

# 2015 High School Exit Survey

## Comparison of Responses of Career and Technical Education Concentrators with Those of Their Peers



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# Introduction

Annually, seniors in the Austin Independent School District (AISD) complete the High School Exit Survey to reflect on their high school experience and express their plans for the future. Of the 3,825 seniors in 2015 who completed the survey, 27% had a concentration in career and technical education (CTE). This report compares the responses of seniors who were CTE concentrators with those who were not.

For more than half of the survey items, responses of CTE and non-CTE seniors were very similar, including their plans to enroll in postsecondary education, their parents' expectations, and the steps they took to prepare for higher education. Some differences between the responses of CTE and non-CTE seniors may be explained by differences in economic status. For instance, a higher percentage of CTE seniors than of non-CTE seniors worked more than 20 hours a week, planned to work while in college and during the summer to pay for school, and submitted a Free Application for Federal Student Aid (FAFSA).

# High School Exit Survey Results

**Figure 1.**  
**The Ann Richards and Akins campuses had the highest percentages of high school students who were CTE concentrators.**

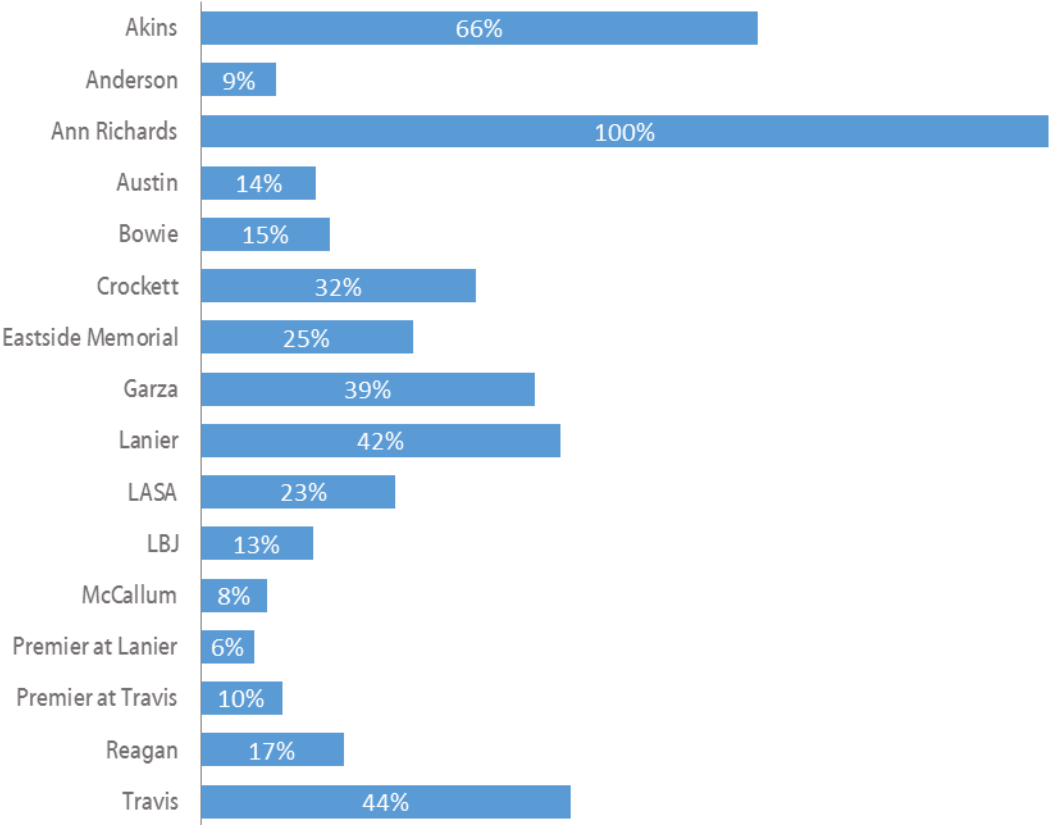


Figure 2.

**A higher percentage of CTE than of non-CTE seniors planned to work while in college.**

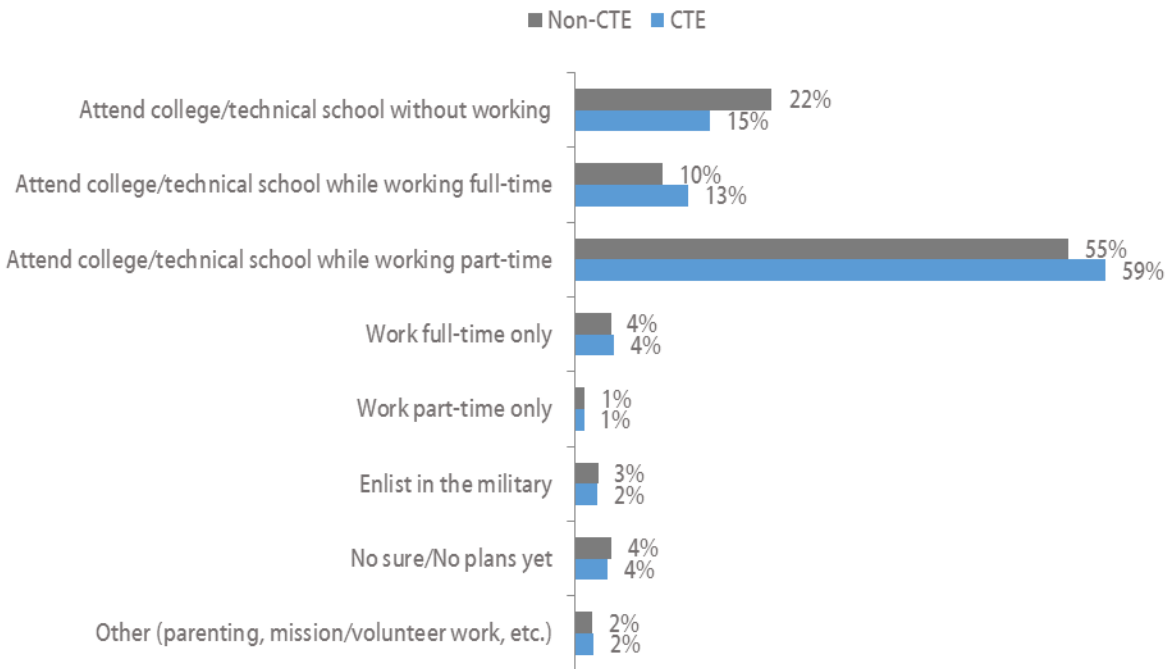


Figure 3.

**Of those who planned to go to college, the majority of both CTE and non-CTE seniors planned to attend a 4-year college.**

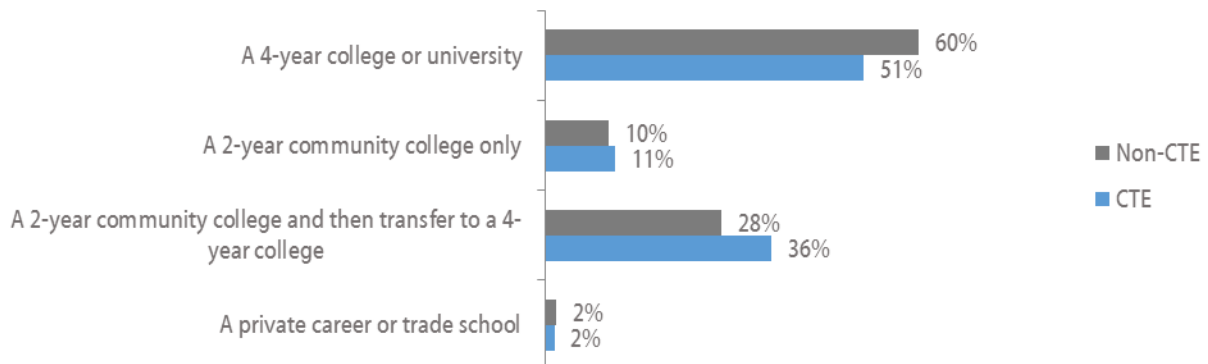


Figure 4.

**Most seniors who intended to enroll in college planned to enroll in the fall.**



Figure 5.

**Personal preference and obligation played bigger roles in CTE seniors' than in non-CTE seniors' decision not to enroll in college.**

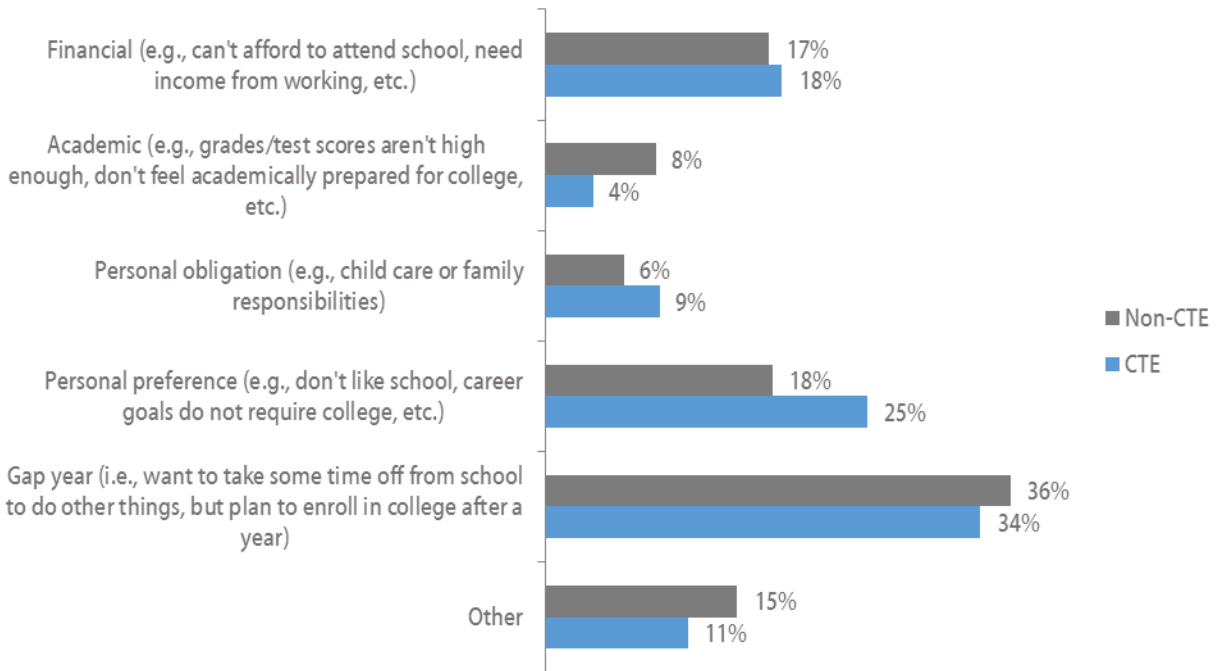


Figure 6.

