



Early College Data Reporting

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MASSACHUSETTS
Department of
Higher Education

Introductions



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Today's Objectives

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Early College Reporting: The Why and How

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Review of Reporting Elements

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Challenges in Reporting

04

Strategies for Improvement

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Q&A

01

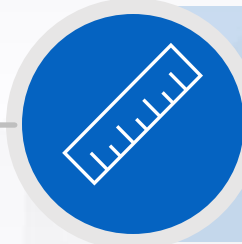
Early College Data Collection: The Why and How

Why are we collecting these data?



EQUITABLE ACCESS

Do programs effectively target, engage students from groups traditionally underrepresented in higher ed?



SIZE, SCOPE, SCALE

Are programs scaling appropriately?
Do programs have appropriate size and scope to see the desired impact?



INSTITUTIONAL SUPPORT

Are funds accurate and paid to designated partners in a regular, timely manner?



STUDENT SUCCESS

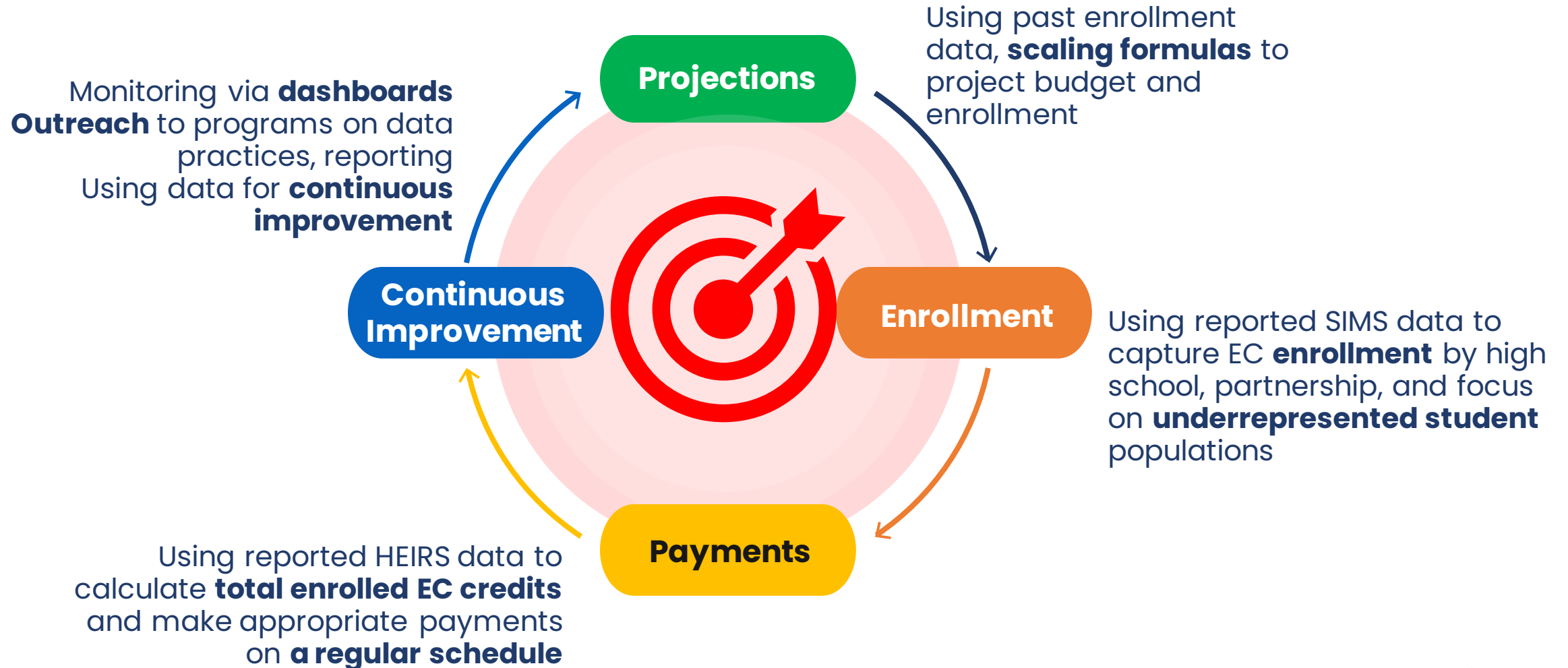
Are institutions supporting student success?
Are students completing 12+ credits?



