

Dual Credit ECHS and P-TECH

The Dual Credit Program at Houston Community College (HCC) has served thousands of students over the years, offering opportunities for students to earn college credentials in a dual credit environment. This program has experienced tremendous growth over the last five years as we have increased our locations, programming, and established Early College High Schools (ECHS) and Pathways in Technology Early College High Schools (P-TECH). These ECHS programs offer students the opportunity to earn an AA, AS, or AAS before graduating from high school. In keeping with 60X30TX, HCC engages K-12 school providers and state stakeholders to strengthen a financially sustainable dual credit program (traditional, ECHS, and Pathways in P-TECH) to provide student access to academic and workforce programs. In general:

- The purpose of dual credit is to enhance college-going and completion for all students (particularly low SES) as a pathway into the workforce as well as transfer programs to achieve success.
- Dual credit serves regional and state economic, democratic, and social development.
- In order to be successful, dual credit requires early and ongoing integrated student, family, instructional, and faculty support services.

ECHS and P-TECH are open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and an associate degree.

Outcomes:

ECHS/P-TECH:

1. Complete an AA, AS, or AAS by the time students graduate from high school.
2. Provide opportunities to transfer to 4-year institutions.
3. Provide opportunities to earn an industry credential by high school graduation.
4. Offer programming that is no cost to students.
5. Prepare students for the workforce.

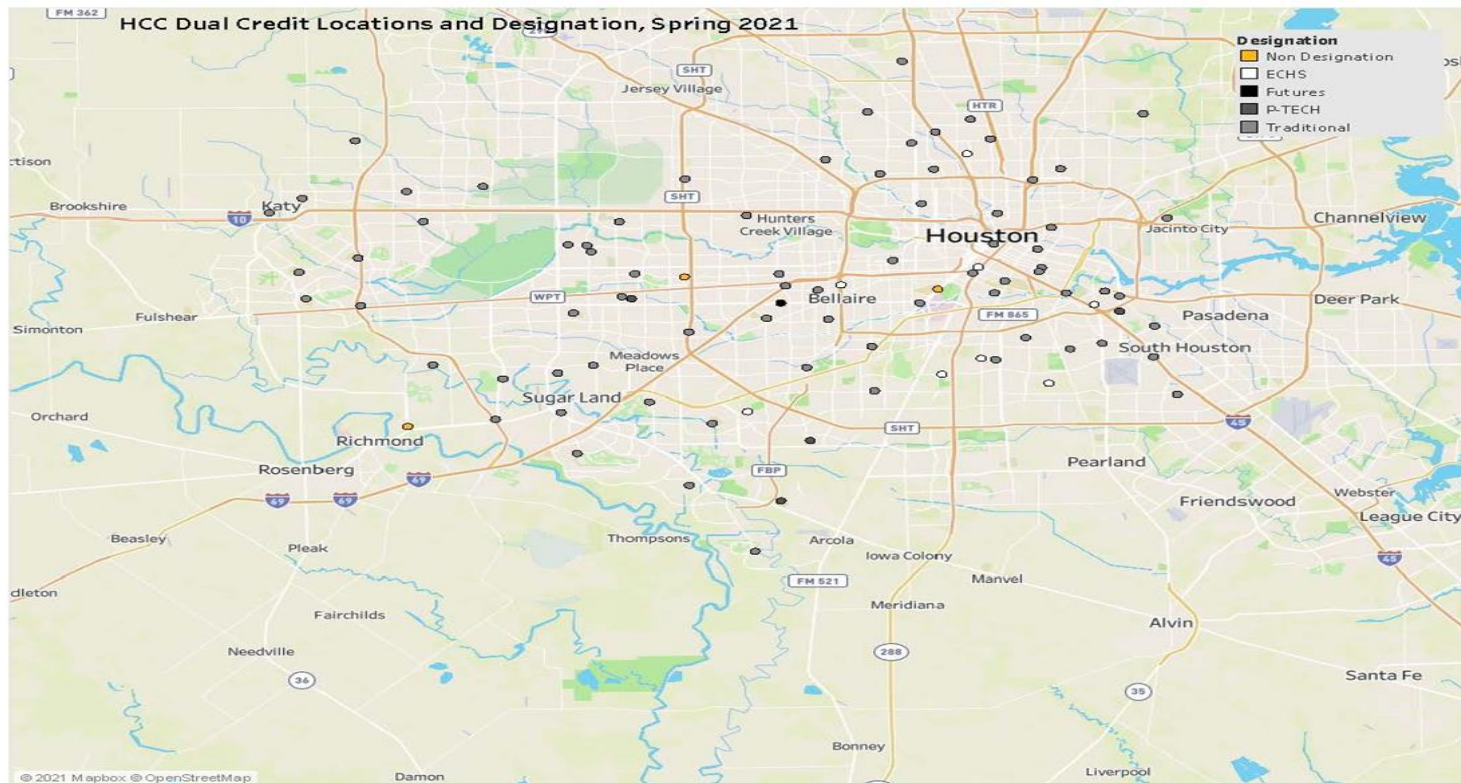
Dual Credit:

1. Obtain college hours that apply to either the academic core curriculum or a workforce program.
2. Prepare students to attend college at no cost/low cost.
3. Gain college-knowledge.
4. Increase high school graduate enrollment in higher education institutions.

The goal of ECHS and P-TECH schools is to have students complete an AA, AS, or AAS by the time students graduate from high school. This is different than the goal for traditional dual credit, which is for students to obtain college credits that apply to either the academic core curriculum or a workforce program. Certainly, with our increased focus on certificate pathways that are offered in schools, even students outside of an ECHS program can earn a college credential prior to high school graduation.

Dual Credit Locations

The map below indicates the dual credit locations by traditional dual credit, ECHS, and P-TECH. As is seen on the map, we have the majority of locations in Northwest and Southwest. This shows that we need to work with our Central, Northeast, and Southeast locations to make sure our services are available equitably to all students. The current school district meetings taking place are to discuss expansion.



Certificates and Associates Awards by Year and Dual Credit Type

The chart below shows the number of credentials earned by both regular dual credit students and ECHS students. With over 2,000 students enrolled in an ECHS program, the data below indicates that we have a number of students who are not able to complete their degree before they graduate from high school. What is encouraging, however, are that our graduate numbers are increasing each year since 2018. The regular dual credit awards decreased in 2020, most likely due to Covid-19's impact on attendance. One of the next steps will be to work with the AVC of Instructional Services to strategize on student supports that help the students complete. To that end, we are piloting an embedded tutoring project this spring.

	2018	2018	2019	2019	2020	2020
Degree	Early College	Regular Dual Credit	Early College	Regular Dual Credit	Early College	Regular Dual Credit
AA	239	46	222	45	241	56
AAS	0	36	0	56	21	12
AS	133	20	142	28	151	7
C1	0	61	0	156	42	127
C2	0	7	0	4	0	1
Grand Total	372	170	364	289	455	203

Notes:

Includes dual credit students in SCH academic career.

Dual credit students determined by waiver codes W045 (regular dual credit), W084 (early college), and W090 (PTech).

High School is determined first based on study agreement then by self-declared High School.

Counts are duplicated (i.e., students are counted in each award received).

If a student received an AA and an AS, they are counted in both. Similarly, if a student received 2 AAs, they are counted twice.

Source: HCC Dashboard

The chart below shows the number of enrolled seniors and awards at each Early College High School.

CE Early College High School Data		
HAIS ECHS		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014-2015	104	27
2015-2016	97	36
2016-2017	87	33
2017-2018	112	60
2018-2019	112	48
2019-2020	99	52
South ECHS		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014-2015	22	2
2015-2016	18	6
2016-2017	17	5
2017-2018	42	11
2018-2019	56	26
2019-2020	96	44
Worthing HS		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014-2015	138 *	-
2015-2016	121*	-
2016-2017	113*	-
2017-2018	181*	-
2018-2019	149*	-
2019-2020	166*	-

* Designated as an Early College in 2017-2018, and no graduating cohort to date.

