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Digging for Gold:

Evaluating the Impact of Your Early College Program

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What will happen in the next 60 minutes?

- I will first talk about how Early College has been evaluated in the past, including:
  - Ongoing evaluation from the Data Exchange Partnership
  - An external evaluation paid for by Hawaiʻi P-20
- I will then discuss options for evaluating your programs and respond to your many, many questions

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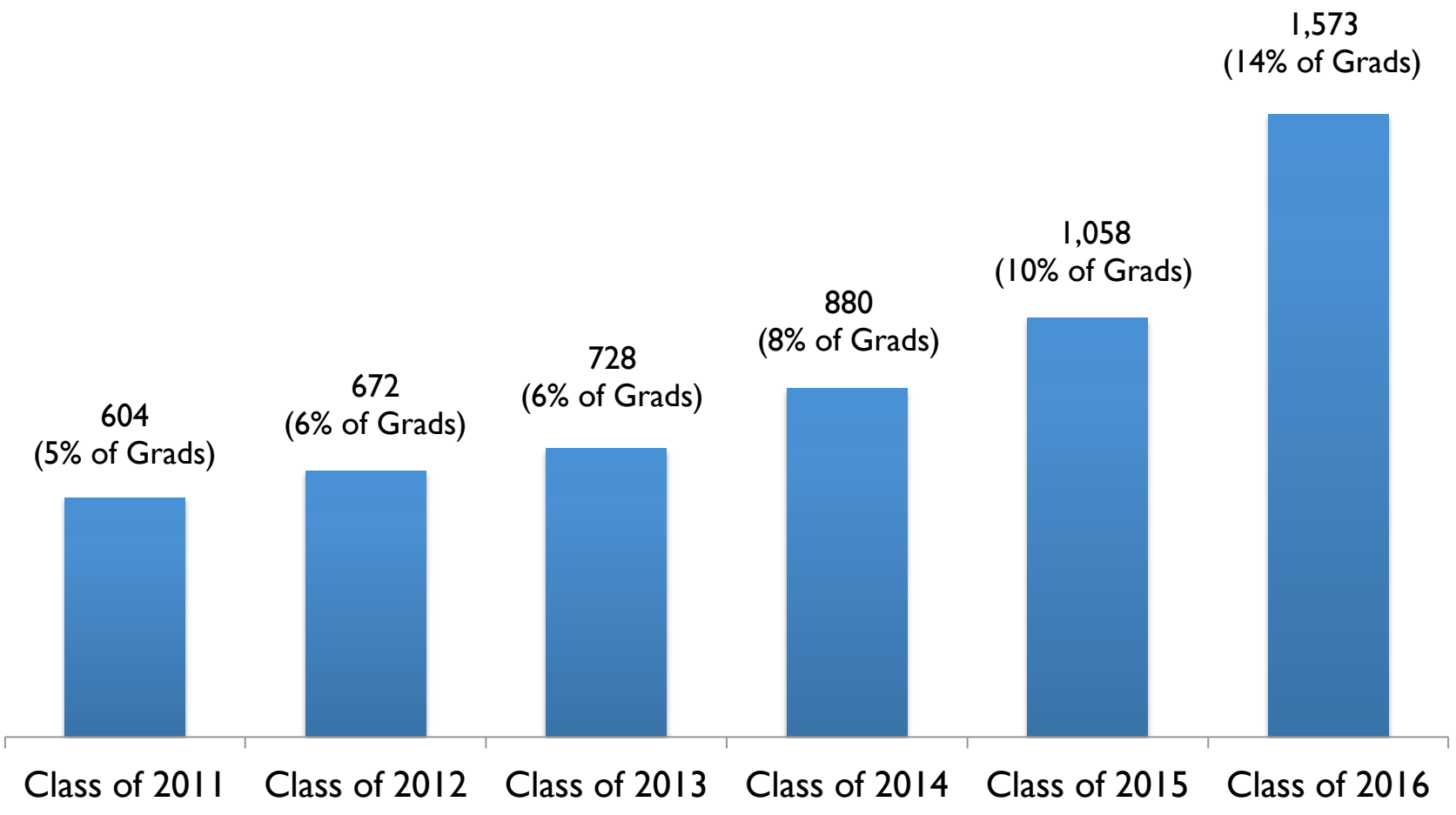
Dual Credit Students: Increasing in Participation



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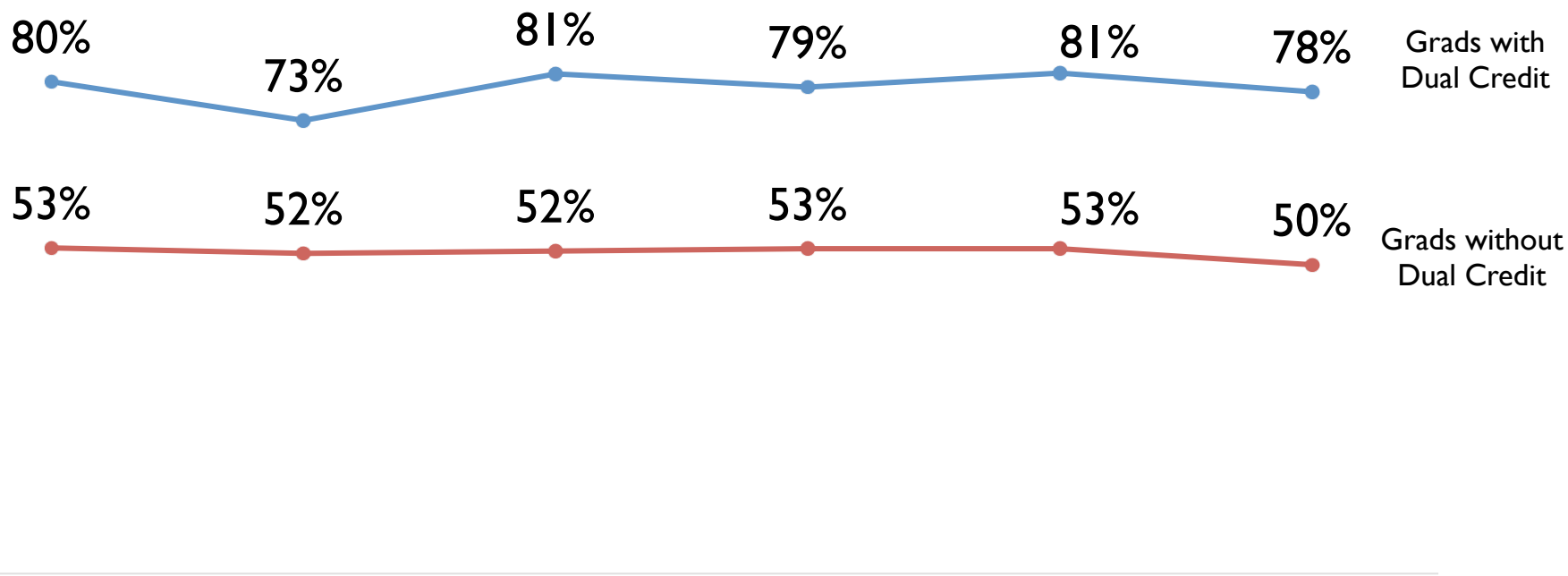
Dual Credit High School Graduates: Enrolling in College at Much Higher Rates



