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Dual Credit Student Data Report 2008-09

Provincial Regional Planning Team Meeting
October 30, 2009

Participation

- Student enrolment increased by 33%
- Number of programs increased by 36%
- 4,849 students approved
- 3,883 students participated (80% of approved number vs. 67% in 07-08)



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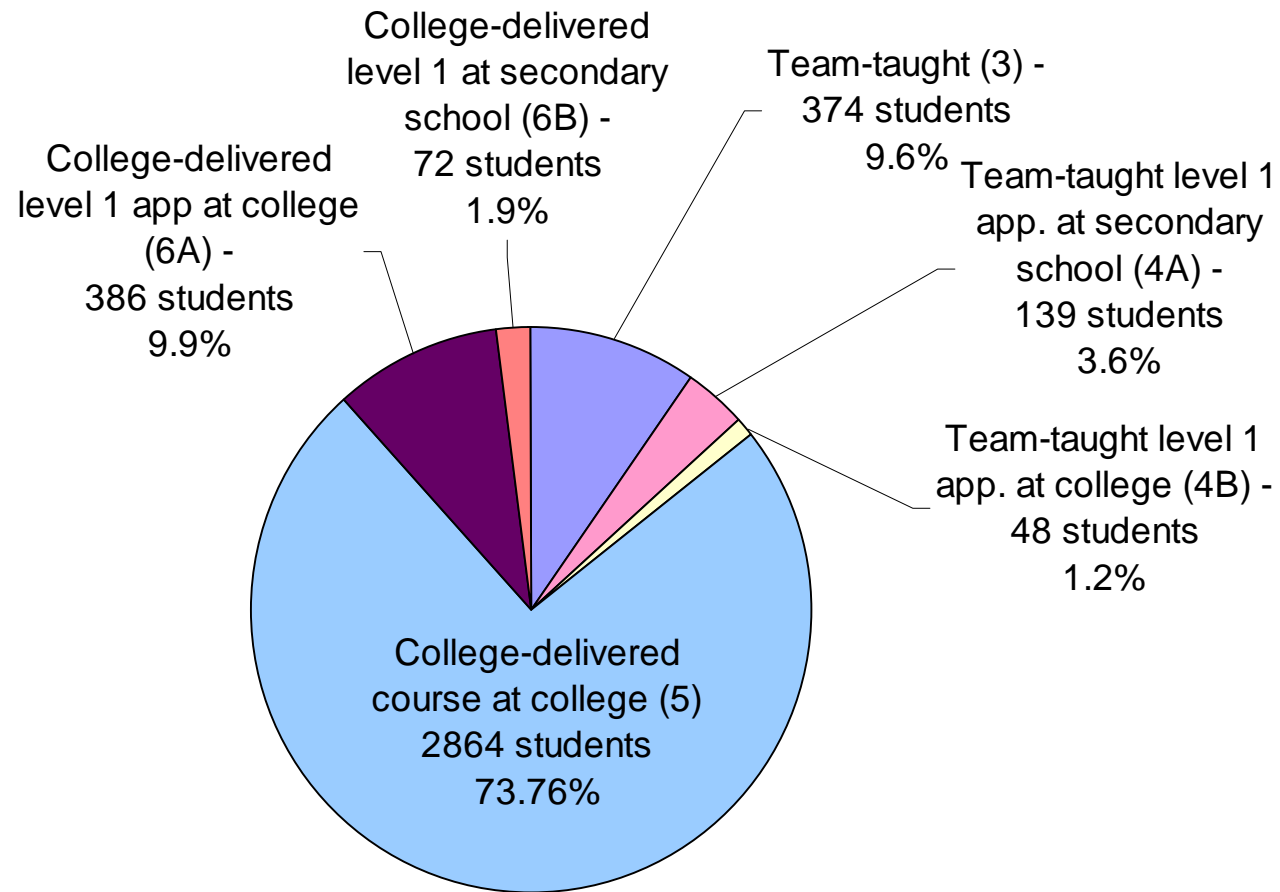


Student Profile

- 40.4% disengaged and/or underachieving
- 11.3% had previously dropped out of high school
- 15.6% identified through an IPRC process
- 19% with current IEP



