

High School Exit Survey: Garza

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, 73 Garza High School seniors completed the survey, for a response rate of 87%.

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.

Over half of Garza seniors planned to [work part time while attending college](#).

Postsecondary plans	Garza 2014	Garza 2015	District 2015
Continue my education	83%	69%	86%
Attend college or technical school <u>without working</u>	11%	9%	20%
Attend college or technical school while <u>working full time</u>	18%	8%	11%
Attend college or technical school while working part time	56%	52%	56%
Work full time only	10%	17%	4%
Work part time only	2%	0%	1%
Enlist in the military	8%	3%	3%
No plans/ not sure yet	14%	9%	4%
Other	5%	3%	2%

Table 2.

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

Semester enrollment	Garza 2014	Garza 2015	District 2015
This summer	2%	9%	8%
This fall	60%	64%	85%
Next spring	39%	27%	7%

Table 3.

Forty-one percent of Garza seniors planned to enroll in a **4-year institution. Thirty-nine percent of seniors planned to enroll in a **2-year college and then transfer to a 4-year college**.**

Type of institution	Garza 2014	Garza 2015	District 2015
A 4-year college or university	30%	41%	57%
A 2-year college or university	18%	16%	10%
A 2-year community college and then transfer to a 4-year college	54%	39%	30%
A private career or trade school	5%	5%	2%

Table 4.

More than 60% of Garza seniors planned to attend **Austin Community College.**

Postsecondary institutions	Garza 2014	Garza 2015	District 2015
Austin Community College (ACC)	59%	64%	35%
Texas State University	8%	14%	8%
University of Texas-Garza	5%	4%	9%
University of Texas-San Antonio	0%	0%	4%
Texas A&M University	7%	0%	4%
St. Edward's University	0%	0%	2%
Blinn College	3%	4%	2%
University of North Texas	0%	0%	2%
Texas Tech University	3%	0%	3%
Stephen F. Garza University	0%	0%	1%
Other	26%	14%	31%

Table 5.

Health sciences, business, and engineering were top areas Garza seniors planned to study in college. Five percent of Garza seniors were interested in studying computer and information sciences in 2014 and 2015.

Jobs/careers	Garza 2014	Garza 2015	District 2015
Health sciences	21%	16%	17%
Business	11%	14%	13%
Engineering	6%	14%	13%
Law, public safety, corrections, and security	2%	7%	6%
Computer and information sciences	5%	5%	5%
Human services	3%	7%	3%
I do not know	13%	14%	9%
Visual and performing arts	15%	9%	7%
Agricultural sciences and technologies	3%	2%	3%
Natural sciences and mathematics	0%	2%	7%
Education	3%	0%	5%
Communication	11%	5%	4%
Architecture	2%	2%	2%
Social sciences	0%	0%	3%
Hospitality and tourism	3%	0%	1%
Humanities	3%	2%	1%
Office skills	0%	2%	0%
Trade and industrial	2%	0%	1%

Table 6.

Almost 60% of Garza seniors did not take a high school course in the area they planned to study in college.

	Garza 2015	District 2015
Yes	41%	65%
No	59%	35%

Table 7.

Six in 10 Garza 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 Garza.**

Reasons	Garza 2015	District 2015
I wanted to, but there were no such courses offered at my school.	60%	27%
My parents did not want me to take a course in that area.	0%	1%
I wanted to, but my schedule would not allow it.	32%	51%
I was not interested in taking a course in this area in high school.	18%	18%
A counselor steered me away from those courses.	5%	1%
Other	5%	11%

Table 8.

Forty percent of Garza 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	Garza 2014	Garza 2015	District 2015
Financial	6%	25%	18%
Academic	0%	0%	7%
Personal obligation	0%	5%	7%
Personal preference	47%	30%	20%
Gap year	35%	40%	35%
Other	12%	0%	14%

Table 9.

Fifty-two percent of Garza seniors' mother's education level was a **college degree or above.**

School status	Garza 2014	Garza 2015	District 2015
Doctorate degree (e.g., PhD, EdD, etc.)	2%	8%	3%
Professional degree (e.g., MD, JD, etc.)	5%	3%	20%
Master's degree	12%	14%	9%
Bachelor's degree (4-year)	21%	22%	20%
Associate degree (2-year)	7%	5%	5%
Some college	15%	11%	13%
High school diploma or earned a GED	22%	20%	19%
Less than high school	13%	9%	24%
Don't know or does not apply	2%	8%	4%

Table 10.

