



NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203

TO: Dr. Peter W. Tragos, Superintendent
Board of Education, New Trier Township High School

FROM: Dr. Chimille Tillery, Assistant Superintendent for Curriculum and Instruction

RE: Profile of the Class of 2026: An Academic Perspective

DATE: September 11, 2026

This year's report is the seventeenth 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 individual 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 2026 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 2026 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 there are a variety of college options available to New Trier students regardless of their course-taking patterns. This section of the report challenges assumptions about what is required to gain admission to particular colleges.

The 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." This approach to the college search is shared by Jeffrey Selingo, a New York Times bestselling author and higher education strategist, who has decades of experience reporting on the intersection of education and work. Selingo translates the complexity of higher education for both sides of the college equation: teens searching for their dream school and colleges reimagining how they prepare learners for their futures. In his latest book *Dream School*, Selingo posits that choosing a college is about students finding a place where they can thrive, learn, and become the person they are meant to be. The college search process is about considering a range of colleges that fit both their personality and how they like to learn. He encourages students and parents to replace anxiety with excitement and make the college search a happy milestone because the quest for a good college should be inspiring, not exhausting. During his April 27, 2026 visit to New Trier, Jeff emphasized that finding the right college is a thoughtful process. He shared that college is not simply a destination, but part of a broader journey - one that includes discovering strengths, exploring interests, and building independence.

The Class of 2026

Section 1: Course-Taking Patterns for the Class of 2026

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 2026.

This section uses data from the 834 graduates in the Class of 2026 who attended New Trier for all four years of high school and completed eight semesters of New Trier coursework. The class of 2025 had 794 graduates who were at New Trier all four years. Data shown in parentheses are for the class of 2025. The level profile is constructed by determining the levels at which a student took courses over their four years.

A. Courses taken in Core Academic Departments

Table A.1

Department	# of Students	# of Courses	Years/Student
English*	834	3363	4.03 (4.03)
Math**	834	3353	4.02 (4.02)
Modern & Classical Language	826	2807	3.40 (3.42)
Science	834	3230	3.87 (3.85)
Social Studies***	834	3420	4.10 (3.98)

* Excludes Media & Journalism courses

** Excludes Computer Science Courses

*** Excludes Speech & Debate Courses

Table A.2

# of Core Academic Courses Taken		# of Students	% of Students
Fewer than 16	Fewer than 4 core academic classes per year	27 (29)	3.2 % (3.7%)
16 - 17.5	Between 4 and 5 core academic courses per year	75 (82)	9.0% (10.3%)
18 - 18.5		105 (106)	12.6% (13.4%)
19 - 19.5		249 (229)	29.9% (28.8%)
20	Exactly 5 core academic courses per year	105 (108)	12.6% (13.6%)
More than 20	More than 5 core academic courses per year	273 (240)	32.7% (30.2%)

- ❖ 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.
- ❖ 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. Indeed, 96.8% of the class of 2026 took four or more core academic courses per year, which is comparable to the class of 2025.
- ❖ Typically, the highest concentration of students takes between four and five core academic courses per year. 51.5% of students in the class of 2026 took courses in this range, a slight decrease compared to 52.5% in the class of 2025.
- ❖ 32.7% of the class of 2026 took more than five core academic courses per year, an increase compared to 30.2% in the class of 2025.

B. Courses taken in Elective Departments

The following tables show course-taking patterns in elective departments. The first table shows total elective courses taken over four years. The class of 2025 is shown in parentheses.

Table B.1

Department	# of Students	Total # of Courses	Years/Student	Students who took elective courses in <u>only</u> this department	
				#	%
Applied Arts - FCS	249 (267)	306 (310)	1.23 (1.16)	15 (16)	6.0% (6.0%)
Applied Arts - Tech Ed	278 (257)	473 (425)	1.70 (1.65)	33 (35)	11.9% (13.6%)
Art	333 (366)	482 (536)	1.45 (1.47)	16 (38)	4.8% (10.4%)
Business	521 (444)	717 (621)	1.38 (1.40)	62 (55)	11.9% (12.4%)
Dance	176 (118)	221 (151)	1.26 (1.28)	0 (0)	0% (0%)
English - Media & Journalism	32 (24)	42 (30)	1.31 (1.27)	2 (2)	3.6% (2.6%)
Music & Theatre	191 (174)	661 (553)	3.46 (3.18)	34 (32)	17.8% (18.4%)
Social Studies - Speech & Debate	56 (78)	82 (130)	1.46 (1.67)	2 (9)	3.6% (11.5%)

- ❖ 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.

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 one-semester of Business would be listed at taking 2.5 electives.

