of Virginia Upward Bound Program was determined to be successful in effecting change in student behavior and student performance, and in meeting the Office of Education's expectations for the improved academic performance and postsecondary success of Upward Bound students.

Research question

The purpose of the study was to describe and assess the goals, operation and program outcomes of the University of Virginia Upward Bound Program from 1983-1986 to determine the program's effectiveness.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

A comparative analysis of these factors with those outlined by the United States Office of Education and a comparison with the Carnegie-Mellon University Upward Bound Program were integral components of this study. To accomplish this purpose, this study presents a content analysis of relevant University of Virginia Upward Bound records, documents, and Upward Bound staff interviews, an assessment of the Upward Bound program based on an evaluation of the [University of Virginia](#)'s program, an analysis of the perceptions of seven [University of Virginia](#) faculty/administrators, and reactions from a sample of Upward Bound students who have completed the program. The Upward Bound students were graduates from the 1983-1986 program. Of the fifty total possible respondents, thirty (60 percent) returned questionnaires.

Analysis

Electronic copy unavailable.

Key Findings

The University of Virginia Upward Bound program performance level was judged to be relatively consistent with its program intents in most areas. The [University of Virginia](#) faculty and administrators generally supported Upward Bound and noted the program's contributions. Most of the Upward Bound graduates of 1983-1986 responding to the survey were successfully engaged in postsecondary education. The University of Virginia Upward Bound Program was determined to be successful in effecting change in student behavior and student performance, and in meeting the Office of Education's expectations for the improved academic performance and postsecondary success of Upward Bound students.

Implications

Electronic copy unavailable.

Latham, Charles Vernon (1990). The effect of color in computer-assisted instruction on vocabulary retention rates and computer attitudes of selected Upward Bound students. Ph.D. dissertation, University of North Texas, United States -- Texas. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9105036).

Author: Charles Vernon Latham

Title: The Effect of Color in Computer-assisted Instruction on Vocabulary Retention Rates and Computer Attitudes of Selected Upward Bound Students

Abstract (Summary)

The purpose of this study was to determine the effect on selected Upward Bound students' vocabulary retention rate and attitude toward computers when using color in a computer assisted instructional (CAI) program. Past research on the use of color in the educational process does not answer questions about possible effects it may have when used in CAI programs. Specific areas addressed by this study include: (1) differences in color computer assisted instructional software and achromatic versions of the lesson, (2) differences in the short-term vocabulary retention rate for color versus achromatic versions, (3) differences in the long-term vocabulary retention rate for color versus achromatic versions, (4) differences on the affective attitude scale for color versus achromatic versions, (5) differences in short-term memory based on gender and computer experience, (6) differences in long-term memory based on gender and computer experience and (7) differences on the affective attitude scale based on gender and computer experience.

Subjects in the experiment were high school students participating in Upward Bound programs at Texas Christian University and the University of North Texas. A pretest-posttest design was used and data were obtained from seventy-one students. A CAI program presented students with twenty words and definitions via a drill and practice mode. The words came from Schuster's list of rare and seldom used words considered easy to learn. Two computer systems were used in this study, achromatic and color. Students completed the Computer Attitude Scale at the beginning and end of the CAI lesson. A pretest, immediate posttest and two week delayed posttest were administered to both experimental groups.

Analysis of the data revealed a significant difference in long-term memory based on gender and computer experience. Girls using the color version of the lesson scored significantly higher on the delayed posttest than girls using the achromatic version.

Research question

The purpose of this study was to determine the effect on selected Upward Bound students' vocabulary retention rate and attitude toward computers when using color in a computer assisted instructional (CAI) program. Past research on the use of color in the educational process does not answer questions about possible effects it may have when used in CAI programs. Specific areas addressed by this study include: (1) differences in color computer assisted instructional software and achromatic versions of the lesson, (2) differences in the short-term vocabulary retention rate for color versus achromatic versions, (3) differences in the long-term vocabulary retention rate for color versus achromatic versions, (4) differences on the affective attitude scale for color versus achromatic versions, (5) differences in short-term memory based on gender and computer experience, (6) differences in long-term memory based on gender and computer experience and (7) differences on the affective attitude scale based on gender and computer experience.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Subjects in the experiment were high school students participating in Upward Bound programs at Texas Christian University and the University of North Texas. A pretest-posttest design was used and data were obtained from seventy-one students. A CAI program presented students with twenty words and definitions via a drill and practice mode. The words came from Schuster's list of rare and seldom used words considered easy to learn. Two computer systems were used in this study, achromatic and color. Students completed the Computer Attitude Scale at the beginning and end of the CAI lesson. A pretest, immediate posttest and two week delayed posttest were administered to both experimental groups.

Analysis

Electronic copy unavailable.

Key Findings

Analysis of the data revealed a significant difference in long-term memory based on gender and computer experience. Girls using the color version of the lesson scored significantly higher on the delayed posttest than girls using the achromatic version.

Implications

Electronic copy unavailable.

Laws, J.E. (1996). An evaluation of the academic outcomes of the Upward Bound program at Virginia Union University. Ed.D. dissertation, The College of William and Mary, United States -- Virginia. From Dissertations & Theses: Full Text.(Publication No. AAT 9623245).

Author: James Edward Laws, Jr.

Title: An Evaluation of the Academic Outcomes of the Upward Bound Program at Virginia Union University

Abstract (Summary)

This study analyzed the impact the *Upward Bound* program at Virginia Union University had on students' freshman year performance. The population selected for the study were those students who participated in Virginia Union University's *Upward Bound* program during the academic years 1984-85 through 1993-94 and entered Virginia Union University after completing the program.

The *Upward Bound* participants were compared to a comparable control group of non-*Upward Bound* students. The two groups were measured on the following variables: need for remedial math, need for remedial English, placement on academic probation, drop-out rate, average freshman GPA, average (for credit) math grade, and average (for credit) English grade.

