The Performance Report For Ohio's Colleges And Universities, 2005

Prepared by

at the request of Governor Bob Taft

January 19, 2006

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MEMORANDUM

To: Governor Bob Taft

From: Chairman Edmund Adams and Chancellor Rod Chu

Date: January 18, 2006

Re: Higher Education Performance Report – 2005 Edition

We are pleased to provide you with the sixth annual *Performance Report for Ohio's Colleges and Universities*. Like previous reports, this edition uses a rich variety of data and data sources to describe higher education in Ohio, from students' academic preparation to learning environments, student progress, degree achievement, and licensure and employment outcomes. In addition, the report provides a wealth of information about research and job-training activities as well as basic financial information about costs, state support, and financial aid provided to students.

The report is published in two documents: a 63-page summary of statewide and sector-level information and a longer supporting document containing outcome measures for individual higher education institutions. Section I of the summary provides information about state and sector patterns or trends, giving the general reader an opportunity to read about and better grasp major points of interest. Section II contains summary campus-level data. Data analysts, members of the media, local policymakers, and legislative staff will find the data in the institutional detail report valuable to learn more about specific campuses and how a specific campus's data compare to sector or state data.

We have good evidence that the report is used to help state and campus policymakers better understand and address higher education issues. We have received interesting feedback from some legislators about past reports. Data in past reports have been very useful in responding to requests from your Office of Budget and Management, other state agencies, state legislators, and the media, especially during budget development. Campus staff continue to find the report a valuable tool for benchmarking purposes and continuous improvement. We have also attached a set of significant higher education policy questions with answers provided from the Performance Report results.

As you know, this report is the result of a significant amount of hard and creative work by campus and Regents staff. We want to acknowledge in particular the leadership of Dr.

Darrell Glenn of our staff, as well as his senior researchers Andy Lechler and William Wagner, and their colleague Carrie Powell. The HEI data system, which collects data about students, courses, and faculty for every term since fall 1998, is the result of intensive work on the part of the public higher education institutions in Ohio, along with more limited participation of private institutions. The report could not have been written without the contributions of our HEI system, led by Harold Horton. Finally and most importantly, hundreds of college and university staff participated in the design, analysis, and review of this report, and while we cannot name them all here, we thank them all for their wonderful contributions to this effort.

Attachments

Questions and Answers from the Performance Report for Ohio's Colleges and Universities, 2005

1. How does Ohio compare to the United States in higher educational attainment, per capita income, and research expenditures per capita?

Ohio has made progress in increasing higher educational attainment and research activity, but we are still behind the rest of the nation. As a consequence of being behind in education and research, Ohio's per capita income is lower than the national level.

- Page 6. In 2003, an estimated 23.3% of Ohio's adults age 25 and older held a bachelor's degree or higher, compared to 27% in the United States. Ohio's per capita income of $29,938 was 95% of the national level of $31,487.

- Page 7. In constant dollars, total research expenditures at Ohio universities increased from $598 million in FY 1988 to $1.25 billion in FY 2003. This is a 110% increase. However, Ohio's per capita research expenditures were still only 80% of the national level.

- Page 10. Enterprise Ohio Network Contract Training Services have grown from FY 2001 to FY 2005. The number of companies served has increased from 4,344 in FY 2001 to 5,858 in FY 2005. Over the same time period, the number of workers trained annually has increased from 151,202 to 194,592.

2. Do Ohio's higher education institutions provide growing educational opportunities to Ohioans?

Yes. Enrollment is increasing and the student body reflects the diversity of the Ohio population.

- Page 12. Headcount enrollment in public and private not-for-profit institutions increased 12% from fall 1998 to fall 2004.

- Page 13. Full-time equivalent enrollment at public institutions increased 15% from fall 1998 to fall 2004.

- Page 14. Blacks and Hispanics are enrolled in college in roughly the same proportion as the corresponding black and Hispanic college age populations in Ohio. Blacks make up 12% of public and private undergraduate enrollment and 12% of Ohio's 18-49 population, and Hispanics make up 2% of undergraduate enrollment and 3% of Ohio's 18-49 population.

- Page 15. Thirty-one percent of Ohio's public and private institution undergraduates are 25 years old and older, 57% are women, and 33% attend part-time.

3. Are all incoming students fully prepared for college when they enroll?

No. Thirty-eight percent of first-time freshmen in public institutions take remedial courses in their first year of college.

- Page 20. Academic deficiencies are more prevalent in math. Thirty percent of first-time freshmen took remedial math and 21% took remedial English courses in their first year of college.

- Page 21. For younger students, high school course-taking patterns have a large impact on the need for remediation. The remedial course enrollment rate among freshmen who took a "complete" college preparatory curriculum in high school (four courses each in English, math, and social studies and at least three courses in science that include biology, chemistry and physics) is only 14 percent. In contrast, freshmen who have taken only a minimum college preparatory curriculum (four courses in English and three courses each in math, social studies and science) have a remedial course enrollment rate of 33 percent and those who have taken less than a minimum college preparatory curriculum have the highest remedial course enrollment rate of 50 percent.

- Page 22. Remedial instruction makes up a much larger share of total instructional activity at two-year institutions than it does at four-year universities. About 12% of undergraduate credits taught at community and state community colleges are in remedial courses, compared to 1.6% at university main campuses. Statewide, 5.2% of undergraduate credit hours are in remedial courses.

- Page 23. Students who take remedial courses and pass them are almost as successful in college as students who do not require remediation.

4. How common is it for students to attend more than one college during their academic careers, and how effective is the transfer process?

A high proportion of students attend more than one institution. Many students who begin in the two-year sector eventually attend four-year institutions and earn bachelor's degrees, but there is some evidence that the transfer process is not seamless across community colleges to universities.

- Page 27. Among public university bachelor's degree graduates in 2003-2004, 29% had transferred at least 30 hours from another institution, with more than half of those transfers coming from the public two-year sector.

- Page 28. Among a cohort of public two-year students beginning full-time in fall 1999, 34 percent of those who graduated did so at the baccalaureate level, and 42 percent of those students who were still enrolled in 2003-2004 were enrolled in public four-year institutions or independent institutions.

- Page 29. Students who began as full-time students in the two-year sector in 1999-2000 and subsequently transferred to public universities had lower five-year graduation and persistence rates than similar students who began at public university main campuses.

5. What kind of progress do students make toward degree completion?

The record is mixed. A majority of students who begin college are successful, but there is room for improvement in the areas of retention, degree completion, and time-to-degree.

- Page 31. Among first-time, full-time, degree-seeking freshmen in the public sector, 68% return to their initial institution in their second year. Seventy-seven percent return to any Ohio institution.

- Page 32. Fifty-nine percent of first-time, full-time, degree-seeking freshmen enrolled at two-year institutions in fall 2001 either earned a degree, persisted at their initial institution, or transferred within three years after beginning college.

- Page 33. Fifty-eight and a half percent of first-time, full-time, bachelor's degree seeking freshmen earned a bachelor's degree or higher in six years or less. Fifty-two and a half percent of those students earned a degree from the same institution where they began as freshmen, and an additional 6% did so after transferring to another institution. Institutions' graduation rates are strongly related to the academic quality of their students: schools where the incoming freshmen had average ACT scores greater than 24 had graduation rates of 84.5%, compared to graduation rates of 37.4% for schools where the incoming freshmen had average ACT scores less than 21.

- Page 34. Students typically take much longer than two years to earn an associate degree. The median time to earn an associate degree is 3.8 years; only 11% of associate degree recipients earned their associate degree in two years or less.

- Page 35. Students take a little longer than four years to earn a bachelor's degree. The median time to earn a bachelor's degree is 4.3 years and 43% of bachelor's degree recipients earned their bachelor's degree in four years or less.

6. What are the outcomes related to production of graduates, quality of graduates, and the retention and work outcomes for graduates within Ohio?

There is some good news to report. Ohio has been graduating more students over the last five years, in-state retention of graduates is high, and growth in graduates' earnings is high.

- Page 38. From FY 2000 to FY 2004, associate degrees increased by 15%, bachelor's degrees increased by 14%, and master's degrees increased by 16%. Doctoral degrees decreased by 7% and professional degrees were flat.

- Page 41. The in-state retention rate of graduates has been 78% for each of the last five spring graduating classes.

- Page 42. Annual earnings for spring 2000 associate degree graduates who worked full-time in 2000 grew by 40% between 2000 and 2004. Earnings growth for bachelor's degree graduates over the same period was 49%.

8. Are Ohio's public higher education institutions efficient compared to those in the rest of the United States?

Yes. Ohio's combined government appropriations and net tuition per student are close to the national level and Ohio expenditures per student have fallen in recent years.

- Page 44. Ohio's combined governmental appropriations and tuition revenues per student were about 4% higher than the national level in FY 2004. However, Ohio's revenue contributions from students and families are relatively high (15th among the 50 states) and Ohio's governmental appropriations per student are relatively low (40th among the 50 states).

- Page 46. In constant 2004 dollars, expenditures per FTE for undergraduate students fell by $379 – or almost 4% -- dropping from $8,866 in FY 2000 to $8,487 in FY 2004.

9. How affordable is public higher education in Ohio?

Sticker-price tuition tends to be high in Ohio, but financial aid exists that can reduce the net price for those who qualify.

- Page 53. In 2005-06, sticker-price tuition at four-year universities in Ohio was 45% higher than the national average ($7,941 in Ohio compared to $5,491 in the United States). At all two-year public institutions, sticker-price tuition in Ohio was 52% higher than the national average ($3,328 in Ohio compared to $2,191 in the United States).

- Page 54. Financial aid opportunities, which include loans, exist that can reduce the net price paid by students and their families. For example, at public four-year universities in Ohio, 78% of first-time full-time freshmen received some kind of financial aid. Twenty-seven percent received federal grants ($2,910 average award), 21% received state grants ($1,505 average award), 39% received institutional grants ($3,667 average award), and 52% took out federal loans ($4,066 average loan). Students and their families do not know what college will actually cost until they apply for financial aid.

- Page 55. In 2003-2004, nearly $592 million in financial aid grants from all sources (federal, state, and institutions) were awarded to resident undergraduate students attending Ohio's public higher education institutions. Seventy percent of those grant funds were distributed through need-based programs, and about 85% of total grant awards were made to students with financial need.

- Page 56. The state of Ohio is a major source of financial aid grants to students in all sectors of higher education, including public, independent for-profit, and independent not-for-profit institutions. A total of $240 million in grant awards was made through state programs, with students in public institutions receiving 47% of those funds.

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Overview Of Higher Education In Ohio

Over 600,000 students attend Ohio's 13 public university main campuses, 24 university regional campuses, two free-standing medical colleges, 23 public community and technical colleges, and 63 independent colleges and universities. A diverse group of students participates in Ohio postsecondary education, including traditional students who have recently graduated from high school, older students returning to school after a long absence, and graduate students pursuing advanced degrees. Students' goals are equally diverse and include simply taking a few classes to prepare for a job; obtaining a certificate or associate degree for immediate employment; earning a bachelor's degree to prepare for a career or continued schooling; and pursuing a graduate or professional degree.

Institutional missions reflect the wide variety of needs of the students and citizens of Ohio. Some institutions focus primarily on undergraduate education, while others have significant graduate and professional education missions. In addition, institutional activities are not restricted to instruction that culminates in a degree. Other important missions include workforce education, pure and applied research, public service, agricultural extension, and clinical activities related to health care professions. This report presents results by sectors that have differing missions. Some background knowledge of the characteristics and role of each sector is necessary to put these results in perspective.

Community colleges and state community colleges are two-year institutions that offer both technical and transfer programs. Community colleges are supported by local property tax levies in addition to state subsidy and tuition and fees. Technical colleges are two-year institutions that offer only technical programs and have a core curriculum that is transferable to a four-year institution.

University main campuses and their regional campuses offer a full complement of degree and certificate programs ranging from one-year certificates, associate degrees and bachelor's degrees to graduate and professional degrees. Regional campuses of universities are more likely to specialize in the award of two-year degrees and certificates but often cooperate with the main campuses to offer baccalaureate and graduate instruction. Independent colleges and universities are equally diverse – ranging from small liberal arts colleges enrolling only a few hundred students to large, nationally recognized research universities.

The following chart summarizes the primary degree programs and state and local governmental instructional funding sources of the higher education sectors in Ohio:

Sector	Number of Institutions	Primary Degree Programs	State and Local Government Instructional Funding Sources
Community Colleges	6	Technical and transfer programs leading to associate degrees and less-than-2-year certificates	• Local property tax levies • State appropriations
State Community Colleges	9	Technical and transfer programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Technical Colleges	8	Technical programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Public University Main Campuses and Medical Colleges	15	Associate, bachelor's, graduate, and professional degrees	• State appropriations
Public University Regional Campuses	24	Transfer programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Independent Colleges and Universities	63	Varies by institution; includes associate, bachelor's, graduate, and professional degrees	• No direct assistance

The Performance Report presents a wealth of detailed information about higher education in Ohio. Knowledge of this detail is necessary for a full understanding of higher education outcomes and processes, but it is also useful to be familiar with the "highlights," and the trends in those outcomes over time. The table on the following page presents such a "dashboard" view of higher education in Ohio. While those indicators do not present a complete picture of outcomes and their causes, they do provide a starting point for understanding some of the successes and challenges faced by educators and policymakers. The table includes references to page numbers in the report where more complete information about those outcomes may be found.

Five-Year Outcomes Summary

	Report Reference	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
Enrollment						
Fall Headcount [1]	Page 12	552,041	553,049	571,656	590,058	604,826
Preparation						
Freshman Remediation Rate (Public)	Page 20	N/A	36%	37%	38%	38%
Academic Progress						
1st to 2nd Year Retention (Public)	Page 31	77%	78%	78%	77%	77%
Graduate Outcomes						
6-Year Graduation Rate [2]		Fall 1994 Cohort	Fall 1995 Cohort	Fall 1996 Cohort	Fall 1997 Cohort	Fall 1998 Cohort
Public Institutions (Same Institution)	Page 33	49%	53%	54%	53%	53%
Public Institutions (Total Rate)						58%
Private, Not-for Profit Institutions (Same Institution)		59%	63%	64%	64%	64%
Total (Same Institution)		53%	56%	58%	57%	56%
			Fall 1998 Cohort	Fall 1999 Cohort	Fall 2000 Cohort	Fall 2001 Cohort
3-Year Success Rate [3]	Page 32	N/A	57%	58%	60%	59%
Degree Production (Public/Private)	Page 38					
Associate		18,800	19,097	19,666	20,508	21,564
Bachelor's		49,108	51,043	52,286	54,325	56,202
Master's and Above		20,645	22,466	23,020	23,481	24,142
Total		88,553	92,606	94,972	98,314	101,908
Resources & Expenditures at Ohio's State-Supported Institutions (Shown in constant 2004 dollars)	Page 46					
State Support per Subsidy-Eligible FTE		$4,645	$4,777	$4,262	$3,925	$3,636
Instructional and General Expenditures per Undergrad FTE		$8,866	$8,916	$8,425	$8,472	$8,487
Research Expenditures in $1000s (Public plus Case Western Reserve University and University of Dayton)	Page 7	$905,764	$984,217	$1,104,903	$1,253,894	N/A

[1] Excludes proprietary school enrollments.

[2] Percent of first-time, full-time, bachelor's degree-seeking freshmen that earned a bachelor's degree or higher by the end of their 6th year. "Total Rate" includes graduates who transfer and graduate from a different institution from where they started.

[3] Percent of first-time, full-time associate degree or transfer-seeking students that either have graduated or are still enrolled by the end of their 3rd year (public only)

IMPACT OF HIGHER EDUCATION On THE ECONOMY

Higher education performs several functions, including traditional instruction leading to degree attainment, workforce training, and research. The effects of those activities are far-ranging and include a more informed citizenry, better health, and a more productive and vibrant economy. All of those outcomes are important, but in recent years a special emphasis has been placed on the economic impact of higher education.

In June 2003, Governor Taft appointed 33 of Ohio's leaders from business, government, and higher education to a Commission on Higher Education and the Economy. This group was charged with the task of making recommendations on how to make Ohio competitive in the knowledge economy, promote access and create opportunities for all students, and deliver results for public investments. The recommendations of the Commission, presented in a report released in April 2004 (www.chee.ohio.gov), center around two overarching goals:

1. Provide more Ohioans with the knowledge and skills they need to succeed in the knowledge- and innovation-based economy.
2. Create more jobs and economic growth by strengthening higher education's research base and ability to develop and bring to market new ideas and innovations.

The Commission recognized that the multiple functions of higher education do not compete, but instead work together to make contributions to economic development. In the knowledge economy, higher education supplies educated graduates and trained workers who are employed by companies that use the results of pure and applied research generated by universities.

The Performance Report presents information on how well Ohio higher education is progressing toward these goals of increased skills and educational attainment and increased research and jobs creation. The broad conclusion is that Ohio is making progress but still lags behind the U.S. in educational attainment, income, and research activity.

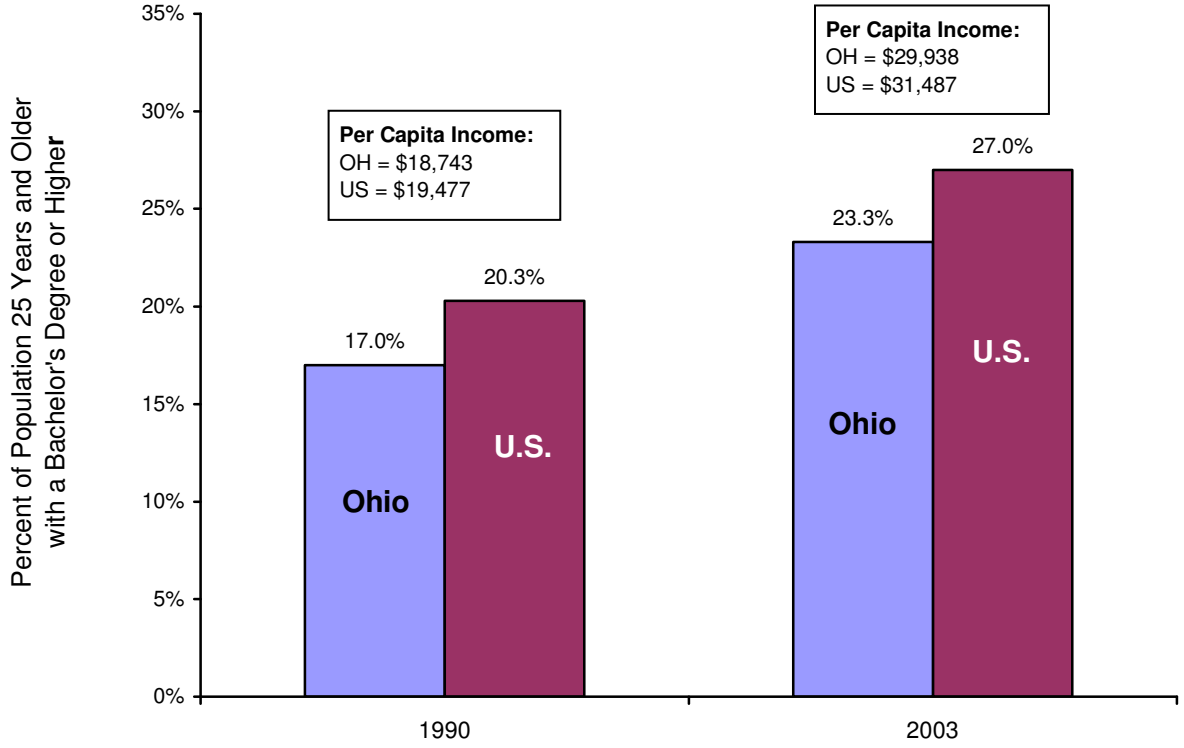
Higher Educational Attainment. In 1990, 17% of adult Ohioans had a bachelor's degree or higher, compared to 20% for the United States. Ohio had increased its bachelor's degree attainment rate to 23% by 2004, but the U.S. level had risen to 27% by then. This persistent deficiency in higher educational attainment is one of the primary reasons per capita income in Ohio lags behind that of the rest of the nation. These

figures indicate that although Ohio has made improvements in educational attainment, the state will have to progress even faster to close the income gap.