Sixty-seven percent of Garza seniors' parents expected them to **earn a college degree or industry license/certification**.

Level of education	Garza 2014	Garza 2015	District 2015
Doctorate degree (e.g., PhD, EdD, etc.)	7%	8%	12%
Master's degree	10%	8%	16%
Bachelor's degree (4-year)	27%	34%	37%
Associate degree (2-year)	7%	12%	5%
Industry license or certification	--	5%	3%
Some college	11%	8%	7%
High school or earned a GED	11%	15%	8%
I am not sure	20%	11%	12%

Table 11.

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

Level of education	Garza 2014	Garza 2015	District 2015
Doctoral or professional degree	--	14%	20%
Master's degree	--	19%	28%
Bachelor's degree (4-yr college or university)	38%	40%	35%
Associate degree (2-year community college)	14%	14%	8%
Industry license or certification (e.g., trade/technical school)	10%	5%	4%
High school diploma	1%	8%	5%

Table 12.

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

Level of education	Garza 2015	District 2015
Parents	81%	89%
Teachers	78%	78%
College and career advisor	59%	55%
School counselor	70%	55%
Coach(es)	35%	38%
Sibling(s) or other family member(s)	62%	63%
Friend(s)	68%	75%
Other adult in my life	57%	47%
No one	6%	3%

Table 13.

Garza seniors' parents were involved with their schooling mostly by **talking to them about how their doing in their classes**, **talking to them about their homework**, and **asking them about what they were learning in class**.

Seniors who responded either <i>sometimes</i> or <i>often</i>	Garza 2014	Garza 2015	District 2015
Talking to you about homework	64%	65%	68%
Making sure you completed your homework	67%	57%	65%
Asking you about what you're learning in school	74%	65%	65%
Helping you decide what classes to take	52%	43%	54%
Talking to you about how you're doing in your classes	80%	80%	79%
Rewarding you when you do well in school	68%	53%	56%
Communicating with your teachers	61%	63%	46%
Attending school meetings	45%	35%	47%
Attending school events	41%	51%	58%
Volunteering at your school	24%	23%	28%
Joining and participating in the PTA	18%	9%	18%
Use Parent Cloud to monitor your grades	48%	32%	51%

Table 14.

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

Teacher help	Garza 2014	Garza 2015	District 2015
Would be willing to give you extra help with your school work if you needed it	93%	94%	88%
Would be willing to help you with a personal problem	84%	81%	74%
Cares about how you're doing in school	89%	91%	79%
Would be willing to write you a letter of recommendation for a job or college	90%	80%	81%
Knows what you will be doing next year	67%	52%	65%
Would be willing to help you even after you graduate	70%	56%	64%
I do not know a teacher who fits any of the items above.	--	3%	4%

Persistence and Motivation

Table 15.

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

Percentage who responded either <i>sometimes</i> or <i>always</i>	Garza 2014	Garza 2015	District 2015
I can do even the hardest schoolwork if I try.	94%	89%	92%
I enjoy doing my schoolwork.	70%	51%	59%
I feel/felt well prepared for STAAR/EOC.	89%	82%	84%
I try hard to do my best work.	90%	89%	91%
I feel successful in my schoolwork.	94%	95%	89%
My teachers push us to think hard about the things we read.	91%	90%	87%
My teachers push everyone to work hard.	95%	90%	90%
I can reach the goals I set for myself.	96%	95%	96%
My homework helps me learn things I need to know.	72%	59%	78%
My schoolwork makes me think about things in new ways.	77%	65%	73%
My teachers connect what I am learning to life outside of class.	77%	70%	70%
I have fun learning in my classes.	80%	70%	77%
I like to come to school.	78%	65%	71%

Extracurricular Activities

Table 16.

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

In school	Did not participate	1-2 years	3-4 years
Music	71%	23%	5%
Theater/drama	76%	19%	5%
Dance	84%	12%	5%
Sports	45%	35%	19%
Academic clubs/UII competitions	67%	20%	13%
Speech/debate	67%	30%	3%
Student government	79%	19%	2%
Career and technical student organizations	92%	5%	3%

Table 17.

Garza 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	80%	8%	13%
Theater/drama	92%	5%	3%
Dance	87%	7%	6%
Sports	52%	22%	26%
Providing routine care for family members	76%	8%	16%
Community service	52%	33%	15%
Environmental projects/activities	69%	23%	8%
Boy/Girl Scouts	94%	5%	3%

Work and Study Time

Table 18.