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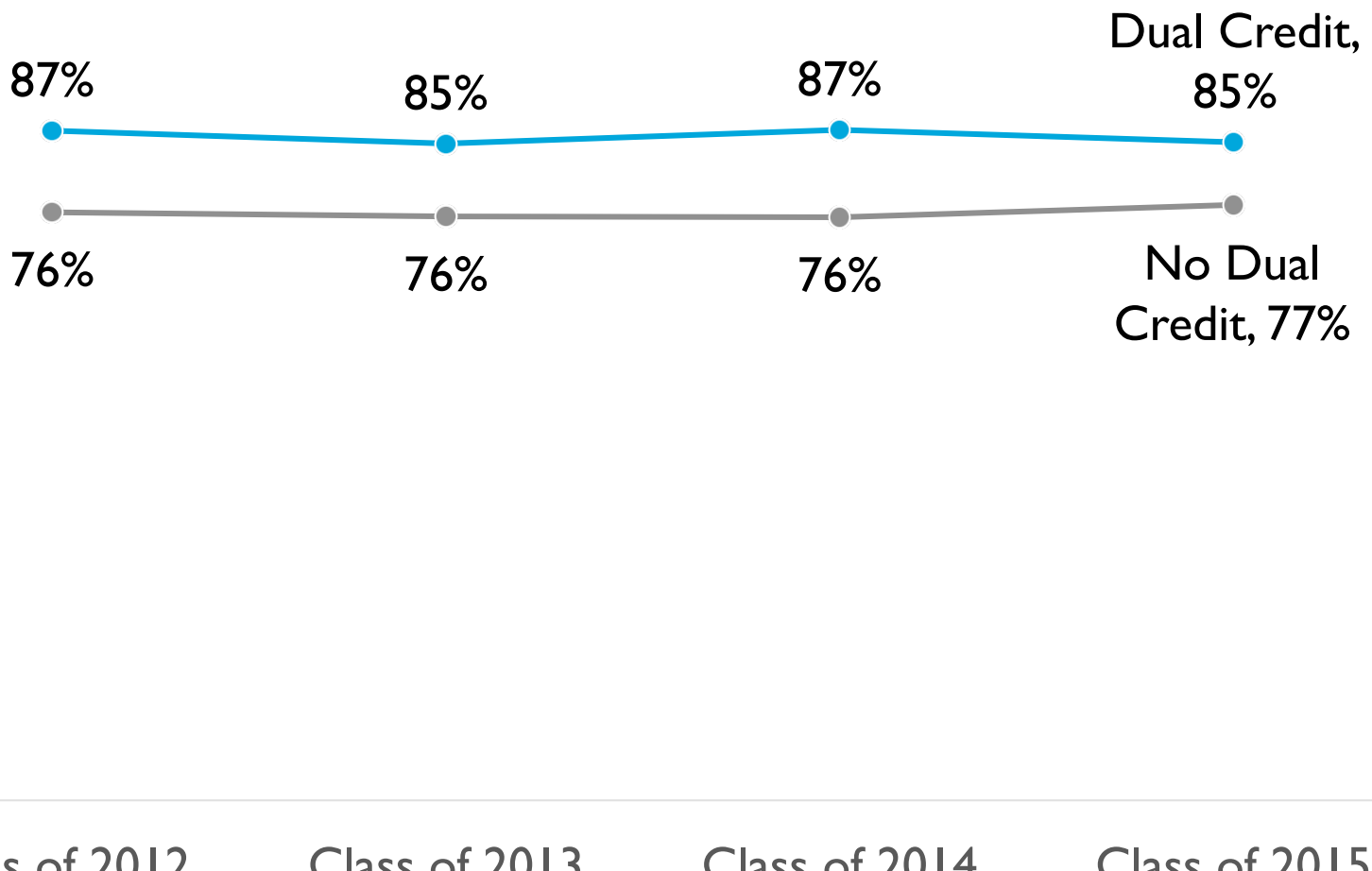
Dual Credit High School Graduates: Remaining in college at higher rates

(First fall to second fall college persistence)



