





Table of Contents

	Introduction.	4
	Participation.	6
	Performance.	28
	Appendices.	36

Introduction

At the time of publication of the Year 5 Annual Report for College Credit Plus, our report (December 2020) included this forecast:

Time will tell how the COVID-19 pandemic will impact the sixth year of the program.

Even with the trials the students faced with COVID-19, the data for Year 6 of the program, the 2020-2021 academic year, show that more than 76,000 participated in College Credit Plus and these students persisted and accomplished academic excellence. The achievement of these students must be acknowledged considering this unprecedented time in our history. Even as College Credit Plus enrollment has grown over the past six years, student participation in other opportunities for advanced standing coursework such as Advanced Placement has as well. According to the College Board's 2020 [AP Cohort Data Report](https://reports.collegeboard.org/pdf/2020-ap-cohort-data-report.pdf)¹, Ohio has had an increase of AP course participation when comparing 2010 to 2020 data. The number of Ohio high school graduates who completed an AP exam was 23,099 in 2010 compared to 32,304 in 2020. Thus, students are provided an increased number of college in high school opportunities.

That good news leads us to an even closer examination of access to the program. Over the years, the Ohio Department of Higher Education (ODHE) and Ohio Department of Education (ODE) have been noting that students of color and students from economically disadvantaged families are not participating in the program at a rate comparable to their White and non-economically disadvantaged peers. Efforts to identify the barriers for those students have been under way with a Student Eligibility workgroup that was convened for the first time in November 2020. The workgroup was tasked with examining the student eligibility requirements as they relate to the ongoing diversity gap among students of color and students from economically disadvantaged families.

¹ <https://reports.collegeboard.org/pdf/2020-ap-cohort-data-report.pdf>

In tandem with its work, House Bill 110, Ohio's biennial budget bill for Fiscal Years 2022 and 2023, included a proposed revision for student eligibility. The proposal would retain the measure of eligibility with assessment exams and provided the Chancellor and the Superintendent of Public Instruction the opportunity to develop a rule that would identify additional eligibility measures. With the signing of House Bill 110, the Student Eligibility workgroup was reconvened to review data of students who had participated in College Credit Plus under the COVID-19 flexibility of a high school grade point average of 3.0. The workgroup recommended maintaining the eligibility criteria of the unweighted high school grade point average of 3.0. Additionally, another measure was included to allow students who earned a 2.75 high school grade point average along with a grade of A or B in a relevant high school course, determined by the institutions of higher

education, to participate. The workgroup concluded its work in November 2021 and the proposed Ohio Administrative Code rule is now in the process of legislative review with an intended implementation date of mid-February 2022, so that the eligibility measures can be used for the 2022-2023 academic year.

This sixth annual report reflects the requirements of 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 six annual reports are available on the College Credit Plus website, ohiohighered.org/ccp/about.

Participation

Overall enrollment by year

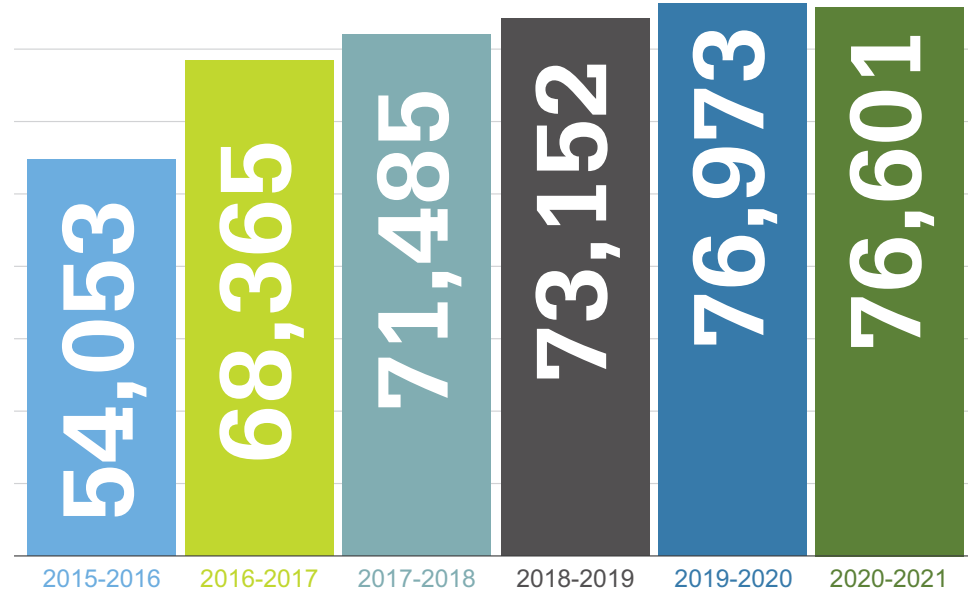
With over 76,000 students participating in College Credit Plus during the sixth year of the program, Ohio's dual enrollment program has provided the benefit of tuition savings for students and families of over \$158 million for the 2020-2021 year and over \$883 million over the six years of the program. (See page 35 for additional information on tuition savings.) While the current year did have a slight decline in enrollment over the previous year, likely brought on by the COVID-19 pandemic effects and also the slight decrease of the number of secondary school students in Ohio, Figure 1 provides the visual of the total enrollment for each year of the program.

A new resource to review student participation in college courses while in high school is the Ohio Department of Education's [college course attainment dashboard](#)². The dashboard can provide information by year, by school district, and some demographic markers, and it includes any college course enrollment including College Credit Plus, Early College High Schools, and other special programs.

² <https://reports.education.ohio.gov/report/report-card-data-college-credit-attainment-%E2%80%93-masked-version>

FIGURE 1

Total College Credit Plus Enrollment



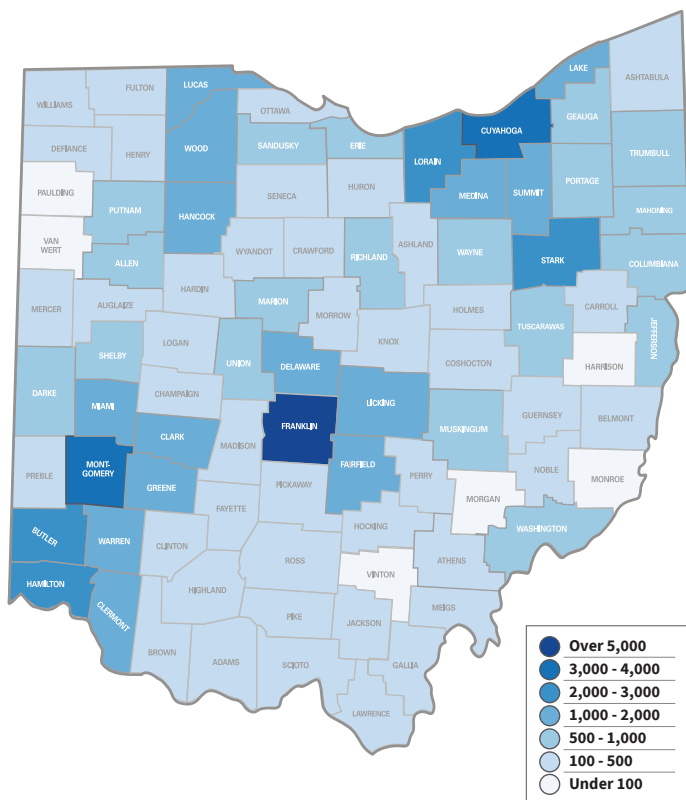
Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Overall enrollment by county

Figures 2 and 3 provide a visual representation of pockets of larger and smaller participation numbers. Figure 2 is an overall look at enrollment by county and Figure 3 shows participation as a percentage of the high school population by county. For county-level details, refer to Appendix 1 for an alphabetical list of counties, high school population, College Credit Plus enrollment, and percentage.

FIGURE 2

Student Participation by County



Note: Figure 2 includes all enrollments from public and nonpublic secondary schools and homeschooled students.

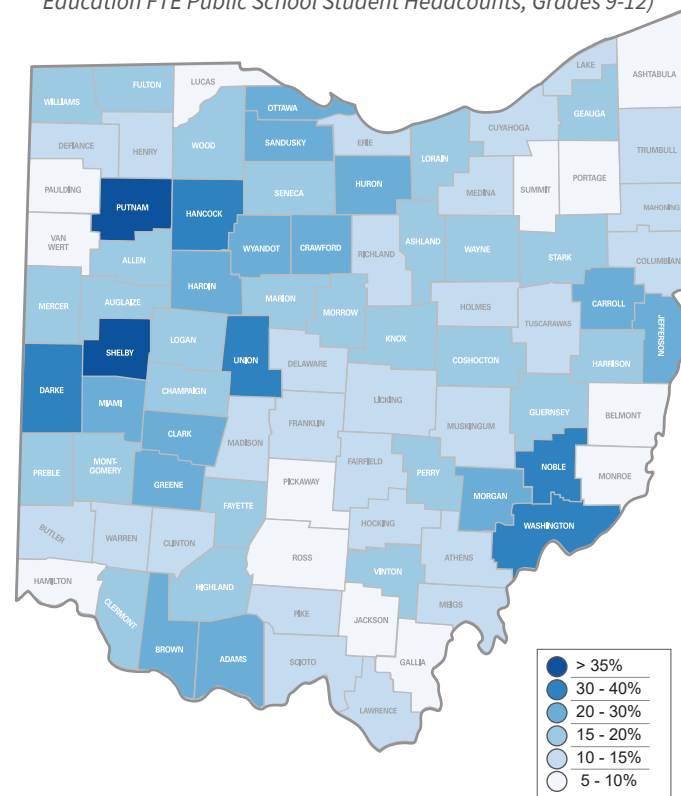
Figure 3 compares all CCP enrollment to Ohio public school headcount in grades 9 through 12.

See Appendix 1 for county headcounts and percentages.

