

Class of 2010 Alumni Survey Report

Introduction

[About the report.](#) This report presents findings from the 2010 AISD Alumni Survey. [The Department of Research and Evaluation](#), a department within AISD's Office of Accountability, regularly creates district wide and campus specific reports on new innovations occurring within the district. Information in this report supports Goal 3 of the District's Strategic Plan.

[About the 2010 Alumni Survey.](#) The 2010 Alumni Survey was created and administered as a part of the district's federally funded Smaller Learning Communities (SLC) program to learn more about factors that may influence postsecondary success. A complete version of the Alumni Survey can be found in Appendix A.

The survey was

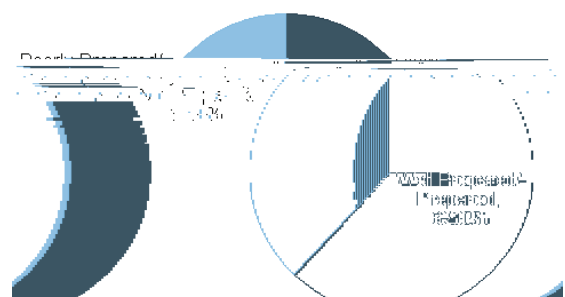
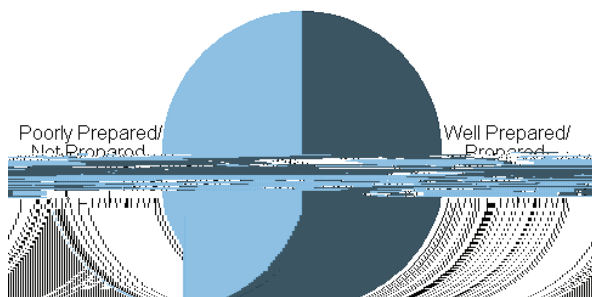
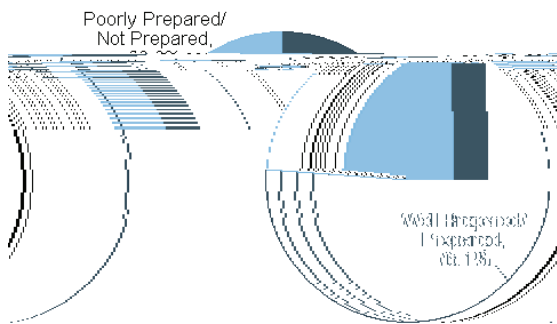
Introduction (continued)

Limitations. A lower percentage of students who responded to the Alumni Survey than of students in the Class of 2010 and of HSES respondents were identified as being Black, Hispanic, or economically disadvantaged. Conversely, a higher percentage of the Alumni Survey respondents were identified as being White or Asian (Figure 2). A bias toward college enrollees also existed; postsecondary enrollment for the Alumni Survey respondents was 90.4% (Table 1), while the district's overall postsecondary enrollment rate was 62% for the Class of 2010 (Gossman, 2011). Thus, survey results are not considered representative of the Class of 2010 and should r

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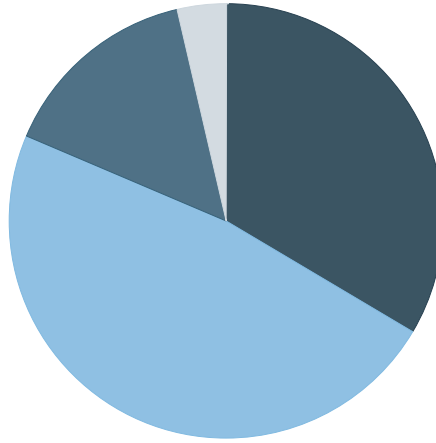
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General Life Skills Preparation. The Alumni Survey asked students how their high school classes contributed to their general preparedness on skills important to college and career success. A majority of students felt their high school classes left them well prepared or



Preparation Regrets. Survey respondents also were asked what they wished they had done differently in high school. As Table 3

Postsecondary Status—College Attendees

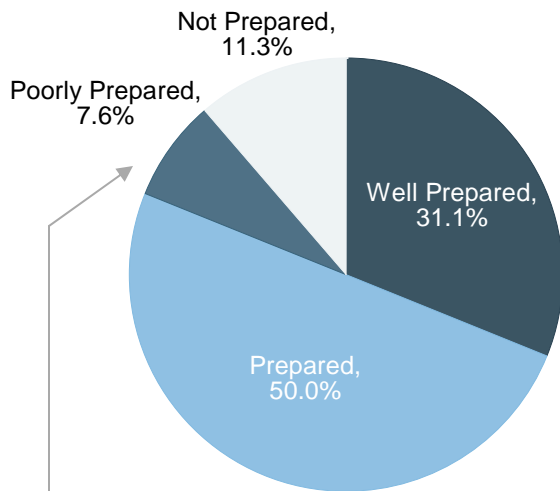


Content Area Preparedness. Alumni Survey respondents pursuing postsecondary education were asked to assess their level of preparedness by specific content areas (Table 4). Overall, they reported feeling the least prepared in math, with 20% describing themselves as being poorly or not prepared for college level math

Postsecondary Status—College

Postsecondary Status—Employed Alumni

Figure 7. Most alumni who were employed felt high school instruction left them “Prepared” or “Well prepared” for their current job. (n=111)



Additional Information

Of those who were either “not prepared” or “poorly prepared” for their current job:

45.0% were considered economically disadvantaged during their senior year.

50.0% said they were enrolled in AP classes on HSES;

15.8% completed two or more CTE courses; and

0.0% completed a postsecondary level tech prep course.

Of those who were either “prepared” or “well prepared” for their current job:

41.2% were considered economically disadvantaged during their senior year.

53.5% said they were enrolled in AP classes on HSES;

36.5% completed two or more CTE courses; and

16.5% completed a postsecondary level tech prep course.

Of all employed alumni:

78.3% were working part time (less than 40 hours a week)

21.7% were working full time (40 hours or more a week)

5.1% were working only and not attending college

Top two industries employing AISD alumni:

29.1% were in retail sales

28.2% were in hospitality (e.g., hotels or restaurants)

Content Area Preparedness.

Alumni were asked to assess their level of preparedness by specific content areas (e.g., reading, math, writing, science, and social studies). Overall, they reported feeling the least prepared in math and science (Table 5). When alumni’s responses were compared with their reports of instructional quality on the HSES, their reports of preparedness were consistent with their own prior responses. This consistency of results suggests that AISD high school students have an understanding of the skills and knowledge that will be required of them after graduation. Finally, many alumni reported not using writing, science, and social studies in their jobs.



References

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