THE PELL INSTITUTE
for the Study of Opportunity in Higher Education

TRIO DISSERTATIONS

PURPOSE

The Pell Institute for the Study of Opportunity in Higher Education serves as an information resource to policymakers and researchers. As part of their greater mission to facilitate dialogue and disseminate research regarding access to higher education, Pell offers this collection of dissertation citations (APA style) that focus on Federal TRIO Programs. This resource would be helpful for those practitioners and doctoral candidates interested in the progress of first generation, low-income, disabled, or veteran students achieving post-secondary success. If you have earned your terminal degree with an expertise on TRIO and do not see your dissertation listed, please contact the office.

Alysia Genao
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Table of Contents

GENERAL TRIO		
YEAR	**CITATION**	**LINK**
1990	Baker, M.K (1990). Higher education and politics: The case of TRIO (Doctoral Dissertation, The University of Wisconsin- Madison, 1990). Dissertation Abstracts International, 51 (5), 9027486A.	Not Available See PDF Summary
1993	Reinke, J.R. (1993). A comparison of two algebra courses for underprepared students at Central Missouri State University (Doctoral dissertation, Central Missouri State University, 1993). Dissertation Abstracts International, 31 (4), 1352530A.	http://books.go ogle.com/books /about/A_Comparison_of_Tw o_Algebra_Co urses_for.html? id=cjPItgAACAAJ
1994	Baber, J. (1994). A policy analysis of Titles I-IV of the Higher Education Act of 1992:The fiscal impact on adult African American college students (Doctoral dissertation, Northern Illinois University, 1993). Dissertation Abstracts International, 54 (8), 9400635A.	Not Available See PDF Summary
1999	Pizarro, G.S. (1999). TRIO programs and affirmative action: The case of three universities (Doctoral dissertation, The University of Wisconsin-Madison, 1999).Dissertation Abstracts International, 60 (5), 9911679A.	https://books.google.com/boo ks/about/TRIO _Programs_and _Affirmative_ Action.html?id =PqvQAAAA MAAJ
2001	Kline, W. (2001). Resilience: A case study of the post secondary experience of TRIO program students (Doctoral dissertation, Ball State University, 2000). DissertationAbstracts International, 61 (10), 9991342A.	Not Available See PDF Summary
2002	Marmon, D.H. (2002). Core Competencies of Professional Service Providers in Federally Funded Education Programs. (Doctoral dissertation, University of Tennessee, 2003). Dissertation Abstracts International, 63 (12), 3075555.	Not Available See PDF Summary
2005	Washington, S.D. (2005). Correlates of job satisfaction among mid-level TRIO program administrators in the mid-eastern region of the United States. (Doctoral dissertation, State University of New York, Buffalo, 2005). Dissertation Abstracts International, 66(08), 3185342.	Not Available See PDF Summary
2008	Marin, A.S. (2008). Beyond Transformational, Transactional, and Laissez-Faire Leadership: An Inferential Study of Leadership Styles of Federal TRIO Program Directors. (Doctoral dissertation, New Mexico State University 2009). DissertationAbstracts International, 70 (03), 3351912.	http://books.go ogle.com.ec/bo oks/about/Beyond_Transforma tional_Transact ional_an.html?hl=es&id=Gnf

