

NATIONAL STUDENT CLEARINGHOUSE®

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Tracking the Road to College Success: Inaugural National High School Benchmarks Report

*National Student Clearinghouse® Research Center™ Releases First Benchmarks
Report on High School-to-College Transition Rates*

Herndon, Virginia, October 15, 2013 – For the first time, a national level report has been developed that offers benchmarks for public high schools to compare their graduates' college transition rates nationwide, including those serving low income and minority students. The [High School Benchmarks Report: National College Progression Rates](#), expected to be released annually, was created by the [National Student Clearinghouse Research Center](#).

Recent years have seen increased interest in the movement from high school to postsecondary institutions, particularly for the low income and minority schools that are covered by the study. Recent demographic changes within the United States makes this report particularly informative at this time. In addition, the report gives high schools an opportunity – previously unavailable – to compare their graduates' college success to those from similar high schools nationwide.

The report, which presents postsecondary outcomes for high school graduating classes from 2010 through 2012, is based on school-level demographic and geographic characteristics. It covers high schools graduating more than 2.3 million students over three years, or about a quarter of all U.S. high schools graduates each year, from all 50 states. The six high schools categories reported are:

1. Low Income, High Minority, Urban High Schools
2. Low Income, Low Minority, Urban High Schools
3. Low Income, Rural High Schools
4. Higher Income, High Minority, Urban High Schools
5. Higher Income, Low Minority, Urban High Schools
6. Higher Income, Rural High Schools

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Report findings for the class of 2012, who enrolled in college the following fall, include:

- 70 percent of graduates from higher income, low minority, urban high schools enrolled in college in fall 2012; the highest rate for all 2012 public high school graduates.
- Higher income, rural schools had the next highest 2012 college fall enrollment rate at 65 percent.
- The fall 2012 college enrollment rate was 62 percent for higher income, high minority, urban schools.
- Students from low income schools had lower college enrollment rates, ranging from 50 percent for students from low income, rural schools to 55 percent for students from low income, low minority, urban schools.

The report also includes college enrollment rates for both the first and second year after high school graduation, as well as persistence from the first to second year of college.

“This report fills in knowledge gaps at a time when there is increased focus on the transition from secondary to postsecondary education,” stated Dr. Doug Shapiro, Executive Director, Research Center, National Student Clearinghouse. “For the first time, high schools can compare their own graduates’ college enrollment rates with those for similar high schools. As this report will be repeated annually, it will help high schools to learn what works for improving college access for their students.”

“This report underscores our need to fully realize that the biggest factor limiting the academic success of our students is poverty,” said Daniel A. Domenech, Executive Director, [AASA, The School Superintendents Association](#). “I applaud the National Student Clearinghouse for releasing this study. It should signal a call to action to educate the total child—all aspects of child development—in order to transform America’s school systems so more students enter college. It’s up to our political, community and business leaders to help close the achievement gap, which unfortunately begins before children ever come to school.”

The next report by the National Student Clearinghouse Research Center will be its sixth Signature Report, an annual report on the national college completion rate, to be released in November.

About the National Student Clearinghouse Research Center

The National Student Clearinghouse Research Center is the research arm of the National Student Clearinghouse. The Research Center collaborates with higher education institutions, states, school districts, high schools, and educational organizations as part of a national effort to better inform education leaders and policymakers. Through accurate longitudinal data outcomes reporting, the Research Center enables better educational policy decisions leading to improved student outcomes.

To learn more, visit <http://www.nscresearchcenter.org/>.

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HIGH SCHOOL BENCHMARKS



National College Progression Rates

Published by the **National Student Clearinghouse Research Center**

Report Highlights and Roundtable Discussion

Tuesday, October 15, 2013 • 9:00 to 10:15 am • 10th Floor (The Carolinas)

Pew Charitable Trusts, 901 E Street NW, Washington, D.C. 20004

Networking and continental breakfast from 8:30-9:00 am in the 9th floor café

Welcoming remarks by **Ricardo Torres**,
President and CEO, National Student Clearinghouse

Presentation on the report's findings by **Dr. Doug Shapiro**,
Executive Research Director, National Student Clearinghouse Research Center

Roundtable panelists:

Kim Cook, Executive Director,
National College Access Network (NCAN)

