THE PERFORMANCE REPORT FOR OHIO'S COLLEGES AND UNIVERSITIES, 2003

Prepared by

Ohio Board of Regents

at the request of Governor Bob Taft

January 30, 2004

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MEMORANDUM

To: Governor Bob Taft

From: Chancellor Rod Chu and Regent Ed Adams

Date: January 22, 2004

Re: Higher Education Performance Report – 2003 Edition

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

This year's report has been restructured to better serve our various audiences. The report is now published in two documents: a 70 page summary that presents information at the statewide and sector level and a longer supporting document containing outcomes measures for individual higher education institutions. Section I of the summary provides information about state and sector patterns or trends. This will give the general reader an opportunity to more quickly read about and better grasp major points of interest. Section II provides mission statements for public colleges and universities, and helps provide a context for the wealth of campus-level data which follows in Section III of the summary and the institutional detail report. Data analysts, members of the media, local policy makers, and legislative staff will find the data in the institutional detail report valuable to learn more about specific campuses, and how a specific campus' data compares to sector or state data.

We have good evidence that the report is used to help state and campus policy makers better understand and address higher education issues. We have received interesting feedback from some legislators about past reports. Data in past reports have been very useful in responding to requests from your Office of Budget and Management, other state agencies, state legislators, and the media, especially during budget development. Campus staff continue to find the report a

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valuable tool for benchmarking purposes and continuous improvement. One of the very best descriptions of systematic campus use of the report – provided by a colleague at Cuyahoga Community College – is attached. We have also attached a set of significant higher education policy questions with answers provided from the Performance Report results.

As with past editions, we will make the entire report available to as wide an audience as possible, as inexpensively as possible. Electronic copies of the report will be posted on our web site, and we will supply interested parties with low-cost copies of the report via CDs. The web has proved to be a wonderful resource. Last year we reported that the web-based reports had received 16,000 "hits" in CY 2002 from external visitors. We are pleased to report that the web-based reports appear to be twice as popular this year, receiving 32,378 external visits in CY 2003.

As you know, this report is the result of a significant amount of hard and creative work by campus and Regents staff. We want to acknowledge in particular the leadership of Dr. Darrell Glenn of my staff, as well as his senior researchers Andy Lechler and William Wagner, and their colleague Carrie Powell. The report could not have been written without the contributions of our HEI system, led by Harold Horton. Finally and most importantly, hundreds of college and university staff participated in the design, analysis, and review of this report, and while we cannot name them all here, we thank them all for their wonderful contributions to this effort.

Attachments

Comments on the

Performance Report for Ohio's Colleges and Universities

"Cuyahoga Community College uses the Performance Report quite a bit throughout the year. When it first comes out, I prepare a report for our Board of Trustees about where the College stands in the state…. The report is then shared with Collegewide Cabinet via e-mail (about 75 academic and administrative leaders). This year, we have started an Academic and Student Affairs news section on our intranet and the updated table will be shared collegewide through that forum.

Over the past year, we have also been working on developing a Balanced Scorecard for the College. Data from the Performance Report provides us with some standardized measures and some benchmarks for use in this initiative. We have not yet finalized precisely what measures we will use, but I expect a final pilot report by the end of this academic year .In particular, I expect the developmental success measures will be used from the Performance Report, as well as persistence data, graduation rate, time to degree, and State Board scores.

Past results of the graduation rate and time to degree have already resulted in annual College goals focused on improving these rates. In addition, we have used Performance Report data to inform discussions on process and efficiency improvement in the areas of facilities utilization, financial aid, cost containment, and articulation/transfer.

As a college committed to continuous quality improvement, we are constantly looking at measures of quality and opportunities for improvement. We reference the Performance Report throughout our program review cycles. For instance, we use the section on developmental education outcomes when we do our Arts and Science Program Review and we use the state board exam scores section when we discuss health careers program review and planning. Over the past few years we have undertaken a large facilities reporting and utilization tracking initiative and have referred to both the Performance Report and the HEI query system extensively during that process.

I want to take this opportunity to extend my congratulations and appreciation to the Regents and staff for the excellent work on this document. I believe the campuses have been heard during the consultation process and that the resulting data has been presented fairly and in an unbiased manner. The national and state context provides an excellent framework for analysis and for state and campus policy considerations. This document, combined with the HEI query capabilities, has greatly enhanced our College's strategic planning and annual goal-setting. It has also impacted the analysis of access and retention initiatives here at Tri-C.

Although the submission of HEI data has required an increased commitment of resources from the College, when we see benefits such as this, the cost/benefit analysis certainly tips more toward the benefit side. I trust that it informs the policy considerations for the state as much as it influences the planning and operational considerations at Cuyahoga Community College."

Rosemary Jones,
Executive Director
Institutional Planning and Evaluation
Cuyahoga Community College

Questions and Answers from the Performance Report for Ohio's Colleges and Universities, 2003

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

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

- Page 4. Headcount enrollment in public and private institutions increased 8% from fall 1998 to fall 2002

- Page 5. Full-time equivalent enrollment at public institutions increased 10% from fall 1998 to fall 2002

- Page 6. Blacks and Hispanics are enrolled in college in the same proportion as their college age populations in Ohio. Blacks make up 11% of public undergraduate enrollment and 11% of Ohio's 18-49 population, and Hispanics make up 2% of undergraduate enrollment and 2% of Ohio's 18-49 population.

- Page 7. Thirty-two percent of Ohio's public institution undergraduates are 25 years old and older, 56% are women, and 40% attend part-time.

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

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

- Page 10. Academic deficiencies are more prevalent in math. Thirty percent of first-time freshmen took remedial math and 20% took remedial English courses in their first year of college.

- Page 13. Students 20 years of age and older are more likely to take remedial courses than younger students. Thirty-nine percent of older students took remedial courses, compared to 35% of younger students.

- Page 14. For younger students, high school course-taking patterns have a large impact on the need for remediation. A minimum college preparatory core curriculum is defined as four English courses, and three courses each in math, lab science, and social science. The remedial course enrollment rate for students who took the "core" is 24%, compared to 45% for students who did not take the "core."

- Page 15. Remedial instruction makes up a much larger share of total instructional activity at two-year institutions than it does at four-year universities. About 12% of undergraduate credits taught at community and state community colleges are in remedial courses, compared to 1.7% at university main campuses.

- Page 16. Students who take remedial courses and pass them are almost as successful as students who do not require remediation.

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

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

- Page 21. Among first-time, full-time, degree-seeking freshmen in the public sector, 70% return to their initial institution in their second year. Seventy-eight percent return to any Ohio institution.

- Page 23. Fifty-eight percent of first-time, full-time, degree-seeking freshmen in two-year institutions have earned a degree, persisted at their initial institution, or transferred within three years after beginning college.

- Page 24. Fifty-five percent of first-time, full-time, bachelor's degree seeking freshmen earned a bachelor's degree in six years or less. Institutions' graduation rates are strongly related to the academic quality of their students: schools where the incoming freshmen had average ACT scores greater than 24 had graduation rates of 81%, compared to graduation rates of 37% for schools where the incoming freshmen had average ACT scores less than 21.

- Page 25. Students typically take much longer than two years to earn an associate degree. The median time to earn an associate degree is 3.7 years and 12% of associate degree recipients earned their associate degree in two years or less.

- Page 26. Students take a little longer than four years to earn a bachelor's degree. The median time to earn a bachelor's degree is 4.5 years and 39% of bachelor's degree recipients earned their bachelor's degree in four years or less.

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

There is some good news to report. Ohio is graduating more students over the last five years, licensure exam pass rates are generally high, retention of graduates within the state is high, and growth in graduates' earnings is high.

- Page 30. From FY 1998 to FY 2002, associate degrees increased by 2%, bachelor's degrees increased by 7%, and master's degrees increased by 6%. Doctoral degrees decreased by 12% and professional degrees were flat.

- Page 31. Licensure exam pass rates in teacher education, nursing, and pharmacy exceeded 90%. The bar exam pass rate was 80% and pass rates in allied health fields ranged from 62% for physical therapy assistant to 95% for dental hygienist.

- Page 32. Seventy-nine percent of resident graduates of Ohio higher education institutions remained in Ohio after graduation.

- Page 33. Growth rates in earnings over the first four years after graduation were 17% for associate degree recipients and 30% for bachelor's degree recipients.

5. Are Ohio's higher education institutions contributing to the Ohio economy through research and workforce development activities?

Yes. Both research and workforce development levels are growing over time.

- Page 36. In constant dollars, total research expenditures at Ohio universities increased from $462 million in FY 1986 to $983 million in FY 2001 (113% increase).

- Page 39. Enterprise Ohio Network Contract Training Services are expanding. The number of companies served has increased from 3,547 in FY 2000 to 4,305 in FY 2003. Over the same time period, the number of workers trained has increased from 133,654 to 170,016

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

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

- Page 40. Ohio's combined governmental appropriations and net tuition per student were about 5% less than the national level in FY 2002. However, Ohio's revenue contributions from students and families are relatively high (12th among the 50 states) and Ohio's governmental appropriations per student are relatively low (44th among the 50 states).

- Page 41. From FY 2001 to FY 2002, Ohio public higher education institutions reduced their instructional and general expenditures per student by 4%. State support per subsidy-eligible student fell by 9% over this time period.

7. How affordable is public higher education in Ohio?

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

- Page 42. In 2003-04, sticker-price tuition at four-year universities in Ohio was 67% higher than the national average ($6,822 in Ohio compared to $4,081 in the United States). At all two-year public institutions, sticker-price tuition in Ohio was 56% higher than the national average ($2,966 in Ohio compared to $1,905 in the United States).

- Pages 46. Financial aid opportunities exist that can reduce the net price paid by students and their families. For example, at public four-year universities in Ohio, 87% of first-time full-time freshmen received some kind of financial aid. Twenty-four percent received federal grants ($2,730 average award), 56% received state grants ($831 average award), 36% received institutional grants ($3,141 average award), and 46% received federal loans ($3,506 average award). Students and their families do not know what college will cost until they apply for financial aid.

The Performance Report for Ohio's Colleges and Universities, 2003
Table of Contents

Section One – Executive Summary 1-49

I. Structure of the Report 1

II. Overview of Higher Education in Ohio 2-3

III. Enrollment and Student Characteristics 4
Fall Headcount Enrollments, Fall 1998 and Fall 2002 5
Fall Full-Time Equivalent Enrollments, Fall 1998 and Fall 2002 6
Racial and Ethnic Diversity at Ohio's State-Supported and Private Colleges and Universities Compared to the Nation 7
Age, Gender, and Part-Time Status at Ohio's State-Supported Colleges and Universities 8

IV. Preparation for College-Level Work 9-10
Percent of First-Year Students Taking Remedial Coursework by Subject 11
Academic Preparation of Traditional First-Year Students 12
Academic Preparation of Traditional First-Year Students and Remedial Enrollment by Sector 13
Percent of First-Year Students Taking Remedial Coursework by Subject and Age Group 14
Percent of Traditional First-Year Students Taking Remedial Coursework by Subject and High School Academic Preparation 15
Remedial Course Credits as a Percentage of Total Undergraduate Credit Hours 16
Remedial Course Success Measures for First-Year Degree-Seeking Freshmen 17

V. Teaching and Learning Environment 18
Median Undergraduate Lecture Class Size and Probability of Being Enrolled in Classes with Fewer Than 20 and 50 or More Students 19
Percent of First-Time Freshman Credit Hours Taught by Type of Instructor 20

VI. Student Academic Progress 21
First-to-Second Year Retention, First-Time Full-Time, Degree-Seeking Freshmen 22
Mobility of Undergraduate Students 23
Three-Year Success Measures for First-Time, Full-Time, Degree-Seeking Students at Two-Year Campuses 24
Six-Year Graduation Rates at Baccalaureate Institutions 25
Time and Credits to Degree by Discipline Area for Non-Transfer Associate Degree Recipients 26
Time and Credits to Degree by Discipline Area for Non-Transfer Bachelor's Degree Recipients 27

VII. Graduates' Outcomes 28
Educational Attainment: Ohio Compared to the United States 29
Number of Degrees Awarded by Level and Percentage Distribution by Discipline 30
Trends in Degree Production by Level and Discipline 31
Licensure and Certification Outcomes 32
In-State Retention of Ohio Resident Students One-Half Year Following Graduation from an Ohio Public or Private Institution, 1998 to 2001 33

Employment and Earnings Trends for Spring 1998 Graduates 34

VIII. Research and Workforce Development 35-36
Research Expenditures for Ohio Public and Private Universities 37
Technology Transfer and Commercialization Activities at Ohio's Universities.....38
Targeted Industries Training Grant History.....39
Ohio Employers Using Enterprise Ohio Network Contract Training Services 40

IX. Financial Issues in Higher Education 41
Instructional and General Expenditures and State Support per Full-Time Equivalent Student 42
In-State, Undergraduate Weighted Tuition and Fees.....43
Day and Evening Peak Facilities Utilization Rates 44

X. Financial Aid..... 45-46
Public Four-Year Sector 47
Public Two-Year Sector.....48
Private Four-Year Sector 49

Section Two – Missions of Higher Education Institutions in Ohio 50-57

Section Three – Institutional Enrollment and Student Characteristics 58
Headcount Enrollments in Fall 2002 and Percentage Changes from Fall 1998 59-64
Racial/Ethnic Diversity at Ohio's State-Supported Colleges and Universities 65-68
Part-Time Status, Age, and Gender at Ohio's State-Supported Colleges and Universities 69-71

STRUCTURE OF THE REPORT

Although most of the measures of higher educational outcomes used in this report are the same as those presented in prior editions, the method of presenting the information has substantially changed. Readers vary with respect to their information needs and in their preferred means of receiving information. Some are mainly interested in outcomes at a broad level, possibly focusing on statewide or sector results. Others have an interest in detailed institutional outcomes. Information can be presented in graph, table, or text form; the best method will depend on the background of the reader, the specific information needs, and the amount of time available for reviewing results.

This report is designed to accommodate a wide variety of needs. Section One summarizes results at the statewide and sector level and includes comparisons to national benchmarks when such benchmarks are available. Related outcomes measures are grouped into ten chapters, each with an introduction describing the indicators used and the relationships among individual measures. The introductions also contain specific questions the measures are intended to address as well as highlights from the data. Results for individual measures are presented on a single page in either a graphical or table format, followed by a written description.

Section Two presents the mission statements of the community and technical college sectors and individual mission statements for each public university. These mission statements provide a basis for understanding how outcomes are likely to vary from institution to institution. For example, an urban university whose task is to serve the adult population of the city in which it is located has a very different mission than a selective university attracting students from the entire state and beyond.

Section Three presents data on enrollments and student characteristics by institution. The full set of performance measures at the institutional level of detail is available in the electronic versions of the Performance Report, which are available on CD-ROM or on the Ohio Board of Regents website at www.regents.state.oh.us/perfrpt. In many cases, the institutional detail tables contain additional performance measures that are not included in the summary pages. Readers who have an interest in a particular performance area should refer to the institutional detail for more complete information.

OVERVIEW OF HIGHER EDUCATION IN OHIO

Ohio is the seventh most populous state in the nation and ranks seventh in the number of students enrolled in higher education. Nearly 600,000 students attend Ohio's 13 public university main campuses, 24 university regional campuses, 2 free-standing medical colleges, 23 public community and technical colleges, and 63 independent colleges and universities. A diverse group of students participates in Ohio postsecondary education, including traditional students having recently graduated from high school, older students returning to school after a long absence, and graduate students pursuing advanced degrees. Students' goals are equally diverse and include simply taking a few classes to prepare for a job; obtaining a certificate or associate degree for immediate employment; earning a bachelor's degree to prepare for a career or continued schooling; and pursuing a graduate or professional degree to help advance the frontiers of knowledge.

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

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

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

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

Sector	Number of Institutions	Primary Degree Programs	State and Local Government Instructional Funding Sources
Community Colleges	6	Technical and transfer programs leading to associate degrees and less-than-2-year certificates	• Local property tax levies • State appropriations
State Community Colleges	9	Technical and transfer programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Technical Colleges	8	Technical programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Public University Main Campuses and Medical Colleges	15	Associate, bachelor's, graduate, and professional degrees	• State appropriations
Public University Regional Campuses	24	Transfer programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Independent Colleges and Universities	63	Varies by institution; includes associate, bachelor's, graduate, and professional degrees	• No direct assistance

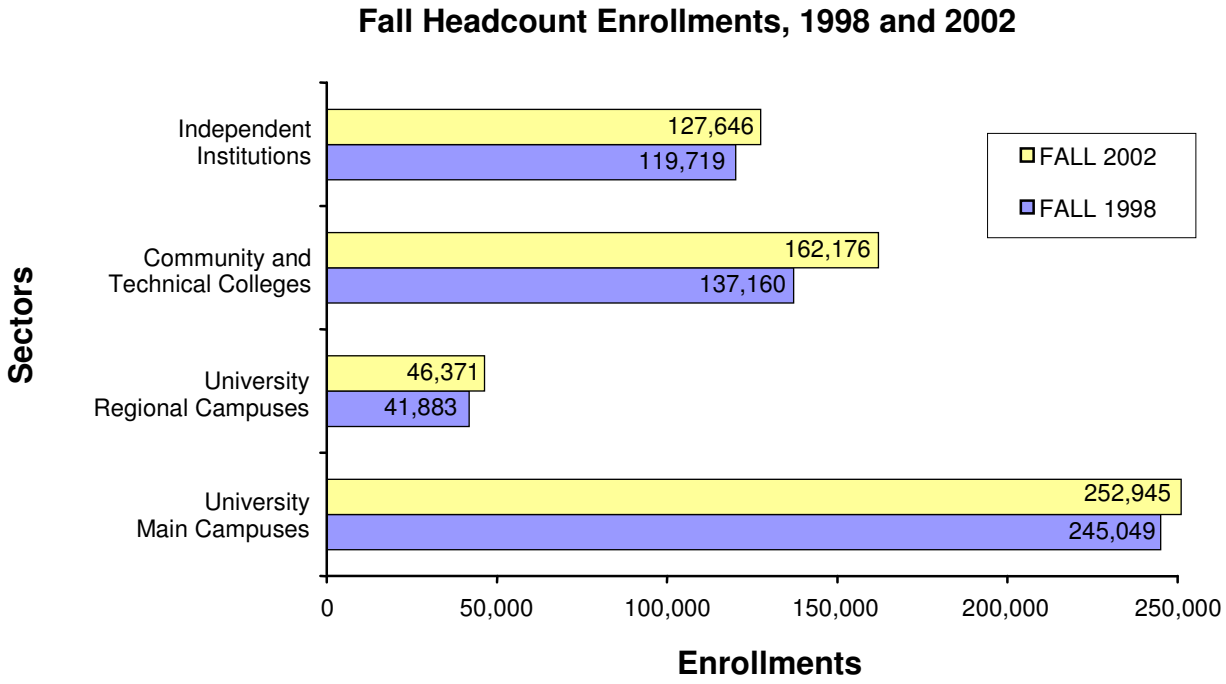
ENROLLMENT AND STUDENT CHARACTERISTICS

Ohio is under-educated compared to the rest of the United States, with 21.1% of its adult population 25 and older having a bachelor's degree or higher, compared to 24.4% for the United States (2000 Census). This gap is critical, because income levels and standards of living are closely tied to education levels. Nationally, bachelor's degree recipients earned nearly $18,000 more than high school graduates earned in 2001. Furthermore, the unemployment rate for workers holding a bachelor's degree was 3.1%, compared to 5.3% for those with only a high school diploma. It is of vital importance that more Ohioans participate in higher education so that our economy can provide the jobs and income levels required to maintain a high quality of life.

