



Tackling the Challenges of Early College Data Collection: Working with Data Owners

March 29, 2022



MASSACHUSETTS
Department of
Higher Education

Today's Objectives

01

Early College Reporting: Where we are Going

02

Review of Data Reporting Requirements

03

Student Profiles and Strategies for Improvement

04

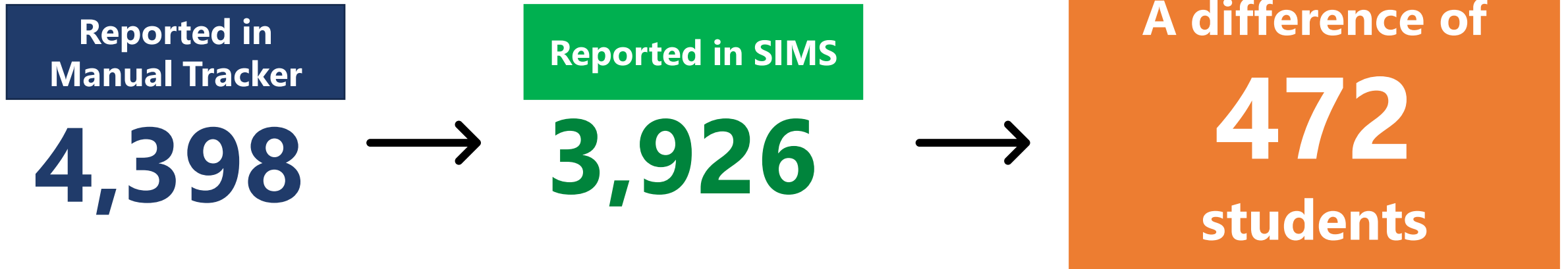
Q&A

01

Early College Reporting: Where we are Going

Current Challenges in Early College Reporting

Our current reporting presents some challenges ...



We are left with many questions ...

Why might these numbers be so far off?

How can we make this easier for our partners?

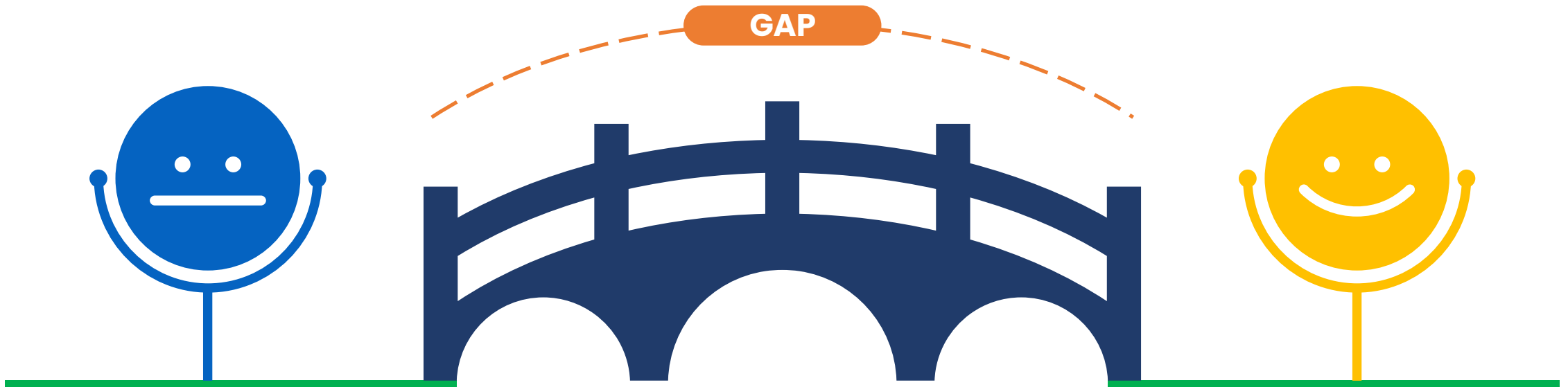
Are there distinct challenges for each collection?