Dr. Daniel Domenech, Executive Director,
AASA, The School Superintendents Association

Dr. S. Dallas Dance, Superintendent,
Baltimore County Public Schools

Deborah Santiago, COO and Director of
Research, Excelencia in Education

Roundtable presented by

NATIONAL STUDENT CLEARINGHOUSE[®]
RESEARCH CENTER[™]

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION



National College Progression Rates

For high schools participating in the National Student Clearinghouse StudentTracker service

Introduction

Recent years have seen increased interest in the secondary to postsecondary education link, particularly for students from low income and minority populations traditionally not well served by higher education. With the current administration’s call for every American to have at least one year of postsecondary education (Obama, 2009), it has become particularly important for educators and policymakers to have timely and comprehensive data on the high school-to-college transition of students.

Previous research has shown that low income students, even those with high academic performance levels, are less likely to enroll in college, more likely to attend two-year colleges when they do enroll, and less likely to apply to more selective institutions compared to their more advantaged peers with similar academic preparation (Dillon & Smith, 2013; Hill & Winston, 2010; Hoxby & Avery, 2012; Pallais & Turner, 2006; Roderick, Coca & Nagaoka, 2011). While financial barriers are often viewed as one of the possible reasons for this (Advisory Committee on Student Financial Assistance [ASCFA], 2006), research has also shown that high school context may also play a role, leading students to make different educational choices (Engberg & Wolniak, 2010; Hurwitz, Smith, Howell, & Pender, 2012; McDonough, 1997; Roderick, Coca & Nagaoka, 2011).

Students rely on their families as the primary source of information while making a college choice. However, schools can also become an important source of information in making postsecondary education plans (Bell, Rowan-Kenyon, & Perna, 2009; Hossler, Schmidt, & Vesper, 1999). School-based resources are especially important for those students who come from families in which no adults have attended college. Notwithstanding the effects of individual-level factors on postsecondary education decisions, research has found that what high schools do to help their students navigate the college-going process has significant implications on their students’ postsecondary outcomes (Hill, 2008). For example, through case studies of individuals’ college choice processes, McDonough (1997) concluded that in some schools, “the information and attitudes conveyed to students result in behavior that predominantly gets students into four-year colleges” and in other schools “...information and expectations channel the majority of students into two-year colleges” (McDonough, 1997, p. 109).

Given the projected demographic shifts among high school graduates in the next few years (Prescott & Bransberger, 2012), we need a better understanding of how schools with higher percentages of low income and minority students perform in terms of their students’ college access and persistence, compared to schools with a lower percentage of low income and minority students.

Some data on the college-going rates of high school students at the national level are available (Aud et al., 2013), and many schools and districts now have access to timely reports on the college access and persistence rates of their own graduates through the StudentTrackerSM service of the National Student Clearinghouse. However, high schools typically do not have a way of benchmarking their students' outcomes to those of other schools with similar proportions of low income and minority students. This report is designed to provide that comparison, so that high schools and districts can place their own StudentTracker results into context with the college access and persistence rates for schools with similar student populations, in similar locales, across the country.

This is a descriptive study. No causal inferences should be made based on these results alone. The data on which this report is based do not comprise a nationally representative sample of schools or of high school graduates. Yet, it is a large and broad sample, covering more than 2.3 million students over three years, or about a quarter of all U.S. high school graduates each year from all 50 states, and over 15 percent of all public high schools in the U.S. In addition to providing reasonable benchmarks for individual schools and districts using StudentTracker reports, we believe it also makes a significant contribution to discussions about equitable access to and persistence in postsecondary education for practitioners and policymakers at the school, district, state, and national levels.

What to Find In This Report

This report provides high school-to-college transition rates for public high school graduates. The rates are reported for students from six categories of high schools based on the school-level demographic and geographic characteristics:

- Low income, high minority, urban
- Low income, low minority, urban
- Low income, rural
- Higher income, high minority, urban
- Higher income, low minority, urban
- Higher income, rural

For the purpose of this report, low income schools are defined as schools where at least 50 percent of the students are eligible for free or reduced-price lunch. Minority schools are defined as those schools where at least 40 percent of the students are black or Hispanic. Urban/rural is defined by the NCES urban-centric locale code: city, suburb, and town schools are defined as urban and schools in rural areas are defined as rural.

