

**Dual Credit Student Data Report
09/10 School Year**

Methodology

At the end of each school year, the 16 School College Work Regional Planning Teams¹ report on the dual credit programs that were in place throughout the year as well as on the students who took these programs. Along with the data reports, the Regional Planning Teams are also collecting qualitative feedback from the students on their perceptions about the dual credit programs, as well as “lessons learned” from the dual credit teachers and administrators.

This report includes details of the 09/10 dual credit programs and students and also compares the previous years’ indicators to the current year indicators. The study involved quantitative (mainly descriptive statistics) and qualitative analyses.

General Information

In 09/10, **270 dual credit programs** were in place throughout the province. This represents an increase in the number of programs of 66% compared to the 08/09 school year; while the number of students almost doubled between the two years from 3,883 to 7,570 (95% increase).

In the 09/10 school year, **308 dual credit programs were approved** to run. Out of the 308 programs approved, 38 were subsequently cancelled for a variety of reasons and 3 were excluded from the analyses as the quality of the data was insufficient.

While 10,187 enrolments were approved in the 09/10 dual credit programs, the actual number of students was reported as 7,570 (74.3%).

Distribution by Age and Gender

- The age distribution in the 09/10 school year is consistent with the previous years (Figure 1):
 - 65.3% of the 09/10 dual credit students were 17 or 18 years old
 - 19.4% were 19 and older.
- The gender distribution was relatively equal (48% females and 52% males).

¹ *The Regional Planning teams are partnerships between boards and colleges to plan and administer the School-College-Work Initiatives throughout the province. The 16 existing RPTs engage all 70 school boards with secondary schools and all colleges in Ontario.*

- The retention rate was the same for both genders (84.7% for girls and 84.7% for boys)

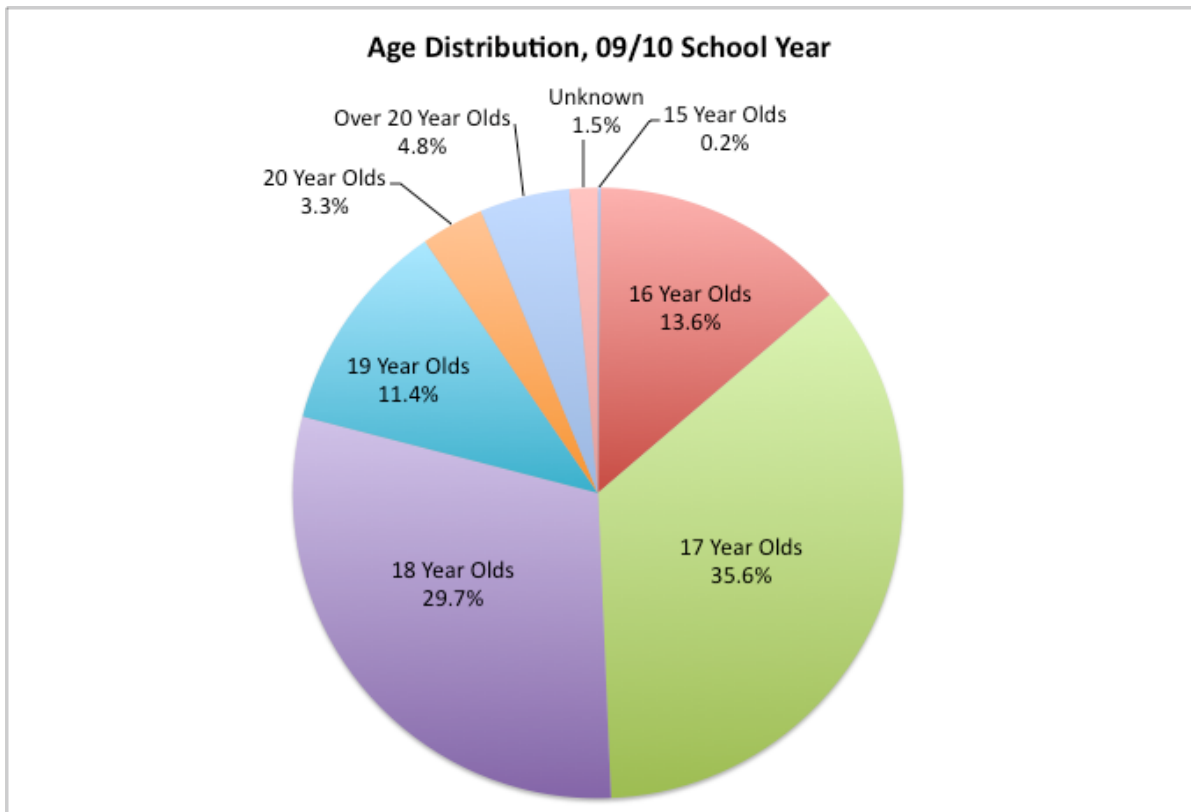


Figure 1

Students Disengaged and Underachieving and Students Who Have Previously Dropped-Out

Dual credit programs are designed to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and to make a successful transition to college and apprenticeship programs. The primary focus is on those students facing the biggest challenges in graduating such as “disengaged and underachieving” students with the potential to succeed but who are at risk of not graduating or students who have left high school before graduating. These two groups are included in the RPT’s annual data reporting.

