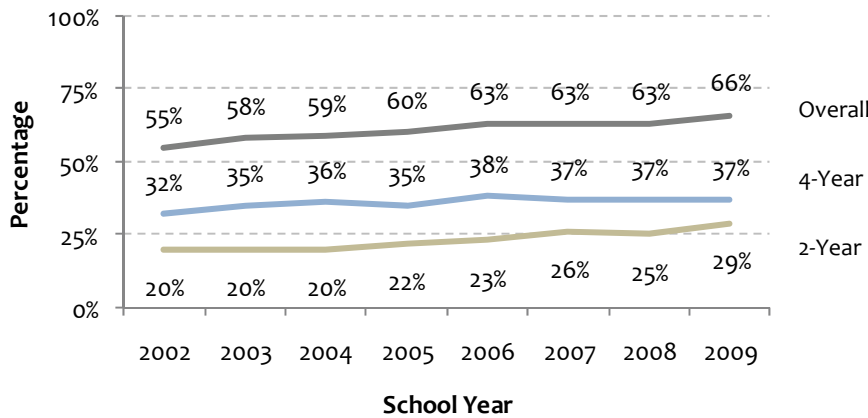


# Postsecondary Outcomes for 2009 Graduates: District Report



## How many AISD graduates enrolled in postsecondary education?

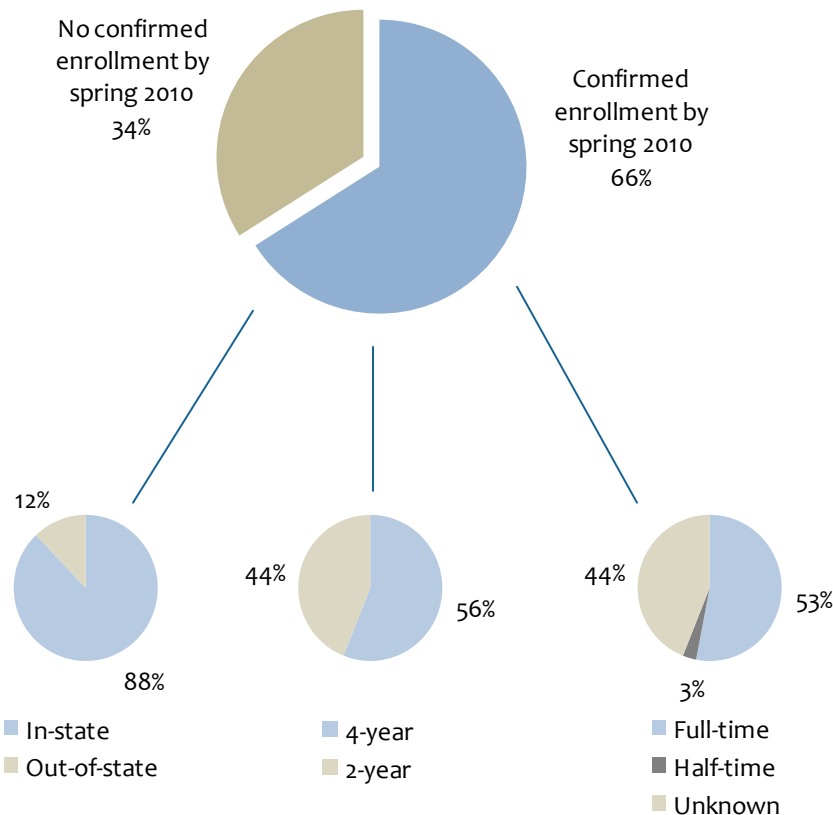
**Historical Perspective.** Overall postsecondary enrollment has slowly increased over time. Enrollment in 4-year institutions has remained constant since 2007. The recent increase in overall postsecondary enrollment was driven by enrollment in 2-year institutions.



