

# My Journey to College (MyJTC): The Impact of a Summer College-Preparation Program in Educating and Shifting Rising Ninth Graders' Attitudes Towards the College-Going Process

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## Program Overview and Objective

### My Journey to College

- MyJTC is an outgrowth of a partnership between the California Academic Partnership Program (CAPP) and the UCLA EASE Project
- MyJTC, provides rising ninth graders with 40 hours of instruction about the transition from middle school to high school and introduces them to essential information about the college eligibility requirements.
- The program culminates with a four day program at UCLA that exposes students to college life by giving them the opportunity to attend lectures and participate in a series of workshops relating to the college preparation process.

### Objective

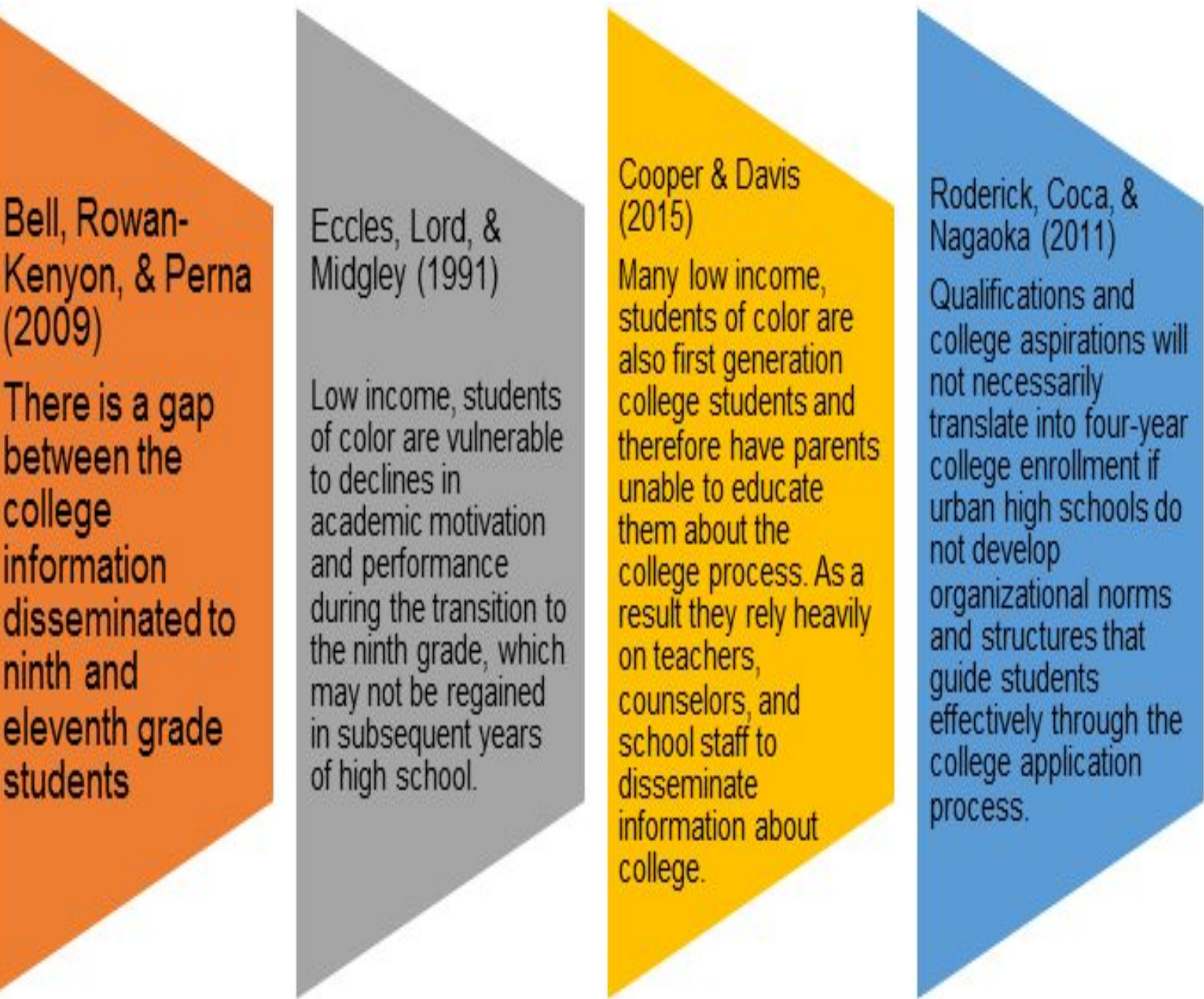
This research aims to assess the social and academic effects that a college readiness program sponsored by UCLA called, My Journey To College (MyJTC) has on students attending urban schools

### Research Questions

- How does participation in a college readiness program during the middle to high school transition impact the attitudes towards high school and college-going behaviors?
- Does participation in MyJTC significantly increase rising ninth graders knowledge on college eligibility requirements?

