Dual Credit Student Data Report
2011-12 School Year
General Information

The following report summarises student and program data submitted by the 16 School-College-Work Initiative (SCWI) Regional Planning Teams (RPTs)\(^1\) for the 2011-12 school year. It also includes, for comparison purposes, information on previous years dual credit programs.

In the last five years there has been a steady increase in the number of students involved in these dual credit programs, with the number of students increasing by almost six times between 2007-08 and 2011-12 (Figure 1). In 2011-12, in collaboration with the 16 Regional Planning Teams, all the boards in the province offered dual credit programs to their students.

Figure 1\(^2\)

\(^1\) Regional Planning teams are partnerships between boards and colleges to plan and administer the School-College-Work Initiative throughout the province. The 16 existing RPTs (13 English/3 French) engage all 70 school boards with secondary schools and all colleges in Ontario.

\(^2\) 2010-11 was the first year that data was collected online and there were challenges particularly with generating reports based on the data. Data in the Dual Credit Student Data Report, 2010-11 School Year and the data in this report may be slightly different for the previous year’s data due to the refinement of those reports.
Dual credit programs are delivered using a variety of approaches. Students can take college delivered\(^3\) or team-taught\(^4\) college courses or level 1 apprenticeship in-school training, located at either a college or a secondary school.

In the 2011-12 school year, 411 dual credit programs were in place throughout the province with 15,961 students participating in these programs. This represents a 15\% increase from the previous year in the number of programs (358 programs in 2010-11) and a 31\% increase in the number of students (12,177 students in 2010-11).

One third (5,513 students) of the 2011-12 dual credit students were enrolled in the first semester and two thirds (10,448 students) were enrolled in the second semester. The provincial retention and success rates by semester were virtually the same for the two semesters.

In 2011-12, the approved enrolment was 20,050 students while the actual number of students reported to start dual credit programs was 15,961 (80\%).

This information is collected at the end of each school year in a Final Report focusing on dual credit programs that were in place throughout the year as well as on the students who took these programs. Starting in 2010-11, an on-line tool replaced the previous Excel-based data collection process for this report. The student data report was modified to provide a more accurate picture of dual credit programs by adding a few additional data elements, such as the number of students in dual credit programs by board and by semester for students in Specialist High Skills Majors (SHSM) and Ontario Youth Apprenticeship Programs (OYAP).

**Dual Credit Programs by Approach**

The dual credit programs in Ontario are offered using six 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 dual credit students with a similar experience to college students, 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 be prohibitive.

Based on the roles assumed by the secondary school teacher/college instructor, there are two major types of delivery modes as defined below:

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\(^3\) Students take a course from a college professor or instructor and receive additional support from a secondary school dual credit teacher.

\(^4\) Students are enrolled in a course that covers the content of both a secondary curriculum course and a college curriculum course. A college professor or instructor delivers the portion of the course from the college curriculum, and a secondary school teacher delivers the portion contained in the Ontario curriculum course.
- Team-taught programs: the curriculum is coordinated between the secondary school teacher and college instructor. The delivery, assessment and evaluation are also done by both.

- College delivered programs: the college instructor delivers the instruction and does the assessment and the evaluation while the secondary school teacher provides additional support.

College-delivered at college courses remained the approach with the highest proportion (64.2 %) in the number of dual credit students. (Figure 2)

**Figure 2**

**Number of Students by Approach Type**

**2011-12 School Year**

- College Delivered Course at College, 10,239 students (64.2%)
- Team-taught at College, 667 students, (4.2%)
- Team-taught Level 1 App. At College, 157 students (1.0%)
- Team-taught Level 1 App. At Secondary School, 226 students (1.4%)
- Team-taught at Secondary School, 2,436 students, (15.3%)
- College Delivered Level 1 App. At Secondary School, 18 students (0.1%)
- College Delivered Level 1 App. At College, 1,104 students, (6.9%)
- College Delivered Course at Secondary School, 1,114 students, (7.0%)