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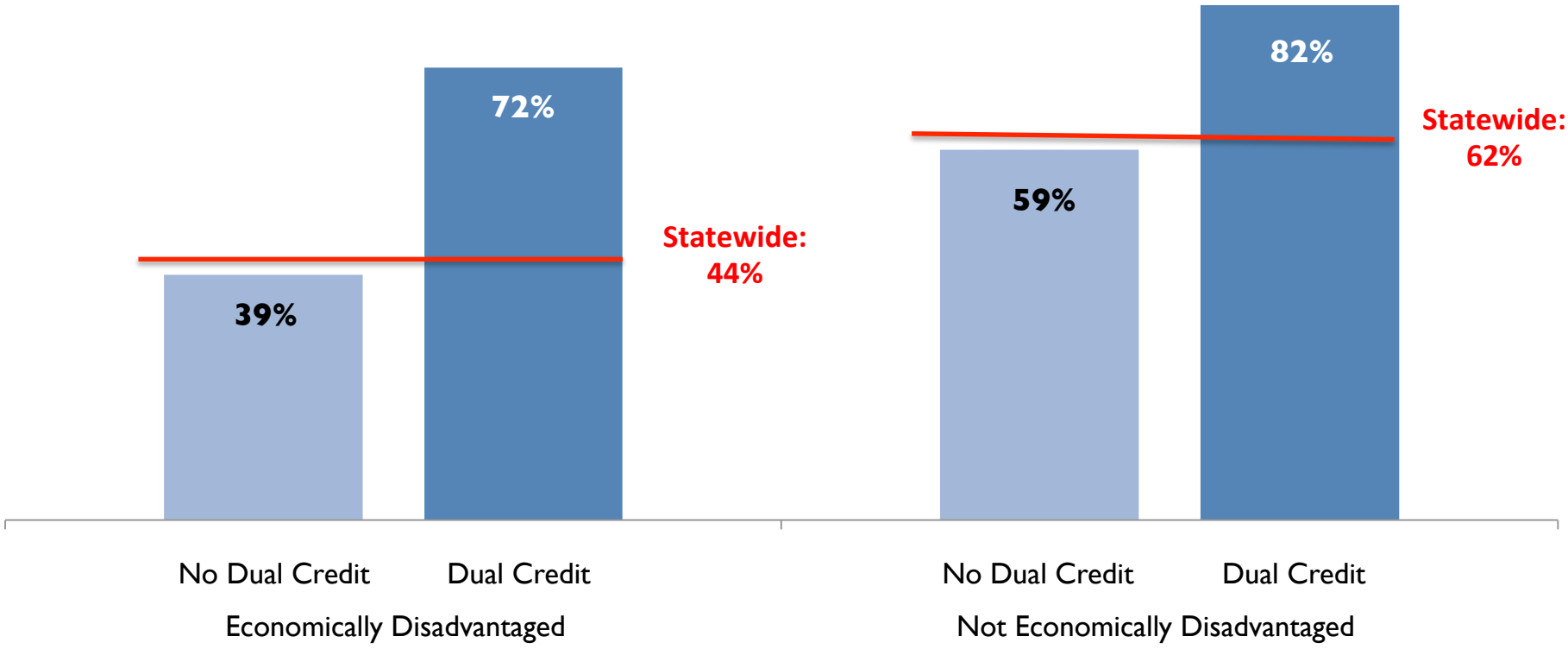
Impact of Dual Credit on Low Income Students

Economically Disadvantaged Graduates with Dual Credits attend College at Higher Rates (than those without Dual Credits)



Class of 2016 College Enrollment Rate

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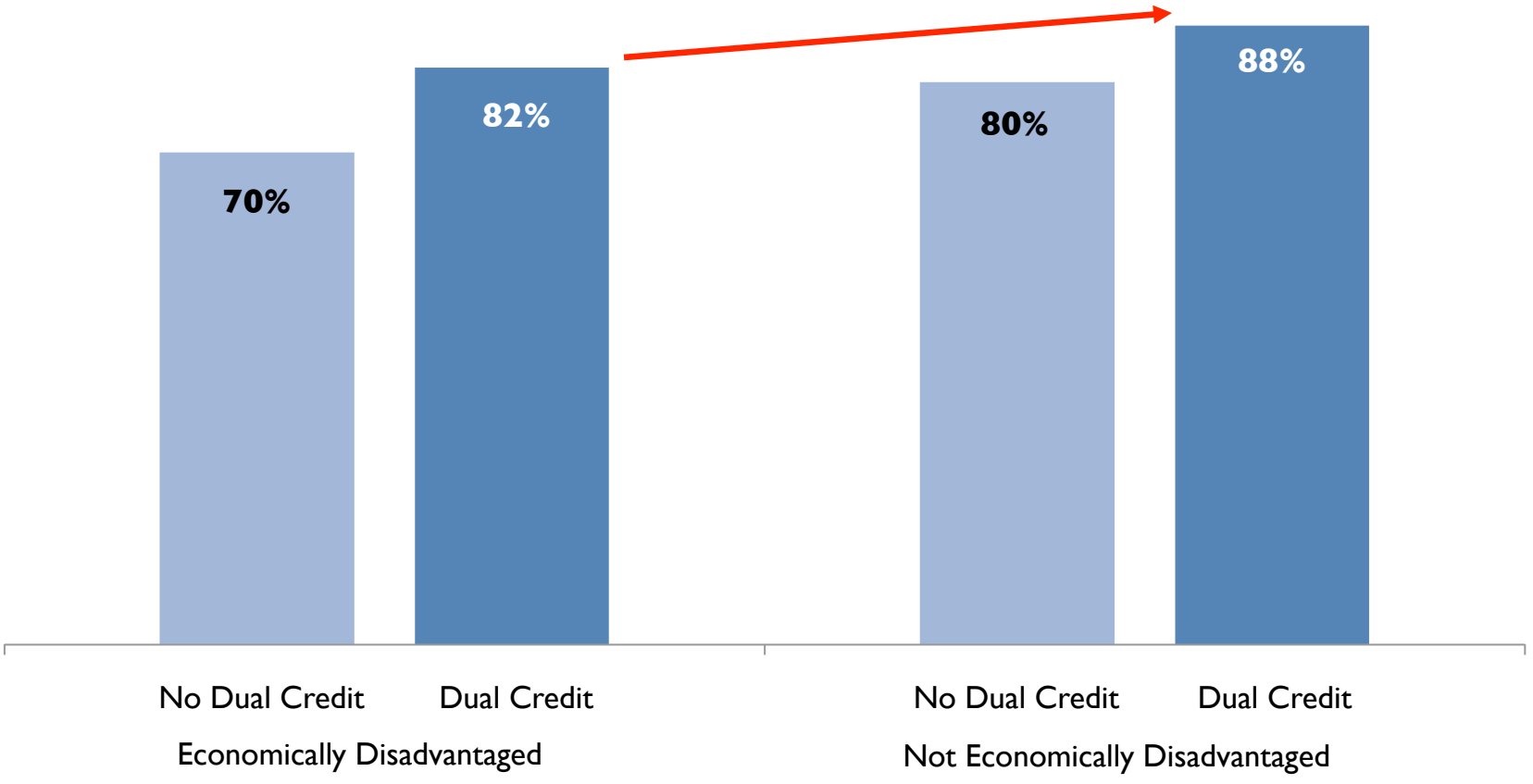
Impact of Dual Credit on Low Income Students (Cont'd)