**A higher percentage of CTE than of non-CTE seniors planned to attend Austin Community College.**

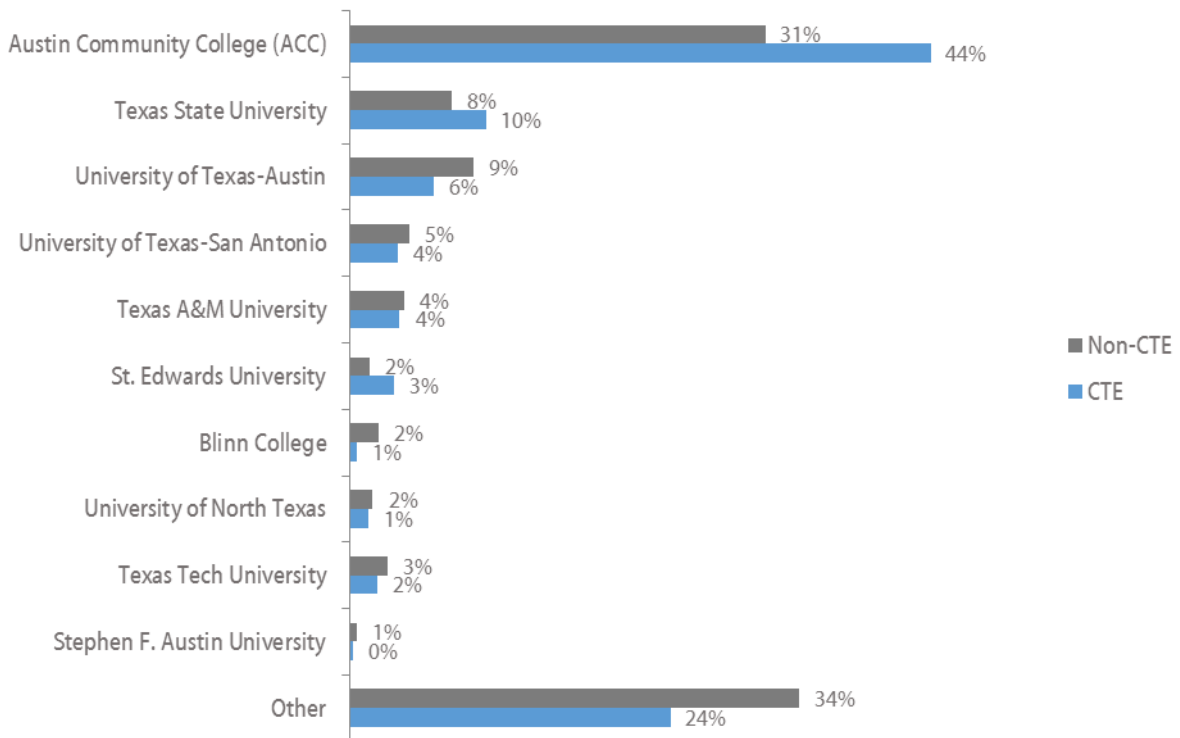


Figure 7.

**A higher percentage of CTE than of non-CTE seniors indicated they knew what area of study they wanted to pursue.**

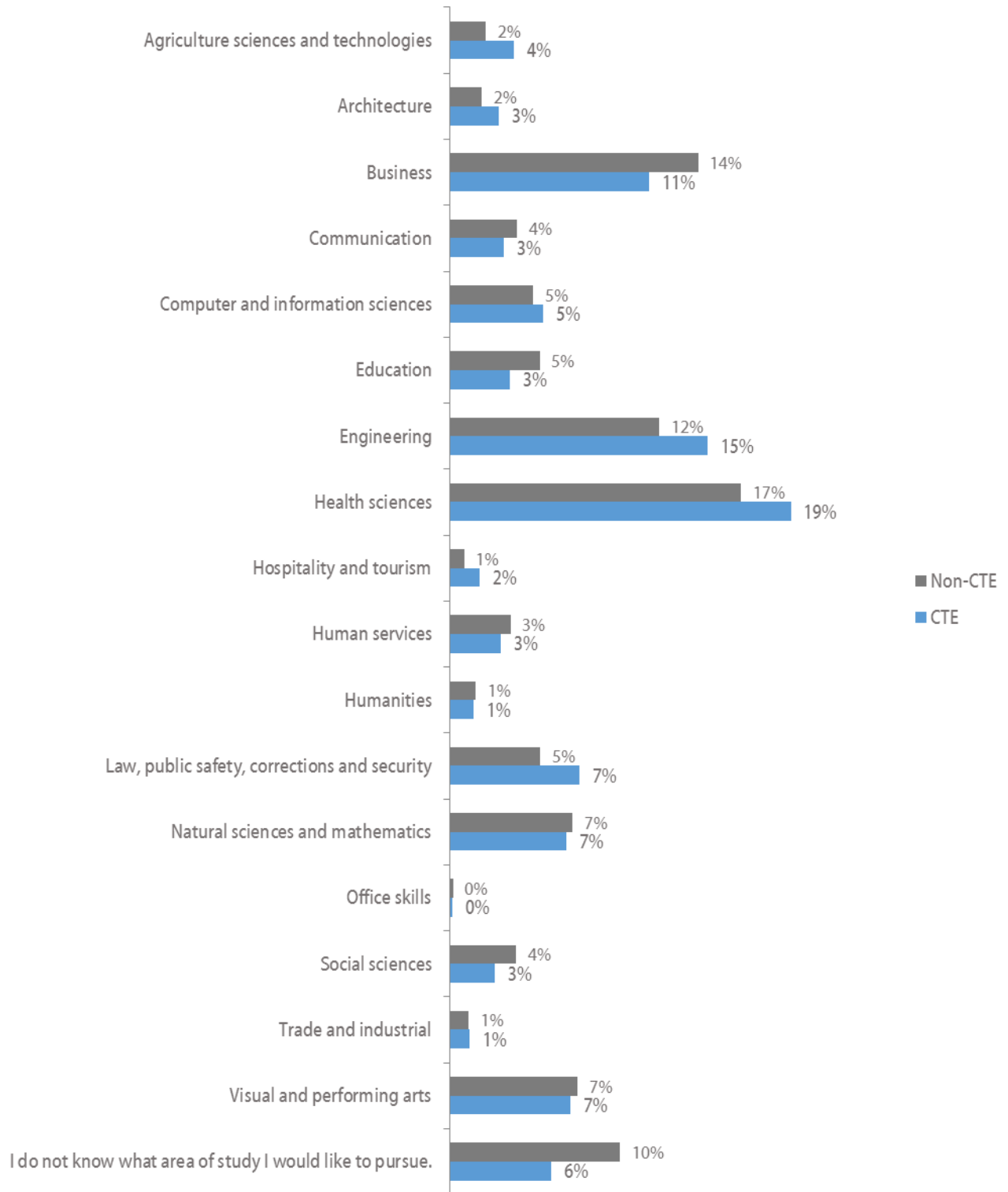


Figure 8.

**A higher percentage of CTE than of non-CTE seniors had taken a high school course in the area they planned to study.**

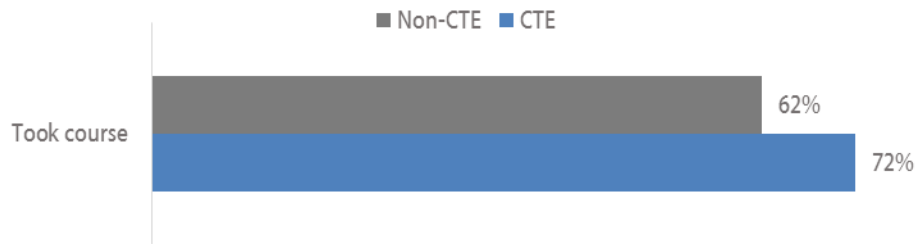


Figure 9.

