

Ohio

Alliance of States

Big goals and improved pathways to success

Since 2007, Ohio lawmakers have taken significant steps to improve higher education across the state. **Setting the tone in his first State of the State address, Gov. Ted Strickland called for 230,000 more students to enroll by 2017 and for Ohio higher education to boost the number of graduates by 20 percent.** Legislation designating the Chancellor

of the Board of Regents as a cabinet level position appointed by the Governor, the creation of the "University System of Ohio" by Governor Strickland, and the release of the 10-year *Strategic Plan for Higher Education* by Chancellor Eric Fingerhut have put higher education in Ohio on a united path toward improvement.

The introduction to the *Strategic Plan* lays out the problem and Ohio's solution: "Knowledge is the currency of the global economy, and our currency is getting weaker. The per capita income of Ohioans has been slipping relative to the rest of the nation for some time, and is now significantly below the national average. The only way to reverse this negative trend is to raise the overall educational attainment level of the state."

The newly created University System of Ohio - consisting of the state's 13 public university campuses, one medical college, 24 branch campuses, and 23 community colleges, as well as adult literacy and adult workforce centers - seeks to reduce competition for resources, talent, and students.

In order to raise the educational attainment of Ohio and to close the gap between Ohio and its competitors, the *Strategic Plan* outlines Ohio's desire to: 1) Graduate more students, 2) Keep more of graduates in Ohio, and 3) Attract more degree holders from out of state.

The strategies outlined in the *Strategic Plan* seek to make obtaining a higher education a less complicated, easier, and more affordable process for students to enter and successfully complete. For example, they look to capture students in high school, through a "Seniors to Sophomores" program which will allow high school students to spend their senior year on campus then enter the campus the following year as a sophomore. By leveraging the existing infrastructure of colleges and regional campuses, a high-quality degree program will be made available within 30 miles of every Ohio resident.

For those meeting appropriate admissions requirements, students can be "dually admitted" to community college and the universities. That should create a seamless transition, after meeting the appropriate qualification. For those already in the workforce, adult workforce centers will help to prepare older students for the academic rigors of higher education.

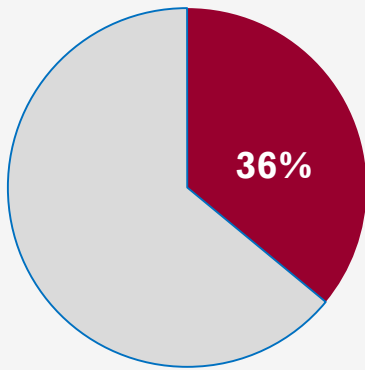
A new performance-based funding formula for universities, branch campuses, and community colleges fundamentally changes the model of publicly funded higher education, rewarding schools for success and completion rather than just enrollment goals.

For more information on Ohio's leadership in improving college completion, see:

<http://uso.edu/> or
<http://twitter.com/OhioHigherEd>

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By the end of this decade, more than 60% of jobs will require college education.¹