The findings were mixed. *Upward Bound* had a statistically significant positive effect on students' English (for credit) performance. Conversely, a statistically significant negative effect was found regarding *Upward Bound's* effect on participants need for remedial math and freshman (for credit) math performance. The findings on the variables remedial English, academic probation, drop-out rates, and freshman GPA were not statistically significant.

Research question

This study analyzed the impact the *Upward Bound* program at Virginia Union University had on students' freshman year performance. The population selected for the study were those students who participated in Virginia Union University's *Upward Bound* program during the academic years 1984-85 through 1993-94 and entered Virginia Union University after completing the program.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

The *Upward Bound* participants were compared to a comparable control group of non-*Upward Bound* students. The two groups were measured on the following variables: need for remedial math, need for remedial English, placement on academic probation, drop-out rate, average freshman GPA, average (for credit) math grade, and average (for credit) English grade.

Analysis

Electronic copy unavailable.

Key Findings

The findings were mixed. *Upward Bound* had a statistically significant positive effect on students' English (for credit) performance. Conversely, a statistically significant negative effect was found regarding *Upward Bound's* effect on participants need for remedial math and freshman (for credit) math performance. The findings on the variables remedial English, academic probation, drop-out rates, and freshman GPA were not statistically significant.

Implications

Electronic copy unavailable.

Mitchell, M. N. (1991). Peer status and academic achievement among Black adolescents participating in academic programs. Ph.D. dissertation, University of Virginia, United States -- Virginia. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9221092).

Author: Margaret Nancy Mitchell

Title: Peer Status and Academic Achievement among Black Adolescents Participating in Academic Programs

Abstract (Summary)

The relatively few studies that specifically address peer status and academic achievement among Black adolescents have yielded mixed findings, suggesting that the relationship found for younger children and White students may differ from that found for Black adolescents. The present study examined the relationship between academic achievement and peer status among 139 Black adolescents in the University of Virginia's Upward Bound (UB) and Summer Transition Program (STP). The following hypotheses were tested using multiple analyses of variance and multiple regression analyses: (1) the relationship between peer status as a study partner and academic achievement is positive, and (2) there is no relationship between achievement and peer status as a teammate or as best friend.

The first hypothesis was supported: GPA predicted a small but significant amount of variance in the study partner-achievement relationship. As predicted in the second hypothesis, there was no relationship between academic achievement and status as a best friend but low-achievers (using GPA as the achievement measure) received higher teammate ratings than high-achievers.

A MANOVA revealed significant effects of gender on teammate ratings and best friend ratings, and a gender by achievement interaction on peer status as a best friend. Compared to females, males received higher status ratings as a teammate and as a best friend. The interaction effect was due to high-achieving females receiving lower best friend ratings than low-achieving males. Several family variables were also found to be significant predictors of the study partner-achievement relationship.

The findings are discussed in the context of peer group values regarding achievement and criteria for selecting friends, and directions for future research are offered.

Research question

The present study examined the relationship between academic achievement and peer status among 139 Black adolescents in the University of Virginia's Upward Bound (UB) and Summer Transition Program (STP). The following hypotheses were tested (1) the relationship between peer status as a study partner and academic achievement is positive, and (2) there is no relationship between achievement and peer status as a teammate or as best friend.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Electronic copy unavailable.

Analysis

Key Findings

The first hypothesis was supported: GPA predicted a small but significant amount of variance in the study partner-achievement relationship. As predicted in the second hypothesis, there was no relationship between academic achievement and status as a best friend but low-achievers (using GPA as the achievement measure) received higher teammate ratings than high-achievers.

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Implications

Electronic copy unavailable.

Okuwa, N.A. (1994). A qualitative study of the USC Upward Bound Program. Ph.D. dissertation, University of Southern California, United States -- California. From Dissertations & Theses: Full Text.(Publication No. AAT 0575998).

Author: Nikkie Ama Okuwa

Title: A Qualitative Study of the USC Upward Bound Program

Abstract (Summary)

A qualitative study utilizing ethnographic research methodology to describe the USC *Upward Bound* Program culture by assessing: first, how the program assists students in their quest for a college diploma and second, how it is able to increase student enrollment in post-secondary institutions.

The study is an extension of past research on the issue of under-represented students' access and retention in post-secondary institutions. The USC *Upward Bound* Program focuses on improving high school students pre-college characteristics so that their chances of enrollment at institutions of higher learning are greatly increased.

The process of triangulation was employed in examining the four key variables: Program administration, Organizational structure, Curriculum and Student/Staff interaction. During the course of the study, the researcher identified four major cultural domains; personnel, participants, curriculum and organizational structure. Further analysis revealed programmatic issues that were peculiar to the program; social conflict, social control, program contradictions, program concerns which influence the effectiveness of this program to varying degrees.

The ability of the USC *Upward Bound* Program to assist students in pursuing a college education is based on several factors: (1) the provision of personnel who assists the students in completing college application forms and securing financial aid. (2) the program personnel, especially the summer staff who maintain a strong support network for the students by acting as mentors. (3) the USC *Upward Bound* Summer Program provides the students with a "camp-like" atmosphere which reinforces the importance of education and personal growth. (4) the program provides a rich array of social activities for the students which expanded the participants perspective of the cultural, social and professional opportunities. (5) the program successful provides students with skills necessary for college enrollment.

The findings of this study supports previous national studies on *Upward Bound* Programs which show that *Upward Bound* participants have high educational aspirations, higher scores and grade averages and increased enrollment in post-secondary institutions. This qualitative study of the USC *Upward Bound* Program reveals its success in empowering under-represented inner-city high school students.

Research question

Describes the USC *Upward Bound* Program culture by assessing: first, how the program assists students in their quest for a college diploma and second, how it is able to increase student enrollment in post-secondary institutions.

