AVID PARTICIPATION FOR COLLEGE READINESS AND SUCCESS

Jennifer Lucia Lawson
B.A., California State University, Sacramento, 2002
M.A., California State University, Sacramento, 2004

DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

EDUCATIONAL LEADERSHIP

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SPRING
2011
AVID PARTICIPATION FOR COLLEGE READINESS AND SUCCESS

A Dissertation

by

Jennifer Lucia Lawson

Approved by Dissertation Committee:

_________________________________
Virginia Dixon, Ed.D., Chair

_________________________________
María Mejorado, Ph.D.

_________________________________
Dan Melzer, Ph.D.

SPRING 2011
AVID PARTICIPATION FOR COLLEGE READINESS AND SUCCESS

Student: Jennifer Lucia Lawson

I certify that this student has met the requirements for format contained in the University format manual, and that this dissertation is suitable for shelving in the library and credit is to be awarded for the dissertation.

_________________________________________, Graduate Coordinator

Su Jin Jez, Ph.D.                                      Date
DEDICATION

This dissertation and doctoral degree is dedicated to my wonderful husband, Brad Lawson. From the very beginning, your love and support have driven me to take on this challenge, and continue with it even when I thought I could not go on. Thank you! I love you!

I would also like to dedicate this to my amazing children, Layla and Chloe. Both of you were born during the doctoral program, or very soon after, and I am so thankful for the gifts you have given me. Through you I have learned that I can conquer any challenge; I hope that I can teach this to you one day. I love you both very much!!
ACKNOWLEDGEMENTS

I want to first acknowledge and thank my family, especially my parents, Debryn and Charles Klein. You have always supported and encouraged my education and my dreams, so thank you! Also, thank you for all of the time you came to watch little Layla so I could work on this or other papers. My siblings, Kyle Young, Lindsey Young, Taylor Klein, Lauren Klein, and Angelique Young, have always been an important part of my life and have encouraged me to strive for success. I hope that I am able to do the same for you as you continue down your life paths, wherever they may lead you. I also want to recognize my in-laws, Terri and Carl Bailey. Thank you both for all of your words of encouragement and enthusiasm, and for nights and days of babysitting and dinners. I sincerely appreciate your positive attitudes and the mentality that life and all it brings are gifts to be enjoyed and shared.

I would also like to acknowledge the California State University, Sacramento Ed.D. Cohort II. Over the past three years we have all gone through some amazing times of excitement and hardship; however, through it all we’ve supported each other and that gave me the strength to continue. A special thank you to Gabe Simon who worked with me and my quantitative data for countless hours!

I must also recognize the dedication and work that my dissertation committee chair, Dr. Virginia Dixon, put into the completion of my study. I sincerely appreciate all of your help, encouragement, and support throughout the entire process. Thank you!

Lastly, to my AVID students, past, present, and future. You were the first to encourage me to pursue this doctoral degree, and the vision behind this research. A special thank you to all who participated in this study!
CURRICULUM VITAE

Education

M.A. in Educational, Gender Equity, California State University, Sacramento (2004)

Single Subject Teaching Credential, California State University, Sacramento (2003)

B.A. in English, California State University, Sacramento (2002)

Professional Employment


AVID District Liaison, Sacramento County Office of Education (2007-2008)

AVID Staff Developer, Sacramento County Office of Education (2007-Present)

AVID Staff Developer, AVID Center (2008)

Professional Affiliations

California Teachers Association (CTA)
Elk Grove Employee Association (EGEA)

Educational Affiliation

Phi Kappa Phi
Abstract

of

AVID PARTICIPATION FOR COLLEGE READINESS AND SUCCESS

by

Jennifer Lucia Lawson

Across the nation, students are exiting high schools and headed to college underprepared and ill-equipped to handle the expectations and system of higher education. This lack of college readiness can be related to a limited perspective of the rigorous academic expectations or a lack in the social capital, cultural capital, or habitus necessary for success in college. While there are numerous programs available to assist students with this educational transition, both in secondary education and on the college campuses themselves, the research supporting their effectiveness is limited. This study focuses on the perceived college readiness that AVID provided former students in the areas of academic expectations, social capital, cultural capital, and habitus. Through the mixed-methods design, this study presents both a breadth of student perceptions regarding their experiences at one Northern California high school, as well as student voices who share specific ways in which the AVID program provided college readiness.
TABLE OF CONTENTS

Dedication........................................................................................................................................... v
Acknowledgements................................................................................................................................. vi
Curriculum Vitae................................................................................................................................... vii
List of Tables........................................................................................................................................ vii
List of Figures........................................................................................................................................ xi
Chapter
1. INTRODUCTION ................................................................................................................................. 1
   Statement of the Problem....................................................................................................................... 6
   Nature of the Study ............................................................................................................................... 6
   Theoretical Frameworks....................................................................................................................... 7
   Operational Definitions....................................................................................................................... 14
   Assumptions and Limitations............................................................................................................. 16
   Significance of the Study..................................................................................................................... 17
   Conclusion.......................................................................................................................................... 18

2. REVIEW OF RELATED LITERATURE .................................................................................................. 20
   Student Achievement in High School ................................................................................................. 21
   Predictors of College Success ............................................................................................................. 40
   College Readiness Programs.............................................................................................................. 45
   Funds of Knowledge, Social Capital, Cultural Capital, and Habitus ................................................. 58
   Value of Self-Reported Data and Student Perspectives .................................................................... 71
   Gaps and Conclusion ......................................................................................................................... 72

3. METHODOLOGY .................................................................................................................................... 73
   Research Design.................................................................................................................................. 74
   Context, Setting, and Sample............................................................................................................... 76
   Instrumentation, Materials, Data Collection, and Analysis................................................................. 78
   Measures Taken for Ethical Protection of Participants and Participant Rights.................................. 81
   Conclusion.......................................................................................................................................... 82
4. ANALYSIS OF THE DATA

- Data Collection ................................................................. 84
- Response Rate ................................................................. 86
- Descriptive Statistics ......................................................... 87
- Quantitative Survey: Summary of Response Frequencies ....... 121
- Linear Regression Analyses ................................................. 122
- Qualitative Survey ............................................................ 131
- Conclusion ........................................................................... 143

5. SUMMARY AND CONCLUSIONS .............................................. 145

- Finding 1: Importance of a Mother/Guardian’s Education ........ 148
- Finding 2: Academic Preparation ........................................ 148
- Finding 3: Social Capital, Cultural Capital, and Habitus .......... 150
- Discussion of Findings ....................................................... 154
- Reflection on Mixed-Methods Data Analysis Process .......... 156
- Recommendations ............................................................ 158
- Conclusion ........................................................................... 169

6. APPENDICES ........................................................................ 171

- Appendix A: Survey ............................................................. 172
- Appendix B: Qualitative Survey Responses ......................... 183
- Appendix C: Cornell Note Paper .......................................... 224
- Appendix D: Linear Regression Analysis: Demographic Only Variables .. 226
- Appendix E: Linear Regression Analysis: Past Variables (including demographics) ......................................................... 228
- Appendix F: Linear Regression Analysis: Present Variables (including demographics) ......................................................... 231
- Appendix G: Linear Regression Analysis: Present Peer Variables .... 234
- Appendix H: Linear Regression Analysis: Future Variables (including demographics) ......................................................... 236

REFERENCES ........................................................................... 238
<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender of respondents</td>
<td>88</td>
</tr>
<tr>
<td>2. Mother or parent figure/guardian’s level of education</td>
<td>89</td>
</tr>
<tr>
<td>3. Father or parent figure/guardian’s level of education</td>
<td>89</td>
</tr>
<tr>
<td>4. First generation to attend college</td>
<td>90</td>
</tr>
<tr>
<td>5. Free and Reduced Lunch Program status</td>
<td>91</td>
</tr>
<tr>
<td>6. More than four years</td>
<td>91</td>
</tr>
<tr>
<td>7. Four years in AVID</td>
<td>92</td>
</tr>
<tr>
<td>8. Three years in AVID</td>
<td>92</td>
</tr>
<tr>
<td>9. Two years in AVID</td>
<td>92</td>
</tr>
<tr>
<td>10. One year in AVID</td>
<td>93</td>
</tr>
<tr>
<td>11. First year in college</td>
<td>93</td>
</tr>
<tr>
<td>12. Second year in college</td>
<td>94</td>
</tr>
<tr>
<td>13. Third year in college</td>
<td>94</td>
</tr>
<tr>
<td>14. Fourth year in college</td>
<td>94</td>
</tr>
<tr>
<td>15. Two and four year college enrollment</td>
<td>95</td>
</tr>
<tr>
<td>16. White (non-Hispanic)</td>
<td>96</td>
</tr>
<tr>
<td>17. Black or African American</td>
<td>96</td>
</tr>
<tr>
<td>18. Asian</td>
<td>97</td>
</tr>
<tr>
<td>19. Hispanic or Latino</td>
<td>97</td>
</tr>
</tbody>
</table>
20. Pacific Islander.............................................................................................................. 97
21. Filipino.......................................................................................................................... 98
22. Responses to “the extent to which AVID prepared me for the level of writing expected in college”................................................................................................................ 99
23. Responses to “the extent to which AVID prepared me for the level of critical thinking expected in college”........................................................................................................ 100
24. Responses to “the extent to which AVID prepared me to create a graduation plan”..... 100
25. Responses to “the extent to which AVID prepared me to register for classes”........... 101
26. Responses to “the extent to which AVID prepared me to apply for financial aid”....... 101
27. Responses to “the extent to which AVID encouraged me to participate in college activities (such as sororities/fraternities, athletics, clubs, etc.)”.............................................. 102
28. Responses to “the extent to which AVID encouraged me to form study groups”....... 103
29. Responses to “the extent to which AVID encouraged me to attend office hours”....... 103
30. Responses to “the extent to which AVID encouraged me to receive tutoring (either by professionals or peers)”.......................................................................................... 104
31. Responses to “the extent to which AVID encouraged me to provide tutoring (either in a professional setting or to a peer)”........................................................................... 104
32. Responses to “the extent to which AVID encouraged me to ask questions or participate in class discussions”........................................................................................................ 105
33. Responses to “the extent to which AVID encouraged me to prepare two or more drafts of a paper before turning it in”.................................................................................. 106
34. Responses to “the extent to which AVID encouraged me to use email to discuss grades with a professor”........................................................................................................ 106
35. Responses to “the extent to which AVID encouraged me to take notes in all your classes” ................................................................. 107
36. Information needed to feel prepared for college ................................................................. 107
37. High school GPA ........................................................................................................... 108
38. Parent/Family Influence ............................................................................................... 109
39. Friends .......................................................................................................................... 109
40. Teachers/Professors ..................................................................................................... 110
41. Counselor Influence ..................................................................................................... 110
42. Self Influence ............................................................................................................... 111
43. Religious Influence ...................................................................................................... 111
44. Working ....................................................................................................................... 112
45. Studying ....................................................................................................................... 112
46. Campus Connection ..................................................................................................... 113
47. Educational Aspirations ............................................................................................... 113
48. Overall Academic Success .......................................................................................... 114
49. Average College GPA ................................................................................................. 114
50. Peers Who Sit in the Front of the Class ....................................................................... 115
51. Peers’ Involvement in the College Campus ................................................................. 115
52. Peers Attending Office Hours ..................................................................................... 116
53. Peers Forming Study Groups ...................................................................................... 116
54. Peers’ Frequency of Note-Taking ............................................................................... 117
55. Peers’ At-risk Behavior ............................................................................................... 117
56. Likelihood of a Bachelor’s Degree ............................................................................... 118
57. Better Their Career Options
58. More Money
59. Better Their Opportunities
60. Expand Their Knowledge
61. Pleasing Family
62. Achieving Dreams
63. Provide for Significant Other
64. Significance: Demographic Variables Only
65. Significance: Past Variables
66. Significance: Present Variables
67. Significance: Future Variables
68. Participant Definitions of Success
69. Aspects of college AVID was most successful in preparing participants for
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Key Components to College Readiness</td>
<td>9</td>
</tr>
<tr>
<td>2. Factors of Student Engagement</td>
<td>25</td>
</tr>
<tr>
<td>3. Demographics</td>
<td>77</td>
</tr>
</tbody>
</table>
Chapter 1
INTRODUCTION

The mission of most secondary institutions is to prepare students for life after high school graduation. While this can lead some students directly into the workforce, for many the finale of high school is anticlimactic as they plan to continue their studies and enter some form of higher education. Recent data show the enrollment of 18-24 year old students in higher education increasing from 25.5 million in 1995 to 29.3 million in 2005 (U.S. Department of Education, National Center for Education Statistics, 2008). While this trend shows the positive direction of the nation’s educational aspirations, many students have not received the proper preparation in order to be successful in these institutions of higher education. This lack of preparation could result in the student making the decision to end his or her educational career, which would neither benefit the student nor society as a whole. The negative externality produced by one student not completing his or her degree results in a loss for the community, as education is thought to provide positive benefits to society. Additionally, if that student attended a California public college, taxpayers would have paid a significant amount in their taxes without reaping the benefits of that degree.

Therefore, the glaring issue is that too many students are entering college without the academic preparation, social capital (networks), cultural capital (beliefs, values, and skills), and habitus (aspirations) needed to successfully navigate through the different systems of higher education. Numerous reports address the academic under preparedness
of most high school graduates (Project, 2002; Venezia, Kirst, & Antonio, 2002; Strong American Schools, 2008; Greene & Forester, 2003; Adelman, 2006; ACT & The Education Trust, 2005; Perkins-Gough, 2008), and several others disaggregate the data to analyze how racial and ethnic minorities, along with first-generation students and students from low–income families, are far less prepared than their white peers when it comes to being sufficiently ready for higher education (Ward, 2006; Swail, Redd, & Perna, 2003; Tierney, Colyar, & Corwin, 2003; Bowen, Chingos, & McPherson, 2009). In most reports, under preparedness is determined based on the need to enroll in remedial courses and by low college graduation rates. While the researcher is aware of the conflicting views of remediation, a presentation of studies that discuss the subject will be included with a more comprehensive review provided in Chapter Two.

Additionally, the need for remediation will only be one aspect of a student’s educational experiences which will be examined throughout this study. A quantitative study on remediation course offerings and participation found that 42 percent of students attending two-year colleges and 28 percent of students attending four-year colleges were required to take at least one remedial course (Parsad, Lewis, & Greene, 2003). This statistic is striking, especially when one survey of 688 students found that the majority (95 percent) reported that they did all or most of the work that was asked of them in high school, and 80 percent received a 3.0 Grade Point Average (GPA) or above and felt ready for college (Strong American Schools, 2008). While most studies of this nature examine the academic preparation needed for students to succeed in college, others look at the
capital (banks of information) students bring with them and how this affects their ability to successfully navigate the college system.

Pierre Bourdieu originally stated that the educational system encourages class stratification by expecting all students to come with the cultural capital necessary to understand the academic systems and language needed for educational attainment, typically provided by those in the home (Bourdieu, 1977). Bourdieu defines cultural capital as the set of values and beliefs set by the dominant culture. However, not all students have someone in their homes who can provide this knowledge, especially first-generation college students and low-income students. Many students are left with questions regarding the application process, paying for college, and other such quandaries. Similar to cultural capital, social capital is the wherewithal to form networking groups with leaders and peers and understand social norms within those groups (Coleman, 1988; Jarrett, Sullivan, & Watkins, 2005). Students who have a surplus of social capital can improve their educational experiences by making deliberate choices of with whom to interact, while those without might find themselves struggling in their postsecondary classes. A lack in sufficient cultural and/or social capital presents students with more challenges and provides greater disadvantages to reaching educational success. The Chicago Consortium (2008) explains two ways that not having an ample amount of cultural capital can impede low-income students’ success. They explain that students may not be aware of or encouraged to take the “necessary steps” in high school needed to prepare for college enrollment and financial aid information and may not even apply to colleges (Roderick, et al., 2005, p. 22). Along with social and cultural capital, a student’s
habitus can also impact their educational attainment. Habitus is defined as the attitudes that shape a person’s expectations and aspirations (McDonough, 1997); this can be limited by a students’ lack of supportive networks and insubstantial educational values (i.e. social and cultural capital). Since some students do not enter college with large funds of social capital, cultural capital, and habitus from their families, college preparatory programs must be designed to ensure that students receive this, along with academic support in order to provide students with as much college preparation as possible.

Advancement Via Individual Determination (AVID) is one such program that aims to provide college readiness for all students. Developed in 1980 in San Diego by a California high school teacher, Mary Catherine Swanson, the AVID program is now an international program offered in 45 states within the United States, the District of Columbia, and sixteen other countries and territories. Along with focusing on high expectations, the AVID program’s mission is to “close the achievement gap by preparing all students for college readiness and success in a global society” (AVID, 2010). To do this, AVID focuses on the average student (defined as one with a 2.5-3.5 GPA) and seeks to prepare students for the rigors of college through academic counseling, encouragement and support in rigorous courses, and social growth and awareness (Martinez & Klopott, 2005; Guthrie & Guthrie, 2000). Although initially developed to meet the diverse needs of low-income and minority students bussed in to an affluent, historically white area of San Diego, the AVID model has expanded into the wide-reading program it is today. In order to reach as many students as possible, the AVID program is offered to students
ranging from fourth grade through postsecondary, with several community colleges offering AVID programs to their students. Within the middle and high schools, AVID is an elective course offered within the regular curricular day and also promotes schoolwide rigor; while AVID elementary does not consist of the elective course, the teachers trained in AVID methodologies incorporate these strategies into their existing curriculum and include additional rigorous elements as well. AVID within the postsecondary realm is relatively new, and provides a capstone to the program to assist community college students with their transition to and rigors of higher education with the ultimate goal of transferring to a four-year institution and earning a degree. Together, AVID elementary, secondary, and postsecondary form the AVID College Readiness System (ACRS) (AVID, 2010). ACRS is used to define the systematic approach and use of AVID strategies to provide college readiness and success for all students.

The purpose of this research study was to examine one Northern California high school’s AVID program to determine the effectiveness of providing college readiness for the academic rigors of college, as well as the extent to which the program provides the social capital, cultural capital, and habitus needed for students to feel successful in college. While AVID’s mission does not directly state that social capital, cultural capital, and habitus are elements of the program, other studies have shown that they are essential to students’ postsecondary success. Therefore, this study included them as fundamental aspects of college readiness.
Statement of the Problem

Too few students come to institutions of higher education prepared for the challenging academic expectations and without the social capital, cultural capital, and habitus needed to successfully navigate the college system. Since AVID’s goal is to provide students with these skills and “funds of knowledge”—defined as the knowledge students bring with them to school and incorporate into the curricula (Moll, Amanti, Neff, & Gonzalez, 1992), this study will focus on the extent to which one school’s program meets its goal. While many studies examine the number of AVID students who enroll in four-year colleges immediately following high school graduation (AVID, 2010), and others assess the extent to which AVID participation has prepared students for the academic challenges of college (Guthrie & Guthrie, 2000), this study will expand on that data and also include original qualitative and quantitative data which fills the gap in research regarding AVID students’ perceptions of the social capital, cultural capital, and habitus provided by the program and how this has impacted their educational experiences, attitudes, and anticipations.

Nature of the Study

The data collected through this study was to inform the researcher, site program coordinator and teachers, and the AVID Center of the perceived effectiveness of the AVID program in sufficiently providing students with college readiness for higher education. Additionally, as policy makers continue to face the daunting task of funding and supporting elective programs, this study will provide them with a rationale for why continued funding of the AVID program, as well as other college preparatory programs is
essential. Both the objective (quantitative) and open-ended (qualitative) questions of the survey were designed to gather data on the following research questions:

*Research question #1:* To what extent does AVID participation in high school prepare students for the academic expectations of college?

*Research question #2:* To what extent does AVID participation in high school provide students with the social capital, cultural capital, and habitus needed to effectively navigate the college system?

The survey data was collected through an online survey system and includes both Likert scale and open ended questions. A more detailed description of the research design, including methodology, participants, qualitative and quantitative portions of the survey instrument, data collection and analysis is provided in Chapter Three.

**Theoretical Frameworks**

Multiple theories were used as a foundation for this study. Below is an overview of each theory; a more detailed discussion of each is provided in Chapter Two along with a review of the relevant literature. The first two theories discussed, Conley’s Theory of College Readiness and Tinto’s Theory of Retention, are seminal to the AVID program’s mission of preparing students for college readiness and success, while cultural capital, social capital, and habitus provide frames for which this college readiness can be reached. This study examined the ways in which the selected site’s AVID program has provided this knowledge along with the academic preparation in order for the students to feel successful in their schools of higher education.

**Theory of College Readiness**
David T. Conley *Redefines College Readiness* in his 2007 report. He explains that a student is considered college ready if (s)he can master four “key components”: 1) key cognitive strategies; 2) key concepts; 3) academic behaviors; 4) contextual skills and awareness. Figure 1 shows how these components are not mutually exclusive, but continually intersect through a student’s education. Key cognitive strategies include critical thinking skills, intellectual openness, and inquisitiveness that students acquire through regular use and become part of their educational repertoire. Key concepts are defined as the content students possess to successfully complete their college classes, such as writing, research, and course content. Conley defines academic behaviors as those necessary for academic success, including “self-monitoring, self-awareness, and self-control” (p. 16). Lastly, contextual skills and awareness requires that the students recognize that the culture and structure of the college impact their educational experiences and are able to successfully incorporate themselves into the institution. This awareness also includes understanding “college knowledge,” such as the admissions and financial aid processes, placement requirements, and college research (social and cultural capital).
Vincent Tinto’s Theory of Retention

While Tinto is well known for researching college student and civic engagement, he also theorizes that student success depends on the conditions within institutions of higher education. Similar to Conley, Tinto notes that both the university and the student have important roles to play in ensuring student success (Tinto, Dropout from higher education: A theoretical synthesis of recent research, 1975). While the colleges must do their part by committing to making student success a priority, providing adequate opportunities for student and staff feedback, and holding the students to high expectations, the students must also take hold of their educations. They must set their own expectations (habitus) and find supportive networks (social capital), such as academic advising, in order to achieve these expectations. Additionally, students must seek support of three kinds, academic, social, and financial support in order to maintain...
their commitment to their own success. Lastly, Tinto explains in his joint research with Pusser (2006) that by building an educational community, students will have a stronger connection to both the campus and their education. Thus, Tinto’s research is most aligned with the AVID program in that it seeks to instill these educational values while in high school with the hopes that they will translate to the college environment as well.

Theory of Cultural Capital

Cultural capital (and other theories of capital) originally comes from the economic concept of capital, which refers to a person’s assets or funds, in this case funds of knowledge. Cultural capital, specifically, was first conceptualized by Pierre Bourdieu in 1977. He explained that students brings with them a bank of knowledge, or academic resources (cultural capital), which allows for understanding; however, without these resources, the student is then at a disadvantage (Cultural reproduction and social reproduction, 1977; Outline of a theory of practice, 1977). Throsby (1999) expands on Bourdieu’s definition by including that cultural capital is the “set of ideas, beliefs, and values set forth by the dominant culture” (p. 7). Bourdieu and Throsby’s definitions conclude that if a student does not embody these intrinsic principles, it sets this student at a disadvantage. However, they refer to the dominant culture as one that defines the appropriate values necessary, which does not reflect the current demographic environment of education.

While students who come from families who did not attend college might not have the cultural capital defined by the dominant culture, they still maintain their own beliefs and values which can translate to college success. Many researchers examine the
original concept of cultural capital through a Critical Race Theorist lens, noting that in validating the notion of a dominant culture’s values and beliefs, it takes away from those whose values may differ. This can result in a disparity between those who hold the power on a college campus and the individual student’s values, which can, in turn, present itself as a loss of identity for the students; this may result in students feeling forced to leave behind their home culture and assimilate to the dominant culture presented through the system of higher education. Trueba (2002) tackles this cultural conflict, recognizing that the theory of cultural capital marginalizes the majority of the population. He has defined a “new cultural capital” in which diversity is dominant, focusing on diversity in the form of ethnicities, income level, sexual orientation, and other such qualities in which people are often marginalized. Therefore, when discussing the “dominant” culture, it includes the distinct values and beliefs with which students enter education provided by their families and individual experiences. For the purposes of this study, Trueba’s (2002) definition of cultural capital, which includes the values and beliefs provided by the diverse population within the current educational system, will be used. These include understanding the processes and resources available through college, as well as the college skills that allow students to be successful in the content classes. The AVID program hopes that through participation in their multi-year college preparatory program, students will gain an abundance of cultural capital which can be integrated into their already existing beliefs and values to aid in their success.

Theory of Social Capital
Similar to cultural capital, social capital is yet another resource which aids in college readiness. Coleman (1988) describes social capital as a relational theory in that people gain more social capital based on the people with whom they network. For example, a cohort of doctoral students supports each other through a rigorous program by not only sharing their individual goals, but by encouraging each other as they work toward a common goal through set norms. These students benefit from the social capital gained through a cohorted program, just as others gain capital by networking with people who have similar goals. Portes (1998) agrees, stating that involvement in a group can have increased positive results. This concept is one that the AVID program embodies. As the AVID students at the studied site formed their own networks in high school, the researcher aimed to study how this model translated into forming appropriate and beneficial social groups and gaining more social capital through college.

Theory of Habitus

Habitus is a very similar concept to that of both cultural and social capital; however, instead of gaining resources which will aid a person’s ability to successfully navigate through college, habitus reflects a person’s desire. More specifically, McDonough (1997) reintroduced Bourdieu’s (1977) concept of habitus and its effect on educational attainment by defining it as the attitudes that shape a person’s expectations and aspirations. As one of AVID’s main focus points, students must commit to their desire of a college education before entering the program.

Funds of knowledge theory
In utilizing the theories of social capital, cultural capital, and habitus, the funds of knowledge theory must also be addressed. This theory connects a students’ home with their schooling and develops strategic classroom practices which allow for this connection (Moll, Amanti, Neff, & Gonzalez, 1992). Similar to social capital, Moll, et al. describe the funds of knowledge theory as one that examines “how these social relationships facilitate the development and exchange of resources, including knowledge, skills, and labor” (1992, p. 133). As Bourdieu (1977) explained, a person’s cultural capital is developed in the home, and one element of the AVID program is to include families into the students’ education and preparation for life after high school.

Social Learning Theory

While Bourdieu’s (1977) and Coleman’s (1988) definitions of social capital relate to ways in which social structures can provide individuals with the capital that might not have been developed through family networks, social learning theory builds upon this idea. Although defined years prior to Bourdieu’s 1972 explanation of social capital, Bandura’s (1969) research explains social learning theory as an occurrence of modeling behavior based on “appropriate societal models” (p. 213). Much of Bandura’s research addresses positive and negative childhood behaviors. Given his research focuses on imitating modeled behavior, it can also be applied to an individual who imitates the actions of or decisions made by his or her peers. Relating the social learning theory to the AVID Program studied, peers can have a significant impact on an individual’s decision to prepare for and attend college; consequently, selecting inappropriate social networks can negatively influence students as well.
Three Stage Model of Student College Choice

Hossler and Gallagher (1987) categorized three stages which students reach regarding college. They are:

1) Predisposition: At this stage, a student must decide if he or she will continue his or her education after graduating high school.

2) Search: Once the decision has been made to attend postsecondary education, the student must conduct research to determine which institution of higher education provides the best fit for their individual educational plans.

3) Choice: After researching the options available for postsecondary education, the student must then make the ultimate decision and decide which college to attend.

Within this model, a student’s cultural capital, social capital, and habitus help to determine the outcomes. If a student does not know the steps to take nor have the inherent value of education, (s)he may not even make it to the first phase of predisposition, much less onto the choice phase. AVID seeks to help students as they move through this three stage model, and provide college readiness once they reach their destinations as well.

Operational Definitions

The following definitions will be used throughout this study:
1. **AVID**: Advancement Via Individual Determination is a college preparatory program whose mission is to “close the achievement gap by preparing all students for college readiness and success in a global economy” (AVID, 2010).

2. **WICR**: AVID curriculum that has a focus on Writing, Inquiry, Collaboration, Reading (WICR) through rigorous assignments to prepare students for college level work (AVID, 2010).

3. **College Readiness**: A student is considered college ready when he or she is able to:

   a. understand what is expected in a college course
   b. understand the content knowledge that is presented
   c. understand the culture and structure of higher education, including the “norms of the academic and social environment” (Conley, 2007, pp. 5-6).

4. **Cultural Capital**: "[T]he set of ideas, practices, beliefs, traditions and values which serve to identify and bind together a given group of people, however the group may be determined" (Throsby, 1999, p. 7), while challenging the notion of the traditionally dominant culture with one that emphasizes the value of diversity (Trueba, 1992).

5. **Habitus**: The attitudes that shape a person’s expectations and aspirations (McDonough, 1997).

6. **Low-income student**: A student who was eligible for Free or Reduced Lunches at some point during high school under the National School Lunch Act.
7. *Rigor:* “Using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding” (AVID, 2010).

8. *Social capital:* The norms and values provided by social networking groups (Coleman, 1988; Portes, 1998).

9. *Success:* For the purpose of this study, success is defined separately for the quantitative and qualitative portions. For the quantitative data analysis, student success was determined by a student’s self-reported college Grade Point Average (GPA); for the qualitative data analysis, student success was defined by the participants’ perception of feeling successful in college classes and in the postsecondary setting.

Assumptions and Limitations

Since this study was based on former AVID students’ perceptions of the extent to which participation in the program impacted their college readiness, there are several limitations which must be addressed.

1. The nature of the AVID program is one that seeks to create a mentorship bond between students and teachers. Therefore, the participants, as the researcher’s former students, may be disinclined to reveal negative perceptions. The researcher asked participants to provide their honest views, and explained that for the nature of this study, both positive and negative perceptions of their AVID experiences were important to include.
2. The use of an online survey assumes that participants have computer knowledge, understand the survey questions, and will be the person participating in the survey.

3. In order to provide minimal risk to the participants, only those who responded to an initial email query were included in the survey. This limited the potential participants and survey responses to those who replied to the email.

4. Additionally, since only those who responded that they would like to participate were provided with the survey, the participants may not be representative of the larger population.

5. Since participants were selected from only one high school’s AVID program, the data has limited generalizability. However, based on the demographics of that site, other schools might be able to apply the results of the study’s findings for their own programmatic improvements.

Significance of the Study

This study not only adds to the body of research on the effectiveness of the Advancement via Individual Determination (AVID) program in preparing students for college acceptance, but also provides both qualitative and quantitative data on how well the program provided students with college readiness. There is minimal research which details the extent to which and ways that AVID participation in high school translates to college success, and it only includes academic preparation. This study expands on this idea by including the extent to which the studied AVID program provided social capital, cultural capital, and habitus to the students. The data provided by the survey will offer the
site helpful information for programmatic improvements, assist the AVID region in planning for professional development in areas identified as needing improvement, and potentially encourage more students to participate in the AVID program. Additionally, this study will inform policy makers of the AVID program’s success and encourage national and international educational and transformational leaders to continue funding the program despite the current budget crisis.

Conclusion

Vincent Tinto’s Theory on college retention, spanning back to 1975, explains that students must not only be academically prepared for college, but also have a connection to social networks (social capital). In addition, a student’s beliefs, values, and educational skills (cultural capital) must include the educational aspirations (habitus) to be successful in institutions of higher education. Since not all students come to high school with these intrinsic or acquired qualities, the college preparatory program AVID helps students to gain these funds of knowledge. This study examined student perceptions regarding the extent to which their AVID experiences in high school prepared them for the academic rigors of college, as well as provided them with the social capital, cultural capital, and habitus needed to successfully navigate the postsecondary system.

Chapter Two provides a detailed literature review which analyzes the following themes: student achievement in high school, predictors of college success; educational challenges faced by low-income and educationally marginalized students; and the educational benefits provided by social capital, cultural capital, and habitus.
Chapter Three describes the research methodologies used in this mixed-methods study, including the online survey’s quantitative and qualitative protocol.

Chapter Four discusses the analysis of data collected via online survey using linear regression analysis through the SPSS program. Throughout this chapter the research questions will be used as a guide to interpreting the findings.

Chapter Five continues the examination of the data by expanding on the findings through a discussion of common themes that surfaced out of the data. This chapter will conclude in recommendations for programmatic improvements and suggestions for further research.
Chapter 2

REVIEW OF RELATED LITERATURE

There are several studies available which document the importance of a college education on a student’s social and personal success (Adelman, 2006; Becker, 1993; Bowen, Chingos, & McPherson, 2009; Conley, 2007; Engle, 2007; Guthrie & Guthrie, 2000; Martinez & Klopott, 2005; Perkins-Gough, 2008; Perna & Thomas, 2006; Roderick, et al., 2005; Tierney, Colyar, & Corwin, 2003; Warburton, Bugarin, & Nunez, 2001). Additionally, many reports identify clear predictors of college success, including what schools of secondary education can do to help students prepare for college (ACT & The Education Trust, 2005; AVID Center, 2010; Adelman, 2006; Greene & Forster, 2003; Conley, 2007; Kirst, 2008; Martinez & Klopott, 2005; Perkins-Gough, 2008; Perna & Thomas, 2006; Roderick, et al., 2005; Tierney, Colyar, & Corwin, 2003; Venezia, Kirst, & Antonio, 2002; Warburton, Bugarin, & Nunez, 2001). These preparatory predictors include enrolling in college preparatory programs, such as the Puente Program, GEAR Up, the University of California and California State University’s EAOP and EOP programs, and the Advancement Via Individual Determination (AVID) program. Data reflects the positive outcome of such programs; specifically the AVID program’s research findings confirm an increase in California’s high school graduates’ enrollment in higher education when compared to California’s non-AVID students (AVID Center,
2010). However, there is little literature addressing how well AVID students perform once at the college or university they select. Due to the lack of research in this area, this literature review will discuss the report by Guthrie and Guthrie (2000).

However, before discussing the factors contributing to college success, the impacts of high school success must be addressed. While this study’s participants are all in college, they all participated in a college preparatory program (AVID) while in high school to make themselves more college-ready upon entering higher education. Therefore, the literature review will begin with an examination of factors of high school which are precursors to college success. In other words, the question was posed: what in high school creates the potential for a successful college student? The Chapter Two Review of Related Literature will begin by answering this question.

In addition, this literature review will present a review of the relevant literature addressing the following themes: the predictors of college success; how the college preparatory programs assists in making students college ready; and the importance of social capital, cultural capital, and habitus on a student’s college readiness. Lastly, gaps in the literature are addressed throughout this chapter.

Student Achievement in High School

While the academic preparation and personal skills acquired in high school can greatly impact a student’s college readiness, and are discussed in the next section of Chapter Two, there are other factors which can also prove to greatly influence a student’s academic achievement and, thus, college preparation. These range from student engagement to the importance of relationships with peers and adults; however, a
discussion of adolescent development is first discussed in order to give a foundation for learning to occur.

