

Introduction to Results for the Class of 2013

The purpose of this survey is to monitor high school students' perceptions of their high school experience. Results are used to improve the campus environment and program supports for students. Survey results also are used in the monitoring of the districts' strategic plan Goal 3, which includes the measures of student self-confidence and attitudes toward school, work, and success. Seniors' responses to the multiple choice questions are organized into the following categories: postsecondary intentions and family support, high school experiences and campus climate, instruction and technology, postsecondary preparation and advising, and additional results.

Postsecondary Intentions and Family Support

Table 1. Within a year after graduating from high school, what do you plan to do? (Select all that apply.)

Postsecondary Plans	2011	2012	2013
Continue my education	91.1%	90.8%	95.0%
Attend a 4-year college or university	56.8%	54.0%	51.7%
Attend a 2-year and eventually transfer to a 4-year college	20.8	32.4%	31.1%
Attend a 2-year community college only (not planning to transfer to a 4-year)	17.6%	8.1%	10.0%
Attend a private career or trade school	.	2.3%	2.2%
Go into the military	4.3%	4.3%	3.8%
Be a full-time parent	1.6%	0.9%	1.1%
Work full-time or part-time	.	.	17.8%
Take a year off to do other things, then enroll in school	.	5.6%	6.0%
No plans/ not sure yet	3.7%	3.9%	3.9%
Other	6.7%	4.1%	2.6%

Note. Missing values (.) indicate items were not included in respective year's survey.

In 2013, most students who indicated *Other* were entering military service.

About this survey.

The 11th annual Austin Independent School District (AISD) High School Exit Survey was administered online to seniors in every AISD high school during Spring 2013. On each campus, Project ADVANCE facilitators primarily were responsible for ensuring all seniors were given the opportunity to complete the survey. Special education chairs at each campus were tasked with providing eligible special education students with guidance and assistance in completing the survey.

This report contains the results for the entire AISD Class of 2013. Where available, data are presented from previous senior classes to compare with 2013 responses. In total, 3,772 students in the Class of 2012 completed the survey, for an overall response rate of 87.9%. The ethnic and gender distribution of the district survey sample closely resembled that of the district's senior class, indicating the results can be considered representative of the entire senior class population. Campus-level survey results are provided in separate reports and will be available online in November 2013.

Table 2. If you are not planning to pursue further education, what are your primary reasons? (Select all that apply.)

Reason	2011	2012	2013
Grades / test scores are not high enough	22.6%	14.5%	16.1%
Cannot afford to attend school	21.7%	18.2%	24.8%
Don't feel academically prepared for further education	18.4%	11.6%	12.1%
Family responsibilities or child care	11.4%	6.9%	9.8%
Need to earn an income to support myself / others	21.7%	25.1%	29.3%
Attending a college/trade/technical school is not for me	.	5.3%	5.2%
Want some time off from school to do other things, but plan to enroll after a year	.	31.7%	33.9%
My goals do not require additional education	18.8%	11.2%	10.3%
Not sure what I want to do yet	.	26.1%	30.3%
Other (please specify)	25.4%	17.8%	11.4%

Financial concerns were important for seniors' postsecondary plans.

Table 3. During high school, to what extent were your parents involved in the following school-related activities?

Activity	Never	Rarely	Sometimes	Often
Talking to you about homework	11.6%	20.6%	36.0%	31.8%
Making sure you completed your homework	14.0%	22.4%	33.8%	29.8%
Asking you about what you're learning in school	13.0%	22.9%	37.9%	26.2%
Helping you decide what classes to take	21.1%	24.0%	31.5%	23.3%
Talking to you about how you're doing in your classes	7.3%	13.8%	34.5%	44.3%
Rewarding you when you do well in school	20.4%	24.1%	31.6%	23.9%
Communicating with your teachers (e.g., teacher conferences, email, and phone calls)	22.8%	31.7%	29.1%	16.4%
Attending school meetings	31.8%	25.2%	25.0%	18.0%
Attending school events (e.g., sports, performances)	25.0%	20.2%	25.0%	30.0%
Volunteering at your school	50.7%	22.0%	17.5%	9.8%
Joining and participating in the PTA	64.4%	16.1%	11.8%	7.7%

Note. This question was changed in 2013, which precluded comparison with prior years' results.

