CollegeCredit PLUS

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Annual Report

2018-2019

YEAR 4

Ohio | Department of Education
Department of Higher Education

CollegeCredit PLUS

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Introduction

College Credit Plus, Ohio's dual enrollment program, provides students in grades 7 through 12 the opportunity to earn college and high school credits concurrently by enrolling in courses with Ohio colleges and universities. The purpose of this program is to enhance students' postsecondary success and career readiness, while providing a wide variety of options to college-ready students, at no or limited costs to students and families, by utilizing state taxpayer funds that are redirected from the secondary school to support the students' education choices at a college or university. Participation in the program begins with students meeting eligibility requirements with assessment exams and applying to the colleges and universities. Successful college course completion allows students to utilize the credits to meet high school graduation requirements as well as to complete credentials at their institution or transfer the credits to another.

College Credit Plus is a collaborative effort between the Ohio Department of Education and the Ohio Department of Higher Education at the state level and among secondary schools and colleges and universities at the local level. Implementation of the program began in the fall of 2015 after a complete transformation of the previous statutory program of Postsecondary Enrollment Options and locally developed dual enrollment offerings. College Credit Plus also supports the Ohio Department of Education's ongoing work to transform the high school experience and inspire high school students to identify pathways to future success. *Each Child, Our Future*, Ohio's five-year strategic plan for education, calls on our education system to challenge, prepare, and empower each student for future success. To ensure success, we must address all aspects of a child's well-being, including the physical, social, emotional, and intellectual facets. In Strategy 10, *Each Child, Our Future* emphasizes the importance of giving students options in high school – both as pathways to graduation and as gateways to career exploration. CCP transforms the high school experience by giving students access to higher education opportunities. It spotlights higher education as an option for students who may not have considered postsecondary enrollment and sets students on a pathway to expedited completion of a postsecondary degree.

With the completion of academic year 2018-2019, the College Credit Plus program wrapped up the fourth year of implementation serving Ohio's students in public and nonpublic secondary schools and home-instructed settings. The year started with substantial statutory and rule changes to student eligibility, course eligibility, and underperforming students. While these changes were intended to positively impact the students involved in the program, the trends associated with the data for the program are slowly emerging with this still-new program. The Ohio Department of Higher Education and the Ohio Department of Education continue to critically analyze the data for College Credit Plus to ensure a high-quality and efficient program is delivered to Ohio's students.

This fourth annual report reflects the requirements of the Ohio Revised Code section 3365.15, in which the Chancellor of the Ohio Department of Higher Education and the State Superintendent of Public Instruction share the data for the College Credit Plus program from the previous year. Participation and performance data, along with program outcomes, are included as well. All four annual reports are available on the College Credit Plus website, **www.ohiohighered.org/ccp/about**.

Participation

Overall enrollment by year

College Credit Plus began full implementation in the fall of 2015. Overall enrollment for the program has grown in each of the four years, as illustrated in Figure 1, with 73,152 students in the 2018-2019 year.

Comparatively, the year with the highest enrollment under the Postsecondary Enrollment Options Program, which was in place from 1989 to 2015, was in 2014-2015 with approximately 15,000 students, representing about 5% of all students in grades 9 through 12. During year four of College Credit Plus, approximately 13% of all students in public schools' grades 9 through 12 participated.

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

FIGURE 1

Total College Credit Plus Enrollment

2015-2016	2016-2017	2017-2018	2018-2019
54,053	68,365	71,485	73,152
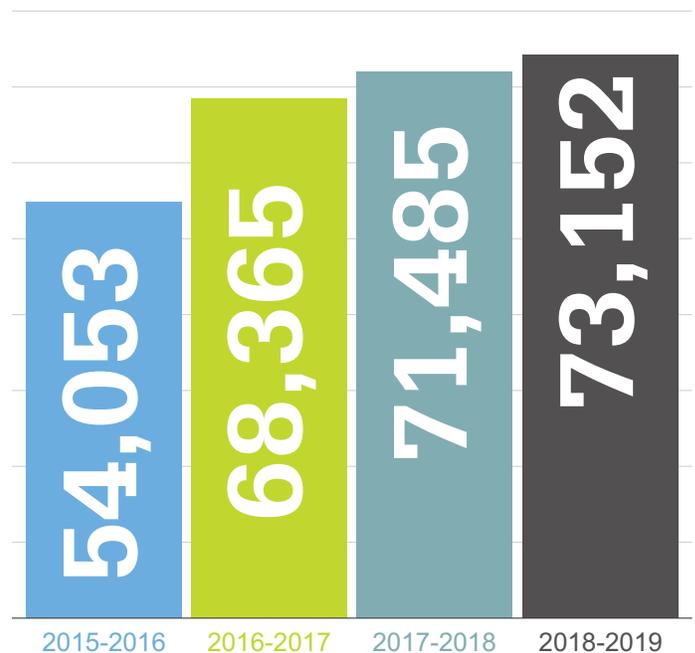
Overall enrollment by county

Figure 2 illustrates the student participation by county. The varying colors represent total enrollments of public school students who reside in those counties. The colors within Figure 3 represent student participation as a percentage of public high school population (grades 9 through 12) within the counties.

FIGURE 2

Student Participation by County

Legend:
- Over 5,000
- 3,000 - 4,000
- 2,000 - 3,000
- 1,000 - 2,000
- 500 - 1,000
- 100 - 500
- Under 100
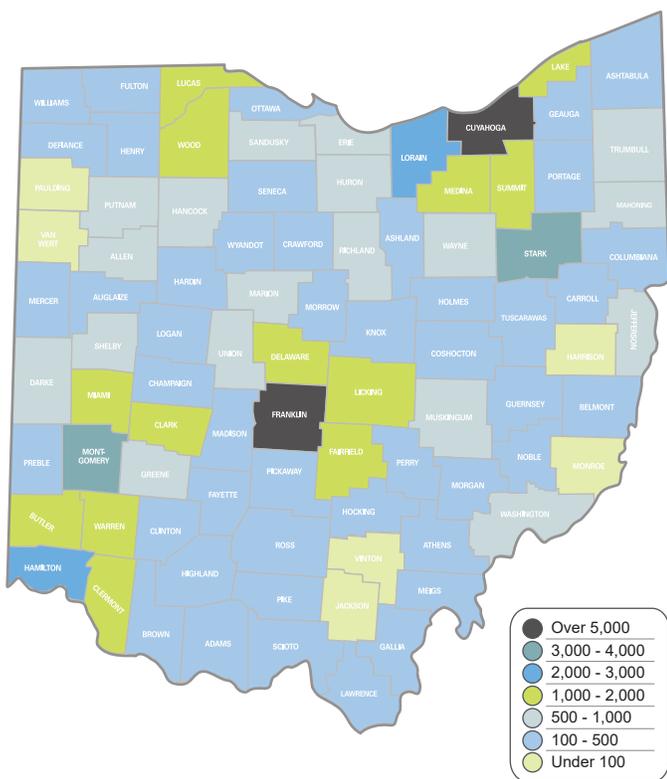
FIGURE 3

College Credit Plus
Student Participation as Percentage of High School Population by County

(High School Population based on 2018-2019 ODE FTE Public School Student Headcounts, Grades 9-12)

Legend:
- > 40%
- 30 - 40%
- 20 - 30%
- 15 - 20%
- 10 - 15%
- 5 - 10%
- < 5%
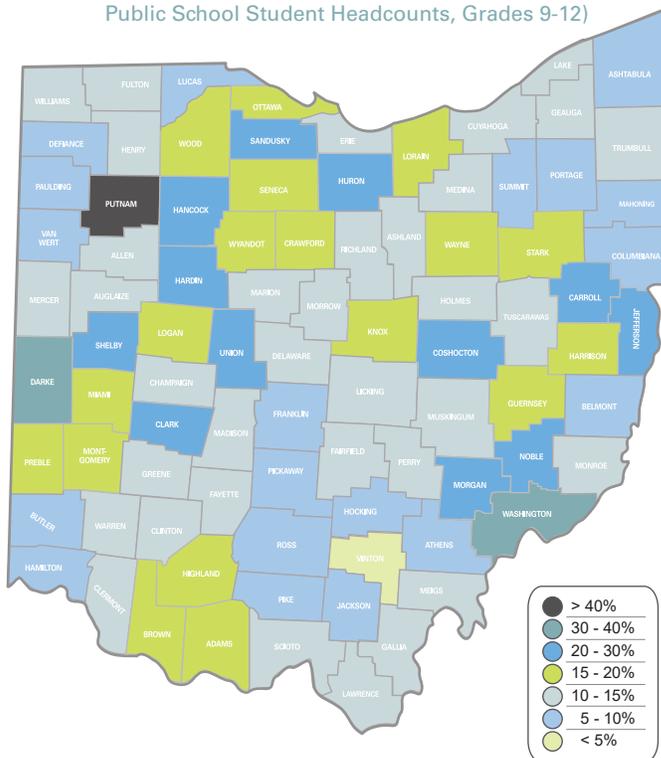
Note: Figure 2 includes all enrollments from public and nonpublic secondary schools and homeschooled students. Figure 3 compares all CCP enrollment to Ohio public headcount. See Appendix (pages 28-30) for county headcounts and percentages.