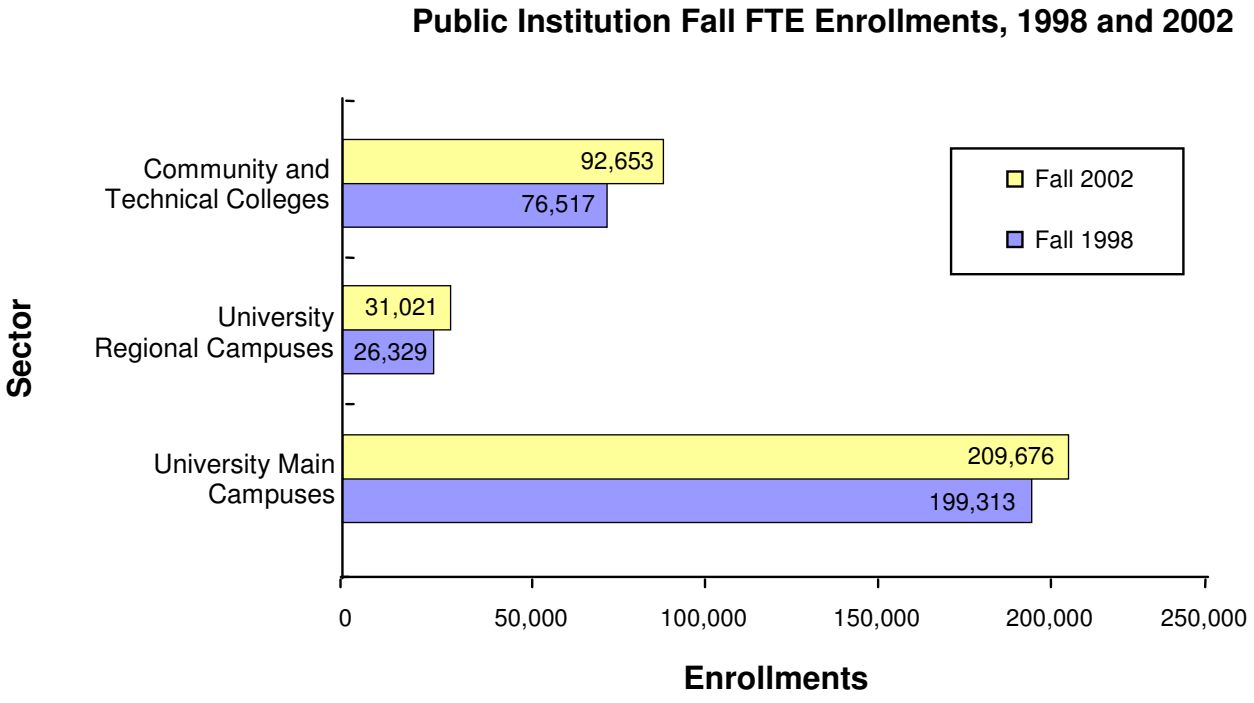
The charge for higher education in Ohio is clear: Increase the participation of Ohioans in higher education and encourage participation among all demographic and racial groups in the state. The numbers indicate that higher education in Ohio is rising to the challenge. During the four years from Fall 1998 to Fall 2002, higher education enrollment grew more than 8%, from 543,811 to 589,138. This increase in enrollment is significantly larger than the 1.6% increase in Ohio's overall population that occurred over the same time period.

Ohio's higher education institutions welcome students from all racial and ethnic groups. This openness is reflected in a student body that closely mirrors the composition of the college-age population in Ohio. According to the 2000 Census, about 14% of the Ohio population in the 18 to 49 age group was Asian/Pacific Islander, Black, or Hispanic. Those same demographic groups constituted 15% of Ohio's undergraduate enrollment in 2002.

The days when colleges served only recent high school graduates who intended to earn a degree by age 22 are gone. Ohio is increasingly diverse in terms of the age, gender, and attendance status of students enrolled at its higher education institutions. Students aged 25 and older make up almost one-third of public undergraduate enrollment in Ohio. Women make up a majority of the undergraduate student population, and 40% of undergraduate students attend college part-time. This diversity is especially apparent in the public two-year sector, where almost half of the students are over age 25, 60% are female, and 60% attend part-time.



- Ohio higher education institutions enrolled 589,138 students in Fall 2002. This is an 8.3% increase over Fall 1998 enrollments.
- The 8.3% enrollment increase occurred over a time when the overall population of Ohio increased by only 1.6%.
- Public university main campuses enrolled 43% of all students in Fall 2002, with an additional 8% enrolled at university regional campuses and 28% enrolled in public two-year colleges. The independent sector totaled 22% of Fall 2002 enrollments.
- Every higher education sector experienced enrollment increases over this time period, with the public two-year sector (community colleges, state community colleges, and technical colleges) growing the fastest in percentage terms at 18.2%.
- Independent institutions grew by 6.6%.
- Ohio's university main campuses experienced a 3.2% increase, influenced by the statutory enrollment caps in place at Bowling Green State University, Kent State University, Miami University, Ohio State University, and Ohio University.



- Headcount enrollment figures indicate how many students attend higher education institutions. Students are counted equally, regardless of how many credit hours they are taking.
- "Full-time equivalent," or FTE, enrollment figures are based on the credit hours taken by students, so that full-time students count more than part-time students. Fifteen undergraduate credits or 12 graduate credits equal one full-time equivalent enrollment.
- Both headcount and FTE enrollment are important indicators. Headcount enrollment measures participation in higher education, while FTE measures total credit-based instructional activity undertaken by higher education institutions.
- Public university main campus FTE accounted for 63% of all public higher education FTE in Fall 2002, with an additional 9% in university regional campuses and 28% in public two-year colleges.
- From Fall 1998 to Fall 2002, total public higher education FTE increased by 10%, from 302,159 to 333,350. Every public higher education sector experienced FTE enrollment increases over this time period. Community and technical college FTE increased by 21%, university regional campus FTE increased by 18%, and university main campus FTE increased by 5%.

RACIAL/ETHNIC DIVERSITY AT OHIO'S STATE-SUPPORTED AND PRIVATE COLLEGES AND UNIVERSITIES COMPARED TO THE NATION

	Nation		Ohio	
Race / Ethnicity	**Population 18-49 Census 2000**	**Undergraduate Student Population Fall 2000[1]**	**Population 18-49 Census 2000**	**Undergraduate Student Population Fall 2002**
American Indian or Alaskan Native	1%	1%	< 1%	< 1%
Asian or Pacific Islander	4%	6%	1%	2%
Black / non-Hispanic	12%	12%	11%	11%
Hispanic	14%	10%	2%	2%
White / non-Hispanic	67%	68%	84%	79%
Nonresident Alien	n/a	2%	n/a	2%
Other Race or Race Unknown	2%	n/a	1%	4%

[1] Digest of Education Statistics, 2002

- A rough indication of the openness of higher education institutions to people of all racial and ethnic groups can be gained by comparing the representation of each racial/ethnic group in the overall population to its representation in higher education.

- Ohio's undergraduate student population has roughly the same racial and ethnic composition as Ohio's college-age population.

- Eleven percent of Ohio's undergraduates are Black/non-Hispanic, the same as the Black/non-Hispanic share of Ohio's overall population. Likewise, 2% of undergraduates are Hispanic, the same as the Hispanic share of Ohio's overall population. Asian or Pacific Islanders represent a larger proportion of undergraduates than their corresponding share of the overall population, at 2% compared to 1%.

- White/non-Hispanics represent a slightly smaller share of Ohio's undergraduate enrollment compared to Ohio's population as a whole, at 79% compared to 84%. However, some of this gap may be attributable to the larger share of undergraduates whose race is reported as "other" or "unknown" in Ohio higher education compared to the overall population, 4% to 1%.

- For comparison purposes, data on the college-age population and undergraduate student population for the United States are provided. Nationally, the representation of White/non-Hispanics and Black/non-Hispanics in higher education closely mirrors their corresponding shares of the college-age population as a whole: 68% White/non-Hispanic in higher education compared to 67% for the nation, and 12% Black/non-Hispanic in both higher education and the nation.

- Nationally, Asian and Pacific Islanders' representation in higher education (6%) exceeds their share of the population (4%), while the Hispanic representation in higher education (10%) is lower than the Hispanic share of the population (14%).

AGE, GENDER, AND PART-TIME STATUS AT OHIO'S STATE-SUPPORTED COLLEGES AND UNIVERSITIES

	Undergraduate Student Population					
	Total		Public 4-Year		Public 2-Year	
Age, Gender, Attendance Status	Nation[1] Fall 2000	Ohio Fall 2002	Nation[1] Fall 2000	Ohio Fall 2002	Nation [1] Fall 2000	Ohio Fall 2002
Age 25 and Older	29%	32%	25%	17%	36%	46%
Male	44%	44%	45%	47%	42%	40%
Female	56%	56%	55%	53%	58%	60%
Part-Time	31%	40%	23%	18%	44%	60%

[1] U.S. Census Bureau, Population Division, Education & Social Stratification Branch

- Ohio's public institutions are similar to those in the rest of the United States in terms of their enrollment of older students and men and women. Thirty-two percent of Ohio undergraduates are age 25 years and older, compared to 29% in the United States.

- The gender mix in Ohio public higher education is almost identical to that for the nation, with male students making up 44% of the total. The Ohio student body is more likely to enroll on a part-time basis, with 40% of Ohio undergraduates attending part-time, compared to 31% in the United States.

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

- However, there is a larger gap between two- and four-year demographics in Ohio than in the nation as a whole. In Ohio's two-year sector, 46% of students are 25 and older, compared to only 17% in the four-year institutions. For all U.S. institutions, this gap is smaller, with 36% of two-year students being 25 and older compared to 25% of four-year students.

- Similarly, 60% of Ohio's two-year enrollment is part-time, compared to 18% of Ohio's four-year enrollment. In the U.S., 44% of two-year enrollment is part-time, compared to 23% in four-year institutions.

PREPARATION FOR COLLEGE-LEVEL WORK

Although increasing enrollment in higher education is an important step in increasing higher educational attainment in Ohio, it is equally important that those who begin higher education be prepared to succeed. A consequence of a student's lack of readiness for college is the need to take "remedial" courses in basic subjects such as math, English, reading, and writing. Successful completion of remedial coursework is normally required before students can take regular college courses in those areas; moreover, remedial courses do not generally count toward graduation requirements.

The reasons students require this type of additional preparation for college vary by type of student. Older students who graduated from high school several years ago may need refresher courses in college even if they had good academic preparation in high school. If a student attending college right after high school requires remediation, it is likely the result of inadequate high school preparation. A distinction is sometimes drawn between developmental education, which is the "refresher" type, and remedial education, which is due to inadequate preparation.

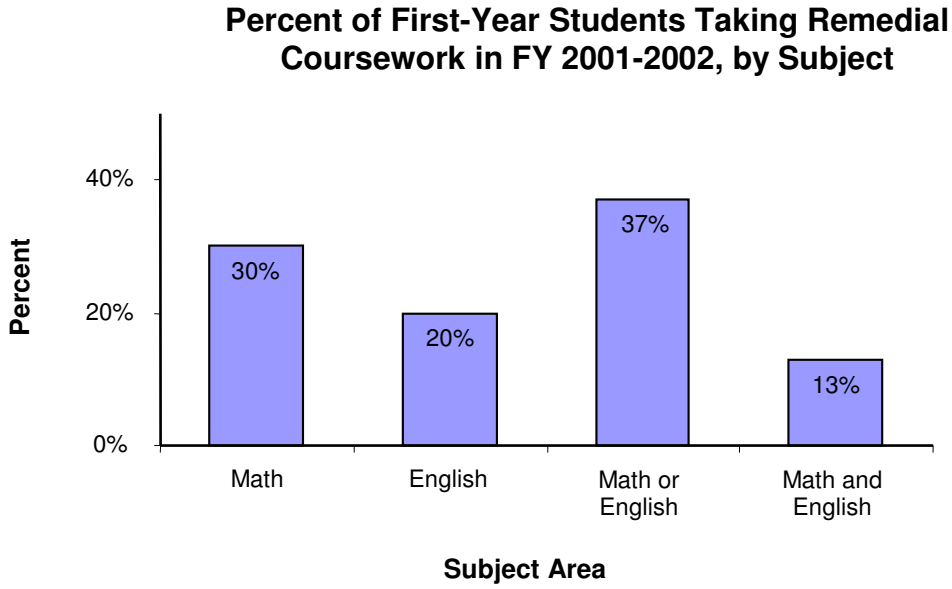
For younger students, preparation for college begins with course selections that are made in the 8th through 12th grades. A set of high school courses, widely recognized as the "college preparatory core," constitutes a minimum preparation for college-level work. This core includes four years of English and three years each of mathematics, social science, and laboratory science courses. A positive chain reaction occurs when students take college preparatory courses in high school. Taking the core reduces the need to begin college at the remedial level. Furthermore, students who do not have remedial needs in their freshman year of college have higher achievement levels and are more likely to return for their second year.

Thirty-seven percent of all first-time freshmen in Ohio public higher education institutions take at least one remedial course in math or English during their first year in college. A recent National Center for Education Statistics study reports that for a large national sample of public institutions, the remedial course enrollment rate for first-time freshmen is 32% for the Fall semester only. Ohio's remedial course enrollment rate for the Fall semester is 35%, slightly higher than the national level.

Student age and the level of high school preparation of young students are among the factors that influence the level of remedial course enrollment. The overall remedial course enrollment rate for students age 20 and older is 39%, compared to 35% for students younger than 20 years old. For young students who have taken the core, or college preparatory, courses in high school, the remedial enrollment rate is 24%. This is much lower than the 45% remedial course enrollment rate for those who have not taken the core courses.

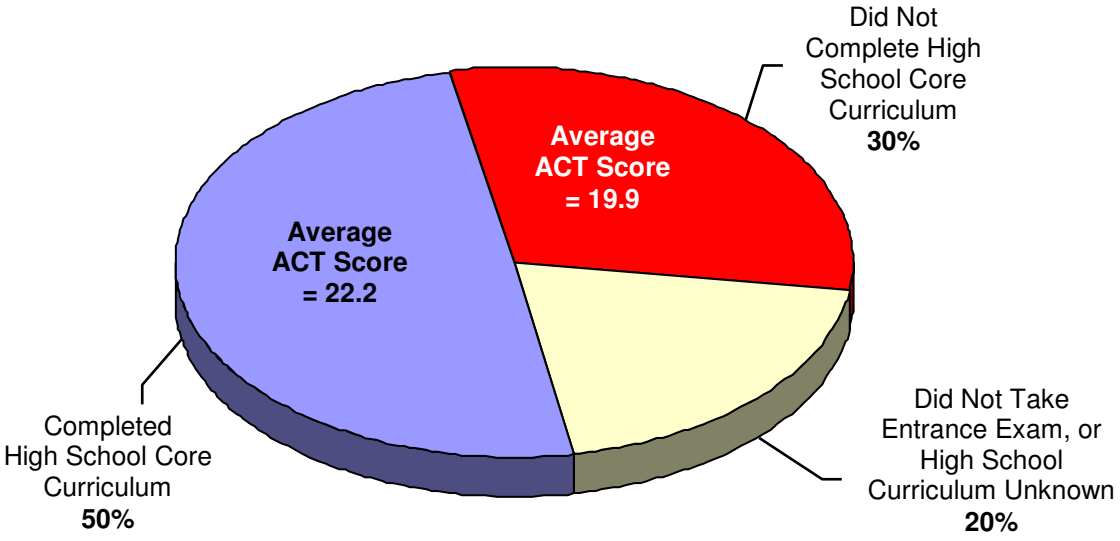
However, these high remedial course enrollment rates for students in their first year of college may present a misleading picture of the total amount of instructional activity taking place at this level. It is worthwhile to note that remedial education at all public institutions accounts for about 5% of undergraduate instructional activity and about 2% of total instructional and general expenditures.

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

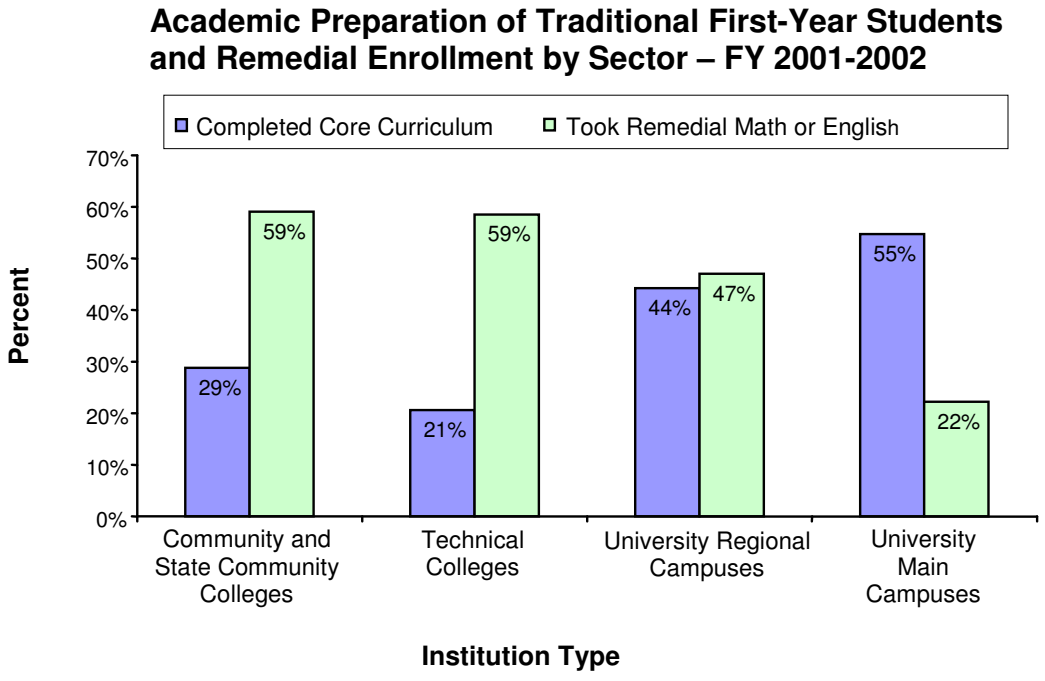


- Remedial coursework, also called developmental coursework, is taken by students who require additional preparation before moving on to college-level work. Remedial course credits do not generally count toward degree requirements.
- Thirty-seven percent of all first-year students in FY 2002 took at least one remedial course in their first year.
- Students were more likely to require additional preparation in math than in English, with 30% of first-year students enrolling in remedial math compared to 20% enrolling in remedial English.
- Thirteen percent took both math and English remedial courses.

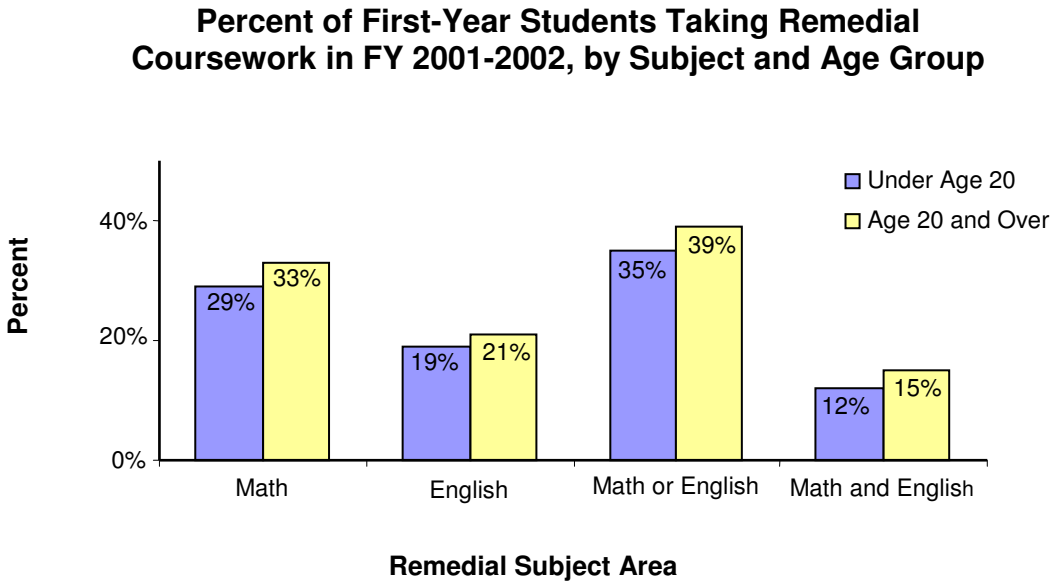
Academic Preparation of Traditional First-Year Students
FY 2001 - 2002



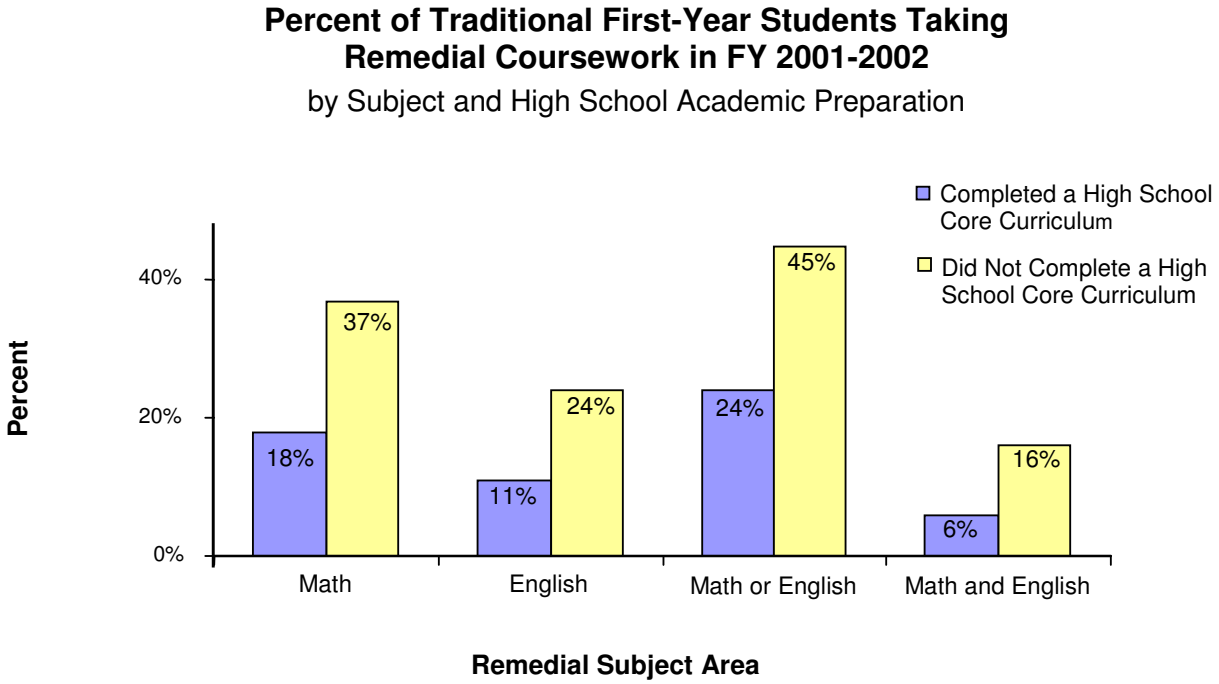
- Many factors contribute to the successful transition from high school to college. One of the most significant factors is the rigor of the high school curriculum.
- A minimum college preparatory curriculum (core) in high school is defined as four units of English and three units each of math, laboratory science, and social studies.
- Information on core course-taking patterns in high school is available for the 80% of recent high school graduates beginning college in 2001-2002 who took college entrance exams.
- The 50% of incoming students who are known to have completed a high school core curriculum had an average ACT (college entrance exam) score of 22.2.
- The 30% of students known not to have taken core courses had an average ACT score of 19.9.
- Twenty percent of incoming students did not take a college entrance exam. As a result, their high school course-taking patterns cannot be determined.



