



# Austin Independent School District

## Department of Program Evaluation

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### RESULTS OF THE AISD HIGH SCHOOL EXIT SURVEY

#### CLASS OF 2008

The sixth annual AISD High School Exit Survey was administered online<sup>1</sup> to seniors in every Austin Independent School District (AISD) school during the Spring of 2008. This report contains the results for the entire AISD Class of 2008. Where available, longitudinal data are presented to allow for a comparison with 2007 responses. Arrows beside results indicate statistically meaningful changes from one year to the next; the direction of the arrow indicates the direction of change.<sup>2</sup> In total, 3,192 seniors in the Class of 2008 completed the survey. Despite a few exceptions at certain campuses, the overall district survey sample once again closely resembled the ethnic and gender distribution of the district's senior class, indicating the results can be considered representative of the entire senior class population (for more details see Appendix).

**Table 1. High School Exit Survey Response Rates, Classes of 2005 Through 2008**

	Percentage of enrolled seniors responding <sup>3</sup>			
	Class of 2005	Class of 2006	Class of 2007	Class of 2008
All high schools	85.3%	86.0%	82.0%	74.8%↓

Senior responses were organized into seven general topics areas: Open-Ended Comments; Postsecondary Intentions and Family Support; High School Experiences, Campus Climate, and Civic Engagement; Instruction and Technology; Postsecondary Preparation and Advising; and Final Thoughts. Some of the significant findings from the 2008 High School Exit Survey are listed in the following pages.

<sup>1</sup> Facilitators on each campus, primarily Project ADVANCE counselors, were responsible for ensuring that all graduating seniors were given the opportunity to complete the survey. Most seniors completed the survey online; however, seniors at Austin, Anderson, and Crockett were unable to do so due to inadequate computer facilities. These seniors completed a paper version of the survey, and the facilitator entered their response into the survey database by hand.

<sup>2</sup> The change indicator reflects hypothesis testing with the proportions technique (Bohrnstedt & Knoke, 1994).

<sup>3</sup> The corrected response rate is 84.7% (see Appendix for detailed information about response rates for 2008). Response rates are based on enrollment during the sixth 6-week reporting period. Due to the enrollment of some special education seniors with severe cognitive disabilities, a 100% uncorrected response rate was not expected.



## SUMMARY OF KEY FINDINGS FOR THE CLASS OF 2008

### Postsecondary Intentions

- More than 90% of seniors reported plans to continue their education within a year of graduation; this was a significant increase over prior years. The percentage of seniors who said they intended to work part time also increased significantly.
- The percentage of seniors who said they have no plans after graduation from high school has been steadily declining; only 2.4% of seniors in the Class of 2008 said they had no plans for the year following graduation, which represents a significant decrease from prior classes.

### High School Experiences, Campus Climate, and Civic Engagement

- Nearly 60% of graduating seniors reported participating in sports during high school; this was the highest participation rate for any type of extracurricular activity. On average, seniors spent more time per week participating in sports than in any other activity.
- Approximately two-thirds of graduating seniors worked during the summer and/or during their senior year. Among those who were employed during the summer or the school year, the majority worked 16 or more hours per week.

### Instruction and Technology

- Graduating seniors rated the quality of instruction they received in mathematics, science, foreign language, and performing/fine arts less favorably than did seniors in the Class of 2007.
- The seniors in the Class of 2008 rated the quality of instruction received in social studies and computer/technology significantly higher than did seniors in the Class of 2007.
- Compared with previous graduating classes, significantly more seniors in the Class of 2008 reported using a computer once a week or more at school. Also, seniors in the Class of 2008 were more likely than seniors in previous years to report using a computer to communicate with teachers and to participate in online communities (e.g., Facebook).

### Postsecondary Preparation and Advising

- Compared with previous graduating classes, more seniors in the Class of 2008 reported feeling well prepared to plan their high school course selections. Also, a higher percentage of seniors in the Class of 2008, compared with previous classes, reported they were well prepared to achieve their college and career goals.
- Significantly more seniors in the Class of 2008 took active steps toward preparing to further their education than did seniors in prior years. Notably greater percentages of seniors in the Class of 2008 than in other classes reported the following:
  - Visiting college campuses
  - Attending college fairs
  - Completing and submitting financial aid forms
  - Completing and submitting scholarship applications
  - Taking college entrance exams
  - Taking test preparation classes
  - Completing Austin Community College (ACC) courses
  - Ordering and submitting transcripts

- Although more seniors from the Class of 2008 actively prepared for their future education, fewer reported applying to 2- or 4-year colleges and business/technical/vocational schools, compared with seniors the previous year.
- The college preparation program in which the largest percentage of seniors participated was Project ADVANCE, followed by ACC College Connections. Participation in college preparation programs was particularly high at Travis, Reagan, and LBJ high schools.
- Compared with previous senior classes, more seniors in the Class of 2008 reported meeting with their school counselor to discuss their 4-year plan, interpret test results, get career information, get help writing resumes/job applications, and to attend conferences with their parents and counselors.
- Class of 2008 seniors were more likely than seniors from prior years to report the following factors as important in choosing a college:
  - College expenses
  - Availability of financial aid
  - Availability of specific courses or curriculum
  - Reputation of the college in athletic programs
  - Social life at the college
  - Ability to live at home and attend college
  - Ability to live away from home
  - Job or employment placement record of the college
  - Reputation of the college in academic programs
  - Easy admission standards
  - Ability to take courses online

### **Final Thoughts**

- Compared with the Class of 2007, more seniors in the Class of 2008 reported their future college/career goal was the factor that motivated them the most to stay in school and graduate.
- Fewer seniors in 2008 than in 2007 said their parents' expectations were the main factor that kept them going until graduation.

## INDIVIDUAL ITEM RESPONSES FOR ALL AISD HIGH SCHOOLS

### OPEN-ENDED COMMENTS

The first item on the survey was open-ended so seniors had the opportunity to give feedback to district administrators before receiving any prompts or exposure to the broad themes within the survey. The responses below are to the question, “What is the ONE thing that you especially want the administration of AISD to know?”

Seventy percent (n = 2,232) of seniors provided comments<sup>4</sup>; 44% were negative, 14% were positive, and the rest were neutral or difficult to categorize as strictly negative or positive. Similar to open-ended comments from prior years, many seniors in 2008 complained about the dress code and lunch options (e.g., limited food choices, lack of healthy foods, and the desire to eat off-campus). Because of the district-wide implementation of high school redesign in the Fall of 2007, seniors in the Class of 2008 were the first group to provide widespread comments about new classes and programs (e.g., Advisory period and Community Seminar). Seniors frequently remarked on the physical environment of their school, available courses, and scheduling. Commonly identified themes expressed by the Class of 2008 are described in the following list.

- **Advisory Period and Community Seminar.** Seniors’ reports on Advisory period and Community Seminar were overwhelmingly negative. Seniors felt these classes distracted them from focusing on their coursework. One senior said, *“that this whole ADVISORY idea is not working;”* *“Advisory is completely pointless. It is a waste of class time and ruins that days schedule. For most seniors and juniors it is simply a thirty minute period to sneak off campus and go get coffee or food at Whataburger.”* Another said, *“Advisory was almost completely useless and a wasste of our school time as seniors.”* Yet another said, *“Community Seminar needs to be changed. It isn't helpful unless all seniors have access to computers/rooms. Some classes meet in hallways.”*
- **Building and physical environment.** Many seniors criticized the condition of the bathrooms and other facilities, such as the hallways and gym. One senior said, *“I would want them to know that the restrooms are horrible. They are broke down and need to be fixed.”* Another said, *“Our bathrooms are not clean.”* Another said, *“that the bathrooms are disgusting and torn to pieces...it's embarrassing how much grafiti is in there and broken doors.”* Yet another said, *“THE RATS!! THEY ARE TAKING OVER THE SCHOOL.”*
- **Courses.** Some seniors made positive comments about their courses (e.g., *“the english department is rather stellar at McCallum”*). Many others commented on the lack of intermediary classes (i.e., between advanced placement and regular) and their dislike of changes to the curriculum. One senior said, *“I do not understand the seperation of honors and regulars. There is a gigantic leap between the two levels of learning. The kids in regulars are not being prepared for their future and if honors is too hard for some regulars is too easy. I suggest something along the lines of Kealing. There are 4 different levels, topics, magnet, honors, and regulars.”* Another senior said, *“That there is far too big a difference between regulars and AP classes.”* Another said, *“Make sure to update materials, especially science textbooks. Teach evolution and natural selection better*

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<sup>4</sup> All quotes are taken directly from the survey, as typed in by the seniors. Examples are given to illustrate common themes.

