

**Ohio Department of Higher Education  
College Credit Plus Advisory Committee  
25. S Front Street  
Main Conference Room, 7th Floor  
Monday, September 19, 2016  
1:00 p.m.**

**I. Call to Order**

Charles See, Assistant Deputy Chancellor of External Relations at the Ohio Department of Higher Education (ODHE), Co-Chair, called the September 19, 2016, College Credit Plus (CCP) Advisory committee to order. He said that he was joined by his Co-Chair, Dr. Steven Gratz, Senior Executive Director at the Ohio Department of Education (ODE). He said that proper public notice of the meeting was posted.

**II. Welcome**

Assistant Deputy Chancellor See thanked the CCP Advisory committee members for attending the second meeting and said that the following members were present:

- Rebecca Gawsyszawski, District Advisor, Ohio PTA
- Tim Kraynak, Private K-12 Counselor /Assistant Principal, Worthington Christian Schools
- Karla Krodel, Director, Metro Credit Education Outreach, Youngstown State University
- Diane Mankins, Superintendent, Marysville City Schools
- James Smith, Associate Vice President of Enrollment Management, Mount Vernon Nazarene University
- Matt Smith, Guidance Counselor, Benjamin Local School District

On behalf of the Chancellor and the Superintendent of Public Instruction, Assistant Deputy Chancellor See welcomed Mr. Kraynak and Ms. Krodel to the advisory committee as they were not present during the first meeting and asked them to introduce themselves.

Assistant Deputy Chancellor See then asked the ODHE and ODE staff members present to introduce themselves. ODHE and ODE staff members present were:

- Wendy Casterline, CCP Program Administrator, ODE
- Jill Dannemiller, Director, Data Management and Analysis, ODHE
- Dr. Stephanie Davidson, Vice Chancellor of Academic Affairs, ODHE
- Eli Faes, Legislative Director, ODHE
- Dr. Steven Gratz, Senior Executive Director, ODE
- Brad Ingraham, Legislative Liaison, ODE
- Lauren McGarity, Globalization Liaison and Director of Policy Projects, ODHE
- Jeff Robinson, Communications Director, ODHE
- Stephanie Siddens, Senior Executive Director, Curriculum and Assessment, ODE

Assistant Deputy Chancellor See then acknowledged that other guests were present at the meeting and the names of those individuals signing in at the meeting on can be found as Attachment #1.

**III. Approval of Minutes**

Assistant Deputy Chancellor See said that the members received a copy of the draft June 22, 2016, CCP Advisory committee minutes in advance of the meeting for review and asked if there were any additions or corrections to the minutes. There being none, Mr. Smith made a motion to approve the June 22, 2016, minutes as drafted and the motion was seconded by Ms. Gawsyszawski. All members of the CCP Advisory committee voted in favor of the motion approving the minutes as submitted from June 22, 2016.

#### **IV. Goals of the Meeting**

Assistant Deputy Chancellor See quickly summarized what was discussed at their last meeting and said that they wanted to make sure that they were approaching this from the same viewpoint. He said that one of the homework assignments was to think through the last conversation and submit any comments that they may have with respect to what was discussed at the last meeting. He said that there was a summary of the comments that were received from the members in their meeting packets. He said one of the things that they believed would create a better perspective for the members with creating performance metrics was 'real data' as it related to the CCP Program. He said at the last meeting they promised them at the next scheduled meeting they would be ready to have that particular conversation.

Assistant Deputy Chancellor See said that today they are going to have a CCP first year data overview presentation by Jill Dannemiller, Director of Data Management and Analysis at ODHE. He said that he wants this presentation to be an interactive conversation and they want to integrate the conversation about indicators of success into the presentation as well. He said that he believes that this will be the pathway for the committee to make some formal recommendations around what performance metrics may be. He said they also want to have a conversation with the members regarding their general impressions around policy and other issues that they believe should be addressed as it relates to moving the CCP Program forward in a positive way.

#### **V. Review of First Year CCP Data**

Assistant Deputy Chancellor See called forward Ms. Dannemiller to present a PowerPoint presentation "College Credit Plus Overview of the 2015-16 Academic Year" which can be found as Attachment #2. Ms. Dannemiller said that the CCP Program was established in 2015-2016 for college-ready students and students are eligible to participate in 7<sup>th</sup> through 12<sup>th</sup> grades. She said students have the opportunity to participate in a wide array of college course offerings. She said there are no costs associated when a student chooses to attend a public institution; however, if a student chooses to attend a private institution, there may be minimal costs. She said that a student must apply to get admitted. She said that college-readiness is determined by the individual institution and that may involve taking a placement test. She said that students can earn up to thirty college credit hours per academic year (this includes their high school courses based on Carnegie units); as of the 2016-2017 school year this includes the summer term. She said a student can earn a maximum of 120 college credit hours while they are in the CCP Program.

As it relates to CCP Program Evaluation, Ms. Dannemiller said that they have the do annual reports on the program implementation. She said that the CCP Advisory Committee has been formed to develop performance metrics, monitor the CCP program moving forward, and make recommendations for continuous improvement and strategies. She said that all of the participating institutions have to report data to ODHE to assist with formulating the basis for what the next steps are for the CCP program.

Ms. Dannemiller said that they have two different systems that the data is reported through. She said that one is the CCP Portal and the other is the Higher Education Information (HEI) system. She provided an overview of the data that is collected from both public and private institutions.

Ms. Dannemiller said the data collected were the following: student profile; current academic information; calculations of academic information; learning environments; and financial data. She outlined the sub-data of each of these data categories that were collected and said that they are able to look at the different types of learning environments to see whether the course delivery is on campus, on-line, or at the high school.

Ms. Dannemiller continued by outlining some of the information that is required by the annual reporting. She said that they have to report the following: participation both overall and by the disaggregated groups; the types of courses taken; the number of completed courses and their outcomes; the GPA per course; and financial information.

Ms. Dannemiller began to provide the following data for the 2015-2016 Academic Year. Relative to participation, she said over 52K students (represents an increase over the past two years of dual enrollment program that had

approximately 30K participating). She said that students took courses from all of the public institutions (with the exception of Northeast Ohio Medical University) and thirty-five private institutions. She outlined the students by grade level participation as outlined in the presentation and said that a 99% of the CCP students were in high school. She said there were only a handful of 7<sup>th</sup> and 8<sup>th</sup> grade students who participated in the CCP program last year. She said as it relates to gender participation, the CCP students were represented by a 56% female population and a 44% male population as compared to the overall state population of 7<sup>th</sup> through 12<sup>th</sup> grade students which is much more closely split 50/50.

Ms. Dannemiller then began to discuss the participation of students in the CCP program by racial/ethnic categories as outlined in the presentation. She said that they also did a comparison of the overall state population of 7<sup>th</sup> through 12<sup>th</sup> grade students in this category as well to see if they were mirroring the student body in the CCP participation; and they have some gaps. She said they do have an unknown category because some of the institutions did not collect this information from their students in their application because they were not aware that this information was needed. She said that hopefully next year they will have better data in this area.

A member posed a question and asked where the CCP data was being collected from the high schools or the institutions of higher education (IHE). Ms. Dannemiller replied that the data was being collected from the IHE. .

Ms. Dannemiller said the institutions have a variety of assessments that they administer to determine if a student is college ready. She said that the presentation provided a snapshot of the most common assessments, ACT and Compass, which are used by IHEs. She said according to the surveys of the IHEs about 2,900 students were denied admission into the IHE. She said this is not a unique count of students, this is a total based on the survey (i.e. if a student applied to five IHEs; was accepted to three; and was denied at two they would appear twice in the total of the 2,900 students). She said the good thing is the average scores for the CCP students for the ACT and Compass Algebra assessment exceeded what they consider remediation free scores. She said that the institutions use these assessments for placement and course selection processes.

A member posed a question and asked if there was a certain IHE that would use Compass as opposed to ACT as an assessment. Ms. Dannemiller replied that Compass is more commonly administered at two year institutions. She added that the Compass Test for Reading Skills is the only one whose average they would consider slightly lower than the remediation free standards.

