

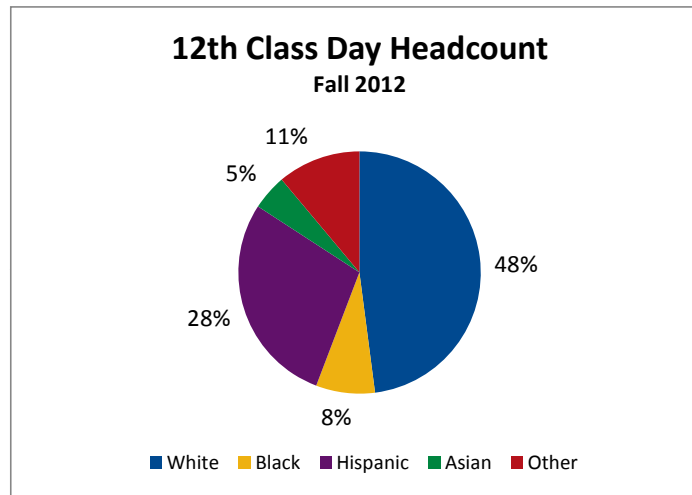
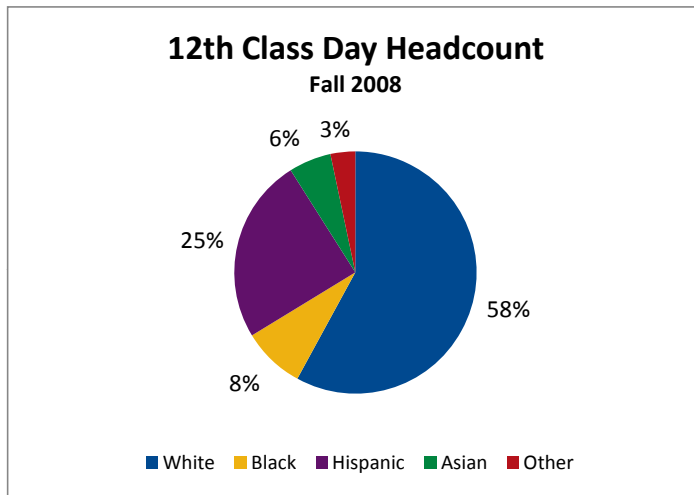
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**1 12th Class Day Headcount by Ethnicity: Fall 2008 and Fall 2012**

Ethnicity	Fall 2008		Fall 2012		F08 to F12 Change	
	N	%	N	%	N	%
White	20,754	58.0%	20,767	47.9%	13	0.1%
Black	2,978	8.3%	3,418	7.9%	440	14.8%
Hispanic	8,846	24.7%	12,276	28.3%	3,430	38.8%
Asian	2,029	5.7%	2,046	4.7%	17	0.8%
Other	1,191	3.3%	4,808	11.1%	3,617	303.7%
<b>Total</b>	<b>35,798</b>	<b>100.0%</b>	<b>43,315</b>	<b>100.0%</b>	<b>7,517</b>	<b>21.0%</b>

Source: ACC 12th Class Day Data

\* Please note that in Fall 2010 there was a change in race/ethnicity reporting format that caused the Other/Unknown group to increase. For the purposes of this report Other is included to show the complete picture (100% of total), but analysis will focus on the four largest ethnic groups.



- \* Total headcount increased by 7,517 students (21.0%) from Fall 2008 to Fall 2012.
- \* Hispanic and Black student population increased by 38.8% and 14.8%, respectively.
- \* In Fall 2012, Hispanic students made up 28.3% of the student population, compared to 24.7% of the student population in Fall 2008.

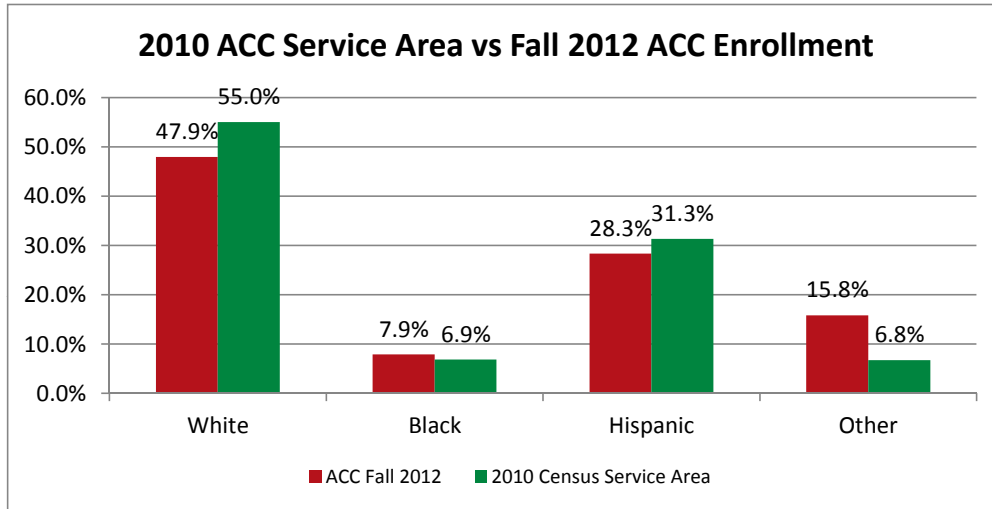
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**2 Census Day Headcount for ACC Service Area by Ethnicity: 2010 Census**

*Population Information*

<i>Service Area Total</i>			<i>State Total</i>	
<b>2010 Census</b>				
<i>White</i>	975,118	55.0%	11,397,345	45.3%
<i>Black</i>	121,972	6.9%	2,886,825	11.5%
<i>Hispanic</i>	554,544	31.3%	9,460,921	37.6%
<i>Other</i>	119,796	6.8%	1,400,470	5.6%
<b>Total</b>	<b>1,771,430</b>	<b>100.0%</b>	<b>25,145,561</b>	<b>100.0%</b>

Source: Texas State Data Center



\* ACC's percent of Black student enrollment in Fall 2012 was higher than 2010 Census breakdowns.

\* ACC's percent of White and Hispanic student enrollment in Fall 2012 was lower than 2010 Census breakdowns.

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**3 College Connection and Early College Start**

**College Connection Headcounts**

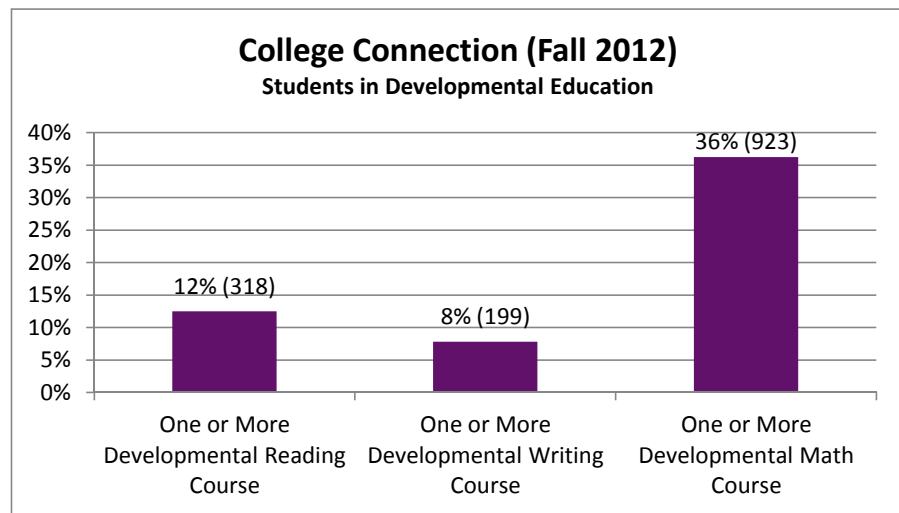
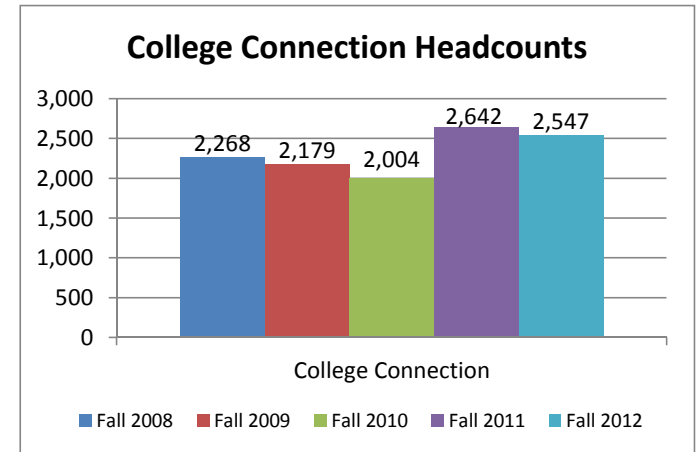
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	08-12 % Chg
Total Headcounts	2,268	2,179	2,004	2,642	2,547	12.3%