Table B.2

# of Elective Courses taken over Four Years	# of Students	% of Students
1 - 1.5	67 (74)	8.0% (9.3%)
2	114 (122)	13.7% (15.4%)
2.5 - 4	446 (426)	53.5% (53.7%)
4.5 - 8 (more than 1 course/year)	184 (153)	22.1% (19.3%)
More than 8 (more than 2 courses/year)	20 (17)	2.4% (2.1%)

- ❖ More than one-fifth of the class of 2026 took between one and two elective courses per year.
- ❖ The number of students taking more than 1 or 2 elective courses per year slightly increased, however the overall number of students taking elective courses has remained steady.

Table B.3

# of Elective Department Courses taken by Year	Freshman year		Sophomore year		Junior year		Senior year	
	#	%	#	%	#	%	#	%
0	62	7.4%	131	15.7%	259	31.1%	279	33.5%
0.5	7	0.8%	96	11.5%	102	12.2%	71	8.5%
1 - 1.5	702	84.2%	503	60.3%	372	44.6%	388	46.5%
2 or more	63	7.6%	104	12.5%	101	12.1%	96	11.5%

- ❖ The percentage of students taking two to four electives over four years increased from previous years with almost sixty-percent of students doing so.

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

This section of the profile plays an important role in understanding student interests as we develop programming related to strategic initiatives in college and career pathways and interdisciplinary and experiential learning opportunities. We looked at student course-taking patterns in two clusters of courses: STEM and Creative Arts.

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 courses from other courses within their discrete department assignments is that these courses often have some type of career or community connection 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 will provide a better perspective on the level of student interest in these clusters and can inform program and curriculum development in high interest areas.

The table below includes 31 unique course numbers in non-core STEM and 129 unique course numbers in Creative Arts. Class of 2025 data are shown in parentheses.

Course Cluster		# of Students	Total # of Courses	# of Courses/Student	% of Students
STEM	Non-Core*	344 (331)	660 (645)	1.92 (1.95)	41.2% (41.7%)
	Core Math	834 (794)	3353 (3195)	4.02 (4.02)	100% (100%)
	Core Science	834 (794)	3230 (3056)	3.87 (3.85)	100% (100%)
Creative Arts**		671 (620)	1922 (1606)	2.86 (2.59)	80.5% (78.1%)

* includes counts in Table B.1 in Applied Arts-Tech Ed, Business, Math, Social Studies, and Special Education

** includes counts in Table B.1 in Applied Arts-FCS, Business, Dance, Music & Theatre, and Media & Journalism

D. Student Level Profiles

A level profile is determined for each student in the class of 2026 by counting only the number of core academic courses on their final transcript. In order to get a broad picture of a student's experience, only students who attended New Trier for all four years are included. Class of 2025 data are shown in parentheses.

Level Profile Description		# of Students	% of Students	Average # of AP Classes	% of students taking at least one AP class
Level 4 only		36 (41)	4.3% (5.2%)	8.6 (8.1)	100% (100%)
Level 3 and 4 only	More 4 than 3	191 (157)	22.9% (19.8%)	5.5 (5.4)	100% (99.4%)
	More 3 than 4	238 (223)	28.5% (28.1%)	2.7 (2.9)	97.5% (97.3%)
Levels 2, 3, and 4		180 (173)	21.6% (21.8%)	1.5 (1.5)	88.9% (82.1%)
Level 3 only		12 (9)	1.4% (1.1%)	n/a	n/a
Levels 2 and 3 only	More 3 than 2	51 (68)	6.1% (8.6%)	n/a	n/a
	More 2 than 3	112 (107)	13.4% (13.5%)	n/a	n/a
Level 2 only		14 (16)	1.8% (2%)	n/a	n/a
Grand Total		834 (794)	100%		74.2% (70%)

- ❖ The most common academic experience is one with a combination of levels for core academic courses, with 92.5% 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 a mix of courses from levels 2, 3, and 4 remained relatively steady, at 21.6%.
- ❖ 77.3% of students in the class of 2026 took a program with at least one level 4 class. This has been an upward trend over the last several years, and marks a new high of students doing so.
- ❖ The percentage of students taking at least one AP course continues to trend upward, increasing from 70% in 2025 to 74.2% for the class of 2026.
- ❖ The above two points demonstrate the flexibility of the level system, the interest among students in challenging themselves in high honors courses, and the encouragement and support students receive from our staff and systems to pursue academic challenges.
- ❖ Classes taken at level 9 are counted as Honors level (Level 3) for the purposes of this report because level 3 and level 9 are awarded the same weight when calculating a weighted grade point average.
- ❖ Very few students take an academic program with *only* courses at level 2 because of the variety of level 9 interdisciplinary courses including Freshman World Studies, American Studies, 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 with a great opportunity to learn in mixed-ability groups of students.
- ❖ Curricular changes continue to impact course-taking patterns for the class of 2026:
 - More students have the opportunity to take courses at Honors level 9. The English Department revised its curriculum so that all senior courses are available at level 4 or 9. This offers the most rigorous curriculum to all students while maintaining a few level 2 co-taught sections for students who need a different type of support to be successful. These changes continue to contribute to the increase in students with a mixed profile, including courses at levels 2, 3, and 4. The expansion of AP opportunities along with increased interest and access continues to be evident in the increase in students taking at least one AP course.