**About This Report.** This is the district report on postsecondary enrollment for 2009 graduates. [The Department of Program Evaluation \(DPE\)](#), a department within AISD's Office of Accountability, creates district-wide and campus-specific reports on postsecondary enrollment annually. This report and campus reports are available on line (see the link at the bottom of this page). This report speaks to goal 3, measurable outcome 8 of the district's Strategic Plan.

**Understanding the Data.** This report presents outcomes based on data reported to the [National Student Clearinghouse \(NSC\)](#) by 93% of [postsecondary institutions](#) nationwide. Data from NSC were linked to the 2009 AISD student graduate records submitted to the Texas Education Agency's Public Education Information Management System (PEIMS) (N = 3,914).

**2009 Graduates.** The majority of 2009 graduates were enrolled in a postsecondary institution by spring 2010. Of those enrolled, most were at in-state institutions; over half were at 4-year institutions; and over half were enrolled full-time.



**Historical Perspective.** This trend graph includes enrollment records for both the fall and the spring following graduation. Enrollment for fall only was at 61%. The annual enrollment rate increased by 5 percentage points after including spring enrollment.

The driving influence of 2-year enrollment was not unique to AISD. A recent surge in national enrollment at community colleges has been cited in education research, including a report by the [Pew Research Center](#).

**2009 Graduates.** The enrollment status (full-time vs. half-time) was unknown for a large number of students because many universities do not provide this status to NSC.

Students who were not confirmed as enrolled were either not enrolled at all or were enrolled in a postsecondary institution that does not provide data to NSC.



## Where did graduates enroll?

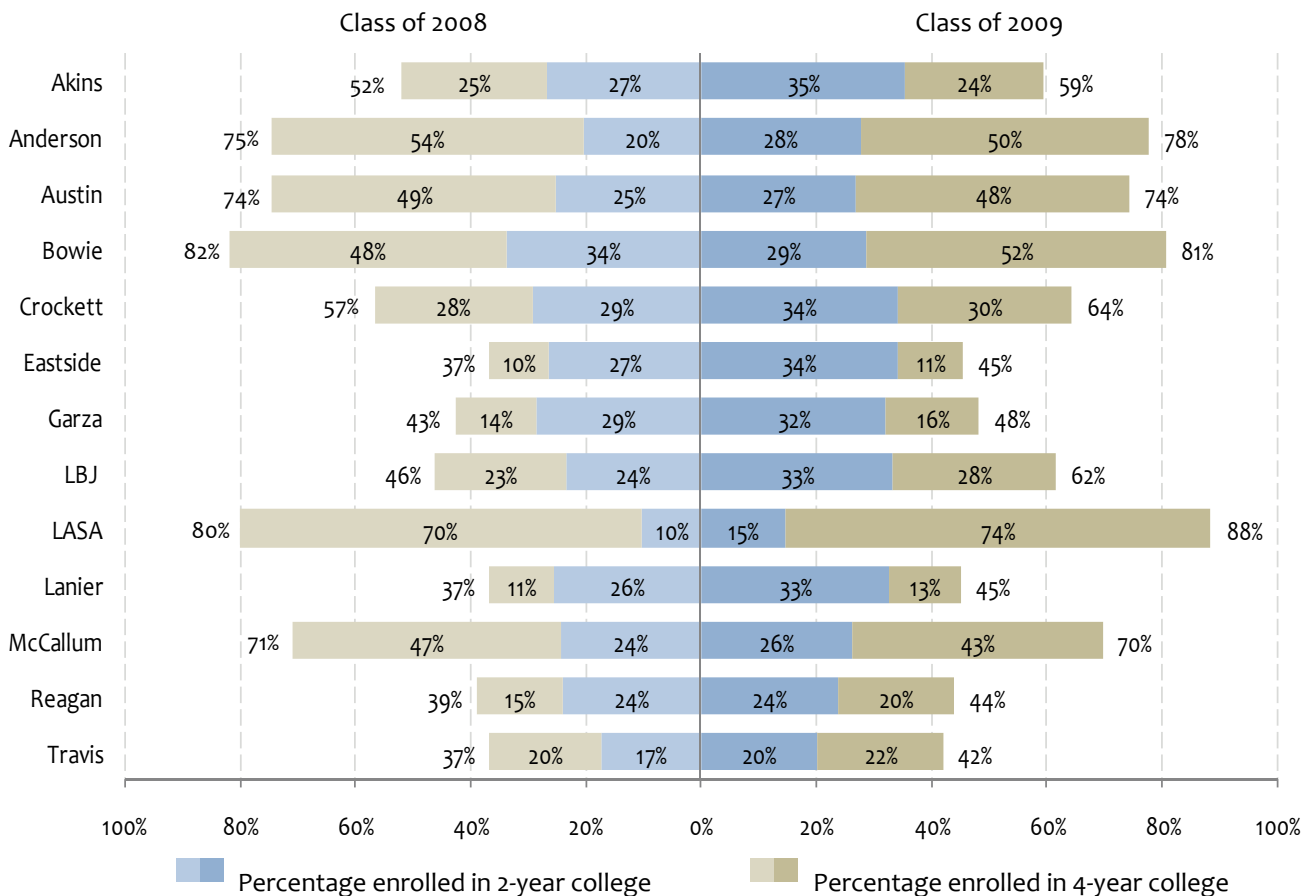
Campus Name	Number	All	In-state
Austin Community College	1,033	26%	45%
University of Texas at Austin	240	6%	10%
Texas State University - San Marcos	208	5%	9%
University of Texas - San Antonio	165	4%	7%
Texas A&M University	95	2%	4%
Texas Tech University, Lubbock	63	2%	3%
St. Edwards University	41	1%	2%
University of North Texas	35	1%	2%
Prairie View A&M University	28	1%	1%
Blinn College	26	1%	1%
<b>Total</b>	<b>1,934</b>	<b>49%</b>	<b>84%</b>