Concerns about data accuracy, sharing data

How can we use our current reporting systems?

How can we support our independent IHE partners?

Early College Data Collection and Reporting: Gap Analysis



CURRENT STATE

- Manual Trackers
- SIMS/SCS vs. HEIRS Data
- Capacity
- Data Quality Concerns
- Unable to easily gather long-term outcomes data

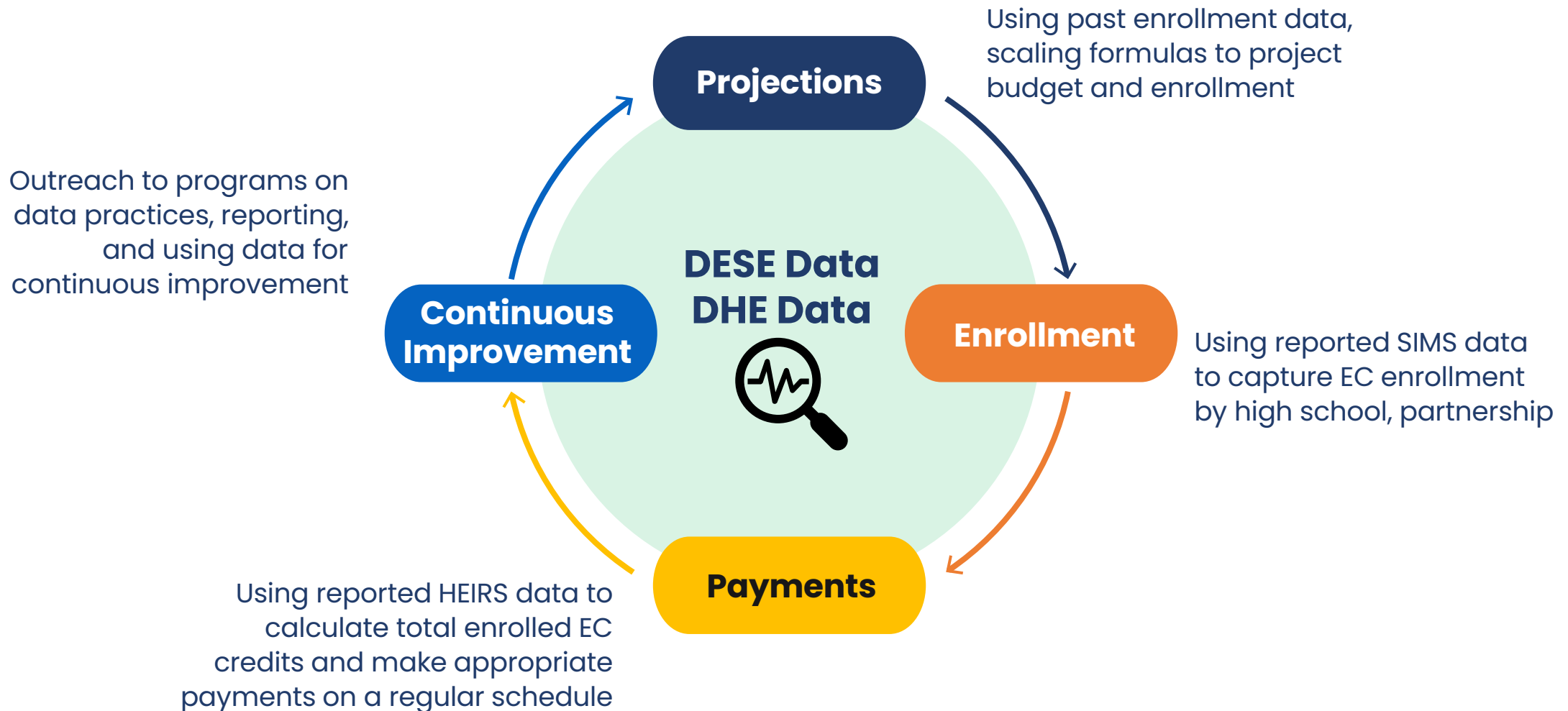
KEY STEPS TO BRIDGE GAP

- Coordination with DESE, DHE
- Collaborative identification of data quality issues, opportunities to address
- Integration of DHE data, both in analysis and technology

