

Reporting of NSC Additional (A2) Data Elements

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Introduction

About the Additional Data Elements

Since the 2008-09 academic year, the Clearinghouse has provided its participating institutions with the option to include 13 additional data elements in their enrollment submissions. These additional data elements help make Clearinghouse data more comprehensive and enable StudentTrackerSM participants to utilize a more robust data set, thus gaining a greater understanding of prospective, current, and former students. Additionally, postsecondary institutions are eligible to receive StudentTracker for free when three particular data elements are populated for more than half of the students in their enrollment submissions: Class/Credential Level, College Student ID, and Current Major or CIP Code. (To receive StudentTracker for free, an institution must also participate in the free DegreeVerifySM and EnrollmentVerifySM services.)

Since it is optional for institutions to report these elements, researchers may find it helpful to know how frequently these elements have been reported. The subsequent pages of this document provide this information for the last six academic years, disaggregated by institutional sector.

About the Analysis

In this analysis, the denominator is the number of distinct student-school enrollment combinations submitted to the Clearinghouse for any given academic year (based on the term begin date of an enrollment record). It should be noted that a typical postsecondary institution submits enrollment data to the Clearinghouse multiple times throughout the year. This analysis considers only the most recently reported enrollment record for any student-school combination in any given year. Table 1 shows the total number of enrollment records (distinct student-school combinations) found per year and sector. These are the denominators for the percentages reported in the remainder of this document.

Table 1. Number of Enrollment Records Considered in This Analysis ¹

Academic Year of Enrollment Record	All Institutions	Two-Year Public	Four-Year Public	Four-Year Private For-Profit	Four-Year Private Non-Profit
2008-09	23,343,980	9,708,912	8,334,075	1,267,977	3,818,799
2009-10	24,922,473	10,403,127	8,667,025	1,558,278	4,030,426
2010-11	26,173,137	10,976,330	8,985,228	1,678,530	4,223,826
2011-12	26,038,673	10,769,794	9,074,069	1,586,633	4,324,176
2012-13	26,057,970	10,568,841	9,109,746	1,672,273	4,426,323
2013-14	25,550,507	10,089,504	9,053,386	1,643,441	4,512,197

¹ Data extracted on July 11, 2014. Data for previous years has been updated from previous versions of this document.

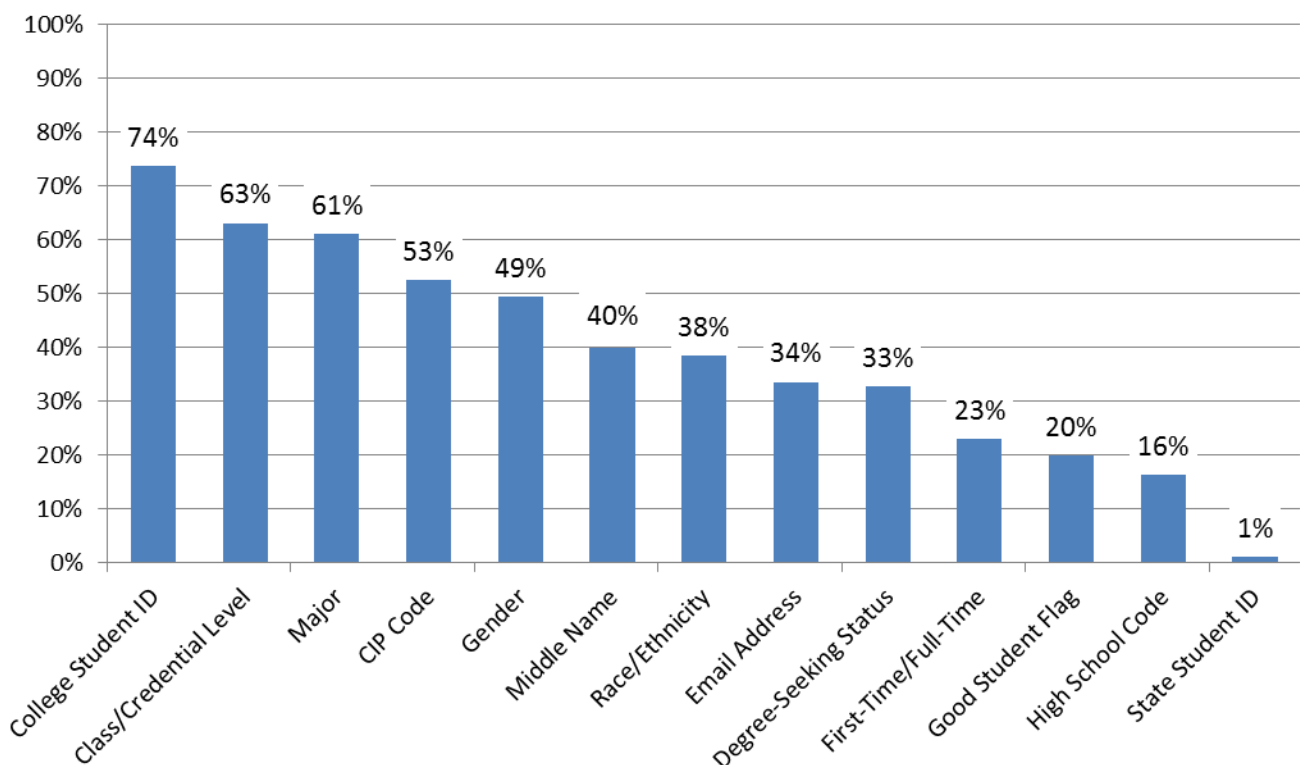
Results

Figure 1 shows how frequently each of the 13 additional data elements were provided for students who attended Clearinghouse schools in the 2013-14 academic year. Not surprisingly, the four elements populated most frequently are the ones a school must provide in order to receive the StudentTracker service for free.

The remaining pages of this document show the growth trends for each of the thirteen data elements shown in Figure 1, disaggregated by institutional sector. It is important to mention that it is possible to impute some of these elements, such as gender and CIP code, but the figures reported here do not include the results of any such imputations. For a detailed summary of the NSC Research Center’s imputation of gender, please see the following document on the Research Center’s website:

http://nscresearchcenter.org/wp-content/uploads/NSC_Gender_Imputation_20130307.pdf.

