The Performance Report For Ohio's Colleges And Universities, 2006

Prepared by

Ohio Board of Regents

January 18, 2007

M E M O R A N D U M

To: Chair Alvarado

From: Interim Chancellor Garrison Walters

Date: January 18, 2007

Re: Higher Education Performance Report – 2006 Edition

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

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

The report will provide Governor Ted Strickland, Ohio Senate President Bill Harris, Ohio House Speaker Jon Husted and other members of the General Assembly an in-depth view of accurate, up-to-date data related to critical higher education issues. Past reports have been used to explain campus experiences, identify and recommend policy modifications.

The report is the result of a significant amount of hard and creative work by campus and Regents staff. We want to acknowledge in particular the leadership of Dr. Darrell Glenn of our staff, as well as his senior researchers, Andy Lechler and William Wagner, and their colleague, Carrie Powell. The HEI data system, which

collects data about students, courses, and faculty for every term since fall 1998, is the result of intensive work on the part of the public higher education institutions in Ohio, along with more limited participation of private institutions. The report could not have been written without the contributions of our HEI system, led by Jay Johnson and Stephanie McCann. Finally, and most importantly, hundreds of college and university staff participated in the design, analysis and review of this report, and while we cannot name them all here, we thank them all for their wonderful contributions to this effort.

Attachments

Questions and Answers from the Performance Report for Ohio's Colleges and Universities, 2006

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

Ohio has made progress in increasing higher educational attainment and research activity, but we still rank poorly when compared to other states and the national average. As a consequence of being behind in education and research, Ohio's per capita income is lower than the national level.

- Page 6. In 2004, an estimated 23.3% of Ohio's adults age 25 and older held a bachelor's degree or higher, compared to 27% in the United States. Ohio's per capita income of $31,161 was 94% of the national level of $33,050.

- Page 7. In constant dollars, total research expenditures at Ohio universities increased from $656 million in FY 1989 to $1.3 billion in FY 2004. This is a 99% increase. However, Ohio's per capita research expenditures were still only 79% of the national level.

- Page 10. The number of companies served by Enterprise Ohio Network Contract Training Services decreased slightly from 4,611 companies in FY 2002 to 4,481 companies in FY 2006. Over the same time period, the number of workers trained annually has exceeded 160,000.

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

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

- Page 12. Headcount enrollment in public and private not-for-profit institutions increased 12% from fall 1998 to fall 2005.

- Page 13. Full-time equivalent enrollment at public institutions increased 15% from fall 1998 to fall 2005.

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

- Page 15. Twenty-nine percent of Ohio's public and private institution undergraduates are 25 years of age or older, 56% are women, and 38% attend part-time.

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

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

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

- Page 21. For younger students, high school course-taking patterns have a large impact on the need for remediation. The remedial course enrollment rate among freshmen who took a "complete" college preparatory curriculum in high school (four courses each in English, math, and social studies and at least three courses in science that include biology, chemistry and physics) is only 13%. In contrast, freshmen who took only a minimum college preparatory curriculum (four courses in English and three courses each in math, social studies and science) have a remedial course enrollment rate of 31% and those who took less than a minimum college preparatory curriculum have the highest remedial course enrollment rate of 47%.

- Page 22. Remedial instruction makes up a much larger share of total instructional activity at two-year institutions than it does at four-year universities. About 12% of undergraduate credits taught at community and state community colleges are in remedial courses, compared to 1.6% at university main campuses. Statewide, 5.1% of undergraduate credit hours are in remedial courses.

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

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

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

- Page 27. Among public university bachelor's degree graduates in 2004-2005, 30% had transferred at least 30 hours from another institution, with more than half of those transfers coming from the public two-year sector.

- Page 28. Among a cohort of public two-year students beginning full-time in fall 2000, 36% of those who graduated did so at the baccalaureate level, and 42% of those students who were still enrolled in 2004-2005 had transferred to a four-year public or private institution.

- Page 29. Students who began as full-time students in the two-year sector in 2000-2001 and subsequently transferred to public universities had lower five-year graduation and persistence rates than similar students who began at public university main campuses.

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

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

- Page 31. Among first-time, full-time, degree-seeking freshmen in the public sector, 69% return to their initial institution in their second year. Seventy-seven percent return to any Ohio institution.

- Page 32. Fifty-nine % of first-time, full-time, bachelor's degree seeking freshmen at Ohio's public universities earned a bachelor's degree or higher in six years or less – 55% from the same institution where they began and 4% from a different Ohio institution. Furthermore, two percent earned an associate degree and 12% were still enrolled in college in Ohio in their sixth year, for a total "success" rate of 73%. Each institution's graduation/retention rate is strongly related to the academic quality of its incoming students: those institutions whose incoming freshmen class averaged higher than 24 on the ACT had a combined graduation/retention rate of 84%, compared to a rate of 57% for those institutions whose incoming freshmen class averaged less than 21 on the ACT.
- Page 33. Fifty-eight % of first-time, full-time, degree-seeking freshmen enrolled at two-year institutions in fall 2002 either earned a degree, persisted at their initial institution, or transferred within three years after beginning college.

- Page 34. Students typically take much longer than two years to earn an associate degree. The median time to earn an associate degree was 3.8 years, while only 10% of associate degree recipients earned their degree in two years or less.

- Page 35. Students take slightly longer than four years to earn a bachelor's degree. The median time to earn a bachelor's degree was 4.3 years, with 44% of bachelor's degree recipients earning their degree in four years or less.

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

Ohio has been graduating more students over the last five years and growth in graduates' earnings is high. Although in-state retention of graduates remains high, the most recent overall retention rate is three % lower than prior years' retention rates.

- Page 38. From FY 2001 to FY 2005 degrees at every level increased: associate degrees by 17%, bachelor's degrees by 12%, master's degrees by 17%, doctoral degrees by 4%, and professional degrees by 3%.

- Page 41. The in-state retention rate of spring 2005 graduates dropped to 75% after holding steady at 78% for five consecutive years. Only associate degree graduates remained in-state at a higher rate in 2005 (87%) than in 2004 (86%).

- Page 43. Annual earnings for spring 2001 associate degree graduates who worked full-time in 2001 grew by 33% between 2001 and 2005. Earnings growth for bachelor's degree graduates over the same period was 45%.

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

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

- Page 44. Ohio's combined governmental appropriations and tuition revenues per student were about 2% higher than the national level in FY 2005. However, Ohio's revenue contributions from students and families are relatively high (17th among the 50 states) and Ohio's governmental appropriations per student are relatively low (40th among the 50 states).

- Page 46. In constant 2005 dollars, expenditures per FTE for undergraduate students fell by $378 – more than 4% – dropping from $9,185 in FY 2001 to $8,807 in FY 2005.

9. How affordable is public higher education in Ohio?

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

- Page 53. In 2006-07, sticker-price tuition at four-year universities in Ohio was 47% higher than the national average ($8,553 in Ohio compared to $5,836 in the United States). At all two-year public institutions, sticker-price tuition in Ohio was 54% higher than the national average ($3,505 in Ohio compared to $2,272 in the United States).

- Page 54. Financial aid opportunities, which include loans, exist that can reduce the net price paid by students and their families. For example, at public four-year universities in Ohio, 80% of first-time full-time freshmen received some kind of financial aid. Twenty-eight percent received federal grants ($3,015 average award), 22% received state grants ($1,522 average award), 43% received institutional grants ($4,999 average award), and 53% took out federal loans ($4,774 average loan). Students and their families do not know what college will actually cost until they apply for financial aid.

- Page 55. In 2004-2005, over $640 million in financial aid grants from all sources (federal, state, and institutions) were awarded to resident undergraduate students attending Ohio's public higher education institutions. Sixty-nine percent of those grant funds were distributed through need-based programs, and about 82% of total grant awards were made to students with financial need. The total grant aid awarded to resident undergraduates equals about 42% of their gross tuition charges.

- Page 56. The state of Ohio is a major source of financial aid grants to students in all sectors of higher education, including public, independent for-profit, and independent not-for-profit institutions. A total of $237 million in grant awards was made through state programs, with students in public institutions receiving 46% of those funds.

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Overview Of Higher Education In Ohio

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

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

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

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

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

Sector	Number of Institutions	Primary Degree Programs	State and Local Government Instructional Funding Sources
Community Colleges	6	Technical and transfer programs leading to associate degrees and less-than-2-year certificates	• Local property tax levies • State appropriations
State Community Colleges	9	Technical and transfer programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Technical Colleges	8	Technical programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Public University Main Campuses and Medical Colleges	14	Associate, bachelor's, graduate, and professional degrees	• State appropriations
Public University Regional Campuses	24	Transfer programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Independent Colleges and Universities	63	Varies by institution; includes associate, bachelor's, graduate, and professional degrees	• No direct assistance

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

Five-Year Outcomes Summary

	Report Reference	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Enrollment						
Fall Headcount (public/private)	Page 12	565,803	587,580	607,716	624,900	633,761
Preparation						
Freshman Remediation Rate (public)	Page 20	36%	37%	38%	38%	37%
Academic Progress						
1st to 2nd Year Retention (public)	Page 31	78%	78%	77%	77%	77%
Graduate Outcomes						
6-Year Same Institution Graduation Rate[1]	Page 32	Fall 1995 Cohort	Fall 1996 Cohort	Fall 1997 Cohort	Fall 1998 Cohort	Fall 1999 Cohort
Public Universities		53%	54%	53%	53%	55%
Private, Not-for Profit Institutions		63%	64%	64%	64%	63%
Total		56%	58%	57%	57%	58%
6-Year Graduation / Continuation Rate[2] Public Universities						73%
		Fall 1998 Cohort	Fall 1999 Cohort	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort
3-Year Success Rate[3]	Page 33	57%	58%	60%	59%	58%
Degree Production (public/private)	Page 38					
Associate		19,097	19,666	20,508	21,564	22,391
Bachelor's		51,043	52,286	54,325	56,202	56,428
Master's and above		22,466	23,020	23,481	24,142	25,710
Total		92,606	94,972	98,314	101,908	104,529
Resources & Expenditures at Ohio's State-Supported Institutions (figures in constant 2005 dollars)	Page 46					
State Support per Subsidy-Eligible FTE		$4,921	$4,390	$4,043	$3,746	$3,738
I&G Expenditures per Undergraduate FTE		$9,185	$8,678	$8,727	$8,733	$8,807
Research Expenditures (public/private)	Page 7	$984 million	$1.10 billion	$1.25 billion	$1.30 billion	N/A

[1] Percent of first-time, full-time, bachelor's degree-seeking freshmen that earned a bachelor's degree or higher by the end of their 6th year.

[2] Percent of first-time, full-time, bachelor's degree-seeking freshmen that earned an associate degree or higher by the end of their 6th year, or were still enrolled at an Ohio college in their 6th year.

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

IMPACT OF HIGHER EDUCATION On THE ECONOMY

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

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

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

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

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

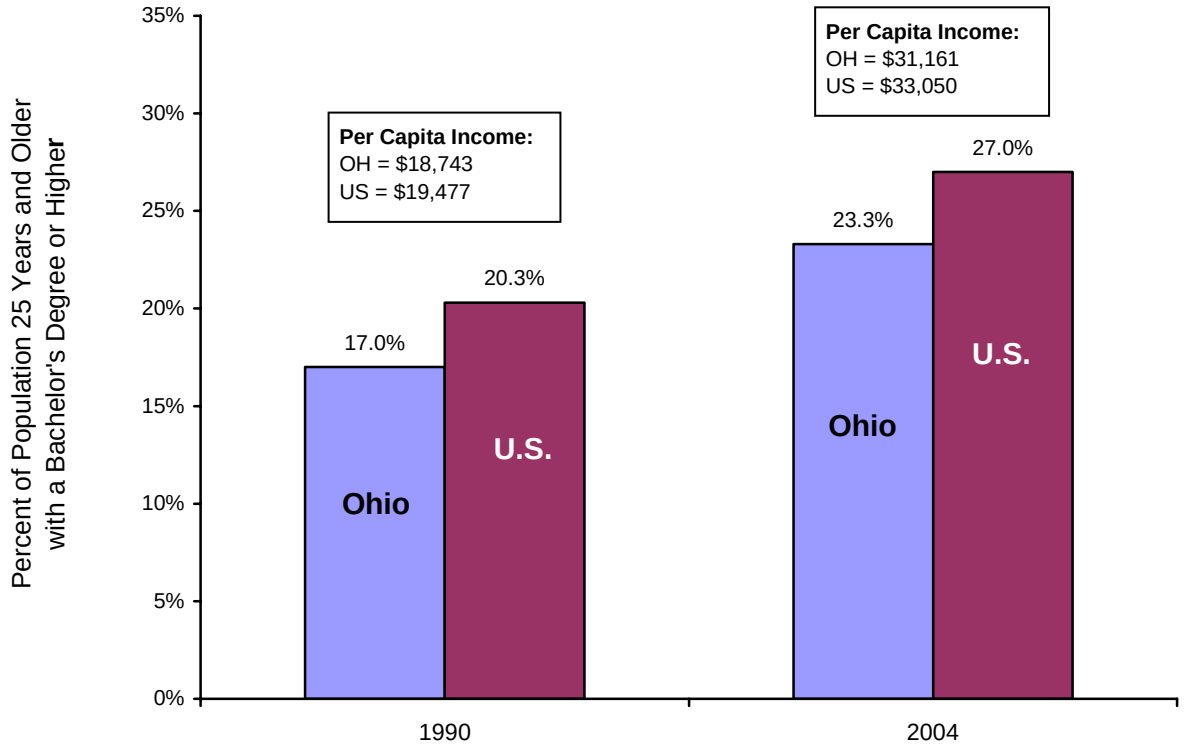
Higher Educational Attainment. In 1990, 17% of adult Ohioans had a bachelor's degree or higher, compared to 20% for the United States. Ohio had increased its bachelor's degree attainment rate to 23% by 2004, but the U.S. level had risen to 27% by then. This persistent deficiency in higher educational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

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

Academic Research and Development Activities. Basic research is vital to the future economic competitiveness of the State of Ohio. University research leads directly to new technology and, ultimately, to new jobs associated with the commercialization of new technological innovations. Since 1983 the Board of Regents has administered a set of research support programs that: 1) continually enhance Ohio's academic research infrastructure, which includes funding for highly talented Ohio Eminent Scholars, modern laboratory facilities, and state-of-the-art major scientific instrumentation; 2) develop strong research consortia with collaborative linkages among many different academic and industrial laboratories; and 3) directly reward Ohio universities for their success in securing external funding for research. The Ohio Eminent Scholars, Action Fund, Research Incentive, Innovation Incentive, and Technology Commercialization Incentive programs provide access to funding support of talent-attraction, technology transfer, as well as basic and applied research for each of Ohio's 13 public universities, one free-standing medical school, and two private Ph.D.-granting universities. Since 1985 the Regents' research support programs have contributed to a dramatic rise in Ohio's research expenditures per capita compared to the nation. In constant 2004 dollars, Ohio's research expenditures per capita were $43 in FY 1985, 60% of the national level of $71. By FY 2004, Ohio's per capita research expenditures had risen to $115, 79% of the national level of $146. According to the National Science Foundation, total research and development expenditures at Ohio's universities and colleges during FY 2004 amounted to $1.3 billion, funded primarily by federal agencies and private industry.

Workforce Development. Since 1986 Ohio's public two-year community and technical colleges and university regional campuses, working collaboratively as the EnterpriseOhio Network, have been providing training and assessment services to Ohio employers. Assessment services help employers better define job and skill requirements and make better informed hiring decisions. Training customized to employer needs produces the upgraded employee skill levels necessary to meet changing business requirements. Common results of higher skill levels are reductions in defective products, in machine down time, and in production cycle time. Other results of training are improvements in productivity, customer satisfaction, and other key performance indicators. In FY 2006, 4,481 companies utilized EnterpriseOhio Network services. The number of companies with 100 or fewer employees using EnterpriseOhio Network assessment and training services increased from 2,235 in FY 2002 to 2,432 in FY 2006.

Educational Attainment and Per Capita Income
1990 and 2004



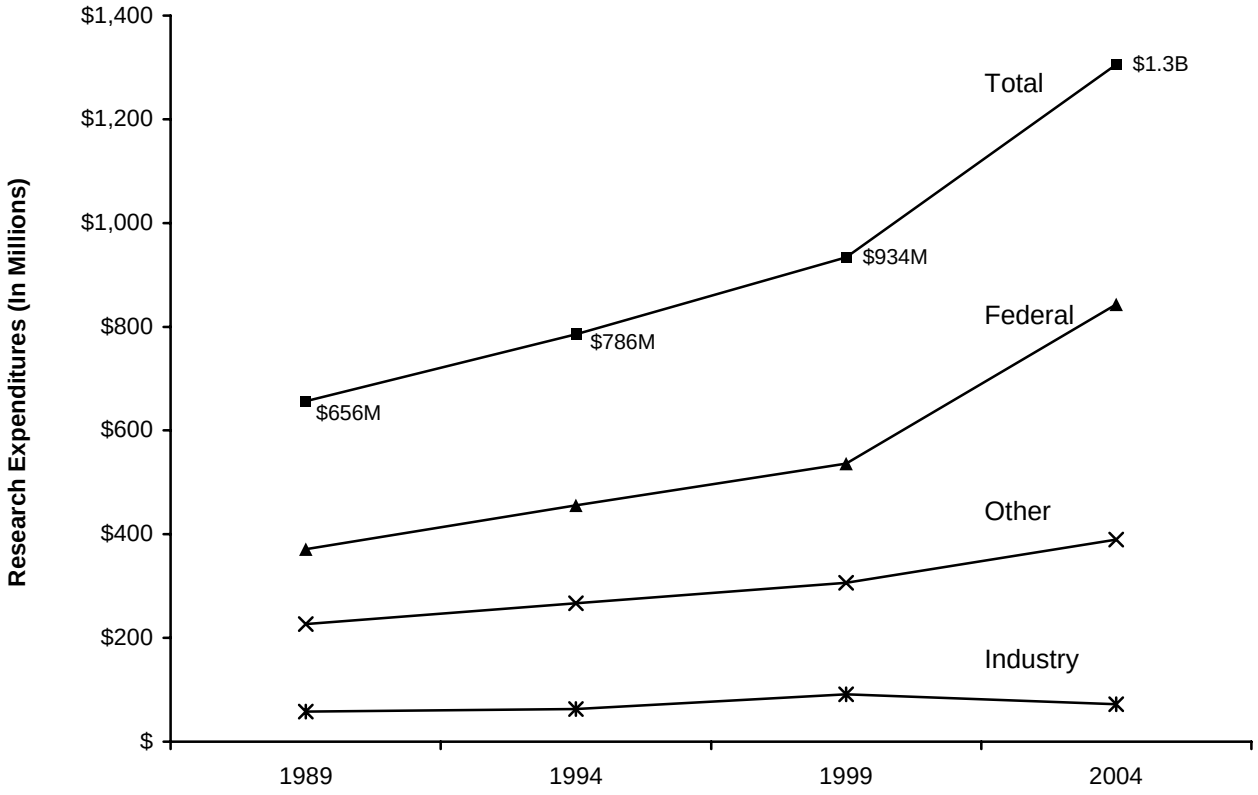
Source: U.S. Census, American Community Survey, and Bureau of Economic Analysis.

