NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203

TO: Dr. Paul Sally, Superintendent
            Board of Education, New Trier Township High School

FROM: Dr. Peter W. Tragos, Assistant Superintendent for Curriculum and Instruction

RE: Profile of the Class of 2024: An Academic Perspective

DATE: September 4, 2024

This year's report is the fifteenth consecutive in-depth profile of a graduating class from New Trier. The data presented here continue to provide an excellent starting point for conversations with parent and community groups, teachers, advisers, and students.

The report gives parents, staff, post high school counselors, and students a perspective on how students can chart an individualized academic pathway through New Trier and into post high school endeavors. The first section details the course-taking patterns of students in the class of 2024 who spent four years at New Trier. The second section provides college matriculation data based on the course-taking patterns of those same students.

Analyzing the course-taking patterns of the students in the class of 2024 helps to dispel some of the myths that pervade the school community about courses, levels, and college. The colleges that students attend have been analyzed by looking at a student's level profile of courses, the number of core academic courses, the number of AP courses, and the number of elective courses. These data show the variety of options available to New Trier students no matter their course-taking patterns. This challenges many assumptions about admission to particular colleges. This report also helps to illustrate New Trier's commitment to the Post High School Counseling Department's motto that "College is a match to be made, not a prize to be won."

The Class of 2024 and COVID-19

The class of 2024 began their freshman year inauspiciously in remote learning in August 2020. This cohort experienced three different bell schedules over four years: 1) the first iteration of the blue/green block schedule *with* an X-block freshman year; 2) a blue/green block schedule *without* an X-block sophomore year, and 3) a blue/green block schedule with an anchor day junior and senior years. Kudos to these students for their resilience and adaptability to changes throughout their high school experience.

Ripple effects of the pandemic's impact on students are dissipating but still evident in some aspects of course-taking patterns.

Section 1: Course-Taking Patterns for the Class of 2024

This section of the profile analyzes the course-taking patterns of students in the Core Academic departments and Elective departments. The data were gathered from the final transcripts of the Class of 2024.

This section uses data from the 866 graduates in the Class of 2024 who were at New Trier for all four years of high school and completed eight semesters of New Trier coursework. The class of 2023 had 874 graduates who were at New Trier all four years. Data for the class of 2023 are shown in parentheses. The level profile is constructed by determining at which levels a student took courses over their four years.

A. Courses taken in Core Academic Departments

Department	# of Students	# of Courses	Years/Student
English*	866	3535	4.08 (4.02)
Math**	866	3458	3.99 (3.97)
Modern & Classical Language	856	2867	3.35 (3.41)
Science	866	3296	3.81 (3.83)
Social Studies***	866	3490	4.03 (4.00)

*Excludes Media & Journalism courses
**Excludes Computer Science Courses
***Excludes Speech & Debate Courses

# of Core Academic Courses Taken		# of students	% of students
Fewer than 16	Fewer than 4 core academic classes per year	31 (39)	3.6 % (4.5%)
16 to 17.5	Between 4 and 5 core academic courses per year	101 (85)	11.7% (9.7%)
18 – 18.5		140 (123)	16.2% (14.1%)
19-19.5		248 (277)	28.6% (31.7%)
20	Exactly 5 core academic course per year	122 (123)	14.1% (14.1%)
More than 20	More than 5 core academic courses per year	224 (227)	25.9 % (26.0%)

- Academic programs vary to meet each student's needs, but it is generally recommended that students take four or five core academic courses per year.
- Typically, the highest concentration of students take 19-20 core academic courses. In fact, 42.7 % of students in the class of 2024 took courses in this range, a slight decrease from 45.8% in the class of 2023, but within the range of previous graduating classes.
- The number of students in the class of 2024 taking fewer than 19 core academic classes increased to 31.5%, a higher percentage than the two previous classes which had much higher summer school enrollment due to the limited options for students during COVID. Looking at historical data, the class of 2024 is more similar to pre-COVID classes from 2017-2021, where approximately one-third of each of those classes took fewer than 19 core courses.
- The number of students taking more than 20 core courses remained steady at approximately one-quarter of the class.
- The number of core academic courses taken over four years is one metric, among many, used by colleges and universities to determine the rigor of a high school student's academic program.

