Dual Credit Student Data Report Analysis
08/09 School Year
Summary

October 21st, 2009

2008-09 Dual Credit Student Data Report Analysis - Summary

Methodology

The results of this analysis are based on the data collected from 16 Regional Planning Teams in Ontario for the 07/08 and 08/09 school years. The data was reported at the end of the school year and included a description of the students participating in the study and also some details about the programs.

The 07/08 report included data on 128 programs and the 08/09 report included data on 164 Dual Credit programs.

General information

The number of Dual Credit programs increased substantially between 07/08 and 08/09 school years. The number of students in Dual Credits programs increased by 33%, while the number of programs increased by 36% (from 128 to 174). In the 08/09 school year, all colleges in Ontario and the 70 school boards with secondary schools offered Dual Credit programs through Regional Planning Teams (RPT).

In the 08/09 school year, 174 programs were approved to run. Out of the 174 approved programs, 11 were cancelled and 2 did not provide information about their programs. While 4,849 students were approved for enrolment into the 174 programs, actual enrolment was reported as 3,883 students (80%).

Distribution by Age and Gender

- In the 08/09 school year, 17 to 18 year olds accounted for 68.5% of the total number of participants.
- In the same year, 20% of the Dual Credit students were 19 or older, out of which 7.5% of the students were 20 years or older (Figure 1)
- 55% of the participants involved in Dual Credit programs throughout the province were males.
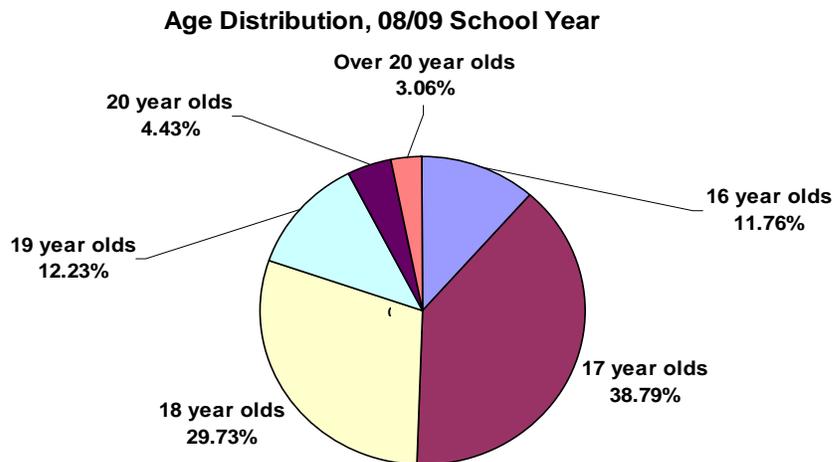
Age Distribution, 08/09 School Year

Figure 1

Students Disengaged and Underachieving and Previously Dropped Out

Dual Credit programs are intended to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and the successful transition to college and apprenticeship programs. The primary focus is on those students facing the biggest challenges in graduating. This includes Disengaged and Underachieving students with the potential to succeed but who are at risk of not graduating from high school, and students who have left high school before graduating.

- Data received from RPTs indicated that in the 08/09 school year 1,569 Dual Credit students were Disengaged and/or Underachieving prior to entering the Dual Credit program. This represents 40.4% of the total number of dual credit students in the 08/09 school year.

- This percentage was significantly higher compared to the previous year when only 28% of the students were reported as being "Disengaged and Underachieving".This difference might be due to an actual change in the way students are admitted into the Dual Credit programs and also to a more accurate reporting process for the 08/09 school year.

- Data reported on 08/09 Dual Credit programs indicate that 431 Dual Credit students had previously dropped out of high school. This accounts for 11.3% of the total number of Dual Credit students, virtually unchanged from the previous year when this percentage was 11.7%.

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**.
- In the 08/09 school year, 597 dual credit students had been identified through an IPRC process
- The percentage of IPRC students out of total number of students was 15.6%, compared to only 10.5% in 07/08.
- In the 08/09 school year, 728 dual credit students had an Individual Education Plan (IEP)
- In 08/09 school year more than 19% of the students had a current IEP while in 07/08 only 11.4% of the Dual Credit students were students with an IEP.

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.

