

**The State-Supported Ohio College and  
University Performance Report:  
Student Outcomes and Experiences**

Prepared by the  
Ohio Board of Regents  
at the request of  
Governor Bob Taft

Executive Summary

December 13, 2000

# Executive Summary

## Introduction

On November 23, 1999 Governor Bob Taft requested that Chancellor Roderick Chu review the feasibility of having the Ohio Board of Regents publish an annual performance report for Ohio's state-supported colleges and universities. This publication is the direct result of the Regents' response to that request from the Governor.

### Why a performance report for higher education in 2000?

There are many reasons to request an annual performance report of Ohio's colleges and universities. Governor Taft's request outlined four of these reasons:

- Provide accountability;
- Justify Ohio's financial commitments to higher education;
- Help prospective students determine which college or university is best suited to their academic, social, and career needs; and
- Create benchmarks to help colleges and universities identify their strengths and weaknesses.

Governor Taft's concern for the performance of Ohio's state-supported colleges and universities is part of a national trend toward increased accountability and communication in higher education. Many states have developed such reports. Some of these can be viewed at: [www.regents.state.oh.us/perfrpt/perf\\_rpt\\_links.html](http://www.regents.state.oh.us/perfrpt/perf_rpt_links.html).

### Are Ohio's state-supported colleges and universities all the same?

No. Ohio's state-supported colleges and universities fulfill a diverse set of institutional missions. One section of this report is entitled [Colleges and Universities in Ohio](#). It mentions that there are more than 200 colleges and universities in Ohio. Public higher education in Ohio is offered by 38 colleges and universities dispersed across the state (13 universities, 2 freestanding medical colleges, 15 community colleges and 8 technical colleges). These institutions serve students in 60 physical campuses and there are numerous and changing off-campus sites where instruction is offered throughout the state. Some of these institutions offer one-year certificates and two-year degrees; others offer a complete range of educational services from one-year certificates to baccalaureate and graduate degrees, including master's, professional, and doctoral degrees.

Some state-supported colleges and universities, such as technical colleges or medical colleges, offer highly specialized forms of training while others offer an entire array of academic curricula from technical education, to liberal arts and professional coursework. A World Wide Web site that can be used to link to any Ohio college or university is located at: [www.regents.state.oh.us/visit\\_campuses.htm](http://www.regents.state.oh.us/visit_campuses.htm).

In addition to providing different types of academic coursework, certificate programs, and degree programs, state-supported colleges and universities also differ in the types of students they serve. Seven universities have open admissions missions and admit all Ohio students to undergraduate study who have high school degrees. Six universities have selective admissions procedures and limit admission to students based upon academic preparation. Five universities have statutory enrollment limits. Undergraduate students taught at some institutions are primarily full-time degree-seeking students who live on campus and will use their college degrees to move directly into the workforce. At

other institutions undergraduate students are primarily part-time students who may or may not be seeking a college degree. At two institutions undergraduate students are primarily from under-represented Ohio populations as defined by the legislative authority that provides for their special state assistance. Ohio demographic statistics for 1998 report that 1.1% of the entire state population is Asian American; 11.7% is African American; 1.6% is Hispanic; and 86.7% is White American. The racial and ethnic characteristics of students in Ohio's state-supported colleges and universities are quite close to the demographic statistics of the entire state. One section of this report entitled [\*Student Diversity on Campus\*](#) describes the variety that can be found in the student populations on campuses throughout the state.

Colleges and universities also differ in their tuition and fees. Ohio's two-year campuses are less expensive to attend than are Ohio's four year campuses. One section of this report describes these costs: [\*Cost of Tuition and Fees for Attending College\*](#).

### **What is included in this report?**

Governor Taft's requested content for this report is ambitious. He suggested first and foremost that the report would provide Ohio taxpayers a justification for the state's continued financial commitment to higher education. Ohio's taxpayers provide more than \$2.5 billion annually to support higher education in Ohio. The Governor's request suggests that the contents of the report should include performance measures that support this investment. The report, includes a section on [\*Employment Measures for Graduates\*](#) which presents employment patterns for all institutions and both employment patterns and salaries for all disciplines. The report also includes a section on [\*Outcomes for Law School Graduates\*](#) as the first of many discipline-specific analyses to come in future reports. The report also includes a section describing the amount of [\*External Research Funding\*](#) received by universities as well as a section describing [\*External Workforce Funding\*](#) conducted by campuses (primarily two-year institutions) in return for non-credit workforce training provided to employers and employees throughout Ohio.

Second, Governor Taft suggested that potential students could use the report to help determine which state college or university is best suited for their academic, social, and career needs. This suggested that the report should include sections describing students' first-year experiences. These sections include: [\*Full-Time Faculty Teaching First-Year Students\*](#); [\*Faculty with Academic Rank Teaching First-Year Students\*](#); and [\*Academic Qualifications of Faculty teaching First-Year Students at Two-Year Campuses\*](#). First-year students' experiences with remedial education in college are also presented in this report in sections entitled: [\*First-Year Students Taking Remedial Education\*](#), and [\*The Success of Remedial Coursework in College\*](#).

