

Introduction to Results for the Class of 2014

The purpose of this survey 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*. The report is organized into the following categories: postsecondary aspirations, parental engagement, and support; persistence and motivation; extracurricular activities; work and study time; instructional quality; technology access and use; postsecondary preparation and advising; applications to postsecondary institutions; postsecondary financial literacy; acronym key; and references.

Postsecondary Aspirations, Parental Engagement, & Support

Table 1. By this time next year, what do you plan to be doing? (Select all that apply.)

| Postsecondary plans | McCallum 2013 | McCallum 2014 | District 2014 |
|---|---------------|---------------|---------------|
| Continue my education | 86.5% | 95.2% | 94.7% |
| Attend college or technical school without working | . | 20.5% | 22.5% |
| Attend college or technical school while working full time | . | 8.3% | 12.5% |
| Attend college or technical school while working part time | . | 68.4% | 59.7% |
| Work full time only | . | 4.3% | 6.1% |
| Work part time only | . | 2.6% | 2.8% |
| Enlist in the military | 4.0% | 1.1% | 3.4% |
| No plans/ not sure yet | 6.0% | 5.4% | 4.7% |
| Other | 6.3% | 4.3% | 2.8% |

Note. Response options changed in 2014.

Almost 70% of McCallum seniors who indicated they will continue their education after high school planned to work part time while attending college.

About this survey. The 12th annual Austin Independent School District (AISD) High School Exit Survey was administered online to seniors in every AISD high school during Spring 2014. 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.

This report contains the results for McCallum Class of 2014. Where available, data are presented from previous senior classes to compare with previous years' responses. This year, 351 McCallum students in the Class of 2014 completed the survey, for an overall response rate of 93.4%.

The overall response rate for the District was 92% (N = 3874). The district-level [Class of 2014 High School Exit Survey Report](#) is available online.

Table 2. When do you plan to start going to college, university, or career/trade school?

| | McCallum 2013 | McCallum 2014 | District 2014 |
|-------------|------------------|------------------|------------------|
| This summer | 10.6% | 6.7% | 7.5% |
| This fall | 79.5% | 86.9% | 84.8% |
| Next spring | 9.9% | 6.4% | 8.7% |

Approximately 87% of McCallum seniors indicated they planned to enroll in a postsecondary institution in fall 2014. About 61% planned to attend a 4-year college or university and about 28% planned to attend a 2-year community college and then transfer to a 4-year college.

Table 3. What type of institution do you plan to attend after high school?

| | McCallum 2014 | District 2014 |
|--|------------------|------------------|
| A 4-year college or university | 61.1% | 58.2% |
| A 2-year college or university | 13.0% | 12.7% |
| A 2-year community college and then transfer to a 4-year college | 27.5% | 32.1% |
| A private career or trade school | 4.1% | 2.5% |

About 36% of McCallum seniors planned to attend other postsecondary institutions. Almost 30% planned to attend Austin Community College and about 14% planned to attend Texas State University after high school.

Table 4. Which college, university, or career/trade school do you plan to attend in the fall?

| | McCallum 2013 | McCallum 2014 | District 2014 |
|---------------------------------|------------------|------------------|------------------|
| Austin Community College (ACC) | 37.3% | 29.7% | 34.8% |
| Texas State University | 11.4% | 13.6% | 12.0% |
| University of Texas-Austin | 10.4% | 8.4% | 8.7% |
| University of Texas-San Antonio | 4.3% | 4.4% | 4.2% |
| Texas A&M University | 3.7% | 2.2% | 5.9% |
| St. Edward's University | 2.0% | 3.7% | 2.2% |
| Blinn College | 3.0% | 2.2% | 2.4% |
| University of North Texas | 4.0% | 4.4% | 2.6% |
| Texas Tech University | 1.7% | 0.7% | 2.9% |
| Stephen F. Austin University | 0.3% | 1.1% | 1.2% |
| Other | 39.6% | 36.3% | 31.0% |

According to the [Austin Chamber of Commerce July 2014 MSA Job Market Report](#), 18% of the available job openings were in computer and mathematical occupations. Specifically, almost 50% of the top 10 available job openings in our MSA were software developers-applications, web developers, network and computer systems administrators, computer systems analysts, and computer user support specialists. Only about 4% of McCallum seniors indicated they were interested in studying computer and information sciences.

