

Program Evaluation of Helping Teens Succeed College Transitions Program

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EXECUTIVE SUMMARY

In 2004, Helping Teens Succeed, Inc. commissioned the Carl Vinson Institute of Government to conduct an evaluation of a component of Helping Teens Succeed—the College Transitions Class. This class is offered to participating high schools focuses on skills and mechanisms that will assist the student in their transition from high school to college.

The evaluation focuses on differences in experiences, aspirations, and achievement of those students enrolled in the College Transitions class and those who were not (control group). Below is a summary of key findings that are statistically significant.

- College Transitions students are more likely to be enrolled at a University than are those students in the control group (63.0 versus 39.1 percent, respectively). This difference is statistically significant.
- Of the students who were enrolled in an institution of higher education, College Transitions students were more likely than their control group counterparts to be enrolled full-time (94.0 percent versus 73.3 percent). This difference is statistically significant.

Although not statistically significant, there are several findings that are worthy of noting and keeping in consideration for future evaluation and program planning. These data show that College Transitions students are trending towards better adjustment, achievement, and aspirations than are their control group counterparts. Several of these findings are discussed below.

- Substantially more College Transitions students report receiving financial aid than do control group students (53.0 percent and 37.8 percent, respectively). They are also slightly more likely to report receiving a scholarship (45.0 versus 42.2 percent).
- College Transitions students also report an easier adjustment to college life than do control group students. Eight in ten College Transitions students say the change to college life was very or somewhat easy compared to only 69.3 percent of control group students who said the same.
- The majority of College Transition Students (53.8 percent) say the College Transition course was extremely or very helpful in getting them into college. African-Americans and females seemed to get the most help out of this course.

INTRODUCTION

Helping Teens Succeed, Inc. is a non-profit organization founded by high school English and journalism teacher Deborah Insel. During her teaching experiences in both in private and public schools, and in both inner city and suburban systems, she observed that discrepancies existed between private and suburban students in comparison to public and inner city students in obtaining access to a college education. Her desire to help aspiring, less fortunate students gain better access to a college education fueled the development of this non-profit organization and its programs. Since its inception in 1997, Helping Teens Succeed, Inc., has worked with high school students in the Atlanta Public School system and across the state of Georgia to achieve the goal of a college education.

Helping Teens Succeed, Inc. offers the College Transitions course to participating high schools. College Transitions is an elective class aimed at juniors and seniors who are planning on attending college. This program focuses on skill sets and issues that will help students achieve success in applying to college and completing their freshman year. College Transitions includes such topics as SAT preparation, college selection and application, improving skills in reading, writing, time management, and interviewing skills.

The most recent assessment of the efficacy in the College Transitions program at Booker T. Washington High School in Atlanta, Georgia (1997-1999) showed the following results for College Transitions students:

- SAT scores increased an average of 60 points;
- 85% of students in this program attended college;
- 70% of these students received a scholarship to attend college;
- freshman remedial classes were reduced by 20% for this cohort; and,
- 72% of these students returned to attend their sophomore year.

Helping Teens Succeed, Inc. contracted with the Carl Vinson Institute of Government at the University of Georgia to further evaluate the efficacy of the College Transitions program in high schools across Georgia. This evaluation followed College Transitions students and a matched control group for a period of three years. This evaluation seeks to address the following questions concerning the efficacy of the College Transitions program:

- Does College Transitions increase the number of students going to college?
- Does College Transitions increase the retention of students once they enter college?
- Does College Transitions increase students' preparedness for college?

METHODOLOGY

The major objective of this evaluation was to find evidence about whether the College Transitions (CT) course improves students' enrollment and retention in higher education relative to their peers. A quasi-experimental design was used to create a group of College Transitions students and a control group of similar students with which they could be compared.

Fourteen schools taught the course in the 2003-2004 school year. CVIOG personnel contacted the College Transitions teacher at each school and requested demographic and school data for each student. In addition, at the beginning of the year, each teacher was sent a packet including questionnaires for the students and the teacher, parental consent forms, student assent forms, and a postage paid envelope for mailing back all the forms. The teacher questionnaires gauged their attitudes toward the course content and their expectations for their students. The student questionnaires measured college and career aspirations, attitudes toward education, and students' perceptions of support from important people in their lives. The student questionnaires also asked for telephone numbers for the student, as well as the names and telephone numbers of people who would know their contact information if they moved. This information was critical to tracking them over the course of the study. Post-test versions of the questionnaires were sent to the teachers in December of 2003 for schools using block schedules and May of 2004 for schools with a yearlong curriculum. CVIOG personnel sent reminders via telephone, e-mail, and/or fax to remind teachers to distribute and return the questionnaires. Questionnaires were returned from nine of the 14 schools.

To create the control group, CVIOG personnel contacted the school principals and requested demographic and school information for the entire junior and senior class. The purpose was to find matches for each College Transitions student based on gender, race, grade point average (GPA), and socioeconomic status. School lunch status (i.e. free, reduced, or not eligible) was used as a proxy for socioeconomic status. Six of the schools from which student surveys were collected sent at least partial information. Matches were selected and questionnaires, consent and assent forms, and business reply envelopes were sent to the principals along with the list of students to whom they were to be distributed. Seventy-two students from four schools returned completed questionnaires.

In the second year of the study, 19 high schools and nine Performance Learning Center (PLCs are alternative schools for students who have not succeeded in the traditional classroom setting) offered the course. Eleven of the schools returned questionnaires. The PLC questionnaires were distributed centrally by the unit that oversees them and returned as a group. In an effort to increase the size of the control group, the procedure for identifying students for it was modified. College Transitions teachers were asked to use one of their other classes, which was similar in composition to the CT class, as a control group. In addition, they were asked to nominate another teacher who had a class similar to the CT group. This was designed to make follow-up easier, as the students were in single classes rather than being individuals spread across the school. Having the two control groups would account for the effects of the CT teacher. For

example, perhaps a teacher is so talented and enthusiastic that most of her students go on to college, affecting their educational outcome more than the content of her classes. Unfortunately, only three classes with non-CT teachers returned questionnaires. Therefore, the control classes were combined into a single group.

In the fall of both 2004 and 2005, a follow-up telephone survey was conducted. Telephone numbers for the follow-up telephone surveys were collected using the paper questionnaires participants completed while they were in high school. Students were asked for their home telephone number, cell phone number, and the names and telephone numbers of people who would know how to contact them if they moved. The various contact numbers were requested because most participants were at the age at which they would leave home, and young adults are a very mobile population. We wanted to create as many options as possible for finding them in subsequent years.

Individuals between ages 18 and 25 are the most difficult of all age groups to reach in telephone surveys. People at this age are often transitory—often sharing living quarters or living in institutional arrangements such as dormitories or military barracks. In telephone surveys, such as the National Health Interview Survey, under-coverage has become a problem for respondents under 25 years of age (see Groves, 1988). This problem has become even more pronounced as this age group continues to jettison land lines in favor of only cellular phones.

CVIOG contracted with ProMark, an independent phone center, to conduct the interviews. We provided ProMark with multiple scripts, depending on the telephone numbers used. Interviewers started with the participant's home telephone. If the student was not living at home, the family member who answered was asked for a contact number for the student. If no one answered, they left a message which included the reason for the survey, a toll-free number to call, and an identification number. We began using this protocol approximately halfway through the first telephone survey in order to increase response rate, because many of the numbers called were never answered. This procedure was continued throughout the second year's survey. If interviewers were unable to contact the student at the home number or get a new phone number from the student's family, they proceeded to the list of other contacts. As with the message left at home numbers, they were told the reason for the study and asked for the participant's telephone number.

The first question in the survey was a screening item to determine if the participant was currently enrolled in school. If they indicated they were not, they were asked a series of questions about their employment, and future educational aspirations. In the second year survey, because participants from the initial classes could have been out of high school for more than a year, they were also asked about any postsecondary education they had experienced previously.

Participants in school were asked whether they were enrolled in high school, a college, or a university. High school students then answered questions about their higher education aspirations. These items were similar to the questions on the paper surveys.

Students at colleges and universities were asked about their transition to college and their future plans for graduation and the possibility of attending graduate school. College Transitions students were asked about the usefulness of the course now that they were enrolled in higher education. In the second year survey, college student participants were asked when they had enrolled in college initially and if they had taken any time off from school since they enrolled.

The formative part of the evaluation is based on three components. During the telephone surveys, College Transitions students were asked several open-ended questions regarding their experiences in the course and its usefulness. The teacher questionnaires mentioned above are also part of the formative assessment. Finally, student and teacher interviews were conducted at several schools. These brief sessions allowed participants to speak more freely than they might have in the written or telephone formats and related to more topics.

SUMMATIVE ASSESSMENT

Telephone Follow-Up Surveys

A total of 375 surveys were completed: 109 in the first year and 266 in the second year. Forty-seven students participated in both surveys. In the first year, 50 percent were in high school, 33 percent in college, and 18 percent were in a University. During the second year, only 3 percent were in high school while 36 percent were in college and 59 percent were enrolled at a University. For the analyses below, we used only the second year's responses for who participated in both survey years.

The total response rate for all surveys was 45.9 percent. The rate was slightly lower in the first year (40.8 percent) than the second (49.3 percent) despite aggressive attempts to reach participants. Overall, control group participants (58.9 percent) were more likely to complete the survey than College Transitions participants (40.4 percent).

College Enrollment Rates

Two thirds of all respondents (65.1 percent) who were not in high school were attending an institution of higher education. College Transitions students (67.8 percent) were more likely to be enrolled than control group students (59.7 percent). Additionally, College Transitions students are more likely to be enrolled in a university than control group students (63.0 versus 39.1 percent)¹.

Twenty-nine of the 47 respondents (61.7 percent) who participated in both telephone surveys were College Transitions students. The majority of both College Transitions (68.9 percent) and control group (60.7 percent) students were enrolled in higher education in at least one of the survey years. In the first year (2004), the percentage of CT students enrolled in higher education was slightly higher than Control group students (77.3 percent and 63.6 percent, respectively). This pattern holds true for college attendance in the second year with slightly more CT students than Control group students being enrolled in a college or university (65.8 percent versus 59.7 percent) although both groups saw a slight decline in overall college enrollment.

College Students

Of participants who were currently enrolled in college, more College Transitions students (94.0 percent) were enrolled full time than control group students (73.3 percent)². The vast majority in both groups expected to graduate within four years of entering college. College Transitions students (53.0 percent) were much more likely to be receiving financial aid than control group students (37.8 percent), and slightly more likely to have earned a scholarship (45.0 versus 42.2 percent). Women and men were about equally as likely to be receiving financial aid in the control group while women in the CT group were more likely than men to receive financial aid (56.1 and 47.1 percent,

¹ Cramer's V = .252 p = .010 (significant at alpha = .05)

² Cramer's V = .299 p = .005

respectively). Women in the control group were more likely to report having earned a scholarship than their male counterparts (44.4 versus 38.9 percent), however in the CT group it is the males who have slightly more scholarships (47.1 percent and 43.9 percent, respectively). African American students were slightly more likely than White students to report receiving some form of financial aid (52.5 percent versus 44.6 percent) Whites in both the control (47.8 percent) and College Transitions (54.5 percent) groups were more likely to have garnered a scholarship than African American students (33.3 and 44.1 percent, respectively).

