

High School Exit Survey: McCallum

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, 335 McCallum High School seniors completed the survey, for a response rate of 95%.

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 McCallum seniors planned to [work part time while attending college](#).

Postsecondary plans	McCallum 2014	McCallum 2015	District 2015
Continue my education	95%	85%	86%
Attend college or technical school <u>without working</u>	21%	21%	20%
Attend college or technical school while <u>working full time</u>	8%	8%	11%
Attend college or technical school while <u>working part time</u>	68%	56%	56%
Work full time only	4%	4%	4%
Work part time only	3%	2%	1%
Enlist in the military	1%	2%	3%
No plans/ not sure yet	5%	6%	4%
Other	4%	3%	2%

Table 2.

Most McCallum seniors who planned to enroll in college planned to enroll [Fall 2015](#).

Semester enrollment	McCallum 2014	McCallum 2015	District 2015
This summer	7%	8%	8%
This fall	87%	84%	85%
Next spring	6%	7%	7%

Table 3.

Six in 10 McCallum seniors planned to enroll in a [4-year institution](#).

Type of institution	McCallum 2014	McCallum 2015	District 2015
A 4-year college or university	61%	61%	57%
A 2-year college or university	13%	9%	10%
A 2-year community college and then transfer to a 4-year college	28%	26%	30%
A private career or trade school	4%	5%	2%

Table 4.

Almost 30% of McCallum seniors planned to attend [Austin Community College](#).

Postsecondary institutions	McCallum 2014	McCallum 2015	District 2015
Austin Community College (ACC)	30%	29%	35%
Texas State University	14%	7%	8%
University of Texas-McCallum	8%	8%	9%
University of Texas-San Antonio	4%	2%	4%
Texas A&M University	2%	1%	4%
St. Edward's University	4%	2%	2%
Blinn College	2%	2%	2%
University of North Texas	4%	2%	2%
Texas Tech University	1%	2%	3%
Stephen F. McCallum University	1%	1%	1%
Other	36%	45%	31%

Table 5.

Health sciences, engineering, and visual and performing arts were top areas McCallum seniors planned to study in college. Four percent of McCallum seniors were interested in studying **computer and information sciences** in 2014 and 2015.

Jobs/careers	McCallum 2014	McCallum 2015	District 2015
Health sciences	14%	15%	17%
Business	13%	11%	13%
Engineering	10%	14%	13%
Law, public safety, corrections, and security	5%	4%	6%
Computer and information sciences	4%	4%	5%
Human services	6%	4%	3%
I do not know	7%	8%	9%
Visual and performing arts	12%	13%	7%
Agricultural sciences and technologies	1%	3%	3%
Natural sciences and mathematics	6%	4%	7%
Education	4%	4%	5%
Communication	5%	7%	4%
Architecture	1%	1%	2%
Social sciences	5%	5%	3%
Hospitality and tourism	1%	1%	1%
Humanities	3%	2%	1%
Office skills	0%	0%	0%
Trade and industrial	3%	1%	1%

Table 6.

Six in 10 McCallum seniors took a high school course in the area they planned to study in college.

	McCallum 2015	District 2015
Yes	60%	65%
No	40%	35%

Table 7.

Six in 10 McCallum 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 McCallum.**

Reasons	McCallum 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.	19%	51%
I was not interested in taking a course in this area in high school.	21%	18%
A counselor steered me away from those courses.	1%	1%
Other	8%	11%

Table 8.

Forty-four percent of McCallum 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	McCallum 2014	McCallum 2015	District 2015
Financial	16%	16%	18%
Academic	10%	8%	7%
Personal obligation	3%	0%	7%
Personal preference	29%	24%	20%
Gap year	36%	44%	35%
Other	7%	8%	14%

Table 9.

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

School status	McCallu m 2014	McCallu m 2015	District 2015
Doctorate degree (e.g., PhD, EdD, etc.)	4%	2%	3%
Professional degree (e.g., MD, JD, etc.)	4%	5%	20%
Master's degree	15%	14%	9%
Bachelor's degree (4-year)	25%	29%	20%
Associate degree (2-year)	5%	6%	5%
Some college	16%	13%	13%
High school diploma or earned a GED	14%	19%	19%
Less than high school	15%	9%	24%
Don't know or does not apply	3%	2%	4%

Table 10.