## Literature Review

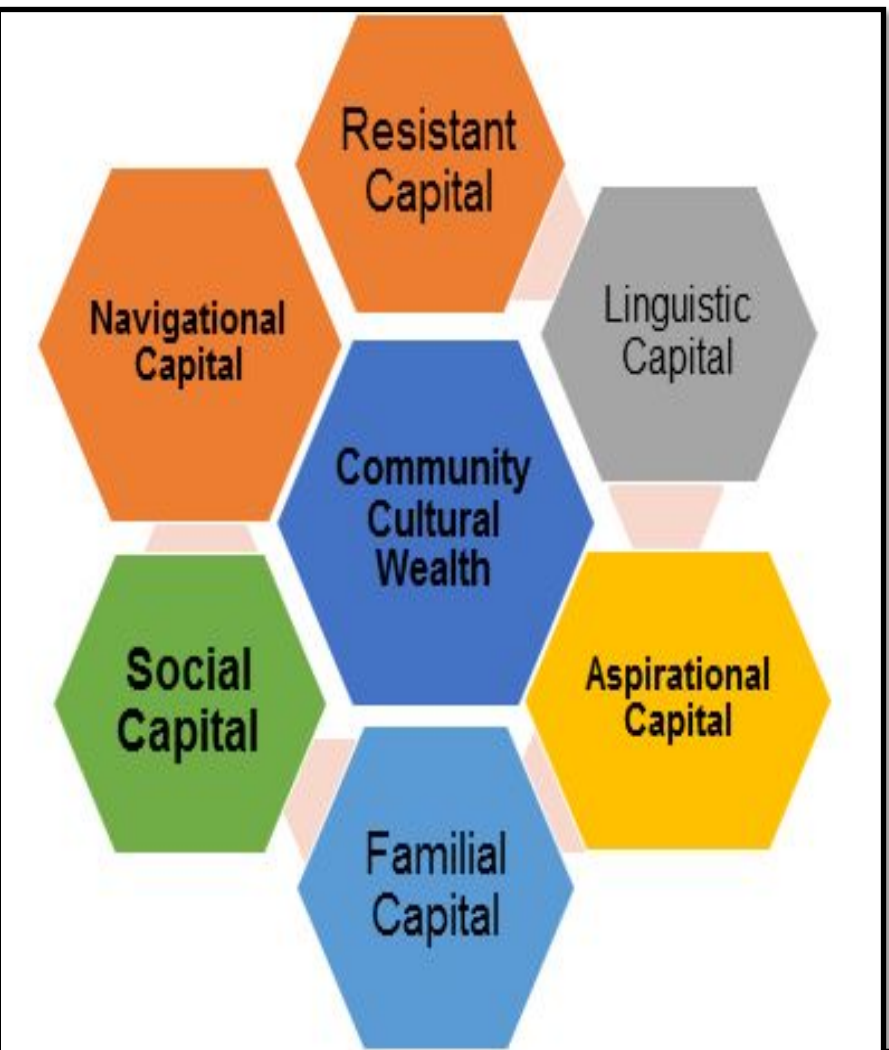
Research suggests:



The literature suggests there is an abundance of college readiness strategies for low income, students of color. However, there is a gap in literature that address the information that the students need as they transition from eighth to ninth grade.