- Remedial enrollment rates for traditional (under 20 years of age) first-year students vary considerably by sector, but the accompanying chart shows that the variation is closely tied to the high school core completion rates of incoming students.
- University main campuses have the highest rate of core course-taking at 55%, and the lowest rate of remedial enrollment at 22%.
- University regional campuses have the second highest rate of core course-taking at 44% and the second lowest rate of remedial enrollment at 47%.
- The relatively high remedial course enrollment rates in community colleges, state community colleges, and technical colleges correspond with the low rates of core course-taking (29% for community colleges and 21% for technical colleges).
- The relationship between core course-taking and rates of remedial course enrollment is explored in more detail on page 15.

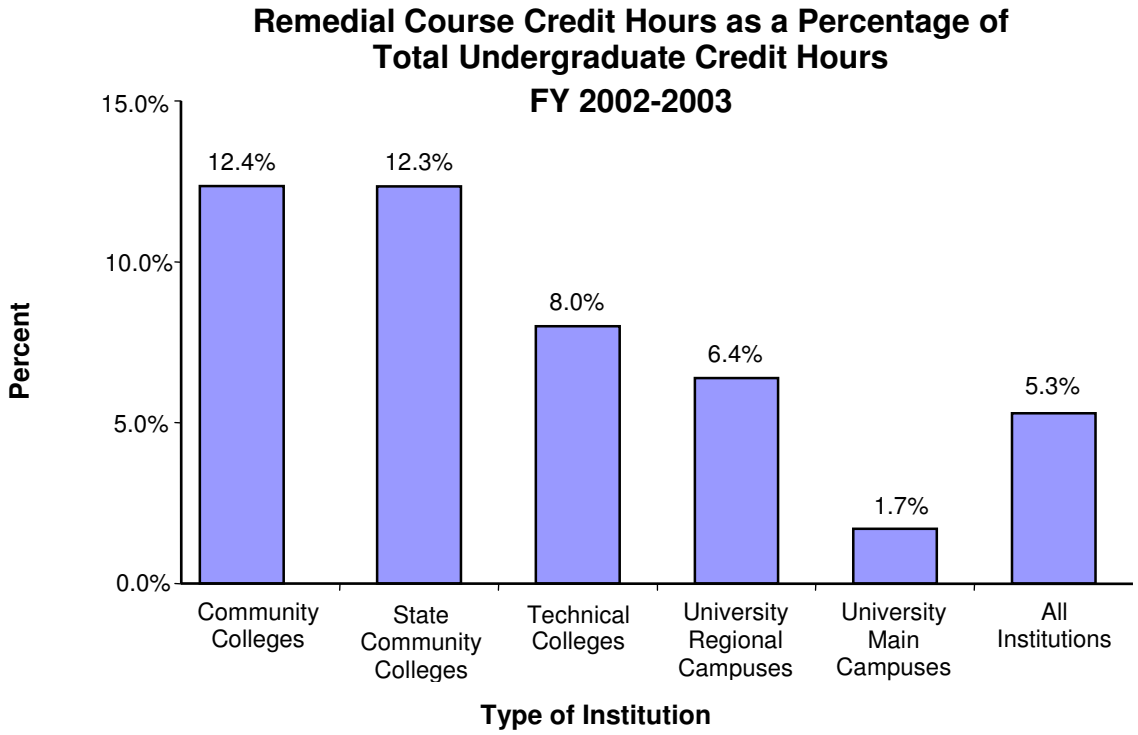


- Older students require slightly more remedial education than students who have recently graduated from high school.
- Thirty-nine percent of students age 20 years and older took either remedial math or remedial English, compared to 35% for students under age 20.
- The age-related remedial enrollment gap is a little wider in math than in English, with 33% of the older students enrolling in remedial math, compared to 29% for younger students. The disparity in English remedial enrollment rates is narrower, with 21% of the older students enrolled in remedial coursework, compared to 19% of the younger students.



- Information on high school course-taking patterns is available for students who have recently graduated from high school and have taken a college entrance exam. Responses to the student information questionnaire section of these exams provide the high school course data. A college preparatory core curriculum is defined as four years of English, and three years each of laboratory science, math, and social studies courses. Students who take the core courses consistently perform better in all measures of college preparation and achievement than those who have not taken the core.

- The remedial course-taking rate of students who did not take the core is about double the rate of students who did take the core. Thirty-seven percent of students who did not take the core took remedial math, compared to 18% for students who took the core. Likewise, 24% of students without the core took remedial English, compared to 11% of students with the core.



- Although 37% of all first-year students enroll in some type of remedial coursework during their first year of college, remedial instruction as a percentage of all undergraduate instruction is a much smaller percentage. Across all public institutions, remedial credit hours in FY 2003 represented only 5% of total undergraduate credit hours.

- The $38 million of state support for remedial instruction accounts for about 2% of total state support to public higher education institutions. About $9.5 million of the state support cost for remedial instruction is accounted for by remedial credits taken by recent graduates of Ohio high schools.

- The incidence of remedial instruction varies by sector, reflecting the different missions of institutions.

- At community colleges and state community colleges, remedial courses totaled about 12% of total credit hours. At technical colleges and university regional campuses, remedial courses accounted for 8.0% and 6.4% of total undergraduate credits, respectively.

- University main campuses had the lowest incidence of remedial instruction at 1.7%. This reflects the lower rate of first-year remedial enrollment at four-year universities, as well as the higher percentage of upper-division students who no longer require remedial coursework.

Remedial Course Success Measures for First-Year Degree-Seeking Freshmen in FY 2001-2002

Remedial Course-Taking Pattern	Number of Students	Percent Returning to College in Autumn 2002	Autumn 2002 Outcomes	
			Passage Rate for Credits Taken	Average GPA
Did Not Enroll in Remedial Courses	45,096	75%	88%	3.0
Enrolled in Remedial Courses:	29,250	61%	76%	2.6
Passed All Remedial Courses	15,686	75%	81%	2.7
Passed Some, but not all, Remedial Courses	5,614	59%	63%	2.2
Passed No Remedial Courses	7,950	34%	64%	2.2

- The purpose of remedial education is to provide additional preparation for students who enter college with academic deficiencies. There are costs involved in providing remedial instruction, in terms of institutional resources expended as well as student tuition and time. However, these costs must be weighed against the benefits of improved academic preparation arising from remedial instruction.
- The above table compares the academic success of four groups of degree-seeking students: those who did not take any remedial courses in their first year of college; those who took remedial courses and passed all of them; those who took remedial courses and passed some, but not all of them; and those who took remedial courses and did not successfully complete any of them. The results indicate that remedial courses, when successfully completed, may assist under-prepared students with their academic progress.
- Students who successfully complete all remedial courses (54% of all remedial course-takers) do almost as well on three measures of second-year academic success as students who did not take any remedial courses. The second-year retention rate of 75% for successful remedial completers was identical to the rate for non-remedial course-takers. Successful remedial completers passed 81% of their attempted credits in the Fall of their second year, compared to 88% for non-remedial course-takers. The second-year Fall GPA for successful completers was 2.7, compared to 3.0 for non-remedial course-takers.
- Students who took remedial courses and passed some, but not all, of those courses (19% of all remedial course-takers) had lower retention and second-year academic performances than the successful remedial course-takers. Their retention rate was 59%, and those returning for their second year completed 63% of fall credits attempted and had an average fall GPA of 2.2.
- Students who took remedial courses but did not successfully complete any of them (27% of all such students) performed significantly worse than their peers. Their second-year retention rate was only 34%, and those who returned completed only 64% of their attempted credits in the Fall of the second year, with an average GPA for that term of 2.2.

TEACHING AND LEARNING ENVIRONMENT

Student preparation is critical for success in college, but it is also important that higher education institutions provide an environment that supports and encourages success. While it is not possible to summarize all of the environmental factors that contribute to success in the first year of college, two factors that are highly important to students and their families are class size and the credentials of instructors.

There are no hard and fast rules for determining the best size of a college class or which types of faculty make the best instructors. Many factors affect the decisions that higher education institutions make regarding the teaching and learning environment. These include the availability of faculty, the size and quality of available rooms and labs, the subjects and levels of courses being taught, the level of student services, budget considerations, and academic missions of individual institutions. Different students will also have different preferences with regard to class size and instructor types. What is important is that institutions provide a mix of class sizes and teachers that encourages students -- especially first-year students -- to succeed.

Statewide, the median number of students in a lecture class meeting was 22. Furthermore, 19% of student enrollments in lectures occurred in meetings with fewer than 20 students, while 24% occurred in meetings with 50 or more students. These statistics reflect not the percentage of classes falling within these size ranges, but the probability that a student will be enrolled in classes of various sizes. (In a simple example, if a school has one class with 10 students and another with 90 students, the probability of being enrolled in the larger class is 90 %.) Class size varies by sector, with students at university main campuses much more likely to be enrolled in classes with 50 or more students.

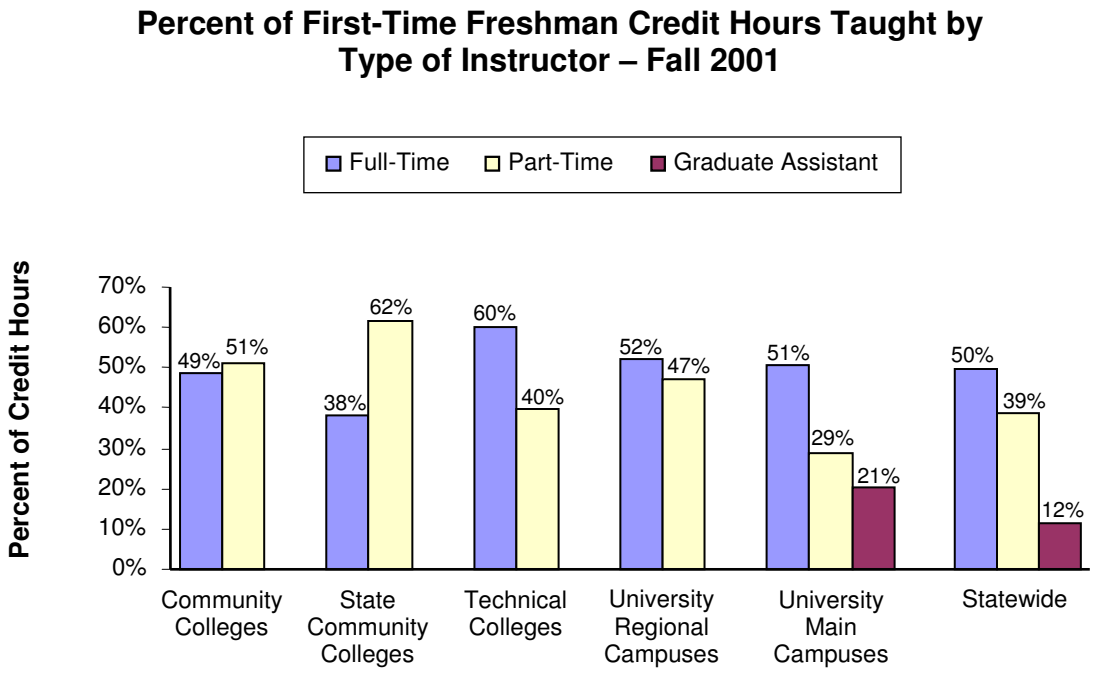
Fifty percent of all credit hours earned by first-year undergraduates are taught by full-time faculty, 39% are taught by part-time faculty, and 12% are taught by graduate students. University main campuses are different from other institutions in that they use graduate assistants, who teach 21% of main campus undergraduate credit hours. However, university main campuses make less use of part-time instructors, who teach 29% of freshman credit hours. At community colleges, which receive local property tax levies, 49% of credit hours are taught by full-time instructors, compared to 38% at state community colleges. This difference may be explained by the greater financial resources available to community colleges through their local tax levies.

Median Undergraduate Lecture Class Size and Probability of Being Enrolled in Classes with fewer than 20 and 50 or more Students

Ohio Public Campuses – Fall 2001

Type of Institution	Median Lecture Size	Percent of Student Enrollments in Lecture Meetings Having:	
		Fewer than 20 students	50 or more students
Community Colleges	19	32%	4%
State Community Colleges	19	33%	1%
Technical Colleges	17	39%	8%
University Regional Campuses	21	25%	5%
University Main Campuses	25	12%	36%
Statewide Total	**22**	**19%**	**24%**

- Although quality education can be delivered in both large and small classes, many students consider class size when deciding which college to attend or which classes to take.
- Class sizes vary by type of institution, with students at university main campuses more likely to be enrolled in larger classes than students at other types of institutions.
- Statewide, the median size of a lecture class was 22 students in Fall 2001. Nineteen percent of student course enrollments were in classes with fewer than 20 students, while 24% of course enrollments were in classes with 50 or more students.



- Instructors are a critical part of the learning environment at higher education institutions. Many types of instructors are employed by colleges, from full-time faculty, to part-time faculty, to graduate assistants.

- Institutions make decisions concerning who teaches courses based on the subject matter being taught, instructor qualifications, and instructor availability. Statewide, across all public sector institutions, 50% of credit hours taken by first-time freshmen were taught by full-time faculty, 39% were taught by part-time faculty, and 12% were taught by graduate assistants in Fall 2001.

- The university main campus instructor mix is unique due to the presence of graduate students, who teach 21% of the first-time freshman credit hours at the main campuses. However, university main campuses are less likely to use part-time instructors than are other types of institutions. The combined credit production share for main campus part-time instructors and graduate assistants is 50%, very close to the 51% part-time share for the statewide total.

STUDENT ACADEMIC PROGRESS

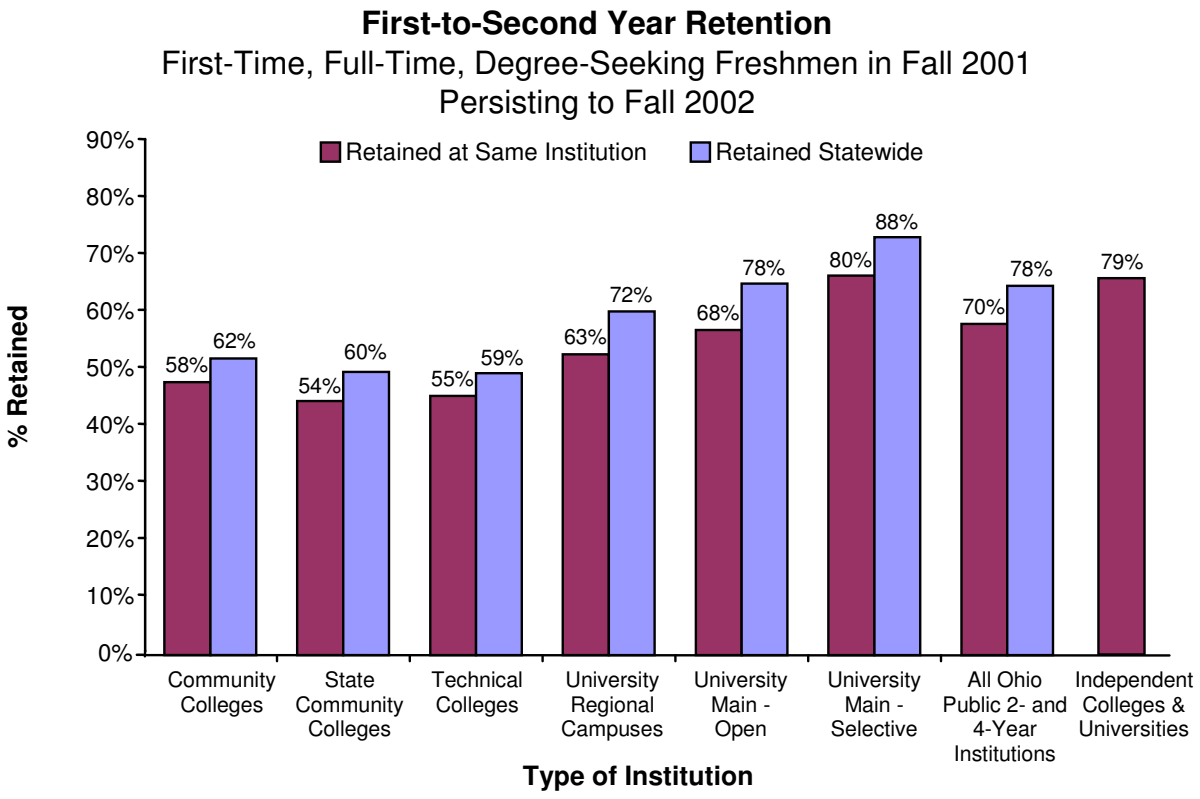
Most students enter college with the intention of eventually earning a degree. Critical success measures for higher education institutions include the proportion of first-year students who return for their second year, the ability of students to move from one institution to another in order to make educational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

About 78% of first-time, full-time, degree-seeking freshmen at public higher education institutions either returned for their second year at their initial institution or transferred to another institution in Ohio. Attendance at multiple institutions is common for students at public institutions, with 23% of all undergraduates enrolled in Spring 2002 having attended more than one institution or campus within the previous three years. In addition, 6% of students enrolled in Spring 2002 attended more than one institution or campus concurrently. Evidence suggests that students who transfer to four-year universities from two-year institutions perform about as well in their junior year as students who continuously have attended four-year universities.

At "two-year" institutions, 12% of Fall 1999 first-time, full-time, degree-seeking freshmen earned a degree within three years, but 35% were still enrolled at the same institution in the third year, and another 12% were enrolled at a different institution. Overall, 58% of beginning students in the two-year sector have earned a degree or are continuing their education in Ohio three years after starting college.

The six-year graduation rate for Fall 1996 first-time, full-time, degree-seeking students at Ohio's public baccalaureate institutions was 55%, roughly the same as the national rate of 54% in the previous year.