Eight in 10 Garza seniors **worked** during their senior year.

Work time	Percentage who worked <i>during</i> senior year		
	Garza 2014	Garza 2015	District 2015
Did not work	36%	20%	39%
Less than 20 hours	25%	28%	28%
20 hours or more	40%	52%	33%

Table 19.

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

Reason	Garza 2015	District 2015
To save money for college	6%	19%
To help my family with bills/expenses	18%	20%
I like the freedom of having my own money	68%	52%
Other	8%	9%

Table 20.

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

Study time	Percentage who studied each week		
	Garza 2014	Garza 2015	District 2015
None	22%	16%	9%
1 to 5 hours	43%	47%	40%
6 to 10 hours	17%	17%	22%
11 to 15 hours	8%	9%	12%
16 to 20 hours	6%	6%	9%
More than 20 hours	4%	5%	9%

Instructional Quality

Table 21.

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

Percentage who responded <i>somewhat well</i> or <i>very well</i>	Garza 2014	Garza 2015	District 2015
Teamwork	93%	85%	91%
Creative thinking	89%	92%	90%
Problem solving	91%	90%	93%
Conflict resolution	88%	84%	87%
Personal health/fitness	83%	77%	81%
Time management	86%	83%	84%
Technology	89%	80%	84%

Table 22.

Garza seniors rated the quality of their **English language arts** and **performing/fine arts** instruction most favorably.

Percentage who responded <i>good</i> or <i>excellent</i>	Garza 2014	Garza 2015	District 2015
English language arts	74%	80%	81%
Social studies	78%	62%	75%
Performing/Fine arts	75%	68%	73%
Career and technical (CTE)	75%	59%	71%
Science	74%	51%	70%
Mathematics	61%	56%	73%
Computer/Technology	73%	49%	64%
Foreign language	63%	43%	64%

Technology Access and Use

Table 23.

Seven in 10 Garza seniors have a **computer with Internet access** at home.

Access	Garza 2014	Garza 2015	District 2015
No computer	6%	9%	5%
No computer, but Internet access	6%	17%	12%
Computer, no Internet	4%	3%	4%
Computer with Internet access	85%	70%	79%

Table 24.

Garza seniors used Naviance mostly to complete **counselor-directed activities** and to check their **class rank and grade point average (GPA)**.

Percentage answering <i>yes</i>	Garza 2014	Garza 2015	District 2015
Class rank and GPA inquiry	55%	45%	82%
College search	50%	44%	70%
Counselor-directed activities	58%	50%	63%
College visit sign up	30%	32%	55%
Career exploration	43%	41%	48%
Resume building	28%	28%	36%

Postsecondary Preparation and Advising

Table 25.

Forty-one percent of Garza seniors did not start thinking about college until **high school**.

Time frame	Garza 2014	Garza 2015	District 2015
As long as I can remember	41%	38%	37%
In elementary school	11%	2%	9%
In middle/junior high school	14%	17%	21%
In high school	32%	41%	31%
I've never thought about college	2%	3%	3%

Table 26.

Almost 70% of Garza seniors who did not think about college until high school did not think about it until their **junior and senior years**.

Grade	Garza 2014	Garza 2015	District 2015
9 th Grade	23%	19%	20%
10 th Grade	15%	12%	25%
11th Grade	54%	46%	37%
12th Grade	8%	23%	18%

Table 27.

Garza seniors prepared for postsecondary education mostly by **meeting with the school counselor or Project ADVANCE advisor**.

Type of preparation	Garza 2014	Garza 2015	District 2015
Took college entrance tests (e.g., SAT, ACT, THEA, COMPASS, ASSET)	41%	33%	60%
Took one or more Advanced Placement or International Baccalaureate classes	27%	29%	51%
Took test prep class for the PSAT, SAT, ACT, etc.	25%	29%	45%
Completed or are currently enrolled in ACC courses	15%	14%	32%
Took other college level courses (e.g., Texas State, Texas Tech, TSTC)	7%	10%	9%
Visited one or more colleges or technical schools	50%	35%	58%
Met with the school counselor/ADVANCE staff to discuss college plans/processes	66%	49%	50%
Attended one or more college fairs	43%	32%	43%
Met with a college representative or recruiter at my high school	39%	30%	41%
Participated in ACC College Connections	36%	17%	24%
Attended Financial Aid Saturday event(s)	--	2%	10%
Completed and submitted the FAFSA	49%	27%	68%
Completed and submitted a scholarship application	19%	19%	47%
Ordered and submitted a transcript to a college or trade/ technical school.	27%	22%	56%
I have not completed any activities to prepare for continuing my education	17%	38%	17%
I have done nothing to academically prepare for continuing my education	37%	48%	19%
I have not completed any forms to prepare for continuing my education	29%	67%	19%

Table 28.

