



Locke High School
College Going Culture Survey *Summary Report*
Year 3: (2004-2005)
Student Survey: Comparison between Year 1, 2 & 3

Jenée Slocum and Tarek Azzam

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SRM Evaluation Group
Marvin C. Alkin, Project Director

Graduate School of Education and Information Studies
University of California Los Angeles



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OCCASIONAL REPORT # 23a

The Research Team

The SRM evaluation group work is a team effort directed by Professor Marvin C. Alkin. This report reflects the effort of a number of team members including Jenée Slocum on assignment to the team from UCLA's Center X.

Project Coordinator: Tarek Azzam

Survey Instrument Development: Tarek Azzam, Jenée Slocum, Kara Davis,
& Janet Lee.

Data Collection: Tarek Azzam, Jenée Slocum, & Alexandra Coonce

Data Analysis: Tarek Azzam, Jenée Slocum, Alexandra Coonce

Data Formatting and Graphs: Tarek Azzam

Report Writing: Tarek Azzam & Jenée Slocum

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Introduction

In June of 2005, the evaluation team from Center X supported by key Locke High School staff completed the third administration of the College Going Culture Survey Series. The creation of the Survey Series was prompted by a desire to understand the expectations of students' post-secondary education and employment options. This desire is rooted in the attempt to better understand what kind of information students receive about post-secondary options, where they turn for information, what they see as impediments to their post-secondary aspirations, whether their aspirations are aligned with self-reported academic indicators, views of the school, and their beliefs about people they interact with at school and home (e.g. parents, friends, administrators and teachers).

Each year the results of the survey are presented to the Locke teaching staff and administration. Many pertinent questions are often raised in these meetings, leading to a better understanding of the results obtained through the surveys.

This report focuses on comparing student responses from the first (2002-03), second (2003-04), and third (2004-05) year survey administrations. The intent of the comparison is to track trends in student perceptions about their post-secondary expectations and options, the school, obstacles to going to college and who they turn to for advice regarding college. The report is divided into five main sections and several subsections addressing thematic divisions in the survey and specific topics within each section respectively. The first section focuses on comparing the demographics of the student population. The second section compares student future expectations in Years 1, 2, and 3. The third section looks at how students perceive their family, teachers, friends, and school. The fourth section focuses on students' reported study habits, and in the final section there is a discussion regarding the people students turn to for advice and what students see as obstacles to getting into college.

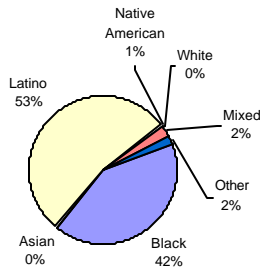
Section 1: Demographics

- 1) The racial makeup of the student population responding to the survey changed slightly from Year 1 (2002-03) to Year 2 (2003-04).

- From Year 1 to 2, there was a 10% decline in the number of Black students and a 7% increase in the number of Latino students who responded to the survey (Graphs 1a and 1b).
- The majority of students at Locke High School are Latino (60%, Year 3), and Black (31%, Year 2) (Graph 1a, 1b).
- The survey response rate increased in the second year from 30% in Year 1 (total of 913 students) to 52% in Year 2 (total of 1,589 students), and decreased to 38% in Year 3 (total of 1283 students).

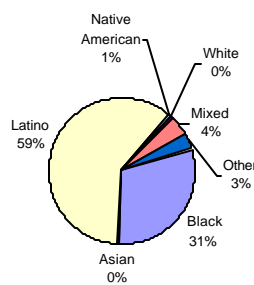
Graph 1a.

Ethnicity Year 1



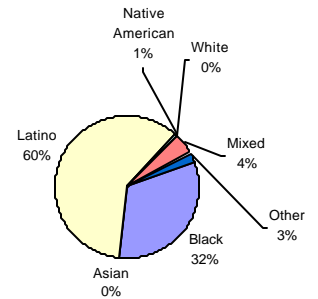
Graph 1b.

Ethnicity Year 2



Graph 1c.