B. Courses taken in Elective Departments

Department	# of Students	Total # of Courses	Years/Student	Students who took elective courses in only this department	
				#	%
Applied Arts – FCS	263	313	1.19	21	8.0%
Applied Arts – Tech Ed	258	444	1.72	31	12.0%
Art	386	601	1.56	25	6.5%
Business	491	660	1.35	62	12.6%
Dance	198	281	1.42	5	2.5%
English – Media & Journalism	41	52	1.28	7	12.7%
Music & Theatre	200	810	4.05	33	16.5%
Social Studies – Speech & Debate	55	90	1.65	5	9.1%

The next two tables show course-taking patterns in elective departments. The first table shows total elective courses taken over four years. The second table shows the course-taking pattern for each year of students' four year matriculation. One-semester elective courses have a value of 0.5. For example, a student who took two full years of Art and of one-semester Business would be listed at taking 2.5 electives. The class of 2023 is shown in parentheses.

Overall, the number of students taking elective courses has remained steady. However, enrollment in each elective area fluctuates year to year, which is a programming and staffing challenge not evident in the numbers.

# of Elective Courses taken over Four Years	# of Students	% of Students
1 – 1.5	73 (68)	8.4% (7.8%)
2	132 (132)	15.2% (15.1%)
2.5 – 4	425 (438)	49.1% (50.1%)
4.5 – 8 (more than 1 course/year)	191 (210)	22.1% (24.0%)
More than 8 (more than 2 courses/year)	45 (29)	5.2% (3.0%)

# of Elective Department Courses taken in that Year	Freshman year		Sophomore year		Junior year		Senior year	
	#	%	#	%	#	%	#	%
0	80	9.2%	116	13.4%	272	31.4%	294	33.9%
0.5	9	1.0%	98	11.3%	69	8.0%	49	5.7%
1 – 1.5	677	78.2%	550	63.5%	394	45.5%	381	44.0%
2 or more	100	11.5%	102	11.8%	131	15.1%	142	16.4%

- The percentage of students taking between two and four electives over four years remained consistent with previous years with approximately two-thirds of students doing so, exceeding pre-pandemic rates.
- A sizable cohort of more than one-quarter of the class of 2024 took more than one elective per year, similar to the classes of 2022 and 2023.

C. Future Programming and Course-Taking Patterns: STEM and Creative Arts Clusters

This section of the profile is new for the class of 2024 and will play an important role in understanding student interests as we develop future programming related to strategic initiatives in college and career pathways and interdisciplinary and experiential learning experiences. This year, we looked at student course-taking patterns in two clusters of courses that fall under the categories of Science, Technology, Engineering, and Mathematics (STEM) and Creative Arts. In future years, we want to look at the whole student experience to understand how a student's academic program and non-classroom experiences like extracurricular clubs and activities make-up a comprehensive or coherent cluster or pathway for students.

Individual courses within these clusters have been included in earlier data tables, but many students take a variety of courses, across departments that reflect a particular interest in STEM or Creative Arts fields. What distinguishes the non-STEM and Creative Arts course from other courses within their discrete department assignments is that these courses often have some type of career- or community-connected learning component. That may come in the form of real-world problem-solving, career exploration, community or business partnerships, public performance or displays, or competition.

Analyzing the data in this fashion will provide a better perspective on the level of student interest in these clusters and can inform program and curriculum development in these high interest areas.

The table below includes 31 unique course numbers in non-core STEM and 129 unique course numbers in Creative Arts.

Table 1C.1

Course Cluster		# of Students	Total # of Courses	# Courses /Student	% of Students
STEM	Non-Core*	313	605	1.93	36.1%
	Core Math	866	3458	3.99	100%
	Core Science	866	3296	3.81	100%
Creative Arts**		677	2008	2.97	78.2%

*includes counts reported in Table 1B.1 in Applied Arts, Business, Math, Social Studies, Special Education
**includes counts in Table 1B.1 in Applied Arts-FCS, Art, Business, Dance, Music & Theatre, Media & Journalism

D. Student Level Profiles

A level profile is determined for each student in the class of 2024 by counting only the number of core academic courses on their final transcripts. In order to get a broad picture of a student's experience, only students who attended New Trier for all four years are included. The Class of 2023 is shown in parentheses.