Section 2: College Matriculation for the Class of 2026

College Matriculation

The data reported in this section pertain to the colleges class of 2026 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 86 students, all of whom attended New Trier for four years, matriculated to University of Illinois Urbana-Champaign, but in fact 88 members of the Class of 2026 enrolled at University of Illinois Urbana-Champaign.

Similar to previous years, the report shows college matriculation by level profile, number of core academic courses taken in four years, number of AP courses taken in four years, and number of elective courses taken in four years. In order to ensure privacy of student data, the following tables only include colleges where five or more students matriculated. Five hundred and fifty-nine students and 48 colleges and universities are included. The list of colleges attended by at least one student from the class of 2026 is in Table 2.6. Overall, these students are attending 204 different colleges and universities, with 14 students attending a school outside the U.S. Ten students are taking a gap year before matriculating to college.

The data show that a wide variety of students attend any particular college and may help set expectations for other students hoping to attend that school. For example, University of Illinois at Urbana-Champaign accepted students with a wide variety of level profiles, and the vast majority of these students took 19 or more core academic courses. A current student or family can use these tables to see the variety of college destinations of the class of 2026 students who shared their own level profile, number of core academic courses, number of AP courses, or number of elective courses.

While informative and interesting, the tables are one-dimensional and cannot capture the individuality of each student or 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 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 2026, maintaining its steady upward trend over the past several years. According to the Common Application, in the 2025-2026 application season, 1.527 million unique applicants filed 10.8 million applications, 6% and 2% increases respectively. Students in the class of 2026 filed applications at a rate commensurate with prior years. The Post High School Counseling Department continues 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.

According to The National Center for Fair and Open Testing which tracks testing policies, there are more than 2000 ACT/SAT optional institutions and more than 85 test-free institutions. At New Trier, 276 students from the class of 2026 elected to apply test-optional to one or more schools, accounting for 30% of the total applications submitted, which is a decrease from the 35% of the total number of applications submitted by the class of 2025. 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. In their 2024 survey, the National Association for College Admission Counseling published results 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 with the District’s work to cultivate *Characteristics of a New Trier Graduate*. Essays, student interest in attending, counselor recommendation, teacher recommendations and extracurricular activities are also among the top ten factors in admissions decisions.

One way students can demonstrate their interest in attending a particular college or university is by applying early, using 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, 239 colleges offer an Early Decision option. From New Trier’s class of 2026, 32% of students submitted an Early Decision application, compared to 27% in 2025, 32% in 2024, 32% in 2023, and 21% in 2022, which marks an 11% increase over the last five years

Latest Trends

Lastly, in addition to testing policy changes, two trends we are continuing to follow closely are: 1) more colleges are 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 regarding their institutional initiatives and goals. For example, some schools are explicitly stating their priorities for in-state/out-of-state candidates, and their preference for certain application cycles (Early vs. Regular). 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 prepare students for success. Through this work, our counselors can provide the most accurate, actionable, and timely information to students and families.

To help colleges and universities learn what makes the New Trier experience unique, the Post High School Counseling Department launched a new initiative last year. Fourteen schools to which our students frequently apply, including Illinois, Michigan, Wisconsin, Indiana, and U. Chicago, joined New Trier’s Higher Education Admissions Advisory Board. Post High School Counselors gathered feedback on what schools are seeking in candidates and highlighted New Trier’s preparation of its students to succeed academically and to be positive members of their school communities. Post High School Counseling will host the Higher Education Admissions Advisory Board again in the spring of 2027.