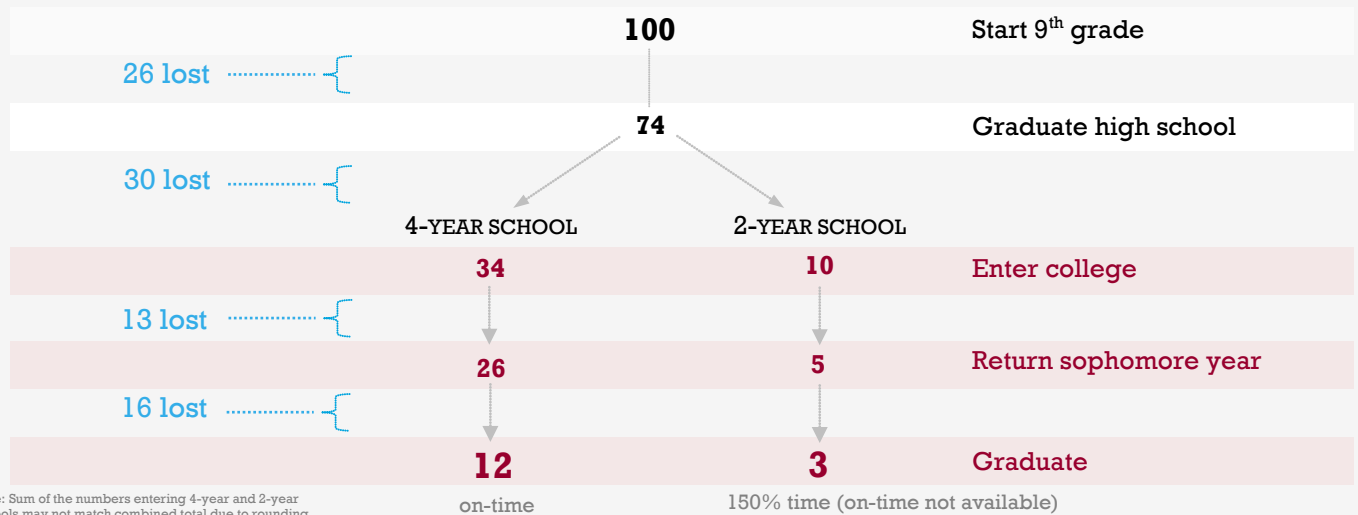
Today, 36% of Ohio's adults aged 25-34 have a college degree.²

Job growth across the U.S., 2010-2020:

High-growth jobs	Required education
Dental hygienist	Associate degree
Computer software engineer	Bachelor's degree
HVAC/refrigeration mechanic	Certificate
Physical therapist assistant	Associate degree
Network systems analyst	Bachelor's degree
Licensed practical nurse	Certificate

Too many students get lost along the way, hindering Ohio's economic growth.³

(This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but is an attempt—using a collection of available data—to illustrate the challenges states face.)



Note: Sum of the numbers entering 4-year and 2-year schools may not match combined total due to rounding.

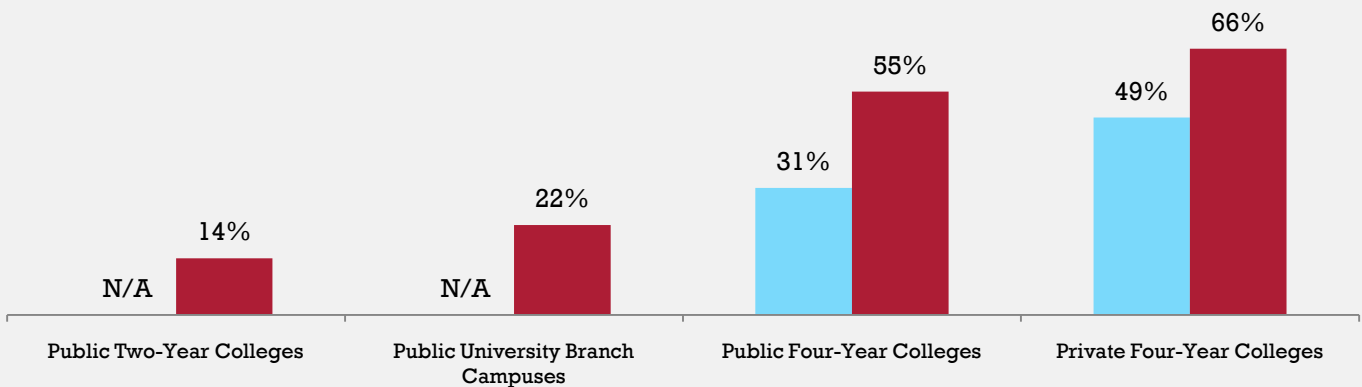
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Graduation Rates

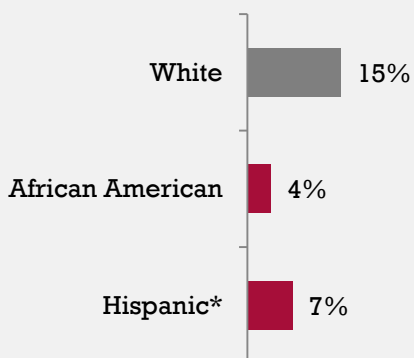
Ohio must raise completion rates overall and place extra focus on closing the college attainment gap for underrepresented students. ⁴

