



EDUCATION BEYOND HIGH SCHOOL SERIES

The Illinois Class of 2002—An Overview: A descriptive summary four years after high school

Christopher M. Mullin, Bradford R. White, and Kathleen Sullivan Brown

Executive Summary

It is our responsibility as lawmakers and educators to make this system work. But it is the responsibility of every citizen to participate in it. And so tonight, I ask every American to commit to at least one year or more of higher education or career training...by 2020, America will once again have the highest proportion of college graduates in the world.

- President Barack Obama, February 24, 2009

President Barack Obama's address to the Joint Session of Congress set forth a postsecondary education agenda focused on access and success. In Illinois, as the high school graduating Class of 2002 moves further away from their days in Illinois public education and they begin to take their place in society, trends have begun to emerge as to their participation in postsecondary education and patterns of completion. Through the use of student unit-record longitudinal data for this cohort, we have been able to observe and reflect on these trends. It is our hope that the descriptive nature of this study, and others forthcoming in the *Education Beyond High School Series*, provide both the foundation for action and new avenues for exploration into the enrollment and completion puzzle that is postsecondary education for the students from Illinois' K-12 system.

Key Findings

Participation

- 62.0% of the Class of 2002 enrolled in postsecondary education during the first fall after high school.
- The longitudinal nature of the data allowed us to find that 76.5% of the Class of 2002—or more than 16,000 additional students—enrolled in postsecondary education within four years after high school.
- Public community colleges enrolled the greatest percentage of the 113,660 individuals comprising the Class of 2002 in the two years immediately following high school graduation. In years three and four, the proportion of individuals enrolling at public and private four-year institutions increased while community college enrollment decreased.
- Of those who enrolled in postsecondary education, approximately 20% of Illinois high school graduates attended institutions in other states during the four years after high school. However, institutions in Illinois were found to provide a large share of summer enrollments. For example, 94.8% of those enrolled during the Summer 2003 semester attended institutions in Illinois.

Completion

- Of the 113,660 members of the Class of 2002, 26.8% enrolled in postsecondary education and completed a certificate and degree program by Summer 2006. When we examine just those who enrolled, 35.1% earned a certificate or degree.
- Of the 33,402 awards earned between Fall 2002 and Summer 2006, there were:
 - 18,165 Baccalaureate Degrees (54.4%),

- 5,433 Transfer Associate/Certificates (16.3%),
 - 3,354 Terminal Associate/Certificates (10.0%),
 - 58 Master's Degrees (0.2%), and
 - 6,392 Credentials (award type unknown, 19.2%).
- Slightly over half of all credentials earned (55.8%) were conferred in the spring of 2006, four years after high school.
 - Community Colleges awarded the greatest number of certificates and degrees for every semester three years after high school.

A Gained Perspective

The various ways by which members of the Class of 2002 interact with opportunities for postsecondary education frame this study. Presented are results for the cohort as a whole, and for those who chose to enroll. We display data by fall, spring, and summer semesters to capture the annual rhythms of educational participation. In many ways postsecondary education participation for the Class of 2002 resembles traditional education patterns with much higher enrollments in the fall and spring semesters than in the summer, and greater numbers completing in the spring of their fourth year than at any other time.

However, in working with the data, we were reminded that non-compulsory education (that which occurs after high school) is an opportunity—an opportunity that Justin Morrill, father of the land-grant institution, said was for “those who destiny assigns them to, or who may have the courage [to attend].”¹ As individuals interested in making a system that serves more students more effectively, we know there are a myriad of factors that may contribute to an individual's decision to partake in postsecondary education, and the sequence of their participation. Those who initially started may be halted as well, and our experience in working with this data has reaffirmed this notion. We have observed enrollment of individuals attending three public institutions in one semester, attending a public and private four-year institution while also attending a public community college during one semester, and we have observed those joining late and leaving early.

As we attempt to study educational pursuits beyond high school, it is important to note that the legal parameters guiding education from kindergarten to graduate school shift at that critical juncture that is education beyond high school. The compulsory, lock-step pattern of enrollment

1 Morrill, J.S. 1887, June 21. Address. In Commemorative Addresses 1862-1887, unedited volume, 17-26 (Amherst, MA: J. E. Williams, Book and Job Printer): 20.

and promotion as seen in K-12 education no longer applies. Postsecondary education represents the various branches sprouting from a tree, not the rigid trunk that gets one there. It is our hope that the descriptive nature of this study, and others forthcoming in the *Education Beyond High School Series*, provide both the foundation for action and new avenues for exploration into the enrollment and completion puzzle that is postsecondary education for the students from Illinois' K-12 system.

Research Notes

In reading through this material, it is important to note who exactly is a member of the Class of 2002 cohort in order to understand the findings, implications, and limitations of this cohort.

Who is included in this cohort

- The 113,660 individuals who, as public high school students, took the Prairie State Achievement Exam in Spring 2001

Who is not included in this cohort

- Private high school graduates
- Out-of-state high school graduates that migrated to higher education institutions in Illinois
- Non-traditional, older students who entered or returned to postsecondary education
- Dual enrolled/dual credit students currently in high school
- It is important to note who is included in this study as the resulting recommendations may apply only to one segment of postsecondary education in Illinois. Further, by noting who is not included in this study, several items are important as they impact the findings presented herein:

1. The fact that September 11th attacks of 2001 occurred during this cohorts' senior year in high school would likely have an impact on those who chose to enlist in the various branches of the military as opposed to postsecondary education. We have attempted to identify individuals who entered the various branches of the military, but have yet to be successful.
2. Private high school students and students from out-of-state would greatly enhance our dataset, but they were not included as data sharing agreements were not established with other states and private education entities.

3. Non-traditional and dual enrollment/dual credit students were not included as they were/would be part of a different graduating cohort.

Considerations in interpreting the data

- Future papers in this IERC series will explore the multivariate links between postsecondary enrollments and completers and sub-group characteristics.
- With regard to the attainment of certificates and degrees, remember that completion is at least

partially dependent upon enrollment and that students from different sub-groups enroll at various institution types at quite different rates.

- Finally, it is important to note that in order to provide the level of detail required to illustrate our findings, the scales utilized in the charts of this report often vary. Since the graphs do not all have a consistent scale, figures that may appear similar at first glance might, in fact, represent substantially different enrollment or completion rates.