NE Early College High School Data

North Houston Early College HS		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014-2015	89	34
2015-2016	90	40
2016-2017	106	72
2017-2018	109	59
2018-2019	112	66
2019-2020	114	61

NW Early College High School Data

Alief Early College HS		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014-2015	96	19
2016-2017	117	64
2017-2018	110	66
2018-2019	103	74
2019-2020	99	62
2019-2020	92	71

SE Early College High School Data

East ECHS		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014 - 2015	107	97
2015 - 2016	99	85
2016 - 2017	104	94
2017 - 2018	105	90
2018 - 2019	120	89
2019 - 2020	127	88
Raul Yzaguirre ECHS SWS		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014 - 2015	49	-
2015 - 2016	68	-
2016 - 2017	52	-
2017 - 2018	55	-
2018 - 2019	56	-
2019 - 2020	82	-
Sterling ECHS		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014 - 2015	184	-
2015 - 2016	185	-
2016 - 2017	197	-
2017 - 2018	227	-
2018 - 2019	243*	-
2019 - 2020	264*	-

*School designated as Early College in 2018-2019 and no graduating cohort at this time.

SW Early College High School Data

Challenge Early College		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014-2015	106	49
2015-2016	109	69
2016-2017	106	65
2017-2018	117	77
2018-2019	97	73
2019-2020	95	76
Hightower High School		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014-2015	522	0*
2015-2016	548	0*
2016-2017	528	0*
2017-2018	497	0*
2018-2019	492	0*
2019-2020	447	0*
*P-TECH first cohort began Fall 2020		
Marshall High School		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014-2015	291	0*
2015-2016	259	0*
2016-2017	254	0*
2017-2018	266	0*
2018-2019	285	0*
2019-2020	252	0*
* Early College first cohort began Fall 2020		
Willowridge High School		
Academic Year	Number of HS Seniors	Number of students who received an HCC award
2014-2015	274	0*
2015-2016	249	0*
2016-2017	266	0*
2017-2018	252	0*

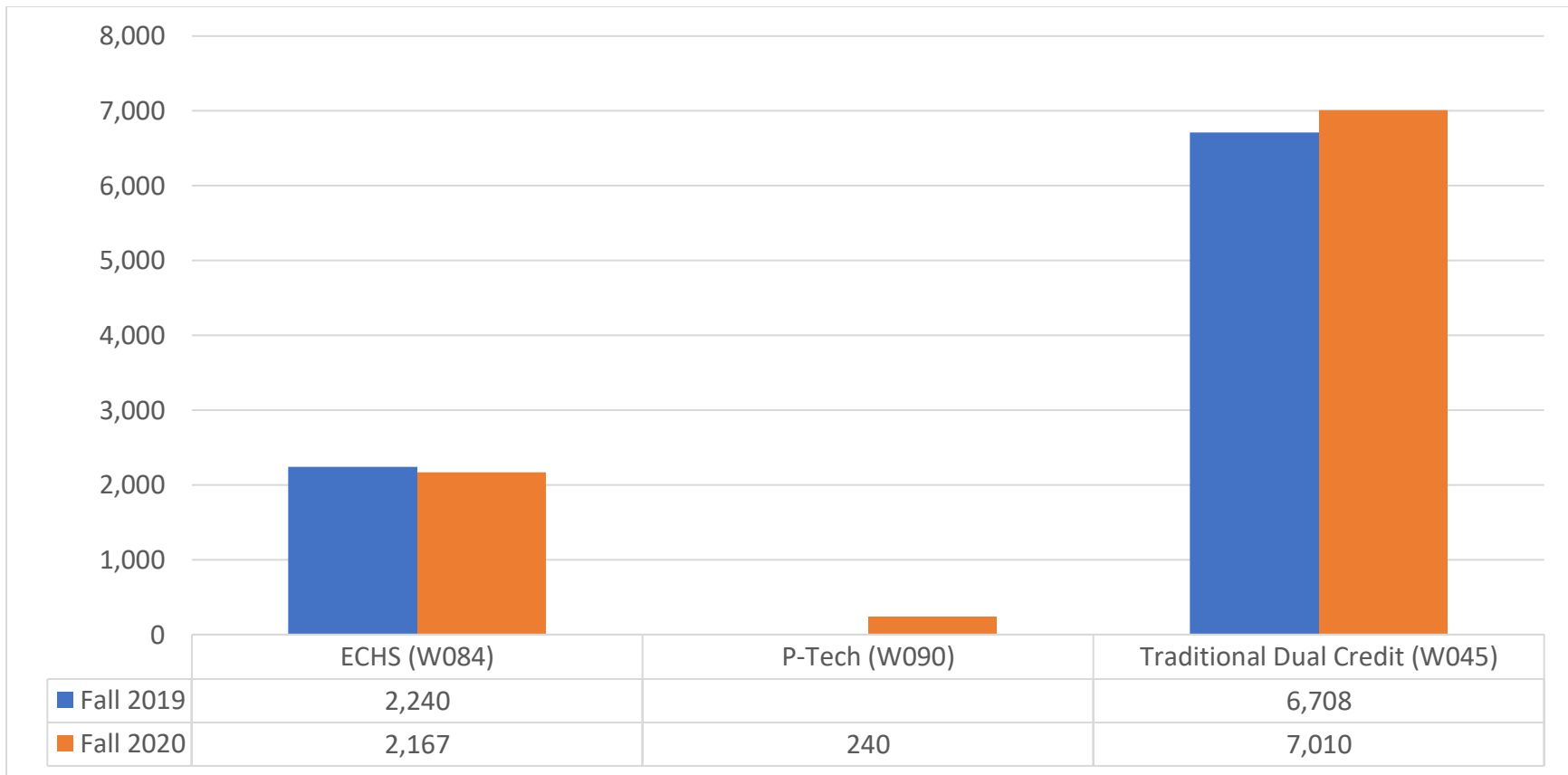
2017-2018	307	0*
2019-2020	269	0*
*P-TECH first cohort began Spring 2020		

