

Baltimore City Schools College Fact Book



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January 2017

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The authors extend their gratitude to April Bell, Ike Diibor, Shane Hall, and Daniel Heller for their helpful guidance. This digest would not have been possible without their assistance.

This project was completed through the generous support of
The Abell Foundation and Baltimore's Promise.

Baltimore City Schools College Fact Book

This fact book follows a series of reports BERC completed between 2011 and 2015, examining Baltimore City graduates' enrollment in college and later degree completion (Durham, Stein, & Connolly, 2015; Durham & Olson, 2013; Durham & Westlund, 2011) and an examination of indicators of college readiness as demonstrated by students' high school performance and remedial needs as determined by the colleges in which they enroll (Connolly, Olson, Durham, & Plank, 2014).

For readers seeking greater context for findings about City Schools graduates' college access and a more detailed narrative interpretation, we recommend beginning with one of the reports referenced above. This Fact Book is intended to provide an update to previous tables and findings in earlier reports, and it is geared toward stakeholders who are closely following district progress in achieving its goal of producing college and career-ready graduates.

Many of the findings below are organized by school, as much of the work on college access is organized the same way – with school leaders continually updating their strategies from one cohort to the next. It is BERC's hope that schools who demonstrate success over time can serve as beacons to other school leaders and practitioners who wish to replicate productive strategies. We caution against strictly comparing individual schools, as each serves very different populations of students who have different interests, goals and hopes for their future. Further, college access is just one aspect of a successful transition to adulthood, so we also wish to acknowledge that the findings in this report are not intended to capture the full scope of opportunities of which graduates may avail themselves after high school.

Yet to address the hopes of students who do aspire to go to college after graduation, we provide these data as a guide to district and school leaders, direct service providers, the funding community and other community leaders as they think strategically about where further resources and supports for college access are necessary and could be most helpful.

Highlighted Findings

Enrollment

- The class of 2015 had a higher proportion of its graduates enrolling in 4-year institutions than prior classes, ending a trend that began in 2010 where the majority of students were enrolling in a 2-year college. This is a statistically significant change from the class of 2014 (See Table 1). Specifically, compared to the class of 2014:
 - The odds were 34% higher for the class of 2015 to enroll in 4-year colleges;
 - Graduates who qualified for free or reduced price meals had odds that were 33% higher;
 - Male graduates' odds were 50% higher than in 2014.

College Applications

- The average number of applications submitted by each graduate in the class of 2015 was 4.1, slightly below College Board’s recommendation of between five and eight (College Board, 2016) (Table 5).
 - Approximately 39.0% of all graduates among the class of 2015 submitted at least four applications.
 - At some high schools, a higher average number of applications were submitted. In particular, graduates of Vivien Thomas Medical Arts Academy submitted eight applications, which was similar to the number at Polytechnic Institute. Graduates of City College submitted nine applications, on average.

Summer Melt

- Summer “melt” occurs when a student is accepted to a college but does not enroll the following fall. For the class of 2015, the percent of graduates experiencing summer melt was approximately 43.6% across the district (Table 6). These students may enroll later, but their probability of completing a degree within six years may be reduced (Table 9).

College Match

- College “match” compares the qualifications of an enrolled student to the average freshman at their enrolled college (see Figure 2). Among the classes of 2013 through 2015, approximately 30% of enrollees have been under-matched, or had qualifications that qualified them for a more selective college than where they started (Figure 3).

Degree Completion

- Six-year degree completion for the classes of 2008, 2009, and 2010* show that
 - Graduates who first enrolled in 4-year colleges the first fall following graduation completed degrees at the highest rate. For all three classes, approximately 44% completed a 4-year degree. The percent completing degrees was somewhat higher among female than male enrollees.
 - Approximately 5 to 6% of graduates who first enrolled in 2-year colleges the fall after graduation completed either a 2-year or 4-year degree.

* The Class of 2010 had just five and a half years to complete degrees.

Efforts Underway by City Schools to Address Fact Book Findings

- City Schools’ leadership has initiated cross-functional collaboration to identify key K-12 college and career readiness indicators, developmental milestones, and strategies to support students’ readiness in the classroom and beyond. These resources will facilitate clear communication to families and other stakeholders.
- Coordination with public, private, and non-profit organizations is connected to these internal efforts. In partnership with the Baltimore Promise cradle-to-career collaborative, City Schools’ Office of College and Career Readiness has jointly launched the Baltimore City College and Career Readiness Network. The network has begun examining key postsecondary outcomes and strategies to increase City Schools students’ support, access, and success.
- The leverage points specifically related to the data points in this Fact Book include:
 - Identify the resources, strategies, or partner efforts schools used to generate the increase in fall enrollments at 4-year colleges among the class of 2015.
 - Given schools’ 10-month core operation time frame, identify organizational ownership for addressing “summer melt.” This might be accomplished through collaboration with partners such as community-based college access organizations and colleges.
 - Raise greater awareness about the importance of final grade point average (GPA). Students need to understand its implications for their postsecondary choices. Prior research has shown that 9th grade course failures and chronic absence have a long-term impact on a student’s final GPA, so early awareness about GPA is essential.
 - Increase the percent of students who complete their FAFSA. FAFSA completion is strongly correlated with fall enrollment.
 - Capture scholarship winnings more systematically to help schools understand how financial support for college is distributed across their students and to develop strategies to maximize the impact.
 - To inform summer melt and other preventive measures, gather additional information about seniors’ intentions for after graduation. This exit survey could include other postsecondary plans, such as the military and vocational training, as well as details regarding how graduates will finance their postsecondary education, both in terms of financial aid, as well as intentions to work.

Data and Methods

Data Sources: Sources include the National Student Clearinghouse (NSC), Baltimore City Schools Office of Achievement and Accountability, Maryland State Department of Education, and Collegeresults.org, a service of EdTrust. (See Appendix A for additional analytical details.)

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Table 1
First Fall College Enrollment Outcomes for City Schools Graduates, Classes of 2011 through 2015

	2011 Graduates		2012 Graduates		2013 Graduates		2014 Graduates		2015 Graduates	
Graduation rate (4-year adjusted cohort)	65.8		66.5		68.5		69.7		69.5	
First Fall Enrollments	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of <i>diploma</i> graduates	4595		4628		4464		4327		3751	
Enrolled in college fall following graduation	2161	47.0	2116	45.7	1957	43.8	1827	42.2	1635	43.6
Analysis of Graduates Enrolled in the First Fall Following Graduation										
Of Enrolled, 4-year college	1011	46.8	957	45.2	876	44.8	840	46.0	871	53.3
Of Enrolled, 2-year college	1150	53.2	1159	54.8	1081	55.2	987	54.0	764	46.7
Sub-Group Analysis										
Number of male graduates	1988		2110		1951		1975		1664	
Male fall enrolled in 4-year college	362	18.2	353	16.7	307	15.7	308	15.6	341	20.5
Male fall enrolled in 2-year college	451	22.7	497	23.6	470	24.1	443	22.4	298	17.9
Number of female graduates	2607		2518		2513		2352		2087	
Female fall enrolled in 4-year college	649	24.9	604	24.0	569	22.6	532	22.6	530	25.4
Female fall enrolled in 2-year college	699	26.8	662	26.3	611	24.3	544	23.1	466	22.3
Number of grads received special ed. svcs.	533		567		590		574		561	
Received special ed. svcs. enrolled in 4-year	28	5.3	35	6.2	33	5.6	41	7.1	40	7.1
Received special ed. svcs. enrolled in 2-year	131	24.6	110	19.4	117	19.8	104	18.1	106	18.9
Number of grads received FARMS	3153		3313		3233		3121		2721	
FARMS grads enrolled in 4-year college	584	18.5	551	16.6	521	16.1	496	15.9	536	19.7
FARMS grads enrolled in 2-year college	838	26.6	868	26.2	828	25.6	707	22.7	552	20.3
Number of African-American Graduates	4202		4204		3966		3826		3328	
African-American enrolled in 4-year college	900	21.4	841	20.0	728	18.4	690	18.0	740	22.2
African-American enrolled in 2-year college	1076	25.6	1080	25.7	958	24.2	901	23.5	687	20.6