FIGURE 3

Student Participation as Percentage of High School Population by County

(High School Population based on 2020-2021 Ohio Department of Education FTE Public School Student Headcounts, Grades 9-12)

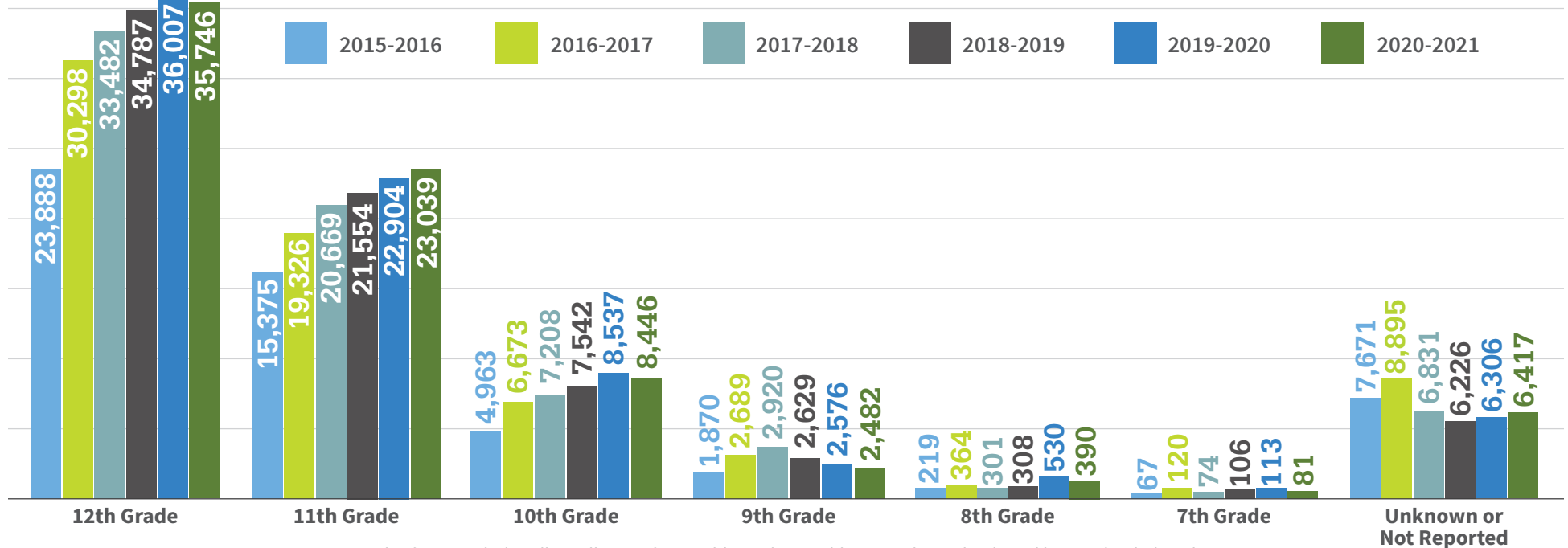


Enrollment by grade level

Reflective of the overall decrease in enrollment for year six, five of the six grade levels dropped slightly. Twelfth-grade students, always the largest enrollment grade level, decreased by 261 over the previous year, while 11th-grade students increased by 135 students. In grades seven through 10, the enrollment decreased slightly in comparison to the prior year.

Grades nine through 12 account for 91% of the overall enrollment in College Credit Plus and grades seven and eight comprise 0.61% of the total enrollment, all of which are similar for previous years. Figure 4 provides a comparison of the six years.

FIGURE 4
College Credit Plus Participants by Grade



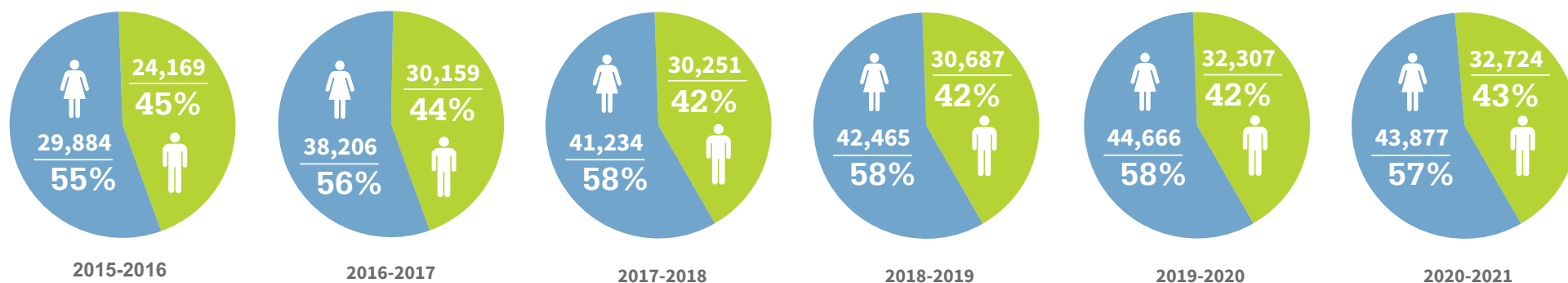
Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Enrollment by gender

All six years of the program have continued the trend of female students participating at a greater rate than males; however, for 2020-2021 there was a slight increase in male students compared to female.

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

Figure 6 provides an overview of all six years of enrollment by race and ethnicity of CCP students, along with the public high school student population percentages. These data continue to show that the persistent participation gap for African American and Hispanic students has continued through all years of the program. ODE and ODHE have begun to implement specific strategies to attempt to move the needle on this measure:

- Create alternative eligibility measures for the program based on the research that high-stakes assessment tests are often a barrier for students of color, which will be reflected in the work of the Student Eligibility workgroup.

- Strengthen and encourage the Innovative Programs in which secondary schools and colleges create programs with wrap-around student support and alternative eligibility rules that focus on serving students from populations that are traditionally underrepresented in higher education.
- Participate in a grant project with the College in High School Alliance, National Governors Association, and other national groups to conduct a comprehensive needs assessment of the program and to identify and implement effective action plans to address the needs.

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 2015-16	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%
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%
CCP 2019-20	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%
CCP 2020-21	5.5%	0.4%	3.2%	70.5%	1.5%	6.4%	0.1%	11.8%
High School Population 2020-21	17.0%	0.1%	2.7%	67.6%	6.7%	5.9%	0.1%	0.0%

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

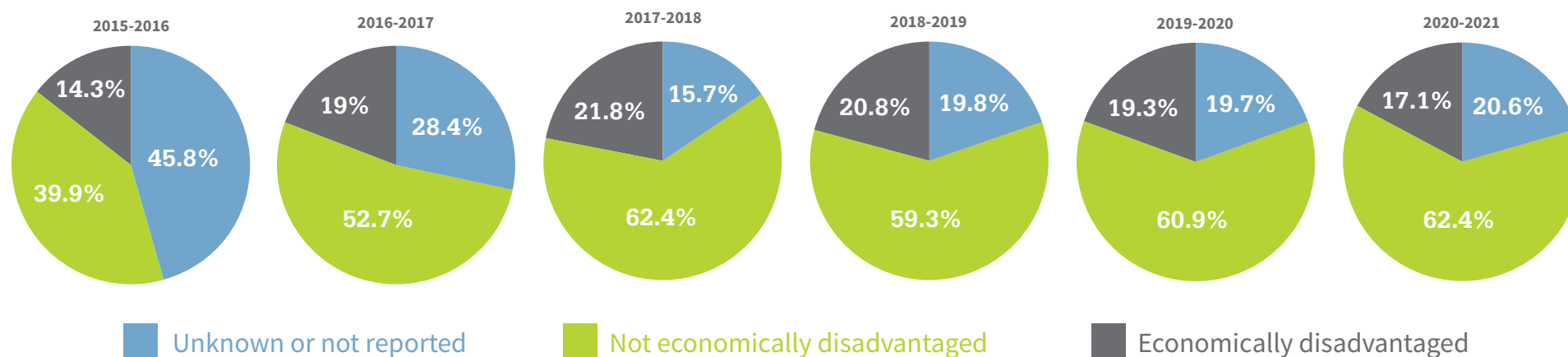
Enrollment by socio-economic status

Students who are considered economically disadvantaged are defined in Ohio Administrative Code section 3333-1-65.1 as those who are members of households that meet the income eligibility guidelines for federal free or reduced-price meals, or participate in Medicaid, Supplementary Nutrition Assistance Program, supplementary security income, federal public housing,

or low-income home energy assistance program. Figure 7 indicates that there was a drop of approximately two percentage points of economically disadvantaged students participating in the program for 2020-2021 in comparison to the prior year.

FIGURE 7

Percentage of CCP Students by Economic Status

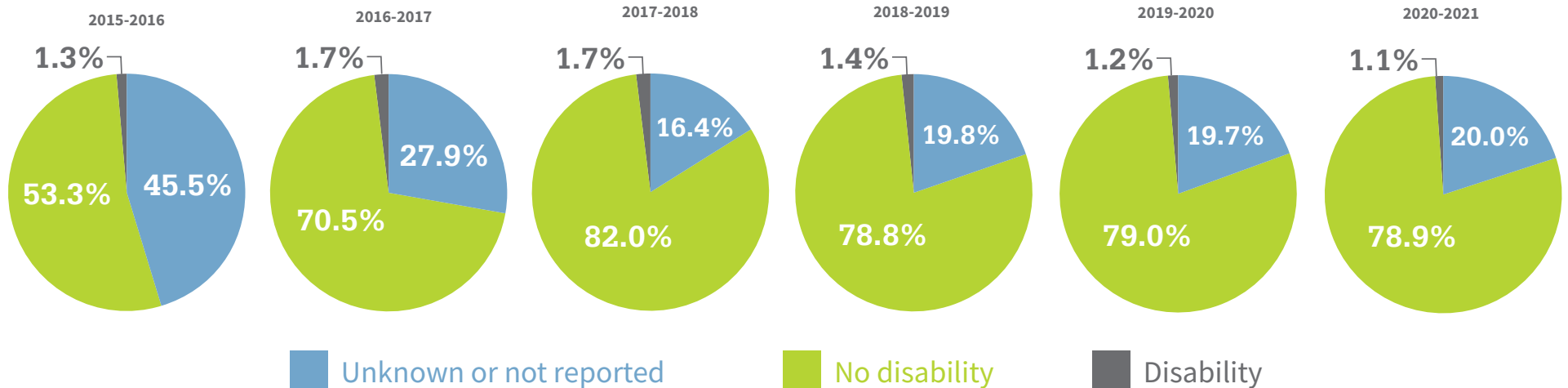


Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Enrollment by disability

For 2020-2021, students with reported disabilities comprised 1.1% of the participants in College Credit Plus.

FIGURE 8
Disability Status



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

Spotlight on Innovative Programs

For the 2020-2021 academic year, Ohio colleges and secondary schools implemented 25 Innovative Programs, which were projected to serve approximately 1,500 students. These programs must serve students from populations that are underrepresented in higher education such as students of color, students from first-generation families, students living in poverty, or students with other demographically underrepresented categories. These programs rely on strong partnerships between secondary and postsecondary institutions, highlighting the value in thoughtful and intentional collaboration to provide students the best experience possible in dual enrollment. The table on the next page lists the current partnerships. The programs are reviewed according to Ohio Revised Code section 3365.10 and Ohio Administrative Code section 3333-1-65.10 through which the partners can request a waiver of a statutory requirement. With this waiver, the programs are intended to provide access to more students and to make available the academic supports needed to be successful in college courses.

The table below provides a list of the colleges and secondary schools and their Innovative Program names. Additional details are provided in the direct link below the table.