Table 4. How far did your mother, father, and older brother/sister go in school?

School status	Mother	Father	Sibling
Did not finish high school	24.4%	25.6%	8.8%
Graduated: high school or earned a GED	21.6%	19.7%	20.0%
Currently attending: 2-year college /technical school	3.2%	1.3%	7.3%
Currently attending: 4-year college	0.9%	0.8%	16.9%
Attended: 2-year college but did not complete degree	4.0%	2.8%	2.3%
Graduated: 2-year college/technical school	3.8%	3.2%	1.9%
Attended: 4-year college but did not complete degree	4.6%	4.6%	2.0%
Graduated: 4-year Bachelor's degree	19.4%	17.0%	9.7%
Graduated: Master's degree or equivalent	8.5%	8.8%	1.8%
Graduated: PhD, MD, JD, or other advanced degree	3.8%	6.5%	1.1%
Don't know or does not apply	5.6%	9.7%	28.2%

Parental education level influences children's aspirations for their own education, as well as their actual educational achievement (Dubow, Boxer, & Huesmann, 2009).

Note. This question was changed in 2013, which precluded comparison with prior years' results.

High School Experiences and Campus Climate

Table 5a. Please indicate the number of years of high school in which you participated in each of these school-affiliated extracurricular activities.

In school	Did not participate	1 year	2 years	3 years	4 years	Avg. # of years
Music	65.0%	11.5%	5.9%	4.7%	13.0%	0.9
Theater	75.0%	14.1%	5.4%	2.1%	3.4%	0.5
Dance	77.2%	9.3%	5.8%	3.0%	4.8%	0.5
Sports	42.1%	13.5%	12.1%	9.4%	22.9%	1.6
Academic clubs or UIL academic competitions ¹	67.2%	9.7%	6.8%	5.4%	11.1%	0.8
Speech/debate	70.7%	25.0%	2.0%	0.9%	1.4%	0.4
Student government	78.6%	15.4%	3.0%	1.1%	1.9%	0.3
Career and technical organizations	82.8%	7.3%	4.2%	3.0%	2.8%	0.4

¹Note: An acronym key is available at the end of this report.

Akins High School senior's comment: My motivation to do work came from my extracurricular activities. As long as you work hard and stay a part of a sport, a fine art, or some sort of non-core-class [sic] experience, high school will be an enjoyable experience.

LASA senior's advice to freshmen: Get involved with a few organizations early and start interacting with the upperclassmen that are seen as leaders. Get tips from them and have plenty of leadership experience to build an excellent resume.

Anderson High School senior's advice to AISD: While grades are important, they are not everything. You need to find a community in your school, whether it's Band, Dance, Sports, or Theater. These communities are what will get you through high school. They will become your friends and family. They are why you come to school.

Table 5b. Please indicate the number of years of high school in which you participated in each of these activities outside of school.

Outside school	Did not participate	1 year	2 years	3 years	4 years	Avg. # of years
Music	69.7%	7.6%	4.2%	3.2%	15.3%	0.3
Theater	86.2%	6.6%	2.8%	1.3%	3.0%	0.4
Dance	82.5%	6.1%	3.9%	2.0%	5.6%	1.5
Sports	47.5%	9.8%	9.7%	7.5%	25.5%	0.7
Care for family members	74.0%	7.5%	3.7%	2.4%	12.5%	0.3
Community service	37.9%	17.4%	10.8%	7.1%	26.9%	1.7
Environmental projects	69.7%	11.8%	5.9%	3.0%	9.6%	0.7
Boy Scouts or Girls Scouts	90.4%	3.0%	1.4%	0.8%	4.4%	0.9

Extracurricular activities provide intellectual and social development opportunities for students. Schools that provided more extracurricular activities and had more student participants had better academic outcomes in terms of students performing at grade level and staying in school than did schools that provided fewer such activities (Stearns & Glennie, 2009).

