

Third Report on the Condition of Higher Education in Ohio



**Meeting
the State's
Current and Future
Needs through a
"Student-Centered"
University System
of Ohio**

Ohio needs to deliver high quality education to more college students within existing resources.



Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

Ohio Board of Regents

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Brenda Norman Albright served as the consultant to the Board of Regents in the development of the Condition Report.



The Ohio Board of Regents presents its March 31, 2010 *Report on the Condition of Higher Education in Ohio: Meeting the State's Current and Future Needs Through A Student-Centered University System of Ohio*. The *Condition Report* is issued annually and is a statutory responsibility under House Bill 2 of the 127th General Assembly. The *First Condition Report* provided policymakers and the general public a snapshot of where Ohio stands in providing the higher education services needed to be competitive in today's world. The *Second Report* focused on facilities and technology. The *Third Report* underscores the need to deliver high quality education to more Ohioans within existing resources.

In the midst of turbulent economic times, record numbers of Ohioans are enrolling in college. Technological advances are redefining the essential knowledge and skills needed to succeed in the workplace and life. Ohioans know the economy will eventually improve, but many low skill jobs won't come back to Ohio; employers will be seeking workers with postsecondary credentials.

In the past year, we met with many traditional and non-traditional college students. Some enrolled in college immediately following high school while others returned to college in their 20s, 30s and 40s. Many college students face tough circumstances. Many have families and must find ways to deal with the high costs of child care and other living expenses. Most borrow money to go to college and have substantial debt when they graduate. Many are not academically or culturally prepared for college. Their determination to make the sacrifices necessary to attain a degree inspired us.

We also applaud the efforts of Ohio's colleges and universities to serve more Ohioans during these difficult times. Unlike some states, Ohio's colleges and universities have not turned qualified students away. Savings in administrative services have been used to educate more citizens. We call upon institutions to broaden and intensify these cost savings efforts. Colleges are to be commended for keeping fee increases low yet higher education is expensive. Continuing to improve affordability is critical to educating more of our citizens. Higher education's efforts in workforce and economic development are making a difference. We are beginning to see the results with growth in high tech jobs. Higher education must redouble its efforts as the growth engine for research and workforce development through expanded educational services and redevelopment of its communities.

The Regents recognize that Ohio has never before faced the economic challenges that it faces today. We express our gratitude to the Governor and the General Assembly for recognizing higher education's important role in Ohio's future and placing a priority on its financial support. We affirm our pledge to move forward with new directions outlined in the Strategic Plan for Higher Education, 2008-2017 emphasizing collaboration and bold ideas. While the efforts to move forward have been tremendous, we have not reached the finish line. We must accelerate the actions proposed in the *Strategic Plan* to assure that higher education develops educational and economic solutions needed by Ohioans.

Sincerely,

James M. Tuschman, Chair
James F. Patterson, Vice Chair
Dr. Walter A. Reiling, Jr., Secretary

Acknowledgments

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Meeting the State's Current and Future Needs through a Competitive "Student-Centered" University System of Ohio

In the midst of turbulent economic times, record numbers of Ohioans are enrolling in college to raise their educational levels and sharpen their skills. Technological advances are creating new knowledge at a rapid pace, changing countless jobs and workplaces. These economic and technological changes are redefining the essential knowledge and skills needed to succeed in the workplace and in life. Ohioans know the economy will eventually improve, that many low skill jobs won't come back to Ohio and that employers will be seeking workers with postsecondary credentials.

To be economically competitive, Ohio faces a significant challenge of educating 230,000 more students annually by 2017. The unprecedented economic crisis demands that Ohio graduate more students with high quality, efficiently and quickly. We believe that this can be done if Ohio focuses on being student-centered. Being student-centered means that institutions need to:

- streamline and where possible, consolidate and coordinate programs and services so that more students graduate from college with high quality degrees at a lower cost per graduate for taxpayers, at lower costs for students and their families and with dramatic benefits for Ohio's social and economic health
- minimize the number of excess credits students earn on the path to a degree
- communicate what is required to enroll and succeed in college in transparent ways that are easy for students, families and counselors to understand
- teach in ways that link content, experience, knowledge and skills and that engage a new generation of learners, as well as adult learners who have not been in school for many years
- target strategic resources to majors that meet high priority economic state needs and result in good jobs for graduates without neglecting liberal arts
- expand availability of new lower-cost models for attaining a degree
- prepare students better, academically, financially and culturally
- improve graduation rates and time to degree for enrolled full- and part-time students
- reach new target populations, including students of color, first generation students, students from low-income families, working or unemployed, adults and those returning from the military
- realize additional administrative efficiencies so that resources can be available to educate more Ohioans
- use robust data systems with accessible information in K-12 and higher education to support interventions in high school that help students be successful in college.

In the *Third Report on the Condition of Higher Education in Ohio*, the Regents ask: *How can Ohio graduate more students with a high quality education that prepares them for careers along with intellectual opportunities that equip them for a better future?* We answer this question by assessing Ohio's:

- Streamlined Paths to Degrees
- College Affordability
- Readiness for College and Work
- Effective Management of Educational Programs
- Efficient Management of Administrative Services

Information from the past three years was measured in these areas:

- Educational Attainment
- Financial Condition of Colleges and Universities
- Workforce and Research Contributions of Higher Education

Eight questions form the core of The Condition Report.

1

Are programs streamlined to shorten paths to degrees?



What we know:

Ohio can streamline and shorten paths to college degrees by guaranteeing accessible programs, having more students take college courses in high school, strengthening the transfer and articulation system, expanding the use of technology and providing services targeted to underserved populations, including adults, veterans and disabled students.

What we know about accessible programs:

- The 2008 *Strategic Plan for Higher Education* details strategies to enroll more students, keep more graduates in Ohio and attract more talent to the state. Notable achievements include:
 - Ohio's higher education institutions have diverse missions and programs. This breadth gives students a rich array of choices and experiences.
 - Sixty-eight *Adult Basic and Literacy Education* programs and more than 50 *Adult Workforce Education* programs were transferred to the University System of Ohio on January 1, 2009. This integration will result in more effective postsecondary education for Ohio's adult students.
 - The "30-Mile Promise" creates affordable pathways for students to earn high-quality, low-cost associate and bachelor's degrees within 30 miles of every Ohioan. Community colleges and universities will team together to offer joint packages of associate and bachelor's degrees. By attending a community college for two years, Ohioans have a low cost pathway to receive a bachelor's degree.
 - Eastern Gateway Community College opened providing community college education critical to Ohioans in the Mahoning Valley and the region's long-term economic growth and prosperity.

What we know about earning college credit in high school:

- Ohio's dual enrollment/credit options allow high school students to earn both high school and college credit and streamline their paths to degrees.
- Dual enrollments in Ohio have lagged other states – about 2% of high school students participate compared with 5% nationally.
- Two related factors – funding and communication – may contribute to Ohio's low dual enrollments. In most instances, if students take dual enrollment courses, their high schools are expected to reimburse the colleges for these costs. Consequently, dual enrollment courses may not be marketed extensively to students and their families. Ohio needs to continue its review and revision of dual enrollment policies to ensure that barriers or disincentives to maximum participation are eliminated and that proper financial incentives for high schools to encourage students to take dual enrollment courses are in place.
- Students who enrolled in dual enrollment programs have better education outcomes than students who did not.
- Economically disadvantaged students are underrepresented in dual enrollments although their participation is increasing dramatically.

What we know about transfer, articulation and collaboration among institutions:

- Extensive work has been done with the establishment of statewide guarantees of transfer credit for two- and four-year institutions, adult programs and secondary institutions.
- Ohio is implementing an equivalency based transfer system based on common educational outcomes and performance expectations.
- Bachelor's degree recipients with one or more years of community college education increased by 16%

from 2007 to 2009 (from 3,298 to 3,841).

- Dual admission agreements can offer students a seamless transition to degree completion.
- All Ohio students will have a common academic semester system in 2012.

What we know about the use of technology and online learning:

- Progress in the use of technology for student services is substantial:
 - Online course taking increased by 23% from 2007 to 2008 with the largest percentage increase at branch campuses (46%)
 - More than 100,000 students enrolled
 - Adults (25 and older) make up half of the enrollments with many seeking to upgrade their skills to be more marketable in the workplace
 - Ohio's community colleges enroll the majority of all the public undergraduate *E-Learning* students
 - Ohio's growth rate for online enrollment appears to be exceeding the national growth rate. *(Source: Analyses by Board of Regents staff)*
- The University System of Ohio is collaborating with the Minnesota System of Colleges and Universities to obtain access to software and licensing of online learning products and student services at a reduced price.

What we know about improved services for under served populations, including veterans, disabled students, racial/ethnic populations and women:

- The Ohio GI Promise changed residency requirements to allow veterans and their families to attend Ohio colleges and universities at in-state tuition rates.
- Currently 28 University System of Ohio institutions are certified as "Service Member Opportunity Colleges, (SOC)" with several pending applications. Ohio plans to be the first university system with 100 percent SOC participation.
- To better serve students with disabilities, the University System of Ohio has partnered with the Rehabilitation Services Commission and is expanding grants to campuses supporting assistive and adaptive technologies.
- Black, non-Hispanics are Ohio's largest educationally under served racial/ethnic population. While 13% of Ohio's population reported that they are black, non-Hispanic, they receive only
 - 9% of the associate degrees
 - 7% of the bachelor's degrees
 - 4% of the master degrees
 - 4% of the doctoral degrees
 - 5% of the first professional degrees in the University System of Ohio. *(Sources: U. S. Census Bureau Population Estimates, 2008 and Ohio Board of Regents Staff)*
- Black, non-Hispanic students are underrepresented in science, math, engineering, technology and medical fields. *(Source: Ohio Board of Regents Staff)*
- While women receive the majority of associate, bachelor's, master's, doctoral and first professional degrees, they are underrepresented in science, math, engineering, technology and medical fields at the doctoral level. *(Source: Ohio Board of Regents Staff)*
- Adults over age 24 comprise a high percentage of enrollees in higher education, yet very few of those adults actually complete a certificate, associate degree or higher degree by the end of six years. Only 14.3% (2,579) of the older cohort had completed an associate degree or more by 2009, in comparison to 23.2% of traditional age students. A further 3.9% of adults over age 24 had completed a certificate by 2009 in comparison to 4.1% of traditional age students.ⁱ

We conclude:

- 1) Ohio has made higher education more accessible with a common academic calendar, integration of the adult career centers into the University System of Ohio and the “30 Mile Promise”.
- 2) Ohio has an infrastructure to support dual high school/college enrollments, but it is not fully utilized, particularly by under served racial/ethnic groups.
- 3) Ohio must strengthen its dual enrollment policies, and eliminate barriers to student participation, including financial and communication.
- 4) Ohio has improved articulation and transfer within the system; potential further actions include widespread dual admissions among colleges and transfer of career technical education credits to colleges and universities.
- 5) Ohio has realized success in growing its online offerings and student services.
- 6) Ohio has improved services for veterans and their families.
- 7) Ohio should find ways to increase the number of degrees awarded to adults, underserved racial/ethnic groups and veterans.
- 8) Ohio should find ways to increase the number of degrees awarded in the science, math, engineering and technology fields to adults, underserved racial/ethnic groups and women.

2

How effectively is Ohio addressing college affordability?



In these difficult economic times, affordability is a significant challenge for students who enter college immediately after high school and for working adults.

What we know:

- Ohio has limited tuition and fee increases. It is anticipated that statewide average tuition and fees will increase about 2% in 2009-10. *(Source: Ohio Board of Regents Staff)*
- Ohio posted the fourth-lowest increases in tuition for in-state undergraduates among all 50 states from the 2008-09 to the 2009-10 academic year. *(Source: Ohio Board of Regents Staff)*
- The Choose Ohio First Scholarship Program supports recruiting Ohio residents into STEM programs, the increased success of students in those fields and improvements to the pipeline of STEM students and STEM educators. It is estimated that more than 7,500 STEM graduates will be scholars in the program. *(Source: Ohio Board of Regents Staff)*
- Ohio has adopted a tuition waiver policy so that colleges and universities may request variable tuition to address student needs.
- Textbooks are expensive. Ohio must increase efforts to lower textbook costs through various strategies, including promoting open educational resources and other low cost options through Faculty Innovator Awards and Textbook Affordability Grants and negotiating pricing discounts on commercial content.
- The federal Pell grant program has increased the maximum award from \$4,731 in 2008-09 to \$5,350 in the 2009-10 year while the state supported grant program has been reduced from \$285 million to \$106 million in fiscal year 2009-10. *(Source: Ohio Board of Regents Staff)*
- Approximately 86% of first-time, full-time students enrolled in Ohio's public four-year institutions and 68% of students enrolled in public two-year institutions received financial aid in 2007-8. *(Source: Ohio Board of Regents Staff)*
- Approximately 67% of students who graduated in 2007 borrowed money for their education compared with 59% nationally. The average debt is \$21,952 compared with \$20,298 nationally. *(Source: Ohio Board of Regents Staff)*

We conclude:

Ohio has improved affordability for students and their families and must make additional progress.

3

Are Ohioans ready for college and work?



In most states, completing high school does not prepare you for college or work. Diminishing the need for remedial education can save money for the student and the taxpayer. Many students enter college as adults, and Ohio must provide support to these under prepared students.

What we know:

- Ohio has taken bold actions to address college and career readiness through:
 - Early adoption of the *America Diploma Project* ⁱⁱ
 - Implementation of the Ohio CORE (applies to students who begin high school after July 1, 2010, the Ohio Core legislation increases rigor in the high school curriculum. One of the bill provisions required the State Board of Education to put together a plan to allow high school students to show course competency without having to fulfill the Carnegie Unit seat time requirement)
 - Recommendations from the Governor's *Public-Private Collaborative Commission*
 - STEMM Initiatives in the state's 2008-09 budget
 - Education reforms in the Ohio's 2010-11 budget (common core standards and replacement of the Ohio Graduation Test with a multiple measures assessment system).
- More than one-third of recent high school graduates must enroll in remedial math or English or both. (Source: *Ohio Board of Regents Staff*)
- For entering students over the age of 20, 42% enrolled in remedial math or English. For most community colleges half the students are 25 years of age and older. To produce more associate degrees, college ready services must be provided to these adults. (Source: *Ohio Board of Regents Staff*)
- The percentage of students enrolled in remedial education has not changed in the past few years. (Source: *Ohio Board of Regents Staff*)
- Ohio has developed a comprehensive college and career ready action plan.

We conclude:

- 1) Ohio has recently adopted a set of strong college and career readiness policies.
- 2) Ohio should become a recognized leader in its preparation of high school graduates for postsecondary education and career success.
- 3) Ohio should develop innovative college and career readiness policies for adults.

4

Are educational programs managed effectively?



Improving graduation rates and time to degree for full- and part-time students can save money for students and taxpayers. Strong education management also means minimizing the number of excess credits students earn on the path to a high quality degree.

What we know:

- First to second year retention has been relatively stable in the past few years with some improvement at the regional campuses. Four-year institutions' retention rates range from 72% to 90% for universities and averaged 59% for community colleges. (Source: Ohio Board of Regents Staff)
- Six year graduation rates range from 34% to 77% at four-year institutions. (Source: Ohio Board of Regents Staff)
- Three year graduation rates for community colleges are 10%. More than half the students attain their degree or are persisting in their education after three years. (Source: Ohio Board of Regents Staff)
- The median time to degree is 4.3 years for associate and baccalaureate degrees. (Source: Ohio Board of Regents Staff)
- Ohio's two-year college completion rate is near the average for the Midwestern region and the nation. Ohio's six-year bachelor's degree completion rate is near the national average, but is behind most states in the region. (Source: Midwestern Higher Education Compact)
- Like many other states, Ohio has extensive information on students who are successful in postsecondary programs and limited information on those who are not. A recent national study of young adults (aged 22 – 30) dispels four myths about why students drop out.
 - MYTH NO. 1: Most students go to college full-time. If they leave without a degree, it's because they're bored with their classes and don't want to work hard.
 - REALITY NO. 1: Most students leave college because they are working to support themselves and going to school at the same time. At some point the stress of work and study just becomes too difficult.
 - MYTH NO. 2: Most college students are supported by their parents and take advantage of a multitude of available loans, scholarships and savings plans.
 - REALITY NO. 2: Young people who fail to finish college are often going it alone financially. They're essentially putting themselves through school.
 - MYTH NO. 3: Most students go through a meticulous process of choosing their college from an array of alternatives.
 - REALITY NO. 3: Among students who don't graduate, the college selection process is far more limited and often seems happenstance and uninformed.
 - MYTH NO. 4: Students who don't graduate understand fully the value of a college degree and the consequences and trade-offs of leaving school without one.
 - REALITY NO. 4: Students who leave college realize that a diploma is an asset, but they may not fully recognize the impact dropping out of school will have on their future.ⁱⁱⁱ

We conclude:

Ohio must continue to improve graduation rates and become more effective in reducing the drop-out rate and in marketing to Ohioans who do not attend college.