Level Profile Description		# of Students	% of Students	Average # of AP classes	% of students taking at least one AP class
Only level 4 courses		26 (34)	3.0% (3.9%)	7.6 (6.9)	100% (100%)
Both level 3 and 4	More 4 than 3	169 (156)	19.5% (17.8%)	5.5 (5.0)	99.3% (100%)
	More 3 than 4	260 (273)	30.0% (31.2%)	2.6 (2.1)	95.0% (94.7%)
Levels 2, 3, and 4		171 (128)	19.7% (14.6%)	1.5 (1.3)	87.7% (85.7%)
Only level 3		14 (23)	1.6% (2.6%)	n/a	n/a
Both levels 2 and 3	More 3 than 2	87 (104)	10.0% (11.9%)	n/a	n/a
	More 2 than 3	129 (126)	14.9% (14.4%)	n/a	n/a
Only level 2		10 (30)	1.2% (3.4%)	n/a	n/a
Grand Total		*866(874)*	*100%*		*68.2% (64.4%)*

- The most common academic experience is one with a combination of course levels, with just over 94.2% of students taking courses at different levels over the course of four years. Such a combination of levels is a testament to the flexibility of our level system in meeting the needs of each student within each discipline.
- The percentage of students taking at least one course at level 2, 3, and 4 increased significantly to 19.7%, continuing its upward trend.
- Notably, 72.2% of students in the class of 2024 took a program with at least one level 4 class. This has been an upward trend over the last years, and marks the highest percentage of students doing so.
- The percentage of students taking at least one AP class has also been on an upward trend over the last nine years, increasing from 58.5% in 2015 to a high of 68.2% with the class of 2024.
- The above two points demonstrate the flexibility of the level system, the interest among students to challenge themselves in high honors courses, and the manner in which our staff and systems encourage and support students in challenging themselves academically.
- Classes taken at level 9 are counted as level 3 (Honors level) for the purposes of this report because level 3 and level 9 are awarded the same grade point average weight.
- Very few students take an academic program with *only* courses at level 2 because of the variety of level 9 interdisciplinary courses such as Freshman World Studies, American Studies, and various course offerings at level 9 available to seniors in English, Social Studies, and Science, as well as several level 9 offerings in Modern & Classical Languages. Level 9 courses provide students a great opportunity to learn in mixed-ability groups of students.
- Curricular changes that impacted course-taking patterns beginning with the class of 2024:
  - o   More students had the opportunity to take courses at Honors level 9. The English Department has revised its 12th grade curriculum to offer all senior courses at level 4 or 9 to offer the most rigorous curriculum to all students, while a few level 2 co-taught sections remain for students who need a different type of support to be successful. This change is evident in the decreased number of students taking only level 2 classes and the increased number of students with a mixed level profile of 2, 3, and 4.
  - o   AP opportunities expanded with the addition of AP African American Studies. This course, along with increased interest and access is evident in the increased number of students taking at least one AP course.

Section 2: College Matriculation for the Class of 2024

College Matriculation
The data reported in this section pertain to the colleges graduates chose to attend. They do not represent the number of students accepted by the college or university. It is important to note that these numbers in the College Matriculation tables show level profiles and course-taking patterns only of graduates who attended New Trier for four full years (eight semesters). So in some cases, a higher number of graduates attended a particular college or university than appears in the tables. For example, the tables indicate 21 students, all of whom attended New Trier for four years, matriculated to Oakton College, but in fact 25 members of the Class of 2024 enrolled at Oakton.

Similar to previous years, the report shows college matriculation by level profile, number of core academics taken in four years, number of AP classes taken in four years, and number of elective classes taken in four years. In order to ensure privacy of student data, the following tables only include colleges where 5 or more students matriculated and it includes 557 students and 48 colleges and universities. The list of colleges attended by at least one student from the Class of 2024 is in a table at the end of this section. Overall, these students are attending 223 different colleges or universities. Nine students are taking a gap year before matriculating to college, six students are attending universities outside the United States, and one student is taking a post-grad year at boarding school.

These data show that a wide variety of students attend any particular college and help set expectations for other students hoping to attend that school. For example, the University of Illinois at Urbana-Champaign accepted students with a wide variety of level profiles, but the vast majority of these students took 19 core academic courses or more. A current student or family can use these tables to see where students from the Class of 2024 who had the same level profile, number of core academic classes, number of AP classes, or number of elective classes went to college.