Table 6. Please indicate the average number of hours per week you worked at a paid job during your senior year.

Work time	Percentage who worked during senior year		
	2011	2012	2013
Did not work	.	.	47.3%
Less than 20 hours	.	.	25.2%
20 hours or more	.	.	25.5%

Note. This question was changed in 2013, which precluded comparison with prior years' results.

Table 7. How many hours per week did you typically spend studying, doing research, or completing homework assignments outside of class?

Study time	Percentage who studied each week		
	2011	2012	2013
Did not study	8.4%	3.8%	10.9%
1 to 5 hours	49.4%	49.2%	41.8%
6 to 10 hours	26.6%	29.3%	21.9%
11 to 15 hours	10.0%	10.5%	12.0%
16 to 20 hours	.	.	6.2%
More than 20 hours	.	.	5.8%

Note. This question was changed in 2013, which precluded comparison with prior years' results.

Table 8. Please mark the answer that best indicates how you feel.

Percentage who responded either <i>Sometimes</i> or <i>Always</i>	2011	2012	2013
I can do even the hardest schoolwork if I try.	91.6%	90.6%	91.4%
I enjoy doing my schoolwork.	59.9%	55.8%	58.4%
I feel/felt well prepared for TAKS.	90.7%	91.6%	90.0%
I try hard to do my best work.	90.7%	90.4%	90.0%
I feel successful in my schoolwork.	89.6%	88.8%	88.0%
My teachers push us to think hard about the things we read.	.	83.5%	82.6%
My teachers push everyone to work hard.	.	86.8%	85.9%
I can reach the goals I set for myself.	94.7%	94.3%	94.5%
My homework helps me learn things I need to know.	76.2%	76.1%	75.6%
My schoolwork makes me think about things in new ways.	69.2%	69.2%	70.4%
I have fun learning in my classes.	75.9%	75.2%	67.0%
My teachers connect what I am learning life outside of class.	64.8%	65.0%	74.6%
I like to come to school.	72.5%	70.7%	69.8%

Note. Response options were *Never*, *Not a lot*, *Sometimes*, *Always*, and *Don't know*.

Compared with those who did not work, seniors who worked longer hours had significantly lower academic achievement, attendance, and educational aspirations. They were less engaged in extracurricular activities. They also were less likely to enroll in college. However, seniors working longer hours were more likely to save their earnings for postsecondary enrollment and were less likely to be unemployed 2 years after high school (Marsh & Kleitman, 2005).

Garza Independence High School senior's comment: *I have had the best education experience of my whole life at Garza Independence High School.*

Table 9. How well did your high school help you to actively develop knowledge and skills in the following areas?

Percentage who responded Somewhat well or Very well	2011	2012	2013
Teamwork	90.6%	91.2%	90.8%
Creative thinking	90.6%	92.0%	90.7%
Problem solving	92.4%	92.7%	92.6%
Conflict resolution	84.2%	86.5%	87.3%
Personal health/fitness	82.9%	82.7%	82.7%
Time management	83.0%	83.6%	84.4%
Technology	85.6%	87.0%	86.9%

Note. Response options were Not well, Somewhat well, and Very well.

“Twenty-first-century skills” is a term generally used to refer to competencies such as collaboration, digital literacy, critical thinking, and problem-solving that will help students thrive in today’s world.

Table 10. Rate the quality of instruction you feel you received in the following areas.

Percentage who responded Good or Excellent	2011	2012	2013
English language arts	82.3%	81.6%	81.3%
Mathematics	68.5%	68.6%	69.4%
Science	68.6%	68.7%	69.1%
Social studies	79.2%	79.5%	76.7%
Computer/Technology	67.5%	66.3%	62.7%
Foreign language	59.8%	59.9%	57.95
Performing/Fine arts	73.2%	72.8%	64.7%
Career and technical (CTE)	58.3%	62.4%	42.9%

Note. Response options were Excellent, Good, Fair, and Poor.