Assistant Deputy Chancellor See said one of the things that they may want to think about clarifying as a group moving forward is that the rules and regulations are pretty clear that the student have to be assessed against one of those standards. He said that the IHE can use multiple measures in conjunction with the assessment score but the multiple measures are not meant to be an independent determinant of college-readiness without the actual assessment. He said he thinks that is one of things that he would recommend they consider clarifying moving forward is the mechanism for making those determinations for readiness.

A member asked if it was believed there was a loophole in the assessment component. Assistant Deputy Chancellor See replied that he thought there was some misunderstanding of the rules and regulations and individuals were assessing students solely on a multiple measures standpoint without an actual assessment.

Relating to the frequency of courses taken by the students, Ms. Dannemiller said that the majority of students took three or fewer classes. She said the majority of these courses were in the five main core content areas of English; Social Sciences; Mathematics; Science; and Arts and Humanities. She said when IHEs report data through the HEI system for public institutions; 65% of the CCP students were taking courses at the general studies level, which is appropriate for first or second year of their college year. She also said the following: 19.1% of the CCP students were taking courses at the baccalaureate level; 15% of the CCP students were taking courses at the technical level; and 1.1% of the CCP students were taking courses at the developmental level. Assistant Deputy Chancellor See said as it related to the developmental level courses this is one of the areas that they may want to consider clarifying with respect to the program because the program clearly states

that these were non-remedial courses that can be taken in the program so these students should not have been admitted. He said this data was reported because it was there; however they clearly want to make sure that this is not a program for developmental coursework.

A member asked if there they were contemplating a penalty for IHEs who may be continually admitting students who are not college ready solely because it is financially advantageous. Assistant Deputy Chancellor See replied that they are already looking at a possible resolution for this term of courses. He said they believe communication would be beneficial as well. He said they are seriously considering not reimbursing IHEs that submit those students for funding under the program.

As it relates to student performance, Ms. Dannemiller said just over 90% of courses that the students took were considered passing and this resulted in college credit being awarded. She then discussed subject area and discipline outcomes as outlined in the presentation. Assistant Deputy Chancellor See asked for the member's thoughts on pass/fail. He said he wanted to get a better sense from IHEs on what generally falls in these particular categories and whether or not pass/fail should be allowed in the course construct for students.

A member asked if there was a particular grade structure that was used for pass/fail. Dr. Stephanie Davidson, Vice Chancellor of Academic Affairs at ODHE replied that passing grades are anything with a grade D or better. She said that with a pass/fail course a grade is not indicated.

Members began to comment how grading structures were used and said the following: the pass/fail option was used rarely such as in cases of seminars where it is participation-based; and using A, B, C, no credit grades predominately for their English courses because they do not want students passing this course with a D as they feel a C grade is a minimum competency required for a student's future college success. Assistant Deputy Chancellor See made comments about conducting orientation courses at IHEs and the grading of those and a member said they are conducted and graded but they are considered remedial. Assistant Deputy Chancellor See said that he would like the members to give some thoughts about these issues as they look through the data and certain question arise about possible policy implications.

A member suggested if they were going to look at the data for subject area and discipline then they need a baseline. He said that they need to compare it to a grouping at the IHE's and high school level such as course; grade level; average ACT, etc. He said this would enable you to see if there are certain students that are failing at a higher rate.

Ms. Dannemiller continued and began to outline the GPA data. She outlined the GPA of students by course delivery method as outlined in the presentation. She said a majority of the courses, 85%, were delivered on the high school campus by a post-secondary instructor that went to the high school campus or a secondary instructor that was qualified to be an adjunct. She said that when looking at the GPA by student; aggregating all the courses that they took, a vast majority of the CCP students have a GPA between 3.00 and 4.00 (on a 4 point scale) across all the courses while they were enrolled.

Ms. Dannemiller said the program implementation data was based on a survey that the IHEs responded to. She said they obtained this information on program implementation to ensure that compliance was being met and the results were obtained in the following categories as outlined in the presentation: Professional development courses offered to adjunct faculty; Classroom observations conducted; and Off-Campus Adjunct Faculty qualifications.

Ms. Dannemiller said there was an approximate savings of \$111 million in tuition. She said that this is based on the number of credit hours attempted multiplied by the advertised market rate per credit hour at the IHE. She said that this is a substantial savings to families that are participating in CCP.

A member commented that they may want to take caution with saying that it is a 'tuition saved'. She said that it is tuition that was not paid for by the student but if they imply that those credits are going to count towards the

student's ultimate degree they may be incorrect, especially if the student goes out of state. She said they would have received a college education at no cost, which is a great experience; however the credits may not do anything for them.

Ms. Dannemiller said there was some future analysis that they could do and they were the following: follow the transition of CCP students as an undergraduate student; Credits transferred as a result of CCP participation effecting a student's time to degree; Retention and persistence rates as it relates to matriculation points; Degree completion in the area of Certificates, Associate Degrees, and Bachelor's Degrees awarded; Terms to degree to see whether this was shortened due to CCP; and Credit Hours to degree to see how this was impacted due to CCP.

A member asked if this was National Clearing House data that they would be doing a match against. Ms. Dannemiller replied that this is an option; they do purchase some National Clearing House data now.

A member asked if it was possible to know if a student was achieving a minor in a particular subject. Ms. Dannemiller replied that they do not track minors. A member made comments about the importance of this information as it relates to students with two years of college credit minoring in a particular subject, who are very talented and how the CCP opportunity relates to that. Assistant Deputy Chancellor See some of the principles of CCP are less time to degree and tuitions savings. He said if the conversation is that they need to be aware of how the program may be able to provide additional opportunity around this area; this seems to be contradictory to CCP principles.

A member said that the representation from racial minority groups is distributing and she would like to know more of what is happening there. Assistant Deputy Chancellor See said that this data was something that struck them as well. He said any strategies that the committee could offer as it relates to targeted communications to increase CCP student participation to mirror the student population is a top priority.

A member said that geographical data would be helpful so they could determine if an area of the state tended to have more access than another. He said the diversity numbers will not reflect if they are doing well in areas such as Appalachia for example. With this, Discussions began about the \$10M grant funding to credential teachers so they are eligible to teach CCP courses and how it may take years to realize conclusions from this.

## **VI. Performance Metrics, Discussion and Recommendations**

Dr. Steven Gratz, Senior Executive Director, ODE began the discussion on Performance Metrics. He presented a PowerPoint presentation which can be found as Attachment #3. He outlined some of the comments that were received from members such as grading scale, students failing a class multiple times, etc. and asked if there were any other considerations on performance metrics regarding eligibility. Dr. Davidson added that as they look at the data they need to understand if they want to track certain data, make targets for certain data, or is there certain data they would like to see move over time. She said that she thought that they may want to consider targets for demographic and geographic participation information.

A member said that it is challenging to establish benchmarks when they do not know what their baseline is. He said that for example the number of 7<sup>th</sup> graders; half of them failed, and is this acceptable for the CCP program. He said there could be metrics that they could look for by grade level. He said that this could assist them down the road and maybe there is a remediation free standard plus an age standard. He said they should look at 9<sup>th</sup> grade and below to determine if they are succeeding at a comparable rate; and if they are you have the data to support this.

Dr. Gratz posed a question and asked as students are counseled about participating in the CCP program is there performance metrics they would like to see. A member responded the great paradox of this program is that it is open for 7<sup>th</sup> to 12<sup>th</sup> graders but it is not for all students because it requires a different type of student. He said overall the advising piece at the secondary level is such a critical piece and he would never advise a 7<sup>th</sup> grader to take a college level course. He said in our culture we want to fast track everything and we need to be

careful that we guard what education really is – a process of learning. He said that it is not about obtaining all of these credits in the shortest amount of time because a student may rob themselves of the process of learning. He said that the state just released benchmarks for the composites in the ACT; that should be one metric that they consider. He questioned the college admissions criteria and wanted to know what the IHEs looked for across the state.