Finally, Governor Taft wanted the report to serve as a benchmark for colleges and universities to help identify areas of strength or weakness. Included in this final request was the specific desire to have the report include performance measures such as graduation, transfer and retention rates, and average time and credits to degree. This request prompted the sections of this report entitled: [\*The Award of Degrees and Certificates\*](#); [\*Time and Credits to Degree\*](#); [\*Year to Year Persistence for First-Time, Full-Time Degree-Seeking, First-Year Students\*](#); and [\*Student Mobility for Undergraduates from Campus to Campus\*](#).

In addition to the content suggested by the Governor, campus representatives met monthly from March 2000 to December 2000 to review the availability and quality of these data, to suggest additional measures, and to provide insights into ways of presenting and discussing the data elements.

## Highlights of the Performance Report

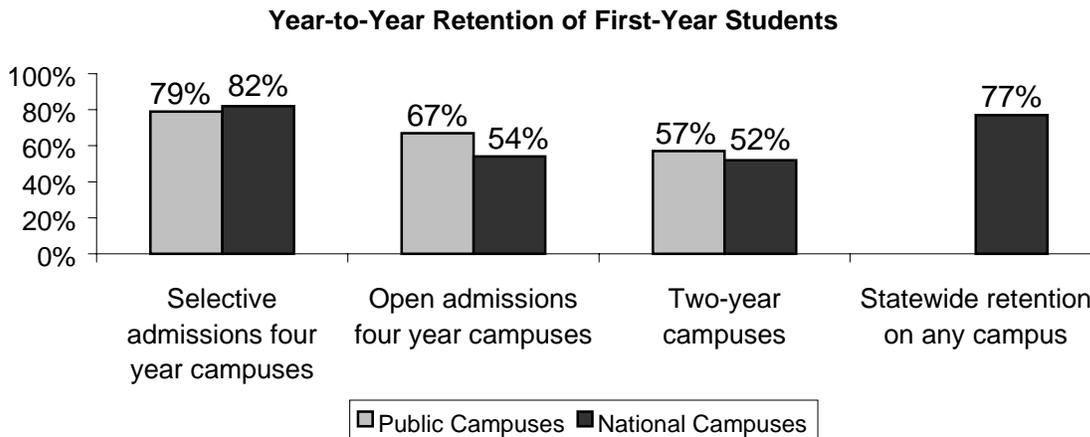
**What are the performance outcomes of Ohio's state-supported colleges and universities? Ten questions and answers.**

### 1. What is the persistence of first-year students to second-year?

In Ohio, 70% of first-time, full-time degree-seeking, first-year students return to study at the same college or university the subsequent Autumn. Even more important, 77% of these first-year students return to study at an Ohio state-supported college or university, although not always the same institution (or campus) where they began their study.

#### How do Ohio's persistence rates compare to the nation?

Ohio's state-supported colleges and universities have equal or higher retention rates than the national average.

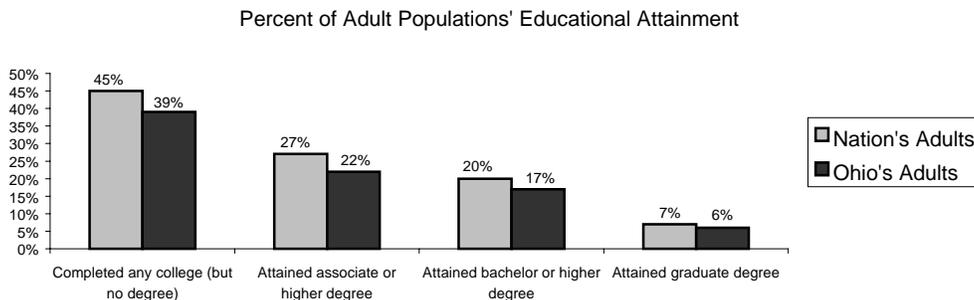


### 2. How many college degrees and certificates are awarded annually?

In 1998-1999 Ohio's state-supported colleges and universities awarded 62,394 degrees and 5,399 certificates.

#### How does Ohio's educational attainment compare to the nation?

Using 1990's census estimates, a lower proportion of Ohio's workforce completed any college, or attained any type of college degree than was true for the national average.

