

## Year-to-Year Persistence, First to Second Year in College for Recent Ohio High School Graduates

**Question:** What is the rate at which Ohio high school students who graduated in 1999 and who started college in 1999 as full-time degree-seeking freshmen return to higher education (or persist) Autumn of 2000? Does this rate vary by type of school districts, or by type of college the students attend?

**Why look at year-to-year persistence?** Many factors could determine whether a first year student is still enrolled one year later. A full-time degree-seeking student may:

- “Stop out” of higher education due to economic reasons or family circumstances with the intention of returning later.
- Decide that his or her career interests are best met outside of higher education (this is a “drop out”).
- Transfer to another institution.

There are instances, however, when a student stops out, drops out, or transfers out of college for reasons that indicate the student was not adequately prepared for college level study. One important variable that is in the control of high school students is whether or not they complete the academic core while in high school. An academic core curriculum is defined, minimally, as 4-years of English, and 3 years of mathematics, science, and social studies while in high school.

**A cautionary note on persistence rates:** Several qualifications about persistence rates must be noted. Traditionally defined "Institution Persistence" is the percentage of an entering class (full-time degree-seekers) who are enrolled the next year. As noted in a recent national report almost 60% of students receiving baccalaureate degrees in the 1990's attended more than one school in pursuit of that degree. In Ohio, many students enter two-year colleges seeking associate degrees but transfer to four-year colleges to complete their baccalaureate degrees before they complete their associate degrees. State policies even encourage such mobility. When viewing such mobility from a family's perspective, it would appear that persistence at the same institution is less relevant than persistence from first to second year at any college or university. Due to this limitation, we advocate use of a "statewide persistence rate" which we are able to calculate through the HEI System.

Second, many students enter college without the declared intention of seeking a college degree. Some of these students are still enrolled a second year at the same or a different institution. These students' return to college is not reflected in any persistence rate. Ohio's two-year colleges collect data on the academic intention of entering students. At these institutions, in Autumn 2000, only 30% of beginning first-time, first year students expressed the intention of obtaining an associate degree to be used for employment purposes. An additional 17% expressed the intention of obtaining an associate degree for transfer to a four-year institution, but many of these might decide at a later date to transfer before completion of the degree.

### Academic Intention of Beginning First Time, First Year Students – Two-year Colleges Autumn 2000 Data Gathered During Students' First Term of Study

Academic Intention	Students	%
To obtain knowledge for personal interest	2,141	7%
To upgrade skills for current job by taking only selected courses	1,301	4%
To train for a new career by taking only selected courses	1,389	5%
To transfer before completing a degree or certificate	4,142	13%
To obtain a certificate	1,568	5%
To obtain an associate degree for transfer	5,215	17%
To obtain an associate degree for the job market	9,084	30%
Unknown	5,912	19%
<b>Total</b>	<b>30, 752</b>	<b>100%</b>

Third, as noted in many other chapters of this report, colleges and universities vary greatly in their admissions practices. All of Ohio's two-year institutions and many universities are open admissions, meaning that any student with a high school degree is eligible to enter. It has been shown in previous state and national reports that students attending campuses with the most selective admissions practices are students with better academic preparation and this might result in higher reported persistence rates. School districts sending more college students to selective institutions will thus be showing higher persistence rates. Many campus personnel believe that persistence rates are most relevant for selective four-year universities.

**National Answers:** National freshmen-to-sophomore persistence rates vary greatly by type of college students attended.

- The freshmen-to-sophomore persistence rate, as reported to ACT for 2000-2001 was:
  - 51.8% for two-year public institutions;
  - 78.2% - 80.4% for selective four-year public institutions;
  - 54.9% - 64% for open admissions four-year public institutions;
  - 81.8% - 85.1% for selective four-year private institutions; and
  - 63.5% for open admissions four-year private institutions.

**Statewide Answers:** We were able to track 50,025 recent high graduates who entered public or non-public college in Ohio in Summer or Autumn 1999. Of these, 80% persisted or returned to some college the following year. This means that 20% of the 1999 graduating high school seniors who began study as full-time degree-seekers had dropped out or stopped out the following year or enrolled at a college out of state. Students who took the academic core curriculum while in high school persisted at a much higher rate than did their peers who did not take an academic core curriculum. Students who entered college but did not take a college entrance exam while in high school persisted from first to second year at the lowest rate of all.

