

The Performance Report for Ohio's Colleges and Universities 2002:

Profile of Student Outcomes, Experiences and Campus Measures

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

Summary

January 16, 2003

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; the second report was released on December 12, 2001.

This publication is the third annual report and can be viewed electronically at: <http://www.regents.state.oh.us/perfrpt/2002index.html>. Copies of the 2002 report, along with earlier reports and numerous statistical charts are also available on CD upon request from the Ohio Board of Regents, 30 East Broad St., 36th Fl., Columbus, OH 43266.

Why an Annual Report?

There continue to be many reasons for an annual report of Ohio's colleges and universities. Governor Taft's request outlined four main 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. Since the release of the first annual report, other states and national agencies have indicated that Ohio is at the forefront of this trend, serving as a leader in performance reporting for higher education.

How Was the Annual Report Created?

The Annual Report was created by staff of the Ohio Board of Regents under the direction of Edmund Adams, Chair of the Performance Committee of the Board of Regents. The report was constructed under the guidance of a statewide consultation of state-supported campus representatives and representatives of three 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 February 25, 2002 and October 10, 2002. Additionally, a technical subgroup of the consultation (@ 30 persons) met monthly from May, 2002 through August, 2002.

Throughout this process, all members of the consultation and other representatives of state-supported and independent colleges 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 also were 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 staff of the Ohio Board of Regents, the input of all individuals who made suggestions is gratefully noted.

What is Different in This Year's Report?

The majority of the chapters in this year's report provide content similar to the previous year although data presented in the 2002 report are more current than the 2001 report. In one instance Chapter 15, [Employment Outcomes](#), the report adds an additional year's worth of data (earnings 4 years after graduation) while updating employment earnings out to four years after graduation. Chapter 10, [First to Second Year Persistence for Undergraduate Students](#), has been expanded to include data provided by Ohio's independent colleges and universities.

One chapter found in the 2001 report was not included this year (Faculty Activities) as no new data were available. One new chapter, Chapter 8, [Typical Class Sizes for Undergraduate Students](#), was added to the 2002 report.

In Chapter 9, [Remediation](#), and Chapter 10, [First to Second Year Persistence for Undergraduate Students](#), a new reporting element has been introduced in the 2002 report. This reporting element involved presenting results by subgroup of recent high school graduates who completed an academic core curriculum in high school compared to students who did not complete such a curriculum as well as students who did not take a college entrance exam in high school and thus provided no information on their core taking behavior. A high school core curriculum would include 4 years of English, and 3 years each of mathematics, science, and social studies.

The importance of a core curriculum in high school, as well as taking college entrance exams in high school as variables predicting college success, was underscored in a companion report released July 10, 2002 by the Ohio Board of Regents: ["Making the Transition From High School to College in Ohio 2002"](#). This "High School" performance report will be re-issued and updated annually.

Overview of Report Chapters

Are Ohio's Colleges and Universities All the Same?

Differing Missions: 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. These colleges range from independent, proprietary two-year schools all the way to independent and state-supported universities awarding doctorate degrees.

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, as well as master's, professional, and doctoral degrees.

Public higher education in Ohio is offered by 38 colleges and universities dispersed throughout the state (13 universities, 2 freestanding medical colleges, 24 regional campuses, 15 community colleges, and 8 technical colleges). These institutions serve students on 60 physical campuses and numerous off-campus sites.

Some colleges and universities, such as technical colleges, medical colleges, single-purpose nonprofit colleges or for-profit career 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.

Differing Admissions Criteria: 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 and several independent colleges have open admissions and admit all Ohio high school graduates to undergraduate study. Six state-supported university main campuses and many independent colleges have selective admissions procedures and limit

admission to students based upon academic preparation.

Differing Student Populations: Chapter 2, [Colleges and Universities in Ohio](#), describes how 47% 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 33% of recent high school graduates enter state-supported colleges without a high school core curriculum. Thirty percent of recent in-state high school graduates entered Ohio's independent colleges without a high school core curriculum. A high school core curriculum includes four years of English and three years each 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 state-supported institutions (Central State University and Shawnee State University) undergraduate students are primarily from underrepresented Ohio populations as defined by the legislative authority that provides for their special state assistance.

Ohio demographic statistics from the 2000 census report that 1% of the entire state population is Asian-American; 12% is Black-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 diversity that can be found in the student populations of state-supported campuses throughout the state.

