

Ohio's Colleges and Universities 2001:

Profile of Student Outcomes, Experiences and Campus Measures

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

Summary

November 1, 2001

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. The first such report was released on December 13, 2000. This publication is the second annual report and can be viewed electronically at:

<http://www.regents.state.oh.us/perfrpt/>.

Title Change for Second Annual Report and Expanded Content

Readers should note the title change indicating a wider range of content in the report. The 2001 Report does include student outcome performance measures. The report describes student experience as well as measures of campus activity. Readers will also notice that the 2001 Report is now expanded to include data in some, but not all, chapters on students enrolled at Ohio's independent colleges and proprietary career colleges. In-state full-time students at Ohio's non-public degree granting colleges and universities qualify for almost \$100 million in state financial aid. That state investment saves Ohio the considerable expense of educating the students in state-supported colleges and universities. In light of Ohio's investment in these students, every effort is being made over the next several years to include all colleges and universities in this annual report.

Why an Annual Report?

There are many reasons to request an annual report of Ohio's colleges and universities. Governor Taft's request outlined four 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
- 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. Since the release of the first annual report, other states and national agencies have indicated that Ohio should be viewed as a leader in performance reporting for higher education.

How Was the Annual Report Created?

The Annual Report was created by staff of the Board of Regents with guidance provided by a statewide consultation of state-supported campus representatives and representatives of 3 higher education associations. The associations are The Inter-University Council of Ohio (IUC); the Ohio Association of Community Colleges (OACC); and the Association of Independent Colleges and Universities of Ohio (AICUO). The web sites for these organizations are:

<http://www.iuc-ohio.org/> ; <http://www.ohioacc.org/> ; <http://www.aicuo.edu/>

The entire statewide consultation (@ 50 persons) met for all day sessions on May 15, 2001 and October 15, 2001. Additionally, a technical subgroup of the consultation (@ 30 persons) met monthly from May, 2001 through August, 2001. Throughout this process, all members of the consultation and all state-supported and independent college personnel were invited to suggest or react to proposed contents of the report. Additionally, the report's text and data contents were reviewed by the consultation. Draft versions of the report were also posted to a web site for statewide review and comment by state-supported and independent campuses and association members several months prior to publication. While the authorship of the report is still the responsibility of the Board of Regents, the input of all individuals who made suggestions is gratefully noted.

Overview of Report Chapters

Are Ohio's Colleges and Universities All the Same?

Ohio's colleges and universities fulfill a diverse set of institutional missions. Chapter 2, [Colleges and Universities in Ohio](#), mentions that there are more than 100 colleges and universities in Ohio. Those colleges range from independent, proprietary two-year schools all the way to independent and state-supported universities awarding doctorates. Public higher education in Ohio is offered by 38 colleges and universities dispersed across the state (13 universities, 2 freestanding medical colleges, 24 regional campuses, 15 community colleges and 8 technical colleges). Those institutions serve students in 60 physical campuses and numerous and changing off-campus sites. Some of Ohio's colleges and universities 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 colleges and universities, such as proprietary career colleges, 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.

In addition to providing different types of academic coursework, certificate programs, and degree programs, colleges and universities also differ in the types of students they serve. Seven state-supported universities have open admissions and admit all Ohio high school graduates to undergraduate study. Six state-supported universities and many independent colleges have selective admissions procedures and limit admission to students based upon academic preparation. Chapter 2, [Colleges and Universities in Ohio](#), describes how 45% of students entering Ohio's state-supported institutions, and independent colleges have family incomes less than \$50,000 per year. Chapter 2 also reports that 36% of recent high school graduates enter state-supported colleges without a college preparation curriculum. Thirty percent (30%) of recent in-state high school graduates entered Ohio's independent colleges without a college preparation curriculum, which would include four years of English and three years of mathematics, science, and social studies.

Undergraduate students 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 2000 report that 1% of the entire state population is Asian American; 12% is African American; 2% is Hispanic; and 85% 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. Chapter 3 of this report [Student Diversity on Ohio's State-Supported Campuses](#) describes the variety that can be found in the student populations on state-supported campuses throughout the state.