Students Disengaged and Underachieving

Data received from RPTs indicated that in the 09/10 school year, 2,689 dual credit students were identified as “disengaged and/or underachieving” prior to entering the dual credit program.

There were challenges with describing the student profile in so far as the school's Student Success Team that selects the students are generally different from those who compile the report, and also because educators are hesitant to label students as "disengaged and/or underachieving".

Students Who Have Previously Dropped-Out

- Data reported on the 09/10 dual credit programs indicate that 851 dual credit students had previously dropped out of high school. This accounts for 11.2% of the total number of dual credit students, virtually unchanged from the previous year when this percentage was 11.3%.
- The gender distribution between the students who had previously dropped out of high school was almost equal. (48%-males and 52% females)

Students Identified Through an Identification, Placement and Review Committee (IPRC) and Students with an Individual Education Plan (IEP) in Dual Credit Programs

On the Dual Credit student data reporting forms, teams were asked to provide the number of students who have been identified through an **Identification, Placement and Review Committee (IPRC)** process and also students with a current **Individual Education Plan (IEP)**.

Students Identified Through an Identification, Placement and Review Committee (IPRC)

In the 09/10 school year, 994 dual credit students had been identified through an IPRC process. They accounted for 13% of the total number of dual credit students, compared to 15.6% reported in 08/09.

Students with an Individual Education Plan (IEP)

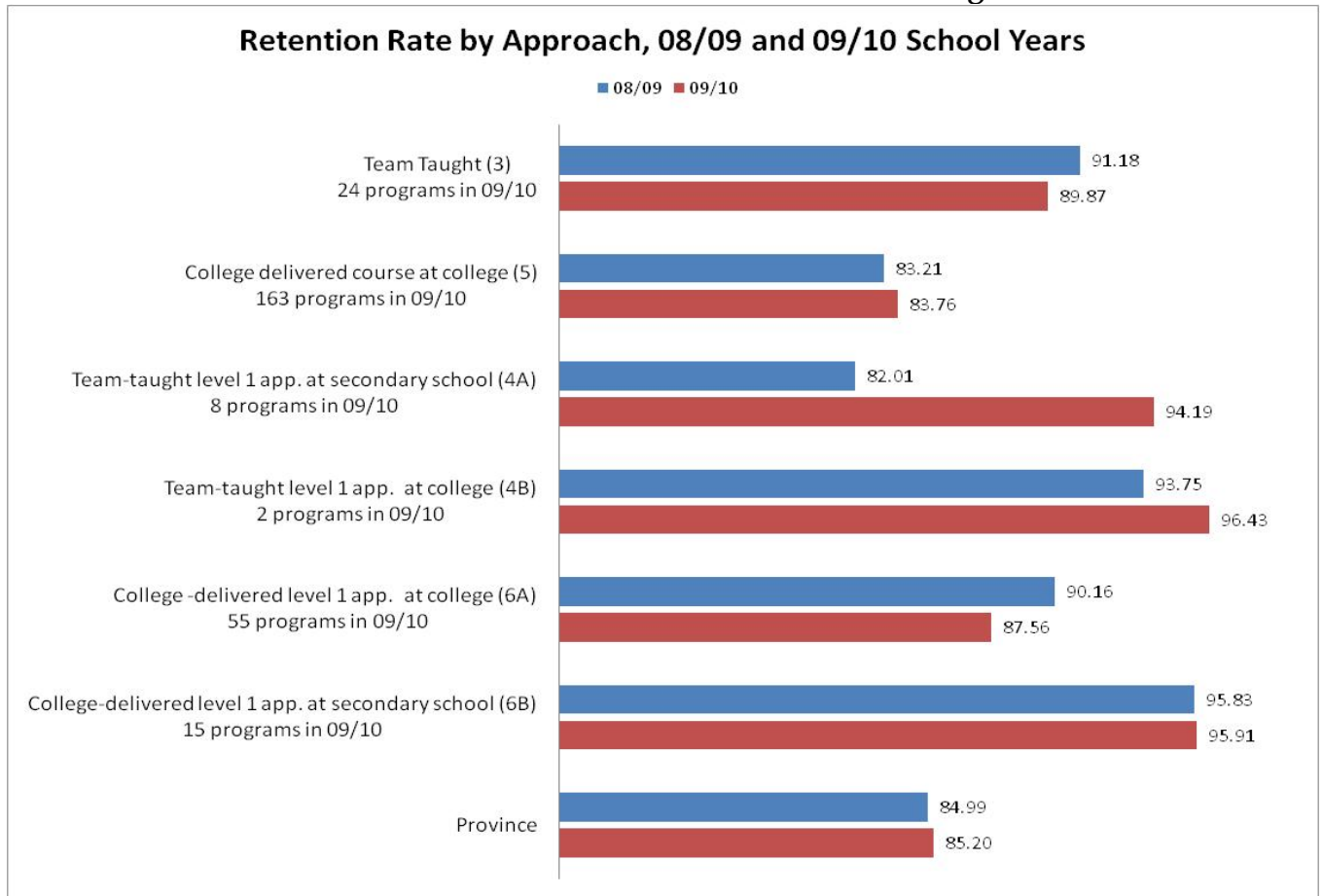
1,363 dual credit students had an Individual Education Plan (IEP) when they entered the program in 09/10 school year. This represented 18% of the total dual credit student population in 09/10 - a small decrease from the 19% recorded in 08/09.

