Ohio | Department of Education
Department of Higher Education

CollegeCredit PLUS

Annual Report
2021-2022

YEAR 7

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Introduction

This annual report of College Credit Plus reflects data from the beginning of the program in 2015-2016 through the 2021-2022 academic year. The data for year seven of the program shows that more than 78,000 students participated in College Credit Plus. These students must be acknowledged for their persistence and academic excellence as they navigated this unprecedented time in our history.

This seventh 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 annual reports are available on the College Credit Plus pages of the ODHE website, **https://highered.ohio.gov/CCP**.

Over the years, ODHE and ODE have noted 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 since the fall of 2020, when both agencies convened a Student Eligibility workgroup. 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.

> During the 2021-2022 academic year, more than 78,000 students participated in College Credit Plus.

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 retained 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. In February of 2022, **OAC 3333-1-65.14** expanded student eligibility for the 2022-2023 academic year and beyond.

In addition to and complementing the continuing analysis of the program, the Auditor of State's Ohio Performance Team conducted a **Performance Audit** in year seven. This team studied the participation and performance of Ohio's College Credit Plus program. Subsequently, the Performance Audit produced a series of recommendations based upon this study. The Auditor of State's office also produced a **data dashboard** using both ODE and ODHE data. This interactive dashboard displays the participation rates for colleges, universities, and districts.

Participation

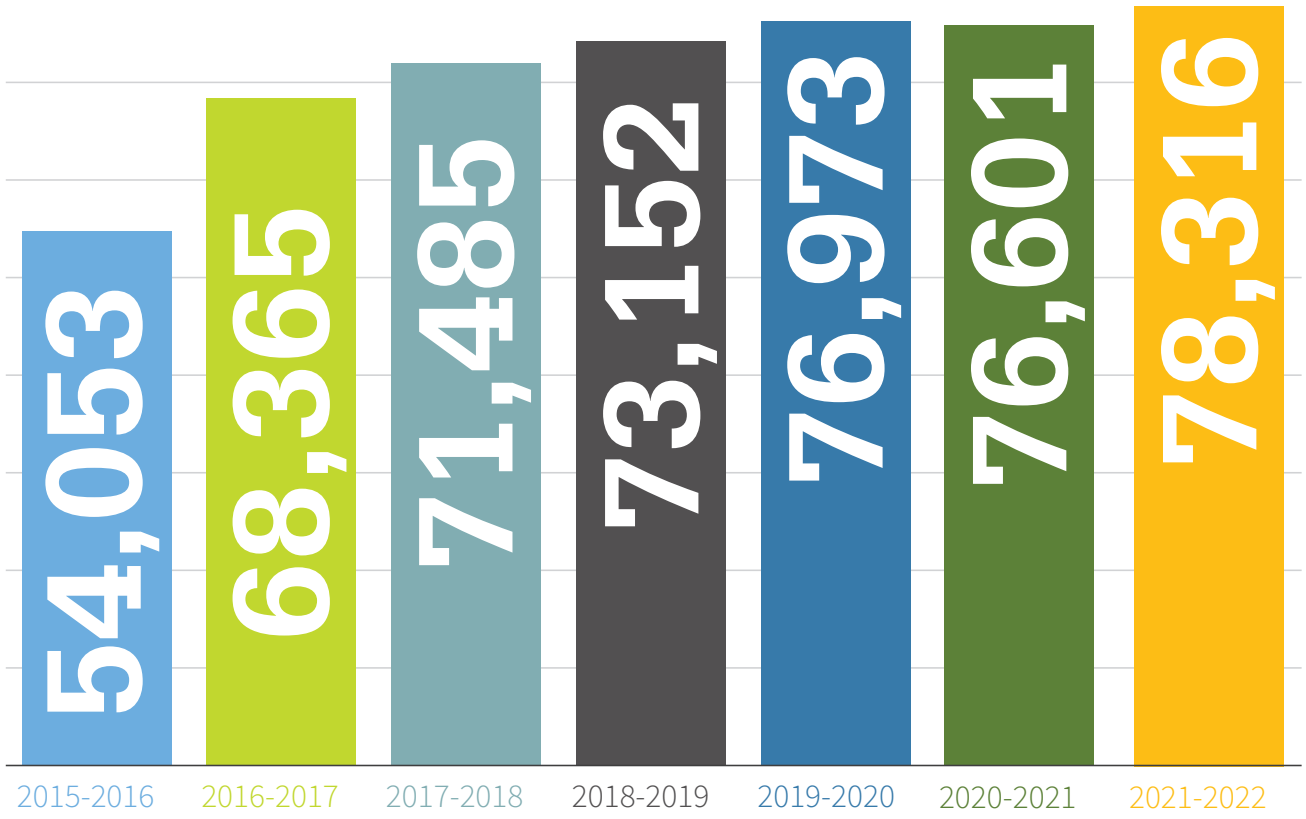
Overall enrollment by year

With more than 78,000 students participating in College Credit Plus during the seventh year of the program, Ohio's dual enrollment program has provided tuition savings for students and families of over $165 million for the 2021-2022 academic year and over $1 billion over the seven years of the program. (See page 35 for additional information on tuition savings.)

While the 2020-2021 academic year saw a decline in enrollment, likely brought about by the COVID-19 pandemic, the current year saw a rebound in enrollment. Enrollment in year seven of College Credit Plus climbed to the highest number of participants in College Credit Plus history, as shown in Figure 1.

FIGURE 1

Total College Credit Plus Enrollment



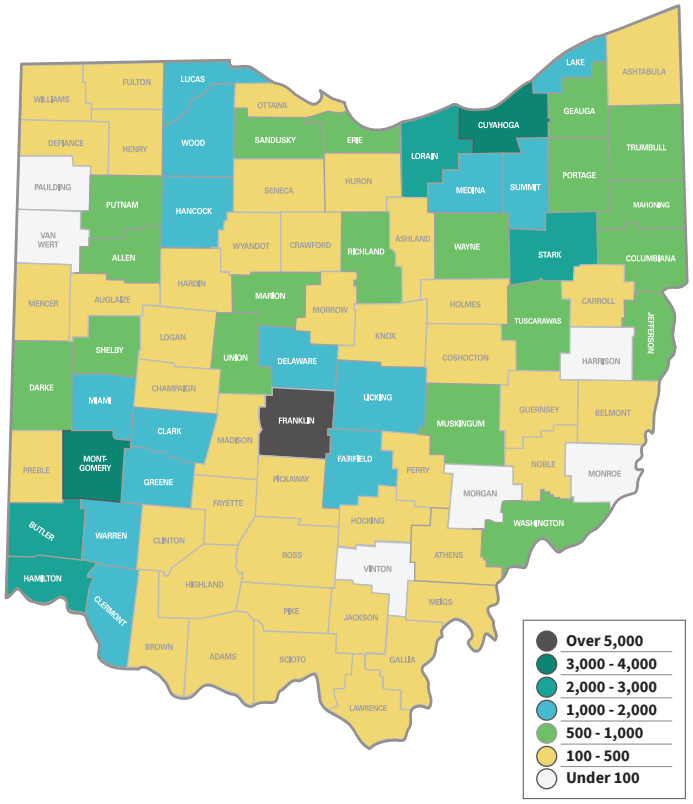
Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Overall enrollment by county

Figures 2 and 3 provide a representation of participation numbers across the state. 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



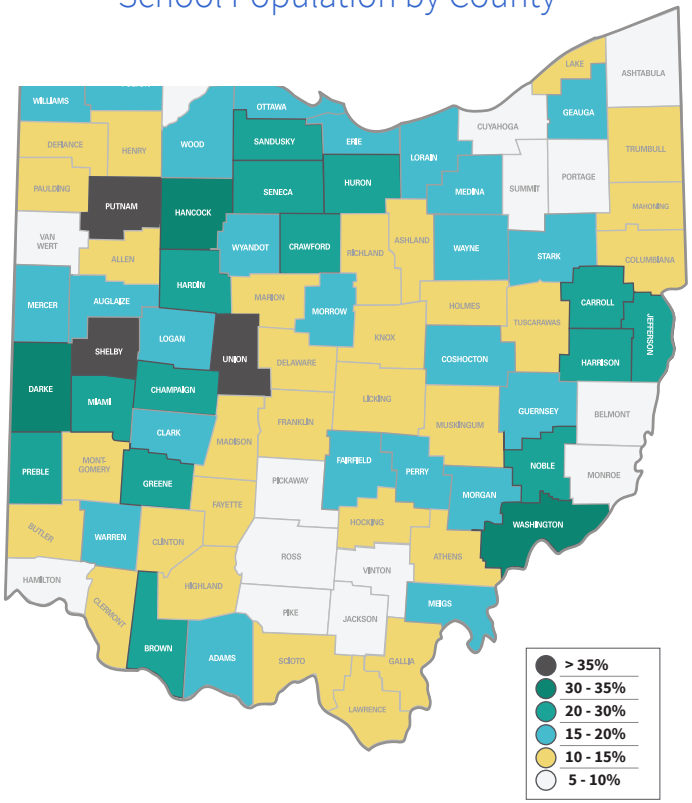
Note: Figure 2 includes all enrollments from public and nonpublic secondary schools and homeschooled students.