This report presents postsecondary outcomes for high school graduating classes from 2010 through 2012. The tables and figures present:

- Total college-going rate for each of the six categories of high schools, including:
 - Enrollment in the first fall after high school graduation
 - Enrollment in the first year after high school graduation
 - Enrollment in the first two years after high school graduation
- Persistence from first to second year of college

For each outcome the results are calculated for the most recent graduating classes for which data are currently available for that outcome. Thus, the first fall outcome has been calculated for the classes of 2011 and 2012, the first year outcome for the classes of 2011 and 2012, and the persistence and first two years outcomes for the class of 2010. Results are also broken down by the type of college attended: public and private institutions, two-year and four-year institutions, as well as in-state and out-of-state institutions.

A complete explanation of definitions can be found in Appendix A of the report, which is available at <http://nscresearchcenter.org>.

High School Benchmarks Report FAQs

1. What is the High School Benchmarks Report? What are its goals and purposes?

The High School Benchmarks Report, from the National Student Clearinghouse® Research Center™, is a descriptive study released annually on the national college progression rates of high schools that participate in the National Student Clearinghouse's StudentTrackerSM service. As StudentTracker participants, many schools and districts now have access to timely reports on the college access and persistence rates of their own graduates. While some data on the college-going rates of high school students at the national level are available, typically, high schools cannot benchmark their students' outcomes to those of other schools that have similar proportions of low income and minority students. This report, the first in the annual series, provides the comparison high schools and districts need to place their StudentTracker results into context with the college access and persistence rates of schools with similar student populations and in similar locales across the country.

The data on which this report is based do not comprise a nationally representative sample of schools or high school graduates. Yet, it is a large and broad sample covering more than 2.3 million students over three years, or about a quarter of all U.S. high school graduates each year from all 50 states, and over 15 percent of all U.S. public high schools. While no causal inferences should be made based on these results alone, we believe they provide reasonable benchmarks for individual schools and districts using StudentTracker reports, and also make a significant contribution to discussions about equitable access to and persistence in postsecondary education for practitioners and policymakers at the school, district, state, and national levels.

2. How do I know to which category I should compare my high school's StudentTracker results?

We determined the high school categories for each year of the study based on school-level data in the Common Core of Data (CCD) at the National Center for Education Statistics. Since CCD data for 2012 had not been released during the period that the report was prepared, we used the 2011 school characteristics for the class of 2012.

3. My StudentTracker report shows the college enrollment rates for each racial and ethnic group of my students. Should I compare my non-minority students to the benchmark for low minority high schools?

The benchmarks are calculated based on school-level, not student-level characteristics. You should compare your school's overall results to the benchmark for the high school category most appropriate for your school.

4. How does the Clearinghouse get its data?

The high school data for this report comes from high schools that participate in the StudentTracker for High Schools service administered by the National Student Clearinghouse. Participating high schools pay a small annual fee to receive an extensive set of analytic data reports, three times per year, detailing the postsecondary access and success outcomes for up to eight cohorts of their graduating classes.

The data on college enrollments for this report, and for the StudentTracker reports that participating high schools receive, were drawn from the National Student Clearinghouse. The Clearinghouse receives enrollment information from its participating colleges and universities several times per term. Participation is voluntary and provides important cost-saving benefits and efficiencies to institutions.

5. What about data coverage?

All types of high schools, including both public and private schools, participate in StudentTracker. However, only regular public high schools were included in the report. This is not a nationally representative sample of schools or high school graduates. Compared to all U.S. high schools, participating StudentTracker schools tend to have greater representation among schools with more low income students, minority enrollments, and urban locales. The sample, which includes schools from all 50 states and most of the 100 largest U.S. districts, covers about one-quarter of all public high school graduates each year.

College enrollment and persistence outcomes are determined by matching the graduate files received from high schools each year to the postsecondary enrollment data held by the National Student Clearinghouse. The Clearinghouse is the nation's trusted source for education verification and student educational outcomes. Currently, Clearinghouse data include more than 3,400 postsecondary institutions covering 95 percent of all enrollments in U.S. Title IV degree-granting postsecondary institutions. Because the database is comprised of student-level data, researchers can use it to link concurrent as well as consecutive enrollments of individual students at multiple institutions — a capability that distinguishes the Clearinghouse data from national databases built with institution-level data.