*then is currently mandated (more hours...in depth studies).” Yet another said, “The AISD curriculum should stop changing so frequently.”*

- **Scheduling.** Many seniors mentioned the problems they experienced because of schedule changes. One senior said, *“During the year there were many disorganizations that I have noticed and they have cost time. For example, “C” days on Mondays really do not accomplish that much because time is constricted in all 8 classes.”* Another senior said, *“You really made it harder on us by making the school year end later because we have less time to prepare for AP Tests.”* Another said, *“I just want to let them know that our block schedules are one of the most ridiculous procedures in order to get more kids to come to school. There should have been a different approach.”* Another said, *“BLOCK SCHEDULE ISN'T BENEFICIAL AT ALL, AND WE SHOULD HAVE AT LEAST HAD MATH EVERYDAY.”* Yet another said *“C days are a bad thing because there is not enough time to do anything, along with late start days AND regular days, its easy to get lost or confused as to what time everything starts. Plus, the tardy policy doesn't help.”*

**POSTSECONDARY INTENTIONS AND FAMILY SUPPORT**

**Table 2. Within a Year After Graduating from High School, What Do You Plan to Do? (Item 7)**

Plan	2005-2006	2006-2007	2007-2008
Continue my education*	84.0%	89.0% ↑	92.2% ↑
Travel	13.1%	18.3% ↑	19.4%
Be a full-time parent	1.8%	2.2%	2.2%
Go into the military	3.4%	2.6%	2.8%
Work full time	12.3%	13.2%	13.8%
Work part time	30.5%	35.5% ↑	41.1% ↑
No plans	8.0%	5.6% ↓	2.4% ↓

Note. Respondents could select more than one option, so percentages do not total 100%.

\* Item was recoded to match longitudinal data. In 2008, this involved two items: “Attend a school or college for a business, technical, trade, or vocational certificate” and “Attend a college or university for a degree.” The percentage represents seniors who chose either or both options.

**Table 3. If You Are Not Planning to Pursue Further Education at This Time, What Are Your Primary Reasons? (Item 8)**

Reason	2005-2006	2006-2007	2007-2008
Cannot afford to attend school	25.0%	25.9%	16.9% ↓
Childcare responsibilities	6.5%	7.8% ↑	4.4% ↓
Other family responsibilities	*	*	11.7%
Don't like attending school	13.6%	15.8% ↑	19.4% ↑
Grades/test scores aren't high enough	23.7%	19.8% ↓	16.5% ↓
Don't feel academically prepared	13.1%	13.4%	13.7%
Need income to support myself	23.7%	28.9% ↑	21.7% ↓
Need income to support others	11.8%	9.6% ↓	6.1% ↓
My career goals do not require further education*	11.8%	9.4%	0.0% ↓
Other	44.9%	16.8% ↓	22.6% ↑

Note. Respondents could select more than one option, so percentages do not total 100%.

\* New response option in 2008; it previously read, “Not needed for job.” Because very few seniors indicated they would not pursue further education within a year, percentages and significance tests should be interpreted with caution.

**Table 4. If You Are Not Planning to Pursue Further Education at This Time, Do You Intend to Pursue It at a Later Time? (Item 9)**

Response	2005-2006	2006-2007	2007-2008
Probably or definitely yes*	51.9	61.7% ↑	59.2%
Maybe	21.3%	20.6%	19.3%
Probably or definitely no*	4.7%	6.2%	10.5% ↑
Don't know	22.1%	11.5% ↓	11.0%

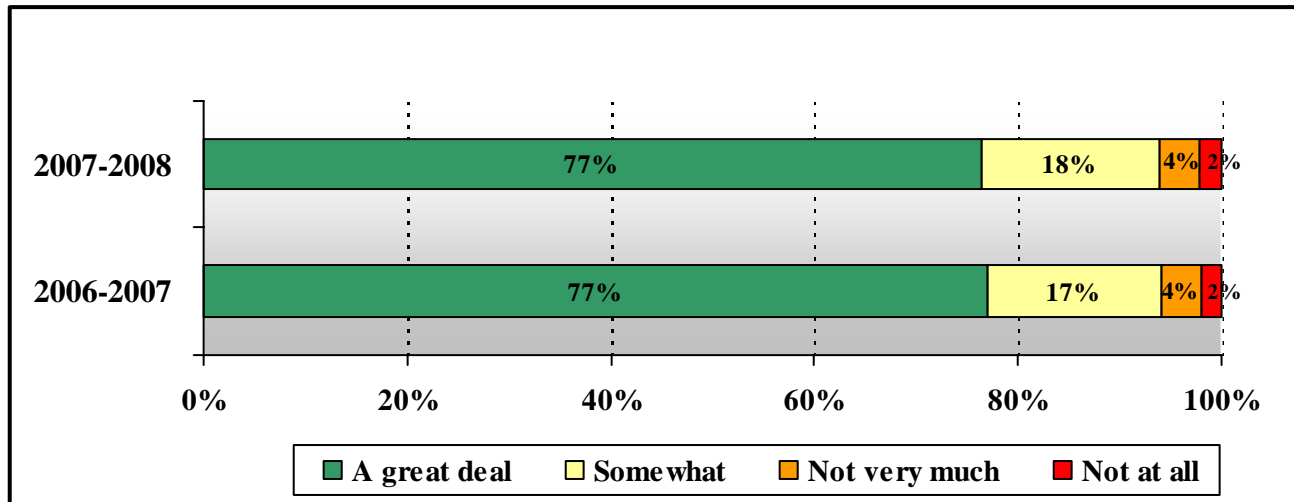
\* Response options were collapsed for ease in reporting. Because very few seniors indicated they would not pursue further education within a year, percentages and significance tests should be interpreted with caution.

**Table 5. If You Decide to Pursue Further Education at a Later Time, Would You Like to Come Back to Your High School for Support and Assistance With the Application and Financial Aid Process? (Item 10)**

Response	2007-2008
Yes	26.6%
No	30.1%
Not sure	43.2%

Note. This item was new in 2008. Because very few seniors indicated they would not pursue further education within a year, percentages should be interpreted with caution.

**Figure 1. To What Extent Do Your Parents/Family Support Your Plans for After High School? (Item 11)**



**Table 6. To What Extent Were Your Parents Involved in the Following School-Related Things? (Item 12)**

Activity	2005-2006	2006-2007	2007-2008
Working with you on homework or school projects	54.2%	53.3%	54.6%
Volunteering at your school	37.4%	37.4%	40.0%
Helping you decide what classes to take	58.7%	58.2%	60.2%
Attending school activities or meetings	57.9%	55.7%	54.9%
Communicating with your teachers	*	57.9%	60.6%
School leadership opportunities (e.g., Campus Advisory Council, event committees)	*	*	29.1%
Attending athletic events and competitions	*	*	58.8%
Attending academic events and competitions	*	*	37.0%
Attending performance events (e.g., dance, theater, band)	*	*	53.3%
Joining and participating in the PTA	*	*	27.1%

Note. Percentage is of the number of seniors reporting that parents were involved at least "occasionally." Response options included Never, Rarely, Occasionally, Often, and Consistently.

\* New items corresponded to items from the 2007-2008 AISD Parent Survey.



**Table 7. Will You Be the First Person in Your Immediate Family to Attend College? (Item 13)**

	2005-2006	2006-2007	2007-2008
<b>“Yes”</b>	27.9%	29.1%	30.0%

**Table 8. How Far Did Your Parents Go in School? Indicate Your Mother and Father’s Highest Level of Education. (Item 15)**

Education level	2006-2007		2007-2008	
	Mother	Father	Mother	Father
<b>Did not finish high school</b>	17.4%	18.5%	18.6%	17.9%
<b>Graduated from high school or earned a GED</b>	22.1%	19.6%	17.4%↓	16.9%↓
<b>Attended a 2-yr community/junior college or vocational/technical school, but no degree</b>	9.4%	6.9%	8.6%	6.5%
<b>Graduated from a 2-yr community/junior college or vocational/technical school</b>	5.4%	4.6%	5.4%	3.9%
<b>Attended a 4-yr college, but did not complete a degree</b>	7.1%	6.6%	6.5%	7.0%
<b>Graduated from college</b>	19.8%	17.5%	21.6%	19.2%
<b>Completed a Master’s degree or equivalent</b>	10.6%	12.1%	12.1%	12.5%
<b>Completed a Ph.D., M.D., or other advanced professional degree</b>	3.1%	5.4%	3.8%	6.4%
<b>Don’t know/does not apply</b>	5.2%	8.6%	6.0%	9.6%

*Note.* The statistically significant decrease in the number of seniors reporting their parents graduated from high school or received a GED may reflect a slightly different population of High School Exit Survey respondents than in prior years. This decrease probably does not indicate an overall demographic shift among AISD families.