Colleges and universities differ in their cost of tuition and fees, the financial aid offered to students and their instructional expenses. Cost, aid, and expense are inter-connected and related to the level of state funding received by each institution. In light of low state support for education, a campus spending more to instruct students typically charges higher tuition. A campus wishing to provide low tuition to students typically spends less on instruction and may have fewer funds for student financial aid. Chapter 4 of this report describes those costs: [The Cost of Attending a State-Supported College or University](#). Chapter 5 describes [Financial Aid for Undergraduate Students at Ohio's](#)

[Colleges and Universities](#). Chapter 6 describes the [Costs and Expenditures at Ohio's State-Supported Colleges and Universities](#).

What is included in this report?

Governor Taft's requested content for this report is ambitious. He 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. He suggested that the report include chapters describing students' first-year and undergraduate experiences. Those are Chapter 7, [Characteristics of Faculty Teaching First-Year Students at State-Supported Colleges and Universities in Ohio](#); and Chapter 8, [The Preparedness of Recent High School Graduates Entering Ohio's State-Supported Colleges and Universities](#) and Chapter 9, [Persistence of First-time, Full-time, Degree-Seeking Freshmen](#).

Governor Taft also wanted the report to serve as a benchmark for colleges and universities to help identify areas of strength or weakness. Included in the request was the specific desire to have the report include performance measures such as transfer and retention rates, graduation rates, and average time- and credits-to-degree. That request prompted the inclusion in the report of Chapter 10, [Student Mobility from Campus to Campus](#); Chapter 11, reporting the [Amount and Types of Earned Degrees and Certificates](#); and Chapter 12, focusing on the [Typical Times- and Credits-to-Degree](#), as well as graduation rates for Ohio's state-supported colleges and universities.

Governor Taft also suggested that the report 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. The Governor requested that the contents of the report include college and university outcomes that support that investment. The report addresses a variety of outcomes, focusing first on bar passage rates for Ohio's public and independent [Law School Graduates](#) (Chapter 13) as the first of many discipline-specific analyses to come in future reports. Chapter 14, [Employment Outcomes for State-Supported and Independent College Graduates](#), presents employment patterns for all institutions and both employment patterns and salaries for all disciplines. The report also includes Chapter 15, [University Research in Ohio](#), and Chapter 16, [Impact of Non-Credit Job Training and Related Services provided by State-Supported Colleges and Universities](#) (primarily two-year institutions), in return for non-credit workforce training provided to employers and employees throughout Ohio.

Finally, the report includes information on critical state-supported college and university processes. This is a category of separate items that are not necessarily related, but they do reflect omissions noted by reviewers in the 2000 Performance Report. Chapter 17 addresses [The Activities of Faculty](#); Chapter 18 reports on [Space Utilization](#); and Chapter 19 reports on [Distance Learning Activities](#) at Ohio's state-supported colleges and universities. The report culminates with Chapter 20, [The Particulars of the Report 2001](#), which is a complete technical glossary describing the specific data elements used in each of the preceding chapters and Chapter 21 a Technical Note permitting access to specific excel charts with background data supporting many chapters in the report.

Highlights of the Annual Report

20 Questions and Answers About Higher Education in Ohio

College Costs, Student Financial Aid and College Instructional Expenses

Information for Students and Families

1. What are annual average tuition and fees at state-supported campuses? (See Chapter 04)

<u>Academic Year 2001-2002</u>	
<u>Undergraduate Tuition and Fees</u>	
Four-year University average:	\$4,973
Community College average:	\$1,935
State Community College average:	\$2,543
Technical College average:	\$2,666
University Branch average:	\$3,372
<u>Graduate Tuition and Fees</u>	
Four-year university average:	\$6,634
*Note: Does not include room & board, books, and supplies	
**Note: Only state-supported institutions	

2. What student financial aid is available on Ohio's campuses? (see Chapter 05)

Students and families describe financial aid as complex, bewildering, and intimidating.

Do not let this complexity stop you from attending college. In almost all cases, financial aid is available for you.

To quickly determine if you qualify for financial aid, try the following World Wide Web addresses:

<http://www.finaid.org/calculators/scripts/quickefc.cgi>
<http://www.regents.state.oh.us/sqs/OIGestimator2001.html>

A sample of Financial Aid available in 2001-2002 to Ohio residents	Type and amount available
Ohio Instructional Grant	Need-based aid, \$162 - \$4,872 per year.
Part-time Student Instructional Grant	Need-based aid. Amount determined by each campus.
Ohio Student Choice Grant	Not need-based. \$1,062 for Ohio residents enrolled in Ohio independent, not-for-profit, colleges & universities only.
Ohio Academic Scholarship	Merit-based aid, \$2,000 per year for up to four years.
Student Workforce Grants	Not need-based. \$384 for Ohio residents enrolled in proprietary colleges.
Federal Pell Grants	Need-based, \$3,500 per year.
Guaranteed Student Loans	Need-Based & Non-Need-based.