**College Connection Students Taking Developmental Courses in Fall 2011**

	Number	% of Total
Total AY 11-12 College Connection Students Enrolled in Fall 2012		<b>2,547</b>
Number of Students in College-Level Coursework	2,209	87%
Number of Students Taking Only One Developmental Course	756	30%
Number of Students Taking Only Two Developmental Courses	173	7%
Number of Students Taking Only Three Developmental Courses	144	6%
Number of Students Taking Four or More Developmental Courses	63	2%
Number of Students Taking One or More Developmental Reading Course <sup>1</sup>	318	12%
Number of Students Taking One or More Developmental Writing Course <sup>1</sup>	199	8%
Number of Students Taking One or More Developmental Math Course <sup>1</sup>	923	36%
Number of Students in Other College Support Courses <sup>2</sup>	297	12%

<sup>1</sup> Students can be enrolled in more than one Developmental course but are only counted once in each category.

<sup>2</sup> Transition to College and Study Skills courses.



\* College Connections participants increased 12.3% from Fall 2008 to Fall 2012.

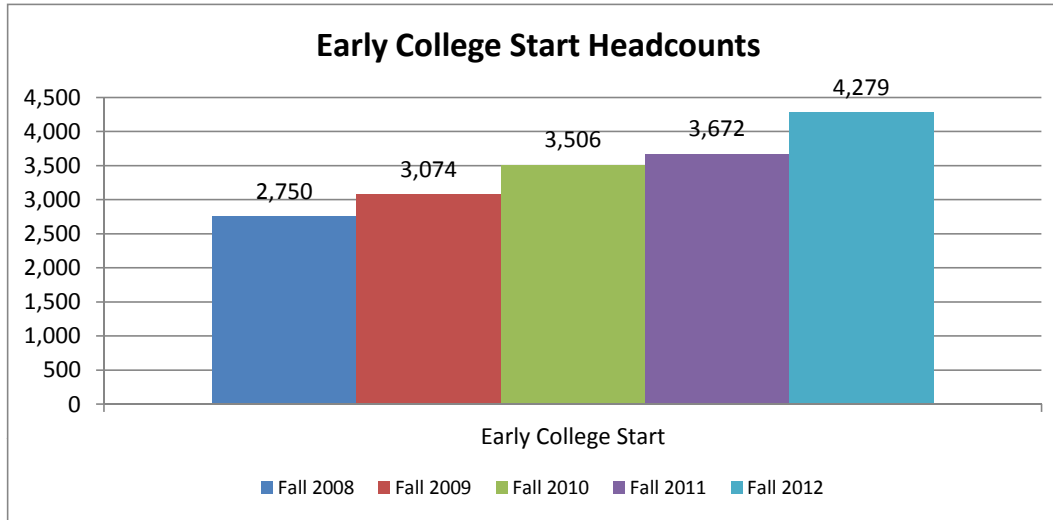
\* In Fall 2012, 36% of the College Connection students enrolled in at least one Developmental Mathematics course.

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**4 College Connection and Early College Start**

**Early College Start (Concurrent) Headcounts**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	08-12 % Chg
Total Enrollments	2,750	3,074	3,506	3,672	4,279	55.6%



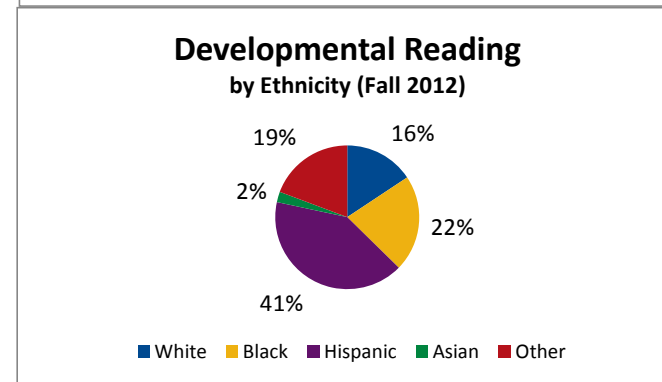
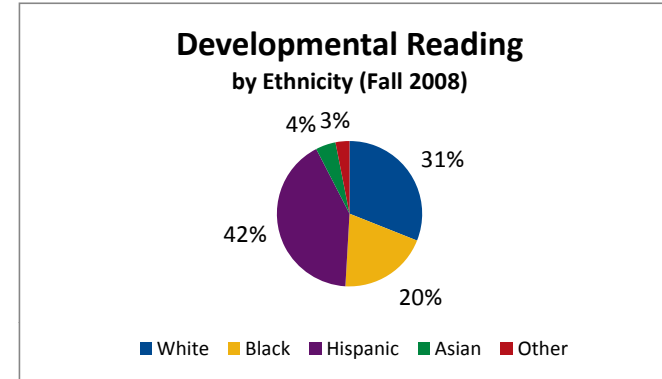
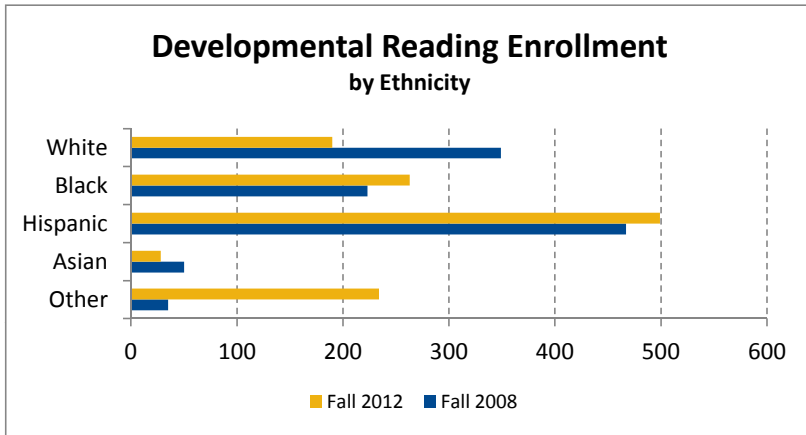
\* Early College Start participants increased 55.6% from Fall 2008 to Fall 2012.

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**5 Census Day Developmental Education Enrollment by Area and Ethnicity: Developmental Reading**

Ethnicity	Developmental Reading					
	Fall 2008		Fall 2012		F08 to F12 Change	
	N	%	N	%	N	%
White	349	31.0%	190	15.7%	-159	-45.6%
Black	223	19.8%	263	21.7%	40	17.9%
Hispanic	467	41.5%	499	41.1%	32	6.9%
Asian	50	4.4%	28	2.3%	-22	-44.0%
Other	35	3.1%	234	19.3%	199	568.6%
<b>Total</b>	<b>1,124</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>	<b>90</b>	<b>8.0%</b>

Source: ACC 12th Class Day Data



\* Among the larger race/ethnicity groups, enrollment in Developmental Reading saw increases for Black students (17.9%) and Hispanic students (6.9%) between Fall 2008 and Fall 2012.