**HIGH SCHOOL EXPERIENCES, CAMPUS CLIMATE, AND CIVIC ENGAGEMENT**

**Table 9. How Many Different High Schools Have You Attended? (Item 3)**

# of schools	2005-2006	2006-2007	2007-2008
1	73.9%	76.1% ↑	77.5%
2	17.5%	16.8%	16.8%
3 or more	8.6%	7.2% ↓	5.6% ↓

**Table 10. Please Indicate the Number of Years of High School in Which You Participated in Each of These Extracurricular Activities. (Items 16, 18, & 19)**

	2007-2008	
	Percentage participating 1 or more years	Hours spent on activities per week during the senior year*
<b>In school</b>		
Music	35.2%	1 to 5
Theater/drama	20.4%	1 to 5
Dance	23.2%	1 to 5
Sports	58.8%	16 or more hours
UIL academic competition	18.8%	1 to 5
Speech/debate	21.2%	1 to 5
Senior government	16.5%	1 to 5
Other	30.7%	1 to 5
<b>Outside school</b>		
Music	30.3%	1 to 5
Theater/drama	11.7%	1 to 5
Dance	17.0%	1 to 5
Sports	52.0%	16 or more hours
Community service/volunteering	57.1%	1 to 5
Environmental projects/activities	25.4%	1 to 5
Boy/Girl Scouts	8.9%	1 to 5
Family care	19.8%	1 to 5
Other organizations	13.1%	16 or more hours

*Note.* Respondents could select more than one option, so percentages do not total 100%. Percentages refer to seniors who reported at least one year of participation. The wording for these items changed for the 2008 survey; seniors were asked to indicate the number of years of high school in which they participated in extracurricular activities. Thus, comparable longitudinal data were not available.

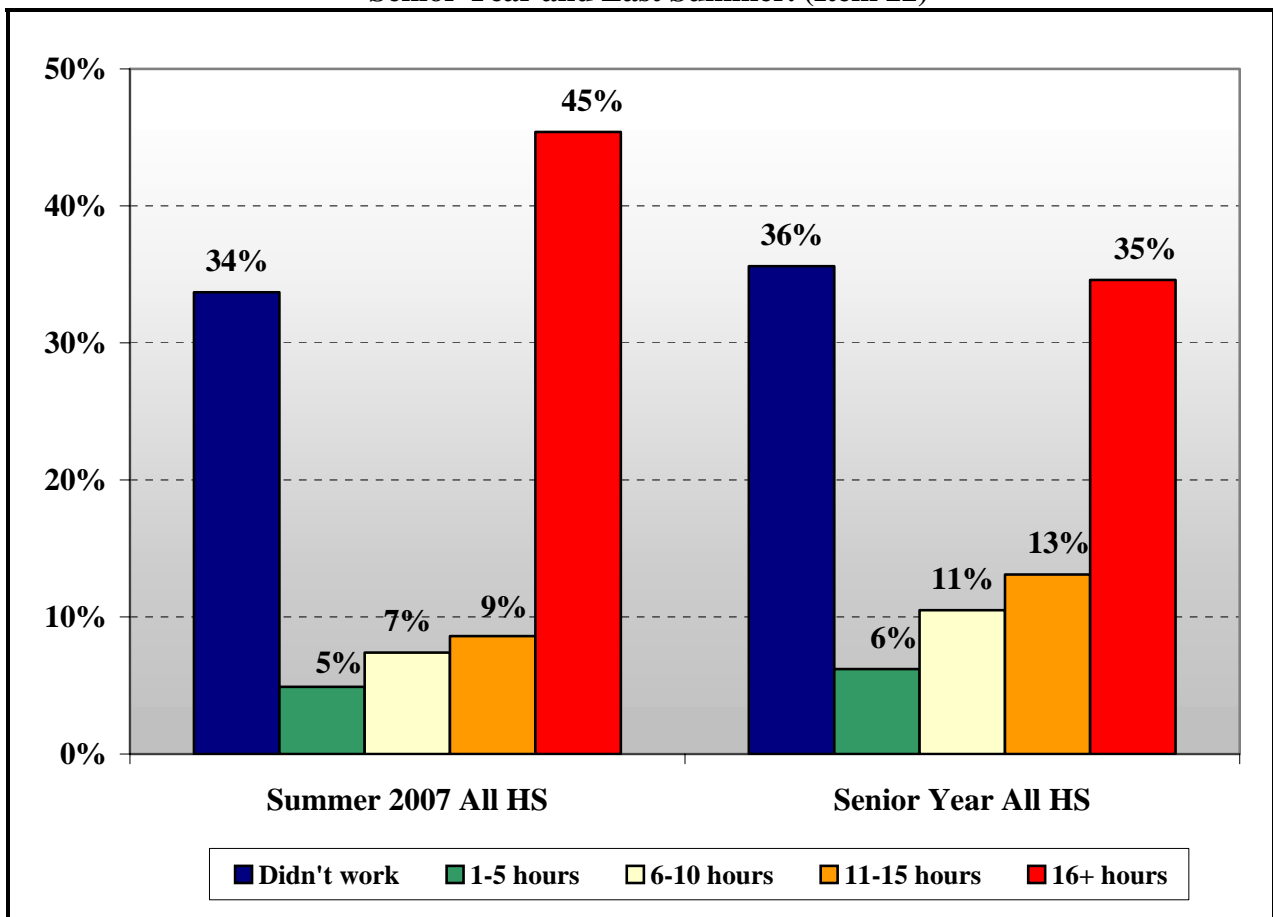
\* The hours reported here represent the modal response provided by all seniors who participated during the senior year. Prior years' surveys did not ask about hours spent on extracurricular activities. The response options for the 2008 survey were as follows: Did not participate, 1-5 hours per week, 6-10 hours per week, 11-15 hours per week, and 16 or more hours per week. The category of hours with the highest percentage of responses was "Did not participate," but these responses were not included in this analysis because they were given by seniors who also indicated participating in extracurricular activities for 1 year or more.

**Table 11. Please Indicate the Number of Years of High School That You Have Been Employed (Either During the Year or During the Summer). (Item 21)**

Years	2007-2008
0	24.1%
1	28.2%
2	26.1%
3	13.7%
4	7.5%

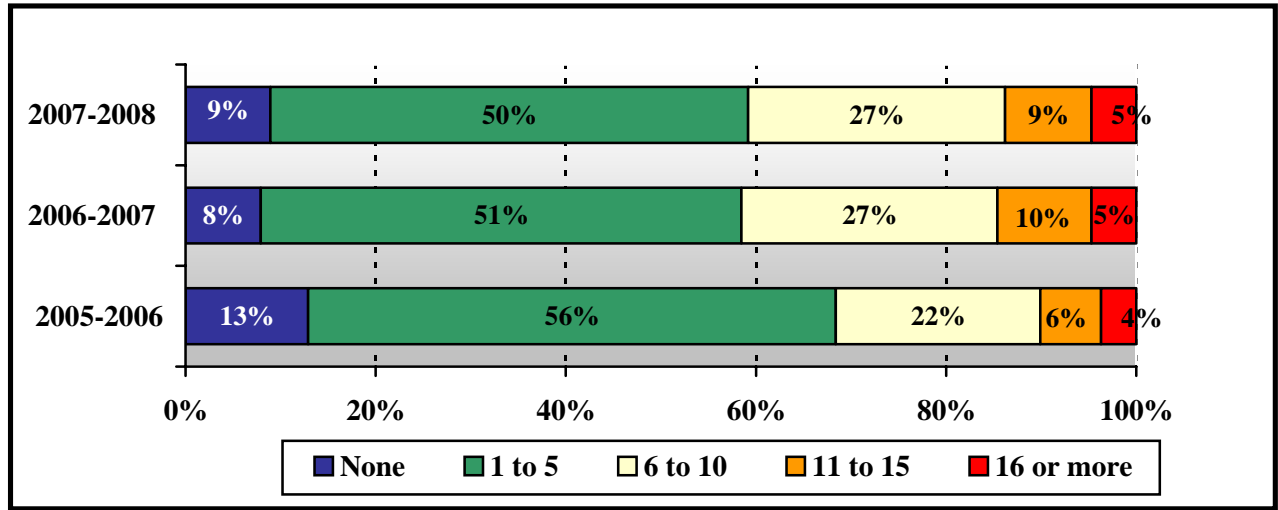
Note. This item was new in 2008.