Researchers have found students are important sources of information about what happens in classrooms. Students’ responses are generally reliable, valid, and stable over time at the classroom level (Ferguson, 2010).

Table 11. Which of the following describes your computer access at home?

Access	2011	2012	2013
No computer	5.5%	5.2%	4.9%
No computer, but Internet access (e.g., cell phone, iPad, or iTouch)	6.0%	5.3%	8.7%
Computer, no Internet	5.8%	5.4%	4.6%
Computer with Internet access	82.8%	84.1%	81.8%

Table 12. To what extent did your parents use Parent Connect/Gradespeed to monitor your grades?

Use	2011	2012	2013
Never	.	.	28.5%
Rarely	.	.	14.7%
Sometimes	.	.	21.6%
Often	.	.	35.1%

Note. The question was changed in 2013, which precluded comparison with prior years’ results.

The odds of enrolling in a 2- or 4-year college, relative to not enrolling, was found to increase with the frequency with which parents discussed education-related topics (e.g., grades) with their children. Furthermore, a positive relationship between the frequency of parent-initiated contact with the school about academic issues and the odds of enrolling in a 4-year college was found to be particularly important for African American students (Perna & Titus, 2005).

Table 13. How frequently do you use a computer or other Internet-capable devices (e.g., cell phone, iPod, or iPad)?

Use	Never	Less than once a week	Once or twice a week	Every day or almost every day
To present material in class, for example, using PowerPoint?	18.8%	52.1%	19.6%	9.5%
To type a paper or class assignment?	8.0%	39.6%	39.2%	13.2%
To search the Internet to complete class-related assignments?	5.2%	23.5%	39.4%	32.0%
To research college / career choices?	11.2%	40.0%	35.1%	16.7%
To complete online forms or applications for college or employment?	13.9%	42.5%	29.9%	13.8%
To communicate with teachers?	27.8%	41.4%	20.7%	10.1%
To monitor grades/progress in school?	11.8%	16.7%	31.6%	40.0%

Table 14. Indicate how much you agree with each of the following statements about technology use at school.

Statement	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Text books should be put online.	38.5%	34.5%	13.3%	5.2%	8.6%
We need newer software.	39.8%	37.1%	9.1%	1.7%	10.3%
My teachers effectively use the technology resources that are available.	25.3%	53.3%	12.3%	2.9%	6.1%
My school's technology is up to date. It does not need upgrading.	9.3%	30.9%	33.8%	13.3%	12.7%
Homework assignments should be online.	21.8%	28.9%	25.2%	12.1%	12.0%

Table 15. How frequently do you log into Naviance/Family Connection for the following activities?

Activity	Never	Sometimes	Often	Very often
Career exploration	45.0%	40.0%	11.6%	3.5%
Class rank and GPA inquiry	24.6%	41.6%	23.1%	10.8%
College search	31.5%	47.3%	14.9%	6.3%
College visit sign up	41.2%	38.3%	14.8%	5.8%
Counselor-directed activities (e.g., Personality Type Questionnaire or Explore Careers)	44.9%	41.5%	10.1%	3.5%
Resume building	51.9%	35.7%	9.4%	3.0%

Postsecondary Preparation and Advising

Table 16. At what time in your life did you start thinking about college as a possibility after high school?

Time frame	2011	2012	2013
As long ago as I can remember	36.9%	38.7%	36.8%
In elementary school	9.1%	8.6%	8.3%
In middle school / junior high	21.0%	20.8%	21.6%
In high school	30.7%	29.3%	30.4%
Never thought of college as an option	2.2%	3.0%	2.8%

Students' early college aspirations have increased over the past decade, and their aspirations continue to be influenced in high school (Copper, 2009).

Table 17. Overall, how well prepared or informed...

