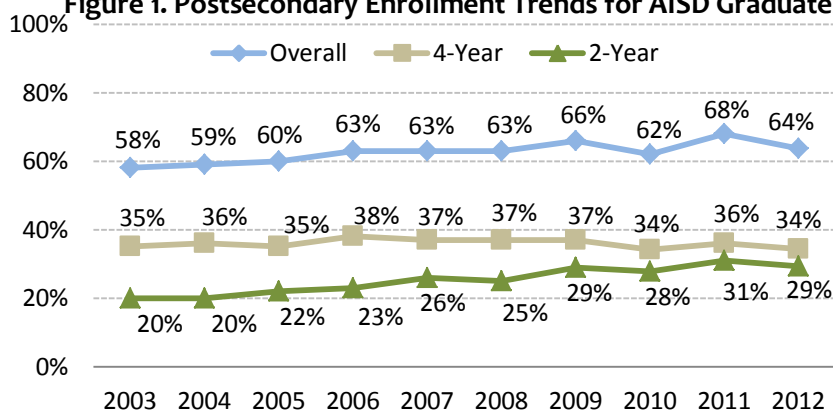


How many AISD graduates enrolled in postsecondary education?

Longitudinal trends. Since 2003, Austin Independent School District's (AISD) postsecondary enrollment has increased incrementally. Over the years, the percentages of students enrolling in 2-year institutions appear to account for the overall increase in postsecondary enrollment. After the upward tick in postsecondary enrollment for the Class of 2011, enrollment declined for the Class of 2012. AISD figures paralleled national trends, as overall college enrollment rates dropped from 68.3% for the Class of 2011 to 66.2% for the Class of 2012 (Bureau of Labor Statistics, 2012; 2013).

Figure 1. Postsecondary Enrollment Trends for AISD Graduates



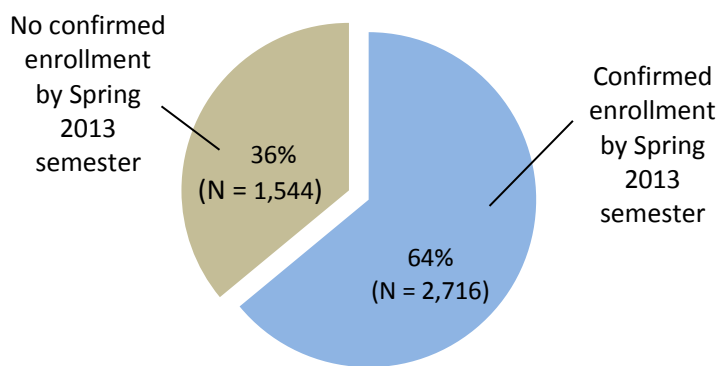
Source. National Student Clearinghouse, August 2013

Understanding the data. This summary presents postsecondary enrollment for AISD's Class of 2012 during the Fall 2012 and Spring 2013 semesters based on [National Student Clearinghouse](#) (NSC) data. The NSC database contains 98% of nationwide enrollment in both public and private postsecondary institutions. In accordance with Family Educational Rights and Privacy Act (FERPA) regulations, data from NSC were linked to the 2012 AISD graduate records submitted to the Texas Education Agency's (TEA) Public Education Information Management System (PEIMS) on the following variables: student's first and last name, date of birth, and zip code. Please refer to the supplemental [report](#) on the Department of Research and Evaluation (DRE) website for technical documentation.

Limitations. This summary may be an underestimate of actual enrollment. An enrollment match only occurs if each variable matches exactly. Discrepancies in a student's name or a change in zip code are common reasons an enrollment record might not be found. Also, the NSC data do not include all postsecondary institutions in the United States or report on student enrollment outside of the states. Moreover, students may choose to opt out of sharing their enrollment data with external agencies, in which case their postsecondary enrollment is not reported to the NSC and is not included in the summary. Even with these limitations, the NSC database is still the most comprehensive source available and is commonly used by universities, the education finance industry, government agencies, high schools, and educational researchers.

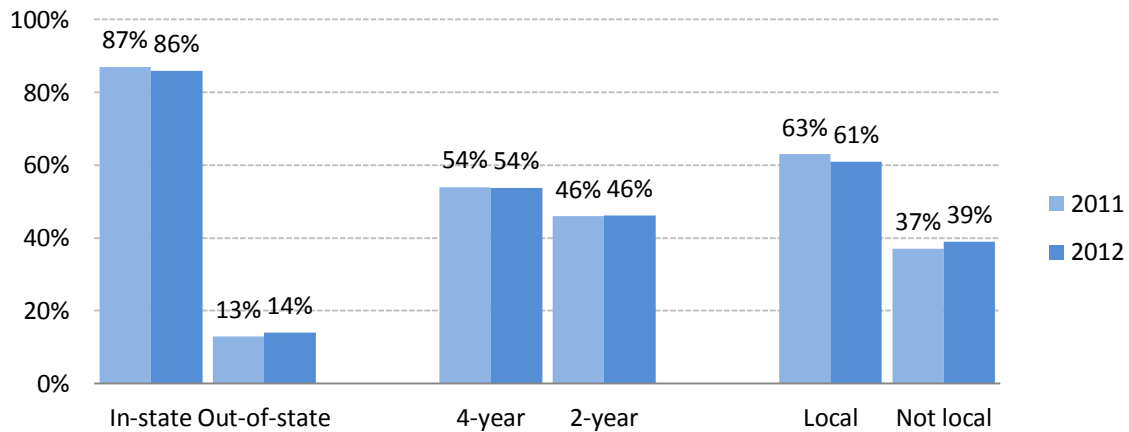
2012 graduates. Most 2012 graduates (N = 4,260) were enrolled in a postsecondary institution by the Spring 2013 semester. Nine percent of graduates did not enroll for the first time until the Spring 2013 semester (Figure 2). Most attended in-state institutions, and more than 60% attended a local university (Figure 3).