Academic Research and Development Activities. Basic research is vital to the future economic competitiveness of the State of Ohio. University research leads directly to new technology and, ultimately, to new jobs associated with the commercialization of new technological innovations. Since 1983 the Board of Regents has administered a set of research support programs that: 1) continually enhance Ohio's academic research infrastructure, which includes funding for highly talented Ohio Eminent Scholars, modern laboratory facilities, and state-of-the-art major scientific instrumentation; 2) develop strong research consortia with collaborative linkages among many different academic and industrial laboratories; and 3) directly reward Ohio universities for their success in securing external funding for research. The Ohio Eminent Scholars, Hayes Investment Fund, Action Fund, and Research Challenge programs provide access to research support funding for each of Ohio's 13 public universities, two free-standing medical schools, and two private Ph.D.-granting universities. Since 1985 the Regents' research support programs have contributed to a dramatic rise in Ohio's research expenditures per capita compared to the nation. In constant 2003 dollars, Ohio's research expenditures per capita were $42 in FY 1985, 60% of the national level of $70. By FY 2003, Ohio's per capita research expenditures had risen to $110, 80% of the national level of $138. According to the National Science Foundation, total research and development expenditures at Ohio's universities and colleges during FY 2003 amounted to $1.25 billion, funded primarily by federal agencies and private industry.

Workforce Development. Since 1986 Ohio's public two-year community and technical colleges and university regional campuses, working collaboratively as the EnterpriseOhio Network, have been providing training and assessment services to Ohio employers. Assessment services help employers better define job and skill requirements and make better informed hiring decisions. Training customized to employer needs produces the upgraded employee skill levels necessary to meet changing business requirements. Common results of higher skill levels are reductions in defective products, in machine down time, and in production cycle time. Other results of training are improvements in productivity, customer satisfaction, and other key performance indicators. In FY 2005, 5,858 companies utilized EnterpriseOhio Network services. The number of companies with 100 or fewer employees using EnterpriseOhio Network assessment and training services increased from 2,283 in FY 2001 to 3,209 in FY 2005.

Educational Attainment and Per Capita Income
1990 and 2003



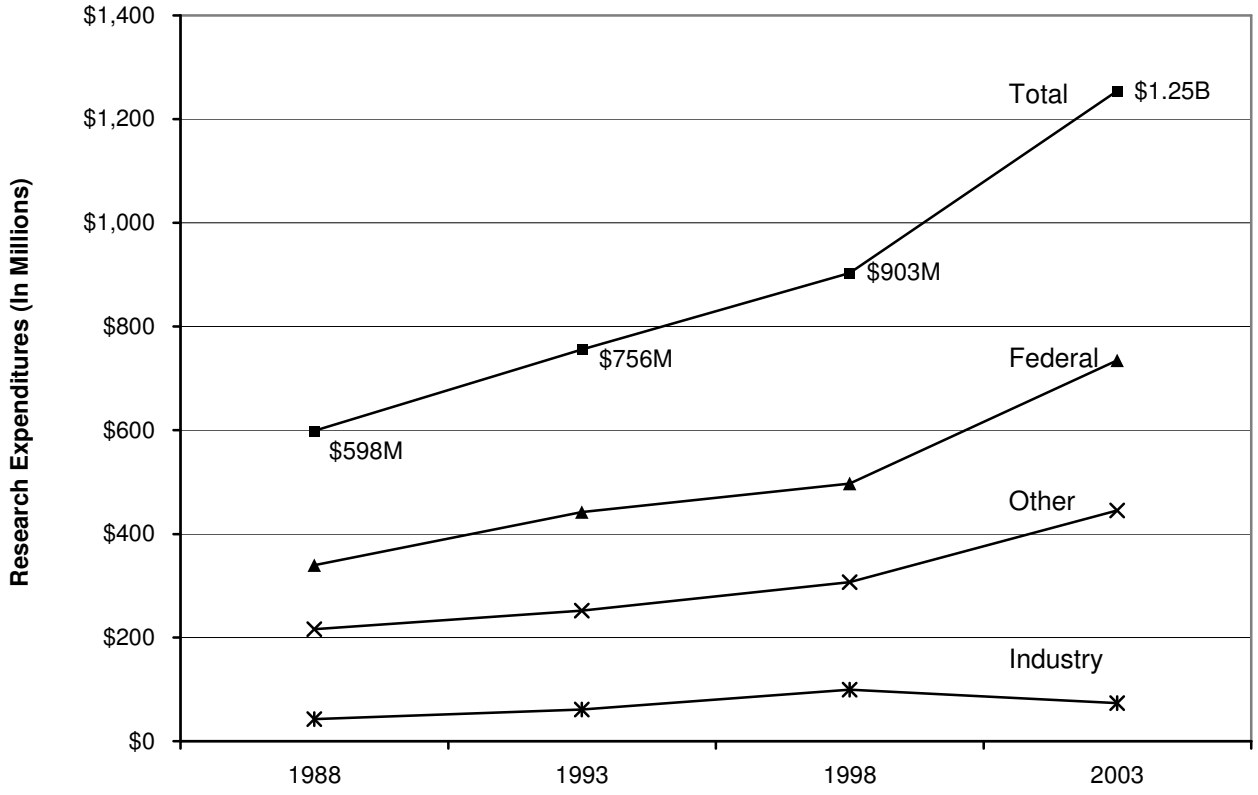
Source: U.S. Census, American Community Survey, and Bureau of Economic Analysis.

- Higher educational attainment in Ohio increased from 1990 to 2003, but Ohio still lags the nation. In 2003, 23.3% of Ohioans age 25 and older held a bachelor's degree or higher, up 6.3 percentage points from the 1990 level of 17%. Nationally, 27.0% of adults held a bachelor's degree or higher, up 6.7 percentage points from the 1990 level of 20.3%. Just to reach the national average in bachelor's degree attainment, an additional 271,000 Ohioans would need to earn a bachelor's degree.

- Higher education increases the earning potential of those who follow through to degree completion. When a state's population is more educated, per-capita income rises and the entire state benefits from a higher standard of living. As a result of the gap in higher education attainment, Ohio's per-capita income continues to trail the nation. In 1990, Ohio's per-capita income of $18,743 represented 96% of the national average. In 2003, Ohio's per-capita income of $29,938 had fallen slightly to 95% of the national average.

Research Expenditures for Ohio Public and Private Institutions, FY 1988 through FY 2003

Converted to Constant 2003 Dollars



Source: National Science Foundation

- Total research expenditures for Ohio universities increased by 110% from 1988 to 2003, from $598 million to $1.25 billion.

- Expenditures from all revenue sources – federal, industry, and other – increased by large margins. Federally financed research increased 116% from $340 million to $735 million, industry financed research increased 74% from $42 million to $74 million, and research financed from other sources (institutional and state and local government) increased 106% from $216 million to $446 million.

Technology Transfer and Commercialization Activities at Ohio's Universities

FY 2001 - 2004

Activity	FY 2001 Total	FY 2002 Total	FY 2003 Total	FY 2004 Total	% Increase FY 2001 to FY 2004
Total U.S. Patent Applications Filed	270	323	331	399	48%
U.S. Patents Issued	107	112	108	121	13%
Invention Disclosures Submitted	449	593	583	731	63%
Licenses & Options Executed	95	92	131	120	26%
Gross License Income Received ($ millions)	$16.5	$16.3	$18.4	$22.7	37%
Start-up Companies Formed	17	17	15	20	18%

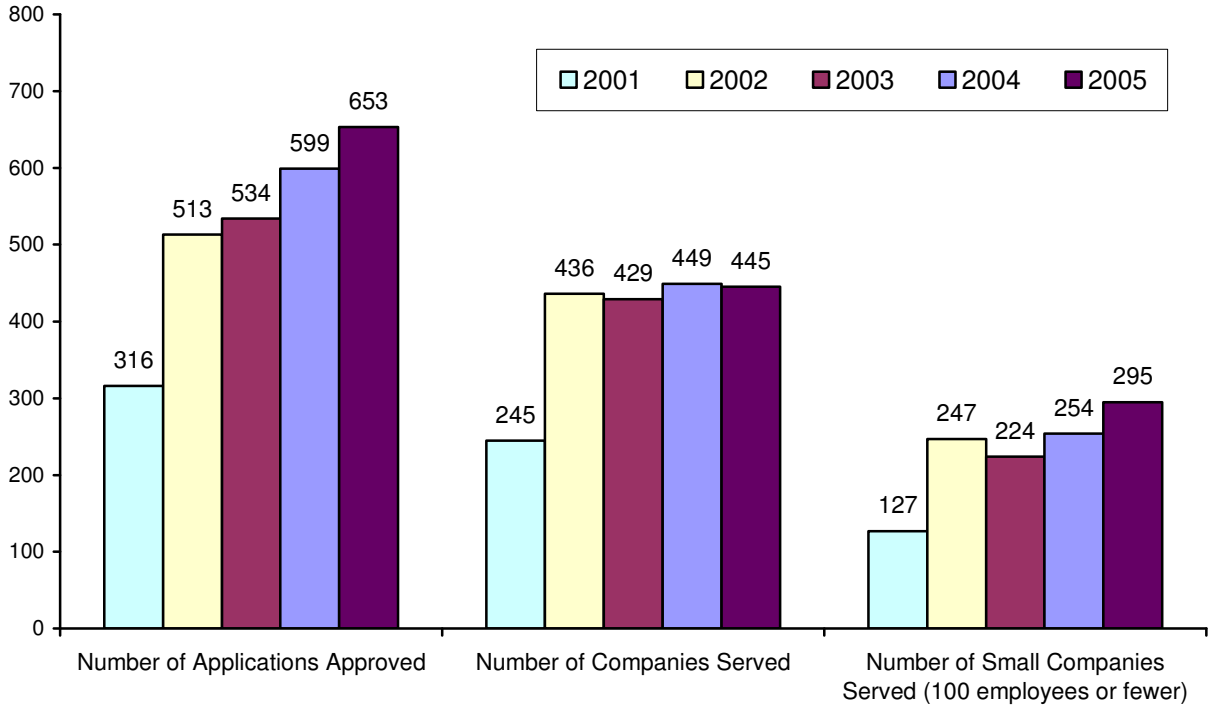
- It is encouraging that Ohio universities' research expenditures have been increasing over time, as this represents both an increase in knowledge-producing activity and a direct stimulus to the Ohio economy through the receipt of outside funds. Ohio higher education is also making progress in converting research activity into economic development through patents, inventions, licenses, and the formation of new companies. All of these measures of technology transfer and commercialization increased from FY 2001 to FY 2004.

- In FY 2004, 399 U.S. patent applications were filed and 121 U.S. patents were issued. From FY 2001 to FY 2004, patent applications increased by 48% and patents issued increased by 13%.

- There was a 63% increase in invention disclosures from 449 in FY 2001 to 731 in FY 2004. Licenses and options increased by 26%, from 95 in FY 2001 to 120 in FY 2004. Income received from licenses increased by 37%, from $16.5 million in FY 2001 to $22.7 million in FY 2004.

- In an encouraging sign for economic development and employment, 69 start-up companies were formed during the four-year period ending in FY 2004 as a result of university research activities.

Targeted Industries Training Grant History
FY 2001 - 2005



- Targeted Industries Training Grants provide matching funds to companies in support of training projects designed to improve company performance. The grants reinforce the value of training by helping companies to view training not just as an expense, but as an investment that can provide significant returns in the form of improved quality, higher productivity, and lower costs.
- Both the number of training grants awarded and the number of companies served through participation in the Targeted Industries Training Grants program have increased over the last five years.
- The number of workers trained has nearly tripled from 10,560 workers in 2000 to 30,734 workers in 2005. Since 2000, nearly 140,000 workers have received training as a result of Targeted Industries grants.
- More than half of the companies receiving Targeted Industries Training Grants are small companies – those having fewer than 100 employees. For eligible small companies, the grants can cover up to 75% of the cost of training.

Ohio Employers Using EnterpriseOhio Network Contract Training Services

FY 2001 - 2005

Company Size	FY 2001	FY 2002	FY 2003	FY2004	FY2005
1-100 Employees	2,283	2,235	2,367	2,694	3,209
101-249 Employees	745	943	817	1105	1,250
250-499 Employees	527	595	364	618	676
500+ Employees	789	838	757	778	723
Total Companies Served[1]	**4,344**	**4,611**	**4,305**	**5,195**	**5,858**
Number of Employed Persons Served by Non-Credit Training Efforts	151,202	168,984	170,016	166,765	194,592

[1] Includes both credit and non-credit contract training

- The EnterpriseOhio Network is a collaboration of public two-year community and technical colleges and university regional campuses that provides training and assessment services to Ohio employers.
- The number of employed persons trained through the EnterpriseOhio Network on a non-credit basis has steadily increased over the last four years. From FY 2001 to 2005, the total number of workers served by EnterpriseOhio exceeded 850,000.
- The number of small companies served by EnterpriseOhio has increased sharply over the last four years. In 2005, more than half of the companies served by EnterpriseOhio campuses were small businesses – those with 100 or fewer employees.

ENROLLMENT AND STUDENT CHARACTERISTICS

Ohio is under-educated compared to the rest of the United States, with 23% of its adult population 25 and older having a bachelor's degree or higher, compared to 27% for the United States (2004 American Community Survey). This gap is critical, because income levels and standards of living are closely tied to education levels. Nationally, bachelor's degree recipients earned about $19,000 more than high school graduates in 2003. In addition, the unemployment rate for bachelor's degree recipients was 3.3%, compared to 5.5% for those with only a high school diploma. More Ohioans need to participate in higher education so that our economy can provide the jobs and income levels required to maintain a high quality of life.

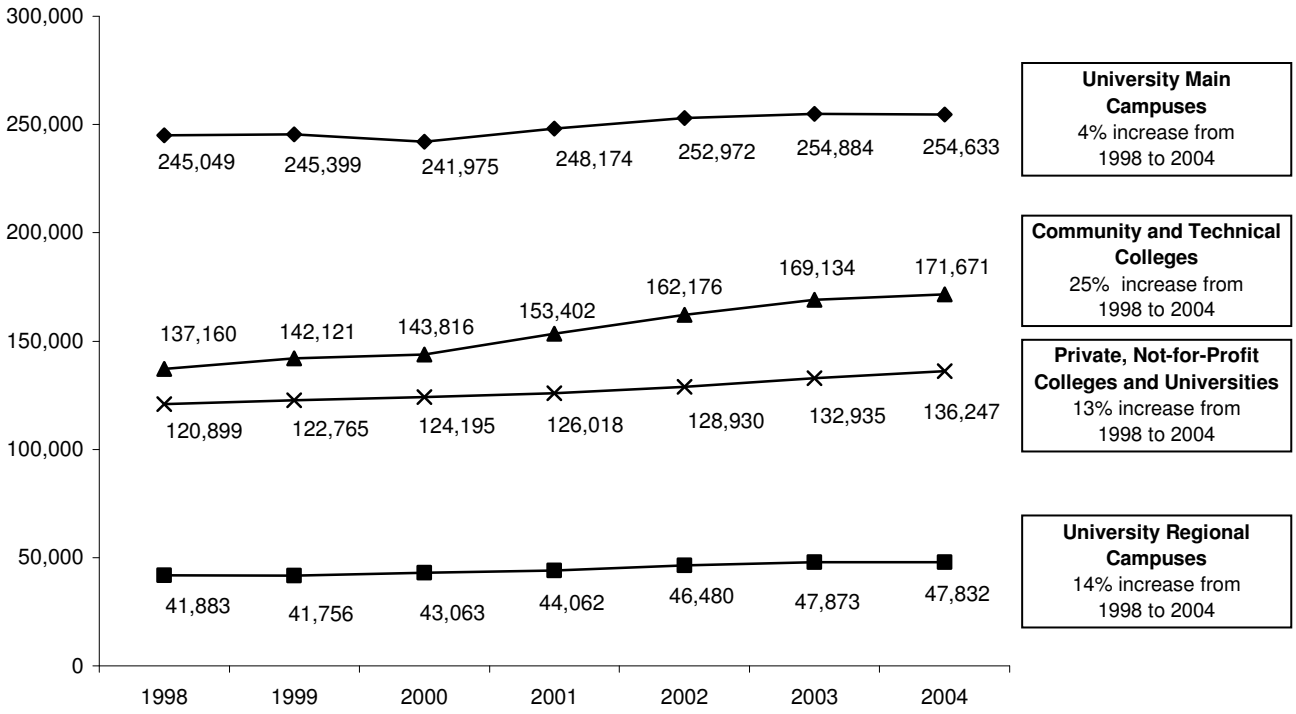
The charge for higher education in Ohio is clear: Increase the successful participation in higher education of Ohioans from all demographic and racial groups. The Governor's Commission on Higher Education and the Economy recommended that total enrollment in higher education in Ohio increase by 30% from 2003 to 2015. This enrollment increase will be in addition to substantial increases that have already occurred in recent years. From fall 1998 to fall 2004, higher education enrollment grew 12%, from 544,991 to 610,383. This increase in enrollment is significantly larger than the 2% increase in Ohio's overall population that occurred over the same period.

The Ohio higher education student body has a racial and ethnic composition that closely mirrors Ohio's college-age population. According to the 2004 American Community Survey, about 17% of the Ohio population in the 18 to 49 age group was Asian/Pacific Islander, Black, or Hispanic. Those same groups constituted 16% of Ohio's undergraduate enrollment in 2004. In addition, Ohio is diverse in terms of the age, gender, and attendance status of students enrolled at its higher education institutions. Students aged 25 and older make up almost one-third of undergraduate enrollment in Ohio. Women make up well over a majority of undergraduates, 57% compared to 43% male, and 33% of undergraduates attend college part-time. In the two-year sector, almost half of the students are age 25 and older, 61% are female, and 55% attend part-time.

Obstacles to increased higher education participation and success include high costs of attendance (see Chapter IX) and lack of preparation for college-level work (see Chapter IV). However, higher education institutions employ a variety of means to increase access to higher education, including offering more opportunities for distance learning. At the 50 public institutions and campuses that participate in the Ohio Learning Network distance learning course catalogue, 9% of undergraduates took at least one distance learning course in fall 2004. Undergraduate students taking distance learning courses are more likely to be 25 years of age and older, female, or enrolled as part-time students than are other undergraduates.

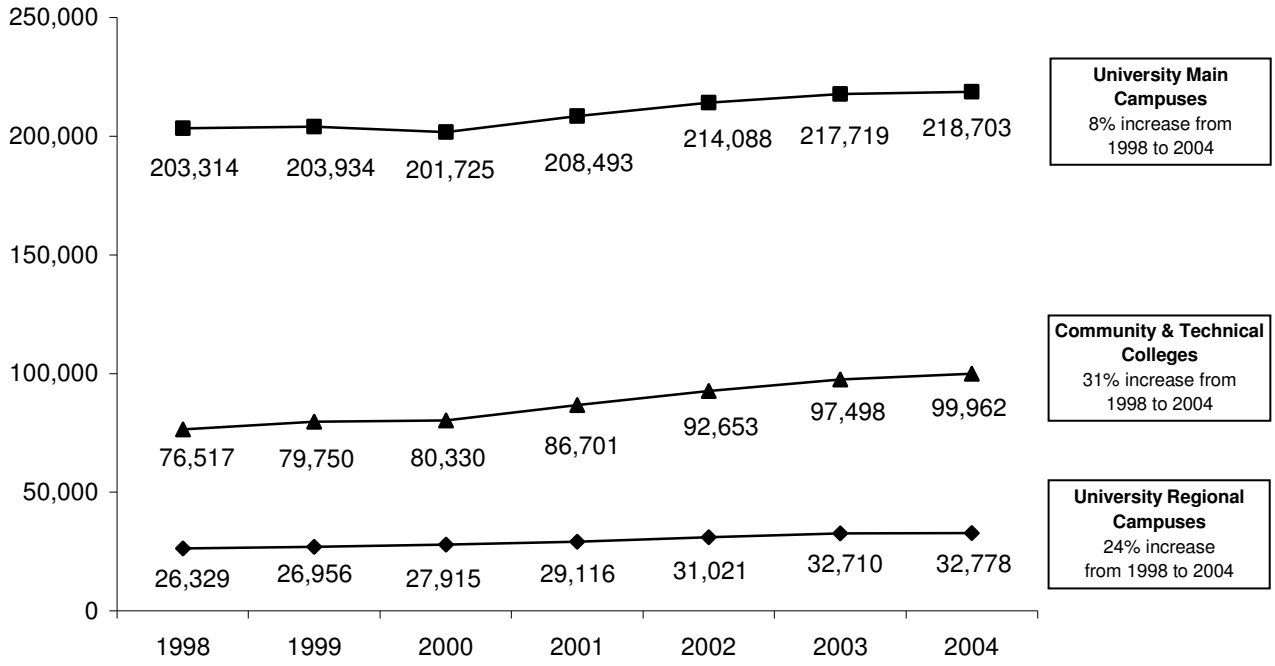
Fall Headcount Enrollments

1998 - 2004



- From fall 1998 to fall 2004, headcount enrollments in Ohio higher education rose by 65,392, a 12% increase. This increase in enrollment occurred over a time period in which the population in Ohio aged 18-49 increased by only 3.1%.
- The highest growth occurred at Ohio's community and technical colleges. Enrollment increased 25% at those campuses, which primarily award associate degrees. University regional campuses also experienced strong enrollment growth at 14%. Those institutions have a strong focus on offering credits that can be transferred to a university main campus.
- Enrollment at Ohio's public universities grew by 4%, while enrollment at Ohio's private, not-for-profit institutions increased 13%.
- Some institutions are constrained in their growth by capacity limitations in either physical space or availability of qualified faculty. Some residential campuses are constrained in their growth by state regulation. Some universities are constrained in their growth by selective enrollments.

