

High School Exit Survey: Anderson

Austin Independent School District

Class of 2015

Purpose

The 13th annual Austin Independent School District (AISD) High School Exit Survey (HSES) was administered online to seniors in every AISD high school during Spring 2015. In total, 452 Anderson High School seniors completed the survey, for a response rate of 97%.

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 may have provided eligible special education students with guidance and assistance in completing the survey.

The purpose of the HSES was 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 district's strategic plan *Goal 3: All students will graduate ready for college, career, and life in a globally competitive economy.*

Postsecondary Aspirations, Parental Engagement, & Support

Table 1.

Half of Anderson seniors planned to [work part time while attending college.](#)

Postsecondary plans	Anderson 2014	Anderson 2015	District 2015
Continue my education	98%	91%	86%
Attend college or technical school <u>without working</u>	39%	32%	20%
Attend college or technical school while <u>working full time</u>	9%	10%	11%
Attend college or technical school while <u>working part time</u>	54%	49%	56%
Work full time only	2%	2%	4%
Work part time only	1%	0%	1%
Enlist in the military	2%	2%	3%
No plans/ not sure yet	2%	2%	4%
Other	3%	3%	2%

Table 2.

Most Anderson seniors who planned to enroll in college planned to enroll **Fall 2015.**

Semester enrollment	Anderson 2014	Anderson 2015	District 2015
This summer	5%	6%	8%
This fall	90%	89%	85%
Next spring	5%	5%	7%

Table 3.

Almost 70% of Anderson seniors planned to enroll in a **4-year institution. Twenty-seven percent of seniors planned to enroll in a **2-year college and then transfer to a 4-year college**.**

Type of institution	Anderson 2014	Anderson 2015	District 2015
A 4-year college or university	72%	68%	57%
A 2-year college or university	6%	4%	10%
A 2-year community college and then transfer to a 4-year college	24%	27%	30%
A private career or trade school	1%	1%	2%

Table 4.

A quarter of Anderson seniors planned to attend **Austin Community College.**

Postsecondary institutions	Anderson 2014	Anderson 2015	District 2015
Austin Community College (ACC)	40%	24%	35%
Texas State University	8%	5%	8%
University of Texas-Austin	13%	12%	9%
University of Texas-San Antonio	5%	5%	4%
Texas A&M University	8%	8%	4%
St. Edward's University	2%	1%	2%
Blinn College	3%	2%	2%
University of North Texas	1%	2%	2%
Texas Tech University	5%	4%	3%
Stephen F. Austin University	1%	1%	1%
Other	29%	36%	31%

Table 5.

Health sciences, business, and engineering were top areas Anderson seniors planned to study in college. Six percent of Anderson seniors were interested in studying computer and information sciences, a 2% percentage point increase since 2014.

Jobs/careers	Anderson 2014	Anderson 2015	District 2015
Health sciences	15%	11%	17%
Business	19%	16%	13%
Engineering	13%	12%	13%
Law, public safety, corrections, and security	3%	4%	6%
Computer and information sciences	4%	6%	5%
Human services	6%	2%	3%
I do not know	6%	7%	9%
Visual and performing arts	7%	10%	7%
Agricultural sciences and technologies	2%	1%	3%
Natural sciences and mathematics	8%	10%	7%
Education	5%	6%	5%
Communication	6%	4%	4%
Architecture	1%	2%	2%
Social sciences	4%	0%	3%
Hospitality and tourism	1%	1%	1%
Humanities	2%	1%	1%
Office skills	0%	0%	0%
Trade and industrial	1%	0%	1%

Table 6.

Two-thirds of Anderson seniors took a high school course in the area they planned to study in college.

	Anderson 2015	District 2015
Yes	66%	65%
No	34%	35%

Table 7.

Six in 10 Anderson seniors who did not take a course in the area they planned to study in college did not do so because **there were no such courses offered at Anderson.**

Reasons	Anderson 2015	District 2015
I wanted to, but my schedule would not allow it.	20%	51%
I wanted to, but there were no such courses offered at my school.	60%	27%
I was not interested in taking a course in this area in high school.	16%	18%
My parents did not want me to take a course in that area.	0%	1%
A counselor steered me away from those courses.	1%	1%
Other	11%	11%

Table 8.