Seventy-three percent of McCallum seniors' parents expected them to **earn a college degree or industry license/certification.**

Level of education	McCallum 2014	McCallum 2015	District 2015
Doctorate degree (e.g., PhD, EdD, etc.)	7%	8%	12%
Master's degree	17%	18%	16%
Bachelor's degree (4-year)	37%	37%	37%
Associate degree (2-year)	6%	6%	5%
Industry license or certification	--	4%	3%
Some college	5%	9%	7%
High school or earned a GED	8%	7%	8%
I am not sure	16%	11%	12%

Table 11.

Half of McCallum seniors expected to earn a **graduate degree** in their lifetime.

Level of education	McCallum 2014	McCallum 2015	District 2015
Doctoral or professional degree	--	18%	20%
Master's degree	--	32%	28%
Bachelor's degree (4-yr college or university)	45%	32%	35%
Associate degree (2-year community college)	9%	8%	8%
Industry license or certification (e.g., trade/technical school)	5%	7%	4%
High school diploma	2%	4%	5%

Table 12.

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

Level of education	McCallum 2015	District 2015
Parents	92%	89%
Teachers	82%	78%
College and career advisor	41%	55%
School counselor	64%	55%
Coach(es)	36%	38%
Sibling(s) or other family member(s)	60%	63%
Friend(s)	75%	75%
Other adult in my life	52%	47%
No one	2%	3%

Table 13.

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

Seniors who responded either <i>sometimes</i> or <i>often</i>	McCallum 2014	McCallum 2015	District 2015
Talking to you about homework	68%	73%	68%
Making sure you completed your homework	61%	64%	65%
Asking you about what you're learning in school	66%	69%	65%
Helping you decide what classes to take	51%	56%	54%
Talking to you about how you're doing in your classes	79%	82%	79%
Rewarding you when you do well in school	53%	57%	56%
Communicating with your teachers	45%	49%	46%
Attending school meetings	44%	50%	47%
Attending school events	58%	67%	58%
Volunteering at your school	25%	30%	28%
Joining and participating in the PTA	15%	16%	18%
Use Parent Cloud to monitor your grades	57%	56%	51%

Table 14.

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

Teacher help	McCallum 2014	McCallum 2015	District 2015
Would be willing to give you extra help with your school work if you needed it	91%	94%	88%
Would be willing to help you with a personal problem	80%	78%	74%
Cares about how you're doing in school	85%	84%	79%
Would be willing to write you a letter of recommendation for a job or college	88%	87%	81%
Knows what you will be doing next year	73%	70%	65%
Would be willing to help you even after you graduate	73%	69%	64%
I do not know a teacher who fits any of the items above.	--	2%	4%

Persistence and Motivation

Table 15.

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

Percentage who responded either <i>sometimes</i> or <i>always</i>	McCallum 2014	McCallum 2015	District 2015
I can do even the hardest schoolwork if I try.	93%	93%	92%
I enjoy doing my schoolwork.	55%	56%	59%
I feel/felt well prepared for STAAR/EOC.	80%	80%	84%
I try hard to do my best work.	90%	89%	91%
I feel successful in my schoolwork.	87%	89%	89%
My teachers push us to think hard about the things we read.	89%	90%	87%
My teachers push everyone to work hard.	88%	92%	90%
I can reach the goals I set for myself.	96%	96%	96%
My homework helps me learn things I need to know.	73%	73%	78%
My schoolwork makes me think about things in new ways.	71%	70%	73%
My teachers connect what I am learning to life outside of class.	71%	70%	70%
I have fun learning in my classes.	77%	79%	77%
I like to come to school.	65%	67%	71%

Extracurricular Activities

Table 16.

The school-affiliated activities McCallum seniors were mostly involved in were **sports** and **music**.

In school	Did not participate	1-2 years	3-4 years
Music	49%	18%	33%
Theater/drama	69%	21%	10%
Dance	70%	20%	11%
Sports	44%	18%	38%
Academic clubs/UII competitions	57%	20%	23%
Speech/debate	71%	28%	1%
Student government	82%	16%	2%
Career and technical student organizations	92%	5%	3%

Table 17.

McCallum 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	58%	12%	30%
Theater/drama	83%	8%	9%
Dance	80%	11%	9%
Sports	81%	12%	37%
Providing routine care for family members	76%	12%	13%
Community service	36%	28%	36%
Environmental projects/activities	65%	20%	14%
Boy/Girl Scouts	89%	4%	7%

Work and Study Time

Table 18.

