

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	Campus 2012	Campus 2013	District 2013
Continue my education	89.7%	79.2%	95.0%
Attend a 4-year college or university	44.2%	38.2%	51.7%
Attend a 2-year and eventually transfer to a 4-year college	40.3%	30.6%	31.1%
Attend a 2-year community college only (not planning to transfer to a 4-year)	7.8%	12.7%	10.0%
Attend a private career or trade school	0.0%	2.3%	2.2%
Go into the military	3.9%	9.2%	3.8%
Be a full-time parent	0.0%	1.7%	1.1%
Work full-time or part-time	.	15.0%	17.8%
Take a year off to do other things, then enroll in school	22.1%	8.1%	6.0%
No plans/ not sure yet	3.9%	4.0%	3.9%
Other	5.2%	5.2%	2.6%

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

Compared to the 2012 cohort, a lower percentage of LBJ High School's Class of 2013 seniors planned to pursue postsecondary education.

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 AISD Class of 2013 at this campus. Where available, data are presented from previous senior classes and the district-level to compare with 2013 responses. At LBJ High School, 173 students in the Class of 2013 completed the survey, for an overall response rate of 94.5%.

At the district level, 3,772 students in the Class of 2013 completed the survey, for an overall response rate of 87.9%. District-level survey results are provided in a separate report and are available online.

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

Reason	Campus 2012	Campus 2013	District 2013
Grades / test scores are not high enough	37.5%	9.3%	16.1%
Cannot afford to attend school	37.5%	20.4%	24.8%
Don't feel academically prepared for further education	12.5%	20.4%	12.1%
Family responsibilities or child care	0.0%	9.3%	9.8%
Need to earn an income to support myself / others	50.0%	27.8%	29.3%
Attending a college/trade/technical school is not for me	0.0%	13.0%	5.2%
Want some time off from school to do other things, but plan to enroll after a year	37.5%	27.8%	33.9%
My goals do not require additional education	0.0%	16.7%	10.3%
Not sure what I want to do yet	25.0%	24.1%	30.3%
Other (please specify)	12.5%	18.5%	11.4%

Compared to their 2012 counterparts, LBJ High School's Class of 2013 seniors were less likely to indicate that financial concerns affected their 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	18.0%	19.2%	34.9%	27.9%
Making sure you completed your homework	14.0%	20.3%	27.9%	37.8%
Asking you about what you're learning in school	14.5%	19.8%	39.5%	26.2%
Helping you decide what classes to take	27.3%	23.3%	30.2%	19.2%
Talking to you about how you're doing in your classes	8.7%	18.0%	33.7%	39.5%
Rewarding you when you do well in school	22.8%	18.7%	33.3%	25.1%
Communicating with your teachers (e.g., teacher conferences, email, and phone calls)	24.4%	27.3%	31.4%	16.9%
Attending school meetings	41.6%	23.1%	21.4%	13.9%
Attending school events (e.g., sports, performances)	30.1%	20.8%	26.6%	22.5%
Volunteering at your school	63.0%	12.7%	13.9%	10.4%
Joining and participating in the PTA	72.3%	8.1%	11.0%	8.7%

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	43.8%	37.2%	13.3%
Graduated: high school or earned a GED	32.0%	32.9%	28.1%
Currently attending: 2-year college /technical school	1.8%	4.3%	10.4%
Currently attending: 4-year college	2.4%	1.2%	8.9%
Attended: 2-year college but did not complete degree	2.4%	1.8%	3.7%
Graduated: 2-year college/technical school	1.8%	1.8%	3.7%
Attended: 4-year college but did not complete degree	3.6%	3.0%	3.0%
Graduated: 4-year Bachelor's degree	5.9%	5.5%	5.9%
Graduated: Master's degree or equivalent	0.6%	1.2%	0.7%
Graduated: PhD, MD, JD, or other advanced degree	0.6%	0.0%	1.5%
Do not know or does not apply	5.3%	11.0%	20.7%

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

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

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	63.9%	19.3%	7.8%	6.0%	3.0%	0.65
Theater	77.7%	12.0%	8.4%	.6%	1.2%	0.36
Dance	74.4%	12.5%	5.0%	3.1%	5.0%	0.52
Sports	38.2%	17.0%	11.5%	12.1%	21.2%	1.61
Academic clubs or UIL academic competitions ¹	73.3%	10.9%	6.7%	4.8%	4.2%	0.56
Speech/debate	72.1%	21.2%	4.2%	2.4%	0.0%	0.37
Student government	71.7%	21.1%	3.6%	1.2%	2.4%	0.42
Career and technical organizations	78.5%	11.0%	6.7%	2.5%	1.2%	0.37

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

LBJ High School senior's advice to incoming freshmen:

If they are going to end up playing sport, cheering, joining the dance or Colorguard team, band, or anything that is going to keep them busy, they need to learn how to balance everything. Being involved will make high school go by so much quicker, and at the end, when you're graduating, you [will] see all that you have accomplished.

