

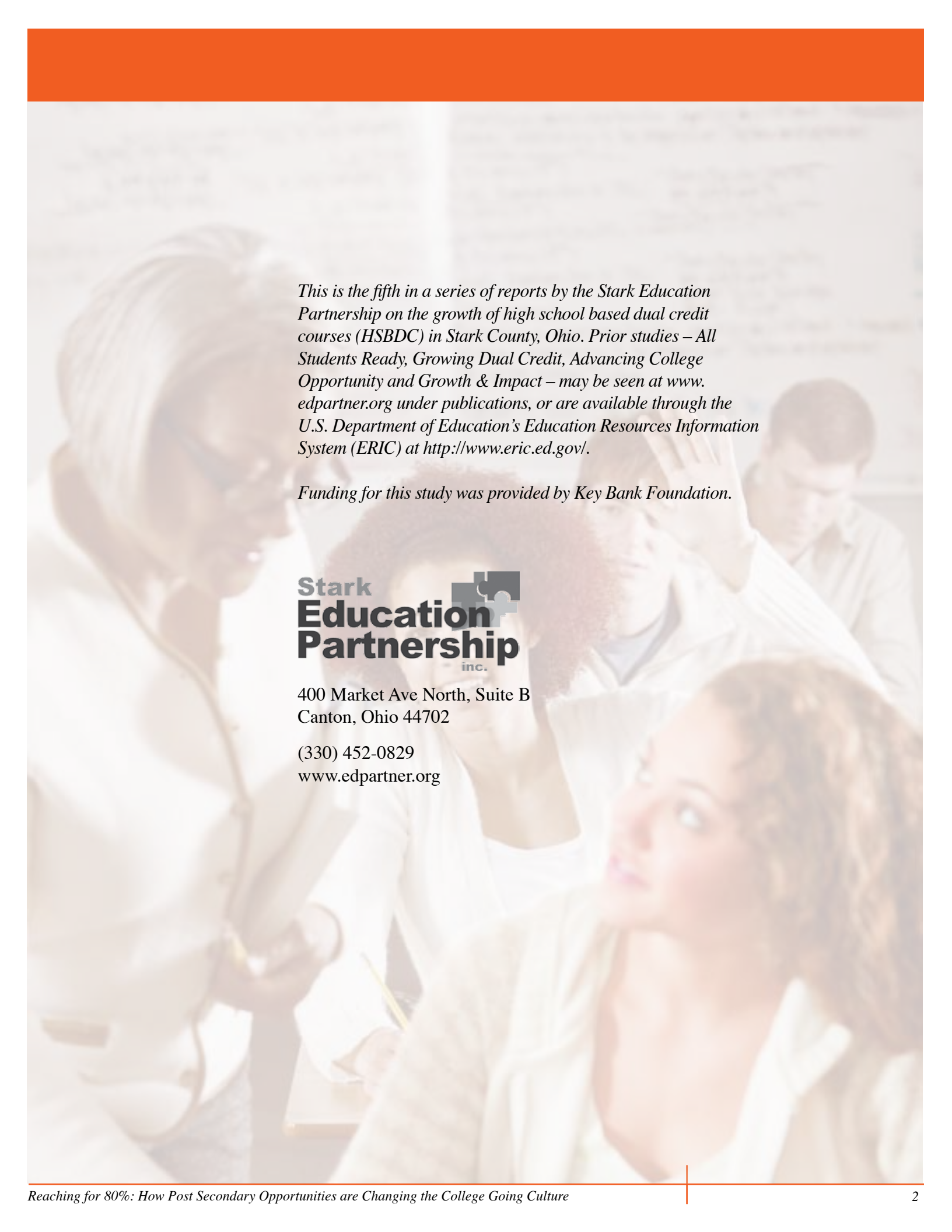
Reaching for 80%

How Post Secondary Opportunities in High Schools are Changing the College Going Culture in Stark County, Ohio

Joseph A. Rochford, Ph.D.
Adrienne O'Neill, Ed.D.
Adele Gelb
Kimberly J. Ross



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This is the fifth in a series of reports by the Stark Education Partnership on the growth of high school based dual credit courses (HSBDC) in Stark County, Ohio. Prior studies – All Students Ready, Growing Dual Credit, Advancing College Opportunity and Growth & Impact – may be seen at www.edpartner.org under publications, or are available through the U.S. Department of Education’s Education Resources Information System (ERIC) at <http://www.eric.ed.gov/>.