Table 1 (continued)
 First Fall College Enrollment Outcomes for City Schools Graduates, Classes of 2011 through 2015

First Fall Enrollment by High School Type										
	2011 Graduates		2012 Graduates		2013 Graduates		2014 Graduates		2015 Graduates	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of entrance criteria graduates	1011		1046		1175		1247		1101	
Entrance criteria enrolled at 4-year	607	60.0	605	57.8	552	47.0	544	43.6	559	50.8
Entrance criteria enrolled at 2-year	174	17.2	231	22.1	283	24.1	280	22.5	210	19.1
Number of entrance criteria CTE graduates	721		626		675		709		631	
EC-CTE enrolled at 4-year	108	15.0	82	13.1	77	11.4	77	10.9	94	14.9
EC-CTE enrolled at 2-year	199	27.6	181	28.9	165	24.4	174	24.5	116	18.4
Number of traditional (no criteria) graduates	2020		1956		1638		1324		1327	
Traditional fall college enrolled at 4-year	199	9.9	168	8.6	153	9.3	149	11.3	138	10.4
Traditional fall college enrolled at 2-year	539	26.7	503	25.7	431	26.3	318	24.0	309	23.3
Number of charter/transformation graduates	522		641		603		582		463	
Charter/transformation enrolled at 4-year	87	16.7	91	14.2	84	13.9	67	11.5	77	16.6
Charter/transformation enrolled at 2-year	171	32.8	198	30.9	164	27.2	162	27.8	107	23.1
Number of alternative graduates	321		359		373		465		229	
Alternative enrolled at 4-year	10	3.1	11	3.1	10	2.7	-	-	-	-
Alternative enrolled at 2-year	67	20.9	46	12.8	38	10.2	53	11.4	22	9.6

Source: National Student Clearinghouse (NSC), August 2016 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2009-2014.

- Fewer than 10 masked for confidentiality.

Table 2
 First Fall College Enrollments for City Schools Graduates by High School and High School Type, Classes of 2013 through 2015

	Class of 2013						Class of 2014						Class of 2015												
	Grads		Enr		4-year		2-year		Grads		Enr		4-year		2-year		Grads		Enr		4-year		2-year		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Entrance Criteria (minimum 610)																									
Polytechnic	419	71.1	198	47.3	100	23.9	393	68.4	179	45.5	90	22.9	315	76.8	195	61.9	47	14.9							
City College	319	69.9	151	47.3	72	22.6	282	69.9	131	46.5	66	23.4	286	64.3	135	47.2	49	17.1							
Western High	207	74.9	105	50.7	50	24.2	242	69.8	120	49.6	49	20.2	256	69.5	112	43.8	66	25.8							
Dunbar High	149	63.1	44	29.5	50	33.6	252	51.2	59	23.4	70	27.8	154	61.0	54	35.1	40	26.0							
School for the Arts	81	80.2	54	66.7	11	13.6	78	76.9	55	70.5	-	-	90	78.9	63	70.0	-	-							
CTE-Entrance Criteria (minimum 475)																									
Mergenthaler Vo-Tech	299	36.8	29	9.7	81	27.1	329	37.4	41	12.5	82	24.9	297	35.7	42	14.1	64	21.5							
Edmondson-Westside	201	35.8	18	9.0	54	26.9	180	41.1	13	7.2	61	33.9	183	27.9	15	8.2	36	19.7							
Carver Vo-Tech	175	34.3	30	17.1	30	17.1	200	27.0	23	11.5	31	15.5	151	35.1	37	24.5	16	10.6							
Traditional (no criteria)																									
Digital Harbor	194	53.1	32	16.5	71	36.6	231	39.8	22	9.5	70	30.3	239	40.2	35	14.6	61	25.5							
Patterson High	199	39.2	-	-	70	35.2	144	40.3	13	9.0	45	31.3	143	43.4	14	9.8	48	33.6							
Frederick Douglass	183	21.3	-	-	33	18.0	142	22.5	12	8.5	20	14.1	129	26.4	11	8.5	23	17.8							
Northwestern	151	26.5	12	7.9	28	18.5	102	31.4	13	12.7	19	18.6	121	29.8	10	8.3	26	21.5							
National Acad Found'n	87	50.6	17	19.5	27	31.0	76	46.1	19	25.0	16	21.1	92	44.6	18	19.6	23	25.0							
Augusta Fells Savage	94	18.1	-	-	11	11.7	59	22.0	-	-	10	16.9	86	15.1	-	-	-	-							
Heritage High	94	34.0	-	-	25	26.6	68	19.1	-	-	13	19.1	82	31.7	-	-	20	24.4							
Vivian Thomas Med	70	51.4	11	15.7	25	35.7	68	54.4	12	17.6	25	36.8	82	46.3	10	12.2	28	34.1							
Forest Park	105	27.6	-	-	23	21.9	79	36.7	10	12.7	19	24.1	80	25.0	-	-	15	18.8							
Renaissance Academy	61	34.4	-	-	12	19.7	51	37.3	-	-	10	19.6	54	27.8	-	-	11	20.4							
Benj Franklin High	76	32.9	-	-	18	23.7	61	41.0	-	-	17	27.9	46	34.8	-	-	10	21.7							
Maritime Acad	63	44.4	-	-	24	38.1	64	23.4	-	-	10	15.6	40	27.5	-	-	-	-							
Reginald F Lewis	68	39.7	16	23.5	11	16.2	63	27.0	-	-	13	20.6	39	23.1	-	-	-	-							
Bluford J STEM West							43	46.5	12	27.9	-	-	36	38.9	-	-	-	-							
KASA Academy	28	35.7	-	-	-	-	25	36.0	-	-	-	-	34	32.4	-	-	-	-							
W.E.B. DuBois High	90	33.3	-	-	24	26.7	37	45.9	-	-	14	37.8	24	20.8	-	-	-	-							

Table 2 (continued)
Fall College Enrollments for City Schools Graduates by High School and High School Type, Classes of 2013 through 2015

