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Learn More Indiana 2013 Student Survey Results

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2013 Learn More Indiana Student Survey Results



Learn More Indiana's mission is to help Hoosier students of all ages plan, prepare and pay for college completion and career success through effective communications and outreach efforts. Led by the Indiana Commission for Higher Education, Learn More Indiana is a partnership of state and local organizations working to help students of all ages succeed in school, complete college and connect to careers.

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Introduction

Learn More Indiana's mission is to help Hoosier students of all ages plan, prepare and pay for postsecondary completion and career success through effective communications and outreach efforts. Led by the Indiana Commission for Higher Education, Learn More Indiana is a partnership of state and local organizations working to help students of all ages succeed in school, complete college, and connect to careers.

Learn More Indiana helps students and adult learners make sound choices in key areas that impact high achievement and prepare students and adult learners to enter a postsecondary institution (four-year college, two-year college, career college, apprenticeship or job training in the military) and earn a certificate or degree on time. On-time postsecondary completion is a primary focus of Learn More Indiana's work to ensure that students earn a certificate or degree before their financial aid expires.

To better understand the degree that Indiana students make sound choices in areas that impact high achievement and prepare students for postsecondary success, Learn More Indiana annually gathers data from students enrolled in grades 8-12 in public and private schools throughout the state. These data are shared with principals, school counselors, college admission and outreach representatives, and state policy makers to help them make decisions with regard to policies, programs and resources related to college access and success.

Through participation in the Learn More Indiana Student Survey, students are encouraged to think about their college and career plans. The survey also provides students with access to targeted information from their school counselor and Indiana colleges as they plan, prepare and pay for a postsecondary education that is aligned with their future goals.

Methodology

The American Student Achievement Institute (ASAI) administers the Learn More Indiana Student Survey as an intermediary for Learn More Indiana and is responsible for the survey design, administration and reports. ASAI based the survey on the ASAI College Readiness Survey which is designed to help schools, communities and policy makers determine the degree to which students make sound choices in areas that support high academic achievement, college access and college completion. Additional Indiana-specific questions and student groups were included at Learn More Indiana's request. The Learn More Indiana Director approved the final survey design.

Survey Content: The Learn More Indiana Student Survey includes five question sets.

1. Demographic
2. Student Choice Questions: The first survey set was included in all student surveys. This set of questions asks students to report whether they made specific choices in areas key to student achievement, postsecondary access and postsecondary success including:
 - Academic engagement (asking questions in class, turning in homework, etc.)
 - Exploration of careers, postsecondary options and financial aid
 - Development of career, postsecondary, and high school course plans
 - Preparation for academic success through rigorous course selections and achievement testing
3. Guidance Needs Questions: The guidance needs question set was optional. Each school determined if they wanted to include these questions on their students' surveys. These questions assess the degree to which students perceive that they have mastered knowledge related to planning, preparing and paying for postsecondary education. The guidance needs questions align with the Indiana Student Standards for Guidance and the American School Counselor Association National Standards.
4. Counseling Needs Questions: The counseling needs question set was also optional. Each school determined if they wanted to include these questions on their students' surveys.

These questions assessed the degree to which students perceived that social and/or personnel issues such as bullying were interfering with their learning.

5. Counselors Perception: The counselor perception question set was also optional. Each school determined if they wanted to include these questions on their students' surveys. These questions assessed the students' perception of their school counselor's knowledge, skills and dispositions as defined by the Indiana Licensing Standards for School Counselors.

Table 1: Survey Content

SET #	AVAILABLE DATA	ALL SURVEYS	OPTIONAL
1	Student Choices <ul style="list-style-type: none"> • Career interests • College aspiration • High school diploma type aspiration • Choices made over the past year in areas that impact student achievement, college access and college completion <ul style="list-style-type: none"> ○ Student academic engagement ○ Career, postsecondary education and financial aid <ul style="list-style-type: none"> ▪ Exploration ▪ Planning ▪ Preparation 	X	
2	Guidance Needs <ul style="list-style-type: none"> • Perceived mastery of the Indiana Student Standards for Guidance (knowledge related to career, postsecondary options, postsecondary preparation). 		X
3	Student Assistance Needs		X
4	Counselor Perceptions <ul style="list-style-type: none"> • Based on the Indiana Licensing Standards for School Counselors including: <ul style="list-style-type: none"> ○ Knowledge ○ Skills ○ Disposition 		X

Survey Administration: Before administering the survey to students, the school counselor was provided online instructions for setting up the survey. An interactive webinar was also held to help school counselors learn how to set up the Learn More Indiana Student Survey and

presentations were made at state conferences. During the survey set-up process, school counselors selected the question sets that they wished to include in their students' surveys. At the end of the survey set-up process, each school was assigned a student code for each grade level housed in the school.

Students took the survey in a variety of settings. In some schools, small groups of students were taken to the school's computer lab where their school counselor administered the survey. In other schools, all teachers of a specific class period were asked to administer the survey to their students sometime during the survey window. Prior to surveying students were told that their responses to the questions would help their school develop an appropriate school counseling program for the schools' students and would allow their school and colleges, if desired, to provide them with targeted information to help them make sound decisions about careers and postsecondary education. Students were given the website address and the survey code specific to their grade level. It was estimated that the entire survey (including all four question sets) would take approximately 30 minutes for students to complete. The survey window was from March 15, 2013-June 15, 2013.

Survey Participation: The decision to administer the Learn More Indiana Student Survey in each school was voluntary on the part of the school's administration. Learn More Indiana and the American Student Achievement Institute promoted the survey in Fall 2012 to give school counselors ample time to determine how they would administer the online survey in their school. The survey was promoted multiple times via the Indiana Counselor Talk listserv and the Student Services newsletter published by the Indiana Department of Education. Survey participation was also promoted during session presentations at various school counseling conferences in the state. All Indiana schools were given the opportunity to participate. A total of 112 schools participated in the 2013 Learn More Survey; 107 public schools and 5 accredited non-public schools. According to the American Student Achievement Institute, school counselors cited lack of time and computer availability as the two main reasons that schools chose not to participate in the survey.

Student participation was also voluntary, so schools were encouraged to highlight the benefits students would receive from participating in the survey. 34,600 students took the 2013 Learn More Indiana Student Survey.

Survey Reports: All survey reports are available on the Learn More Indiana website at www.learnmoreindiana.org/survey. For each report, data are disaggregated by:

- Grade Level
- Gender
- National School Lunch Program participation
- Ethnicity/Race
- Special education participation
- Indiana 21st Century Scholars participation
- First generation college-bound status
- Typical report card grades

The disaggregated data reports help schools, communities and policy makers understand areas where specific group of students may be experiencing a gap in academic and career guidance

Student Data Release: Learn More Indiana and the American Student Achievement Institute (ASAI) respect student privacy. Legal opinion was sought by ASAI regarding the student data release with regard to the Family Education Right to Privacy Act (FERPA) 20 USC S. 1232g and Indiana Code 20-30-5-17 regarding student surveys and how they apply to the Learn More Indiana Student Survey. In a letter to ASAI, the attorney reported, three findings: 1) “ASAI takes the necessary steps to protect all student data which comes under their control. 2) “Parental consent prior to a student performing in the survey . . . is not required” since students are not required to participate in the survey. 3) “ASAI has taken the necessary steps to protect the student data and to retain the data. ASAI has established procedures and forms for the release of the data and places it under the control of the individual student.”

Table 2: Release of Survey Response Data

AVAILABLE DATA	Public	School Counseling Director	College Admission Director	Learn More Indiana
Group Data – Student Choice	Yes	Yes	Yes	Yes
Group Data – Guidance Needs	Yes	Yes	Yes	Yes
Group Data – Student Assistance Needs	NO	Yes	NO	NO
Group Data – Perception of Counselors	NO	Yes	NO	NO
Individual Data – Student Choices	NO	Yes *	Yes **	Yes ***
Individual Data – Guidance Needs	NO	Yes *	Yes **	Yes ***
Individual Data – Student Assistance Needs	NO	NO	NO	NO
Individual Data – Perception of Counselors	NO	NO	NO	NO

* Schools only receive individual student data for students who give ASAI permission during the survey to release their responses to their school counselor to enable their counselor to provide them with career and academic guidance.

** Colleges only receive information for students who 1) give ASAI permission during the survey to release their responses to Indiana colleges to enable the colleges to provide them with information about their college and its programs, and 2) express an interest in the college during the survey.

*** Learn More Indiana only receives individual student data for students who 1) give ASAI permission during the survey to release their responses to Learn More Indiana so they may receive materials from Learn More Indiana about how to plan, prepare and pay for postsecondary education.

Individual responses for the student assistance questions and perception of the school counselor questions are not stored making it *impossible* for schools, colleges or Learn More Indiana to receive data related to those responses.

Student List Generator: Within the data-sharing limits described above, schools and colleges were able to use the Student List Generator at www.learnmoreindiana.org/survey to query the student database to obtain contact information for all students, or for students in a specific

student group (e.g. grade level, gender, ethnicity/race). Schools and colleges may also query the student database to obtain contact information for students who answered “student choice” or “guidance” questions in a specified way. Following the survey, school counselors and college admissions representatives were taught how to use the Student List Generator through webcasts.

Using the Survey Results: Different Learn More Indiana Student Survey reports are used by different populations for different purposes.

Following leadership training at the county level, public reports were studied by more than 1,500 community organizations that participate in the Indiana College Success Coalition. The public reports help the community organizations 1) identify areas in their community that are interfering with college access and success, and 2) provide community activities to address those areas. Indiana policy makers also consider the public survey data when establishing policies and programs. Learn More Indiana staff members also reviewed the student data when creating their Annual Strategic Plan for the 2013-2014 School Year.

School counselors use the school reports when designing data-driven school counseling programs focused on helping all students enter and succeed in postsecondary education. Schools may also use these reports as data sources when preparing their School Counseling Program Portfolio for the Indiana Gold Star School Counseling Award presented by the Indiana Department of Education. Many Indiana principals and their School Improvement Teams also use the school reports, especially questions related to student engagement, when developing their School Improvement Plans

Indiana colleges use the college reports to provide interested students with information about their college and programs as part of their outreach programs.

Data Expression: For this state report, all percentages shown are based on the total number of responses relevant to each question, not the total number of respondents, because not all respondents answered every question. Responses will add up to 100% except in the cases where students were given the option of choosing more than one response. In the majority of questions and disaggregated data points, the total number of students who answered the question will be shown in the report as (N= ____). In the few instances worth noting, (N/R = ____%) will indicate the percentage of survey respondents that did not respond to a particular question.

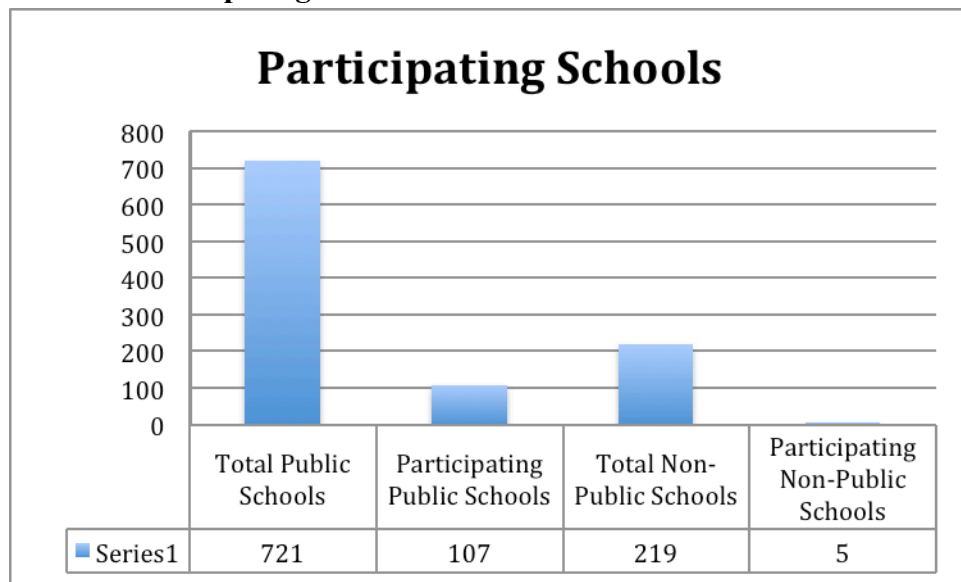
Responses reported in the analysis are based on student self-report and were not verified for accuracy via other data records.

School Participation

A total of 112, 12% of the 940 schools in Indiana, completed the online Learn More Survey for the 2012-13 academic year. Schools that have received Indiana Gold Star School Counseling recognition at least once had a high level of participation in the 2013 Learn More Indiana Student Survey. Of the 112 participating schools, 48 (43%) were Gold Star Schools.

When disaggregating the data between public and private schools, public schools participated in the survey at a much higher rate than private schools. One hundred seven public schools (96%) and five accredited non-public schools (4%) participated in the survey.

Table 3: Participating Schools

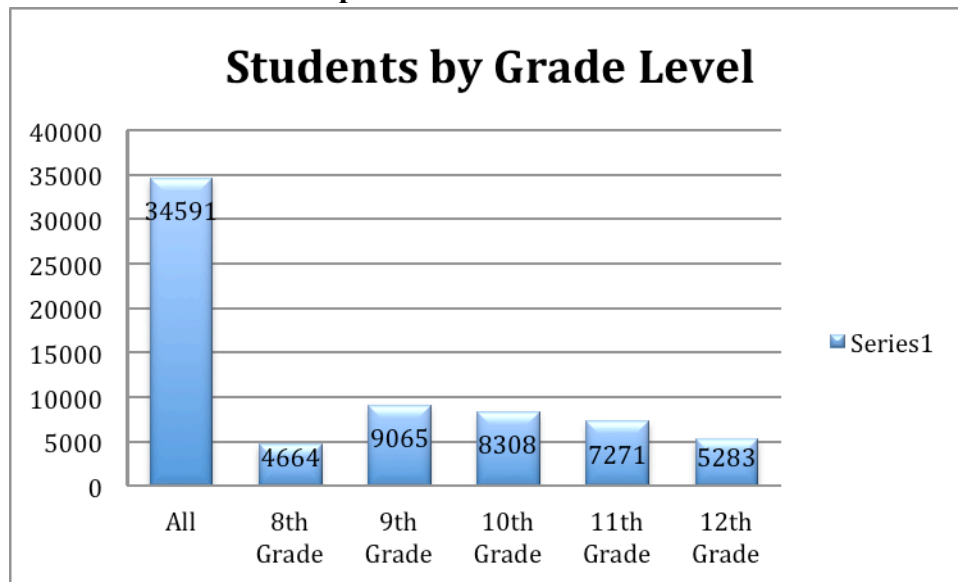


Source: Learn More Indiana 2012-13 Student Information Survey

Student Participation

A total of 34,591 students in grades 8-12 participated in the 2012-13 Learn More Survey. Eighth grade students had the lowest participation rate at 13.5%, ninth grade with the highest participation rate at 26%, tenth grade at 24%, eleventh grade at 21%, and twelfth grade at 15.5%. The below chart illustrates participation by grade level showing the total number of students.

Table 4: Student Participation



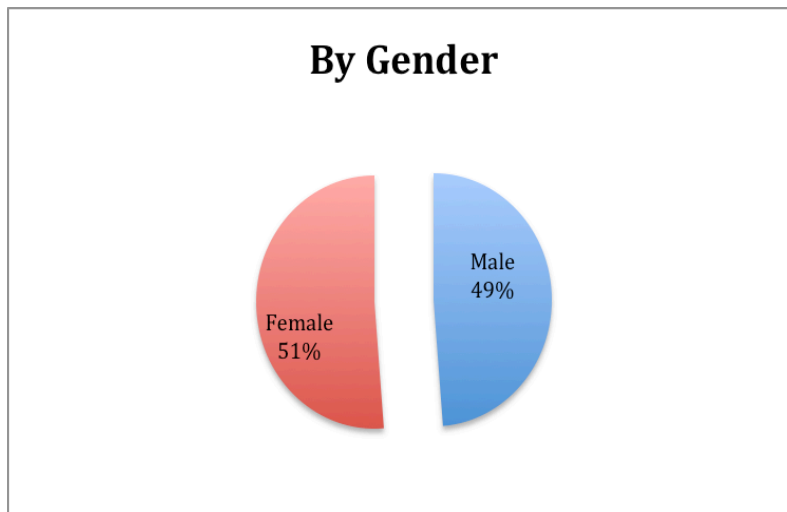
Source: Learn More Indiana 2012-13 Student Information Survey

Demographic information was collected on the survey. Students were able to self-report based on the following identifying characteristics:

- Gender
- Ethnicity/Race
- Free/Reduced Lunch or Paid Lunch
- 21st Century Scholar
- General or Special Education
- Report Card Grades in School
- Parental College
- Plans to Participate in College Sports

The following demographic information is representative of all participating students. Some students opted not to report on various demographic questions. See N/R for percentage of students that did not self-report. Each graph contains information illustrating the demographic make-up of the participating students.