Figure 2. AISD Class of 2012 Postsecondary Enrollment Rates



Source. National Student Clearinghouse, August 2013

Figure 3. Postsecondary Enrollment Type for AISD Graduates, 2011 and 2012



Source. National Student Clearinghouse, August 2013

Note. "Local" is defined as within 60 miles of downtown Austin.

Where did most 2012 graduates enroll after high school graduation?

Table 1. AISD Class of 2012 Postsecondary Institutions

Top ten colleges. Forty-one percent of AISD graduates enrolled in college were enrolled in Austin Community College (ACC) the year after graduation. For the Class of 2012, Texas A&M University – Corpus Christi replaced the Everest Institute on the “top 10 list” of colleges for AISD graduates.

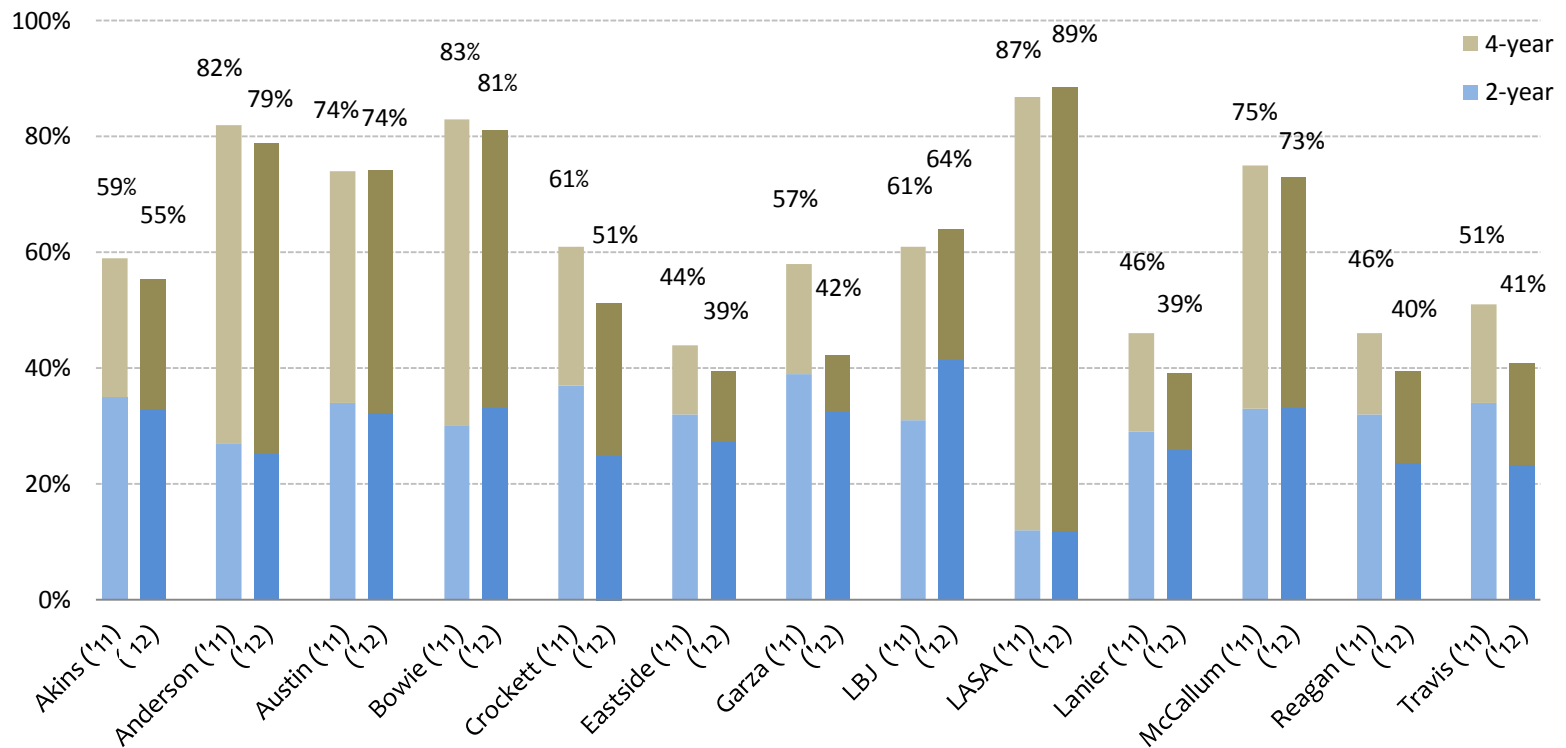
Postsecondary institution	Number	Percentage
Austin Community College	1,113	41%
University of Texas - Austin	249	9%
Texas State University - San Marcos	177	7%
University of Texas - San Antonio	125	5%
Texas A&M University	69	3%
University of North Texas	53	2%
St Edwards University	52	2%
Texas Tech University - Lubbock	49	2%
Texas A&M University - Corpus Christi	33	1%
Blinn College	30	1%

Source. National Student Clearinghouse, August 2013

How did postsecondary enrollment compare for 2012 and 2011 graduates of AISD high schools?

Comparison by high school. Almost every AISD high school experienced a decline in overall postsecondary enrollment for its graduates, compared with enrollment the prior year. However, postsecondary enrollment in 2-year institutions for the 2012 graduates at LBJ High School increased 9 percentage points, from 31% to 42%.