Figure 1. Percentage of 2013-14 Enrollments with Selected Data Elements Reported

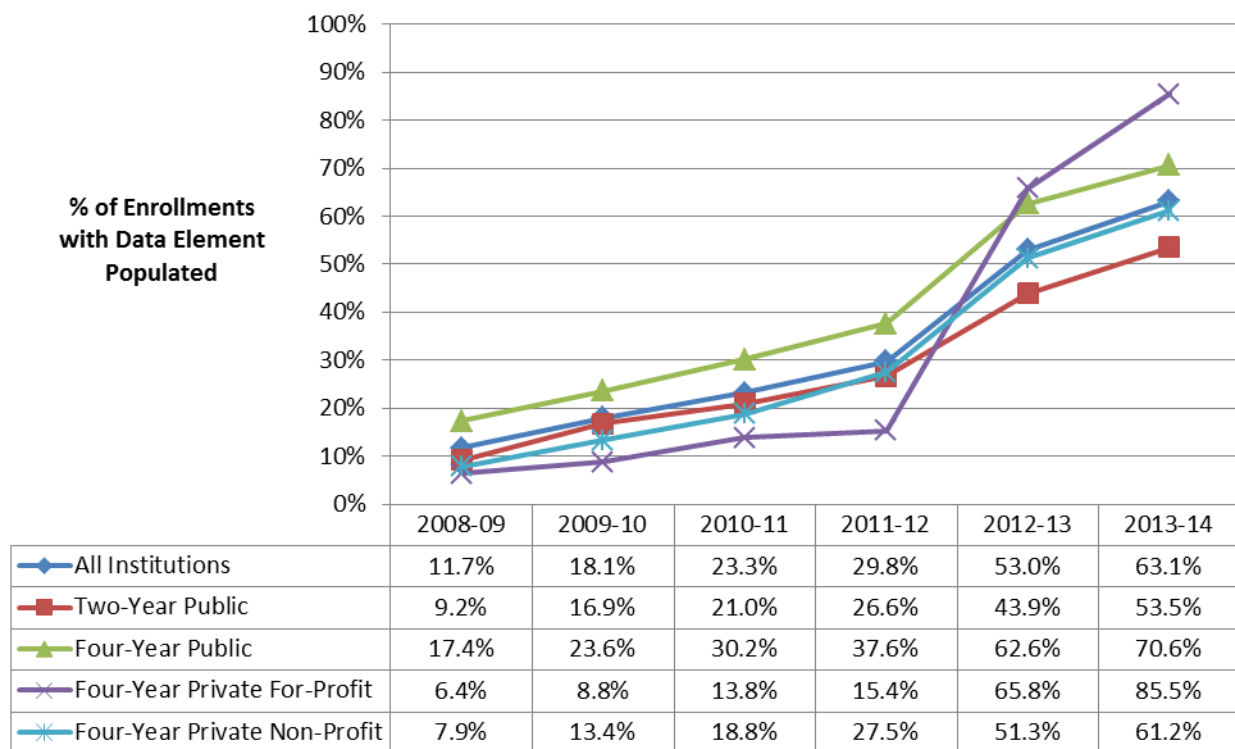


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in the year depicted.

Class/Credential Level

This data element indicates the level of the student (e.g., freshman, sophomore, masters, doctoral, etc.). Researchers and administrators can use this field to understand persistence and differentiate between undergraduate and graduate students. Figure 2 shows that Class/Credential Level was reported for about 63% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 2. Reporting of Class/Credential Level
(by Academic Year of Enrollment Record)**

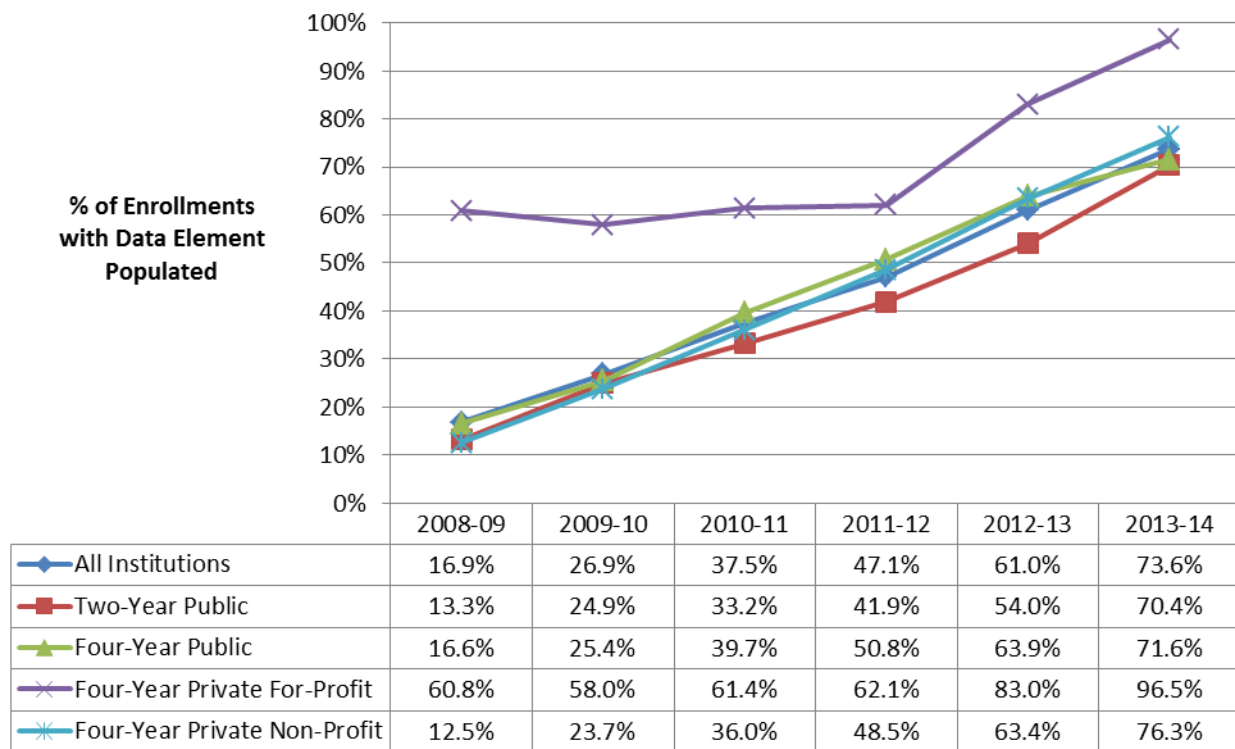


Note: This analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

College Student ID

This is the ID that a school provides to its students. Reporting institutional IDs enables students without Social Security numbers or TINs (e.g., international students) to benefit from Clearinghouse services. Student IDs are used by the Clearinghouse for identification purposes only and are not reported to third parties. Figure 3 shows that College Student ID was reported for about 74% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 3. Reporting of College Student ID
(by Academic Year of Enrollment Record)**