**Ten Most Common Colleges for Enrollment.** Nearly half of all graduates who enrolled in postsecondary education were found in 10 colleges. Nearly half the students who enrolled in a Texas college were found at Austin Community College.

Other colleges that enrolled at least 20 AISD graduates, but are not shown here, were Texas Christian University, Stephen F. Austin State University and Baylor University.

## How did postsecondary enrollment for 2009 graduates compare to 2008 graduates?

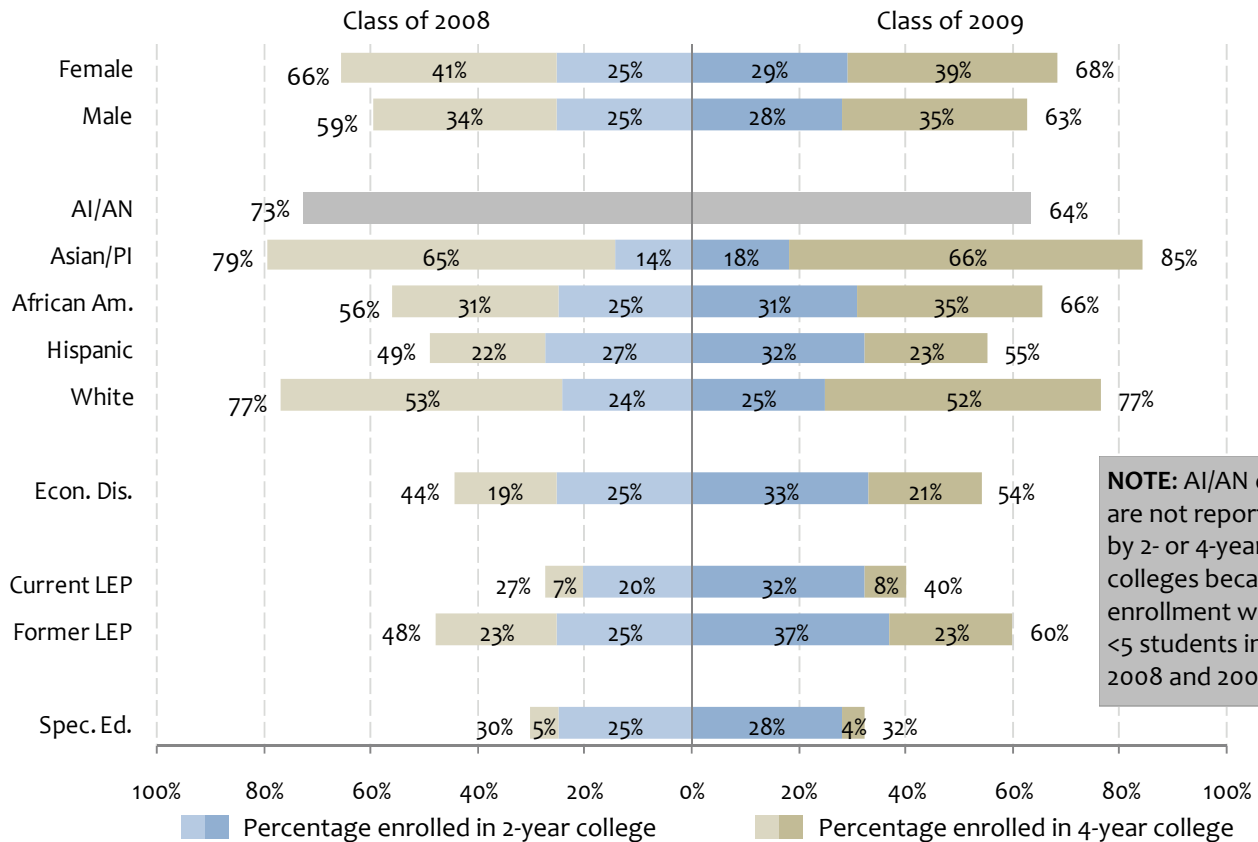
**Comparison by High School.** Postsecondary enrollment increased for 10 out of 13 high schools. The increase in enrollment primarily was driven by entry into a 2-year college for the graduates from 6 high schools: Anderson, Akins, Crockett, Eastside, LBJ and Lanier. Reagan was the only campus where increased postsecondary enrollment was due to entry into a 4-year college.



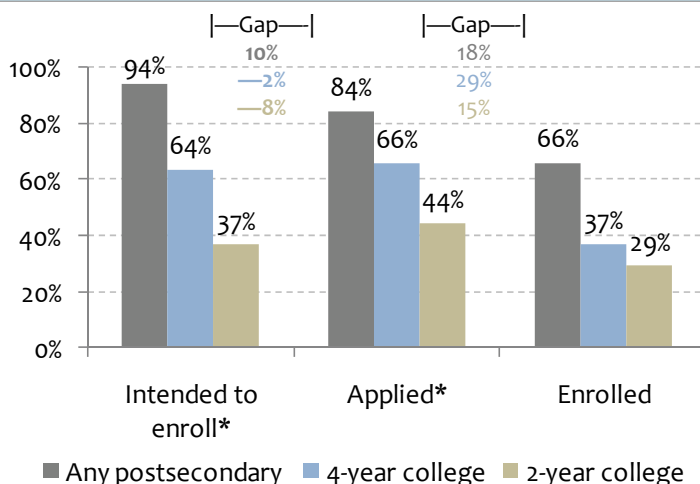


## How did postsecondary enrollment vary by student demographic subgroups?

**Enrollment by Demographics.** Postsecondary enrollment increased for all demographic groups between 2008 and 2009. The one exception was American Indians / Alaska Natives (AI/AN); however, this group is small and sensitive to slight changes in enrollment rates. Six of the student groups shown below increased college enrollment by 5 percentage points or more: Asian / Pacific Islanders (A/PI), African American, Hispanic, economically disadvantaged (Econ. Dis.), former Limited English Proficient (LEP) and current LEP. Indeed, the LEP groups made the greatest gains of all, 13 and 14 percentage points respectively. [Following national trends](#), all of these increases were driven by enrollment at 2-year institutions.



