

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	81.3%	82.1%	95.0%
Attend a 4-year college or university	90.1%	32.5%	51.7%
Attend a 2-year and eventually transfer to a 4-year college	8.5%	37.7%	31.1%
Attend a 2-year community college only (not planning to transfer to a 4-year)	0.7%	19.9%	10.0%
Attend a private career or trade school	0.0%	2.0%	2.2%
Go into the military	1.4%	2.0%	3.8%
Be a full-time parent	0.0%	3.3%	1.1%
Work full-time or part-time	.	20.5%	17.8%
Take a year off to do other things, then enroll in school	2.8%	6.6%	6.0%
No plans/ not sure yet	0.7%	7.9%	3.9%
Other	4.2%	1.3%	2.6%

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

Compared to the 2012 cohort, Reagan High School's Class of 2013 were less likely to report plans to attend a 4-year college or university. Instead, they planned to attend a 2-year college and then transfer to a 4-year institution.

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 Reagan High School, 152 students in the Class of 2013 completed the survey, for an overall response rate of 88.8%. Due to technical difficulties experienced during administration, the 2012 response rate was 54.9%.

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	0.0%	9.3%	16.1%
Cannot afford to attend school	0.0%	27.9%	24.8%
Don't feel academically prepared for further education	0.0%	16.3%	12.1%
Family responsibilities or child care	0.0%	18.6%	9.8%
Need to earn an income to support myself / others	0.0%	48.8%	29.3%
Attending a college/trade/technical school is not for me	0.0%	4.7%	5.2%
Want some time off from school to do other things, but plan to enroll after a year	100.0%	30.2%	33.9%
My goals do not require additional education	0.0%	4.7%	10.3%
Not sure what I want to do yet	0.0%	32.6%	30.3%
Other (please specify)	0.0%	0.0%	11.4%

Financial concerns were important for seniors' 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	16.6%	29.1%	33.1%	21.2%
Making sure you completed your homework	14.7%	21.3%	35.3%	28.7%
Asking you about what you're learning in school	15.3%	23.3%	36.7%	24.7%
Helping you decide what classes to take	29.8%	33.1%	19.2%	17.9%
Talking to you about how you're doing in your classes	11.3%	21.3%	30.7%	36.7%
Rewarding you when you do well in school	25.8%	24.5%	29.1%	20.5%
Communicating with your teachers (e.g., teacher conferences, email, and phone calls)	22.7%	32.7%	29.3%	15.3%
Attending school meetings	27.8%	33.1%	25.2%	13.9%
Attending school events (e.g., sports, performances)	34.0%	24.7%	32.0%	9.3%
Volunteering at your school	53.6%	25.8%	15.2%	5.3%
Joining and participating in the PTA	66.2%	22.3%	10.1%	1.4%

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	68.5%	59.3%	19.0%
Graduated: high school or earned a GED	14.8%	17.3%	36.5%
Currently attending: 2-year college /technical school	2.7%	0.7%	4.8%
Currently attending: 4-year college	0.0%	0.7%	8.7%
Attended: 2-year college but did not complete degree	1.3%	1.3%	2.4%
Graduated: 2-year college/technical school	1.3%	2.0%	4.0%
Attended: 4-year college but did not complete degree	1.3%	0.7%	0.0%
Graduated: 4-year Bachelor's degree	3.4%	1.3%	4.0%
Graduated: Master's degree or equivalent	1.3%	0.0%	0.0%
Graduated: PhD, MD, JD, or other advanced degree	0.0%	0.0%	0.0%
Do not know or does not apply	5.4%	16.7%	20.6%

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	69.0%	15.5%	5.6%	2.1%	7.7%	0.64
Theater	66.9%	26.1%	4.9%	1.4%	.7%	0.43
Dance	74.1%	7.9%	10.1%	5.8%	2.2%	0.54
Sports	29.3%	20.4%	11.6%	15.0%	23.8%	1.84
Academic clubs or UIL academic competitions ¹	68.3%	14.1%	5.6%	4.9%	7.0%	0.68
Speech/debate	60.1%	37.1%	1.4%	1.4%	0.0%	0.44
Student government	71.8%	17.6%	4.9%	2.8%	2.8%	0.47
Career and technical organizations	79.1%	11.5%	6.5%	1.4%	1.4%	0.35

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

Reagan High School senior's comment: When transferring to Reagan, I only stayed for the band, but as Reagan grew on me, I began to fall in love with a few teachers. When I began to want to give up on college, [there] was a College Career counselor who changed my mind.