Percentage who responded <i>Somewhat well</i> or <i>Very well</i>	2011	2012	2013
Were you to plan your high school course selections?	90.6%	88.6%	89.5%
Were you to meet your college and career goals?	85.4%	84.3%	87.9%
Have you been for the college or trade / technical school application process?	81.3%	78.9%	83.5%
Have you been about obtaining financial aid for education after high school?	84.2%	82.4%	85.4%

Note. Response options were *Not well*, *Somewhat well*, and *Very well*.

At the district level, the percentage of students who indicated they were somewhat well or very well prepared for postsecondary activities increased over the past year.

Table 18. How did you prepare for your education after high school? (Select all that apply.)

Type of Preparation	2011	2012	2013
Took college entrance tests (SAT, ACT, THEA, Compass, Asset)	69.5%	73.5%	65.9%
Completed and submitted the FAFSA	56.7%	58.2%	64.0%
Visited one or more colleges or technical schools	56.6%	57.8%	55.7%
Ordered and submitted a transcript to a college or trade/ technical school.	54.2%	55.9%	54.8%
Took one or more Advanced Placement or International Baccalaureate classes	53.0%	53.9%	50.0%
Met with a college recruiter at my high school	44.7%	47.0%	41.3%
Took test prep class for the PSAT, SAT, ACT, etc.	47.3%	46.1%	38.6%
Completed and submitted a scholarship application	44.3%	44.8%	45.0%
Met with the school counselor/ADVANCE staff to discuss college plans/processes	52.0%	44.5%	56.2%
Attended one or more college fairs	47.1%	43.9%	39.1%
Completed or are currently enrolled in ACC courses	38.3%	40.3%	36.8%
Participated in ACC College Connections	40.2%	35.6%	5.4%
Took other college level courses (e.g., Texas State, Texas Tech, TSTC)	8.2%	8.8%	15.3%
None of the above	8.2%	7.0%	7.0%

Table 19. Have you applied to the following types of postsecondary institutions?

Institution Type	2011	2012	2013
2-year	61.7%	73.0%	60.1%
4-year	71.5%	78.5%	67.3%
Business/technical/vocational school	12.2%	10.1%	8.7%

Table 20. Of those who applied, what percentage of students reported being accepted to the following types of postsecondary institutions?

Institution	Campus 2012	Campus 2013	District 2013
2-year	51.9%	61.7%	88.2%
4-year	58.8%	67.1%	74.0%
Business/technical/vocational school	8.3%	6.9%	77.5%

On average, AISD's Class of 2013 seniors applied to 3.39 postsecondary institutions. Students who submitted four or more applications were found significantly more likely to become enrolled than were students who submitted fewer applications (Garland, 2008).

Based on survey responses, 10.6% of AISD's Class of 2013 seniors planned to attend Austin Community College after graduation. Nine percent reported plans to attend Texas State University, while 3.9% chose University of Texas–Austin. Just over 5% of seniors planned to enroll at University of Texas–San Antonio.

Table 21. Which of the following did a family member help you with to prepare for life after high school? (Select all that apply.)

Form of help	2011	2012	2013
Talked to you about career and/or college options	81.6%	80.8%	80.1%
Talked to you about finances	71.1%	72.2%	67.0%
Talked to you about your responsibilities as an adult	77.5%	79.1%	74.2%
Talked to you about what a career and/or college would be like	70.1%	70.6%	66.2%
Helped you with financial aid (FAFSA and/or scholarships)	57.0%	56.1%	55.0%
Helped you complete applications for colleges or trade/technical schools	46.6%	48.3%	40.1%
Encouraged you to apply to several different colleges	60.9%	61.7%	53.6%
No one in my family talked to me about or helped me with these things.	10.0%	7.5%	6.0%

McCallum High School senior's comment: All of my theater and dance directors have made such a profound effect on my life. They... made me enjoy school and appreciate hard work. [Teachers] can really make a difference in a teenager's life during very important years, no matter what [they're] teaching.