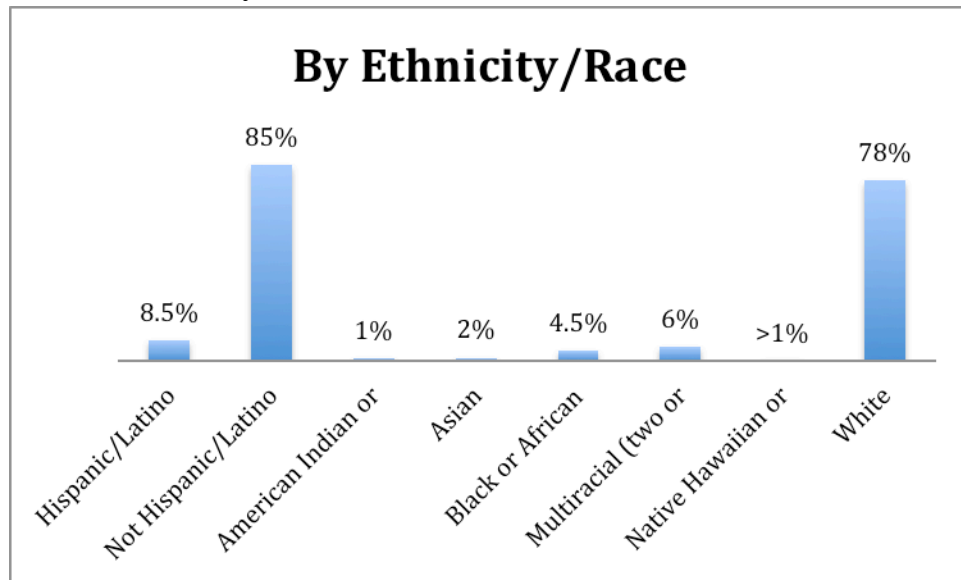
Table 5: Gender Data Table



N/R = 3%

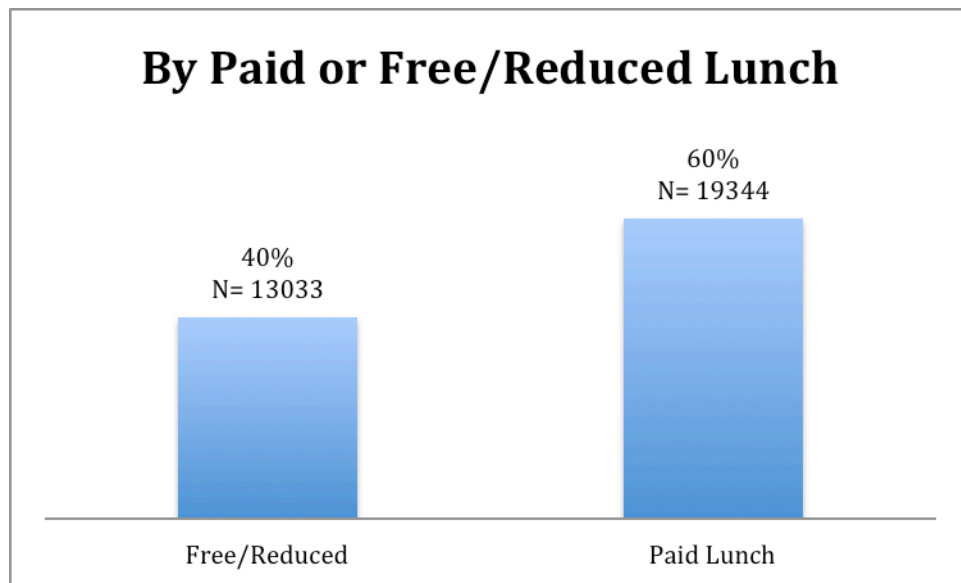
Source: Learn More Indiana 2012-13 Student Information Survey

Table 6: Ethnicity/Race Data Table



Source: Learn More Indiana 2012-13 Student Information Survey

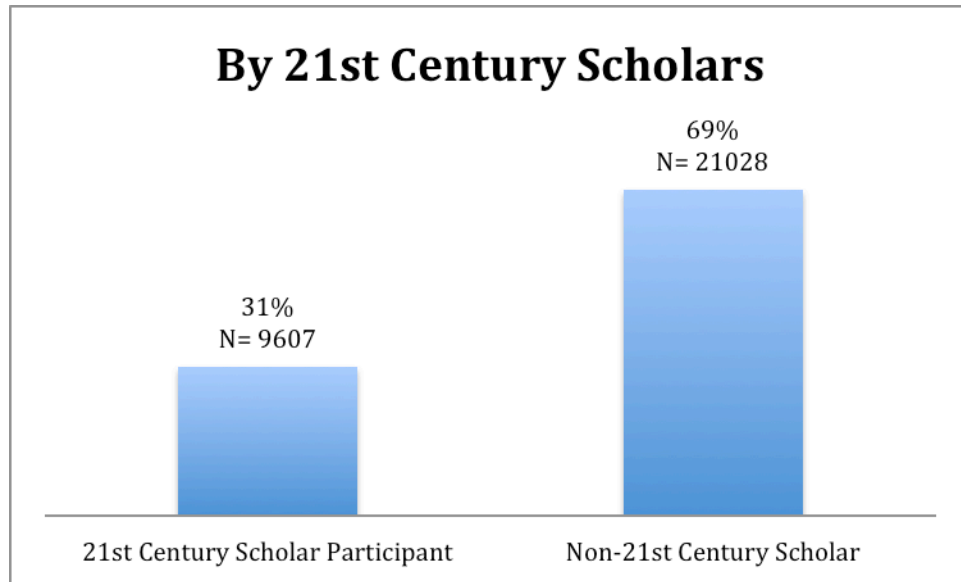
Table 7: Free/Reduced Lunch Data Table



N/R = 6%

Source: Learn More Indiana 2012-13 Student Information Survey

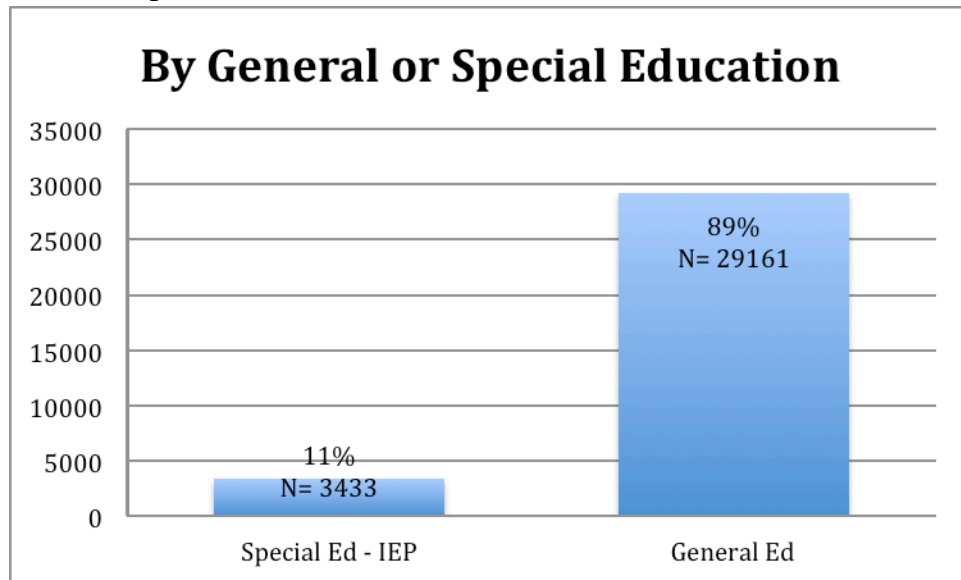
Table 8: 21st Century Scholars Data Table



N/R = 11%

Source: Learn More Indiana 2012-13 Student Information Survey

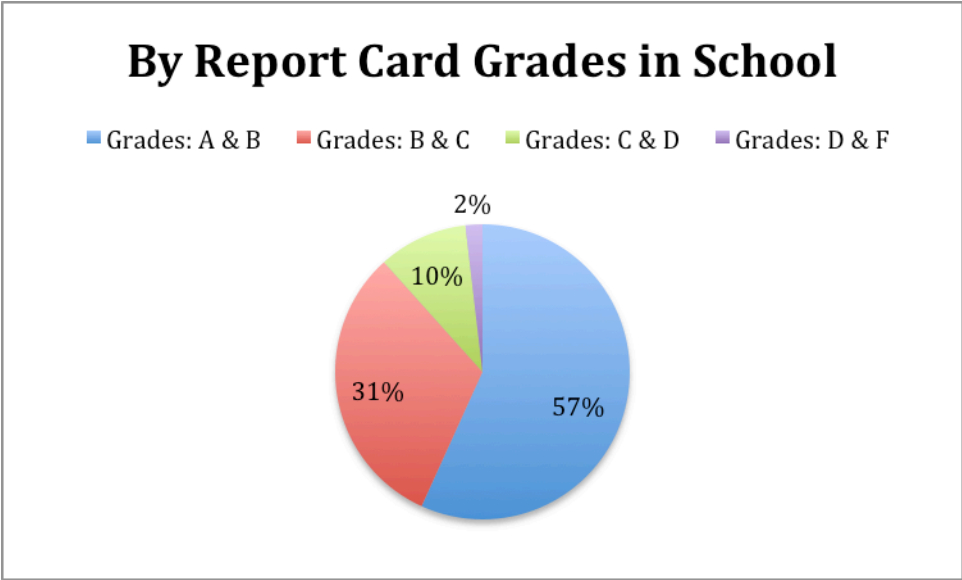
Table 9: Special Education Data Table



N/R = 6%

Source: Learn More Indiana 2012-13 Student Information Survey

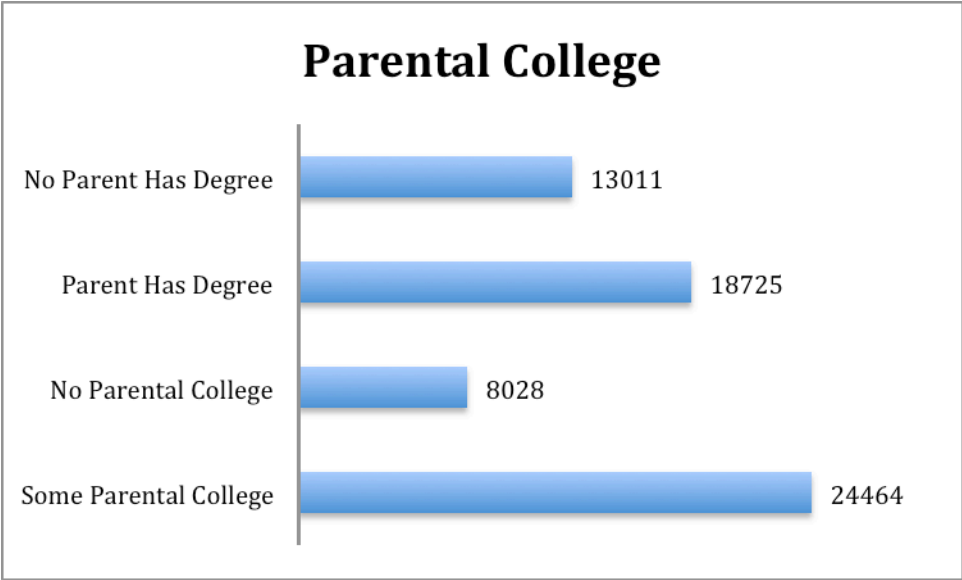
Table 10: Report Card Grades Data Table



N/R = 6%

Source: Learn More Indiana 2012-13 Student Information Survey

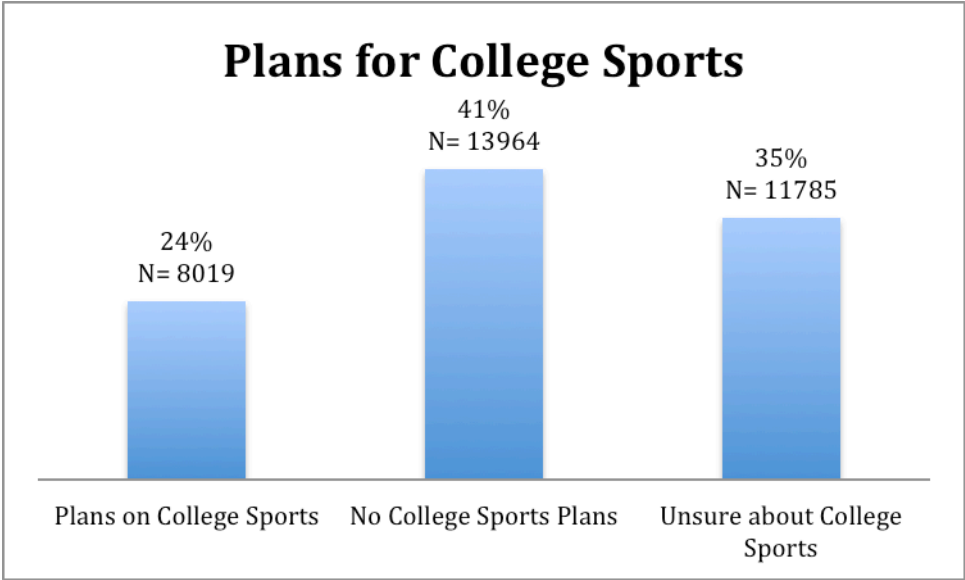
Table 11: First Generation Data Table



*Students were allowed to select more than one response.

Source: Learn More Indiana 2012-13 Student Information Survey

Table 12: College Sports Data Table



N/R = 2%

Source: Learn More Indiana 2012-13 Student Information Survey

Student Survey Results

Postsecondary Planning

Survey results show that the majority of students in grades 8-12 plan on pursuing either a 4-year or 2-year degree. Very few students planned to participate in apprenticeship programs. As students progress through school, there is an increase in planning to work full-time, a decrease in the military option, and an increase in a 2-year college option. Also, as students progress through school, they are less likely to be “not sure” about their postsecondary plans.

Q: What do you plan to do during the first year after high school?

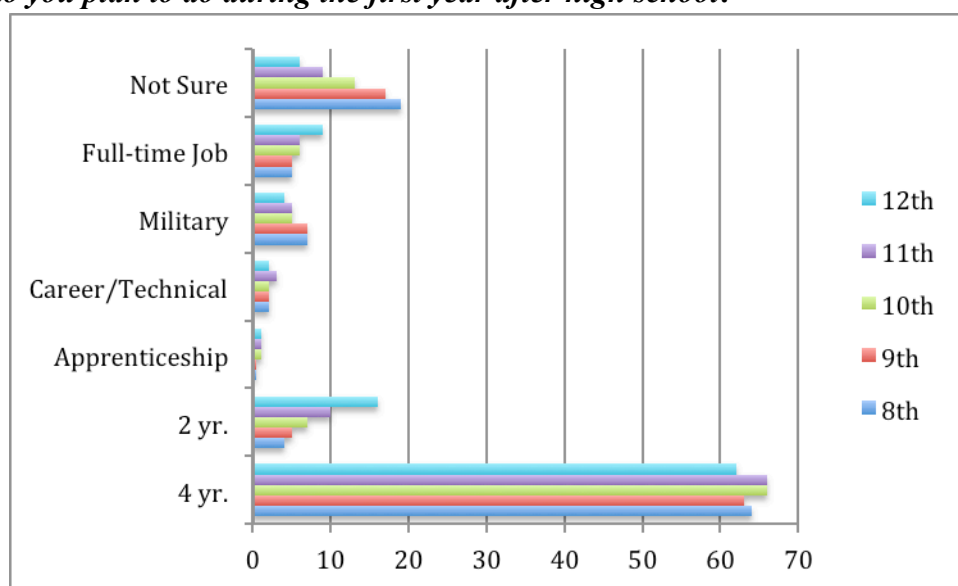


Table 13: Data Table by Grade Level

When data was disaggregated by gender, 16% more females than males plan to attend a 4-year college or university. When examining data by free/reduced student results, 16% more paid lunch students selected a 4-year college or university than free/reduced lunch. Another data point revealed is that 22% more students having at least one parent with a college degree plan on a 4-year college or university than students with no parental degree.

