



Higher Education Early College Data Review February 17, 2022



MASSACHUSETTS
Department of
Higher Education

Introductions



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Experience in Institutional Research from 2013-2021

Worked with Early College programs at two MA institutions

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Slido Question – What is your primary role?

What is your primary role?

Early College Program Staff



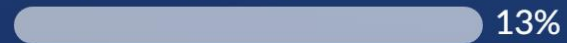
Higher Ed Institutional Researcher



Other



Early College Program Staff + Data Collector (I do it all!)



K12 Data Administrator



Today's Objectives

01

Early College Data Collection – Why and How

02

Review of Reporting Data Elements

03

Common Challenges and Strategies for Improvement

04

Q&A

01

Early College Data Collection – Why and How

Why are we collecting these data?



PAYMENTS

- How many credits will be reimbursed?
- How many EC students are enrolled?



MONITORING

- Is the program scaling effectively?
- How does the program engage students from underrepresented groups?



EVALUATION

- Are EC students matriculating, persisting, graduating from college at higher rates than their peers?

How? Formal data collection at both the K-12 and Higher Education levels

K-12 Data

- **Student Information Management System (SIMS)** formal DESE collection on student information that meets state, federal reporting requirements and includes student demographic and location data. SIMS is the formal way that DESE identifies EC students.
- **Student Course Schedule (SCS)** formal DESE collection on student course information. SCS helps to identify the courses that EC students are taking for postsecondary credit.

Higher Education Data

- **Higher Education Information Reporting System (HEIRS)** Formal DHE collection that includes information on student demographics, enrollment, programs/majors, course records, degree completion, and financial aid. HEIRS will be the formal way that DESE/DHE will identify the number of credits in which EC students are enrolled for public IHEs.
- **National Student Clearinghouse (NSC)** student-level data reported by Colleges nation-wide. NSC data includes enrollment information and can confirm degree completion but is otherwise limited.

02

Review of Early College Reporting and Data Elements

The Importance of Accurate Reporting

- Data will enable programs and state to analyze for scale, quality, and equity.
 - Students participating in program
 - Students completing the program
 - Postsecondary matriculation and completion, as well as career outcomes
- Data is reported publicly and back to programs for continuous improvement through DESE-curated Data Dashboards.
- **Program enrollment codes in SIMS and credit reporting in HEIRS will serve as the basis per credit funding.**

The key to effective reporting: Aligning data from high schools and colleges

K-12 Data

- **SIMS:** Student-level data
 - SASIDs
 - Identifies Early College Students
 - High School
- **SCS:** Course-level data
 - Identifies on-ramp coursework (generally 9th, 10th grades)
 - Identifies courses taken for postsecondary credit