LBJ High School senior's advice to incoming freshmen:

Volunteer and get involved in extracurriculars, and apply early to schools.

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	84.7%	6.1%	6.1%	0.0%	3.1%	0.31
Theater	78.5%	7.6%	3.8%	2.5%	7.6%	0.53
Dance	48.5%	11.7%	7.4%	4.9%	27.6%	1.52
Sports	66.5%	7.5%	6.8%	2.5%	16.8%	0.96
Care for family members	89.6%	1.2%	5.5%	0.0%	3.7%	0.27
Community service	41.9%	21.6%	11.4%	6.0%	19.2%	1.39
Environmental projects	67.9%	10.5%	9.9%	5.6%	6.2%	0.72
Boy Scouts or Girls Scouts	73.5%	11.4%	2.4%	3.0%	9.6%	0.64

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.

o	Percentage who worked during senior year		
	Campus	Campus	District
	2012	2013	2013
Did not work	.	50.0%	47.3%
Less than 20 hours	.	27.1%	25.2%
20 hours or more	.	22.9%	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		
	Campus	Campus	District
	2012	2013	2013
Did not study	.	15.7%	10.9%
1 to 5 hours	.	51.7%	41.8%
6 to 10 hours	.	17.4%	21.9%
11 to 15 hours	.	7.6%	12.0%
16 to 20 hours	.	3.5%	6.2%
More than 20 hours	.	4.1%	5.8%

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

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).

For many of the statements in Table 8, the 2013 cohort's responses were less positive than those of their 2012 counterparts.

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

Percentage who responded either <i>Sometimes</i> or <i>Always</i>	Campus 2012	Campus 2013	District 2013
I can do even the hardest schoolwork if I try.	88.3%	91.9%	91.4%
I enjoy doing my schoolwork.	62.3%	65.7%	58.4%
I feel/felt well prepared for TAKS.	79.2%	87.8%	90.0%
I try hard to do my best work.	92.1%	90.1%	90.0%
I feel successful in my schoolwork.	84.2%	88.8%	88.0%
My teachers push us to think hard about the things we read.	82.9%	76.3%	82.6%
My teachers push everyone to work hard.	84.2%	80.9%	85.9%
I can reach the goals I set for myself.	94.7%	91.9%	94.5%
My homework helps me learn things I need to know.	85.5%	80.1%	75.6%
My schoolwork makes me think about things in new ways.	80.0%	68.2%	70.4%
I have fun learning in my classes.	76.3%	73.7%	67.0%
My teachers connect what I am learning life outside of class.	75.0%	69.2%	74.6%
I like to come to school.	75.0%	66.9%	69.8%

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

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

Percentage who responded <i>Somewhat well</i> or <i>Very well</i>	Campus 2012	Campus 2013	District 2013
Teamwork	89.5%	83.8%	90.8%
Creative thinking	90.8%	86.7%	90.7%
Problem solving	86.7%	85.2%	92.6%
Conflict resolution	86.8%	81.3%	87.3%
Personal health/fitness	45.3%	81.9%	82.7%
Time management	47.4%	80.2%	84.4%
Technology	44.0%	86.4%	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 <i>Good</i> or <i>Excellent</i>	Campus 2012	Campus 2013	District 2013
English language arts	81.6%	82.0%	81.3%
Mathematics	58.6%	70.0%	69.4%
Science	67.1%	79.1%	69.1%
Social studies	74.6%	74.4%	76.7%
Computer/Technology	59.2%	65.1%	62.7%
Foreign language	51.3%	65.1%	57.95
Performing/Fine arts	63.1%	70.0%	64.7%
Career and technical (CTE)	40.6%	51.8%	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	Campus 2012	Campus 2013	District 2013
No computer	10.7%	9.6%	4.9%
No computer, but Internet access (e.g., cell phone, iPad, or iTouch)	13.3%	14.1%	8.7%
Computer, no Internet	8.0%	8.3%	4.6%
Computer with Internet access	68.0%	67.9%	81.8%

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

Use	Campus 2012	Campus 2013	District 2013
Never	.	32.4%	28.5%
Rarely	.	14.5%	14.7%
Sometimes	.	21.4%	21.6%
Often	.	31.8%	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, iTouch, 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?	30.4%	35.7%	20.5%	13.5%
To type a paper or class assignment?	11.7%	37.4%	35.7%	15.2%
To search the Internet to complete class-related assignments?	11.0%	26.6%	41.6%	20.8%
To research college / career choices?	16.5%	27.1%	39.4%	17.1%
To complete online forms or applications for college or employment?	19.5%	29.0%	34.3%	17.2%
To communicate with teachers?	43.4%	25.4%	17.9%	13.3%
To monitor grades/progress in school?	16.3%	18.6%	30.8%	34.3%