**The lack of course offerings at their school prevented many CTE and non-CTE seniors from taking a course in the area they planned to study.**

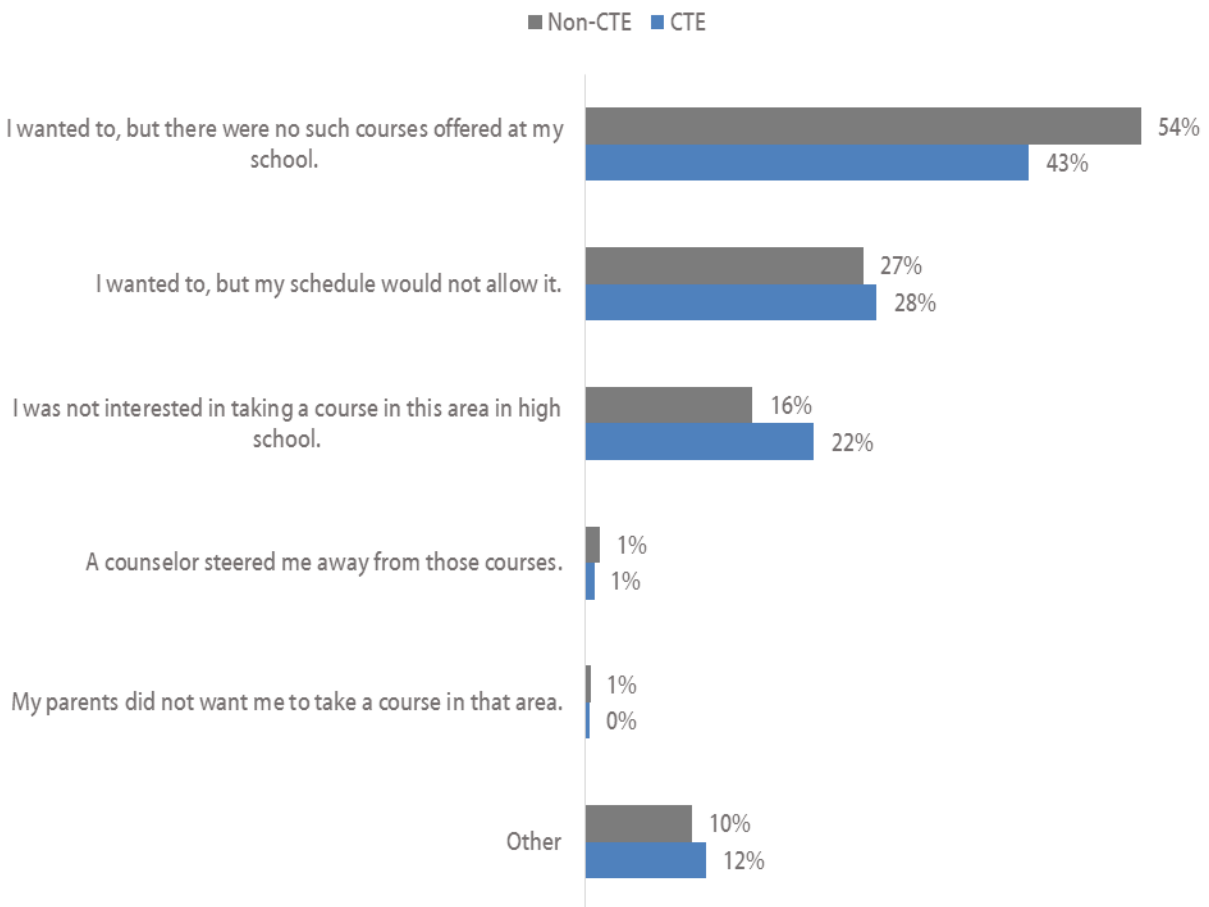




Figure 10.

Both CTE and non-CTE seniors were more likely to be encouraged to go to college by parents and teachers than by someone else.

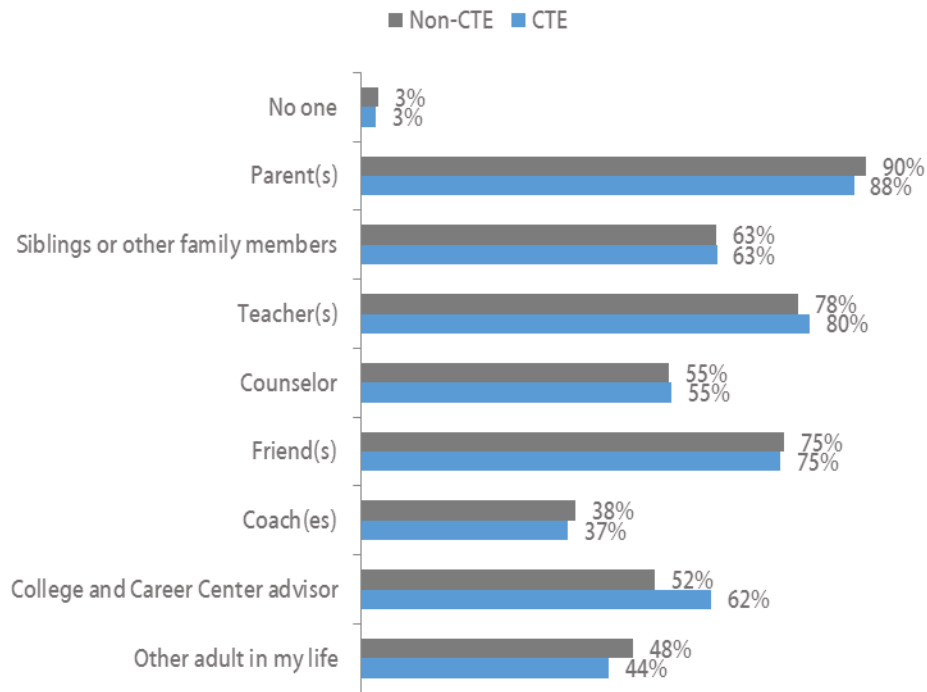


Figure 11.

CTE seniors were more likely than were non-CTE seniors to have a parent with less than a high school education.

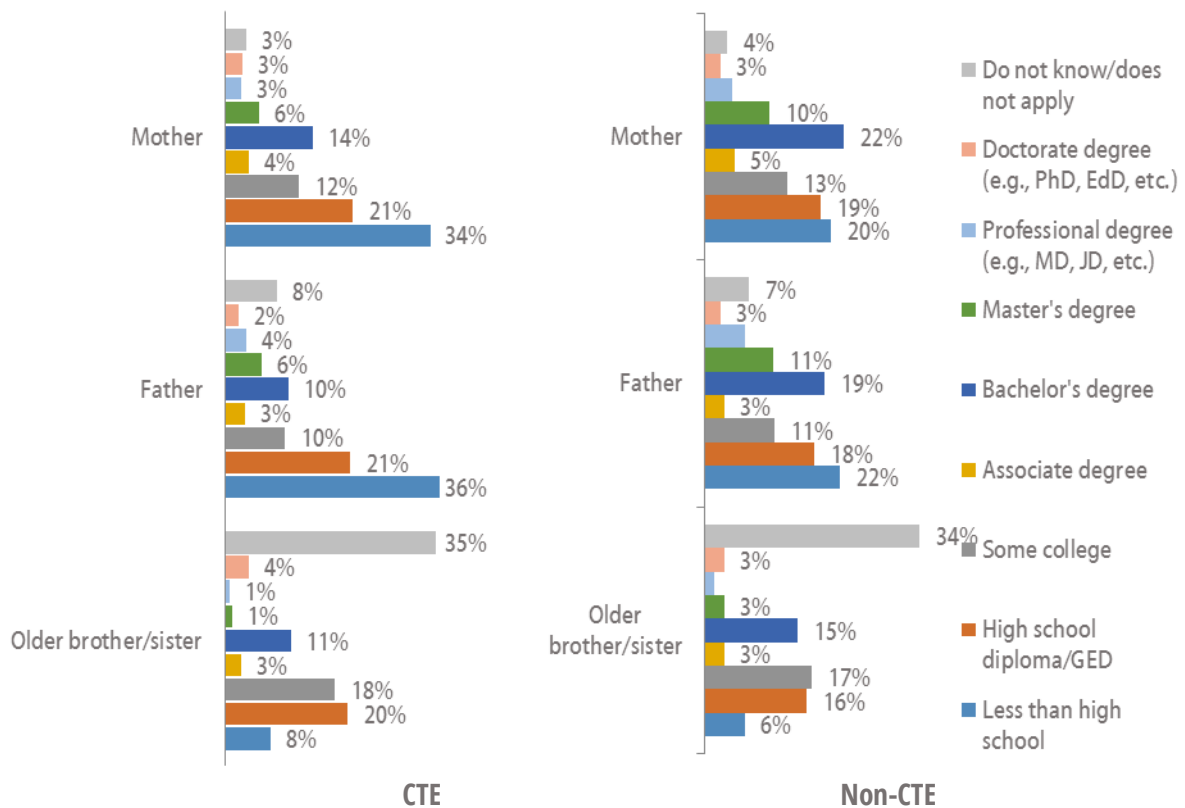


Figure 12.

**CTE seniors began thinking about college as an option later than did non-CTE seniors.**

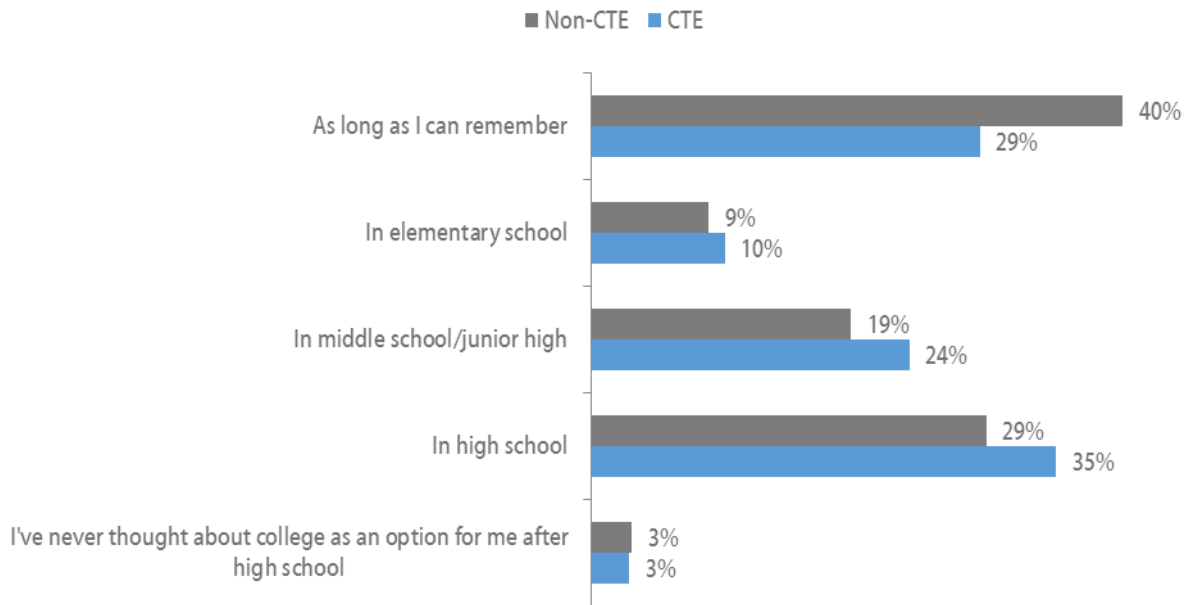


Figure 13.