Source: Office of Institutional Research

It is clear that while we are increasing our awards each year, we should ideally have 100% completion. Our current work with Student Services and our embedded tutoring project will yield additional support to help students stay on track with their degrees. Students who are not successful in a course will be given an opportunity to retake the course(s) during the summer so they do not fall behind in their programming.

Enrollment

The chart below shows the enrollment of traditional dual credit students as compared to ECHS and P-TECH enrollment from the fall 2019 to the fall 2020 semester. We did have a slight decrease in enrollment in our ECHS programs by 73 students. This could be due to Covid-19 circumstances. The ECHS and P-TECH enrollment numbers will increase as new schools are approved by TEA.



Source: Office of Institutional Research, HCC Dashboard

Diversity

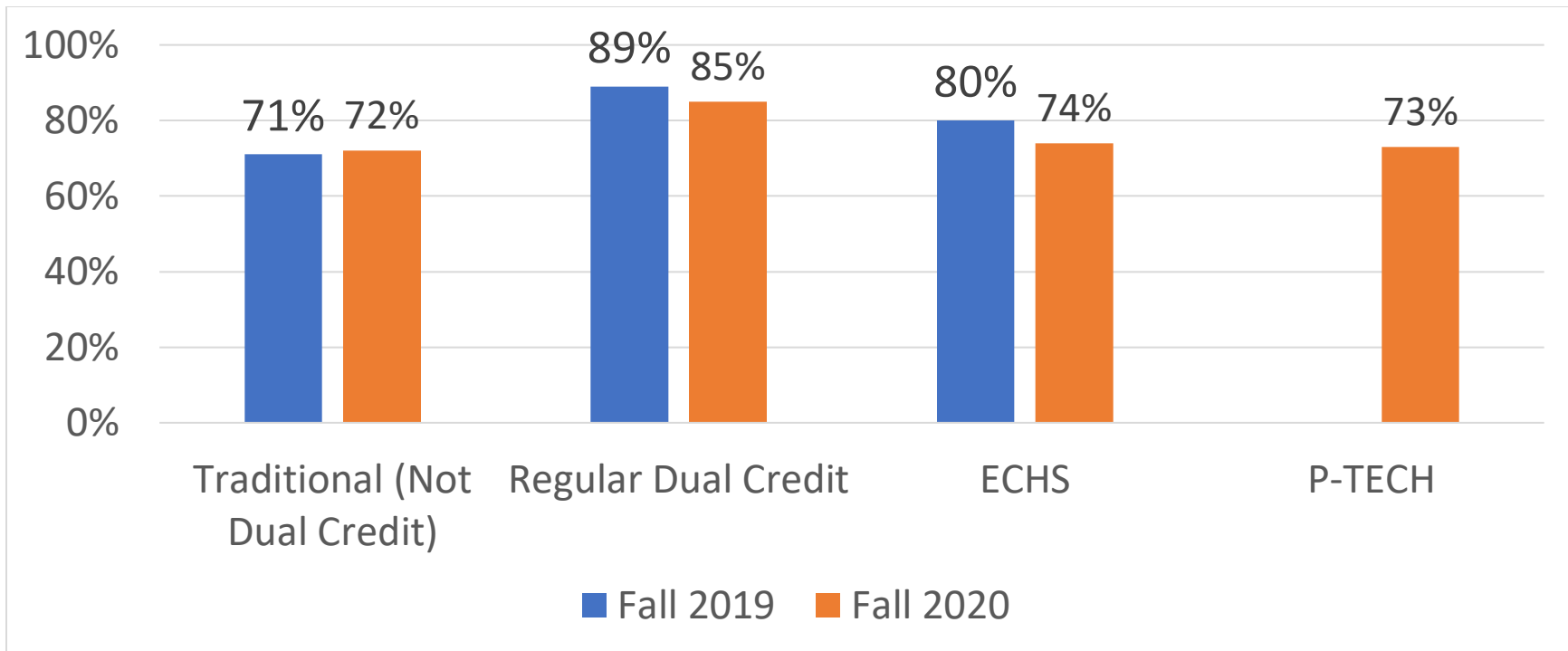
As shown in the chart below, we have diverse dual credit populations, with a majority of the students being Hispanic. This holds true for traditional dual credit, ECHS, and P-TECH schools. ECHS programs has the highest Hispanic enrollment, with 22.1% more than traditional dual credit students. We do show an increase in the ECHS Black population; however, our enrollment for Black students in the traditional dual credit courses has decreased by 1.1% from the fall 2019 semester. Overall, Black students enroll in ECHS and P-TECH at higher rates than in traditional dual credit.

	ECHS (W084)		P-Tech (W090)	Traditional Dual Credit (W045)	
Race / Ethnicity	Fall 2019	Fall 2020	Fall 2020	Fall 2019	Fall 2020
Asian	5.0%	4.4%	9.2%	14.9%	16.5%
Black	20.8%	24.3%	37.1%	17.3%	16.2%
Hispanic	65.1%	61.6%	45.8%	45.1%	43.0%
Other	6.5%	6.5%	7.1%	5.9%	5.8%
White	2.6%	3.3%	0.8%	16.8%	18.5%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Office of Institutional Research, HCC Dashboard