Differing Costs, Financial Aid and Campus Expenditures: 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.](#)

Overview of Report Chapters

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 also suggested that the report include chapters describing students' first-year and undergraduate experiences. These topics are addressed in Chapter 7, [Characteristics of Faculty Teaching First-Year Students at State-Supported Colleges and Universities in Ohio](#); Chapter 8, [Typical Class Sizes for Undergraduate Students](#); Chapter 9, [The Preparedness of Recent High School Graduates Entering Ohio's State-Supported Colleges and Universities](#); and Chapter 10, [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 11, [Student Mobility from Campus to Campus](#); Chapter 12, reporting the [Amount and Types of Earned Degrees and Certificates](#); and Chapter 13, 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. Chapter 14, [Teaching, Health Care and Law Outcomes](#) describes the performance of college students and college graduates who were first time test takers for licensure or certification in Education, Nursing; other health care professions; and Law.

Chapter 15, [Employment Outcomes for State-Supported and Independent College Graduates](#), presents employment patterns for all institutions and both employment patterns and salaries for all disciplines. This chapter includes information such as employment rates, by college and discipline, as well as annualized salaries of college graduates, by degree level and discipline, one, two, three and four years after graduation.

The report also includes Chapter 16, [University Research in Ohio](#) (for four-year institutions) and Chapter 17, [Impact of Non-Credit Job Training and Related Services provided by State-Supported Colleges and Universities](#) (primarily two-year institutions). The final chapter, [Chapter 18](#), includes information on campus space utilization.

Appendix A – The Particulars of the 2002 Report is a complete technical glossary describing the specific data elements used in each of the report chapters. Appendix B - Technical Note, permits 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](#))

Campus tuition increased statewide from academic year 2002 to 2003 as state-support for campuses was largely held constant across those two years.

Note: Campus tuitions reported are exclusive of financial aid.

Undergraduate Tuition and Fees	Academic Year	
	2001-2002	2002-2003
Four-year University average:	\$4,973	\$5,658
Community College average:	\$1,935	\$2,145
State Community College average:	\$2,543	\$2,831
Technical College average:	\$2,666	\$3,033
University Branch average:	\$3,372	\$3,772
Graduate Tuition and Fees		
Four-year university average:	\$6,634	\$7,137

Note: Does not include room & board, books, and supplies;
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, circumstances that should not deter the students from attending college. In almost all cases, financial aid is available.

To quickly determine if a student qualifies for financial aid, the following World Wide Web addresses are available:

<http://www.finaid.org/calculators/scripts/quickefc.cgi>

<http://www.regents.state.oh.us/sqs/OIGestimator2001.html>

Or the student should 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.

A sample of Financial Aid available in 2002-2003 to Ohio residents	Type and amount available
Ohio Instructional Grant	Need-based aid, \$174 - \$5,466 per year.
Part-time Student Instructional Grant	Need-based aid. Amount determined by each campus.
Ohio Student Choice Grant	Not need-based. \$1,038 for Ohio residents enrolled in Ohio independent, not-for-profit, colleges & universities only.
Ohio Academic Scholarship	Merit-based aid, \$2,205 per year for up to four years.
Student Workforce Grants	Not need-based. \$1,038 for Ohio residents enrolled in proprietary colleges.
Federal Pell Grants	Need-based, \$3,875 per year.
Guaranteed Student Loans	Need-based & Non-need-based.

3. What do public campuses spend to instruct students? (See [Chapter 06](#))

- At state-supported colleges and universities, Ohio's campuses spend far more to pay for student instruction than they receive in tuition alone, and they are spending more each year.
- In fiscal year 2001, universities spent more than \$12,000 per year to instruct a full-time student and two-year campuses spent from \$5,977 to \$8,000 by type of campus to instruct a full-time student.

Ohio State-Supported College and University Instructional and General Expenditures

– Unrestricted Expenditures per Total Full-Time Equivalent Student

	Fiscal year 2000	Fiscal year 2001
Community Colleges	\$7,794	\$8,004
State Community Colleges	\$5,748	\$5,977
Technical Colleges	\$6,579	\$6,779
Branch Campuses	\$7,169	\$7,345
University Main Campuses	\$11,441	\$12,106

**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 public-campus tuition is not the result of high instructional expenses or high student financial aid. Rather, it is caused by the low percentage of instructional costs covered by the state.

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.
*The most recent year data available.

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

A national report recently gave Ohio a grade of "F" 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 much larger percentage of Ohio's students at public and independent colleges are obtaining federally guaranteed loans than the national average, and students at public colleges and universities are borrowing in much larger numbers.