6. What is the cohort for this study?

This report is based on data submitted to the Clearinghouse for high school graduating classes of 2010 through 2012.

7. How are the different categories of high schools defined in this study?

Report outcomes are based on school-level categories: low income and higher income, high minority and low minority, as well as urban and rural. Inclusion of schools in these categories for each academic year is based on information from the Common Core of Data at the National Center for Education Statistics.

- **Low-income** schools are defined as schools where at least 50 percent of the entire student population (not just graduating seniors) is eligible for a free or reduced-price lunch.
- **Minority** schools are defined as those schools where at least 40 percent of the students are black or Hispanic.
- **Urban/rural** is defined by the urban-centric locale code. Schools with a code from 11 to 33 (covering city, suburb, and town) are defined as urban; those with a code from 41 to 43 (covering three types of rural areas) are defined as rural.

8. Why are suburban and urban schools lumped together?

The number of high schools in the sample limited our ability to disaggregate the category groupings and still provide meaningful results. We hope to be able to provide more detailed breakdowns in future reports, as the number of participating high schools grows.

9. How are the various outcomes defined in this study?

Study outcomes are defined to match the college access and persistence rates that participating schools and districts receive for their own graduates through the Clearinghouse's StudentTracker service:

- **College enrollment in the first fall after high school graduation:** Percentage of high school students who enrolled in a two- or four-year postsecondary institution in the fall semester immediately following graduation. The fall semester immediately following graduation is defined as any enrollment that occurs between August 15 and October 31.
- **College enrollment in the first year after high school graduation:** Percentage of high school students who enrolled in a two- or four-year postsecondary institution at any time in the academic year immediately

following graduation. The first year after high school includes any enrollment that occurs between August 15 of the graduation year and August 14 of the following year.

- **College enrollment in the first two years after high school graduation:** Percentage of high school students who enrolled in a two- or four-year postsecondary institution at any time in the first two years following graduation. The first two years after high school includes any enrollment that occurs between August 15 of the graduation year and August 14 of the second year.
- **Persistence from first to second year of college:** Percentage of students enrolled in the first year after high school graduation who remained enrolled in postsecondary education in the second year. This is the percentage of students who re-enrolled at any postsecondary institution, not necessarily the same one they started in. Thus, it is different from the typical measure of retention at the same institution.

10. Does in-state and out-of-state college enrollment refer to the student's residency?

In-state enrollment means that the postsecondary institution is located in the same state as the high school.

11. How can I get a copy of the full report?

The High School Benchmarks Report is available at <http://nscresearchcenter.org>.

12. How can I learn more about the Clearinghouse data and best practices for its use?

For more information on the Clearinghouse data and how to work with it, please visit <http://nscresearchcenter.org> or contact research@studentclearinghouse.org.

High School Benchmarks Report Authors

Afet Dundar, Ph.D., Associate Director, National Student Clearinghouse Research Center. As Associate Director of the National Student Clearinghouse Research Center, Dr. Dundar plays a leading role in producing the Research Center's Signature Report series of national reports on student outcomes and helps to develop the center's research agenda. She has contributed to numerous publications on student access and success outcomes and presents regularly on these topics at professional conferences. Prior to joining the Clearinghouse, Dr. Dundar was Assistant Director for Research at the Project on Academic Success (PAS) at Indiana University, where she was closely involved in the design of a national survey to identify and document policies and practices associated with student persistence at institutions across the U.S., as part of the College Board Study on Student Retention and in the Mobile Working Student Collaborative project funded by the Lumina Foundation. She has a Ph.D. in Education Policy Studies from Indiana University Bloomington.