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2008	Valdes, P. (2008). Mi Voz, Mi Historia – My Voice, Mt Story: Portraitures of Four Latina/Chicana Undergraduate Leaders From Migrant Farmworker Backgrounds.(Doctoral dissertation, Gonzaga University 2008). Dissertation Abstracts International, 69 (04), 3311713.	Not Available See PDF Summary
2011	Mbindyo, Margaret N., (2011) Relationship between Academic Resilience and College Success: Cross-National Experiences of Low-Income/First-Generation Students	https://vpn.nacs .uci.edu/+CSC O+0h75676763 663A2F2F6672 6E6570752E63 656264687266 672E70627A+ +/docview/1462873752
2012	Parsons, Brianna Bates, (2012). Academic and social integration: a phenomenological study of first-generation, female student experience and persistence in community collegeTRiO programs. (Doctoral dissertation, Northeastern University 2012) Education Doctoral Theses. Paper 69.	http://hdl.handle.net/2047/d20 002957
2014	Kizart, ClauDean, (2014) The challenges of persisting first generation college students: acomparison between students with TRIO support and those without. (Doctoral dissertation, Lindenwood University 2014).PQDT OPEN (3621590).	http://pqdtopen.proquest.com/d oc/1545877575 .html?FMT=ABS.
2014	Villalobos, M. A. B. (2014). An investigation of academic outcomes of participants in UCDavis student retention programs (Doctoral dissertation, University of California,Davis 2014) (Order No. 3637916.)(1617975020).	http://search.pr oquest.com/doc view/1617975020
2016	Minton, Michael R., "Trio-Eligible Students And Study Abroad: Influential Factors, Barriers,And Benefits" (2016). Theses and Dissertations. 531	http://ir.library.illinoisstate.edu /etd/531/
2017	Marble, Katherine S., "First Generation College Students in a TRiO Program" (2017).	http://commons .cu- portland.edu/ed udissertations/3 4/
2020	Crews, J. P. (2019). Examining barriers faced by first generation college students and factors contributing to success: A phenomenological study of perceptions of community college students and administrators	http://proxy.montgomerylibrary.o rg:2048/dissertations-theses/examinin g-barriers-faced-first-generation- college/docview /2552043784/se-2?accountid=47 412

2021	Vanzant, A. (2021). Formative needs assessment evaluation of nontraditional student-parents at a private 4-year university (Order No. 28498151). Available from ProQuest Dissertations & Theses A&I. (2543475492).	https://www.proquest.com/openview/491b0c34868af25d7b541c45553007e7/1?pq-origsite=gscholar&cbl=18750&diss=y

STUDENT SUPPORT SERVICES

YEAR	CITATION	LINK
1994	Baker, C. (1994). Career and organizational commitment as a function of job satisfactionfactors among TRIO project directors (Doctoral dissertation, University of San Francisco, 1994). Dissertation Abstracts International, 55 (3), 9417934A.	Not Available See PDF Summary
1995	Ray, M.E.J. (1995). Assessing the competencies of student support services professionalswho interact with the "high-risk" college student populace (Doctoral dissertation,The University of South Carolina, 1994). Dissertation Abstracts International, 55(7), 9430916A.	https://elibrary.ru/item.asp?id=5680843
1997	Martinez, M.D. (1997). Correlates of persistence and achievement of individuals affordedstudent support services at a New England research university (Doctoral dissertation, The University of Connecticut, 1996). Dissertation Abstracts International, 57 (9), 9705024A.	http://digitalcommons.uconn.edu/dissertations/AAI9705024/
1998	Gallagher, C.D. (1998). Learning strategy preferences of students in Montana State University's student support services program (Doctoral dissertation, Montana State University, 1998). Dissertation Abstracts International, 59 (4), 9830105A.	http://scholar works.montana.edu/xmlui/handle/1/8462
1998	Hebert, M.S. (1998). Correlates of persistence and achievement of special program students at a New England regional state university (Doctoral dissertation, TheUniversity of Connecticut, 1997). Dissertation Abstracts International, 58 (9),9810513A.	Not Available See PDF Summary
2000	Kim, G. (2000). An exploratory study of university student support services: Looking forthe best regression models (Doctoral dissertation, University of Wisconsin – Madison, 1999). Dissertation Abstracts International,61 (1), 9939705A.	http://dl.acm.org/citation.cfm?id=2723591
2001	Cotter, M.S. (2001). Conversations in the Zone: Collaborative Learning in the Counselor/Student Relationship. (Doctoral dissertation, University of Tennessee, 2001). Dissertation Abstracts International, 62 (04), 3010312.	http://www.worldcat.org/title/conversations-in-the-zone-collaborative-learning-in-the-counselorstudent-relationship/oclc/48179195
2001	Mahan, Carol Ann, "Student Support Services: the impact the frequency of services has on the retention and graduation rates of white and students of color " (2001)	http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=2062&context=rtd

