

Spring 5-8-2020

## College Credit Plus Influence on BGSU College of Business Students

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College Credit Plus Influence on BGSU College of Business Students

Amanda Sahloff

Honors Project

May 1, 2020

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## **Executive Summary**

Bowling Green State University College of Business students who have taken over 30 credits of College Credit Plus in high school consistently take longer than the expected four years to graduate with a bachelors' degree, and experience negative consequences in part due to their missing out on the important aspects and transformations of freshman year.

There are a lot of benefits to College Credit Plus (CCP). It is a standardized, growing program in Ohio schools that allows students to dual enroll in high school and college at the same time. However, due to past research opportunities and personal experiences, research was initiated to find out if the program had certain negative aspects when taken in excess. First, background knowledge was acquired from completing a previous class's project on Rhodes State College's CCP program. This past research project along with my personal experience led me to want to expand the research and focus now on the student perspective. Research was conducted within Bowling Green State University's (BGSU) College of Business to see if the positives outweighed the negatives for students who extensively participated in the program. Students who had taken a full year's worth (30 credits or more) of CCP in high school were the target interviewees, because they essentially completed a full year of college before enrollment. After conducting research by meeting with experts, interviewing students, and consulting external data, I concluded that my original predictions in my thesis were correct along with several other points. I worked with my two faculty advisers and met with three other experts to obtain background data that would assist in my project. Then, I found sample students to interview using surveys and other mechanisms. 50 students were interviewed using standardized questions, and from that data, statistics and ideas were formed to prove or disprove my original thesis. After going through my data, I found that my thesis was correct along with other points that were frequently brought up.

My new thesis that better fits my data is as follows:

BGSU College of Business students who have taken over 30 credits of College Credit Plus in high school on average take longer than the expected four years to graduate with a bachelors' degree. They also tend to experience negative consequences due to not understanding the implications of College Credit Plus, which include non-replicable coursework, missing out on important experiences in college, and not making the right decisions for their college experience.

## **Interest and Background**

The reason that College Credit Plus piqued my interest for an honors thesis project was due to a past report in a class at BGSU. In the spring semester of 2019, I did a report researching and interviewing stakeholders involved with Rhodes State College's CCP program. During this study, I was focused more on interviewing teachers and guidance counselors to determine weaknesses and strengths of Rhodes' program to provide reasonable recommendations for improvement. I also had participated in the Rhodes CCP program in my high school years, so I had firsthand knowledge and connections to build from. Through my research of seven interviews of local guidance counselors and teachers that were involved with the program, I

found three main areas of improvement. These included “consistency, legitimacy, and difficulty of materials” (Sahloff 2019).

Since my Rhodes State project was focused solely on that institution, the data is not aligned directly with the scope of my new project. However, there are similarities in common themes, and this project was what influenced me to start up the new research questions. I felt that this research was incomplete, since it was just a short paper for a course, and I did not have enough time/resources to gain a larger view on the topic. I also felt interested after completing the project in what the student perspective would be, since that was not part of my original scope when looking at Rhodes. I feel that the Rhodes State research would have been more complete with students, so that is where I started my brainstorming when thinking of new ideas for scope on a larger scale project.

When looking at the Rhodes consistency issue, this was mostly from the perspective of the teachers. This research focused more on the guidelines for CCP teachers in high schools and the alignment with actual Rhodes courses. While this was an important factor in my Rhodes project, it was not a major concern in my new scope because I was studying the students, not the teachers.

When shifting to legitimacy, this involved both “improper materials for the courses and differences in classes taught at the high school vs. college campuses” (Sahloff 2019). Improper materials issues were more prevalent in courses using engineering, so this wasn’t a main concern for College of Business students. However, the points from the differences between high school and college was data that sparked my interest when studying students. There is a distinct difference between high school and college environments, so it is interesting to study and find out whether or not these differences make an impact in the CCP setting. I found opinions from teachers and guidance counselors to be there are many differences between high school structure and college structure, so that was one point I wanted to make sure to include when interviewing BGSU students. I wanted to see if this opinion expanded to the student perspective as well.

The third issue was difficulty of coursework. CCP has a very wide range of offering styles, institutions, and formats besides what I studied at Rhodes State. This question was another one of the main points I wanted to study in BGSU students, because I was wondering if it was an issue that spanned beyond Rhodes State’s program. When looking at students who attend BGSU, they could have come from many different high schools and taken CCP through several different colleges, and in college settings. Within the Rhodes State CCP program, there were many issues with having the materials be equivalent to an actual college setting. Julie Recker, a teacher at Leipsic high school, weighed in heavily on her opinions about the difficulty of CCP.

Often the students mention it is easy and can get through the class with an A. However, those same students will then take the ACT or other standardized tests and get much lower scores than the students who take the traditional high school only English courses. To be fully honest though, I have seen this across the board with students who take CCP courses online, not just through Rhodes, but through many colleges (2019).

When moving forward with finding a new scope, I wanted to include this statement and idea as well to see if Julie was correct in assuming that it is not just Rhodes State who had issues with

their CCP being at a lower level than it should have. While the legitimacy of courses was not directly stated in my original thesis statement, it is an underlying idea of the problems with CCP that can hurt students in the long run, so I made sure to include it in my interview questions to collect appropriate data. Also, it relates to my original thesis because the coursework not being at a significant college level would influence students to be missing out on that coursework level when completing their first year of college in high school.

Finally, in my original project I compared Rhodes State's CCP program to BGSU's by interviewing Holly Cipriani, who is involved with BGSU's CCP program. She gave me extensive detail on the ins and outs of BGSU's programs and the steps they take to ensure that BG doesn't suffer from the same problems that Rhodes State did. However, this differs from my current research as well because I was originally studying any high school students that took CCP through BGSU, instead of studying BGSU students who took CCP through any high school.

My personal experience with Rhodes State's CCP played a part in determining my scope and thesis on CCP as well. Personally, I took 15 credits of CCP through Rhodes State while in high school. All of these credits were in math courses, and only one third of them transferred for courses relevant to my degree. I am not graduating early because of CCP, but these courses count towards my 150 credit hours needed to sit for the CPA exam. Looking back on my experience, I did not take CCP courses to be ahead in college. The only reason I took them was because I was on the advanced math track and they were the suggested courses.

Since I only took 15 credits, this sparked my interest in students who came in with even more credits than I did and wondering if it paid off for them. Students who have completed 30 credit hours of CCP technically have an entire "year" done of their college experience, so this is where I made the cut off for the sample of students I was going to study. Along with this, I decided to narrow my scope to students in the College of Business, since this was also closely aligned with my experience and would decrease the variables in the study.