A member made comments about the number of denied students and said that they denied students because they did not have a high enough assessment score and they did not feel they were college ready. He said he feels if a student has not participated in every higher level course, or close to it, in their high school they should not participate in the CCP program. He said as counselors and administrators they are the ones that inform others. He said there are so many misinformed counselors and administrators that have no clue about the program that are giving out false information. He said that this is another piece that if they want to be more successful in those measurements they have to have everyone delivering the same message.

Assistant Deputy Chancellor See said that everyone providing the same correct information is a very important point. He said that they spent a great deal of time ensuring that individuals had accurate information about how the program is supposed to be administered and operated. He said it terms of a performance metrics recommendation from the committee, are they recommending that they continue to take the pulse of the field with respect to how they understand and interpret how the CCP program should be managed. He said consistent with that, what would be some base level strategies from the committee on recommendations to ensure that the message is consistently communicated and people are starting to speak from the same page.

Dr. Gratz posed a question and wanted to know if they have different conversations with the IHEs depending on which one they are working with. One member said there is a vast network of IHEs that you can work with; however there are certain schools that are very difficult to work with as far as timelines, communications, etc. Another member added that there are some IHEs that she perceives are 'too easy' to work with in that they were willing to take a 7<sup>th</sup> grade student based on a 6<sup>th</sup> grade transcript. Lauren McGarity, Globalization Liaison and Director of Policy Projects at ODHE said based on the discussions so far she believed the committee is saying that there needed to be an ongoing consistent delivery the program requirements. She said that the first year of the program they understood there could have been some learning curves because it was a new program but going into the second year they have data so they can work to improve the expectations of a concise message of the program.

A member said that the PowerPoint program for parents and families that on the website is a real clear message. She asked if there was an assessment that was available to see if students were 'college ready' as it relates to collegiate virtues like independence and motivation. There was a group response to her question that there was not such an assessment that they were aware of.

Dr. Gratz began to discuss the data analysis that has taken place since the June meeting and he said that these were all the performance metrics. He asked if there were any additions the members would like to see added to these data points; and is this valuable information to review to measure the success of the CCP program in the State of Ohio.

A member said that this is good data to look at. She said that one other possible area is what portion of the credits earned are part of Ohio Transfer Module (OTM) and what happens to those that are not part of the OTM. She said this information would be interesting to look at.

Dr. Gratz posed a question to the secondary partners and asked if they encouraged the CCP program participants to focus on taking the Gen Ed type classes or do they also talk to them about some of the technical classes that they might be able take that could lead to a credential or an Associate Degree. A member responded that there are pathways that go both ways so it is whatever the student is interested in. Another member added he does not encourage either way; however it does take counseling on his end to ensure that a

student does not end up with a large amount of credits in a particular area that may end up useless to them in the long run.

Assistant Deputy Chancellor See said in terms of their general discussion they had thoughts on the following: participation as it relates to metrics; credits earned; and courses taken.

As it relates to the 52K students in the program Assistant Deputy Chancellor See asked if the committee had any thoughts to efforting to grow this number and would this be an indicator of success. A member said that it is exciting to see growth and it is an indicator of success. He said that it would be helpful if this data could be tracked by all four sectors participating public and private IHEs and public and private high schools. He also added if the participation could be tracked geographically it could be helpful as well. Assistant Deputy Chancellor See said they are putting together a geographic map of CCP program participants. He said as the committee moves forward they may want to consider targeting a percentage of student participation that they would want to see as an indicator of continued success in the CCP program.

Assistant Deputy Chancellor See said with respect to courses taken that they have had discussions regarding pass/fail and OTM courses. He said they need to decide whether or not they want to think about structuring any recommendations around the courses that will drive students towards a degree and/or transferring within the state. There were group comments about being cognizant of spending state funding on courses that do not lead to a degree.

As it relates to credits earned, Assistant Deputy Chancellor See said the members have had a chance to see the data and wanted to know if there was any performance metrics around this area. Dr. Gratz added that great areas have been identified and he believes that they have to balance these with student outcomes. Dr. Davidson said a member's point of disaggregating the data more at the grade level, delivery location, type of institution etc. would give them more information before they start making decisions on some of the metrics or targets. A member added that it is hard to set metrics without these additional data points.

Assistant Deputy Chancellor See said the committee suggests that the data be broken down more in some of the categories that they discussed today. He said that this analysis could be something that they bring to the committee as they continue to explore what the metrics might be in this area.

Assistant Deputy Chancellor See said that he believes that they may want to create some metrics in the area of underperformance; the data showed approximately 5% of students failing grade, withdrawal, incomplete, or no grade. He wanted to know if there were metrics in this area that the members would like to see. A member said it would be interesting to see, of the courses that were completed successfully, how many of them were done for high school graduation requirements vs. solely for their own exploration or independently. Dr. Gratz said they have considered a CCP satisfaction survey to pose the question 'are you using this course to supplant a high school class.' He said this is likely the only way to obtain this data.

Dr. Gratz continued this discussion and asked the members if there was anything in the area of student performance that they would like addressed in the metrics. The members provided no additional comments. Assistant Deputy Chancellor See said that if further analysis of the data is able to be conducted this may spark some thoughts for additional discussions. He said at that time if there is a large percentage of students underperforming they may to go back and take a hard look at other requirements of the program. He asked the members to begin thinking about the threshold of admissions that they would feel comfortable with in terms of underperformance.

A member made comments about performance metrics that he had submitted for consideration in the area of bands of academic ability. He said that the information should be organized by type and quality of student for maximum clarity and understanding. Ms. Dannemiller said that this spring, all Juniors will either be taking the ACT or SAT and they can align this with the data. He said a standard test should be compared to the data with levels of accountability to see if there was a dramatic drop in student performance at a certain band (academic

ability, grade level, number of colleges attended, and type of course enrolled). He said this information would be helpful to determine how this impacts student performance.

Assistant Deputy Chancellor See said the members' comments have been very helpful. He asked were there any other considerations that he should be aware of. A member added that it is important to come up with some metrics for the adequate performance of IHEs; are there certain IHEs that are providing below average services that are impacting the success of their students. Dr. Davidson added that they may want to also add to this the IHEs that are accepting students that they should not accept. Assistant Deputy Chancellor See said they can consider this; he said if this is something the committee feels that is important to the ongoing success of the program they should bring forth examples of conclusions. Other members agreed that this was an important factor to the ongoing success of the program. Dr. Gratz added that the data by subject area and discipline is a great framework and this can be disaggregated.

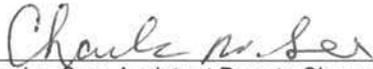
#### VII. Next Steps and Future Meetings Adjourn

In conclusion, Assistant Deputy Chancellor See said that they discussed some general items that would move the program forward and they were: accountability; performance, and communications. He said that he wants to target another meeting for the month of December and at this meeting additional information will be provided to them based on this conversation. He said at that meeting they will need to spend time focusing on the initial indicators of measures of success, continuous improvements, and suggested policy considerations that they would like to recommend back to the Chancellor and the Superintendent of Public Instruction for moving the CCP program forward.

Assistant Deputy Chancellor See said that he would make sure that all of the members received the PowerPoint presentation electronically that was given today. He also asked them to make sure that they obtained a copy of the press release and infographic regarding the data that was available as a handout; he said that he would send this information to them electronically as well.

#### VIII. Adjourn

Assistant Deputy Chancellor See asked if there were any further questions or comments; there being none, he declared the meeting adjourned.