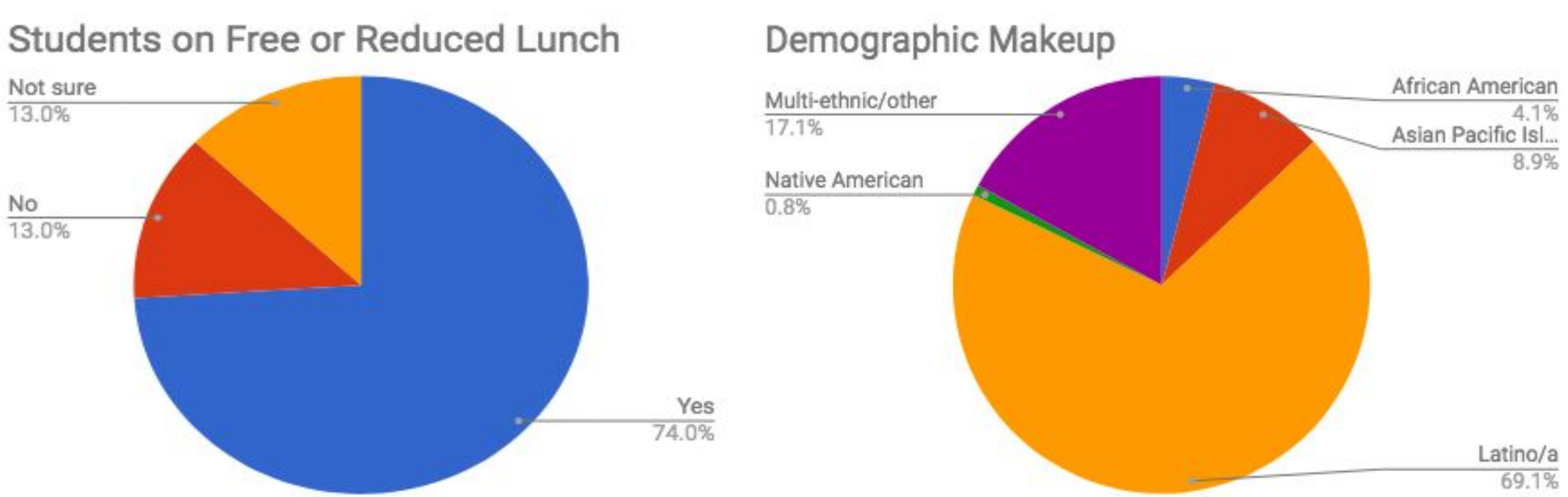
## Theoretical Framework

- Solorzano & Yosso (2012): Critical Race Theory (CRT) in education draws away from deficit views towards Students of Color. CRT with regard to education is rooted in racial and social justice in an effort to create access and equity for students of color in education.
- Yosso (2005): Community cultural wealth is grounded in six main forms of capital that Students of Color utilize
- For this study, three forms of capital: aspirational, navigational, and social intersect, and significantly increase with student participation in MyJTC. Data results depict that students demonstrate strong aspirations to matriculate to college. Participation in MyJTC amplifies students' social capital, therefore, easing them into the navigational phase where students gain knowledge and are exposed to a series of prep-workshops.