To find out if you qualify for non need-based aid, contact a campus today.

- More than one-third of all full-time college freshmen in Ohio receive federal and state "grants." Grants do not have to be paid back.
- A majority of full-time students also take out guaranteed loans. Payment on such loans does not begin until after students finish college and are earning higher incomes.
- Federal and state student aid is also available for part-time students.

3. What do campuses spend to instruct students? (See Chapter 06)

- At state-supported colleges and universities, Ohio's campuses will spend far more to pay for student instruction than they receive in tuition alone.
- Two years ago, universities spent more than \$11,000 per year to instruct a full-time student and two-year campuses spent from \$5,700 to \$7,700 by type of campus to instruct a full-time student.

Ohio State-Supported College and University Instructional and General Expenditures – Fiscal Year 2000	
	Unrestricted Expenditures per Total Full-Time Equivalent Student
Community Colleges	\$7,794
State Community Colleges	\$5,748
Technical Colleges	\$6,579
Branch Campuses	\$7,169
University Main Campuses	\$11,441

College Costs, Student Financial Aid and College Instructional Expenses

Information for Policy Makers and Campuses

4. **How does Ohio's state share of public higher education costs compare to other states?**

(See Chapters [04](#), [05](#), and [06](#))

Ohio's high tuition is not the result of high instructional expenses, or high student financial aid. Rather, the low percentage of instructional costs shared by the state has resulted in such high tuition.

In 1998, Ohio ranked 40th nationally in terms of state tax support per student. Ohio's \$4,619 average per student lagged the national average of \$5,272 by more than \$650 per student.

5. **How does Ohio's student financial aid compare to other states?** (See [Chapter 05](#))

A national report recently gave Ohio a grade of D- for the affordability of Ohio's colleges and universities. Ohio requires families to devote a large share of family income, even after financial aid, to attend its public two-and four-year colleges.

- Ohio students receive lower federal and state grants than the national average.
- A larger percentage of Ohio's college students are borrowing larger federally guaranteed loans than the national average.

6. **Given that Ohio is a high tuition, low state aid, low state financial aid state, how do Ohio's instructional expenditures compare to other states?** (Again, See [Chapter 06](#))

The tuition hikes that occurred in fall 2001 could make Ohio's tuition and fees among the highest in the nation.

In Fiscal year 1999 the instructional and general expenditures made by Ohio's state-supported colleges and universities were below average for four-year campuses and above average for two-year campuses.

First-Year Students' Experiences

Information for Students and Families

7. What are the characteristics of faculty teaching first-year students (fall 1999)? (See [Chapter 07](#))

- At Ohio's state-supported colleges and universities:

First-year students are taught primarily by faculty with graduate degrees.

Almost half the first-year students' credit hours are being earned by students taught by full-time faculty, or faculty with academic rank.

First-year Student Credit Hours	
•	49% are taught by full-time faculty.
•	47% are taught by faculty with academic rank (at four-year institutions).
•	73% are taught by faculty with graduate degrees (on two-year campuses and branches).

8. What is the experience of under-prepared, recent high school graduates who start college in summer or fall 2000? (See [Chapter 08](#))

- More than one-third of these students took remedial mathematics or English.

- The percentage of students who enter college without a college preparation curriculum from high school is the same as the state's overall remediation rate.

Students succeed best in college if they enter college with four years of high school english and three years of mathematics, science, and social studies.

Recent High School Graduates Entering College Summer and Fall 2000			
% taking remedial Math	% taking remedial English	% taking remedial Math or English	% recent high school graduates entering without college prep. curriculum
29%	19%	36%	36%
Fall 1998 entering freshmen successful in <u>all college level coursework</u> in same field (through Spring 2001)			
English	Non-Remedial Students		77%
	Students who took and passed remedial coursework		64%
Math	Non-Remedial Students		64%
	Students who took and passed remedial coursework		53%

- Students who pass remedial coursework continue to have more trouble passing their subsequent college level courses than students who did not have to take remedial coursework.