Figure 4. Percentage of Graduates Enrolled in a Postsecondary Institution, 2011 and 2012



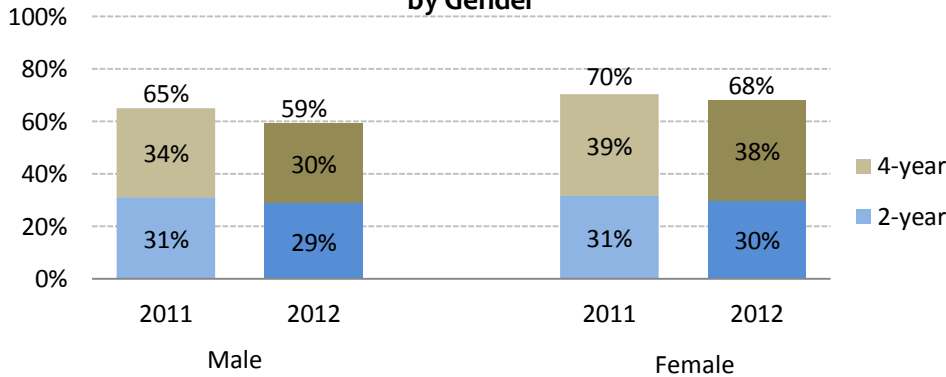
Source. National Student Clearinghouse, August 2013

Note. Each enrollment percentage was rounded to the nearest whole number, and the total percentage enrolled may differ from the sum of 2- and 4-year enrollment percentages.

How did postsecondary enrollment vary for different student demographic groups?

Gender. Both males and females in the Class of 2012 showed lower enrollment rates than did their Class of 2011 counterparts. The difference was smaller for females (2 percentage points) than for males (6 percentage points). These outcomes correspond to national trends in 2012 (see sidebar).

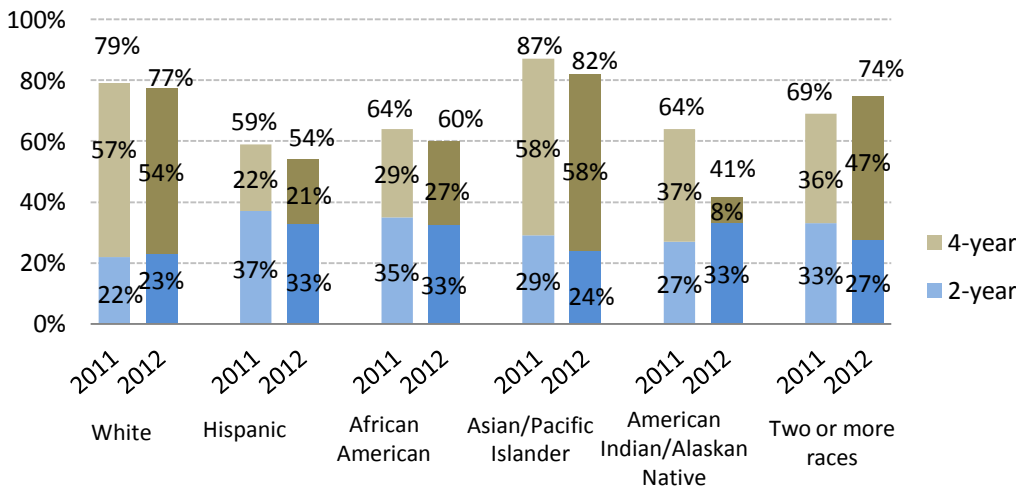
Figure 5. 2011 and 2012 Graduates Enrolled in Postsecondary Education, by Gender



Source. National Student Clearinghouse, August 2013

Race and ethnicity. With the exception of seniors reporting two or more races, postsecondary enrollment decreased for all race/ethnicity groups in the Class of 2012, compared with the Class of 2011. However, these declines were relatively small (i.e., fewer than 5 percentage points). While American Indian/Alaskan Native graduates showed sharp declines in postsecondary enrollment rates between the Class of 2011 and Class of 2012, this was likely a result of their relatively small population within AISD, which may have shown greater fluctuations than did rates for larger groups.

Figure 6. 2011 and 2012 Graduates Enrolled in Postsecondary Education, by Race/Ethnicity



Source. National Student Clearinghouse, August 2013

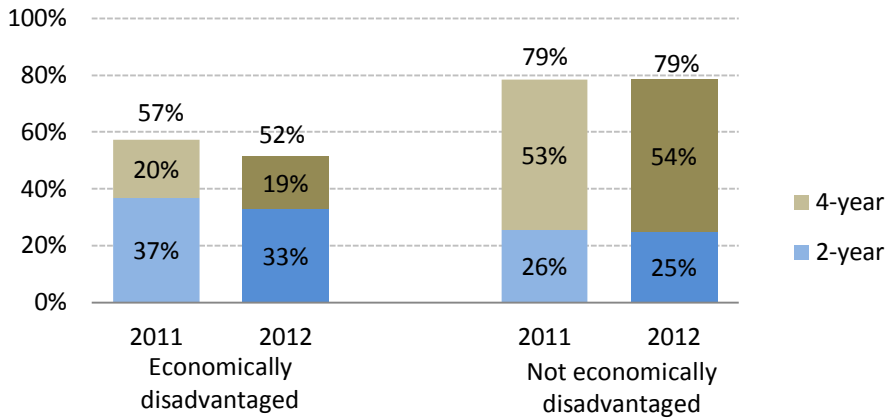
National postsecondary enrollment trends. A recent Pew Research Center Report (Hugo Lopez & Gonzalez-Barrera, 2014) indicated that college enrollment rates have increased over the past decades, but certain demographic groups outpaced others in 2012. The following figures are based on enrollment figures in October following students' high school graduation:

- Seventy-one percent of U.S. females enrolled in college following high school graduation, compared with 61% of males.
- For Hispanic high school graduates, 76% of females and 62% of males enrolled in college the following fall semester.
- Black females were more likely to enroll in college than Black males (69% vs. 57%).
- White female graduates enrolled at higher rates than did their male counterparts (72% and 62%, respectively).
- Finally, 86% of Asian females and 83% of Asian men pursued postsecondary education.