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

	Level Profile								
College	2	23	32	3	234	34	43	4	# of Students
University of Illinois Urbana-Champaign	1	1	1	3	20	28	28	4	86
University of Colorado Boulder		4	3	2	12	11	4		36
Indiana University-Bloomington		6		2	8	14	4		34
University of Michigan-Ann Arbor						7	18	1	26
Michigan State University		7	5		6	6			24
University of Wisconsin-Madison					6	7	9		22
Miami University-Oxford		9			8	3			20
Oakton Community College	2	9			3	1			15
University of Tennessee-Knoxville					4	10	1		15
University of Iowa		5	4		4	1	1		15
Northwestern University						2	2	10	14
Purdue University				1	3	1	7		12
DePaul University		4	2		2	2	1		11
Loyola University Chicago	1	2		2	2	2	2		11
Texas Christian University		3	1		4	2			10
Boston College						5	4		9
Pennsylvania State University					3	6			9
Wake Forest University					2	5	2		9
Auburn University			1		3	3	1		8
Syracuse University		3			1	3		1	8
University of Florida					1	2	5		8
University of Illinois Chicago		2			3	1	2		8
Lehigh University				1	4	2			7
Ohio State University		1			1	2	3		7
Tulane University of Louisiana					1	4	2		7
University of Dayton		1	3		1	2			7
University of South Carolina - Columbia		1			5	1			7
University of Southern California					2	1	4		7
College of Charleston	1	2	1			1	1		6
Marquette University		3			2		1		6
New York University					1	2	2	1	6
University of Alabama		1	4		1				6
University of Missouri-Columbia		2	3		1				6
Villanova University				1		2	3		6
Washington University in St Louis						1	2	3	6
Bucknell University					1	3	1		5
California Polytechnic State University - San Luis Obispo			1			4			5
Colby College						3	2		5

	Level Profile								
College	2	23	32	3	2,3,4	34	43	4	# of Students
Cornell University							5		5
Denison University			1		3	1			5
Iowa State University		1	1		2	1			5
University of Arizona		5							5
University of California-Los Angeles						2	3		5
University of Chicago						1	4		5
University of Denver		3	1			1			5
University of Maryland-College Park						4	1		5
University of Miami					2	3			5
Vanderbilt University						3	1	1	5

Table 2.2 The table below shows all 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 Urbana-Champaign		3	6	24	9	44	86
University of Colorado Boulder		1	6	17	7	5	36
Indiana University-Bloomington		1	6	16	3	8	34
University of Michigan				3	8	15	26
Michigan State University		3	8	9	2	2	24
University of Wisconsin-Madison			4	6	2	10	22
Miami University-Oxford	1	3	9	3		4	20
Oakton College	5	3	1	5	1		15
The University of Tennessee-Knoxville			1	3	3	8	15
University of Iowa	1	3	3	3	2	3	15
Northwestern University			1	3		10	14
Purdue University				7	1	4	12
DePaul University		3	3	3		2	11
Loyola University Chicago		2	1	5		3	11
Texas Christian University			3	7			10
Boston College - Massachusetts					4	5	9
Pennsylvania State University		1	2	4	1	1	9
Wake Forest University				2	4	3	9
Auburn University			2	3	1	2	8
Syracuse University		1	2	4	1		8
University of Florida				1	3	4	8
University of Illinois Chicago		2	2	3	1		8
Lehigh University		1	1	3		2	7
Ohio State University				5	1	1	7
Tulane University of Louisiana			1	2	1	3	7
University of Dayton		1		3	2	1	7
University of South Carolina-Columbia			1	2		4	7
University of Southern California			1	3	2	1	7
College of Charleston	1		2	1	1	1	6
Marquette University		2	1	1		2	6
New York University		1		2	2	1	6
The University of Alabama		1	1	3		1	6
University of Missouri-Columbia			3	2		1	6
Villanova University			1	4		1	6
Washington University in St Louis				1	3	2	6
College	<16	16-17.5	18-18.5	19-19.5	20	>20	# of Students

Bucknell University				2	1	2	5
California Polytechnic State University-San Luis Obispo				2	3		5
Colby College					1	4	5
Cornell University				1		4	5
Denison University				2	1	2	5
Iowa State University		1	1	3			5
University of Arizona		3		2			5
University of California-Los Angeles					1	4	5
University of Chicago			1	1	1	2	5
University of Denver	1	2		1	1		5
University of Maryland-College Park				2		3	5
University of Miami		1		1		3	5
Vanderbilt University				3	1	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.

