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# Introduction

The five-year anniversary of College Credit Plus provides an opportunity to celebrate Ohio students' success in the program. It also gives program administrators and partners the chance to proactively reflect and identify opportunities for improving the program.

This annual report provides the data related to participation and performance of students involved in Ohio's dual enrollment program since the fall of 2015 through spring 2020. Starting with the initial legislation in 2015, the College Credit Plus (CCP) program brought a new educational option for college-ready students by building on the strengths of previous dual enrollment initiatives. Near the beginning of the 2018 academic year, additional legislative modifications brought opportunities to improve the program based on stakeholder feedback. As with all new initiatives, time and experience pave the way and, now at the fifth-year mark, Ohio families will continue to benefit from a program that is student-choice driven.

Students in grades 7 through 12 have the opportunity to choose their educational paths and earn college and high school credits concurrently by enrolling in courses with Ohio colleges and universities. The purpose of the CCP 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. This is achieved by utilizing state taxpayer funds that are redirected from the secondary school to support the students' education choices at colleges and universities. Nonpublic school students and homeschooled students benefit from state of Ohio allocated funds that specifically support their education. Successful college course completion allows students to utilize the credits to meet high school graduation requirements, as well as complete credentials at their institutions or transfer the credits to other institutions.

CCP is a collaborative effort between the Ohio Department of Education and the Ohio Department of Higher Education at the state level and secondary schools and colleges and universities at the local level. The program 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 Ohio's education system to challenge, prepare, and empower each student for future success. To ensure success, educators 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. CCP spotlights



higher education as an option for students who may not have considered postsecondary enrollment and sets students on pathways to expedited completion of postsecondary degrees. Participating in the program also provides cost savings for students and their families as they earn credits toward certificates or degrees during high school.

This fifth year began with an increase in summer and fall enrollments and spring was expected to grow similarly; however, in March 2020, disruptions began due to the COVID-19 pandemic. School buildings and college campuses were abruptly closed, and remote learning was implemented within days. Educators who never expected to teach remotely were now faced with changing their classroom strategies in order to maintain student engagement, excellence in teaching, and active learning through the end of the spring semester. In this unprecedented time, emergency legislation allowed for flexibility with regard to program parameters. Chancellor Randy Gardner from the Ohio Department of Higher Education and Superintendent of Public Instruction Paolo DeMaria from the Ohio Department of Education consulted with professionals at secondary schools and colleges to address the concerns as a result of this pandemic. Technology inadequacies, delivery mode changes, illness, and employment changes all impacted students in various ways. Within College Credit Plus coursework, students had access to academic support services provided by the colleges and secondary schools in new ways.

In this unprecedented time, emergency legislation allowed for flexibility with regard to program parameters.

Specific flexibilities were adopted including allowing students the opportunity to select a pass/fail grading option and/or withdraw at a later date, if the colleges provided these choices to all undergraduate students. These flexibilities may have unexpectedly impacted growth in enrollment. Nevertheless, even with all these disruptions, students persevered and the participation and performance success rates showed the great resilience of these students.

Time will tell how the COVID-19 pandemic will impact the sixth year of the program. Flexibility was provided for student eligibility for the academic year of 2020-2021. Additionally, a work group has been convened to examine the student eligibility requirements as it relates to the ongoing diversity gap among students of color and of low socio-economic status. The CCP Advisory Committee will work to identify possible strategies to improve the equity of participation in the program. These proactive initiatives of the student eligibility work group and the Advisory Committee are benefiting from the data provided by secondary schools and colleges and using these data to inform possible program improvements.

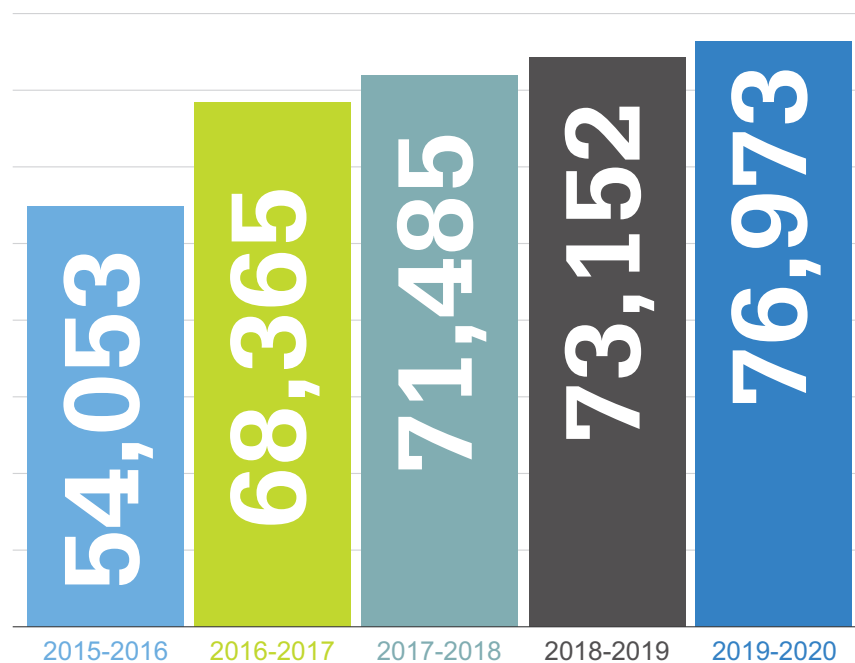
This fifth annual report reflects the requirements of the Ohio Revised Code section 3365.15, in which the Chancellor of the Ohio Department of Higher Education and State Superintendent of Public Instruction share the data for the College Credit Plus program from the previous year. Participation and performance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

# Participation

## Overall enrollment by year

For five years, College Credit Plus has continued to attract students and their families as an educational choice. Overall enrollment for the program has grown in each of the five years, as illustrated in Figure 1, with 76,973 students in the 2019-2020 Year.

FIGURE 1  
Total College Credit Plus Enrollment



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

## Overall enrollment by county

As shown in Figure 2, larger student participation rates are in the counties with larger urban and suburban populations. Figure 3 provides a comparison of the student participation as a percentage of the public high school population in the counties.

FIGURE 2

### Student Participation by County

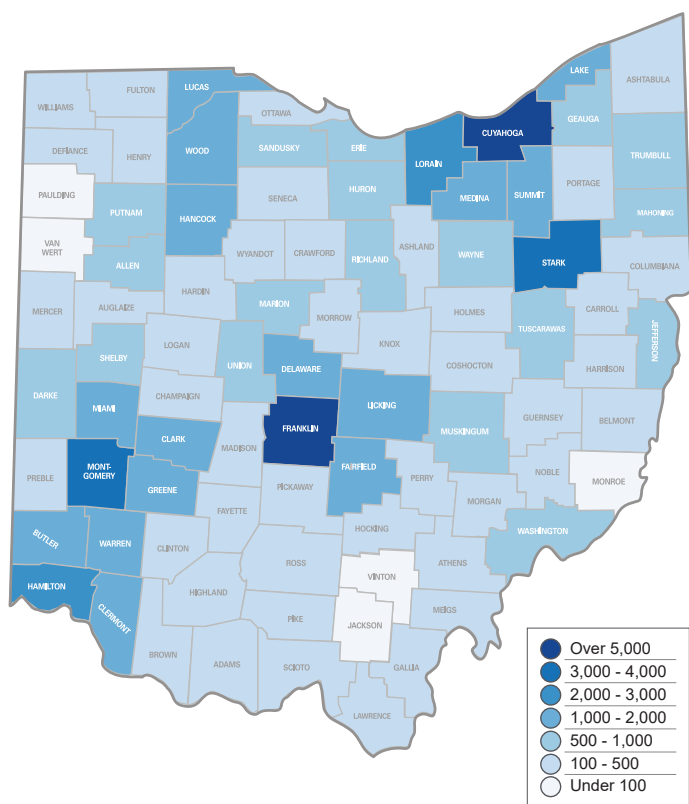
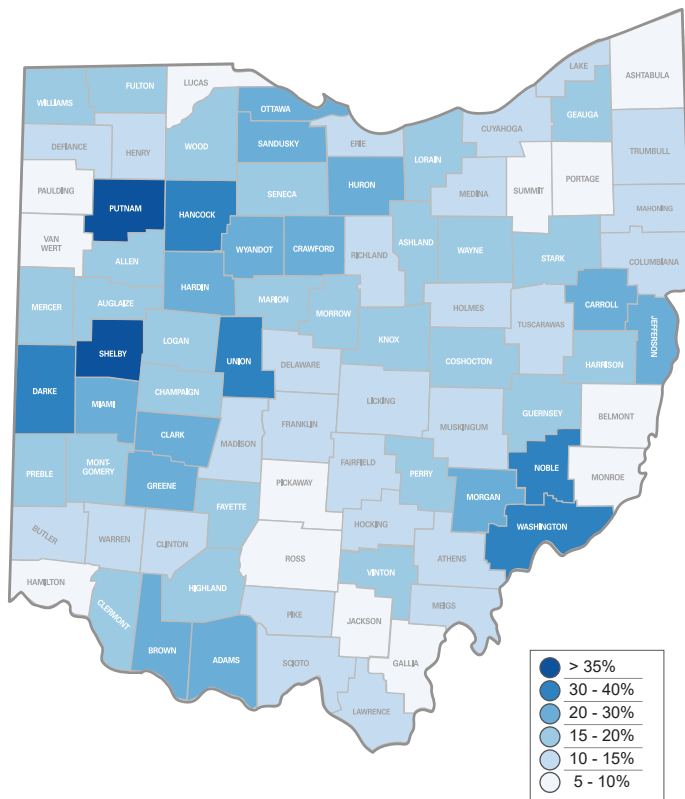


FIGURE 3

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

(High School Population based on 2019-2020 Ohio Department of Education FTE Public School Student Headcounts, Grades 9-12)