DESIRED STATE

- Using systems in place (SIMS, SCS, HEIRS) to calculate projections, payments, and outcomes
- Clear reporting guidelines and communication of best practices to programs

Early College Data Collection and Reporting: Using Systems More Effectively



Goal: Easy Reporting, Accurate Data, Timely Analysis



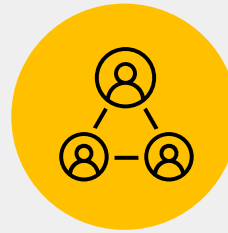
REPORTING GUIDANCE

Giving high schools, IHE campuses the guidance to report clear, clean, timely data.



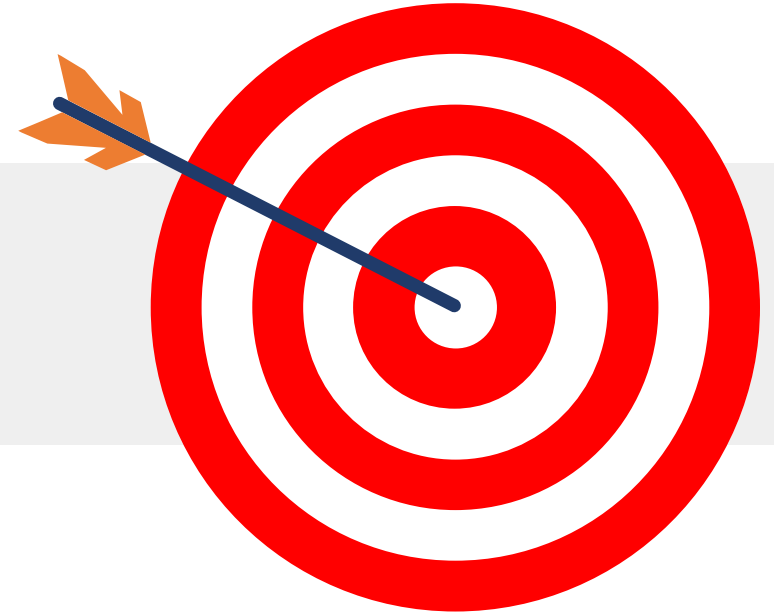
OUTREACH, SUPPORT

Supporting programs with outreach if we see inaccuracies, gathering actionable best practices.



FEEDBACK & ANALYSIS LOOP

Build a community of practice with consistent opportunities for feedback. Opportunities to review analysis for accuracy of data.



Easier, Accurate, Timely Reporting

02

Review of Data Reporting Requirements

K-12 Reporting Checklist

SIMS DOE045: High Quality Career Pathways Program Type

Code = **02** Early College

SIMS DOE046: Early College Higher Ed Institution

- **4-Digit College Code**
- Default to Community College

SCS03: School/Program ID Number

CLBR + 4-Digit College Code
CLBRVCLG = Online College-Level Courses

SCS09: Course Level

Code = 04
Postsecondary Credit (for college credit courses only)