Psychology of Adolescent Development

The topic of adolescent development can be an overwhelming topic to research and report. Much of the research regarding academic achievement from the past century has included students’ demographic background and the ways in which students grow and learn. In order to narrow down this vast body of research, this literature review will focus specifically on the ways in which the adolescent brain functions, as well as how theories of ego development apply to academic achievement, including learning and grade orientations (student motivations). Typically, orientation is discussed in terms of internal or external motivations.

In the late 1970s Semyonovich Vygotsky, a Russian psychologist and the founder of cultural-historical psychology, published several theories surrounding the developing brain. Perhaps the most famous is his Zone of Proximal Development (ZPD). This was the term Vygotsky used to describe the readiness of a child’s brain to gather and learn new information. As the learner continually matures and develops independent confidence, (s)he is then ready to acquire more knowledge (Commission on Behavioral Sciences and Education, 2000). While Vygotsky first began his study on younger children, this can also be applied to adolescent learners who are still developing “strategies for remembering, understanding, and solving problems” (Commission on Behavioral Sciences and Education, 2000, p.80). Additionally, these developmental changes have been shown to have their ebbs and flows; while the changes in the brain
often slow after childhood, they begin again around puberty. For the pre-pubescent, the frontal lobe begins to increase in synapses and this continues until post-puberty, wherein the increase in synapses aids in continued learning. Due to this change and increase in brain function, the “aim of education for adolescents should change to include strengthening of internal control, for example, self-paced learning, critical evaluation of transmitted knowledge, and meta-study skills” (Blakemore & Frith, 2005, p. 462). These biological changes, along with the environmental experiences of a student can have a significant impact on the ability to learn. Similarly, along with the developing brain comes a developing consciousness of the individual and his or her place in the world.

The theory of ego development and its relation to academic achievement can be first discussed by analyzing the psychology behind the development of one’s ego. As a person matures, the ego also develops; this is the maturity recognized within impulse control, interpersonal relations, conscious preoccupations, and cognitive style (Bursik & Martin, 2006). In Bursik and Martin’s quantitative study of 142 male and female high school students, the authors found that ego development had a significant impact on academic achievement. The initial hypothesis was that an increased ego development in both males and females would also increase students’ maturation and intrinsic motivation to succeed. Through their study, Bursik and Martin were able to sustain their hypothesis, noting that an increased ego development and maturation showed significance in students’ academic achievement. Noteworthy in their study was the finding that boys appeared to gain this maturity at a slower rate than girls, thus resulting in data which showed higher achievement for girls at an earlier stage than boys.
Along with the development of the ego, students’ learning orientation and grade orientation can also be affected by ego development. Eison (1980) identified two specific motivations behind students’ academic achievement: learning orientation and grade orientation. Learning orientation is the intrinsic motivation that comes through one’s excitement to learn. This is considered to be the belief of students who are at greater stages of ego development compared to those who are grade orientated, meaning they are prompted more to work for better grades. Those students who are considered to be grade oriented require more extrinsic motivation. They enjoy external rewards, such as positive feedback or tangible items (Eison, 1980). As a student’s ego develops and matures, that student’s academic motivation moves from relying on external sources and rewards to an intrinsic desire to learn and succeed. Interestingly, a study of 110 undergraduates (76% of whom were college freshman) has shown that students with increased grade orientation have an overall lower GPA than their peers who are more learning oriented (Beck, Rorrer-Woody, & Pierce, 1991). Therefore, theoretically, as children mature and develop their egos, and move from grade orientation to learning orientation, their engagement will also increase, resulting in greater academic achievement.

Student Engagement

Student engagement includes multiple factors of a child’s educational experience. Students can be engaged within the classroom just as much as they can be outside of the classroom. Both of these appear to have significant effects on their academic achievement. As noted by Newmann, Wehlage, and Lamborn (1992), engagement means “active involvement, commitment, and concentrated attention” (p. 11). To make this more
applicable to educational engagement, this means that the students are truly invested in their educational experience and dedicated to learning, not just simply doing the work just to get it done. Within this same study, the authors found multiple factors included in student engagement, both from the academic and the social arenas (Newmann, Wehlage, & Lamborn, 1992). Figure 2 illustrates the connection between these areas and the ultimate goal of academic achievement.

Figure 2

*Factors of Student Engagement (Newmann, Wehlage, & Lamborn, 1992)*
As shown in Figure 2, a student’s academic success comes as much from the material that is presented and how it is presented as it is determined by the student’s need for competence in academic and social areas.

Similarly, in a study conducted of 318 middle and high school students, the researchers found that the most important indicator of student engagement was a student’s self-efficacy (Hudley, Daoud, Hershberg, Wright-Castro, & Polanco, 2002). However, these authors also noted that the relationship between believing in one’s educational abilities and their GPA declines as a student advances from middle school through high school. This is a disturbing outcome, as the academic expectations and concepts continuously increase as students progress through their schooling.

Another similar study, conducted by the Canadian government and focusing on improving their nation’s student engagement, identified three areas of student engagement: social, academic, and intellectual. To gather their data, the researchers surveyed 32,322 high school students from 93 schools within 10 districts. From this extensive data, they were able to determine several important factors regarding student engagement, with the most important finding identifying high expectations from the teacher as the main indicator of student engagement (Willms, Friesen, & Milton, 2009).

Similar to the results of the Canadian study, much of the discussion involving student engagement is not linked to students, but to teachers. Nystrand and Gamoran (1990) report that teachers play an important role in engaging the students within their classrooms. These researchers found three main areas where teachers can engage students: 1) asking authentic questions; 2) engaging in “uptake” which is to build off
what students have said; and 3) high-level evaluation in which when a teacher moves on
to another area of discussion based on a “correct” answer from the students. Additionally,
these high level evaluations deepen the level of critical thinking on the part of the student,
instead of rote lecturing on behalf of the teacher. Ultimately, it is through a joint effort on
behalf of the teacher and the student that student engagement occurs. In another study of
16 high schools’ social science departments, examining the integration of higher level
critical thinking, Newmann (1992) found that while the departments across the schools
varied in their level of students’ higher-order thinking, there was room for improvement
at all schools. However, while many researchers have found that students’ ethnicity,
gender, and economic status impact the extent to which teachers present opportunities for
critical thinking, Newmann’s study discovered that when holding race and age variables
constant, there was no significant variance. In addition, through his research Newmann
noted that “high order thinking is both a means to student engagement and a central aim
of education” (p.62). While what occurs within the classroom is important to student
engagement, other student activities have also proven to have a significant impact on
students’ academic achievements.

In another chapter of Newmann’s anthology, Lamborn, et al. (1992) report on
ways that non-instructional activities can play an important role in students’ academic
engagement and performance. They studied students from nine high schools in Wisconsin
and California, specifically focusing on four areas which have shown to be significant in
adolescent life: family, peers, extra-curricular activities, and part-time work. Through
their research, the authors found that parents who are more involved in their child’s
school and those who parent in an authoritative manner increase their children’s engagement in school. In addition, peer groups also have a significant influence. Those who associate with the “brainy” groups show increased positive engagement, while those who frequent with the “druggie” crowd show a decreased academic engagement and lower academics altogether. Furthermore, a student’s choice to participate in extra-curricular activities, and the individual activity chosen, have an important impact on academic engagement. In general, the researchers noted that participation in extra-curricular activities increased positive student engagement; however, they also noted that the choice of sport can alter this. The students who participated in athletic teams considered to be the most “glory” (p.171) showed a decrease in academic engagement and achievement. Lastly, students’ involvement in part-time work disproved the authors’ hypothesis; while they anticipated the data to show that some work increased students’ engagement, they found that all part-time work negatively impacted engagement. Consequently, the more hours students worked, the more academically disengaged they became.

Overall, student engagement can be responsible for an increase in academic achievement and positive participation; a lack of participation can also negatively influence a student’s academic endeavours. Compared to their less engaged peers, students who are more engaged have higher grades (quantitative data showed a significance level of .27), higher aspirations (significance of .21), spend more time on their homework (.32), and have lower incidents of school defiance such as cheating or cutting their classes (-.35) (Lamborn, Brown, Mounts, & Steinberg, 1992). Multiple factors have shown to be
significant in increasing student engagement, with a large focus on the teacher and his or her expectations.

Teacher Expectations

Ever since Rosenthal and Jacobson emerged with their controversial study of teacher expectations and its connection to student achievement in 1968, many more researchers have studied the effects of a teacher’s expectations on students’ achievement. The Pygmalion Effect, as termed by Rosenthal and Jacobson (1968), is also known as a “self-fulfilling prophecy effect” in which whatever is expected of a person becomes true. This often comes in the form of bias when discussing teacher expectations. In Rosenthal and Jacobson’s 1968 study, they presented elementary teachers with false IQ results for many of their students showing very high achievement. Although Rosenthal and Jacobson did not research how these teachers interacted differently with the students, they noted that when teachers expect students to perform at a certain level they do. Therefore, within their study, students who were expected to perform at a higher level due to their falsely high IQ results, proved to meet these expectations, while those who were not expected to perform at this same level received much lower marks. This study prompted others to look at the behaviors behind the Pygmalion Effect that led to increased achievement for some students and lowered achievement for others.

Brophy and Good (1970) were first to begin analyzing individual teachers’ behaviors when presented with students they thought to be high and low achieving. They noted that these teachers set higher expectations for those they felt could reach them and praised them when they met their expectations. In addition, these same teachers accepted
poor work that was not at the same elevated standard for those whom they had set low expectations. On a larger scale, researchers have also examined the effect of teacher expectations, or bias, toward a whole class, instead of toward individual students. Rubie-Davies’ (2010) study involved 24 teachers who completed a questionnaire based on their expectations for their students’ achievement. The questionnaire, completed at the beginning of the school year, was then compared to the teachers’ class scores at the end of the term. Rubie-Davies found that teachers who had high expectations for all of their students had higher overall scores, while teachers with low expectations had overall student scores that matched their level of expectations.

Additionally, this New Zealand study noted the importance of teachers’ perceptions of their classes behaviors and family support on academic achievement. Rubies-Davies (2010) concluded that class scores were high for those teachers who had high expectations for their students and positive perceptions of their students’ attitudes towards schoolwork and positive family support for education. Contrarily, they noted that there was no significant outcome of student academic scores for those teachers who had lower expectations and negative perceptions of their students’ attitudes towards schoolwork and negative family support towards their education. However, this study also indicated the importance of teacher expectations on students’ attitudes, even though it may not explain their achievement.

Many researchers have also incorporated other variables into the examination of teacher expectations and student achievement, such as the students’ ethnicity, socio-economic status, or gender (Aldo & Rosenthal, 1989; Gehrke, 2005; Muller, Katz, &
Dance, 1999; Rubie-Davies, Hattie, & Hamilton, 2006; Weinstein, Gregory, & Strambler, 2004). These studies explained that these are other areas which teachers might influence expectations for students. All of these researchers found through their various studies that a student’s demographics can impact the level of work, type of work assigned, or level of interaction between the teacher and the student; therefore, proving what many researchers have noted in the past, that “teacher expectations can have a powerful effect on student achievement” (Hattie, 2009, p.17). Along with presenting students with high expectations, student engagement is another piece that can lead to a successful high school student.

Teacher and Student Relationships

Carl Rogers, a psychologist, first discussed his person-centered approach to interpersonal relations, nursing, organizational functioning, and education in his 1951 book, *Client-Centered Therapy: Its Current Practice, Implications and Theory*, in which he focused on on bettering the whole person. From this, multiple other authors and researchers have studied the importance of building relationships in order to produce positive outcomes. Noddings (1992) transformed this idea to the notion that caring relationships are an essential foundation of education. Expanding on this idea, others have found that the quality of adult and student interaction is a leading determinant in student success (Noam & Fiore, 2004).

An extensive meta-analysis of 119 studies, 1450 effects, 355,325 students, 14,857 teachers, and 2,439 schools was conducted in 2007 by Jeffrey Cornelius-White. This study emphasized that the “classical approach” emphasizes teacher empathy
(understanding), unconditional positive regard (warmth), genuiness (self-awareness), nondirectivity (student-initiated and student-regulated activities) and the encouragement of critical thinking (as opposed to traditional memory emphasis) (Cornelius-White). Through this examination, the author found a strong correlation between the positive teacher variables and student outcomes (.34). Categorizing this, Cornelius-White noted that this strong correlation equates to higher levels of critical thinking and IQ skills. Additionally, he noted that behaviors are also impacted by the teacher-student relationship. The students who have positive relationships with teachers are more apt to: participate at higher rates (r=.55), have more satisfaction (r=.44), have higher self-esteem (r=.35), and have better social skills and relationships (r=.32). Furthermore, this study also shows a reduction in negative behaviors such as dropouts (r=.35), disruptive behavior (r=.25) and absences (r=.25). Overall, this meta-analysis showed that positive learner-centered relationships have a positive impact on a student’s educational and emotional success.

Not only can the positive teacher-student relationship have a meaningful impact on the student, but also it can impact the teacher as well. A 2004 report noted that these relationships can assist in staff retention (Noam & Fiore). In addition, this same report also explained that students frequently do not have adult contact with anyone on a daily basis other than their teacher; therefore, making this contact positive can have very beneficial outcomes to the students.

Much of the data available discusses the impact of teacher-student relationships on kindergarten and elementary school students. Thus, specifically focusing on secondary
education, as the current research study does, expands on the limited literature. However, one study used Connell’s Self-System Process Model to explain the links between people’s experiences and actions to their outcomes of performance; this included the experience of a teacher-student relationship on achievement. While the study used survey data from both elementary and middle school students, only the middle school results are discussed here due to their closer connection to the post-secondary focus of this study. Klem and Connell (2004) used survey data from 2,430 middle school students from three different schools and found that overall, positive interactions with a teacher produce better academic outcomes from the student. They found that middle school students with “high levels of engagement were 75% more likely to do well on the attendance and achievement index and 23% less likely to do poorly” (p.266) in the same areas. In addition to the students’ engagement having positive results, they also found that “students with high levels of support were almost three times more likely to have high levels of engagement, 74% less likely to feel disengaged” (p.269). This data clearly demonstrates a strong connection between student support, engagement, and achievement. While the data also noted that more elementary students reported receiving teacher support than did middle school students, they came to the overall conclusion that “…students who perceive teachers as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to report engagement in school… [which] are associated with higher attendance and test scores” (p. 270). Along with the positive educational outcomes from a caring student-teacher relationship, parents also influence their child’s success in school.
Parent Support, Expectations, and Involvement

Research abounds around the importance of parent involvement in their child’s education. Many authors suggest that an encouraging home environment, high expectations, and parental involvement are the most successful predictors of student achievement (Epstein, et al., 2001; Zellman & Waterman, 1998). While the definitions of “involvement” differ slightly depending on the research, the definition that this author chose to use is based on Epstein’s work which included the following categories of parental involvement: basic obligations/positive environment, parent/school communications, parent participation in school activities, parent/school communications about homework, parent involvement in school decisions, and collaborating with the community (Epstein, How do we improve programs of parent involvement?, 1988; Epstein, School/family/community partnerships: Caring for the children we share, 1995). The following are descriptions of multiple studies conducted on the importance of parent involvement, all of which connect to the Epstein definition presented above.

Many research studies indicate the importance of parents’ actions or physical involvement in their child’s education, compared to the intrinsic belief or values provided by parents. In one study of 127 high school seniors, surveys were administered which asked about their perceptions of perceived parent involvement. These survey results were then compared to the students’ ACT (a standardized national college entrance test) test scores to determine if parent involvement affected a student’s score compared to the overall population who took the ACT. Overall, the study found that students who perceived their parents to be involved in their schooling had higher test results compared
to the national test takers. Additionally, the most significant parent involvement indicators when compared to the test data were: parents asked about school work, parents supported student with school work, and parent volunteered at school (Barwegen, Falciani, Putnam, Reamer, & Stair, 2003). Another survey study reported similar outcomes, reporting that parents’ actions had a far greater relationship to student achievement compared to their own values or expectations (Lamborn, Brown, Mounts, & Steinberg, 1992). In a synthesis of research regarding parent’s involvement with homework, one study agreed with the importance of parent actions, noting that their research found an increase in the homework completion rate and a decrease in students’ homework problems when a parent was more involved in the students’ homework (Pattall, Cooper, & Robinson, 2008). Additionally, another survey of 193 Los Angeles second through fifth grade students noted that there was a relationship between a child’s IQ and the amount a mother was involved in her child’s homework (Zellman & Waterman, 1998).

The importance of parent involvement in schools has also been discussed and the traditional form of parent involvement challenged in relation to bilingual students and the importance of parent inclusion in their educations as well. Olivos (2006) explains the important role bilingual parents play in their children’s success. He contends that while students and parents of the dominant culture often make their needs known and demand that certain educational experiences and information are offered to them, bilingual parents often do not do the same. Therefore, Olivos argues that bilingual parents must also recognize the power of their voices in order to disrupt the oppression that exists in
the traditional system of education and empower their children to speak out for their rights. Teachers also play a significant role in this empowerment by building relationships with bilingual parents and including more culturally responsive curriculum.

Similar studies show that the connection between school and home can play a vital role in students’ educational achievement, as well as their resilience in school. In their 1993 book, Kelleghan et al explain that the most successful children bring the values they learn from home to school and apply them to their school work, including their work ethic. Furthermore, the authors state that “the home environment is the most powerful factor in determining the level of achievement, interest in school learning, and the number of years of schooling” (p.144-45). Additionally, student aspirations are also promoted by parent involvement (especially their actions as discussed above). Using the National Longitudinal Study of Adolescent Health, it was determined that a student’s cognitive, emotional, and behavioral health, as well as their overall performance, and educational aspirations were all positively influenced by a parent’s involvement and educational support (Mo & Singh, 2008). This parental encouragement for educational aspirations was found to be significant regardless of parent’s education levels. One longitudinal study of seventh through eleventh grade students found that parents who have less education want their children to continue formal education beyond their own level, while parents with more education want their children to have the same or greater opportunities than they did (Hill, et al., 2004). Additionally, multiple authors (Lucas, Henze, & Donato, 1990; Scheurich & Skrila, 2003) explain on the concept of parent involvement by adding the importance of the community itself and the collaboration
among parents, the community, and schools. This partnership benefits all involved, and can lead to greater success on behalf of the student, notably minority students.

Thus far, research has documented that both teacher and parent involvement can have a significant impact on a student’s academic success. However, adolescents are often swayed by what their friends and peers believe and how they act; therefore, this section will end with an examination of how peer relationships affect academic achievement.

Peer Relationships

Alexander Astin (1993) defined peers as a “collection of individuals with whom the individual identifies and affiliates and from whom the individual seeks acceptance or approval” (p.400). Adolescents often seek out their peers by looking for those two key areas: acceptance and approval. Often, these peers reflect a commonality between themselves and the individual (Gibson, Gandara, & Koyama, 2004). Even though adolescents may find peers who accept and approve of them, while also connecting to them based on activities or other interests, these relationships can have both positive and negative results.

Starting at a young age, academics play an important role as children begin to select their friends. One study noted that high achieving students form friendships due to their common ability and interest in school (Veronneau, Vitaro, Brendgen, Dishion, & Tremblay, 2010). Consequently, these friendships produce higher achievement for those involved (Wentzel, 2005). Similarly, those who feel rejected by their peers at an early age show lower achievement (Veronneau, Vitaro, Brendgen, Dishion, & Tremblay, 2010).
However, the findings of Veronneau, et al. (2010) contradict those of Yu and Patterson (2010) when it comes to the educational achievement of peers and its transfer to an individual within the same social group. Veronneau, et al. found that there was no significant change in an individual’s achievement even if her friends did not have similar gains, while Yu and Patterson disagreed, stating that those with whom students associate determine how important they view education.

Adolescence is a time when teens begin to make decisions which can impact their futures and peers can greatly influence each other’s beliefs and actions. Hallinan and Williams (1990) used Parson’s Theory of Influence to explain how peer influence can determine college aspirations. Parson’s theory states that “influence is any factor that affects the formation of a person’s attitudes and opinions by acting directly on his or her beliefs” (p.122). This influence (discussed as habitus later in this and future chapters), the authors showed, can influence students’ college aspirations. Most significantly, peers of the same gender have a greater impact on these choices than peers of different genders. Hallinan and Williams also discovered that race also plays a role in influence, indicating that mixed-race friendships have a positive influence on college aspirations.

Along with the academic influence that peers can have, a person’s networks can also impact their emotional well-being. In a study of 562 eighth and tenth grade students from 14 Chicago-area schools, it was found that higher peer support leads to better moods (Weinstein, Mermelstein, Hedeker, Hankin, & Flay, 2006) and positive emotional support (Stanton-Salazar & Spina, 2005). However, when these trusted relationships do
not meet the adolescent’s expectations, there can also be detrimental consequences to the friendship, self-esteem of the teen, and present itself as academic underachievement.

Parallel to supportive peer relationships, some data show the detriment of having friendships formed of negative common interests or activities (Collins, 2009; Lamborn, Brown, Mounts, & Steinberg, 1992), while others disagree. Data of 8,838 seventh through twelfth grade students from the National Longitudinal Survey of Adolescent Health proved that the behavior of a friend, either positive or deviant, did not determine the actions of the individual; however, the amount of unstructured time spent with friends resulted in negative behaviors from both groups (Haynie & Osgood, 2005). Therefore, it is essential that for positive peer influence, time and activities should be structured and focused.

College preparatory programs can provide such structure; research indicates that random, unstructured activities are less beneficial for students than having continuous and structured support for peers (Hayward, Brandes, Kirst, & Mazzeo, 2005). Discussed in this study as social and cultural capital, peer networks and common beliefs formed through college preparatory programs can have a positive impact on students’ educational experiences and success. This is due, in part, to a commonly held view of the importance of education (Yu & Patterson, 2010), along with an awareness of academic resources available for students (Center for Higher Education Policy Analysis).

Education is filled with experiences that can shape a student’s future. As a brain and child develop, new learning capabilities emerge. These capabilities can then be nurtured by teacher expectations and support, parent involvement, and peer influence,
with the outcome of higher engagement and academic achievement. The ultimate goal is
to prepare the student for independence, and, as in the case of the participants of this study,
college. The next section of Chapter Two will continue with an analysis of college
preparatory programs, including their function and importance, as well as models of
excellence.

Predictors of College Success

This current study focuses on college success in which the participants identified
their own successes and determined what makes them successful in college. However, in
order to identify the ways in which the Advancement Via Individual Determination
(AVID) program provides college readiness skills to its students, predictors of college
success must first be examined, starting with a flawed notion about standardized tests,
which is referred to as a misguided assumption.

Misguided assumption

With the testing culture resonating throughout the country, many are under the
assumption that performing well on standardized tests corresponds to academic
preparation for higher education. However, this is not the case, as the tests throughout the
K-12 system and to exit high schools differ in content and exam protocol from the
college entrance tests (Venezia, Kirst, & Antonio, 2002). In addition, over 50 percent of
students who pass standardized tests are still required to enroll in remedial classes (Smith,
2006).

Since standardized tests are not the best predictors of college success, it is
essential for the success of all students to analyze the educational environments of post-
secondary institutions to determine what does predict college success. A National Center for Educational Statistics study categorized these predictors into four categories: before college, enrollment, college achievement, and post-college (Perna & Thomas, 2006). These four categories include a myriad of experiences from educational aspirations to educational attainment. Their research reviews the literature and compiles a list of ten indicators or predictors of college success. While their literature review produced a comprehensive list of indicators, it does not thoroughly examine all ten. For the sake of this literature review, the focus will remain in the before college, college enrollment, and college achievement categories due to their connection with the AVID program’s interest in students’ college acceptance and enrollment, and this study’s achievement focus.

Rigorous coursework and grades

Prior to entering college, the best predictor of college success is the preparation one receives during high school. Students receive the best preparation when they successfully complete the most rigorous college-centered classes (ACT & The Education Trust, 2005; Adelman, 2006; Engle, 2007; Martinez & Klopott, 2005; Perna & Thomas, 2006). The AVID Center has recently created its own definition of rigor in order to assess if the curriculum and instruction provided to students is truly rigorous and effectively prepared them for the challenges of college academics. Their working definition is when instructors “Us[e] inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding” (AVID Center, 2010). While all classes can be rigorous, the intention of Advanced Placement and honors classes is to provide students with more rigorous coursework,
compared to the non-advanced courses, to prepare them for the academic challenges of college. Adelman’s (2006) report, in fact, used both qualitative and quantitative data from the National Center for Educational Statistics that showed taking more than one Advanced Placement (AP) course had a significant impact on a students’ college persistence from the first to second year in higher education. In addition, the Beginning Post-Secondary Students Longitudinal Study (2001) found from a study surveying first-generation college-going students that students were 22 percent more likely to remain in college if they had taken challenging courses in high school (Warburton, Bugarin, & Nunez, 2001). While the longitudinal study survey gathered data from first-generation high school students, the purpose of the current research study allows the researcher to collect data from first-generation college students as well as those who have had an immediate family member complete college.

Although very rigorous in their own right, Advanced Placement and honors classes are not the only challenging courses a student can take. The rigor found within math classes serves to prepare students as well. In fact, a study of students’ highest level of mathematics courses taken proved to be the best predictor of college graduation. (Adelman, 2006; Martinez & Klopott, 2005; Rose & Betts, 2001). No matter the subject, when students arrive at their post-secondary institutions prepared for the advanced level of rigor and high expectations, they are better able to succeed in their programs. While Adelman’s (2006) report did address the importance of taking the rigorous courses, it did not include how participation in college preparatory programs could support students in excelling in, and perhaps challenging themselves by taking more of these courses.
Along with taking the rigorous and challenging courses, a student’s grades also play a significant role in his or her preparation for college. In a quantitative study of 68 universities across the United States, Bowen, et al. (2009) examined the entering freshmen classes from 1999 to determine the factors that impact a student’s college preparation, college selection, time-to-degree, completion or degree attainment, and financial aid. Within this large study, the researchers noted that high school grades were a far better predictor of college graduation than SAT or ACT test scores. In fact, they found that in all schools but one, high school Grade Point Average (GPA) was a better predictor of graduating in six years from a public college than a student’s test scores. Additionally, this study noted that the habits a student gained from the rigorous courses, such as good study habits, motivation, persistence, and time management skills, resulted in a high secondary GPA and impacted their college readiness and graduation.

Personal factors

While a student’s academic performance has a significant impact on his or her preparation for college and ultimately college graduation, personal factors such parents’ education, family socio-economic status (SES), and high school attended can also play an important role (Bowen, Chingos, & McPherson, 2009). The Bowen study explained that a parent’s education can impact a child’s GPA and SAT or ACT scores and also provide or deny the skills that a child takes with them to college; in other words, highly educated parents can provide their children with the knowledge that they gained while in postsecondary education, while parents who are not as educated cannot provide this same knowledge. Defined as the Funds of Knowledge Theory by Moll, et al. (1992), the
behavior in the home and information contained by those within the family can have a significant effect on a person’s education. For example, students who come from highly educated families have inherent educational values and aspirations while those who do not come from this background may lack some of this knowledge. Similarly, Bowen, et al., found that a family’s SES impacts a child’s education in nearly the same way as parents’ education level. However, they also note that family SES can also impact the students’ college choice due to financial barriers. Similarly, the high school a student attends can either help or hinder the preparedness by offering or limiting multiple Advanced Placement or honors course options, promoting a college-going culture, and encouraging educational aspirations by placing extreme value on secondary and postsecondary education (Bowen, Chingos, & McPherson, 2009).

When brought together, all of the predictors of college success can result in a college-ready student. David T. Conley (2007) used information gathered by multiple researchers to redefine what it means to be “college ready.” He identified four components that, once mastered, provide students with the knowledge, both content and social, to enter college ready which will then translate to college success. The four components of 1) key cognitive strategies; 2) key concepts; 3) academic behaviors; and 4) contextual skills and awareness are essential to a students’ college success. If a student arrives at their institution of higher education without these skills and knowledge, they are challenged with building their banks of knowledge in order to understand both the academic content as well as the social norms and values of the college (Conley, 2007). While these skills and knowledge may be obtained individually, the Social Learning
Theory identified by Bandura (1969) explains that others’ behaviors can provide students with models of societally acceptable behavior, whether in the larger society or in the microsociety of college itself. These learned behaviors require students to have models from which to acquire these acceptable modes of performance and discourse.

High school students who wish to matriculate to higher education filled with the skills and knowledge needed to be successful in college may find tremendous benefits in enrolling in college readiness programs which can aid in this preparation.

College Readiness Programs

Overview

Students’ lack of college preparation has led to an outpour of student programs, all with the intention of helping students succeed. These college readiness programs help students navigate through the pre-college process and prepare them for their post-secondary lives. Some programs have a special focus on first-generation, minority, and/or low-income students as well (Jager-Hyman, 2004). While Advancement Via Individual Determination (AVID) attempts to include first-generation, minority, and low-income students in their program, these are not a prerequisite to AVID participation. They do, however, make an effort to replicate the school’s demographics within the individual programs (AVID Center, 2010). The goal of college preparatory program coordinators, teachers, and administrators, including these in AVID, is to provide students with information they may not receive from home, information such as the required courses for college eligibility and the application process. These programs also “provide a safety net for thousands of students who do not get the level of support—academic or social—
within their current educational environment to become college ready” (Swail & Perna, 2002, p.16). College readiness programs assist students with the many facets of college readiness, including the academic preparation, and the culture and social preparation necessary to be successful in college.

Academic Preparation

In the United States, each state has developed its own standards and tests with which to evaluate the students’ mastery of those standards. These tests do not, however, reflect college readiness (Strong American Schools, 2008). Using survey results from 688 students from 2004, the Strong American Schools report focused on students who are not enrolled in college preparatory programs and who do not feel prepared or ready for college. The report noted that of the 40,000 freshmen who enroll in California State Universities, 60 percent are in need of additional instruction in English, math, or both, in order to be ready for college-level coursework. Moreover, 40 percent of the respondents noted that their high schools had done a “poor” or “fair” job at providing them with the information, knowledge, and skills needed for college success (Strong American Schools, 2008). In addition to colleges’ required courses for eligibility, within each state districts have varying graduation requirements that students must complete in order to receive their high school diplomas. These requirements may or may not represent the state’s college admissions requirements, which could leave students with little choice after graduation if they are not informed of the additional mandates prior to graduation (Martinez & Klopott, 2005; Strong American Schools, 2008). Many studies have been written about the effectiveness of college preparatory programs in preparing high school
students by encouraging them to take the most rigorous classes including advanced placement, honors, and high-level mathematics courses and by providing them with the support to be successful in those classes (ACT & The Education Trust, 2005; Jager-Hyman, 2004; Kuh, Bridges, & Hayek, 2006; Martinez & Klopott, 2005; Swail & Perna, 2002). The literature continues that with the proper support, encouragement, and information the students who participate in college preparatory programs have a significant advantage compared to their peers who are not enrolled in such programs.

Social Preparation

Along with the stated predictors of college success and how college preparatory programs can assist in strengthening students’ involvement in those areas, students also gain social preparation through involvement in specific college preparatory programs. Discussed here as “social preparation” and in a future section as “social capital”, “cultural capital”, and “habitus”, much of the social preparation included within the college preparation programs include social awareness, self-esteem building, and mentorship with a supportive and encouraging adult (Swail & Perna, 2002). As noted by many other studies, the support of a family member, friend, or peer is essential to college knowledge, preparation, and success; these college preparatory programs bond together the academics necessary for access and the support needed for encouragement into the lives of these high school students (ACT & The Education Trust, 2005; Engle, 2007; Kuh, Bridges, & Hayek, 2006; Swail & Perna, 2002). Along with the intrapersonal skills the programs seek to develop, an introduction of college expectations and the social atmosphere of higher education also enhance students’ knowledge and engagement.
Along with building a student’s social skills and networking knowledge, college readiness programs can also help students move along the Three Stage Model of Student College Choice (Hossler & Gallagher, 1987). The stages outlined in this model: predisposition, search, and choice, all revolve around students’ precollege application process. Before applying for higher education, students must first commit to continuing their education, then searching for the right school, followed by a choice of which schools to ultimately apply and then attend. One aspect of college readiness programs is to teach the students how to navigate this system; often times, this may be the only place where students receive this knowledge and support.

While much of the college readiness instruction is provided in a classroom setting, introducing students to college expectations can be beneficial and occur in multiple ways. Defined by the literature review What Matters Most to Student Success (2006) as “social integration,” positive outcomes of students’ social preparation can range from enhanced peer relationships and social networking based on the high academic value of the institution (Kuh, Bridges, & Hayek, 2006). Further studies expound on this idea and add that more development in study skills and social awareness are helpful in the transition from high school to college as well (Swail & Perna, 2002). Consequently, first-generation students who are not involved in a college preparatory program may be at a disadvantage because they may not receive this information in their high schools or at home, so they may arrive at their institutions of higher education lacking the knowledge and skills necessary for college success.
Academic and social constructs of college preparatory programs are both essential for a student’s comprehensive preparation for post-secondary achievement. Additionally, since research shows that high school success can predict college success, these programs are generally designed to assist with student achievement both at the secondary and post-secondary levels. While the Advancement Via Individual Determination (AVID) program is not the only college preparatory program to focus on increasing students’ enrollment in college, the manner in which it does so is distinctive. It supports students in both academic and social growth, including enrollment in the most rigorous curriculum available, through an elective class offered in the regular school day (secondary school programs only). In addition while AVID programs do include low-income students, students who are underrepresented in college, and students who will be the first generation in their family to attend college, it does not limit its support to these students, recognizing that while students who face the above challenges might need additional support, so might students who face other challenges.

AVID

The Advancement Via Individual Determination (AVID) program was developed in 1980 in San Diego, California by a high school teacher, Mary Catherine Swanson. Ms. Swanson saw a gap in the achievement of minority students within the newly desegregated school and wanted to provide them with the academic and social support needed to enroll in college; of the 30 students in the inaugural AVID class, 28 went on to college (Mehan, Villanueva, Hubbard, & Lintz, 1996). The goal of the AVID program is to prepare the average student (defined as one with a 2.5-3.5 GPA) for the rigors of
college through academic counseling, encouragement and support in rigorous courses, and social growth and awareness (AVID Center, 2010; Martinez & Klopott, 2005; Guthrie & Guthrie, 2000). The academic and social support provided by the AVID program has proven to be two large categories when it comes to student retention within the program. A mixed-methods study including a survey of 160 senior AVID students and 138 teachers at four Texas and four California high schools conducted by Watt, et al. (2008) found that the following were all important reasons why students remained in the AVID program throughout their secondary education: the “AVID family”, “Senioritis”, scheduling, family support, financial pressures, teacher preparedness, and AVID support and strategies (p. 23). In addition, Guthrie and Guthrie’s (2000) study surveyed former AVID students for their perception of how well high school prepared them for college. The initial participant group of 100 students were surveyed in the 1998-1999 academic year. Then, a follow-up survey was sent the following year to the original participants, along with the most recent graduates from the graduating class of 2000. A total of 70 students responded to the follow up, with 60 percent of these having participated in the original study. Ninety-five percent of the respondents to both studies indicated that they were enrolled in college during the time of their participation. While the respondents noted that AVID was successful in assisting students in the college application process and refining their note taking skills, they also found that AVID does not prepare students well for excelling in math or in navigating the financial aid systems. In addition, this longitudinal study does not include the extent to which AVID provides students with the
social capital, cultural capital, and habitus necessary to succeed when attending college, an important piece of this current research project.