	Number of AP Courses					
College	0	1	2	3	≥ 4	# of Students
University of Illinois Urbana-Champaign	8	9	14	15	39	86
University of Colorado Boulder	11	10	7	3	5	36
Indiana University-Bloomington	8	5	8	8	5	34
University of Michigan		1	3	2	20	26
Michigan State University	12	8	3			24
University of Wisconsin-Madison		4	3	5	10	22
Miami University-Oxford	10	6	2	2		20
Oakton College	11	2	2			15
The University of Tennessee-Knoxville			8	7		15
University of Iowa	9	1	5			15
Northwestern University					14	14
Purdue University	2	2		1	7	12
DePaul University	8	1	1		1	11
Loyola University Chicago	5		2	1	3	11
Texas Christian University	4	5			1	10
Boston College - Massachusetts	1		2		6	9
Pennsylvania State University	1	4	2		2	9
Wake Forest University			2	2	5	9
Auburn University	1	3	1	2	1	8
Syracuse University	3	1	1	1	2	8
University of Florida			2		6	8
University of Illinois Chicago	3	2	2		1	8
Lehigh University	1	1	3	2		7
Ohio State University	2		2	1	2	7
Tulane University of Louisiana	1	1		1	4	7
University of Dayton	4	1	1	1		7
University of South Carolina-Columbia	1	3	3			7
University of Southern California			2		5	7
College of Charleston	4	1			1	6
Marquette University	3	2			1	6
New York University		1	1	2	2	6
The University of Alabama	5	1				6
University of Missouri-Columbia	5	1				6

	Number of AP Courses					
College	0	1	2	3	≥ 4	# of Students
Villanova University	1			1	4	6
Washington University in St Louis				1	5	6
Bucknell University		1			4	5
California Polytechnic State University-San Luis Obispo	1	1	2	1		5
Colby College			1	1	3	5
Cornell University					5	5
Denison University	2	1	1		1	5
Iowa State University	3	2				5
University of Arizona	5					5
University of California-Los Angeles			1		4	5
University of Chicago			1		4	5
University of Denver	4	1				5
University of Maryland-College Park			2		3	5
University of Miami			1	1	3	5
Vanderbilt University		2	1		2	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.

	Number of Elective Courses					
College	0.5 - 1.5	2	2.5 - 4	4.5 - 8	> 8	# of Students
University of Illinois Urbana-Champaign	6	16	48	14	2	86
University of Colorado Boulder	4	5	22	4	1	36
Indiana University-Bloomington	2	4	23	5		34
University of Michigan	2	5	14	5		26
Michigan State University	2	4	14	4		24
University of Wisconsin-Madison		2	15	5		22
Miami University-Oxford	4	3	10	3		20
Oakton College	2		8	5		15
The University of Tennessee-Knoxville	1	4	10			15
University of Iowa	1	2	8	4		15
Northwestern University		2	5	7		14
Purdue University		3	4	4	1	12
DePaul University	1	1	4	4	1	11
Loyola University Chicago	1	1	5	4		11
Texas Christian University	1	3	5	1		10
Boston College - Massachusetts			7	1	1	9
The Pennsylvania State University	1		6	2		9
Wake Forest University	1	2	5	1		9
Auburn University	1	3	2	2		8
Syracuse University		1	4	1	2	8
University of Florida			5	3		8
University of Illinois Chicago		2	2	3	1	8
Lehigh University	1	1	3	2		7
Ohio State University	1		5	1		7
Tulane University of Louisiana			6		1	7
University of Dayton	2		3	2		7
University of South Carolina-Columbia	1		6			7
University of Southern California		1	2	3	1	7
College of Charleston	1	1	3	1		6
Marquette University			3	3		6
New York University			1	3	2	6
The University of Alabama		1	4	1		6
University of Missouri-Columbia	1		5			6

	Number of Elective Courses					
College	0.5 - 1.5	2	2.5 - 4	4.5 - 8	> 8	# of Students
Villanova University	1		1	4		6
Washington University in St Louis		1	3	2		6
Bucknell University		2	3			5
California Polytechnic State University-San Luis Obispo			4	1		5
Colby College	1		3	1		5
Cornell University		1	2	2		5
Denison University	1	2	1	1		5
Iowa State University	1		2	2		5
University of Arizona	2		3			5
University of California-Los Angeles		1	3	1		5
University of Chicago	1	2	1	1		5
University of Denver		1	3	1		5
University of Maryland-College Park		1	3	1		5
University of Miami	1	2	2			5
Vanderbilt University			3	2		5

Table 2.5 The table below shows every college attended (204) by a graduate of the Class of 2026.

