

Rowan University

Rowan Digital Works

Theses and Dissertations

8-26-2009

An investigation of the lasting impact the C.H.A.M.P./GEAR-Up program at Rowan University has on selected alumni

Jamar Morton
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Higher Education Administration Commons](#)

Recommended Citation

Morton, Jamar, "An investigation of the lasting impact the C.H.A.M.P./GEAR-Up program at Rowan University has on selected alumni" (2009). *Theses and Dissertations*. 650.
<https://rdw.rowan.edu/etd/650>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

AN INVESTIGATION OF THE LASTING IMPACT THE C.H.A.M.P. / GEAR-UP
PROGRAM AT ROWAN UNVIERSTY HAS ON SELECTED ALUMNI

by
Jamar Morton

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts in Higher Education Administration
of
The Graduate School
at
Rowan University
August 26, 2009

Approved by _____

Burton R. Sisco, Ed.D.

Date Approved 8/26/2009

© 2009 Jamar Morton

ABSTRACT

Jamar Morton

AN INVESTIGATION OF THE LASTING IMPACT THE C.H.A.M.P. / GEAR-UP
PROGRAM AT ROWAN UNIVERSITY HAS ON SELECTED ALUMNI

2008/09

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education Administration

The purpose of this exploratory investigation was to determine the lasting impact of the C.H.A.M.P./GEAR-Up program alumni before the fall of 2004. The study involved 78 subjects, divided into two groups. Group one consisted of 70 subjects who participated in a survey. Group two consisted of eight subjects who participated in an interview.

The data collection instruments included a 30-item survey using the Likert scale format. The questions were arranged in a five factor grouping consisting of postsecondary exposure, identity development, social development, academic enrichment, motivational aspect, and program impact. The interview consisted of 12 questions ranging from general demographics, to past and lasting experiences of the program.

A majority of the subjects believed the C.H.A.M.P./GEAR-Up program had a positive lasting impact on their lives. Results showed a positive percentage in each of the five grouping factors.

ACKNOWLEDGMENTS

This work is dedicated to my grandmother, Gloria Morton, who has supported me throughout my college career. She had absolute confidence in me and my dreams dating back to my first day of college. I would like to say thank you for your love, understanding, and especially your encouragement. Without you, this would not have been possible.

Many thanks to my closest family members, Carol and Billy Brown, who are more like parents than aunt and uncle. There are too many reasons for my gratitude and appreciation. I could not have asked God for a better aunt or uncle.

Special thanks to my mentor Dr. James Coaxum, who granted me this opportunity to further my education. He has been the one person in my life who has had total belief in me and my dreams.

Last but not least, many thanks go to Dr. Burton Sisco, who helped me create a connection between research and myself. This is one field I have little experience with and truly built a strong and growing relationship with research.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
LIST OF TABLE	vi
CHAPTER	PAGE
I. INTRODUCTION	1
Background of the Problem	2
Purpose of the Study	3
Significance of the Study	4
Assumptions and Limitations	4
Operational Definitions.....	4
Research Questions.....	5
Organization of the Study	6
II. REVIEW OF THE LITERATURE	7
History of Pre-College Program	7
TRIO Program Descriptions	9
Success of the Upward Bound Program	12
Theoretical Framework	13
Rowan University C.H.A.M.P./GEAR-UP Program.....	15
Two Components of the C.H.A.M.P. Program.....	16
Student Requirements for Recruitment.....	17
Cruz-Soto Findings	17
College Awareness Programs Cut	18
Evaluation of New Jersey GEAR/Up 2005	19
Review: The New Jersey Gear up State Project (2007).....	21
Summary of the Literature Review	22
III. METHODOLOGY.....	23
Context of the Study	23
Instrumentation	23
Data Collection Procedures.....	25
Data Analysis	26
IV. FINDINGS	27
Profile of the Sample	27
Analysis of Quantitative Data.....	27

Research Question 1	27
Research Question 2	33
Analysis of Qualitative Data.....	35
Biographical Information.....	36
Research Question 3	43
Research Question 4	45
 V. SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	 46
Summary of the Study	46
Methodology	47
Data Analysis	48
Discussion of the Findings.....	49
Research Question 1	49
Research Question 2	50
Research Question 3	51
Research Question 4	52
Conclusions.....	53
Recommendations for Further Research.....	54
 REFERENCES	 56

APPENDICES

APPENDIX A: Institutional Review Board (IRB) Approval Letter	58
APPENDIX B: Interview Consent Form.....	60
APPENDIX C: C.H.A.M.P./GEAR-UP Impact Survey	62
APPENDIX D: Interview Questions	65

LIST OF TABLES

TABLE	PAGE
4.1 Postsecondary Exposure	28
4.2 Identity Development.....	29
4.3 Social Development.....	30
4.4 Academic Enrichment.....	32
4.5 Motivation.....	33
4.6 Program Impact.....	34
4.7 Interview Demographics.....	35
4.8 Interview Impact Themes	44

CHAPTER I

INTRODUCTION

Growing up in a house hold that has few ties to any type of postsecondary education is extremely tough. There are millions of individuals who are raised in this situation today. Very likely these individuals are raised in an at-risk environment. It almost sounds impossible for an individual to attend a collegiate institution who falls under these circumstances. It takes special exposure and motivation to help an individual pursue college.

Personally, growing up in a large poverty stricken family in the City of Asbury Park, New Jersey was extremely difficult. I was raised in a house hold that was unable to teach the notion that education is the number one priority. My five siblings and I were raised by my grandmother, who could not afford to raise us on our own. At the legal working age we were expected to get a job and help my grandmother with the monthly bills. It was not until the end of my junior year in high school that I was introduced to the thought of attending a college. My high school baseball coach began to mentor me about my work ethic and future goals. If it was not for him and his knowledge of educational opportunity I would not be where I am today. I am a living witness of one of the millions of Americans who have success stories just like my own.

To help a substantial amount of individuals who are raised in these unfortunate situations like myself, Rowan University has a pre-college program known as C.H.A.M.P./Gear-Up, or Creating Higher Aspirations and Motivations Project. The ultimate goal of this program is to help aid inner-city students attend a college or university. This is a very helpful program which provides tutoring in math, science, and reading, and introduces participants to the college choice process.

The C.H.A.M.P./Gear-Up program at Rowan University introduces participants to colleges and universities in many ways. It offers lectures and detailed descriptions of a college or university that students may choose to attend. It also informs students and parents about financial aid and the many ways to pay for an education. The program sponsors college trips and weekend tours to various institutions such as Ivy League schools, Historically Black Colleges and Universities, Division 1 schools and the like. For 10 years now the C.H.A.M.P./Gear-Up program selects 30-35 junior and seniors in high school to live on campus at Rowan University for 6 weeks during the summer. College exposure is extremely beneficial because not only does it motivate students to college but it also informs parents about the college choice process.

Background of the Problem

Diversity in colleges and universities is a growing epidemic in the United States. Achieving a greater diversified classroom is a growing trend in almost all colleges and universities. Due to the low number of minorities and low income students enrolled in college, many institutions began to implement a number of strategies intended to attract

historically underrepresented students. In order to raise the diversity rates, many colleges and universities have developed pre-college programs. Pre-college programs are geared to help minority low income students attend a college or university of their choosing.

Pre-college programs are usually funded by individual states through grants. They are required to track each student up until graduation of some type of postsecondary schooling. Critics believe these programs are ineffective and should be eliminated. For example, there was an attempt by the George W. Bush administration to cut all early college awareness programs to fund new high school preparation programs. The U.S. Congress successfully passed legislation to continue early awareness programs but the memory is still fresh. Research is needed to show the impact of early awareness program on students, especially those labeled at-risk.

Purpose of the Study

The purpose of this study was to investigate the impact of the C.H.A.M.P./G.E.A.R-Up program on selected graduates of the program. The study focused on the lasting impact of past alumnus' of the C.H.A.M.P./GEAR-Up program before the year 2004 and if this program has had a lasting impact on their success. Of particular interest was the impact the program had on participants' personal and professional development. As Sanders (200) said, "Schools in the United States must provide poor and minority students with educational opportunities that ensure that they have the tools necessary to become full and productive citizens" (p.2) .

Significance of the Study

The study was designed to examine the long term impact early college awareness programs has on students. The findings of the study may illustrate that not only did the C.H.A.M.P./GEAR-Up members increase their likelihood of attending a postsecondary institution but also had the positive benefits of collegiate intervention program for at-risk populations. In this day and age, in order to overcome certain social barriers it is imperative to obtain an education; thus, it is imperative to look at-risk males and females who are living under such circumstances.

Assumptions and Limitations

The study was limited to alumni who have been out of high school or a postsecondary institution since fall 2004. It is assumed that subjects responded truthfully and accurately. The limitation that may affect the study could be the study size, available research on the topic, and cooperation from the target population. In addition, researcher bias and truthfulness could alter the result of the study. The participants' memory base may be biased or changed through the years and each participant may not remember fully the benefits of the program. Also, the contact list available for each alumnus may be out dated resulting in a low number of completed surveys.

Operational Definitions

1. Alumni: A term used to describe participants who successfully completed the C.H.A.M.P./ GEAR-Up program before fall 2004.

2. At-Risk Students: Refers to students who are at risk or failing academically, for one or more of several reasons. The term can be used to describe a wide variety of students such as ethnic minorities, academically disadvantaged, disabled, low socioeconomic status, and probationary students.
(www.wikipedia.org)
3. C.H.A.M.P./ GEAR-Up program: A pre-college program housed at the Camden Campus of Rowan University.
4. Minority: A term used to describe Hispanic and African American participants in the C.H.A.M.P./ GEAR-Up program. (www.dicitionary.com)
5. NJASK: Refers to New Jersey Assessment of Skills and Knowledge given to all New Jersey public-schooled students in grades 3-8. The GEPA and HSPA are two test students must successfully to pass in order to graduate from middle school and high school. (www.wikipedia.org)
6. Students: A term used to describe African American and Hispanic members in the C.H.A.M.P./ GEAR-Up program.