### **College Credit Plus Secondary Data**

In the 2017-2018 school year, 71,485 Ohioan students participated in CCP ("College Credit Plus Annual Report" 2018). "The department estimates families saved \$110 million in future college tuition through the program. Students' home districts pick up the tab for most of that cost" (The Associated Press 2016). What exactly is this program that so many students are taking part in, and why are so many students participating? Also, are there enough benefits that it should be such a widely participated in and funded program?

Previously in Ohio, there were programs such as AP, IB, PSEOP, and more for students to gain dual enrollment in college and high school. AP and IB require a proficiency test to be taken in order to receive college credit, and PSEOP required a minimum GPA in the subject the student wished to study (Ohio Legislature 2014). However, now there is a new program that has taken over as the new leader in the state.

In 2015, the programs got standardized into what is now known as CCP. The program ensures that all of the state schools in Ohio work together to accept all credits taken. They also boast that

they have “no minimum GPA requirements” and that students can earn up to 120 credit hours during their years in the program. This equates to a full college degree’s worth of credits. However, it also says that students can “earn up to 30 college credit hours per academic year”, which would also be the equivalent of a full year of college coursework. They advertise that a main point of why students should take CCP courses is that they can explore college during high school rather than waiting until they have to make a decision about their major (“College Credit Plus” 2019).

According to the Ohio Board of Regents, CCP’s purpose is “creating seamless and equitable pathways for qualified high school students across all demographic populations to access and benefit”. They also state that “Ohio students participating in dual credit programs... persist through postsecondary education at higher rates and less time” (Ohio Board of Regents 2019). This implies that CCP is part of the reason that students succeed, and that it helps them graduate earlier. Since this was one of the goals of CCP, I wanted to study if students in fact did graduate earlier than other students who did not come in with CCP.

BGSU has their own specifications and background regarding BG Perspective courses and their relation to CCP in general. On BGSU’s website, they have information about what courses students would be taking for CCP if they did it through BGSU. “Many CCP students enroll in BG Perspective, or general education, classes ... to complete the 15 hours of Level 1 course work” (“High School College Credit Plus” 2019). This is talking about how CCP guidelines want students to complete 15 credit hours of Level one electives before diving into courses related to their major. However, this isn’t strictly followed because it is hard to enforce. The Level 1 courses that students would take through BGSU CCP would be Bowling Green Perspective (BGP) courses. If a student were to complete all of their BGPs before attending college, if they attended BGSU that would mean that they would be diving straight into their major. This is how the BGPs and CCP are interrelated.

In 2019, the Ohio Department of Higher Education met with BGSU to adjust guidelines and thought processes behind general education courses. Through this process, three of the problems they were trying to solve were as follows (White 2019a):

1. *Far too many students take too long to earn their degree. The default statistic for measuring institutional performance is the six-year graduation rate for students who earn the baccalaureate.*
2. *As employer surveys have demonstrated, students who do earn a degree may find themselves poorly prepared for the demands of the workplace.*
3. *Far too many students do not earn a degree.*

Goals one and two are things that BGSU wanted their BGPs to help out with that can have parallels drawn to CCP through BGSU. So, relating this back to the information on BGSU’s website about BGPs being the bulk of CCP they offered, it makes sense that these two items would go hand in hand. By allowing high school students to complete their BGPs ahead of attending the university, it would help goal number one in reducing graduation time. Also, in goal number two, CCP would assist in helping students be a little bit more prepared for the workforce.

Also, if these are the goals of BGPs, is it right for students to be getting them out of the way in high school? The ODHE also stated that “the determination to get a course or curriculum ‘out of the way’ as soon as possible is hardly a motivation calculated to inspire hard work and persistence” (White 2019b). In my opinion, BGSU and other colleges influencing students to complete their general education courses is encouraging them to get these classes out of the way. While BGPs and other electives are not the only courses taken for CCP credit in high schools, they are the bulk of the course offerings for most programs.

## **Methodology**

### *Advisers/Experts*

My first step in starting this project was to come up with a topic and an adviser. As previously discussed in this report, the topic was of interest to me because of my personal background in CCP and the Rhodes State project completed in Spring of 2019. To find an adviser, I asked a trusted professor if he knew of anyone who was involved with the program and in the College of Business. This professor directed me to Ruth White, who is an adviser for CCP teachers who teach through BGSU’s College of Business (CoB). Throughout the Fall 2019 semester, we would meet weekly or biweekly to update on statuses, brainstorm new ideas, and come up with my thesis and methodology that I would be using in the spring. While discussing with Ruth in Fall of 2019, we decided that Roc Starks would be a great secondary faculty adviser because he was also involved with CCP in the CoB and had previously been an adviser for an honors project. Throughout the spring semester, I met weekly or biweekly with Ruth and Roc to give advice and help me along with my project. Another name that was given to me was Tim Chambers, who is the Director of Undergraduate Student Development for the CoB. However, Tim did not meet the honors college’s guidelines for a faculty adviser, so I decided to meet with him as a subject expert instead.

Since Tim is the director of Undergraduate Student Development for the CoB, he deals a lot with the CCP program. He meets with many incoming CoB students and helps them make plans regarding their coursework, especially students who have come in with a large number of either CCP or transfer credits. His office is in charge of advising for the CoB as well, so he has seen many instances where CCP helped or hurt CoB students. The first expert meeting I had was on September 3, 2019 with Tim Chambers. The purpose of this meeting was to speak with an expert on the CCP topic to narrow down my focus to help come up with my thesis. At this time, I was unsure if I wanted to focus my project on the students, the teachers, or the state. I thought that Tim would be a good resource to run my ideas by to see if he had any opinions or data that could help me form my thesis. He gave me a lot of good generalized information about instances where students in the CoB have struggled to get jobs after graduation when they come in with a lot of credits. He also expressed his opinion that the most important things learned in college are from experiences, not from classes. In this way, he did not like the idea of CCP. After meeting with Tim, I decided to do a student focused thesis and I based my criteria for the thesis off of the information Tim provided me with (Chambers 2019a).



I met with Tim Chambers again on October 8, 2019 for some further conversation about my topic. For this meeting, I now had my scope finalized and wanted to see what other information Tim could provide me with that was more specific. He was able to give me specific numbers of how many students in the 2019, 2018, and 2017 classes came in with over 30 credits. He told me that in the past three cohorts, which would be the students currently in college, there were 166 students total that came in with 30 or more credits of CCP. This information was essential to me finding out how many students I would need to interview. He discussed with me also specific courses that students tend to take CCP of the most that cause the most issues (Chambers 2019b, 2019c).

