

**Performance Committee
Ohio Board of Regents
Minutes of the Meeting of May 23, 2002**

The meeting of the Performance Committee of the Ohio Board of Regents was held at the Ohio Board of Regents' offices in Columbus, Ohio. In attendance were the following:

Ohio Board of Regents members:

Edmund J. Adams
Gerald M. Miller
Thomas W. Noe

Ohio Board of Regents staff:

Jamie Abel, Assistant Director, Campus Relations and Outreach
Roderick Chu, Chancellor
Kris Frost, Vice Chancellor for Operations
Deborah Gavlik, Director, Budget and Resource Planning
Neal McNally, Assistant Director, Budget & Resource Planning
Richard Petrick, Vice Chancellor for Finance
Robert Sheehan, Associate Vice Chancellor, Performance Reporting & Analysis
William Wagner, Administrator, Performance & Research Analysis

Guests:

Bob Burke, Association of Independent Colleges & Universities of Ohio
Earl Keese, Lima Technical College
Jool Lee Kim, Office of the Ohio Attorney General
Meghan McGinnis, Office of the Ohio Attorney General
John McGrath, Stark State College of Technology
Cindy McQuade, Inter-University Council
Jan Niger, Office of the Ohio Attorney General
Sally Perz, University of Toledo
Terry Thomas, Ohio Association of Community Colleges

The meeting was called to order by Regent Adams. The minutes of the April 2002 Committee meeting were approved without objection.

Requests from Previous Board Meeting

A) ACT Core-Taking Behavior Across Time

We looked at the pattern of core-taking behavior of Ohio high school graduates over the past ten years. The 10-year average rate at which Ohio's high school students have taken a core curriculum is 62%. This rate has been very consistent over time. Interestingly, the core component that is most often missing is 3 or more years of natural science. In addition, core-taking rates in math coursework have been relatively high over time, yet math is the area requiring the greatest amount of remediation. This suggests that taking the math core may not necessarily prepare students adequately for college level math. It is uncertain at this point why students fail to take a core curriculum but we are looking into this.

B) Academic Performance of Non-Persistors

We looked at the academic performance of students who fail to persist in college. It appears that academic preparation as measured by first-term GPA is a better predictor of persistence than family income.

C) Work and School Patterns of OIG-Eligible Students

Full-time, low-income students are no more likely to be employed than their more advantaged peers are. And although there is no data to indicate the number of hours students work, we can infer from the dollars earned that low-income students do not work significantly more hours than their more advantaged peers do. Note: The absence of federally funded work study data in our database causes us to view these data skeptically rather than definitively.

Review of Draft of High School to College Transition Report

Associate Vice-Chancellor Sheehan reviewed the High School to College Transition report. A consistent theme throughout the report is that students who take a core curriculum in high school have greater success in college. In contrast, students who fail to take a college entrance exam, thus showing a lack of aspiration, are most likely to struggle. This pattern is seen throughout the report in measures such as GPA, remediation rates, and persistence. The report also illustrates that students who pass remedial math continue to struggle in college. This raises a compelling argument that math must be learned at an early stage. We plan to research this further. It is hoped that the new academic standards will have a favorable impact on academic preparation. One guest suggested that high school students should be required to take end-of-course exams in order to increase the value of a high school diploma. The high school report has been reviewed with the Governor and is scheduled for rollout out at the July 10th meeting of the Joint Council. Members of the media will be provided an opportunity to see the report ahead of time.

Status Report of Financial Aid Consultation

Vice-Chancellor Sheehan updated the committee on the meeting of the financial aid consultation. The consultation recommends a restructuring of the OIG program to be modeled after the Pell program. The Pell process calculates an expected family contribution (EFC) taking into account items such as the number of children in college as well as assets. Currently, the OIG tables only consider family income and number of dependents up to six. The Regents' staff plan to do some modeling to determine which students would be most affected by such a shift. It appears that the most likely group will be those students who currently receive the maximum Pell award, but do not receive the maximum OIG grant. The consultation also recommends revising the OIG estimation methodology to reflect differences that exist between types of students (independent vs. dependent) and types of institutions. Currently the same estimators are used for all students and all institution types. The consultation also recommends looking at all financial aid programs to determine if they are in fact achieving their goals. One such program that received considerable scrutiny was the Ohio Academic Scholarship program. Is this program really helping to keep students in Ohio?

Regent Adams adjourned the meeting.