Retention Rate for Dual Credit Programs

Retention rate represents the percentage of students who participated in the program from start to completion. These students didn't necessarily successfully complete the program (i.e., earn a credit).

- The provincial retention rate for dual credit programs stayed almost the same throughout the last three school years (07/08 to 09/10) at approximately 85%. (Figure 2)
- When comparing retention rates by approach for the 09/10 school year, "Team-taught level 1 apprenticeship at college" recorded the highest at 96.4% while the lowest retention rate was recorded for "College delivered course at college"² approach type at 83.8%.

Figure 2



² "College delivered course at college" has been historically the most widely used approach. In the 09/10 school year this approach was used in 163 programs representing 76% of the total number of students (5,753 students)

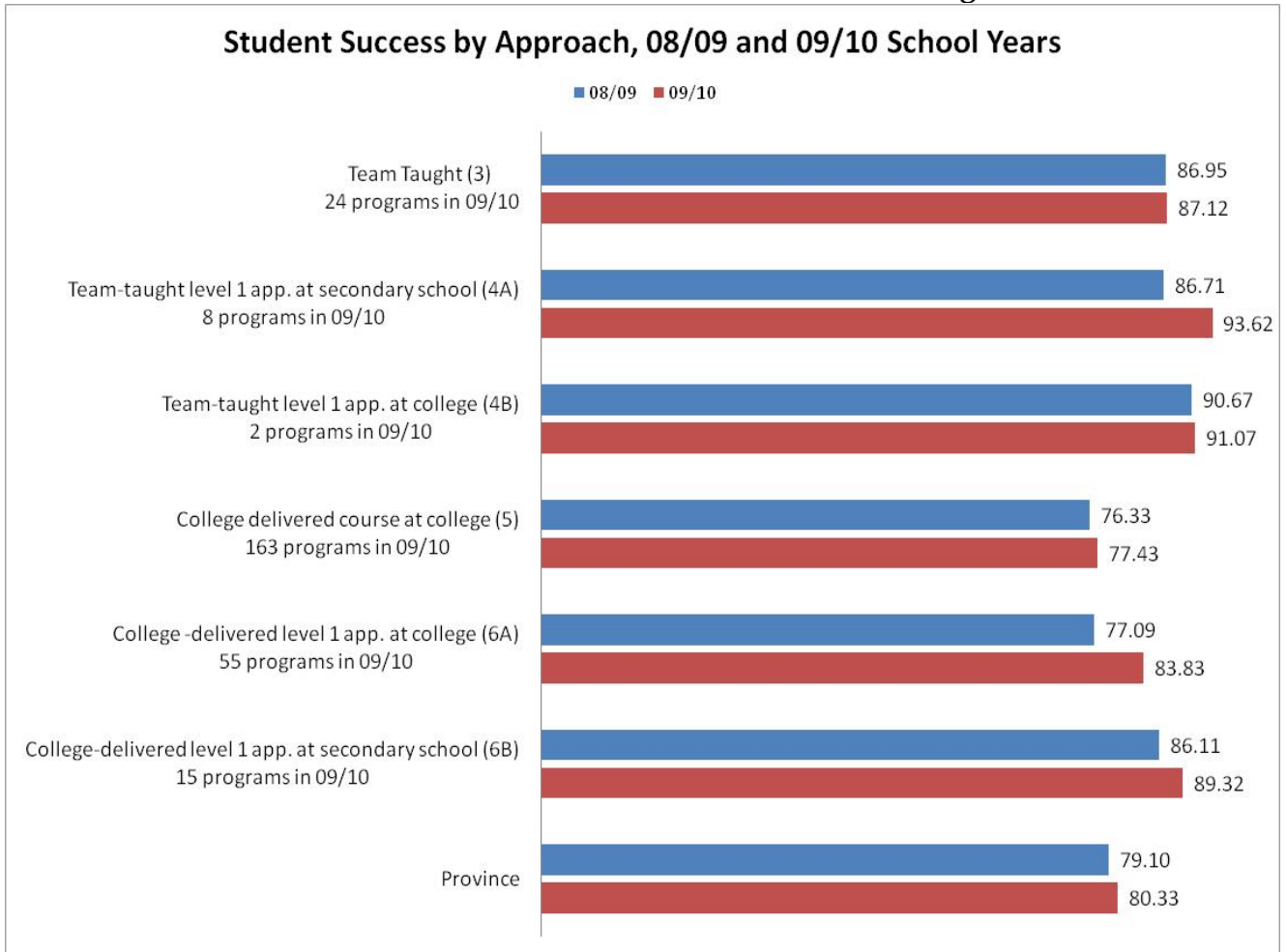
Success Rate for Dual Credit Programs

The student success rate was calculated as the percentage of secondary school credits earned out of the total number of secondary school credits attempted.

The provincial success rate for the 09/10 school year was 80.3% - a slight increase from the last year's success rate -79.1 %.(Figure 3)

When comparing success rates by approach for 09/10 we found that the highest success rate was recorded by the "Team-taught level 1 apprenticeship at secondary school" (4A) approach type at 93.6% while the lowest success rate was recorded by" College delivered course at college" (5) approach type at 77.4%.

Figure 3



Dual Credit Programs by Approach

The Dual Credit programs in Ontario are offered using 6 different delivery approaches differing based on location and the role assumed in the delivery by the secondary school teacher and college instructor.

In order to provide students with college experience, the preference would be to offer the dual credit courses on a college campus, however, sometimes the availability of facilities or distance between the secondary school and college may prevent this.

Based on the role assumed by the high school/college instructor there are two major types of delivery modes as defined below:

- Team-taught programs in which the curriculum is coordinated between the secondary school teacher and college instructor. The delivery, assessment and evaluation is also done by both.