The study is an extension of past research on the issue of under-represented students' access and retention in post-secondary institutions. The USC *Upward Bound* Program focuses on improving high school students pre-college characteristics so that their chances of enrollment at institutions of higher learning are greatly increased.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

A qualitative study utilizing ethnographic research methodology

Analysis

The process of triangulation was employed in examining the four key variables: Program administration, Organizational structure, Curriculum and Student/Staff interaction.

Key Findings

During the course of the study, the researcher identified four major cultural domains; personnel, participants, curriculum and organizational structure. Further analysis revealed programmatic issues that were peculiar to the program; social conflict, social control, program contradictions, program concerns which influence the effectiveness of this program to varying degrees.

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Implications

Electronic copy unavailable.

Parson, R. (1992). Guidance and counseling: A prescriptive perspective. Ph.D. dissertation, University of Pittsburgh, United States -- Pennsylvania. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9226516).

Author: Ruth Parson

Title: Guidance and Counseling: A Prescriptive Perspective.

Abstract (Summary)

American educational reformation has been a topic which has filled the conversations of professionals, businesses, and the general public increasingly, especially since the ruling in Brown vs. Board of Education.

Yet, very little, more than talk has come into existence. This study was initiated to investigate the effectiveness of a counseling model which spoke to the convergence rather than the divergence of the two components--academics and counseling, and to validate the adaptation of a systems approach to guidance and counseling.

The comparative/descriptive/method was used to obtain the empirical data needed to complete this study. The population consisted of participants in *Upward Bound* programs based in institutions of higher education in: Delaware, Maryland, Ohio, Pennsylvania, Virginia, West Virginia, and the District of Columbia. The questionnaire was designed to elicit information relative to the necessary ingredients for counseling service, and the establishment of a representative population.

These data were presented in tables along with the formation of the components of the model. Respondents from Pittsburgh *Upward Bound* and selected *Upward Bounds* were noted and explanations of the variations were made.

The findings indicated that a prescription for an educational plan for the participant, written by the participant and having the benefit of career planning, career counseling and career advising, contributed positively to being able to match interest and ability with careers. The findings further indicated that a counseling and guidance model which occupies a curriculum position, rather than an ancillary one, contributes positively to academic achievement.

The study outlines the manner in which the participants pursued and documented the necessary information to formulate a career plan using the NOSRAP PROFILE.

Research question

This study was initiated to investigate the effectiveness of a counseling model which spoke to the convergence rather than the divergence of the two components--academics and counseling, and to validate the adaptation of a systems approach to guidance and counseling.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

The comparative/descriptive/method was used to obtain the empirical data needed to complete this study. The population consisted of participants in *Upward Bound* programs based in institutions of higher education in: Delaware, Maryland, Ohio, Pennsylvania, Virginia, West Virginia, and the District of Columbia. The questionnaire was designed to elicit information relative to the necessary ingredients for counseling service, and the establishment of a representative population.

Analysis

These data were presented in tables along with the formation of the components of the model. Respondents from Pittsburgh *Upward Bound* and selected *Upward Bounds* were noted and explanations of the variations were made.

Key Findings

The findings indicated that a prescription for an educational plan for the participant, written by the participant and having the benefit of career planning, career counseling and career advising, contributed positively to being able to match interest and ability with careers. The findings further indicated that a counseling and guidance model which occupies a curriculum position, rather than an ancillary one, contributes positively to academic achievement.

Implications

Electronic copy unavailable.

Smith, L. R. (1991). Fear of success, racial identity attitudes and the academic performance of African-American adolescents. Ph.D. dissertation, University of Cincinnati, United States -- Ohio. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9200463).

Author: Lori Renee Smith

Title: Fear of Success, Racial Identity Attitudes and the Academic Performance of African-American Adolescents

Abstract (Summary)

One hundred and fifty-nine (159) African American adolescents (75 males and 84 females) recruited from Cincinnati Public Schools, *Upward Bound*, and a teen rap session participated in a study designed to investigate how fear of success impacts the African American student's academic performance. Racial identity, which has been demonstrated previously to influence attitudes and behaviors (Parham and Helms, 1985) was also investigated in this research project. Hence, a second aim of the study was to examine the relationship between racial identity and fear of success. Participants completed the: (1) Fear of Success TAT-Like Projective Test (FOS, Horner, 1968); (2) Fear of Success Consequences Scale (FOSC, Ishiyama & Chabassol, 1984); (3) Racial Identity Attitude Scale (RIAS-B, Helms, & Parham, 1985); and (4) a Demographic Information Sheet. Results revealed that: (1) African American males did not evidence greater academic fear of success than did females; (2) There was no inverse relationship between fear of success scale scores and self-report grade point average; (3) There was no less fear of success imagery written in response to the athletic and entertainment story cues than to the academic story cue; and (4) Internalization attitudes on the RIAS were not inversely related to academic fear of success. However, (5) Pre-encounter racial identity attitudes were directly associated with fear of the social consequences of academic success. Limitations of the present design and suggestions for future research were discussed.

Research question

Designed to investigate how fear of success impacts the African American student's academic performance. Racial identity was also investigated in this research project. Hence, a second aim of the study was to examine the relationship between racial identity and fear of success.

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Participants completed the: (1) Fear of Success TAT-Like Projective Test (FOS, Horner, 1968); (2) Fear of Success Consequences Scale (FOSC, Ishiyama & Chabassol, 1984); (3) Racial Identity Attitude Scale (RIAS-B, Helms, & Parham, 1985); and (4) a Demographic Information Sheet.

Analysis

Multivariate statistical analysis.

Key Findings

Results revealed that: (1) African American males did not evidence greater academic fear of success than did females; (2) There was no inverse relationship between fear of success scale scores and self-report grade point average; (3) There was no less fear of success imagery written in response to the athletic and entertainment story cues than to the academic story cue; and (4) Internalization attitudes on the RIAS were not inversely related to academic fear of success. However, (5) Pre-encounter racial identity attitudes were directly associated with fear of the social consequences of academic success. Limitations of the present design and suggestions for future research were discussed.