	Class of 2013						Class of 2014						Class of 2015											
	Grads		Enr		4-year		2-year		Grads		Enr		4-year		2-year		Grads		Enr		4-year		2-year	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Charter																								
City Neighbors High							81	45.7	10	12.3	27	33.3	84	53.6	21	25.0	24	28.6						
Coppin Academy	74	41.9	15	20.3	16	21.6	68	51.5	11	16.2	24	35.3	65	47.7	18	27.7	13	20.0						
MD Acad, Tech/Health	42	59.5	-	-	17	40.5	43	46.5	-	-	11	25.6	44	45.5	12	27.3	-	-						
Independence Local I	18	33.3	-	-	-	-	19	36.8	-	-	-	-	30	26.7	-	-	-	-						
ConneXions Lead Acad	42	42.9	-	-	12	28.6	30	50.0	-	-	12	40.0	28	35.7	-	-	-	-						
Transformation																								
ACCE	90	41.1	11	12.2	26	28.9	82	39.0	13	15.9	19	23.2	69	39.1	-	-	18	26.1						
Friend Acad Eng/Tech	48	58.3	-	-	19	39.6	65	30.8	-	-	14	21.5	67	32.8	-	-	18	26.9						
REACH! Partnership	33	42.4	-	-	10	30.3	38	39.5	-	-	14	36.8	44	25.0	-	-	-	-						
New Era Academy	52	42.3	-	13.5	15	28.8	40	35.0	-	-	12	30.0	32	31.3	-	-	-	-						
Alternative/Special Ed																								
Achievement Acad	126	13.5	-	-	15	11.9	139	13.7	-	-	19	13.7	110	11.8	-	-	12	10.9						
Excel Acad/FM Wood	31	9.7	-	-	-	-	76	9.2	-	-	-	-	70	8.6	-	-	-	-						
Baltimore Comm High	32	15.6	-	-	-	-	52	11.5	-	-	-	-	45	13.3	-	-	-	8.9						
New Hope Academy	12	8.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						

■ No graduates for the school year.

Source: National Student Clearinghouse (NSC), August 2016 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2009-2014.

- Fewer than 10 masked for confidentiality.

Table 3
16-Month Enrollments for City Schools Graduates by High School and High School Type, Classes of 2013 through 2015

	Class of 2013						Class of 2014						Class of 2015*												
	Grads		Enr		4-year		2-year		Grads		Enr		4-year		2-year		Grads		Enr		4-year		2-year		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Entrance Criteria (minimum 610)																									
Polytechnic	419	79.5	204	48.7	129	30.8	393	74.6	190	48.3	103	26.2	315	80.3	204	64.8	49	15.6							
City College	319	79.0	158	49.5	94	29.5	282	80.1	141	50.0	85	30.1	286	68.9	141	49.3	56	19.6							
Western High	207	79.7	107	50.7	58	28.0	242	79.3	129	53.3	63	26.0	256	72.7	117	45.7	69	27.0							
Dunbar High	149	69.8	48	32.2	56	37.6	252	65.5	73	29.0	92	36.5	154	63.0	55	35.7	42	27.3							
School for the Arts	81	84.0	57	70.4	11	13.6	78	83.3	57	73.1	-	-	90	82.2	66	73.3	-	-							
CTE-Entrance Criteria (minimum 475)																									
Mergenthaler Vo-Tech	299	49.2	36	12.0	111	37.1	329	47.4	52	15.8	104	31.6	297	42.8	44	14.8	83	27.9							
Edmondson-Westside	201	46.8	23	11.4	71	35.3	180	50.6	16	8.9	75	41.7	183	31.7	17	9.3	41	22.4							
Carver Vo-Tech	175	46.9	35	20.0	47	26.9	200	40.0	30	15.0	50	25.0	151	38.4	38	25.2	20	13.2							
Traditional (no criteria)																									
Digital Harbor	194	59.8	35	18.0	81	41.8	231	48.5	28	12.1	84	36.4	239	43.5	36	15.1	68	28.5							
Patterson High	199	47.2	10	5.0	84	42.2	144	46.5	14	9.7	53	36.8	143	48.3	14	9.8	55	38.5							
Frederick Douglass	183	30.6	-	-	47	25.7	142	27.5	13	9.2	26	18.3	129	34.1	13	10.1	31	24.0							
Northwestern	151	42.4	15	9.9	49	32.5	102	38.2	14	13.7	25	24.5	121	32.2	11	9.1	28	23.1							
National Acad Fnd'n	87	59.8	20	23.0	32	36.8	76	56.6	21	27.6	22	28.9	92	47.8	19	20.7	25	27.2							
Augusta Fells Savage	94	23.4	-	-	15	16.0	59	27.1	-	-	13	22.0	86	18.6	-	-	12	14.0							
Heritage High	94	37.2	-	-	27	28.7	68	27.9	-	-	18	26.5	82	35.4	-	-	22	26.8							
Vivian T Med Arts	70	55.7	12	17.1	27	38.6	68	60.3	14	20.6	27	39.7	82	47.6	10	12.2	29	35.4							
Forest Park	105	43.8	-	-	39	37.1	79	43.0	11	13.9	23	29.1	80	27.5	-	-	17	21.3							
Renaissance Acad	61	44.3	-	-	18	29.5	51	41.2	-	-	12	23.5	54	29.6	-	-	12	22.2							
Benj Franklin High	76	42.1	-	-	25	32.9	61	44.3	-	-	19	31.1	46	37.0	-	-	11	23.9							
Maritime Acad	63	47.6	-	-	26	41.3	64	34.4	-	-	16	25.0	40	32.5	-	-	-	-							
Reginald F Lewis	68	48.5	18	26.5	15	22.1	63	34.9	-	-	17	27.0	39	33.3	-	-	10	25.6							
Blufd J STEM West							43	55.8	14	32.6	10	23.3	36	47.2	-	-	12	33.3							
KASA Academy)	28	39.3	-	-	8	28.6	25	44.0	-	-	-	-	34	32.4	-	-	-	-							
W.E.B. DuBois High	90	42.2	-	-	31	34.4	37	51.4	-	-	15	40.5	24	25.0	-	-	-	-							

Table 3 (continued)
16-Month Enrollments for City Schools Graduates by High School and High School Type, Classes of 2013 through 2015

	Class of 2013						Class of 2014						Class of 2015*											
	Grads		Enr		4-year		2-year		Grads		Enr		4-year		2-year		Grads		Enr		4-year		2-year	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Charter																								
City Neighbors High							81	53.1	11	13.6	32	39.5	84	57.1	23	27.4	25	29.8						
Coppin Academy	74	52.7	17	23.0	22	29.7	68	54.4	12	17.6	25	36.8	65	55.4	21	32.3	15	23.1						
MATHS	42	66.7	-	-	19	45.2	43	58.1	10	23.3	15	34.9	44	45.5	12	27.3	-	-						
Independence Local I	18	33.3	-	-	-	-	19	42.1	-	-	-	-	30	36.7	-	-	-	-						
ConneXions Acad	42	54.8	-	-	17	40.5	30	63.3	-	-	16	53.3	28	42.9	-	-	-	-						
Transformation																								
ACCE	90	48.9	12	13.3	32	35.6	82	51.2	18	22.0	24	29.3	69	43.5	-	-	21	30.4						
Friend Acad Eng/Tech	48	62.5	10	20.8	20	41.7	65	41.5	-	-	19	29.2	67	38.8	-	-	22	32.8						
REACH! Partnership	33	42.4	-	-	10	30.3	38	50.0	-	-	16	42.1	44	31.8	-	-	10	22.7						
New Era Academy	52	50.0	-	-	17	32.7	40	45.0	-	-	15	37.5	32	37.5	-	-	-	-						
Alternative/Special Ed																								
Achievement Acad	126	21.4	-	-	22	17.5	139	18.7	-	-	23	16.5	110	13.6	-	-	13	11.8						
Excel Acad/FM Wood	31	19.4	-	-	-	-	76	14.5	-	-	10	13.2	70	11.4	-	-	8	11.4						
Baltimore Comm High	32	21.9	-	-	-	-	52	19.2	-	-	10	19.2	45	15.6	-	-	-	-						
New Hope Academy	12	25.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						

■ Indicates the high school had no graduates in cohort.