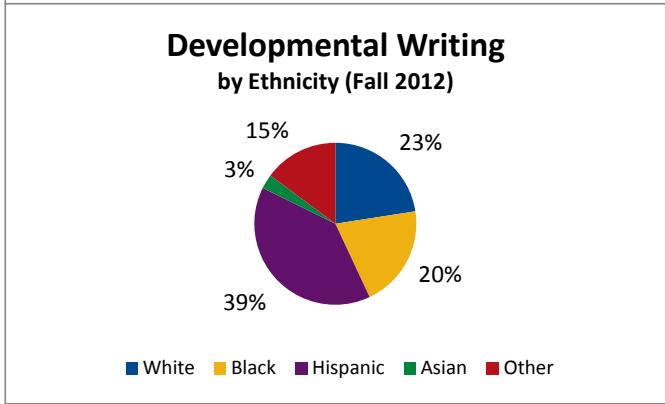
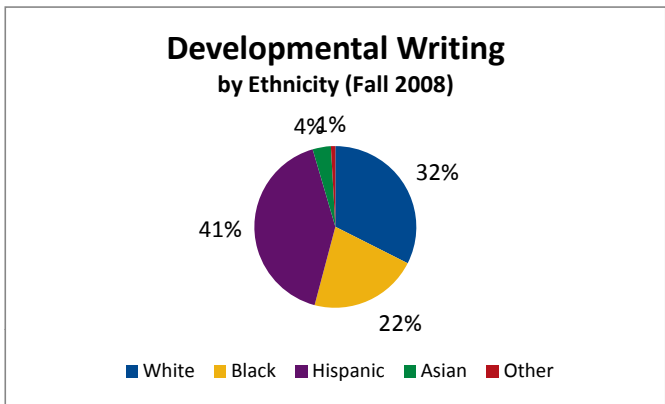
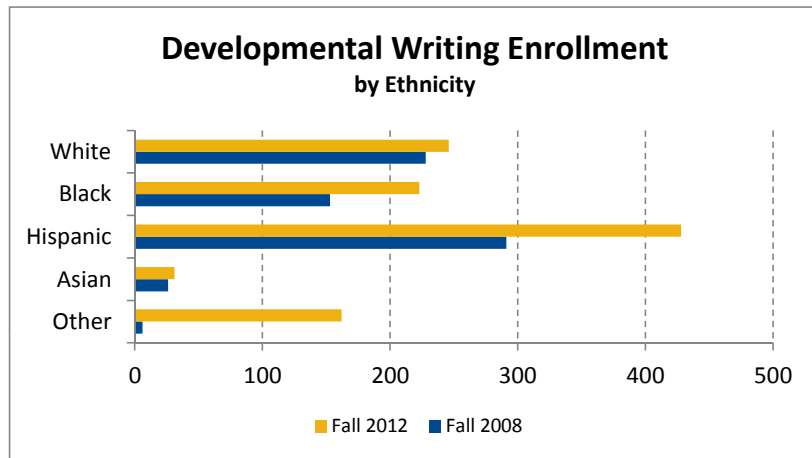
\* White student enrollment in Developmental Reading decreased (-45.6%).

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**6 Census Day Developmental Education Enrollment by Area and Ethnicity: Developmental Writing**

Ethnicity	Developmental Writing					
	Fall 2008		Fall 2012		F08 to F12 Change	
	N	%	N	%	N	%
White	228	32.4%	246	22.6%	18	7.9%
Black	153	21.7%	223	20.5%	70	45.8%
Hispanic	291	41.3%	428	39.3%	137	47.1%
Asian	26	3.7%	31	2.8%	5	19.2%
Other	6	0.9%	162	14.9%	156	2600.0%
<b>Total</b>	<b>704</b>	<b>100.0%</b>	<b>1090</b>	<b>100.0%</b>	<b>386</b>	<b>54.8%</b>

Source: ACC 12th Class Day Data



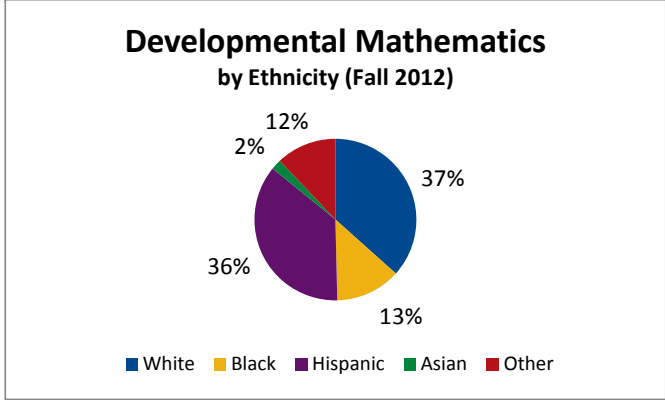
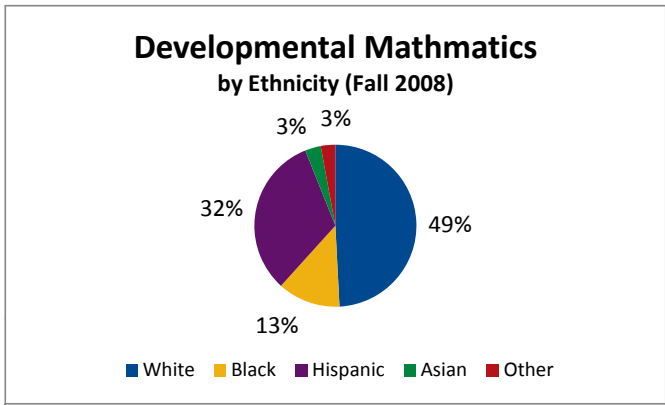
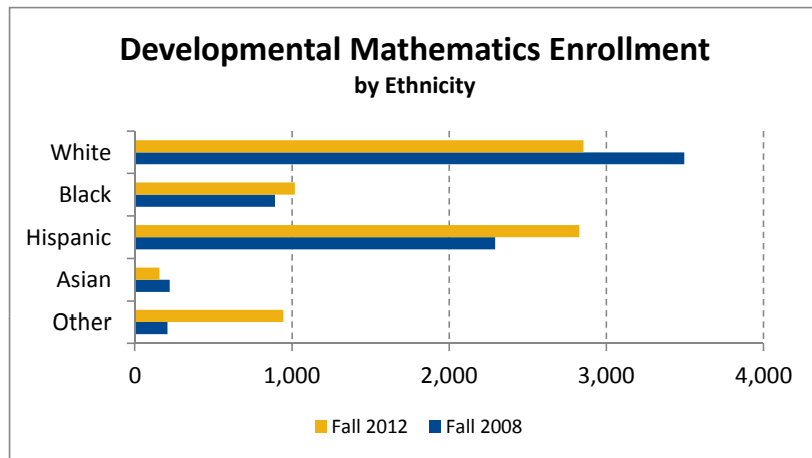
\* Among the larger race/ethnicity groups, Hispanic (47.1%) and Black students (45.8%) saw large increases in Developmental Writing enrollment between Fall 2008 and Fall 2012.

**Austin Community College  
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**7 Census Day Developmental Education Enrollment by Area and Ethnicity: Developmental Mathematics**

Ethnicity	Developmental Mathematics					
	Fall 2008		Fall 2012		F08 to F12 Change	
	N	%	N	%	N	%
White	3,495	49.2%	2,854	36.6%	-641	-18.3%
Black	892	12.5%	1,019	13.1%	127	14.2%
Hispanic	2,293	32.3%	2,827	36.2%	534	23.3%
Asian	222	3.1%	157	2.0%	-65	-29.3%
Other	207	2.9%	944	12.1%	737	356.0%
Total	7,109	100.0%	7,801	100.0%	692	9.7%

Source: ACC 12th Class Day Data



- \* Among the larger race/ethnicity groups, Hispanic students (23.3%) and Black students (14.2%) students saw increases in Developmental Mathematics enrollment between Fall 2008 and Fall 2012.
- \* Asian students (-29.3%) and White students (-18.3%) saw a decrease in Developmental Mathematics enrollments.

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**8 Students as Proportion of Ethnic Group by Area: Developmental Reading, Developmental Writing, and Developmental Mathematics**

Ethnicity	Developmental Reading				Percentage Point Difference
	Fall 2008		Fall 2012		
	N	%	N	%	
White	349	1.7%	190	0.9%	-0.8
Black	223	7.5%	263	7.7%	0.2
Hispanic	467	5.3%	499	4.1%	-1.2
Asian	50	2.5%	28	1.4%	-1.1
Other	35	2.9%	234	4.9%	1.9
Total	1,124	3.1%	1,214	2.8%	-0.3

Ethnicity	Developmental Writing				Percentage Point Difference
	Fall 2008		Fall 2012		
	N	%	N	%	
White	228	1.1%	246	1.2%	0.1
Black	153	5.1%	223	6.5%	1.4
Hispanic	291	3.3%	428	3.5%	0.2
Asian	26	1.3%	31	1.5%	0.2
Other	6	0.5%	162	3.4%	2.9
Total	704	2.0%	1,090	2.5%	0.5

Ethnicity	Developmental Mathematics				Percentage Point Difference
	Fall 2008		Fall 2012		
	N	%	N	%	
White	3,495	16.8%	2,854	13.7%	-3.1
Black	892	30.0%	1,019	29.8%	-0.1
Hispanic	2,293	25.9%	2,827	23.0%	-2.9
Asian	222	10.9%	157	7.7%	-3.3
Other	207	17.4%	944	19.6%	2.3
Total	7,109	19.9%	7,801	18.0%	-1.8

Source: ACC 12th Class Day Data

\* Fall 2008 total student enrollment was 35,798.  
Fall 2012 total student enrollment was 43,315.