Implications

Replication of the study is needed as well as more research looking into racial identity and fear of success.

Stallworth, C. (1998). Bend the saplin': A language-literacy approach for academic achievement among African-American high school students. Ph.D. dissertation, The University of Wisconsin - Madison, United States -- Wisconsin.

Author: Corsandra Stallworth

Title: Bend the saplin': A language-literacy approach for academic achievement among African-American high school students

Abstract (Summary)

This research in an *Upward Bound* Precollege Program investigates the literacy practices that foster language-literacy negotiation among African American high school students and the effects of such practices on students' academic achievement. The participants in this study are ten African American sophomore, junior, and senior high school students, an European American English teacher, an African American program director, and a Puerto Rican American outreach specialist/counselor.

Upward Bound Program has three components--academic summer session, after-school tutorial sessions, and Saturday social-development sessions--to enhance learning through interactive activities. The focus of this study is two English classes in the program's summer academic component.

Chapter I focuses on the research problem and the theoretical conceptual framework which uses Boykin's "triple quandary" socialization process, Valentine's biculturality, and the acquisition of language-literacy from a socio-cultural process.

Chapter II is a review of related research on literacy practices and academic achievement. This review reflects and promotes a relationship between language-literacy negotiation and academic achievement by focusing on the teacher as the instructional leader, the classroom discourse for academic achievement, and literacy practices for academic achievement.

Chapter III describes the methodology. The study is qualitative with a sociolinguistic approach to study literacy practice and language-literacy negotiation, using ethnographic descriptions.

Chapter IV presents the data collected from observations, interviews, students' cumulative records, students' journals and writing portfolios and the analysis interpretation. Individual biographical sketches of the selected population for the study are included to introduce the respondents to the reader.

Chapter V contains the discussion of the selected data from the transcripts relevant to the research questions, the summary of the findings of the study, and implications for further research and education.

This study serves as a vehicle to provide ideas and useful insights for the improvement of current literacy practices. It is also a means of going beyond the form and structure of the program under investigation to the way it is perceived and may yield useful data for further research.

Research question

1. If and how does Upward Bound's literacy practices enhance language-literacy negotiation for communication competency in public high school classrooms?

TRIO program(s) or students involved

Method / Research Design

The study is qualitative with a sociolinguistic approach to study literacy practice and language-literacy negotiation, using ethnographic descriptions. Data was collected from observations, interviews, students' cumulative records, students' journals and writing portfolios and the analysis interpretation. Individual biographical sketches of the selected population for the study are included to introduce the respondents to the reader.

Analysis

Triangulation of data. Coding looked for key words and phrases related to the primary research question. Comparative analysis approach. 3 categories: Students' individual perspectives for academic achievement, students' overall educational preparation for academic achievement in high school, and staff's instructional practices for academic achievement.

Key Findings

1. A variety of socialization practices support students' academic success.
2. Dialogue supports students' writing.
3. A process approach to writing fosters language-literacy negotiation.

Implications

More ethnographic research is needed to investigate the influence of culture as a positive factor for achievement among African Americans as well as to look into the role of the teacher in providing writing instruction for diverse socio-cultural and ethnic groups. Upward Bound should form partnerships with African American community groups to ensure participation of African American youth in the programs.

White, C. J. (1991). Experiencing "Upward Bound": An interrogation of cultural landscapes. Ph.D. dissertation, University of Illinois at Urbana-Champaign, United States -- Illinois. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9211029).

Author: Carolyne Joan White

Title: Experiencing "Upward Bound": An Interrogation of Cultural Landscapes

Abstract (Summary)

This thesis addresses one of the most significant public issues facing higher education today: the recruitment and successful matriculation of low-income and minority students. These students are variously described in the literature and popular language as "non-traditional," "marginal," "differential," "disadvantaged," and "at-risk," coming to the campus as they usually do from social and educational circumstances where college attendance has been neither expected nor encouraged.

Three broad questions of educational policy guide this inquiry: (1) How can educational practice more fully foster excellence and equity with "disadvantaged" students? (2) How do educational interventions, such as *Upward Bound*, effect the academic careers and future professional lives of "disadvantaged" students? (3) How do "disadvantaged" students construct scholastic competence and successfully negotiate the "chilly climate" of educational institutions historically designed for "advantaged" white male students?

These questions are pursued here within the context of the educational journeys of twelve former disadvantaged students who have successfully pursued post-secondary education. All of the narrators share former involvement with the Southern Utah State College *Upward Bound* Program. Nine of the narrators are Navajo, three are Hopi, and one is an Anglo. We tell our stories here, from our own perspectives, to share experience, strength and hope with the anticipation that readers encountering similar institutional constraints will appropriate portions of the narratives to empower and sustain their self-fashioning processes. We name ourselves outright to confront the invisibility and problematizing that has typified institutional depictions of gendered and minority experience. We seek political intervention within and against the failure discourse that dominates the portrayal of disadvantaged students within educational literature.

Research question

1. How can educational practice more fully foster excellence and equity with "disadvantaged" students?
2. How do educational interventions, such as *Upward Bound*, effect the academic careers and future professional lives of "disadvantaged" students?
3. How do "disadvantaged" students construct scholastic competence and successfully negotiate the "chilly climate" of educational institutions historically designed for "advantaged" white male students?

TRIO program(s) or students involved

Upward Bound

Method / Research Design

Biographical methodology

Analysis

Comparative analysis?

Key Findings

Gender, race, and class all play an important role. Importance of affective/ecological factors over academic skill development.

Implications

The vignette approach should be used more often.

Williams-Molock, J. G. (1999). The Upward Bound Academic Year program at Colorado State University: An evaluation measuring the effectiveness and impact of a precollegiate program. Ed.D. dissertation, Columbia University Teachers College, United States -- New York.

