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Giselle Regalado
New York City and Boston Upward
Bound Programs: Strengthening
Academic Confidence in
Low-Income Students

ABSTRACT

This study examined the impact of New York City and Boston Upward Bound Programs on academic performance among low-income college alum. The dependent variables were academic self-confidence and academic performance; and the independent variables were New York City and Boston Upward Bound Programs. Participation criteria included only alums from Upward Bound programs in New York City and Boston, college graduate, access to Upward Bound Facebook social media pages, 18 years of age or older, and read English. The sample was random and consisted of thirty-three Upward Bound alumni who completed an online survey. Albert Bandura's Self-Efficacy and Social Learning Theory was the theoretical context for this study because of its applicability to cognitive, behavioral, and environmental influences on learning. Academic self-confidence and performance were measured by using a modified version of the Academic Self-Efficacy Scale. Two open-ended questions were used to specifically address perceptions of Upward Bound on learning outcomes. Findings of this study suggest that both New York City and Boston Upward Bound Programs positively influence academic self-confidence and academic performance among its program participants, and increased successful matriculation through college.

**NEW YORK CITY AND BOSTON UPWARD BOUND PROGRAMS:
STRENGTHENING ACADEMIC CONFIDENCE IN LOW-INCOME STUDENTS**

A project based upon an independent investigation,
submitted in partial fulfillment of the requirements
for the degree of Master of Social Work.

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2014

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CHAPTER I

Introduction

Upward Bound Programs are one of a cluster of programs referred to as TRIO and are both implemented and monitored by the United States Department of Education. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. These programs are federally funded educational programs that grew out of the federal Higher Education Act of 1965. The goal of Upward Bound is to increase the rate at which “educationally disadvantaged” students complete secondary education and enroll in and obtain degree completion from postsecondary institutions. Upward Bound programs were instituted in select public and private institutions in the 1960’s (McElroy & Armesto, 1998), and have continued to grow since this time.

Key Concepts

For the purposes of this study, the following terms and definitions are used:

1. Upward Bound Program is a federally funded educational program within the United States, which was created to serve and assist low-income individuals and/or first-generation college students complete postsecondary education (Upward Bound, 2014).

2. An Upward Bound student is a high school freshman, sophomore, junior, or senior who participated in an Upward Bound program with intentions to prepare for an education beyond high school.
3. An “educationally disadvantaged” student is an individual whose reading, writing, and mathematics readiness is below average for his or her age or academic level in terms of specified expected outcomes in literacy.
4. Self-Confidence is assurance in oneself and in one's powers and abilities to do well; it is based on the development of cognitive skill and perceived self-efficacy (Random House Dictionary, 2014) Self-efficacy has four tenets: performance accomplishments, vicarious experience, verbal persuasion, and physiological states.
5. Performance accomplishment is the student’s overall high school GPA and current college GPA.
6. Vicarious experience is the student’s assimilation or integration with other ‘like’ or Upward Bound students that demonstrate academic success and self-confidence.
7. Verbal persuasion is the student’s intake of Upward Bound information and tools to persuade or convince the student of his or her ability to perform successfully.
8. Psychological states are the student’s levels of belief that he or she will perform well academically without high levels of anxiety (Princeton University Dictionary, 2006).

Upward Bound

Upward Bound is among the oldest operating federally funded educational programs in the U.S. (U.S. Department of Education, n.d.). It also is among the most costly of federal programs, with a group ranking among the highest expenditures in discretionary federal dollars for education after student financial aid. In recent years, legislation and regulations have come to

require Upward Bound programs to have standard program design and measureable outcomes, which include indicators such as improved GPA, standardized test scores, and enrollment in four-year institutions (Groutt & Hill, 2001).

Upward Bound helps students prepare for higher education with an emphasis on preparing students in writing, reading, mathematics, and science. The program takes place both on high school and college campuses, where students meet in the high school during the course of the day or after school in college. It was reported that 77.3% of Upward Bound high school student participants in 2005 attended college immediately after graduation. College attendance rates after graduating high school were higher for participants who were part of the Upward Bound program for three or more years by 91.2%; for those who participated all four years of high school enrolled in college right after graduation by 93% (Association for Equality and Excellence in Education, Inc., 2013).

The Upward Bound high school programs in New York City are offered by the following institutions: Medgar Evers College, CUNY John Jay, Borough of Manhattan Community College, Columbia University, Pace University, Boys and Girls Harbor Inc., CUNY City College of New York, Fordham University, and Bronx Community College. Upward Bound programs in Boston include: University of Massachusetts-Boston, Boston University, Massachusetts Institute of Technology, Roxbury Community College, Suffolk University, and Wheelock College. Most of these institutions also offer a combination of other TRIO programs that provide student support and services. Respondents in this study were participants of New York City and Boston Upward Bound high school programs.

The current research is based upon the theory of self-efficacy (Bandura, 1986) in which Bandura defines self-efficacy as a personal expectation about one's ability to successfully

perform a task that is influenced by individual choice, effort, resilience, achievement and persistence from which individuals operate. When examining academic success of students in the U.S., academic self-efficacy is an important construct that provides insight into students' behavior patterns and perceptions (Bandura, 1997; Schunk, 1995). Therefore understanding levels of self-confidence in students will provide insight into how to better help them academically, as well as support their resilience, choice and effort.

The value and effectiveness of Upward Bound programs are shown by the studies of Egeland, Hunt, and Hardt (1970) on the relation of Upward Bound students' scores on a variety of attitude, motivational and demographic measures that determine the likelihood of their enrolling in college, research of McElroy and Armesto (1998) on the history of TRIO programs and evidence of their effectiveness in closing educational opportunity gaps in U.S. society, and work by Pitre and Pitre (2009) on increasing underrepresented high school students' college transitions and achievements. However, these research studies do not report the students' voices on levels of obtained self-confidence in their ability to enter and successfully complete postsecondary education. Upward Bound is designed to provide academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services are designed to improve students' financial and economic literacy. It is assumed that these tools will instill self-confidence in students and prepare them academically for success in college, but to-date no research has asked Upward Bound students whether or not this actually occurs.

This study examined and explored whether students who participated in Upward Bound programs report that their abilities to perform well in college were attributed to the tools

provided by Upward Bound programs, or by some other mechanisms. Hence, the purpose of this study was to examine the impact of Upward Bound on academic self-confidence and performance. Self-confidence is important to succeed in academic tasks and pursuits and can be predictive of students' ability to succeed in college. Improving student self-confidence may improve academic interest, choice, performance and persistence to succeed. Also self-confidence has proven to be a predictor of performance and academic success (Stolz, 1999). Using a quasi-experimental research design, study participants completed a self-confidence/self-efficacy scale and demographic questionnaire to determine if Upward Bound significantly impacted participants' academic success in postsecondary education. The research question for this study was, "Does Upward Bound Impact Academic Self-Confidence in low-income and first generation students"?

Summary

This chapter introduces the background and purpose of the current study, and examines the question, "Does Upward Bound Impact Academic Self-Confidence in low-income and first generation students?" This chapter presumes self-confidence as a relevant construct that influences academic achievement and academic success, including postsecondary persistence, choice and decision-making. Chapter Two reviews literature on the history of Upward Bound and Self-Efficacy and Social Learning Theory as a theoretical context for participant perceptions of self-confidence in their academic abilities. Chapter Three presents the procedures and methodology for this study. Chapter Four presents findings, and Chapter Five provides conclusions and recommendations.