Forty-six percent of Anderson seniors who did not plan to enroll in college immediately after high school, planned to **take a year off from school to pursue other things.**

Reason	Anderson 2014	Anderson 2015	District 2015
Financial	15%	21%	18%
Academic	0%	5%	7%
Personal obligation	5%	3%	7%
Personal preference	20%	13%	20%
Gap year	50%	46%	35%
Other	10%	13%	14%

Table 9.

Sixty-four percent of Anderson seniors' mother's education level was a **college degree or above.**

School status	Anderson 2014	Anderson 2015	District 2015
Doctorate degree (e.g., PhD, EdD, etc.)	3%	2%	3%
Professional degree (e.g., MD, JD, etc.)	8%	7%	20%
Master's degree	15%	15%	9%
Bachelor's degree (4-year)	34%	33%	20%
Associate degree (2-year)	8%	7%	5%
Some college	12%	13%	13%
High school diploma or earned a GED	10%	10%	19%
Less than high school	7%	10%	24%
Don't know or does not apply	4%	3%	4%

Table 10.

Eighty percent of Anderson seniors' parents expected them to **earn a college degree or industry license/certification.**

Level of education	Anderson 2014	Anderson 2015	District 2015
Doctorate degree (e.g., PhD, EdD, etc.)	9%	15%	12%
Master's degree	18%	19%	16%
Bachelor's degree (4-year)	44%	42%	37%
Associate degree (2-year)	4%	2%	5%
Industry license or certification	--	1%	3%
Some college	2%	4%	7%
High school or earned a GED	3%	4%	8%
I am not sure	12%	11%	12%

Table 11.

Almost all Anderson seniors expected to earn a **college degree or certification** in their lifetime.

Level of education	Anderson 2014	Anderson 2015	District 2015
Doctoral or professional degree	--	24%	20%
Master's degree	--	32%	28%
Bachelor's degree (4-yr college or university)	37%	34%	35%
Associate degree (2-year community college)	5%	5%	8%
Industry license or certification (e.g., trade/technical school)	2%	1%	4%
High school diploma	1%	4%	5%

Table 12.

Anderson seniors have been told mostly by their **parents, teachers,** and **friends** they should go to college.

Level of education	Anderson 2015	District 2015
Parents	91%	89%
Teachers	77%	78%
College and career advisor	51%	55%
School counselor	59%	55%
Coach(es)	37%	38%
Sibling(s) or other family member(s)	66%	63%
Friend(s)	76%	75%
Other adult in my life	53%	47%
No one	4%	3%

Table 13.

Anderson seniors' parents were involved with their schooling mostly by **talking to them about how their doing in their classes** and **talking to them about their homework**.

Seniors who responded either <i>sometimes</i> or <i>often</i>	Anderson 2014	Anderson 2015	District 2015
Talking to you about homework	69%	66%	68%
Making sure you completed your homework	64%	60%	65%
Asking you about what you're learning in school	62%	63%	65%
Helping you decide what classes to take	61%	54%	54%
Talking to you about how you're doing in your classes	89%	76%	79%
Rewarding you when you do well in school	57%	53%	56%
Communicating with your teachers	40%	40%	46%
Attending school meetings	55%	52%	47%
Attending school events	69%	62%	58%
Volunteering at your school	39%	32%	28%
Joining and participating in the PTA	28%	24%	18%
Use Parent Cloud to monitor your grades	64%	55%	51%

Table 14.

Most Anderson seniors know at least one teacher who supported their personal lives, high school academics, and postsecondary aspirations.

Teacher help	Anderson 2014	Anderson 2015	District 2015
Would be willing to give you extra help with your school work if you needed it	93%	88%	88%
Would be willing to help you with a personal problem	78%	75%	74%
Cares about how you're doing in school	86%	80%	79%
Would be willing to write you a letter of recommendation for a job or college	89%	84%	81%
Knows what you will be doing next year	74%	69%	65%
Would be willing to help you even after you graduate	69%	62%	64%
I do not know a teacher who fits any of the items above.	--	4%	4%

Persistence and Motivation

Table 15.

Anderson seniors indicated their feelings about their persistence, motivation, and interactions with teachers.