When asked about continuing their education after graduating, more College Transitions students (81.0 percent) said they would continue their education than control group students (73.3 percent). Of those who indicated interest, both groups showed high interest in obtaining a Master's degree. Twenty-nine percent of College Transitions thought they would go back for a Master's Degree while 33.3 percent of Control Students reported the same. Male control group students chose a masters degree more often (44.4 versus 25.9 percent), while females in that group were more likely to choose law school (11.1 versus 5.6 percent). African American students in College Transitions (20.4 percent) were much more likely to desire a law, medical, or doctoral degree than their control group counterparts (4.8 percent).

In the second year, questions were added asking respondents about the transition from high school to college and how helpful high school classes were in preparing them for college. More College Transitions students (80.7 percent) said the change to college was somewhat or very easy than control group students (69.3 percent). College Transitions students were also more likely to say that their high school classes were very or extremely helpful (62.9 percent) than control group students (41.0 percent). Men in both groups more frequently said their high school classes were extremely helpful.

College Transitions students also answered several questions about their perceptions of the effects of having taken the course. The vast majority (93.6 percent) said they would have attended college even if they hadn't taken the College Transitions course. On the other hand, more than half indicated that the course was extremely (26.9 percent) or very (26.9 percent) helpful in getting them into college. Women in particular were more likely to say it was extremely helpful (29.4 percent versus 22.2 percent). In addition, the majority said that the class was moderately (35.9 percent) or very (20.5 percent) helpful in preparing for college life, a question that was added in the second year. Again, females were more likely to say that the course was extremely or very helpful (17.6 versus 11.1 percent). African American students were also more positive, with slightly less than half (46.9 percent) saying the class were very or extremely helpful, as opposed to only 21.7 percent of white students who said the same.

High School Students

The overwhelming majority of both College Transitions students and Control Group students said they planned on attending a college or university after graduating (98.2 percent and 100.0 percent, respectively). Over eighty percent in both groups also

said they would like to attend either a four-year college or a university, and that they thought they would indeed attend one. College Transitions students were slightly more likely to want to attend (40.8 percent) and expect to attend (38.8 percent) a university than control group students (40.7 and 37.0 percent, respectively). A larger percentage of female College Transitions students (43.3 percent) expected to attend a university than males (31.6 percent).

College Transitions students (57.1 percent) were more likely to have applied to a college or university than control group students (44.4 percent). Overall, females were more likely to have applied. Approximately 50.0 percent of Control Group students had been accepted to one or more of the schools they applied for compared to 39.3 percent of College Transitions students. While it may seem that more less CT students were accepted to college, this is not necessarily the case. More CT students were unsure of the status of their admission than were Control Group Students (28.6 percent compared to 8.3 percent).

Participants Not Attending School

Of respondents who were not currently attending school, control group students (93.5 percent) were slightly more likely to have graduated from high school than were College Transitions students (91.5 percent). All respondents who had not graduated said they planned on returning to finish high school or to earn a general equivalency diploma.

Similar to the graduation question, slightly more control group respondents (96.7 percent) than CT students (90.7 percent) indicated they planned to go to college in the future. Most control group students wanted to attend a university or four-year college (28.6 percent each), and expected to go to either a four-year college or a university (35.7 percent and 25.0 percent, respectively). The majority of the men in the control group expected to go to a four-year college (16.7 percent) or university (33.3 percent) college, while the women were much more adamant about attending a four year college or university (37.5 percent and 25.0 percent, respectively). Most College Transitions students expected to go to either a technical college or four-year college (40.5 and 23.8 percent, respectively). A majority (58.3 percent) of whites in College Transitions said they wanted to attend a technical college, while the largest group of African American students (34.6 percent) preferred a four-year college. These preferences were mirrored by their expectations (75.0 and 38.5 percent, respectively).

Nearly three quarters (73.3 percent) of control group respondents said they were employed, as compared to two thirds (66.0 percent) of College Transitions participants. On the other hand, CT students (41.6) worked more hours per week on average than control group participants (35.7). Consequently, CT students reported making more money, with almost half (48.5 percent) making at least \$300 per week, as opposed to only one quarter (27.2 percent) of control group respondents. The largest number in both groups, however, earned between \$200 and \$299 per week (55.0 percent for the control group versus 38.7 percent for the CT group). Control group men dominated the top category of \$500 or more per week (28.6 versus 0.0 percent), while College Transitions

students were more evenly divided (20.0 versus 18.8 percent). Whites in the control group were much more likely than African Americans to make less than \$200 per week (30.0 versus 8.3 percent). African- Americans in the control group were also more likely than their White counterparts to make more than \$500 a week (16.7 percent compared to 0.0 percent).

High School Student Questionnaire Results

Demographics

A total of 539 College Transitions students and 222 control group students from eighteen high schools completed the questionnaire. Because the PLCs are a much different population than regular high school students, and there are no control group students from PLCs, their results are listed separately in Appendix D. About sixty percent of the respondents in both groups are female. College Transitions respondents are more likely to be African American (65.1 percent) than control group respondents (43.9 percent), while the reverse is true for being Caucasian (28.4 versus 49.3 percent, respectively). Ethnically, 3.5 percent of College Transitions students identified themselves as Hispanic, compared to 2.8 percent of the control group students.

More control group students reported that their parents had completed college than College Transitions students. This was true both for mothers (30.3 versus 23.2 percent) and fathers (27.6 versus 15.3 percent). In the control group, more white students had mothers (37.0 percent) and fathers (34.0 percent) who had graduated college than their African American colleagues (25.3 and 18.8 percent respectively). In the College Transitions group, however, African American fathers were slightly more likely to be college educated (16.1 versus 10.5 percent) and there was virtually no difference between mothers (23.7 versus 22.8 percent). College Transitions students (26.2 percent) were slightly more likely than control group students (19.5 percent) to say that they would be the first in their family to attend college.

Overall Results

Students were asked about how much encouragement to attend college they were getting from various groups of people in their lives. The scale ranges from 1 (Not At All) to 7 (All The Time). Parents and teachers were ranked the highest for both groups. Neighbors and coaches were reported to provide the least encouragement. For College Transitions students, only neighbors fell below the midpoint (4.00) of the scale. Control group students rated clergy, neighbors, and coaches below the midpoint. Overall, the relative order of category rankings were very similar between the two groups. Control group students reported less support from clergy (3.76) and coaches (3.62) than did College Transitions students (4.34 and 4.14 respectively). Females in both groups reported more encouragement from almost all groups than males. African American students received more encouragement from several groups than did whites, especially clergy (4.59 versus 3.56), other relatives (5.57 versus 4.83), friends' parents (4.73 versus 4.15) and coaches (4.19 versus 3.66).

Students were also asked to rate a series of statements describing their parents' attitudes toward school and involvement in their lives. The scale ranged from 1 (Not At All Like My Parents) to 7 (Exactly Like My Parents). Students rated their parents as placing a lot of value in education and having high expectations for them. Respondents from both groups rated the items in the same order and their scores were very similar for almost all the items. Control group students reported that their parents were more likely to talk with them about school (5.73 versus 5.46), expect them to work after high school (5.69 versus 5.21), and help them with homework (4.02 versus 3.77) than control College Transitions students. Females rated their parents more positively in every category than did males. White students reported that their parents expected them to work after high school (5.77) and helped them with homework (4.12) more than African American students (5.15 and 3.71, respectively).

Students also rated themselves on a series of statements concerning their school experiences. They used the same 1 (Not At All Like Me) to 7 (Exactly Like Me) scale as previous questions. Students report caring and worrying a lot about their grades, but are ambivalent about whether they study a lot. The two groups were very similar in their ratings, with only minor differences in the order of importance. Female students, however, rated themselves about one half point higher on each of the statements than did males. African American respondents said they worked harder (6.02 versus 5.47), studied more (4.43 versus 4.10) and worried about grades more (6.18 versus 5.83) than did white students.

Using a similar scale, where 1 was "Not At All Likely" and 7 was "Extremely Likely," students said they were very confident that they would be accepted into college and go to college. The two groups had almost identical means for their expectations, with mean scores over 6.00 on both questions. Female respondents indicated they were more likely to be accepted (6.26) and go to college (6.57) than did males (5.94 and 6.27, respectively). African Americans in the control group felt they were less likely to be accepted (5.91 versus 6.19) and go to college (6.32 versus 6.60) than their white counterparts. There were no differences between College Transitions students.

While the largest segment of each group would like to attend a university, College Transitions students (52.6 percent) are more likely to say so than control group students (47.2%). Control group students are slightly more likely to set their sights on technical college (11.5%) than College Transitions students (8.3 percent). The pattern is the same for the type of college students expect to attend, with a slight widening of the gap for technical college (13.4 versus 8.6 percent). More African American College Transitions students wanted (56.2 percent) and expected to attend (49.1) a university than their white peers (44.2 and 33.6 percent, respectively).

Overall, both groups identified career types at about the same percentages. Medical professions were the most popular choice. College Transitions students were slightly more likely to name jobs in professional fields or business, while control group students chose jobs in the entertainment, sports, or hospitality field more often. Control

group respondents were also slightly more likely not to answer the question or to say they didn't know what sort of career they wanted.

Students were asked what sort of degree they would need to get the job or career they would like to work toward. The large majority believe they need at least a bachelors degree. College Transitions students (43.9 versus 38.7 percent) are more likely to think that they need a bachelors degree, while control group students (8.0 versus 2.1 percent) are more likely to think that they will only need a high school diploma.

The most popular reasons for enrolling in the College Transitions class were that it would help students get into college and to help them learn what college is like. More than four in ten said that they were selected for the class by someone else, but very few indicated that was the most important reason for taking the course. African American students were more likely than whites to choose learning about college as both one reason among many (64.9 versus 53.0 percent) and as the most important reason (34.2 versus 25.4 percent) for taking the class.

While all of the benefits of the College Transitions class were popular among large groups of students, when forced to make a choice of the most important a plurality said that it will get them into the college they want to attend. Adjusting to college life was the second choice for most important result, although it was chosen by the most students as one of the desired results. Among the various results, African American students chose helping make good grades in college (46.2 percent) and helping adjust to college life (66.4 percent) more often than did white students (33.6 and 52.3 percent, respectively). Although it was chosen as the most important reason by both groups, white students (42.9 percent) chose getting into the college they wanted much more often than African American students (28.7 percent).

Differences Between the Start and End of Term

In order to look at differences between students' answers at the beginning and end of the term, a subset of respondents was analyzed. These are student who completed the questionnaire at both times. Including all students would skew the results, given that different students and different schools participated at varying times.

The College Transitions students indicated that they received more encouragement to go to college from almost all quarters at the end of the term. There are large increases for counselors and neighbors, whose ratings jumped by half a point on the seven-point scale. Control group students perceived less support from many groups at the end of the term. Their scores reflect drops for counselors, other relatives, and coaches. On the other hand, they also perceived increases in encouragement from friends and clergy.

Most students in both groups recorded similar ratings for their parents at both time points. Interestingly, College Transitions students reported increases in help with homework and expecting them to work after high school, while control group students reported decreases in both. Control group students also recorded drops in parents

encouraging them to do their best in school and making sure they did their homework, which indicates they thought their parents were generally less interested in their school work by the end of the semester or year.

Students in both groups saw themselves in largely the same way at both the beginning and end of the term. Both reported studying more at the end, with College Transitions students reporting a larger increase. Control group students said they were less likely to do all their homework at the end of the term.

Students' college choice remained almost the same from the beginning to the end of the term, with only a slight drop in their desire to attend a university for College Transitions students. That group's expectations of actually attending a university, however, was much smaller. Control group students showed a large decline in students expecting to attend a university, with most of those students figuring on going to a four-year institution instead.