While informative and interesting, the tables are one-dimensional and cannot capture the individuality of each student nor all the facets of the college application or admission process. As with any data concerning colleges, a variety of factors determine where students are accepted and where they enroll. The matriculation tables are by no means a formula for admission to a particular college or university but rather provide a perspective on a variety of pathways to any one school. The patterns that emerge from these charts are very similar to previous years.

Trends in College Applications and Admissions
Application and Test-Optional Statistics
The average number of applications submitted per student, as well as the number of applicants overall, increased nationally in 2024, maintaining its steady upward trend over the past several years. According to Common Application, in the 2023-2024 season, 1.425 million unique applicants filed 9.47 million applications, a 7% and 11% increase respectively. At New Trier, 940 students from the class of 2024 filed applications at a rate of 8.72 applications per student, down slightly from the 8.9 average reported by class of 2023. The Post-High School Counseling Department has been tracking this national trend closely, seeking to understand its impact on New Trier students, consulting with their professional networks and drawing on their relationships with college admission staff to best counsel students in navigating this process. They continue to help students create a judicious and manageable list of colleges, so students can put forth the appropriate amount of time towards colleges' individual questions and essays while balancing the demands of academic and extracurricular commitments at New Trier.

Test-optional admission policies reshaped the college admissions landscape since COVID-19 and remains commonplace. However, several prominent schools have recently announced an end to test-optional applications beginning with the fall 2025 freshman class, while others maintained their test-optional policies. Students will have to navigate the various requirements and options available to them, and our post high school counselors are abreast of the nuances in the array of options available to our students.

A significant number of New Trier students submitted test-optional applications, however, far fewer than their peers in the class of 2023, reflecting the trend noted above. At New Trier, 360 students from the class of 2024 elected to apply test-optional to one or more schools, accounting for 28% of the total applications submitted, representing a 9% decrease compared to the class of 2023. The decision to submit test scores or not is highly individualized, depending on a variety of factors specific to the student, college and/or program. Post High School Counselors work to educate individual students and families about the policies and practices of colleges and

universities of interest to them so they have a full picture of their options and can make informed decisions about whether or not to apply with test scores.

Non-Academic Factors and Early Decision
Whether a student submits test scores or not, the importance of non-academic factors of the application review remains important. The National Association for College Admission Counseling recently published results of their 2023 survey of the factors in the admission decision. Topping the list of most important factors are grades and strength of a student's curricular program, followed immediately by "positive character attributes," which aligns to the district's work to cultivate *Characteristics of a New Trier Graduate*. Essays, student interest in attending, counselor recommendation, teacher recommendation and extracurricular activities are also among the top ten factors of considerable importance.

One way students can demonstrate "student interest in attending," is by applying early, such as Early Action, Priority Filing, or Early Decision. Early Decision, which requires a student's commitment to attend if admitted, is considered a direct demonstration of a student's interest. It should be noted, of the over 1000 institutions using the Common Application, just 232 colleges offer an Early Decision option. From New Trier's class of 2024, 32% of students submitted an Early Decision application, which is the same as 2023, compared to 21% in 2022, 27% in 2021 and 30% in 2020. Given the general sense of uncertainty during the peaks of the pandemic, the lower rates of seniors submitting a binding commitment to any one college during the 2020-21 and 2021-22 school years makes sense. For students in the class of 2023 and 2024, their Early Decision rate was more on par with pre-pandemic averages.

Latest Trends
Lastly, in addition to testing policy changes, two trends we are following closely include: 1) more colleges utilizing the Self-Reported Academic Record (SRAR) or the Courses and Grades module of the Common Application, which provides admission offices greater consistency in their review process and 2) colleges and universities are being more transparent with their institutional initiatives and goals. For example, explicitly stating their priorities for in-state/out-of-state candidates, or their preference for certain application cycles (Early vs. Regular), among specific strategic initiatives. New Trier's post-high school counselors monitor trends and stay informed through their relationships with colleges and universities across the country, while also educating admission officers on the unique strengths and attributes of the New Trier experience that prepares students exceptionally well for success. Through this work, our counselors can provide the most accurate, actionable, and timely information to students and families.

In pursuit of helping colleges and universities learn what makes the New Trier experience unique, the Post High School Counseling Department has launched a new initiative this year. Nearly two dozen schools to which our students frequently apply will be invited to join New Trier's Higher Education Admissions Advisory Board with the goal of fostering dialogue, learning about what schools are seeking in candidates and how the New Trier experience prepares students to succeed academically and be positive members of their school communities.