LONG-TERM OUTCOMES

Are students matriculating to college?
Are students completing a degree at higher rates, in less time, for less money?

Why? Using Systems More Effectively to Collect Data for Continuous Improvement



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 Resource System (HEIRS)** Formal DHE collection that includes information on student demographics, enrollment, programs/majors, course records, degree completion, and financial aid. **HEIRS is the formal way that DESE/DHE will identify the number of credits in which EC students are enrolled for public IHEs.**
- **Additional, HEIRS-like collection for our Independent IHEs forthcoming**

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

K-12 Data

- How many EC Students are Enrolled?
- What is the demographic makeup of our EC Students?
- In which designated EC partnership(s) are students enrolled?
- When do EC students graduate high school?

Higher Education Data

- In how many credits are EC students enrolled?
- In which course(s) are EC students enrolled?
- How successful are EC students in college courses?



02

Review of Reporting Elements

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)



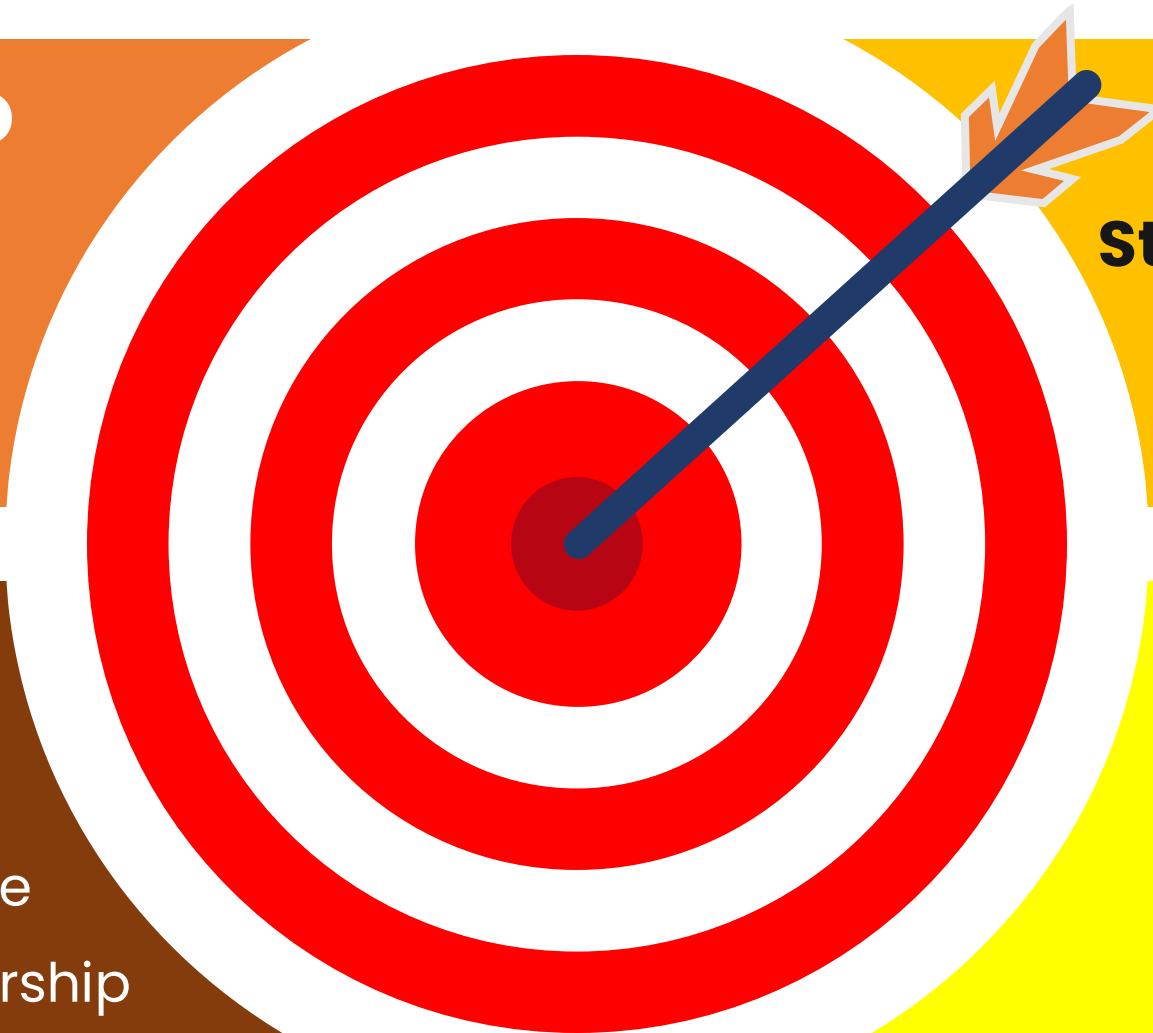
HEIRS Reporting Checklist

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

Post Term File (ENP)