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**9a Developmental Ed Successful Transition to College Level Courses: Fall 2010 Cohort**

Successfully Completing Exit Level Developmental Ed Course by Fall 2011					
Skill Area	Success-fully Completed Exit Level	Enrolled in College Level Course	Transition Rate	Success-fully Completed College Level Course	Success Rate
Math	1044	776	74.3%	493	63.5%
Writing	194	96	49.5%	68	70.8%

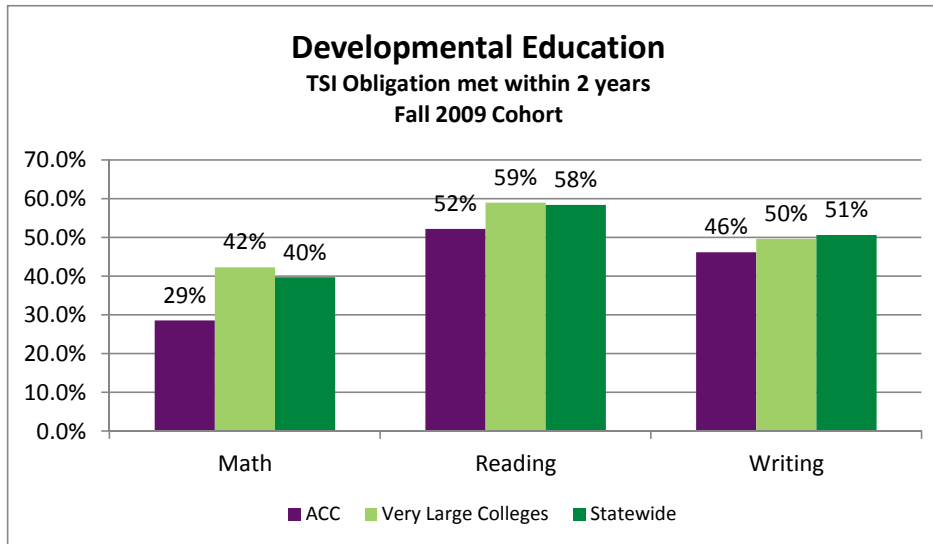
Note: Reading is not tracked by NCCBP for this measure  
Source: NCCBP

**9b Developmental Ed TSI Obligation Met within 2 Years: Fall 2009 FTIC Cohort**

**Met TSI Obligations**

Skill Area	ACC	Very Large Colleges	Statewide
Math	28.6%	42.3%	39.7%
Reading	52.2%	59.0%	58.4%
Writing	46.2%	49.6%	50.6%

Source: Texas Higher Education Data

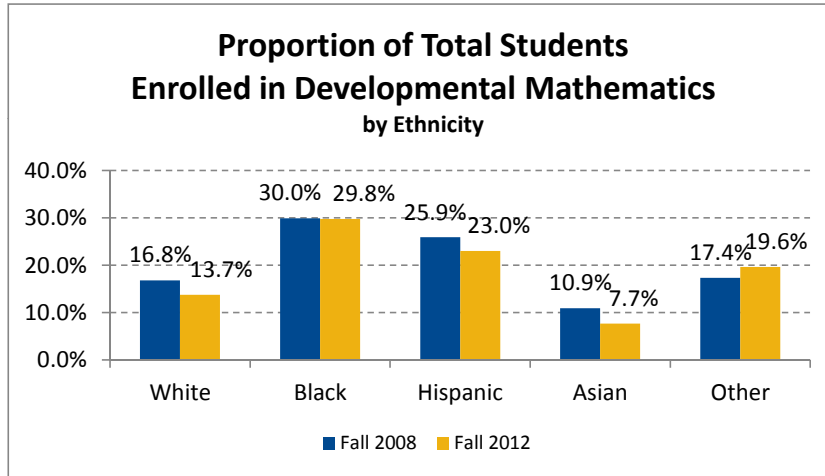
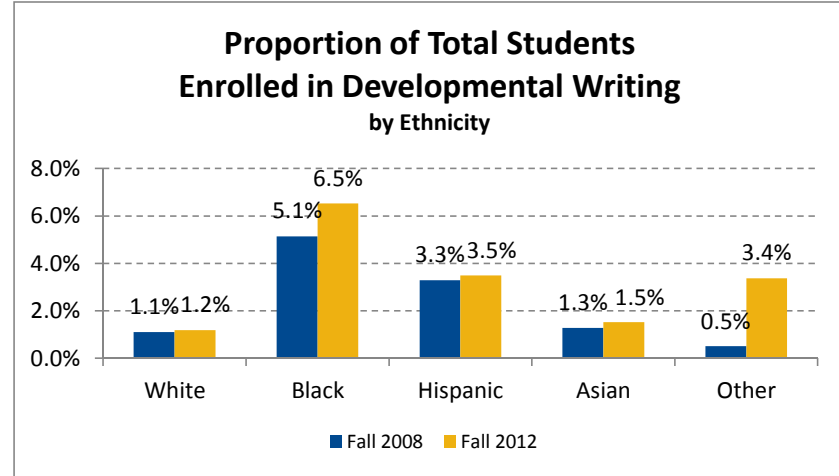
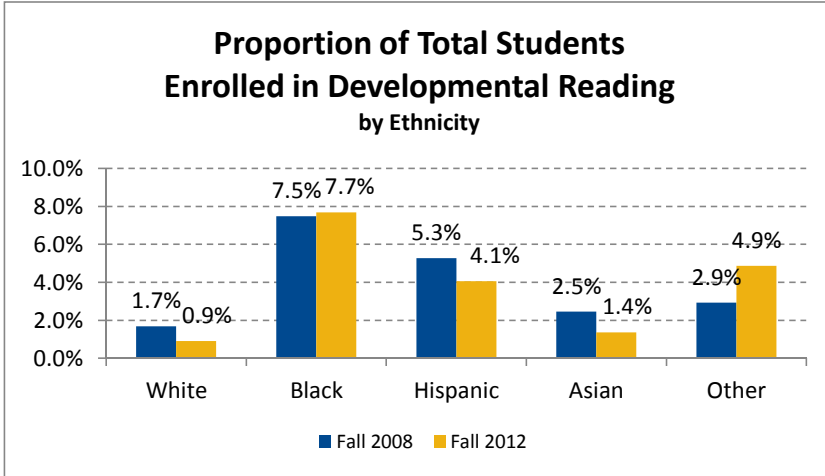


\* For the Fall 2009 Cohort, the percent of ACC students meeting TSI obligation within two years in Math, Reading, and Writing was lower than the peer and state averages.

\* 2,031 FTIC ACC students below state standard in Math, 759 FTIC ACC students below state standard in Reading, and 704 FTIC ACC students below state standard in Writing.

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**10 Students as Proportion of Ethnic Group by Area: Developmental Reading, Developmental Writing, and Developmental Mathematics**



\* In relation to the total student population, Black students had the highest proportion of Developmental Reading, Developmental Writing, and Developmental Mathematics students in Fall 2008 and Fall 2012.

\* Among the larger race/ethnicity groups, Black students saw increases in proportion of total enrollment in Developmental Reading (0.2 percentage points) and Developmental Writing (1.4 percentage points). Hispanic students saw an increase in proportion of total enrollment in Developmental Writing (0.2 percentage points).