2001	Martin, K. (2001). A Comparative Study of Rural and Urban Community Colleges'Student Support Services. (Doctoral dissertation, Baylor University, 2001).Dissertation Abstracts International, 62 (01), 3002552	http://books.g oogle.com/boo ks/about/A_C omparative_St udy_of_Rural _and_Urban_ C.html?id=I22 vNwAACAAJ
2001	Lobo, C.P. (2001). Tellin' it like it is: Disempowerment and marginalization of first generation, low-income college students: A participatory research (Doctoral dissertation, University of San Francisco, 2001). Dissertation Abstracts International,62 (3), 3010142A.	http://www.w orldcat.org/titl e/tellin-it-like-it-is- disempowerm ent-and- marginalization-of-first-generation- low-income- college-students-a- participatory-research/oclc/ 54476620
2002	Johnson-Osho, L.A. (2002). Relationship between at-risk students' perceptions and academic performance and the role of advisors (Doctoral dissertation, RooseveltUniversity, 2001). Dissertation Abstracts International, 62 (8), 3023393A.	Not Available See PDF Summary
2005	Penalber, E.L. (2005). The effectiveness of student support services at a research extensive university in the South. (Doctoral dissertation, Louisiana State University and Agricultural & Mechanical College, 2005). Dissertation Abstracts International,66 (07), 3184090.	http://etd.lsu.e du/docs/availa ble/etd- 06022005-163534/unrestricted/Penalbe r_dis.pdf
2005	Bailey, B.C. (2005). Impact of the West Virginia University Student Support Services/TRIO Program from 1998-2004. (Doctoral dissertation, West VirginiaUniversity, 2005). Dissertation Abstracts International, 66 (04), 3170907.	http://wvuscho lar.wvu.edu:1 801/webclient/StreamGate?f older_id=0&d vs=143034270 8110~481
2005	Andrepont-Warren, K. (2005). Advising perceptions in Student Support Services. (Doctoral dissertation, Louisiana State University and Agricultural & MechanicalCollege, 2005). Dissertation Abstracts International, 66 (11), 3199768.	http://etd.lsu.e du/docs/availa ble/etd- 11172005-113959/
2007	Noble, L. (2007). Evaluating a College Developmental Reading Program: Recommendations for Improvements. (Doctoral dissertation, Universitiy of Delaware, 2008). Dissertation Abstracts International, 69 (01), 3291725.	Not Available See PDF Summary

2007	Krause, S. (2007). A Case Study of TRIO Student Support Services Programs for Nontraditional Students at Selected Midwestern Universities. (Doctoral dissertation,University of South Dakota, 2008). Dissertation Abstracts International, 68 (09), 3284744.	http://books.g oogle.com/boo ks/about/A_C ase_Study_of_ TRiO_Student _Support_Ser.html?id=cKQ LD5K8vioC
2008	Davis, P.A. (2008). A Formative Evaluation of the Student Support Services TRIO Program for Low Income and First Generation College Bound Students Self-Efficacy atButte-Glenn Community College District. (Doctoral dissertation, University of Southern California, 2009). Dissertation Abstracts International, 69 (09), 3325179.	http://digitalli brary.usc.edu/ cdm/ref/collection/p15799co ll127/id/195656
2009	Yousif, L. (2009). Enrollment, Attrition, Retention, and Degree Completion Among First-Generation College Students: An Evaluative Analysis of the Modesto Junior College TRIO Program (Doctoral dissertation, Clemson University, 2009). DissertationAbstracts International, 70 (06), 3360168.	http://pqdtopen.proquest.co m/doc/305139806.html?FM T=ABS
2010	Sanchez, M.C. (2010). Effectiveness of Student Support Services Programs at California Community Colleges (Doctoral dissertation, California State University atFresno, 2011). Dissertation Abstracts International, 71 (10), 3424363.	http://eric.ed.gov/?id=ED519012
2010	Kelley-Hall, C. (2010). The Role of Student Support Services in Encouraging Student Involvement and its Impact on Student Perceptions and Academic Experiences (Doctoral dissertation, Clemson University, 2010). Dissertation Abstracts International,71 (05), 3402531.	http://tigerprints.clemson.edu /cgi/viewcontent.cgi?article= 1546&context =all_dissertations
2011	Jones, L. S. (2011, January 1). A Phenomenological Study of What Black Male TRiO StudentSupport Services Program Members Attribute to Their Decision to Drop out of College. ProQuest LLC,	Not Available See PDF Summary
2012	Chandler, M. A. (2012) The effects of learning styles and online education on low-income andfirst-generation college students. (Doctoral dissertation, Trevecca Nazarene University) Available from ERIC. (1651827391; ED547002).	http://search.proquest.com /docview/165 1827391?accountid=28042
2012	O'Meara, D. J. (2012, January 1). Mexican American First-Generation/Low-Income Students:A Rural Community College, TRiO Student Support Services Experience. ProQuest LLC,	https://idea.li brary.drexel.e du/islandora/object/idea:3808