Charles See, Assistant Deputy Chancellor See, ODHE  
Co-Chair  
ODHE, CCP Advisory Committee

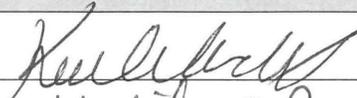
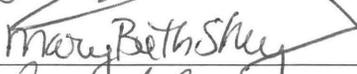
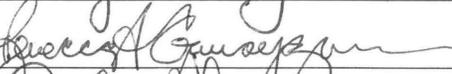
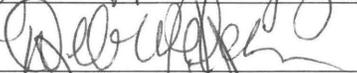
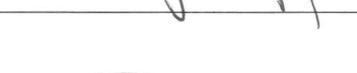
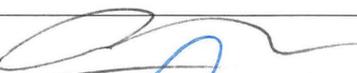
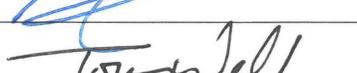
12/14/16  
Date



Dr. Steven Gratz, Senior Executive Director, ODE  
Co-Chair  
ODHE, CCP Advisory Committee

12/14/2016  
Date

## CCP Advisory Council - Sign-In Sheet - September 19, 2016

Number	Print Name	Print Organization	Sign In
1.	Karla Kroedel	Youngstown State	
2.	Michele Brown	The Ohio State Univ.	
3.	Bob Calhoun	Ohio University	
4.	Mary Beth Shultz	Fort Frye High School	
5.	Rebecca Gawsyszawski	Ohio PTA	
6.	Deb Welch	Newark Catholic H.S.	
7.	Larry Keough	CCO	
8.	Casey Johnson	CCO	
9.	Missy Dilley	Gungwer	
10.	Marcus Benjamin	Ohio Senate	
11.	Brad Ingraham	ODE	
12.	Tom WALSH	OACC	
13.	Beth Kesler	Northmont H.S.	
14.			
15.			
16.			
17.			



***Overview of the  
2015-16 Academic Year***



# CCP Program begins in 2015-16

- College-ready students apply and are admitted started Autumn 2015
- Eligible Students are in grades 7 – 12
- Many college course options
- Public colleges are free
- Private colleges may include small cost





# CCP Program Evaluation

- Report annually on the implementation and progress of the CCP program
- College Credit Plus Task Force formed to develop Performance Metrics and monitor the program
- Recommendations/strategies for continuous improvement
- All participating colleges and universities must report data

# Data Collected

## Student Profile:

### Demographics

- Race/ethnicity
- Gender
- Age
- HS graduation year
- Socio-economic status
- Disability Status

# Data Collected

## Academic Information :

- Student Identifier
- Course/section Identifier
- Course Subject Area
- Course length
- Credit Hours
- Course Outcome (GPA)
- College Readiness
- Assessment scores or other methods used

# Data Collected

## Learning Environment:

- Course delivery method (on-line, on campus, at the HS)
- Faculty information
- Location

# Data Collected

## Financial:

- Alternate funding agreements
- Text books costs
- Fees waived
- Tuition per-credit hour
- Application & approvals to go below the floor

# Required Annual Reporting

- **CCP Participation by:**  
grade, race/ethnicity, gender, disability  
and economic status
- **Types of courses taken**
- **# of completed courses & credit hours**
- **GPA per course**

# Required Annual Reporting

- # of students denied funding
- # of students denied admission or participation
- Instructional fees waived
- Cost of textbooks

# 2015-16 Academic Year

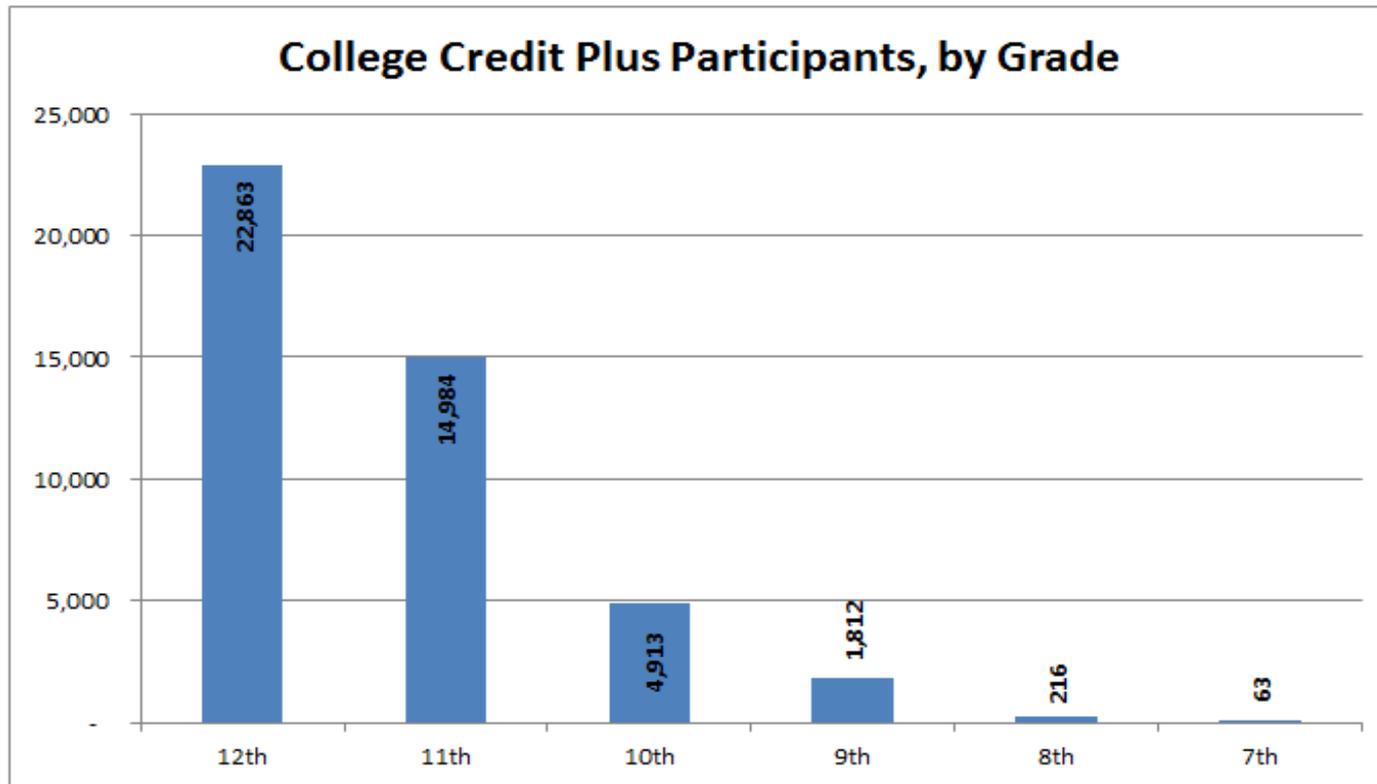
## Who is participating?

- **2015-15, over 52,000 students\***
  - Represents an increase over the past two years of PSEO + other HS (about 30,000)
- **Students took classes from 23 Community Colleges, 13 Universities, and 35 Private Higher Education Institutions**

\*Still finalizing Spring 2016 Data. All Data is considered preliminary 9/13/2016.