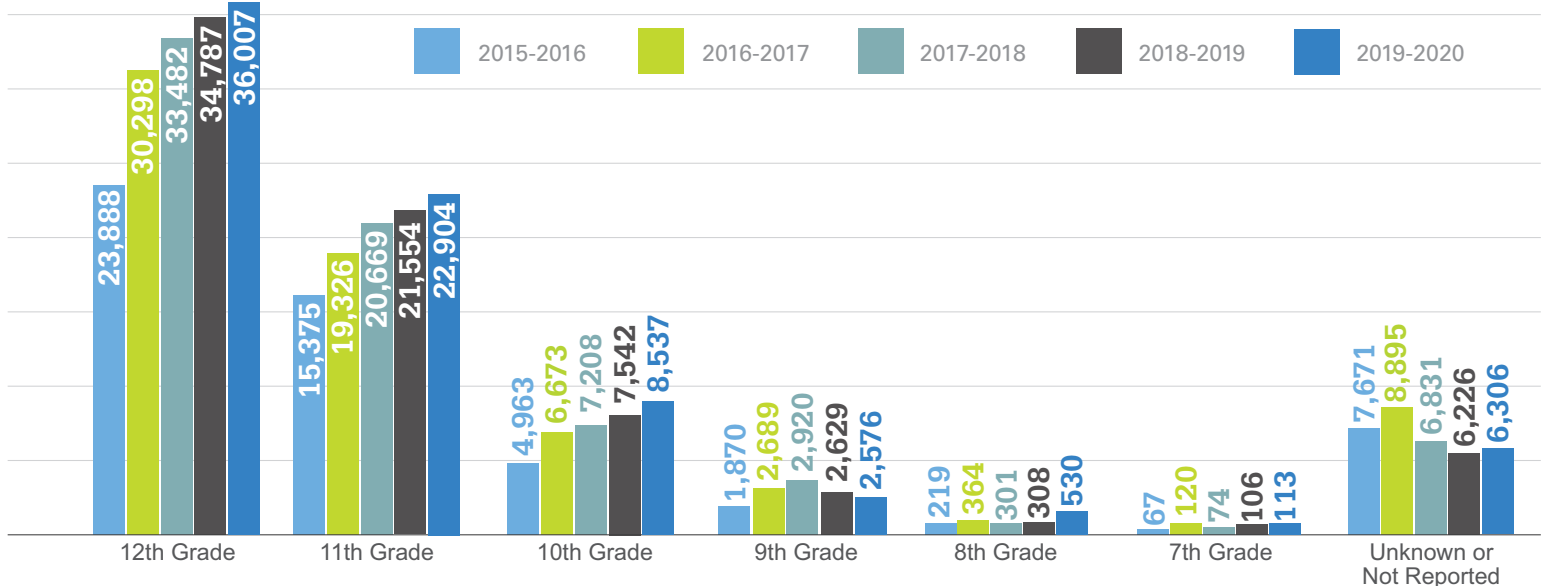


Note: Figure 2 includes all enrollments from public and nonpublic secondary schools and homeschooled students. Figure 3 compares all CCP enrollment to Ohio public school headcount. See Appendix (pages 30-32) for county headcounts and percentages.

## Enrollment by grade level

As in previous years, the fifth year of the program showed enrollment growth of students in grades 10 through 12. This age group accounts for 88% of all participants. Grades 7 through 9 have had similar participation rates over the past five years, with some growth in the eighth grade during this past year. Figure 4 provides a comparison of the five years.

FIGURE 4  
College Credit Plus Participants by Grade



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

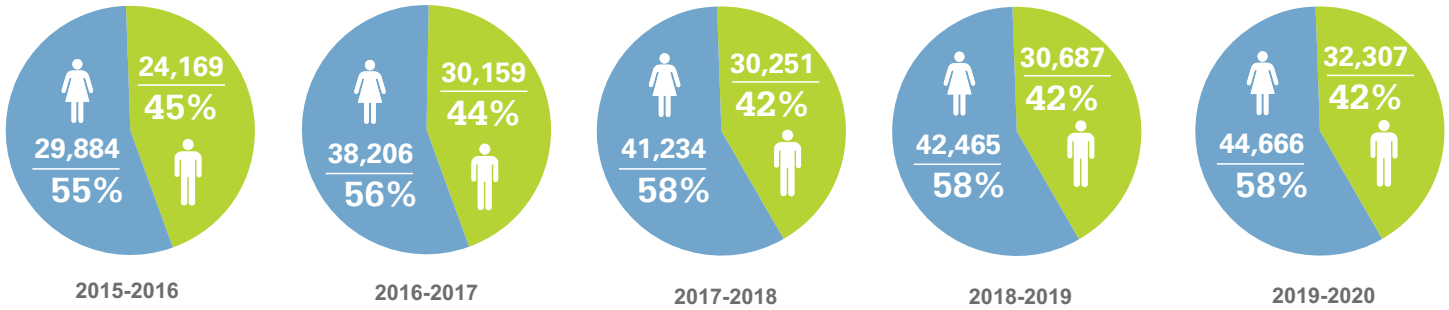


## Enrollment by gender

For the past three years, female students have comprised 58% of the participating students in the CCP program.

FIGURE 5

### College Credit Plus Students by Gender



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

## Enrollment by race

The data in Figure 6 indicate that the persistent participation gap for African American and Hispanic students has continued through all years of the program. One possible solution is to strengthen and encourage the Innovative Programs in which secondary schools and colleges concentrate on serving students who are traditionally not represented in higher education. The programs provide specific pathways and extra academic support services for students of color, low socio-economic status, and students with other barriers to higher education. Other solutions may be realized with the work of the Advisory Committee, which will focus on equity efforts in the upcoming calendar year. National groups have reached out to Ohio leadership to study and recommend dynamic actions for the state. These efforts intend to make the program more accessible to underserved students. Figure 6 provides an overview of all five years and the races and ethnicities of CCP students along with the high school public student population percentages.

FIGURE 6  
College Credit Plus Student Race/Ethnicity

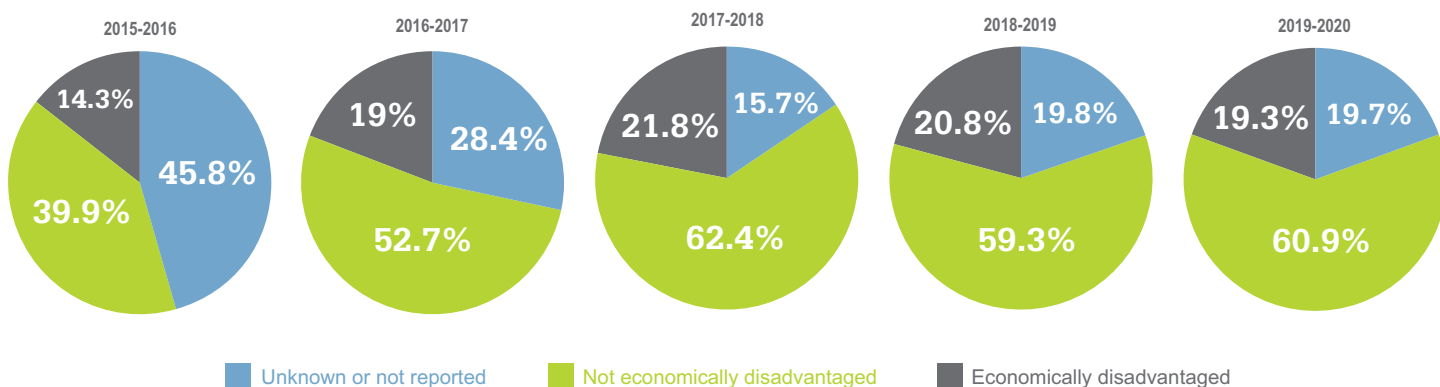
	African American	American Indian, Native American	Asian, Pacific Islander	Caucasian, White	Hispanic	Multiple Races	Native Hawaiian	Unknown or Not Reported
<b>CCP 2015-16</b>	6.3%	0.3%	1.7%	71.6%	2.6%	1.8%	0.1%	15.5%
High School Population 2015-16	16.0%	0.1%	2.1%	73.0%	4.5%	4.2%	0.1%	0.0%
<b>CCP 2016-17</b>	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%
<b>CCP 2017-18</b>	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%
<b>CCP 2018-19</b>	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%
<b>CCP 2019-20</b>	6.7%	0.3%	3.0%	71.8%	1.5%	5.2%	0.1%	11.4 %
High School Population 2019-20	16.8%	0.1%	2.6%	68.1%	6.4%	5.8%	0.1%	0.0%

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 the Free or Reduced Lunch program or for another government-sponsored program. Figure 7 provides the distribution of students based on socio-economic status for the five years of the program.

**FIGURE 7**  
Percentage of CCP Students by Economic Status

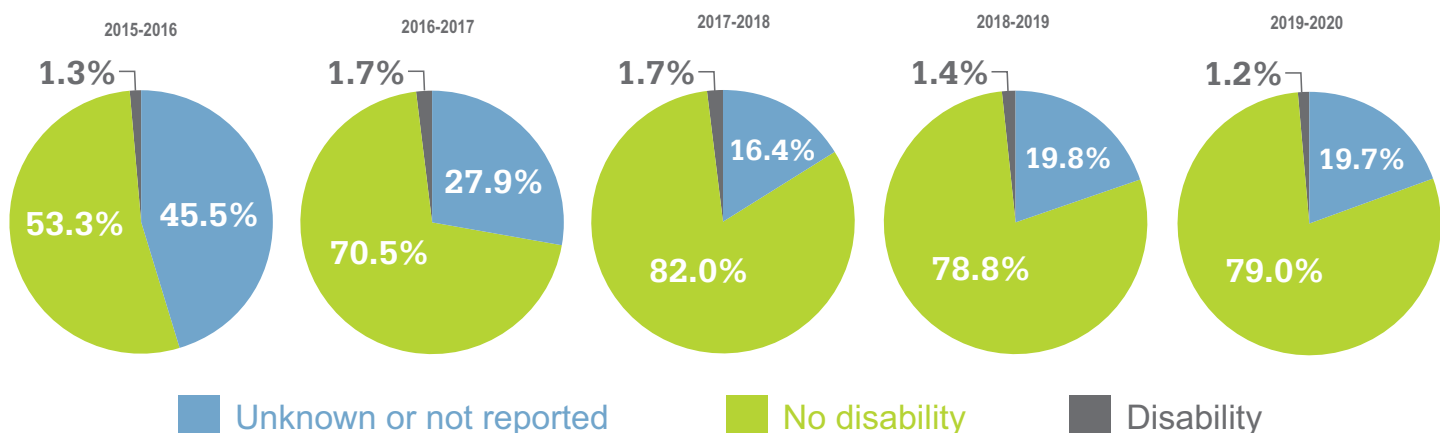


Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

## Enrollment by disability

Students with reported disabilities comprised 1.2% of the participants in 2019-2020.