Reagan High School senior's advice to incoming freshmen: Get involved. It isn't only fun, but it looks great on your college application.

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	86.0%	10.5%	2.1%	1.4%	0.0%	0.19
Theater	80.9%	8.5%	4.3%	4.3%	2.1%	0.38
Dance	36.1%	15.3%	11.1%	13.9%	23.6%	1.74
Sports	74.1%	4.2%	3.5%	2.8%	15.4%	0.81
Care for family members	87.7%	10.1%	.7%	.7%	.7%	0.17
Community service	55.3%	19.9%	8.5%	5.7%	10.6%	0.96
Environmental projects	76.4%	12.9%	5.0%	2.1%	3.6%	0.44
Boy Scouts or Girls Scouts	71.7%	11.7%	4.8%	2.8%	9.0%	0.66

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.

Work time	Percentage who worked during senior year		
	Campus	Campus	District
	2012	2013	2013
Did not work	.	50.0%	47.3%
Less than 20 hours	.	34.0%	25.2%
20 hours or more	.	16.0%	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	.	16.0%	10.9%
1 to 5 hours	.	48.0%	41.8%
6 to 10 hours	.	17.3%	21.9%
11 to 15 hours	.	6.7%	12.0%
16 to 20 hours	.	5.3%	6.2%
More than 20 hours	.	6.7%	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.	96.5%	90.7%	91.4%
I enjoy doing my schoolwork.	61.0%	62.4%	58.4%
I feel/felt well prepared for TAKS.	98.6%	83.3%	90.0%
I try hard to do my best work.	92.2%	90.7%	90.0%
I feel successful in my schoolwork.	90.1%	86.0%	88.0%
My teachers push us to think hard about the things we read.	95.0%	80.5%	82.6%
My teachers push everyone to work hard.	92.9%	82.0%	85.9%
I can reach the goals I set for myself.	96.5%	90.7%	94.5%
My homework helps me learn things I need to know.	83.0%	77.2%	75.6%
My schoolwork makes me think about things in new ways.	83.7%	72.7%	70.4%
I have fun learning in my classes.	84.4%	74.7%	67.0%
My teachers connect what I am learning life outside of class.	73.0%	64.0%	74.6%
I like to come to school.	69.5%	74.5%	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	94.3%	94.7%	90.8%
Creative thinking	97.1%	94.0%	90.7%
Problem solving	97.1%	95.3%	92.6%
Conflict resolution	90.0%	91.8%	87.3%
Personal health/fitness	81.4%	92.6%	82.7%
Time management	89.2%	88.6%	84.4%
Technology	95.0%	86.0%	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	83.7%	84.0%	81.3%
Mathematics	86.5%	69.3%	69.4%
Science	93.0%	68.0%	69.1%
Social studies	49.7%	76.4%	76.7%
Computer/Technology	63.8%	66.9%	62.7%
Foreign language	74.5%	65.1%	57.95
Performing/Fine arts	67.4%	65.3%	64.7%
Career and technical (CTE)	30.0%	52.0%	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	1.4%	18.7%	4.9%
No computer, but Internet access (e.g., cell phone, iPad, or iTouch)	1.4%	11.9%	8.7%
Computer, no Internet	0.0%	11.9%	4.6%
Computer with Internet access	97.1%	57.5%	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	.	35.8%	28.5%
Rarely	.	19.2%	14.7%
Sometimes	.	20.5%	21.6%
Often	.	24.5%	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?	12.2%	46.6%	29.1%	12.2%
To type a paper or class assignment?	7.4%	28.2%	50.3%	14.1%
To search the Internet to complete class-related assignments?	9.4%	30.2%	39.6%	20.8%
To research college / career choices?	13.5%	34.5%	33.8%	18.2%
To complete online forms or applications for college or employment?	18.4%	27.2%	36.1%	18.4%
To communicate with teachers?	32.0%	28.6%	27.9%	11.6%
To monitor grades/progress in school?	14.9%	20.9%	29.7%	34.5%