- Higher educational attainment in Ohio increased from 1990 to 2004, but Ohio still lags the nation. In 2004, 23.3% of Ohioans age 25 and older held a bachelor's degree or higher, up 6.3 percentage points from the 1990 level of 17%. Nationally, 27.0% of adults held a bachelor's degree or higher, up 6.7 percentage points from the 1990 level of 20.3%. Just to reach the national average in bachelor's degree attainment, an additional 271,000 Ohioans would need to earn a bachelor's degree.

- Higher education increases the earning potential of those who follow through to degree completion. When a state's population is more educated, per-capita income rises and the entire state benefits from a higher standard of living. As a result of the gap in higher education attainment, Ohio's per-capita income continues to trail the nation. In 1990, Ohio's per-capita income of $18,743 represented 96% of the national average. In 2004, Ohio's per-capita income of $31,161 had fallen to 94% of the national average.

Research Expenditures for Ohio Public and Private Institutions, FY 1989 through FY 2004

Converted to Constant 2004 Dollars



Source: National Science Foundation

- Total research expenditures for Ohio universities increased by 99% from 1989 to 2004, from $656 million to $1.3 billion.
- Expenditures from all revenue sources – federal, industry, and other – increased by large margins. Federally financed research increased 127% from $371 million to $843 million, industry financed research increased 25% from $58 million to $73 million, and research financed from other sources (institutional and state and local government) increased 72% from $227 million to $390 million.

Technology Transfer and Commercialization Activities at Ohio's Universities

FY 2001 - 2005

Activity	FY 2001 Total	FY 2002 Total	FY 2003 Total	FY 2004 Total	FY 2005 Total	% Increase FY 2001 to FY 2005
Total U.S. Patent Applications Filed	270	323	331	399	438	62%
U.S. Patents Issued	107	112	108	121	97	-9%
Invention Disclosures Submitted	449	593	583	731	759	69%
Licenses & Options Executed	95	92	131	120	138	45%
Gross License Income Received ($ millions)	$16.5	$16.3	$18.4	$22.7	$23.8	44%
Start-up Companies Formed	17	17	15	20	17	0%

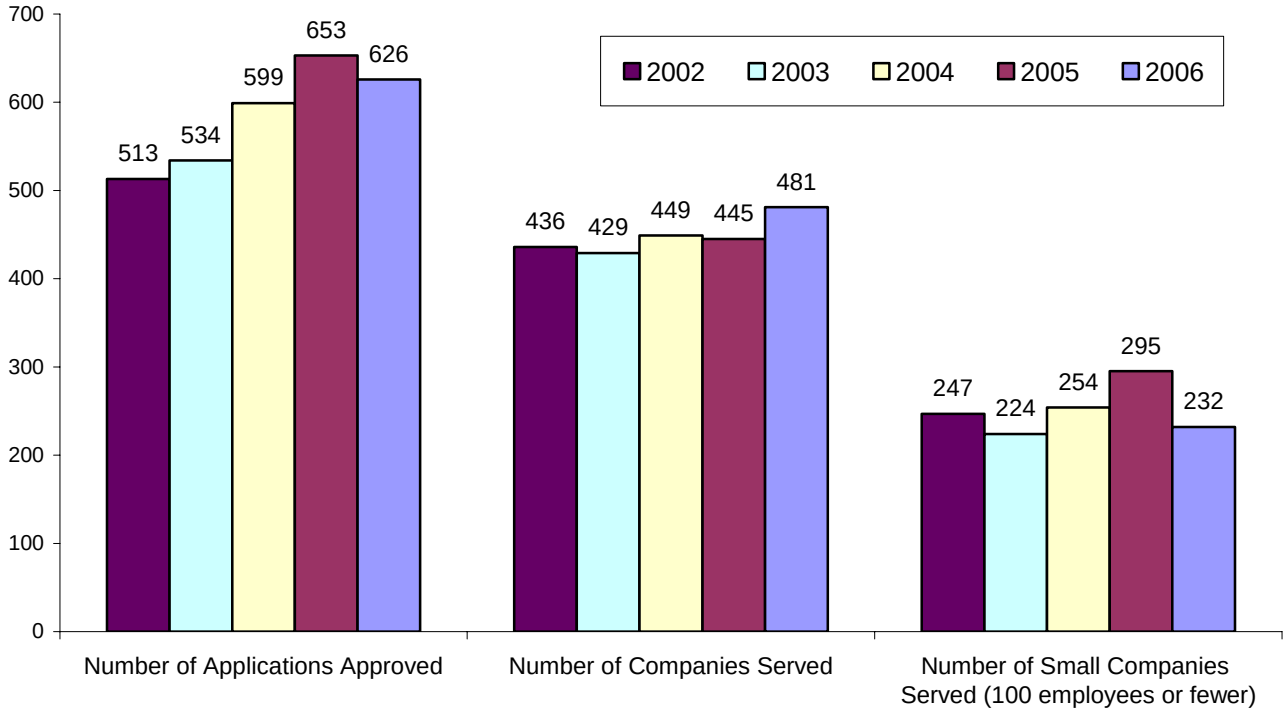
- It is encouraging that research expenditures at Ohio's universities have been increasing over time, as this represents both an increase in knowledge-producing activity and a direct stimulus to the Ohio economy through the receipt of outside funds. Ohio higher education is also making progress in converting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

- In FY 2005, 438 U.S. patent applications were filed and 97 U.S. patents were issued. The number of patent applications filed in FY 2005 was 62% higher than in FY 2001. However, the number of patents issued in FY 2005 was 9% below the FY 2001 level.

- Compared to FY 2001, invention disclosures were up 69% in FY 2005 – from 449 to 759. Licenses and options were up 45% in FY 2005, while income received from licenses was up by 44%, from $16.5 million in FY 2001 to $23.8 million in FY 2005.

- In an encouraging sign for economic development and employment, 86 start-up companies were formed during the five-year period ending in FY 2005 as a result of university research activities.

Targeted Industries Training Grant History
FY 2002 - 2006



- Targeted Industries Training Grants provide matching funds to companies in support of training projects designed to improve company performance. These grants reinforce the value of training by helping companies to view training not just as an expense, but as an investment that can provide significant returns in the form of improved quality, higher productivity, and lower costs.
- Both the number of training grants awarded and the number of companies served through participation in the Targeted Industries Training Grants program have increased over the last five years.
- The number of workers trained each year has increased from 10,560 workers in 2000 to 25,720 workers in 2006. Since 2000, more than 165,000 workers have received training as a result of Targeted Industries grants.
- Nearly half of the companies receiving Targeted Industries Training Grants are small companies – those having fewer than 100 employees. For eligible small companies, these grants can cover up to 75% of the cost of training.

Ohio Employers using EnterpriseOhio Network Contract Training Services FY 2002 - 2006

Company Size	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
1-100 Employees	2,235	2,367	2,694	3,209	2,432
101-249 Employees	943	817	727	1,105	831
250-499 Employees	595	364	618	676	573
500+ Employees	838	757	778	723	645
Total Companies Served[1]	4,611	4,305	4,817	5,713	4,481
Number of Employed Persons Served by Non-Credit Training Efforts	168,984	170,016	189,296	220,101	164,805

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

- The EnterpriseOhio Network is a collaboration of public two-year community and technical colleges and university regional campuses that provides training and assessment services to Ohio employers.
- Each year more than 160,000 employed persons are trained through the EnterpriseOhio Network on a non-credit basis. Since 2002, more than 900,000 workers have been served by EnterpriseOhio.
- In 2006, nearly half of the companies served by EnterpriseOhio campuses were small businesses – those with 100 or fewer employees.

ENROLLMENT AND STUDENT CHARACTERISTICS

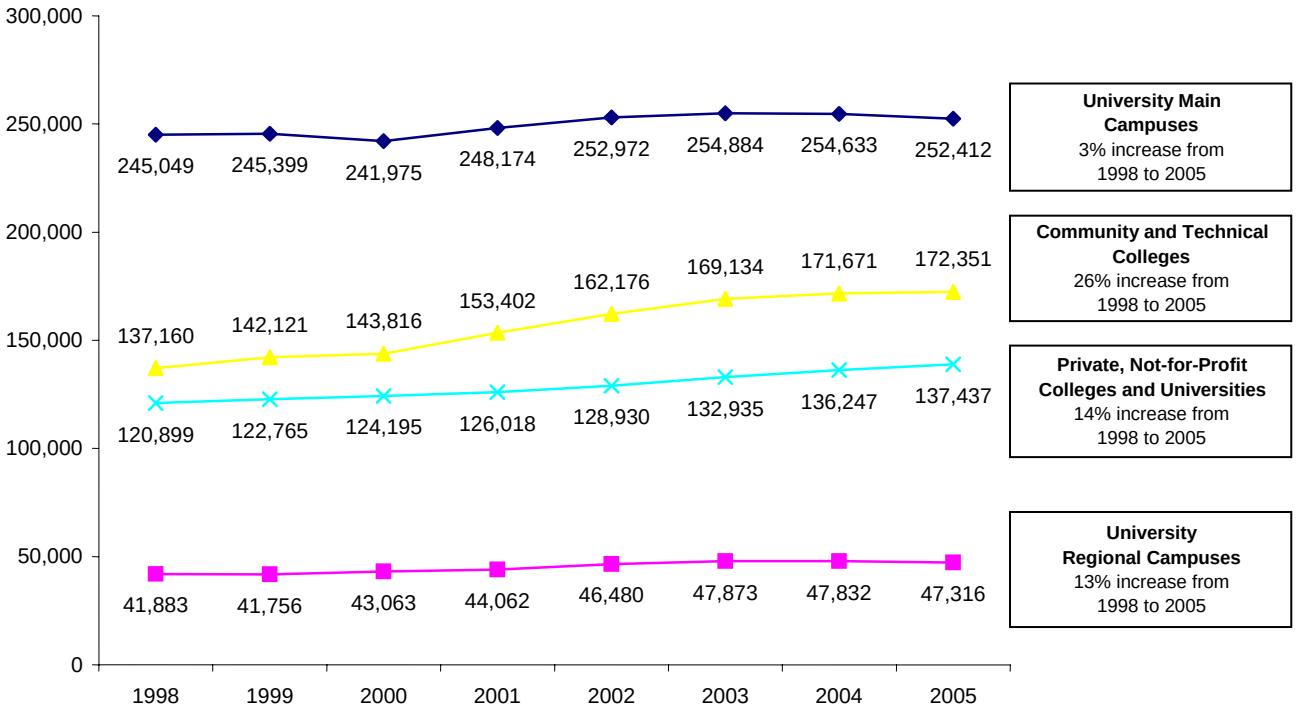
Ohio is under-educated compared to the rest of the nation, with 23% of the population 25 and older having a bachelor's degree or higher, compared to 27% for the nation (2004 American Community Survey). This gap is critical, as income levels and standards of living are closely tied to education levels. Nationally, bachelor's degree recipients earned $17,000 more than high school graduates (2004 American Community Survey). In addition, the unemployment rate for bachelor's degree earners was 2.7% in 2004, compared to 5.0% for those with only a high school diploma (U.S. Department of Labor, Bureau of Labor Statistics, 2004). More Ohioans need to participate in higher education in order for our economy to provide the jobs and income levels required to maintain a high quality of life.

The charge for higher education in Ohio is clear: Increase the successful participation in higher education of Ohioans from all demographic and racial groups. The Governor's Commission on Higher Education and the Economy recommended that total enrollment in higher education in Ohio increase by 30% from 2003 to 2015. This enrollment increase will be in addition to substantial increases that have already occurred in recent years. From fall 1998 to fall 2005, higher education enrollment grew 12%, from 544,991 to 609,516. This increase in enrollment is significant when compared to the 2% decrease in Ohio's overall population in the 18 to 49 age group that occurred over the same period.

The Ohio higher education student body has a racial and ethnic composition that closely mirrors Ohio's college-age population. According to the U.S. Census Bureau's 2005 population estimates, about 17% of the Ohio population in the 18 to 49 age group was American Indian, Asian/Pacific Islander, Black, or Hispanic. Those same groups constituted 16% of Ohio's undergraduate enrollment in fall 2005. In addition, Ohio is diverse in terms of the age, gender, and attendance status of students enrolled at its higher education institutions. Students aged 25 and older make up almost one-third of undergraduate enrollments in Ohio. Women make up well over a majority of undergraduates, 56% compared to 44% male, and 38% of undergraduates attend college part-time. In the two-year sector, over 40% of the students are age 25 and older, 60% are female, and 58% attend part-time.

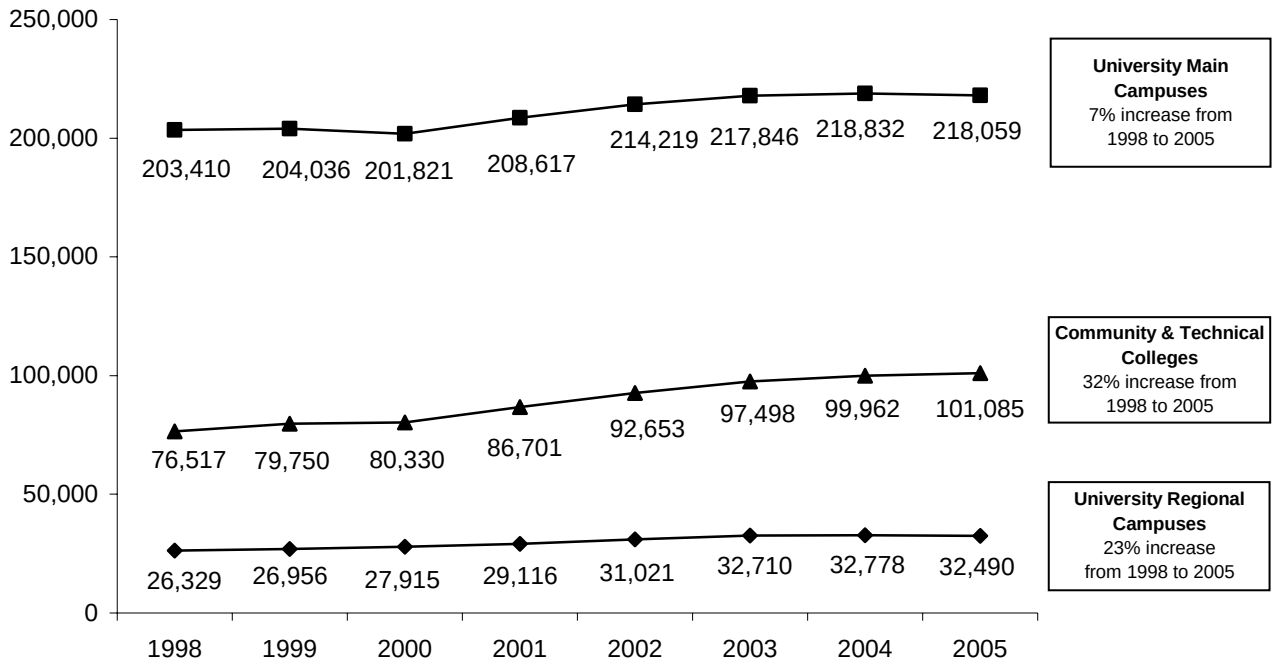
Obstacles to increased higher education participation and success include high costs of attendance (see Chapter IX) and lack of preparation for college-level work (see Chapter IV). However, higher education institutions employ a variety of means to increase access to higher education, including offering more opportunities for distance learning. At the 56 public institutions and campuses that participate in the Ohio Learning Network distance learning course catalogue, 10% of undergraduates took at least one distance learning course in fall 2005. Undergraduate students taking distance learning courses are more likely to be 25 years of age and older, female, or enrolled as part-time students than are other undergraduates.

Fall Headcount Enrollments
1998 - 2005



- From fall 1998 to fall 2005, headcount enrollments in Ohio higher education rose by 64,525, a 12% increase. This increase in enrollment occurred over a time period in which the population in Ohio aged 18-49 decreased by 2%.
- The highest growth occurred at Ohio's community and technical colleges. Enrollment increased 26% at these campuses, which primarily award associate degrees. University regional campuses also experienced strong enrollment growth at 13%. These institutions have a strong focus on offering credits that can be transferred to a university main campus.
- Enrollment at Ohio's public universities grew by 3%, while enrollment at Ohio's private, not-for-profit institutions increased 14%.
- Some institutions are constrained in their growth by capacity limitations in either physical space or availability of qualified faculty. Some residential campuses are constrained in their growth by state regulation. Some universities are constrained in their growth by selective enrollments.

Public Institution
Full-Time Equivalent (FTE) Enrollments
Fall Term 1998 to 2005



- From fall 1998 to fall 2005, full-time equivalent enrollments in all sectors of Ohio public higher education combined rose by 45,377, a 15% increase.

- From 1998 to 2005, the highest percentage of enrollment growth has been in the community and technical colleges (32% increase) and university regional campuses (23% increase). FTE enrollments at university main campuses increased by seven % over the same time period.