2013	Childs, S. (2013). Impact of the Student Support Services/TRIO Programming on Persistenceand Academic Achievement. (Doctoral dissertation, Bowling Green State University 2013)	https://etd.ohiolink.edu/
2013	Moore, John S. (2013). Self-regulated learning and ethnic/racial variables: Predicting minorityfirst-generation college students' persistence. (Doctoral dissertation, University of Rhode Island). Available from PQTD OPEN (3557891).	http://pqdtopen.proquest.com/doc/1346690038.html?FMT=ABS
2013	Peltz, Mark R.(2013). Making Their Way: An Interpretive Case Study of Male First-Generation Students Attending a Highly Selective Liberal Arts College	http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=4098&context=etd
2013	Powell, Hattie Marie. (2013). Trio Student Support Services: A Comparative Study of AfricanAmerican Students at Three Texas Universities. ProQuest LLC, Ed.D. Dissertation, Texas A&M University – Commerce	http://www.proquest.com/en-US/products/ dissertations/individuals.shtml
2013	Strode, C. N. (2013, January 1). Supportive Measures: An Analysis of the Trio Program-- Student Support Services at East Tennessee State University from 2001-2004. ProQuest LLC,	http://dc.etsu.edu/cgi/viewcontent.cgi?article=2420&context=etd
2013	Wilson, Ryan Martin, (2013).The Effect of a Student Support Services Program on AcademicSuccess at an Appalachian Comprehensive University (Doctoral dissertation, Eastern Kentucky University 2013). Online Theses and Dissertations. Paper 148.	http://encompass.eku.edu/etd/148
2014	Cummings, Andrea Marie, "The Impact of Student Support Services on Academic Success ata Select Historically Black College and University" (2014).	http://digitalcommons.unf.edu/cgi/viewcontent.cgi?article=1563&context=etd
2014	Galligan, J. J. (2014). Perceptions of educational success by first-generation participants in astudent support services program. (Doctoral dissertation, Edgewood College 2014)(Order No. 3623545). (1550892806).	http://search.proquest.com/docview/1550892806?accountid=28042
2014	Spencer, M. L. (2014). Program evaluation of career services delivered through TRIO studentsupport services. (Doctoral dissertation, Walden University 2014) (Order No. 3617580) (1527165976).	http://search.proquest.com/docview/1527165976?accountid=28

2015	Wilson, TaJuan RaKeem (2015). The Impact of TRIO Student Support Services at aMidwestern Institution ProQuest LLC, Ed.D. Dissertation, Lindenwood University	http://pqdtopen.proquest.com/doc/1807959760.html?FMT=AI
2016	Canty, Caroline W., "An Analysis of Three Trio Student Support Services Projects at PublicTwo-Year Institutions in South Carolina" (2016). All Dissertations. 1741.	http://tigerprints.clemson.edu/all_dissertations/1741/
2016	Bryant, Nate, "The Influence of the TRIO Student Support Services Program on First- Generation Students: An Exploratory Study" (2016). Graduate Doctoral Dissertations. 289	http://scholarworks.umb.edu/doctoral_dissertations/289/
2017	Sundy, Carolyn Mitchel.(2017) The Impact of the Student Support Services Program on theRetention of Students at Southeast Kentucky Community and Technical College	http://pqdtopen.proquest.com/doc/1889854928.html?FMT=AI