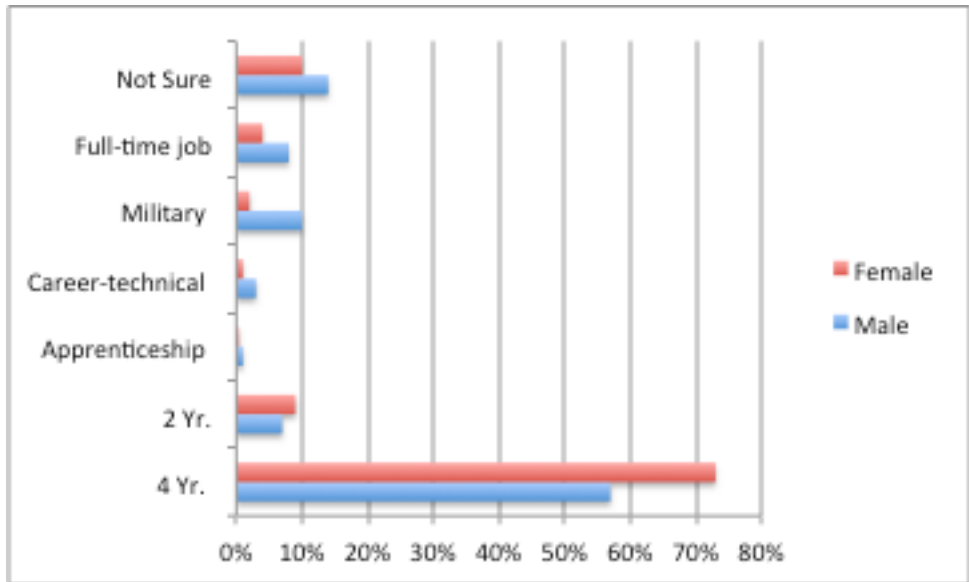


Table 14: Data Table by Gender

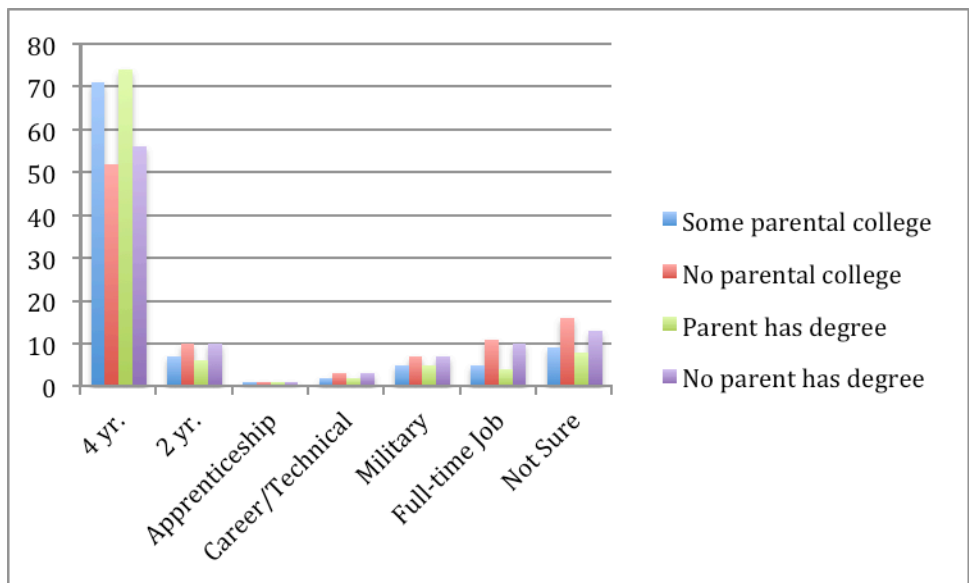


Table 15: Data Table by Parental College

Understanding how students obtain information about colleges is an important element in education. The below chart illustrates that the internet is a popular tool used by students to gain knowledge about college. There is an increase in internet usage as students matriculate through school.

Q: Did you use the Internet this school year to search for information about a college?

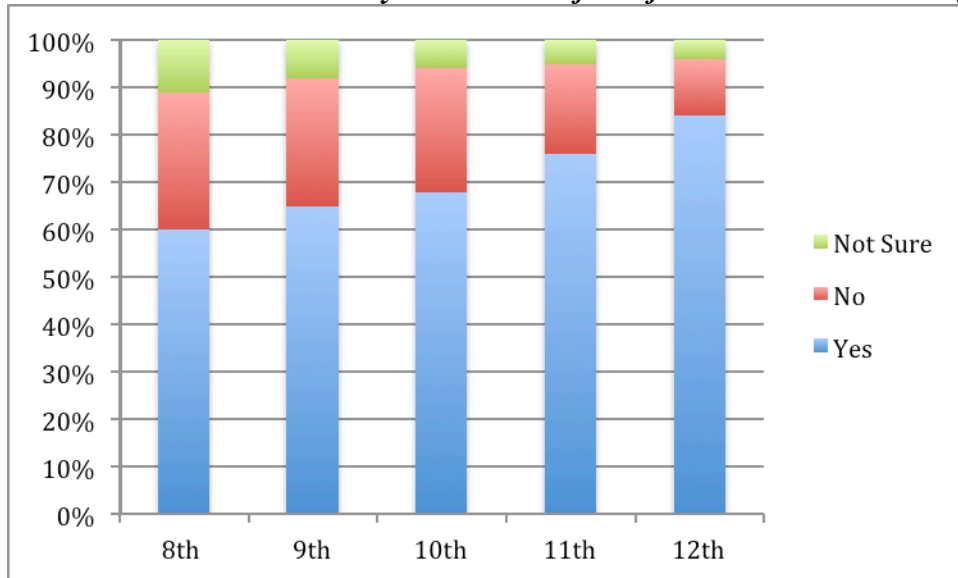


Table 16: Data Table by Grade Level

Students with higher grades used the Internet at much higher rates to search for college information.

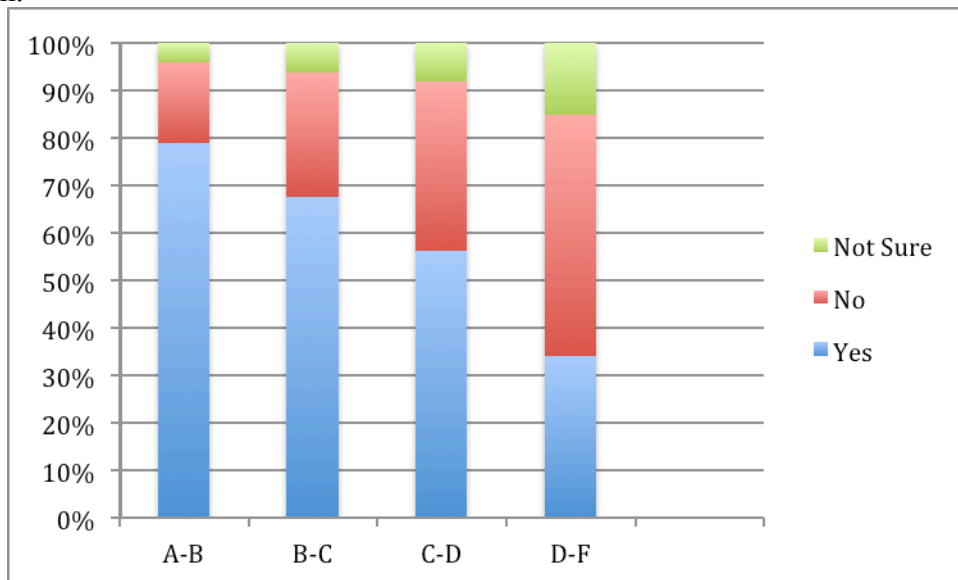


Table 17: Data Table by Self Reported Grades

Obtaining information via face-to-face contact received lower response rates. For example, only 27% of 11th grade students met with a college representative and only 42% of 12th grade students.

Q: Did you meet with a college rep at your high school this school year?

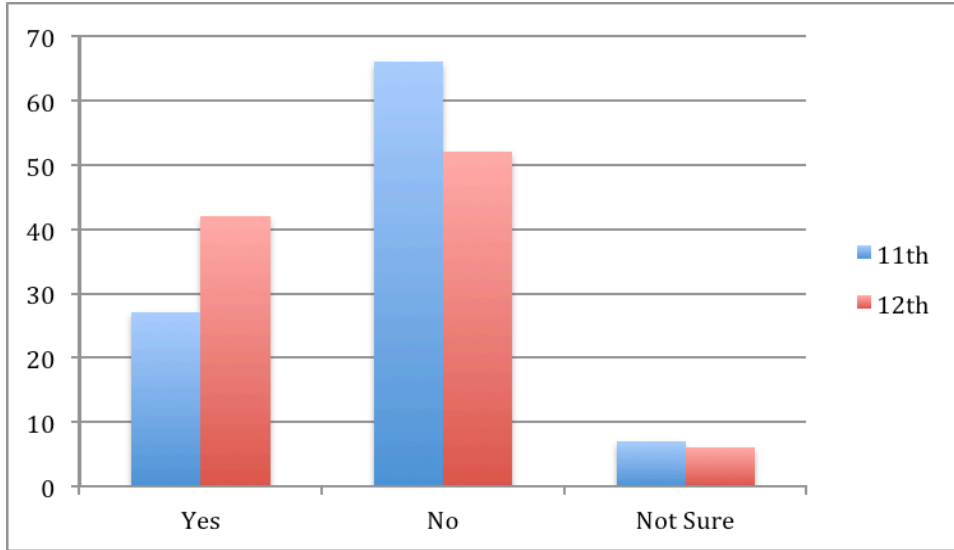
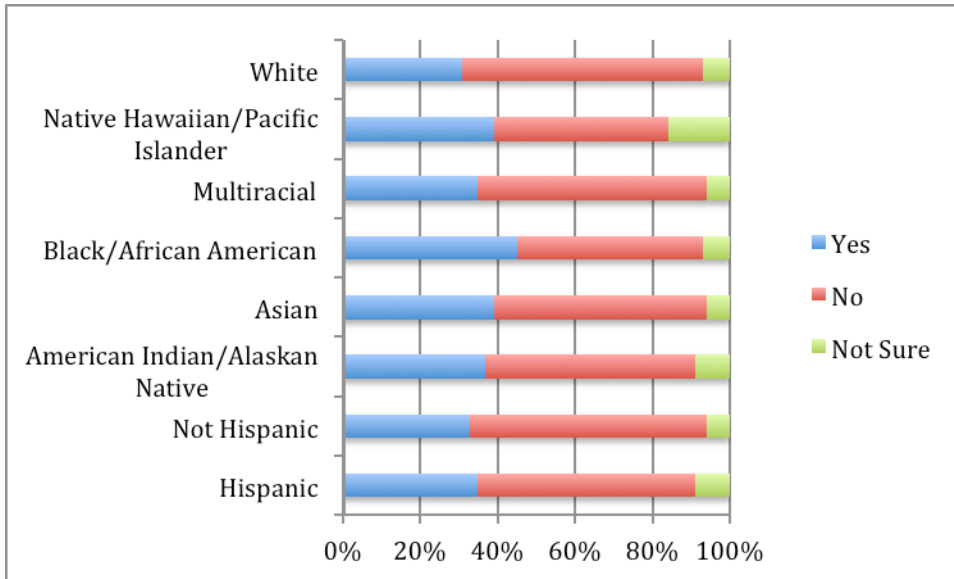


Table 18: Data Table by Grade Level

When looking at ethnicity/race, 45% of Black students reported meeting with a college rep. Whereas only 31% of White students met with a college rep.



Tsble 19: Data Table by Ethnicity/Race

In addition, only 23% of 11th grade students and 26% of 12th grade students attended a college fair.

Q: Did you attend a college fair this school year?

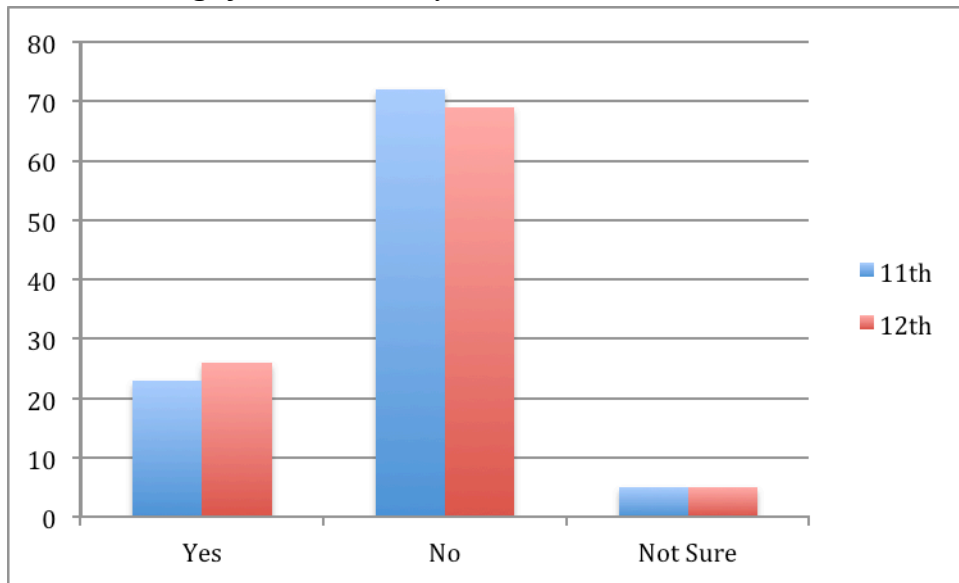


Table 20: 10th & 11th Grade Attendance at College Fair

The following data chart reveals an increase from the 11th grade year to 12th grade year for students to visit a college campus.

Q: Did you visit a college campus this school year?

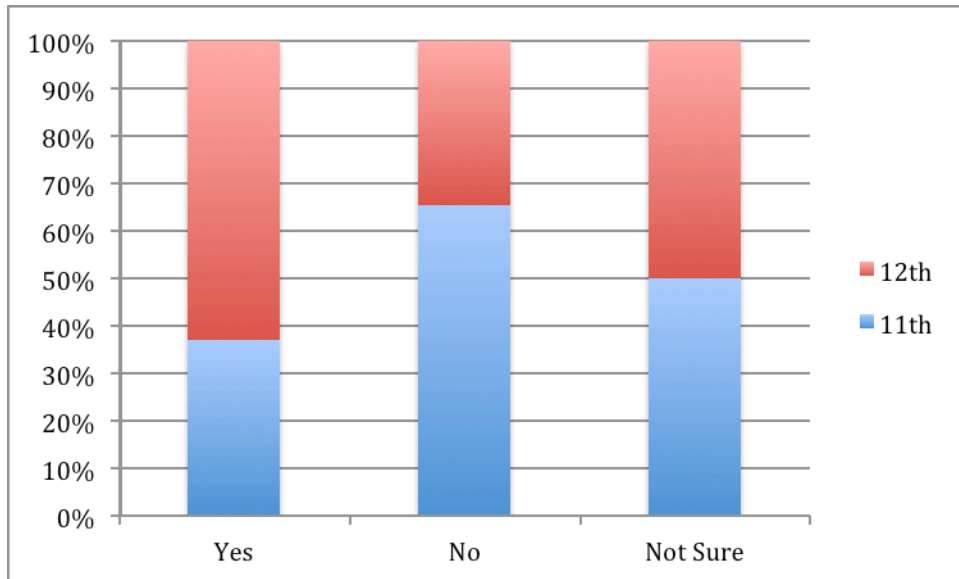


Table 21: 10th & 11th Grade Students Visited College Campus

However, 14% more students identified as paid lunch students visited a college campus more than students identified as free/reduced.