Data on associate degree recipients indicate that the associate degree is not a "two-year" degree for most students. Twelve percent of associate degrees awarded in 2001-02 were earned in two years or less, while 43% of associate degrees were earned in more than four years. More than 60% of associate degree recipients took longer than three years, calling into question the validity of the three-year standard for calculating associate degree graduation rates. A factor contributing to longer completion times is that 60% of two-year sector students attend part-time. The bachelor's degree is still a "four-year" degree for about 40% of recipients, but 26% take longer than five years to complete their degrees.



- First-to-second year retention rates vary by type of institution. This reflects the varying levels of academic preparation of incoming students at different types of institutions, as well as the diversity of missions among Ohio's campuses. At public institutions, 70% of first-time, full-time, degree-seeking freshman returned to the same institution in their second year. An additional 8% transferred to another institution in Ohio, making the statewide retention rate 78%.

- Retention rates at Ohio's public universities vary according to the admissions practices in effect at individual campuses. Open-admissions universities had a 78% statewide retention rate, compared to 88% at selective-admissions universities.

- The statewide retention rates at community colleges, state community colleges, and technical colleges were 62%, 60%, and 59%, respectively; university regional campuses retained students at a higher rate of 72%, partly due to the transfer missions associated with these campuses.

- The within-institution retention rate for independent colleges and universities was 79%. A statewide retention rate is not available for the independent sector. The 79% retention rate at Ohio's independent colleges and universities is comparable to the within-institution retention rate at Ohio's selective-admissions universities.

MOBILITY OF UNDERGRADUATE STUDENTS ENROLLED IN SPRING 2002

Sector	Number of Undergraduate Students in Spring 2002	Mobile Previous 3 Years			Concurrently Enrolled Spring 2002		
		Different Campus Same Institution	Different Institution	Total	Different Campus Same Institution	Different Institution	Total
Community Colleges	63,234	11%	11%	22%	8%	2%	10%
State Community Colleges	58,080	3%	14%	17%	2%	3%	5%
Technical Colleges	21,091	N/A	14%	14%	N/A	2%	2%
University Regional Campuses	38,194	22%	12%	34%	15%	1%	16%
University Main Campuses	181,521	7%	17%	24%	2%	1%	3%
Independent Colleges[1]	52,801	N/A	23%	23%	N/A	3%	3%
Proprietary Colleges[2]	4,448	N/A	16%	16%	N/A	1%	1%
State	**419,369**	**7%**	**16%**	**23%**	**4%**	**2%**	**6%**

[1] Student Choice Grant recipients enrolled academic year 2001-2002
[2] Workforce Development grant recipients enrolled academic year 2001-2002

- College attendance patterns are changing, so that it is less common for students to attend only one institution throughout their educational career. To some extent, student mobility is a measure of how well institutions accommodate student needs for flexibility in attaining their educational goals.

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

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

- Twenty-three percent of undergraduates enrolled in Spring 2002 had been enrolled at another campus or institution within the previous three years. The highest mobility rate is found at university regional campuses, at 34%. Technical college students were the least mobile, with 14% of students attending elsewhere in the previous three years.

- Statewide in Spring 2002, six percent of undergraduates were concurrently enrolled at multiple campuses or institutions. The highest rate of concurrent enrollment was in the university regional campuses at 16%, followed by community colleges at 10%.

THREE-YEAR SUCCESS MEASURES
FIRST-TIME, FULL-TIME, DEGREE-SEEKING STUDENTS AT 2-YEAR CAMPUSES, FALL 1999 COHORT

		Three-Year Success Measures			
			Percent Still Enrolled*		
Sector	Students in Cohort	Percent Earned a Degree	Same Institution	Transfer	Total Successful
Community Colleges	5,504	9%	35%	12%	57%
State Community Colleges	4,927	13%	31%	11%	55%
Technical Colleges	2,703	22%	25%	8%	55%
University Regional Campuses	6,748	9%	40%	13%	63%
Total	19,882	12%	35%	12%	58%

*Any term FY 2001-2002

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

- However, the measure provides an incomplete picture of how two-year college students make progress toward their educational goals. Statewide, only 12% of first-time, full-time degree-seeking students at these campuses earn a degree in three years or less.

- Results vary across sectors. Technical colleges have the highest graduation rates at 22% and the lowest transfer rates at 8%, reflecting the career-focused nature of their programs.

- University regional campus students have the highest within-institution (includes main campus) retention at 40% and the highest transfer rates at 13%.

- The overall measures of three-year success across sectors are roughly similar, ranging from 55% for technical colleges and state community colleges to 63% for university regional campuses.

SIX-YEAR GRADUATION RATES AT BACCALAUREATE INSTITUTIONS BY AVERAGE ACT SCORE OF INCOMING CLASS

OHIO PUBLIC INSTITUTIONS COMPARED TO THE NATION[1]

FALL 1996 COHORT OF FULL-TIME, FIRST-TIME DEGREE-SEEKING STUDENTS

		Six-Year Graduation Rates (Bachelor's Degree or Higher)		
Average ACT Score of Incoming Students – Fall 1996	**Students in 1996 Cohort**	**Ohio**	**National Sample[2]**	**Ohio Compared to National Sample**
Schools with Avg ACT > 24	3,388	81%	68%	+ 13%
Schools with Avg ACT >= 22.5 and <= 24	9,153	62%	55%	+ 7%
Schools with Avg ACT >= 21.0 and < 22.5	7,669	51%	43%	+ 8%
Schools with Avg ACT < 21	7,227	37%	34%	+ 3%
Statewide	**27,437**	**55%**	**54%**	**+ 1%**

[1] National data obtained from The Consortium for Student Retention Data Exchange (CSRDE)
[2] Fall 1995 cohort

- Institutions vary in terms of the preparation level of the students they admit. One measure of preparation is the average ACT score of the incoming cohort of first-time, full-time, degree-seeking students. Compared to institutions admitting similar cohorts of students, Ohio's public universities graduate a higher percentage of students within six years. Comparative national figures were provided by the Consortium for Student Retention Data Exchange, a voluntary organization representing 420 colleges and universities.
- Fifty-five percent of first-year full-time degree-seeking students who began college in Fall 1996 at an Ohio public university earned a bachelor's degree in six years or less.
- At Ohio's most selective public institutions – those with the highest average ACT scores for entering freshmen – the six-year graduation rate exceeded 80%.
- At Ohio's public universities with the most open admissions policies, the six-year graduation rate was 37% compared to the national rate for similar institutions of 34%.

TIME AND CREDITS TO DEGREE BY DISCIPLINE AREA
FY 2001-2002 NON-TRANSFER[1] ASSOCIATE DEGREE RECIPIENTS

				Percent Graduating in:			
Discipline Area	Degrees Awarded	Median[2] Time to Degree in Years	Average Credits to Degree	2 Years or Less	> 2 Years, <= 3 Yrs	> 3 Years, <= 4 Years	More than 4 Years
Agriculture Technologies	274	2.5	76	28%	47%	16%	10%
Business Technologies	3,007	3.8	81	11%	25%	17%	46%
Engineering Technologies	1,639	3.8	85	14%	25%	17%	44%
Health Technologies	2,847	4.0	86	7%	25%	20%	48%
Liberal Arts	3,414	3.7	79	14%	28%	17%	40%
Natural Science Technologies	789	3.3	82	15%	33%	15%	36%
Public Service Technologies	727	3.7	81	13%	28%	18%	42%
Other	541	3.5	81	13%	30%	18%	40%
Total	13,238	3.7	82	12%	27%	18%	43%

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

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

- Associate degrees are often called two-year degrees, because a student who takes a continuous "full-time" load for two years (16 hours a semester or quarter for all terms except summer) can usually earn the minimum credits necessary for graduation. However, only 12% of 2001-02 associate degree graduates took two years or less to graduate, and the median time to complete an associate degree was 3.7 years.
- The official federal government standard of 3 years for timely completion of associate degrees does not reflect completion patterns for most graduates, since 61% took more than three years to finish and 43% took more than four years.
- Some variation by field exists in completion times, with agricultural technologies graduates completing in a median time of 2.5 years and health technologies graduates completing in a median time of four years.
- A little more than 70% of associate degree graduates were in fields with median completion times between 3.5 and 3.8 years.

TIME AND CREDITS TO DEGREE BY DISCIPLINE AREA
FY 2001-2002 NON-TRANSFER[1] BACHELOR'S DEGREE RECIPIENTS

Discipline Area	Degrees Awarded	Median[2] Time to Degree in Years	Average Credits to Degree	Percent Graduating in: 4 Years or Less	> 4 Years, <= 5 Yrs	> 5 Years, <= 6 Years	More than 6 Years
Arts & Humanities	4,231	4.3	137	42%	33%	11%	13%
Business	4,696	4.3	134	47%	33%	8%	12%
Education	3,881	4.5	144	34%	38%	12%	16%
Engineering	2,239	4.8	143	20%	50%	16%	14%
Health	1,366	4.7	145	38%	27%	14%	21%
Natural Science & Mathematics	2,215	4.3	140	44%	32%	11%	13%
Social & Behavioral Sciences	4,302	4.3	136	43%	31%	11%	15%
Other	651	5.0	134	25%	28%	15%	31%
Total	23,581	4.5	139	39%	34%	11%	15%

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

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

- Most bachelor's degrees can be completed within four years by students who are continuously enrolled (excluding summer terms) taking 16 quarter or semester hours per term. However, only 39% of bachelor's degree recipients in 2001-02 completed their degrees within four years, and the median time to completion was 4.5 years.
- The proportion of bachelor's graduates who earn degrees in four years or less varies considerably by field. Only 20% of engineering graduates completed in four years or less compared to 47% for business graduates.
- It has become common to report baccalaureate graduation rates in terms of the percentage of a given cohort of students who complete within six years or less. Since 15% of bachelor's degree recipients take longer than six years, this six-year graduation rate statistic understates the proportion of students who eventually earn degrees.

GRADUATES' OUTCOMES

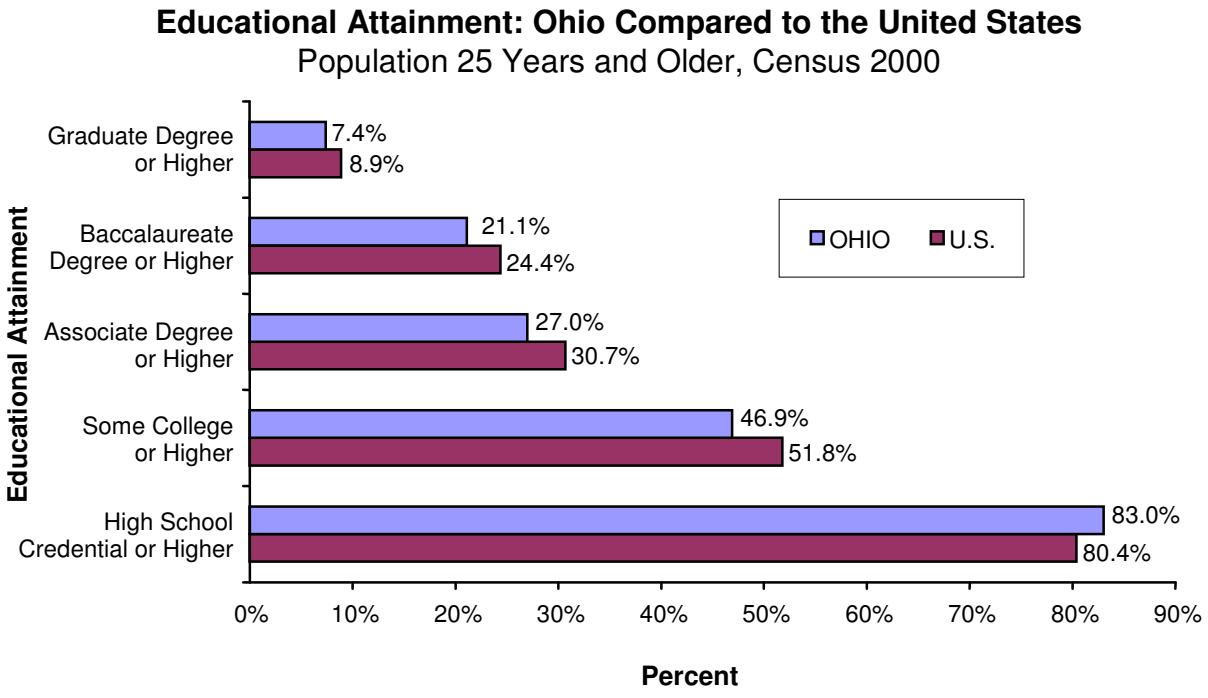
According to the 2000 Census, 27% of Ohio's adults have an associate degree or higher, compared to 30.7% for the United States. Measured in these terms, Ohio's educational attainment is 88% of the national level. This helps explain why Ohio's per capita income is only 95% of the national level, and hints that Ohio incomes may fall farther behind if we do not continue to make strides in educational attainment. Enrollment and persistence in college are rewarded by degree attainment, which has been shown to greatly increase earnings and reduce unemployment.

Ohio institutions of higher education have made progress in improving Ohio's educational attainment levels, even though the gap between the Ohio and United States educational attainment levels still remains. Over the last five years, production of associate, bachelor's, master's, doctoral, and professional degrees has increased 5%, from 90,400 to 94,972.

In addition to quantity, the quality of the degrees earned also matters. Many graduates take licensing exams in their fields of study certifying that they are qualified to enter their chosen professions. Pass rates on these exams are generally high in Ohio, with many exams having pass rates more than 90%. Overall Praxis II (teacher education) pass rates were 91%, all nursing exams had pass rates higher than 90%, pharmacy pass rates were 89%, and Ohio bar exam pass rates were 80% for first-time test-takers.

Goals for most students include finding a job or continuing their education after graduating. The state of Ohio also has an interest in keeping a high proportion of Ohio college graduates in the state after graduation. Through a data match program with the Ohio Department of Jobs and Family Services, we are able to track the in-state employment of Ohio graduates. Most resident graduates of Ohio's public colleges and universities stay in Ohio after graduation. Overall, the first-year retention rate for Spring 2002 graduates was 79%, with associate degree recipients having the highest retention at 88%. Bachelor's degree retention was 77%, while that for master's degrees was 80%.

In the first year after graduation, salaries for associate degree recipients tend to be very close to those for bachelor's degree recipients. This closeness reflects the larger share of associate degrees awarded in health and engineering and the prior work experience of associate graduates, who tend to be older at graduation than bachelor's graduates. However, the growth rate in earnings for bachelor's degree recipients is higher, so the earnings gap between bachelor's and associate degree recipients widens over time.



- Even though Ohio's adults are more likely to have completed high school than those in the United States as a whole, Ohio lags the nation in higher education attainment at all levels.
- 46.9% of Ohioans have some college or higher, compared to 51.8% for the United States.
- 27% of Ohioans have an associate degree or higher, compared to 30.7% for the United States.
- 21.1% of Ohioans have a bachelor's degree or higher, compared to 24.4% for the United States.
- 7.4% of Ohioans have a graduate or professional degree, compared to 8.9% for the United States.
- Since income levels increase with educational attainment, these education gaps are a primary reason Ohio's per capita income is below the national level.

Number of Degrees Awarded by Level and Percentage Distribution by Discipline

FY 2001 - 2002

Discipline Area	Level of Degree				
	Associate	Bachelor's	Master's	Doctoral	Professional
Total Degrees Awarded	19,666	52,286	17,994	1,893	3,133
Arts & Humanities	18%	18%	7%	10%	
Business	21%	22%	24%	4%	
Education	3%	14%	35%	19%	
Engineering	12%	7%	7%	14%	
Health	20%	6%	7%	10%	49%
Natural Science & Mathematics	9%	10%	5%	19%	
Social & Behavioral Sciences	3%	17%	10%	19%	
Dual Degrees	1%	1%	< 1%		
Other	12%	4%	4%	5%	5%
Law and Legal Studies					46%

- A total of 94,972 degrees were awarded at the associate, bachelor's, master's, doctoral, and professional degree levels at Ohio's higher education institutions in 2001-2002.
- A little more than half, or 55%, of total awards were at the bachelor's level. Associate degrees were 21% of the total, and master's degrees were 19%. Doctoral and professional degrees accounted for 2% and 3% respectively.
- Fields of study for graduates vary across degree levels. Business and health majors were most common at the associate level, at 21% and 20%, followed by arts and humanities at 18%.
- At the bachelor's level, business had the highest share of graduates at 22%, followed by arts and humanities at 18% and social and behavioral sciences at 17%.
- Thirty-five percent of master's degrees were earned in education, and 24% were earned in business.

Trends in Degree Production by Award Level and Discipline

Percent Change in Degrees Awarded from 1998 to 2002

	Level of Degree									
	Associate		Bachelor's		Master's		Doctoral		Professional	
Discipline Area	2002 Awards	Change from 1998	2002 Awards	Change from 1998	2002 Awards	Change from 1998	2002 Awards	Change from 1998	2002 Awards	Change from 1998
Arts & Humanities	3,632	29%	9,526	10%	1,312	-2%	180	-13%		
Business	4,217	-4%	11,392	18%	4,373	18%	69	11%		
Education	495	7%	7,468	14%	6,262	17%	357	1%		
Engineering	2,451	0%	3,642	-3%	1,221	-17%	268	-10%		
Health	3,975	-20%	3,080	-20%	1,313	-3%	198	14%	1,534	17%
Natural Science & Mathematics	1,866	61%	5,471	4%	980	-13%	369	-13%	0	
Social & Behavioral Sciences	600	-26%	9,077	3%	1,724	-12%	356	-6%	9	-63%
Dual Major	145	1%	431	26%	57	4%				
Other	2,285	6%	2,199	16%	752	26%	96	-62%	159	-15%
Law and Legal Studies									1,431	-11%
All Degrees	**19,666**	**2%**	**52,286**	**7%**	**17,994**	**6%**	**1,893**	**-12%**	**3,133**	**0%**

- Three factors contribute to a state's increased educational attainment: producing more graduates, retaining those graduates within the state, and attracting educated people from other states. Ohio is making some progress in producing more graduates.

- From FY 1998 to FY 2002, the number of degree awards has generally increased, although the rates of change vary by level and discipline. Associate degrees increased by 2%, bachelor's degrees increased by 7%, and master's degrees increased by 6%. Professional degree production was flat, and doctoral degrees decreased by 12%.

- Changes in degree awards varied considerably by field, but it must be kept in mind that students' choices are a primary determinant of the discipline mix of degree awards.

- Engineering awards were flat or declining at all levels. There was no change in associate degrees, a 3% decrease in bachelor degrees, a 17% decrease in master's degrees, and a 10% decrease in doctoral degrees.

- The health fields experienced a 20% decline at the associate and bachelor's levels, and a 3% decline at the master's level. However, health degrees increased 14% at the doctoral level and 17% at the professional level.

LICENSURE AND CERTIFICATION OUTCOMES

Certification Area	Exam	Number Taking Exam	Passage Rate
Teaching	Praxis II - 2002 Academic Year		
	Professional Knowledge (5,917 exams taken)		93%
	Academic Content Areas (7,096 exams taken)		93%
	Teaching Special Populations (808 exams taken)		99%
	Summary Results	7,500	91%
Nursing	Ohio Registered Nursing Exam - 2002		
	Baccalaureate Degree Programs	1,060	90%
	Associate Degree Programs	1,726	90%
	Certificate in Professional Nursing Programs	28	100%
	Diploma Programs	173	92%
	Ohio Licensed Practical Nursing Exam - 2002	542	93%
Pharmacy	First-time candidates in 2002 taking both the NAPLEX (North American Pharmacy Licensing Exam) and MPJE (Multi-state Pharmacy Jurisprudence Exam)	317	91%
Other Health Care	Exams Taken During 2002 - 2003 Academic Year		
	Emergency Medical Technician - Basic	1,090	71%
	Emergency Medical Technician - Advanced	46	78%
	Emergency Medical Technician - Paramedic	393	73%
	Dental Hygienist - National Board Exam	231	95%
	Occupational Therapy Assistant	52	92%
	Physical Therapy Assistant	95	62%
Law	Ohio Bar Examination - July 2003 First-Time Takers	911	80%

- Teaching and nursing licensure exam pass rates each equal or exceed 90%. Pharmacy exam pass rates were 91%, and Ohio Bar Exam pass rates were 80%.

- Results for other health care areas were mixed, with a 95% pass rate for dental hygiene and 92% for occupational therapy assistant. Emergency medical technician pass rates were between 71% and 78%, while physical therapy assistant pass rates were only 62%.