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Reports in this Series:

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Following the Illinois high school class of 2002: Three years into college (IERC 2006-5), by Yuqin Gong, Jennifer B. Presley and Bradford R. White

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Enrollment

Figure 1. Percent of the Class of 2002 that Ever Enrolled in Postsecondary Education: Fall 2002 to Summer 2006 (N=113,660)

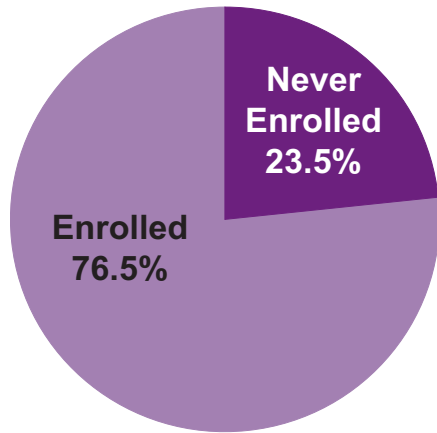
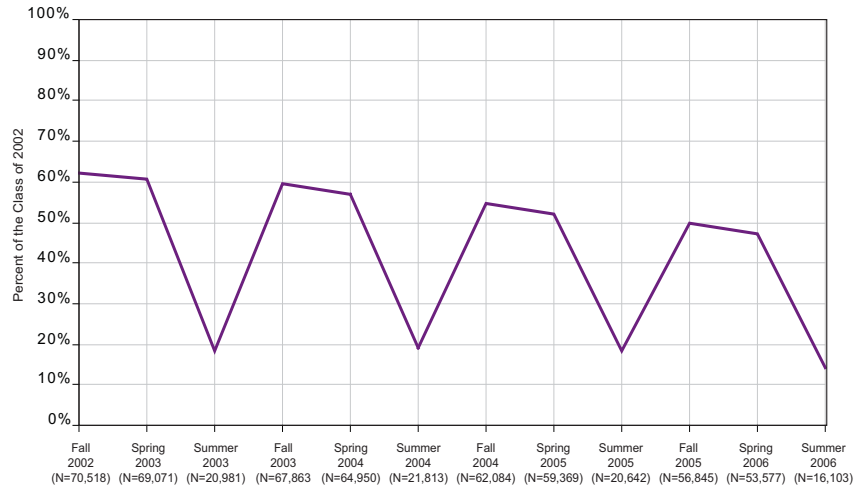


Figure 2. Enrollment Trends, by Semester: Fall 2002 to Summer 2006 (N=113,660)



How many individuals of the Class of 2002 ever enrolled in postsecondary education in the four years after high school graduation?

In the four years after graduation, 76.5% of the Class of 2002 enrolled in a postsecondary education institution for at least one semester (Figure 1). This figure is 14.5% higher than the 62% who initially enrolled in the fall of 2002.

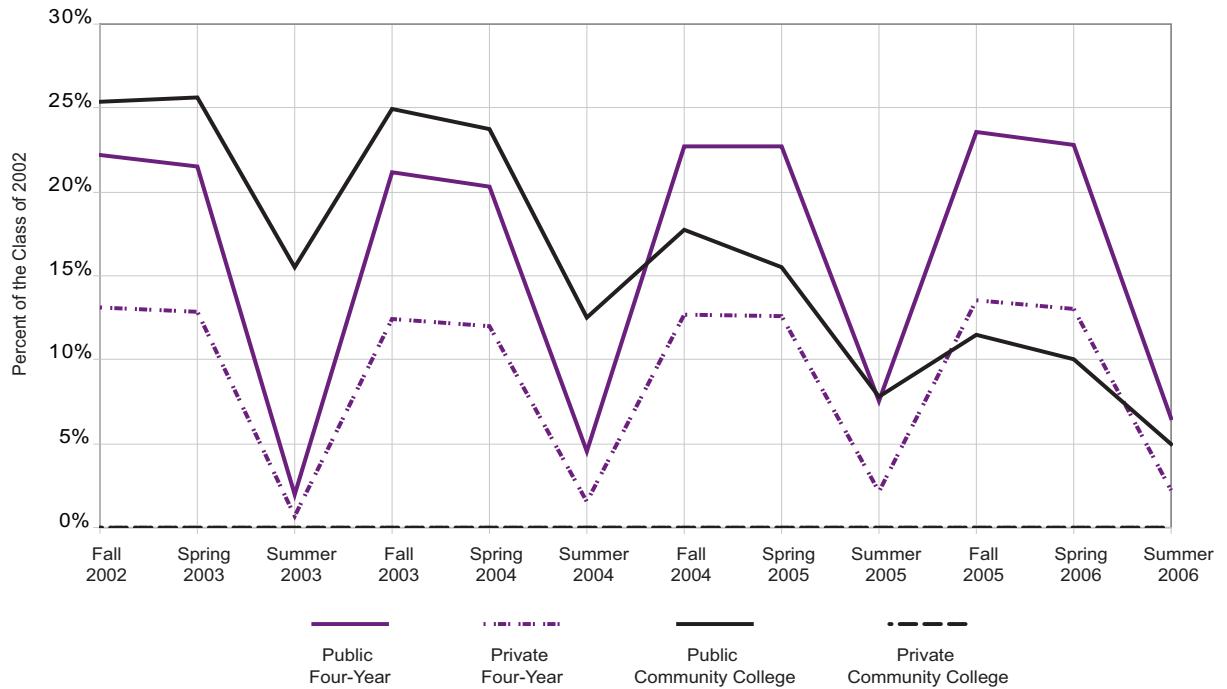
This finding shows that more than three out of four students from Illinois public high schools made the decision to engage with postsecondary education after exiting high school. Often, postsecondary education enrollment is quantified as the percent enrolled in the fall following the end of high school. However, the longitudinal perspective of this cohort of students has allowed us to understand that for over 16,000 individuals (14.5%) the beginning of their journey into postsecondary education was delayed by at least one semester.

What was the enrollment trend for the Class of 2002 during the four years after high school graduation?

As depicted in Figure 2, the trend in enrollment was slightly downward—from 62% in the fall of 2002 to 47.1% in the spring of 2006. It was also observed that enrollments during summer semesters were far less than either the fall or spring semesters. Summer enrollment also declined slightly from 18.5% in Summer 2002 to 14.2% of the cohort in Summer 2006.

These findings show that the time of greatest participation in postsecondary education for this cohort was during the first two years after high school. The declining enrollments suggest that individuals either stopped out or completed their program of study during this time.

