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Postsecondary Enrollment Graduating Class of 2014

Austin Independent School District





Executive Summary

A significantly greater percentage of AISD graduates enrolled in postsecondary institutions in 2014 than did in 2013. Austin Independent School District's (AISD) overall postsecondary enrollment rates increased incrementally from 2003 to 2009. The district postsecondary enrollment rate decreased in 2010, increased in 2011, and dropped again in 2012. The Class of 2011 had the highest overall postsecondary enrollment rate over the past decade. Overall postsecondary enrollment increased significantly from 2013 to 2014. All but five campuses had increases in postsecondary enrollment from 2013 to 2014. Almost 60% of Class of 2014 graduates enrolled in a postsecondary institution in the fall immediately following their graduation from high school.

Most graduates who enrolled in a postsecondary institution stayed within the state of Texas. More than half of the graduates attended an institution within 60 miles of downtown Austin. Thirty-six percent of graduates enrolled in Austin Community College (ACC).

Postsecondary enrollment rates varied significantly between student demographic groups. Female graduates enrolled in college at higher rates than did their male peers. Graduates who were Hispanic or Black enrolled in college at significantly lower rates than did their peers who were Asian, White, or of two or more races. Graduates who were classified as economically disadvantaged, special education (SPED), or limited English proficient (LEP) enrolled in college at significantly lower rates than did their peers not classified as such. Although the results were not statistically significant, career and technical education (CTE) concentrators who were also classified as economically disadvantaged enrolled in college at higher rates than did non-CTE concentrators who were classified as economically disadvantaged.

Certain factors increased the likelihood of enrolling in a postsecondary institution immediately following high school graduation. Graduates

- whose mother had at least a college education,
- who thought about college in elementary school,
- who were in the top quartiles for grade point average (GPA) and attendance,
- who were college ready in mathematics and English language arts (ELA), and
- who completed the Free Application for Federal Student Aid (FAFSA) and at least 4-college applications

enrolled at significantly higher rates than did their peers.

Eighty-one percent of Class of 2013 college goers enrolled and persisted in a postsecondary institution 2 consecutive years after high school graduation. Sixty-four percent of those students persisted at the same institution in which they initially enrolled after high school graduation. Persistence rates differed significantly between certain student groups. Male students, students classified as economically disadvantaged, and students classified as SPED persisted at significantly lower rates than did their peers. Hispanic students persisted in college at significantly lower rates than did their Asian, White, and two or more race peers.

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Purpose

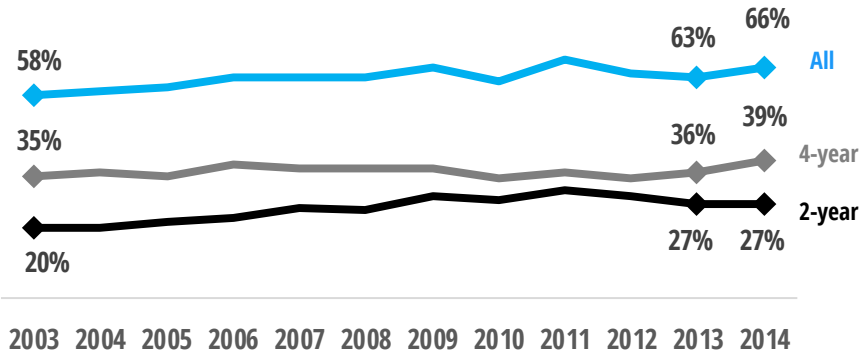
The purpose of this report is to summarize postsecondary enrollment rates for AISD's Class of 2014 during the Fall 2014 and Spring 2015 semesters. Persistence rates for AISD's Class of 2013 are also included. AISD defines persistence as the percentage of students who enrolled in college the first and second years immediately following their graduation from high school. Factors that influenced the likelihood of students enrolling and persisting in a postsecondary institution are presented. Postsecondary enrollment and persistence rates are disaggregated by campus. Where available, postsecondary enrollment rates are disaggregated by student demographic groups (e.g., gender, race/ethnicity, socio economic status) and are compared across years.

What percentage of AISD graduates enrolled in postsecondary education?

Overall postsecondary enrollment rates increased significantly from 2013 to 2014 (Figure 1). In past years, the percentages of students enrolling in 2-year institutions appeared to account for the overall increases in postsecondary enrollment. The significant increase in postsecondary enrollment from 2013 to 2014 was due to the 3 percentage point increase in 4-year college enrollment. The increase in AISD postsecondary enrollment rates paralleled national trends. National college enrollment rates increased from 66% in 2013 to 68% in 2014 (Bureau of Labor Statistics, 2014; 2015).

Postsecondary enrollment for AISD graduates increased significantly from 2013 to 2014. Sixty-six percent of Class of 2014 graduates enrolled in a postsecondary institution by the Spring 2015 semester.

Figure 1.
A significantly higher percentage of AISD graduates enrolled in postsecondary institutions in 2014 than enrolled in 2013.

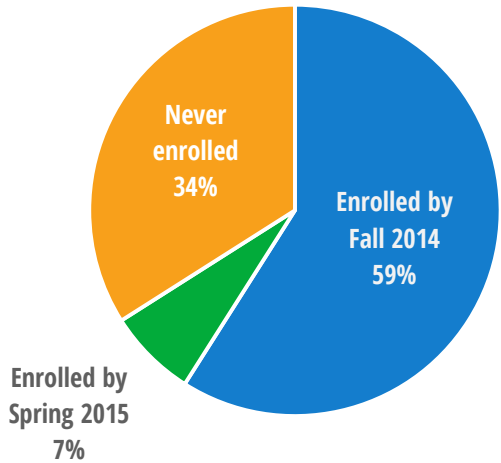


Source. National Student Clearinghouse, August 2015
*p < .05

Fifty-nine percent of graduates enrolled in college the fall semester immediately following high school graduation. In 2013, the national direct-to-college enrollment rate was 66% (National Center for Education Statistics, 2015). Most Class of 2014 graduates were enrolled in a postsecondary institution by the Spring 2015 semester (Figure 2).