CHAPTER II

Literature Review

Studies have “demonstrated that children from disadvantaged households perform less well in school on average than those from more advantaged households” (Ladd, 2012, p. 204), and that these differences are attributed to greater resources available for children who come from higher income families than low-income families. Furthermore, schools located in urban settings tend to have fewer resources for children than children from suburban areas. Holland and Farmer-Hinton (2009) suggested that, “all public schools should provide students with access to the human and material resources that will help students develop the skills to excel in school and beyond” (p. 39). Research is plentiful in showing the importance of investing in students and in schools to help encourage students to graduate from high school, and to continue on to college. Hanushek, Kain, and Rivkin (1998) identified teachers as a major determinant of student performance, but did not describe teacher quality in terms of specific qualifications and characteristics. Dynarski and Gleason (2002) and Rumberger (2004) found that parents are another important investment in children. These researchers specifically addressed demographic factors, family factors, adult responsibilities and educational experiences and resources as key contributors for student performance.

The Department of Education in New York City reported that in academic year 2010-2011, 70.8% of their students graduated, 19.1% were still enrolled, and 10.1% left school

(Walcott, 2011). This report does not show how many of those who graduated attended a two- or a four-year college, entered the workforce, or who were deemed disadvantaged. It is clear that not all American high school graduates pursue a postsecondary degree, which significantly impacts their livelihood and position in life. Oftentimes this lack of academic advancement can be contributed to the “wide disparities in postsecondary access among Black, Hispanic and low income students. Only 40% of low income students, for example, enroll in a postsecondary institution immediately following high school graduation versus 84% of those students with family incomes over \$100,000” (Engberg & Allen, 2011, p. 786).

In the article *TRIO and Upward Bound: History, Programs, and Issues-Past, Present, and Future*, McElroy and Armesto (1998) reported that in August 1964 President Lyndon B. Johnson in his "War on Poverty" signed the Economic Opportunity Act, which helped to create Special Programs for Students from Disadvantaged Backgrounds, also known as TRIO programs. Programs such as TRIO are grant-award programs to private and public institutions by the U.S. Department of Education. TRIO started the Upward Bound Program and in 1990 the U.S. Department of Education further created the Upward Bound Math/Science Program (McElroy & Armesto, 1998, p. 373).

The Upward Bound program is for students who are described as “educationally disadvantaged”; however this term has caused controversy with how its members are defined. The words "disadvantaged," "high risk," and other such terms carry a sense of devaluing, present negative connotations, and do not emphasize that “our society has produced this high risk, disadvantaged and deprived student” inference (McElroy & Armesto, 1998, p. 374). Unspoken limitations have been placed upon the “educationally disadvantaged” such as access to resources and college, exposure to postsecondary education opportunities, poor grade point averages, fear

of failure, first-generation barriers, and lack of understanding of the needs required of under-educated students.

It is important to help “educationally disadvantaged” youth receive support and resources, as well as, feel aspiration and support to pursue a higher education. The goal of high school Upward Bound programs is to attract adolescents who have low academic success from ages 13 to 19 in grades nine through 12, and to help increase these students enrollment in college and obtain degree completion. Other characteristics of students in Upward Bound include coming from a low-income family with parents who did not go to or earn a college degree, or military veterans who only have earned a high school diploma (McElroy & Armesto, 1998, p. 376).

The high school Upward Bound program helps students with their college admissions process, and assists and prepares them for the college entrance examinations (McElroy & Armesto, 1998, p. 376). Upward Bound also provides different programs throughout the year to provide academic, counseling, and tutoring support to enhance the students’ academic abilities before they enter college. Upward Bound further provides academic support to improve their “financial and economic literacy of students” (U.S. Department of Education, n.d.). The program is open to those who need help with the English language, with disabilities, homelessness, and other disadvantaged students. Another great component of high school Upward Bound programs is that, most, if not all, offer a five-to-eight-week college summer program where the student attends and experiences what it is like to be at a postsecondary institution (McElroy & Armesto, 1998, p. 376).

Egeland, Hunt, and Hardt (1970) measured two groups of students – college and non-college groups – to assess whether or not Upward Bound students were more likely to enroll in

college, and found that Upward Bound students who attended college were “superior to the non-college group on: Interpersonal Flexibility, Self-Evaluated Intelligence, Possibility of College Graduation, and Importance of College Graduation” (p. 375). In this study on *College enrollment of Upward Bound students as a function of attitude and motivation*, a large proportion of the college group came from “larger high schools, did not fall in the lowest income level, and had mothers who remained at home” (Egeland, Hunt, & Hardt, 1970, p. 375). The major weakness of this study was that it failed to focus more on students who fell in the low-income range and came from a parent or parents who did not attend college or were non-stay at-home parents. Upward Bound students are more likely “found among the economically disadvantaged, racial/ethnic minority groups, and new immigrant and non-English-speaking populations” (McElroy & Armesto, 1998, p. 374). There are studies about Upward Bound students enrolling in college, for example, “The Impacts of Upward Bound Math-Science on Postsecondary Outcomes 7-9 Years after Scheduled High School Graduation: Final Report,” “The Impacts of Regular Upward Bound on Postsecondary Outcomes 7-9 Years After Scheduled High School Graduation: Final Report,” “Upward Bound As A Model To Deter Attrition During The Freshmen Year In Postsecondary Institutions” and others, but literature is limited on how the students who attend college feel about their academic self-confidence to succeed while in college, once they complete the Upward Bound program.

The research conducted by Egeland, Hunt, and Hardt (1970) did not examine students who went through the Upward Bound program and graduated from college and/or pursued a higher level of education. Rather, it focused on the effectiveness of the program’s ability to produce “positive attitude and motivation toward academic goals as well as by recording the incidence of college enrollment among Upward Bound students” (p. 375). The study showed that

Upward Bound was fairly effective on the impact on students' attitudes and motivation and that these attributes increased considerably during their summer enrollments. This study measured Motivation for College, Interpersonal Flexibility, Self-Esteem, Possibility of College Graduation, Self-Evaluated Intelligence, and Internal Control.

Tavani and Losh (2003) studied the relationship between students' academic performances, expectations, motivations, and self-confidence, and the effects of parents' involvement. The study found that a parent's education level is a significantly important predictor of the academic success of the child (p. 142). The study also found that expectations and motivations are the strong predictors of a student's academic performance. These results apply to students starting college and who have "achieved moderate to high levels of academic performance" (Tavani & Losh, 2003, p. 149). Additional studies such as "Discriminant and predictive validity of academic self-concept, academic self-efficacy, and mathematics-specific self-efficacy," "Contextual supports and barriers to career choice: A social cognitive analysis," "Relation of self-efficacy expectations to academic achievement and persistence," and "Self-efficacy in the prediction of academic performance and perceived career options" have also shown how academic motivation can lead to change and achievement by students.

