

Introduction: Background to College Credit Plus

College Credit Plus is the name of [the State of Ohio's](#) current combined Dual Enrollment and Post-Secondary Enrollment Option plan. Historically, DE and PSEOs have provided exceptional high school students in grades 7-12, and most commonly high school juniors and seniors, opportunities to take college level courses. In 2015, The State of Ohio combined these two higher learning opportunities into a single program, called College Credit Plus. Ohio's initiative to consolidate and expand these programs follows the lead of 47 other states and the District of Columbia, to broaden the scope of DE by increasing the number and kinds of courses taught in high schools and online, and utilizing High School teachers with appropriate credentials as adjunct faculty. Ohio is also one of only two states which has opened DE to students as young as the seventh grade.¹

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The Ohio Department of Higher Education implemented CCP as part of a series of initiatives to "increase the completion rates of Ohio's college students" and "to close the gap by filling Ohio's jobs with educated and experienced Ohioans."² The expansion of Dual Enrollment options through College Credit Plus was intended, among other things, to address Ohio's lag in producing college graduates relative to other states. Thus, it was hoped that the expansion would be inclusive of populations that have historically not chosen college as an option, and to facilitate their preparedness so that they stood a greater likelihood of success after they complete high school and enroll as undergraduates. On the college level, there have been initiatives to facilitate the transfer of credit between state institutions, making the transition from high school to two- and four-year institutions as seamless as possible. And since tuition is free for high school students, it was also envisioned as means to make the completion of college more affordable and bachelor's degrees more easily completed within three years.³

CCP Working Group Charge

The main focus of this working is currently enrolled Wright State University undergraduates who took CCP courses while they were in high school.⁴ CCP students earn both high school and transcribed college credit upon successful completion of this coursework⁵ and these credits are transferrable like any other credit earned at [state institutions of higher learning](#). Because of the relatively recent creation of the CCP program, it [is](#) only now that sufficient data is available to begin to create a profile of currently enrolled Wright State undergraduates who have taken CCP credit, have had it transferred and integrated into their completions requirements, and have taken enough coursework at Wright State University to begin to gauge their success or progress toward degree completion relative to students who have not taken CCP credit.

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¹ <http://ecs.force.com/mbdata/mbprofallIRT?Rep=DE15A>

² <https://www.ohiohighered.org/initiatives>

³ https://www.ohiohighered.org/content/3_year_degree

⁴ By definition, "undergraduate" represent admitted students who have completed high school or its equivalent. This study does not include high school students currently taking undergraduate classes on campuses of Wright State University, online, or in local high schools.

⁵ <http://education.ohio.gov/Topics/Ohio-Education-Options/College-Credit-Plus>

This component of Wright State’s undergraduate population has hitherto remained largely invisible, and the number of undergraduates having earned such credit, the kinds of credit they have taken, and their relative success relative to other undergraduates has not been closely monitored or systematically measured. This is especially the case for students whose credits had been earned at other institutions hosting CCP courses, such as Sinclair Community College, Clark State, or other colleges and universities whose CCP credits were accepted as transfer credits, contributing to students’ degree completion requirements.

Thus, this committee was initially charged with generating a report addressing the following:

- 1) providing insight into the relative success of former CCP students in courses that they take after enrolling as full-time students at Wright State University.
- 2) the relative success of CCP in the ‘branding’ of Wright State University; i.e., if there is evidence that students taking CCP courses offered through Wright State are more likely to enroll as full-time undergraduates at our institution and if some courses are more likely to result in recruitment of students than others.

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CCP Working Group Membership

Cathy Davis	Cindra Holland	Ashley Hall
Aaron Skira	John Gallagher	Geoff Owens
Josh Stomel	Sarah Cicora	Greg Asman

Methods [Would it be worthwhile speaking briefly about the process of data gathering and collation?]

The population for the current study included all domestic, new direct from high school students enrolled in the fall of 2016, 2017, and 2018. As a reminder, CCP was implemented in 2015. Therefore, entering freshmen beginning fall of 2016 were of interest as they would have had the opportunity to participate in CCP. Data from the university’s student information system were obtained from institutional research. Included in the analysis were information about the types of college credit that students earned prior to high school graduation (e.g., CCP) and various student outcomes after students’ first fall semester in college (e.g., college GPA, retention, graduation, etc.). To protect the privacy of the students, all records were deidentified and stored on a restricted university shared drive.