Economic status. Although postsecondary enrollment rates remained stable for the Class of 2012 graduates who were not economically disadvantaged, they dropped by 5 percentage points for those who were classified as economically disadvantaged. For economically disadvantaged graduates, enrollment in 4-year institutions showed little change, while enrollment in 2-year institutions dropped.

National postsecondary enrollment trends. According to National Center for Education Statistics (National Center for Education Statistics, 2014), high-income students were more likely to enroll in college than were their lower income peers since 1990. In 2012, 80% of high school graduates from high-income families enrolled in college, compared with 65% of middle-income students and 52% of low-income students. These gaps have remained relatively constant since 1990.

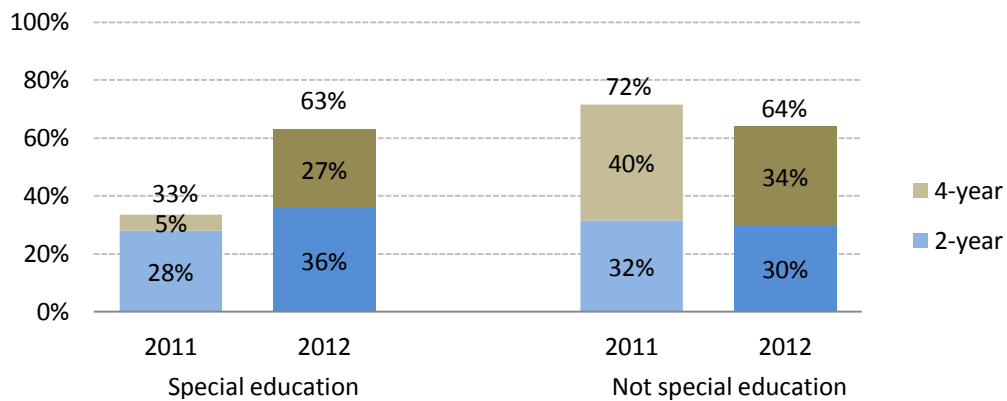
Figure 7. 2011 and 2012 Graduates Enrolled in a Postsecondary Institution, by Economic Status



Source. National Student Clearinghouse, August 2013

Special education (SPED) status. Postsecondary enrollment rates for Class of 2012 graduates who were not classified as SPED dropped 8 percentage points, compared with the rates of their Class of 2011 counterparts. Decreased enrollment in 4-year institutions accounted for most of this decline (6 percentage points). Conversely, postsecondary enrollment rates increased significantly for SPED graduates, with most of this growth in the 4-year sector. According to administration at the high schools that showed the highest enrollment upturns for SPED graduates, this growth could have been a result of relatively new basic study skills courses, parent outreach, visits from local community college staff, self-contained and inclusion classes, as well as SPED students who tended to show higher than average levels of motivation.

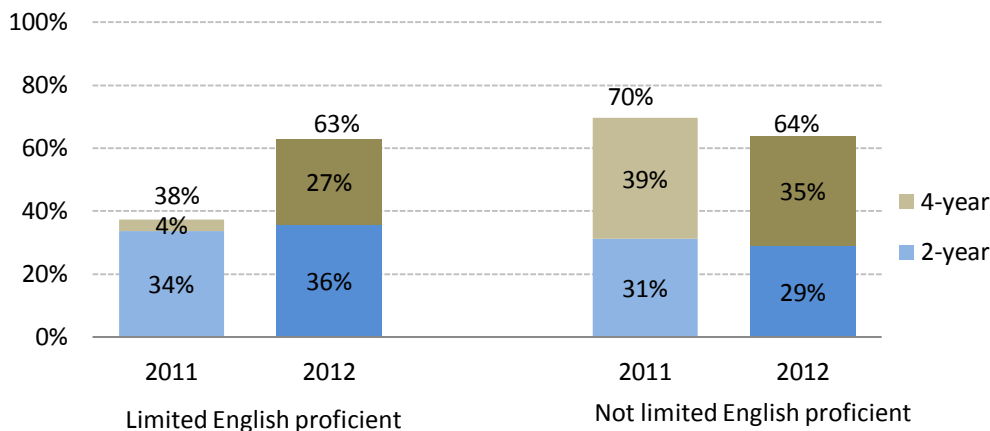
Figure 8. 2011 and 2012 Graduates Enrolled in a Postsecondary Institution, by Special Education Status



Source. National Student Clearinghouse, August 2013

Limited English proficiency (LEP) status. AISD Class of 2012 graduates who were classified as LEP were significantly more likely to enroll in postsecondary education than were the corresponding group in the Class of 2011. This outcome was a product of the increased enrollment in 4-year institutions (4% and 27%, respectively).

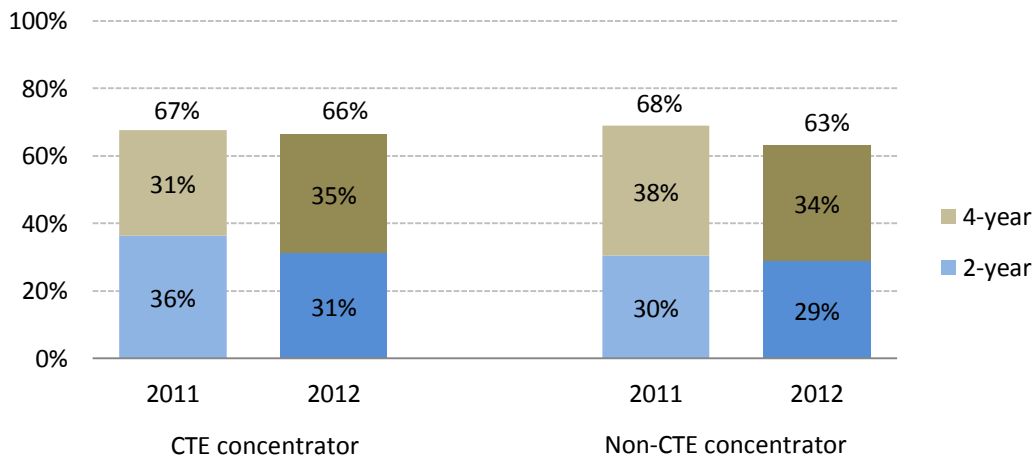
Figure 9. 2011 and 2012 Graduates Enrolled in a Postsecondary Institution, by Limited English Proficiency Status