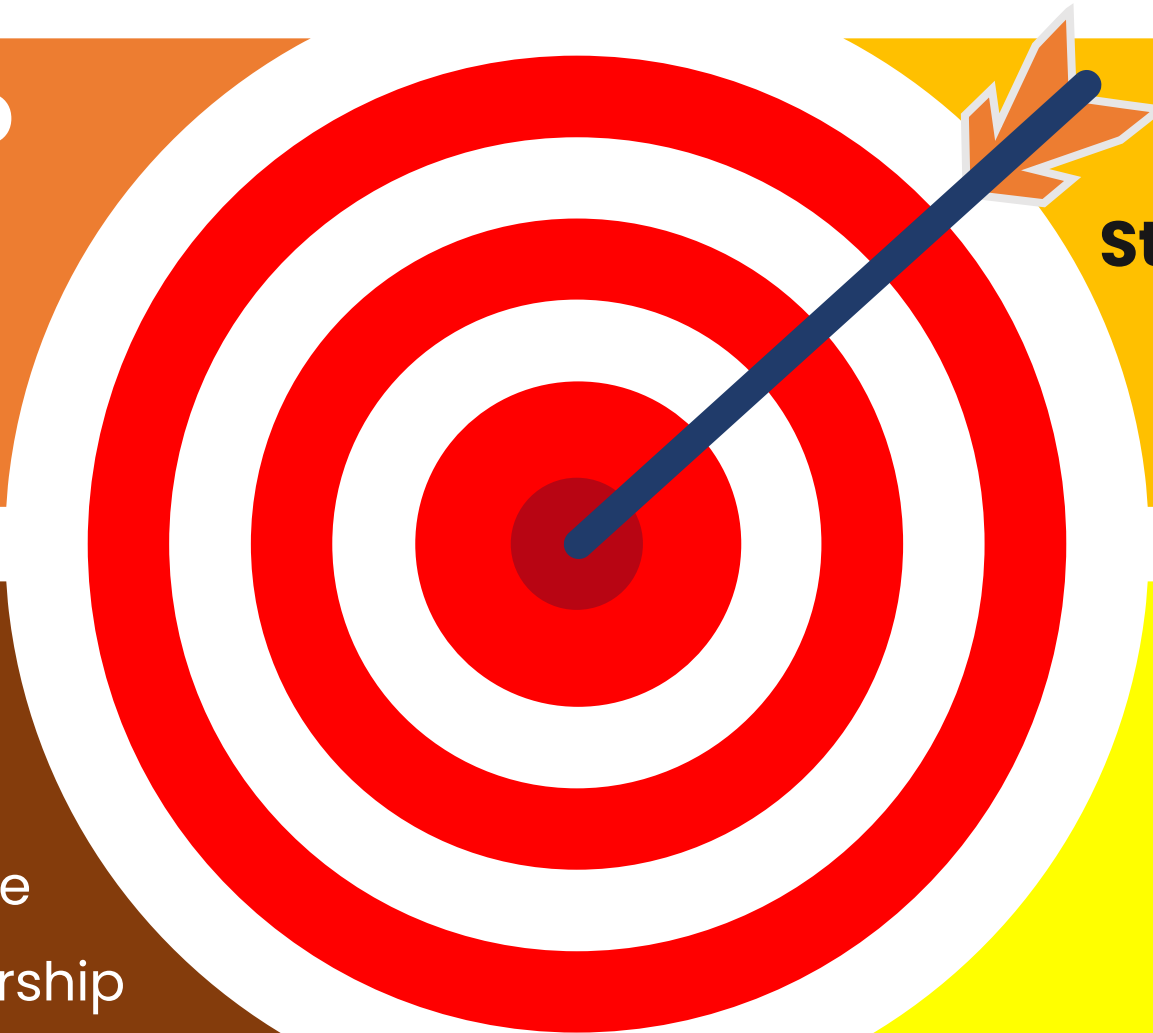
HEIRS Reporting Checklist

STU072: SASID

SASID must be populated, **must align** with SIMS reporting

STU031: High School

High school must be current, part of a **designated** partnership



STU077: Dual Enrollment Student Indicator (EC)

Code = 1 for Early College

Course & Enrollment Files

No particular reporting for EC courses

Why do these data elements matter?



EARLY COLLEGE IDENTIFIERS

Accurate Early College enrollment, Comparison with peer groups.



