

Examining the Factors that Influence AP Enrollment at TOHS

Project Goals

- Large increase in enrollment in institutes of higher learning ^{1,2}
 - Greater sense of competition to get into college
 - Attempt to form a greater understanding of all types of students
-

Prior Research

- Tend to focus primarily on students facing barriers
 - Poor economic climate
 - Minority

- Synthesize findings from past works

Inquiries

Primary

- Why are students taking AP classes at TOHS?
- Who influences students the most?

Secondary

- Common traits of students selecting similar factors?
 - Does ethnic demographic at TOHS correlate to the ethnic demographic in the AP classrooms?
-

Methods

Participants

- Upperclassmen²
- Students taking AP courses at TOHS

Survey

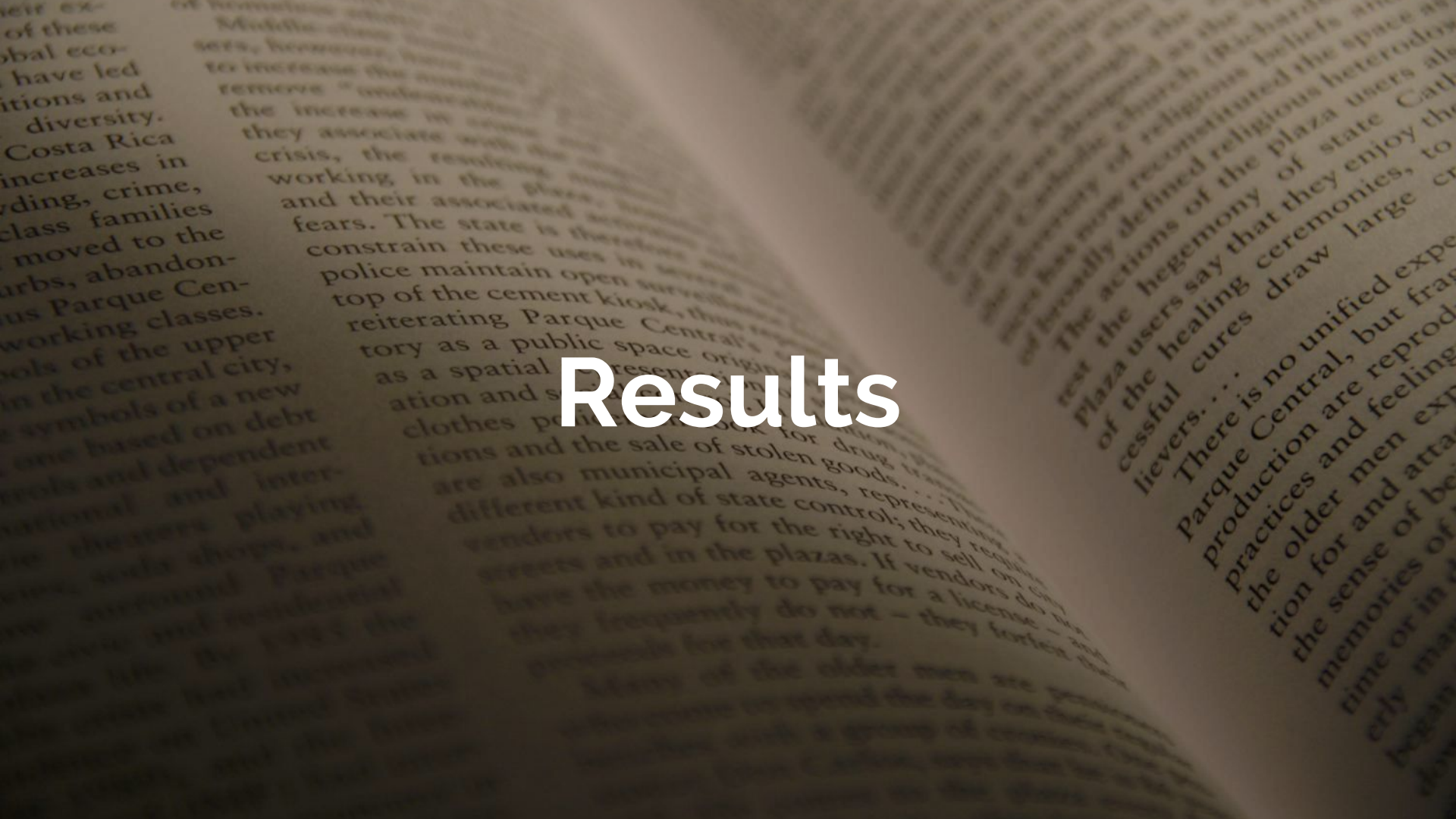
- Similar to questionnaires taken during AP exam and SAT registration⁴
 - Educational aspirations
 - Highest level of education for parents or guardians
 - Ethnicity
-