Must report course outcomes for all Early College students

FAQs in DESE Reporting

- *How can we code a student as both Innovation Pathways (IP) and Early College (EC) in HQCCP Program Type DOE045, as our school offers flexible scheduling that allows students to meet both program requirements?*
 - Students cannot currently be enrolled in both IP and EC programs at the same time. Even if individual campus scheduling allows for students to complete both sets of requirements, students must choose either the IP or EC pathway. Students cannot be coded as both IP and EC in HQCCP Program Type DOE045, but rather must be coded as one or the other.
- *If a student is enrolled in a Ch74 Secondary Prep Program Pathway (like Healthcare), should the EC code need to override the CTE coding for HQCCP Participation and Program Type?*
 - You should be able capture a student's participation in Ch74 programming as well as Early College. HQCCP Program Type DOE045 should still be 02 for Early College, but other HQCCP fields may or may not be filled in for Ch74 programming.

FAQs in HEIRS Reporting

- *My IHE campus has late start Early College courses or 'stretch' courses that span multiple terms.*
 - We understand that several of our IHEs have Early College courses that span multiple terms and/or for whom course outcomes are unavailable at the time the post-term file is due. Please consider including these courses in the **term files in which you can also record the course outcome (ENP009 – ENP012)**. Ex: If your courses run November – March, include all courses, enrollments in the Spring Course and Post-Term files.
 - How can we **avoid ENP009: End of Term Enrollment Outcome Status = 6?**