Registered nurses jobs also were among the largest available job openings in the region and were difficult to fill. Approximately 14% of McCallum seniors were interested in health sciences.

Table 5. Select the one area that best fits what you plan to study.

| | McCallum 2014 | District 2014 |
|---|------------------|------------------|
| Health sciences | 14.1% | 18.1% |
| Business | 13.1% | 14.1% |
| Visual and performing arts | 12.2% | 7.4% |
| Engineering | 10.0% | 11.7% |
| I do not know | 7.2% | 7.9% |
| Human services | 5.9% | 3.2% |
| Natural sciences and mathematics | 5.9% | 6.1% |
| Communication | 5.0% | 4.2% |
| Social sciences | 5.0% | 3.3% |
| Law, public safety, corrections, and security | 4.7% | 5.3% |
| Education | 4.4% | 4.2% |
| Computer and information sciences | 3.8% | 5.1% |
| Humanities | 3.1% | 1.9% |
| Trade and industrial | 2.5% | 1.5% |
| Architecture | 1.3% | 1.6% |
| Hospitality and tourism | 1.3% | 1.6% |
| Agricultural sciences and technologies | 0.6% | 2.8% |
| Office skills | 0.0% | 0.2% |

Note. The percentages in the first column are presented in descending order.

Table 6. If you are not planning to pursue further education, what are your primary reasons? (Select all that apply.)

| Reason | McCallum 2014 | District 2014 |
|--|------------------|------------------|
| Financial (e.g., can't afford to attend school, need income from working, etc.) | 16.1% | 17.4% |
| Academic (e.g., grades/test scores aren't high enough, don't feel academically prepared for college, etc.) | 9.7% | 8.4% |
| Personal obligation (e.g., child care or family responsibilities) | 3.2% | 7.1% |
| Personal preference (e.g., don't like school, career goals do not require college, etc.) | 29.0% | 23.2% |
| Gap year (e.g., want to take some time off from school to do other things, but plan to enroll in college after a year) | 35.5% | 32.9% |
| Other (please specify) | 6.5% | 10.8% |

About 36% of McCallum seniors indicated they would take a year off from school to pursue other things before enrolling in college.

Note. The response options for this question changed in 2014, which precluded comparisons with prior years' results.

Table 7. How far did your **mother** go in school?

| School status | McCallum 2013 | McCallum 2014 | District 2014 |
|--|------------------|------------------|------------------|
| Less than high school | 11.7% | 15.0% | 22.8% |
| High school or earned a GED | 16.1% | 13.5% | 19.6% |
| Some college | . | 15.6% | 12.9% |
| Associate degree (2-year) | 4.4% | 5.0% | 6.12% |
| Bachelor's degree (4-year) | 30.2% | 24.7% | 20.3% |
| Master's degree | 10.9% | 15.0% | 8.6% |
| Professional degree (e.g., MD, JD, etc.) | . | 4.4% | 3.6% |
| Doctorate degree (e.g., PhD, EdD, etc.) | . | 3.8% | 2.3% |
| Don't know or does not apply | . | 2.9% | 3.8% |

Parental education level influences children's academic achievement, educational aspirations, and success in the workforce (Dubow, Boxer, & Huesmann, 2009; Foundation for Child Development, 2014).

Note. Only mother's educational level is reported. Mothers and fathers tend to have similar educational levels. Therefore, mother's educational attainment may serve as a proxy for parental education (Foundation for Child Development, 2014). Also note, the response options for this question changed in 2014.

Table 8. What is the highest level of education **your parents/guardians expect** you to achieve?

| Level of education | McCallum 2013 | McCallum 2014 | District 2014 |
|--|------------------|------------------|------------------|
| High school or earned a GED | 9.3% | 7.5% | 7.6% |
| Some college | . | 4.9% | 6.0% |
| Associate degree (2-year) | 6.1% | 6.3% | 6.4% |
| Bachelor's degree (4-year) | 44.5% | 37.4% | 37.7% |
| Master's degree | . | 16.7% | 15.7% |
| Professional degree (e.g., MD, JD, etc.) | . | 4.9% | 6.2% |
| Doctorate degree (e.g., PhD, EdD, etc.) | . | 6.9% | 8.0% |
| I am not sure | 15.4% | 15.5% | 12.4% |

On average, expectations for highest level of educational attainment differed depending on McCallum seniors' personal expectations and their perceptions of their parents/guardians' expectations. Roughly 84% of McCallum seniors expected to earn a bachelor's degree or better during their lifetime, while approximately 66% of McCallum seniors indicated their parents expected them to achieve the same level of education.