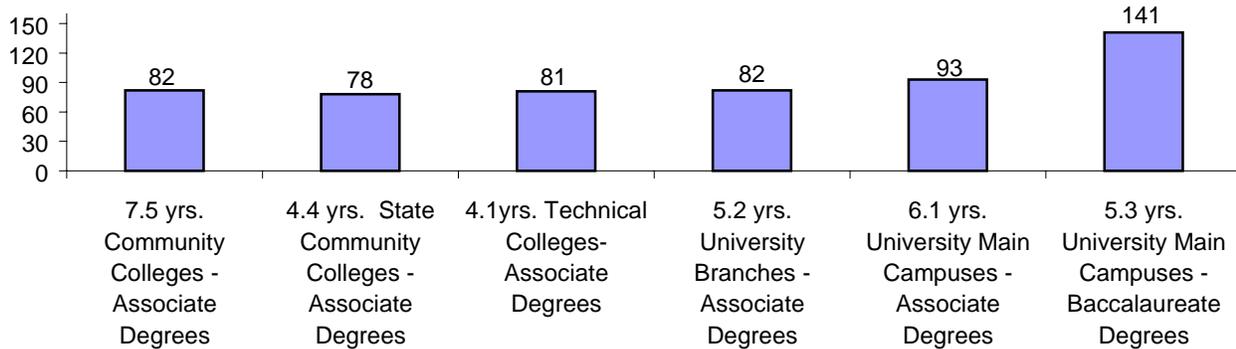


➤ Note: the 1990 census data are aged now and should be treated cautiously until the 2000 census is released.

**3. How much time and how many credits does it take to get a college degree in Ohio?**

The typical associate degree awarded in 1998-1999 was earned in 5.5 years and accomplished in 82 semester credit hours. The typical baccalaureate was earned in 5.3 years and accomplished in 141 semester credit hours. Although students take varying amounts of time to complete their associate degrees at different colleges, their typical credit hours completed for an associate degree are not greatly different. Readers of these data should immediately recognize that the differences in time to degree are caused primarily by comparison of part-time student patterns to the time it takes full-time students to attain a degree. Most students pursuing associate degrees attend school part-time, and may take 4-7 years to complete the degree. In contrast some students pursuing baccalaureate degrees do so full time on residential campuses while others are pursuing baccalaureate degrees part time on urban campuses while working full time.

**Average Credits to Degree: Average Years Noted Below**

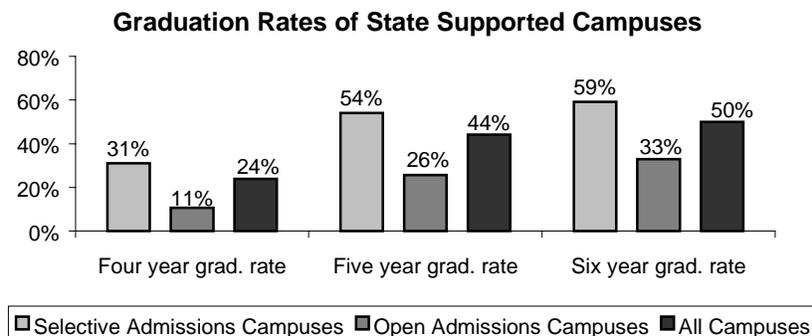


**4. What is the graduation rate for Ohio’s four year universities?**

Statewide graduation rates vary by the admissions practice of the university. Selective admissions campuses report higher graduation rates than do open admissions universities. The statewide graduation rate is 50% for first-time students who began academic study as full-time degree-seeking students. These students completed their baccalaureate degrees within six years. The significance of this finding is greatly minimized by the fact that students who transfer to another institution are included in this analysis as students who fail to graduate within six years. The HEI system of the Ohio Board of Regents will be used in subsequent years to identify students who transfer elsewhere and record their subsequent degree attainment.

### How do Ohio's graduation rates compare to the nation?

The federal government has just begun to collect graduation rate data and has not yet released national results. Our experience with individual states, as well as individual colleges outside of Ohio, leads us to conclude that Ohio's college graduation rates are similar to their national counterparts. For example, 48% of the students entering college in Texas complete their college degrees in six years. In Kentucky this statewide figure is 37%.



