Extracurricular Participation, Educational Expectations and College Enrollment Among Second-Generation Latino Youth

Sandy Guzman, Human Development and Family Studies
Research Mentor: Christy Lleras, Associate Professor, Human & Community Development

Abstract

With the rapid growth in the Latino population in the United States, in the next few decades we will be presented with a new generation of potential college-bound students. It is critical to comprehend how the educational system impacts Latino youth, and discover new ways that encourage underprivileged youth to successfully finish high school and acquire a post-secondary education. Social capital, particularly extracurricular activities, plays an important role in encouraging and helping Latino youth attain an education beyond high school. This study will specifically examine how participation in extracurricular activities affects second-generation Latino youths’ educational expectations and post-secondary enrollment status, all while controlling for student’s sex, family socioeconomic background, and high school grade point average. Utilizing data from the Educational Longitudinal Study of 2002, our results show that extracurricular participation is positively and significantly associated with educational expectations during high school as well as application and enrollment in post-secondary education among second-generation Latino youth.

Patient Compliance with Physical Therapy Exercise Prescriptions

Jessica Flores, Community Health
Research Mentor: Susan Farner, Lecturer, Department of Kinesiology & Community Health

Abstract

There has been only some research done on the successful effects of goal setting and patient compliance in physical therapy in order for patients to achieve maximum results. Three practicing physical therapists were interviewed in this study to explore how different groups of patients respond to their exercise regime and whether they face certain barriers when trying to recover. One of the questions examined was if there were different barriers within each group and should physical therapists address these issues to improve their patients’ compliance. Another question asked was what the physical therapists told their patients if the patients felt discouraged or didn’t see much improvement. Findings show that the physical therapists who worked with disabled university students faced a barrier in that the students often relied on Personal Assistants (PA) and if unforeseen circumstances arose, the Personal Assistants may have been unable to carry out their duties. In addition, it was found that all university students, whether disabled or not, faced the same barrier when completing their physical therapy exercises. They had to balance academic life with health, and finding the time to complete physical therapy exercises was especially difficult during finals. Future research could focus on interviewing patients and asking why they do or do not complete their home physical therapy program.