Enrollment by grade level

Enrollment continues to primarily be composed of students in grades 9 through 12, with over 76% in grades 11 and 12. Middle school students in grades 7 and 8 make up slightly more than 400 enrollments, about 0.57% of participants. Figure 4 provides a comparison of the first four years.

FIGURE 4

College Credit Plus Participants by Grade
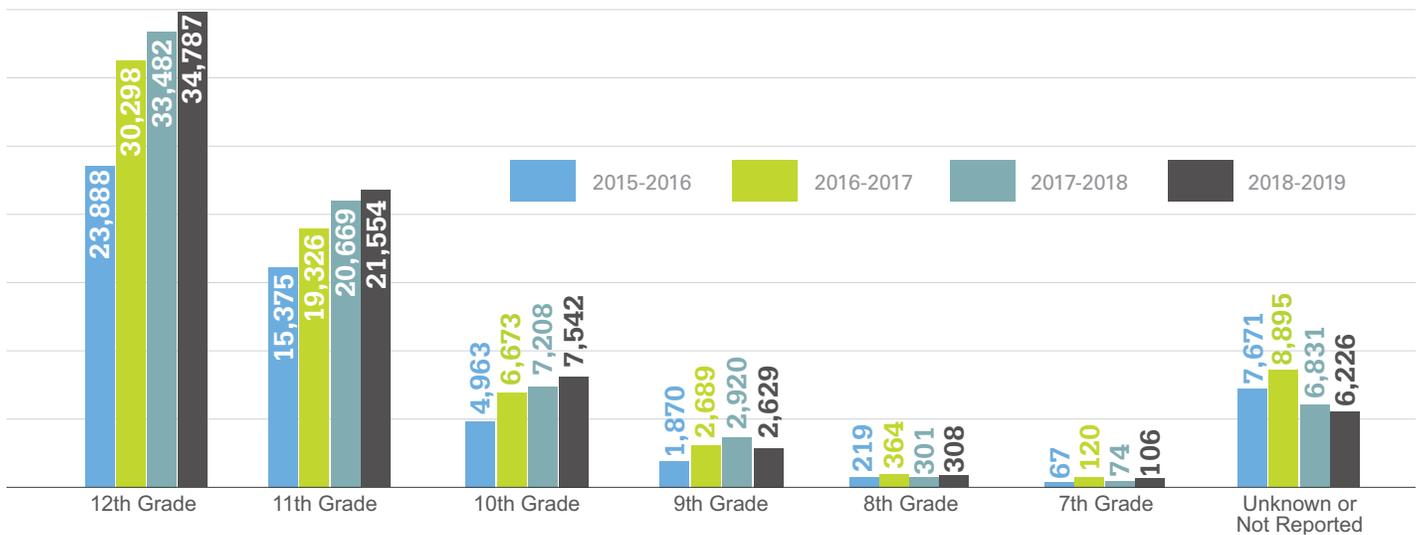
	2015-2016	2016-2017	2017-2018	2018-2019
12th Grade	23,888	30,298	33,482	34,787
11th Grade	15,375	19,326	20,669	21,554
10th Grade	4,963	6,673	7,208	7,542
9th Grade	1,870	2,689	2,920	2,629
8th Grade	219	364	301	308
7th Grade	67	120	74	106
Unknown or Not Reported	7,671	8,895	6,831	6,226

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Enrollment by gender

Keeping with the trend from the first three years, more female students also enrolled in the program in 2018-2019, accounting for over 42,000, or 58%, of the total enrollment. Figure 5 displays enrollment by gender for all four years.

FIGURE 5

College Credit Plus Students by Gender
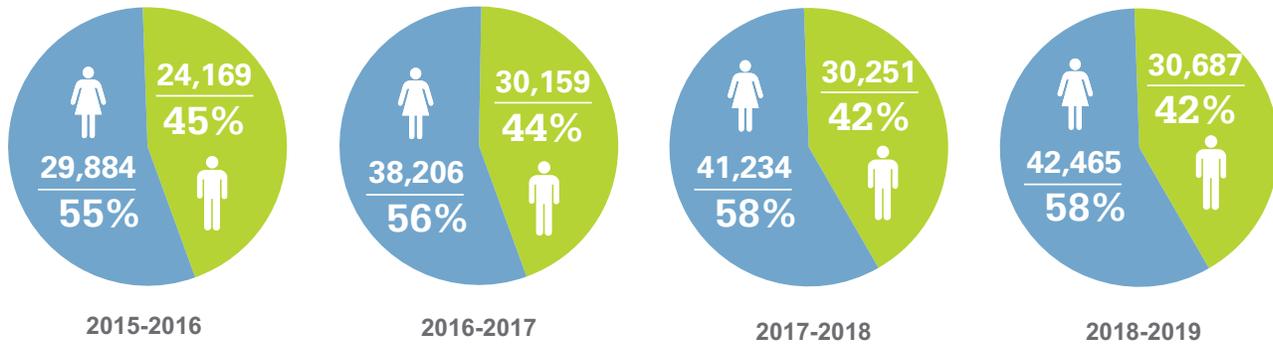
| 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Enrollment by race

College Credit Plus participation for students of color show a persistent gap between the percentages of students participating in the program. Figure 6 provides a comparison for years 2016-2017, 2017-2018, and 2018-2019 of CCP enrollment compared to the public school student population. African-American and Hispanic students show the largest gaps, as demonstrated in Figure 6.1.

FIGURE 6

College Credit Plus Student Race/Ethnicity

	African American	American Indian, Native American	Asian, Pacific Islander	Caucasian, White	Hispanic	Multiple Races	Native Hawaiian	Unknown or Not Reported
CCP 2016-17	6.8%	0.3%	2.1%	69.4%	2.7%	2.2%	0.1%	16.4%
High School Population 2016-17	16.7%	0.1%	2.3%	70.4%	5.5%	5.0%	0.1%	0.0%
CCP 2017-18	7.6%	0.3%	2.3%	69.7%	1.6%	4.5%	0.1%	13.8%
High School Population 2017-18	16.8%	0.1%	2.4%	69.7%	5.8%	5.2%	0.1%	0.0%
CCP 2018-19	6.9%	0.3%	2.6%	71.1%	1.7%	4.7%	0.1%	12.6%
High School Population 2018-19	16.8%	0.1%	2.5%	69.0%	6.1%	5.4%	0.1%	0.0%
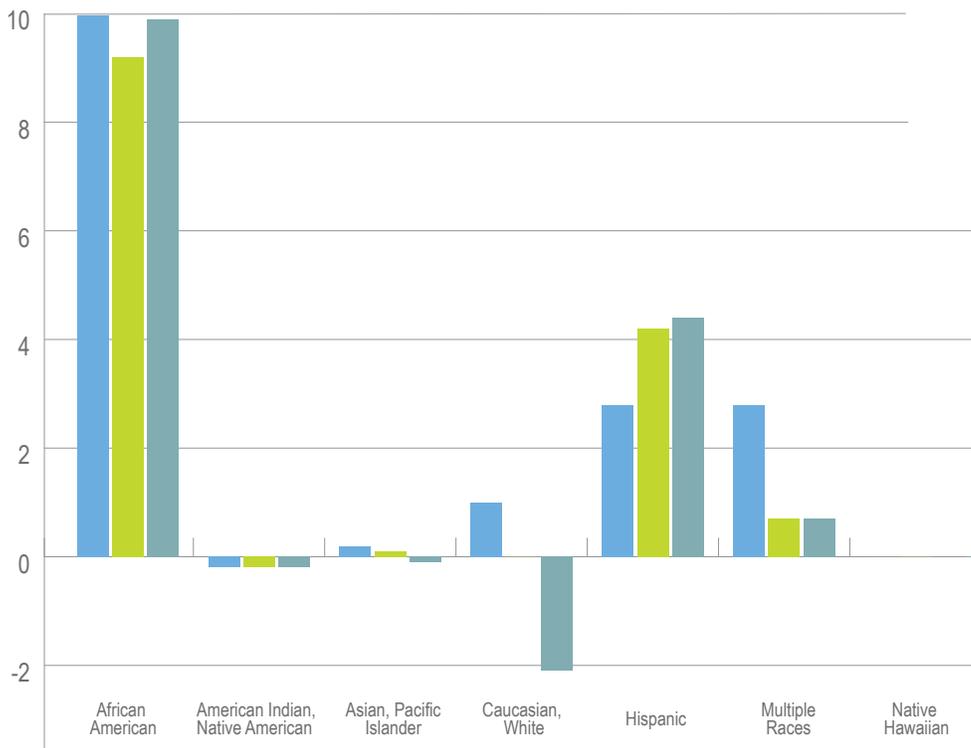
FIGURE 6.1

Student Race/Ethnicity Participation Gaps

Percentage Difference in College Credit Plus Student Enrollment Compared to Public School Student Population

2016-2017   2017-2018   2018-2019

Note: These figures include all enrollments from public and nonpublic secondary schools and homeschooled students.