Holly Cipriani is another expert that I have met with. She is the Director of the College Credit Plus office for BGSU. I had previously worked with her in my Rhodes State project on Rhodes State's CCP program, so she was a contact that I already had a relationship with. While she does more with BGSU's CCP classes than incoming students with CCP credits, she has many resources that could help me gather information for my project. This is why I approached her. I had a meeting with Holly on October 8, 2019. I asked her a few questions about students coming in with CCP to BGSU, but I found out quickly that those are topics that she does not really oversee, as she is more concerned with the CCP that BGSU offers.

Jeffrey Meyer, who works in the Marketing Department here at BGSU, was an expert who was recommended to me by my adviser, Ruth White. When deciding if I had enough students to participate in my interviews, I needed to contact an expert on statistical sampling to figure out what an appropriate number of students to interview would be. Jeff is involved in a lot of marketing research here at BGSU, so he is an expert in this area that could assist me with my project. I corresponded with Jeff Meyer on October 9, 2019. He helped me distinguish between the quantitative and qualitative aspects of my thesis statement and gave me statistical tools for finding what those sample sizes would be once we get the totals. Since I did not yet have the actual total population numbers, we used approximations to get a rough estimate so that I was able to start my interviews. Eventually, I used the information given and the sample statistic calculator to determine that for my quantitative results, I would need to conduct interviews with 49 students who fit the criteria. (See Appendix A) (Meyer 2019).

### *Primary Data Gathering*

From my meetings with both Ruth and Tim, I decided that I wanted to focus on students that had come in with “one year” of college credits completed. So, this would be focusing on only students who had 30 or more credits of CCP. I wanted to do such a high number so that my interviewing sample size would be reasonable, and also because this was a good breaking point in the data since they all were technically a year ahead of their peers.

My original survey was sent out on October 1, 2019 through Teri Sass and sent to the entire CoB student population. Then, on February 10, 2020 I asked Teri to resend the original message to the CoB student population to remind students of my project at the start of the new semester. Using the same Google form, I also had friends and contacts in various groups send the survey to ask for more people who fit my criteria as well. On February 10, 2020 a message was sent from a Student Ambassador to his organization (around 30 members), and on February 11, 2020 a

message was sent from a member of Delta Sigma Pi to his organization (around 80 members). Also, along the way I had two members of the Greek community send the survey to their respective chapters. These chapters included Alpha Tau Omega (around 100 members) and Pi Beta Phi (around 70 members). (See Appendix B)

After gathering data about what students were applicable to my thesis in the fall, I then decided to send out another survey to those students with 30 credits who had offered to help to find out what method of interviews they would prefer. This survey was sent on October 28, 2019. I sent this survey in the fall semester, so the times were not applicable anymore for spring semester. I decided not to resend a similar survey in the spring because it was easier to just email students asking them what times would work best. (See Appendix C)

After finding out what people's preferences were for interview methods, I would then follow up by sending them an individual email with a proposed meeting time. For the students who had just filled out the original Google form, I would send them an email asking what times would work best to complete the interview, along with a short description of my project and why they would be a help to me. Then, I would email back and forth with them until we found an agreed upon meeting time. The following is a sample email format that I would send to students to ask them to meet with me:

*Hi! Thank you so much for completing my survey about my honors project!! I am contacting you to see if we can find a time to do a quick interview, since you fit my criteria perfectly for the scope of the project (taken a large amount of CCP and in the CoB).*

*If you could let me know what times you're available next week for an interview, that would be a HUGE help for me! They normally only take around 10-15 minutes, so a small chunk of your time can really help my research!*

*Let me know when you could do an interview and I look forward to speaking with you!*

These messages varied based on the person or time, but they were all similar to this guideline. Then, communication was more informal when deciding when and where we could meet to complete the interview.

Once I met with students, I had a set of interview questions that I followed. These can be seen in Appendix D.

### *Data Analyzation*

When I completed my interviews, I would type their responses into a Word document, and then highlight important factors and put my notes at the bottom for later referral. Then, I would plug the quantitative answers into my working Excel document. (See Appendix E) Also, after each interview I would summarize the results in a paragraph format for later referral.

After all of my interviews were completed, I started quantifying the results. For each question, I added up the basic responses to get certain percentages for each question one way or the other. Since I needed 49 interviews to satisfy a 90% confidence interval, I completed 50 instead to create a round number that would be easier to calculate. Throughout my report, when I refer to statistics in percentage form, they are out of the 50 students total that I interviewed (ex. 14% of students would be 7 students total). As for the qualitative side, I looked through the written summaries of my interviews to pull out common themes. I did this on an Excel document as well so that I could easily group together the students with similar experiences.

Once all of my quantitative and qualitative results were completed, I had to decide what out of my data was the most important to include in my report and new thesis. The way I did this was starting with my quantitative points, I listed them out in order of highest percentages. Then I did the same with the most common qualitative themes. Putting these two together, I grouped the facts into several points that could be expressed and that went along with my research. From there, I chose the points with the most logical evidence to back them up. This is how I created my new thesis statement.

## **Results**

Through my research, I gathered a lot of information that either supported or conflicted with my thesis statement.

### *Graduating Later than Expected*

According to John Carey and the Ohio Board of Regents, CCP allows students to “persist through postsecondary education at higher rates and in less time” (Ohio Board of Regents 2019). While this makes sense, because they are taking credits ahead of time, I wanted to ask the students I interviewed how this worked out for them. When interviewing students, I asked when they graduated high school, and when they graduated college. When quantifying my results, I would add together this time with the “years” of CCP they had already taken in high school (each 30 credits would be one year). From this data, I found an average graduating length of 4.6 years for my students interviewed that came in with 30 or more credits of CCP, which is longer than the students’ expectations of four years in college. We can assume that 4 years is expected by students because of the titles “freshman, sophomore, junior, senior” normally used for college. I also split up these statistics by the number of majors/minors a student had, because if students increase the scope of their degree, it will delay the time before they can graduate. Of my students interviewed with 30+ CCP credits, for students with one major, they graduated on average in 4.48 years, and students with more than one major graduated on average in 4.75 years. This is significant because even students who only completed one specialization within their degree still graduated almost a half a year later than the expected graduation length. Also, students who took their CCP through BGSU also graduated “late”, in 4.5 years. This is significant because when students took CCP through BGSU, all of their courses would transfer for something, and they were essentially just starting BGSU early. So, it would be assumed that

they would graduate in the expected four years since they would not have any credit transferring issues.