Research Questions

The following research questions guided the study:

1. What is the impact of the C.H.A.M.P./GEAR-Up program on selected alumni participants before fall 2004?
2. What factors do selected alumni participants before fall 2004 report having the greatest and least impact?

3. What do the results of the interview say about the impact of the C.H.A.M.P./GEAR-Up program before fall 2004?
4. What recommendations do selected interview participants offer to improve the C.H.A.M.P./GEAR-Up program?

Organization of the Study

A review of academic writings and literature is provided in Chapter II that is significant to the study. Also, the history of pre college programs is reviewed. Chapter III explains the study procedures and methodology. This chapter includes the population and study sample, the data collection tools, the data collection procedures, and how the data were analyzed. Chapter IV presents the results of the study. The research questions posed in the introductory chapter are answered through statistical analysis. Chapter V summarizes and discusses the findings of the study, and offers conclusions and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

History of Pre-College Programs

In the midst of “War on Poverty,” President Lyndon B. Johnson signed the *Economic Opportunity Act* in August 1964. According to the *Journal of Negro Education* (1998), this legislation gave rise to the Office of Economic Opportunity and its Special Programs for Students from Disadvantage Backgrounds, which have since become more commonly known as, the nation's Trio programs.

Since that time period, many programs have come into existence under the Trio umbrella. The first Trio initiative was Upward Bound soon after followed by Talent Search which was created by the *Higher Education Act* (HEA) of 1965 According to the *Journal of Negro Education* (1998), in 1965 this was reauthorized forming the establishment of TRIO's Student Support Services program which transferred the entire TRIO program from the Office of Economic Opportunity to the Office of Higher Education Programs. In 1972, HEA was reauthorized once again forming the fourth TRIO program, Educational Opportunity Centers (EOC). The expansion of TRIO's reach and outreach continued in 1976 with the creation of the TRIO Staff and Leadership Training Authority (SLTA). “The Fifth TRIO program, the Ronald E. McNair Post-Baccalaureate Achievement Program, was created in 1986. Most recently, in 1990, the

U.S. Department of Education created the Upward Bound Math/Science Program, which is administered under the same regulations as other Upward Bound programs,” (Journal of Negro Education, 1998).

According to Wolanin (1996), the reauthorization of the HEA in 1980 was particularly important, politically and philosophically, for the adoption of two key concepts regarding eligibility for participation in TRIO programs. The first of these was consideration of students’ status as the first in their families to pursue higher education. The second was consideration of students' prior performance. “The first generation college criterion was important as a determinant of educational disadvantaged Wolanin notes, because it shifted TRIO eligibility requirements in a more encompassing direction by looking at the origin and impact of non financial barriers to access and success in postsecondary education” (Journal of Negro Education, 1998). On a political level these new stances empowered the advocates of the TRIO program to build coalitions in Congress, not only where their constituents were poor people but of those who had been denied opportunity for admission in postsecondary education. Wolanin states, “Philosophically, this focus means that TRIO programs are not demonstration programs; rather, they are an integral part of student aid.” Politically, Wolanin states, “prior performance has facilitated the development of an extensive cadre of experienced TRIO professionals who have gained a political sophistication and experience that has enabled them to become a nationwide network of people able to protect and expand” (p.1).

TRIO Program Descriptions

The Department of Education awards grants to private and public institutions of higher education and other organizations to establish the following TRIO initiatives at various sites across the United States:

1. Upward Bound: This program is geared to serve youth between the ages of 13 and 19 years old who have experienced low academic success. High school students from low income families whose parents have not earned a bachelor's degree or military veterans with only a high school degree are eligible to participate.

The program's goal is to increase the rates at which the targeted students enroll in and graduate from postsecondary institutions by providing fundamental support such as help with the college admissions process and assistance in preparing for college entrance examinations. It engages participating students in an extensive, multi-year program designed to provide academic, counseling, and tutoring services along with a cultural enrichment component, all of which enhance their regular school program prior to entering college, (Journal of Negro Education, 1998)

Upward Bound programs across the nation provide students with a college experience by arranging a five-to-eight week, full-time residential summer program at a postsecondary institution.

2. Talent Search: According to the *Journal of Negro Education* (1998), The Talent Search program aims to contact special individuals from similar backgrounds of

disadvantaged students that have the potential to succeed in higher education but might otherwise be overlooked in the college recruitment process. The Talent Search program provides these particular students with academic, career, and financial counseling to aid in them graduating from high school and to enroll into a postsecondary institution of their choosing. This program also encourages high school dropouts to reenter the educational system, complete high school, and pursue postsecondary education.

3. Student Support Services (SSS): According to the *Journal of Negro Education* (1998), SSS programs provide students from disadvantaged backgrounds with assistance in meeting basic college requirements opportunities for academic development, and motivation to successfully complete their postsecondary education. “The goal of SSS is to increase the college retention and graduation rates of its participants and facilitate their transition from one level of higher education to the next” (Journal of Negro Education, 1998).

4. Educational Opportunity Centers (EOC): According to the *Journal of Negro Education* (1998), “this center provide counseling and information on college admissions and financial aid options to qualified low- income, first generation college, and underrepresented minority adults who want to enter or continue a program of postsecondary education. The ultimate goal of the EOC program is to help adults successfully negotiate the college application process and successfully complete degree programs” (Journal of Negro Education, 1998).

5. Staff and Leadership Training Authority (SLTA): According to the *Journal of Negro Education* (1998), “the SLTA program provides funding to enhance the skills and expertise of TRIO project directors and staff. The focus of these projects consists of conferences, seminars, internships, and workshops. Training manuals for TRIO employees are also funded by the SLTA. The Secretary of Education and announcement in the *Federal Register* are responsible for training topics.”

6. The Ronald E. McNair Post- Baccalaureate Achievement Program: According to the *Journal of Negro Education* (1998), the McNair program prepares TRIO- eligible participants who are enrolled in institutions of higher learning, and who have demonstrated strong academic potential, for doctoral study by involving them in mentoring, internship, and research, and other scholarly activities. “Student Affairs staff works closely with program staff to help McNair participants meet their undergraduate requirements, investigate graduate opportunities, enroll in graduate school, and successfully complete advanced degrees” (Journal of Negro Education, 1998).

7. Upward Bound Math/ Science Program: According to the *Journal of Negro Education* (1998), this program was designed to strengthen the mathematics and science skills of TRIO students currently in high school. “The goal of the program is to help these students recognize and develop their potential to excel in these and related fields, and to encourage them to pursue postsecondary degrees and careers in mathematics and science based fields” (Journal of Negro Education).

Success of the Upward Bound Programs

According to Mathematica Policy Research, Inc. (MPR) (1997a, 1997b) there are mixed conclusions about Upward Bound's effectiveness. While MPR's investigations found Upward Bound to have no effect on participants' high school academic preparation or grades, it concluded that the program had a positive effect on students' college enrollment. "The MPR studies further noted that Upward Bound had positive effects on its participants' overall educational attainment but no effect on their persistence in college. These conclusions were supported by (Hexter, p.6)." The ultimate goal of TRIO programs is to increase effectiveness in closing the educational gap in the United States. There have been countless studies designed to prove that programs such as TRIO are not beneficial and a waste of tax payers' money.

According to the *Journal of Negro Education* (1998), 90% of Upward Bound participants entered postsecondary education, compared to 72% of non- participants. Some 74% of Upward Bound participants enrolled at four year institutions, compared with the 43% rate of nonparticipants. Some 20% of Upward Bound students graduated from four year institutions, compared to 5% of non participants. Two-to-three years' participation in Upward Bound programs shows the most significant impact. Young and Exum (1982) referred to the program's influence as "incremental," noting that "the more years of participation, the more successful the outcome among participants" (p. 219). They recommended two-to- three years' participation in Upward Bound as having the "most significant impact" (p. 219). "With regard to postsecondary education expectations, MPR's comparison of Upward Bound applicants from 1992 to 1994 with

other students from similar grades and socioeconomic backgrounds revealed that the former had higher educational attainment expectations, were better prepared academically, and had parents who were generally more involved in their children's school-related activities”(Journal of Negro Education, 1998). This study also found that, younger students were more likely to participate than older students, a finding that may be due to the fact that the former typically were not of working age and had not begun looking for employment.

Theoretical Framework

This study is influenced by Chickering and Reisser (1993) theory of the seven vectors of development. Student achievement depends upon personal level of development and knowing who they are. How can one focus on academic achievement when they are faced with issues that affect their everyday life?

The Seven Vectors of Student Development

According to Cruz-Soto (2004), Chickering and Reisser (1993) present a summary of identity in adolescences and how it can be beneficial to addressing issues that may occur later in the development process. Chickering and Reisser identified seven vectors of development that they believe are “major highways for journeying towards individuation” (Chickering & Resisser, 1993, p.35). The first stage, developing competence is an important stage that can be utilized in pre college awareness programs before that particular child enters postsecondary education.

A sense of competence is essential because it gives children the confidence which will lead to them coping with difficulties they may face and to successfully achieve goals. The second vector, managing emotions, aids students in developing the ability to identify and accept emotions. This stage helps students to properly express and control their emotions. At risk students are raised under extremely tough and stressful situations. Developing a strong sense of identity along with learning how to control ones anger, fretfulness, indignity, and culpability become essential in a persons' life.

According to Cruz-Soto (2004), the third vector involves "Moving through autonomy toward interdependence" (Chickering & Reisser, 1993, p. 117). This stage focuses on increased emotional independence better known as freedom; freedom from continual and pressuring needs for reassurance, affection, and approval from others.

The fourth vector deals with developing mature interpersonal relationships. The overall focus of this stage is acceptance. This includes people for their race, gender, ethnicity, sexuality, and religion. Overall, vector four stresses the importance of students respecting differences, and appreciating commonalities.

Vector five deals with establishing identity which includes comfort with body, appearance, gender, and sexual orientation. This vector also includes an understanding of one's social and cultural heritage, a clear self-concept, and comfort with one's lifestyle choices. "A secure sense of self-acceptance and self esteem, and personal stability are all significant in an individual's growth." (Evans, Forney, & Guido-Di Brito, 1998, p. 234)

Vector six explains developing a sense of purpose which illustrates creating clear vocational goals and committing to a specific objective. Finally, establishing a sense of personal integrity completes the seven vectors.