Team-taught dual credits, both at the college and the secondary school, experienced a slight increase in the number of students and programs compared to the previous year. Team-taught courses delivered at the college increased from 115 students in 2010-11 to 667 students in 2011-12 while team-taught courses delivered at the secondary school increased from 1,343 students in 2010-11 to 2,436 students in 2011-12.
The gender distribution in college-delivered courses at college or secondary school is relatively even (49% males and 51% females). However, programs using all other approaches have a higher percentage of males compared to females. (Figure 3)

**Figure 3**

<table>
<thead>
<tr>
<th>Delivery Approach</th>
<th>Males %</th>
<th>Females %</th>
<th>Males - Number of Students</th>
<th>Females - Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team-taught at Secondary School</td>
<td>61%</td>
<td>39%</td>
<td>938</td>
<td>233</td>
</tr>
<tr>
<td>Team-taught at College</td>
<td>65%</td>
<td>35%</td>
<td>1498</td>
<td>434</td>
</tr>
<tr>
<td>Team-taught Level 1 App. At Secondary School</td>
<td>79%</td>
<td>21%</td>
<td>48</td>
<td>178</td>
</tr>
<tr>
<td>Team-taught Level 1 App. At College</td>
<td>87%</td>
<td>13%</td>
<td>21</td>
<td>136</td>
</tr>
<tr>
<td>College Delivered at College</td>
<td>49%</td>
<td>51%</td>
<td>5234</td>
<td>5005</td>
</tr>
<tr>
<td>College Delivered at Secondary School</td>
<td>50%</td>
<td>50%</td>
<td>558</td>
<td>556</td>
</tr>
<tr>
<td>College Delivered Level 1 App. At College</td>
<td>61%</td>
<td>39%</td>
<td>428</td>
<td>676</td>
</tr>
<tr>
<td>College Delivered Level 1 App. At Secondary School</td>
<td>78%</td>
<td>22%</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

**Retention Rates for Dual Credit Programs**

The retention rate is 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 2011-12 provincial retention rate for dual credit students was 86% while in the previous year this rate was 85%.

When comparing retention rates by delivery approach for the 2011-12 school year, team-taught college courses delivered at college recorded the highest retention rate at 93% while the lowest was recorded for college-delivered level one apprenticeships at secondary school at 78%.
Figure 4 shows the retention rates by delivery approach as well as the provincial rates for the 2010-11 and 2011-12 school years.

**Figure 4**

![Retention Rates in Dual Credit Programs by Approach 2011-12 School Year](chart)

*Some of the apprenticeship rates are calculated based on a very small number of students and should be interpreted with caution*

**Success Rate in Dual Credit Programs**

The success rate is the percentage of secondary school dual credits earned out of the total number of secondary school dual credits attempted. The provincial success rate for the 2011-12 school year was 80.6%, a slight increase from the last year’s success rate of 80.1%. (Figure 5)

When comparing success rates by delivery approach for 2011-12, we found that the highest success rate was recorded for team-taught college courses delivered at college at 84%, while the lowest success rate was recorded by college-delivered level 1 apprenticeship delivered at secondary school, with 68% successfully completing the dual credits attempted.
Figure 5 shows success rates by delivery approach as well as the provincial rates for the 2011-12 school year.

**Figure 5**

### Success Rates in Dual Credit Programs by Approach Type

#### 2011-12 School Year

<table>
<thead>
<tr>
<th>Approach Type</th>
<th>Success Rates (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>81</td>
</tr>
<tr>
<td>College-Delivered Course At College (10,239 students)</td>
<td>80</td>
</tr>
<tr>
<td>Team-Taught Course At Secondary School (2,436 students)</td>
<td>84</td>
</tr>
<tr>
<td>College-Delivered Course At Secondary School (1,114 students)</td>
<td>77</td>
</tr>
<tr>
<td>College-Delivered Level 1 Apprenticeship At College (1,104 students)</td>
<td>80</td>
</tr>
<tr>
<td>Team-Taught Course At College (667 students)</td>
<td>84</td>
</tr>
<tr>
<td>Team-Taught Level 1 App. At Secondary School (226 students)</td>
<td>78</td>
</tr>
<tr>
<td>Team-Taught Level 1 App. At College (157 students)</td>
<td>73</td>
</tr>
<tr>
<td>College-Delivered Level 1 At Secondary School (18 students)</td>
<td>68</td>
</tr>
</tbody>
</table>