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

In Fiscal year 2000 the instructional and general expenditures of Ohio's state-supported colleges and universities were below average for four-year and two-year campuses.

First-Year Students' Experiences **Information for Students and Families**

7. **What are the characteristics of faculty teaching first-year students at Ohio's public campuses (fall 2000)?**

(See [Chapter 07](#))

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

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

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	
•	51% are taught by full-time faculty (up from 49% previous year).
•	47% are taught by faculty with academic rank (at four-year institutions).
•	77% are taught by faculty with graduate degrees (on two-year campuses and branches – up from 73% previous year).

8. **What is the experience of under-prepared, recent high school graduates who start college in summer or fall 2001?** (See [Chapter 08](#))

- Only 49% of recent high school graduates entering college were known to have a core curriculum in high school. Less than one quarter (24%) of these students required remedial English or math. Much larger percentages of the students who did not have a high school core (46%) or did not take a college entrance exam in high school (58%) required remedial English or math.

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

Recent High School Graduates Entering College Summer and Fall 2000

First-Year Students Entering With:	%	MATH REMEDIATION	ENGLISH REMEDIATION	MATH OR ENGLISH REMEDIATION	MATH AND ENGLISH REMEDIATION
		%Taking	% Taking	% Taking	% Taking
High School Core	49%	18%	11%	24%	6%
No High School Core	30%	37%	24%	46%	16%
No Entrance Exam or Core Unknown	20%	47%	36%	58%	25%
Total	100%	30%	20%	37%	13%

Percent of fall 2000 First-Year Students (Aged 19 and younger) who successfully Complete All College Level Coursework in the Same Field (through spring 2002)

English	Non-Remedial Students	79%
	Students who took and passed remedial coursework	68%
Math	Non-Remedial Students	68%
	Students who took and passed remedial coursework	59%

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

First-Year Students' Experiences **Information for Students and Families**

9. What percentage of students who begin first-year study one year are still enrolled (persisting) in college the next year?

(See [Chapter 10](#))

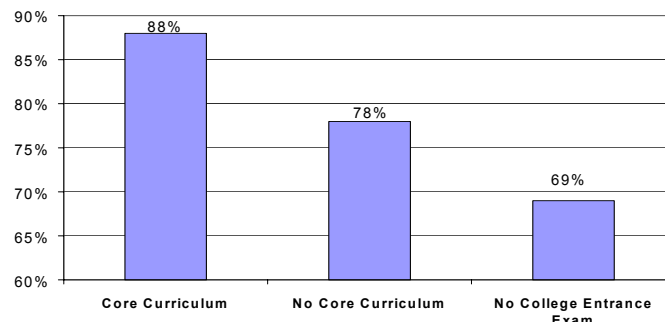
- Ohio's statewide persistence rate is close to the national average.

State-supported two-year institutions, statewide persistence rate: 77% - 80% for students with core high school curriculum.

Selective state-supported four-year campuses persistence rate: 92% for students with core high school curriculum.

Open admissions four-year institutions, persistence rate: 86% for students with core high school curriculum.

Statewide Persistence Rates of First-Time, Full-Time Degree-Seeking Students Persisting From 2000 to 2001



Note the important qualifications about student persistence rates referred to in Chapter 10.

Undergraduate Students' Experiences **Information for Students and Families**

10. What is the average class size for undergraduate students in Ohio's state-supported colleges and universities? (See [Chapter 8](#))

- The average undergraduate class occurring in a lecture type classroom has 27 students.
- The average undergraduate class occurring in a laboratory has 18 students.
- Almost one fifth (19%) of all undergraduate students being taught in lecture type classrooms are in groups of 20 or fewer.
- Almost one half (45%) of all undergraduate students being taught in laboratories are in groups of 20 or fewer.

Students at Ohio's state-supported community colleges and technical colleges are being taught in smaller classes than are students at Ohio's state-supported universities.

Room Type	Sector	Average Meeting Size	Percent of Students in Meetings Smaller than 20	Percent of Students in Meetings of 50 or Larger
Lecture	Community Colleges	20	32%	4%
	State Community Colleges	19	33%	1%
	Technical Colleges	19	39%	8%
	University Branch Campuses	22	25%	5%
	University Main Campuses	33	12%	36%
Lab	Community Colleges	14	63%	0%
	State Community Colleges	16	56%	0%
	Technical Colleges	16	58%	4%
	University Branch Campuses	17	44%	3%
	University Main Campuses	20	39%	13%

College and University Outcomes Information for Students and Families

11. What is the student mobility of undergraduates from campus to campus?

(See [Chapter 11](#))

- 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 degrees.