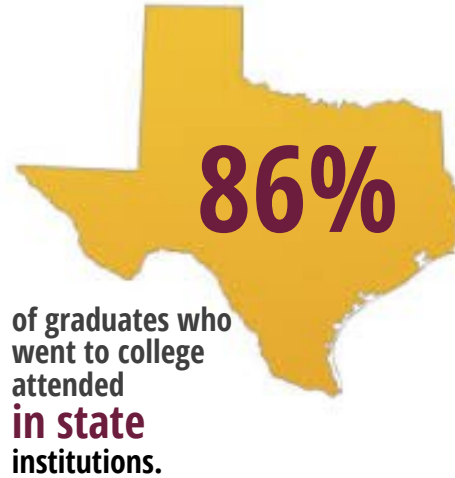
Figure 2.

Fifty-nine percent of AISD college-going graduates enrolled in college immediately following high school graduation.



Source. National Student Clearinghouse, August 2015

Figure 3.



Source. National Student Clearinghouse, August 2015

Where did Class of 2014 college-going graduates enroll after high school?

Most AISD graduates enrolled in four-year institutions close to home (Figure 3). Fifty-six percent of graduates who enrolled in college attended a local university, within 60 miles of Austin. Eighty-six percent of the graduates attended in-state institutions. Almost 60% of graduates who when to college enrolled in 4-year institutions. The percentage of AISD college-going graduates who enrolled in 4-year institutions has increased 5 percentage points since 2011.

AISD college-going graduates enrolled in Texas colleges and universities most frequently. Forty-five percent enrolled in institutions in the city of Austin. Thirty-six percent of AISD college goers enrolled in ACC within a year after graduating from high school (Table 1).

Table 1.

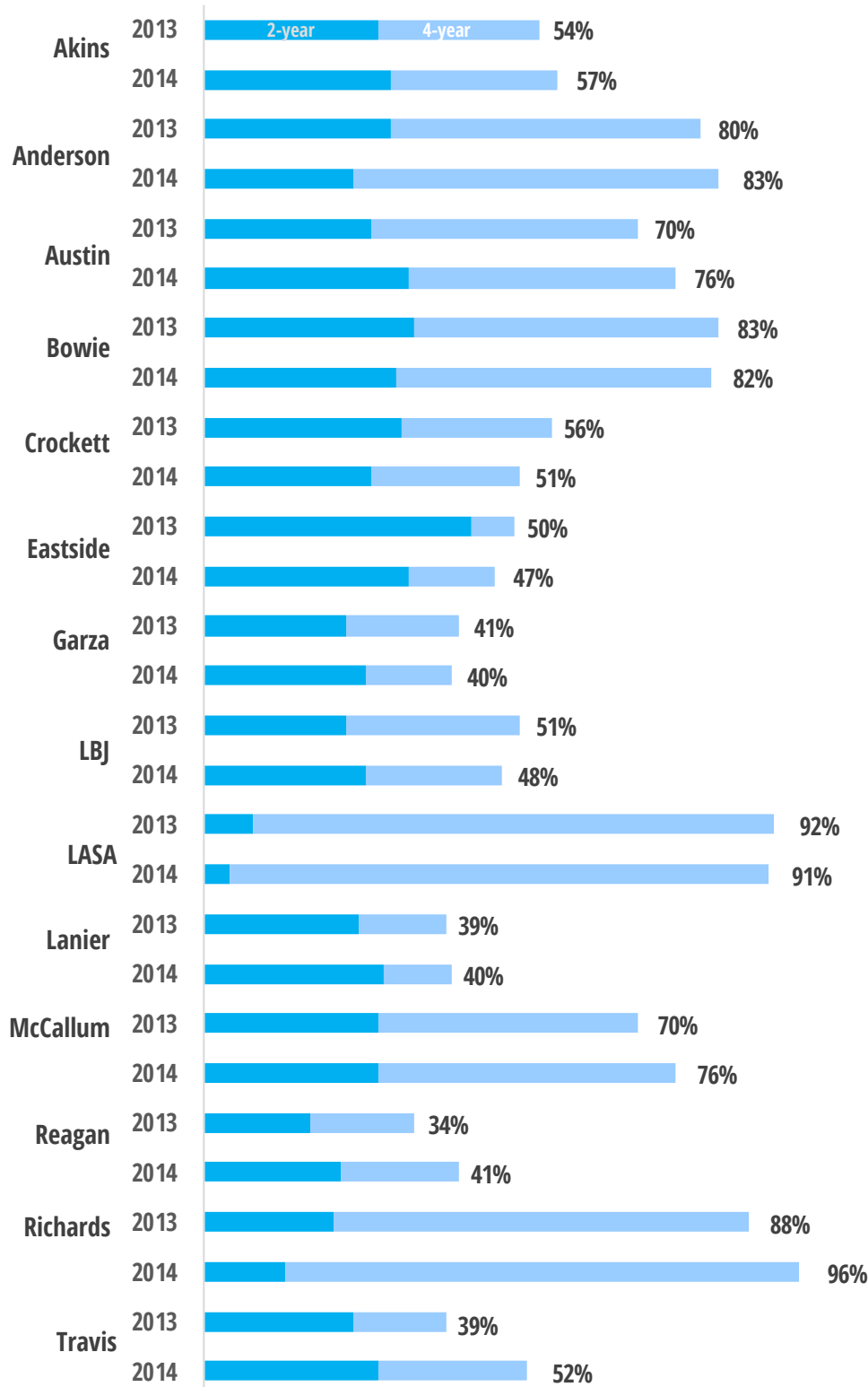
Postsecondary institution	Number	Percentage
Austin Community College	984	36%
Texas State University: San Marcos	238	9%
University of Texas: Austin	199	7%
Texas A&M University	135	5%
University of Texas - San Antonio	83	3%
Texas Tech University: Lubbock	73	3%
University of North Texas	70	3%
University of Houston	57	2%
St. Edwards University	53	2%
University of Texas: Dallas	38	1%

Source. National Student Clearinghouse, August 2014

How did postsecondary enrollment compare for 2013 and 2014 graduates of AISD high schools?