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.	24.2%	40.3%	17.4%	6.7%	11.4%
We need newer software.	37.4%	43.5%	8.2%	2.0%	8.8%
My teachers effectively use the technology resources that are available.	27.4%	54.1%	8.9%	2.1%	7.5%
My school's technology is up to date. It does not need upgrading.	8.8%	29.7%	34.5%	10.8%	16.2%
Homework assignments should be online.	20.1%	31.5%	17.4%	14.8%	16.1%

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

Activity	Never	Sometimes	Often	Very often
Career exploration	42.8%	43.4%	8.3%	5.5%
Class rank and GPA inquiry	31.5%	45.2%	15.1%	8.2%
College search	31.3%	48.3%	12.9%	7.5%
College visit sign up	50.0%	37.0%	7.5%	5.5%
Counselor-directed activities (e.g., Personality Type Questionnaire or Explore Careers)	46.6%	43.2%	6.8%	3.4%
Resume building	48.3%	42.2%	8.2%	1.4%

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	17.8%	16.2%	36.8%
In elementary school	15.8%	8.1%	8.3%
In middle school / junior high	17.1%	23.6%	21.6%
In high school	15.0%	46.6%	30.4%
Never thought of college as an option	2.1%	5.4%	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 Somewhat well or Very well	Campus 2012	Campus 2013	District 2013
Were you to plan your high school course selections?	95.7%	84.9%	89.5%
Were you to meet your college and career goals?	97.2%	84.9%	87.9%
Have you been for the college or trade / technical school application process?	95.0%	81.3%	83.5%
Have you been about obtaining financial aid for education after high school?	92.1%	82.6%	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)	98.6%	57.0%	65.9%
Completed and submitted the FAFSA	80.7%	62.3%	64.0%
Visited one or more colleges or technical schools	80.7%	49.7%	55.7%
Ordered and submitted a transcript to a college or trade/ technical school.	91.4%	35.1%	54.8%
Took one or more Advanced Placement or International Baccalaureate classes	92.1%	39.7%	50.0%
Met with a college recruiter at my high school	81.4%	34.4%	41.3%
Took test prep class for the PSAT, SAT, ACT, etc.	54.3%	40.4%	38.6%
Completed and submitted a scholarship application	63.6%	44.4%	45.0%
Met with the school counselor/ADVANCE staff to discuss college plans/processes	70.0%	53.6%	56.2%
Attended one or more college fairs	55.7%	47.7%	39.1%
Completed or are currently enrolled in ACC courses	72.1%	39.7%	36.8%
Participated in ACC College Connections	17.1%	35.1%	5.4%
Took other college level courses (e.g., Texas State, Texas Tech, TSTC)	9.3%	7.9%	15.3%
None of the above	0.0%	9.9%	7.0%

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

Institution Type	Campus 2012	Campus 2013	District 2013
2-year	86.0%	66.4%	60.1%
4-year	75.9%	59.7%	67.3%
Business/technical/vocational school	16.0%	12.7%	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	82.0%	88.2%	88.2%
4-year	93.0%	90.9%	74.0%
Business/technical/vocational school	100%	100%	77.5%

On average, Reagan's Class of 2013 seniors applied to 3.54 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, 16.6% of Reagan's Class of 2013 seniors planned to attend Austin Community College after graduation. Nearly 8% reported plans to attend Texas State University, while 2.0% chose University of Texas–Austin. Just over 7% 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	Campus	District
	2012	2013	2013
Talked to you about career and/or college options	86.2%	62.9%	80.1%
Talked to you about finances	92.8%	51.7%	67.0%
Talked to you about your responsibilities as an adult	81.9%	65.6%	74.2%
Talked to you about what a career and/or college would be like	86.2%	50.3%	66.2%
Helped you with financial aid (FAFSA and/or scholarships)	84.1%	33.8%	55.0%
Helped you complete applications for colleges or trade/technical schools	71.0%	17.2%	40.1%
Encouraged you to apply to several different colleges	85.5%	37.7%	53.6%
No one in my family talked to me about or helped me with these things.	1.4%	11.3%	6.0%