Table 9. What is the highest degree **you expect** to earn during your lifetime?

| Level of education | McCallum 2013 | McCallum 2014 | District 2014 |
|---|------------------|------------------|------------------|
| High school diploma | 6.4% | 2.3% | 3.9% |
| Industry license or certification (e.g., trade school, technical/community college) | 1.2% | 4.7% | 3.8% |
| Associate degree | 8.4% | 8.7% | 9.5% |
| Bachelor's degree (4-year) | 45.2% | 39.5% | 39.3% |
| Advanced degree (e.g., master's, doctoral, medical, law degree) | 38.8% | 44.8% | 43.5% |

According to Perna and Titus (2005), the odds of enrolling in a 2- or 4-year college, relative to not enrolling, increases with the frequency with which parents discussed education-related topics (e.g., grades) with their children. Furthermore, Perna & Titus found the 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 were particularly important for African American students.

Table 10. During high school, to what extent were your parents involved in the following school-related activities?

| Percentage who responded either <i>sometimes</i> or <i>often</i> | McCallum | McCallum | District |
|--|----------|----------|----------|
| | 2013 | 2014 | 2014 |
| Talking to you about homework | 74.4% | 68.2% | 68.1% |
| Making sure you completed your homework | 65.6% | 60.8% | 64.6% |
| Asking you about what you're learning in school | 45.7% | 65.8% | 64.6% |
| Helping you decide what classes to take | 56.4% | 50.6% | 55.3% |
| Talking to you about how you're doing in your classes | 82.0% | 79.4% | 79.9% |
| Rewarding you when you do well in school | 59.7% | 52.5% | 57.0% |
| Communicating with your teachers (e.g., teacher conferences, email, and phone calls) | 50.8% | 44.5% | 46.4% |
| Attending school meetings | 47.1% | 44.1% | 44.8% |
| Attending school events (e.g., sports, performances) | 64.8% | 58.1% | 56.2% |
| Volunteering at your school | 26.6% | 24.9% | 28.3% |
| Joining and participating in the PTA | 22.1% | 15.2% | 18.5% |

Note. Response options were *never*, *rarely*, *sometimes*, and *often*.

Table 11. To what extent did your parents use Parent Connect/Gradespeed to monitor your grades?

| Use | McCallum | McCallum | District |
|-----------|----------|----------|----------|
| | 2013 | 2014 | 2014 |
| Never | 19.9% | 24.9% | 25.5% |
| Rarely | 16.4% | 18.2% | 15.6% |
| Sometimes | 23.8% | 21.1% | 23.1% |
| Often | 39.9% | 35.8% | 35.9% |

Note. The question was changed in 2013, which precluded comparisons with prior years' results.

Most McCallum seniors indicated they know at least one teacher who supported them in their high school academics and postsecondary aspirations.

Table 12. Indicate if you know at least one teacher who would do the following:

| Teacher help | McCallum | McCallum | District |
|--|----------|----------|----------|
| | 2013 | 2014 | 2014 |
| Would be willing to give you extra help with your school work if you needed it | 87.4% | 91.2% | 90.1% |
| Would be willing to help you with a personal problem | 77.1% | 79.7% | 74.7% |
| Cares about how you're doing in school | 76.2% | 84.7% | 81.4% |
| Would be willing to write you a letter of recommendation for a job or college | 79.1% | 88.2% | 84.7% |
| Knows what you will be doing next year | 67.9% | 72.6% | 67.5% |
| Would be willing to help you even after you graduate | 63.0% | 72.6% | 66.3% |

Persistence & Motivation

Students' precollege behavior and experiences are important factors in determining their persistence in postsecondary education settings. Motivation to learn, effort, and amount of time students spend studying were found to be key determinants of college attainment and success (Bailey, Jenkins, & Leinbach, 2005). When teachers had high expectations and provide an interesting and engaging learning environment, students' self-esteem, confidence, and academic performance improved (Brophy, 2008; 2010).