While these students are essentially graduating late, they all had completed at least one year of the average 4.6 years before they attended BGSU, meaning the average length at BGSU was closer to around 3.6 years. While this is shorter than the expected 4 years, they had already completed a year in high school, so they should have been done with school in 3 years total at BGSU. Otherwise, their CCP was not really helping them much towards graduating on time/early.

There were many reasons expressed directly or indirectly by students as to why they did not graduate in the expected 3 years at BGSU. One reason was that 20% of the students said they pushed back their graduation to fit in more experiences or more majors. Ryan Bates, one of the interviewed students, is taking off a spring semester for an internship. Because of this, he feels like he is graduating “on time”, since he’s graduating with the peers his age, but he is essentially graduating late when considering his extensive CCP background (Bates 2020). Another student, Celia Kusmer, explained that she picked up two minors to go with her major in order to help her with scheduling issues. She had troubles scheduling because so many of her pre-requisites were taken care of through CCP, so adding these two minors delayed her graduation but helped her fill her schedule each semester (Kusmer 2020). Conner Bowsher explained that his reasoning for not graduating early was because he had a full ride from his freshman aid package that spanned for 8 semesters, so he knew he would stay that long for the free college regardless. Because of this leniency, he is choosing to take a semester off to study abroad (Bowsher 2020).

Another reason students graduate late is that 24% said the majority of the CCP coursework they took did not count towards required classes for their BGSU degree. Elizabeth Schofield took 30 credits of electives through CCP in high school, but only one of her electives counted towards a BGP for her BGSU degree, the rest of her credits did not transfer for anything useful (2020). Drew Banziger experienced a similar situation, where only 42% of his 60 elective credits counted towards his BGSU degree, and the rest were just extra (2020). Amanda Lively had issues with credits transferring because the institution she took CCP through did not transfer over her transcript in time for her to start at BGSU. Because of this, she had to retake the courses she took through CCP, essentially deeming her CCP courses not worth anything (Lively 2020).

Another reason that students graduated late was that 12% of them said they had to push back graduation due to not knowing what they wanted to major in. An example of this situation is Meg Rehmert. She is almost done with her supply chain management degree, and could have graduated early, but now realizes that she would rather study film making than business in general. When she got to BGSU she had to go straight into her major courses because she had completed so many of her BGPs and core courses in high school. Because of this, she is graduating much later than even a student who did no CCP at all (Rehmert 2019). An example of this same attitude falls in Mackenzie Baker, who is majoring in marketing. She expresses regret that she didn’t do BGSU’s Tourism, Hospitality and Event Management major because that is closer aligned with her future career goals. But, she thinks that she is too far into her major to switch and did not want to delay her graduation because of changing entire colleges (Baker 2019).

While some students did graduate early, there were several examples given about how these students experienced negative consequences or regrets due to their graduating early. 14% of students wished that they had had more time for internships or other types of experiences. For example, Grace Blandin had scheduled a winter session study abroad experience followed by a spring internship but had to end up choosing between the two because it was her last chance to complete these experiences before graduation. She chose her internship over the study abroad and regrets not being able to do both (Blandin 2019). Carson Hauler had a similar regret about studying abroad. He said that the reason he was able to get internships is because he started the search right away when he got to BGSU. He was also interested in studying abroad but it was too late for him to sign up for a program because his graduation date was so soon compared to when he started at BGSU (Hauler 2020). 8% of students actually brought up during interviews that they now realize the value of being at college for a full 4 years.

### *Experiences over Time*

When looking back at my original thesis, the second portion of my original research scope dealt with things that students would miss out on due to missing their freshman year. This relates to the last topic in that if they did graduate early, what would they be missing out on? Even students who are not graduating early that I studied still could have missed some of these essential experiences due to being a year ahead when starting at BGSU. Through my interviews, I found evidence of this research question.

One of the interview questions asked students what experience had best prepared them so far for life after graduation. This question was open ended, and it was up to the students to choose their experience. After analyzing the data, I found that 34% of students said having an internship or job was the most valuable thing for them. When asked this question, Grace Blandin said that her accounting internship has best prepared her, because it taught her how to work out real life problems that she can't experience in class (2019). Similarly, Andrea Robson answered her internships as well because she learned how to deal with people and it prepared her for being a member of the work force (2020). Lucas Williams responded internships as well, and this was because he feels that employers are very strong on seeing experience on a resume when looking for candidates for a full-time position. He says that nothing beats internship/work experience when searching for a full-time job (Williams 2020). Faith Wilker took a slightly different approach, saying that her job on campus as an aquatics manager helped her learn valuable skills. She said that this leadership role helped set her apart from others and pushed her outside of her comfort zone (Wilker 2020b).

While the majority said that internships and jobs were the most valuable experience, many other responses were given as the students' most valuable experiences that did not include school or classes.

- 18% of students said that clubs or activities were their best experiences to prepare them for life after graduation. Austin Wilker explained that he learned leadership skills from being the captain of his sports teams in high school, and Emily Suchan said that being on

the executive board for her sorority helped her the most in preparing for life post-college (Wilker 2020b), (Suchan 2019).

- 10% of students said that specific skills learned helped them the most. For example, Matt DeAmon said that learning how to communicate professionally with adults as he has gotten older in school and at jobs has been the biggest aid in helping him prepare for life after college (2020). Stephanie Stile said that personal relationships have helped her morph into the person she is today and helped her realize important things about not letting personal relationships affect her work life (2020).
- 6%, including Nicholai Leininger, said that life experiences shaped them and prepared them the most. In Nicholai's case, he had a very tough summer where he had several family issues, but it helped him always know to look on the positive side of life (Leininger 2020).
- 4% of students responded that studying abroad helped them most, one student saying that he appreciated meeting new people and being immersed into a new culture (Eilerman 2020b).

Overall, 72% of students responded with something other than coursework that most prepared them for life after graduation. This shows the importance of the experiences students receive in their college and high school careers, and how important they are to student success post-graduation.

Many students realize the importance of experiences in college being the most important aspect. 20% of students said that they are pushing back their graduation to fit in more experiences. For example, Emily Suchan is pushing back her graduation a semester to fit in a study abroad experience. To her, the value of studying abroad is greater than the value of getting into the workforce quicker (Suchan 2019). Another student, Trevor Schaller, completed a spring semester internship and plans to study abroad, which will both delay his graduation. Again, he realizes the value of experience over time (Schaller 2020). A third example, Taylor Trbovich, felt that graduating early would have hurt her college experience and given her less time with her friends and in her sorority. Because of this, she purposely took fewer credits each semester in order to lighten her load and delay her graduation an entire year, so that she would not miss out on these social opportunities (Trbovich 2019).