Author: Jennifer Galloway Williams-Molock

Title: The Upward Bound Academic Year program at Colorado State University: An evaluation measuring the effectiveness and impact of a precollegiate program

Abstract (Summary)

This study was designed to develop and implement an approach for a systematic evaluation of the Colorado State University *Upward Bound* Academic Year program. Recommendations for precollegiate programs to consider new directions, practices and continuation of program evaluations are outlined.

A questionnaire was administered to eighty-two (82) students, in addition to focus groups consisting of a representative sample of students. Participants represented four (4) Colorado counties, nine (9) high schools and were of various racial and ethnic backgrounds. In addition, six university administrators were also interviewed as well as a focus group of the *Upward Bound* professional staff.

Findings revealed an increase in overall student grade point average, program expectations were met, strategies for program improvement were identified and students aspirations for college were higher than the national average. The overall conclusions of this suggest that the *Upward Bound* academic year program at Colorado State University does indeed have a positive effect and impact on its participants as they prepare for college and adulthood.

Implications for higher education indicate that the challenge is to draw upon the resources of the family, the institution and the community to create a comprehensive support system for disadvantaged students who have diverse needs. Ideally, this means that institutions of higher education must become advocates for poor, minority, and first-generation youths. Higher education must then take leadership with each of these constituents.

Research question

1. What aspects of the Colorado State University Upward Bound academic year component, based on student and staff perceptions, were the most effective?
2. How did the academic year program support and/or enhance the summer program component?
3. In what ways did the academic year program component support the overall goals of the entire Upward Bound program?
4. Based on the student academic records, what changes, if any, resulted in their overall school performance since their involvement in the Upward Bound academic year program?

TRIO program(s) or students involved

Upward Bound

Method / Research Design

A questionnaire was administered to eighty-two (82) students, in addition to focus groups consisting of a representative sample of students. Participants represented four (4) Colorado counties, nine (9) high schools and

were of various racial and ethnic backgrounds. In addition, six university administrators were also interviewed as well as a focus group of the *Upward Bound* professional staff. Mix of quantitative and qualitative data.

Analysis

Cross-tabulation of data in SPSS for quantitative and coding for qualitative.

Key Findings

Findings revealed an increase in overall student grade point average, program expectations were met, strategies for program improvement were identified and students aspirations for college were higher than the national average. The overall conclusions of this suggest that the *Upward Bound* academic year program at Colorado State University does indeed have a positive effect and impact on its participants as they prepare for college and adulthood.

Implications

Implications for higher education indicate that the challenge is to draw upon the resources of the family, the institution and the community to create a comprehensive support system for disadvantaged students who have diverse needs. Ideally, this means that institutions of higher education must become advocates for poor, minority, and first-generation youths. Higher education must then take leadership with each of these constituents.

Wright, E. L. (1997). The academic language of college-bound at-risk secondary students: Self-assessment, proficiency levels, and effects of language development instruction. Ed.D. dissertation, University of California, Davis, United States -- California. Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9812098).

Author: Edward Leon Wright

Title: The Academic Language of College-bound At-risk Secondary Students: Self-assessment, proficiency levels, and effects of language development instruction

Abstract (Summary)

There is general agreement among educators and researchers that unfamiliarity with the distinct type of English used in the classroom, referred to as academic language, is a contributing factor to the academic failure of at-risk minority and language-minority secondary and postsecondary students.

The purpose of this study was to examine the relationship between academic language and indicators of academic success for secondary students. The target group studied was a sample of 62 college-bound secondary students who were enrolled in an *Upward Bound* program at Fresno City College. *Upward Bound*, a federally-funded program, provides enrichment experiences for at-risk, low-income students. The program goal is to improve the academic performance and motivation of students by providing after school tutorial sessions, Saturday enrichment courses during the school year, and a 6-week summer enrichment program.

The study addressed four research questions: (a) How well prepared are college-bound secondary minority students to handle academic language tasks they will encounter in college? (b) How are students' academic language skills related to their high school grades and standardized test scores? (c) How aware are students of their academic language needs, the academic culture they will enter, and the demands of the college curriculum? (d) What effects does an academic language instructional program have on language development, student high school performance, and student awareness of their needs for being successful in college?

Results of the study indicated that students were generally underprepared in academic language proficiency. Their standardized test scores did not correlate with the school success indicators (GPA, number of failing grades, and absences). However, these standardized test scores did show moderate positive correlations with the academic language assessment. Few of the school indicators showed any relationship with academic language proficiency scores. Students generally overestimated their actual language skills. The academic language curriculum resulted in significant increases in proficiency levels and important positive improvements in students' attitudes toward school and understanding of their need for preparation for college. Students developed very favorable attitudes towards the academic language curriculum and reported that it helped their grades and comprehension in their regular high school courses.

Research question

1. How well prepared are college-bound secondary minority students to handle academic language tasks they will encounter in college?
2. How are students' academic language skills related to their high school grades and standardized test scores?
3. How aware are students of their academic language needs, the academic culture they will enter, and the demands of the college curriculum?
4. What effects does an academic language instructional program have on language development, student high school performance, and student awareness of their needs for being successful in college?

TRIO program(s) or students involved

Method / Research Design

Quantitative and qualitative. Data collection: performance-based academic language assessment pre and post tests, school standardized test scores, GPA, absence rates, and Individual Test of Academic Skills results, student interviews, and self-assessment surveys.

Analysis

Dependent sample t-tests, correlation analysis, transcribed and coded interviews and surveys.

Key Findings

Results of the study indicated that students were generally underprepared in academic language proficiency. Their standardized test scores did not correlate with the school success indicators (GPA, number of failing grades, and absences), However, these standardized test scores did show moderate positive correlations with the academic language assessment. Few of the school indicators showed any relationship with academic language proficiency scores. Students generally overestimated their actual language skills. The academic language curriculum resulted in significant increases in proficiency levels and important positive improvements in students' attitudes toward school and understanding of their need for preparation for college. Students developed very favorable attitudes towards the academic language curriculum and reported that it helped their grades and comprehension in their regular high school courses.