American College of the Building Arts	Cornell University	Kenyon College
American University - District of Columbia	Creighton University	Lake Forest College
Amherst College	Cuesta College	Lawrence University
Auburn University	Dartmouth College	Lehigh University
Augustana College	Denison University	Liberty University
Babson College	DePaul University	Louisiana State University
Ball State University	Dickinson College	Loyola Marymount University
Bard College	Douglas J Aveda Institute	Loyola University Chicago
Bates College	Duke University	Lynn University
Baylor University	Duquesne University	Macalester College
Berklee College of Music	Eastern Illinois University	Madison Area Technical College
Boston College - Massachusetts	Eckerd College	Marquette University
Boston University	Edgewood College	Massachusetts Institute of Technology
Bowdoin College	Elmhurst University	Mercer University
Bradley University	Embry-Riddle Aeronautical University-Daytona Beach	Methodist University
Brandeis University	Embry-Riddle Aeronautical University-Prescott	Miami University-Oxford
Brown University	Emerson College	Michigan State University
Bucknell University	Emory University	Middlebury College
Butler University	Fairfield University	Missouri University of Science and Technology
California Polytechnic State University-San Luis Obispo	Florida Gulf Coast University	Montana State University
Carleton College	Florida State University	Mount Holyoke College
Carnegie Mellon University	Fordham University	Naval Academy Preparatory School
Carthage College	Fox College	New York University
Case Western Reserve University	George Washington University	North Carolina State University at Raleigh
Chapman University	Georgetown University	North Park University
Clemson University	Grinnell College	Northeastern Illinois University
Colby College	Harvard University	Northeastern University
Colgate University	Hofstra University	Northern Illinois University
College of Charleston	Holy Cross College	Northumbria University, Newcastle
College of the Holy Cross	Hope College	Northwestern University
Colorado College	Illinois State University	Nova Southeastern University
Colorado School of Mines	Indiana University-Bloomington	Oakton College
Colorado State University	Iowa State University	Oberlin College
Columbia University in the City of New York	John Carroll University	Oberlin College Conservatory of Music
Concordia University-Wisconsin	Johns Hopkins University	Occidental College

Ohio State University	The University of Tennessee-Knoxville	University of Minnesota-Twin Cities
Ohio University-Main Campus	The University of Texas at Austin	University of Mississippi
Ohio Wesleyan University	Trinity College	University of Missouri-Columbia
Parkland College	Trinity College Dublin	University of North Carolina at Chapel Hill
Pepperdine University	Tufts University	University of North Carolina School of the Arts
Point Loma Nazarene University	Tulane University of Louisiana	University of Notre Dame
Princeton University	UCL (University College London)	University of Oklahoma-Norman Campus
Providence College	United States Military Academy	University of Oregon
Purdue University	United States Naval Academy	University of Pittsburgh-Pittsburgh Campus
Reed College	Universal Technical Institute of Illinois Inc	University of Richmond
Rhode Island School of Design	University at Albany	University of Rochester
Rochester Institute of Technology	University of Arizona	University of San Diego
Rose-Hulman Institute of Technology	University of California-Berkeley	University of South Carolina-Columbia
San Diego State University	University of California-Los Angeles	University of South Florida
Santa Clara University	University of California-San Diego	University of Southern California
Sarah Lawrence College	University of California-Santa Barbara	University of St Andrews
Savannah College of Art and Design	University of Chicago	University of St Thomas
Smith College	University of Cincinnati-Main Campus	University of Utah
Southern Illinois University-Carbondale	University of Colorado Boulder	University of Vermont
Southern Methodist University	University of Dayton	University of Virginia-Main Campus
Southwest Baptist University	University of Denver	University of Washington-Seattle Campus
St Olaf College	University of Florida	University of Wisconsin-Madison
Stanford University	University of Georgia	University of Wisconsin-Milwaukee
Syracuse University	University of Hawaii at Manoa	Upper Iowa University
Texas Christian University	University of Illinois Chicago	Vanderbilt University
Texas Tech University	University of Illinois Urbana-Champaign	Villanova University
The American University of Paris	University of Iowa	Virginia Polytechnic Institute and State University
The New School	University of Kansas	Wake Forest University
The Pennsylvania State University	University of Kentucky	Washington University in St Louis
The University of Alabama	University of Leeds	Wheaton College, IL
The University of Edinburgh	University of Maryland-College Park	Williams College
The University of Montana	University of Miami	Xavier University
The University of Tampa	University of Michigan-Ann Arbor	Yale University

Previous reports included a table titled “Colleges Attended by Conference” to illustrate the group of colleges our students attended in each conference. At one time, this was useful for seeing geographic or college size and type patterns. Recently, however, athletic conference membership has undergone a major reorganization and the classification is no longer useful.

In its place, this new section replaces the “Colleges Attended by Conference” section for the Class of 2026. Using the Carnegie Classification® system, Table 2.6 organizes the colleges and universities attended by graduates according to three institutional characteristics: 1) award-level focus, 2) academic program mix, and 3) enrollment size. The tables list each institution, where at least one graduate is attending, within its corresponding classification and indicate the number of colleges in each category; special-focus institutions and institutions not classified by Carnegie are presented separately. This approach provides a consistent and meaningful view of the range and characteristics of institutions attended by graduates.