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

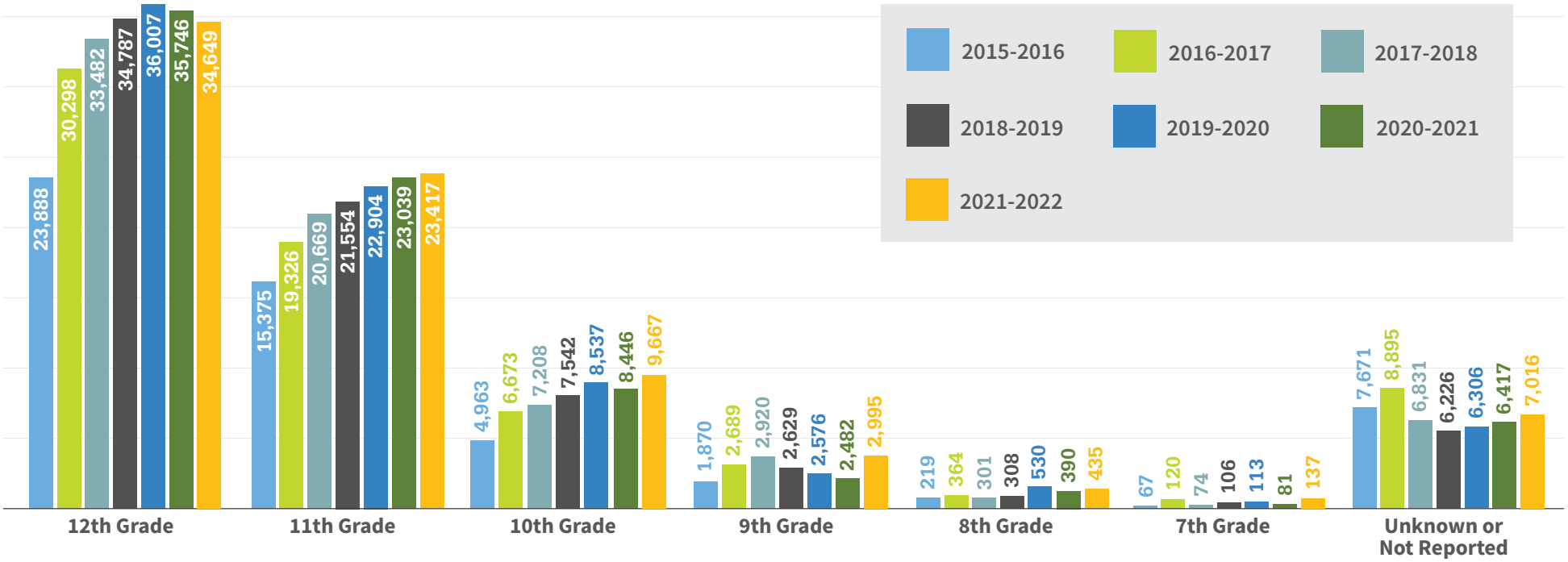


Enrollment by grade level

Reflective of the overall increase for year seven, College Credit Plus saw growth in grades 9 through 11. Twelfth-grade student participation, historically representing the largest enrollment, decreased for the past two academic years. Grades 9 through 12 account for 90% of the overall enrollment in College Credit Plus. Important to note is that, while growing in year seven, seventh and eighth grade participation make up 0.7% of the total enrollment.

FIGURE 4

College Credit Plus Participants by Grade



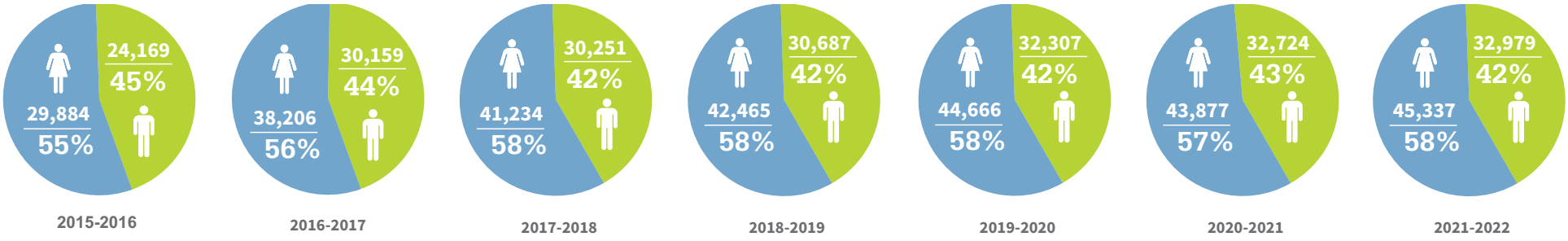
Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Enrollment by gender

All seven years of the program show female students participating at a greater rate than males. While 2020-2021 saw a slight increase in male participation, rates have returned to that of pre-pandemic figures.

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 seven years of enrollment by race and ethnicity of CCP students, along with the public high school student population percentages. These data continue to show 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 expanded student eligibility focusing on multiple options for eligibility.
- 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%
CCP 2021-22	5.9%	0.5%	3.4%	70.8%	1.4%	5.4%	0.1%	14.3%
High School Population 2020-21	16.1%	0.1%	2.5%	69.1%	6.8%	5.3%	0.1%	0.0%

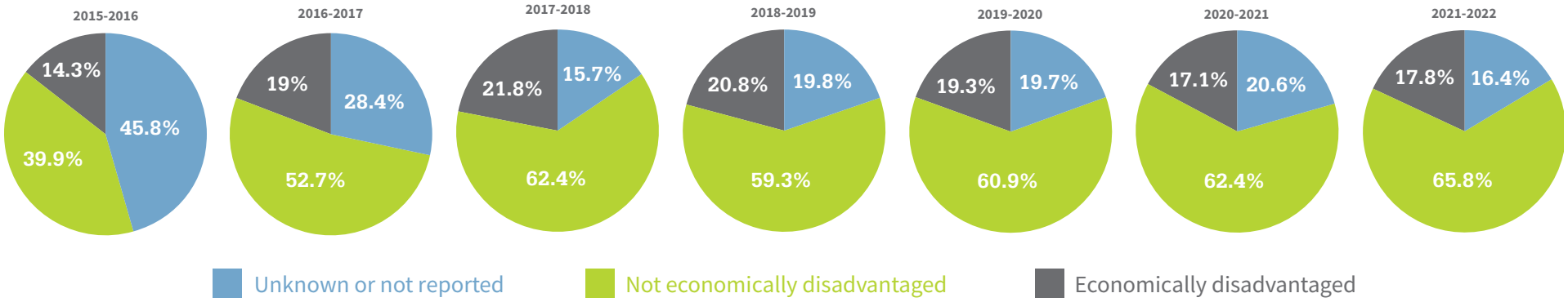
Note: These figures include all enrollments from public and nonpublic secondary schools and homeschooled students.

Enrollment by socio-economic status

Students 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 who participate in Medicaid, the Supplementary Nutrition Assistance Program, supplementary security income, federal public housing, or the low-income home energy assistance program. Figure 7 indicates the percentage of economically disadvantaged student participation over the span of all seven years of the program.

FIGURE 7

Percentage of CCP Students by Economic Status



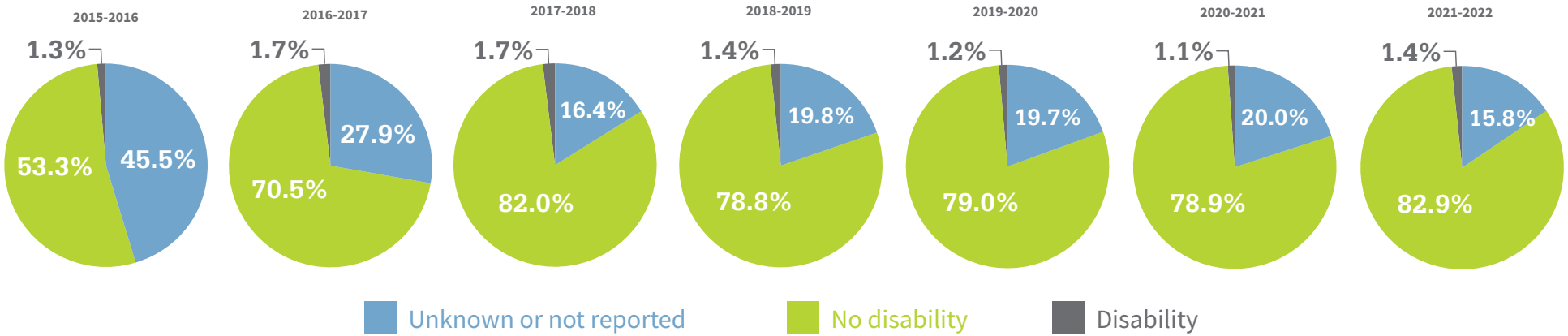
Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students.