9. What percentage of students who begin first-year study one year, are still enrolled (persisting) in college the next year? (See [Chapter 09](#))

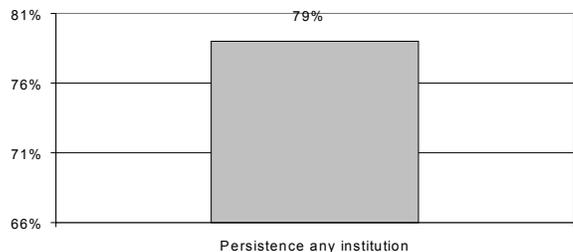
- Ohio's statewide persistence rate is close to the national average.

State-supported two-year institutions, statewide persistence rate: 54%.

Selective state-supported four-year campuses persistence rate: 83% to 96%.

Open admissions four-year institutions, persistence rate: 64% to 83%.

Statewide Persistence Rates of First-Time, Full-Time Degree-Seeking Students Persisting from 1999 to 2000



Note the important qualifications about student persistence rates noted in Chapter 9.

College and University Outcomes

Information for Students and Families

10. What is the student mobility of undergraduates from campus to campus? (See [Chapter 10](#))

- There is a great deal of student mobility from one campus to another.

Federal statistics estimate that by the time they graduate, more than 60% of Ohio students receiving baccalaureate degrees will have studied at more than one college while pursuing their degree.

Mobility of 393,386 Undergraduate Students Enrolled Spring 2000					
Mobile Previous 2 Years			Concurrently Enrolled Same Term		
Same Institution	Different Institution	Total Mobile	Same Institution	Different Institution	Total Concurrent
Campus	Institution		Campus	Institution	Concurrent
6%	15%	22%	3%	2%	5%

11. How many college degrees and certificates are awarded annually? How does Ohio's educational attainment compare to the nation? (See [Chapter 11](#))

- Ohio's colleges and universities awarded more than 87,000 college degrees in 1999-2000. Even with this figure, Ohio lags the rest of the nation in educational attainment.

State-supported colleges and universities awarded degrees in all major disciplines.

Educational attainment	U.S. Average		Ohio	
	1990	2000	1990	2000
Any college	45%	52%	39%	46%
Associate or higher degree	27%	31%	22%	27%
Bachelor or higher degree	20%	25%	17%	21%
Graduate degree	7%	9%	6%	7%

All Degrees Awarded by State-Supported Colleges and Universities 1999-2000

- Arts & Humanities - 17% of all degrees
- Business - 18% of all degrees
- Education - 15% of all degrees
- Engineering - 10% of all degrees
- Health - 12% of all degrees
- Natural Science & Mathematics - 9% of all degrees
- Social & Behavioral Sciences - 14% of all degrees
- Unclassified - 6% of all degrees

12. How much time and how many credits does it take to get a college degree in Ohio from state-supported institutions? (See [Chapter 12](#))

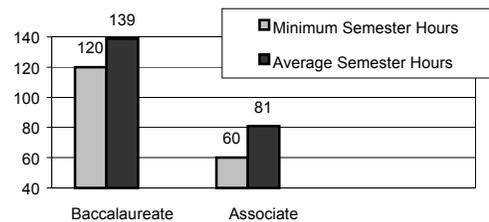
Associate degrees in 1999-2000

- 3.8 median years and 81 average semester credit hours.
- 35% above the minimum expectation

Baccalaureate degrees in 1999-2000

- 4.3 median years and 139 average semester credit hours.
- 16% above the minimum expectation

Comparison of Actual and Minimum Hours to Graduation 1999-2000 Graduates



College and University Outcomes

Information for Students, Families, Policy Makers & Campuses

13. What are the graduation rates for Ohio's state-supported institutions? (See [Chapter 12](#))

- 19% - 27% of associate degree students graduate within three years.
- 37% of baccalaureate degree students who begin their study on university branch campuses graduate within six years.
- 55% of baccalaureate degree students who begin their study on university main campuses graduate within six years.

Associate Degree 3 Year Graduation Rates by Campus Type – 1997 Entering Class**	
	Statewide Graduation rate*
Community Colleges	20%
State Community Colleges	26%
Technical Colleges	27%
University Branches	19%

Baccalaureate Degree 6 Year Graduation Rates by Campus Type – 1993 Entering Class**	
	Statewide Graduation rate*
University Branches	37%
University Main Campuses	55%

Note:* Statewide graduation rate is the un-weighted percentage of students who began college with an entering class and then graduate from the same institution, after removing the effect of students who are known to transfer elsewhere in Ohio..