*Some of the apprenticeship rates are calculated based on a very small number of students and should be interpreted with caution*

**Team-Taught At Secondary School**

- 55 programs offered secondary school students the opportunity to obtain dual credits via team-taught secondary/college courses delivered at secondary school. This accounted for 15.3% of total number of students enrolled in dual credit programs in the province (2,436 students).
- The retention rate for this approach was recorded at 90% in 2011-12 compared to 89% in 2010-11.
- In 2011/12, 84% of the credits attempted were successfully completed, up from 80% in 2010-11.

**Team-Taught At College**

- In 2011-12, 22 programs offered secondary school students the opportunity to obtain dual credits through team-taught secondary/college courses delivered at
college. This accounted for 4.2% of total number of students enrolled in dual credit programs in the province (667 students).

- It is interesting to note the increase in the number of students enrolled in this delivery approach compared to 2010-11 (increased from 115 students or 1% in 2010-11 to 667 or 4.2% in 2011-12).
- The retention rate for this delivery approach in 2011/12 was 93% (92% in 2010/11) while the success rate was 84% (81% in the previous year).

**Team-Taught Level 1 Apprenticeship at Secondary School**

- 17 programs were offered using the team-taught level 1 apprenticeship at secondary school delivery approach. This represented 1.4% of the number of students in dual credit programs (226 students).
- The retention rate for this approach was 92% in 2011-12, up from 91% in the previous year.
- The success rate decreased from 97% in 2010-11 to 78% in 2011-12.

**Team-Taught Level 1 Apprenticeship at College Location**

- In 2011-12, 18 team-taught Level 1 apprenticeship programs at a college location were offered to dual credit students. They accounted for only 1% of the dual credit students (157 students).
- The retention rate increased from 88% in 2010-11 to 92% in 2011-12.
- The success rate decreased compared to last year, from 98% in 2010-11 to 73% in 2011-12.

**College-Delivered Course at College**

- 214 programs offered college-delivered course at the college. This accounted for 64% of the total number of dual credits students (10,239 students).
- The retention rate was recorded at 84% in 2011-12 the same as in the previous year.
- The success rate increased from 79% in 2010-11 to 80% in 2011-12.

**College-Delivered Course at Secondary School**

- 23 programs offered college-delivered courses at the secondary school. This accounted for 7% of the total number of dual credits students (1,104 students).
- In 2011-12 the retention rate increased to 87% from 85% in 2010-11.
- The success rate decreased from 87% in 2010-11 to 77% in 2011-12.
College-Delivered Level 1 Apprenticeship at College Location

- In 2011-12, 55 college-delivered Level 1 apprenticeships at the college location were offered. This represented 7% of total number of dual credit students (1,114 students).
- The retention rate decreased from 91% in 2010-11 to 88% in 2011-12.
- The success rate was 80% in 2011-12, little variation from the rate recorded in 2010-11 – 81%.

College-Delivered Level 1 Apprenticeship at Secondary School Location

- In 2011-12, only two college-delivered Level 1 apprenticeships at secondary school were offered. This accounted for 0.1% of the total number of dual credit students (18 students).
- The retention rate for this approach went down from the previous year, from 87% in 2010-11 to 78% in 2011-12.
- The success rate also decreased compared to the previous year, from 90% in 2010-11 to 68% in 2011-12.