Figure 4.

At most AISD high schools, Class of 2014 college goers enrolled in postsecondary institutions at higher rates than did Class of 2013 college-going graduates.



Source: National Student Clearinghouse, August 2015

College Enrollment by AISD High School

9

AISD high schools had higher overall postsecondary enrollment rates in 2014 than in 2013.

5

AISD high schools had lower overall postsecondary enrollment rates in 2014 than in 2013.



Akins, Reagan and Travis High Schools had an **increase** in postsecondary enrollment in 2-year and 4-year institutions.



Austin, Garza, LBJ, and Lanier High Schools had **increases** in postsecondary enrollment in 2-year institutions.



Anderson, Bowie, Eastside, LASA, McCallum, and Richards High Schools had **increases** in postsecondary enrollment in 4-year institutions.

National Trends by Student Group



Recent national postsecondary enrollment figures indicated **females enrolled in college following high school graduation at higher rates than did their male counterparts** (Lopez & Gonzalez-Barrera, 2014; Kena et al., 2015). Females made up 56% of total national Fall 2013 undergraduate enrollment while males accounted for 44% (Kena et al., 2015).



From 1996 to 2012, **college enrollment increased among all race and ethnic groups**. However, postsecondary enrollment rates for Blacks and Hispanics remain lower than rates for their Asian and White peers (Krogstad & Fry, 2014).

Among Hispanics ages 18 to 24, postsecondary enrollment tripled from 1996 to 2012, outpacing increases in African American and White direct-to-college enrollment.



According to the National Center for Education Statistics (NCES) (2015), **high-income students**

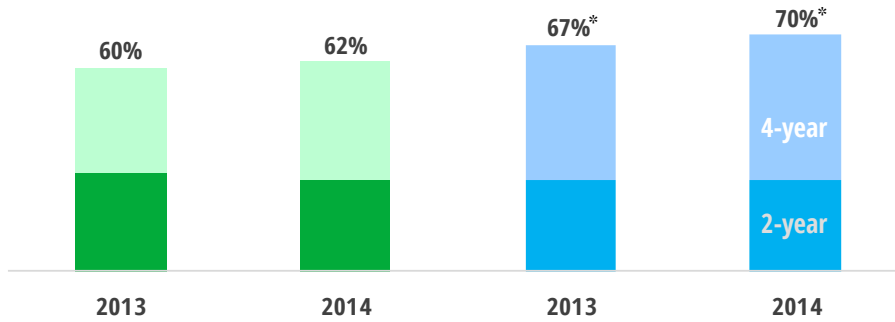
were more likely to enroll in college than were their lower income peers. In 2013, **80% of students from high income families enrolled in college immediately after high school graduation**, contrasted with 64% of middle-income students and 49% of low-income students.

How did postsecondary enrollment vary for different student demographic groups?

While postsecondary enrollment rates increased for the Class of 2014, compared with the Class of 2013, gaps in postsecondary enrollment existed between student groups. The enrollment differences were significant for gender, race/ethnicity, economic disadvantage status, LEP, and SPED status (Figures 5-9).

Figure 5.

Females enrolled in college at significantly higher rates than did their **male** peers.

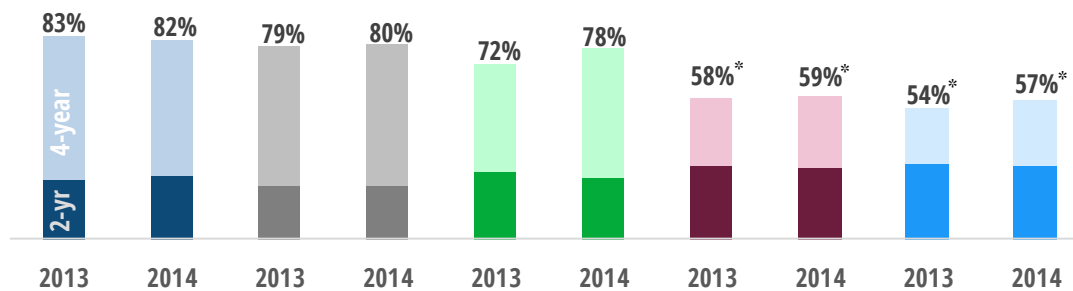


Source: National Student Clearinghouse, 2015

* $p < .01$

Figure 6.

Hispanic and **Black** college goers enrolled in postsecondary institutions at significantly lower rates than did those who were **Asian**, **White**, or of **two or more races**.



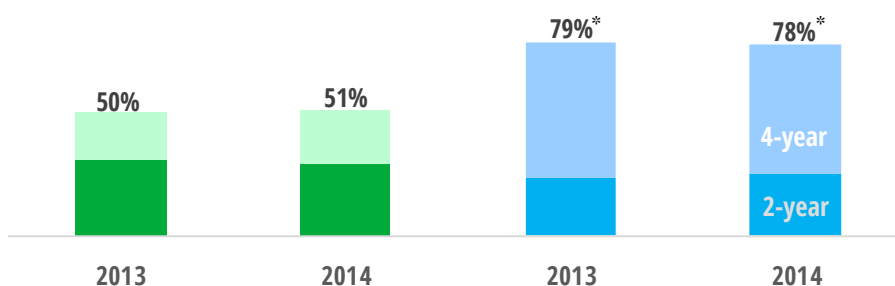
Source: National Student Clearinghouse, 2015

Note: For the Class of 2014, Black and Hispanic postsecondary enrollment rates did not differ significantly from Native Hawaiian/other Pacific Islander (75%) and American Indian/Alaskan Native (61%) enrollment rates

* $p < .01$

Figure 7.

