

The logo features the text 'TRiO' in a black serif font, positioned inside a thin yellow circle. A thick, horizontal olive-green bar with a gradient from left to right is overlaid on the circle. A large black left square bracket is on the left side of the bar, and a large yellow right square bracket is on the right side.

TRiO

Adam Torres  
Christy Zenner  
Daina Benson  
Sarah Harris  
Tim Koberlein

# [ Research ]

---

- Family
  - Supportive vs. unsupportive
  - Assistance with finances
- Social Influence
  - Attitude towards education
  - Future goals

# [ Research ]

---

- Self-esteem
  - Positive correlation with academic success
- Language barriers
  - Inhibits social involvement

# [ Research ]

---

- Level of involvement
  - Positive correlation with effectiveness of TRiO programs
- Location
- Finances

Methods



# [ Survey Design ]

---

- Agency orientation
  - Research questions
    - Why do some students in TRiO go on to college while others do not? What are some of the differences between the two groups?
  - Our agency supervisor spoke to us about possible topics she noticed while working with students that could cause them to not attend college.

# [ Survey Design ]

---

- Areas of interest
  - Location of college or distance away from home
  - Finances
  - Amount of participation in TRiO related activities
  - Family and peer relationships
  - Self-esteem
  - Language barriers
  - How early did they start TRiO?
  - Job status

# [Hypotheses]

- Self-esteem would positively correlate with increased college attendance.
- Students whose first language is something other than English would be less likely to attend college.
- Moving away to college would decrease the likelihood of students attending college.
- Concerns over finances would decrease the likelihood of college attendance.
- More involvement in TRiO related activities would increase the likelihood of college attendance.
- Family and peer perception of college will affect the student's perception in a similar manner.

# [ Method ]

---

- Materials

- Survey

- 39 items
    - Location of college
    - Finances
    - Amount of participation in TRiO activities
    - Family and peer relationships
    - Rosenberg Self-Esteem Scale (1989)
    - Language barriers
    - Demographic data, such as ethnicity, when they joined TRiO, and job status.
    - Perception of their own abilities (e.g., math and writing skills).

# [ Method ]

---

- *Participants*

- 83 senior high school students (males = 28, female = 55).
- The majority of the students were Caucasian (Caucasian = 40, Latino = 28, Asian = 6, African American = 2, and other = 6).

# [ Method ]

---

## ■ *Procedure*

- TRiO staff members were responsible for the administration
- Procedure for collecting data was difficult to control due to the the setting in which students were available to TRiO staff members
- Staff members read to all students prior to the survey a disclaimer stating that if any questions made them feel uncomfortable they did not have to answer it and they had the option to quit the survey
- The surveys were kept anonymous and took 10 to 15 minuets to complete. Students completed the survey on scantron sheets.

# [ Results ]

---

- Statistical Analysis
  - Pearson's  $r$  correlation between all survey items
  - Independent Sample T-Test
    - Separated groups based on whether they plan on attending college after high school

# [ Results ]

Table 1

*Correlations between projected college attendance and finances.*

Survey Item	College Attendance
If college were free, would you go?	-.04
Is your income part of the main income of our household?	-.03
Finances will play in the decision on whether or not I attend college.	.06
I am aware that TRiO will help with the financial part of college.	-.17

# [ Results ]

Table 2

*Correlations between projected college attendance and involvement in TRiO.*

Survey Item	College Attendance
How many TRiO trips to colleges have you attended since you started TRiO?	-.19
How often do you take advantage of peer tutoring?	-.01
How many hours per month do you participate in TRiO activities?	.05

# [ Results ]

Table 3

*Correlations between projected college attendance and peer influence.*

Survey Item	College Attendance
Are most of your friends going to go to college?	-.03
Is your significant other planning on going to college?	-.09
My family is supportive of me going to college.	-.08
My family is pressuring me to attend college.	-.01
My family is pressuring me to not attend college.	-.02
How important is education to your family?	-.04
Does leaving your family to go away to college affect your decision?	.27*

Note: \*p< .05

# [ Results ]

Table 4

*Correlations between projected college attendance and other survey items.*

Item Number	College Attendance
What grade did you join TRiO?	.22*
The career information did not help me in any way.	.25*
I do not feel as though TRiO has prepared me for college.	.24*
Does leaving your family to go away to college affect your decision?	.27*

Note: \* $p < .05$

# [ Results ]

Table 5

*Correlations between self-esteem and various survey questions.*

Item Number	Self-Esteem
The career information did not help me in any way.	-.26*
The college visits made me realize that college was not a possibility for me.	-.41***
My writing skills are holding me back from going to college.	-.37***
My math skills are holding me back from attending college.	-.49***
My grades are adequate for college.	.40***
My family is supportive of me going to college.	.38***
My family is pressuring me not to attend college.	-.34***
How many hours per month do you participate in TRiO activities.	-.24*

Note: \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

# Results

Table 6

*Means and standard deviations in differences displayed between students planning on attending college directly after high school and survey items.*

Survey Item Number	Attending college after high school.	Mean	SD	t
What grade did you join TRiO?	Yes	1.87	1.48	-2.08*
	No	3.16	1.33	
The career information did not help me in any way.	Yes	.46	.84	-2.19*
	No	1.2	.45	
I do not feel as though TRiO has prepared me for college.	Yes	.48	.74	-2.23*
	No	1.16	.41	
Does leaving your family to go away to college affect your decision?	Yes	1.19	1.11	-2.48*
	No	2.33	.52	

Note: \*p<.05

# [ Findings ]

---

- The goal of this study was to examine differences between those who planned to attend college and those who did not in hopes of using those differences to help TRiO better understand the concerns of the student and why some do not attend college.
- Self-esteem
  - Statistically insignificant correlation with planned college attendance.
  - Used 5 of 10 questions in the Rosenberg Self-esteem scale.
- Language
  - Hypothesis was not confirmed.
- Finances
  - Hypothesis was not confirmed.

# [ Findings ]

---

- Involvement in TRiO related activities.
  - Did not correlate significantly with planned college attendance..
- Family and peer influence.
  - 1 of 7 was found to be statistically significant.
  - Those reporting on planning not to attend college were likely to rate that leaving their family to go to college affected their decision a lot.
- What grade they entered TRiO.
  - A significant correlation was found. Starting earlier increased the likelihood of planning on attending college.

# [ Findings ]

---

- Some interesting correlations concerning self-esteem.
  - Low self-esteem correlated with finding the career information unhelpful.
  - Low self-esteem correlated with college students finding college visits showing them that college was not possible for them.
  - Low self-esteem was correlated with beliefs that math and writing skills were inadequate for college.
  - High self-esteem was correlated with beliefs that grades were adequate for college.

# [ Limitations ]

---

- Sample and sample size.
  - Sample was small.
  - 76 of the 83 reported on planning on attending college directly after high school, leaving only 7 in the comparison group.
  - Need access to students who have already graduated from high school and either have or have not gone on to college to make up sample groups.
  - Current sample is basing answers to survey questions on what they plan to do in the future and plans could change. Therefore, what we are measuring might not be extremely accurate.

# [ Limitations ]

---

- Survey length.
  - Need more questions to for each variable.
- Controlled environment.

# Future Research



# [ Future Research ]

---

- Where should they go next?
  - Prospective research from our study
    - Self-esteem
      - College visits/career information
      - Math/writing skills

# [ Future Research ]

---

- Self-esteem
  - Low self-esteem
    - Found career visits/information less helpful
    - View math/writing skills holding them back
  - High self-esteem
    - View career information helpful
    - View grades adequate
- Future focus
  - How are their math/writing skills compared to their perception of their skills?