Research also has shown that students who are most likely to attend a four-year college are those who have a mentor, coach, interaction with college representatives, or have access to college websites and advertisements. However it is unclear both how these resources are designed and implemented and how students discover and access them. Engberg and Allen (2011) studied the effects of student coaching and student advising. They conclude that policy and practice should focus on improving opportunity and access for low income students, whom they describe as "America's brightest," (Engberg & Allen, 2011, pp. 786-787). Students who

have been denied access to “human, social, cultural, psychic, or financial” resources are the ones who generally perform poorly in college (Engberg & Allen, 2011, p. 801). It has been suggested that to create educational equality there should be smaller classrooms from K-12, which will enable teachers to know their students and be able to notice when a student needs extra guidance or help. This will better prepare students for success (Holland & Farmer-Hinton, 2009, pp. 39-40).

Theoretical Context

This research is based on the theoretical applications of Albert Bandura, a psychologist, and well-known psychology professor at Stanford University. He is known as the creator of social learning theory and self-efficacy. Traditional theories of learning portrayed behavior as direct experience “governed by the rewarding and punishing consequences that follow any given action;” (Bandura, 1971, p. 3), however, Bandura demonstrated that learning comes from direct experiences that can occur indirectly through observation of other people’s behavior and its consequences, which allows the individual to “integrate units of behavior by example without having to build in the patterns gradually by tedious trial and error” (Bandura, 1971, p. 2). This being said, learning occurs in different ways. Bandura (1977) explained that there are several conditions that must be met before successful learning and change of behavior can occur. He combined a cognitive operational view of learning to formulate a four-step pattern:

1. Attention: the individual notices something in the environment.
2. Retention: the individual remembers what was noticed.
3. Reproduction: the individual produces an action that is a copy of what was noticed.
4. Motivation: the environment delivers a consequence (reward or punishment) that changes the probability that the behavior will be emitted again (Bandura, 1977b, p. 191-215).

Bandura's social learning theory formulates that self-efficacy is based on four major sources of information: "performance accomplishments, vicarious experience, verbal persuasion, and physiological states" (Bandura, 1977, p. 195). These components help explain how individuals learn or try to do things.

Performance accomplishments are based on personal mastery experiences. Successes raise mastery expectations, and if repeated, failures occur and mastery expectations are lower. However if the failures happen earlier in the event, the individual can continue trying and will succeed. According to Bandura (1977), when

Strong efficacy expectations are developed through repeated success, the negative impact of occasional failures is likely to be reduced. Indeed, occasional failures that are later overcome by determined effort can strengthen self-motivated persistence if one finds through experience that even the most difficult obstacles can be mastered by sustained effort. (p. 195)

Bandura's applications are especially relevant to Upward Bound. For example, Upward Bound programs help students with writing and reading, which helps students accomplish school preparedness, leading them to notice better performance in classes which in turn leads to higher GPAs and improved college GPA. Bandura emphasized three applications in demonstrating that humans are shaped by their environment and also that they shape the environment: vicarious experience, verbal persuasion and emotional arousal. Each of these has special relevance for Upward Bound students. Vicarious experience "obtained or undergone at second hand through sympathetic participation in another's experiences" (Vicarious, n.d.) and feeling that this 'too' can personally happen to them. When Upward Bound students experience success in others, they too will visualize, intensify, and persist in their academic efforts. They come to believe that if others can do it, they can do it too. However, vicarious experience "is a less dependable source of information about one's capabilities than is direct evidence of personal accomplishments"

(Bandura, 1977, p. 197). For example, vicarious experience is the student's assimilation or integration with other Upward Bound students with similar backgrounds that demonstrate academic success. Vicariousness can help students build self-confidence and can serve as an influencer to motivate Upward Bound students to achieve success.

Verbal persuasion is an attempt to influence human behavior by verbally persuading others "through suggestion, into believing they can cope successfully with what has overwhelmed them in the past" (Bandura, 1977, p. 198). For Upward Bound, verbal persuasion can convince students of their ability to perform successfully, and instructors teach specific skills to instill in students that they can do it. In this case, it means going to college.

Emotional arousal, also known as physiological state, suggests that, "people rely partly on their state of physiological arousal in judging their anxiety and vulnerability to stress. High arousal usually debilitates performance; therefore, individuals are more likely to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated" (Bandura, 1977, p. 198). For instance, a person exhibits different levels of anxiety, and stress level can be too high. If there is no motivation, performance loses its significance, and can lead to minimal or no success. Upward Bound works on the emotional aspect and strength is based on confidence. Upward Bound students may, at times, feel a little unsure of themselves in certain areas; the Upward Bound program helps them with their self-doubt by talking to students and telling them that they are not alone, which changes behavior and thought process.

Summary

This chapter reviews literature on the history of Upward Bound and Bandura's Self-Efficacy and Social Learning Theory as a theoretical context for participant perceptions of self-confidence in their academic abilities. It goes on to show that students use a combination of

ways to learn skills, many of which can apply in academic and non-academic settings. This literature review indicates that providing students with academic and mentoring support increases the possibility of both academic confidence and college success.

CHAPTER III

Methodology

This study examined whether or not students who participated in Boston and New York Upward Bound programs report that their academic performance in college was enhanced by the tools learned in Upward Bound programs, or by some other mechanisms. The study's specific focus was an examination of the impact of Upward Bound on academic self-confidence. The research question for this study was, "Does Upward Bound Impact Academic Self-Confidence in low income and first generation students?" This chapter describes the study's research methodology, sample selection procedures used in designing the survey and data collection, and provides an explanation of the procedures used to analyze the data.

Research Methodology

Descriptive research methodology was used for this study. A modified version of the Academic Self-Efficacy Scale was used to measure self-confidence and two open-ended questions were added that relate specifically to Upward Bound programs. This survey was placed on *SurveyMonkey* and posted on New York City and Boston Upward Bound Alumni Facebook. Only those alumni who graduated from an Upward Bound program in New York City or Boston four or more years prior to the current study were eligible to participate. The survey included demographic questions, rating questions, and two open-ended questions. This study used a cross-sectional study design. A cross-sectional survey collects data to make inferences about a

population of interest at one point in time. This type of survey has been described as snapshots of a population because participants only respond once to the survey. The survey contained items specific to Upward Bound, self-confidence and academic performance.

Sample

Criteria for participation in this study included only alums who participated in Upward Bound programs in New York City or Boston, were college graduates, had access to Upward Bound Facebook social media pages, were 18 years of age or older, and could read English. The sample was random. The study population consisted of thirty-three (33) Upward Bound alumni who completed the online survey.

Instrumentation

A modified version of the Academic Self-Efficacy Scale was used in this study to examine if the alumni who attended a high school Upward Bound program in New York City or Boston felt that participation in Upward Bound increased their level of academic self-confidence and influenced their decision to attend college.

The survey was divided into three sections. Section One requested demographic information. Section Two contained 22 items that focused on the impact of Upward Bound on academic performance and included the self-confidence scale. The scale used a Likert response of Strongly Disagree (0-25%); Disagree (26-50%); Agree (51-75%); or Strongly Agree (76-100%). Section Three contained two open-ended statements: (1) *My academic performance in college was mainly attributed to _____*; and (2) *For me, Upward Bound is/was _____*.