Both groups showed a slight decline in the preference for professional jobs. Control group students were less likely to desire careers in the medical field at the end of the term. Interestingly, more control group students were unsure about their desired job at the end of the term than at the beginning.

By the end of the term, College Transitions students had lowered their educational requirements slightly, with fewer thinking they needed a graduate degree for their dream job and more thinking they needed a bachelors degree. The opposite pattern was true for control group students.

As might be expected, College Transitions students were less interested in help getting into college at the end of the term, although it remained the favorite pick for the single biggest reason for taking the course. The initial focus of the course is on admission requirements, while the second half of the course deals with a variety of topics concerning college life.

As with the previous question, getting into college declined as a desired result of the class but remained the highest single reason. Adjusting to college life increased in popularity, although it remained the second most popular single reason.

Discussion of Summative Evaluation Findings

The general findings of the telephone survey support the effectiveness of the College Transitions program. Over 70 percent of the College Transitions students who had finished high school were enrolled in college or had already graduated, compared to 60 percent in the control group. College Transitions students reported that the class was helpful in getting them into college and they said their transition to college life was easier than did control group students. The College Transitions students that are still enrolled in high school possess higher educational aspirations in terms of the type of institution in

which they would like to enroll and expect to attend. They are more likely to say they want to attend a university rather than a two- or four-year college.

The study is not without problems. The control group is small relative to the size of the College Transitions group. Due to a lack of student data, we are not sure how the groups match up on socioeconomic status or actual academic achievement. What we do know is that the questionnaire data show that the two groups held very similar attitudes and perceptions. The numbers show a close correspondence between their attitudes toward school, their perceptions of their parents' involvement in their education, and the encouragement they receive from the people around them. They also appear to hold common educational and career aspirations.

In addition, there are some demographic differences between the two groups. The control group is made up of more whites and fewer African Americans. Their parents are also generally better educated. On the other hand, *this makes the observed difference more impressive*. African American students earn lower grades than white students at all educational levels (Ceballo, McLoyd & Toyokawa, 2004). They are also less likely to attend college than whites (Hallinan & Williams, 1990). Parents with higher educational attainment are better able to prepare their children for college (McDonough, 1997). This combination of circumstances would lead one to expect the opposite result of what was found. The fact that more College Transitions students attended college speaks favorably for the program's effectiveness.

Answering the question of whether the program helps students stay in college is more problematic. Very few students participated in both years of the telephone survey. Those numbers are very encouraging, but that group is far too small to draw any meaningful conclusions. Future research tracking past and future students will be necessary to fully address the issue of college retention, although we have little reason to suspect the pattern found will not persist.

FORMATIVE ASSESSMENT

Applying Social Science Theories

This evaluation of the College Transitions program includes both a summative piece, which addresses the academic outcomes, and a formative piece, which focuses on how the program is conducted. As part of the formative evaluation, it is necessary to understand the logical and philosophical foundations of the course. Although the College Transitions program was developed without any theoretical basis, educational and social sciences models most applicable to the framework of this program are used establish a theoretical background for this evaluation. We present these theories to address possible future needs as the program grows and develops.

It must be noted here that these theories were not used explicitly in the original development of the program. HTS staff saw that there were needs in the community and sought to fulfill them in the most practical manner. Their educational methods are a common sense approach to communicating important information. Their students are very diverse, with widely varying backgrounds and skill levels. Thus the programs must use a range of methods to deliver the information to these students. The approach taken by the program is, however, consistent with the theories.

Applying theory, even after the fact, has several benefits. First, it makes explicit the assumptions used in creating the programs. All educational programs make assumptions about how people learn and the best ways to communicate information. When changes or additions are made to the curriculum, they need to be matched to the philosophy of the program in order to be implemented successfully. Second, knowing the theoretical bases makes it easier to assess the degree to which teachers are correctly implementing the program. It is crucial to ensure that the curriculum is transmitted accurately so that it has the desired impact, in whatever school or setting it is being taught.

Social Learning Theory

Albert Bandura's social learning theory includes two important concepts related to how College Transitions is taught. The first is self-efficacy, a person's belief that he or she can attain a goal (Bandura, 1998). Personal beliefs evolve over time as a person interacts with the environment. These experiences shape a person's expectations of what he or she can and cannot do. College Transitions is based on the assumption that students can change their behavior to improve their academic performance. Information and activities are presented in such a way that students can take charge of the process and continue to use these skills on their own after they finish the course. According to Bandura, when given choices, a person will make decisions that are self-satisfying and develop a sense of self-worth (Bandura, 1998).

Modeling is another central concept of social learning theory. The theory is based on learning from other members of one's social group both directly and indirectly. Students can learn how to do something by watching someone else. This approach appears in the curriculum in two ways. First, the teacher will demonstrate an activity or behavior for the students. Exposure to and practice of a skill set in a supportive environment lends itself to the development and strengthening of self-efficacious behavior toward attempting and achieving a goal. Second, working together in a focused classroom encourages students to model for and encourage each other in their studies.

Cultural Competence

The cultural competence model is centered on the belief that respect for culture and cultural differences is essential to successful social interactions. Cross (1989 in Rounds et al., 1994) suggests five critical elements to a culturally competent environment: 1) acknowledging and valuing diversity; 2) conducting a cultural assessment; 3) recognizing and understanding the dynamics of a difference; 4) acquiring cultural knowledge; and, 5) adapting to diversity. A culturally competent environment embraces the individual differences of each participant and allows for the introduction of different and new cultures to be explored and understood. Cultural competence reduces fear, prejudice, and misunderstandings, reducing reluctance to embrace a new challenge.

In the case of College Transitions, culture is dealt with in two ways. The diversity of students has already been mentioned. The course is being taught across the state in urban, suburban, and rural schools. The students are a mix of races, ages, socioeconomic levels, and academic levels.

Just as important, College Transitions teaches students to be competent in the culture of college. Higher education is an environment with its own rules, customs, and expectations. Students must understand these conventions in order to succeed and flourish. Many of the students will be the first or among the first in their families to enroll in college, so they may not have a working knowledge of college life. The course is designed to teach them what they must know to make the leap from high school to college.

Multiple Intelligences

Howard Gardner challenged the traditional notions of a singular approach to intelligence by offering a set of seven intelligences that consider and appreciate local and cultural-based knowledge. Gardner's postmodern model supports the belief that these seven sets are not inclusive, nor is one more valuable than another (Gardner, 1993). The seven are as follows: 1) linguistic intelligence: the ability to use language as a form of expression and communication; 2) logical-mathematical intelligence: reasoning and mathematical ability as well as scientific ability; 3) spatial intelligence: the ability to form a mental model, and to maneuver and operate using this model; 4) musical intelligence: the ability to appreciate, create, and use music as a form of communication; 5) bodily-kinesthetic intelligence: the ability to use one's body, such as in sports or dance; 6)

interpersonal intelligence: the ability to understand and interact with people; and, 7) intrapersonal intelligence: the ability to develop an accurate image of self for effective use in life (Schrivier, 2000). Gardner's model of multiple intelligences also supports the belief that environments allowing for creativity on all levels will promote more individual successes.

Obviously, College Transitions does not use all of these categories. Linguistic intelligence and logical-mathematical intelligence are strongly emphasized in the academic portions of the course. Interpersonal intelligence is involved in subjects such as reading and writing like a college student. The ability to act appropriately in the college context, as discussed above in cultural competence, is also an example of interpersonal intelligence. Also, as discussed in social learning theory, developing a self image as a competent student fits into the concept of intrapersonal intelligence.

Empowerment

Empowerment is a critical concept within social interactions that involves validating and promoting those individuals who are at a disadvantage in mainstream society. According to Schriver (2000, pg. 28), "...empowerment is the process through which people gain the power and resources necessary to shape our worlds and reach our full human potential." Empowerment strives to develop the "islands of competence" within each individual (Brooks in Cohen, 1999) through exposure, assurance and learning. Gutierrez, DeLois, and Maye (1995) have defined four components essential to the process of developing empowerment. These components are: 1) development of group consciousness; 2) reduction of self-blame; 3) assumption of personal responsibility for change; and, 4) enhancement of self-efficacy (Gutierrez et al., 1995). Empowerment allows a person to find their strengths and work on their weaknesses in a supportive environment.

College Transitions is targeted at students who are at some sort of disadvantage for applying or enrolling in higher education. Some of these students would be the first in their family to go to college. Others come from poor families or groups that traditionally do not attend college in large numbers. Their grades may be lower than what many people expect for college-bound students. A key pillar of the program is helping the students to believe in themselves and their ability not only to get into college, but to succeed when they do.

Summary

The College Transitions program, while not based on psychological or educational theories, nevertheless reflects several viewpoints found in the research literature. Bandura's social learning theory can be seen as the basis of the program, which provides a supportive environment in which students can learn about the many aspects of attending college. The program utilizes practical advice and easy-to-understand instructions, and it sets up students for individual successes. These are all key components in building self-efficacy. Exploration of the new world of college is done

within the students' familiar high school environment through lessons, guest speakers with whom students can identify, and practical applications and field trips that build on classroom lessons. Teachers use the course materials to model the skills that students will need to master in order to become successful college students.

College Transitions emphasizes the many contextual areas of college life, reflecting the cultural competence model. Students are introduced to the culture of college so that they understand the breadth of the experience and the expectations of that world. Units cover topics outside the classroom such as acting like a college student and understanding unfamiliar terminology that is common to a college setting.

The coursework covers many different skill areas, going beyond merely academic pursuits by including sections on time management and nutrition, for example. This organization echoes the multiple intelligences model by emphasizing the many ways in which it is possible to excel. Success in college will not be achieved merely by academic excellence; there are many factors that go into making college a positive experience. Finally, the College Transitions program is targeted at youth who have less access to higher education, empowering a group of people who might otherwise be left behind in an economy which increasingly demands more education to improve one's lot in life.

Helping Teens Succeed, Inc. started by focusing its resources on the Atlanta Public Schools with the goal of helping students break the cycle of poverty by being the first in their family to go to college (Helping Teens Succeed, Inc. Brochure, 2003). Intuitively, many of these young students will be exposed to new and novel situations. In discussing topics such as career and job choices, acting like a college student, and understanding new ways of communicating (such as the lesson on idioms, allusions, acronyms and abbreviations), the respect for the social systems of the student is apparent while a steady introduction to new and different systems and expected behaviors is offered. Exploration of new systems is done within the students' familiar high school environment with role modeling, guest appearances by relevant speakers, and practical applications and field trips that build on classroom lessons. The curriculum for College Transitions directly embraces the major tenets of social learning theory by providing a positive and supportive learning environment while strengthening cultural ties and providing exposure to different cultural experiences, allowing the student to discover different aspects of individual intelligences, and empowering each person to use their full human potential.

College Transitions Teachers Questionnaire Results

Introduction

Another important piece in examining the functioning of the program is examining the thoughts and attitudes of the teachers. Teacher questionnaires were sent to College Transitions class teachers at each high school at the beginning and end of each term along with the student questionnaires. The instrument includes questions on

teachers' thoughts about the College Transitions curriculum, and their expectations about their students.

Demographics

A total of eleven teachers completed the beginning and end of term questionnaires; not all of the teachers completed both questionnaires. Due to the small number of returns and the exploratory nature of the data, responses from the two years have been combined in the results.

All of the respondents are female. Roughly half of respondents are African American and half are Caucasian. Only a few of the respondents stated they were the first person in their family to go to college. More than half of the respondents said their mothers had at least completed technical college or earned an associate degree.

