

## ABSTRACT

Mendiola, Irma Doris, The Impact Of Advancement Via Individual Determination (AVID) On Mexican American High School Graduates Enrolled In Postsecondary Education. Doctor of Education (Ed.D.) May 2007, pp. 164, 33 Figures, 59 References.

The purpose of this study was to investigate the success of Mexican American students who participated in the college-preparatory program Advancement Via Individual Determination (AVID) and who are now enrolled in postsecondary education. Participants in this study attended one of three high schools in south Texas, graduated, and enrolled in postsecondary education.

Three high schools and one university in south Texas were selected to participate in this study. One hundred-six students were identified as possible participants.

A qualitative approach to research was employed to answer the research questions. How have specific components of the AVID program identified by Hispanic AVID high school graduates enrolled in college influenced their college success? What measures can be identified that indicate that Hispanic AVID high school graduates are on track for college graduation? Data collection employed student survey, high school and university transcripts, small group interviews and telephone interviews. Analysis of the data was guided by the two research questions.

The most significant findings identify those AVID components utilized in high school that are positively related to students' college experiences. They are: requirement of rigorous coursework, tutoring, group collaboration, student use of Cornell Notes, the disciplined use of time, field trips to colleges and universities, and emphasis on developing speaking skills.

Several conclusions from this study are as follows: AVID is an effective support system for students "in the middle" regarding their becoming successful college students, the students form relationships which positively influences their educational experiences, AVID experiences appear to have "staying power" that remains habitual in college. Lastly, measures were identified that indicate AVID high school graduates were on track for college graduation.

Recommendations for future studies include: Longitudinal studies should be implemented to determine whether or not the early success of AVID students in college continues, public schools and universities should consider incorporating AVID strategies to strengthen instructional delivery systems. Lastly, staff development should consider offering AVID training for all teachers.