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

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

	Nation		Ohio	
Race / Ethnicity	Population 18-49 2005 Census[1]	Undergraduate Student Population Fall 2005[2]	Population 18-49 2005 Census[1]	Undergraduate Student Population Fall 2005[2]
American Indian or Alaskan Native	1%	1%	<1%	<1%
Asian or Pacific Islander	5%	6%	2%	2%
Black / non-Hispanic	13%	12%	12%	12%
Hispanic	16%	12%	3%	2%
White / non-Hispanic	64%	61%	82%	77%
Nonresident Alien	n/a	2%	n/a	1%
Other Race or Race Unknown	1%	6%	1%	5%

[1] U.S. Census Population Estimates, July 2005

[2] IPEDS Fall Enrollment 2005 Survey

- The openness of higher education institutions to people of all racial and ethnic groups can be roughly measured by comparing the representation of each racial/ethnic group in the overall college-age population to its representation in higher education.
- Ohio's undergraduate student population has roughly the same racial and ethnic composition as Ohio's college-age population.
- Twelve percent of Ohio's undergraduates are Black/non-Hispanic, the same as the Black/non-Hispanic share of Ohio's overall college-age population. Likewise, 2% of undergraduates are Hispanic and 2% are Asian or Pacific Islanders, nearly identical to their respective shares of Ohio's overall college-age population.
- White/non-Hispanics represent a slightly smaller share of Ohio's undergraduate enrollment compared to Ohio's college-age population as a whole, at 77% compared to 82%. However, some of this gap may be attributable to a large number of undergraduates whose race is reported as "other" or "unknown" for IPEDS reporting purposes.
- For comparison purposes, data on the college-age population and undergraduate student population for the United States are provided. Nationally, the representation of the White/non-Hispanic, Black/non-Hispanic, and Hispanic populations in higher education is slightly below the corresponding shares of the college-age population as a whole. Again, some of the variation may be due to reporting differences between IPEDS and the U.S. Census Bureau.
- Nationally, Asian and Pacific Islanders' representation in higher education (6%) exceeds their share of the college-age population as a whole (5%).

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

	Undergraduate Student Population					
	Total		4-Year		2-Year	
Age, Gender, Attendance Status	Nation Fall 2005	Ohio Fall 2005	Nation Fall 2005	Ohio Fall 2005	Nation Fall 2005	Ohio Fall 2005
Age 25 and Older	32%	29%	24%	14%	42%	42%
Male	43%	44%	44%	47%	41%	40%
Female	57%	56%	56%	53%	59%	60%
Part-Time	37%	38%	20%	16%	58%	58%

Data Source: IPEDS Fall Enrollment Survey

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

- The gender mix in Ohio public higher education is nearly identical to that of the nation, with male students making up 44% of enrollments in Ohio compared to 43% for the nation as a whole. Ohio students also enroll on a part-time basis at a rate similar to that of the nation -- 38% for Ohio compared to 37% for the nation.

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

- Demographic differences with respect to age between two- and four-year institutions are more pronounced in Ohio than in the nation as a whole. In Ohio's two-year sector, 42% of students are age 25 and older, compared to only 14% of students in Ohio's 4-year sector. In the United States, 42% of students in the two-year sector are age 25 and older, while 24% of students in the four-year sector are age 25 and older.

PREPARATION FOR COLLEGE-LEVEL WORK

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

According to the *Making the Transition from High School to College in Ohio 2005* report, 20% of freshmen entering Ohio's colleges and universities in fall 2003 had taken an Advanced Placement exam or a college class at a public college or university through the Postsecondary Enrollment Options (PSEO) program before enrolling in college. Participation in those types of early college programs is rising slowly in Ohio, with 9.7% of Ohio's high school juniors and seniors taking an Advanced Placement exam in FY 2005 compared to 7.2% in FY 1999. PSEO enrollment rose from 2.9% of high school juniors and seniors in FY 1999 to 3.7% in FY 2005.

At the other end of the preparation spectrum, 37% of all first-time freshmen in Ohio's public higher education institutions took at least one remedial course in math or English during their first year in college. A recent National Center for Education Statistics study reports that for a large national sample of public institutions, the remedial course enrollment rate for first-time freshmen enrolled in fall term was 32%. Ohio's corresponding remedial course enrollment rate for the fall 2005 term was 36%, four percentage points higher than the national rate. The national figure is not exactly comparable to the Ohio remedial enrollment rates reported on page 20, since it is based on fall semester only results rather than results for the full academic year.

Student age and level of high school preparation are among the factors that influence the level of remedial course enrollment. The overall remedial course enrollment rate for students age 20 and older is 39%, compared to 36% for students younger than 20 years old. For young students who have taken the *complete* core curriculum (four years each of English, math, and social studies, and at least three years of science courses, including biology, chemistry, and physics) in high school, the remedial enrollment rate is 13%. This is much lower than the 31% remedial course enrollment rate for those who have taken the *minimum* core (four

years of English, and three years each of laboratory science, math, and social studies) and the 47% remedial course enrollment rate for those who have taken *less than a minimum* core curriculum.

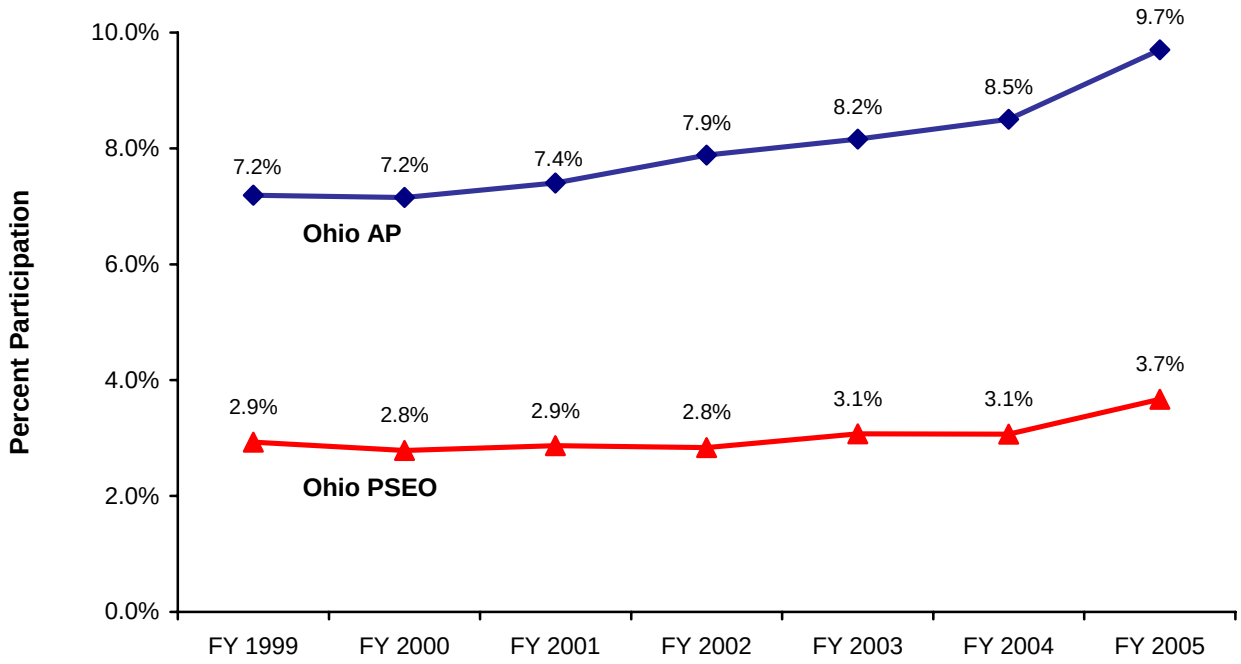
Although this Performance Report includes developmental education in its remedial figures, distinctions can be drawn between developmental education, which is "refresher" education, and true remedial education, which is due to inadequate preparation. Older students who graduated from high school several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

A variety of costs are incurred when students require enrollment in remedial courses. Remedial course enrollments account for about 5% of total undergraduate credit hours and about 2%, or $32 million, of total state support for undergraduate instruction. Estimated total expenditures on remedial courses, which are paid for by a combination of state and local government support and student tuition, are $102 million. Those expenditures account for 3.5% of total higher education instructional and general expenditures. However, a full accounting of the cost of poor preparation goes beyond the expenditures related to remedial courses. Results from a Board of Regents study of a fall 1998 cohort of first-time freshmen indicate that students who require remedial courses are less likely to earn degrees, require more course attempts to complete degree requirements, and they are less likely to major in science, engineering and mathematics. Only 28% of students who took remedial courses earned a degree of any level within six years, compared to 56% of the non-remedial students. Furthermore, students who took remedial courses were only one-third as likely as the better-prepared students to earn bachelor's degrees (15% compared to 45%). Bachelor's degree recipients who took remedial courses attempted an average of 147 semester credit hours, compared to 139 for remediation-free students. Remedial students who earned an associate degree attempted an average of 91 semester credit hours, compared to 85 for remediation-free students.

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

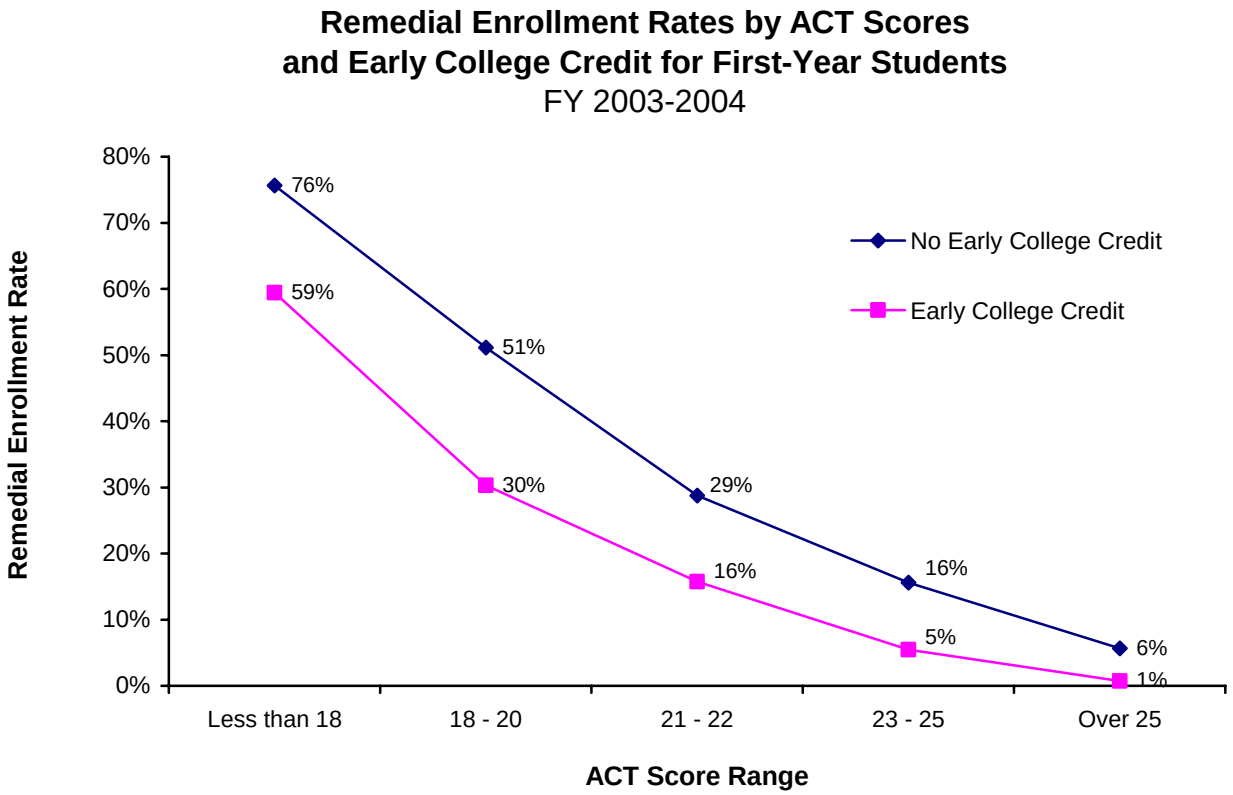
Unless and until traditional students arrive adequately prepared for higher education, remedial coursework will remain a necessity. Students who successfully complete their required remedial coursework during their freshman year have substantially higher achievement and retention levels than students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

Trends in Early College Enrollment by High School Juniors and Seniors FY 1999 - FY 2005



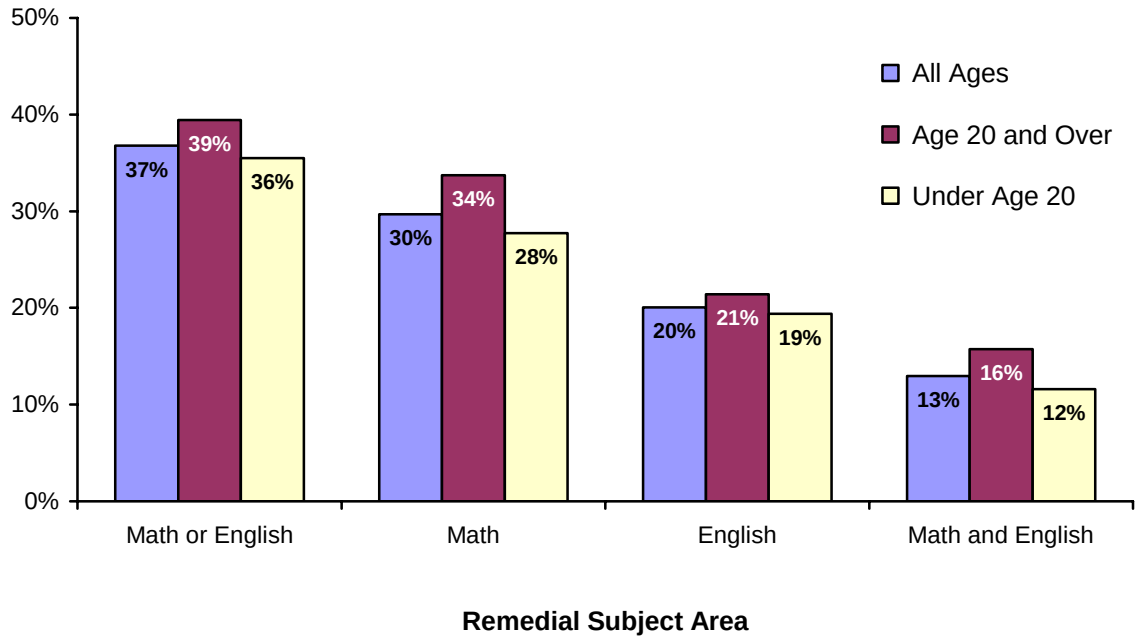
Source for AP data: The College Board

- The Advanced Placement, or AP, program offered by The College Board allows students to take advanced courses while still in high school. Students may take a comprehensive exam at the end of the course. Most colleges give credit for courses in which the student has earned a 3, 4, or 5 on the AP exam. The program offers 35 courses in 20 subject areas. The most popular tests in Ohio for the year 2004-2005 were English Literature and Composition, US History, Calculus, and US Government.
- The Postsecondary Enrollment Option (PSEO) was created by the Ohio Legislature in 1990 to allow students to take college courses while still in high school. The program pays for most tuition expenses and is administered through the public schools. Interested students must apply to the PSEO program, and if accepted, can receive both high school and college credit for completed courses.
- Ohio's participation rates for both the AP and PSEO programs have risen from 1999 to 2005. The AP participation rates have been considerably higher than the PSEO participation rates throughout this time period.
- AP participation in Ohio as a proportion of 11th and 12th graders has grown from 7.2% in 1999 to 9.7% in 2005.
- Similarly, enrollment in the PSEO program has increased from 2.9% in FY 1999 to 3.7% in FY 2005.
- Although the growth in Ohio's early college participation is encouraging, AP participation of 9.7% in FY 2005 was much lower than the national level of 13.5%. National data on PSEO type programs are unavailable.



- A small percentage of high school students earned some type of college credit while in high school. The results indicate that getting an early start in college-level coursework is associated with improved academic outcomes in college for these students, regardless of their level of academic ability.
- Early college experiences include both Advanced Placement credits and college courses taken while in high school.
- Both academic ability, as estimated by ACT scores, and early college experiences have an impact on remedial course enrollment rates.
- The graph above shows that remediation rates decline as ACT scores increase. However, within each ACT score range, students with early college experience in high school had lower rates of remediation.
- The most dramatic variation is found among students scoring between 18 and 22. Fifty-one percent of students who scored in the 18-20 range on the ACT and had *no* early college experience took remedial coursework in college, compared to 30% of students who scored in the same range on the ACT, but who had *some* early college experience. Similarly, 29% of students who scored in the 21-22 range on the ACT and had *no* early college experience took remedial coursework in college, compared to only 16% of students who scored in the same range on the ACT, but who had *some* early college experience.

Percent of First-Year Students Taking Remedial Coursework in FY 2004-2005, by Subject and Age Group



- Remedial coursework, also called developmental coursework, is taken by students who require additional preparation before moving on to college-level coursework. Remedial course credits do not generally count toward degree requirements.

- Thirty-seven percent of all first-year students in FY 2005 took at least one math or English remedial course during their first year. This rate represents a slight decrease from the FY 2004 remediation rate of 38%.

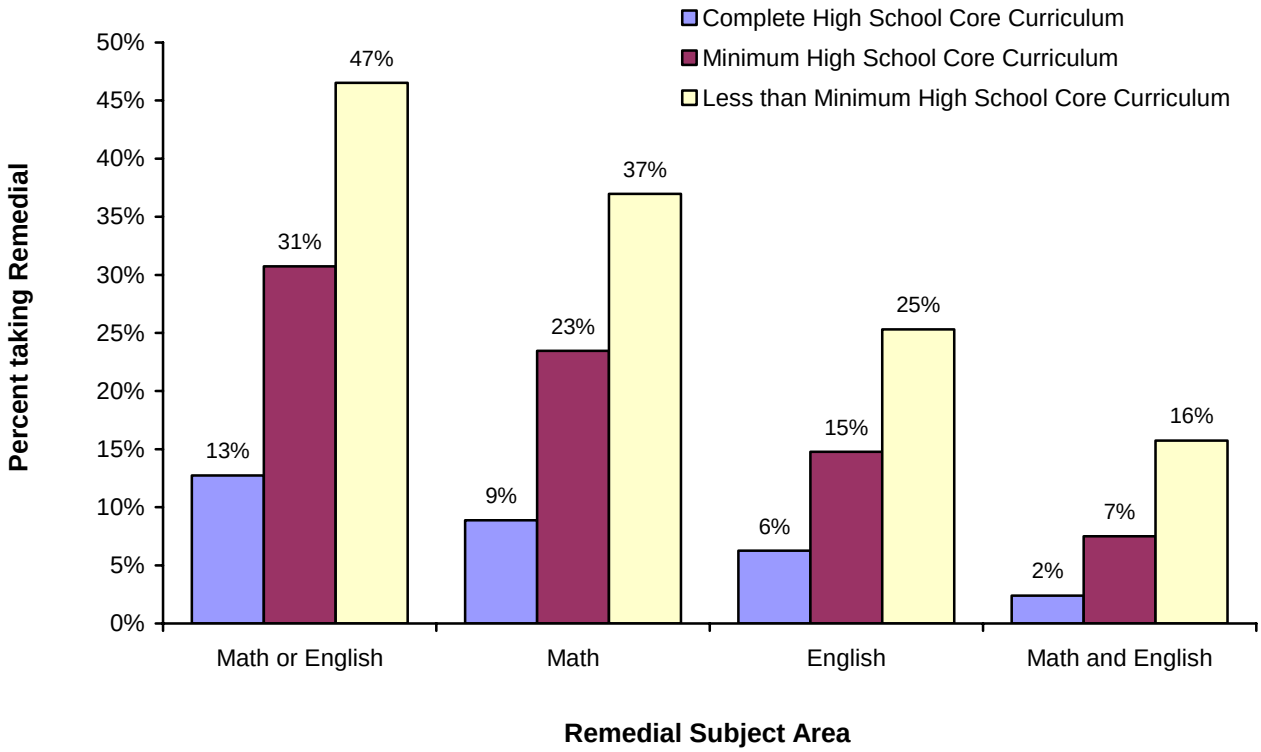
- First-year students are more likely to require additional preparation in math (30%) than in English (20%).