**Figure 2. Now Indicate the Number of Hours per Week That You Have Worked During Your Senior Year and Last Summer. (Item 22)**

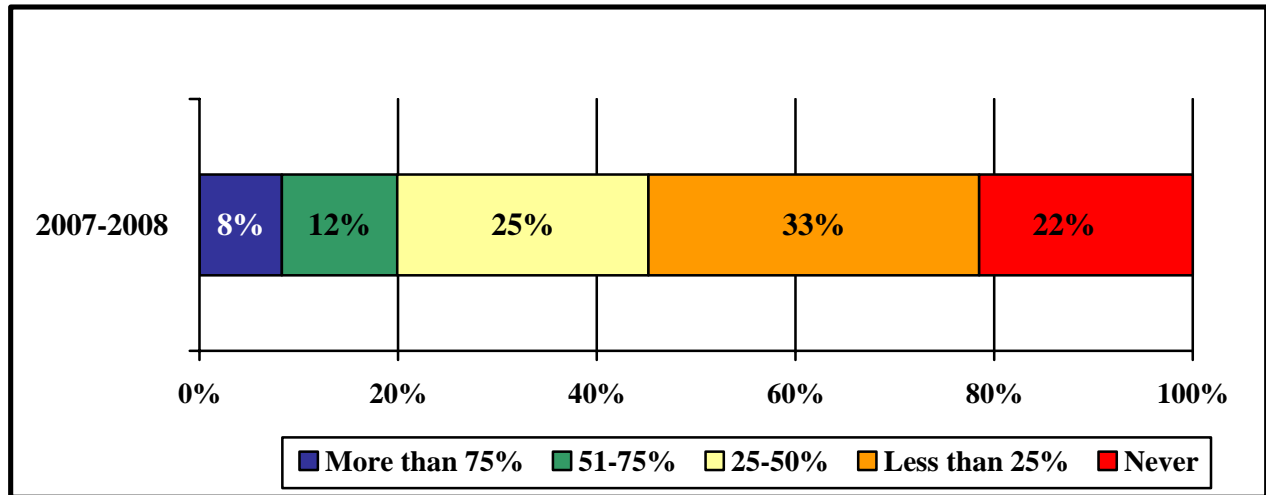


Note. This item was new in 2008.

**Figure 4. Thinking Back on Your Years in High School, How Many Hours per Week Did You Typically Spend Studying, Doing Research, or Completing Homework Assignments Outside of Class? (Item 23)**



**Figure 5. On Average, What Percentage of Your Study, Research and Homework Was Done Without Distractions (e.g., Television, Music, IM, Texting, Phone Calls)? (Item 24)**



Note. This item was new in 2008.

**Table 12. Please Mark the Item That Best Indicates How You Feel: (Item 25a-k)**

	2007-2008	
	All grades 9-11	All seniors
<b>School climate</b>		
I feel safe at my school	3.1	3.4
My classmates show respect to each other	2.9	2.9
The consequences for breaking school rules are the same for everyone	2.9	2.7
Adults at this school listen to senior ideas and opinions	2.8	2.8
There is at least one adult at my school who I can go to if I have a problem	3.2	3.3
My teachers are fair to everyone	2.8	2.9
<b>Academic climate</b>		
My homework helps me learn things I need to know.	2.9	2.9
I know how I am doing in school	3.2	3.4
My teachers expected me to do my best work.	3.5	3.6
My classes were rigorous and challenging	*	3.1
My high school coursework has been relevant to my life	*	2.7

*Note.* Average responses were calculated using the following scale: Never(1), Not a lot (2), Sometimes (3), and Always (4); responses of Don't Know are not included. Items and subscales regarding School Climate and Academic Climate were modified for the Class of 2008 to resemble items on the AISD Senior Climate Survey. Therefore, longitudinal data are not available.

\* These items were asked only on the High School Exit Survey.

**Table 13. Please Answer the Following Questions About Your Civic Engagement. (Items 5 & 6)**

Question	2006-2007	2007-2008	
	All seniors	Seniors under 18	Seniors 18 or older
Are you registered to vote?	38.5%	n/a	51.0%
Have you voted in any school board, city, county, state, or national election?	31.1%	n/a	23.3%
Will you register to vote after your 18 <sup>th</sup> birthday?	*	77.3%	n/a
Do you plan to vote in the presidential election in November?	*	66.2%	70.3%

\* These response options were new in 2008. In previous surveys, senior responses were not disaggregated by age, so it was not appropriate to conduct statistical tests on these items.

**INSTRUCTION AND TECHNOLOGY**

**Table 14. How Well Did Your High School Help You to Actively Develop Knowledge and Skills in the Following Areas? (Item 26)**

Area	Somewhat well or Very well		
	2005-2006	2006-2007	2007-2008
Teamwork	87.8%	*	88.6%
Creative thinking	88.2%	90.8%	90.6%
Problem solving	89.9%	92.9%	91.5%
Conflict resolution	81.2%	84.6%	82.8%
Personal health/fitness	77.6%	78.5%	78.6%
Time management	*	*	80.8%
Technology	*	*	84.6%

Note. Responses included Not well, Somewhat well, and Very well. Percentages indicate seniors who responded Somewhat well or Well.

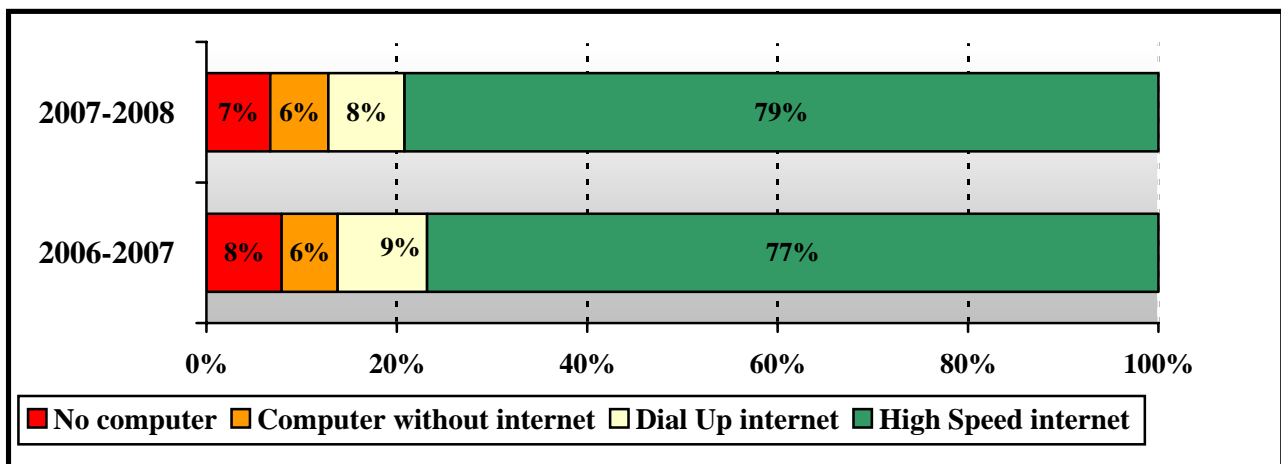
\* Indicates a response option added in 2008.

**Table 15. Please Rate the Quality of Instruction That You Feel That You Received in the Following Areas: (Item 27)**

Area	Good or Excellent		
	2005-2006	2006-2007	2007-2008
Writing	*	82.6%	84.5%
Mathematics	*	71.3%	67.0% ↓
Science	*	68.9%	59.6% ↓
Social studies	*	84.2%	86.9% ↑
Computer/technology	*	71.0%	86.9% ↑
Foreign language	*	64.5%	60.9% ↓
Performing/fine arts	*	72.2%	60.9% ↓

Note. Responses included Poor, Fair, Good, and Excellent. Percentages are for seniors reporting Good or Excellent.