- The provincial retention rate for Dual Credit programs stayed almost the same for both school years, at approximately 85%.
- In the 08/09 school year, retention rates by RPT ranged from 63.6% to 100%.
- When comparing retention rate by approach, "College Delivered Level 1 At Secondary School" had the highest retention rate (95.8%) while the lowest retention rate was recorded for "Team-Taught Level 1 Apprenticeship At Secondary School" approach type with a rate of 82.01% (Figure 2).
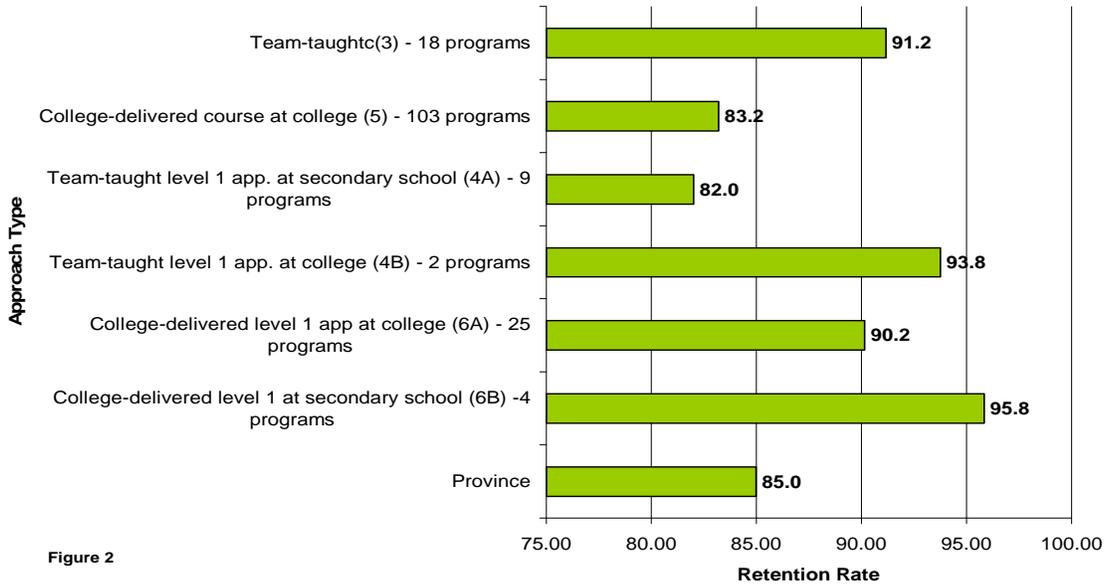
Retention Rate by Approach, 08/09 School Year

Figure 2

Success Rate for Dual Credit Programs

Student success rate represents the percentage of secondary school credits attempted and successfully completed.

- In the 08/09 school year, the provincial student success rate for Dual Credit programs was 79.1%.

- For the 08/09 school year, there were differences in success rates by approach. *Team-Taught Level 1 Apprenticeship At College Location* obtained the highest success rate at 90.7% and *College-Delivered Course At College* approach type obtained the lowest success rate at 76.3% (Figure 3).

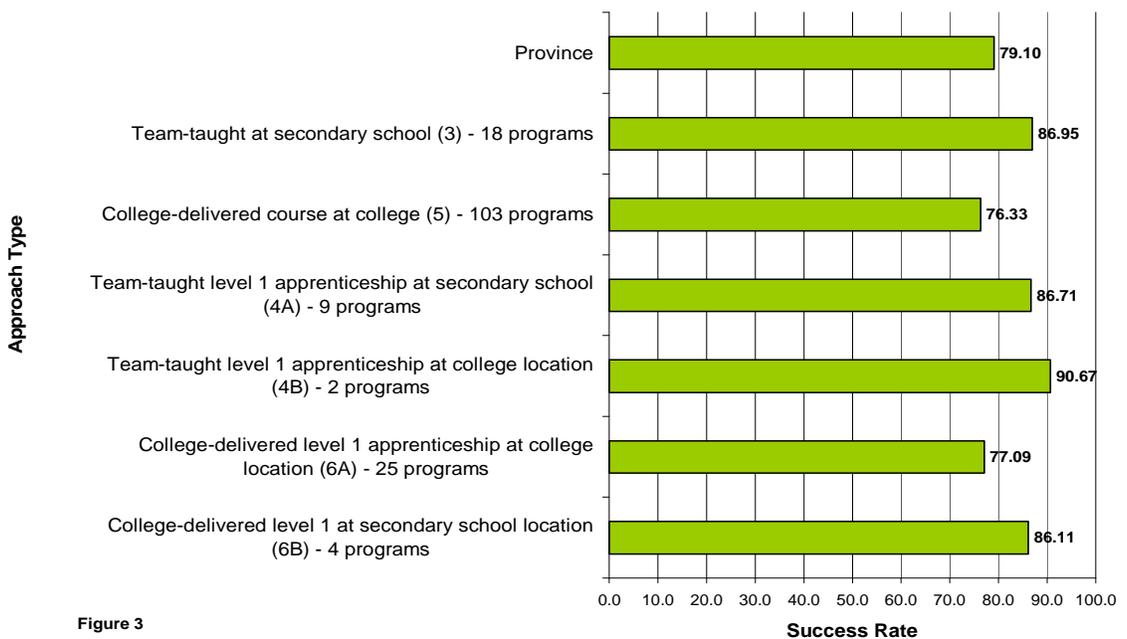**Dual Credit Student Success Rate by Approach, School Year 08/09**