Six in 10 McCallum seniors **worked** during their senior year.

Work time	Percentage who worked <i>during</i> senior year		
	McCallum 2014	McCallum 2015	District 2015
Did not work	45%	39%	39%
Less than 20 hours	29%	30%	28%
20 hours or more	26%	31%	33%

Table 19.

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

Reason	McCallum 2015	District 2015
To save money for college	20%	19%
To help my family with bills/expenses	11%	20%
I like the freedom of having my own money	59%	52%
Other	10%	9%

Table 20.

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

Study time	Percentage who studied each week		
	McCallum 2014	McCallum 2015	District 2015
None	10%	7%	9%
1 to 5 hours	43%	43%	40%
6 to 10 hours	25%	28%	22%
11 to 15 hours	10%	13%	12%
16 to 20 hours	7%	5%	9%
More than 20 hours	6%	4%	9%

Instructional Quality

Table 21.

McCallum High School helped seniors to actively develop [Twenty-first Century Skills](#).

Percentage who responded <i>somewhat well</i> or <i>very well</i>	McCallum 2014	McCallum 2015	District 2015
Teamwork	91%	87%	91%
Creative thinking	92%	90%	90%
Problem solving	93%	91%	93%
Conflict resolution	86%	81%	87%
Personal health/fitness	73%	74%	81%
Time management	78%	80%	84%
Technology	74%	76%	84%

Table 22.

McCallum 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>	McCallum 2014	McCallum 2015	District 2015
English language arts	88%	83%	81%
Social studies	76%	73%	75%
Performing/Fine arts	81%	79%	73%
Career and technical (CTE)	68%	58%	71%
Science	55%	54%	70%
Mathematics	74%	73%	73%
Computer/Technology	63%	52%	64%
Foreign language	53%	53%	64%

Technology Access and Use

Table 23.

Eighty-five percent McCallum seniors have a **computer with Internet access** at home.

Access	McCallum 2014	McCallum 2015	District 2015
No computer	5%	4%	5%
No computer, but Internet access	6%	9%	12%
Computer, no Internet	4%	2%	4%
Computer with Internet access	85%	85%	79%

Table 24.

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

Percentage answering <i>yes</i>	McCallum 2014	McCallum 2015	District 2015
Class rank and GPA inquiry	83%	83%	82%
College search	73%	67%	70%
Counselor-directed activities	68%	67%	63%
College visit sign up	44%	42%	55%
Career exploration	42%	46%	48%
Resume building	28%	40%	36%

Postsecondary Preparation and Advising

Table 25.

Over half of McCallum seniors started thinking about college by the time they were in **elementary school**.

Time frame	McCallum 2014	McCallum 2015	District 2015
As long as I can remember	39%	39%	37%
In elementary school	11%	13%	9%
In middle/junior high school	22%	17%	21%
In high school	25%	29%	31%
I've never thought about college	3%	2%	3%

Table 26.

Over half of McCallum seniors who did not think about college until high school did not think about it until their **junior and senior years.**

Grade	McCallum 2014	McCallum 2015	District 2015
9 th Grade	28%	17%	20%
10 th Grade	18%	29%	25%
11 th Grade	38%	37%	37%
12 th Grade	16%	17%	18%

Table 27.

McCallum seniors prepared for postsecondary education mostly by **completing the Free Application for Federal Student Aid (FAFSA), taking college entrance exams, and visiting one or more colleges.**

Type of preparation	McCallum 2014	McCallum 2015	District 2015
Took college entrance tests (e.g., SAT, ACT, THEA, COMPASS, ASSET)	70%	64%	60%
Took one or more Advanced Placement or International Baccalaureate classes	50%	52%	51%
Took test prep class for the PSAT, SAT, ACT, etc.	41%	44%	45%
Completed or are currently enrolled in ACC courses	37%	40%	32%
Took other college level courses (e.g., Texas State, Texas Tech, TSTC)	3%	5%	9%
Visited one or more colleges or technical schools	60%	61%	58%
Met with the school counselor/ADVANCE staff to discuss college plans/processes	49%	49%	50%
Attended one or more college fairs	52%	55%	43%
Met with a college representative or recruiter at my high school	43%	39%	41%
Participated in ACC College Connections	36%	26%	24%
Attended Financial Aid Saturday event(s)	--	9%	10%
Completed and submitted the FAFSA	72%	65%	68%
Completed and submitted a scholarship application	48%	46%	47%
Ordered and submitted a transcript to a college or trade/ technical school.	63%	59%	56%
I have not completed any activities to prepare for continuing my education	16%	16%	17%
I have done nothing to academically prepare for continuing my education	18%	18%	19%
I have not completed any forms to prepare for continuing my education	11%	20%	19%

Table 28.