Percentage who responded either <i>sometimes</i> or <i>always</i>	Anderson 2014	Anderson 2015	District 2015
I can do even the hardest schoolwork if I try.	93%	91%	92%
I enjoy doing my schoolwork.	44%	48%	59%
I feel/felt well prepared for STAAR/EOC.	80%	81%	84%
I try hard to do my best work.	90%	90%	91%
I feel successful in my schoolwork.	89%	83%	89%
My teachers push us to think hard about the things we read.	87%	86%	87%
My teachers push everyone to work hard.	91%	91%	90%
I can reach the goals I set for myself.	97%	95%	96%
My homework helps me learn things I need to know.	74%	76%	78%
My schoolwork makes me think about things in new ways.	67%	70%	73%
My teachers connect what I am learning to life outside of class.	60%	63%	70%
I have fun learning in my classes.	70%	72%	77%
I like to come to school.	61%	63%	71%

Extracurricular Activities

Table 16.

The school-affiliated activities Anderson seniors were mostly involved in were **sports** and **academic clubs**.

In school	Did not participate	1-2 years	3-4 years
Music	58%	18%	24%
Theater/drama	75%	19%	6%
Dance	82%	8%	10%
Sports	44%	20%	36%
Academic clubs/UII competitions	50%	26%	24%
Speech/debate	85%	12%	3%
Student government	84%	12%	4%
Career and technical student organizations	91%	6%	2%

Table 17.

Anderson seniors were mostly involved in **community service** and **sports** outside of school.

Outside of school	Did not participate	1-2 years	3-4 years
Music	68%	9%	23%
Theater/drama	88%	7%	5%
Dance	87%	5%	7%
Sports	50%	15%	35%
Providing routine care for family members	77%	11%	12%
Community service	37%	22%	41%
Environmental projects/activities	69%	15%	15%
Boy/Girl Scouts	90%	2%	8%

Work and Study Time

Table 18.

Fifty-eight percent of Anderson seniors **worked** during their senior year.

Work time	Percentage who worked <i>during</i> senior year		
	Anderson 2014	Anderson 2015	District 2015
Did not work	35%	42%	39%
Less than 20 hours	39%	34%	28%
20 hours or more	26%	24%	33%

Table 19.

Most Anderson seniors who worked during their senior year worked because they **liked the freedom of having their own money**.

Reason	Anderson 2015	District 2015
I like the freedom of having my own money	56%	52%
To help my family with bills/expenses	13%	20%
To save money for college	23%	19%
Other	7%	9%

Table 20.

On average, Anderson seniors studied **1 to 5 hours** each week.

Study time	Percentage who studied each week		
	Anderson 2014	Anderson 2015	District 2015
None	6%	7%	9%
1 to 5 hours	32%	31%	40%
6 to 10 hours	27%	26%	22%
11 to 15 hours	14%	12%	12%
16 to 20 hours	12%	15%	9%
More than 20 hours	10%	10%	9%

Instructional Quality

Table 21.

Anderson High School helped seniors to actively develop **Twenty-first Century Skills**.

Percentage who responded <i>somewhat well</i> or <i>very well</i>	Anderson 2014	Anderson 2015	District 2015
Teamwork	89%	89%	91%
Creative thinking	88%	89%	90%
Problem solving	93%	92%	93%
Conflict resolution	84%	87%	87%
Personal health/fitness	83%	79%	81%
Time management	82%	81%	84%
Technology	82%	80%	84%

Table 22.

Anderson seniors rated the quality of their **social studies**, **English language arts**, **performing/fine arts**, and **mathematics** instruction most favorably.

Percentage who responded <i>good</i> or <i>excellent</i>	Anderson 2014	Anderson 2015	District 2015
English language arts	83%	76%	81%
Social studies	78%	79%	75%
Performing/Fine arts	75%	73%	73%
Career and technical (CTE)	68%	66%	71%
Science	69%	67%	70%
Mathematics	72%	73%	73%
Computer/Technology	58%	60%	64%
Foreign language	64%	61%	64%

Technology Access and Use

Table 23.

Nine in 10 Anderson seniors have a **computer with Internet access** at home.

