

# 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?



Nancy

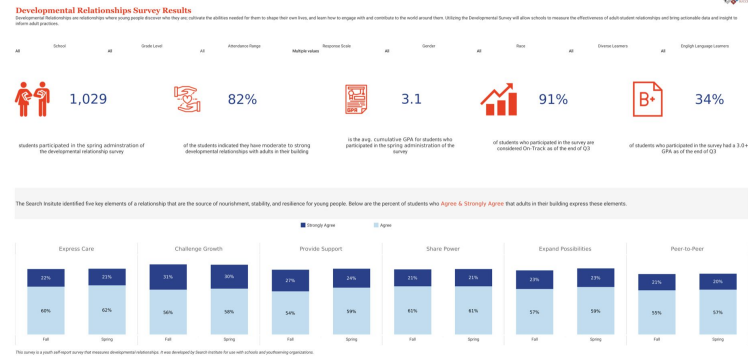
Nancy is a Latinx, first-generation college student from Brighton Park. She immediately enrolled in a four-year college after high school graduation, transferred to a two-year college, and is currently enrolled in another four-year college.

*"I really won't give up, and the second thing is just knowing that I'm also not alone, and knowing that there's resources out there that are able to help me."* — Nancy

### Nancy's Hopes for the Field

**High Schools:** Nancy felt that she would've been more comfortable asking for help from her high school's college counselor if they were more aware of her needs as a first generation college student. She also wished that her school had provided more information about transferring between colleges, particularly with respect to transfer credits and the kinds of support available to transfer students at different institutions. She also wished her high school had made her feel as though two-year colleges were a viable option for her.

**Colleges:** Nancy wished that her four-year colleges had provided more avenues for commuter

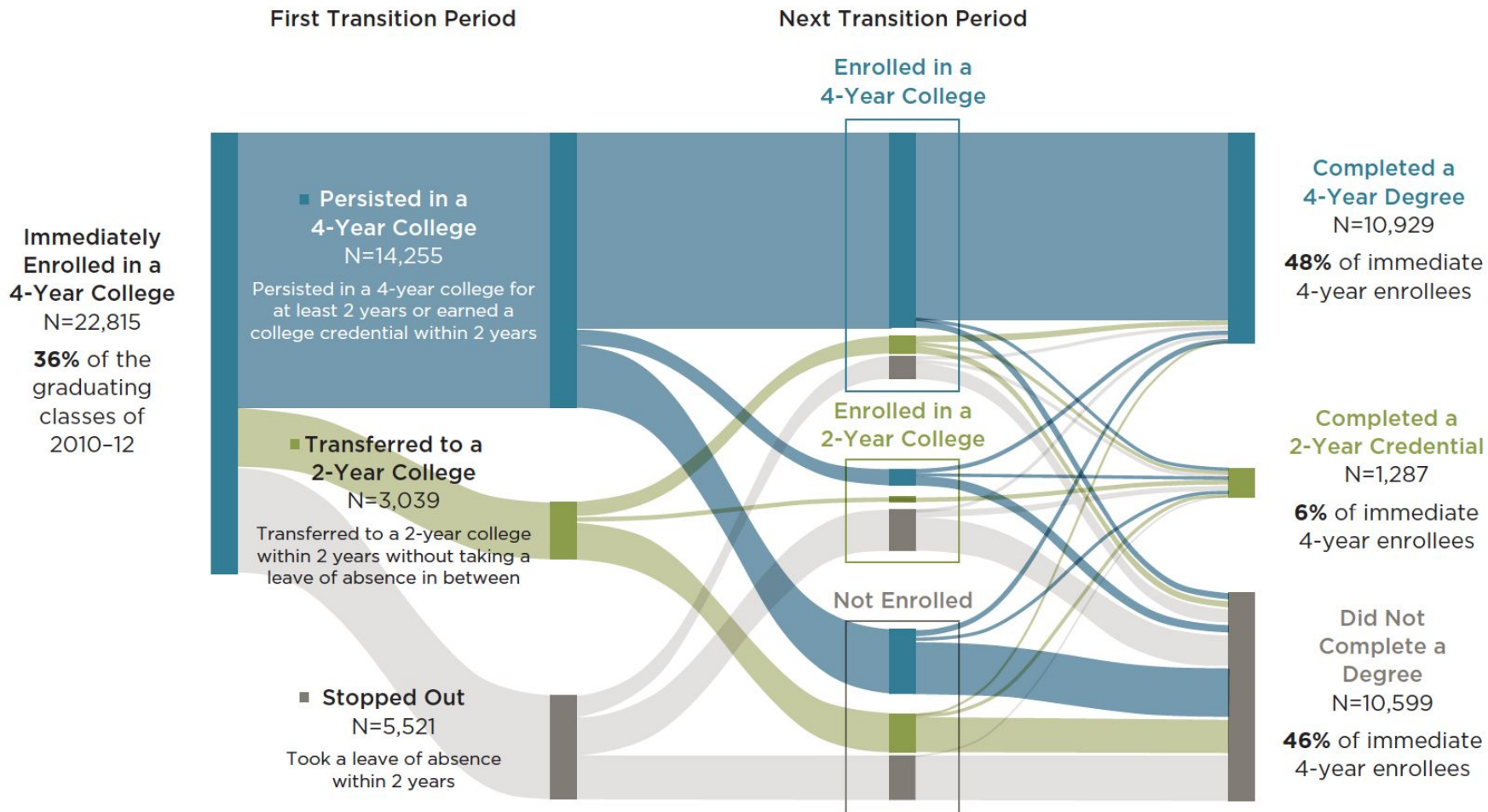


## Partner-Share

What are these texts  
telling us about students'  
pathways to and through  
college?