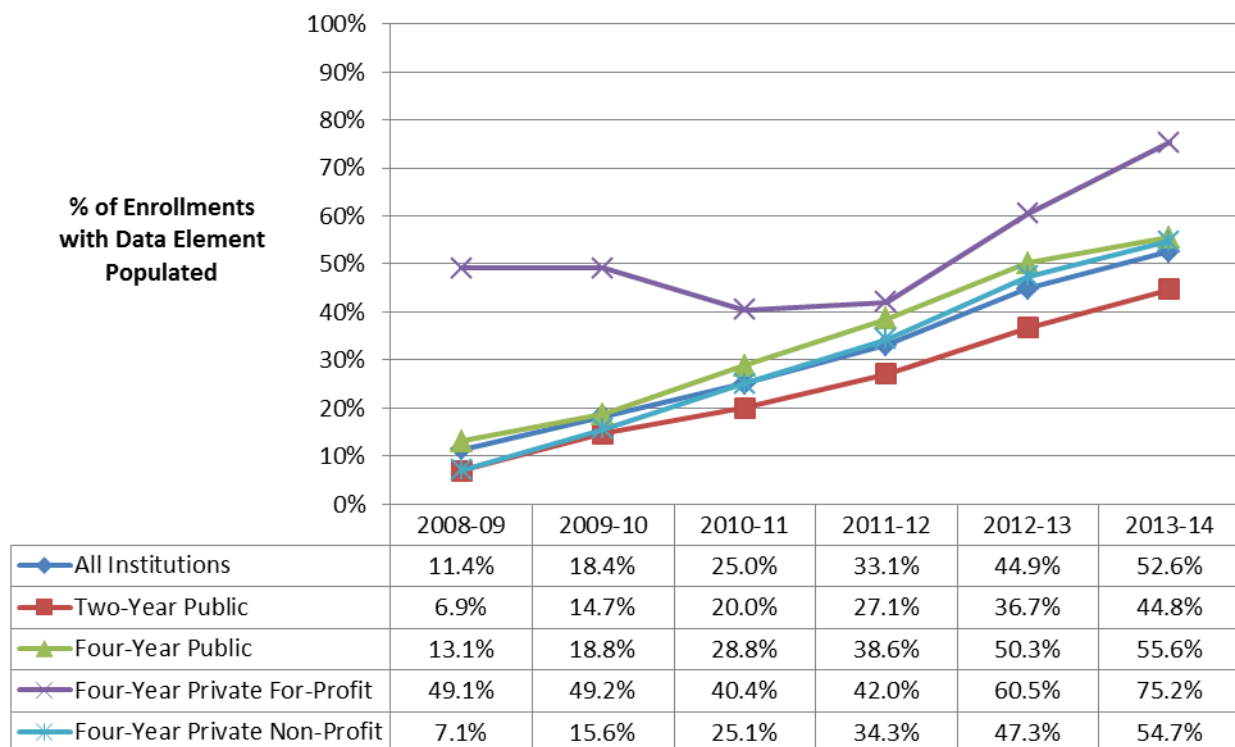


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

Classification of Instructional Program (CIP) Code

This element represents the student's current field of study, as categorized by the Department of Education's CIP Code taxonomy. With this information, enrollment managers and researchers can gain greater insight into student transfer and career decisions. Figure 4 shows that CIP Code was reported for about 53% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 4. Reporting of CIP Code
(by Academic Year of Enrollment Record)**

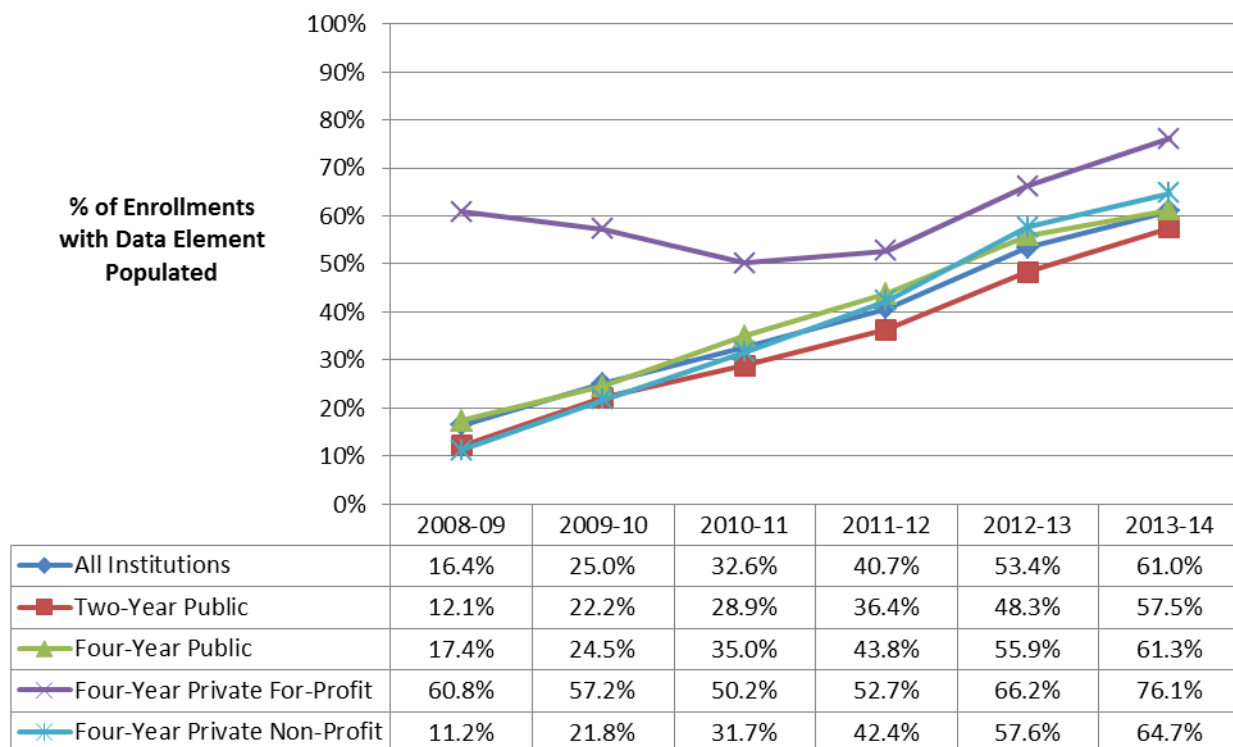


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

Current Major

This element represents the student's current field of study, as represented by the free-text title of the student's major. With this information, enrollment managers and researchers can gain greater insight into student transfer and career decisions. Figure 5 shows that Current Major was reported for about 61% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 5. Reporting of Current Major
(by Academic Year of Enrollment Record)**