Results

Teachers were asked the importance of each of the 18 topics in the College Transitions curriculum. The scale ranges from 1 (Not At All Important) to 7 (Extremely Important). All topics received an average rating of at least 4.91 at the beginning of the term, higher than the midpoint of the scale. By the end of the term, however, several topics were given much lower ratings. "SAT preparation" was rated the highest at both time points. Four other topics averaged more than 6.00 on the scale at both times: "application process," "first year of college," "time management," and "study skills." The lowest rated topics were "business etiquette" and "idioms, allusions, acronyms and abbreviations." The teachers ranked "write like a college student," "finances," and "business etiquette" a full point lower at the end of the term than at the beginning. On the other hand, scores for "the research paper" and "study skills" went up over that period.

When asked the single most important topic, half of the teachers chose "SAT preparation" and one each chose "career planning," "the application process," and "write like a college student." When asked the single least important topic, half chose "idioms et al," one-third chose "good nutrition," and one chose "act like a college student."

Teachers were also asked what percentage of their students did they expect to complete a set of academic tasks. These tasks included being accepted into college, attending college, and graduating college. For the most part, teachers reported that they expected most of their students to complete each task, although one teacher expected only ten percent of her College Transitions students to graduate from college. Teachers' expectations remained quite stable from the beginning of the term to the end.

Teachers were asked what they thought were most popular reasons their students had for enrolling in the College Transitions class. Teachers correctly identified getting into college as the students' top reason at the start of the term, but overestimated the importance of selection at the end of the term. None of the teachers identified how important finding out about college was to the students, which was the second most

popular choice at both time points. Although the teachers overestimated the importance of financial aid to students at the start of the term, they closely matched the students at the end of the term.

Student and Teacher Interviews

In order to gain a more nuanced understanding of the experiences of participants in College Transitions programs, a qualitative component was conceived. CVIOG personnel developed open-ended questions to be asked of students and teachers. Teachers were interviewed alone, while students were questioned in a focus group format with three to five students in each session. The data were collected in four high schools approximately two months into the fall semester of 2005. A Helping Teens Succeed staff member served as the interviewer and audiotaped the sessions. The tapes were professionally transcribed for qualitative analysis.

Teachers

Teachers were first asked what they thought the primary purpose of the College Transitions course was. They focused mainly on the twin goals of getting students into college in the first place, specifically SAT preparation and the application process, and helping them hone the skills they will need to succeed in college.

“To prepare for the real life of college, to enhance their study skills and to give them the encouragement and support they need.”

“If they can get the score that is adequate enough to get them into a college that they want to go to, then I feel like I have been successful.”

“... I’m mainly there to answer questions and to show them the way...”

“... to serve as sort of a roadmap to make sure that the kids are on target as far as, well, the entire college application process.”

All the teachers felt that the course was designed in a way that fit each one’s own personal teaching style. When they were asked about the limitations of the course and what they would change were they given total control, teachers had several suggestions. Several teachers emphasized that they would like to be able to take their students on visits to colleges. They felt that the visits would provide a more personal experience for students and make their goals more real to them. Cost was cited as the major reason for not visiting colleges.

“... I would like to be able to take these kids to a lot of different colleges.”

“I would love if the system had more money where we could actually... visit the college campuses, the setting of college campuses and really get a taste of what

college is about. Maybe sitting in some of the lectures of classes that are going on to give them a better understanding of what to expect.”

Another limitation teachers mentioned had to do with block scheduling. In block scheduling, the course is taught in a single semester (August to December in this case) rather than extending through the school year. Compressing the class into the shorter calendar time period, even though the classroom hours are similar, poses challenges to the teachers.

“... I have got to be finished with these students by Christmas. I like the way that it is set up. I think the workbook is good. There is no way we can do it all. I don't think we have the time because we spend a lot of time on the SAT and research and that kind of thing. But I do think that we can touch on a little bit of everything that is there.”

“As far as limitations, there aren't any except for the time. I wish I could teach more than one session or possibly both semesters.”

“Block scheduling is a challenge to try and make sure that I give them quality instruction through the whole semester. There may be some of the things that I taught at the end that I kind of like in the middle.”

Teachers said that the major effects they saw on their students in College Transitions have to do with attitude change. They see their students developing more positive feelings about their academic skills and their ability to get into the colleges they want and thrive in them.

“For some I think it has made them think more seriously about what they're going to do with their life once they leave [high school] and for others it has helped them to, I guess, to get more focused in the process.”

“I can only tell a change in the attitude and that they feel that they can do these things. They came in thinking, 'I'm not going to do that well on the SAT... maybe I'll get [only] this far,' and so it's already helped them to see that yes, they can get scholarships and yes they can do well and make it into college.”

“I am seeing some eyes opened... I love seeing the kids who said they were not readers, reading.”

In addition to those major effects, teachers were asked about any surprising results from teaching the course.

“It works me as a teacher. I really have to work to stay ahead in this class.”

“I... actually have had a couple of teachers... where the students were using annotation with a sticky note in their book and other students were asking them

what they were doing. The teachers were impressed that the students had a better understanding of what they needed to read and understand.”

Finally, teachers were asked how they would teach the class differently, based on their experiences so far. Respondents were very upbeat in their assessment of the course overall and suggested relatively minor changes. Teacher preparation was mentioned as an area for improvement, as was better ways of preparing for the SAT.

“I am learning that the time of day has a lot to do with their SAT studies. Having it late in the afternoon is kind of a problem. I would try to talk with counselors and the registrar and get that to a morning class, especially since it is on a block schedule.”

“I am already doing a little bit more writing than I did last time. They generally write something once a week, because of the writing part of the SAT.”

“Because I’m starting into it about a week before school started, I’d like to be able to plan a little bit more... a little more guidance on the best way to teach the SAT other than just going through the book.”

Students

When asked what they liked most about College Transitions, students cited a number of aspects of the course. They singled out the SAT preparation as a particularly useful part of the curriculum.

“I took the class thinking I would not get anything from it. But I have learned so many things about the SAT...I am happy I am taking it.”

“... the tricks about the SAT that we never would have never figured out...like don’t guess if you don’t know it; that won’t count against you, and just working with it a lot because I went and studied for the SAT.”

Many students also commented on the usefulness of practicing study skills, both for the class itself and for applying these skills to other classes in high school and in their future college careers. Some participants spoke of being “forced” to study with a positive connotation. They knew that they needed to study to succeed and were doing it more as part of being in the course.

“I have a better way of studying and understanding. When the teacher talks, I am able to pick out the key points of what I really need to know instead of just trying to get all of them in.”

“...it’s going to help me at least with my study habits a little bit more and it kind of slapped me in the face showing me how... easy you can make college.”

“Time management has helped me, like, manage my study hours better.”

The course’s emphasis on reading and writing was also noted. Writing especially seemed to be a task that participants dreaded in the past but were coming to appreciate as they realized that it would be important to success in college. Time management was also mentioned as a key area in which students knew they needed to improve. The course has exercises which show students how they are currently using their time, revealing amounts of wasted time which surprised some of the students.

“... it is a good course to take for writing research papers.”

“Something I don’t like doing is reading and studying. I think that is one of the more helpful things of this course; reading and learning new vocabulary words.”

“I like to stay up late at night and not study, but now I know that in college I need to manage my time.”

“Time management has helped me, like, manage my study hours better.”

“... this year I’ve started to break old habits and I stopped procrastinating as much and I’m doing a little bit better so hopefully I’ll break all those habits before I get to college where it’s going to be ten times harder.”

“I didn’t try that hard when I first got into high school and now I really get it. I just thought, ‘Yeah, I can just work harder in my junior/senior year and be okay,’ but I realized that’s not how it works at all so I’m now I’m just like, ‘I gotta really work hard this year.’ I know it’ll make such a big difference...”

Participants spoke highly of learning about what will be expected of them by colleges, both in the application process and as a student. For some students, college is still a mysterious place with its own rules and customs. They appreciate the opportunity to gain insights into how they will fit into college life.

“My favorite thing about the College Transitions class would probably be that it gives you an inside tip of what college will be like...”

“It lets you learn the do’s and don’ts of college.”

“It gives you details about certain things that you need to do once you get to college and certain things that you need to do to get into the colleges...”

“I am realizing it is not the grand odyssey that it has always been made out to be and I can handle it.”

There appears to be a great variance among participants in how much they knew about the application process before they went to class. Some students said they knew

people who had attended college whom they could ask, while others had few or no sources of information.

“I really like it because both of [my] parents didn’t go to college here, so they don’t know the process, so it’s really helped me.”

“I only have my Mom in my family who has been to college. She doesn’t always have time to answer all the questions that I have for her.”

“This class is like having a big brother or sister to answer those questions.”

“I am an only child also. This is the first time anyone in my family has gone to college, except cousins. They really can’t tell you anything. It has really opened the door and allowed me to see new ways.”

When asked what they did not like about College Transitions, most students remained very positive about the course. Some respondents said that there were tasks they did not like to do, but that they realized these were important things for them to learn.

“It’s totally useful.”

“I don’t like the essays... we have a lot of essays to do but it helps you out and you learn what you need to... write essays like that.”

“The SATs, because they are so hard.”

Students were also asked how their expectations about higher education and life in general had changed because of the College Transitions course. Most students already planned to continue their education. Some, however, raised their expectations after starting the class. Others became aware of alternative options. Yet others gained a more realistic outlook on how their career goals affected their college choices. These comments are consistent with data from the high school surveys and follow-up telephone interviews. College Transitions students show more interest than control group students in attending universities. They aspire to careers they believe require college and graduate degrees. When they attend college, they are highly likely to consider continuing their education with a graduate or professional degree.

“It’s helping me decide which college I want to go to because I need to go to a college that has my major and that will help me with my career.”

“... I want to go to medical school and it showed me how much longer I’m going to have to be in school than I planned...”

“I have learned there are other routes you can go. You can go to technical school or you can go join the Armed Services...”

Discussion of Formative Evaluation Findings

There are several ways of approaching the questions of whether a program is being conducted in the way it was designed, and if that design is a good one. Here we are combining input from students, teachers, and social science theories to gain a fuller understanding of the program.

Although the program was designed atheoretically, its principles are consistent with theory and research in both education and psychology. The theories outlined above can be useful for refining the curriculum and insuring that any new material that might be added is consistent with the original program. It is interesting to note that some of the teachers mentioned the same issues in their suggestions of additional content on the teacher survey. The theories were chosen before the questionnaires were distributed, yet the ideas of cultural diversity and cultural literacy appear in both places.

In both their questionnaire responses and their interview responses, the teachers show enthusiasm for both the goals and the practices of the program. There is strong support for the content and organization of the class. The interviews also contain a sense of excitement and discovery. The teachers find the process rewarding in ways that go beyond the main goal of helping students who might not otherwise make it into college. The teachers find keeping up with their students a challenge that forces them to keep improving their skills.

The students are also enthusiastic about the class. The interviewees understood that they needed to work hard and stretch themselves to achieve their goals. Some of the comments implied a sense of the course being a necessary evil or bad-tasting medicine. Although they were not always happy about the specific task on which they were working, they were able to keep their eyes on the big picture.

The telephone survey responses indicate satisfaction with the results of the class. Those students who have gone on to college hold generally favorable attitudes toward the class. Even though they overwhelmingly say that they would have attended college anyway, they acknowledge that the course helped them get into college and made the transition easier.