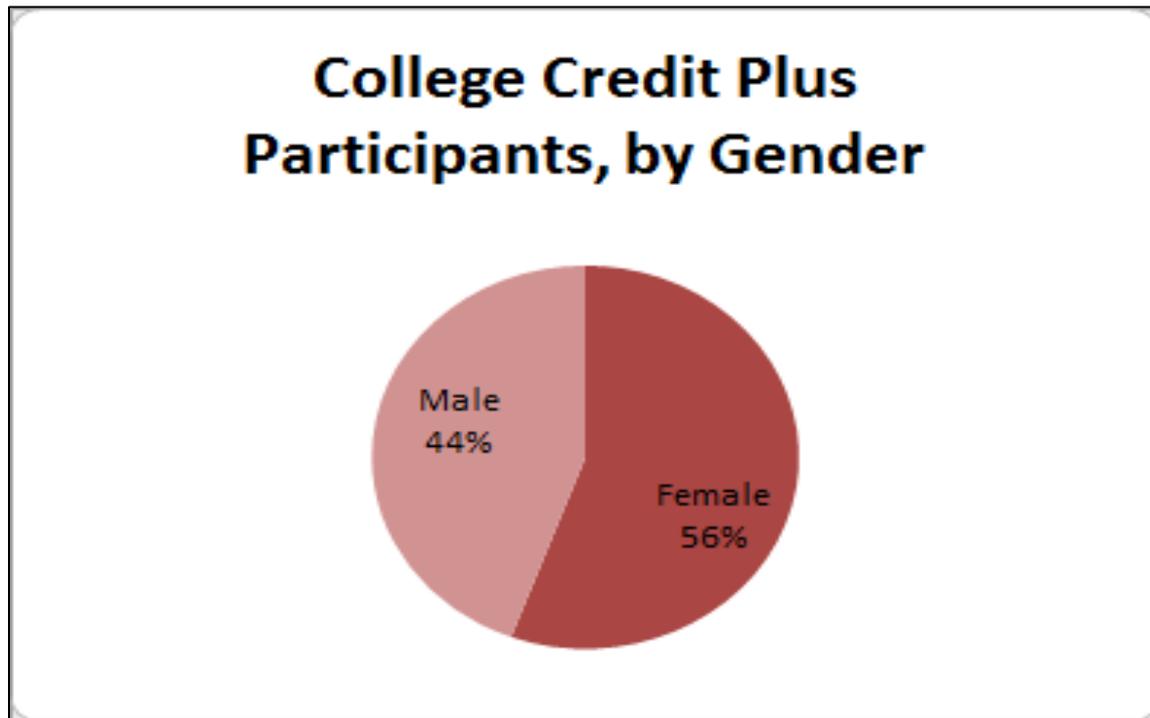
# 2015-16 Academic Year

Of the students that had a grade level reported, the majority of CCP students were in high school (99%).



# 2015-16 Academic Year

The CCP student population was over-represented by female students (56%) as compared to the overall state population of 7<sup>th</sup> – 12<sup>th</sup> grade students\*, which is 49%.



\*2014-15 Data from ODE

CollegeCredit

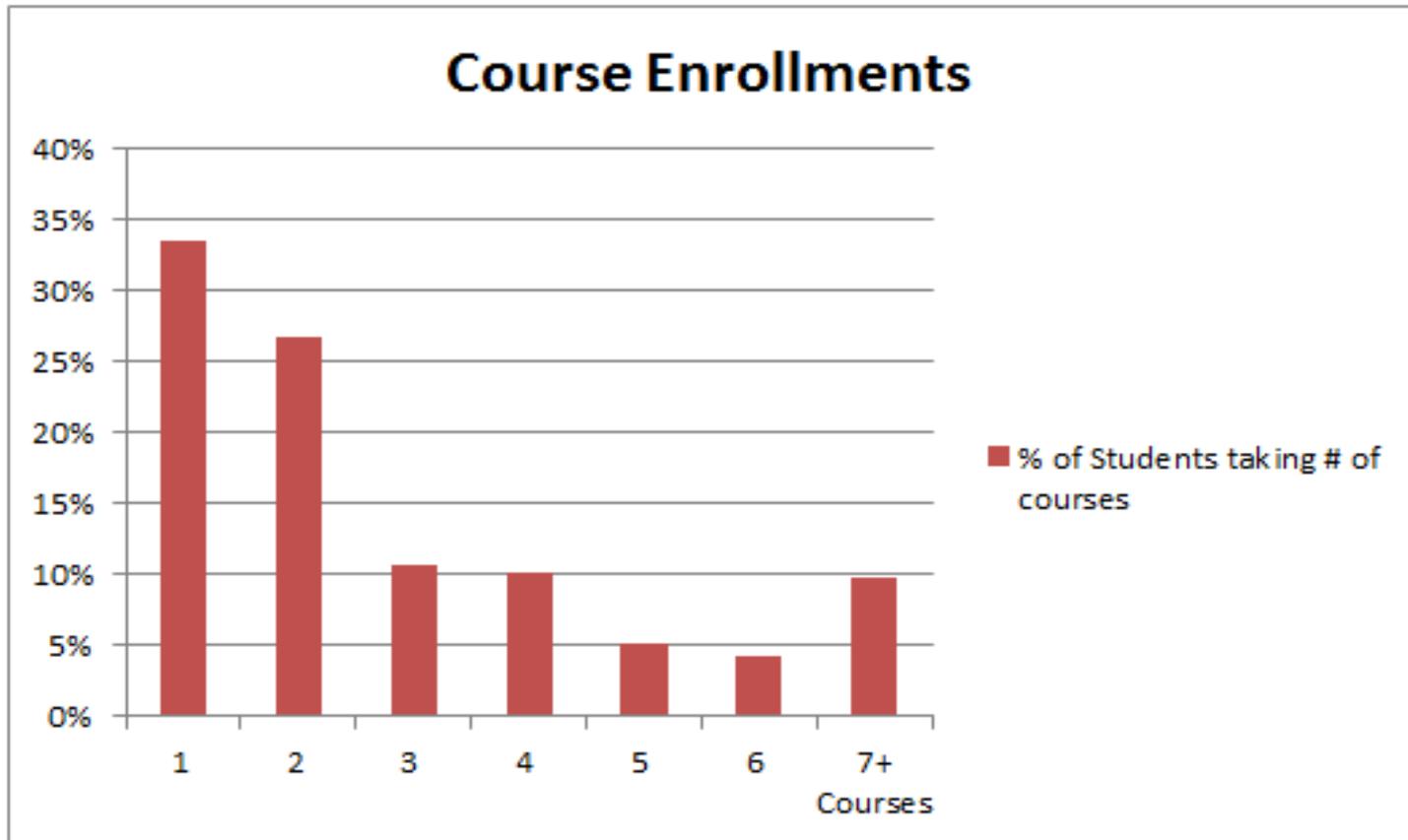
\*Still finalizing Spring 2016 Data. All Data is considered preliminary 9/13/2016. >>>> PLUS





# 2015-16 Academic Year

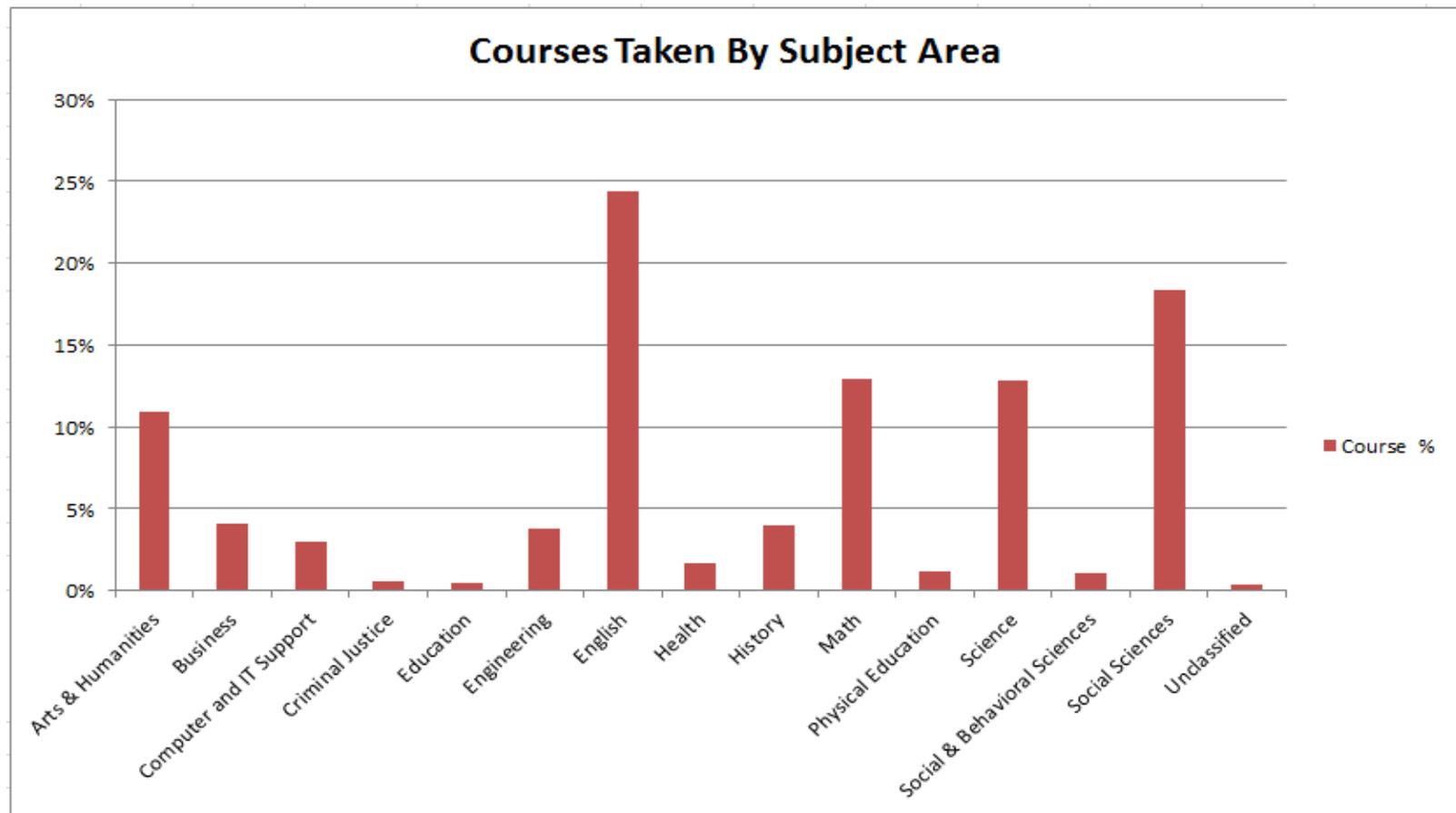
- The majority of students took 3 or fewer courses for college credit (71%).