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.	34.7%	34.7%	13.3%	5.2%	12.1%
We need newer software.	52.6%	34.5%	3.5%	1.2%	8.2%
My teachers effectively use the technology resources that are available.	34.5%	43.3%	11.1%	4.1%	7.0%
My school's technology is up to date. It does not need upgrading.	12.2%	22.1%	32.0%	20.3%	13.4%
Homework assignments should be online.	27.2%	31.2%	18.5%	6.4%	16.8%

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

Activity	Never	Sometimes	Often	Very often
Career exploration	44.4%	41.4%	10.1%	4.1%
Class rank and GPA inquiry	29.8%	43.5%	17.9%	8.9%
College search	39.0%	41.9%	12.8%	6.4%
College visit sign up	43.5%	38.7%	13.1%	4.8%
Counselor-directed activities (e.g., Personality Type Questionnaire or Explore Careers)	48.5%	37.1%	10.2%	4.2%
Resume building	51.8%	37.1%	6.5%	4.7%

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	Campus 2012	Campus 2013	District 2013
As long ago as I can remember	31.6%	23.4%	36.8%
In elementary school	10.5%	7.6%	8.3%
In middle school / junior high	25.0%	28.7%	21.6%
In high school	1.6%	34.5%	30.4%
Never thought of college as an option	1.3%	5.8%	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>	Campus 2012	Campus 2013	District 2013
Were you to plan your high school course selections?	88.1%	85.3%	89.5%
Were you to meet your college and career goals?	89.4%	83.3%	87.9%
Have you been for the college or trade / technical school application process?	85.5%	79.8%	83.5%
Have you been about obtaining financial aid for education after high school?	90.7%	79.3%	85.4%

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

At the campus and district levels, 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	Campus 2012	Campus 2013	District 2013
Took college entrance tests (SAT, ACT, THEA, Compass, Asset)	74.0%	55.5%	65.9%
Completed and submitted the FAFSA	76.0%	70.5%	64.0%
Visited one or more colleges or technical schools	58.0%	49.7%	55.7%
Ordered and submitted a transcript to a college or trade/ technical school.	54.0%	48.0%	54.8%
Took one or more Advanced Placement or International Baccalaureate classes	50.0%	36.4%	50.0%
Met with a college recruiter at my high school	57.0%	34.7%	41.3%
Took test prep class for the PSAT, SAT, ACT, etc.	50.0%	34.7%	38.6%
Completed and submitted a scholarship application	53.0%	44.5%	45.0%
Met with the school counselor/ADVANCE staff to discuss college plans/processes	62.0%	50.3%	56.2%
Attended one or more college fairs	62.0%	43.9%	39.1%
Completed or are currently enrolled in ACC courses	38.0%	31.8%	36.8%
Participated in ACC College Connections	26.0%	22.5%	5.4%
Took other college level courses (e.g., Texas State, Texas Tech, TSTC)	16.0%	13.3%	15.3%
None of the above	4.0%	8.1%	7.0%

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

Institution Type	Campus 2012	Campus 2013	District 2013
2-year	88.1%	54.7%	60.1%
4-year	85.0%	60.4%	67.3%
Business/technical/vocational school	8.8%	5.8%	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	88.0%	94.2%	88.2%
4-year	67.0%	69.2%	74.0%
Business/technical/vocational school	66.0%	100.0%	77.5%

On average, LBJ High School's Class of 2013 seniors applied to 2.89 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, 8.1% of LBJ High School's Class of 2013 seniors planned to attend Austin Community College after graduation. Just over 1% percent reported plans to attend Texas State University, while 2.9% chose University of Texas–Austin. Nearly 3% 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	Campus 2012	Campus 2013	District 2013
Talked to you about career and/or college options	71.0%	78.0%	80.1%
Talked to you about finances	63.0%	58.4%	67.0%
Talked to you about your responsibilities as an adult	71.0%	74.6%	74.2%
Talked to you about what a career and/or college would be like	57.0%	62.4%	66.2%
Helped you with financial aid (FAFSA and/or scholarships)	59.0%	46.2%	55.0%
Helped you complete applications for colleges or trade/technical schools	33.0%	31.8%	40.1%
Encouraged you to apply to several different colleges	60.0%	43.9%	53.6%
No one in my family talked to me about or helped me with these things.	8.0%	6.9%	6.0%

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

Teacher help	Campus 2012	Campus 2013	District 2013
Would be willing to give you extra help with your school work if you needed it	83.0%	82.1%	85.0%
Would be willing to help you with a personal problem	72.0%	60.7%	71.7%
Cares about how you're doing in school	83.0%	67.6%	76.8%
Would be willing to write you a letter of recommendation for a job or college	80.0%	70.5%	77.8%
Knows what you will be doing next year	63.0%	51.4%	63.1%
Would be willing to help you even after you graduate	72.0%	54.3%	61.8%

