


MEMO

DATE: February 4, 2016

TO: Pathway Builders: Academic Chairs,
Deans, Directors, SVPA, Exec.
Director PAR.

FROM: Jeremy McQuigge, Manager (Acting) 

SUBJECT: Fall 2015 Dual Credit Studies Report

Dear Colleagues:

It has been a tremendous start to the 2015/16 academic year for the Academic Partnerships team. This fall the team welcomed Rebecca Wakelin, Acting Dual Credit Coordinator; Lynn Cahill, Logistics Clerk; and Alec Brownscombe, Digital/Print Content Designer to our team as we strive to provide a unique suite of course offerings and services to 1,000+ dual credit students.

Dual Credit students participate in full-time day-time programs in two ways; integrated (course registrant within a traditional full-time course section) and congregated (course registrant within a clustered section of only dual credit registrants – loaded by the academic area under section code 490's). High school students also have the opportunity to participate in Dual Credits through team-taught delivery where the college professor team teaches at a local high school. Studying of dual credit students is 100% funded through the School-to-College-to-Work Initiative (SCWI) through an annual Request for Proposals (RFP) process. This fall Academic Partnerships completed their annual RFP process requesting a record \$1 371 969 focusing on expanding course seats in dual credits and growing college exploration activities for grade 7 – 10 students.

With programming at the Ottawa, Pembroke and Perth campus the dual credit program continues to thrive thanks in part to a large network of what the office has coined as pathway builders. Educators, Administrators, Community Partners and anyone else committed to improving the transition from high school to college is a pathway builder; and this fall the network of pathway builders delivered an outstanding term of success.


Academic Partnerships continues to bolster its online presence through continued website enhancements and an evolving social media presence on twitter and facebook. Additionally the team is growing our myAC presence to connect more meaningfully with our internal pathway builders and the broader college community. Together we are demonstrating that Guy Laliberte got it right when he said, "Life is full of adventure. There's no such thing as a clear pathway."

Yours in Pathway Building & Exploration.

6  **+** **DUAL CREDIT PATHWAY EXPLORERS** **+** **3**  **ALGONQUIN COLLEGE CAMPUSES**

2015 FALL RESULTS

RESULTS SO FAR...


ENROLLMENT

384
applicants

288
registrants

75%
admit rate


ACADEMIC ACHIEVEMENT

88%
completed


89%
success rate

29%
honors rate


CONTRIBUTION TO AC

86 706
tuition dollars

11 970
teaching hours


5 627
dual credit students
since 2006F


\$1 003 110
tuition payments
since 2011F


\$278 243
in transfer payments
(CSD, RO, IT) since 2011F


265 050
instructional hours
generated since 2006F

67%
FT ADMISSION RATE
6-year historical average

762 former dual credit students studying as **FULL-TIME STUDENTS** as of day 10 winter 2016

THANK YOU FOR PATHWAY BUILDING



Imagine being able to change a young person's life by providing them with an experience that changes their future pathway. Imagine introducing an at-risk student to a world outside the one they are currently struggling in, and giving them a reason to pursue a tangible goal. In 2005, the provincial government created policies to combat the increasing high school drop-out rate. Through a variety of programs and with the support of Academic Partnerships, at-risk students take a college course and upon successful completion, receive both a high school and college credit. They have completed what they need for the present, and have taken a step in to their future. This is the essence of the dual credit program; and it has produced significant results for students, Algonquin College and the greater community in the past decade and continues to grow and expand every year. With the level of success already achieved by this program, imagine what we can create in the future!