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400 Market Ave North, Suite B
Canton, Ohio 44702

(330) 452-0829
www.edpartner.org

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Definitions

Post secondary opportunities (PSOs) are initiatives that allow students to take classes to either earn college credit (dual enrollment) while in high school, or bank such credit (accelerated learning) pending future admission to a college or university.

Stark County has the following dual enrollment programs in place:

- High school based dual credit (HSBDC) is defined as a course offered through a collaborative agreement between an institution of higher education and a school district. A student may earn both high school and college credit in an HSBDC course taught by a high school teacher who qualifies to become a college adjunct on a high school campus.
- Canton's Early College High School (CECHS) offers students the opportunity to earn both a high

school diploma and an Associate Degree within four years.

- Ohio's traditional Post Secondary Enrollment Options (PSEO) program allows students to gain college or dual credit by taking a course primarily on a college campus.

These programs are complemented by accelerated learning opportunities:

- Advanced Placement (AP) courses, when coupled with passing a standardized test at a score of 3 or higher, may result in college credit at many colleges and universities upon admission.
- College Tech Prep (CTP) students may receive college credit for one or more courses after enrolling in a college or university with an articulation agreement in place with a K-12 district. While College Tech Prep is considered an accelerated learning opportunity, it can also be HSBDC.

Executive Summary

The culture in Stark County, Ohio is changing as the community strives to reach a goal of sending 80% of its high school graduates directly on to college. From 49% in 2001, the county's direct college going rate surpassed 60% in 2010, a rate of increase of 22.4%.

Post secondary opportunities offered at the county's high schools are believed to be a major contributing factor in increasing this rate. All 17 Stark County School Districts offered multiple post secondary opportunities. Among these were Post Secondary Enrollment Options (PSEO), College Tech Prep (CTP), Advanced Placement (AP), High School Based Dual Credit (HSBDC) and in Canton only, Early College High School (CECHS).

The following definite and probable outcomes are noted:

- Duplicated student headcount for all post secondary opportunities was 4,934 with students earning, or qualifying, for an estimated 12,032 three hour college courses or equivalents.
- The potential financial benefit to students and families from these courses ranges from \$4,960,389 to as high as \$18,365,900. Estimated textbook savings adds another \$1,203,200.
- The number of high school teachers who serve as college adjunct faculty and teach HSBDC courses grew from 2 in 2006, to 76 in 2010-11.
- Seventy-eight percent of HSBDC students across 16 districts enrolled directly in college in the fall of 2010. In the county's major urban district, Canton, the percentage was 77.2%.

- Stark’s second year college persistence rate of 84% for the class of 2008 exceeds Ohio’s state average of 78%.

- The direct college going rate is increasing across nearly all Stark County districts regardless of community wealth. The college going rate increases substantially when accounting for students who wait a year or two before starting college.

- Stark County is closing the gap with Ohio and the nation when combining the U.S. Census categories of “Some College or Associate Degree” and “Bachelor’s Degree” for adults 18 and over.

- In Stark County, the impact of “Some College or an Associate Degree” is nearly \$5,000 per year in additional earnings.

In the midst of this culture shift, PSOs remain the cornerstone for Stark County students to get a head start on college. To realize the full potential of PSOs, Stark County faces three challenges:

- Qualification. How do we expand the band-width of students?
- Capacity. How do we sustain and grow programs?
- Transaction. How well are our students able to apply credit from PSOs to their college careers?

Introduction: 80% – A Context for Changing the College Going Culture

In 2002, the Stark County Preschool through College (P-16) Compact set the goal of achieving an 80% college going rate. Such a goal seemed both audacious and daunting for a community where in 2001 only 17.9% of the adults held a Bachelor's Degree, or higher, and where only 49% of all high school graduates went directly to college.¹

Stark's major city of Canton posed a particular challenge because less than 12% held a college degree. Only 34% of Canton City Schools' graduates went to college. For example, relatively few students at Timken High School went on to college, i.e. 20% or 20 students due to the school's low graduation rate.

Nine years have now passed.

The 11% increase in the county's direct college going rate since 2001 has been dramatic. In 2010 the rate passed 60%, representing a percentage increase of 22.4%. Counting students who waited

a semester to enroll, it was near 66% in spring 2011, a percentage increase of 34.7%.