The Carnegie Commission on Higher Education first developed the Carnegie Classifications® in 1973 to support its program of research and policy analysis. The Classifications are a system for organizing the diverse set of degree-granting colleges and universities in the United States.

Institutional Classification organizes colleges and universities into groups of similar campuses based on the types of degrees they award, field of study, and size. The Carnegie Classifications were last updated in 2025 and will be updated again in 2028. All degree-granting colleges are automatically classified based on federally collected and published data.

Institutional Classification Key

- **Award Level Focus:** The focus and mix of award levels at an institution; generally, this is where they award the most degrees. There categories are:
 - **Associate:** Institutions that primarily award associate degrees.
 - **Undergraduate/Graduate-Master’s:** Institutions that have both a graduate and undergraduate presence, with an emphasis on the master’s degree, and that do not have a significant doctoral program.
 - **Undergraduate/Graduate-Doctorate:** Institutions that have both a graduate and undergraduate presence, with a sufficient focus on the doctorate.
- **Academic Program Mix:** The fields of study in which institutions award 50% or more of their degrees. For most institutions, the classifications use data on undergraduate degrees only. For graduate-focused institutions, the classifications use data on graduate degrees only.
 - **Special Focus:** Generally, the majority of degrees are awarded in a single academic area or field of study. (11 categories)
 - **Professions–focused:** The majority of degrees are awarded in fields that are classified as pre-professional or career-aligned.
 - **Mixed:** Fewer than 50% of degrees are awarded in any one focus area.
- **Size:** The size of an institution, as measured by its total 12-month headcount, including full- and part-time students, and including undergraduate and graduate students.
 - **Very Small:** Fewer than 500 students total
 - **Small:** Between 500 and 4,000 students total
 - **Medium:** Between 4,000 and 20,000 students total
 - **Large:** Between 20,000 students and 40,000 students total
 - **Very Large:** At least 40,000 students total

American Council on Education. (n.d.). *About Carnegie Classification*. Retrieved (August 20, 2026) from <https://carnegieclassifications.acenet.edu/>

Table 2.6 The table below categorizes each college attended by a graduate of the Class of 2026 according to its Carnegie Classification.

2026 Carnegie Classification

ASSOCIATE

Mixed Associate Large	1 college
• De Anza College	
Mixed Associate Medium	3 colleges
• Cuesta College • Oakton College • Parkland College	
Professions-focused Associate Large/Medium	1 college
• Madison Area Technical College	

BACCALAUREATE

Mixed Baccalaureate	6 colleges
• Augustana College • Hope College • United States Military Academy • Embry-Riddle Aeronautical University-Prescott • Monmouth College • United States Naval Academy	
Professions-focused Baccalaureate Small	2 colleges
• American College of the Building Arts • Carthage College	

UNDERGRADUATE/GRADUATE - MASTER'S

Mixed Undergraduate/Graduate-Master's Large/Medium	5 colleges
• California Polytechnic State University-San Luis Obispo • Eastern Illinois University • Northeastern Illinois University • College of Charleston • Florida Gulf Coast University	
Mixed Undergraduate/Graduate-Master's Small	1 college
• John Carroll University	
Professions-focused Undergraduate/Graduate-Master's Large/Medium	8 colleges
• Berklee College of Music • Illinois State University • Point Loma Nazarene University • The University of Tampa • Embry-Riddle Aeronautical University-Daytona Beach • Miami University-Oxford • Providence College • Upper Iowa University	
Professions-focused Undergraduate/Graduate-Master's Small	2 colleges
• Elmhurst University • North Park University	

UNDERGRADUATE/GRADUATE - DOCTORATE

Mixed Undergraduate/Graduate-Doctorate Large

57
colleges

- | | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> • Boston University • Clemson University • Colorado State University • Columbia University in the City of New York • Cornell University • Florida State University • George Washington University • Georgetown University • Harvard University • Iowa State University • Johns Hopkins University • Liberty University • Louisiana State University • Michigan State University • New York University | <ul style="list-style-type: none"> • North Carolina State University at Raleigh • Northeastern University • Northwestern University • Ohio State University-Main Campus • Purdue University-Main Campus • San Diego State University • Stanford University • Syracuse University • Texas Tech University • The Pennsylvania State University- Main Campus • The University of Tennessee- Knoxville • University of Arizona • University of California-Berkeley • University of California-Los Angeles • University of California-San Diego | <ul style="list-style-type: none"> • University of California-Santa Barbara • University of Chicago • University of Colorado Boulder • University of Florida • University of Georgia • University of Hawaii at Manoa • University of Illinois Chicago • University of Illinois Urbana- Champaign • University of Iowa • University of Kansas • University of Maryland-College Park • University of Miami • University of Michigan • University of Minnesota-Twin Cities • University of North Carolina at Chapel Hill | <ul style="list-style-type: none"> • University of Oklahoma-Norman Campus • University of Oregon • University of Pittsburgh-Pittsburgh Campus • University of South Florida • University of Southern California • University of Texas - Austin • University of Utah • University of Virginia-Main Campus • University of Washington-Seattle Campus • University of Wisconsin-Madison • University of Wisconsin-Milwaukee • Virginia Polytechnic Institute and State University |
|---|---|--|--|