College goers who were **not economically disadvantaged** enrolled in college at significantly higher rates than did their peers who **were economically disadvantaged**.

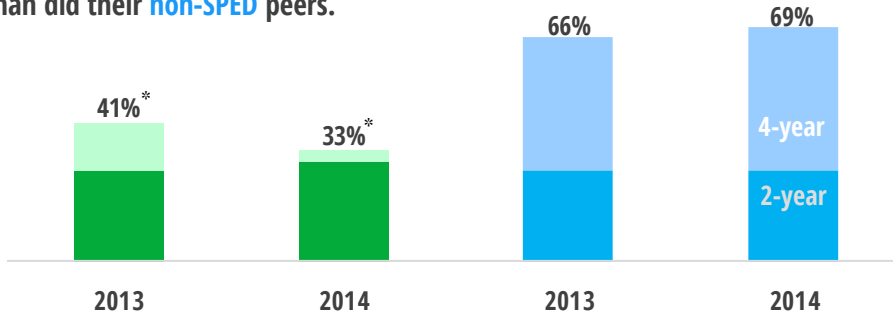


Source: National Student Clearinghouse, 2015

* $p < .01$

Figure 8.

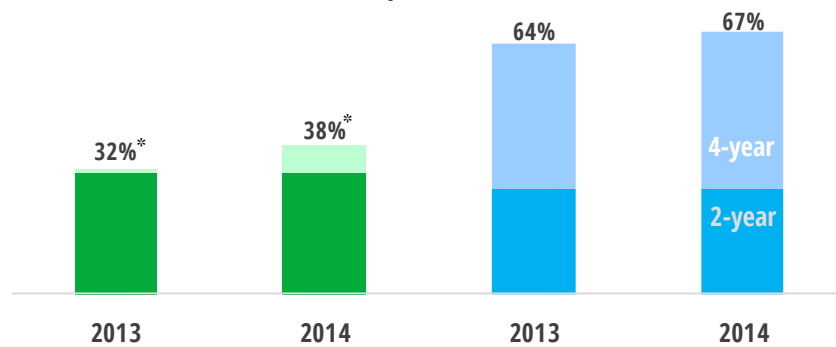
Special education (SPED) college-going graduates enrolled in college at significantly lower rates than did their **non-SPED** peers.



Source. National Student Clearinghouse, August 2015
* $p < .01$

Figure 9.

Limited English proficient (LEP) college-going graduates enrolled in college at significantly lower rates than did their **non-LEP** peers.

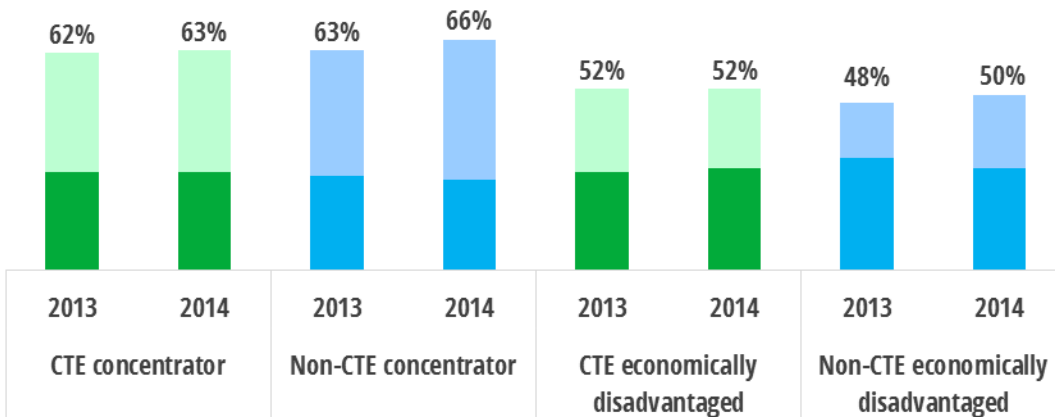


Source. National Student Clearinghouse, August 2015
* $p < .01$

CTE concentrators who went to college enrolled at lower rates than did their peers who were not CTE concentrators (Figure 10). However, CTE concentrators who were classified as economically disadvantaged enrolled in college at higher rates than did their non-CTE peers who were classified as economically disadvantaged.

Figure 10.

CTE college-going graduates who were economically disadvantaged enrolled in college at higher rates than did their non-CTE peers who were economically disadvantaged.



Source. National Student Clearinghouse, August 2015

Note. A senior was classified as a CTE concentrator if (a) his or her 4-year plan of courses reflected the intent to take a sequence of CTE courses for three or more credits, (b) he or she took one of the CTE courses in the sequence prior to senior year, and (c) he or she took an upper-level CTE course in the sequence during junior or senior year that met the credit requirement.