**FIGURE 8**  
Disability Status



## Spotlight on Innovative Programs

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. For the 2020-2021 academic year, 21 Innovative Programs were approved. These programs project to serve approximately 1,500 students.

To address 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 support efforts to identify new practices or state policy for CCP to better serve students on their journey to college readiness and success. [Click for more information about the programs.](#)

COLLEGE	SECONDARY SCHOOL	PROGRAM NAME
Central Ohio Technical College	Reynoldsburg City Schools	Computer Science Pathway
Central Ohio Technical College	Reynoldsburg City Schools	Digital Media Pathway
Cincinnati State Technical and Community College	North College Hill High School	English Composition
Cuyahoga Community College	Cleveland Metropolitan School District	Pathways to Workforce
Hocking College	New Lexington City Schools	Project Y.O.U. Pathways to Prosperity
Hocking College	Tri-County Career Center	Pathways to Prosperity
Hocking College	Trimble Local Schools	Pathways to Prosperity
Lorain County Community College	Elyria City School District	Career and College Pathways
Lorain County Community College	Oberlin City Schools	College Pathway Institute
Miami University	Aiken High School	MU Teach Program
Ohio State University	South-Western City School District	IMPACT
Rio Grande Community College	Wellston High School	MSSC Certificate Production Technician Program
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
University of Cincinnati	Mt. Healthy City Schools, Princeton City Schools, and Cincinnati Public Schools	Inquiry to Innovation - Biology Meets Engineering
University of Cincinnati	Hughes STEM and Shroder Paideia High Schools	UC SoIT

## Innovative Programs (continued)

COLLEGE	SECONDARY SCHOOL	PROGRAM NAME
Youngstown State University	Liberty High School, Niles McKinley High School, and Youngstown City Schools	Unlocking Hidden Game
Youngstown State University	Liberty Local, Jackson-Milton Local, Valley Christian, Warren City, and Youngstown City School Districts	Future Story Project
Zane State College	Crooksville, Morgan, Noble and Zanesville School Districts	Twelfth Grade Redesign Expansion

Direct link: <https://www.ohiohighered.org/sites/default/files/uploads/CCP/resources/Innovative%20Programs%20Overview%202020-2021.pdf>

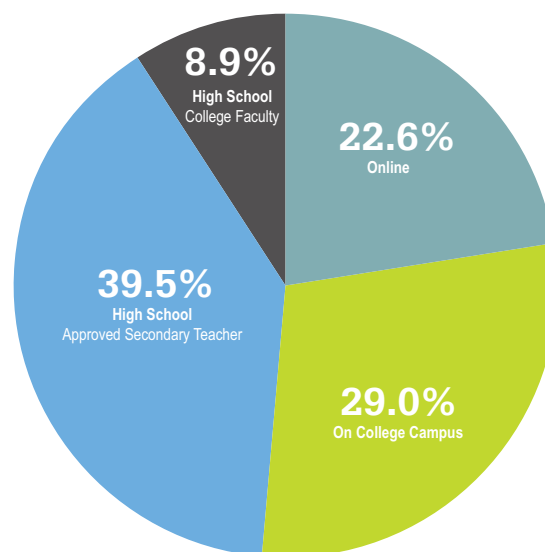
## Enrollment by delivery type

Students can choose to enroll in one or more of the four delivery types for CCP courses. The overall number of course enrollments for these specified delivery types is 179,833. This number is a reflection of student course enrollment and is not a distinct count of CCP students.

The breakdown of these course enrollments is listed below and depicted in Figure 9.

- At the high school location with an approved secondary school teacher accounts for 39.5% (71,029)
- On the college campus accounts for 29.0% (52,179)
- Online accounts for 22.6% (40,620)
- At the high school location with a college faculty accounts for 8.9% (16,005)

FIGURE 9  
Percentage of Student Enrollments  
by Delivery Type





## Spotlight on high school teachers

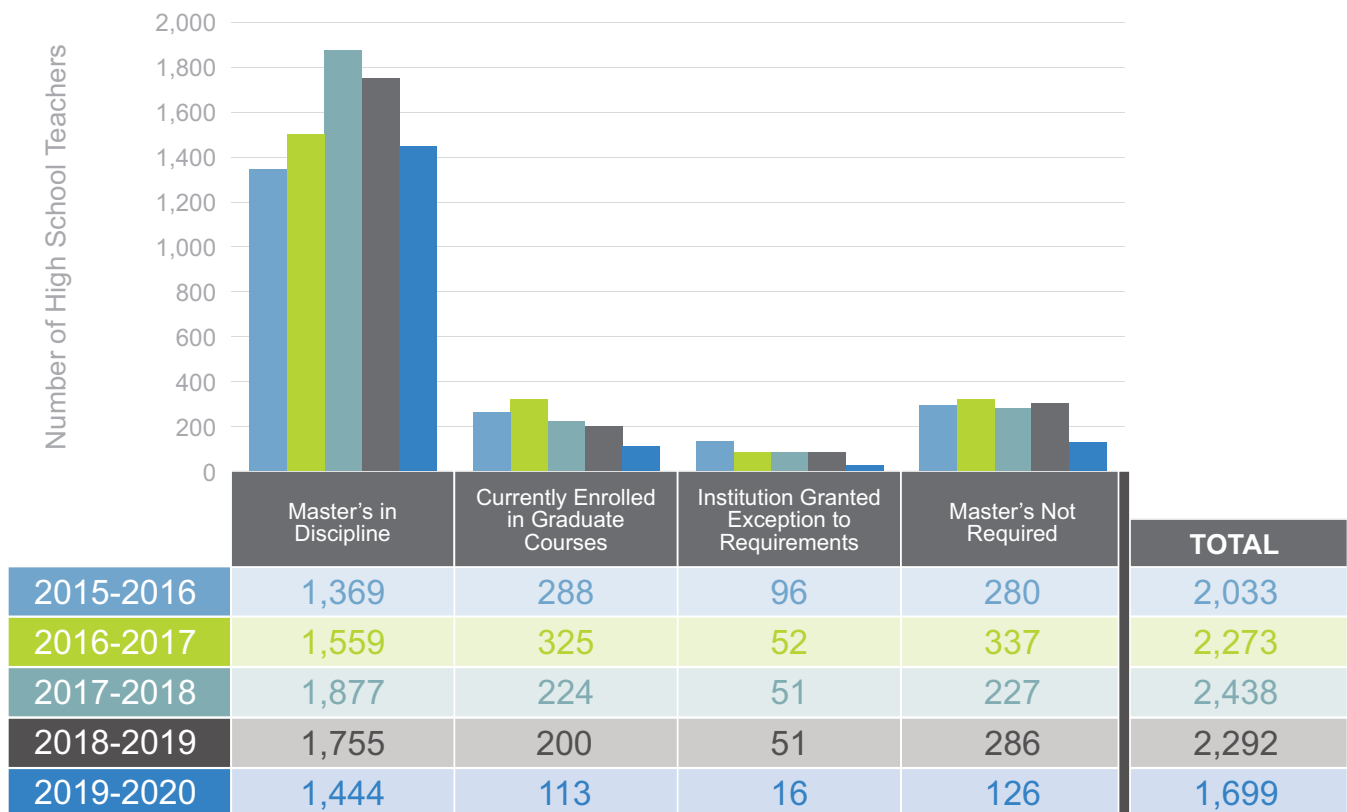
### Number of Teachers

As noted in Figure 9, the four delivery modes provide a variety of methods for students to access CCP courses. This section spotlights one valuable delivery mode: Ohio’s high school teachers who have been approved by colleges and serve in the role of college adjunct faculty members.

Figure 10 illustrates the number of high school teachers who have been approved to teach CCP 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.

The total number of high school teachers has decreased since a high in 2017-2018. This decrease is unexpected in consideration of the data of course enrollments noted on page 12. This decrease in the total number of teachers with certain credentials could be related to the number of institutions that have not yet provided data in the “Compliance Survey” as noted on page 20.

FIGURE 10  
Number of High School Teachers



In 2019-2020, colleges and universities reported 492 hours of professional development for CCP high school teachers and reported 1,223 classroom observations as required by Ohio Revised Code section 3365.05 and Ohio Administrative Code section 3333-1-65.4.

### **Teacher Credentialing Grants**

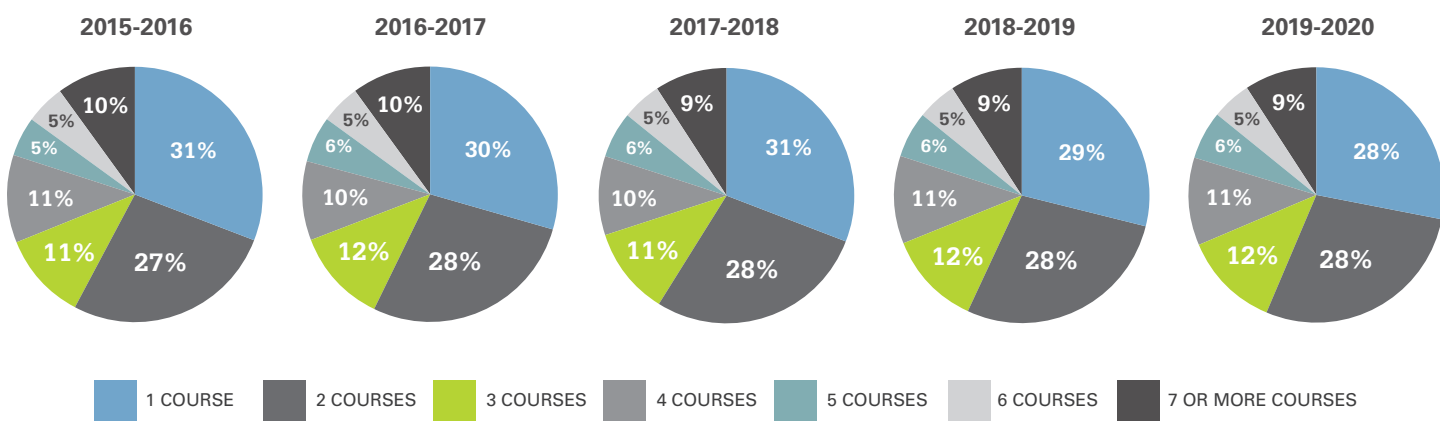
As noted in the 2018-2019 report, the access to college courses at the high school locations has the potential to grow due in part to a generous \$3 million Teacher Credentialing Grant funds provided in the state's biennial budget, House Bill 166 of the 133rd Ohio General Assembly.