Public Institution
Full-Time Equivalent (FTE) Enrollments
Fall Term 1998 to 2004



- From fall 1998 to fall 2004, full-time equivalent enrollments in all sectors of Ohio public higher education combined rose by 45,283, a 15% increase.

- The highest percentage of FTE growth has been in the colleges offering associate degrees and transfer credits to the universities, where we see growth rates of 31% and 24%, compared to 8% growth at the universities.

- As noted in page 12, some schools are constrained in their growth by capacity limitations in either physical space or availability of qualified faculty. Some residential campuses are constrained in their growth by state regulation. Some universities are constrained in their growth by selective enrollments.

Racial/Ethnic Diversity at Ohio's Public and Private Colleges and Universities Compared to the Nation

	Nation		Ohio	
Race / Ethnicity	Population 18-49 2004 Census[1]	Undergraduate Student Population Fall 2004[2]	Population 18-49 2004 Census[1]	Undergraduate Student Population Fall 2004[2]
American Indian or Alaskan Native	1%	1%	<1%	<1%
Asian or Pacific Islander	5%	6%	2%	2%
Black / non-Hispanic	13%	12%	12%	12%
Hispanic	16%	12%	3%	2%
White / non-Hispanic	65%	61%	83%	78%
Nonresident Alien	n/a	2%	n/a	1%
Other Race or Race Unknown	1%	6%	1%	5%

[1] U.S. Census Population Estimates, July 2004

[2] Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment 2004 Survey

- A rough indication of the openness of higher education institutions to people of all racial and ethnic groups can be gained by comparing the representation of each racial/ethnic group in the overall college-age population to its representation in higher education.
- Ohio's undergraduate student population has roughly the same racial and ethnic composition as Ohio's college-age population.
- Twelve percent of Ohio's undergraduates are Black/non-Hispanic, the same as the Black/non-Hispanic share of Ohio's overall college-age population. Likewise, 2% of undergraduates are Hispanic and 2% are Asian or Pacific Islanders, nearly identical to their respective shares of Ohio's overall college-age population.
- White/non-Hispanics represent a slightly smaller share of Ohio's undergraduate enrollment compared to Ohio's college-age population as a whole, at 78% compared to 83%. However, some of this gap may be attributable to a large number of undergraduates whose race is reported as "other" or "unknown" for the Integrated Postsecondary Education Data System (IPEDS) reporting purposes.
- For comparison purposes, data on the college-age population and undergraduate student population for the United States are provided. Nationally, the representation of the White/non-Hispanic, Black/non-Hispanic, and Hispanic populations in higher education is slightly below the corresponding shares of the college-age population as a whole. Again, some of the variation may be due to reporting differences between IPEDS and the U.S. Census Bureau.

Age, Gender, and Part-Time Status at Ohio's State-Supported and Private Colleges and Universities

	Undergraduate Student Population					
	Total		4-Year		2-Year	
Age, Gender, Attendance Status	Nation Fall 2004	Ohio Fall 2004	Nation Fall 2004	Ohio Fall 2004	Nation Fall 2004	Ohio Fall 2004
Age 25 and Older[1]	32%	31%	23%	19%	43%	47%
Male	43%	43%	44%	46%	41%	39%
Female	57%	57%	56%	54%	59%	61%
Part-Time	37%	33%	20%	17%	59%	55%

Data Source: Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey

[1] Fall 2003 data

- Ohio's public and private institutions are similar to those in the rest of the United States in terms of their enrollment of older students. Thirty-one percent of Ohio undergraduates are age 25 years and older, compared to 32% in the United States as a whole.

- The gender mix in Ohio public higher education is identical to that for the nation, with male students making up 43% of enrollments both in Ohio and in the nation. The Ohio student body is less likely to enroll on a part-time basis, with 33% of Ohio undergraduates attending part-time, compared to 37% in the United States as a whole.

- Both in Ohio and in the U.S., four-year institutions are more likely than two-year institutions to enroll students with a "traditional" profile in terms of age and part-time status. A smaller proportion of students in the four-year sector are age 25 and older or part-time compared to students in the two-year sector.

- Demographic differences with respect to age between two- and four-year institutions are more pronounced in Ohio than in the nation as a whole. In Ohio's two-year sector, 47% of students are age 25 and older, compared to only 19% of students in Ohio's 4-year sector. In the United States, 43% of students in the two-year sector are age 25 and older, compared to 23% of students in the four-year sector.

PREPARATION FOR COLLEGE-LEVEL WORK

Increasing enrollment in higher education is an important step toward increasing higher educational attainment in Ohio, but it is equally important that those who begin higher education be prepared to succeed. Preparation for college varies widely among students. Some students begin college-level work while they are in high school. Other students are not ready for college-level work when they get to college, and are required to take remedial courses to become fully prepared. Successful completion of remedial coursework is normally required before students can take regular college courses in English and mathematics; moreover, remedial courses do not generally count toward graduation requirements.

According to the *Making the Transition from High School to College in Ohio 2005* report, 20% of freshmen entering Ohio's colleges and universities in fall 2003 had taken an Advanced Placement exam or a college class at a public college or university through the Postsecondary Enrollment Options (PSEO) program before enrolling in college. Participation in those types of early college programs is rising slowly in Ohio, with 8.5% of Ohio's high school juniors and seniors taking an Advanced Placement exam in FY 2004 compared to 7.2% in FY 1999. PSEO enrollment rose from 2.9% of high school juniors and seniors in FY 1999 to 3.1% in FY 2004.

At the other end of the preparation spectrum, 38% of all first-time freshmen in Ohio's public higher education institutions took at least one remedial course in math or English during their first year in college. A recent National Center for Education Statistics study reports that for a large national sample of public institutions, the remedial course enrollment rate for first-time freshmen was 32% for the fall semester only. Ohio's corresponding remedial course enrollment rate for the fall semester only was 35%, three percentage points higher than the national level. This figure is not exactly comparable to the Ohio remedial enrollment rates reported here, since it is based on fall semester only results for both public and private institutions, rather than results for the full academic year for public institutions only.

Student age and level of high school preparation are among the factors that influence the level of remedial course enrollment. The overall remedial course enrollment rate for students age 20 and older is 39%, compared to 37% for students younger than 20 years old. For young students who have taken the *complete* core curriculum (four years each of English, math, and social studies, and at least three years of science courses, including biology, chemistry, and physics) in high school, the remedial enrollment rate is 14%. This is much lower than the 33% remedial course enrollment rate for those who have taken the *minimum* core (four

years of English, and three years each of laboratory science, math, and social studies) and the 50% remedial course enrollment rate for those who have taken *less than a minimum* core curriculum.

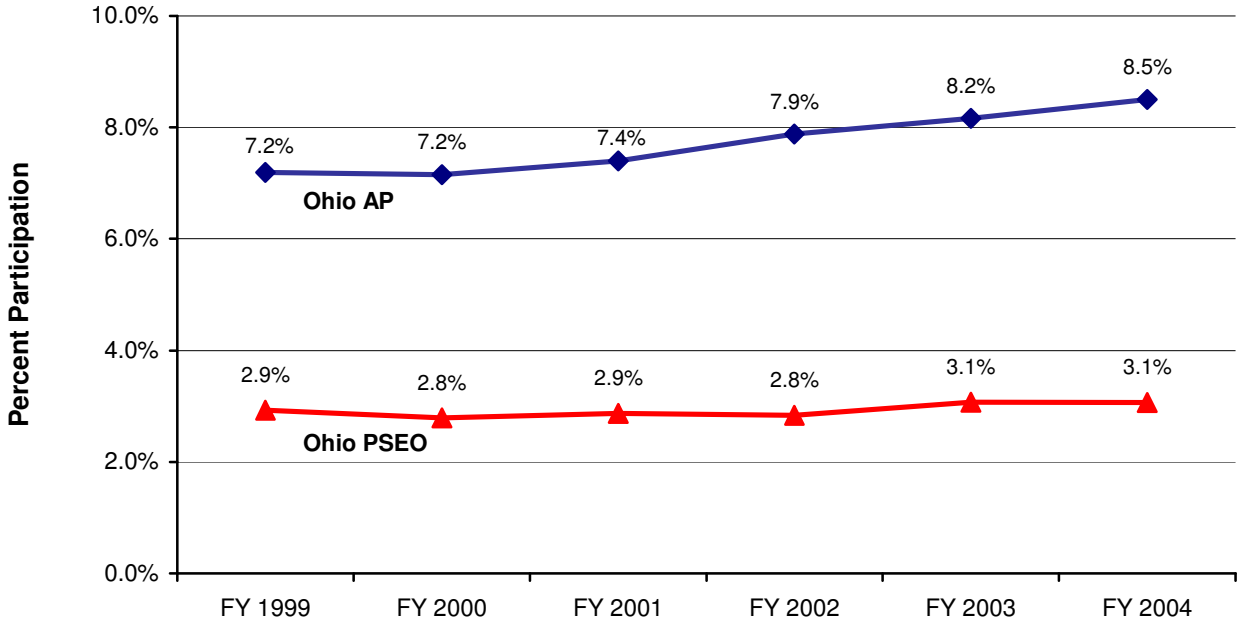
Although this Performance Report includes developmental education in its remedial figures, distinctions can be drawn between developmental education, which is "refresher" education, and true remedial education, which is due to inadequate preparation. Older students who graduated from high school several years prior to enrolling in college may need refresher courses even if they had good academic preparation in high school. When a student attending college right out of high school requires remediation, it is more likely the result of inadequate high school and/or earlier preparation, among other factors.

A variety of costs are incurred when students require enrollment in remedial courses. Remedial course enrollments account for about 5% of total undergraduate credit hours and about 2%, or $29 million, of total state support for undergraduate instruction. However, a full accounting of the cost of poor preparation goes beyond the expenditures related to remedial courses. Results from a Board of Regents study of a fall 1998 cohort of first-time freshmen indicate that students who require remedial courses are less likely to earn degrees, require more course attempts to complete degree requirements, and they are less likely to major in science, engineering and mathematics. Only 28% of students who took remedial courses earned a degree of any level within six years, compared to 56% of the non-remedial students. Furthermore, students who took remedial courses were only one-third as likely as the better-prepared students to earn bachelor's degrees (15% compared to 45%). Bachelor's degree recipients who took remedial courses attempted an average of 147 semester credit hours, compared to 139 for remediation-free students. Remedial students who earned an associate degree attempted an average of 91 semester credit hours, compared to 85 for remediation-free students.

Lack of preparation also influences students' choice of major field, especially at the bachelor's degree level. Among bachelor's degree recipients who took remedial courses, only 8% majored in science, engineering, or mathematics, compared to 20% of the bachelor's graduates who did not take remedial courses.

Unless and until traditional students arrive adequately prepared for higher education, remedial coursework will remain a necessity. Students who successfully complete their required remedial coursework during their freshman year have substantially higher achievement and retention levels than students who do not complete their remedial coursework. Although students requiring remedial coursework do not perform quite as well as students who begin college fully prepared, the results indicate that remedial education improves outcomes and gives students who otherwise might not have succeeded in college a chance.

Trends in Early College Enrollment by High School Juniors and Seniors FY 1999 - FY 2004



Source for AP data: The College Board

- The Advanced Placement, or AP, program offered by The College Board allows students to take advanced courses while still in high school. Students may take a comprehensive exam at the end of the course. Most colleges give credit for courses in which the student has earned a 3, 4, or 5 on the AP exam. The program offers 34 courses in 19 subject areas. The most popular tests in Ohio for the year 2003-2004 were US History, English Literature and Composition, Calculus, and US Government.

- The Postsecondary Enrollment Options (PSEO) program was created by the Ohio Legislature in 1990 to allow students to take college courses while still in high school. The program pays for most tuition expenses and is administered through the public schools. Interested students must apply to the PSEO program, and if accepted, can receive both high school and college credit for completed courses.

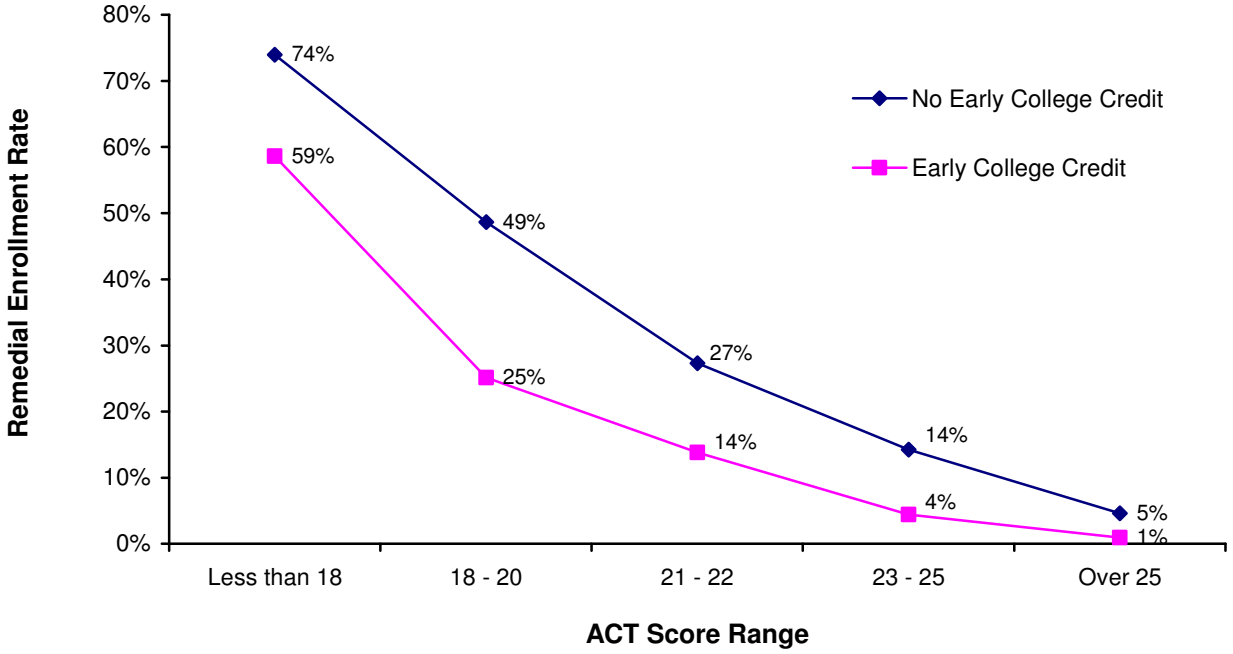
- Ohio's participation rates for both the AP and PSEO programs have risen from 1999 to 2004. The AP participation rates have been considerably higher than the PSEO participation rates throughout this time period.

- AP participation in Ohio as a proportion of 11th and 12th graders has grown from 7.2 percent in 1999 to 8.5 percent in 2004.

- Similarly, enrollment in the PSEO program has increased from 2.9% in FY 1999 to 3.1% in FY 2004.

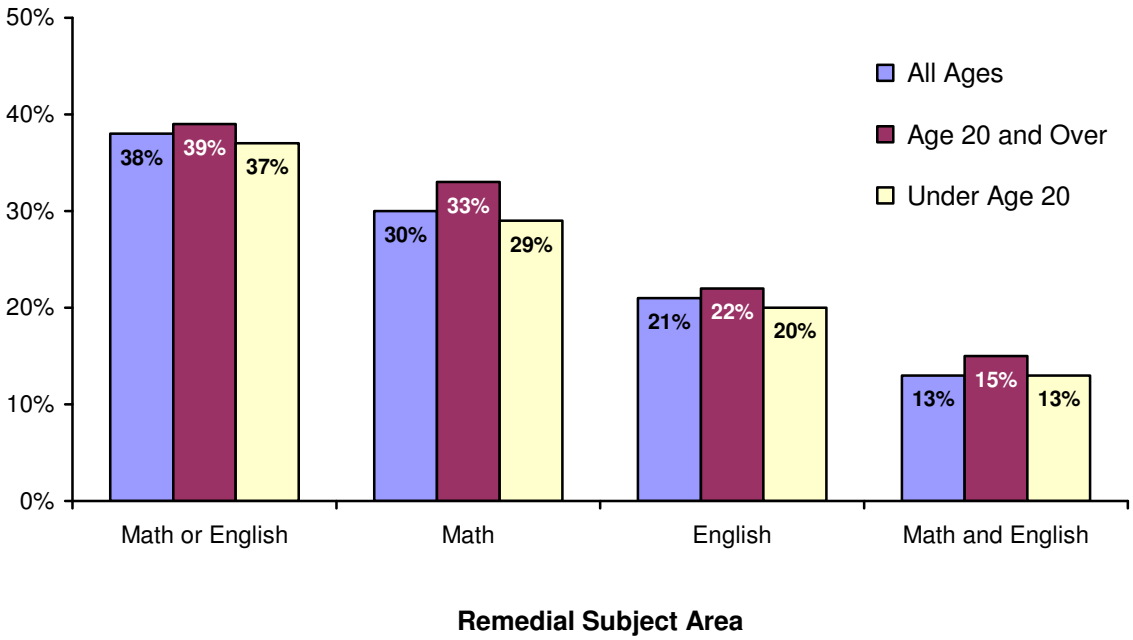
- Although the growth in Ohio's early college participation is encouraging, AP participation of 8.5% in FY 2004 was much lower than the national level of 12.6%. National data on PSEO-type programs are unavailable.