Even students who are not enrolled in higher education seem to hold more positive views toward future education. Students still in high school said they were planning on going to college and aspired to attend universities. Former students who were not currently attending school also indicated that they were planning to resume their education in the future. Many of them had more modest goals than the current students. This is not necessarily a negative outcome; starting at a lower level institution such as a technical or two-year college generally makes for an easier transition to college life.

One concern that might be addressed in the future is the timing of intervention. Children create and adapt an educational self-schema as they develop (Garg, Kauppi,

Lewko & Urajnik, 2002). They actively gather and process information from many sources. Parents, family members, friends, and other important people are major influences on how a child perceives the importance and availability of education. Feedback from the child's efforts in school and interactions with school personnel are also crucial (Howard, 2003). Performance and attitudes are predictive of college attendance by the 8th grade (Cooper et al, 2002; Somers, Coger & VanderPutten, 2002).

This is not a criticism of the College Transitions program, but rather a suggestion for making it more effective. Reaching out to younger children and informing them of educational opportunities will allow them to get an earlier start in preparing for college. African American children in particular make college decisions relatively late (Hossler, Schmit & Vesper, 1999). However, prevailing peer attitudes that education is not important or useful (Rosenbaum, 1998) and a tracking system that may steer some children away from a college preparatory curriculum (Mahoney & Merritt, 1993) can present serious barriers to collegiate success. Students with low high school grades have a lower probability of graduating from college, and even if they graduate they are likely to earn less than their classmates with higher grades (Rosenbaum, 1998).

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Appendix A: Telephone Follow-up Survey Responses by College Transitions Status

Are you currently attending school?

Answer	Control Group	College Transitions
Yes	71.3%	74.5%
No	28.7%	25.5%

Is this a high school, college, or university?

School	Control Group	College Transitions
High School	31.3%	27.0%
College	37.3%	26.3%
University	26.9%	46.0%

Not Attending School Module

Did you graduate from high school?

Answer	Control Group	College Transitions
Yes	93.5%	91.5%
No	6.5%	8.5%

Do you plan on finishing your high school diploma or getting your G.E.D.?

School	Control Group	College Transitions
Not finishing	0.0%	0.0%
Finish high school	100.0%	50.0%
G.E.D.	0.0%	50.0%

Have you attended a college or university since you left high school?

Answer	Control Group	College Transitions
Yes	10.0%	36.4%
No	90.0%	63.6%

What was the name of the school you were attending?

Bainbridge College
Macon State College
Savannah School of Cosmetology

What type of college did you attend?

Type of College	Control Group	College Transitions
Technical College	100.0%	25.0%
2-Year College	0.0%	25.0%
4-Year College	0.0%	25.0%

Which terms did you attend that college?

Spring 2005 - Summer 2005
Spring 2005 - Summer 2005
Summer 2005

Why did you leave college?

Graduated
Moved out. Bills to pay.
To get a job. Just to get a job.

Are you planning on returning to college?

Answer	College Transitions
Yes	100.0%
No	0.0%

Do you plan to go to college at some point in the future?

Answer	Control Group	College Transitions
Yes	96.7%	90.7%
Maybe	0.0%	4.7%
No	3.3%	4.7%
Don't know	0.0%	0.0%

What type of college would you like to attend: a technical college, a two-year college, a four-year college, or a university?

Type of College	Control Group	College Transitions
Technical college	21.4%	38.1%
Two year college	17.9%	21.4%
Four year college	28.6%	23.8%
University	28.6%	16.7%
Don't know	3.6%	0.0%

What type of college do you expect to attend: a technical college, a two-year college, a four-year college, or a university?

Type of College	Control Group	College Transitions
Technical college	25.0%	40.5%
Two year college	14.3%	21.4%
Four year college	35.7%	23.8%
University	25.0%	9.5%
Don't know	0.0%	4.8%

Are you currently working?

Answer	Control Group	College Transitions
Yes	73.3%	66.0%
No	26.7%	34.0%

About how many hours do you work in an average week?

Statistic	Control Group	College Transitions
15.00	4.5%	3.2%
20.00	13.6%	9.7%
24.00	0.0%	3.2%
25.00	9.1%	0.0%
26.00	4.5%	0.0%
30.00	13.6%	3.2%
32.00		6.5%
35.00	4.5%	3.2%
36.00	4.5%	3.2%
37.00	4.5%	0.0%
38.00	0.0%	9.7%
40.00	22.7%	25.8%
41.00	0.0%	3.2%
45.00	4.5%	9.7%
46.00	4.5%	0.0%
47.00	4.5%	0.0%
50.00	0.0%	6.5%
60.00	0.0%	6.5%
Don't know / Refused	4.5%	6.5%

What is the job title for the job at which you work the most hours?

- | | |
|-------------------|------------------------|
| Customer service | House maid |
| Kitchen prep | Sales floor |
| Cashier (x 5) | Manager |
| Assistant manager | Maitre D' |
| Groundsman | Prepare food |
| Dinner service | Refrigeration engineer |

Now, I'd like you to think about your income, each week, before taxes. I'm going to read a list of categories. Please stop me when I come to the category that best represents the amount of money you make each week before taxes.

Income	Control Group	College Transitions
Less than \$200	18.2%	9.7%
\$200 to \$299	50.0%	38.7%
\$300 to \$399	13.6%	19.4%
\$400 to \$499	4.5%	9.7%
\$500 or more	9.1%	19.4%

High School Module

Do you plan on attending a college or university after high school?

Answer	Control Group	College Transitions
Yes	100.0%	98.0%
No	0.0%	2.0%

What type of college would you like to attend: a technical college, a two-year college, a four-year college, or a university?

Type of College	Control Group	College Transitions
Technical college	7.4%	6.1%
Two year college	3.7%	8.2%
Four year college	48.1%	40.8%
University	40.7%	40.8%
Don't know	0.0%	4.1%

What type of college do you expect to attend: a technical college, a two-year college, a four-year college, or a university?

Type of College	Control Group	College Transitions
Technical college	3.7%	6.1%
Two year college	11.1%	6.1%
Four year college	48.1%	42.9%
University	37.0%	38.8%
Don't know	0.0%	6.1%
Technical college	3.7%	6.1%

Have you applied to any colleges or universities this year?

Answer	Control Group	College Transitions
Yes	44.4%	57.1%
No	55.6%	42.9%

Have you been accepted to any of those colleges or universities?

Answer	Control Group	College Transitions
Yes	50.0%	39.3%
No	41.7%	32.1%
Don't know	8.3%	28.6%

Have you received any financial aid?

Answer	Control Group	College Transitions
Yes	10.0%	0.0%
No	75.0%	89.5%
Don't know	15.0%	10.5%

Have you won any scholarships?

Answer	Control Group	College Transitions
Yes	11.8%	0.0%
No	88.2%	90.0%
Don't know	0.0%	10.0%

College/University Module

Are you currently attending a college or university on a full time or part time basis?

Status	Control Group	College Transitions
Full time	73.3%	94.0%
Part time	22.2%	5.0%

What year do you expect to graduate?

Year	Control Group	College Transitions
2006	11.1%	8.0%
2007	6.7%	12.0%
2008	31.1%	13.0%
2009	31.1%	55.0%
2010	6.7%	5.0%
2012	2.2%	0.0%
Don't know	11.1%	7.0%

What month do you expect to graduate?

Year	Control Group	College Transitions
January	4.4%	0.0%
February	0.0%	1.0%
March	0.0%	1.0%
April	2.2%	2.0%
May	55.6%	66.0%
June	6.7%	7.0%
August	2.2%	0.0%
December	4.4%	4.0%
Don't know / Refused	24.4%	19.0%

Are you currently receiving any financial aid?

Answer	Control Group	College Transitions
Yes	37.8%	53.0%
No	42.2%	30.0%
Don't know	17.8%	16.0%
Refused	2.2%	1.0%

How much are you receiving?

- \$775
- \$800
- \$1,100
- \$1000
- \$1400
- \$2,000
- \$2000
- \$2360
- \$2500
- \$2600
- \$3,500
- \$300 per quarter
- \$3000
- \$3600
- \$500
- \$500.00
- \$5000
- \$6000
- \$6000.00
- \$7,250
- \$750 per semester
- \$8000

A loan
 About \$400 dollars
 Do not know
 Don't know
 Don't know yet
 Don't know
 Don't know.
 Full hope
 Full scholarship
 Full Scholarship
 Hope
 Hope grant
 Hope scholarship
 Hope Scholarship
 Hope, Pell Grant
 It varies because I also
 have a scholarship
 Not sure
 Pale grant
 Pale grant \$4025 a
 year
 Pell grant
 Pell grant-\$200 a
 semester
 Pell Grant, Federal
 Work Study, Perkins
 The Hope Grant
 The hope scholarship
 \$1000 per semester I
 think
 Tuition

Have you earned any scholarships?

Answer	Control Group	College Transitions
Yes	42.2%	45.0%
No	57.8%	49.0%
Don't know	0.0%	6.0%

How much are you receiving (scholarship money)?

\$2000
\$4000
\$1000 a year \$500 each semester
\$1200
\$1300
\$1500
\$2000
\$3000
\$3600
\$500,
\$8000
About \$2000
Alumni Scholarship
DAR
Don't know
Don't know
Don't know the amount
Don't know the exact amount but everything is paid for.
Don't know.
Don't know the amount
Football and hope scholarships
Fourteen thousand a year
Full
Full \$27 to \$30 thousand
Full Scholarship
Full tuition and a \$130 for books
Geogia Powers and Hope
George Marshall
Hope-\$1500 a semester
Hope
Hope
Hope
Hope
Hope
Hope
Hope
Hope
Hope
Hope
Hope
Hope
Hope 3000
Hope scholarship - Full
Hope scholarship
Hope Scholarship
Hope Scholarship and Pell Grant
Hope Scholarship and Pell Grant

Hope scholarship is full
 Hope, \$500
 Hope, Macon Housing Authority
 Just paying for tuition and books
 One
 The hope scholarship
 The hope scholarship is a full scholarship
 Tuition Fees, Room, and Board

After you graduate from college, do you think you will go back to get a higher degree like a Masters, PhD, Law, Medical, or some other advanced degree?

Degree	Control Group	College Transitions
Masters degree	33.3%	29.0%
Doctorate	0.0%	8.0%
Law school	8.9%	3.0%
Medical School	6.7%	7.0%
Other	4.4%	12.0%
Don't know	13.3%	9.0%

How easy or difficult was your transition from high school to college?

Transition	Control Group	College Transitions
Very difficult	5.1%	2.6%
Somewhat difficult	20.5%	15.4%
Neither	2.6%	1.3%
Somewhat easy	46.2%	55.1%
Very easy	23.1%	25.6%

How helpful were your high school classes in preparing you for college life?

Help	Control Group	College Transitions
No help at all	2.6%	2.6%
Slightly helpful	17.9%	10.3%
Moderately helpful	38.5%	23.1%
Very helpful	33.3%	46.2%
Extremely helpful	7.7%	16.7%

In which term did you first enroll at your current college or university?

Term	Control Group	College Transitions
Summer 2004	13.0%	3.0%
Fall 2004	43.5%	36.4%
Winter 2005	4.3%	6.1%
Spring 2005	4.3%	6.1%
Summer 2005	4.3%	6.1%
Fall 2005	21.7%	39.4%
Don't know	8.7%	3.0%

Have you taken any time off school since that term?

Answer	Control Group	College Transitions
Yes	21.7%	3.0%
No	78.3%	97.0%

Which terms were you not in school?