The grant awardees, seven entities including colleges, secondary schools, and educational service centers, estimated in their proposals that nearly 300 teachers would be earning the graduate credit hours that would allow them to seek approval from colleges to teach college courses. As of December 2020, this grant project is approximately 75% completed, and the awardees have reported that the enrolled graduate students (i.e., high school teachers) are pursuing English, mathematics, chemistry, political science, communications, Spanish, computer science, and other discipline-specific course options.

## Number of courses taken

More than 50% of students enroll in only one or two courses, as shown in Figure 11. This figure 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 11  
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
2019-20	21,328	20,934	9,279	8,414	4,795	3,605	6,760

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

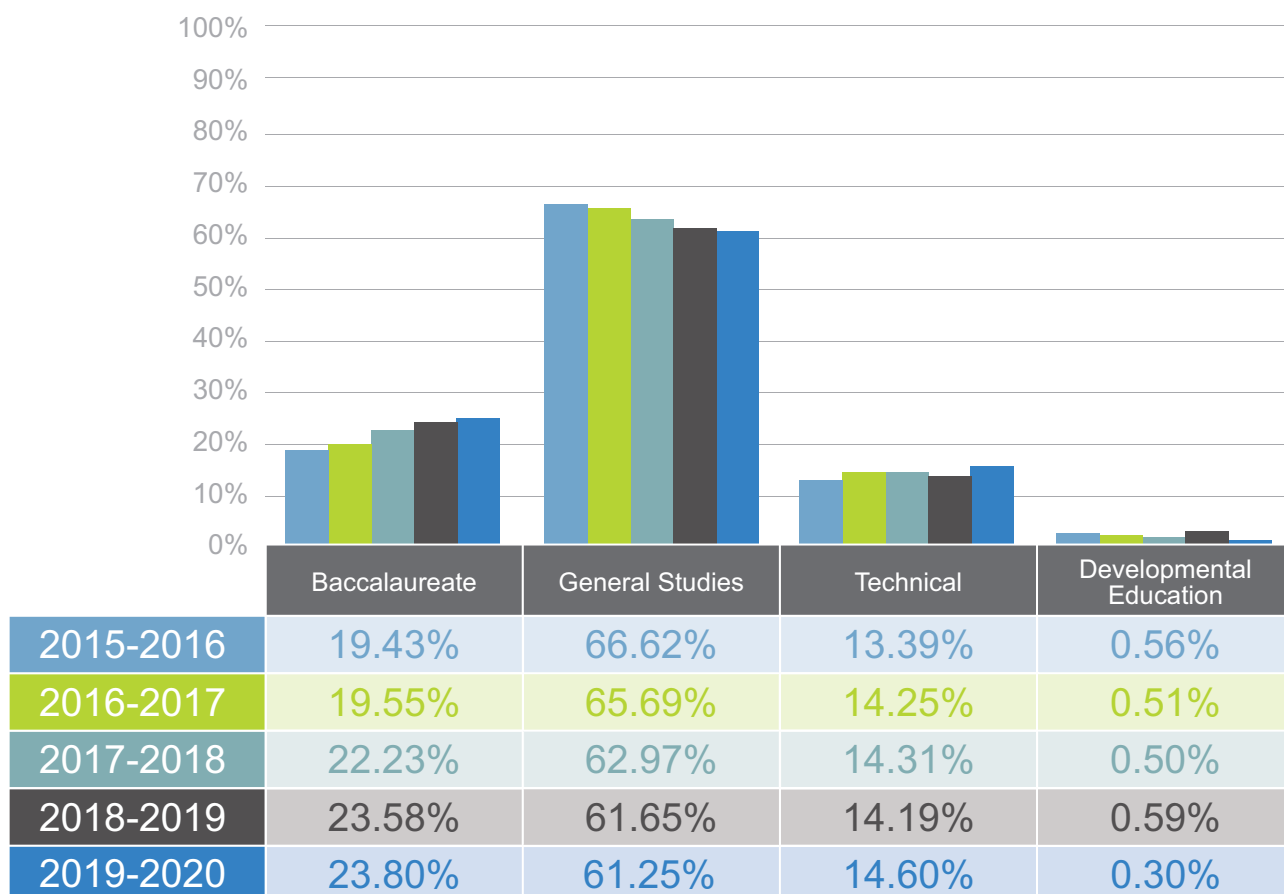
## Level of instruction

Figure 12 provides course section counts by the level of instruction. 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 12, baccalaureate courses are 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 CCP, 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 12

### CCP Course Section Percentage by Level of Instruction

*Public Institutions Only*



## 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 and courses (attempted and earned), and average GPA, for 2019-2020.

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

College/University	Institution Type	Students Enrolled	Courses Attempted	Courses Completed	Percentage of Completed Courses	Credits Attempted	Credits Earned	Percentage of Completed Credits	Average GPA
Belmont College	CC	186	542	506	93.36%	1,765.0	1,648.0	93.37%	3.23
Central Ohio Technical College	CC	2,377	5,069	4,813	94.95%	16,476.0	15,694.5	95.26%	3.27
Cincinnati State Technical and Community College	CC	2,686	5,799	5,426	93.57%	19,714.0	18,491.0	93.80%	3.35
Clark State Community College	CC	2,709	7,501	7,141	95.20%	24,230.5	23,113.5	95.39%	3.35
Columbus State Community College	CC	7,978	21,122	19,409	91.89%	62,676.0	57,771.5	92.17%	3.23
Cuyahoga Community College	CC	4,840	14,857	13,469	90.66%	43,024.0	39,944.0	92.84%	3.16
Eastern Gateway Community College	CC	1,535	4,814	4,723	98.11%	15,738.0	15,440.0	98.11%	3.49
Edison State Community College	CC	2,397	7,993	7,814	97.76%	25,914.5	25,351.0	97.83%	3.45
Hocking College	CC	770	1,176	978	83.16%	4,053.5	3,332.0	82.20%	3.36
James A Rhodes State College	CC	2,785	5,063	4,721	93.25%	14,799.5	14,534.5	98.21%	3.48
Lakeland Community College	CC	1,673	7,732	6,451	83.43%	22,274.0	20,318.0	91.22%	3.21
Lorain County Community College	CC	3,340	11,192	10,714	95.73%	30,962.0	29,643.0	95.74%	3.22
Marion Technical College	CC	1,071	3,780	3,608	95.45%	11,305.0	10,787.0	95.42%	3.40
North Central State College	CC	1,534	5,315	4,994	93.96%	16,583.0	15,884.0	95.78%	3.39
Northwest State Community College	CC	890	2,615	2,538	97.06%	8,106.0	7,867.0	97.05%	3.34
Owens Community College	CC	2,185	5,010	4,445	88.72%	14,775.0	13,566.0	91.82%	3.49
Sinclair Community College	CC	7,209	17,262	15,278	88.51%	51,015.0	46,987.0	92.10%	3.23
Southern State Community College	CC	1,806	6,338	6,103	96.29%	20,759.0	20,022.0	96.45%	3.41
Stark State College	CC	4,252	10,429	9,804	94.01%	31,463.5	29,494.0	93.74%	3.29
Terra State Community College	CC	910	2,730	2,617	95.86%	7,842.5	7,521.5	95.91%	3.32
Rio Grande Community College	CC	400	1,420	1,333	93.87%	4,356.0	4,082.0	93.71%	3.39
Washington State Community College	CC	1,153	4,343	4,200	96.71%	12,077.0	11,648.0	96.45%	3.40
Zane State College	CC	1,329	3,863	3,263	84.47%	11,501.0	9,631.0	83.74%	3.31
Art Academy of Cincinnati	IN	<5	<5	<5	100.00%	12.0	12.0	100.00%	3.93
Ashland University	IN	318	882	853	96.71%	2,765.0	2,675.0	96.75%	3.39
Aultman College of Nursing and Health Sciences	IN	10	72	63	87.50%	176.0	161.0	91.48%	3.42
Bluffton University	IN	41	86	86	100.00%	272.0	272.0	100.00%	1.17