Remedial Enrollment Rates by ACT Scores and Early College Credit for First-Year Students
FY 2002-2003



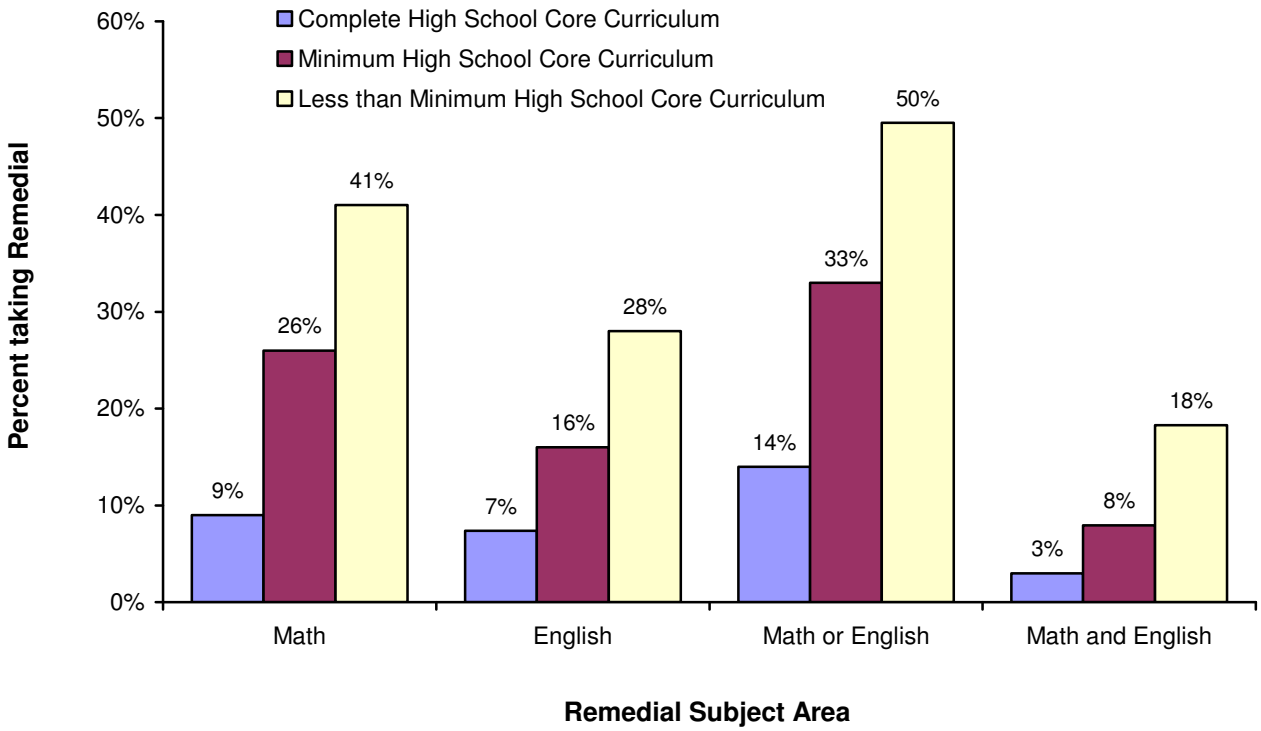
- A small percentage of high school students earned some type of college credit while in high school. The results indicate that getting an early start in college-level coursework is associated with improved academic outcomes in college for these students, regardless of their level of academic ability.
- Early college experiences include both Advanced Placement credits and college courses taken while in high school.
- Both academic ability, as estimated by ACT scores, and early college experiences have an impact on remedial course enrollment rates.
- The graph above shows that remediation rates decline as ACT scores increase. However, within each ACT score range, students with early college experience in high school had lower rates of remediation.
- The most dramatic variation is found among students scoring between 18 and 22. Forty-nine percent of students who scored in the 18-20 range on the ACT and had *no* early college experience took remedial coursework in college, compared to 25% of students who scored in the same range on the ACT, but who had *some* early college experience. Similarly, 27% of students who scored in the 21-22 range on the ACT and had *no* early college experience took remedial coursework in college, compared to only 14% of students who scored in the same range on the ACT, but who had *some* early college experience.

Percent of First-Year Students Taking Remedial Coursework in FY 2003-2004, by Subject and Age Group



- Remedial coursework, also called developmental coursework, is taken by students who require additional preparation before moving on to college-level coursework. Remedial course credits do not generally count toward degree requirements.
- Thirty-eight percent of all first-year students in FY 2004 took at least one math or English remedial course during their first year. This is identical to the rate in FY 2003 and a slight increase over the FY 2002 remediation rate of 37%.
- First-year students require additional preparation in math at a higher rate than in English (30% compared to 21%).
- Older students are more likely to take remedial coursework than are younger students who recently graduated from high school. Thirty-nine percent of students age 20 and over took at least one remedial course – either math or English – compared to 37% of students under age 20.
- The disparity in remediation rates between older students and younger students is more pronounced in math (33% compared to 29%) than in English (22% compared to 20%).
- Thirteen percent of all first-year students took remedial coursework in both math and English.

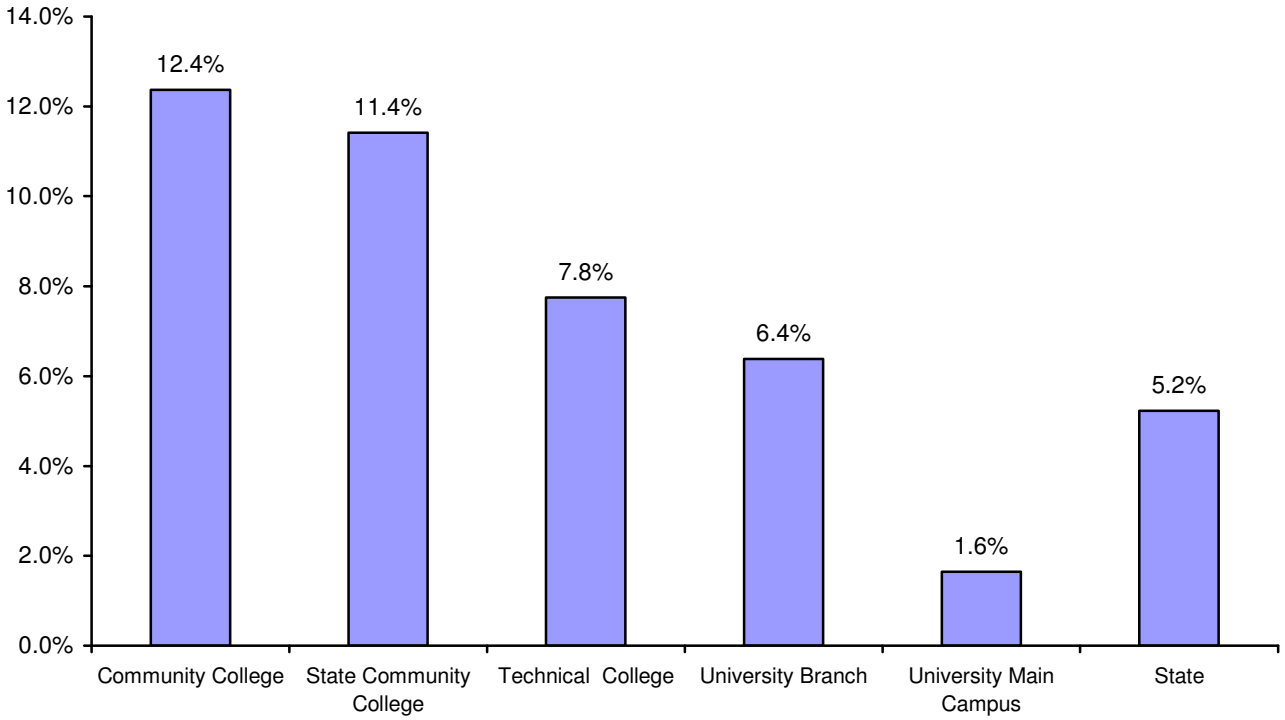
Percent of Traditional First-Year Students Taking Remedial Coursework in FY 2003-2004
by Subject and High School Academic Preparation



- Information on high school course-taking patterns is available for students who have recently graduated from high school and have taken a college entrance exam. Responses to the student information questionnaire section of those exams provide the high school course data. A complete college preparatory core curriculum includes four years each of English, math, and social studies, and at least three years of science courses that include biology, chemistry, and physics. A minimum college preparatory core curriculum is defined as four years of English, and three years each of laboratory science, math, and social studies courses.
- Students who take a complete core curriculum consistently perform better in all measures of college preparation and achievement than do those who take a minimum core curriculum and those who take less than a minimum core curriculum.
- The remedial course-taking rate of students who did not take at least a minimum core curriculum was 50%, compared to 14% of students who took a complete core and 33% of students who took a minimum core. Forty-one percent of students who did not take at least a minimum core curriculum took remedial math, compared to 9% of students who took a complete core and 26% of students who took a minimum core. Likewise, 28% of students who did not take at least a minimum core curriculum took remedial English, compared to 7% of students who took a complete core and 16% of students who took a minimum core.

Remedial Course Credit Hours as a Percentage of Total Undergraduate Credit Hours

FY 2004 - 2005



- Statewide, in all public institutions, 5.2% of total undergraduate credit hours were in remedial coursework. The incidence of remedial instruction varies by sector, reflecting the different missions of institutions.

- At community colleges and state community colleges, remedial courses accounted for approximately 12% of total credit hours. At technical colleges and university regional campuses, remedial courses accounted for 7.8% and 6.4% of total undergraduate credit hours, respectively.

- University main campuses had the lowest incidence of remedial instruction at 1.6%. This reflects the lower rate of first-year remedial enrollment at four-year universities, as well as the higher percentage of upper-division students who no longer require remedial coursework.

- The $29 million of state support for remedial instruction accounts for about 2% of total state support to public higher education institutions. Approximately $9 million of the state support for remedial instruction in FY 2005 was accounted for by remedial credits taken by traditional first-year students.

Remedial Course Success Measures for First-Year Degree-Seeking Freshmen in FY 2003-2004

Remedial Course-Taking Pattern	Number of Students	Percent Returning to College in Autumn 2004		Autumn 2004 Outcomes	
		Same Institution	Different Ohio Public Institution	Passage Rate for Credits Taken	Average GPA
Did Not Enroll in Remedial Courses	45,739	67%	8%	88%	3.0
Enrolled in Remedial Courses:	32,099	54%	6%	74%	2.6
Passed All Remedial Courses	17,767	68%	6%	81%	2.7
Passed Some, but Not All, Remedial Courses	6,562	52%	6%	60%	2.2
Passed No Remedial Courses	7,770	22%	7%	55%	2.0

- The purpose of remedial education is to provide additional preparation for students who enter college with academic deficiencies. There are costs involved in providing remedial instruction, in terms of institutional resources expended as well as student tuition and time.
- The above table compares the academic success of four groups of degree-seeking students: those who did not take any remedial courses in their first year of college; those who took remedial courses and passed all of them; those who took remedial courses and passed some, but not all, of them; and those who took remedial courses and did not successfully complete any of them. The results indicate that remedial courses, when successfully completed, may assist under-prepared students with their academic progress.
- Students who successfully complete all remedial courses (55% of all remedial course-takers) do almost as well on three measures of second-year academic success as students who did not take any remedial courses. The second-year retention rate of 74% for successful remedial completers was slightly lower than the rate for non-remedial course-takers. Successful remedial completers passed 81% of their attempted credits in the fall of their second year, compared to 88% for non-remedial course-takers. The second-year fall GPA for successful completers was 2.7, compared to 3.0 for non-remedial course-takers.
- Students who took remedial courses and passed some, but not all, of those courses (20% of all remedial course-takers) had lower retention and second-year academic performances than the successful remedial course-takers. The retention rate for these partially successful remedial course-takers was 58%, and those returning for their second year completed 60% of fall credits attempted and had an average fall GPA of 2.2.
- Students who did not successfully complete any remedial courses tended to leave college at a higher rate. Their second-year retention rate was only 29%. Those who did return completed just 55% of their attempted credits in the fall of the second year, with an average GPA of 2.0

TRANSFER OUTCOMES

A large proportion of students in higher education no longer follow the traditional model of attending college straight from high school and earning a degree from the same institution at which they started. According to the *Making the Transition from High School to College 2005* report, 34% of first-time college freshmen in Ohio in fall 2004 had waited at least a year after high school graduation to begin college. Only 35% of the non-traditional freshmen attended four-year institutions, compared to 79% of those who went straight to college from high school. The transfer process from two-year institutions to four-year institutions must go smoothly if non-traditional students are to have the best possible chance to attain bachelor's degrees.

House Bill 95, passed in 2003, requires higher education to make transfer across institutions more seamless and understandable to students. The Governor's Commission on Higher Education and the Economy also recognized the importance of seamless transfer to the success of higher education in Ohio. The Ohio Articulation and Transfer Council, made up of representatives from both two-year institutions and universities, is working to implement the requirements of House Bill 95 and has made substantial progress in creating agreements and standards across institutions so that credits earned at one institution may more easily apply to degree requirements at other institutions. The indicators contained in this chapter provide baseline measures of the level of transfer activity and the success of transfer students. The results will be monitored over time to gauge the effectiveness of the new agreements regarding transfers.

The evidence indicates that transfer across institutions is common in Ohio higher education. Among undergraduate students attending college in spring 2004, 24% had attended a different campus within the prior two years, and 6% were attending more than one campus at the same time. Among FY 2004 bachelor's degree recipients, 29% had transferred at least 30 credits from another institution. More than half of those transfer graduates, or 17% of all graduates, had transferred from a two-year institution. Among a cohort of students beginning full-time in the two-year sector in fall 1999, 34% of those who earned some kind of degree by spring 2004 had earned a bachelor's degree. Fifty-nine percent of the students who were still enrolled in FY 2004 were attending a different institution from the one at which they started.

Two questions must be addressed: 1) do transfer students from two-year institutions do as well academically as students who begin in the four-year sector, and 2) how do graduation, persistence, and credits-earned outcomes vary between transfer and non-transfer students?

One way to compare the academic outcomes of transfer and non-transfer students is to compare the GPAs of juniors who have not earned credits in the two-year sector to the GPAs of students who have transferred some credits from the two-year sector. In fall 2004, juniors at university main campuses who had no prior two-year experience (76% of juniors) had an average GPA of 3.0. Juniors who had earned 30 or fewer hours in the two-year sector (14% of juniors) also had an average GPA of 3.0 for fall, while juniors with more than 30 hours earned in the two-year sector (10% of juniors) had a first-term GPA only slightly lower, at 2.8. These results suggest that the students who do transfer to university main campuses from two-year institutions are well prepared academically.

However, transfer students from the two-year sector may make slower progress toward degree completion than those students who begin at university main campuses. A detailed comparison of student retention and degree attainment outcomes over a five-year period for transfer students and non-transfer students can be found on page 29. The outcomes for students who began at regional campuses are similar to those for students who began at university main campuses. The graduation rate for non-transfer students was 71%, compared to 52% for the transfer students from regional campuses. The fifth-year retention (includes persistence and graduation) rate of 74% for regional campus transfer students was very close to the 81% rate for non-transfer students. Graduates who began at regional campuses required only two more credits on average to graduate than did the non-transfer graduates. Results for transfer students from community colleges and technical colleges indicate lower graduation and retention rates, with graduates accruing between six and 14 more credits by the time they graduate than non-transfer students.

MOBILITY OF UNDERGRADUATE STUDENTS ENROLLED IN SPRING 2004

Sector	Number of Undergraduate Students in Spring 2004	Mobile Previous 2 Years			Concurrently Enrolled Spring 2004		
		Different Campus Same Institution	Different Institution	Total	Different Campus Same Institution	Different Institution	Total
Community Colleges	68,988	13%	12%	26%	9%	2%	11%
State Community Colleges	63,329	3%	14%	17%	2%	3%	5%
Technical Colleges	22,332	N/A	15%	15%	N/A	2%	2%
University Regional Campuses	41,274	25%	13%	38%	17%	1%	19%
University Main Campuses	182,928	7%	17%	25%	2%	1%	4%
Independent Colleges[1]	55,405	N/A	25%	25%	N/A	4%	4%
Proprietary Colleges[2]	4,477	N/A	17%	17%	N/A	1%	1%
State	**438,788**	**8%**	**16%**	**24%**	**4%**	**2%**	**6%**

[1] Student Choice Grant recipients enrolled academic year 2003-2004
[2] Workforce Development grant recipients enrolled academic year 2003-2004

- College attendance patterns are changing, with a larger number of students attending more than one institution during their educational careers. To some extent, student mobility is a measure of how well institutions accommodate students' need for flexibility in attaining their educational goals.

- Students change institutions for a variety of reasons. Some students begin college at a two-year institution with the intention of later transferring to a four-year university. Students may initially choose an institution for which they are not suited, or their aspirations change.

- Data indicate that attendance at multiple institutions is common, especially across time, and to some extent, within the same terms.

- Twenty-four percent of undergraduates enrolled in spring 2003 had been enrolled at another campus or institution within the previous two years. The highest mobility rate is found at university regional campuses, at 38%. Technical college students were the least mobile, with 15% of students attending elsewhere in the previous two years.

- Statewide in spring 2003, 6% of undergraduates were concurrently enrolled at multiple campuses or institutions. The highest rate of concurrent enrollment was at university regional campuses at 19%, followed by community colleges at 11%.

Transfer Experience of Bachelor's Degree Graduates in FY 2004 and Success of Mobile Vs. Non-Mobile Juniors in Fall 2004

Source of Transfer Credits Earned by Bachelor's Degree Graduates

Ohio Public – FY 2004

Sector in Which Transfer Credits Were Earned	Percent of Bachelor's Degree Graduates in 2003 Transferring at least 30 Semester Credit Hours from This Sector
All 2-Year Sectors	**17%**
Regional campus of university from which degree was awarded	9%
Regional campus of another university	1%
Community or State Community College	6%
Technical College	0%
Other Sectors	**12%**
Total	**29%**

Academic Success of Juniors in Fall 2004

Mobile vs. Non-Mobile

Type of Student	Fall 2004 Grade Point Average
Non-Mobile	
Juniors with no previous credits earned at a 2-year institution	3.0
Mobile	
Juniors with 30 or fewer credits earned at a 2-Year institution	3.0
Juniors with more than 30 credits earned at a 2-year institution	2.8

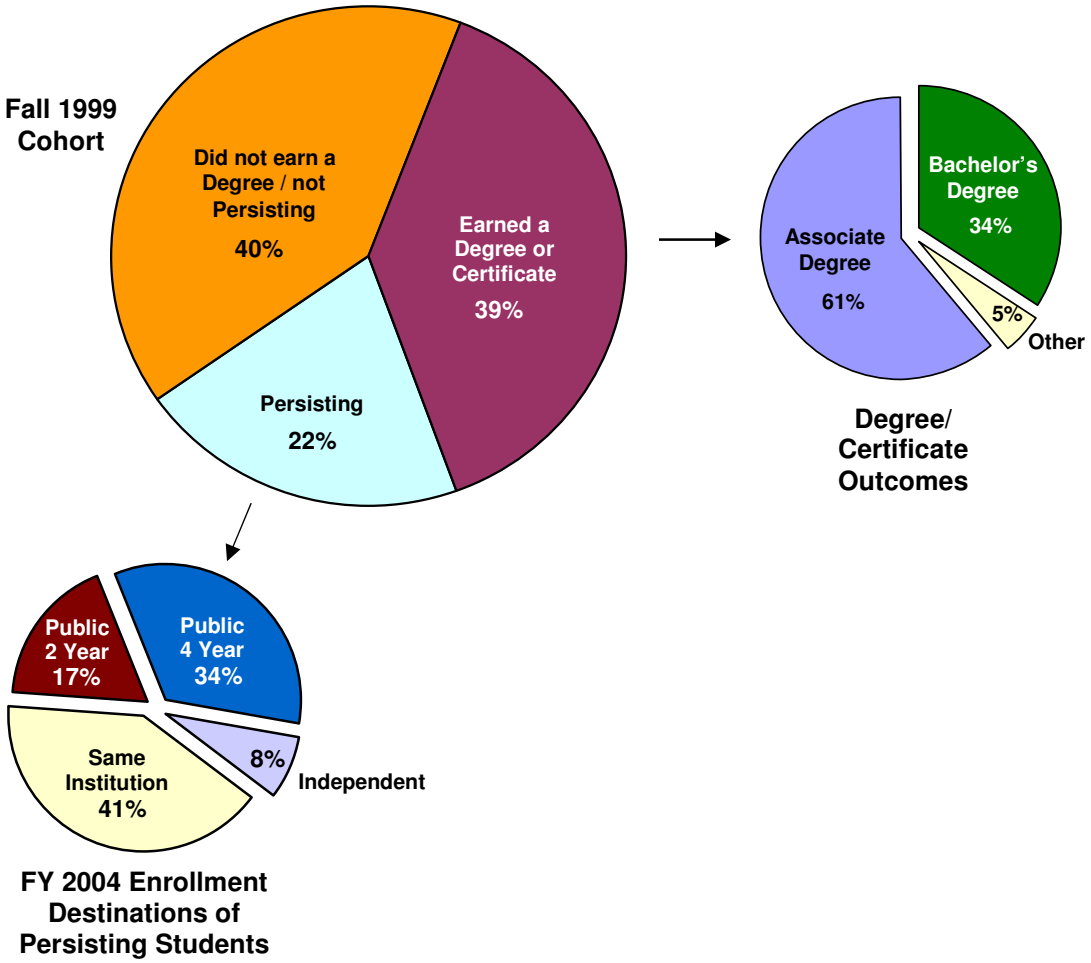
- Among bachelor's degree recipients in FY 2004, 29% had earned at least 30 semester hours from an institution other than the one from which they earned their degrees. Seventeen percent had transferred from two-year public institutions and 12% from other sectors.