Graduation Rates by Institution Type

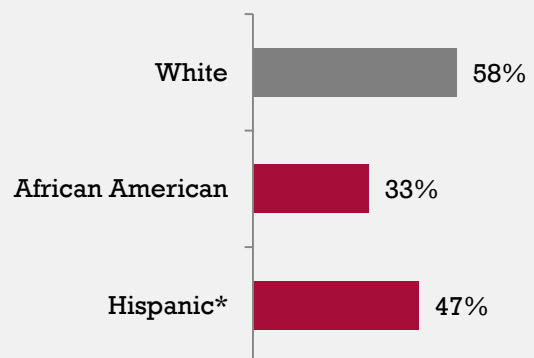
■ On-Time ■ Within 150% of time



Graduation Rates by Race/Ethnicity: Public 2-Year Colleges (150% time)



Graduation Rates by Race/Ethnicity: Public & Private 4-Year Colleges (150% time)

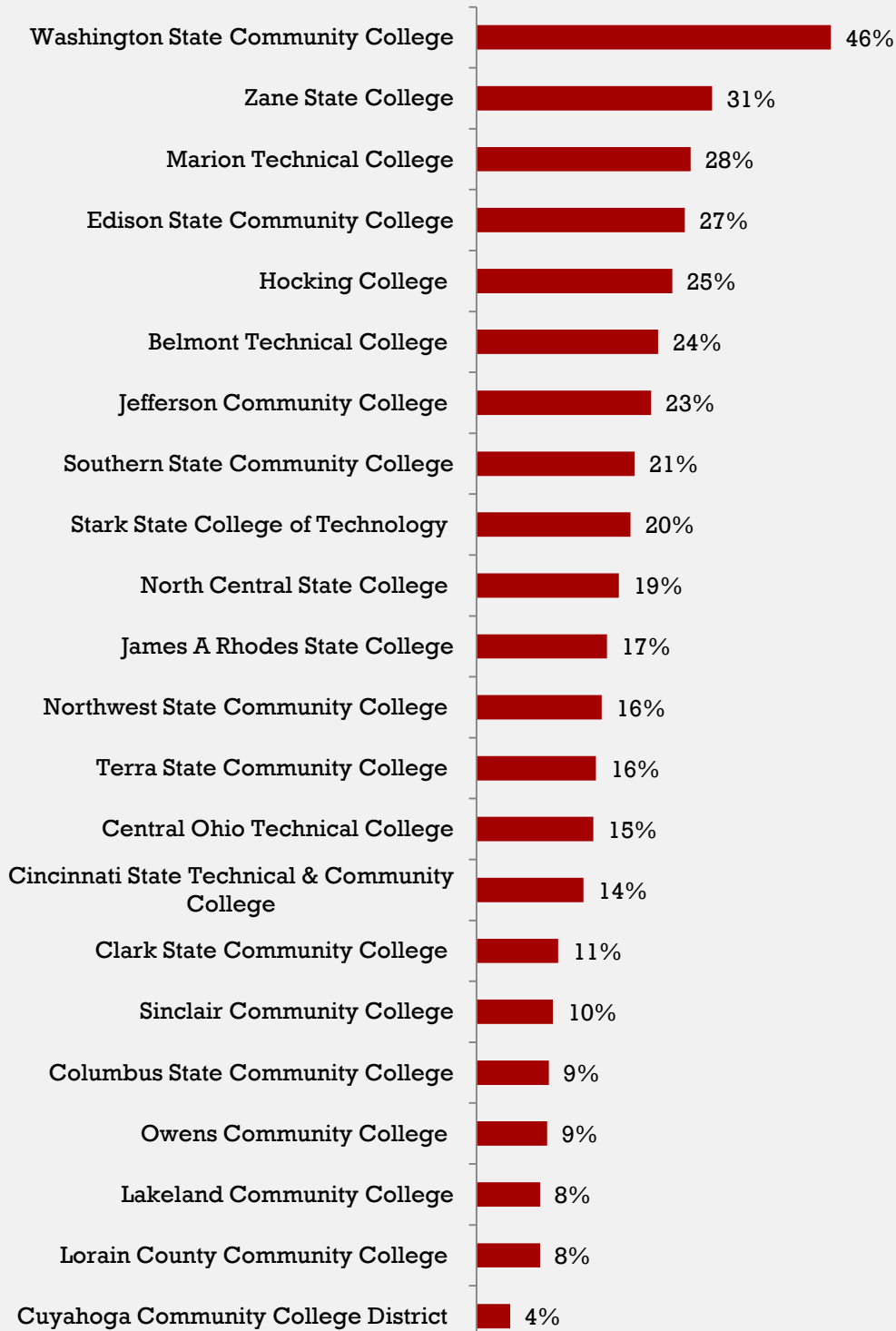


* less than 3% of entering cohort

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Graduation Rates by Campus

Public Two-Year Colleges (150% time)