Table 13. Seniors were asked to indicate feelings about their persistence, motivation, and interactions with teachers.

| Percentage who responded either <i>sometimes</i> or <i>always</i> | McCallum 2013 | McCallum 2014 | District 2014 |
|---|------------------|------------------|------------------|
| I can do even the hardest schoolwork if I try. | 87.5% | 92.7% | 91.8% |
| I enjoy doing my schoolwork. | 55.7% | 55.2% | 56.3% |
| I feel/felt well prepared for STAAR/EOC. | . | 79.7% | 78.8% |
| I try hard to do my best work. | 84.8% | 89.5% | 91.3% |
| I feel successful in my schoolwork. | 83.7% | 87.4% | 89.2% |
| My teachers push us to think hard about the things we read. | 81.4% | 88.8% | 86.1% |
| My teachers push everyone to work hard. | 82.5% | 88.0% | 88.8% |
| I can reach the goals I set for myself. | 91.9% | 95.6% | 96.3% |
| My homework helps me learn things I need to know. | 70.3% | 73.3% | 77.2% |
| My schoolwork makes me think about things in new ways. | 63.6% | 70.6% | 70.7% |
| My teachers connect what I am learning to life outside of class. | 64.1% | 71.4% | 68.4% |
| I have fun learning in my classes. | 75.6% | 76.7% | 75.4% |
| I like to come to school. | 65.2% | 64.8% | 69.3% |

Note. Response options were *never*, *not a lot*, *sometimes*, and *always*. STAAR is State of Texas Assessment of Academic Readiness. EOC is end of course.

Extracurricular Activities

Extracurricular activities provide intellectual and social development opportunities for students. According to a study conducted by Stearns and Glennie (2009), 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. Participation in extracurricular activities was also linked to higher aspirations for college, college attainment and graduation, and better occupational status (Barber, Eccles, & Stone, 2001; Darling, Caldwell, & Smith, 2005).

The extra-curricular activities participated in most by McCallum seniors were sports, community service, and academic clubs. Approximately 55% of seniors participated in sports at school and about 47% participated in sports outside of school. Almost 47% of McCallum seniors were in academic clubs in high school. About 62% of seniors indicated they participated in community service outside of school.

Table 14a. 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 | 1-2 years | 3-4 years |
|--|---------------------|-----------|-----------|
| Music | 51.9% | 18.6% | 29.5% |
| Theater/drama | 72.6% | 15.2% | 12.2% |
| Dance | 69.1% | 22.7% | 8.2% |
| Sports | 44.4% | 23.7% | 32.0% |
| Academic clubs/UIIL competitions | 52.9% | 22.1% | 25.0% |
| Speech/debate | 78.7% | 20.4% | 0.9% |
| Student government | 84.7% | 12.0% | 3.3% |
| Career and technical student organizations | 92.5% | 5.1% | 2.4% |

Note. UIL is University Interscholastic League.

Table 14b. Please indicate the number of years of high school in which you participated in each of the **extracurricular activities outside of school**.

| Outside of school | Did not participate | 1-2 years | 3-4 years |
|---|---------------------|-----------|-----------|
| Music | 57.7% | 13.9% | 28.4% |
| Theater/drama | 84.7% | 8.7% | 6.6% |
| Dance | 81.1% | 10.2% | 8.7% |
| Sports | 52.6% | 18.9% | 28.5% |
| Providing routine care for family members | 80.6% | 6.1% | 13.3% |
| Community service | 37.6% | 28.7% | 33.7% |
| Environmental projects/activities | 75.2% | 12.6% | 12.3% |
| Boy/Girl Scouts | 90.2% | 4.6% | 5.2% |

Work and Study Time

Table 15. Please indicate the average number of hours per week you worked at a paid job during your senior year.

| Work time | Percentage who worked during senior year | | |
|--------------------|--|---------------|---------------|
| | McCallum 2013 | McCallum 2014 | District 2014 |
| Did not work | 54.8% | 45.0% | 41.0% |
| Less than 20 hours | 17.5% | 29.3% | 28.0% |
| 20 hours or more | 27.7% | 25.7% | 31.0% |

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

Over half of McCallum seniors indicated they worked at a paid job during their senior year.

A study conducted by Marsh and Kleitman (2005) found that compared with those who did not work, students 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. As well, seniors who worked longer hours were more likely to save their earnings for postsecondary enrollment and were less likely to be unemployed 2 years after high school.