	COLLEGE	SECONDARY SCHOOL	PROGRAM NAME
1	Central Ohio Technical College	Reynoldsburg City Schools	Encore Academy – Digital Media Design
2	Central Ohio Technical College	Reynoldsburg City Schools	eStem – CIT Pathway
3	Cincinnati State Technical and Community College	North College Hill City School District	English Composition
4	Columbus State Community College	Southwestern City Schools	Third Space
5	Columbus State Community College	Southwestern City Schools	CCP Readiness Pathway
6	Columbus State Community College	Columbus City Schools	Third Space
7	Columbus State Community College	Columbus City Schools	CCP Readiness Pathway
8	Cuyahoga Community College	Cleveland Metropolitan School District	Center of Excellence
9	Hocking College	New Lexington City Schools	Project Y.O.U. Pathways to Prosperity
10	Hocking College	Tri-County Career Center	Tri-County Pathways to Prosperity
11	Hocking College	Trimble Local Schools	Tomcats - Pathways to Prosperity
12	Kent State University	Akron Public Schools (Buchtel CLC)	Community Health Worker Credential
13	Lorain County Community College	Elyria City School District	Robotics
14	Lorain County Community College	Oberlin City Schools	College Pathways

	COLLEGE	SECONDARY SCHOOL	PROGRAM NAME
15	Miami University	Aiken High School	MU Teach Program
16	Ohio State University	Southwestern City Schools	IMPACT - Interpreters for the Medical Profession through Advanced Curriculum and Teaching.
17	Sinclair Community College	Mad River Local School District	Construction, Manufacturing, and Engineering Pathway
18	Sinclair Community College	Centerville City Schools	MSCC Credential
19	Stark State College	Learn to Earn Districts in Summit and Stark Counties	Learn to Earn
20	University of Cincinnati	Mt. Healthy City Schools, Princeton City Schools, and Cincinnati Public Schools	Inquiry to Innovation – Biology Meets Engineering
21	University of Cincinnati	Hughes STEM and Shroder Paideia High School	UC SoIT
22	University of Cincinnati	Withrow University High School	Business
23	University of Cincinnati	Cincinnati Public - School for Creative and Performing Arts	Performing Arts
24	University of Cincinnati (Clermont campus)	Grant Career Center	MET Program – Manufacturing, Engineering, and Technology
25	Zane State College	Zanesville City Schools and Noble Local Schools	Twelfth Grade Redesign Expansion

Direct link: <https://www.ohiohighered.org/sites/default/files/uploads/CCP/resources/>

[Innovative Programs Overview 2020-2021.pdf](https://www.ohiohighered.org/sites/default/files/uploads/CCP/resources/)

Innovative Programs (continued)

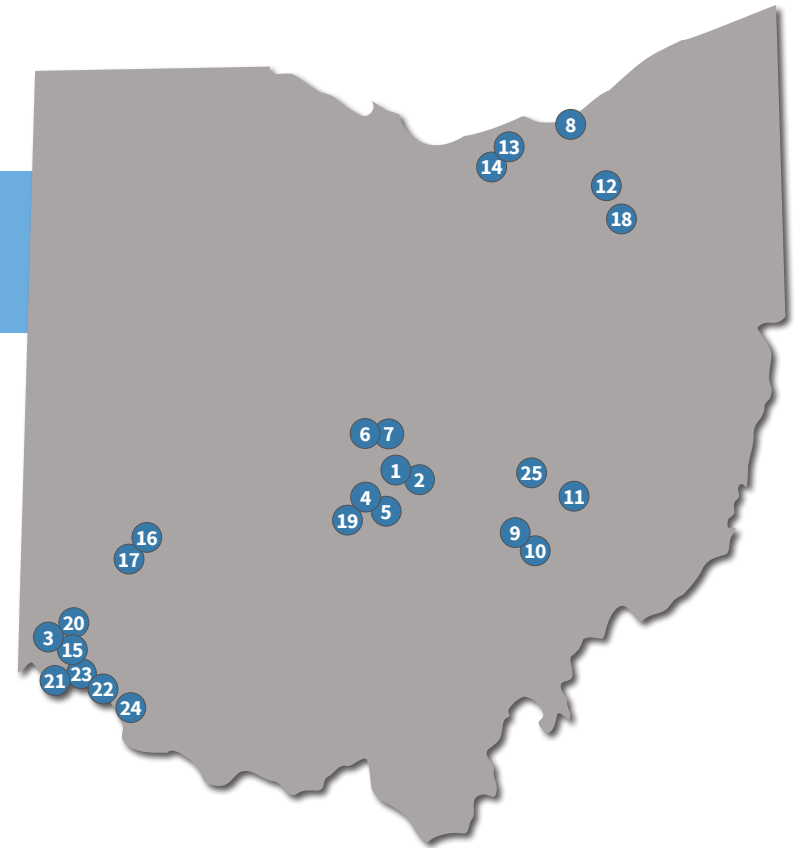
This visual representation of the state of Ohio indicates the various locations of the 25 Innovative Programs for the year.

Spotlight on Early College High Schools

Ohio Revised Code section 3313.6013 defines advanced standing programs in which students can earn college credit from a college or university while in high school. The four advanced standing programs identified are the College Credit Plus program, Advanced Placement courses, International Baccalaureate diploma courses, and Early College High Schools (ECHS). Statute also offers an opportunity for an ECHS to request exemption from College Credit Plus provided the program meets the state definition of an ECHS. This includes an agreement and partnership between a school district and a college or university in which a student could earn no less than 24 credit hours toward a degree or credential. These schools must also prioritize students who are underrepresented in higher education, who are economically disadvantaged, and first generation students.

Early College High Schools are a proven example of how to support at-risk and underserved students to college readiness and success in dual-enrollment experiences. By creating a curriculum that generally begins in the ninth grade, Early College High Schools provide the support and structure for these students to build their academic skills while also working toward college readiness. When the student has met that threshold, students can take advantage of academic and career-focused pathways of courses and earn college credit while in high school. Many students enrolled in ECHS earn associate degrees at the same time they complete their high school diploma.

In Ohio, 16 Early College High Schools have requested and been granted exemption from College Credit Plus. These schools and colleges maintain a close working relationship with staff from ODE and ODHE to ensure compliance with state law and to continue to refine their prioritization of students within



the programs. Many of these programs also participate in the Ohio Early College Association, which has reported that 73% of ECHS students are enrolled in college courses and 67% are securing degrees while in high school. The Early College High Schools are serving students who are of color, 45%, and economically disadvantaged, 60% receiving free and reduced-price lunches.

The following is a list of the currently exempted ECHS:

	COLLEGE/UNIVERSITY	SECONDARY SCHOOL/DISTRICT
1	University of Akron	Akron Public School District
2	University of Akron	Barberton City Schools
3	Stark State College	Canton City School District
4	Bard College	Cleveland Municipal (Metro) School District
5	Sinclair Community College	Dayton Early College Academy
6	Lake Erie College	Fairport Harbor Exempted Village School District
7	Terra State Community College	Fostoria City Schools
8	Terra State Community College	Fremont City Schools
9	Lorain County Community College	Lorain City Schools (at high school)
10	Lorain County Community College	Lorain City Schools AND Elyria City Schools (at college)
11	Ohio State University	Metro Early College High School
12	University of Akron	Portage Lakes Career Center
13	University of Akron	R.G. Drage Career Technical Center
14	Ohio Dominican University	The Charles School at Ohio Dominican University
15	University of Toledo	Toledo City Schools
16	Youngstown State University	Youngstown City Schools

This visual representation of the state of Ohio provides the cities of the secondary schools of the exempted ECHS.



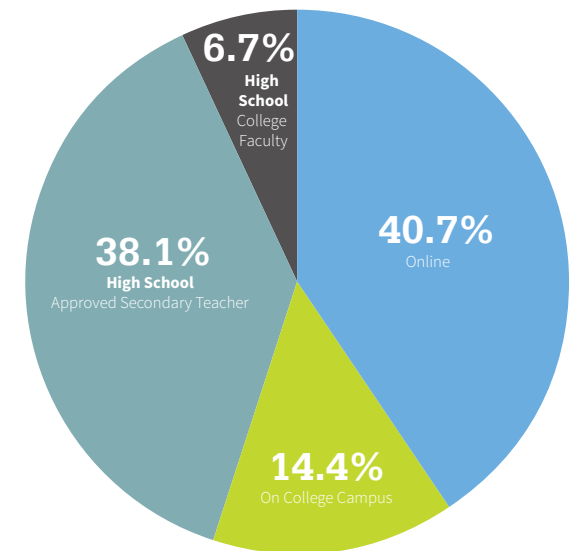
Enrollment by delivery type

In the 2020-2021 academic year, there were 199,495 CCP course sections offered with 622,116 enrollments in these courses. CCP courses are offered in four delivery methods: online, at the college or university, at the high school with an approved secondary school teacher, and at the high school with a college faculty member. The number of course sections is a count 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. A significant difference for the 2020-2021 year was the use of the online option – an obvious result of COVID-19 complications.

- Online accounted for 40.7% (81,260) compared to 2019-2020 data of 22.6% (40,620)
- At the high school location with an approved secondary school teacher accounted for 38.1% (75,988) compared to 39.5% (71,029)
- On the college campus accounted for 14.4% (28,813) compared to 29.0% (52,179)
- At the high school location with a college faculty accounted for 6.7% (13,434) compared to 8.9% (16,005)

FIGURE 9
Percentage of Student Course Enrollments
by Delivery Type



Online enrollment during the pandemic nearly doubled over the 2019-2020 year from 22.6% to 40.7%

Spotlight on high school teachers

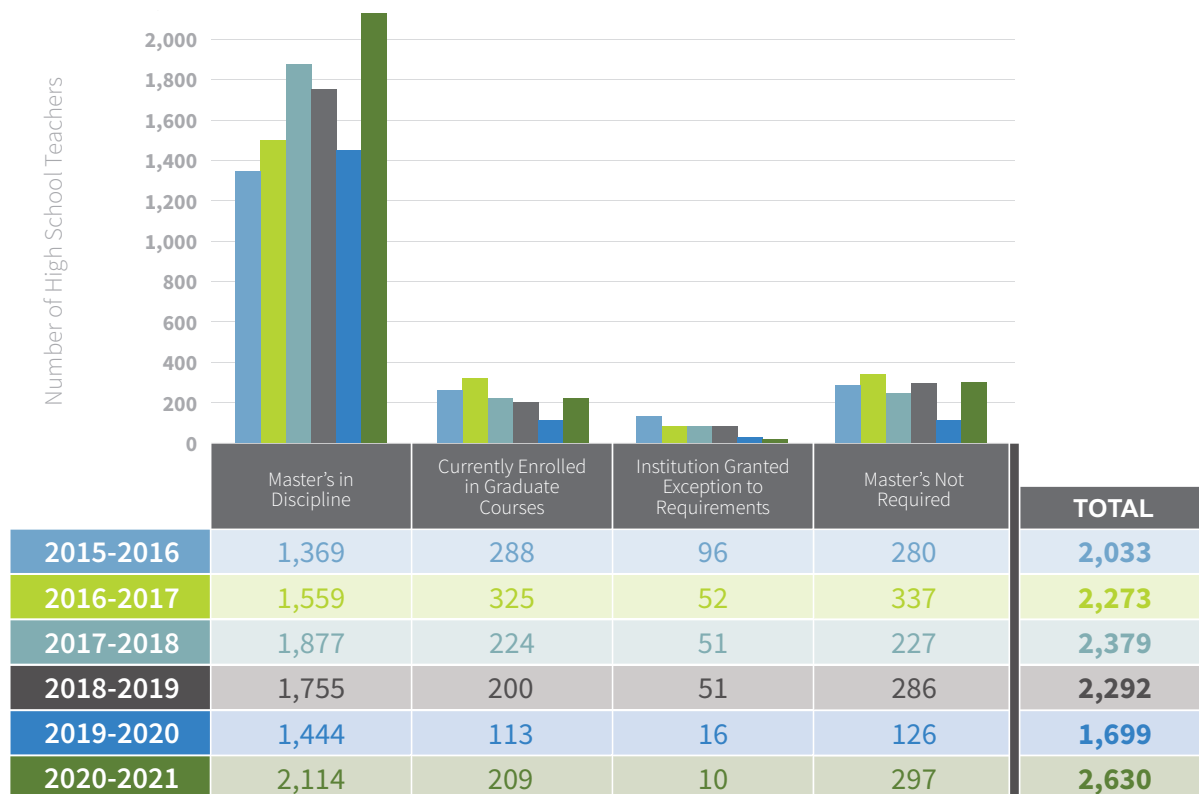
Number of Teachers

A frequently asked question is “how does a teacher become approved to teach college courses within the College Credit Plus program?” The answer to this question is determined by the public and private institutions of higher education that are willing to offer their college courses within a high school setting. The teachers of those college courses would be serving as an adjunct faculty member for the college during that part of the day when students are enrolled in the college course.