Ethnicity Year 3

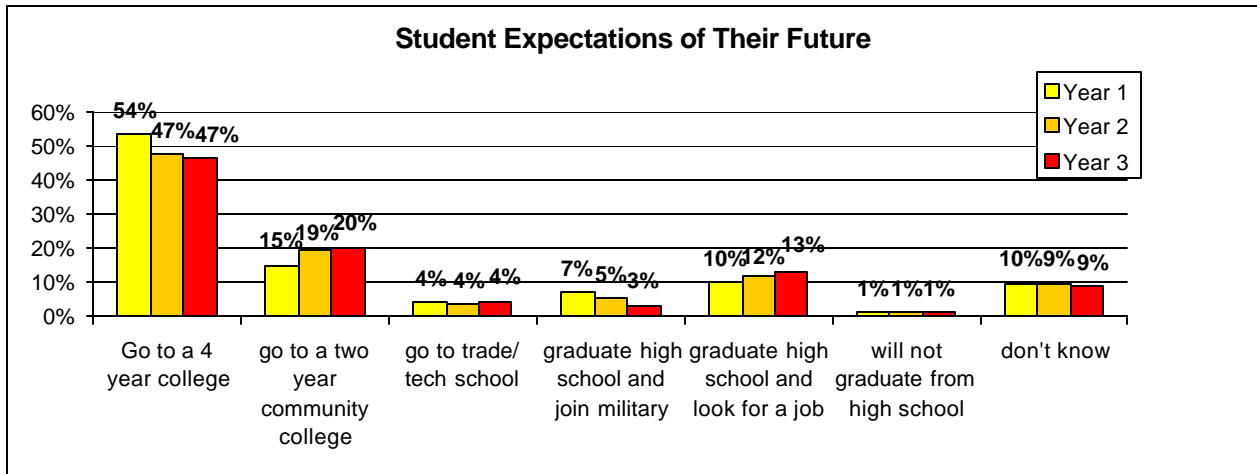


Section 2: Student Future Expectations

- There is a decrease in the percentage of students who expect to attend a 4-year college/university and an increase in the percentage of students who expect to attend a two-year community college.
- Student expectations for attending a 4-year college decreased slightly from 54% in Year 1 to 47% in Year 2 and remained constant between Year 2 and Year 3 (Graph 2).
- There was a slight increase in the percentage of students who expected to attend a community college (Year 1=15%, Year 2=19%, Year 3=20%) (Graph 2).
- The percentage of students expecting to graduate and join the military has decreased by 4% from Year 1 to Year 3 (Graph 2).
- There was a slight increase in the number of students who plan to look for a job after graduation (Year 1=10%, Year 2=12%, Year 3=13%) (Graph 2).
- Only 1% of students did not expect to graduate from high school, and 4% expect to attend a technical or trade school. There were also some students (about 9%) that did not know what they expected to do in the future (Graph 2).
- The overwhelming majority of students (96%) believed that they were “good”¹ students.

¹ “Good” is a subjective term. The survey question asks whether students think that they are “good” students and are given a scale from “agree to disagree.” Students are not offered a space to describe what they think being a good student entails.

Graph 2.

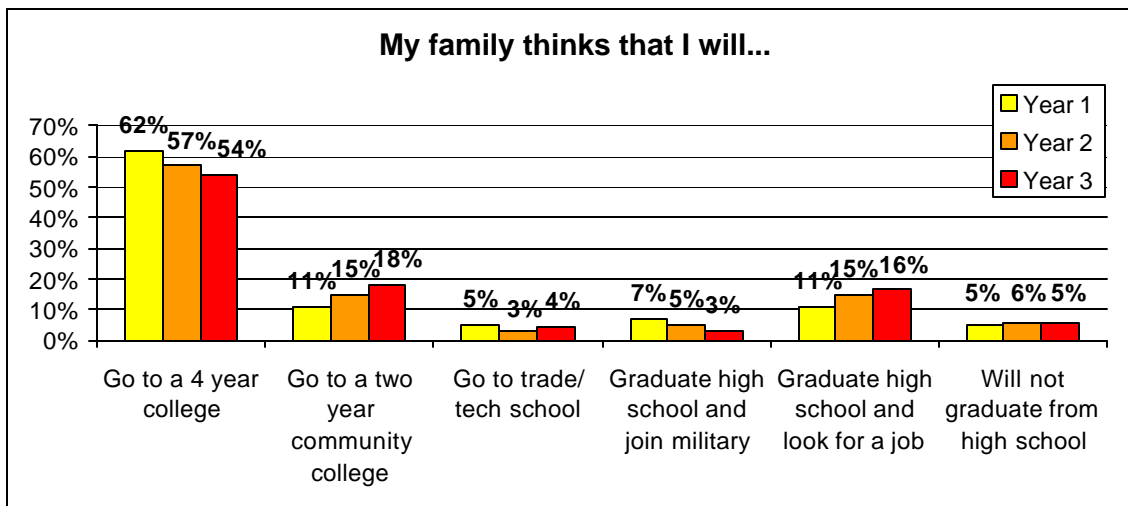


Section 3: Student perception of Family, Friends, Teachers, Counselors and School.