At 9.1%, a higher percentage of Canton's adults, 18 years and older, are now enrolled in college. That is more than the state average of 9.0%. Canton is also closing on the national average of 9.3%. Forty-nine percent of Canton City Schools graduates go directly to college. Timken's rate is 44%. Due to climbing graduation rates, that difference equates to 109 students.

Now in Stark County, 20.5% of the adults hold a Bachelor's Degree or higher. In any discussion of college going, graduation rates are critical. The other goal of the Stark County P-16 Compact is telling – 100% high school graduation. With graduation rates at all Stark County high schools now higher than the national average and 16 schools higher than the state, the 11% increase in the college going rate produces

¹ Data sources: 2000 U.S. Census and 2005-09, 2009 ACS; Ohio Board of Regents High School Transition Report 2001-5 and National Student Clearinghouse Student Tracker Reports for Canton and Stark County.

significant numbers. In 2001 at 49%, 1,938 students went to college; in 2010 at 60%, the number was 2,652. The increase equates to 714 students.

Stark's growth in graduation rates and college going is happening amidst a general rise in poverty that has affected all school district communities. From 23% of children on free and reduced lunch in 2001, the percentage had grown to 43.3% in 2009.²

What has happened? At many levels of the community and in many ways, Stark Countians are taking the 80% goal

seriously. The college going culture, no longer the purview of just the best students, is changing.

For schools and districts this means a new emphasis on preparing all students for college and in growing a menu of post secondary opportunities (PSOs) to enable students to get a head start by earning or banking college credit while in high school.

The state of these opportunities and their potential impact on the students, families, schools and the community is the subject of this report.

² Source: Annie E. Casey Foundation Kids Count Data Center at: <http://datacenter.kidscount.org/>

The State of Stark County's Post Secondary Opportunities

Since the founding of the Stark County P-16 Compact and the community goal of reaching an 80% college going rate, districts and their

college partners have continued to build PSO capacity in the county's high schools through key programs and initiatives as follows:

High School Based Dual Credit (HSBDC)

High School Based Dual Credit (HSBDC) began with two teachers and two courses in a pilot funded by the Stark Education Partnership (SEP) in the summer of 2006. There were 65 students, each taking both courses, which were taught for the first time at two county high schools. Prior to HSBDC, the only way for a Stark County students to earn college credit, or both college and high school credit, was to attend a class on a college campus through Ohio's Post Secondary Enrollment Options (PSEO) program.

During the 2010-11 academic year:

- Coordinated by the Stark County Educational Service Center, all districts executed Memoranda of Understanding with higher education partners.
- All Stark County high schools offered HSBDC. Districts offered a total of 184 sections of 48 distinct courses.
- There were 2,762 course HSBDC enrollments among an estimated 1,400 students.

- Students successfully earned a “C” or higher in 2,620 or 94.9% of all enrollments, up from a 92.4% success rate the previous year.
- These enrollments translated to 8,569 credit hours or 2,856 three-hour college courses, or course equivalents.

Canton Early College High School (CECHS)

In 2005, the Canton City Schools (CCS), Stark State College (SSC), Canton Professional Educators Association (CPEA) and SEP came together to found CECHS. Start up funding was provided by the Bill and Melinda Gates Foundation through KnowledgeWorks and the state of Ohio. The goal of CECHS is to allow students an opportunity to earn both a diploma and an Associate Degree during their high school career. That summer, 99 students began to earn college credit.

During the 2010-11 academic year:

- Fourteen college courses were offered at CECHS.
- Two hundred thirty-nine CECHS students in all four classes earned 2,019 credit hours or the equivalent of 673 three-hour college courses. The pass rate was 95%.
- CECHS’s third class graduated bringing the total number of graduates to 168, over half of whom graduated with an Associate Degree.

Post Secondary Enrollment Options Program (PSEO)

Legislated in 1989, PSEO was the state’s original program to allow high school students from grades 9 to 12 to take college courses while in high school. Courses were generally taken on a college campus and students had the option of earning college credit only, or both high school and college credit.

PSEO enrollment in Stark County in 2001 was 303 students. The growth of HSBDC has impacted PSEO.

- During the 2010-11 academic year, 114 students in eight districts enrolled took 114 PSEO classes at Kent State, Malone and Walsh Universities, Stark State College and the Universities of Akron and Mount Union.