There are general guidelines that Ohio’s colleges and universities use, but each institution makes the final determination. For example, for general education courses, typically a person must have a master’s degree in the discipline or minimally a master’s degree and a cohesive set of 18 semester credit hours of discipline relevant graduate coursework. For courses other than general education, the standard is generally a bachelor’s degree if teaching courses that are in an associate degree program or a master’s degree if teaching in a bachelor’s degree program. For technical courses, individuals must have practical experience in the field and hold current licenses and/or certifications. Ultimately, the colleges’ chief academic officers are responsible for ensuring that faculty credential requirements are met, that instructors who are in the process of earning the credentials are mentored and making progress, and that exceptions are carefully considered and justified.

FIGURE 10

Number of High School Teachers



The data in Figure 10 provide the current reported number of CCP-eligible high school teachers who fall into one of those categories.

In 2020-2021, colleges and universities reported 1,068 hours of professional development for CCP high school teachers, which is more than double the number of reported hours of 492 in 2019-2020. The number of classroom observations also increased from 1,223 (2019-2020) to 1,752 in year six. The professional development and classroom observations are required by Ohio Revised Code section 3365.05 and Ohio Administrative Code section 3333-1-65.4.

Teacher Credentialing Grants

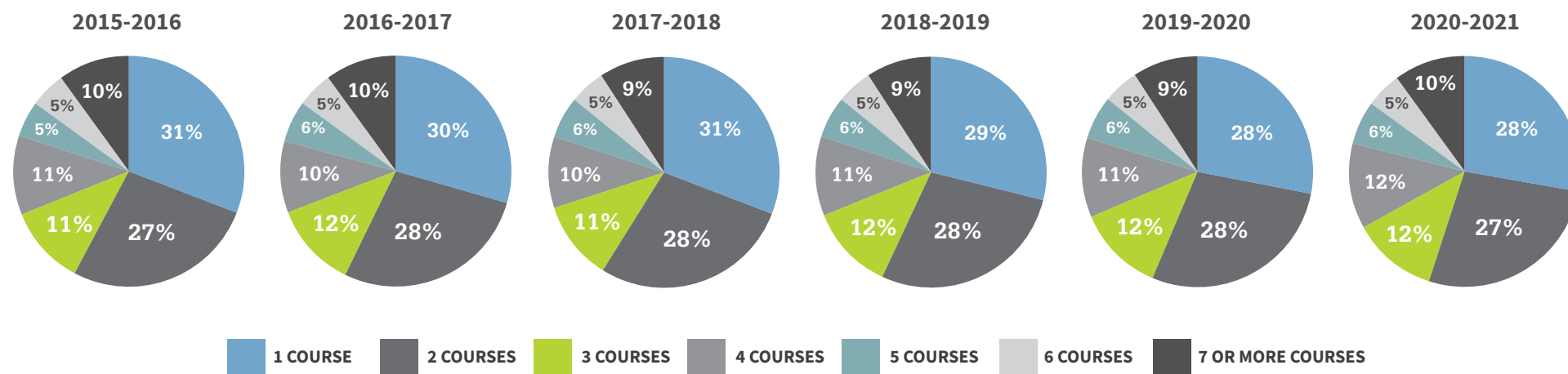
Enacted in 2019, Teacher Credentialing Grant funds of \$3 million were provided in House Bill 166 of the 133rd Ohio General Assembly. The seven entities that received grant funds had estimated in their proposals that nearly 300 teachers would be earning the graduate credit hours that would allow them to seek approval from colleges to teach college courses.

Due to COVID-19, progress toward the credential requirements slowed dramatically. Thanks to inclusion of an extension in House Bill 110 in 2021, the grant project can continue its work through June of 2023. A survey of the grant entities showed that 265 teachers have completed the needed coursework for credentialing. Six of the seven grantees applied for the extension, while one had successfully expended all of their funds by June 2021.

Number of courses taken

Students continue to enroll in a small number of courses each year, with 55% taking only one or two courses, as shown in Figure 11. This figure includes both the percentage of students enrolled in the varying number of courses and the frequency of student enrollments in the number of courses. For additional information about the top 16 subject areas in which students are enrolled over the six years of the program, see Appendix 2.

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
2020-21	20,794	20,330	9,152	8,644	4,588	3,855	7,286

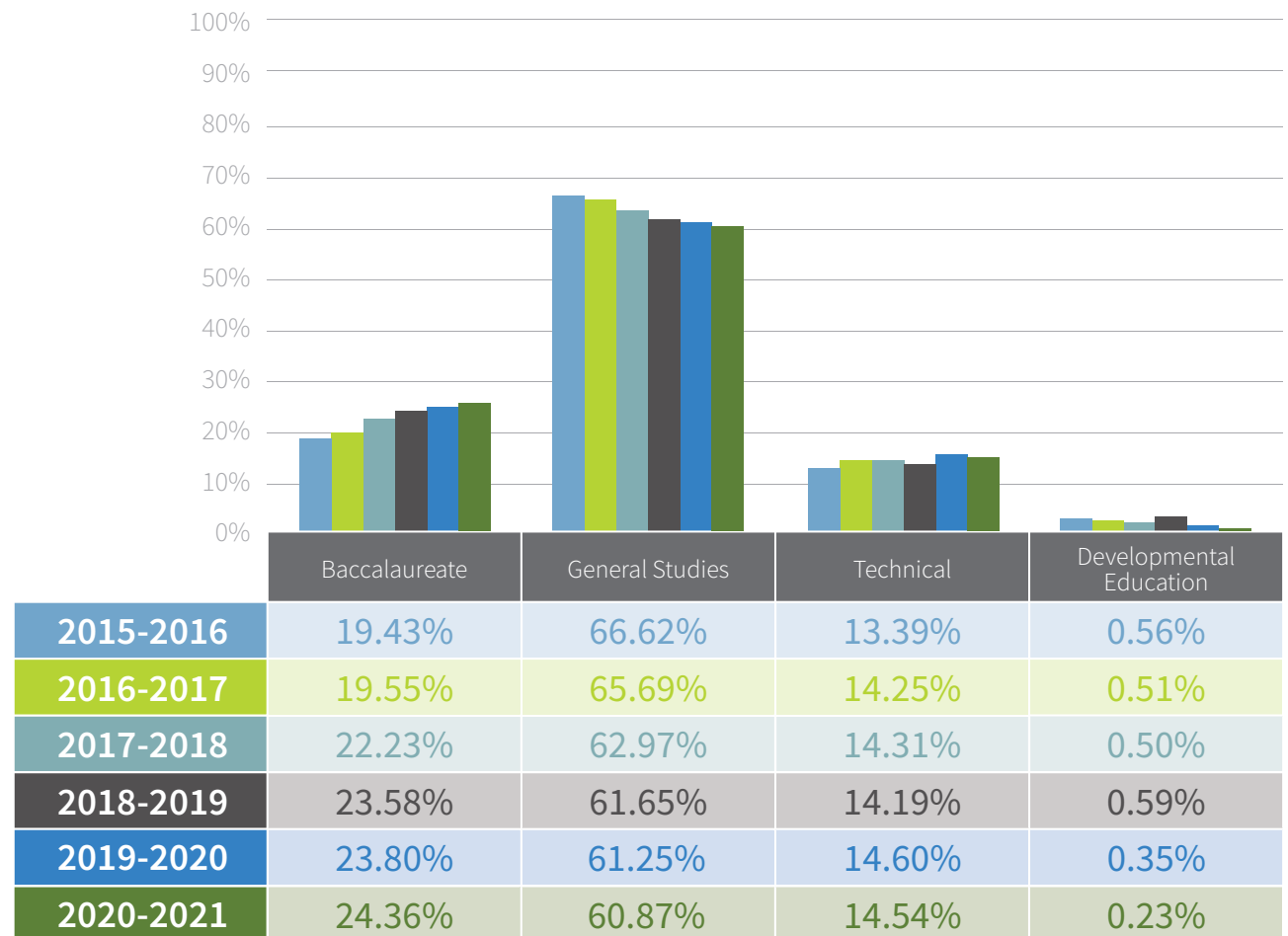
Note: These data include all enrollments from public and nonpublic secondary schools and homeschooled students.

Level of instruction

Public institutions of higher education report the level of instruction of courses in which students enroll. Most enrollment continues to be in general studies courses, which include introductory or core courses. 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.

The steady growth over time of baccalaureate courses also reflects the rising number of credentials that are being earned by students and perhaps also the growth of the number of high school teachers who have been approved to teach the college courses. Developmental education courses continue to be reported and typically are considered remedial-level courses that do not provide college credit. Upon a review of course titles, most of these are first-year experience type courses, which are allowable for CCP; however, the institutions must be using coding that identifies the course as developmental.

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) for 2020-2021.