College/University	Institution Type	Students Enrolled	Courses Attempted	Courses Completed	Percentage of Completed Courses	Credits Attempted	Credits Earned	Percentage of Completed Credits	Average GPA
Bryant & Stratton College-Parma	IN	<5	15	7	46.67%	45.0	21.0	46.67%	0.70
Case Western Reserve University	IN	10	29	21	72.41%	89.0	65.0	73.03%	3.58
Cedarville University	IN	339	911	893	98.02%	2,771.0	2,711.5	97.85%	3.58
Chatfield College	IN	164	627	580	92.50%	1,825.0	1,683.0	92.22%	3.32
Defiance College	IN	9	44	44	100.00%	133.0	133.0	100.00%	3.60
Franklin University	IN	5	10	not reported	0.00%	32.0	not reported	0.00%	not reported
Heidelberg University	IN	38	109	100	91.74%	313.0	294.0	93.93%	3.42
Hiram College	IN	397	697	630	90.39%	2,762.0	2,508.0	90.80%	3.44
John Carroll University	IN	33	131	122	93.13%	378.0	351.0	92.86%	3.60
Kenyon College	IN	990	1,913	1,846	96.50%	7,272.0	7,004.0	96.31%	3.44
Lake Erie College	IN	71	254	not reported	0.00%	836.0	not reported	0.00%	not reported
Lourdes University	IN	18	51	44	86.27%	151.0	130.0	86.09%	2.96
Malone University	IN	116	337	320	94.96%	1,069.0	1,016.0	95.04%	3.64
Marietta College	IN	22	77	63	81.82%	222.0	184.0	82.88%	3.26
Mount Vernon Nazarene University	IN	173	668	651	97.46%	2,035.5	1,982.5	97.40%	3.57
Muskingum University	IN	87	168	61	36.31%	571.0	191.0	33.45%	3.58
Notre Dame College	IN	257	721	708	98.20%	2,118.0	2,083.0	98.35%	3.54
Ohio Christian University	IN	547	1,412	646	45.75%	4,258.0	1,960.0	46.03%	3.60
Ohio Northern University	IN	112	235	231	98.30%	673.0	663.0	98.51%	3.56
Otterbein University	IN	93	352	295	83.81%	1,045.0	899.0	86.03%	3.42
The University of Findlay	IN	1,418	2,775	2,714	97.80%	7,400.0	7,238.0	97.81%	3.37
Tiffin University	IN	282	928	869	93.64%	2,728.0	2,559.0	93.80%	3.49
University of Mount Union	IN	78	187	180	96.26%	690.0	666.0	96.52%	3.38
University of Northwestern Ohio	IN	44	199	158	79.40%	766.0	610.0	79.63%	2.70
Urbana University	IN	761	1,471	480	32.63%	5,060.0	1,689.0	33.38%	3.48
Walsh University	IN	161	455	312	68.57%	1,380.0	921.0	66.74%	3.62
Wittenberg University	IN	37	117	98	83.76%	444.0	387.0	87.16%	2.78
Bowling Green State University-Firelands	UB	1,053	3,586	3,407	95.01%	11,085.0	10,534.0	95.03%	3.35
Kent State University at Ashtabula	UB	404	885	868	98.08%	2,694.0	2,643.0	98.11%	3.43
Kent State University at East Liverpool	UB	318	559	544	97.32%	1,684.0	1,639.0	97.33%	3.36
Kent State University at Geauga	UB	549	1,270	1,212	95.43%	4,013.0	3,815.0	95.07%	3.24
Kent State University at Salem	UB	389	919	889	96.74%	2,876.0	2,786.0	96.87%	3.52
Kent State University at Stark	UB	1,103	2,584	2,508	97.06%	8,026.0	7,788.0	97.03%	3.37
Kent State University at Trumbull	UB	398	684	665	97.22%	2,171.0	2,114.0	97.37%	3.41
Kent State University at Tuscarawas	UB	459	1,879	1,829	97.34%	5,700.0	5,545.0	97.28%	3.21
Miami University-Hamilton	UB	390	975	940	96.41%	2,994.5	2,881.5	96.23%	3.44
Miami University-Middletown	UB	377	1,140	1,086	95.26%	3,397.0	3,239.0	95.35%	3.37

College/University	Institution Type	Students Enrolled	Courses Attempted	Courses Completed	Percentage of Completed Courses	Credits Attempted	Credits Earned	Percentage of Completed Credits	Average GPA
Ohio State University Agricultural Technical Insti	UB	25	123	122	99.19%	376.0	373.0	99.20%	3.22
Ohio State University-Lima Campus	UB	75	270	262	97.04%	916.0	889.0	97.05%	3.51
Ohio State University-Mansfield Campus	UB	132	497	482	96.98%	1,657.0	1,608.0	97.04%	3.37
Ohio State University-Marion Campus	UB	87	383	371	96.87%	1,299.0	1,256.0	96.69%	3.56
Ohio State University-Newark Campus	UB	121	521	500	95.97%	1,735.0	1,659.0	95.62%	3.45
Ohio University-Chillicothe Campus	UB	210	635	533	83.94%	1,786.0	1,739.0	97.37%	3.46
Ohio University-Eastern Campus	UB	198	580	496	85.52%	1,665.0	1,614.0	96.94%	3.43
Ohio University-Lancaster Campus	UB	375	1,106	936	84.63%	3,126.0	2,963.0	94.79%	3.48
Ohio University-Southern Campus	UB	317	869	738	84.93%	2,406.0	2,370.0	98.50%	3.60
Ohio University-Zanesville Campus	UB	180	629	509	80.92%	1,646.0	1,608.0	97.69%	3.42
University of Akron Wayne College	UB	1,041	3,490	3,285	94.13%	10,315.0	10,157.0	98.47%	3.48
University of Cincinnati-Blue Ash College	UB	148	531	516	97.18%	1,594.0	1,550.0	97.24%	3.66
University of Cincinnati-Clermont College	UB	1,051	2,970	2,864	96.43%	8,687.0	8,344.0	96.05%	3.49
Wright State University-Lake Campus	UB	377	1,296	1,092	84.26%	3,654.5	3,544.5	96.99%	3.38
Bowling Green State University-Main Campus	UM	1,875	4,036	3,919	97.10%	12,480.0	12,117.0	97.09%	3.60
Central State University	UM	13	23	21	91.30%	76.0	68.0	89.47%	3.34
Cleveland State University	UM	232	1,051	972	92.48%	3,037.0	2,887.0	95.06%	3.41
Kent State University at Kent	UM	758	2,190	2,125	97.03%	6,641.0	6,435.0	96.90%	3.38
Miami University-Oxford	UM	39	94	89	94.68%	310.5	296.0	95.33%	3.63
Ohio State University-Main Campus	UM	362	1,427	1,388	97.27%	4,725.0	4,577.0	96.87%	3.68
Ohio University-Main Campus	UM	171	654	569	87.00%	1,787.0	1,732.0	96.92%	3.49
Shawnee State University	UM	722	2,039	1,979	97.06%	6,484.0	6,291.0	97.02%	3.36
University of Akron Main Campus	UM	1,423	5,223	4,721	90.39%	14,853.0	14,322.0	96.42%	3.32
University of Cincinnati-Main Campus	UM	535	1,161	1,128	97.16%	3,537.0	3,444.0	97.37%	3.53
University of Toledo	UM	903	2,825	2,667	94.41%	8,484.0	8,004.0	94.34%	3.45
Wright State University-Main Campus	UM	928	2,427	2,119	87.31%	6,800.0	6,566.0	96.56%	3.45
Youngstown State University	UM	1,284	4,286	4,149	96.80%	12,234.0	11,838.0	96.76%	3.60

*Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students and are current as of December 2020. Some institutions will continue to finalize and report credits earned data. Cell sizes under 5 are masked for privacy.*

## Compliance – Students not admitted

Through the annual Compliance Survey completed by colleges and universities participating in College Credit Plus, the number of students who applied for and were denied admission for the 2019-2020 academic year were reported. 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	7
Aultman College of Nursing and Health Sciences	4
Bluffton University	2
Bowling Green State University	127
Bryant & Stratton College	0
Case Western Reserve University	22
Cedarville University	1
Chatfield College	0
Clark State University	50
Cleveland State University	9
Columbus State Community College	0
Eastern Gateway Community College	232
Heidelberg University	0
Hiram College	2
John Carroll University	1
Lake Erie College	4
Lorain County Community College	131
Lourdes University	0
Malone University	9
Miami University	129

College/University	Number of Students Denied Admission
Mount Vernon Nazarene University	13
Muskingum University	0
Notre Dame College	5
Ohio Christian University	27
Ohio Northern University	3
Ohio State University	147
Ohio University	362
Otterbein University	1
Sinclair Community College	129
Southern State Community College	21
Stark State College	0
Tiffin University	8
University of Findlay	13
University of Mount Union	0
University of Toledo	7
Urbana University	10
Walsh University	3
Washington State Community College	75
Wittenberg University	4
Wright State University	46
Youngstown State University	112

*Note: These institutions have not reported admissions decisions: Art Academy of Cincinnati, Ashland University, Belmont College, Central Ohio Technical College, Central State University, Cincinnati State Technical College, Cuyahoga Community College, Defiance College, Edison State Community College, Franklin University, Hocking College, James Rhodes State College, Kent State University, Kenyon College, Lakeland Community College, Marietta College, Marion Technical College, North Central State College, Northwest State Community College, Owens Community College, Rio Grande Community College, Shawnee State University, Terra State College, University of Akron, University of Cincinnati, University of Northwestern Ohio, and Zane State College.*

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 246 for 2019-2020, 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 students who are homeschooled

Students who are homeschooled and students who attend nonpublic/private schools may participate in CCP coursework by applying for funds through the Ohio Department of Education annually. These funds are then allocated to families based on the appropriation limits set by the General Assembly. The student's grade level and number of requested credits are considered in the automated distribution of funds.

For academic year 2019-2020, 100% of the 1,171 homeschooled students and the 3,855 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.

Program Period	Credit Hours Requested	Credit Hours Awarded	Number of Awarded Applications	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
Homeschool FY 2020	24,768	16,181	1,171	21.2	336	28.69%	835	71.31%
Nonpublic FY 2020	51,632	38,992	3,855	13.4	2,499	64.82%	1,356	35.18%

As noted, students requested on average 13.4 credits (nonpublic) and 21.2 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 2019-2020 year, homeschooled students in grade 12 received up to 20 credits (less if they requested fewer credits), students in grade 11 received up to 16 credits, and students in grades 7 through 10 received up to 8 credits. For nonpublic students in grade 12, those students received up to 20 credits; students in grade 11, up to 12 credits; and students in grades 7 through 10, up to 8 credits.

These allocations were based on \$2.6 million from the General Assembly and \$2.6 million from auxiliary services awarded to nonpublic students. For homeschooled families, \$2 million was allocated to these families.

## Enrollment in study abroad courses

There is no standard naming convention for college courses in Ohio's higher education institutions, including but not limited to "study abroad" courses. For the 2021 academic year, 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 Ohio public colleges or universities.