Table 16. 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 | | |
|--------------------|----------------------------------|---------------|---------------|
| | McCallum 2013 | McCallum 2014 | District 2014 |
| None | 13.2% | 10.2% | 10.5% |
| 1 to 5 hours | 39.8% | 42.7% | 40.4% |
| 6 to 10 hours | 24.6% | 24.7% | 23.1% |
| 11 to 15 hours | 11.4% | 9.9% | 11.5% |
| 16 to 20 hours | 7.0% | 6.7% | 8.1% |
| More than 20 hours | 4.8% | 5.8% | 6.4% |

On average, McCallum seniors indicated they studied 1 to 10 hours each week. [Penn State](#) and [University of Michigan-Flint](#) recommend a 2:1 study time/course load ratio; whereby students spend at least 2 hours studying for every 1 hour of class time.

Instructional Quality

Table 17. How well did your high school help you to actively develop knowledge and skills in the following areas?

| Percentage who responded somewhat well or very well | McCallum 2013 | McCallum 2014 | District 2014 |
|---|---------------|---------------|---------------|
| Teamwork | 84.8% | 91.1% | 90.8% |
| Creative thinking | 88.0% | 91.9% | 90.3% |
| Problem solving | 88.4% | 93.0% | 92.7% |
| Conflict resolution | 80.2% | 86.3% | 87.6% |
| Personal health/fitness | 76.7% | 73.3% | 81.1% |
| Time management | 75.6% | 78.4% | 83.7% |
| Technology | 78.1% | 73.7% | 84.8% |

Note. Response options were not well, somewhat well, and very well.

“Twenty-first-century skills” is a term which generally refers to competencies such as collaboration, digital literacy, critical thinking, and problem-solving (Partnership for 21st Century Learning, 2011).

Researchers have found that 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). Each year, seniors are asked to rate the quality of instruction they received in different types of courses.

Table 18. Rate the quality of instruction you feel you received in the following areas.

| Percentage who responded good or excellent | McCallum 2013 | McCallum 2014 | District 2014 |
|--|---------------|---------------|---------------|
| English language arts | 83.8% | 87.9% | 82.9% |
| Performing/Fine arts | 80.0% | 80.9% | 73.8% |
| Social studies | 77.6% | 76.2% | 77.6% |
| Mathematics | 73.1% | 74.3% | 70.2% |
| Career and technical (CTE) | 56.1% | 67.8% | 73.5% |
| Computer/Technology | 58.6% | 62.9% | 66.8% |
| Science | 58.3% | 55.2% | 71.2% |
| Foreign language | 52.0% | 53.3% | 59.6% |

Note. Response options were excellent, good, fair, and poor.

Good or excellent ratings for quality of instruction in CTE have increased by about 12 percentage points from 2013 to 2014.

Table 19. Percentage by course of McCallum seniors who rated a CTE course Fair or Poor. Seniors were allowed to select more than one course.

| CTE course | McCallum 2014 | District 2014 |
|--------------------------------|------------------|------------------|
| Business management | 43.6% | 26.5% |
| Health Science | 37.1% | 24.7% |
| Audio/visual production | 21.0% | 21.7% |
| Education | 21.0% | 15.1% |
| Finance | 21.0% | 12.0% |
| Animation or video game design | 14.5% | 18.1% |
| Web development | 14.5% | 15.2% |
| Culinary arts or hospitality | 11.3% | 12.0% |
| Engineering | 9.7% | 17.9% |
| Graphic design or photography | 8.1% | 15.1% |

Note. Some CTE courses may have higher enrollment than others. A higher percentage of seniors rating a particular CTE course Fair or Poor may be due to the higher enrollment in the course. Therefore, results should not be compared between courses. Also note, when data were analyzed, it was found that seniors responded to items for CTE courses they had not taken. This list includes only courses offered at the campus.

Because overall ratings for CTE courses had been found consistently lower than were those for other courses, this year, seniors who rated CTE instruction *fair* or *poor* were asked to identify the types of CTE courses they rated *fair* or *poor*. They were also asked to provide reasons why they rated the courses low. Approximately 32% of McCallum CTE seniors rated CTE courses *fair* or *poor*.

The top 2 CTE courses rated *fair* or *poor* by McCallum seniors are business management and health science.

Overall, the top 3 reasons McCallum seniors indicated they rated CTE courses low were class projects were not interesting, teachers were not experts in their subject areas, and teachers did not explain things well.