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

Form of help	Garza 2014	Garza 2015	District 2015
Talked to you about career and/or college options	77%	66%	79%
Talked to you about finances	70%	60%	65%
Talked to you about your responsibilities as an adult	81%	72%	75%
Talked to you about what a career and/or college would be like	66%	57%	62%
Helped you with financial aid (FAFSA and/or scholarships)	48%	28%	55%
Helped you complete applications for colleges or trade/technical schools	43%	20%	40%
Encouraged you to apply to several different colleges	46%	46%	53%
No one in my family talked to me about or helped me with these things.	10%	12%	6%

Table 29.

Garza seniors' teachers and school counselors helped them most by **pushing their academic abilities**. 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	34%	44%	22%	38%
Push your academic abilities further	30%	46%	52%	14%
Take AP / honors courses	52%	30%	30%	13%
Take dual credit or articulated credit courses	53%	35%	23%	16%
Get information about careers/occupations	36%	41%	25%	33%
Continue your education after high school	27%	45%	42%	42%
Apply to multiple schools	52%	19%	17%	33%
Decide what school to attend	52%	24%	17%	32%
Fill out applications for postsecondary education	48%	16%	10%	41%
Write college application essays or personal statements	59%	16%	17%	25%

Table 30.

Most Garza 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.	76%	67%
I tried to talk to this person and wasn't able to meet with him/her.	3%	2%
I never tried to meet with this person.	21%	32%

Applications to Postsecondary Institutions

Table 31.

Four in 10 Garza seniors who applied to 2-year institutions submitted **1 to 3 applications**. One quarter of seniors who applied to 4-year institutions submitted **1 to 3 applications**.

Institution type	0 applications	1-3 applications	4 or more applications
2-year	59%	40%	1%
4-year	68%	25%	7%
Business/technical/vocational school	94%	5%	1%

Table 32.

Three in 10 Garza seniors who applied to 2-year institutions received **1 to 3 acceptances**.

Institution type	0 acceptances	1-3 acceptances	4 or more acceptances
2-year	67%	30%	3%
4-year	71%	22%	7%
Business/technical/vocational school	95%	3%	2%

Postsecondary Financial Literacy

Table 33.

Sixty-four percent of Garza seniors planned to pay for college with **family or personal savings**, while 6 in 10 planned to **work during the school year**.

Source	Garza 2014	Garza 2015	District 2015
Scholarships and/or grants	63%	44%	68%
Loans	46%	40%	42%
Family or personal savings	63%	64%	63%
Tuition and fees exemption	15%	4%	10%
Working during the school year	72%	60%	59%
Working during the summer	60%	58%	61%
I don't know	6%	4%	4%

Table 34.

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

Source of information	Garza 2014	Garza 2015	District 2015
Senior economics class	11%	20%	21%
Financial Aid Saturday events	14%	6%	16%
Talked to school counselor/college and career advisor/Project ADVANCE staff	63%	41%	48%
Information from a college or university (e.g., website, brochures)	32%	22%	35%
College recruiter	31%	19%	18%
U.S. Department of Education or FAFSA websites	20%	13%	23%
Parents or other adults	55%	56%	63%
Social media (e.g., Twitter, Facebook, etc.)	14%	20%	12%
None of these	16%	9%	10%

Table 35.

Half of Akins seniors did not apply for financial aid.

Degree of ease	Garza 2014	Garza 2015	District 2015
Easy	20%	23%	24%
Some parts easy, some parts difficult	41%	16%	47%
Difficult	10%	11%	12%
I did not apply for financial aid	30%	50%	16%

Table 36.

Almost 50% of Garza seniors who did not submit the FAFSA did not do so because they did not know about the financial aid process.

Reason	Garza 2014	Garza 2015	District 2015
I did not need financial aid to attend college	8%	22%	18%
My parents were not willing to submit private financial information	8%	3%	6%
My family did not think we would qualify or be eligible for financial aid	17%	6%	19%
I did not plan to go to college	8%	22%	18%
I did not know about the financial aid process	58%	47%	38%

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