## What was the “Aspiration Gap” for the Class of 2009?



**Aspiration Gap.** Survey data suggest there was an aspiration gap for this graduating class. The aspiration gap is the gap between students’ intentions regarding college enrollment and actual college enrollment. While there is a gap between intention and submitting an application, the greater concern may be the gap between submitting an application and enrollment.

\*From the 2009 High School Exit Survey, a self-report survey for seniors. These data represent graduates who completed the survey (n = 3,095). The 4-year and 2-year bars for “intended” and “applied” were not mutually exclusive; there was an overlap of 6% and 26% respectively.



## Additional Information About this Report

**About the Department of Program Evaluation.** The Department of Program Evaluation (DPE) was established in 1972 to support program decision and strategic planning in the district. The department is housed in the Office of Accountability and is charged with evaluating federal, state, and locally funded programs in AISD. DPE staff integrate best and innovative evaluation practices with educational and institutional knowledge. DPE staff work with program staff throughout the district to design and conduct formative and summative program evaluations. DPE’s methods for evaluating programs vary depending on the research question, program design, and reporting requirements. The evaluations report objectively about program implementation and outcomes, and serve to inform program staff, decision makers, and planners in the district. [DPE reports can be accessed online.](#)

**About the Author.** Ginger Gossman completed a Ph.D. in demography at the University of Texas at Austin in 2006. Her academic interests include maternal and child health, secondary education, infectious disease, and obesity research. She has presented her research findings at regional and national conferences and has been a member of the American Evaluation Association since 2007. Ginger joined the Program Evaluation team in September 2008.

**Funding Sources.** Funding for this report was provided by district local funds. NSC data were obtained at no cost to AISD through a year-long grant from the Texas Education Agency (TEA).

**District Strategic Plan.** This report speaks to goal 3, measurable outcome 8. **Goal 3:** All students will graduate college and career ready. **Measurable Outcome 8:** Postsecondary enrollment.

**Technical Notes.** This report used data provided by the National Student Clearinghouse (NSC) on June 8, 2010. The data included 93% of postsecondary institutions nationwide. A list of participating colleges is on the [NSC website](#), under “Resource Center.” The U.S. Department of Education’s Family Policy Compliance Office (FPCO) has certified that NSC practices are [compliant with the Family Educational Rights and Privacy Act \(FERPA\)](#). These data included a unique record for every occurrence of enrollment per semester, quarter or year. The unit of enrollment time varied by institution and depended on program/degree offerings. The University of Texas at Austin did not participate in NSC in previous years; however, UT Austin began sending enrollment records to NSC in March of this year.

Data were parsed down to a single record per student using the following sequenced selections: (1) fall over spring semester, (2) 4-year over 2-year institution, (3) full-time over part-time, (4) latest enrollment begin date, and (5) latest enrollment end date. Records for enrollment in summer 2009 only were considered “unmatched” to align reporting with best practices. Enrollment records for students identified by NSC as withdrawn, deceased or on leave of absence were also considered “unmatched” in these analyses. All methods followed NSC practices where known.

Data from NSC were then matched to AISD student records from the 2009 AISD student graduate records submitted to the Texas Education Agency’s Public Education Information Management System (PEIMS). This file includes students who graduated at any point during the 2008-2009 academic year. Records were matched using a unique identifier, either students’ social security number or state identification number. Note, NSC does not use these unique identifiers for their purposes. NSC matches students to enrollment records using name, dates of birth and graduation date. The identifier is retained in the data to allow matching to district records. Student demographic data were taken from AISD student enrollment files (PEIMS). Results were not reported when there were fewer than 5 students in a group in accordance with FERPA guidelines.

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