Some students who do have plans to graduate early felt that they were missing out because of missed experiences. 14% of students expressed that they wished they would have had more time for these experiences. Devan Harmych is an example of this. He realized while at BGSU that he would have loved to study abroad, but because of CCP, it was too late in his college career for this to happen (Harmych 2020). Hannah Grunden felt similarly about study abroad. She studied abroad for a winter session, but because of CCP was not able to go to Spain for an entire semester like she had hoped (Grunden 2020). 8% of students interviewed specifically said that they now realize the value of being in college for four whole years.

A theme that was repetitive among students interviewed was that many of them completed a master's degree along with their bachelor's degree in their four years. So, they got two degrees in the time it normally takes students to get one. But, there were many testimonials about how these

12% of students were only getting their masters because graduating early made them feel unprepared to enter the workforce at a younger age. Abbey Acerro exhibited these concerns, that CCP hurt her because when she graduated with her bachelors, she did not feel prepared to enter the workforce, and also felt too young (2020). Emma Talley had a similar experience, saying that the sole reason she is obtaining her masters is because she did not feel prepared to get a full-time job (2020). We can assume that Abbey, Emma, and others would have benefitted by being in college longer so that they could obtain more experiences rather than rushing to complete their degree.

When looking at the students who completed a masters' in their fourth year, these CCP students did not feel that their CCP coursework equated to a year in college. Because of this, they felt unprepared for the working world after their bachelor's degree was completed. When asked if their CCP coursework helped prepare them for life after graduation, 36% of all students interviewed said that it did not. This is a significant portion of students, especially since these first 30 credits of college were essentially replacing their "freshman year". This sparks the point of wondering if these students would have been better off if they had just completed all of their college in person at BGSU. Keith Welborn said that his CCP experience did the opposite of preparing him for life after graduation, instead it prepared him to be lazy. Since this first year in high school was his freshman year of college, he then had to adjust out of that attitude when he came to BGSU. He said that his experiences at BGSU helped shape him more into being ready for life after graduation (Welborn 2020). Overall, it seems that experiences in college were deemed to be more important for students to have success after graduation than getting done early. While we cannot yet measure the actual successes post-graduation of these students at this time, we can see from their opinions and personal testimonials that being in college and experiencing multiple opportunities is what they feel best prepares them for life after being a student.

### *Level of Difficulty Too Low*

In my Rhodes State project, Julie Recker and other teachers and guidance counselors gave specific evidence on why CCP through Rhodes was too easy. Julie even went on to say that she's seen CCP as being easier than high school coursework through other institutions as well (Recker 2019). Along with personal opinions about CCP, in 2016 in Ohio "ninety percent of participants [of CCP] got the passing grade necessary to earn college credit", which is an extremely high passing rate for a program with no minimum GPA and students who are younger than college aged (The Associated Press 2016). So, from this background knowledge, students who were interviewed were asked some questions in relation to the level of difficulty of their CCP to see if it was comparable to BGSU's CoB coursework. While this was not a direct point in the original thesis, it relates to students missing out on things from their freshman year because they may not have the necessary coursework background to be fully prepared for the college setting and to jump into upper level courses right away at BGSU. From interviews, I found many statistics and stories about how students felt that the CCP they took was at too easy of a level.

When interviewed, 34% of students gave specific stories about how they said their CCP was too easy in general. Victoria Deam said that her CCP was extremely easy, and so that is what she

expected her college coursework to be like, but was in for a rude awakening upon starting at BGSU (2020). Thomas Lynch and Amy Eilerman said that the online CCP they took was extremely easy, and Amy went on to say that she now knows the workload was not representative of college (Lynch 2020), (Eilerman 2020a). Craig Eilerman and Lucas Williams admitted that the only reason they took CCP was because they heard that the courses were easier than they would be at their actual college in the future (Eilerman 2020b), (Williams 2020). Another interesting statistic is that 32% of students, when asked, said that they did not feel that the grades they received through CCP reflected the level of learning they received. For example, this means that if a student got an A, then 32% of students did not think they learned enough material to be an A.

One of the main purposes of CCP is to prepare students for college, but it was found that 32% of students said that they did not feel that was the case (“College Credit Plus” 2019). Of these 16 students who felt this way, 36% of them took courses at their high school, 29% of them took courses online, and 28% took courses at the college. There is a difference in college environments when looking at the high school versus the college versus online, and this shows that the high school was probably the worst in being as strenuous as BGSU’s coursework. Abbey Acerro attests to this, saying that her high school teachers made her CCP courses much easier than the courses she took at BGSU (2020). Elizabeth Schofield reported a similar point, saying that high school and college learning styles are not the same. She explained that college learning is more self-taught, and so the CCP taught at her high school was not useful in preparing her for college coursework (Schofield 2020).

When students don’t receive college level learning through their CCP, they may struggle when they come to college. 30% of students interviewed said that they struggled with their coursework when they got to BGSU. Of these 15 students who struggled, 40% felt that their grades didn’t reflect the level of learning they received through CCP, therefore saying that they felt CCP was not replicable of a college learning level. Also, 38% of students had to go straight into upper level courses. Of these 17 students, 53% (over half) of these students said they struggled with their beginning BGSU coursework. From my understanding, this is because they did not get the proper knowledge background that they should have through their CCP. Amanda Lively said she struggled with her beginning BGSU coursework because it was just starting a lot at once. She was very involved in organizations and activities while having to jump into harder courses than the peers her same age (Lively 2020). Taylor Trbovich struggled because she had to go straight into her business core classes, instead of starting with basic electives like most people do (2019). Drew Banziger expressed that he struggled with his math and stats courses when he got to BGSU, and Grace Blandin struggled with her upper level accounting courses (Banziger 2020), (Blandin 2019). This is in part due to these two students taking the prerequisite courses through CCP instead of their freshman/sophomore years at BGSU.