HIGHER ED INSTITUTION

Understanding scale, outcomes for each partnership, **Accurate credit reporting for reimbursement**



COURSE ENROLLMENTS

Understanding EC courses offered, Analysis of outcomes, course completion, Analysis of transferability



COURSE CREDITS

Course completion prior to HS graduation, **Reimbursement for EC credits**

03

Student Profiles and Strategies for Improvement

Student Profile #1



STUDENT 1

Scenario: 9th grade student at Durfee High School (*Partnered with Bristol Community College and Bridgewater State University*) who has been accepted into the Early College program, but is not currently taking college coursework.

SIMS
DOE045

02: Early
College

SIMS
DOE046

3110: Bristol
Community
College

SCS
SCS09

NOT 04:
Postsecondary
Credit
*Will depend on
student's
coursework*

SCS
SCS03

WILL NOT
CONTAIN
CLBR (courses
not on college
campus)

HEIRS
STU077

WILL NOT
Appear in
HEIRS

HEIRS
CRS, ENR

WILL NOT
Appear in
HEIRS Course
or Enrollment
Files

Student Profile #2



STUDENT 2

Scenario: 12th grade Nashoba Valley Technical High School (*partnered with Middlesex Community College*) student continuing as Early College. Currently taking all courses (4 courses) on the Middlesex Community College campus.

SIMS DOE045	SIMS DOE046	SCS SCS09	SCS SCS03	HEIRS STU077	HEIRS CRS, ENR
02: Early College	3554: Middlesex Community College	04: Postsecondary Credit	CLBR3554 Courses on Middlesex Campus	1: Early College	All 4 courses will appear in Course and Enrollment files from MCC

Student Profile #3



STUDENT 3

Scenario: 11th grade Framingham High School (*partnered with Mass Bay Community College and Framingham State University*) Early College student. Taking two courses for college credit through Framingham State University, one of which is online.

SIMS
DOE045

02: Early
College

SIMS ★
DOE046

3519:
Framingham
State University

SCS ★
SCS09

04:
Postsecondary
Credit
*Only for those
two courses for
college credit*

SCS ★
SCS03

CLBRVCLG for
online college
course
*If other course is
on FSU campus,
code as
CLBR3519*

HEIRS
STU077

1: Early College

HEIRS
CRS, ENR

Both college
courses will
appear in
**Course and
Enrollment**
files from FSU

Student Profile #4



STUDENT 4

Scenario: 11th grade Claremont Academy (*partnered with Quinsigamond Community College and Worcester State University*) student who was previously in an Innovation Pathway. This fall, they committed to the Early College program. Student 4 is currently taking some college coursework through both Worcester State University and Quinsigamond CC.

SIMS DOE045 ★	SIMS DOE046 ★	SCS SCS09	SCS SCS03 ★	HEIRS STU077	HEIRS CRS, ENR ★
02: Early College	3714: Quinsigamond Community College	04: Postsecondary Credit <i>Only for those courses for college credit</i>	CLBR3714 (QCC) or CLBR3524 (WSU) <i>if courses are taught on the college campuses</i>	1: Early College	All college courses will appear in each IHE's Course and Enrollment files

Debrief with your colleagues ...

We have given you a lot to digest, but also would like to give everyone the opportunity to discuss some of this with your colleagues.

For the next *10 minutes*, please consider discussing the following in your breakout rooms:

- **What are the challenges in reporting these data? Was anything clarified today?**
- **What has worked well for you and your colleagues in data reporting?**
- **Are there any scenarios that we didn't cover today that would be useful to highlight?**
- **How, if at all, do you use these data beyond formal reporting?**

Group Discussion

Are there any highlights from your discussion that you'd like to share with the group?

- **What are the challenges in reporting these data? Was anything clarified today?**
- **What has worked well for you and your colleagues in data reporting?**
- **Are there any scenarios that we didn't cover today that would be useful to highlight?**
- **How, if at all, do you use these data beyond formal reporting?**



04

Q & A

Q&A

Next Steps

- Expect outreach from the Early College team over the next few weeks
- **Final Spring 2022 PLC – April 12th**
How Data Reporting Will Impact Funding Practices

THANK YOU

Please contact us with further questions.

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