Douglas Shapiro, Ph.D., Executive Research Director, National Student Clearinghouse Research Center. Dr. Shapiro is an expert in the uses of postsecondary student data for academic and policy research, program evaluation, institutional effectiveness, and strategic planning. At the Clearinghouse, he is responsible for overseeing the Research Center's reports, strategies, and delivery of its public service mission. Prior to joining the Clearinghouse, he was the Director of Institutional Research at The New School in New York City. Previous to that, he served as the Vice President for Research and Policy Development at the Minnesota Private College Council. Dr. Shapiro has directed research in areas such as student retention, college costs, student access and financial aid, impact of recessions on enrollment, academic performance of student athletes, and markets for highly-educated labor. He holds a Ph.D. from the Center for the Study of Higher and Postsecondary Education at the University of Michigan, an M.A. in Mathematics, and a B.A. in History.

See page 2 for High Schools Benchmarks Roundtable participants' biographies.

High School Benchmarks Roundtable

Tuesday, October 15, 2013 • 9:00 to 10:15 am

“The Carolinas” Room, Pew Charitable Trusts, 901 E Street, NW, Washington, D.C. 20004

Moderator

Rick Torres, President and CEO, National Student Clearinghouse (moderator). Rick Torres has served as president and CEO of the National Student Clearinghouse since 2008. Prior to joining the Clearinghouse, Mr. Torres had a long and distinguished career in the private sector, both in the U.S. and abroad, including serving as COO at BestPractices, a nationally-recognized provider of emergency medicine and physician practice management, and Capital One, a financial services company. Mr. Torres has also held management positions in leading organizations such as PepsiCo and Philip Morris/Kraft Foods (now known as Altria Group). His diverse background includes financial and strategic planning, marketing and sales, general management, and executive leadership. Mr. Torres is a board member of the John Tyler Community College Foundation and the National College Access Network (NCAM), and also serves on the Advisory Board of Cohesive Knowledge Solutions (a knowledge management company).

Report Highlights

Douglas Shapiro, Ph.D., Executive Research Director, National Student Clearinghouse Research Center.

Co-author of report; for biography, see page 1.

Panelists

Kim Cook, Executive Director, National College Access Network (NCAN). Kim Cook has been NCAN's executive director since 2008 and has worked in the higher education and college access field for her entire professional career, including experience in undergraduate admissions and financial aid, administration of a last-dollar scholarship program, and a succession of responsibilities at NCAN including Director of Government Relations, Assistant Director and Executive Vice President. She serves on the College Board's College Planning Advisory Board, the U.S. Department of Education's National Training for Counselors and Mentors advisory panel, the National Education Working Group on Foster Care and Education and the steering committee of the Reimagining Aid Design and Delivery (RADD) project of the Bill and Melinda Gates Foundation. For more, visit <https://www.collegeaccess.org/Staff>.

Dr. S. Dallas Dance, Superintendent, Baltimore County Public Schools. As superintendent of the 26th largest school system in the nation, Dr. Dance is responsible for overseeing the instruction of 107,033 students and leading and managing a \$1.5 billion budget, 18,783 employees, and 174 schools, centers, and programs. Since assuming the superintendency in July 2012, Dr. Dance has accelerated activities to prepare for the adoption of Common Core Curriculum in school year 2013-2014; launched an audit of special education services; restructured administration to ensure more targeted support to the schools that need it most; defined a trajectory to ensure that students are

college and workforce ready; established a new Office of School Safety and Security; and continues to be proactive in initiating preventive measures to promote school safety. Prior to his appointment in Baltimore County, Dr. Dance served as one of three Chief School Officers responsible for the administration of nearly 300 schools in the Houston Independent School District (HISD), the seventh largest school system in the nation and the largest in Texas. Before his tenure in Houston, Dr. Dance served in executive leadership positions in Virginia that leveraged his expertise in curriculum, instruction, assessment, school improvement, and strategic planning. Those positions included Director of School Improvement for Chesterfield County Public Schools and Assistant Superintendent for Louisa County Public Schools. While in Virginia, he also worked as a Principal and Assistant Principal at the middle and high school levels, and as a high school English teacher in Henrico County Public Schools. For more, visit www.bcps.org/offices/super/full_bio.html.