Economically Disadvantaged Graduates With Dual Credits Remain in College At Higher Rates



Class of 2015 One Year College Persistence Rate

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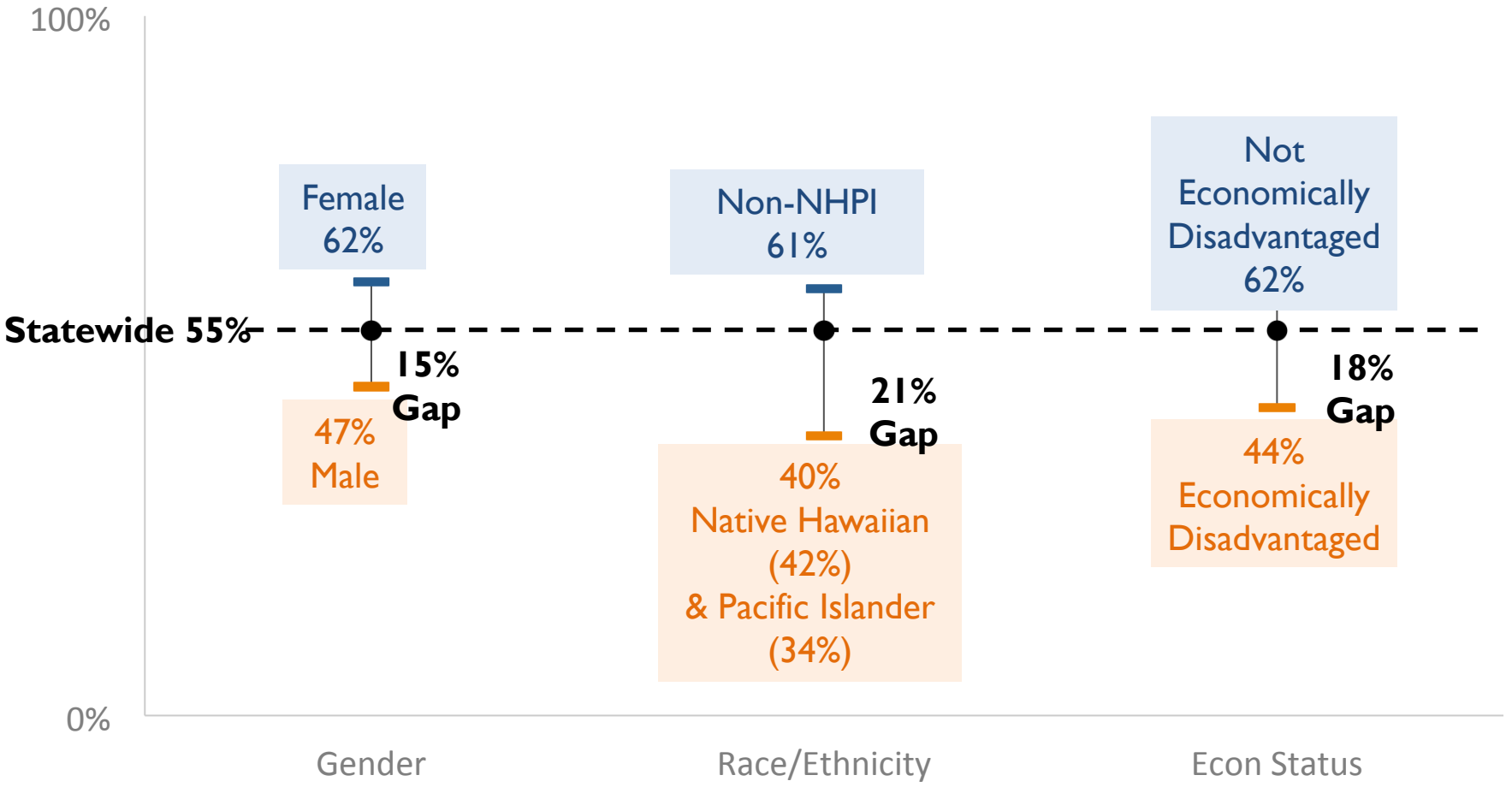
College Enrollment Rate Disaggregated by Gender, Race/Ethnicity, Economic Status