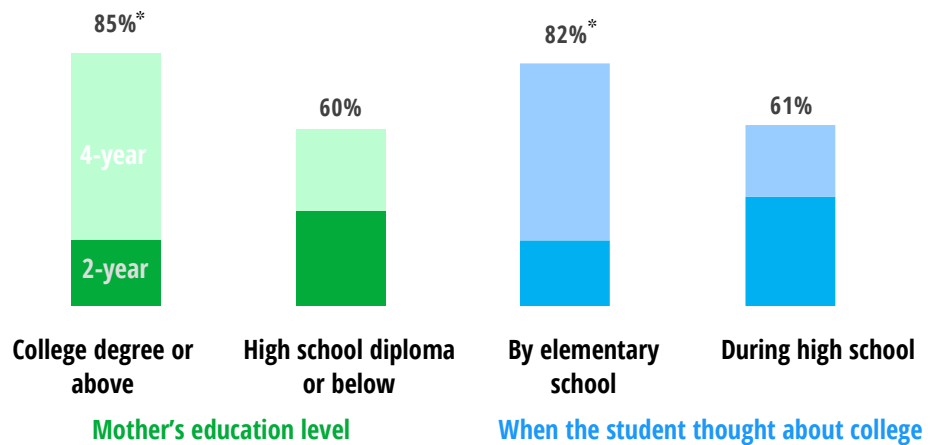


Did enrollment vary according to predictors of postsecondary enrollment?

Overall, college-going graduates who met predictive criteria enrolled in postsecondary institutions at significantly higher rates than did their peers who did not meet predictive criteria (Garland, 2008; Wiggins, 2015a). Predictive criteria included mother's education level, when students thought about college, GPA, attendance rates, college readiness in mathematics and English language arts, completion of the FAFSA, and completion of at least four college applications (Figures 11 and 12).

Figure 11.

College goes whose **mother's education level** was a college degree or above and **who thought about college** by elementary school enrolled in college at significantly higher rates than did their peers.

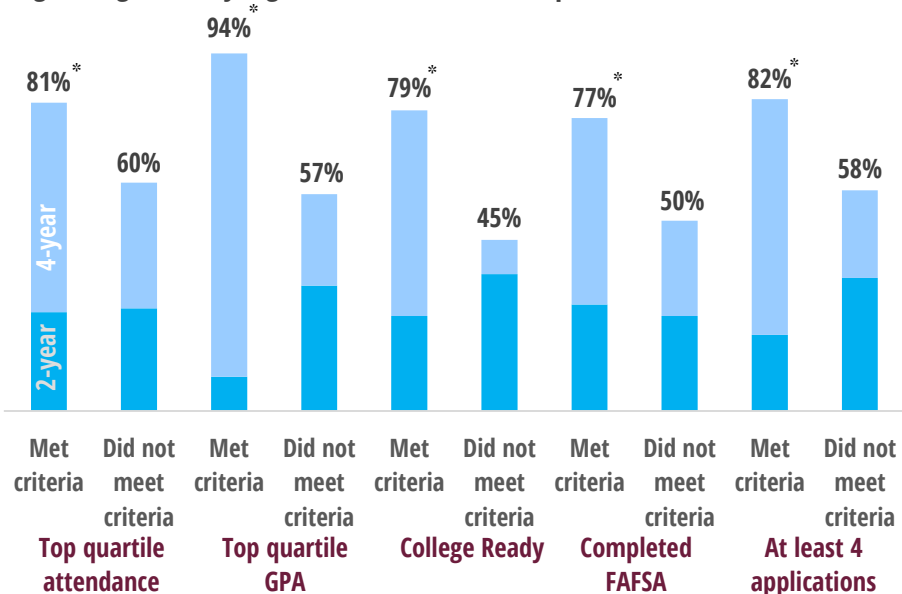


Source: AISD High School Exit Survey 2014, National Student Clearinghouse, August 2015

* $p < .01$

Figure 12.

Class of 2014 college-going graduates who met predictive criteria enrolled in college at significantly higher rates than did their peers.



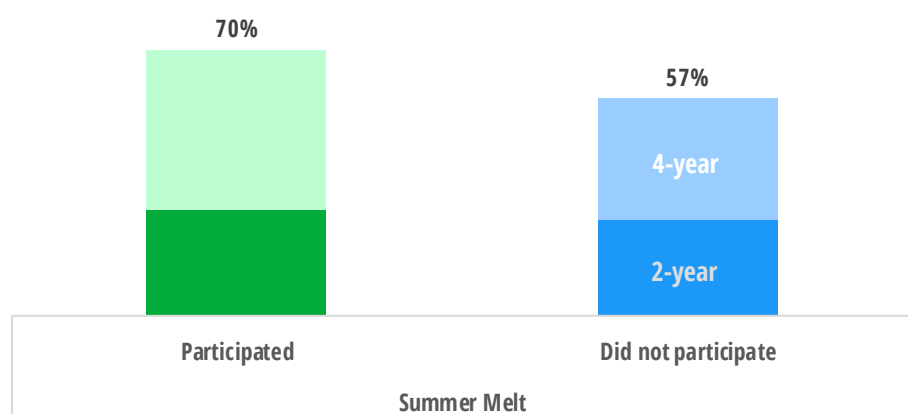
Source: AISD course grade files, 2014; Free Application for Federal Student Aid (FAFSA) completion 2014; High School Exit Survey 2014; and National Student Clearinghouse, August 2015

* $p < .01$

Participation in Summer Melt (a program designed to increased direct-to-college enrollment for students who indicated they intended to enroll in college) also was explored as a predictor of college enrollment. Summer Melt refers to the gap between students' college aspirations and actual enrollment immediately following high school graduation. [Castleman, Page, & Snowdon \(2013\)](#) reported challenges related to financial aid; unanticipated costs (e.g., health insurance, transportation, books); information barriers; and lack of guidance over the summer as key causes of Summer Melt. Although results were not statistically significant, college-goers who participated in Summer Melt enrolled in college at higher rates than did their peers who did not participate in Summer Melt (Figure 13).

Figure 13.

Class of 2014 college-going graduates who participated in Summer Melt enrolled in college at higher rates than did non-participants.