**Of the seniors who did not think about college until high school, similar percentages of CTE and non-CTE seniors began to consider college as an option at each grade level.**

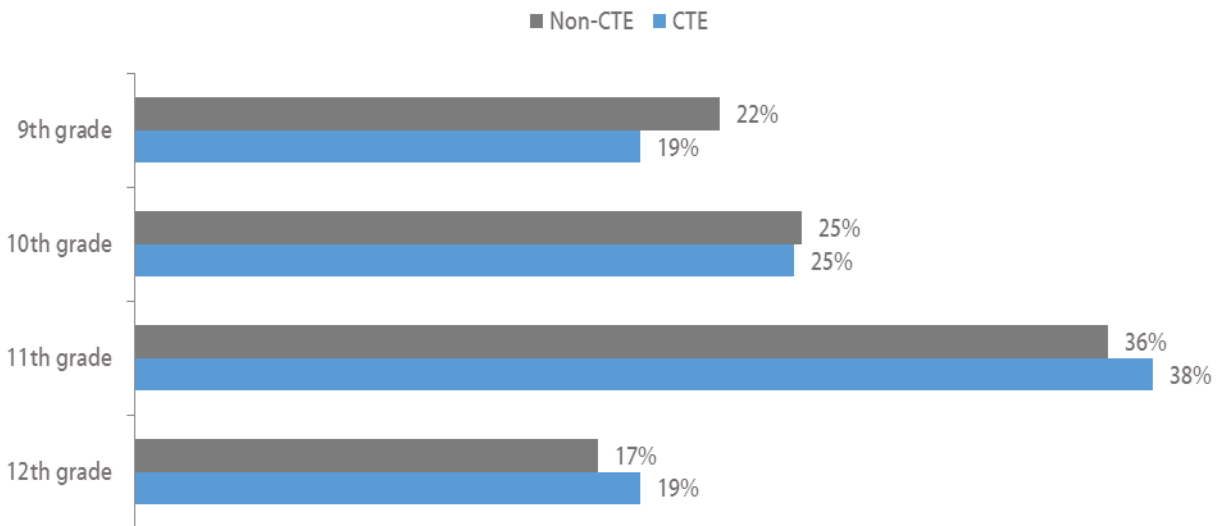


Figure 14.

**CTE and non-CTE seniors indicated similar patterns of parental expectations regarding the highest level of education the seniors would achieve.**

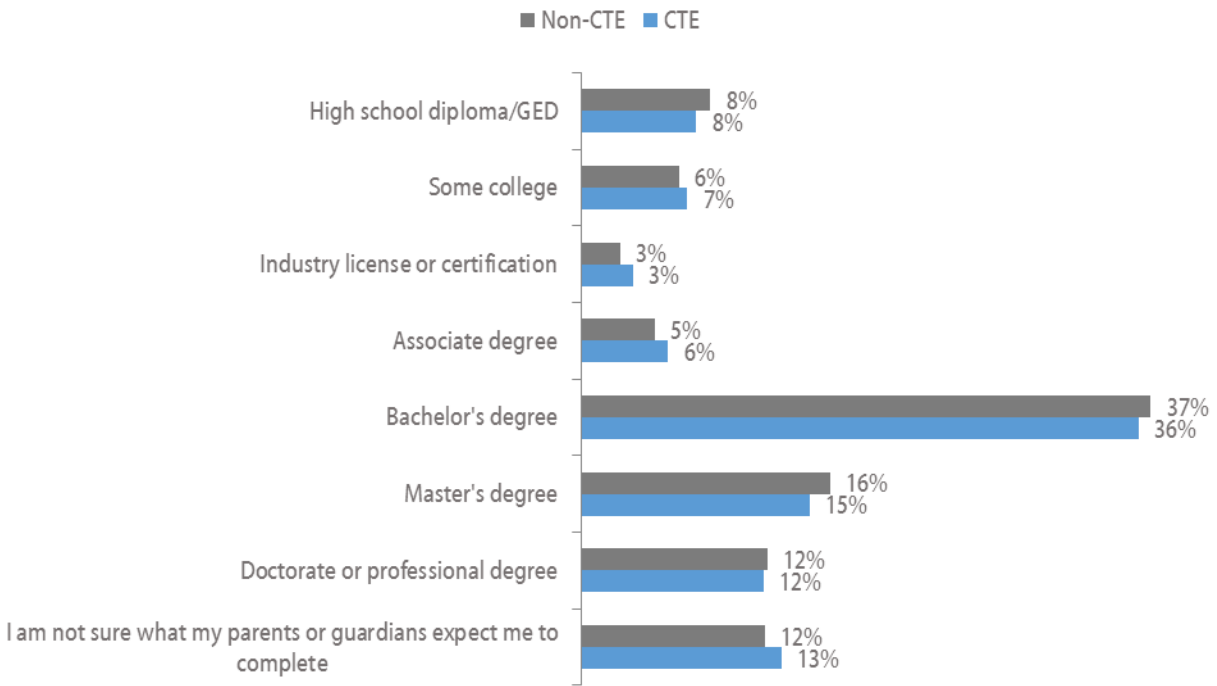


Figure 15.

**CTE and non-CTE seniors had similar expectations regarding the highest degree they would achieve in their lifetime.**

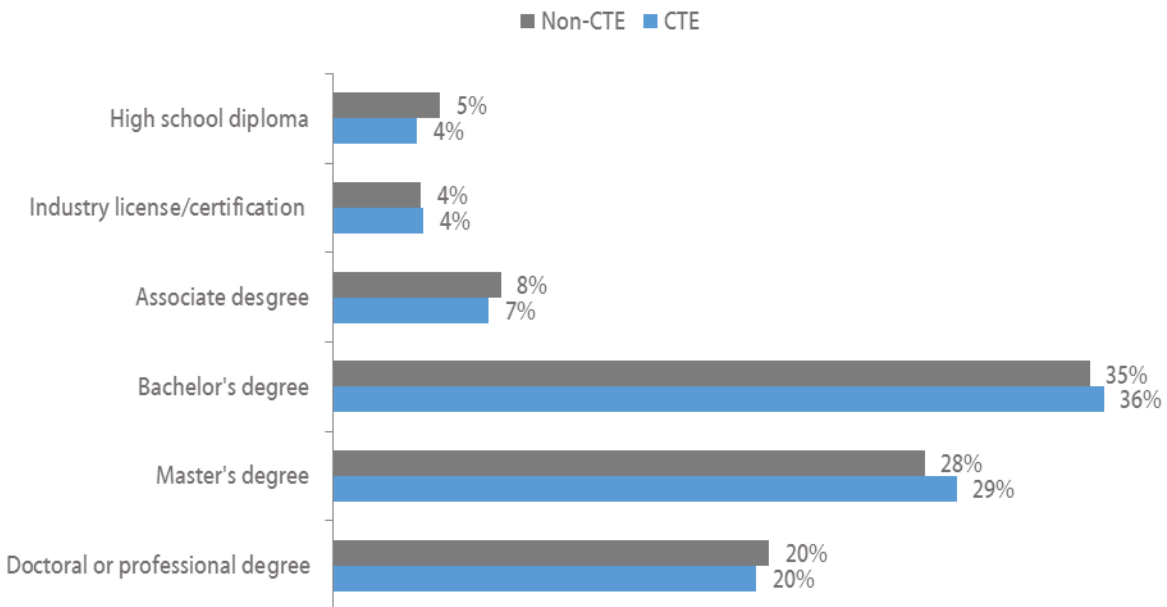


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**A lower percentage of CTE than of non-CTE seniors indicated their parents talked to them about college-related topics.**

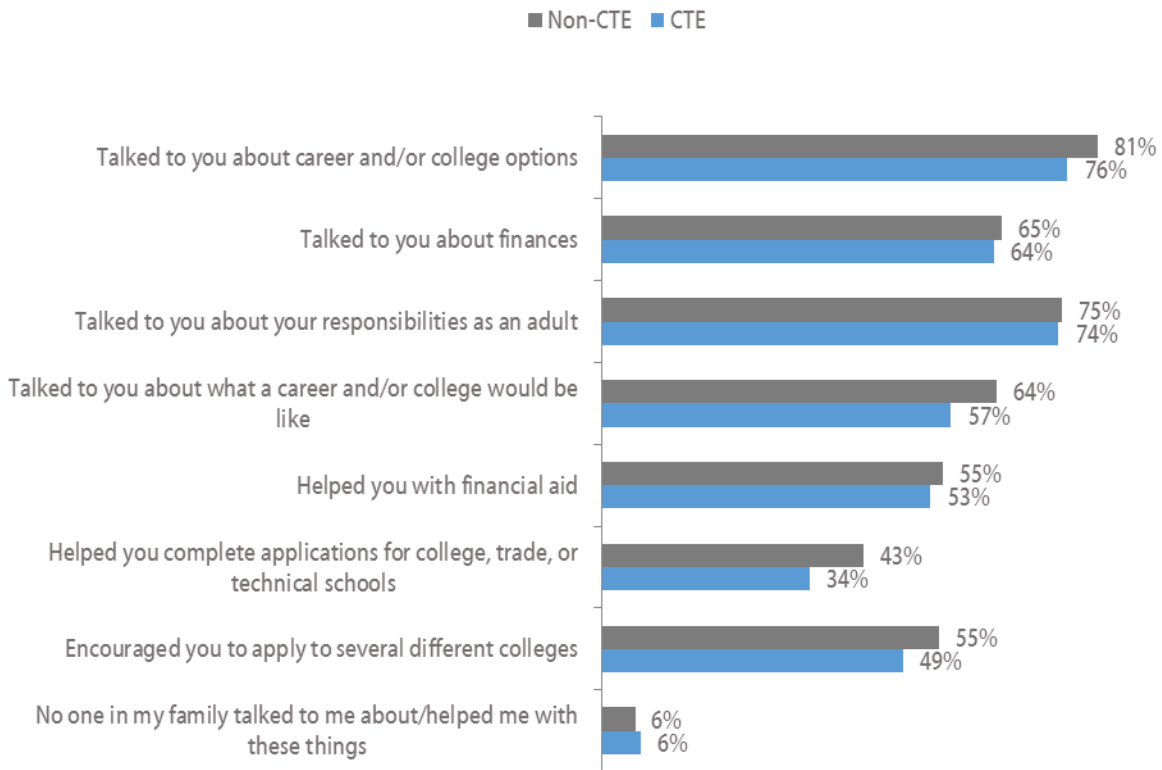


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**A lower percentage of CTE than of non-CTE seniors indicated they participated in school-affiliated activities having to do with the arts.**