\*Still finalizing Spring 2016 Data. All Data is considered preliminary 9/13/2016.

# 2015-16 Academic Year

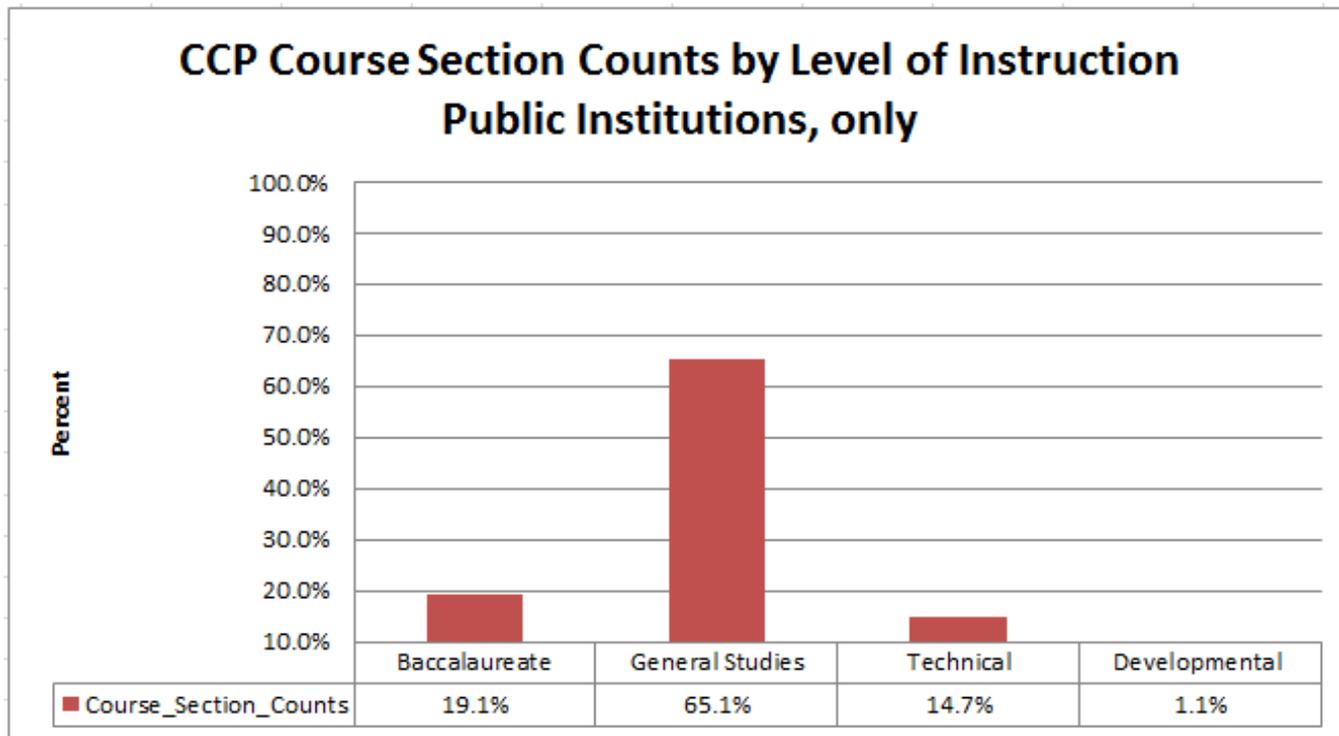
- The majority of CCP students are taking courses in five main core content areas: English (24%), social sciences (18%), math (13%), science (13%), and arts & humanities (11%).



\*Still finalizing Spring 2016 Data. All Data is considered preliminary 9/13/2016.

# 2015-16 Academic Year

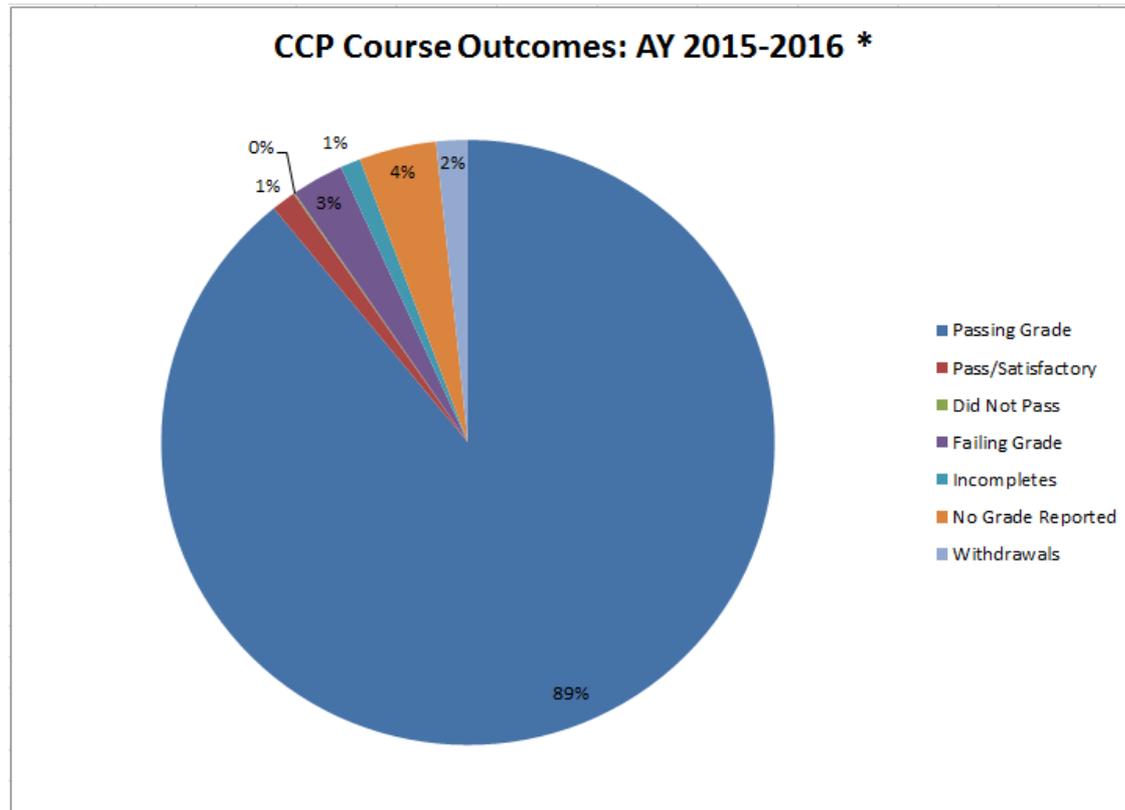
- The most frequent level of course taking by CCP students was general studies, which is appropriate for students in their first or second year of post-secondary education.



\*Still finalizing Spring 2016 Data. All Data is considered preliminary 9/13/2016.