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**11 Grade Distribution (All, Distance Ed, Non-Distance Ed, Dev Ed): Fall 2011 and Fall 2012**

Grade	All ACC				Non-Distance Learning				Distance Learning			
	Fall 2011		Fall 2012		Fall 2011		Fall 2012		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
A	34,176	30.5%	33,355	31.0%	30,512	31.1%	29,623	31.7%	3,664	25.8%	3,732	26.1%
B	26,526	23.6%	25,821	24.0%	23,494	24.0%	22,968	24.6%	3,032	21.4%	2,853	20.0%
C	18,055	16.1%	16,973	15.8%	15,955	16.3%	14,936	16.0%	2,100	14.8%	2,037	14.3%
D	4,748	4.2%	4,500	4.2%	4,172	4.3%	3,954	4.2%	576	4.1%	546	3.8%
F	10,494	9.4%	8,821	8.2%	8,684	8.9%	7,056	7.6%	1,810	12.8%	1,765	12.4%
W	18,198	16.2%	18,206	16.9%	15,194	15.5%	14,852	15.9%	3,004	21.2%	3,354	23.5%
<b>Total</b>	<b>112,197</b>	<b>100.0%</b>	<b>107,676</b>	<b>100.0%</b>	<b>98,011</b>	<b>100.0%</b>	<b>93,389</b>	<b>100.0%</b>	<b>14,186</b>	<b>100.0%</b>	<b>14,287</b>	<b>100.0%</b>

Grade	Developmental Education <i>(includes Distance Learning and Non-Distance Learning)</i>			
	Fall 2011		Fall 2012	
	N	%	N	%
A	3,100	23.8%	2,652	22.7%
B	2,924	22.5%	2,679	22.9%
C	2,447	18.8%	2,234	19.1%
D	499	3.8%	475	4.1%
F	1,309	10.1%	1,112	9.5%
W	2,735	21.0%	2,522	21.6%
<b>Total</b>	<b>13,014</b>	<b>100.0%</b>	<b>11,674</b>	<b>100.0%</b>

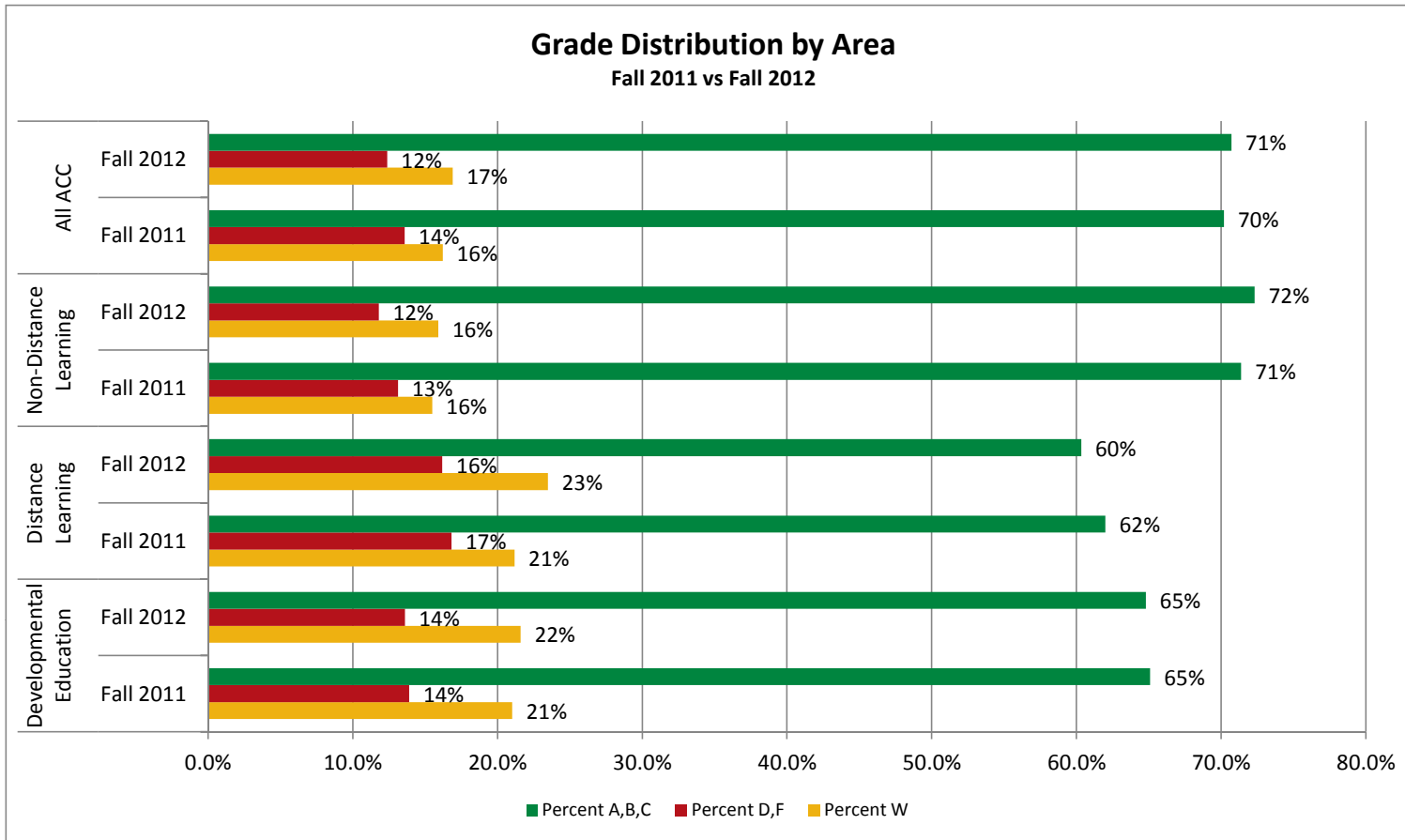
Source: ACC Grade Distribution Data

**Notes**

- Developmental Education, for the purposes of this report, included Developmental Mathematics, Developmental Reading, Developmental Writing, and English as a Second Language.
- Distance Learning grades accounted for 13% of all ACC grades in Fall 2012. Non-Distance Learning grades accounted for 87% of all ACC grades in Fall 2012. Developmental Education grades (both Distance and Non-Distance Learning) accounted for 11% of all ACC grades in Fall 2012.

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**12 Grade Distribution (All, Distance Ed, Non-Distance Ed, Dev Ed): Fall 2011 and Fall 2012**



- \* The number of successful students (A,B,C) increased for Non-Distance Learning courses from Fall 2011 to Fall 2012.
  - Non-Distance Learning (increased 1 percentage point)
- \* The number of successful students (A,B,C) decreased for Distance Learning courses from Fall 2011 to Fall 2012.
  - Non-Distance Learning (decreased 2 percentage points)

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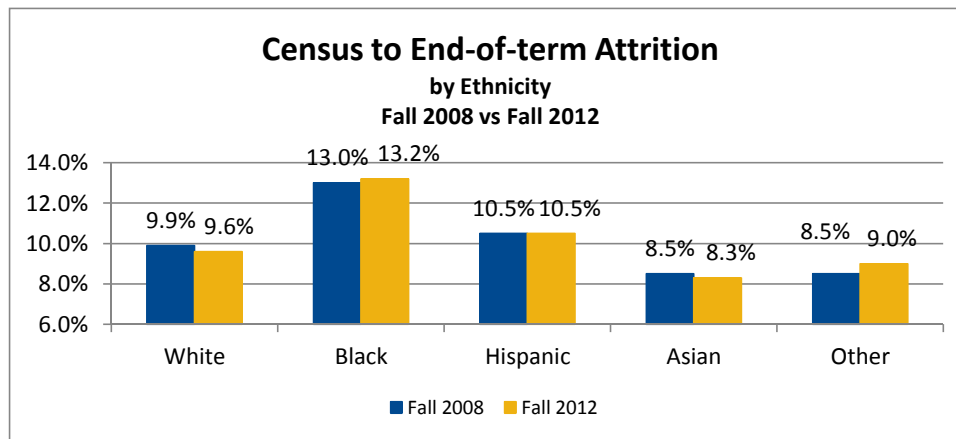
**13 Comparison of Headcount by Ethnicity (Census Day and End of Semester): Fall 2008 and Fall 2012**