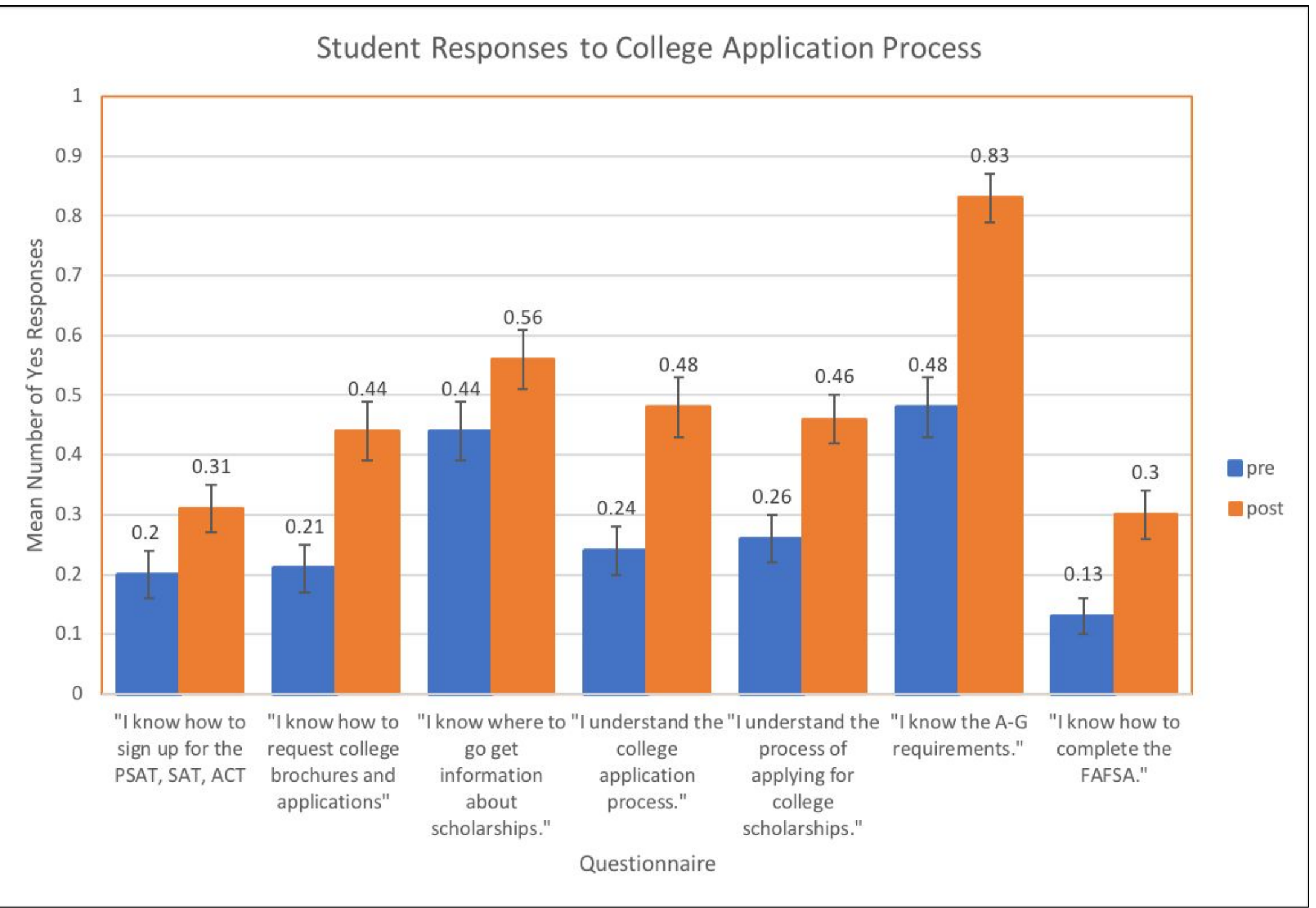


## Methodology and Data Analysis

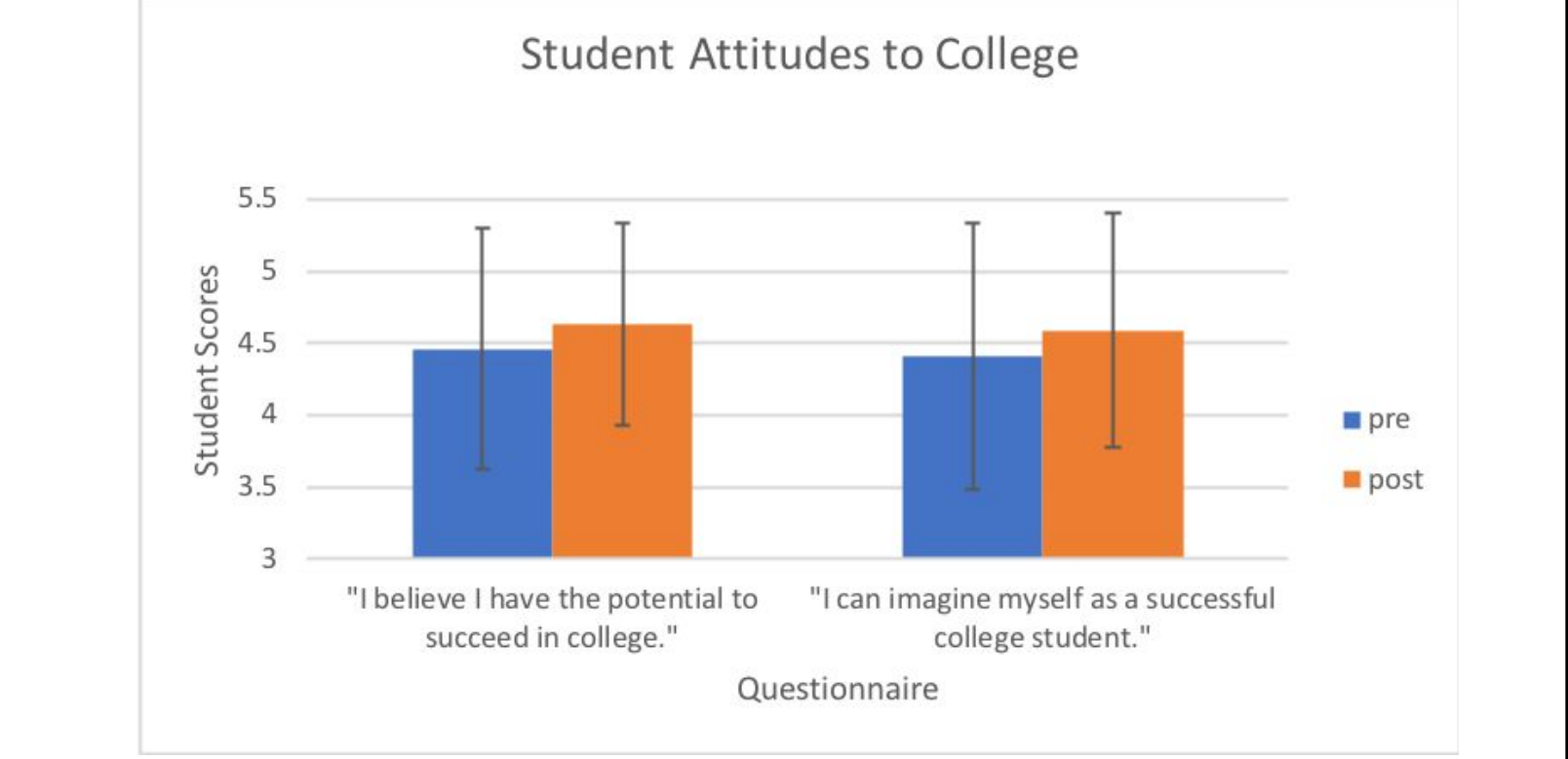
- A pretest-posttest design was employed for this study in order to explore the relationship between college knowledge and attitudes prior to and after the students participation in MyJTC.
- Paired T-tests and a McNemar Test were used at pre- and post-program to measure student attitudes and knowledge on a questionnaire .
- The demographic breakdown of the 123 students (61% female, 39% male) from 5 urban schools across California is seen down below



## Quantitative Findings and Results



Students reported a significantly higher number of 'yes' responses (p's .00 to .03) to various questions concerning the college application process after completing the 9th grade college-readiness program.



Student scores were measured using a 5 point likert scale. Scores measured from pre-to-post-program were marginally significant (p's 0.06 to 0.07).

## Qualitative Findings and Results

### Student attitudes toward the future

- Academic Aspirations:**  
~ *"I want to go to college because I want to get a masters in engineering."*  
(Male, Latino(a), Savanna HS)
- Career Goals:**  
~ *"I want to go to college to become a doctor."*  
(Female, Latino(a), Cabrillo HS)
- Family Support:**  
~ *"I want to go to college to get a higher pay job and in order to support my family the way they have supported me my whole life."*  
(Female, Latino(a), Fremont HS)
- Exceeding Individual Expectations:**  
~ *"I want to prove my parents wrong."*  
(Female, Latino(a), Carbrillo HS)

## Discussion and Conclusions

### Implications and Recommendations:

- After completing MyJTC, students gained more knowledge on college eligibility requirements and the college admissions process.
- Our data suggests that students attitudes toward the college going process did not significantly change after completing MyJTC.
- By increasing college eligibility knowledge before the ninth grade, students will know which academic coursework to complete, how to request college brochures, and access financial aid resources.

### Limitation & Further Research:

- Re-administer the questionnaire at a later date (i.e. 6 months/1 year after the program) to see if the program had longitudinal effects on student attitudes.
- Track these students throughout their first years of high school with other students who did not enroll in the summer program to compare students' college eligibility via completion of A-G requirements, GPA, number of absences, etc.
- Warrants future research on how the program can also foster greater attitude changes for students who did not start with high college-going attitudes.

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