**Persistence Rates from First to Second Year for All First-Time, Full-time Degree-Seeking Students Who Graduated From High School in 1999**

	Enrollment Count	All Students	Students with known core H.S. curriculum	Students with known less than core H.S. curriculum	Students not taking the College Entrance Exam
<b>Statewide Total</b>	<b>50,025</b>	<b>80%</b>	<b>87%</b>	<b>76%</b>	<b>60%</b>

**High School District Groupings Answers:** Persistence rates for first-year, full-time degree-seeking students vary greatly by type of school district. Students from suburban very high SES school districts (90%) and parochial school districts (89%) who enroll at four-year universities have the highest persistence rates. Students from major cities and rural high poverty school districts who enroll at two-year colleges have the lowest persistence rates (55% and 63% respectively). Even within the districts that have high poverty, students who take the academic core curriculum while in high school are much more likely to persist while in college than their peers who did not take the academic core.

**Persistence Rates from First to Second Year for All First-Time, Full-time Degree-Seeking Students Who Graduated From High School in 1999**

Type of College Attended	District Grouping	Enrollment Count	All Students	Students with known core H.S. curriculum	Students with known less than core H.S. curriculum	Students not taking the College Entrance Exam
2-year	Major City, extremely high poverty	1,211	55%	68%	59%	44%
	Urban moderate SES	1,589	66%	76%	72%	53%
	Suburban/urban high SES	2,902	68%	78%	68%	57%
	Suburban very high SES	824	69%	79%	66%	60%
	Small town, very high poverty	816	64%	73%	66%	57%
	Small town, moderate SES	1,679	68%	74%	71%	57%
	Rural High Poverty	899	63%	76%	68%	51%
	Rural	1,400	73%	79%	75%	61%
	Independent Schools	131	69%	80%	59%	58%
	Parochial	1,094	73%	76%	72%	67%
4-year	Major City, extremely high poverty	2,627	75%	80%	69%	57%
	Urban moderate SES	2,839	83%	86%	80%	63%
	Suburban/urban high SES	8,374	86%	88%	81%	69%
	Suburban very high SES	3,950	90%	92%	85%	73%
	Small town, very high poverty	2,588	80%	85%	74%	57%
	Small town, moderate SES	4,378	82%	86%	75%	64%
	Rural High Poverty	1,610	77%	84%	71%	53%
	Rural	2,889	84%	88%	79%	70%
	Independent Schools	449	84%	85%	74%	92%
	Parochial	4,213	89%	90%	85%	78%

**High School District Answers:**

- The complete list of year to year persistence rates can be found at:  
[http://www.regents.state.oh.us/perfrpt/Chapt\\_7\\_2002.xls](http://www.regents.state.oh.us/perfrpt/Chapt_7_2002.xls)

To demonstrate how these data appear, the Franklin County School districts are reported on the following page.

**Persistence Rates from First to Second Year for All First-Time, Full-time Degree-Seeking Students Who Graduated From High School in 1999\***