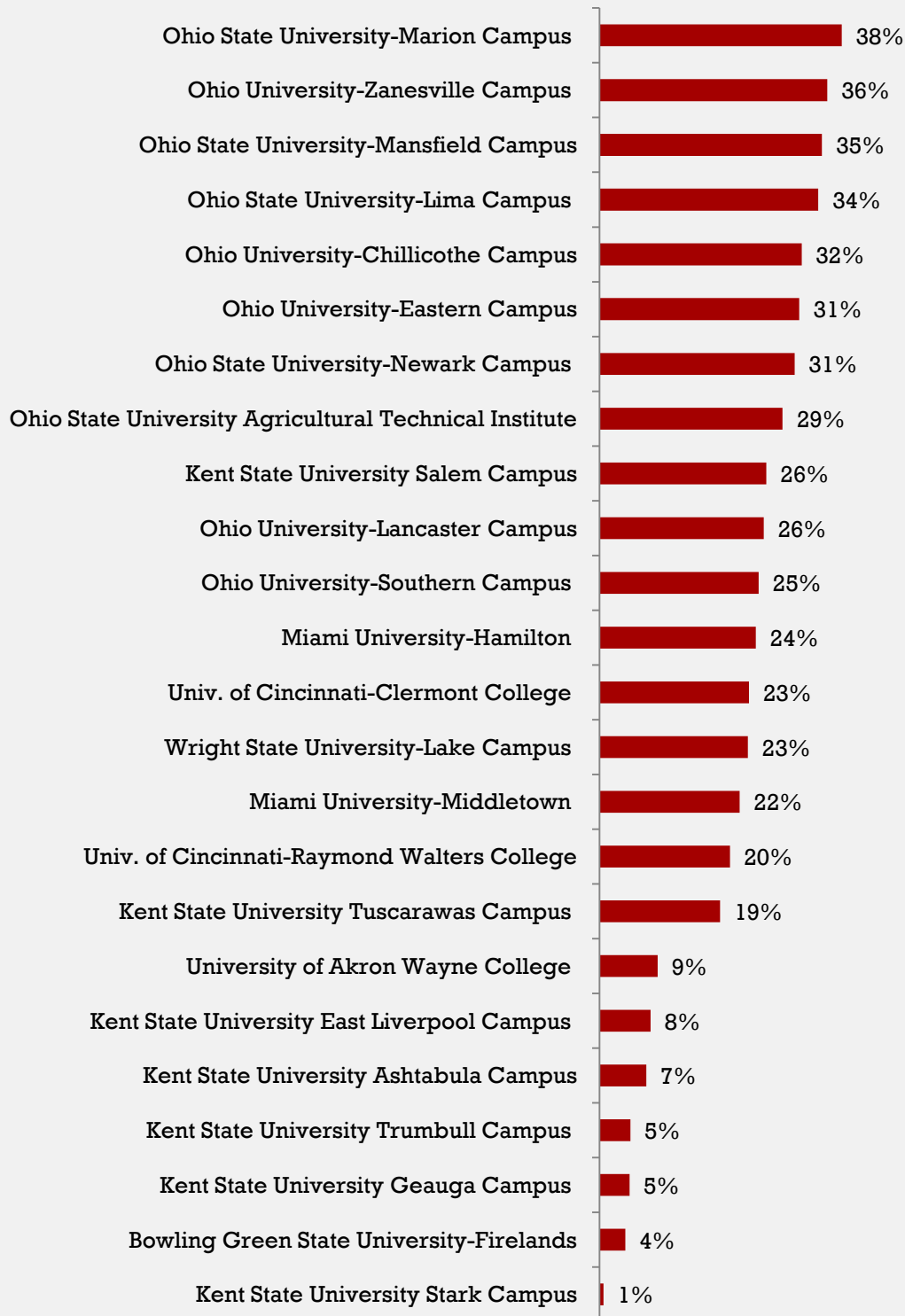


Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates for two-year colleges are for first-time, full-time students completing certificate or degree within 150% of normal program time. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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Graduation Rates by Campus

Public University Branch Campuses (150% time)