Advanced Placement Courses (AP)

Completing an AP course allows students to take a standardized test to qualify for college credit at participating colleges and universities. Credit granted can range from 3 to 15 college hours depending on the course and score students earn on the test. In 2003, Stark County had an AP enrollment of 1,213 students. Of these students, 712 earned qualifying scores on 992 tests.

During the 2010-11 Academic Year:

- All 17 Stark County districts offered AP featuring 150 sections of 27 distinct courses out of AP's inventory of 34 courses.³
- AP enrollment increased to 2,035 students in 2010 of whom 1,215 earned qualifying scores on 1,903 tests.⁴

College Tech Prep (CTP)

CTP enables students interested in technical fields to earn or bank college credit while in high school by participating in courses of study (programs) where articulation agreements exist between the district and an institution of higher education. Students can receive an average of ten hours of college credit if they enroll at that higher education institution. For the Stark County Tech Prep Consortium (SCTPC), these agreements are primarily with Stark State College (SSC).

SCTPC began in 1999. By 2001, 354 high school students were enrolled. By 2009-10, total enrollment had reached 2,697 students.

During the 2010-11 Academic Year:

- There were 1,146 CTP seniors graduating with the potential of having earned or qualified for 11,460 college credits or 3,280 three hour course equivalents.

³ Source: The College Board. *AP Course Audit* at: <http://www.collegeboard.com/html/apcourseaudit/>

⁴ Source for Stark County AP Statistics: College Board, Columbus, Ohio.

Outcomes of Stark County's Post Secondary Opportunities

The county's increased capacity in PSOs is producing a series of both definitive and probable outcomes.

Definitive Outcomes

Definitive Outcome 1 – PSOs can produce substantial financial benefit for students and families depending on where a student chooses to go to college.

Potential College Cost Savings to Students and Families – HSBDC, CECHS, PSEO, AP and College Tech Prep – 2010-11

	Students	3 Credit Hour Courses or Equivalents	Low Range Tuition Benefit @ \$421.50 ⁵	Mid Range Tuition Benefit @ \$1,275	High Range Tuition Benefit @ \$2,250	Textbook Benefit
HSBDC	1400	2,856	\$1,092,704	\$ 3,530,300	\$ 6,314,900	\$ 285,600 ⁶
CECHS	239	673	\$ 283,670	\$ 858,075	\$ 1,514,250	\$ 67,300
PSEO ⁷	114	342	\$ 144,153	\$ 436,050	\$ 769,500	\$ 34,200
AP ⁸	2,035	4,341	\$1,829,732	\$ 5,534,775	\$ 9,767,250	\$ 434,100
College Tech Prep ⁹	1,146	3,820	\$1,610,130	N/A	N/A	\$ 382,000
Total	4,934	12,032	\$4,960,389	\$10,359,200	\$18,365,900	\$1,203,200

⁵ Tuition ranges based on Ohio 2 year public (low range) to state four-year (mid-range) to private four year institutions (high range).. Most CTP articulation agreements are with SSC (low range).HSBDC figures are adjusted by \$111,100 to reflect district charges to students and parents for HSBDC.

⁶ Note: two districts charge for textbooks, but not for courses. The estimate is \$100 for texts

⁷ The assumption is that PSEO enrollment is Option B.

⁸ The estimate is slightly over 6 college semester hours for successfully passing an AP exam at 3+. There is no consistent rule on college acceptance or award of credit. Depending on the test and the level (3, 4, 5) at which it is passed, institution credit awards, such as at Kent State, can range from 3 (European History) to as high as 15 hrs. (Calculus BC at 4 or 5). See: Ohio Board of Regents, Advanced Placement Credit Awards.

⁹ CTP students qualify for an average 10 college credit hours.

For such benefits to be claimed, PSOs must be properly “transacted.” Transacted means students must attend colleges or universities that accept or grant the credit for the courses in question and must complete the required protocol.

Definitive Outcome 2 – Students who take dual credit courses are more likely to enroll in, or continue, college the fall after graduation.