Figure 3. Public and Private Institution Enrollment Trends for the Class of 2002, by Semester: Fall 2002 to Summer 2006 (N=113,660)



How did enrollment trends differ between public and private institutions for the Class of 2002?

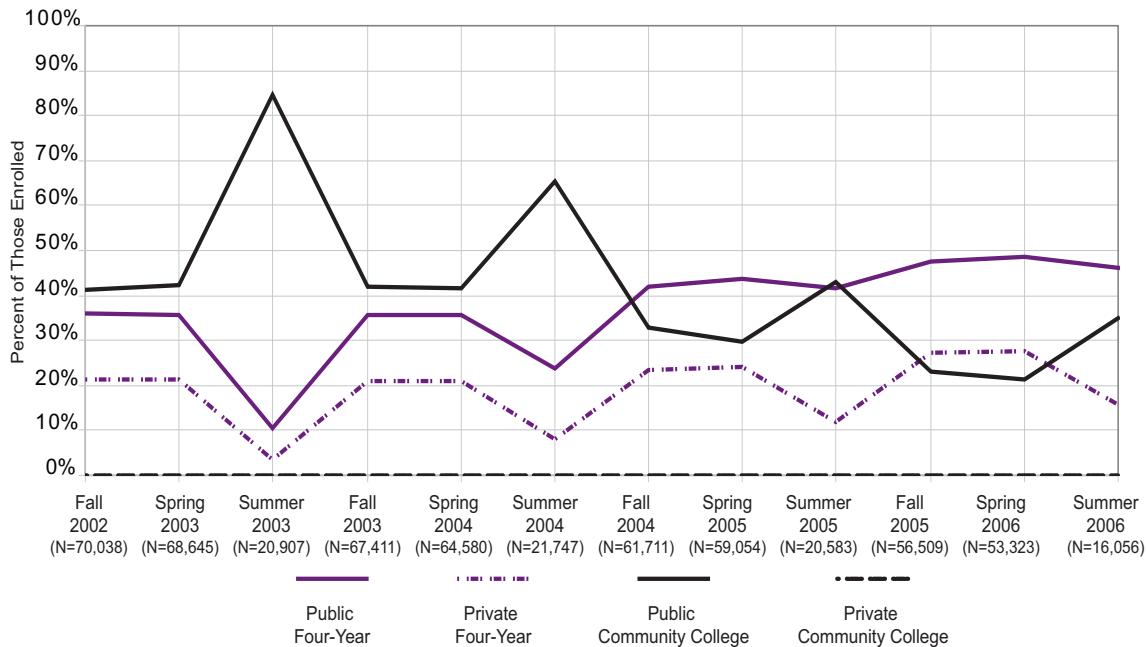
Public community colleges enrolled the greatest percentage of the 113,660 individuals comprising the Class of 2002 in the two years immediately following high school graduation. However, in years three and four, enrollment in public community colleges rapidly decreased. The decrease in public community college enrollment was marked by increased enrollment at public four-year institutions and private four-year institutions. Private community colleges enrolled only a very small proportion of the Class of 2002 (less than 1% for all semesters).

Two interesting points are seen in the figure. First, both public and private four-year institutions had reasonably steady enrollment trends, with increases in the third and fourth years (Fall 2004 to Spring 2006). Second, summer enrollment in years three and four at public four-year institutions out-paced enrollments at the public community colleges.

These findings suggest several things. First, the public community colleges were the leading provider of postsecondary education in the first two years after high school (Fall 2002 to Spring 2004). This reinforces their position as the foyer to the hallways of academia and work. Second, the reasonably stable enrollment trends at four-year institutions suggest they were retaining students. Third, the increases in enrollment at four-year institutions for the third and fourth academic years shows that the institutions were serving a greater percentage of students later in the postsecondary education journey than in earlier stages.

Figure 3 represents enrollment trends by semester as a percentage of all 113,660 students, allowing us to understand the behaviors of the entire cohort. A more nuanced perspective may be obtained by examining the enrollment percentages of *only those who were enrolled*, not of the entire 113,660 students who make up the Class of 2002. The next graph presents just such a nuanced look at enrollments trends.

Figure 4. Public and Private Institution Enrollment Trends for Those Enrolled, by Semester: Fall 2002 to Summer 2006 (N varies)

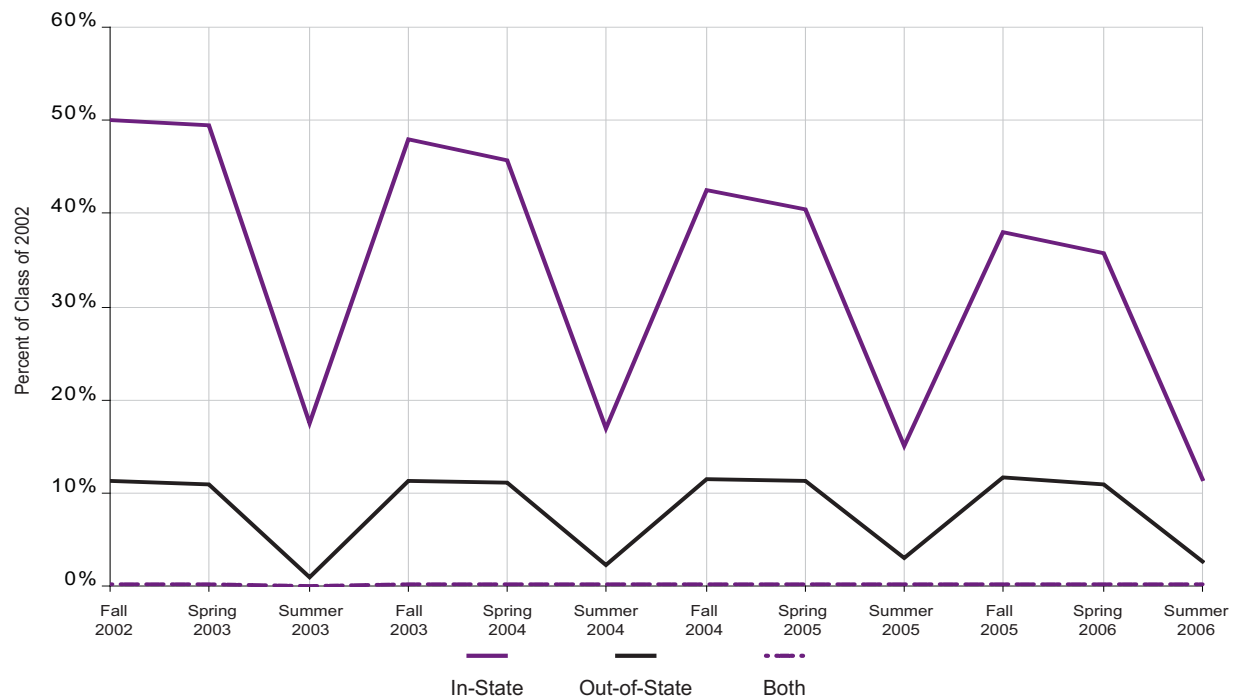


Of those who enrolled during a given semester, how did enrollment trends differ between public and private institutions for the Class of 2002?