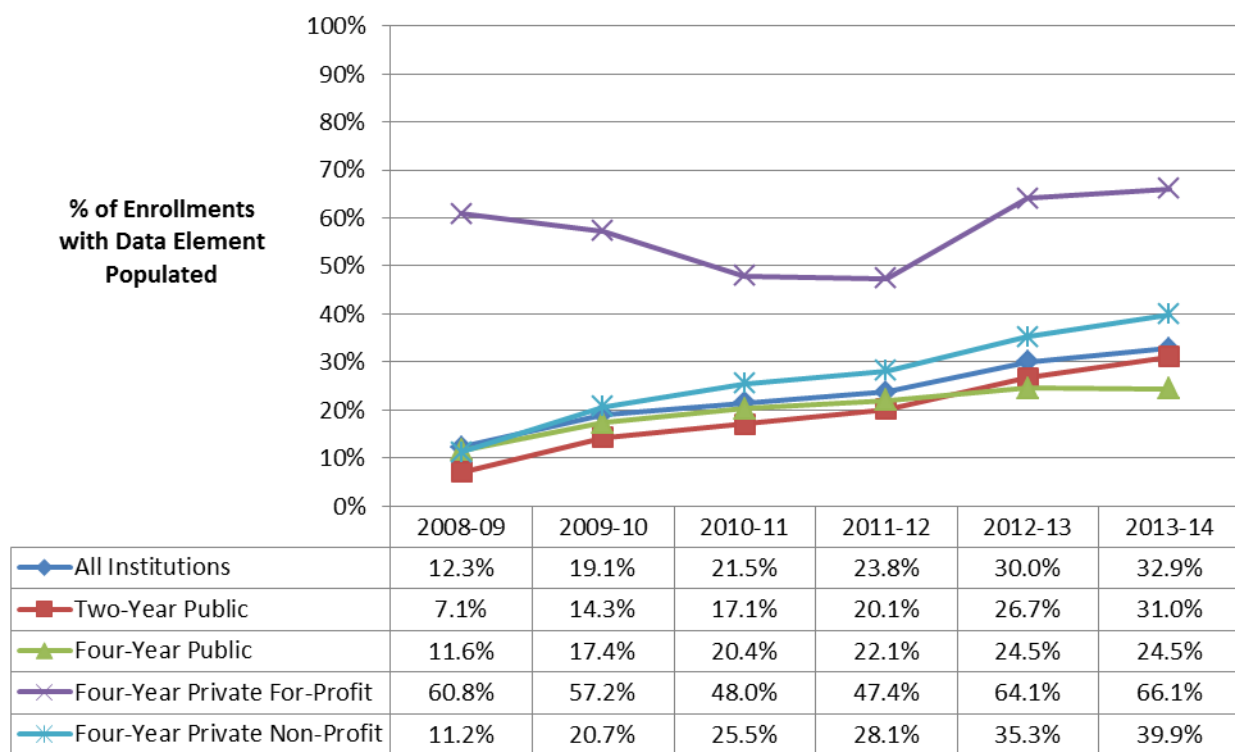


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

Degree-Seeking Status

This data element indicates whether or not a student is seeking a degree. This information can help establish the number of students who are taking non-degree courses, providing a better context for graduation rate and pipeline studies. Figure 6 shows that Degree-Seeking Status was reported for about 33% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 6. Reporting of Degree-Seeking Status
(by Academic Year of Enrollment Record)**