A result of this intensive focus on academic rigor and social support, AVID research has shown that they are able to close the achievement gap among ethnic groups. As a college preparatory program, they define the achievement gap as students who do not exit high school having completed the required courses necessary to enroll in a four-year college. Having completed these courses allows the student the option of applying and attending a four year college should he or she choose this path. Studies have shown that AVID has been successful in this area, narrowing the gap of college of A-G coursework (California’s college entrance requirements) completion among ethnic groups to within four percentage points (American Indian or Alaska Native, White non-Hispanic, and Hispanic or Latino representing the lowest percentage at 89 percent completion and Asian representing the highest completion rate at 93 percent). The overall population of California’s shows a much wider gap, with a 36 point difference between the highest group to complete the A-G (Asian at 59 percent) and the lowest completion (both African-American/Black and Hispanic/Latino at 23 percent).

The national population also reflects this gap within college entrance requirement completion with a 25 point different between the highest (Asian at 46 percent) and the lowest (American Indian or Alaska Native at 21 percent) (AVID Center, 2010). Along with a postive trend in college enrollment required courses, the AVID program has also shown an increase in minority youth’s college enrollment. One such study found that 86.5 percent of African American seniors participating in AVID enrolled in college,
while only 13.1 percent of their non-AVID counterparts did the same, over a 70 percent difference. The study also found that 73 percent of Latino AVID students enrolled in post-secondary schools, and only 10.5 percent of non-AVID Latino students enrolled in higher education, over a 60 percent difference (Martinez & Klopott, 2005).

Not only does the AVID program succeed in assisting underrepresented students in making themselves more academically competitive for college enrollment, it also collects annual data from California’s AVID seniors and compares the data to California’s overall secondary graduating population. Through this data, they are able to compare the percentage of students who complete the A-G coursework and enroll in either the California State system and University of California system. Data from 2009 showed that 89 percent of AVID seniors completed the A-G college enrollment coursework while only 36 percent of California’s graduating seniors did the same. Additionally, 41.4 percent of AVID graduates were accepted to and planned on attending a college within the California State system compared to 11.9 percent of California’s overall graduates; similarly, 14.8 percent of AVID graduates were accepted to and planned on attending a college within the University of California system, double that of graduating seniors across California, who stood at 7.4 percent (AVID Center, 2010). This may be the most striking data since students must have the wherewithall to complete the required A-G coursework and apply for college in order to plan on attending a four-year college.
While the focus of this study is the AVID program, other college preparatory programs must be recognized for their proven success in increasing college readiness and enrollment for their students.

Upward Bound

One of the founding college preparatory programs, Upward Bound, was born out of the Economic Opportunity Act of 1964 in which the government focused on increasing the college opportunities for low-income students, often assisting first-generation students as well. As one of the successful college preparatory programs included in the Federal TRIO Program, Upward Bound has two mandatory components: an intensive summer program and an academic program offered through the regular school year. The summer program, which can either be residential or non-residential, is generally six weeks in length and acts to foster a college-going vision for the students, whose ages range from 13-19 years old. Throughout the academic year, students receive academic, in the areas of math, science, English, and other world languages, and college preparatory services after the regular school day. The college preparatory services are similar to the AVID programs, in that they cover a range of topics from mentorship and family activities to college entrance test preparation and college visitation tours (Calahan & Curtin, 2004). These components have proven themselves to be well worth the time commitment involved for Upward Bound participants, as many of them have reported college enrollment and success.

Success of the Upward Bound program is widely reported and focuses on both the academic preparation needed for college, as well as the social preparation. One such
study notes the effectiveness of the program in increasing students’ educational aspirations. Through survey data gathered of ninth and tenth grade Upward Bound participants, Myers and Schirm (1997) found that these students expected themselves to complete .25 more years of higher education compared to the control group who did not receive the benefits of the Upward Bound program. Additionally, parents of Upward Bound participants expected their children to complete .3 years more than the parents of the control group. These expectations of higher education (habitus) have been shown to have a significant impact on students’ academic achievements. In a similar study, the researcher noted the importance of community within the Upward Bound program. Through qualitative interviews of 22 Upward Bound participants, three relationships were found to have a significant impact on the students. They noted the importance of “interpersonal relationships, interaction with teachers, and being able to trust peer groups”; through these relationships, the community aspect of Upward Bound encouraged college aspirations and the college preparation processes (applications, research, etc.) (Saliwanchik-Brown, 2005).

Along with the intrinsic motivation and expectations to excel, Upward Bound participants also earned on average 3.1 more credits within the first two year of high school compared ot the control group. Interestingly, this same study noted that Hispanic students received a greater benefit from the Upward Bound program compared to the African-American and White students who participated, earning 1.5 more credits in high school (Myers & Schirm, 1997). In a reevaluation of prior studies and surveys, the Pell Institute found three areas in which Upward Bound students excelled academically.
compared to the control groups: bachelor’s degree attainment (7% higher), graduate degree or credential attainment (7.8% higher), and likelihood of applying for financial aid (13.3% higher). Therefore, the institute noted that Upward Bound participants had a greater chance of college success than their non-Upward Bound counterparts (The Pell Institute, 2009). Throughout the 46 years that Upward Bound has worked towards reducing the gap between the college readiness of low-income students, it is not the only program that has proven its success in targeting a specific group; the Puente Program has demonstrated its ability in providing such readiness as well.

The Puente Program

Similar to the AVID program, the Puente (bridge) program was developed in 1981 and designed to address the poor transfer rates of Latino community college students to four-year universities. While the intention of Puente is to ease the transfer from community college to a four-year college and ultimately a college degree, the process for the Puente students begins in high school where they are enrolled in a specific course taught by English teachers during their ninth and tenth grade years. In these classes, the fundamentals of academic achievement (including “academic identity,” aspirations, preparation for college, and a college-going attitude) are taught. Unlike the AVID program, Puente offers a unique mentoring component in which the students refine this knowledge in grades eleven and twelve by meeting with counselors and mentors who provide support in these areas (Gandara, Larson, Rumberger, & Mehan, 1998). This mentorship supports students and provides adult role-models to whom the students can look to for examples of successful Latino men and women.
In a four-year study of 1,000 Puente students compared to 1,000 non-Puente high school students from 18 high schools, the researchers found a significant difference in the rate of college applications and attendance, as well as college-going attitudes and outlooks of Puente students compared to their non-Puente peers (Gandara, A study of high school puente: What we have learned about preparing Latino youth for postsecondary education, 2002). Along with the academic piece of college preparation, five components have been identified as key elements to Puente students’ success: family involvement, teachers, counselors, mentors, and peer support (Cooper, 2002; Gandara, Addressing educational inequities for latino students: The politics of "forgetting", 2005). These five components are similar to many of the AVID program’s, recognizing the importance of including families, mentors, and peers in the students’ educational lives.

Over the last three decades, the Puente program has proven its success in adding to Latino students’ funds of knowledge, and in making them college-ready both academically and in providing the mental outlook to succeed. Similarly, the GEAR UP Program and California’s college system’s EAOP and EOP programs have also shown their success in doing the same for first-generation and underrepresented college students.

GEAR UP, EAOP, and EOP

The federally funded program, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), focuses on building partnerships between universities and students starting as early as middle school (Martinez & Klopott, 2005). In fact, specific funds are given to low-income middle schools to support their low-income students who join the GEAR UP program in their seventh grade year. This cohort
continues together through high school graduation and college acceptances (U.S. Department of Education, 2010). While the GEAR UP program has proven successes in many states, California’s program also boasts that the college preparatory program not only increases high school graduation rates for the low-income cohort, but it also improves standardized test scores (California GEAR UP, 2010). While the GEAR UP program connects university and community partnerships with the secondary schools, the EAOP and EOP programs do the same between local college campuses and high schools.

The University of California’s Early Academic Outreach Program (EAOP) was established in 1976 and is geared toward preparing students who are traditionally underrepresented in college for the academic rigors of higher education. Through this program, universities form partnerships with high schools and bring academic advising and enrichment services to high school students while also providing college knowledge to students who might not otherwise have received this readiness. Studies have shown that EAOP students are more likely, 35 percent of EAOP students compared to 14.5 percent of non-EAOP students statewide, to be UC eligible at the end of high school (University of California, 2009). Likewise, the California’s State University system runs a similar outreach program and has seen comparable results since its development in 1965. The Educational Opportunity Program (EOP) provides high schools with curriculum and college knowledge with which to share to their college-bound students. In addition, historically disadvantaged and low-income students are provided with support to be successful once admitted into the California State system (CSU Mentor, 1997-2010; California State University, Sacramento). Both of these outreach programs provided by
the California University and State systems offer college awareness, aspirations, and knowledge to the underrepresented students they target.

While the AVID program also succeeds in bringing this academic knowledge to the students, it incorporates other aspects of college readiness, including knowing how to navigate the college systems and their procedures and incorporating the beliefs and values of college into their own beliefs. Additionally, AVID seeks to add to students’ funds of knowledge in the areas of social capital, cultural capital, and habitus which will assist in a successful college experience.

Funds of Knowledge, Social Capital, Cultural Capital, and Habitus

Students’ home lives have a significant impact on their educational experiences, goals, and achievement. The Funds of Knowledge Theory explains that the activities and information provided to a student can either add to the student’s fund of college knowledge; however, a lack of this information can provide a gap from which the knowledge must be attained elsewhere (Andrews & Yee, 2006; Ares & Buendia, 2007; Moll, Amanti, Neff, & Gonzalez, 1992; Rubenstein-Arila, 2006; Velez-Ibanez & Greenberg, 1992). A quantitative study of 1,100 K-12 students indicated that Latina/o students’ household activities, the educational experiences within the home, and the home language development all positively impacted the students literacy related achievement (Rios-Aguilar, 2010). Furthermore, the researcher summarized that the knowledge gained from the home must be integrated into curriculum to truly enhance all students’ understanding of the material, not only that of Latina/o students. Included in these funds are cultural capital, social capital, and habitus, all of which can have a
significant impact on students’ educational experiences and achievement. This can also be applied to the cultural beliefs and values passed down through a family. As the culture of higher education may differ from students’ home culture, they must incorporate both belief and value systems into their own.

Social and cultural capitals, most often described in the fields of sociology, are very applicable to the discussion of college readiness as well. Social capital is described as the ways in which value is placed on a given idea by networks of people (Portes, 1998). This definition, originally explained by Bourdieu (1994), is further illustrated by the notion “that involvement and participation in groups can have positive consequences for the individual and the community” (Portes, 1998, p. 2). Not only are the K-12 and higher education systems filled with networks with which to intermingle, but students must understand the importance of these networks in navigating through the college system. These include study groups and friend groups who have similar aspirations and motivation. In addition, being part of a network, such as AVID, in secondary education could provide students with an advantage when it comes to providing this capital to students before they set foot onto a college campus and the model can be recreated from high school to college.

Along with social capital, a supply of cultural capital also produces a positive outcome for students. David Throsby (1999) defines cultural capital as a “set of ideas, practices, beliefs, traditions, and values which serve to identify and bind together a given group of people” (p. 7). College preparatory programs, such as AVID, may bring students together and instill a value of education that students may not receive from other areas.
Bowen, et al. (2009) explains that the role of the high school is to not only provide students with the academic preparation for college, but also to provide the “information and support that students and their families need if they are to translate ‘preparedness’ into enrollment at those colleges and universities that will allow them to take fullest advantage of their talents” (p.99). Also included in the concept of cultural capital are the skills students acquire in high school that can then be applied to college, such as note-taking and study skills. In addition to the impact of social and cultural capital on students’ experiences and success in higher education, the related idea of habitus also has a significant impact on college success.

Habitus is defined as the attitudes that shape a person’s expectations and aspirations (McDonough, 1997), and this can be limited by the networks and values placed by these networks (i.e. social capital). Additionally, a student’s aspirations and reality might be quite disparate, especially at such a young age as a high school sophomore, when the precollege process must begin. The Education Longitudinal Study (2002) found that 80 percent of tenth graders in 2002 expected to complete a four-year college degree or higher degree compared to only 22 percent of tenth grade students in 1980 (Department of Education, 2002). Similarly, Adelman’s (1999, 2006) studies also found that educational “anticipations” (p.33) positively impacted the likelihood that a student would continue his or her education and earn a degree. While these high aspirations are encouraging, the actual reality of bachelor degree attainment shows a different side of the story with only 39 percent of 25 to 64 year olds attaining a postsecondary degree (Organisation for economic co-operation and development, 2008).
Social capital, cultural capital, and habitus have only been researched in relation to the state of Texas’ 10th and 12th grade Hispanic AVID students’ aspiration for a post-secondary education (Lozano, Watt, & Huerta, 2009); therefore, this current research study will set out to document that these values have a direct impact on students’ success once in the college setting.

Students’ funds of social capital, cultural capital, and habitus all may have a significant impact on their education, including retention. Vincent Tinto’s (2006) Theory of Retention explains that both institutions of higher education and the students themselves are responsible for prioritizing student success. Tinto explains that while students must have the habitus (aspirations) to succeed in college and the social capital to form appropriate networks which will provide them with the support to do so, universities must also hold the students to high expectations in order to encourage students to reach their academic potential. In addition, a students’ connection to their campus and its culture through a surplus of cultural capital will aid in their educational experience and ultimately, success. However, student’s background may dramatically impact his or her supply of social capital, cultural capital, and habitus. For example, first-generation, minority, and low-income students could come to the secondary and post-secondary educational systems without the necessary reserves of these capital which then need to be provided by other means.

Criticism to the Theory of Cultural Capital

While cultural capital has proven to influence a students’ success in college, it is often viewed by critical literacy theorists as a way to force minority students, who are
often underrepresented in higher education, to assimilate to the traditionally white
culture. Yosso (2005) examines this theory as it intersects with Critical Race Theory and
postulates that universities are perpetuating racism by viewing students of color as having
a deficit in cultural capital since their family beliefs, values, and traditions might differ
from those of the majority culture of both students and professors in higher education. In
contrast, Yosso believes that students of color have a wealth of cultural capital that adds
to, rather than subtracting from, the educational environment (2005). Furthermore, other
researchers have concluded that the current educational system gives power to the
dominant culture while devaluing people of color’s culture and experiences. Instead,
these must be recognized, appreciated, and included in the culture of the educational
system in order to create “educational equity and social justice” (Yosso & Solorzano,
Conceptualizing a critical race theory in sociology, 2005, p.117).

Along similar lines, Trueba (2002) examines a “new” form of cultural capital, one
which puts immigrants and people of multiple ethnicities at an advantage and provides an
increasing fund of cultural capital. He contends that in the modern society in which
people are constantly acquiring new knowledge, those who speak multiple languages, have
overcome obstacles, and have mastered code-switching between settings; therefore,
bilingual students are less challenged in new situations, such as in college, compared to
their peers who have not had to learn such knowledge. In a poignant way, Treuba states
that diversity in many of today’s businesses, schools, and industries is dominant;
therefore, diversity is the new culture. Additionally, Ogbu (Adaptation to minority status
and impact on school success, 1992; Understanding cultural diversity and learning, 1992;
1995) notes through his research that different minority groups often face different academic challenges. However, since the culture of the American schools and colleges is changing and becoming more diverse, the “cultural frame of reference” (Ogbu, Adaptation to minority status and impact on school success, 1992; Ogbu, Cultural problems in minority education: Their interpretations and consequences--part two: Case studies, 1995) must be adjusted to include all students. Additionally, by “infusing” the current curriculum to reflect the diverse community within the schools, students would feel that their cultures were being represented and were an equal part of the educational experience, instead of an aside. Other researchers agree with Ogbu’s suggestion of infusing the curriculum with multiple cultures to reflect the country’s diverse culture and promote academic achievement for all students (Gilliard & Moore, 2007; Ogbu, Understanding cultural diversity and learning, 1992) while also encouraging high academic goals and aspirations (Mehan, Hubbard, & Villanueva, Forming academic identities: Accommodation without assimilation in involuntary minorities, 1994).

Expanding on the concepts of Trueba (2002) and Ogbu (1992; 1995), Lucas et. al (1990) conducted a mixed-methods case study analysis of six high schools to identify characteristics that promote achievement of “language-minority (LM)” students. They found that the cultural capital that these students bring with them may be different, but that does not create a deficit for these students. Instead, they saw the differences as an asset to assist students; however, they noted that the schools must also take on the role of adding to the capital these students bring. Their findings resulted in 8 features that would promote LM students’ success and result in increasing their capital as well. These
features range from placing “value” on the students’ home cultures and languages, to staff development and other school trainings and commitments, as well as creating programs to support and setting high expectations for the students (Lucas, Henze, & Donato, 1990, pp. 324-325).

The current research study includes questions that allow students to share how their AVID program provided an educational culture and beliefs in the AVID class, as well as other places and people who helped shape these beliefs. Furthermore, through the AVID curriculum and strategies, the students are encouraged to share their home cultures within the school setting in order to create an educational culture. Following the philosophy of Paulo Freire (1987), the AVID teachers recognize that they must challenge the set ideals of the dominant culture and respect the diversity of their students’ cultures. Through this, the educational culture is defined by the students themselves, along with the guidance of the AVID teacher, in order to empower students and show the importance of maintaining their own beliefs instead of assimilating to the dominant culture which resides in higher education.

First-Generation, Underrepresented, and Low-Income Students

While AVID does not specifically target first-generation, underrepresented, or low-income students, such students often make up a large percentage of the AVID population. In fact, all three of these are on the list of potential criteria for AVID student recruitment (AVID Center, 2010). Therefore, a literature review regarding first-generation, underrepresented, and low-income students’ challenges with college readiness is discussed in this section.
Often grouped together, first-generation, underrepresented, and low-income students face similar challenges when it comes to being college ready. Many of these challenges come from a lack of college awareness within the home, while others encounter unsupportive and often discriminatory acts within their secondary educational experiences. Even though some of the students’ backgrounds might overlap among the three categories, first-generation, underrepresented, and low-income students have unique experiences that can challenge their access to and preparation for post-secondary education.

First-generation college going students

While many students have the luxury of receiving college information from parents who attended higher education themselves, other students do not have this advantage and could get lost in the maze of the post-secondary system. Student’s whose parents attended college are far more likely to attend themselves (Engle, 2007). While Jennifer Engle’s (2007) article centers on first-generation college students, it clearly explains that a parents’ role as supporter provides encouragement that affects students’ habitus, including higher education aspirations and choices. Along with providing support in selecting a college, students whose parents did not attend college also have a more difficult time navigating through the secondary system, taking the correct courses, and making themselves more competitive through school involvement (social and cultural capital). Engle further explains that the preparation itself is not the only challenge these students face, but that the aspirations for higher education diminish along with the college and application knowledge when parents have not already been through the
system themselves and experienced college. In fact, statistics from two US Department of Education studies (2001; 2002) showed that the level of parent education had a more significant impact on college student success than any other factor, including income level (U.S. Department of Education, 2001; U.S. Department of Education, 2002).

Furthermore, in the literature review, *What matters most to student success* (2006), the authors note that only 45 percent of students whose parents did not graduate from college enrolled in post-secondary education themselves, compared to 85 percent of their peers whose parents earned a degree (Kuh, Bridges, & Hayek). This same review noted that first-generation students often do not take advantage of the advanced courses in high school that would prepare and inform them for college. Other researchers have noted similar challenges, including the culture challenges that a first-generation student may have difficulty with once on a college campus. The Kuh, Bridges, and Hayek (2006) report expanded on the critical literacy theorists’ argument that while the majority of first-generation students are White, many Hispanic students feel a separation between what is identified as their culture at home, and the culture of the institution. Lastly, the authors concluded that while parents’ education was a great predictor in educational aspirations, students’ race, ethnicity, gender, and most importantly, socioeconomic status, were an important part of the equation as well. Not only are many first generation students at a disadvantage compared to peers whose parents attended college and can provide them with their knowledge of the processes and intricacies of the college system, students underrepresented in higher education often face similar challenges as they build their capital.
Underrepresented Students

In education, the achievement gap is a prevalent topic of conversation among professionals and researchers alike. For K-12 students, the Academic Performance Index (API) and Adequate Yearly Progress (AYP) outcomes of the No Child Left Behind (NCLB) legislation examine subgroups for their achievement compared to their White, Non-Hispanic peers. Two of the most underrepresented groups in college are Black and Latino students. While the literature regarding first generation students may apply to these students as well, they must also be addressed individually. A report in *Urban Education* (2006) found that the achievement gap in both high school graduation rates and college persistence rates has begun to close between African American and Latino students and their Caucasian counterparts, with a 16 percent and 24 percent respective difference. This, however, was only once they actually started their post-secondary education. While still in high school, the achievement gap remains with only 20 percent of Black and 16 percent of Latino students completing high school college-ready (Greene & Forster, 2003). These authors place the reason for this lack of preparation back on the high schools. To provide further support to these underrepresented students, AVID participation has shown to have a positive impact in the participants’ college readiness. In addition to the factors discussed above for first generation students, underrepresented students also could have additional factors blocking the paths toward their success. Low teacher expectations, racial bias, and peer group influence are aspects which can impede underrepresented students’ success (Ward, 2006; Kuh, Bridges, & Hayek, 2006). Along with the overlap between first generation and underrepresented students, low-income
students must also face the myriad of barriers that stand in their way between high school success and college readiness.

Low-Income Students

A student and family’s income not only influences a lifestyle, but that lifestyle can lead to aspirations of post-secondary education. Perna (2002) identified five components for college preparatory programs specifically targeting these students. Perna noted that in order to encourage specifically low-income students, programs must: have a goal of college and raise expectations, attend college visits, tours, and fairs to plan for college, encourage high academic and rigorous courses, encourage parental support and involvement, and begin outreach early enough—8th grade suggested-- to assist students in completing the academics necessary for college enrollment (Swail & Perna, 2002). Along with Perna’s study, others have agreed, and added that providing knowledge about financial aid is essential to preparing students for the possibility of higher education (Martinez & Klopott, 2005; Engle, 2007). Furthermore, as explained in a review of literature on low-income students, students whose families are of low socioeconomic standing were affected academically through decreased school involvement, decreased teacher involvement, and educational experience (Kuh, Bridges, & Hayek, 2006; Engle, 2007). In an overlapping trend, low-income students are affected by the same obstacles that deter underrepresented and first-generation college-going students, as they often are included in more than one category; however, financial aid can become more of a burden within this group of students (Engle, 2007). With the cost of a college education continuing to rise, low-income students could be marginalized and decide to enter the
workforce immediately, instead of accruing costly student loans. The challenges that low-income students face, including a shortage in social and cultural capital, could be addressed through the networks and values provided by the AVID program.

Gaining Capital

Thus far, the research has shown that a student’s wealth of social capital, cultural capital, and habitus aids in his or her educational success; additionally, first-generation, underrepresented, and low-income students face numerous challenges in college readiness, college enrollment, and ultimately educational attainment, in part due to a lack of social capital, cultural capital, and habitus. However, many of these students have faced and overcome these challenges, resulting in their success. Studies have now proceeded in examining how students whose culture differs from the majority college culture gain the necessary capital.

One idea that is prevalent in the literature is the importance of building partnerships between the community and secondary schools. In doing so, the students’ home cultures are valued and shown to have educational benefits (Cabrera, Burkum, & La Nasa, 2005; Cabrera, Deil-Amen, Prabhu, & Terenzini, 2006; Cabrera & La Nasa, 2001; McDonough, 1997). Additionally, successful and educated members of the community can share their stories with families who may not have had educational aspirations for their children due to their own experiences. This partnership between the community and the schools to provide students with increased capital for educational success is discussed by Liou, et al. (2009) as a type of community-cultural wealth. Through the community, a student’s cultural wealth increases while their own cultural
knowledge as well as their educational aspirations and knowledge multiplies as well. In addition, Thomas Del Prete (2010) examines these partnerships along with teaching practices as a way to reform the educational system and “[change] entrenched expectations, belief systems, and structures” (p.7). In doing so, historically disadvantaged students may no longer be disenfranchized in the educational system, but supported and encouraged in their educational aspirations and attainment.

Along with outside partnerships, school activities on campus can also increase students’ cultural capital. College preparatory programs, such as the above mentioned AVID, Puente, GEAR UP, EAOP, and EOP programs bring college knowledge, college aspirations, and provide networks for students to gain the necessary values and beliefs that they can utilize to succeed in college. By using existing data from the Department of Education, Cabrera, et al. found that these programs have a significant impact on a student’s level of habitus (Cabrera, Deil-Amen, Prabhu, & Terenzini, 2006). Likewise, schools who provide a college preparatory curriculum, along with other college-going information, skills, and knowledge increase their students’ amount of important capitals (Liou, Antrop-Gonzalez, & Cooper, 2009). The mixed-methods study by Liou, et al. focused specifically on Latina/o students in schools within Los Angeles and Milwaukee; however, the information they found can be applied to students at large who benefit from focused content and college-knowledge instruction. Additionally, the researchers found that positive relationships with caring adults provided an increase in students’ habitus as well.
Similar to the Liou, et al. study, this current research study relies on student self-reported data. Additionally, students were given the opportunity to define their own description of success and to what extent they felt they had been successful in their institutions of higher education.

Value of Self-Reported Data and Student Perspectives

While many studies use self-reported data as a foundation for their research, it is essential to examine the validity in using such, as this study also asked students to self-report information regarding their own feelings of success and college readiness. Dating back to 1972, a study published in The Journal of Counseling Psychology described a survey which collected data from 5,775 students from 134 different high schools (Walsh & Maxey, 1972). While this study analyzed student personality types along with the validity of the questionnaire method of data collection, the researchers found that there was significant enough evidence to show that collecting self-reported data via survey was indeed valid.

Similarly, along with the validity of self-reported data, a student’s perspective of his or her success, also known as self concept, shows a significant causal relationship to academic achievement (Guay, Boivin, & Marsh, 2003; Marsh, 1990). While many of the studies regarding student self-concept and behavior, not inclusively academic, are conducted on younger-aged children. One longitudinal study followed three different groups of students and surveyed them three separate times, with one year between collection. The researchers found that a student’s self-concept responses became more reliable and stable as the child developed. Additionally, the causal relationship to academic
achievement also strengthened with age (Guay, Boivin, & Marsh, 2003). Therefore, based on the data, it is reliable and beneficial to use self-reported data for college-age students.

This research study asked students to self-report information regarding their own self-concepts of academic preparation and achievement, as well as their funds of cultural capital, social capital, and habitus.

Gaps and Conclusion

The review of the literature related to high school achievement factors, the predictors of college success, college preparatory programs, and challenges faced by First-Generation, Minority, and Low-Income Students, shows a significant gap. In addition to the academic challenges students face when entering schools of higher education, a lack of important forms of capital (social, cultural, and habitus) could also provide additional challenges. Social capital, cultural capital, and habitus involve the values and skills, attitudes, and networks necessary for success in higher education; however, many students are lacking in these areas. The available literature does not provide data on the AVID program’s success in providing this capital for students along with the academic preparation. Therefore, this study will provide data on AVID graduates’ success in college and ways in which AVID prepared them academically and through increasing their social capital, cultural capital, and habitus “wealth.”
Chapter 3

METHODOLOGY

The Advancement Via Individual Determination (AVID) program was designed in 1980 by its founder, Mary Catherine Swanson, in response to changing ethnic demographics and to assist underrepresented students in gaining the skills and knowledge needed to become college-ready (AVID Center, 2010). Thirty years later and now an international program, AVID continues to strive towards its mission of college readiness for all students.

The purpose of the current research study was to determine the extent to which AVID participation in high school prepared students for the academic rigors of college courses, and provided the social capital (networks), cultural capital (beliefs, values, and skills), and habitus (aspirations) necessary to be successful in higher education. More specifically, the methodology described in this chapter was utilized to collect data to answer the following research questions:

Research question #1: To what extent does AVID participation in high school prepare students for the academic expectations of college?

Research question #2: To what extent does AVID participation in high school provide students with the social capital, cultural capital, and habitus needed to effectively navigate the college system?

While the participants in this study were limited to graduates from one high
school, the outcome can provide similar high school AVID programs and AVID Center with conclusive data regarding the program’s success. Additionally, state policy makers could use the data which assessed the effectiveness of AVID in both academic and social readiness in the hopes of continual and potentially increased funding. Finally, the data provided the researcher with information with which to focus areas of improvement and ongoing program enrichment at the selected site.

This Chapter Three will describe the research design, including the role of the researcher, followed by a detailed description of the context, setting, and sample. Lastly, this chapter describes the qualitative and quantitative protocol, process, and data analysis tool used to analyze both types of data.

Research Design

Creswell and Plano Clark (2007) define four reasons to use mixed-methods, as opposed to a solely qualitative or quantitative design. They explain that researchers use the mixed-method design to: (1) triangulate; (2) embed the design; (3) explain the design; and (4) explore the design. Therefore, the researcher decided to use the mixed methods design to triangulate the data gathered through the survey. Furthermore, the qualitative portion of the survey was used as an explanatory and exploratory element in order to gain a deeper understanding of the responses provided in the quantitative portion of the survey, including the ways in which the AVID program provided college readiness or was lacking in this area. Additionally, while the survey allowed the researcher to gain a breadth of student responses, the interview provides the depth of student “experiences and perspectives” (Ritchie & Lewis, 2003). The qualitative portion was incorporated into
the survey as open-ended questions in order to gather data from college student participants who attend colleges across the country.

This mixed-methods study included a survey of 35 questions, including 24 multiple choice and likert-scaled questions and 11 open-ended questions, and one question regarding follow-up contact should more information be needed (full survey is included in the Appendix A). Several of these questions were selected from the following surveys: General Social Survey (1972-2008), Puente Cross-Site Student Survey (1997), The National Study for Student Engagement (2007), and University Students’ Values, Vocations, and Political Orientations: Paraguay (1966). In addition some of the survey questions were adapted from Adelman’s 1999 study of college student persistence and aspirations (Adelman, 1999). Surveys were sent via email to the participants who consented through an earlier email correspondence.

The data collected through these measures provided the researcher, program administrators, and policy makers with both statistical and anecdotal data regarding the degree to which the former AVID students feel that their involvement in the program provided them with the academic preparation, social capital, cultural capital, and habitus necessary to be successful in higher education.

Role of the Researcher

The researcher is a current AVID teacher and the former AVID teacher of the study’s participants. The researcher is aware that this could present a conflict of interest since AVID programs foster a mentoring relationship between the students and teacher, and the participants may have wanted to respond in a way that would positively highlight
their AVID experience, when their true feelings might have differed. To alleviate this potential conflict of interest, the researcher clearly explained to the participants that their honest responses not only aid in the research, but would be appreciated by the researcher. In addition, there was no incentive nor positive outcome of any response, and no response was considered “correct.” This information was provided in the survey consent form.

Furthermore, the researcher selected an online survey tool to ascertain confidential responses and in order to provide a way for the participants to express their honest reactions without their responses being shared with others.

Context, Setting, and Sample

The participants were all graduates (classes 2007-2010) from a Northern California high school and all participated in the AVID (Advancement Via Individual Determination) college preparatory program. The school is considered to be located in an “urban fringe of a large city” (Education Data Partnership, 2010). This large school (population 2,464 in the 2008-2009 school year) is home to a diverse group of students (see Figure 3), with the largest percentages being White (27.1%), Asian (24.3%), Hispanic (18.1%), and African American (17.9%); additionally, 48.2% of the students qualify for the Free/Reduced Priced Meals program (Education Data Partnership, 2010). As one of the goals of AVID, the site’s program demographics are very similar to that of the school’s (see Figure 3). A main difference between the two groups is that the AVID program contains the following percentages from the largest groups: Asian (29%), African American (24%), White (23%), and Hispanic (14%) (AVID Center, 2010).
At this 9-12 Northern California High School, 4% of students are enrolled in the AVID program’s elective courses, with 34% male students and 66% female students. The program itself was established in 2000 and has one elective course at each grade level. The percentage of students who qualify for the Free and Reduced Meal Program far exceeds the school itself, with 86% of AVID students qualifying for the program in the 2008-2009 school year (AVID Center, 2010). While this study’s participants are a sample of this population, not all students from the four graduating classes participated.

Participants

In order to determine the extent to which the AVID program provided college readiness, social capital, cultural capital, and habitus for its students, the researcher contacted all 109 of the students from the four graduating AVID classes (2007-2010) via
email, asking them if they would participate in the survey. A deadline was provided for the former students to respond and a reminder email was sent out two days prior to that deadline.

From these emails, 56 replied that they would participate in this study. Although initially indicating their involvement in the study, some students were unable to participate for various reasons; therefore a total of 42 surveys were collected. Of the 42 participants, 10 were from class 2007, nine were from class of 2008, nine were from the class of 2009, and 14 of the participants were from the most recent graduating class of 2010. Demographic data for these participants is discussed in detail in Chapter Four.

Instrumentation, Materials, Data Collection, and Analysis

The survey was designed to examine the extent to which the independent variable—student success—was affected by the dependent variables—academic preparation, social capital, cultural capital, and habitus. In order to gather data on these dependent variables, the participants provided self-reported data on their college success. The quantitative definition used of success was the self-reported college GPA, while the qualitative definition of success was based on an individual students’ perceptions or feelings of success. Furthermore, questions from both the quantitative and qualitative portions of the survey asked about the participants’ perceptions of their peers’ level of college readiness. The researcher chose to include this comparative piece to understand the degree to which AVID students perceived themselves as more or less college-ready compared to their peers, who may or may not have participated in a college preparatory program in secondary school or at any point prior to entering college.
Qualitative Procedures

To gather the qualitative data for this study, the participants responded to 11 open-ended questions. These questions ranged from students’ individual definitions of success, to the ways in which they felt AVID prepared them for college, as well as their own behaviors or practices which fall into the social capital, cultural capital, or habitus realm. Furthermore, the open-ended questions sought to have the participants reveal in their own words their overall feelings of college readiness due to their experiences in the AVID program. In Adelman’s (1999, 2006) Tool box and Tool box revisited, he noted that students aspirations or anticipations have a significant impact on their future success. Therefore, one question asked how their individual experiences with teachers and peers prepared them for college, while another asked the participants ways in which the AVID program could have better prepared them for both the academic expectations and social networks needed to succeed in college.