**Figure 6. Which of the Following Describes Your Computer and Internet Access at Home? (Item 14)**



**Table 16. How Frequently Do You Use a Computer... (Item 28)**

Use	Once a week or more		
	2005-2006	2006-2007	2007-2008
At home?	80.5%	85.2%	86.7%
At school?	65.4%	69.6% ↑	74.0% ↑
To present material in class, for example, using PowerPoint?	*	22.2%	23.5%
To type a paper or class assignment?	*	56.1%	55.4%
To search the Internet to complete class-related assignments?	*	61.0%	61.6%
To research college/career choices?	*	49.4%	50.6%
To complete online forms or applications for college/employment?	*	42.4%	44.0%
To communicate with teachers (e.g., e-mail, IM)?	*	17.7%	20.8% ↑
To communicate with friends (e.g., e-mail, IM, blog, Facebook)?	*	72.7%	74.8%
To participate in online communities (e.g., Facebook, blogs, discussion boards)?	*	52.8%	56.9% ↑

Note. Responses included Never, Less than once a week, Once or twice a week, and Every day or almost every day. Previous reports indicated item means; percentages above represent seniors reporting At least once a week or more.

**Table 17. Indicate How Much You Agree With Each of the Following Statements About Technology Use at School (Item 29)**

Use	Agree or Strongly agree 2007-2008
My teachers effectively use the technology resources that are available.	85.7%
I would like to use more electronic communication with my classmates as part of my schoolwork.	79.9%
I would like to use more electronic communication with my teachers.	73.2%
I would like to use more online resources.	82.1%

Note. This item was new in 2008. Responses included Strongly disagree, Disagree, Agree, Strongly agree, and Don't know/unsure. Percentages are for seniors who said Agree or Strongly agree.

**POST-SECONDARY PREPARATION AND ADVISING**

**Table 18. At What Time in Your Life Did You Start Thinking About College as a Possibility After High School? (Item 30)**

Time	2005-2006	2006-2007	2007-2008
As long as I can remember	39.6%	39.1%	40.5%
In elementary school	*	*	8.5%
In middle/junior high school	23.7%	21.0% ↓	21.8%
In high school	20.9%	25.3% ↑	26.8%
I've never thought about college as an option after high school	2.9%	2.5%	2.3%

\* This item was changed from that in previous surveys, which said, "When I was a child."

**Table 19 High School Preparation for Post-Graduation Opportunities (Item 31a-d & Item 20)**

Preparation	Somewhat well or Very well		
	2005-2006	2006-2007	2007-2008
How well prepared were you to plan your high school course selections?	81.3%	87.0%	91.2% ↑
How well prepared were you to meet your college and career goals?	83.5%	84.9%	88.4% ↑
How well prepared are/were you for the college/technical/vocational school application process?	82.0%	82.4%	83.4%
How well informed are/were you about obtaining financial aid for education after high school (whether or not you applied)?	77.9%	82.0%	81.6%
I received extra help early in the school year so I could graduate on time (percentage responding "yes")*	46.9%	46.1%	23.4% ↓

Note. Response options included Not well, Somewhat well, and Very well. Previous surveys reported item means; in 2008, percentages reflected the seniors who responded Somewhat well and Very well.

\* Response options for this item included Strongly disagree, Disagree, Agree, and Strongly agree. Percentages here are for seniors who said Agree or Strongly agree.



**Table 20. How Did You Prepare for Continuing Education? (Check All That Apply)  
 (Items 32 & 35)**

Preparation	2005-2006	2006-2007	2007-2008
Took the PSAT examination	56.7%	57.9%	68.0%
Took AP/IB classes	45.3%	45.3%	48.6%
Visited campuses	54.6%	44.0% ↓	51.8% ↑
Attended college fairs	51.4%	44.4% ↓	48.6% ↑
Completed and submitted a FAFSA	38.3%	41.3% ↑	49.3% ↑
Completed and submitted a scholarship application	31.8%	30.8%	41.5% ↑
Took college entrance tests	64.1%	65.6%	72.4% ↑
Took test prep class	40.1%	38.2%	41.7% ↑
Completed ACC courses	22.6%	23.3%	29.4% ↑
Ordered and submitted transcripts	45.1%	40.3% ↓	50.3% ↑
Applied to a 2-year college (including ACC)*	54.5%	49.8% ↓	41.4% ↓
Applied to a 4-year college*	68.0%	69.1%	63.9% ↓
Applied to a business/technical/vocational school*	14.7%	13.8%	6.5% ↓

Note. Respondents could select more than one option, so percentages do not total 100%.

\* An answer to this item was required in 2006-2007, therefore percentages may not be entirely comparable.

**Table 21. In Which of the Following College Preparation Programs Did You Participate While in High School? (Item 33)**

Program	2007-2008
Project ADVANCE	26.1%
AVID	8.9%
ACC College Connections	17.1%
College Forward	3.0%
Hispanic Mother/Daughter	3.0%
Talent Search/Trio	2.6%
Upward Bound	1.8%
Gear Up	3.1%
Breakthrough	1.5%
College 101	3.3%
I did not participate in any programs like this	41.6%
Other	4.9%

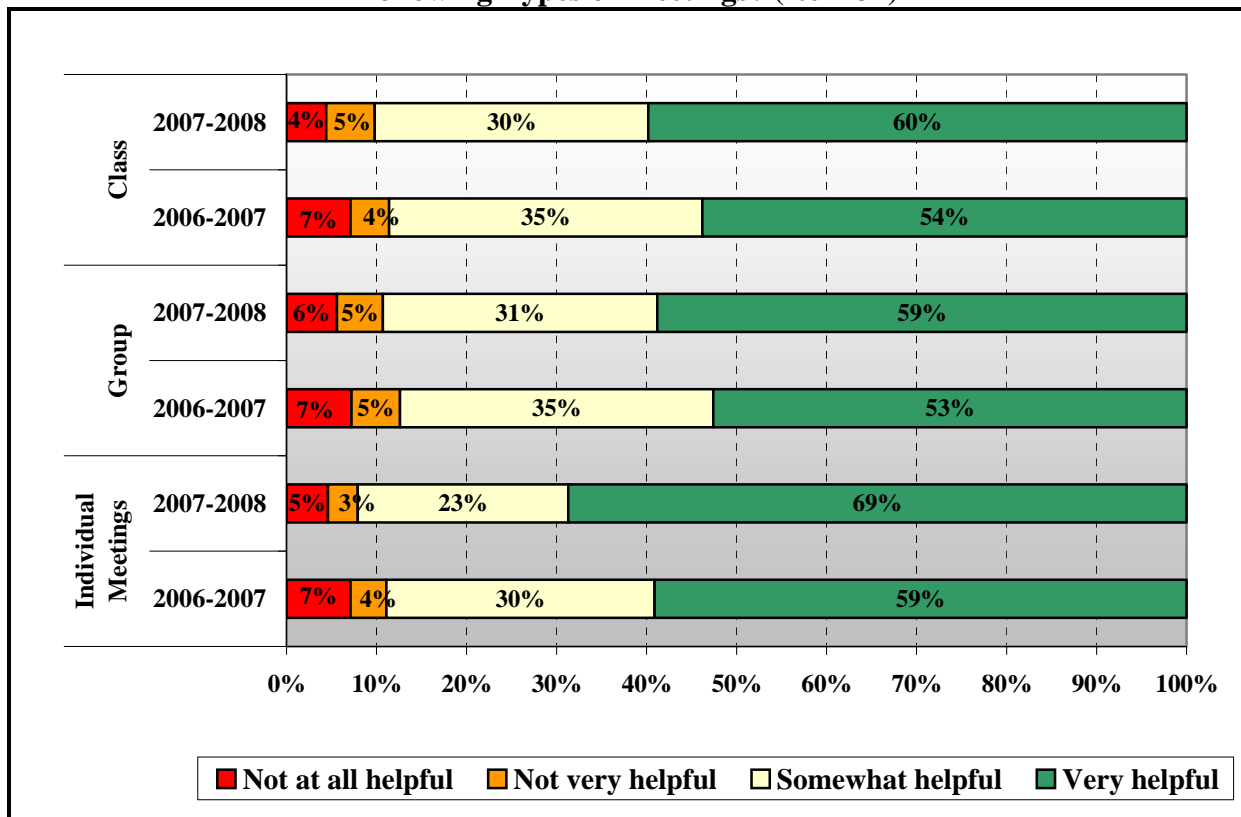
Note. This item is new to the 2008 Exit Survey.