Table of Contents

Table 2.1 The table below shows all colleges where at least 5 graduates are attending and **the level profile** for those students.

College	2	2/3	3/2	3	2/3/4	3/4	4/3	4	# of Students
University of Illinois at Urbana-Champaign		6	3	2	15	26	30	4	86
Indiana University-Bloomington		4	1	1	13	21	6		46
University of Colorado Boulder		7	2		12	15	2		38
Oakton College	1	10	5	1	2	2			21
Purdue University-Main Campus	1	1	4		6	4	2		18
Miami University-Oxford		6	5		4	2			17
University of Wisconsin-Madison					2	4	11		17
University of Iowa		2	2		7	3			14
Northwestern University					1	4	4	4	13
Loyola University Chicago		1	3		3	4	1		12
Marquette University		3	3		3	2			11
Northeastern University						8	3		11
Ohio State University-Main Campus		1	1	1		6	2		11
Boston University						7	3		10
Michigan State University		2	1	1	2	4			10
The University of Tennessee-Knoxville			2		2	6			10
University of Arizona		6	2		2				10
University of Denver		2	1		3	4			10
Tulane University of Louisiana					2	5	2		9
University of Minnesota-Twin Cities					1	8			9
Auburn University			1	2	3	2			8
DePaul University		2	2		2	2			8
Pennsylvania State University-Main Campus		1			4	2	1		8
San Diego State University		1	1		3	3			8
Syracuse University			3		2	3			8
Texas Christian University			2		5	1			8
University of Illinois Chicago		3	1		3	1			8
Wake Forest University						3	5		8
Denison University		1	1		2	3			7
University of Michigan-Ann Arbor					1	1	4	1	7
Arizona State University-Tempe		1	1		3	1			6
Boston College					1	4	1		6
Kenyon College			1		3	2			6
University of Miami					1	3	2		6
University of Vermont		1	1		1	3			6
Vanderbilt University							6		6
California Polytechnic State University			1		1	3			5
Cornell University							3	2	5
Iowa State University		**2**	**2**		**1**				**5**
New York University		1			1	1	2		5
Santa Clara University					3	2			5

									Total
Savannah College of Art and Design			2	1		2			5
Southern Methodist University		1	1		1	1	1		5
The University of Alabama		3			1	1			5
University of Florida						2	3		5
University of Maryland-College Park			1			3	1		5
University of Washington-Seattle Campus						3	2		5
Washington University in St Louis							5		5

Table 2.2. The table below shows all the colleges where at least 5 graduates are attending and **the number of core academic courses** on those students' transcripts. New Trier recommends students take between 4 and 5 Core Academics per year, which is 16 to 20 Core Academics over four years.

College	<16	16-17.5	18-18.5	19-19.5	20	>20	# of Students
University of Illinois at Urbana-Champaign	1	4	13	32	10	26	86
Indiana University-Bloomington	1	3	7	16	3	16	46
University of Colorado Boulder	2	1	6	11	7	11	38
Oakton College	4	10	4	1		2	21
Purdue University-Main Campus		3	2	8	1	4	18
Miami University-Oxford		4	3	4	3	3	17
University of Wisconsin-Madison			3	2	4	8	17
University of Iowa		2	3	5	3	1	14
Northwestern University			3	4	3	3	13
Loyola University Chicago		2	1	4	5		12
Marquette University		3	2	3	3		11
Northeastern University		1	2		3	5	11
Ohio State University-Main Campus		1	1	5	2	2	11
Boston University			1	4	4	1	10
Michigan State University		2	1	4	2	1	10
The University of Tennessee-Knoxville				4	3	3	10
University of Arizona		1	4	4		1	10
University of Denver		3	2	3	2		10
Tulane University of Louisiana			2	2	1	4	9
University of Minnesota-Twin Cities		1	1	2	2	3	9
Auburn University			3		2	3	8
DePaul University		3	3	1		1	8
Pennsylvania State University-Main Campus		1		3	1	3	8
San Diego State University		1	2	2		3	8
Syracuse University			2	4		2	8
Texas Christian University			3	4		1	8
University of Illinois Chicago		3	1	2	2		8
Wake Forest University				5	1	2	8
Denison University		1		2	2	2	7
University of Michigan-Ann Arbor				1		6	7
Arizona State University-Tempe		2		1	2	1	6
Boston College				1	2	3	6
Kenyon College	1			5			6
University of Miami				2	1	3	6
University of Vermont		1	3	1		1	6
Vanderbilt University					1	5	6
California Polytechnic State University			1	1	1	2	5
Cornell University			1	1	2	1	5
Iowa State University		2	2			1	5
New York University			1	2	1	1	5
Santa Clara University			1	2	1	1	5