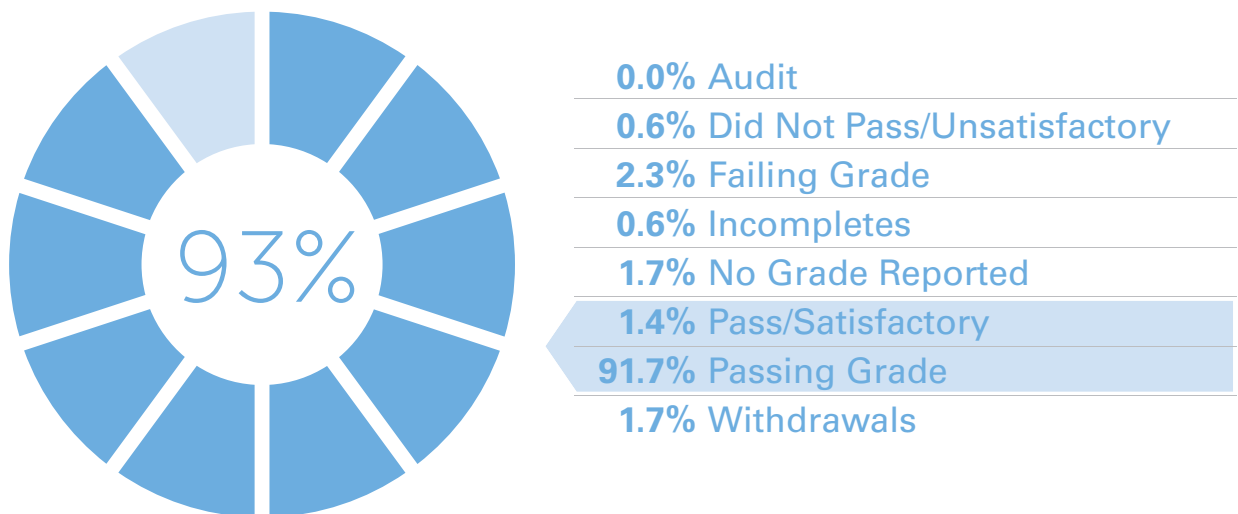


# Performance

## Overall grades

As in previous years, students in CCP do exceptionally well in their college coursework. For the 2019-2020 academic year, 93.1% of students earned passing grades. Figure 13 illustrates all of the course outcomes for this year.

FIGURE 13  
CCP Course Outcomes: 2019-2020



## Grade point averages by grade level

For the 2019-2020 academic year, student grade point averages (GPAs) for College Credit Plus courses also reflect successful performance. The average CCP GPA for students was 3.35. Figure 14 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 14

### GPA by Grade Level

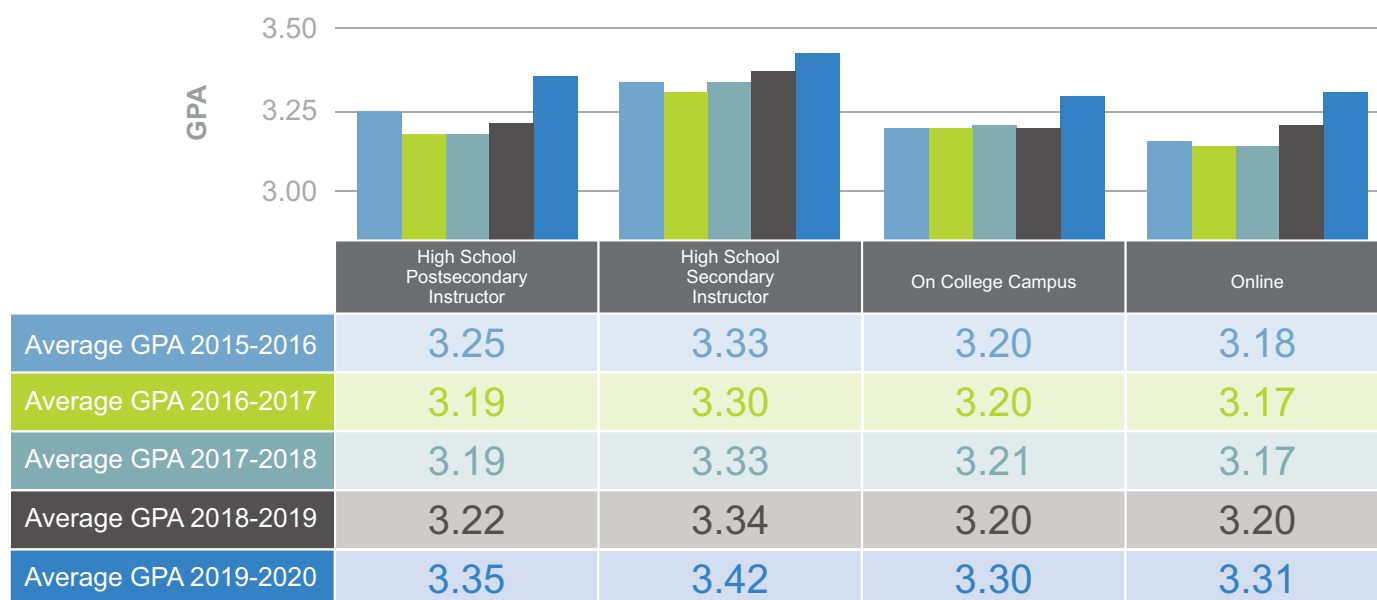
Grade Level	Average GPA
7th Grade	3.44
8th Grade	3.32
9th Grade	3.43
10th Grade	3.41
11th Grade	3.38
12th Grade	3.32
Grade Level Unknown or Not Reported	3.38

## Grade point averages by delivery type

For the 2019-2020 school year, student average GPAs showed an increase compared to the last year. Additional analysis can occur by looking at GPAs by term and should be monitored to see if the increase will continue into the next academic year. Figure 15 illustrates the average GPA of students by delivery type and by year.

FIGURE 15

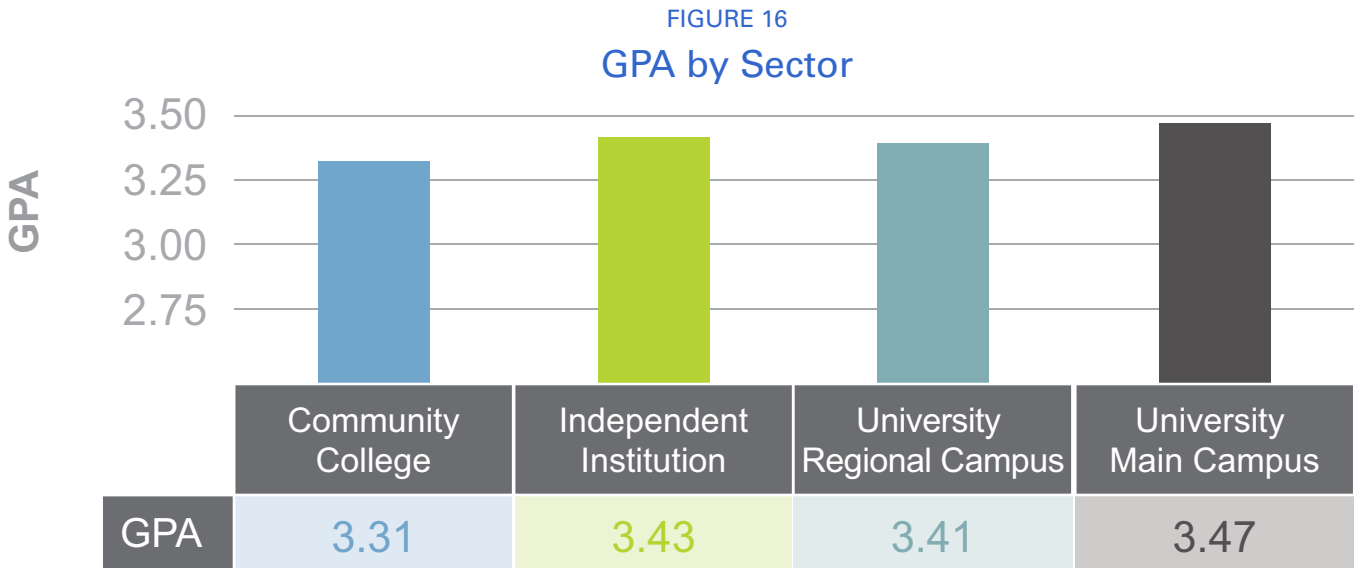
### GPA by Course Delivery Type



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

## Grade point averages by sector

Figure 16 provides an overview of the GPAs by institution type for 2019-2020.



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 five years, approximately 91% of students earned GPAs above 2.0, which is critical given an administrative rule implemented in 2018, under which students must maintain a 2.0 or higher GPA to continue participating in the program without restrictions.

