

# THE ISSUE

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## The Performance Report for Ohio's Colleges & Universities - 2003

In November 1999, Governor Bob Taft requested that the Board of Regents annually produce a performance report for Ohio's state-supported colleges and universities. The governor's request outlined four primary reasons for this report:

- ✓ To provide accountability;
- ✓ To justify Ohio's financial commitments to higher education;
- ✓ To help prospective students make informed academic and career decisions; and
- ✓ To establish benchmarks to help campuses identify strengths and weaknesses.

The Performance Report is widely disseminated. Reports are available in bound hard copy form and on CD-ROM, and are sent to every member of the General Assembly, the governor, each college and university in Ohio, and to anyone who requests a report (i.e., media, students, parents, etc.). The report is also available to the general public on the Regents' website at <http://www.regents.state.oh.us/perfrpt/>

This edition of *The Issue* highlights some of the key findings of this year's Performance Report, which was released by the Board of Regents in January 2004.

### A New Look

This marks the fourth consecutive year in which the Board of Regents has produced a Performance Report. But this year's report has been substantially redesigned to improve its readability. It's now published in two documents: a 70-page summary that presents information at the statewide and sector level, and a longer supporting document containing specific outcomes for individual campuses.

The Performance Report was redesigned so that it would be more useful to a broader audience. As in the past, the 2003 Performance Report contains comprehensive information on a variety of topics in higher education, including:

- ✓ Enrollment trends and characteristics;
- ✓ Preparation levels of incoming students;
- ✓ Class sizes, student retention and graduation rates;
- ✓ Research and workforce development activities;
- ✓ College expenditures and state funding per student;
- ✓ Tuition rates and financial aid outcomes; and
- ✓ Salary and wage data by level of degree and area of study.

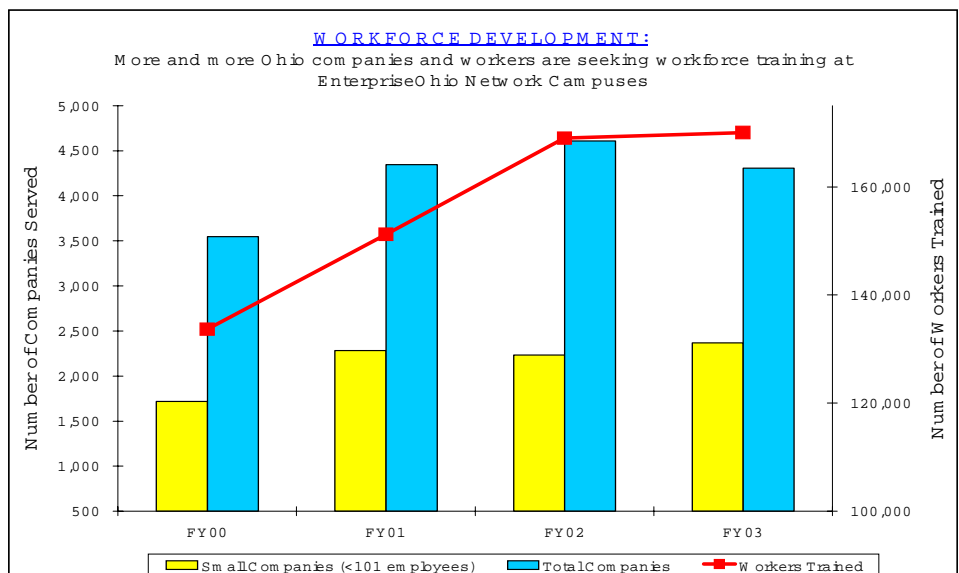
*Does Ohio suffer from "Brain Drain"? Not Really. Most resident graduates - 79% in 2003 - were employed in Ohio one year after graduation. We're behind, however, in the number of college graduates coming to Ohio from other states.*

### Notable Findings

As is common with such reports, the 2003 Performance Report contains both good news and bad news. Let's start with some of the good news:

**Growing educational opportunities exist.** This is evidenced not only by the growing number of students enrolled at Ohio's colleges and universities, but also by the diversity and characteristics of this student body.