**Table 22. If You Participated in One or More College Preparation Programs, What Did You Get Out of It? (Item 34)**

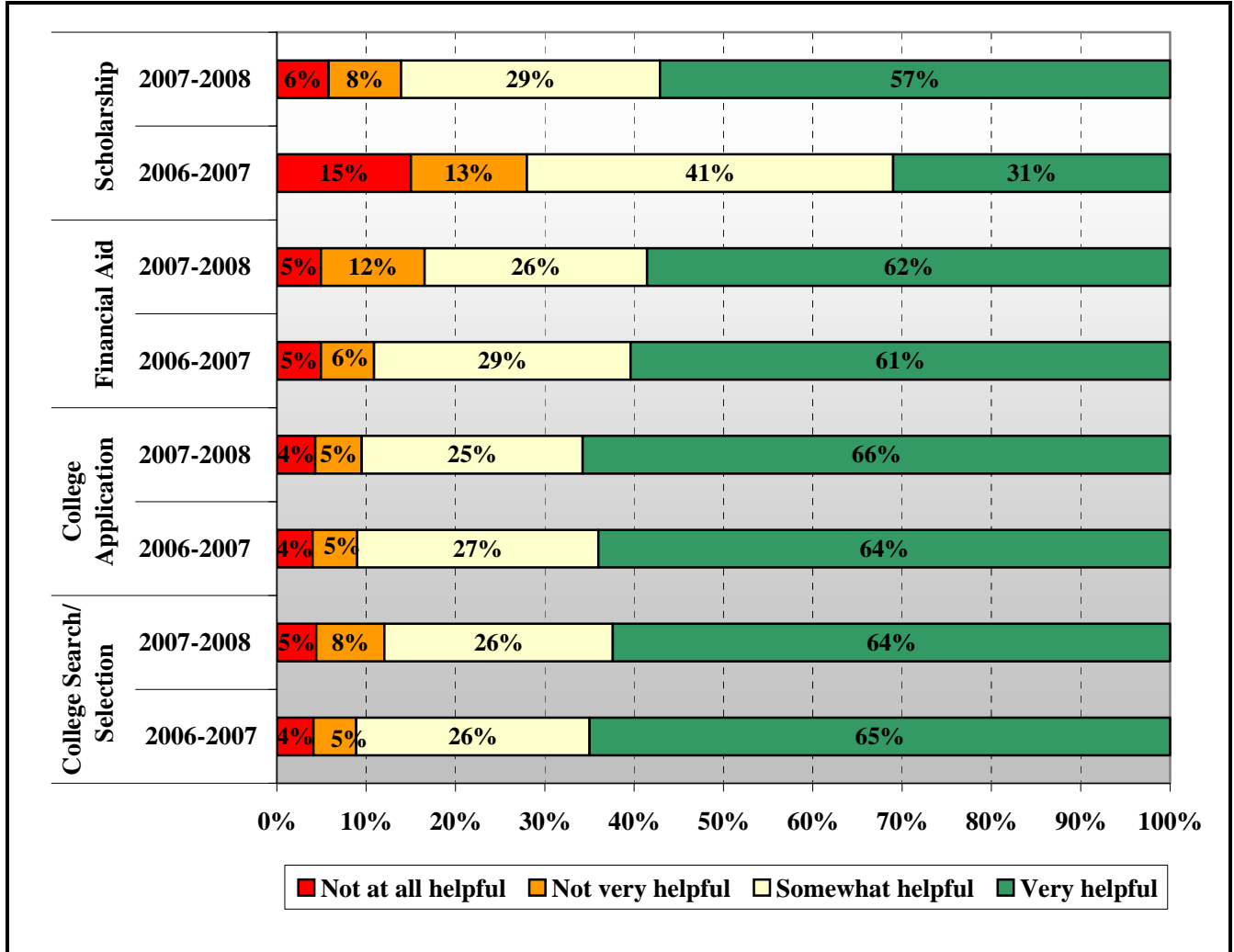
Benefit	2007-2008
They encouraged me to attend school regularly	35.3%
They helped me choose the HS courses to prepare for college	31.8%
They explained the financial aid process to me	37.9%
They were available to help with school-related issues	29.1%
They helped me deal with personal issues	18.7%
They helped me believe that college was right for me	33.4%
They helped me apply to college	47.3%
Other	8.6%

Note. This item was new in 2008.

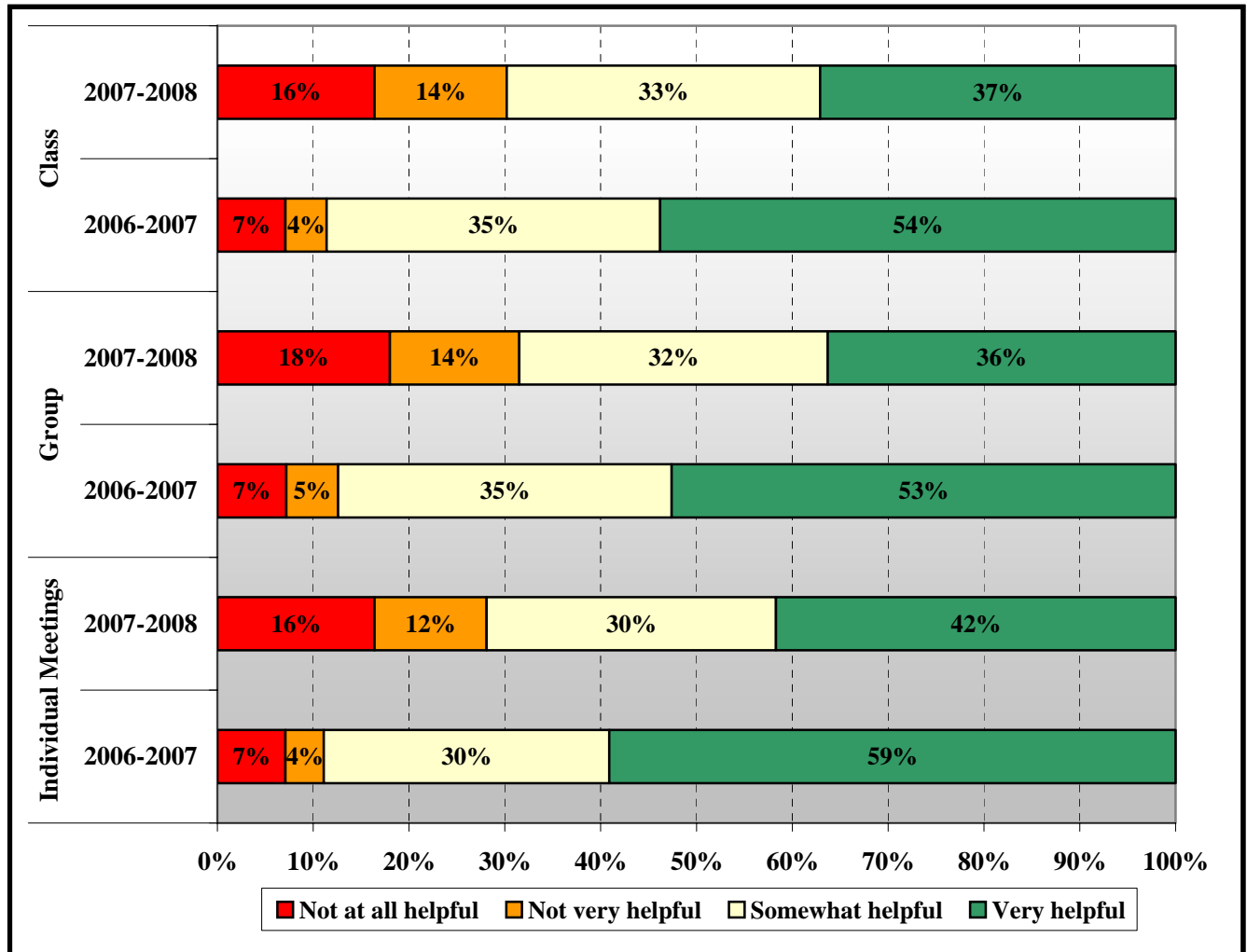
**Figure 7. How Helpful Was Your Project ADVANCE Facilitator/College Advisor in the Following Types of Meetings? (Item 37)**



**Figure 8. How Helpful Was Your Project ADVANCE Facilitator/College Advisor With the Following Processes? (Item 38)**



**Figure 9. How Helpful Was Your Advocate/Advisory Teacher in the Following Types of Meetings? (Item 40)**



*Note.* In 2007, separate items were used for Advocate and Advisory teachers. The 2006-2007 data reported here are regarding Advisory teachers only.