## Enrollment by socio-economic status

Students who are considered economically disadvantaged are defined in Ohio Administrative Code section 3333-1-65.6 as those who qualify for Free or Reduced Lunch or for another government-sponsored program. Figure 7 provides a comparison of students' socio-economic status for the four years of the program.

FIGURE 7
Percentage of CCP Students by Economic Status
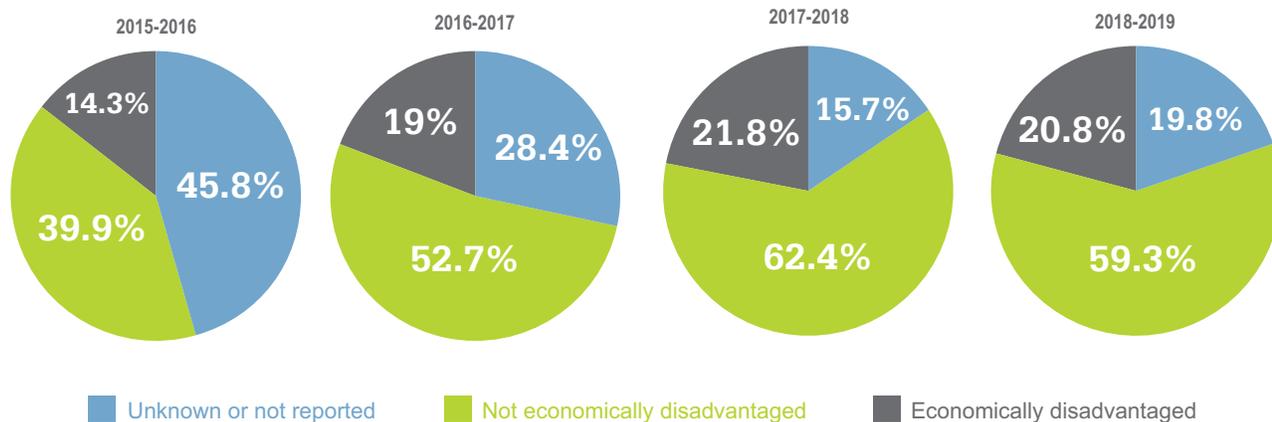
2015-2016

14.3%
39.9%
45.8%

2016-2017

19%
52.7%
28.4%

2017-2018

21.8%
62.4%
15.7%

2018-2019

20.8%
59.3%
19.8%

■ Unknown or not reported   ■ Not economically disadvantaged   ■ Economically disadvantaged

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Enrollment by disability

The percentage of students with a reported disability decreased in 2018-2019 in comparison to the previous year.

FIGURE 8
Disability Status

2015-2016

1.3%
53.3%
45.5%

2016-2017

1.7%
70.5%
27.9%

2017-2018

1.7%
82.0%
16.4%

2018-2019

1.4%
78.8%
19.8%

■ Unknown or not reported   ■ No disability   ■ Disability
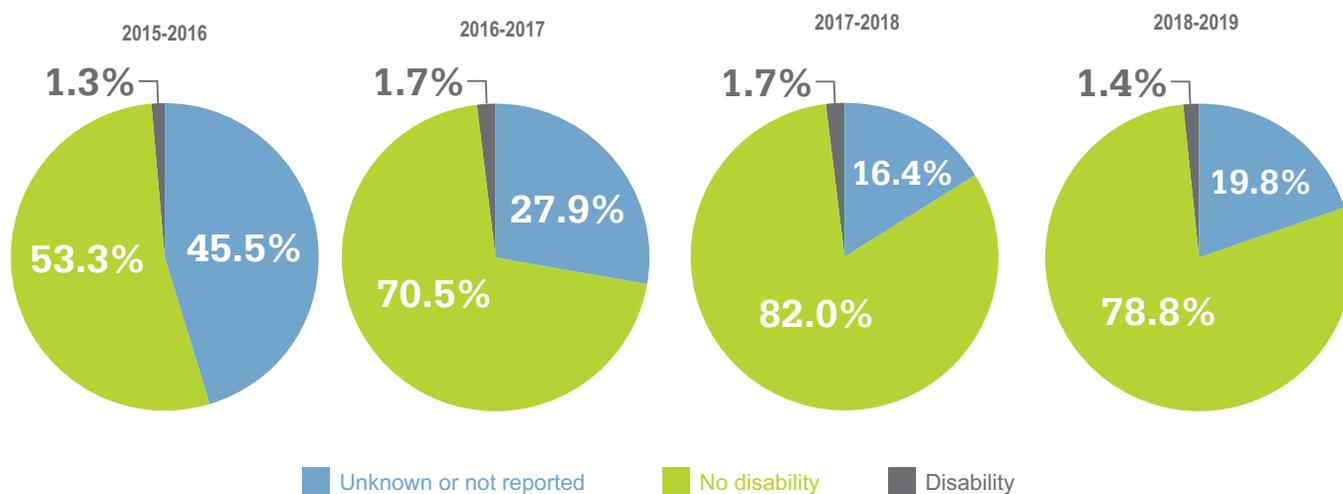
Spotlight on Innovative Programs

For the 2019-2020 academic year, 21 Innovative Programs were approved. These programs are in varying stages of implementation. Ohio Revised Code section 3365.10 provides an opportunity for colleges to partner with secondary schools to offer Innovative Programs for students who are underrepresented in higher education. These partnerships must offer programming that is unique and focused on students of color, first-generation families, poverty, or other demographically underrepresented categories. The partners can request a waiver of a statutory requirement, which may help or encourage more students to participate in the Innovative Program. These programs project to serve approximately 1,300 students.

As a means to address the enrollment equity gaps, these programs serve as "mini-research projects," so that data can be collected on student progress before and after participation. These data may help to consider new practices or state policy for the program in order to better serve and support students on their journey to college readiness and success. **Click for more information about the programs**.

College	Secondary School	Program Name
Ashland University	Columbus City Schools	English Language Learners
Central Ohio Technical College	Reynoldsburg City Schools	Computer Science Pathway
Central Ohio Technical College	Reynoldsburg City Schools	Early Childhood Education Technology pathway
Central Ohio Technical College	Reynoldsburg City Schools	Criminal Justice
Columbus State Community College	CCRE/i3 - 7 school partners	Student Eligibility Waiver Request
Cuyahoga Community College	Cleveland Metropolitan School District	Youth Technology Academy
Cuyahoga Community College	Cleveland Metropolitan School District	Engineering Makes the Future Amazing
Cuyahoga Community College	Cleveland Metropolitan School District	Public Safety Training Program
Cuyahoga Community College	Lorain City School District	IT Center of Excellence Youth Computer Support Program
Hocking College	New Lexington City Schools	Project Y.O.U. Pathways to Prosperity
Hocking College	Tri-County Career Center	Tri-County Pathways to Prosperity
Hocking College	Trimble Local Schools	Tomcats - Pathways to Prosperity
Lorain County Community College	Elyria City School District	LCCC-Elyria Career and College Pathways (robotics, computer networking, and health careers)
Ohio State University	Southwestern City School District	IMPACT: Interpreters for the Medical Profession through Advanced Curriculum & Teaching
Sinclair Community College	Centerville City Schools	MSSC Certificate Production Technician Program
Sinclair Community College	Mad River Local Schools	Career Tech Pathways
Stark State College	Learn to Earn partner districts	Learn to Earn
University of Cincinnati	School for Creative Arts	College Credit Plus Partnership

Innovative Programs (continued)

College	Secondary School	Program Name
Washington State Community College	Marietta City Schools; Mid-East Career Centers; Swiss Hills Career Center	Class2Career
Youngstown State University	Liberty Local Schools; Jackson-Milton Local School District; Valley Christian Schools; Warren City Schools; Youngstown City School District	Future Story Project
Zane State College	Crooksville Schools; Morgan Local Schools; Noble Local School District; Zanesville City Schools	Twelfth Grade Redesign Expansion

Direct link: **https://www.ohiohighered.org/sites/default/files/uploads/CCP/resources/Innovative%20Programs%20Overview%202019-2020.pdf**

Enrollment by delivery type

Colleges and universities can offer courses through four delivery types: 1) at the high school location with a college-employed instructor providing the instruction; 2) at the high school with an approved, credentialed high school instructor; 3) on the college campus; or 4) online. Figures 9 and 10 provide the breakdown of courses by delivery type, percentage, and overall student enrollment for 2018-2019.