- This is evidence of a significant level of attendance at multiple institutions by college students in Ohio. It is important to know how transfers do academically at their destination schools and what kind of degree progress they make compared to students who do not transfer.

- One indicator of the academic success of transfer students from two-year institutions compared to that of students who began their studies at four-year institutions is the GPA of the two groups of students in their junior year at the four-year university. Juniors with no credits earned at a two-year institution had a fall term GPA of 3.0, juniors with less than 30 semester hours transferred also had a fall term GPA of 3.0, and juniors with more than 30 hours transferred had a fall term GPA of 2.8.

Fall 1999 Cohort of First-Time, Full-Time, Degree-Seeking Students at 2-Year Public Campuses

Five-Year Outcomes



- Thirty-nine percent (39%) of the 12,077 first-time, full-time, degree-seeking students who enrolled at an Ohio two-year public campus in fall 1999 earned some type of degree or certificate by the end of fiscal year 2004. An additional 22% were still enrolled in college in fiscal year 2004. The remaining 40% left Ohio's higher education system prior to earning a degree or certificate.

- The majority of degrees earned by this cohort of students were at the associate level (61%). More than a third of degrees earned were at the baccalaureate level (34%).

- Forty-one percent of persisting students remained at their home institution in FY 2004. More than a third (34%) transferred to a four-year public university, while 17% transferred to a different two-year public institution. The remaining 8% of persisting students transferred to an independent institution.

Bachelor's Degree Attainment and Retention:

Comparison of Non-Transfer Students to Transfer Students

		5-Year Outcomes Ending FY 2004			
Student Type	**Number in Cohort**	**Percent earned bachelor's degree**	**Average semester credits to bachelor's degree**	**Percent retained full-time at university main campus in FY 2004**	**Percent earned bachelor's degree or enrolled full-time in FY 2004**
Non-Transfer Students					
Full-time students at a university main campus in both FY 2000 and FY 2001	21,070	71%	140	11%	81%
Transfer Students					
Started full-time at a two-year campus in FY 2000, and subsequently enrolled full-time at a university main campus					
Regional Campuses	1,545	52%	142	22%	74%
Community Colleges	738	29%	148	39%	69%
State Community Colleges	519	38%	146	33%	71%
Technical Colleges	108	27%	154	36%	63%

*Bachelor's degree or higher for university (non-transfer) cohort; associate degree or higher for two-year (transfer) cohort.

- Full-time, degree-seeking students who began college at a university regional campus and subsequently transferred to a university main campus had five-year outcomes very similar to their full-time counterparts who began college at a university main campus. The percentage of transfer students from regional campuses who either earned a bachelor's degree or were still enrolled full-time at a university in FY 2004 was 74%, compared to 81% for non-transfer students. Furthermore, the average semester credits to bachelor's degree for transfer students from regional campuses was 142, only slightly higher than the 140 credits to bachelor's degree for non-transfer students.

- Results were somewhat lower for full-time, degree-seeking students who began college at a community, state community, or technical college. Among community college and state community college students who subsequently transferred to a university main campus, 69% and 71% respectively either earned a bachelor's degree or maintained full-time enrollment five years later. Average credits to bachelor's degree for these two cohorts were 148 and 146 respectively. Among technical college students who subsequently transferred to a university main campus, 63% either earned a bachelor's degree or maintained full-time enrollment five years later.

- The majority of transfer students (1,545) began college at a regional campus. In contrast, only 108 transfer students who began college in FY 2000 were from technical colleges.

STUDENT ACADEMIC PROGRESS

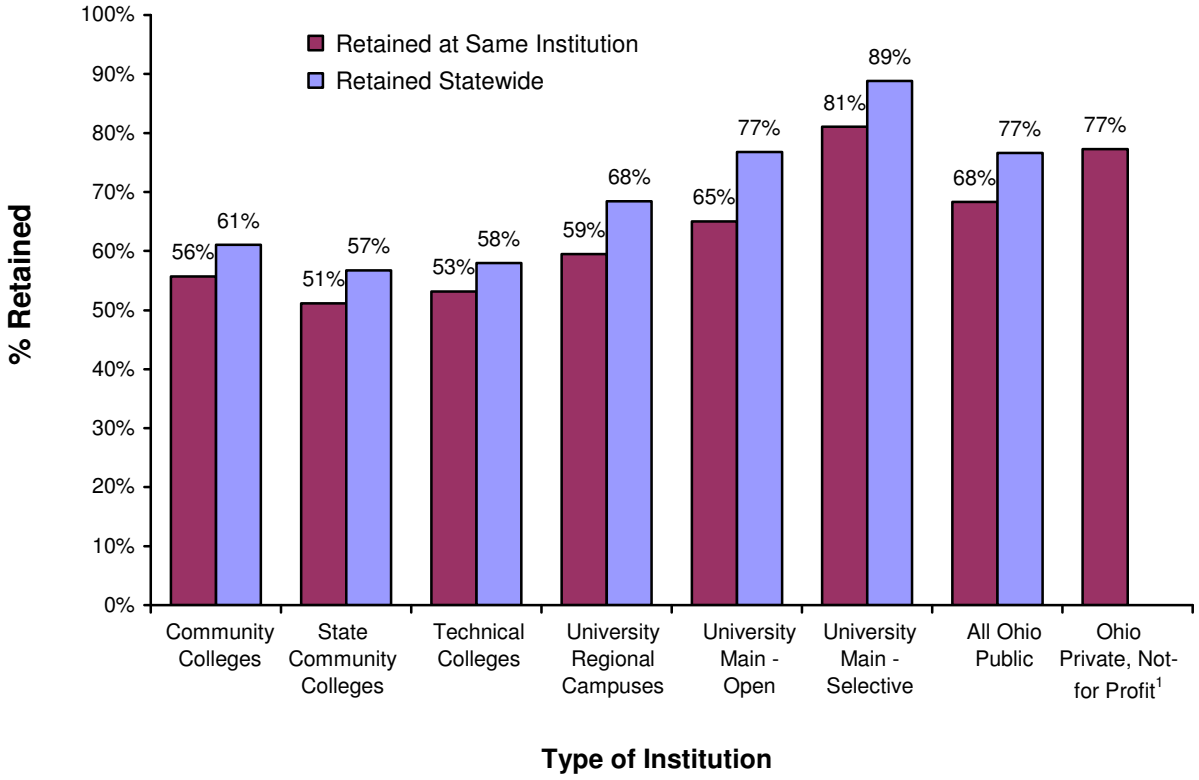
Most students enter college with the intention of eventually earning a degree. Standard success measures for higher education institutions include the proportion of first-year students who return for their second year, graduation rates, and typical times required for students to earn degrees. Ohio has a mixed record in terms of the academic progress made by its college students, but the Ohio results roughly mirror those for the rest of the United States.

About 77% of first-time, full-time, degree-seeking freshmen at public higher education institutions either returned for their second year at their initial institution or transferred to another institution in Ohio. At "two-year" institutions, 11% of fall 2001 first-time, full-time, degree-seeking freshmen earned a degree within three years, but an additional 37% were still enrolled at the same institution in the third year, and another 11% were enrolled at a different institution. Overall, 59% of beginning students in the two-year sector earned a degree or were continuing their education in Ohio three years after starting college.

Fifty-eight and a half percent of first-time, full-time, bachelor's degree seeking freshmen earned a bachelor's degree in six years or less. Fifty-two and a half percent of these students earned a degree from the same institution where they began as freshmen, and an additional 6% did so after transferring to another institution. Institutions' graduation rates are strongly related to the academic quality of their students: schools where the incoming freshmen had average ACT scores greater than 24 had graduation rates of 84.5%, compared to graduation rates of 37.4% for schools where the incoming freshmen had average ACT scores less than 21.

Data on associate degree recipients indicate that the associate degree is not a "two-year" degree for most students. Eleven percent of associate degrees awarded in 2003-04 were earned in two years or less, while 46% of associate degrees were earned in more than four years. The fact that 64% of associate degree recipients took longer than three years to graduate calls into question the validity of the three-year standard for calculating associate degree graduation rates. A factor contributing to longer completion times is that 55% of two-year sector students attend part-time. The bachelor's degree is still a "four-year" degree for 43% of recipients, although 23% take longer than five years to complete their degree.

First-to-Second-Year Retention
First-Time, Full-Time, Degree-Seeking Freshmen
in Fall 2003 Persisting to Fall 2004



[1] AICUO Member Institutions

- First-to-second-year retention rates vary by type of institution. This variation reflects the varying levels of academic preparation of incoming students as well as the diverse missions of Ohio's campuses. At public institutions, 68% of first-time, full-time, degree-seeking freshmen returned to the same institution in their second year. An additional 9% transferred to another institution in Ohio, resulting in a statewide retention rate of 77%.

- Retention rates at Ohio's public universities vary depending on the selectivity of admissions. Open-admissions universities had a 77% statewide retention rate, compared to 89% at selective-admissions universities.

- The statewide retention rates at community colleges, state community colleges, and technical colleges were 61%, 57%, and 58%, respectively; university regional campuses had a higher state retention rate of 68%, partly due to the transfer missions associated with these campuses.

- At Ohio's private, not-for-profit institutions 77% of first-time, full-time, degree-seeking freshmen returned to the same institution the following year.

Three-Year Success Measures for First-Time, Full-Time, Degree-Seeking Students at 2-Year Campuses

Fall 2001 Cohort

		Three-Year Success Measures			
			Percent Still Enrolled*		
Sector	Students in Cohort	Percent Earned a Degree	Same Institution	Transfer	Total Successful
Community Colleges	5,535	8%	38%	10%	55%
State Community Colleges	5,300	11%	34%	10%	55%
Technical Colleges	3,051	21%	26%	8%	55%
University Regional Campuses	7,382	10%	44%	13%	66%
Total Fall 2001 Cohort	**21,268**	**11%**	**37%**	**11%**	**59%**
Total Fall 2000 Cohort	*20,423*	*12%*	*37%*	*11%*	*60%*
Total Fall 1999 Cohort	*19,882*	*12%*	*35%*	*12%*	*58%*

*Any term

- The percent of incoming freshmen who earn an associate degree in three years or less is a widely used success measure for "two-year" institutions such as community colleges, technical colleges, and university regional campuses.

- However, the measure provides an incomplete picture of how two-year college students make progress toward their educational goals. Statewide, only 11% of first-time, full-time degree-seeking students who began in fall 2001 at these campuses earned a degree in three years or less.

- Results vary across sectors. Technical colleges have the highest graduation rates at 21% and the lowest transfer rates at 8%, reflecting the career-focused nature of their programs.

- University regional campus students have the highest within-institution (includes main campus) retention at 44% and the highest transfer rates at 13%.

- The overall level of three-year success is roughly similar for technical colleges, state community colleges, and community colleges – all at 55%. At 66%, university regional campuses have higher overall success rates.

Six-Year Graduation Rates at Baccalaureate Institutions

Fall 1998 Cohort Of Full-Time, First-Time, Bachelor's Degree-Seeking Students

		Six-Year Graduation Rates (Bachelor's Degree or Higher)		
Sector	**Number of Students in 1998 Cohort**	**Same Institution**	**Different Institution**	**Total**
Public 4-Year Institutions	34,200	52.5%	5.9%	58.5%
Average ACT Score of Incoming Class:				
> 24	3,377	79.8%	4.8%	84.5%
>= 22.5 and <= 24	14,118	55.6%	5.9%	61.5%
>= 21.0 and < 22.5	11,060	50.2%	7.1%	57.3%
< 21	5,645	33.1%	4.3%	37.4%
Private 4-Year Institutions	18,792	63.6%	N/A	N/A
Statewide Total	**52,992**	**56.4%**	N/A	N/A

- Fifty-eight and a half percent of first-time, full-time, bachelor's degree-seeking students who began college in Fall 1998 at an Ohio public university earned a bachelor's degree or higher in six years or less. Fifty-two and a half percent of those students earned their degree from the same institution where they began as freshmen, and an additional 6% did so after transferring to another institution. The inclusion of "transfer graduates" in the graduation rate calculation is an important enhancement in the measurement of student success.
- Although many factors influence graduation rates, the preparation level of the students admitted by an institution plays a considerable role. One measure of preparation is the average ACT score of the incoming cohort of first-time, full-time, degree-seeking students.
- At Ohio's most selective public institutions – those with average ACT scores greater than 24 – the six-year graduation rate was 84.5%. The graduation rate was 61.5% for institutions with average freshman ACT scores between 22.5 and 24 and 57.3% for institutions with average freshman ACT scores between 21 and 22.5. At Ohio's public universities with the most open admissions policies (average ACT less than 21), the six-year graduation rate was 37.4%.
- A complete graduation rate that includes transfers is not available for private institutions. The "same institution" graduation rate for Ohio's private four-year institutions is 63.6%.

Time and Credits to Degree by Discipline Area

FY 2003-2004 Non-Transfer[1] Associate Degree Recipients

Discipline Area	Degrees Awarded	Median[2] Time to Degree in Years	Average Credits to Degree	Percent Graduating in: 2 Years or Less	> 2 Years, <= 3 Yrs	> 3 Years, <= 4 Years	More than 4 Years
Agriculture Technologies	252	2.8	78	15%	48%	19%	17%
Business Technologies	2,834	4.3	83	9%	22%	18%	51%
Engineering Technologies	1,878	3.7	85	14%	25%	18%	43%
Health Technologies	3,595	4.0	87	7%	24%	20%	49%
Liberal Arts	3,631	3.7	80	13%	27%	17%	43%
Natural Science Technologies	949	3.7	85	12%	26%	20%	42%
Public Service Technologies	741	3.3	83	15%	29%	16%	39%
Other	552	3.8	82	15%	23%	14%	47%
Total	14,432	3.8	84	11%	25%	18%	46%

[1] Students with at least the minimum credits for an associate degree (60 semester or 90 quarter credit hours) are assumed not to be transfer students.

[2] The median is the midpoint of the distribution of completion times. The number of students graduating in less than the median time is equal to the number who graduate in longer than the median time.

- Associate degrees are often called two-year degrees, because a student who takes a continuous "full-time" load for two years (16 hours a semester or quarter for all terms except summer) can usually earn the minimum credits necessary for graduation. However, only 11% of 2003-04 associate degree graduates took two years or less to graduate, and the median time to complete an associate degree was 3.8 years.
- The official federal government standard of three years for timely completion of associate degrees does not reflect completion patterns for most graduates, as 64% took more than three years to finish and 46% took more than four years.
- Some variation by field exists in completion times, with agricultural technologies graduates completing in a median time of 2.8 years and health technologies graduates completing in a median time of four years.
- Fifty-four percent of associate degree graduates were in fields with median completion times between 3.3 and 3.8 years.

Time and Credits to Degree by Discipline Area

FY 2003-2004 Non-Transfer[1] Bachelor's Degree Recipients

Discipline Area	Degrees Awarded	Median[2] Time to Degree in Years	Average Credits to Degree	Percent Graduating in: 4 Years or Less	> 4 Years, <= 5 Yrs	> 5 Years, <= 6 Years	More than 6 Years
Arts & Humanities	5,217	4.3	138	47%	30%	11%	12%
Business	5,231	4.3	135	48%	33%	8%	11%
Education	3,954	4.3	145	42%	36%	11%	12%
Engineering	2,641	4.8	144	21%	52%	13%	14%
Health	1,370	4.7	147	39%	31%	11%	19%
Natural Science & Mathematics	2,235	4.3	141	49%	29%	9%	13%
Social & Behavioral Sciences	4,859	4.3	138	45%	30%	10%	15%
Other	766	4.7	137	31%	32%	12%	25%
Total	26,273	4.3	140	43%	34%	10%	13%

[1] Students with at least the minimum credits for a bachelor's degree (120 semester or 180 quarter credit hours) are assumed not to be transfer students.

[2] The median is the midpoint of the distribution of completion times. The number of students graduating in less than the median time is equal to the number who graduate in longer than the median time.

- Most bachelor's degrees can be completed within four years by students who are continuously enrolled (excluding summer terms) taking 16 quarter or semester hours per term. However, only 43% of bachelor's degree recipients in 2003-04 completed their degrees within four years; the median time to completion was 4.3 years.
- The proportion of bachelor's degree graduates who earn degrees in four years or less varies considerably by field. Only 21% of engineering graduates completed their degrees in four years or less compared to 49% of natural science and mathematics graduates.
- It has become common practice to report baccalaureate graduation rates as a percentage of a given cohort of students who earn a degree within six years or less. This six-year graduation rate statistic understates the proportion of students who eventually earn a degree, since 13% of bachelor's degree recipients take longer than six years to graduate.

GRADUATES' OUTCOMES

According to the 2003 American Community Survey, 30.2% of Ohio's adults have an associate degree or higher, compared to 34.1% for the United States. Measured in these terms, Ohio's educational attainment is 89% of the national level. This helps explain why Ohio's per capita income is only 95% of the national level, and hints that Ohio incomes may fall farther behind if the state does not continue to make strides in educational attainment. Enrollment and persistence in college are rewarded by degree attainment, which has been shown to greatly increase earnings and reduce unemployment.

Ohio institutions of higher education have made progress in improving Ohio's educational attainment levels, even though the gap between the Ohio and United States educational attainment levels still remains. Over the last five years, the annual production of associate, bachelor's, master's, doctoral, and professional degrees has increased by 14%, from 89,596 in FY 2000 to 101,908 in FY 2004.

In addition to quantity, the quality of the degrees earned also matters. Many graduates take licensing exams in their fields of study certifying that they are qualified to enter their chosen professions. Pass rates on those exams are generally high in Ohio, with many exams having pass rates higher than 90%. Overall Praxis II (teacher education) pass rates were 93%, all nursing exams had pass rates of 89% or higher, pharmacy pass rates were 97%, and Ohio bar exam pass rates were 82% for first-time test-takers.

Goals for most students include finding a job or continuing their education after graduating. The state of Ohio also has an interest in keeping a high proportion of Ohio college graduates in the state after graduation. Through a data match program with the Ohio Department of Jobs and Family Services, we are able to track the in-state employment of Ohio graduates. Most resident graduates of Ohio's public colleges and universities stay in Ohio after graduation. Overall, the first-year retention rate for spring 2004 graduates was 78%, with associate degree recipients having the highest retention at 88%. Bachelor's degree retention was 75%, while that for master's degrees was 79%. Ohio, therefore, does not have "brain drain."

In the first year after graduation, salaries for associate degree recipients tend to be very close to those for bachelor's degree recipients, and in recent years, beginning earnings for associate degree recipients have exceeded those for bachelor's degree recipients. This closeness reflects the fact that a larger share of associate degrees are awarded in health and engineering than are bachelor's degrees, and recipients of associate degrees often have prior work experience and tend to be older at graduation. However, the growth rate in earnings for bachelor's degree recipients is higher. Consequently, an earnings gap favoring bachelor's degrees eventually develops and widens over time.