Note the important qualifications about student graduation rates noted in Chapter L.

14. What are the bar passage rates for graduates from Ohio's law schools? (See [Chapter 13](#))

In July 2000, what percent of first-time bar examinees passed the bar?

- 79% from state-supported universities.
- 75% from independent universities.

Additional areas of licensure passage (e.g. teaching, nursing) will be included in next year's report.

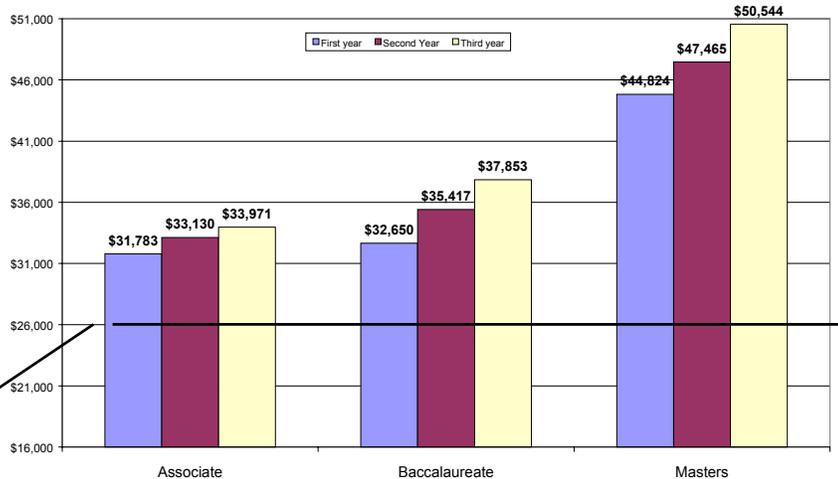
Bar Passage Rates for July Graduates First-Time Exam Takers*				
	1997	1998	1999	2000
University of Akron	76%	79%	85%	78%
University of Cincinnati	95%	88%	93%	93%
Cleveland State University	66%	71%	68%	67%
The Ohio State University	86%	85%	84%	86%
University of Toledo	67%	69%	63%	78%
Capital University	75%	66%	62%	63%
Case Western Reserve University	79%	80%	85%	81%
University of Dayton	75%	70%	68%	67%
Ohio Northern University	58%	50%	54%	59%

***Source:** Ohio Supreme Court data provided to the Ohio Board of Regents in May 2001.

15. What are the salaries and employment outcomes of Ohio's recent college graduates? (See [Chapter 14](#))

- 72% of graduates were either known to be employed in Ohio or continuing their schooling during the year after graduation.
- The more you learn, the more you earn...and continue to earn each additional year.

Annualized Salaries of College Graduates, 1998, 1999, 2000 Graduates: First-year, Second-Year, Third-year Following Graduation



Average salary from census of high school graduates, no college in 1998 – irrespective of years worked = \$26,592.

College and University Outcomes

Information for Students, Families, Policy Makers & Campuses

16. What is the research productivity of Ohio's research oriented universities?

(See [Chapter 15](#))

- Since 1985 Ohio universities have increased their share of both federal and industry supported research.
Despite this progress, Ohio's universities are still 27% below the national average for federally supported research and 3% below national average for industry supported research.
- Baseline data are now being gathered to measure Ohio's progress on technology and transfer and commercialization activities of Ohio's research-oriented universities.

17. What is the impact of non-credit and job related training provided by Ohio's state-supported colleges and universities? (See [Chapter 16](#))

- State-supported college and university participation in workforce training is an increasing area of activity.
 - Nearly 100% of employers reported satisfaction with the training received from colleges and universities.
 - Most employers believe that the training that they received will result in improved performance.
 - 55% reported increased productivity.
 - 45% reported increased competitiveness.
 - 42% reported an improvement in quality.
 - 27% reported an increase in profit.
 - 20% reported a reduction in waste.
 - 19% reported a reduction in turnover.
 - 18% reported reduced cycle time.
 - 11% reported reduced absenteeism.