The purposeful survey items in this study were developed after a detailed analysis of self-confidence surveys, discussions with researchers, and a thorough review of the literature. The survey is located in Appendix D.

Data Collection

The survey was posted on the New York City and Boston Upward Bound Alumni Facebook pages, and also was promoted by word-of-mouth to Upward Bound alumni, reflecting a snowball effect strategy. The survey required 15 – 20 minutes to complete, was totally voluntary, and no remuneration was given for participant participation.

Method of Analysis

The researcher used the services of Smith College School for Social Work Research Instructor and Analyst, Marjorie Postal, to assist with the study's data analysis. Once given the codebook with data, Ms. Postal imported the data into SPSS where she ran frequencies, descriptive statistics, and appropriate inferential statistical tests. Data analysis also consisted of examining the survey for correctness and completeness.

Study Limitations

There were limitations to this study. The survey focused on student academic self-confidence and performance as these variables relate to Upward Bound outcomes. Other variables such as student characteristics and length of time in Upward Bound were not addressed. Qualitative studies do not include participant stories, but do allow the researcher to measure specific data. For example, the survey used in this study allowed the researcher to analyze how many participants felt Upward Bound increased their level of academic self-confidence and performance abilities, but did not include life stories or unfocused queries.

This study only focused on New York City and Boston high school Upward Bound programs. Hence, the experiences the Upward Bound alum in this study may be different from other Upward Bound participants from different geographic locations. Another limitation is the small sample size: out of 42 participants who began the survey, only 33 of these participants met

the criteria to proceed with the survey. Lastly, the survey did not reach those alumni who do not use social media, or were not contacted by word-of-mouth.

CHAPTER IV

Findings

This chapter presents the results to the research question, “Does Upward Bound Impact Academic Self-Confidence in low income and first generation students?” The researcher collected data from Upward Bound alum from postsecondary institutions in New York and Boston. Participants included were both male and female, who graduated from high school four years or more at the time of the current study, and either are currently enrolled, have attended college, graduated from college, or are seeking an advanced degree. All participants were at least 18 years of age. Data was collected during the 2013 – 2014 academic year. The goal of Upward Bound is to provide certain categories of high school students with better opportunities for attending college. The categories of greatest concern are those students from low-income families, first-generation students (those with parents who did not attend college), and those students living in urban areas. All respondents who participated in this study met these criteria.

This is a qualitative study that used online *SurveyMonkey* and all responses were anonymous. The main objective of this study was to determine if the Upward Bound Programs in New York and Boston impacted participant academic self-confidence and academic performance.

Demographic Profile

The questionnaire asked for participants' age, gender, race/ethnicity, year graduated from high school, college attended, and year graduated. Frequencies and descriptive statistics were run on the data. The mean age of participants was 25.94; six (6) of the participants were age 26 and four (4) of the participants were 30. All participant ages ranged between 18 – 33 years old. There were seventy-three percent (n = 24) female participants and twenty-seven percent (n = 9) male participants. The participants self-identified race/ethnicity as: 12.1% African American; 3% African descent; 3% Black/Non-Hispanic; 3% Caribbean American; American Born Chinese; 30.3% Black; 3% Black/African-American/Hispanic; 3% Black/Non Hispanic; 3% Caribbean American; 3% Chinese; 3% Haitian American; 21.2% Hispanic; 3% Latina; 6.1% Latino; 3% Puerto Rican; and 3% White. Twelve percent (n = 4) of the participants graduated both in 2002 and 2006; 9.1% (n = 3) graduated in 1998, 2003, 2004, 2006, 2008, and 2009 respectively; 6.1% (n = 2) graduated in 1999 and 2007; 3% (n = 1) of the participants graduated in 2001, 2005 and 2012 respectively. Ninety-four percent (n = 31) of the participants attended a four-year college and 6% (n = 2) attended a two-year institution. Of these participants, 91% (n = 30) graduated from college, 3% (n = 1) was enrolled in graduate studies at the time of this study, and 6.1% (n = 2) enrolled in a two-year institution. Twenty-four percent (n = 8) of the participants completed a Master's degree and 79% (n = 26) completed a Bachelor's degree. See Appendix B for the gathered values for each profile category.

Research Question

This study examined the question, “Does Upward Bound Impact Academic Self-Confidence in low income and first generation students?” A modified version of the Academic

Self-Efficacy Scale was used to measure self-confidence and two open-ended questions were used to address academic factors specific to Upward Bound.

Study Findings

Upward Bound graduates of both New York and Boston Upward Bound Programs reported that Upward Bound was instrumental in their progression through college and in their confidence to succeed professionally. Four basic themes describe how Upward Bound influenced the progression of college graduates in this study, and how their participation in Upward Bound improved both academic self-confidence and postsecondary performance. These themes are: (1) Self-Determination, (2) Time Management, (3) Study Skills, and (4) Teacher Support/Encouragement.

Self-determination. All of the respondents (100%, n = 33) reported that Upward Bound was very instrumental in building academic self-confidence and that their level of confidence did not stop with their graduation from high school. Respondents reported that Upward Bound influenced their belief in their ability to accomplish tasks, belief in their ability to attend college and to ask questions of their teachers, confidence to complete difficult course work, and confidence in their performance both inside and outside the classroom. They reported that skills learned in Upward Bound prepared them for college and instilled a ‘can do’ attitude. Several respondents stated through open-ended questions that the program: “...developed the confidence to ask for help when I needed it,” that it “improved level of confidence,” “... developed can do attitude,” and created “...diligence”. One responded stated that Upward Bound was, “a crash course in what to expect from college. Upward Bound built my confidence in every area from public speaking to knowledge of financial aid. I learned to believe in myself.”

Several written comments from other respondents also suggested they learned confidence as a result of their participation in Upward Bound, and that Upward Bound instilled in them the idea that they could be successful in postsecondary education, and throughout life. Respondents also addressed personal and environmental factors related to family, friends, supporters, and status that influenced their determination. One respondent wrote about the influence of her parents:

Having driven, goal-oriented parents who always pushed me to do my best, as well as being a part of the Upward Bound Program helped to build a strong foundation for my excellent academic performance. Like my parents, Upward Bound demanded my best and prepared me to continue doing so throughout my college career.

Another respondent wrote: “It was a combination of teachers/people giving me the confidence to succeed along with teachers/people that *didn’t* believe I could – for these people in particular, I wanted to prove them wrong”. Other poignant statements included: “My dream to be the first in my family to graduate from college and the faith the Upward Bound Program Director had in me”; “My desire to succeed and make my parents proud”; “...my drive to do well ... my drive, family and Mr. X”; “...my personal ambition”; and “...my will not to give up and make the most of my college experience.” One respondent also spoke about what they perceived as a lack of preparation for college in their High School, and how Upward Bound helped to fill this gap: “...not being well prepared in high school. My resources were limited in school, therefore not preparing me for the rigorous course work and material presented when I attended college”.

Upward Bound is a program that allows students to learn lifelong academic skills.