RONALD E. MCNAIR POST-BACCALAURETTE

YEAR	CITATION	LINK
2002	Carrera, S.R. (2002). An Evaluation of the Mentoring Component in the Ronald E. McNair Post-Baccalaureate Achievement Program: A National Sample. (Doctoral dissertation, Texas Tech University, 2002). *Dissertation Abstracts International*, 63(06), 3056062.	https://tdl- ir.tdl.org/tdl-ir/handle/2346/11480
2003	Hallock, V.H. (2003). Perceptions of the Professoriate: Anticipatory Socialization of Undergraduate Students from Underrepresented Groups. (Doctoral dissertation, Syracuse University, 2003) *Dissertation Abstracts International,* 64 (02), 3081643.	http://surface.syr.edu/cfe_etd/21/
2003	Exstrom, B.K. (2003). A Case Study of McNair Program Participant Experiences. (Doctoral dissertation, University of Nebraska, 2004) *Dissertation Abstracts International,* 64 (12), 3116571.	http://digitalcommons.unl.edu/dissertations/AAI3116571/
2004	Williams, E.G. (2004). Academic, Research, and Social Self-Efficacy Among African American Pre-McNair Scholar Participants and African American Post-McNairScholar Participants. *Dissertation Abstracts International,* 65 (09), 3147764.	https://vtechworks.lib.vt.edu/handle/10919/29278
2005	Bryson, K.M. (2005). Telling the Success Stories of McNair Scholars Program Graduates: An Arts-Based Approach. (Doctoral dissertation, Saybrook University,2005). *Dissertation Abstracts International,* 66 (01), 3162686.	https://elibrary.ru/item.asp?id=9052549
2005	Mendoza, M.A. (2005). Enabling Pedagogy: Mentoring Undergraduate ResearchersWriting in the Remodeled Margin. (Doctoral dissertation, New Mexico State University, 2005). *Dissertation Abstracts International*, 67 (02), 3208671.	Not Available See PDF Summary
2005	Leichnitz, R. (2005). Self-Identification of Non-Cognitive Factors That Lead to Educational Success. (Doctoral dissertation, University of the Incarnate Word, 2006).*Dissertation Abstracts International*, 67 (02), 3206058.	Not Available See PDF Summary
2006	Payne, T.H. (2006). Perceptions of First- Generation College Students: Factors that Influence Graduate School Enrollment and Perceived Barriers to Attendance.(Doctoral dissertation, University of Alabama, 2006). *Dissertation Abstracts International,* 67 (07), 322320.	gle.com/books/about/Perceptions_of_First_generation_College.html?id=0762lgcsGIQC

2007	Acker-Ball, S.L. (2007). A Case Study of the Influence of Family on First-Generation College Students' Educational Aspirations Post High School. (Doctoral dissertation,University of Maryland at College Park, 2007). *Dissertation Abstracts International,*69 (02), 3297326.	http://drum.lib.umd.edu/handle/1903/7708
2007	Beal, R.Y. (2007). *"You mean they'll pay me to think?"* How low income, first generation and underrepresented minority McNair students construct an academic identity as scholar. (Doctoral dissertation, University of Colorado at Boulder, 2007). *Dissertation Abstracts International,* 68 (07), 3273744.	http://gradworks.umi.com/32/73/3273744.html
2007	Derk, A.M. (2007). Highlighting Hope: An exploration of the experiences of WestVirginia University McNair Scholars. (Doctoral dissertation, West Virginia University, 2007). *Dissertation Abstracts International,* 69 (01), 3298546.	http://gradworks.umi.com/32/98/3298546.html
2007	Greene, K.V. (2007). Alumni Perceptions of the McNair Scholars at Kansas Universities. (Doctoral dissertation, Kansas State University, 2007). *Dissertation Abstracts International,* 68 (07), 3274485.	https://krex.k-state.edu/dspace/handle/2097/347
2007	Spears, J.M. (2007). Experiences of Low-Income Students' Transitions to Graduate School. (Doctoral dissertation, Southern Illinois University, Carbondale, 2007).*Dissertation Abstracts International,* 69 (01), 3291650.	http://gradworks.umi.com/32/91/3291650.html
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2009	Farro, S.A. (2009). Achievements and Challenges of Undergraduates in Science, Technology, Engineering, and Mathematics in the Ronald E. McNair Program. (Doctoral dissertation, Colorado State University, 2010). *Dissertation Abstracts International,* 70 (11), 3385152.	http://gradworks.umi.com/33/85/3385152.html
2010	Chase, S.M. (2010). First-generation faculty: A phenomenological exploration of their motivations for mentoring first-generation students (Doctoral dissertation, University of Northern Colorado, 2010). *Dissertation Abstracts International,* 71(08), 3415986.	http://www.worldcat.org/title/first-generation-faculty-a- phenomenological-exploration-of-their- motivations-for-mentoring-first-generation-students/oclc/649707479