Quantitative Procedures

The 35 question survey comprised of 24 multiple choice questions was created by incorporating pieces of some existing surveys—General Social Survey (1972-2004), Puente Cross-Site Student Survey (1997), National Survey of Student Achievement (2007) and University Students’ Values, Vocations, and Political Orientations: Paraguay (1966)—as well as some questions created by the researcher. The questions selected from the General Social Survey focused on social networks, involvement in student activities, as well as other questions that aimed to elicit responses regarding social capital, cultural capital, and habitus (The National Data Program for the Social Sciences, 2009).
Additionally, questions regarding students’ behaviors and college expectations were selected from the National Survey of Student Achievement. The researcher selected questions from The Puente Cross-Site Student Survey that asked participants for college preparatory information, peer influences, grades, and demographic information, such as ethnicity in order to define specific groups that are commonly used in the field of education (Puente cross site student surveys, 1997). Lastly, the researcher included questions from The University Student’s Values, Vocations, and Political Orientations: Paraguay survey (Lipset, 2001) that asked about parent’s education, career choices, academic achievement and preparation, social capital, and cultural capital. Both the questions selected from the existing surveys, as well as the questions created by the researcher were designed to determine the extent to which former AVID students feel (or felt) their AVID experiences prepared for the rigor of their college courses provided them with the social capital, cultural capital, and habitus needed for success in college.

The Likert questions were based on a five point scale, with a score of one indicating that the participant “strongly disagree” with the statement and five noting a “strongly agree” response to the statement. In addition, other questions asked for ranges of parent education, college grades, and an overall feeling of college readiness.

The survey was sent via email to those participants who indicated that they would participate following the initial email query sent out by the researcher. 56 surveys were sent out with a total N of 42 participants completing the survey.

Multiple linear regression analyses were administered using the SPSS program to analyze the quantitative survey responses. To determine the extent to which the various
independent variables (such as a student’s bank of social capital, cultural capital, and habitus, demographics, years in AVID, and high school GPA) related to the dependent variable (college GPA). The linear regression analysis method was selected to allow the researcher to analyze how each independent variable related to the dependent variable and make predictions about the future of that variable as well (Green & Salkind, 2008).

Measures Taken for Ethical Protection of Participants and Participant Rights

Participant Rights & Ethical Protection

This study was approved by the Institutional Review Board of California State University, Sacramento in the spring of 2010 and contains Minimal Risk to the participants. Therefore, the researcher established specific procedures in order to provide the participants with the least amount of risk as possible and maintained their comfort throughout the completion of the survey. The following protection measures were taken: (1) even though the researcher was given individual contact information by her former students, an initial email was sent requesting their participation in the current research study; (2) the online survey system used did not ask the participants to provide their names, maintains confidentiality of all responses by not making the database available to others (entry to the survey database requires passcode and biometric recognition), provides secure transmission of https encryption, version 3, 128 bit, and guarantees that the data gathered will be held in the strictest confidence of the survey system; (3) pseudonyms will be used for all participants in any documents made public, for example transcripts, research papers, or research presentations; and (5) survey participants were required to electronically indicate that they read and consented to participate prior to
responding to any further questions. The consent form specified the purpose of this study and described the ways in which their contributing information would be used and indicated that participants had the option to withdraw from the study at any time or if they felt any discomfort.

Conclusion

A mixed-methods survey was determined to be the most beneficial method to gather both depth and breadth of student responses. Combining these methods allowed the researcher to triangulate the data, as well as explain and explore some objective survey responses during the open-ended questions. Based on the data provided by the participants and the multiple linear regression analyses, the researcher was able to determine the extent to which these students perceived their AVID experiences to provide college readiness and ultimately support them as they transitioned from high school to college. Chapters Four and Five provide greater detail in these perceptions, as well as the data and other significant findings.
Chapter 4

ANALYSIS OF THE DATA

This chapter provides a detailed description of the data collection procedures and analysis of the survey, which is both quantitative and qualitative in nature. While one survey protocol was used to gain both the quantitative and qualitative data, the results were analyzed separately. The quantitative data analysis is described first in this chapter in order to provide, in detail, the appearance of patterns and significant connections between the dependent and independent variables. Next, the qualitative data is presented to provide some insight into the participants’ views of their own college success, in essence qualifying the quantitative data.

While this study focuses on student success, the author used different definitions of “success” for the qualitative and quantitative sections. For the quantitative portion of the study, the students’ self-reported college grades were used as the dependent variable which was analyzed against the multiple independent variables to determine if they could explain any gain or loss in a student’s grade point average (GPA). For the qualitative portion, the students were asked for their own definitions of success. This question, along with the other ten open-ended questions, was then coded for themes related to the research questions and the extent to which the students felt their success in college could be connected back to their AVID experiences in high school.

Lastly, within the quantitative and qualitative sections of this chapter, the research questions will be separately addressed.
Research Questions

The following research questions have guided this study, data collection procedures, and presentation of data analysis. The researcher’s goal was to collect data which would show a relationship between AVID participation in high school and student success in college. In order to do so, the researcher examined both expectations and social knowledge (social capital, cultural capital, and habitus) that have been proven through numerous research studies to have a significant impact on a student’s success and persistence in higher education. These questions will be answered separately based on the data later in this chapter.

Research question #1: To what extent does AVID participation in high school prepare students for the academic expectations of college?

Research question #2: To what extent does AVID participation in high school provide students with the social capital, cultural capital, and habitus needed to effectively navigate the college system?

Data Collection

The Likert-scale survey for the quantitative data collection was grouped into three categories: Past, Present, and Future. The data identified as Past referred to specific questions which asked participants for information that would have been acquired in the past, while participating in their high school AVID program. Of the 24 quantitative questions, three were determined to illicit responses based on the students’ Past knowledge. These questions asked participants to indicate the extent to which AVID prepared or encouraged them for the expectations of college (such as the level of writing
or critical thinking) and questions that asked about the social knowledge (such as applying for financial aid or emailing professors) acquired through high school AVID activities.

The second grouping of questions, seven of the 24, asked students for Present knowledge or actions. In this section, the participants were asked for the amount of time spent working, studying, or participating in behaviors that would positively impact their college success (such as sitting in the front of a class and forming study groups), and participating in behaviors that would negatively impact their college success (such as drinking, using drugs, or cheating). In addition, they were also asked for the amount of time they saw their peers doing the same actions. These questions were asked in order to ascertain a comparison sample between students with AVID experience and the overall population at the same colleges. Additionally, they were asked for their, but not their peers, overall feelings of success.

The third grouping of questions, two of the 24, asked students about their expectations for their Future educational achievements. These included the likelihood of graduation and personal reasons explaining why they felt it important to earn a degree.

Beyond the 11 questions categorized as Past, Present, or Future, the remaining 13 questions asked students for demographic information, college GPA, high school GPA, and two questions which are not included in the description of the data: one that indicated consent to participate and the other that requested participants’ permission to contact if further information should be required.
Response Rate

The researcher chose to use an online survey in order to meet the needs of her participants, all college-age students who have use and knowledge of technology. Since a computer technology course was a requirement at the Northern California high school all participants attended, and based on the researchers knowledge of the participants themselves, she felt that the online survey would produce a higher response rate than the traditional mail method. Additionally, research suggests that responses to qualitative online surveys can produce both more honest (Bachmann, Elfrink, & Venzana, 1999) and longer responses to the open ended questions (Paolo, Bonaminio, Gibson, & Patridge, 2000). Moreover, while some studies have found that the response rate may be lower for email surveys compared to the traditional method of regular mail or telephones, 19.1% compared to 46% (Bachmann, Elfrink, & Venzana, 1999), others have noted that this difference appears to narrow as technology progresses and people become more comfortable and adept to the differing methods of survey data collection (Cui, 2007).

Additionally, these researchers also explained that the time and cost associated with the electronic survey was far less than that coupled with traditional surveys. Therefore, the researcher selected an online survey company that would keep the data confidential and allow for students to log-in using their individual email addresses, thereby eliminating the possibility that one participant could submit multiple surveys.

The process to identifying participants began with the researcher sending an initial email query requesting participants to her former AVID students who graduated between 2007 and 2010. Since these former students had provided their contact
information while participating in her high school class, the Institutional Review Board at California State University, Sacramento required that the researcher request student permission prior to sending out the survey. Thus, the initial email query was sent to all 109 former students; a total of 56 people (61% of the total population) agreed to participate in the study. Therefore, these 56 people were sent the electronic link to the survey and given one month to respond. During this time, the researcher sent out two reminders about completing the survey by the deadline. By the end of the one month period, 42 participants (75% of those who had agreed and 39% of the total population) had completed the survey, 2 had partially completed the survey, and 12 did not complete the survey. The data from the 42 completed surveys were analyzed and are described in detail later in this chapter.

The researcher does recognize the potential bias her relationship with the participants may pose. To alleviate some of the concern for more positive responses, the researcher included in her email and in the participant consent form (question one of the survey), that the students' honest responses would be very beneficial to gain a more developed understanding of the areas in which the studied AVID program successfully prepared them and in ways in which they felt the AVID program could have been more successful. Additionally, the online survey system kept all responses confidential.

Descriptive Statistics

Descriptive Statistics: Analysis of Study Participants

The following section provides a detailed description, along with tables to illustrate, the demographics of the 42 participants.
Table 1 reports the gender of the participants. Gender was determined based on the prior knowledge the researcher has of her participants; however, this was not a question asked in the survey.

Table 1

*Gender of respondents*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>male</td>
<td>12</td>
<td>28.6</td>
<td>28.6</td>
<td>28.6</td>
</tr>
<tr>
<td>female</td>
<td>30</td>
<td>71.4</td>
<td>71.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A total of 12 male participants (28.6%) responded to the survey and 29 female participants did the same (71.4%). This ratio is slightly lower than is historically representative of the program data from the studied Northern California high school’s AVID program. Data collected from AVID Center from the 2006-2007 to the 2009-2010 school years (the participants graduation years) shows that the percentage of male students varied from 29% to 39% of the total 12th grade population.

Table 2 shows the number of participants whose mother or parent figure had a college degree ranging from an Associate’s Degree to a Graduate Degree.
Table 2

*Mother or parent figure/guardian’s level of education*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No college degree</td>
<td>21</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>College degree</td>
<td>21</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

For this demographic data, it is interesting to note that of the 42 respondents, the split was directly in half, with 50% indicating that their mother or parent figure had a college degree and 50% indicating that their mother or parent figure did not obtain a college degree.

Table 3 shows the number of participants whose father or parent figure had a college degree ranging from an Associate’s Degree to a Graduate Degree.

Table 3

*Father or parent figure/guardian’s level of education*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No college degree</td>
<td>28</td>
<td>66.7</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>College degree</td>
<td>14</td>
<td>33.3</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Contrary to the even split with the mother’s degree, the father or parent figure responses were not as even. 14 of the 42 respondents, 33.3%, indicated that their father or parent
figure had a college degree while two-thirds, 66.7% indicated that their father or parent figure did not have a college degree.

Table 4 reports the number of students who are the first in their families to attend college.

Table 4

*First generation to attend college*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not first generation</td>
<td>28</td>
<td>66.7</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>First generation</td>
<td>14</td>
<td>33.3</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Mirroring the degree of the father or parent figure, one-third (33.3%) of the participants noted that they are the first in their family to attend college while the rest, 28 of the 42 participants or 66.7%, indicated that they are not.

Table 5 reports the number of participants who indicated that at one point in their four years of high school they were eligible for the federally funded Free and Reduced Lunch Program.
Table 5

*Free and Reduced Lunch Program status*

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never eligible for FRL</td>
<td>21</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Eligible for FRL</td>
<td>21</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Of the 42 respondents, 50% or 21 people replied that they were eligible for the federally funded Free and Reduced Lunch Program while the other half replied that they were not.

Tables 6 through 10 show the number of years that students participated in the AVID program in high school.

Table 6

*More than four years*

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than four years</td>
<td>31</td>
<td>73.8</td>
<td>73.8</td>
<td>73.8</td>
</tr>
<tr>
<td>More than four years</td>
<td>11</td>
<td>26.2</td>
<td>26.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 7

*Four years in AVID*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not four years</td>
<td>21</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Four years</td>
<td>21</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 8

*Three years in AVID*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not three years</td>
<td>36</td>
<td>85.7</td>
</tr>
<tr>
<td></td>
<td>Three years</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 9

*Two years in AVID*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not two years</td>
<td>38</td>
<td>90.5</td>
</tr>
<tr>
<td></td>
<td>Two years</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 10

*One year in AVID*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not one year</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Tables 5 through 10 show that of the 42 participants, none (0%) were in AVID for only one year, while four people (9.5%) participated in the program for two years in high school. Furthermore, six (16.3%) respondents indicated that they participated in AVID for three years. The percentage jumps to 50% (21 participants) of the respondents who indicated that they were in AVID for four years and 26.2% (11 participants) who responded that they not only participated in all four years of high school AVID, but were also in AVID for at least one year in middle school.

Tables 11-14 report the year in college of all participants.

Table 11

*First year in college*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not first year</td>
<td>30</td>
<td>71.4</td>
<td>71.4</td>
</tr>
<tr>
<td></td>
<td>First year</td>
<td>12</td>
<td>28.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 12

*Second year in college*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not second year</td>
<td>29</td>
<td>69.0</td>
<td>69.0</td>
<td>69.0</td>
</tr>
<tr>
<td>Second year</td>
<td>13</td>
<td>31.0</td>
<td>31.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 13

*Third year in college*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not third year</td>
<td>34</td>
<td>81.0</td>
<td>81.0</td>
<td>81.0</td>
</tr>
<tr>
<td>Third year</td>
<td>8</td>
<td>19.0</td>
<td>19.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 14

*Fourth year in college*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not fourth year</td>
<td>34</td>
<td>81.0</td>
<td>81.0</td>
<td>81.0</td>
</tr>
<tr>
<td>Fourth year</td>
<td>8</td>
<td>19.0</td>
<td>19.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Tables 11-14 indicate the participants’ current level of college. 12 respondents (28.6%) indicated that they were in their first year of higher education, while 13 (31%) noted that
the 2010-2011 school year is their second year. Furthermore, 8 respondents (19%) indicated that they were in their third year, and the same number (8) reported that they were in their fourth year of college. One participant did not respond to this question.

Table 15 shows the number of students enrolled in two-year and four-year colleges.

### Table 15

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-year college</td>
<td>22</td>
<td>52.4</td>
<td>52.4</td>
<td>52.4</td>
</tr>
<tr>
<td>Four-year college</td>
<td>20</td>
<td>47.6</td>
<td>47.6</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Of the 42 respondents, 22 (52.4%) were enrolled in a two-year or community college during the 2010-2011 school year. 47.6%, or 20 participants, were enrolled in a four-year college during the same school year.

Tables 16-21 state the participants’ self-reported ethnicity.
### Table 16

**White (non-Hispanic)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid White (non-Hispanic) Not White</td>
<td>29</td>
<td>69.0</td>
<td>69.0</td>
<td>69.0</td>
</tr>
<tr>
<td>Valid White (non-Hispanic) White</td>
<td>13</td>
<td>31.0</td>
<td>31.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### Table 17

**Black or African American**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Black or African-American Not Black or African-American</td>
<td>34</td>
<td>81.0</td>
<td>81.0</td>
<td>81.0</td>
</tr>
<tr>
<td>Valid African-American African-American</td>
<td>8</td>
<td>19.0</td>
<td>19.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### Table 18
### Asian

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not Asian</td>
<td>31</td>
<td>73.8</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>11</td>
<td>26.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 19

### Hispanic or Latino

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not Hispanic or Latino</td>
<td>35</td>
<td>83.3</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino</td>
<td>7</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 20

### Pacific Islander

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not Pacific Islander</td>
<td>38</td>
<td>90.5</td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The participants were asked to self-report their ethnicity based on which they identify. This survey question indicated that participants could select as many ethnicities as they identified. The ethnic options provided in the survey were the same as those the Northern California school reports out to the state for the annual report card. Of the 42 respondents, 13 (31%) identified themselves as White, non-Hispanic; 8 (19%) indicated they were Black or African-American; 11 (26.2%) designated themselves as Asian; 7 (16.7%) identified themselves as Hispanic or Latino; 4 (9.5%) indicated that they were Pacific Islanders; and 2 (4.8%) participants specified that they were Filipino. Consistent with the data reported to AVID Center regarding the Northern California high school’s AVID program, the largest two ethnic groups, Asian with 29% and Black or African-American with 24%, represent the highest number of respondents as well.

Descriptive Statistics: Quantitative Survey Items on Knowledge Acquired in the Past

For the purpose of this study, the quantitative survey questions were separated into those questions asking about knowledge garnered from the Past (namely high school), knowledge gained during or actions in the Present, and overall goals and anticipations for the Future. The following section of Chapter Four will describe the responses to the likert survey questions in each of those sections. After gathering the
survey data, the researcher entered it into an SPSS program to determine the frequency of responses. In doing so, it was determined that questions with responses of a “5” or a “4”—typically referring to those responses that were above average—on a five point scale were considered present, and responses of a “3”, “2”, or “1” were determined to be not present. As this research study attempts to determine the extent to which former AVID students felt ready for and successful in higher education, the researcher determined that average responses did not indicate a successfully prepared college student. The purpose was to determine the presence of knowledge gained in the Past (through their high school AVID experiences) and determine the extent to which these influenced their present actions, college GPA, and ultimately successful futures.

Table 22 reports the frequency of responses in which participants felt that AVID sufficiently prepared them for following college tasks.

Table 22

Responses to: “the extent to which AVID prepared me for the level of writing expected in college.”

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not prepared</td>
<td>12</td>
<td>28.6</td>
<td>28.6</td>
</tr>
<tr>
<td></td>
<td>Prepared</td>
<td>30</td>
<td>71.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Nearly three-quarters (71.4%) of the participants surveyed reported that they felt their participation in the AVID program provided knowledge that prepared them for the level of writing expected of them in the college setting. However, the remaining one-quarter (28.6%) felt underprepared for the level of writing they have experienced in college.
Table 23 indicates the number of participants who felt that their participation in the AVID program prepared them for the level of critical thinking expected of them in college.

Table 23

*Responses to: “the extent to which AVID prepared me for the level of critical thinking expected in college.”*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not present</td>
<td>7</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>Present</td>
<td>35</td>
<td>83.3</td>
<td>83.3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

More participants felt prepared for the level of critical thinking compared to the level of writing—83.3% compared to 71.4%. However, 7 of the 42 participants (16.7%) felt that the level of critical thinking expected of them in college exceeded the preparation they gained from their AVID experiences in high school.

Table 24 reports the number of participants who felt that their AVID experiences prepared them to create a graduation plan.

Table 24

*Responses to: “the extent to which AVID prepared me to create a graduation plan.”*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not present</td>
<td>4</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>Present</td>
<td>38</td>
<td>90.5</td>
<td>90.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Significantly, over 90% of participants (38 respondents) indicated that they felt prepared to create a graduation plan due to their AVID participation, while four responded that they were not prepared to create such a plan.

Table 25 shows the number of participants who felt that their AVID experience prepared them for the process of registering for their college classes.

Table 25

<p>| Responses to: “the extent to which AVID prepared me to register for college classes.” |
|---------------------------------------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>36</td>
<td>85.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the 42 respondents, 6 (14.3%) indicated that they did not feel prepared to register for their college classes, while 36 (85.7%) felt that their AVID participation in high school prepared them for this process.

Table 26 reports the data on whether or not participants felt that their AVID participation in high school prepared them for the process of applying for financial aid.

Table 26

<p>| Responses to: “the extent to which AVID prepared me to apply for financial aid.” |
|---------------------------------------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>7</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>35</td>
<td>83.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Most of the participants (83.3%) felt prepared for the financial aid process and could attribute this to their AVID involvement, compared to the 16.7% who did not feel prepared.

Moving from skills to actions, Tables 27-35 refer to current, specific actions that that participant felt their AVID participation encouraged them to do.

Table 27 reports the participations who felt that their AVID participation encouraged them to participate in college activities, such as sororities/fraternities, athletics, clubs, etc.

Table 27

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not</td>
<td>13</td>
<td>31.0</td>
<td>31.0</td>
</tr>
<tr>
<td>Present</td>
<td>29</td>
<td>69.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of participants, 69%, felt that their AVID program encouraged them to connect with their college and join activities, while 13 respondents, 31%, did not feel as though AVID encouraged them to do likewise.

Table 28 notes whether the participants felt that AVID encouraged them to form study groups.
Table 28

*Responses to: “the extent to which AVID encouraged me to form study groups.”*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>7</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>35</td>
<td>83.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the 42 participants, only 7 (16.7%) reported that they did not feel encouraged to form study groups from their AVID experiences. On the other hand, 35 respondents (83.3%) indicated that they felt that AVID encouraged them to form these groups.

Table 29 reports the number of participants who felt that AVID encouraged them to attend their professors’ office hours.

Table 29

*Responses to: “the extent to which AVID encouraged me to attend office hours.”*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>10</td>
<td>23.8</td>
<td>23.8</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>32</td>
<td>76.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Over three-quarters (76.2%) of participants indicated that they felt their AVID experience encouraged them to attend their professors’ office hours, while less than one-quarter (23.8%) felt that AVID did not encourage them to make the same contact with their professors.
Table 30 indicates whether the participants felt that their AVID experience encouraged them to seek out tutoring when needed. It was specified that this tutoring could either be from professional tutors or their peers.

Table 30

Responses to: “the extent to which AVID encouraged me to receive tutoring (either by professionals or peers).”

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>5</td>
<td>11.9</td>
<td>11.9</td>
</tr>
<tr>
<td>Present</td>
<td>37</td>
<td>88.1</td>
<td>88.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

A large majority of the participants, 88.1%, indicated that their AVID experience encouraged them to attend tutoring when needed. Only 5 participants (11.9%) felt that they were not encouraged to seek out this additional resource.

Table 31 reports the number of participants who felt that their AVID experience encouraged them to tutor others, either in a professional setting or to a peer.

Table 31

Responses to: “the extent to which AVID encouraged me to provide tutoring (either in a professional setting or to a peer).”

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>13</td>
<td>31.0</td>
<td>31.0</td>
</tr>
<tr>
<td>Present</td>
<td>29</td>
<td>69.0</td>
<td>69.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Of the 42 participants, 13 (31%) felt that they were not encouraged to provide tutoring to others, while 69% felt encouraged to help others in classes they felt particularly successful.

Table 32 shows whether students felt that AVID encouraged them to participate in their college classes, including asking questions or involving themselves in class discussions.

Table 32

*Responses to: “the extent to which AVID encouraged me to ask questions or participate in class discussions.”*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>6</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>36</td>
<td>85.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

One-sixth of the participants, 6 or 14.3%, indicated that they felt their participation in high school AVID did not encourage them to participate in their college classes; the remaining participants (85.7%) felt that their AVID program encouraged that behavior.

Table 33 notes the number of participants who felt that participating in high school AVID encouraged them to complete two or more drafts of a paper.
Table 33

Responses to: “the extent to which AVID encouraged me to prepare two or more drafts of a paper before turning it in.”

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>36</td>
<td>85.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of the participants (85.7%) indicated that their participation in AVID encouraged them to complete multiple drafts of papers prior to submission, compared to the 14.3% who did not feel the same encouragement.

Table 34 reports the number of participants who felt encouraged through their AVID program to communicate with their professors via email.

Table 34

Responses to: “the extent to which AVID encouraged me to use email to discuss grades with a professor.”

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>7</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>35</td>
<td>83.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Similar to much of the other data gathered regarding positive student actions encouraged by AVID participation, the majority of the participants (83.3%) noted that their involvement in the AVID program supported their communication with professors via
email. The remaining seven participants did not feel encouraged to use this method of technology to communicate with their professors.

Table 35 indicates the number of students who felt that their participation in AVID encouraged them to take notes in their college classes.

Table 35

*Responses to: “the extent to which AVID encouraged me to take notes in all your classes.”*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Present</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A very noteworthy 100% of the participants surveyed (42 people) felt that their participation in high school AVID encouraged them to take notes in their college courses.

Table 36 reports whether the participants felt they had a sufficient amount of information needed to feel prepared for college.

Table 36

*Information needed to feel prepared for college*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>Present</td>
<td>39</td>
<td>92.9</td>
<td>92.9</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of students, 92.9%, indicated that their AVID program experience provided “most” or “all” of the information they needed to feel prepared for college. Contrarily, 7.1%, 3 participants, responded that they only had “some”, “little”, or “none” of the information they needed to feel prepared for college.
Table 37 provides the breakdown of participants’ high school GPA.

Table 37

*High school GPA*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.20</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>2.70</td>
<td>18</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>3.20</td>
<td>12</td>
<td>28.6</td>
<td>28.6</td>
</tr>
<tr>
<td>3.70</td>
<td>10</td>
<td>23.8</td>
<td>23.8</td>
</tr>
<tr>
<td>4.00</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

This data indicates that the majority of the participants (42.9%) had an average high school GPA of a 2.7, while 28.6% of participants had an average GPA of a 3.2 and 23.8% had an average GPA of 3.7. One participant each fit into the category of both the highest and lowest average GPAs of 2.2 and 4.0.

Descriptive Statistics: Quantitative Survey Items on Present Actions and Knowledge

The following section of Chapter Four describes the survey questions that asked participants about their Present actions while in college. In addition, participants were asked questions regarding their peers’ behavior, both positive and at-risk. This data was used to compare the self perception of the former AVID students to their perception of their peers. The researcher chose to draw these comparisons based on self and peer reported data due to the inability to group non-AVID participants and qualify their Past knowledge as she was able to do with those who participated in AVID.

Tables 38-43 report the people who influence the participants in their decision making. Participants were able to select all the groups that applied to them.
Table 38

*Parent/Family Influence*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not present</td>
<td>5</td>
<td>11.9</td>
<td>11.9</td>
<td>11.9</td>
</tr>
<tr>
<td>Present</td>
<td>37</td>
<td>88.1</td>
<td>88.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

A large majority of the participants (88.1%) indicated that their parents and/or families influenced them in making decisions, while only 5 participants (11.9%) did not include parents and families as factors in their decision making.

Table 39 shows the amount of participants whose decisions are influenced by their friends.

Table 39

*Friends*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not present</td>
<td>18</td>
<td>42.9</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>Present</td>
<td>24</td>
<td>57.1</td>
<td>57.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

With nearly a 50/50 split, 24 participants (57%) noted that friends influenced their decisions; the remaining 42.9% indicated that they do not include friends in their decision making process.

Table 40 reports whether participants include teachers/professors in their decisions.
Table 40

*Teachers/Professors*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>18</td>
<td>42.9</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>Not present</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>24</td>
<td>57.1</td>
<td>57.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

With results matching those of the friend influence, 18 participants indicated that they are not influenced by their teachers and/or professors, while 24 participants reported that this group does have some influence in their decision making.

Table 41 reports the amount of participants whose decisions are influenced by counselors.

Table 41

*Counselor Influence*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>30</td>
<td>71.4</td>
<td>71.4</td>
<td>71.4</td>
</tr>
<tr>
<td>Not present</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>12</td>
<td>28.6</td>
<td>28.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Nearly three-quarters of the participants (71.4%) stated that they are not influenced by counselors while the remaining 28.6% noted that they do rely on counselors for some influence in their decision making.

Table 42 shows those participants who rely on themselves.
Table 42

**Self Influence**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not present</td>
<td>3</td>
<td>7.1</td>
<td>7.1</td>
<td>7.1</td>
</tr>
<tr>
<td>Present</td>
<td>39</td>
<td>92.9</td>
<td>92.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

A large majority, 92.9%, of the participants indicated that they rely on themselves in making decisions. Contrarily, only three of the 42 participants (7.1%) do not rely on themselves to make decisions.

Table 43 reports the participants who rely on their religious beliefs to influence their decisions.

Table 43

**Religious Influence**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not present</td>
<td>41</td>
<td>97.6</td>
<td>97.6</td>
<td>97.6</td>
</tr>
<tr>
<td>Present</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

With the largest percentage reporting with a negative response in any category, 97.6% of the participants indicated that they do not rely on their religious beliefs when making decisions; only one participant noted a reliance on religion in making decisions.

Tables 44 and 45 represent the number of hours that the participants spend working or studying. Based on the Likert scaling, responses of less than 7 hours were considered less than average, and therefore determined to be “not present.”
Table 44  

Working

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>29</td>
<td>69.0</td>
</tr>
<tr>
<td>Present</td>
<td>13</td>
<td>31.0</td>
<td>31.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Two-thirds of the participants (69%) indicated that they spend under seven hours per week working, in either on or off campus job. The remaining one-third (31%) reported that they spend seven or more hours per week working at their jobs.

Table 45  

Studying

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>17</td>
<td>40.5</td>
</tr>
<tr>
<td>Present</td>
<td>25</td>
<td>59.5</td>
<td>59.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the 42 participants, 25 of them (59.5%) reported that they spend more than seven hours per week studying, while 17 (40.5%) stated that they study less than seven hours per week.

Table 46 shows the number of participants who feel connected with their college campus.
Table 46

_Campus Connection_

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not present</td>
<td>25</td>
<td>59.5</td>
<td>59.5</td>
</tr>
<tr>
<td>Present</td>
<td>17</td>
<td>40.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The slight majority of the participants (59.5%) indicated that they do not feel connected to their college campus while 40.5% reported that they do feel a connection to their campuses.

Table 47 shows the current educational aspirations of the participants.

Table 47

_Educational Aspirations_

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not present</td>
<td>4</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>Present</td>
<td>38</td>
<td>90.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A large majority of the participants (90.5%) indicated that the highest level of education they would be satisfied with is a bachelor’s degree or higher. However, the remaining 9.5% stated that they would be satisfied with an associates’ degree or no degree.

Table 48 reports those participants who, overall, feel academically successful.
Table 48

*Overall Academic Success*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not present</td>
<td>23</td>
<td>54.8</td>
<td>54.8</td>
</tr>
<tr>
<td>Present</td>
<td>19</td>
<td>45.2</td>
<td>45.2</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Nearly half of the participants, 45.2%, feel overall “mostly” to “very” successful in college, while a slight majority, 54.8% indicated that they feel “of average success”, “a little successful”, or “not successful” in college.

Table 49 shows the cumulative average GPA for the participants’ college tenures.

Table 49

*Average College GPA*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00</td>
<td>2</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>2.20</td>
<td>3</td>
<td>7.1</td>
<td>7.1</td>
</tr>
<tr>
<td>2.70</td>
<td>16</td>
<td>38.1</td>
<td>38.1</td>
</tr>
<tr>
<td>3.20</td>
<td>17</td>
<td>40.5</td>
<td>40.5</td>
</tr>
<tr>
<td>3.70</td>
<td>4</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the 42 participants, the average GPA for the most participants was 3.2, with the next being 2.7 (38.1% of participants). The remaining average GPA groupings (1.0, 2.2, and 3.7) have very close percentage numbers with 4.8%, 7.1%, and 9.5% of the participants earning the respective GPAs.

Tables 50-55 show the participant reported data of their peers’ behavior.
Table 50

*Peers Who Sit in the Front of the Class*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>26</td>
<td>61.9</td>
<td>61.9</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>16</td>
<td>38.1</td>
<td>38.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

16 of the 42 participants (38.19%) perceived their peers to sit in the front of their classes on a regular basis (“consistently” or “often”), while the remaining 26 participants, 38.1%, observed their peers to only sit in the front “sometimes”, “rarely”, or “never.”

Table 51

*Peers’ Involvement in the College Campus*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>28</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>14</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

One-third of the participants (33.3%) indicated that their peers appear to have a connection to their college campus. The remaining two-thirds (66.7%) of the participants reported that their peers do not show a connection to their campus.

Table 52 reports the amount of participants who perceived their peers attending their professors’ office hours.
Table 52

*Peers Attending Office Hours*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not present</td>
<td>25</td>
<td>59.5</td>
<td>59.5</td>
<td>59.5</td>
</tr>
<tr>
<td>Present</td>
<td>17</td>
<td>40.5</td>
<td>40.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

A slight minority of participants (40.5%) perceived their peers to attend office hours while the majority (59.5%) noted that their peers do not appear to attend their professors’ office hours.

Table 53 reports the participants’ perception of their peers forming study groups.

Table 53

*Peers Forming Study Groups*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not present</td>
<td>30</td>
<td>71.4</td>
<td>71.4</td>
<td>71.4</td>
</tr>
<tr>
<td>Present</td>
<td>12</td>
<td>28.6</td>
<td>28.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Nearly three-quarters of participants (71.4%) reported that they do not perceive their peers to form study groups, while the remaining 28.6% indicate that their peers do participate in study groups.

Table 54 shows the number of participants who observe their peers taking notes in their classes.
Table 54

*Peers’ Frequency of Note-Taking*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not present</td>
<td>6</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>Present</td>
<td>36</td>
<td>85.7</td>
<td>85.7</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Similar to the self-reported data about their own note-taking, the majority of participants (85.7%) stated that their peers “consistently” or “often” take notes in their classes, compared to 14.3% who reported that they only perceive their peers “sometimes”, “rarely”, or “never” taking notes in their classes.

Table 55 reports the number of participants who perceive their peers engaging in at-risk behaviors such as alcohol, drugs, or cheating.

Table 55

*Peers’ At-risk Behavior*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not present</td>
<td>26</td>
<td>61.9</td>
<td>61.9</td>
</tr>
<tr>
<td>Present</td>
<td>16</td>
<td>38.1</td>
<td>38.1</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the 42 participants, 26 noted that they do not see perceive their peers engaging in at-risk behaviors more than “sometimes”, while 16 report that they observe their peers participating in these behaviors at a more frequent rate of “consistently” or “often.”
The following section describes the survey questions that asked for information regarding participants’ future educational anticipations as well as their self-reported reasons behind these aspirations.

Table 56 reports the likelihood that participants will earn a bachelor’s degree.

Table 56

*Likelihood of a Bachelor’s Degree*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not</td>
<td>7</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>35</td>
<td>83.3</td>
<td>83.3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the 42 participants, 35 (83.3%) reported that they will are “likely” to “very likely” get a bachelor’s degree, while seven indicated that they were less than “likely” to receive the same degree.

Tables 57-63 describe the reasons why the participants felt it important to graduate college. Participants were instructed to select all that apply.

Table 57

*Better Their Career Options*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>39</td>
<td>92.9</td>
<td>92.9</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
A strong majority, 92.9% of participants, stated that they find it important to graduate to better their future career options. Only three participants (7.1%) noted that they did not see this as an important reason to graduate.