Class of 2016 college enrollment rate



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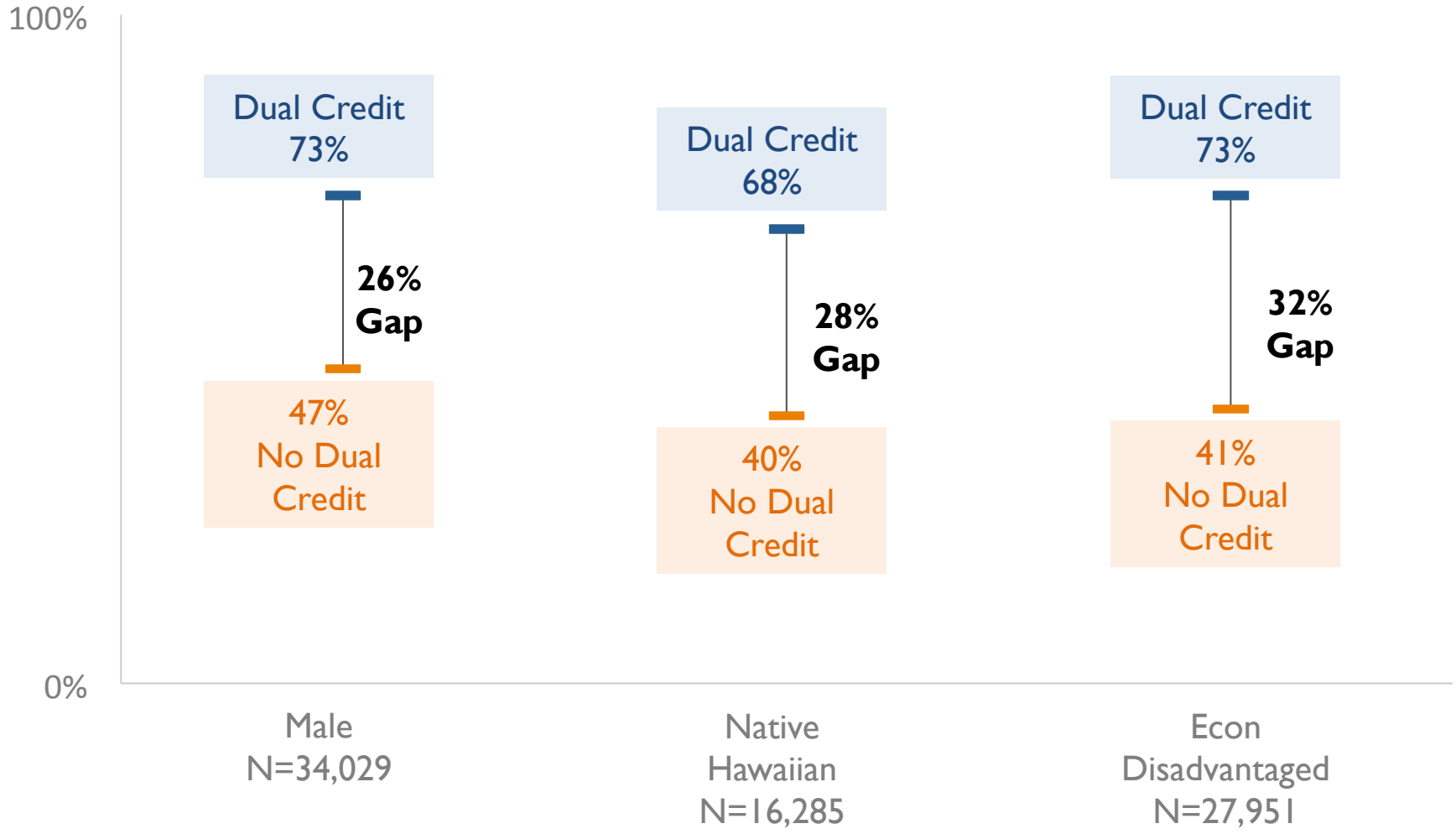
College Enrollment Rate Disaggregated by DC Participation & Gender, Ethnicity, Economic Status

College enrollment rate for high school completers



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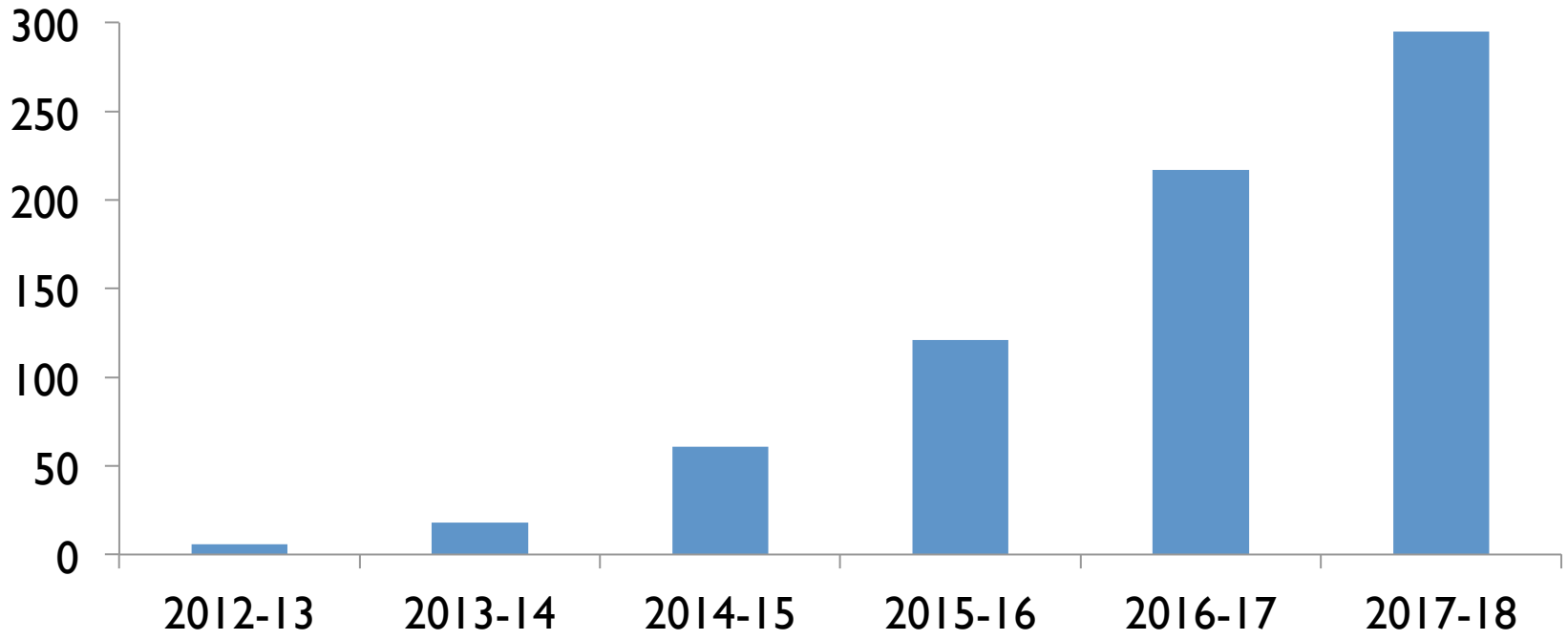
Early College Classes Increase

Number of Early College Classes Offered by UH System



Only includes courses offered at public and charter schools

Course totals from Summer 2018 have not been finalized

Evaluation of Hawaii's Early College High School Program

Preliminary Findings: 2014-15 Cohort

AIR®
American Institutes for Research®

Research Question Addressed

What is the impact of participating in Hawai'i P-20 funded Early College courses on student academic outcomes?