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

Availability	Campus 2012	Campus 2013	District 2013
Yes, this person was available and I talked to him/her.	.	64.8%	68.4%
I tried to talk to this person and wasn't able to meet with him/her.	.	13.8%	12.4%
I never tried to meet with this person.	.	21.4%	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	Campus 2012	Campus 2013	District 2013
Yes, this person was available and I talked to him/her.	.	82.5%	74.5%
I tried to talk to this person and wasn't able to meet with him/her.	.	8.8%	6.0%
I never tried to meet with this person.	.	8.8%	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	32.9%	8.1%	14.5%	28.3%	9.8%	30.1%
Push your academic abilities further (e.g., challenging courses, science fair or summer learning, extra credit work)	29.5%	12.1%	33.5%	12.7%	7.5%	23.1%
Take AP / honors courses	28.9%	8.7%	32.9%	9.8%	1.7%	32.9%
Take dual credit or articulated credit courses	30.6%	9.2%	27.2%	9.2%	8.7%	32.4%
Discussed career information and/or occupations you might want to pursue	29.5%	11.6%	26.0%	27.2%	8.7%	23.7%
Continue your education after high school	35.8%	13.9%	34.1%	34.1%	11.0%	17.3%
Talked to you about colleges suited to your interests and abilities	27.7%	11.0%	26.6%	34.7%	9.2%	20.8%
Encouraged you to apply to multiple schools	22.5%	9.8%	23.7%	37.6%	8.1%	22.5%
Helped you decide what school to attend	20.8%	8.1%	19.7%	28.9%	7.5%	34.7%
Helped you fill out applications for postsecondary	24.9%	6.9%	19.1%	38.7%	8.7%	18.5%
Helped you with your college application essays or personal statements	17.3%	6.9%	18.5%	31.8%	8.7%	28.9%

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

Source	Campus 2012	Campus 2013	District 2013
Scholarships and/or grants	83.0%	53.2%	58.7%
Loans	43.0%	30.6%	35.1%
Family or personal savings	26.0%	24.9%	51.1%
Tuition and fees exemption (e.g., military, foster care, adoption, deaf, blind)	17.0%	12.7%	8.3%
Working during the school year	55.0%	42.8%	51.9%
Working during the summer	58.0%	42.8%	54.2%
I don't know	6.0%	11.0%	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	Campus 2012	Campus 2013	District 2013
Easy	25.0%	10.6%	26.3%
Some parts easy, some parts difficult	62.0%	46.5%	47.9%
Difficult	7.0%	31.8%	10.6%
I did not apply for financial aid	7.0%	11.2%	15.2%

LBJ High School senior's advice to incoming freshmen: Try your best in every class. It will all pay off at the end of high school, with scholarships and financial help.

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

Reason	Campus 2012	Campus 2013	District 2013
I do not need financial aid to attend college	20.0%	0.0%	22.7%
My parents were not willing to submit private financial information	0.0%	5.6%	7.2%
My family did not think we would qualify or be eligible for financial aid	20.0%	5.6%	16.6%
I do not plan to go to college	20.0%	44.4%	13.7%
I did not know about the financial aid process	40.0%	44.4%	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 1 school year	
\$100	1.8%	\$1,000	1.2%	\$1,000	1.3%	\$100	1.9%
\$400	11.7%	\$5,000	6.2%	\$5,000	2.5%	\$1,500	26.1%
\$900	13.5%	\$10,000	8.6%	\$10,000	3.2%	\$5,000	7.5%
\$5,000	17.8%	\$15,000	17.9%	\$20,000	9.5%	\$10,000	5.6%
\$10,000	3.1%	\$20,000	21.6%	\$50,000	31.0%	\$15,000	5.6%
Don't know	52.1%	Don't know	44.4%	Don't know	52.5%	Don't know	53.4%

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	Campus 2012	Campus 2013	District 2013
Senior economics class	.	24.3%	19.1%
Financial Aid Saturday events	.	30.6%	19.1%
Talked to school counselor/college and career advisor/Project ADVANCE staff	.	64.7%	54.9%
Information from a college or university (e.g., website, brochures)	.	28.9%	35.7%
College recruiter	.	28.9%	18.6%
U.S. Department of Education or FAFSA websites	.	18.5%	24.6%
Parents or other adults	.	45.1%	61.7%
None of these	.	7.5%	7.6%

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

At the district level, seniors most frequently reported their parents or other adults as sources of information regarding postsecondary financial support, while LBJ High School seniors most frequently indicated that their information came from school counselors, advisors, and/or Project ADVANCE staff.

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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