Number of Degrees Awarded by Level and Percentage Distribution by Discipline
FY 2003 - 2004

Discipline Area	Level of Degree				
	Associate	Bachelor's	Master's	Doctoral	Professional
Total Degrees Awarded	21,564	56,202	19,172	1,847	3,123
Arts & Humanities	18%	19%	9%	9%	
Business	19%	22%	24%	4%	
Education	2%	13%	33%	15%	
Engineering	12%	7%	8%	15%	
Health	24%	5%	6%	10%	48%
Natural Science & Mathematics	10%	9%	6%	22%	
Social & Behavioral Sciences	3%	18%	10%	16%	
Dual Degree	1%	1%	< 1%		
Other	11%	4%	5%	9%	5%
Law and Legal Studies					47%
Total	100%	100%	100%	100%	100%

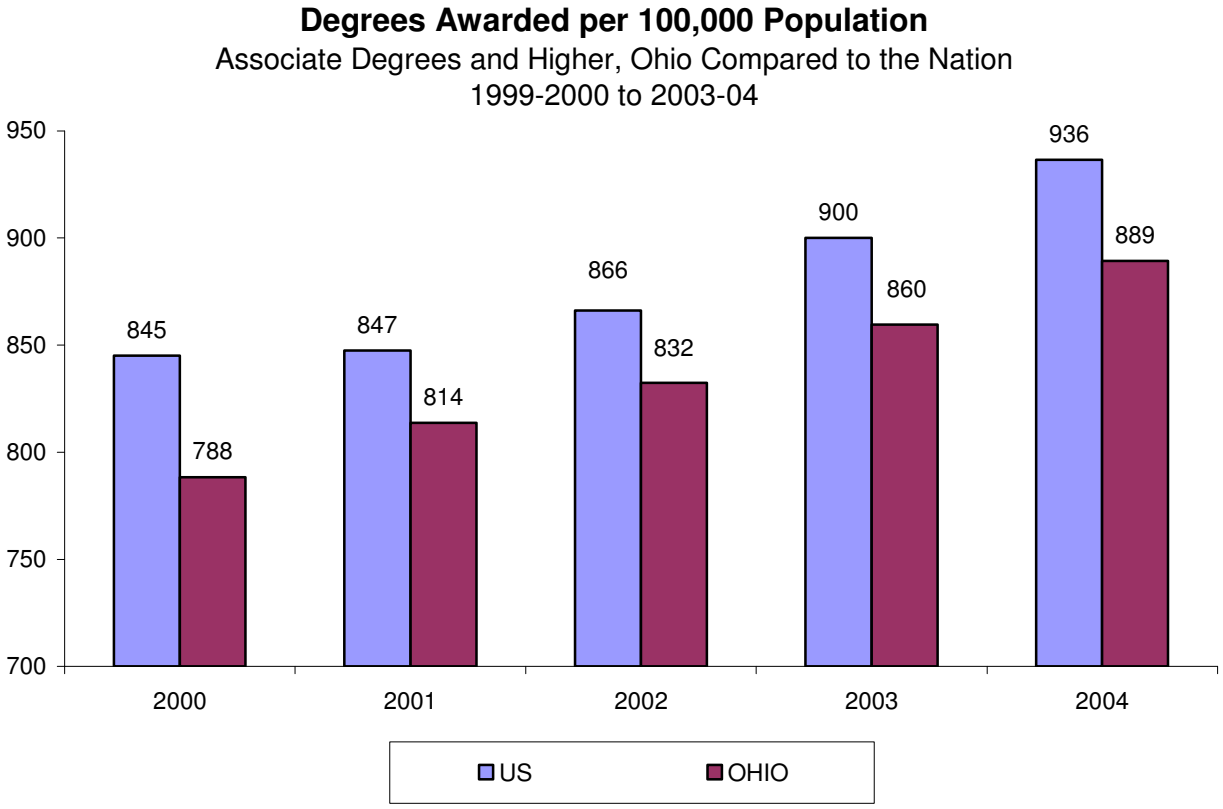
- A total of 101,908 degrees were awarded at the associate, bachelor's, master's, doctoral, and professional levels at Ohio's higher education institutions in 2003-2004.
- More than half (55%) of the total degrees awarded were at the bachelor's level, while 21% were at the associate level and 19% were at the master's level. Doctoral and professional degrees accounted for 2% and 3% of all degrees, respectively.
- Major fields of study vary across degree levels. Among associate degree recipients, health was the most common major field, accounting for 24% of degrees awarded, followed by business at 19% and arts and humanities at 18%.
- At the bachelor's degree level, business, at 22%, accounted for the highest share of degrees awarded, followed by arts and humanities at 19% and social and behavioral sciences at 18%.
- Thirty-three percent of master's degrees were awarded in education, while 24% were awarded in business.

Trends in Degree Production by Award Level and Discipline

Percent Change in Degrees Awarded from 2000 to 2004
at Ohio Public and Private Institutions

Discipline Area	Level of Degree									
	Associate		Bachelor's		Master's		Doctoral		Professional	
	2004 Awards	Change from 2000	2004 Awards	Change from 2000	2004 Awards	Change from 2000	2004 Awards	Change from 2000	2004 Awards	Change from 2000
Arts & Humanities	3,778	16%	10,688	17%	1,660	32%	170	-8%		
Business	4,146	1%	12,553	25%	4,524	22%	66	-27%		
Education	535	18%	7,564	6%	6,286	15%	280	-26%		
Engineering	2,666	3%	4,192	17%	1,477	8%	268	2%		
Health	5,240	28%	3,076	0%	1,242	4%	180	-11%	1,487	7%
Natural Science & Mathematics	2,079	53%	5,320	2%	1,096	9%	412	13%		
Social & Behavioral Sciences	598	-4%	9,908	14%	1,896	6%	302	-27%		
Dual Major	234	36%	523	44%	74	68%				
Other	2,288	7%	2,378	26%	917	33%	169	76%	154	-36%
Law and Legal Studies									1,482	0%
All Degrees	21,564	15%	56,202	14%	19,172	16%	1,847	-7%	3,123	0%

- Three factors contribute to a state's increased educational attainment: producing more graduates, retaining those graduates within the state, and attracting educated people from other states. Ohio appears to be making progress in producing more graduates.
- From FY 2000 to FY 2004, the number of degree awards has generally increased, although the rates of change vary by level and discipline. Associate degrees have increased by 15%, bachelor's degrees have increased by 14%, and master's degrees have increased by 16%. Doctoral degrees have decreased by 7%, while the number of professional degrees awarded has remained flat.
- Changes in the number of degrees awarded vary considerably by field of discipline; however, these shifts are primarily determined by student choices.
- Degrees awarded in health increased by 28% at the associate level, but were flat at the bachelor's level. On the other hand, engineering degrees were relatively flat at the associate, master's, and doctoral level, but increased by 17% at the bachelor's level.



- Degree production in Ohio has increased each of the last four years. Undergraduate and graduate degrees awarded per 100,000 population reached 889 in 2004, a 13% increase from 2000. This growth is the result of a 14% increase in annual degrees awarded, combined with a slight 1% rate of increase in the state population.

- Ohio continues to trail the nation in degree production. Nationwide, 936 degrees per 100,000 population were awarded in 2004, an 11% increase from 2000. This growth is explained by a 15% increase in annual degrees awarded along with a 4% rate of increase in population.

- Ohio is a net exporter of students, meaning that the number of students who leave the state to attend college (and presumably go on to graduate) is greater than the number that comes into Ohio from other states. One way for Ohio to reach the national average in degree production is to encourage more out-of-state students to attend college in Ohio.

LICENSURE AND CERTIFICATION OUTCOMES

Certification Area	Exam	Number Taking Exam	Passage Rate
Teaching	Praxis II - 2003 Academic Year		
	Professional Knowledge		94%
	Academic Content Areas		95%
	Teaching Special Populations		99%
	Summary Results	7,022	93%
	Source: Report on the Quality of Teacher Education in Ohio 2002 - 2003, Ohio Department of Education		
Nursing	Ohio Registered Nursing Exam - 2004		
	Baccalaureate Degree Programs	1,279	89%
	Associate Degree Programs	2,404	89%
	Certificate in Professional Nursing Programs	35	100%
	Diploma Programs	371	89%
	Ohio Licensed Practical Nursing Exam - 2004	974	96%
Pharmacy	First-time candidates in 2004 taking both the NAPLEX (North American Pharmacy Licensing Exam) and MPJE (Multi-state Pharmacy Jurisprudence Exam)	272	97%
Other Health Care	First-Time Exams Taken - 2004-05 Academic Year		
	Emergency Medical Technician - Basic	1,077	70%
	Emergency Medical Technician - Advanced	126	63%
	Emergency Medical Technician - Paramedic	470	67%
	Dental Hygienist - National Board Exam	227	97%
	Occupational Therapy Assistant	88	91%
	Physical Therapy Assistant	164	82%
Law	Ohio Bar Examination - July 2005 First-Time Takers	954	82%

- Teaching and nursing licensure exam pass rates each equal or exceed 89%. Pharmacy exam pass rates were 97%, and Ohio Bar Exam pass rates were 82%.
- Results for other health care areas were mixed, with a 97% pass rate for dental hygiene and 91% for occupational therapy assistant. Emergency medical technician pass rates ranged from 63% to 70%, while physical therapy assistant pass rates were 82%.

In-State Retention of Ohio Resident Students One-Half Year Following Graduation from an Ohio Public or Private Institution

Spring 2000 through Spring 2004 Graduates

	Percent of Graduates Employed In Ohio or Attending College in Ohio				
	Year of Graduation				
Degree Level	**2000**	**2001**	**2002**	**2003**	**2004**
Associate	88%	88%	87%	87%	88%
Bachelor's	76%	76%	76%	76%	75%
Masters	78%	80%	80%	79%	79%
Doctoral	57%	59%	63%	57%	66%
Medicine	46%	52%	53%	52%	57%
Law	69%	69%	67%	69%	71%
All Degree Levels	**78%**	**78%**	**78%**	**78%**	**78%**

- Ohio lags the United States in higher educational attainment. Outcomes that would contribute to closing this gap include producing more higher education graduates, keeping a high proportion of them in Ohio following graduation, and encouraging highly educated people to migrate to Ohio.
- Ohio retains high proportions of its resident graduates. In the most recent year for which we have data, 78% of graduates at all levels remained in the state to work or attend school. The retention rate is 88% at the associate level, 75% at the bachelor's level, and 79% at the master's level.
- Graduates at the doctoral and professional levels are more likely to leave Ohio after graduation than are graduates at the associate, bachelor's, and master's levels, but this reflects the tendency for advanced degree holders to search for employment in regional and national markets.
- Trends in in-state retention have been relatively stable over the last five years. In addition, those retention rates are comparable to migration rates obtained from Census data for college-educated young people. Census results indicate that the in-state retention rate from 1995 to 2000 for 20 to 29 year olds with bachelor's degrees or above was 73% for Ohio and 72% for all other states.

Employment and Earnings Trends for Spring 2000 Graduates from Ohio Public and Private Institutions who Began Working Full-Time within One-Half Year of Graduation

Degree Level and Selected Subject Areas	Cohort of Graduates Employed Full-Time in Ohio in 4th Quarter of 2000		Average Annual Earnings of Cohort Graduates Still Employed Full-Time in Ohio 5 Years Later		
	Number in Cohort	Number still employed full-time in Ohio 5 years later	1st Year	5th Year	% Change
Associate Degree	**4,673**	**3,813**	**$30,941**	**$43,316**	**40%**
Health	1,726	1,463	$32,059	$45,662	42%
Business	994	782	$29,266	$40,013	37%
Engineering	649	526	$34,514	$48,422	40%
Arts & Humanities	421	331	$29,127	$38,899	34%
Bachelor's Degree	**12,027**	**9,270**	**$32,385**	**$48,163**	**49%**
Business	1,559	1,218	$35,295	$52,828	50%
Education	1,421	1,179	$27,576	$41,585	51%
Social & Behavioral Sciences	1,163	833	$27,501	$40,370	47%
Arts & Humanities	1,052	722	$28,352	$43,357	53%
Engineering	887	702	$43,506	$61,094	40%
Master's Degree	**2,035**	**1,659**	**$43,750**	**$60,616**	**39%**
Education	766	664	$38,537	$54,516	41%
Business	364	277	$63,829	$88,989	39%
Social & Behavioral Sciences	359	290	$35,993	$50,474	40%
Health	219	183	$43,712	$60,358	38%
Engineering	86	64	$49,259	$66,434	35%

- Both initial earnings following graduation and earnings growth are important factors to consider in evaluating the labor market outcomes of graduates. Low initial earnings may be more than offset by earnings growth over time.
- Associate degree recipients often earn first-year salaries only slightly below those of bachelor's degree recipients. The results for the cohort of spring 2000 graduates are typical. Estimated average annual salaries for associate degree recipients in the first year after graduation were $30,941, about 5% less than the $32,385 average for bachelor's degree recipients.
- However, growth in earnings for bachelor's degree recipients is generally higher than that for associate degree graduates. Average earnings growth of associate degree recipients who were estimated to have worked full-time in both 2000 and 2004 was 40%, compared to 49% for bachelor's degree recipients.

Earnings of Ohio Resident Graduates Employed Full-Time in 4th Quarter 2004

Spring 2004 Graduates – Jobs By Degree Level And Subject Area

SUBJECT AREA	Associate Degree Graduates			Bachelor's Degree Graduates		
	Jobs in this area as a percentage of all full-time jobs obtained by graduates	Average salary of graduates employed full-time in 4th Qtr 2004	Average age of graduates	Jobs in this area as a percentage of all full-time jobs obtained by graduates	Average salary of graduates employed full-time in 4th Qtr 2004	Average age of graduates
Arts & Humanities	9%	$29,929	27	10%	$28,020	25
Business	16%	$31,685	31	15%	$34,370	25
Education	2%	$23,778	28	11%	$28,578	25
Engineering	13%	$37,026	28	7%	$42,729	25
Health	44%	$40,461	31	7%	$47,681	26
Natural Science & Mathematics	5%	$31,989	28	4%	$32,786	24
Social & Behavioral Sciences	2%	$25,468	31	10%	$27,475	25
Other	6%	$34,761	29	2%	$30,429	27
Degree Area Not Known	1%	$34,262	27	34%	$32,855	23
Total	**100%**	**$36,058**	**29**	**100%**	**$33,306**	**25**

- First-year earnings for associate and bachelor's degree recipients generally are not very far apart. For spring 2004 graduates, average associate degree earnings exceeded bachelor's degree earnings by about $2,500. However, field of study and age also have an influence on post-graduate earnings.

- The average age of associate degree recipients is 29, compared to 25 for bachelor's degree recipients. The greater work experience and employment search experience of older graduates may contribute to their higher earnings.

- In addition, larger proportions of associate degrees are awarded in the higher-paying fields of health (44% of associate and 7% of bachelor's degrees) and engineering (13% of associate and 7% of bachelor's degrees).

FINANCIAL ISSUES AND RESOURCE USE IN HIGHER EDUCATION

The benefits from higher education include a better-educated citizenry that earns more and contributes more to the larger community. Those benefits come at a cost, however, since quality higher education cannot be delivered without employing highly educated instructors and staff and providing them with modern equipment and facilities.

Discussions of higher education finance are complicated by potential misunderstandings regarding the meanings of the words "cost" and "price." Educational costs refer to the expenditures made by colleges and universities to deliver instruction. Costs are funded through many revenue sources, but two of the most important are state government appropriations and tuition revenue. Tuition is the "price" of higher education that is paid by students, and covers only a portion of the total costs. As a result of financial aid in the form of grants from federal, state and institutional sources and loans, many students do not pay the full "sticker price" tuition. Net prices (sticker price tuition minus grants and loans) can vary considerably across students.

Based on comparative data from the State Higher Education Executive Officers finance survey, public higher education in Ohio has about average costs, but due to relatively low state support, average tuition price per student is 44% higher in Ohio than in the rest of the United States. In FY 2004, Ohio's total government appropriations and tuition funding per full-time equivalent student was $9,257, about 4% higher than the national level of $8,908. Among the 50 states, Ohio ranks 40th in appropriations per student, 15th highest in tuition per student, and 23rd in overall funding per student. Ohio's level of appropriations per student was $4,680, compared to the national level of $5,721. Ohio's average tuition revenue (gross tuition revenue minus state financial aid grants) per student was $4,577, compared to $3,187 in the United States as a whole. Stated differently, the student and family share of higher education funding was 49% in Ohio and 36% in the United States as a whole. (See page 52 for more data on Ohio and national tuition levels.)

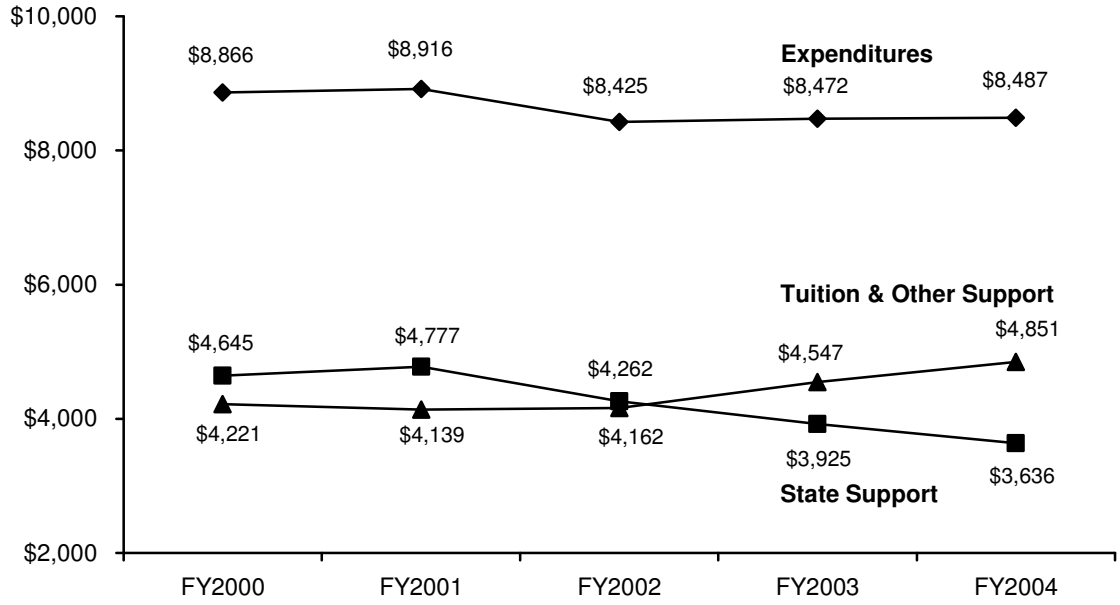
The last five years (FY 2000 to FY 2004) in Ohio have seen a 14% increase in annualized full-time equivalent enrollments and a 22% ($1,009) decrease in inflation-adjusted state support per support-eligible undergraduate student. Ohio's public higher education institutions have responded to declining state support in two ways: by reducing inflation-adjusted costs per undergraduate student by $379 and increasing revenue per student from tuition and other sources by $630 over this time period.

A variety of factors influence costs per student. This report presents fall 2003 data on three of them: class size, types of instructors teaching courses, and facilities utilization rates. The median size of lecture

classes in all public institutions was 22, with 19% of course enrollments occurring in classes with fewer than 20 students and 24% of course enrollments occurring in classes with 50 or more students. Fifty-eight percent of undergraduate credit hours were taught by full-time instructors, 34% by part-time instructors, and 8% by graduate assistants. Peak classroom facilities utilization rates were 74% during daytime hours (8:00 am to 4:00 pm) and 64% during evening hours (4:00 pm to 8:00 pm).

Expenditures, State Support, and Other Support per Undergraduate FTE

FY 2000 to FY 2004 - Constant 2004 Dollars



- Instructional and general expenditures per full-time equivalent undergraduate student in all public higher education institutions, in constant 2004 dollars, have fallen from $8,886 in FY 2000 to $8,487 in FY 2004. This represents a 4% reduction in expenditures per undergraduate FTE over the four-year time period.

- From FY 2000 to FY 2004, state support per student fell by 22%, from $4,645 to $3,636. Tuition and other revenues increased to cover the losses from reduced state support, but the increased revenue from those sources was less than the decrease in state support. State support per student fell by $1,009 and tuition and other revenue rose by $630, resulting in a $379 net reduction in spending per student.