Participants also identified specific services and resources that help build their confidence to succeed in college. These included: note-taking, reading comprehension, memory, test-taking skills, study skills, learning styles, goal setting, motivation, self-esteem, leadership development, organizational skills and time management. One respondent specifically addressed the “great

organizational and prep work for higher education” that was received, while another respondent wrote that it was, “the best preparation for my academic career. The skills I learned allowed a post graduate degree to be realistic and attainable.” An additional respondent stated, “UB helped me become a more organized person, which really helped me before and during college. In high school I had an upper hand before college. In college, I was almost at the same level as everyone else.”

Time management. Respondents stated that Upward Bound taught them a lot about what they were capable of and how important organization, teamwork and networking were to their success in college. Their learned organizational skills and time management were particularly important to the respondents in this study. One student commented on this by stating:

My ability to juggle my schedule. I was the type of student that procrastinated, but mostly worked in my favor. I also had to find time for myself in order to function because too much work would have driven me crazy and I would not have been productive. Understanding the type of student I was before I went to college made the process easier.

Another discussed these skills when they wrote: “My ability to prioritize and plan my schedule. Wasn’t always the smartest in my classes but hard work and dedication went a long way towards closing the gap... managing time was important.” Further, other comments included: “the positive feedback and support I had received from Upward Bound staff...” and “...the preparation that I had in Upward Bound and my ability to network and speak with my professors and advisors...” as well as “...working hard and asking for help when I needed it. The teachers were there for me and there were always resources,” and “structuring my time to make sure that I had time to study and enjoy college.”

Study skills. Respondents identified specific skill sets that were learned in Upward Bound that prepared them for college and beyond. Many of the skills were course specific;

whereas others were technical skills such as those needed for reading, writing, language, mathematics, and problem solving; others were cultural/social experiences. Several expressive comments regarding new skill sets included: "...a program that saved my life. It provided me with life skills and how to deal with certain things in college. Without it, I wouldn't have known about college." Another participant wrote: "A way to experience things that I would not have been able to experience otherwise, such as white water rafting and etiquette classes...A great way to explore my collegiate options and find the best school for me." Another respondent shared unique learning from Upward Bound:

An extension of what was expected of me by my family. The program did teach me about race relations on college campuses and how to address it. I learned the ins/outs of the college process by the beginning of my junior year. My self-confidence grew in my abilities because I had advisors who encouraged me and called BS when it was necessary. In essence, the gravitas of what college meant for me and my future was drilled to the point of self-actualization.

Likewise, another respondent shared: "Upward Bound is the reason I am where I am today. Without this program, I would not have known how to navigate through college admissions and the culture of a college campus."

Teacher support/encouragement. In this category respondents addressed the roles that Upward Bound teachers played in their decision to attend college, their success in college, and their successes in life after college. Specific examples include respondents' comments about their teachers, who taught them "not to settle," "lessons about college and life," and "opening my eyes to what I can accomplish."

Respondents reported that teachers were there to "help them" and were available as resources, mentors, and "people to turn to." One respondent reported, "Upward Bound is the best thing I have ever been part of. The counselors truly cared about me." The following statement reflects many of the other respondents' feedback.

Upward Bound mainly contributed to everything. This program prepared me for the real world and what was expected of me. I came into contact with lots of inspirational people. I truly thank UB for the guidance and support and believing in me!

Of equal importance in the findings of this study were the graduates' responses to the open-ended question, "For me, Upward Bound is/was _____." Responses to this open-ended question reflected the depth of students' academic and professional learning, and how Upward Bound has transcended their lives since graduation. One respondent wrote, "A stepping stone towards where I am today and where I will be in the future. Also it is a family that I have grown to love and currently contribute to..." Another respondent stated that Upward Bound was "the only reason I changed my mind and decided to go to college." One respondent reported that Upward Bound was "a great experience that allowed me to be aware of what I could do and to fix those things that I was not as strong in..." The following responses from this study appear to capture the sentiments of several of the respondents.

Upward Bound is essentially who I am today. The program's social and academic aspects helped prepare me for college and gave me opportunities to explore things outside my normal comfort level. Through Upward Bound I built relationships that last today and gained knowledge that has impacted my life in amazing ways.

Another statement on how Upward Bound helped to shape respondents:

The best thing that happened in my life. I definitely got a wakeup call from my Upward Bound program that college is real I had a much better understanding of the system. I would have been \$100,000 in debt, would have not studied abroad, and would have not gone away for college.

And last: "Upward Bound was the best thing that ever happened to me! Before Upward Bound I never thought about college, and today I have a Masters' degree."

Summary

These findings suggest that both the New York and Boston Upward Bound Programs are very successful in developing academic confidence in Upward Bound students, and in meeting

the goals and mission of Upward Bound. The respondents in this study defined Upward Bound as a pivotal point in their decision to attend college, their ability to complete college, and their confidence and professional productivity beyond college. It appears that within this respondent population are individuals who without Upward Bound would not have attended college and would not be where they are professionally.

CHAPTER V

Discussion

This chapter is a discussion on findings and provides recommendations for future studies. It also reviews the theoretical and policy implications for Upward Bound.

This study set out to explore whether or not students who participated in Upward Bound programs in New York and Boston believed their academic performance in college was strengthened by the tools and learning provided by their participation in Upward Bound Programs. The study focused on the impact of Upward Bound on academic self-confidence and performance. The goal of Upward Bound is to increase the rate at which “educationally disadvantaged” students complete secondary education, enroll in, and obtain degree completion from postsecondary institutions. It is clear that participants in this study found Upward Bound to be a valuable learning resource for them. Not only was the academic structure of Upward Bound instrumental in their progression through college, but also these participants reported Upward Bound to instill confidence and life-long skills. It appears that these participants benefitted greatly from the academic preparation, mentoring, peer and instructor support, and social skills learned in Upward Bound.

Bandura’s Social Learning Theory in relation to Upward Bound was especially relevant to the findings in this study. Several participants in this study referred to Upward Bound as a “family,” “closely knit,” and “supportive environment.” Not only did they learn from their

teachers, but they also seemed to learn by observing their peers, academic classrooms, and social environment. According to Bandura, these experiences can be rewarding and consequential so based upon the participants' rewards such as good grades, passing examinations, and matriculating through college, behaviors were changed and confidence and determination to succeed blossomed.

This study's findings reinforce conclusions from McElroy and Armesto (1998) who found that Upward Bound plays an important role in transitioning high school students to college, familiarizing them with the college environment, the application processes, and learning requirements, as well as how to take advantage of supports such as counseling, tutoring support, mentoring and time management to enhance students' academic abilities before and during their college matriculation. Participants in this study also spoke of vicarious experiences, especially when they assimilated and integrated with their peers, which supported their academic success and self-confidence. Verbal persuasion and support from peers, instructors, counselors, and family members also enhanced the abilities of participants in this study. Each of these is consistent with Bandura's social learning theory.

Responses from the participants in this study did suggest that New York and Boston Upward Bound programs had a positive impact not only on their matriculation through college, but instilled confidence in the participants' ability to obtain graduate degrees. Hence, it may be safe to state that New York and Boston Upward Bound programs have a significant impact on student academic performance and self-confidence, and increases participants' beliefs in their own abilities to succeed in life. Interestingly enough, there were no significant differences in gender feedback. Both males and females in this study believed that Upward Bound set the stage

for their educational and professional stance in life, and directly contributed to their degree completion.