- College delivered programs where the college instructor delivers the instruction and does the assessment and the evaluation while the secondary school teacher provides additional support.

The distribution by approach was almost the same as the 08/09 distribution with the highest prevalence in the number of students taking courses offered through the “College-delivered Course at College” approach.

The “Team -Taught Level 1 Apprenticeship” approaches experienced a decrease in the number of students compared to the previous year (approach **Team-Taught Level 1 Apprenticeship At Secondary School** decreased from 139 students in 08/09 to 86 students in 09/10 while approach **Team-Taught Level 1 Apprenticeship At College Location** decreased from 48 students in 08/09 to only 28 students in 09/10)

Team-Taught At Secondary School or College (3)

- 24 programs offered secondary school students the opportunity to obtain dual credits via “Team-taught secondary/college course at secondary school or college” approach. This accounted for 10% of total number of students enrolled in Dual Credit programs in the province (760 students)
- The retention rate for this approach was recorded at 89.9% while 87% of the credits attempted were successfully completed.

Team-Taught Level 1 Apprenticeship at Secondary School (4A)

- 8 programs were offered using the “Team-taught level 1 apprenticeship at secondary school” approach. This represented only 1% of the number of students in Dual Credit programs (86 students)
- The retention rate for this approach was 94.1% while 93.6% of credits attempted were successfully completed

Team-Taught Level 1 Apprenticeship at College Location (4B)

- Only 2 programs were offered through Team-taught level 1 apprenticeship at college location approach. They accounted for 0.4% of the dual credit students (28 students).
- The retention rate was 96.4% while the reported success rate was 91.1%

College-Delivered Course at College (5)

- 163 programs were offered through “College-delivered course at college” approach. This accounted for 76% of the total number of dual credits students (5,753 students)
- The retention rate was recorded at 83.8% while 77.43% of the credits attempted were successfully completed