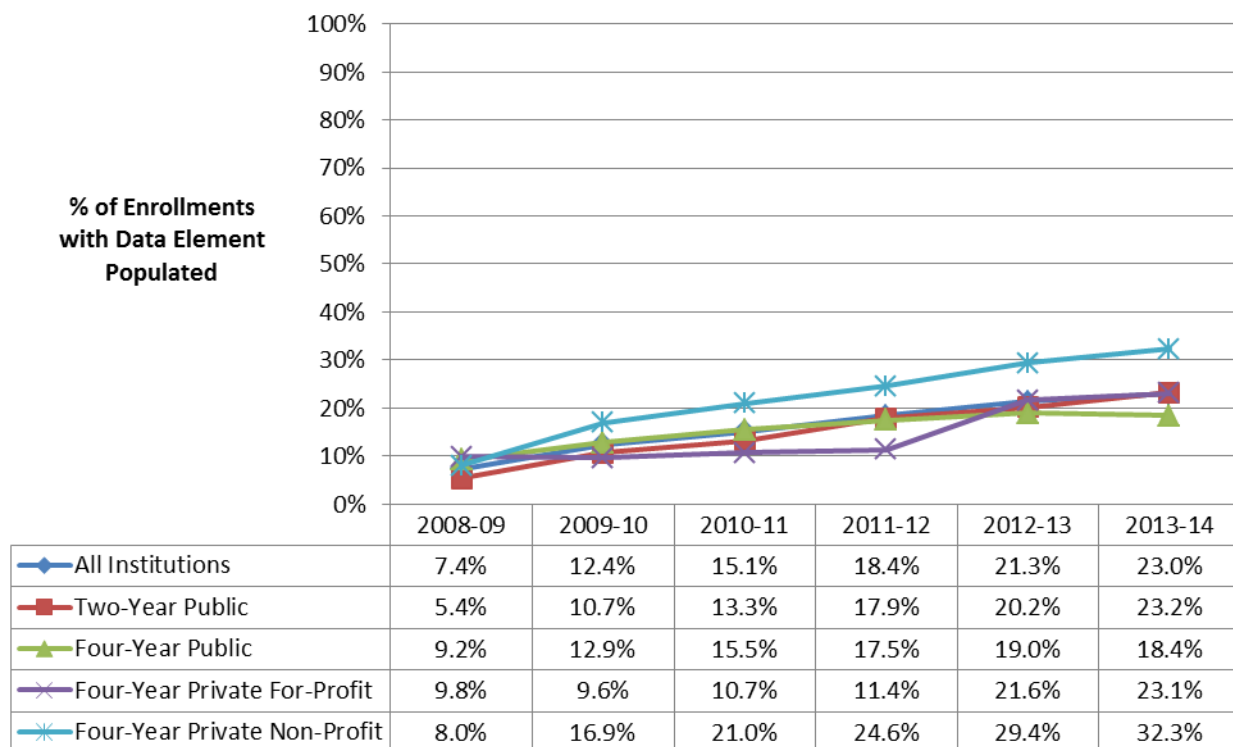


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

First-Time/Full-Time Status

This flag indicates which undergraduate students would ordinarily be included in an IPEDS First-Time/Full-Time cohort. Institutional researchers can use this information to establish cohorts or groups for aggregate-level research. Figure 7 shows that First-Time/Full-Time status was reported for about 23% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 7. Reporting of First-Time/Full-Time Status
(by Academic Year of Enrollment Record)**



Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

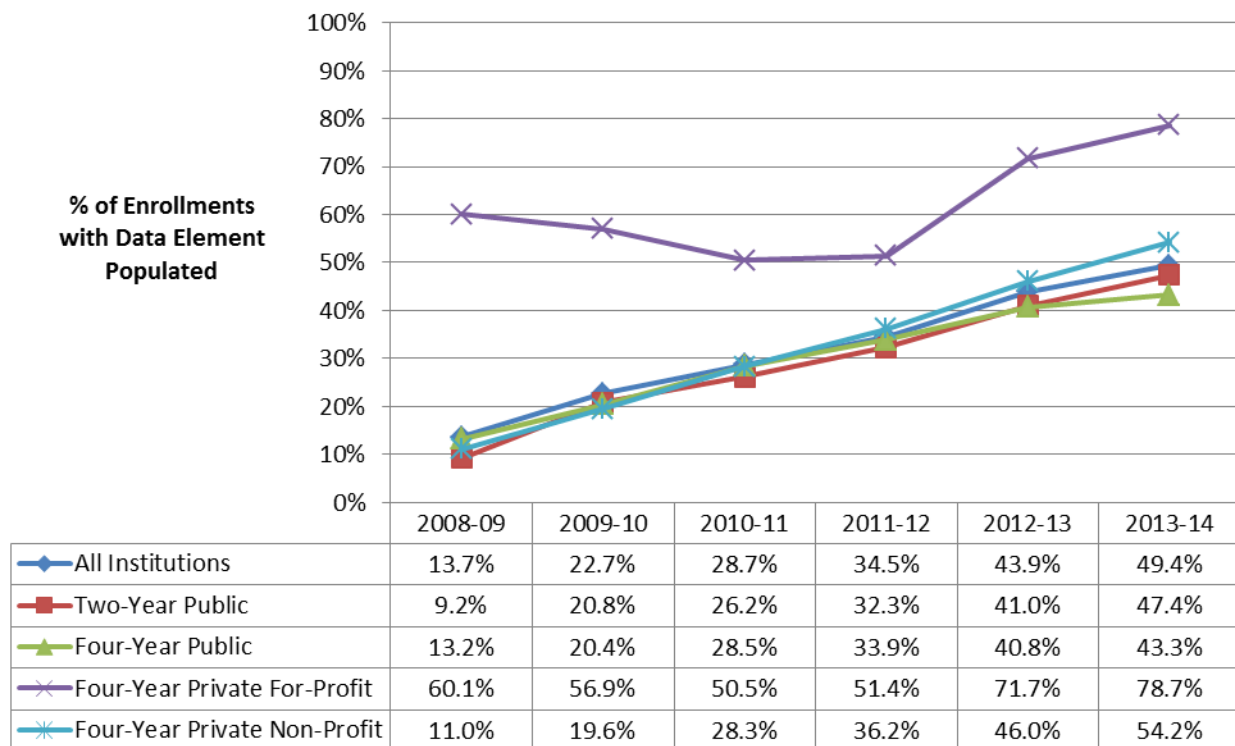
Gender

Student gender is useful for developing a range of aggregate studies. Figure 8 shows that gender was reported for about 49% of the 2013-14 enrollments submitted to the Clearinghouse.

Additionally, the NSC Research Center has developed a gender imputation process based on student name. Using this process, the Research Center has been able to designate gender for over 91 percent of enrollment records. For a detailed explanation, see the following document on the Research Center’s website:

http://nscresearchcenter.org/wp-content/uploads/NSC_Gender_Imputation_20130307.pdf.

