Tracking Overall Enrollment Rates

College enrollment extends long beyond the fall after high school graduation:
- 19% of CPS 2009 graduates delayed enrollment, of whom almost three-quarters enrolled in a 2-year college.
- This confirms that if we only pay attention to the students who make the immediate transition to college after high school graduation—as much research, policy, and practice have done in the past—we are overlooking a large number of students who likely need a different set of supports.

A visible number of CPS graduates enroll in multiple institutions during their college career:
- 1 in 5 CPS 2009 graduates at some point had enrolled in a 2-year and a 4-year college.
- We don’t yet know the full picture of CPS graduates’ college enrollment. This report does not account for students who delayed entry into 4-year colleges and large portion of students who delayed entry into 2-year colleges suggest that 2-year institutions offer a more flexible post-secondary option.

However, this flexibility often comes at a cost.

The small portion of students who delayed entry delayed enrollment, of whom almost three-quarters enrolled in a 2-year college. Immediate, delayed, and overall enrollment in 2-year and 4-year colleges vary among Chicago Public Schools graduates.

In an effort to help practitioners and policymakers better understand the extent to which CPS graduates are making the transition to college and who may benefit from additional support, the UChicago Consortium published a report in October 2017, Patterns of Two-Year and Four-Year College Enrollment Among Chicago Public Schools Graduates. This report made use of an expanded dataset to examine immediate, delayed, and overall enrollment in 2- and 4-year colleges over a 6-year period, as well as transfers between 2- and 4-year colleges. The result is the UChicago Consortium’s most comprehensive look at CPS graduates’ college enrollment trends to date.

More CPS graduates are enrolling in college immediately after high school...but focusing only on immediate college enrollment masks the complexity of college enrollment and transfer patterns.
Research Findings

Immediate Enrollment

More CPS graduates are enrolling in college immediately after high school. 

SNAPSHOT FIGURE 1

CPS Graduates’ Immediate College Enrollment Rates Increased Over the Last Decade

Delayed Enrollment

Where and when did CPS graduates start their college careers?

- 18% of 2009 CPS graduates delayed enrolling in college.
  - Many 2-year enrollees did not enroll in college immediately after high school.
  - 20% of graduates immediately enrolled in a 2-year college.
  - 14% of delayed enrollment was in a 2-year college.
  - 42% of graduates who started at a 2-year college were delayed enrollees.

- Most 4-year enrollees enrolled in college immediately after high school.
  - 37% of graduates immediately enrolled in a 4-year college.
  - 5% of delayed enrollment was in a 4-year college.
  - 13% of delayed enrollees who started at a 4-year college were delayed enrollees.

Rates of Enrollment: 2015 vs 2006

Looking Beyond Immediate Enrollment

Focusing only on immediate college enrollment masks the complexity of college enrollment and transfer patterns. This report looks at three other enrollment patterns.

- Delayed Enrollment: Where and when did CPS graduates start their college career, students who took time off in their college career, students who transferred institution but did not change “level” of institution and were not included in our transfer numbers.

- Overall Enrollment: Students' enrollment in college at any time within six years of high school graduation.
  - Includes immediate enrollees, delayed enrollees, and transfers between levels of institution.

KEY TERMS

- Immediate Enrollment: Students graduated high school in June and enrolled in college in the fall.
- Delayed Enrollment: Students didn’t enroll in college immediately, but did enroll in college at some point within six years of graduating high school.
- Transfers: At some point in their college career, students changed "level" of institution — from 2- to 4-year or from 4- to 2-year colleges. Students who took time off in between switching levels of institutions are included in our transfer numbers. Students who transferred institution but did not change "level" of institution are not included in our transfer numbers.
- Overall Enrollment: Includes students' enrollment in college at any time within six years of high school graduation. (Includes immediate enrollees, delayed enrollees, and transfers between levels of institution).

Overall Enrollment Patterns Six Years Out

How many CPS graduates from the classes of 2006-09 enrolled in 2-year and 4-year colleges (or both) within six years of graduating high school?