Enrollment by disability

For 2021-2022, students with reported disabilities composed 1.4% 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

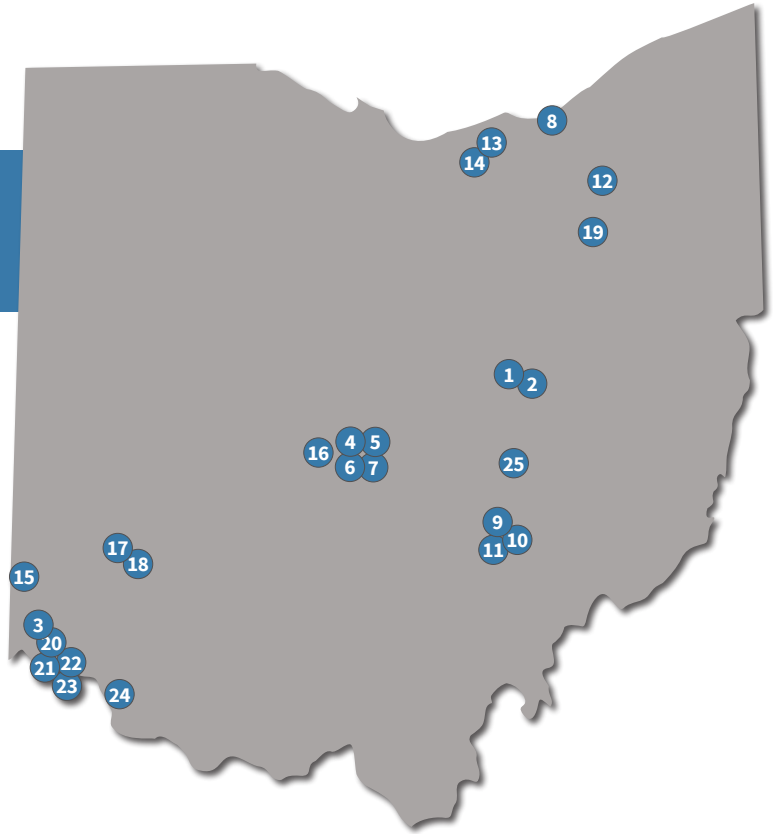
For the 2021-2022 academic year, Ohio colleges and secondary schools implemented 25 Innovative Programs projected to serve approximately 1,700 students. These programs must serve students from populations that are underrepresented in higher education: students of color, students from first-generation 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 of 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 intend to increase access to more students and to leverage the impact of 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.

	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	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	Robotics
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
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	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	Twelfth Grade Redesign Expansion

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.

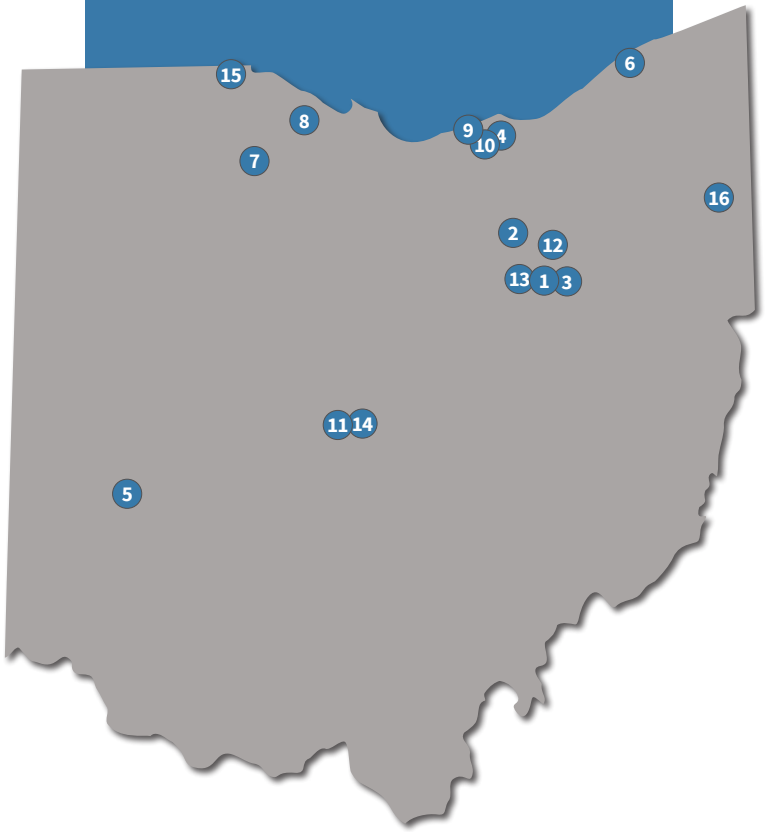
Early College High Schools are a proven example of how to support at-risk and underserved students to college readiness and success in dual-enrollment experiences. By creating a curriculum that generally begins in the ninth grade, Early College High Schools provide the support and structure for these 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.

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

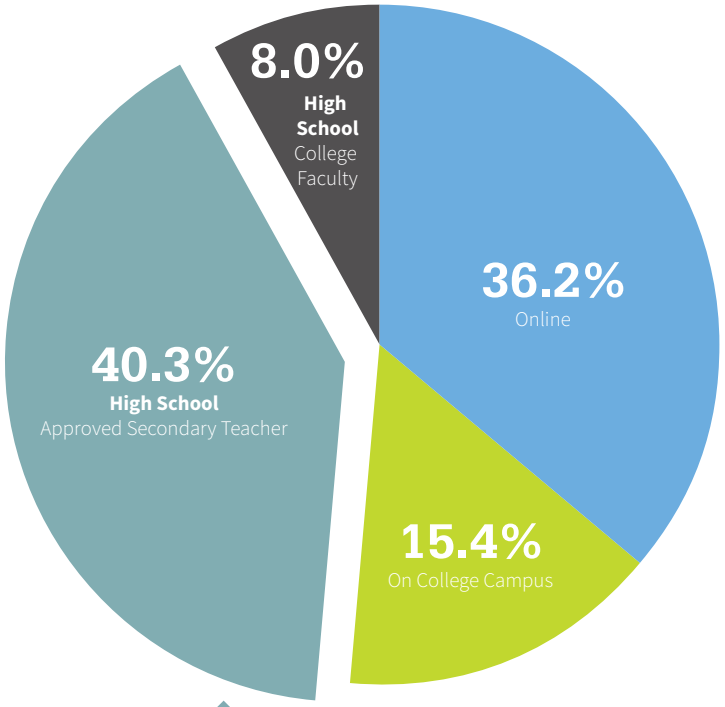
Students can choose to enroll in one or more of the four delivery types for CCP courses. The overall number of course enrollments for these specified delivery types was 199,128 in 2021-2022. The four delivery types are online, on a campus, at the high school with an approved secondary school teacher, and at the high school with a college faculty member. The number is a reflection of student course enrollments in the four delivery methods and is not a distinct count of CCP students.

The breakdown of these course enrollments is listed below and depicted in Figure 9. While the option of online coursework remained high, the largest number of courses was offered at the high schools by credentialed high school teachers, allowing students to remain in their secondary schools and receive instruction from their secondary teachers.

- Online accounted for 36.2% (72,169), compared to 2020-2021 data of 40.7% (81,260)
- At the high school location with an approved secondary school teacher accounted for 40.3% (80,327), compared to 2020-2021 data of 38.1% (75,988)
- On the college campus accounted for 15.4% (30,609), compared to 2020-2021 data of 14.4% (28,813)
- At the high school location with a college faculty accounted for 8.0% (16,023), compared to 2020-2021 data of 6.7% (13,434)

FIGURE 9

Percentage of Student Course Enrollments by Delivery Type



At 40.3%, the highest mode of delivery in 2021-2022 was at the high school level with an approved secondary teacher.