5

Are administrative services managed effectively?



Saving money on administrative costs will help keep college affordable and expand educational opportunities to more Ohioans.

What we know:

- The Chancellor has established The Advisory Committee on Efficiency in the University of Ohio System to continuously monitor spending practices and successful productivity strategies with the goal of disseminating best practices.
- Ohio legislation requires campuses to demonstrate savings of 3% by 2011. Estimated savings for fiscal year 2009 total \$236 million.
- Tremendous potential exists for savings through group purchasing and through changes to capital construction processes.
- Campus energy conservation should be greatly enhanced as a result of legislation, which requires public campuses to adopt energy conservation measures that are aimed at reducing energy consumption 20% by 2014.

We conclude:

Significant administrative savings have been demonstrated through institutional collaboration; much more must be realized with additional efforts.

6

Are current levels of educational and degree attainment and participation in higher education adequate for a 21st century economy?



Ohio can ensure a better quality of life for its citizens and greater future economic prosperity by producing and retaining more college graduates.

What we know:

- From 2006 to 2008, headcount enrollment in the University System of Ohio increased by almost 24,000 students from 461,999 to 485,884. The goal for 2017 is 691,999 students. *(Source: Ohio Board of Regents Staff)*
- Fall 2008 headcount enrollment for private, not-for-profit institutions was 139,000. *(Source: Ohio Board of Regents Staff)*
- Fall 2008 headcount enrollment for proprietary institutions was approximately 39,000. *(Source: Ohio Board of Regents Staff)*
- The percentage of Ohioans with an associate degree or higher increased in 2008, but is still below national averages. *(Source: Ohio Board of Regents Staff)*
- The number of students engaged in institutionally-sponsored internships and co-ops increased by 25%. *(Source: Ohio Board of Regents Staff)*
- Public high school graduation rates have increased in the past decade. College-going rates directly from high school increased from 54.5% in 1996 to 60% in 2006. *(Source: Ohio Board of Regents Staff)*
- The growth in degrees in science, technology, engineering, math and health professions (STEM) is significant.

We conclude:

Ohio's degree attainment and degrees granted are improving; further progress is essential to Ohio's economic health.

7

What is the financial strength of higher education?



Higher education must have the financial resources, appropriate accountability and viable financial incentives to educate thousands of additional Ohioans.

What we know:

- The financial ratios that are required by legislation (1997) are declining slightly for most four-year institutions and are relatively stable for most two-year institutions. *(Source: Ohio Board of Regents Staff)*
- Since 1998, campuses have assumed substantial responsibility and liability for the rehabilitation and construction of educational space. Local capital debt has risen to \$4 billion with almost half, or \$2 billion, attributable to financing for renovations and construction of educational space. *(Source: Ohio Board of Regents Staff)*
- Ohio's facilities are aging. Many buildings require substantial investments for renovation, or replacement. Ohio has an annual shortfall of about \$170 - \$270 million in capital appropriations to renovate these facilities. *(Source: Ohio Board of Regents Staff)*
- Like other states, Ohio's endowment income that supports higher education programs has declined.
- Ohio has changed the way it funds colleges and universities by focusing on course completions, degrees and other markers of student success.

We conclude:

- 1) All institutions exceed the acceptable parameters of legislatively prescribed financial ratios.
- 2) The overall trend is declining ratios for most four-year institutions
- 3) The ratio trends over time, e.g., one, three, five and ten-year periods, should be closely monitored by trustees, institutional leaders and the Board of Regents.
- 4) Ohio's facilities are aging and Ohio has a substantial shortfall in capital appropriations to renovate these facilities.
- 5) The financial condition of institutions with substantial debt should be closely monitored to assess their ability to repay the debt.

8

Are higher education's current contributions to workforce development, research and technology transfer adequate to support a thriving 21st century economy?



What we know:

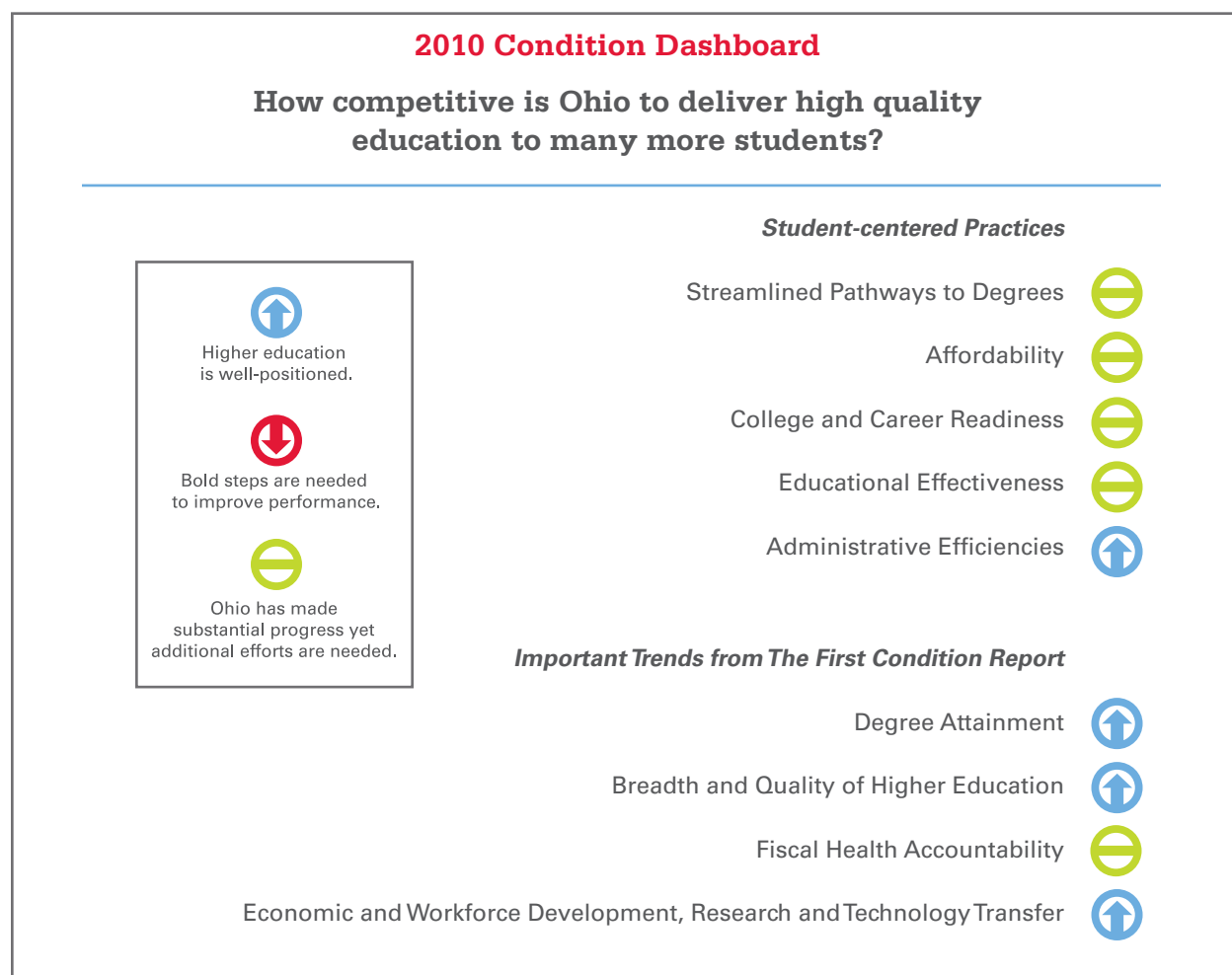
- In the past two years, all colleges have focused on economic advancement, including technology transfer, entrepreneurship and workforce development.
- Ohio's Third Frontier has resulted positive growth in high tech jobs. The estimated return on investment for the Third Frontier includes more than 41,000 jobs and 500 new companies created and an increase in venture capital invested from \$243 million in 2004 to \$446 million in 2008. *(Source: Ohio Board of Regents Staff)*
- Ohio research and development expenditures per capita, \$159, are now close to the national averages of \$170 (2008). *(Source: Ohio Board of Regents Staff)*
- Ohio has established Centers of Excellence in five areas: advanced energy, biomedical and health care, transportation and logistics, and agriculture and food production. The fifth area is focused on attracting and retaining talent to the state through additional programs that are essential in building communities and attracting the best and brightest to Ohio. *(Source: Ohio Board of Regents Staff)*
- Through the Third Frontier, Ohio has established the Research Scholars programs to strengthen and increase research excellence and support regional economic priorities.
- Ohio launched the Ohio Skills Bank to support regional partnerships in twelve designated economic regions. The purpose of the Bank is to address critical occupational and skill shortages and create convenient, customized learning pathways for adult learners.
- Patent applications filed and issued and other technology transfer and commercialization activities are increasing dramatically. *(Source: Ohio Board of Regents Staff)*

We conclude:

Ohio is making substantial progress in achieving its goal of strengthening workforce development, research and technology transfer.

Summary

If Ohio is to have college graduates in the numbers and disciplines that it needs for a thriving 21st century economy, how competitive is higher education in educating many more students with high quality? The Regents assess higher education's condition in the following dashboard:



When we assess the current condition of the *University System of Ohio* to serve many more students, we conclude:

- Ohio has made substantial progress in moving toward a common academic calendar, in integrating adult education programs into the University System of Ohio and implementing its “30 Mile Promise”
- Ohio’s significant infrastructure for dual enrollments must be accessed by more high school students so that they complete college quicker and at lower cost
- Expanding dual admissions for colleges can smooth the transition from two to four-year institutions
- Ohio has invested considerable effort in developing transfer and articulation guidelines and should continue these efforts and consider additional bold actions to assure a seamless transition for students
- Ohio has achieved success in growing its online offerings and student services
- Ohio has improved services for veterans and their families
- Ohio has made substantial progress in making college more affordable for students and their families
- Ohio has adopted strong college and career readiness policies; however, real results have not yet occurred

- Ohio must find innovative ways to help adults become college ready
- Ohio's efforts to improve educational effectiveness must continue
- Ohio has made substantial progress in achieving administrative efficiencies
- Greater collaboration among institutions, business and industry and other state services can result in greater cost effectiveness
- Ohio is improving degree attainment and degrees granted
- Ohio must find ways to increase the number of degrees awarded to adults, under served racial/ethnic groups and veterans
- Ohio must find ways to increase the number of degrees awarded in the science, math, engineering, technology and medical fields to adults, under served racial/ethnic groups and women
- Ohio's higher education institutions are making strong contributions to Ohio's workforce and economy and to its future economic strength
- Ohio's return on investment from the *Third Frontier* has been substantial
- Ohio has maintained a strong, diverse, high quality higher education system and the financial strength of the institutions has been relatively stable during this difficult economic period
- Ohio is moving toward greater transparency for higher education performance by publishing graduation rates and other performance measures annually
- Ohio has changed the way it funds colleges and universities by focusing on course completion, degrees awarded and other markers of student success.

We strongly support a quality higher education system where students can graduate from college with high quality, efficiently and quickly. Affordability and support for higher education are deeply held values and efforts to keep college costs as low as possible must be continued. Ohio must continue its efforts to ensure that the programs offered across the state are appropriately preparing Ohioans for the future and must further explore why students drop out or chose not to attend college.



Condition Report

Meeting the State's Current and Future Needs through a Competitive "Student-Centered" University System of Ohio

The unprecedented economic crisis demands that Ohio graduate more students with high quality, more efficiently and more quickly. Producing more degrees, credentials, and postsecondary skills that power economic mobility means Ohio must be more student-centered. It means recalibrating higher education spending so that more students will graduate from college at a lower cost per graduate for taxpayers, at lower costs for students, and with dramatic benefits for Ohio's social and economic health. It means improving graduation rates for enrolled full- and part-time students and reaching new target populations, such as students of color, first generation students, students from low-income families, working or unemployed, adults and those returning from the military.

Technological advances are creating new knowledge at a rapid pace, changing countless jobs and workplaces. These economic and technological changes are redefining the essential knowledge and skills needed to succeed in the workplace and in life. Ohioans know the economy will eventually improve, that many low skill jobs won't come back to Ohio and that employers will be seeking workers with postsecondary credentials.

Ohioans are enrolling in colleges and universities in record numbers. Almost half of the growth is at public community colleges that offer intense and targeted workforce training. Many community college students are not mobile and must be educated where they live or work. Stackable certificates and short-term programs prepare them for available jobs. For their future and Ohio's future, these short-term educational programs must also be stepping stones for college degrees. Enrollment increases were also prompted by unprecedented layoffs and mirrors increased college enrollments nationally as millions of Americans who lost their jobs sought to improve their employability and skills. In 2008, over 677,000 students enrolled in colleges and universities with more than 499,000 enrolled in public, almost 139,000 enrolled in private, not-for-profit colleges and universities and 39,000 enrolled in private, for-profit. *(Source: Board of Regents staff)*

Many Ohioans are academically and financially prepared for college. Numerous college students face tough circumstances. Many have families and must find ways to deal with the high costs of child care and other living expenses. Most borrow money to go to college and have substantial debt when they graduate. Some are not academically or culturally prepared for college. All understand the importance of education for their futures.

Ohio's colleges and universities are committed to strong education outcomes and track their students' opinions through national surveys. Most students, who are currently enrolled, are highly satisfied with their education experiences and describe high standards and expectations. Those who have made it to their senior year say that they would attend the same institution if starting over again and rate their entire education experience as good or excellent. Over 90% of students on each university campus believe that the institution provides support for student success and reported working harder than they thought they could in meeting an instructor's standards or expectations. They say that faculty are available and provide prompt feedback on their academic performance.^{iv} However, there are no data to ascertain how many Ohioans tried to go to college and gave up or dropped out. We do know that 60% of recent high school graduates and 5% of adults aged 25-49 are enrolled. Only 35% of Ohioans have associate degrees or higher.

Ohio's colleges and universities offer a wide array of excellent programs and diverse educational experiences designed to meet the needs of Ohioans. Some universities enroll only the most academically competitive and primarily full-time students. Many serve students who want to live on campus. Others enroll primarily adults, ages 25 and older, who commute to college. Some have strong research missions. Others focus on workforce training. Some emphasize the importance of internships, community service or study abroad. Many colleges and universities have created learning communities for students, alumni, faculty and staff. All colleges and universities emphasize the importance of quality educational outcomes. Ohio's colleges and universities are frequently identified in national research as examples of good practice in areas such as student learning.^v

Ohio's colleges and universities are exceptional resources. They educate future leaders who will provide the talent, energy and innovation to keep Ohio competitive in a new global economy. Many Ohio institutions, academic, research and public service programs are nationally and internationally recognized for their high quality. The differences in missions among institutions mean that Ohioans have many excellent options at widely differing tuition levels for their collegiate experiences.

During the past two years of economic uncertainty, Ohio's colleges and universities have met the challenge of admitting and graduating many more students. Some states have turned qualified students away and raised tuitions substantially. Ohio's colleges and universities have maintained high quality and educated more citizens by being more cost-effective.

To be economically competitive, Ohio faces a significant challenge of achieving the goal of the *Strategic Plan for Higher Education* to educate 230,000 more students annually by 2017 in fields where they will have jobs and stay in Ohio. The unprecedented economic crisis demands that Ohio graduate more students with high quality, job-ready, efficiently and quickly. *How can Ohio increase its number of students who receive a high quality post-secondary education that prepares them for immediate career opportunities along with intellectual opportunities that equip them for a better future?* We believe that this goal can be attained if Ohio focuses on being student-centered. Being student-centered means that institutions need to:

- streamline and where possible, consolidate and coordinate programs and services so that more students graduate from college with high quality degrees at a lower cost per graduate for taxpayers, at lower costs for students and their families and with dramatic benefits for Ohio's social and economic health
- minimize the number of excess credits students earn on the path to a degree
- communicate what is required to enroll and succeed in college in transparent ways that are easy for students, families and counselors to understand
- teach in ways that link content, experience, knowledge and skills and that engage a new generation of learners, as well as adult learners who have not been in school for many years
- target strategic resources to majors that meet high priority economic state needs and result in good jobs for graduates without neglecting liberal arts
- expand availability of new lower-cost models for attaining a degree
- prepare students better, academically, financially and culturally
- improve graduation rates and time to degree for enrolled full- and part-time students
- reach new target populations, including students of color, first generation students, students from low-income families, working or unemployed, adults and those returning from the military
- realize additional administrative efficiencies so that resources can be available to educate more Ohioans
- use robust data systems with accessible information in K-12 and higher education to support interventions in high school that help students be successful in college.