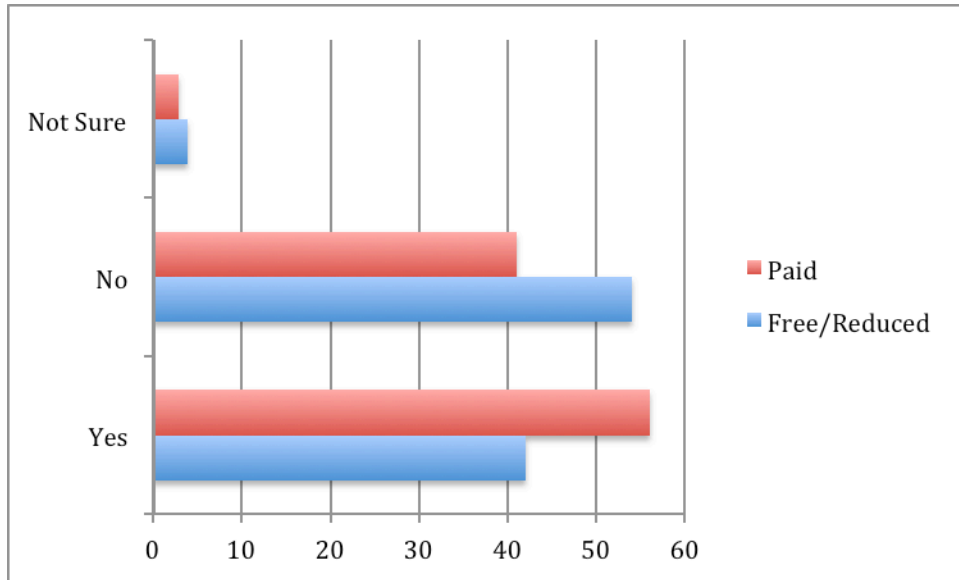


Table 22: Data Table by Free/Reduced or Paid Lunch

Parental college was another variable affecting the rate students visited a college campus. Students with at least one parent with a degree visited a college campus 18% higher than students with parents with no college.

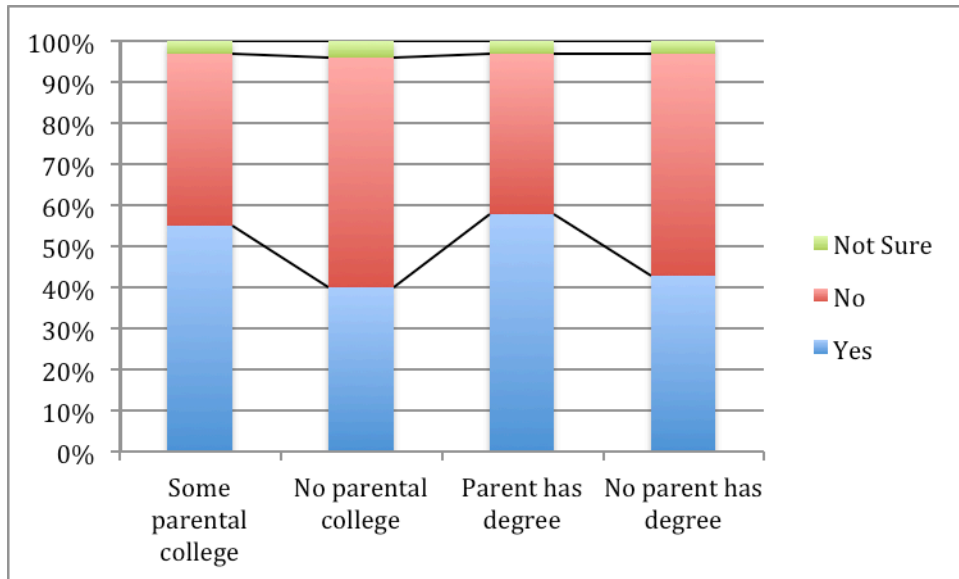


Table 23: Data Table by Parental College

Lastly, students with higher grades reported much higher rates of visiting a college campus than students with lower grades. There is a 40% difference between students with A-B grades than those with D-F grades.

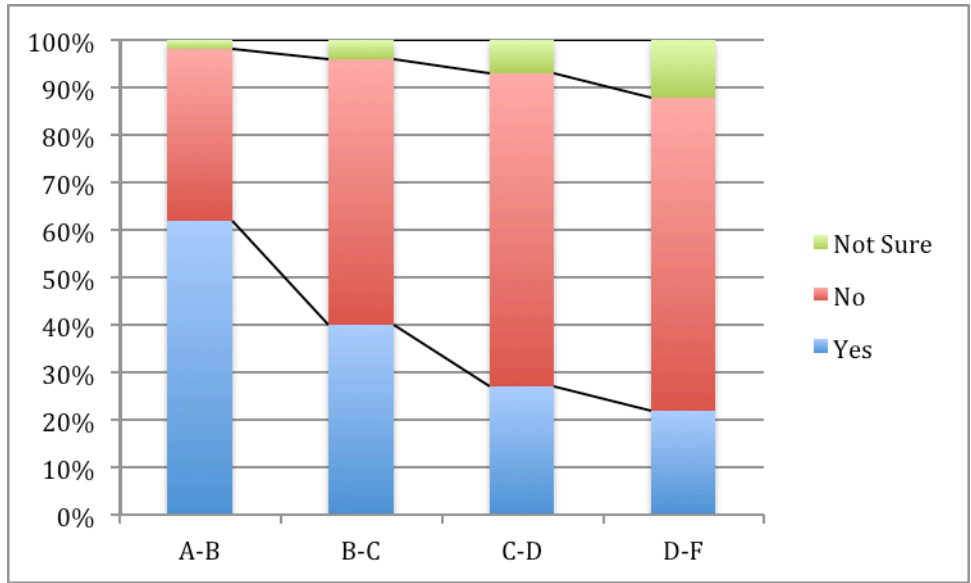


Table 24: Data Table by Grades

Career Planning

Students had the opportunity to select careers that were of interest to them. Students could select more than one career choice. The career options included:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communication
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics (STEM)
- Transportation, Distribution and Logistics

The top five careers selected consistently among grade levels were:

- Arts, A/V Technology and Communication
- Business, Management and Administration
- Health Science
- Law, Public Safety, Corrections and Security
- Science, Technology, Engineering and Mathematics (STEM)

Q: What careers interest you?

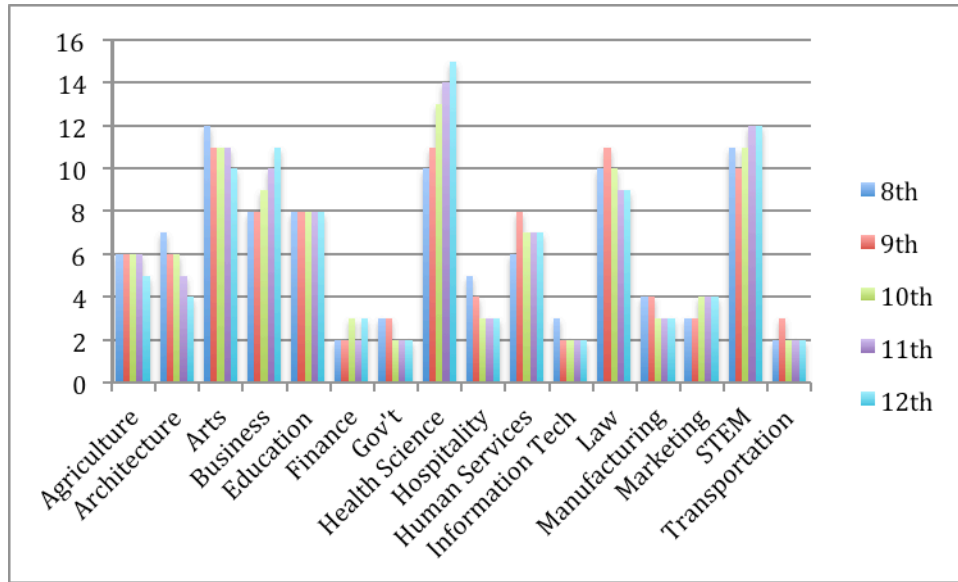


Table 25: Data Table by Grade Level

Variance did exist between career choices and gender.

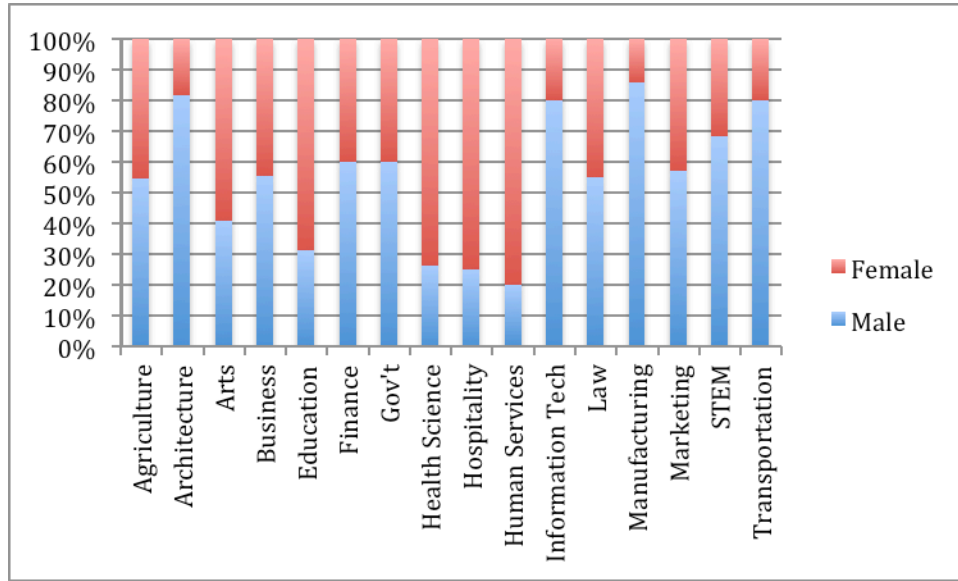


Table 26: Data Table by Gender

The following response descriptions and charts describe various choices that impact career choices. As students matriculated, the percentage of students that had taken an online or written career interest inventory decreased. Overall, the numbers were low throughout each grade level.

Q: Did you take a written or online career interest inventory this school year?

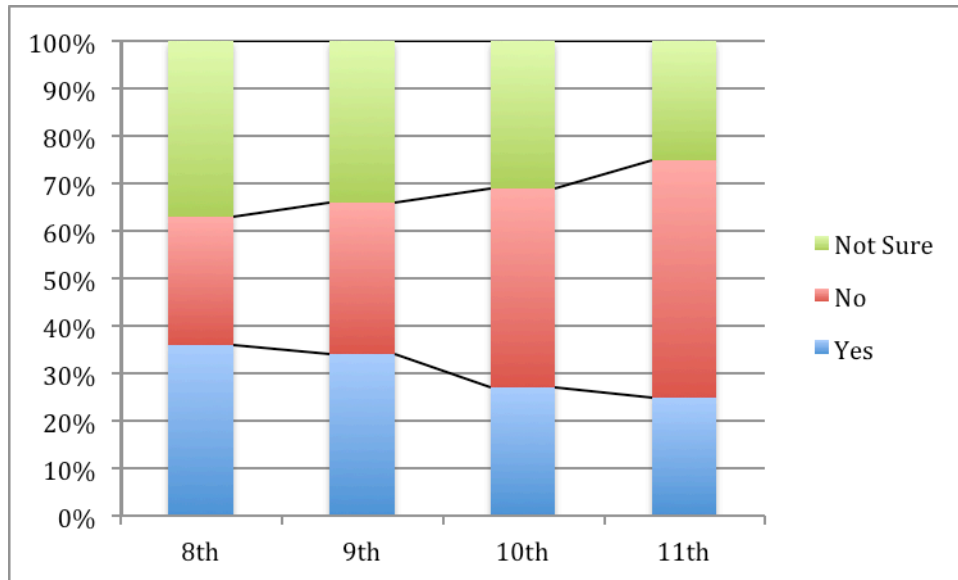


Table 27: Data Table by Grade Level

Students reporting they had participated in a job shadowing or internship experience did increase from 13% to 30% from 8th grade to 11th grade.

Q: Did you participate in job shadowing or an internship this school year?

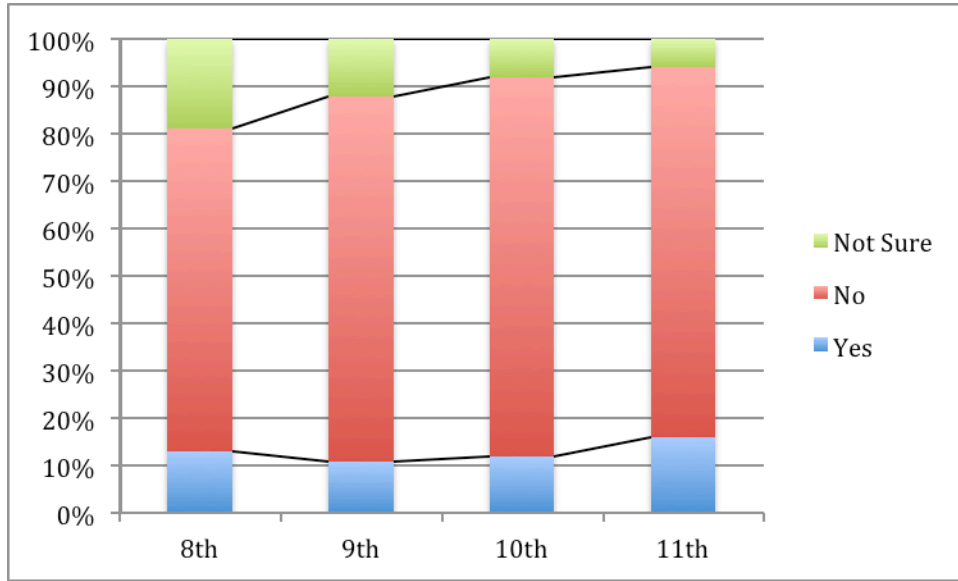


Table 28: Data Table by Grade Level

Having an updated written resume is an important component of career planning. 46% of 12th grade students reported having an updated written resume, an increase of 19% from the 10th grade year students.

Q: Do you have and up-to-date written resume?

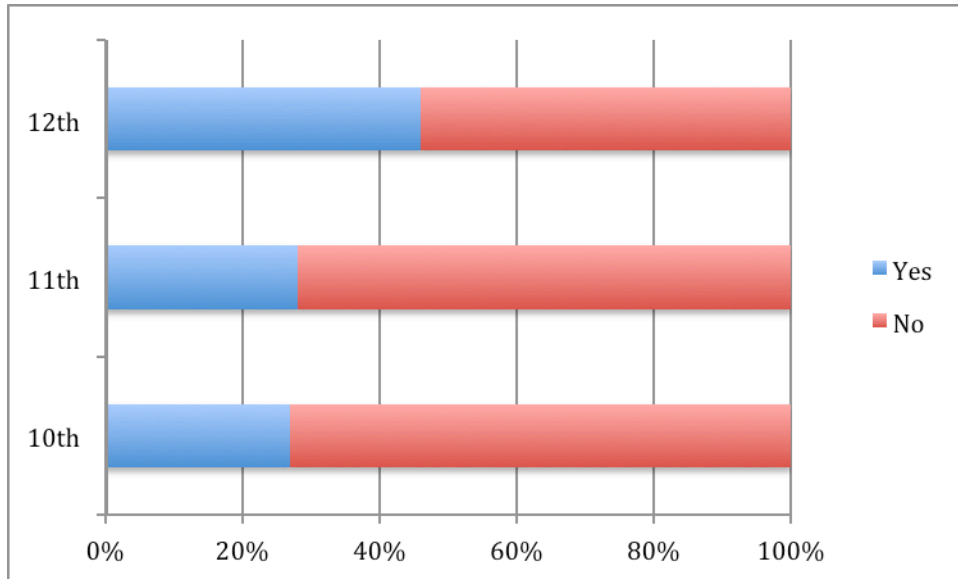


Table 29: 10th -12th Grade Students

Data revealed an 18% difference between students self identified as A-B students and those with D-F grades when having an updated resume. Since an updated resume is an essential element for future success, the low percentage within all categories reveals an area of potential interest.