### 5. What is the mobility of students on Ohio's state-supported campuses?

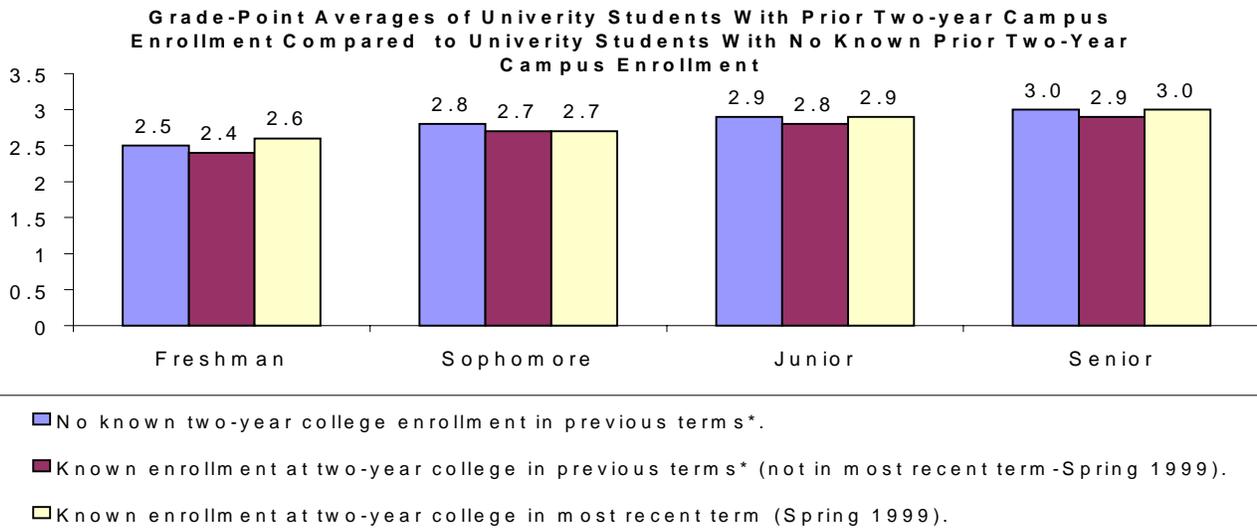
In Spring 1999, 13% of undergraduate students in Ohio's colleges and universities had attended college at more than one campus in two years. In Spring 2000, 20% of undergraduate students in Ohio's colleges and universities had attended more than one college campus in three years. In Fall 1998 and Fall 1999, 4% of undergraduate students in Ohio's colleges and universities were concurrently enrolled at two or more college campuses during that term.

### How do Ohio's mobility rates compare to the nation?

The 1990s were declared the "Age of Multi-Institutional Attendance" by the U.S. Department of Education. Nationally, 58% of students receiving baccalaureate degrees in the 1990s were attending two or more schools in pursuit of those degrees. By 2000, the U.S. Department of Education predicts that 60% of all students will enroll in more than one school to eventually earn a college degree. Technology and web-based course offerings may accelerate this trend. Ohio's mobility rates are expected to be close to the national average when we have enough data to examine this in detail.

**6. What is the academic outcome of moving from a two-year college to a university main campus?**

The grade-point average of four year campus undergraduate Fall 1999 students known to have enrolled at a two-year college in previous terms are similar to the grade-point averages of students with no known enrollment at two-year institutions during the previous two calendar years.



\*Previous terms = Winter 1998 - Spring 1999

\*\*"Transfer Students" and "Non-transfer Students" are assumed from prior enrollment on two-year campus or not.

**7. What are the employment outcomes for Ohio's college graduates?**

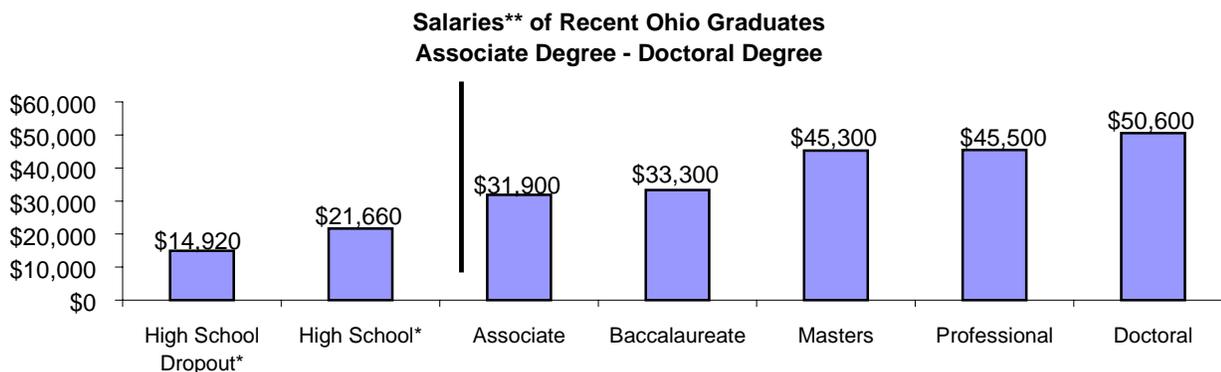
College graduates are employed in Ohio with good salaries and the higher the degree, the greater the salary. Average salaries of recent graduates do vary by discipline and by level of college degree, consistent with findings across the nation.

**In-state employment of graduates?**

Seventy percent of graduates were either known to be employed in Ohio or continuing their schooling in an Ohio state-supported college or university in the year after graduation. Graduates of technical colleges are most likely to be employed in-state and not continuing on in schooling (68%).

