

Examining the Factors that Influence Students Advanced Placement Enrollment at TOHS

AP Research

April 28, 2018

Word Count: 4,982

Abstract

This paper examined the influences parents, school faculty, peers, and self-motivation have on high school students when enrolling in Advanced Placement (AP) courses at Thousand Oaks High School (TOHS). The objectives within this research pertained to determining why students enroll in AP classes as well as determining if there were any discrepancies among different groupings of students in terms of the reasons as to why they enrolled in AP classes. The findings of this study took into consideration students of varying backgrounds and addresses possible barriers that certain students may face as well as provides possible solutions to overcoming the barriers identified. The results reveal that the most influential group to enroll in AP classes was a students' peers, however, self-motivation also played a large role in enrolling in AP classes.

Introduction

Education is an important part of today's society as it helps shape young minds to become intelligent building blocks of the community. Acknowledging the increasing competition to get accepted into and receive an education at an institute of higher learning and a decline in jobs offered for people with the equivalent to a high school diploma or less, exhibits the increasing importance of receiving a college level education (Ndura, Robinson & Ochs, 2003; Engberg & Wolniak, 2014). Therefore, students at a high school level may feel inclined to create a more challenging schedule, both inside and outside of the classroom. From an academic perspective, students may feel the need to participate in Advanced Placement (AP) courses. However, there may be other reasons as to why students desire to take AP courses aside from those pertaining to higher education.

Aside from establishing the most common factors influencing AP participation, this study also intends to analyze whether or not the demographic of Thousand Oaks High School (TOHS) as a whole is similar to the demographic found in AP classrooms. Based on pre-existing academic literature, and information found on the California Department of Education database and Western Association of Schools and Colleges (WASC) review of TOHS conducted this past school year, this project will help to highlight the specific factors at TOHS.

Literature Review

In "Barriers to Advanced Placement for Latino Students at the High-School Level", Susan Walker found that students enrolled in AP classes demonstrated a greater sense of belonging and involvement in school activities, and some students began to develop more school-related aspirations such as receiving academic awards and a greater willingness to attend

college (Walker & Pearsall, 2012). With increased inclusion of students in advanced academic classes, students may begin to feel a greater connection to their school and their peers. By encouraging more students to participate in AP classes, student morale may improve, not only creating the possibility of more college-ready students, but also making it possible for a greater variety of students to involve themselves with more challenging classes. Though this study identified barriers Latino students faced, it also examined the factors that encouraged student involvement in AP classes. According to the results of the research conducted, “support through parents, friends, role models, teachers, and colleges” were all external factors pushing Latino students to enroll in AP courses. With this knowledge, it is important to consider that this paper identified encouragement factors that could possibly be applied to all students, not strictly Latino students.

Furthermore, Desireé Vega and supporting professionals documented the educational gap between African American, Latino students, and White students. Within their work, they identified the “five P’s”: places, programs, people, policies, and processes (Vega, Moore & Miranda, 2015). Within each of the “five P’s” were varying subgroups, the main subgroups taken into consideration for this paper categorized under “people”. The term “people” referenced any and every person present in an educational setting, such as peers, teachers, and school counselors. Similar to the study conducted by Walker, students of a minority background seemed to be greatly influenced by the people surrounding them. Due to the multitude of sources identifying similar factors that influence a student's decision in AP involvement, it is crucial to consider the same factors when examining the students involved in AP classes at TOHS.

In 2014, Mark Engberg and Gregory Wolniak conducted a study focusing on the socioeconomic atmosphere of high schools in relation to college enrollment. The findings of this work allow, in turn, for the socioeconomic climate of TOHS to be examined; by determining the discrepancies between schools of low, middle, and high socioeconomic status (SES) and how each level influences college enrollment. The study identified that higher SES schools had greater accessibility to resources, and therefore, better educational opportunities. Despite the school's SES status, individual students across all school groupings displayed motivation towards college enrollment. Although low SES schools may not have provided students with an abundance of information, students had a greater likelihood to enroll in college when having constant discussions about college with their parents. The study found that, despite an individual's SES, students motivated towards a higher education sought out college information beyond what the school provides. This paper subtly showcases two factors that both Walker and Vega identified in their studies, that both self-motivation and parental influence are effective when encouraging students to take part in AP courses and when enrolling in college.

However, the same factors encouraging students to participate in AP classes may also inadvertently encourage students to resort to academically deceitful practices in order for students to do well in their classes. Lyn Taylor and supporting professionals found there to be a multitude of pressures that influence a student's desire to cheat, some of which include: competitive, parental, teacher, peer, and schoolwork pressures (Taylor, Pogrebin & Dodge, 2002). These same pressures resemble the encouragement factors identified in many of the other supporting literatures. Both competition and student's role models, such as parents, peers, and teachers, can drive students to do better in school due to the desire to meet the scholastic

expectations of each, though it is sometimes done through dishonest means. When it comes to enrolling in AP courses, students often experience an increase in schoolwork, in some instances the load is too hefty to complete efficiently and effectively.