An examination of participation by each semester for those who were enrolled at one of the four institution types—public four-year institutions, private four-year institutions, public community colleges, and private community colleges—provided a nuanced depiction of enrollment trends (Figure 4). While the total number of individuals enrolled decreased from Fall 2002 to Spring 2006, public four-year institutions gained a greater share of those enrolled. Analysis of the data also indicated that summer enrollment at public four-year institutions sharply rose from 10.5% in Summer 2003 to 46.0% in Summer 2006. The percentage of those enrolled incrementally increased at private four-year institutions over all four years investigated. Summer enrollment also increased in subsequent years as compared to the summer after the first year of college. In contrast to four-year institutions, public community college enrollment as a percentage of those enrolled decreased over the four years investigated. This may be due to these traditional age students stopping-out, transferring institutions, and/or completing a program of study. Enrollment at private community colleges was exceedingly rare.

These findings suggest that, for those who were enrolled, the community college was the preferred provider of education for the summer semester in the first two years of postsecondary education. The drop in the third and fourth years suggests that, for the individuals of the Class of 2002, public community college may no longer be able to serve them as they do not offer upper division courses. It is unclear as to whether the increased proportion of those enrolled at public and private four-year institutions suggests inter-institutional mobility between institution types, as the number of individuals engaged in postsecondary education changes by semester. It does however appear that students are transferring to these institutions from the community college, but the lack of a variable to identify transfer in our dataset does not allow for a definite conclusion on this matter. A number of methods have been developed to quantify transfer, but without a singular variable that indicates an individual has been admitted to a specific academic program we cannot be sure if the student is enrolled probationally, in leisure courses, or as a member of a specific program. In other words, we do not know if a change in institution by an individual is for credit accumulation, such as an online course, or the result of the individual relocating to another institution to participate as a member of an academic program.

Figure 5. In-State and Out-of-State Enrollment Trends for the Class of 2002, by Semester: Fall 2002 to Summer 2006 (N=113,660)

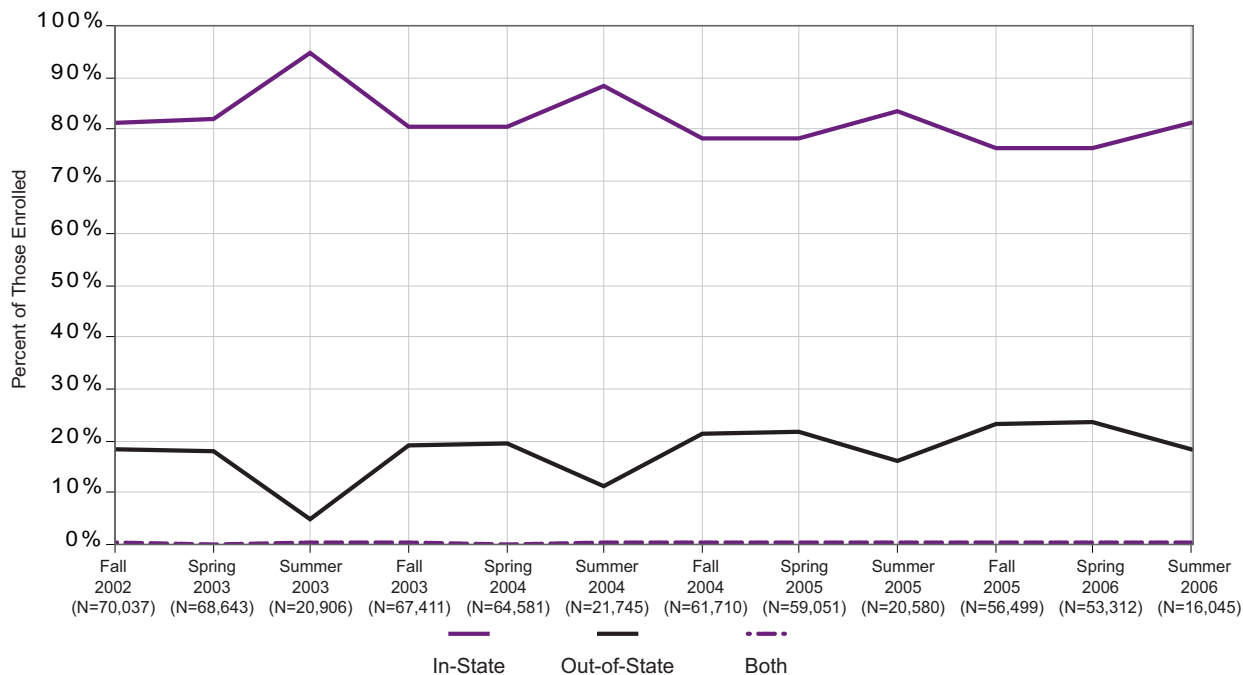


How did enrollment trends differ at in-state and out-of-state institutions for the Class of 2002?

A greater percentage of the Class of 2002 initially enrolled at institutions within Illinois than at out-of-state institutions (Figure 5). However, this number dropped from 50.1% in the fall of 2002 to 35.7% in the spring of 2006. As with private four-year institutions (Figure 3), enrollment stayed fairly constant at out-of-state institutions. The practice of attending both an in-state and out-of-state institutions during the same semester was not widely adopted by the students of this cohort—peaking at 0.2%.

Keeping in mind the findings from the previous two graphs, it is likely that the difference in trends between in-state and out-of-state institutions are the result of a drop in enrollment at public community colleges in Illinois during the third and fourth years (Fall 2004 to Summer 2006). What is notable is the consistency with which out-of-state institutions maintained enrollment levels at approximately 11% of the Class of 2002 during fall and spring semesters across all four years investigated. This percent nearly doubles to approximately 20% when one examines only those members of the Class of 2002 who enrolled in postsecondary education (Figure 6).