Dr. Daniel Domenech, Executive Director, American Association of School Administrators (AASA). Dr. Domenech has served as Executive Director of AASA since July 2008. Prior to joining AASA, Dr. Domenech served as senior vice president for National Urban Markets with McGraw-Hill Education. In this role, he was responsible for building strong relationships with large school districts nationwide. He previously served for seven years as superintendent of the Fairfax County, Va., Public Schools. He was first named superintendent of schools for Long Island's Deer Park Schools and then became superintendent of schools for the South Huntington School District, also on Long Island, for 13 years. From 1994 to 1997, he was District Superintendent of the Second Supervisory District of Suffolk County and Chief Executive Officer of the Western Suffolk BOCES. Dr. Domenech is past president of the New York State Council of School Superintendents, the Suffolk County Superintendents Association, and the Suffolk County Organization for Promotion of Education, as well as the first president and cofounder of the New York State Association for Bilingual Education. He serves on the board of directors for several organizations including Communities in Schools, the Learning First Alliance, the National Student Clearinghouse Research Center and America's Promise. For more, visit www.aasa.org/DanDomenech.aspx.

Deborah Santiago, COO and Director of Research, Excelencia in Education. Ms. Santiago is the co-founder and Chief Operating Officer and Director of Research at Excelencia in Education and has spent more than 15 years leading research and policy efforts from the community to national levels to improve educational opportunities and success for all students. Her current research focuses on state and federal policy, financial aid, effective institutional practices, and student success in higher education. She has been cited in numerous publications, including *The Economist*, the *New York Times*, the *Washington Post*, AP, *The Chronicle of Higher Education*, *Inside Higher Ed*, and *Diverse Issues in Higher Education*. Ms. Santiago serves on the board of the Latin American Youth Center (DC) and the National Association for College Admission Counseling. She also serves on the advisory boards of Univision's Education Campaign and the Pathways to College Network. For more, visit www.edexcelencia.org/resources/people/edex-principal/santiago-deborah.

The National Student Clearinghouse® Research Center™ works with higher education institutions, states, districts, high schools, and educational organizations to better inform practitioners and policymakers about student educational pathways.

Our national coverage of enrollment and education outcomes data has made the Clearinghouse a major source of information for student-based longitudinal research. The unprecedented nationwide reach of our information resources takes educational researchers beyond the limitations of institutional data to provide the most accurate picture of student outcomes. Enrollment and graduation histories going back nearly two decades are available, enabling longitudinal studies that reveal important patterns over time and help inform educational policy decisions. **Through accurate longitudinal data reporting, the Research Center enables better educational policy decisions leading to improved student outcomes.**

> **Our Unique Student-Level National Coverage**

THE ONLY NATIONWIDE COVERAGE OF
POSTSECONDARY STUDENT RECORDS



95% of postsecondary enrollment and graduation data



Over **85%** of detailed college degree data

TIMELY DATA FROM ALL INSTITUTION TYPES

All types of institutions regularly report enrollment and degree data to the Clearinghouse throughout the year.



Public/Private



2-Year/ 4-Year



Nonprofit/For-Profit



Undergrad/Graduate

TRANSFER STUDENT
OUTCOMES & MORE

Every year, tens of thousands of students transfer, drop out, stop out, change their enrollment status, concurrently enroll, graduate, or pursue advanced degrees. Using the data available through the Clearinghouse, researchers can keep up with the enrollment and status changes of students.



VALUABLE FOR
ALL TYPES OF
RESEARCH

The Clearinghouse provides continuing student-level postsecondary enrollment and degree information, enabling all types of educational research and analyses to be performed.



> Our Approach

Flexible. The Clearinghouse captures data from all types and sizes of institutions (e.g., public, private, 2-/ 4-year, nonprofit/for-profit) and is well positioned to capture information from the education and workforce data providers of the future.

Optimized. The Clearinghouse meets state and federal accountability and assessment needs. The reports available through our educational research service, StudentTrackerSM, can also be provided on a district- or individual school-level enabling them to make meaningful changes based upon their unique needs and characteristics.

Efficient. While the Clearinghouse's StudentTracker service yields information that can be used for a variety of institutional research purposes, participation in the Clearinghouse also delivers programs and services to institutions that allow them to control administrative costs and improve the services they provide to their students and alumni.

Trusted & Neutral. The Clearinghouse has served the higher education community as a nonadvocacy third-party agent for 20 years. As their longstanding partner, our participating institutions trust the Clearinghouse to maintain the integrity of their student records on our system and respect their role as data owner.