Table 22. Indicate if you know at least one teacher who would do the following:

Teacher help	2011	2012	2013
Would be willing to give you extra help with your school work if you needed it	87.1%	90.2%	85.0%
Would be willing to help you with a personal problem	76.2%	77.5%	71.7%
Cares about how you're doing in school	83.8%	84.8%	76.8%
Would be willing to write you a letter of recommendation for a job or college	84.0%	87.1%	77.8%
Knows what you will be doing next year	67.3%	69.1%	63.1%
Would be willing to help you even after you graduate	67.7%	70.3%	61.8%

Crockett High School senior's comment: I enjoy this school for [its] career training opportunities. I would also like to give a huge thanks to the staff in the College and Career Center, because they were such a big help and offered so many helpful programs.

Eastside Memorial High School senior's comment: The teachers and staff pushed me forward and even convinced me of my abilities to succeed in college. I adore Eastside and hope it will continue to expand.

Table 23. Were your school counselors available to talk to you about college and careers?

Availability	2011	2012	2013
Yes, this person was available and I talked to him/her.	.	.	68.4%
I tried to talk to this person and wasn't able to meet with him/her.	.	.	12.4%
I never tried to meet with this person.	.	.	19.1%

Note. This question was changed in 2013, which precluded comparison with prior years' results.

Garland (2008) found that students' interactions with a school counselor and/or college advisor influenced the likelihood that those students would become enrolled in a postsecondary institution.

Table 24. Was your Project ADVANCE staff available to talk to you about college and careers?

Availability	2011	2012	2013
Yes, this person was available and I talked to him/her.	.	.	74.5%
I tried to talk to this person and wasn't able to meet with him/her.	.	.	6.0%
I never tried to meet with this person.	.	.	19.5%

Note. This question was changed in 2013, which precluded comparison with prior years' results.

Table 25. Indicate whether the following people helped you with or encouraged you in any of the following activities (select all that apply).

Activity	School counselor	Advisory teacher	Teacher	Project ADVANCE staff	ACC staff	None of these
Select courses needed for work or admission to college	44.5%	7.6%	20.6%	25.0%	9.0%	28.5%
Push your academic abilities further (e.g., challenging courses, science fair or summer learning, extra credit work)	27.5%	9.8%	53.7%	12.9%	2.8%	25.1%
Take AP / honors courses	28.7%	5.8%	42.1%	9.0%	1.5%	38.9%
Take dual credit or articulated credit courses	30.5%	6.0%	24.7%	14.4%	7.7%	43.3%
Discussed career information and/or occupations you might want to pursue	34.1%	10.0%	30.3%	25.4%	5.2%	30.1%
Continue your education after high school	43.5%	14.1%	42.4%	31.6%	7.4%	22.7%
Talked to you about colleges suited to your interests and abilities	36.0%	9.2%	30.5%	31.4%	5.1%	26.3%
Encouraged you to apply to multiple schools	29.3%	8.3%	22.4%	29.1%	2.9%	36.5%
Helped you decide what school to attend	21.6%	6.3%	19.3%	22.2%	3.1%	48.3%
Helped you fill out applications for postsecondary	23.9%	7.0%	17.2%	29.0%	3.9%	39.9%
Helped you with your college application essays or personal statements	20.2%	6.1%	39.3%	22.7%	2.5%	34.6%

Table 26. How do you plan to pay for your education after high school? (Select all that apply.)

Source	2011	2012	2013
Scholarships and/or grants	65.0%	67.2%	58.7%
Loans	41.4%	40.8%	35.1%
Family or personal savings	55.2%	58.7%	51.1%
Tuition and fees exemption (e.g., military, foster care, adoption, deaf, blind)	.	9.6%	8.3%
Working during the school year	52.9%	56.4%	51.9%
Working during the summer	56.3%	59.2%	54.2%
I don't know	14.4%	5.6%	5.5%

The completion of the Free Application for Federal Student Aid (FAFSA) is important to entering and completing postsecondary education, especially for economically disadvantaged students. Students who completed the FAFSA were found 50% more likely to enroll in a 4-year college than were those who had not. Eighty-three percent of AISD's Class of 2010 who were enrolled in a postsecondary institution after high school completed a FAFSA (Looby, 2012).