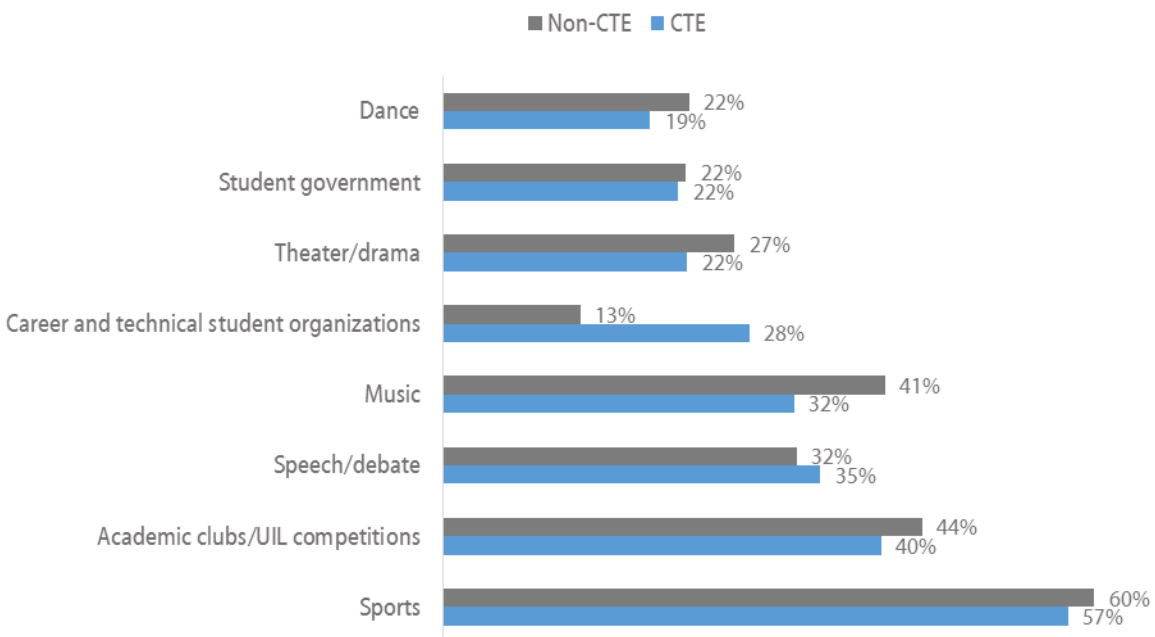


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CTE seniors' participation in activities outside school was similar to that of non-CTE seniors, except for a greater difference in percentages of participation for sports and music.

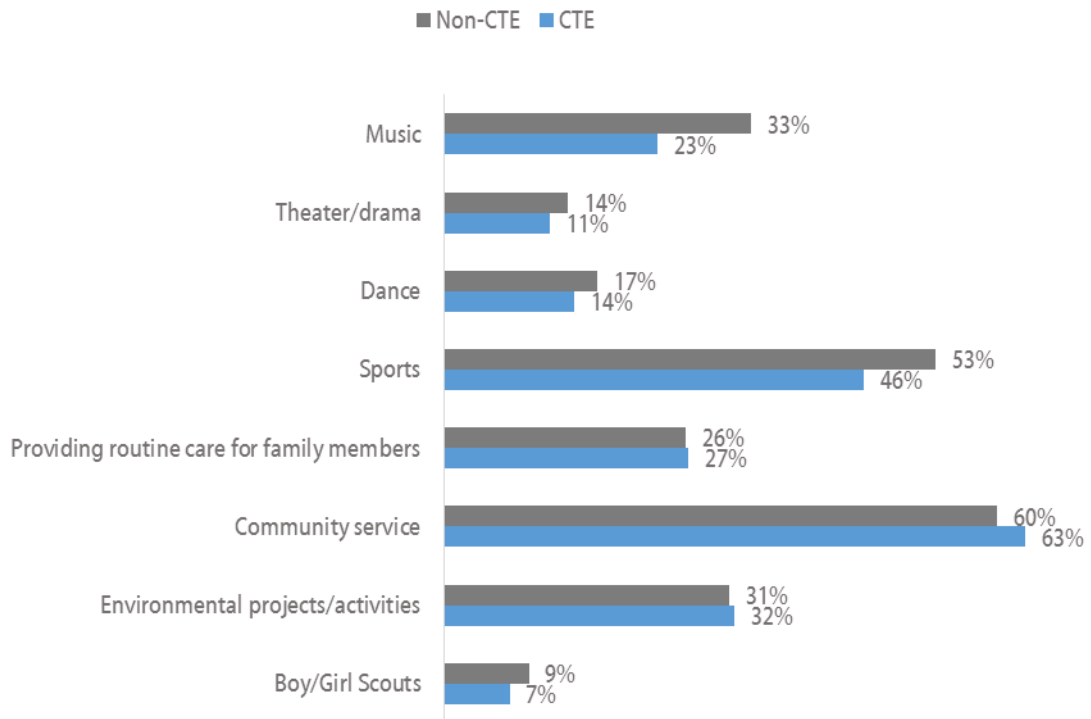


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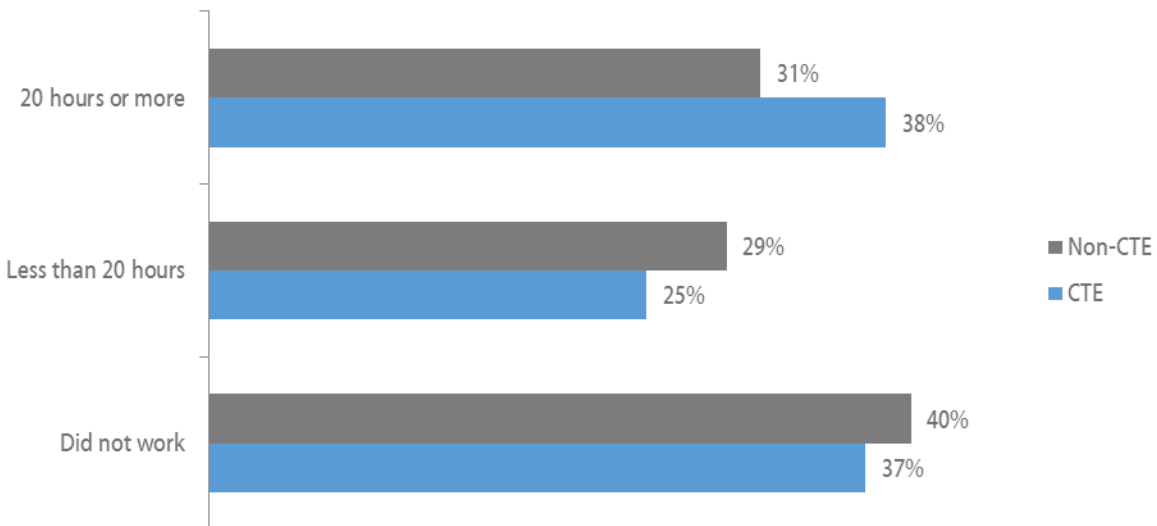


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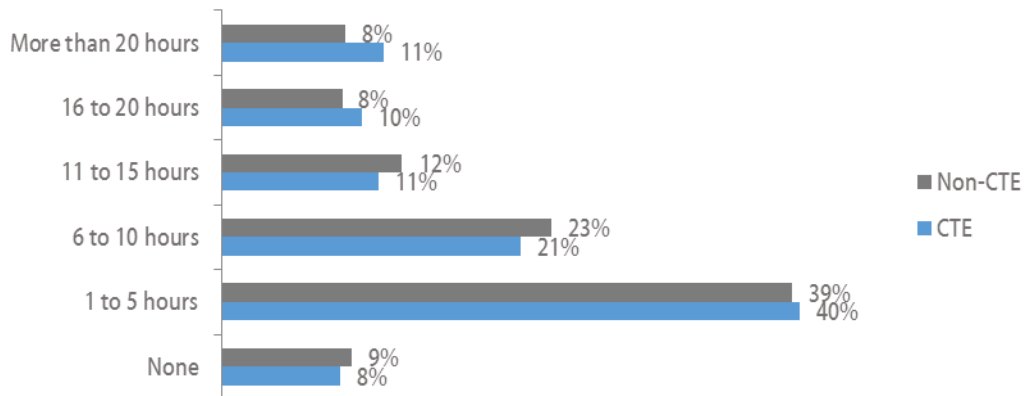


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**CTE seniors rated their CTE courses the second highest of all subjects, as excellent or good.**

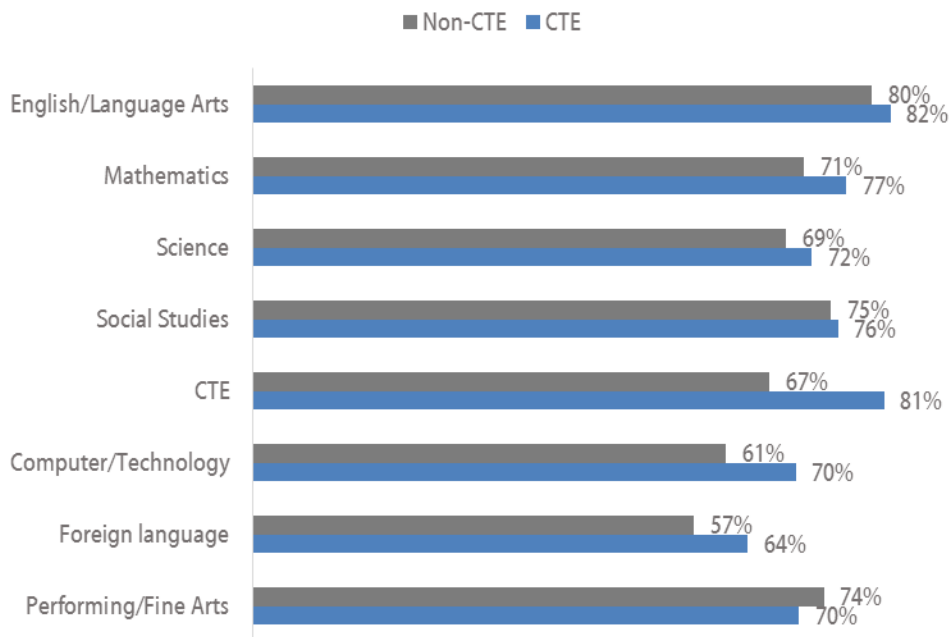


Figure 22.