Figure 6. In-State or Out-of-State Enrollment Trends for Those Enrolled, by Semester: Fall 2002 to Summer 2006 (N varies)



Of those who enrolled during a given semester, how did enrollment trends differ at in-state and out-of-state institutions for the Class of 2002?

Members of the Class of 2002 who were enrolled in a given semester participated in greater proportions at in-state institutions as compared to out-of-state institutions (Figure 6). Enrollment at in-state institutions hovered at approximately 79% of those enrolled—during the fall and spring semesters. During the same time period, out-of-state enrollment increased slightly from 18.2% in the fall of 2002 to 23.5% in the spring of 2006.

Enrollment during summer semesters was consistently about one-third that of either the preceding fall or spring semester. During the first two summer semesters, in-state institutions enrolled the greatest percentage of students, a trend that decreased in magnitude as time progressed. Individuals who concurrently enrolled in both in-state and out-of-state institutions were negligible, at 0.3% of those enrolled.

In our analysis thus far we have observed trends in enrollment that have depicted public community colleges and in-state institutions decreasing in enrollment over time, while public four-year, private four-year and out-of-state institutions have maintained or increased their proportional share of enrollments from initial enrollment levels. To understand these phenomena, it is instructive to examine the nature of completion patterns which may have contributed to the decreased participation by members of the cohort during the four years after high school. We examine this issue in the following section.

Completions

Figure 7. Percent of the Class of 2002 that Ever Completed a Certificate or Degree Program: Fall 2002 to Summer 2006 (N=113,660)

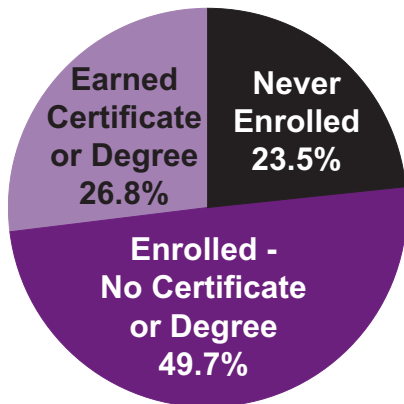
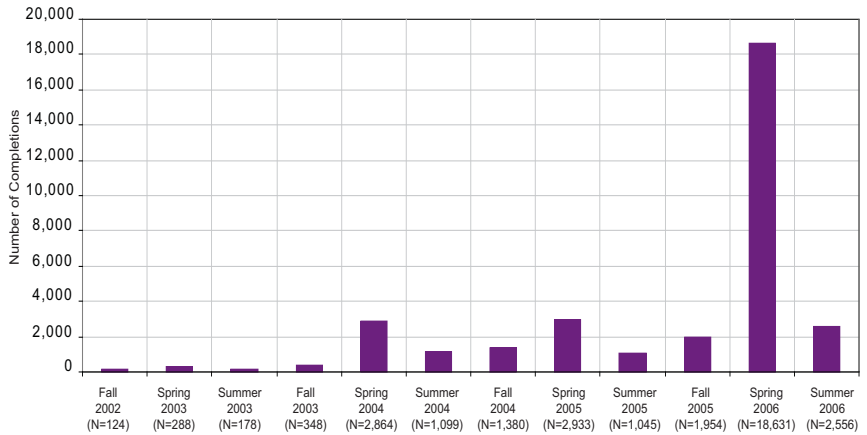


Figure 8. Completion Trends, by Semester: Fall 2002 to Summer 2006



How many individuals of the Class of 2002 ever completed a certificate or degree program in the four years after high school graduation?

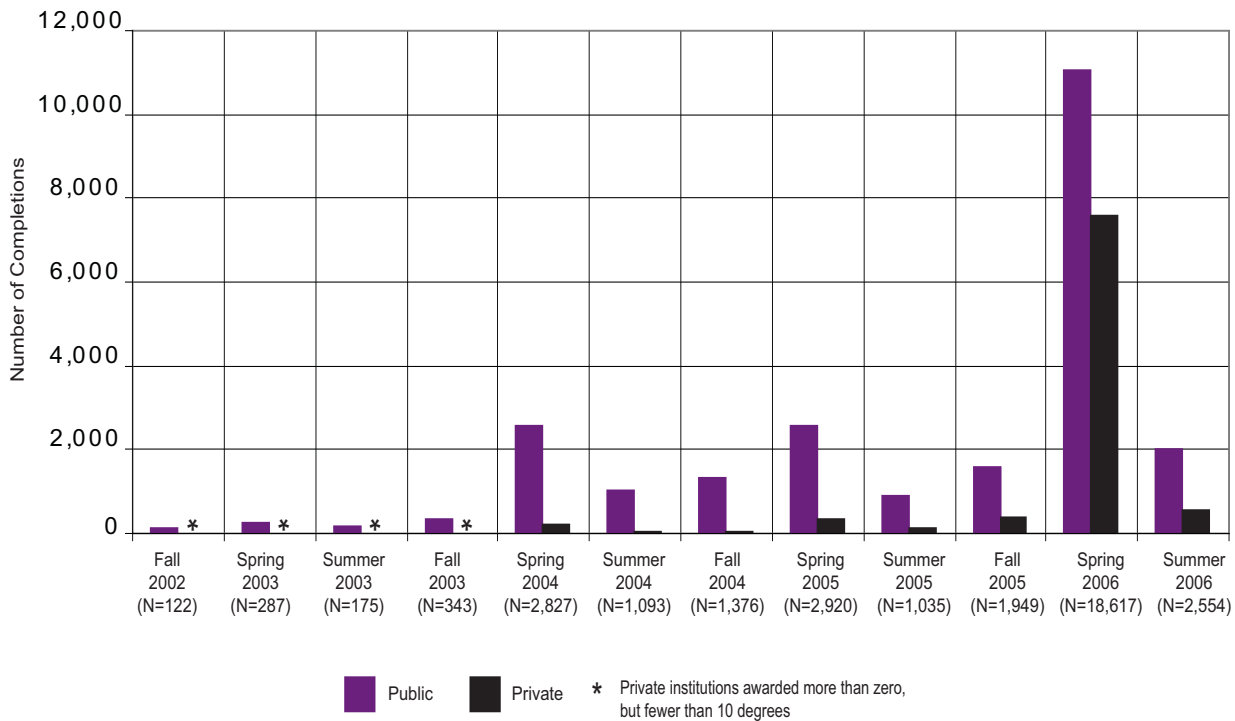
In the four years after high school graduation 26.8% of the Class of 2002 completed at least one certificate or degree program (Figure 7). This finding shows that more than one out of four students of public high schools in Illinois both participated in postsecondary education after exiting high school and completed at least one program of study. If we examine only those who enrolled, 35.1% earned a certificate or degree.