Results: Descriptive Data

Because virtually no aggregate data on undergraduates currently enrolled in Wright State who took CCP courses had been collected up until now, and due to the fact that the Working Group had only the summer to report its findings, the group was only able to take preliminary steps in generating a longitudinal study of the relative success of CCP students and Wright State’s

success in branding through CCP. Thus, the working group decided that, before it could generate longitudinal data and define ‘success’ relative to other students, the first priority would be to collect ‘snapshot’ descriptive statistical data on Wright State undergraduates who had participated in CCP and what courses had been taken. To this end, the working group generated the following questions which could be answered using readily available datapoints compiled through Institutional Research:

1) What is the overall number of Wright State University full-time enrolled undergraduates who have taken at least one CCP course?

2501⁶

2) What are the total number of CCP classes that currently enrolled undergraduates have taken?

12, 689⁷

3) What are the top ten courses most commonly taken through CCP?

1630 (12.8%) ENG 1100

854 (6.7%) ENG 2100

793 (6.2%) PSY 1010

541 (4.3%) SOC 2000

352 (2.8%) MTH 1280

338 (2.7%) COM 1010

333 (2.6%) PLS 2120

279 (2.2%) MTH 2300

180 (1.4%) UNKT 1110

162 (1.3%) HST1100

Tied for tenth place:

160 (1.3%) CHEM 1210 (with CHEM 1210 Lab)

159 (1.3%) HST 1100

159 (1.3%) MTH 1340

4) What were the top ten majors for undergraduates entering with CCP credit?

Nursing 400 (16%)

Mechanical Engineering 211 (8.4%)

Undecided 204 (8.2%)

Biological Sciences 202 (8.1%)

Computer Science 111 (4.4%)

Psychology 107 (4.3%)

Early Childhood Education 89 (3.6%)

Biomedical Engineering 74 (3.0%)

⁶ When referring to “classes” or to students who have taken CCP courses while in high school, the data include courses sponsored by any institution of higher learning, and does not distinguish mode of delivery (online, in a high school, or on a college campus). Course numbers refer to Wright State course numbers, and courses taken through other colleges or universities are reported using their WSU equivalents.

⁷ This means that students have taken, on average, about 5 classes.

Electrical Engineering 59 (2.4%)
Computer Engineering 55 (2.2%)

[we can insert some interpretation of the data here. I can do so—but I would like group input. Besides, this is fun part of writing one of these reports!]

Preliminary Results: Student Success

The above descriptive data represent a first stage in developing a longitudinal profile of the relative success of undergraduates who took CCP courses while in high school. Now that many of these datapoints have been collected, it will be easier in the future for the Office of CCP, Institutional Research and a successor working group to continue to follow these data through time, and develop meaningful data on retention and completion of this student cohort. This data can then be compared with the rest of the student population as a means to seek evidence of comparative success.

Additionally, there are two data points in this study that may provide insight into relative success:

1) What percentage of undergraduates entering with CCP credit were retained between fall and spring?

90.8%

2) What percentage of undergraduates with CCP credit end up with a first semester GPA of 2.0 or below?

15%

[we can insert some interpretation of the data here. I can do so—but I would like group input. Besides, this is fun part of writing one of these reports!]

Results: CCP and the ‘Branding’ of Wright State University

At this stage, the data that the working group has collected is unlikely to furnish information on the degree to which CCP students who have taken Wright State University sponsored courses in high schools are more likely to choose WSU as their undergraduate institution. It is likely that this sort of data more be more effectively obtained through qualitative research, such as surveys, interviews and/or focus groups. As a working hypothesis, based on only limited information, it is predicted that CCP courses sponsored by WSU will not have significantly impacted name recognition for high school students, nor significantly impact their decision as to which, if any, college they will attend. Anecdotal information, such as suggestions that students perceive such courses as ‘beefed up’ high school courses rather than college courses, point in this general

direction. Additionally, in many instances, students who have enrolled at institutions other than Wright State need repeated reminders to have their transcripts from the other institution's CCP courses sent to Wright State. This seems to further indicate that many students are having difficulty recognizing that the CCP courses are distinct from other courses taken in High School, thus raising questions about the degree of brand recognition taking place in these settings.

Recommendations [These are usually part of these kinds of reports. I'll briefly list a few, and we can discuss and elaborate later]

Ask the Faculty Senate to form an ad hoc group to carry on the work of compiling and collecting data for further longitudinal analysis to include

- Effect on the number of current general education courses currently offered at Wright State as new students will be coming in with more of these courses completed
- Completion rates for students who have entered with CCP credit – are they graduating sooner
- Opportunities for further expansion of brand recognition in the high school CCP courses

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2) Have the CCP Office put greater resources into targeting rural areas [the areas around Lake Campus would be good candidates¶
3)