Term	Control Group	College Transitions
Winter 2005	20.0%	0.0%
Spring 2005	40.0%	100.0%
Summer 2005	20.0%	0.0%
Don't know / Refused	20.0%	0.0%

Why did you take that time off?

I don't know.

I transferred back home to a college closer and because I was home sick.

Personal Reasons.

Relax

So I could work. (p) That's it

To work, because I was in debt.

College Transitions Students Only

How much do you think the College Transitions class helped you get into college?

Help	College Transitions
No help at all	3.8%
Slightly helpful	14.1%
Moderately helpful	25.6%
Very helpful	26.9%
Extremely helpful	26.9%
Don't know	2.6%

How helpful was the College Transitions class in preparing you for college life?

Help	College Transitions
No help at all	9.0%
Slightly helpful	16.7%
Moderately helpful	35.9%
Very helpful	20.5%
Extremely helpful	15.4%
Don't know	2.6%

Would you have attended college if you hadn't taken the College Transitions class?

Answer	College Transitions
Yes	93.6%
No	2.6%
Don't know	3.8%

Final Module (All Respondents)

Which of the following categories best describes you?

Race	Control Group	College Transitions
White	47.9%	30.4%
African-American	49.0%	62.0%
Asian	2.1%	2.2%
American Indian	0.0%	.5%
Other race	1.0%	2.2%
Multi-racial	0.0%	1.1%
Refused to answer	0.0%	1.6%

Are you Hispanic or Latino (Latina)?

Answer	Control Group	College Transitions
Yes	2.4%	3.7%
No	96.4%	95.6%
Don't know or Refused	1.2%	.7%

In high school, were you eligible for free or reduced meals?

Eligibility	Control Group	College Transitions
Free	24.1%	21.5%
Reduced	7.2%	17.8%
Not Eligible	66.3%	59.3%
Refused	2.4%	1.5%

Respondent's gender (by observation)

Gender	Control Group	College Transitions
Male	44.2%	37.0%
Female	55.8%	63.0%

Open-Ended Questions

In general, what has your college experience been like?

Helpful learning and new information.

It's been great. I play basketball in college. I like being on the team.

Great, its more freedom compared to high school.

Interesting

Okay

Not bad. Makes you wonder.

It's been good.

There have been ups and downs, but it's good. You get some teachers that want to see you succeed and some that don't.

Good.

Not quite what I expected but okay.

Good

It's been good. You have to study a lot more.

To tell you the truth it has been just like high school.

Rewarding overall.

Fun

So far it has been pretty good. The course prepared me for college in order to get my work done on time.

Different, but not too bad.

Okay, no problems.

They've been good. It's a lot better than high school. Much more freedom. You have more studying time since there are breaks between classes.

Okay.

Fun. Pretty much like I was in high school but I get more breaks.

Fun

Great, pretty good.

Interesting

Testy, not as easy as high school, more of a challenge.

Harder than high school but I'm catching on to it.

Good. I met a lot of people and like my majors.

It's hard. Going to class and keeping up with the work every day.

It has been okay. English classes are very rough.

Pretty good

Classes are a little bit difficult and expectations are higher.

Fun

Pretty good. Flexibility. Not as many rules and regulations.

Positive

It's been great, it's been fun. I'm enjoying a new chapter of life, experiencing everything new. That's it.

It's been pretty good. I have enjoyed it. All my professors have been very good to me have had no problems.

Good

It has been good. I've learned a lot of new information. Stuff that I would need in a business situation.

Not bad

It's been okay.

Fun

Good

It has been great. It's great, I was already organized and felt prepared for it in high school.

A better environment. Learn better in college than in high school.

It's been alright. Trying to adapt from the college life and it's way different from high school.

Not much different from high school since I took college classes in high school. Nothing else to say

Boring. I commute every day.

Like high school but more studying.

It has been pretty busy with a lot of homework and a lot of study time.

There are a bunch of new things at once.

As far as being with the people. Being able to connect with the people. It's hard getting accustomed to being away from home. But I'm getting used to it.

Alright. Better than high school, more independent.

What in particular in the College Transitions class helped you get into college?

The SAT Classes.

Learn how to fill out applications.

I don't know, preparation.

Learning the vocabulary and stuff.

Helping decide which college to go to and financial aid.

Preparation and learning deadlines.

Application classes

We had a class SAT prep and we did everything about college in there.

Applying for colleges.

Learning how to study.

SAT classes.

Basically just time management to get my things done. Like financial aid and to have a back up plan to be prepared for anything.

Application class.

Actually it was more like certain teachers; the way they behaved towards you because that's the way professors behave towards you, instead of pampering you.

SAT score and it helped me apply.

Figure out which college to go to. I can't remember.

It's up to you to make the grade and you're more independent.

Time management.

Nothing. Dr. Porter the professor was not helpful at all.

What in particular in the College Transitions class helped you prepare for life in college?

Time management.

Helping with the scheduling.

Everything

Time management. Study skills and stuff.

Probably my science class.

The amount of work.

Telling them what college was going to be like, helping prepare for SAT.

Getting me ready to have to study everyday.

Essay and application.

Just doing essays and research papers.

Research on the universities.

Difference in attitudes. Maturity level.

Time management because a lot of friends I have are having a hard to managing there time and doing things at the last minute and not getting as good as a grade as they could get.

Research and looking up stuff instead of teachers answering all your questions. They ask you to look it up. (P). that's it.

Showed what dorm life was like.

Figuring out which college to go to.

Responsibility, making sure you're on the top of your game.

A lot of work with study skills.

Going over things to help me prepare for what they were teaching us.

Do you have any other comments about your education or the College Transitions program?

I felt that their college transition program could have been organized a little better, and they could have had better professors teaching it, and I didn't feel it was helpful at all in my opinion and I had to put a debt on my own. He didn't ever show up, he got fired. We got a new professor, and we didn't get him until late in the semester, and they just made us cram a whole bunch of work in to get a grade..

I think it was a good experience overall. More students should take it. That's it.

No. They helped a lot. It wasn't when I got to college, it wasn't that overwhelming, it just broke things down, more. That's it.

No, I don't think so. I guess it was helpful and I'm glad it took it, it was a good experience. It just helped me figure out what I was going to do. I don't think so.

Well, with school, I would focus more, I guess I would say middle school, in eighth grade because that's focused on where your going to be in high school. Then in high school, then focus harder because that's what made it harder for me when I went to college because I was trying to learn what I should of learned back in high school, so that kind of made it hard. I could have just focused more on school work. I can't remember what it was. I was in Prop, and that program I was in, in seventh and eighth grade was supposed to help. Yes, it was teaching us about school. That was all.

Learning the SAT words, we could of done better on that. Because the way they taught us, was a little bit to fast for everybody. Break down and give you so many words we can learn instead of giving you so many at one time. That's it. Not really.

It was a good program.

Everything has been pretty decent for me. My grades aren't as great as I want them to be, but they're getting there. I think for me just the hardest part is not knowing anybody here. Just missing family and friends, but otherwise I can study. I always have to study a lot. I want, from here I want to just keep doing better and being able to own my own magazine, because that's what I want to, I want to be journalism is my major. Own my own magazine or work at Atlanta Journal Constitution. But, from going from high school to college, basically I just still had to keep studying hard, and know when is a good time for me to study. Because I actually study better at night, than I do in the daytime. My class schedule is kind of erratic, so I have to deal with what I have to deal with, because I registered late. So I would say that you register early if you can. I had last registration, so I had the last pick of classes. I would say that at first I kind of got into the class, because I just didn't want to be in another class, and it was it kind of was there as something to be in. so I got in it, but with good intentions, cause I want to get more scholarships, because I know my mom couldn't afford to send me to college. So I got this to help me with more scholarships, and in a way it did. It helped me find other scholarships that I didn't know existed, but I didn't get the scholarships. But I did see that there are a lot of different things out there that you can apply for, and it helped me to decide what kind of college I wanted to be at. Especially once I got a look at the campuses, when I saw some of the biggest schools, I kind of realized that I didn't want to be at a huge school like that. Especially when I saw, my first choice was Emory, and that's the only school I didn't get into. But when I went to the campus, I kind of didn't feel comfortable there anyway. It felt very secluded. If you don't really want to go there, you aren't going to find it cool. It's very hard to find, and then it just felt. I felt like if I was there, I won't be able to be myself, in that environment. And here I feel very comfortable; maybe because it's a southern school, but even though it's a southern school, it's very diverse school, there are a lot of people here. And I just felt like I was, I felt very younger around who I was around. Everybody was talking like everything had to do so educated sounding. You can say simple stuff and get your point across, just as well. It seemed to me, I was being around people who seemed to be fake, and I didn't want to be around people like that. Well I might be bias if I talk about her; because she was my sponsor for a club I was in. and our president of our club. I've known longer than just that. I think that she did a good job for her first year doing it and I think she made sure every student in the class got to know every aspect of what it would be like in college, and different things you might encounter, and how to deal with different situations. And she emphasized stuff, like the SAT, she emphasized that that was very important for us to get into college. She made sure we did it, and we understood what we were doing. Cause it seemed like to me, it was more important for us to understand what we were doing, than for use to make really, really good grades, or be worried about making an A on this, or an A in that. She wanted to make us understand what we were doing. The people that were in that class, from what I know, it seemed like most people who went to that class, are either in college now, or in the military, so it did make people make a decision. It made people realize whether they really wanted to be in college or in the military, or do different things with what they wanted to do. Or get their career started. Cause it seemed like a lot of people, when we went on our trip. The trip, I think was very important, when we went on our trip, people got to see students, how it was there, how their schedule was like, and that helped them determine whether they wanted to be doing that for the next couple of years, instead of going to the military. Because a lot of people at first were like, I'm going to the military. Then it kind of decreased, more people wanted to go to college. More people wanted to, we went to UGA. More people wanting to go to UGA when we went, we didn't have that many people get into to UGA. But we do have people who got in, who go there, right now. I don't know what else to say.

I think the college transition program can help certain students in certain areas that they need help in. Some students, they don't get a lot of help because they already know it, and some students, it helps a lot or it encourages them to go to college. No, because I had my mind set, I just took it to see how the class was going to help me get to college. They gave us the same amount of work that they do in college that we did in high school in the college transition class, we did higher math in the college transition sometimes just to let us get a feel of what the college math would be like. No, that's it.

Yea, College transition was a very good program. The program encouraged me to not only go to college, but as well get a trade. In all, it made me productive, and more aware on how to get scholarships, and what type of college and what to do. Basically, it prepared me for a successful future all together. It encouraged me to go to college and junior school. It's a really good program to take in high school. College transition is good and it prepares people for the future. It means you always want to be successful even if you don't get a chance to go to college, but it really gets you to where college is where you want to go and what you want to complete and what you want to do.

I'm looking to start school by January.

I guess they should start the class earlier where underclassmen can take it in high school. No ma'am.

It was the most helpful out of all my classes at my high school, well towards college.

No sir. Taking advance curriculum as I can. Its difficult but its all for better parts of my years I think cause I hope I can apply at Georgia.

Not really. I just wish there were more AP classes offered at my high school.

No, the only thing I would say is, I feel like I'm receiving the education, but I just feel like the living conditions at my school are not up to par with other schools. And at my school I'm paying so much money and feel like for me just to pay so much money for going to school, I think I should be granted a better living condition, but other than that everything is fine. No, thank you.

I guess, try and stay on my work, and focus. That's really it.

No. No, just that I plan on attending college as soon as I get a car and stuff.