These include:

High School Outcomes

- High School GPA
- Dual Credits Attempted and Earned

Postsecondary Outcomes

- College Credits Attempted and Earned
- College Enrollment
- College Persistence

Data Sources

Data for this portion of the evaluation were provided by the Hawaii State Department of Education in a two-step process:

1. We identified 2014-15 graduates who had participated in a Hawai'i P-20 funded Early College course and examined student characteristics prior to participating in the programs (i.e. demographic data and academic data).

2. After conducting a matching process, we requested outcomes data for the 2014-15 cohort and their matched comparisons.

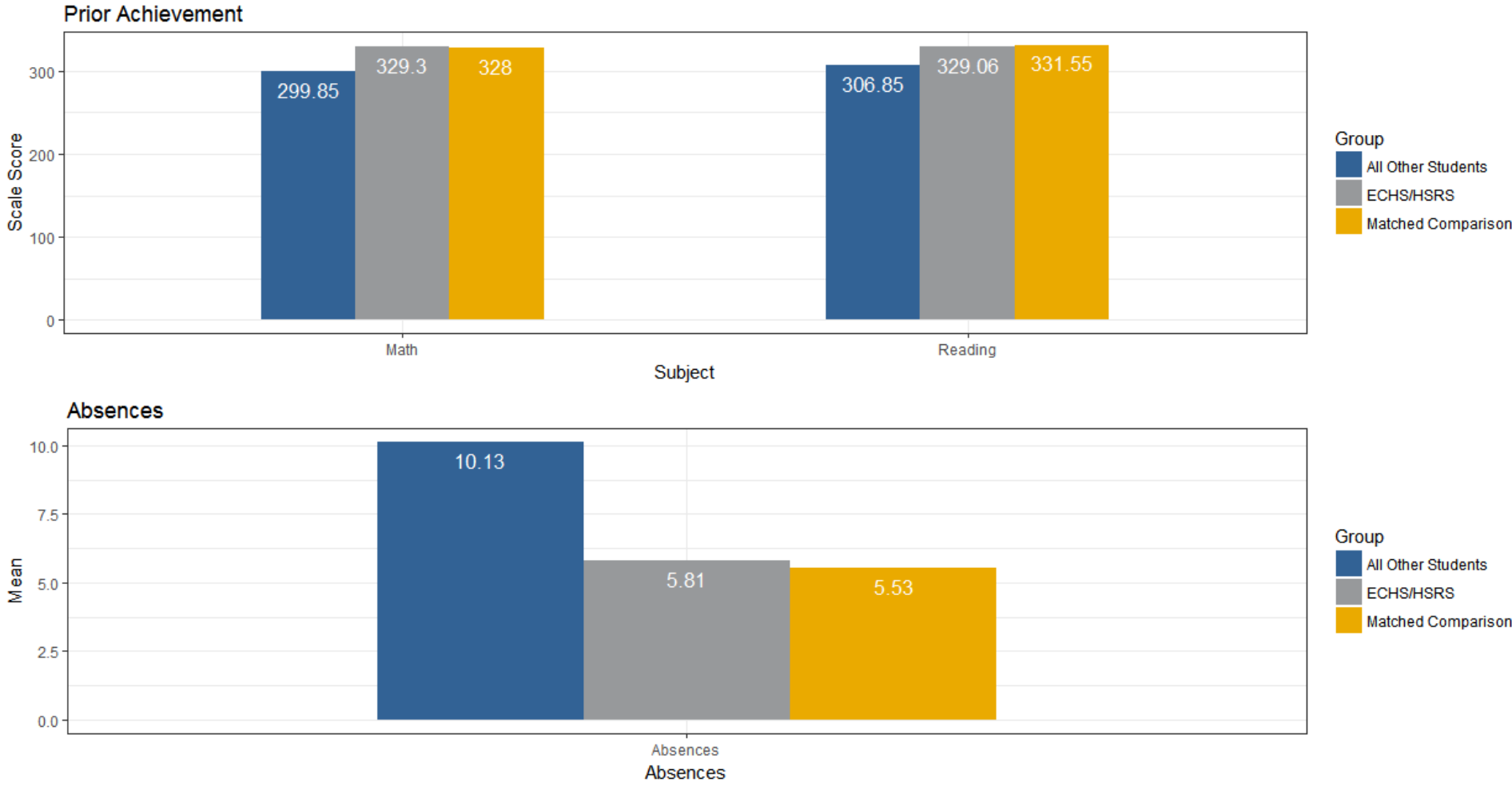
Matching Design

AIR considered several matching approaches to find the students that were most similar to Hawai'i P-20 funded Early College students but did not participate in the programs.