To assess Ohio's potential to educate many more students in cost-effective ways for them and for Ohio, we asked five questions:

1. Are programs streamlined to shorten paths to degrees?
2. How effectively is Ohio addressing college affordability?
3. Are Ohio's students ready for college and work?
4. Are educational programs managed effectively?
5. Are administrative services managed efficiently?

We also reviewed information from the past two years and provide an analysis of trends in the areas of educational attainment, financial condition of public colleges and universities and workforce and research contributions of higher education.

The following three sections of the *Condition Report* highlight the Regents conclusions:

Section 1: Student-Centered Practices

- A. Streamlined Paths to Degrees (Calendar System, Dual Enrollment Programs, Online Learning)
- B. Affordability
- C. College and Career Readiness
- D. Academic Effectiveness
- E. Administrative Efficiencies

Section 2: Other Trends Affecting Higher Education in Ohio

- A. Education and Degree Attainment
- B. Financial Condition, Sustainability and Ability to Support Education for Citizens at High Quality
- C. Workforce Development, Research and Technology Transfer

Section 3: Summary

The Regents sought perspectives of students, colleges and university administrators, faculty, trustees and other statewide business and educational organizations. The feedback was most helpful in shaping the *Third Condition Report*.



Section 1
**Student-Centered
 Practices**

Is the University System of Ohio student-centered?

To be economically competitive, Ohio faces a significant challenge of achieving the 2008 *Strategic Plan for Higher Education* goal to educate 230,000 more students annually. The chart below shows the progress to date from 2006 to 2008.

**Progress Toward Strategic Plan Goal
 of 230,000 additional students enrolled in the University System of Ohio**

	Strategic Plan Baseline	Current Level	Strategic Plan Goal
Total fall term enrollment	461,999	485,884	691,999
Total STEM degrees awarded	25,666	27,789	51,332
Total enrollees age 25 and older	166,651	173,428	346,000
Associate and bachelor's degrees awarded to first-generation college students	19,509	20,418	33,333
Percent of total degrees awarded to Black, Hispanic and American-Indian students	8.96%	9.32%	14.36%

Source: Enrollment Data provided by Board of Regents' staff

It is anticipated that much of this growth will be adults and other students at the two-year and regional branch campuses. This goal can only be achieved if Ohio is successful in its efforts to streamline and shorten paths to college degrees for high school and college students in ways that are both cost-effective for students, their families and the state while maintaining rigorous higher education standards that ensure that students are equipped with the necessary skills for the workplace and a fulfilling life. Many states and systems are addressing more flexible paths using technology, strong articulation agreements and other strategies.



Are programs streamlined to shorten paths to degrees?

Ohio can streamline and shorten paths to college degrees for high school and college students by guaranteeing accessible programs, having more students take college courses in high school, strengthening the transfer and articulation system, expanding the use of technology through E-learning and providing targeted services to underserved populations, including adults, under served students of color, veterans and disabled students.

What we know about accessible programs:

- The 2008 *Strategic Plan for Higher Education* details strategies to meet the goal of enrolling more students, keeping more graduates in Ohio and attracting more talent to the state. A primary strategy is to create a marketplace for educational programs that makes available low-cost associate and bachelor's degrees to students primarily at community colleges and regional campus locations. Notable achievements include:
 - Ohio's higher education institutions have diverse missions and programs. Some institutions admit only students who are highly academically qualified while others admit all students regardless of academic preparation. The breadth of programs and missions give students a rich array of choices and educational experiences at widely different tuition levels.
 - Sixty-eight *Adult Basic and Literacy Education (ABLE)* programs and more than 50 *Adult Workforce Education* programs were transferred from the Ohio Department of Education to the University System of Ohio on January 1, 2009. This integration will result in a more efficient postsecondary education system for Ohio's adult students. Agreements that allow for the transfer of career technical credits to postsecondary education have been developed for sixteen programs, and additional work is underway for other programs.
 - The University System of Ohio's launched the "30-Mile Promise" to create affordable pathways for students to achieve high-quality, low-cost associate and bachelor's degrees within 30 miles of every Ohioan. Community colleges and universities team up to offer joint packages of associate and bachelor's degrees. By attending a community college for two years, students have a low cost pathway to receive a bachelor's degree.
 - Eastern Gateway Community College opened to provide community college education critical to Ohioans in the Mahoning Valley and the region's long-term economic growth and prosperity.
- Ohio participates in national initiatives including the *Voluntary System of Accountability* and the *Community College Survey of Student Engagement*, which provide basic, comparable information on the undergraduate student experience to prospective students, their families, and other stakeholders through a common web-accessible report. (See Appendix B)
- Research shows that students who are actively engaged in the learning are more likely to be successful.^{vi} Students enrolled at Ohio's colleges and universities report that they are actively engaged in learning and are highly satisfied with their educational experiences. (See Appendix B)
- Like other states, Ohio lacks comprehensive information about educational aspirations and barriers to higher education for its citizens who choose not to attend college or drop out.

What we know about earning college credit in high school:

- Ohio has several dual enrollment/credit options – *Postsecondary Education Opportunity*, *Early College High School*, *Tech Prep* and *Seniors to Sophomores* – for high school students to earn both high school and college credit and streamline their paths to degrees. *Early College High Schools* were designed to increase attainment for populations underrepresented in postsecondary education. Dual credit can be earned through college courses offered at a high school, a college campus or through distance learning. High school students take *Advanced Placement* and *Tech Prep* courses, which may count toward a college degree.
- As a part of the 2007 Ohio CORE legislation, dual enrollment was extended to all students.
- Through competitive funding opportunities, proposed federal support may be available to expand dual enrollment initiatives and support longitudinal data systems encompassing P-12 and higher education.

- Dual enrollments in Ohio have lagged other states - about 2% of high school students participate compared with 5% nationally. (Source: Board of Regents staff)
- Two related factors – funding and communication – may contribute to Ohio’s low dual enrollments. In most instances, if students take dual enrollment courses, their high schools are expected to reimburse the colleges for these costs. Consequently, dual enrollment courses may not be marketed extensively to students and their families. Ohio needs to continue its review and revision of dual enrollment policies to ensure that barriers or disincentives to maximum participation are eliminated and that proper financial incentives for high schools to encourage students to take dual enrollment courses are in place.
- *Postsecondary Education Opportunity* enrollment increased by 13% from 2006 to 2008 (from 11,151 to 12,492). (Source: Board of Regents staff)
- Students who enrolled in *Postsecondary Education Opportunity* have better education outcomes:
 - Median years to degree are shorter for students who enrolled in *Postsecondary Education Opportunity* particularly at the associate degree level. (In 2008, 28% graduated in three years vs. 9% at the associate degree level and 74% graduated in six years vs. 60% at the bachelor’s degree level).
 - Freshman to sophomore persistence rates for students at both two- and four-year institutions are higher for students who enrolled in *Postsecondary Education Opportunity* courses than those who did not enroll with 77% vs. 59% overall at two-year institutions and 89% vs. 80% overall at four-year. (Source: Board of Regents staff)
- Enrollment of economically disadvantaged students, defined as those who qualify for free or reduced lunches, in *Postsecondary Education Opportunity* has increased dramatically (83% in the past three years). However, economically disadvantaged students are significantly underrepresented with only 11% of PSEO enrollments compared with 32% of the high school enrollments. (Source: Board of Regents staff)
- *Postsecondary Education Opportunity* participation varies by region, particularly for disadvantaged students. Cuyahoga had the highest percentage of disadvantaged students (21%) while Ross, Pike, Scioto and Lawrence counties had the lowest percent (1%).
- For *Early College High School*:
 - 2595 students were enrolled in Early College High School in 2008
 - The majority (61%) were black, non-Hispanic
 - 76% were First-Generation College-Goers
 - Earmarked state funds are not available to support the program in 2009-10. (Note: KnowledgeWorks is seeking resources to continue the program.)
- For the *Seniors to Sophomores* pilot program:
 - A total of 375 high school students from 49 districts participated in the Senior to Sophomore pilot program during 2008-9
 - Enrollments parallel the racial/ethnic diversity of Ohio high school students
- For *Advanced Placement* classes:
 - Ohio’s *Advanced Placement Policy* went into effect fall 2009 as a result of statutory changes
 - A score of 3 on any of the *Advanced Placement* exams will result in any of Ohio’s public institutions of higher education giving college credit toward graduation with most of the credit is earned in the general education area
 - Enrollment is 95,254 and increased steadily (by 11%) in the past three years
 - About 19% of Ohio’s high school students enrolled in *Advanced Placement* classes in 2008
 - Ohio lags other states in *Advanced Placement* course taking
 - National studies show a strong relationship with the *Advanced Placement* program and successful postsecondary performance and persistence. Students who take two or more *Advanced Placement* exams are more likely to attain a bachelor’s degree.^{vii}
- Stakeholders expressed concerns about the availability of resources and/or the ability to clearly articulate how the postsecondary options for high school students will be funded in the future.

What we know about transfer, articulation and collaboration among institutions:

- Extensive work has been done with the establishment of statewide guarantees of transfer credit for two- and four-year institutions and for the adult career centers and secondary institutions. Transfer Module courses (general education courses) can now transfer on a course-by-course basis. Thirty-eight Transfer Assurance Guides have been developed that provide pathways for specific disciplines and include statewide transfer guarantee for pre-major and beginning major courses; and seventeen Career-Technical Transfer Assurance Guides have been developed that provide pathways for career technology areas and result in college credit being given for technical courses. Some stakeholders have suggested that Ohio consider additional bold actions, such as block transfer of credit.
- Ohio has a transfer module that addresses the statewide General Education curriculum. There are requirements in five areas: English Composition/Oral Communication, Math, Arts and Humanities, Social Sciences, and Natural and Physical Sciences. Some states have a required common curriculum. Ohio's policy allows for more flexibility.
- Through *U.select* Ohio students can view transfer requirements, articulation information and a degree audit system to apply previous coursework to degree requirements. .
- Ohio is implementing an equivalency based transfer system based on common educational outcomes and performance expectations that faculty across the system have agreed on.
- Community college students who transfer to four year institutions are successful. Juniors who earn credits at two-year institutions have about the same grade point average as those who enroll at four-year institutions. (2.9 vs. 3.1 GPA) (Source: Board of Regents staff)
- The percentage of bachelor's degree recipients with one or more years of community college education increased by 16% from 2007 to 2009 from 3,298 to 3,841. (Source: Board of Regents staff)
- Dual admission agreements can offer students a seamless transition toward degree completion. Cuyahoga Community College, Cleveland State University and Kent State University have created a dual admissions program that will allow University System of Ohio students to select both a community college and a university at the time of admission into the community college. Central State and Baldwin-Wallace College are also a part of the partnership with Cuyahoga Community College. The Ohio State University and Columbus State are engaged in a series of collaborations and articulation programs, including possible dual admissions (e.g., the Medical Pipeline).
- For Ohio to reach its goal of producing more STEM graduates, the adequacy of pre-requisite courses is paramount.
- Students have the capability to send transcripts electronically among colleges and universities. Electronic access to transcripts among high schools and colleges could provide valuable information leading to interventions needed to assure student success.
- All Ohio students will have an academic common semester system in 2012. Students should not lose credits in transferring nor have delays associated with class starting dates. As Ohio moves to the common semester credit system, efforts should be increased to offer short-term and flexible courses that meet the needs of adults, ages 25 and older.
- Encouraging students to enroll at community colleges makes sense if Ohio has a strong course articulation and efficient transfer system. Students who stay the first two years at a community college and earn an associate degree before transferring should be able to graduate in the same timeframe as a student who begins at a university.
- Success in a decentralized and complex transfer system is dependent on having a robust network of support services to help students navigate the process.
- Some stakeholders have suggested that a regional system or "advising network" be established to encourage Ohioans who dropped out of college to return and finish and to identify the most expedient degree completion path.

Models from Other States:

- Some states (**Arizona, Georgia, Florida, New Jersey, North Carolina, Oregon and Washington**) have associate degrees for transfer that include a statewide General Education curriculum with specific unit requirements, guarantees of transfer and acceptance of completed units regardless of major or choice of institution.^{viii}
- Some states have developed transfer student web sites that demystify the transfer process and enable students to compare institutions and degree programs for the shortest route to a degree, e.g., **Florida's Advising, Counseling and Tracking for Students** includes transfer requirements, articulation information and a degree audit system to compare transcript to degree requirements.

What we know about the use of technology and online learning:

- The 2008 *Strategic Plan for Higher Education* calls for increasing the use of technology for student services and online learning. Progress is substantial:
 - Online course taking increased significantly (23%), from 2007 to 2008 with the largest percentage increase at branch campuses (46%).
 - More than 100,000 students enrolled
 - Adults (25 and older) make up half of the enrollments with many taking courses to upgrade their skills to be more competitive in the workplace
 - Ohio's community colleges enroll the majority of all the public undergraduate *E-Learning* students.

(Source: Board of Regents staff)

- *E-Learning* can solve two fundamental problems: time and place.
- Ohio's growth rate for online enrollment appears to be exceeding the national growth rate; adult students emphasize the importance of online learning to reaching their degree goals.
- Technology is more integrated with changes to OhioLink, the Ohio Learning Network, the Ohio Academic Resources Network supercomputing and *E-Learning*.
- Portable technologies such as iPods and podcasting can be used to reach students everywhere and enable students to take their classes with them.
- Limited high-speed internet access exists in some rural areas of Ohio, and many Ohioans cannot afford to pay for access,
- The University System of Ohio is collaborating with the Minnesota System of Colleges and Universities to obtain access to software and licensing of online learning products and services at a reduced price. The agreement, one of the first of its kind in the nation, will allow the University System of Ohio to utilize the Minnesota System of Colleges and Universities' *Goals, Planning = Success* (GPS) LifePlan tool that allows students to integrate academic with career planning online.
- In 2009 the University System of Ohio in conjunction with the eTech Ohio Commission launched *Ohio on iTunes U* site, a collection of free digital media resources for students, teachers and administrators. This site is a way to use 21st Century tools to engage new audiences. In October 2009, the site reached a milestone of 1 million downloads. Noted as the first state to launch a comprehensive statewide *iTunes U* site, Ohio has compiled a repository of 2,200 unique digital media resources categorized in areas of education, community and government.

Models from Other States:

- The **National Center for Academic Transformation** has a successful model for "**Course Redesign,**" which improves learning outcomes and reduces costs per student for a range of high enrollment courses, including *Introductory Math, Chemistry, Psychology*, etc. Institutions make large investments in these courses, and changes can significantly improve effectiveness and efficiency.
- The **University of Maryland** has adopted policies to encourage students to take 12 credits (10% of the total requirement for a baccalaureate degree) by alternative means including online courses, registration in special sessions, independent study or research, study abroad, internships, credit by exam and advanced placement credits.