**Similar percentages of CTE and non-CTE seniors had access to computers and the Internet.**

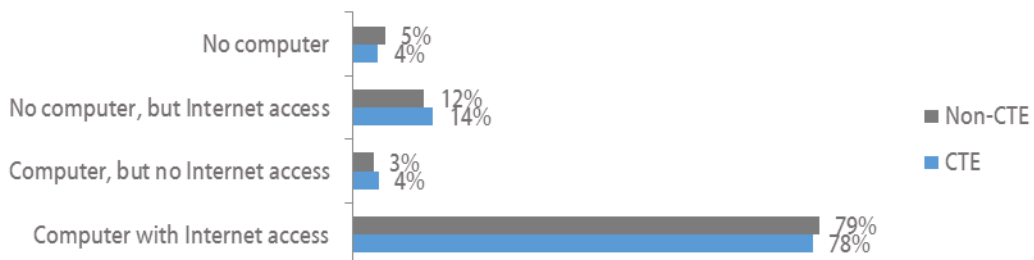


Figure 23.

**Similar percentages of CTE and non-CTE seniors took various steps to prepare academically for continuing their education after high school.**

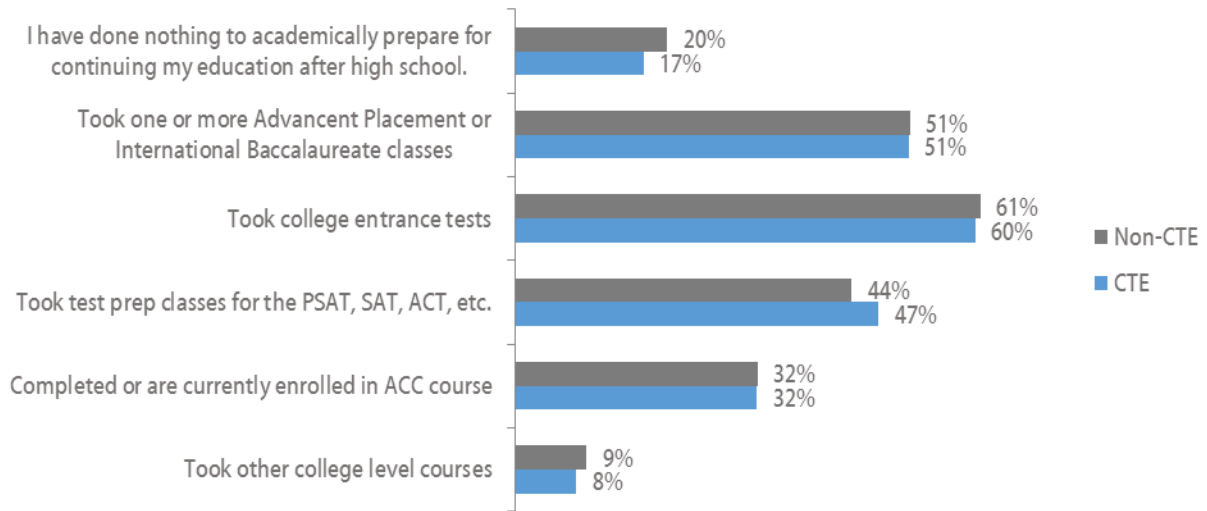


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**Similar percentages of CTE and non-CTE seniors participated in activities to prepare for continuing their education after high school, except that CTE seniors had a higher participation rate in Financial Aid Saturday events than did non-CTE seniors.**

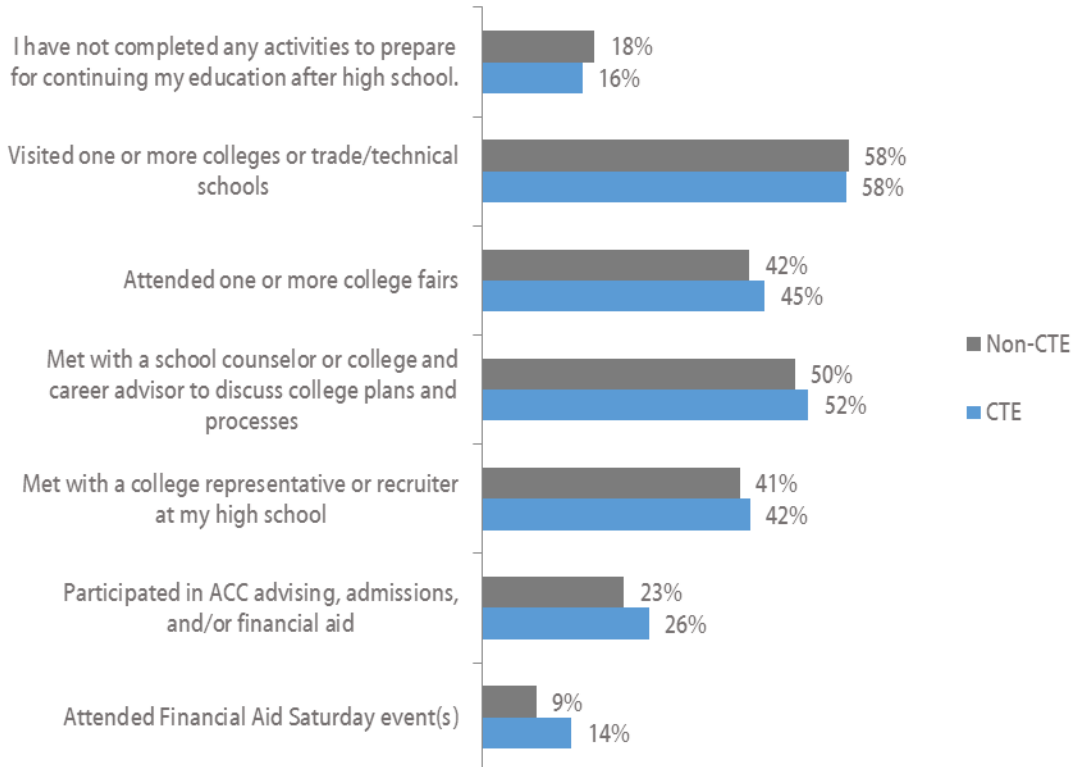


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**A higher percentage of CTE than of non-CTE seniors completed and submitted an FAFSA, and a lower percentage submitted transcripts.**