.....
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
Belmont College	CC	172	499	475	95.19%	1,625	1,549	95.32%
Central Ohio Technical College	CC	2,258	5,037	4,720	93.71%	16,584	15,595	94.04%
Cincinnati State Technical and Community College	CC	2,839	6,577	6,189	94.10%	22,346	21,075	94.31%
Clark State College	CC	2,584	7,268	6,911	95.09%	23,512	22,409	95.31%
Columbus State Community College	CC	8,160	22,979	21,138	91.99%	71,247	65,531	91.98%
Cuyahoga Community College District	CC	4,425	13,280	11,728	88.31%	39,133	35,541	90.82%
Eastern Gateway Community College	CC	1,604	4,786	4,584	95.78%	15,660	14,994	95.75%
Edison State Community College	CC	2,721	9,401	9,080	96.59%	30,278	29,268	96.67%
Hocking College	CC	642	883	834	94.45%	2,870	2,713	94.53%
James A Rhodes State College	CC	2,629	4,569	4,279	93.65%	13,457	13,187	97.99%
Lakeland Community College	CC	1,489	7,107	5,869	82.58%	20,389	18,633	91.39%
Lorain County Community College	CC	3,581	11,706	11,092	94.75%	32,598	30,990	95.07%
Marion Technical College	CC	1,009	3,418	3,186	93.21%	10,188	9,485	93.10%
North Central State College	CC	1,390	5,070	4,823	95.13%	15,690	15,269	97.32%
Northwest State Community College	CC	1,081	3,236	3,115	96.26%	10,081	9,713	96.35%
Owens Community College	CC	1,797	4,269	3,846	90.09%	12,571	11,850	94.26%
Sinclair Community College	CC	7,647	19,602	17,040	86.93%	57,579	52,446	91.09%
Southern State Community College	CC	1,688	5,751	5,538	96.30%	19,241	18,560	96.46%
Stark State College	CC	3,693	9,752	9,198	94.32%	29,585	27,875	94.22%
Terra State Community College	CC	855	2,631	2,489	94.60%	7,711	7,324	94.98%
University of Rio Grande	CC	479	1,975	1,913	96.86%	6,187	5,993	96.86%

Participation

College/University	Institution Type	Students Enrolled	Courses Attempted	Courses Completed	Percentage of Completed Courses	Credits Attempted	Credits Earned	Percentage of Completed Credits
Washington State Community College	CC	1,063	4,121	3,990	96.82%	11,708	11,326	96.74%
Zane State College	CC	1,119	4,048	3,871	95.63%	12,036	11,525	95.75%
Ashland University	IN	437	1,279	1,223	95.62%	3,938	3,761	95.51%
Aultman College of Nursing and Health Sciences	IN	11	77	60	77.92%	173	152	87.86%
Bluffton University	IN	16	26	26	100.00%	104	104	100.00%
Case Western Reserve University	IN	14	41	40	97.56%	130	127	97.69%
Cedarville University	IN	400	929	805	86.65%	2,810	2,446	87.03%
Chatfield College	IN	119	570	533	93.51%	1,571	1,476	93.95%
Defiance College	IN	10	45	44	97.78%	139	136	97.84%
Franklin University	IN	542	1,054	1,033	98.01%	3,487	3,410	97.79%
*God's Bible School and College	IN	<5	5	<5	40.00%	15	6	40.00%
*Heidelberg University	IN	37	148	91	61.49%	386	259	67.10%
Hiram College	IN	494	1,120	1,067	95.27%	2,962	2,780	93.86%
John Carroll University	IN	31	172	159	92.44%	497	464	93.36%
Kenyon College	IN	863	1,703	1,606	94.30%	6,448	6,072	94.17%
Lake Erie College	IN	59	206	Not reported	0.00%	665	Not reported	0.00%
Lourdes University	IN	7	21	20	95.24%	61	58	95.08%
Malone University	IN	128	363	345	95.04%	1,145	1,082	94.50%
*Marietta College	IN	40	64	35	54.69%	208	108	51.92%
Mount Vernon Nazarene University	IN	169	707	678	95.90%	2,110	2,020	95.73%
Muskingum University	IN	75	146	126	86.30%	484	407	84.09%
Notre Dame College	IN	266	612	586	95.75%	1,778	1,695	95.33%
*Ohio Christian University	IN	472	962	398	41.37%	2,886	1,194	41.37%
Ohio Northern University	IN	215	357	345	96.64%	996	959	96.29%
Otterbein University	IN	81	280	236	84.29%	840	704	83.81%
Southeastern University	IN	<5	10	10	100.00%	31	31	100.00%
The University of Findlay	IN	1,744	3,552	3,438	96.79%	9,510	9,196	96.70%
*Tiffin University	IN	283	811	351	43.28%	2,395	1,023	42.71%
University of Mount Union	IN	80	155	152	98.06%	557	545	97.85%

College/University	Institution Type	Students Enrolled	Courses Attempted	Courses Completed	Percentage of Completed Courses	Credits Attempted	Credits Earned	Percentage of Completed Credits
University of Northwestern Ohio	IN	31	97	96	98.97%	397	392	98.74%
*Walsh University	IN	175	371	153	41.24%	1,102	459	41.65%
Wittenberg University	IN	35	98	81	82.65%	372	320	86.02%
Bowling Green State University-Firelands	UB	956	3,473	3,325	95.74%	10,777	10,318	95.74%
Kent State University at Ashtabula	UB	454	976	922	94.47%	2,953	2,791	94.51%
Kent State University at East Liverpool	UB	436	724	691	95.44%	2,230	2,129	95.47%
Kent State University at Geauga	UB	841	1,817	1,715	94.39%	5,677	5,364	94.49%
Kent State University at Salem	UB	546	1,000	974	97.40%	3,165	3,081	97.35%
Kent State University at Stark	UB	1,381	2,871	2,731	95.12%	9,076	8,631	95.10%
Kent State University at Trumbull	UB	497	754	711	94.30%	2,386	2,247	94.17%
Kent State University at Tuscarawas	UB	523	1,786	1,716	96.08%	5,450	5,233	96.02%
Miami University-Hamilton	UB	403	1,013	962	94.97%	3,078	2,914	94.67%
Miami University-Middletown	UB	398	967	921	95.24%	2,870	2,723	94.88%
Ohio State University Agricultural Technical Institute	UB	27	155	155	100.00%	454	454	100.00%
Ohio State University-Lima Campus	UB	87	288	284	98.61%	947	932	98.42%
Ohio State University-Mansfield Campus	UB	117	441	424	96.15%	1,463	1,411	96.45%
Ohio State University-Marion Campus	UB	104	417	398	95.44%	1,407	1,343	95.45%
Ohio State University-Newark Campus	UB	137	538	524	97.40%	1,797	1,748	97.27%
Ohio University-Chillicothe Campus	UB	382	781	631	80.79%	2,175	2,073	95.31%
Ohio University-Eastern Campus	UB	282	623	523	83.95%	1,717	1,656	96.45%
Ohio University-Lancaster Campus	UB	472	914	787	86.11%	2,566	2,487	96.92%
Ohio University-Southern Campus	UB	435	837	725	86.62%	2,376	2,321	97.69%
Ohio University-Zanesville Campus	UB	307	689	571	82.87%	1,851	1,767	95.46%
University of Akron Wayne College	UB	1,244	3,827	3,488	91.14%	11,100	10,669	96.12%
University of Cincinnati-Blue Ash College	UB	401	940	894	95.11%	2,770	2,637	95.20%
University of Cincinnati-Clermont College	UB	851	2,082	1,981	95.15%	6,281	5,966	94.98%
Wright State University-Lake Campus	UB	423	1,471	1,233	83.82%	4,085	4,000	97.92%
Bowling Green State University-Main Campus	UM	1,917	4,241	4,144	97.71%	13,169	12,850	97.58%
Central State University	UM	<5	13	13	100.00%	42	42	100.00%

Participation

College/University	Institution Type	Students Enrolled	Courses Attempted	Courses Completed	Percentage of Completed Courses	Credits Attempted	Credits Earned	Percentage of Completed Credits
Cleveland State University	UM	186	740	668	90.27%	2,101	1,942	92.43%
Kent State University at Kent	UM	1,029	2,528	2,428	96.04%	7,659	7,348	95.94%
Miami University-Oxford	UM	63	152	145	95.39%	464	442	95.26%
Ohio State University-Main Campus	UM	414	1,732	1,695	97.86%	5,760	5,620	97.57%
Ohio University-Main Campus	UM	231	730	627	85.89%	2,047	1,974	96.41%
Shawnee State University	UM	669	2,180	2,051	94.08%	6,848	6,455	94.26%
University of Akron Main Campus	UM	1,429	4,427	3,933	88.84%	12,665	11,998	94.73%
University of Cincinnati-Main Campus	UM	939	1,676	1,605	95.76%	5,146	4,936	95.92%
University of Toledo	UM	1,074	3,081	2,924	94.90%	9,281	8,812	94.95%
Wright State University-Main Campus	UM	885	2,231	1,897	85.03%	6,347	5,976	94.15%
Youngstown State University	UM	1,269	4,284	4,164	97.20%	11,995	11,630	96.96%

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students and are current as of November 2021. Some institutions will continue to finalize and report credits earned data. Cells with numerals less than five are masked for privacy.

* These data are incomplete as of November 2021 due to a lack of institutional data reporting.

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 2020-2021 academic year was reported. The table below indicates the number of students who were not granted admission to specific institutions.

College/University	Number of Students Denied Admission	College/University	Number of Students Denied Admission
Ashland University	19	Kent State University	148
Belmont College	0	Lakeland Community College	69
Bluffton University	0	Lorain County Community College	2
Case Western Reserve University	45	Lourdes College	0
Cedarville University	4	Marietta College	1
Central Ohio Technical College	0	Marion Technical College	0
Chatfield College	0	Miami University	32
Cincinnati State Technical & Community College	15	Mount Vernon Nazarene University	4
Clark State College	27	Muskingum University	0
Cleveland State University	0	North Central State College	124
Columbus State Community College	2	Notre Dame College of Ohio	3
Defiance College	0	Ohio Christian University	6
Eastern Gateway Community College	465	Ohio Northern University	6
Edison State Community College	123	Ohio State University	119
Franklin University	5	Ohio University	31
God's Bible School and College	0	Otterbein College	4
Heidelberg College	0	Walsh University	3
Hiram College	3	Washington State Community College	75
James A. Rhodes State College	4	Wittenberg University	4
John Carroll University	1	Wright State University	46
		Youngstown State University	112

All participating institutions are required to report these data. Those listed did submit during the required timeframe, and the following institutions did not: Aultman College of Nursing and Health Sciences, Bowling Green State University, Central State University, Cuyahoga Community College, Edison State Community College, Kenyon College, Lake Erie College, Malone University, Northwest State Community College, Owens Community College, Shawnee State University, Sinclair Community College, Southeastern University, Southern State Community College, Stark State College, Terra State Community College, The University of Findlay, Tiffin University, University of Akron, University of Cincinnati, University of Mount Union, University of Northwestern Ohio, University of Rio Grande, University of Toledo, 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. (Note: For the 2020-2021 year, the deadline was extended to May 1, 2020 due to COVID-19.) The total number of students denied participation for public schools over the past five years is included in the table to the right (the survey was first completed in 2016-2017).

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
317	361	371	246	253

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 distribution of funds.

For academic year 2020-2021, 100% of the 1,171 homeschooled students and the 3,855 nonpublic/private school students who applied for credit 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.

School Type	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
Nonpublic	55,444	31,239	4,206	13	1,700	40.41%	2,506	59.59%
Homeschool	26,162	12,006	1,285	20	117	9.10%	1,168	90.9%

As noted, students requested on average 13.18 credits (nonpublic) and 20.4 credits (homeschooled). Approximately one-third of the homeschooled students requested 30 credit hours (33%), and approximately 13% of nonpublic students requested that amount.

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 2020–2021 year, homeschooled students in grade 12 received up to 16 credits (less if they requested fewer credits), students in grade 11 received up to eight credits, and students in grades seven through 10 received up to four credits. For nonpublic students in grade 12, those students received up to 12 credits; students in grade 11 received up to eight credits; and students in grades seven through 10 received up to four 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

Ohio Revised Code section 3365.15(C)(6) requires a report of the number of students who had participated in College Credit Plus and then participated in a study abroad program after high school. Ohio's institutions do not have a standard naming convention for all college courses; however, data can be pulled with the words "study abroad" or "field experience abroad" or something similar. Using those key terms, 49 former College Credit Plus students have participated in a college course related to study abroad as an undergraduate student. This is approximately 0.02% of all College Credit Plus students from 2015-2020.