Table 58

*More Money*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not present</td>
<td>10</td>
<td>23.8</td>
<td>23.8</td>
</tr>
<tr>
<td>Present</td>
<td>32</td>
<td>76.2</td>
<td>76.2</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Three-quarters of the participants, 76.2%, indicated that they wanted to graduate college in order to earn more money; however, the remaining 23.8% noted that earning more money was not a reason to graduate.

Table 59

*Better Their Opportunities*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not present</td>
<td>2</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>Present</td>
<td>40</td>
<td>95.2</td>
<td>95.2</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

With the highest percentage of all options, 95.2% of the participants (40 people), stated that they wanted to graduate to better their opportunities. On the contrary, the remaining two people did not include this as a reason for graduating college.
Table 60

*Expand Their Knowledge*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>10</td>
<td>23.8</td>
<td>23.8</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>32</td>
<td>76.2</td>
<td>76.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Matching the statistics from the earning more money option, 76.2% of the participants indicated that expanding their knowledge was an important reason to graduate college. However, the remaining 10 participants did not find increasing their knowledge to be an important reason.

Table 61

*Pleasing Family*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not present</td>
<td>17</td>
<td>40.5</td>
<td>40.5</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>25</td>
<td>59.5</td>
<td>59.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In the closest statistical split in this section, 59.5% of participants stated that pleasing their family was an important reason for them to graduate college, compared to the 40.5% who did not find this to be a reason.
Table 62

*Achieving Dreams*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not present</td>
<td>40</td>
<td>95.2</td>
<td>95.2</td>
<td>95.2</td>
</tr>
<tr>
<td>Present</td>
<td>2</td>
<td>4.8</td>
<td>4.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

With the highest percentage of participants responding in the negative, 95.2% did not include achieving their dreams as an important reason to graduate college, while 4.8% noted that it was important for them to graduate college in order to achieve their dreams.

Table 63

*Provide for Significant Other*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Not present</td>
<td>41</td>
<td>97.6</td>
<td>97.6</td>
<td>97.6</td>
</tr>
<tr>
<td>Present</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Completing the “other” option to the survey question, one participant indicated that it was important for him or her to graduate college in order to provide for a significant other. The remaining participants, 97.6%, did not write in this same reason for graduating college.

Quantitative Survey: Summary of Response Frequencies

In separating out the Past, Present, and the Future survey questions, the researcher was able to ascertain the frequency with which the participants indicated they obtained certain knowledge or skills, as well as their future aspirations. Moreover, the intent of this
study was to determine the extent to which these participants gained knowledge and skills in their Past high school AVID experiences, how these translated to their Present college successes, with the ultimate goal of having a better Future; therefore, identifying each individual area provided better answers to the research questions.

After analyzing each of the three sections, the highest percentage of participants (100%) indicated that their Past high school AVID experiences best prepared them to take notes in their college classes. Of the Present section, the largest amount of participants, 92.9%, noted that they currently rely heavily on themselves (compared to relying on others) when making decisions. Lastly, within the Present section, 95.2% of the participants stated that they find it important to graduate college in order to have better opportunities in the future.

Linear Regression Analyses
Linear Regression Analysis: Variable Descriptions

After collecting the survey data, the researcher conducted multiple Linear Regression analyses through SPSS. This method of analysis was selected in order to determine the relationship between the many independent variables and the single dependent variable; for the quantitative portion of this study, the dependent variable was the participants’ self-reported college GPAs. The independent variables (whose frequencies were described above) were disaggregated into the knowledge gained or skills learned in the Past, Present, and Future expectations. In addition, the participant demographics were included in each linear regression performed in order to determine if
there was a significant relationship between this self-reported data, the independent variables, and any changes to the college GPAs.

In order to categorize the college GPAs, the median GPAs within the survey questions were selected. For example, one survey option was a 3.5-4.0 GPA; in order to include all GPAs within this range, the researcher took the median GPA of a 3.7 for this range. Furthermore, to represent the 3.0-3.5 GPA, a 3.2 median was used in data analysis. This pattern continues through the three other GPA ranges, ending in a 1.0 average college GPA (shown in Table 49).

Linear Regression Analysis: Individual Demographic Predictors

Out of the 18 demographic variables used within this linear regression analysis, there were only two that were reported as statistically significant. Table 64 shows the model summary for the analysis run with only demographics used as the independent variables, keeping the average college GPA as the dependent variable.

Table 64

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>.871**</td>
<td>.758</td>
<td>.569</td>
<td>.37537</td>
<td>.758</td>
<td>.001</td>
</tr>
</tbody>
</table>

Table 64 explains, using the adjusted R square value, that in keeping all other variables constant, the overall participant demographics can explain a 57% variability in college GPA.

However, as the complete linear regression analysis for the demographic variables (Appendix D) shows, the two indicators that proved to be the most statistically significant
in affecting the dependent variable were the education level of the mother or guardian and the years the participant participated in the AVID program. The significance of the mother/guardian variable was .005; additionally the linear regression gave a 95% confidence interval that this variable could explain a positive change in GPA of .170 (Lower Bound) to .827 (Upper Bound) if the participant’s mother/guardian earned an Associate’s Degree or higher. Additionally, participating in three years of AVID had a significance of .002. However, this variable, unlike that of the mother’s education level showed to explain only a decrease a participant’s average college GPA (from a Lower Bound of -1.091 to an Upper Bound -.283). Therefore, the average college GPA of a participant whose mother earned an Associate’s Degree or higher could relate to an increased in GPA of .170 on the Lower Bound to almost a full grade point (.827) on the Upper Bound; moreover, having been in AVID for three years in high school could explain a decrease in a participant’s college GPA from a full point on the Lower Bound (-1.091) to -.283 on the Upper Bound. The appendix shows the coefficient values for all demographics, including those that did not show statistical significance.

Linear Regression Analysis: Relationship Between Past Predictors and Criterion Variable

The first linear regression analysis conducted was to identify the relationship between the Past variables, demographic variables, and the participants’ self-reported college GPA. The model summary in table 65 shows how well the many independent variables included in the Past category, along with the many demographic variables relate to the dependent variable, college GPA.
Table 65

**Significance: Past Variables**

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>.960a</td>
<td>.921</td>
<td>.640</td>
<td>.34297</td>
<td>.921</td>
<td>.032</td>
</tr>
</tbody>
</table>

This summary table illustrates the relationship between the independent variables (the survey questions that referred to Past knowledge or skills and individual demographics) and the dependent variable (average college GPA). The strength, as noted by the Adjusted R square value, is very strong at 64%. Meaning that 64% of the variability in the participants’ GPA can be explained by the Past survey variables and individual demographic variables.

Of the 14 variables from the survey questions that specifically asked about Past knowledge or skills gained from the participants’ AVID experiences, combined with the demographic information, there were only three variables that proved to be statistically significant through the linear regression. As the complete linear regression analysis shows for the Past variables (Appendix E), participants who reported that their AVID experience prepared them for the financial aid process and to apply for financial aid had a significance of .046; consequently, an increase in GPA from .015 on the Lower Bound to more than a full grade point (1.235) on the Upper Bound can be explained in those participants. Combining demographics with the Past variables, a mother/guardian’s level of education was again shown to be significant at .024. Similar to the independent demographic analysis, if a mother or guardian had some college experience (either at a
community or four-year college), this could explain a grade point increase of just around one full grade point on the Lower and Upper Bounds (between .093-1.043).

The next statistically significant variables are those that indicate participants’ years in the AVID program. Both “more than four years” and “three years” of AVID proved significant in relation to a participants’ GPA; however, like the demographic-only analysis, both of these showed a negative outcome with a decrease in GPA. Those who were involved in the AVID program for more than four years had a significance of .017 and a decrease in GPA ranging from a full grade point (-1.107) to -.138 between the Upper and Lower Bounds. Additionally, those who reported being in the program for three years had a .022 significance and a GPA decrease of nearly a point and a half on the Lower Bound (-1.148) to -.143 on the Upper Bound.

Linear Regression Analysis: Relationship Between Present Predictors and Criterion Variable

In order to determine the relationship between the Present Variables from the quantitative portion of the survey, along with the demographic data, and the participants’ average college GPA, a third linear regression analysis was conducted. For this analysis, the peer variables were not included, but are discussed after a presentation of the participants’ self-reported data. Table 66 shows the model summary for this regression analysis.
Table 66

**Significance: Present Variables**

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>.975a</td>
<td>.950</td>
<td>.708</td>
<td>.30893</td>
<td>.950</td>
<td>.033</td>
</tr>
</tbody>
</table>

Based on the adjusted R Square value, 71% of the variability in student GPA can be explained by the Present variable data. From the 16 variables (excluding demographics which remain constant throughout all linear regression analyses), only one proved to be statistically significant: self influence. As the Present variable linear regression analysis shows (Appendix F), relying on one’s self when making decisions was shown at .060 significance, to explain a change in GPA from - .036 on the Lower Bound to almost a full point and a half (1.358) on the Upper Bound. While self influence was the only Present variable to show significance independently, when combined with the demographic variables, a commonality appeared. Similar to the Past variable and demographic information, this data also showed significance in the education level of the mother/guardian, this time of .064. While the significance was higher for this analysis compared to the other two, the effect to the GPA is much less, with the variable only explaining a GPA change from less than a tenth of a grade point decrease (- .027) to nearly three quarters of a grade increase (.720) between the Lower and Upper Bounds.

When analyzing the Present variables regarding the participants’ perceptions of their peers actions and behaviors, no variables showed significance.

Linear Regression Analysis: Relationship Between Future Predictors and Criterion Variable
While the AVID program’s intent is to prepare students for college, it is also important to see how these college ambitions continue into the students’ future aspirations, beyond the initial college experience and bachelor’s degree. Therefore, questions were included in the survey that asked participants to look into the future and anticipate their continued education as well as to identify reasons why obtaining a bachelor’s degree is important to them. Table 67 shows the model summary for the linear regression analysis of this data.

Table 67

Significance: Future Variables

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>.943*</td>
<td>.889</td>
<td>.696</td>
<td>.31548</td>
<td>.889</td>
<td>.002</td>
</tr>
</tbody>
</table>

As described by the adjusted R Squared value in Table 67, 70% of the variability in GPA can be related to the participants’ views of their future.

As shown in the linear regression analysis for the Future variables (Appendix H), three variables showed significance: the importance of expanding knowledge, the mother’s education level, and the participants’ four-year participation of AVID. One question on the survey asked participants to indicate the reasons “why it is important…to graduate college.” Of the six options, and with space to include their own reason, only the “expand knowledge” option proved significant (.021). The need for participants to expand their knowledge can explain an increase in GPA of .073 on the Lower Bound to .765 on the Upper Bound. Since the demographics were run with every linear regression analysis, it allowed the researcher to determine the relationships between the future
variables, demographic variables, and a change in GPA as well. Remaining constant with the other linear regressions for demographic, Past, and Present variables, the mother’s education level showed a significant value (.042), which could explain a grade increase of .015 to .741 from the Upper to Lower Bound. Furthermore, a GPA variability of -.020 (Lower Bound) to .842 (Upper Bound) could be explained by AVID participation, specifically those participants who indicated that they participated in AVID for four years (.060 significance).

Linear Regression Analysis: Research Conclusions

With the four linear regression analyses, it is essential to reexamine the research questions to determine the extent to which the quantitative survey questions provided answers. The qualitative data analysis will be presented after a discussion of these questions.

*Research question #1:* To what extent does AVID participation in high school prepare students for the academic expectations of college?

The quantitative portion of the survey included questions which asked participants to indicate the extent to which their AVID participation in high school prepared them for specific expectations of their college classes and professors. The use of linear regression to analyze the data allowed the researcher to examine how the participants viewed these expectations and the extent to which they could explain variability in the participants’ college GPA. While these were included in both the Past and Present variables and thus also the Past linear regression and Present linear regression, no questions were asked in the Future variable section relating to this research question. In spite of the numerous
questions which attempted to gather participant perceptions of their academic readiness, throughout these two sections no variable showed significance in answering this research question. The qualitative data analysis presented in the next section will provide some participant insight into their college experiences, including the course and professor expectations. On the other hand, the quantitative data did provide some more specific judgment to the second research question.

*Research question #2:* To what extent does AVID participation in high school provide students with the social capital, cultural capital, and habitus needed to effectively navigate the college system?

The questions within the Past, Present, and Future variable sections, as well as their individual linear regression analyses provided some insight into the areas the participants felt the AVID program prepared them for the procedural and social expectations of their college experience, as well as provided them with the beliefs, values, skills, and aspirations needed to be successful. Interestingly, each category (Past, Present, and Future) showed one significant variable, and each met a different element (social capital, cultural capital, or habitus).

Through the linear regression analysis of Past variables, participants felt, with a .046 significance, that their experience in the AVID program provided them with the knowledge needed to successfully navigate the financial aid system and apply for that aid. This element of social capital, in which the students have to understand the financial aid system or know the appropriate groups to seek out for assistance, could explain a GPA increase of .015 to over a full GPA point (1.235). Furthermore, within the Present
variables, the participants indicated that they rely on themselves (.060 significance) when making decisions, which is an element of habitus (personal aspirations and expectations). In order to successfully navigate through the college system, it is important for students to feel confident in their own abilities and knowledge in continuing their education; this variable could explain a variability in GPA from -.036 to more than a full one and a quarter point (1.358). Lastly, the question in the Future variable category that showed significance (.021) in providing cultural capital was the participants’ reason of “expanding knowledge” as an important factor in obtaining a college degree. This belief and value of education can explain a GPA increase of .073 to .765.

These research questions will be presented and addressed again after a presentation of the themes that emerged from the qualitative portion of the survey.

Qualitative Survey

Qualitative Survey: Research Design

The online survey in which the students participated contained both a quantitative section and a qualitative section. The qualitative portion consisted of 11 open-ended questions, with the last providing a place for them to share any other information regarding their AVID experiences and college preparation that was not specifically requested by the other questions but they wanted to include. To evaluate, the researcher analyzed the responses from each question to identify themes; these are detailed in the section below. It is important to note, however, that while the quantitative data reflected all 42 respondents (using a linear regression, the variable was either deemed as “present” if meeting the determined level or “not present” if responses fell under the specified level
or the question was left blank), the qualitative data analysis will only present the data that was provided in writing by the participants. After a detailed description of the data and the emergent themes, the researcher will then return to the individual research questions to determine the extent to which the data answered the questions.

Qualitative Emergent Themes

Questions asked throughout the qualitative open-ended section of the survey attempted to expand on the information gathered through the quantitative questions. However, while the dependent variable for the quantitative portion was the students’ self reported college GPA, the dependent variable for the qualitative portion was the student generated concept of “college success.” The first question asked students to describe how they would define “college success.” The 41 responses to this question fell into one of two categories: the learning or progress made during their college experiences or the end result of graduating from college. Table 68 below elaborates on these responses within the afore mentioned categories. Not all responses are given below, to eliminate repetition, but are presented in Appendix B.
Table 68

**Participant Definitions of Success**

<table>
<thead>
<tr>
<th>Learning or Progress During College</th>
<th>End Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content feeling</td>
<td>• Getting the education to obtain a career</td>
</tr>
<tr>
<td>• Expanding knowledge</td>
<td>• Achieving a diploma</td>
</tr>
<tr>
<td>• Doing better in college than in high school</td>
<td>• Being able to graduate from college with a degree and being ready to get a job</td>
</tr>
<tr>
<td>• Understanding the key concepts taught within courses</td>
<td>• Achieving your goals and graduating within four years</td>
</tr>
<tr>
<td>• Transition from becoming a child to an adult</td>
<td></td>
</tr>
<tr>
<td>• Balance life with good grades, a job, a social life, and time for extra curricular events</td>
<td></td>
</tr>
<tr>
<td>• Making it to college and doing well once there</td>
<td></td>
</tr>
<tr>
<td>• Knowing what details are important while being in college, in order to pass classes. Examples: what’s needed for class, college goals</td>
<td></td>
</tr>
<tr>
<td>• Connection with peers and teachers</td>
<td></td>
</tr>
<tr>
<td>• Being prepared and not feeling lost</td>
<td></td>
</tr>
<tr>
<td>• Knowing where things are and where you can get help</td>
<td></td>
</tr>
<tr>
<td>• Being able to find a solution to a problem—whether it’s academics or socially</td>
<td></td>
</tr>
<tr>
<td>• Not only doing well academically, but also being happy and involved in school activities</td>
<td></td>
</tr>
</tbody>
</table>

These definitions provide key insight into the participants’ minds as college students.

They include not only the end result of graduating, but also the process of academic learning, social connections and networks within a school, setting and reaching goals, and balancing their academic and social lives (all aspects of social capital, cultural capital, and habitus).
Question 25 asked participants to respond to the question, “In what ways did your AVID experience influence you in forming professor, staff, and/or peer relationships in college?” Of the 41 participants who responded to this question, 38 felt that the AVID program encouraged them to build relationships, and because of this they feel more comfortable talking to and less intimidated by professors. Additionally, many noted that they have formed study groups and other relationships with peers. To elaborate, one participant explained that AVID encouraged him or her to build relationships with professors specifically within their major; while numerous others noted the benefits of speaking with professors, attending their office hours, and showed their educational values by sitting in front and asking questions during class. Many participants related this back to AVID’s tutorials, grade checks, and other projects which required them to speak with their teachers and use their peers to help them in their content classes. One of the respondents indicated that while AVID encouraged such behaviors, they had chosen not to make such relationships; and the remaining two participants did not feel that AVID influenced these behaviors or found the question not applicable.

Question 26 asked participants “Do you feel more prepared than your college peers to navigate the college system (e.g. registering for classes, applying for financial aid, seeking out help when needed, etc.)?” To this question, 33 of the 41 respondents felt that they were more prepared compared to their peers to apply for financial aid, register for classes, and meet with counselors when needed. Additionally, one explained assisting friends “by letting them know about and how to registered [sic] for classes, as [sic] some financial aid.” Another stated that “AVID taught me to use the many resources provided
for us.” Many of these participants said that they felt prepared due to the AVID projects that required them to research general education and major requirements, complete a mock registration, and fill out the FAFSA. The remaining participants (eight) did not feel more prepared or less prepared, but of equal preparation to their peers. Some explained that they were still getting used to the system, while others collaborate with their peers to understand the system and, therefore, do not feel more prepared than them. Others still noted the school’s assistance in completing those processes, or involvement in programs, such as EOP, which offer the same assistance.

Question 27 asked participants to expand on their responses to the prior question, asking “In what ways did your AVID experience provide you with these skills?” The 38 respondents expanded on many of the responses they gave to the Question 27, explaining that AVID helped them be prepared for meeting deadlines, applying for financial aid, and knowing how to register for classes. Many elaborated on these by giving specific AVID curriculum or requirements which provided them with these skills: applying for scholarships, the weekly tutorials, projects, Cornell notes, guest speakers, and constant communication with teachers, peers, and counselors. One participant noted that “AVID has opened my eyes…academically…this program gave me the extra push to better myself.” Another explained that s/he is “teaching a lot of my friends outside the program about a lot of the things I learned.”

Question 28 continued with the questions related to the participants’ high school AVID experience by asking “What educational values and beliefs did the AVID classes, and/or teachers, and/or peers provide?” To this question, 39 of the 40 respondents
indicated that the AVID program was successful in providing educational values and beliefs. Many stated that their AVID experiences instilled the importance of education and grades, academic honesty, and knowing themselves and what they want in order to achieve their goals. One of the respondents remarked that AVID “helped me become a better student by showing me how to be a better student.” Additionally, participants noted that one of the main beliefs AVID impressed upon them was to believe in themselves. One explained that “The entire AVID experience helped me become more proactive in my education. No one is going to hold my hand through my college experience and I think that AVID taught me how to do things on my own.” Another belief that many participants indicated was the determination that AVID inspires. One participant explained that “Individual Determination was the most important, without determination nothing can really be done because an individual can’t be forced to do something if she/he doesn’t want to do it. Wanting something is the most effective way of achieving something.” Several participants explained that these values and beliefs were encouraged throughout the AVID curriculum, from college visitation tours, guest speakers, and the AVID family model. While the vast majority of participants responded that AVID had provided them with educational values and beliefs that have benefitted their college experiences, one stated the existence of strong educational values prior to joining the program, which is the reason why the decision was made to join the AVID program. Question 29 furthered this inquiry by asking participants “Without AVID, where do you think you would have found these educational values and beliefs?” 18 of the 40 respondents indicated that they probably would not have found these elsewhere, and
attributed AVID as a key element in obtaining these important principles. However, the participants themselves, parents, friends, counselors, and college peers were other groups that the remaining 22 participants specified would have contributed to their college knowledge and values. Many of these did agree with one participant who noted that his or her mother would have helped to find these values, but added that “I was able to be a lot more independent by learning these values in AVID.” This information connects back to the quantitative data which also showed that a mother/guardian’s education level could have a significant impact on the participants’ educational success.

Questions 30 and 31 asked the participants to discuss the aspects of college they felt AVID was the most, and least, successful in preparing them. Interestingly, many of the responses were given to both questions. However, of the 38 respondents, all had beneficial information to include, while only 25 respondents provided areas in which AVID was least helpful. Many of the responses to Question 30 fell into two areas, either academic preparation or social preparation, including navigating the college system, college aspirations, or educational beliefs and values. Table 69 provides these responses in greater detail. Not all 38 responses are included due to repetition, and some participant responses included multiple items.
Table 69

Aspects of college AVID was most successful in preparing participants for

<table>
<thead>
<tr>
<th>Academic Preparation</th>
<th>Social Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Advanced Placement or other rigorous courses</td>
<td>- Deadlines</td>
</tr>
<tr>
<td>- Taking notes</td>
<td>- Registering for classes</td>
</tr>
<tr>
<td>- How to learn</td>
<td>- College aspirations/values/beliefs</td>
</tr>
<tr>
<td>- Grades</td>
<td>- College knowledge</td>
</tr>
<tr>
<td>- Level of work</td>
<td>- College goal setting</td>
</tr>
<tr>
<td>- Academic encouragement</td>
<td>- Awareness of resources available</td>
</tr>
<tr>
<td>- Critical reading</td>
<td>- Financial aid process</td>
</tr>
<tr>
<td>- Collaborative processes including group discussions</td>
<td>- Organization</td>
</tr>
<tr>
<td>- Work load</td>
<td>- Navigating the college systems</td>
</tr>
<tr>
<td>- Study habits</td>
<td>- Talking with professors</td>
</tr>
<tr>
<td></td>
<td>- Stress management</td>
</tr>
</tbody>
</table>

As shown in Table 69, participants felt prepared through their AVID experience in many areas, both academically and socially. Multiple participants expressed that academic preparation was fostered through encouragement to take rigorous courses, knowledge in effective note-taking skills, preparing students for the level of work required in college, and general academic encouragement. Additionally, numerous respondents noted that the AVID program prepared them for the process of registering for classes, understanding how to navigate the college system, and providing college aspirations and college knowledge.

A follow-up to that question was one that asked for the ways that AVID least prepared them. While there were some similarities between what some participants felt most and least prepared them for, the majority of them responded that they felt least prepared in academic areas, such as reading, writing, academic rigor, and critical
thinking. Socially, some respondents felt that AVID was least helpful in preparing them for the individualized learning that occurs in college compared to the group nature of the AVID program. Additionally, others felt that AVID least prepared them for the financial aid and registration processes or study habits. Six of the 25 responses indicated skills or knowledge that required participants to learn within the college environment, such as likelihood of having a teacher’s assistant instruct a course instead of the professor, the number of courses that are lecture-based only, individual school’s processes of changing majors, the amount of courses required to transfer from specific community colleges to the university of choice, and knowledge of individual professors’ behaviors and expectations. A comprehensive list of responses is included in Appendix B.

Question 32 asked participants to reflect back to their high school years and describe “In what ways did your relationships with your AVID classmates and/or teachers help you feel prepared for college (both academic and social preparation)?” 38 participants responded to this question, and all but one had positive comments regarding their peer and teacher relationships. Many noted that these relationships helped them to feel more confident in asking for help, making connections, and forming study groups in college due to their AVID elective classes in high school. Furthermore, respondents noted that having a group in which to share common goals and fears gave them “another place [to] call home” and be “surrounded by other students who strived for a higher education and higher learning [which] helped shape my academic preparation and values.” Contrary to the above comments, one participant explained that because all of the students went in
different directions after high school, that these relationships have not had a positive
impact on the individual’s college experience.

Question 33 asked participants to respond to the following question: “In what
ways did participating in AVID change your attitudes about college?” Of the 41
respondents, 13 indicated that while AVID did not create a desire to attend college—they
came into the program already knowing they wanted to attend—it gave them more
information, confidence, determination, and enthusiasm. Those who were not as sure
about their future college enrollment realized through AVID that college was a
“necessary” part of life and “a privilege that I should take advantage of as soon as
possible to better my future.” One respondent noted that “Participating in AVID made me
actually want to go to college, get a degree, and care about my future. Before AVID, I
knew nothing about college, didn’t care to go to college, let alone want to learn.”

Lastly, participants were given the opportunity through Question 34 to write “any
additional comments regarding your AVID experience and college readiness.” The 16
participants who responded to this question reiterated much of the information they
provided to the prior questions and discussed above. Many focused on the skills, life
lessons, and relationships with which the AVID program provided them. Others thanked
AVID for providing support and encouragement and for “preparing me for college and
ultimately shaping my goals and educational values…” and encouraged others to
participate in the program. One respondent restated that it would have been beneficial had
more information been provided regarding the time to transfer from the community
college to the university depending on the chosen major.
Addressing the Research Questions

To assess the extent to which the qualitative data answered the research questions, Chapter Four will conclude with a detailed analysis of each individual question.

Research question #1: To what extent does AVID participation in high school prepare students for the academic expectations of college?

The participants’ responses led to some contradictory answers to this question. Some felt that AVID prepared them for the levels of academic expectations and rigor, while others disagreed. Interestingly, both groups felt either prepared or underprepared in writing and critical thinking skills. Furthermore, many respondents explained that they felt more prepared than their peers for the expectations of individual courses and professor expectations, while others indicated that they would have preferred greater knowledge of these expectations prior to entering college. Overall, the qualitative data shows that participation in the AVID program provides students with college readiness in skills that allow them to be successful once they have entered college, while some of the expectations are better learned once in the college setting. One of the participants explained how the encouragement to take rigorous courses in high school and the AVID program working together as a community contributed to his or her educational readiness and continued success: “AVID was a community of people who pushed you to do better even when you doubted yourself. This push made me realize that I am way more academically capable than I thought I was. The AVID experience was somewhat a chain reaction that is currently helping me in all of my classes. By making me take honors and AP classes I feel SO much more prepared than a lot of my college peers. I do not think I
could put enough emphasis on how much the community encouragement redirected me to a better path that included pushing myself to doing things that I never thought I could do.” Understanding the expectations of college is only one aspect of college readiness; the social preparation also has shown to make students feel college-ready.

*Research question #2:* To what extent does AVID participation in high school provide students with the social capital, cultural capital, and habitus needed to effectively navigate the college system?

Through the qualitative data, it is apparent that the participants felt that the AVID program provided them with a large fund of social capital, cultural capital, and habitus, which has allowed them to successfully navigate the college system. In building social capital, the participants indicated that the AVID model of group discussions and tutorials (inquiry/study groups) provided both a benefit of continued collaboration once at the college setting and a challenge of acclimating to a more individualized educational environment with which they faced in college. Moreover, they noted that the financial aid process, registering for classes, and feeling comfortable on the college campus were all elements of the AVID program for which they felt prepared prior to entering their institution of higher education. Additionally, the cultural capital built through the AVID program provided participants with the skills and beliefs needed to be successful. The note-taking skills, encouragement to sit in front of the classroom and ask questions, and interact with professors both in and outside of class has helped them to feel successful in their classes. Furthermore, the “AVID family” model encouraged participants to build relationships with both their peers and professors; it was these relationships that created
“support systems” for the students and “helped me feel secure and given me the confidence to step out of my comfort zone and face difficult situations such as going to college and dealing with the challenges of it.” The majority of the respondents indicated that they might not have found educational values or a strong belief in their education without the AVID program. Furthermore, the participants noted that they built their habitus through their AVID relationships which encouraged individual college aspirations and provided the college knowledge to make these aspirations a reality. Lastly, the “AVID family” model encouraged participants to build relationships with both their peers and professors; it was these relationships that created “support systems” for the students and “helped me feel secure and given me the confidence to step out of my comfort zone and face difficult situations such as going to college and dealing with the challenges of it.”

Conclusion

Through the mixed-methods design implemented, the researcher was able to gain valuable data to answer this study’s research questions. Much of the qualitative data elaborates on the quantitative data; however, the two were analyzed separately to determine relationships between the variables. Interestingly, while some of the 42 participants indicated elements of college readiness through the open-ended qualitative questions, the quantitative data may or may not have appeared statistically significant through the linear regression analyses. Four separate linear regression analyses were conducted to determine the extent to which a change in the criterion variable, participants’ self-reported college GPA, could be explained by the independent variables:
Demographic only variables, Past variables, Present variables, and Future variables. The criterion variable for the qualitative data was the participants’ self-determined definition of success; the first open-ended question asked them to describe their definition. The 10 subsequent questions asked for ways in which the participants’ experiences in their high school AVID program provided them with the college readiness which may or may not have aided in this success, as discussed in Chapter Four’s thematic presentation of qualitative data. Chapter Five presents summaries and conclusions of both the qualitative and quantitative data described and analyzed in Chapter Four, followed by recommendations and areas for future research.
“Thank you AVID for preparing me for college and ultimately shaping my goals and educational values. When I achieve my goals I will give credit to AVID for being a huge part of my foundation of higher learning!”

With the ever increasing rate of college tuition, students must be ready for the rigors of higher education before they even step foot onto the college campus. The longer it takes them to become acclimated with the culture, processes, and expectations, the longer it might take them to graduate, and thus, the more they will be required to pay.

Many programs are available for students who would like to gain college knowledge and skills prior to their enrollment into college; however, the effectiveness in the multiple areas of these programs’ support has not yet been thoroughly studied. Puente, GEAR UP, and EAOP/EOP are three of the many who have demonstrated that they have assisted in increasing the number of underrepresented students who enroll in college. The AVID program has similar studies showing its ability to increase the A-G (California’s college entrance course requirements) rates; however, the research demonstrating this program effectiveness in providing social capital, cultural capital, and habitus to students is very limited, with only one study touching on these important aspects of college readiness.
While not specifically a program that targets a certain group, such as low-income, first generation, or underrepresented students, AVID students often fall into one or more of the three categories, or may need support in other areas (termed “other special circumstances” in the AVID recruitment documents). Therefore, most of these students are in need of support to provide, or build on, their knowledge of the importance of forming appropriate social networks and understanding the college processes (social capital), educational values and beliefs along with the skills to help them succeed (cultural capital), and aspirations of educational attainment (habitus). This research study focused on these three areas, along with academic preparation.

To gather data regarding students’ self-perceptions of college-readiness and ways their experiences in the AVID program provided these skills and knowledge, the researcher surveyed former AVID students who graduated high school between 2007 and 2010. The mixed-methods survey asked questions related to the following research questions:

Research question #1: To what extent does AVID participation in high school prepare students for the academic expectations of college?

Research question #2: To what extent does AVID participation in high school provide students with the social capital, cultural capital, and habitus needed to effectively navigate the college system?

While the return rate of the surveys (39%) is higher than many online surveys, it must be noted that the researcher has prior relationships with the participants. As one of their former AVID teachers (either instructing for one or two of the four potential participating
years), the researcher must acknowledge the potential bias within the responses. To deter participants from providing unreliable information, they were instructed to respond as honestly and thoughtfully as possible, and informed that their responses would be kept confidential; however, due to the relationship between the researcher and the participants, and its possibility to potentially sway responses, this must be presented. Encouragingly, as shown below through a discussion of the findings, participants' responses offered the researcher with both areas of programmatic strength and areas for improvement. Through the analysis of this survey, the researcher was able to identify three areas of significant findings.

Finding 1: Importance of a Mother/Guardian’s Education

Through the four regression analyses run with the quantitative survey data (demographic data only, Past variables, Present variables, and Future variables), the only indicator which appeared as statistically significant in all four was the education level of the mother/guardian. More specifically, a variation in GPA from .022 to 1.043 can be explained for those participants who indicated that their mother/guardian had at some or more college experience. This finding supports the numerous studies which indicate the importance of a parent’s education on a child’s educational aspirations, amount of capital he or she possesses, and ultimate educational success. As noted in the literature review presented in Chapter Two, parent involvement in their children’s education and high expectations can be present regardless of parent’s own education (Epstein, et al., 2001; Lamborn, Brown, Mounts, & Steinberg, 1992; Mo & Singh, 2008); however, other researchers expound on the notion that a parent’s education level can be a significant
predictor in students’ own aspirations for higher education (Engle, 2007; Kuh, Bridges, & Hayek, 2006; U.S. Department of Education, 2001; U.S. Department of Education, 2002). The qualitative data also supported this finding, as many participants indicated that while AVID did provide them with cultural capital, they might also have found these educational values and beliefs through their mothers. Furthermore, the Zellman and Waterman (1998) study indicated that parent involvement with their child’s homework resulted in a higher IQ.

Noteworthy is the level of significance that this variable suggested, while the survey also included a question on the level of education of the father/guardian. This indicator did not show to be statistically significant in any of the four regressions analyses. Speculated reasons for this discrepancy could be participants who come from single family homes, and, therefore, were more greatly impacted by their mothers than by, perhaps, an absentee father figure. While no questions were asked to support this speculation, the researcher’s observations reflect that single-family homes often are led by a mother.

The following two findings have been separated by research question. The first will address the academic expectations and preparation, while the last finding will focus on the elements of capital and habitus.

Finding 2: Academic Preparation

The first research question asked about the extent to which participants felt their experiences in the AVID program provided them with the necessary academic preparation by understanding the academic expectations. While no one indicator showed
statistical significance from the quantitative portion of the survey, the open-ended qualitative questions allowed participants to provide more insight. The responses to the question asking about academic expectations showed a variety of levels of preparedness. One of the most heavily noted comments was that the Cornell note requirement in the high school AVID program proved to be successful in taking notes in college. Although not a note-taking system created by AVID Center, they adopted the Cornell University style because of its helpful ability in making note-taking a more transparent and useful tool for students (a sample Cornell Note paper is included in Appendix C). Additionally, many participants mentioned the importance of taking Advanced Placement and other rigorous courses; some of whom expressed that they would not have taken such courses had AVID not encouraged them to do so. As supported by the review of relevant literature discussed in Chapter Two, taking advanced placement and other rigorous courses can aid in a student’s college readiness. Not only is the curriculum more rigorous than in traditional high school courses, but the skills, attitudes, and habits that are created through involvement in these courses can directly correspond to those needed in college classes (Adelman, Answers in the toolbox: Academic intensity, attendance patterns and bachelor's degree attainment, 1999; Adelman, The toolbox revisited: Paths to degree completion from high school through college, 2006; Martinez & Klopott, 2005). Moreover, one of AVID’s central goals is to increase the level of critical thinking on the part of the student. This is produced through the above mentioned curricular elements, along with supporting other teachers across campus to increase the rigor and level of thinking required in their content-area classes. The qualitative data revealed that the high
school focus was successful, as many participants felt prepared for the level of critical or advanced thinking that their college classes and professors expected of them.