## Salaries of recent graduates?

Average annualized salaries of recent graduates vary by discipline as well as degree level. Numerous U.S. census studies confirm the finding that lifetime earnings increase with higher educational degree attainment.



\*High School dropout and High School degree salaries are 1997 average annual income from national sources.

\*\* Salaries are drawn from matched data with the Ohio Department of Jobs & Family Services Databank.

## 8. What outcomes are occurring for law school graduates?

Statewide, 78% of first-time Summer 1997 and Winter 1998 bar examinees passed the bar. Statewide, 78% of the public law school graduates passed the bar exam on their first attempt when taken in summer 2000. A majority of law school graduates in Ohio are being employed in-state and the average salaries for these law school graduates of Spring 1998 and Spring 1999 was \$44,469.

### How do Ohio's law school outcomes compare to the nation?

The American Bar Association reports the combined Summer and Winter 1998 average first-time bar passage rate for all states and territories was 79%. A recent study by the National Association for Law Placement\* indicated that 90% of the graduating 1999 class of new lawyers were employed by the next term. The national median full-time salary reported for the class of 1999 was \$50,000.

- Note: Inclusion of law school outcomes is the first of many discipline specific outcome studies that will be included in this report in subsequent years.

## 9. How much external research funding is received by Ohio's state-supported Universities?

There are 13 state-supported universities and 2 independent universities that engage in external research using funds from the federal government and industrial sources. In 1985, the state-supported universities accounted for 61% of all federal funds in Ohio and this increased to 62% by 1998. In 1985, state-supported universities accounted for 71% of all industrial external funds and this increased to 85% by 1998.

In 1998, a total of \$440,358,000 in external federal funds and \$88,067,000 in external industrial funds were received by Ohio's state-supported and independent universities. In 1998, the state of Ohio has encouraged universities to increase their share of federal funding through Research Challenge funds offered as a match for federal funds. Looking back at fifteen years of investment, the data indicate that every \$1 provided to campuses in Research Challenge funding returns \$8-10 to the state in the form of increased external support.

**10. How much external workforce training is conducted by Ohio's state-supported colleges and universities?**

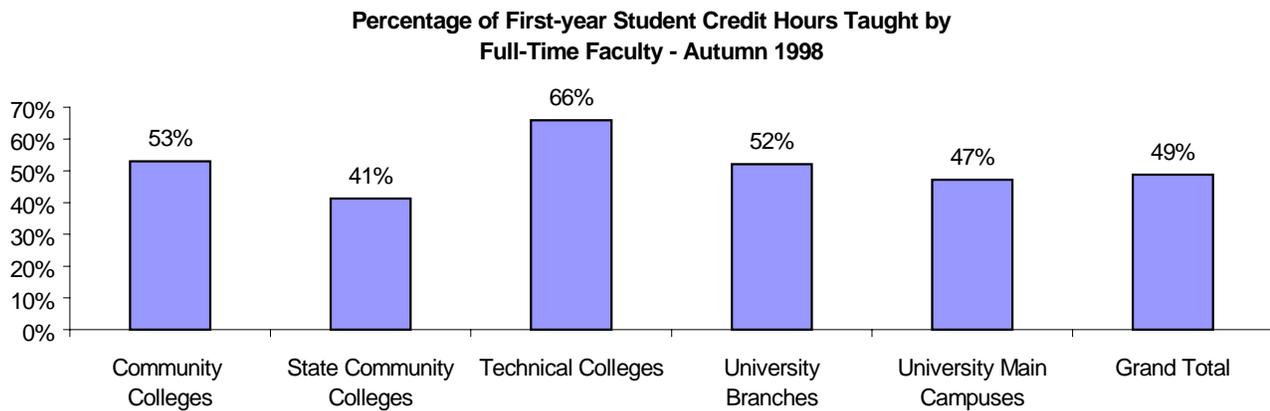
In 1999-2000, Ohio campuses, through the Enterprise Ohio Network earned \$43,374,866 training 296,810 employees in the workforce. These revenues were earned with matched revenue from the state of \$4,000,000.

## What are the Experiences of First-Year Students? Six Questions and Answers

### 1. Are first-year students taking their coursework primarily from full-time faculty?

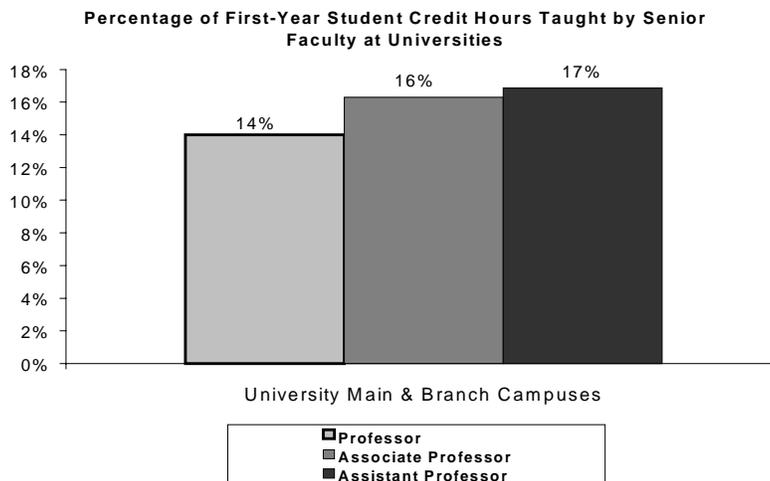
Almost half of all instruction given to first-year students is provided by full-time faculty.