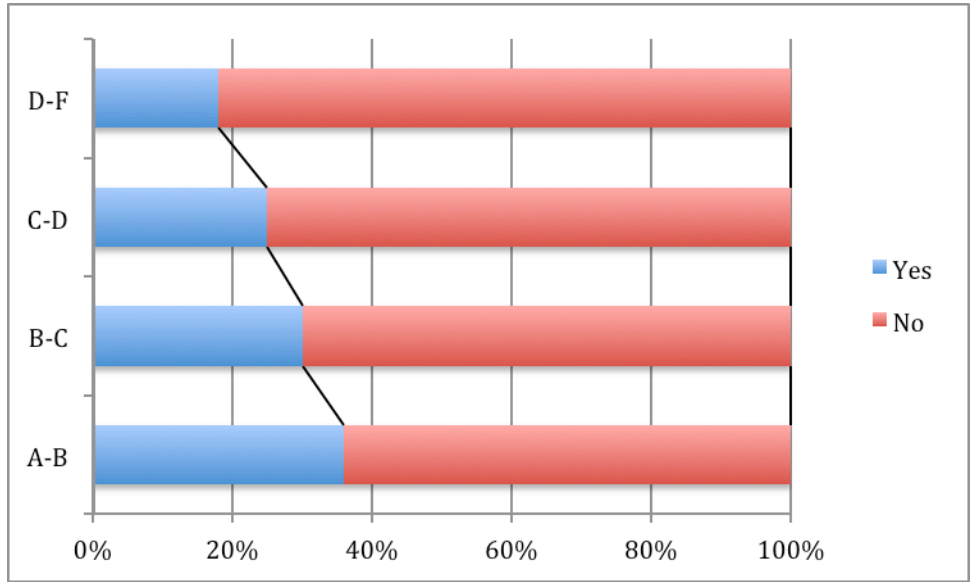


Table 30: Grades Received

Data revealed very few students, only 21%, visit area career centers as a way to gain information regarding career choices and career training during high school. This question was specific to 10th and 11th grade students only.

Q: Did you visit an area career center this school year?

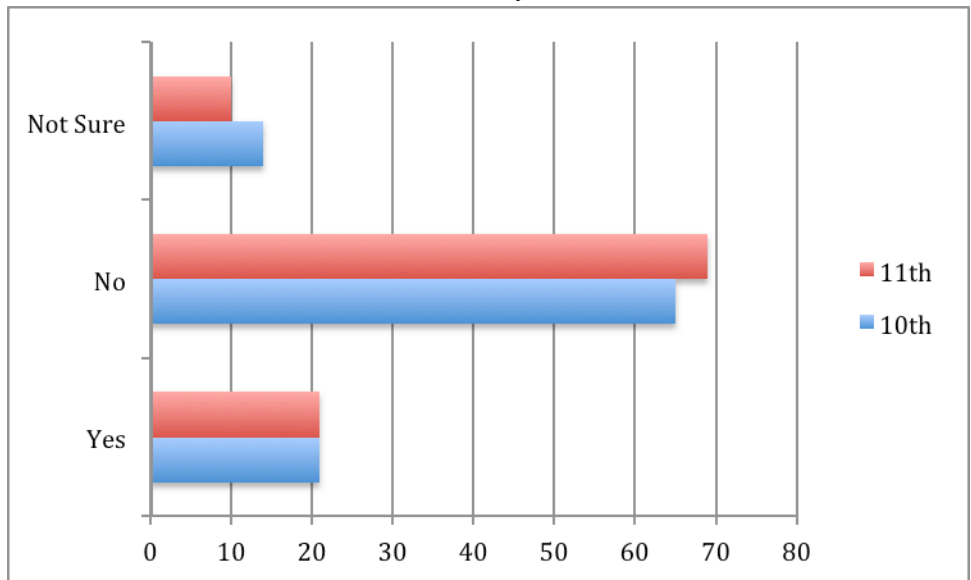


Table 31: 10th & 11th Grade Students

Using the internet to search career information appeared to be a preferred approach for students.

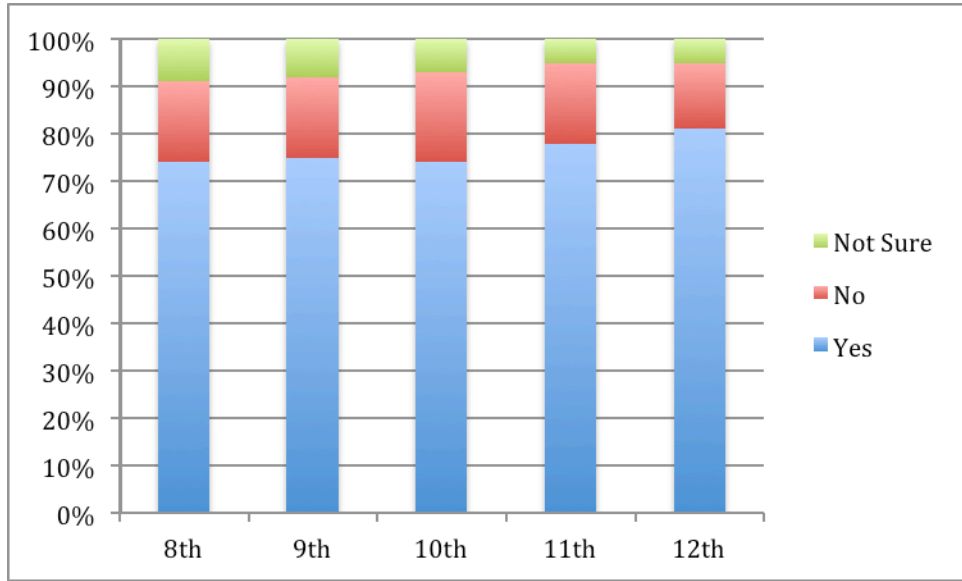


Table 32: Data Table by Grade Level

Course Choices

The majority of Indiana students plan to receive either the Core 40 or Core 40 with Academic Honors diploma. An interesting data element showed that there was a 20% change rate in plans between 8th grade students' plans on receiving the Core 40 (without honors) and 12th grade students. Only 18% of 8th grade students plan to receive the Core 40 (without honors) whereas 38% of 12th grade students plan on this diploma type.

One interesting note is that fewer eighth graders than ninth graders aspire to earn the Core 40 Diploma with Academic Honors Diploma. This is significant because eighth graders base their initial high school course plan and freshman courses on their diploma aspirations. It is also interesting to note the percentage of students, especially eighth grade students, who are not sure what type of diploma they seek and therefore, could not possibly be aligning their high school course selections with a diploma plan.

Q: What type of high school diploma do you expect to receive?

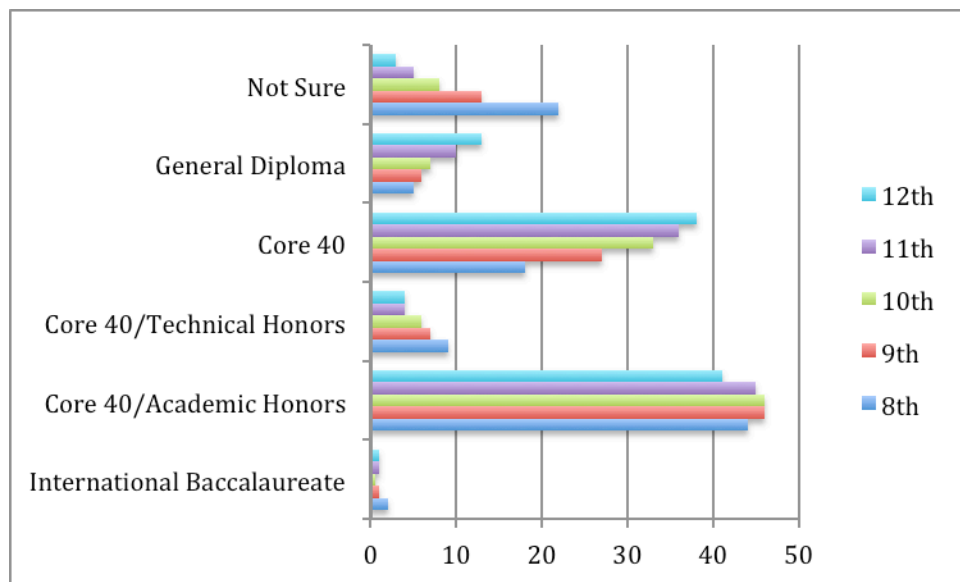


Table 33: Data Table by Grade Level

Data revealed Asian students plan on receiving Core 40 with Academic Honors at significantly higher percentages than other ethnic groups.

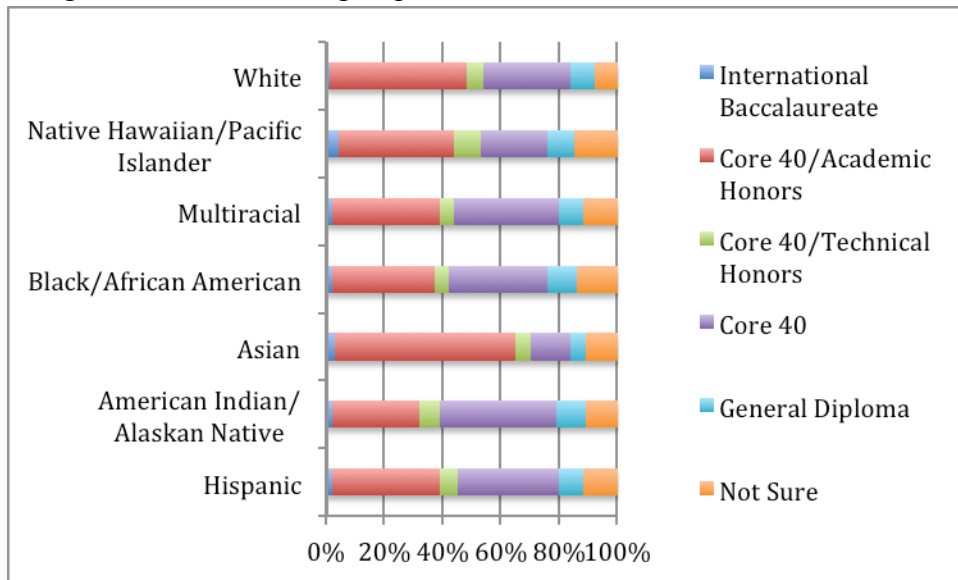


Table 34: Data Table by Ethnicity/Race

When analyzing data by report card grades, only 1% of A-B students plan on receiving the International Baccalaureate diploma. Whereas 70% of A-B students plan on receiving the Core 40 with Academic Honors diploma.

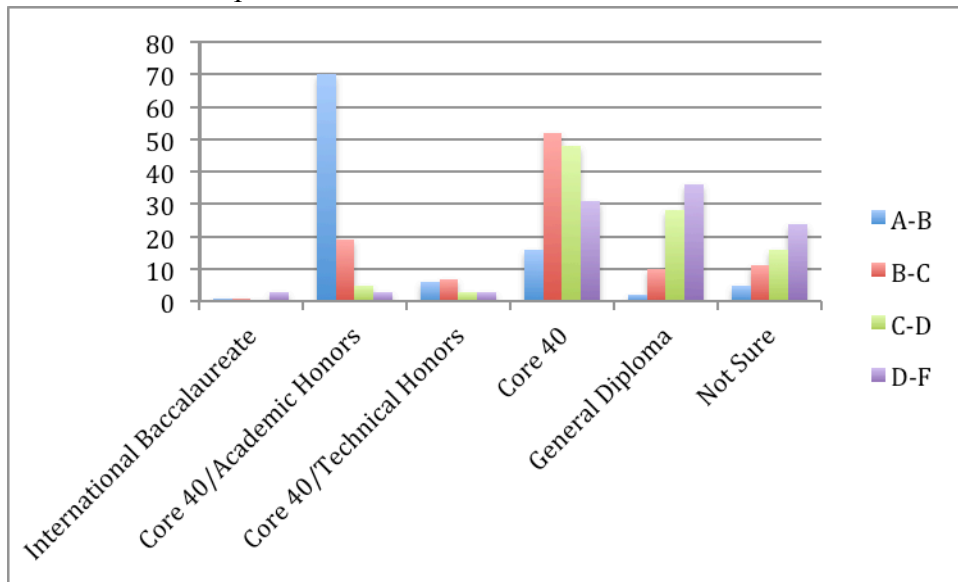


Table 35: Data Table by Grades

The following response sets examine student choices regarding AP courses.

Q: Have you taken or do you plan to take an Advanced Placement (AP) course in high school?

*This question was only for students in 8th, 9th, and 10th grade.

Looking at grade level, approximately 50% of 10th grade students have or plan to take an AP course, a 7% increase from 8th grade.

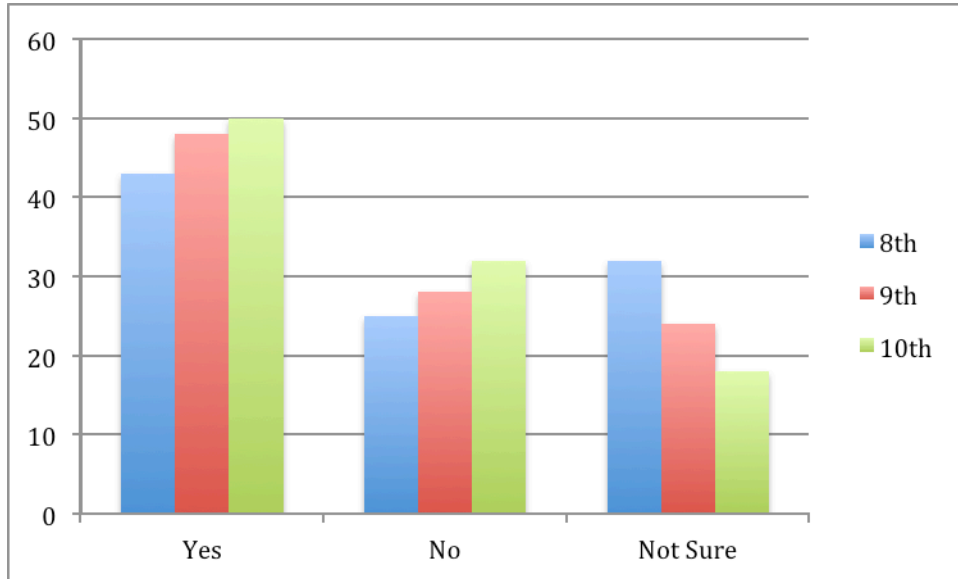


Table 36: Data Table by Grade Level

Data revealed an 18% difference in response rate by lunch status. 38% of Free/Reduced lunch students have or plan to take an AP course in comparison to 56% of Paid lunch students.

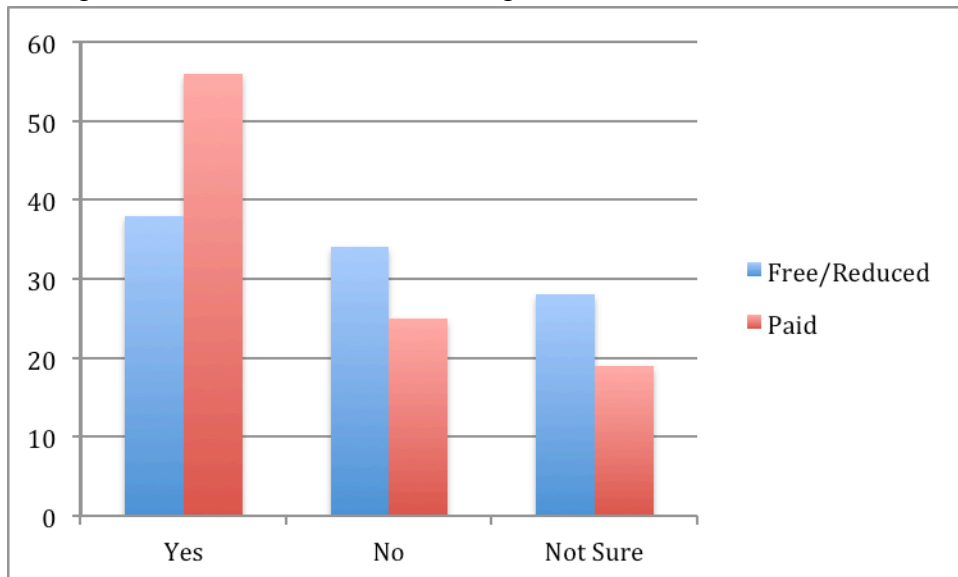


Table 37: Data Table by Free/Reduced or Paid Lunch

Another data point with significant difference (22% difference) resulted from parental college compared to no parental college. 57% of students have or plan to take an AP course compared to 35% of students with no parental college.