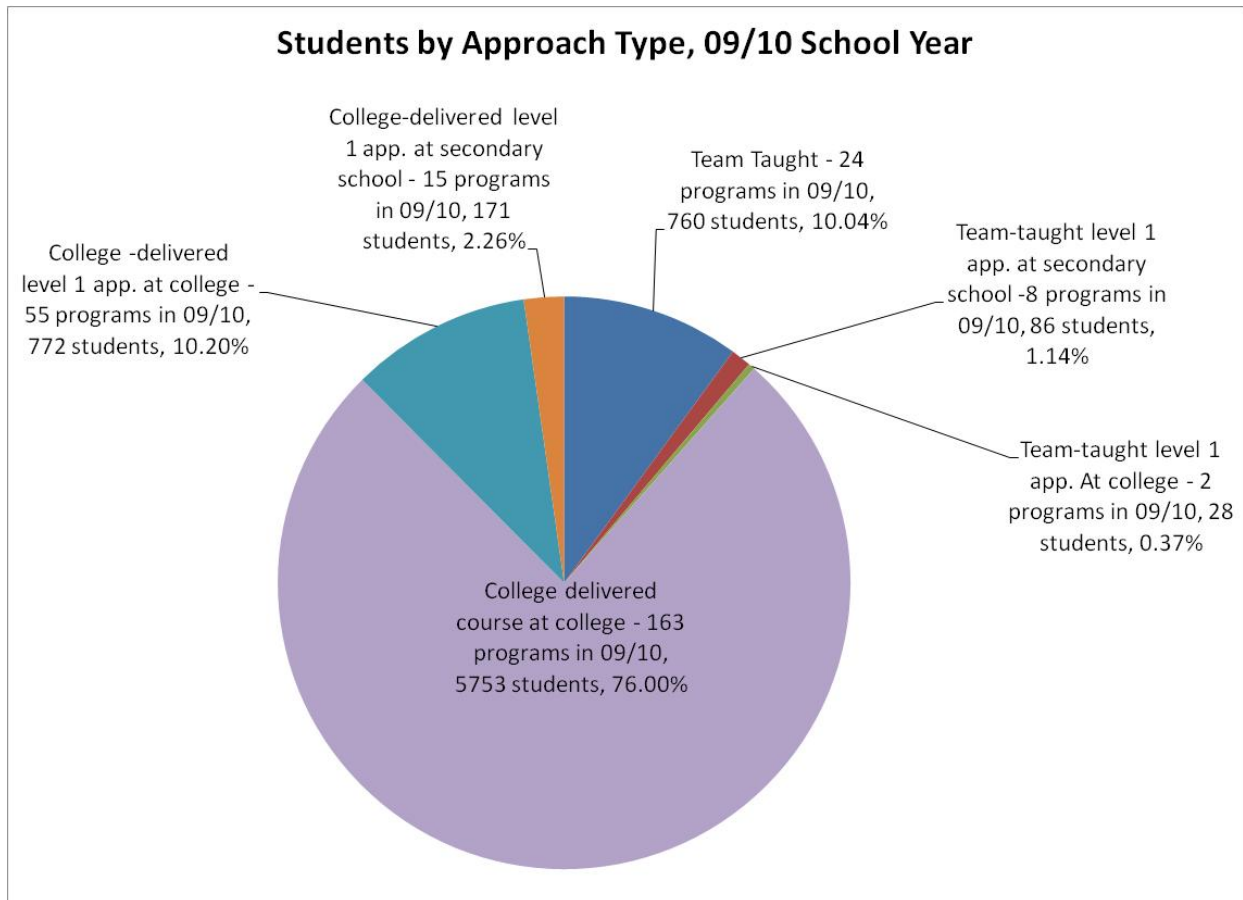
College-Delivered Level 1 Apprenticeship at College Location (6A)

- 55 programs were offered through the College-delivered level 1 apprenticeship at college location approach. This represented 10% of total number of dual credit students (772 students)
- The retention rate was recorded at 87.6% while 83.8% of credits attempted were successfully completed

College-Delivered Level 1 Apprenticeship at Secondary School Location (6B)

- 15 programs were offered using College-delivered level 1 apprenticeship at secondary school location approach. This accounted for 2% of the total number of dual credit students (171 students).
- The retention rate for this approach was 95.9% and 89.3% of credits attempted were successfully completed.

Figure 4



School within a College (SWAC) Programs

School within a College Programs (SWAC) offer secondary credit courses taught by secondary school teachers and college dual credit courses taught by college professors/instructors within a collaborative learning community on a college campus.

In the 09/10 school year, 22 boards and 14 colleges partnered to provide SWAC programs on one or more campuses. There were 21 programs in 09/10 with 892 registered students.

Even though there was just one additional SWAC program compared to the previous year (08/09 school year), the number of students increased dramatically from 591 in 08/09 to 892 in 09/10 (51% increase)

The retention rate for all SWAC students in Ontario in 09/10 was 84.2%, a small decrease from the 86.8% retention rate recorded in the previous school year.