Carey Ryan and her team focus on the relationship between parent and child with consideration of the school setting. Ryan discusses a parent's association with their child's school as well as how parent involvement affects a student's participation in school (Ryan et al., 2010). The paper implies that a parent's lack of involvement may translate to their child's lack of engagement within a classroom setting and ultimately less interest in participating in AP classes. This demonstrates the importance of outside encouragement for students to become academically successful, if a student has no personal interest in succeeding and there are no outside pressures for a student to do well, they may lack motivation for doing well in a school environment.

Although today's society may depend on a good education to be considered successful in life, according to Elavie Ndura, approximately 70% of high school graduates move on to a college education but only a half of those same students "who enroll in four-year institutions leave with a degree" (Ndura, Robinson & Ochs, 2003). Despite living in a world where education is of the utmost importance, the degree of education that students receive in high school simply does not prepare students for college courses. As research has shown, AP enrollment continues to increase on a national scale, however, there are many factors to take into consideration when determining the success rate of future college students. Ndura, Robinson, and Ochs found extensive research and conducted their own studies that all displayed the importance of enrolling in AP classes and the "positive implications for college admission and attendance". Though this paper compares the influential factors for students enrolling in AP

classes between minority and Caucasian students, it is crucial in displaying the disparities and similarities between different groups of students regardless of the extent in which it may have influenced the students.

Taking into consideration all of the influential factors in students' academic lives the research above provided, this study synthesized these ideas into one paper. These pieces of scholarly research helped express that there may be different or more prominent influencing factors based off of a students background.

New Direction

Considering that a vast majority of the studies identified within the literature review focused on influential factors revolving around students facing some kind of barrier, attending a high school with a poor economic climate or large minority populations as well as substandard counselors and educators, this study aims to identify the influential reasons as to why students are taking AP courses without necessarily facing the same barriers or experiencing them to as great of an extent. TOHS is a large suburban, upper-middle class, with a large caucasian population, high school in Southern California. The results of this study may be limited in the types of high schools it may be applied to, however, the results may hold a greater significance to schools with a similar background as TOHS. The main objectives within this research were: to identify why students at TOHS are taking AP classes and to determine if there is a discrepancy among various groups of students as to why they enrolled in AP courses. Furthermore, as a secondary purpose for this research, this study aims to determine if the ethnic demographic of the entirety of TOHS is similar to the ethnic demographic found within the AP classrooms at TOHS.

Methods

Participants and Data

In order to accurately identify the factors influencing a student's decision to participate in AP classes, only upperclassman, meaning juniors and seniors, taking one or more AP courses were surveyed. As long as the student was taking an AP class at Thousand Oaks High School they were welcome to answer the survey, no AP student was purposefully excluded. However, to efficiently collect data, only students taking an AP class during second period, out of a typical seven period day, had the ability to partake in this study. Since the most AP classes took place during both second and third period, these two time frames were considered for conducting this survey, however, second period was selected due to the greater variety in types of AP classes that were offered.

The main reason for only juniors and seniors being surveyed instead of all grades was due to a greater variety of AP courses offered to upperclassman than there are for lowerclassmen, allowing for there to be a greater likelihood of a more diverse selection of influencing elements amongst upperclassmen (Ndura, Robinson & Ochs, 2003).

Survey

The survey developed for this study was somewhat similar to the questionnaires conducted when a student registers to take an AP test or sign up for the SAT (see appendix). The majority of similarities came when questioning the student's background to better understand where each student is coming from and identify the possible discrepancies between students of different economic or ethnic backgrounds (Vega, Moore & Miranda, 2015). After the background questions were asked, the survey went into the various factors, being influences

from peer groups, parental figures, school faculty and self-motivation, that were considered in previous works. To ensure that the student's answers were truthful and to better understand to the extent each factor influenced the individual student, the survey asked follow-up questions that could be connected to each of the initial factors identified.

Procedures

A student's participation was contingent on whether or not their second period AP teacher was willing to dispense the survey to their students, if a teacher did not wish for their class to participate in the study, those students were excluded from the survey. Before a student was able to take the survey, they received a consent form from their teacher discussing the logistics of the survey and ensuring students confidentiality. All students had between a week to two weeks to get a parent or guardian signature for the consent form, unless the participant was over the age of eighteen, in which case they did not need any consent aside from their own, if the consent form did not have a signature by the end of the allotted time frame, the student was excluded from partaking in the survey. Once the consent forms were returned, the designated teachers received the survey link. The survey was open for the classes who signed the permission slip for approximately two weeks to a month, halfway through the specified time an email was sent out to teachers asking them to remind their students to take the survey if they had not done so already. After the given time period had concluded, survey results were collected and analyzed.

