

College Completion Initiative

Pre-Read Fact Base and Case for Change

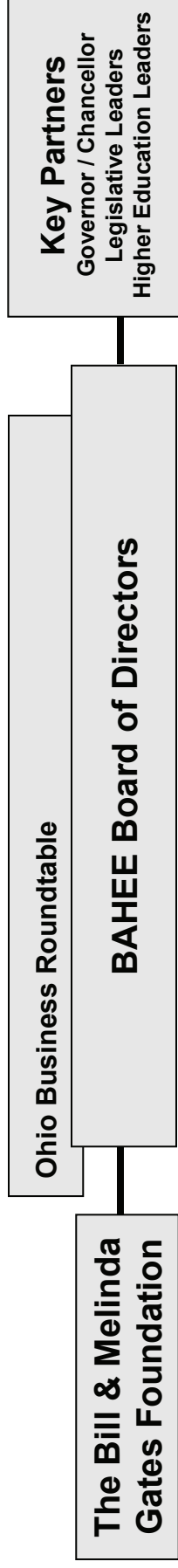
October 2011

This document has been used as a “pre-read” for the several CEO and college president lunch meetings hosted by the BRT and the BAHEE, as follows:

October 20 – Queen City Club, Cincinnati
October 24 – Columbus Club, Columbus
October 26 – Union Club, Cleveland
November 16 – Owens Corning, Toledo

The purpose of these lunch meetings is to syndicate the work we have recently undertaken on college completion, share perspectives on work underway around the state, and to begin aligning action to solve the problem.

Project Objective and Scope



Project Objective: **Change the conversation in Ohio from college access to college access *plus* college “completion”**

- 1 Map Ohio’s college completion “assets”
- 2 Build a compelling fact base, including overall sizing of the college completion gap, benchmarking of Ohio vs. other states, and identification of range of levers to close gap, and related policy initiatives
- 3 Assess elected leader and policymaker support for range of levers to close the gap and specific enablers and policy initiatives
- 4 Syndicate the work to business leaders, college presidents and other key influencers
- 5 Develop roadmap for change with specific action steps and memorialize in a case for change document

Our Imperative and Our Singular Focus

IMPERATIVE

Improve competitiveness and create greater economic opportunity for Ohio citizens

OBJECTIVES

Increase the number of Ohio citizens who earn, by age 26, a postsecondary degree or credential of value in the marketplace

Reduce disparities in the educational attainment levels of any gender, racial/ethnic or socioeconomic group

Reduce shortages of qualified, credentialed, skilled workers in occupational areas critical to Ohio's competitiveness

CROSS-CUTTING STRATEGIES

Increase Ohio's college-going rate

Increase Ohio's college completion rate

Increase Ohio's retention of highly educated workers

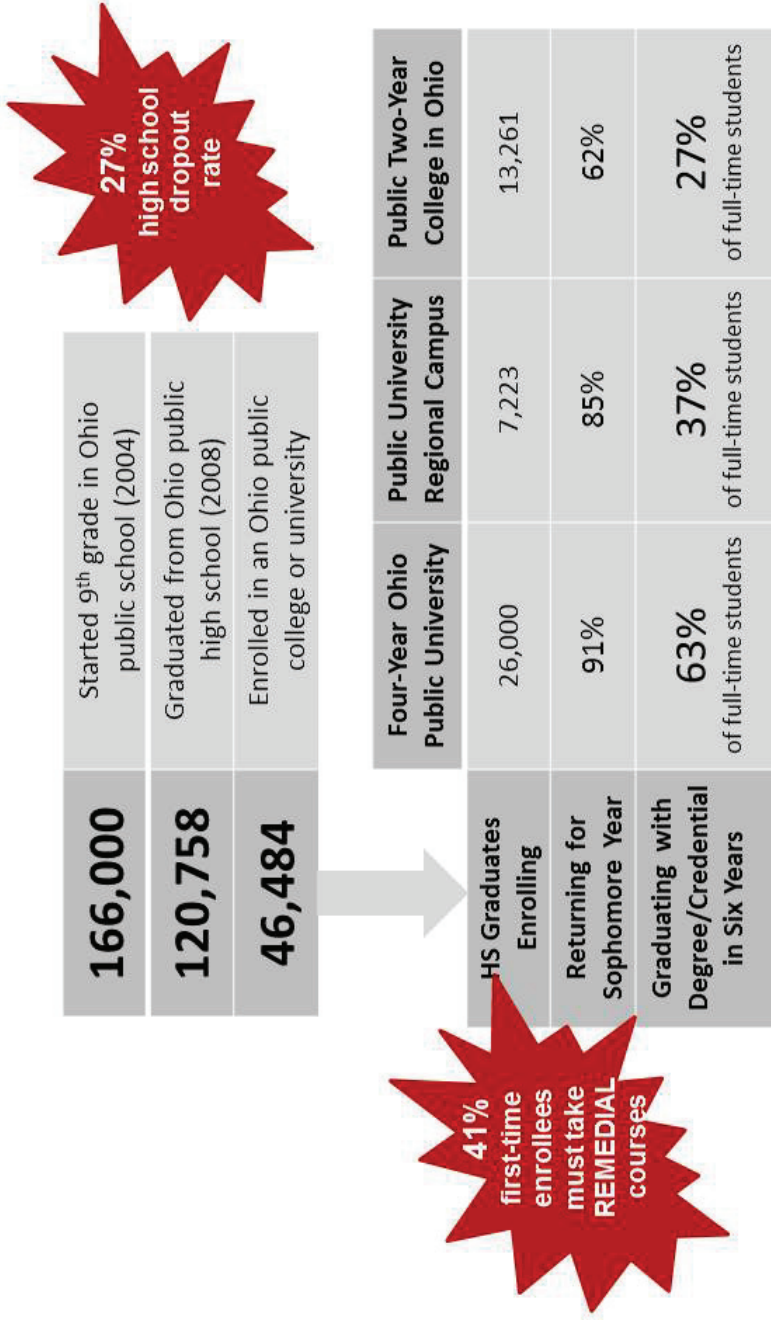
Increase Ohio's attraction of highly educated workers