FIGURE 9

Percentage of Student Enrollments by Delivery Type

- 10% High School College Faculty
- 21% Online
- 35% High School Approved Secondary Teacher
- 34% On College Campus
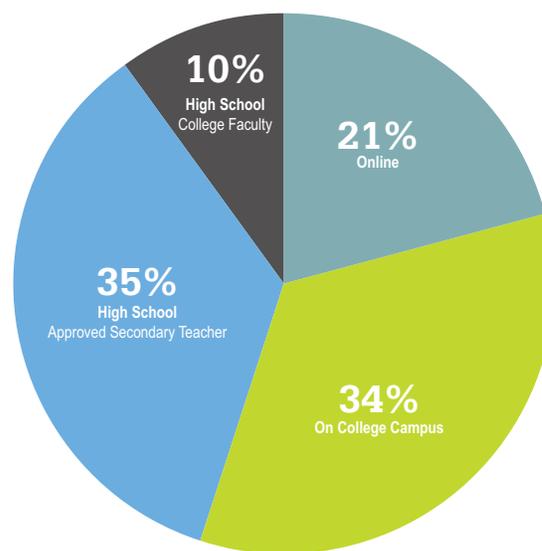
FIGURE 10

Student Enrollments by Delivery Type
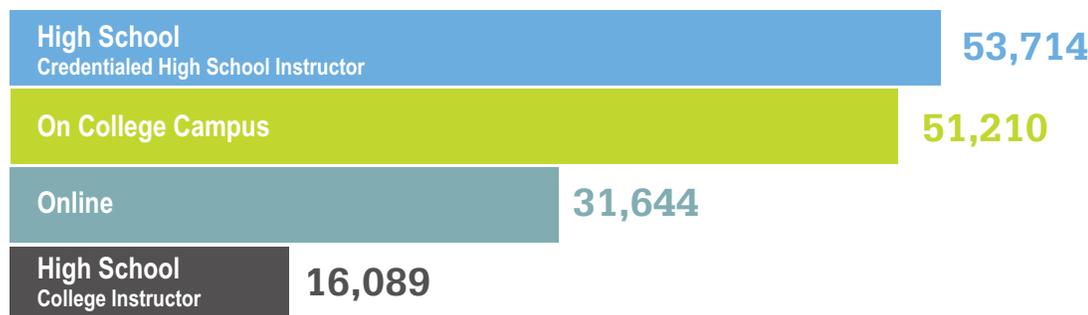
High School Credentialed High School Instructor	53,714
On College Campus	51,210
Online	31,644
High School College Instructor	16,089

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Spotlight on high school teachers

One of the delivery types for College Credit Plus is colleges and universities offering a course at a high school location with an approved, credentialed teacher serving in the role of a college adjunct faculty member. This method of delivery provides a cost savings for the program, as the credit hours are deducted from the secondary school foundation funding at a lower default rate than on campus course offerings. Therefore, this delivery type represents an effective access method for students to participate in their own schools with familiar support and personnel.

Figure 11 illustrates the number of high school teachers who have been approved to teach College Credit Plus courses. Those teaching general education courses must have a master's degree in the discipline or a master's plus a cohesive set of 18 graduate semester hours in the discipline. Some colleges/universities will approve instructors who are currently enrolled in graduate courses; others will grant limited exceptions to the requirements. Finally, some courses do not require master's degrees, such as technical courses.

FIGURE 11

Number of High School Teachers

	Master's in Discipline	Currently Enrolled in Graduate Courses	Institution Granted Exception to Requirements	Master's Not Required
2015-2016	1,369	288	96	280
2016-2017	1,559	325	52	337
2017-2018	1,877	224	51	227
2018-2019	1,755	200	51	286
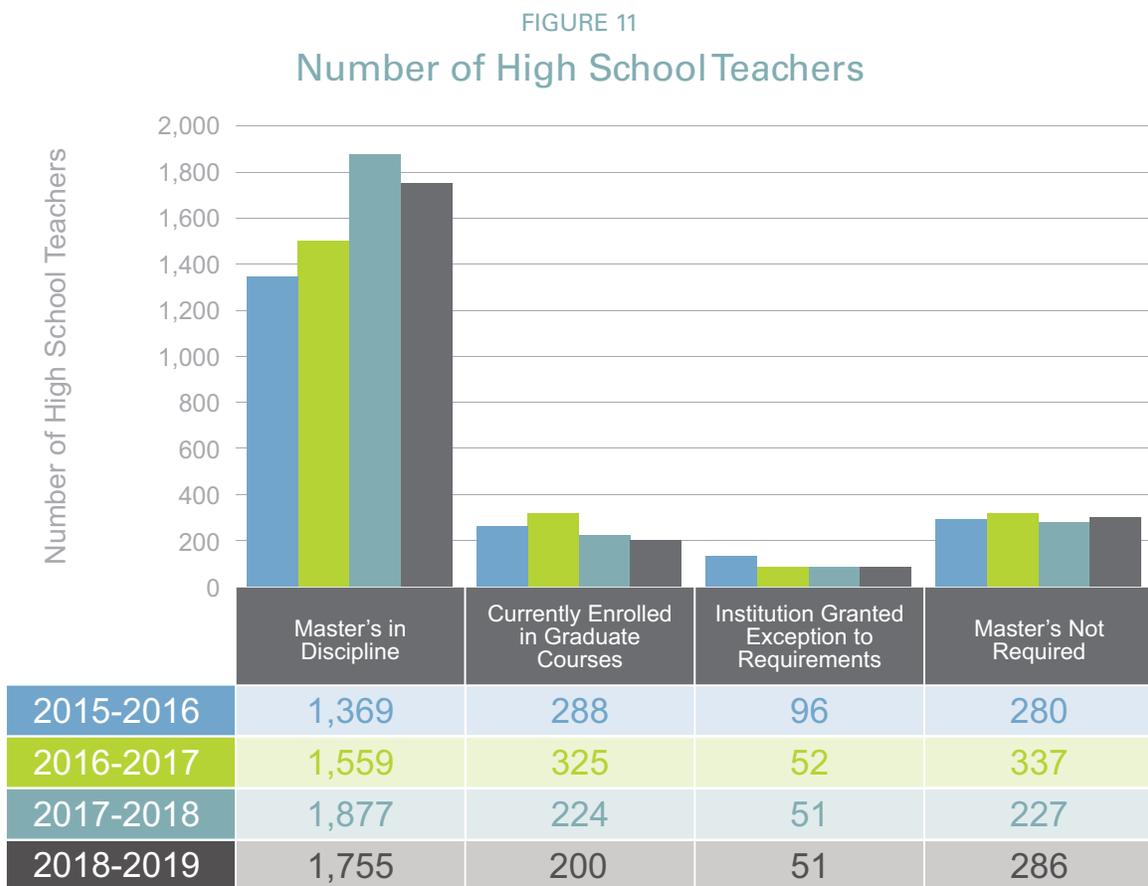
In 2018-2019, colleges and universities reported 517 hours of professional development for College Credit Plus high school teachers and reported 1,547 classroom observations as required by Ohio Revised Code section 3365.05 and Ohio Administrative Code section 3333-1-65.4.

Teacher Credentialing Grants

The number of teachers who will be credentialed for College Credit Plus is slated to grow over the next two years thanks to a $3 million Teacher Credentialing Grant opportunity provided within House Bill 166 of the 133rd Ohio General Assembly. Through a competitive grant application, these funds have been allocated to seven entities and are projected to serve nearly 300 teachers through 19 colleges and universities and more than 100 secondary schools.

Number of courses taken

Students continue to take four or fewer courses per year. Figure 12 represents the percentage of students who enrolled in the varying number of courses. The table provides frequency of student enrollments in the number of courses.

FIGURE 12

Course Enrollments
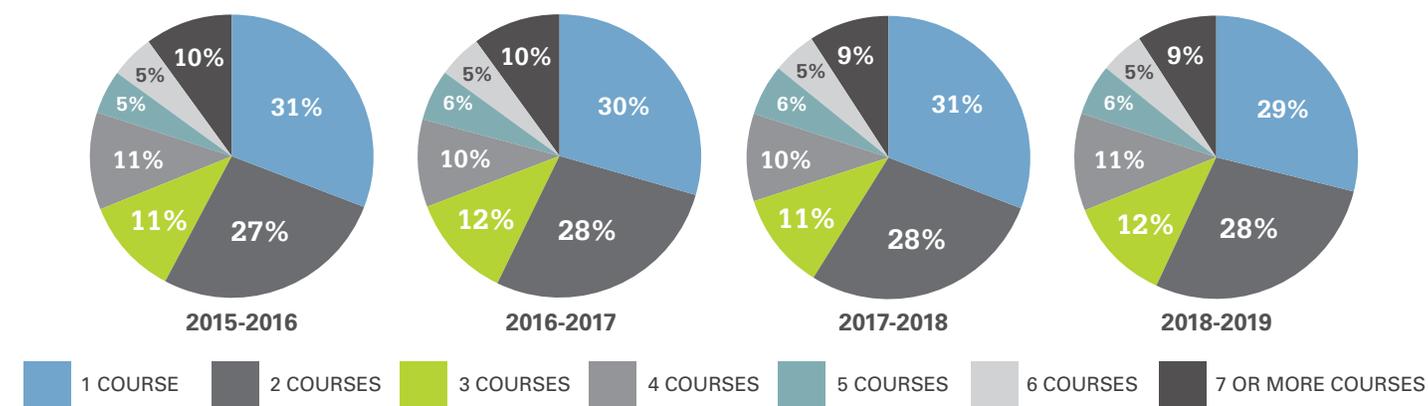
	1	2	3	4	5	6	7 or more
2015-16	16,043	14,303	5,654	5,746	2,879	2,412	5,366
2016-17	20,189	18,304	7,654	6,905	3,710	3,115	6,602
2017-18	21,400	19,173	7,753	7,125	3,837	3,263	6,428
2018-19	20,855	20,126	8,388	7,679	3,921	3,482	6,308

Note: These data include all enrollments from public and nonpublic secondary schools and homeschooled students.