IN-STATE RETENTION OF OHIO RESIDENT STUDENTS ONE-HALF YEAR FOLLOWING GRADUATION FROM AN OHIO PUBLIC OR PRIVATE INSTITUTION

Spring 1998 through Spring 2001 Graduates

	Percent of Graduates Employed In Ohio or Attending College in Ohio			
	Year of Graduation			
Degree Level	**1998**	**1999**	**2000**	**2001**
Associate	83%	89%	88%	88%
Bachelor's	72%	76%	76%	77%
Masters	65%	77%	78%	80%
Doctoral	43%	60%	57%	59%
First-Professional	47%	56%	55%	59%
All Degree Levels	**73%**	**79%**	**78%**	**79%**

- Ohio lags the United States in higher educational attainment. Outcomes that would contribute to closing this gap include producing more higher education graduates, keeping a high proportion of them in Ohio following graduation, and encouraging highly educated people to migrate to Ohio.
- Ohio retains high proportions of its resident graduates. In the most recent year for which we have data, 79% of graduates at all levels remained in the state to work or attend school. The retention rate is 88% at the associate level, 77% at the bachelor's level, and 80% at the master's level.
- Graduates at the doctoral and professional levels are more likely to leave Ohio after graduation than are graduates at the associate, bachelor's, and master's levels, but this reflects the tendency for advanced degree holders to search for employment in regional and national markets.
- Trends in in-state retention have been relatively stable over the last three years. In addition, these retention rates are comparable to migration rates obtained from Census data for college-educated young people. Census results indicate that the in-state retention rate from 1995 to 2000 for 20 to 29 year olds with bachelor's degrees or above was 73% for Ohio and 72% for all other states.

EMPLOYMENT AND EARNINGS TRENDS FOR SPRING 1998 GRADUATES FROM OHIO PUBLIC AND PRIVATE INSTITUTIONS WHO BEGAN WORKING FULL-TIME WITHIN ONE-HALF YEAR OF GRADUATION

	Graduates Employed Full-Time in Ohio in 4th Quarter of 1998		Average Annual Earnings of Graduates Employed Full-Time in Ohio in 4th Quarter of 1998		
Degree Level	Initial Cohort	Employed Full-time In 4th Quarter 2001	1st Year	4th Year	% Change
Associate	4,105	3,364	$32,581	$38,231	17%
Bachelor's	10,330	7,899	$33,582	$43,659	30%
Master's	1,661	1,259	$45,586	$57,234	26%

- Both initial earnings following graduation and earnings growth are important factors to consider in evaluating the labor market outcomes of graduates. Low initial earnings may be more than offset by growth over time.
- Associate degree recipients often earn almost as much as bachelor's degree recipients soon after graduation. The results for the class of Spring 1998 graduates are typical. Estimated average annual salaries for associate degree recipients in the first year after graduation were $32,581, only about 4% less than the $33,582 average for bachelor's degree recipients.
- However, growth in earnings for bachelor's degree recipients is generally higher than that for the associate level. Average earnings growth of associate degree recipients who were estimated to have worked full-time in both 1998 and 2001 was 17%, compared to 30% for bachelor's degree recipients.

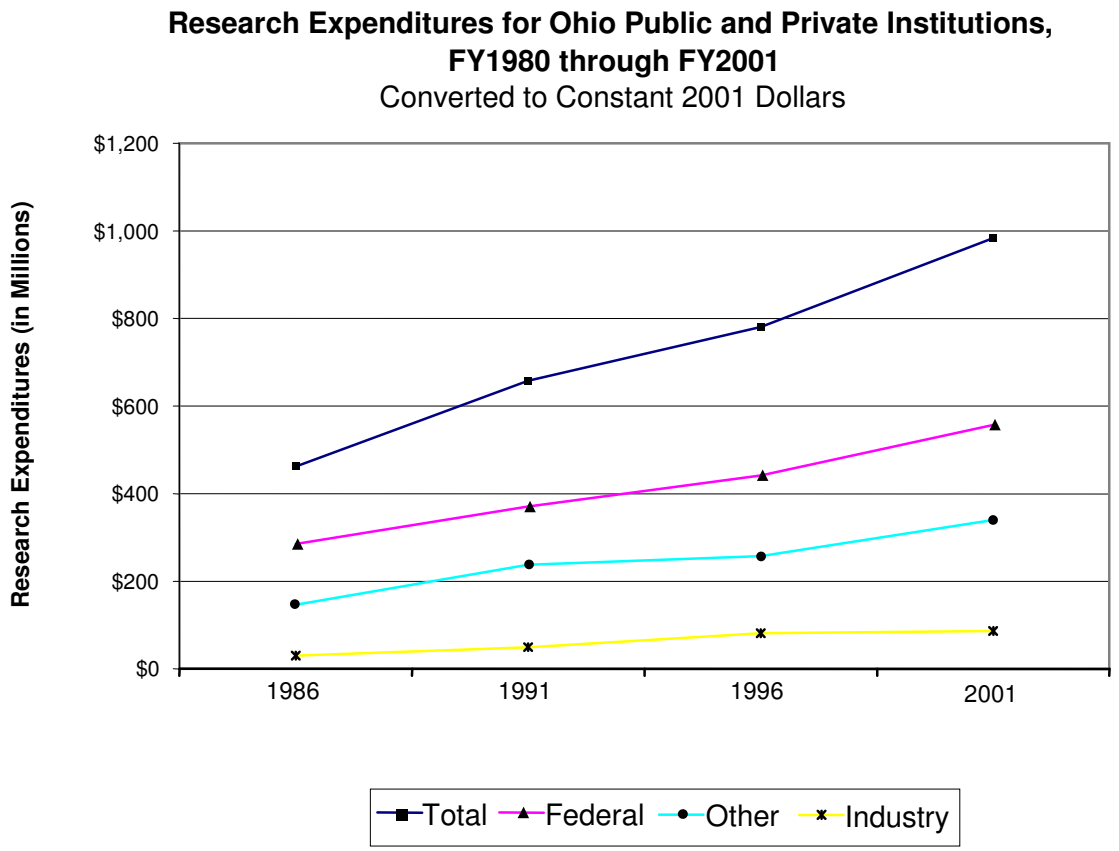
RESEARCH AND WORKFORCE DEVELOPMENT

Higher education has multiple missions, which include research, public service, and workforce development, in addition to traditional for-credit instruction. All of these missions contribute to quality of life and economic development in Ohio. University research leads to the discovery of new knowledge, and higher education institutions are increasingly involved in the application of that knowledge to address economic, medical, and social needs. Through workforce development activities, colleges and universities meet the needs of employers who need skilled employees to remain competitive.

Academic Research and Development Activities. Basic research is vital to the future economic competitiveness of the State Of Ohio. University research leads directly to new technology and, ultimately, to new jobs associated with the commercialization of new technological innovations. Starting in 1983 the Ohio Board of Regents has administered a set of research support programs that: 1) continually enhance Ohio's academic research infrastructure, which includes funding for highly talented Ohio Eminent Scholars, modern laboratory facilities, and state-of-the-art major scientific instrumentation; 2) develop strong research consortia with collaborative linkages among many different academic and industrial laboratories; and 3) directly reward Ohio universities for their success in securing external funding for research. The Ohio Eminent Scholars, Hayes Investment Fund, Action Fund, and Research Challenge programs provide access to research support funding for each of Ohio's thirteen public universities, two free-standing medical schools, and two private Ph.D.-granting universities. Since 1985 the Regents' research support programs have contributed to a dramatic rise in Ohio's research expenditures per capita compared to the nation. In constant 2001 dollars, Ohio's research expenditures per capita were $45 in FY 1985, 60% of the national level of $75. By FY 2001, Ohio's per capita research expenditures had risen to $87, 77% of the national level of $113. According to the National Science Foundation, total research and development expenditures at Ohio universities and colleges during FY 2001 amounted to $983 million, which is funded primarily by the federal agencies and private industry.

Workforce Development. Since 1986 Ohio's public two-year community and technical colleges and university regional campuses, working collaboratively as the EnterpriseOhio Network, have been providing training and assessment services to Ohio employers. Assessment services help employers better define job and skill requirements and make better informed hiring decisions. Training customized to employer needs produces the upgraded employee skill levels necessary to meet changing business requirements. Common

results of higher skill levels are reduction in defective products, machine down time, and production cycle time. Other results of training are improvements in productivity, customer satisfaction, and other key performance indicators. In FY 2003 4,305 companies utilized EnterpriseOhio Network services. The number of companies with 100 or fewer employees using EnterpriseOhio Network assessment and training services increased from 1,717 in FY 2000 to 2,367 in FY 2003.



Source: National Science Foundation

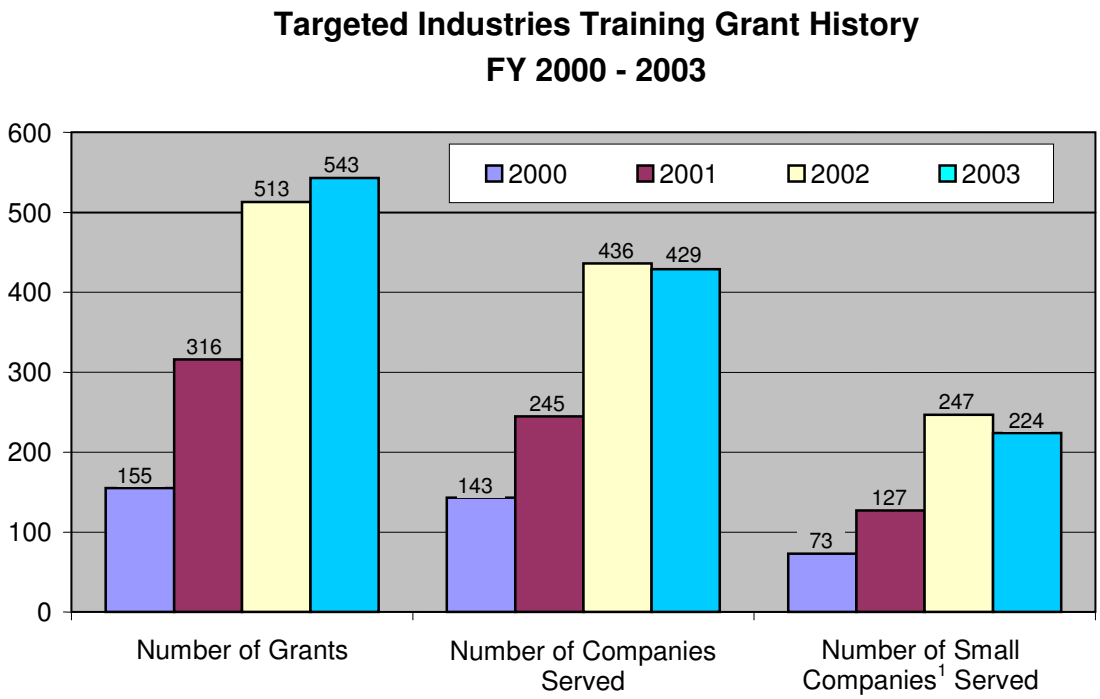
- Total research expenditures for Ohio universities increased by 113% from 1986 to 2001, from $462 million to $983 million.

- Expenditures from all revenue sources – federal, industry, and other – increased by large margins. Federally financed research increased 95% from $285 million to $557 million, industry financed research increased 182% from $30 million to $86 million, and research financed from other sources (institutional and state and local government) increased 132% from $147 million to $340 million.

TECHNOLOGY TRANSFER AND COMMERCIALIZATION ACTIVITIES AT OHIO'S UNIVERSITIES FY 1997 - 2002

Activity	Result
Invention Disclosures Received	2,040
Total U.S. Patent Applications Filed	1,095
Licenses & Options Executed	373
Gross License Income Received	$56,127,389
U.S. Patents Issued	569
Start-up Companies Formed	59

- Measured in terms of dollars of expenditures, academic research activity in Ohio has been steadily increasing over time. This research is having an impact on Ohio's economy.
- Research undertaken by Ohio's universities is resulting in inventions of new products and processes, with 2,040 invention disclosures received, 1,095 U.S. Patent applications filed, and 569 U.S. Patents issued from FY 1997 to FY 2002.
- Over this same time period, 373 licenses and options were executed, and about $56 million in license income was received.
- In an encouraging sign for economic development and employment, 59 start-up companies were formed as a result of university research activities.



[1] Fewer than 100 workers

- Targeted Industries Training Grants provide matching funds to companies in support of training projects designed to improve company performance. These grants reinforce the value of training by helping companies to view training not just as an expense, but as an investment that can provide significant returns in the form of improved quality, higher productivity, and lower costs.
- Both the number of training grants awarded and the number of companies served through participation in the Targeted Industries Training Grants program have increased in each of the last four years beginning with FY 2000.
- Over the same time period, the number of workers trained has more than doubled from 11,191 workers in 2000 to 22,742 workers in 2003. Since 2000, nearly 80,000 workers have received training as a result of Targeted Industries grants.
- More than half of the companies receiving Targeted Industries Training Grants are small companies – those having fewer than 100 employees. For eligible small companies, these grants can cover up to 75% of the cost of training.

OHIO EMPLOYERS USING ENTERPRISE OHIO NETWORK CONTRACT TRAINING SERVICES FY 2000 - 2003

Company Size	FY 2000	FY 2001	FY 2002	FY 2003
1-100 Employees	1,717	2,283	2,235	2,367
101-249 Employees	710	745	943	817
250-499 Employees	460	527	595	364
500+ Employees	660	789	838	757
Total Companies Served[1]	**3,547**	**4,344**	**4,611**	**4,305**
Number of Employed Persons Served by Non-Credit Training Efforts	133,654	151,202	168,984	170,016

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

- The EnterpriseOhio Network is a collaboration of public two-year community and technical colleges and university regional campuses that provides training and assessment services to Ohio employers.
- The number of employed persons trained through EnterpriseOhio on a non-credit basis has steadily increased over the last four years. From 2000 to 2003, the number of workers served by EnterpriseOhio has increased 27% from 133,654 to 170,016.
- The number of small companies served by Enterprise Ohio has increased sharply over the last four years. In 2003, more than half of the companies served by EnterpriseOhio were small businesses – those with 100 or fewer employees.

FINANCIAL ISSUES IN HIGHER EDUCATION

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

Discussions of higher education finance are complicated by potential misunderstandings regarding the meanings of the words "cost" and "price." Educational costs refer to the expenditures made by colleges and universities to deliver instruction. Costs are funded through many revenue sources, but two of the most important are state government contributions and tuition revenue. Tuition charges are the "price" of higher education, and cover only a portion of the total costs. Due to financial aid in the form of federal, state, and institutional grants, the net prices paid can vary considerably across students. In addition, loans allow students to delay payment of part of their net prices until after they leave school.

In FY 2002, Ohio's total government appropriations and net tuition funding per full-time equivalent student were $8,580, about 5% less than the national level of $8,992. Compared to the rest of the United States, Ohio has a mix of higher education funding that relies heavily on tuition revenue. Ohio ranks 44th in appropriations per student, 12th in net tuition per student, and 30th in overall funding per student. Ohio's appropriations per student were $4,493, compared to the national level of $6,219. Ohio's net tuition per student was $4,086, compared to $2,773 in the United States as a whole. Put another way, the student and family share of higher education funding is 48% in Ohio and 31% in the United States (based on data from preliminary State Higher Education Executive Officers finance survey).

In FY 2001 and FY 2002, the two most recent years for which complete data are available, public institutions have experienced a 5% increase in full-time equivalent enrollment eligible for state subsidy and 4% decrease in state subsidy payments. These trends generated a 9% decrease in state-support per subsidy-eligible full-time equivalent student. Only part of this reduction in state support was offset by tuition and other revenue, since instructional and general expenditures per student fell by 4% over this time period.

INSTRUCTIONAL AND GENERAL EXPENDITURES AND STATE SUPPORT PER FULL-TIME EQUIVALENT STUDENT

FY 2001-2002

	Full-Time Equivalent Students (FTE)		Expenditures per FTE		State Support[1] per Subsidy-Eligible FTE	
Sector	**2002**	**% Change from 2001**	**2002**	**% Change from 2001**	**2002**	**% Change from 2001**
Community Colleges	37,220	10%	$7,169	-9%	$3,336	-14%
State Community Colleges	40,937	10%	$5,870	-2%	$3,286	-14%
Technical Colleges	16,719	8%	$6,561	-3%	$4,027	-7%
University Regional Campuses	30,474	6%	$7,180	-2%	$3,676	-7%
University Main Campuses:						
All Students	221,340	4%	$11,838	-3%	$6,131	-8%
Undergraduate Only	182,859	4%	$9,027	-3%	$4,514	-7%
State Total	346,690	5%	$9,968	-4%	$5,206	-9%

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

- Statewide instructional and general expenditures per full-time equivalent student were $9,968 in FY 2002, down four percent from FY 2001 levels. About 52% of these costs were covered by state subsidy.
- Per student costs fell in all public higher education sectors as institutions adjusted to a combination of factors: rising enrollment, reduced state funding to institutions, and tuition increases that did not match the decline in state support.
- Across sectors, the pattern of costs and state support varies according to the level and type of instruction undertaken, and the non-state support sources of revenue available to institutions.
- The highest expenditures per student are found on university main campuses, due to the prevalence of graduate, professional, and upper division instruction, which costs more than the lower division undergraduate courses that predominate at community colleges, technical colleges, and university regional campuses.
- Community colleges (which have local tax levies) and state community colleges have similar program offerings, so their state subsidy varies only by $50 per student. However, due to the increased financial resources available to community colleges through their local property tax levies, community colleges spent $1,300 more per student than state community colleges. These resources allow community colleges to provide additional services to their students and communities.

IN-STATE, UNDERGRADUATE WEIGHTED TUITION AND FEES

Sector	Nation[1]	Ohio[2]			
	2003-2004	2002-2003	2003-2004	% Increase	Ohio as a % of the nation
Two-Year Public	$1,905	$2,721	$2,966	9.0%	156%
Community Colleges		$1,909	$2,027	6.2%	106%
State Community Colleges		$2,722	$2,922	7.3%	153%
Technical Colleges		$2,974	$3,255	9.4%	171%
University Regional Campuses		$3,666	$4,121	12.4%	213%
University Main Campuses	$4,081	$6,123	$6,822	11.4%	167%

[1] Data from The College Board's Annual Survey of Colleges

[2] Tuition and fees assessed to new students and in effect as of November 21, 2003.

- Tuition and fees at Ohio public higher education institutions are high compared to national averages, and these charges have risen sharply in recent years.
- At Ohio's public university main campuses, average in-state undergraduate tuition was $6,822 in 2003-2004, 67% higher than the national level of $4,081.
- For all of Ohio's two-year public institutions combined, average tuition was $2,966 in 2003-2004, 56% higher than the national level of $1,905.
- Significant differences in tuition exist within Ohio's two-year public sector. Average tuition at community colleges was $2,027, compared to $2,922 at state community colleges. Revenues from local tax levies received by community colleges are used to help lower tuition. Average tuition was $3,255 at technical colleges and $4,121 at university regional campuses.
- All public higher education sectors experienced increases in tuition from FY 2002-03 to FY 2003-04, ranging from a 6.2% increase at community colleges to a 12.4% increase at university regional campuses.

Day and Evening Peak Facilities Utilization Rates by Campus Type - Fall 2001

	Day (8:00 a.m. - 3:59 p.m.)		Evening (4:00 p.m. - 7:59 p.m.)	
Campus Type	**Classroom**	**Laboratories**	**Classroom**	**Laboratories**
Technical Colleges	76%	62%	42%	52%
Co-Located Campuses	74%	47%	63%	37%
Community Colleges	62%	39%	60%	37%
Regional Campuses	68%	40%	73%	43%
University Main Campuses	71%	41%	58%	31%
Statewide	**68%**	**41%**	**63%**	**38%**

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

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

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

- The average statewide peak level for scheduled classroom utilization is 68% for classroom day use and 63% for classroom evening use. The average peak level for scheduled laboratory utilization is 41% for laboratory day use and 38% for laboratory evening use.

- The numbers by sector vary between 62% and 76% for classroom day use and between 42% and 73% for classroom evening use. For laboratories, average peak usage varies between 39% and 62% for day use and between 31% and 52% for evening use.

FINANCIAL AID

Although the benefits from college attendance are large, students and their families are concerned about the high costs of paying for college. Ohio's undergraduate tuition in 2003-04 averaged $6,822 at public four-year universities and $2,966 at public two-year colleges. Tuition at private institutions is generally higher than at public institutions. After adding living expenses to the total bill for college attendance, prospective college students may be discouraged from attending because they believe they cannot afford it.