**Figure 10. How Helpful Was Your School Counselor in the Following Types of Meetings?  
 (Item 41)**

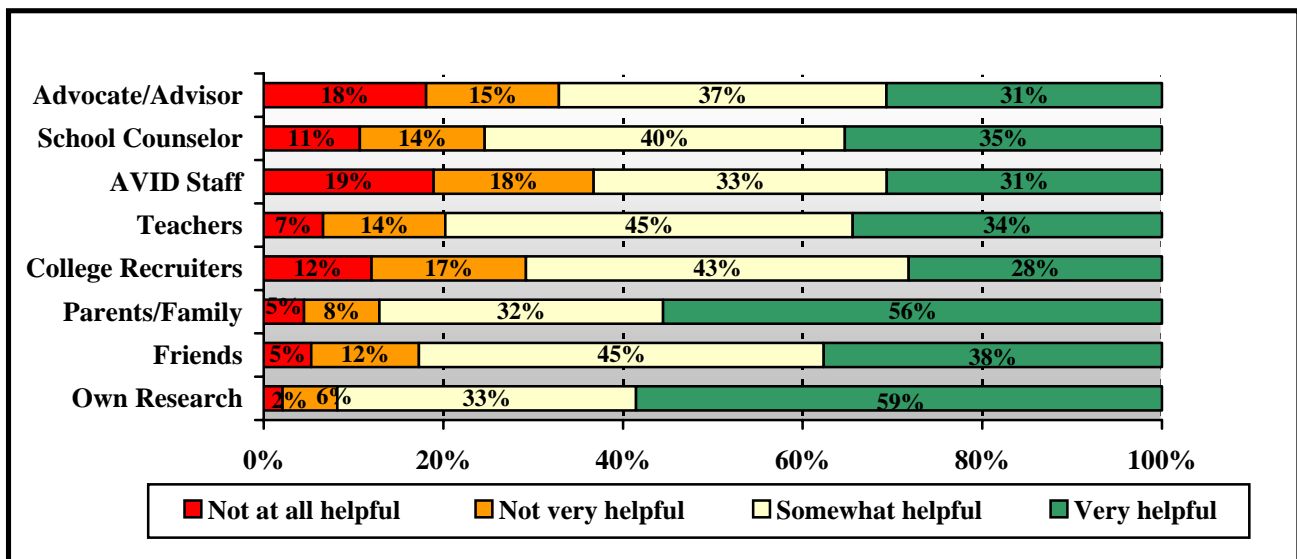


**Table 23. For Which of the Following Issues Did You Meet With a School Counselor?  
 (Item 42)**

Issue	2005-2006	2006-2007	2007-2008
Scheduling	81.5%	76.7% ↓	77.5%
Course selection & placement	60.1%	56.2% ↓	58.4%
Graduation plans	52.3%	53.0%	53.2%
4 year plan	21.5%	21.2%	26.4% ↑
Graduation credit verification	41.0%	39.1%	37.4%
Testing interpretation	15.6%	14.1%	17.0% ↑
Career information	15.4%	15.6%	18.5% ↑
College information/applications	37.7%	36.5%	38.8%
Writing resumes/ job applications	*	6.5%	11.2% ↑
Financial aid information/ applications	17.9%	19.9% ↑	21.3%
Scholarship information/applications	20.6%	22.5%	24.1%
Writing college essays	*	9.9%	11.5%
Conflict resolution	11.5%	10.4%	12.2%
Personal and/or family issues	11.4%	12.2%	13.2%
Parent conference	8.5%	7.7%	10.4% ↑
Teacher conference	5.5%	5.4%	6.4%
Grades/test scores/academic performance	*	*	41.6%
Other	16.3%	10.1% ↓	3.2%

\* Response option was new in 2008.

**Figure 11. Which of the Following People (Other Than Your Project ADVANCE Counselor) Helped You to Prepare for the College/Technical /Vocational School Application Process and How Helpful Were They? (Item 39)**



Note. This item was changed from that in previous years' surveys, which did not ask seniors to indicate the level of helpfulness. Results do not include the response Doesn't apply.

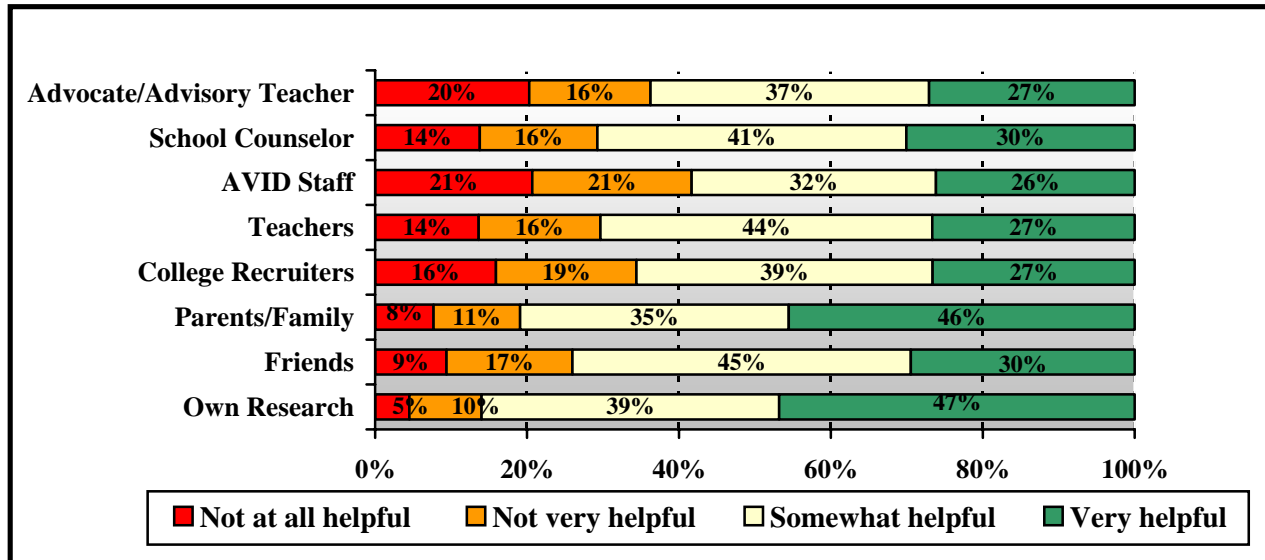
**Table 24. How Important Is Each of the Following in Choosing a College? (Item 36)**

Reason	Somewhat or Very important	
	2006-2007	2007-2008
College expenses	77.8%	91.7% ↑
Availability of financial aid	76.1%	90.1% ↑
Availability of specific courses or curriculum	81.6%	95.1% ↑
Reputation of the college in athletic programs	48.5%	61.4% ↑
Social life at the college	71.5%	86.4% ↑
Ability to live at home and attend college	49.9%	61.5% ↑
Ability to live away from home	62.8%	78.3% ↑
Job or employment placement record of the college	69.2%	81.9% ↑
Reputation of the college in academic programs	79.1%	90.1% ↑
Easy admission standards	60.5%	72.0% ↑
Ability to take courses online	40.6%	54.5% ↑
Study abroad opportunities	*	77.1%
Service learning opportunities	*	74.9%
The school accepts dual-credit courses	*	75.5%
The school accepts AP/IB credits	*	77.0%

Note. Response options included Not important, Somewhat important, and Very important.

\* Item options were new in 2008. Percentages represent seniors indicating Somewhat or Very important; in previous years, item means were reported.

**Figure 12. Which of the Following People (Other Than Your Project ADVANCE Counselor) Helped You Obtain Information About Financial Aid for Education After High School and How Helpful Were They? (Item 43)**



Note. This item was changed from that in previous years' surveys, which did not ask seniors to indicate the level of helpfulness. Results do not include the response Doesn't apply.

**Table 25. How Easy Has It Been for You and Your Parents to Understand the Process of Financial Aid? (Item 44)**

Degree of ease	2005-2006	2006-2007	2007-2008
Very easy	16.2%	18.1%	17.0%
Easy	29.2%	27.8%	21.2%↓
Somewhat easy, somewhat difficult	40.4%	40.1%	36.2%↓
Difficult	9.4%	8.7%	7.9%
Very difficult	4.8%	4.1%	3.9%
Did not apply for financial aid	*	*	13.9%

*Note.* This item was changed from that in previous years' surveys, which asked, "How easy has it been to understand the process of financial aid (whether or not you applied)?"