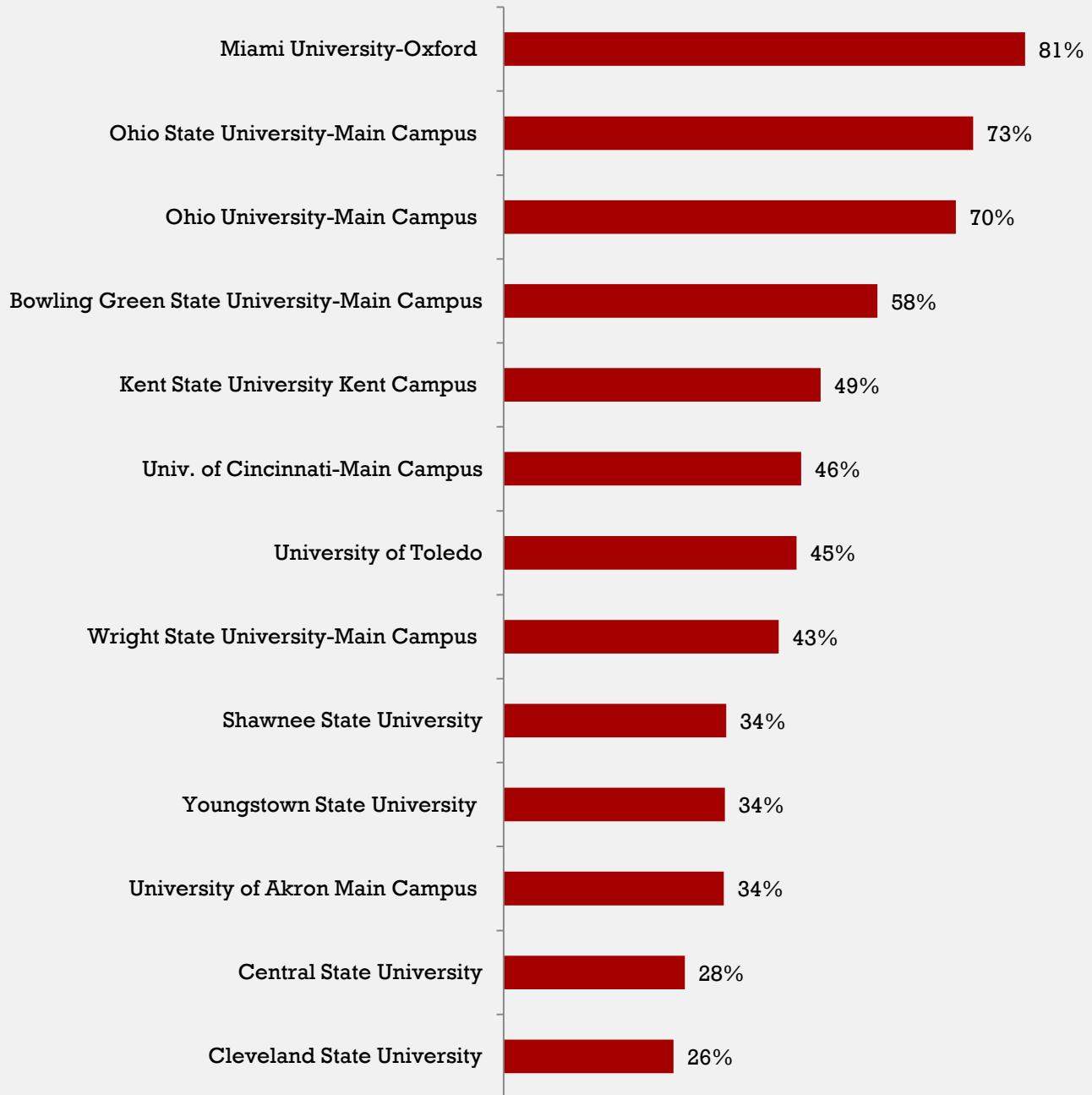


Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing a degree or credential within 150% of time. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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Graduation Rates by Campus

Public Four-Year Colleges (150% time)