Table 20. Please tell us what it was about the CTE instruction that was *fair* or *poor*.

| | McCallum 2014 | District 2014 |
|--|------------------|------------------|
| Class projects were not interesting. | 38.7% | 33.1% |
| The teacher was not an expert in the subject area. | 37.1% | 30.5% |
| The teacher did not explain things in a way that I could understand. | 27.4% | 29.0% |
| The teacher did not manage classroom discipline well. | 25.8% | 25.3% |
| The course was too easy. | 24.2% | 23.6% |
| The course was too difficult. | 22.6% | 18.2% |
| A lot of time was spent on topics unrelated to the class. | 19.4% | 14.8% |
| The teacher did not keep us busy—time was wasted. | 17.7% | 18.0% |
| The teacher did not respect students' ideas and suggestions. | 14.5% | 12.0% |
| Other | 12.9% | 15.4% |

Note. The CTE Summary Report lists the reasons AISD seniors rated CTE courses low by course type.

Technology Access and Use

Table 21. Which of the following describes your computer and Internet access at home?

| Access | McCallum | McCallum | District |
|--|----------|----------|----------|
| | 2013 | 2014 | 2014 |
| No computer | 2.2% | 4.9% | 4.7% |
| No computer, but Internet access (e.g., cell phone, iPad, or iTouch) | 5.3% | 6.3% | 10.0% |
| Computer, no Internet | 4.0% | 4.0% | 4.1% |
| Computer with Internet access | 88.5% | 84.7% | 81.2% |

Table 22. Have you ever used Naviance/Family Connection for the following activities?

| Percentage answering yes | McCallum | District |
|---|----------|----------|
| | 2014 | 2014 |
| Class rank and GPA inquiry | 83.2% | 84.2% |
| College search | 72.8% | 72.6% |
| Counselor-directed activities (e.g., Personality Type Questionnaire or Explore Careers) | 68.2% | 65.1% |
| Career exploration | 43.7% | 50.5% |
| College visit sign up | 42.4% | 56.2% |
| Resume building | 27.8% | 36.5% |

McCallum seniors indicated they mostly used Naviance to check their class rank/GPA, to search colleges, and to complete counselor-directed activities.

Note. This item changed from “how frequently do you use” (2013) to “have you ever used” (2014).

Postsecondary Preparation and Advising

“Middle school is the crucial stage” at which parents and students should begin to think about preparing for college (Cunningham, Erisman, & Looney, 2007). By the time a student reaches junior year of high school, it may be too late to acquire the necessary coursework and GPA for admission to college.

Almost 40% of McCallum seniors indicated they had been thinking about college for as long as they can remember. Of the 25% of seniors who did not start thinking about college until high school, 54% did not start thinking about college until their junior and senior years of high school.

Table 23. At what time in your life did you start thinking about college as a possibility after high school?

| Time frame | McCallum | McCallum | District |
|---------------------------------------|----------|----------|----------|
| | 2013 | 2014 | 2014 |
| As long ago as I can remember | 42.2% | 39.0% | 36.8% |
| In elementary school | 10.3% | 10.7% | 8.2% |
| In middle school / junior high | 21.4% | 22.3% | 21.7% |
| In high school | 24.3% | 25.4% | 30.4% |
| Never thought of college as an option | 1.8% | 2.6% | 2.8% |

Table 24. What grade were you in when you started thinking about college as a possibility after high school?

| Grade | McCallum | District |
|------------------------|----------|----------|
| | 2014 | 2014 |
| 9 th Grade | 27.6% | 24.4% |
| 10 th Grade | 18.4% | 23.9% |
| 11 th Grade | 37.9% | 36.1% |
| 12 th Grade | 16.1% | 15.6% |

Table 25. How did you prepare for your education after high school? (Select all that apply.)