Source: National Student Clearinghouse (NSC), August 2016 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2009-2014.

* 16-month enrollments for the Class of 2015 are artificially low in Table 3. Counts of additional enrollments will increase with the availability of 2016 fall enrollments from the NSC.

- Fewer than 10 masked for confidentiality.

Table 4

Number of Fall Enrollments among Baltimore City Schools Graduates at Top 20 Colleges, Classes 2011 through 2015

College Name	Number of enrollees				
	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Community College of Baltimore County	590	706	589	518	412
Baltimore City Community College	437	332	382	316	244
Morgan State University	142	130	107	82	137
University of Maryland, Eastern Shore	61	67	48	84	111
Frostburg State University	40	44	31	21	44
University of Maryland, College Park	28	51	37	45	43
Coppin State University	160	116	101	71	42
University of Baltimore	17	45	87	64	40
Towson University	61	37	28	21	37
McDaniel College	19	20	22	24	31
Bowie State University	50	41	52	45	27
Stevenson University	34	38	25	21	24
University of Maryland, Baltimore County	14	14	22	21	19
Anne Arundel Community College	29	23	24	17	18
Allegany College of Maryland	28	21	19	12	17
Garrett College	-	14	15	26	15
Wesley College	-	-	-	-	15
Stratford University	-	-	-	14	14
Howard Community College	-	-	10	27	13
Johns Hopkins University	14	16	11	14	12

Source: National Student Clearinghouse (NSC), August 2016 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2009-2014.

- Fewer than 10 masked for confidentiality.

Table 5
College Applications by High School for Classes of 2015 and 2016

	Class of 2015				Class of 2016			
	Number of graduates	% Grads with at least one application	% Grads with four or more applications	Average number of applications per grad	Number of graduates	% Grads with at least one application	% Grads with four or more applications	Average number of applications per grad
Entrance Criteria (minimum 610)								
Polytechnic	315	93.7	82.2	8.1	336	94.1	76.8	7.0
City College	286	92.3	71.0	9.4	278	96.8	79.5	9.2
Western High	256	96.5	77.0	6.6	273	96.0	89.7	8.5
Dunbar High	154	61.0	17.5	1.6	210	90.5	54.3	4.8
School for the Arts	90	100.0	73.3	6.3	95	99.0	45.3	3.5
CTE-Entrance Criteria (minimum 475)								
Mergenthaler Vo-Tech	297	72.1	17.9	2.0	320	54.7	14.4	1.7
Edmondson-Westside	183	96.7	42.1	4.9	176	81.8	42.1	3.7
Carver Vo-Tech	151	95.4	30.5	3.0	160	90.0	37.5	3.9
Traditional (no criteria)								
Digital Harbor	239	92.5	31.0	3.8	223	92.4	29.2	3.0
Patterson High	143	62.2	23.1	2.3	201	77.6	23.4	2.7
Frederick Douglass	129	38.8	10.9	1.2	179	49.2	16.2	1.5
Northwestern	121	71.1	19.8	2.3	89	87.6	6.7	1.4
National Acad Foundation	92	90.2	28.3	2.9	97	94.9	36.1	3.2
Augusta Fells Savage	86	48.8	15.1	1.4	90	52.2	20.0	2.0
Heritage High	82	84.2	31.7	3.0				
Vivian Thomas Med Arts	82	93.9	86.6	8.0	81	98.8	71.6	6.7
Forest Park	80	95.0	23.8	2.8	79	84.8	24.1	3.1
Renaissance Academy	54	57.4	24.1	2.6	66	63.6	12.1	1.4
Benjamin Franklin High	46	82.6	56.5	5.2	66	74.2	34.9	3.3
Maritime Acad	40	62.5	12.5	1.7	32	-	-	-
Reginald F Lewis	39	89.7	79.5	6.2	64	10.9	3.1	0.3
Bluford J STEM West	36	86.1	11.1	1.4	29	82.8	-	0.9
KASA Academy	34	82.4	26.5	2.3	39	71.8	15.4	1.7
W.E.B. DuBois High	24	83.3	20.8	2.5				

Table 5 (continued)
College Applications by High School for Classes of 2015 and 2016

	Class of 2015				Class of 2016			
	Number of graduates	% Grads with at least one application	% Grads with four or more applications	Average number of applications per grad	Number of graduates	% Grads with at least one application	% Grads with four or more applications	Average number of applications per grad
Charter								
City Neighbors High	84	90.5	69.1	6.1	85	84.7	36.5	3.7
Coppin Academy	65	93.9	52.3	4.3	75	94.7	45.3	4.2
MATHS	44	81.8	34.1	3.1	33	-	-	-
Independence Local I	30	80.0	6.7	1.3	16	56.3	-	1.1
ConneXions Lead Acad	28	42.9	21.4	1.4	43	62.8	-	1.2
BLSYW					61	98.4	83.6	6.9
Transformation								
ACCE	69	36.2	13.0	1.1	96	46.9	33.3	2.7
Friend Acad Eng/Tech	67	89.6	16.4	2.0	71	90.1	18.3	2.4
REACH! Partnership	44	72.7	6.8	1.4	80	45.0	7.5	1.2
New Era Academy	32	84.4	9.4	1.9	36	-	-	0.4
NACA Academy II					34	97.1	58.8	4.3
Alternative/Special Ed								
Achievement Acad	110	90.9	-	1.2	70	80.0	-	0.9
Excel Acad/FM Wood	70	35.7	-	0.6	99	25.3	-	0.3
Baltimore Comm High	45	53.3	-	0.8	94	-	-	-
New Hope Academy	-	-	-	-	-	-	-	-
All High Schools	3,751	80.7	39.0	4.1	4,085	74.9	38.4	3.8

■ Indicates the high school had no graduates in cohort.

Source: Naviance student-level data

- Fewer than 10 masked for confidentiality.

Table 6
Percent of Graduates Accepted to College and Their Fall Enrollment Outcomes by High School, Class of 2015

	Number of applicants with at least one acceptance	% Applicants with at least one acceptance	Number of accepted who fall enrolled	% Accepted who fall enrolled	Number of accepted who did not fall enroll	% Accepted who did not fall enroll
Entrance Criteria (minimum 610)						
Polytechnic	289	98.0	236	81.7	53	18.3
City College	249	94.3	178	71.5	71	28.5
Western High	221	89.5	161	72.9	60	27.2
Dunbar High	91	96.8	71	78.0	20	22.0
School for the Arts	46	51.1	35	76.1	11	23.9
CTE-Entrance Criteria (minimum 475)						
Mergenthaler Vo-Tech	193	90.2	88	45.6	105	54.4
Edmondson-Westside	113	63.8	36	31.9	77	68.1
Carver Vo-Tech	142	98.6	50	35.2	92	64.8
Traditional (no criteria)						
Digital Harbor	156	70.6	82	52.6	74	47.4
Patterson High	77	86.5	48	62.3	29	37.7
Frederick Douglass	38	76.0	16	42.1	22	57.9
Northwestern	75	87.2	27	36.0	48	64.0
National Acad Foundation	74	89.2	40	54.1	34	46.0
Augusta Fells Savage	22	52.4	-	-	16	72.7
Heritage High	59	85.5	21	35.6	38	64.4
Vivian Thomas Med Arts	75	97.4	37	49.3	38	50.7
Forest Park	57	75.0	16	28.1	41	71.9
Renaissance Academy	28	90.3	13	46.4	15	53.6
Benjamin Franklin High	35	92.1	16	45.7	19	54.3
Maritime Acad	19	76.0	-	-	-	-
Reginald F Lewis	15	42.9	-	-	-	-
Bluford J STEM Acad West	25	80.7	13	52.0	12	48.0
KASA Academy	23	82.1	11	47.8	12	52.2
W.E.B. DuBois High	16	80.0	-	-	11	68.8