- Note: Thirteen percent of first-year student credit hours have teaching assistants as instructor of record and 38% of first-year student credit hours have part-time faculty members as instructor of record.
- Note: Full-time faculty may be supervising teaching assistants or part-time faculty although not listed as instructor of record.



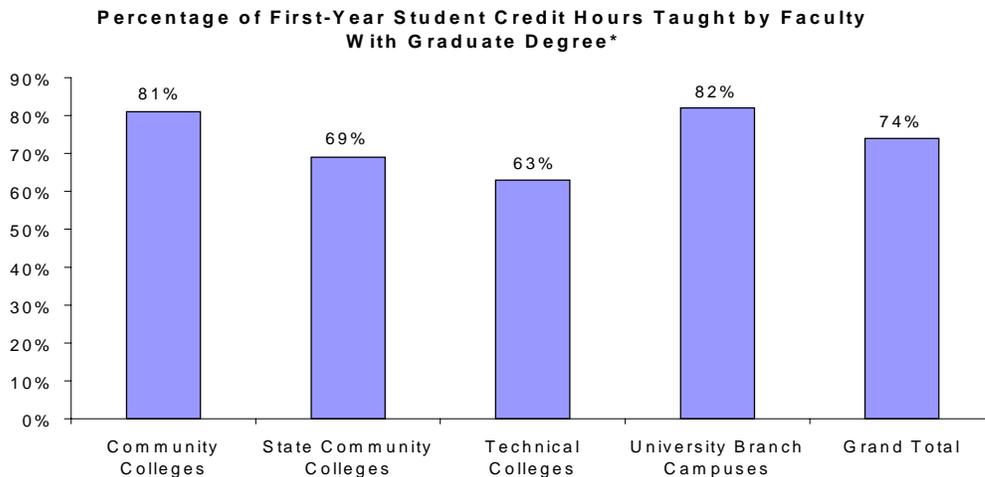
### 2. Are first-year students taking their coursework primarily from faculty with academic rank?

At universities and branch campuses, 47% of first-year student credit hours are earned by students being taught by faculty with academic rank.



### 3. Are first-year students taking their coursework primarily from faculty members with graduate degrees?

At two-year colleges 74% of first-year student credit hours are earned by students taking coursework from faculty with graduate degrees. This question is not studied for universities (as it was assumed that all such faculty at universities have graduate degrees). Instead the question of academic rank was investigated in the earlier question.

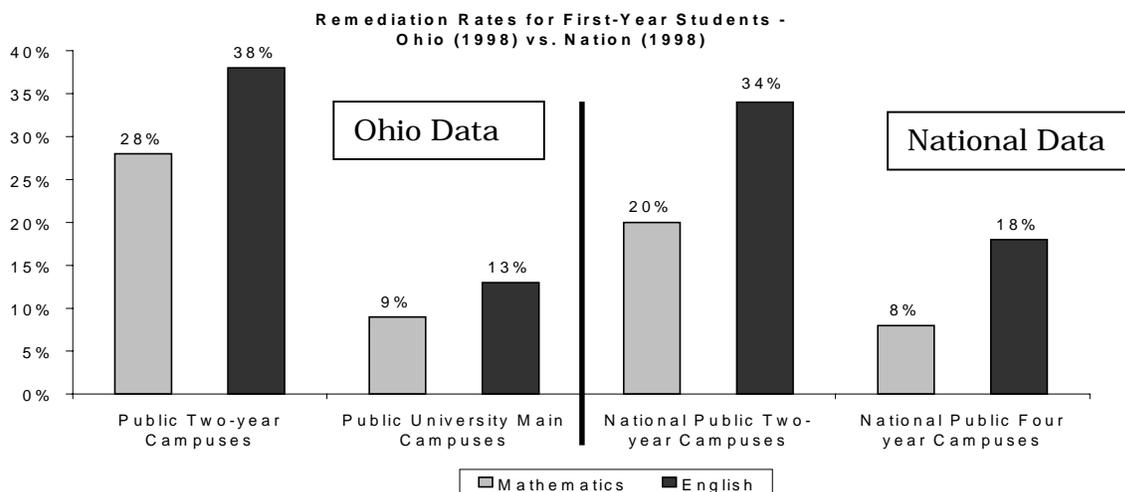


### 4. What percent of first-year students take remedial coursework?

In Ohio, one-fourth to one-third of all recent high school graduates requires remedial English or mathematics.