Methods

Procedure

- Contacted teachers conducting an AP class during second period
 - Dispensed consent forms
 - Discuss contents of survey, ensure student confidentiality
 - Distribute survey links
-

Results



-
- Parental Influences: ⁴
 - My parents wanted me to, it is cheaper to take it now than in college
 - Faculty Influences: ⁴
 - A teacher or counselor recommended that I do
 - Peer Influences: ⁴
 - My friends are in AP classes
 - Self-Motivation: ⁴
 - So that I could avoid taking the course in college, to challenge myself, because I wanted to, because it raises my GPA, I am interested in this class/topic
-

Primary Inquiry

Influential Factors Encompassing Total Student Survey Population

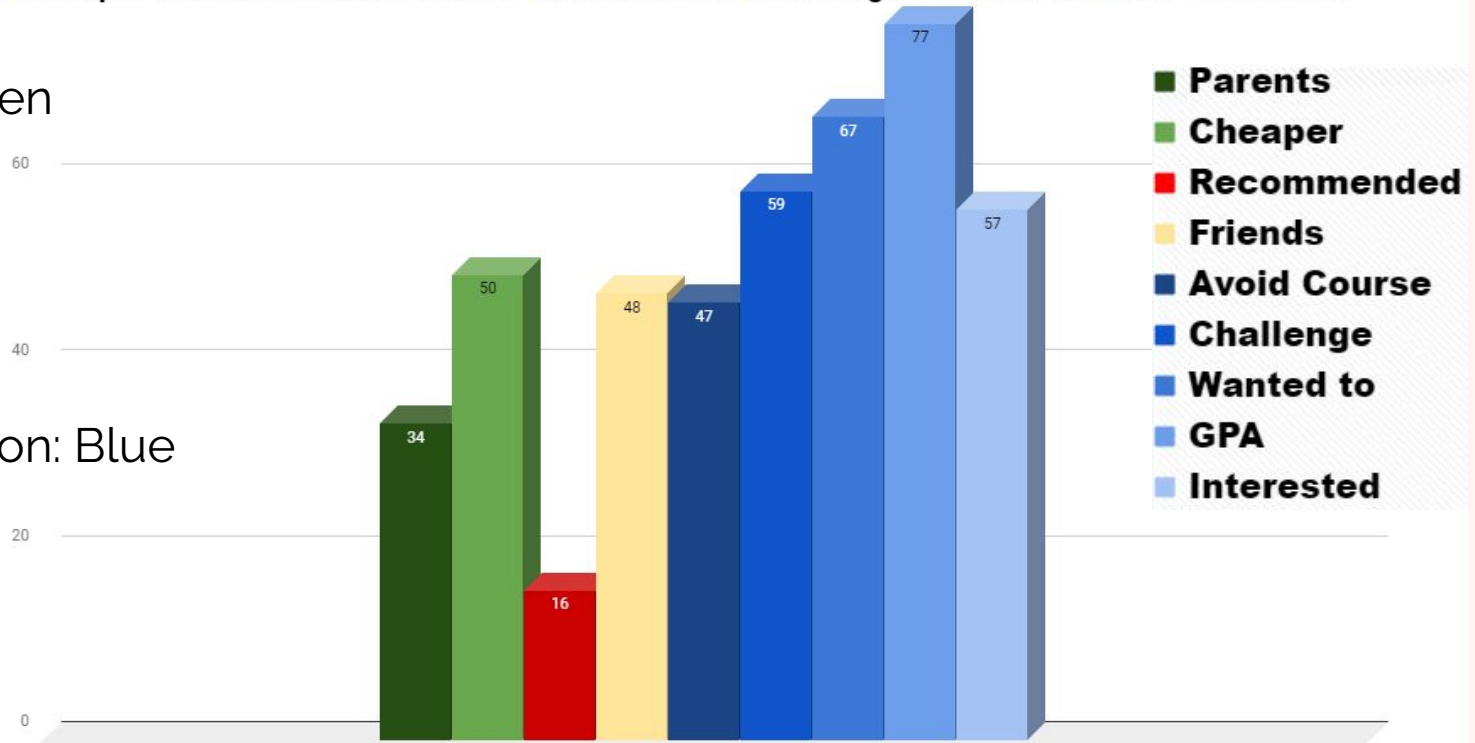
■ Parents 80 ■ Cheaper ■ Recommended ■ Friends ■ Avoid Course ■ Challenge ■ Wanted to ■ GPA ■ Interested