| Type of Preparation | McCallum | McCallum | District |
|--|----------|----------|----------|
| | 2013 | 2014 | 2014 |
| Completed and submitted the FAFSA | 65.9% | 72.4% | 67.8% |
| Took college entrance tests (e.g., SAT, ACT, THEA, COMPASS, ASSET) | 67.6% | 70.3% | 66.6% |
| Visited one or more colleges or technical schools | 56.7% | 59.5% | 60.1% |
| Ordered and submitted a transcript to a college or trade/ technical school. | 57.6% | 62.8% | 59.2% |
| Met with the school counselor or college/career advisor to discuss college plans/processes | 49.0% | 49.0% | 52.8% |
| Took one or more Advanced Placement or International Baccalaureate classes | 49.9% | 50.4% | 51.1% |
| Completed and submitted a scholarship application | 47.0% | 48.3% | 48.8% |
| Attended one or more college fairs | 44.4% | 51.6% | 44.8% |
| Met with a college representative or recruiter at my high school | 39.5% | 43.2% | 43.3% |
| Took test prep class for the PSAT, SAT, ACT, etc. | 38.7% | 41.1% | 40.0% |
| Completed or are currently enrolled in ACC courses | 41.5% | 37.3% | 36.0% |
| Participated in ACC College Connections (ACC Application Process) | 28.7% | 36.1% | 35.0% |
| I have done nothing to academically prepare for continuing my education | 15.4% | 17.8% | 17.2% |
| I have not completed any activities to prepare for continuing my education | 16.5% | 16.0% | 16.0% |
| I have not completed any forms to prepare for continuing my education | 16.5% | 10.8% | 16.0% |
| Took other college level courses (e.g., Texas State, Texas Tech, TSTC) | 6.3% | 2.9% | 5.7% |

Note. SAT is Scholastic Aptitude Test. ACT is American College Testing. THEA is Texas Higher Education Assessment. COMPASS is American College Testing Computer-adapted Placement Assessment and Support. ASSET is American College Testing placement exam for students in community/technical education. PSAT is Preliminary Scholastic Aptitude Test. TSTC is Texas State Technical College.

Table 26. 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 | McCallum | McCallum | District |
|--|----------|----------|----------|
| | 2013 | 2014 | 2014 |
| Talked to you about career and/or college options | 84.0% | 80.2% | 80.9% |
| Talked to you about finances | 66.2% | 70.5% | 66.9% |
| Talked to you about your responsibilities as an adult | 71.1% | 72.8% | 75.3% |
| Talked to you about what a career and/or college would be like | 72.8% | 64.2% | 64.1% |
| Helped you with financial aid (FAFSA and/or scholarships) | 59.3% | 61.3% | 56.8% |
| Helped you complete applications for colleges or trade/technical schools | 47.9% | 46.7% | 41.6% |
| Encouraged you to apply to several different colleges | 59.9% | 55.9% | 54.0% |
| No one in my family talked to me about or helped me with these things. | 5.2% | 5.4% | 5.0% |

On average, McCallum seniors indicated that teachers helped them by pushing their academic abilities, encouraging them to take AP/honors courses and helping them write college essays. School counselors helped them select courses needed for work or college, and by encouraging them to continue their education after high school. College and career advisors helped encouraged them to continue their education after high school.

Table 27. Indicate whether the following people helped you with or encouraged you in any of the following activities (select all that apply).

| Activity | Teacher | School Counselor | College & Career Advisor | None of These |
|--|---------|------------------|--------------------------|---------------|
| Select courses needed for work or admission to college | 20.0% | 45.4% | 17.9% | 34.9% |
| Push your academic abilities further (e.g., challenging courses, science fair or summer learning, extra credit work) | 57.3% | 27.6% | 7.7% | 27.6% |
| Take AP / honors courses | 44.5% | 22.0% | 4.2% | 41.8% |
| Take dual credit or articulated credit courses | 21.9% | 30.6% | 15.6% | 48.1% |
| Get information about careers and/or occupations you might want to pursue | 29.5% | 25.0% | 19.6% | 42.5% |
| Continue your education after high school | 51.2% | 46.4% | 28.7% | 25.0% |
| Apply to multiple schools | 25.2% | 28.5% | 24.6% | 44.1% |
| Decide what school to attend | 21.8% | 18.1% | 13.6% | 57.1% |
| Fill out applications for postsecondary education | 20.8% | 24.1% | 22.3% | 49.1% |
| Write college application essays or personal statements | 47.9% | 19.9% | 14.% | 38.7% |

Table 28. Were your school counselors and/or college and career/Project ADVANCE advisors available to talk to you about college and careers?

| Availability | School Counselor | College & Career Advisor |
|--|------------------|--------------------------|
| Yes, this person was available and I talked to him/her. | 64.2% | 57.5% |
| I tried to talk to this person and wasn't able to meet with him/her. | 13.8% | 13.2% |
| I never tried to meet with this person. | 22.0% | 29.3% |

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.