Results

Out of ninety participants, 50% were male, 50% were female and 41% of participants were juniors while the other 59% were seniors. The greater percentage of senior responses was

expected since seniors have a broader amount of subjects available to them when selecting their courses than juniors do.

Students were asked “what race do you most identify with?”, within the survey population, 4.1% stated they were American Indian or Alaskan Native, 18.6% stated they were Asian (including Indian subcontinent and Philippines origin), 1% stated they were Black or African American (including Africa and Afro-Caribbean origin), 2.1% stated they were Native Hawaiian or Other Pacific Islander, and 74.2% stated they were White (including Middle Eastern origin). Within this response, students had the ability to select all of the applicable options, therefore, there were 97 responses (Walker & Pearsall, 2012).

In order to discover the populations that the survey reached, students were asked the amount of AP courses students are participating in (see Figure 1.1 below). Figure 1.1 displays how many students take a certain number of AP classes. It is important to note that although data may have been collected in an efficient manner, it excluded students only taking one AP class, possibly preventing the development of a greater understanding for why students take AP classes.

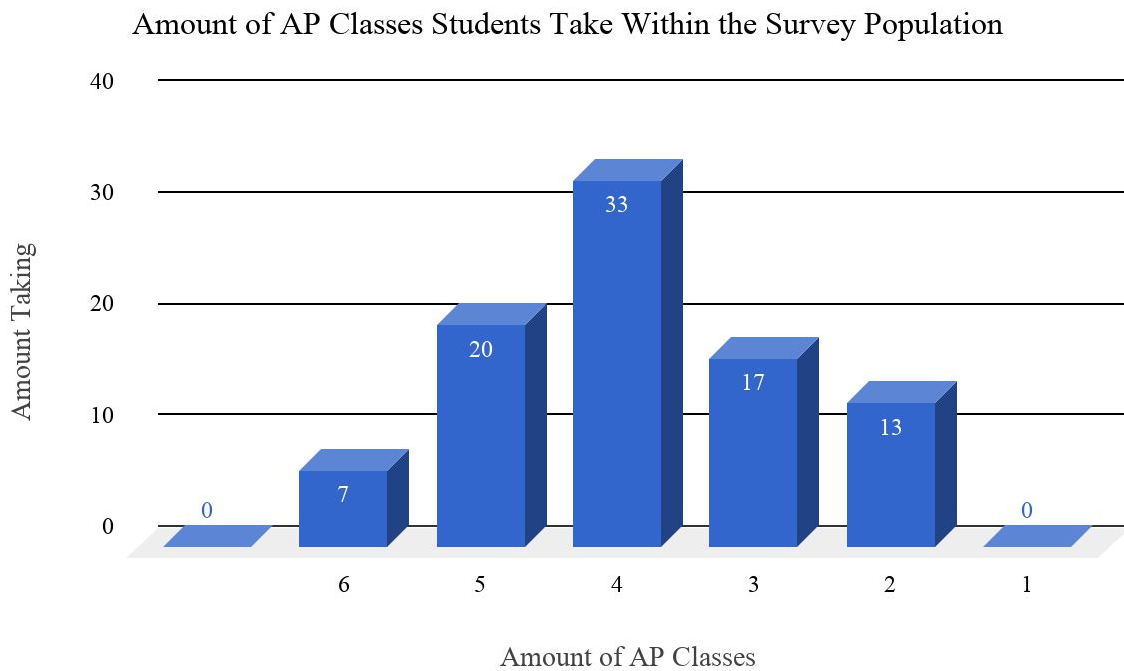


Figure 1.1

Taking into consideration the varying amount of AP courses students at TOHS take, students were asked if they considered the amount of work they received from their AP classes tolerable, to which 82.2% stated yes and 17.8% stated no.

To account for a student's future aspirations, all participants were asked the highest level of education they planned on completing beyond high school. None of the students planned on completing a specialized training program or a two-year associate of arts or sciences degree, 14.4% plan to achieve a Bachelor's degree, 42.2% plan to achieve a Master's degree, 34.5% plan to achieve a Doctoral or related degree, and the final 8.9% were undecided in the matter.

Students were also asked the level of education both their father and mother received. For fathers, 6.7% received an education less than high school, 5.6% received a high school education

or an education equivalent to such, 4.4% attended college but did not receive a degree, 6.7% received an Associate's degree, 41.1% received a Bachelor's degree, 22.2% received a Graduate degree, and 13.3% received their Ph.D.. For mothers, 5.6% received an education less than high school, 3.3% received a high school education or an education equivalent to such, 6.7% attended college but did not receive a degree, 7.8% received an Associate's degree, 47.8% received a Bachelor's degree, 25.6% received a Graduate degree 3.3%, and received their Ph.D..