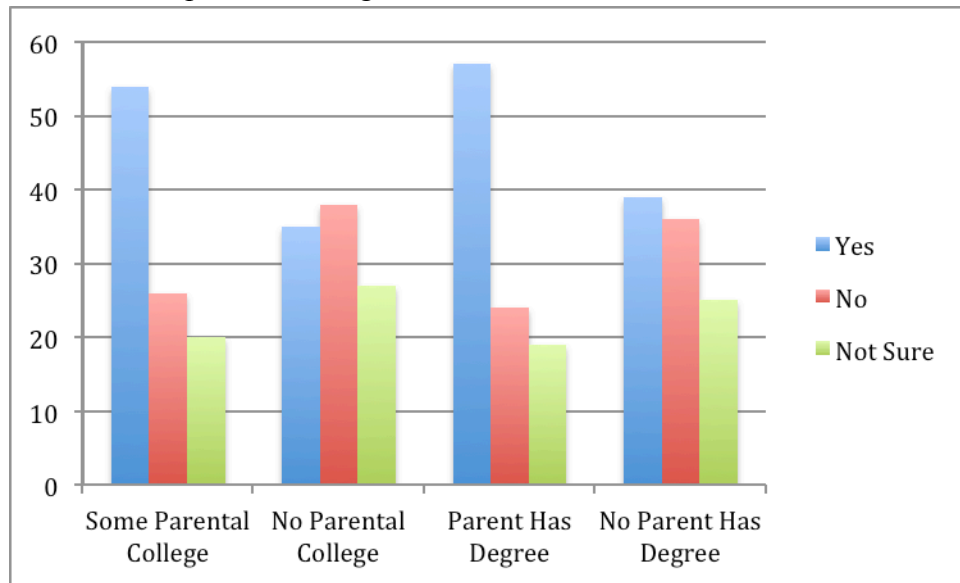


Table 38: Data Table by Parental College

Approximately one-half of 11th and 12th grade students reported taking an Advanced Placement course.

Q: Have you taken and Advanced Placement (AP) course in high school?

*This question was only for students in 11th and 12th grade.

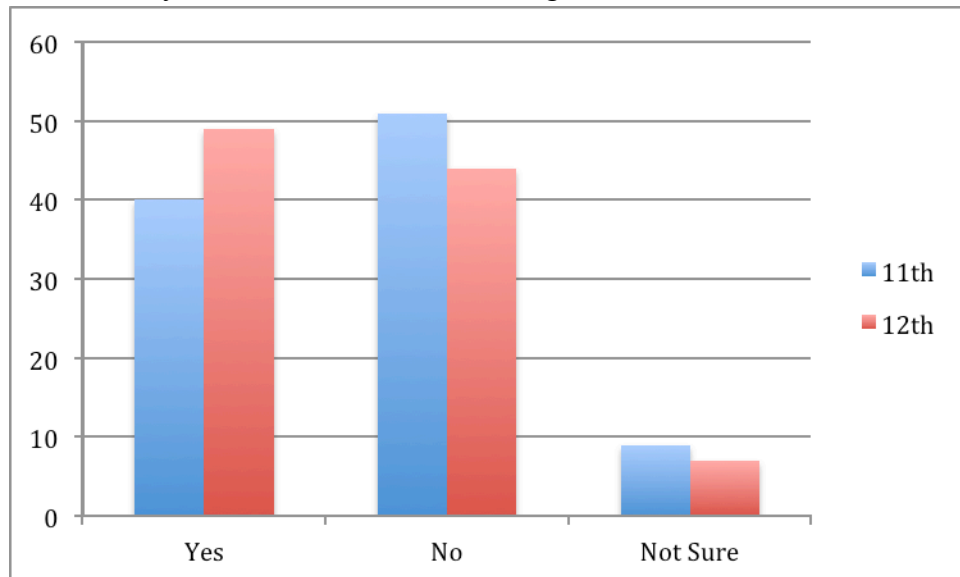


Table 39: Data Table by Grade Level

When comparing the percentage of students taking an AP course to those taking the AP test, data revealed fewer students took the AP test than those completing the course. For example, 49% of 12th grade students reported taking an AP course, but only 29% of 12th grade students report taking the AP test.

Q: If you took AP courses this school year, did you take an AP test in each of your AP courses?

*This question was only for students in 10th, 11th and 12th grade.

Data revealed a discrepancy among students dependent on ethnicity/race when taking AP tests. Even though Indiana has been recognized lately for having a high percentage of African American students enrolling (31% took an AP course) in AP courses, African Americans still lag behind both Asian and White students in choosing to take the AP test upon completion of course. 41% of Asian students and 21% of White students opted to take the AP test, however, only 15% of African American students opted to take the AP test. The chart illustrates variance among ethnicity/race.

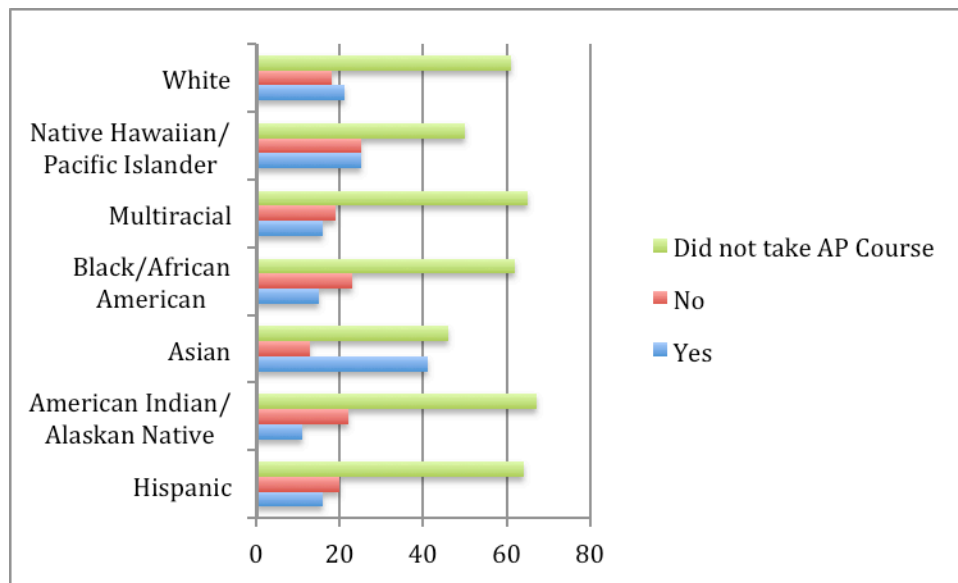


Table 40: Data Table by Ethnicity/Race

The following response set examined student choices regarding dual-credit courses.

Data showed an increase of plans to take a dual credit course. 45% of 8th grade students compared to 63% of 12th grade students plan or have taken a dual-credit course.

Q: Have you taken or do you plan to take a dual-credit course (a course taken for both high school and college credit) in high school?

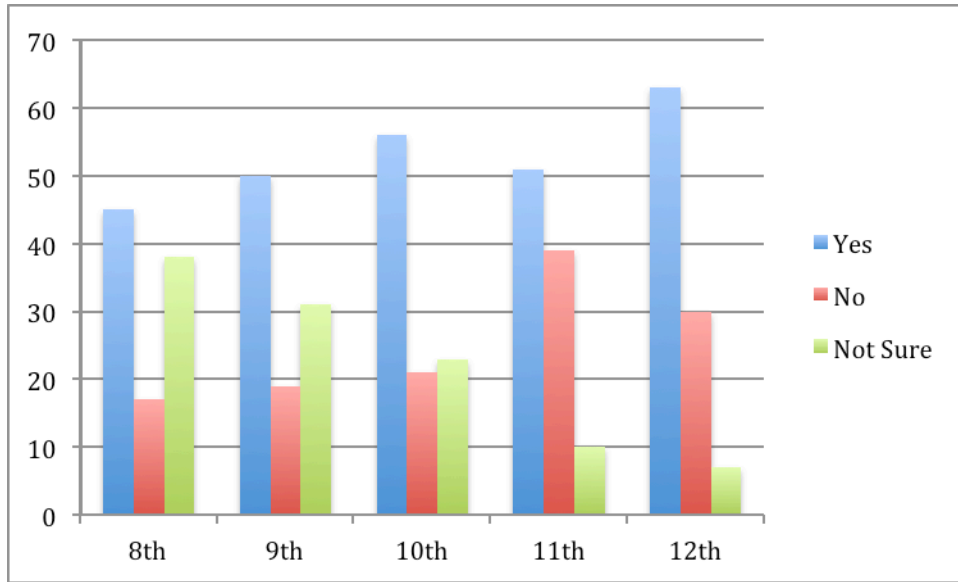


Table 41: Data Table by Grade Level

The following response set examined student choices specific to International Baccalaureate courses.

Response rates were extremely low when asked about International Baccalaureate (IB) course selection. When asking 8th-10th grade students about plans to take an IB course, only 1% of 8th grade, 6% of 9th grade, and 4% of 10th grade students responded yes.

When 11th and 12th grade students were questioned about taking an IB course, the response rate continued to be low. Only 4% of 11th grade and 3% of 12th grade reported taking an IB course in high school.

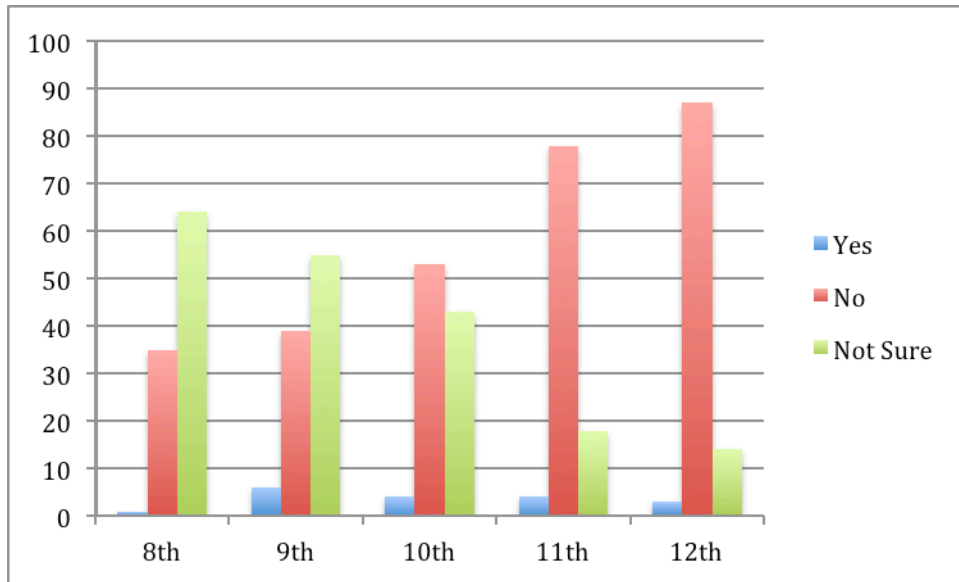


Table 42: Data Table by Grade Level

The majority of students plan to take four years of math in high school. Data revealed an increase in plans from the 8th grade year (65% -yes) to the 11th grade year (70% -yes).

Q: Do you plan to take four years of math in high school?

*This question was only for students in 8th, 9th, 10th, and 11th grade.

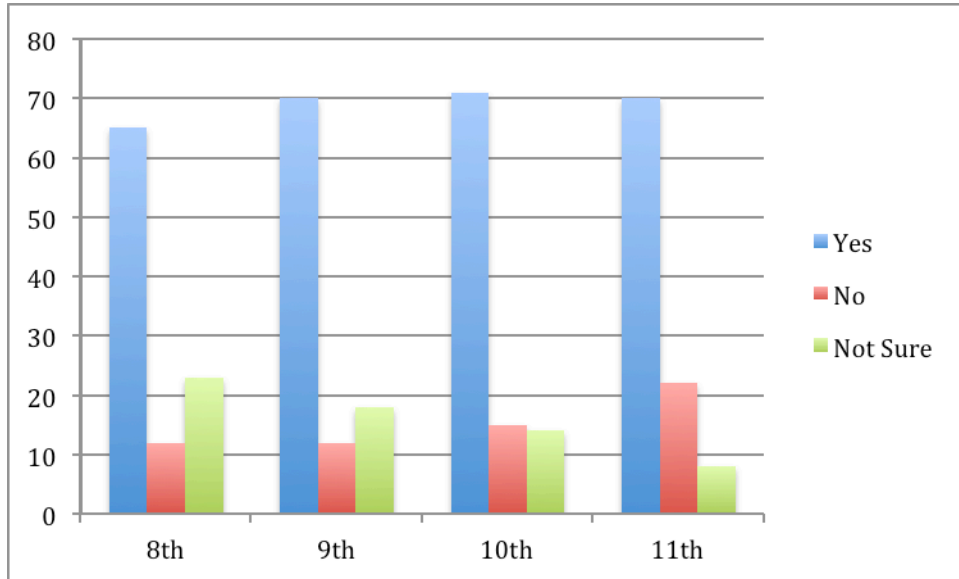


Table 43: Data Table by Grade Level

Data revealed students with A-B grades reported planning on four years of math 45% higher rate than those with D-F grades. The below data chart reveals the variance in plans connected to grades in school.

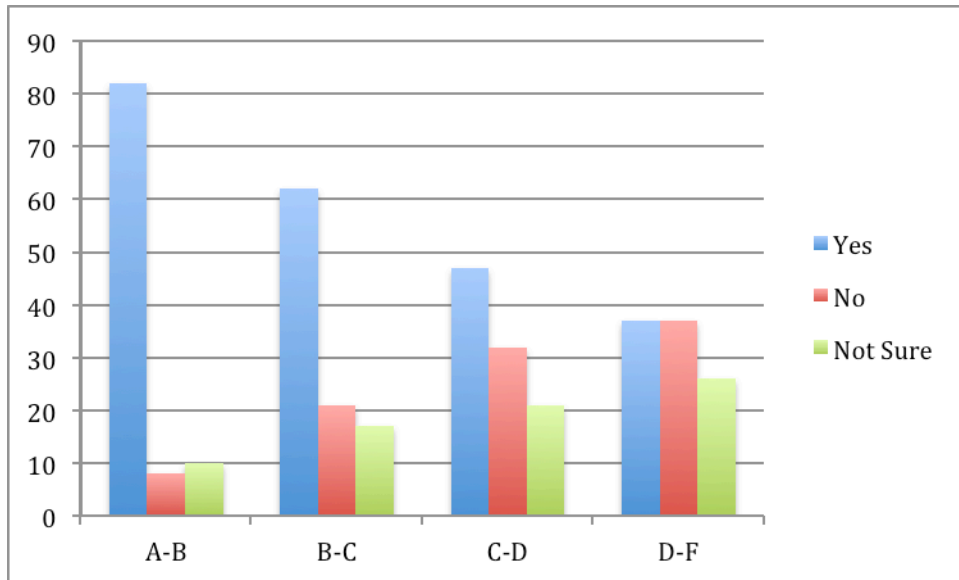


Table 44: Data Table by Grades

Data revealed 74% of 12th grade students took four years of math.

Q: Did you take four years of math in high school?

*This question was only for students in 12th grade.

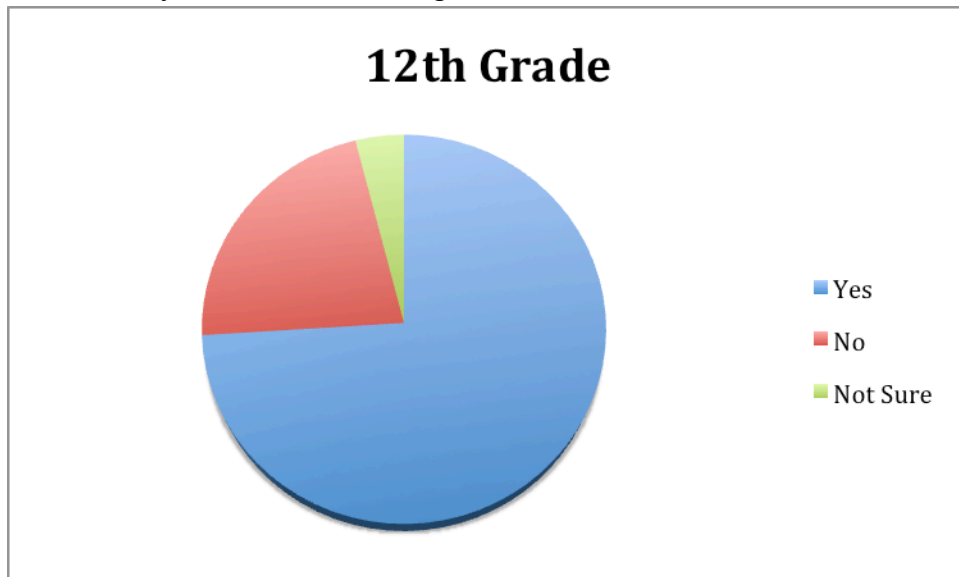


Table 45: 12th Grade Students 4-Yrs. Math

Data revealed a 14% difference in response rate when looking at students in Special Education or General Education. 76% of General Education students reported taking four years of math compared to 62% of Special Education students.