A. Perceptions of Family

- 1) The majority of students believe that their families expect them to go to a 4-year college. This expectation was slightly lower in Year 2 (57%) and Year 3 (54%) than in Year 1 (62%) (Graph 3).
- 2) A higher percentage of students in Year 2 (15%) and in Year 3 (18%) believe that their families expect them to go to a community college as compared to Year 1 (11%) (Graph 3).
- 3) There is also an increase in the number of students who believe that their families expect them to graduate and look for a job (Year 1=11%, Year 2=15%, Year 3=16%) (Graph 3).
- 4) Most students also reported that their parents talk to them “a lot” about college (Year 3=54%).

Graph. 3

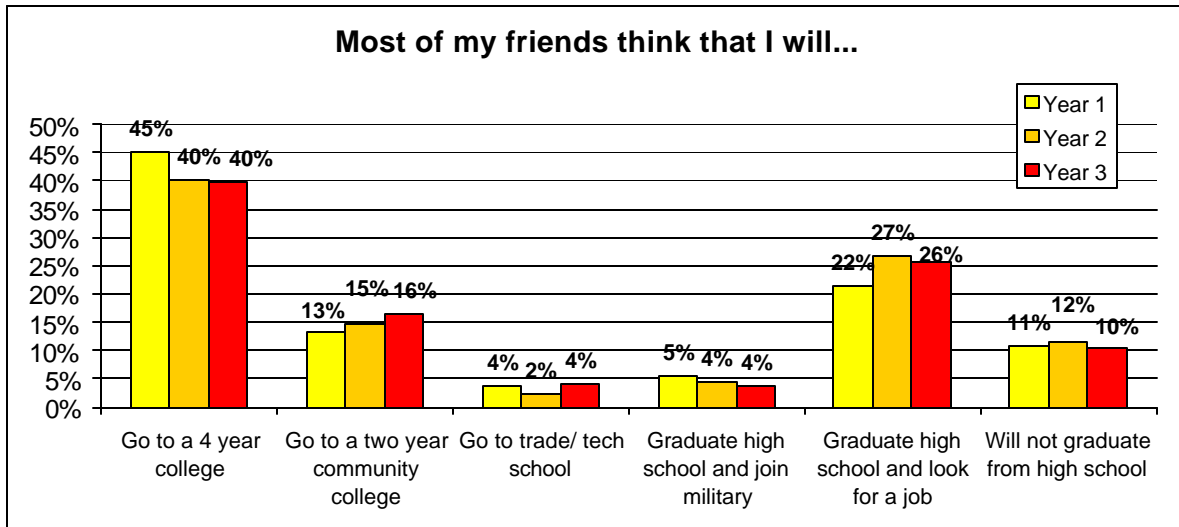


B. Perceptions of Peers

- 1) Most students believed their friends expected them to go to college. There was a 5% decrease in this expectation in the second year and this decrease remained consistent in the third year (Graph 4).

- 2) Students believed that their peers have lower expectations regarding their future career paths relative to parents and teachers.
- 3) The percentage of students who believe that their friends expected them to drop out of high school (10%) or look for a job (26%) was also amongst the highest reported percentages (Graph 4).
- 4) These results could indicate that students do not view their friends as potential supporters of their personal aspirations.

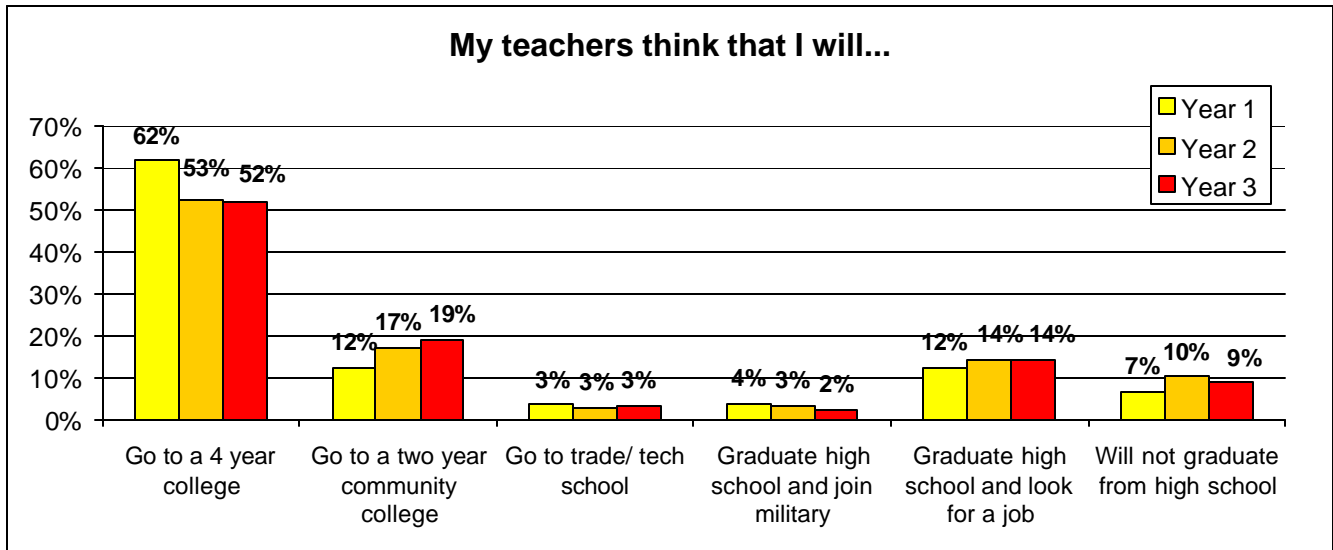
Graph 4.