Source. National Student Clearinghouse, August 2013

Career and technical education (CTE) concentrator status. For the Class of 2012, postsecondary enrollment was 3 percentage points higher for CTE students than for non-CTE students—66% compared with 63%. Both groups showed a slight decline in overall enrollment compared with their Class of 2011 equivalents. However, CTE graduates in the Class of 2012 were more likely to enroll in 4-year institutions than were those in the Class of 2011, though the difference was not statistically significant. Economically disadvantaged students were more likely to be enrolled in a postsecondary institution if they also were categorized as a CTE concentrator (Pazera, 2013).

Figure 10. 2011 and 2012 Graduates Enrolled in Postsecondary Education, by Career and Technical Education (CTE) Concentrator Status



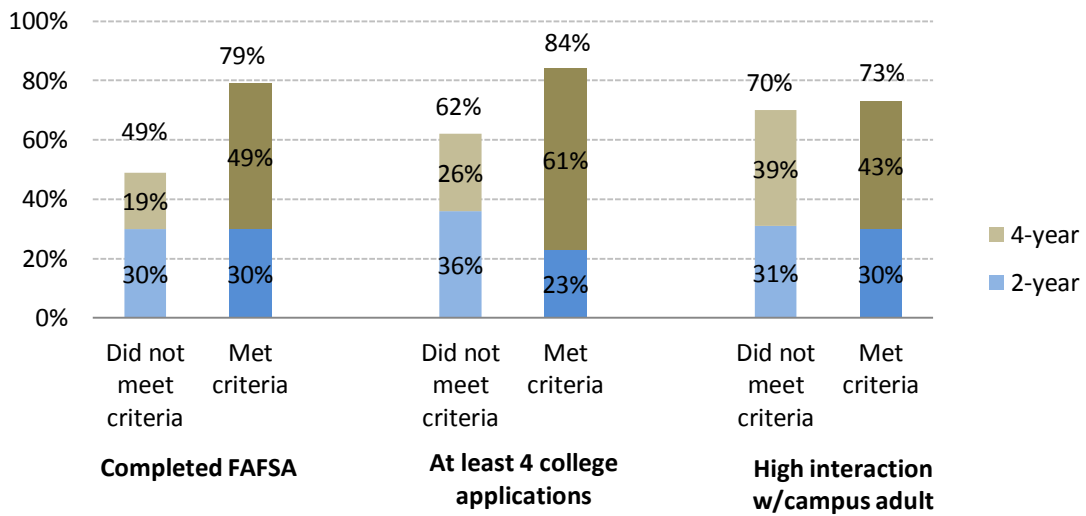
Source. National Student Clearinghouse, August 2013

Note. CTE concentrators are students who have taken a sequence of career and technical education courses. For more information about CTE, refer to this [report](#).

Did enrollment vary according to predictors of postsecondary enrollment?

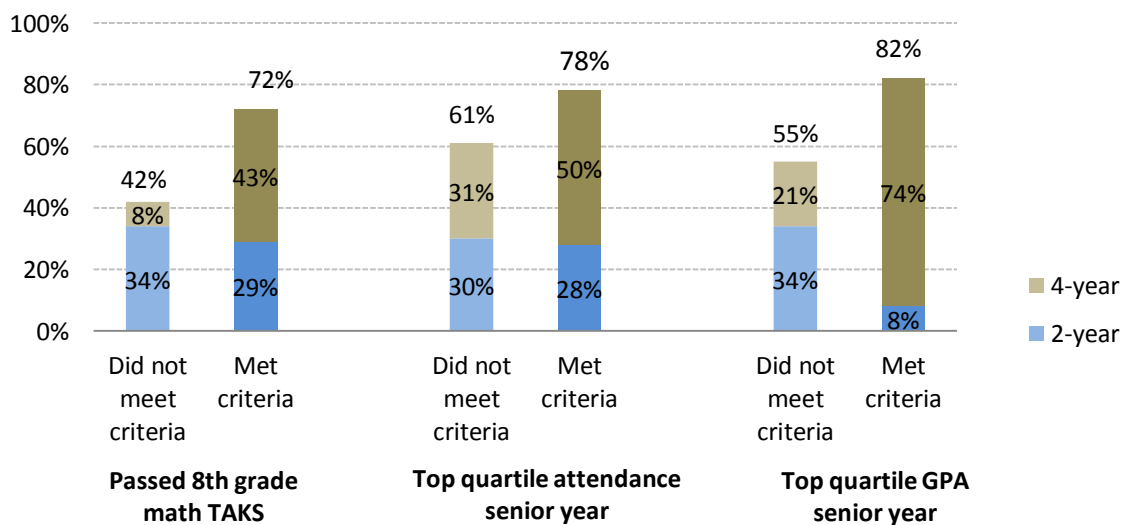
Predictors of enrollment. DRE staff (AISD, 2008) conducted a [study](#) using data from the AISD Class of 2007 to learn which student characteristics predicted enrollment in a postsecondary institution. This study was modeled after research from the [Chicago Consortium of School Research](#). Overall, the percentages of graduates who met predictive criteria and enrolled in a postsecondary institution the following year were greater than the percentages of those who did not meet predictive criteria. Figures 11a and 11b list the predictors from the AISD predictive study that were strong influences on postsecondary enrollment in the Class of 2012.