- Older students are more likely to take remedial coursework than are younger students who recently graduated from high school. Thirty-nine percent of students age 20 and over took at least one remedial course – either math or English – compared to 36% of students under age 20.

- The disparity in remediation rates between older students and younger students is more pronounced in math (34% compared to 28%) than in English (21% compared to 19%).

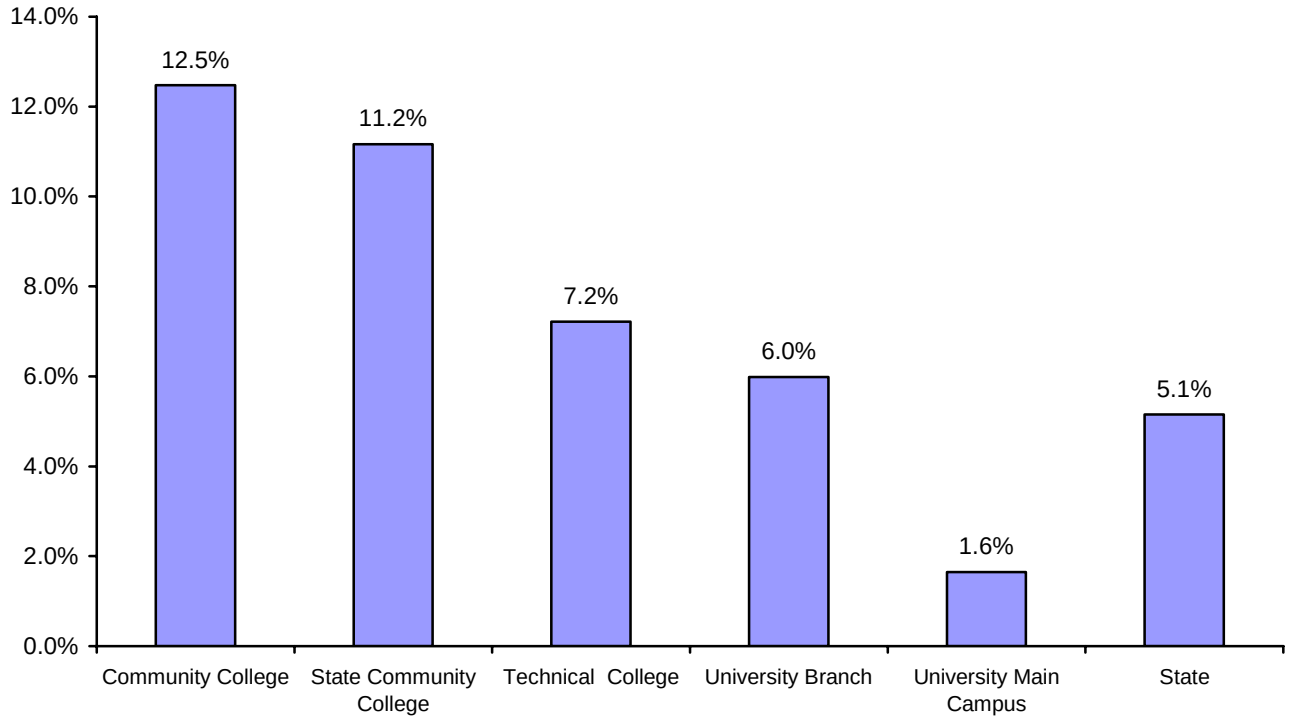
- Thirteen percent of all first-year students took remedial coursework in both math and English.

Percent of Traditional First-Year Students Taking Remedial Coursework in FY 2004-2005
by Subject and High School Academic Preparation



- Information on high school course-taking patterns is available for students who have recently graduated from high school and have taken the ACT exam. Responses to the student information questionnaire section of this exam provide the high school course data. A complete college preparatory core curriculum includes four years each of English, math, and social studies, and at least three years of science courses, that including biology, chemistry, and physics. A minimum college preparatory core curriculum is defined as four years of English, and three years each of laboratory science, math, and social studies courses.
- Students who take a complete core curriculum consistently perform better in all measures of college preparation and achievement than do those who take a minimum core curriculum and those who take less than a minimum core curriculum.
- The remedial course-taking rate of students who did not take at least a minimum core curriculum was 47%, compared to 13% for students who took a complete core and 31% for students who took a minimum core. Thirty-seven percent of students who did not take at least a minimum core curriculum took remedial math, compared to 9% of students who took a complete core and 23% of students who took a minimum core. Likewise, 25% of students who did not take at least a minimum core curriculum took remedial English, compared to 6% of students who took a complete core and 15% of students who took a minimum core.

Remedial Course Credit Hours as a Percentage of Total Undergraduate Credit Hours
FY 2005 - 2006



- Statewide, in all public institutions, 5.1% of total undergraduate credit hours were in remedial coursework. The incidence of remedial instruction varies by sector, reflecting the different missions of institutions.
- At community colleges and state community colleges, remedial courses accounted for approximately 12% of total credit hours. At technical colleges and university regional campuses, remedial courses accounted for 7.2% and 6.0% of total undergraduate credit hours, respectively.
- University main campuses had the lowest incidence of remedial instruction at 1.6%. This reflects the lower rate of first-year remedial enrollment at four-year universities, as well as the higher percentage of upper-division students who no longer require remedial coursework.
- The $32 million of state support for remedial instruction accounts for about 2% of total state support to public higher education institutions. About $10 million of the state support cost for remedial instruction is accounted for by remedial credits taken by recent graduates of Ohio high schools.
- Total expenditures on remedial courses (financed by both government appropriations and tuition) are estimated to be about $102 million, which is 3.5% of total educational and general expenditures. About $32 million of expenditures for remedial instruction is accounted for by remedial credits taken by recent graduates of Ohio high schools.

Remedial Course Success Measures for First-Year Degree-Seeking Freshmen in FY 2004-2005

Remedial Course-Taking Pattern	Number of Students	Percent Returning to College in Autumn 2005		Autumn 2005 Outcomes	
		Same Institution	Any Ohio Public Institution	Passage Rate for Credits Taken	Average GPA
Did Not Enroll in Remedial Courses	47,267	67%	8%	88%	3.0
Enrolled in Remedial Courses:	29,833	54%	7%	74%	2.6
Passed All Remedial Courses	16,135	69%	6%	81%	2.8
Passed Some, but Not All, Remedial Courses	6,229	52%	6%	62%	2.1
Passed No Remedial Courses	7,469	22%	7%	55%	2.0

- The purpose of remedial education is to provide additional preparation for students who enter college with academic deficiencies. There are costs involved in providing remedial instruction, in terms of institutional resources expended as well as student tuition and time.
- The above table compares the academic success of four groups of degree-seeking students: those who did not take any remedial courses in their first year of college; those who took remedial courses and passed all of them; those who took remedial courses and passed some, but not all, of them; and those who took remedial courses and did not successfully complete any of them. The results indicate that remedial courses, when successfully completed, may assist under-prepared students with their academic progress.
- Students who successfully complete all remedial courses (54% of all remedial course-takers) do almost as well on three measures of second-year academic success as students who did not take any remedial courses. Students passing all remedial courses persisted at the same rate (75%) as did those students who took no remedial courses. Successful remedial completers passed 81% of their attempted credits in the fall of their second year, compared to 88% for non-remedial course-takers. The second-year fall GPA for successful completers was 2.8, compared to 3.0 for non-remedial course-takers.
- Students who took remedial courses and passed some, but not all, of those courses (21% of all remedial course-takers) had lower retention and second-year academic performances than the successful remedial course-takers. The retention rate for these partially successful remedial course-takers was 58%, and those returning for their second year completed 62% of fall credits attempted with an average fall GPA of 2.1.
- Students who did not successfully complete any remedial courses tended to leave college at a higher rate. Their second-year retention rate was only 29%. Those who did return completed just 55% of their attempted credits in the fall of the second year, with an average GPA of 2.0

TRANSFER OUTCOMES

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

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

The evidence indicates that transfer across institutions is common in Ohio higher education. Among undergraduate students attending college in spring 2005, 25% had attended a different campus within the prior two years, and 6% were attending more than one campus at the same time. Among FY 2005 bachelor's degree recipients, 28% had transferred at least 30 credits from another institution. More than half of those transfer graduates, or 17% of all graduates, had transferred from a two-year institution. Among a cohort of students beginning full-time in the two-year sector in fall 2000, 36% of those who earned some type of degree by spring 2005 had earned a bachelor's degree. Sixty-one percent of the students who were still enrolled in FY 2005 were attending a different institution from the one at which they started.

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

One way to compare the academic outcomes of transfer and non-transfer students is to compare the GPAs of juniors who have not earned credits in the two-year sector to the GPAs of students who have transferred some credits from the two-year sector. In fall 2005, juniors at university main campuses who had no prior two-year experience (76% of juniors) had an average GPA of 3.1. Juniors who had earned 30 or fewer hours in the two-year sector (14% of juniors) also had an average GPA of 3.0 for fall, while juniors with more than 30 hours earned in the two-year sector (10% of juniors) had a first-term GPA only slightly lower, at 2.9. These results suggest that the students who do transfer to university main campuses from two-year institutions are well prepared academically.

However, transfer students from the two-year sector may make slower progress toward degree completion than those students who begin at university main campuses. A detailed comparison of student retention and degree attainment outcomes over a five-year period for transfer students and non-transfer students can be found on page 29. The outcomes for students who began at regional campuses are similar to those for students who began at university main campuses. The graduation rate for non-transfer students was 71%, compared to 53% for the transfer students from regional campuses. The fifth-year retention (includes persistence and graduation) rate of 75% for regional campus transfer students was very close to the 81% rate for non-transfer students. Graduates who began at regional campuses required only three more credits on average to graduate than did the non-transfer graduates. Results for transfer students from community colleges and technical colleges indicate lower graduation and retention rates, with graduates accruing about 9-11 more credits by the time they graduate than non-transfer students.

MOBILITY OF UNDERGRADUATE STUDENTS ENROLLED IN SPRING 2005

Sector	Number of Undergraduate Students in Spring 2005	Mobile Previous 2 Years			Concurrently Enrolled Spring 2005		
		Different Campus Same Institution	Different Institution	Total	Different Campus Same Institution	Different Institution	Total
Community Colleges	69,187	14%	13%	26%	10%	2%	12%
State Community Colleges	62,425	4%	14%	18%	3%	2%	5%
Technical Colleges	23,525	N/A	15%	15%	N/A	2%	2%
University Regional Campuses	40,974	26%	13%	39%	17%	1%	18%
University Main Campuses	181,920	7%	17%	25%	2%	1%	3%
Private, not-for-profit institutions[1]	49,515	N/A	25%	25%	N/A	1%	1%
Private, for-profit institutions[2]	3,887	N/A	18%	18%	N/A	1%	1%
State	**431,433**	**8%**	**16%**	**25%**	**5%**	**1%**	**6%**

[1] Student Choice Grant recipients enrolled spring 2005
[2] Workforce Development Grant recipients enrolled spring 2005

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

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

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

- Twenty-five percent of undergraduates enrolled in spring 2005 had been enrolled at another campus or institution within the previous two years. The highest mobility rate is found at university regional campuses, at 39%. Technical college students were the least mobile, with 15% of students attending elsewhere in the previous two years.

- Statewide in spring 2005, six % of undergraduates were concurrently enrolled at multiple campuses or institutions. The highest rate of concurrent enrollment was at university regional campuses at 18%, followed by community colleges at 12%.

Transfer Experience of Bachelor's Degree Graduates in FY 2005 and Success of Mobile Vs. Non-Mobile Juniors in Fall 2005

Source of Transfer Credits Earned by Bachelor's Degree Graduates
Ohio Public – FY 2005

Sector in Which Transfer Credits Were Earned	Percent of Bachelor's Degree Graduates in 2005 Transferring at least 30 Semester Credit Hours from This Sector
All 2-Year Sectors	**17%**
Regional campus of university from which degree was awarded	10%
Regional campus of another university	1%
Community or State Community College	7%
Technical College	0%
Other Sectors	**11%**
Total	**28%**

Academic Success of Juniors in Fall 2005
Mobile vs. Non-Mobile

Type of Student	Fall 2005 Grade Point Average
Non-Mobile	
Juniors with no previous credits earned at a 2-year institution	3.1
Mobile	
Juniors with 30 or fewer credits earned at a 2-year institution	3.0
Juniors with more than 30 credits earned at a 2-year institution	2.9

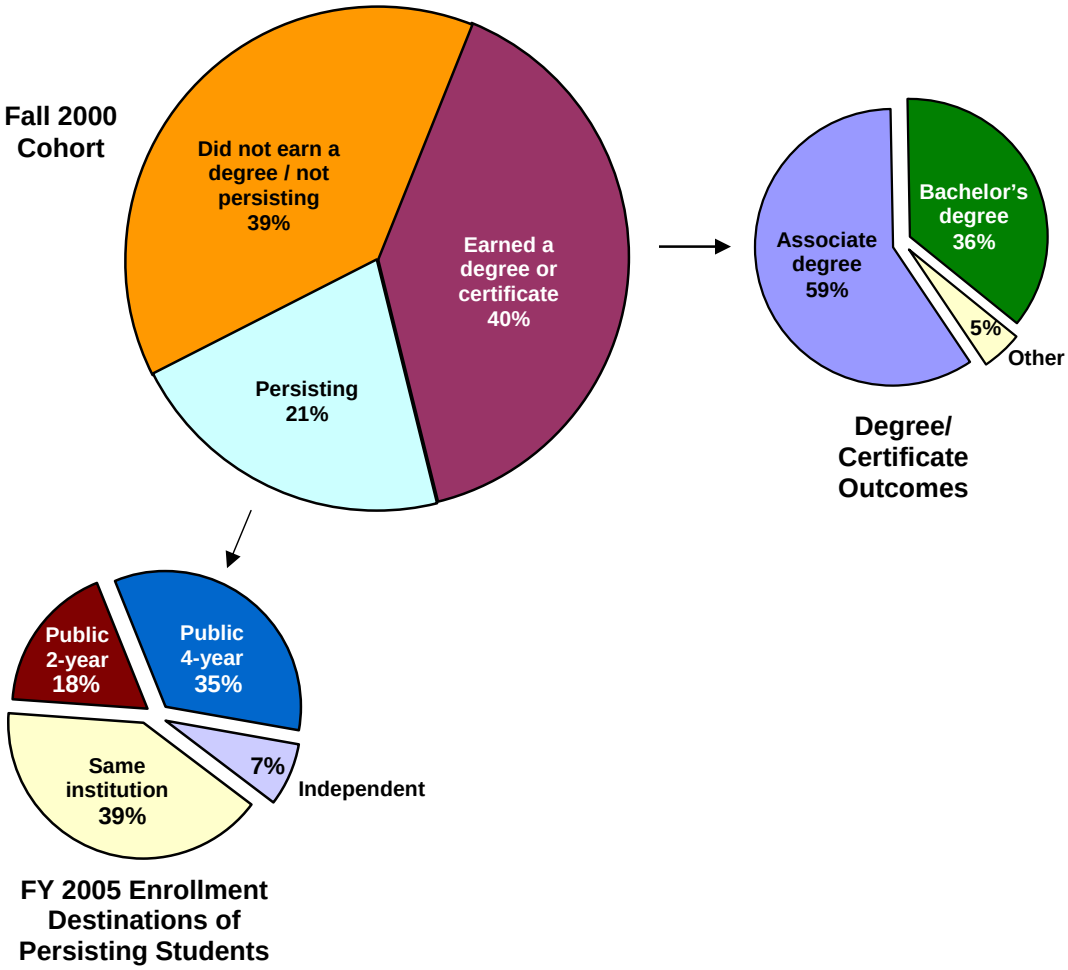
- Among bachelor's degree recipients in FY 2005, 28% had earned at least 30 semester hours from an institution other than the one from which they earned their degrees. Seventeen percent had transferred from two-year public institutions, while 11% had transferred from other types of institutions.

- These results indicate a significant level of attendance at multiple institutions by college students in Ohio. Still, it is important to know how transfer students perform academically at their destination schools and what level of degree progress they make compared to students who do not transfer.

- One method of comparing academic success is to look at the respective grade point averages (GPA) of transfer students and non-transfer students in their junior year of college. Juniors with no credits earned at a two-year institution had a fall term GPA of 3.1, juniors with less than 30 semester hours transferred from a two-year institution had a fall term GPA of 3.0, and juniors with more than 30 hours transferred had a fall term GPA of 2.9.

Fall 2000 Cohort of First-Time, Full-Time, Degree-Seeking Students at 2-Year Public Campuses

Five-Year Outcomes



- Forty percent of the 12,731 first-time, full-time, degree-seeking students who enrolled at an Ohio two-year public campus in fall 2000 earned some type of degree or certificate by the end of fiscal year 2005. An additional 21% were still enrolled in college in fiscal year 2005. The remaining 39% left Ohio's higher education system prior to earning a degree or certificate.

- The majority of degrees earned by this cohort of students were at the associate level (59%). More than a third of degrees earned were at the baccalaureate level (36%).

- Thirty-nine percent of persisting students remained at their home institution in FY 2005. More than a third (35%) transferred to a 4-year public university, while 18% transferred to another 2-year public institution. The remaining 7% of persisting students transferred to a private institution.