Parental: Green

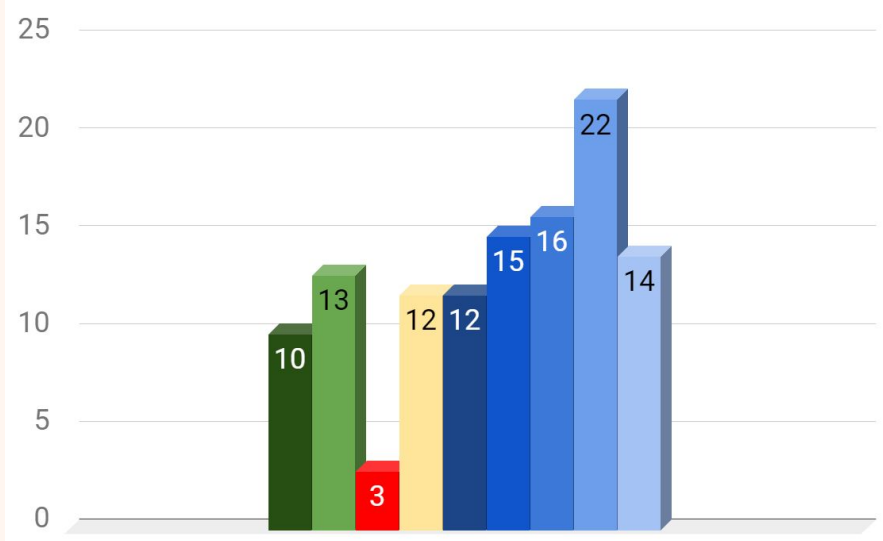
Faculty: Red

Peer: Yellow

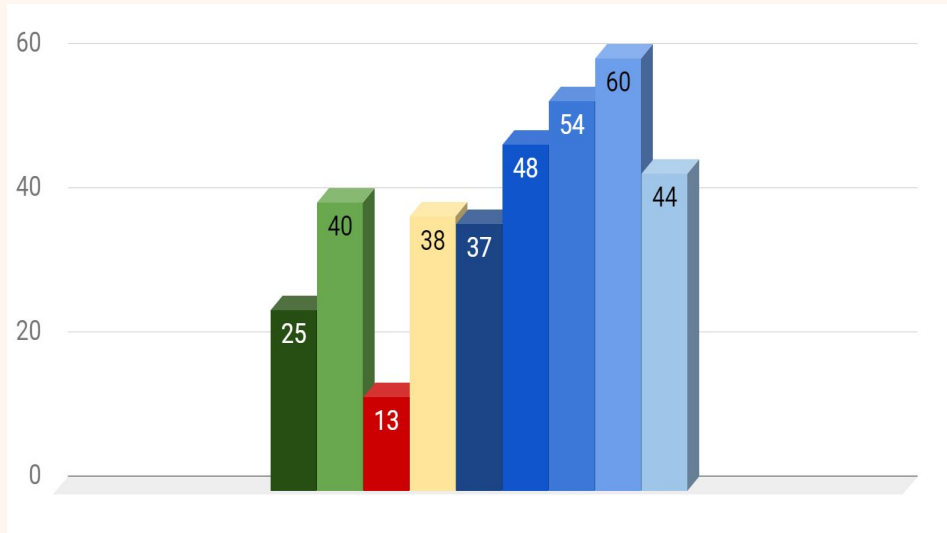
Self-motivation: Blue



Influential Factors of Minority Ethnicities from Survey Population



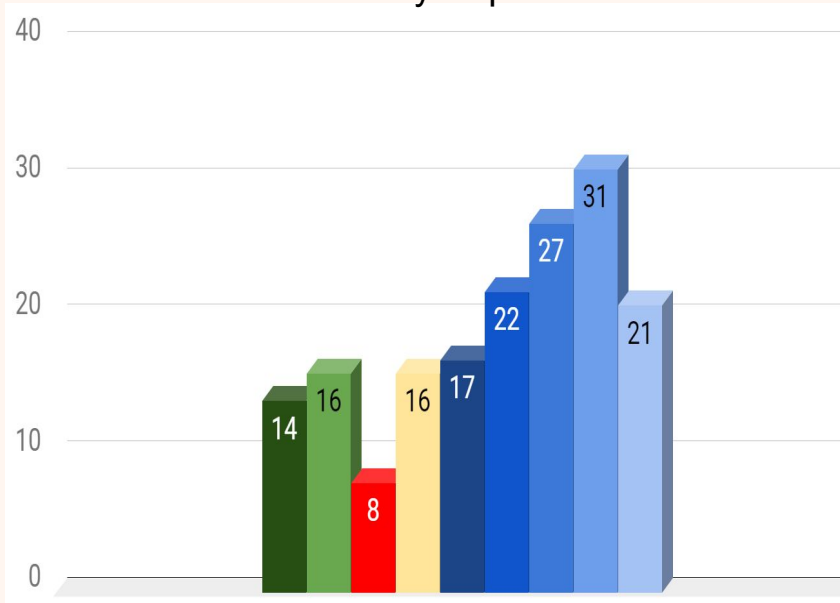
Influential Factors of White Students From Survey Population