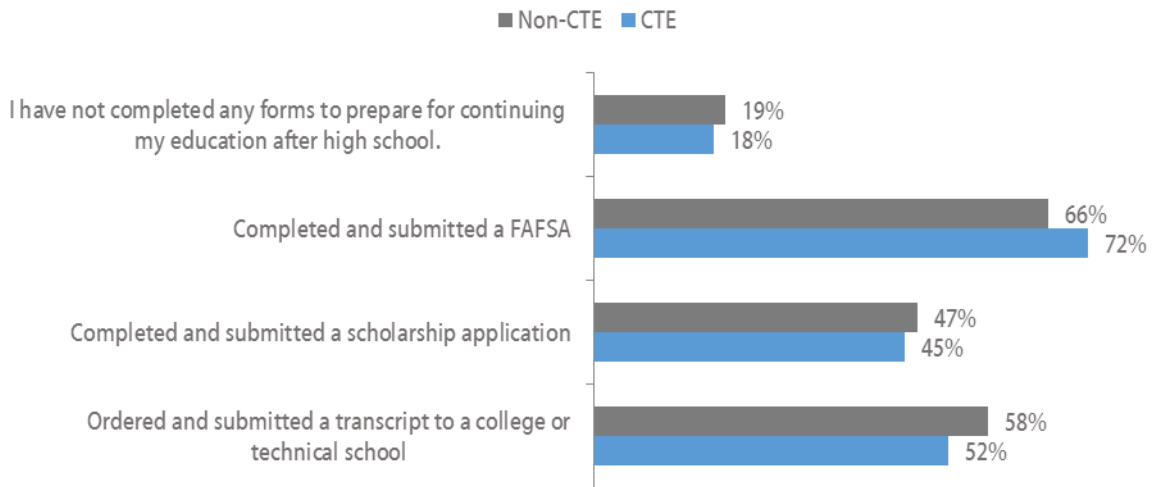


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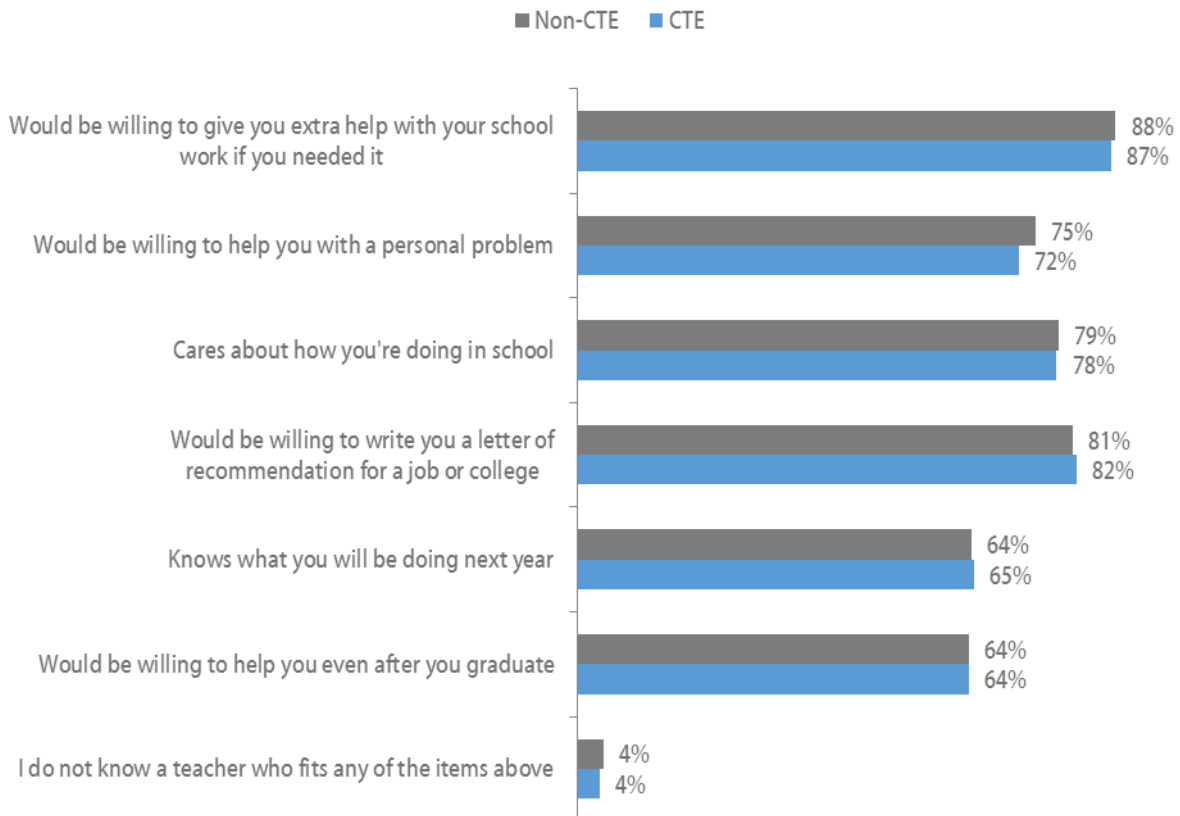




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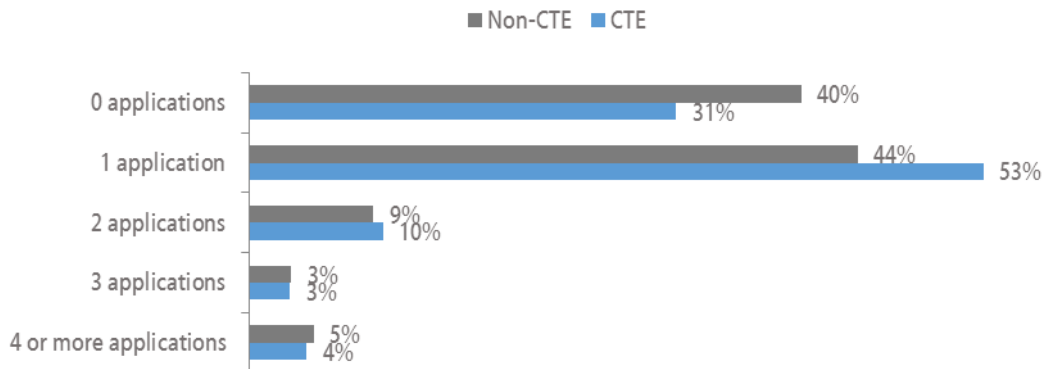


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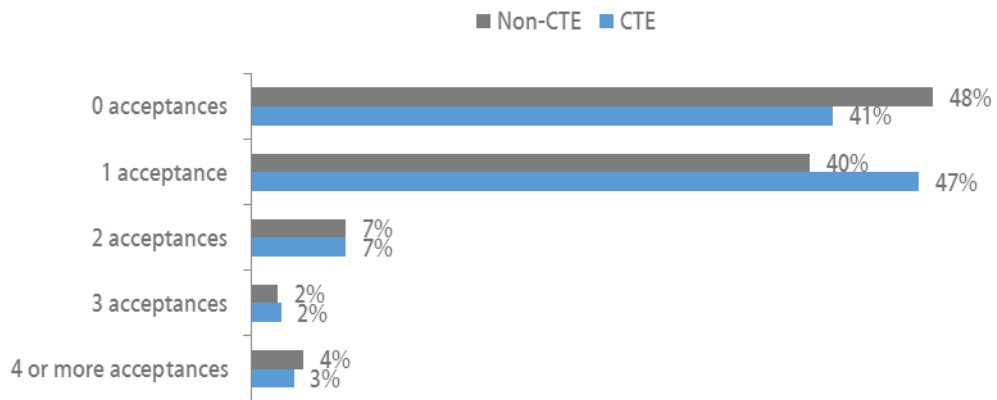


Figure 29.

**A similar percentage of CTE and non-CTE seniors indicated they applied to 4-year colleges.**

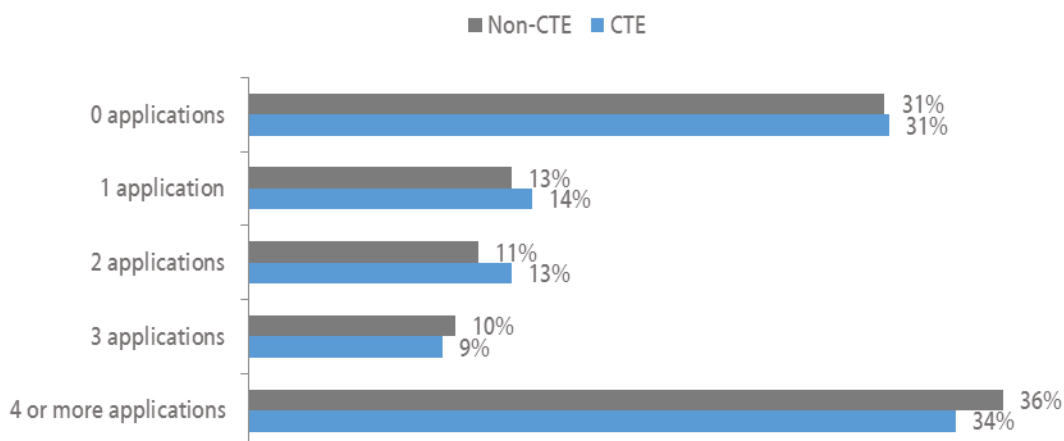


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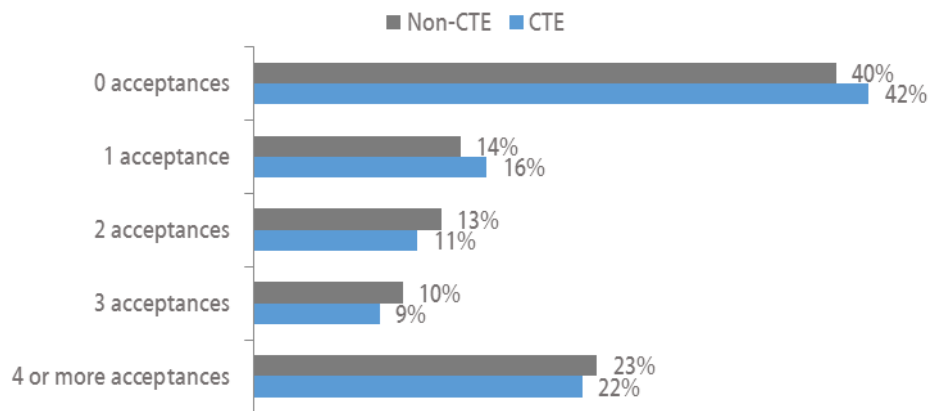


Figure 31.

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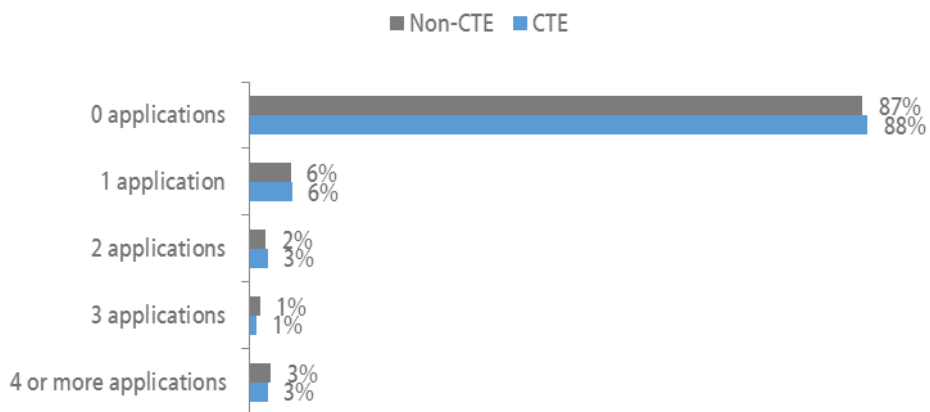


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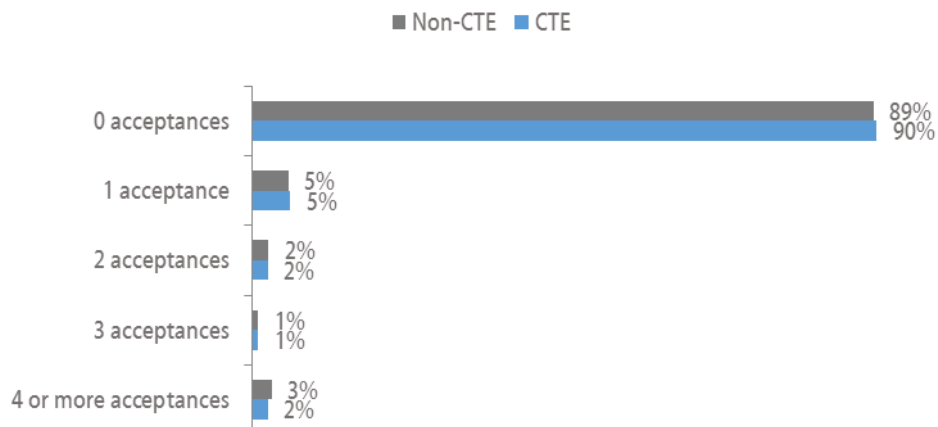