Performance

Overall grades

For 2020-2021, the overall passing grade attainment remained at nearly 93% as it has been in previous years, with a 92.9% combined percentage of “pass/satisfactory” and “passing grade.” Considering the COVID-19 flexibility permitted students to take advantage of pass/fail or credit/no credit grades if the institution of higher education offered it, the actual percentage decreased slightly from 1.4% in 2019-2020 to 1.3% in 2020-2021.

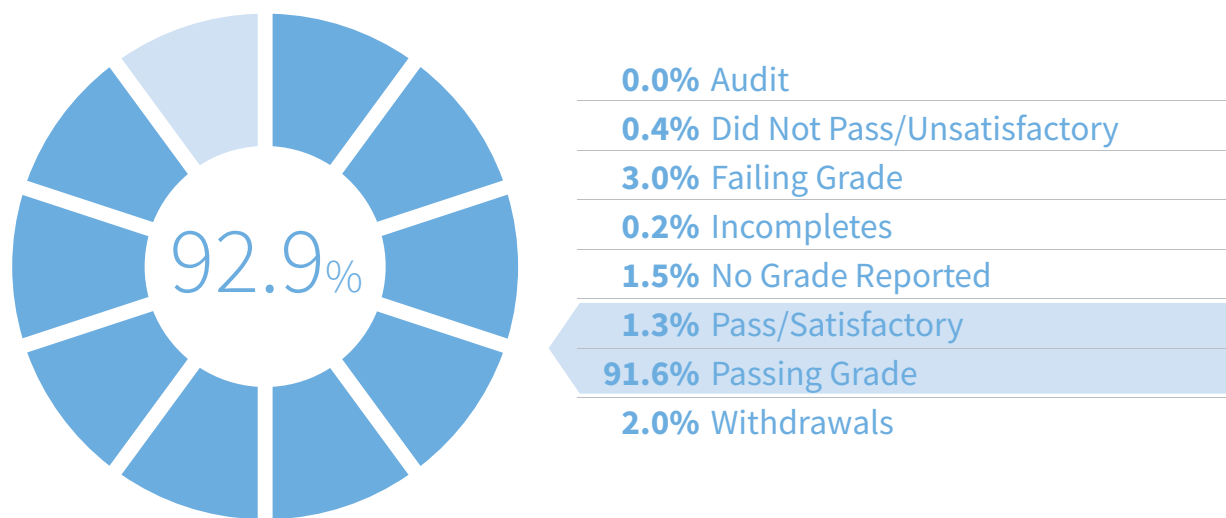
FIGURE 14

GPA by Grade Level

GRADE LEVEL	AVERAGE GPA
7th Grade	3.44
8th Grade	3.47
9th Grade	3.31
10th Grade	3.38
11th Grade	3.36
12th Grade	3.30
Grade Level Unknown or Not Reported	3.39

FIGURE 13

CCP Course Outcomes: 2020-2021



Grade point averages by grade level

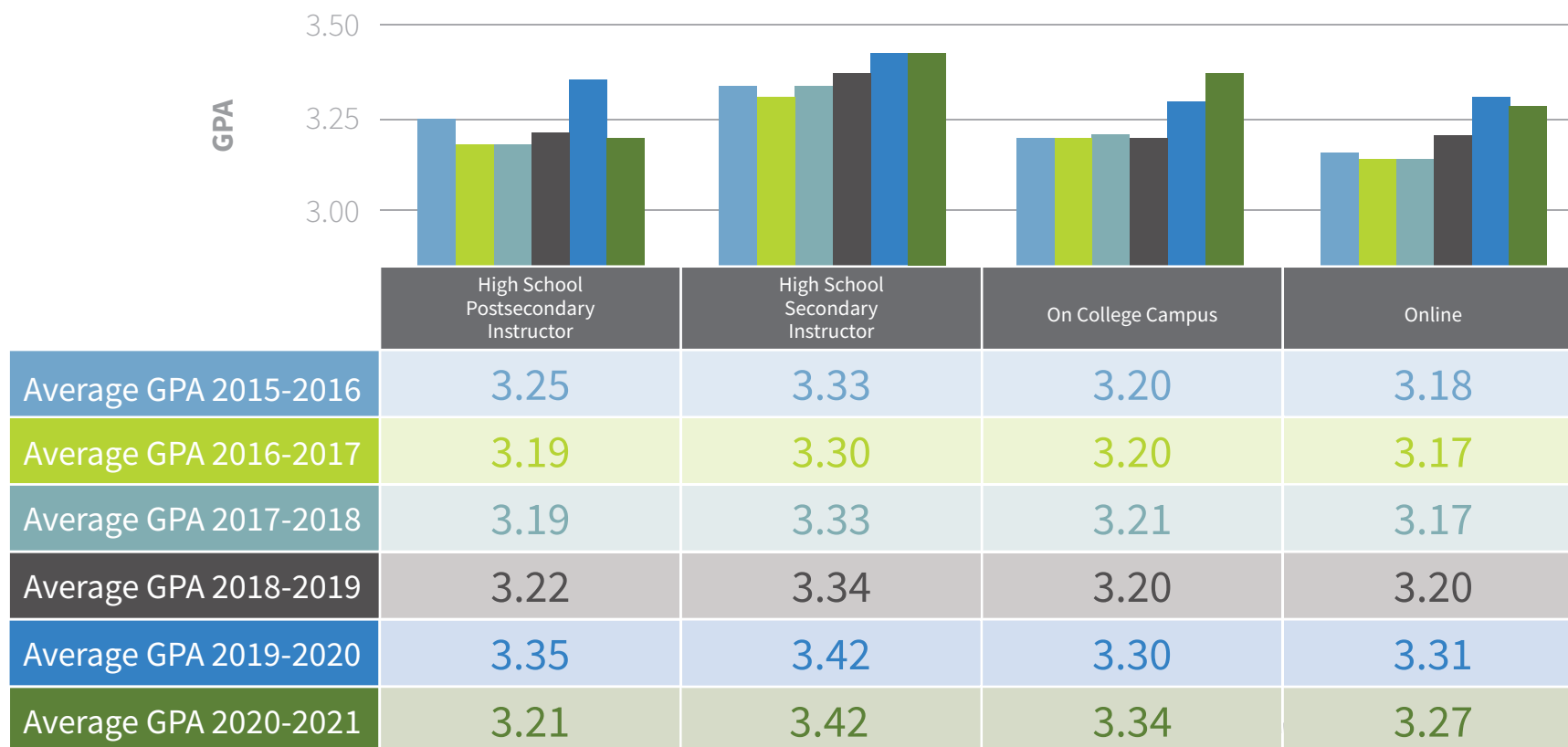
Despite the challenges of the past year, student grade point averages (GPA) remained at a successful level. For the 2020-2021 academic year, the average overall GPA for students was 3.33 compared to 3.35 for the previous year. Figure 14 shows the average GPAs by grade level. “Unknown” reflects those students who were reported without a grade level.

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

Grade point averages by delivery type

While the average GPA was similar in 2020-2021 to that of previous years, the breakdown of GPAs by delivery type does show change across all four modes, with the noteworthy decrease in the mode of a college faculty member teaching at a high school location. Figure 15 provides the GPAs for all six years and four modes.

FIGURE 15
GPA by Course Delivery Type

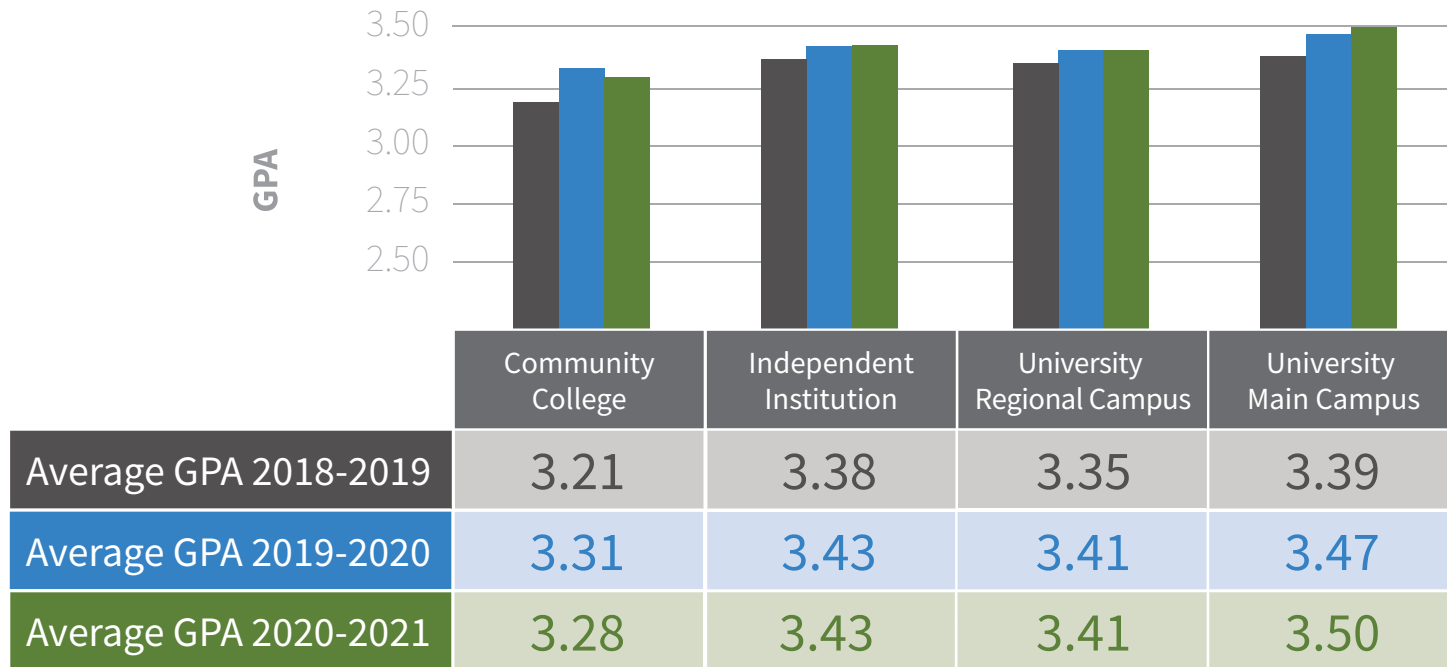


Grade point averages by sector

The average GPA by institution sectors, identified in Figure 16, shows that students continued to excel regardless of institution type.

Additional details about average GPAs by institution are included in Appendix 3.

FIGURE 16
GPA by Sector 2020-2021



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
2015-2016	Student counts	1,069	2,387	9,152	38,257
	Percent of total participants	2.1%	4.7%	18.0%	75.2%
2016-2017	Student counts	1,554	3,426	11,715	46,445
	Percent of total participants	2.5%	5.4%	18.6%	73.6%
2017-2018	Student counts	1,638	3,601	11,741	50,433
	Percent of total participants	2.4%	5.3%	17.4%	74.8%
2018-2019	Student counts	1,578	3,563	12,021	51,808
	Percent of total participants	2.3%	5.2%	17.4%	75.1%
2019-2020	Student counts	1,489	3,172	11,280	56,990
	Percent of total participants	2.0%	4.3%	15.5%	78.1%
2020-2021	Student counts	2,087	3,613	10,912	56,263
	Percent of total participants	2.9%	5.0%	15.0%	77.2%

Attainment results

Students are encouraged to take college courses to not only satisfy high school graduation requirements, but also to follow a pathway that might lead to their future career choices. While students are not always ready to choose a plan while in high school, College Credit Plus allows students to explore and begin that possible pathway. This intentional course selection is more beneficial and efficient than students taking dual enrollment coursework for the sake of gathering college credits without any pattern or plan for how to use them as they transition to earning a postsecondary degree.