Focus of this Initiative

Our Challenge

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

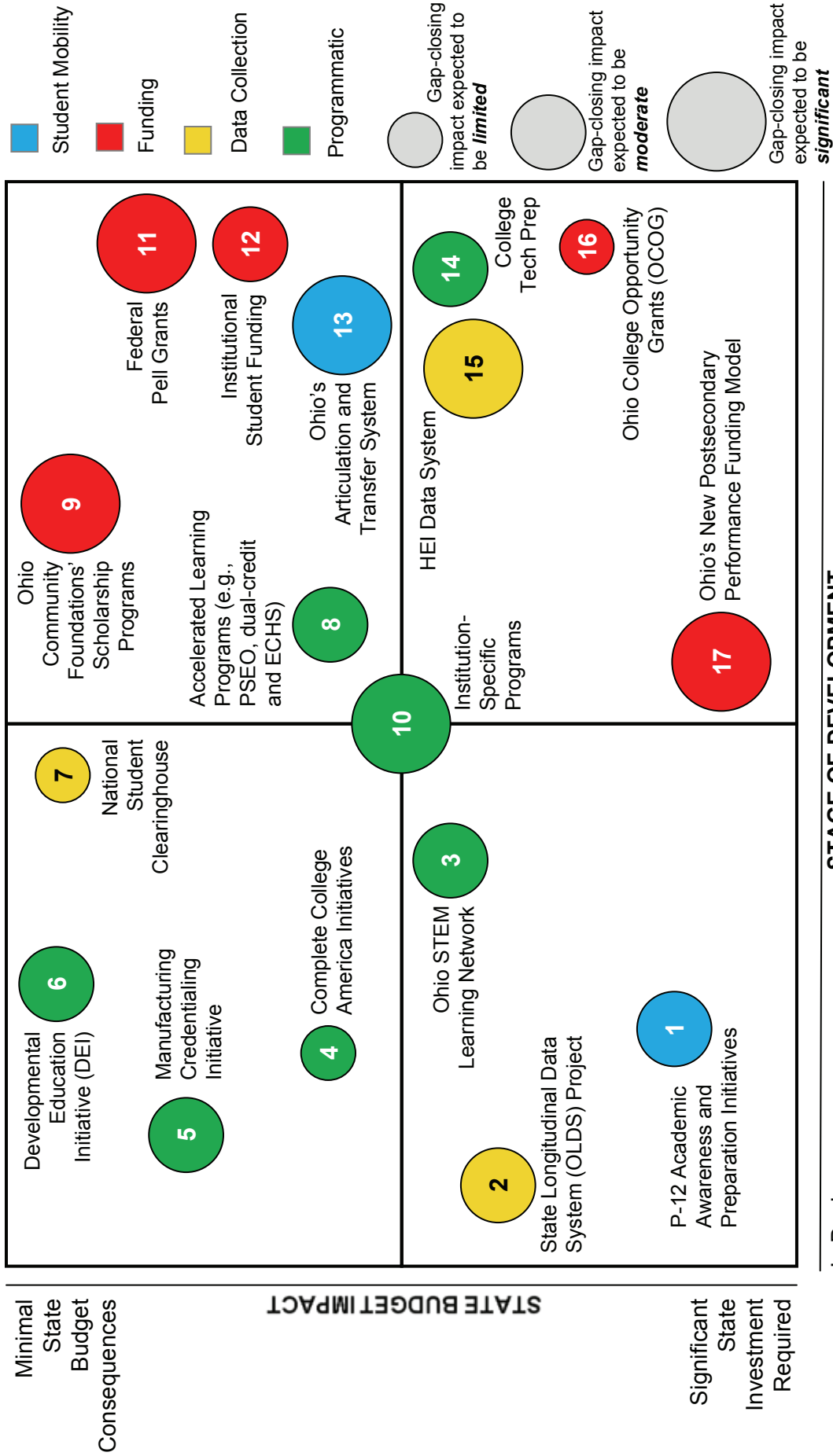


Source: Data generated by the Ohio Board of Regents

Elevator Speech

**We need more kids to go to college,
stay in college and graduate college
and to earn degrees or credentials
that have value in the marketplace.**

Ohio Has Numerous College Completion Assets



Ohio's College Completion Assets: Statewide

- 1. P-12 Academic Awareness & Prep Programs**
Ohio has a number of programs that attract and prepare students for success in and completion of college.
- 2. State Longitudinal Data System Project**
ODE is building a statewide data system with an electronic high school transcript for every student, which will make it easier to apply for college.
- 3. Ohio STEM Learning Network**
The Network has five regional hubs, 10 STEM-focused secondary schools and 28 K-8 Programs of Excellence to implement a rigorous course of study in STEM.
- 4. Complete College America**
Ohio is a member of this growing national initiative, sponsored by the Bill & Melinda Gates' Foundation, to increase college completion nationally and in Ohio.
- 5. Manufacturing Credentialing Initiatives**
Led by the Ohio Association of Community Colleges, work has begun on creating a statewide manufacturing skills certification system with portable, industry-recognized credentials.
- 6. Developmental Education Initiative (DEI)**
A three-year national effort to expand groundbreaking remedial education programs, DEI is funded by the Bill & Melinda Gates Foundation and Lumina Foundation.
- 7. National Student Clearinghouse**
NSC collects student enrollment and completion information for the purpose of degree verification and implementation of federal student aid programs.
- 8. P-12 Accelerated Learning Programs**
These programs give high school students the opportunity to take college-level classes while still in high school – a “leg up” on college and completion.

- 9. Community Foundations' Scholarship Programs**
Ohio has 68 community foundations, many of which have taken leadership roles in providing need-based college scholarships.
- 10. Institutional Specific Programs**
Institutions have created a wide variety of outreach, summer bridge, tutoring, and mentoring programs that contribute to college success.
- 11. The Pell Grant Program**
The Pell Grant Program provides aid for low-income students to promote access to postsecondary education.