According to Cruz-Soto (2004), educational environments exert powerful influences on student development. Furthermore, applying all of the seven vectors into the learning of youth works wonders in preparing the young person for conventional learning.

Rowan University C.H.A.M.P./GEAR-UP Program

According to the C.H.A.M.P./GEAR-Up official website, The Creating Higher Aspiration and Motivation Project began at Rowan University in the fall of 1984. The program serves 7th through 12th grade students from Camden, Bridgeton, Millville, and Vineland who have been identified as having academic potential but whose academic performance may fall short of the standard required for admission to postsecondary education. The program includes a summer program of academic and personal support as well as educational and career broadening experiences. The academic year program includes after school tutoring, in-and-out of school counseling, Saturday field trips and educational activities, trips to colleges and universities in the region, PAST/SAT instruction, and extensive work with seniors on career and college access. The purpose of the program is to assist participants to develop meaningful goals and academic skills that will enable them to enter postsecondary education and complete the course of study in a program of their choosing. It is known that the C.H.A.M.P./GEAR-Up program students

will be adequately prepared to enter a collegiate curriculum in the sciences, math, or technology. In addition, the program will assist each “bridge” student in the process of applying for admission to college and completion of the forms necessary to ensure adequate financial aid ” (Retrieved from <http://www.rowan.edu/camden/champ/>).

C.H.A.M.P. seeks to provide participants with a solid foundation to enable them to successfully complete postsecondary programs leading to careers in fields in which persons from minority and /or disadvantaged backgrounds are under-represented, such as engineering, computer science, medicine, and environmental science.

Two Components of the C.H.A.M.P. Program

According to Cruz-Soto (2004), C.H.A.M.P. students participate in academic and career counseling during the school year. The C.H.A.M.P. program offers tutoring four days each week in all academic subjects. In order prepare students for the PSAT/SAT, tutorial classes are offered two days a week. The state of New Jersey requires every high school student to successfully pass the High School Proficiency Assessment (HSPA) in order to graduate. The C.H.A.M.P. program offers classes every second Saturday of each month of the school year to prepare students for the HSPA exam.

Cruz-Soto (2004) also states that during the summer sessions, students engage in a wide variety of different activities such as environmental workshops, which is best described as a series of mathematical and earth science instruction that are performed outdoors. The summer program focuses on expanding the students’ knowledge in Pineland ecology, physical science, and individual writing skills.

Student Requirements for Recruitment

According to Cruz-Soto (2004), to be admitted into the program each individual needs the following: proof of address, birth certificate, social security card, current federal 1040 tax forms, school transcripts, and student medical records. As soon as all the documentation is completed, the candidate patiently waits for an interview to be arranged. If the faculty and staff select that particular student into the program, he or she will begin participating in the program activities beginning in the fall term, attending Saturday courses in math, literature, writing, public speaking, and computers.

Cruz-Soto Findings

According to Cruz-Soto, students agreed that participating in the program had a positive impact on their academics lives. His findings indicated that college admissions information including tours were most beneficial in preparing them for postsecondary education. Also, Cruz-Soto noted that these features are important to the college choice process and should be continued as an essential portion of C.H.A.M.P./GEAR-Up program. The data suggested that most students were members of the C.H.A.M.P./GEAR-UP program for three or more years (88%). Thus, it is reasonable to conclude that most students found the program beneficial. In fact, more than 68% of the respondents gave high ratings for statements involving educational aspirations, improvement of grades, influences to attend college, college tours, academic skills, and mentoring.

As a group, the college information workshops and the six-week summer program were rated highest. Finally, the C.H.A.M.P./GEAR-UP program as a whole was evaluated by the respondents on a scale of 1 to 10. Cruz-Soto also found that 79% of those surveyed answered between the between the range of 8 to 10. Therefore, it can be concluded that generally students who participated in the C.H.A.M.P./GEAR-UP program and responded to the survey enjoyed their experiences, improved their academic skills, and rated highly the effectiveness of the program.

College Awareness Programs Cut

In 2005, “the Bush administration attempted to cut all early college awareness programs, such as TRIO and the total elimination of all GEAR UP career education funding. President Bush also called for cuts in two TRIO programs, Upward Bound and Talent Search citing poor evaluations” (Retrieved from http://goliath.ecnext.com/coms2/gi_0199-4339932/Senate-rejects-president-s-call.html1#abstract). The administration would use savings from these programs and others to fund a new high school intervention initiative. Advocates for minority-serving institutions and increased financial aid prevailed in one battle but lost another as Congress continued to send mixed signals on the prospect of more higher education funding next year. The Senate secured a major victory with a 51-49 vote rejecting President Bush's call for cuts in early college awareness programs and career education funding. With six Republicans joining 45 Democrats, the Senate instead voted to provide an extra \$5.4 billion for education programs. This extra funding was split up in many ways such as additional funding for Historically Black Colleges or Universities (HBCU),

more historic preservation at HBCUs, more funding for Hispanic- serving institutions, more funding for Head Start, and additional funding for TRIO, GEAR UP, and other early college awareness programs.

Evaluation of New Jersey GEAR/Up 2005

The number of participants in year one was 568 (1999-2000).

Over the next five years, administrators pledged to increase this number annually to a total of 1092 participants in year five (2003-04). Although the program did not meet the Year 1 recruitment quota the program expanded well with a steady growth annually, and with actual numbers falling only slightly below goals in the four years following the base year when 490 students were enrolled. No national retention figure for GEAR UP programs is available for comparison, but even without this standard it is clear that the program is working well in advancing the preponderance of original enrollees. (Evaluation of New Jersey GEAR/Up 2005.

(n.d.) Retrieved February 11, 2009, from

<http://www.nj.gov/highereducation/GearUpEval.pdf>)

In 2004-05, general interviews were conducted with the students of the program focusing on the effectiveness of the program. According to Heisel (2005), a majority of students interviewed attested to the value of their experiences in the program. The specific benefits the students cited from the program were:

- Assistance in raising grades in their course work;

- Increased interest and achievement in various academic disciplines through innovative instructional techniques;
- Hands- on experience related to various academic disciplines;
- The chance to meet new peers; and,
- The information to acquire college information and preparation.

(Evaluation of New Jersey GEAR/Up 2005. (n.d.) Retrieved February 11, 2009, from <http://www.nj.gov/highereducation/GearUpEval.pdf>)

According to Heisel (2005), college attendance patterns for NJ GEAR UP participants was significantly higher, than students who were not enrolled in the NJ GEAR UP program. Between 61% and 100% of all program completers enrolled in higher education. “These figures compare very favorably with national numbers, which indicate that the three year average college going figure for low income students is 47.8%, the figure for black students is 56.3%, and the figure for Hispanic students is 48.6%” (Retrieved from <http://www.nj.gov/highereducation/GearUpEval.pdf>).

Since receiving its 2005 grant, New Jersey GEAR UP nearly doubled enrollment and extended its services to sixth grade students; in doing so, it maintained its high quality level of service and met or exceeded enrollment and retention goals. There still is room for improvement in the program. According to Heisel (2005), there are three areas of improvements in which the program should focus on including leadership, staff development, and program promotion.

Review: The New Jersey Gear up State Project (2007)

According to Heisel (2007), the program has achieved several important objectives since the last review in 2005. The program has expanded significantly in size, added new elements such as stronger ties to the business community, and links to a variety of other educational innovations in the state that are essential for broad-scale change. Although individual sites display distinctive individual approaches, the central organization is cultivating both quality control as well as exercising leadership in emphasizing core goals.

In particular, the improvement in student performance on state exams and the benefits to local schools make the C.H.A.M.P./GEAR-Up an outstanding program. In every single year, in every single discipline, GEAR-Up students outpaced their peers, in some instances by great amounts. The trend lines show increasingly higher performance, especially on the GEPA and mathematics sub-test on the HSPA. What these data indicate is that the program is having an increasingly greater impact on participants, possibly influenced by the numerous other complementary initiatives now underway in New Jersey education, a pattern that may be producing synergistic outcomes for students.

As of 2007, GEAR Up students also outpaced non-members of the program in high school graduation rates. The study compared enrolled students to students with the same demographics who are none members living in the state of New Jersey (Heisel, 2007). On the first measure, there is more than a 25 point difference. On the second measure, the rate is nearly double:

NJ GEAR Up participants enrolled in college within six months of graduation at rates of 67.3% and 70.7% in 2005 and 2006 respectively, as compared to the state wide rate for student for low-income families of 36.1%. Likewise, the difference in SAT performance is great: in 2006 roughly a 50- point difference on the verbal and well over 50 points on the mathematics score. (Heisel, 2007)

Summary of the Literature Review

The literature suggests that pre college programs continue to make a positive impact in closing the educational gap in the United States. The students who have been members of pre college programs at a younger age have a greater chance of attending and graduating from a postsecondary institution.

The C.H.A.M.P./GEAR-UP Program has been in existence since the fall of 1984 and has guided thousands of students into a college or university. Even though the literature suggests that pre college program have been instrumental in helping at-risk youth attend colleges and universities, there is little empirical data on the long term impact of pre-college programs. More research is needed in order to obtain a better understanding of the impact of pre-college program on youth interested in college.

CHAPTER III

METHODOLOGY

Context of the Study

The population in this study consisted of 70 alumni students enrolled in C.H.A.M.P./GEAR-Up before fall 2004. Of the 70, eight alumni participated in the interview process. To assure the rights of the student participants, an Institutional Review Board (IRB) application (Appendix A) was submitted in February, 2009. The application included interview questions (Appendix D), a C.H.A.M.P./GEAR-UP IMPACT survey (Appendix C) and an interview consent form (Appendix B). The application was approved by the IRB on February 25, 2008. Following the approval, participants were asked to read and sign the consent form before participating in the interview process.