Instructional and General Expenditures and State Support Per Full-Time Equivalent Student

FY 2003-2004

Sector	Full-Time Equivalent Students (FTE)		Expenditures per FTE			State Support[1] per Subsidy-Eligible FTE		
	2004	% Change from 2000	2004	% Change from 2003	% Change from 2000	2004	% Change from 2003	% Change from 2000
Community Colleges	42,576	30%	$7,639	2%	0%	$3,098	2%	-14%
State Community Colleges	45,898	27%	$5,967	-1%	4%	$2,998	-1%	-16%
Technical Colleges	18,638	20%	$6,568	3%	0%	$3,446	-3%	-17%
University Regional Campuses	33,910	23%	$7,329	1%	2%	$3,228	-4%	-10%
University Main Campuses:								
All Students	230,351	8%	$12,360	1%	7%	$5,888	0%	-7%
Undergraduate Only	189,192	7%	$9,686	4%	9%	$4,014	-7%	-12%
State Total	371,373	14%	$10,278	1%	4%	$4,804	-1%	-11%

[1] State support includes State Share of Instruction, Access Challenge, Success Challenge, and special supplements to Shawnee State University and Central State University

- Statewide instructional and general expenditures per full-time equivalent student were $10,278 in FY 2004, a 1% increase over FY 2003 and a 4% increase over FY 2000. However, when inflation is factored in, statewide instructional and general expenditures per full-time equivalent student in FY 2004 actually declined 4% from FY 2000 levels. About 47% of instructional and general expenditures were covered by state subsidy in FY 2004, down from 48% in FY 2003 and 52% in FY 2002.
- Per-student expenditures rose slightly in all public higher education sectors with the exception of state community colleges. The expenditure increases observed in FY 2004 can be attributed to inflation.
- Across sectors, expenditures and state support vary according to the level and type of instruction undertaken and the non-state support sources of revenue available to institutions.
- The highest expenditures per student are found on university main campuses, due to the prevalence of graduate, professional, and upper-division instruction, which costs more than the lower-division undergraduate courses that predominate at community colleges, technical colleges, and university regional campuses.
- Community colleges (which have local tax levies) and state community colleges have similar program offerings, so their state subsidy varies by only $100 per student. However, due to the increased financial resources available to community colleges through their local property tax levies, community colleges spent $1,672 more per student than do state community colleges. Those resources allow community colleges receiving local support to provide additional services to their students and communities.

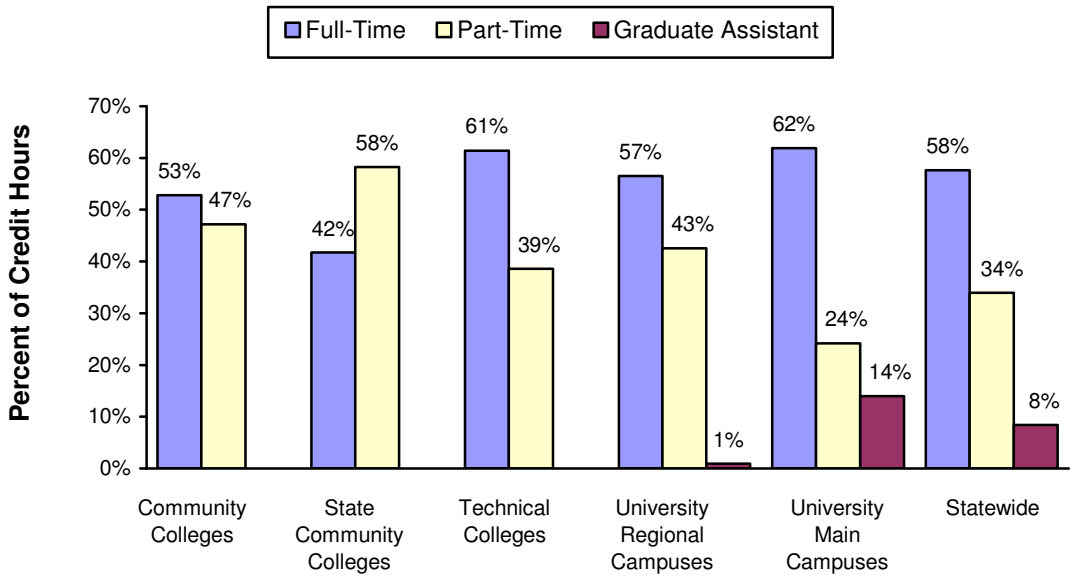
Median Undergraduate Lecture Class Meeting Size and Probability of Being Enrolled in Classes with Fewer than 20 and 50 or More Students

Ohio Public Campuses – Fall 2003

Type of Institution	Median Lecture Size	Percent of Student Enrollments in Lecture Meetings Having:	
		Fewer than 20 students	50 or more students
Community Colleges	21	26%	5%
State Community Colleges	19	34%	1%
Technical Colleges	19	35%	7%
University Regional Campuses	22	24%	6%
University Main Campuses	25	12%	37%
Statewide Total	**22**	**19%**	**24%**

- Although quality education can be delivered in both large and small classes, many students consider class size when deciding which college to attend or which classes to take.
- Class sizes vary by type of institution, with students at university main campuses more likely to be enrolled in larger classes than students at other types of institutions.
- Statewide, the median size of a lecture class was 22 students in fall 2003. Nineteen percent of student course enrollments were in classes with fewer than 20 students, while 24% of course enrollments were in classes with 50 or more students.
- Class meetings were slightly larger in fall 2003 when compared to the same data measured in fall 2001.

Percent of Undergraduate Credit Hours Taught by Type of Instructor - Fall 2003



- Statewide, across all public-sector institutions, 58% of credit hours taken by all undergraduates were taught by full-time faculty, 34% were taught by part-time faculty, and 8% were taught by graduate assistants in fall 2003.
- The university instructor mix is unique due to the presence of graduate students, who teach 14% of the undergraduate credit hours at the main campuses and 1% of undergraduate credit hours at the regional campuses. However, university main campuses are less likely to use part-time instructors than are other types of institutions. The combined credit production share for main campus part-time instructors and graduate assistants is 38%, compared to a combined 42% part-time and graduate assistant share for the statewide total.
- When making decisions on the types of instructors assigned to teach classes, colleges and universities must consider issues of cost, quality, and flexibility. Full-time faculty are more likely to have long-term contracts with the institutions where they teach, more teaching experience, and higher academic credentials than do part-time faculty or graduate students. However, classes taught by full-time faculty normally cost more than those taught by other types of instructors, such as part-time instructors and graduate students.
- Although classes taught by part-time faculty and graduate students normally cost less than those taught by full-time faculty, it should not be assumed that their quality is lower. Part-time faculty often have significant work experience in the fields in which they are teaching. Many graduate assistants have taken a great deal of advanced coursework and are close to earning their doctoral degrees.

Day and Evening Weighted Average Peak Facilities Utilization Rates by Campus Type - Fall 2003

	Day (8:00 a.m. - 3:59 p.m.)		Evening (4:00 p.m. - 7:59 p.m.)	
Campus Type	**Classroom**	**Laboratories**	**Classroom**	**Laboratories**
Technical Colleges	71%	62%	48%	55%
Co-Located Campuses	81%	48%	69%	44%
Community Colleges	69%	38%	66%	38%
Regional Campuses	68%	37%	71%	40%
University Main Campuses	76%	45%	60%	35%
Statewide	74%	42%	64%	38%

- The state has made large investments in classroom and laboratory facilities, and efficient use of resources requires that they be utilized at appropriate levels. It is important to stress, however, that facilities cannot be used 100% of the time. Due to the logistics required to permit students to move among rooms and facilities, and the limitations of use due to room, lab, or building design, the standard maximum utilization rate for classrooms is generally considered to be 70%, and the maximum utilization rate for laboratories is 50%.

- Peak usage is the utilization rate when the highest number of classes is offered on a college or university campus. Institutions must have the appropriate resources to handle their busiest class times to meet their students' needs. Because Ohio's colleges and universities serve a variety of student needs, peak usage may occur at different times during the day, depending on the institution. While a university that serves a largely residential population may find that its peak usage occurs around 10 a.m., a community college that serves a working population may find its peak usage earlier in the morning or in the evening.

- Laboratory utilization levels will always be significantly lower than classroom utilization levels because of the more specialized nature of laboratories. Some laboratories contain equipment that is specific to a particular discipline, and, therefore, the laboratory is available for only certain types of classes. In other cases, laboratories are physically arranged in a manner that makes them undesirable for use for lecture-type instruction.

- The average statewide peak level for scheduled classroom utilization is 74% for classroom day use and 64% for classroom evening use. The average peak level for scheduled laboratory utilization is 42% for laboratory day use and 38% for laboratory evening use.

- The average numbers by sector vary between 68% and 81% for classroom day use and between 48% and 71% for classroom evening use. For laboratories, average peak usage varies between 37% and 62% for day use and between 35% and 55% for evening use.

Higher Education Affordability

Although the benefits from earning a college degree are substantial, students and their families have concerns about the high costs of paying for college. Their concerns are complicated by difficulties in determining what college attendance costs actually are for individual families. Published tuition amounts indicate a "sticker price," which can be viewed as a maximum price that is paid by students who do not receive financial aid. Many students receive financial aid, which is awarded for a wide variety of reasons, including financial need, academic excellence, and athletic participation. Students do not know what college will actually cost them until they apply for financial aid and receive notice of their award levels. Financial aid comes in two basic forms: grants and loans. Grants awarded on a merit basis are often called scholarships. Unlike grants, loans must be paid back under repayment conditions that vary depending on the type of loan received. The true affordability of higher education is determined by the relationship between the net price, which is the sticker price minus grants received, and student ability to pay. Due to data limitations, there is much that we do not know about the net tuition prices paid by students with varying abilities to pay.

We do know that sticker price tuition rates at Ohio's public institutions are high compared to national averages. Ohio's undergraduate tuition in 2005-2006 averaged $7,941 at public four-year universities (45% higher than the four-year national average) and $3,328 at public two-year colleges and regional university branch campuses (52% higher than the two-year national average). Tuition at private institutions is generally higher than at public institutions. After adding books and living expenses to the total bill for college attendance, prospective college students may be discouraged from attending because they believe they cannot afford to. However, both tuition rates and financial aid must be considered before making decisions about college affordability.

At Ohio's public four-year universities, 78% of first-time freshmen received some kind of financial aid (including loans) in 2003-2004. Twenty-seven percent received federal grants that averaged $2,910, and twenty-one percent received state grants that averaged $1,505. Students in Ohio's two-year sector are more likely than their four-year counterparts to receive federal grants (43%) and state grants (36%). Most federal and state grants are awarded on the basis of student financial need. It is interesting to note that if a financially needy student attending an Ohio two-year public institution received the average award of

federal and state grant aid, the total grant award of $3,618 would be approximately equal to the average sticker price tuition at such institutions.

Ohio resident undergraduates attending Ohio public institutions received nearly $592 million in grant awards from all sources in 2003-2004. Of total grants awarded, $416 million, or 70%, was awarded through need-based programs. Merit-based programs accounted for 16% of total grant awards, and athletic and other awards accounted for 14%. About half of the merit-based and athletic and other grants were awarded to students with financial need. Overall, 85% of total grant awards were received by needy students.

In 2004-2005, the State of Ohio awarded more than $240 million in grants to Ohio college students. Students attending public institutions received $112 million, or 47%, of those funds. The Ohio Instructional Grant, a need-based program, is the largest state financial aid program, with $160 million in awards, making up 66% of total grants. The next largest grant program is the Ohio Choice Grant, which is awarded to full-time students at Ohio's private, not-for-profit institutions. Choice grants totaling more than $52 million were awarded to nearly 58,000 students. A variety of smaller financial aid programs awarded more than $28 million in grants.

In-State, Undergraduate Weighted Tuition and Fees

	Nation[1]	Ohio[2]			
Sector	2005-2006	2004-2005	2005-2006	% Increase	Ohio as a % of the nation
Two-Year Public	$2,191	$3,176	$3,328	4.8%	152%
Community Colleges		$2,146	$2,259	5.3%	103%
State Community Colleges		$3,125	$3,265	4.5%	149%
Technical Colleges		$3,454	$3,621	4.8%	158%
University Regional Campuses		$4,477	$4,708	5.2%	214%
University Main Campuses	$5,491	$7,508	$7,941	5.8%	145%

[1] Data from The College Board's Annual Survey of Colleges

[2] Tuition and fees assessed to new students and in effect as of September 7, 2005. Tuition and fees charged to continuing students at many institutions can be different than those charged to new students. Regulations limiting tuition and fees increases (fee caps) to 6% apply to weighted average rates for both new and continuing students.

- Tuition and fees at Ohio public higher education institutions are high compared to national averages, and the charges have risen sharply in recent years.
- At Ohio's public university main campuses, average in-state undergraduate tuition was $7,941 in 2005-2006, 45% higher than the national level of $5,491.
- For all of Ohio's two-year public institutions combined, average tuition was $3,328 in 2005-2006, 52% higher than the national level of $2,191.
- Significant differences in tuition exist within Ohio's two-year public sector. Average tuition at community colleges was $2,259, compared to $3,265 at state community colleges. Revenues from local tax levies received by community colleges are used to help lower tuition. Average tuition was $3,621 at technical colleges and $4,708 at university regional campuses.
- All public higher education sectors experienced increases in tuition from FY 2004-05 to FY 2005-06, ranging from an average 4.5% increase at state community colleges to an average 5.8% increase at university main campuses.

Financial Aid - 2003-2004 Academic Year
Percent Receiving Aid and Average Award Amounts

First-time, Full-time, Degree-Seeking Freshmen

Type of Aid	Public 4-Year Sector				Public 2-Year Sector				Private 4-Year Sector			
	Percent Receiving Aid		Average Award		Percent Receiving Aid		Average Award		Percent Receiving Aid		Average Award	
	Ohio	*U.S*	*Ohio*	*U.S*	*Ohio*	*U.S*	*Ohio*	*U.S*	*Ohio*	*U.S*	*Ohio*	*U.S*
Any Aid	78%	75%			67%	61%			89%	84%		
Federal Grants	27%	28%	$2,910	$2,991	43%	39%	$2,587	$2,737	30%	32%	$3,096	$4,707
State Grants	21%	37%	$1,505	$2,436	36%	29%	$1,031	$1,184	64%	29%	$1,551	$2,925
Institution Grants	39%	32%	$3,667	$2,991	13%	11%	$1,297	$1,205	76%	64%	$9,064	$9,056
Federal Loans	52%	45%	$4,066	$3,629	36%	18%	$2,506	$2,701	67%	62%	$4,357	$5,286

- Wide variation exists in net prices paid by students to attend college, in both Ohio and the United States. The above table displays the percentage of first-time, full-time, degree-seeking freshmen who receive federal, state, or institutional grants, and federal loans. The average award for students receiving each type of grant or loan is also reported.

- High proportions of students in all sectors receive aid, with Ohio students a little more likely to receive aid than are students in the U.S. as a whole.

- In the public 4-year sector, 78% of Ohio freshmen received some kind of aid, compared to 75% in the U.S. as a whole. Ohio freshmen were less likely than their U.S. counterparts to receive federal and state grants and more likely to receive institutional grants and federal loans.

- Freshmen in Ohio's public two-year sector are more likely than those in the U.S. as a whole to receive any type of aid (67% compared to 61%) and are also more likely to receive each specific type of aid. The most striking difference is in the use of federal loans, which are received by 36% of Ohio's public two-year freshmen compared to only 18% of U.S. public two-year freshmen.

- Freshmen in Ohio's private four-year sector (including both independent and proprietary institutions) are more likely than those in the U.S. as a whole to receive any type of aid (89% in Ohio, 84% in the U.S.). The biggest difference is in state grants, which are received by 64% of freshmen in Ohio's four-year private institutions compared to just 29% of all U.S. freshmen. However, the average private-sector state grant received in Ohio is about half the average private sector state grant in the U.S. as a whole ($1,551 in Ohio, $2,925 in the U.S.).

FY 2004 Grant Aid* by Source and Type of Aid

Resident Undergraduates at Ohio Public Institutions

	All Types	Need		Merit		Other		Athletic	
	$	$	%	$	%	$	%	$	%
State Grants	$102.2	$81.0	79%	$3.2	3%	$18.0	18%		
Federal Grants	$311.5	$302.4	97%	$1.0	<1%	$8.0	3%		
Institutional - Internal Grants	$135.0	$26.6	20%	$73.8	54%	$22.0	16%	$12.7	9%
Institutional - External Grants	$43.1	$6.0	14%	$18.0	42%	$15.0	35%	$4.0	9%
All Sources	**$591.7**	**$416.0**	**70%**	**$96.0**	**16%**	**$63.0**	**11%**	**$16.7**	**3%**

* In millions of dollars

FY 2004 Grant Aid* to Needy Students by Type of Aid

Resident Undergraduates at Ohio Public Institutions

	All Types	Need	Merit	Other	Athletic
Grants from All Sources	**$591.7**	**$416.0**	**$33.2**	**$98.9**	**$43.6**
Dollars to Needy Students	*$503.7*	*$414.7*	*$15.9*	*$55.5*	*$17.6*
Percent to Needy Students	85%	100%	48%	56%	40%

* In millions of dollars

- Financial aid grants are a critical component of affordability of higher education. What counts to the student is not sticker price tuition, but net tuition, which is sticker price minus grants. It is this net tuition that must be paid through current out-of-pocket expenditures and loans.
- Ohio resident undergraduates received nearly $592 million in financial aid grants in fiscal year 2004. Need-based awards totaled $416 million, accounting for 70% of total grants; merit-based awards totaled approximately $96 million, accounting for 16% of total grants. Eighty million dollars of athletic and other types of aid were awarded in fiscal year 2004, accounting for 14% of all grants.
- It is important to examine grant awards by type, since each type of grant is designed to encourage or reward specific groups of students. Need-based programs exist to provide encouragement and assistance to financially needy students and merit-based grants exist to encourage and reward academic achievements. However, it is also important to realize that grants awarded based on criteria other than need can be received by needy students. Forty-eight percent of merit-based awards, 40% of athletic awards, and 56% of other awards were received by Ohio resident undergraduate students with financial need. Eighty-five percent of total financial aid grants were awarded to students with financial need.

Distribution of Ohio Financial Aid Grant Funds

FY 2005

Financial Aid Program	All Institutions		Public Institutions		Private, For-profit		Private, Not-for-profit	
	#	$	#	$	#	$	#	$
Total, All Programs	**211,273**	**$240,070,901**	**113,381**	**$112,048,920**	**21,106**	**$31,390,924**	**76,091**	**$94,840,908**
Ohio Instructional Grant	103,716	$145,325,012	77,117	$78,907,209	12,029	$28,858,654	14,570	$37,559,149
Part-Time Ohio Instructional Grant	30,954	$14,224,080	27,704	$12,179,930	1,082	$619,900	2,168	$1,424,250
Total OIG	134,670	$159,549,092	104,821	$91,087,139	13,111	$29,478,554	16,738	$38,983,399
Choice Grants	57,771	$52,023,990					57,771	$52,023,990
Ohio Academic Scholarship	3,735	$8,014,883	2,390	$5,085,654	8	$21,472	1,337	$2,907,757
War Orphans	767	$4,009,745	625	$3,371,694	10	$35,100	132	$602,951
Workforce Development	7,956	$1,796,946			7,956	$1,796,946		
National Guard [1]	5,952	$13,339,380	5,257	$11,549,231				
Nurse Education Assistance Loan Program	254	$709,071	164	$455,066	20	$57,522	70	$196,483
Other [2]	168	$627,794	124	$500,136	1	$1,330	43	$126,328

[1] Detailed data on National Guard Scholarships awarded to students at private for-profit and not-for-profit institutions are not available separately. Scholarships totaling $1,790,149 were awarded to 695 students attending private institutions in Ohio.

[2] Includes Ohio Safety Officers College Memorial Fund, Regents Graduate/Professonal Fellowship Program, and Capitol Scholars.

- The State of Ohio administers 11 higher education financial aid grant programs that award over $240 million in grants to college students from Ohio. The largest program is the Ohio Instructional Grant (OIG), a need-based program that distributes awards to both full-time and part-time students. OIG awards totaled $159 million in FY 2005, with 57% of those dollars being distributed to students attending public institutions.
- The second largest grant program is the Ohio Student Choice Grant, which is awarded to students enrolled full-time at an independent not-for-profit institution in Ohio. Nearly 58,000 students received a total of $52 million in Student Choice grants, for an average award of approximately $900.
- At the end of every academic year, each Ohio high school designates one of its graduating students to receive the Ohio Academic Scholarship (OAS), an award that averaged $2,146 in FY 2005. A total of 3,735 Ohio Academic Scholarship grants totaling more than $8 million were awarded in FY 2005.
- A variety of additional grant programs, including the National Guard Scholarships, War Orphans Scholarships, Student Workforce Development Grants, Safety Officers Scholarships, and the Nurse Education Assistance Loan Program, awarded about $20 million in total grants.