Relationship between 2010 High School Graduates HSBDC, CECHS and Immediate College Enrollment¹⁰

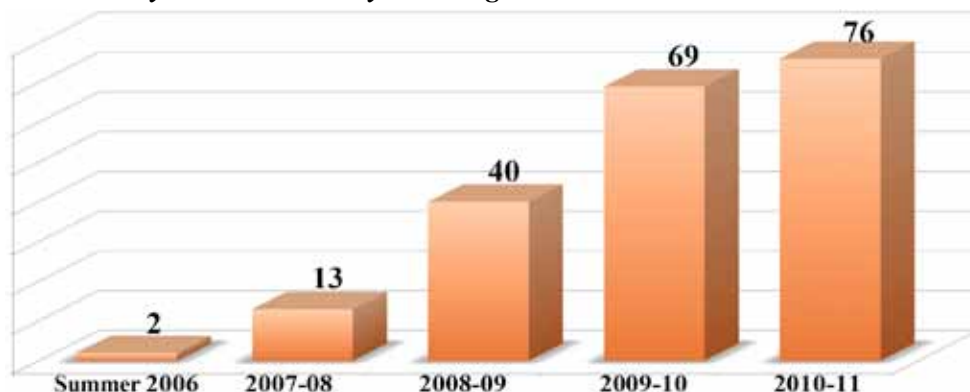
	% All Graduates Enrolling Fall 2010	% HSBDC Graduates Enrolling Fall 2010	CECHS Graduates Enrolling Fall 2010
Canton City Schools	49%	77%	80%
All other Stark County Districts	62%	78%	N/A

For CECHS graduates, the issue is continuing college either to finish a two year degree to enroll in a four year degree program.

Definitive Outcome 3 – Stark County’s cadre of high school teacher/college adjuncts is growing.

High school teachers who teach HSBDC courses must also meet the qualifications to become college adjuncts in the respective academic departments that offer those courses.

Stark County Teachers Actively Teaching HSBDC Courses



Continued growth in the number of high school teacher/college adjuncts is vital to increasing HSBDC capacity.

¹⁰ These results are based on data from Stark State College and Student Tracker.

Probable Outcomes

Probable Outcome 1 – PSOs are contributing to increases in the direct college going rate across nearly all districts – regardless of community wealth. Further, the college going rate increases substantially within the first two years after graduation.

The 11% increase in the county’s direct college going rate since 2001 has been dramatic. From 2000 to 2008, roughly a corresponding time, the national increase only grew 6.6%.

A Note about the Data – In 2010 through a grant awarded to the Stark Education Partnership by TG’s Public Benefit Program,¹¹ all Stark County Districts were able to implement the National Student Clearinghouse Student Tracker System.¹² Student Tracker is the nation’s first integrated data system that allows high schools to track the college outcomes of their graduates across 95% of all higher education institutions across the nation. The 2009 and 2010 college outcome data in the following chart uses Student Tracker results.

College Going Rate (CGR) for the Classes of 2001, 2009 and 2010

Type (Ohio Department of Education)	District	2001	2009		2010	
		Direct CGR ¹³	Direct CGR ¹⁴	CGR After 1 Yr	CGR After 2 Yrs	Direct CGR
Rural/agricultural – high poverty, low median income	Sandy Valley	44%	52%	60%	64%	43%
	Minerva	40%	50%	54%	58%	57%
Rural/agricultural – small student population, low poverty, low to moderate median income	Fairless	37%	37%	45%	47%	42%
	Osnaburg	40%	63%	65%	67%	56%
	Marlington	50%	56%	60%	65%	57%
	Tuslaw	32%	55%	58%	60%	55%
Urban – low median income, high poverty	Alliance	39%	42%	49%	53%	39%
	Canton Local	46%	47%	54%	57%	51%
	Massillon	35%	52%	60%	63%	55%
Major Urban – very high poverty	Canton	34%	43%	52%	59%	49%
Urban/Suburban – high median income	Lake	59%	66%	68%	70%	68%
	Northwest	52%	66%	72%	76%	58%
	North Canton	59%	72%	76%	79%	78%
	Perry	57%	66%	71%	74%	62%
	Plain	53%	62%	68%	71%	66%
Urban/Suburban – very high median income, very low poverty	Jackson	69%	77%	80%	82%	79%
	Louisville	51%	65%	68%	72%	64%
Stark County Total		49%	54.5%	59.2%	63.3%	60%
State of Ohio Total		45%	NA	NA	NA	NA
National Total		56.7	63.3%	NA	NA	NA

¹¹ See: TG Public Benefit Grant Program at: <http://www.tgslc.org/publicbenefit/>

¹² See: National Student Clearinghouse. Measure the College Success of Your High School Graduates at: <http://www.studentclearinghouse.org/highschools/default.htm>

¹³ 2001 College Going Rate (CGR) is from the Ohio Board of Regents High School to College Transition Reports and is valid in-state, only.