District Grouping	District	Type of College Attended	Enrollment Count	All Students	Students with known core H.S. curriculum	Students with known less than core H.S. curriculum	Students not taking the College Entrance Exam
Major City, extremely high poverty	COLUMBUS CITY SD	2-year	268	56%	71%	55%	47%
		4-year	376	78%	80%	81%	59%
		Total	644	71%	78%	72%	50%
Urban moderate SES	GROVEPORT MADISON LOCAL SD	2-year	50	78%	57%	89%	75%
		4-year	42	88%	92%	91%	50%
		Total	92	83%	85%	90%	69%
	SOUTH-WESTERN CITY SD	2-year	204	60%	66%	63%	48%
		4-year	143	91%	91%	90%	100%
		total	347	77%	85%	75%	50%
	WHITEHALL CITY SD	2-year	26	57%	100%	40%	25%
		4-year	22	86%	93%	83%	
		total	48	75%	95%	64%	20%
	Suburban/urban high SES	CANAL WINCHESTER LOCAL SD	2-year	13	83%	100%	50%
4-year			35	85%	96%	50%	
total			48	85%	97%	50%	
GAHANNA-JEFFERSON CITY SD		2-year	67	62%	50%	65%	63%
		4-year	141	94%	94%	92%	100%
		total	208	88%	93%	85%	70%
GRANDVIEW HEIGHTS CITY SD		2-year	12	71%	75%		67%
		4-year	19	79%	85%	67%	67%
		total	31	77%	82%	67%	67%
HILLIARD CITY SD		2-year	103	70%	77%	64%	57%
		4-year	160	91%	91%	100%	67%
		total	263	87%	89%	84%	60%
REYNOLDSBURG CITY SD		2-year	32	44%	50%	75%	17%
		4-year	94	85%	86%	82%	75%
		total	126	79%	83%	81%	40%
WESTERVILLE CITY SD		2-year	169	70%	74%	77%	60%
		4-year	285	88%	90%	81%	86%
		total	454	84%	88%	80%	68%
Suburban very high SES	BEXLEY CITY SD	2-year	14	40%	50%		50%
		4-year	71	97%	97%	100%	100%
		total	85	93%	95%	75%	86%
	DUBLIN CITY SD	2-year	92	78%	71%	93%	67%
		4-year	212	94%	94%	97%	100%
		total	304	92%	93%	96%	78%
	PLAIN LOCAL SD	2-year	7	100%	100%		100%
		4-year	31	87%	89%	100%	50%
		total	38	88%	90%	100%	67%
	UPPER ARLINGTON CITY SD	2-year	40	93%	90%	100%	100%
		4-year	139	88%	91%	81%	77%
		total	179	89%	91%	83%	80%
	WORTHINGTON CITY SD	2-year	99	74%	100%	82%	50%
		4-year	215	93%	93%	95%	82%
		total	314	90%	94%	91%	63%
Small town, very high poverty	HAMILTON LOCAL SD	2-year	23	45%	67%	50%	25%
		4-year	<5	75%	67%	100%	
		total	27	53%	67%	60%	25%

\* = Cell Sizes < 5 students – blanked out for confidentiality purposes

**Persistence Rates from First to Second Year for All First Time Full time Degree Seeking Students Who Graduated From High School in 1999\***

**Independent Schools**

<b>District</b>	<b>Type of College Attended</b>	<b>Enrollment Count</b>	<b>All Students</b>	<b>Students with known core H.S. curriculum</b>	<b>Students with known less than core H.S. curriculum</b>	<b>Students not taking the College Entrance Exam</b>
COLUMBUS ACADEMY HIG7H	2-year	<5				
	4-year	12	100%	100%	100%	100%
	Total	13	100%	100%	100%	100%
COLUMBUS SCHOOL FOR GIRLS HIGH	2-year	<5				
	4-year	18	100%	100%	100%	100%
	Total	19	100%	100%	100%	100%
COLUMBUS TORAH ACADEMY HIGH	2-year	<5				
	4-year	<5				
	Total	6	83%	67%		100%
LIBERTY CHRISTIAN ACADEMY HIGH	2-year	6	75%	100%	50%	
	4-year	6	100%	100%		
	Total	12	90%	100%	50%	
MARANATHA CHRISTIAN HIGH	2-year	7				
	4-year	<5				
	Total	9	50%	33%		100%
NEW BEGINNINGS CHRISTIAN HIGH	2-year	<5				
	Total	<5				
ROSEMONT CENTER HIGH	2-year	<5				
	Total	<5				
TREE OF LIFE-NORTHRIDGE BRANCH	2-year	<5				
	4-year	11	73%	78%	100%	
	Total	15	79%	82%	100%	
WELLINGTON HIGH	2-year	<5				
	4-year	11	100%	100%	100%	100%
	Total	14	100%	100%	100%	100%
WORLD HARVEST CHRISTIAN ACAD H	2-year	<5				
	4-year	<5				
	Total	7	40%	33%		100%

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