Level of instruction

Figure 13 provides course section counts by the level of instruction of course types. Most enrollment continues to be in general studies courses over the four years of the program, which include introductory or core courses. As depicted in Figure 13, baccalaureate courses are categorized as specialized within a discipline for a degree, technical courses are part of an associate degree program of technical education, and developmental education courses may include basic skills or study skills courses. Developmental education courses, such as remedial level courses that do not provide college credit, are not allowable for College Credit Plus, and follow-up will be performed with the institutions reporting the data to ensure these courses are being managed and reported in accordance with state law.

FIGURE 13

CCP Course Section Percentage by Level of Instruction

Public Institutions Only

	Baccalaureate	General Studies	Technical	Developmental Education
2015-2016	19.43%	66.62%	13.39%	0.56%
2016-2017	19.55%	65.69%	14.25%	0.51%
2017-2018	22.23%	62.97%	14.31%	0.50%
2018-2019	23.58%	61.65%	14.19%	0.59%
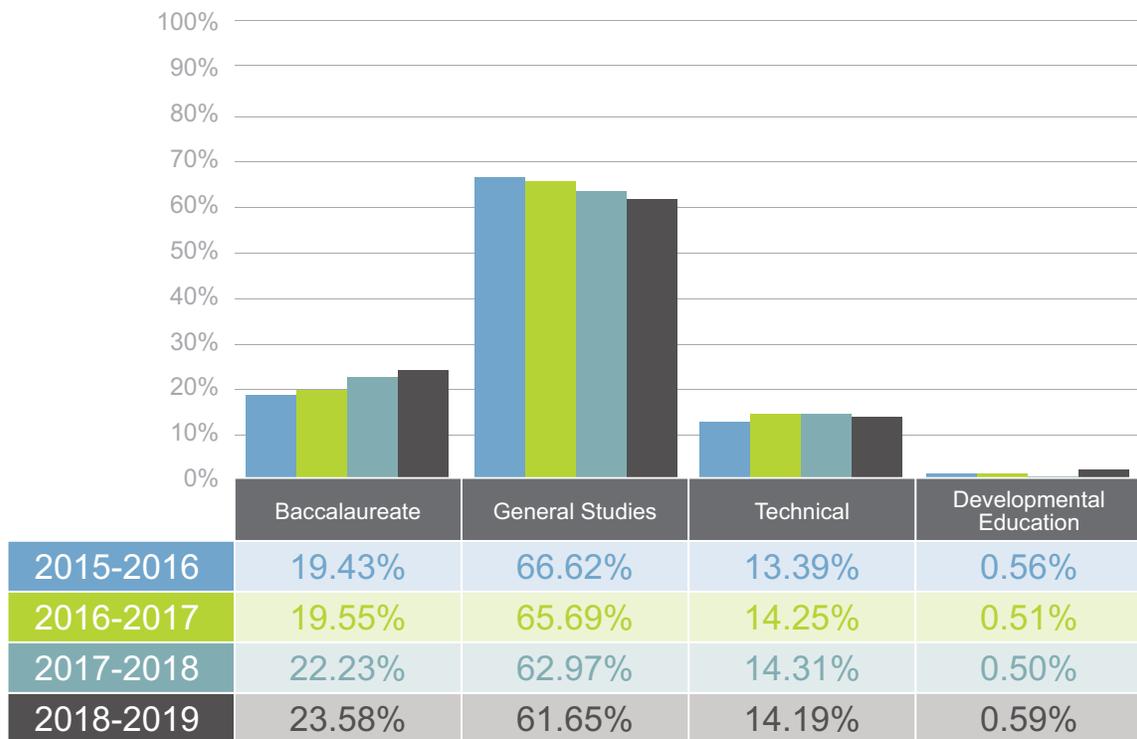
Enrollment and student performance by college/university

The following table lists participating colleges, sorted by institution type, with the total number of students enrolled, credits attempted and earned, and percentage of completed credits for 2018-2019.

CC = Public Community College   **IN** = Private Institution   **UB** = Public University Branch   **UM** = Public University Main

College/University	Institution Type	Students Enrolled	Credits Attempted	Credits Earned	Percentage of Completed Credits
Belmont College	CC	220	2,095.0	1,972.0	94.13%
Central Ohio Technical College	CC	2,209	15,281.0	14,513.0	94.97%
Cincinnati State Technical and Community College	CC	2,354	17,285.0	16,031.0	92.75%
Clark State Community College	CC	2,744	22,928.0	22,137.0	96.55%
Columbus State Community College	CC	6,994	56,160.0	52,265.0	93.06%
Cuyahoga Community College	CC	4,774	42,402.0	39,500.0	93.16%
Eastern Gateway Community College	CC	1,233	11,978.0	11,679.0	97.50%
Edison State Community College	CC	2,194	22,815.0	22,187.0	97.25%
Hocking College	CC	583	2,836.0	2,244.0	79.13%
James A Rhodes State College	CC	3,035	15,753.0	15,453.0	98.10%
Lakeland Community College	CC	1,596	22,236.0	20,829.0	93.67%
Lorain County Community College	CC	3,356	31,301.0	30,019.0	95.90%
Marion Technical College	CC	941	9,663.0	9,395.0	97.23%
North Central State College	CC	1,458	15,912.0	15,480.0	97.29%
Northwest State Community College	CC	798	7,043.0	6,845.0	97.19%
Owens Community College	CC	2,142	14,244.0	13,704.0	96.21%
Sinclair Community College	CC	6,228	43,916.5	40,725.5	92.73%
Southern State Community College	CC	1,874	19,508.0	18,963.0	97.21%
Stark State College	CC	4,532	30,945.5	29,440.0	95.13%
Terra State Community College	CC	816	5,133.0	4,896.0	95.38%
Rio Grande Community College	CC	398	4,954.0	4,460.0	90.03%
Washington State Community College	CC	899	10,231.0	9,879.0	96.56%
Zane State College	CC	1,328	10,644.0	10,321.0	96.97%
Ashland University	IN	228	2,138.5	2,022.5	94.58%
Aultman College of Nursing and Health Sciences	IN	15	288.0	288.0	100.00%
Bluffton University	IN	48	266.0	234.5	88.16%
Case Western Reserve University	IN	13	114.0	110.0	96.49%
Cedarville University	IN	349	2,374.0	2,092.0	88.12%
Chatfield College	IN	136	1,655.0	1,519.0	91.78%
Cincinnati Christian University	IN	54	291.0	267.0	91.75%
Defiance College	IN	11	84.0	80.0	95.24%
Franklin University	IN	22	233.0	114.0	48.93%
Heidelberg University	IN	40	356.0	338.0	94.94%
Hiram College	IN	349	1,977.0	1,897.0	95.95%
John Carroll University	IN	54	681.0	648.0	95.15%
Kenyon College	IN	782	6,128.0	6,002.0	97.94%
Lake Erie College	IN	69	1,037.0	not reported	0.00%

College/University	Institution Type	Students Enrolled	Credits Attempted	Credits Earned	Percentage of Completed Credits
Lourdes University	IN	18	109.0	109.0	100.00%
Malone University	IN	92	798.0	777.0	97.37%
Marietta College	IN	45	323.0	262.0	81.11%
Mount Vernon Nazarene University	IN	159	2,133.5	1,001.5	46.94%
Muskingum University	IN	66	460.0	153.0	33.26%
Notre Dame College	IN	289	2,359.0	2,298.0	97.41%
Ohio Christian University	IN	512	3,760.0	3,695.0	98.27%
Ohio Northern University	IN	134	755.0	745.0	98.68%
Otterbein University	IN	105	1,246.0	981.0	78.73%
The University of Findlay	IN	1,212	6,413.5	3,089.5	48.17%
Tiffin University	IN	249	2,223.0	1,931.0	86.86%
University of Mount Union	IN	113	798.0	774.0	96.99%
University of Northwestern Ohio	IN	74	624.0	589.0	94.39%
Urbana University	IN	851	5,422.0	5,116.0	94.36%
Walsh University	IN	211	1,508.0	1,134.0	75.20%
Wittenberg University	IN	45	495.0	447.0	90.30%
Bowling Green State University-Firelands	UB	992	10,427.0	10,112.0	96.98%
Kent State University at Ashtabula	UB	283	2,207.0	2,145.0	97.19%
Kent State University at East Liverpool	UB	264	1,604.0	1,530.0	95.39%
Kent State University at Geauga	UB	392	2,952.0	2,863.0	96.99%
Kent State University at Salem	UB	335	2,796.0	2,749.0	98.32%
Kent State University at Stark	UB	1,110	8,672.0	8,364.0	96.45%
Kent State University at Trumbull	UB	392	2,399.0	2,318.0	96.62%
Kent State University at Tuscarawas	UB	442	5,810.0	5,669.0	97.57%
Miami University-Hamilton	UB	381	2,771.5	2,622.5	94.62%
Miami University-Middletown	UB	411	3,426.5	3,271.5	95.48%
Ohio State University Agricultural Technical Institute	UB	23	358.5	353.0	98.47%
Ohio State University-Lima Campus	UB	73	857.0	839.0	97.90%
Ohio State University-Mansfield Campus	UB	138	1,699.0	1,654.0	97.35%
Ohio State University-Marion Campus	UB	78	954.0	934.0	97.90%
Ohio State University-Newark Campus	UB	86	914.0	897.0	98.14%
Ohio University-Chillicothe Campus	UB	229	2,081.0	2,013.0	96.73%
Ohio University-Eastern Campus	UB	182	1,651.0	1,563.0	94.67%
Ohio University-Lancaster Campus	UB	235	2,427.0	2,338.0	96.33%
Ohio University-Southern Campus	UB	288	2,190.0	2,157.0	98.49%
Ohio University-Zanesville Campus	UB	122	1,419.0	1,398.0	98.52%
University of Akron Wayne College	UB	1,156	10,944.0	10,694.0	97.72%
University of Cincinnati-Blue Ash College	UB	138	1,654.0	1,607.0	97.16%
University of Cincinnati-Clermont College	UB	1,014	8,946.0	8,845.0	98.87%
Wright State University-Lake Campus	UB	301	2,828.5	2,749.5	97.21%
Bowling Green State University	UM	1,397	8,815.0	8,590.0	97.45%
Central State University	UM	15	68.0	68.0	100.00%
Cleveland State University	UM	255	3,415.0	3,223.0	94.38%
Kent State University	UM	597	5,945.0	5,746.0	96.65%