- Most 2009 graduates (76%) enrolled in college at some point within six years of finishing high school.
- Slightly the same percentage of CPS graduates enrolled at some point in a 4-year college (48%) as in a 2-year college (47%).
- In 1 in 5 graduates enrolled in both a 2- and a 4-year college during their college career.
- The increase in overall enrollment (69% to 76%) from 2006-09 was driven mostly by an increase in 2-year enrollment.

SNAPSHOT FIGURE 4

One in Four CPS Graduates Who First Enrolled in a Four-Year College Transferred to a Two-Year College Within Four Years of Graduating High School

16% of 2009 immediate 2-year enrollees transferred to a 2-year college.
- 564 of 3,125 immediate 2-year enrollees transferred to a 4-year college.
- 1,702 of 6,577 immediate 4-year enrollees transferred to a 2-year college.

Transfers Between Two-Year and Four-Year Colleges

How many immediate enrollees transferred between level of institution within four years: from a 2- to a 4-year college; or from a 4-year to a 2-year college?

SNAPSHOT FIGURE 5

Three in Four CPS Graduates Enrolled in College Within Six Years of Graduating High School

47% of graduates from four-year high schools were enrolled in a 2-year college.
- 48% of graduates from two-year high schools delayed enrolling in college.

Number of Total Immediate Enrollees

2-Year College                 4-Year College

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4,932</td>
<td>5,893</td>
<td>6,279</td>
<td>6,577</td>
<td>6,914</td>
<td>7,844</td>
<td>8,755</td>
<td>8,203</td>
<td>8,755</td>
<td>9,527</td>
</tr>
<tr>
<td>Percent of Total Immediate Enrollees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Year</td>
<td>20%</td>
<td>29%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>29%</td>
<td>20%</td>
<td>20%</td>
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<td>20%</td>
</tr>
<tr>
<td>4-Year</td>
<td>80%</td>
<td>71%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>71%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Note: Data adjustments have been made to improve comparability with future years. CPS graduates’ immediate college enrollment rates increased over the last decade. CPS Graduates’ Immediate College Enrollment Rates Increased Over the Last Decade.
Delayed Enrollment

Where and when did CPS graduates start their college careers?

- 16% of 2009 CPS graduates delayed enrollment in college.
- Many 2-year enrollees did not enroll in college immediately after high school.
- 20% of graduates immediately enrolled in a 2-year college.
- 8% of graduates delayed enrollment in a 2-year college.
- 46% of graduates who started at a 2-year college did not enroll immediately.
- 12% of graduates who started at a 4-year college delayed enrollment.

Looking Beyond Immediate Enrollment

Focusing only on immediate college enrollment masks the complexity of college enrollment and transfer patterns. This report looks at three other enrollment patterns of CPS 2009 high school graduates to gain a clearer picture of college participation.

1. Delayed Enrollment: Where and when did CPS graduates start their college career?
2. Overall Enrollment Patterns Six Years Later: How many CPS graduates from the classes of 2006-09 enrolled in 3-year and 4-year colleges (or both) within six years of graduating high school?
3. Transfers Between 2-Year and 4-Year Colleges: How many immediate enrollees transferred between level of institution within four years: from 2-year to a 4-year college; or from a 4-year to a 2-year college?

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Only 4-Year Enrollments</th>
<th>Only 2-Year Enrollments</th>
<th>Mix of 2-Year and 4-Year Enrollment</th>
<th>No Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>3,677</td>
<td>2,520</td>
<td>386</td>
<td>771</td>
<td>1,000</td>
</tr>
<tr>
<td>2007</td>
<td>3,780</td>
<td>2,520</td>
<td>386</td>
<td>771</td>
<td>1,000</td>
</tr>
<tr>
<td>2008</td>
<td>3,677</td>
<td>2,520</td>
<td>386</td>
<td>771</td>
<td>1,000</td>
</tr>
<tr>
<td>2009</td>
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<td>2,520</td>
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<td>2010</td>
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</tr>
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<td>2012</td>
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<td>2,520</td>
<td>386</td>
<td>771</td>
<td>1,000</td>
</tr>
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<td>2,520</td>
<td>386</td>
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<td>2015</td>
<td>3,677</td>
<td>2,520</td>
<td>386</td>
<td>771</td>
<td>1,000</td>
</tr>
</tbody>
</table>