Figure 3

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Dual Credit Programs by Approach

Team-Taught At Secondary School Or College (3)

- 18 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 9.6% of total number of students enroled in Dual Credit programs in the province (374 students)
- Retention rate for this approach was recorded at 91.2% while 87% of the credits attempted were successfully completed.

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

- 9 programs were offered using the "Team-taught level 1 apprenticeship at secondary school" approach. This represented 3.6% of the number of students in Dual Credit programs (139 students)
- Retention rate for this approach was 82% while 86.7% 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 1.2% of the dual credit students (48 students).
- Retention rate was 93.8% while the reported success rate was 86.7%

College-Delivered Course At College (5)

- 106 programs through "College-delivered course at college" approach. This accounted for 73.8% of the total number of dual credits students (2864 students)
- Retention rate was recorded at 83.2% while 76.3% of the credits attempted were successfully completed

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

- 25 programs were offered through the *College-delivered level 1 apprenticeship at college location* approach. This represented 9.9% of total number of dual credit students (386 students)
- Retention rate was recorded at 90.2% while 77.1% of credits attempted were successfully completed

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

- 4 programs were offered using College-delivered level 1 at secondary school location approach. This accounted for 1.9% of the total number of dual credit students (72 students)
- The retention rate for this approach was 95.8% and 86.1% of credits attempted were successfully completed.
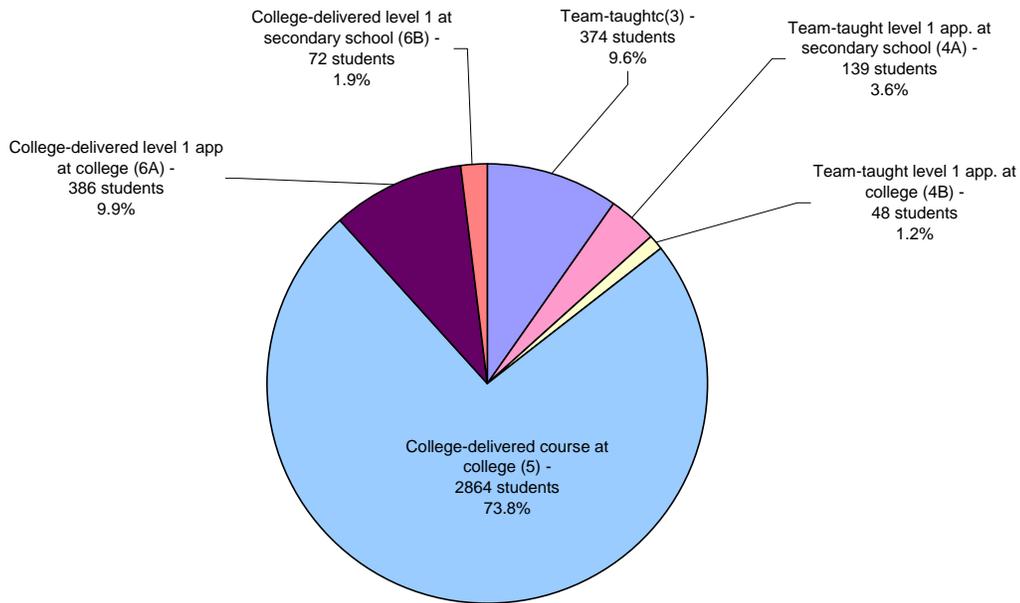
Students by Approach Type, 08/09 School Year