Sustainable. The Clearinghouse is a nonprofit that does not receive state or federal appropriations. Our data process is supported through the fees we collect from third-parties for services provided on behalf of our participating institutions.

FERPA Compliant. Clearinghouse services are designed to facilitate compliance with the Family Educational Rights and Privacy Act, The Higher Education Act, and other applicable laws.

Our Free Reports



Signature Reports provide national data that reveal patterns and valuable insights on students' postsecondary, persistence, transfer and completions.



Snapshot Reports are timely examinations of national enrollment trends released throughout the year.



Current Term Enrollment Estimates, released every fall and spring, offer the most up-to-date look at postsecondary enrollment nationwide.



The High School Benchmarks Report provides high school-to-college transition rates for public high school graduates.

To learn more about the National Student Clearinghouse Research Center and our work, and to access our free reports, visit www.nscresearchcenter.org.

The National Student Clearinghouse, a nonprofit organization, is the agent to more than 3,500 postsecondary institutions and the nation's leading source for education verification and student educational outcomes research.

The National Student Clearinghouse, a trusted partner to the higher education community since 1993, provides verification and reporting services to most of the nation's postsecondary institutions, enrolling **over 98 percent of all students in public and private U.S. institutions**. Thousands of high schools rely on the Clearinghouse for continuing collegiate enrollment and degree information on their alumni. We also work with school districts and state education offices throughout the country to meet outcome reporting requirements and inform policymaking.

How We Serve the Education Community

> Compliance

Most U.S. postsecondary institutions provide access to their current enrollment and graduation data to the Clearinghouse. As their authorized agent, the Clearinghouse reports their financial aid students' enrollment status and deferment information on behalf of our participating institutions to the education finance industry and Department of Education. **Our compliance reporting services are provided to colleges and universities at no charge.**

> Back-Office Support

The Clearinghouse offers a suite of services designed to help institutions streamline a number of administrative areas, including academic verification, transcript ordering, and more. Our institutional services are available to colleges and universities at no charge or for a minimal fee. By participating in our full complement of back-office support services, **institutions can virtually eliminate the administration of these functions and the associated costs.**

> Academic Support

Through our educational research service, StudentTrackerSM, the Clearinghouse enables educational institutions and researchers to study postsecondary success by querying our **unique nationwide coverage of postsecondary enrollment and degree records**. In addition, the National Student Clearinghouse[®] Research Center[™] supports and **enables the nationwide effort to use accurate longitudinal data outcomes reporting to make better informed educational policy decisions** leading to improved student outcomes.

Clearinghouse services are designed to facilitate compliance with the Family Educational Rights and Privacy Act, The Higher Education Act, and other applicable laws.

Providing Data and Analytic Services to Support Strategic Goals

- Enables postsecondary institutions to:
 - Query actual data regarding student persistence, graduation, and transfer
 - Understand student behavior through the education pipeline

- Enables high schools and school districts to understand outcomes for their graduates, including:
 - Do they enroll at a postsecondary institution?
 - Do they persist at a postsecondary institution?
 - Do they complete a postsecondary program of study?
- Enables states to:
 - Conduct high school-to-postsecondary education transition analyses, regardless of institutional classifications or state boundaries
 - Understand performance of institutions and programs
 - Achieve the goals of longitudinal data systems without incurring the significant ongoing costs of database maintenance and development
 - Have analytic capacity at a lower cost

Saving Higher Education Nearly \$400 Million Dollars Each Year

Cost savings are achieved through verification, analytical, and transcript services that enable institutions to focus on tasks that support the nation's education and workforce goals:

- Student advising
- Financial counseling
- Career guidance
- College-to-career transition

How We Serve Students

The Clearinghouse provides several data-driven services to help students and alumni stay better informed about key aspects of their education.

- Automated, accurate, and timely student loan deferments
- Free access to Meteor[®], the nation's only real-time financial aid tracking and debt management system
- Free online Student Self-ServiceSM, enabling students to perform a range of enrollment verification activities
- Online Transcript Services, including secure and immediate electronic delivery options
- Instant academic verifications for job applications, discount programs, and student-based services
- Web site designed to answer questions for students, alumnus, and parents at www.mystudentcenter.org

To learn more about the National Student Clearinghouse,
visit www.studentclearinghouse.org.