Bachelor's Degree Attainment and Retention:

Comparison of Non-Transfer Students to Transfer Students

	5-Year Outcomes Ending FY 2005				
Student Type	**Number in Cohort**	**Percent earned bachelor's degree**	**Average semester credits to bachelor's degree**	**Percent retained full-time at university main campus in FY 2005**	**Percent earned bachelor's degree or enrolled full-time in FY 2005**
Non-Transfer Students					
Full-time students at a university main campus in both FY 2001 and FY 2002	21,898	71%	140	10%	81%
Transfer Students					
Started full-time at a two-year campus in FY 2001, and subsequently enrolled full-time at a university main campus					
Regional Campuses	1,682	53%	143	22%	75%
Community Colleges	771	30%	151	39%	69%
State Community Colleges	514	34%	149	36%	70%
Technical Colleges	107	29%	151	34%	63%

- Full-time, degree-seeking students who began college at a university regional campus and subsequently transferred to a university main campus had 5-year outcomes very similar to their full-time counterparts who began college at a university main campus. The percentage of transfer students from regional campuses who either earned a bachelor's degree or were still enrolled full-time at a university in FY 2004 was 75%, compared to 81% for non-transfer students. Furthermore, the average semester credits to bachelor's degree for transfer students from regional campuses was 143, only slightly higher than the 140 credits to bachelor's degree for non-transfer students.

- Results were somewhat lower for full-time, degree-seeking students who began college at a community, state community, or technical college. Among community college and state community college students who subsequently transferred to a university main campus, 69% and 70%, respectively, either earned a bachelor's degree or maintained full-time enrollment five years later. Average credits to bachelor's degree for these two cohorts were 151 and 149, respectively. Among technical college students who subsequently transferred to a university main campus, 63% either earned a bachelor's degree or maintained full-time enrollment five years later.

- The majority of transfer students (1,682) began college at a regional campus. In contrast, only 107 transfer students who began college in FY 2001 were from technical colleges.

STUDENT ACADEMIC PROGRESS

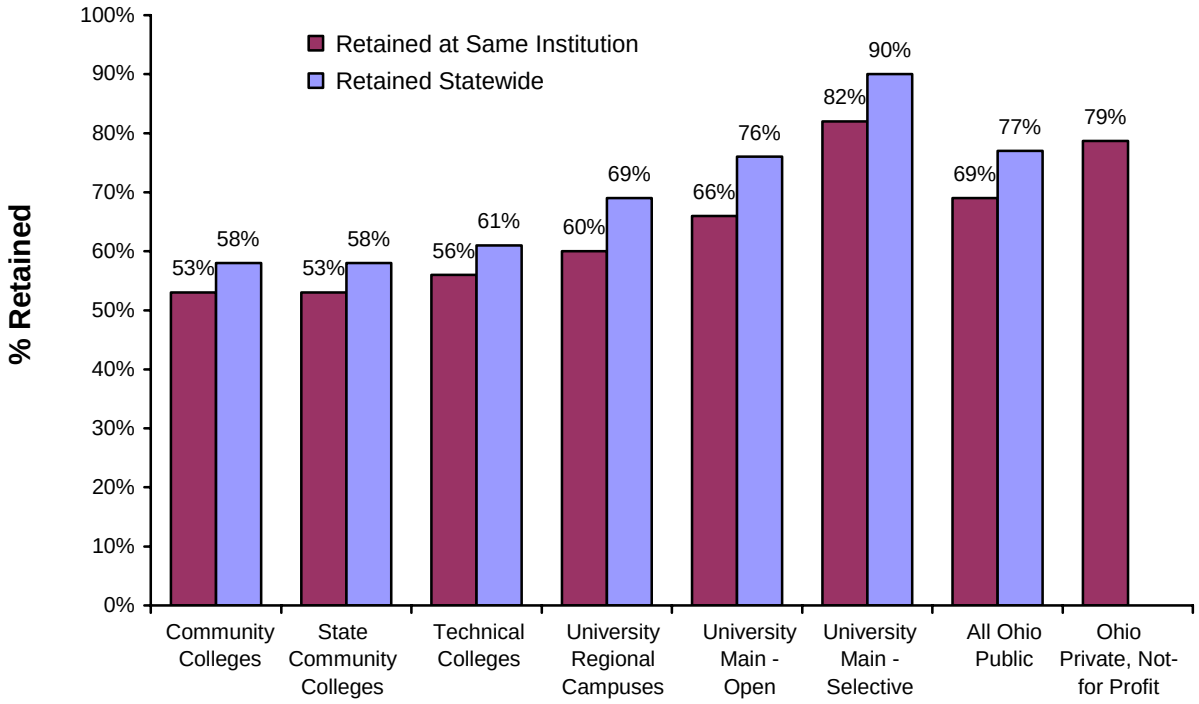
Most students enter college with the intention of eventually earning a degree. Standard success measures for higher education institutions include the proportion of first-year students who return for their second year, graduation rates, and typical times required for students to earn degrees. Ohio has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

About 77% of first-time, full-time, degree-seeking freshmen at public higher education institutions either returned for their second year at their initial institution or transferred to another institution in Ohio. At "two-year" institutions, 11% of fall 2002 first-time, full-time, degree-seeking freshmen earned a degree within three years, but an additional 37% were still enrolled at the same institution in the third year, and another 10% were enrolled at a different institution. Overall, 58% of beginning students in the two-year sector earned a degree or were continuing their education in Ohio three years after starting college.

The traditional six-year graduation rate counts only degrees earned at the same institution at which the student started. This definition leaves out several outcomes that are useful in evaluating student success. Recognizing this, we now report a range of outcomes for bachelor's degree-seeking students who start at a public institution, such as attainment of a bachelor's degree at *any* institution in Ohio within six years, attainment of an associate degree, and continued enrollment through the sixth year of college. For the fall 1999 cohort of first-time, full-time, bachelor's degree-seeking freshmen enrolled at public universities in Ohio, 55% earned a bachelor's degree from the institution where they started, 4% earned a bachelor's degree from a different institution, 2% earned an associate degree, and 12% were still enrolled in the sixth year. The more comprehensive six-year success rate, which includes all of these outcomes, is 73%.

Data on associate degree recipients indicate that the associate degree is not a "two-year" degree for most students. Ten percent of associate degrees awarded in 2004-05 were earned in two years or less, while 46% of associate degrees were earned in more than four years. The fact that 65% of associate degree recipients took longer than three years to graduate calls into question the validity of the three-year standard for calculating associate degree graduation rates. A factor contributing to longer completion times is that 58% of two-year sector students attend part-time. The bachelor's degree is still a "four-year" degree for 44% of recipients, although 23% take longer than five years to complete their degree.

First-to-Second-Year Retention
First-Time, Full-Time, Degree-Seeking Freshmen
in Fall 2004 Persisting to Fall 2005



- First-to-second-year retention rates vary by type of institution. This variation reflects the varying levels of academic preparation of incoming students as well as the diverse missions of Ohio's campuses. At public institutions, 69% of first-time, full-time, degree-seeking freshmen returned to the same institution in their second year. An additional 8% transferred to another institution in Ohio, resulting in a statewide retention rate of 77%.

- Retention rates at Ohio's public universities vary depending on the selectivity of admissions. Open-admissions universities had a 76% statewide retention rate, compared to 90% at selective-admissions universities.

- The statewide retention rates at community colleges, state community colleges, and technical colleges were 58%, 58%, and 61%, respectively; university regional campuses had a higher state retention rate of 69%, partly due to the transfer missions associated with these campuses.

- At Ohio's private, not-for-profit institutions 79% of first-time, full-time, degree-seeking freshmen returned to the same institution the following year.

Six-Year Graduation and Retention Rates at Baccalaureate Institutions by Average ACT Score of Incoming Class

Fall 1999 Cohort Of Full-Time, First-Time, Bachelor's Degree-Seeking Students

Sector	Number of Students in 1999 Cohort	Earned Bachelor's Degree			Earned Associate Degree	Still Enrolled in Ohio	Total Graduation or Retention Rate
		Same Institution	Different Ohio Institution	Total			
Public 4-Year Institutions	33,094	55%	4%	59%	2%	12%	73%
Average ACT Score of Incoming Student Class:							
Above 24	9,686	73%	3%	76%	1%	7%	84%
22.5 to 24	5,627	62%	5%	67%	2%	9%	78%
21 to 22.5	11,942	48%	6%	54%	3%	14%	70%
Below 21	5,839	33%	3%	36%	3%	18%	57%
Private 4-Year Institutions	19,043	63%	NA	NA	NA	NA	NA
Statewide	52,137	58%	NA	NA	NA	NA	NA

- An analysis of the success rates of bachelor's degree seeking students requires examination of a variety of outcomes measures, taking into account the academic preparation of students for college.
- The traditional graduation rate that institutions report to the federal government is limited, in that it only counts students who get a bachelor's degree within six years from the same institution where they started. In the table above, we report additional outcomes for public institutions that include bachelor's degree completion from another Ohio institution, associate degree completion, and continued enrollment through the sixth year.
- Fifty-nine percent of first-time, full-time, bachelor's degree seeking freshmen at Ohio's public universities earned a bachelor's degree or higher in six years or less – 55% from the same institution where they began and 4% from a different Ohio institution. Furthermore, two percent earned an associate degree and 12% were still enrolled in college in Ohio in their sixth year, for a total "success" rate of 73%.
- It is worth noting that the group of students who were still enrolled in their sixth year had earned an average of 91 semester credits – three-fourths of the requirements for most bachelor's degree programs.
- Predictably, success rates are higher at institutions with high freshmen ACT scores. Eighty-four percent of students who began at schools with freshmen ACT scores higher than 24 earned a degree or were still enrolled after six years, compared to 78% of students at schools with average freshmen ACT scores between 22.5 and 24, 70% for students at schools with average freshmen ACT scores between 21 and 22.5, and 57% for students at schools with average freshmen ACT scores less than 21.
- The six-year same-institution bachelor's degree completion rate for private four-year institutions is 63%. This rate does not include the additional outcomes measures provided for the public institutions.

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

Fall 2002 Cohort

		Three-Year Success Measures			
Sector	Students in cohort	Earned degree by end of 3rd year	Persisting at same institution in FY 2005	Persisting at a different institution in FY 2005	Total 3-year success rate
Total Fall 2002 Cohort	**22,330**	**11%**	**37%**	**10%**	**58%**
Community Colleges	5,936	9%	38%	9%	56%
State Community Colleges	5,572	10%	33%	10%	53%
Technical Colleges	3,159	19%	27%	7%	54%
University Regional Campuses	7,663	9%	43%	13%	64%
Total Fall 2001 Cohort	*21,268*	*11%*	*37%*	*11%*	*59%*
Total Fall 2000 Cohort	*20,423*	*12%*	*37%*	*11%*	*60%*

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

- However, the measure provides an incomplete picture of the progress made by two-year college students toward their educational goals. Statewide, only 11% of first-time, full-time degree-seeking students who began in fall 2002 at two-year campuses earned a degree within three years.

- Results vary from sector to sector. Technical colleges have the highest graduation rate (19%) and the lowest transfer rate (7%), reflecting the career-focused nature of their programs.

- University regional campuses have the highest within-institution (including main campus) retention rate (43%) and the highest transfer rate (13%).

- The overall level of three-year success is roughly similar for technical colleges (54%), state community colleges (53%), and community colleges (56%). However, university regional campuses have a higher overall success rate of 64%.

Time and Credits to Degree by Discipline Area

FY 2004-2005 Non-Transfer[1] Associate Degree Recipients

Discipline Area	Degrees Awarded	Median[2] Time to Degree in Years	Average Credits to Degree	Percent Graduating in: 2 Years or Less	2+ Years, to 3 Yrs	3+ Years, to 4 Years	More than 4 Years
Agriculture Technologies	243	2.8	78	19%	50%	21%	11%
Business Technologies	2,662	4.3	83	8%	23%	17%	51%
Engineering Technologies	1,736	3.8	87	14%	22%	18%	46%
Health Technologies	4,033	4.0	88	7%	24%	23%	47%
Liberal Arts	3,949	3.8	80	12%	26%	19%	44%
Natural Science Technologies	917	3.8	86	11%	28%	18%	43%
Public Service Technologies	856	3.5	82	13%	30%	17%	40%
Other	623	4.0	81	12%	25%	16%	47%
Total	**15,019**	**3.8**	**84**	**10%**	**25%**	**19%**	**46%**

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

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

- Associate degrees are often called two-year degrees, because a student who takes a continuous "full-time" load for two years (16 hours a semester or quarter for all terms except summer) can usually earn the minimum credits necessary for graduation. However, only 10% of 2004-05 associate degree graduates took two years or less to graduate, and the median time to complete an associate degree was 3.8 years.
- The official federal government standard of three years for timely completion of associate degrees does not reflect completion patterns for most graduates, as 65% took more than three years to finish and 46% took more than four years.
- Some variation by field exists with respect to completion times. For example, agricultural technologies graduates completed their degrees in a median time of 2.8 years while business technologies graduates completed in a median time of 4.3 years.

Time and Credits to Degree by Discipline Area

FY 2004-2005 Non-Transfer[1] Bachelor's Degree Recipients

Discipline Area	Degrees Awarded	Median[2] Time to Degree in Years	Average Credits to Degree	Percent Graduating in: 4 Years or Less	4+ Years, to 5 Yrs	5+ Years, to 6 Years	More than 6 Years
Arts & Humanities	5,112	4.3	138	47%	31%	10%	12%
Business	5,199	4.0	135	51%	30%	8%	11%
Education	4,118	4.3	146	43%	35%	10%	12%
Engineering	2,563	4.8	145	24%	49%	14%	13%
Health	1,313	4.3	145	45%	27%	9%	18%
Natural Science & Mathematics	2,259	4.3	141	47%	30%	10%	13%
Social & Behavioral Sciences	5,066	4.3	138	46%	30%	10%	14%
Other	762	4.7	136	36%	29%	12%	23%
Total	**26,386**	**4.3**	**140**	**44%**	**33%**	**10%**	**13%**

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

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

- Most bachelor's degrees can be completed within four years by students who are continuously enrolled (excluding summer terms) taking 16 quarter or semester hours per term. However, only 44% of bachelor's degree recipients in 2004-05 completed their degrees within four years; the median time to completion was 4.3 years.
- The proportion of bachelor's degree graduates who earn degrees in four years or less varies considerably by field. Only 24% of engineering graduates completed their degrees in four years or less compared to 51% of business graduates.
- It has become common practice to report baccalaureate graduation rates as a percentage of a given cohort of students who earn a degree within six years or less. This six-year graduation rate statistic understates the proportion of students who eventually earn a degree, given that 13% of bachelor's degree recipients take longer than six years to graduate.

GRADUATES' OUTCOMES

According to the 2004 American Community Survey, 30.2% of Ohio's adults have an associate degree or higher, compared to 34.1% for the United States. Measured in these terms, Ohio's educational attainment is 89% of the national level. This helps explain why Ohio's per capita income is only 94% of the national level, and hints that Ohio incomes may fall farther behind if the state does not continue to make strides in educational attainment. Enrollment and persistence in college are rewarded by degree attainment, which has been shown to greatly increase earnings and reduce unemployment.

Ohio institutions of higher education have made progress in improving Ohio's educational attainment levels, even though the gap between the Ohio and United States educational attainment levels still remains. Over the last five years, the annual production of associate, bachelor's, master's, doctoral, and professional degrees has increased by 13%, from 92,132 in FY 2001 to 104,529 in FY 2005.

In addition to quantity, the quality of the degrees earned also matters. Many graduates take licensing exams in their fields of study certifying that they are qualified to enter their chosen professions. Pass rates on those exams are generally high in Ohio, with many exams having pass rates higher than 90%. Overall Praxis II (teacher education) pass rates were 93%, all nursing exams had pass rates of 83% or higher, pharmacy pass rates were 97%, and Ohio bar exam pass rates were 85% for first-time test-takers.

Goals for most students include finding a job or continuing their education after graduating. The State of Ohio also has an interest in keeping a high proportion of Ohio college graduates in the state after graduation. Through a data match program with the Ohio Department of Jobs and Family Services, we are able to track the in-state employment of Ohio graduates. Most resident graduates of Ohio's public colleges and universities stay in Ohio after graduation. Overall, the first-year retention rate for spring 2005 graduates was 75%, with associate degree recipients having the highest retention at 87%. Bachelor's degree retention was 72%, while that for master's degrees was 78%. Ohio, therefore, does not have "brain drain."

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

Number of Degrees Awarded by Level and Percentage Distribution by Discipline
FY 2004 - 2005

	Level of Degree				
Discipline Area	**Associate**	**Bachelor's**	**Master's**	**Doctoral**	**Professional**
Total	22,391	56,428	20,294	2,060	3,356
Arts & Humanities	18%	19%	8%	10%	
Business	18%	22%	23%	2%	
Education	3%	14%	34%	15%	
Engineering	11%	7%	7%	15%	
Health	27%	6%	6%	11%	45%
Natural Science & Mathematics	9%	9%	6%	21%	
Social & Behavioral Sciences	3%	18%	10%	15%	1%
Other	12%	4%	5%	11%	7%
Law and Legal Studies					47%

- A total of 104,529 degrees were awarded at the associate, bachelor's, master's, doctoral, and professional levels at Ohio's Title IV, degree-granting, higher education institutions in 2004-2005.

- More than half (54%) of the total degrees awarded were at the bachelor's level, while 21% were at the associate level and 19% were at the master's level. Doctoral and professional degrees accounted for 2% and 3% of all degrees, respectively.

- Major fields of study vary by degree level. Among associate degree recipients, health was the most common major field, accounting for 27% of degrees awarded, followed by business at 18% and arts and humanities at 18%.

- At the bachelor's degree level, business, at 22%, accounted for the highest share of degrees awarded, followed by arts and humanities at 19% and social and behavioral sciences at 18%.

- Thirty-four percent of master's degrees were awarded in education, while 23% were awarded in business.