College-delivered level 1 at secondary school (6B) - 72 students 1.9%

Team-taughtc(3) - 374 students 9.6%

Team-taught level 1 app. at secondary school (4A) - 139 students 3.6%

College-delivered level 1 app at college (6A) - 386 students 9.9%

Team-taught level 1 app. at college (4B) - 48 students 1.2%

College-delivered course at college (5) - 2864 students 73.8%

Figure 4

School within a College

School Within a College Programs (SWAC) provide a 'made in Ontario' model for the delivery of secondary credit courses by secondary school teachers and college dual credit courses by college professors/instructors within a collaborative learning community on a college campus.

Students participate in this comprehensive program 5 days per week for one or two semesters on a college campus. In 2008-09, 13 colleges and 22 boards partnered to provide 20 SWAC programs to 591 students on one or more campuses.

The retention rate for all SWAC programs offered in Ontario was 84.8% while 72.8% of the credits attempted were successfully completed.

In the 08/09, SWAC programs were offered using two approaches :"Team taught" and "College-delivered course at college":

- 7 SWAC programs were offered via "Team-taught at secondary school or college" approach to 172 students. The retention rate for the SWAC programs offered through the "Team-taught" approach was 90% and the success rate was 87.8%
- 13 SWAC programs were offered via "College-delivered course at college" approach to 419 students. The retention rate for the SWAC programs offered through the "College-delivered course at college" approach was 82.6% and the success rate was 66.8%

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

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

Data reveals a gap between approved and projected student numbers and actual enrolment in Dual Credit programs. The process begins with a January Request for Proposals (RFP) which has traditionally led to April/May approvals to Regional Planning Teams. At this stage in the school year,

boards of education have completed option sheet and staffing procedures. This may impact negatively on student enrolment numbers in semester 1 dual credit programs.

The 08/09 data reported by RPTs indicated that 3,883 students were enrolled in Dual Credit programs while a number of 4849 students was approved. This accounts for 80% of the approved number.

<u>**Data Limitations and Concerns**</u>

- The results of this analysis are as accurate as permitted by the data reported by the Regional Planning Teams. However, it is noted that reported totals are not always consistent (e.g. number of students starting and student breakdown by age)
- When broken down by various criteria, analyses were often performed on small counts of program participants. Some of the results should be interpreted with caution.
- We attempted to create a unique code for programs in order to be able to track them over the years. This was difficult due to program creation/cancellation, as well as by the inconsistency in the program names.

<u>**Steps to Improve Student Success**</u>

Credit accumulation rates in college-delivered college courses have increased from 65% in 2007-08 to 76.3% in 2008-09. Stronger success rates are anticipated as a result of professional learning opportunities for Dual Credit Teachers through Literacy Lessons Forums to increase their capacity to provide appropriate supports to students in college-delivered courses.

Improved timing of the release of the Request for Proposals for 2010-13 on October 30, 2009 will contribute to better program planning in subsequent academic years. Approvals for 2010-11 will be communicated to Regional Planning Teams in January 2010. This will make it possible for boards to incorporate Dual Credit program descriptions into their board/school course calendars for 2010-11, and into their options sheet and staffing procedures in a timely manner. It is anticipated that this will improve the gap between approved numbers of students and enrolled numbers of students.

To assist Regional Planning Teams in program planning and improvement, the SCWI Project Officer, with the support of EDU/TCU staff, will be working directly with Regional Planning Teams to strengthen accountability, set targets for improved success rates and elicit feedback on appropriate student selection criteria for dual credit programs.

Lessons Learned and Student Perceptions - Summary

Lessons Learned

The Ministry of Education and the Dual Credit team have a strong commitment to identify and disseminate effective practices and also successes and challenges of Dual Credit students/teachers and administrators. As we recognise that the Dual Credit teachers and administrators are the experts on how the DC programs function and what could be done to improve them, we sought their opinion on what lessons were learned from the previous year. Their valuable experiences and ideas are summarised below

<u>**Benefits for Students in Dual Credit Programs**</u>

Many of our respondents agreed that Dual Credit programs benefit the students in many areas. As DC programs provide students with the opportunity to "*map their career path*" and experience college life, the students gain self-esteem, maturity, improved communication skills and an understanding of the importance of attendance.