Instrumentation

This study used two types of instrumentation; a C.H.A.M.P./GEAR-UP IMPACT survey (Appendix C) and a C.H.A.M.P./GEAR-Up interview protocol (Appendix D). The survey served the purpose of obtaining information about the impact of C.H.A.M.P./GEAR-Up on alumni students. The purpose of the interview was to obtain in depth information on the personal experiences of individuals associated with the C.H.A.M.P./ GEAR-Up program. The survey and interview questions were developed

using knowledge bases information from the work of Cruz-Soto (2004). Content and face validity of the instruments were obtained through review by faculty experts in the Educational Leadership Department at Rowan University, pilot testing, and consistency with relevant research from the knowledge base.

The survey titled C.H.A.M.P./GEAR-Up IMPACT SURVEY, collected information pertaining to the subjects overall experiences and the lasting impact the program had on participant's lives. The survey consists of 30 statements using a Likert scale format. A Likert scale is best defined as a psychometric scale commonly used in questionnaires, and is the most widely used scale in survey research. When responding to a Likert questionnaire item, respondents specify their level of agreement to each statement. Each item used the scale of strongly agree (SA), agree (A), neutral (N), disagree (D), or strongly disagree (SD). Also, the items were arranged in a five factor grouping consisting of postsecondary exposure, identity development, social development, academic enrichment, motivational aspect, and program impact.

The interviews were conducted in person and consisted of 12 questions focused on the participants overall experience with the program. Each participant had an opportunity to write his or her contact information at the end of the survey stating whether to be entered into the random sampling process for the interviews. The interviews were conducted in a quiet and stable environment that allowed confidentiality including the C.H.A.M.P./GEAR-Up meeting rooms. The interview was designed to last approximately 20 to 30 minutes; some exceeded this time limit depending on how they answered the questions. The interview questions focused on how the participants

described their experiences with the C.H.A.M.P./GEAR-Up program. The interview also focused on how the participants were introduced to the program and what motivated them to successfully complete the program. Also, the interviews served the purpose of retrieving further information to better understand issues and characteristics that helped the participants in their tenure as a C.H.A.M.P./GEAR-Up student.

Data Collection Procedures

Permission was granted from the Institutional Review Board (IRB) of Rowan University to survey alumni of the C.H.A.M.P./GEAR-Up program (Appendix A). All of the participants, who completed an interview survey, were asked to read and sign a letter of consent (Appendix D) so they fully understood the nature of the survey. One hundred copies of the survey were sent out to the random alumni home mailing addresses. An informational paragraph is found at the top of the survey explaining confidentiality for the survey subjects. Completed surveys were returned to the sender. Eight of the 10 interviews were conducted in the C.H.A.M.P./GEAR-Up office. The other two interviews were conducted at a library that was convenient for both participants to travel. The interview process took between 20 to 30 minutes to complete depending on participant answers to the interview questions. With the completion of the interview, participants were reassured that the interview results would remain strictly confidential.

Data Analysis

The C.H.A.M.P./GEAR-Up IMPACT SURVEY offered quantitative data that were used to better understand different concerns and characteristics that helped subjects in their overall C.H.A.M.P./GEAR-Up program experiences. This data were analyzed using the Statistical Packaging for the Social Sciences (SPSS) computer software to calculate the descriptive statistics of frequencies, percentages, means, and standard deviations.

The interviews provided qualitative information concerning the impact the C.H.A.M.P./GEAR-Up program has played on the participants' life. Also, what factors of the program were most beneficial in preparation in the work force. Moreover, these questions supplied qualitative data on issues that C.H.A.M.P./GEAR-Up program should consider to improve or spend more time and effort on. The goal of the interview was to also obtain insight on the experiences, more importantly the influential foundations the helped participants get into the program and what kept them involved. The data were analyzed and transcribed using a content analysis procedure to find common themes in participants' responses (Sisco, 1981).

CHAPTER IV

FINDINGS

Profile of the Sample

The participants of this study consisted of alumni of the C.H.A.M.P./GEAR-Up program prior to fall 2004. A total of 100 surveys were distributed with 70 completed for a response rate of 70%. Eight survey subjects agreed to participate in an interview. All of the alumni who participated in the study come from backgrounds of limited education within their family structure such as first generation college student. Each item of the C.H.A.M.P./GEAR-Up impact survey was organized into five factor groupings consisting of postsecondary exposure, identity development, social development, academic enrichment, motivational aspect, and program impact.

Analysis of Quantitative Data

Research Question 1: What is the impact of the C.H.A.M.P./GEAR-Up program on selected alumni participants before fall 2004?

Table 4.1 displays subjects responses to survey items related to the factor of postsecondary exposure. The first item, “C.H.A.M.P./GEAR-Up aided in the completion of college application,” had a mean value of 4.09 ($SD=1.015$), with 31.4% strongly agreeing, 57.1% agreeing, 5.7% neutral, and 5.7 % strongly disagreeing. Similarly, the statement, “C.H.A.M.P./GEAR-Up educated me on financial aid in colleges,” had a mean value of 4.14 ($SD=.937$), with 82.9% strongly agreeing and agreeing, 11.4% neutral, and

5.8% disagreeing and strongly disagreeing. On the item, “C.H.A.M.P./GEAR-Up sponsored me to go on many college trips,” had a mean value of 4.06 with 80% strongly agreeing or agreeing and 1.4% strongly disagree. On the item, “C.H.A.M.P./GEAR-Up expanded my knowledge of majors offered at college,” had a mean value of 4.19, with 94.3 % either strongly agreeing or agreeing with this statement. In response to the item, “C.H.A.M.P./GEAR-Up helped reduce the financial burden associated with attending college,” the mean value was 3.60($SD=1.301$), with 60% strongly agreeing and agreeing and 18.4% disagreeing and strongly disagreeing. A total of 70% either strongly agreed or agreed with the statement, “C.H.A.M.P./GEAR-Up expanded my knowledge base of the various colleges in the U.S.”

Table 4.1

Postsecondary Exposure

Strongly Agree=SA Agree= A Neutral= N Disagree=DA Strongly Disagree=SD

	SA		A		N		DA		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
C.H.A.M.P./ GEAR-Up aided in the completion of college applications. $N=70$, $SD=.944$, $M=4.09$	22	31.4	40	57.1	4	5.7			4	5.7
C.H.A.M.P./GEAR-Up helped reduce the financial burden associated with attending college. $N =70$, $SD=1.301$, $M=3.60$	21	30.0	21	30.0	15	21.4	5	7.1	8	11.4
C.H.A.M.P./GEAR-Up sponsored me to go on many college trips. $N =70$, $SD=.849$, $M=4.06$	22	31.4	34	48.6	11	1.4	2	2.9	1	1.4

C.H.A.M.P./ GEAR-Up aided in the completion of college applications. <i>N</i> =70, <i>SD</i> =.944, <i>M</i> =4.09	22	31.4	40	57.1	4	5.7			4	5.7
C.H.A.M.P./ GEAR-Up educated me on financial aid in colleges. <i>N</i> =70, <i>SD</i> =.937, <i>M</i> =4.14	28	40.0	30	42.9	8	11.4	2	2.9	2	2.9
C.H.A.M.P./ GEAR-Up expanded my knowledge of majors offered at college. <i>N</i> =70, <i>SD</i> =.786, <i>M</i> =4.19	22	31.4	44	62.9	1	1.4	1	1.4	2	2.9

Table 4.2 displays data related to subjects responses to items related to the factor of identity development. The item with the highest mean value of 4.06 (*SD*=.849) was, “Overall C.H.A.M.P./GEAR-Up have helped me understand my ethnic identity.” A total of 80% strongly agreed or agreed, 15.7% were neutral, and 4.3% disagreed or strongly disagreed. The item with the lowest mean, “Overall my self confidence has risen since becoming a member of C.H.A.M.P./GEAR-Up,” had a mean score of 3.74 (*SD*=1.176) with 75.8% either strongly agreeing or agreeing, 11.4% neutral, and 2.8% disagreeing or strongly disagreeing.

Table 4.2

Identity Development

Strongly Agree=SA Agree= A Neutral= N Disagree=DA Strongly Disagree=SD

	SA		A		N		DA		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Overall C.H.A.M.P./ GEAR-Up have helped me understand my ethnic identity. <i>N</i> =70, <i>SD</i> =.849, <i>M</i> =4.06	22	31.4	34	48.6	11	15.7	2	2.9	1	1.4

Overall my self confidence has risen since becoming a member of C.H.A.M.P./ GEAR- Up <i>N</i> =70, <i>SD</i> =1.176, <i>M</i> =3.74	16	22.9	37	52.9	8	11.4	1	1.4	8	1.4
C.H.A.M.P./GEAR-Up helped enhance my leadership abilities consistent with my personality. <i>N</i> =70, <i>SD</i> =.890, <i>M</i> =3.93	16	22.9	40	57.1	9	12.9	3	4.3	2	2.9

Table 4.3 displays the data related to subjects responses to items related to the factor of social relations. The item with the highest mean value 4.07 (*SD*=1.094) was, “C.H.A.M.P./GEAR-Up played a significant role in the development of my written communication skills,” with 87.1% either strongly agreeing or agreeing, 4.3% neutral, and 8.6% strongly disagreeing. The item with the lowest mean, “C.H.A.M.P./GEAR-Up helped me deal with social problems I had growing up,” had a mean score of 3.87 (*SD*=1.179) with 74.3% either strongly agreeing or agreeing, 15.7% neutral, and 10% strongly disagreeing.