Participants were requested to provide their total household income, though students were required to answer the question, they were given the option to say they were unsure or unwilling to answer. This question found that, 2.2% of students stated that their total household income ranged from \$10,000 to \$30,000, another 2.2% also stated that it ranged from \$30,000 to \$50,000, 8.9% stated it ranged from \$50,000 to \$70,000, 5.6% stated it ranged from \$70,000 to \$90,000, and 54.4% stated that their total household income was above \$90,000. The remaining 26.6% were unsure or unwilling to answer. As mentioned before, TOHS is an upper-middle class high school, the participants within this survey identify under the same characteristics. Though these students may have some knowledge of their families total household income, it is not guaranteed, this question also does not consider the amount of people that could be living within the house nor the distribution of said income.

When students were asked why they were taking AP classes at TOHS (see Figure 1.2 below), they were provided with a variety of generic responses. Participants had the ability to select all answers that applied.

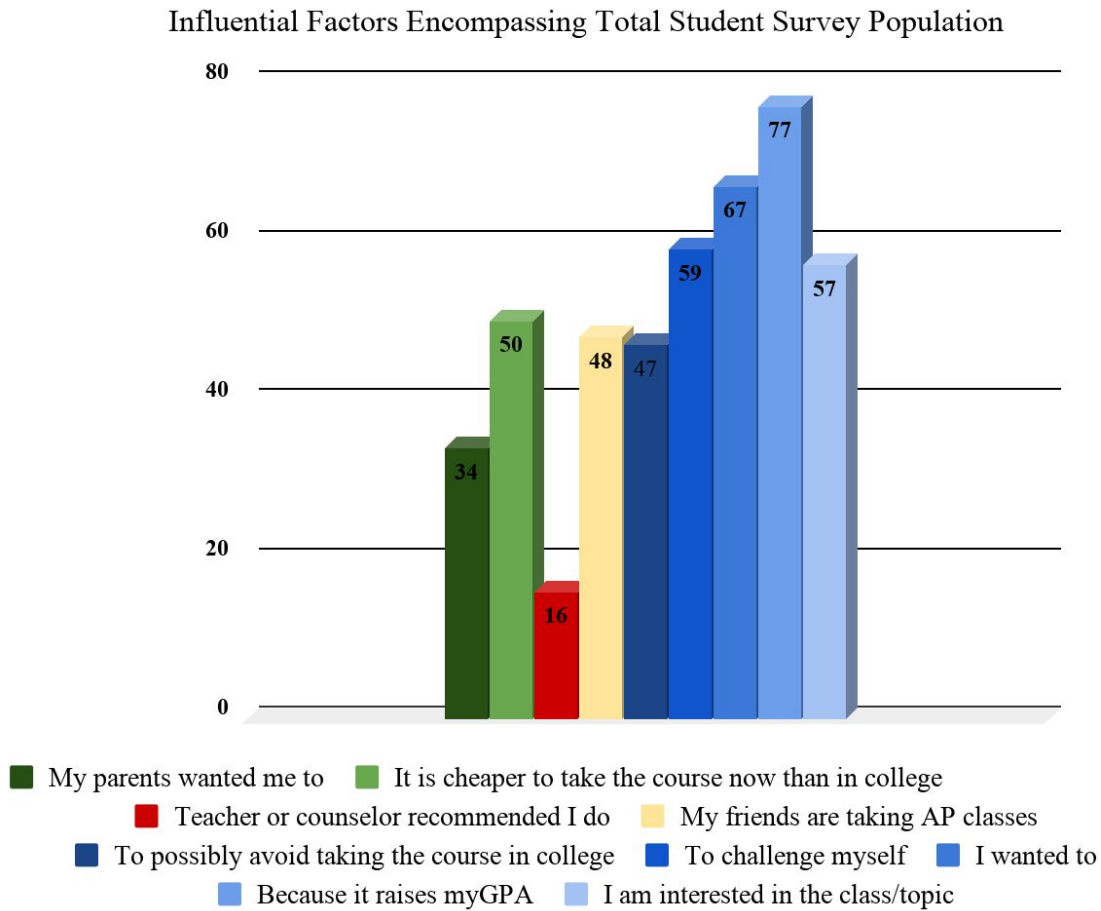


Figure 1.2

Within Figure 1.2, the responses students selected imply that each option was taken into consideration when these students chose to enroll in AP classes. Within the data, almost every students response contained two or more of the options listed in the legend above, students who only selected one option identified more self-motivating reasons to explain why they are taking AP classes such as “to challenge myself” and “I am interested in the class/topic”.

Participants were also asked about their peer group, in particular, what classes their friends took. 40% of respondents identified that their friends are taking mainly AP classes,

27.8% are taking both AP and Honors classes, 0% identified their friends as taking mainly Honors classes or Honors and CP classes, 2.2% identified their friends as taking mainly CP classes, and 16.7% identified their friends as taking AP, Honors, and CP classes.