Although "sticker" prices for college attendance are substantial, a high proportion of college students receive financial aid that reduces the costs that they actually have to pay. Financial aid is awarded for a wide variety of reasons that include financial need, academic excellence, and athletic participation. Students do not know what college will cost them until they apply for financial aid and receive notice of their award levels. Financial aid comes in two basic forms: grants and loans. Grants awarded on a merit basis are often called scholarships. Grants do not have to be paid back, while loans must be paid back, the repayment conditions varying with the type of loan received.

The federal government collects information from colleges on the financial aid awarded to first-time, full-time freshmen. In Ohio, 87% of these students at public four-year universities, 70% at public two-year colleges, and 88% at private four-year institutions received some kind of financial aid. In all three sectors, Ohio freshmen are more likely to receive aid than those in the United States as a whole.

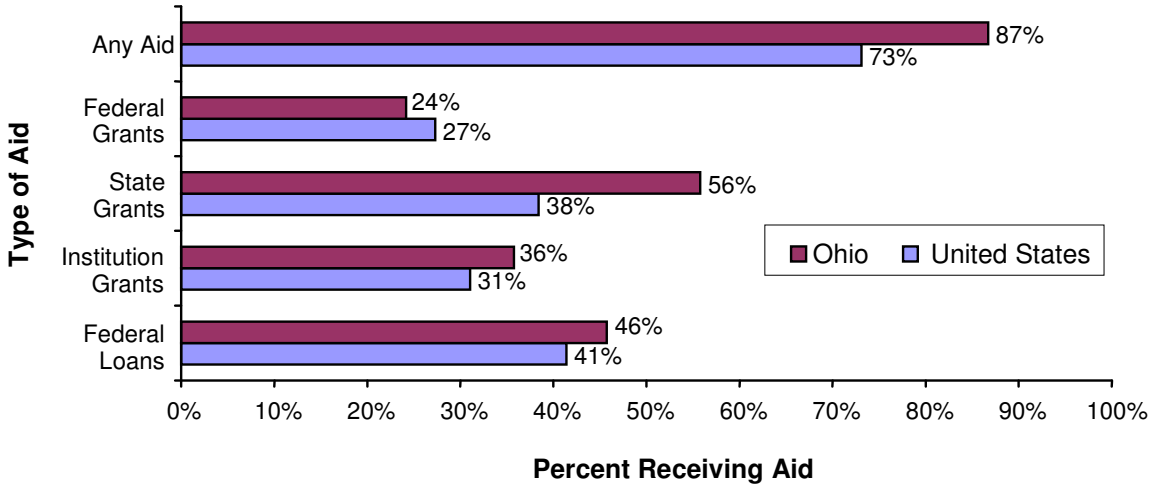
At Ohio's public four-year universities, 24% of students received federal grants, 56% received state grants, 36% received institutional grants, and 46% received federal loans. For those students who received each type of aid, the average federal grant was $2,730, the average state grant was $831, the average institutional grant was $3,141, and the average federal loan was $3,506.

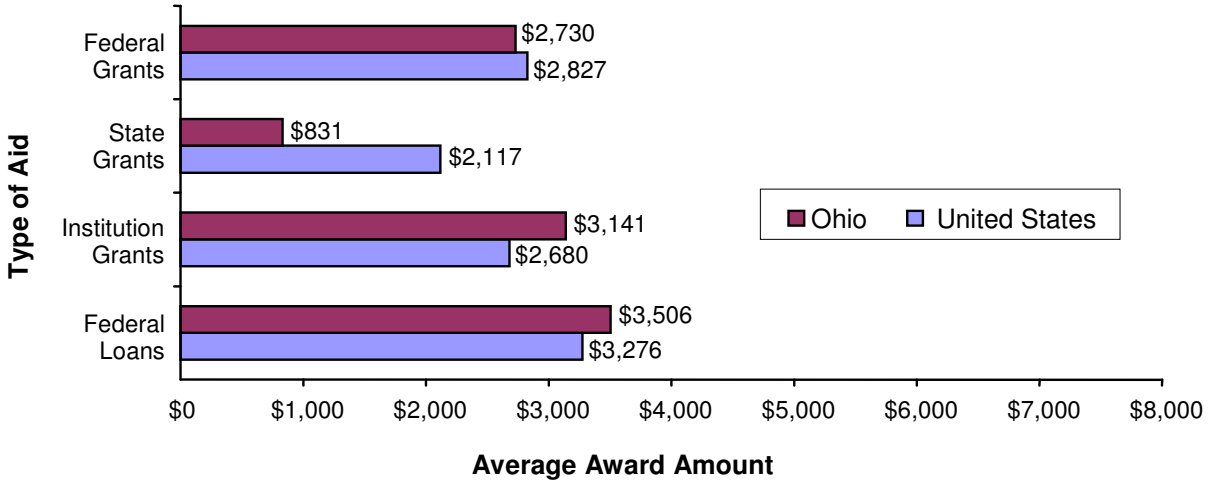
Forty percent of students at Ohio's public two-year colleges received federal grants, 39% received state grants, 17% received institutional grants, and 28% received federal loans. For students receiving each type of aid, the average federal grant was $2,429, the average state grant was $956, the average institutional grant was $1,118, and the average federal loan was $2,697.

Twenty-nine percent of students at Ohio's private four-year institutions received federal grants, 65% received state grants, 73% received institutional grants, and 65% received federal loans. Average awards were $2,802 for federal grants, $1,647 for state grants, $7,616 for institutional grants, and $4,186 for federal loans.

Since a relatively high proportion of students receive various types of financial aid and the average awards can be as high as several thousand dollars, a family is well advised to apply for financial aid before deciding that college is out of its financial reach.

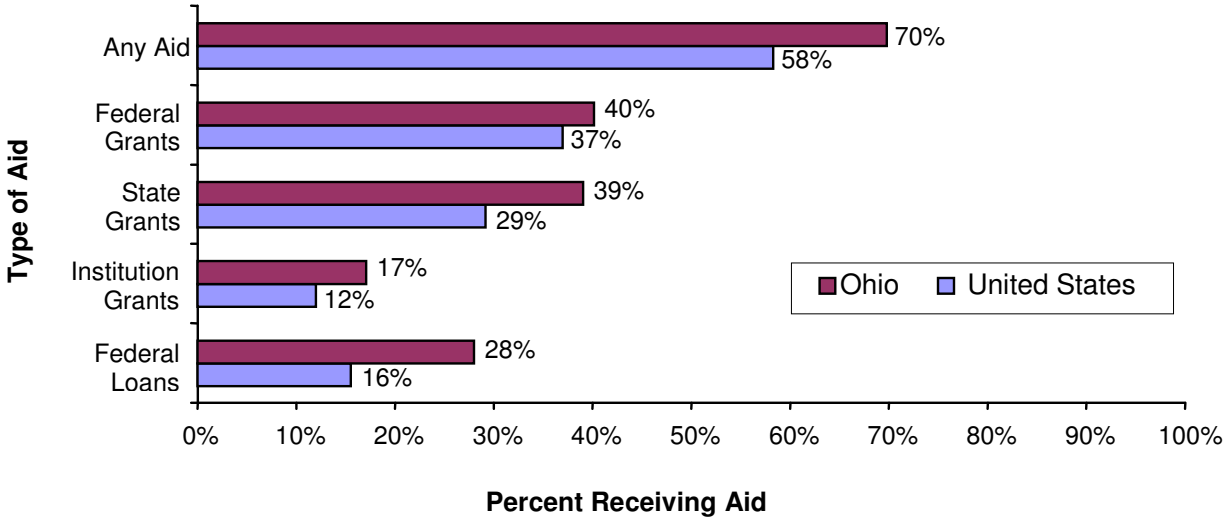
Percent of First-Time, Full-Time, Degree-Seeking Undergraduate Students Receiving Financial Aid and Average Award Amounts
Public 4-Year Sector, 2001-2002 Academic Year

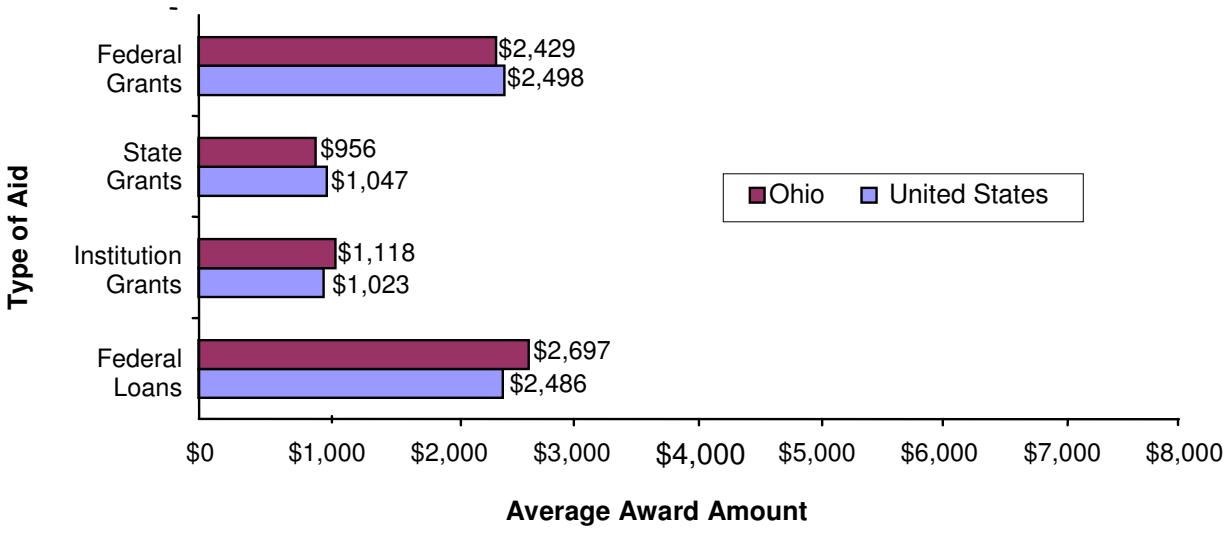




Source: IPEDS (Integrated Postsecondary Education Data System)

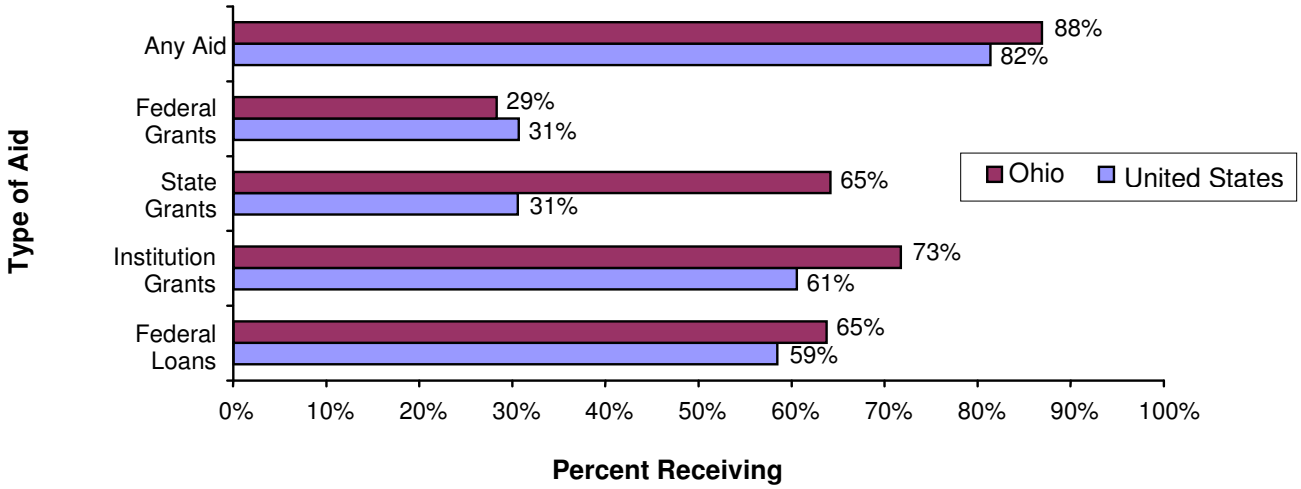
Percent of First-Time, Full-Time, Degree-Seeking Undergraduate Students Receiving Financial Aid and Average Award Amounts
Public 2-Year Sector, 2001-2002 Academic Year

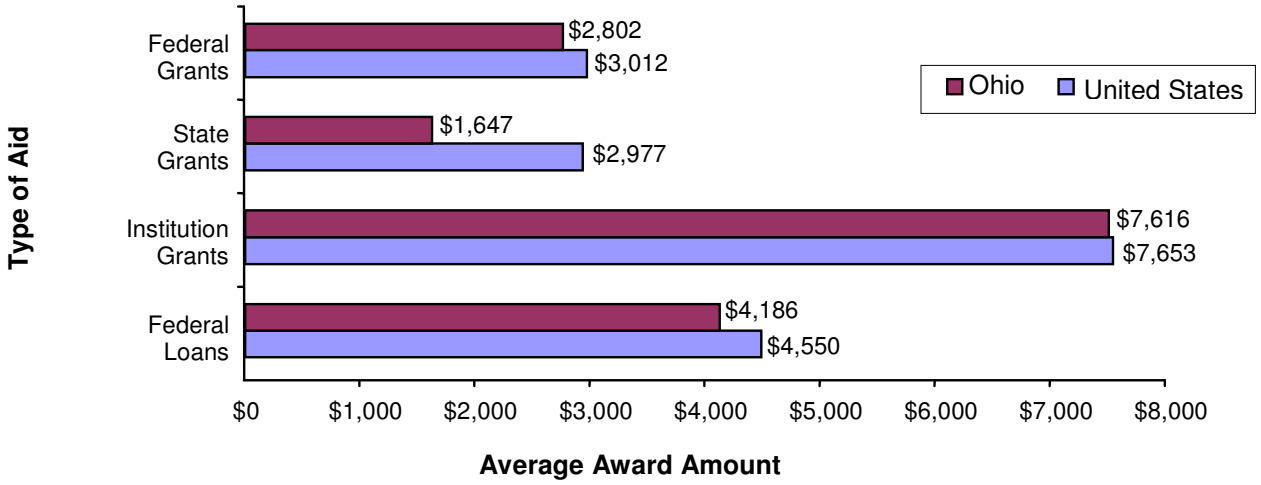




Source: IPEDS (Integrated Postsecondary Education Data System)

Percent of First-Time, Full-Time, Degree-Seeking, Undergraduate Students Receiving Financial Aid and Average Award Amounts
Private 4-Year Sector, 2001-2002 Academic Year





Source: IPEDS (Integrated Postsecondary Education Data System)

CAMPUS MISSIONS OF OHIO'S STATE-SUPPORTED COLLEGES AND UNIVERSITIES

Full information on educational outcomes at the institutional level is available in the electronic versions of this report, which are published on CD-ROM or are available on the Ohio Board of Regents website at www.regents.state.oh.us\perfrpt. Interpretation of these institutional measures requires some background knowledge of the missions of the institutions and the characteristics of the students that they serve. This section presents the mission statements for the public colleges and universities in Ohio. The following section presents basic data on institutional enrollment and student characteristics.

Sector	Number of Institutions	Primary Degree Programs	State and Local Government Instructional Funding Sources
Community Colleges	6	Technical and transfer programs leading to associate degrees and less-than-2-year certificates	• Local property tax levies • State appropriations
State Community Colleges	9	Technical and transfer programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Technical Colleges	8	Technical programs leading to associate degrees and less-than-2-year certificates	• State appropriations
Public University Main Campuses and Medical Colleges	15	Associate, bachelor's, graduate, and professional degrees	• State appropriations
Public University Regional Campuses	24	Transfer programs leading to associate degrees and less-than-2-year certificates	• State appropriations

MISSION STATEMENT - COMMUNITY COLLEGES, STATE COMMUNITY COLLEGES, AND TECHNICAL COLLEGES

Community colleges are comprehensive two-year institutions offering both technical and transfer programs supported in part by a local property tax levy as well as by state subsidy and tuition and fees. The Community colleges include: Cuyahoga Community College; Jefferson Community College; Lakeland Community College; Lorain County Community College; Rio Grande Community College; and Sinclair Community College.

State community colleges are comprehensive two-year institutions offering both technical and transfer programs supported primarily by state subsidy and tuition and fees. The state community colleges include: Cincinnati State Technical & Community College; Clark State Community College; Columbus State Community College; Edison State Community College; Northwest State Community College; Owens State Community College; Southern State Community College; Terra State Community College; and Washington State Community College.

Technical colleges are comprehensive two-year institutions offering only technical programs but whose core curriculum is nonetheless transferable to a four year institution. Technical colleges are

supported primarily by state subsidy and tuition and fees. The technical colleges include: Belmont Technical College; Central Ohio Technical College; Hocking Technical College; James A. Rhodes State College; Marion Technical College; Muskingum Area Technical College; North Central State College; and Stark State College of Technology.

The Ohio Association of Community Colleges has prepared an extract from Ohio law that identifies the specific missions of all the community colleges, state community colleges, and technical colleges. All community colleges, state community colleges, and technical colleges must meet the nine educational service standards established in Section 3333.20 of the Ohio Revised Code. These institutions must offer or demonstrate at least the following:

1) An appropriate range of career or technical programs designed to prepare individuals for employment in specific careers at the technical or paraprofessional level;
2) Commitment to an effective array of developmental education services providing opportunities for academic skill enhancement;
3) Partnerships with industry, business, government, and labor for the retraining of the workforce and the economic development of the community;
4) Noncredit continuing education opportunities;
5) College transfer programs or the initial two years of a baccalaureate degree for students planning to transfer to institutions offering baccalaureate programs;
6) Linkages with high schools to ensure that graduates are adequately prepared for post-secondary instruction;
7) Student access provided according to a convenient schedule and program quality provided at an affordable price;
8) That student fees charged by any institution are as low as possible, especially if the institution is being supported by a local tax levy; and
9) A high level of community involvement in the decision-making process in such critical areas as course delivery, range of services, fees and budgets, and administrative personnel.

One of these two-year institutions, Rio Grande Community College, provided the following detailed mission statement:

RIO GRANDE COMMUNITY COLLEGE

Rio Grande Community College is set on the campus of the University of Rio Grande serving Gallia, Jackson, Meigs, and Vinton Counties. The Community College has a unique relationship with the University that provides the citizens of rural Appalachian Ohio with affordable opportunities to obtain both a traditional community college education or continue on to obtain a baccalaureate and/or masters degree. The institution draws primarily traditional students as freshmen, most of who attend full-time, with a high percentage who plan to earn their baccalaureate on the URG/RGCC campus.

Many community college students continue to upper level university courses without getting associate degrees. Due to the unique partnership with the independent University of Rio Grande, information related to faculty and space usage is not reported to the state.

The rural, four-county region that URG/RGCC serves faces many challenges including social, economic and educational disadvantages. Public education in the area lags behind state standards, but local schools are improving, with more than half of the school districts now receiving Academic Watch ratings for the 2000 District Report Cards. Given these circumstances, most entry-level students require remedial courses in two or more academic areas. For those students placed into required remedial courses, success rates at college level courses are among the highest in the state. The regional population is expected to have little growth, with unemployment more than twice the state average. Graduates find most local employment opportunities with low-tech employers, often preferring to stay in the area, even when well-paying jobs in their major are available elsewhere in the state. Some graduates are employed in an adjacent county of West Virginia, and would not be available for verification of employment in Ohio.

Despite the challenges, Rio Grande Community College prepares students from distinctly disadvantaged backgrounds for jobs or further education, where they succeed at levels similar to students from other two and four-year public schools.

FOUR-YEAR UNIVERSITIES AND MEDICAL COLLEGES

BOWLING GREEN STATE UNIVERSITY

Bowling Green State University aspires to be the premier Learning Community in Ohio, and one of the best in the nation. Through the interdependence of teaching, learning, scholarship, and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility. Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States and the world. This Vision is supported by: an extensive portfolio of distinctive undergraduate programs, focused master's and specialist degrees and a select number of nationally recognized doctoral programs; scholarly and creative endeavors of the highest order; academically challenging teaching, fully connected with research and public service; innovative academic planning that focuses on society's changing needs, student outcomes and the appropriate integration of technology; and an educational environment that develops culturally literate, self-assured, technologically sophisticated, productive citizens who are prepared to lead, to inspire and to preserve the great traditions of our democracy. The Core Values to which the University adheres are: respect for one another; cooperation; intellectual and spiritual growth; creative imaginings; and pride in a job well done.