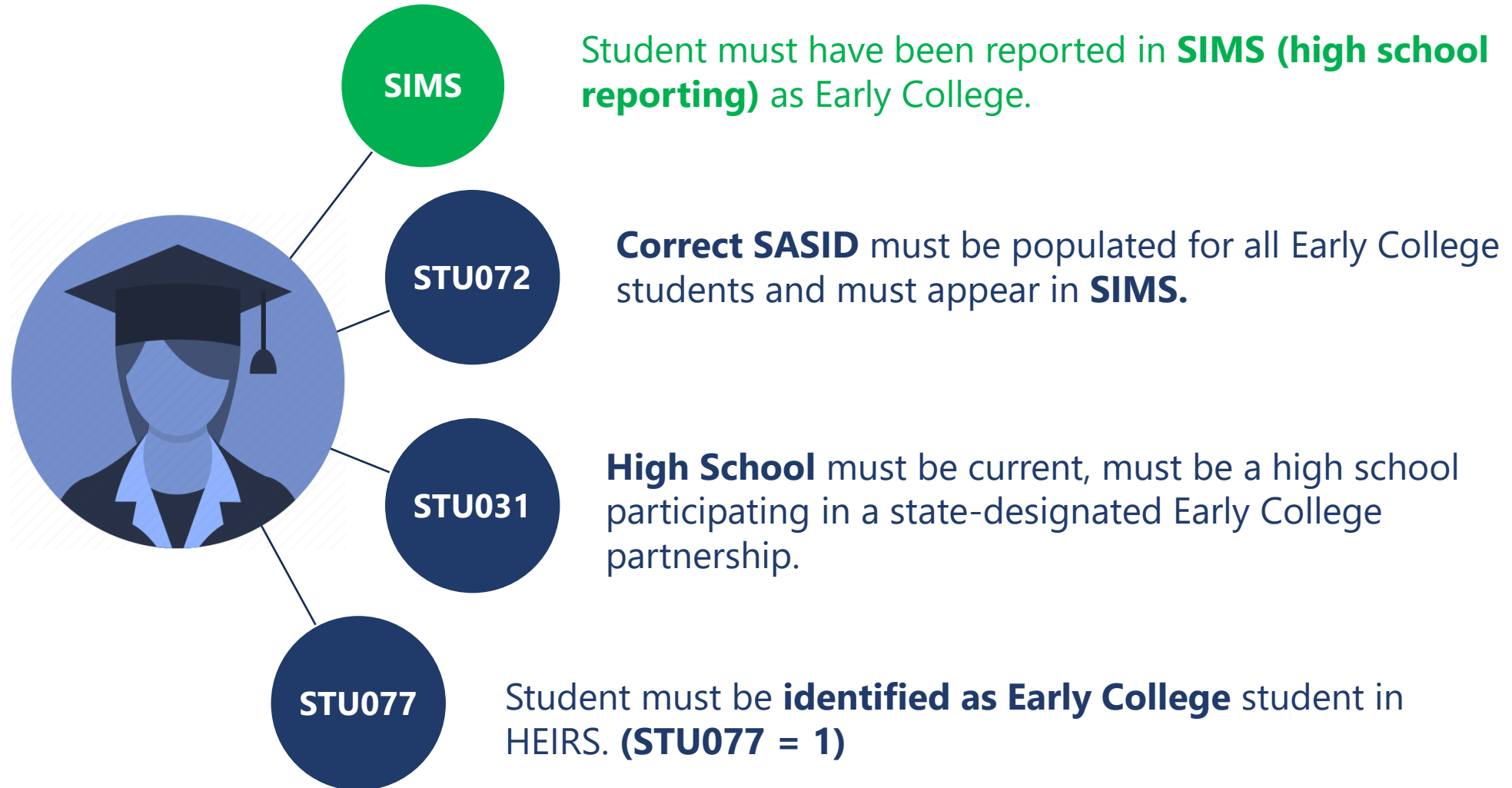


Higher Education Data

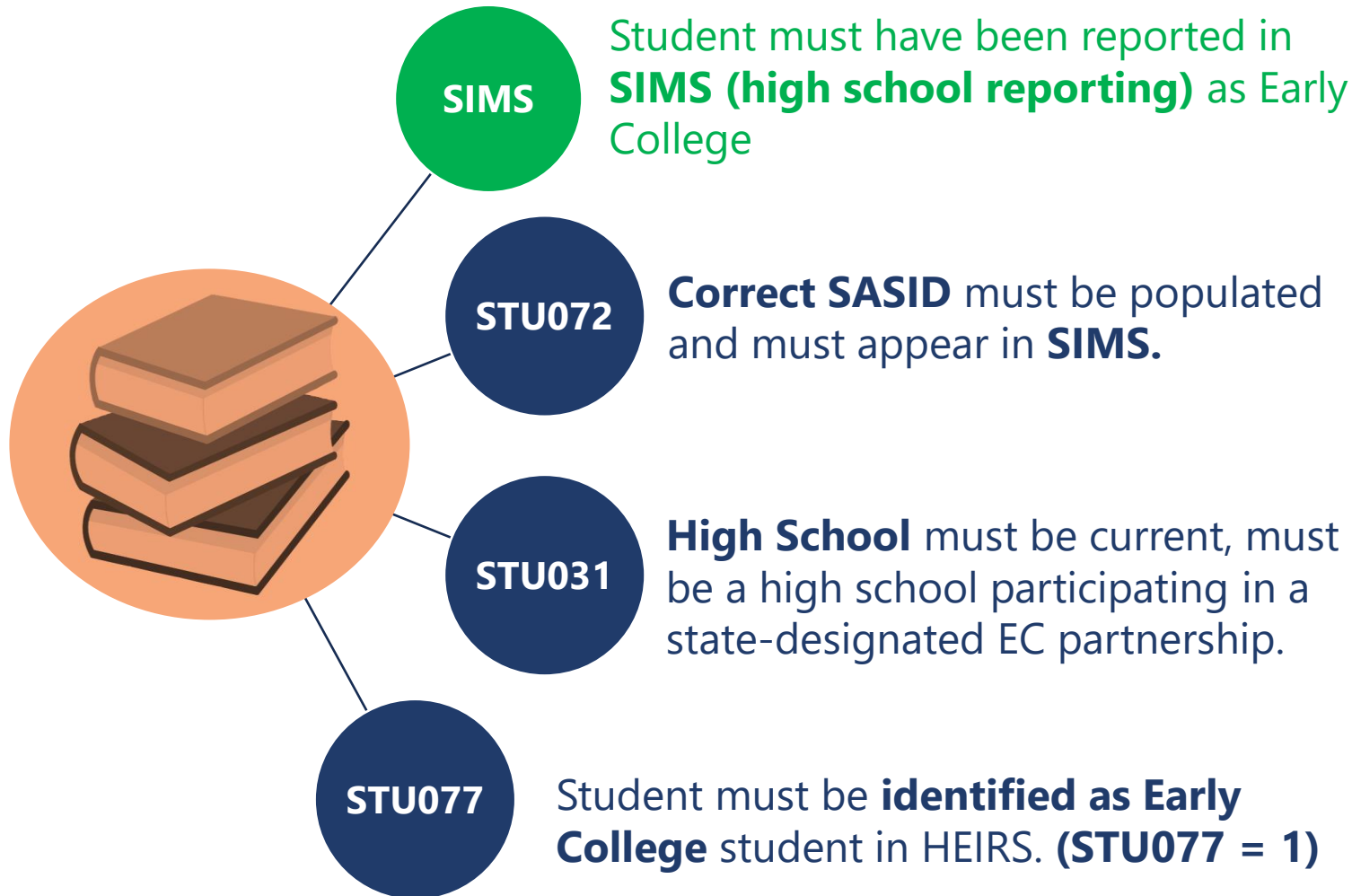
- **HEIRS Student File:**
 - Includes SASIDs
 - Identifies Early College students
 - High School
- **HEIRS Course and Enrollment Files:**
 - Calculation of credits for payment