Distribution by Age and Gender

The gender distribution follows the same pattern as in previous years, with a slightly higher number of males (53%) compared to the number of females (47%) in dual credit programs. Similarly, male students’ retention rate (87%) was marginally higher compared to female students’ retention rate (85%).

The age distribution of students in dual credit programs, however, seems to have gone through a slight shift. The number of dual credit students who were 17 and 18 years old increased from 63% in 2010-11 to 68% in 2011-12. At the same time, the percentage of students 19 and older decreased from 18% in 2010-11 to 15% in 2011-12. (Figure 6)
The following graph shows the retention rates for the students enrolled in dual credit programs by age in 2011-12 school year. The retention rates decreased for older students. It is highest for 16 and 17 year olds (89%), and lowest for 19 year olds (79%).

**Figure 7**

**Retention Rates by Age, 2011-12 School Year**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 and 17 Year Olds</td>
<td>89%</td>
</tr>
<tr>
<td>18 Year Olds</td>
<td>85%</td>
</tr>
<tr>
<td>19 Year Olds</td>
<td>79%</td>
</tr>
<tr>
<td>Over 19</td>
<td>81%</td>
</tr>
</tbody>
</table>

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

Dual credit programs are designed to assist secondary students in completing their Ontario Secondary School Diploma (OSSD) and in making a successful transition to college or apprenticeship training. The primary focus is on those students facing the greatest challenges in graduating, such as disengaged and underachieving students with the potential to succeed or students who have left high school before graduating. These two groups are included in the RPTs’ annual data reporting.

**Disengaged and Underachieving Students**

Data received from RPTs indicated that in the 2011-12 school year, 6,741 dual credit students were identified as “disengaged and/or underachieving” prior to entering the Dual Credit program. This represents 42% of the dual credit enrolment numbers.

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5 “Disengaged and Underachieving” is defined in “Dual Credit Programs, Policy and Program Requirements” — Appendix - [http://www.edu.gov.on.ca/eng/teachers/studentsuccess/DualCreditPro.pdf](http://www.edu.gov.on.ca/eng/teachers/studentsuccess/DualCreditPro.pdf)

6 There were challenges with describing the student profile in so far as the Student Success Teams that select 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”.

The percentage of male students who were identified as “disengaged and underachieving” was 43% while the percentage for female dual credit students was 42%.

The percentage of “disengaged and underachieving” students by delivery approach varies. In college-delivered dual credits delivered at the college, it was 48% of the students participating; in college-delivered level 1 apprenticeships delivered at the college, it was 25%; and in college-delivered courses delivered at secondary school, it was 26%.

**Students Who Had Previously Dropped-Out**

Data reported on the 2011-12 dual credit programs indicated that 1,683 dual credit students had previously dropped out of high school. This accounts for 10.5% of the total number of dual credit students, slightly higher from the previous year when this percentage was 10%.

In 2011-12 the percentage of female students who had previously dropped out was 11% (843 students) while the percentage of male students who had previously dropped out was 10% (840 students).

The distribution by approach was uneven – the highest percentage of students who had previously dropped-out could be found in college-delivered courses delivered at the college (13%), compared to no students who had previously dropped out of school reported in team-taught level 1 apprenticeships delivered at the college and college-delivered level 1 apprenticeships delivered at the secondary school.

**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 2011-12 school year, 2,130 dual credit students had been identified through an IPRC process. They accounted for 13% of the total number of dual credit students, compared to 14% reported in 2010-11.
In 2011-12, 15% of the male dual credit student population was identified through an IPRC compared to 11% of female dual credit students.

**Students with an Individual Education Plan (IEP)**

There were 3,408 dual credit students had an Individual Education Plan (IEP) when they entered the program in the 2011-12 school year. This accounted for 21% of the total dual credit student population compared to 17% recorded in 2010-11.

In 2011-12, 25% of male dual credit students had an IEP when they entered the program compared to 18% of female dual credit students.