**Table 26. How Do You Plan to Pay for Your Education After High School? (Item 45)**

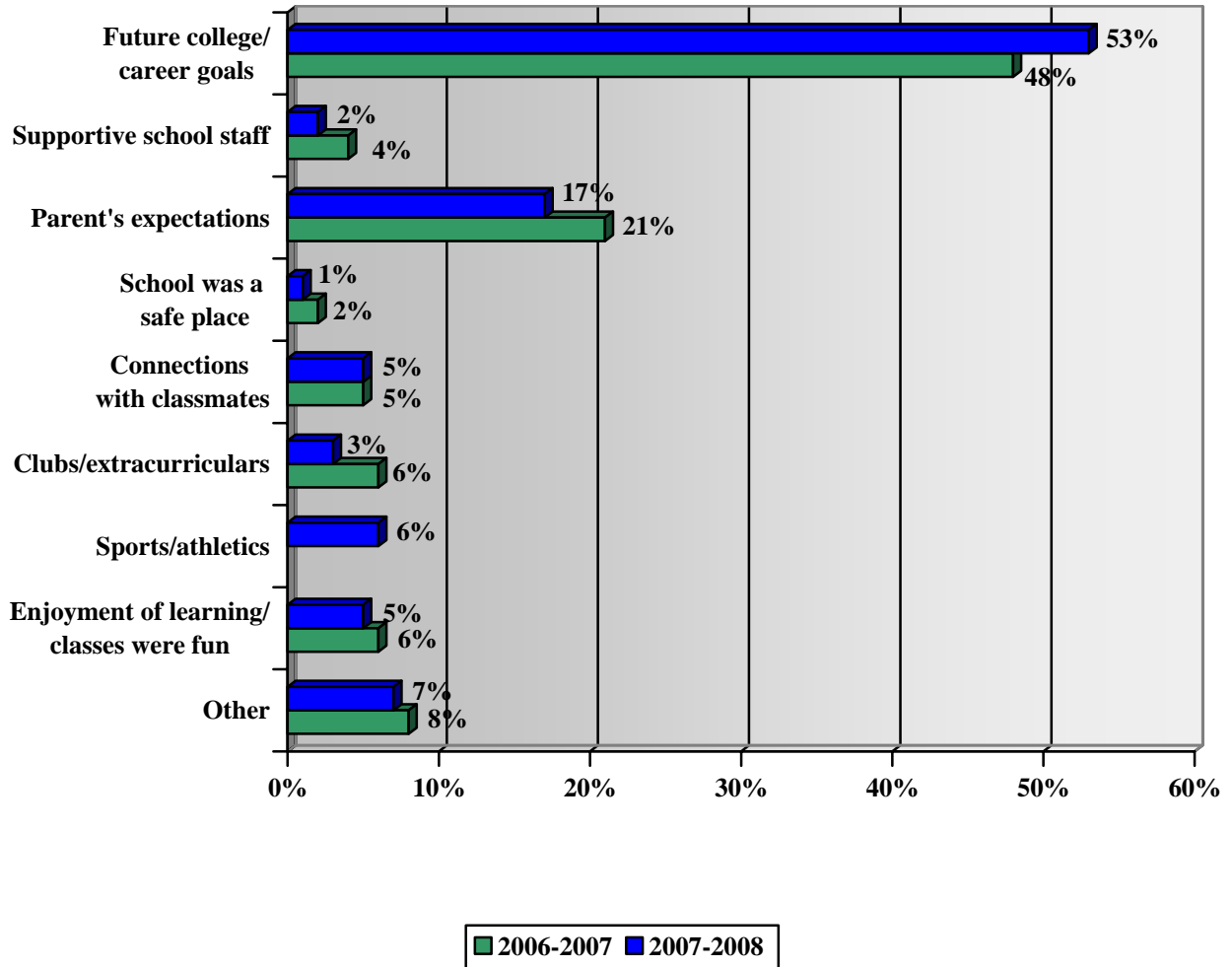
Means of payment	2007-08
Financial aid	57.1%
Scholarships	48.9%
Personal savings	36.0%
Family savings	45.8%
Family members will take loans	13.5%
I will take loans	28.0%
Grants	26.7%
Working during the school year	42.3%
Working during summer	45.4%
Work-study programs on campus	19.0%
Don't know/unsure	14.8%

*Note.* Respondents could select more than one option, so percentages do not total 100%. This item was new in 2008.



**FINAL THOUGHTS**

**Figure 13. What Is the One Thing That Was Most Important to Keeping You Going Through School All the Way to Graduation? (Item 46)**



*Note.* The wording of two response options was changed from those in previous years' surveys. In 2008, seniors were asked to rate "Supportive staff," whereas last year they reported on "Supportive teachers," and the prior option, "Team/club activities" was split into "Clubs/extracurriculars" and "Sports/athletics."

APPENDIX

**Table A.1. Response Rate and Respondent Demographic Characteristics**

	Seniors enrolled	Seniors not eligible for survey	Final number of seniors eligible	# Surveys completed	Initial response rate (% of all seniors enrolled)	Corrected response rate (% of eligible seniors)
Akins	431	<55>	376	326	75.6%	86.7%
Anderson	484	<17>	467	348	71.9%	74.5%
Austin	514	<38>	476	442	86.0%	92.9%
Bowie	654	<32>	622	568	86.9%	91.3%
Crockett	390	<74>	316	275	70.5%	87.0%
Garza	145	<50>	95	64	44.1%	67.4%
Johnston	145	<25>	120	105	72.4%	87.5%
Lanier	282	<28>	254	223	79.1%	87.8%
LASA	193	<0>	193	155	80.3%	80.3%
LBJ	173	<32>	141	123	71.1%	87.2%
McCallum	380	<37>	343	288	75.8%	84.0%
Reagan	169	<58>	111	67	39.6%	60.4%
Travis	309	<55>	254	208	67.3%	81.9%
<b>All high schools</b>	<b>4,269</b>	<b>&lt;501&gt;</b>	<b>3,768</b>	<b>3,192</b>	<b>74.8%</b>	<b>84.7%</b>

	African Am	Hispanic	White	Female	Male
Akins	15.0%	59.5% ↓	22.1%	50.9%	49.1%
Anderson	4.9%	17.5%	71.3%	50.9%	49.1%
Austin	5.7%	33.7%	58.4%	50.7%	49.3%
Bowie	5.1%	23.9%	66.4%	49.1%	50.9%
Crockett	10.6%	57.8%	29.1%	54.2% ↑	45.8%
Garza	6.3%	45.3%	48.4%	42.2%	57.8%
Johnston	16.2%	81.9%	1.9%	57.1%	42.9%
Lanier	18.4%	70.9%	7.6%	59.6%	40.4%
LASA	3.9%	25.2%	55.5%	48.4%	51.6%
LBJ	51.2%	48.0%	0.8%	56.1%	43.9%
McCallum	19.1%	22.9%	56.9%	52.8%	47.2%
Reagan	32.8%	67.2%	0.0%	52.2%	47.8%
Travis	10.1%	83.7%	5.8%	61.5% ↑	38.5%
<b>All high schools</b>	<b>11.8%</b>	<b>42.5%</b>	<b>42.2%</b>	<b>52.4%</b>	<b>47.6%</b>

*Note.*

1. Column labeled “Seniors not eligible for survey” refers to seniors who were not eligible to participate in the survey because they were failing the 12<sup>th</sup> grade, would not be graduating until the following school year, or were determined to be cognitively unable to take the survey. Final lists of survey respondents were provided by survey administrators.
2. “Final number of seniors eligible” represents the adjusted response rate denominator. It includes all seniors eligible to participate, excluding those who were deemed ineligible for the reasons described above.
3. Response rates were calculated based on denominators for both “all seniors” and “all eligible seniors”.
4. The ethnicity and gender composition of the entire survey sample of eligible respondents resembled the population of seniors in the Class of 2008. However, the survey samples from Akins, Crockett, and Travis high schools differed from the campuses’ overall 12<sup>th</sup> grade populations; Hispanic seniors were underrepresented in the survey sample at Akins High School, and both the Crockett and Travis High School survey samples had an overrepresentation of female seniors.



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