College and University Critical Processes

Information for Policy Makers and Campuses

18. What are the activities of faculty at Ohio's state-supported colleges and universities?

(See [Chapter 17](#))

- 60% of faculty at Ohio's colleges and universities have full-time status. Ohio's use of part-time faculty is similar to the national average.
- Public university main campuses are least likely to rely on part-time faculty.
- Part-time faculty have considerable experience as instructors or faculty members in higher education.
- Most part-time faculty work in a professional environment related to their teaching area. Part-time faculty are connected to the workforce and able to bring that experience into the classroom.
- Full-time and part-time faculty spend most of their time teaching or administering programs for students.

Faculty Work Time Spent by Activity in the Fall		
Activity	Part-time Faculty (1999)	Full-time Faculty (2000)
Teaching	81%	51%
Research, Scholarship, Performance	4%	20%
Professional Growth	4%	5%
Administration	2%	13%
Service to Profession	2%	4%
Professional public service	2%	4%
Other paid or unpaid service	2%	2%
Total reported percentages	97%	99%

19. How well-utilized are the instructional facilities at Ohio's state-supported colleges and universities? (See [Chapter 18](#))

- Room utilization must be measured at its "peak level" as Ohio's state-supported campuses serve different types and amounts of students at different times of day.

Average statewide peak level for classrooms – Fall, 1999

72% for day use and 60% for evening use.

Average statewide peak level for laboratories – Fall, 1999

38% for day use and 33% for evening use.

	Peak Utilization Rates Day and Evening by Type of Campus – Fall, 1999			
	Day (8:00 a.m. - 3:59 p.m.)		Evening (4:00 p.m. - 7:59 p.m.)	
	Classroom	Laboratories	Classroom	Laboratories
Technical Colleges	76%	58%	52%	44%
Co-Located Campuses	75%	43%	65%	33%
Community Colleges	66%	38%	65%	39%
Branch Campuses	66%	41%	70%	43%
University Main	74%	36%	56%	28%

.....

20. What distance learning activities are underway at Ohio's colleges and universities?

(See [Chapter 19](#))

- Distance learning has increased 250% in Ohio in the past three-years as evidenced by courses in the state's on-line catalog.
- The Ohio Board of Regents is just beginning to collect information on distance learning activities.
- The statistics included in this report are likely an under-count of the actual amount of distance learning available at Ohio's colleges and universities.

- As one measure alone, the OhioLEARNS! catalog opened in December 1999 with 517 courses from fewer than 20 institutions. By September 2001, nearly 2,000 courses and 70 degrees and certificates are available at a distance from Ohio colleges and universities.

What is not included in this report?

1. A measure of the success of Ohio's graduates when they take a variety of licensure examinations.
 - This report does provide the outcome of law bar examination passage rates. Those 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.
2. A measure of satisfaction with their college experiences from current students as well as recent college and university alumni.
 - 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 hope to collect data, using common instruments for the next report.
3. More complete reports on distance learning, student mobility, and graduation rates.
 - The current report, based upon available data, describes only a subset of the actual amount of distance learning occurring at Ohio's colleges and universities. Additional data on this topic are expected for next year's report. The existing Ohio information system extends only back to Winter 1998. Topics such as student mobility and graduation rates will become more complete and better addressed with each new year's data being added to the information system.

Report Format and Access

The report is composed of a summary and several sub-reports. All of these documents are included with the full version and are also available via the World Wide Web at:

<http://www.regents.state.oh.us/perfrpt/>

Readers of the web-based report will need either Microsoft Word or Adobe Acrobat reader to access the text. Readers may download the Adobe Acrobat reader free from:

www.adobe.com/products/acrobat/readstep2.html.

Report Qualifications and Final Notes

The contents of this second annual 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 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 Report 2001*](#) 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

Additional Report Authors & Editors

Andrew Lechler, Senior Analyst; Jay Johnson, HEI Assistant Director; Stephanie McCann, HEI Assistant Director; Christopher Doll, HEI Analyst; Neal McNally, Budget & Planning Asst. Director; Sandra Spann, Administrator, Workforce Development; Michael Taggart, Director, Workforce Development; Harry Andrist, Director Research and Graduate Programs; Frank Tepe, Consultant, Research & Graduate Programs; Carrie Powell, Administrative Assistant; Laura Massie, External Relations Administrator; Jamie Abel, Media & Marketing Asst. Director; and Mike Brown, Communications Director.