Best Practices for Dual Enrollment Data:
Standardize Dual Enrollment Program and 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.

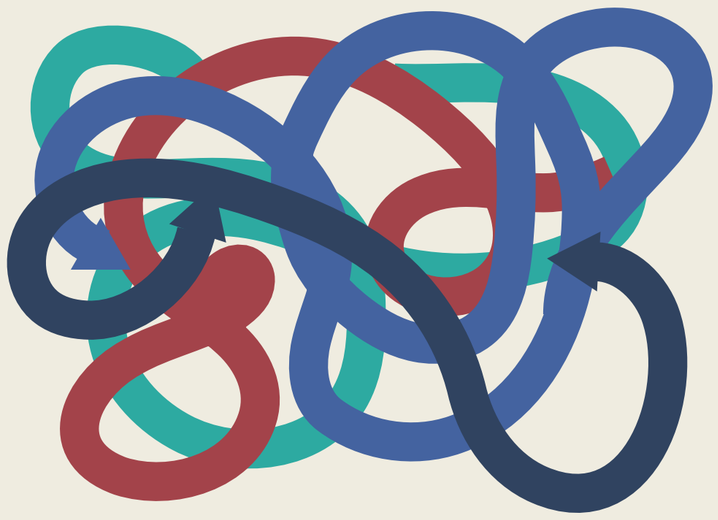
QIP held focus groups with states that are in different stages of using dual enrollment data to understand students' postsecondary outcomes. These conversations provided information on five best practices to support the use of dual enrollment data at all levels

This resource focuses on the best practice of standardizing dual enrollment program and course data.

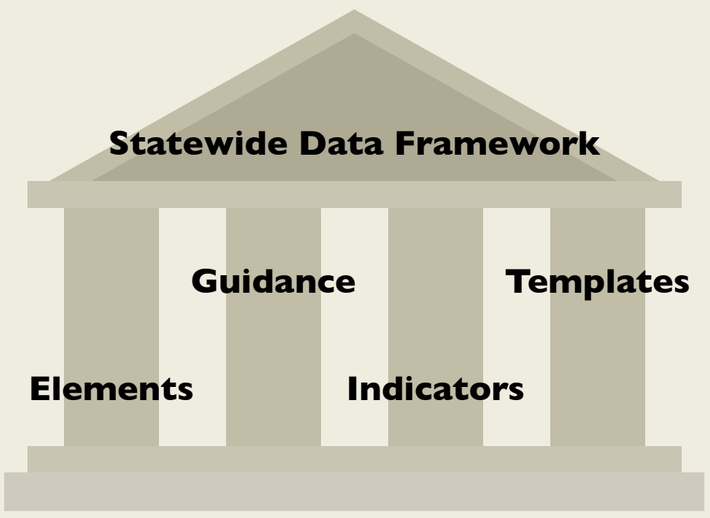
The Need for Standardization

Inconsistent or unclear definitions of dual enrollment program types hinder meaningful comparisons, reporting, and policy evaluation. Variability in naming and structure (for example, "Running Start," "College in High School," "Early College Program") across states, districts, and institutions of higher education (IHEs) makes categorization and comparison difficult.

- IHEs lack the necessary context to identify and apply dual enrollment credits due to these types of unique course naming practices, especially for localized or one-off programs.
- States, districts, and IHEs lack clear frameworks for collecting, standardizing, and using dual enrollment data, leading to wide variation and underuse.



Best Practices



Statewide frameworks and shared definitions help assess and improve data collection.

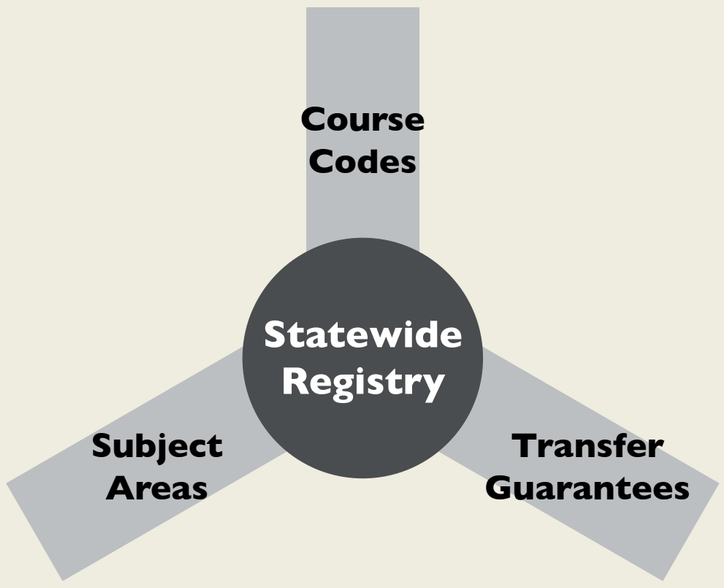
Develop a statewide dual enrollment data framework that includes

- common data elements and definitions;
- guidance for program differentiation;
- equity-focused analysis indicators; and
- templates for local dashboards and reports.

Adopt a standardized dual enrollment data element taxonomy and course naming conventions at the state level, with clear definitions for the following:

- Program types—Dual credit, concurrent enrollment, early college, etc.
- Course types—Academic vs. career and technical education
- Course names—A standard set of state course codes, such as the School Courses for the Exchange of Data (SCED)

The taxonomy should be codified in data submission requirements and integrated into student information systems across K12 and IHEs. Institutions and districts would then be required to use these codes when reporting data to enable cross-institutional analysis.



Implement a statewide dual enrollment course registry that includes the following:

- State-approved course codes and descriptions
- Credit-granting institution
- Subject area alignment (such as science, technology, engineering, and mathematics or humanities)
- Credit transfer guarantees (meaning, transferable to postsecondary institutions)

The registry should be publicly accessible and maintained in collaboration with institutions and K12 districts. It can also serve as a reference for counselors and families.

Does your state implement best practices to better understand dual enrollment outcomes? Join the K12 Community of Practice: Using Postsecondary Data (www.k12usingpsdata.com) to share with other data professionals around using this data to improve student outcomes.