Significance of Study

This research contributes to understanding the impact and benefits of Upward Bound programs on low-income students. Administrators, social workers and practitioners who work with low-income families can use Upward Bound as a venue to introduce 9th – 12th graders to college and to better prepare them for future successes.

These findings also can help social workers advocate for TRIO programs, which can have significant impact on the dropout rates in communities of color. If such programs are established in all schools, they can help to build self-confidence and motivation in high school students to seek postsecondary education opportunities, and build a better life for themselves and their families. Society, especially parents, must learn the benefits of these programs so as to encourage their children's participation, maintain their motivation and excitement about learning, and get them to think about their future and the many opportunities available to them.

Recommendations for Future Research

This study should be replicated in other states and should be compared to other high school academic programs that help minority and other students at-risk of academic failure. Programs such as TRIO can have an impact on the education divide that currently exists in our society. Future studies should attempt to extract key Upward Bound pedagogical practices, classroom supports, instruction tools, and both internal and external factors that lead to their success. Such practices can become evidence-based interventions in all classrooms, especially in classrooms of color, the underserved, first-generation student classrooms, and veterans who most often enter college with greater challenges than their middle and upper class cohorts. Findings

from these future studies can solidify what is needed in order to: help learners believe in themselves and their abilities to advance in society and the workforce, improve self-efficacy in students, create engaging learning environments that retain motivation, and offer better understanding of how students perceive their talents, capabilities, and paths in life.

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Appendix A

Human Subjects Review Committee Approval Letter



November 12, 2013

School for Social Work

Smith College Northampton, Massachusetts 01063

T (413) 585-7950 F (413) 585-7994

Giselle Regalado

Dear Giselle,

You did a very nice job on your revisions. Your project is now approved by the Human Subjects Review Committee.

Please note the following requirements:

Consent Forms: All subjects should be given a copy of the consent form. **Maintaining Data:** You must retain all data and other documents for at least three (3) years past completion of the research activity.

In addition, these requirements may also be applicable:

Amendments: If you wish to change any aspect of the study (such as design, procedures, consent forms or subject population), please submit these changes to the Committee.

Renewal: You are required to apply for renewal of approval every year for as long as the study is active.

Completion: You are required to notify the Chair of the Human Subjects Review Committee when your study is completed (data collection finished). This requirement is met by completion of the thesis project during the Third Summer.

Congratulations and our best wishes on your interesting study.

Sincerely,

Elaine Kersten, Ed.D., Co-Chair, Human Subjects Review Committee

CC: Narviar Barker, Research Advisor

Appendix B

Solicitation Notice

Hi,

I am completing my graduate degree in social work from Smith College School of Social Work; and as part of the degree requirements, I must complete a supervised research study. I am conducting research on the impact of New York City and Boston Upward Bound high school programs on low-income students' self-confidence in their academic abilities to attend college. I am personally vested in this research because I am a former Upward Bound student and found my experience to be extremely beneficial to my academic and professional development. I am requesting your permission to use your Facebook to solicit students who participated in Upward Bound high school programs in New York City; graduated from high school four years or more; currently enrolled or attended college; English speaking, and 18 years of age or older. I am specifically requesting permission to recruit on the Upward Bound Facebook Page, which is only for students currently in the program and for alumni. With your permission, I will place the online survey on the Facebook wall with a link and password to the anonymous online survey. Participation is confidential and data such as name, email address or IP address will not be collected. An electronic consent will be attached to the consent form.

Smith College Human Subjects Review Committee has approved this study. (See Attachment A) The online survey is a 23-item four-choice Likert-type scale using Strongly agree, Agree, Disagree, and Strong Disagree. Two open-ended questions are provided at the end of the survey. (See Attachment B) There will be no compensation for participation in this study and participation is strictly voluntary.

With your permission, I look forward to soliciting New York Upward Bound students who may be interested in participating in this study. Please feel free to contact me with questions using the contact information provided below. I am asking for a prompt response to this request to use your Facebook wall because I only have a month to recruit participants. Your assistance will be greatly appreciated.

Thank you for your time and consideration.

Sincerely,

Giselle Regalado

gregalado@smith.edu

Appendix C:

Consent Form, Screening, and Demographics

The purpose of this research project is to examine the impact of New York City and Boston Upward Bound high school programs on low-income students' self-confidence in their academic abilities to attend college. I am conducting this project as part of my research requirement for the Master of Social Work Degree from Smith College School for Social Work. You are invited to participate in this research project because you participated in a New York City or a Boston Upward Bound High School Program **and graduated from high school four or more years ago**. Additional criteria for participation in this study include that you are at least age 18, English speaking, your participation is voluntary, and that you understand that I am not able to provide compensation for your participation.

Your participation in this research study is strictly voluntary. You may choose not to participate. If you decide to not to participate in this research survey, you may stop at any time. If you decide not to participate in this study or if you withdraw from participating, you will not be penalized.

Your participation involves completing an online survey that will take approximately 15 - 20 minutes. Your responses will be confidential and I do not collect identifying information such as your name, email address or IP address. The survey questions will be about your perceptions of whether you feel Upward Bound helped prepare you for college and whether you feel Upward Bound improved your self-confidence.

I will do my best to keep your information confidential. I will store all data in a password protected electronic format that only I have access. To help protect your confidentiality, the surveys will not contain information that will personally identify you. The results of this study will be used for educational purposes only and may be presented at professional conferences.

If you have any questions about this research study, please contact me at the email provided at the end of this consent form. This research has been reviewed and approved by the Human Subjects Review Committee at Smith College.

Thank you.

Giselle Regalado
Email: gregalado@smith.edu

Do you meet all of the above criteria listed to participate in this study?

Yes
 No

If you answer 'No,' thank you for your interest and good bye. If yes, continuing with this survey signifies that you are volunteering to participate.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age and graduated from high school more than four years ago
- you participated in a New York City or a Boston Upward Bound High School Program

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

ELECTRONIC CONSENT: Please select your choice below. Clicking on the “agree” button below indicates that: you have read the above information, you voluntarily agree to participate; you are at least 18 years of age; you participated in a New York or a Boston Upward Bound High School Program **and graduated from high school more than four years ago**. If you answer ‘*I do not agree*’ thank you for your interest and good bye. If yes, continuing with the survey signifies that you have agreed to participate.

- I agree to participate in this study.
- I do not agree to participate in this study.

As a participant in this study, you would be asked to complete a 15 – 20 minutes online survey about Upward Bound Programs. The survey is anonymous and your confidentiality will be protected.

To be eligible to participate in this study, you must be a participant in an Upward Bound high school program in New York City or Boston; graduated from high school four years or more; currently enrolled or attended college; English speaking, and 18 years of age or older.

Screening, Demographics and Survey

Age:

Gender:

Race/Ethnicity:

English Speaking _____ Non-English Speaking

Year graduated from high school:

How long did you participate in Upward Bound? (Be specific, i.e., # of months, years) _____

Did you attend college? _____ Yes _____ No

If you attended college, did you graduate? _____ Yes _____ No _____ I am still enrolled

If yes, did you get an associates, bachelors, or masters?

We will do an introduction to the survey once you have chosen to participate.