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

Teacher help	Campus	Campus	District
	2012	2013	2013
Would be willing to give you extra help with your school work if you needed it	97.0%	80.1%	85.0%
Would be willing to help you with a personal problem	83.0%	64.9%	71.7%
Cares about how you're doing in school	85.2%	68.9%	76.8%
Would be willing to write you a letter of recommendation for a job or college	97.0%	68.9%	77.8%
Knows what you will be doing next year	85.2%	57.6%	63.1%
Would be willing to help you even after you graduate	81.5%	56.3%	61.8%

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

Availability	Campus	Campus	District
	2012	2013	2013
Yes, this person was available and I talked to him/her.	.	72.9%	68.4%
I tried to talk to this person and wasn't able to meet with him/her.	.	13.5%	12.4%
I never tried to meet with this person.	.	13.5%	19.1%

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.

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

Table 24. Was your Project ADVANCE staff available to talk to you about college and careers?

Availability	Campus	Campus	District
	2012	2013	2013
Yes, this person was available and I talked to him/her.	.	82.7%	74.5%
I tried to talk to this person and wasn't able to meet with him/her.	.	9.8%	6.0%
I never tried to meet with this person.	.	7.5%	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	41.1%	9.9%	24.5%	36.4%	12.6%	17.9%
Push your academic abilities further (e.g., challenging courses, science fair or summer learning, extra credit work)	37.1%	11.3%	46.4%	21.9%	8.6%	14.6%
Take AP / honors courses	39.7%	7.3%	41.7%	8.6%	1.3%	29.1%
Take dual credit or articulated credit courses	40.4%	7.9%	32.5%	13.2%	11.9%	29.1%
Discussed career information and/or occupations you might want to pursue	40.4%	11.9%	33.1%	42.4%	13.9%	15.2%
Continue your education after high school	46.4%	11.9%	50.3%	43.0%	17.2%	9.9%
Talked to you about colleges suited to your interests and abilities	34.4%	12.6%	42.4%	45.0%	11.9%	11.9%
Encouraged you to apply to multiple schools	23.2%	7.9%	30.5%	47.0%	6.6%	19.9%
Helped you decide what school to attend	22.5%	7.3%	24.5%	38.4%	6.6%	24.5%
Helped you fill out applications for postsecondary	21.2%	7.9%	25.8%	47.0%	6.0%	19.9%
Helped you with your college application essays or personal statements	18.5%	8.6%	45.0%	38.4%	4.0%	22.5%

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	65%	58.9%	58.7%
Loans	37%	27.2%	35.1%
Family or personal savings	35%	23.2%	51.1%
Tuition and fees exemption (e.g., military, foster care, adoption, deaf, blind)	13%	5.3%	8.3%
Working during the school year	58%	53.0%	51.9%
Working during the summer	61%	53.6%	54.2%
I don't know	8%	6.6%	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	23.0%	12.3%	26.3%
Some parts easy, some parts difficult	41.0%	52.7%	47.9%
Difficult	20.0%	19.2%	10.6%
I did not apply for financial aid	17.0%	15.8%	15.2%

Reagan High School senior's advice to incoming freshmen:
Take advantage of the help your college and career counselors give you. Don't be afraid to ask for 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	6.0%	4.3%	22.7%
My parents were not willing to submit private financial information	13.0%	17.4%	7.2%
My family did not think we would qualify or be eligible for financial aid	13.0%	4.3%	16.6%
I do not plan to go to college	31.0%	34.8%	13.7%
I did not know about the financial aid process	38.0%	39.1%	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 one school year	
\$100	1.4%	\$1,000	2.8%	\$1,000	2.2%	\$100	1.4%
\$400	5.7%	\$5,000	4.2%	\$5,000	0.7%	\$1,500	33.3%
\$900	21.4%	\$10,000	8.5%	\$10,000	2.2%	\$5,000	5.1%
\$5,000	21.4%	\$15,000	9.9%	\$20,000	12.9%	\$10,000	5.8%
\$10,000	2.9%	\$20,000	22.5%	\$50,000	28.1%	\$15,000	5.8%
Don't know	47.1%	Don't know	52.1%	Don't know	54.0%	Don't know	48.6%