- Parents
- Cheaper
- Recommended
- Friends
- Avoid Course
- Challenge
- Wanted to
- GPA
- Interested

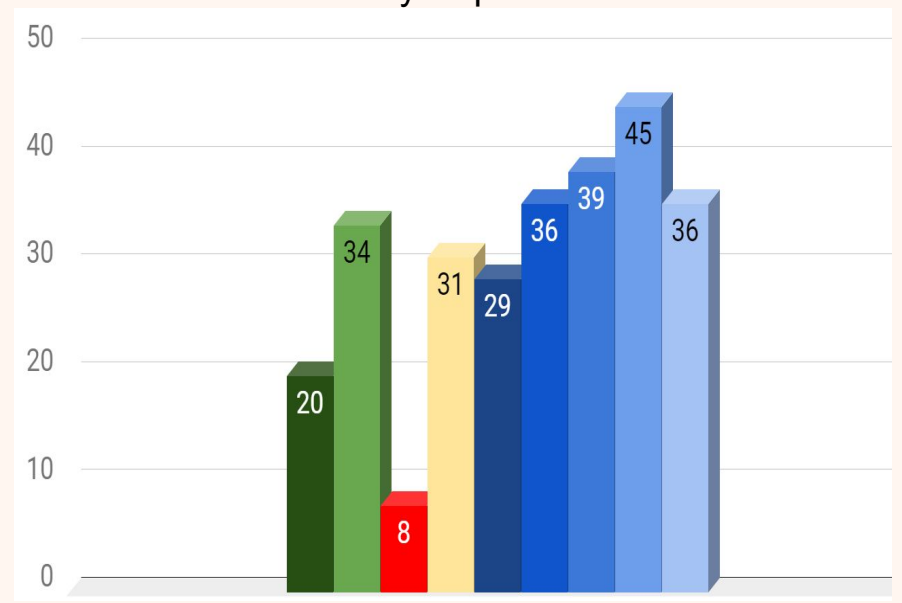
- Minority Students
 - Self-motivation
- White Students
 - Self-motivation
 - Peer influences

Influential Factors on Junior Students from Survey Population



- Parents
- Cheaper
- Recommended
- Friends
- Avoid Course
- Challenge
- Wanted to
- GPA
- Interested

Influential Factors on Seniors from Survey Population



- Juniors
 - Self-motivation
- Seniors
 - Self-motivation
 - Peer influences.

Secondary Inquiry

- Parental Influences
 - “I get along well with my parents”
 - My parents wanted me to: 97%
 - It is cheaper to take it now than in college: 94%
 - Total students survey population: 95.6%
-

Secondary Inquiry

- **Faculty Influences**

- “How often do you visit your school counselor per semester?”
 - A teacher or counselor recommended that I do: 75%
 - Total students survey population: 52.2%

- **Peer Influences**

- “What type of classes do your friends take?”
 - Because my friends are in AP classes: 50%
 - Total students survey population: 40%
-

Secondary Inquiry

- Self-Motivation
 - “Do you find the AP classwork you receive to be tolerable?”
 - So that I could possibly avoid taking the course in college: 85%
 - To challenge myself: 83.1%
 - Because I wanted to: 83.6%
 - I am interested in this class/topic: 82.5%
 - Because it raises my GPA: 81.8%
 - Total students survey population: 82.2%
-

Limitations

- Limited diversity of students
 - Unintentionally limiting population size
 - Teacher Reliability
-

Conclusion & Future Research

- The most impactful factors were peer influences and self-motivation
 - routes for TOHS to target certain students and encourage AP enrollment
- Apply same idea to encourage minority populations³
 - Decrease gap between ethnic demographic of TOHS as a whole and AP classes

References

1. 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
 2. 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>
 3. 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
 4. 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.
-