

Technical Review Panel No. 55 Capturing and Clarifying Dual Enrollment Data

Final Actions

The expansion of dual enrollment—in terms of location (e.g., high school, college campus, and online delivery), instructor qualification (e.g., high school teacher, college instructor), student eligibility, and funding arrangement—blurs the line between the secondary and postsecondary education sectors. Although growth in dual enrollment has been observed in all sectors of postsecondary institutions, the degree to which IPEDS measures dual enrollment is unclear. The IPEDS collection does not differentiate high school students taking college courses for credit from other students enrolled for credit at the undergraduate level or students who enter with advanced standing (earned college credit or postsecondary award before graduation from high school) from other entering first-time students. Thus, it is likely that dual enrollment affects the data and metrics comparability of IPEDS survey components, which answer questions about student enrollment and progression, institutional revenues and spending, and investment in instructional and staff support.

On March 20, 2018, RTI International, the contractor for the Integrated Postsecondary Education Data System (IPEDS) web-based data collection system, convened a meeting of the IPEDS Technical Review Panel (TRP) in Washington, DC¹. The panel consisted of 48 individuals representing institutions, researchers, state governments, the federal government, higher education associations, and other experts.

The TRP discussed feasible and minimally burdensome ways to collect and clarify dual enrollment data in IPEDS and considered potential changes to improve information for stakeholders. They considered potential changes to the current definitions and instructions related to dual enrollment, and explore opportunities to add new items to fill information gaps. Suggestions for data collection changes consider the capacity and resources needed to implement the change as well as the potential burden placed on data reporters.

Following the meeting, RTI posted a summary of the TRP suggestions to the web (https://edsurveys.rti.org/IPEDS_TRP/Default.aspx) for public comment. RTI solicited comments by notifying keyholders and coordinators through a “This Week in IPEDS” email announcement and encouraged member associations involved in the TRP to notify their constituents and stakeholders. Comments were left open for approximately 30 days and the comment period closed on July 5, 2018. RTI received 5 comments from interested parties in response to the posting. Following the comment period, RTI outlined recommendations for NCES based on the outcome of the TRP meeting and subsequent public comment period. NCES has taken the actions listed below.

¹ The TRP meeting was originally scheduled to be held over two days on March 20 and 21 but was shortened due to inclement weather and the closure of federal offices on March 21. This summary reflects the discussion of topics covered on March 20; the discussion of topics planned for March 21 has been placed on hold until further notice. The following topics were planned but not covered: collecting dual enrollment data in Graduation Rates and Outcome Measures, collecting dual enrollment in a possible separate survey, and final discussion on priorities, feasibility, and unintended consequences of collecting more dual enrollment data in the IPEDS collection.

Proposed Changes to the IPEDS Data Collection, by Survey Component

NCES requested and received clearance from the Office of Management and Budget for the 2019-20, 2020-21, and 2021-22 IPEDS data collections. The clearance package includes a number of proposed changes to the data collection, including proposed changes related to dual enrollment as a result of the TRP. The TRP resulted in one minor change to be made on the Institutional Characteristics survey component and a change to the definition of “dual enrollment” that would cut across surveys.

Change to Institutional Characteristics Form, 2020-21

Remove the term dual credit and replace with dual enrollment in Part C, Question 1 and throughout the instructions.

Does your institution accept any of the following? [Check all that apply]

Replace checkbox option "Dual credit (college credit earned while in high school)" with "Dual enrollment" checkbox option

Forms and instructions will be available for preview in 2019-20 to give institutions 1-year notice of how new data items will be collected in the future. The preview screens are available from the data collection system, under the Survey Materials option within the Help menu.

Changes that Impact Multiple Survey Components

Remove the term dual credit and replace with dual enrollment

- Dual enrolled students (dual enrollment): Students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course.
 - o Includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program.
 - o Excludes: Credit-by-exam models such as Advanced Placement and International Baccalaureate in which the student is not enrolled in a postsecondary institution.

Forms and instructions will be available for preview in 2019-20 to give institutions 1-year notice of how new data items will be collected in the future. The preview screens are available from the data collection system, under the Survey Materials option within the Help menu.