Predicting Summer Melt Among Disadvantaged Students
INTRODUCTIONS/ICE BREAKER
Overview of Presentation

- Phenomenon Of Summer Melt
- Significant Barriers Deterring Students From Enrolling In College After High School Graduation
- Doctoral Research on Summer Melt
- Tools to measure students' behaviors and perceptions that are potential deterrents to postsecondary enrollment
- To engage in important social justice dialogue in the hope to inspire each participant to commit to being the voice of GEAR UP and GEAR UP students.
Quiz Time

Let's Play
Research of Summer Melt

Ben Castleman & Lindsay Page

NPR Podcast
Up to 50% of Low-Income Students Experience Summer Melt
Why Do Students Melt?

- Procrastination
- Lack of Finances
- Complex College Process
- Lack of Support/Social Capital
- Family & Peer Pressure
- College Readiness

Hard-working HS grads who've done everything they're supposed to fail to matriculate in college
Rank Each Barrier from Most to Least That Impacts Summer Melt

Respond at PollEv.com/colleenwinn905

Answers to this poll are anonymous

Lack of Financial Support
Family and Peer Pressure to Stay Home to Contribute to the Family
Lack of Social Capital
Procrastination
Lack of College Fit
Lack of College Readiness
Complexities of Navigating the College Process
Educational Opportunity Gaps

Comparison of College Enrollment Between Low Poverty High Schools vs Highest Poverty High Schools

- High Poverty High Schools: 77%
- Low Poverty High Schools: 54%

National Student Clearinghouse Research Center (2018): High School Benchmarks: National College Progression Rates
In Your Program What Percentage of Seniors Enroll in College Directly After High School Graduation

When poll is active, respond at PollEv.com/colleenwinn905  Text COLLEENWINN905 to 37607 once to join

∞ Answers to this poll are anonymous

40-50%
55-75%
80-90%
100%
Employment Projections Impact Need for Postsecondary Training

By 2020, 65 percent of all jobs will require postsecondary education and training, up from 28 percent in 1973.

Figure 4: Postsecondary education and training

- Master's Degree or Better
- Bachelor's Degree
- Associate's Degree
- Some College/No Degree
- High School Diploma
- Less Than High School

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Jobs</th>
</tr>
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<tbody>
<tr>
<td>1973</td>
<td>91 Million</td>
</tr>
<tr>
<td>1992</td>
<td>129 Million</td>
</tr>
<tr>
<td>2010</td>
<td>143 Million</td>
</tr>
<tr>
<td>2020</td>
<td>164 Million</td>
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</tbody>
</table>
Surveys

Procrastination Assessment Scale for Students (PASS) (Solomon & Rothblum, 1984)
- Measures the level of student self-reported procrastination

Social Capital Questionnaire for Adolescents-(SCQ-AS)
- Measures Level of student’s Social Capital

Friends and Family Survey
- Measures Perceived Pressure from Family and Friends

Perceived Complexities of the College Process
- Measure students’ perceptions of how complicated and confusing the college process is
Research Method & Design

Setting
Urban schools throughout Massachusetts

Participants
140 Gear Up/TRiO and Non-Gear Up/TRiO high school seniors intending to enroll in college
PARTICIPATING HIGH SCHOOLS

BREAKDOWN OF PARTICIPATING HIGH SCHOOLS

- HIGH SCHOOL A: 29%
- HIGH SCHOOL B: 6%
- HIGH SCHOOL C: 33%
- HIGH SCHOOL D: 6%
- HIGH SCHOOL E: 26%
Participant Breakdown by GEAR UP/TRiO vs. NON-GEAR UP/TRiO

GEAR UP/TRIO VS NON-GEAR UP/TRIO

- I Don't Belong to a College Access Program: 60.4478
- Gear Up: 20.1493
- TRIO Talent Search: 2.9851
- TRIO Upward Bound: 16.4179
Participant Demographics

**Ethnicity of Participants**

- Asian: 16.4%
- Black/African: 26.1%
- White: 14.2%
- American: 27.6%
- Latino/Latina: 13.4%
- Other: 2.2%
GENDER

57% Male
43% Female
Data Analyses & Results

Binomial Logistic Regression

- The logistic regression model was statistically significant $X^2(11) = 39.83, p = .000038 (p = < .000)$. Of the 11 predictor variables 3 were statistically significant:
- The regression coefficient for Fear of Failure was statistically significant:
  \[ \beta = -2.24, \text{ Odds Ratio} = 0.11, \ p = .002 \]
- Negatively associated with college enrollment, meaning as Fear of Failure scores increase the likelihood of postsecondary enrollment decreases.
Data Analyses & Results