SNAPSHOT FIGURE 1
CPS Graduates’ Immediate College Enrollment Rates Increased Over the Last Decade

SNAPSHOT FIGURE 2
90% of 2009 CPS Graduates Delayed Enrolling in College

SNAPSHOT FIGURE 3
Three in Four CPS Graduates Enrolled in College Within Six Years of Graduating High School

SNAPSHOT FIGURE 4
One in Four CPS Graduates Who First Enrolled in a Four-Year College Transferred to a Two-Year College Within Four Years of Graduating High School

SNAPSHOT FIGURE 5
Overall Enrollment Patterns Six Years Out

Note:
- The increase in overall enrollment (69% to 76%) from 2006–09 was driven mostly by an increase in 4-year college enrollment.
- 16% of 2009 immediate 2-year enrollees transferred to a 4-year college within four years.
- 26% of 2009 immediate 4-year enrollees transferred to a 2-year college.
- Note: Percentages of 2-year and 4-year enrollees may not add up to total enrollees due to rounding. Data and methods are described in Appendix A; see full report.
Immediate Enrollment

More CPS graduates are enrolling in college immediately after high school.

SNAPSHOT FIGURE 1

CPS Graduates’ Immediate College Enrollment Rates Increased Over the Last Decade

<table>
<thead>
<tr>
<th>Year</th>
<th>2-Year College</th>
<th>4-Year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>56%</td>
<td>19%</td>
</tr>
<tr>
<td>2011</td>
<td>66%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Looking Beyond Immediate Enrollment

Focusing only on immediate college enrollment masks the complexity of college enrollment and transfer patterns. This report looks at three other enrollment patterns of CPS 2009 high school graduates to gain a clearer picture of college enrollment patterns among CPS graduates.

1. Delayed Enrollment: Where and when did CPS graduates start their college career?
2. Overall Enrollment Patterns Six Years Out: How many immediate enrollees transferred between level of institution within four years: from 2-year to 4-year, or from 4-year to 2-year colleges.
3. Transfers Between 2-Year and 4-Year Colleges: How many immediate enrollees transferred between level of institution within four years: from 2-year to 4-year college; or from a 4-year to a 2-year college?

Delayed Enrollment

Where and when did CPS graduates start their college careers?

- 18% of 2009 CPS graduates delayed enrolling in college.
- Many 2-year enrollees did not enroll in college immediately after high school.
- 20% of graduates immediately enrolled in a 2-year college.
- 14% of graduates delayed enrollment in a 2-year college.
- 42% of graduates who started at a 2-year college were delayed enrollees.
- Most 4-year enrollees enrolled in college immediately after high school.
- 37% of graduates immediately enrolled in a 4-year college.
- 5% of graduates delayed enrollment in a 4-year college.
- 12% of graduates who started at a 4-year college were delayed enrollees.

Rates of Enrollment: 2015 vs 2006

SNAPSHOT FIGURE 2

30% of 2009 CPS Graduates Delayed Enrolling in College

<table>
<thead>
<tr>
<th>Year</th>
<th>2-Year College</th>
<th>4-Year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>2015</td>
<td>19%</td>
<td>17%</td>
</tr>
</tbody>
</table>

2006-09 enrolled in 2-year and 4-year colleges (or both) within six years of graduating high school.

- 5% of graduates delayed enrollment in a 2-year college.
- 16% of 2009 immediate 2-year enrollees transferred to a 2-year college.
- 1,702 of 6,547 immediate 4-year enrollees transferred to a 2-year college.
- 564 of 3,523 immediate 2-year enrollees transferred to a 4-year college.
- 5% of graduates delayed enrollment in a 4-year college.
- 12% of graduates who started at a 4-year college were delayed enrollees.