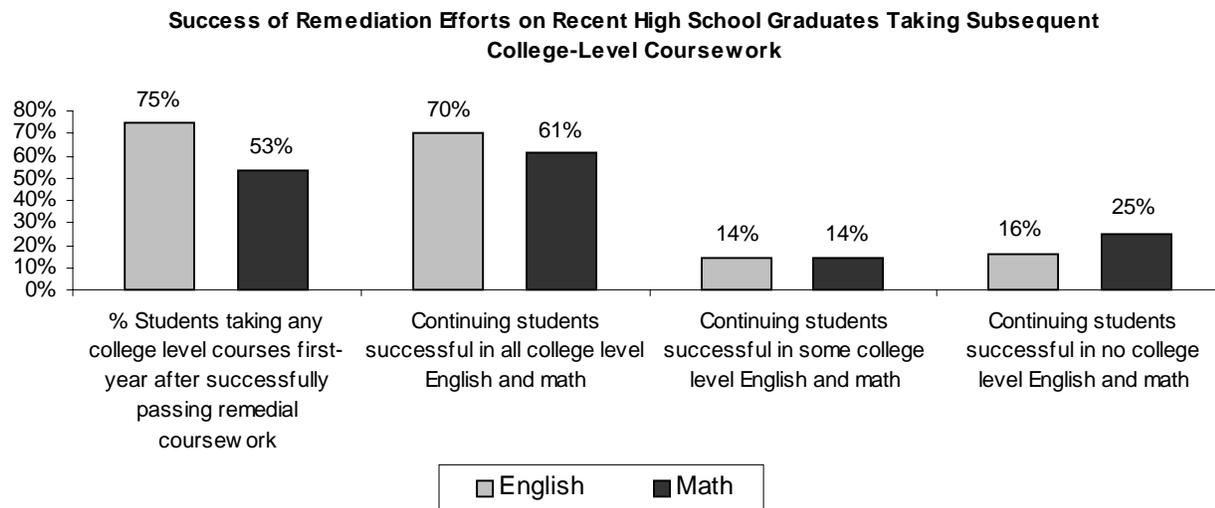
#### How do Ohio's remediation rates compare to the nation?

Ohio's remediation rates for students in state-supported colleges and universities are close to the national average.



## 5. How successful are first-year students in regular college coursework after they successfully complete remedial classes?

Remedial coursework in English, provided to entering freshmen in Autumn 1998 was quite effective in helping students to successfully complete college coursework. Remedial coursework in mathematics, provided to entering freshmen in Fall 1998 was only somewhat effective in helping students successfully complete college coursework.



## 6. What are tuition and fees on campuses?

The statewide 2000-2001 average undergraduate in-state annualized tuition and fees for state-supported four year colleges is \$4,616 and for state-supported two-year colleges is \$2,704. The average graduate in-state annualized tuition and fees is \$6,113. Ohio ranks 20<sup>th</sup> nationally in the need based aid it provides to undergraduates.

- Note: Ohio's relatively high fees help offset relatively low public support for higher education. In 1997, Ohio ranked 40<sup>th</sup> in terms of state and local tax support per higher education student. Ohio's \$4,348 average per student lagged the national average of \$5,058 by more than \$700 per student. State aid includes the following important programs:

Scholarships/Grants available in 2000-2001 to Ohio residents	Students	Type and amount available
Ohio Instructional Grant	90,000	Need-based aid, \$162 - \$4,872 per year.
Part-time Student Instructional Grant	28,000	Need-based aid. Amount determined by each campus. Not to exceed the cost of tuition.
Ohio Student Choice Grant	50,500	Not need-based. \$1,062 – For Ohio residents enrolled in Ohio independent, not-for-profit Colleges & Universities Only.
Ohio Academic Scholarship	4,000	Merit-based aid, \$2000 per year for up to four years.
Regents Graduate/Professional Fellowship Program	80	Full Tuition plus a stipend of \$3,500 per year for two-years. – Ohio Public Colleges & Universities \$3,500 per year for two-years.