College/University	Institution Type	Students Enrolled	Credits Attempted	Credits Earned	Percentage of Completed Credits
Miami University	UM	44	462.5	457.5	98.92%
Ohio State University	UM	293	3,471.5	3,363.5	96.89%
Ohio University	UM	148	1,620.0	1,591.0	98.21%
Shawnee State University	UM	551	4,716.0	4,506.0	95.55%
University of Akron	UM	1,329	14,026.0	13,636.0	97.22%
University of Cincinnati	UM	538	2,841.0	2,800.0	98.56%
University of Toledo	UM	966	8,313.0	7,792.0	93.73%
Wright State University	UM	883	7,473.5	7,124.5	95.33%
Youngstown State University	UM	1,376	12,575.0	12,319.0	97.96%

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students and are current as of 11/11/2019. Some institutions will continue to finalize and report credits earned data.

Compliance – Students not admitted

Through annual Compliance Surveys, participating colleges and universities report the number of students who applied for and were denied admission. The table below indicates the number of students who were not granted admission to specific institutions.

College/University	Number of Students Denied Admission
Ashland University	10
Aultman College of Nursing and Health Sciences	3
Belmont College	0
Bluffton University	2
Cedarville University	4
Chatfield College	29
Cincinnati State Technical and Community College	364
Clark State Community College	86
Cleveland State University	10
Columbus State Community College	4
Defiance College	0
Eastern Gateway Community College	157
Edison State Community College	0
Franklin University	8
Heidelberg University	2
Hiram College	11
James A Rhodes State College	0
John Carroll University	1
Kent State University	118
Kenyon College	21
Lorain County Community College	151
Lourdes University	0
Malone University	21

College/University	Number of Students Denied Admission
Marietta College	3
Marion Technical College	59
Miami University	107
Mount Union College	0
Mount Vernon Nazarene University	28
Muskingum University	0
Northwest State Community College	117
Notre Dame College	2
Ohio Christian University	45
Ohio Northern University	6
Otterbein University	3
Sinclair Community College	154
Southern State Community College	37
Stark State College	0
Terra State Community College	0
University of Akron	78
University of Cincinnati	78
University of Cincinnati-Clermont College	25
University of Cincinnati-Raymond Walters College	40
University of Findlay	25
Walsh University	13
Washington State Community College	70
Wright State University	36
Youngstown State University	122
Zane State College	111

Note: These institutions have not yet reported admissions decisions: Bluffton University, Bowling Green State University, Case Western Reserve University, Cedarville University, Central Ohio Technical College, Central State University, Chatfield College, Cincinnati Christian University, Cuyahoga Community College, Hocking College, Lake Erie College, Lakeland Community College, North Central State College, Ohio State University, Ohio University, Owens Community College, Rio Grande Community College, Shawnee State University, Tiffin University, University of Mount Union, University of Northwestern Ohio, University of Toledo, Urbana University, and Wittenberg University.

Additionally, secondary schools are surveyed annually on the number of students who were denied participation due to not submitting the Intent to Participate form by the deadline of April 1. The total number of students denied participation for public schools was 371 for 2018-2019, compared to 361 in 2017-2018, and 317 in 2016-2017 (the first year of the survey).

Compliance – Funding for students of nonpublic schools and homeschooled

Ohio's operating budget (H.B. 49, 132nd General Assembly) provided appropriations for homeschooled and nonpublic/ private school students to participate in College Credit Plus coursework. These funds were distributed based on the appropriate limits set by the General Assembly.

For academic year 2018-2019, 100% of the 1,096 homeschooled students and the 3,630 nonpublic/ private school students who applied for credits hours received at least a portion, if not all, of their requested amounts. Some students requested more credit hours than available funds could fulfill, as shown in the table below.

	Credit Hours Requested	Credit Hours Awarded	Number of Applications Received	Average Number of Credit Hours Requested	Number of applications funded at 100% of request	Percentage of applications funded at 100% of request	Number of applications funded with partial request	Percentage of applications funded with partial request
Nonpublic	48,831	31,188	3,630	13.5	1,764	48.6%	1,866	51.4%
Homeschool	24,654	8,965	1,096	22.5	73	6.66%	1,023	93.34%

As noted, students requested on average 13.5 credits (nonpublic) and 22.5 credits (homeschooled). Nearly half of the homeschooled students requested 30 credit hours (43%). The distribution of credits is based on student grade level per Ohio Administrative Code section 3333-1-65.8. Funds are allocated to students in grade 12 first, then grade 11, and so on. For the final distribution for the 2018-2019 year, students in grade 12 received up to 12 credit hours (less if they requested fewer credits), students in grade 11 received up to 8 credits, and students in grades 7 through 10 received up to 4 credits.

These allocations were based on $2.6 million from the General Assembly and $2.6 million from auxiliary services to nonpublic students. For homeschooled families, $1.5 million was allocated to homeschooled families. For future reference, the allocation for homeschooled students was increased for the 2019-2020 academic year to $2 million (H.B. 166, 133rd General Assembly).

Enrollment in study abroad courses

After an initial review of course titles for "study abroad," there is no standard naming convention for such courses. In the future, colleges and universities will be surveyed to report the number of students enrolled in study abroad courses. Note: Study abroad is a non-allowable course for students participating in College Credit Plus, so this information will be for students who have graduated from high school and have matriculated to an Ohio public college or university.

Performance

Overall grades

Nearly 94% of students earned passing grades in the 2018-2019 academic year. Figure 14 illustrates that the majority of students are successfully completing college courses in the program.

FIGURE 14

CCP Course Outcomes: 2018-2019

94%

0.0% Audit
0.1% Did Not Pass / Unsatisfactory
2.8% Failing Grade
0.1% Incompletes
1.6% No Grade Reported
1.0% Pass/Satisfactory
92.9% Passing Grade
1.5% Withdrawals
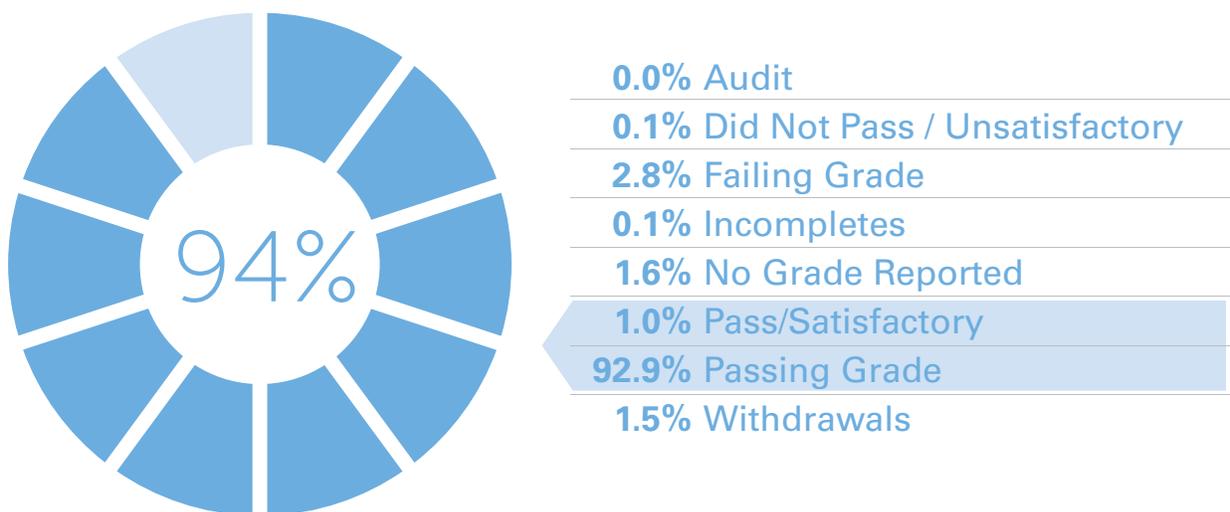
Grade Point Averages by grade level

For the 2018-2019 academic year, student Grade Point Averages (GPAs) for College Credit Plus courses also reflect successful performance. The average College Credit Plus GPA for students was 3.26. Figure 15 provides a breakdown of GPAs by grade level. "Unknown" reflects those students who were reported without a grade level.