Success Rate by Student Type, Fall 2019 vs. Fall 2020

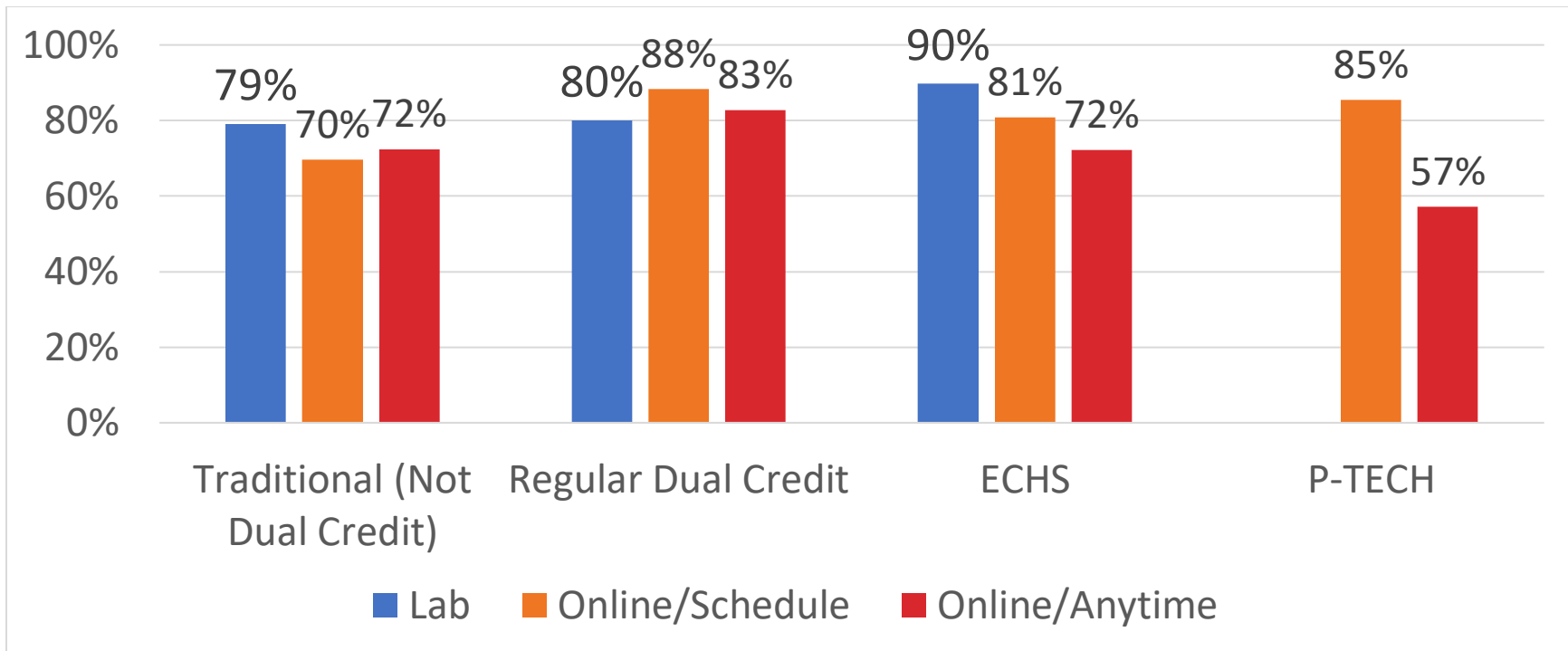
The chart below shows the success rate by traditional college courses as compared to traditional dual credit, ECHS, and P-TECH. The fall 2020 traditional dual credit and ECHS success rates have decreased by a substantial margin from fall 2019. Since P-TECH schools are new, fall 2020 is our baseline for success rates. The decrease in success rates has been impacted by online learning, which has been challenging for some of our students to adjust to that modality.



Source: Office of Institutional Research, HCC Dashboard

Success Rate by Student Type and Mode, Fall 2019 vs. Fall 2020

The chart below shows the success rates based on lab-based courses, online on a schedule, and online anytime modalities. Particularly alarming is the success rates for P-TECH online anytime courses. The spring semester has 8% of its dual credit classes as online anytime; however, moving forward, we will not allow more than 5% of dual credit courses to be designated as online anytime. We are implementing target tutoring support for the spring 2021 online anytime courses.



Source: Office of Institutional Research, HCC Dashboard

ECHS/P-TECH Cohorts

Each ECHS and P-TECH school has an application process for students, along with a cohort cap for enrollment. Students start at the ECHS and P-TECH programs as freshmen. There are a variety of caps as established by the schools, with a minimum of 100 per cohort. Even though a cap exists, the schools don't always reach their cap. The chart below shows the ECHS and P-TECH partnerships, programming, and cohort caps.

Early College High School and Pathways in Technology Early College High School Programs

