

Best Practices for Dual Enrollment Data: Collect and Integrate Non-Traditional Course Data

As states expand dual enrollment, early college, and other opportunities that bridge K12 and postsecondary education, state data users can implement best practices to better understand dual enrollment outcomes.

QIP held focus groups with states that are in different stages of using dual enrollment data to understand students' postsecondary outcomes. These conversations provided information on five best practices to support the use of dual enrollment data at all levels.

This resource focuses on the best practice of collecting and integrating non-traditional dual enrollment course data.

The Need for Complete Data

Data from some types of dual enrollment courses is particularly difficult to track, including

- custom, locally-developed, and experimental courses;
- non-credit-bearing and uncredited courses;
- career and technical education (CTE) courses; and
- night and online courses.

Data from these courses is often unrecorded in K12 student information systems (SISs) and standardized data systems and may only be indirectly tracked through funding mechanisms. This underreporting leads to

- data gaps;
- limited visibility into workforce-aligned learning pathways; and
- compromised oversight of dual enrollment participation and outcomes.



Missing Data

Best Practices

Data reporters should be encouraged to **record participation in all courses, regardless of credit-bearing status**. States can build the capacity to link dual enrollment to workforce development data by filling these existing data gaps, thereby allowing them to better understand career pathways, credential attainment, and labor market outcomes.

Program Type

Non-traditional

CTE

Zero-credit/audit

Third-party

Providing templates and field definitions will support improved data collection and quality. States can work with schools, postsecondary institutions, and SIS vendors to **develop data submission mechanisms for flagging and describing non-traditional dual enrollment programs**. This could include a flexible “program type” field with open-text or drop-down categorizations.

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Does your state have a best practice for collecting and integrating non-traditional dual enrollment course data? Join the [K12 Community of Practice: Using Postsecondary Data](#) to discuss strategies and resources with other data professionals around using postsecondary outcomes data to improve student outcomes.