Implications

A longitudinal study over several years is needed to provide more detailed evidence and analysis.

Upward Bound Math/Science

Desmond, C. F. (1992). An historic analysis of the development and implementation of equal educational opportunity programs at the University of Massachusetts at Boston, 1964-1990. Ed.D. dissertation, University of Massachusetts Amherst, United States -- Massachusetts. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No. AAT 9233055).

Author: Charles Frank Desmond

Title: An Historic Analysis of the Development and Implementation of Equal Educational Opportunity Programs at the University of Massachusetts at Boston, 1964-1990

Abstract (Summary)

This case study is intended to heighten awareness and draw attention to the fact that in spite of the enlightened intent of the Brown decision and the educational opportunity initiatives of the Great Society, broad, dramatic and troubling inequalities continue to separate American society today. These inequalities are pervasive and show themselves along racial, social and economic parameters. Across America, and most dramatically in urban cities like Boston, disparities in employment, income, housing, health, and educational attainment are pervasive. As a result, there is a compelling need to continue to expand educational opportunities.

The primary purpose of this study will be to provide a detailed account of the development and evolution of educational opportunity programs at the University of Massachusetts at Boston. This study will examine the interplay between the university's mission and the development and implementation of programs designed to advance equal educational opportunity for historically under served students. Woven within the fabric of this analysis will be a contextual discussion of certain public policy and economic events at the national level which influenced the development of programs at the Boston campus. The study will begin in 1966 with the establishment of the College Preparatory Program and chronologically trace the development of a unique set of other educational opportunity programs at the University. The study will conclude with a discussion of the *Upward Bound* Math Science Initiative funded in 1990. Each of the programs studied will be reviewed from a number of different perspectives. The analysis will show the specific need each program was designed to address as well as the specific goals, objectives, and activities that would be implemented to meet these needs. The study will also highlight significant developments over time and key lessons learned.

This study will, therefore, trace the evolution of policy and programmatic initiatives which were developed and pioneered at the University of Massachusetts at Boston to address education needs of disadvantaged students. In doing this, important insights will be gained into the contextual and programmatic elements which most effectively meet the needs of this increasingly important population. Finally, this study will show that as UMass/Boston is pulled to become a more traditional university, the educational opportunity programs discussed in this study play an important role in helping the campus to maintain a clear focus on services and programs designed to address the disadvantaged student population cited in UMass/Boston's founding principles.

Research question

The primary purpose of this study will be to provide a detailed account of the development and evolution of educational opportunity programs at the University of Massachusetts at Boston. This study will examine the interplay between the university's mission and the development and implementation of programs designed to advance equal educational opportunity for historically under served students. Woven within the fabric of this analysis will be a contextual discussion of certain public policy and economic events at the national level which

influenced the development of programs at the Boston campus. The study will begin in 1966 with the establishment of the College Preparatory Program and chronologically trace the development of a unique set of other educational opportunity programs at the University. The study will conclude with a discussion of the *Upward Bound* Math Science Initiative funded in 1990. Each of the programs studied will be reviewed from a number of different perspectives. The analysis will show the specific need each program was designed to address as well as the specific goals, objectives, and activities that would be implemented to meet these needs. The study will also highlight significant developments over time and key lessons learned.

TRIO program(s) or students involved

Upward Bound Math-Science

Method / Research Design

This study will, therefore, trace the evolution of policy and programmatic initiatives which were developed and pioneered at the University of Massachusetts at Boston to address education needs of disadvantaged students. In doing this, important insights will be gained into the contextual and programmatic elements which most effectively meet the needs of this increasingly important population. The analysis will show the specific need each program was designed to address as well as the specific goals, objectives, and activities that would be implemented to meet these needs. The study will also highlight significant developments over time and key lessons learned.

Analysis

Electronic copy unavailable.

Key Findings

Electronic copy unavailable.

Implications

Electronic copy unavailable.

Klein, G.T. (1996). An exploration of the role of context in high school students' conceptions and representations of linear, quadratic, and exponential functions (Doctoral dissertation, Michigan State University, 1995). *Dissertation Abstracts International*, 57 (2), 9619845A.

Author: Georgianna Tonne Klein

Title: An Exploration of the Role of Context in High School Students' Conceptions and Representations of Linear, Quadratic, and Exponential Functions

Abstract (Summary)

This study examines what sense students made of functions during a summer instructional program that had function as a central concept and that provided rich experiences with multiple representations. The research focuses on whether and how students' conceptions of functions are tied to specific mathematical contexts (linear, quadratic, or exponential functions) or representational contexts (tables, graphs, or symbolic or verbal descriptions of situations). Data consist of interviews of 4 focal students in a class that was part of a Regional Math and Science Center for the Upward Bound Program, along with pre- and posttests, written homework, and field notes and videotapes of classroom observations. The dissertation presents case studies of two of these focal students.

The study found a mismatch between teachers' and students' perspectives--on whether the mathematical content was about functions, on the purpose and focus of student-teacher interactions, and on what can be assumed or ignored in some problem representations. For examining students' thinking, this work proposes a framework for functions that go beyond existing frameworks. It is a two-part framework that separates functions from functional relationships in problems and reflects activities students found salient. In solving and talking about the problems posed, students attended principally to the representations themselves and only implicitly to functions. They were successful in many tasks, but their thinking was often fragmented. Students found dynamic versions of functions salient, particularly in tables and graphs. Their characterizations of function classes depended on function class, task, and representation. They used shapes of graphs or patterns of change as organizers for both linear and quadratic functions, but had no organizers for exponential functions. Students were facile at fitting general graphs to situations if the independent variable could be thought of temporally. Situated problems supported students' reasoning, but hindered it when problems clashed with the students' informal models.

A major implication is that teachers need to examine what assumptions they bring to teaching and how it shapes how they think about student activity, student understanding, and teaching function concepts. Curricula should be examined for the extent to which they include activities with function that students find salient.