CENTRAL STATE UNIVERSITY

Central State University, as Ohio's only public Historically Black University, academically prepares students with diverse backgrounds and educational needs for leadership and service in an increasingly complex and rapidly changing world. As an open access institution, the University fosters academic excellence through a strong liberal arts foundation and majors in selected fields.

Central State serves many first-generation college students from groups historically underrepresented in higher education. These students often come from families with limited incomes and from under-funded school districts, resulting in greater challenges for them in adjusting to college. These factors may adversely affect traditional success factors, such as first-year retention and six year graduation rates.

CLEVELAND STATE UNIVERSITY

A great city deserves and needs a great public university. Since 1964, Cleveland State University has met the educational needs of its students and responded to the challenges of the Northeast Ohio area.

As a major metropolitan university, Cleveland State provides a comprehensive, high-quality education to students of diverse backgrounds and experiences by creating a supportive and stimulating environment for them, offering continuing education and lifelong learning opportunities, and, most importantly, preparing them to lead productive, responsible and satisfying lives in a global society. Cleveland State University offers 117 undergraduate and graduate programs that include business administration, arts and sciences, engineering, education, law and urban affairs, as well as professional certificate and continuing education programs. Of Cleveland State's 16,300 students, about 85% remain in Northeast Ohio upon graduation. Cleveland State's formal mission is:

> "Our mission is to encourage the development of human and humane knowledge in the arts, sciences, humanities and professions through scholarship, creative activity and research while providing an accessible and contemporary education to all individuals. We are here to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society."

More information is available about Cleveland State University through www.csuohio.edu.

KENT STATE UNIVERSITY

Kent State University's strength is its breadth of opportunity and the variety of education, research and outreach possibilities, through an eight campus network that stretches throughout northeast Ohio.

Kent State is Ohio's second-largest university, with about 35,000 students on its eight campuses. The university's overall excellence is reflected in its designation by the Carnegie Foundation as a

Doctoral/Research University – Extensive, a ranking that puts Kent State among the nation's top 90 public universities. Attracting more than $30 million a year in externally funded research, the Kent State contributes to the economy through the development of new products and enterprises. About 20 percent of the students on the Kent Campus are graduate students.

Kent State also has the largest residential campus in northeast Ohio, serving traditional students in a small-town atmosphere. But about half of Kent Campus students are from the urban areas of Cleveland, Akron-Canton and Youngstown. About one-fourth of Kent Campus students attend part-time.

Continued growth in the freshmen class and increases in the quality of that class allowed the Kent Campus to become more selective in admissions. Kent State's open admissions policy in its seven regional campuses, however, provides access to a wide range of traditional and non-traditional students in communities throughout northeast Ohio.

The unique eight-campus network is especially appealing to non-traditional students. Over 12,000 students take advantage of Kent State's Regional Campus programs. Kent State is the only Ohio university with such an extensive network of campuses. This regional access to college-level education is important to Ohio, but the Regional Campuses also directly benefit businesses, governments, schools, and other organizations through workforce training, applied research and technology assistance.

MEDICAL COLLEGE OF OHIO AT TOLEDO (MCOT)

The Mission of the Medical College of Ohio shall be the creation and maintenance of an academic environment that attracts the most highly qualified students and faculty, and fosters the pursuit of excellence in health education, research and service.

MIAMI UNIVERSITY

Miami's primary concern is its students. This concern is reflected in a broad array of efforts to develop the potential of each student. The University endeavors to individualize the educational experience. It provides personal and professional guidance and, it offers opportunities for its students to achieve understanding and appreciation not only of their own culture but also of the cultures of others as well. Selected undergraduate, graduate, and professional programs of quality should be offered with the expectation of students achieving a high level of competence and understanding and developing a personal value system. Since the legislation creating Miami University stated that a leading mission of the University was to promote "good education, virtue, religion, and morality," the University has been striving to emphasize the supreme importance of dealing with problems related to values.

Miami is committed to serve the community, state, and nation. It offers access to higher education, including continuing education, for those who can benefit from it, at a reasonable cost, without regard for race, creed, sex, or age. It educates men and women for responsible, informed citizenship, as well as for meaningful employment. It provides both disciplinary and interdisciplinary approaches to the pursuit of knowledge and to the solving of problems. It sponsors a wide range of cultural and educational activities, which have significance beyond the campus and the local community.

NORTHEASTERN OHIO UNIVERSITIES COLLEGE OF MEDICINE

The Northeastern Ohio Universities College of Medicine (NEOUCOM) is committed to graduating qualified physicians oriented to the practice of medicine at the community level, with an emphasis on primary care: family medicine, internal medicine, pediatrics and obstetrics/gynecology. NEOUCOM strives to improve the quality of health care in a 17-county region of northeast Ohio through:

- Education of undergraduate medical students;
- Assistance to residency programs in associated hospitals;
- Continuing education of physicians and other health professionals;
- Participation of faculty and students in innovative research programs; and
- Consortial education of graduate students in the biomedical, community health and behavioral sciences.

Through a unique consortial partnership with three state universities, 17 teaching hospitals across northeast Ohio and a health department, NEOUCOM provides a combined B.S./M.D. program that attracts some of the most talented future physicians in Ohio and graduates highly competent and compassionate doctors. The majority of our graduates enter primary care fields, and most remain in Ohio to practice in

local communities. The College also works to help keep these communities healthy through projects that prevent and eliminate disease and expand health education.

In addition, NEOUCOM's collaborative approach to research unites clinical, basic sciences and population-based research. By focusing research efforts on areas in which the College is particularly strong, NEOUCOM researchers have been able to contribute significantly to the bodies of knowledge within their fields, as well as to discover novel therapies and treatments for disease.

Accredited graduate programs in research and public health are available through NEOUCOM's consortial arrangements. The College offers a Ph.D. program in biomedical sciences in conjunction with the School of Biomedical Sciences at Kent State University. Students interested in earning an M.D./Ph.D. can do so, as well. Additionally, the Northeastern Ohio Masters of Public Health program was initiated in 1998 in cooperation with Kent State University, Cleveland State University, Youngstown State University, and the University of Akron.

THE OHIO STATE UNIVERSITY

Purpose: To advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge.

Core Values

- Pursue knowledge for its own sake.
- Ignite in our students a lifelong love of learning.
- Produce discoveries that make the world a better place.
- Celebrate and learn from our diversity.
- Open the world to our students.

Overarching Goal: The Ohio State University will be among the world's truly great universities.

Future: The Ohio State University will be recognized worldwide for the quality and impact of its research, teaching, and service. Our students will be able to learn and to advance knowledge in all areas. As a 21st century land-grant university, The Ohio State University will set the standard for the creation and dissemination of knowledge in service to its communities, state, nation, and the world. Our faculty, students, and staff will be among the best in the nation.

Academic excellence will be enriched by an environment that mirrors the diverse world in which we live. Within this environment, we will come to value the differences in one another along with the similarities, and to appreciate that the human condition is best served through understanding, acceptance, and mutual respect. Throughout the learning process, our faculty and staff will find the highest levels of fulfillment and satisfaction as they collaborate to educate and support a student body recognized for its scholarship and integrity.

Students will have the opportunity to learn on our campuses or from locations around the world through the innovative use of technology. The quality of our physical facilities and grounds will be consistent with our world-class status. Extracurricular activities will support the personal growth of all members of our community. Our intercollegiate athletic programs will routinely rank among the elite few.

Graduation rates for all students will compare favorably with the nation's best public universities. Most of all, our graduates will be among the most sought after by the world's best employers and will become leaders in their communities and accomplished professionals in their chosen work. We will lead Ohio to a dynamic knowledge economy, and our research, widely known for its multidisciplinary programs, will help solve the most challenging social, cultural, technical, and health- related problems.

The excellence of our programs will be recognized by the highest levels of public and private support. As a result, The Ohio State University will earn an intensity of alumni loyalty and of public esteem unsurpassed by any other university.

OHIO UNIVERSITY

Established by the Northwest Ordinance in 1787 and chartered in 1804, Ohio University is the state's first institution of higher learning and one of America's oldest public universities. Ohio University offers both distinctive, high quality undergraduate education and excellent, focused graduate education. The University's educational enterprise is strengthened by superiority in research and creative activity and a

fundamental service commitment to the Southeast Ohio region. The educational mission is realized in a residential setting on the main campus in Athens and through outreach and access efforts on five regional campuses. Ohio University: 1) provides undergraduate students a distinctive education that prepares them for life and career; 2) emphasizes distinctiveness in graduate education through program focus at the doctoral level and creative approaches to master's education; 3) maintains excellence in research through support for creative activity and the search for new information, knowledge, and understanding: 4) maximizes the learning opportunities afforded by a residential campus environment; and 5) provides service, including economic development assistance and cultural and educational opportunities, to the state and region.

SHAWNEE STATE UNIVERSITY

Shawnee State University serves the higher education needs of south central Ohio and is the only public university in the state committed solely to undergraduate education. Located in one of the most economically depressed areas of the state, Shawnee State University is committed to assist people from this region in attaining a higher education. Shawnee State University programs are geared to early intervention increase the college going rate, and help pre-college students attain the necessary skills to matriculate and to successfully complete their chosen degree programs. Shawnee State University works diligently with school systems in the area to minimize and to remedial learning deficiencies precluding student success at the university. Realizing central to a university is fostering creative approaches to solve problems, Shawnee State University is doing that by diversifying its campus community. By attracting students and faculty statewide, nationally, and internationally, the University seeks to complement and to enhance the learning experiences of those it serves in the southern Ohio area.

THE UNIVERSITY OF AKRON

The University of Akron is located in a major, dynamic metropolitan region that is a center for industrial and commercial enterprises, legal and governmental affairs, public and private school systems, and myriad family, employment, and other social services. The campus and classrooms are in and of the city and connected, both by collaborative programs and by state-of-the-art information technology, to the region, state, and world at large. The University strives to build upon the traditions of great metropolitan universities by shaping and being shaped by its rich environment in ways that enhance the civic capacity of its community as well as its own organizational strength.

The University serves as a resource for the major industrial clusters of Northeastern Ohio through programs such as the Polymer Science and Polymer Engineering program, which is ranked 2nd in the nation and serves an industry that accounts for nearly one-fourth of Ohio's manufacturing output. In addition, the University is a major resource for the development, protection, management, and commercialization of intellectual property, as it has the second-largest intellectual property portfolio among Ohio's public universities and has developed programs in intellectual property law, entrepreneurship, sales and marketing, and global business.

High-speed and wireless Internet access provides students and faculty with the ability to interact with each other and with the global intellectual community at any time. This connectivity enables and enhances a rigorous research program, carefully designed to serve both graduate and undergraduate students, and fosters the creation of new knowledge and new opportunities. Flexible programs of study provide students with access to world-class scholarship of faculty recruited from around the globe, complemented by the hands-on learning experiences of extensive internships and cooperative programs.

Collaborations among and between all parts of the University create four clusters of excellence: Discovery and Innovation; Cultural Enrichment; Community Well Being; and Economic Development.

The cluster approach creates interdisciplinary synergies and enhances the University's organizational capacity to address complex societal problems, foster economic growth, and improve the quality of life within the sponsoring society. Clusters of excellence build upon core competencies that are identified, celebrated, and supported through the strategic investment of financial and human resources. These core competencies include demonstrated student success, committed faculty and staff, documented excellence in a wide variety of academic programs, community engagement, and a commitment to a model of shared

leadership that engages every member of the campus community in framing a common vision and strategic intent for the University of Akron.

UNIVERSITY OF TOLEDO

The University of Toledo, a student-centered public metropolitan research university, integrates learning, discovery and engagement, enabling students to achieve their highest potential in an environment that embraces and celebrates human diversity, respect for individuals and freedom of expression. The University strives for excellence in its service to all constituents, and commits itself to the intellectual, cultural and economic development of our community, state, nation and the world.

UNIVERSITY OF CINCINNATI

The University of Cincinnati is a public comprehensive system of learning and research. The excellent faculty have distinguished themselves world wide for their creative pedagogy and research especially in problem solving and the application of their discoveries.

The University system is designed to serve a diverse student body with a broad range of interests and goals. It is a place of opportunity.

In support of this mission, the University of Cincinnati strives to provide the highest quality learning environment, world-renowned scholarship, innovation and community service, and to serve as a place where freedom of intellectual interchange flourishes.

WRIGHT STATE UNIVERSITY

Serving as a catalyst for educational excellence in Ohio's Miami Valley, Wright State University is a nationally accredited, comprehensive, state university with 102 undergraduate degree programs and 46 Ph.D., graduate and professional degree programs. Wright State University was founded in 1967 and the university's medical school was founded in 1974. The University Lake campus near St. Mary's and Celina offers associate and pre-baccalaureate degrees. It also serves as the site for selected baccalaureate and master's programs offered by the main campus.

Wright State University's main campus is located in a suburban community 12 miles northeast of Dayton, Ohio. An open access university, Wright State University is committed to developing the talents of students from a broad range of backgrounds. It draws many of its students from the Miami Valley, including a large number of valedictorians from high schools in the region. It also serves students from every county in Ohio, many states, and more than 63 countries. Nationally known for its accessible campus, Wright State serves a significant number of students whose physical disabilities might otherwise stand in the way of their education. Nearly 3,000 students live in modern campus residence halls surrounded by a biological preserve.

In the spirit of the Wright brothers, Wright State University fosters an innovative spirit in its faculty, programs, and its students and is dedicated to providing the highest quality education to the citizens of Ohio.

YOUNGSTOWN STATE UNIVERSITY

Youngstown State University provides open access to high-quality education through a broad range of affordable certificate, associate, baccalaureate, and graduate programs.

The University is dedicated to:

- outstanding teaching, scholarship, and service and to forging connections among these three interactive components of its mission;
- fostering student-faculty relationships that enrich teaching and learning, develop scholarship, and encourage public service;
- promoting diversity and an understanding of global perspectives; and
- advancing the intellectual, cultural, and economic life of the state and region.

One of the regional campuses of The Ohio State University, The Ohio State University Agricultural Technical Institute, provided the following mission statement:

THE OHIO STATE UNIVERSITY AGRICULTURAL TECHNICAL INSTITUTE

The Ohio State University Agricultural Technical Institute serves people by providing educational programs leading to associate degrees with primary focus in the business and science of agriculture, horticulture, and the environment. The Institute prepares individuals through its degree and non-degree offerings to be technically competent, self-reliant, and productive citizens in a global society.

The purposes of the Institute are to offer: 1) career-oriented degree or certificate programs with a balance of general and technical courses; 2) credit and non-credit continuing education opportunities; and 3) specialized Associate of Science transfer degree programs.

Emphasis is placed on: 1) applying technology in a specialized field and preparing for related jobs within a technical area; 2) developing skills and abilities in interpersonal relationships, leadership, communications, problem solving, and critical thinking; and 3) improving human relations and global understanding.

INSTITUTIONAL ENROLLMENT AND STUDENT CHARACTERISTICS

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

Readers wishing to see all of the outcomes measures at the institutional level may examine the electronic versions of the report published on CD-ROM or on the Board of Regents website at www.regents.state.oh.us/perfrpt .

HEADCOUNT ENROLLMENTS IN FALL 2002 AND PERCENT CHANGE FROM FALL 1998 AT OHIO PUBLIC AND PRIVATE INSTITUTIONS

By Institution Type

Sector	Total Enrollments Fall 2002	% Change Fall 1998 to Fall 2002	Graduate & Professional Students	Under-Graduate Students
Community Colleges	71,693	21%	NA	71,693
State Community Colleges	65,368	18%	NA	65,368
Technical Colleges	25,115	12%	NA	25,115
Regional Campuses	46,371	11%	1,926	44,445
University Main Campuses	252,945	3%	54,277	198,668
Independent Colleges	127,646	7%	28,218	99,428
Proprietary	16,098	26%	NA	16,098
Schools of Nursing	1,620	29%	NA	1,620

TOTAL HEADCOUNT ENROLLMENTS IN FALL 2002 AND PERCENT CHANGE FROM FALL 1998 AT OHIO PUBLIC INSTITUTIONS

By Institution

	Total Enrollments Fall 2002	% Change Fall 1998 to Fall 2002	Doctoral Students	Masters & Professional Students	Under-Graduate Students
COMMUNITY COLLEGES	71,693	21%	NA	71,693	71,693
Cuyahoga					
Eastern Campus	6,379	43%	NA	NA	6,379
Metro Campus	8,309	35%	NA	NA	8,309
Western Campus	12,703	22%	NA	NA	12,703
Jefferson	1,562	17%	NA	NA	1,562
Lakeland	8,733	6%	NA	NA	8,733
Lorain County	8,879	31%	NA	NA	8,879
Rio Grande	1,963	42%	NA	NA	1,963
Sinclair	23,165	13%	NA	NA	23,165
STATE COMMUNITY COLLEGES	65,368	18%	NA	65,368	65,368
Cincinnati State	7,527	21%	NA	NA	7,527
Clark State	3,109	25%	NA	NA	3,109
Columbus State	22,321	20%	NA	NA	22,321
Edison State	3,160	20%	NA	NA	3,160
Northwest State	3,489	44%	NA	NA	3,489
Owens State					
Findlay Campus	2,182	17%	NA	NA	2,182
Toledo Campus	16,302	12%	NA	NA	16,302

(Continued)

	Total Enrollments Fall 2002	% Change Fall 1998 to Fall 2002	Doctoral Students	Masters & Professional Students	Under-Graduate Students
Southern State					
Central Campus	1,128	27%	NA	NA	1,128
Fayette Campus	341	NA	NA	NA	341
North Campus	611	40%	NA	NA	611
South Campus	585	18%	NA	NA	585
Terra State	2,484	-8%	NA	NA	2,484
Washington State	2,129	6%	NA	NA	2,129
TECHNICAL COLLEGES	25,115	12%	NA	25,115	25,115
Belmont	1,674	-4%	NA	NA	1,674
Central Ohio	2,221	30%	NA	NA	2,221
Hocking	5,291	7%	NA	NA	5,291
James A. Rhodes	3,035	24%	NA	NA	3,035
Marion	2,015	10%	NA	NA	2,015
Muskingum Area	1,909	-17%	NA	NA	1,909
North Central State	3,565	28%	NA	NA	3,565
Stark State	5,405	14%	NA	NA	5,405
REGIONAL CAMPUSES	46,371	11%	1,926	44,445	46,371
Bowling Green State Univ.					
Firelands Campus	1,708	18%	0	58	1,650
Kent State University					
Ashtabula Campus	1,386	15%	0	3	1,383
East Liverpool Campus	653	-8%	0	9	644
Geauga Campus	806	45%	0	21	785
Salem Campus	1,215	23%	0	14	1,201
Stark Campus	3,733	36%	0	36	3,697
Trumbull Campus	2,302	2%	0	2	2,300
Tuscarawas Campus	1,913	20%	0	13	1,900
Miami University					
Hamilton Campus	3,312	24%	1	54	3,257
Middletown Campus	3,093	-11%	28	250	2,815
Ohio State University					
Agricultural Tech. Institute	900	-7%	0	0	900
Lima Campus	1,428	8%	0	127	1,301
Mansfield Campus	1,531	0%	0	82	1,449
Marion Campus	1,585	36%	0	53	1,532
Newark Campus	2,133	21%	0	132	2,001
Ohio University					
Chillicothe Campus	1,999	25%	22	161	1,816
Eastern Campus	1,072	-1%	9	120	943
Lancaster Campus	1,745	7%	8	120	1,617
Southern Campus	1,804	-43%	12	103	1,689
Zanesville Campus	1,824	45%	15	114	1,695

(Continued)