Nothing really that I can think of right now, I am going to be applying for some scholarships like this upcoming month, so that's really like the only thing that I have to say and I know that I do want to go to either Columbus State University or the University of Alabama & Birmingham, UAB. I have looked at University of Georgia, that's on my list also.

I think it's very important. I take my grades very seriously, I have a four point two, and I try to keep it up at all times, no matter what. I guess that's about it. I'm doing very well I just tend to procrastinate and I get kind of stressed out but it always turns out well in the end. I'm in the eleventh. No, that's about it.

I got hopes so far. That's about it. A's and B's.

No. Well, in my math class, I'm doing good and I guess from high school it helped me in math but not my other courses. The material we went over in our math class, I've seen it. No.

No. I don't know anything to say right now. To those who are going to college or something like that, I guess to stick in there. Tell them that college is good, its very convenient, its easier than high school. You take more responsibility for yourself and you're able to do what you need to do, and schedule classes when you feel it is more appropriate for you to take classes, and its good. You have to make sure you got to do what you got to do. Do what you got to do for studying in class, don't just sit there and wait for it to come to you. You got to do it and try to work things out, study, learn how to study, ask people to help you study, do what you got to do. No.

Nope, nothing more than what I can get the most out of it as I can. I mean use it to full potential and take advantage of every opportunity. No, that's good.

It was kind of hard, from switching to the regular to the technical because a lot of my classes changed and once I was in the classes I got changed into more classes. It was okay, but it was kind of confusing. It was really explained very well. Its just like do you want to be in either this class or this class, it was not a lot of options, a lot of the classes were filled up, and then one of the teachers ended up leaving so I couldn't take a class that I needed because they didn't have a teacher for it, so that was the only confusing part. It did make it a lot easier changing to tech because I like it, it fit me a little bit more. I wasn't very good at math and you didn't have to have as many math credits, and I enjoyed most of my classes after I switched after the big chaos switch, but it was pretty good afterwards. Yes. That's it.

It's a great program. I knew I was going to go to college anyway, but I had friends that were in the class that didn't know what they were going to do, but it helps people make decisions and choices and let them know the right decisions to take, because it can help you for your future. That is all.

It was good, it gets you off on the right foot. If you plan on attending college, I think it's really good. It's been a while. It makes you feel comfortable, it will always seem like you are there, you will be comfortable, you won't be lost when you get there. The teacher was great. Lucas, Ms. Lucas. It's important, I don't think you can do anything without it, unless you want to work fast food restaurants and there isn't anything wrong with that, you just don't want to struggle all your life.

It's a good program, I hope it keeps going. It helped me a lot. That's all.

I recommend it to people because it helps you with SAT and if you're not sure, what kind of college you want to go to. That's it.

No sir. It's a very good program. I think the classes were beneficial for the seniors, I think it helped us mature in a lot of ways telling us how to study and when to study and helping us on our SAT skills and all that.

I think it should be offered in other schools, I'm not sure if it is, but I think it should be.

No, no comments. It helped me out for financial aid and everything like that, but I could of done the college thing other than that by myself.

Besides that its a good program. It was a good program. It will help people that are not for sure about getting scholarships and grants and stuff. It also helps you, and reminds you about the SAT and the other, the ACT.

No, that's pretty easy. Like what? I've received the best education in this county that there is to offer.

I think the college transition program was a good idea and I'm glad I stuck to it, it did help me a lot. Based on other classes in high school, those helped too, but that class just focused on college.

I feel like I was one of the first students to take a class, and it felt like it did help a lot. It had a lot of vocabulary that was needed for like SAT, and I felt that as the classes go on, the teachers know how to teach the course a little bit better once they get familiar with it, it will be a great class. That's it.

Yeah they helped out a lot on the SAT. I would recommend that seniors take it.

Yeah, about the high schools, I've heard that like through the counties, or basically all schools in general, they are going to have like six classes. Is that true? Well, I know this probably isn't going to work, but try hook some people up with some scholarships. Well, I guess that's it.

All I've got to say is that it should be offered in all high schools. I say that because you wouldn't realize the things that are offered, in the book as far as, some kids don't even know how to go about to apply for different schools and the right way to do it, how many schools they should apply, what time of the year they should do it. That class helps you understand why, when, what part of the year you need to, It's a very good class and I think it pushes high school students to attend college.

Other than beef it up, make it more realistic. No, that pretty much sums it up.

No. I don't know, I think it was fun, I thought it was. It wasn't as boring as all the other programs I went to and it kept you with the program, and not dozed off and stuff. No. Yes.

Not really. Just that I'm attending Athens Tech starting in January.

Yes, it allowed me to gain experience with hands on activities, besides a teacher standing there, telling you. It allows you to do it yourself and learn for yourself, and learn from your peers, too, rather than just standing there wishing, oh how does that work, you actually got to see how it worked, or know how it happens. It really helped me with the SATs too; my scores increased from one year to the other because he taught us vocabulary, taught us technique, and the book also, the college transition book gave us a lot of ideas how to fill out college applications, if you're going to get a job. Those applications, any forms you had to fill out, that book helped a lot.

No, it was pretty self explanatory to me, pretty good a course, I thought it was perfect. I'm not sure what you mean. I'm not sure. I thought it was great, I had fun. Yeah, it sure was. Yeah.

I'm not like an angry person at all sir. Well there was nothing that made me mad really. Probably the people around me, because. I'm not sure, I haven't thought that. Study hard. Well most of the people fail math, but math. Well, I didn't fail math. Calculus. No, that's it.

Appendix B: High School Questionnaire Responses by College Transitions Status

1. How much have the following people encouraged you to attend college?

Group	College Transitions	Control Group
Parents	6.25	6.39
Teachers	6.23	5.91
Counselors	5.46	5.63
Other Relatives	5.41	5.06
Friends	5.28	5.19
Grandparents	5.14	4.83
Friends' Parents	4.61	4.25
Clergy	4.34	3.76
Coaches	4.14	3.62
Neighbors	3.15	2.94

2. How closely does each statement describe your parents?

Statement	College Transitions	Control Group
Think school is very important	6.63	6.68
Encourage me to do my best in school	6.33	6.48
Expect me to attend college	6.30	6.34
Check my report cards	5.77	5.80
Talk with me about school	5.46	5.73
Make sure I do my homework	5.23	5.33
Expect me to work after high school	5.21	5.69
Know my friends well	5.02	5.30
Reward me for good grades	4.46	4.45
Help me with my homework	3.77	4.02
Meet with my teachers regularly	3.04	3.08

3. How closely does each statement describe you?

Statement	College Transitions	Control Group
Care about the grades I get	6.44	6.36
Generally get along with my teachers	6.08	6.03
Worry about my grades	6.00	6.09
Work hard for good grades	5.81	5.76
Do all my homework	5.35	5.11
Enjoy most of my classes	5.10	5.20
Study a lot	4.36	4.20

4. How likely do you think it is that you will be...

Action	College Transitions	Control Group
Accepted into college	6.18	6.01
Go to college	6.46	6.42

5. What type of college would you like to attend?

Type of College	College Transitions	Control Group
Do Not Want To Attend College	0.8%	0.5%
Technical College	8.3%	11.5%
2-Year College	5.6%	6.4%
4-Year College	32.7%	34.4%
University	52.6%	47.2%

6. What type of college do you expect to attend?

Type of College	College Transitions	Control Group
Do Not Want To Attend College	1.1%	1.8%
Technical College	8.6%	13.4%
2-Year College	8.6%	7.8%
4-Year College	37.4%	37.3%
University	44.3%	39.6%

7. What job or career would you like to work toward?

Job Group	College Transitions	Control Group
Medical	32.7%	30.6%
Professional	16.3%	13.1%
Business	14.5%	10.4%
Entertainment/Sports/Hospitality	9.1%	12.6%
Education	6.9%	7.2%
Computers/Technical	6.5%	7.7%
Social Services/Government	1.9%	2.7%
Law Enforcement	1.9%	1.8%
Other	1.9%	2.7%
Don't Know/No Answer	8.5%	11.3%

8. What sort of degree will you need to get that job?

Type of Degree	College Transitions	Control Group
High School Diploma	2.1%	8.0%
Some College	1.3%	0.9%
Technical College or Associate Degree	7.6%	7.1%
Bachelors Degree	43.9%	38.7%
Graduate Degree	29.2%	30.2%
Don't Know	15.8%	15.1%

9. Why are you taking the College Transitions class? (Choose all that apply.)

Statement	Percent
It will help me get into college	62.9%
To learn what college is like	60.3%
Someone at school selected me	41.7%
The class looks good on my transcript	27.1%
To figure out if I want to go to college	23.7%
My friends are in the class	12.2%
I think it will be an easy class	10.4%
My parents made me	5.0%

10. Which of these is the most important reason taking the College Transitions class? (Choose only one.)

Statement	Percent
It will help me get into college	46.3%
To learn what college is like	31.8%
Someone at school selected me	6.9%
The class looks good on my transcript	3.2%
To figure out if I want to go to college	9.9%
My friends are in the class	0.4%
I think it will be an easy class	0.8%
My parents made me	0.6%

11. What do you expect to get out of the College Transitions class? (Choose all that apply.)

Statement	Percent
It will help me adjust to college life	62.0%
It will get me into the college I want	52.3%
It will help me get financial aid for college	46.9%
It will help me make good grades in college	42.7%
It will help me ... get a better job	35.1%
It will help me to graduate from college	25.0%

12. Which of these results is the most important to you? (Choose only one.)

Statement	Percent
It will help me adjust to college life	22.4%
It will get me into the college I want	32.1%
It will help me get financial aid for college	8.8%
It will help me make good grades in college	13.6%
It will help me ... get a better job	12.1%
It will help me to graduate from college	10.9%

Appendix C: High School Questionnaire Responses of Students Who Completed Both the Beginning and End of Term Questionnaires

1. How much have the following people encouraged you to attend college?

Group	College Transitions		Control Group	
	Start	End	Start	End
Parents	6.31	6.31	6.68	6.68
Teachers	6.21	6.31	6.00	5.78
Counselors	5.09	5.61	5.81	5.38
Other Relatives	5.39	5.59	5.58	4.84
Friends	5.15	5.45	4.92	5.16
Grandparents	5.13	5.48	4.86	4.59
Friends' Parents	4.59	4.68	4.30	4.22
Clergy	4.24	4.60	3.46	3.71
Coaches	4.12	4.31	3.86	3.38
Neighbors	2.88	3.54	2.32	2.56

2. How closely does each statement describe your parents?

Statement	College Transitions		Control Group	
	Start	End	Start	End
Think school is very important	6.72	6.54	6.84	6.86
Encourage me to do my best in school	6.41	6.31	6.76	6.46
Expect me to attend college	6.39	6.44	6.68	6.86
Check my report cards	5.95	5.75	6.33	6.35
Talk with me about school	5.50	5.34	5.95	5.92
Make sure I do my homework	5.33	5.11	5.62	5.35
Expect me to work after high school	5.06	5.30	6.08	5.76
Know my friends well	4.84	5.02	5.86	5.81
Reward me for good grades	4.38	4.35	4.51	4.30
Help me with my homework	3.65	4.02	4.70	4.19
Meet with my teachers regularly	2.94	3.22	3.51	3.31

3. How closely does each statement describe you?

Statement	College Transitions		Control Group	
	Start	End	Start	End
Care about the grades I get	6.59	6.44	6.44	6.39
Generally get along with my teachers	6.01	5.93	6.27	6.03
Worry about my grades	6.02	6.02	6.24	6.11
Work hard for good grades	5.81	5.85	5.97	5.92
Do all my homework	5.36	5.45	5.35	5.11
Enjoy most of my classes	5.17	5.19	5.62	5.56
Study a lot	4.36	4.66	4.41	4.58