Table 4.3

Social Development

Strongly Agree=SA Agree= A Neutral= N Disagree=DA Strongly Disagree=SD

	SA		A		N		DA		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
C.H.A.M.P./ GEAR-Up played a significant role in the development of my oral communication skills. <i>N</i> =70, <i>SD</i> =1.142, <i>M</i> =4.00	26	37.1	31	44.3	6	8.6	1	1.4	6	8.6

C.H.A.M.P./ GEAR-Up played a significant role in the development of my written communication skills. <i>N</i> =70, <i>SD</i> =1.094, <i>M</i> =4.07	26	37.1	31	44.3	6	8.6	1	1.4	6	8.6
C.H.A.M.P./GEAR-Up helped me deal with social problems I had growing up. <i>N</i> =70, <i>SD</i> =1.179, <i>M</i> =3.87	23	32.9	29	41.4	11	15.7			7	10.0

Table 4.4 displays items related to the factor of academic achievement. The highest mean, “Overall C.H.A.M.P./GEAR-Up increased my study skills,” had a mean score of 4.57 (*SD*=.498) with 57.6% either strongly agreeing or agreeing, and 1.4% neutral. There were similar responses to the item, “Overall C.H.A.M.P./ GEAR-Up increased my reading skills,” which had a mean score of 4.17 (*SD*=.798). Over 80% strongly agreed or agreed with the item, “Overall C.H.A.M.P/ GEAR-Up increased my test taking skills,” compared to 1.4% who disagreed or strongly disagreed. The majority of respondents (77.1%) also strongly agreed or agreed with the statement, “Overall C.H.A.M.P./ GEAR-Up increased my math skills.” Subjects expressed a positive attitude to the statement “C.H.A.M.P./GEAR-Up enhanced my academic achievements,” with 80% strongly agreeing and agreeing. On the final statement, “Overall C.H.A.M.P./ GEAR-Up increased my writing skills,” a total of 70% either strongly agreed or agreed compared to 2.9% who disagreed or strongly disagreed.

Table 4.4

Academic Enrichment

Strongly Agree=SA Agree= A Neutral= N Disagree=DA Strongly Disagree=SD

	SA		A		N		DA		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
C.H.A.M.P./ GEAR-Up increased my study skills. <i>N</i> =70, <i>SD</i> =.498, <i>M</i> =4.57	39	55.7	30	42.9	1	1.4				
Overall C.H.A.M.P./ GEAR-Up increased my math skills. <i>N</i> =70, <i>SD</i> =.854, <i>M</i> =4.10	26	37.1	28	40.0	13	18.6	3	4.3		
Overall C.H.A.M.P./ GEAR-Up increased my reading skills. <i>N</i> =70, <i>SD</i> =.798, <i>M</i> =4.17	28	40.0	27	38.6	14	20.0	1	1.4		
Overall C.H.A.M.P./ GEAR-Up increased my writing skills. <i>N</i> =70, <i>SD</i> =.851, <i>M</i> =4.00	23	32.9	26	37.1	19	27.1	2	2.9		
Overall C.H.A.M.P./ GEAR-Up increased my test taking skills. <i>N</i> =70, <i>SD</i> =.859, <i>M</i> =4.06	22	31.4	34	48.6	11	15.7	2	2.9	1	1.4
C.H.A.M.P./GEAR-Up enhanced my academic achievements. <i>N</i> =70, <i>SD</i> =.849, <i>M</i> =4.06	22	31.4	34	48.6	11	1.4	2	2.9	1	1.4

Table 4.5 displays data related to the motivational factor of the C.H.A.M.P./GEAR-Up program. A total of 87.1% either strongly agreed or agreed with the survey item, "C.H.A.M.P./ GEAR-Up are the main reason I am as successful as I am today." To the item, "C.H.A.M.P./GEAR-Up motivated me to become a successful student," 90% of subjects responded they agreed or strongly agreed compared to 5.7% who strongly disagreed or disagreed. Eighty seven point one percent of respondents agreed or strongly agreed with the statement "Overall C.H.A.M.P./GEAR-Up helps inner

city youth become successful in adulthood,” compared with 8.6% who either strongly disagreed or disagreed. To the item, “C.H.A.M.P./GEAR-Up motivated me to graduate from high school,” 81.4% of the respondents strongly agree or agree compared to 10% of the respondents who disagreed or strongly disagreed.

Table 4.5

Motivation

Strongly Agree=SA Agree= A Neutral= N Disagree=DA Strongly Disagree=SD

	SA		A		N		DA		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
C.H.A.M.P./GEAR-Up motivated me to become a successful student. <i>N</i> =70, <i>SD</i> =1.017, <i>M</i> =4.46	47	67.1	16	22.9	3	4.3			4	5.7
Overall C.H.A.M.P./GEAR-Up helps inner city youth become successful in adulthood. <i>N</i> =70, <i>SD</i> =1.094, <i>M</i> =4.07	26	37.1	35	50.0	3	4.3			6	8.6
C.H.A.M.P./GEAR-Up motivated me to graduate from high school. <i>N</i> =70, <i>SD</i> =1.142, <i>M</i> =4.00	26	37.1	31	44.3	6	8.6	1	1.4	6	8.6
C.H.A.M.P./ GEAR-Up is the main reason I am as successful as I am today. <i>N</i> =70, <i>SD</i> =1.094, <i>M</i> =4.07	26	37.1	35	5.0	3	4.3			6	8.6

Research Question 2: What factors do selected alumni participants before fall 2004 report having the greatest and least impact?

Table 4.6 presents data related to the overall impact of the C.H.A.M.P./GEAR-Up program. Ninety-seven point one percent of respondents either disagreed or strongly disagreed with the survey item, “Overall, C.H.A.M.P./GEAR-Up is a meaningless

program.” To the item, “C.H.A.M.P./ GEAR-Up did not play any part in my success today,” 77.1% of respondents either agreed or strongly agreed compared with 4.3% who disagreed or strongly disagreed. Ninety-eight point six percent of respondents either agreed or strongly agreed with the statement “I learned transferable skills in C.H.A.M.P./ GEAR-Up that I use today,” as opposed to 1.4% who were neutral. To the item, “C.H.A.M.P./ GEAR-Up helped me find volunteer work in the community,” 92.8% either agreed or strongly agreed, with 5.7% either disagreeing or strongly disagreeing. Ninety two point eight percent of the participants either agreed or strongly agreed with the survey item, “C.H.A.M.P./GEAR-Up had an impact on my spiritual development.”

Table 4.6

Program Impact

Strongly Agree=SA Agree= A Neutral= N Disagree=DA Strongly Disagree=SD

\	SA		A		N		DA		SD	
	f	%	f	%	f	%	f	%	f	%
Overall, C.H.A.M.P./GEAR-Up is a meaningless program. <i>N</i> =70, <i>SD</i> =.539, <i>M</i> =1.36					2	2.9	21	30.0	47	67.4
I learned transferable skills in C.H.A.M.P./GEAR-Up that I use today. <i>N</i> =70, <i>SD</i> =.530, <i>M</i> =4.54	26	37.1	31	44.3	6	8.6	1	1.4	6	8.6
C.H.A.M.P./ GEAR-Up did not play any part in my success today. <i>N</i> =70, <i>SD</i> =.847, <i>M</i> =4.09	25	35.7	29	41.4	13	18.6	3	4.3		
C.H.A.M.P./ GEAR-Up helped me find volunteer work in the community. <i>N</i> =70, <i>SD</i> =.951, <i>M</i> =4.23	29	41.4	36	51.4	1	1.4	1	1.4	6	8.6

C.H.A.M.P./GEAR-Up had an impact on my spiritual development.
 $N=70$, $SD=.828$, $M=4.16$

Analysis of Qualitative Data

Table 4.7 provides background information of the participants who completed the interviews. The highest level of education earned from the interview participants was a Masters degree. Also, 100% reported having furthered their education past the high school level. A total of 62.5% reported they decided to attend college during their junior year in high school. Moreover, persistence was the most important trait for educational attainment amongst these student participants.

Table 4.7

Interview Demographics (n=8)

Variable		<i>F</i>	%
Sex			
	M	4	50
	F	4	50
	Total	8	100
Highest Academic Degree			
	Associates	1	12.5
	Bachelors	4	50
	Masters	3	37.5
	Total	8	100

Year Decided to

Attend College

Freshman	1	12.5
Sophomore	0	0
Junior	5	62.5
Senior	0	0
Other	2	25
Total	8	100

College Attended

Rowan University	2	25
Rutgers University	2	25
Howard University	1	12.5
Richard Stockton	2	25
Camden CC	1	12.5
Total	8	100

Biographical Information

Biographical sketches are provided in the space below to aid the reader in better understanding the background of the eight participants who completed the interview. Participant number one was raised in Camden New Jersey. Due to the low rate of Camden High School students attending postsecondary education, he was introduced to the C.H.A.M.P./GEAR-Up program at the age of 15. He received his undergraduate and graduate degree at Rowan University. As a youth he realized early in life that he wanted to better himself. He would see others in his community doing nothing with their lives and he did not want the same fate for himself. Due to a lack of motivation to attend school from his household, participant number one gracefully acknowledge the C.H.A.M.P./ GEAR-Up program as the reason of his success today. He stated “The C.H.A.M.P./GEAR-Up program really molded me with beneficial leadership skills and motivation to achieve high goals in life rather than settling for less.” The leadership

skills learned during his tenure with the program is beneficial to his everyday career job as an EOF freshman counselor today. He explained how he teaches his college students to be leaders and not followers. He set up numerous numbers of educational leadership conferences for his students to attend. He believes to become a successful individual each person must demonstrate some type of leadership skills in his or her personality. A lasting memory participant number one had while involved in the C.H.A.M.P./GEAR-Up program was remembering all of his peers having a good time learning and being exposed to new environments. "C.H.A.M.P./GEAR-Up showed me life outside of Camden and unlocked my set ways of accepting the Camden environment of my everyday life style. I personally believe the C.H.A.M.P./GEAR-Up program should receive more funding in order for them to expand their school base and serve as a positive impact on more at risk students lives."

Participant number two was born and raised in Camden New Jersey. She graduated from Woodrow Wilson High School and attended Rutgers University. Her career consists of being an accountant in the Camden area. During the interview she explained the essential role the C.H.A.M.P./GEAR-Up program played in her life. "The C.H.A.M.P./GEAR-Up program helped me to develop morals and values on the importance of achieving an education." This was very beneficial because two of her childhood friends conceived a child in high school. "Once I explained to my C.H.A.M.P./GEAR-Up program mentor about my friends' situations they instantly made sure that I would not follow in their footsteps. They expressed the significance of waiting to start a family and the importance of attending college and earning my degree." Also,

participant number two explained the importance the tutoring sessions had on her choices today. “I was an OK math student but with hard work and dedication from my tutors I turned into a very good math student. Look at where I am at today!” She also stated that the help of her math courses in high school through the C.H.A.M.P./GEAR-Up tutoring component is the reason she chose to be an accountant today. “I would love to see the C.H.A.M.P./GEAR-Up program become more than a nonprofit organization because if one year the program grant gets turned down the program is over. This will affect a tremendous amount of at-risk students and families in South Jersey.”