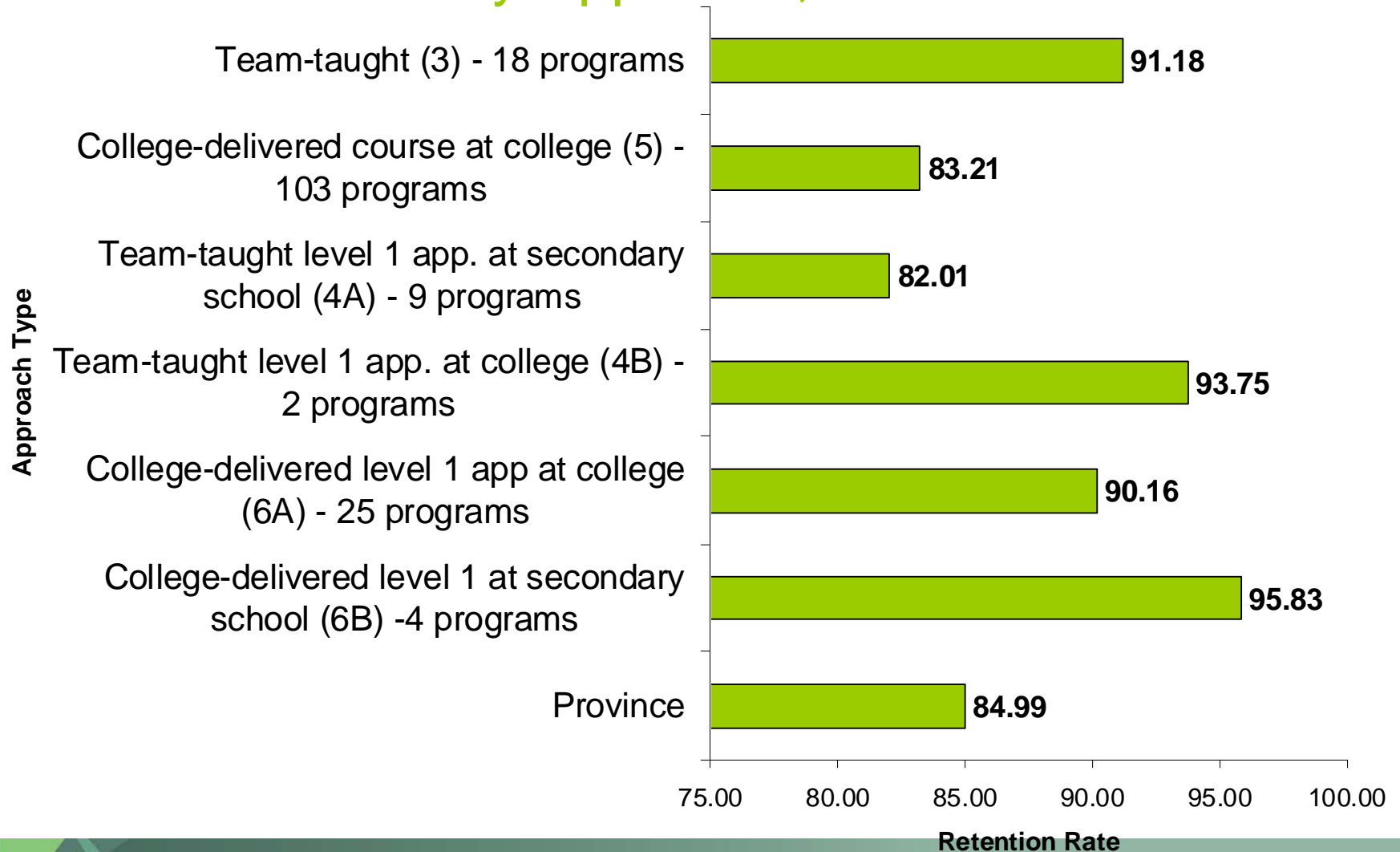
Students by Approach, 08/09 School Year



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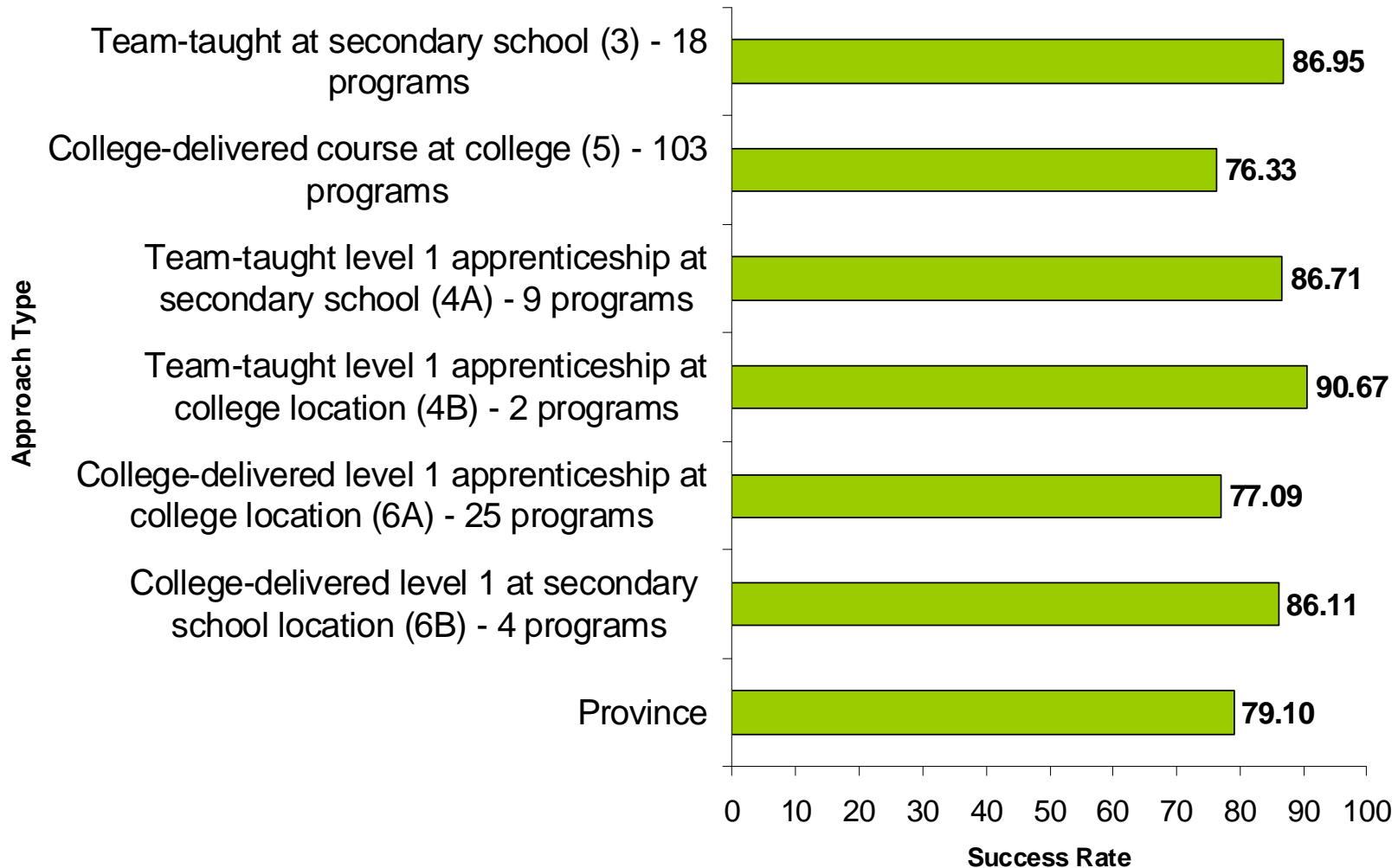
Retention Rate by Approach, 08/09 School Year



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Success Rates by Approach, 08/09 School Year



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School Within a College

- A 'made in Ontario' model
- Secondary courses taught by secondary teachers
- College courses taught by college professors/instructors
- Secondary Dual Credit teachers provide support and supervision to students in college-delivered courses
- Retention rate: 84.8%
- Success rate: 72.8%



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Improving Student Success

- Credit accumulation rates in college-delivered college courses have increased from 65% in 2007-08 to 76.3% in 2008-09.
- Stronger success rates anticipated as a result of professional learning opportunities for Dual Credit Teachers to increase capacity to provide appropriate supports to students in college-delivered courses. e.g. Literacy Lessons Forums
- Earlier release of the RFP will contribute to better program planning
- 2010-11 approvals communicated in Jan 2010.



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Teacher and Administrator Perceptions Lessons Learned

Student Benefits Identified By Teachers And Administrators:

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:

- ✓ 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*”

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



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Dual Credit Teachers Reported...

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*

Challenges:

- ✓ *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*



Students Reported...

Successes/Benefits:

- ✓ A better understanding of what career they would like to pursue. The Dual Credit program either confirmed or contradicted their previous career choice.
- ✓ Developed better organizational skills
- ✓ Team-working and social skills showed a substantial improvement.
- ✓ Boost in their self-esteem
- ✓ Better chances to get into a college
- ✓ Opportunity to meet new people
- ✓ Financial help
- ✓ Opportunity to experience college life and get a new view of post-secondary education
- ✓ Better interaction with teachers and colleagues



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...Students Reported...

Challenges

- ✓ Better interaction with teachers and colleagues
- ✓ Dealing with both high school and college work at the same time
- ✓ In some cases, students found that it was difficult to deal with a more independent learning method.
- ✓ Difficulty of learning material
- ✓ Higher level of difficulty of tests and projects
- ✓ Dealing with long and/or late hours of some courses
- ✓ Being organized
- ✓ Making new friends and communicating with others
- ✓ Getting to college on time



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