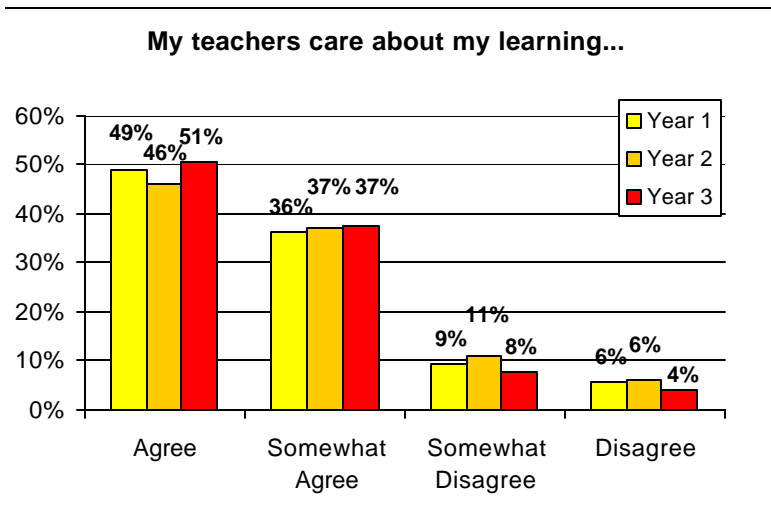
C. Perceptions of Teachers

- 1) The results indicated that students believe teachers expect most of them to attain very high academic goals.
- 2) The majority of students thought that their teachers expect them to go on to some form of post-secondary education (Graph 5).
- 3) The majority of students believe that their teachers consider them “good” students, and over 88% of students in Year 3 believe that their teachers care about their learning (Graph 6).
- 4) In terms of teaching rigor, most students believe that teachers made them study hard.
- 5) An overwhelming majority of students reported that their teachers are talking to them either “a lot” or “a little” about college.
- 6) Each year the percentage of students reporting that their teachers talk to them “a lot” has increased (Year 1= 39%, Year 2=46%), while the number of students indicating that they talk to them “a little” has declined slightly (Year 1= 46%, Year 2= 42%) (Graph 7).

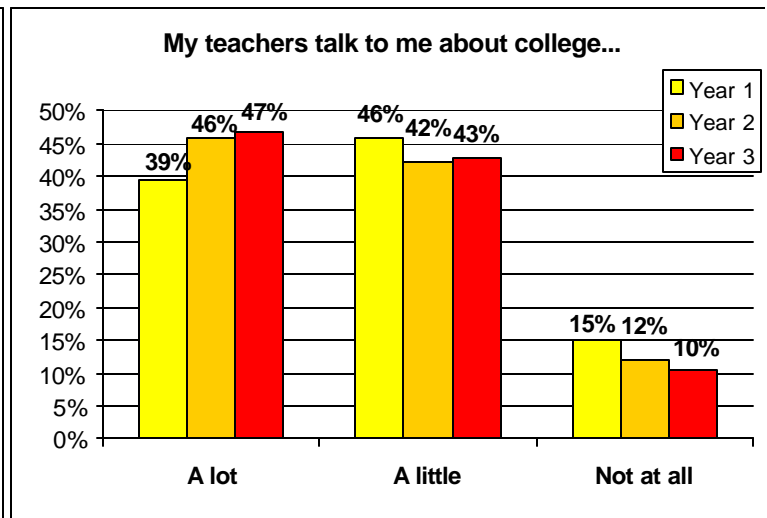
Graph 5.



Graph 6.