**Figure 8. Reporting of Gender
(by Academic Year of Enrollment Record)**

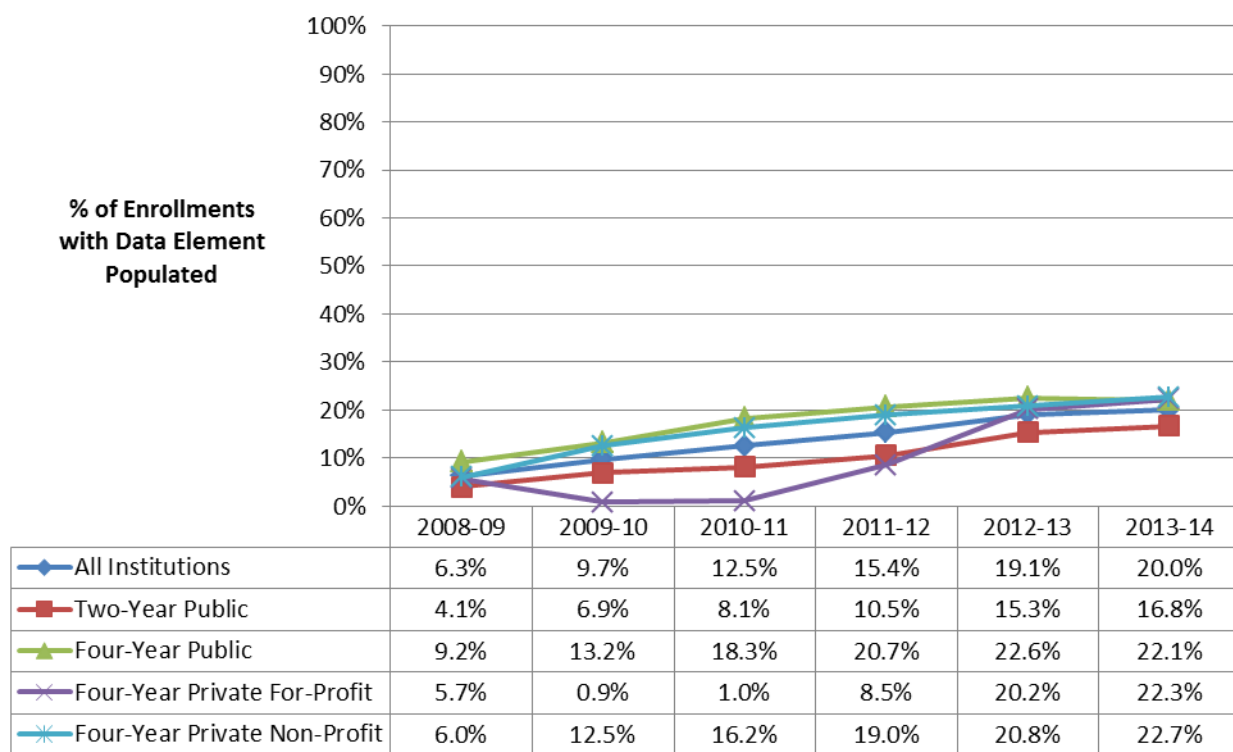


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

Good Student Discount Flag

This flag indicates an individual student’s eligibility for “good student discounts” based on academic performance: generally, a grade point average of “B” (3.0 or higher), on dean’s list, or in the top 20 percent of class. This data element enables students to obtain good student certifications via Student Self-Service so they can qualify for discounted auto insurance. Figure 9 shows that the Good Student Discount Flag was reported for about 20% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 9. Reporting of "Good Student Discount" Flag
(by Academic Year of Enrollment Record)**

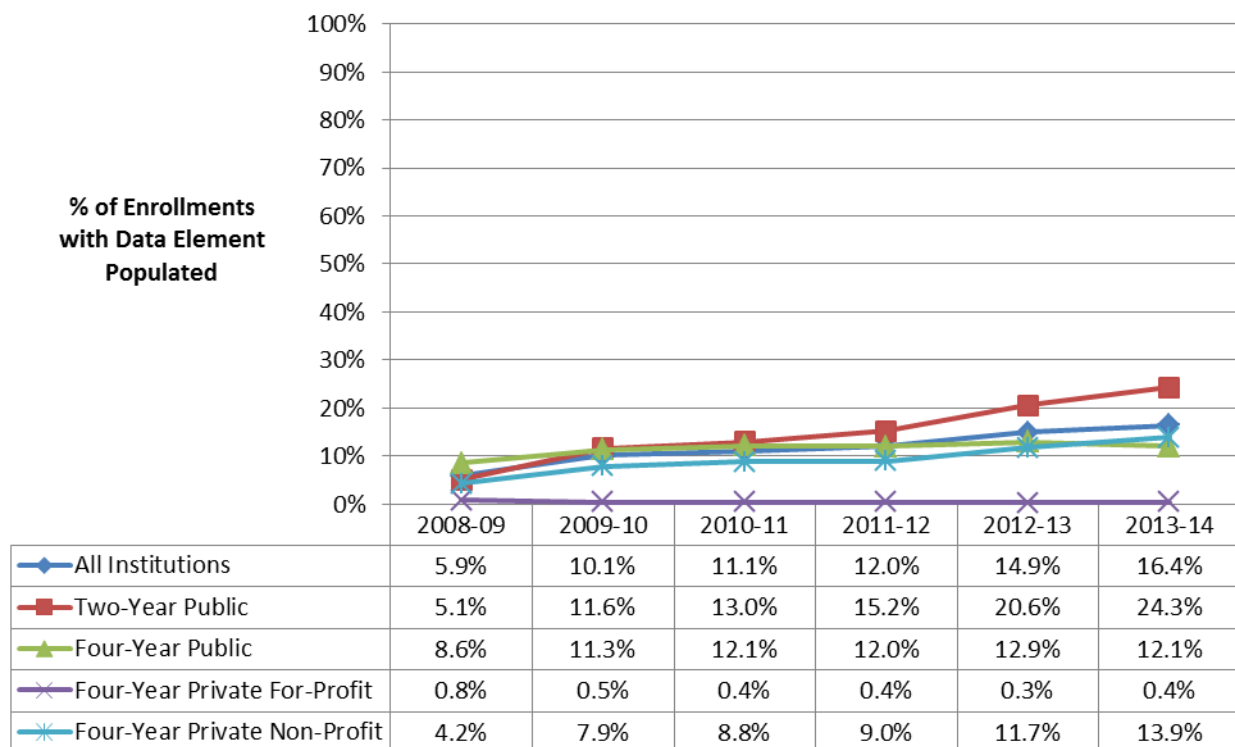


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

High School Code

This is the SAT/ACT high school code for the most recent high school attended by the student. This information can supplement the matching logic used to identify students. It can also contribute to aggregate research on student pathways as they move from secondary through postsecondary education and graduation. Figure 10 shows that High School Code was reported for about 16% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 10. Reporting of High School Code
(by Academic Year of Enrollment Record)**