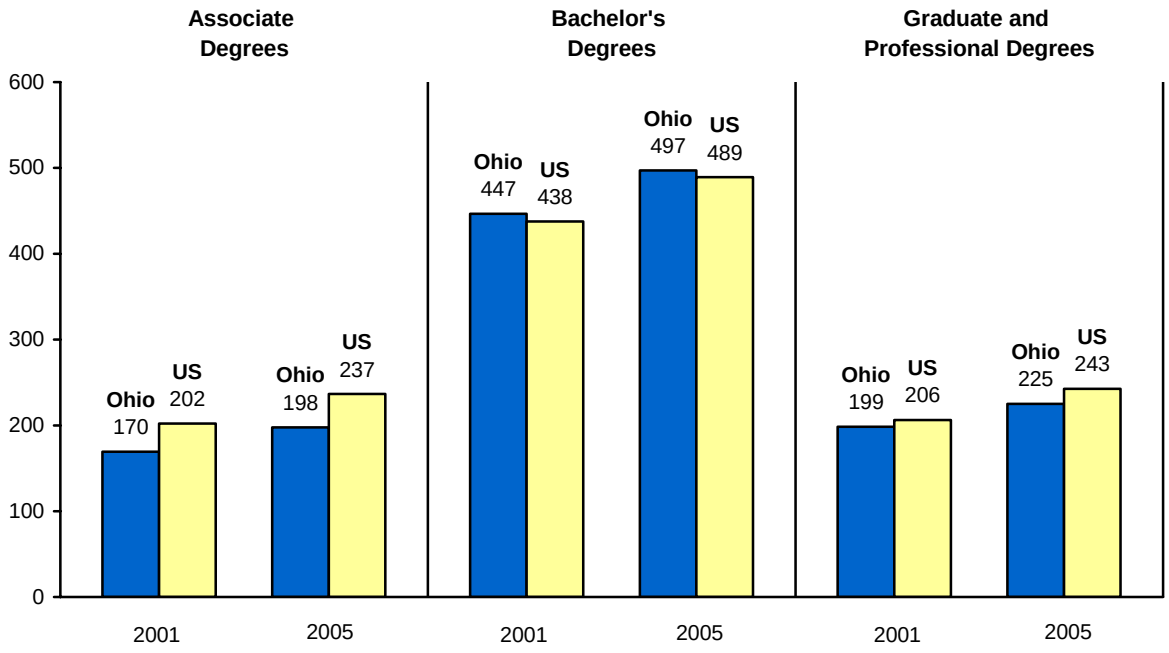
Trends in Degree Production by Award Level and Discipline

Percent Change in Degrees Awarded from 2001 to 2005
at Ohio Public and Private Title IV, Degree-Granting Institutions

Discipline Area	Level of Degree									
	Associate		Bachelor's		Master's		Doctoral		Professional	
	2005 Awards	Change from 2001	2005 Awards	Change from 2001	2005 Awards	Change from 2001	2005 Awards	Change from 2001	2005 Awards	Change from 2001
Arts & Humanities	3,955	11%	10,636	12%	1,712	36%	210	13%		
Business	3,926	-8%	12,538	21%	4,709	11%	47	-32%		
Education	588	20%	7,784	4%	6,832	20%	308	-4%		
Engineering	2,462	-4%	4,074	15%	1,515	13%	302	9%		
Health	6,102	48%	3,157	2%	1,292	0%	222	26%	1,521	2%
Natural Science & Mathematics	2,110	33%	5,360	-1%	1,195	14%	428	5%		
Social & Behavioral Sciences	642	29%	10,435	14%	2,029	20%	315	-22%	22	10%
Other	2,606	23%	2,444	28%	1,010	33%	228	59%	227	-22%
Law and Legal Studies									1,586	10%
All Degrees	22,391	17%	56,428	12%	20,294	17%	2,060	4%	3,356	3%

- Factors that contribute to a state's increased educational attainment include the production of more graduates, retention of those graduates within the state, and the ability to attract educated workers from other states. Ohio appears to be making progress in producing more graduates.
- From FY 2001 to FY 2005, the number of degrees awarded has generally increased, although the rates of change vary by level and discipline. Associate degrees have increased by 17%, bachelor's degrees by 12%, and master's degrees by 17%. Doctoral and first-professional degrees have increased by 4% and 3% respectively.
- Changes in the number of degrees awarded vary considerably by field of discipline; however, these shifts are primarily determined by student choices.
- Degrees awarded in health increased by 48% at the associate level, but were flat at the bachelor's level. On the other hand, engineering degrees declined at the associate level, but increased by 15% at the bachelor's level, 13% at the master's level, and 9% at the doctoral level.

Degrees Awarded per 100,000 Population
Ohio Compared to the Nation
2001 and 2005



- Using degrees earned per 100,000 residents as a measure of degree production, we find that Ohio's output of degrees increased between 2001 and 2005 at each level – associate, bachelor's, and graduate/first-professional.

- Associate degree production increased from 170 to 198, bachelor's degree production increased from 447 to 497, and advanced degree production increased from 199 to 225.

- U.S. degree production also increased over this time period. As a result, Ohio's level of degree production relative to the U.S. remained nearly unchanged from 2001 to 2005.

- Ohio lags behind the national level in associate degree production (198 per 100,000 residents in Ohio compared to 237 per 100,000 residents in the U.S.), but exceeds the nation in bachelor's degree production (497 in Ohio compared to 498 in the U.S.). Ohio trails the nation in advanced degree production (225 in Ohio compared to 243 in the U.S.).

Licensure and Certification Outcomes

Certification Area	Exam	Number Taking Exam	Passage Rate
Teaching	Praxis II - 2004 Academic Year		
	Professional Knowledge		93%
	Academic Content Areas		96%
	Teaching Special Populations		95%
	Summary Results	7,703	93%
	Source: Report on the Quality of Teacher Education in Ohio 2003 - 2004, Ohio Department of Education		
Nursing	Ohio Registered Nursing Exam - 2005	4,770	90%
	Graduate Degree Programs	12	83%
	Baccalaureate Degree Programs	1,543	91%
	Associate Degree Programs	2,740	90%
	Certificate in Professional Nursing Programs	58	86%
	Diploma Programs	417	92%
	Ohio Licensed Practical Nursing Exam - 2005	1,425	93%
Pharmacy	First-time candidates in 2005 taking both the NAPLEX (North American Pharmacy Licensing Exam) and MPJE (Multi-state Pharmacy Jurisprudence Exam)	257	97%
Other Health Care	First-Time Exams Taken - 2004-05 Academic Year		
	Emergency Medical Technician - Basic	917	80%
	Emergency Medical Technician - Advanced	136	74%
	Emergency Medical Technician - Paramedic	310	70%
	Dental Hygienist - National Board Exam	203	94%
	Occupational Therapy Assistant	86	93%
	Physical Therapy Assistant	210	79%
Law	Ohio Bar Examination - July 2006 First-Time Takers	901	85%

- The summary passage rate for the Praxis II Teaching exams was 93%. Average passage rates for the Ohio Registered Nursing Exam and Licensed Practical Nursing Exam were 90% and 93% respectively. Pharmacy exam pass rates were 97%, and Ohio Bar Exam pass rates were 85%.
- Results for other health care areas were mixed, with a 94% pass rate for dental hygiene and 93% for occupational therapy assistant. Emergency medical technician pass rates ranged from 70% to 80%, while physical therapy assistant pass rates were 79%.

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

Spring 2000 through Spring 2005 Graduates

	Percent of Graduates Employed In Ohio or Attending College in Ohio					
	Year of Graduation					
Degree Level	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
Associate	88%	87%	86%	83%	86%	87%
Bachelor's	76%	76%	76%	76%	75%	72%
Masters	78%	80%	80%	79%	79%	78%
Doctoral	57%	59%	63%	57%	66%	63%
Medicine	46%	52%	53%	52%	57%	51%
Law	69%	69%	67%	69%	71%	70%
All Degree Levels	**78%**	**78%**	**78%**	**78%**	**78%**	**75%**

- Ohio lags the United States in higher educational attainment. Outcomes that would contribute to closing this gap include producing more higher education graduates, keeping a high proportion of them in Ohio following graduation, and encouraging highly educated people to migrate to Ohio.
- Ohio retains high proportions of its resident graduates. In the most recent year for which we have data, 75% of graduates at all levels remained in the state to work or attend school. The retention rate was 87% at the associate level, 72% at the bachelor's level, and 78% at the master's level.
- Graduates at the doctoral and professional levels are less likely to remain in Ohio after graduation than are graduates at the associate, bachelor's, and master's levels, but this reflects the tendency for advanced degree holders to search for employment in regional and national markets.
- Trends in in-state retention have been relatively stable over the last six years, although retention rates at some degree levels fell from 2004 to 2005, resulting in a reduction in the overall retention rate from 78% to 75%. These retention rates are comparable to migration rates obtained from Census data for college-educated young people. Census results indicate that the in-state retention rate from 1995 to 2000 for 20 to 29 year olds with bachelor's degrees or above was 73% for Ohio and 72% for all other states.

Earnings of Ohio Resident Graduates Employed Full-Time in 4th Quarter 2005

Spring 2005 Graduates – Jobs By Degree Level And Subject Area

SUBJECT AREA	Associate Degree Graduates			Bachelor's Degree Graduates		
	Jobs in this area as a percentage of all full-time jobs obtained by graduates	Average salary of graduates employed full-time in 4th Qtr 2005	Average age of graduates	Jobs in this area as a percentage of all full-time jobs obtained by graduates	Average salary of graduates employed full-time in 4th Qtr 2005	Average age of graduates
Arts & Humanities	10%	$29,010	28	12%	$27,724	24
Business	16%	$32,308	31	19%	$34,440	24
Education	2%	$23,147	28	13%	$28,697	25
Engineering	12%	$37,152	29	8%	$43,066	25
Health	45%	$40,013	31	8%	$47,665	26
Natural Science & Mathematics	6%	$31,417	28	6%	$32,908	24
Social & Behavioral Sciences	2%	$24,351	33	13%	$28,047	25
Other	6%	$33,205	29	2%	$31,862	26
Degree Area Not Known	1%	$30,223	27	20%	$31,881	24
Total	**100%**	**$35,648**	**30**	**100%**	**$33,218**	**25**

- First-year earnings for associate and bachelor's degree recipients generally are not very far apart. Spring 2005 associate degree graduates earned on average about $2,500 more than bachelor's degree graduates. A closer look reveals that subject field of study and age also have an influence on post-graduate earnings.

- The average age of associate degree recipients is 30, compared to 25 for bachelor's degree recipients. The greater work experience and employment search experience of older graduates may partially explain their higher earnings.

- In addition, larger proportions of associate degrees are awarded in the higher-paying fields of health (45% of associate and 8% of bachelor's degrees) and engineering (12% of associate and 8% of bachelor's degrees).

Employment and Earnings Trends for Spring 2001 Graduates from Ohio Public and Private Institutions who Began Working Full-Time within One-Half Year of Graduation

	Cohort of Graduates Employed Full-Time in Ohio in 4th Quarter of 2001		Average Annual Earnings of Cohort Graduates still Employed Full-Time in Ohio 5 Years Later		
Degree Level and Selected Subject Areas	**Number in Cohort**	**Number still employed full-time in Ohio in 5th year**	**1st Year**	**5th Year**	**% Change**
Associate Degree	**4,620**	**3,697**	**$32,099**	**$42,809**	**33%**
Health	1,699	1,377	$34,626	$45,767	32%
Business	969	795	$29,496	$38,711	31%
Engineering	599	494	$35,558	$48,042	35%
Arts & Humanities	479	357	$28,622	$39,800	39%
Bachelor's Degree	**11,497**	**8,593**	**$32,804**	**$47,550**	**45%**
Business	2,079	1,612	$35,005	$52,190	49%
Education	2,004	1,644	$28,655	$39,690	39%
Social & Behavioral Sciences	1,423	992	$26,935	$39,489	47%
Arts & Humanities	1,253	825	$27,919	$41,893	50%
Engineering	856	659	$42,890	$62,287	45%
Master's Degree	**2,324**	**1,857**	**$46,167**	**$61,538**	**33%**
Education	886	762	$41,262	$53,242	29%
Business	491	373	$64,472	$88,564	37%
Social & Behavioral Sciences	349	261	$36,613	$49,022	34%
Health	269	227	$43,952	$61,322	40%
Engineering	95	63	$52,874	$70,509	33%

- Both initial earnings following graduation and earnings growth are important factors to consider in evaluating the labor market outcomes of graduates. Low initial earnings may be more than offset by earnings growth over time.
- Associate degree recipients often earn first-year salaries only slightly below those of bachelor's degree recipients. The results for the cohort of spring 2001 graduates are typical. Estimated average annual salaries for associate degree recipients in the first year after graduation were $32,099, about 2% less than the $32,804 average for bachelor's degree recipients.
- However, growth in earnings for bachelor's degree recipients is generally higher than that for associate degree graduates. Average earnings growth of associate degree recipients who were estimated to have worked full-time in both 2001 and 2005 was 33%, compared to 45% for bachelor's degree recipients.

FINANCIAL ISSUES AND RESOURCE USE IN HIGHER EDUCATION

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

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

Based on comparative data from the State Higher Education Executive Officers finance survey, public higher education in Ohio has about average costs, but due to relatively low state support, average tuition price per student is 39% higher in Ohio than in the rest of the United States. In FY 2005, Ohio's total government appropriations and tuition funding per full-time equivalent student was $9,402, about 2% higher than the national level of $9,212. Among the 50 states, Ohio ranks 40th in appropriations per student, 17th highest in tuition per student, and 31st in overall funding per student. Ohio's level of appropriations per student was $4,702, compared to the national level of $5,833. Ohio's average tuition revenue (gross tuition revenue minus state financial aid grants) per student was $4,700, compared to $3,379 in the United States as a whole. Stated differently, the student and family share of higher education funding was 50% in Ohio and 37% in the United States as a whole. (See page 52 for more data on Ohio and national tuition levels.)

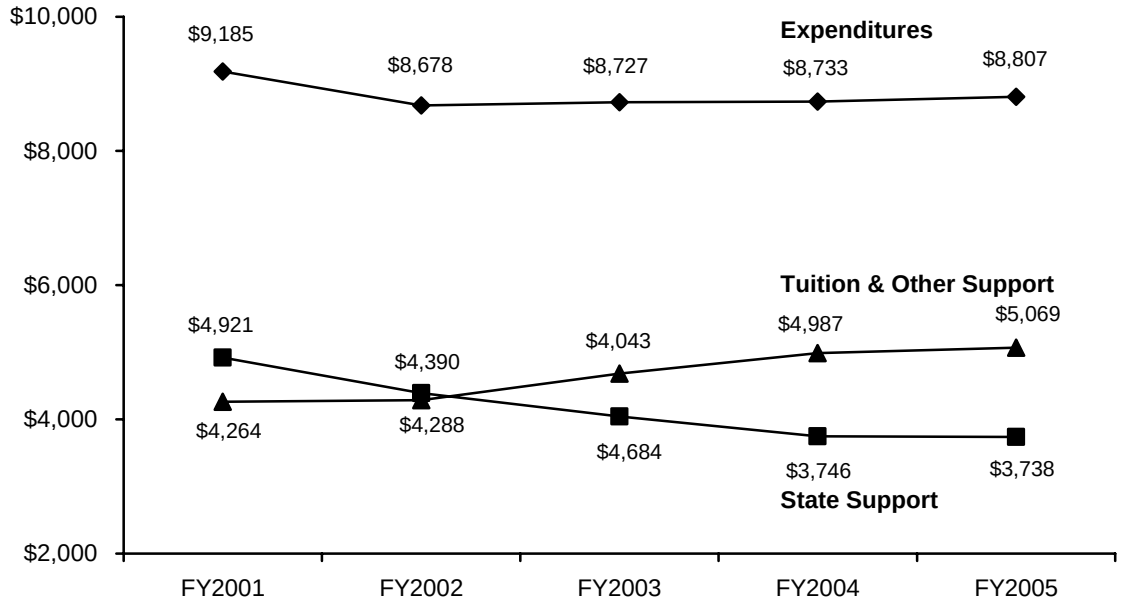
The last five years (FY 2001 to FY 2005) in Ohio have seen a 13% increase in annualized full-time equivalent enrollments and a 24% ($1,183) decrease in inflation-adjusted state support per support-eligible undergraduate student. Ohio's public higher education institutions have responded to declining state support in two ways: by reducing inflation-adjusted costs per undergraduate student by $378 and increasing revenue per student from tuition and other sources by $805 over this time period.

A variety of factors influence costs per student. This report presents fall 2005 data on three of them: class size, types of instructors teaching courses, and facilities utilization rates. The median size of lecture

classes in all public institutions was 22, with 21% of course enrollments occurring in classes with fewer than 20 students and 23% of course enrollments occurring in classes with 50 or more students. Fifty-seven percent of undergraduate credit hours at Ohio's public colleges and universities were taught by full-time instructors, 34% by part-time instructors, and 8% by graduate assistants. Peak classroom facilities utilization rates were 75% during daytime hours (8:00 am to 4:00 pm) and 63% during evening hours (4:00 pm to 8:00 pm).

Expenditures, State Support, and Other Support per Undergraduate FTE

FY 2001 to FY 2005 - Constant 2005 Dollars



- Instructional and general expenditures per full-time equivalent student in all public higher education institutions, in constant 2005 dollars, have fallen from $9,185 in FY 2001 to $8,807 in FY 2005. This represents a 4% reduction in expenditures per FTE over the four-year time period.

- From FY 2001 to FY 2005, state support per student fell by 24%, from $4,921 to $3,738. Tuition and other revenues increased to cover the losses from reduced state support, but the increased revenue from these sources was less than the decrease in state support. State support per student fell by $1,183 and tuition and other revenue rose by $805, resulting in a $378 net reduction in spending per student.

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

FY 2004-2005

Sector	Full-Time Equivalent Students (FTE)		Expenditures per FTE			State Support[1] per Subsidy-Eligible FTE		
	2005	% Change from 2001	2005	% Change from 2004	% Change from 2001	2005	% Change from 2004	% Change from 2001
Community Colleges	43,715	29%	$7,471	-2%	-5%	$3,399	10%	-12%
State Community Colleges	45,851	23%	$6,213	4%	4%	$3,399	13%	-11%
Technical Colleges	19,385	25%	$6,871	5%	2%	$3,604	5%	-21%
University Regional Campuses	33,913	18%	$7,587	4%	3%	$3,312	3%	-14%
University Main Campuses:								
All Students	229,473	8%	$13,123	5%	8%	$5,813	-1%	-12%
Undergraduate Only	188,861	7%	$10,163	5%	5%	$3,990	-1%	-17%
State Total	372,336	13%	$10,779	4%	4%	$4,856	1%	-14%

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

- Statewide instructional and general expenditures per full-time equivalent student were $10,779 in FY 2005, a 4% increase over FY 2004 and a 4% increase over FY 2001. However, when inflation is factored in, statewide instructional and general expenditures per full-time equivalent student in FY 2005 actually declined 4% from FY 2001 levels. About 45% of instructional and general costs were covered by state subsidy in FY 2005, down from 46% in FY 2004 and 48% in FY 2003.
- Per-student costs rose slightly in all public higher education sectors with the exception of community colleges. The cost increases observed in FY 2005 can largely be attributed to inflation.
- Across sectors, the pattern of costs and state support varies according to the level and type of instruction undertaken, and the non-state support sources of revenue available to institutions.
- The highest expenditures per student are found on university main campuses, due to the prevalence of graduate, professional, and upper-division instruction, which costs more than the lower-division undergraduate courses that predominate at community colleges, technical colleges, and university regional campuses.
- Community colleges (which have local tax levies) and state community colleges have similar program offerings, so their state subsidies are identical. However, due to the increased financial resources available to community colleges through their local property tax levies, community colleges spent $1,258 more per student than did state community colleges. These resources allow community colleges receiving local support to provide additional services to their students and communities.