Students received two questions revolving around their school counselors. The first asked how often they visited their counselor per semester, in which 23.3% of the population responded with *never*, 24.4% of the population responded with *once*, 28.9% of the population responded with *twice*, 13.3% of the population responded with *three times*, 4.4% of the population responded with *four times*, and 5.6% of the population responded with *five or more times*. The second question asked students to the extent in which they agreed with the statement “visiting my counselor is helpful”, 4.4% strongly disagreed, 5.6% disagreed, 31.1% remained neutral, 40% agreed, and 18.9% strongly agreed.

Respondents were also asked several questions surrounding their relationship with their parents, two of which asked to the extent they agreed to the statements. The first statement was “my parents are involved with TOHS” to which 18.9% strongly disagreed, 18.9% disagreed, 24.4% remained neutral, 30.0% agreed, and 7.8% strongly agreed. The second statement was “I get along well with my parents” to which 1.1% strongly disagreed, 3.3% disagreed, 11.1% remained neutral, 47.8% agreed, and 36.7% strongly agreed. The final question asked if the participants parents checked their grades to which 54.4% stated yes and 45.6% stated no.

Students were asked about their life outside of the classroom. Beginning with the statement “I am involved in my community” where 1.1% strongly disagreed, 7.8% disagreed, 23.3% remained neutral, 48.9% agreed, and 18.9% strongly agreed. This idea was furthered when students were asked how often they volunteered where 4.4% stated *more than once a week*,

25.6% stated *once a week*, 17.8% stated *more than once a month*, 52.2% stated *once a month*, and 0% stated *none*.

Discussion

The main objective of this study was to discover the factors that encourage students to enroll in AP classes and to identify the possible differences between varying groups of students enrolled in AP classes. To draw effective and efficient comparisons, the responses that students selected when they were questioned as to why they were taking AP classes were separated into four groups: parental influences, faculty influences, peer influences, and self-motivation (Vega, Moore & Miranda, 2015). In order for each group to be considered an influential factor, all responses that fall under the category must be greater than 50% to ensure that the majority experienced these influences.

Parental influences were identified as ways that parental figures may impact their students academic choices. Responses that fit within this group were considered to be *my parents wanted me to* and *it is cheaper to take it now than in college*. The first response mentioned expresses a direct influence that parental figures may or may not have had on the participants. The second response was selected for this section because college is far more expensive now than it was in the past, therefore, it is not unreasonable to assume that the family in its entirety takes on the burden of paying for college, not just the student. Beyond trying to minimize the cost of college through taking AP classes and exams, typically, the parent pays for their student to take AP exams, expressing the parents influence on the student considering the economic aspects of education.

Faculty influences were portrayed through one response, which was *a teacher or counselor recommended that I do*, essentially revealing if a participant was directly influenced to take an AP class based off of faculty recommendations. Peer influences were also identified through one response, that being *my friends are in AP classes*, intending to determine the participants that experienced influences through their social circle.

Self-motivation was identified through a series of responses, those being *so that I could possibly avoid taking the course in college, to challenge myself, because I wanted to, I am interested in this class/topic* and *because it raises my GPA*. The first response was selected for this grouping because it displays the student's initiative to cut down on their course load for college and possibly leaving room in the future for other courses. The second, third, and fourth responses express a student's interest in taking AP courses under the basis of personal desires and self improvement. The final response may signify that the student is taking the class for the overall benefit, not necessarily the educational benefits in their entirety.

In order to discover if there was a distinct variation of influences depending on the type of student, participants were separated into groups based on their ethnicity and grade level. As a comparison between the results as a whole and the two groups identified above, it is important to acknowledge that the most influential factors for the entire sample size were peer influences and self-motivation.

The grouping based off of ethnicity was split into two sections, the first being Caucasian students and the second consisted of the remaining students that did not identify as Caucasian, referred to as "other." The main reason as to why students were split in this section was due to the limited responses the survey received from students categorized as "other." Within this

grouping, results displayed that for students of a Caucasian background, the most prominent factors fell under peer influences and self-motivation. For students that were categorized as a minority, the findings showed that the most influential reason students were taking AP classes was self-motivation, this implied that minority students may not be as influenced by their peers due to the fact that their peers are not enrolled in AP classes. It is possible that a lack of peer influences may explain why the ethnic demographic of TOHS as a whole and the ethnic demographic seen within the AP classroom is not similar. However, due to the lack of responses from ethnicity groupings, the responses may be overly generalized.

The grouping based off of the participant's grade level was created to determine if different factors are of greater or lesser influence in comparison to the sample size as a whole and the participants in different grade levels. Juniors and seniors were separated because of where they are in their high school career; juniors may be taking a more challenging academic schedule and more oriented towards getting into college whereas seniors have already applied for college and may be more oriented towards enjoying their final year of high school with their peers. For juniors, the most common group was self-motivation, implying that juniors are in fact more self-oriented at this stage of their high school career. For seniors, the most common groups were self-motivation and peer influences, suggesting that the assumptions of seniors stated above was correct.

Within these groupings, there was little to no variation between the entire sample size and the sections identified, all groupings selected a variation of peer influences and self-motivation much like the student survey population as a whole.