Access	Anderson 2014	Anderson 2015	District 2015
No computer	0%	2%	5%
No computer, but Internet access	5%	6%	12%
Computer, no Internet	2%	2%	4%
Computer with Internet access	92%	90%	79%

Table 24.

Anderson seniors used Naviance mostly to check their **class rank and grade point average (GPA)**.

Percentage answering <i>yes</i>	Anderson 2014	Anderson 2015	District 2015
Class rank and GPA inquiry	87%	82%	82%
College search	76%	73%	70%
Counselor-directed activities	70%	68%	63%
College visit sign up	64%	58%	55%
Career exploration	55%	51%	48%
Resume building	39%	36%	36%

Postsecondary Preparation and Advising

Table 25.

Over half of Anderson seniors have been thinking about college for **“as long as [they] can remember**.

Time frame	Anderson 2014	Anderson 2015	District 2015
As long as I can remember	53%	52%	37%
In elementary school	9%	8%	9%
In middle/junior high school	17%	17%	21%
In high school	21%	21%	31%
I've never thought about college	1%	1%	3%

Table 26.

Forty-four percent of Anderson seniors who did not think about college until high school did not think about it until their junior and senior years.

Grade	Anderson 2014	Anderson 2015	District 2015
9 th Grade	28%	25%	20%
10 th Grade	31%	22%	25%
11 th Grade	31%	40%	37%
12 th Grade	10%	14%	18%

Table 27.

Anderson seniors prepared for postsecondary education mostly by taking college entrance exams, ordering and submitting transcripts to colleges, completing the Free Application for Federal Student Aid (FAFSA), and taking Advanced Placement or International Baccalaureate classes.

Type of preparation	Anderson 2014	Anderson 2015	District 2015
Took college entrance tests (e.g., SAT, ACT, THEA, COMPASS, ASSET)	77%	68%	60%
Took one or more Advanced Placement or International Baccalaureate classes	63%	64%	51%
Took test prep class for the PSAT, SAT, ACT, etc.	50%	51%	45%
Completed or are currently enrolled in ACC courses	41%	36%	32%
Took other college level courses (e.g., Texas State, Texas Tech, TSTC)	4%	4%	9%
Visited one or more colleges or technical schools	69%	63%	58%
Met with the school counselor/ADVANCE staff to discuss college plans/processes	59%	50%	50%
Attended one or more college fairs	51%	46%	43%
Met with a college representative or recruiter at my high school	49%	39%	41%
Participated in ACC College Connections	37%	26%	24%
Attended Financial Aid Saturday event(s)	--	8%	10%
Completed and submitted the FAFSA	65%	64%	68%
Completed and submitted a scholarship application	55%	54%	47%
Ordered and submitted a transcript to a college or trade/ technical school.	71%	67%	56%
I have not completed any activities to prepare for continuing my education	11%	15%	17%
I have done nothing to academically prepare for continuing my education	11%	15%	19%
I have not completed any forms to prepare for continuing my education	9%	17%	19%

Table 28.

Anderson seniors' family members helped them prepare for life after high school mostly by **talking to them about their career and/or college options** and **talking to them about their responsibilities as an adult**.

Form of help	Anderson 2014	Anderson 2015	District 2015
Talked to you about career and/or college options	88%	84%	79%
Talked to you about your responsibilities as an adult	75%	76%	75%
Talked to you about finances	72%	67%	65%
Talked to you about what a career and/or college would be like	75%	69%	62%
Helped you with financial aid (FAFSA and/or scholarships)	68%	60%	55%
Encouraged you to apply to several different colleges	64%	62%	53%
Helped you complete applications for colleges or trade/technical schools	56%	53%	40%
No one in my family talked to me about or helped me with these things.	3%	5%	6%

Table 29.

Anderson seniors' teachers helped them most by **pushing their academic abilities**. School counselors helped them **select courses needed for work or college**. Project ADVANCE staff helped by encouraging them to **continue their education after high school**.

Activity	None of these people	School counselor	Teacher	College & career advisor
Select courses needed for work or admission to college	42%	39%	16%	21%
Push your academic abilities further	32%	22%	55%	10%
Take AP / honors courses	45%	21%	43%	4%
Take dual credit or articulated credit courses	58%	18%	18%	19%
Get information about careers/occupations	50%	27%	18%	24%
Continue your education after high school	37%	36%	38%	29%
Apply to multiple schools	51%	25%	21%	25%
Decide what school to attend	69%	14%	14%	11%
Fill out applications for postsecondary education	57%	18%	15%	24%
Write college application essays or personal statements	49%	17%	36%	14%

Table 30.