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

Form of help	McCallum 2014	McCallum 2015	District 2015
Talked to you about career and/or college options	80%	85%	79%
Talked to you about finances	71%	69%	65%
Talked to you about your responsibilities as an adult	73%	75%	75%
Talked to you about what a career and/or college would be like	64%	70%	62%
Helped you with financial aid (FAFSA and/or scholarships)	61%	58%	55%
Helped you complete applications for colleges or trade/technical schools	47%	49%	40%
Encouraged you to apply to several different colleges	56%	57%	53%
No one in my family talked to me about or helped me with these things.	5%	4%	6%

Table 29.

McCallum seniors' teachers helped them most by **pushing their academic abilities**. School counselors helped them by encouraging them to **continue their education after high school** and **helped them select courses needed for college**. Project ADVANCE advisors helped them 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	41%	44%	15%	15%
Push your academic abilities further	26%	23%	61%	7%
Take AP / honors courses	45%	22%	40%	2%
Take dual credit or articulated credit courses	51%	30%	19%	10%
Get information about careers/occupations	46%	28%	23%	18%
Continue your education after high school	29%	44%	43%	26%
Apply to multiple schools	49%	30%	24%	20%
Decide what school to attend	62%	20%	19%	10%
Fill out applications for postsecondary education	56%	22%	17%	17%
Write college application essays or personal statements	40%	19%	43%	11%

Table 30.

Many McCallum 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.	65%	49%
I tried to talk to this person and wasn't able to meet with him/her.	14%	14%
I never tried to meet with this person.	22%	37%

Applications to Postsecondary Institutions

Table 31.

Almost half of McCallum seniors who applied to 2-year institutions submitted **1 to 3 applications**.

Institution type	0 applications	1-3 applications	4 or more applications
2-year	49%	47%	4%
4-year	37%	27%	36%
Business/technical/vocational school	89%	9%	2%

Table 32.

Four in 10 McCallum 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	54%	42%	4%
4-year	42%	34%	24%
Business/technical/vocational school	91%	7%	2%

Postsecondary Financial Literacy

Table 33.

Seventy-two percent of McCallum seniors planned to pay for college with **scholarships and/or grants**.

Source	McCallum 2014	McCallum 2015	District 2015
Scholarships and/or grants	74%	72%	68%
Loans	45%	46%	42%
Family or personal savings	69%	70%	63%
Tuition and fees exemption	12%	8%	10%
Working during the school year	61%	59%	59%
Working during the summer	64%	64%	61%
I don't know	4%	3%	4%

Table 34.

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

Source of information	McCallum 2014	McCallum 2015	District 2015
Senior economics class	14%	33%	21%
Financial Aid Saturday events	12%	9%	16%
Talked to school counselor/college and career advisor/Project ADVANCE staff	48%	47%	48%
Information from a college or university (e.g., website, brochures)	41%	34%	35%
College recruiter	16%	13%	18%
U.S. Department of Education or FAFSA websites	29%	22%	23%
Parents or other adults	75%	68%	63%
Social media (e.g., Twitter, Facebook, etc.)	8%	8%	12%
None of these	13%	12%	10%

Table 35.

Almost 50% Akins seniors who submitted the FAFSA indicated it was “some parts easy, some parts difficult” for their parents to complete.

Degree of ease	McCallum 2014	McCallum 2015	District 2015
Easy	25%	24%	24%
Some parts easy, some parts difficult	49%	48%	47%
Difficult	14%	11%	12%
I did not apply for financial aid	12%	18%	16%

Table 36.

Forty-one percent of McCallum seniors who did not submit the FAFSA did not do so because they did not know about the financial aid process.

Reason	McCallum 2014	McCallum 2015	District 2015
I did not need financial aid to attend college	17%	22%	18%
My parents were not willing to submit private financial information	12%	2%	6%
My family did not think we would qualify or be eligible for financial aid	29%	10%	19%
I did not plan to go to college	12%	24%	18%
I did not know about the financial aid process	31%	41%	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