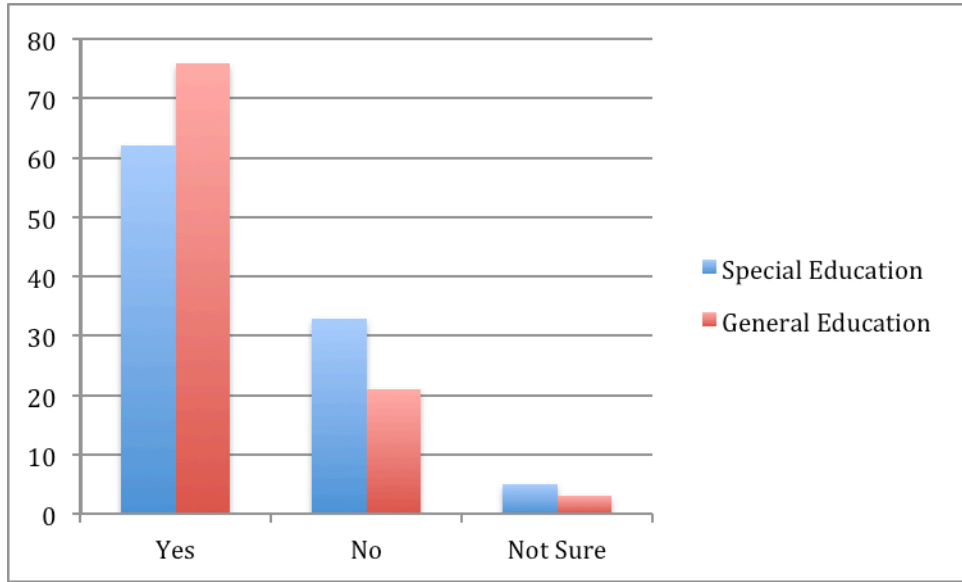


Table 46: Data Table by Special Education/General Education

Test Taking Plans/Choices

When comparing students taking either the PSAT or PLAN test, students reported at a much higher rate taking the PSAT. Data revealed 73% of 10th grade students and 49% of 11th grade students took the PSAT. Data revealed a lower response rate in students taking the PLAN test. Only 15% of 10th grade students and 10% of 11th grade students took the PLAN test.

*This question was only for students in 10th and 11th grade.

Q: Did you take the PLAN test this school year?

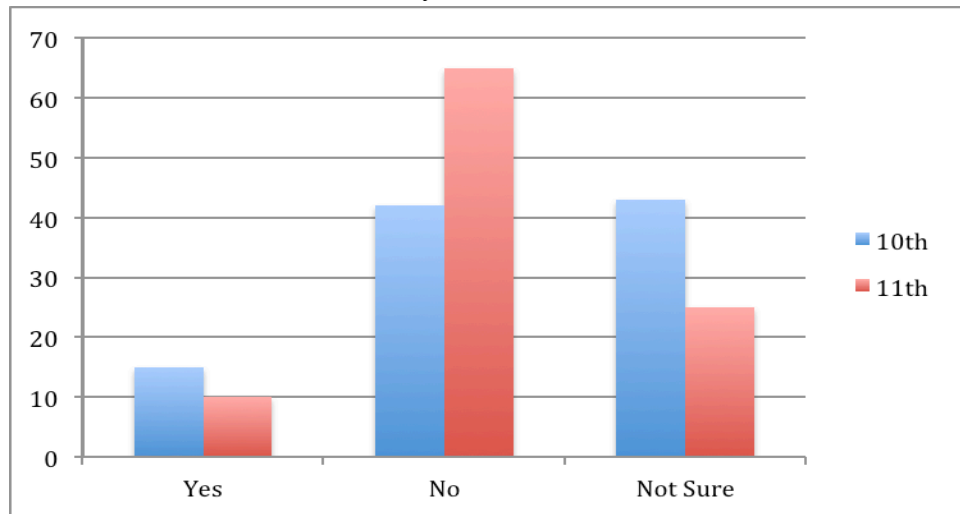


Table 47: 10th/11th Grade Taking PLAN Test

Q; Did you take the PSAT test this school year?

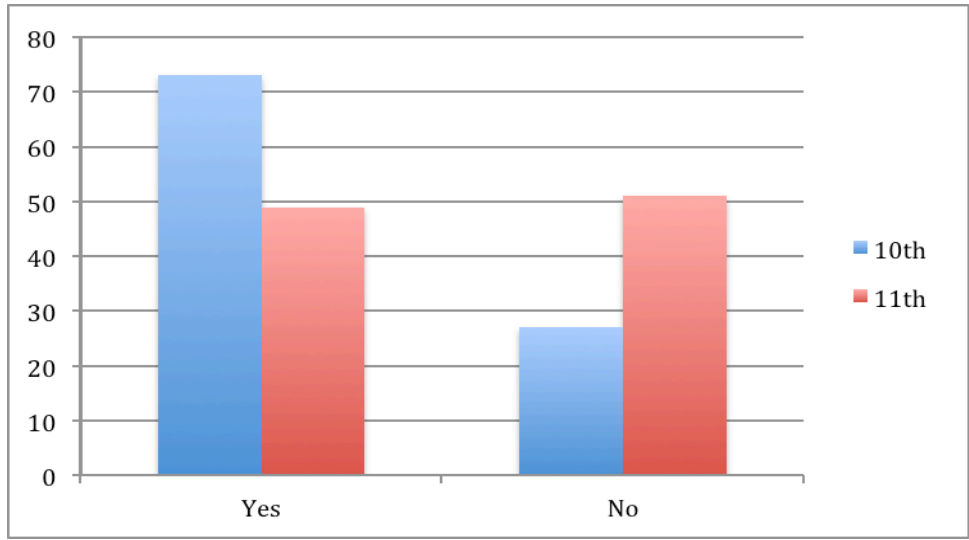


Table 48: 10th/11th Grade Taking PSAT Test

When comparing students in 11th and 12th grade taking either the ACT or SAT, more students opt to take the SAT. 47% of 12th grade students reported taking the SAT compared to only 23% of 12th grade students taking the ACT.

Q: Did you take the SAT this school year?

Less than one-half of 11th and 12th grade students report taking the SAT test. It is interesting to note that while the survey data showed that 66% of 11th graders plan to attend a four-year college only 40% took the SAT. Table 50 highlights the discrepancy between plans for four-year college and choice to take the SAT.

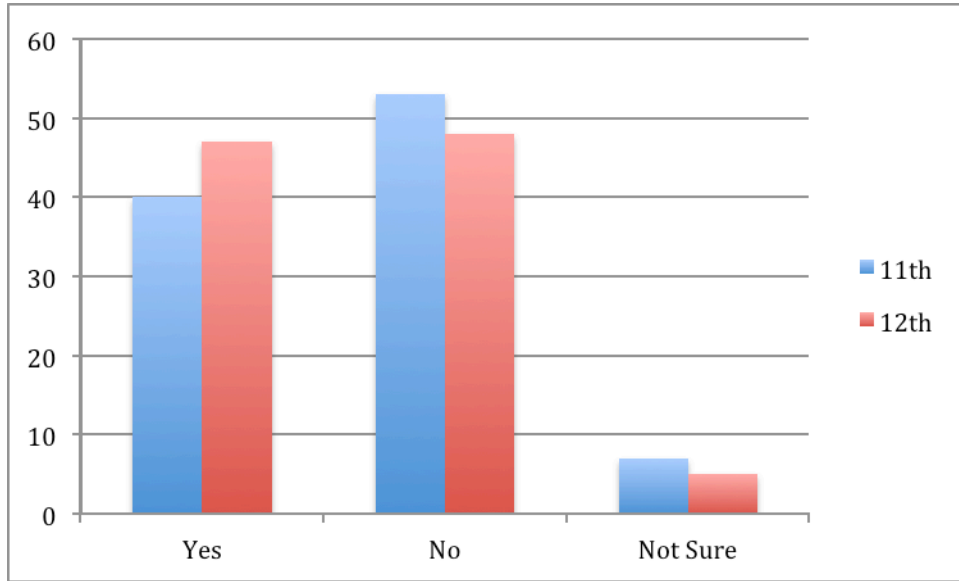


Table 49: Choice to Take SAT by 10th/11th Grade Students

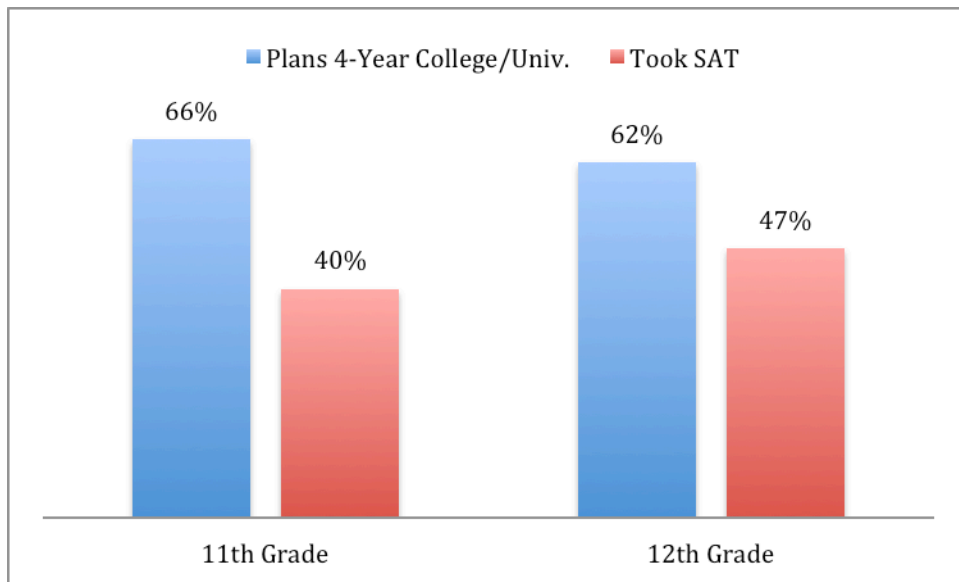


Table 50: Comparison Data Set

Q: Did you take the ACT this school year?

Less than one-quarter of 11th and 12th grade students report taking the ACT test.

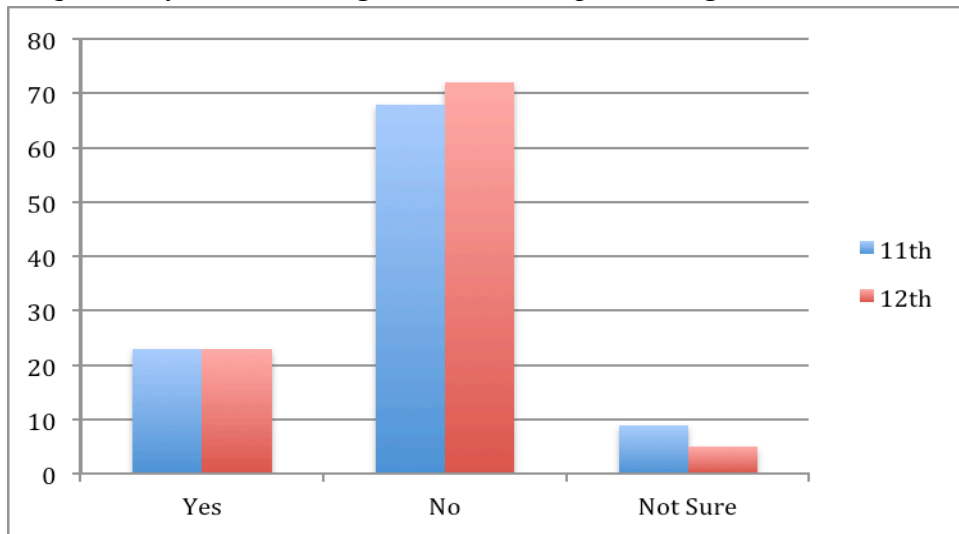


Table 51: Choice to Take ACT by 10th/11th Grade Students

Student Planning

The following tables illustrate student planning based on grade level. Overall, less than half of all students created or updated their Indiana High School Graduation Plan (which includes a four-year course plan) during the school year. Of special interest is that only 40% of ninth graders reported creating or updating their graduation plan even though Indiana Code 20-30-4 requires that students further develop their initial Graduation Plan prior to the end of ninth grade.

Q: Did you create or update an Indiana High School Graduation Plan this school year?

By Grade Level	Yes	No	Not Sure
8th Grade N=4623	42%	21%	37%
9th Grade N=8997	40%	21%	39%
10th Grade N=8265	40%	25%	35%
11th Grade N=7211	36%	30%	34%
12th Grade N=5231	28%	34%	38%

Table 52: High School Graduation Plan by Grade Level

In case students weren't familiar with the term "Indiana High School Graduation Plan," the survey also asked students if they had completed the various components of the Graduation Plan. The four tables that follow pertain to those survey questions.

Student response pertaining to postsecondary planning was very low. The trend only shows a 4% increase from 8th grade to 12th grade for students having a postsecondary plan.

Q: Do you have an up-to-date written plan for the education you will pursue after high school graduation (also known as a postsecondary education plan or college transition plan)?

<u>By Grade Level</u>	Yes	No	Not Sure
8th Grade N=4608	28%	36%	36%
9th Grade N=8974	24%	42%	34%
10th Grade N=8239	26%	44%	30%
11th Grade N=7206	27%	47%	26%
12th Grade N=5235	32%	43%	25%

Table 53: Postsecondary Education Plan by Grade Level

Data revealed a 20% decrease from students in their 8th grade year to students in 12th grade when asked about written improvement plans for grades.

Q: Do you have an up-to-date written improvement plan (plan for improving your grades)?

By Grade Level	Yes	No	Not Sure
8th Grade N=4587	37%	39%	24%
9th Grade N=8908	32%	45%	23%
10th Grade N=8204	27%	53%	29%
11th Grade N=7149	24%	58%	18%
12th Grade N=5212	17%	63%	20%

Table 54: Improvement Plan by Grade Level

Data demonstrated that a higher level of special education students have written grade improvement plans than general education students.

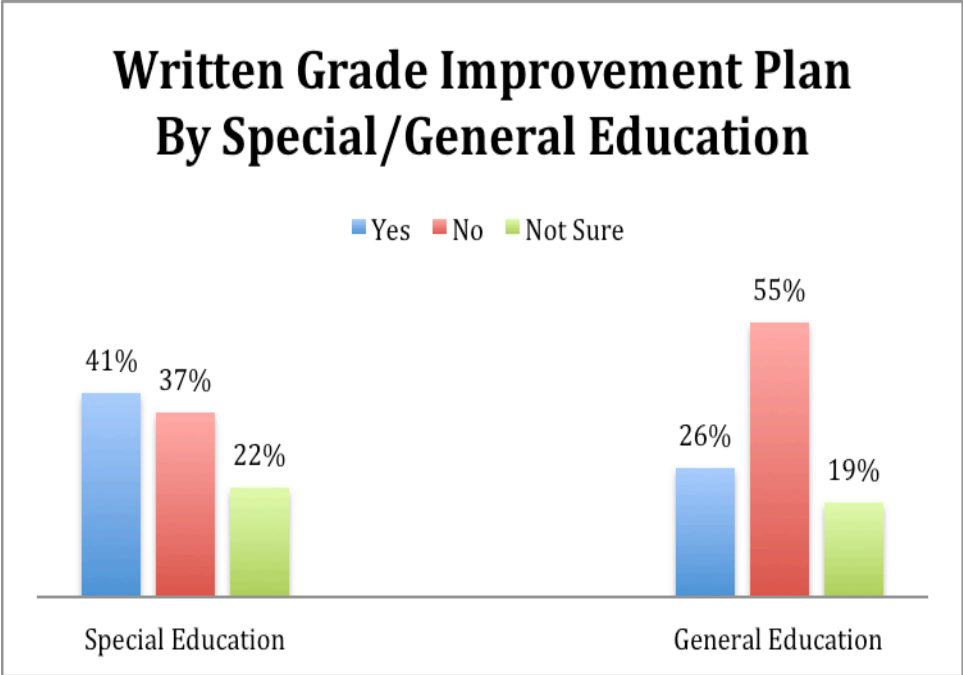


Table 55: Improvement Plan by Special Education

Consistent across grade levels, less than one-half of students reported having an up-to-date written four-year course plan.

Q: Do you have an up-to-date written four-year course plan?

