

# McDaniel Research Scholarship Application

**Purpose:**

- ♣ The McDaniel Research Scholarship is given to students in recognition for academic excellence and involvement in psychological science research.

**Eligibility:**

- ♣ To be eligible for this award, students must be:
  - ○ A rising senior (with at least 90 credits completed by the beginning of Fall 2012 semester); and
  - ○ Planning to graduate either in Spring 2013 or later (December '12 graduates will be excluded, as projects cannot be adequately completed in one semester).

**Requirements:**

- ♣ Awardee is required to give a brief presentation about his/her research project at the 2013 recognition reception.

**Instructions:** To be considered for this scholarship, fill out the form below and answer the short essay question on the back side of this page. Your response to the essay question must be TYPED. Once the form has been completed, print it out, have it signed by your faculty sponsor, and deliver it to the psychological science department office. You should print and submit a resume/CV along with your application for best consideration.

**Materials must be submitted by Friday, March 16 at noon.**

<b>Full Name:</b>	Raisa Martinez		
<b>Today's Date:</b>	03/16/12	<b>Expected Graduation Date:</b>	Spring 2013
<b>Phone number (not school):</b>		<b># credits completed by end of Spring 2012:</b>	107
<b>Email:</b>	PRINT:		
<b>Faculty Sponsor's name:</b>	Karen Bendersky		
<b>Proposed Research Project Title:</b>	The effects of stigma consciousness, acculturation, and mentorship on adolescent minority students' perception of higher educational attainment.		

## Signatures:

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Sponsor Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Note: By signing, you acknowledge that this student has discussed this research project with you and that you agree to work with the student to complete this project during the upcoming academic year.

## Research Statement:

Type a brief statement (500-words or less) below about the research project that will be done in your senior year that addresses all of the following items:

- ♣ Briefly describe the background research related to the project and your specific research question.
- ♣ Describe how the data will be collected and analyzed.
- ♣ Describe how this research will be beneficial for the broader psychological science community.

The number of minorities who pursue higher education is low (Swail, Redd & Perna, 2003). Surprisingly, few studies examine why minority students seek higher education. The pursuit of higher education might be affected by acculturation--a process combining two cultures that results in the fusion, diffusion, or combination of both cultures (Berry, 2001). Furthermore, stigma consciousness, the awareness of cultural stereotypes and having an expectation of discrimination because of the known stereotype (Pinel, 1999), could affect acculturation. Martinez, et al. (2012) found that mentorship, funding, and father's level of education, were important to a minority student's pursuit of higher education. Similarly, minority mentorship programs increase completion rates of higher education (Newman & Newman, 1999). Acculturation, stigma consciousness, and mentorship have not been applied to minority students' decision to pursue higher education. The current study tests these factors' impact on minority students' perception of higher educational attainment.

## Method

Participants will be African American high school freshmen students.

## Procedure

In this between-subjects design, each student will take a demographics and stigma consciousness questionnaire followed by one of four different scenario presentations manipulating mentorship and acculturation. Participant gender will match scenario mentor gender. Scenario student will be African American. Each scenario has pictures depicting narrated scenes. Following the presentation, participants will respond to the question, "If you were Sam (student in the scenario) would you go to college?" Scenarios will be presented using presentation software. Scenarios and accompanying pictures include:

1. Mentorship with acculturation: student, Caucasian mentor, Caucasian friends, suburban setting.
2. Mentorship without acculturation: student, Caucasian mentor, African American friends, urban setting.
3. No mentorship with acculturation: student, Caucasian friends, suburban setting.
4. No mentorship without acculturation: student, African American friends, urban setting.

## Hypotheses

Participants' stigma consciousness will be rated high or low. Analyses will test these hypotheses:

- a. 1. Scenario 1: If mentorship and acculturation together compensate for stigma consciousness, students should have yes responses across stigma consciousness levels.
- b. 2. Scenario 2: If mentorship alone compensates for stigma consciousness, students should have yes responses across stigma consciousness levels.
- c. 3. Scenario 3: If acculturation alone compensates for stigma consciousness, students should have yes responses across stigma consciousness levels.
- d. 4. Scenario 4: If stigma consciousness affects views of educational pursuit, students should have more no responses for high rather than low stigma consciousness levels.

Why this research is beneficial.

Recognizing why minority groups of our nation are struggling for higher education attainment is important for creating a healthier educational environment for minorities and promoting educational attainment. Understanding a student's perspective on educational attainment could provide feedback on what environmental or developmental factors change their perspective on higher education pursuit. By interpreting the varying effects of stigma consciousness, acculturation, and mentorship on a minority student's view of education attainment, we could better understand how to diminish negative effects of stigma consciousness. This study may lead to policies that help minorities achieve more academic success. This study has the potential to provide a better understanding of why each individual does or does not attain higher education.