Savannah College of Art and Design		1	1	1	1	1	5
Southern Methodist University			2	1		2	5
The University of Alabama			2	1		2	5
University of Florida				1	1	3	5
University of Maryland-College Park		1		2		2	5
University of Washington-Seattle Campus				2	1	2	5
Washington University in St Louis			1	3		1	5

Table 2.3. The table below shows all colleges where at least 5 graduates are attending and **the number of AP classes** on those students' transcripts.

College	Number of AP Courses					# of Students
	0	**1**	**2**	**3**	**≥4**	
University of Illinois at Urbana-Champaign	13	12	9	11	41	86
Indiana University-Bloomington	8	6	7	14	11	46
University of Colorado Boulder	12	8	10	2	6	38
Oakton College	17	2	2			21
Purdue University-Main Campus	7	2	4	2	3	18
Miami University-Oxford	12	1	3	1		17
University of Wisconsin-Madison		2		3	12	17
University of Iowa	7	5	2			14
Northwestern University		2		1	10	13
Loyola University Chicago	4	2	3	1	2	12
Marquette University	6	2	1		2	11
Northeastern University			4	2	5	11
Ohio State University-Main Campus	3		1	2	5	11
Boston University			1	3	6	10
Michigan State University	6		3		1	10
The University of Tennessee-Knoxville	2	4	2	2		10
University of Arizona	8	2				10
University of Denver	5	4	1			10
Tulane University of Louisiana	1	2	1	2	3	9
University of Minnesota-Twin Cities		4	2	2	1	9
Auburn University	3	3	1	1		8
DePaul University	6	2				8
Pennsylvania State University-Main Campus	1	1	4	1	1	8
San Diego State University	2	3	3			8
Syracuse University	3		2	1	2	8
Texas Christian University	3	3	2			8
University of Illinois Chicago	6	1	1			8
Wake Forest University			3		5	8
Denison University	2		2	2	1	7
University of Michigan-Ann Arbor					7	7
Arizona State University-Tempe	3	2	1			6
Boston College					6	6
Kenyon College	1	2	1	1	1	6
University of Miami	2		1		3	6
University of Vermont	2	2	1	1		6
Vanderbilt University					6	6
California Polytechnic State University	1		1	3		5
Cornell University					5	5
Iowa State University	4	1				5
New York University	1	1		1	2	5
Santa Clara University		3	1	1		5

Savannah College of Art and Design	4			1		5
Southern Methodist University	2	1		1	1	5
The University of Alabama	3	1	1			5
University of Florida			1		4	5
University of Maryland-College Park	1		2		2	5
University of Washington-Seattle Campus			1	1	3	5
Washington University in St Louis					5	5

Table 2.4 The table below shows all colleges where at least 5 graduates are attending and **the number of Elective Department classes** on those students' transcripts.

College	Number of Elective Courses					# of Students
	1-1.5	2	2.5-4	4.5-8	>8	
University of Illinois at Urbana-Champaign	8	12	41	21	4	86
Indiana University-Bloomington	4	8	25	6	3	46
University of Colorado Boulder	3	5	21	8	1	38
Oakton College	2	4	11	3	1	21
Purdue University-Main Campus	1	1	9	7		18
Miami University-Oxford	1	4	9	3		17
University of Wisconsin-Madison		5	9	2	1	17
University of Iowa		4	5	3	2	14
Northwestern University	3		5	3	2	13
Loyola University Chicago			7	4	1	12
Marquette University	3	1	5	1	1	11
Northeastern University		2	4	5		11
Ohio State University-Main Campus			7	4		11
Boston University		3	4	2	1	10
Michigan State University	1		6	3		10
The University of Tennessee-Knoxville	1		7	2		10
University of Arizona	2		6	2		10
University of Denver		2	4	3	1	10
Tulane University of Louisiana	2	1	5	1		9
University of Minnesota-Twin Cities	1	2	3	3		9
Auburn University			4	3	1	8
DePaul University	1	1	3	2	1	8
Pennsylvania State University-Main Campus		1	5	2		8
San Diego State University			5	3		8
Syracuse University		1	4	3		8
Texas Christian University	1		5		2	8
University of Illinois Chicago			4	4		8
Wake Forest University	1	2	3	2		8
Denison University	1	1	5			7
University of Michigan-Ann Arbor	1	1	3	2		7
Arizona State University-Tempe		1	3	2		6
Boston College		1	5			6
Kenyon College	2	1	2	1		6
University of Miami	1	1	2	1	1	6
University of Vermont			4	2		6
Vanderbilt University		2	4			6
California Polytechnic State University			4	1		5
Cornell University	1	1	1	2		5
Iowa State University	1	1	2	1		5
New York University			1	3	1	5
Santa Clara University		1	3		1	5