Spotlight on high school teachers

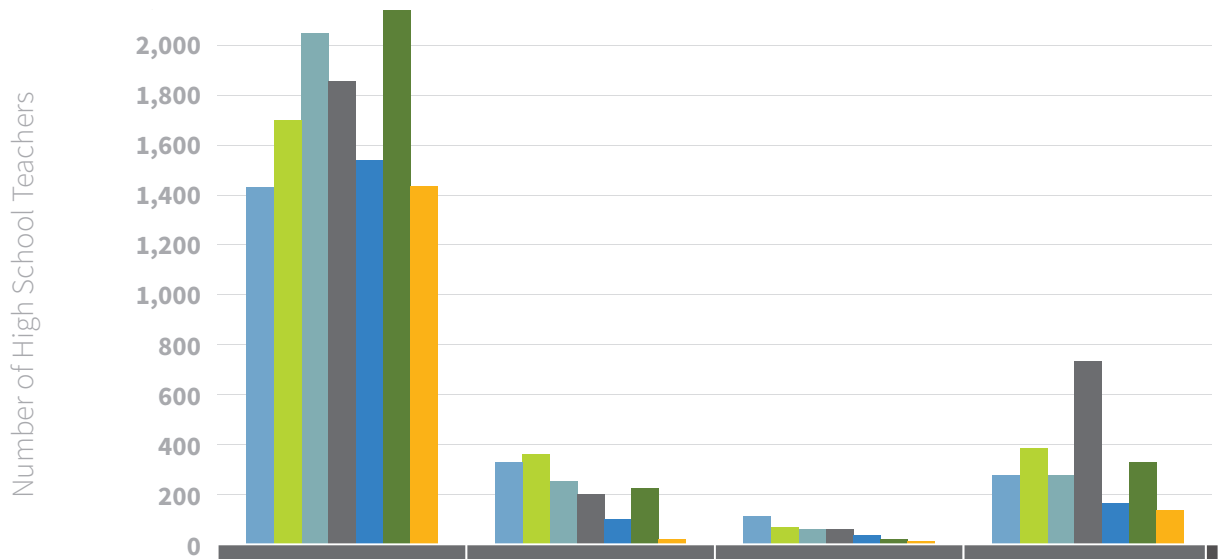
Number of Teachers

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 adjunct faculty members 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 based on the requirements of the **Higher Learning Commission**. For example, for general education courses, typically a person must have a master's degree in the discipline or

FIGURE 10

Number of High School Teachers



	Master's in Discipline	Currently Enrolled in Graduate Courses	Institution Granted Exception to Requirements	Master's Not Required	TOTAL
2015-2016	1,438	337	123	280	2,178
2016-2017	1,704	364	54	383	2,505
2017-2018	2,040	224	51	280	2,595
2018-2019	1,849	200	51	740	2,840
2019-2020	1,546	113	16	178	1,853
2020-2021	2,202	210	10	339	2,761
2021-2022	1,421	14	6	162	1,603

minimally a master's degree and a cohesive set of 18 semester credit hours of discipline relevant graduate coursework.

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

In 2021-2022, colleges and universities reported 848 hours of professional development for CCP high school teachers. The number of classroom observations increased from 1,752 (2020-2021) to 2,062 in year seven. 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.

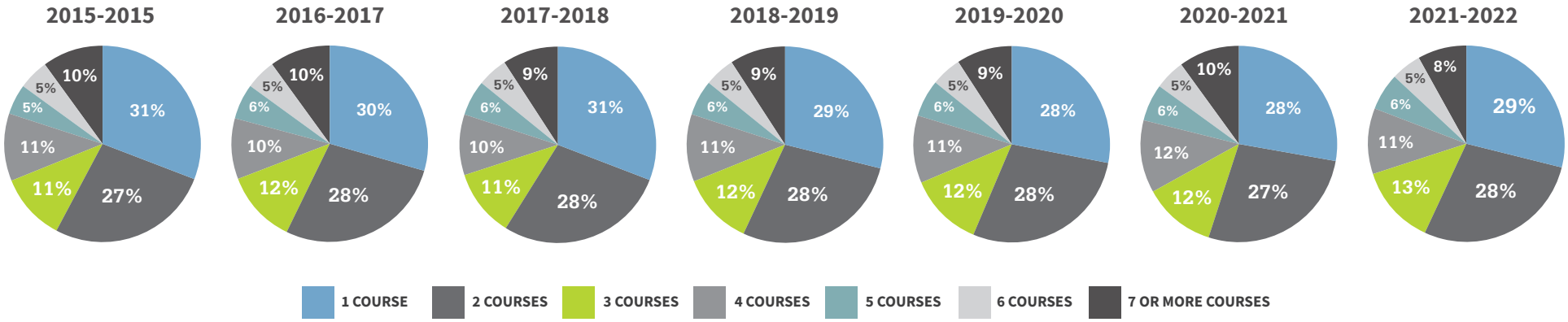
Due to COVID-19, progress toward the credential requirements slowed dramatically. Thanks to inclusion of an extension in House Bill 110 in 2021, the grant project can continue its work through June of 2023. A survey of the grant entities showed that more than 300 teachers have completed the needed coursework 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 57% 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 seven 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
2021-22	22,013	21,217	9,561	8,686	4,627	3,719	6,297

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

Level of instruction

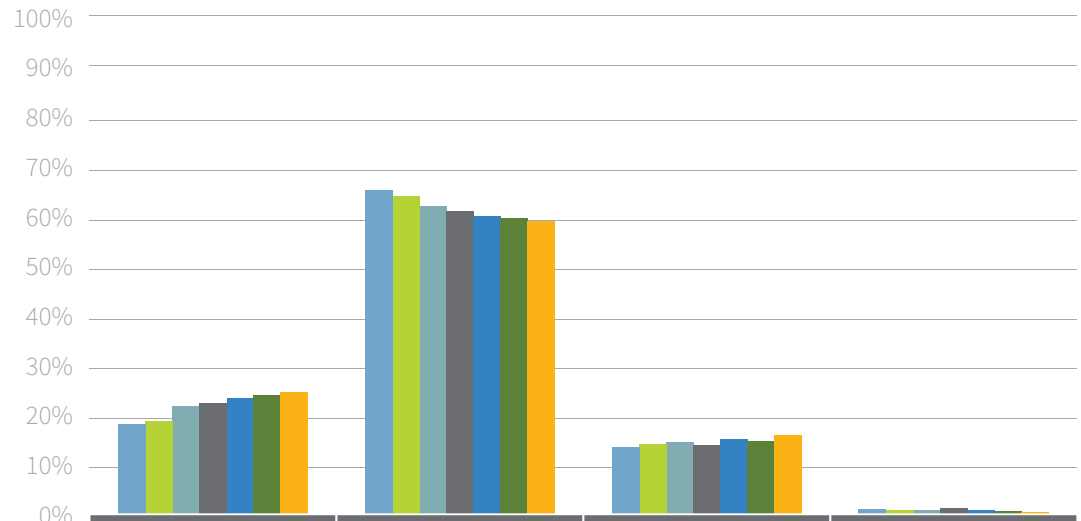
Public institutions of higher education report the level of instruction of courses in which students enroll. Most enrollment continues to be in general studies courses, which include introductory or core courses. Baccalaureate courses are specialized within a discipline for a degree, technical courses 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 (unallowable in Ohio Revised Code) 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



	Baccalaureate	General Studies	Technical	Developmental Education
2015-2016	19.43%	66.62%	13.39%	0.56%
2016-2017	19.55%	65.69%	14.25%	0.51%
2017-2018	22.23%	62.97%	14.31%	0.50%
2018-2019	23.58%	61.65%	14.19%	0.59%
2019-2020	23.80%	61.25%	14.60%	0.35%
2020-2021	24.36%	60.87%	14.54%	0.23%
2021-2022	24.63%	59.73%	15.49%	0.15%

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 2021-2022.