Ethnicity	Fall 2008					
	Census Date (12th day)		End of Term		Change	
	N	%	N	%	N	%
White	20,754	58.0%	18,705	58.2%	(2,049)	-9.9%
Black	2,978	8.3%	2,591	8.1%	(387)	-13.0%
Hispanic	8,846	24.7%	7,915	24.6%	(931)	-10.5%
Asian	2,029	5.7%	1,857	5.8%	(172)	-8.5%
Other	1,191	3.3%	1,090	3.4%	(101)	-8.5%
<b>Total</b>	<b>35,798</b>	<b>100.0%</b>	<b>32,158</b>	<b>100.0%</b>	<b>(3,640)</b>	<b>-10.2%</b>

Ethnicity	Fall 2012					
	Census Date (12th day)		End of Term		Change	
	N	%	N	%	N	%
White	20,767	47.9%	18,764	48.1%	(2,003)	-9.6%
Black	3,418	7.9%	2,966	7.6%	(452)	-13.2%
Hispanic	12,276	28.3%	10,988	28.2%	(1,288)	-10.5%
Asian	2,046	4.7%	1,877	4.8%	(169)	-8.3%
Other	4,808	11.1%	4,376	11.2%	(432)	-9.0%
<b>Total</b>	<b>43,315</b>	<b>100.0%</b>	<b>38,971</b>	<b>100.0%</b>	<b>(4,344)</b>	<b>-10.0%</b>

Source: ACC 12th Class Day Data, End of Term Data

Definition: End of Term Attrition is the rate at which students enrolled on the 12th class day drop out by the end of the semester. End of term counts include students who have an earned grade (everything except a grade of "AU", "I", and "W").



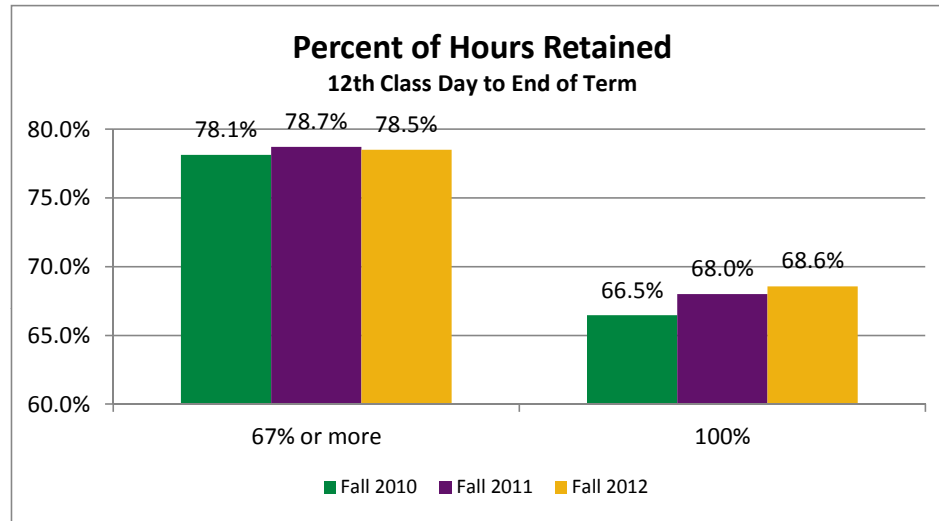
\* Average attrition from census date to end of term stayed at 10% from Fall 2008 to Fall 2012.

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**14 Course Withdrawals: Fall 2010 through Fall 2012**

% Hours Retained	Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%
0%	4,040	9.2%	4,232	9.4%	4,365	10.1%
25% or more	39,853	90.4%	40,661	90.2%	38,774	89.5%
50% or more	38,276	86.8%	39,181	86.9%	37,399	86.3%
67% or more	34,456	78.1%	35,501	78.7%	34,008	78.5%
75% or more	32,212	73.0%	33,277	73.8%	31,991	73.9%
100%	29,310	66.5%	30,670	68.0%	29,699	68.6%
Total # of Students	44,100	100.0%	45,100	100.0%	43,315	100.0%

Source: ACC 12th Class Day Data, End of Term Data



- \* Over the past three years, the percent of students retaining all their courses for which they enrolled has steadily increased from 66.5 in Fall 2010 to 68.6% in Fall 2012.
- \* The percent of students retaining 67% or more of their courses has stayed steadily over the last three years around 78.5%.
- \* The percent of students retaining 0% of their courses has increased from 9.2% in Fall 2010 to 10.1% in Fall 2012.

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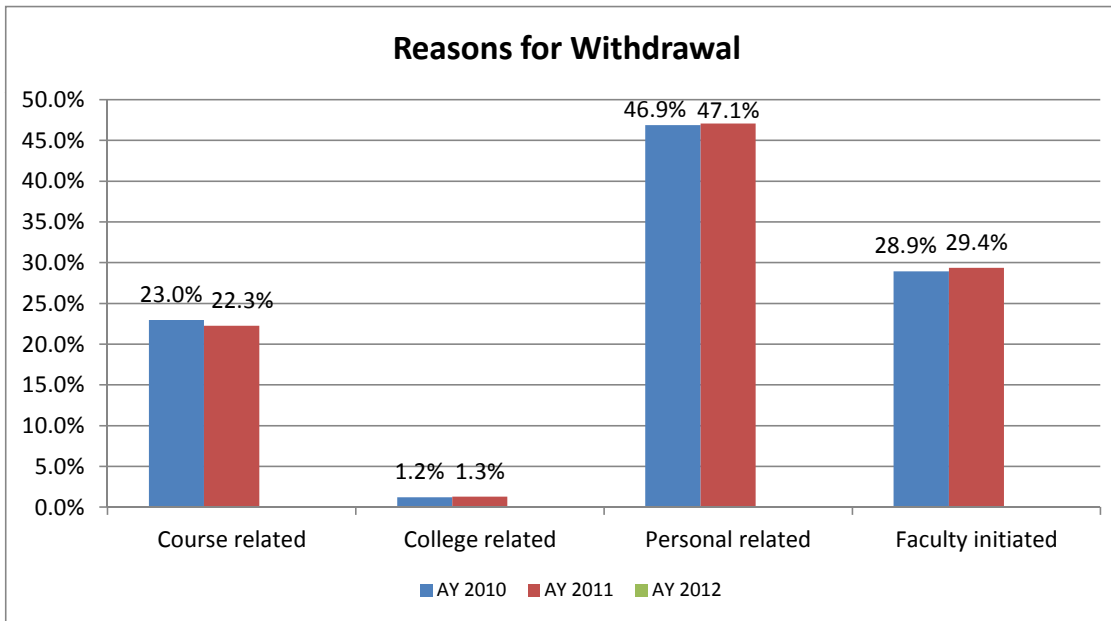
**15 Course Withdrawals: Fall 2010 through Fall 2012**

Reasons for Withdrawal	AY 2010		AY 2011		AY 2012	
	N	%	N	%	N	%
Course related	10,164	23.2%	10,360	22.4%	8,931	20.8%
College related	543	1.2%	607	1.3%	506	1.2%
Personal related	20,395	46.5%	21,548	46.7%	21,997	51.2%
Faculty initiated	12,760	29.1%	13,647	29.6%	11,510	26.8%
Total (duplicated)	43,862	100.0%	46,162	100.0%	42,944	100.0%