Mobility of 399,357 Undergraduate Students Enrolled Spring 2001

Mobile Previous 3 Years			Concurrently Enrolled Same Term		
Same Institution Different Campus	Different Institution	Total Mobile	Same Institution Different Campus	Different Institution	Total Concurrent
7%	20%	28%	3%	2%	5%

12. How many college degrees and certificates are awarded annually? How does Ohio's educational attainment compare to the nation? (See [Chapter 12](#))

- Ohio colleges and universities awarded 92,674 in 2000-2001 (up from 86,485 previous year). 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%	47%
Associate or higher degree	27%	31%	22%	27%
Bachelor or higher degree	20%	25%	17%	21%
Graduate degree	7%	9%	6%	7%

All Degrees by State-Supported, Independent, and Proprietary Colleges and Universities 2000-2001

- Arts & Humanities - 15% of all degrees
- Business – 20% of all degrees
- Education - 15% of all degrees
- Engineering – 9% of all degrees
- Health – 11% of all degrees
- Natural Science & Mathematics - 9% of all degrees
- Social & Behavioral Sciences – 13% of all degrees
- Unclassified - 6% of all degrees

13. How much time and how many credits does it take to get a college degree in Ohio from state-supported institutions?

(See [Chapter 13](#))

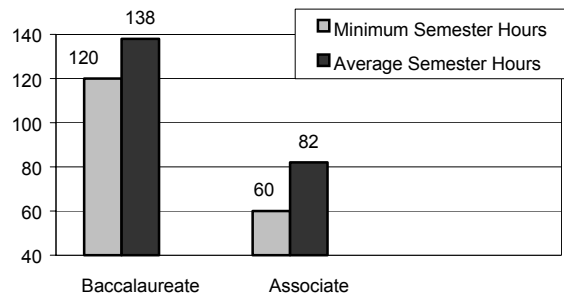
Associate degrees in 2000-2001

- 3.8 median years and 82 average semester credit hours.
37% above the minimum expectation

Baccalaureate degrees in 2000-2001

- 4.3 median years and 138 average semester credit hours.
15% 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

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

- 12% - 29% 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.
- 65% 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 – 1998 Entering Class

	Graduation rate
Community Colleges	11%*
State Community Colleges	19%*
Technical Colleges	29%*
University Branches	18%*
Proprietary Colleges	51%**

Baccalaureate Degree 6 Year Graduation Rates by Campus Type – 1995 Entering Class

	Graduation rate
University Branches	37%*
University Main Campuses	65%*
Independent Colleges & Universities	64%**

Note: * Graduation rate is the 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.

** Graduation rate is the percentage of students who began college with an entering class and then graduate from the same institution.

Note the important qualifications about student graduation rates referred to in Chapter 13.

15. How successful are Ohio college student and college graduate first time exam takers when they take licensure or certification exams in Education, Nursing, other Health Care Professions; and Law? (See [Chapter 14](#))