Binomial Logistic Regression

- The regression coefficient for Aversiveness to Task was statistically significant:
  \[ \beta = -0.21, \text{ Odds Ratio } = 0.32, \ p = .016 \]
- Negatively associated with college enrollment: meaning as Aversiveness to Task scores increase the likelihood of postsecondary enrollment decreases.
Data Analyses & Results

Binomial Logistic Regression

- The regression coefficient for **Friends and Family subscore** was statistically significant:

  \[ \beta = -0.21, \text{ Odds Ratio} = 0.81, p = .008 \]

  Negatively associated with college enrollment: meaning as **Friends and Family** scores increase the likelihood of postsecondary enrollment decreases.
Data Analyses & Results

ANALYSIS OF VARIANCE (ANOVA’S)

Student mean scores on the subscore for Complexity Confusing Overall were significantly different among parent education levels.

\[(F (5, 109) = 2.39, p = .043)\]
ANOVA Significant Findings

MEAN COMPARISON COMPLEXITY CONFUSING BY PARENT EDUCATION LEVEL

- < HIGH SCHOOL: 3.25
- HIGH SCHOOL: 3.48
- SOME COLLEGE: 3.4
- 2 YR: 3.11
- 4 YR: 5.02
- GRADUATE: 1.77
Data Analyzes & Results

ANALYSIS OF VARIANCE (ANOVA’S)

Student mean scores on the subscore for *Complexity Confusing Overall* were significantly different among GEAR UP/TRiO and Non-GEAR UP/TRiO

\[
(F (3, 112) = 3.10. \ p = 0.30)
\]
ANOVA Significant Findings
Data Analyses & Results

ANALYSIS OF VARIANCE (ANOVA’S)

Student mean scores on the *Social Capital Questionnaire Neighborhood Social Cohesion subscore* were significantly different among GEAR UP/TRiO and Non-GEAR UP/TRiO

\[(F (3, 128) = 3.22. \ p = .025)\]
ANOVA Significant Findings

Mean Comparison SCQ-AS Neighborhood Social Cohesion Gear Up/TRiO vs. Non-Gear Up

<table>
<thead>
<tr>
<th></th>
<th>Non_GU TRIO</th>
<th>GEAR UP</th>
<th>TRIO Talent Search</th>
<th>TRIO Upward Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCQ-AS Neighborhood Social Cohesion Gear Up</td>
<td>3.71</td>
<td>4.33</td>
<td>5.25</td>
<td>4.38</td>
</tr>
</tbody>
</table>
Summer Melt Significant Findings

- Enrolled: 69%
- Not Enrolled: 31%
Discussion

Procrastination: Fear of Failure/Aversiveness of Tasks

No Significant difference in mean scores on the PASS comparing gender and ethnicity

- **Gender**-findings contradict previous literature (Stuart, 2013), and support Solomon & Rothblum, 1984; Davis, 1999

- **Ethnicity**-supports previous literature from Solomon & Rothblum, 1984; Davis, 1999; and Stuart 2013.
IMPLICATIONS FOR PRACTICE
PROCRASTINATION

• WORKSHOPS AND INTERVENTION STRATEGIES-PASS SURVEYS
• PROFESSIONAL DEVELOPMENT FOR GUIDANCE COUNSELORS ON CAREER/COLLEGE

SECONDARY LEVEL
HIGH SCHOOL

SUMMER MELT

• PRESERVICE TRAINING

POSTSECONDARY LEVEL
Discussion

Pressure from Family and Friends

19% of students in current study perceive high levels of guilt from family and friends about their prospects of going to college

- Finding supports previous research-first generation college students are more likely to experience conflict between their home culture and values and those of the college community (Hartig & Steigerwald, 2007).
- Support from family and friends is more predictive of college success in first generation and minority students than cognitive predictors such as SATs and GPA, (Tracey & Sedlacek, 1985).
IMPLICATIONS FOR PRACTICE

- Model services after college access programs
- Best practice advisory programs
- Adopt systemic school-wide advisories and learning communities focused on college and career readiness
- Advisory models emphasizing parent engagement
- Implement Friends and Family Survey and proactive interventions to students and families to facilitate a smooth transition to college (Fazekas, A., & Warren, 2010)

SECONDARY LEVEL
High School

SUMMER MELT

- How Postsecondary Institutions can engage
  - Ask students what they need
  - Meet them where they are
  - Shifting the culture of the institution
  - Clear definition of what it means to be first generation
  - Build a supportive community
  - Cohort model

POSTSECONDARY LEVEL
Q & A

Equality is giving everyone a shoe

Equity is giving everyone a shoe that fits