Background & Purpose

- National Postsecondary Education Collaborative (NPEC)
- Significant expansion of high school students taking college courses
- Inadequate and inaccurate measurement of high school students taking college courses in IPEDS
- Our charge: Examine how IPEDS can improve enrollment data collection focusing on fall enrollment survey and 12-month enrollment survey
Researcher Background

Peer-Reviewed Manuscripts & Books on DE


Policy & Research Reports on DE


Acknowledgements

IPEDS Keyholders & DE Administrators at participating institutions

NPEC Members

Gigi Jones and Abby Miller

Research Questions

1. How does IPEDS instruct institutions to report dual enrollment students, how clear are IPEDS instructions on dual enrollment, and how do institutions report these students? Are there differences in the ways in which institutions report dual enrollment to IPEDS, and if so, what accounts for these differences?

2. Are dual enrollees influencing fall enrollment and 12-month enrollment numbers, and if so, how and to what extent? How and to what extent do students who participated in dual enrollment influence the first-time cohort numbers and first-time cohort graduation rates?

3. How should IPEDS modify the fall enrollment and 12-month enrollment surveys to collect better information on dual enrollment students? What additional information should IPEDS collect on dual enrollment students, dual enrollment courses, and dual enrollment outcomes?
Data Collection

- Reviewed IPEDS surveys and instructions
- Conducted phone interviews with 8 institutions
- Received completed aggregate data templates from 8 institutions and 2 states

Sample

<table>
<thead>
<tr>
<th>Institution</th>
<th>Geographic Region</th>
<th>Sector</th>
<th>Carnegie Classification</th>
<th>Fall 2015 Total Enrollment Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution A</td>
<td>Iowa</td>
<td>Public</td>
<td>Associate's College: Mixed</td>
<td>Transfer/Vocational &amp; Technical-High Nontraditional</td>
</tr>
<tr>
<td>Institution B</td>
<td>Florida</td>
<td>Public</td>
<td>Baccalaureate/Associate's Colleges</td>
<td>Associate’s Dominant</td>
</tr>
<tr>
<td>Institution C</td>
<td>California</td>
<td>Public</td>
<td>Associate’s Colleges: High Transfer-High Traditional</td>
<td>10,000 – 20,000</td>
</tr>
<tr>
<td>Institution D</td>
<td>Utah</td>
<td>Public</td>
<td>Master’s Colleges &amp; Universities: Small Programs</td>
<td>30,000 – 40,000</td>
</tr>
<tr>
<td>Institution E</td>
<td>Washington</td>
<td>Public</td>
<td>Doctoral Universities: High Research Activity</td>
<td>Greater than 40,000</td>
</tr>
<tr>
<td>Institution F</td>
<td>West</td>
<td>Public</td>
<td>Doctoral Universities: High Research Activity</td>
<td>30,000 – 40,000</td>
</tr>
<tr>
<td>Institution G</td>
<td>Iowa</td>
<td>Public</td>
<td>Doctoral Universities: High Research Activity</td>
<td>30,000 – 40,000</td>
</tr>
<tr>
<td>Institution H</td>
<td>Midwest</td>
<td>Private, for-profit</td>
<td>Master’s Colleges &amp; Universities: Larger Programs</td>
<td>20,000 – 30,000</td>
</tr>
<tr>
<td>State A</td>
<td>Georgia</td>
<td>Public</td>
<td>N/A: Technical College System</td>
<td>90,000 – 100,000</td>
</tr>
<tr>
<td>State B</td>
<td>Florida</td>
<td>Public</td>
<td>N/A: State community college system</td>
<td>400,000 – 500,000</td>
</tr>
</tbody>
</table>

Limitations

- Analysis based on a small sample, which may not represent larger sample of colleges and universities. However, sample was selected purposefully and represents a range of perspectives.
- Other IPEDS surveys are implicated by dual enrolled students, but we did not systematically assess these surveys and inquire about them because our charge from NPEC was to focus on the fall and 12-month enrollment surveys.
Results: RQ 1

- IPEDS definitions and terms are inconsistent and unclear
  - Dual enrollment, dual credit, and Advanced Placement
- IPEDS instructions are unclear
  - Current HS Students Taking College Courses
  - First-Time-in-College (FTIC) Students who Earned College Credits in High School
- Institutional representatives’ interpretation of IPEDS instructions are largely consistent with IPEDS instructions

Existing IPEDS Definitions

- Dual Enrollment: “A program through which high school students may enroll in college courses while still in high school. Students are not required to apply for admission to the college in order to participate.”

- Dual Credit: “A program through which high school students are enrolled in Advanced Placement (AP) courses, taught at their high school, that fulfill high school graduation requirements and may earn the student college credits.”

- Advanced Placement (AP) Courses: “College-level courses taught in high school. Students may take an examination at the completion of the course; acceptable scores allow students to earn college credit toward a degree, certificate, or other formal award.”