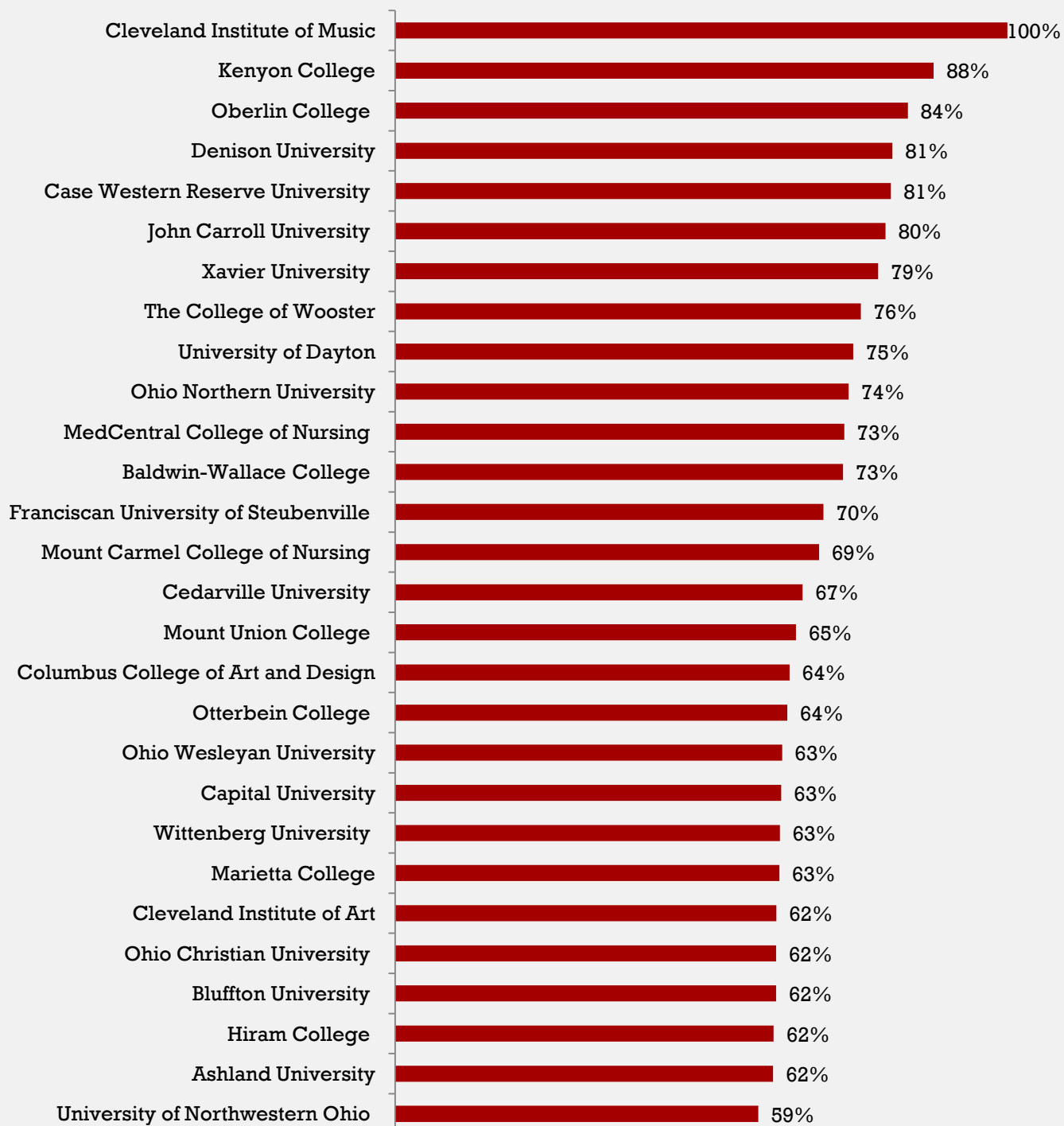


Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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