Appendix D: Survey

SELF-CONFIDENCE SCALE:

Strongly Disagree 0-25% -- Disagree 25-50% -- Agree 50-75% -- Strongly Agree 75-100%

UPWARD BOUND HELPED ME TO:

	Strongly Disagree 0-25%	Disagree 25-50%	Agree 50-75%	Strongly Agree 75-100%
1. Follow class lessons easily	0	0	0	0
2. Not day-dream a lot in class	0	0	0	0
3. Improve my writing and reading skills for college	0	0	0	0
4. Help my classmates in their schoolwork	0	0	0	0
5. Do my homework without thinking	0	0	0	0
6. Keep a schedule/planner	0	0	0	0
7. Believe that if I work hard, I can do well in College	0	0	0	0
8. Pay attention to the professors during lessons	0	0	0	0
9. Believe that I am just as smart as my classmates	0	0	0	0
10. To study hard for my tests	0	0	0	0
11. Build a relationship with my professors	0	0	0	0
12. Increase my interest in my schoolwork	0	0	0	0
13. Reinforce what I learned in class	0	0	0	0
14. Do my best to pass all my courses	0	0	0	0
15. Develop confidence to answer questions by the professors	0	0	0	0
16. To believe in myself and not quit school	0	0	0	0
17. Believe that I can be good in most of my courses	0	0	0	0
18. Improve my fear of failure in school	0	0	0	0
19. Improve my performance on tests	0	0	0	0
20. Believe that when I am faced with a difficult task I can overcome it	0	0	0	0
21. Do better in courses	0	0	0	0
22. Put more effort in my schoolwork	0	0	0	0

Please respond to the following two statements. Write your comments below:

1. My academic performance in college was mainly attributed to:
2. For me Upward Bound is/was

Table 1

Frequencies

Consent Form, Screening, Demographics and Survey.

The purpose of this research project is to examine the impact of New York City and Boston Upward Bound high school programs on low-income students' self-confidence in their academic abilities to attend college. I am conducting this project as part of my research requirement for the Master of Social Work Degree from Smith College School for Social Work. You are invited to participate in this research project because you participated in a New York City and Boston Upward Bound High School Program and graduated from high school four or more years ago. Additional criteria for participation in this study include that you are at least age 18, English speaking, your participation is voluntary, and that you understand that I am not able to provide compensation for your participation. Your participation in this research study is strictly voluntary. You may choose not to participate. If you decide to not to participate in this research survey, you may stop at any time.

Clicking on the "agree" button below indicates that: • you have read the above information • you voluntarily agree to participate • you are at least 18 years of age and graduated from high school more than four years ago • you participated in a New York City or Boston Upward Bound High School Program. If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button. ELECTRONIC CONSENT: Please select your choice below. Clicking on the “agree” button below indicates that: you have read the above information, you voluntarily agree to participate; you are at least 18 years of age; you participated in a New York or Boston Upward Bound High School Program and graduated from high school more than four years ago. If you answer ‘I do not agree’ thank you for your interest and good bye. If yes, continuing with the survey signifies that you have agreed to participate.

	Frequency	Percent	Valid Percent	Cumulative Percent
What is your age?				
18	1	3.0	3.0	3.0
19	2	6.1	6.1	9.1
22	3	9.1	9.1	18.2
23	3	9.1	9.1	27.3
24	3	9.1	9.1	36.4
25	2	6.1	6.1	42.4
26	6	18.2	18.2	60.6
27	1	3.0	3.0	63.6

	Frequency	Percent	Valid Percent	Cumulative Percent
28	2	6.1	6.1	69.7
29	3	9.1	9.1	78.8
30	4	12.1	12.1	90.9
32	2	6.1	6.1	97.0
33	1	3.0	3.0	100.0
Total	33	100.0	100.0	

What is your gender?

Female	24	72.7	72.7	72.7
Male	9	27.3	27.3	100.0
Total	33	100.0	100.0	

Please describe your race/ethnicity.

African American	4	12.1	12.1	12.1
African descent	1	3.0	3.0	15.2
American Born Chinese	1	3.0	3.0	18.2
Black	10	30.3	30.3	48.5
Black/African-American/Hispanic	1	3.0	3.0	51.5
Black/non-Hispanic	1	3.0	3.0	54.5
Caribbean American	1	3.0	3.0	57.6
Chinese	1	3.0	3.0	60.6
Haitian American	1	3.0	3.0	63.6
Hispanic	7	21.2	21.2	84.8
Latina	1	3.0	3.0	87.9
Latino	2	6.1	6.1	93.9
Puerto Rican	1	3.0	3.0	97.0
White	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Language

Arabic	0	0.0	0.0	100.0
Cantonese	1	3.0	3.0	100.0
Mandarin	1	3.0	3.0	100.0
English	28	84.8	84.8	100.0
French	3	9.1	9.1	100.0
German	0	0.0	0.0	100.0
Korean	0	0.0	0.0	100.0
Russian	0	0.0	0.0	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Spanish	14	42.4	42.4	100.0
Vietnamese	0	0.0	0.0	100.0
Haitian Creole	4	12.1	12.1	100.0
Year graduated from high school				
	3	9.1	9.1	9.1
1998	2	6.1	6.1	15.2
1999	1	3.0	3.0	18.2
2001	4	12.1	12.1	30.3
2002	3	9.1	9.1	39.4
2003	3	9.1	9.1	48.5
2004	1	3.0	3.0	51.5
2005	4	12.1	12.1	63.6
2006	3	9.1	9.1	72.7
2007	2	6.1	6.1	78.8
2008	3	9.1	9.1	87.9
2009	3	9.1	9.1	97.0
2012	1	3.0	3.0	100.0
Total	33	100.0	100.0	
Participate Months				
0	2	6.1	14.3	14.3
1	1	3.0	7.1	21.4
2	2	6.1	14.3	35.7
3	1	3.0	7.1	42.9
6	1	3.0	7.1	50.0
9	1	3.0	7.1	57.1
10	1	3.0	7.1	64.3
11	1	3.0	7.1	71.4
15	1	3.0	7.1	78.6
24	1	3.0	7.1	85.7
36	2	6.1	14.3	100.0
Total	14	42.4	100.0	
Missing System	19	57.6		
Total	33	100.0		

	Frequency	Percent	Valid Percent	Cumulative Percent
Participate Years				
2	14	42.4	48.3	48.3
3	15	45.5	51.7	100.0
Total	29	87.9	100.0	
Missing System	4	12.1		
Total	33	100.0		
Did you attend college?				
Yes	31	93.9	100.0	100.0
Missing System	2	6.1		
Total	33	100.0		
If you attended college, did you graduate?				
Yes	30	90.9	96.8	96.8
I am still enrolled	1	3.0	3.2	100.0
Total	31	93.9	100.0	
Missing System	2	6.1		
Total	33	100.0		
Associates	1	3.0	3.0	100.0
Bachelors	26	78.8	78.8	100.0
Masters	8	24.2	24.2	100.0
My academic performance in college was mainly attributed to:				
	4	12.1	12.1	12.1
Believing in everything that the people in this program as taught me, which was not to give up and try your hardest	1	3.0	3.0	15.2
Diligence	1	3.0	3.0	18.2
English Preparation and Time management skills taught in UB	1	3.0	3.0	21.2
Hard work	1	3.0	3.0	24.2