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

FIGURE 15

GPA by Grade Level

Grade Level	Average GPA
7th Grade	3.02
8th Grade	3.39
9th Grade	3.32
10th Grade	3.33
11th Grade	3.31
12th Grade	3.22
Grade Level Unknown or Not Reported	3.33

Grade Point Averages by delivery type

GPAs based on delivery type have been consistent over the four years of the program, with all four delivery types showing students are successful regardless of location of the courses or type of instructor.

FIGURE 16

GPA by Course Delivery Type
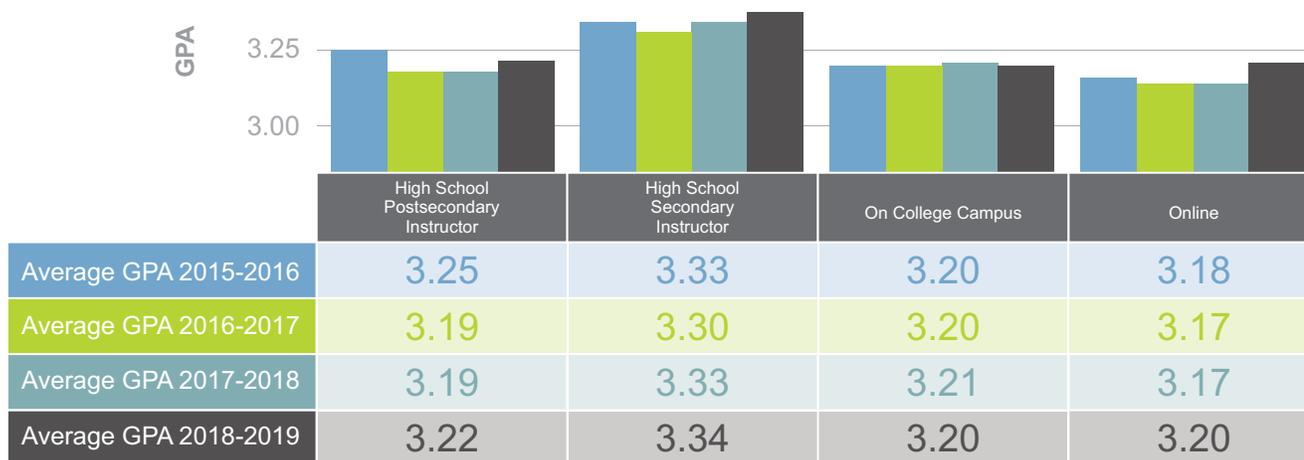
	High School Postsecondary Instructor	High School Secondary Instructor	On College Campus	Online
Average GPA 2015-2016	3.25	3.33	3.20	3.18
Average GPA 2016-2017	3.19	3.30	3.20	3.17
Average GPA 2017-2018	3.19	3.33	3.21	3.17
Average GPA 2018-2019	3.22	3.34	3.20	3.20

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Grade Point Averages by sector

Figure 17 provides an overview of the GPAs by institution type for 2018-2019.
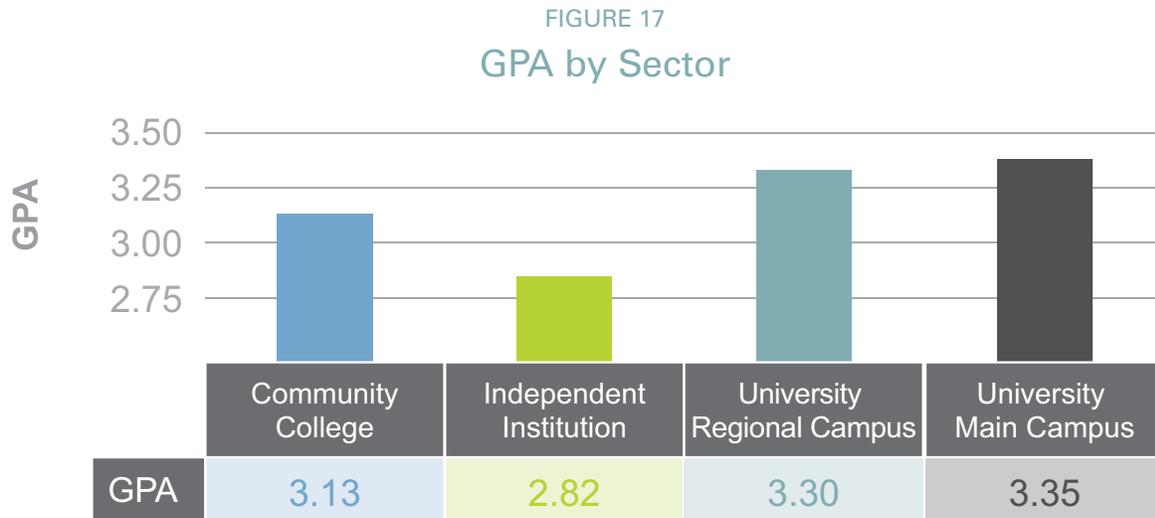
FIGURE 17
GPA by Sector

	Community College	Independent Institution	University Regional Campus	University Main Campus
GPA	3.13	2.82	3.30	3.35

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Grade Point Average ranges by year

The GPA Ranges table provides a more detailed breakdown of student performance based on the four ranges identified. Over the four years, approximately 93% of students earned GPAs above 2.0, which is critical given the recently implemented "underperforming students" administrative rule in 2018, under which students must maintain a 2.0 or higher GPA to continue participating in the program without restrictions.

GPA Range	2015-2016 Student Counts	2015-2016 %	2016-2017 Student Counts	2016-2017 %	2017-2018 Student Counts	2017-2018 %	2018-2019 Student Counts	2018-2019 %
Less than 1.00 GPA	1,069	2.1%	1,554	2.5%	1,638	2.4%	1,578	2.3%
1.00 to 1.99 GPA	2,387	4.7%	3,426	5.4%	3,601	5.3%	3,563	5.2%
2.00 to 2.99 GPA	9,152	18.0%	11,715	18.6%	11,741	17.4%	12,021	17.4%
3.00 to 4.00 GPA	38,257	75.2%	46,445	73.6%	50,433	74.8%	51,808	75.1%

Attainment results

In addition to setting students on an expedited path to college completion by earning credits while in high school and transforming the high school experience by offering more advanced course options to students, CCP also allows students to earn certificates and associate degrees before they graduate from high school. As demonstrated in Figure 18, the number of certificates and associate degrees earned by CCP students prior to high school graduation has increased each year of the program, starting with a combined certificate and associate degree attainment of 996 in the first year to 2,650 in the 2018-2019 academic year.

The number of credentials is cumulative over the years. For example, within each year, the highest number of certificates or associate degrees earned are noted, but if students with certificates continue in the next year and earn associate degrees, those students are moved into the associate degree number for that year. These students also include those who would have begun earning college credit under the Postsecondary Enrollment program, Early College High Schools and/or local dual enrollment activities.
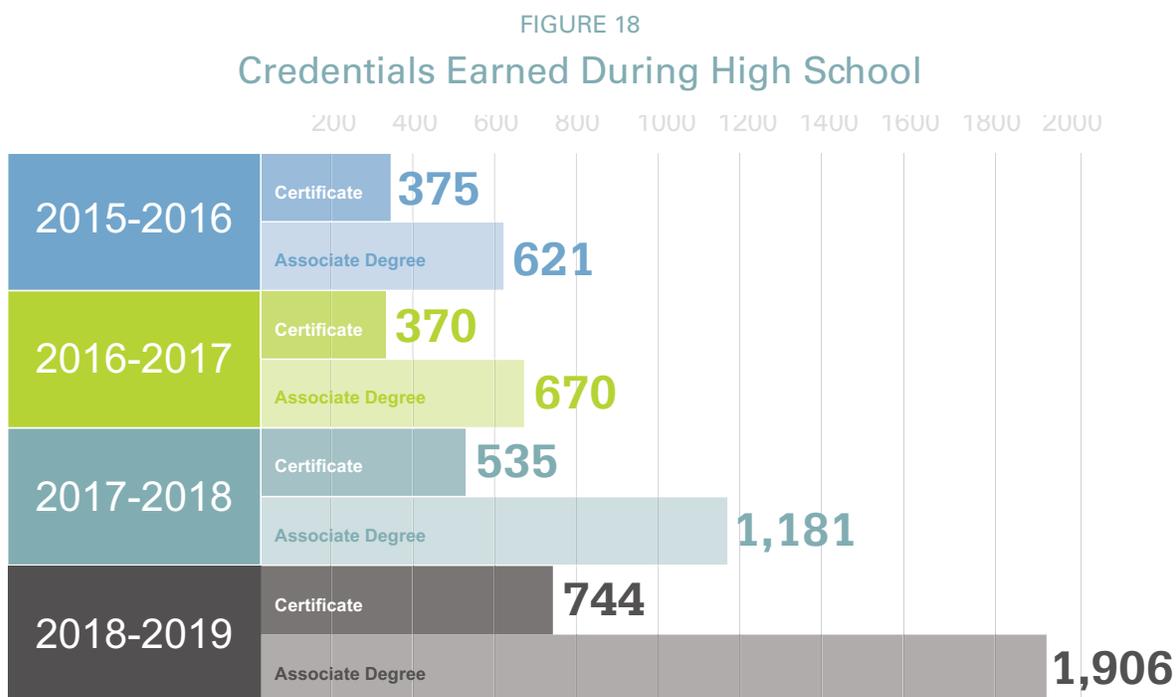
FIGURE 18