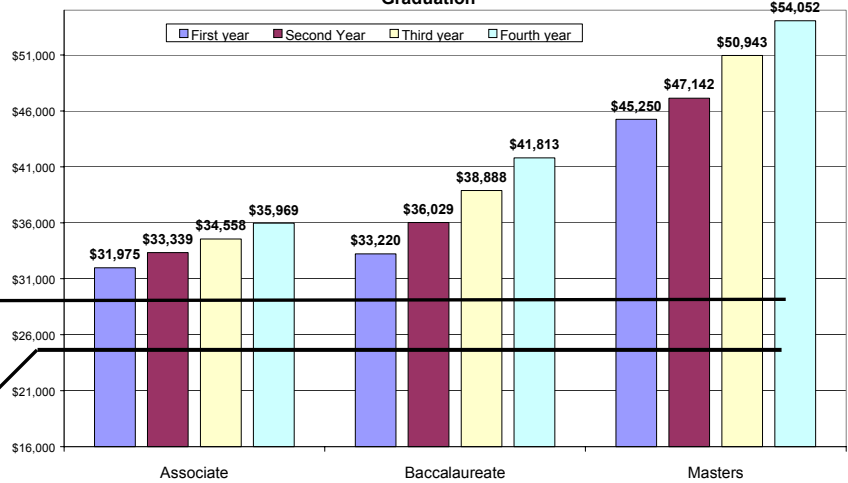
- EDUCATION 89% of 7,551 individuals. Exam = Ohio ETS-PRAXIS-II teaching tests.
- NURSING-RN 88% of 2,970 individuals. Exam = Ohio Registered Nurse
- NURSING-LPN 93% of 507 individuals. Exam = Ohio Licensed Practical Nursing
- DENTAL HYGIENE 92% of 236 individuals. Exam = National Board Examination.
- EMERGENCY MEDICAL-B 76% of 1,030 individuals. Exam = Ohio EMT -Basic.
- EMERGENCY MEDICAL-A 68% of 186 individuals. Exam = Ohio EMT-Advanced.
- EMERGENCY MEDICAL-P 66% of 357 individuals. Exam = Ohio EMT-Paramedic.
- OCCUPATIONAL THERAPY 98% of 84 individuals. Exam = Ohio Occupational Therapy Ass't.
- OCCUPATIONAL THERAPY 100% of 11 individuals. Exam = Ohio Occupational Therapist.
- PHYSICAL THERAPY 70% of 166 individuals. Exam = Ohio Physical Therapy Assistant.
- PHYSICAL THERAPY 97% of 37 individuals. Exam = Ohio Physical Therapist.
- PHYSICIAN ASSISTANT 100% of 22 individuals. Exam = Ohio Physician Assistant Exam
- LAW 77% of 846 individuals. Exam = Ohio Bar exam (July 2002 exam).

College and University Outcomes Information for Students, Families, Policy Makers & Campuses

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

- 75% of graduates were either known to be employed in Ohio or continuing their schooling during the year after graduation (up from 72% the previous year).
- The more you learn, the more you earn...and continue to earn each additional year.

Annualized Salaries of College Graduates, 1998, 1999, 2000, and 2001
Graduates: First-Year, Second-Year, Third-Year and Fourth-Year Following Graduation



- Average salary from U.S. Census Current Population Survey of high school graduates (age 25 & over) no college in 2001 – irrespective of years worked = \$28,816.
- For high school graduates age 25 to 34, this figure is even lower (\$24,876).

College and University Outcomes

Information for Students, Families, Policy Makers & Campuses

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

(See [Chapter 16](#))

- Since 1985 Ohio universities have increased their share of both federal and industry supported research.
 - Despite this progress, Ohio's universities are still 29% below the national average for federally 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.

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

- State-supported college and university participation in workforce training is an increasing area of activity.

<ul style="list-style-type: none"> • All employers (100%) that received training reported improved performance in one or more areas: <ul style="list-style-type: none"> • 65% reported increased efficiency. • 58% reported increased productivity. • 45% reported improvement in quality. • 27% reported receiving certifications (i.e. ISO and Baldrige). • 25% reported increased profit. • 22% reported increased business. • 17% reported a reduction in waste. • 13% reported reduced turnover. • 11% reported reduced absenteeism.
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College and University Critical Processes

Information for Policy Makers and Campuses

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 the day.

Average statewide peak level for classrooms – Fall 2001

68% for day use and 63% for evening use.

Average statewide peak level for laboratories – Fall 2001

41% for day use and 38% for evening use.

	Day (8:00 a.m. - 3:59 p.m.)		Evening (4:00 p.m. - 7:59 p.m.)	
	Peak Scheduled Utilization		Peak Scheduled Utilization	
	Classroom	Laboratories	Classroom	Laboratories
Technical Colleges	76%	62%	42%	52%
Co-Located Campuses	74%	47%	63%	37%
Community Colleges	62%	39%	60%	37%
Branch Campuses	68%	40%	73%	43%
University Main	71%	41%	58%	31%

What is not included in this report?

1. 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 will attempt to make use of a common instrument in the next report.
2. More complete reports on student mobility and graduation rates.
 - 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 added to the information system.
3. A report on distance learning.
 - Statewide data on this topic are not expected to be available until the 2004 Performance Report.

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/2002index.html>.

National, statewide, sector, and campus data are provided in this report. The national data come from a variety of national data sources including the U.S. Department of Education and the U.S. Census Department. Statewide, sector, and most campus data reported come from the HEI information system reflecting data submitted by campuses to the Ohio Board of Regents. In a few instances (e.g. persistence rates for non-public campuses) campus data were provided directly to the Ohio Board of Regents for this report.

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 third 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 to 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 becomes 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 2002* 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.

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