Research question

This study examines what sense students made of functions during a summer instructional program that had function as a central concept and that provided rich experiences with multiple representations. The research focuses on whether and how students' conceptions of functions are tied to specific mathematical contexts (linear, quadratic, or exponential functions) or representational contexts (tables, graphs, or symbolic or verbal descriptions of situations).

TRIO program(s) or students involved

Upward Bound Math-Science

Method / Research Design

Data consist of interviews of 4 focal students in a class that was part of a Regional Math and Science Center for the Upward Bound Program, along with pre- and posttests, written homework, and field notes and videotapes of classroom observations. The dissertation presents case studies of two of these focal students.

Analysis

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Key Findings

The study found a mismatch between teachers' and students' perspectives--on whether the mathematical content was about functions, on the purpose and focus of student-teacher interactions, and on what can be assumed or ignored in some problem representations. For examining students' thinking, this work proposes a framework for functions that go beyond existing frameworks. It is a two-part framework that separates functions from functional relationships in problems and reflects activities students found salient. In solving and talking about the problems posed, students attended principally to the representations themselves and only implicitly to functions. They were successful in many tasks, but their thinking was often fragmented. Students found dynamic versions of functions salient, particularly in tables and graphs. Their characterizations of function classes depended on function class, task, and representation. They used shapes of graphs or patterns of change as organizers for both linear and quadratic functions, but had no organizers for exponential functions. Students were facile at fitting general graphs to situations if the independent variable could be thought of temporally. Situated problems supported students' reasoning, but hindered it when problems clashed with the students' informal models.

Implications

A major implication is that teachers need to examine what assumptions they bring to teaching and how it shapes how they think about student activity, student understanding, and teaching function concepts. Curricula should be examined for the extent to which they include activities with function that students find salient.

Veterans Upward Bound

Garrett, L.N. (1993). Retention rates of veterans enrolled in Louisiana Veterans Upward Bound programs (Doctoral dissertation, The University of Southern Mississippi, 1992). *Dissertation Abstracts International*, 53 (8), 9239398A.

Author: Leonard Neal Garrett

Title: Retention Rates of Veterans Enrolled in Louisiana Veterans Upward Bound Programs

Abstract (Summary)

The purpose of this study was to determine if the number of dropouts for minority and non-minority veterans enrolled in Louisiana Veterans Upward Bound Programs differ according to geographic regions and demographic characteristics. In the course of the investigation, official documents were reviewed along with records of congressional committee hearings and current available literature.

The research sought answers to two fundamental questions: (1) What are the significant differences in the number of dropouts for minority and non-minority veterans according to demographic characteristics? (2) What are the significant differences in the number of dropouts for minority and non-minority veterans according to geographic data?

The sample for this study was drawn from Veterans populations of three Louisiana Veterans Upward Bound Programs. Only those participants from 1989-1991 were included in the study. Of the three programs, one was located at Our Lady of Holy Cross, a private urban college, and the other two were located at rural public universities (Southeastern Louisiana and Southwestern Louisiana). Six hundred and fifty-six veterans were included in this study.

The variables examined in this study were race, age, sex, type of discharge, parish, branch of service, and years of service.

The results of this study indicated that there were no significant differences between the dropouts and minority and non-minority veterans, according to demographic characteristics and geographic regions.

Research question

The research sought answers to two fundamental questions: (1) What are the significant differences in the number of dropouts for minority and non-minority veterans according to demographic characteristics? (2) What are the significant differences in the number of dropouts for minority and non-minority veterans according to geographic data?

TRIO program(s) or students involved

Veterans Upward Bound

Method / Research Design

The sample for this study was drawn from Veterans populations of three Louisiana Veterans Upward Bound Programs. Only those participants from 1989-1991 were included in the study. Of the three programs, one was located at Our Lady of Holy Cross, a private urban college, and the other two were located at rural public universities (Southeastern Louisiana and Southwestern Louisiana). Six hundred and fifty-six veterans were included in this study.

The variables examined in this study were race, age, sex, type of discharge, parish, branch of service, and years of service.

Analysis

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Key Findings

The results of this study indicated that there were no significant differences between the dropouts and minority and non-minority veterans, according to demographic characteristics and geographic regions.

Implications

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Talent Search

Houston, I.S. (2000). The influences of intentional mentoring on the career aspirations and educational expectations of middle school African-American adolescents participating in a college-preparatory program (Doctoral dissertation, University of South Carolina, 1999). *Dissertation Abstracts International*, 60 (12), 9952724A.

Author: Irene Simons Houston

Title: The Influences of Intentional Mentoring on the Career Aspirations and Educational Expectations of Middle School African-American Adolescents Participating in a College-Preparatory Program

Abstract (Summary)

The purpose of this study was to determine whether participation in a structured mentoring program influenced the career aspirations and educational expectations of African-American male and female adolescents. The sample consisted of 59 students attending an urban middle school and participating in a college-preparatory

program. Participants included a mentored group (n = 19), a non-mentored group (n = 20), and a non-mentored control group (n = 20) all of whom were first-generation and socioeconomically disadvantaged students identified as gifted by school personnel.

Data collection included examination of student information from Educational Talent Search (ETS) records and student-reported parent demographic data. The dependent variables of career aspirations and educational expectations were assessed using a 4-item questionnaire and the Harrington-O'Shea Career Decision-Making Revised (CDM-R). The CDM-R is an interest survey that includes career exploration and educational planning components.

Three null hypotheses were tested: (a) a two-way MANOVA procedure that included all variables simultaneously showed no significant difference in males and females in any of the mentoring groups in career aspirations and educational expectations; (b) the gender variable was collapsed to increase power for a one-way MANOVA on second hypothesis, which resulted in a significant effect of mentoring on the career aspirations and educational expectations; and (c) a follow-up discriminate analysis was conducted to determine the nature of significant differences between the three mentoring groups.