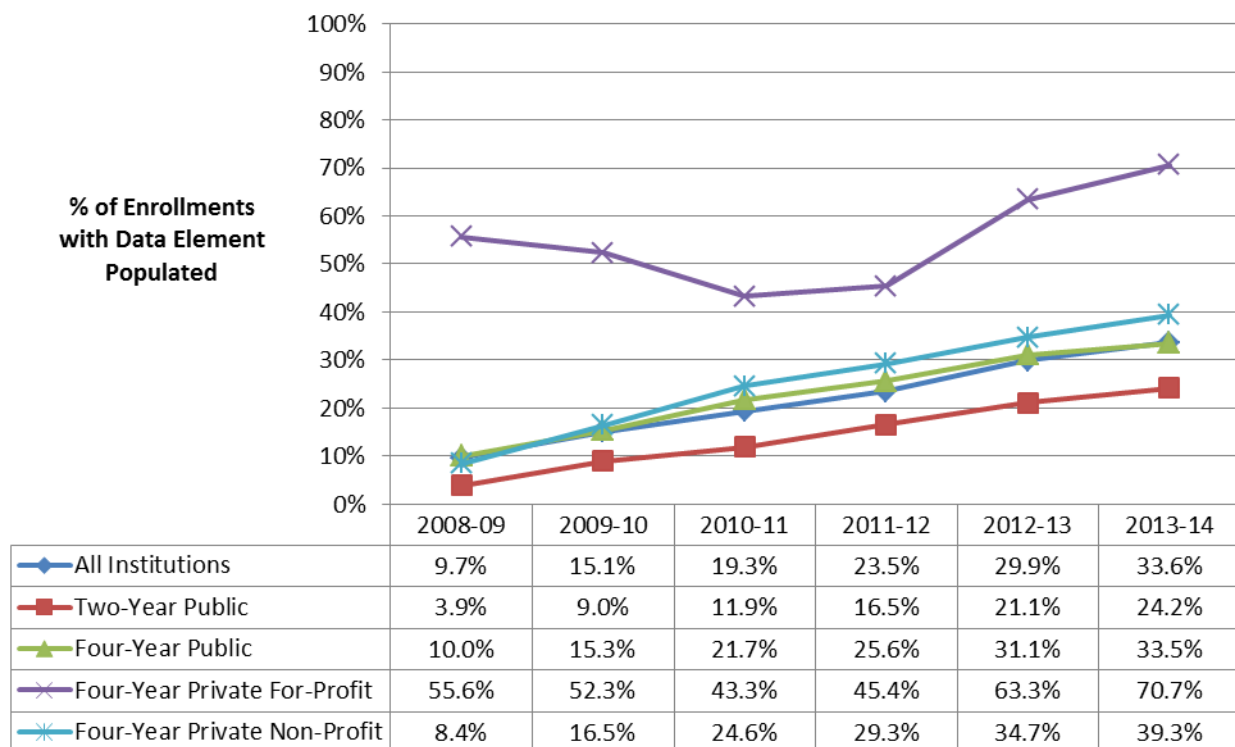


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

Institutional Email Address

The student’s school email address. This enables the Clearinghouse to provide information to students at institutions that do not participate in Student Self-ServiceSM. Student email addresses are not used by the Clearinghouse or provided to third parties for solicitation purposes. Figure 11 shows that Institutional Email Address was reported for about 34% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 11. Reporting of Institutional Email Address
(by Academic Year of Enrollment Record)**

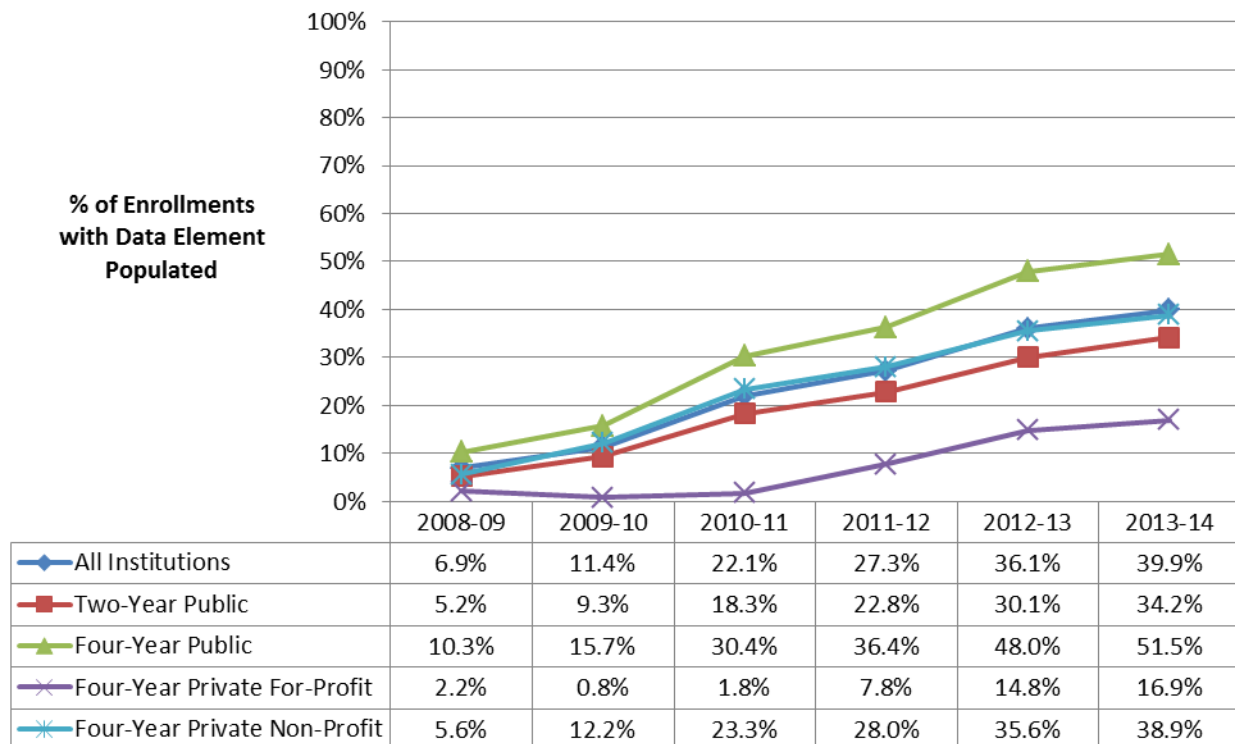


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

Middle Name

This data element is the student’s middle name, if available. The Clearinghouse uses this element to help identify the student. Figure 12 shows that Middle Name was reported for about 40% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 12. Reporting of Middle Name
(by Academic Year of Enrollment Record)**