The success rate for the 09/10 SWAC programs increased to 76% over the 08/09 school year rate of 73%.

SWAC courses were offered mainly using the “College delivered course at college” approach. Only one program was offered using a combination of “Team taught” and “College delivered course at college” approaches.

SWAC Students Profile

- 34.5% of the SWAC students were 19 and older compared to only 17.5% of the rest of the dual credit students.
- The gender distribution in the program was relatively equal with 46% females and 54% males.
- 77% of the SWAC students were identified as “disengaged and underachieving” - more than double the percentage in non-SWAC dual credit programs.
- 26% of the SWAC students had previously been out of school, twice the percentage in non-SWAC dual credit programs.
- 9% of the SWAC students were identified through an IPRC
- 13% of the SWAC students had an IEP.

Specialist High Skills Major

In the 09/10 reporting forms we added a question on the number of dual credit students who are also part of a SHSM program.

The submitted responses to this question indicate that 950 of dual credit students are also participating in SHSM program. This accounts for 12.55% of the total number of dual credit students. 72 % of these students participated in a dual credit program in the second semester.

The Gap between Number of Students Approved and Actual Number of Students Enrolled

Each year as part of their Dual Credit application, Regional Planning Teams are requested to submit the projected number of students for each program. Based on these projections and other criteria, the SCWI approves a certain number of students for each RPT.

Consistent with the previous year's results, the data reveals a gap between projected, approved student numbers and actual enrolment in Dual Credit programs. The 09/10 data reported by RPTs indicated that 7,570 students were enrolled in Dual Credit programs while 10,187 students were approved. This accounts for 74.3% of the approved number and is lower than last year's percentage (80%). However, there was a higher risk of error in the estimation as the overall number of dual credit students doubled compared to the previous year.

The RPTs are requested to submit their projections through the RFPs approximately a year before the programs actually start. This may cause an overestimation as the RPTs often do not know how many students will actually enrol. This gap might be particularly large for new programs where the RPTs can only provide their "best guess" on the enrolment numbers while they do not have any previous experience of the extent to which these programs are taken up by the students.

During the 2009 RPT visits we have raised the issue of the gap between approved and actual participants and most have indicated a focus on closing the gap as part of their SMART goals for the 10/11 school year.

Data Limitations and Concerns

- The results of this analysis are as accurate as permitted by the data reported by the Regional Planning Teams.
- When broken down by various criteria, analyses were sometimes performed on small counts of program participants. Some of the results should be interpreted with caution.
- We are continuously trying to improve our data collection in order to ensure adequate quality as well as a better use of the collected data. As a consequence of this continuous process in the 09/10 school year we have changed some of the reporting requirements (e.g. reporting number of students by semester, number of SHSM students). These changes might account for part of the differences from the previous years' numbers.

Lessons Learned

In the 09/10 school year, dual credit teachers and administrators have provided again their invaluable comments on the successes and challenges of the implementation of successful dual credit programs.

A summary of these valuable experiences and ideas is presented below:³

Challenges encountered by teachers/administrators

1. Student Attendance seemed to remain one of the biggest challenges for many of the dual credit teachers/administrators and it was identified as an “*issue that impacted success*”.

Some suggestions were provided to address this issue:

- *Reiterate again [next year] through Orientation the importance of attendance*
- *Better communication with students: [Students] need to be aware that they cannot be successful in these [hands-on] courses if they do not attend.*
- *Try to re-work the schedule in order to make it more manageable for students: It was recommended [...] that [the course] be offered as part of the students regular course load during the day to encourage enrolment/interest and maintain attendance.*
- *It is best to connect with the guidance department at their home school and arrange to meet with the student and discuss some options regarding their attendance concerns*

2. Differences between college and high school environment were another challenge that teachers needed to overcome.

a. Differences in expectations: Trying to educate the students about those differences and provide them with the skills to adapt to those changes was essential for the program success:

- *It is also necessary to address learning strategies such as writing skills, time management, test-taking and note-taking, and in particular the use of Blackboard and on-line learning at the very beginning of the program.*
- *Guidance and Student Success teachers should help make students aware of which courses are strictly lecture and textbook based, and*

³ Respondents' remarks appear in italics.

which courses offer a hands-on learning environment so that students make proper choices of courses

- *Courses that are hands-on and involve a lab environment require much more strict attendance in order to complete work.*
- *More training on time-management would be beneficial to the students potentially initiating a reminder process involving the high school teacher.*
- *Online learning and communication is imperative in any post-secondary institution. All instructors will be trained to post course material on this network so that students will be responsible for accessing any missed lessons.*

b. Scheduling Differences – as colleges and secondary schools are running on different schedules, this creates some operational challenges in managing the dual credit programs:

- *We noticed an increased number of withdrawals in semester two [...] and this was due to the fact that the college winter term starts in early January, when high school students are still completing their semester I courses, exams and culminating assignments. We need to communicate and make this timing overlap more clear to the students and to the teachers who are promoting and selecting students.*
- *The semester start for the high school and the college is different thus making it difficult to register students entering into the program in semester 2 into college courses*

c. Challenges in Working with the College

- *Lack of college space to store tools, equipment and supplies for this program*
- *This was the first delivery of this dual credit and there were problems with not having appropriate hardware available at the start of the course.*
- *College registration was quite slow and, as a result, access to media was problematic for the first three weeks.*
- *Students' names were frequently wrong or missing at the college level even several weeks after the completion of the college level course.*

- *Some students were unable to access course materials or marks during the 14 week semester.*

3. Teachers and administrators identified **course scheduling** as a challenge:

- *We started the dual credit course as a 12:30 pm class start time which was difficult for students. After some students quit, we changed the start time to 9:30am. This was more agreeable.*
- *The time of day (3:30 - 7:30) proved challenging for many of the students in our alternative school.*
- *The dual credit program was offered outside of the typical school day (and as an extra credit, 5th credit). It was recommended in future that it be offered as part of the students regular course load during the day [...]*

4. What Works

a. Flexibility– Most of the solutions provided by teachers/administrators involved thinking “outside the box” and trying to accommodate the students as much as possible by providing flexible solutions to their challenges:

- *This program has to be flexible in its delivery and it requires a faculty person who is very good at providing a learning environment that includes various teaching methods in order to reach this particular group.*
- *In this course, a student was identified with a learning disability and required a note-taker. We [provided] a note-taker for all theory classes and the notes were shared with ALL students.*
- *[These] students need more support reviewing the material and need designated time prior to class for tutoring or study group sessions.*
- *Last year, many of the [dual credit program] students did not bring the required tools and safety equipment to every class. This year, we provided students with lockers so they could store their required equipment*
- *[Provided] an extra instructor to be available on-line for the students for 5 hours per week*

b. Effective Communication Between all Dual Credit Partners- was one of the factors also identified as essential for the programs' success as well as the need of training for any newcomer into the system:

- *An open and ongoing communication among all staff is crucial. Clarity and agreement is needed around identifying appropriate candidates, attendance and behaviour expectations, orientation to college life, dual credit teaching methods and assessment of the level of academic support.*
- *The importance of personal contact between the dual credit teacher and the schools is critical with night school models [...].*

c. Effective Communication Regarding Post-Secondary Needs- is an essential component of an effective dual credit program in encouraging future pursuit of post-secondary education:

- *More information regarding OSAP and other financial aid will need to be included next year.*
- *Need proper [course] codes ASAP as students in [dual credit program] are transient and transcripts need to be updated quickly.*
- *Students with disabilities need to be encouraged to self-identify to college faculty in order to ensure they get the supports they require.*

d. Thoughtful student selection criteria as well as providing **good initial description of the program expectations** were crucial for the programs' success:

- *It is critical that selected students are capable of operating in an adult learning environment despite some of the past and current challenges they face in earning their O.S.S.D.*
- *It is also important that [...] selected students are in their graduating year so that it offers a greater opportunity for smooth transition into post-secondary education as opposed to returning to high school in-between.*
- *An interview, which clearly outlines the academic, attendance and behavioural expectations for potential candidates, is crucial to the success of [the dual credit program].*
- *Reinforce withdrawal protocols with students and Student Services staff so dual credit teachers can intervene and support if necessary.*

e. Community support helped motivating the students and gave more meaning to their efforts:

- *The hospital in [town] has been very supportive in placing students in the areas of health care in which the participants have expressed an interest.*
- *The teacher indicated that approximately \$60,000 worth of building supplies were purchased by [local businesses] for use by the students.*

f. What Works - Other Tips

Respondents provided valuable advice on how to manage and improve Dual Credit programs. Some of these suggestions are listed below:

- *Keeping the students for more than a month is key to them remaining in the program. I found that the majority of students who did not finish the program, left within the first month.*
- *Keep these courses as hands on as possible to maintain a high level of student interest.*
- *If students are taking two courses, try to alternate between courses to keep the interest level high.*
- *On-line courses are generally not a good fit for disengaged students as they lack the engagement of a classroom.*
- *Create more on-line material and videos*
- *Factors such as: continuous intake, flexible hours and access to technology have been crucial to the success of the program.*

Student Perceptions⁴

In our endeavour to understand the effect of the Dual Credit programs on students, we also asked for student accounts of their experiences in Dual Credit programs. Student stories provided an important insight on the successes and challenges they encountered while in the program, and they also gave a sense of how that experience influenced their future plans regarding school.