Source: ACC Withdrawal data

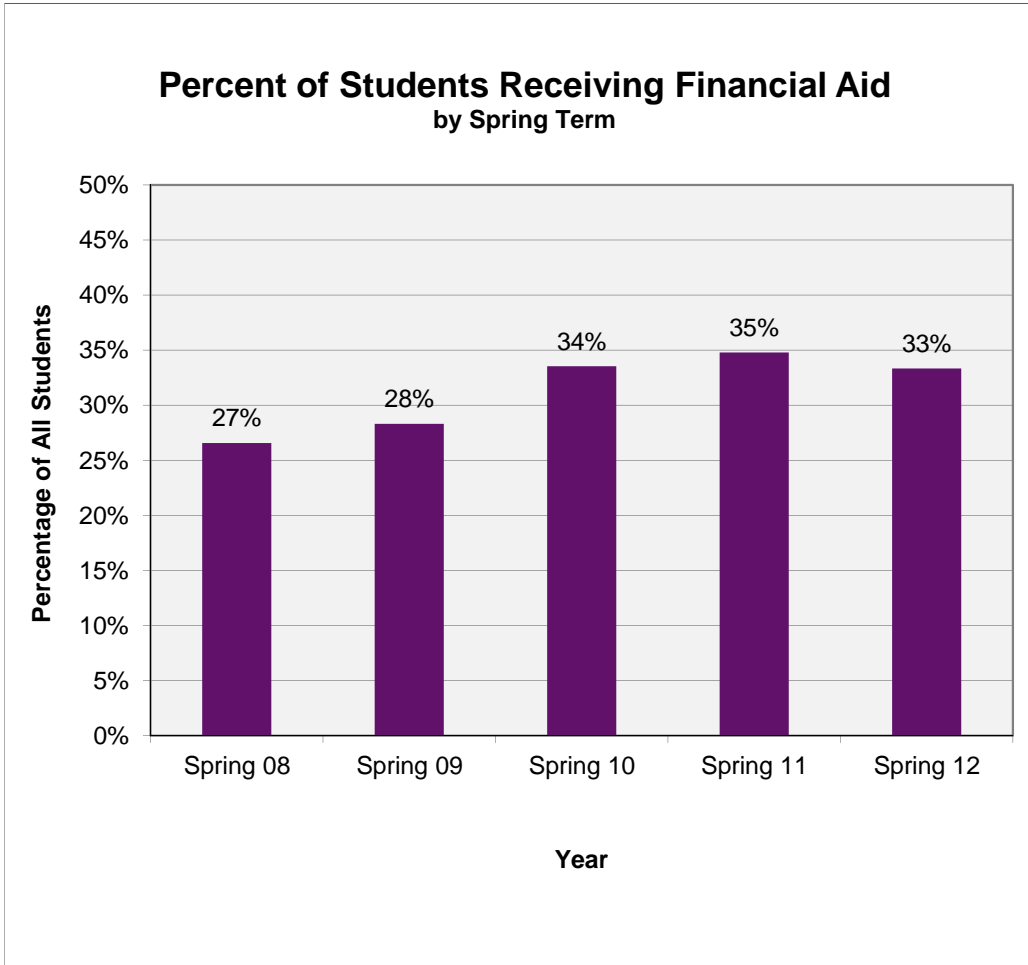
**Notes:**

In AY 2012 several reasons for withdrawal were added/removed. The reasons for withdrawal were divided into four sections: course related, college related, personal related and faculty initiated. Multiple reasons may be given, therefore totals may contain students who have been counted for each reason given (duplicated).



\* The percentage distribution of reasons for withdrawal have stayed the same across the past three academic years.

**16 Student Financial Aid Information**



**Student Financial Aid Information**

The percentage of students receiving financial reached a high of 35% in Spring 2011, due in part, to the economy and outreach activities conducted by the Financial Aid Department at ACC. However, with stricter federal and ACC financial aid requirements, plus an improving local economy, the percentage has dropped to 33% as of Spring 2012.

The Financial Aid Department conducts many activities throughout the year to promote applying for financial aid to potential students and parents, including the following:

- a. College Connection & Mobile GO Center - Financial Aid staff partner with counselors and representatives at each of the high schools to promote applying for financial aid.
- b. New student orientation and advising sessions stress financial aid availability.
- c. ACC ads focus on ACC low cost and financial aid availability, also in Spanish.
- d. Many financial aid activities are held throughout the city on and off campus throughout the academic year.
- e. Financial Aid workshops are conducted in partnership with all school districts to educate parents about financial aid.
- f. Financial Aid workshops are conducted throughout the year to local community agencies such as Life Works, Gary Job Corps, Capital IDEA, churches and housing agencies.
- g. Eligibility and awards recently decreased due to new stricter federal regulations.

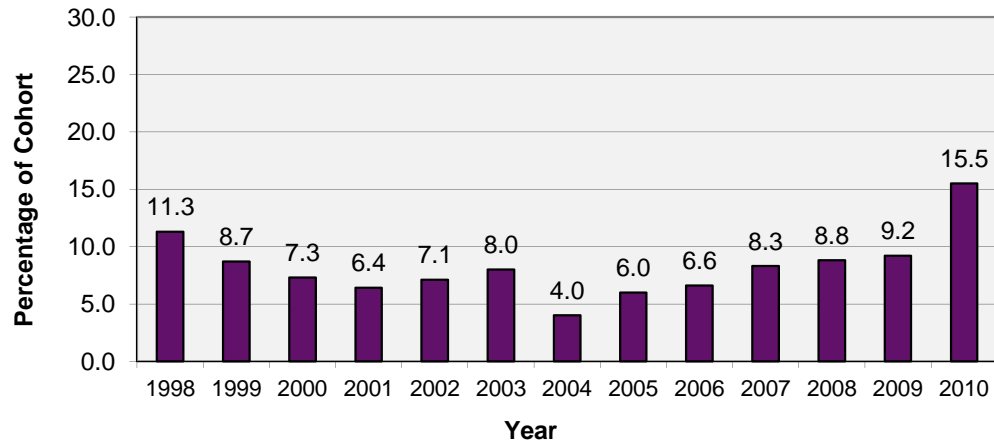
**Financial Aid - Pell Awards**

	2009-10 Total	2010-11 Total	2011-12 Total
Pell Awards	\$39,070,289	\$47,358,474	\$44,183,979
Pell Students	13,794	16,530	16,291
Total Students	18,260	20,299	19,570
Total Awards	\$94,195,835	\$103,496,575	\$100,812,377

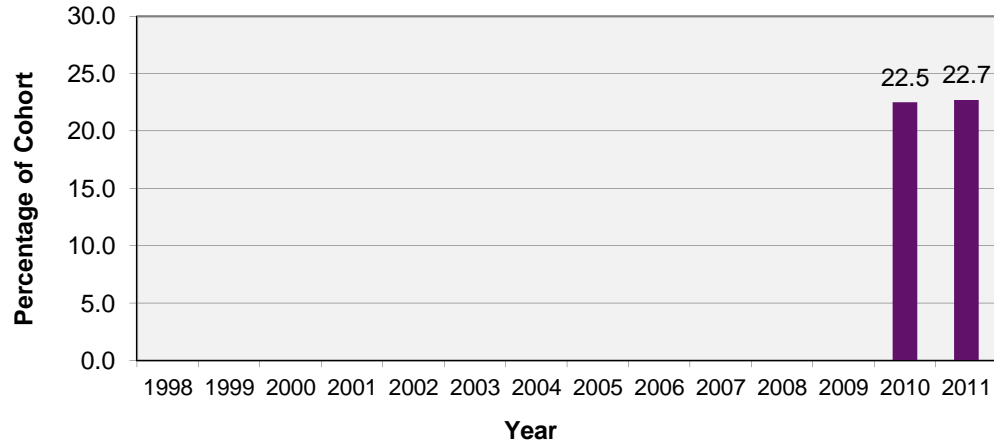


17 Student Financial Aid Loan Default Ratio

2-year Loan Default Ratio by Cohort



3-year Loan Default Ratio by Cohort



Loan Default Ratio

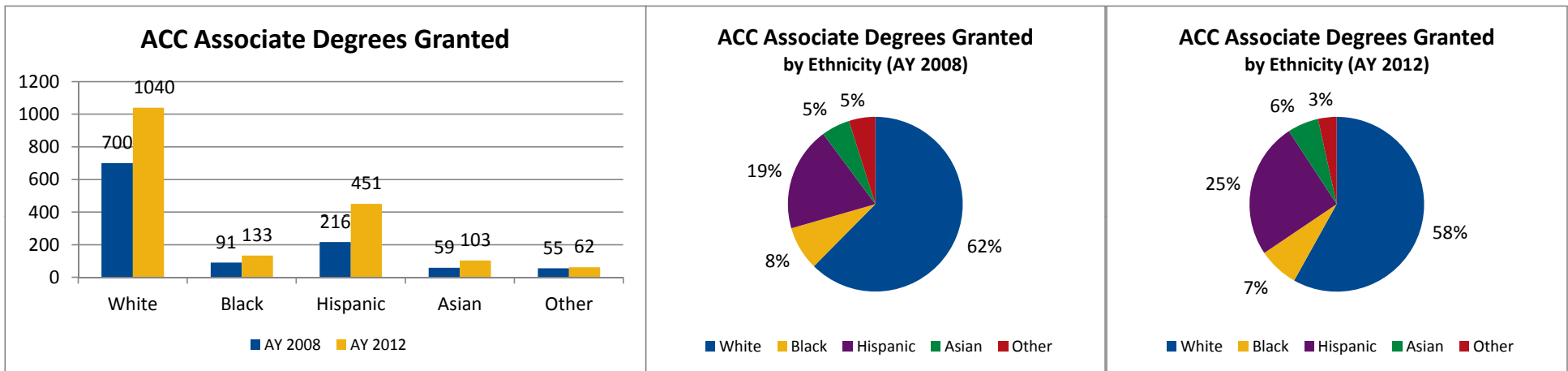
- \* The preliminary three-year default rate for 2010-11 is 2.7%.
- \* The default rate has continued to increase due to an increase in loan volume and the declining economy.
- \* Over 50% of ACC students who go into default have withdrawn and/or not completed their courses.
- \* TG Higher Edge has been hired to assist with default prevention efforts.
- \* Office of Institutional Effectiveness and Accountability has provided statistical research on defaulters to help guide default prevention strategies.
- \* TG will be conducting statistical research on defaulters to further guide prevention strategies.