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2012	Keopuhiwa, T. N. (2012). Under the surface: An examination of voice, space, and identity in west Virginia university McNair scholars. (Doctoral dissertation, West VirginiaUniversity 2012) ProQuest (1095130602).	http://aquila.usm.edu/dissertations/431/
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2013	Gittens, C. B. (2013, January 1). The McNair Scholars Program as an Agent of Socialization in the Doctoral Experience. *ProQuest LLC*	https://eric.ed.gov/?id=ED54667 4
2013	Huerta, Andrew L. (2013). Narrative Inquiry into the University of Arizona's Ronald E. McNair Achievement Program and the Phenomenon of Student Transformation.(Doctoral dissertation, University of Arizona).	http://www.tandfonline.com/doi/abs/10.1080/0161956X.2014.913450
2014	Thomas, Z. T. C. (2014) An exploratory study of the experiences of recent graduates who participated in the Ronald E. McNair postbaccalaureate achievement program. (Doctoral dissertation, The University of Mississippi). (Order No. AAI3518364).Available from Sociological Abstracts. (1520324990; 201422413).	http://arizona.openrepository.com/arizona/handle/10150/30696 9
2017	Vaughan, Terry (2017) Fit before merit: exploring former McNair Scholars' perceptions of faculty-student relationships	https://www.ideals.illinois.edu/handle/2142/98225

UPWARD BOUND		
YEAR	**CITATION**	**LINK**
1990	Jones, B. J. T. (1990). A study of the University of Virginia Upward Bound Program, 1983-1986. Ed.D. dissertation, University of Virginia, United States -- Virginia. Retrieved April 8, 2011, from Dissertations & Theses: Full Text.(Publication No.AAT 9100807).	Not Available See PDF Summary
1990	Latham, Charles Vernon (1990). The effect of color in computer-assisted instruction on vocabulary retention rates and computer attitudes of selected Upward Bound students. Ph.D. dissertation, University of North Texas, United States -- Texas. Retrieved April 8, 2011, from Dissertations & Theses: Full Text. (Publication No.AAT 9105036).	http://search.proq uest.com/docvie w/303856416
1991	Casady, S. J. (1991). A study of achievement gain by selected categories in Northeast Missouri State University Upward Bound students, 1984-1988. Ed.S. dissertation,Northeast Missouri State University, United States -- Missouri. Retrieved April 8,2011, from Dissertations & Theses: Full Text. (Publication No. AAT 1344841).	http://elibrary.wa yne.edu/record=1576569
1991	Mitchell, M. N. (1991). Peer status and academic achievement among Black adolescentsparticipating in academic programs. Ph.D. dissertation, University of Virginia, United States -- Virginia. Retrieved April 8, 2011, from Dissertations & Theses:Full Text. (Publication No. AAT 9221092).	Not Available See PDF Summary
1991	Smith, L. R. (1991). Fear of success, racial identity attitudes and the academic performance of African-American adolescents. Ph.D. dissertation, University of Cincinnati, United States -- Ohio. Retrieved April 8, 2011, from Dissertations & Theses: Full Text. (Publication No. AAT 9200463).	Not Available See PDF Summary
1991	White, C. J. (1991). Experiencing "Upward Bound": An interrogation of cultural landscapes. Ph.D. dissertation, University of Illinois at Urbana-Champaign, United States -- Illinois. Retrieved April 8, 2011, from Dissertations & Theses: Full Text. (Publication No. AAT 9211029).	https://www.ideal s.illinois.edu/han dle/2142/23542
1992	Beavers, B. J. (1992). A comparative analysis of pre-collegiate students' college preparation determined by academic achievement, achievement test performance,and learning style preference. Ph.D. dissertation, Iowa State University, United States -- Iowa. Retrieved April 8, 2011, from Dissertations & Theses: Full Text. (Publication No. AAT 9311475).	http://lib.dr.iastat e.edu/rtd/10095/