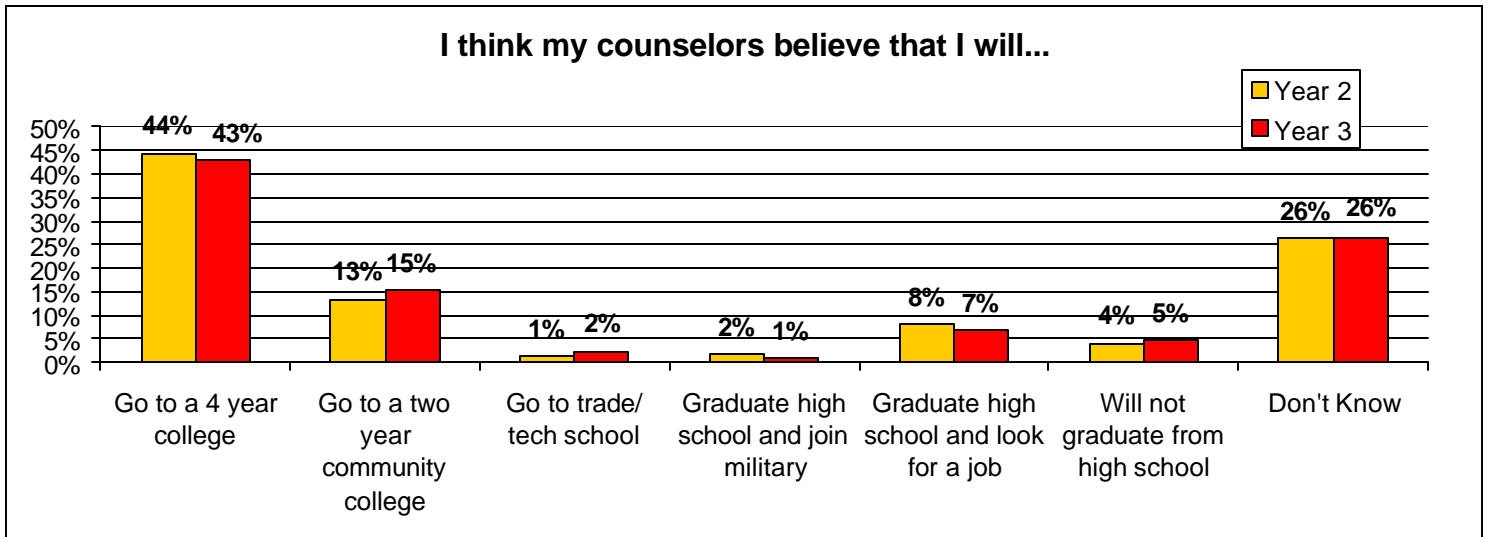
Graph 7.



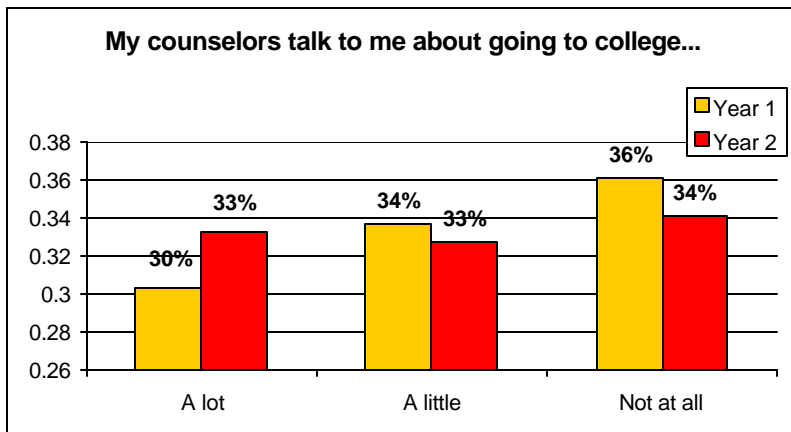
D. Perceptions of Counselors

- 1) The majority of students believe that their counselors expect them to go on to some form of higher education (Graph 8)
- 2) However, in both Year 1 and 2 a quarter of the students surveyed indicated that they do not know what their counselors expect of them (Graph 8).
- 3) Relative to teachers and parents, counselors and students converse the least about going to college (Graph 9).
- 4) However, the majority of students, 64% in Year 2 and 66% in Year 3, indicated that they have had “some” or “a lot” of talks with their counselors about college attendance (Graph 9).