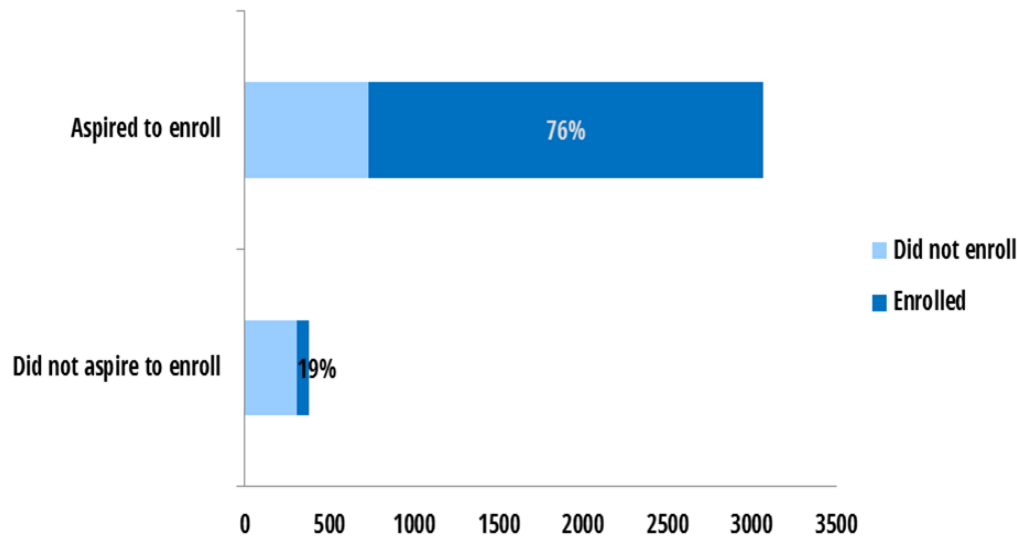


Source. Summer Melt participation records, National Student Clearinghouse, August 2015

Milestones to College

Figure 14.

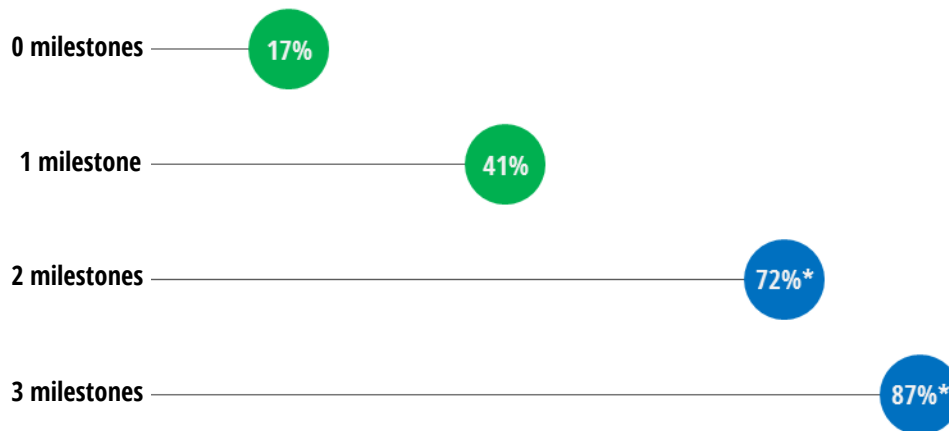
Seventy-six percent of Class of 2014 college-going graduates who indicated they aspired to enroll in college actually enrolled the year following high school graduation.



Source. AISD High School Exit Survey 2014, National Student Clearinghouse, August 2015

Figure 15.

Of the college-going graduates who indicated aspirations for college, those who completed **at least two** college preparation milestones enrolled in college at significantly higher rates than did those who completed **no more than one** college preparation



Source. AISD High School Exit Survey 2014, National Student Clearinghouse, August 2015

* $p < .01$

Aspiring to college requires students to complete college preparation milestones; for example, achieving college readiness, completing the FAFSA, and applying to at least one college. Assuming students have been preparing academically, AISD school staff make concerted efforts to help seniors complete college admissions and financial aid applications.

The results of the Class of 2014 district's senior exit survey showed

89% of seniors aspired to enroll in college.

67% of seniors who aspired to college took college entrance tests.

60% of seniors who aspired to college went on a college visit.

90% of seniors who aspired to college applied to at least one college.

68% of seniors who aspired to college completed the FAFSA.

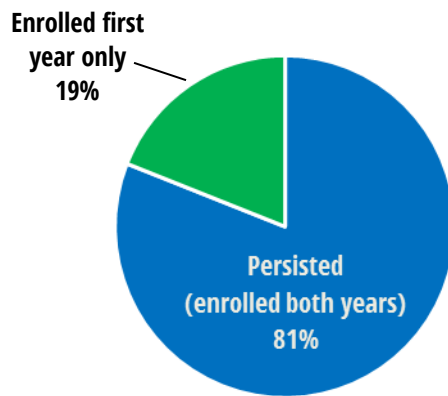


What percentage of Class of 2013 graduates who enrolled in college the year after graduation persisted in their postsecondary enrollment?

Of the 63% of the Class of 2013 graduates who enrolled in college the year after high school graduation, 81% continued to be enrolled in college for a second year (Figure 16). Most AISD Class of 2013 college-goers returned to the same institution in which they enrolled their first year after high school graduation (Figure 17). The national postsecondary persistence rate is 70% (National Student Clearinghouse, 2015). Seven percent of Class of 2013 graduates enrolled for the first time the second year after high school graduation.

Figure 16.