Savannah College of Art and Design	1	2		2		5
Southern Methodist University			4	1		5
The University of Alabama	1	2	2			5
University of Florida	2		3			5
University of Maryland-College Park		1	3	1		5
University of Washington-Seattle Campus			3	2		5
Washington University in St Louis			1	2	2	5

Colleges attended by Conference

NCAA conferences underwent a major realignment effective this 2024-2025 school year. Driven mainly by the business of football, media rights deals, and the new college football playoff system, the PAC 12 is nearly dissolved (only Oregon State and Washington State remain) and the Big 10, SEC, ACC, Big 12, and American all have expanded with new schools joining new conferences. Only the Ivy League and Mid-America Conference (MAC) are unchanged. Therefore comparing the class of 2024 data in this category to previous graduating classes is not feasible, with the exemption of the Ivy League and MAC.

Table 2.5

Conference	# of Students	Colleges
Big 10	256	University of Illinois at Urbana-Champaign, Indiana University Bloomington, University of Iowa, University of Maryland, College Park, University of Michigan, Michigan State University, University of Minnesota Twin Cities, University of Nebraska-Lincoln, Northwestern University, Ohio State University, University of Oregon, Penn State University, Purdue University, Rutgers University, University of California, Los Angeles, University of Southern California, University of Washington, University of Wisconsin-Madison
Big 12	81	University of Arizona, Arizona State University, Baylor University, University of Cincinnati, University of Colorado-Boulder, Iowa StateUniversity, University of Kansas, Oklahoma State University, Texas Christian University (TCU), Texas Tech
SEC	58	University of Alabama, Auburn University, University of Florida, University of Georgia, University of Kentucky, Louisiana State University, University of Mississippi, University of Missouri, University of South Carolina, University of Tennessee, University of Texas, Texas A&M, Vanderbilt University
ACC	50	Boston College, University of California-Berkeley, Clemson University , Duke University, Georgia Tech, University of Miami, North Carolina State University, Southern Methodist University (SMU), Stanford University, Syracuse University, University of Virginia, Virginia Tech, Wake Forest University
Big East	35	Butler University, University of Connecticut, Creighton University, DePaul University, Georgetown University, Marquette University, Providence College, Villanova University, Xavier University
Patriot League	24	American University, Boston University, Bucknell University, Colgate University, College of the Holy Cross, Lehigh University
Atlantic 10	22	Loyola University Chicago, St. Louis University, University of Dayton, Fordham University, George Washington University
Ivy	22	Brown University, Cornell University, Dartmouth College, Harvard College, University of Pennsylvania, Princeton University, Yale University
MAC	22	Kent State University, Miami University, Ohio University, Eastern Michigan University, University of Toledo
American Athletic	14	Florida Atlantic University, United States Naval Academy (Navy), University of South Florida, Tulane University
Missouri Valley	6	Bradley University, Drake University, Illinois State University
Total	**590**	

Table 2.6 The table below shows every college attended (223) by a graduate of the Class of 2024.