Participant number three graduated from Camden High School. The highest level of education obtained by this participant was an associate’s degree at a community college. Unlike the previous two interviewees this participant was forced to go to the program. He was locked up twice in his early teen years and was headed down the road of committing criminal activities for a living. The presiding judge forced him to join the program to better his life and make better life decisions. He noted the C.H.A.M.P./GEAR-Up program help him develop stronger communication skills.

“Growing up in Camden I was speaking broken English or in better terms Ebonics. This program helped me attain beneficial social skills that I utilize when I am in conferences, my careers, and interviews etc.” “One lasting memory I have of the C.H.A.M.P./GEAR-Up program is all of the long reading and writing sessions they put me through. I was far behind my peers in my reading level so they worked over time with me in order for me to catch up.” “Overall, I have the upmost respect for everything this programs stands for and the impact it has on my community. This program has changed the lives of thousands in

the Camden area. It is instilling educational values in the minds of these at-risk students which are responsible for the graduation rate of its students being higher than non members of the C.H.A.M.P./GEAR-Up program.” Due to the state of economy and job cuts participant number three is currently unemployed. Participant number three gave the C.H.A.M.P./GEAR-Up program much credit for his success in life and the reason why he is not locked up or dead today. He also noted he would like the C.H.A.M.P./GEAR-Up program to not have to rely on a grant to keep it running. “I know how this economy is and I personally have a fear of a lot of grants across the state getting cut. I personally would hate for this to happen to a program like C.H.A.M.P./GEAR-Up.”

Participant number four was raised in Millville, New Jersey. She graduated from Millville High School but almost did not attend college because becoming a mother at the end of her junior year in high school. She began her college career in a community college and transferred to Rowan University to obtain her undergraduate degree in sociology. Today, she is a social worker in Camden, New Jersey. She noted the C.H.A.M.P./GEAR-Up program played a vital motivational role in her life. She said she was blessed with mentors who helped her balance the responsibilities she had in life at the time. The C.H.A.M.P./GEAR-Up program “had a significant impact on my career goals for getting a passion to help at-risk families. I am a social worker in the Camden area because I wanted to help children in low SES environments. I also mentor my clients’ children on the importance of the C.H.A.M.P./GEAR-Up program and how to become a member.” Participant number four would like the C.H.A.M.P./GEAR-Up

program to adopt a component for teen pregnancy and coping with the difficulties being a young parent brings.

Participant number five was raised in Camden but moved to Sicklerville his senior year in high school. He graduated from Sicklerville High School and attended Howard University. After graduating from college his first job was a counselor for a nonprofit organization in South Jersey. His position called for helping at-risk students cope with life decisions and goals. He became a member of C.H.A.M.P./GEAR-Up because two of his friends were members. He states “even though my parents were the most significant reason to attend college, I do not take anything away from what the C.H.A.M.P./GEAR-Up program offered.” He also credits the C.H.A.M.P./GEAR-Up program for the reason he fell in love with the Howard University campus when they went on a HBCU college visit. He felt the question of which skills he learned from the program he utilizes today in his career is funny. “Obviously all of the workshops and programs offered the skills learned from them are still being utilized today. In my case I am going to take it a step further and I took what worked for the C.H.A.M.P./GEAR-Up program while I was there and implemented it into my current career job. For example, we offer college trips to students in our program because it is beneficial. I know it is because it is important for students to see a school before enrolling.” He also believes that pre-college programs for many at risk people are their only ticket out of the at risk predicaments they are a part of. “I wish programs such as these had unlimited funding in order to reach out to more and more at risk students.”

Growing up in Vineland and graduating from Vineland High School in New Jersey, participant six background helped to create educational expectations for her. “Growing up I knew I was going to college, I didn’t go right away but I knew I was going.” Her mother gave her a C.H.A.M.P./GEAR-Up application in the sixth grade, to remove any doubt anyone had on her child’s future. Even though her family background had a strong impact on her studies, outside of her household, she gives a lot of credit to her mentor from the C.H.A.M.P./GEAR-Up program. Participant six’s overall experiences in the C.H.A.M.P./GEAR-Up program were good. Today, participant number six is a proud married mother currently on leave from her occupation as a middle school teacher to take care of her new born. She had one suggestion about the C.H.A.M.P./GEAR-Up program. “I would like to see the program expand and advertise in the schools such as the Cherry Hills and reach out for the struggling population there as well because I know there is some that could be saved.”

Participant number seven was born and raised in Camden, New Jersey by his grandparents. As a youth his family had an impact on his educational aspirations. At home he had no motivation to pursue college or even graduate from high school. He remembers the first day being introduced to the C.H.A.M.P./GEAR-Up program, “I was in the vice principal’s office of Camden High my freshman year in high school. I was on my way on getting suspended for bringing a weapon to school. The principal was tempted to expel me but we came up with a mutual agreement in order for me to stay. He introduced me to the C.H.A.M.P./GEAR-Up program and said I have to become and stay an active member of the program and the rest is history.” Today, he is an aspiring

principal of a high school but is currently a high school gym teacher. He remembers going on trips with the program which allowed him to leave the Camden environment and finally visualize that it is a totally different world outside of Camden. He credits the workshops and reading sessions for expanding his knowledge base and thinking outside the box. He believes if it was not for the weapon he took to school that day his freshman year he would be either dead or locked up due to the distribution of drugs illegally. He suggested the program incorporate a section that is based solely on reaching out to individuals with a criminal record who lack leadership and direction in life. He believes students in this situation just lack guidance and vision and believes the C.H.A.M.P./GEAR-Up program will be perfect for them. When asked if he had any comments, he stated, "I will do anything for this program or ones like it, because it is programs like these that make this world a better place. Also, I would like to thank you for this interview which allowed me to share my story."

Participant number eight was a member of C.H.A.M.P./GEAR-Up her final two years of high school. She had respectable grades but attending Woodrow Wilson High School the resources for college information was scarce. She attended a presentation conducted by C.H.A.M.P./GEAR-Up program and the rest is history. This program was extremely beneficial on informing her who is a first generation college student on all of the requirements for admission into a standard college institution. She remembers the long editing process of her letter of admissions into colleges. Also, the rigid process the program walked her through to gather materials for the FAFSA form to be completed. "Prior to joining the program I was totally unaware of many steps it takes for an

individual to get into a college institution. My teachers and guidance counselors encouraged students to attend community colleges. I am not saying anything is wrong with that route but C.H.A.M.P./GEAR-Up motivated me to reach for my goals and not settle.” Participant number eight would like the C.H.A.M.P./GEAR-Up program to contact individuals in her situation. “It is a lot of students walking around that do not ask questions and do not know who to ask the questions too. I would love for the program to help older individuals who have the qualifications to attend college but lack the guidance.”

Research Question 3: What do the results of the interview say about the impact of the C.H.A.M.P./GEAR-Up program before fall 2004?

Table 4.3 provides information in regards to research question 3. The table shows impact themes that selected alumni encountered at C.H.A.M.P./GEAR-Up program. Participants were asked “What role has the C.H.A.M.P./GEAR-Up program played in your life today?” Overall, the C.H.A.M.P./GEAR-Up program impacted the participants in many ways. The participants indicated that they developed beneficial leadership skills, such as not being followers, taking leadership initiative, and being responsible for their life choices. One participant captured the role this way: “The C.H.A.M.P./GEAR-Up program really molded me with beneficial leadership skills and motivation to achieve high goals in life rather than settling for less.” The second question that was asked of the participants was “Which area have you benefited the most from your years in the program?” Participants indicated they developed moral and educational values. One participant stated, “The C.H.A.M.P./GEAR-Up program helped me develop morals and

values on the importance of achieving an education.” The third question that was posed to the participants was “What skills did you learn in the C.H.A.M.P./GEAR-Up program that you still utilize today?” Most of the participants credit strong development of their communication skills. Participant number four stated, “This program helped me attain beneficial social skills that I utilize when I am in conferences, my career, and interviews

Table 4.8

Interview Impact Themes

Theme	Frequency	Rank
What role has the C.H.A.M.P./GEAR-Up program played in your life today?		
Leadership Skills	3	1
Environment Exposure	2	2
College Applications	1	3
Others	2	4
Which area have you benefited the most from your years in the program?		
Morals and Values	3	1
Other	3	2
Volunteer Passion	2	1
What skills did you learn in the C.H.A.M.P./GEAR-Up program that you still utilize today?		
Leadership Skills	3	1
Reading Skills	2	2
Other	2	3
Math	1	2

Research Question 4: What recommendation do selected interview participants offer to improve the C.H.A.M.P./GEAR-Up program?

Participants were asked, “Anything else or suggestions you would like to offer” Participants stated that they wish the program received more funding and was not solely based on a renewal of a grant proposal. One participant stated, “I know how this economy is and I personally have a fear of a lot of grants across the state getting cut. I personally would hate for this to happen to a programs like a C.H.A.M.P./GEAR-Up.” Another participant stated, “I wish programs such as these had unlimited funding in order to reach out to more and more at risk students.” Participant number six noted, “I would like to see the program expand and advertise in the schools such as the Cherry Hills and reach out for the struggling population there as well because I know there is some that could be saved.” Others mentioned an expansion of the program is needed in many areas such as teenage pregnancy. Participant number four stated, “I would personally love for the C.H.A.M.P./GEAR-Up programs adapt a component for teen pregnancy and coping with the difficulties being a young parent brings.” Participant number five stated, “I would love for the program to expand solely on reaching out to individuals with a criminal record who lacks leadership and direction in life.”

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

Diversity in colleges and universities is a growing epidemic in the United States. Achieving a greater diversified classroom is a growing trend in almost all colleges and universities. Due to the low number of minorities and low income students enrolled in college, many institutions have begun to implement a number of strategies intended to attract historically underrepresented students. In order to raise the diversity rates, many colleges and universities have developed some type of pre-college program. Pre-college programs are geared to help minority low income students attend a college or university of their choosing.