Overall, it appeared that while many felt ready for the expectations of college-level work, others felt that AVID could have increased their instruction in writing. Similarly, it was noted by multiple participants that they felt underprepared for the teaching styles of professors or their teaching assistants. While the AVID teachers at the selected site have not taught college classes, the program does include guest speakers and college visitation trips; current college professors could be utilized through both activities to provide this information to the students.

Finding 3: Social Capital, Cultural Capital, and Habitus

Social Capital

Synthesizing the qualitative and quantitative data, the researcher was able to identify polarization in the individual participant’s perception of college readiness. Even when some data appeared to be statistically significant through the quantitative regression analyses, the qualitative data indicated that multiple students felt underprepared in the same areas.

One such indicator which appeared to be both an area of strength for some, and an area of weakness for others was the financial aid process. Through the quantitative data, the level of college readiness in applying for financial aid showed positive significance in a students’ GPA; however, many of the qualitative comments indicated that other participants did not feel as prepared for this aspect of navigating the college system. Moreover, many participants indicated that they felt very comfortable on their college
campus and in navigating the college system, while others disagreed, noting that they felt unprepared in planning their “academic route.” This comfort and ease of transition from high school to college can have a significant impact on the students’ overall success in college. Therefore, it is essential that the studied AVID program include more elements of the college culture in order to increase students’ social capital, thus resulting in the students feeling more prepared to navigate this system.

On another interesting note, both the qualitative and quantitative data showed that the collaborative cohort model was effective in providing social capital to students by stressing the importance of forming appropriate study groups and associating with people who have similar goals and aspirations. However, the qualitative data was able to expand on the numbers by showing that this can be both a benefit and a challenge. Since the AVID program focuses so heavily on this collaborative model, many students felt underprepared to work independently, as many of their college classes required. However, they did feel secure in forming study groups in order to be successful in their classes as well.

One of the thoughts behind the collaborative method of the AVID program is to allow students to work together to discover answers to problems. Through this, they become better critical thinkers, problem solvers, and, ultimately, more self-advocating students. Additionally, as all of the AVID students share the same goal of higher education, they are able to form both educational and social bonds which could positively influence their lives. The literature discussed in Chapter Two supports the importance of positive peer relationships and their direct effect on student achievement in high school
(Veronneau, Vitaro, Brendgen, Dishion, & Tremblay, 2010; Wentzel, 2005). However, as several participants described in through their qualitative responses, the benefits often do not outweigh the preparation for the individualized work required of them in the college setting.

Cultural Capital

The cultural capital (beliefs, values, and skills) acquired through participation in the high school AVID program overlaps with both the concepts of social capital and habitus. For it was through the specific network of the AVID group that much of the educational values, beliefs, and expectations were formed. Overall, the qualitative data showed that the relationships formed in the AVID program provided participants with the confidence to do well in high school, apply to college, and ultimately attend and strive for success once at the college of their choice. Many participants noted that being in a group with those who have the same goals and ambitions of higher education, along with the support provided by the AVID teachers, encouraged them to continue along the college-going path.

Interestingly, one indicator from the quantitative data showed statistical significance for building the participants’ level of cultural capital. When responding to reasons for the importance of education, participants indicated that their desire to expand their knowledge was important to them; this reason could explain a GPA increase from .021 to nearly three-quarters of a point (.073). As an academic program on high school campuses, the AVID program encourages students to study an area in which they show interest, knowing that people are more inclined to complete a degree if they enjoy
learning. This mentality and data supports the literature presented in Chapter Two, specifically that of the maturing brain. By the time a student reaches college, it is hoped that they have moved from grade orientation (in which they are motivated by the extrinsic grade) to learning orientation (in which they are motivated more by the intrinsic passion for knowledge) (Eison, 1980). Therefore, as a student makes this transition from youth to adulthood, their cultural capital increases, supporting their goal of a college degree and a career they will enjoy.

Habitus

The habitus that a student possesses provides an important element which leads to success: self-confidence. This confidence allows students to feel that their dreams of a college education can become a reality. Without such confidence and the subsequent aspirations, some students may never take the challenging steps of enrolling in the correct high school courses, applying for college and financial aid, and ultimately doing whatever it takes to be successful in their educational futures. Through the social capital and cultural capital built throughout participation in the AVID program, a students’ level of habitus also increases. The data from this research study shows that a GPA change can be explained for participants who were involved in the AVID program for three years, or four or more years; while this change may result in a GPA decrease, the qualitative data did not support this finding. The AVID program at the selected site is considered a four-year program. Students sign a contract in their freshman year stating their commitment to the program, agreeing to take advantage of all the AVID program and school have to offer with the goal of college preparation, and they renew this commitment each year to
participate in the rigorous elective and strive for excellence in all of their classes. The data supports this practice, showing that the longer a student is involved in the AVID program, the more beneficial it is to their level of habitus, and the ultimate goal of college preparation and success.

Discussion of Findings

Ultimately, the qualitative and quantitative data show a mixture of students’ level of college readiness and self-reported success. Through the four separate linear regression analyses run using the quantitative data, only four indicators appeared statistically significant: mother’s education level, preparation for the financial aid process, students’ continued education due to their dedication for future knowledge, and an increase in college readiness due to the majority of high school (three, four, or more years) participation in the AVID elective program.

The qualitative data was able to provide the researcher with different, yet equally important information. Through the participant voices, they were able to explain specific areas in which they felt more college-ready; however, not all 42 participants agreed. In fact, much of the data showed contradicting evidence. While it is human nature for some to feel strength in certain areas while others feel weak, the areas which showed the most divergence must be examined for programmatic improvement. For example, many participants felt prepared for the level of writing, while others indicated that this was an area of weakness for the program and themselves. Additionally, while the majority of participants felt that the AVID program was able to successfully prepare them to navigate the college system, others felt uncomfortable and lacked confidence in this same area.
Relating the findings back to the research questions, the qualitative data was able to indicate that the majority of participants felt that their participation in the AVID program was able to provide them with academic preparation and for the academic expectations of college (research question #1). However, the areas for programmatic improvement for the selected site focus on writing. The second research question asked about the AVID program’s ability to prepare students for understanding and navigating the college system through providing them with increased funds of social capital, cultural capital, and habitus. While the quantitative data revealed that the mother’s education level played a significant role in students’ education, the qualitative data indicated that the AVID program was able to provide some of the same benefits, increasing the educational beliefs, values, and skills (cultural capital), and instilling an intrinsic motivation for college knowledge and success (habitus). While the qualitative data also revealed that the AVID program was able to help students feel more comfortable speaking with professors and encouraged them to form study groups (social capital), it also presented the area for the most growth. As the studied AVID program continuously encourages collaboration, it must also recognize that the majority of college work is completed individually. Therefore, more individualized curriculum must be incorporated into the high school program in order to allow for students to build their individual confidence and feel prepared for that expectation of higher education.

As an educator, it is touching to hear students expressing a genuine interest in increasing their knowledge, as was found statistically significant in response to the importance of earning a college degree. This confirmation of the dedication and
commitment AVID teachers must make towards their students, provides an undeniable feeling of pride.

Reflection on the Mixed-Methods Data Analysis Process

In making the decision to utilize a mixed-methods data collection process, the research knew that this would be an important step in triangulating the data and gaining further insight into participants’ reasons behind the quantitative data. However, she was unexpectedly surprised by just how beneficial this method was. Quantitative data only allows for researchers to see the numerical connections between dependent and independent variables, however, this study included much more than just numbers. Had only the quantitative process been utilized, the participants’ feelings and voices would have been kept mute. It was important for the researcher to understand how the students applied the capitals (social, cultural, and habitus) into their daily lives and college experiences. Furthermore, participants were also able to expand on the areas of academic expectations for which they felt most and least prepared. However, had only the qualitative data been collected, the researcher would have lost the essence of the study itself which intended to collect a breadth of responses from multiple graduating classes of former AVID students.

In addition to the layers of data that the mixed-method process allowed, the researcher was also able to collect different information due to the responses and outcome of the quantitative and qualitative data. For example, the quantitative data did not present any indicators which showed that the studied AVID program prepared students for the academic expectations of college (research question #1); however, the
qualitative data was able to specifically note the importance of writing in the college system, as well as those who felt prepared or underprepared in this area. Furthermore, the Cornell note-taking strategy was shown through the qualitative data to play a significant role in students’ college activities and in helping them feel prepared, while the quantitative data did not report any significance in this area. By using only one, either the quantitative or the qualitative method, the researcher would have been left with many unanswered questions and, perhaps, without a useful outcome to the entire study.

One of the outcomes of this study was to identify areas of programmatic improvement for the selected site. Through the breadth of quantitative data collected, these areas have been identified and will be used in the future years to assist in making more students college-ready. Therefore, while the mixed-methods approach to data collection does pose more effort on behalf of the researcher, the richness and depth of the data far outweighs any additional labor.

Recommendations

The results of this study have implications that reach from individual classroom applications to the national, and even international, level. This section will include a discussion of those implications, as well as recommendations for continued college readiness and areas of future study.

Classroom Applications

While AVID is a program with specific standards, called the AVID Essentials, and curriculum, it is often up to the individual classroom teacher to ensure that the students receive the academic and social college readiness skills in order to be successful
in the high school and college settings. One implication which surfaced from this research study was the way in which individual teachers can assess his or her teaching practices to ensure students received the information and knowledge necessary to assist them in planning their “academic route.” Since participants indicated varying levels of readiness in this area, it stands out as one that must receive focused instruction within the individual classroom setting. However, how can teachers make sure that students are “getting it” when they often do not know what “it” is until they enter the system of higher education? This must be determined by the individual sites, through collaboration of the teachers and specific connections with college campuses. This will help to ensure that students are receiving the information that will lead them to feel the confident in navigating the college system.

Along the same lines, articulation (collaboration) between the P-12 system and the system of higher education must be supported and nurtured. If AVID teachers are truly focused on providing college readiness to their students, college professors are their best allies. For who knows better than a professor about the expectations of college instructors? Additionally, the system of higher education has recently begun integrating elements of college readiness and support into their own system, no longer leaving it to the secondary teachers to be the sole providers. Through a community learning model that may colleges have adopted, often called “first year seminar” or something similar, college readiness skills, similar to those taught in AVID, are being offered to college students. Therefore, continued articulation with colleges that offer these programs could
provide useful insight to both teachers of college preparatory programs offered at the secondary school and within the college system.

In addition to the community learning model, articulation between high school teachers and college professors could assist in many of the areas where this study found underprepared students. Writing, for example, was one area where many of the participants felt inadequately prepared. The gap between the expectations, styles of writing, and other areas of underpreparedness could be combated through a combined effort of both secondary and college instructors.

Implications on Transformational Leadership

Kezar and Carducci (2009) explain that leadership is not an individual activity. Instead, it consists of multiple people, their cultures, values, and beliefs and how all of those meld together to focus on a shared goal. Furthermore, they give five principles by which the “leadership revolution” is described: 1) Leadership is a process; 2) Culture and context matter; 3) Leadership is a collaborative and collective process; 4) Mutual power and influence are the focus; and 5) Emphasis on learning, empowerment, and change (p. 6). Using this frame, the leadership of the AVID program is created through a mutual exchange of information and values from the teachers and students. The class is not operated as a traditional academic class, with the teacher in front giving information and the students receiving the information. Instead, through instructional strategies such as the Socratic method, philosophical chairs, and other student lead discussions, students are able to share their educational and cultural knowledge. Through this, AVID students become leaders in the high school classrooms, but in AVID as well as other content-
areas. One intent is that students are then able to transfer these leadership qualities to their college environment, using them to advance their knowledge and education, thus becoming transformational leaders of the next generation.

Within the high school setting, the leadership of the school itself is often placed on those who have a vision. The vision of the AVID program is the firmly held belief that all students can succeed and become college-ready. This aspect of transformation leadership is an essential piece to making change (Lucas, Henze, & Donato, 1990; Scheurich & Skrla, 2003), and to ensuring student success. While AVID is traditionally administered as an elective program within the normal school day, AVID Center encourages sites to go “school-wide” with their methods and beliefs. All students, both those who actually participate in the elective class and those who do not, can benefit from AVID’s mission and philosophy. As mentioned in earlier chapters, AVID’s mission is to “close the achievement gap by preparing all students for college readiness and success in a global society” (AVID Center, 2010). Therefore, it is the responsibility of the leadership of the AVID teachers and coordinator at every site to provide these skills to all students, not just those who enroll in the elective—which at the studied site is only 4% of the entire school population. Additionally, following the leadership theories of Scheurich and Skrla (2003), the AVID model reflects “proactive redundancy” (p. 113). This leadership philosophy brings together the proactive nature of the AVID program in which students begin receiving AVID strategies in the fourth grade and continue building on these throughout their high school lives (redundancy) in order to provide them with the greatest chances of success (proactive). As the literature provided in Chapter Two
described, this model has proven is success, and with the continued leadership of each individual site, AVID’s reach will only continue to benefit more students.

Lipman-Bluman (1996) describes this type of transformational leadership as Connective Leadership. She presents nine strategies from which leaders promote success: intrinsic, competitive, power direct, collaborative, contributory, vicarious, personal, social, and entrusting. The AVID model encourages transformational leadership through numerous avenues; however, the intrinsic, personal, and social strategies discussed through Lipman-Bluman’s research appear to have a distinct connection to AVID’s goal of school-wide implementation. Through the intrinsic strategy, AVID elective teachers and counselors must be self motivated; the personal strategy requires that they rely on themselves to enact change; and the social strategy focuses on the need to include those whose special skills or experiences could assist in the leadership and change-making processes. Since AVID is a small program on most campuses, all three of these connective leadership strategies must be utilized in order for transformation to occur on campus, bringing AVID school-wide and providing college readiness to as many students as possible. Through this transformational vision of AVID Center and the counselors, teachers, and students involved in the site-run AVID programs, students may exit high school with a strong foundation for their college experiences.

Ultimately, the success of an AVID program is only as strong as its leadership, which is traditionally an administrator. At the studied school district in Northern California, the superintendent has mandated that all secondary schools offer the AVID program. This leadership sets the standard and expectation which propel AVID’s
mission. All students, at all nine middle schools and their nine feeder high schools, have
the opportunity to make themselves more college-ready. The support from the
superintendent gives principals the ultimate decision for the way in which the AVID
program appears at their site; however, there is no option to completely do away with the
program due to its recorded success. Even in these difficult budget times when principals
are forced to make cuts to their elective programs, the AVID elective must be offered and
qualified, trained teachers available to instruct those eager students.
Policy Implications

Every year, the policy makers of the state of California are faced with a difficult
task. They must decide which programs to continue funding, and which programs must,
unfortunately, face the chopping block. Within the state of California, all middle and high
schools are given the benefit and financial support to provide the AVID program to their
students if they so choose. However, this is not the case in all states, countries, or
territories. Many school districts must make the decision for themselves and decide if
AVID is a beneficial program in which to continue funding. Based on the data collected
through this and other studies, the effectiveness of the AVID program has been proven
time and time again; however, every year, the AVID teachers, directors, and
superintendents wait with baited breath as the budget is created. The question lingers ever
year: will AVID continue to get the funding it needs to serve its students and make them
college-ready? Thankfully, every year’s budget has included funding for California’s
AVID programs (even though that funding may decline every year).
As a result, this study attempts to provide yet another reason why the AVID program should continue to receive funding by the state of California. The policy makers must recognize that the AVID program not only provides the essential academic preparation through an understanding of the expectations of higher education, but they also provide the social capital, cultural capital, and habitus necessary to successfully navigate the college system. Without these capitals, many students (especially those who are low-income, underrepresented, or first-generation to attend college) may be left at a severe disadvantage. From a critical theorist standpoint, these gaps in capital create institutional barriers which only widen the gap between those who are privileged and those who continue to be disadvantaged by the decision-maker’s value system (Bess & Dee, 2008). From this study’s findings, nearly half, 18 of the 42, participants noted that they would not have found this important capital without the support of AVID. Therefore, providing continual funding, even in these difficult economic times, proves to the students that the government values their educations and knows that they can use their knowledge and skills to give back to their communities.

Along with providing funding for the AVID programs, national and state policy makers must take a careful look at two of this study’s major findings and provide increased support in the following areas: parent education and increased social capital, cultural capital, and habitus. Politicians should develop incentive programs to build on parent’s education levels. This will not only positively benefit the parent, but will also increase their child’s funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992), and encourage the education of the next generation. Additionally, this would provide greater
cultural capital and habitus to students, demonstrating that the state, as represented by the policy makers, see the importance of education at any age. Moreover, it cannot be assumed that students enter high school with the social capital, cultural capital, or habitus necessary to successfully navigate the high school or college systems. While promoting parent education would be one step towards increasing the amount of these capitals, policy makers must also recognize that this is an important aspect to completing higher education and should be built into the high school structure. Students should not only be able to increase these funds through participating in AVID, or another college preparatory program, but should receive information daily that would increase their banks of college knowledge. This is especially important in the area of college aspirations. All students must receive the message that they can be successful in higher education. Once they fill their banks with this positive message, they may begin to complete the necessary steps of college preparation. By their senior year of high school, it is often too late for students to make the decision that they want to attend college; therefore, this education must begin early, and must be incorporated throughout their secondary school education. This philosophical approach to college readiness must continue from the policy makers to individual school’s leadership in order for real change to occur at the site level.

Implications for Informed Decision Making

While the state often makes the initial funding decisions, site administrators then must make the final decisions as to where the money, and their priorities lie. At a site-level, the administration’s decisions must stem from research studies, such as this one, in order to ultimately decide which programs will continue to thrive on their campus, and
which will fade away. As this research study has shown, the AVID program at the studied site has been ultimately successful in preparing students for the academic expectation of college, as well as providing them with the social capital, cultural capital, and habitus necessary to successfully navigate through the college system. Additionally, areas for improvement have been identified in order to increase these levels of college readiness. However, even in light of this insightful data, only 4% of students (during the years the participants were enrolled) at the studied high school were enrolled in the AVID program and able to receive its direct benefits due to limited course offerings. In order to reach more students, and provide them with the rich instruction provided by the AVID trained teachers, more sections need to be offered. This is a challenging request, as the 2010-2011 school year poses more educational budget cuts and more teachers will face unemployment. However, it is to the benefit of the students, who will ultimately be the next generation to use their college degrees to benefit the economy, to provide more opportunities in which to gain the knowledge and skills that the AVID program has to offer. Additionally, as AVID has a school-wide mission and philosophy, the more teachers who are trained, the more students who can benefit, even if they are not enrolled in a specific elective class. Whether it is through intervention or categorical funding, site administrators must put their “money where their mouth is”, and increase the funding available to a program in which the data has shown to be successful.

Along with the administrators, AVID teachers and coordinators are left with great responsibility. They must ensure that their programs are providing the necessary college readiness to their students, and that all avenues which could support student success are
being employed. AVID elective teachers in the state of California benefit from the guidance of regional directors and coordinators who assist in improving their existing, or building their new, AVID programs. This support includes a yearly certification process, which allows the AVID teachers to assess their own programs and, along with their regional director, determine areas of strength and growth for the following year. In order to truly benefit the students, it is essential for AVID teachers to not only identify these areas for growth, but encourage and support each other in authentic reflection and specific plans to carry out the determined improvements.

Furthermore, as one of the major findings of this study proved, parent involvement and education is essential to student success. The literature shows that parents are not only are they able to share their educational values, beliefs, and goals with their children, but parent involvement also aids in student engagement and high school success (Epstein, How do we improve programs of parent involvement?, 1988; Epstein, et al., 2001; Zellman & Waterman, 1998). This research supports the family involvement aspect of the AVID curriculum, and must be taken into consideration when making site level decisions. The AVID family connection, including parent education in college knowledge, must be strengthened in order to truly benefit from all that the families have to offer.

Areas for Further Study

Based the current research study’s findings, there are still areas of further and continued study needed in the area of college readiness. David Conley’s four “key components” of college readiness include both academic, or “cognitive”, skills as well as
actions and knowledge that make them ready to manage the college system and processes. While this study examined student perceptions from one school site in Northern California, the findings showed that an expanded study should be conducted to assess the overall AVID program’s effectiveness in including the areas of academic expectations, social capital, cultural capital, and habitus within the program curriculum and Essentials (AVID’s standards) as a whole. Likewise, a similar study to this current research study should be conducted for other college preparatory programs. It would be very interesting to see how programs such as the Puente, GEAR UP, and other such high school programs incorporate the elements of social capital, cultural capital, and habitus into their structure and the extent to which the students feel that this helped them feel ready to navigate the college system.

Additionally, there are numerous comparative studies that would produce very interesting results. One such comparison would be between the college readiness in other college preparatory programs compared to that within the AVID program. It would be interesting to see ways in which former AVID students perceived their college readiness compared to students who participated in other college preparatory programs. There could be many areas in which all programs could benefit and improve their own teaching of college readiness from this type of study.

In addition, while this study attempted to gather comparison data regarding participant perceptions of their peers’ college readiness, none of the quantitative data indicated statistical significance. Therefore, the researcher recommends that a study using a control group of college students who did not receive college readiness from a designed
program (such as AVID, Puente, etc.) be compared to a participant group of former AVID students. This will allow the data to identify the areas in which AVID students’ college preparation differs from the average college student.

Other comparison studies are recommended to determine college readiness by subgroup. Across the educational community, it is very common to analyze subgroups for ways in which they meet or deviate from the majority population as a whole. Furthermore, as the AVID mission is to close the achievement gap, it would be interesting to collect and analyze data regarding college readiness (including social capital, cultural capital, and habitus) along the different subgroups (ethnic, socio-economic, gender, etc.). This could be accomplished by collecting data from students enrolled in less diverse schools than the site examined within this research study (in which the majority population is 27% white, with 24% Asian, and 18% Latino and 18% African American). If a mixed-method design was utilized, it would allow for AVID Center, as well as AVID teachers and coordinators, to examine the ways in which college readiness was defined and met within schools whose population represented those underrepresented in the college system. In a much larger meta-analysis, studies of less diverse schools could then be compared to more diverse schools (such as the site used for this research study) to determine the best practices to teach college readiness to all students.

Lastly, another interesting comparison could be made among former AVID students from differing programs, looking at specific college preparation strategies. One recommendation is to examine AVID programs across different regions and/or territories.
While the AVID Essentials (standards) and curriculum remain constant across borders, the ways in which the program is implemented is very different. Data gathered regarding student perceptions of college readiness from multiple locations could provide some meaningful data regarding program implementation. Similarly, a comparison study between AVID students who attended community college or those who went straight to a four-year college might provide some interesting information regarding college readiness as determined by the different systems. This could be broken down even further to assess the perceptions of college readiness and the extent to which AVID prepared students who entered the California State system, compared to the University of California system, compared to the private university system in the state of California. From this, researchers would be able to determine ways in which the three systems differ in their expectations and level of capitals needed to be successful, along with ways in which AVID might differentiate instruction.

Conclusion

Across the nation, studies are conducted showing that high school students are often underprepared for college and require remediation on some level. While it is not the sole responsibility of high schools to fill in the educational gaps, they are often at the most beneficial advantage. It is through college preparatory programs, such as the studied AVID program, that many students are able to acquire the necessary educational and social skills to successfully navigate their college classes and the system of higher education itself. Often, it is through these programs that students who might not have otherwise received this knowledge learn that they, too, can earn a college degree.
It is important, however, that through these studies, researchers not only assess the extent to which college students enter with the academic knowledge they will need in their classes, but with the social capital, cultural capital, and habitus which will lead them to success as well. Even though these forms of capital are often supplied from multiple sources, the more students are exposed to them at an early age, the better they will be able to apply their knowledge and skills as they enter the system of higher education. Overall, the more college-ready students are when they step foot onto the college campus, the more power they will feel propelling them toward success.

From the voices of the students, it is clearly evident that their experiences in the AVID program provided them with lifelong friendships, academic knowledge, educational values, and high expectations for their own futures. One student said it best when stating that “AVID gave me a sense of support that I have never felt before, and I have never felt again since graduating high school.”
Appendix A

Survey
Dear AVID Graduate,

I am an education doctoral student at CSU Sacramento in the Independent Education Doctorate Program. As part of my doctoral studies, I am conducting research on the extent to which AVID (Advancement via Individual Determination) prepares students for the academic rigors of college and provides them with educational values and knowledge required to succeed in college.

I am asking for your permission to participate in my research study and agree to the data collection methods outlined below. This survey will be asking you questions regarding your experiences in the AVID program and in what ways it prepared you for college.

As a result of this study, you may gain additional insight into the links between AVID and college preparation and success, or you may not personally benefit from participating in this research.

All responses to the survey questions are confidential to the degree permitted by the technology used. However, no absolute guarantee can be given for the confidentiality of electronic data. If you feel uncomfortable or feel any type of emotional distress, you may stop at any time or skip any question, except for the first questions in which you give your consent, without penalty. However, due to the nature of online surveys, once you submit your survey, the researcher will be unable to remove data from the database should the participant wish to withdraw it.

If you feel any psychological distress during or after participating in the survey, please contact Sacramento’s Mental Health Crisis Intervention Center at (916) 732-3637.

If you have any questions about this research, you may contact me at (530) 902-4344 or by e-mail at jenniferlucialawson@yahoo.com. You may also contact my faculty sponsor, Dr. Virginia Dixon at dixonv@csus.edu. Your participation in this research is entirely voluntary.

By answering “I agree” below, you acknowledge that you have read this page and agree to participate in the research study. You will not be able to move on to other questions without first answering this question.

Sincerely,
Jennifer Lawson
Independent Education Doctorate Student
California State University, Sacramento
2. Please indicate the extent (1-5) that AVID prepared you for the following (5 indicates very well prepared, 1 indicates not prepared at all).

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The level of writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expected in college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The level of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>critical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expected in college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating a graduation plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registering for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>college classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>financial aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Please indicate the extent (1-5) that AVID encouraged you to do the following (5 indicates high amount of encouragement, 1 indicates no encouragement).

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Join and/or participate in college activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g. fraternities/sororities, athletics,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clubs, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form study groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend office hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receive tutoring (either by professionals or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>peers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide tutoring (either in a professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>setting or to a peer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions in class or participate in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
discussions
Prepare two or more
drafts of a paper
before turning it in
Use email to discuss
grades, assignments,
questions, etc. with a
professor
Take notes in all your
classes
4. What is the likelihood that you will graduate college with a bachelor's degree?

☐ Very likely
☐ Somewhat likely
☐ Probable
☐ Unlikely
☐ Very unlikely

Please respond to the following questions regarding your college readiness and success.

5. Please select the following statement that best applies/applied to you as a college freshman.

☐ I had ALL of the information I needed to feel prepared for college.
☐ I had MOST of the information I needed to feel prepared for college.
☐ I had SOME of the information I needed to feel prepared for college.
☐ I had LITTLE of the information I needed to feel prepared for college.
☐ I had NONE of the information I needed to feel prepared for college.

6. Who influences you in making decisions? Please select ALL that apply.

☐ Parents/Family
☐ Friends
☐ Teachers/Professors
☐ Counselors
☐ Myself

Other (please specify)
7. Indicate the hours per week that YOU do the following.

<table>
<thead>
<tr>
<th></th>
<th>0 hours</th>
<th>1-2 hours</th>
<th>3-6 hours</th>
<th>7-9 hours</th>
<th>10 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Work (either on or off campus)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

8. Indicate the frequency that YOU do the following.

<table>
<thead>
<tr>
<th></th>
<th>Consistently</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in behaviors that put you at risk (alcohol, drugs, cheating, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Engage in positive campus involvement (social groups, or using the campus facilities, or helping others, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sit in the front of the class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Attend professors' office hours or interact with them outside of class time</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Form study groups</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Take notes in your classes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

9. Please indicate your current college GPA

☐ Above a 4.0
☐ 3.5-4.0
☐ 3.0-3.4
10. Overall, I feel _______ academically in college.
- Very Successful
- Mostly Successful
- Of Average Success
- A Little Successful
- Not Successful

11. Indicate the frequency that you perceive your COLLEGE PEERS do the following.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Often</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in at risk behaviors (alcohol, drugs, cheating, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in positive campus involvement (social groups, or using the campus facilities, or helping others, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit in the front of the class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend professors' office hours or interact with them outside of class time (including</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
before and after class)
Form study groups
Take notes in your classes

12. Overall, I feel that I have a connection to my college campus.
   [ ] Strongly Agree
   [ ] Agree
   [ ] Neutral
   [ ] Disagree
   [ ] Strongly Disagree

13. What is the highest level of education with you would be satisfied?
   [ ] Graduate Degree
   [ ] Master's Degree
   [ ] Bachelor's Degree
   [ ] Associate's Degree
   [ ] No Degree

14. Why is it important for you to graduate college? Please select ALL that apply.
   [ ] To better your career options after college
   [ ] To have more money
   [ ] To have more opportunities for your future
   [ ] To expand your knowledge
   [ ] To please your parents/family
   Other (please specify)

Please respond to the following questions about your family during your high school years.

15. Please select your mother/parent figure/guardian's highest level of education. Select only one.
16. Please select your father/parent figure/guardian's highest level of education. Select only one.

- Graduate Degree
- Bachelor's Degree
- Community College/AA Degree
- High School Diploma
- Elementary or middle school
- No formal education
- Not applicable

17. Are you the first person in your family to attend college?

- Yes
- No

18. At any time during high school, were you eligible for the Free and Reduced Lunch Program?

- Yes
- No

19. Please indicate your overall high school GPA.

- Above a 4.0
- 3.5-4.0
- 3.0-3.4
- 2.5-2.9
- 2.0-2.4
20. Please indicate the number of years you were in AVID.
   - More than 4
   - 4
   - 3
   - 2
   - 1

21. The 2010-2011 school year will be your _____ year in college.
   - 1st
   - 2nd
   - 3rd
   - 4th

22. What type of college do you attend?
   - 2-year Community College
   - 4-year University

23. I identify myself as (select all that apply)
   - White (non-Hispanic)
   - Black
   - Asian
   - Hispanic/Latino
   - Pacific Islander
   Other (please specify)

Your responses to the following questions will provide essential details to my study, so please respond to the following questions as honestly and thoughtfully as possible.

24. This study focuses on how successful students feel in college. How would you define "college success"?
25. In what ways did your AVID experience influence you in forming professor, staff, and/or peer relationships in college?

26. Do you feel more prepared than your college peers to navigate the college system (e.g. registering for classes, applying for financial aid, seeking out help when needed, etc.)?

27. In what ways did your AVID experience provide you with these skills?

28. What educational values and beliefs did the AVID classes, and/or teachers, and/or peers provide?

29. Without AVID, where do you think you would have found these educational values and beliefs?

30. Discuss the aspects of college you think AVID was most successful in preparing you for (consider academic rigor, navigating the college system, college aspirations, educational beliefs and values, etc.).
31. Discuss the aspects of college you think AVID was the least helpful in preparing you for?

32. In what ways did your relationships with your AVID classmates and/or teachers help you feel prepared for college (both academic and social preparation)?

33. In what ways did participating in AVID change your attitudes about college?

34. Please use this space for any additional comments regarding your AVID experience and college readiness.

35. Are you willing to participate in a brief follow-up interview should more information be required?
   ☐ Yes
   ☐ No
Appendix B

Qualitative Survey Responses
**24. This study focuses on how successful students feel in college. How would you define "college success"?**

1. I would define college success as being content with how you feel your doing in furthering your education.
2. I define it as getting the education you are looking for. I see it as not only obtaining a career you will feel comfortable in but also expanding your knowledge.
3. I feel like I have been succeeding very well. I am doing better in college than I did in high school.
4. College success to me is being able to achieve a diploma
5. Knowing and as well as understanding the key concepts taught within courses. College Success to me is defined as being able to walk away from your classes at the end of the semester feeling that new and useful knowledge has been taught to you and can be put into operative practice.
6. Being able to graduate from college with a degree and being ready to get a job.
7. College success is definately achieving your goals and graduating with a 4 year degree.
8. I would define college success by what I have achieved thus far in my education and the expansion of my knowledge. College success is not graduating, that is the goal, but success is learning on the way towards the goal.
9. I see college as the transition from becoming a child to an adult so college success would be learning the balance between working hard towards your future and enjoying the last few years of young adulthood.
10. College success to me is learning skills and behaviors that will help you succeed in the future, as well as getting good grades.
11. I define college success as having a balance of your life with good grades, a job, a social life, and time for extracurricular events.
12. Feeling confident in all aspects of school whether it was a quiz homework
It depends what the mindset one has going into college. Some may attend just wanting their degree as fast as they can, while others may want to take advantage of the social opportunities college offers. College success, to me, is earning a degree in which a student finds a career path he or she can pursue in the near future.

My definition of college success is making it to college and doing well in college. To a degree, well, you get the degrees you want.

I would define college success as a student maintaining his/her grades along with other things outside of school, mostly work of course. Also, the feeling that you learned something in class and gave an honest effort to complete your classes.

Knowing what details are important while being in college, in order to pass classes. Examples: What's needed for class, college goals.

Not just making the grade, but understanding what you have learned in your classes, your job, and your connections with peers and teachers.

College success is completing and understanding courses that fulfills your knowledge of a career you desire.

To complete college in an ample amount of time while not being distracted to the point of failure. To complete college and successfully jump into the career of choice.

having some sort of college degree

College success is getting good grades, becoming educated, while still having a good balance of work and personal life.

I would define college success as challenging, but worth it all in the end. The feeling of accomplishment through hard work is an amazing one.

Doing well in school academically and socially.

College success is being prepared and not feeling lost. Knowing where things are and where you can get help. Having success in your class and at the school.
I feel stressful because of overload work as full time student; however, my stressing level helps me focusing more on studying and ask more questions. I would define "college success" as study hard, work hard, and play hard.

achieving your academics goals in a set timeframe

I believe college success is being able to find a solution to a problem that the individual may be encountering-- whether its academics or socially. If an individual can learn to answer questions and find a solution on their own, they are learning, it's possible that on the way of finding that answer there is struggle and obstacles, but if the individual figures it out, then that student is successful.

College Success to me, means that as a student, each one of us, completes our goals that we came for, in attending college, we finish college and graduate, as we start our lives in the major that we chose.

College success to me is when you take the chance of going to any college, no matter what level is it, and working hard to get good grades and eventually earning your degree.