Beyond comparing the factors that influence a student's choice to take AP classes at TOHS in various groupings, a secondary inquiry of this study was to determine possible reasons as to why students selected the factors they did within the initial inquiry of the study. In order to discover this, each factor identified in the survey took into consideration various responses from other questions within the survey to see if there were any common traits among students who identified the same factor.

Under the category of parental influences, participants who selected the response *my parents wanted me to*, the statement "I get along well with my parents" in which students were asked to what extent they agree or disagree was examined. Under this statement, the majority agreed or remained neutral, following with the idea that the parents have a greater influence on their child's academic career due to the strong relationship between the two. Participants who selected the response *so that I could avoid taking the course in college*, the highest level of education they plan to achieve was taken into consideration. Students who selected this response displayed an increase in interest for further education; as an entire survey population (90 participants) only 42.2% participants selected that they planned to achieve a Master's degree and only 34.5% planned to achieve a Doctoral degree, whereas out of this selection of students (47 participants) 44.7% planned to achieve a Master's degree 36.1% planned to achieve a Doctoral degree. The slight increase in percentage indicates that students attempting to avoid these courses in college are doing so with the intentions of having a greater selection of classes in college.

Under faculty influences, meaning the participants that chose *a teacher or counselor recommended that I do*, the response to how often students visit their school counselor per semester was examined. Developing a relationship with the school counselors impacts a

student's perception of their helpfulness and desire to talk to them (Vega, Moore & Miranda, 2015). The results revealed that within the students who were recommended to take an AP class by TOHS faculty, 75% visited their counselor twice or more within a semester, whereas the within the entire student survey population only 52.2% visited their counselor twice or more within a semester. Participants from this selection were more likely to visit their school counselor multiple times in a semester, displaying the greater sense of influence a counselor, given that they provide helpful information and students are willing to invest time in interacting with their counselor, may have on a student that visits often in comparison to one that does not.

Related to peer influences, students who chose the response *my friends are in AP classes*, the response to the type of classes that their friends took was reviewed. The data showed that students under this section all report that their friends take AP classes to some extent, along with an approximately ten percent increase for the response "mainly AP classes" between the entire survey population and this selection. Under this category, participants' second most influential factor was identified, as 81.3% of participants stating *because I wanted to*, falling under the category of self-motivation. Out of the entire survey population, 74.4% stated *because I wanted to*, hinting at the strong correlation between peer influences and self-motivation that was also seen when comparing different types of students.

Within self-motivation, all responses within this grouping were further compared with the question pertaining to whether or not students found the amount of classwork they received in their AP classes tolerable (see Figure 2.1 below).