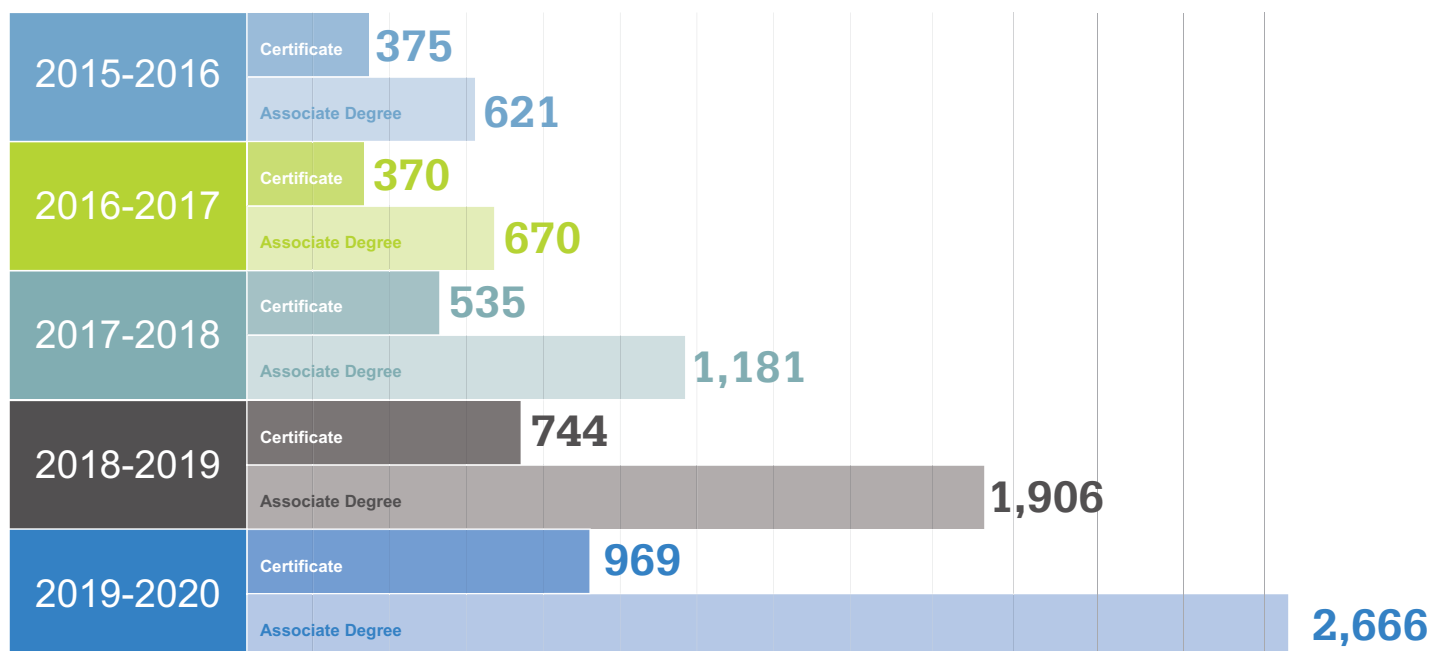
		GPA RANGES			
		Less than 1.00 GPA	1.00 to 1.99 GPA	2.00 to 2.99 GPA	3.00 to 4.00 GPA
<b>2015-2016</b>	Student counts	1,069	2,387	9,152	38,257
	Percent of total participants	2.1%	4.7%	18.0%	75.2%
<b>2016-2017</b>	Student counts	1,554	3,426	11,715	46,445
	Percent of total participants	2.5%	5.4%	18.6%	73.6%
<b>2017-2018</b>	Student counts	1,638	3,601	11,741	50,433
	Percent of total participants	2.4%	5.3%	17.4%	74.8%
<b>2018-2019</b>	Student counts	1,578	3,563	12,021	51,808
	Percent of total participants	2.3%	5.2%	17.4%	75.1%
<b>2019-2020</b>	Student counts	1,489	3,172	11,280	56,990
	Percent of total participants	2.0%	4.3%	15.5%	78.1%

## Attainment results

In addition to providing an opportunity to earn college credits in high school and to engage in advanced course options, CCP allows students to earn certificates and associate degrees before they graduate from high school. As demonstrated in Figure 17, 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 certificate or associate degree attainment of 996 credentials in the first year to 3,635 credentials in the 2019-2020 academic year.

The bar chart below lists the count of the highest credential earned by students for the given academic year. Students may be included in multiple academic years as they continue to attain additional credentials. As an example, if the highest credential earned for academic year 2016 is a Certificate, but the student continues into academic year 2017 and earns an associate degree, the students' Certificate is counted in 2016 and the associate degree is counted in 2017. These students also include those who would have begun earning college credit under the Postsecondary Enrollment Options program, Early College High Schools and/or local dual enrollment activities.

FIGURE 17  
Credentials Earned During High School



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 postsecondary institutions of higher education. Of those students, 20.31% enrolled in two-year colleges and 79.69% enrolled in four-year universities. Of those students, 93.61% persisted to the 2017-2018 year, 92.21% persisted to the 2018-2019 year, and 84.83% persisted to the 2019-2020 academic year.

Similar tracking has been completed for the classes of 2017, 2018, and 2019. For the class of 2019, 39,724 CCP students graduated that year and almost 70% matriculated to colleges or universities after high school. This and the three preceding years show slight declines in the matriculation rates. The trend of more than three-fourths of the students matriculating to four-year universities has remained nearly the same each year.

These data, for longitudinal tracking, are from the National Student Clearinghouse and the Ohio Department of Higher Education's Higher Education Information system as of December 2020, and are illustrated in the table below for the cohort classes of 2016, 2017, 2018, and 2019.

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	Persisted to 2019-2020
2016	23,439	77.79%	20.31%	79.69%	93.61%	92.21%	84.83%
2017	32,721	75.46%	19.67%	80.33%	-	92.16%	91.62%
2018	37,729	72.67%	19.77%	80.23%	-	-	91.41%
2019	39,724	69.93%	21.42%	78.58%	-	-	-

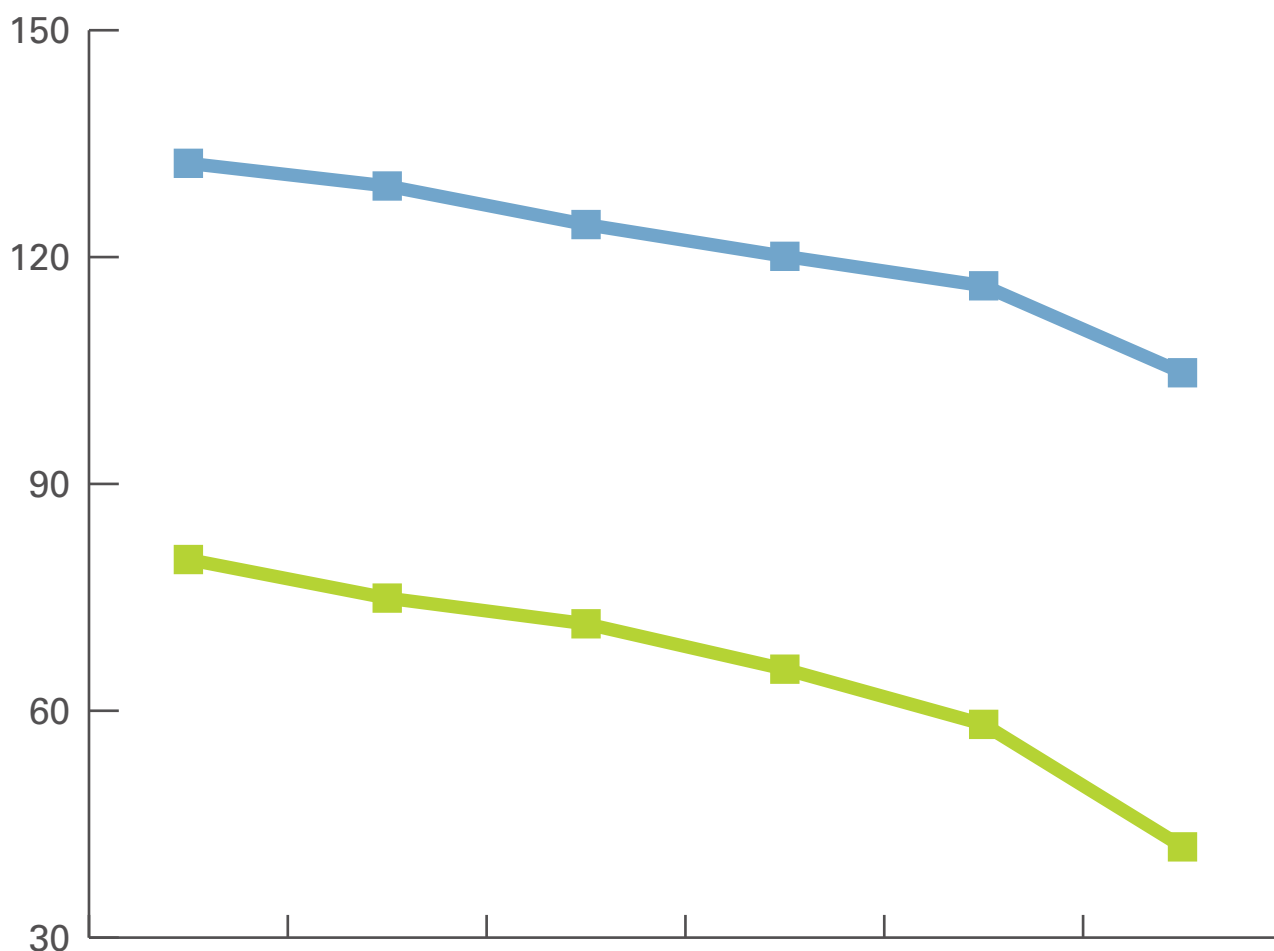
*Note: These data include all enrollments from public and nonpublic secondary schools and homeschooled students.  
Updated data for 2016 as of December 2020.*

## Credits to degree attainment

Students who earn 30 or more credits in CCP benefit from decreased time and fewer credits needed to earn degrees after high school. Figure 18 illustrates that students who earn fewer than six credits in CCP likely still are on a four-year path to their degrees; whereas, students who earn a significant number of credits will benefit with fewer post-high school credits needed for their degrees. Students who earn many credits under College Credit Plus often enroll in college courses that will substitute for high school graduation credits and, at the same time, complete some general education requirements for college degrees. Depending on the student’s post-high school pathway, the curriculum of the major or degree and the enrollment history of the student also will impact the time to completion.

FIGURE 18

### Undergraduate Hours to Degree



	Less than 6	6 to 11	12 to 17	18 to 23	24 to 29	30 or more
Bachelor's	132.4	129.4	124.3	120.1	116.2	104.7
Associate	80.0	74.9	71.5	65.5	58.2	42.0

## Attainment - Receiving credentials in two different subjects

As of November 2020, 597 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.