What was the completion trend of the Class of 2002 during the four years after high school graduation?

The trend in completion incrementally increased, punctuated by a substantial increase in completions in the spring of 2006. The 18,631 certificates and degrees earned in the spring of 2006 accounted for 55.8% of all certificates and degrees earned in the four years after high school by the members of the Class of 2002.

The sharp increase would suggest that the four-year degree was the reason for the substantial increase in awards during the spring of 2006. The nature of the level of completion earned is addressed in further detail in Table 1 (p.14).

Figure 9a. Completions at Public and Private Institutions, by Semester: Fall 2002 to Summer 2006‡

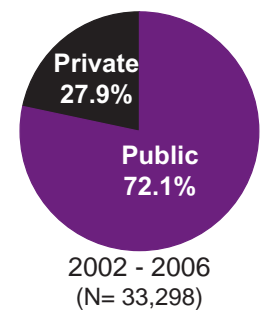


How did completion trends differ between public and private institutions for the Class of 2002?

Across all twelve semesters studied, public institutions awarded the greatest number of certificates and degrees. These findings suggest that there is still a primacy placed on four-year degree programs as the majority of completions occurred during the fourth year after high school.

The spring semesters of the second (2004), third (2005), and fourth (2006) years were observed to be the primary points of completion for members of the Class of 2002 (Figure 9a). Public institutions awarded 23,992 certificates and degrees, 46.6% of which were awarded in the spring of 2006. Private institutions awarded 9,306 certificates and degrees, 81.3% of which were awarded in the spring of 2006. While public institutions had a greater percentage of total completions (Figure 9b), they also enrolled more students.

Figure 9b. Percent of Total Completions, by Institution Control



Note: Due to restrictions to ensure the confidentiality of individuals included in the cohort, we cannot report specific information when a cell count is between one and 10.

‡ While the observed total equaled 33,402, missing institutional information for some completers brought the total to 33,298.

Figure 10a. Completions at In-State and Out-of-State Institutions, by Semester: Fall 2002 to Summer 2006‡

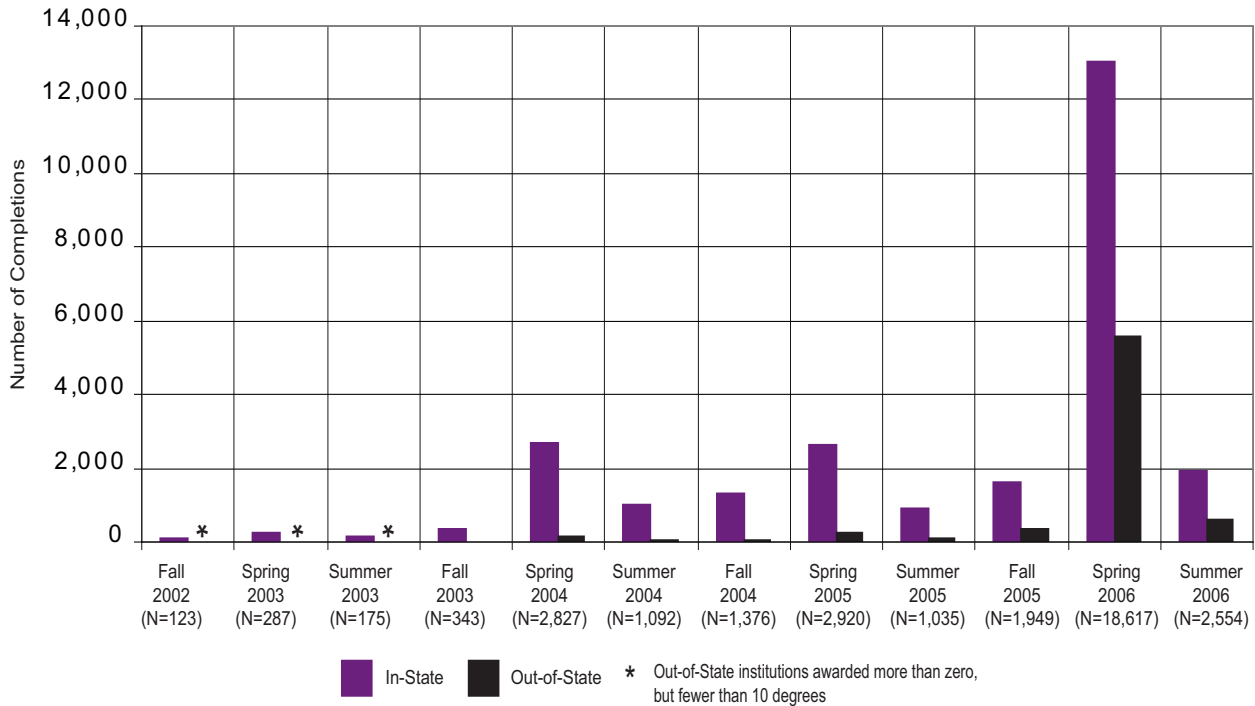
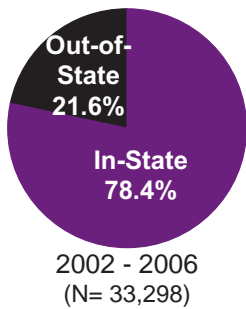


Figure 10b. Percent of Total Completions, by Institution Location



How did completion trends differ between in-state and out-of-state institutions for the Class of 2002?