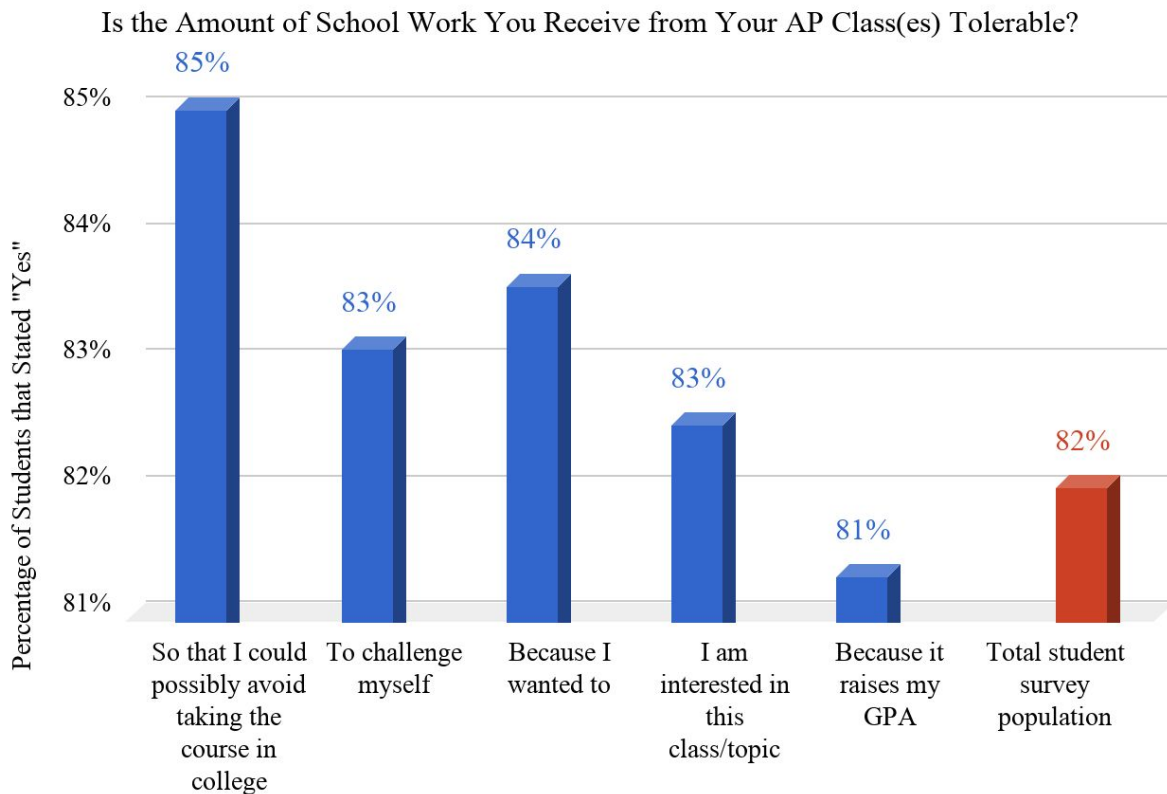


Figure 2.1

In Figure 2.1, the red bar represents the total student survey population whereas the blue bars represent the students that selected the specific responses to the question “why are you taking AP classes?” listed below the graph. Though there may not be an extreme difference in percentages, the majority of responses display that students taking AP classes for self-motivational purposes do not consider AP work to be as intolerable as the total student survey population does. However, students that stated they are taking AP classes because it raises their GPA found AP school work to be less tolerable than the entire student survey population, insinuating that taking AP courses for superficial purposes, and not necessarily the educational benefit of the class plays a role in how difficult students perceive AP classes to be.

Limitations

Some limitations that this project faced involve the lack in variety of students. Due to TOHS having a small minority population, and although the ratio of minority students that took this survey may be similar to the ratio of students in AP classes at TOHS, the conclusions drawn from this survey may not be entirely accurate. In addition, as time progressed, the project focus developed, meaning some questions within the survey were unnecessary, though they did not inhibit the results.

Furthermore, the students available to participate in the survey were limited since only students that took an AP class during second period were surveyed. Within this selection of classes, although this time frame was chosen for its variation in the types of AP classes offered, not all classes were able to participate. For this reason, teacher reliability was also a limitation, as some teachers may not have been willing to assist in the distribution of consent forms and survey links.

Conclusion and Future Direction

This project intended on discovering the factors that influence students in enrolling in AP courses through identifying pre-existing factors found among other high schools through scholarly works and applying them to TOHS. Separating different types of students allowed this study to identify the most influential factors found in specific groups of students. Although results remained consistent throughout each grouping, the information gathered displays routes in which TOHS can target certain students to encourage AP enrollment. Namely, identifying possible courses of action, such as encouraging students to rely on their counselors to a greater extent when need be, in which minority populations can be encouraged to enroll in AP courses in

hopes of minimizing the gap between the ethnic demographic of TOHS and that of the AP classrooms at TOHS (Walker & Pearsall, 2012).

References

- Taylor, L. ; Pogrebin, M. & Dodge, M. (2002). Advanced placement-advanced pressures: Academic dishonesty among elite high school students. *Educational Studies* 33 (4):403-421.
- Ndura, E., Robinson, M., & Ochs, G. (2003). Minority Students in High School Advanced Placement Courses: Opportunity and Equity Denied. *American Secondary Education*, 32(1), 21-38. Retrieved from <http://www.jstor.org/stable/41064502>
- Vega, Desireé & Miranda, Antoinette & III, James. (2015). In Their Own Words: Perceived Barriers To Achievement By African American and Latino High School Students. *American Secondary Education*. 43.
- Ryan, C. S., Casas, J. F., Kelly-Vance, L. , Ryalls, B. O. and Nero, C. (2010), Parent involvement and views of school success: The role of parents' Latino and White American cultural orientations. *Psychol. Schs.*, 47: 391-405. doi:[10.1002/pits.20477](https://doi.org/10.1002/pits.20477)
- Boss, S., Johanson, C., Arnold, S. D., Parker, W. C., Nguyen, D., Mosborg, S., . . . Bransford, J. (2011). The Quest for Deeper Learning and Engagement in Advanced High School Courses. *The Foundation Review*,3(3), 12-23. doi:10.4087/foundationreview-d-11-00007
- Engberg, M. E., & Wolniak, G. C. (2014). An Examination of the Moderating Effects of the High School Socioeconomic Context on College Enrollment. *The High School Journal*,97(4), 240-263. doi:10.1353/hsj.2014.0004
- Hallett, R. E., & Venegas, K. M. (2011). Is Increased Access Enough? Advanced Placement Courses, Quality, and Success in Low-Income Urban Schools. *Journal for the Education of the Gifted*,34(3), 468-487. doi:10.1177/016235321103400305

Royster, P., Gross, J., & Hochbein, C. (2015). Timing is Everything: Getting Students Back on Track to College Readiness in High School. *The High School Journal*, 98(3), 208-225.
doi:10.1353/hsj.2015.0005

Walker, S. A., & Pearsall, L. D. (2012). Barriers to Advanced Placement for Latino Students at the High-School Level. *Roeper Review*, 34(1), 12-25.
doi:10.1080/02783193.2012.627549

Welton, A., & Williams, M. (2015). Accountability Strain, College Readiness Drain: Sociopolitical Tensions Involved in Maintaining a College-going Culture in a High “Minority”, High Poverty, Texas High School. *The High School Journal*, 98(2), 181-204.
doi:10.1353/hsj.2015.0001

Data & Statistics. (n.d.). Retrieved March 21, 2018, from <http://www.cde.ca.gov/ds/>

Western Association of Schools and Colleges [ACS WASC accreditation is an ongoing six-year cycle of quality whereby schools demonstrate the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement]. (n.d.). California.