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	225	638	606	94.98%	2079	1973	94.90%
Clark State College	CC	2282	6488	6257	96.44%	21113.7	20368.7	96.47%
Cincinnati State Technical and Community College	CC	3059	6914	6579	95.15%	23474	22351	95.22%
Central Ohio Technical College	CC	1771	3879	3659	94.33%	12984.5	12303	94.75%
Columbus State Community College	CC	7787	21203	19531	92.11%	65295.5	60114.5	92.07%
Cuyahoga Community College District	CC	4343	11904	10699	89.88%	35033	32326	92.27%
Edison State Community College	CC	2832	9820	9538	97.13%	31650	30770.5	97.22%
Hocking College	CC	1681	3656	2111	57.74%	13130.5	7023.5	53.49%
Eastern Gateway Community College	CC	1806	5821	5571	95.71%	18810	18002	95.70%
Lorain County Community College	CC	3729	11484	10931	95.18%	31869	30398	95.38%
Lakeland Community College	CC	1321	5852	4952	84.62%	16803	15578	92.71%
Rhodes State College	CC	2880	5065	4732	93.43%	14845	14589	98.28%
Zane State College	CC	994	3908	3796	97.13%	11550	11221	97.15%
Marion Technical College	CC	1563	3939	3711	94.21%	11628	10989	94.50%
North Central State College	CC	1379	4811	4327	89.94%	14920	13505	90.52%
Northwest State Community College	CC	1076	3302	3180	96.31%	10270	9900	96.40%
Owens Community College	CC	2004	4653	4272	91.81%	13475	12745	94.58%
Rio Grande Community College	CC	578	2284	2234	97.81%	7106	6937	97.62%
Sinclair Community College	CC	7563	18677	16360	87.59%	55354	50526.5	91.28%
Southern State Community College	CC	1722	5584	5379	96.33%	18469	17811	96.44%

College/University	Institution Type	Students Enrolled	Courses Attempted	Courses Completed	Percentage of Completed Courses	Credits Attempted	Credits Earned	Percentage of Completed Credits
Stark State College	CC	3878	11196	9211	82.27%	33719	27755.5	82.31%
Terra State Community College	CC	912	2581	2465	95.51%	7456.5	7151.5	95.91%
Washington State Community College	CC	1039	4171	4071	97.60%	12073	11767	97.47%
Ashland University	IN	591	1590	918	57.74%	5022.5	2960	58.93%
Aultman College of Nursing and Health Sciences	IN	14	71	61	85.92%	164	149	90.85%
Bluffton University	IN	11	12	12	100.00%	52	52	100.00%
Cedarville University	IN	477	1233	1093	88.65%	3717.5	3297	88.69%
Chatfield College	IN	108	518	494	95.37%	1578	1506	95.44%
Ohio Christian University	IN	655	1550	1301	83.94%	4684	3935	84.01%
Case Western Reserve University	IN	23	59	56	94.92%	188	177	94.15%
Defiance College	IN	17	57	53	92.98%	180	168	93.33%
Lake Erie College	IN	66	172	Not Reported	0.00%	565	Not Reported	0.00%
The University of Findlay	IN	1796	3722	3624	97.37%	10282	9993	97.19%
Franklin University	IN	493	973	943	96.92%	3128	3034	96.99%
God's Bible School and College	IN	6	14	12	85.71%	38	32	84.21%
Heidelberg University	IN	21	69	40	57.97%	157	106	67.52%
Hiram College	IN	479	1161	739	63.65%	3082	2622	85.07%
Kenyon College	IN	771	1549	633	40.87%	5858	2388	40.76%
Lourdes University	IN	12	43	37	86.05%	121	103	85.12%
Malone University	IN	148	387	172	44.44%	1188.5	541.5	45.56%
Marietta College	IN	33	54	20	37.04%	170	60	35.29%
University of Mount Union	IN	79	178	169	94.94%	495	473	95.56%
Mount Vernon Nazarene University	IN	232	939	917	97.66%	2806	2737	97.54%
Muskingum University	IN	78	156	116	74.36%	541	400	73.94%
Notre Dame College	IN	344	926	908	98.06%	2801	2747	98.07%
Ohio Northern University	IN	241	390	331	84.87%	1027	876	85.30%

College/University	Institution Type	Students Enrolled	Courses Attempted	Courses Completed	Percentage of Completed Courses	Credits Attempted	Credits Earned	Percentage of Completed Credits
Otterbein University	IN	73	241	220	91.29%	717	659	91.91%
Tiffin University	IN	291	755	725	96.03%	2253	2167	96.18%
Walsh University	IN	134	417	Not Reported	0.00%	1209	Not Reported	0.00%
Wittenberg University	IN	25	68	4	5.88%	268	16	5.97%
University of Akron Wayne College	UB	1127	3202	2983	93.16%	9385	9170	97.71%
Bowling Green State University-Firelands	UB	882	2995	2867	95.73%	9266	8872	95.75%
University of Cincinnati-Clermont College	UB	853	1703	1645	96.59%	5198	5006	96.31%
University of Cincinnati-Blue Ash College	UB	401	928	880	94.83%	2729	2590	94.91%
Kent State University at Ashtabula	UB	563	935	897	95.94%	2858	2745	96.05%
Kent State University at East Liverpool	UB	539	798	769	96.37%	2433	2347	96.47%
Kent State University at Geauga	UB	815	1446	1381	95.50%	4463	4264	95.54%
Kent State University at Salem	UB	591	883	852	96.49%	2806	2710	96.58%
Kent State University at Stark	UB	1325	2487	2382	95.78%	7770	7418	95.47%
Kent State University at Trumbull	UB	537	811	764	94.20%	2510	2364	94.18%
Kent State University at Tuscarawas	UB	412	1157	1112	96.11%	3497	3353	95.88%
Miami University-Hamilton	UB	444	976	912	93.44%	2912.5	2719.5	93.37%
Miami University-Middletown	UB	415	933	881	94.43%	2791	2631	94.27%
Ohio State University Agricultural Technical Insti	UB	30	153	138	90.20%	445	400	89.89%
Ohio State University-Lima Campus	UB	87	332	330	99.40%	1104	1096	99.28%
Ohio State University-Marion Campus	UB	84	333	314	94.29%	1101	1028	93.37%
Ohio State University-Mansfield Campus	UB	138	542	532	98.15%	1743	1710	98.11%
Ohio State University-Newark Campus	UB	121	435	420	96.55%	1448	1396	96.41%
Ohio University-Chillicothe Campus	UB	352	667	548	82.16%	1881	1747	92.88%
Ohio University-Eastern Campus	UB	278	544	478	87.87%	1622	1538	94.82%
Ohio University-Lancaster Campus	UB	433	713	625	87.66%	2011	1919	95.43%
Ohio University-Southern Campus	UB	458	908	806	88.77%	2617	2556	97.67%

College/University	Institution Type	Students Enrolled	Courses Attempted	Courses Completed	Percentage of Completed Courses	Credits Attempted	Credits Earned	Percentage of Completed Credits
Ohio University-Zanesville Campus	UB	402	809	677	83.68%	2240	2132	95.18%
Wright State University-Lake Campus	UB	401	1274	1098	86.19%	3600	3489	96.92%
University of Akron Main Campus	UM	1328	3829	3456	90.26%	11049	10578	95.74%
Bowling Green State University-Main Campus	UM	1879	4352	4269	98.09%	13533	13268	98.04%
University of Cincinnati-Main Campus	UM	717	1361	1306	95.96%	4109	3942	95.94%
Cleveland State University	UM	183	671	644	95.98%	1980	1925	97.22%
Central State University	UM	7	13	10	76.92%	41	32	78.05%
Kent State University at Kent	UM	1117	2428	2354	96.95%	7376	7157	97.03%
Miami University-Oxford	UM	87	207	198	95.65%	607.5	579.5	95.39%
Ohio State University-Main Campus	UM	514	1988	1961	98.64%	6324.5	6226.5	98.45%
Ohio University-Main Campus	UM	249	763	659	86.37%	2078.5	2021	97.23%
Shawnee State University	UM	603	1780	1714	96.29%	5710	5499	96.30%
University of Toledo	UM	1055	3036	2881	94.89%	9084	8623	94.93%
Wright State University-Main Campus	UM	869	1998	1723	86.24%	5581	5348	95.83%
Youngstown State University	UM	1009	3034	2977	98.12%	8612	8455	98.18%

Note: This figure includes all enrollments from public and nonpublic secondary schools and homeschooled students and are current as of November 2022. Some institutions will continue to finalize and report credits earned data. Cells with numerals less than five 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 2021-2022 academic year was reported. The following table indicates the number of students who were not granted admission to specific institutions.

College/University	Number of Students Denied Admission
Akron University	13
Aultman College	5
Belmont College	0
Bluffton	0
Case Wester Reserve University	33
Cedarville	7
Central Ohio Technical College	0
Central State University	0
Chatfield College	0
Cincinnati State Technical & Community College	272
Clark State Community College	54
Cleveland State University	0
Columbus State Community College	1
Defiance College	0
Eastern Gateway Community College	301
God's Bible School and College	0
Heidelberg College	1
Hiram College	9
James Rhodes Community College	2
Kent State University	68
Lorain County Community College	1
Lourdes College	0
Marion Technical College	0
Miami University	18

College/University	Number of Students Denied Admission
Mount Vernon Nazarene University	2
Muskingum University	0
Northwest State Community College	2
Notre Dame College	2
Ohio Christian University	2
Ohio Northern University	4
Ohio State University-Main Campus	298
Ohio University-Main Campus	8
Otterbein University	5
Rio Grande Community College	11
Shawnee State University	29
Sinclair Community College	85
Southern State Community College	4
Stark State College of Technology	0
Terra State Community College	0
Tiffin University	3
University of Findlay	32
University of Mount Union	0
University of Toledo	11
Washington State Community College	69
Wittenberg University	1
Wright State University	15
Youngstown State University	131
Zane State Community College	11

All participating institutions are required to report these data. Those listed did submit during the required timeframe, and the following institutions did not: Ashland University, Bowling Green State University, Cuyahoga Community College, Edison State Community College, Franklin University, Hocking College, Kenyon College, Lake Erie College, Lakeland Community College, Malone University, Marietta College, North Central State College, Owens Community College, and Walsh University.