Graduation Rates by Campus

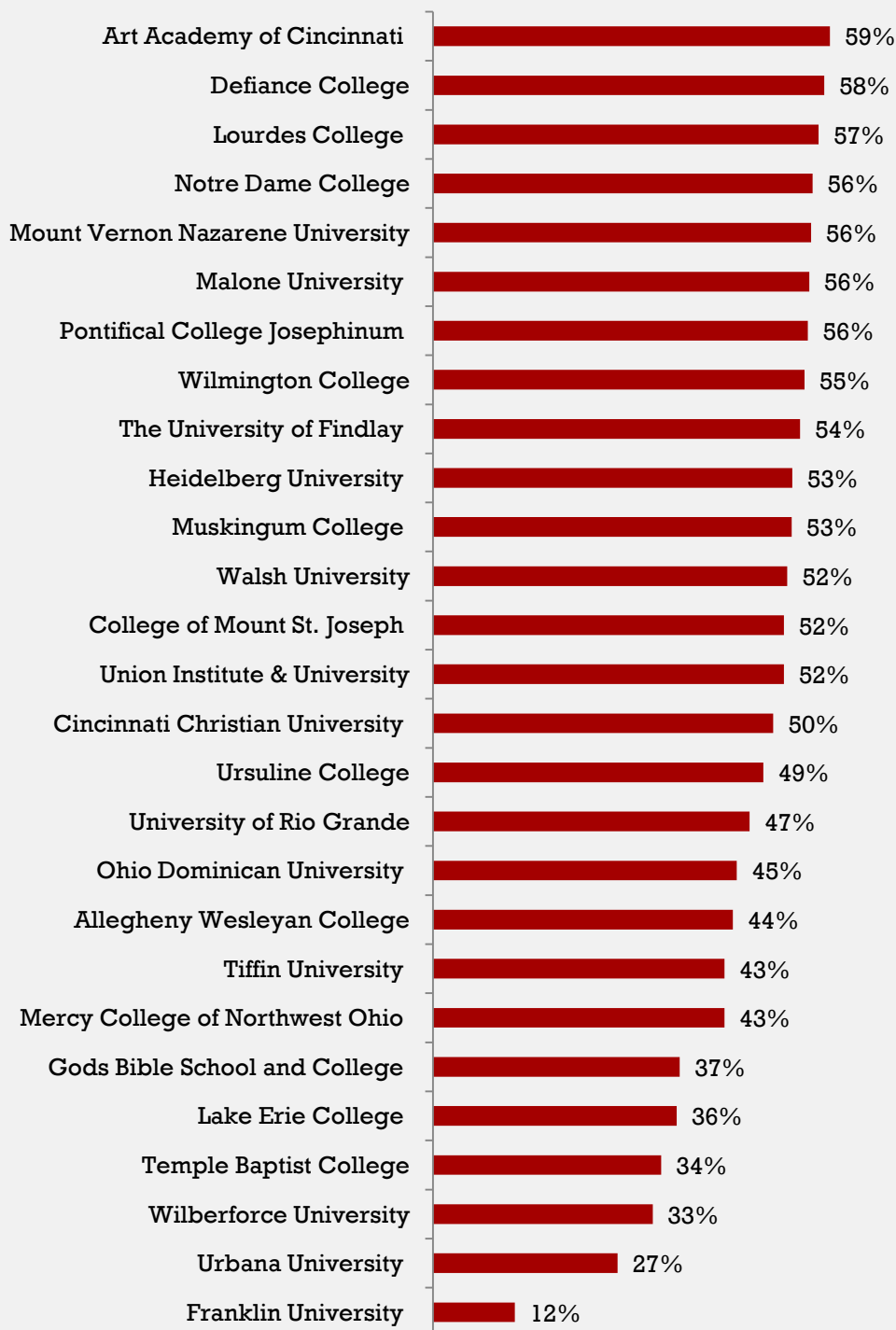
Private Four-Year Colleges (150% time)