While these points mostly focused on the alignment with the level of difficulty of the courses, there were also many points made on how the structures of CCP and high school are not similar to the structure that students face in college, and how this can make a huge difference in preparing a student for college. Without being explicitly asked, 24% of students said that they felt that CCP did not have the same structure as college does. Of these 12 students, 67% took courses at their high school, 42% took at a college, and 33% took courses online. So, it seems



that CCP taken at the high school is least representative of a college environment. Keegan Inboden said that there is much more to the college experience than just school, and being at a college allows many more opportunities for involvement and experience than does CCP in high school (2019). Emily Suchan said that the main difference to her was in the teaching structure. In high school, she felt comfortable with her high school teachers, and she knew that they personally cared about her and always would be willing to help her make up work. However, she said that in college, she has sometimes had professors who she can't even understand, creating a wide gap between her high school and college experiences (Suchan 2019). Victoria Deam took her CCP at a college, but said she still had differences in structure. She said that her CCP courses were still with all other high school students, and because of this the professors did not treat her and her peers the same way they treated the other college students. She expressed that they were "babied" heavily, and so it was not a replicable structure to her time spent at BGSU (Deam 2020). Overall, 38% expressed that they think it would have been better if they took their courses at BGSU instead of taking them through CCP, mostly in part to their dissimilar structures and level of difficulty.

From this data, I understand that students feel that CCP and their high school experiences were not the same as their college experiences. 12% of students directly expressed this in the interviews, saying that they now realize the value of separating high school and college, and that these two should not be the same. Thomas Lynch had a negative attitude towards CCP being taken at a college setting, where the students leave and don't even attend school at their high schools. He said that this leaves them missing out on valuable social skills that are learned by making friends with their peers in high school. Because of these missed out social skills, he thinks CCP at colleges harms students more than it helps them (Lynch 2020). Andrea Robson also said that she realizes the value of separation because of the large population of CCP participants at her high school. She lives close to the BGSU Firelands campus, and said that in her high school, some students would start attending Firelands courses as early as the 7<sup>th</sup> grade. She is glad that she waited until her senior year to pursue CCP because she didn't have to lose too much of her high school experience, unlike some students who start them much earlier (Robson 2020). 7<sup>th</sup> grade seems extremely early to be starting college, and Andrea's high school may be rare, but the Ohio Department of Education actually advertises that they recommend parent and student meetings regarding CCP starting for students in the 7<sup>th</sup> grade (Ohio Legislature 2014). Before high school even starts, students are being exposed to this idea of CCP. This leads into the next topic about how students are too young to make college decisions at such an early age.

### *High School Students are Too Young to Make College Decisions*

As we can see from evidence in the previous section, CCP is asking students to make decisions about their college careers from very young ages. At this time, students may not know what they want to do, or where they want to go to college. Because of this, they may be wasting their time and the school's money by taking CCP. 4% of students explicitly stated that they were too young to know what they wanted to do in high school. Faith Wilker said that she thinks a fault of CCP is that students are too young to make crucial decisions. When she took her CCP coursework, she designed her classes so that she would be prepared to major in exercise science when she got to college. However, she ended up changing her major to business when she got to college so most

of her CCP was useless for her new degree (Wilker 2020b). It is very common for high school students to not know what college they will attend and what their major will be when they get to their desired college. The Ohio Department of Education reported that “students’ ability to make critical decisions about their postsecondary and career options is dependent on their knowing what postsecondary credit they can and did earn during high school and how that credit may advance their credentialing toward employment” (Ohio Legislature 2014). This essentially states that choosing your career path after high school and CCP is directly aligned with knowing what you got credit for in high school, and vice versa. These CCP courses that are taken are very important to the future of the students in college.

Looking back on their CCP decisions, 38% of students when asked responded that they think it would have been better if their CCP courses had been earned either at BGSU or through BGSU’s CCP program. At the time of starting CCP, some of them didn’t know they would be attending BGSU, so it was not something they would have been able to change in the moment. Because of this, many students took a lot of CCP credits for nothing, since their classes did not transfer to BGSU. 24% of students said that the majority of CCP that they took did not count towards anything for their BGSU degree. Caylee Rieman said she wished she would have taken her CCP through BGSU because only 27% of her 57 credits transferred in towards her degree. Because of this, she felt like she took so many harder courses in high school for nothing (Rieman 2020). Josh Heldwein had a similar experience. In high school, he received an associates degree in automotive technology through CCP. Then, upon starting college, he realized that he would rather pursue business, so only around half of his associates degree credits went towards credits for his BGSU degree (Heldwein 2020). Harrison Dean said he wished he would have taken CCP through BGSU because it was a mess switching institutions’ curriculums (almost like transferring), and only around 30% of his credits transferred in to BGSU (2020). These students experienced regret because they did not know which courses to take through CCP so that they would help them in the future. From this data, we can understand that high school students do not always know what they want to do when choosing their CCP curriculum. 4% of students interviewed actually took time off after high school before attending college. From this statistic, it makes me believe that there are probably some CCP students who do not even attend college, yet they are receiving an extensive number of college credits at a young age, and for free. While it is good that students are able to explore different options, it is an extensive amount of free college that these students are receiving that may not even benefit them in the future.

Along with not knowing what they want to do and where they want to go to college, it is also a problem that many students are just too young in high school to succeed at a college level. Dawn Hodges, Vice President for academic affairs at a college in Georgia, wrote that “many high school students may have the placement scores to take dual-enrollment courses, but they do not have the maturity or the discipline”. So, she is saying that even if students are smart enough to be enrolled in CCP, they sometimes are not mature enough to operate at a college level. Referring back to previous points made, college structure is very focused on self-paced coursework rather than in high school coursework, which is more spoon-fed by teachers. Also, there is no minimum standardized Ohio GPA requirement for CCP programs, so students could also just not be ready for the rigor of college coursework. 6% of students interviewed said that they had a bad starting GPA in college due to their CCP courses. Lucas Williams explained this, saying that because he took his CCP through BGSU, his grades transferred in. He started college in a hole because he

did not get good grades at all in his CCP courses and has had to work extra hard now that he is here to try to raise that GPA (Williams 2020). Hodges weighed in on this topic as well, explaining what can happen when students are too young to succeed in college level courses while in high school. “When their children do not perform well, parents will ask you to make those grades “go away.” They do not want their children’s grade point averages suffering and causing them to miss honors and potential scholarships. Here is where your integrity as a college has to kick in” (Hodges 2018). So, for students like Lucas and others, they may have had a much higher GPA in college and succeeded more if they had not started out with their CCP GPA digging them into a hole.