**Specialist High Skills Major and Ontario Youth Apprenticeship Program Students**

Students in Specialist High Skills Major (SHSM) programs and students in the Ontario Youth Apprenticeship Program (OYAP) are eligible to participate in dual credit programs.

Starting in 2009-10 data on the number of SHSM students who participated in dual credit programs have been collected. In 2011-12, 2,871 dual credit students were also part of an SHSM program. This accounts for 17% of the total dual credit student population. Almost two thirds (64%) of these students were males.

Team-taught level 1 apprenticeships at the secondary school and team-taught college courses at college had the highest percentages of SHSM students participating: 55% (124 students) and 39% (261 students), respectively.

The 2011-12 school year was the first year in which we collected data about dual credit students who are also enrolled in an apprenticeship program (OYAP). The data reported by the Regional Planning Teams showed that 830 dual credit students were OYAP students. This accounts for 5% of the total number of dual credit students. These students are mainly concentrated in programs such as:

- College-delivered level 1 apprenticeships at college, with 51% (561) students participating in OYAP
- Team-taught level 1 apprenticeships at secondary school, at 38% (86) of students in OYAP, and
- Team-taught level 1 apprenticeship at college, with 48% (75) of students in OYAP
School Within a College Programs

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

In the 2011-12 school year, 41 English language boards and 21 English language colleges partnered to provide SWAC programs on one or more campuses. There were 49 programs in 2011-12 with 1,926 registered students. Throughout the province, between 2010-11 and 2011-12, there was an increase of four SWAC programs and 136 students.

The retention rate for all SWAC students in Ontario increased significantly from 83% in 2010-11 to 87% in 2011-12. Similarly, the success rate increased from 71% in 2010-11 to 78% in 2011-12.

SWAC dual credit courses were mainly college-delivered college courses (43 programs). However, two programs also offered dual credit team-taught courses and four programs offered Level 1 apprenticeship in-school training.

The following table provides an overview of SWAC students in comparison with all dual credits students for the year 2011-12:

<table>
<thead>
<tr>
<th>SWAC, 2011-12 School Year</th>
<th>School Within A College Students</th>
<th>All Dual Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Years of Age or Younger</td>
<td>71%</td>
<td>86%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>Males</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>Disengaged and Underachieving</td>
<td>82%</td>
<td>42%</td>
</tr>
<tr>
<td>Previously Out of School</td>
<td>34%</td>
<td>11%</td>
</tr>
<tr>
<td>IPRC Students</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>IEP Students</td>
<td>22%</td>
<td>21%</td>
</tr>
</tbody>
</table>

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 asked 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 Regional Planning Team.

Consistent with the previous year’s results, the data revealed a gap between approved student numbers and actual student enrolment in dual credit programs. The 2011-12
data reported by Regional Planning Teams indicated that 20,050 students were approved in dual credit programs, but only 15,961 students were registered in dual credit programs. This accounts for 80% of the approved number and is lower than last year’s percentage (84%).

While the difference between the approved number and the actual number of students usually fluctuates, RPTs’ estimations have become increasingly more accurate since the Dual Credit program began. As the RPTs are requested to submit their projected enrolments 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 because they do not have any previous experience of the extent to which these programs will be selected by the students.

**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; therefore, some of the results should be interpreted with caution.
- We are continuously trying to improve our data collection in order to improve quality as well as a better use of the data and in the five years we have been collecting this data we have seen considerable improvement. The RPT visits involve discussions between boards, colleges and ministry staff on the implementation of current, and future SMART goals as well as alignment of SMART goals with needs identified through review of their OnSIS (Ontario School Information System) and RPT submitted data.
- Reports are provided to each RPT containing their own data aggregated at the school, board, and RPT level, along with a provincial comparison. The reports include both demographic and achievement data with a focus on participation, success, and retention rates with breakdowns by age, gender, program, IPRC, and IEP Status. Data on disengaged and underachieving students as well as students that have previously dropped out is also included. Discussion of the reports with each RPT help boards to better collect and report data, as well as help inform program review and development.