By Grade Level	Yes	No	Not Sure
8th Grade N=4588	32%	39%	29%
9th Grade N=8924	35%	39%	26%
10th Grade N=8206	36%	42%	22%
11th Grade N=7180	31%	50%	19%
12th Grade N=5212	23%	56%	21%

Table 56: Four-Year Course Plan by Grade Level

Financial Aid Planning/Resources

Students were provided a variety of questions pertaining to assistance to learn about college costs as well as assistance for completing the FAFSA. The below chart demonstrates that while 69% of 12th grade students submitted a FAFSA, less than one-half utilized assistance in that process.

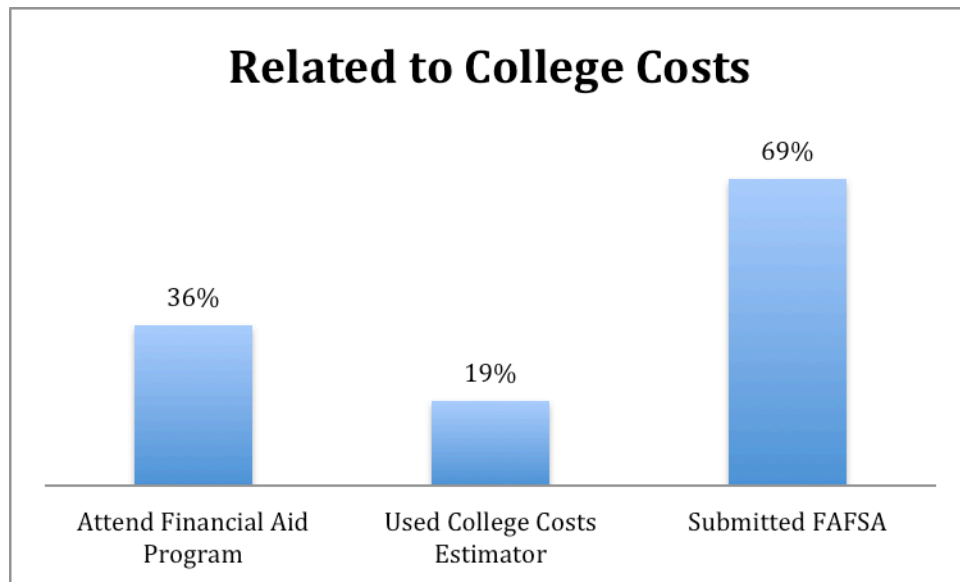


Table 57: Financial Aid Planning Activities by 12th Grade Students

Resources Used By Students

Data revealed very few students call the ASK-ROSE Homework Hotline for homework assistance. ***Q: Did you call the ASK-ROSE Homework Hotline this school year for help with math and science homework?***

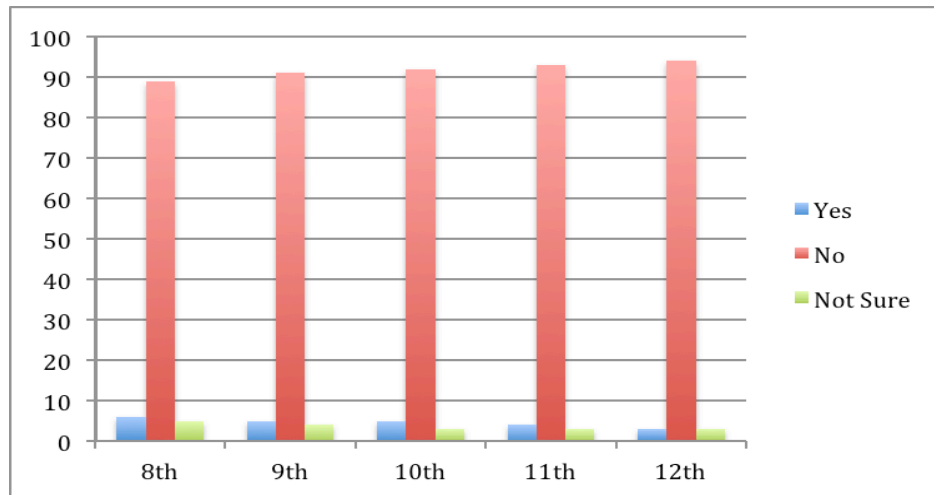


Table 58: Data Table by Grade Level

The following table illustrates students’ responses related to Learn More Indiana resources available to students. Data revealed very few students take advantage of these resources. Trend data revealed 8th grade students utilize these resources at higher rates than 12th grade students.

Q: Did you read a Learn More Indiana magazine this school year (LEARN MORE or Next Indiana)?

Q: Did you call the Learn More Indiana Helpline (1-800-992-2076) this school year?

Q: Did you use the Learn More Indiana website (www.learnmoreindiana.org) this school year?

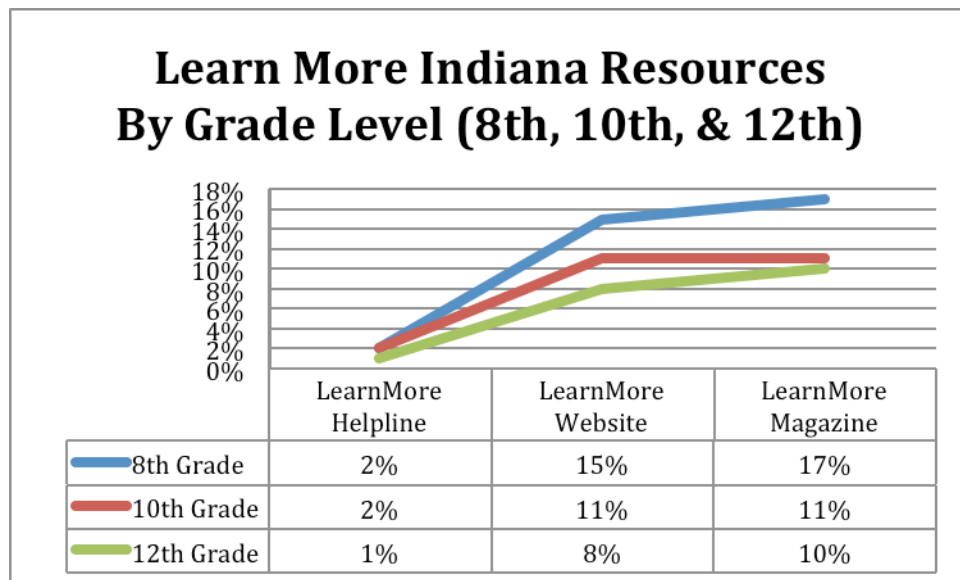


Table 59: Learn More Resource Usage by Grade Level

Communication with Students

Understanding preferred modes of communication with students is an important element for outreach and education. Students were able to select their top three preferred delivery methods when receiving information. Data revealed the top three choices across grade levels were 1) mail information home, 2) send an email, and 3) send a text message.

Q: What is the best way to provide you with information?

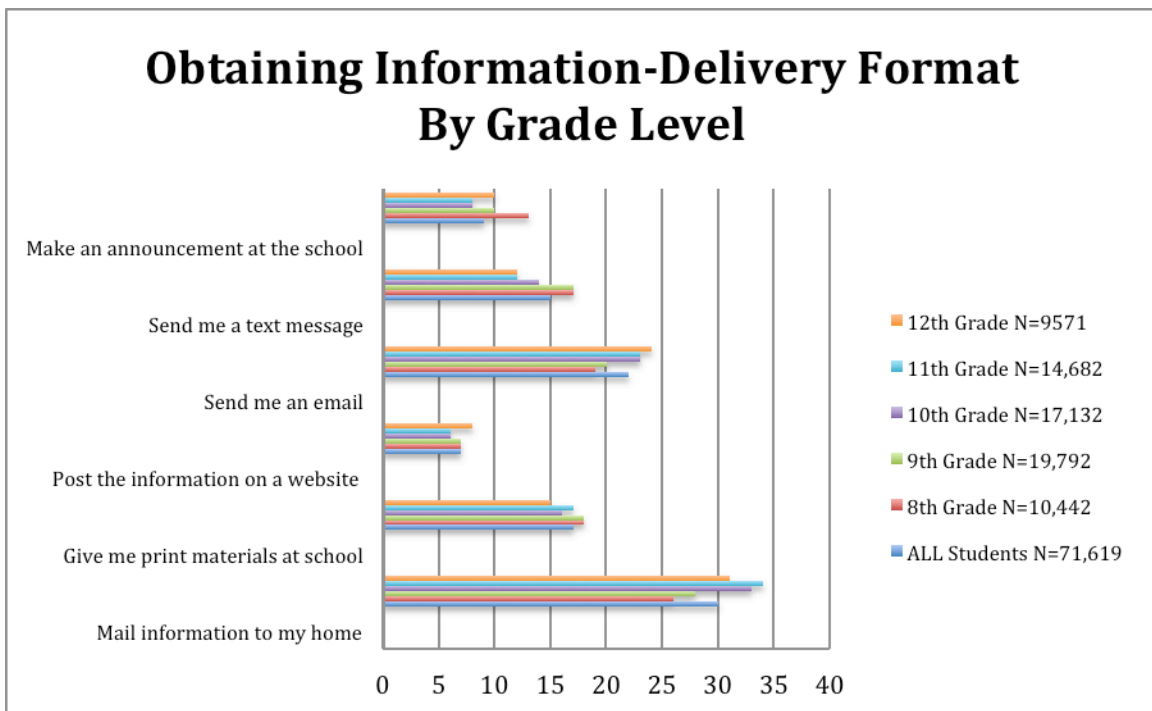


Table 60: Preferred Information Delivery Format by Grade Level

Students were also asked to select their top three favorite ways to seek information. Data revealed the top three choices across grade levels were 1) going to a website, 2) talking to parent(s), and 3) talking to a counselor.

Q: What are your favorite ways of seeking information?

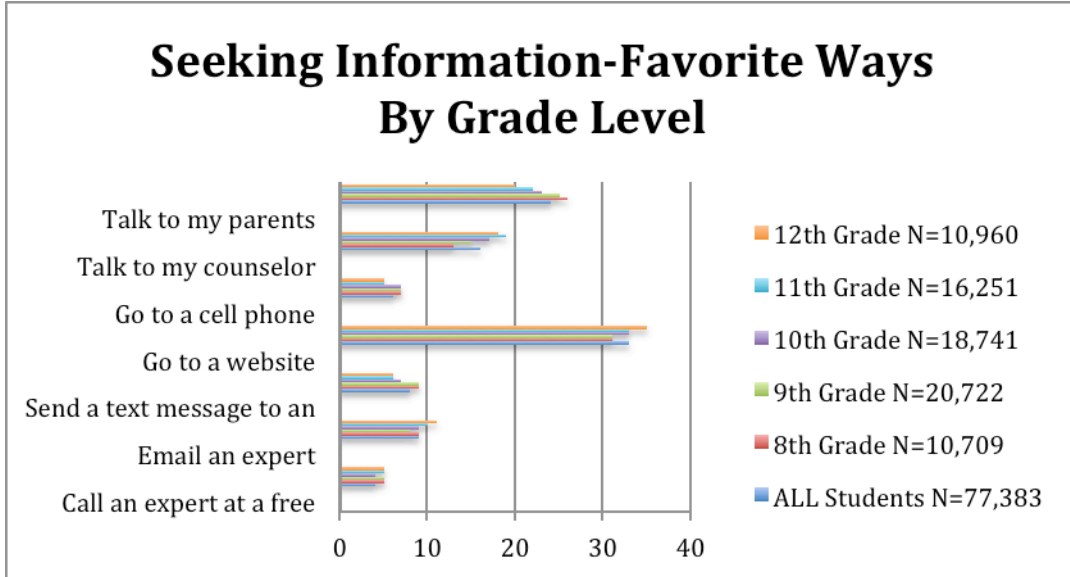


Table 61: Information Seeking Options by Grade Level

Recommendations

1. Student Choice Gaps

- One theme throughout the survey was the existence of gaps in the degree to which different student groups made sound choices in areas that impact high achievement, postsecondary access and postsecondary completion. In general, white and Asian students who paid for their lunch tended to make better choices than students of color who participate in the National Student Lunch Program. Data also revealed a discrepancy in student choices dependent on parent participation in college.
- Learn More Indiana is encouraged to make these discrepancies in the data known to school counselors, community members and policy-makers and encourage them to design student guidance programs, activities and resources that, while appropriate for all students, will be particularly engaging to lower-income students of color.

2. Indiana Graduation Plan

- Make principals and school counselors aware that Indiana Code 20-30-4 requires every 6th grader to create an initial graduation plan and to further develop that plan prior to the end of 9th grade.
- Encourage schools to provide students with an opportunity to update their Graduation Plan annually with the assistance of their school counselor or other informed advisor.
- Encourage middle schools to have students develop a complete high school course plan, rather than simply select their ninth grade courses.
- Work with the Indiana Department of Education and the Indiana Department of Workforce Development to develop a comprehensive plan for helping school counselors understand the Indiana Graduation Plan resources found on the Learn More Indiana and Indiana Career Connection websites
- Encourage the College Success Coalitions to provide programming for local parents about the Indiana Graduation Plan and Indiana Career Connection including presentation resources.

3. Use of Survey Data:

- Encourage school counselors, community members, and policy members to review the Learn More Indiana Student Survey data to better understand student needs when designing programs or policies.

4. **One-to-One Guidance:**

- Continue to actively promote programs that provide students with face-to-face career and academic guidance including a) school counseling programs, 2) college representative visits to the high schools, and 3) community mentoring programs.
- Actively advocate for a) additional school counseling positions, and b) the removal of non-program tasks from tasks assigned to school counselors. Non-program tasks, while important to the operation of the school, do not help students master guidance indicators, make positive student choices impacting postsecondary options, or successfully address personal-social issues that the student believes to be interfering with their learning.
- Encourage those providing one-to-one guidance for students to show students who to access guidance resources including:
 - Learn More Indiana Magazines
 - Learn More Indiana Website
 - Learn More Indiana Helpline
 - Indiana College Cost Estimator
 - ASK-ROSE Homework Hotline
 - Online Career Interest Inventories
- Encourage those providing one-to-one guidance for students to help students create and then annually update their Indiana Graduation Plan

5. **Campus Visits**

- Encourage schools to engage all students in campus visits, especially lower-income students, first-generation students, and students of color.
- Make students and parents aware of the numerous outreach opportunities provided by Indiana postsecondary institutions.
- Encourage employers to provide time away from work for parents to visit college campuses with their son or daughter.
- Encourage the county College Success Coalitions to sponsor campus bus tours in partnership with the county's high schools and targeting lower income students and students of color.

6. **Career and Postsecondary Exploration Resources:**

- Continue to provide students with online information about how to plan, prepare and pay for postsecondary education

- Since the survey indicated that lower-income students are less likely to use the Internet as their information source, continue to provide print information about how to plan, prepare and pay for postsecondary education
- Promote career exploration activities for all students including career interest inventories, job shadowing, and internships.
- Provide resources for organizations participating in the College Success Coalition and the 21st Century Scholars partners that will help those organizations provide job shadowing and internship experiences.

7. Area Career Center Exploration:

- Encourage schools to involve all students in visits to their area career center to gain information about career preparation course that are available for students while they are in high school.
- Help students understand that it is possible to earn both an Indiana Core 40 Diploma with Academic Hours and an Indiana Core 40 with Technical Honors.

8. Student List Generator

- Use the Learn More Indiana Student List Generator to send targeted emails and/or postal mailings to students, especially eighth grade students who are not sure what type of diploma they are seeking.

9. Indiana Core 40 Diploma with Academic Honors

- Encourage all students to seek the Indiana Core 40 Diploma with Academic Honors, especially Black or African American, Hispanic, American Indian or Alaskan Natives, Native Hawaiian or Other Pacific Islanders, and Multiracial students.

10. AP Course Participation and Success

- Eighth graders who do not plan to take an AP course in high school are less likely to take the courses they need to be academically prepared for AP courses. Provide information about AP, IB and dual credit courses for eighth graders so they can plan for those courses in their future and prepare academically for those programs. Promote programs that allow eighth graders to become familiar with AP, IB and dual credit courses prior to their course selections for ninth grade.
- Help students who receive free-reduced lunch understand the availability of programs to help them pay for dual credit tuition and AP test fees.

- Encourage schools to calculate their AP success as the percentage of graduates who have earned a three or better in an AP course, rather than the percentage of students enrolled in an AP course or the percentage of AP test takers.

11. Four Years of Math

- Help students understand the rationale for taking four years of math in high school and encourage them to take more rigorous math courses in the senior year to best prepare them for postsecondary success.

Appendix

For the complete analysis of each Learn More Indiana Survey questions, please see Appendix A.