IMPROVING IPEDS DATA COLLECTION ON HIGH SCHOOL STUDENTS ENROLLED IN COLLEGE COURSES

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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
NPEC Paper

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September 2017
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
<table>
<thead>
<tr>
<th>Institution or State</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 Transfer/Vocational &amp; Technical-High Nontraditional</td>
<td>10,000 – 20,000</td>
</tr>
<tr>
<td>Institution B</td>
<td>Florida</td>
<td>Public</td>
<td>Baccalaureate/Associate’s Colleges: Associate’s Dominant</td>
<td>Greater than 40,000</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)

Part A - Fall Enrollment for Full-Time Undergraduate Students

Academic reporters report enrollment as of the institution’s official fall reporting date or as of October 15, 2016. Program reporters report students enrolled at any time between August 1 and October 31, 2016.

Full-time Undergraduate Students

Reporting Reminders:
• Report Hispanic/Latino individuals of any race as Hispanic/Latino
• Report race for non-Hispanic/Latino individuals only
• Even though Teacher Preparation certificate programs may require a bachelor’s degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

<table>
<thead>
<tr>
<th>Men</th>
<th>Enrolled for credit</th>
<th>Degree/certificate-seeking</th>
<th>Non-degree/non-certificate-seeking</th>
<th>Total, Full-time undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-time</td>
<td>Transfer-in</td>
<td>Continuing/Returning</td>
<td>Total degree/certificate-seeking</td>
</tr>
<tr>
<td>Nonresident</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alien</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Indian or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaska Native</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Black or</td>
<td></td>
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<tr>
<td>African</td>
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</tbody>
</table>

Current HS Students Taking College Courses
Fall Enrollment Survey (Example)

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<th>Enrolled for credit</th>
<th>First-time</th>
<th>Degree/certificate-seeking</th>
<th>Non-degree/certificate-seeking</th>
<th>Total, Full-time undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transfer-in</td>
<td>Continuing/Returning</td>
<td></td>
</tr>
<tr>
<td>Nonresident alien Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Matriculated college students who took college credits in HS.
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
Percent of Students in Fall 2015 Enrollment and 2015-16 12-Month Unduplicated Enrollment that were High School Students Taking College Courses

Institution/State

<table>
<thead>
<tr>
<th>Institution/State</th>
<th>Fall 2015 Enrollment</th>
<th>12-Month Unduplicated Enrollment in 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>B</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>C</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>D</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>E</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>F</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>G</td>
<td>&lt;1%&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>H</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>STATE A</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>STATE B</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>
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
Percent of Fall 2015 First-Time Cohort and Fall 2015 First-Time, Full-Time Adjusted Cohort who Enrolled in College Credits in High School

- Fall 2015 First-Time Cohort (FT & PT)
- Fall 2015 First-Time, Full-Time Adjusted Cohort

A: 22% 23%
B: 6% <1%
C: 19% 18%
D: 43% 45%
E: 32% 32%
F: 30% 31%
G: 44% 46%
H: 10% 12%
STATE A: 7% 7%
STATE B: 7% 7%
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%
150% Graduation Rate for First-Time, Full-Time Adjusted Cohort, Fall 2010

Students who Dual Enrolled in High School

Students who Did Not Dual Enroll in High School
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 1

- **Dual enrollment:** “Refers to high school students who enroll in college courses offered by an institution of higher education. Student performance is recorded on a college transcript and college credit is awarded for a passing grade in the course. Dual enrollment includes all college courses, independent of course delivery mode, course location, course instructor, whether high school credit is also offered, or whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program. Dual enrollment does not include credit-by-exam models such as Advanced Placement ® and International Baccalaureate ® whereby the student is not enrolled at an institution.”
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
Recommendation 4

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