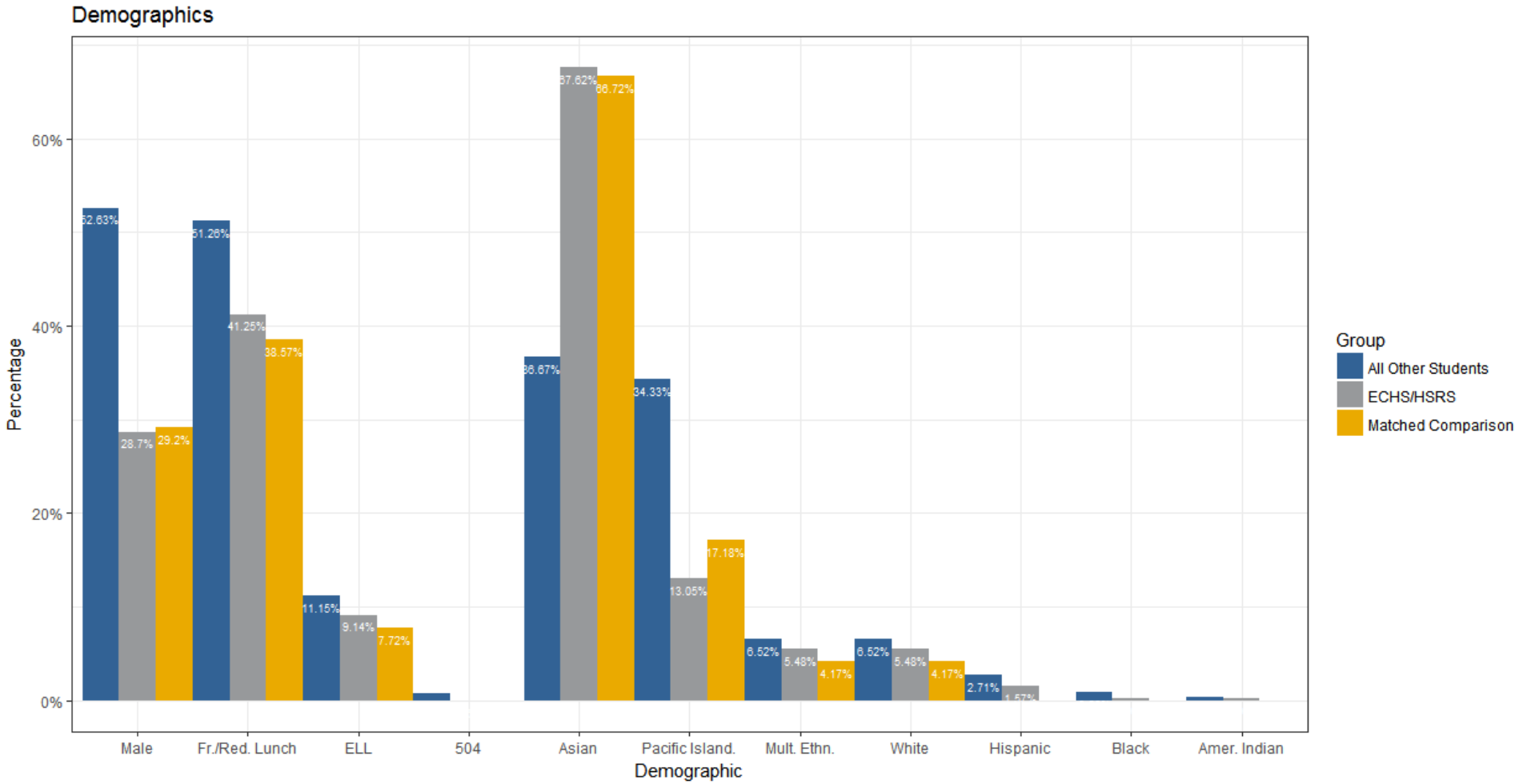
- Ultimately, we chose to match Hawai'i P-20 funded Early College students to other students who graduated from the same school but did not participate in the program.

- Matching was based on 8th grade academic achievement in reading and mathematics, attendance and student demographic characteristics.

Matching Design



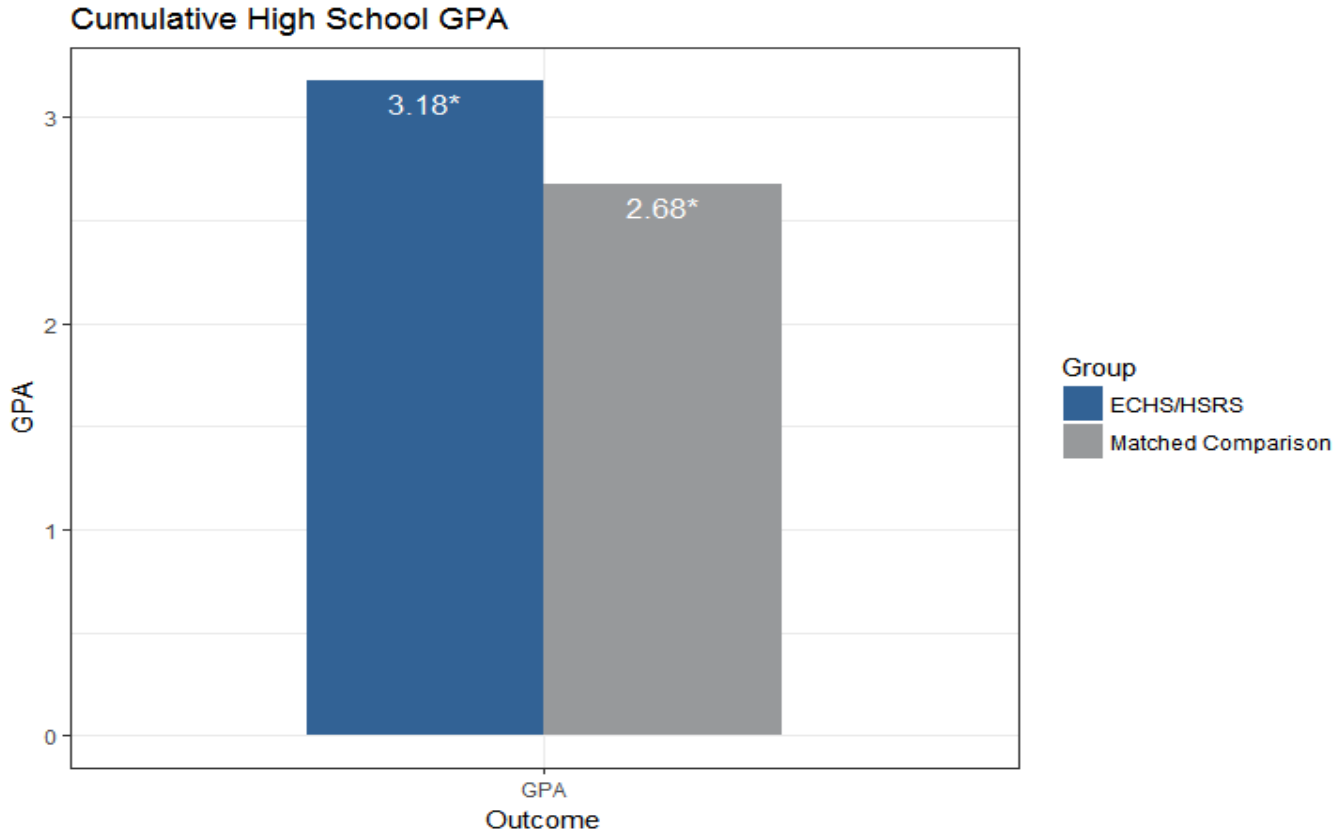
Matching Design



Outcomes

High School Outcomes

The Hawai'i P-20 funded Early College students outperformed their matched comparisons in cumulative high school grade point average.