All students that were interviewed had completed at least one year’s worth of college credits while they were in high school. So, this would essentially replace their freshman year of college. However, these students may have been too young to have gotten what they should have out of this CCP “freshman year”. 12% of students said that they struggled to declare a major when they got to college and therefore had to push back graduation because they didn’t know what they wanted to do. Sometimes, students come into BGSU or other universities as undecided, and then they have their freshman level coursework to explore majors and decide what they want to do. These 12% of students had their freshman year exploratory period in high school, but they may not have been thinking of it in that way. So, when they got to college, they still did not know what it was they wanted to do. Taylor Trbovich is an example of this. When she got to BGSU, she changed her major several times in her first two years, even switching in and out of the business college. Because of this, she is graduating much later than she should be, considering her extensive CCP in high school. But, her CCP courses did not replace her freshman year experience of experimenting with majors, so she didn’t feel ready to commit to a major when she got to BGSU, and is experiencing negatives because of this (Trbovich 2019).

48% of students said that if they could go back, they would do their CCP in a different way. While it is common in hindsight to want to change things, it is remarkable that half of the students said they would not do things the same way if they had the chance. From this, I believe that it was too early for students to make these decisions about college. Bry Vanden Bosch said she would have taken more BGPs rather than core business classes if she could go back (2020). Lucas Williams wished he would have tried harder in his CCP courses or taken easier ones in general so they didn’t hurt his GPA (2020). Emily Suchan wished she would have taken more CCP because they were easier than her college classes (2019). Connor Phillips wished he would have catered his CCP to a business degree instead of taking all electives (2020). These are just a few of the testimonials from students on regrets they had about how they conducted their CCP. Half of students would change something if they could have gone back, and a lot of them experienced negatives because of their decisions about CCP in high school.

### *Why Did These Students Take CCP?*

Since we know that many students regret how they made their CCP decision in high school, we next can wonder why these particular students took so many credits of CCP in the first place. According to the CCP program, there are many reasons students should take CCP, including “to satisfy your high school graduation requirements... [if] you completed your high school graduation required classes and you want to begin college work... [if] you want to explore

college” (“College Credit Plus” 2019). However, I was wondering if these were the reasons for the interviewed students to take CCP. The first reason that CCP states does not seem like a reason in and of itself to take CCP, because they can satisfy their high school requirements in other ways besides taking college courses. But, I would like to know if students legitimately took CCP to receive the benefits of starting an early college, or if they more often just stumbled upon their free college since the program is so widely offered at many Ohio high schools. The Ohio Department of Education even said students “often are unaware of the amount of application of credit they are due upon matriculation to the institution” (Ohio Legislature 2014). This says that they sometimes are not even aware of the extensiveness of CCP that they took. Personally, I know many students that went to my high school who received 30 or more CCP credits without even leaving our high school or attempting to begin college early. The CCP classes were just the advanced courses offered at our school. I wanted to see out of the 50 students who fit my criteria, how many of them felt the same way.

4% of students interviewed explicitly stated that they did not take CCP for the benefits, they just essentially stumbled upon the credits and the program. This seems extensive since they completed an entire year’s worth of college on accident in high school. One example of this is Rebecca Greene, who said she only took the classes because she was an advanced student at her high school (2020). While only she and one other explicitly stated this point, it is important to explore if other students felt the same way. This is important because CCP may be too widely offered and encouraged while it is not helping our students as much as we think it is.

In interviews, students were asked why they took so much CCP while they were in high school. When asked this question, 30% of students said their reasoning was that it was the advanced student path at their high school. For example, Emily Suchan said that she was in the gifted program throughout her schooling, so the guidance counselor encouraged that she enroll in CCP (2019). Carson Hauler said that his school was very limited on offering challenging courses, so he just took all of the CCP courses offered to challenge himself, resulting in him completing an entire year’s worth of credits before attending college (2020). Devan Harmych had a similar experience, and said that his high school was set up with an advanced track starting from the beginning of freshman year and that track resulted in taking a large number of CCP courses (2020). It is interesting to ask if this is a good reason for students to be receiving an entire year’s worth (or more) of college credits while in high school.

Some students responded with reasons that were not related to their academics at all. 12% said they just took CCP so that they could get away from their high school. This is not a good reason in my opinion for students to be receiving free college credit, and like stated before, students may be missing out on important social interactions and skills if they do not interact enough with their high school peers. Austin Wilker said that at his high school, any CCP course taken counted as two periods for the high school day. So, his senior year he just took classes in the mornings and then was able to go home for the rest of the day, and this is why he chose to do CCP (Wilker 2020a). Stephanie Stile said that she took CCP because she hated her high school and wanted to get away as well. She wanted to graduate high school early since she was done with her requirements, but instead decided to go to the college for free for a year since she didn’t like being at her high school anyways (Stile 2020).

10% of students said they took CCP just because their parents encouraged it, and 4% said they did it to raise their high school GPAs since CCP allowed for a higher starting grade. These reasons are also reasons that are not related to the students starting early on college, and since CCP is so accessible, they were able to get this college credit without necessarily seeking it out. During the interviews, 10% of students said they wished they had not even taken CCP at all. Vince Manning was pushed by his parents to take the courses, and he had an overall negative attitude about the program, saying that he never wanted to take them in the first place and he thinks they hurt him more than they helped (2020). Meg Rehmert took CCP because it was the advanced student path at her high school, but she thinks that it ended up being the worst thing for her college success. She had troubles scheduling every semester because of CCP and she will end up being in college longer than most regular students because of the troubles she says it caused her (Rehmert 2020). Stories like these make you wonder if CCP helps students out at all. Students that are enrolled in 30 or more credits of CCP in high school are traditionally students that are advanced, intelligent, and would succeed regardless of the amount of CCP they took. So, since there are so many negative impacts found from these interviews, it is a question of whether or not CCP actually helped all of these students, or if their success was a testament to their own drive, not to CCP.

### *Counter Argument*

After completing my interviews and quantifying my results, the majority of responses to each question I asked were in favor of CCP. From first glance, this would seem that my thesis was proved wrong. However, since there were 20-40% of students interviewed on each question who experienced negative consequences due to CCP, that is a significant enough portion to claim that there are considerable negative results from taking 30 or more credits of CCP. While this is the basis of my research, I also found students expressing many positives about their experience.

In the interviews, 20% of students had an overall positive attitude on CCP with no complaints, and 6% said they wished they had taken even more CCP because they liked how it helped them. 6% also said they loved the benefit of being able to schedule earlier than other students because of a higher class standing, which is a benefit I personally liked having as well. 4% got free associate's degrees in high school, and the state actually gave out 1081 of them in the 2017-18 school year ("College Credit Plus Annual Report" 2018). This could help students who may not even attend college start a career just after high school. 14% of students said that CCP is the thing that most prepared them for life after college, some students mentioning specific CCP courses that prepared them. Also, 12% took CCP for the reason to save money and it did work out for them as planned. 12% think that CCP made them stand out to employers, and 12% of students are able to get a masters and a bachelors degree in four years as opposed to the expected bachelors. So, there were many positives found through this research. Nevertheless, I wanted to focus on more of the negative impacts since there was a significant enough portion of students that experienced these negatives.