Most Anderson seniors were able to meet with their school counselor and Project ADVANCE advisor.

Availability	School Counselor	College & Career Advisor
Yes, this person was available and I talked to him/her.	71%	64%
I tried to talk to this person and wasn't able to meet with him/her.	10%	6%
I never tried to meet with this person.	18%	30%

Applications to Postsecondary Institutions

Table 31.

Forty-eight percent and 75% of Anderson seniors submitted at least one application to a 2-year and/or 4-year college, respectively.

Institution type	0 applications	1-3 applications	4 or more applications
2-year	52%	46%	2%
4-year	25%	34%	41%
Business/technical/vocational school	89%	8%	3%

Table 32.

Forty-two percent and 68% of Anderson seniors were accepted to at least one 2-year and/or 4-year college, respectively.

Institution type	0 acceptances	1-3 acceptances	4 or more acceptances
2-year	58%	40%	2%
4-year	32%	42%	26%
Business/technical/vocational school	90%	7%	3%

Postsecondary Financial Literacy

Table 33.

Almost 8 in 10 Anderson seniors planned to pay for college with family or personal savings.

Source	Anderson 2014	Anderson 2015	District 2015
Scholarships and/or grants	63%	62%	68%
Family or personal savings	82%	77%	63%
Working during the summer	61%	56%	61%
Working during the school year	54%	50%	59%
Loans	39%	35%	42%
Tuition and fees exemption	8%	7%	10%
I don't know	2%	2%	4%

Table 34.

Anderson seniors learned about financial aid for college mostly from their parents or other adults.

Source of information	Anderson 2014	Anderson 2015	District 2015
Parents or other adults	76%	69%	63%
Talked to school counselor/college and career advisor/Project ADVANCE staff	42%	41%	48%
Information from a college or university (e.g., website, brochures)	34%	40%	35%
U.S. Department of Education or FAFSA websites	20%	25%	23%
Senior economics class	18%	19%	21%
College recruiter	13%	13%	18%
Financial Aid Saturday events	9%	11%	16%
Social media (e.g., Twitter, Facebook, etc.)	9%	12%	12%
None of these	9%	11%	10%

Table 35.

Forty-four percent of Akins seniors who submitted the FAFSA indicated it was “some parts easy, some parts difficult” for their

Degree of ease	Anderson 2014	Anderson 2015	District 2015
Easy	30%	27%	24%
Some parts easy, some parts difficult	48%	44%	47%
Difficult	6%	11%	12%
I did not apply for financial aid	17%	19%	16%

Table 36.

Anderson seniors who did not submit the FAFSA did not do so mostly because they did not know about the financial aid process or their family did not think they were eligible for financial aid.

Reason	Anderson 2014	Anderson 2015	District 2015
I did not know about the financial aid process	22%	30%	38%
I did not need financial aid to attend college	41%	22%	18%
I did not plan to go to college	1%	10%	18%
My family did not think we would qualify or be eligible for financial aid	28%	31%	19%
My parents were not willing to submit private financial information	8%	7%	6%

Acronym Key

The following acronyms are used in the High School Exit Survey summary reports. Where relevant, acronyms have a link to an external URL.

Acronym	Definition
ACC	Austin Community College
ACT	American College Testing
AP	Advanced Placement
ASSET	American College Testing (ACT) placement exam for students in community/technical colleges
COMPASS	American College Testing (ACT) Computer-adapted Placement Assessment and Support Services
EOC	End of Course exam
FAFSA	Free Application for Federal Student Aid
GPA	grade point average
MSA	Metropolitan Statistical Area
PSAT	Preliminary Scholastic Aptitude Test (SAT)
SAT	Scholastic Aptitude Test
STAAR	State of Texas Assessments of Academic Readiness
TAKS	Texas Assessment of Knowledge and Skills
THEA	Texas Higher Education Assessment
TSTC	Texas State Technical College
UIL	University Interscholastic League