INSTITUTIONAL CHARACTERISTICS

Throughout this report, educational outcomes data have been presented at the statewide and sector level. However, those overall results are produced by the outcomes at the many colleges and universities that make up higher education in Ohio. Information on almost all of the performance measures included in this report is available for Ohio's public higher education institutions, and information on a smaller set of measures is available for the independent institutions. Due to issues of length and readability, only the electronically published versions of the report contain all of this institutional detail.

The tables on the following pages contain brief statistical summaries of public, independent, and proprietary higher education institutions in Ohio. Measures presented for all institutions include total and undergraduate headcount enrollment; percentages of undergraduates who are age 25 and older, female, and minority; and percentage of first-time undergraduates receiving financial aid. Additionally, information on the percentages of educational and general expenditures allocated to research and public service is presented for public and independent institutions.

Readers wishing to see all of the outcomes measures at the institutional level may examine the electronic versions of the report published on CD-ROM or on the Board of Regents website at www.regents.state.oh.us/perfrpt .

CAMPUS SUMMARY STATISTICS

Ohio Public, Fall 2004

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under-Graduates Receiving any Financial Aid	Research as a Percent of E&G Expenditures	Public Service as a Percent of E&G Expenditures
	Total Head Count	Under-Graduate	Age 25 or Older	Female	Minority			
Community Colleges	**75,793**	**75,793**	**51%**	**62%**	**24%**	**57%**	**0%**	**10%**
Cuyahoga - Eastern	6,983	6,983	57%	70%	53%	62%	0%	9%
Cuyahoga - Metro	10,360	10,360	59%	59%	52%	62%	0%	9%
Cuyahoga - Western	13,057	13,057	47%	62%	14%	62%	0%	9%
Jefferson	1,658	1,658	46%	63%	8%	85%	0%	9%
Lakeland	8,741	8,741	46%	60%	10%	55%	0%	6%
Lorain County	9,905	9,905	42%	66%	15%	47%	0%	27%
Rio Grande	1,661	1,661	34%	63%	3%	N/A	N/A	N/A
Sinclair	23,428	23,428	54%	59%	20%	58%	0%	4%
State Community Colleges	**69,127**	**69,127**	**49%**	**56%**	**18%**	**65%**	**< 1%**	**5%**
Cincinnati State	8,783	8,783	53%	55%	27%	68%	0%	4%
Clark State	3,515	3,515	53%	69%	16%	71%	0%	13%
Columbus State	21,371	21,371	45%	59%	25%	66%	0%	4%
Edison State	3,150	3,150	45%	65%	3%	75%	0%	5%
Northwest State	3,425	3,425	47%	56%	8%	61%	0%	6%
Owens State - Findlay	2,362	2,362	46%	62%	9%	56%	< 1%	3%
Owens State - Toledo	18,806	18,806	55%	45%	17%	56%	< 1%	3%
Southern State - Central	1,234	1,234	45%	73%	2%	79%	< 1%	8%
Southern State - Fayette	366	366	48%	72%	3%	79%	< 1%	8%
Southern State - North	612	612	41%	73%	3%	79%	< 1%	8%
Southern State - South	653	653	41%	72%	1%	79%	< 1%	8%
Terra State	2,634	2,634	41%	50%	9%	65%	0%	14%
Washington State	2,216	2,216	44%	66%	2%	69%	0%	0%
Technical Colleges	**26,751**	**26,751**	**47%**	**60%**	**8%**	**76%**	**0%**	**5%**
Belmont	1,741	1,741	45%	58%	3%	92%	0%	1%
Central Ohio	2,788	2,788	51%	72%	8%	80%	0%	3%
Hocking	5,392	5,392	39%	49%	8%	77%	0%	2%
James A. Rhodes	2,871	2,871	46%	70%	9%	62%	0%	8%
Marion	2,240	2,240	49%	64%	8%	81%	0%	3%
North Central State	3,364	3,364	47%	65%	7%	66%	0%	9%
Stark State College of Tech.	6,489	6,489	52%	57%	11%	73%	0%	7%
Zane State	1,866	1,866	45%	62%	5%	87%	0%	0%

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under-Graduates Receiving any Financial Aid	Research as a Percent of E&G Expenditures	Public Service as a Percent of E&G Expenditures
	Total Head Count	Under-Graduate	Age 25 or Older	Female	Minority			
Regional Campuses	**47,832**	**46,552**	**35%**	**63%**	**7%**	**75%**	**< 1%**	**5%**
Bowling Green - Firelands	2,063	1,992	36%	66%	8%	79%	N/A	N/A
Kent State - Ashtabula	1,471	1,470	51%	64%	11%	91%	0%	3%
Kent State - East Liverpool	768	767	53%	73%	3%	88%	< 1%	6%
Kent State - Geauga	878	856	41%	58%	6%	57%	0%	2%
Kent State - Salem	1,368	1,349	44%	75%	2%	87%	0%	3%
Kent State - Stark	3,878	3,856	29%	62%	7%	69%	< 1%	6%
Kent State - Trumbull	2,173	2,166	44%	63%	13%	78%	< 1%	6%
Kent State - Tuscarawas	1,935	1,923	39%	62%	2%	86%	< 1%	7%
Miami - Hamilton	3,411	3,341	25%	57%	9%	51%	N/A	N/A
Miami - Middletown	2,665	2,610	33%	59%	9%	58%	N/A	N/A
OSU - Agricultural Tech. Institute	797	797	10%	38%	2%	80%	2%	3%
Ohio State - Lima	1,321	1,214	20%	57%	5%	74%	1%	5%
Ohio State - Mansfield	1,725	1,645	28%	64%	8%	77%	1%	3%
Ohio State - Marion	1,695	1,625	23%	58%	7%	74%	0%	6%
Ohio State - Newark	2,248	2,121	16%	58%	9%	70%	< 1%	0%
Ohio U. - Chillicothe	2,048	1,959	44%	67%	3%	89%	1%	2%
Ohio U. - Eastern	862	816	29%	67%	2%	86%	< 1%	5%
Ohio U. - Lancaster	1,723	1,662	37%	65%	2%	68%	0%	< 1%
Ohio U. - Southern	1,860	1,840	42%	65%	3%	88%	< 1%	7%
Ohio U. - Zanesville	1,877	1,834	36%	72%	3%	93%	< 1%	2%
University of Akron - Wayne	1,797	1,794	42%	62%	4%	79%	N/A	N/A
U. of Cincinnati - Clermont	3,165	3,136	38%	63%	4%	87%	< 1%	8%
U. of Cincinnati - Walters	5,108	4,883	45%	68%	19%	71%	0%	8%
Wright State - Lake	996	896	29%	68%	2%	44%	0%	< 1%
University Main Campuses	**254,633**	**198,313**	**16%**	**53%**	**15%**	**79%**	**14%**	**6%**
Bowling Green State University	19,043	15,896	6%	55%	10%	84%	3%	4%
Central State University	1,822	1,814	15%	50%	84%	83%	2%	15%
Cleveland State University	15,881	9,870	42%	55%	25%	80%	8%	6%
Kent State University	24,494	19,049	15%	60%	11%	82%	6%	4%
Medical College of Ohio	1,139	N/A	N/A	N/A	N/A	N/A	18%	1%
Miami University	17,590	15,351	3%	54%	9%	64%	3%	1%
Northeastern Ohio Universities College of Medicine	430	N/A	N/A	N/A	N/A	N/A	12%	1%
Ohio State University	51,723	38,104	11%	47%	16%	87%	24%	8%
Ohio University	20,143	16,950	5%	53%	5%	69%	9%	5%
Shawnee State University	3,807	3,807	28%	61%	4%	89%	0%	8%
University of Akron	22,314	18,069	29%	54%	18%	87%	7%	6%
University of Cincinnati	27,064	18,986	18%	49%	19%	87%	21%	7%
University of Toledo	19,675	16,470	18%	51%	16%	74%	7%	2%
Wright State University	16,351	12,137	19%	57%	15%	57%	10%	4%
Youngstown State University	13,157	11,810	29%	56%	14%	87%	1%	7%
STATE PUBLIC TOTAL	**474,136**	**416,536**	**32%**	**57%**	**16%**		**11%**	**6%**

CAMPUS SUMMARY STATISTICS

Ohio Private, Not-for-Profit, Fall 2004

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under-Graduates Receiving any Financial Aid	Research as a Percent of E&G Expenditures	Public Service as a Percent of E&G Expenditures
	Total Head Count	Under-Graduate	Age 25 or Older (Fall 03)	Female	Minority			
Independent Institutions	**136,247**	**105,473**	**23%**	**57%**	**13%**	**89%**	**15%**	**1%**
Allegheny Wesleyan College	57	57	18%	53%	0%	100%	0%	0%
Antioch College	496	496	6%	61%	8%	85%	N/A	N/A
Antioch Univ. PhD in Leadership and Change Program	85	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Antioch University McGregor	737	162	98%	74%	24%	N/A	N/A	N/A
Art Academy of Cincinnati	221	219	17%	57%	7%	98%	0%	0%
Ashland University	6,922	2,859	22%	59%	10%	98%	0%	0%
Baldwin-Wallace College	4,600	3,771	19%	61%	8%	79%	< 1%	1%
Bluffton University	1,191	1,103	13%	56%	6%	100%	0%	0%
Capital University	3,894	2,796	28%	64%	16%	100%	0%	0%
Case Western Reserve University	9,095	3,516	4%	40%	23%	65%	46%	0%
Cedarville University	3,093	3,070	2%	55%	4%	93%	0%	3%
Chatfield College	248	248	46%	80%	30%	79%	0%	0%
Cincinnati Bible College and Seminary	924	664	21%	45%	5%	95%	0%	0
Cincinnati College of Mortuary Science	159	159	54%	47%	18%	80%	0%	0%
Circleville Bible College	431	431	45%	50%	10%	98%	0%	1%
Cleveland Institute of Art	607	602	12%	52%	9%	93%	0%	0%
Cleveland Institute of Music	422	228	1%	57%	12%	100%	0%	0%
College of Mount Saint Joseph	2,158	1,858	35%	69%	10%	91%	0%	0%
College of Wooster	1,827	1,827	1%	53%	7%	97%	1%	0%
Columbus College of Art and Design	1,559	1,559	20%	53%	13%	82%	0%	1%
Defiance College	1,035	943	24%	55%	8%	100%	0%	0%
Denison University	2,211	2,211	1%	56%	11%	98%	1%	0%
Edutek College	42	42	67%	95%	52%	60%	0%	0%
Franciscan University of Steubenville	2,374	1,913	10%	60%	6%	83%	0%	0%
Franklin University	6,823	5,820	78%	55%	25%	74%	0%	0%
Gods Bible School and College	301	301	20%	52%	6%	96%	0%	0%
Good Samaritan College of Nursing & Health Science	309	309	48%	95%	10%	76%	0%	0%
Hebrew Union College-Jewish Institute of Religion	126	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Heidelberg College	1,483	1,277	17%	52%	6%	99%	10%	0%
Hiram College	1,125	1,108	23%	57%	13%	100%	< 1%	0%
John Carroll University	4,101	3,350	4%	54%	9%	98%	10%	0%
Kenyon College	1,634	1,634	1%	53%	9%	65%	1%	0%
Kettering College of Medical Arts	722	722	52%	83%	12%	87%	0%	0%

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under-Graduates Receiving any Financial Aid	Research as a Percent of E&G Expenditures	Public Service as a Percent of E&G Expenditures
	Total Head Count	Under-Graduate	Age 25 or Older (Fall 03)	Female	Minority			
Independent (Continued)								
Lake Erie College	1,043	724	21%	74%	9%	98%	0%	0%
Laura and Alvin Siegal College of Judaic Studies	146	11	82%	73%	0%	50%	0%	0%
Lourdes College	1,491	1,398	62%	84%	17%	72%	0%	12%
Malone College	2,250	1,936	26%	62%	7%	100%	<1%	8%
Marietta College	1,480	1,351	7%	50%	5%	97%	0%	<1%
MedCentral College of Nursing	350	350	25%	93%	1%	100%	0%	0%
Mercy College of Northwest Ohio	688	688	45%	86%	13%	97%	0%	1%
Methodist Theological School	253	N/A	N/A	N/A	N/A	N/A	0%	0%
Mount Carmel College of Nursing	573	550	32%	93%	13%	96%	0%	0%
Mount Union College	2,333	2,333	9%	54%	5%	99%	0%	0%
Mount Vernon Nazarene University	2,455	2,166	37%	57%	4%	100%	0%	0%
Muskingum College	2,176	1,644	4%	48%	5%	99%	0%	1%
Myers University	1,004	946	79%	68%	54%	82%	0%	0%
National Institute of Technology	489	489	44%	66%	39%	100%	0%	0%
Notre Dame College	1,299	999	49%	68%	23%	100%	0%	0%
Oberlin College	2,857	2,837	1%	55%	20%	56%	< 1%	1%
Ohio College of Massotherapy	284	284	53%	82%	6%	82%	0%	0%
Ohio College of Podiatric Medicine	244	N/A	N/A	N/A	N/A	N/A	1%	0%
Ohio Dominican University	2,844	2,545	49%	64%	25%	100%	0%	0%
Ohio Northern University	3,495	2,607	4%	47%	3%	99%	0%	0%
Ohio Wesleyan University	1,944	1,944	1%	53%	7%	99%	1%	1%
Otterbein College	3,089	2,756	20%	66%	8%	98%	0%	1%
Payne Theological Seminary	51	N/A	N/A	N/A	N/A	N/A	0%	0%
Pontifical College Josephinum	140	75	31%	0%	8%	45%	0%	0%
Rabbinical College Telshe	57	38	0%	0%	0%	47%	0%	0%
Rosedale Bible College	83	83	2%	51%	0%	41%	0%	8%
Temple Baptist College	120	120	35%	35%	33%	100%	11%	1%
The University of Findlay	4,654	3,460	22%	59%	6%	90%	0%	0%
Tiffin University	1,562	1,187	28%	53%	19%	97%	0%	0%
Tri-State Bible College	13	13	65%	8%	8%	50%	0%	0%
Trinity Lutheran Seminary	216	N/A	N/A	N/A	N/A	N/A	0%	0%
Union Institute & University	2,539	1,178	89%	68%	39%	87%	< 1%	0%
United Theological Seminary	352	N/A	N/A	N/A	N/A	N/A	0%	0%
University of Dayton	10,495	7,158	4%	50%	8%	97%	30%	< 1%
University of Northwestern Ohio	2,971	2,971	18%	21%	1%	62%	0%	0%
University of Rio Grande	2,530	2,267	30%	63%	4%	96%	0%	0%
Urbana University	1,557	1,466	48%	58%	13%	92%	0%	0%
Ursuline College	1,462	1,139	50%	91%	27%	100%	0%	0%
Walsh University	1,951	1,694	30%	61%	7%	98%	0%	0%

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under-Graduates Receiving any Financial Aid	Research as a Percent of E&G Expenditures	Public Service as a Percent of E&G Expenditures
	Total Head Count	Under-Graduate	Age 25 or Older (Fall 03)	Female	Minority			
Independent (Continued)								
Wilberforce University	998	998	32%	61%	91%	98%	0%	0%
Wilmington College	1,755	1,701	27%	56%	10%	81%	0%	0%
Winebrenner Theological Seminary	92	N/A	N/A	N/A	N/A	N/A	0%	2%
Wittenberg University	2,182	2,169	5%	57%	10%	99%	< 1%	0%
Xavier University	6,668	3,943	16%	56%	15%	98%	0%	5%

CAMPUS SUMMARY STATISTICS

Ohio Private, For-Profit, Fall 2004

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under- Graduates Receiving any Financial Aid
	Total Head Count	Under-Graduate	Age 25 or Older (Fall 03)	Female	Minority	
Proprietary Institutions	**23,378**	**22,341**	**53%**	**61%**	**31%**	**86%**
Academy of Court Reporting - Akron	258	258	82%	86%	31%	89%
Academy of Court Reporting - Cincinnati	381	381	75%	87%	50%	100%
Academy of Court Reporting - Cleveland	483	483	75%	89%	63%	100%
Academy of Court Reporting - Columbus	337	337	71%	86%	46%	91%
AEC Southern Ohio College - North Canton	876	876	56%	73%	25%	90%
AEC - Southern Ohio College - Cincinnati	911	911	62%	72%	47%	90%
AEC - Southern Ohio College - Akron	521	521	59%	72%	45%	89%
AEC - Southern Ohio College - Findlay	411	411	70%	84%	26%	90%
Antonelli College	428	428	35%	89%	12%	65%
Art Institute of Cincinnati	74	74	N/A	53%	1%	92%
ATS Institute of Technology	349	349	89%	85%	27%	88%
Bohecker College	290	290	48%	90%	5%	96%
Bradford School	362	362	8%	82%	33%	95%
Bryant and Stratton College - Parma	216	216	52%	75%	31%	96%
Bryant and Stratton College - Cleveland	254	254	52%	75%	93%	98%
Bryant and Stratton College – Willoughby Hills	152	152	53%	75%	64%	74%
College of Art Advertising	27	27	36%	67%	15%	86%
Computer Quest Ltd.	31	31	96%	6%	61%	59%
Davis College	403	403	70%	85%	32%	79%
DeVry University-Ohio	3,949	3,487	42%	31%	21%	94%
ETI Technical College	321	321	57%	75%	31%	96%
Gallipolis Career College	182	182	62%	85%	10%	100%
International College of Broadcasting	99	99	27%	22%	47%	83%
ITT Technical Institute - Dayton	514	514	40%	17%	21%	100%
ITT Technical Institute - Youngstown	511	511	41%	17%	16%	99%

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under- Graduates Receiving any Financial Aid
	Total Head Count	Under-Graduate	Age 25 or Older (Fall 03)	Female	Minority	
Proprietary Institutions (Continued)						
ITT Technical Institute - Norwood	686	686	44%	17%	31%	97%
ITT Technical Institute - Strongsville	711	711	47%	17%	20%	98%
ITT Technical Institute - Hilliard	339	339	48%	17%	19%	96%
Miami-Jacobs College	522	522	70%	78%	53%	85%
Ohio Business College - Sandusky	232	232	66%	85%	16%	100%
Ohio Business College - Lorain	250	250	67%	85%	35%	88%
Ohio Institute of Health Careers	220	220	N/A	96%	44%	52%
Ohio Institute of Photography and Technology	713	713	41%	80%	25%	83%
Ohio Technical College	613	613	27%	5%	31%	90%
Ohio Valley College of Technology	157	157	69%	89%	6%	94%
Professional Skills Institute	228	228	77%	93%	53%	94%
Remington College	657	657	60%	76%	77%	100%
Remington College – Cleveland West Campus	368	368	N/A	86%	22%	86%
RETS Tech Center	558	558	74%	56%	24%	85%
School of Advertising Art Inc.	123	123	2%	46%	8%	92%
Southeastern Bus. College - New Boston	66	66	55%	74%	8%	100%
Southeastern Bus. College - Lancaster	75	75	77%	74%	5%	100%
Southeastern Bus. College - Chillicothe	98	98	59%	74%	2%	100%
Southwestern College of Bus. - Franklin	183	183	41%	93%	5%	99%
Southwestern College of Bus. - Tri-County	212	212	45%	94%	49%	100%
Southwestern College of Bus. - Cincinnati	244	244	46%	94%	93%	100%
Stautzenberger College	805	805	57%	82%	19%	88%
Technology Education College	502	502	46%	80%	29%	73%
Tri-State College of Massotherapy	65	65	4%	74%	12%	N/A
Trumbull Business College	407	407	56%	82%	29%	96%
University of Phoenix - Cincinnati	489	251	67%	54%	15%	11%
University of Phoenix - Cleveland	824	614	77%	66%	21%	5%
University of Phoenix - Columbus	310	183	50%	58%	16%	3%
Vatterott College - Cleveland	129	129	85%	5%	44%	78%
Virginia Marti College of Art and Design	252	252	28%	82%	20%	85%