## What is not included in this report?

The content of this report was determined in large measure by Governor Taft's request, but also by the availability of data. Almost all data discussed in the report come from the Higher Education Information System (HEI) operated by the Ohio Board of Regents. Throughout the process of developing this report, there were repeated expressions of interest in performance elements that were not yet included in the HEI system nor not yet available from all campuses. These include:

1. A measure of the graduation rates for students who begin their study at one institution and then complete their degrees at another institution.
  - Note: This measure would be helpful as many colleges and universities in Ohio serve students who intend to transfer elsewhere to complete a degree. For this first annual report we were not able to track such transfer activity and report as a successful outcome when students begin their study at one institution and complete a degree at another institution. We will have such data statewide for the next report.
2. A measure of the ratio of accessible public computers to students on each campus as well as the number of Internet accessible general purpose classrooms and laboratories on each campus.
  - Note: With the rapid growth in technology and distance learning, this measure becomes more important and harder to assess. Many students arrive on campus with a computer and they need to have Internet access from dorm rooms, libraries, and classrooms. Other students must use workstations provided by a campus as their primary access to technology. Still others may be able to use computers found in libraries, internet cafes, or even their own work sites. As more education is delivered using technology, this issue becomes something to be included in a statewide performance report. We will work to provide such data for the next report.
3. A measure of classroom and laboratory space utilization.
  - Note: The extent to which an institution makes efficient use of classrooms and laboratories are important measures of stewardship. While some such data are available now, additional data are being collected in Winter 2001 that describes the entire array of classroom and laboratory utilization including the utilization of classrooms and labs for regularly scheduled coursework as well as irregular and occasional use of classrooms and labs. These data will be included in the next report.
4. A measure of the success of Ohio's graduates when they take a variety of licensure examinations.
  - Note: This report does provide the outcome of one type of licensure exams: Law bar examination passage rates. These data are routinely gathered by the Ohio Board of Regents and were easily accessed. Other disciplines also have licensure examinations: Nurses; Certified Public Accountants; Physicians; Computer Technicians; Dental Hygienists; and Medical Lab Technicians. Efforts will be made to gather data addressing these licensure passage rates.
5. A measure of satisfaction from current students as well as recent college and university alumni with their college experiences.
  - Note: Almost all colleges and universities in Ohio assess the satisfaction of their students and their alumni. They do so using different measures, at different times, and under

different conditions. We intend to begin discussions with campuses about the possibility of using more uniform measures for the next performance report to permit statewide understanding of student and alumni views of higher education as well as the type of sector and campus comparisons included in this report.

6. A measure of faculty activities.

- Note: The Ohio Board of Regents recently finished two years of survey work on the activities in which full-time and part-time faculty members are engaged. Results from these surveys could be included in the next report.

7. A report of distance learning activity in Ohio.

- Note: Almost all colleges and universities in Ohio are anecdotally reporting increasing amounts of education being delivered via distance learning methods. We intent to begin discussions with campuses on how to describe these activities and how to measure and describe their quality and impact.

## **Report Format and Access**

The report is composed of an executive summary and several sub-reports. Each of these documents are included with the written version and are also available via the World Wide Web at: [www.regents.state.oh.us/perfrpt/student\\_outcomes.html](http://www.regents.state.oh.us/perfrpt/student_outcomes.html).

Readers of the web based report will need either Microsoft Word or the Adobe Acrobat reader to access the text. Readers may download the Adobe acrobat reader free from: [www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html).

## Report Qualifications and Final Notes

The contents of this performance report are heavily based on data contained in the Higher Education Information (HEI) System and maintained by the Ohio Board of Regents. The HEI System was designed primarily to distribute state subsidy and support to Ohio's state-supported colleges and universities. A secondary purpose of the HEI System was to meet the analytic needs of state policy makers with regard to higher education. This annual performance report is an early effort to identify data that largely support subsidy distribution and use those data for policy planning analyses. The quality of conclusions that can be drawn from data is heavily dependent upon the quality of the original data. The quality, depth, and accuracy of these policy planning analyses and these annual reports will improve with time. This improvement will occur as the documentation of the data elements in the HEI system become more rigorous, less subject to interpretation and more consistently interpreted at the campus level.

The questions posed in this report are complex and rely heavily on unambiguous data elements. Each question posed in this report could be answered in a variety of ways. A technical document entitled: "[\*The Particulars of the Performance Report\*](#)" has been developed that describes the specific analytic rules used in answering each of these questions. The Ohio Board of Regents and campus representatives to the several consultation groups that have guided the development of this report are committed to exploring these data elements and presenting them in subsequent reports.

We are grateful to our campus colleagues for the many hours and helpful insights they have provided us on the development of this report. While we gratefully note their contributions, we assume responsibility for the accuracy and contents of this report.

Robert Sheehan, Associate Vice Chancellor for Performance Reporting & Analysis  
[rsheehan@regents.state.oh.us](mailto:rsheehan@regents.state.oh.us)

Andrew Lechler, Senior Analyst  
[alechler@regents.state.oh.us](mailto:alechler@regents.state.oh.us)

Carrie Powell, Administrative Assistant  
[Cpowell@regents.state.oh.us](mailto:Cpowell@regents.state.oh.us)

December 2000

Ohio Board of Regents  
30 East Broad Street – 36<sup>th</sup> Floor  
Columbus, Ohio 43266-0417

(614) 466-6000