Looking at the three changes, 2-year enrollment now accounts for a smaller share of overall college enrollment than it did in the past.

Number of Students Enrolled: 2015 vs 2006

Overall Enrollment Patterns Six Years Out

How many CPS graduates from the classes of 2006–09 enrolled in 2-year and 4-year colleges (or both) within six years of graduating high school?

- 26% of 2009 immediate 4-year enrollees transferred to a 2-year college.
- 16% of 2009 immediate 4-year enrollees transferred to a 2-year college.
- 5% of graduates delayed enrollment in a 4-year college.
- 12% of graduates who started at a 4-year college were delayed enrollees.

SNAPSHOT FIGURE 3

Three in Four CPS Graduates Enrolled in College Within Six Years of Graduating High School

TRANSFERS

- Students who took time off in college, and transfers between levels of institution (includes immediate enrollees, delayed enrollees, and transfers between levels of institution).
- Overall Enrollment: includes students’ enrollment in college at any time within six years of high school graduation (includes immediate enrollees, delayed enrollees, and transfers between levels of institution).
- Key Terms:
- Immediate Enrollment: Students graduated high school in June and enrolled in college in the fall.
- Delayed Enrollment: Students didn’t enroll in college immediately but did enroll in college at some point within six years of graduating high school.
- Transfers: At some point in their college career, students changed “level” of institution—from 2-year to 4-year, or from 4-year to 2-year colleges. Students who took time off in between switching levels of institutions are included in our transfer numbers. Students who transferred institution but did not change “level” of institution are not included in our transfer numbers.

Overall Enrollment Patterns Six Years Out

SNAPSHOT FIGURE 4

One in Four CPS Graduates Who First Enrolled in a Four-Year College Transferred to a Two-Year College Within Four Years of Graduating High School

SNAPSHOT FIGURE 5

46% of Graduates Enrolled in Some-Year College Enrolled at Some-Year College at Some-Point in Their College Career

47% of Graduates Enrolled in Some-Year College Enrolled in Some-Point in Their College Career

Note:

- Enrollment: includes some-year college enrollees at some point in their college career.
- Denotes a decrease in overall college enrollment compared to prior report.
- Data and methods are described in Appendix A; see full report.

Looking Beyond Immediate Enrollment

Rates of Enrollment: 2015 vs 2006

SNAPSHOT FIGURE 1

CPS Graduates’ Immediate College Enrollment Rates Increased Over the Last Decade

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<td>22%</td>
</tr>
</tbody>
</table>
College enrollment is fluid—some students delay enrollment, some transfer, and some stop out and return to the same college or enroll in another. While we don’t know the full picture of CPS graduates’ college enrollment, these findings prompt questions: What drives students’ enrollment choices? How can the K-12 and higher education sectors best support students? These questions are most likely to be successful if practitioners and policy makers dig into available data, ask questions, and gain insights that lead to adjustments in practice and updated policies that support CPS students and graduates.

Additional Supports Needed for the Transition to College

Learning about why students delay enrollment could potentially lead to solutions in both K-12 and higher education, in both practice and policy—to help students enroll earlier and with more support.

• The small proportion of students who delayed entry into 4-year colleges and large proportion of students who delayed entry into 2-year colleges suggest that 2-year institutions offer a more flexible post-secondary option. However, this flexibility often comes at a cost. Research has shown that students who delay college entry are less likely to attain a degree than those who enter college immediately after high school, even after controlling for measurable differences across the two groups. Asking similar questions about students who transfer and students who do not enroll (many of whom are well-qualified), and the role that colleges play in these patterns, could also help improve college access and success for CPS graduates.

About the UChicago Consortium

The UChicago Consortium on School Research conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. We seek to expand and disseminate research, policy, and practice for the betterment of students, schools, and school systems. Through its work in Chicago, the Consortium on School Research, or School Research, is able to make contributions to research, policy, and practice worldwide, addressing the needs of students in the United States and abroad.