¹⁴ Data source for '09 and '10 rates from Student Tracker and include out of state enrollments of 5% cross county total, ranging from 1% in Alliance to 9% in North Canton and Jackson.

Stark County’s direct college going rate at 60.4% is approaching that last reported national figure at 63.3%. However, Stark County has another group of students who do not directly go on to high school. For a variety of reasons, students may wish to “sit-out” for a year or two before starting college. As of fall 2010, 63.3% of the Class of 2009 had gone to college.

Probable Outcome 2 – Stark County PSOs are contributing to increased college persistence.

First to second year college persistence tracks students who do return for a second year of college. Persistence has been a problem at both the state and national level. Swanson (2008)¹⁵ has found that dual credit students were 11% more likely to persist, indicating that Stark’s PSOs may be impacting the county’s higher rate.

Second Year College Persistence: Stark Graduates

	Class of 2005	Class of 2008
Stark County	80%	84%
Ohio ¹⁶	77%	78%
National ¹⁷	65.9%	N/A

Probable Outcome 3 – Stark County PSOs are adding to the age 18 to 24 year-old education attainment rate.

Stark County has yet to close the gap with the Ohio and the nation in the U.S. Census category of “Bachelor’s Degree or Higher”. The gap is closing when both “Bachelor’s Degrees” and the “Some College or Associate Degree” categories are combined.

Educational Attainment for 18 to 24 Year Olds¹⁸

	Some College or Associate Degree	Bachelor’s Degree	Total
Stark County	44.2%	6.8%	51%
Ohio	42.5%	8.6%	51.1%
National	42.9%	9.1%	52.0%

Probable Outcome 4 – By increasing education attainment, even at the “Some College or Associate Degree” level, Stark County’s PSOs have an impact on the community’s economy.

¹⁵Swanson, J. (2008). *An analysis of the impact of high school dual enrollment course participation on post-secondary academic success, persistence and degree completion.* Executive Summary.

¹⁶Source: Ohio Board of Regents: [First-to-Second Year Retention at Ohio’s Public and Private Colleges and Universities, Fall 2003 through Fall 2008 Cohorts](#)

¹⁷NCES figures for beginning freshmen 2003-04 available in Results for the Beginning Postsecondary Students Longitudinal Study 2004-09 at <http://nces.ed.gov/pubs2011/2011275.pdf#page=4>

¹⁸Source: U.S. Census Bureau American Community Survey 2007-09 Three Year Estimates

While the goal of Stark County PSOs is for students to eventually earn Associate or Bachelor's Degrees, the U.S. Census has found that even some college impacts an earner's wage.¹⁹

Median Lifetime Earnings of Stark County Workers Ages 25 and Older, by Education Level, 2009 Dollars²⁰



In Stark County, the impact of “Some College or an Associate Degree” is nearly \$5,000 per year in additional earnings.

¹⁹Julian, T. & Kominski, R. (April, 2011). Education and Synthetic Work-Life Earnings Estimates American Community Survey Reports. Washington, D.C.: U.S. Census Bureau.

²⁰Based on U.S. Census American Community Survey 2007-09 Three Year Estimates: http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuid=&_lang=en&_ds_name=ACS_2009_5YR_G00_&ts=



Analysis and Conclusions: The Potential of Post Secondary Opportunities

Stark County continues to reach for 80%. While 60% of the Class of 2010 went directly to college, another 8% began in the spring of 2011.²¹ Given this increase, there is a very real possibility that the Class of 2010 will be the first to have 70%, or more, attend college within the first year out of high school.

This report has reviewed both definite and probable outcomes of Stark County's PSOs. It should be noted that these powerful tools for earning or banking college credit do not sit in a vacuum.

Throughout the county, the college going culture is shifting. Whether it is universal administration of ACT's EXPLORE Test, or the formation of a new middle school Early College Academy in Canton, educators and the community are using multiple strategies to affect this shift.

In the midst of this culture shift, PSOs remain the cornerstone to get a head start on college. To realize the full potential of PSOs, Stark County faces three challenges – qualification, capacity and transaction.

²¹Source: Spring 2011 Student Tracker Aggregate Report for Stark County.

Qualification

PSOs vary in how students qualify for the program, such as a 3.0 grade point average (GPA) for PSEO or qualifying COMPASS Test scores for HSBDC math. They also vary in how students receive college credit, such as varying credit passing an AP Test at 3, 4, or 5.