Applications to Postsecondary Institutions

Table 29. Percentage of Applications per Institution Type

| Institution type | 0 applications | 1-3 applications | 4 or more applications |
|--------------------------------------|----------------|------------------|------------------------|
| 2-year | 39.1% | 56.6% | 4.1% |
| 4-year | 32.5% | 26.0% | 41.6% |
| Business/technical/vocational school | 89.2% | 9.1% | 1.2% |

Garland (2008) found that students who submitted applications to four or more institutions were significantly more likely to become enrolled than were students who submitted fewer applications.

Table 30. Percentage of Acceptances per Institution Type

| Institution type | 0 acceptances | 1-3 acceptances | 4 or more acceptances |
|--------------------------------------|---------------|-----------------|-----------------------|
| 2-year | 42.9% | 52.4% | 4.8% |
| 4-year | 38.6% | 35.9% | 25.5% |
| Business/technical/vocational school | 90.9% | 6.8% | 2.4% |

Postsecondary Financial Literacy

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. Approximately 60% of McCallum's Class of 2014 who were enrolled in a postsecondary institution during the Fall semester after high school graduation completed a FAFSA (Looby, 2013).

Table 31. How do you plan to pay for your education after high school? (Select all that apply.)

| Source | McCallum 2013 | McCallum 2014 | District 2014 |
|---|---------------|---------------|---------------|
| Scholarships and/or grants | 58.2% | 74.0% | 69.5% |
| Loans | 32.7% | 44.6% | 41.9% |
| Family or personal savings | 58.7% | 68.9% | 65.1% |
| Tuition and fees exemption (e.g., military, foster care, adoption, deaf, blind) | 6.0% | 12.2% | 10.5% |
| Working during the school year | 49.0% | 61.2% | 61.8% |
| Working during the summer | 53.9% | 63.8% | 63.7% |
| I don't know | 5.2% | 4.2% | 4.1% |

About 74% of McCallum seniors indicated they planned to pay for college through scholarships and/or grants. About 69% indicated they planned to pay through family or personal savings. About 64% and 61% planned to pay for college by working during the summer and school year, respectively.

Table 32. Where did you learn about options for paying for your education after high school? (Select all that apply.)

| Source of information | McCallum 2013 | McCallum 2014 | District 2014 |
|---|------------------|------------------|------------------|
| Senior economics class | 19.8% | 14.1% | 19.9% |
| Financial Aid Saturday events | 10.6% | 11.5% | 18.2% |
| Talked to school counselor/college and career advisor/Project ADVANCE staff | 49.6% | 47.9% | 50.3% |
| Information from a college or university (e.g., website, brochures) | 39.0% | 41.2% | 38.8% |
| College recruiter | 18.1% | 15.6% | 20.6% |
| U.S. Department of Education or FAFSA websites | 26.9% | 29.1% | 25.2% |
| Parents or other adults | 67.0% | 74.7% | 64.7% |
| Social media (e.g., Twitter, Facebook, etc.) | . | 7.7% | 11.9% |
| None of these | 6.3% | 12.7% | 8.3% |

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

Table 33. How easy has it been for you and your parents to understand the process of applying for financial aid?

| Degree of ease | McCallum 2013 | McCallum 2014 | District 2014 |
|---------------------------------------|------------------|------------------|------------------|
| Easy | 13.0% | 24.8% | 26.8% |
| Some parts easy, some parts difficult | 47.0% | 49.0% | 47.4% |
| Difficult | 25.8% | 14.0% | 11.1% |
| I did not apply for financial aid | 14.2% | 12.2% | 14.8% |

On average, McCallum seniors indicated they learned about financial aid from their parents, school counselors, and college and career advisors.

Table 34. If you did not submit a financial aid application, why not?

| Reason | McCallum 2013 | McCallum 2014 | District 2014 |
|---|------------------|------------------|------------------|
| I do not need financial aid to attend college | 23.9% | 16.7% | 22.0% |
| My parents were not willing to submit private financial information | 4.3% | 11.9% | 7.9% |
| My family did not think we would qualify or be eligible for financial aid | 15.2% | 28.6% | 22.6% |
| I do not plan to go to college | 21.7% | 11.9% | 16.2% |
| I did not know about the financial aid process | 34.8% | 31.0% | 31.3% |

About 12% of McCallum seniors indicated they did not apply for financial aid. About 31% of the seniors who did not apply for financial aid indicated they did not submit a financial aid application because they did not know about the financial aid process. About 29% indicated they did not think they would qualify for financial aid.

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 |
| COMPASS | American College Testing (ACT) Computer-adapted Placement Assessment and Support |
| 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 |

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