All Colleges and Universities Attended by Students in the Class of 2024		
American University	Dalhousie University	Lake Forest College
Arizona State University-Tempe	Dartmouth College	Lawrence University
Art Center College of Design	Denison University	Lehigh University
Auburn University	DePaul University	Liberty University
Augustana College	DePauw University	LIM College
Aurora University	Dickinson College	Loras College
Babson College	Drake University	Louisiana State University
Bates College	Drexel University	Loyola Marymount University
Baylor University	Duke University	Loyola University Chicago
Beloit College	Earlham College	Lynn University
Benedictine University	Eastern Michigan University	Macalester College
Boston College	Elmhurst University	Manhattan School of Music
Boston University	Elon University	Marquette University
Bowdoin College	Embry-Riddle Aeronautical-Daytona	Marymount Manhattan College
Bradley University	Embry-Riddle Aeronautical-Prescott	Massachusetts Institute of Tech
Brown University	Emerson College	McGill University
Bucknell University	Emory University	McPherson College
Butler University	Fairfield University	Miami University, Oxford
Cal Poly St. Univ-Pomona	Florida Atlantic University	Michigan State University
Cal Poly St. Univ-San Luis Obispo	Fordham University	Middlebury College
Carleton College	Georgetown University	Milwaukee Inst of Art & Design
Carnegie Mellon University	Georgia Institute of Technology	Milwaukee School of Engineering
Carthage College	Goshen College	Minneapolis College of Art & Design
Case Western Reserve University	Grand Valley State University	Mount Holyoke College
Chapman University	Grinnell College	National Louis University
Chatham University	Hamilton College	New York University
Clemson University	Harvard University	North Carolina State Univ at Raleigh
Colby College	Haverford College	Northeastern University
Colgate University	Hawaii Pacific University	Northern Michigan University
College of Charleston	Hope College	Northwestern University
College of the Holy Cross	Illinois State University	Oakton College
Colorado College	Illinois Wesleyan University	Oberlin College
Colorado School of Mines	Indiana University-Bloomington	Occidental College
Colorado State University	Iowa Lakes Community College	Ohio State University
Columbia College Chicago	Iowa State University	Ohio University
Cornell University	Johns Hopkins University	Oklahoma State University
Creighton University	Joliet Junior College	Parkland College
Curry College	Kent State University	Parsons School of Design
Curtis Institute of Music	Kenyon College	Pennsylvania State University
Czech Technical University in Prague	Kings U Coll-Univ of Western Ontario	Princeton University

Providence College	UMass Boston	University of St. Andrews
Purdue University-Main Campus	United States Naval Academy	University of Toledo
Queen's University Kingston	University College Dublin	University of Toronto
Quincy University	University of Arizona	University of Vermont
Rensselaer Polytechnic Institute	University of Bristol	University of Virginia-Main Campus
Rose-Hulman Institute of Technology	University of California-Berkeley	University of Washington-Seattle
Saint Louis University	University of California-Irvine	University of Wisconsin-Madison
Saint Mary's College	University of California-Los Angeles	Univ of Wisconsin-Stevens Point
Saint Norbert College	University of California-San Diego	Univ of Wisconsin-Whitewater
Salve Regina University	University of California-Santa Barbara	University of York
San Diego State University	University of Chicago	Utah Valley University
San Francisco Conservatory of Music	University of Cincinnati	Utica University
Santa Clara University	University of Colorado Boulder	Vanderbilt University
Sarah Lawrence College	University of Connecticut	Villanova University
Savannah College of Art & Design	University of Dayton	Virginia Tech
School of the Art Institute of Chicago	University of Delaware	Wake Forest University
Seattle University	University of Denver	Washington and Lee University
Southern Methodist University	University of Florida	Washington University in St. Louis
Southwest Tennessee Comm College	University of Georgia	Webster University
St. Olaf College	University of Idaho	Wesleyan University
Stanford University	University of Illinois-Chicago	Williams College
Stony Brook University	Univ of Illinois-Urbana-Champaign	Xavier University
Suffolk University	University of Iowa	Yale University
Swarthmore College	University of Kansas	
Syracuse University	University of Kentucky	
Texas A&M University	University of Maryland	
Texas Christian University	University of Miami	
Texas Tech University	University of Michigan-Ann Arbor	
The Catholic University of America	University of Minnesota	
The College of Wooster	University of Mississippi	
The George Washington University	University of Missouri	
The Juilliard School	University of Nevada-Reno	
The New School	University of New Hampshire	
The University of Alabama	University of Oregon	
The University of Tampa	University of Pennsylvania	
The Univ of Tennessee-Knoxville	University of Rochester	
The University of Texas at Austin	University of San Diego	
Trinity College	Univ of South Carolina-Columbia	
Trinity University	Univ of South Carolina Upstate	
Tufts University	University of South Florida	
Tulane University	University of Southern California	