Early College High Schools (ECHS)	Names	Program Information	Enrollment Cap
	Alief Early College	Associate of Arts, Associate of Science & Associate of Science in Engineering Science	100
	Challenge Early College High School	Associate of Arts & Associate in Science	120
	East Early College High School	Associate of Arts	120
	H AIS - Houston International Academy Studies	Associate of Arts & Associate in Science	120
	North Houston Early College High School	Marketing Enterprise Development - Level 1 Certificate, Associate of Arts & Associate in Science	125
	Raul Yzaguirre School for Success	Associate of Arts	No Cap
	South Early College High School	Associate of Arts & Associate in Science	120
	Sterling Aviation High School	<u>Accounting</u> - Payroll Specialist - Certificate Level 1 <u>Business Technology</u> - Medical Office Specialist Specialization Certificate Level 1 <u>Business Technology</u> - Legal Office Assistant Specialization - Certificate Level 1 <u>Logistics & Global Supply Chain Management Specialist</u> - Certificate Level 1 Associate of Arts	120
	Thurgood Marshall Early College	Associate of Arts & Associate in Science	100
	Worthing High School	Associate of Arts, Associate in Science, & Associate of Applied Science, Hospitality Hotel Management	120

Early College High School and Pathways in Technology Early College High School Programs

Pathways in Technology Early College High Schools (P-TECH)	Names	Program Information	Enrollment Cap
	Alief Life Science School of Innovation	<u>Construction Helper</u> - Certificate Level 1 <u>Construction Technology</u> - Certificate Level 1 <u>Associate of Applied Science</u> - Construction Management Technology Associate of Science	100

	Hightower P-TECH High School	Associate of Applied Science - Health Information Technology Associate of Applied Science - Histologic Technician Health Information Technology - Analysis - Certificate Level 1	100
	Willowridge P-TECH High School	Associate of Applied Science - Computer Programming - Applications Development - Java Specialization	100

Post High School Enrollment

We have increased the number of dual credit high school graduates attending HCC from the fall 2017 to the fall 2020 semesters. ECHS rates are inconsistent. It is expected that ECHS post-graduation enrollment is lower since the goals of an ECHS is to earn a degree while in high school. Given our enrollment numbers for the dual credit program are approximately 9,400 students, the post-high school graduating students enrolling at HCC seems low. We do, however, have to keep in mind that some dual credit students graduate and attend a 4-year institution. In order to increase the post-graduation enrollments, our dual credit success coaches will work with recruitment and enrollment services to provide information to students regarding why HCC is the ideal place to attend college. Given our current staffing ratios, it will be necessary to have a deep collaboration with Student Services.

Dual Credit Students Enrolling as non-Dual Students in Subsequent Fall		
Year	Early College (Enrolled)	Regular Dual Credit (Enrolled)
Fall 2017	63	527
Fall 2018	47	548
Fall 2019	74	631
Fall 2020	66	655

Notes:

Includes former dual credit students in SCH academic career who re-enroll in SCH as well.

*(Enrolled) - are the students who re-enroll in HCC the subsequent Fall.

Dual credit students determined by waiver codes W045 (regular dual credit), W084 (early college), and W090 (PTech).

High School is determined first based on study agreement then by self-declared High School.

Source: HCC Dashboard

Office of Institutional Research, As of: January 28, 2021

Next Steps

New schools are applying each year to become an Early College High School or a Pathways in Technology Early College High School. It is essential that we support the students' success and goals of completion. Given the data above, here are the next steps taking place this spring:

1. The Dual Credit Advisory Committee is working on the student supports for our ECHS/P-TECH students. This includes ensuring that students know the services offered at HCC, especially tutoring. We will also be educating counselors about our programming and how HCC can work with them to offer more personalized attention to the students. We have an upcoming event in April that will directly speak to these issues.
2. We are collaborating with Student Services to determine ways we can support students. Part of this work includes offering specific grade-level supports for students. It also includes increasing the use of Early Alerts and to reach struggling students before it is too late to succeed in courses.
3. The P-16 team will work with students who have gotten off track on their degree plan due to class failure, collaborating with the ISDs and their counseling team, to offer students strategies for academic success.
4. We are working with Dr. Drain on embedding tutors into courses with the highest rates of failure. The pilot for this work has started.
5. The Dual Credit Advisory Committee is working on ways to increase communication with parents in order to keep them apprised about programming and student support services available for their students.
6. Dr. David Johnston, HISD Executive Director of College and Career Readiness, and I will work collaboratively with our teams to develop activities to jointly support students. The initial meeting is next week, at which time Dr. Johnston and I will develop an agenda for when we bring our departments together. A subsequent meeting will engage our respective teams to develop specific activities to be pursued and will continue to meet regularly throughout the semester.