Graph 8



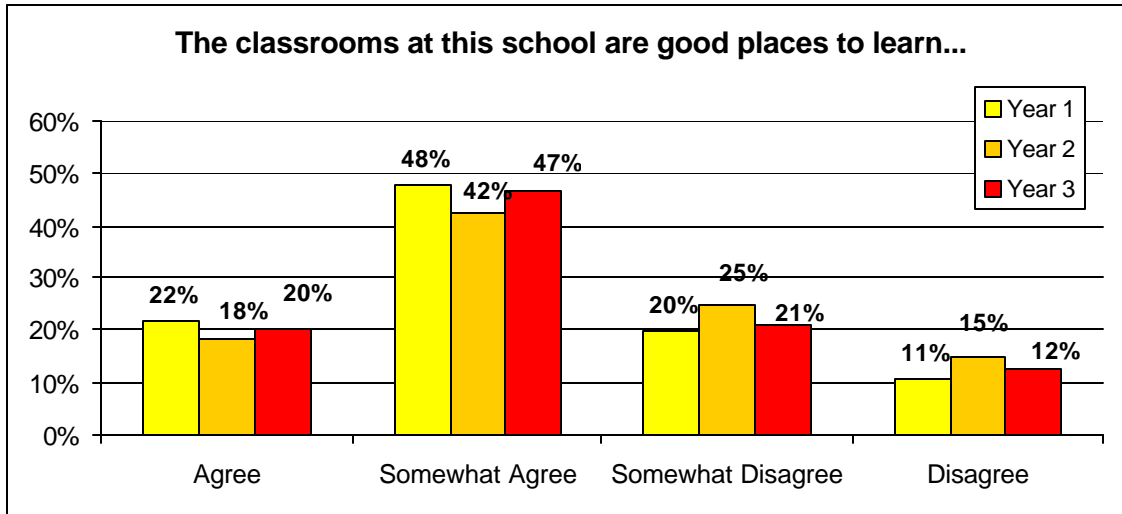
Graph 9



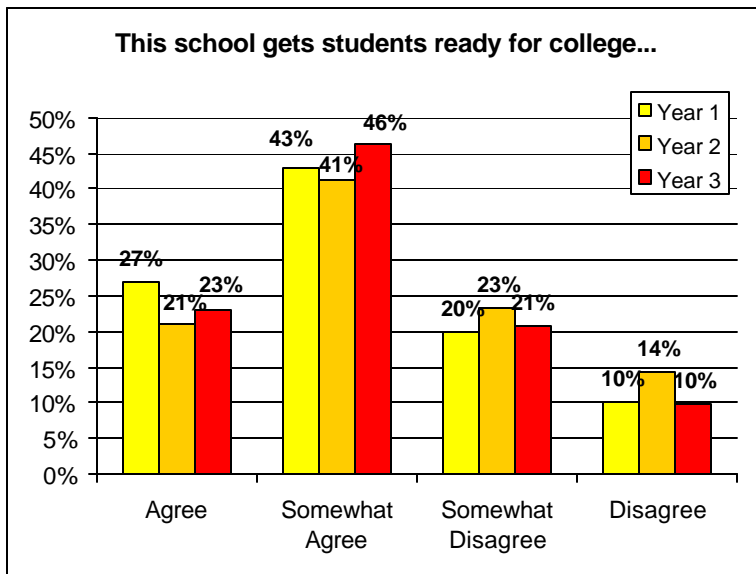
E. Perceptions of School

- 1) The majority of students think that classes are a good place to learn (Graph 10). However of all the students surveyed a third or more indicated that they did not think that the classrooms at Locke were a good place to learn.
- 2) Each year of the survey shows an increase in the number of students who do not think that there are enough textbooks in the classroom and to take home.
- 3) The majority of students believed that the school prepares them for college (Graph 11).
- 4) Most students believe that when they graduate they will have completed all the required classes necessary for college admission. However, about one third of the students responding to the survey in each year indicated that they do not know if they will have taken the necessary courses to go onto college (Graph 12).