Table 6 (continued)
Percent of Graduates Accepted to College and Their Fall Enrollment Outcomes by High School, Class of 2015

	Number of applicants with at least one acceptance	% Applicants with at least one acceptance	Number of accepted who fall enrolled	% Accepted who fall enrolled	Number of accepted who did not fall enroll	% Accepted who did not fall enroll
Charter						
Coppin Academy	37	60.7	22	59.5	15	40.5
MATHS	30	83.3	14	46.7	16	53.3
Independence Local I	20	83.3	-	-	-	-
ConneXions Lead Acad	-	-	-	-	-	-
Transformation						
ACCE	-	-	-	-	-	-
Friend Acad Eng/Tech	18	30.0	-	-	-	-
REACH! Partnership	13	40.6	-	-	-	-
New Era Academy	22	81.5	-	-	-	-
Alternative/Special Ed						
Achievement Acad	-	-	-	-	-	-
Excel Acad/FM Wood	-	-	-	-	-	-
Baltimore Comm High	12	-	-	-	-	-
New Hope Academy	-	-	-	-	-	-
All High Schools	2,377	78.5	1,341	56.4	1,036	43.6

Source: Student-level Naviance data and the National Student Clearinghouse (NSC), August 2016 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2009-2014.

- Fewer than 10 masked for confidentiality.

Table 7
FAFSA Completions and NSC Enrollment by High School for Class of 2015

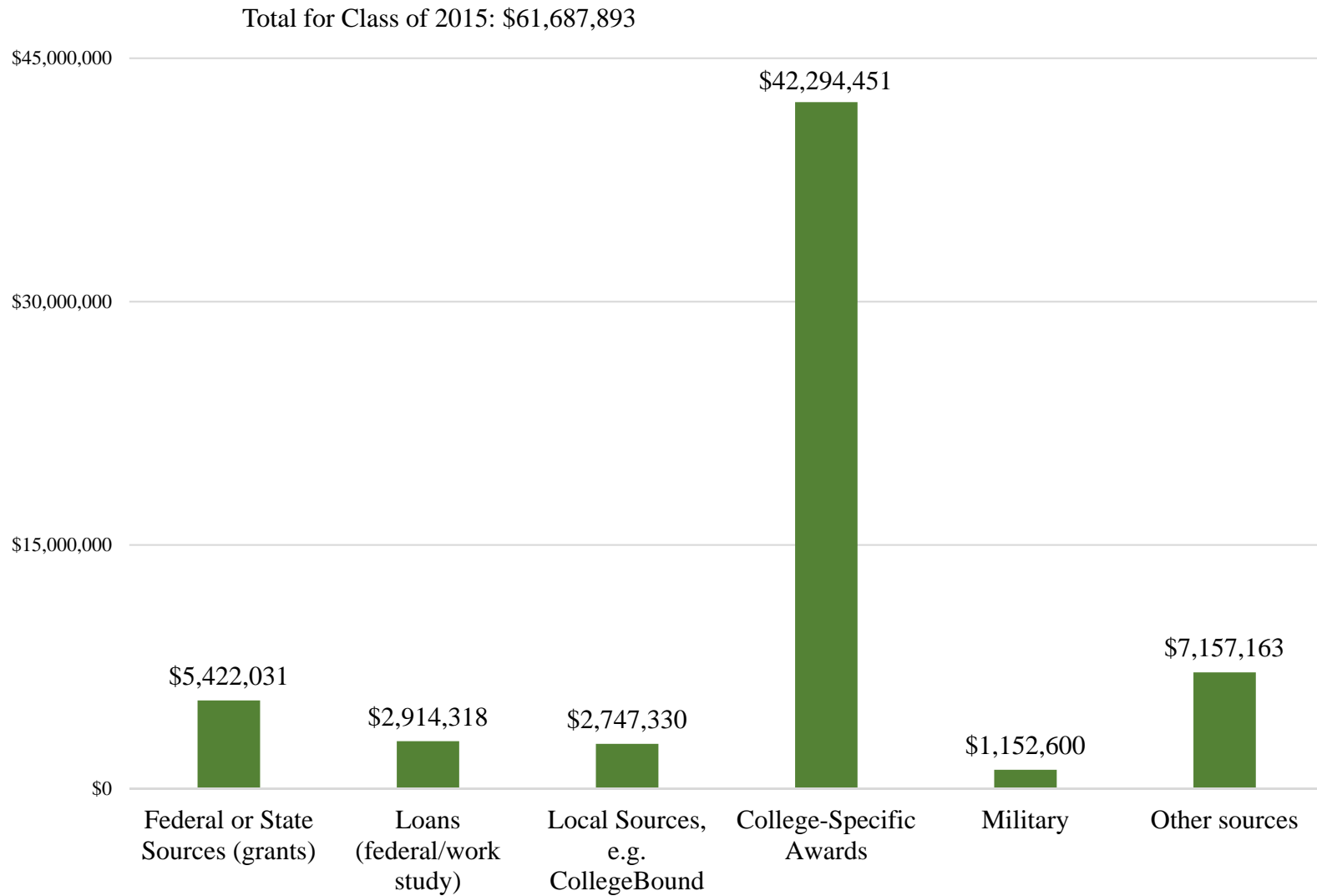
	Number of Grads	Number of grads who completed FAFSA	% Grads who completed FAFSA	% Grads enrolled in Fall
Entrance Criteria (minimum 610)				
Polytechnic (403)	315	285	90.5	76.8
City College (480)	286	238	83.2	64.3
Western High (407)	256	198	77.3	69.5
Dunbar High (414)	154	117	76.0	61.0
School for the Arts (415)	90	79	87.8	78.9
CTE-Entrance Criteria (minimum 475)				
Mergenthaler Vo-Tech (410)	297	189	63.6	35.7
Edmondson-Westside (400)	183	97	53.0	27.9
Carver Vo-Tech (454)	151	80	53.0	35.1
Traditional (no criteria)				
Digital Harbor (416)	239	150	62.8	40.2
Patterson High (405)	143	58	40.6	43.4
Frederick Douglass (450)	129	53	41.1	26.4
Northwestern (401)	121	61	50.4	29.8
National Acad Found'n (421)	92	62	67.4	44.6
Augusta Fells Savage (430)	86	21	24.4	15.1
Heritage High (425)	82	-	-	31.7
Vivian Thomas Med Arts (429)	82	67	81.7	46.3
Forest Park (406)	80	47	58.8	25.0
Renaissance Academy (433)	54	24	44.4	27.8
Benj Franklin High (239)	46	29	63.0	34.8
Maritime Acad (431)	40	20	50.0	27.5
Reginald F Lewis (419)	39	31	79.5	23.1
Bluford J STEM West (364)	36	19	52.8	38.9
KASA Academy (342)	34	12	35.3	32.4
W.E.B. DuBois High (418)	24	-	-	20.8