Appendix

AP Class Enrollment Factors Survey

Please answer these questions truthfully and to the best of your ability. Remember that your responses will be kept completely confidential and anonymous. Thank you for participating in this survey!

What gender do you most identify with?

Female

Male

Prefer not to say

What grade are you in?

9th

10th

11th

12th

How many AP classes are you currently taking?

1

2

3

4

5

6

6 or more

AP Testing (Please only select ONE response based off of your answer to the previous question)

I am currently taking 6 or more AP classes

I DO plan on taking all of the AP tests that correlate with the classes I'm taking

I DO NOT plan on taking all of the AP tests that correlate with the classes I'm taking

I am currently taking 6 AP classes

I DO plan on taking all of the AP tests that correlate with the classes I'm taking

I DO NOT plan on taking all of the AP tests that correlate with the classes I'm taking

I am currently taking 5 AP classes

I DO plan on taking all of the AP tests that correlate with the classes I'm taking

I DO NOT plan on taking all of the AP tests that correlate with the classes I'm taking

I am currently taking 4 AP classes

I DO plan on taking all of the AP tests that correlate with the classes I'm taking

I DO NOT plan on taking all of the AP tests that correlate with the classes I'm taking

I am currently taking 3 AP classes

I DO plan on taking all of the AP tests that correlate with the classes I'm taking

I DO NOT plan on taking all of the AP tests that correlate with the classes I'm taking

I am currently taking 2 AP classes

I DO plan on taking all of the AP tests that correlate with the classes I'm taking

I DO NOT plan on taking all of the AP tests that correlate with the classes I'm taking

I am currently taking 1 AP class

I DO plan on taking all of the AP tests that correlate with the classes I'm taking

I DO NOT plan on taking all of the AP tests that correlate with the classes I'm taking

What race do you most identify with? (check all that apply)

American Indian or Alaska Native

Asian (including Indian subcontinent and Philippines origin)

Black or African American (including Africa and Afro-Caribbean origin)

Native Hawaiian or Other Pacific Islander

White (including Middle Eastern origin)

What is the highest level of education that you plan to complete beyond high school?

Specialized training or certificate program

Two-year associate of arts or sciences degree (such as AA, AAS, or AS)

Bachelor's degree (such as BA or BS)

Master's degree (such as MA, MBA, or MS)

Doctoral or related degree (such as PhD, JD, MD, DVM)

Undecided

(Other)

What is the highest degree or level of education your father has completed? (answer to best of your ability)

Less than high school

High school graduate (includes equivalency)

Some college, no degree

Associate's degree

Bachelor's degree

Ph.D.

Graduate or professional degree

Not Applicable

What is the highest degree or level of education your mother has completed? (answer to best of your ability)

Less than high school

High school graduate (includes equivalency)

Some college, no degree

Associate's degree

Bachelor's degree

Ph.D.

Graduate or professional degree

Not Applicable

What is your total household income?

Less than \$10,000

\$10,000 to \$30,000

\$30,000 to \$50,000

\$50,000 to \$70,000

\$70,000 to \$90,000

More than \$90,000

Unsure

Unwilling to answer

Why are you taking AP Classes? (check all that apply)

My parents wanted me to

So that I could possibly avoid taking the course in college

It is cheaper to take it now than in college

To challenge myself

Because I wanted to

A teacher or counselor recommended that I do

My friends are in AP classes

Because it raises my GPA

I am interested in this class/topic

(Other)

What classes do your friends take?

Mainly AP classes

AP and Honors classes

Mainly Honors classes

Honors and CP classes

Mainly CP classes

AP and CP classes

AP, Honors and CP

How often do you visit your school counselor per semester?

Never

Once

Twice

Three times

Four times

Five or more times

Visiting my counselor is helpful.

Strongly disagree, Disagree, Neutral, Agree, Strongly agree

My parents are involved with TOHS.

Strongly disagree, Disagree, Neutral, Agree, Strongly agree

I get along well with my parents.

Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Do your parents check on your grades?

Yes

No

I am involved with my community.

Strongly disagree, Disagree, Neutral, Agree, Strongly agree

How often do you volunteer?

More than once a week

Once a week

More than once a month

Once a month

None

Would you say the amount of school work you receive on a daily basis from your AP class(es) is tolerable?

Yes

No