# 2015-16 Academic Year

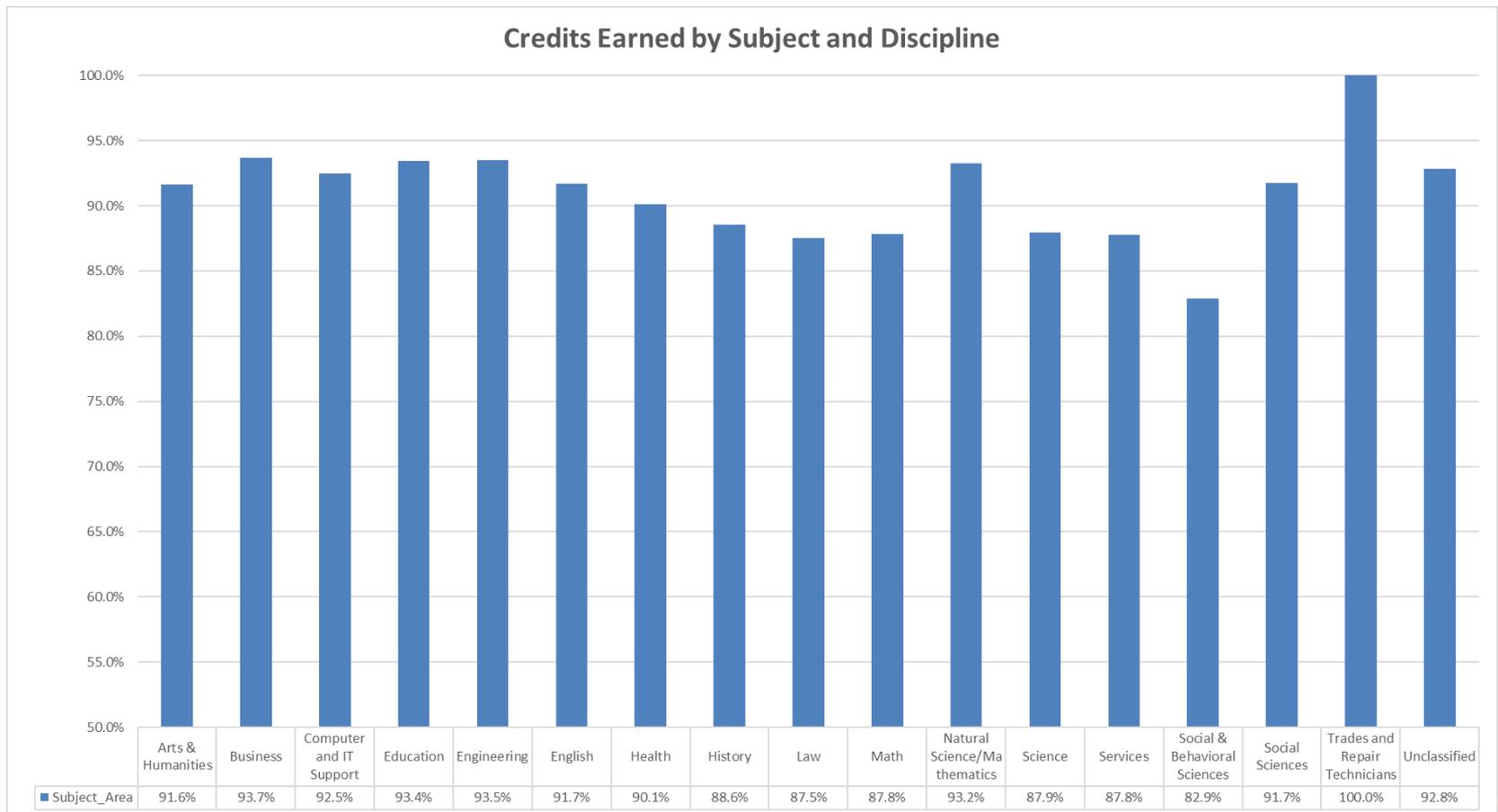
- Just over 90% of courses taken by CCP students resulted in credits earned.



\*Still finalizing Spring 2016 Data. All Data is considered preliminary 9/13/2016.

# 2015-16 Academic Year

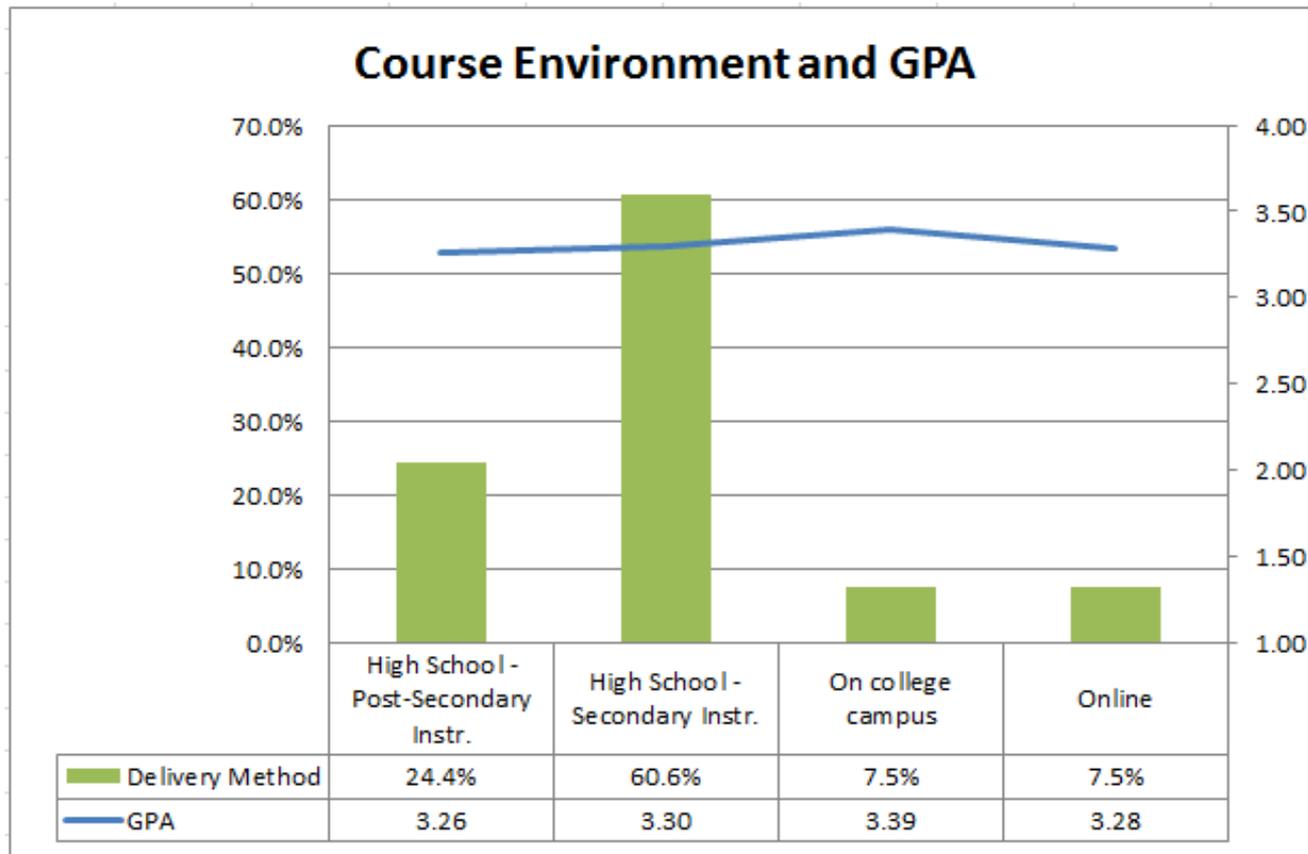
- By subject area and discipline, the majority had over 90% of students earning credits.



\*Still finalizing Spring 2016 Data. All Data is considered preliminary 9/13/2016.