1992	Hoffman, H. L. (1992). The relationship between cooperative and competitive play andmood elevation in teenagers. M.S. dissertation, University of Nevada, Reno, United States -- Nevada. Retrieved April 8, 2011, from Dissertations & Theses:Full Text. (Publication No. AAT 1348551).	Not Available See PDF Summary
1992	Parson, R. (1992). Guidance and counseling: A prescriptive perspective. Ph.D. dissertation, University of Pittsburgh, United States -- Pennsylvania. Retrieved April 8, 2011, from Dissertations & Theses: Full Text. (Publication No. AAT 9226516).	Not Available See PDF Summary
1993	Brown, J.R. (1993). Upward Bound at Northern Arizona University: A characteristic analysis of successful participants, 1977-1985. Ed.D. dissertation, Northern Arizona University, United States -- Arizona.).	https://books.google.com/books/about/Upward_Bound_at_Northern_Arizona_Univers.html?id=Yr7qGwAACAAJ
1993	Hernandez, L.P. (1993). The role of protective factors in the school resilience of Mexican American high school students. Ph.D. dissertation, Stanford University, United States -- California. Retrieved February 25, 2011, from Dissertations & Theses: Full Text. (Publication No. AAT 9403952).	http://www.worldcat.org/title/role-of-protective-factors-in-the-school-resilience-of-mexican-american-high-school-students/oclc/81342823
1994	Edward, K. (1994). The development of a model of computer anxiety among at-risk students. Ph.D. dissertation, Wayne State University, United States -- Michigan. Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(PublicationNo. AAT 9423707).	http://elibrary.wayne.edu/record=1341516
1994	Faulcon, G.J. (1994). The significance of Upward Bound on high school attendance, high school graduation, college enrollment, and academic preparation. Ed.D. dissertation, North Carolina State University, United States -- North Carolina. Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(PublicationNo. AAT 9501931).	https://elibrary.ru/item.asp?id=5685699
1994	Ferguson, I.C. (1994). The effects of a college-preparatory program on the career maturity of African American adolescents. Ed.D. dissertation, Indiana University, United States -- Indiana. Retrieved February 25, 2011, from Dissertations & Theses: Full Text. (Publication No. AAT 9514269).	Not Available See PDF Summary

1994	Okuwa, N.A. (1994). A qualitative study of the USC Upward Bound Program. Ph.D.dissertation, University of Southern California, United States -- California.	http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/209715
1994	Johnson, R.G., III (1995). Supplemental high school projects: A program evaluation of the California State University Hayward and the national Hispanic Upward Boundprograms. Ph.D. dissertation, Golden Gate University, United States -- California.Retrieved February 25, 2011, from Dissertations & Theses: Full Text.(PublicationNo. AAT 9610739).	Not Available See PDF Summary
1996	Laws, J.E. (1996). An evaluation of the academic outcomes of the Upward Bound program at Virginia Union University. Ed.D. dissertation, The College of William and Mary, United States -- Virginia.	https://catalog.libraries.wm.edu/Record/921956
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2018	Ingram, M. E. (2018). Examining the effectiveness of upward bound on postsecondary success: A phenomenological study	http://proxy.montgomerylibrary.org:2048/dissertations-theses/examining-effectiveness- upward-bound-on/docview/2035373171/se-2?accountid=47412
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UPWARD BOUND MATH- SCIENCE		
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YEAR	**CITATION**	**LINK**
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VETERANS UPWARD BOUND		
YEAR	**CITATION**	**LINK**
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