Figure 11a. 2012 Graduates Enrolled in a Postsecondary Institution, by Predictive Characteristics



Source. AISD High School Exit Survey, Federal FAFSA completion, National Student Clearinghouse records, 2013

Figure 11b. 2012 Graduates Enrolled in Postsecondary Education, by Predictive Characteristics



Source. AISD Academic, National Student Clearinghouse records, 2013

What was the “aspiration gap” for the Class of 2012?

Aspiration gap. Aspiring to go to college requires students to complete preparation milestones. Assuming students have been preparing academically, district staff make concerted efforts to help seniors complete college admissions and financial aid applications. On the [district’s senior exit survey](#) (Neal & Looby, 2013), most seniors reported making college enrollment plans and applying to college. However, the percentages of students who completed the Free Application for Federal Student Aid (FAFSA) or enrolled in a postsecondary institution were lower than those of students who planned to enroll or filled out a college application. Most students who completed postsecondary enrollment milestones enrolled in a postsecondary institution. FAFSA completion appears to be an important factor in graduates’ enrollment, given that 84% of those who enrolled had completed a FAFSA.

A gap existed between those who expressed an intention to attend college and those who actually enrolled in the year following graduation. NSC records showed that only 76% of those students who reported that they intended to enroll actually did. Within AISD, this gap has remained consistent and may require additional efforts to determine what resources are necessary to reduce this gap between intention and action.

Figure 12. 2012 Graduates Who Intended to Enroll in a Postsecondary Institution

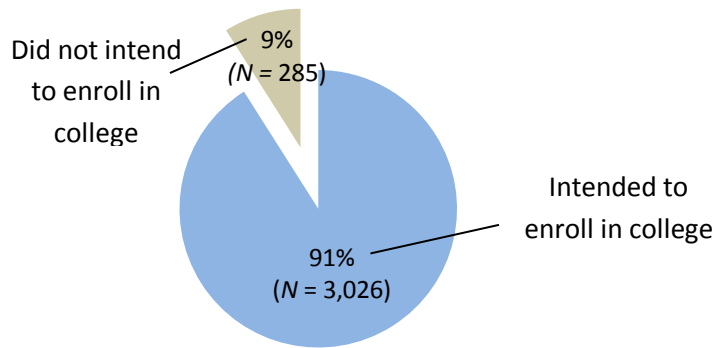
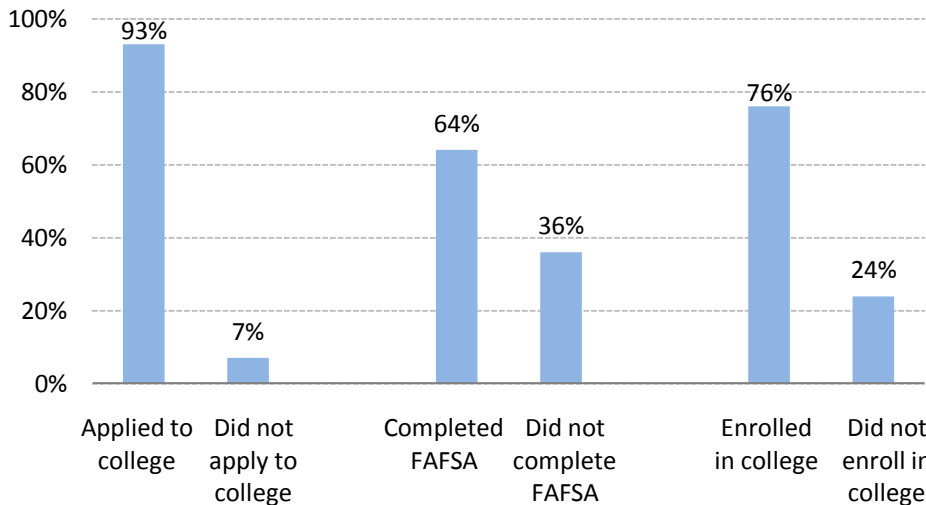


Figure 13. Enrollment Milestones Completed by 2012 Graduates Who Intended to Enroll in a Postsecondary Institution



Source. AISD High School Completion Survey, Federal FAFSA completion, National Student Clearinghouse records, 2013

Did college-goers from the Class of 2011 persist in their postsecondary enrollment for a second year?

College freshman persistence rate. Eighty percent of graduates from the Class of 2011 who enrolled in a postsecondary institution the year after high school enrolled for a second year. Of the AISD graduates who did not enroll in a postsecondary institution the year after high school graduation, 14% enrolled for the first time in the second year. Including both returning and first-time enrolling students from the Class of 2011, 73% were enrolled in a postsecondary institution in the second year after high school graduation.