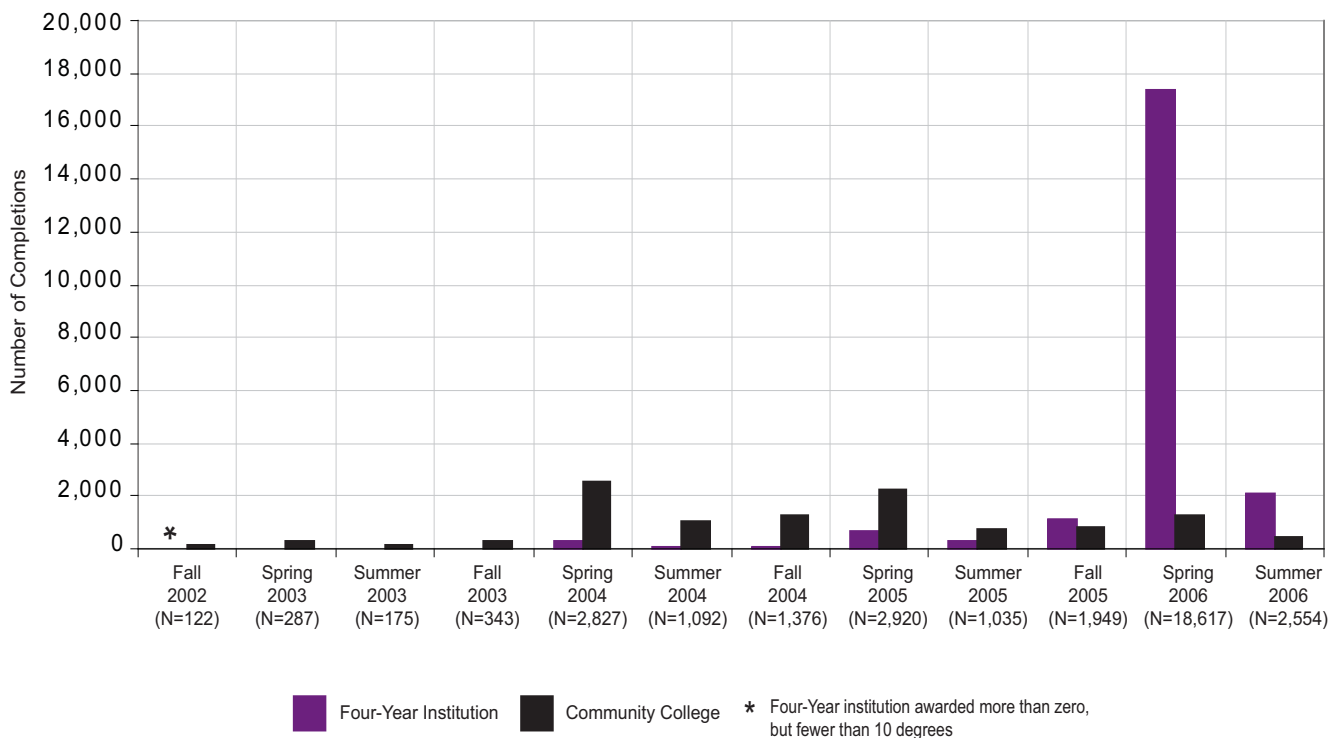
As it related to completion trends, in-state institutions awarded three times more certificates and degrees than postsecondary education institutions in other states. Figure 10b shows that the majority of completions were at in-state institutions, a finding one would expect given the larger number of students who enrolled in-state (Figure 5). Spring semester completions were higher than any other semester. The numbers of out-of-state completions were comparatively low for all semesters, save the spring of 2006 when 77.6% of all out-of-state completions were awarded (Figure 10a).

A larger proportion of completers were observed at out-of-state institutions in the spring of 2006 by the members of the Class of 2002 than any other semester. This suggests that participants at out-of-state institutions opted to participate in a four-year college experience culminating in Bachelor’s degree as opposed to Certificate or Associate degree programs.

Note: Due to restrictions to ensure the confidentiality of individuals included in the cohort, we cannot report specific information when a cell count is between one and 10.

‡ While the observed total equaled 33,402, missing institutional information for some completers brought the total to 33,298.

Figure 11a. Completions at Four-Year Institutions and Community Colleges, by Semester: Fall 2002 to Summer 2006‡

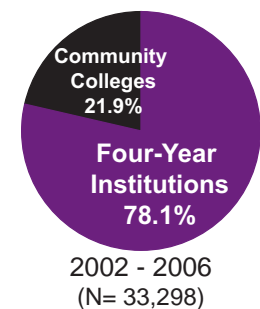


How did completion trends differ between four-year institutions and community colleges for the Class of 2002?

Community colleges contributed most to the success of the Class of 2002 during the three years after high school by producing more completers than four-year institutions. The spring of 2004 signaled the greatest period of student success at community colleges with 2,561 certificates or degrees awarded (Figure 11a). This trend supports expected outcomes due to the two-year nature of course offerings at community colleges. The greatest percentage of completions overall, however, occurred at four-year institutions (Figure 11b).

Figure 11a shows an almost negligible number of one and two-year certificates were awarded when compared with the total count of the cohort of 113,660 individuals. This either suggests members of the Class of 2002 were not interested in such postsecondary education paths, or that those who attempted them were not highly successful. We turn next to an examination of degree types earned over the four years for a closer look at students’ educational attainment.

Figure 11b. Percent of Total Completions, by Institution Sector



Note: Due to restrictions to ensure the confidentiality of individuals included in the cohort, we cannot report specific information when a cell count is between one and 10.

‡ While the observed total equaled 33,402, missing institutional information for some completers brought the total to 33,298.

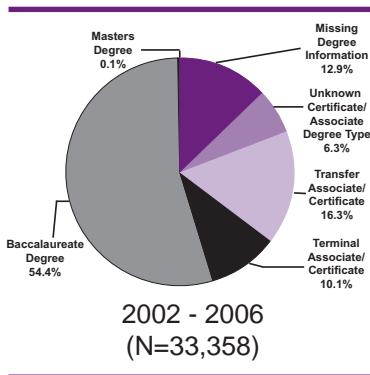
Table 1. Number of Completions by Type and Semester: Fall 2002 to Summer 2006

Semester of completion	Missing Degree Information	Unknown Certificate/ Associate Type	Transfer Associate/ Certificate	Terminal Associate/ Certificate	Baccalaureate Degree	Masters Degree	Total
Fall 2002	*	23	*	87	*		110
Spring 2003	*	43	37	198	*	*	278
Summer 2003	14	22	37	103	*		176
Fall 2003	33	58	81	172	*		344
Spring 2004	267	489	1,556	531	20	*	2,863
Summer 2004	91	153	655	193	*		1,092
Fall 2004	129	203	713	296	39		1,380
Spring 2005	298	445	1,015	647	524	*	2,929
Summer 2005	124	134	358	217	212		1,045
Fall 2005	230	182	363	275	904	*	1,954
Spring 2006	2,873	261	443	458	14,565	31	18,631
Summer 2006	228	79	170	177	1,883	19	2,556
Total	4,287	2,092	5,428	3,354	18,147	50	33,358

* indicates that more than zero but fewer than 10 completions were observed.