	Frequency	Percent	Valid Percent	Cumulative Percent
Hard work, discipline	1	3.0	3.0	27.3
Having driven, goal oriented parents who always pushed me to do my best, as well as being a part of the Upward Bound helped to build a strong foundation for my excellent academic performance. Like my parents, Upward Bound demanded my best and prepared me to continue doing so throughout my college career.	1	3.0	3.0	30.3
Having goals and following them. Never being scared to ask for help when needed. I succeed and maintained an overall GPA of 3.2	1	3.0	3.0	33.3
HEOP	1	3.0	3.0	36.4
Improved level confidence	1	3.0	3.0	39.4
It was a combination of teachers/people giving me the confidence to succeed along with teachers/people that didn't believe I could - for these people in particular, I wanted to prove them wrong.	1	3.0	3.0	42.4

	Frequency	Percent	Valid Percent	Cumulative Percent
My ability to juggle my schedule. I was the type of student that procrastinated, but it mostly worked in my favor. I also had to find time for myself in order to function because too much work would have driven me crazy and I would not have been productive. Understanding the type of student I was before I went to college made the process easier.	1	3.0	3.0	45.5
My desire to do well and graduate.	1	3.0	3.0	48.5
My desire to succeed and make my parents proud	1	3.0	3.0	51.5
My dream to be the first in my family to graduate from college and the faith the Upward Bound program director had in me.	1	3.0	3.0	54.5
My drive to do well.	1	3.0	3.0	57.6
My drive, family and Mr. Callaway	1	3.0	3.0	60.6
My hard work and determination. My ability to prioritize and plan my schedule. Wasn't always the smartest in my classes but hard work and dedication went a long way towards closing the gap	1	3.0	3.0	63.6
My openness in learning new materials and dedication to	1	3.0	3.0	66.7

	Frequency	Percent	Valid Percent	Cumulative Percent
joining extra curriculums that helped me.				
My personal ambition	1	3.0	3.0	69.7
My will to not give up and make the most of my college experience.	1	3.0	3.0	72.7
My work ethic which developed as part of the Upward Bound Program. My Upward Bound program met during the school year on Saturdays and in the summer so I had extra work to do and that helped me develop a better work ethic.	1.	3.0	3.0	75.8
Not being well prepared in High School. My resources were limited in school, therefore not preparing me for the vigorous course work and material presented when I attended college	1	3.0	3.0	78.8
Student Support Services along with the drive to succeed academically.	1.	3.0	3.0	81.8
The drive my mother instilled in me.	1.	3.0	3.0	84.8
The growth I experienced in UB and the first two years of college	1	3.0	3.0	87.9
The positive feedback and support I had received from Upward Bound staff.	1.	3.0	3.0	90.9

	Frequency	Percent	Valid Percent	Cumulative Percent
The preparation that I had in upward bound and my ability to network and speak with my professors and advisors.	1	3.0	3.0	93.9
Wanting to graduate with a high goal and stressing whenever I felt like I wasn't doing well enough.	1.	3.0	3.0	97.0
Working Hard and asking for help when I needed it	1	3.0	3.0	100.00
Total	33	100.0	100.0	

For me Upward Bound is/was:

	4	12.1	12.1	12.1
A crash course in what to expect from college. Upward Bound built my confidence in every area from public speaking to knowledge of financial aid.	1	3.0	3.0	15.2
A great experience that allowed me to be aware of what I could do and fix those thing that I was not as strong.	1	3.0	3.0	18.2
A pathway to visit colleges, to learn about financial aid and learn about admissions	1	3.0	3.0	24.2
A place of intellectual and emotional growth.	1	3.0	3.0	27.3

	Frequency	Percent	Valid Percent	Cumulative Percent
A program that saved my life. It provided me with life skills and how to deal with certain things in college. Without it, I wouldn't have known about college.	1	3.0	3.0	30.3
A safe place to go to and a place to draw positive energy from. A soundboard for ideas and an exciting place to build connections with people.	1	3.0	3.0	36.4
A support system that cared about my success	1	3.0	3.0	39.4
A stepping stone towards where I am today and where I will be in the future. Also a family the I have grown to love and currently contribute to	1	3.0	3.0	42.4
A way to experience things that I would not have been able to experience otherwise- such as white water rafting and etiquette classes. A great way to explore my collegiate options and find the best school for me.	1	3.0	3.0	45.5
An extension of what was expected of me by my family. The program did teach me about race relations on college campuses and how to address it. I learned the ins/outs of the college process by the beginning of my junior year. My self-confidence grew in my abilities because I had	1	3.0	3.0	48.5

	Frequency	Percent	Valid Percent	Cumulative Percent
advisors who encouraged me and called BS when it was necessary. In essence, the gravitas of what college meant for me and my future was drilled to the point of self-actualization.				
An introduction to what college is like. It was difficult at the time but it made college much easier. I learned the things it takes some students a while to learn.	1	3.0	3.0	51.5
An invaluable experience	1	3.0	3.0	54.5
an opportunity to meet new people, learn about the college process and what it takes to get into college and make it through college	1	3.0	3.0	57.6
Everything, this program prepared me for the real world and what was expected of me. I can in contact with lots of inspirational and influential people. I truly thank UB for the guidance and support and believing in me!	1	3.0	3.0	60.6
Extremely beneficial educationally and socially	1	3.0	3.0	63.6
Great organizational and prep work for higher education.	1	3.0	3.0	66.7
Invaluable to me and preparing me for college	1	3.0	3.0	69.7

	Frequency	Percent	Valid Percent	Cumulative Percent
One of my favorite memories	1	3.0	3.0	72.7
The best experience in my life. It opened my eyes and made me self-aware of what I could accomplish if I worked hard.	1	3.0	3.0	75.8
The best preparation for my academic career. The skills I learned allowed a post-graduate degree to be realistic and attainable.	1	3.0	3.0	78.8
The best think that happened in my life. I definitely got a wake up call from my Upward Bound program that college is real. I had a much better understanding of the system. Without my UB program I would have been: \$100,000 in debt, would have not studied abroad, and would have not gone away for college.	1	3.0	3.0	81.8
The only reason I changed my mind and decided to go to College.	1	3.0	3.0	84.8
UB helped me become a more organized person which really helped me before and during college. In high school I had an upper hand before college. In college, I was almost at the same level as everyone else.	1	3.0	3.0	87.9
Upward Bound is essential to who I am today. The program's social and	1	3.0	3.0	90.9

	Frequency	Percent	Valid Percent	Cumulative Percent
academic aspects helped prepare me for college and gave me opportunities to explore things outside my normal comfort level. Through Upward Bound I built relationships that last today and gained knowledge that has impacted my life in amazing ways.				
Upward Bound is the best thing I have ever been part of. The counselors truly cared about me.	1	3.0	3.0	93.9
Upward bound is the reason I am where I am. Without this program I would not have know how to navigate through college admissions and the culture of a college campus.	1	3.0	3.0	97.0
Upward Bound was the best thing that ever happened to me! Before upward bound I never thought about college, today I have a Masters degree.	1	3.0	3.0	100.0
Total	33	100.0	100.0	