What we know about improved services for underserved populations, including adults, veterans, disabled students, under served racial/ethnic groups and women:

- The *Ohio GI Promise* changed Ohio's residence requirements to allow veterans of the U.S. Armed Services, their spouses and dependents to attend Ohio colleges and universities at in-state tuition rates.
- The University System of Ohio has implemented a tracking system for veteran students, service members and their dependents.
- Currently 28 University System of Ohio institutions are certified as "Servicemember Opportunity Colleges" (SOC), with several pending applications. The certification by the American Council on Education (ACE) allows all college credit received during military service, approved by the ACE, to transfer to every University System of Ohio institution. Once completed, Ohio will have the only U. S. university system with 100 percent SOC participation.
- To better serve students with disabilities, the University System of Ohio has partnered with the Rehabilitation Services Commission and is expanding grants to campuses supporting assistive and adaptive technologies.
- Some stakeholders emphasized that alternative credit, i.e., credits for internship, research, service, leadership, etc., should be seen as a fundamental part of the general education curriculum.
- Black, non-Hispanics are Ohio's largest educationally underserved population. While 13% of Ohio's population reported that they are black, non-Hispanic, in 2008-09, for public colleges and universities only 9% of the associate degrees, 7% of the bachelor's degrees, 4% of the master degrees, 4% of the doctoral degrees and 5% of the first professional degrees were granted to black, non-Hispanic students. (Sources: U. S. Census Bureau Population Estimates, 2008 and Ohio Board of Regents Staff)
- For science, math, engineering, technology and medical fields, in 2008-09, for public colleges and universities, only 6% of the associate degrees, 5% of the bachelor's degrees, 4% of the master degrees, 1% of the doctoral degrees and 5% of the first professional degrees were granted to black, non-Hispanic students. (Sources: U. S. Census Bureau Population Estimates, 2008 and Ohio Board of Regents Staff)
- In 2008-09, for public colleges and universities, 63% of the associate degrees, 55% of the bachelor's degrees, 60% of the master degrees, 51% of the doctoral degrees and 52% of the first professional degrees were granted to women. (Source: Ohio Board of Regents Staff)
- For science, math, engineering, technology and medical fields, in 2008-09, for public colleges and universities, 62% of the associate degrees, 49% of the bachelor's degrees, 53% of the master degrees, 46% of the doctoral degrees and 55% of the first professional degrees were granted to women. (Source: Ohio Board of Regents Staff)
- Adults over age 24 comprise a high percentage of enrollees in higher education, yet very few of those adults actually complete a certificate, associate degree or higher degree by the end of six years. Only 14.3% (2,579) of the older cohort had completed an associate degree or more by 2009, in comparison to 23.2% of traditional age students. A further 3.9% of adults over age 24 had completed a certificate by 2009 in comparison to 4.1% of traditional age students.^{ix}
- There are wide college level variations in the percentage of adults completing associate degrees or certificates. No schools do better with older than younger students, although a few do nearly as well. The percentage of students completing a two-year degree or more varies from a high of 36% to a low of 15%.^x
- Part time attendance reduces the likelihood of completing a college degree or a certificate, more for older than for younger students.^{xi}

Models from Other States:

- In 1997, the **Kentucky** legislature enacted legislation to double the numbers of college graduates by 2020. One of Kentucky's strategies, Project Graduate, reaches out to 11,000 Kentuckians who have earned 90 or more credit hours and encourages them to return and complete their bachelor's degree and provides a free application, priority enrollment, tuition assistance and individual advising.
- Some states, including **Oklahoma**, have developed statewide degree programs designed to help adults with some college education finish their degrees.
- The **University of Colorado at Boulder** and the **Nevada System of Higher Education** have created pilot programs to help adults who have completed substantial college work return and complete their associate or bachelor degrees. The programs feature a "concierge" service with academic and financial aid advising and career counseling services.

CONCLUSION

Are programs streamlined to shorten paths to degrees?

- 1) Ohio has made higher education more accessible with a common academic calendar, integration of the adult career centers into the University System of Ohio and the “30 Mile Promise”.
- 2) Ohio has an infrastructure to support dual high school/college enrollments, but it is not fully utilized, particularly by underrepresented groups.
- 3) Ohio must strengthen its dual enrollment policies, and eliminate barriers to student participation, including financial and communication.
- 4) Ohio has improved articulation and transfer within the system; potential further actions include widespread dual admissions among colleges and transfer of career technical education credits to colleges and universities.
- 5) Ohio has realized success in growing its online offerings and student services.
- 6) Ohio has improved services for veterans and their families.
- 7) Ohio should find ways to increase the number of degrees awarded to adults, underserved racial/ethnic groups and veterans.
- 8) Ohio should find ways to increase the number of degrees awarded in the science, math, engineering and technology fields to adults, underserved racial/ethnic groups and women.



How effectively is Ohio addressing college affordability?

In these difficult economic times, affordability is a significant challenge for students who enter college immediately after high school and working adults.

What we know:

- Ohio has improved affordability for students who enroll in its public colleges and universities. Some colleges did not increase tuition and fees in fall 2009 (for the third year); others increased fees by 2 to 3.5% and some increased tuition and fees in the spring term. It is anticipated that statewide average tuition and fees will increase about 2% in 2009-10. Ohio's governor and general assembly's priority to commit state funds to higher education combined with the colleges' efficiency improvements were pivotal in achieving the goal of keeping fee increases low.
- Ohio posted the fourth-lowest increases in tuition for in-state undergraduates among all 50 states from the 2008-09 to the 2009-10 academic year.
- Ohio has improved its standing in the national rankings from 38th to 36th lowest tuition for four-year main campuses, and from 34th to 30th lowest tuition in university branches and community colleges.
- STEM fields are absolutely critical to the Ohio's continued economic recovery and economic competitiveness well into the future. The Choose Ohio First Scholarship Program supports recruiting Ohio residents into current STEM programs, the increased success of students in those fields and substantive improvements to the pipeline of STEM students and STEM educators. It is estimated that more than 7,500 STEM graduates will be scholars in the program. *(Source: Ohio Board of Regents staff)*
- Ohio has adopted a tuition waiver policy whereby colleges and universities may request variable tuition to address student needs. In 2009,
 - Ohio University, Zanesville lowered tuition
 - Columbus State is offering a 3 + 1 option where students can take their final year at Ohio University and obtain a degree
 - Northwest State Community College reduced tuition by \$5 per hour and lowered tuition for Friday afternoon classes.
- Ohio participated in a 2008-09 pilot program providing performance-based scholarships to low-income adult students on several campuses (TANF Educational Awards Program). Students who successfully earned credits for classes with grades of C or better received from \$300 to \$900 in scholarship funds per quarter/semester.
- The majority of students nationwide – those who graduate (58%) and those who don't (60%) say that the costs of textbooks affected them financially.^{xii}
- Ohio has undertaken efforts to lower textbooks' costs. Ohio's strategies include:
 - Heighten awareness of costs and options, including Textbook Symposiums
 - Promote open educational resources and other low cost options through Faculty Innovator Awards and Textbook Affordability Grants
 - Negotiate pricing discounts on commercial content
 - Develop metrics to gauge results, including number of course sections taught with low- or no-cost educational resources, number of faculty teaching course sections with low- or no-cost educational resources and price comparison between similar courses – low cost vs. high cost.
- The federal Pell grant program has increased the maximum award from \$4,731 in 2008-09 to \$5,350 in the 2009-10 year while the state supported grant program has been reduced from \$285 million to \$106 million in fiscal year 2009-10.
- Institutions are increasing aid to students and developing innovative programs to encourage students to attend college. As examples,
 - Kent State University has allocated more than \$2 million toward a new scholarship program and has recently raised \$5 million in its fund-raising campaign for scholarships
 - Sinclair Community College offers a scholarship to high school students who take technical courses and achieve a C+ scholarship in their junior and senior years.

- Approximately 86% of first-time, full-time students enrolled in Ohio's public four-year institutions and 68% of students enrolled in public two-year institutions received financial aid in 2007-08. (See Chart) (Source: Ohio Board of Regents Staff)
- Approximately 67% of students who graduated in 2007 borrowed money for their education compared with 59% nationally. The average debt is \$21,952 compared with \$20,298 nationally. (Source: Ohio Board of Regents Staff)

Models from Other States:

- A **University of Maryland** policy requiring that those in the lowest 25% of income should have 25% lower debt at graduation changed institutional behaviors in making student financial aid awards.
- **Arkansas** enacted a lottery scholarship program (*Act 606, 2009*) and expanded its *Go Grant Program* for low-income students to include aid for college ready adults (full- and part-time).

Financial Aid Received by First-Time, Full-Time, Degree-Seeking Freshmen in 2007-08

Type of Aid	Public 4-Year Sector				Public 2-Year Sector			
	Percent Receiving Aid		Average Award		Percent Receiving Aid		Average Award	
	Ohio	US	Ohio	US	Ohio	US	Ohio	US
Any Aid	86%	77%	n/a	n/a	68%	62%	n/a	n/a
Any Grant	68%	63%	\$5,738	\$5,719	53%	56%	\$4,350	\$3,267
Federal Grants	29%	28%	\$3,708	\$3,673	47%	39%	\$3,141	\$3,056
State Grants	26%	38%	\$2,007	\$2,961	37%	34%	\$1,849	\$1,364
Institution Grants	53%	36%	\$4,486	\$3,953	12%	11%	\$1,396	\$1,456
Federal Loans	62%	45%	\$5,692	\$5,186	36%	19%	\$3,341	\$3,472

Source: Analyses by Board of Regents' staff

CONCLUSION

How effectively is Ohio addressing college affordability?

Ohio has improved affordability for students and their families and must make additional progress.



Are Ohioans ready for college and work?

In most states, completing high school does not prepare you for college or work. When students graduate from high school and find they have to enroll in remedial education in college, it's a shock. It's not productive, and it stops people. Remedial education is expensive for students and taxpayers. Diminishing the need for remedial education can save money for the student, their families and the taxpayer. Many Ohio students enter college as adults. Ohio must provide support to under prepared students of all ages so that they can progress to college level course work that prepares them for the jobs of today and the future. Mastery of math and English are critical to student success. Early and intensive intervention enables students to move quickly into courses that advance them toward their degree.

What we know:

- Ohio has taken bold actions to address college and career readiness through
 - Early adoption of the *America Diploma Project* ^{xiii}
 - Implementation of the Ohio CORE (applies to students who begin high school after July 1, 2010, the Ohio Core legislation increases rigor in the high school curriculum. One of the bill provisions required the State Board of Education to put together a plan to allow high school students to show course competency without having to fulfill the Carnegie Unit seat time requirement)
 - Recommendations from the Governor's *Public-Private Collaborative Commission*
 - STEM Initiatives in the state's 2008-09 budget
 - Education reforms in the state's 2010-11 budget (common core standards and replacement of the *Ohio Graduation Test* with a multiple measures assessment system).
- As the chart shows, more than one-third of recent high school graduates must enroll in remedial math or English or both. (Source: *Ohio Board of Regents Staff*)
- For entering students over the age of 20, 42% must enroll in remedial math or English. For most community colleges half or more of the students are 25 years of age and older. Many of these students arrive in need of developmental education before they can even begin college level courses. To produce many more associate degree graduates annually by 2017, these adults must be provided with college ready services. (Source: *Ohio Board of Regents Staff*)
- Students who participate in developmental education are less likely to graduate with an associate degree, and are also less likely to attain intermediate outcomes. Both older and younger students who did not participate in developmental education had better long-term outcomes. Older adults with developmental education had roughly the same graduation rate (15%) as adults without developmental education (14%). The degree attainment gap is wide for the younger cohort, where the gap for associate degree completion is about 11% (under age 23 without developmental education (30%); under age 23 with developmental education (19%)). ^{xiv}
- In 2009 Ohio became one of six states participating in the *Developmental Education Initiative* to identify and develop programs that increase the number of community college students who complete preparatory classes and successfully move on to college-level studies.
- Ohio is one of six Midwestern states participating in the *Shifting Gears Initiative* to strengthen state postsecondary, adult basic education, and skills-development systems so that more low-skilled workers gain the education, skills and credentials needed to advance and succeed in a changing economy.
- The percentage of students enrolled in remedial education has not changed in the past few years.
- Ohio has developed a comprehensive college and career ready action plan which identifies strategies to:
 - Adopt and annually report on key college and career ready goals and indicators
 - Develop a longitudinal data and research agenda targeted at college and career ready indicators
 - Enhance data quality and access
 - Improve professional development around the use of data
 - Adopt new academic content standards that will improve college and career readiness
 - Develop quality standards for and drive significant expansion of dual enrollment systems
 - Develop a unified and sustainable performance based dual enrollment funding system.
- Research indicates that the most effective preparation is a K-12 curriculum that exceeds the traditional core curriculum across most subject areas. In discussion sessions, some stakeholders suggested that more students should take trigonometry in high school and that the STEM disciplines should be structured to focus on student success to a greater extent. Trustees have emphasized the importance of a strong P-16 continuum with effective student counseling.

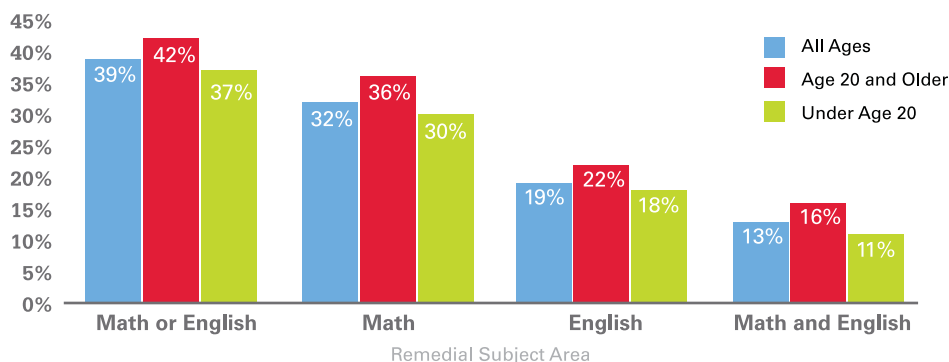
- Legislation enacted in 2009 permits the Chancellor of the Board of Regents and the Superintendent of Public Instruction to develop a comprehensive K-16 longitudinal data system. Some stakeholders emphasized the importance of a K-16 tracking system so that colleges and universities are able to interact with students as they opt in and out of the system. By accurately identifying where students are in completing their degrees, colleges can offer targeted and appropriate assistance.
- Stakeholders have emphasized that Ohio must address cultural preparedness of low-income and first generation college students. National research shows that the single most important factor in educational attainment is socioeconomic status of parents.
- Some stakeholders emphasized that a metrically driven instrument, a demand driven (employer) process should be implemented by Ohio that certifies an agreed upon minimal standard for career readiness.
- Some stakeholders suggested that the State of Ohio consider finding a way to integrate ABE/GED/ESL into technical/academic programs similar to the Integrated Basic Skills & Training (I-BEST) programs for a full-range of students without college-ready skills.

Models from Other States:

- Some states, for example, **Florida**, deliver remedial education to high school students allowing them to remedy their deficiencies before entering college.
- In **El Paso, Texas**, area school districts, the University of Texas at El Paso, and El Paso Community College have formed a College Readiness Consortium that works closely with each school district to administer college placement tests to 11th and 12th graders and provide students who do not score high enough to place into regular college credit courses with academic skill-building. Such interventions while students are still in high school allow them to avoid having to take remedial courses once they get to college. Using placement test data, the College Readiness Consortium found that not all students need a full-length skill-building course to remedy deficiencies. Instead, as little as six-hour refresher workshops were sufficient to help students move into regular college courses. El Paso Community College found that 49 percent of students were able to advance one to two levels in course placement with a six-hour refresher.
- **The Washington Community and Technical Colleges** are working collaboratively to implement substantive changes in core educational practices in developmental math. A key feature of this collaborative effort is the commitment from entire math faculty departments rather than individual faculty members. The re-design will be built on the success of Washington’s Transition Math Project, national reform efforts such as Carnegie’s Strengthening Pre-collegiate Education in Community Colleges (SPECC), the course redesign work by the National Center for Academic Transformation (NCAT) and others.

Percent of First Year Students Taking Remedial Coursework

FY 2008-2009, by Subject and Age Group



Source: Analyses by Board of Regents’ staff

CONCLUSION

Are Ohioans ready for college and work?

- 1) Ohio has recently adopted a set of strong college and career readiness policies.
- 2) Ohio should become a recognized leader in its preparation of high school graduates for postsecondary education and career success.
- 3) Ohio should develop innovative college and career readiness policies for adults.



Are educational programs managed effectively?

Improving graduation rates and time to degree for enrolled full- and part-time students can save money for students and families and for the taxpayer. Strong education management also means minimizing the number of credits students earn on the path to a high quality degree and communicating in a transparent way that is easy to understand for students, families and counselors what is required to enroll and succeed in college in a timely fashion.