Identifying Early College Students in HEIRS Student File



Identifying Early College Enrollments in HEIRS Course and Enrollments Files



Total number of credits in which EC students are enrolled is used for payment calculation

03

Common Reporting Challenges and Strategies for Improvement

Learn from your colleagues – what works well with other partnerships?

We recognize that accurate reporting of Early College students requires significant efforts from both the K-12 and higher education partners. We want to learn from one another on how to make this process more efficient and effective.

When reflecting on the process of identifying, tracking, and reporting Early College students and their enrollments:

1. What have been your **biggest challenges** in the reporting process?
2. What **strategies** have you implemented that you believe have been effective in addressing these challenges?



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Slido – What are the biggest challenges you've found in the reporting process?

What are the biggest CHALLENGES that you've found in the reporting process? (you can submit multiple answers)

7

Data accuracy: different data on demographics like ethnicity between K-12 and higher ed.

ditto on the lack of calendar alignment.

I agree that K-12 and higher edu separate reporting has been challenging, especially when our student lists may differ based on whether or not the student is enrolled in a college class.

How is the data collected for EC being used differently than than CDEP, innovation pathways, and general dual enrollment data? Will they all look like this moving forward?

The biggest challenge on the Higher Ed side is the reporting calendar. Dates for file submissions are based on college semester schedule which does not align with high school calendar. Files are due before the high school term has ended.

Inconsistent calendar for critical data collection. Moving to a consistent year to year predictable schedule of data collection would allow for strong culture of collaborative data checking and cross checking between organizations.

A timeline of when these reports are going to requested and due would be awesome moving forward!

Having the K12 partner and IHE partner submit separate reports was challenging... learning that HEIRS will be the formal way going forward is GREAT news!

Institution defined Early College vs. state defined. We have made progress in this area recently.

Some Themes:

- Different data definitions between K12 and Higher Ed
- Lack of reporting calendar alignment or consistent reporting timelines
- Definition of 'Early College' student (state definition vs. campus/school definition)

Slido – What strategies have you implemented to address these challenges?

What strategies have you implemented that you believe have been effective in addressing these challenges? (can submit multiple answers) 3

test

Just a question-

How is the data collected for EC being used differently than than CDEP, innovation pathways, and general dual enrollment data? Will they all look like this moving forward?

Consistent and intentional coding in our student info system.

Some Themes:

- Coding in the student information system (based on shared definitions)
- The work we are doing now with EC will support better alignment between other data collections, analysis, collaboration

Your EC Cheat Sheet for HEIRS Reporting

- ✓ Have I double-checked that the Early College students I am reporting were also reported as Early College by the high school in SIMS?
- ✓ Are these students marked as Early College? **(STU077 = 1)**
- ✓ Do I have the correct SASIDs for all Early College students that I am reporting? **(STU072)**
- ✓ Are students' high schools correct in their records? **(STU031)**
- ✓ Am I only coding a student as Early College if they are part of a **state-designated partnership** with my institution? (Ensure designation: <https://www.doe.mass.edu/ccte/early-college/designees.html>)
- ✓ Do I have the latest enrollment information from Early College program staff to report?

04

Q&A

THANK YOU

Please be in touch with further questions.

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