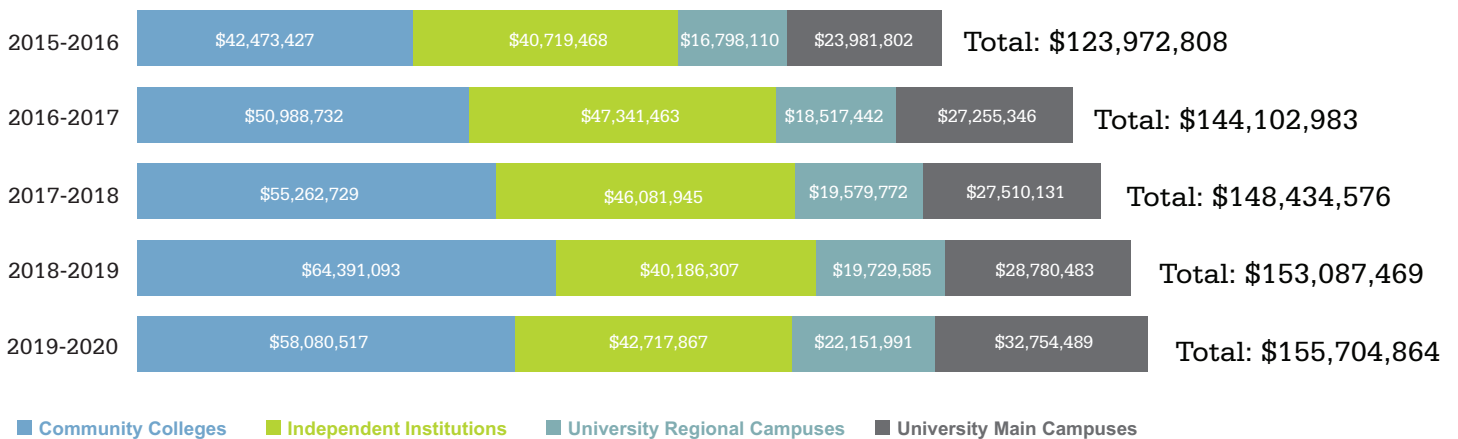
## Attainment – Graduate coursework

As of November 2020, 112 students who had participated in CCP are pursuing their master or doctoral degrees at Ohio public institutions after they have graduated from high school.

## 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



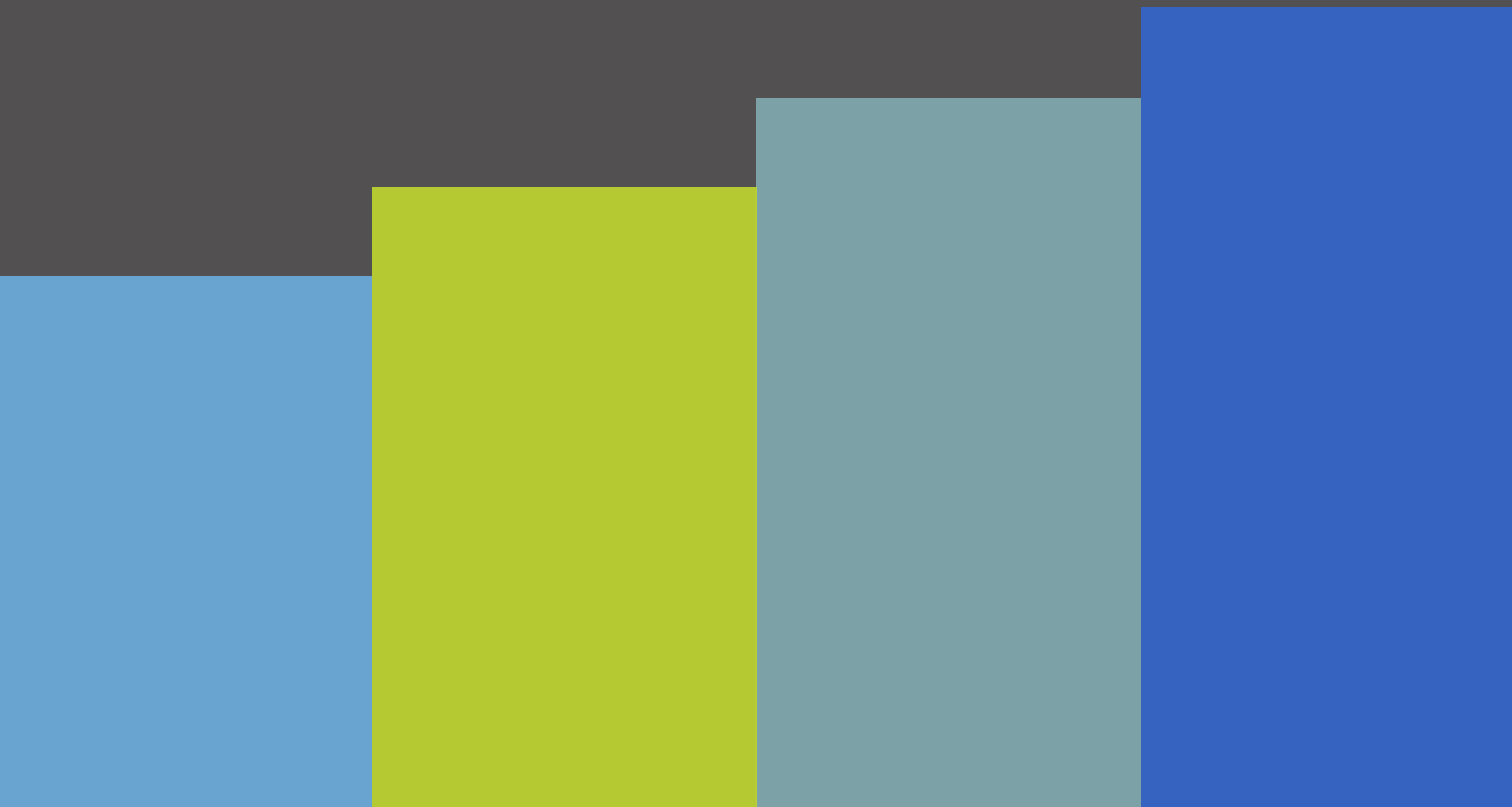


## College Credit Plus Enrollment by County

COUNTY	GRADE 9-12 PUBLIC SCHOOL FTES	CCP HEADCOUNTS	% OF HIGH SCHOOL POPULATION TAKING CCP COURSES
Adams	1,359.72	289	21.25%
Allen	4,897.48	750	15.31%
Ashland	2,095.19	318	15.18%
Ashtabula	4,085.03	309	7.56%
Athens	2,358.92	234	9.92%
Auglaize	2,171.64	342	15.75%
Belmont	2,745.69	244	8.89%
Brown	2,275.06	487	21.41%
Butler	18,453.09	1,910	10.35%
Carroll	672.58	192	28.55%
Champaign	1,792.34	279	15.57%
Clark	6,218.84	1,214	19.52%
Clermont	8,192.97	1,202	14.67%
Clinton	2,528.62	324	12.81%
Columbiana	4,430.73	492	11.10%
Coshocton	1,529.17	264	17.26%
Crawford	1,455.23	287	19.72%
Cuyahoga	49,573.77	5,047	10.18%
Darke	2,255.37	716	31.75%
Defiance	1,737.58	169	9.73%
Delaware	10,588.28	1,426	13.47%
Erie	4,962.36	662	13.34%
Fairfield	8,128.68	1,176	14.47%
Fayette	1,235.07	191	15.46%
Franklin	57,063.03	6,087	10.67%
Fulton	2,118.57	333	15.72%
Gallia	1,685.68	149	8.84%
Geauga	3,210.64	487	15.17%
Greene	6,893.40	1,388	20.14%
Guernsey	1,567.91	292	18.62%
Hamilton	32,556.70	2,355	7.23%
Hancock	3,603.40	1,164	32.30%
Hardin	1,074.20	250	23.27%
Harrison	605.15	109	18.01%
Henry	2,075.98	229	11.03%
Highland	1,976.43	315	15.94%

COUNTY	GRADE 9-12 PUBLIC SCHOOL FTES	CCP HEADCOUNTS	% OF HIGH SCHOOL POPULATION TAKING CCP COURSES
Hocking	1,025.06	104	10.15%
Holmes	909.07	100	11.00%
Huron	2,471.21	566	22.90%
Jackson	1,198.35	71	5.92%
Jefferson	2,509.81	677	26.97%
Knox	2,538.75	440	17.33%
Lake	9,935.27	1,265	12.73%
Lawrence	2,873.94	284	9.88%
Licking	8,423.26	1,110	13.18%
Logan	2,541.25	432	17.00%
Lorain	13,524.83	2,285	16.89%
Lucas	22,530.75	1,817	8.06%
Madison	2,505.12	305	12.18%
Mahoning	9,472.39	902	9.52%
Marion	3,908.59	592	15.15%
Medina	9,118.04	1,245	13.65%
Meigs	972.63	131	13.47%
Mercer	2,375.88	382	16.08%
Miami	5,401.29	1,093	20.24%
Monroe	649.36	43	6.62%
Montgomery	22,987.60	3,578	15.56%
Morgan	557.28	126	22.61%
Morrow	1,447.94	254	17.54%
Muskingum	4,539.39	639	14.08%
Noble	400.62	119	29.70%
Ottawa	1,435.96	284	19.78%
Paulding	775.82	54	6.96%
Perry	1,584.91	269	16.97%
Pickaway	2,523.35	220	8.72%
Pike	1,525.94	165	10.81%
Portage	6,630.70	472	7.12%
Preble	1,586.12	300	18.91%
Putnam	1,732.10	618	35.68%
Richland	6,222.08	788	12.66%
Ross	3,635.54	186	5.12%
Sandusky	2,719.19	698	25.67%
Scioto	3,357.05	468	13.94%
Seneca	2,267.65	404	17.82%

COUNTY	GRADE 9-12 PUBLIC SCHOOL FTES	CCP HEADCOUNTS	% OF HIGH SCHOOL POPULATION TAKING CCP COURSES
Shelby	2,173.18	764	35.16%
Stark	17,567.38	3,104	17.67%
Summit	23,068.09	1,939	8.41%
Trumbull	8,443.82	974	11.54%
Tuscarawas	4,738.99	514	10.85%
Union	2,176.82	663	30.46%
Van Wert	1,440.33	94	6.53%
Vinton	514.05	92	17.90%
Warren	12,304.95	1,719	13.97%
Washington	2,627.70	889	33.83%
Wayne	4,816.81	878	18.23%
Williams	1,554.49	243	15.63%
Wood	6,448.76	1,086	16.84%
Wyandot	1,008.51	206	20.43%



**Ohio**

**Department of Education  
Department of Higher Education**

25 South Front Street | Columbus, OH 43215-3414