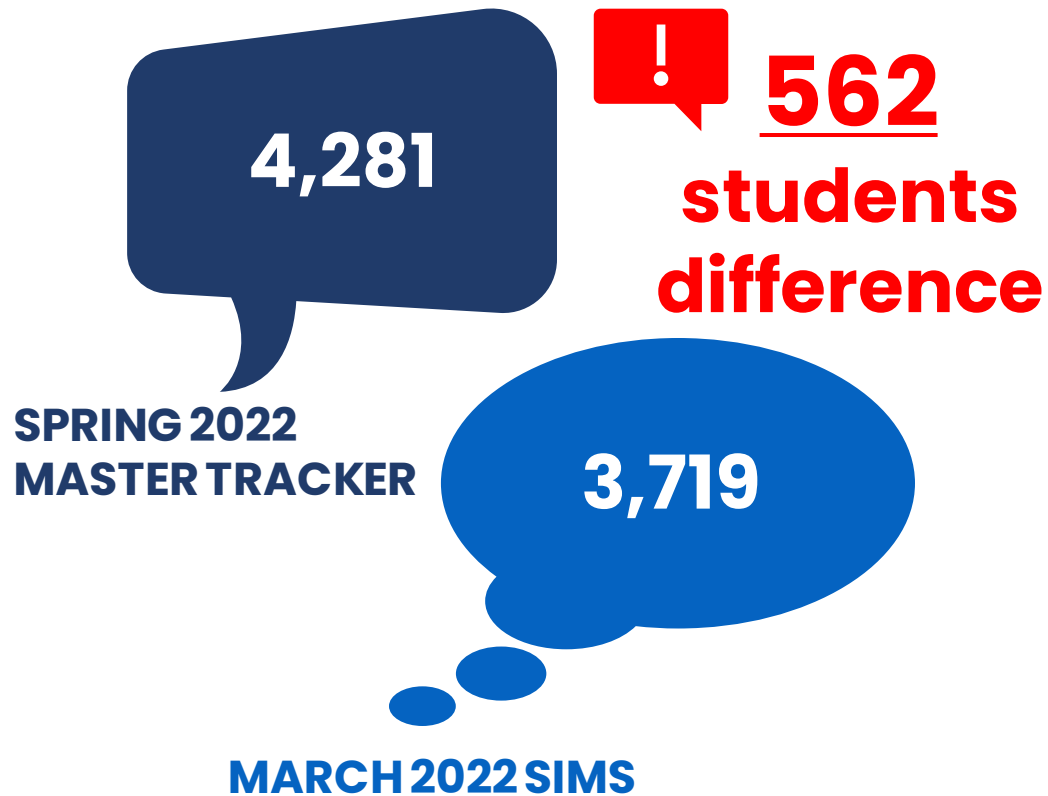


03

Challenges in Reporting

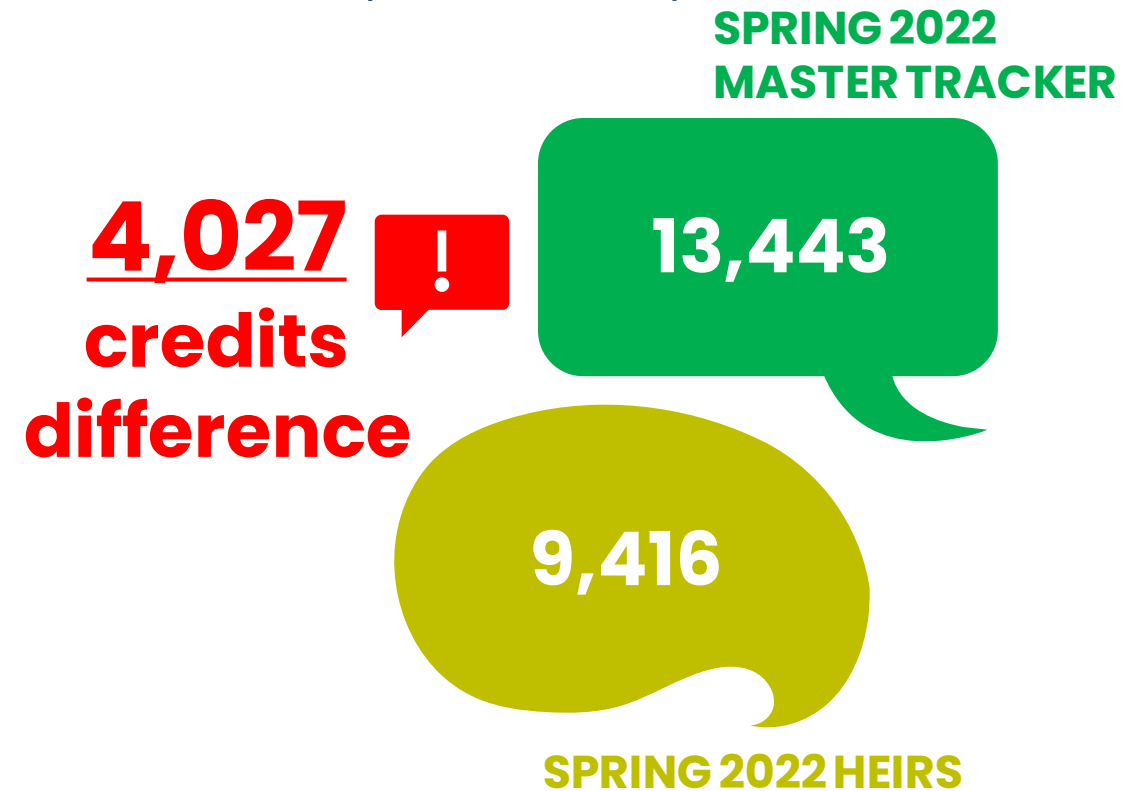
Current Challenges in Early College Reporting: Working Toward a 'Source of Truth'

Reported Early College Students



Reported Early College Credits

For public IHEs only



Challenge: Aligning your data between K12 and Higher Ed

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
 - Course Outcomes



Challenge: Aligning your data between K12 and Higher Ed

K-12 Data

Higher Education Data



**Linking of these
data depend on
SASIDs**

Other Challenges From the Field

The Early College team's outreach to programs last year identified other concerns and challenges we want to acknowledge:

- Communication, certification of student enrollment
- Shared definitions, understanding between HS and IHE partners
- Lack of alignment with reporting, schedule (when courses begin/end vs. term dates)
- Staff turnover







04

Strategies for Improvement

Strategies from the field: Effective ways to address reporting challenges

- Creating a comprehensive, collaborative Early College leadership team, **inclusive of data folks**
- Professional development for all leadership team members to create a **shared understanding** of data collected, reported and how those data are defined
- **“Constant communication”**, including shared, accessible documents
- **Documentation** of processes, challenges and solutions
- **Regular meetings**
 - Create an annual calendar that aligns with enrollment, reporting timelines
 - Regular review of data “Once we track students correctly, we can look at why students weren’t successful, dropped the course.”