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**18 Associate Degree Completions: AY 2008 and AY 2012**

Ethnicity	Associate Degrees				
	AY 2008	% of Total	AY 2012	% of Total	% Change AY 2008 - AY 2012
White	700	62.4%	1040	58.1%	48.6%
Black	91	8.1%	133	7.4%	46.2%
Hispanic	216	19.3%	451	25.2%	108.8%
Asian	59	5.3%	103	5.8%	74.6%
Other	55	4.9%	62	3.5%	12.7%
<b>Total</b>	<b>1121</b>	<b>100.0%</b>	<b>1,789</b>	<b>100.0%</b>	<b>59.6%</b>

Source: IPEDS Completions



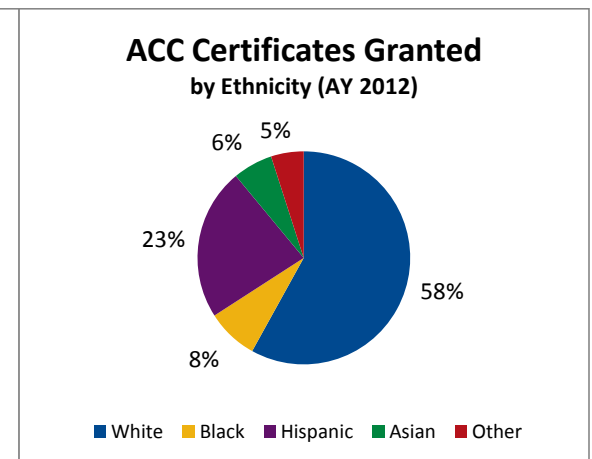
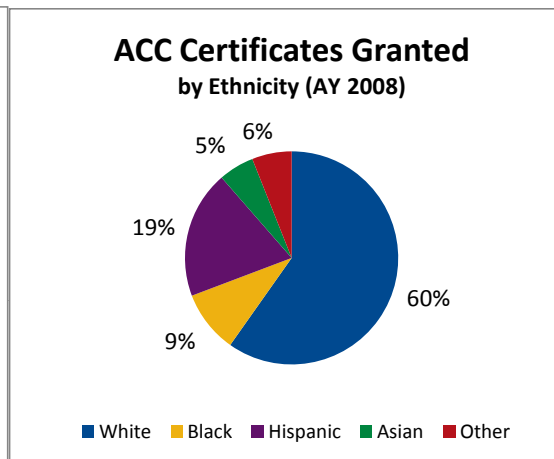
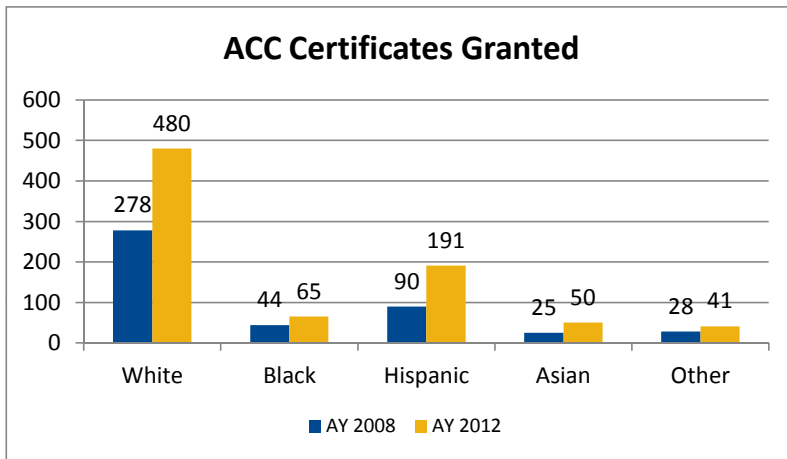
\* Overall the number of Associate Degrees granted increased by 59.6% from AY 2008 to AY 2012. Hispanic students (108.8%) saw the largest increase in this time period.

**Austin Community College  
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**19 Certificate Completions: AY 2008 and AY 2012**

Ethnicity	Certificates				
	AY 2008	% of Total	AY 2012	% of Total	% Change AY 2008 - AY 2012
White	278	59.8%	480	58.0%	72.7%
Black	44	9.5%	65	7.9%	47.7%
Hispanic	90	19.4%	191	23.1%	112.2%
Asian	25	5.4%	50	6.0%	100.0%
Other	28	6.0%	41	5.0%	46.4%
<b>Total</b>	<b>465</b>	<b>100.0%</b>	<b>827</b>	<b>100.0%</b>	<b>77.8%</b>

Source: IPEDS Completions



\* Overall the number of Certificates granted increased by 77.8% from AY 2008 to AY2012. Hispanic students(112.2%) and Asian students (100.0%) saw the largest increases in this time period.

**Austin Community College  
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**20 THECB: Top Transfer Institutions for ACC Students**

Institution	Fall 2008			Fall 2009			Fall 2010			Fall 2011		
	Total	≥ 2.0	% Passing	Total	≥ 2.0	% Passing	Total	≥ 2.0	% Passing	Total	≥ 2.0	% Passing
Texas State University	755	644	85.3%	820	703	85.7%	874	769	88.0%	938	788	84.0%
UT - Austin	232	197	84.9%	235	204	86.8%	224	195	87.1%	312	295	94.6%
Texas Tech University	46	36	78.3%	33	30	90.9%	50	40	80.0%	63	53	84.1%
U. of North Texas	36	30	83.3%	34	21	61.8%	42	31	73.8%	57	47	82.5%
UT - San Antonio	52	39	75.0%	46	31	67.4%	77	62	80.5%	54	47	87.0%
U. of Houston	39	24	61.5%	34	25	73.5%	38	28	73.7%	39	31	79.5%
UT - Arlington	23	14	60.9%	27	19	70.4%	34	28	82.4%	36	33	91.7%
Texas A & M Univ.	32	29	90.6%	23	20	87.0%	30	28	93.3%	34	29	85.3%

Source: THECB Report - Academic Performance of 2-Year College Transfer Students at Texas Public Universities

**National Student Clearinghouse:**

**Four-Year Institutions with the Largest Number of Spring 2012 Students in Fall 2012**

Institution	Students from Spring 2012 Enrolled in Fall 2012	% of Total Students Found *
Texas State University San Marcos	1,805	6.5%
University of Texas Austin	1,160	4.1%
St. Edwards University	206	0.7%
Texas Tech University	206	0.7%
Texas A&M University	182	0.7%
University of Texas Arlington	180	0.6%
University of Texas San Antonio	179	0.6%

\* 27,975 students (out of 44,425 Spring 2012 enrollment) were found in institutions of higher education (including ACC) in Fall 2012.

**National Student Clearinghouse:**

**Spring 2012 Students at Selected Institutions in Fall 2012**

Institution	Students from Spring 2012 Enrolled in Fall 2012
Rice University	4
Cornell University	3
University of Southern California	3
Emory University	2
Vanderbilt University	2
Yale University	2
California Institute of Technology	1
Duke University	1

Institution	Students from Spring 2012 Enrolled in Fall 2012
Georgetown University	1
Harvard University	1
Johns Hopkins University	1
Northwestern University	1
Stanford University	1
University of California–Berkeley	1
University of Chicago	1
University of Pennsylvania	1