The research reported here was supported by Crown Family Philanthropies. Additional support was provided by the Consortium on School Research, or School Research, and non-profit organizations, and the higher education sector—in both practice and policy—to help students enroll earlier and with more support.

Even in an effort to help practitioners and policymakers better understand the extent to which CPS graduates are making the transition to college, and who may benefit from additional support, the UChicago Consortium published a report in October 2017, Patterns of Two-Year and Four-Year College Enrollment Among Chicago Public School Graduates. This report made use of an expanded dataset to examine immediate, delayed, and overall enrollment in 2-year and 4-year colleges over a 6-year period, as well as transfers between 2-year and 4-year colleges. The results is the UChicago Consortium’s most comprehensive look at CPS graduates’ college enrollment trends to date.

“More CPS graduates are enrolling in college immediately after high school...but focusing only on immediate college enrollment masks the complexity of college enrollment and transfer patterns.”

As more jobs than ever require a college degree, young people also increasingly report that they want to go to college. Educators and advocates around the U.S.—including school districts, community and non-profit organizations, and the higher education sector—are focusing more and more on helping students plan for, enroll in, and succeed in college. The University of Chicago Consortium on School Research (UChicago Consortium) has previously reported on the rates at which Chicago Public Schools (CPS) high school graduates enroll in 4-year colleges immediately after high school. However, many students also enroll in 2-year colleges, enter college after finishing high school, or transfer from one institution to another during their time in higher education.

In order to help practitioners and policymakers better understand the extent to which CPS graduates are making the transition to college, and who may benefit from additional support, the UChicago Consortium published a report in October 2017, Patterns of Two-Year and Four-Year College Enrollment Among Chicago Public School Graduates. This report made use of an expanded dataset to examine immediate, delayed, and overall enrollment in 2-year and 4-year colleges over a 6-year period, as well as transfers between 2-year and 4-year colleges. The results is the UChicago Consortium’s most comprehensive look at CPS graduates’ college enrollment trends to date.
Additional Supports Needed for the Transition to College

Learning about why students delay enrollment could potentially lead to solutions—in both K-12 and higher education—in both practice and policy—to help students enroll earlier and with more support. While we are overlooking a large number of students who likely need a different set of supports.

The small portion of students who delayed entry into 4-year colleges and large portion of students who delayed entry into 2-year colleges suggest that 2-year institutions offer a more flexible post-secondary option. However, this flexibility often comes at a cost. Research has shown that students who delay college entry are less likely to attain a degree than those who enter college immediately after high school, even after controlling for measureable differences across the two groups. Asking similar questions about students who transfer and students who do not enroll (many of whom are well-qualified), and the role that K-12 and higher education systems play in these patterns, could also help to identify what matters for student success and school improvement.

The To&Through Project aims to increase the percentage of Chicago Public Schools freshmen who graduate from high school and go on to earn a college degree, and to share the learning from Chicago with education stakeholders across the country. The research report here was supported by the Urban Education Institute and the Network for College Success. The Project’s mission is to use research, data, and professional learning to help more high school students go to college and to improve college access and success for CPS students and graduates.

As more jobs than ever require a college degree, young people also increasingly report that they want to go to college. Educators and advocates around the U.S. — including school districts, community and non-profit organizations, and the higher education sector — are focusing more and more on helping students plan for, enroll in, and succeed in college. The University of Chicago Consortium on School Research (UChicago Consortium) has previously reported on the rates at which Chicago Public Schools (CPS) high school graduates enroll in 4-year colleges immediately after high school. However, many students also enroll in 2-year colleges, enter college well after finishing high school, or transfer from one institution to another during their time in higher education.

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“More CPS graduates are enrolling in college immediately after high school...but focusing only on immediate college enrollment masks the complexity of college enrollment and transfer patterns.”