This study examined the lasting impact the C.H.A.M.P./ GEAR-UP program at Rowan University had on its selected alumni before the year 2004. It has been an ongoing issue for at risk students enrolling and participating in higher education. This study has showed the positive impact early college awareness programs have on participating students. The findings of the study illustrated that not only does the C.H.A.M.P./GEAR-UP members increase their likelihood of attending a postsecondary institution but also has a lasting positive impact on themselves as motivating adults.

Methodology

The population in this study consisted of 70 alumni students who participated in C.H.A.M.P./GEAR-Up program before fall 2004. Of the 70 who completed the survey eight alumni participated in an interview. To assure the rights of the student participants, an Institutional Review Board (IRB) application was submitted in February, 2009. The application included a C.H.A.M.P./GEAR-UP IMPACT survey, an interview protocol, and an interview consent form. The application was approved by the IRB on February 25, 2008. Following the approval, participants were asked to read and sign the consent form before participating in the interview process.

This study used two types of instrumentation, a C.H.A.M.P./GEAR-Up interview protocol and a C.H.A.M.P./GEAR-UP IMPACT survey. The survey served the purpose of obtaining relevant C.H.A.M.P./GEAR-UP IMPACT information about the participants. The purpose of the interview was to obtain in depth information on the personal experiences of individuals' perspective of the C.H.A.M.P./ GEAR-Up program. The survey and interview questions were developed using knowledge base information from the work of Cruz-Soto (2004). Content and face validity of the instruments were obtained through review by faculty experts in the Educational Leadership Department at Rowan University and field testing.

The survey, titled C.H.A.M.P./GEAR-Up IMPACT SURVEY, collected information pertaining to the subjects overall experiences and the lasting impact the program had on their lives. The survey consisted of 30 statements using a Likert scale

format. A Likert scale is best defined as a psychometric scale commonly used in questionnaires, and is the most widely used scale in survey research. When responding to a Likert questionnaire item, respondents specified their level of agreement to each statement according to strongly agree (SA), agree (A), neutral (N), disagree (D), or strongly disagree (SD).

The interview consisted of 12 questions focused on participants overall experience as a member of the program. Each participant had an opportunity to write his or her contact information at the end of the survey stating whether they were willing to participate in an interview. The interviews were conducted in a quiet and stable environment that allowed confidentiality including the C.H.A.M.P./GEAR-Up meeting rooms. The interview was designed to last approximately 20 to 30 minutes; some exceeded this time limit depending on how they answered the questions. The interview questions focused on how the participants described their experiences with the C.H.A.M.P./GEAR-Up program. The interview also focused on how the participants were introduced to the program and what motivated them to successfully complete the program. Also, the interviews served the purpose of retrieving further information to better understand issues and characteristics that helped the participants in their tenure as a C.H.A.M.P./GEAR-Up student.

Data Analysis

The C.H.A.M.P./GEAR-Up IMPACT SURVEY offered quantitative data that were used to better understand different concerns and characteristics that helped

participants in their C.H.A.M.P./GEAR-Up program overall experiences. These data were analyzed using the Statistical Package for the Social Sciences (SPSS) computer software to calculate the descriptive statistics of frequencies, percentages, means, and standard deviations.

The interviews provided qualitative information concerning the impact the C.H.A.M.P./GEAR-Up program played on participants' lives. Also, what factors of the program were most beneficial in the person's success in the work force. Moreover, these questions supplied qualitative data on issues that C.H.A.M.P./GEAR-Up program should consider addressing so as to improve the program. The goal of the interview was to also obtain insight on the experiences, more importantly the influential foundations that helped participants to get into the program and what kept them involved. The data were analyzed and transcribed using a content analysis procedure to find common themes in participants' responses (Sisco, 1981).

Discussion of the Findings

Research Question 1: What is the impact of the C.H.A.M.P./GEAR-Up program on selected alumni participants before fall 2004?

A survey was given to measure the impact of the C.H.A.M.P./GEAR-Up program on selected alumni before fall 2004. Overall, participants reported C.H.A.M.P./GEAR-Up having a positive impact on their lives. Sixty percent of each question in the postsecondary exposure factor responded with a strongly agree or agree answer. Seventy percent of all participants responded to strongly agree or agree to

statements in the factor area of developing an identity while they were in the C.H.A.M.P./GEAR-Up program. Establishing "a sense of competence and identity" that gives children the confidence to cope with whatever challenges life brings is one of the central themes in Chickering and Reisser's(1993) work. For example, one interview participant stated that "C.H.A.M.P./GEAR-Up helped me find out who I am. They helped me realize my ethnic identity as a black male. They have helped me instill morals and values that I can become whatever I want no matter what race or ethnicity I am. They helped me cope with many of my childhood social and financial problems. I can honestly say they developed me into a strong African American male who will deal with and not run away from problems I may face in life." Moreover, 75% of all participants strongly agreed or agreed to statements in the social development factor while they were in the C.H.A.M.P./GEAR-Up program. In the academic enrichment factor, over 75% of participants responded strongly agree or agree to statements. In the motivational factor, over 78% agreed or strongly agreed to various motivational statements pertaining to the program.

Research Question 2: What factors do selected alumni participants before fall 2004 report having the greatest and least impact?

The findings showed that the selected participants of the C.H.A.M.P./GEAR-Up program before fall 2004 expressed positive attitudes regarding the positive impact of the program. Overall, 97.4% strongly agreed or agreed that C.H.A.M.P./GEAR-Up is a meaningful program. Also, 92.8% of respondents agreed or strongly agreed that C.H.A.M.P./GEAR-Up helped them to volunteer in their community and had an impact

on personal spiritual development. Moreover, 81.4% of participants strongly agreed or agreed to learning transferable skills in the C.H.A.M.P./GEAR-Up program. Lastly, 77.1% strongly disagreed or disagreed to the question of C.H.A.M.P./GEAR-Up did not play any part in their success as maturing adults.

Research Question 3: What do the results of the interview say about the impact of the C.H.A.M.P./GEAR-Up program before fall 2004?

Overall, interview participants agreed that the C.H.A.M.P./GEAR-Up program played a positive impact in their lives. This study confirmed the findings of Cruz-Soto (2004) who found that college admissions information including tours were most beneficial in preparing the students for postsecondary education. The most common theme noticed was that participants developed beneficial leadership skills, such as taking leadership initiative, and personal responsibility for their life choices. One participant captured the impact this way: “The C.H.A.M.P./GEAR-Up program really molded me with beneficial leadership skills and motivation to achieve high goals in life rather than settling for less.” Another emerging theme reported by participants was the development of morals and educational values. One participant stated, “The C.H.A.M.P./GEAR-Up program helped me develop morals and values on the importance of achieving an education.” Another theme cited by participants was the development of personal communication skills. One participant stated, “This program helped me attain beneficial social skills that I utilize when I am in conferences, my career, and interviews.” The C.H.A.M.P./GEAR-UP Program supports Chickering and Reisser’s (1993) assertion that early intervention programs make a positive impact on lives of adolescents.

Research Question 4: What recommendations do selected interview participants offer to improve the C.H.A.M.P./GEAR-Up program?

A key element participants commented on was the need for annual funding of the program. A majority of the participants' suggested an increase in funding for the program. For example, participant number four would like to see the program adapt a component that deals with teen pregnancy. Also, participant number four would like to see the program expand and advertise in more schools such as the Cherry Hill area because she personally feels there are some at-risk students that will benefit from the program. Participant number seven would like to see the program expanded to reach out and mentor individuals with criminal records. "I believe this will be very beneficial for urban communities by showing them there are people in society that have not given up on them. This will help change many lives in the urban communities." This would be extremely beneficial in the urban neighborhoods because over the past three decades, the United States has experienced a dramatic surge in incarceration, especially among the Black community. Blacks are now incarcerated at nine times the rate of Non-Hispanic Whites and comprise more than 40% of inmates

A majority of the interview participants do not want the program to continue relying on grant funding. They expressed the negative effects of grants and the denial process. "I know how this economy is and I personally have a fear of a lot of grants across the state getting cut. I personally would hate for this to happen to a program like C.H.A.M.P./GEAR-Up." Other improvement suggestions was to bring more junior and

seniors who lack guidance into the program and obtain expanded funding in order to broaden the reach of the program.

Conclusions

Overall, participants viewed the C.H.A.M.P./GEAR-Up program as having a positive and lasting impact on their lives, indicating if it was not for the program, they do not know where they would be right now. Thus, it can be concluded that the C.H.A.M.P./GEAR-Up program provide valuable assistance in helping at-risk students reach personal and professional goals and leaving a positive and lasting impact on students' lives.

Moreover, participants reported that the C.H.A.M.P./GEAR-Up program not only had a significant impact on helping to identify their ethnic identity, but it also increased their study, math, reading, and writing skills. Based on their own knowledge and what they had experienced, all participants believed that the C.H.A.M.P./GEAR-Up programs are very beneficial in helping at-risk students rise above low SES environment.

Others findings suggest that mentors and counselors play a huge role in motivating at-risk students to pursue and persist in their education. The contact with different educational settings and adapting new learning skills helped at-risk students to be motivated to seek further education. It is reasonable to conclude that there are many challenges and obstacles that at-risk students face growing up.

Finally, in order to ensure an increase of pre college programs in low SES environments, alumni must give back and speak out about the positive impact of these

programs. In order for at-risk students to persist in education, there must be more role models who have achieved academically, other than those in athletics and the entertainment world. Looking at the educational pipeline and educating young at-risk students to see the significance of receiving an education will help to create an expectation amongst at-risk students where they will be less inclined to say no to joining gangs, and more willing to pursue and persist in education. That is the promise of pre-college programs such as C.H.A.M.P./GEAR-Up; the finding of this study clearly documents the power of such interventions.