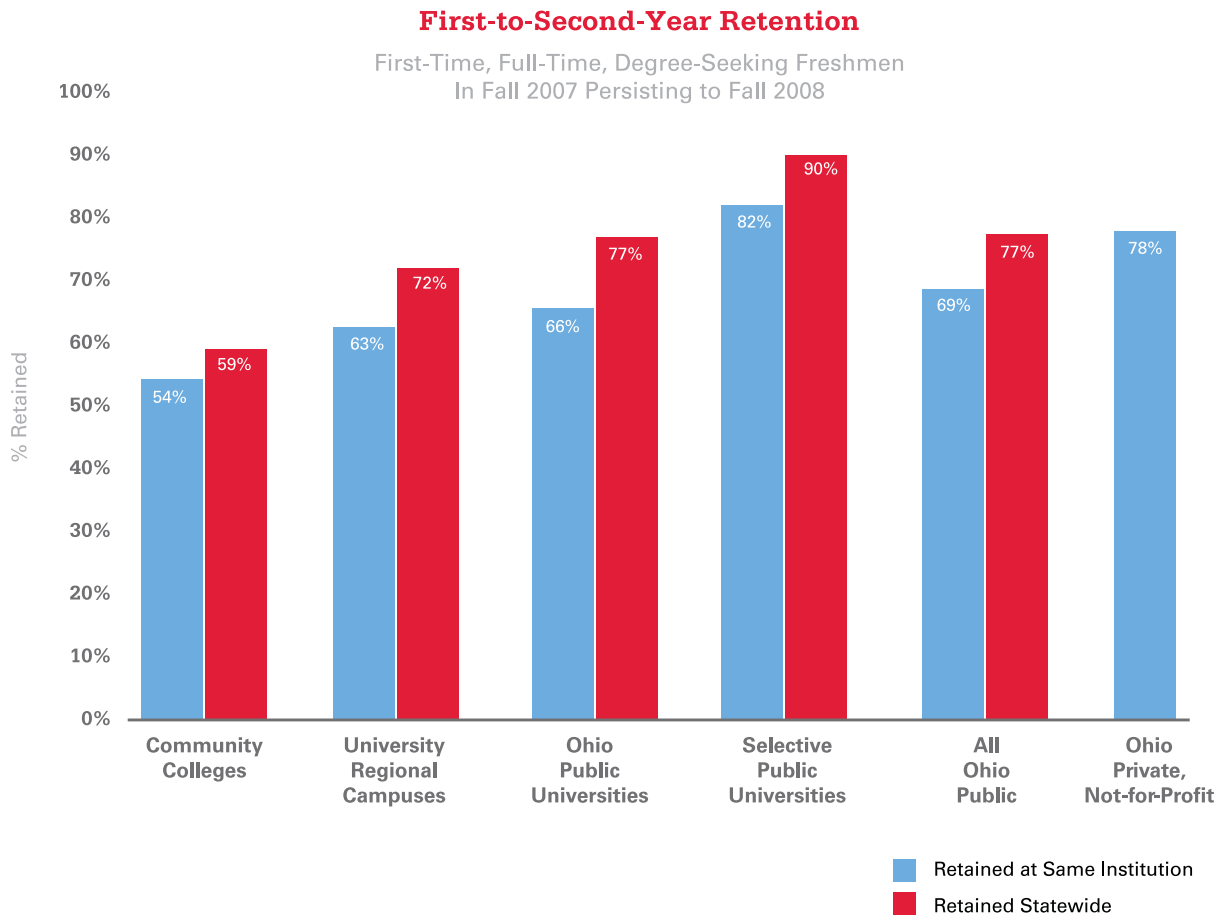
What we know:

- First to second year retention has been relatively stable in the past few years with some improvement at the regional campuses. Four-year institutions' retention rates range from 72% to 90% and average 59% for two-year institutions. (See Chart) (Source: Ohio Board of Regents Staff)
- Older adults have much lower levels of persistence than traditional age students in the first and second years. In contrast, older adults do perform just as well in academic courses.^{xv}
- Six year graduation rates range from 34% to 77% at four-year institutions. (Source: Ohio Board of Regents Staff)
- Three year graduation rates for community colleges are 10%. More than half the students attain their degree or are persisting in their education after three years. (Source: Ohio Board of Regents Staff)
- The median time to degree is 4.3 years for associate and baccalaureate degrees. (Source: Ohio Board of Regents Staff)
- Degree completion rates are a proxy for the relative efficiency of the state's postsecondary system. Ohio's two-year college completion rate is near the average for the Midwestern region and the nation. Ohio's six-year bachelor's degree completion rate is near the national average, but is behind most states in the region. (Source: Midwestern Higher Education Compact)
- In 2010, Ohio launched the *eTutoring Ohio Collaborative*, a cost-effective online academic support program giving students in 15 colleges access to online tutoring services in math and writing in real time. Fifteen writing tutors provide eighty hours of asynchronous support and thirteen math/calculus/statistics tutors provide sixty hours of synchronous tutoring. More than 113,000 Ohio students have access to eTutoring through this collaborative effort between the institutions and Ohio Learning Network.
- Like many other states, Ohio has extensive information on students who are successful in postsecondary programs and little on those who are not. Understanding more about those who chose not to attend college and students who drop out before attaining degrees can lead to better policies and practices that result in reaching the goal of 230,000 additional students enrolled in higher education. If Ohio continues to measure only what it has already been quantifying, it will not be possible to create a future that is different from the past.^{xvi} A recent national study of young adults (aged 22 – 30) dispels four myths about why students drop out.
 - MYTH NO. 1: Most students go to college full-time. If they leave without a degree, it's because they're bored with their classes and don't want to work hard.
 - REALITY NO. 1: Most students leave college because they are working to support themselves and going to school at the same time. At some point the stress of work and study just becomes too difficult.
 - MYTH NO. 2: Most college students are supported by their parents and take advantage of a multitude of available loans, scholarships and savings plans.
 - REALITY NO. 2: Young people who fail to finish college are often going it alone financially. They're essentially putting themselves through school.
 - MYTH NO. 3: Most students go through a meticulous process of choosing their college from an array of alternatives.
 - REALITY NO. 3: Among students who don't graduate, the college selection process is far more limited and often seems happenstance and uninformed.
 - MYTH NO. 4: Students who don't graduate understand fully the value of a college degree and the consequences and trade-offs of leaving school without one.
 - REALITY NO. 4: Students who leave college realize that a diploma is an asset, but they may not fully recognize the impact dropping out of school will have on their future.^{xvii}

- Stakeholders emphasized that Ohio must establish a culture of degree completion and help students look at the long-term benefits and importance of completing their degree and that colleges and universities must be sure that academic programs are meeting the needs of students, employers and the state.

Models from Other States:

- Institutions and states, for example, the **University of Colorado, Boulder**, that have analyzed students who drop out have found that many students leave in good academic standing.
- In efforts to increase student success, non-traditional students who once attended college, and now seek to complete their degrees cannot be overlooked. The **South Dakota Board of Regents** is leveraging relationships with state agencies to locate residents with 90 or more credits who left college prior to degree completion. They plan to merge student transcript data with the state’s Department of Motor Vehicles records to determine where college stop-outs reside within the state and provide encouragement and support needed for them to finish their degrees.
- The **Washington Community and Technical Colleges** are redesigning 80 high enrollment, gatekeeper and pre-college courses for online and blended delivery to improve course completion rates, lower textbook, time, and travel costs for students, and increase content sharing across colleges. The redesign will be accomplished using open source materials that will reduce textbook costs for students.



Source: Analyses by Board of Regents’ staff

Three-Year Success Measures for First-Time, Full-Time, Degree-Seeking Students at Ohio's Two-Year Campuses

Fall 2006 Entering Cohort

Sector	Full-Time Students in Fall 2006 Cohort	Earned degree by end of third year	Persisting at same institution in FY 2009	Persisting at a different institution in FY 2009	Total 3-year success rate
Community Colleges	14,733	10%	34%	9%	54%
University Regional Campuses	7,596	8%	42%	13%	64%
Total Fall 2006 Cohort	22,329	10%	37%	11%	57%
Total Fall 2005 Cohort	22,053	10%	36%	10%	56%
Total Fall 2004 Cohort	23,048	9%	36%	10%	56%

Source: Analyses by Board of Regents' staff

Six-Year Graduation Rate

Fall 2002 Bachelor's Degree Seeking Cohort Earning a Bachelor's Degree or Higher within 6 Years

Institution	Number	Earned Bachelor's Degree			Earned Associate	Still Enrolled	Total
		Same Institution Rate	Different Institution Rate	Total Rate			
Public 4-Year by Average ACT Score of Incoming Student Class:							
Highly Selective	9,643	75%	2%	77%	1%	6%	85%
Selective	6,031	64%	4%	68%	2%	10%	79%
Moderately Selective	13,001	49%	4%	52%	3%	14%	70%
Less Selective	6,038	32%	2%	34%	3%	18%	55%
Public 4-Year Total	34,713	56%	3%	59%	2%	12%	73%
Private, 4-Year Institutions	19,427	64%	n/a	n/a	n/a	n/a	n/a
Statewide	54,140	59%	n/a	n/a	n/a	n/a	n/a

Source: Analyses by Board of Regents' staff

CONCLUSION

Are educational programs managed effectively?

Ohio must continue to improve graduation rates and become more effective in reducing the drop-out rate and in marketing to Ohioans who do not attend college.



Are administrative services managed effectively?

Ohio is committed to flexible and high quality administrative services. Saving money on administrative costs will help keep college affordable and expand educational opportunities to more Ohioans.

What we know:

- The Chancellor has established The Advisory Committee on Efficiency in the University of Ohio System to continuously monitor spending practices and successful productivity strategies with the goal of disseminating best practices.
- Ohio legislation requires campuses to demonstrate savings of 3% by 2011. Estimated savings for fiscal year 2009 total \$236 million. (Source: Ohio Board of Regents Staff)
- Tremendous potential exists for savings through group purchasing and through changes to capital construction processes. (Note: in 2009, Ohio's General Assembly authorized the Chancellor to identify three pilot capital projects using alternative construction strategies, such as design build and "contractor at risk." The new construction methods will be studied to determine if they result in time and cost savings.)
- Campus energy conservation should be greatly enhanced as a result of legislation, which requires public campuses to adopt energy conservation measures that are aimed at reducing energy consumption by 20% by 2014. The Strategic Plan calls for The University System of Ohio to consider ways to incorporate LEED (Leadership in Energy and Environmental Design) certified construction methods into future campus construction projects. Although LEED-designed building may have higher initial costs, they have lower lifetime operating costs.
- Ohio participates in the Midwestern Higher Education Compact Cost Savings Program.
- The University System of Ohio has received a \$1 million grant from the Lumina Foundation to focus on combining "back office" functions such as human resources and payroll across institutions and expanding joint purchasing to realize cost savings that can be directed to graduating more students and holding tuition increases in check. System leaders estimate that these initiatives could yield hundreds of millions in savings once implemented.
- In 2009, the University System of Ohio's technology infrastructure and operations arm, OARnet, and Microsoft Corporation established an Education Alliance Agreement focused on "cloud computing," Microsoft products will be offered to Ohio's K-12 schools as well as public and private college and universities.
- The University System of Ohio implemented a hardware platform that will advance the development of an integrated technology infrastructure and save \$2.2 million in costs needed to maintain separate hardware throughout the state, as well as reduce power consumption by 50 percent.
- In 2009, the University System of Ohio selected J.P. Morgan to provide purchasing card services for higher education. The agreement will help improve cash management, streamline procurement processes, and eliminate costs associated with expensive manual paper-based processes. Studies show that using purchasing cards can save schools an average of \$110 per transaction and reduce procure-to-pay time by six days.
- The University System of Ohio partnered with VMware, Inc. to launch the University System of Ohio Virtualization Program, a purchasing aggregation initiative with the potential of saving Ohio colleges and universities more than \$130 million.
- Ohio's research and higher education community is considered an active participant in "Green IT," a national initiative to reduce IT-related costs, increase productivity and improve performance in computing while minimizing environmental impact.
- In 2008, the University of Akron and Lorain County Community College agreed to improve business services and collaborate on back office technologies as part of their Innovation Alliance, which is designed to align strengths and resources, and accelerate educational efficiency, knowledge creation and economic development in the region.
- Campuses are collaborating in other areas to save costs, including prescription drug plans.

CONCLUSION

Are administrative services managed effectively?

Significant administrative savings have been demonstrated through institutional collaboration; much more must be realized with additional efforts.

Summary

Section 1

Student-Centered Practices

Ohio has made substantial progress in being student centered by moving toward a common semester system, integrating the Adult Basic Literacy and the Adult Workforce Education programs into the University System of Ohio, in establishing and promoting its “30 Mile Promise,” in growing its online offerings and student services, in serving military veterans and disabled students, in becoming more affordable for students and their families and in realizing substantial administrative efficiencies. By building on its substantial structure for dual enrollments and dual admissions, focusing on educational effectiveness and targeting educational services to Ohio’s adults and underserved racial/ethnic and other populations, higher education can better meet the educational needs of its citizens.



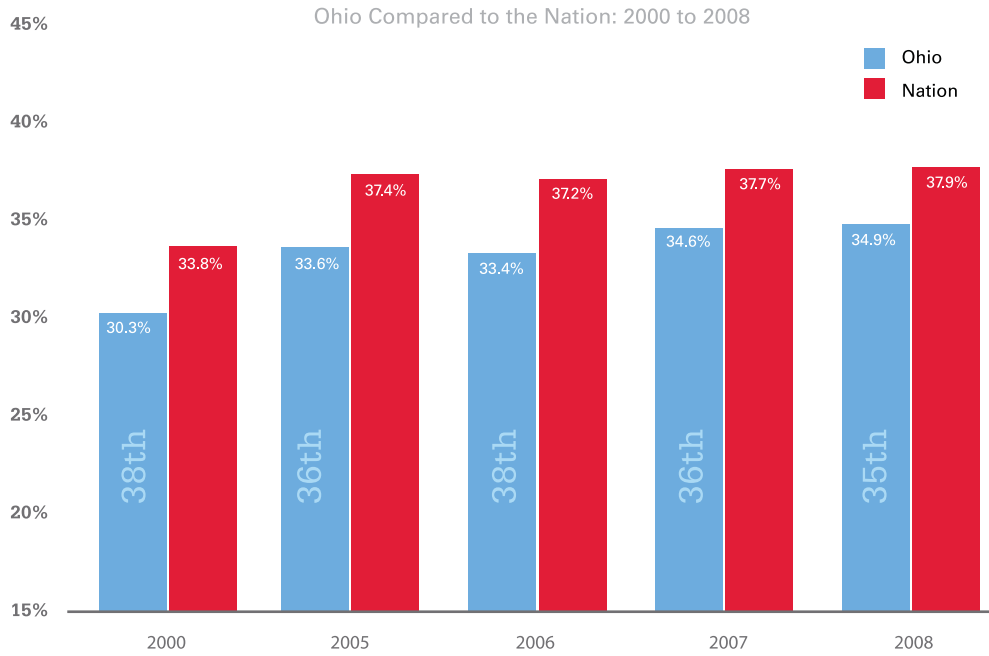
Are current levels of educational and degree attainment and participation in higher education adequate for a 21st century economy?

For “states that do not perform well in increasing the educational level of their population, the results will cost them dearly.”^{xviii} Ohio can ensure a better quality of life for its citizens and greater future economic prosperity by producing and retaining more college graduates.

What we know:

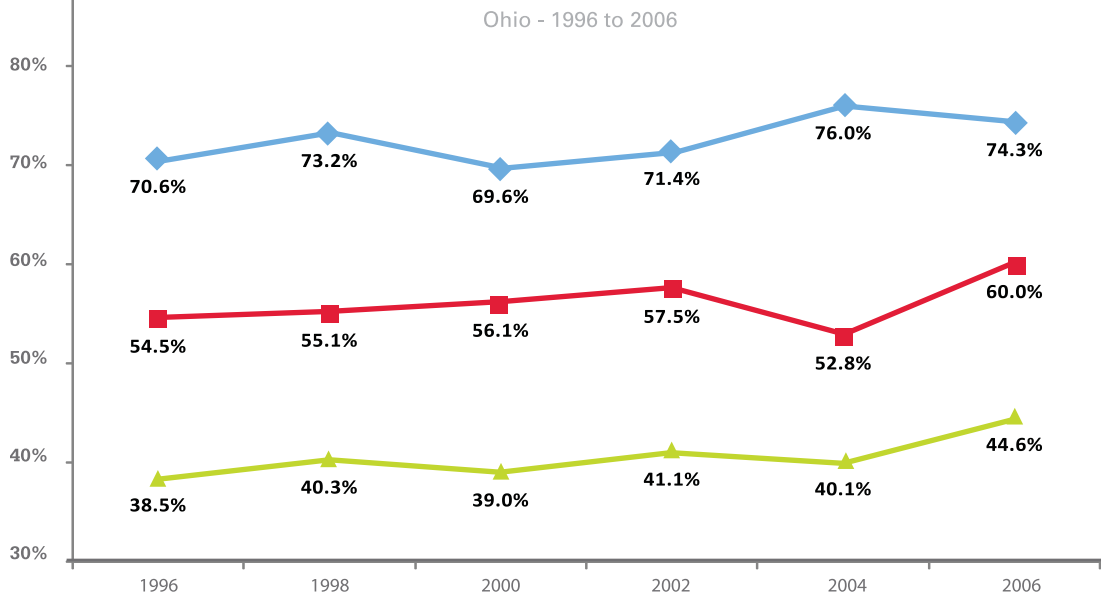
- From 2006 to 2008, headcount enrollment in the University System of Ohio increased by almost 24,000 students from 461,999 to 485,884. The goal for 2017 is 691,999 students. *(Source: Ohio Board of Regents Staff)*
- Fall 2008 headcount enrollment for private, not-for-profit institutions was 139,000. *(Source: Ohio Board of Regents Staff)*
- Fall 2008 headcount enrollment for proprietary institutions was approximately 39,000. *(Source: Ohio Board of Regents Staff)*
- The percentage of Ohioans with an associate degree or higher increased in 2008, but is still below national averages with 34.9% of Ohioans compared with 37.9% nationally. (see Chart)
- The number of students engaged in institutionally-sponsored internships and coops has increased by 25%. These programs connect students with employers and increase the likelihood of students staying in Ohio after they graduate. *(Source: Ohio Board of Regents Staff)*
- Public high school graduation rates have increased in the past decade. College-going rates directly from high school increased from 54.5% in 1996 to 60% in 2006. (see Chart)
- The number of first time students with ACT/SAT in top 20% increased by 4% from 2007 to 2008.
- The growth in degrees in science, technology, engineering, math and health professions (STEM) is significant. From 2002 to 2008,
 - Associate degrees in STEM fields increased 82% versus 6% in non-STEM fields
 - Bachelor degrees in STEM fields increased 24% versus 9% in non-STEM fields
 - Graduate degrees in STEM fields increased 33% versus 6% in non-STEM fields.*Source: Ohio Board of Regents Staff)*
- Some stakeholders emphasized the importance of preparing Ohio students for the global challenges and opportunities of the 21st century and noted that as Ohio’s population internationalizes, global challenges and opportunities are to be found increasingly within Ohio.