Additionally, secondary schools are surveyed annually on the number of students who were denied participation due to not submitting the Intent to Participate form by the deadline. (The total number of students denied participation for public schools over the past six 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	2021-2022
317	361	371	246	253	271

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 2021-2022, 100% of the 1,312 homeschooled students and the 4,444 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.

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	57,801	45,028	4,444	13	3,022	68%	1,422	32%
Homeschool	25,651	19,213	1,312	19.5	618	47.10%	694	52.90%

As noted, students requested on average 13 credits (nonpublic) and 19.5 credits (homeschooled).

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 2021-2022 year, homeschooled students in grade 12 received up to 24 credits (less if they requested fewer credits), students in grade 11 received up to 16 credits, and students in grades seven through 10 received up to 12 credits. For nonpublic students in grade 12, they received up to 20 credits; students in grade 11 received up to 12 credits; and students in grades seven through 10 received up to eight 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.

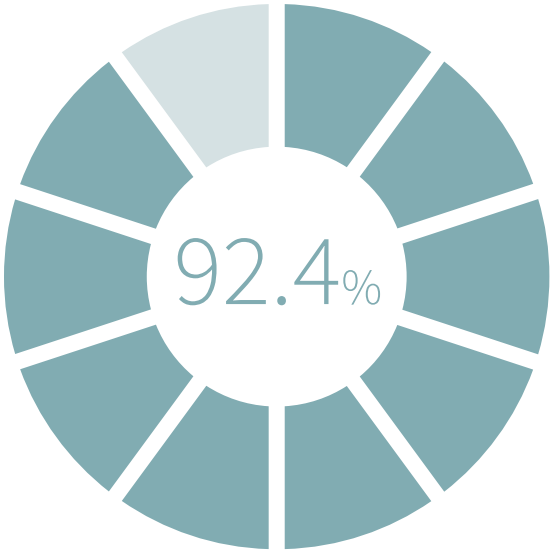
Enrollment in study abroad courses

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, 97 former College Credit Plus students have participated in a college course related to study abroad as an undergraduate student. This is approximately 0.03% of all College Credit Plus students from 2015 to 2021.

Performance

FIGURE 13

CCP Course Outcomes: 2021-2022



0.0% Audit
0.2% Did Not Pass/Unsatisfactory
2.8% Failing Grade
0.1% Incompletes
2.7% No Grade Reported
0.7% Pass/Satisfactory
91.7% Passing Grade
1.8% Withdrawals

Overall grades

For 2021-2022, the overall passing grade attainment remained above 90% where it has been in previous years. In 2021-2022, a combined 92.4% of students received a "pass/satisfactory" or "passing grade."

Grade point averages by grade level

Despite the challenges of the past several years, student grade point averages (GPA) remained at a successful level. For the 2021-2022 academic year, the average overall GPA for students was 3.37 compared to 3.33 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.

FIGURE 14

GPA by Grade Level

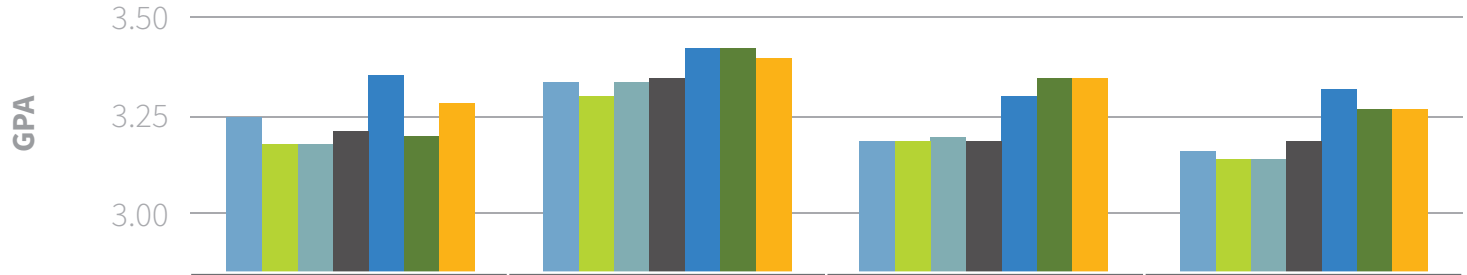
GRADE LEVEL	AVERAGE GPA
7th Grade	3.47
8th Grade	3.35
9th Grade	3.34
10th Grade	3.40
11th Grade	3.36
12th Grade	3.31
Grade Level Unknown or Not Reported	3.40

Grade point averages by delivery type

While the average GPA was similar in 2021-2022 to that of previous years, the breakdown of GPAs by delivery type does show a noteworthy trend. The mode of delivery of a credentialed secondary instructor at a high school location delivered the highest GPA. Figure 15 provides the GPAs for all seven years and four modes.

FIGURE 15

GPA by Course Delivery Type



	High School Postsecondary Instructor	High School Secondary Instructor	On College Campus	Online
Average GPA 2015-2016	3.25	3.33	3.20	3.18
Average GPA 2016-2017	3.19	3.30	3.20	3.17
Average GPA 2017-2018	3.19	3.33	3.21	3.17
Average GPA 2018-2019	3.22	3.34	3.20	3.20
Average GPA 2019-2020	3.35	3.42	3.30	3.31
Average GPA 2020-2021	3.21	3.42	3.34	3.27
Average GPA 2021-2022	3.27	3.41	3.34	3.27

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

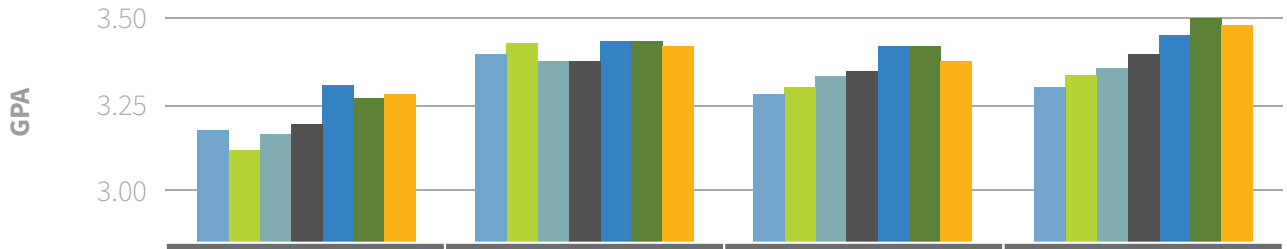
Grade point averages by sector

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 2021-2022



	Community College	Independent Colleges	University *Regional*	University *Main*
Average GPA 2015-2016	3.19	3.39	3.29	3.30
Average GPA 2016-2017	3.12	3.42	3.30	3.35
Average GPA 2017-2018	3.18	3.38	3.33	3.36
Average GPA 2018-2019	3.21	3.38	3.35	3.39
Average GPA 2019-2020	3.31	3.43	3.41	3.47
Average GPA 2020-2021	3.28	3.43	3.41	3.50
Average GPA 2021-2022	3.29	3.41	3.38	3.49

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 last year, approximately 93% of students earned GPAs above 2.0. This is a critical statistic given the administrative rule implemented in 2018 that states 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%
2021-2022	Student counts	1,936	3,417	11,033	57,174
	Percent of total participants	2.6%	4.7%	15.0%	77.7%

Attainment results

Students are encouraged to take college courses to not only satisfy high school graduation requirements, but also 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 six of the seven years of the program, students may have earned credit under the prior dual enrollment program, Postsecondary Enrollment Options.

Note: During 2021-2022, for the first time in College Credit Plus history, a participant was conferred a baccalaureate degree simultaneously with their high school diploma.

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
2022	**1057**	**345**	**1402**
Community College	952	336	1288
University	105	9	114
GRAND TOTAL	**6728**	**2523**	**9251**

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 show the progress students are making in their matriculation (i.e., transition from high school enrollment to undergraduate enrollment) to institutions of higher education.

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

- 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.

Similar tracking has been completed for the classes of 2017, 2018, 2019, 2020, and 2021. For the class of 2021, 40,928 CCP students graduated that year and about 78% matriculated to colleges or universities after high school. This matriculation rate is significantly higher than the previous 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 November 2022.