Figure 17 provides the number of certificates and associate degrees earned each year of the program by sector. For those students who participated in the first five of the six years of the program, students may have earned credit under the prior dual enrollment program, Postsecondary Enrollment Options.

FIGURE 17
Credentials Earned During High School

YEAR & SECTOR	ASSOCIATE DEGREE	CERTIFICATE	TOTAL
2016	701	367	1068
Community College	601	367	968
University	100	0	100
2017	724	290	1014
Community College	630	290	920
University	94	0	94
2018	1055	377	1432
Community College	940	377	1317
University	115	0	115
2019	1006	320	1326
Community College	889	320	1209
University	117	0	117
2020	1059	440	1499
Community College	882	439	1321
University	177	1	178
2021	1127	385	1512
Community College	997	385	1382
University	130	0	130
GRAND TOTAL	5672	2179	7851

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

Matriculation to postsecondary after high school graduation

For students who are interested in continuing their postsecondary endeavors after high school, these data will show the progress students are making in their matriculation (i.e., transition from high school enrollment to undergraduate enrollment) in institutions of higher education and their annual persistence toward a degree.

As a frame of reference, for the high school graduating class of 2016:

- 23,888 high school seniors enrolled in the CCP program
 - » 23,439 of those seniors graduated, representing a 98% high school graduation rate for students who participated in CCP
 - » Of the graduates, nearly 78% matriculated to postsecondary institutions of higher education
 - Of the matriculated students, 20.31% enrolled in two-year colleges and 79.69% enrolled in four-year universities
 - 93.61% of those students persisted to the 2017-2018 year, 92.21% persisted to the 2018-2019 year, 84.83% persisted to the 2019-2020 academic year, and 75.08% persisted to 2020-2021

Over the years, some of those students completed a credential and completed their pursuit of higher education, while others have continued.

Similar tracking has been completed for the classes of 2017, 2018, 2019, and 2020. For the class of 2020, 41,269 CCP students graduated that year and about 68% matriculated to colleges or universities after high school. This and the three preceding years show slight declines in the matriculation rates. For 2020, state and national data indicate that there was a general decrease in college enrollment attributed primarily to COVID-19.

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 November 2021.

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	Persisted to 2020-2021
2016	23,439	77.79%	20.31%	79.69%	93.61%	92.21%	84.83%	75.08%
2017	32,721	75.46%	19.67%	80.33%	-	92.16%	91.62%	78.34%
2018	37,729	72.67%	19.77%	80.23%	-	-	91.41%	80.90%
2019	39,724	72.46%	19.58%	80.42%	-	-	-	95.37%
2020	41,269	68.43%	21.61%	78.39%	-	-	-	-

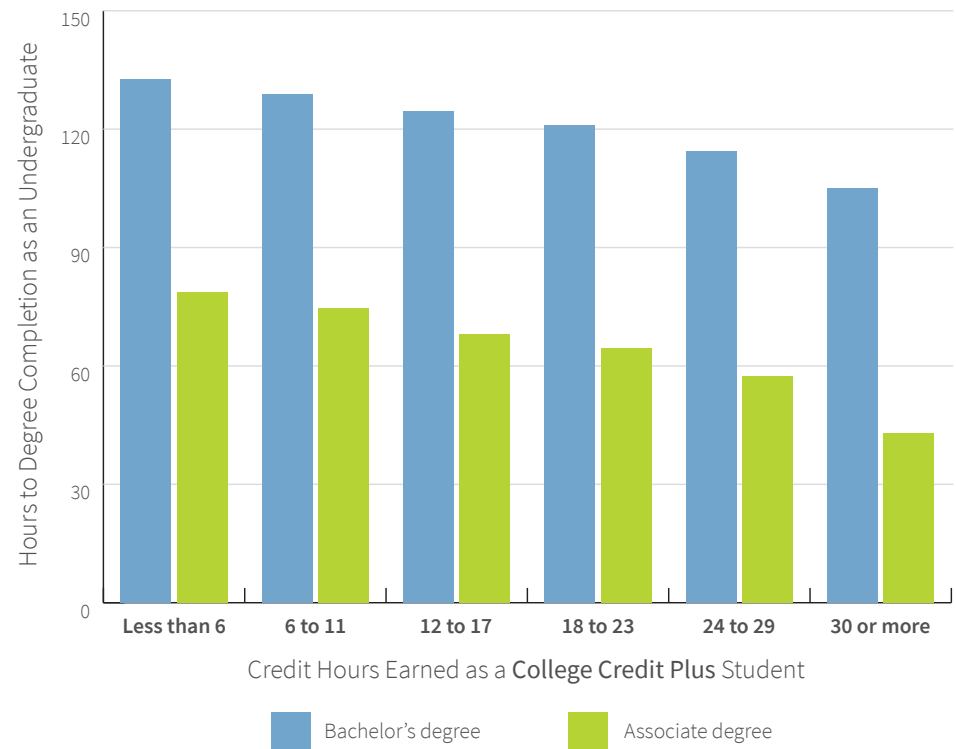
Note: : These data include all enrollments from public and nonpublic secondary schools and homeschooled students.

Updated data for all graduation years as of November 2021.

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. However, there are instances when students change majors or participate in a lock-step curriculum and the credits to degree may not decrease.

FIGURE 18
Undergraduate Hours to Degree



Attainment - Receiving credentials in two different subjects

As of November 2021, 1,071 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. This is cumulative information from over the six years of the program.

Attainment – Graduate coursework

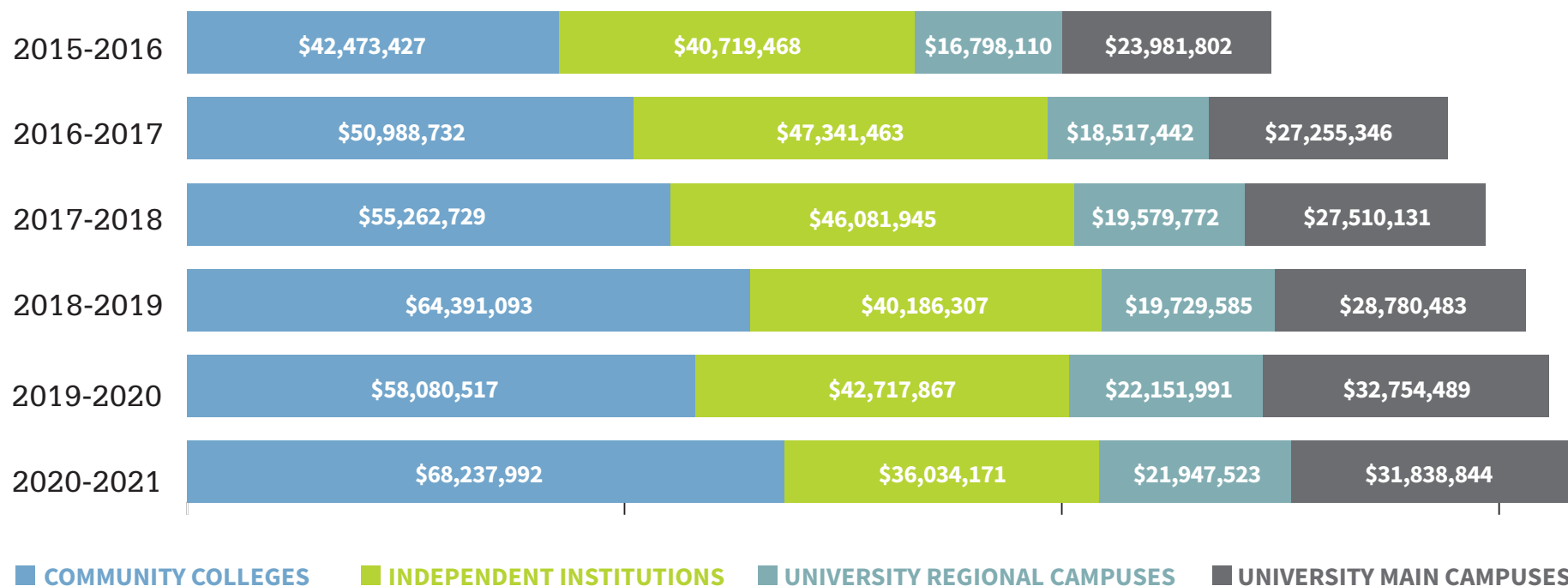
As of November 2021, 389 students who had participated in CCP are pursuing their master's or doctoral degrees at Ohio public institutions after they have graduated from high school. This is cumulative information from over the six years of the program.

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. For the 2020-2021 academic year, the total savings for students and families was \$158,058,530.

Over the six years of the College Credit Plus program, Ohio families have saved **\$883,361,230** in college tuition costs.

FIGURE 19
Tuition Savings



Appendices

Appendix 1: Participation by County

COUNTY	TOTAL FTE IN GRADES 9-12	COUNTY CCP PARTICIPATION	PERCENT
Adams	1,313	233	18%
Allen	4,916	647	13%
Ashland	2,046	316	15%
Ashtabula	3,947	293	7%
Athens	2,368	267	11%
Auglaize	2,170	413	19%
Belmont	2,688	239	9%
Brown	2,231	445	20%
Butler	18,408	2046	11%
Carroll	671	174	26%
Champaign	1,807	365	20%
Clark	6,016	1086	18%
Clermont	8,281	1195	14%
Clinton	2,476	323	13%
Columbiana	4,354	528	12%
Coshocton	1,539	237	15%
Crawford	1,447	290	20%
Cuyahoga	49,232	4794	10%
Darke	2,184	766	35%

COUNTY	TOTAL FTE IN GRADES 9-12	COUNTY CCP PARTICIPATION	PERCENT
Defiance	1,660	192	12%
Delaware	10,764	1752	16%
Erie	4,372	653	15%
Fairfield	8,068	1399	17%
Fayette	1,255	167	13%
Franklin	56,865	5547	10%
Fulton	2,115	377	18%
Gallia	1,607	197	12%
Geauga	3,180	516	16%
Greene	6,680	1513	23%
Guernsey	1,556	287	18%
Hamilton	33,218	2389	7%
Hancock	3,635	1200	33%
Hardin	1,050	253	24%
Harrison	576	93	16%
Henry	2,077	228	11%
Highland	1,927	263	14%
Hocking	956	117	12%
Holmes	855	100	12%