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	.	16.6%	19.1%
Financial Aid Saturday events	.	18.5%	19.1%
Talked to school counselor/college and career advisor/Project ADVANCE staff	.	66.2%	54.9%
Information from a college or university (e.g., website, brochures)	.	33.1%	35.7%
College recruiter	.	25.2%	18.6%
U.S. Department of Education or FAFSA websites	.	25.8%	24.6%
Parents or other adults	.	39.1%	61.7%
None of these	.	7.9%	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 Reagan 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

References

- Choy, S. (2001). *Students whose parents did not go to college: Postsecondary access, persistence, and attainment* (NCES 2001-126). Washington, DC. Retrieved from the U.S. Department of Education, National Center for Education Statistics website: <http://nces.ed.gov/pubs2001/2001126.pdf>
- Cooper, M. (2009). Dreams deferred? The relationship between early and later postsecondary educational aspirations among racial/ethnic groups. *Educational Policy*, 23(4), 615-650. Retrieved from <http://drum.lib.umd.edu/bitstream/1903/3503/1/umi-umd-3333.pdf>
- Dubow, E., Boxer, P., & Huesmann, L. R. (2009). Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. *Merill-Palmer Quarterly*, 55(3), 224-249. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2853053/>
- Ferguson, R. (2010). *Student perceptions of teaching effectiveness: A discussion brief*. National Center for Teacher Effectiveness and the Achievement Gap Initiative. Harvard University. Retrieved from http://www.gse.harvard.edu/ncte/news/Using_Student_Perceptions_Ferguson.pdf
- Garland, M. (2008). *The determinants of postsecondary enrollment: Evidence from the AISD Class of 2007*. Austin, TX: Austin Independent School District. Retrieved from http://archive.austinisd.org/inside/docs/ope_ps_enrollment.pdf
- Karp, M. M., & Hughes, K. (2008). *Dual enrollment can benefit a broad range of students*. *Techniques: Connecting Education and Careers*, 83(7), 14-17.
- Looby, K. (2012). *2012 senior FAFSA submission summary*. Austin, TX: Austin Independent School District. Retrieved from http://www.austinisd.org/sites/default/files/dre-reports/rb/11.77RB_FAFSA_Submission_Summary_Seniors_2012_FINAL.pdf
- Marsh, H., & Kleitman, S. (2005). Consequences of employment during high school: Character building, subversion of academic goals, or a threshold? *American Educational Research Journal*, 42(2), 331-369.
- Niu, S., & Tienda, M. (2012). Delayed enrollment and college plans: Is there a postponement penalty? *The Journal of Higher Education*, 84(1), 1-26.
- Perna, L., Lundy-Wagner, V., Yee, A., Brill, L., & Tadal, T. (2009). *Showing them the money: The role of institutional financial aid policies and communication strategies in attracting low-income students*. Paper presented at the College Board's Forum 2009. Retrieved from <http://media.routledgeweb.com/files/9780415803229/perna-chapter>
- Perna, L., & Titus, M. (2005). *The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences*. Retrieved from http://repository.upenn.edu/cgi/viewcontent.cgi?article=1013&context=gse_pubs
- Stearns, E., & Glennie, E. (2009). Opportunities to participate: Extracurricular activities' distribution across and academic correlates in highschools. *Social Science Research*, 39(2), 296-309.
- Watt, K., Huerta, J., & Lozano, A. (2007). A comparison study of AVID and GEAR UP 10th-grade students in two high schools in the Rio Grande Valley of Texas. *Journal of Education for Students Placed at Risk (JESPAR)*, 12(2), 185-212.