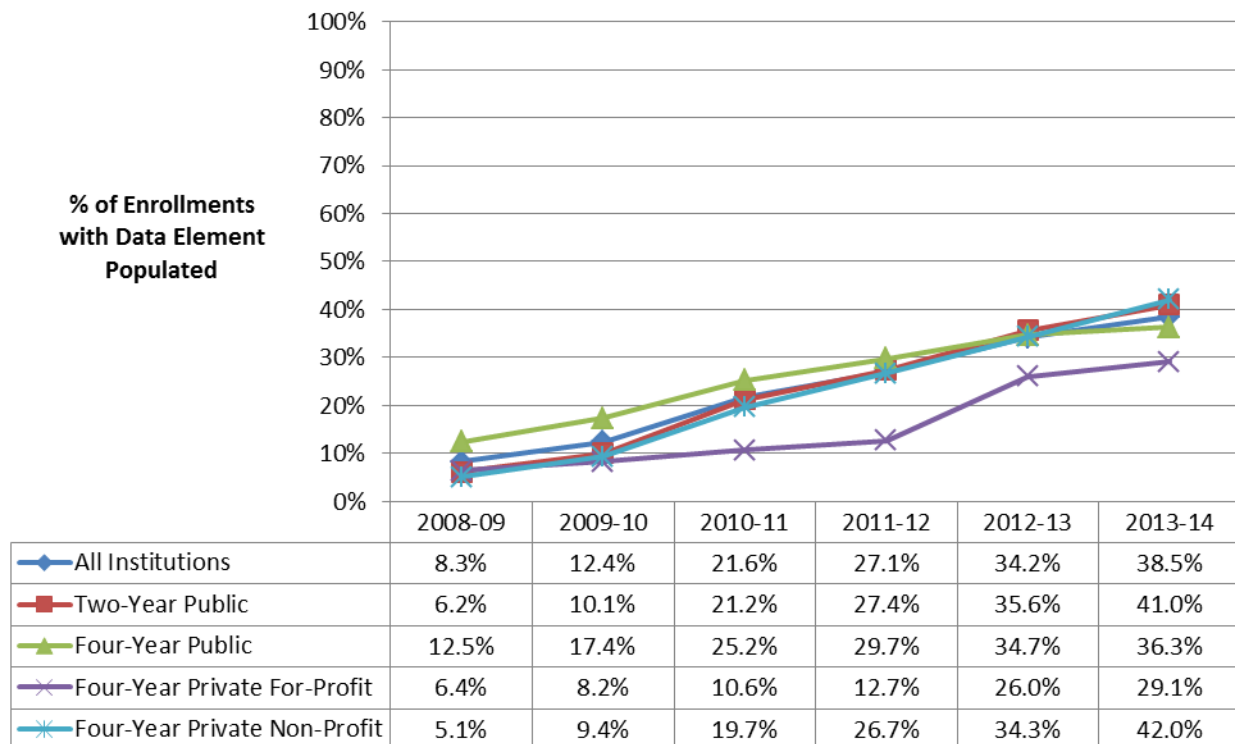


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

Race/Ethnicity

This data element is the student’s race/ethnicity according to the categories used by IPEDS. This element is useful for developing a range of aggregate studies. Figure 13 shows that Race/Ethnicity was reported for about 39% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 13. Reporting of Race/Ethnicity
(by Academic Year of Enrollment Record)**

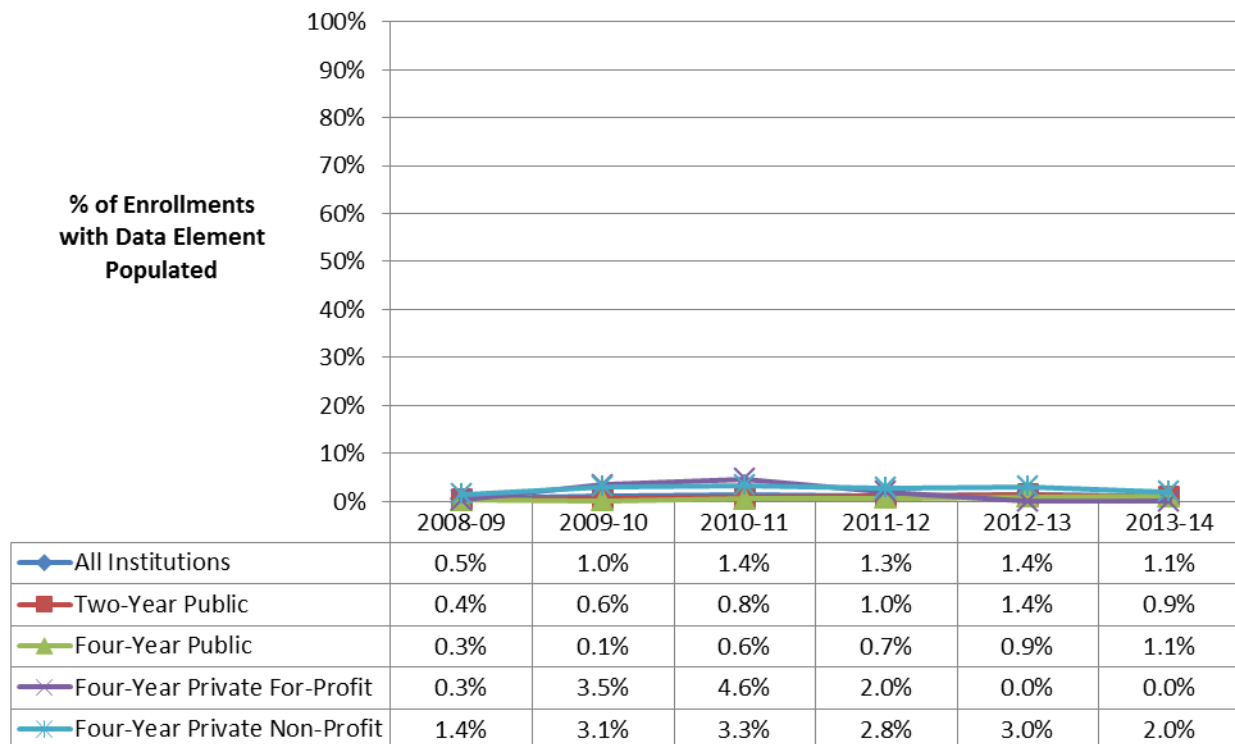


Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.

State Student ID

This element is a unique student ID supplied by the state, if available. Figure 14 shows that State Student ID was reported for about 1% of the 2013-14 enrollments submitted to the Clearinghouse.

**Figure 14. Reporting of State Student ID
(by Academic Year of Enrollment Record)**



Note: Analysis is based on the most recent enrollment record submitted for a student-school combination in any given year.