	Total Enrollments Fall 2002	% Change Fall 1998 to Fall 2002	Doctoral Students	Masters & Professional Students	Under-Graduate Students
University of Akron					
Wayne Campus	1,939	2%	0	13	1,926
University of Cincinnati					
Clermont Campus	2,667	18%	2	42	2,623
Raymond Walters	4,496	15%	14	119	4,363
Wright State University					
Lake Campus	1,127	63%	9	160	958
UNIVERSITY MAIN CAMPUSES	252,945	3%	54,277	198,668	252,945
Bowling Green State Univ.	18,898	7%	627	2582	15,689
Central State University	1,416	46%	0	13	1,403
Cleveland State University	16,162	0%	357	5401	10,404
Kent State University	23,674	13%	1003	3851	18,820
Medical College of Ohio at Toledo	1,005	3%	77	928	NA
Miami University	17,486	6%	456	1486	15,544
Northeastern Ohio Universities Coll. of Medicine	429	1%	NA	429	NA
Ohio State University	50,632	3%	4458	8523	37,651
Ohio University	20,548	5%	1209	1997	17,342
Shawnee State University	3,591	3%	NA	NA	3,591
University of Akron	22,907	4%	642	3717	18,548
University of Cincinnati	26,725	-5%	2493	5062	19,170
University of Toledo	21,043	-2%	503	3077	17,463
Wright State University	15,690	6%	478	3543	11,669
Youngstown State University	12,739	2%	52	1313	11,374

HEADCOUNT ENROLLMENTS IN FALL 2002 AND PERCENT CHANGE FROM FALL 1998 AT OHIO INDEPENDENT COLLEGES & UNIVERSITIES

	Total Enrollments Fall 2002	% Change Fall 1998 to Fall 2002	Graduate Students	Professional Students	Under-Graduate Students
INDEPENDENT COLLEGES & UNIVERSITIES	127,646	7%	28,218	99,428	127,646
Allegheny Wesleyan College	70	-17%	0	0	70
Antioch College	669	12%	0	0	669
Art Academy of Cincinnati	197	-7%	9	0	188
Ashland University	6,430	10%	3,445	237	2,748
Athenaeum of Ohio	282	41%	119	35	128
Baldwin-Wallace College	4,719	4%	809	0	3,910
Bluffton College	1,110	11%	57	0	1,053
Capital University	3,947	-2%	367	795	2,785

(Continued)

INSTITUTION	Total Enrollments Fall 2002	% Change Fall 1998 to Fall 2002	Graduate Students	Professional Students	Under-Graduate Students
Case Western Reserve U.	9,097	-4%	4,143	1,497	3,457
Cedarville University	3,000	13%	14	0	2,986
Chatfield College	273	25%	0	0	273
Cincinnati Bible College	912	2%	240	56	616
Cincinnati College of Mortuary Science	83	19%	0	0	83
Circleville Bible College	317	76%	0	0	317
Cleveland Institute of Art	641	27%	5	0	636
Cleveland Institute of Music	387	505%	159	0	228
College of Mount Saint Joseph	2,068	-10%	225	0	1,843
College of Wooster	1,856	6%	0	0	1,856
Columbus College of Art And Design	1,580	2%	0	0	1,580
David N Myers College	1,175	-1%	88	0	1,087
Defiance College	998	0%	104	0	894
Denison University	2,096	-3%	0	0	2,096
Franciscan University of Steubenville	2,253	11%	454	0	1,799
Franklin University	5,808	35%	945	0	4,863
Gods Bible School And College	243	12%	0	0	243
Hebrew Union College-Jewish Institute of Religion	119	-22%	61	58	0
Heidelberg College	1,483	-2%	206	0	1,277
Hiram College	1,134	0%	0	0	1,134
John Carroll University	4,294	-4%	828	0	3,466
Kenyon College	1,576	1%	0	0	1,576
Kettering College of Medical Arts	523	-2%	0	0	523
Lake Erie College	820	13%	137	0	683
Lourdes College	1,300	0%	28	0	1,272
Malone College	2,137	-4%	259	0	1,878
Marietta College	1,221	-5%	93	0	1,128
MedCentral Coll. of Nursing	65	7%	0	0	65
Mercy College of Northwest Ohio	406	98%	0	0	406
Mount Carmel College of Nursing	424	34%	0	0	424
Mount Union College	2,372	15%	0	0	2,372
Mount Vernon Nazarene College	2,337	25%	102	0	2,235
Muskingum College	2,030	17%	344	0	1,686
Notre Dame College of Ohio	873	39%	157	0	716
Oberlin College	2,861	-3%	13	0	2,848

(Continued)

INSTITUTION	Total Enrollments Fall 2002	% Change Fall 1998 to Fall 2002	Graduate Students	Professional Students	Under-Graduate Students
Ohio College of Podiatric Medicine	246	-47%	0	246	0
Ohio Dominican College	2,317	17%	67	0	2,250
Ohio Northern University	3,430	15%	0	1,149	2,281
Ohio Wesleyan University	1,935	3%	0	0	1,935
Otterbein College	3,071	12%	437	0	2,634
Pontifical College Josephinum	130	17%	6	55	69
The McGregor School of Antioch University	703	-5%	540	0	163
The Union Institute	2,802	39%	1,648	0	1,154
The University of Findlay	4,591	12%	1,207	0	3,384
Tiffin University	1,533	6%	329	0	1,204
University of Dayton	10,126	-1%	2,584	457	7,085
University of Northwestern Ohio	2,205	12%	0	0	2,205
University of Rio Grande	2,069	7%	164	0	1,905
Urbana University	1,406	23%	73	0	1,333
Ursuline College	1,319	1%	311	0	1,008
Walsh University	1,648	6%	168	0	1,480
Wilberforce University	1,190	24%	0	0	1,190
Wilmington College	1,960	4%	31	0	1,929
Wittenberg University	2,206	4%	26	0	2,180
Xavier University	6,573	3%	2,631	0	3,942

HEADCOUNT ENROLLMENTS IN FALL 2002 AND PERCENT CHANGE FROM FALL 1998 AT OHIO SCHOOLS OF NURSING

INSTITUTION	Total Enrollments Fall 2002	% Change Fall 1998 to Fall 2002
Aultman Hospital School of Nursing	185	108%
Christ Hospital School of Nursing	237	30%
Community Hospital School of Nursing	135	200%
Good Samaritan Hospital School of Nursing	290	22%
Meridia Huron School of Nursing	154	-12%
Trinity Health System School of Nursing	106	20%
Providence Hospital School of Nursing	24	-63%

* Data for MedCentral College of Nursing and Mount Carmel College of Nursing have been reported with the independent colleges and universities.

HEADCOUNT ENROLLMENTS IN FALL 2002 AND PERCENT CHANGE FROM FALL 1998 AT OHIO PRIVATE, FOR-PROFIT COLLEGES AND SCHOOLS

Institution	Total Enrollments Fall 2002	% Change Fall 1998 to Fall 2002
Proprietary Institutions	**16,098**	**26%**
Academy of Court Reporting - Akron	53	-77%
Academy of Court Reporting - Cleveland	125	-58%
Academy of Court Reporting - Columbus	101	-61%
Antonelli College	368	35%
Bohecker's Business College - Ravenna	257	19%
Bradford School	220	25%
Bryant And Stratton College	179	-19%
College of Art Advertising	32	0%
Davis College	419	-19%
DeVry Institute of Technology	3,493	7%
Education America - Remington College	528	73%
Eti Technical College Canton	411	24%
Eti Technical College Niles	274	20%
Gallipolis Career College	160	82%
International College of Broadcasting	117	21%
ITT Technical Institute - Dayton	488	13%
ITT Technical Institute - Norwood	572	37%
ITT Technical Institute - Strongsville	661	109%
ITT Technical Institute - Youngstown	538	22%
Miami-Jacobs College	321	-1%
Ohio Business College	198	43%
Ohio Business College - Lorain	258	80%
Ohio College of Massotherapy Inc.	381	112%
Ohio Institute of Photography and Technology	589	73%
Ohio Technical College	441	33%
Ohio Valley Business College Inc	141	23%
Professional Skills Institute	171	36%
Rets Tech Center	529	25%
School of Advertising Art Inc.	128	23%
Southeastern Business College	94	-20%
Southern Ohio College	917	97%
Southern Ohio College Findlay	324	161%
Southern Ohio College Northeast	428	75%
Southwestern College of Business	162	18%
Southwestern College of Business	222	61%
Stautzenberger College	608	65%
Technology Education College	411	104%
The Art Institute of Cincinnati	88	80%
Tri-State Bible College	51	16%
Trumbull Business College	411	19%
Virginia Marti College of Fashion and Art	229	49%

UNDERGRADUATE RACIAL/ETHNIC DIVERSITY IN FALL 2002 AT OHIO'S STATE-SUPPORTED COLLEGES AND UNIVERSITIES

by Institution Type

Sector	American Indian or Alaskan Native	Asian or Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic	Nonres. Alien	Race Unknown
Public - Two Year	0.4%	1%	13%	2%	80%	1%	3%
Community College	0.4%	1%	19%	2%	72%	2%	2%
State Community College	0.4%	1%	14%	2%	77%	0.8%	3%
Technical College	0.4%	0.5%	6%	1%	89%	0%	2%
Regional Campuses	0.4%	0.9%	5%	0.8%	89%	0.2%	4%
University Main Campus	0.3%	2%	10%	2%	80%	2%	4%
PUBLIC - ALL	0.4%	2%	11%	2%	80%	1%	4%

RACIAL/ETHNIC DIVERSITY OF POPULATION AGE 18 – 49 (2000 CENSUS)

Ohio Compared to the Nation

	Population Age 18 - 49	American Indian or Alaskan Native	Asian or Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic
United States	132,276,109	1%	4%	12%	14%	67%
Ohio	5,216,585	0.2%	1%	11%	2%	84%

UNDERGRADUATE RACIAL/ETHNIC DIVERSITY IN FALL 2002 AT OHIO'S STATE-SUPPORTED COLLEGES AND UNIVERSITIES

by Institution

	American Indian or Alaskan Native	Asian or Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic	Nonres. Alien	Race Unknown
COMMUNITY COLLEGES	**0.4%**	**1%**	**19%**	**2%**	**72%**	**2%**	**2%**
Cuyahoga Community College							
Eastern Campus	0.2%	2%	49%	1%	41%	4%	2%
Metro Campus	0.5%	2%	50%	4%	36%	5%	2%
Western Campus	0.5%	2%	7%	3%	82%	4%	2%
Jefferson Community College	0.2%	0.3%	5%	0.6%	91%	0.1%	3%
Lakeland Community College	0.2%	0.9%	6%	0.9%	91%	0.9%	0.4%
Lorain County Community College	0.6%	0.8%	8%	7%	82%	0.6%	2%
Rio Grande Community College	0.2%	0.4%	1%	0.5%	66%	0%	32%
Sinclair Community College	0.4%	2%	16%	1%	77%	0.7%	2%
STATE COMMUNITY COLLEGES	**0.4%**	**1%**	**14%**	**2%**	**77%**	**0.8%**	**3%**
Cincinnati State Technical & Community College	0.3%	1%	27%	0.7%	63%	0.1%	8%
Clark State Community College	0.2%	0.6%	12%	0.7%	83%	0.2%	4%
Columbus State Community College	0.5%	3%	19%	2%	71%	2%	3%
Edison State Community College	0.2%	0.6%	2%	0.5%	89%	0%	7%
Northwest State Community College	0.3%	0.3%	1%	5%	83%	0%	9%
Owens State Community College							
Findlay Campus	0.4%	1%	2%	4%	91%	0.5%	1%
Toledo Campus	0.6%	0.6%	13%	4%	79%	0.5%	2%
Southern State Community College	0.4%	0.3%	1%	0.4%	96%	0.1%	1%
Terra State Community College	0.4%	0.1%	2%	5%	91%	0%	1%
Washington State Comm. College	0.6%	0.4%	0.9%	0.5%	94%	0%	3%
TECHNICAL COLLEGES	**0.4%**	**0.5%**	**6%**	**1%**	**89%**	**0%**	**2%**
Belmont Technical College	0.5%	0.2%	3%	0.1%	96%	0%	0.1%
Central Ohio Technical College	0.4%	1%	4%	0.7%	81%	0%	12%
Hocking Technical College	0.3%	0.5%	6%	1%	90%	0.2%	1%
James A. Rhodes State College	0.3%	0.4%	7%	2%	88%	0%	3%
Marion Technical College	0.4%	0.3%	5%	0.7%	93%	0%	0%
Muskingum Area Technical College	0.7%	0.2%	6%	0.9%	90%	0%	2%
North Central State College	0.4%	0.3%	6%	1%	90%	0%	2%
Stark State College of Technology	0.6%	0.6%	8%	0.7%	88%	0%	2%

(Continued)

	American Indian or Alaskan Native	Asian or Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic	Nonres. Alien	Race Unknown
REGIONAL CAMPUSES	**0.4%**	**0.9%**	**5%**	**0.8%**	**89%**	**0.2%**	**4%**
Bowling Green State University							
Firelands Campus	0.4%	0.6%	6%	2%	87%	0.3%	4%
Kent State University							
Ashtabula Campus	0.5%	0.7%	6%	2%	90%	0.3%	0.5%
East Liverpool Campus	0%	0.3%	3%	0.3%	94%	0.1%	2%
Geauga Campus	0.1%	0.2%	5%	0.2%	89%	1%	5%
Salem Campus	0.1%	0.5%	1%	0.9%	96%	0.2%	0.9%
Stark Campus	0.3%	0.8%	5%	0.6%	90%	0.4%	3%
Trumbull Campus	0.1%	0.7%	9%	0.7%	87%	0.4%	2%
Tuscarawas Campus	0.3%	0.3%	1%	0.3%	96%	0.2%	2%
Miami University							
Hamilton Campus	0.3%	1%	5%	0.9%	90%	0%	2%
Middletown Campus	0.6%	1%	6%	1%	89%	0%	2%
Ohio State University							
Agricultural Technical Institute	0%	0.1%	0.7%	0.5%	97%	0.2%	2%
Lima Campus	0.2%	0.9%	3%	0.9%	94%	0%	1%
Mansfield Campus	0.5%	1%	5%	0.8%	91%	0%	2%
Marion Campus	0.3%	1%	2%	0.7%	93%	0.1%	2%
Newark Campus	0.7%	2%	4%	0.7%	92%	0.1%	1%
Ohio University							
Chillicothe Campus	0.4%	0.4%	2%	0.7%	82%	0.2%	14%
Eastern Campus	0.2%	0.1%	2%	0.2%	90%	0.1%	7%
Lancaster Campus	0.4%	0.4%	2%	0.4%	91%	0.1%	6%
Southern Campus	0.6%	0.2%	3%	0.2%	83%	0%	13%
Zanesville Campus	0.1%	0.4%	2%	0.2%	85%	0%	11%
University of Akron							
Wayne Campus	0.5%	1%	2%	0.7%	93%	0%	2%
University of Cincinnati							
Clermont Campus	0.4%	1%	2%	0.5%	89%	0.3%	7%
Raymond Walters Campus	0.4%	2%	12%	1%	77%	0.7%	7%
Wright State University							
Lake Campus	0.2%	0.3%	1%	0.9%	94%	0.1%	3%
UNIVERSITY MAIN CAMPUSES	**0.3%**	**2%**	**10%**	**2%**	**80%**	**1%**	**4%**
Bowling Green State University	0.2%	0.7%	5%	2%	87%	0.9%	3%
Central State University	0%	0.2%	87%	0%	1%	1%	10%
Cleveland State University	0.2%	3%	20%	3%	61%	2%	12%
Kent State University	0.2%	1%	8%	1%	87%	1%	2%

(Continued)

	American Indian or Alaskan Native	Asian or Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic	Nonres. Alien	Race Unknown
Miami University	0.5%	3%	4%	2%	89%	0%	3%
Ohio State University	0.4%	5%	8%	2%	78%	4%	2%
Ohio University	0.2%	0.7%	3%	1%	87%	2%	5%
Shawnee State University	0.8%	0.1%	3%	0.5%	87%	0.5%	8%
University of Akron	0.5%	2%	15%	0.9%	77%	1%	4%
University of Cincinnati	0.3%	3%	14%	1%	76%	1%	5%
University of Toledo	0.2%	2%	12%	2%	76%	2%	6%
Wright State University	0.4%	2%	11%	0.8%	79%	1%	6%
Youngstown State University	0.3%	0.7%	10%	2%	80%	0.8%	6%

UNDERGRADUATE PART-TIME STATUS, AGE, AND GENDER AT OHIO'S STATE-SUPPORTED COLLEGES AND UNIVERSITIES
by Institution Type

Sector	Part Time	Over Age 24	Male	Female
Public - Two Year	60%	46%	40%	60%
Community Colleges	69%	52%	39%	61%
State Community College	63%	48%	45%	55%
Technical Colleges	53%	47%	39%	61%
Regional Campuses	47%	35%	38%	63%
University Main Campuses	18%	17%	47%	53%
PUBLIC – ALL	40%	32%	44%	56%

UNDERGRADUATE PART-TIME STATUS, AGE, AND GENDER AT OHIO'S STATE-SUPPORTED COLLEGES AND UNIVERSITIES BY INSTITUTION

	Part Time	Over 24	Male	Female
COMMUNITY COLLEGES	**69%**	**52%**	**39%**	**61%**
Cuyahoga Community College				
Eastern Campus	80%	60%	29%	71%
Metro Campus	76%	63%	36%	64%
Western Campus	72%	47%	41%	59%
Jefferson Community College	49%	44%	38%	62%
Lakeland Community College	65%	47%	42%	58%
Lorain County Community College	64%	45%	34%	66%
Rio Grande Community College	23%	33%	41%	59%
Sinclair Community College	69%	55%	42%	58%
STATE COMMUNITY COLLEGES	**63%**	**48%**	**45%**	**55%**
Cincinnati State Technical & Community College	63%	51%	44%	56%
Clark State Community College	58%	52%	33%	67%
Columbus State Community College	61%	44%	43%	57%
Edison State Community College	66%	51%	36%	64%
Northwest State Community College	68%	48%	51%	49%
Owens State Community College				
Findlay Campus	66%	46%	40%	60%
Toledo Campus	68%	53%	53%	47%
Southern State Community College	48%	47%	29%	71%
Terra State Community College	58%	42%	50%	50%
Washington State Comm. College	44%	43%	38%	62%

(Continued)

	Part Time	Over 24	Male	Female
TECHNICAL COLLEGES	**53%**	**47%**	**39%**	**61%**
Belmont Technical College	35%	46%	42%	58%
Central Ohio Technical College	61%	48%	31%	69%
Hocking Technical College	33%	37%	51%	50%
James A. Rhodes State College	51%	48%	30%	70%
Marion Technical College	60%	52%	41%	59%
Muskingum Area Technical College	46%	46%	40%	60%
North Central State College	72%	50%	32%	68%
Stark State College of Technology	65%	52%	39%	61%
REGIONAL CAMPUSES	**47%**	**35%**	**38%**	**63%**
Bowling Green State University				
Firelands Campus	52%	41%	35%	65%
Kent State University				
Ashtabula Campus	57%	47%	38%	62%
East Liverpool Campus	52%	48%	26%	74%
Geauga Campus	74%	42%	41%	59%
Salem Campus	52%	46%	28%	72%
Stark Campus	47%	30%	38%	63%
Trumbull Campus	57%	45%	40%	60%
Tuscarawas Campus	49%	38%	36%	64%
Miami University				
Hamilton Campus	58%	24%	45%	55%
Middletown Campus	60%	31%	41%	59%
Ohio State University				
Agricultural Technical Institute	16%	9%	66%	34%
Lima Campus	22%	21%	43%	57%
Mansfield Campus	29%	22%	38%	62%
Marion Campus	37%	24%	39%	61%
Newark Campus	25%	17%	42%	59%
Ohio University				
Chillicothe Campus	44%	38%	35%	65%
Eastern Campus	26%	31%	33%	67%
Lancaster Campus	46%	36%	33%	67%
Southern Campus	32%	42%	37%	63%
Zanesville Campus	35%	37%	28%	72%
University of Akron				
Wayne Campus	57%	40%	38%	62%

(Continued)

	Part Time	Over 24	Male	Female
University of Cincinnati				
Clermont Campus	47%	38%	39%	61%
Raymond Walters Campus	59%	46%	32%	68%
Wright State University				
Lake Campus	41%	32%	31%	69%
UNIVERSITY MAIN CAMPUSES	**18%**	**17%**	**47%**	**53%**
Bowling Green State University	7%	6%	44%	56%
Central State University	11%	19%	45%	55%
Cleveland State University	33%	42%	45%	55%
Kent State University	17%	15%	41%	59%
Miami University	6%	3%	46%	54%
Ohio State University	13%	11%	53%	47%
Ohio University	7%	6%	45%	55%
Shawnee State University	20%	33%	39%	62%
University of Akron	33%	31%	46%	54%
University of Cincinnati	25%	21%	51%	49%
University of Toledo	28%	19%	49%	51%
Wright State University	19%	19%	44%	56%
Youngstown State University	21%	28%	46%	54%