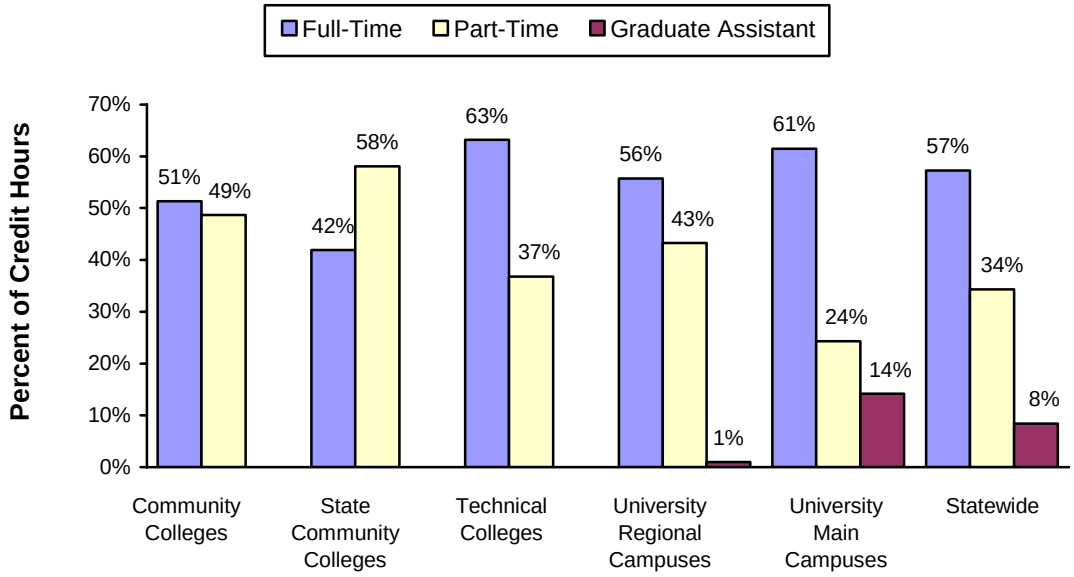
Median Undergraduate Lecture Class Size and Probability of Being Enrolled in a Small Class or Large Class

Ohio Public Campuses – Fall 2005

Type of Institution	Median Lecture Size	Percent of Headcounts in Lectures with fewer than 20 Students	Percent of Headcounts in Lectures with 50 or more students
Community Colleges	20	28%	7%
State Community Colleges	19	36%	2%
Technical Colleges	18	40%	7%
University Regional Campuses	20	27%	4%
University Main Campuses	24	13%	36%
Statewide Total	**22**	**21%**	**23%**

- Quality education can be delivered in both large and small classes. However, many students consider class size when deciding which college to attend or which courses to enroll in.
- Students at university main campuses more likely to be enrolled in larger classes than are students at other types of institutions.
- Statewide, the median size of a lecture class was 22 students in Fall 2005. Twenty-one percent of student course enrollments were in classes with fewer than 20 students, while 23% of course enrollments were in classes with 50 or more students.
- In Fall 2005, class meetings were slightly smaller than they were in Fall 2003.

Percent of Undergraduate Credit Hours Taught by Type of Instructor - Fall 2004



- Statewide, across all public-sector institutions, 57% of credit hours taken by all undergraduates were taught by full-time faculty, 34% were taught by part-time faculty, and 8% were taught by graduate assistants in fall 2004.
- The university instructor mix is unique due to the presence of graduate students, who teach 14% of the undergraduate credit hours at the main campuses and 1% of undergraduate credit hours at the regional campuses. However, university main campuses are less likely to use part-time instructors than are other types of institutions. Part-time instructors and graduate assistants together account for 38% of the undergraduate credit hours taught at university main campuses. By comparison, part-time instructors statewide account for 34% of undergraduate credit hours taught.
- Decisions regarding the types of instructors assigned to teach classes should be made with the following considerations in mind: cost, quality, and flexibility. Full-time faculty are more likely to have long-term contracts with the institutions where they teach, more teaching experience, and higher academic credentials than do part-time faculty or graduate students. However, classes taught by full-time faculty cost more than those taught by other types of instructors, such as part-time instructors and graduate students.
- Although classes taught by part-time faculty and graduate students cost less to offer than those taught by full-time faculty, it should not be assumed that their quality is lower. Part-time faculty often have significant work experience in the fields in which they are teaching. Many graduate assistants have taken a great deal of advanced coursework and are close to earning their doctoral degrees.

Day and Evening Weighted Average Peak Facilities Utilization Rates by Campus Type - Fall 2005

	Day (8:00 a.m. - 3:59 p.m.)		Evening (4:00 p.m. - 7:59 p.m.)	
Campus Type	**Classroom**	**Laboratories**	**Classroom**	**Laboratories**
Technical Colleges	65%	50%	52%	39%
Co-Located Campuses	76%	50%	63%	40%
Community Colleges	70%	41%	65%	36%
Regional Campuses	70%	41%	73%	40%
University Main Campuses	78%	45%	60%	34%
Statewide	**75%**	**44%**	**63%**	**36%**

- Public higher education institutions have made large investments in classroom and laboratory facilities, and efficient use of resources requires that they be utilized at appropriate levels. Efficiency does not require 100% usage at all times by scheduled for-credit classes. Other uses of these facilities include continuing-education classes, workforce development seminars, study sessions for credit classes, credit instruction offered by other institutions, and student organization meetings. Also, it is necessary to have scheduling flexibility to meet student demand for classes at convenient times.

- Peak usage is the utilization rate when the highest number of classes is offered on a college or university campus. Institutions must have the appropriate resources to handle their busiest class times to meet their students' needs. Because Ohio's colleges and universities serve a variety of student needs, peak usage may occur at different times during the day, depending on the institution. While a university that serves a largely residential population may find that its peak usage occurs around 10:00 a.m., a community college that serves a working population may find its peak usage earlier in the morning or in the evening.

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

- The average statewide peak level for scheduled classroom utilization is 75% for classroom day use and 63% for classroom evening use. The average peak level for scheduled laboratory utilization is 44% for laboratory day use and 36% for laboratory evening use.

- The average numbers by sector vary between 65% and 78% for classroom day use and between 52% and 73% for classroom evening use. For laboratories, average peak usage varies between 41% and 50% for day use and between 34% and 40% for evening use.

Higher Education Affordability

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

We do know that sticker price tuition rates at Ohio's public institutions are high compared to national averages. Ohio's undergraduate tuition in 2006-2007 averaged $8,553 at public four-year universities (47% higher than the four-year national average) and $3,505 at public two-year colleges and regional university branch campuses (54% higher than the two-year national average). Tuition at private institutions is generally higher than at public institutions. After adding books and living expenses to the total bill for college attendance, prospective college students may be discouraged from attending because they believe they cannot afford to do so. However, both tuition rates and financial aid must be considered before making decisions about college affordability.

At Ohio's public four-year universities, 80% of first-time freshmen received some kind of financial aid (including loans) in 2004-2005. Twenty-eight percent received federal grants that averaged $3,015, and 22% received state grants that averaged $1,522. Students in Ohio's two-year sector are more likely than their four-year counterparts to receive federal grants (43%) and state grants (34%). Most federal and state grants are awarded on the basis of student financial need. It is interesting to note that if a financially needy student attending an Ohio two-year public institution received the average award of

federal and state grant aid, the total grant award of $3,840 would be approximately equal to the average sticker price tuition at such institutions.

Ohio resident undergraduates attending Ohio public institutions received $640 million in grant awards from all sources in 2004-2005. Of total grants awarded, $441 million, or 69%, was awarded through need-based programs. Merit-based programs accounted for 18% of total grant awards, and athletic and other awards accounted for 13%. About half of the merit-based and athletic and other grants were awarded to students with financial need. Overall, 82% of total grant awards were received by needy students. Total grant aid awarded to resident undergraduates equals about 42% of their gross tuition charges.

In 2005-2006, the State of Ohio awarded more than $237 million in grants to Ohio college students. Students attending public institutions received $110 million, or 46%, of those funds. The Ohio Instructional Grant, a need-based program, is the largest state financial aid program, with $159 million in awards, making up 67% of total grants. The next largest grant program is the Ohio Choice Grant, which is awarded to full-time students at Ohio's private, not-for-profit institutions. Choice grants totaling nearly $48 million were awarded to over 58,000 students. A variety of smaller financial aid programs awarded about $30 million in grants.

In-State, Undergraduate Weighted Tuition and Fees

	Nation[1]	Ohio[2]			
Sector	**2006-2007**	**2005-2006**	**2006-2007**	**% Increase**	**Ohio as a % of the nation**
Two-Year Public	$2,272	$3,328	$3,505	5.3%	154%
Community Colleges		$2,259	$2,375	5.1%	105%
State Community Colleges		$3,265	$3,432	5.1%	151%
Technical Colleges		$3,621	$3,840	6.0%	169%
University Regional Campuses		$4,708	$4,968	5.5%	219%
University Main Campuses	$5,836	$8,104	$8,553	5.5%	147%

[1] Data from The College Board's "Trends in College Pricing 2006"

[2] Tuition and fees charged to continuing students at many institutions can be different than those charged to new students. Regulations limiting tuition and fees increases (fee caps) to 9.9% apply to weighted average rates for both new and continuing students.

- Tuition and fees at Ohio public higher education institutions are high compared to national averages, and these charges have risen sharply in recent years.
- At Ohio's public university main campuses, average in-state undergraduate tuition was $8,553 in 2006-2007, 47% higher than the national level of $5,836.
- For all of Ohio's two-year public institutions combined, average tuition was $3,505 in 2006-2007, 54% higher than the national level of $2,272.
- Significant differences in tuition exist within Ohio's two-year public sector. Average tuition at community colleges was $2,375, compared to $3,432 at state community colleges. Revenues from local tax levies received by community colleges are used to help lower tuition. Average tuition was $3,840 at technical colleges and $4,968 at university regional campuses.
- All public higher education sectors experienced increases in tuition from FY 2005-06 to FY 2006-07, ranging from an average 5.1% increase at community and state community colleges to an average 6.0% increase at technical colleges.

Financial Aid - 2004-2005 Academic Year
Percent Receiving Aid and Average Award Amounts

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

Type of Aid	Public 4-Year Sector				Public 2-Year Sector				Private 4-Year Sector			
	Percent Receiving Aid		Average Award		Percent Receiving Aid		Average Award		Percent Receiving Aid		Average Award	
	Ohio	*U.S*	*Ohio*	*U.S*	*Ohio*	*U.S*	*Ohio*	*U.S*	*Ohio*	*U.S*	*Ohio*	*U.S*
Any Aid	80%	76%			66%	62%			89%	84%		
Federal Grants	28%	28%	$3,015	$3,047	43%	40%	$2,666	$2,728	29%	33%	$3,105	$3,152
State Grants	22%	38%	$1,522	$2,622	34%	30%	$1,174	$1,246	63%	27%	$1,528	$2,981
Institution Grants	43%	32%	$4,999	$3,388	13%	11%	$1,373	$1,238	78%	61%	$9,342	$8,994
Federal Loans	53%	45%	$4,774	$3,998	34%	18%	$2,742	$2,712	63%	63%	$4,489	$5,227

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

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

- In the public 4-year sector, 80% of Ohio freshmen received some kind of aid, compared to 76% in the U.S. as a whole. Ohio freshmen were less likely than their U.S. counterparts to receive state grants and more likely to receive institutional grants and federal loans.

- Freshmen in Ohio's public two-year sector are more likely than those in the U.S. as a whole to receive any type of aid (66% compared to 62%) and are also more likely to receive each specific type of aid. The most striking difference is in the use of federal loans, which are received by 34% of Ohio's public two-year freshmen compared to only 18% of U.S. public two-year freshmen.

- Freshmen in Ohio's private four-year sector (including both independent and proprietary institutions) are more likely than those in the U.S. as a whole to receive any type of aid (89% in Ohio, 84% in the U.S.). The biggest difference occurs with respect to state grants, which are received by 63% of freshmen in Ohio's four-year private institutions compared to just 27% of all U.S. freshmen. However, the average private-sector state grant received in Ohio is about half the average private sector state grant in the U.S. as a whole ($1,528 in Ohio, $2,981 in the U.S.).

FY 2005 Grant Aid* by Source and Type of Aid

Resident Undergraduates at Ohio Public Institutions

	All Types	Need-Based		Merit-Based		Other		Athletic	
	$	$	%	$	%	$	%	$	%
State Grants	$113.1	$89.1	79%	$3.2	3%	$20.8	18%		
Federal Grants	$317.1	$313.2	99%	$1.0	<1%	$2.9	3%		
Institutional - Internal Grants	$167.4	$33.5	20%	$95.2	57%	$25.3	15%	$13.3	8%
Institutional - External Grants	$42.4	$5.6	13%	$18.7	44%	$12.0	28%	$6.2	15%
All Sources	**$640.1**	**$441.4**	**69%**	**$118.2**	**18%**	**$61.0**	**10%**	**$19.5**	**3%**

* In millions of dollars

FY 2005 Grant Aid* to Needy Students by Type of Aid

Resident Undergraduates at Ohio Public Institutions

	All Types	Need-Based	Merit-Based	Other	Athletic
Grants from All Sources	**$640.1**	**$441.4**	**$118.2**	**$61.0**	**$19.5**
Dollars to Needy Students	*$526.1*	*$441.4*	*$47.5*	*$29.8*	*$7.4*
Percent to Needy Students	82%	100%	40%	49%	38%

* In millions of dollars

- Financial aid grants are a critical component of affordability of higher education. What counts to the student is not sticker price tuition, but net tuition, which is sticker price minus grants. It is this net tuition that must be paid through current out-of-pocket expenditures and loans.

- Ohio resident undergraduates received $641 million in financial aid grants in fiscal year 2005. Need-based awards totaled $441 million, accounting for 69% of total grants; merit-based awards totaled approximately $118 million, accounting for 18% of total grants. About $80 million dollars of athletic and other types of aid were awarded in fiscal year 2005, accounting for 13% of all grants.

- It is important to examine grant awards by type, since each type of grant is designed to encourage or reward specific groups of students. Need-based programs exist to provide encouragement and assistance to financially needy students and merit-based grants exist to encourage and reward academic achievements. However, it is also important to realize that grants awarded based on criteria other than need can be received by needy students. Forty percent of merit-based awards, 38% of athletic awards, and 49% of other awards were received by Ohio resident undergraduate students with financial need. Eighty-two percent of total financial aid grants were awarded to students with financial need.

Distribution of Ohio Financial Aid Grant Funds

FY 2006

Financial Aid Program	All Institutions		Public Institutions		Private, For-profit		Private, Not-for-profit	
	#	$	#	$	#	$	#	$
Total, All Programs	213,088	$237,235,804	111,726	$110,088,568	24,929	$35,769,337	76,433	$91,377,899
Ohio Instructional Grant	105,737	$146,869,559	78,169	$77,439,123	13,922	$32,930,263	13,646	$36,500,173
Part-Time Ohio Instructional Grant	28,120	$12,294,700	24,651	$10,272,875	1,118	$662,777	2,351	$1,359,048
Total OIG	133,857	$159,164,259	102,820	$87,711,998	15,040	$33,593,040	15,997	$37,859,221
Choice Grants	58,049	$47,517,863	0	$0	0	$0	58,049	$47,517,863
Ohio Academic Scholarship	3,712	$7,788,755	2,386	$4,963,145	9	$18,369	1,317	$2,807,241
War Orphans	765	$4,252,665	622	$3,616,181	19	$48,189	124	$588,295
Workforce Development	9,812	$2,006,943	0	$0	9,812	$2,006,943	0	$0
National Guard	6,457	$15,485,305	5,595	$13,099,079	46	$95,625	816	$2,290,601
Nurse Education Assistance Loan Program	226	$374,090	162	$214,018	3	$7,171	61	$152,901
Other [1]	210	$645,924	141	$484,147	0	$0	69	$161,777

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

- The State of Ohio administers eleven higher education financial aid grant programs that award over $237 million in grants to college students from Ohio. The largest program is the Ohio Instructional Grant (OIG), a need-based program that distributes awards to both full-time and part-time students. OIG awards totaled $159 million in FY 2006, with 55% of those dollars being distributed to students attending public institutions.

- The second largest grant program is the Ohio Student Choice Grant, which is awarded to students enrolled full-time at an independent not-for-profit institution in Ohio. More than 58,000 students received a total of $47.5 million in Student Choice grants, for an average award of approximately $820.

- At the end of every academic year, each Ohio high school designates one of its graduating students to receive the Ohio Academic Scholarship (OAS), an award that averaged $2,098 in FY 2006. A total of 3,712 Ohio Academic Scholarship grants totaling nearly $8 million were awarded in FY 2006.

- A variety of additional grant programs, including the National Guard Scholarships, War Orphans Scholarships, Student Workforce Development Grants, Safety Officers Scholarships, and the Nurse Education assistance Loan Program, awarded about $30 million in total grants.

INSTITUTIONAL CHARACTERISTICS

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

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

Readers wishing to see all of the outcomes measures at the institutional level may examine the electronic versions of the report published on the Board of Regents website at: www.regents.ohio.gov.