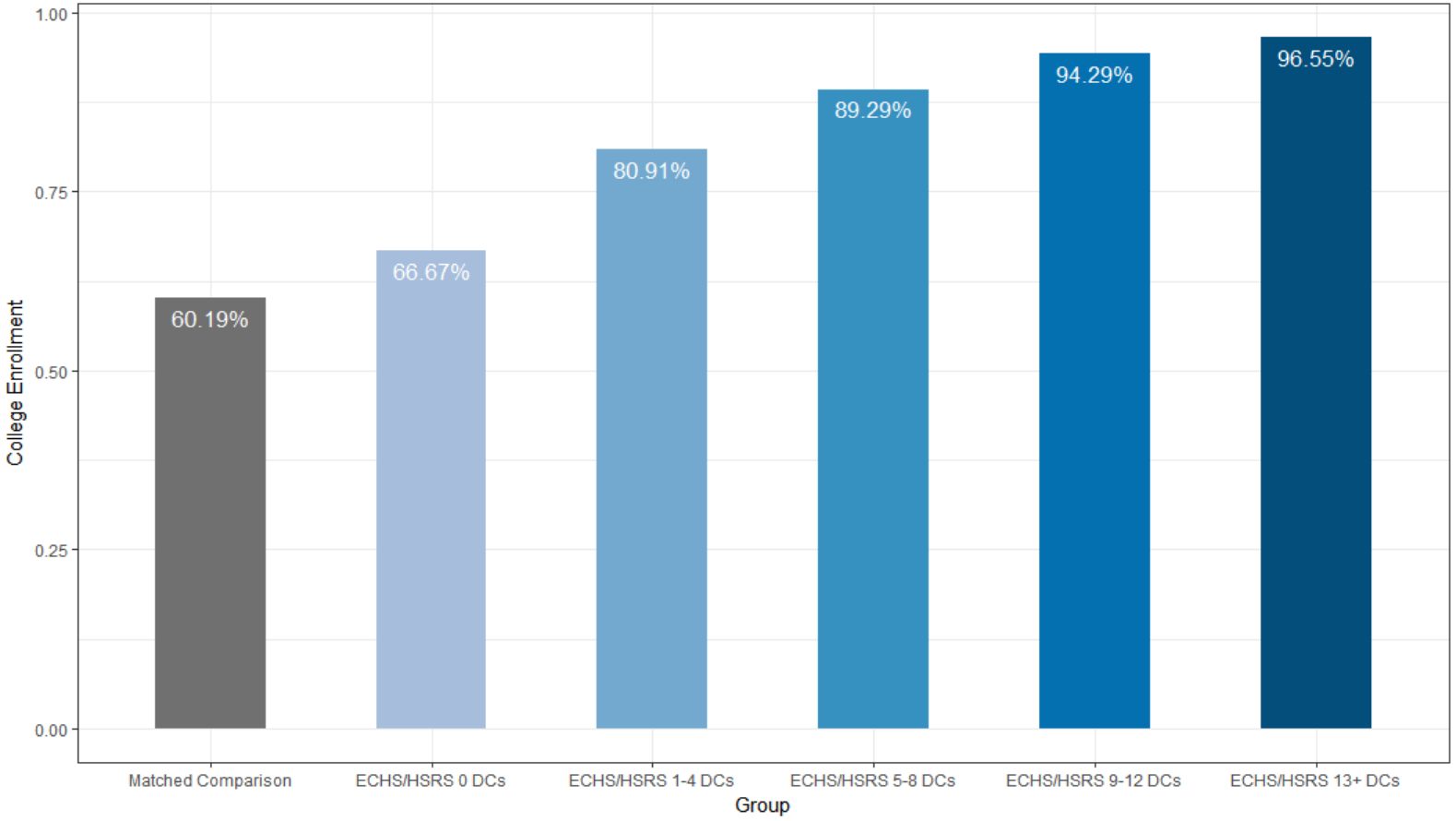
Outcomes

Preliminary results indicate a statistically significant effect of Early College participation in terms of:

- **High School Outcomes**
  - High School GPA
  - Dual Credits Attempted and Earned by High School Graduation
- **Postsecondary Outcomes**
  - College Credits Attempted and Earned Within First Year of College
  - College Enrollment
  - College Persistence

Postsecondary Outcomes

Hawai'i P-20 funded Early College students were more likely to enroll in college the first semester after high school graduation.



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What does all this mean for you?

- First, why bother conducting a program evaluation?

- Examples:
  - Tracking successes
  - Proving efforts/time commitment/financial investments
  - Justifying need for more resources
  - Program improvement

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Research Questions

Second, what is your research question?

- If you're interested in program growth, you have to establish a baseline

- Examples:
  - # of courses offered
  - #/% of students participating
  - #/% of students participating to a specific degree (e.g. 6 credits)
  - #/% of students taking specific courses
  - #/% of specific students participating (e.g. gender, ethnicity)

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Research Questions (cont.)

- If you are interested in the impact of dual credit, you might want a comparison group.

- Examples:
  - Identify a matching group based on specific characteristics
  - Compare to the rest of the student body
  - Compare subgroups within a larger sample (e.g. 3 credits vs. 6 credits)

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Research Questions (cont.)

- Alternatively, one could conduct a pre-test/post-test comparison with the group of interest

  – For example, if I thought that EC participation promoted particular soft skills, I could measure those before and after the first semester of EC.

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Research Questions (cont.)

Third, what impact do you think your program is going to have on participants?

- Be sure that you can actually obtain the outcomes you are interested in.

- Examples:
  - HS GPA
  - HS on-time graduation
  - Passing a "gateway" course
  - College enrollment
  - College persistence
  - College graduation

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Do you get cross-sector data?

Contact Hawaii DXP (http://hawaiidxp.org/index):

"The Hawai'i Data eXchange Partnership, or Hawai'i DXP is a statewide cross-agency, longitudinal data system that links information from infancy through early learning, K-12 and postsecondary education, and into the workforce. Hawai'i DXP will help guide decisions and policies to improve learner and workforce outcomes for the benefit of our community."

- The "Resources" page on the DXP website contains a Confidentiality Form and a Data Request form.

- You can also email or call them if you have any questions.