Fall Enrollment Survey (Example)
Fall Enrollment Survey (Example)

Results: RQ 1
- Reporting Practices and Capacity Vary
  - Dual Enrolled Students:
    - Most institutions track dual enrolled students, but some institutions do not capture all dual enrolled students
    - Some institutions rely on state to complete fall and 12-month enrollment surveys
  - FTIC Students who Earned College Credit in High School
    - All but one institution in sample correctly report students in first-time cohort
    - Methods to identify students: NSC, self-reported data, transcripts
    - Some students counted as transfer rather than first-time due to reporting capacity

Results: RQ 2
- Percent of Students in Fall Enrollment that were High School Students Taking College Courses
  - Ranged from <1% to 26%
  - Generally stable over past 5 years, but slight increase for some institutions/states
- Percent of Students in 12-Month Unduplicated Enrollment that were High School Students Taking College Courses
  - Ranged from <1% to 23% and generally stable or slight increase over past 5 years
  - Difference in raw percent between Table 2 and Table 3
Results: RQ 2

- Percent of First-Time Cohort (all first-time students) and First-Time, Full-Time cohort (adjusted) who Enrolled in College Credits in High School
  - Ranged from <1% to 46%
  - By fall 2015, percent was ~20% or more at six of seven institutions
Results: RQ 2

- Influence of Dual Enrollment on First-Time Cohort Graduation Rate
  - DE student graduation rate was higher than non-DE students at all but one institution/state
  - Difference in 150% graduation rate ranged from 3% to 46%, although several were near 13%-17%

Results: RQ 3

RECOMMENDATIONS
Recommendation 1

- Modify existing IPEDS definitions for dual credit, dual enrollment, and Advanced Placement as well as relevant survey instructions.
  - Dual enrollment, dual credit, advanced placement
  - IPEDS fall enrollment and 12-month enrollment survey instructions
  - Advanced standing

Recommendation 2

- Report current dual enrolled students separately in the IPEDS fall enrollment survey.
  - Include a third reporting category in the fall enrollment survey:
    - Degree/certificate-seeking
    - Non-degree/non-certificate-seeking
    - High school students who are dual enrolled
  - Consider how this affects trend data and other IPEDS indicators
  - Report by demographic characteristics
  - Consider flexibility in census date reporting
  - EMCHS models are unique and deserve further inquiry
Recommendation 3

- Report current dual enrolled students separately in the IPEDS 12-month enrollment survey.
  - Similar to Recommendation 2 that the 12-month enrollment survey should include a new category for high school students taking college courses.

Recommendation 4

- Report a subcohort of first-time students who earned college credits in high school on the fall enrollment survey, and track their outcomes on the graduation rates survey and outcome measures survey; but invest time to develop institutional reporting capacity, clear instructions, and consistent reporting.
  - Benefits outweigh the drawbacks
  - Institutional representatives:
    - 5 supported this recommendation
    - 3 did not support this recommendation
  - Supporting literature and data

Recommendation 4

- Benefits
  - Students with college credit in HS have better outcomes so this skews IPEDS graduation rates. Institutions with more students who dual enrolled would have higher graduation rates so this improves graduation rate accuracy.
  - More accurately characterizes “first-time” students and distinguishes students who enter college with and without credits.
  - Prompt institutions to develop more precise ways to distinguish transfer students from first-time students who enter with college credit.
Recommendation 4

- **Drawbacks**
  - Potential reporting inaccuracies
    - Between transfer students and students with college credits in high school
    - Variation in reporting method – NSC, self-report, transcripts
    - Dealing with other college credits earned in HS (e.g., AP)
  - Inadequate capacity to identify students who dual enrolled at institutions other than their own.
  - Overall increased burden

- **Additional Rationales and Considerations**
  - Supporting data: Our data analysis shows that IPEDS graduation rates may be overinflated, particularly at institutions with more first-time students who dual enrolled in high school
  - Supporting literature: Research shows that dual enrolled students have higher graduation rates than non-dual enrolled students
  - IPEDS should consider how to treat other types of college credit earned in high school (e.g., Advanced Placement®, International Baccalaureate®, credit in escrow)
  - IPEDS should consider whether to have institutions report students who enrolled in college credit in high school and/or students who earned college credit in high school

Recommendation 5

- **Dual enrolled students impact other IPEDS surveys and metrics, and further research and analysis should be conducted to understand how and to what extent.**
  - Human Resource Survey
    - Student-to-faculty ratio
  - Finance Survey
  - Completions Survey
Panel Responses

- Donyell Francis, Technical College System of Georgia
- Eric Godin, Florida College System

Discussion, Questions, Feedback

- Jason Taylor: jason.taylor@utah.edu
- Donyell Francis: DFrancis@tcsg.edu
- Eric Godin: Eric.Godin@fldoe.org