Grad Year	CCP Participating High School Graduates	Matriculated Post-High School	Two-Year College	Four-Year University
2016	23,439	77.79%	20.31%	79.69%
2017	32,721	75.46%	19.67%	80.33%
2018	37,729	72.67%	19.77%	80.23%
2019	39,724	72.46%	19.58%	80.42%
2020	41,269	68.43%	21.61%	78.39%
2021	40,928	77.78%	18.19%	81.81%

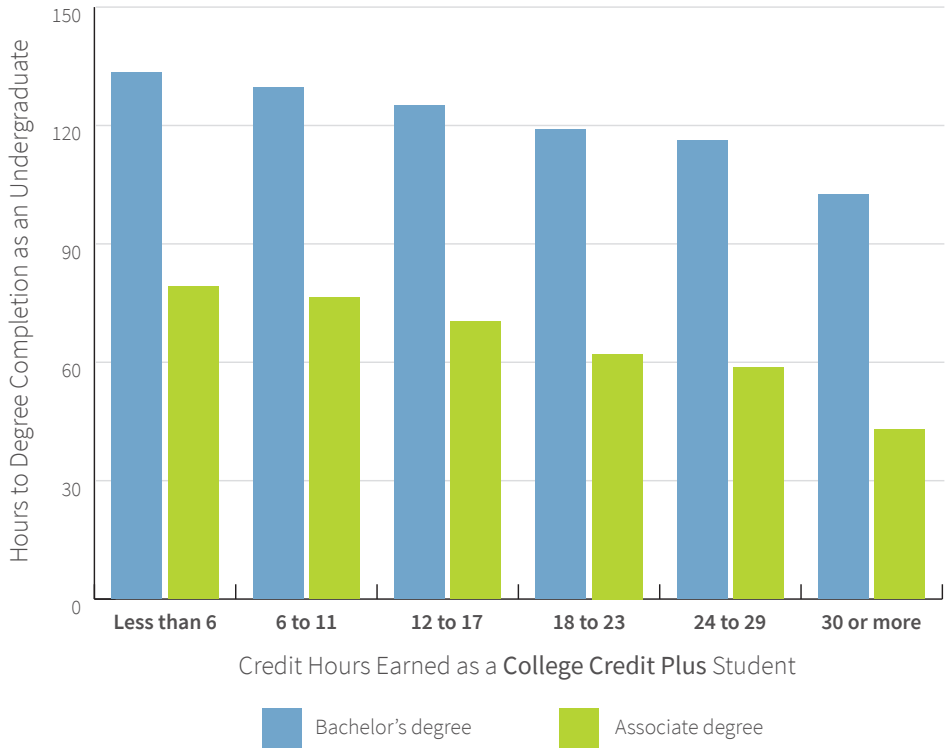
Note: These data include all enrollments from public and nonpublic secondary schools and homeschooled students. Updated data for all graduation years as of November 2022. Additional matriculation data available upon request.

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 are still likely to be 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 2022, 1,607 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 seven years of the program.

Attainment – Graduate coursework

As of November 2022, 661 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 seven years of the program.

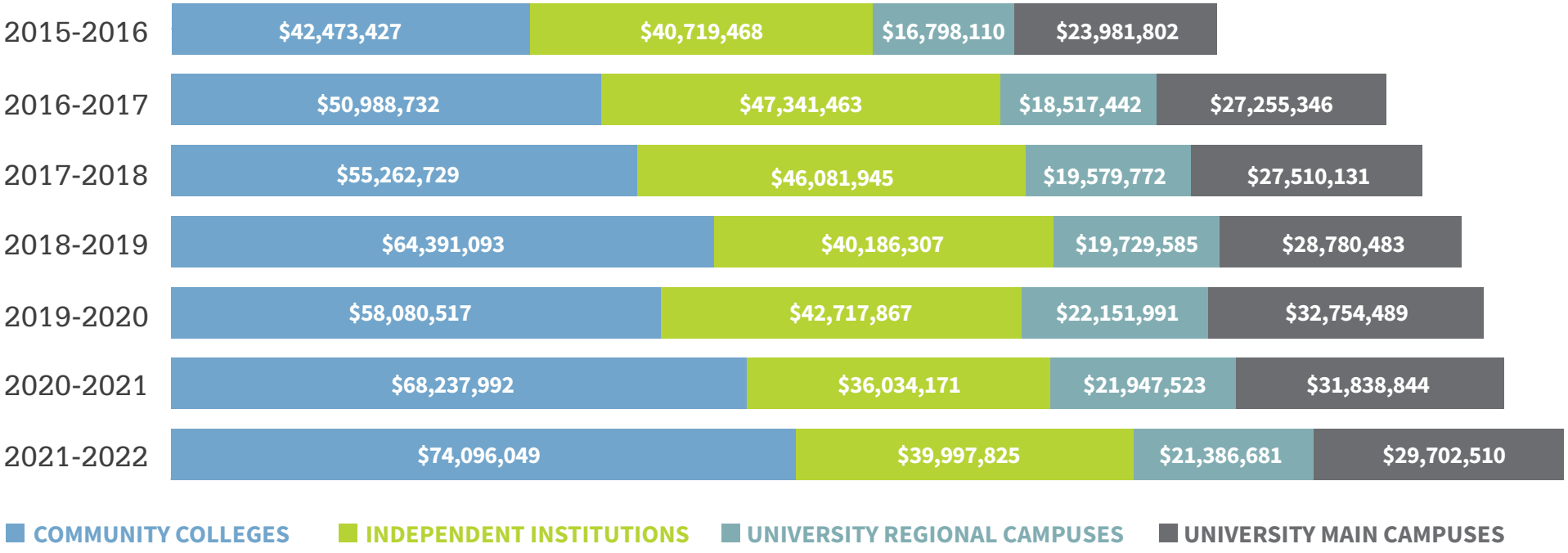
Tuition savings

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 2021-2022 academic year, the total savings for students and families was $165,183,065.

Over the seven years of the College Credit Plus program, Ohio families have saved more than **$1 billion** 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	1,304	234	18%
Allen	4,679	648	14%
Ashland	2,298	316	14%
Ashtabula	4,020	294	7%
Athens	2,331	267	11%
Auglaize	2,102	414	20%
Belmont	2,653	243	9%
Brown	2,205	446	20%
Butler	18,685	2048	11%
Carroll	765	191	25%
Champaign	1,735	367	21%
Clark	6,122	1088	18%
Clermont	8,237	1169	14%
Clinton	2,458	323	13%
Columbiana	4,298	530	12%
Coshocton	1,524	237	16%
Crawford	1,425	290	20%
Cuyahoga	48,428	4834	10%
Darke	2,284	767	34%

COUNTY	TOTAL FTE IN GRADES 9-12	COUNTY CCP PARTICIPATION	PERCENT
Defiance	1,690	194	11%
Delaware	13,978	1757	13%
Erie	4,294	654	15%
Fairfield	8,091	1398	17%
Fayette	1,215	168	14%
Franklin	54,212	5570	10%
Fulton	2,127	378	18%
Gallia	1,579	199	13%
Geauga	3,032	519	17%
Greene	6,658	1515	23%
Guernsey	1,551	287	19%
Hamilton	33,901	2381	7%
Hancock	3,641	1198	33%
Hardin	1,030	258	25%
Harrison	459	93	20%
Henry	2,132	228	11%
Highland	1,913	263	14%
Hocking	948	117	12%
Holmes	824	100	12%

COUNTY	TOTAL FTE IN GRADES 9-12	COUNTY CCP PARTICIPATION	PERCENT
Huron	1,870	485	26%
Jackson	1,232	118	10%
Jefferson	2,510	678	27%
Knox	2,493	353	14%
Lake	9,678	1100	11%
Lawrence	2,866	301	11%
Licking	8,390	1053	13%
Logan	2,506	392	16%
Lorain	13,204	2346	18%
Lucas	22,801	1588	7%
Madison	2,736	286	10%
Mahoning	9,140	972	11%
Marion	4,308	548	13%
Medina	8,557	1339	16%
Meigs	934	163	17%
Mercer	2,342	439	19%
Miami	5,279	1248	24%
Monroe	622	60	10%
Montgomery	22,875	3427	15%
Morgan	536	94	18%
Morrow	1,432	224	16%
Muskingum	4,412	541	12%
Noble	453	108	24%
Ottawa	1,588	270	17%
Paulding	771	91	12%