Credentials Earned During High School

	Certificate	Associate Degree
2015-2016	375	621
2016-2017	370	670
2017-2018	535	1,181
2018-2019	744	1,906

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Matriculation to postsecondary after high school graduation

For the 2015-2016 academic year, 23,888 high school seniors enrolled in the CCP program and 23,439 of those seniors graduated, representing a 98% high school graduation rate for students who participated in CCP. By comparison, the statewide four-year high school graduation rate for the 2016 class was 83.6%. Of the 23,439 CCP students who graduated, nearly 78% matriculated to a postsecondary institution of higher education. Of those students, 20.31% enrolled in a two-year college and 79.69% enrolled in a four-year university. Of those students, 93.61% persisted to the 2017-2018 year, and 92.21% persisted to the 2018-2019 year.

This longitudinal tracking, updated with data from the National Student Clearinghouse and the ODHE Higher Education Information system as of November 2019, is illustrated in the table below for the cohort classes of 2016, 2017 and 2018.

Grad Year	CCP Participating High School Graduates	Matriculated Post-High School	Two Year College	Four Year University	Persisted to 2017-2018	Persisted to 2018-2019
2016	23,439	77.79%	20.31%	79.69%	93.61%	92.21%
2017	32,721	75.46%	19.67%	80.33%	-	92.16%
2018	37,729	72.67%	19.77%	80.23%	-	-

Note: These data include all enrollments from public and nonpublic secondary schools and homeschooled students. Updated data for 2016 as of November 2019.

Credits to degree attainment

For students who participate in CCP and earn college credit while still in high school, the required remaining credit hours that must be earned once the student matriculates to a two-year college or four-year university is significantly reduced. Bachelor's degrees require at least 120 credit hours to complete and associate degrees require at least 60 credit hours. CCP students who graduated in 2016 needed an average of 49 more credit hours to earn an associate degree and 61 more credit hours to earn a bachelor's degree, once enrolled in a college or university. This is a significant reduction that results in less time and less expense for students to earn a degree. By entering a college or university with some credits already earned, a student can complete a certificate or degree more quickly, graduate early, and enter the workforce sooner. However, these early results reflect the students participating in College Credit Plus as well as under the Postsecondary Enrollment Options program and/or local dual enrollment activities to earn many credits.

Longitudinal Tracking of 2016 Graduates - Number of Credits to Degree Post-High School Graduation

	Minimum Number of Credits for Credential Completion	Average Credits to Credential for CCP Students (Post-High School Graduation)	Number of Credentials
Certificate (at least one-year but less than two-year award)	30-60	49.32	102
Associate Degree	60	61.79	924
Bachelor's Degree	120	100	700

Note: This table includes enrollments at Ohio public colleges and universities only.

Attainment - Receiving credential in two different subjects

As of November 2019, 211 students have earned certificates or degrees at Ohio public colleges or universities in two subject areas while participating in high school or after high school graduation.

Attainment – Graduate coursework

As of November 2019, 11 students are pursuing their master's or doctoral degrees at Ohio public colleges or universities.

Tuition savings

Figure 19 provides the rates of savings for families. This has been calculated by multiplying the number of credits attempted at each institution type with the actual standard tuition rates the colleges reported to the Integrated Postsecondary Education Data System (IPEDS) for the corresponding academic year.

FIGURE 19

Tuition Savings

	Community Colleges	Independent Institutions	University Regional Campuses	University Main Campuses	Total
2015-2016	$42,473,427	$40,719,468	$16,798,110	$23,981,802	Total: $123,972,808
2016-2017	$50,988,732	$47,341,463	$18,517,442	$27,255,346	Total: $144,102,983
2017-2018	$55,262,729	$46,081,945	$19,579,772	$27,510,131	Total: $148,434,576
2018-2019	$64,391,093	$40,186,307	$19,729,585	$28,780,483	Total: $153,087,469

■ Community Colleges   ■ Independent Institutions   ■ University Regional Campuses   ■ University Main Campuses

College Credit Plus Enrollment by County

COUNTY	GRADE 9-12 PUBLIC SCHOOL FTES	CCP HEADCOUNTS	% OF HIGH SCHOOL POPULATION TAKING CCP COURSES
Adams	1355.21	257	18.96%
Allen	4891.36	725	14.82%
Ashland	2118.78	301	14.21%
Ashtabula	4163.04	296	7.11%
Athens	2406.70	184	7.65%
Auglaize	2242.00	272	12.13%
Belmont	2769.28	235	8.49%
Brown	2385.24	472	19.79%
Butler	18160.18	1637	9.01%
Carroll	705.83	202	28.62%
Champaign	1824.05	232	12.72%
Clark	6411.75	1307	20.38%
Clermont	8177.80	1184	14.48%
Clinton	2603.89	340	13.06%
Columbiana	4619.90	378	8.18%
Coshocton	1525.78	343	22.48%
Crawford	1435.32	282	19.65%
Cuyahoga	50526.15	5151	10.19%
Darke	2257.67	727	32.20%
Defiance	1776.58	131	7.37%
Delaware	10218.98	1063	10.40%
Erie	5083.98	666	13.10%
Fairfield	8070.17	1210	14.99%
Fayette	1207.31	175	14.50%
Franklin	56768.23	5502	9.69%
Fulton	2207.23	314	14.23%
Gallia	1728.05	178	10.30%
Geauga	3294.89	441	13.38%
Greene	6884.88	891	12.94%
Guernsey	1560.37	247	15.83%
Hamilton	32103.39	2173	6.77%
Hancock	3648.84	991	27.16%
Hardin	1114.53	298	26.74%
Harrison	581.47	89	15.31%
Henry	2186.48	227	10.38%
Highland	1997.92	304	15.22%

COUNTY	GRADE 9-12 PUBLIC SCHOOL FTES	CCP HEADCOUNTS	% OF HIGH SCHOOL POPULATION TAKING CCP COURSES
Hocking	1096.84	101	9.21%
Holmes	967.29	104	10.75%
Huron	2515.59	551	21.90%
Jackson	1213.10	86	7.09%
Jefferson	2503.83	550	21.97%
Knox	2557.23	421	16.46%
Lake	10110.91	1218	12.05%
Lawrence	2818.41	323	11.46%
Licking	8425.55	1032	12.25%
Logan	2504.07	422	16.85%
Lorain	13729.17	2185	15.92%
Lucas	23012.61	1797	7.81%
Madison	2477.16	292	11.79%
Mahoning	9727.60	846	8.70%
Marion	4080.37	535	13.11%
Medina	9316.33	1284	13.78%
Meigs	1032.29	130	12.59%
Mercer	2287.97	277	12.11%
Miami	5477.10	1000	18.26%
Monroe	678.17	80	11.80%
Montgomery	22992.09	3895	16.94%
Morgan	534.74	137	25.62%
Morrow	1474.69	213	14.44%
Muskingum	4570.28	634	13.87%
Noble	390.31	100	25.62%
Ottawa	1474.07	256	17.37%
Paulding	798.05	68	8.52%
Perry	1616.93	241	14.90%
Pickaway	2629.31	203	7.72%
Pike	1574.88	117	7.43%
Portage	6781.90	411	6.06%
Preble	1673.39	281	16.79%
Putnam	1741.07	707	40.61%
Richland	6238.99	737	11.81%
Ross	3666.67	199	5.43%
Sandusky	2791.38	617	22.10%
Scioto	3398.06	420	12.36%
Seneca	2314.53	402	17.37%

COUNTY	GRADE 9-12 PUBLIC SCHOOL FTES	CCP HEADCOUNTS	% OF HIGH SCHOOL POPULATION TAKING CCP COURSES
Shelby	2223.85	658	29.59%
Stark	17946.98	3352	18.68%
Summit	23435.34	1990	8.49%
Trumbull	8685.22	968	11.15%
Tuscarawas	4817.54	482	10.01%
Union	2227.70	522	23.43%
Van Wert	1475.91	93	6.30%
Vinton	548.37	16	2.92%
Warren	12292.92	1529	12.44%
Washington	2700.24	858	31.77%
Wayne	4824.80	760	15.75%
Williams	1553.50	210	13.52%
Wood	6387.68	1007	15.76%
Wyandot	977.27	153	15.66%