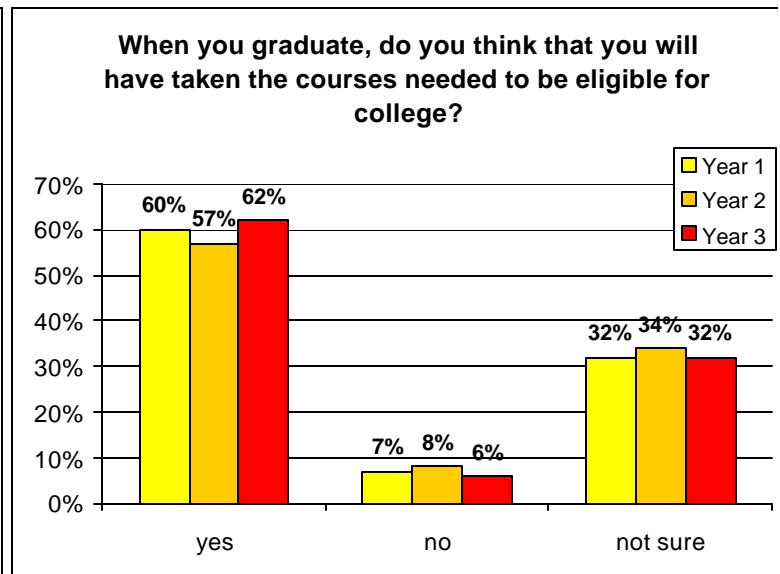
Graph 10



Graph 11



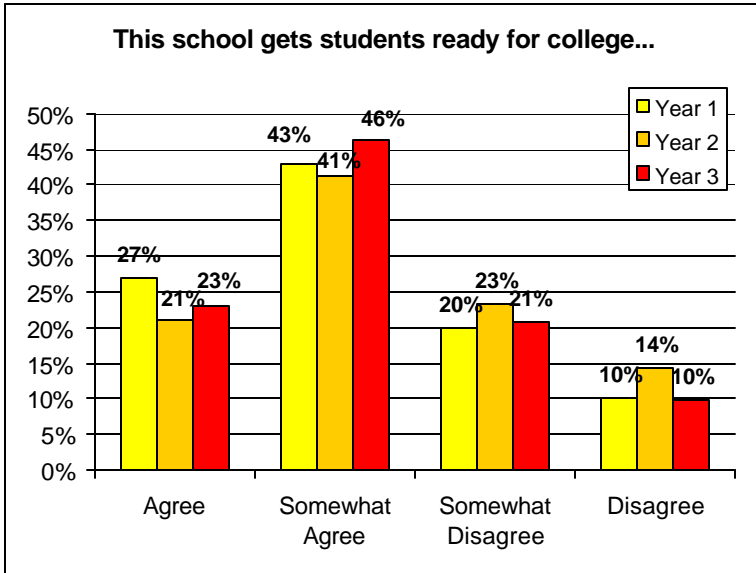
Graph 12



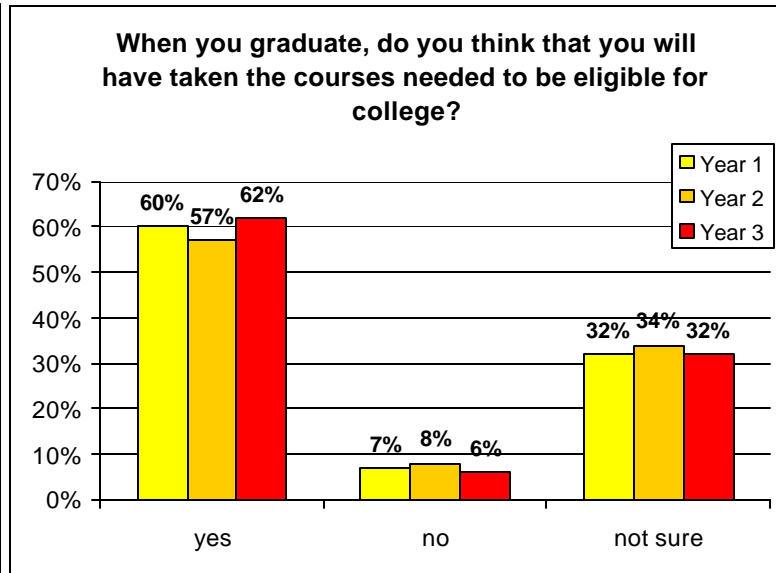
Section 4: Study habits

- 1) Most students indicated that they come to school “all” or “most of the time” (Graph 13).
- 2) Students indicated that their friends attend school less frequency than themselves (Graph 14).
- 3) Most students indicated that they complete 0 to 2 hours of homework a week. Overall, results indicated that students spent less time on homework in Year 2 and 3 than in Year 1 (Graph 15).
- 4) Students were also asked how many hours of homework they thought they needed to do in order to get into college. The most frequent response was, “I don’t know” (Graph 15), but the other responses indicate that students know that they need to do more than 0 to 2 hours of homework a week (Graph 16).