COUNTY	TOTAL FTE IN GRADES 9-12	COUNTY CCP PARTICIPATION	PERCENT
Perry	1,511	234	15%
Pickaway	2,601	226	9%
Pike	1,567	154	10%
Portage	6,497	517	8%
Preble	1,585	392	25%
Putnam	1,780	638	36%
Richland	6,632	827	12%
Ross	3,609	205	6%
Sandusky	2,890	670	23%
Scioto	3,260	472	14%
Seneca	1,868	391	21%
Shelby	2,062	818	40%
Stark	17,272	2924	17%
Summit	23,252	1967	8%
Trumbull	8,230	976	12%
Tuscarawas	4,979	593	12%
Union	2,184	766	35%
VanWert	1,798	98	5%
Vinton	539	50	9%
Warren	12,185	1906	16%
Washington	2,555	817	32%
Wayne	4,667	762	16%
Williams	1,427	274	19%
Wood	6,896	1043	15%
Wyandot	980	163	17%

Appendix 2: Course Counts by Subject

SUBJECT AREA	STUDENT ENROLLMENTS						
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Arts & Humanities	17,307	22,699	26,443	27,199	29,486	29,842	29,611
Business	6,096	7,689	8,645	8,269	9,154	9,385	10,132
Computer and IT Support	4,557	6,898	5,989	5,786	5,409	5,278	5,331
Criminal Justice	840	1,270	1,203	1,171	1,332	1,507	1,552
Education	725	1,091	1,126	1,098	1,204	1,320	1,314
Engineering	6,180	7,224	6,308	6,064	6,220	5,024	5,447
English	39,051	47,970	48,729	51,975	55,564	55,693	54,083
Health	2,593	3,403	4,349	4,594	4,919	4,835	4,621
History	6,181	7,937	8,209	8,789	9,961	10,352	10,272
Math	21,056	25,515	25,377	24,838	28,265	29,735	28,511
Physical Education	1,829	2,247	2,165	1,139	1,316	1,385	1,211
Science	22,062	27,869	27,965	28,297	29,376	31,431	29,657
Services	0	2	119	67	57	64	90
Social & Behavioral Sciences	1,656	2,410	2,592	2,528	2,720	2,899	2,873
Social Sciences	29,040	35,172	35,672	37,418	41,656	41,962	40,773
Unclassified	609	989	783	857	910	552	929

Appendix 3: GPAs by Institution

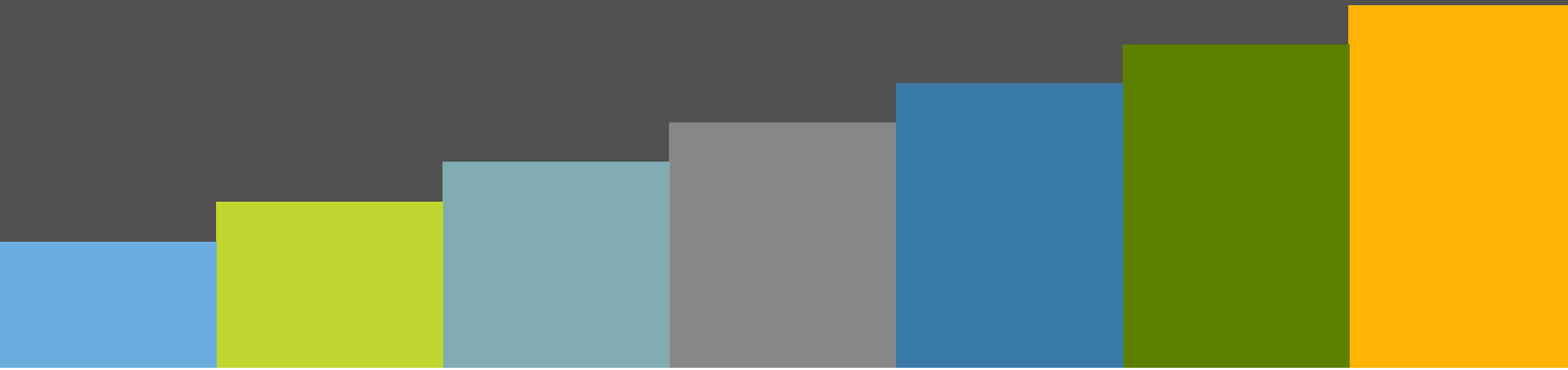
CC = Public Community College **IN** = Private Institution **UB** = Public University Branch **UM** = Public University Main

COLLEGE/UNIVERSITY	SECTOR	STUDENTS	AVERAGE GPA
Belmont College	CC	223	3.25
Central Ohio Technical College	CC	1,736	3.14
Cincinnati State Technical and Community College	CC	2,966	3.31
Clark State College	CC	2,276	3.38
Columbus State Community College	CC	7,654	3.17
Cuyahoga Community College District	CC	4,239	3.20
Eastern Gateway Community College	CC	1,764	3.41
Edison State Community College	CC	2,810	3.45
Hocking College	CC	1,054	3.24
James A Rhodes State College	CC	2,861	3.55
Lakeland Community College	CC	1,300	3.28
Lorain County Community College	CC	3,689	3.21
Marion Technical College	CC	1,534	3.27
North Central State College	CC	1,322	3.41
Northwest State Community College	CC	1,074	3.35
Owens Community College	CC	1,963	3.54
Sinclair Community College	CC	576	3.51
Southern State Community College	CC	7,385	3.16
Stark State College	CC	1,714	3.36
Terra State Community College	CC	3,772	3.26
University of Rio Grande	CC	867	3.29
Washington State Community College	CC	1,035	3.42
Zane State College	CC	987	3.33

COLLEGE/UNIVERSITY	SECTOR	STUDENTS	AVERAGE GPA
Ashland University	IN	499	3.29
Aultman College of Nursing and Health Sciences	IN	14	2.94
Bluffton University	IN	11	3.65
Case Western Reserve University	IN	23	3.75
Cedarville University	IN	442	3.58
Chatfield College	IN	103	3.47
Defiance College	IN	15	3.54
Franklin University	IN	487	3.58
God's Bible School and College	IN	6	3.48
Heidelberg University	IN	21	3.14
Hiram College	IN	473	3.54
Kenyon College	IN	484	3.43
Lourdes University	IN	11	3.42
Malone University	IN	98	3.67
Marietta College	IN	14	3.48
Mount Vernon Nazarene University	IN	230	3.45
Muskingum University	IN	49	3.72
Notre Dame College	IN	339	3.55
Ohio Christian University	IN	522	3.66
Ohio Northern University	IN	234	3.27
Otterbein University	IN	71	3.36
The University of Findlay	IN	1,775	3.38
Tiffin University	IN	283	3.58
University of Mount Union	IN	77	3.23
Wittenberg University	IN	4	2.50

COLLEGE/UNIVERSITY	SECTOR	STUDENTS	AVERAGE GPA
Bowling Green State University-Firelands	UB	876	3.37
Kent State University at Ashtabula	UB	551	3.37
Kent State University at East Liverpool	UB	531	3.36
Kent State University at Geauga	UB	802	3.29
Kent State University at Salem	UB	574	3.59
Kent State University at Stark	UB	1,306	3.36
Kent State University at Trumbull	UB	527	3.23
Kent State University at Tuscarawas	UB	410	3.20
Miami University-Hamilton	UB	434	3.26
Miami University-Middletown	UB	404	3.24
Ohio State University Agricultural Technical Institute	UB	30	3.01
Ohio State University-Lima Campus	UB	86	3.70
Ohio State University-Mansfield Campus	UB	137	3.52
Ohio State University-Marion Campus	UB	82	3.27
Ohio State University-Newark Campus	UB	120	3.39
Ohio University-Chillicothe Campus	UB	348	3.27
Ohio University-Eastern Campus	UB	268	3.36
Ohio University-Lancaster Campus	UB	427	3.34
Ohio University-Southern Campus	UB	454	3.61
Ohio University-Zanesville Campus	UB	398	3.34
University of Akron Wayne College	UB	1,121	3.43
University of Cincinnati-Blue Ash College	UB	392	3.54
University of Cincinnati-Clermont College	UB	832	3.51
Wright State University-Lake Campus	UB	400	3.36

COLLEGE/UNIVERSITY	SECTOR	STUDENTS	AVERAGE GPA
Bowling Green State University-Main Campus	UM	1,870	3.62
Central State University	UM	7	2.98
Cleveland State University	UM	181	3.54
Kent State University at Kent	UM	1,100	3.44
Miami University-Oxford	UM	83	3.53
Ohio State University-Main Campus	UM	510	3.68
Ohio University-Main Campus	UM	247	3.45
Shawnee State University	UM	590	3.37
University of Akron Main Campus	UM	1,314	3.28
University of Cincinnati-Main Campus	UM	708	3.57
University of Toledo	UM	1,029	3.44
Wright State University-Main Campus	UM	858	3.39
Youngstown State University	UM	1,005	3.64



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