Strategies from the Field: Key Relationships

	High School Partner(s)	Higher Ed Partner(s)
Enrollment 	Guidance Counselors Early College Coordinators	Early College Coordinators Registrar Faculty
Analysis & Reporting 	School or District Reporters Data/Accountability Staff Early College Coordinators	Early College Coordinators Institutional Researchers
Curriculum 	Curriculum Leads Department Head Classroom Teachers	Faculty Department Chairs Faculty Members
Leadership 	Early College Staff School/District Decision-Makers Data/Accountability Staff	Early College Staff Unit/Institutional Decision-Makers Institutional Researchers



Strategies from DHE, DESE: Use us a support!



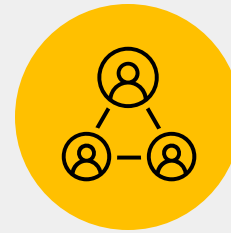
REPORTING GUIDANCE

Review reporting guidance from DESE, DHE



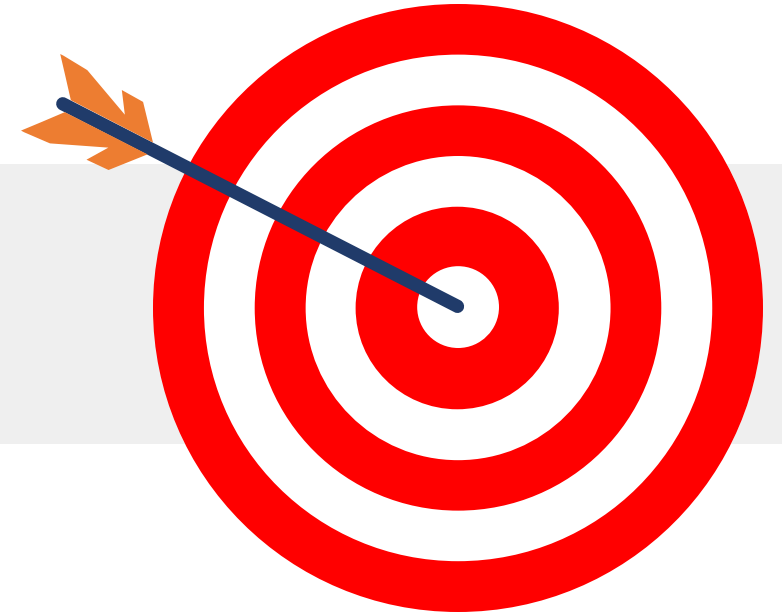
OUTREACH, SUPPORT

Engage in continuous outreach with colleagues, fellow designees, and DESE/DHE



FEEDBACK & ANALYSIS LOOP

Build/Engage in community of practice with consistent opportunities for feedback, opportunities to review analysis for accuracy of data



Easier, Accurate, Timely Reporting

05

Q&A

Next Steps

- **October SIMS Certification: October 28**
- **HEIRS** Fall 2022 Course, Student Enrollment Files: December
- **Suggestion:** Schedule your next meeting with your data reporting team to discuss these reporting deadlines
- **Additional Data Reporting Session:**
October 13th, 9-10 AM

THANK YOU

Please contact us with further questions!

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Appendix:

Examples of individual students and reporting elements



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,
ENP**

WILL NOT
Appear in
HEIRS

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, ENP
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, Enrollment, and Post-Term 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,
ENP**

Both college
courses will
appear in
**Course,
Enrollment,
and Post-Term**
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, ENP ★
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, Enrollment, and Post-Term files

Student Profile #5



STUDENT 5

Scenario: 11th grade Lawrence High School (*partnered separately with both Merrimack College and Northern Essex Community College*) student who committed to Early College this fall. LHS has separate Early College designated programs with Merrimack College and Northern Essex Community College. Student 5 is part of the LHS/Merrimack Program but may take a course or two at NECC.

SIMS
DOE045

02: Early
College

SIMS ★
DOE046

3525:
Merrimack
College

SCS
SCS09

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

SCS ★
SCS03

CLBR3525
(Merrimack) or
CLBR3674
(NECC) *if courses
are taught on the
college campuses*

HEIRS
STU077

1: Early College

HEIRS ★
**CRS, ENR,
ENP**

All college
courses will
appear in each
IHE's **Course,
Enrollment, and
Post-Term** files
(independent IHE
collection to
come)