Percent of Population Age 25-64 with an Associate Degree or Higher



Source: Analyses by Board of Regents' staff

High School Graduation Rates, College-Going Rates, and 9th Grader Chance for College by Age 19



Source: Analyses by Board of Regents' staff

- ◆ Public High School Graduation Rates
- College-Going Rate Directly from High School
- ▲ 9th Graders Chance for College by Age 19

CONCLUSION

Are current levels of educational and degree attainment and participation in higher education adequate for a 21st century economy?

Ohio's degree attainment and degrees granted are improving; further progress is essential to Ohio's economic health.



What is the financial strength of higher education? Have institutional debt levels changed? Does Ohio provide funding incentives that focus on student success? Can recent debt trends continue?

Educating thousands of additional Ohioans is a formidable task. Higher education must have the financial resources to achieve this goal with appropriate accountability systems in place to monitor financial condition and viable financial incentives.

What we know:

- Ohio calculates financial ratios required by legislation enacted in 1997. The financial ratios and other financial data are posted on the web. The latest data are contained in Appendix A. In the past decade, ratios have declined for most four-year institutions and are relatively stable for most two-year institutions. *(Source: Ohio Board of Regents Staff)*
- Campuses have assumed substantial responsibility, and liability, for the rehabilitation and construction of educational space. Local capital debt has risen rapidly to \$4 billion with almost half, or \$2 billion, attributable to financing for renovations and construction of educational space. Debt has increased by over \$300 million per year since FY 1998. *(Source: Ohio Board of Regents Staff)*
- Like many other states, Ohio's facilities are aging. A large number of its higher education facilities were constructed in the 1960s and 1970s, and many of these buildings require substantial investments for renovation, or in some cases replacement. Ohio faces "block obsolescence" – the simultaneous aging of a large portion of campus facilities. Block obsolescence will challenge campus and state budgets in the future.
- National standards for building renovations suggest an annual shortfall of about \$170 million in capital appropriations. Taking into account the backlog from years of not meeting this national standard would increase the total annual need by another \$100 million: Ohio should be expending about \$270 million more annually in renovating its facilities. A 2006 Study showed an overall \$5 billion need for capital renewal. *(Source: Ohio Board of Regents Staff)*
- Like other states, Ohio's endowment income that supports higher education programs has declined.
- Ohio has changed the way it funds colleges and universities by focusing on course completions, degrees and other markers of student success.
- Stakeholders raised the issue of having adequate resources to hire additional full-time faculty to assure that students are highly engaged in the learning process.

CONCLUSION

What is the financial strength of higher education? Have institutional debt levels changed? Does Ohio provide funding incentives that focus on student success? Can recent debt trends continue?

- 1) All institutions exceed the acceptable parameters of legislatively prescribed financial ratios.
- 2) The overall trend is declining ratios for most four-year institutions
- 3) The ratio trends over time, e.g., one, three, five and ten-year periods, should be closely monitored by trustees, institutional leaders and the Board of Regents.
- 4) Ohio's facilities are aging and Ohio has a substantial shortfall in capital appropriations to renovate these facilities.
- 5) The financial condition of institutions with substantial debt should be closely monitored to assess their ability to repay the debt.



Are higher education's current contributions to workforce development, research and technology transfer adequate to support a thriving 21st century economy?

Ohio has many strong attributes. Ohio ranks fourth in Site Selection magazine's annual state business climate rankings this year, up from seventh in 2008. (*Department of Development Website*) Historically, economic prosperity has been linked to education, and the link is expected to be stronger in the future with estimates that most new jobs during the next 20 years will require some education beyond high school.

What we know:

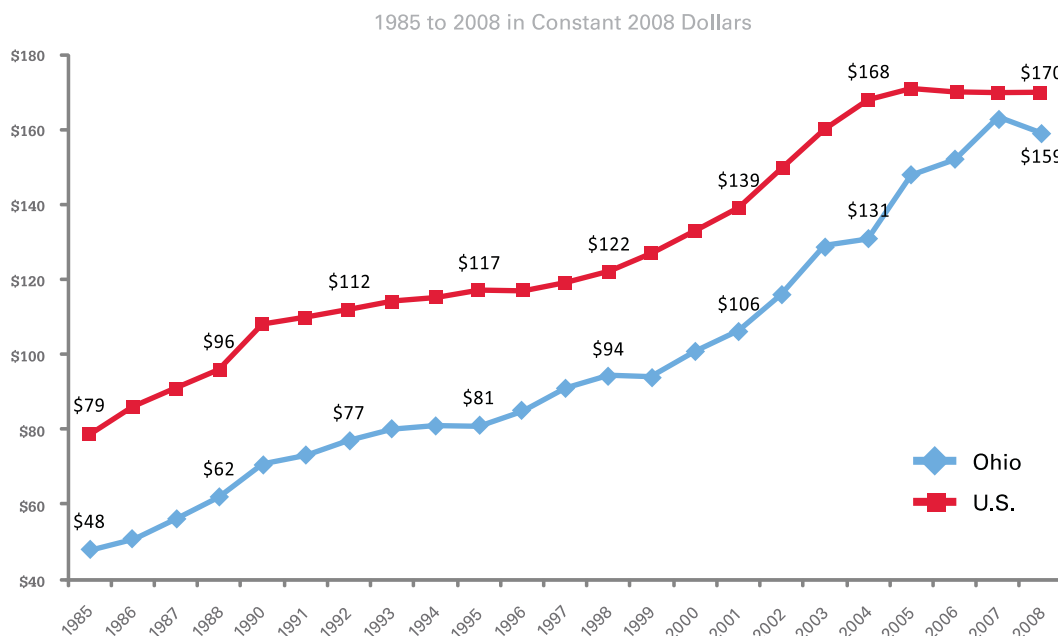
- In the past two years, all higher education institutions have focused on economic advancement, including technology transfer, economic entrepreneurship and workforce development.
- Ohio's *Third Frontier* has demonstrated positive growth in high tech jobs. The estimated return on investment for the *Third Frontier* includes more than 41,000 jobs created, 500 new companies created and an increase in venture capital invested from \$243 million in 2004 to \$446 million in 2008. (*Source: Ohio Board of Regents Staff*)
- As the chart shows, Ohio has made substantial progress in its research and development expenditures. Ohio research and development expenditures per capita, \$159, are now close to the national averages of \$170 (2008).
- GE Aviation is making a \$161 million investment in its global headquarters that will help preserve 5,000 jobs. Ohio has partnered with GE Aviation, Hamilton County, the Village of Evendale, the University of Cincinnati and the local community to revitalize GE Aviation's global headquarters.
- Ohio has established Centers of Excellence in five areas: advanced energy, biomedical and health care, transportation and logistics, and agriculture and food production. The fifth area is focused on attracting and retaining talent to the state through additional programs that are essential in building communities and attracting the best and brightest to Ohio.
- Through the *Third Frontier*, Ohio has established the Research Scholars programs to strengthen and increase research excellence and support regional economic priorities.
- Ohio launched the Ohio Skills Bank to support regional partnerships in twelve designated economic regions. The purpose of the Bank is to address critical occupational and skill shortages within the regions and create convenient, customized learning pathways that prepare adult learners to fill available jobs by matching industry needs to student programs.
- In 2009, the University of Ohio System established an advisory panel to position Ohio as a national green workforce leader through developing a comprehensive understanding of green workforce demand, building and expanding relationships with green industry leaders and identifying strategies to create and expand new green opportunities in Ohio.
- In 2009 the University System of Ohio co-sponsored an Education and Community Resource Expo for dislocated workers in hard-hit automotive communities in North East Ohio.
- The University System of Ohio is conducting an annual survey of business satisfaction.
- Patent applications filed and issued and other technology transfer and commercialization activities are increasing dramatically. (See Chart)
- Sixty-eight ABE Instructional Grants (\$19.4 million) and twenty-two English Language and Civics Education Grants (\$.8 million) were awarded. (*Source: Ohio Board of Regents Staff*)

Technology Transfer and Commercialization Activities at Ohio's Research Institutions
(Public and Private Not-for-Profit)
FY 2001 - 2007

Activity	FY 2001	FY 2003	FY 2005	FY 2007	% Increase FY 2003 to FY 2007
Total U.S. Patent Applications Filed	270	331	481	844	155%
U.S. Patents Issued	107	108	105	119	10%
Number of Invention Disclosures Submitted	449	583	797	919	58%
Total Number of Licenses/ Options Executed	95	131	143	155	18%
Gross License Income Received	\$ 16,500,602	\$ 18,404,011	\$ 27,096,839	\$ 40,376,099	119%
Start-up Companies Formed	17	15	20	23	53%

Source: Analyses by Board of Regents' staff

Total R&D Expenditure per Capita: Ohio Compared to the Nation



Source: National Science Foundation 1985-2008

CONCLUSION

Are higher education's current contributions to workforce development, research and technology transfer adequate to support a thriving 21st century economy?

Ohio is making substantial progress in achieving its goal of strengthening workforce development, research and technology transfer.

Summary

Section 2

Other Trends


Ohio is realizing improvements in degree attainment and degrees granted. Ohio is encouraging its citizens to enroll at low-cost institutions, removing barriers for completion, streamlining pathways to degrees and rewarding institutions for ensuring that students not only enroll, but complete courses and graduate. Ohio's higher education institutions are making strong contributions to Ohio's workforce and economy and to its future economic strength. The return on investment from the Third Frontier has been substantial. Ohio has maintained a strong, diverse, high quality higher education system and the financial strength of the institutions has been stable during a difficult economic period. Ohio must continue to monitor the financial condition of its higher education institutions.




If Ohio is to have college graduates in the numbers and disciplines that it needs for a thriving 21st century economy, how competitive is higher education and what progress has been made in the past two years? The Regents assess higher education's condition in the following dashboard:

2010 Condition Dashboard


How competitive is Ohio to deliver high quality education to many more students?



Higher education is well-positioned.








Bold steps are needed to improve performance.







Ohio has made substantial progress yet additional efforts are needed.

Student-centered Practices

Streamlined Pathways to Degrees	
Affordability	
College and Career Readiness	
Educational Effectiveness	
Administrative Efficiencies	

Important Trends from The First Condition Report

Degree Attainment	
Breadth and Quality of Higher Education	
Fiscal Health Accountability	
Economic and Workforce Development, Research and Technology Transfer	

When we assess the current condition of the University System of Ohio to serve many more students, we conclude:

- Ohio has made substantial progress in moving toward a common academic calendar, in integrating the adult career centers into the University System of Ohio and implementing its "30 Mile Promise"
- Ohio's significant infrastructure for dual enrollments must be accessed by more high school students so that they complete college quicker and at lower cost
- Expanding dual admissions for colleges can smooth the transition from two to four-year institutions

- Ohio has invested considerable effort in developing transfer and articulation guidelines and should continue these efforts and consider additional bold actions to assure a seamless transition for students
- Ohio has achieved success in growing its online offerings and student services
- Ohio has improved services for veterans and their families
- Ohio has made substantial progress in making college more affordable for students and their families
- Ohio has adopted strong college and career readiness policies; however, real results have not yet occurred
- Ohio must find innovative ways to help adults become college ready
- Ohio's efforts to improve educational effectiveness must continue
- Ohio has made substantial progress in achieving administrative efficiencies
- Greater collaboration among institutions, business and industry and other state services can result in greater cost effectiveness
- Ohio is improving degree attainment and degrees granted
- Ohio must find ways to increase the number of degrees awarded to adults, under served racial/ethnic groups and veterans
- Ohio must find ways to increase the number of degrees awarded in the science, math, engineering, technology and medical fields to adults, under served racial/ethnic groups and women
- Ohio's higher education institutions are making strong contributions to Ohio's workforce and economy and to its future economic strength
- Ohio's return on investment from the Third Frontier has been substantial
- Ohio has maintained a strong, diverse, high quality higher education system and the financial strength of the institutions has been relatively stable during this difficult economic period.

We strongly support higher education as a gateway to success for Ohio's citizens and as the state's economic engine. Moving forward with the new directions outlined in the Strategic Plan for Higher Education, 2008-2017 is essential for a thriving future for all Ohioans.

Ohio must have a robust higher education system where students can move from one level of education to another with minimal loss of time or credits. Affordability and support for higher education are deeply held values and continuing efforts must keep college costs as low as possible. Ohio is moving toward greater transparency for higher education performance by publishing graduation rates and other performance measures annually. Ohio has changed the way it funds colleges and universities by focusing on course completion, degrees awarded and other markers of student success. Ohio must continue its efforts to ensure that the programs offered across the state are appropriately preparing Ohioans for the future.

Background for Financial Ratios

In 1997, Ohio’s General Assembly enacted legislation designed to increase financial accountability of state colleges and universities by using a standard set of measures to monitor the fiscal health of campuses. Three ratios are calculated to develop a composite score – the Viability Ratio is “expendable net assets” divided by “plant debt”; the Primary Reserve Ratio is “expendable net assets” divided by “total operating expenses,” and the Net Income Ratio is “change in total net assets” divided by “total revenue.” A composite score of 1.75 or below for two consecutive years results in a campus being placed in fiscal watch.

TABLE 1
FY 2009 FINANCIAL RATIO ANALYSIS
INSTITUTIONAL RATIOS AND SCORES

Institution	Composite Score	Viability		Net Income		Primary Reserve	
		Ratio*	Score	Ratio	Score	Ratio	Score
UNIVERSITIES							
BOWLING GREEN	3.20	151.5%	4.00	-7.2%	0.00	33.7%	4.00
CENTRAL STATE	4.00	389.3%	5.00	16.1%	5.00	11.7%	3.00
CLEVELAND STATE	2.30	31.7%	2.00	-3.1%	1.00	24.0%	3.00
KENT STATE	2.90	83.1%	3.00	-12.6%	0.00	40.5%	4.00
MIAMI UNIV.	2.90	75.2%	3.00	-9.8%	0.00	32.0%	4.00
NEOUCOM	4.40	1230.9%	5.00	0.7%	2.00	58.1%	5.00
OHIO STATE	3.20	124.0%	4.00	-9.1%	0.00	41.4%	4.00
OHIO UNIVERSITY	3.20	60.3%	3.00	3.6%	4.00	20.6%	3.00
SHAWNEE STATE	3.10	87.0%	3.00	-1.5%	1.00	26.8%	4.00
UNIV. AKRON	2.00	21.4%	1.00	-1.8%	1.00	20.1%	3.00
UNIV. CINCINNATI	2.30	24.3%	1.00	-43.5%	0.00	26.8%	4.00
UNIV. TOLEDO	2.60	76.0%	3.00	-3.8%	1.00	24.3%	3.00
WRIGHT STATE	3.20	294.6%	5.00	-0.9%	1.00	24.6%	3.00
YOUNGSTOWN ST.	3.80	135.5%	4.00	2.1%	3.00	27.4%	4.00
COMMUNITY COLLEGES							
BELMONT TECH	5.00	N/A	5.00	6.8%	5.00	80.1%	5.00
CINCINNATI ST.	2.70	40.6%	2.00	2.5%	3.00	24.7%	3.00
CLARK STATE	3.10	97.6%	3.00	-0.4%	1.00	26.1%	4.00
COLUMBUS ST.	5.00	691.1%	5.00	15.1%	5.00	67.9%	5.00
COTC	4.50	481.7%	5.00	22.0%	5.00	38.0%	4.00
CUYAHOGA	3.30	62.5%	3.00	0.4%	2.00	40.4%	4.00
EDISON STATE	2.20	35.2%	2.00	1.4%	3.00	8.0%	2.00
HOCKING	3.70	170.1%	4.00	6.5%	5.00	18.4%	3.00
JAMES RHODES ST	3.10	240.5%	4.00	0.4%	2.00	24.2%	3.00
JEFFERSON	4.50	454.8%	5.00	9.1%	5.00	43.2%	4.00
LAKELAND	3.10	114.5%	4.00	0.2%	2.00	19.2%	3.00
LORAIN	4.50	698.7%	5.00	12.1%	5.00	42.3%	4.00
MARION TECH	4.10	N/A	5.00	2.8%	3.00	35.4%	4.00
NORTH CENTRAL	3.60	6646.4%	5.00	1.9%	3.00	14.1%	3.00
NORTHWEST ST.	4.30	23085.2%	5.00	3.3%	4.00	38.9%	4.00
OWENS STATE	3.40	7029.6%	5.00	0.1%	2.00	17.6%	3.00
RIO GRANDE	2.10	58.7%	2.00	-11.3%	0.00	10.6%	3.00
SINCLAIR	5.00	N/A	5.00	7.7%	5.00	60.7%	5.00
SOUTHERN ST.	3.70	112.8%	4.00	8.5%	5.00	21.8%	3.00
STARK STATE	4.00	N/A	5.00	10.4%	5.00	21.7%	3.00
TERRA STATE	4.10	N/A	5.00	2.4%	3.00	43.1%	4.00
WASHINGTON ST.	3.20	N/A	5.00	-4.5%	1.00	14.2%	3.00
ZANE STATE (MATC)	4.50	1194.6%	5.00	6.0%	5.00	31.0%	4.00

* The viability ratio is not calculated for campuses that do not have long-term plant debt. In such instances, a viability score of 5.0 is automatically assigned.