CAMPUS SUMMARY STATISTICS

Ohio Public, Fall 2005

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under-Graduates Receiving any Financial Aid	Research as a Percent of E&G Expenditures	Public Service as a Percent of E&G Expenditures
	Total Head Count	Under-Graduate	Age 25 or older	Female	Minority			
Community Colleges	**74,997**	**74,997**	**50%**	**62%**	**24%**	**58%**	**0%**	**9%**
Cuyahoga - Eastern	6,914	6,914	57%	70%	53%	59%	0%	9%
Cuyahoga - Metro	10,131	10,131	60%	60%	52%	59%	0%	9%
Cuyahoga - Western	13,090	13,090	45%	61%	14%	59%	0%	9%
Jefferson	1,697	1,697	43%	62%	8%	75%	0%	8%
Lakeland	8,627	8,627	46%	60%	13%	52%	0%	6%
Lorain County	10,189	10,189	43%	66%	15%	54%	0%	21%
Rio Grande	1,587	1,587	30%	60%	3%	N/A	N/A	N/A
Sinclair	22,762	22,762	53%	58%	20%	60%	0%	4%
State Community Colleges	**69,901**	**69,901**	**48%**	**55%**	**18%**	**63%**	**< 1%**	**5%**
Cincinnati State	8,608	8,608	48%	55%	27%	75%	0%	3%
Clark State	3,472	3,472	49%	69%	15%	67%	0%	14%
Columbus State	22,014	22,014	45%	59%	26%	46%	0%	4%
Edison State	3,130	3,130	43%	64%	4%	74%	0%	7%
Northwest State	3,563	3,563	50%	52%	7%	61%	0%	8%
Owens State - Findlay	2,606	2,606	46%	61%	10%	61%	< 1%	3%
Owens State - Toledo	18,801	18,801	54%	43%	18%	61%	< 1%	3%
Southern State - Central	1,264	1,264	47%	75%	2%	94%	0%	8%
Southern State - Fayette	384	384	47%	74%	3%	94%	0%	8%
Southern State - North	645	645	45%	74%	2%	94%	0%	8%
Southern State - South	597	597	42%	72%	2%	94%	0%	8%
Terra State	2,488	2,488	43%	53%	9%	60%	0%	16%
Washington State	2,329	2,329	42%	64%	3%	66%	0%	0%
Technical Colleges	**27,453**	**27,453**	**46%**	**60%**	**9%**	**76%**	**0%**	**4%**
Belmont	1,643	1,643	47%	61%	4%	91%	0%	1%
Central Ohio	3,059	3,059	51%	73%	8%	84%	0%	2%
Hocking	5,470	5,470	39%	46%	9%	82%	0%	3%
James A. Rhodes	3,045	3,045	44%	70%	9%	71%	0%	6%
Marion	2,100	2,100	50%	64%	7%	80%	0%	3%
North Central State	3,151	3,151	46%	66%	8%	63%	0%	8%
Stark State College of Tech.	7,140	7,140	50%	58%	13%	64%	0%	7%
Zane State	1,845	1,845	43%	63%	4%	85%	0%	0%
Regional Campuses	**47,316**	**46,057**	**35%**	**63%**	**8%**	**81%**	**< 1%**	**5%**
Bowling Green - Firelands	2,131	2,076	35%	65%	9%	85%	N/A	N/A
Kent State - Ashtabula	1,512	1,511	50%	64%	10%	91%	0%	5%
Kent State - East Liverpool	821	821	51%	74%	5%	89%	0%	5%
Kent State - Geauga	936	924	39%	56%	8%	65%	0%	4%

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under-Graduates Receiving any Financial Aid	Research as a Percent of E&G Expenditures	Public Service as a Percent of E&G Expenditures
	Total Head Count	Under-Graduate	Age 25 or older	Female	Minority			
Regional Campuses (cont'd)								
Kent State - Salem	1,262	1,250	41%	72%	2%	89%	0%	3%
Kent State - Stark	3,715	3,681	30%	62%	7%	76%	0%	6%
Kent State - Trumbull	2,053	2,044	47%	63%	14%	81%	0%	5%
Kent State - Tuscarawas	1,941	1,898	38%	63%	2%	88%	0%	7%
Miami - Hamilton	3,341	3,214	26%	57%	10%	57%	N/A	N/A
Miami - Middletown	2,516	2,484	32%	61%	9%	57%	N/A	N/A
OSU - Agricultural Tech. Institute	836	836	9%	33%	3%	80%	5%	1%
Ohio State - Lima	1,172	1,092	22%	57%	6%	69%	1%	4%
Ohio State - Mansfield	1,698	1,595	24%	63%	9%	78%	1%	4%
Ohio State - Marion	1,655	1,572	20%	57%	9%	72%	1%	6%
Ohio State - Newark	2,238	2,137	15%	55%	10%	73%	0%	< 1%
Ohio U. - Chillicothe	1,983	1,948	44%	71%	4%	92%	< 1%	4%
Ohio U. - Eastern	808	777	26%	65%	3%	83%	0%	2%
Ohio U. - Lancaster	1,708	1,631	33%	64%	3%	80%	0%	2%
Ohio U. - Southern	1,857	1,784	44%	68%	3%	89%	< 1%	5%
Ohio U. - Zanesville	1,934	1,870	42%	71%	4%	95%	0%	1%
University of Akron - Wayne	1,737	1,735	41%	64%	5%	76%	N/A	N/A
U. of Cincinnati - Clermont	3,298	3,273	39%	64%	4%	75%	0%	7%
U. of Cincinnati - Walters	5,251	5,072	44%	67%	19%	62%	0%	13%
Wright State - Lake	913	832	28%	67%	2%	55%	0%	0%
University Main Campuses	**252,412**	**197,249**	**16%**	**53%**	**15%**	**81%**	**14%**	**6%**
Bowling Green State University	19,091	16,091	7%	55%	12%	83%	3%	4%
Central State University	1,618	1,611	15%	50%	87%	96%	2%	23%
Cleveland State University	15,530	9,587	42%	55%	26%	83%	7%	8%
Kent State University	23,874	18,772	14%	60%	11%	85%	6%	4%
Medical University of Ohio	1,233	0	N/A	N/A	N/A	N/A	15%	1%
Miami University	16,574	14,920	3%	54%	8%	86%	3%	1%
Northeastern Ohio Universities College of Medicine	461	0	N/A	N/A	N/A	N/A	13%	1%
Ohio State University	51,333	38,044	11%	47%	16%	88%	24%	7%
Ohio University	20,461	17,207	5%	53%	6%	72%	10%	6%
Shawnee State University	3,852	3,852	27%	61%	5%	62%	0%	9%
University of Akron	21,801	17,698	29%	53%	18%	85%	7%	5%
University of Cincinnati	27,908	19,396	19%	50%	19%	57%	22%	7%
University of Toledo	19,354	16,115	16%	50%	18%	94%	7%	2%
Wright State University	16,402	12,256	18%	56%	16%	82%	10%	3%
Youngstown State University	12,920	11,700	28%	56%	16%	84%	1%	7%
STATE PUBLIC TOTAL	**472,079**	**415,657**	**32%**	**56%**	**16%**		**10%**	**6%**

CAMPUS SUMMARY STATISTICS

Ohio Private, Not-for-Profit, Fall 2005

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under-Graduates Receiving any Financial Aid	Research as a Percent of E&G Expenditures	Public Service as a Percent of E&G Expenditures
	Total Head Count	Under-Graduate	Age 25 or older (Fall 03)	Female	Minority			
Independent Institutions	137,437	107,196	22%	57%	13%	88%	17%	< 1%
Allegheny Wesleyan College	65	65	22%	49%	0%	100%	0%	9%
Antioch College	456	456	6%	58%	8%	84%	N/A	N/A
Antioch University Mcgregor	695	152	95%	68%	22%	N/A	N/A	N/A
Antioch University Phd Program In Leadership and Change	96	0	N/A	N/A	N/A	N/A	N/A	N/A
Art Academy of Cincinnati	175	174	12%	55%	11%	100%	0%	0%
Ashland University	6,472	2,791	18%	59%	11%	99%	0%	0%
Aultman Hospital School of Nursing	183	183	67%	97%	2%	88%	0%	0%
Baldwin-Wallace College	4,469	3,681	18%	60%	7%	81%	< 1%	2%
Bluffton University	1,211	1,079	14%	58%	7%	100%	0%	0%
Capital University	3,901	2,862	25%	64%	15%	100%	0%	< 1%
Case Western Reserve University	9,615	3,949	4%	41%	23%	72%	50%	0%
Cedarville University	3,114	3,090	2%	56%	5%	91%	0%	0%
Chatfield College	228	228	50%	82%	34%	97%	0%	0%
Cincinnati Christian University	1,039	799	19%	43%	12%	63%	0%	0%
Cincinnati College of Mortuary Science	145	145	46%	48%	12%	100%	0%	0%
Circleville Bible College	413	413	58%	53%	15%	91%	0%	0%
Cleveland Institute of Art	548	540	12%	52%	10%	92%	0%	0%
Cleveland Institute of Music	402	244	0%	55%	18%	100%	0%	0%
College of Mount Saint Joseph	2,233	1,935	34%	69%	11%	96%	0%	0%
Columbus College of Art and Design	1,455	1,455	19%	53%	13%	94%	0%	2%
David N Myers University	1,023	928	73%	69%	58%	90%	0%	0%
Defiance College	930	827	19%	56%	8%	100%	0%	0%
Denison University	2,328	2,328	1%	56%	11%	97%	1%	0%
Edutek College	137	137	56%	91%	36%	38%	0%	0%
Franciscan University of Steubenville	2,421	1,981	9%	61%	5%	90%	0%	0%
Franklin University	7,033	6,161	80%	55%	26%	83%	0%	0%
Gods Bible School and College	271	271	15%	53%	6%	85%	0%	0%
Good Samaritan College of Nursing & Health Science	316	316	50%	93%	10%	100%	0%	0%
Hebrew Union College-Jewish Institute of Religion	131	0	N/A	N/A	N/A	N/A	0%	0%
Heidelberg College	1,586	1,375	13%	52%	6%	100%	6%	0%
Hiram College	1,111	1,082	24%	56%	13%	99%	1%	< 1%
John Carroll University	4,009	3,313	3%	53%	9%	98%	11%	0%
Kenyon College	1,661	1,661	1%	53%	10%	66%	1%	0%
Kettering College of Medical Arts	803	767	48%	81%	10%	83%	0%	0%
Lake Erie College	953	682	19%	73%	10%	98%	0%	0%

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under-Graduates Receiving any Financial Aid	Research as a Percent of E&G Expenditures	Public Service as a Percent of E&G Expenditures
	Total Head Count	Under-Graduate	Age 25 or older (Fall 03)	Female	Minority			
Lourdes College	1,824	1,708	53%	82%	16%	79%	0%	0%
Malone College	2,277	1,920	23%	61%	8%	100%	< 1%	< 1%
Marietta College	1,466	1,350	4%	51%	7%	97%	0%	0%
Medcentral College of Nursing	380	380	31%	87%	2%	100%	0%	0%
Mercy College of Northwest Ohio	756	756	43%	85%	13%	93%	0%	1%
Methodist Theological School-Ohio	276	0	N/A	N/A	N/A	N/A	0%	0%
Mount Carmel College of Nursing	628	592	37%	92%	14%	100%	0%	0%
Mount Union College	2,205	2,205	7%	53%	5%	98%	0%	0%
Mount Vernon Nazarene University	2,549	2,195	38%	58%	6%	100%	0%	0%
Muskingum College	2,396	1,634	3%	50%	6%	99%	0%	1%
National Institute of Technology	375	375	45%	65%	34%	89%	0%	0%
Notre Dame College	1,201	1,055	43%	67%	24%	100%	0%	0%
Oberlin College	2,864	2,845	0%	56%	18%	62%	1%	1%
Ohio College of Massotherapy Inc	282	282	58%	84%	12%	67%	0%	0%
Ohio College of Podiatric Medicine	272	0	N/A	N/A	N/A	N/A	1%	0%
Ohio Dominican University	2,942	2,559	40%	63%	23%	100%	0%	0%
Ohio Northern University	3,542	2,597	2%	47%	4%	100%	0%	0%
Ohio Wesleyan University	1,974	1,974	1%	53%	7%	99%	1%	2%
Otterbein College	3,085	2,718	15%	65%	8%	100%	0%	1%
Payne Theological Seminary	52	0	N/A	N/A	N/A	N/A	0%	0%
Pontifical College Josephinum	138	76	29%	0%	4%	63%	0%	0%
Rabbinical College Telshe	58	36	0%	0%	0%	39%	0%	0%
Rosedale Bible College	89	89	2%	48%	3%	77%	0%	7%
Siegal College	84	7	100%	57%	0%	N/A	0%	0%
Temple Baptist College	105	105	50%	30%	33%	93%	11%	1%
The College of Wooster	1,846	1,846	0%	52%	8%	98%	2%	0%
The University of Findlay	4,743	3,601	19%	60%	5%	96%	0%	0%
Tiffin University	1,605	1,231	25%	53%	17%	99%	0%	0%
Tri-State Bible College	44	44	73%	9%	5%	N/A	0%	0%
Trinity Lutheran Seminary	194	0	N/A	N/A	N/A	N/A	0%	0%
Union Institute & University	2,386	1,129	88%	67%	34%	80%	< 1%	0%
United Theological Seminary	339	0	N/A	N/A	N/A	N/A	0%	0%
University of Dayton	10,569	7,426	4%	49%	8%	96%	30%	< 1%
University of Northwestern Ohio	2,915	2,915	15%	21%	1%	47%	0%	0%
University of Rio Grande	2,373	2,138	32%	61%	4%	89%	0%	0%
Urbana University	1,551	1,461	45%	53%	14%	100%	0%	0%
Ursuline College	1,494	1,152	46%	92%	29%	89%	0%	0%
Walsh University	2,147	1,875	24%	63%	8%	99%	0%	0%
Wilberforce University	1,170	1,157	41%	62%	88%	96%	0%	0%
Wilmington College	1,777	1,736	30%	54%	11%	83%	0%	0%
Winebrenner Theological Seminary	78	0	N/A	N/A	N/A	N/A	0%	1%
Wittenberg University	2,093	2,078	5%	58%	7%	99%	< 1%	0%
Xavier University	6,665	3,879	15%	56%	15%	90%	0%	2%

CAMPUS SUMMARY STATISTICS

Ohio Private, For-Profit, Fall 2005

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under- Graduates Receiving any Financial Aid
	Total Head Count	Under-Graduate	Age 25 or older (Fall 03)	Female	Minority	
Proprietary Institutions						
Academy Of Court Reporting - Akron	255	255	78%	86%	29%	88%
Academy Of Court Reporting - Cincinnati	531	531	89%	82%	55%	95%
Academy Of Court Reporting - Cleveland	448	448	89%	85%	62%	95%
Academy Of Court Reporting - Columbus	328	328	92%	87%	49%	93%
Akron Institute - A Division Of Herzing Ohio Inc	280	280	50%	89%	21%	85%
Antonelli College	457	457	45%	77%	36%	88%
Art Institute Of Cincinnati	76	76	8%	50%	3%	81%
Art Institute Of Ohio - Cincinnati	160	160	36%	61%	29%	83%
ATS Institute Of Technology	353	353	81%	78%	60%	87%
Bohecker College	292	292	48%	85%	7%	100%
Bradford School	407	407	7%	83%	27%	95%
Brown Mackie College - Akron	665	665	58%	85%	45%	80%
Brown Mackie College - Cincinnati	1,200	1,200	69%	76%	59%	91%
Brown Mackie College - Findlay	632	632	69%	91%	39%	74%
Brown Mackie College - North Canton	1,131	1,131	82%	80%	27%	80%
Bryant And Stratton College - Cleveland	428	428	61%	68%	88%	100%
Bryant And Stratton College - Parma	329	329	56%	74%	39%	100%
Bryant And Stratton College - Willoughby Hills	272	272	63%	81%	67%	86%
College Of Art Advertising	24	24	42%	67%	21%	N/A
Davis College	451	451	65%	85%	32%	100%
DeVry University - Ohio	3,303	2,812	53%	34%	25%	97%
ETI Technical College	323	323	49%	71%	35%	97%
Gallipolis Career College	155	155	68%	83%	9%	98%
International College Of Broadcasting	112	112	16%	21%	44%	100%
ITT Technical Institute - Dayton	472	472	44%	19%	22%	100%
ITT Technical Institute - Hilliard	548	548	46%	23%	17%	97%
ITT Technical Institute - Norwood	573	573	54%	22%	31%	95%
ITT Technical Institute - Strongsville	589	589	47%	18%	22%	98%
ITT Technical Institute - Warrensville Heights	47	47	45%	51%	74%	N/A
ITT Technical Institute - Youngstown	412	412	41%	18%	15%	96%
Miami-Jacobs Career College	585	585	65%	87%	49%	100%
National Institute Of Massotherapy	137	137	53%	81%	29%	N/A
Ohio Business College - Sandusky	219	219	60%	84%	13%	81%
Ohio Business College - Lorain	193	193	72%	84%	34%	85%
Ohio Institute Of Health Careers	379	379	55%	97%	37%	N/A
Ohio Institute Of Photography And Technology	743	743	44%	78%	27%	100%
Ohio Technical College	654	654	13%	3%	24%	N/A
Ohio Valley College Of Technology	163	163	56%	85%	1%	95%
Professional Skills Institute	245	245	69%	93%	46%	86%
Quest Career College	8	8	100%	25%	25%	32%

Institution	Enrollments		Percent of Undergraduates			Percent of First Time Under- Graduates Receiving any Financial Aid
	Total Head Count	Under-Graduate	Age 25 or older (Fall 03)	Female	Minority	
Remington College - Cleveland Campus	691	691	59%	76%	79%	N/A
Remington College - Cleveland West Campus	199	199	45%	84%	34%	N/A
RETS Tech Center	533	533	70%	66%	22%	71%
School Of Advertising Art Inc	141	141	3%	49%	11%	95%
Southeastern Business College - Chillicothe	84	84	77%	79%	1%	96%
Southeastern Business College - Jackson	76	76	71%	82%	0%	96%
Southeastern Business College - Lancaster	71	71	68%	79%	6%	92%
Southeastern Business College - New Boston	78	78	71%	82%	5%	100%
Southwestern College - Franklin	129	129	62%	95%	6%	100%
Southwestern College - Cincinnati	501	501	58%	93%	47%	93%
Southwestern College - Dayton	349	349	22%	89%	83%	100%
Southwestern College Of Business	303	303	50%	95%	88%	100%
Stautzenberger College	704	704	61%	85%	26%	95%
Technology Education College	491	491	56%	84%	61%	100%
Tri-State College Of Massotherapy	63	63	65%	75%	10%	81%
Trumbull Business College	386	386	61%	85%	28%	95%
University Of Phoenix - Cincinnati Campus	619	407	89%	59%	23%	N/A
University Of Phoenix - Cleveland Campus	884	675	93%	67%	29%	3%
University Of Phoenix - Columbus Campus	493	332	87%	59%	34%	N/A
Vatterott College - Cleveland	236	236	82%	5%	34%	86%
Virginia Marti College Of Art And Design	302	302	36%	77%	15%	39%