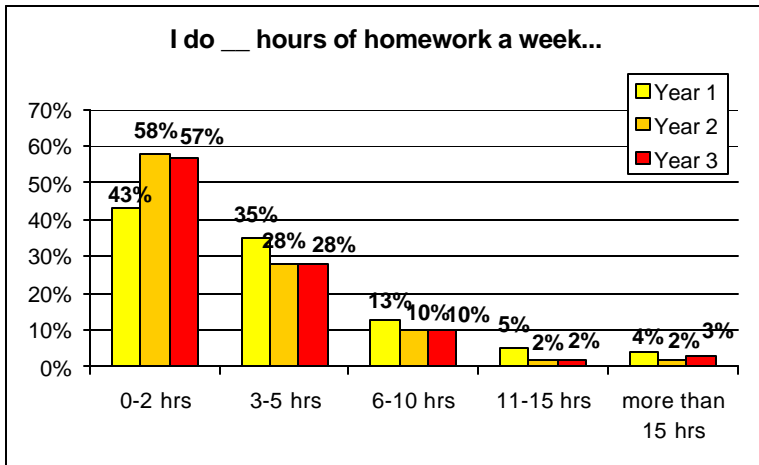
Graph 13



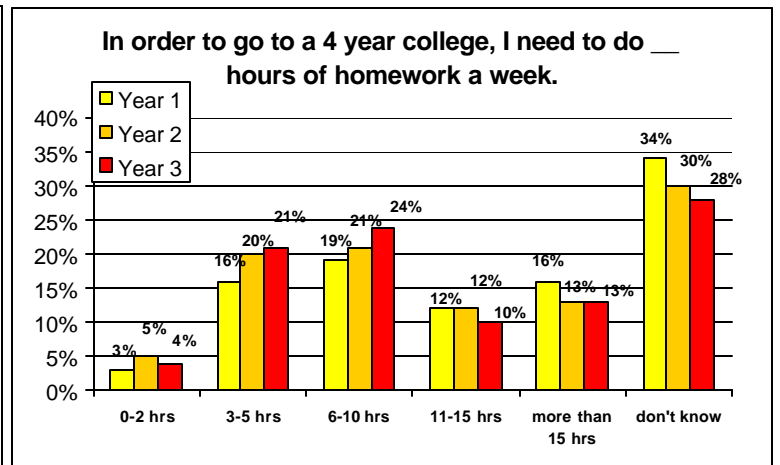
Graph 14



Graph 15



Graph 16



Section 5: Support & Obstacles²

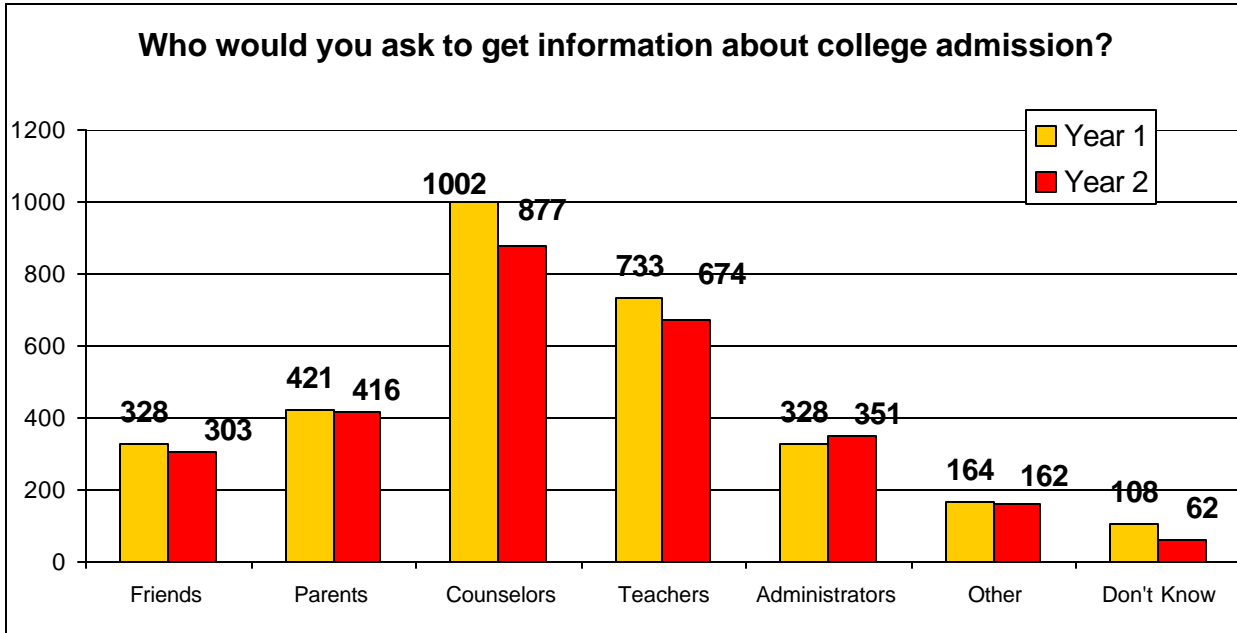
- 1) Students view school staff as their main resource for obtaining information about college.
- 2) Most students believe that counselors are the main source for obtaining information about college, followed by teachers and parents (Graph 17).

² Please note that the numbers presented are raw frequencies and not percentages, because each student was allowed to choose more than one response for these questions. Thus, we could not disaggregate the percentage of students who responded to each item, but can provide the number of times (or frequency) that each item was chosen.

In addition, students were asked who they turn to for information regarding college and were allowed to check off “all that apply;” therefore, the responses are frequencies. Because there were fewer students who took the survey in Year 3, the lower numbers do not necessarily indicate that there was a decrease in the number of students who look to these individuals for support in the college going process.

- 3) Most students cited financial considerations as their main reason for not being able to attend college (Graph 18).
- 4) Other obstacles to college included school support and family support.
- 5) In Addition, in both years almost two hundred students indicated that a major obstacle to going to college was their legal status (Graph 18).

Graph 17



Graph 18.