4. How likely do you think it is that you will be...

Action	College Transitions		Control Group	
	Start	End	Start	End
Accepted into college	6.20	6.32	6.54	6.31
Go to college	6.58	6.48	6.73	6.75

5. What type of college would you like to attend?

Type of College	College Transitions		Control Group	
	Start	End	Start	End
Do Not Want To Attend College	0.0%	1.7%	0.0%	0.0%
Technical College	3.4%	5.0%	2.7%	2.8%
2-Year College	2.5%	2.5%	0.0%	0.0%
4-Year College	34.5%	35.5%	32.4%	33.3%
University	59.7%	55.4%	64.9%	63.9%

6. What type of college do you expect to attend?

Type of College	College Transitions		Control Group	
	Start	End	Start	End
Do Not Want To Attend College	0.0%	1.6%	0.0%	0.0%
Technical College	5.0%	4.1%	5.4%	5.6%
2-Year College	2.5%	5.7%	0.0%	0.0%
4-Year College	42.0%	41.0%	32.4%	44.4%
University	50.4%	47.5%	62.2%	50.0%

7. What job or career would you like to work toward?

Job Group	College Transitions		Control Group	
	Start	End	Start	End
Medical	35.2%	34.4%	29.7%	21.6%
Professional	20.5%	16.4%	27.0%	21.6%
Business	13.9%	12.3%	0.0%	2.7%
Entertainment/Sports/Hospitality	5.7%	5.7%	8.1%	8.1%
Education	4.9%	7.4%	2.7%	2.7%
Computers/Technical	9.8%	11.5%	21.6%	18.9%
Social Services/Government	0.0%	2.5%	2.7%	2.7%
Law Enforcement	0.0%	1.6%	0.0%	0.0%
Other	1.6%	1.6%	2.7%	2.7%
Don't Know/No Answer	8.2%	6.6%	5.4%	18.9%

8. What sort of degree will you need to get that job?

Type of Degree	College Transitions		Control Group	
	Start	End	Start	End
High School Diploma	0.8%	1.7%	5.4%	8.6%
Some College	0.8%	0.9%	0.0%	0.0%
Technical College or Associate Degree	4.1%	6.8%	0.0%	0.0%
Bachelors Degree	38.8%	43.6%	40.5%	37.1%
Graduate Degree	33.9%	30.8%	35.1%	37.1%
Don't Know	21.5%	16.2%	18.9%	17.1%

9. Why are you taking the College Transitions class? (Choose all that apply.)

Statement	Percent	
	Start	End
It will help me get into college	68.0%	53.3%
To learn what college is like	59.0%	59.0%
Someone at school selected me	48.4%	42.6%
The class looks good on my transcript	27.9%	23.8%
To figure out if I want to go to college	21.3%	26.2%
My friends are in the class	13.9%	12.3%
I think it will be an easy class	9.0%	8.2%
My parents made me	4.1%	5.7%

10. Which of these is the most important reason taking the College Transitions class? (Choose only one.)

Statement	Percent	
	Start	End
It will help me get into college	49.5%	38.2%
To learn what college is like	29.7%	33.3%
Someone at school selected me	9.0%	6.9%
The class looks good on my transcript	1.8%	2.9%
To figure out if I want to go to college	9.0%	13.7%
My friends are in the class	0.9%	1.0%
I think it will be an easy class	0.0%	2.0%
My parents made me	0.0%	2.0%

11. What do you expect to get out of the College Transitions class? (Choose all that apply.)

Statement	Percent	
	Start	End
It will get me into the college I want	59.0%	51.6%
It will help me adjust to college life	65.6%	67.2%
It will help me make good grades in college	48.4%	38.5%
It will help me ... get a better job	36.9%	35.2%
It will help me get financial aid for college	45.1%	43.4%
It will help me to graduate from college	25.4%	23.0%

12. Which of these results is the most important to you? (Choose only one.)

Statement	Percent	
	Start	End
It will get me into the college I want	34.2%	30.6%
It will help me adjust to college life	21.9%	26.1%
It will help me make good grades in college	12.3%	10.8%
It will help me ... get a better job	10.5%	11.7%
It will help me get financial aid for college	6.1%	9.9%
It will help me to graduate from college	14.9%	10.8%

Appendix D: High School Questionnaire Responses of PLC Students

1. How much have the following people encouraged you to attend college?

Group	Mean
Parents	5.92
Teachers	6.24
Counselors	5.70
Other Relatives	4.89
Friends	4.76
Grandparents	4.94
Friends' Parents	4.36
Clergy	4.03
Coaches	3.79
Neighbors	2.94

2. How closely does each statement describe your parents?

Statement	Mean
Think school is very important	6.36
Encourage me to do my best in school	6.23
Expect me to attend college	5.51
Check my report cards	5.50
Talk with me about school	5.78
Make sure I do my homework	5.32
Expect me to work after high school	5.60
Know my friends well	5.26
Reward me for good grades	4.88
Help me with my homework	4.55
Meet with my teachers regularly	3.41

3. How closely does each statement describe you?

Statement	Mean
Care about the grades I get	6.40
Generally get along with my teachers	6.09
Worry about my grades	5.94
Work hard for good grades	5.87
Do all my homework	5.18
Enjoy most of my classes	5.43
Study a lot	4.19

4. How likely do you think it is that you will be...

Action	Mean
Accepted into college	5.02
Go to college	5.88

5. What type of college would you like to attend?

Type of College	Percent
Do Not Want To Attend College	3.2%
Technical College	27.2%
2-Year College	16.0%
4-Year College	27.2%
University	26.4%

6. What type of college do you expect to attend?

Type of College	Percent
Do Not Want To Attend College	3.2%
Technical College	36.3%
2-Year College	13.7%
4-Year College	29.0%
University	17.7%

7. What job or career would you like to work toward?

Job Group	Percent
Medical	32.7%
Professional	16.3%
Business	14.5%
Entertainment/Sports/Hospitality	9.1%
Education	6.9%
Computers/Technical	6.5%
Social Services/Government	1.9%
Law Enforcement	1.9%
Other	1.9%
Don't Know/No Answer	8.5%

8. What sort of degree will you need to get that job?

Type of Degree	Percent
High School Diploma	12.9%
Some College	3.2%
Technical College or Associate Degree	22.6%
Bachelors Degree	22.6%
Graduate Degree	21.8%
Don't Know	16.9%

9. Why are you taking the College Transitions class? (Choose all that apply.)

Statement	Percent
It will help me get into college	67.5%
To learn what college is like	56.1%
Someone at school selected me	29.3%
The class looks good on my transcript	27.6%
To figure out if I want to go to college	26.8%
My friends are in the class	4.9%
I think it will be an easy class	11.4%
My parents made me	1.6%

10. Which of these is the most important reason taking the College Transitions class? (Choose only one.)

Statement	Percent
It will help me get into college	42.6%
To learn what college is like	24.1%
Someone at school selected me	6.5%
The class looks good on my transcript	7.4%
To figure out if I want to go to college	16.7%
My friends are in the class	0.0%
I think it will be an easy class	1.9%
My parents made me	0.9%

11. What do you expect to get out of the College Transitions class? (Choose all that apply.)

Statement	Percent
It will help me adjust to college life	55.3%
It will get me into the college I want	48.8%
It will help me get financial aid for college	31.7%
It will help me make good grades in college	41.5%
It will help me ... get a better job	51.2%
It will help me to graduate from college	28.5%

12. Which of these results is the most important to you? (Choose only one.)

Statement	Percent
It will help me adjust to college life	11.2%
It will get me into the college I want	22.4%
It will help me get financial aid for college	5.6%
It will help me make good grades in college	15.0%
It will help me ... get a better job	29.0%
It will help me to graduate from college	16.8%

Appendix E: College Transitions Teachers Questionnaire Results

1. How important are the following topics?

College Transitions Topic	Start	End
SAT Preparation	7.00	6.91
Application Process	6.82	6.18
Career Planning	6.64	5.82
First Year of College	6.54	6.00
Time Management	6.36	6.27
How to Pay for Higher Education	6.27	5.82
Act Like a College Student	6.27	5.82
Study Skills	6.09	6.27
Write Like a College Student	5.64	4.36
Oral Presentations	5.63	5.09
Read Like a College Student	5.46	4.55
The Research Paper	5.46	6.18
Good Nutrition	5.45	5.45
What Can I Learn from the Newspaper	5.45	5.36
Finances	5.27	3.91
Computer Literacy	5.09	5.09
Business Etiquette	4.91	3.64
Idioms, Allusions, Acronyms & Abbreviations	4.46	3.64

2. Which one of these topics is the most important?

College Transitions Topic	Start	End
SAT Preparation	63.6%	36.4%
Career Planning	18.2%	18.2%
Application Process	9.1%	18.2%
Write Like a College Student	9.1%	9.1%
Time Management		9.1%
Study Skills		9.1%

3. Which one of these topics is the least important?

College Transitions Topic	Start	End
Good Nutrition	45.5%	45.5%

Idioms, Allusions, Acronyms & Abbreviations	36.4%	36.4%
Act Like a College Student	9.1%	9.1%
Oral Presentations	9.1%	
Computer Literacy		9.1%

4. What other topics do you think are important and should be added to the curriculum?

- Students with special needs
- Cultural diversity at post-secondary institutions (instructors & students)
- Cultural literacy
- Music & art appreciation
- Application process forms – I would like to see more forms for applying for college, jobs, resumes, etc.
- Importance of visiting colleges (more emphasis needed)
- College visitation/meeting with admissions officers
- Cultural literacy (E.D. Hirsch)
- Interpersonal skills – how to deal w/ a roommate, how to get involved
- Dealing w/ the barriers – what’s holding you back?

5. What percentage of your College Transitions students do you expect to do the following tasks?

Academic Task	Start		End	
	Average	Range	Average	Range
Accepted into college	83.0%	40-100	85.5%	60-95
Attend college	78.9%	30-100	73.3%	50-85
Graduate college	64.1%	10-90	65.0%	10-100

6. Students’ reasons for taking the College Transitions class

Reasons	Start		End	
	Teachers	Students	Teachers	Students
It will help them get into college	72.7%	49.5%	40.0%	38.2%
Someone at school selected them	18.2%	9.0%	60.0%	6.9%
Their parents made them	9.1%	0.0%	0.0%	2.0%
To learn what college is like	0.0%	29.7%	0.0%	33.3%
Their friends are in the class	0.0%	0.9%	0.0%	1.0%
To figure out if they want to go to college	0.0%	9.0%	0.0%	13.7%
They think it will be an easy class	0.0%	0.0%	0.0%	2.0%
The class looks good on a transcript	0.0%	1.8%	0.0%	2.9%

7. Which of these results do you think is the most important to your students?

Results	Start		End	
	Teachers	Students	Teachers	Students
It will get me into the college I want	45.5%	34.2%	27.3%	30.6%
It will help me get financial aid for college	27.3%	6.1%	9.1%	9.9%
It will help me make good grades in college	9.1%	12.3%	9.1%	10.8%
It will help me adjust to college life	9.1%	21.9%	18.2%	26.1%
It will help me get ... a better job	9.1%	10.5%	18.2%	11.7%
It will help me graduate from college	0.0%	14.9%	9.1%	10.8%