College success comes when you know exactly what you want to do . What kind of degrees you want and how to accomplish it. Working towards it eating good grades.

I would define college success as being able to leave the campus with a degree and being able to apply everything that you had learned during your college career to the real world.

I would define college success as meeting the goals you have set for yourself while in college. many people take harder classes & pass easily, while others take a less challenging class & yet they still do their best & pass with average grades. either way, to me it's success

I define college success as having good grades and adapting well to college life because there is a difference between high school and college. I think it is based on how well you do in school as well.

Graduating college

I define college success as achieving a knowledge that will benefit the person's career in the future.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36.</td>
<td>taking on a high education and being able to graduate with the degree you want to achieve.</td>
</tr>
<tr>
<td>37.</td>
<td>I define college success as having a plan, graduating from college and getting good grades. Doing what you need to reach your goal.</td>
</tr>
<tr>
<td>38.</td>
<td>College success not only doing well academically, but also doing all that you can, and using all of the provided campus resources, to advance professionally.</td>
</tr>
<tr>
<td>39.</td>
<td>Being able to do well in classes while maintaining other duties as well. And also leaving college knowing what you want to do in life.</td>
</tr>
<tr>
<td>40.</td>
<td>College success to me mean getting a college degree.</td>
</tr>
<tr>
<td>41.</td>
<td>College success, to me, is not only doing well academically but also being happy and involved in school activities while attending college</td>
</tr>
</tbody>
</table>
25. In what ways did your AVID experience influence you in forming professor, staff, and/or peer relationships in college?

1. AVID makes sure that you know that its best to have student professor relationships, it makes it so much easier to speak with your teacher if you have a relationship with them.

2. it helping me because i dont like asking questions or really interacting with teachers that much but now i feel more comfortable doing so.

3. It really helped me with forming relationships and I try to form some kind of relationship with the professors I will be working a lot with.

4. AVID taught me to never be afraid of my professors. It is their job to help you when they you need it. That is why office hours is required.

5. I definitely reach out to my professors and communicate with them. As a result of AVID I feel that I am not intimidated by my professors.

6. It helped me learn that it is important to form relationships with them so that I can go to them when I need help.

7. I was aalways a friendly person so it was easy to approach my professors and ask questions but avid also taught me how to do that.

8. It helped alot because it made me more able to talk to my professors and feel comfortable with going to them for help where as someone who was not in AVID might feel reluctant to approach a professor because they seem uptight or not approachable.

9. I realized that I sit in the front of my classes and I make sure the professors in my desired major know who I am and I learned that from AVID. My AVID teachers and counselors always talked about how making connections and presenting yourself like you want and care to learn is important. In high school AVID students were supposed to be in the front rows of the class or in the "T" formation. The grade sheet requirement also kept all of us on a weekly communication with our teachers. After four years of AVID these lessons became habits that I took from and brought to college.

10. I do not feel AVID has really influenced my ability to form relationships in
college.

11. I know I wouldn't be as open as I am today, and I find it very easy to talk to my professors and friends/

12. It was highly recommended to establish that relationship but I did not follow it

AVID made me more of a "people person" than I was before. It gave me experience to speak in front of groups and classes, as well as get to know a diverse group of people.

13. For me, it was easy getting along with teachers in high school. In college, it's a bit harder because the professors are always so busy. If you make a little more of an extra effort you can get to know the professor better and they can help point out some fields of study you might have never thought of.

AVID influenced me to reach out to my peers, not to be afraid to ask questions or form study groups with random people in your class. Go outside of the box and your comfort zone. We are all here for the same reason, to succeed.

14. It helped to encourage me to talk to my professors or staff whenever I felt that I needed help with something.

15. I learned that forming bonds in AVID helps make learning easier

AVID encouraged their students to build relation between student to professor, and student to student communication. In college, I would ask my peers questions if I was unsure of a specific topic before going to my professors. I would also go to labs for extra help from others or even just to study. This was influenced through my experience during tutorials in the AVID program.

16. It has made me comfortable with going to a teacher/professor if I was struggling or needing help in anything related to a class.

17. By forming studying groups

18. Going to office hours if needed help

AVID encouraged me to sit in the front row, introduce myself to the professor, go to office hours, etc. I've done all three, and I see the benefits.

19. AVID allowed me to more open with my professors and peers at college. AVID
helped me be more social and unafraid of speaking up and asking questions.

23. In AVID i learned to be open and throw myself out there into new environments to meet new people and communicate with teachers.

24. AVID has made it to where I can ask questions if i need to. Also if i need help with something I will ask a student that i dont know.

25. They see me as more diligent and more concern about my grade. I took more instense notes and always sit in front of every classroom.

26. AVID enabled myself to form positive relationships with my peers, professors, and staff through it helping learn to be open and positive under any circumstances.

27. I believe that AVID made me feel comfortable and relaxed about going to visit a professor during office hours or asking peers questions if I did have any. They taught me that formin

28. AVID taught me to make close connections with the staff and professors, because in the long run, they could help you. Making long peer relationships is a great way to get help, form studying groups, and also a friendship that could last a lifetime.

29. N/A

30. I know my professors and they know me very well we bond well. I made long term friends that are same major as me so we are kind of a family away from family.

31. Well, AVID helped me to refine what I already did. It helped by putting me into situations where i was required to talk to teachers and show a simple high school student that teachers are people too.

32. i've always felt that having peers who are as into school as much as you is a good thing because if you need help at all they may be able to help. while attending Cosumnes River College i build a good relationship with a few counselors that were always there to help. my volleyball coach was helpful as well. so i think that AVID made it pretty clear that "who you know" really helps.

33. AVID helped me feel comfortable enough to be able to talk to my teachers when
i need to ask them about an assignment that i do not understand. With my peers I felt comfortable with asking them questions and talking to them over all. It is the same with the teachers.

34. Teaching the importance of those things

AVID helped me be more outgoing, i guess you could say, with the relationships i had with my peers and professors. AVID allowed me to be more willing to ask for help and offer answers when the opportunities arise.

36. that you can get to know each more and have no problem asking questions or for help

If i’m ever going to miss class or have a question about my grade it is easy for me to keep in touch with my teachers. It is easy to approach my teachers about my questions or concerns because of the tips I recieved in avid.

38. The AVID guest speakers and all of the research we did influenced me in forming mainly professor relationships. AVID teachers were constantly explaining the importance of good teacher-student relationships. Also, many of the guest speakers consistently expressed the importance of having a good professor-student relationship was always brought up.

39. There were some projects in avid where we had to talk to our teachers.

40. I feel more confident to talk to my professor

41. It made me more confident to speak to professors and staff
26. Do you feel more prepared than your college peers to navigate the college system (e.g. registering for classes, applying for financial aid, seeking out help when needed, etc.)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I feel more prepared than most of my college peers but not all, because I do know how to navigate the college system but not as well as some of the upperclassman.</td>
</tr>
<tr>
<td>2.</td>
<td>In terms of knowing how to study and knowing what to apply for yes, but with everything else it's about the same.</td>
</tr>
<tr>
<td>3.</td>
<td>I do not feel like I am more prepared for those things because our school makes it very easy to do these things.</td>
</tr>
<tr>
<td>4.</td>
<td>I feel prepared about how to register for classes and applying for financial aid. The only difficult part is knowing what is your major and take those classes for your major.</td>
</tr>
<tr>
<td>5.</td>
<td>I feel that I'm on the same level with most of my classmates. We all look to one another for help in regards to navigating the system.</td>
</tr>
<tr>
<td>6.</td>
<td>I do feel a lot more prepared than my other peers. Many of them did not know what anything was or how to apply.</td>
</tr>
<tr>
<td>7.</td>
<td>Yes because I learned it at an early age.</td>
</tr>
<tr>
<td>8.</td>
<td>I feel more prepared because of the preparation AVID has given me. I remember in 12th grade when we had to register for classes and apply for financial aid for practice of the real deal.</td>
</tr>
<tr>
<td>9.</td>
<td>Figuring out how to register for classes, how office hours worked, how units worked and what g.e. classes were all a new experience and slightly confusing the first few weeks of freshman year. Despite how college students came into our AVID classes and explained this I think some things have to be experienced to fully understand. All the financial aid practice we did senior year was very beneficial and I think I felt a lot more comfortable with the process than my peers.</td>
</tr>
<tr>
<td>10.</td>
<td>No I am still confused sometimes to how to do somethings and require my peers help sometimes.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11.</td>
<td>Definitely YES! I knew when I needed to register for classes, what classes I needed to register for, and I knew what I could do to receive financial aid/scholarships.</td>
</tr>
<tr>
<td>12.</td>
<td>I do not feel prepared anymore i havent attended school for over a year due to personal circumstances but I would feel confident if I returned to school</td>
</tr>
<tr>
<td>13.</td>
<td>YES.</td>
</tr>
<tr>
<td>14.</td>
<td>Not really. I am still getting used to it honestly.</td>
</tr>
<tr>
<td>15.</td>
<td>Yes, I use the system daily, checking my financial aid status, how to look up requirements and electives for my major and even double majoring.</td>
</tr>
<tr>
<td>16.</td>
<td>Yes, because we did a lot of things that were related to this in AVID. Especially my senior year.</td>
</tr>
<tr>
<td>17.</td>
<td>I felt that i was prepared for college as far as registering and studying.</td>
</tr>
<tr>
<td>18.</td>
<td>Yes, I felt more prepared than my peers because they weren't given information and advice about college and what they should/can do for college.</td>
</tr>
<tr>
<td>19.</td>
<td>Yes.</td>
</tr>
<tr>
<td>20.</td>
<td>Somewhat yes, I do feel more prepared</td>
</tr>
<tr>
<td>21.</td>
<td>Yes, my non-AVID peers are confused and somewhat clueless.</td>
</tr>
<tr>
<td>22.</td>
<td>I would definitely say AVID gave me an advantage that my other high school and college peers did not have in preparing for college (e.g. knowing what to expect once we're there, what paths to take in picking majors/minors, and registering for classes)</td>
</tr>
<tr>
<td>23.</td>
<td>Sometimes, but most of the time most my peers are well informed; we are part of EOP. They guide us through everything.</td>
</tr>
<tr>
<td>24.</td>
<td>Yes, alot of my friends didnt even aplay for financial aid or know how to. Alot of them are not taking classes they need to graduate. I feel very prepared and know what i need to do to graduate. ALso their was alot of deadlines that everyone doesnt know about.</td>
</tr>
</tbody>
</table>
25. I tend to do everything on my own with registering for classes. Financial aid seems to be not helpful for me because of parents’ incomes. However, when I'm seeking for help, there are always people around to help me with my questions/concerns.

26. Yes I do.

27. I do feel more prepared because I remember senior year FAFSA was filled out with the aid of our teachers and without the help from the teacher I would have never knew about FAFSA. Having a project of learning how to pick out classes and reading about requirements helped me get familiar with the research and information about majors so when I did read and find courses for my classes, I wasn't as scared.

28. I personally did not feel more prepared, just because some students that were in my classes already knew, as I felt left behind in a way. Except, I did feel prepared, to some others, because the friends that I helped didn't have AVID, and I helped by letting them know about and how to registered for classes, as some financial aid.

29. I do feel more prepared because I feel like I had an advantage that other people have not. I got the information that other people needed to know about the basics of college.

30. Yes I know where to get my information and I stay on top of everything.

31. Yes i do, I find myself more educated in this aspect when compared to other college students that have not taken AVID

32. no, i dont believe im more prepared. i feel like im in the same boat as my peers, even though we went through all of that during AVID. however, the process was easier after learning about it in high school.

33. I do feel more prepared because when talking to some college students who have been going there for awhile now they do not know how to get help when they need it. some do not even know about financial aid and what it does for people. They do not know how to get it.

34. Yes

35. I feel more prepared for the registering for classes and applying for financial aid.
slightly more than my peers. As for seeking for help it just depends on the willingness the person has to do so. I don't think I am any more prepared to ask for help than anyone else.

36. In some areas yes.

37. Yes, I do. If I hadn't have taken avid I would have been very unprepared for college and may not have known what to do.

Yes, I do feel more prepared than my college peers in registering for classes and seeking out help when needed. AVID taught me to use the many resources provided for us. I frequently see my counselors for class advice, ask my professors for recommendations, and use the career center to explore possible professions.

39. I feel equally prepared.

40. yes, because I already had the help in High School.

41. Neutral
### 27. In what ways did your AVID experience provide you with these skills?

1. AVID makes sure that you are ready for what lies ahead, every AVID teacher tells you how to do everything and makes sure that you know that there are deadlines and its better to get things done rather than just procrastinate with things.

2. taking cornell notes and always being reminded of deadlines because it eventually turned into a sort of second nature.

3. It did not really prepare me for anything but financial aid registration and it just showed me the forms and how to fill them out.

4. AVID provided me with spending time to apply for the financial aid and beat the deadline. Also, AVID had us look into the course handbook to know what classes we would need for our major.

5. AVID taught me to communicate with others to find information. I found it to be extremely helpful for other aspects of life as well.

6. I had hands on help and experience in class

7. Avid helped me expand my horizons and see beyond that i couldnt.

8. AVID has provided me with these skills because of the preparation and practice of applying for certain scholarships, financial aid, etc. while in highschool so I knew what to expect.

9. umm.... in high school it helped me get my stuff together but on my own in college i need the help of my peers.

10. The huge AVID college project we had towards the end was a big help, applying for scholarships monthly, and the teachers help with applying for FAFSA.

11. AVID has opened up my eyes in academically I was unaware or unwilling to experiace before, this program gave me the extra push to better myself

12. We were required to apply for scholarships and we went to our career center as a class which gave us time and the assistance we needed to look up colleges, majors, scholarships, etc.
| 13. | I was able to get in a little more practice and able to find the things I needed to look for. In fact, I'm teaching a lot of my friends outside the program about a lot of the things I learned. |
| 14. | AVID has helped me to be very organized and to know how to use resources available to me. They are there so why not use them? My AVID teacher especially, she helped out a lot. Whether it be personal or educational, she was there to help. |
| 15. | The projects helped the most because we had to research information about colleges and classes. |
| 16. | Constant tutorials helped make studying in groups easier; instead of just getting an answer we worked on knowing how we got that answer. |
| 17. | AVID kept us updated with deadlines and dates for certain events needed prior to filling out college applications. AVID also walked us through and made sure we understood how to fill out financial aid papers, and find scholarships for school. |
| 18. | I learned about note taking and applying for financial aid through the AVID program |
| 19. | Tutorials  
Cornell notes (still use this skill)  
Communication with other people (teachers, counselors, and peers) |
| 20. | College projects, guest speakers, college field trips, and college research in general, were ways that my AVID experience provided me with these skills. |
| 21. | I usually feel an advantage when it comes to Financial Aid and when registering for classes. These two topics were discussed in depth. I feel well informed in these areas. |
| 22. | AVID taught me how to take notes and how to read only the important information in passages. AVID also showed me how to apply for college and FAFSA. Also AVID taught me how to apply for classes so I was able to pick my classes how I wanted to. |
| 23. | Avid forms group discussion all the time. We take good notes in every classes, and we have tutoring with peers and college peers. |
24. AVID frequently checks up on me and makes sure I am ahead of the deadlines.

AVID was my help in both these areas, helping me through the FAFSA application and also forcing me to go to college websites to learn and navigate through the website to read directions and information about classes so that I would feel comfortable doing it later.

25. I don't understand this questions. I'm Sorry.

26. Through my AVID experience, I actually learned about the college life before actually being in it.

27. Avid helped me wig social skills and note taking and studying skills.

28. Sadly and unfortunately Cornell notes helped a lot more than I thought they would. I've never used them again, but they kinda taught me to be able to write as much as I possibly could from what the teacher said in order to get my note requirements for the week haha

29. we went over financial aid alot in AVID. we talked a lot bout making sure we take notes (& took A LOT of them) & building a good relationship with counselors & teachers.

30. AVID taught me how to find the information i needed for school and how to establish relationships with teachers. It also taught me how to take notes and study which really helps in college because you do a lot of studying outside of class.

31. By showing us how to do each of those things step by step.

If the skills you are refering to are the registering for classes, applying for financial aid, and seeking help, the ways AVID helped me enhance my skills were providing examples and assignments that showed how to register for classes and pick out classes, making applying for the financial aid pin an assignment and going over how to apply for the pin and application, and having assisgments like the grade report to force us to talk to our other teachers. If not for AVID I strongly think that I would not have spoken to my teachers unless called upon, there was a huge discrepancy with my grade, or I had a question that I really could not find the answer to.

34. That AVID had students guest speakers who are in college to come and talk to
us, seeing how to apply for colleges; like what info you need and having to practice writing a really well develop essay Q

They helped me to fill out college applications, step by step, even with submitting them. The speakers that came in to talk about their college experiences helped me also when it came to picking classes and approaching teachers. The college tours also helped so I could see first hand what college was like.

We would use class time to go to the career center, and it eventually became a good habit. I can't count how many days after school I spent at Sheldon's career center.

The many projects

By taking notes and during group studies.

working in the career center helped with these skills
28. What educational values and beliefs did the AVID classes, and/or teachers, and/or peers provide?

1. AVID helped me to have a new found appreciation for the importance of furthering my education. as well as instill the fact that even if you are not related you can still be a family.

2. that it is important to get an education because that way we can expand or opportunities in the future. Not necessarily college but just something past high school.

3. They helped me with giving me the information that I needed and helped me become a better student by showing me how to be a better student.

4. AVID gave us guest speakers from college students to let us know how the college life was. Also, attending other colleges for field trip allowed us to see what schools we were interested in.

5. AVID made me value the meaning of a grade. Grades are just as important on little assignments just as much as projects or papers.

6. How important it is to be organize and take good notes.

7. to always do your very best

8. AVID has boosted my educational values from just graduating high school and maybe getting a certificate to wanting to achieve a higher education, not just a bachelors, AVID has taught me to aim high and I will achieve the greatest goals possible; my doctorates degree.

9. The entire AVID experience helped me become more proactive in my education. No one is going to hold my hand through my college experience and I think that AVID taught me how to do things on my own.

10. I believe i had the educational values and beliefs before I entered AVID. Actually my educational values and beliefs is why i joined AVID.

11. I am motivated to complete my four years of college, I take notes constantly, and I'm usually the most organized out of all my classes..thanks to those binder checks :)}
12. Always do the best you can, strive for excellence

I was never a believer in group tutoring/studying before I entered AVID, but doing tutorials twice a week gave me the insight of where I was compared to others in my classes and allowed me to listen to other perspectives of my peers on a particular subject. I also learned that my peers could explain terms and subjects in a way that was easier for me to comprehend.

13. Believe in yourself and in others, trust others, and even strive for success and excellence. And that we could get to where we want to get with a little bit more hardwork.

14. No question is a dumb question, unless you don't ask it. AVID instilled a lot of values within me, and they mostly have to do with myself. I can't get anywhere unless I try and they told us never to give up no matter how hard your academics may be. Also, managing your time properly. It is a huge issue with majority of college students. AVID has helped me to better manage my time, although I do fall off track, I know how to get back on.

15. That there is always someone to turn to if you need help.

16. studying material before tests often rather than last minute, asking strangers for help, opening up to new ideas, thinking about issues instead of just saying what i want to say

17. Integrity, determination, support, and goal setting.

18. They provided the value that college is a necessity in life today and that having a degree is a huge step up in the work force.

19. Family enviornment
   Individual determinations

20. My AVID classes taught me many values and beliefs, such as finding out what I want to do with my life and going after that dream. AVID has taught me to work hard and focus so that I can be successful in any aspect of my life. AVID has also taught me to value both my family and my AVID family, because I know that no matter what both families would be there for me.

21. AVID showed me the value of education and its importance to my success in life.
23. AVID gave me the hope that I could go to a four year college and I was accepted to a few four year colleges. AVID gave me many options of where I could take my education.

24. I remembered this phrase from my AVID peers and they talk about it all the time. I learned how to stand up for myself even when I stand alone, which I was a quiet girl and that was one of the most difficult things for me to do.

25. AVID had taught me to always be prepared and never to procrastinate.

26. Individual Determination was the most important, without determination nothing can really be done because an individual can't be forced to do something if she/he doesn't want to do it. Wanting something is the most effective way of achieving something.

27. Some educational values that AVID taught me was that, there are friends that one can make that will last a lifetime, and with that, many memories comes with it. Creating a friend status with teachers is a good thing, because it can be a beneficial in the long run.

28. How to get free money, when/where/how to apply for college, what to get for college before school starts, etc.

29. AVID taught me whatever you want to do go for it and don't let anyone tell you otherwise. It taught me to put in my 100% effort and not give up.

30. Academic Honesty was a key factor that was commonly stressed in the environment of the AVID classroom. By embracing students as what they were and what their goals and aspirations were it helped to inspire students to do their own work rather than copying others, since it helped build their self-confidence of not just being right, but knowing and understanding the concepts.

31. All of the AVID teachers showed that education was key. They all had goals for each & every one of their students to go to college.

32. The educational values and beliefs that the classes taught me was to always be prepared and do your best. Teachers in college do not care if you do not have your things that is why you need to be prepared.

33. Be prepared, be positive, work hard, and be a good role model.
The educational values and beliefs that AVID provided as that a good percentage of students do not graduate from college and that college will help provide a better career/paycheck for those with a higher degree. Also that organization, taking notes, and communication is essential for success in school.

It's okay to always ask questions and don't be afraid of what others might say because maybe it's not just that one person who doesn't understand something but is afraid to ask questions.

The values and beliefs were to help students by giving them the tools to be successful in college.

The entire AVID program set my 4-year university expectations for myself. I would not allow myself to go to a community college.

Always take good notes on class

Tutoring and good note taking

To take good notes for future reference
29. Without AVID, where do you think you would have found these educational values and beliefs?

1. I cant say that i would have found these beliefs or values without AVID
2. maybe about the same but i would have procrastinated a lot more.
3. I do not think that I would have been as well prepared if I did not take AVID but I would have been able to find them on my own with some help from my parents and other peers.
4. I think I would of have to do my own research to find most of the educational values and beliefs but i would not know what I am looking for.
5. I don't think I would put as much effort into my assignments and notes if it wasn't for AVID.
6. No because AVID showed more how important it was and how easy things are when you are organized and when you can take efficient notes.
7. no idea
8. I honestly don't know what I would have done without AVID, I probably would have felt like I just graduated from highschool, was kicked out and left to fend for myself in the real world.
9. Without AVID I would defiantly have found these values from my mom but AVID I believe took a lot of stress off of my mom and I was able to be a lot more independent by learning these values in AVID
10. Through my parents and friends.
11. I am not sure I would really know how to take notes, be organized, and even have that mindset of finishing college.
12. I dont believe i would have found them
13. I don't think I would have ever found the values of group studying/tutoring without AVID.
14. I don't really know...

I would have most likely picked them up a lot later in my college life. After spending a few years struggling to manage my time and how to take proper notes of course.

15. I don't think I would've found these values and beliefs anywhere unless I were to look up information myself.

16. I would eventually have tried to study earlier, but I don't think I would have gotten much tutoring on my own.

18. From my close friends, because most of us were in the AVID program.

19. From my parents most likely

21. I probably would have never found these educational values and beliefs anywhere in my High School. My family would have probably taught me the last value, but it wouldn't have been the same as with both my family and my AVID family.

22. In my cousin, who was the first one to persuade me to go to college. But I am sure I would have not got the same experience.

24. From daily life experience/friends in college.

25. Without AVID, I would have had to develop these beliefs through personal experiences

26. I think I would have found it among peers and somewhat also myself because I always believed in working hard in school to understand things will pay off in the end.

27. Without these AVID skills I don't think I would make friends with classmates,
and also I wouldn't have become more close to the teachers.

I don't think I would not have any. I would probably be just too lazy to think about college. If I actually cared, I probably would have gone to the career center or ask my counselor.

28. Without Avid I would had to learn it all in college.

29. Probably by myself.

30. I would have found these values & beliefs from my parents. my mom was always about me getting good grades. she would be upset when i got D's or F's, but she encouraged me to get help & always do my best. on my dad's side of the family, i believe only 2 or 3 people have went to college, including me. with both my parents believing that education is really important, i was able to get the values of it, with or without AVID.

31. I would have found these beliefs through my parents and myself as well as teachers.

32. Nowhere

33. I have family members and friends that are knowledgeable in this area, so I think I would have found the educational values and beliefs from them.

34. i might start asking friends, go to my counselor or the career center.

35. Without AVID my college experience would have started off very slowly. I wouldn't have known many things such as deadlines, picking classes, financial aid, and many other things.

36. Without AVID, my family would have forced these educational values and beliefs onto me, but they didn't have to because AVID already did it before they could get a chance.

37. No where

38. still going to college but having more problems then i do now.

39. From people/counselors around school.
30. Discuss the aspects of college you think AVID was most successful in preparing you for (consider academic rigor, navigating the college system, college aspirations, educational beliefs and values, etc.).

1. I believe that AVID was most successful in preparing us for the academic rigor of college, and the importance of taking notes while in class.

2. staying up to date with deadlines, taking notes, and learning how to learn better.

   AVID helped me most with the academic rigor by encouraging me to take AP classes so I was more prepared for the harder classes in college. It also helped most in time management and how to decide which classes are the ones that I need to take in which order.

3. The aspects of college i thought AVID was most successful was preparation for registration and classes. Having us look into the classes we want to take the first year was very important. You want to start off steady.

4. Researching Ideal College projects. Progress reports. Cornell notes. These three things helped me the most in preparation for college.

5. AVID prepared me for what to aspect in classes and how hard you have to work and how much you are going to have to study.

6. college aspirations and navigating the college system..values and definately educational beliefs.

7. AVID was most successful in preparing me for the academic rigor honestly because I used to complain so much about the cornell note taking, but in college we take 10 pages of notes per day just for one class. I am thankful AVID forced me to write 10 pages of cornell notes a week. Looking back, that was nothing.

8. AVID was a community of people who pushed you to do better even when you doubted yourself. This push made me realize that I am way more academically capable than I thought I was. The AVID experience was somewhat a chain reaction that is currently helping me in all of my classes. By making me take honors and AP classes I feel SO much more prepared than a lot of my college peers. I do not think I could put enough emphasis on how much the community encouragement redirected me to a better path that including pushing myself to doing things that I never thought I could do.
10. AVID helped to further my background knowledge of the college system. And it helped me plan my own personal goals better.

11. Notes of course

Taking field trips to different colleges allowed me to see different types of campuses in different areas which helped me decide on what I was looking for in a college.

12. I think overall, it was what to expect in college. A lot of the stories I would hear in AVID just barely graze the surface of what college life is like overall.

13. AVID prepared me all around. I definitely became aware of a lot of resources available to me through AVID and that is what I needed the most. Also, the academics of a class, to expect the unexpected.

14. How to take notes within the class. And how to navigate through the college sign-up/ financial aid.

I expected college to be harder, but after completing 80% of GE and taking my math major courses, I feel that it is easy. Perhaps it goes to show how the AVID program helps students out.

15. I believe AVID prepared me most by encouraging their students to take rigorous classes. Taking advanced classes in high school made it easier to do assignments in college.


Going to college campus to see if I liked the environment the college provides, the requirements to attend the college I wanted to go to, and giving me the opportunity to see different colleges in California

17. An aspect of college that AVID was most successful in preparing me for was planning my time wisely and knowing what my priorities are for all my classes. Also keeping an organized binder and agenda has been so helpful for me in keeping everything all together.

18. Two aspects I think AVID prepared me the best for were academic rigor and

19. AVID required us to take AP courses, take Cornell notes, do vocabulary, and the most important section, critical reading. The skills I learned during critical
reading exercises i know use to help me in college when reading.

22. I think AVID was most successful in navigating the college system, i am very comfortable.

Avid achieved most on navigating college system because taking notes, tutorial, group discussion, one special occasion field trip, and give extra time for study for tests/quizzes are mostly what college is all about.

24. AVID was most successful in preparing me for the fast paced courses where notetaking is essential

I believe AVID was helpful with building long bonding friendships with one another. AVID also emphasized on the importance of taking good notes and good practice with notes-- in college notes are crucial because that's all you have to study off even professors did not provide lecture slides or podcasts. Most professors say the important little details and leave it out of lecture notes and those important details are on the exams. AVID requirements of AP and honor classes were great because some of the materials in college were review of those AP/Honor courses.

26. Having guest speakers to talk to us about the college experience. AVID has helped me especially in my senior year on how to prepare for next year.

27. Avid definitely helped me be more aware of seeking opportunities to be successful.

28. being able to properly take notes and talk to a professor like they are just a normal person.

29. the one thing that AVID really prepared me for was taking notes. so far, this semester alone, for one class, i have a full portion of my notebook filled. AVID has helped me get my hands prepared for all the notes i have taken these past few years.

30. AVID was most successful to me in consider academic rigor. AVID requires that we take AP courses which in the end helped me learn that college is just like those courses just longer or more work outside of class. It helped me learn the right tools to handle Academic rigor.

31. Pretty much all of the aspects of college: work load, stress and the college life
The aspects of college that I think AVID help prepare me for are keeping up with assignments/organization, note taking, and making me want to finish.

33. doing cornell notes, tutorials, annotating readings

Avid has helped me the most with striving for the best. It has encouraged me to continue my education past my AA degree. Even though classes can be hard to keep working at it because in the end it will all be worth it.

AVID was most successful in preparing me for the academic rigor of college courses. I took AP stats and AP literature in high school only because AVID recommended me to do so. Those AP classes were even harder than many of my current college courses. AVID combined with the AP courses provided me with great life-long study habits.

36. Navigating college system

37. most successful because i really learned a lot from avid.

38. It helped prepare me for the academic work load that was coming.
31. Discuss the aspects of college you think AVID was the least helpful in preparing you for?

1. I think AVID was least helpful in telling us how many more times your likely to have a teachers assistant rather than an actual professor.

2. talking about online classes because there are becoming more common now and most students have a hard time with them.

3. N/A

4. I think AVID was least helpful in the critical thinking.

5. N/a

6. papers

7. AVID prepared me well for note taking, academic rigor and taught me how to be resourceful.

   Honestly when in the program I thought a lot of the things we had to do were pointless and unhelpful, but now looking back I can't find anything that was not really beneficial.

8. 

9. AVID did not really help in the preparing for the type of learning that is required. How the learning required is less factual and more analyzing and interpreting what was given.


11. The pressure and work load and especially the grading and learning on your own

12. AVID was the least helpful in preparing me for reading comprehension in college.

13. I don't really think there was anything that AVID didn't help me prepare for.

14. Considering this was almost four years ago now, I can't think of any one thing AVID hasn't touched base upon with their students.
15. N/A.

16. Not much help in math, i am lucky that i understand it on my own. AVID seems to help in the reading and writing aspect of college instead of the logical and scientific aspects of learning.

17. Binder checks. Organization helps students do better in school, but I didn't think it should/could make or break one's grade.

18. Picking classes.

19. Signing up for financial aid, I was not very prepared on signing up for it

20. An aspect of college I think AVID was the least helpful in preparing was probably being ready to do things independently without relying on someone else.

21. I am currently struggling with the lecture part of class. The professor just talks and its hard to take notes when nothing is being written on the board. This would have been a good thing to practice and talk more about in AVID

22. I wish that i could have went to more colleges and looked around before i picked. I also applied for a school then changed my major and was limited to only one school.

23. I wished in high school I could of have more time to apply for more colleges instead of focusing on doing 15 scholarships and on top of my workload AP classes.

24. AVID was least helpful in preparing me for planning my academic route.

25. I think AVID was least successful with showing students that studying doesn't only mean with a group, but individual study is very important also. Bringing one's own ideas and solutions to the table helps us brainstorm an answer before asking peers questions, because without first thinking about the solution to an answer, even if an answer is given, without that practice of thought process a student is never going to be able to practice process thinking to solving a solution to their problem. (if that makes any sense).

26. I don't think there was much more of what AVID could do for me, after high school, because with registering for classes, it was my own fault for forgetting to
register for classes, until I got my own special help from a staff member from college.

27. N/A

28. Avid didn't teach me the number and amount of classes necessary at a community college to transfer. It takes more than 2 years to transfer.

29. writing, I always was a good writer so I kinda saw the AVID writing sessions as busy work

i can't say what AVID hasn't prepared me for. it's more of me actually taking the action that AVID has asked of me, i.e. forming study groups, going to office hours, etc. i have been to some office hours but not to the extent i should have.

30. AVID was least successful for preparing me for study habits. I feel that i am out of my element sometimes because i do not know the best way to study.

31. The professors.

I think the reading aspect of college was what I was least prepared for. It might just be a personal thing since I don't ever remember having to read the text books, but the necessity of reading the text is what I was least prepared for.

32. Avid helped me in all aspects of college, it's just a matter of if I decided to take advantage of the help I received.

33. AVID didn't really prepare me for my professional aspirations or navigating the college system. I didn't really jump into those aspects until i started college.

34. Academic rigor

35. no it was very helpful

36. Study habits
32. In what ways did your relationships with your AVID classmates and/or teachers help you feel prepared for college (both academic and social preparation)?

1. Everything helped in AVID. The people make it easier to talk to people you don't know in college, and the teachers prepare you so much for how the classes are going to be held and how the test may be worded...etc.

2. It helps having people who learn the same way as you that you can talk to.

My relationships were the most important aspect of my experience because it helps me with forming relationships with my professors here at school and to form relationships with peers from all over and from different stages in life.

4. The relationship between my AVID classmates/teachers help me feel prepared for college by asking them for help on what to do when I was confused.

5. It helped me connect with people in my classes as well as professors and use them as tools for success.

6. My AVID relationships helped me prepare for college because I learned how to communicate with my classmates and get along also that it is ok to ask for help when you need it.

7. Teachers experience from college helped.

8. I felt like being in the AVID class and being surrounded by other students who strived for a higher education and higher learning really helped shape my academic preparation and values. My teacher at the time Ms. Young, now known as Ms. Lawson helped a great deal because she was there to prepare us for the note taking, resources we needed to know and she went above and beyond expectations of any highschool teachers at the time; doing more for her students than needed.