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Graduation Rates by Campus

Private Four-Year Colleges, Cont.



Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

A Note about Graduation Rates

The graduation rates presented here are based on data reported by institutions to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). These rates reflect the percentage of first-time, full-time students who complete within 150% of normal program time. (Graduation rates for part-time students are typically much lower.) These data do not capture the graduation rates of transfer students—including those who begin at colleges with some credits already accumulated—or part-time students. Many states have or are developing longitudinal data systems that would be able to measure the graduation rates of all students, including part-time and transfer students.

The IPEDS data are presented here because they are the only nationally available and comparable graduation rates. Complete College America believes that states should make the improvement of data systems to more accurately measure completion rates—and the annual public reporting of those rates—a top priority.

ENDNOTES

¹ Carnevale, T., Georgetown University Center on Education and the Workforce, 2009. High-growth fields based on national projections of total new and replacement jobs. <http://cew.georgetown.edu/research/jobs/79012.html>

² "College degree" means an associate degree, bachelor's degree, or higher. National Center for Higher Education Management Systems (NCHEMS), 2008 (from U.S. Census Bureau, 2008 American Community Survey Public Use Microdata Sample File.) <http://www.higheredinfo.org/>

³ **The pipeline is a model for illustrative purposes and is not based on longitudinal data.** Pipeline data aggregated by NCHEMS: reflects high school graduation rates, college-going rates, college retention rates, and college graduation rates (using the most recent data available for each metric). For the high school graduation rate, NCHEMS uses NCES Common Core Data and divides high school graduates into 9th graders four years earlier. Future revisions will incorporate the cohort-based HS graduation rates that conform to the definitions of the NGA Graduation Compact (for states where those data are available), which are more accurate than the current ratio. The pipeline represents the number of students who graduate from high school within four years, enter college the immediate following fall, return for their sophomore year the following year, and graduate from college. Two-year college graduation rates reflect credentials earned within 150% of expected program time, and include certificates awarded for programs of less than two years; two years but less than four years; and associate degrees. Four-year graduation rates reflect **on-time completers** of bachelor's or equivalent degrees (**within four years**). The data do not account for transfers across institutions. <http://www.higheredinfo.org/dbrowser/index.php?measure=72>

⁴ Aggregated by NCHEMS from IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File, downloaded 11-05-09. Graduation rates are reported by institutions to NCES based on adjusted cohort of first-time, full-time students. Two-year graduation rates include certificates completed within 150% of normal program time in addition to associate degrees completed within three years. IPEDS does not report two-year (or "on-time") completion rates for two-year colleges. Graduation rates by race aggregated by NCHEMS from IPEDS 2006-07 Graduation Rate File. Graduation rates for Asian/Pacific Islander and American Indian/Alaska Native students are included only if those populations represent greater than 5% of the adjusted cohort. Disaggregated graduation rates are excluded for populations with an adjusted revised cohort size of less than 30, even if that cohort represents greater than 5% of the total entering cohort. Note that 2008 overall graduation rates may be higher than rates reflected in the disaggregated data from 2007 based on differences in graduation rates between years. In each instance, "Private" refers to private not-for-profit institutions only. Graduation rates by campus are presented for Title IV, degree-granting institutions with an adjusted revised cohort greater than 30.