Recommendations for Further Research

The following recommendations are offered for further research:

1. A increase in studies involving issues, challenges, and benefits of pre-college / early intervention programming.
2. It is recommended that the survey used in this study be modified to include a question regarding the practices of recruiting minority males. Why are pre-college programs attended by a high majority of females?
3. A larger study at the regional and national level of early invention programs should be administered. Focusing on academic statistics of students in the program compared to at risk students who are not.
4. A study that investigates the long term impact of the program. Focusing on early pre-college programs, which have a rich history and started 40 or more years ago for long-term impact on participants.

5. A study of the school faculty and administration should be initiated regarding their attitudes and opinions of pre-college/early intervention programs.

6. A study of the parents and families should be initiated regarding their attitudes and opinions of pre-college/early intervention programs.

REFERENCES

- Amos, W. E., & Grambs, J. D. (Eds.). (1968). *Counseling the disadvantaged youth*. Englewood Cliffs, NJ: Prentice Hall.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed). San Francisco: Jossey-Bass.
- Cruz-Soto Jr, T. (2004) *An investigation of the impact of early intervention & the C.H.A.M.P./GEAR-UP Program at Rowan University*. Unpublished master's thesis, Rowan University.
- Evans, N.J., Forney, D.S., & Guido-DiBrito, F. (1998) *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.
- Hexter, H. (1990). *A description of federal information and outreach programs and selected state, institutional and community models*. Paper presented at the Advisory Committee on Student Financial Assistance symposiums on Information Resources Services and Programs, Washington, DC.
- http://goliath.ecnext.com/coms2/gi_0199-4339932/Senate-rejects-president-s-call.html1#abstract
- Journal of Negro Education, The. (1998). *TRIO and upward bound: History, programs, and issues—past, present, and future*. Retrieved from http://findarticles.com/p/articles/mi_qa3626/is_199810/ai_n8811686
- Mathematica Policy Research, Inc. (1997a). The national evaluation of Upward Bound – A 1990's view of Upward Bound: Programs offered, students served, and operational issues (Executive Summary). Washington, DC: U.S. Department of Education.

- Mathematica Policy Research, Inc. (1997b). The national evaluation of Upward Bound: Short-term impacts of Upward Bound (Interim Report). Washington, DO U.S. Department of Education. National Center for Education Statistics. (1999a). Status of education reform in public elementary.
- Retrieved from the World Wide Web November 10, 2008, from
<http://www.rowan.edu/camden/champ/>
- Retrieved from the World Wide Web February 11, 2009, from
<http://www.nj.gov/highereducation/GearUpEval.pdf>
- Sanders, G.M. (2000). Research, policy, and practice in the education of poor and minority adolescents. Mahwah, NJ: Lawrence Erlbaum Associates.
- Sisco, B.R. (1981). *A study of the attitudes of selected academics and selected decision-makers toward adult learners*. Unpublished doctoral dissertation, Syracuse University.
- Wolanin, T. R. (1996). The history of TRIO: Three decades of success and counting. Speech presented at the annual meeting of the board of directors of the National Council of Educational Opportunity Associations.
- Young, E. E., & Exum, H. A. (1982). Upward Bound and academic achievement: A successful intervention. *Journal of College Student Personnel*, 1, 219-300.

APPENDIX A

Institutional Review Board (IRB) Approval Letter



February 25, 2009

Jamar Morton
1014 4th Ave.
Asbury Park, NJ 07712

Dear Jamar Morton:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project:

IRB application number: 2009-118

Project Title: An Investigation of the Lasting Impact the C.H.A.M.P./Gear-Up Program at Rowan University has on Selected Alumni

In accordance with federal law, this approval is effective for **one calendar year** from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Gautam Pillay, Associate Provost for Research (pillay@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Tricia Yurak, Ph.D.
Chair, Rowan University IRB

c: Burt Sisco, Educational Leadership, Education Hall

Office of Research
Bole Hall Annex
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-5150
856-256-4425 fax

APPENDIX B
Interview Consent Form

I agree to participate in a study entitled "AN INVESTIGATION OF THE LASTING IMPACT THE C.H.A.M.P/GEAR-UP PROGRAM AT ROWAN UNIVERSITY HAS ON SELECTED ALUMNI," which is being conducted by Jamar Morton of the Educational Leadership program, Rowan University.

The purpose of this study is to investigate the impact of the C.H.A.M.P/G.E.A.R-UP on selected graduates of the program. The study focuses on the future of past alumnus' of the C.H.A.M.P program and if this program has had a lasting positive impact on their success.

I understand that I will participate in an individual interview that should not exceed one hour.

I understand that my responses will be confidential and that all the data gathered will be confidential. I agree that any information obtained from this study may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used.

I understand that my participation is voluntarily and there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty.

I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If I have any questions or problems concerning my participation in this study, I may contact Jamar Morton at (732) 682- 1159 or Dr. Burton Sisco at (856) 256-4500e xt. 3717

(Signature of Participant) (Date)

(Signature of Investigator) (Date)

APPENDIX C
C.H.A.M.P./GEAR-Up Impact Survey

C.H.A.M.P./GEAR-UP IMPACT SURVEY

While your participation in this survey is voluntary and you are not required to answer any of the question herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identifiable information is being requested. Your completion of this survey constitutes informed consent and your willingness to participate. If you have any questions or concerns please contact me via email at morton81@students.rowan.edu or phone number (732) 681-1159(Jamar Morton) or my Advisor Dr. Burton Sisco at sisco@rowan.edu (856) 256-4500 ext: 3717 Thank you.

For each item identified below, circle the number
to the right that bests fits your judgment of whether you agree or not for each question.

C.H.A.M.P./GEAR-UP IMPACT SURVEY	Scale				
	Strongly Agree	Agree	Neutral/ No opinion	Disagree	Strongly Disagree
1. Overall C.H.A.M.P/GEAR-Up increased my study skills.	5	4	3	2	1
2 Overall C.H.A.M.P/GEAR-Up increased my math skills.	5	4	3	2	1
3. Overall C.H.A.M.P/GEAR-Up increased my reading skills.	5	4	3	2	1
4. Overall C.H.A.M.P/GEAR-Up increased my writing skills.	5	4	3	2	1
5. Overall C.H.A.M.P/GEAR-Up increased my test taking skills.	5	4	3	2	1
6. Overall my self confidence has risen since becoming a member of C.H.A.M.P/ GEEAR- UP.	5	4	3	2	1
7. Overall C.H.A.M.P/GEAR-Up has helped me understand my ethnic identity.	5	4	3	2	1
8. The staff members were valuable mentors for my academic success.	5	4	3	2	1
9. C.H.A.M.P/GEAR-Up played a significant role in the development of my oral communication skills.	5	4	3	2	1
10. C.H.A.M.P/GEAR-Up played a significant role in the development of my written communication skills.	5	4	3	2	1
11. C.H.A.M.P/GEAR-Up aided in the completion of college applications.	5	4	3	2	1
12. C.H.A.M.P/GEAR-Up educated me on financial aid in colleges.	5	4	3	2	1
13. C.H.A.M.P/GEAR-Up helped me find volunteer work in the community.	5	4	3	2	1
14. C.H.A.M.P/GEAR-Up had an impact on my spiritual development.	5	4	3	2	1
15. C.H.A.M.P/GEAR-Up expanded my knowledge base of the various colleges in the U.S.	5	4	3	2	1
16. C.H.A.M.P/GEAR-Up expanded my knowledge of majors offered at college.	5	4	3	2	1

Continued ➔

C.H.A.M.P./GEAR-UP IMPACT SURVEY	Scale				
	Strongly Agree	Agree	Neutral/ No opinion	Disagree	Strongly Disagree
17. C.H.A.M.P./GEAR-Up educated me on the importance of education.	5	4	3	2	1
18. C.H.A.M.P./GEAR-Up increased my study skills.	5	4	3	2	1
19. C.H.A.M.P./GEAR-Up sponsored me to go on many college trips.	5	4	3	2	1
20. C.H.A.M.P./GEAR-Up enhanced my academic achievements.	5	4	3	2	1
21. C.H.A.M.P./GEAR-Up motivated me to graduate from high school.	5	4	3	2	1
22. I learned transferable skills in C.H.A.M.P./GEAR-Up that I use today.	5	4	3	2	1
23. C.H.A.M.P./GEAR-Up helped me deal with social problems I had growing up.	5	4	3	2	1
24. C.H.A.M.P./GEAR-Up did not play any part in my success today.	5	4	3	2	1
25. Overall C.H.A.M.P./GEAR-Up helps inner city youth become successful in adulthood.	5	4	3	2	1
26. C.H.A.M.P./GEAR-Up helped reduce the financial burden associated with attending college.	5	4	3	2	1
27. Overall, C.H.A.M.P./GEAR-Up is a meaningless program.	5	4	3	2	1
28. C.H.A.M.P./GEAR-Up helped enhance my leadership abilities consistent with my personality.	5	4	3	2	1
29. C.H.A.M.P./GEAR-Up motivated me to become a successful student.	5	4	3	2	1
30. C.H.A.M.P./GEAR-Up is the main reason I am as successful as I am today.	5	4	3	2	1
<p>There will be a follow up interview portion of this study. If you are interested in volunteering your time on sharing various experiences you had with the C.H.A.M.P./GEAR-Up program please write your name and contact information in the space provided at the bottom. I would like to thank you for taking time out to complete this survey. Thank you, Jamar Morton</p>					

APPENDIX D
Interview Questions

**C.H.A.M.P./GEAR-Up Alumni
Interview Protocol**

1. SEX

- () Male
() Female

**2. Active Years in the C.H.A.M.P
Program.**

3. Highest level of Education completed.

4. High school attended?

5. What is your Occupation today?

**6. What role has the C.H.A.M.P/GEAR-Up
program played in your life today?**

**7. Which area have you benefited the most from
your years in the program?**

**8. How has the C.H.A.M.P/GEAR-Up program
impacted your ultimate career decision?
Explain in detail.**

**9. What skills did you learned in the
C.H.A.M.P/GEAR-Up program that you still
utilize today?**

**10. Describe one lasting memory you have of
your days in the C.H.A.M.P/GEAR-Up
program.**

**11. What is your overall understanding of the
C.H.A.M.P/GEAR-Up program and the impact
is has on inner city schools?**

12. Anything else you would like to offer?