## Conclusion

In conclusion, the positives of CCP were found to have outweighed the negatives for students who took 30 or more credits of CCP in high school, but is that enough? When such a significant portion of students had various problems from CCP, it makes us wonder what can be done to change the structure of the program to prohibit these issues in the future. After completing my Rhodes State project, balancing that knowledge with my personal experience, and then completing these interviews of students, I have done an extensive amount of studying on the CCP program and in different settings. It is hard to give recommendations on how to improve the program, especially because it is so widespread in the state. But, in short, my recommendation is to not push this program so widely in high schools and to not make it the go-to option. This research shows that high school is not the same as college, and enrolling in college early and for free should not necessarily be the default option for students, especially when we can now see that it causes significant numbers of students negative consequences. BGSU College of Business students who have taken over 30 credits of College Credit Plus in high school on average take longer than the average four years to graduate with a bachelors' degree. They also tend to experience negative consequences due to not understanding the implications of College Credit Plus, which include non-replicable coursework, missing out on important experiences in college, and not making the right decisions for their college experience.

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## Appendix A

Below is the link for the statistical sample size calculator that was used to find the number of students needed for interviews:

<https://www.qualtrics.com/blog/calculating-sample-size/>

A 90% confidence level and 10% margin of error was used along with the 166-population size to get a total needed interview pool of 49 students.

Confidence Level:

90% ▼

Population Size:

166

Margin of Error:

10% ▼

Ideal Sample Size:

49

## Appendix B

Below is the original email from Teri Sass to the CoB students introducing my survey. As you can see, the link to the survey is included.

**From:** College of Business Office of the Dean <[cobdean@BGSU.EDU](mailto:cobdean@BGSU.EDU)>  
**Sent:** Monday, February 10, 2020 10:08 AM  
**To:** [COB-STUDENTS@LISTS.BGSU.EDU](mailto:COB-STUDENTS@LISTS.BGSU.EDU)  
**Subject:** Honors Project Request

Hello College of Business Students,

My name is Amanda Sahloff and I am a junior here at BGSU in the CoB. I am working on starting up my Honors Project, which is focusing on effects of College Credit Plus courses taken in high school on students' college experiences.

If you took any CCP classes in high school, it would be a great help if you could fill out this survey for me! It will only take 30 seconds but will greatly help me gather my data!

<https://forms.gle/etm6J5Z1fGdQLYzVA>

Thank you!

**Amanda J. Sahloff**

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I received 293 responses overall from my survey that was sent by Teri in the fall and spring and was sent out to various groups. Questions asked in the survey included:

*First and Last Name*

*What is your BGSU email?*

*How many credits of College Credit Plus did you take in high school?*

*Would you be willing to answer some questions for me about your experience?*

## Appendix C

Then, I emailed students throughout Fall and Spring semesters who had 30 or more credits and said they would help. In the fall, I also sent out a survey to the students with 30 or more credits with the following questions (21 responses received):

*First and Last Name*

*Which method would you prefer in helping me with my project?*

- *One on one interview (shorter time period)*
- *Focus Group (multiple people answering the questions and talking about their experiences at the same time)*
- *Over the phone/some other form of communication*
- *Other*

*If you answered “focus group”, which times would work with your schedule to come in? \*\*I would only need you to meet once!*

- *Tuesday at 2:30 pm*
- *Tuesday at 3:30 pm*
- *Tuesday at 4:30 pm*
- *Friday at 1:30 pm*
- *Friday at 2:30 pm*

[https://docs.google.com/forms/d/1lu9puhagMdHj0lvsZv7npcdwu5at--jKfn-Pt0K\\_mYQ/edit](https://docs.google.com/forms/d/1lu9puhagMdHj0lvsZv7npcdwu5at--jKfn-Pt0K_mYQ/edit)

After analyzation of this survey’s results, I decided to only complete one on one interviews, so this survey was not very helpful in forming my methodology for the project.

## Appendix D

The following are the questions asked in the interviews with students.

- *What is your current class standing?*
- *What is your major?*
- *How many credits of CCP did you take in high school?*
- *What institution were these credits through?*
- *Did you take them at your high school, online, or at the institution?*
- *What high school did you go to?*
- *How many of these credits went towards required classes for your BGSU degree?*
  - *Which classes were waived? (BGPs only, math classes, Economics, etc)*
    - *If math, have you taken BA 3800 yet?*
    - *If accounting, have you taken Acct 2220 yet?*
- *What is your expected graduation date?*
  - *When did you graduate high school?*
- *Have you run into any issues with pre-requisites not allowing a full class schedule here at BGSU?*
- *Do you feel like your high school credits helped prepare you for college?*
  - *Do you feel if some or all of your CCP credits had been earned at BGSU, it would be better?*
  - *Are you struggling at all with your beginning BGSU coursework?*
  - *Did you have to go straight into upper level classes?*
- *Did you have any troubles adjusting to college life because you have sophomore standing?*
- *Did the grades you earned with CCP in high school reflect the level of learning you feel you received?*
- *Are you involved with any organizations on campus?*
  - *Were you involved in extracurriculars in high school?*
- *Because of CCP credits, will you have time within your college career to fit in internships/study abroad experiences?*
  - *If you had time, would you plan to partake in either of these options?*
- *Do you feel that coming in with a lot of college credits has better prepared you to get a full-time job after graduation versus if you had been at BGSU all four years?*
- *Why did you decide to partake in so many CCP classes while in high school?*
  - *Has the intended outcome been what you expected?*
- *Is your attitude towards your coursework any different now that you are paying for your college at BGSU vs your college credits in high school?*
- *If you can think of one, what experience or coursework do you feel has best prepared you for life after graduation?*
- *If you could take CCP credits again, would you? And Why?*

## Appendix E

### *Excel Documentation and Analyzation*

Below are attachments of my Excel documents used to quantify my statistics. In the first document, I quantified specific questions asked to students and then totaled the answers. In the second, I used the worksheet to separate students into qualitative topics that were not explicitly asked.



CCP Interviews Key  
Points and Summarie



Topics Sorting .xlsx