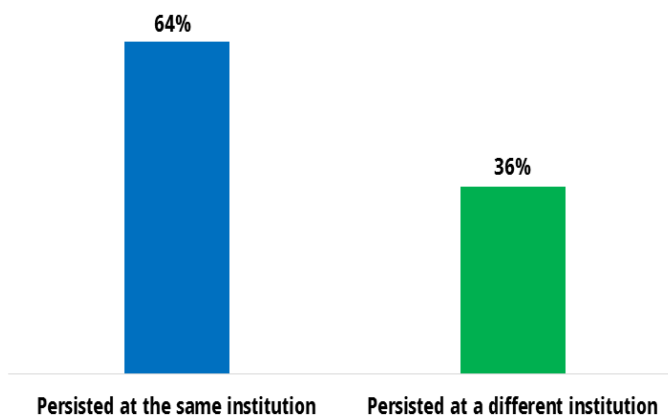
Eighty-one percent of AISD Class of 2013 graduates who enrolled in college **persisted** in their postsecondary enrollment, exceeding the national rate of 70%.



Source. National Student Clearinghouse, August 2015; AISD enrollment and graduation data 2013

Figure 17.

Sixty-four percent of AISD Class of 2013 college goers who persisted enrolled in the **same institution** two consecutive years.



Source. National Student Clearinghouse, August 2015; AISD enrollment and graduation data 2013

College goers who enrolled in 4-year institutions had higher persistence rates than did those who enrolled in 2-year institutions (Table 2). Research on persistence and degree attainment within 6 years of first-time enrollment at any postsecondary institution indicates students who initially enrolled in 2-year institutions persisted and attained degrees at lower rates than did their peers who initially enrolled in 4-year institutions (Radford, Berkner, Wheelles, & Shepherd, 2010; Shapiro, Dundar, Ziskin, Yuan, & Harrell, 2013).

Table 2.

College goers who enrolled in 4-year institutions had higher second-year return rates than did those who enrolled in 2-year institutions.

Type of institution	Class of 2012	Class of 2013
4-year institution	91%	92%
2-year institution	66%	67%

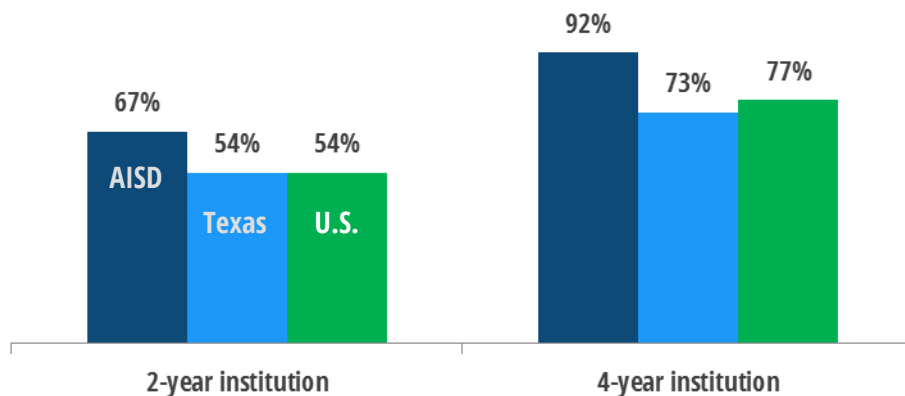
Source. National Student Clearinghouse, August 2015; AISD enrollment and graduation data 2013

How did the 2-year and 4-year AISD persistence rates compare with the state and national persistence rates?

AISD's postsecondary persistence rates appeared to exceed state and national rates (Figure 18). Ninety-two percent of AISD Class of 2013 graduates returned to a 4-year college for a second year. Sixty-seven percent of AISD Class of 2013 graduates returned to a 2-year college for a second year. According to the most recent data from the National Center for Higher Education Management (2015), 77% of the Class of 2010's first-time college students across the nation returned to a 4-year college for a second year and 54% returned to a 2-year college for a second year. In the state of Texas, 73% and 54% of first-time college students returned to a 4-year and 2-year college, respectively, for a second year.

Figure 18.

AISD's 4-year and 2-year postsecondary persistence rates exceeded state and national rates.



Source. National Student Clearinghouse, August 2015; AISD enrollment and graduation data 2013

Note. The most recently reported 2-year and 4-year Texas and national persistence rates are for the Class of 2010, compared with AISD's Class of 2013. Results should be used with caution.

Persistence Rates for Student Groups

The most recent national postsecondary persistence and degree attainment results showed differences between student groups. Across the nation, among 2003-2004 beginning students enrolled full-time in 4-year institutions, higher percentages of females than of males persisted in college and attained some type of postsecondary degree in 6 years (Ross et al., 2014). Hispanic students had significantly lower postsecondary persistence rates than did their Asian, White, and two or more race peers ($p < .01$). Nationally, the percentages of Black and Hispanic full-time students enrolled in 4-year institutions who persisted and attained a bachelor's degree were lower than the percentages of students who were Asian, White, and two or more races (Ross et al., 2014).

Did postsecondary persistence for 2013 graduates differ among student groups?

Gaps in postsecondary persistence existed between multiple student groups. Female students, students not classified as economically disadvantaged, and students not classified as SPED persisted in college at significantly higher rates than did their male, economically disadvantaged, and SPED peers. Hispanic and Black college goers also persisted in college at significantly lower rates than did graduates categorized as Asian, White, or of two or more races.

Figure 19.

Significant differences in postsecondary persistence were evident between student groups.



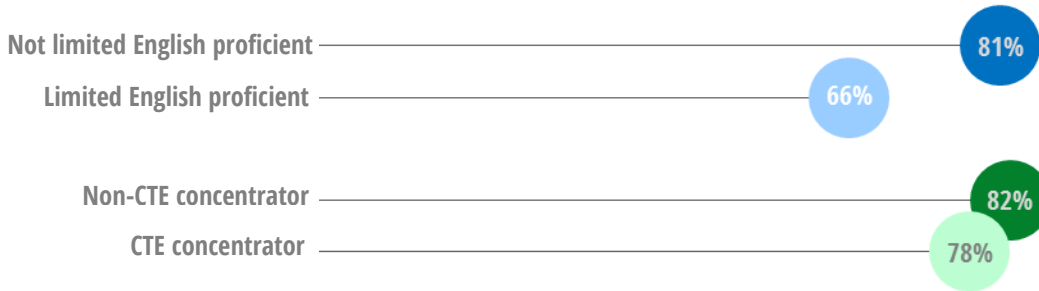
Source. National Student Clearinghouse, August 2015; AISD enrollment and graduation data 2013

* $p < .01$

While postsecondary persistence rates for students who were classified as LEP and CTE concentrators were higher than were rates for their peers (Figure 20), the persistence rate differences between LEP and CTE students groups were not statistically significant.