ABOUT THE RESEARCH

In an effort to help practitioners and policymakers better understand the extent to which CPS graduates are making the transition to college, and who may benefit from additional support, the UChicago Consortium published a report in October 2017, Patterns of Two-Year and Four-Year College Enrollment Among Chicago Public Schools Graduates. This report made use of an expanded dataset to examine immediate, delayed, and overall enrollment in 2-year and 4-year colleges over a 10-year period, as well as transfers between 2-year and 4-year colleges. The result is the UChicago Consortium’s most comprehensive look at CPS graduates’ college enrollment trends to date.

“More CPS graduates are enrolling in college immediately after high school...but focusing only on immediate college enrollment masks the complexity of college enrollment and transfer patterns.”

ABOUT THE UCHICAGO CONSORTIUM

The University of Chicago Consortium on School Research conducts research at the intersection of policy and practice that informs and assesses policy and practice in the Chicago Public Schools. We work to expand communication among researchers, policy makers, and practitioners as we support the search for solutions to the problems of school reform. The UChicago Consortium encourages the use of research in policy action and improvement of practice, but does not argue for particular policies or programs. Rather, we help to build capacity for school reform by identifying what matters for student success and school improvement, creating critical indicators to chart progress, and communicating the facts to help identify how programs and policies are working. The UChicago Consortium is a unit of the Urban Education Institute.

ABOUT THE TO&THROUGH PROJECT

The To&Through Project aims to increase the percentage of Chicago Public Schools (CPS) high school freshmen who graduate from high school and go on to earn a college degree, and to share the learning from Chicago with education stakeholders across the country.

In collaboration with educators, policymakers, and communities, the To&Through Project aims to significantly increase the percentage of Chicago Public Schools freshmen who graduate from high school and go on to earn a college degree, and to share the learning from Chicago with education stakeholders across the country. The research report here was supported by the Urban Education Institute and the Network for College Success. The Project’s mission is to use research, data, and professional learning to help more high school students go to college and to improve college access and success for CPS students and graduates.

More than 1 in 5 CPS 2009 graduates at some point stop out and return to the same college or enroll in another. While we don’t know the full picture of CPS graduates’ college enrollment, these findings prompt questions: If we only pay attention to the students who make the immediate transition to college after high school graduation, we are overlooking a large number of students who likely need a different set of supports. Research has shown that students who delay college entry are less likely to attain a degree than those who enter college immediately after high school, even after controlling for measureable differences across the two groups. Asking similar questions about students who transfer and students who do not enroll (many of whom are well-qualified), and the role that K-12 and higher education systems play in these patterns, could also help to identify what matters for student success and school improvement.

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Additional information and sources in this snapshot are derived from research by:

- Vanessa M. Coca, New York University
- Jenny Nagaoka, The University of Chicago Consortium on School Research
- Alex Seeskin, Urban Education Institute

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COLLEGE ENROLLMENT PATTERNS AMONG CHICAGO PUBLIC SCHOOLS GRADUATES

As more jobs than ever require a college degree, young people also increasingly report that they want to go to college. Educators and advocates around the U.S. – including school districts, community and non-profit organizations, and the higher education sector – are focusing more and more on helping students plan for, enroll in, and succeed in college. The University of Chicago Consortium on School Research (UChicago Consortium) has previously reported on the rates at which Chicago Public Schools (CPS) high school graduates enroll in 4-year colleges immediately after high school. However, many students also enroll in 2-year colleges, enter college well after finishing high school, or transfer from one institution to another during their time in higher education.

In an effort to help practitioners and policymakers better understand the extent to which CPS graduates are making the transition to college, and who may benefit from additional support, the UChicago Consortium published a report in October 2017, Patterns of Two-Year and Four-Year College Enrollment Among Chicago Public Schools Graduates. This report made use of an expanded dataset to examine immediate, delayed, and overall enrollment in 2-year and 4-year colleges over a 10-year period, as well as transfers between 2-year and 4-year colleges. The result is the UChicago Consortium’s most comprehensive look at CPS graduates’ college enrollment trends to date.

“More CPS graduates are enrolling in college immediately after high school...but focusing only on immediate college enrollment masks the complexity of college enrollment and transfer patterns.”