The Dual Credit experience was identified as being:

✓ a great opportunity "*to experience college life, learn to self advocate and balance workloads in both locations,*[and provided a] *boost to self esteem because they were at college ahead of their peers"*

✓ *"An opportunity for these students to see that they could be successful at the college level."*

Challenges for Students in Dual Credit Programs

While the students were immersed in the Dual Credit experience, they encountered various challenges. The challenges that were most frequently identified by teachers and administrators were the following:

- Difficulty in keeping up with the reading material assigned
- Managing time, adhering to timelines for assignments
- Dealing with independence

Some of these challenges have already been addressed by some of the teachers and administrators through the following actions:

✓ *Students were provided an orientation to the program and the college -- both helped students to feel more comfortable in this new environment*

✓ *One on one interviews to discuss individual student progress, clear due dates with reminders, constant review of [students'] work seem to bring the greatest success rates.*

✓ *The attendance requirements need to be clearly communicated in promotion materials*

Successes and Challenges for Dual Credit Teachers

The successes reported by teachers were a reflection of students' successes.

✓ *Established a strong rapport with "at risk" students*
✓ *Student Success training sessions provided for students*
✓ *Ability to work with multiple partners to achieve student success- various high schools, boards, colleges*
✓ *Greater connection to pathway for disengaged students*

Several challenges mentioned by teachers in Dual Credit programs were:

✓ *Motivating students to attend on a consistent basis*
✓ *Communications with students- many were not accessible at home phone or email*
✓ *Not enough time in a conventional timetable to ensure the students have been able to understand and absorb the course material.*
✓ *Communicating with students electronically*

Student Perceptions

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 being in the program, and they also gave a sense of how that experience has influenced their future plans regarding school.

Student Successes/Benefits in Dual Credit Programs

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

- A better understanding of what career they would like to pursue. The Dual Credit program either confirmed or contradicted their previous career choice
    ✓ *This course has helped me find out what exactly I can expect from this career.*
- Developed better organizational skills

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- Team-working and social skills showed a substantial improvement
- Boost in their self-esteem:
    - ✓ *I have been successful in all of my courses! I have learned more than I thought I would. I didn't think I could do what I've accomplished here!*
    - ✓ *Students felt satisfaction in knowing that they could be successful in college*
- Better chances to get into a college :
    - ✓ *So I could gain a college credit and increase my chances of getting accepted into this college*
- Opportunity to meet new people:
    - ✓ *I met a lot of new people through this course who all had the same interests as me which was pretty cool*
- Financial help :
    - ✓ *I also like that I don't have to worry about the cost of text books, this way I am able to take advantage of using the text books in my Friday morning class. I really wouldn't be able to afford it if we had to cover the cost.*
- Opportunity to experience college life and get a new view of post-secondary education*:*
    - ✓ *At one time, college seemed scary, but after attending* [DC program] *the thought of college is no longer scary to me.*
    - ✓ *I would have not even thought about attending college before but now that I have been there and see what it is like, I am going to apply.*
- Better interaction with teachers and colleagues:
    - ✓ *Being taught one on one by a teacher in a smaller class is a great opportunity because it allows us to gain more trust in a teacher, it allows us to get the help that each individual needs, and it allows us to speak more freely because we're not intimidated as there* [are] *less kids to express yourself in front of.*

Student Challenges in Dual Credit Programs

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 reading done prior to class and taking notes for longer periods of time:

- Dealing with both high school and college work in the same time *:*
    - ✓ *Some of the challenges that I have come across were keeping up with high school and college at the same time*
- In some cases, students found that it was difficult to deal with a more independent learning method:
    - ✓ *The difference in maturity levels from high school to college. In high school they are always beside you, where in college you're on your own and it's a taste of the real world*
- Difficulty of learning material
- Higher level of difficulty of tests and projects
- Dealing with the courses' long and/or late hours :
    - ✓ *The fact that I had to sit for 3 hours and take notes was not my preferred learning method*
    - ✓ *The fact that it was so late at night was sometimes difficult to work with when I had to go to school the next morning.*
- Being organized
- Making new friends and communicating with others
- Getting to college on time