Table 27. How easy has it been for you and your parents to understand the process of applying for financial aid?

Degree of ease	2011	2012	2013
Easy	24.9%	21.8%	26.3%
Some parts easy, some parts difficult	46.6%	47.4%	47.9%
Difficult	11.8%	13.2%	10.6%
I did not apply for financial aid	16.7%	17.5%	15.2%

Travis High School senior's comment: The GO Center made it possible for us to take extra steps to pursue an education after high school.

Table 28. If you did not submit a financial aid application, why not?

Reason	2011	2012	2013
I do not need financial aid to attend college	23.5%	19.3%	22.7%
My parents were not willing to submit private financial information	8.1%	6.4%	7.2%
My family did not think we would qualify or be eligible for financial aid	21.8%	18.8%	16.6%
I do not plan to go to college	12.9%	16.2%	13.7%
I did not know about the financial aid process	33.7%	39.2%	39.9%

District wide, about 14% of students did not submit a financial aid application. About 39% of these students reported they did not need financial aid, and almost 40% did not know about the process.

Table 29. Without including any financial aid (such as loans, grants, scholarships or exemptions), full-time tuition and fees for one semester at _____ costs about...

Austin Community College		University of Texas		Harvard University		Total cost of books for one school year	
\$100	1.9%	\$1,000	1.4%	\$1,000	1.1%	\$100	1.7%
\$400	10.2%	\$5,000	8.5%	\$5,000	1.0%	\$1,500	39.6%
\$900	23.3%	\$10,000	16.9%	\$10,000	3.3%	\$5,000	11.3%
\$5,000	18.3%	\$15,000	16.1%	\$20,000	16.9%	\$10,000	5.4%
\$10,000	2.6%	\$20,000	21.8%	\$50,000	37.8%	\$15,000	6.0%
Don't know	43.6%	Don't know	35.4%	Don't know	39.9%	Don't know	36.2%

Full-time tuition and fees for a semester cost about \$900 at ACC, ranged between \$4,673 and \$5,369 at UT, and were \$20,433 at Harvard. The total cost of books and supplies for 1 year of college was estimated at \$1,100 by the College Board. Researchers consistently show that most parents and students are uninformed or poorly informed about college prices and financial aid, and students' postsecondary decisions are influenced by this limited knowledge (Perna, Lundy-Wagner, Yee, Brill, & Tadal, 2009).

Table 30. Where did you learn about options for paying for your education after high school? (Select all that apply.)

Source of information	2011	2012	2013
Senior economics class	.	.	19.1%
Financial Aid Saturday events	.	.	19.1%
Talked to school counselor/college and career advisor/Project ADVANCE staff	.	.	54.9%
Information from a college or university (e.g., website, brochures)	.	.	35.7%
College recruiter	.	.	18.6%
U.S. Department of Education or FAFSA websites	.	.	24.6%
Parents or other adults	.	.	61.7%
None of these	.	.	7.6%

Note. This question was changed in 2013, which precluded comparison with prior years' results.

Lanier High School senior's comment: Lanier High School has shown me how to grow as a student [not only] academic-wise but also person/leader-wise. Thank you, Lanier staff. I will not let y'all down!

Acronym Key

The following table contains a list of acronyms being used in the High School Exit Survey summary reports. Where relevant, each acronym has a link to an external URL.

Acronym	Definition
ACC	Austin Community College
AP	Advanced Placement
FAFSA	Free Application for Federal Student Aid
GPA	grade point average
TAKS	Texas Assessment of Knowledge and Skills
THEA	Texas Higher Education Assessment
TSTC	Texas State Technical College
UIL	University Interscholastic League

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