Table 7 (continued)
FAFSA Completions and NSC Enrollment by High School for Class of 2015

	Number of Grads	Number of grads who completed FAFSA	% Grads who completed FAFSA	% Grads enrolled in fall
Charter				
City Neighbors High (376)	84	60	71.4	53.6
Coppin Academy (432)	65	47	72.3	47.7
MD Acad of Tech/Health (331)	44	27	61.4	45.5
Independence Local I (333)	30	14	46.7	26.7
ConneXions Lead Acad (325)	28	14	50.0	35.7
Transformation				
ACCE (427)	69	33	47.8	39.1
Friend Acad Eng/Tech (339)	67	39	58.2	32.8
REACH! Partnership (341)	44	19	43.2	25.0
New Era Academy (422)	32	16	50.0	31.3
Alternative/Special Ed				
Achievement Acad (413)	110	13	11.8	11.8
Excel Acad/FM Wood (178)	70	28	40.0	8.6
Baltimore Comm High (367)	45	18	40.0	13.3
New Hope Academy (345)	-	-	-	-
All High Schools	3,751	2,265	60.4	43.6

Source: Department of Education via City Schools Office of College and Career Readiness. All figures represent FAFSA completions as of December 2015.

Figure 1. Total college financial assistance awarded for the class of 2015, by type of assistance



Source: Naviance, via Baltimore City Schools.

Note. Award amounts do not measure funds utilized by students but instead refer to all awarded funding.

Figure 2. Median SATs and wGPA of all incoming freshmen, as reported by college

SAT (verbal + math)	Final Weighted Grade Point Average (wGPA)			
	< 2.5	2.5 – 2.9	3.0 - 3.49	3.5 or +
< 750 (or no SAT score)	BCCC, CCBC, AACC, HCCC, Allegany College, Garrett College			
750-999		Bowie State Coppin State Univ of Baltimore UM-Eastern Shore Delaware State Wesley College	Frostburg Univ Morgan State Stevenson Univ	
1000-1199			McDaniel College Goucher College Loyola Univ	Salisbury State Towson Univ Notre Dame - MD
1200 or +			St Mary's College	UM-College Park UM-BC JHU

Source: CollegeResults.org (a service of EdTrust).

Figure 3. Percent of fall college enrollees whose qualifications were under-, well-, or over-matched to the median freshmen qualifications at their chosen colleges

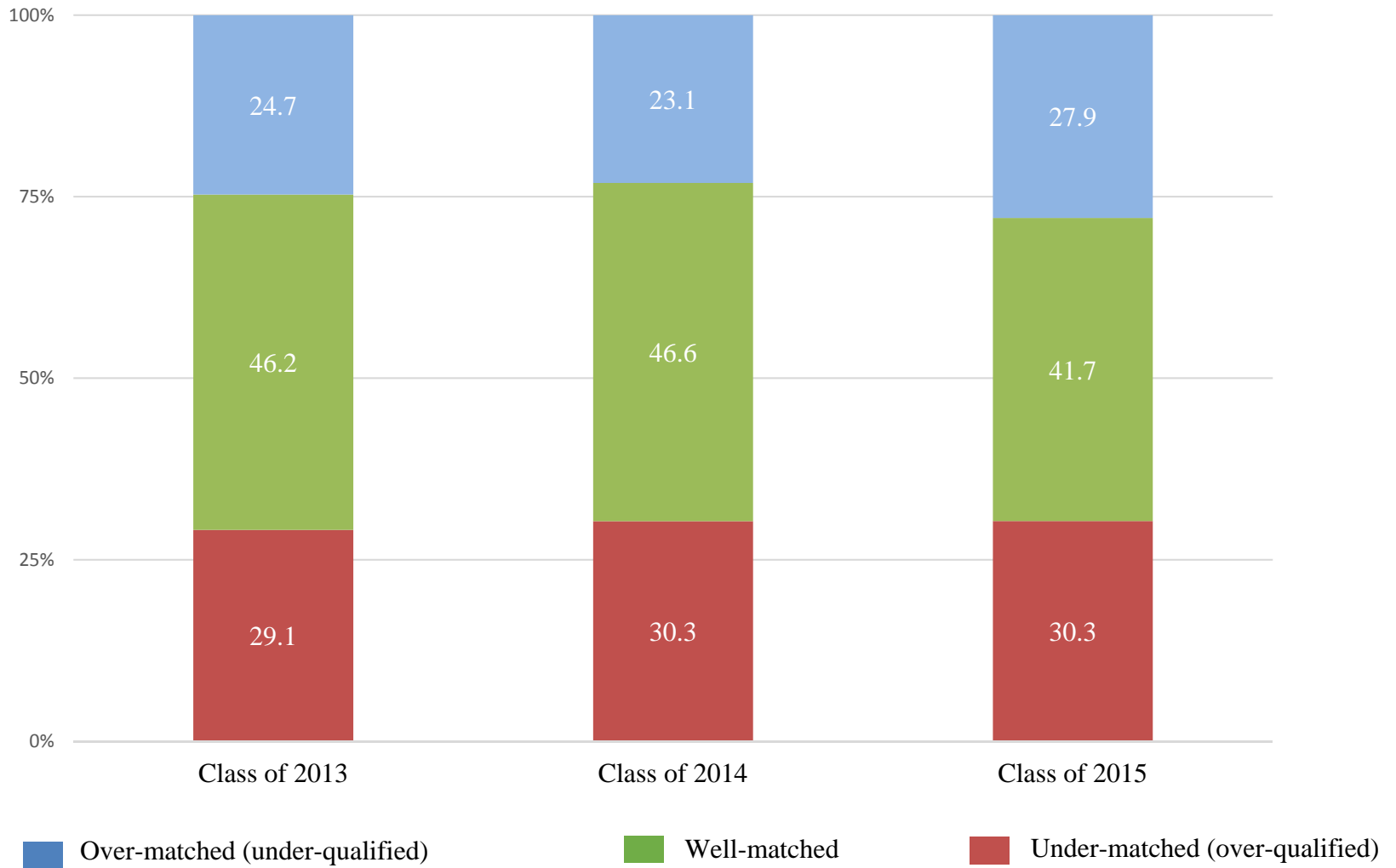
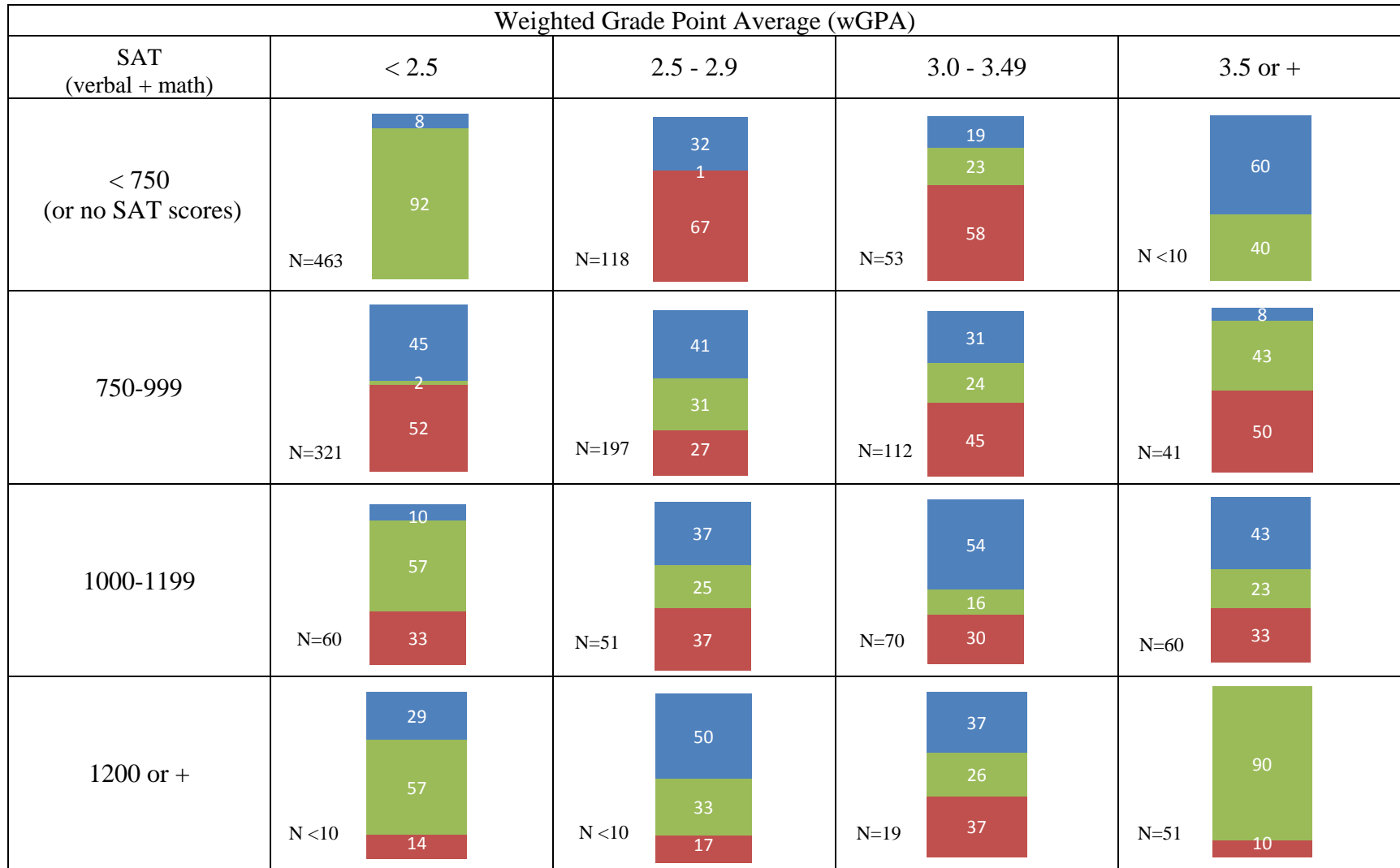


