What Data Can Tell Us About Student Pathways To and Through College

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What’s Your Experience?
Making Connections - Independent Sense Making

Read across the three texts

Jot down any connections or thoughts you have.

What might this be telling us about students' pathways to and through college?
Partner-Share

What are these texts telling us about students’ pathways to and through college?
Paths of Students Immediately Enrolled in a Four-Year College

First Transition Period
- Persisted in a 4-Year College
  - N=14,255
  - Persisted in a 4-year college for at least 2 years or earned a college credential within 2 years
- Transferred to a 2-Year College
  - N=3,039
  - Transferred to a 2-year college within 2 years without taking a leave of absence in between
- Stopped Out
  - N=5,521
  - Took a leave of absence within 2 years

Next Transition Period
- Enrolled in a 4-Year College
  - Completed a 4-Year Degree
    - N=10,929
    - 48% of immediate 4-year enrollees
- Enrolled in a 2-Year College
- Not Enrolled
- Did Not Complete a Degree
  - N=10,599
  - 46% of immediate 4-year enrollees

Immediately Enrolled in a 4-Year College
- N=22,815
- 36% of the graduating classes of 2010-12
Foundations for Young Adult Success: A Developmental Framework
Developmental Relationships Survey Results

Developmental relationships are relationships where young people discover who they are, cultivate the abilities needed for them to shape their own lives, and learn how to engage with and contribute to the world around them. Utilizing the Developmental Survey will allow schools to measure the effectiveness of adult-student relationships and bring actionable data and insight to inform adult practices.

- **1,029** students participated in the spring administration of the developmental relationship survey.
- **82%** of the students indicated they have moderate to strong developmental relationships with adults in their building.
- **3.1** is the avg. cumulative GPA for students who participated in the spring administration of the survey.
- **91%** of students who participated in the survey are considered On-Track as of the end of Q3.
- **34%** of students who participated in the survey had a 3.0+ GPA as of the end of Q3.

The Search Institute identified five key elements of a relationship that are the source of nourishment, stability, and resilience for young people. Below are the percent of students who Agree & Strongly Agree that adults in their building express these elements.

### Express Care
- **22%** Strongly Agree
- **60%** Agree
- **21%** Spring
- **31%** Fall

### Challenge Growth
- **30%** Strongly Agree
- **58%** Agree
- **36%** Spring
- **27%** Fall

### Provide Support
- **24%** Strongly Agree
- **59%** Agree
- **27%** Spring
- **20%** Fall

### Share Power
- **21%** Strongly Agree
- **61%** Agree
- **21%** Spring
- **61%** Fall

### Expand Possibilities
- **23%** Strongly Agree
- **57%** Agree
- **23%** Spring
- **59%** Fall

### Peer-to-Peer
- **21%** Strongly Agree
- **57%** Agree
- **20%** Spring
- **55%** Fall

This survey is a youth self-report survey that measures developmental relationships. It was developed by Search Institute for use with schools and youth-serving organizations.
From Research to Practice

- At a Northside HS in Chicago all the counselors incorporated a few questions into their 1:1 programming meetings with 9th graders that asked them about what they imagine themselves doing after high school, who or what resources are they aware of, and so forth. They entered all responses into a common google form so they can 1) follow up individually with students who did not have a support person that they identified 2) collect trend data, and 3) begin building relationships with 9th graders.

- At a Southwest side HS all of the Post Secondary Lead Team members went into Freshman Seminar classes and had 1:1 discussions with students about the "Strengths Inventory" results to help support students getting in the practice of reflecting on their strengths, interests, identities and how they connect to their postsecondary plans. Also a goal of this was to make 9th graders aware of the PLT members, supports, and resources available to them.

- At a far Southside HS the school has utilized MTSS to give students multiple opportunities to master skills and content including tutoring, lunch support, and targeted pull out sessions during the day. They take students on regular college trips to local schools, and counselors have pioneered initiatives including having counseling sessions with every 10th grade student.
What’s Coming Up For You Now?

Talk with your partner or jot down your thoughts and questions.
Resources:

Navigating the Maze Report

Search Institute- Developmental Research Survey

Student Success Stories- Navigating the Maze

Foundations for Young Adult Success
We’d Love to Hear From You!

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