NOTE: Pursuant to the administrative rule (126:3-1-01) established by Senate Bill 6, a composite score of or below 1.75 for two consecutive years would result in a campus being placed on fiscal watch.

TABLE 2
FY 2009 INSTITUTIONAL FINANCIAL DATA

Institution	Expendable Net Assets	Plant Debt	Total Revenues, Operating + Nonoperating	Operating Expenses	Nonoperating Expenses	Change in Total Net Assets
UNIVERSITIES						
BOWLING GREEN	\$118,582,900	\$78,255,000	\$328,675,119	\$352,298,367	\$0	(\$23,623,248)
CENTRAL STATE	\$6,785,812	\$1,743,287	\$69,219,211	\$58,068,378	\$600	\$11,150,233
CLEVELAND STATE	\$65,545,884	\$207,067,009	\$264,927,521	\$273,255,255	\$0	(\$8,327,734)
KENT STATE	\$229,351,000	\$276,019,000	\$504,716,000	\$566,254,000	\$1,961,000	(\$63,499,000)
MIAMI UNIV.	\$168,659,660	\$224,325,090	\$479,177,410	\$526,342,106	\$0	(\$47,164,696)
NEOUCOM	\$24,525,101	\$1,992,413	\$42,492,307	\$42,176,762	\$0	\$315,545
OHIO STATE	\$1,687,056,000	\$1,360,245,000	\$3,744,619,000	\$4,076,905,000	\$7,470,000	(\$339,756,000)
OHIO UNIVERSITY	\$116,267,732	\$192,718,265	\$584,340,753	\$563,285,643	\$283,266	\$20,771,844
SHAWNEE STATE	\$15,239,467	\$17,515,000	\$55,968,678	\$56,770,276	\$24,840	(\$826,438)
UNIV. AKRON	\$89,301,073	\$418,195,077	\$436,462,687	\$443,958,827	\$359,573	(\$7,855,713)
UNIV. CINCINNATI	\$265,519,000	\$1,090,644,000	\$692,613,000	\$988,951,000	\$4,806,000	(\$301,144,000)
UNIV. TOLEDO	\$192,282,000	\$252,924,000	\$763,064,000	\$790,238,000	\$1,827,000	(\$29,001,000)
WRIGHT STATE	\$92,995,732	\$31,564,022	\$376,836,000	\$378,785,677	\$1,460,576	(\$3,410,253)
YOUNGSTOWN STATE	\$52,833,723	\$38,990,037	\$198,254,526	\$192,609,383	\$1,390,483	\$4,254,660
COMMUNITY COLLEGES						
BELMONT TECH	\$11,837,825	\$0	\$15,859,630	\$14,779,094	\$0	\$1,080,536
CINCINNATI STATE	\$18,967,866	\$46,774,109	\$78,733,830	\$76,772,871	\$0	\$1,960,959
CLARK STATE	\$7,707,278	\$7,900,000	\$29,396,867	\$29,476,404	\$26,838	(\$106,375)
COLUMBUS STATE	\$114,865,785	\$16,620,000	\$199,183,287	\$169,049,883	\$0	\$30,133,404
COTC	\$11,534,580	\$2,394,382	\$38,936,820	\$30,334,144	\$31,351	\$8,571,325
CUYAHOGA	\$111,339,945	\$178,119,296	\$276,682,533	\$275,669,968	\$27,156	\$985,409
EDISON STATE	\$1,557,768	\$4,422,095	\$19,790,739	\$19,523,539	\$0	\$267,200
HOCKING	\$10,359,056	\$6,089,638	\$60,308,597	\$56,383,385	\$0	\$3,925,212
JAMES RHODES	\$6,876,313	\$2,859,527	\$28,506,111	\$28,382,925	\$18,333	\$104,853
JEFFERSON	\$5,512,571	\$1,211,968	\$14,045,405	\$12,766,142	\$0	\$1,279,263
LAKELAND	\$12,699,606	\$11,096,151	\$66,295,066	\$66,175,082	\$0	\$119,984
LORAIN	\$42,169,110	\$6,035,000	\$113,952,638	\$99,730,718	\$408,442	\$13,813,478
MARION TECH	\$4,993,729	\$0	\$14,526,194	\$14,114,709	\$0	\$411,485
NORTH CENTRAL	\$3,410,140	\$51,308	\$24,719,024	\$24,252,750	\$0	\$466,274
NORTHWEST STATE	\$9,303,350	\$40,300	\$24,704,035	\$23,889,785	\$2,141	\$812,109
OWENS STATE	\$19,436,379	\$276,495	\$110,474,181	\$110,409,945	\$0	\$64,236
RIO GRANDE	\$1,324,298	\$2,256,498	\$11,182,152	\$12,447,128	\$0	(\$1,264,976)
SINCLAIR	\$93,775,360	\$0	\$167,344,549	\$154,487,170	\$0	\$12,857,379
SOUTHERN STATE	\$6,061,342	\$5,371,694	\$30,458,598	\$27,866,740	\$0	\$2,591,858
STARK STATE	\$14,493,404	\$0	\$74,709,081	\$66,883,781	\$68,785	\$7,756,515
TERRA STATE	\$7,392,877	\$0	\$17,614,184	\$17,152,622	\$44,202	\$417,360
WASHINGTON STATE	\$2,849,579	\$0	\$19,263,994	\$20,121,363	\$0	(\$857,369)
ZANE STATE (MATC)	\$7,814,005	\$654,117	\$26,840,375	\$25,224,265	\$0	\$1,616,110

Table 1: 2009 College Portrait - Student Experiences/Perceptions
Active Learning Experiences (Questions 1-3)

INSTITUTION	SENIORS SPENT AT LEAST 6 HOURS PER WEEK PREPARING FOR CLASS	SENIORS WORKED ON A RESEARCH PROJECT WITH A FACULTY MEMBER	SENIORS PARTICIPATED IN A INTERNSHIP, PRACTICUM, OR FIELD EXPERIENCE
BOWLING GREEN STATE UNIVERSITY	77%	17%	55%
CENTRAL STATE UNIVERSITY	Not Available	Not Available	Not Available
CLEVELAND STATE UNIVERSITY	Not Available	Not Available	Not Available
KENT STATE UNIVERSITY	77%	18%	54%
MIAMI UNIVERSITY	85%	30%	70%
OHIO UNIVERSITY	88%	24%	63%
OHIO STATE UNIVERSITY	86%	17%	57%
SHAWNEE STATE UNIVERSITY	83%	16%	46%
UNIVERSITY OF AKRON	79%	15%	51%
UNIVERSITY OF CINCINNATI	81%	21%	66%
UNIVERSITY OF TOLEDO	81%	17%	57%
WRIGHT STATE UNIVERSITY	79%	15%	47%
YOUNGSTOWN STATE UNIVERSITY	77%	16%	49%
OHIO AVERAGE	81%	19%	56%

Source: College Portraits, <http://www.collegeportraits.org/OH>

Table 2: 2009 College Portrait - Student Experiences/Perceptions
Active Learning Experiences (Questions 4-6)

INSTITUTION	SENIORS PARTICIPATED IN COMMUNITY SERVICE OR VOLUNTEER WORK	SENIORS PARTICIPATED IN STUDY ABROAD	SENIORS MADE AT LEAST ONE CLASS PRESENTATION LAST YEAR
BOWLING GREEN STATE UNIVERSITY	62%	7%	95%
CENTRAL STATE UNIVERSITY	Not Available	Not Available	Not Available
CLEVELAND STATE UNIVERSITY	Not Available	Not Available	Not Available
KENT STATE UNIVERSITY	52%	14%	93%
MIAMI UNIVERSITY	71%	37%	99%
OHIO UNIVERSITY	67%	21%	97%
OHIO STATE UNIVERSITY	57%	13%	79%
SHAWNEE STATE UNIVERSITY	52%	6%	96%
UNIVERSITY OF AKRON	47%	6%	92%
UNIVERSITY OF CINCINNATI	61%	11%	92%
UNIVERSITY OF TOLEDO	61%	9%	93%
WRIGHT STATE UNIVERSITY	49%	7%	92%
YOUNGSTOWN STATE UNIVERSITY	54%	3%	92%
OHIO AVERAGE	58%	12%	93%

Source: College Portraits, <http://www.collegeportraits.org/OH>

Table 3: 2009 College Portrait - Student Experiences/Perceptions
Group Learning Experiences

INSTITUTION	SENIORS WHO WORKED WITH CLASSMATES ON ASSIGNMENTS OUTSIDE OF CLASS	SENIORS WHO TUTORED OR TAUGHT OTHER STUDENTS	SENIORS WHO SPENT AT LEAST 6 HOURS PER WEEK PARTICIPATING IN CO-CURRICULAR ACTIVITIES SUCH AS STUDENT ORGANIZATIONS AND INTRAMURAL SPORTS
BOWLING GREEN STATE UNIVERSITY	95%	60%	33%
CENTRAL STATE UNIVERSITY	Not Available	Not Available	Not Available
CLEVELAND STATE UNIVERSITY	Not Available	Not Available	Not Available
KENT STATE UNIVERSITY	90%	55%	26%
MIAMI UNIVERSITY	99%	59%	48%
OHIO UNIVERSITY	97%	59%	34%
OHIO STATE UNIVERSITY	87%	54%	33%
SHAWNEE STATE UNIVERSITY	85%	62%	15%
UNIVERSITY OF AKRON	88%	52%	16%
UNIVERSITY OF CINCINNATI	89%	53%	22%
UNIVERSITY OF TOLEDO	90%	57%	26%
WRIGHT STATE UNIVERSITY	89%	56%	14%
YOUNGSTOWN STATE UNIVERSITY	89%	60%	10%
OHIO AVERAGE	91%	57%	25%

Source: College Portraits, <http://www.collegeportraits.org/OH>

Table 4: 2009 College Portrait - Student Experiences/Perceptions
Student Interaction with Campus Faculty and Staff

INSTITUTION	SENIORS BELIEVED THAT CAMPUS STAFF WERE HELPFUL, CONSIDERATE OR FLEXIBLE	SENIORS BELIEVED THAT FACULTY ARE AVAILABLE HELPFUL, OR SYMPATHETIC	SENIORS REPORTED THAT FACULTY MEMBERS PROVIDED PROMPT FEEDBACK ON THEIR ACADEMIC PERFORMANCE	SENIORS DISCUSSED READINGS OR IDEAS WITH FACULTY MEMBERS OUTSIDE OF CLASS
BOWLING GREEN STATE UNIVERSITY	56%	80%	94%	71%
CENTRAL STATE UNIVERSITY	Not Available	Not Available	Not Available	Not Available
CLEVELAND STATE UNIVERSITY	Not Available	Not Available	Not Available	Not Available
KENT STATE UNIVERSITY	39%	67%	97%	70%
MIAMI UNIVERSITY	47%	81%	97%	76%
OHIO UNIVERSITY	45%	73%	97%	73%
OHIO STATE UNIVERSITY	58%	69%	92%	59%
SHAWNEE STATE UNIVERSITY	60%	81%	96%	72%
UNIVERSITY OF AKRON	47%	73%	95%	66%
UNIVERSITY OF CINCINNATI	47%	74%	94%	68%
UNIVERSITY OF TOLEDO	53%	73%	94%	69%
WRIGHT STATE UNIVERSITY	52%	73%	94%	70%
YOUNGSTOWN STATE UNIVERSITY	52%	77%	93%	65%
OHIO AVERAGE	51%	75%	95%	69%

Source: College Portraits, <http://www.collegeportraits.org/OH>

Table 5: 2009 College Portrait - Student Experiences/Perceptions
Experiences with Diverse Groups of People and Ideas

INSTITUTION	SENIORS REPORTED THAT THEY OFTEN TRIED TO UNDERSTAND SOMEONE ELSE'S POINT OF VIEW	SENIORS REPORTED THAT THEIR EXPERIENCES AT THIS INSTITUTION CONTRIBUTED TO THEIR UNDERSTANDING PEOPLE OF OTHER RACIAL AND ETHNIC BACKGROUNDS	SENIORS OFTEN HAD SERIOUS CONVERSATIONS WITH STUDENTS OF A DIFFERENT RACE OR ETHNICITY
BOWLING GREEN STATE UNIVERSITY	55%	88%	46%
CENTRAL STATE UNIVERSITY	Not Available	Not Available	Not Available
CLEVELAND STATE UNIVERSITY	Not Available	Not Available	Not Available
KENT STATE UNIVERSITY	62%	80%	44%
MIAMI UNIVERSITY	64%	75%	38%
OHIO UNIVERSITY	61%	82%	43%
OHIO STATE UNIVERSITY	58%	91%	56%
SHAWNEE STATE UNIVERSITY	63%	85%	38%
UNIVERSITY OF AKRON	93%	83%	84%
UNIVERSITY OF CINCINNATI	58%	79%	47%
UNIVERSITY OF TOLEDO	59%	82%	47%
WRIGHT STATE UNIVERSITY	64%	84%	51%
YOUNGSTOWN STATE UNIVERSITY	58%	82%	52%
OHIO AVERAGE	63%	83%	50%

Source: College Portraits, <http://www.collegeportraits.org/OH>

Table 6: 2009 College Portrait - Student Experiences/Perceptions
Student Satisfaction

INSTITUTION	SENIORS THAT WOULD ATTEND THIS INSTITUTION IF STARTING OVER AGAIN	SENIORS THAT RATED THEIR ENTIRE EDUCATIONAL EXPERIENCE AS GOOD OR EXCELLENT	SENIORS THAT REPORTED THAT OTHER STUDENTS WERE FRIENDLY AND SUPPORTIVE
BOWLING GREEN STATE UNIVERSITY	82%	87%	85%
CENTRAL STATE UNIVERSITY	Not Available	Not Available	Not Available
CLEVELAND STATE UNIVERSITY	Not Available	Not Available	Not Available
KENT STATE UNIVERSITY	75%	78%	77%
MIAMI UNIVERSITY	84%	91%	84%
OHIO UNIVERSITY	80%	84%	82%
OHIO STATE UNIVERSITY	94%	91%	85%
SHAWNEE STATE UNIVERSITY	78%	79%	83%
UNIVERSITY OF AKRON	77%	80%	79%
UNIVERSITY OF CINCINNATI	74%	79%	83%
UNIVERSITY OF TOLEDO	74%	80%	77%
WRIGHT STATE UNIVERSITY	74%	79%	76%
YOUNGSTOWN STATE UNIVERSITY	73%	82%	82%
OHIO AVERAGE	79%	83%	81%

Source: College Portraits, <http://www.collegeportraits.org/OH>

Table 7: 2009 College Portrait - Student Experiences/Perceptions
Institutional Commitment to Student Learning and Success