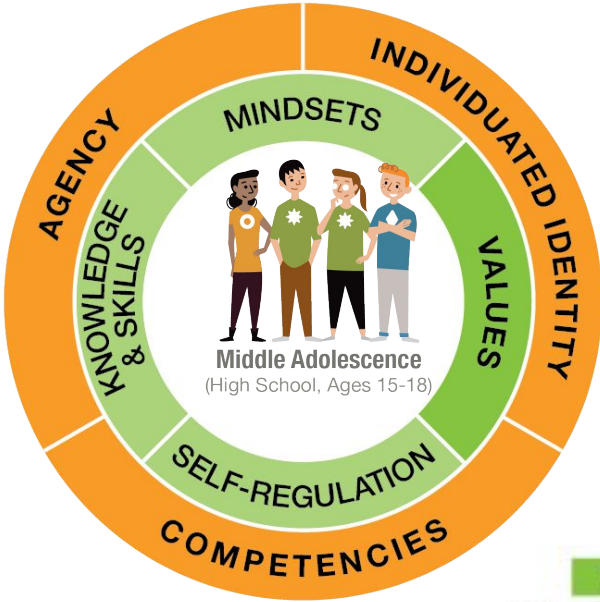
# Paths of Students Immediately Enrolled in a Four-Year College



# Foundations for Young Adult Success: A Developmental Framework

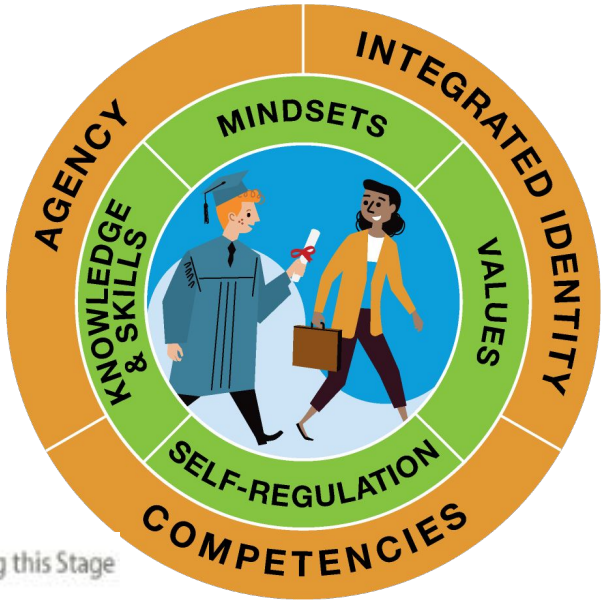
## Middle Adolescence

(High School, Ages 15-18)



## Young Adulthood

(Postsecondary, Ages 19-22)



KEY	Developmental Focus During this Stage
FOUNDATIONAL COMPONENTS	Ongoing Development
KEY FACTORS	Emergence of Key Factors

## 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.

All School All Grade Level All Attendance Range Multiple values Response Scale All Gender All Race All Diverse Learners All English Language Learners



1,029



82%



3.1



91%



34%

students participated in the spring administration of the developmental relationship survey

of the students indicated they have moderate to strong developmental relationships with adults in their building

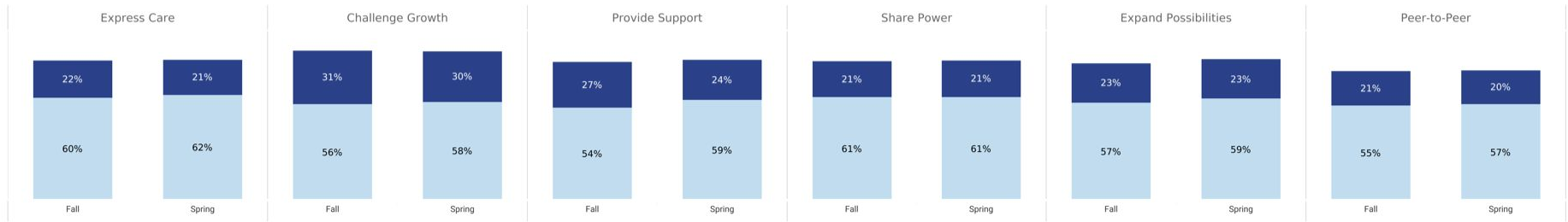
is the avg. cumulative GPA for students who participated in the spring administration of the survey

of students who participated in the survey are considered On-Track as of the end of Q3

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.

Strongly Agree Agree



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

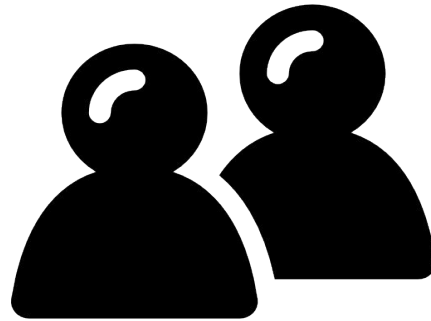
# From Research to Practice

- 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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