9. The relationships i have made in AVID is the best part of AVID. Without the friends I have made in AVID i don't know where i would be. They helped me every stepped of the way with personal to academic problems. Even though i lot of people i have made friends with in AVID i do not speak to very often but i still consider them friends. But the friends i do talk to often are some of my closes friends i have ever made. Socially AVID helped me get out of my shy nature and show who i am a little more.
| 10. | I know I can interact with my peers and form study groups with them. It's easy to talk to my professor too. |
| 11. | If I had questions they always answered them the best they could |
| 12. | My classmates prepared me socially because I was familiar with such a diverse group. I built friendships through AVID that I never thought I would, and that gave me confidence to be able to build strong bonds with roommates and peers in college. |
| 13. | I can't really answer this question. Mainly because, I wasn't really ready for college on an emotional level. I never got along with my classmates in high school, but I did feel close to my teachers. They would tell us about their times in college and well, it just made me realize that college wasn't a walk in the park. |
| 14. | It was a big help. The relationships that I made made me feel more connected and open with my peers and teacher as well. There was someone you could talk with about your fears and what to expect and that was like a sense of relief. |
| 15. | It helped me become aware of my peers and the help that I could receive from them as well as my teachers, both inside and outside of class. |
| 16. | Academically, I know that I can ask classmates for help because I was able to in my AVID class. And in the few classes where there were socratic seminars (or just talking), I learned to talk about issues and ideas with peers, forming bonds with new people like I formed bonds with my AVID classmates. |
| 17. | My relationship with my AVID classmates and teachers made high school another place I called home. Most of the people in our class have been with each other since middle school, and even people just joining in high school everyone became a family through our team building activities. Everyone had open arms for each other and were always there to help because we all had goals we wanted to accomplish. |
| 18. | A lot of the AVID classmates went to a community college as well so I had a couple in my classes and helped me form study groups very quickly. |
| 19. | My AVID teachers relationship was good because they had helped me focus on my grades. With my peers I have meet my two best friends in the class and made awesome "brothers" |
| 20. | My AVID family was my support system, so they were helpful in many ways. All of the relationships I’ve made with my AVID classmates and teachers have helped me feel secure and given me the confidence to step out of my comfort zone and face difficult situations such as going to college and dealing with the challenges of it. |
| 21. | My teachers were always there. They supported me but overall gave me inspiration. AVID teachers would pursue me and show me that I could go to college no matter what obstacle stood in my way. |
| 22. | I loved my AVID family and I love hearing about their experiences. If I need help with anything or need to talk to anyone I know I can talk to them. |
| 23. | They taught me valuable life lessons from hearing stories about their past experiences. |
| 24. | It helped me gain confidence in myself as a person and allowed me to learn how to interact with other students academically as well as socially. I was comfortable with being able to start a conversation with another peer and ask questions in a clear manner. |
| 25. | My relationship with my AVID classmates help me feel semi-confident because they are still with me, even when I am in my second year of college, they help me succeed in some of the decisions that I make. With my AVID classmates, I still go out, and we have fun doing things together, it is a strong bond that we have, and I am glad that I have that type of friendship with them. My relationship with my AVID teacher, helps let me know that, as long as one person wants something enough, as they have the encouragement to strive for what they want, then those dreams can come true, as long as one works hard enough for those dreams to come true. |
| 26. | These relationships made me get more serious about college. What classes to take, how to make studying habits better, just overall how to become a better person for college. |
| 27. | I have better social skills and make friendships that last a long time. |
| 28. | It really didn't, everybody kind of went their own way after graduation. You might see people on campus but they are totally different from what they were four years ago. |
academically, my teachers pushed me to do the best I can, to not procrastinate, & stay on top of my work. I had a good social relationship with my teachers (AVID or not) so I believe that helped me to make sure I have good relationships with my professors in college.

AVID helped me feel prepared because I learned that teachers want to hear what you have to say. They want you to not necessarily agree with them all the time. It helped me socially because I was more comfortable talking to peers and relating to them.

They helped make it easier to meet people and form study groups.

I think being in AVID helped me be more social, more open, less quiet, and more comfortable with other people.

I was able to feel more comfortable asking questions/getting help. I was also able to have the courage to go see my professors for help when needed.

When it came to my avid family we all helped each other socially and academically. When we needed help we could ask each other questions and get help. Even after we graduated we still kept in touch and could still ask each other things concerning college or just to check up on each other.

I've always been a really social guy, so social preparation is never really an issue for me. However the my teachers were to one's who gave me my unstoppable determination to do my best.

I talk to more people

my relationship with my teacher made me feel calmer to talk to my professor now.

It made me less nervous about going to college and being in a new environment
33. In what ways did participating in AVID change your attitudes about college?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AVID made me want to go to college and want to further my education and make sure that I am doing something that I want to do for the rest of my life.</td>
</tr>
<tr>
<td>2.</td>
<td>I started seeing college as a lot more necessary.</td>
</tr>
<tr>
<td>3.</td>
<td>AVID did not change my attitudes about college because I always knew I wanted to go and I always knew it was going to be a good experience so AVID did not change that at all.</td>
</tr>
<tr>
<td>4.</td>
<td>My attitude about college did not change. I know I needed to go in order to do well in life.</td>
</tr>
<tr>
<td>5.</td>
<td>I felt college was an option as well as a possibility for me. It helped me see that I am able to have a successful life in whatever field I chose.</td>
</tr>
<tr>
<td>6.</td>
<td>AVID changed my attitude by making it more positive and exciting because I felt prepared and ready.</td>
</tr>
<tr>
<td>7.</td>
<td>It made me want more.</td>
</tr>
<tr>
<td>8.</td>
<td>Participating in AVID made me actually want to go to college, get a degree and care about my future. Before AVID, I knew nothing about college, didn't care to go to college, let alone want to learn.</td>
</tr>
<tr>
<td>9.</td>
<td>I always wanted to go to college so I don't think that AVID changed my attitude.</td>
</tr>
<tr>
<td>10.</td>
<td>It changed my attitude by making college not seem as scary as I thought it to be.</td>
</tr>
<tr>
<td>11.</td>
<td>College is an amazing experience and hard work pays off in the end.</td>
</tr>
<tr>
<td>12.</td>
<td>I wanted to go to college.</td>
</tr>
<tr>
<td>13.</td>
<td>AVID gave me a sense of security going into college because I knew that my peers were going through the same fears as I was.</td>
</tr>
<tr>
<td>14.</td>
<td>It just made me more determined to go.</td>
</tr>
</tbody>
</table>
It really isn't that hard. You just have to know how to take notes and manage your time wisely. Don't get caught up in the college life. In high school you can't wait to get to college because you hear how fun it is. But, once you get there it is a different story. It is still fun, don't get me wrong, but I know when it is the right time to have fun and when I need to focus.

It made me feel that college was a privilege that I should take advantage of as soon as possible to better my future.

I thought I would try to have fun in college and be a partier. I never did much thinking of the actual educational aspect of college. But AVID did help bring me back down to Earth. I get to experience the freedom of college, but without going overboard like my peers. I enjoy the fact that I can stay up later and take as few or many classes as I want.

Being in AVID for 6 years, I definitely had high hopes in going to a four year college once I graduated high school. But with financial problems, I wasn't able to attend the college I wanted, which was a disappointment. It made me feel like I wasted my 6 years in AVID just because the whole time I was in the program, I was told that a four year college was our goal. Just for the fact that I worked real hard in high school than most people of my graduating class and just ended up going to a community college, then into the military. Plans don't always go the way we plan. But AVID didn't change my attitude about college, it was a program that supported my determination and encouraged me to do my best in high school so that college wouldn't be too difficult.

I never wanted to go to college and AVID gave me the information and statistics that changed my mind to want to go to college.

That college education is similar everywhere it all depends on the person.

AVID encouraged me to attend college, I never really thought about going before joining the program.

Participating in AVID has made me less afraid of going to college and less afraid of the workload of college, because of the work we did in my AVID classes as well as my AP classes, which AVID encouraged me to take.

Up to the end of my junior year I was scared, I did not know what to expect from the college life. But after hours and hours of college talks in class I felt more comfortable and more knowledgeable about it. By the end of my senior year I knew what to expect and had a feel for what college life was like.
AVID made me look forward to college and prepared me because everyone doesn't know everything. You need to get into the college and then do things to stay in the college.

I put more effort into college, without AVID, I wouldn't put much work in taking notes or have the guts to sit in front of the classroom all the time.

Participating in AVID made me believe college is an essential part of my education.

AVID gave me confidence that I could go to college and be successful.

For me personally, I don't think my attitude changed much about college, but I did find out that college isn't always just fun and games, instead one must focus and learn, as college is something that is apart of your future. There is still a lot of things that I am learning everyday about college, and it feels good. Although, I don't join clubs, or any other campus events, I am quite content with what I am doing everyday. Sometimes, it feels like I can't stand school, but when I go back into thinking, its what I make out of college, and it will be my future, so in the end I don't give up at all.

It made more aware in that this is the beginning stone into my adult life and is life-changing for my own future.

I love college. Its my second home.

If anything it showed me that there were tons of hoops to jump through in order to get where I wanted to be in life and that I might as well get used to it.

I don't believe AVID gave me any real attitudes towards college. I knew that I was going to go to college after high school. I think now after being in college for a few years, my attitude has changed to be more academically responsible. I know that I need to make sure that I don't slack off so I can get to my future goals.

AVID if anything made me confirm that college was what I wanted to do after high school. It helped me learn about majors and what I wanted to do for a living.

It helped me see how important college is to get ahead in life.

I think I always wanted to go to college, always wanted some degree. I didn't really care which one as long as it was of use. AVID I think helped me enhance
<table>
<thead>
<tr>
<th>36.</th>
<th>that it's something to look forward to and getting a higher education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.</td>
<td>Before taking AVID I was excited about taking college but I was unaware of the steps I needed to take to reach my goals to get in college and stay in college. Even when some situations occurred in my life and I didn't think I would be going to college I kept my AVID education in mind and my goals to go to college in mind.</td>
</tr>
<tr>
<td>38.</td>
<td>Before I was in the AVID program, I knew I wanted to go to college, but I didn't know its importance. AVID led me to discover why a college degree is absolutely necessary to be successful in this world.</td>
</tr>
<tr>
<td>39.</td>
<td>Made me more excited to go</td>
</tr>
<tr>
<td>40.</td>
<td>It really didn't cause I always wanted to go to college it just that AVID helped me more with tutoring and note taking that I probably wouldn't of learned throughout my days in high school</td>
</tr>
<tr>
<td>41.</td>
<td>It made me more confident to speak to people and less nervous about leaving for college</td>
</tr>
</tbody>
</table>
34. Please use this space for any additional comments regarding your AVID experience and college readiness.

1. I loved AVID!

2. AVID helped me know what to aspect when I go to college and really helped me with my financial aid. I learned how to take efficient notes which really helped me in my college classes. AVID was a great class where I could be with people that I loved to be around, have a good time and still learn a lot

THANK YOU AVID FOR PREPARING ME FOR COLLEGE AND ULTIMATELY SHAPING MY GOALS AND EDUCATIONAL VALUES. WHEN I ACHIEVE MY GOALS I WILL GIVE CREDIT TO AVID FOR BEING A HUGE PART OF MY FOUNDATION OF HIGHER LEARNING!!

3. I honestly do not know how much really has helped me. I don't do cornell notes, or talk to the professors often, i still feel like i read and write the same as i always have. So I'm not really sure if it did give me the skills to succeed. But it help to explore other options and schools that i never would of if i wasn't in AVID. I may feel like that AVID did not really help me to do any better in college than any of my regular high school classes. But I would NEVER regret taking AVID it really has changed me and helped me just not in the ways I was expecting it to.

4. AVID gave me a sense of support that I have never felt before, and I have never felt again sense graduating high school.

None at the moment.

7. Thank you, thank you, thank you. My note taking skills are on point, since they are so organized it is so easy to study my notes without flipping through numerous unorganized papers. Thank you. =)

8. AVID was a great experience and my readiness for college would be different if I had not attended AVID in high school

AVID has been the best program I have ever been in and I strongly encourage any high school and middle school student to apply for it, because of all the benefits you get from being a part of AVID. You learn many life lessons in AVID and you gain many insights about college, which makes the transition from High School to college a much smoother one.
And the relationships you create in AVID are lifelong ones that will never be forgotten.

10. Overall i think i was prepared well before i went into college.

If i could I would have started in AVID in middle school i would have started earlier so i could have learned more. I wish i was in AVID longer and i wish i would have made up my mind on where i wanted to go faster.

11. I love the AVID field trips, I hope you still continues this awesome field trip to all of our future Avid senior students. We had the experiences like no other students in the same school could have had.

12. AVID not only provides help to prepare me for college, but also provided an environment where I am comfortable with my peers.

AVID Cornell Notes, actually do help, it just depends on what class one would take notes for them. AVID helped me prepare ways in asking questions and becoming involved in some class discussions. I miss the most is all those family night gatherings because it was a way to help bond classmates and become a lot closer.

13. The only thing is that I wish avid helped me figure out the number years it would take me to transfer because I thought it's two years but it's actually more depending on the major.

14. Avid is a very helpful program for all students looking to go to college. If a student is privileged to be in the program they should take full advantage of it.

15. Recommend to everyone
Appendix C

Cornell Note Paper
<table>
<thead>
<tr>
<th>Cornell Notes</th>
<th>Questions/Main Ideas</th>
<th>Notes/Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary/Analysis:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>
Appendix D

Linear Regression Analysis: Demographic Only Variables
<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.300</td>
<td>.493</td>
<td>.608</td>
<td>.549</td>
</tr>
<tr>
<td></td>
<td>motherparentscollege</td>
<td>.499</td>
<td>.159</td>
<td>.441</td>
<td>3.137</td>
</tr>
<tr>
<td></td>
<td>fatherparentscollege</td>
<td>.332</td>
<td>.202</td>
<td>.277</td>
<td>1.649</td>
</tr>
<tr>
<td></td>
<td>firsttoattendcollege</td>
<td>.302</td>
<td>.234</td>
<td>.252</td>
<td>1.291</td>
</tr>
<tr>
<td></td>
<td>freereduced</td>
<td>-.181</td>
<td>.250</td>
<td>-.160</td>
<td>-.725</td>
</tr>
<tr>
<td></td>
<td>morethanfourAVID</td>
<td>-.209</td>
<td>.171</td>
<td>-.162</td>
<td>-.236</td>
</tr>
<tr>
<td></td>
<td>threeyearsAVID</td>
<td>-.687</td>
<td>.195</td>
<td>-.425</td>
<td>-.002</td>
</tr>
<tr>
<td></td>
<td>twopyearsAVID</td>
<td>.034</td>
<td>.235</td>
<td>.018</td>
<td>.146</td>
</tr>
<tr>
<td></td>
<td>firstyearcollege</td>
<td>2.495</td>
<td>.473</td>
<td>1.995</td>
<td>5.273</td>
</tr>
<tr>
<td></td>
<td>secondyearcollege</td>
<td>2.138</td>
<td>.456</td>
<td>1.749</td>
<td>4.685</td>
</tr>
<tr>
<td></td>
<td>thirdeyearcollege</td>
<td>2.592</td>
<td>.455</td>
<td>1.802</td>
<td>5.695</td>
</tr>
<tr>
<td></td>
<td>fouryearcollege</td>
<td>2.388</td>
<td>.461</td>
<td>1.660</td>
<td>5.180</td>
</tr>
<tr>
<td></td>
<td>fouryearsAVID</td>
<td>.126</td>
<td>.202</td>
<td>.112</td>
<td>.626</td>
</tr>
<tr>
<td></td>
<td>white</td>
<td>.078</td>
<td>.205</td>
<td>.064</td>
<td>.378</td>
</tr>
<tr>
<td></td>
<td>black</td>
<td>-.217</td>
<td>.247</td>
<td>-.151</td>
<td>-.877</td>
</tr>
<tr>
<td></td>
<td>asian</td>
<td>.077</td>
<td>.232</td>
<td>.060</td>
<td>.330</td>
</tr>
<tr>
<td></td>
<td>hispaniclatino</td>
<td>-.005</td>
<td>.235</td>
<td>-.003</td>
<td>-.019</td>
</tr>
<tr>
<td></td>
<td>pacificislander</td>
<td>-.118</td>
<td>.290</td>
<td>-.061</td>
<td>-.405</td>
</tr>
<tr>
<td></td>
<td>filipino</td>
<td>-.289</td>
<td>.363</td>
<td>-.109</td>
<td>-.798</td>
</tr>
</tbody>
</table>

N=42  
p=<.01
Appendix E

Linear Regression Analysis: Past Variables (including demographics)
<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>.736</td>
<td>.870</td>
<td></td>
<td>.847</td>
<td>.419</td>
</tr>
<tr>
<td>Levelwriting</td>
<td>.131</td>
<td>.275</td>
<td>.104</td>
<td>.475</td>
<td>.646</td>
</tr>
<tr>
<td>Levelcriticalthink</td>
<td>-.020</td>
<td>.418</td>
<td>-.014</td>
<td>-.049</td>
<td>.962</td>
</tr>
<tr>
<td>Gradplan</td>
<td>-.385</td>
<td>.354</td>
<td>-.200</td>
<td>-1.089</td>
<td>.304</td>
</tr>
<tr>
<td>regcollegeclasses</td>
<td>.141</td>
<td>.268</td>
<td>.087</td>
<td>.526</td>
<td>.612</td>
</tr>
<tr>
<td>Applyaid</td>
<td>.625</td>
<td>.270</td>
<td>.412</td>
<td>2.316</td>
<td>.046</td>
</tr>
<tr>
<td>Collegeactivities</td>
<td>.115</td>
<td>.252</td>
<td>.094</td>
<td>.456</td>
<td>.659</td>
</tr>
<tr>
<td>Studygroups</td>
<td>.086</td>
<td>.588</td>
<td>.057</td>
<td>.146</td>
<td>.887</td>
</tr>
<tr>
<td>Officehours</td>
<td>-.151</td>
<td>.402</td>
<td>-.114</td>
<td>-.376</td>
<td>.716</td>
</tr>
<tr>
<td>Gettutoring</td>
<td>.505</td>
<td>.519</td>
<td>.289</td>
<td>.972</td>
<td>.356</td>
</tr>
<tr>
<td>Givetutoring</td>
<td>.514</td>
<td>.324</td>
<td>.421</td>
<td>1.585</td>
<td>.147</td>
</tr>
<tr>
<td>classparticipation</td>
<td>.070</td>
<td>.596</td>
<td>.044</td>
<td>.118</td>
<td>.909</td>
</tr>
<tr>
<td>Twodrafts</td>
<td>-.771</td>
<td>.594</td>
<td>-.477</td>
<td>-1.298</td>
<td>.227</td>
</tr>
<tr>
<td>Emailprof</td>
<td>-.060</td>
<td>.236</td>
<td>-.039</td>
<td>-.253</td>
<td>.806</td>
</tr>
<tr>
<td>Collegefreshinfo</td>
<td>-.444</td>
<td>.348</td>
<td>-.203</td>
<td>-1.278</td>
<td>.233</td>
</tr>
<tr>
<td>motherparentsonmecollege</td>
<td>.568</td>
<td>.210</td>
<td>.503</td>
<td>2.707</td>
<td>.024</td>
</tr>
<tr>
<td>fatherparentsonmecollege</td>
<td>.305</td>
<td>.280</td>
<td>.254</td>
<td>1.090</td>
<td>.304</td>
</tr>
<tr>
<td>firsttoattendcollege</td>
<td>.406</td>
<td>.294</td>
<td>.339</td>
<td>1.379</td>
<td>.201</td>
</tr>
<tr>
<td>Freereduced</td>
<td>-.112</td>
<td>.415</td>
<td>-.100</td>
<td>-.271</td>
<td>.793</td>
</tr>
<tr>
<td>morethanfourAV</td>
<td>-.623</td>
<td>.214</td>
<td>-.484</td>
<td>-2.905</td>
<td>.017</td>
</tr>
<tr>
<td>ID</td>
<td>threeyesAVID</td>
<td>-.796</td>
<td>.289</td>
<td>-.493</td>
<td>-2.756</td>
</tr>
<tr>
<td>ID</td>
<td>twoyearsAVID</td>
<td>-.082</td>
<td>.281</td>
<td>-.043</td>
<td>-.293</td>
</tr>
<tr>
<td>Firstyearcollege</td>
<td>1.911</td>
<td>.522</td>
<td>1.528</td>
<td>3.660</td>
<td>.005</td>
</tr>
<tr>
<td>secondyearcollege</td>
<td>1.587</td>
<td>.545</td>
<td>1.299</td>
<td>2.909</td>
<td>.017</td>
</tr>
<tr>
<td>Thirdyearcollege</td>
<td>1.918</td>
<td>.527</td>
<td>1.333</td>
<td>3.637</td>
<td>.005</td>
</tr>
<tr>
<td>fourthyearcollege</td>
<td>2.032</td>
<td>.480</td>
<td>1.413</td>
<td>4.233</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Fouryearcollege</td>
<td>White</td>
<td>Black</td>
<td>Asian</td>
<td>Hispaniclatino</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
<td>--------</td>
<td>---------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>.047</td>
<td>.272</td>
<td>.042</td>
<td>.173</td>
<td>.866</td>
</tr>
<tr>
<td>White</td>
<td>.172</td>
<td>.248</td>
<td>.141</td>
<td>.695</td>
<td>.505</td>
</tr>
<tr>
<td>Black</td>
<td>-.104</td>
<td>.356</td>
<td>-.073</td>
<td>-.293</td>
<td>.776</td>
</tr>
<tr>
<td>Asian</td>
<td>-.052</td>
<td>.293</td>
<td>-.040</td>
<td>-.176</td>
<td>.864</td>
</tr>
<tr>
<td>Hispaniclatino</td>
<td>-.125</td>
<td>.273</td>
<td>-.082</td>
<td>-.458</td>
<td>.658</td>
</tr>
<tr>
<td>Pacificislander</td>
<td>.051</td>
<td>.446</td>
<td>.027</td>
<td>.115</td>
<td>.911</td>
</tr>
<tr>
<td>Filipino</td>
<td>.124</td>
<td>.492</td>
<td>.047</td>
<td>.253</td>
<td>.806</td>
</tr>
</tbody>
</table>

N=42
p=<.05
Appendix F

Linear Regression Analysis: Present Variables (including demographics)
<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficient</th>
<th>t</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>Lower Bound</td>
<td>Upper Bound</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>.736</td>
<td>.870</td>
<td></td>
<td>-1.231</td>
<td>2.704</td>
</tr>
<tr>
<td>levelwriting</td>
<td>.131</td>
<td>.275</td>
<td>.104</td>
<td>.475</td>
<td>.646</td>
</tr>
<tr>
<td>levelcriticalthink</td>
<td>-.020</td>
<td>.418</td>
<td>-.014</td>
<td>-.049</td>
<td>.962</td>
</tr>
<tr>
<td>gradplan</td>
<td>-.385</td>
<td>.354</td>
<td>-.200</td>
<td>-1.089</td>
<td>.304</td>
</tr>
<tr>
<td>regcollegeclasses</td>
<td>.141</td>
<td>.268</td>
<td>.087</td>
<td>.526</td>
<td>.612</td>
</tr>
<tr>
<td>applyaid</td>
<td>.625</td>
<td>.270</td>
<td>.412</td>
<td>2.316</td>
<td>.046</td>
</tr>
<tr>
<td>collegeactivities</td>
<td>.115</td>
<td>.252</td>
<td>.094</td>
<td>.456</td>
<td>.659</td>
</tr>
<tr>
<td>studygroups</td>
<td>.086</td>
<td>.588</td>
<td>.057</td>
<td>.146</td>
<td>.887</td>
</tr>
<tr>
<td>officehours</td>
<td>-.151</td>
<td>.402</td>
<td>-.114</td>
<td>-.376</td>
<td>.716</td>
</tr>
<tr>
<td>givetutoring</td>
<td>.505</td>
<td>.519</td>
<td>.289</td>
<td>.972</td>
<td>.356</td>
</tr>
<tr>
<td>givetutoring</td>
<td>.514</td>
<td>.324</td>
<td>.421</td>
<td>1.585</td>
<td>.147</td>
</tr>
<tr>
<td>classparticipation</td>
<td>.070</td>
<td>.596</td>
<td>.044</td>
<td>.118</td>
<td>.909</td>
</tr>
<tr>
<td>twodrafts</td>
<td>-.771</td>
<td>.594</td>
<td>-.477</td>
<td>-1.298</td>
<td>.227</td>
</tr>
<tr>
<td>emailprof</td>
<td>-.060</td>
<td>.236</td>
<td>-.039</td>
<td>-.253</td>
<td>.806</td>
</tr>
<tr>
<td>collegefreshinfo</td>
<td>-.444</td>
<td>.348</td>
<td>-.203</td>
<td>-1.278</td>
<td>.233</td>
</tr>
<tr>
<td>motherparentsomocollege</td>
<td>.568</td>
<td>.210</td>
<td>.503</td>
<td>2.707</td>
<td>.024</td>
</tr>
<tr>
<td>firsttoattendcollege</td>
<td>.305</td>
<td>.280</td>
<td>.254</td>
<td>1.090</td>
<td>.304</td>
</tr>
<tr>
<td>freerduced</td>
<td>.406</td>
<td>.294</td>
<td>.339</td>
<td>1.379</td>
<td>.201</td>
</tr>
<tr>
<td>morethanfourAVID</td>
<td>-.112</td>
<td>.415</td>
<td>-.100</td>
<td>-.271</td>
<td>.793</td>
</tr>
<tr>
<td>threeyearsAVID</td>
<td>-.623</td>
<td>.214</td>
<td>-.484</td>
<td>-2.905</td>
<td>.017</td>
</tr>
<tr>
<td>twoyearsAVID</td>
<td>-.796</td>
<td>.289</td>
<td>-.493</td>
<td>-2.756</td>
<td>.022</td>
</tr>
<tr>
<td>firstyearcollege</td>
<td>1.918</td>
<td>.522</td>
<td>1.528</td>
<td>3.660</td>
<td>.005</td>
</tr>
<tr>
<td>secondyearcollege</td>
<td>1.587</td>
<td>.545</td>
<td>1.299</td>
<td>2.909</td>
<td>.017</td>
</tr>
<tr>
<td>thirdyearcollege</td>
<td>1.918</td>
<td>.527</td>
<td>1.333</td>
<td>3.637</td>
<td>.005</td>
</tr>
<tr>
<td>fourthyearcollege</td>
<td>2.032</td>
<td>.480</td>
<td>1.413</td>
<td>4.233</td>
<td>.002</td>
</tr>
<tr>
<td>fouryearcollege</td>
<td>.047</td>
<td>.272</td>
<td>.042</td>
<td>.173</td>
<td>.866</td>
</tr>
<tr>
<td>white</td>
<td>.172</td>
<td>.248</td>
<td>.141</td>
<td>.695</td>
<td>.505</td>
</tr>
<tr>
<td>black</td>
<td>-.104</td>
<td>.356</td>
<td>-.073</td>
<td>-.293</td>
<td>.776</td>
</tr>
<tr>
<td></td>
<td>asian</td>
<td>0.052</td>
<td>0.293</td>
<td>0.040</td>
<td>0.176</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>hispaniclatino</td>
<td>0.125</td>
<td>0.273</td>
<td>0.082</td>
<td>0.458</td>
<td>0.658</td>
</tr>
<tr>
<td>pacificislander</td>
<td>0.051</td>
<td>0.446</td>
<td>0.027</td>
<td>0.115</td>
<td>0.911</td>
</tr>
<tr>
<td>filipino</td>
<td>0.124</td>
<td>0.492</td>
<td>0.047</td>
<td>0.253</td>
<td>0.806</td>
</tr>
</tbody>
</table>

N=42
p=<.05
Appendix G

Linear Regression Analysis: Present Peer Variables
<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>Lower Bound</td>
<td>Upper Bound</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.040</td>
<td>.678</td>
<td>.059</td>
<td>.954</td>
</tr>
<tr>
<td></td>
<td>peersstudy</td>
<td>-.285</td>
<td>.296</td>
<td>-.234</td>
<td>-.965</td>
</tr>
<tr>
<td></td>
<td>peerswork</td>
<td>.037</td>
<td>.287</td>
<td>.024</td>
<td>.127</td>
</tr>
<tr>
<td></td>
<td>peersatrisk</td>
<td>-.152</td>
<td>.246</td>
<td>-.130</td>
<td>-.616</td>
</tr>
<tr>
<td></td>
<td>peersinvolvement</td>
<td>.410</td>
<td>.242</td>
<td>.342</td>
<td>1.696</td>
</tr>
<tr>
<td></td>
<td>peersfrontclass</td>
<td>.239</td>
<td>.228</td>
<td>.205</td>
<td>1.047</td>
</tr>
<tr>
<td></td>
<td>peersofficehours</td>
<td>-.435</td>
<td>.280</td>
<td>-.378</td>
<td>-.141</td>
</tr>
<tr>
<td></td>
<td>peersstudygroups</td>
<td>.163</td>
<td>.244</td>
<td>.131</td>
<td>.670</td>
</tr>
<tr>
<td></td>
<td>peertakenotes</td>
<td>-.146</td>
<td>.289</td>
<td>-.090</td>
<td>-.506</td>
</tr>
</tbody>
</table>

N=42
p=<.05
Appendix H

Linear Regression Analysis: Future Variables (including demographics)
<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>-0.236</td>
<td>0.541</td>
<td>-0.437</td>
<td>0.668</td>
<td>-1.389</td>
</tr>
<tr>
<td>liklihoodofBA</td>
<td>0.051</td>
<td>0.302</td>
<td>0.034</td>
<td>0.170</td>
<td>0.867</td>
</tr>
<tr>
<td>bettercareeroptions</td>
<td>0.043</td>
<td>0.419</td>
<td>0.020</td>
<td>0.103</td>
<td>0.919</td>
</tr>
<tr>
<td>havemoney</td>
<td>-0.009</td>
<td>0.220</td>
<td>-0.007</td>
<td>0.042</td>
<td>0.967</td>
</tr>
<tr>
<td>haveopportunities</td>
<td>-0.041</td>
<td>0.517</td>
<td>-0.015</td>
<td>0.079</td>
<td>0.938</td>
</tr>
<tr>
<td>expandknowledge</td>
<td>0.419</td>
<td>0.162</td>
<td>0.316</td>
<td>2.583</td>
<td>0.021</td>
</tr>
<tr>
<td>pleasefamily</td>
<td>0.329</td>
<td>0.191</td>
<td>0.286</td>
<td>1.726</td>
<td>0.105</td>
</tr>
<tr>
<td>achieveddreams</td>
<td>-0.359</td>
<td>0.493</td>
<td>-0.135</td>
<td>-0.727</td>
<td>0.479</td>
</tr>
<tr>
<td>providesignificantother</td>
<td>-0.218</td>
<td>0.483</td>
<td>-0.059</td>
<td>-0.451</td>
<td>0.658</td>
</tr>
<tr>
<td>motherparentscollege</td>
<td>0.378</td>
<td>0.170</td>
<td>0.335</td>
<td>2.218</td>
<td>0.042</td>
</tr>
<tr>
<td>fatherparentscollege</td>
<td>0.149</td>
<td>0.205</td>
<td>0.124</td>
<td>0.725</td>
<td>0.480</td>
</tr>
<tr>
<td>firsttoattendcollege</td>
<td>-0.013</td>
<td>0.228</td>
<td>-0.011</td>
<td>-0.059</td>
<td>0.954</td>
</tr>
<tr>
<td>freereduced</td>
<td>-0.088</td>
<td>0.243</td>
<td>-0.078</td>
<td>-0.363</td>
<td>0.721</td>
</tr>
<tr>
<td>fouryearsAVID</td>
<td>0.411</td>
<td>0.202</td>
<td>0.364</td>
<td>2.030</td>
<td>0.060</td>
</tr>
<tr>
<td>threeyearsAVID</td>
<td>-0.319</td>
<td>0.242</td>
<td>-0.198</td>
<td>-0.207</td>
<td>-0.835</td>
</tr>
<tr>
<td>twoyearsAVID</td>
<td>0.169</td>
<td>0.282</td>
<td>0.088</td>
<td>0.599</td>
<td>0.558</td>
</tr>
<tr>
<td>firstyearcollege</td>
<td>2.000</td>
<td>0.525</td>
<td>1.599</td>
<td>3.808</td>
<td>0.002</td>
</tr>
<tr>
<td>secondyearcollege</td>
<td>1.820</td>
<td>0.475</td>
<td>1.489</td>
<td>3.830</td>
<td>0.002</td>
</tr>
<tr>
<td>thirdyearcollege</td>
<td>2.233</td>
<td>0.489</td>
<td>1.552</td>
<td>4.566</td>
<td>0.000</td>
</tr>
<tr>
<td>fourthyearcollege</td>
<td>2.097</td>
<td>0.469</td>
<td>1.458</td>
<td>4.476</td>
<td>0.000</td>
</tr>
<tr>
<td>fouryearcollege</td>
<td>0.381</td>
<td>0.227</td>
<td>0.337</td>
<td>1.677</td>
<td>0.114</td>
</tr>
<tr>
<td>white</td>
<td>0.288</td>
<td>0.197</td>
<td>0.236</td>
<td>1.461</td>
<td>0.165</td>
</tr>
<tr>
<td>black</td>
<td>-0.221</td>
<td>0.245</td>
<td>-0.154</td>
<td>-0.904</td>
<td>0.380</td>
</tr>
<tr>
<td>asian</td>
<td>0.083</td>
<td>0.229</td>
<td>0.065</td>
<td>0.364</td>
<td>0.721</td>
</tr>
<tr>
<td>hispaniclatino</td>
<td>0.096</td>
<td>0.232</td>
<td>0.063</td>
<td>0.411</td>
<td>0.687</td>
</tr>
<tr>
<td>pacificislander</td>
<td>-0.057</td>
<td>0.315</td>
<td>-0.029</td>
<td>-0.180</td>
<td>0.860</td>
</tr>
<tr>
<td>filipino</td>
<td>0.015</td>
<td>0.355</td>
<td>0.006</td>
<td>0.043</td>
<td>0.966</td>
</tr>
</tbody>
</table>

N=42
p=<.01
REFERENCES

ACT & The Education Trust. (2005, February 23). *Preparing all high school students for college and work: What high performing schools are teaching.* Retrieved December 3, 2008, from The Education Trust: www2.edtrust.org


CSU Mentor. (1997-2010). *What is the Educational Opportunity Program (EOP)?*

Retrieved October 7, 2010, from CSU Mentor:

http://www.csumentor.edu/planning/eop/


Newmann, F. M. (1992). Higher-order thinking and prospects for classroom
thoughtfulness. In F. M. Newmann (Ed.), *Student engagement and academic
achievement in American secondary schools* (pp. 62-91). New York: Teacher
College Press.

Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). The significance and
sources of student engagement. In F. Newmann (Ed.), *Student engagement and
academic achievement in American secondary schools* (pp. 11-39). New York:
Teacher College Press.

*New Directions for Youth Development*, 103, 9-16.


conversation*. National Center on Effective Secondary Schools. Washington, DC:
Office of Educational Research and Improvements.

into Practice*, 31 (4), 287-295.

Ogbu, J. U. (1995). Cultural problems in minority education: Their interpretations and

Research Association*, 21 (8), 5-14 +24.


(1997). *Puente cross site student surveys*.