- + Headcount enrollment at public and private institutions increased 8% from fall 1998 to fall 2002, while full-time equivalent enrollments at public campuses rose by 10% during this period.
- + Blacks and Hispanics are enrolled in college in the same proportion as their college age populations in Ohio.
- + Thirty-two percent of Ohio's public institution undergraduates are 25 and older, 56% are women, and 40% attend part-time.



**High-quality programs.** Not only have graduation rates improved at many levels, but perhaps more importantly, graduates of Ohio's professional programs perform exceptionally well on post-graduate exams.

- + From FY 1998 to FY 2002, the number of individuals carrying associate degrees increased by 2%, bachelor's degrees increased by 7%, and master's degrees increased by 6%.
- + Licensure exam passage rates in teacher education, nursing, and pharmacy exceeded 90%.
- + The bar exam passage rate was 80% for graduates of Ohio's law schools
- + The passage rates in allied health fields ranged from 62% for physical therapy assistant to 95% for dental hygienist.

**Degree attainment helps graduates and the state.**

- + The vast majority of resident graduates—79%— remained in Ohio after graduation, helping make Ohio a more educated state and, thus, more attractive to high-skill employers.
- + During the first four years after graduation, earnings for bachelor's degree graduates increased by 30%, and for associate degree graduates, earnings rose by 17%.

**R&D and workforce training = economic development**

- + In constant dollars, total research expenditures at Ohio universities increased by 113%, from \$462 million in FY 1986 to \$983 million in FY 2001.
- + Workforce training contracts between Ohio colleges and businesses have expanded dramatically. The number of Ohio companies sending employees to an EnterpriseOhio Network campus for workforce training increased from 3,547 in FY 2000 to 4,305 in FY 2003. Over the same time period, the number of workers trained has increased from 133,654 to 170,016.

**Show me the money!**

Average Salary in 3rd Year after Graduation (2001)			
Discipline	Associate Degree	Bachelors Degree	Masters Degree
Arts & Humanities	\$36,184	\$38,579	\$42,411
Business	\$35,750	\$47,535	\$76,775
Education	\$26,257	\$35,275	\$46,013
Engineering	\$43,369	\$55,682	\$74,218
Health	\$38,068	\$49,871	\$57,886
Natural Science & Math	\$42,306	\$48,174	\$66,232
Social & Behav. Science	\$30,617	\$37,294	\$44,241
All Subjects	\$38,231	\$43,659	\$57,234

**Other Findings**

**Too many incoming students are under-prepared for college.**

- For incoming freshmen, academic deficiencies are relatively prevalent in math and English: 37% of first-time freshmen enrolled in remedial math and 20% in remedial English courses.
- The need for remedial coursework can often be traced to students not taking college prep courses in high school.
- + There is an upside: Students who take remedial courses and pass them are almost as successful as students who do not require remediation.

**Student retention, degree completion and time-to-degree completion.**

- + Among first-time, full-time, degree-seeking freshmen in the public sector, 78% continue into the second year of college.
- 55% of first-time, full-time, bachelor's degree-seeking freshmen earned a bachelor's degree in six years or less. Graduation rates are strongly tied to the academic quality of students: Schools where the incoming freshmen had average ACT scores greater than 24 had graduation rates of 81%, compared to graduation rates of 37% for schools where the incoming freshmen had average ACT scores less than 21.
- Students typically take much longer than two years to earn an associate degree. The median time to earn an associate degree is 3.7 years and 12% earned their degree in two years or less.

**State funding is low and, consequently, tuition is high.**

- Ohio's governmental appropriations per student are comparatively low, ranking Ohio 44<sup>th</sup> among the 50 states.
- Tuition at four-year public universities in Ohio is 67% higher than the national average, while tuition at two-year public colleges is 56% higher than the national average.
- ± While Ohio lags the nation in the average amount of state and federal financial aid granted to students, 87% of first-time Ohio freshmen attending public universities receive some type of financial aid.

While only a small sampling of the 2003 Performance Report, this edition of the Issue demonstrates the kind of useful information available to students, parents, legislators and other policy-makers, as well as campus faculty and staff.

To remain economically competitive in the Knowledge Economy, Ohio's higher education system must be responsive to the changing educational needs and workforce demands of the global marketplace. Accordingly, the Performance Report will continue to evolve to ensure that the most up-to-date and relevant information is presented.

**FOR MORE INFORMATION CONTACT:**

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