COUNTY	TOTAL FTE IN GRADES 9-12	COUNTY CCP PARTICIPATION	PERCENT
Huron	2,408	482	20%
Jackson	1,278	118	9%
Jefferson	2,544	674	26%
Knox	2,530	353	14%
Lake	9,717	1094	11%
Lawrence	2,859	302	11%
Licking	8,492	1052	12%
Logan	2,466	387	16%
Lorain	13,403	2302	17%
Lucas	23,104	1585	7%
Madison	2,581	285	11%
Mahoning	9,358	969	10%
Marion	3,805	541	14%
Medina	9,037	1333	15%
Meigs	940	162	17%
Mercer	2,351	437	19%
Miami	5,378	1241	23%
Monroe	645	60	9%
Montgomery	22,805	3412	15%
Morgan	551	94	17%
Morrow	1,417	219	15%
Muskingum	4,370	541	12%
Noble	423	108	26%
Ottawa	1,390	270	19%
Paulding	793	89	11%

COUNTY	TOTAL FTE IN GRADES 9-12	COUNTY CCP PARTICIPATION	PERCENT
Perry	1,519	235	15%
Pickaway	2,573	226	9%
Pike	1,540	154	10%
Portage	6,484	512	8%
Preble	1,593	390	24%
Putnam	1,711	638	37%
Richland	6,782	828	12%
Ross	3,573	202	6%
Sandusky	2,640	665	25%
Scioto	3,376	469	14%
Seneca	2,280	390	17%
Shelby	2,093	814	39%
Stark	17,553	2911	17%
Summit	23,064	1959	8%
Trumbull	8,339	975	12%
Tuscarawas	4,583	592	13%
Union	2,267	763	34%
VanWert	1,492	97	7%
Vinton	519	49	9%
Warren	12,159	1907	16%
Washington	2,669	813	30%
Wayne	4,723	761	16%
Williams	1,458	274	19%
Wood	6,408	1036	16%
Wyandot	977	161	16%

Appendix 2: Course Counts by Subject

SUBJECT AREA	STUDENT ENROLLMENTS					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Arts & Humanities	17,307	22,699	26,443	27,199	29,486	29,842
Business	6,096	7,689	8,645	8,269	9,154	9,385
Computer and IT Support	4,557	6,898	5,989	5,786	5,409	5,278
Criminal Justice	840	1,270	1,203	1,171	1,332	1,507
Education	725	1,091	1,126	1,098	1,204	1,320
Engineering	6,180	7,224	6,308	6,064	6,220	5,024
English	39,051	47,970	48,729	51,975	55,564	55,693
Health	2,593	3,403	4,349	4,594	4,919	4,835
History	6,181	7,937	8,209	8,789	9,961	10,352
Math	21,056	25,515	25,377	24,838	28,265	29,735
Physical Education	1,829	2,247	2,165	1,139	1,316	1,385
Science	22,062	27,869	27,965	28,297	29,376	31,431
Services	0	2	119	67	57	64
Social & Behavioral Sciences	1,656	2,410	2,592	2,528	2,720	2,899
Social Sciences	29,040	35,172	35,672	37,418	41,656	41,962
Unclassified	609	989	783	857	910	552

Appendix 3: GPAs by Institution

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

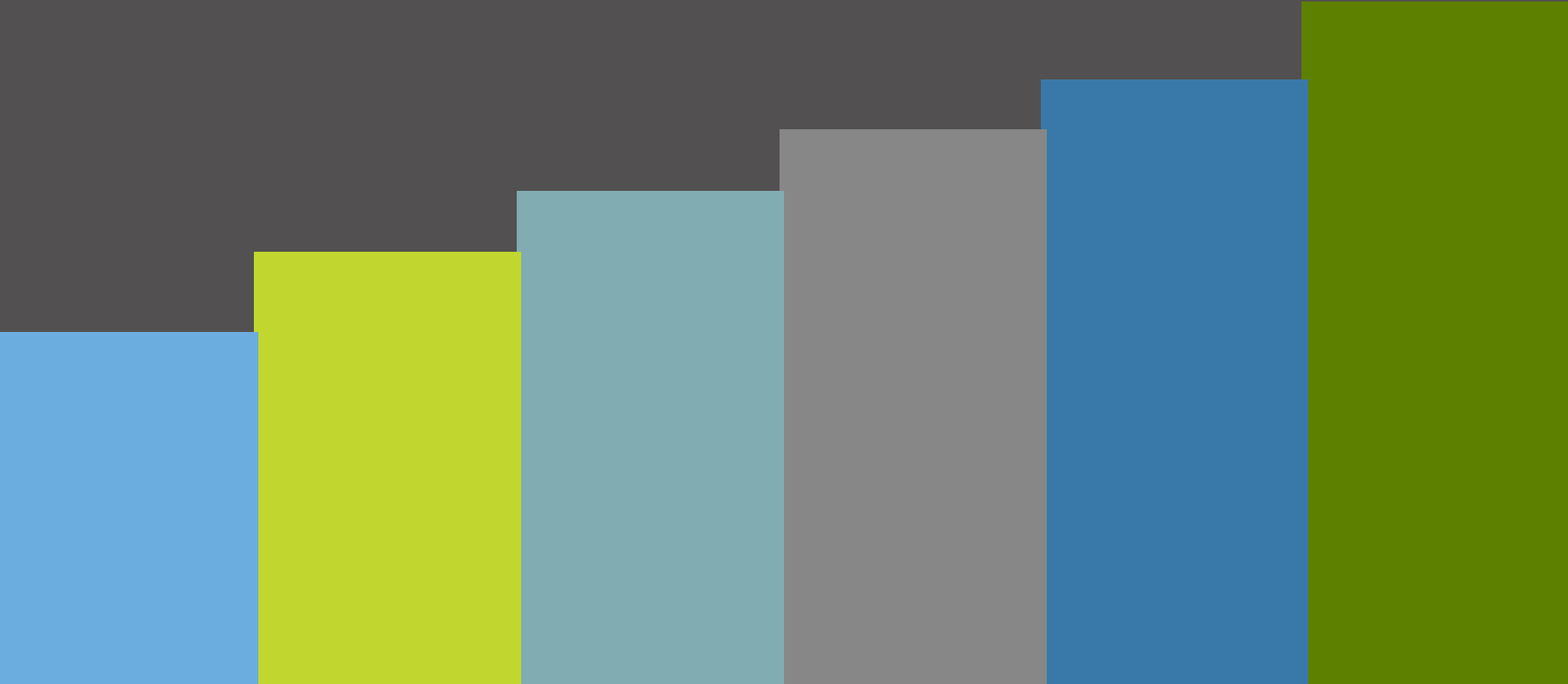
COLLEGE/UNIVERSITY	SECTOR	STUDENTS	AVERAGE GPA
Belmont College	CC	170	3.24
Central Ohio Technical College	CC	2,218	3.15
Cincinnati State Technical and Community College	CC	2,730	3.38
Clark State Community College	CC	2,553	3.34
Columbus State Community College	CC	8,001	3.14
Cuyahoga Community College District	CC	4,202	3.17
Eastern Gateway Community College	CC	1,576	3.46
Edison State Community College	CC	2,707	3.43
Hocking College	CC	634	3.37
James A Rhodes State College	CC	2,613	3.54
Lakeland Community College	CC	1,446	3.25
Lorain County Community College	CC	3,550	3.19
Marion Technical College	CC	988	3.27
North Central State College	CC	1,381	3.33
Northwest State Community College	CC	1,079	3.33
Owens Community College	CC	1,774	3.51
Sinclair Community College	CC	7,414	3.21
Southern State Community College	CC	1,678	3.41
Stark State College	CC	3,621	3.26
Terra State Community College	CC	848	3.28
University of Rio Grande	CC	477	3.45
Washington State Community College	CC	1,059	3.41
Zane State College	CC	1,115	3.20
Ashland University	IN	435	3.28
Aultman College of Nursing and Health Sciences	IN	11	3.24

COLLEGE/UNIVERSITY	SECTOR	STUDENTS	AVERAGE GPA
Bluffton University	IN	16	3.70
Case Western Reserve University	IN	14	3.73
Cedarville University	IN	356	3.54
Chatfield College	IN	116	3.37
Defiance College	IN	10	3.29
Franklin University	IN	542	3.57
God's Bible School and College	IN	<5	4.00
Heidelberg University	IN	35	3.28
Hiram College	IN	469	3.52
John Carroll University	IN	31	3.47
Kenyon College	IN	848	3.48
Lourdes University	IN	7	3.39
Malone University	IN	121	3.63
Marietta College	IN	17	3.60
Mount Vernon Nazarene University	IN	166	3.40
Muskingum University	IN	75	3.23
Notre Dame College	IN	255	3.55
Ohio Christian University	IN	307	3.77
Ohio Northern University	IN	213	3.30
Otterbein University	IN	80	3.23
Southeastern University	IN	<5	3.50
The University of Findlay	IN	1,726	3.33
Tiffin University	IN	213	3.48
University of Mount Union	IN	79	3.48
University of Northwestern Ohio	IN	31	3.29
Walsh University	IN	102	3.50

Appendices

COLLEGE/UNIVERSITY	SECTOR	STUDENTS	AVERAGE GPA
Wittenberg University	IN	35	2.81
Bowling Green State University-Firelands	UB	942	3.36
Kent State University at Ashtabula	UB	443	3.25
Kent State University at East Liverpool	UB	416	3.47
Kent State University at Geauga	UB	812	3.30
Kent State University at Salem	UB	537	3.48
Kent State University at Stark	UB	1,342	3.41
Kent State University at Trumbull	UB	473	3.38
Kent State University at Tuscarawas	UB	517	3.24
Miami University-Hamilton	UB	395	3.36
Miami University-Middletown	UB	391	3.38
Ohio State University Agricultural Technical Insti	UB	27	3.39
Ohio State University-Lima Campus	UB	87	3.66
Ohio State University-Mansfield Campus	UB	114	3.50
Ohio State University-Marion Campus	UB	98	3.48
Ohio State University-Newark Campus	UB	136	3.55
Ohio University-Chillicothe Campus	UB	354	3.46
Ohio University-Eastern Campus	UB	263	3.52
Ohio University-Lancaster Campus	UB	445	3.48

COLLEGE/UNIVERSITY	SECTOR	STUDENTS	AVERAGE GPA
Ohio University-Southern Campus	UB	413	3.64
Ohio University-Zanesville Campus	UB	294	3.48
University of Akron Wayne College	UB	1,230	3.41
University of Cincinnati-Blue Ash College	UB	387	3.55
University of Cincinnati-Clermont College	UB	830	3.47
Wright State University-Lake Campus	UB	415	3.45
Bowling Green State University-Main Campus	UM	1,886	3.57
Central State University	UM	<5	4.00
Cleveland State University	UM	181	3.48
Kent State University at Kent	UM	1,003	3.47
Miami University-Oxford	UM	60	3.70
Ohio State University-Main Campus	UM	413	3.72
Ohio University-Main Campus	UM	222	3.56
Shawnee State University	UM	658	3.21
University of Akron Main Campus	UM	1,396	3.39
University of Cincinnati-Main Campus	UM	920	3.52
University of Toledo	UM	1,056	3.46
Wright State University-Main Campus	UM	869	3.51
Youngstown State University	UM	1,253	3.60



Ohio

**Department of Education
Department of Higher Education**

25 South Front Street | Columbus, OH 43215-3414