Figure 14a. Percentages of 2011 Graduates Who Enrolled in a Postsecondary Institution by the Spring 2012 Semester

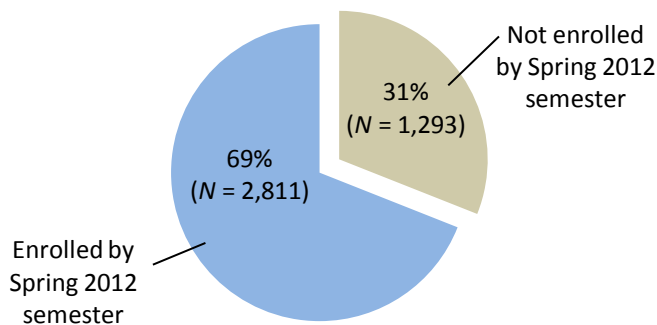


Figure 14b. Postsecondary Persistence of 2011 Graduates Who Enrolled by Spring 2012 Semester

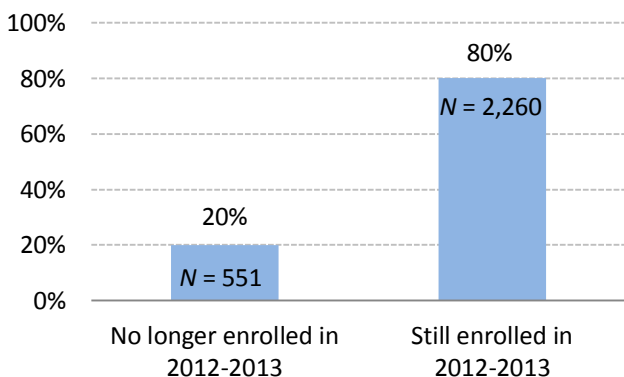


Figure 14c. First-Time Postsecondary Enrollment of 2011 Graduates Who Did Not Enroll by Spring 2012 Semester

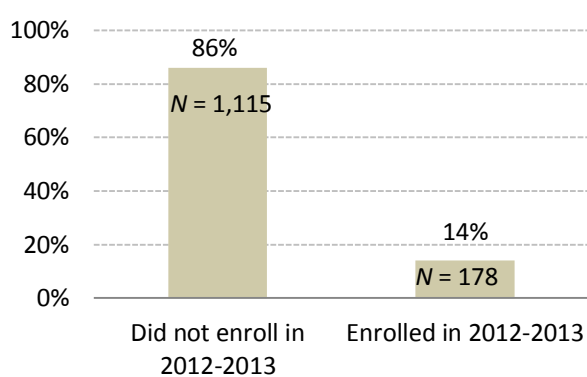
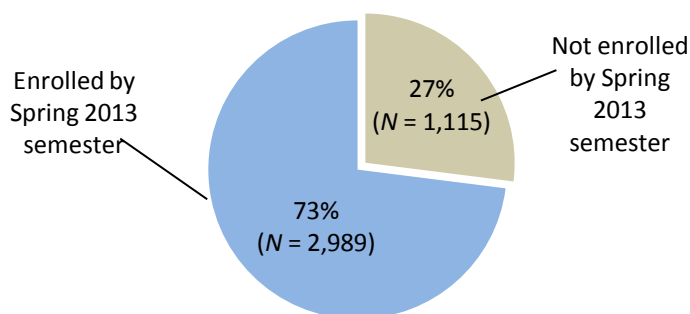


Figure 14d. 2011 Graduates Who Enrolled in a Postsecondary Institution by Spring 2013 Semester

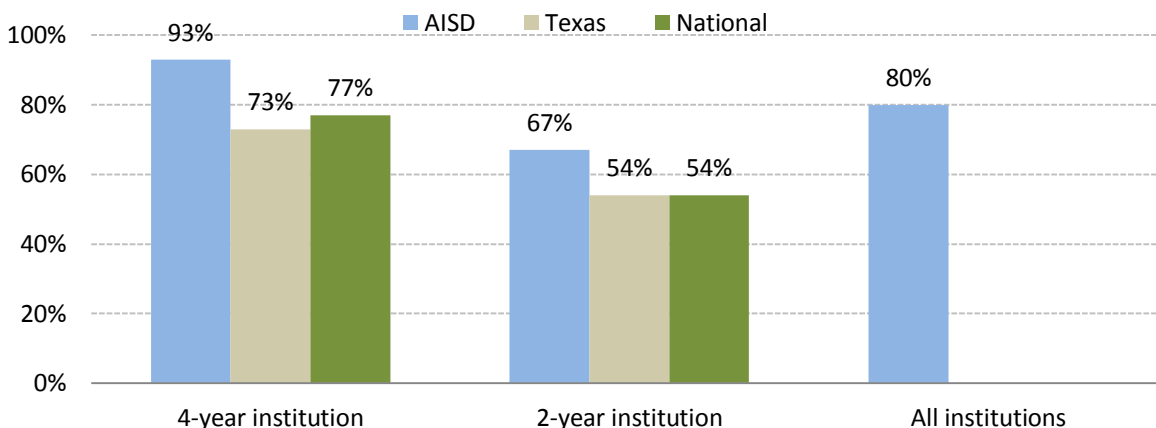


Source. National Student Clearinghouse, August 2013

Did postsecondary persistence differ among 2011 graduates at the local, state, and national levels?

Local, state, and national persistence rates. AISD’s college persistence rate exceeded state and national persistence rates for college freshmen. The [National Center for Higher Education Management Systems](#) reported 77% of first-year college students from the Class of 2010—the most recently reported cohort—across the nation returned to a 4-year college for a second year, and in Texas, 73% of first-year college students from the Class of 2010 returned to a 4-year college for a second year. Overall, students enrolled in 4-year institutions had higher return rates the following year than did students who were enrolled in 2-year institutions.