Canonical coefficients indicated that differences were attributed to the career aspirations but not educational expectations variable. Canonical correlations between career aspiration and the discriminate function coefficient established that almost all variability is accounted for by the low control group's score on career aspirations, indicating no significant difference between mentored and non mentored groups.

Two conclusions from the study were warranted. First, there appeared to be no gender effect with regard to the career aspirations and educational expectations of African-American middle-school adolescents. Second, students who were mentored by same-gender African-American college students did not differ from the non-mentored group except those assigned to the control group who did not participate in the structured career exploration interpretative activity contained within the CDM-R.

Research question

1. What factors are associated with increased educational expectations for inner-city youth of color?
2. How might mentoring African-American inner-city youth be associated with exploring congruent yet challenging career choices?

TRIO program(s) or students involved

Talent Search

Method / Research Design

The sample consisted of 59 students attending an urban middle school and participating in a college-preparatory program. Participants included a mentored group (n = 19), a non-mentored group (n = 20), and a non-mentored control group (n = 20) all of whom were first-generation and socioeconomically disadvantaged students identified as gifted by school personnel.

Data collection included examination of student information from Educational Talent Search (ETS) records and student-reported parent demographic data. The dependent variables of career aspirations and educational expectations were assessed using a 4-item questionnaire and the Harrington-O'Shea Career Decision-Making Revised (CDM-R). The CDM-R is an interest survey that includes career exploration and educational planning components.

Analysis

Three null hypotheses were tested: (a) a two-way MANOVA procedure that included all variables simultaneously showed no significant difference in males and females in any of the mentoring groups in career aspirations and educational expectations; (b) the gender variable was collapsed to increase power for a one-way MANOVA on second hypothesis, which resulted in a significant effect of mentoring on the career aspirations and educational expectations; and (c) a follow-up discriminate analysis was conducted to determine the nature of significant differences between the three mentoring groups.

Key Findings

Two conclusions from the study were warranted. First, there appeared to be no gender effect with regard to the career aspirations and educational expectations of African-American middle-school adolescents. Second, students who were mentored by same-gender African-American college students did not differ from the non-mentored group except those assigned to the control group who did not participate in the structured career exploration interpretative activity contained within the CDM-R.

Implications

Research should be done to examine the effect of gender and parental influence on career aspirations of African-American adolescents as well as research with a larger sample size. Future measurements should include attitude as a component.

Simelton, V.E. (1995). An evaluation of the Educational Talent Search Program at the University of Arkansas at Little Rock (Doctoral dissertation, University of Arkansas, 1994). *Dissertation Abstracts International*, 55 (8), 9434920A.

Author: Vance Edward Simelton

Title: An Evaluation of the Educational Talent Search Program at the University of Arkansas at Little Rock

Abstract (Summary)

The problem of this study was to evaluate the effectiveness of services by the University of Arkansas at Little Rock Educational Talent Search (ETS) Program and the resulting postsecondary matriculation and financial aid received by participants.

Arkansas secondary schools that participated in UALR Educational Talent Search were identified and 60 students randomly selected from the senior class of 1991-92. The treatment group consisted of 30 eligible students who participated in the ETS program. The control group was made up of 30 students who were eligible but did not participate in the ETS program. All students were 1992 graduates.

The ETS participant was described as a low-income and first generation potential college student. The typical family had little or no experience with postsecondary educational training. Therefore, it was decided that ETS participants needed timely information that would enable a potential college student to decide the many issues involved in selecting and entering a program of study.

The University of Arkansas at Little Rock Educational Talent Search program served a majority of females (70%) and blacks (53%) from an average size family (3.9 members). Only 50% of the senior participants were both low-income and first generation potential college students. Yet, 84% of the participants were from families that neither parent graduated from a four year college.

However, the nonparticipants were primarily black (56%), male (77%), and came from a similar size family (4.0 members) as the treatment group. The low-income first generation population (63%) was higher within the nonparticipating seniors. In addition, 97% of the fathers and 94% of the mothers did not graduate from a four year college. Both the participants and nonparticipants had 46% of the seniors on the secondary school free or reduced lunch program.

The seniors who participated in UALR Educational Talent Search enrolled in college core secondary courses at a higher rate than nonparticipants. The treatment group had an ACT mean composite score of 19 compared to 15 by the control group. Sixty percent of the treatment group matriculated in postsecondary programs compared to only 30% of the control group. The ETS participants received a higher number and amount of financial aid awards.

Research question

1. Did the participating schools in the evaluations have an adequate pool of potential eligible applicants to justify the services offered by the University of Arkansas at Little Rock Educational Talent Search Program?
2. Did the University of Arkansas at Little Rock Educational Talent Search Program serve eligible participants according to federal guidelines?

3. Did students who participated in Educational Talent Search decide to enroll in college prep courses in high school in higher numbers than nonparticipants?
4. Did students who participated in the University of Arkansas at Little Rock Educational Talent Search Program have a higher postsecondary matriculation rate than nonparticipants?
5. Were financial aid awards higher for University of Arkansas at Little Rock Educational Talent Search Program clients than students not participating?

TRIO program(s) or students involved

Talent Search

Method / Research Design

Descriptive study

Analysis

Analyzed in five areas: (1) number of eligible participants, (2) family demographics, (3) secondary classes and ACT assessment results, (4) matriculation into postsecondary programs, and (5) financial aid.

Key Findings

The seniors who participated in UALR Educational Talent Search enrolled in college core secondary courses at a higher rate than nonparticipants. The treatment group had an ACT mean composite score of 19 compared to 15 by the control group. Sixty percent of the treatment group matriculated in postsecondary programs compared to only 30% of the control group. The ETS participants received a higher number and amount of financial aid awards.

Implications

Steps should be taken to improve minority male participation in the program. Longitudinal studies should also be completed to provide more complete analysis.

Educational Opportunity Center

None found.