Figure 4. Percent of fall college enrollees' "Match," by final wGPA and highest SAT score, class of 2015



■ Over-matched (under-qualified)
 ■ Well-matched
 ■ Under-matched (over-qualified)

Table 8
Counts of Students Within Each Weighted GPA and Verbal + Math SAT Score Profile Cell, class of 2015

Graduates		Final Weighted Grade Point Average (wGPA)			
SAT (verbal + math)	< 2.5	2.5 - 2.9	3.0 - 3.49	3.5 or +	
< 750 (or no SAT scores)	1990	219	92	<10	
750-999	553	270	151	51	
1000-1199	93	63	87	68	
1200 or +	<10	11	27	60	

Fall Enrollees		< 2.5	2.5 - 2.9	3.0 - 3.49	3.5 or +
SAT (verbal + math)	< 750 (or no SAT scores)	463	118	53	<10
750-999	321	197	112	41	
1000-1199	60	51	70	60	
1200 or +	<10	<10	19	51	

Source: Student-level final transcript records and SAT scores, Baltimore City Schools.

Table 9
Degree Completion Outcomes After Six Years for City Schools Graduates, by Type of College and Timing of First Enrollment, Classes of 2008 through 2010

Number of Graduates	2008 Graduates 3,549					2009 Graduates 3,925					2010 Graduates* 4,315				
	Enr N	4-Yr Degree N	%	2-Yr Degree N	%	Enr N	4-Yr Degree N	%	2-Yr Degree N	%	Enr N	4-Yr Degree N	%	2-Yr Degree N	%
All first fall enrollees	1845	550	29.8	62	3.4	2016	545	27.0	84	4.2	2122	511	24.1	75	3.5
Enrolled within additional 12 months	278	21	7.6	11	4.0	408	43	10.5	-	-	418	23	5.5	16	3.8
College Start Type															
4-year first fall	1107	484	43.7	16	1.4	1096	485	44.3	27	2.5	1061	467	44.0	15	1.4
4-year add'l 12 mos	59	12	20.3	-	-	127	36	28.3	-	-	73	15	20.5	-	-
2-year first fall	711	39	5.5	46	6.5	904	44	4.9	57	6.3	1055	38	3.6	60	5.7
2-year add'l 12 mos	219	-	-	-	-	281	-	-	-	-	345	-	-	14	4.1
Subgroup Analysis															
Male Enrollees															
Male 4-year first fall	401	147	36.7	-	-	383	132	34.5	-	-	397	160	40.3	-	-
Male 4-year add'l 12 mos	20	-	-	-	-	47	10	21.3	-	-	35	10	28.6	-	-
Male 2-year first fall	284	18	6.3	15	5.3	353	20	5.7	21	5.9	450	20	4.4	26	5.8
Male 2-year add'l 12 mos	77	-	-	-	-	116	-	-	-	-	146	-	-	-	-
Female enrollees															
Female 4-year first fall	706	337	47.7	-	-	713	353	49.5	19	2.7	664	307	46.2	-	-
Female 4-year add'l 12 mos	39	-	-	-	-	80	26	32.5	-	-	38	-	-	-	-
Female 2-year first fall	427	21	4.9	31	7.3	551	24	4.4	36	6.5	605	18	3.0	34	5.6
Female 2-year add'l 12 mos	142	-	-	-	-	165	-	-	-	-	199	-	-	-	-
Special education services enrollees															
Special educ 4-year first fall	11	-	-	-	-	15	-	-	-	-	23	-	-	-	-
Special educ 4-year add'l 12 mos	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special educ 2-year first fall	78	-	-	-	-	97	-	-	-	-	102	-	-	-	-
Special educ 2-year add'l 12 mos	27	-	-	-	-	32	-	-	-	-	43	-	-	-	-

Table 9 (continued)
Degree Completion Outcomes After Six Years for City Schools Graduates, by Type of College and Timing of First Enrollment, Classes of 2008 through 2010