A possible side-effect of these prerequisites is that we may be serving just the higher performing students.

There is some evidence of this in HSBDC where during the 2010-11 academic year, students had a 95% pass rate, only 18% were on free and reduced lunch, and 90% came from families where someone had already been to college. Most PSO students are juniors and seniors. Given this profile, most probably have a GPA of 3.0, or better.

During the 2010-11 academic year there were 1,661 Stark County 10th graders²² with GPAs of 2.0-3.0. This is the next “band-width” of students that PSOs can

arguably benefit. The issue becomes one of preparation.

The most common preparation model in dual enrollment programs nationally remains early administration of the COMPASS in the 10th grade, followed by plans to get students ready to meet program qualifications by the time they become juniors or seniors.²³

In Stark County, the universal use of the EXPLORE Test in the 8th grade and growing use of PLAN in the 10th grade will also help build capacity to prepare more students for PSOs. Both tests are precursors to the ACT Test and provide important information on college preparation.

Meanwhile, districts and college partners should review what qualifications and practices are strictly local to see whether or not these are acting as unnecessary impediments to expand the band-width of students served.

Capacity

If we prepare more students to meet qualification to enroll in PSOs, there is the issue of capacity. All PSOs pose financial challenges for districts. Several districts are now charging a nominal fee for HSBDC, but there is a genuine question as to the limit of what is economically feasible for districts and parents. Further, attempts to standardize dual enrollment funding, such as the recent draft recommendations endorsed by Ohio’s Community College Presidents,²⁴ may increase overall costs.

There are other limiting factors as well. HSBDC requires teachers who can meet the requirements to be appointed college adjuncts; AP and CTP programs require qualified teachers.

There is also the issue of “cross-over”. While a good idea exists as to the number of students in each program, unduplicated counts do not exist (except for CECHS) in a centralized location. An HSBDC student can also take an AP course, or be a CTP student. This introduces uncertainty. Are PSOs

²²Data obtained from Stark Portage Area Computer Consortium (EMIS)

²³See: ACT, Inc. High School Outreach Programs Build College Readiness with COMPASS <http://www.act.org/activity/autumn2008/compass.html>

²⁴Ohio Association of Community Colleges (April, 2011). *Dual Enrollment Financing Recommendations*. (draft, submitted to Chancellor Petro).

serving 14% of juniors and seniors, or 30%? The same hold true for the number of hours earned or banked by individual students. Capacity also raises the issue of what a universal goal might

be for the community, or if indeed one is even desired. For instance, should every student have the opportunity to earn or bank 12 college hours?

Transaction

Ultimately, students need to be able to transfer or qualify for college credit earned in high school by completing a transaction with their admitting college or university. The degree to which this is happening is obscure because detailed information is not compiled or reported.

Another problem is that students may not inform institutions when they apply that they already have credit or send the proper supporting documentation such as a college transcript and copy of the syllabus. Equally problematic is a student being admitted to a college or university where their HSBDC credit is not accepted or where negotiations with a department are required to receive credit.

Issues like these present an opportunity to assist students and their families in becoming informed PSO consumers. Much information already exists. The Ohio Board of Regents, by example, posts the matrices for each state college

and university outlining the AP credit they will grant.²⁵

Ohio HB 153 now requires that all public four year universities to describe how Baccalaureate Degrees can be earned in three years- dual enrollment, AP, College Tech Prep and early college high schools can all be part of the plan as can be “credit by examination,” where students can gain credit by virtue of scores on placement tests at colleges and universities. The Ohio State University has published several example programs.²⁶ The establishment of an electronic data base locally to process this information can greatly benefit staff and counselors in advising students. Particular emphasis should be placed on working with Stark’s major college destination, SSC, University of Akron, and Kent State to help insure that students are informed and receive maximum benefits by enrolling in PSOs aligned with their anticipated course of study as the county continues to reach for 80%.

²⁵See: Ohio Board of Regents
Advanced Placement
Credit Awards at: [http://
www.ohiohighered.org/
transfer/advancedplacement/
creditawards](http://www.ohiohighered.org/transfer/advancedplacement/creditawards)

²⁶See: The Ohio State University,
Office of Undergraduate
Education Pathways to a
Baccalaureate Degree in Three
Years [http://ugeducation.osu.
edu/3-yr-degree.shtml](http://ugeducation.osu.edu/3-yr-degree.shtml)