INSTITUTION	SENIORS BELIEVED THIS INSTITUTION PROVIDES SUPPORT FOR STUDENT SUCCESS	SENIORS RATED THE QUALITY OF ACADEMIC ADVISING AT THIS INSTITUTION AS GOOD OR EXCELLENT	SENIORS REPORTED THAT THIS INSTITUTION PROVIDED HELP IN COPING WITH WORK, FAMILY AND OTHER NON-ACADEMIC RESPONSIBILITIES	SENIORS REPORTED WORKING HARDER THAN THEY THOUGHT THEY COULD TO MEET AN INSTRUCTOR'S STANDARDS OR EXPECTATIONS
BOWLING GREEN STATE UNIVERSITY	97%	64%	63%	91%
CENTRAL STATE UNIVERSITY	Not Available	Not Available	Not Available	Not Available
CLEVELAND STATE UNIVERSITY	Not Available	Not Available	Not Available	Not Available
KENT STATE UNIVERSITY	91%	50%	46%	92%
MIAMI UNIVERSITY	95%	53%	52%	94%
OHIO UNIVERSITY	94%	56%	54%	93%
OHIO STATE UNIVERSITY	97%	83%	80%	90%
SHAWNEE STATE UNIVERSITY	95%	68%	59%	94%
UNIVERSITY OF AKRON	94%	57%	51%	91%
UNIVERSITY OF CINCINNATI	92%	57%	46%	93%
UNIVERSITY OF TOLEDO	92%	68%	53%	91%
WRIGHT STATE UNIVERSITY	91%	61%	53%	94%
YOUNGSTOWN STATE UNIVERSITY	92%	61%	50%	92%
OHIO AVERAGE	94%	62%	55%	92%

Source: College Portraits, <http://www.collegeportraits.org/OH>

Table 8: 2009 Community College Portrait - Active and Collaborative Learning

INSTITUTION	ASK QUESTIONS IN CLASS OR CONTRIBUTED TO CLASS DISCUSSIONS	MADE A CLASS PRESENTATION	DISCUSSED IDEAS FROM YOUR READINGS OR CLASSES WITH OTHERS OUTSIDE OF CLASS
BELMONT TECHNICAL COLLEGE	2.98	2.06	2.61
CLARK STATE COMMUNITY COLLEGE	3.04	1.84	2.57
EDISON STATE COMMUNITY COLLEGE	3.02	2.17	2.48
JEFFERSON STATE COMM. COLLEGE	3.13	2.12	2.58
LORAIN COUNTY COMMUNITY COLLEGE	2.86	1.84	2.54
MARION TECHNICAL COLLEGE	2.86	2.02	2.57
OWENS COMMUNITY COLLEGE	3.02	1.90	2.43
SOUTHERN STATE COMM. COLLEGE	2.97	1.93	2.62
TERRA STATE COMMUNITY COLLEGE	2.97	2.18	2.52
UNIVERSITY - AKRON WAYNE COLLEGE	2.89	2.12	2.57
WASHINGTON STATE COMM. COLLEGE	2.94	1.92	2.58
OHIO AVERAGE	2.97	2.01	2.55

KEY for MEANS

1 = Never // 2 = Sometimes // 3 = Often // 4 = Very Often

Source: <http://www.ccsse.org/survey/profiles.cfm>

Table 9: 2009 Community College Portrait - Student Effort

INSTITUTION	WORKED ON A PAPER OR PROJECT THAT REQUIRED INTEGRATING IDEAS OR INFORMATION FROM VARIOUS SOURCES	NUMBER OF BOOKS READ ON YOUR OWN FOR PERSONAL ENJOYMENT OR ACADEMIC ENRICHMENT	PREPARING FOR CLASS	USED SKILL LABS
BELMONT TECHNICAL COLLEGE	2.84	2.01	2.02	1.94
CLARK STATE COMMUNITY COLLEGE	2.83	2.01	2.19	1.52
EDISON STATE COMMUNITY COLLEGE	2.96	2.16	2.11	1.76
JEFFERSON STATE COMM. COLLEGE	2.61	2.00	1.86	1.63
LORAIN COUNTY COMMUNITY COLLEGE	2.67	2.08	2.00	1.56
MARION TECHNICAL COLLEGE	2.77	1.93	2.23	1.86
OWENS COMMUNITY COLLEGE	2.65	2.04	1.86	1.72
SOUTHERN STATE COMM. COLLEGE	2.77	1.95	2.05	1.67
LORAIN COUNTY COMMUNITY COLLEGE	2.65	1.97	1.82	1.54
UNIVERSITY - AKRON WAYNE COLLEGE	2.80	2.14	2.03	1.50
WASHINGTON STATE COMM. COLLEGE	2.69	2.12	2.18	1.62
OHIO AVERAGE	2.75	2.04	2.03	1.67

KEY for MEANS - Column 1
 KEY for MEANS - Column 2
 KEY for MEANS - Column 3
 KEY for MEANS - Column 4

1 = Never // 2 = Sometimes // 3 = Often // 4 = Very Often
 1 = None // 2 = Between 1-4 // 3 = Between 5-10 // 4 = Between 11-20 // 5 = More than 20
 0 = None // 1 = 1-4 Hrs // 2 = 5-10 Hrs // 3 = 11-20 Hrs // 4 = 21-20 Hrs // 5 = More than 20 Hrs.
 1 = Don't know / n. a. // 2 = Rarely / Never // 3 = Sometimes // 4 = Often

Source: <http://www.ccsse.org/survey/profiles.cfm>

Table 10: 2009 Community College Portrait - Academic Challenge (Questions 1-3)

INSTITUTION	WORKED HARDER THAN YOU THOUGHT YOU COULD TO MEET AN INSTRUCTOR'S STANDARDS OR EXPECTATIONS	ANALYZING THE BASIC ELEMENTS OF AN IDEA, EXPERIENCE, OR THEORY	NUMBER OF ASSIGNED TEXTBOOKS, MANUALS, BOOKS, OR BOOK-LENGTH PACKS OF COURSE READINGS
BELMONT TECHNICAL COLLEGE	2.67	2.82	3.12
CLARK STATE COMMUNITY COLLEGE	2.55	2.95	2.83
EDISON STATE COMMUNITY COLLEGE	2.58	2.79	2.89
JEFFERSON STATE COMM. COLLEGE	2.60	2.79	2.88
LORAIN COUNTY COMMUNITY COLLEGE	2.52	2.80	2.72
MARION TECHNICAL COLLEGE	2.59	3.01	3.03
OWENS COMMUNITY COLLEGE	2.49	2.82	2.80
SOUTHERN STATE COMM. COLLEGE	2.50	2.86	2.87
TERRA STATE COMMUNITY COLLEGE	2.46	2.70	2.86
UNIVERSITY - AKRON WAYNE COLLEGE	2.44	2.92	2.81
WASHINGTON STATE COMM. COLLEGE	2.56	2.84	2.98
OHIO AVERAGE	2.54	2.85	2.89

KEY for MEANS - Column 1
 KEY for MEANS - Column 2
 KEY for MEANS - Column 3

1 = Never // 2 = Sometimes // 3 = Often // 4 = Very Often
 1 = Very Little // 2 = Some // 3 = Quite a Bit // 4 = Very Much
 1 = None // 2 = Between 1-4 // 3 = Between 5-10 // 4 = Between 11-20 // 5 = More than 20

Source: <http://www.ccsse.org/survey/profiles.cfm>

Table 11: 2009 Community College Portrait - Academic Challenge (Questions 4-5)

INSTITUTION	MARK THE BOX THAT BEST REPRESENTS THE EXTENT TO WHICH YOUR EXAMINATIONS DURING THE CURRENT SCHOOL YEAR HAVE CHALLENGED YOU TO DO YOUR BEST WORK AT THIS COLLEGE	ENCOURAGING YOU TO SPEND SIGNIFICANT AMOUNT OF TIME STUDYING
BELMONT TECHNICAL COLLEGE	5.15	3.13
CLARK STATE COMMUNITY COLLEGE	5.25	3.06
EDISON STATE COMMUNITY COLLEGE	5.12	2.91
JEFFERSON STATE COMM. COLLEGE	5.11	2.94
LORAIN COUNTY COMMUNITY COLLEGE	5.11	3.06
MARION TECHNICAL COLLEGE	5.31	3.24
OWENS COMMUNITY COLLEGE	5.03	2.93
SOUTHERN STATE COMM. COLLEGE	4.94	2.88
LORAIN COUNTY COMMUNITY COLLEGE	4.95	2.85
UNIVERSITY - AKRON WAYNE COLLEGE	4.98	2.84
WASHINGTON STATE COMM. COLLEGE	5.21	3.03
OHIO AVERAGE	5.11	2.99

KEY for MEANS - Column 1
KEY for MEANS - Column 3

Responses Range from 1 (Extremely Easy) to 7 (Extremely Challenging)
1 = Very Little // 2 = Some // 3 = Quite a Bit // 4 = Very Much

Source: <http://www.ccsse.org/survey/profiles.cfm>

Table 12: 2009 Community College Portrait - Student - Faculty Interaction

INSTITUTION	DISCUSSED GRADES OR ASSIGNMENTS WITH AN INSTRUCTOR	TALKED ABOUT CAREER PLANS WITH AN INSTRUCTOR OR ADVISOR	RECEIVED PROMPT FEEDBACK FROM INSTRUCTORS ON YOUR PERFORMANCE
BELMONT TECHNICAL COLLEGE	2.56	2.06	2.68
CLARK STATE COMMUNITY COLLEGE	2.51	1.97	2.68
EDISON STATE COMMUNITY COLLEGE	2.47	1.90	2.66
JEFFERSON STATE COMM. COLLEGE	2.62	2.11	2.73
LORAIN COUNTY COMMUNITY COLLEGE	2.44	1.91	2.54
MARION TECHNICAL COLLEGE	2.50	2.13	2.69
OWENS COMMUNITY COLLEGE	2.54	2.02	2.70
SOUTHERN STATE COMM. COLLEGE	2.44	2.01	2.58
LORAIN COUNTY COMMUNITY COLLEGE	2.45	2.08	2.55
UNIVERSITY - AKRON WAYNE COLLEGE	2.50	1.99	2.67
WASHINGTON STATE COMM. COLLEGE	2.56	2.11	2.58
OHIO AVERAGE	2.51	2.03	2.64

KEY for MEANS 1 = Never // 2 = Sometimes // 3 = Often // 4 = Very Often

Source: <http://www.ccsse.org/survey/profiles.cfm>

Table 13: 2009 Community College Portrait - Support for Learners (Questions 1-3)

INSTITUTION	PROVIDING THE SUPPORT YOU NEED TO HELP YOU SUCCEED AT THIS COLLEGE	ENCOURAGING CONTACT AMONG STUDENTS FROM DIFFERENT ECONOMIC, SOCIAL, AND RACIAL OR ETHNIC BACKGROUND	HELPING YOU COPE WITH YOUR NON-ACADEMIC RESPONSIBILITIES
BELMONT TECHNICAL COLLEGE	2.99	2.41	1.97
CLARK STATE COMMUNITY COLLEGE	3.02	2.43	1.86
EDISON STATE COMMUNITY COLLEGE	2.86	2.31	1.73
JEFFERSON STATE COMM. COLLEGE	2.97	2.36	1.92
LORAIN COUNTY COMMUNITY COLLEGE	3.01	2.49	1.93
MARION TECHNICAL COLLEGE	2.95	2.42	1.84
OWENS COMMUNITY COLLEGE	3.04	2.38	1.88
SOUTHERN STATE COMM. COLLEGE	2.94	2.31	1.91
TERRA STATE COMMUNITY COLLEGE	2.94	2.28	1.90
UNIVERSITY - AKRON WAYNE COLLEGE	2.97	2.19	1.82
WASHINGTON STATE COMM. COLLEGE	3.06	2.26	1.97
OHIO AVERAGE	2.98	2.35	1.88

KEY for MEANS 1 = Very Little // 2 = Some // 3 = Quite A Bit // 4 = Very Much

Source: <http://www.ccsse.org/survey/profiles.cfm>

Table 14: 2009 Community College Portrait - Support for Learners (Questions 4-6)

INSTITUTION	PROVIDING THE FINANCIAL SUPPORT YOU NEED TO AFFORD YOU EDUCATION	ACADEMIC ADVISING / PLANNING	CAREER COUNSELING
BELMONT TECHNICAL COLLEGE	2.15	2.70	1.37
CLARK STATE COMMUNITY COLLEGE	2.13	1.65	1.29
EDISON STATE COMMUNITY COLLEGE	2.40	1.70	1.29
JEFFERSON STATE COMM. COLLEGE	2.56	1.81	1.41
LORAIN COUNTY COMMUNITY COLLEGE	2.60	1.77	1.43
MARION TECHNICAL COLLEGE	2.38	1.80	1.31
OWENS COMMUNITY COLLEGE	2.54	1.81	1.41
SOUTHERN STATE COMM. COLLEGE	2.76	1.69	1.29
TERRA STATE COMMUNITY COLLEGE	2.64	1.80	1.40
UNIVERSITY - AKRON WAYNE COLLEGE	2.28	1.81	1.23
WASHINGTON STATE COMM. COLLEGE	2.49	1.96	1.41
OHIO AVERAGE	2.45	1.86	1.35

KEY for MEANS - Column 1

KEY for MEANS - Columns 2 & 3

1 = Very Little // 2 = Some // 3 = Quite A Bit // 4 = Very Much

1 = Don't know / n. a. // 2 = Rarely / Never // 3 = Sometimes // 4 = Often

Source: <http://www.ccsse.org/survey/profiles.cfm>

End Notes

- ⁱ Joshua D. Hawley, *Research Update, Status of Adults in Developmental Education*, Presentation to the Ohio Board of Regents Workforce Development Consultation, February 26, 2010
- ⁱⁱ The *American Diploma* project was initiated to raise the rigor of high school standards, assessments and curriculum and align expectations with the demands of postsecondary education and careers. The initiative describes the specific content and skills that graduates must have mastered by the time they leave high school if they expect to succeed in postsecondary education or in high-growth jobs. For additional information see <http://www.achieve.org/ADPNetwork>
- ⁱⁱⁱ *With Their Whole Lives Ahead of Them*, Jean Johnson, Jon Rochkind, Amber N. Ott & Samantha DuPont, A Public Agenda Report for the Bill & Melinda Gates Foundation, 2009
- ^{iv} *College Portraits*, <http://www.collegeportraits.org/OH>
- ^v As an example, see NSSE, *Using NSSE to Assess and Improve Undergraduate Education, Lessons from the Field*, 2009
- ^{vi} George D. Kuh, George D., Kinzie, Jillian, Buckley, Jennifer A., Bridges, Brian K., and Hayek, John C. *What Matters to Student Success: A Review of the Literature*, Washington, D.C.: National Postsecondary Education Cooperative, 2006
- ^{vii} *Advanced Placement Report to the Nation 2009*, College Board, 2009 and *The AP Program and Student Outcomes: A Summary of Research*, M. Ewing, The College Board, 2007
- ^{viii} *Crafting a Student-Centered Transfer Process in California: Lessons from Other States*, Moore, Colleen, Shulock, Nancy and Jensen, Christy, Institute for Higher Education Leadership and Policy, 2009
- ^{ix} Joshua D. Hawley, *Research Update, Status of Adults in Developmental Education*, Presentation to the Ohio Board of Regents Workforce Development Consultation, February 26, 2010
- ^x Joshua D. Hawley, *Research Update, Status of Adults in Developmental Education*, Presentation to the Ohio Board of Regents Workforce Development Consultation, February 26, 2010
- ^{xi} Joshua D. Hawley, *Research Update, Status of Adults in Developmental Education*, Presentation to the Ohio Board of Regents Workforce Development Consultation, February 26, 2010
- ^{xii} *With Their Whole Lives Ahead of Them*, Jean Johnson, Jon Rochkind, Amber N. Ott & Samantha DuPont, Bill & Melinda Gates Foundation
- ^{xiii} The *American Diploma* project was initiated to raise the rigor of high school standards, assessments and curriculum and align expectations with the demands of postsecondary education and careers. The initiative describes the specific content and skills that graduates must have mastered by the time they leave high school if they expect to succeed in postsecondary education or in high-growth jobs. For additional information see <http://www.achieve.org/ADPNetwork>
- ^{xiv} Joshua D. Hawley, *Research Update, Status of Adults in Developmental Education*, Presentation to the Ohio Board of Regents Workforce Development Consultation, February 26, 2010
- ^{xv} Joshua D. Hawley, *Research Update, Status of Adults in Developmental Education*, Presentation to the Ohio Board of Regents Workforce Development Consultation, February 26, 2010
- ^{xvi} Roger Martin, dean of the Rodman School of Management at the University of Toronto, writing in Harvard Business Review online's *The Conversation* blog
- ^{xvii} *With Their Whole Lives Ahead of Them*, Jean Johnson, Jon Rochkind, Amber N. Ott & Samantha DuPont, A Public Agenda Report for the Bill & Melinda Gates Foundation, 2009
- ^{xviii} *Good Policy, Good Practice*, National Center for Public Policy and Higher Education and National Center for Higher Education Management Systems, 2007



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