Figure 15. Class of 2010 AISD, Texas, and National Postsecondary Persistence Rates



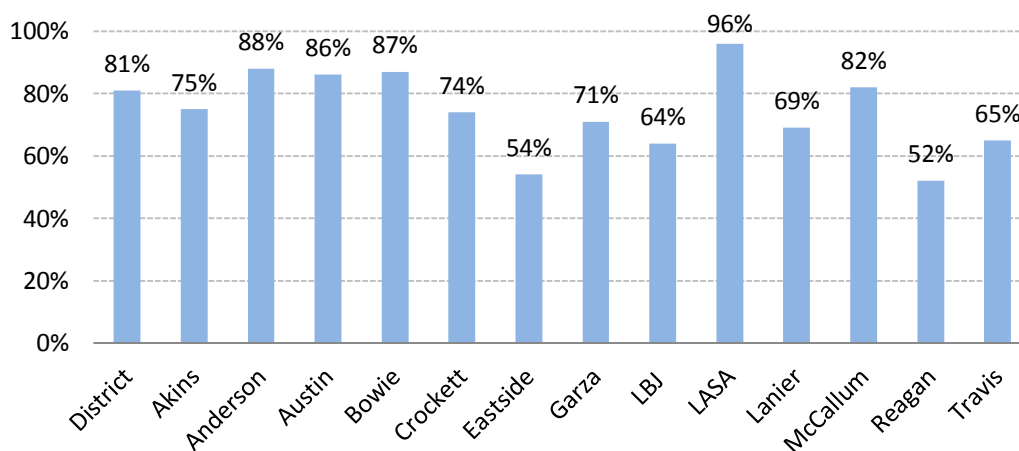
Source: National Student Clearinghouse, August 2013

Note: Persistence rates Texas and national data were not available for “all institutions” at the time of publication.

Did postsecondary persistence differ for 2011 graduates from various AISD high schools?

Campus persistence rates. Postsecondary persistence rates varied for the 2011 graduates depending on the high school they attended. The high schools with the highest persistence rates also had the highest initial enrollment rates.

Figure 16. Class of 2011 Postsecondary Persistence in 2012-2013

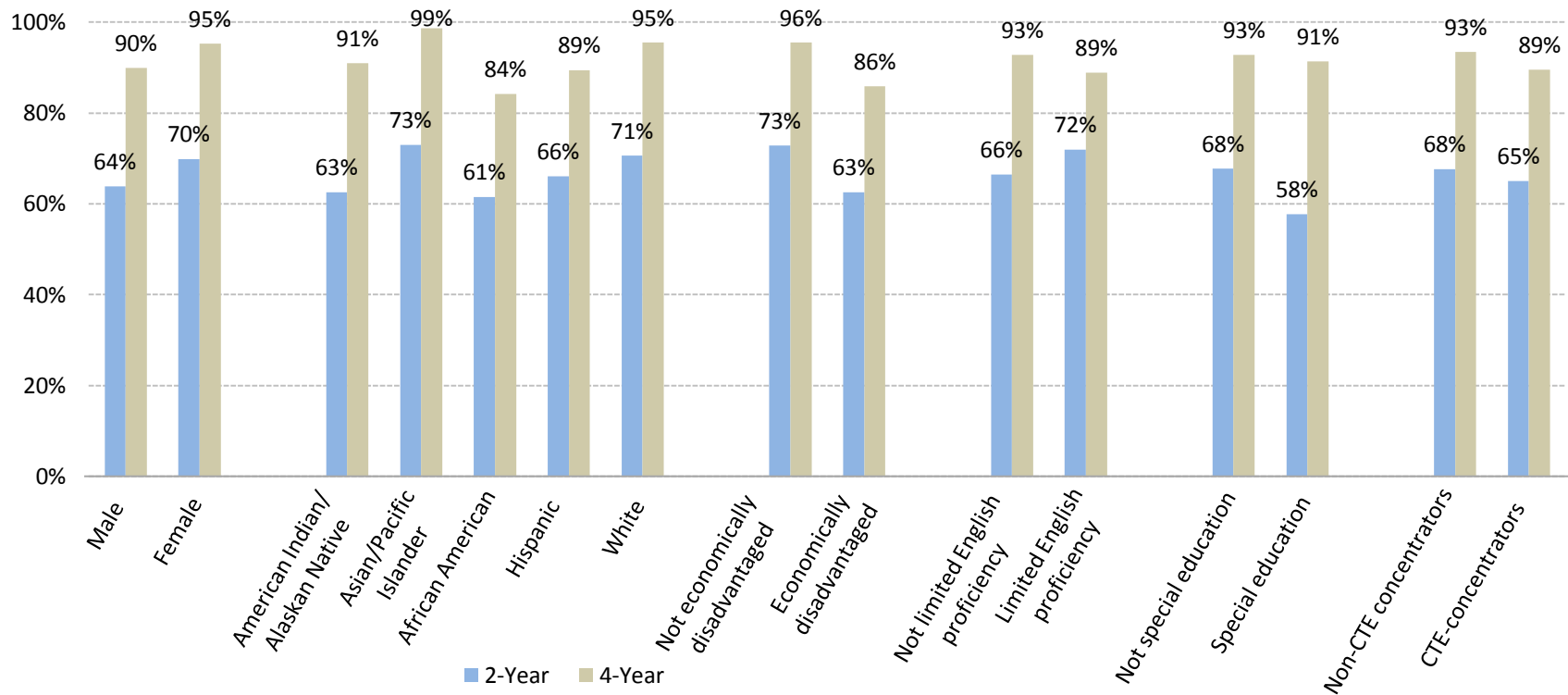


Source: National Student Clearinghouse, August 2013

Did postsecondary persistence differ among student groups?

Persistence for student groups. Rates of enrollment in a postsecondary institution in the second year after high school graduation varied between student groups within the Class of 2011. White, Asian/Pacific Islander, and American Indian/Alaskan Native students had higher persistence rates than did African American and Hispanic students. Persistence rates among economically-disadvantaged, LEP, SPED, and CTE concentrator students were lower than were rates for students not meeting those criteria. Although the relationship is not clearly understood at this time, it should be noted that greater percentages of Hispanic, economically disadvantaged, CTE concentrator, and LEP graduates than of their counterparts enrolled in 2-year institutions, and the persistence rates of all students who attended 2-year institutions were lower than the rates of those attending 4-year institutions.

Figure 17. Class of 2011 Postsecondary Persistence in 2012-2013



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