Figure 20.

Students who were classified as **LEP** and **CTE concentrators** persisted in college at lower rates than did their peers not classified as such.

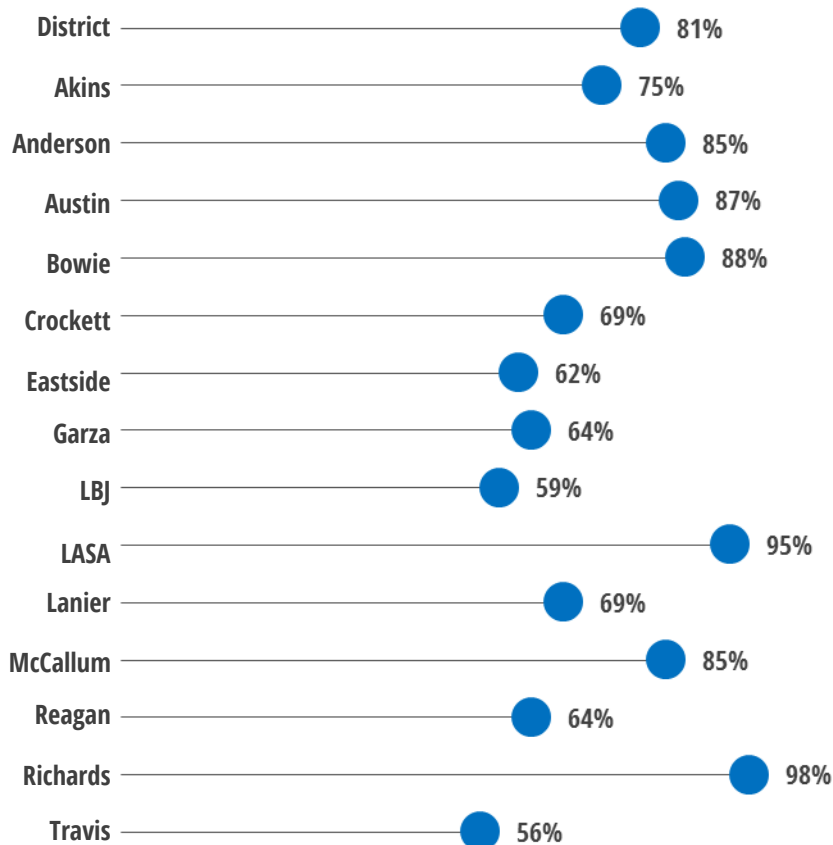


Source. National Student Clearinghouse, August 2015; AISD enrollment and graduation data 2013

Did Class of 2013 postsecondary persistence rates differ by AISD high school?

Figure 21.

Postsecondary persistence rates varied by high school for Class of 2013 college goers.



Source. National Student Clearinghouse, August 2015; AISD enrollment and graduation data 2013



Summary and Conclusion

AISD's strategic plan articulates a goal of 70% for direct-to-college postsecondary enrollment. Fifty-five percent of Class of 2013 and 59% of Class of 2014 college-going graduates enrolled in college the fall immediately following high school graduation.

Hispanic and Black students enrolled and persisted in college at lower rates than did their Asian and White peers. Hispanic students made up 51% of the graduating class of 2014. Thirty-two percent of Class of 2014 graduates were White, 10% were Black, 4% were Asian, and 3% were of two or more races. Hispanic students enrolled in postsecondary institutions at significantly lower rates than did their peers who were Asian, White, and of two or more races. Hispanic students also persisted in college at significantly lower rates than did their peers who were Asian, White, or of two or more races.

If AISD is to meet its direct-to-college enrollment goal, focused, concerted efforts must be made to identify and understand the causes of the gaps in postsecondary enrollment. The predictors of postsecondary enrollment provide clues for addressing college and career readiness. Predictors that may be influenced by AISD policies and practices include GPA, attendance, college readiness, completing the FAFSA, and completing at least 4 college applications.

College and career readiness knowledge, skills, and behaviors must be learned early in the development of children. By the time a student reaches high school, it is often too late for the student to become college ready (Dougherty, 2013). Establishing a career and college-readiness culture in primary grades may be the key to increasing postsecondary enrollment, persistence, and degree attainment. Parental outreach and education may contribute to establishing a culture of college and career readiness.

Understanding the Data

This report represents postsecondary enrollment rates for AISD's Class of 2014 during the Fall 2014 and Spring 2015 semesters based on National Student Clearinghouse (NSC) data. The NSC database consists of 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 2014 AISD graduate records on the following variables: student's first and last name, date of birth, and zip code. Please refer to the supplemental report (Wiggins, 2015b) for technical documentation.

Limitations

The results in this report may be an underestimate of actual postsecondary enrollment. Discrepancies in a student's name or a change in zip code are common reasons an enrollment record may not be found. Also, the NSC data do not include all postsecondary institutions within or outside the United States. Students may opt out of sharing their enrollment data with external agencies, thus their records are not reported to the NSC. Even with these limitations, the NSC postsecondary enrollment database is the most comprehensive source available at this time.

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Author

Afi Y. Wiggins, Ph.D.

Karen Looby, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338

512.414.1724 | fax: 512.414.1707

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