Number of Graduates	2008 Graduates 3,549					2009 Graduates 3,925					2010 Graduates* 4,315							
	Enr		4-Yr Degree		2-Yr Degree		Enr		4-Yr Degree		2-Yr Degree		Enr		4-Yr Degree		2-Yr Degree	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
FARMS grads 4-year first fall	521	37.6	196	-	-	537	40.4	217	11	2.0	701	39.9	280	-	-			
FARMS grads 4-year add'l 12 mos	29	-	-	-	-	69	26.1	18	-	-	46	-	-	-	-			
FARMS grads 2-year first fall	379	4.5	17	21	5.5	559	5.0	28	33	5.9	811	3.1	25	49	6.0			
FARMS grads 2-year add'l 12 mos	124	-	-	-	-	169	-	-	-	-	264	-	-	10	3.8			
African-American enrollees																		
African-Amer 4-year first fall	971	41.1	399	12	1.2	943	40.9	386	20	2.1	938	41.5	389	14	1.5			
African-Amer 4-year add'l 12 mos	52	21.2	11	-	-	116	26.7	31	-	-	61	23.0	14	-	-			
African-Amer 2-year first fall	659	5.2	34	39	5.9	843	4.9	41	40	4.7	980	3.1	30	54	5.5			
African-Amer 2-year add'l 12 mos	200	-	-	-	-	272	-	-	-	-	331	-	-	14	4.2			

Source: National Student Clearinghouse (NSC), August 2016 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2009-2015.

Note. There were more graduates for these years than shown in this table (462 additional in 2008, 361 additional in 2009, and 280 more in 2010); however, these students graduated from high schools that have since closed and are no longer part of City Schools' data submission to the NSC. Degree completion outcomes for these students cannot be determined so they are excluded from calculations.

* Graduates of the class of 2010 had just 5 years and 6 months to complete degrees.

- Fewer than 10

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Appendix A Methodology

The Maryland State Department of Education (MSDE) provides school, district, and state level data on demographics, graduation rate, and school performance on its public accountability web site, <http://www.mdreportcard.org/>. Data on school and citywide graduation rates, as well as student population characteristics, were obtained here.

National Student Clearinghouse (NSC) Data. The NSC data is currently the most comprehensive national data source to identify college enrollment and degree completion. However, the reader should note several caveats about the accuracy and completeness of NSC data. First, NSC data does not capture 100% of all students enrolled in a postsecondary institution, but it is the most comprehensive U.S data source for student-level postsecondary enrollment – more than 3,600 colleges, institutes and universities participate with the NSC, capturing 98% of all students enrolled in public and private colleges across the country. Students enrolled at several types of schools, such as some small specialty schools, trade schools, and some arts conservatories and religious schools, may be undercounted by the Clearinghouse. Further, NSC data does not currently provide complete information on full-time versus part-time enrollment intensity, which is important for understanding degree completion rates. It also does not provide information about specific courses taken by enrollees, nor whether the courses are credit-bearing (i.e., developmental or non-developmental).

One challenge associated with NSC data is that the NSC uses data submitted by the school district to perform a matching algorithm with data it receives from participating postsecondary institutions. In general, the match utilizes student names, high school codes, and birthdates; thus, the data returned to the school district may contain errors. These errors may occur when the information a college provides for a student is different from that submitted by the school district (e.g., name spelling differences or inaccurate birthdates). College students are also permitted to place a “FERPA block” on their enrollment data, which would result in *false negatives* for college enrollment. Therefore, in some cases a student may actually be enrolled in a college when the data would indicate he/she is not enrolled. Furthermore, *false positives* for college enrollment may occur when, e.g., a different student with an identical name or birthdate is identified as enrolled, when the intended student is not actually enrolled.

These challenges make NSC a dynamic database, even though data on the same graduating classes are reported over time. City Schools has solicited enrollment data from NSC for over eight years, and BERC has assisted in the analysis of this data since 2009. In 2012, BERC began comparing the data files received from NSC over time and determined that there were a relatively small number of instances where no enrollment was reported in the most recent NSC file, but earlier NSC files (2009, 2010, 2012) did show postsecondary enrollments. There were also instances where previously reported degrees had been excluded from the newest data release, even though earlier NSC files had indicated otherwise. In order not to lose these earlier data, BERC analysts elected to assign a status reflecting information received over all current and previously received NSC data, in effect creating a cumulative status (i.e., fall enrollment, the college attended in the fall, and degree completion status). In this way, current NSC data are

supplemented with archival NSC data to provide the most liberal possible estimate of enrollment and degree completion.

The current accounting of enrollment during the fall semester after high school graduation includes indications of fall enrollment from previous NSC files even if there is no indication of fall enrollment in the current file. Being enrolled the fall after high school is also assumed if any NSC records, past or present, indicate 4-year degree completion within four years of graduation even if one or more of the NSC records does not indicate fall enrollment. These students are included in degree completion figures but are not included in tables identifying first fall institution.

Also, for the current analyses the newest NSC data represented enrollments between spring of 2008 and the spring of 2016. As the current report features NSC data for the class of 2008, any of their fall enrollments are exclusively derived from the archival NSC data, though subsequent enrollment and degree completion events for the class of 2008 would be captured in more current data.

Baltimore City Public Schools Office of Achievement and Accountability (OAA) provides student level data on City Schools graduates to NSC to match postsecondary institutional records. It is also used to help complete the demographic profile of City School students, identify their graduating high school, and capture high school academic and service characteristics (e.g., final GPA and SAT scores, and special education services, FARMS status during senior year, etc.).

College Results Online is an online college data service provided by The Education Trust. Most of College Results Online's figures are derived from the Integrated Postsecondary Education Data System (IPEDS), which is the federal government's annual survey of higher education institutions. Other sources for the data featured in College Results Online include other Department of Education databases, Barron's Profile of American Colleges, College Board, Peterson's Databases, and the National Association of State Student Grant and Aid Programs [see: <http://collegeresults.org/aboutthedata.aspx#question-2>]

Identifying Fall College Enrollees

The NSC data is capable of providing enrollment and degree completion information for eight consecutive cohorts of graduates (2008 through 2015). We followed a standard procedure to classify fall enrollment. Fall enrollees were identified in either the NSC data (current or previous returns) or in Morgan State University's (MSU) enrollment files, received directly from the Institutional Research Office (IRO) at MSU. Fall enrollment status was then determined by comparing students' high school graduation dates with their college enrollment status the next fall. Students who graduated from high school in the fall rather than the spring are included if they enrolled in college the next fall, regardless of whether they enrolled in college the spring subsequent their fall high school graduation. Students who did not enroll before or during the fall after they graduated from high school were excluded from fall enrollees.

Morgan State began to participate with the NSC in 2011. At that point, they not only submitted enrollment and degree completion data to NSC for the most recent entrants, but for previous freshmen cohorts as well. We use the NSC data concerning MSU as a primary indicator of fall enrollment but supplement this with data received directly from MSU's IRO at an earlier time, to cross check for accuracy. One challenge in using the older MSU IRO data is that it does not distinguish between fall and spring enrollment. In those instances when MSU IRO data are used, we categorize all students enrolled at MSU at some point during the year as fall enrollees. Though this may slightly inflate our fall enrollment count, we agreed that this was better than not counting students who did attend college in the year after they graduated.

Degree Completion Data

The NSC/MSU data on college degree completion are calculated for six years. This allows for students to complete degrees through the summer six years after their fall enrollment.

Students who earned a 4-year degree within four years of graduation but had no first fall enrollment record in NSC are included in degree completion analyses. However, such cases are not included in tables identifying that first fall institution, as we have no record indicating the actual institution.