Benefits

The benefits outlined by students in their comments were the following:

A taste of the workplace they are studying for:

- √ *I have also learned to work with different people and to work in different weather conditions, which has given me a taste of what the workplace is really like.*
- √ *This program gave me a better understanding of the workplace because being on site felt like a real job-site.*
- √ *The clear benefit was the insight into how journalism functions, and what it might be like to pursue as a career.*

Gain additional certifications

- √ *A part of this course I have earned many different certifications that I would not have received if I had been in a regular class.*
- √ *I have benefited from this program as it enabled me to get [...] certificates such as First Aid, Chain Saw Safety, Lock Out Tag Out and WHIMIS.*

A better understanding of what career they would like to pursue. The Dual Credit program either confirmed or changed their previous career choice:

- √ *The Dual credit Program which I am taking now is helping me to decide what career I want to pursue.*
- √ *I am thankful that I got to take this course because now I know that I wouldn't want to be hair stylist because it's hard on the body plus I'm not the best at doing people's hair.*

⁴ Students' remarks appear in italics.

A chance to change the learning environment

- √ *I chose to take the Dual Credit Program as I wanted to get out of the classroom environment.*
- √ *Being away from the high school environment has given me a new sense of independence.*

It provides a friendlier learning environment

- √ *The small setting and independent work environment help me deal with school anxiety and my grades are excellent*
- √ *The structure and size of the class makes it easy to learn and ...I feel comfortable being myself and expressing my opinions.*

It provides a more mature learning environment:

- √ *[The dual credit program] is an adult atmosphere with a hint of college life and I am finally enthusiastic about school.*
- √ *[The dual credit program] works for me because I am treated like an adult*
- √ *[The dual credit program] has enabled me to take control of my own life and education.*

A chance at a fresh start:

- √ *The college setting did not intimidate me as I was seeing other students that were much older than I was. I fitted right in.*
- √ *[The course] gives kids like me, who went wrong in high school and offers them a chance to catch up, as well as transition into college.*

Change the students' outlook on post-secondary education:

- √ *The program made a huge difference for me in terms of my outlook on life, as well as my thoughts and apprehensions about going to college.*
- √ *It made me realize that college isn't scary and that it's a good place to be in order to be successful.*
- √ *Yes, the dual credit changed my outlook on college but in a good way, it's not going to be such a shock.*

Opportunity to experience college life and get a new view of post-secondary education:

- √ *Doing a dual credit course is the perfect opportunity for anyone who wants a taste of college life.*

Teach better work skills:

- √ *We learned that showing up on time everyday with the right tools and a positive attitude was a big part of working on the job site.*
- √ *When you start a project no matter the size you always finish it to the best of your ability on time and to always be safe while working.*

A chance to obtain additional credits toward OSSD:

- √ *I took the dual credit program as a supplement to graduation, due to the [...] credits it awarded.*
- √ *The dual credit program provided an opportunity of coming back to school and gain the 6 credits that I needed to get my diploma.*
- √ *Without this course I wouldn't have been able to graduate this year and probably would have dropped out.*

Challenges

The challenges students in Dual Credit programs encountered most frequently were related to a teaching method, which was different than the one in high school, with higher requirements for independent work, for taking notes for longer periods of time and increased workload:

Managing the increased work load

- √ *There was a lot of hard work required and it started from the get-go!*
- √ *The reading of the long chapters was a challenge.*

Dealing with both high school and college work in the same time

- √ *The challenges I have experienced as a result of participating in the dual credit is an increased work load on top of my already high school work.*

Being organized

- √ *Some challenges are to make sure your assignments get handed in on time.*
- √ *[I had] challenges when trying to keep up with all the due dates for the projects assigned.*

Longer commute time to the college campus

- √ *What was challenging for me was that I traveled to Sault Ste. Marie every day from Bruce Mines, leaving home at about 6:30 a.m. and not returning until 6:30p.m. every day.*

Complying with the Attendance Requirements

- √ *I had to be there every day in order to get my hours so I can pass.*

Dealing with the courses' long and/or late hours:

- √ *What I didn't like about PASS was that it was a long class – it was 3 hours long and by the end of the day I was tired because I had hairstyling before that.*

Insufficient working equipment at the college campus

- √ *Not enough working equipment at the college for the class of 10 (imagine a class of 30 people).*
- √ *The lab computers aren't set up for the [...] course.*
- √ *The lab doesn't have a working smart board, no windows or air conditioning, there isn't much room, and there are a lot of people in the class.*