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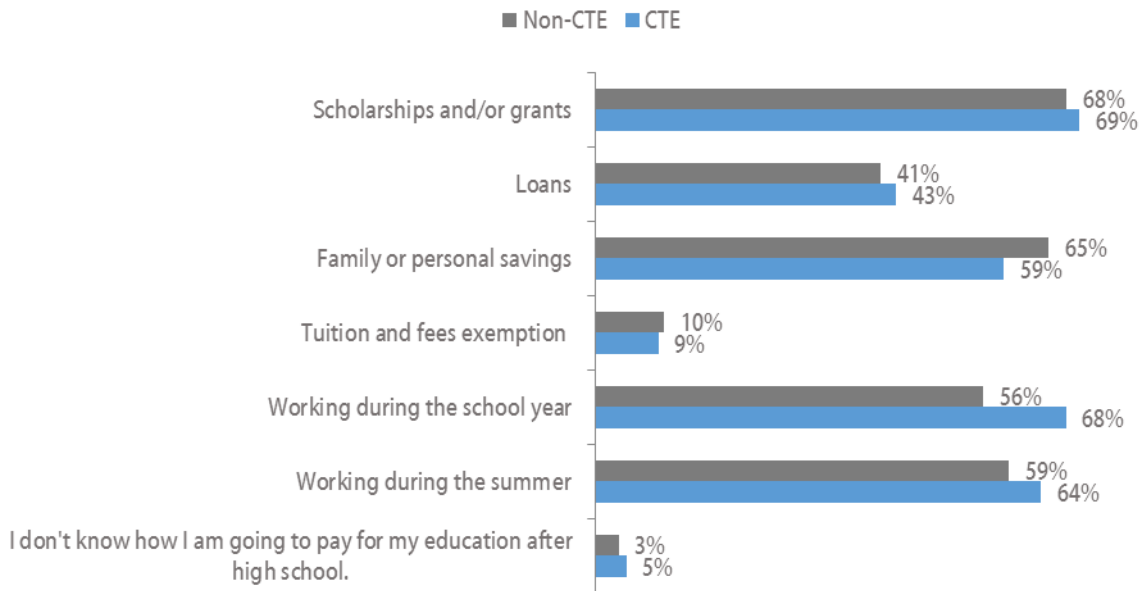


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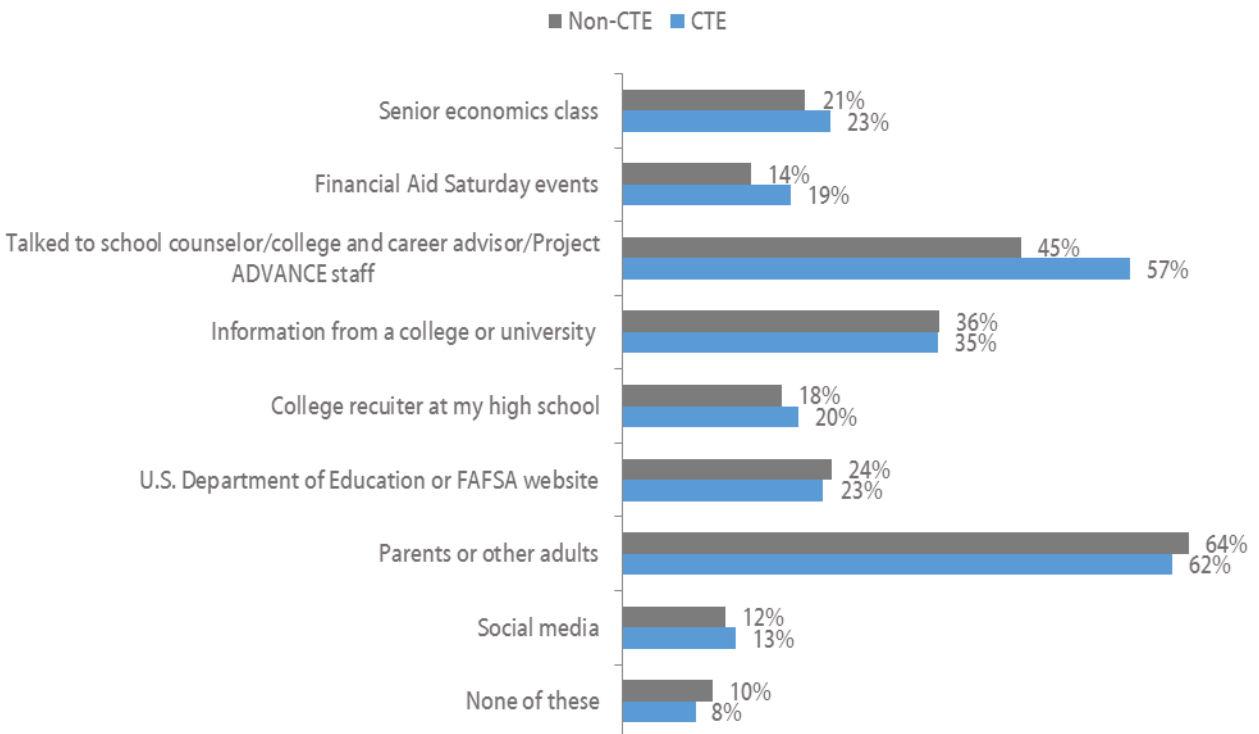


Figure 35.

**CTE and non-CTE seniors had similar opinions about how easy it was for them and their parents to understand the process of applying for financial aid.**

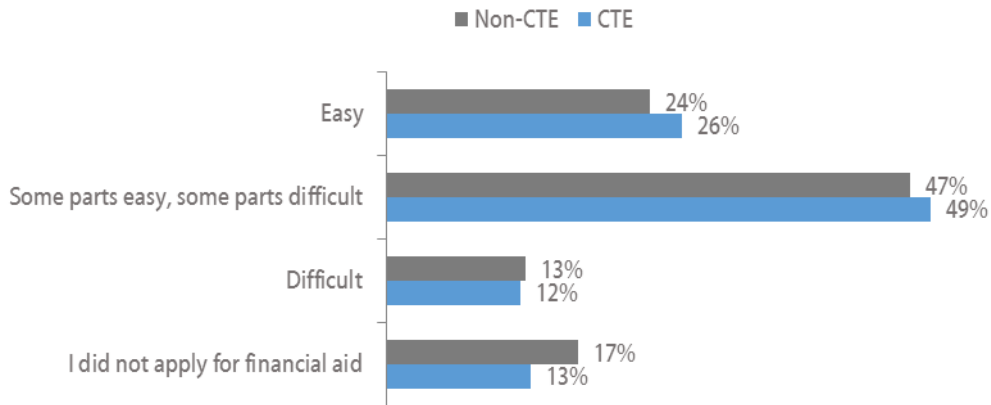
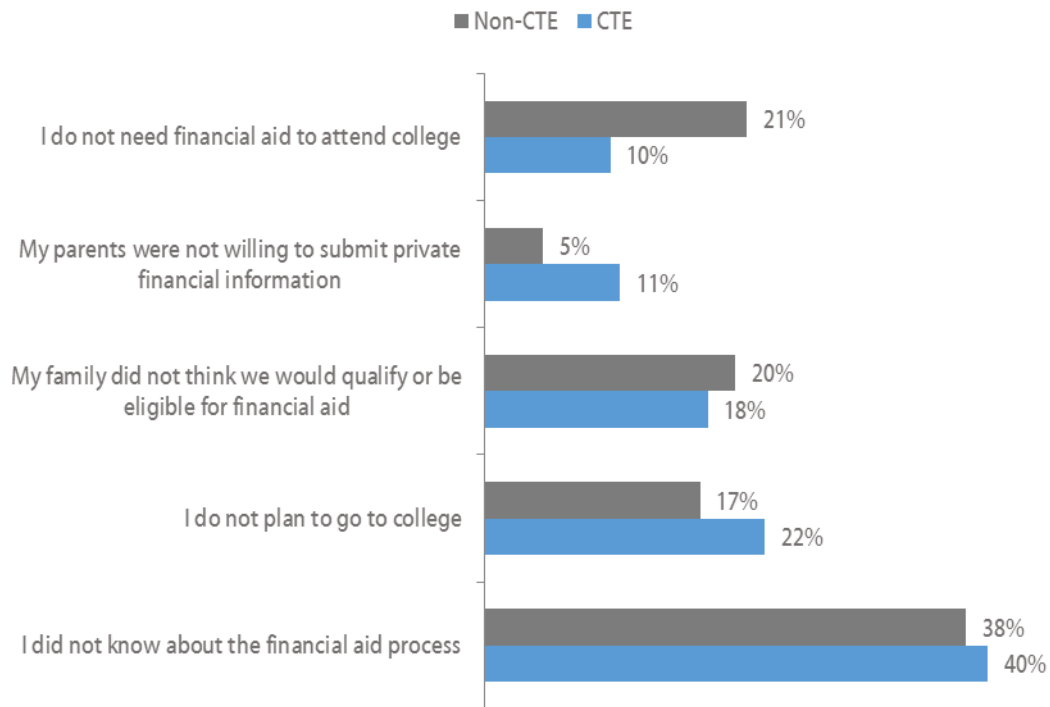


Figure 36.

**A higher percentage of CTE than of non-CTE seniors did not submit financial aid applications because their parents would not submit their private information or because they did not plan to go to college.**



## AUSTIN INDEPENDENT SCHOOL DISTRICT

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November 2015

Publication 14.145