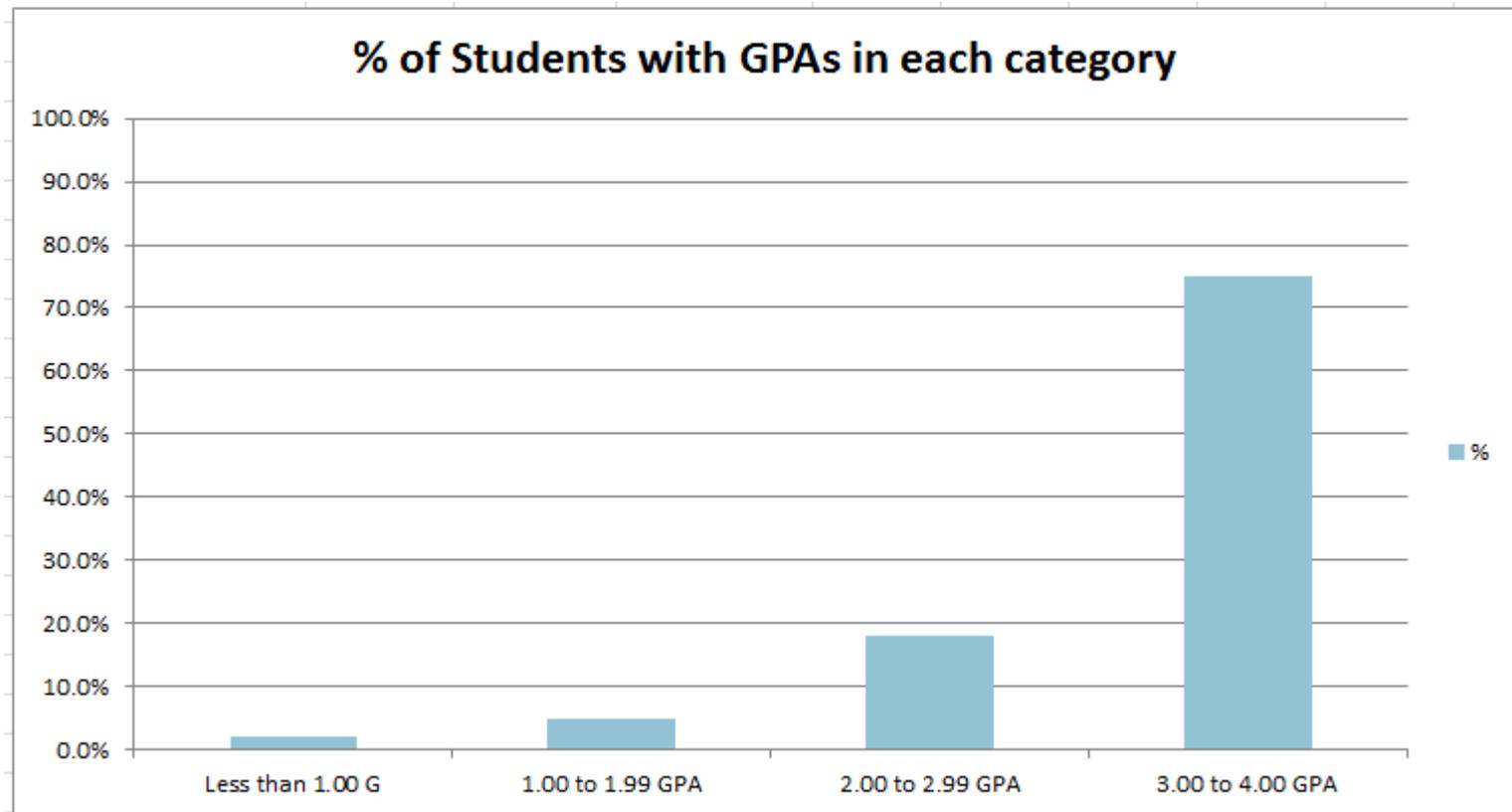
# 2015-16 Academic Year

- The majority of the courses were offered on the high school campus (~85%) but the GPA did not vary much by the location.



# 2015-16 Academic Year

- Most students have a GPA between 3.00 and 4.00 (on a 4 point scale)



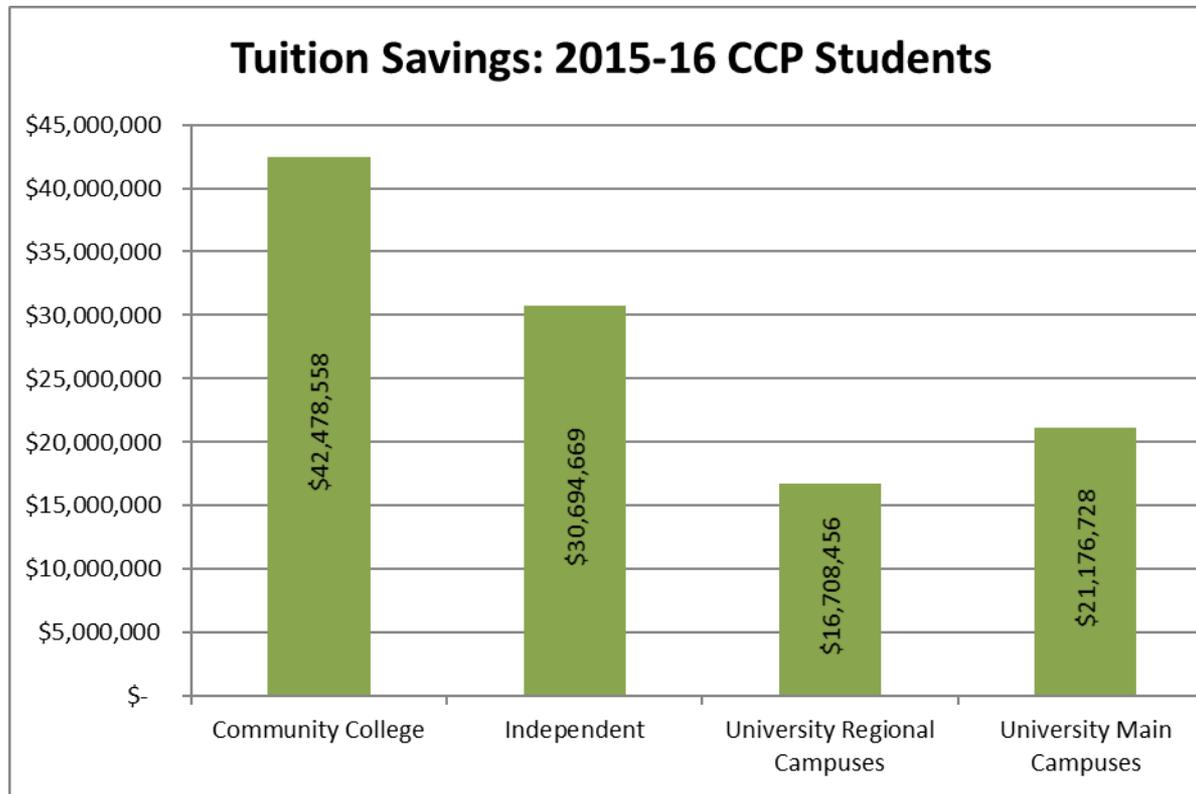
# 2015-16 Academic Year

## Program Implementation:

- Professional development courses offered to adjunct faculty: over 450
- Classroom observations: ~2100
- Off-Campus Adjunct Faculty are qualified:
  - Hold a master's degree in the discipline being taught (64.8%)
  - Currently in a master's degree program (15%)

# 2015-16 Academic Year

Tuition savings, as calculated based on the advertised per credit hour amount: Over \$111 million.



\*Still finalizing Spring 2016 Data. All Data is considered preliminary 9/13/2016.

# Future Analysis

- Success as undergraduate
- Credit transferred as a result of CCP participation
- Retention and Persistence Rates
- Degree completion
  - annual number and type of certificates, associate degrees, and bachelor's degrees awarded
- Terms to degree
- Credit Hours to degree

# Performance Metrics

- Data reviewed and discussed includes potential metrics to use as performance metrics and program monitoring information
- Any other items or data to add?

# Open Discussion

- Recommendations for performance metrics  
AND
- Program and policy related improvements