Mixed Undergraduate/Graduate-Doctorate Medium

38
colleges

- | | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> • American University - District of Columbia • Boston College - Massachusetts • Brandeis University • Brown University • Case Western Reserve University • Chapman University • Dartmouth College • Duke University • Emory University • Fordham University | <ul style="list-style-type: none"> • Lehigh University • Loyola Marymount University • Loyola University Chicago • Marquette University • Mercer University • Montana State University • Northern Illinois University • Princeton University • Rochester Institute of Technology • Santa Clara University | <ul style="list-style-type: none"> • Southern Methodist University • The University of Montana • Tufts University • Tulane University of Louisiana • University at Albany • University of Dayton • University of Denver • University of Notre Dame • University of Richmond • University of Rochester | <ul style="list-style-type: none"> • University of San Diego • University of St Thomas • University of Vermont • Vanderbilt University • Villanova University • Wake Forest University • Washington University in St Louis • Yale University |
|--|---|---|--|

Professions-focused Undergraduate/Graduate-Doctorate Large

14
colleges

- | | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> • Auburn University • Ball State University • Baylor University • DePaul University | <ul style="list-style-type: none"> • Indiana University-Bloomington • Northern Arizona University • Nova Southeastern University • Ohio University-Main Campus | <ul style="list-style-type: none"> • The University of Alabama • University of Cincinnati-Main Campus • University of Kentucky • University of Mississippi | <ul style="list-style-type: none"> • University of Missouri-Columbia • University of South Carolina- Columbia |
|--|--|--|---|

Professions-focused Undergraduate/Graduate-Doctorate Medium

11
colleges

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • Bradley University • Butler University • Concordia University-Wisconsin | <ul style="list-style-type: none"> • Creighton University • Duquesne University • Fairfield University | <ul style="list-style-type: none"> • Hofstra University • Pepperdine University • Southern Illinois University- Carbondale | <ul style="list-style-type: none"> • Texas Christian University • Xavier University |
|---|---|---|---|

Professions-focused Undergraduate/Graduate-Doctorate Small

4
colleges

- | | | | |
|--|---|--|--|
| <ul style="list-style-type: none"> • Edgewood College | <ul style="list-style-type: none"> • Lynn University | <ul style="list-style-type: none"> • Methodist University | <ul style="list-style-type: none"> • Southwest Baptist University |
|--|---|--|--|

SPECIAL FOCUS

Special Focus: Applied and Career Studies

1
college

- Fox College

Special Focus: Arts and Sciences

32
colleges

- Amherst College
- Bard College
- Bates College
- Bowdoin College
- Bucknell University
- Carleton College
- Colby College
- Colgate University
- College of the Holy Cross
- Colorado College
- Denison University
- Dickinson College
- Eckerd College
- Grinnell College
- Holy Cross College (Indiana)
- Kenyon College
- Lake Forest College
- Lawrence University
- Macalester College
- Middlebury College
- Mount Holyoke College
- Oberlin College
- Oberlin College | Conservatory of Music
- Occidental College
- Ohio Wesleyan University
- Reed College
- Sarah Lawrence College
- Smith College
- St Olaf College
- Trinity College
- Wheaton College, IL
- Williams College

Special Focus: Arts, Music, and Design

5
colleges

- Emerson College
- Rhode Island School of Design
- Savannah College of Art and Design
- The New School
- University of North Carolina School of the Arts

Special Focus: Business

1
college

- Babson College

Special Focus: Technology, Engineering, and Sciences

5
colleges

- Carnegie Mellon University
- Colorado School of Mines
- Massachusetts Institute of Technology
- Missouri University of Science and Technology
- Rose-Hulman Institute of Technology

NOT CARNEGIE CLASSIFIED

International / Not Carnegie Classified

7
colleges

- Northumbria University, Newcastle
- The American University of Paris
- Trinity College Dublin
- UCL (University College London)
- University of Edinburgh
- University of Leeds
- University of St Andrews

Military / Not Carnegie Classified

1
college

- Naval Academy Preparatory School

Not Classified (Vocational)

2
colleges

- Douglas J Aveda Institute
- Universal Technical Institute of Illinois Inc