Note: The total number of completions was 33,402, but privacy protocols required the removal of certain cells which resulted in the total number of completers equaling the lesser amount of 33,358.

Figure 12. Percent of Completions, by Type



What were the trends in degree level completion for the Class of 2002?

The completion trend depicted in Table 1 supports the traditional route to Baccalaureate degree completion, with 14,565 of 18,147 degrees awarded in the spring of 2006. It is also interesting to note that more than 50 individuals earned Master’s degrees within four years of graduating from high school. It may be of future interest to examine these individuals to better understand their journey through postsecondary education.

While this longitudinal data set has provided a great deal of information, the requisite matching of various data sources has resulted in 6,379 certificates or degrees (sum of column 1 and 2 in Table 1), or 19.2% of all credentials (Figure 12), being awarded without identification of the type of credential. The observation that 2,873 occurred during the spring of 2006 suggests that many of these earned credentials were baccalaureate degrees. As Illinois and other states move toward consistent data elements in standardized, longitudinal data systems, it is hoped that these reporting discrepancies will be minimized.

Table 2. Comparison of Transfer and Terminal Completions between the Class of 2002 and the Illinois Community College Board Annual Reports: Fiscal Year 2004 to 2006

Semester of completion	Transfer Associate / Certificate			Terminal Associate / Certificate		
	ICCB Total, by Fiscal Year	IERC Class of 2002	<i>Difference</i>	ICCB Total, by Fiscal Year	IERC Class of 2002	<i>Difference</i>
Summer 2003		37			103	
Fall 2003		81			173	
Spring 2004		1,556			531	
<i>Fiscal Year 2004 Total</i>	<i>14,906</i>	<i>1,674</i>	<i>13,232</i>	<i>33,080</i>	<i>806</i>	<i>32,274</i>
Summer 2004		655			193	
Fall 2004		713			296	
Spring 2005		1,015			647	
<i>Fiscal Year 2005 Total</i>	<i>15,424</i>	<i>2,383</i>	<i>13,041</i>	<i>36,020</i>	<i>1,136</i>	<i>34,884</i>
Summer 2005		358			217	
Fall 2005		363			275	
Spring 2006		443			458	
<i>Fiscal Year 2006 Total</i>	<i>15,811</i>	<i>1,164</i>	<i>14,647</i>	<i>33,816</i>	<i>950</i>	<i>32,866</i>
Total	46,141	5,221	40,920	102,916	2,892	100,024

ICCB Data Source: Recurring Tables III-7 and III-8 in Illinois Community College Board, *Data and Characteristics of the Illinois Public Community Colleges System* (Springfield, IL: Author, 2004 to 2007). A fiscal year runs July 1 to June 30.

We also present completion counts for terminal and transfer Associate degrees or Certificates. We see that traditional-aged students are more likely to attend a community college and earn a transfer degree or certificate than a terminal degree or certificate. Transfer certificates consist of Associate degree types and a general studies certificate, whereas terminal classification reflects the terminal Associate of Applied Science and Certificates that are vocational or take either more than or less than one-year. These classifications were extracted from annual reports by the Illinois Community College Board¹ in order to allow for comparisons between this cohort and the larger student body served by postsecondary education and to provide an accurate depiction of student intent and success. For example, those students who obtained a terminal Associate degree or Certificate should be viewed as having met their objective. These degrees are examined further in Table 2.

In comparing the completions observed for the Class of 2002 to the total number of completions reported by the Illinois Community College Board annually, one finds large differences between the number of degrees and certificates awarded to the cohort and the total number of degrees and certificates awarded by Illinois community colleges overall. This suggests that while the community colleges serve the traditional student aged 18 to 22 as observed in the Class of 2002, they also serve a large number of individuals at other periods in their lives—often referred to as non-traditional or adult learners. Over the four years examined in this report, 5,221 individuals from the Class of 2002 earned their transfer Associate degree/Certificate while 46,141 total transfer certificates were awarded by Illinois community colleges; the difference is even more pronounced for terminal Associate degree and Certificate completions. These data highlight the transfer mission of the community college, but still more information regarding the relationship between community colleges and student success towards the baccalaureate degree is needed and will be the focus of a future report.

¹ For an example of the degrees and certificates in each classification, see Tables III-7 and Table III-8 in Illinois Community College Board, *Data and Characteristics of the Illinois Public Community College System* (Springfield, IL: Author, August 2004).

Key Findings

Participation

- 62.0% of the Class of 2002 enrolled in postsecondary education during the first fall after high school.
- The longitudinal nature of the data allowed us to find that 76.5% of the Class of 2002—or more than 16,000 additional students—enrolled in postsecondary education within four years after high school.
- Public community colleges enrolled the greatest percentage of the 113,660 individuals comprising the Class of 2002 in the two years immediately following high school graduation. In years three and four, the proportion of individuals enrolling at public and private four-year institutions increased while community college enrollment decreased.
- Of those who enrolled in postsecondary education, approximately 20% of Illinois high school graduates attended institutions in other states during the four years after high school. However, institutions in Illinois were found to provide a large share of summer enrollments. For example, 94.8% of those enrolled during the Summer 2003 semester attended institutions in Illinois.

Completion

- Of the 113,660 members of the Class of 2002, 26.8% enrolled in postsecondary education and completed a certificate and degree program by Summer 2006. When we examine just those who enrolled, 35.1% earned a certificate or degree.
- Of the 33,402 awards earned between Fall 2002 and Summer 2006, there were:
 - 18,165 Baccalaureate Degrees (54.4%),
 - 5,433 Transfer Associate/Certificates (16.3%),
 - 3,354 Terminal Associate/Certificates (10.0%),
 - 58 Master's Degrees (0.2%), and
 - 6,392 Credentials (award type unknown, 19.2%).
- Slightly over half of all credentials earned (55.8%) were conferred in the spring of 2006, four years after high school.
- Community Colleges awarded the greatest number of certificates and degrees for every semester three years after high school.

This was a descriptive overview of the enrollment and completion patterns of the Class of 2002 four years after high school. Additional reports in this series analyzing the data by college readiness, gender, parent income, and race/ethnicity will soon follow.

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