- 12. Institutional Student Funding**
Ohio's campuses supplement state and national student financial aid with institutionally financed grants, loans, and work-study programs that help student pay for college.
- 13. Ohio's Articulation & Transfer System**
Ohio's “articulation and transfer” initiative promotes student mobility by guaranteeing that certain courses can be transferred and applied to degrees and certificates at other two- and four-year public campuses.
- 14. College Tech Prep**
College Tech Prep prepares students for high-skill and high-tech careers in a competitive global economy, with emphasis on math, science and technology.
- 15. HEI Data System**
The state's higher education data system collects and reports a wealth of data, including student data that tracks enrollments, transitions, progress, completion and post-enrollment employment outcomes.
- 16. Ohio College Opportunity Grants**
This state-funded need-based aid program helps lower income students pay for tuition and fees.
- 17. Postsecondary Performance Funding System**
In 2009, state lawmakers modified the State Share of Instruction (SSI) formula to focus funding, in part, on successful academic outcomes, such as course and degree completion.

Ohio's College Completion Assets: Campus/Regional Level

A wide variety of innovative strategies and tactics designed to improve college completion rates are being deployed across Ohio. For example ...

Bowling Green State University's "BG Experience" is an innovative academic program required for all first-year students. Through the BG Experience, students develop relationships that connect them to the BGSU community and critical thinking and communication skills that prepare them to succeed academically and beyond. The program begins with an introduction before the actual start of classes and continues throughout the year.

The Higher Education Compact of Greater Cleveland

a brand new initiative that includes the city and its school district, county government, 15 colleges and universities, and civic groups and foundations, all dedicated to helping more students from the region to graduate from college.

Since 2009, the **Northeast Ohio Council on Higher Education** has been leading the **Northeast Ohio Talent Dividend** to increase two-year and four-year college completion in its 16-county region by implementing an Action Plan of key strategies and metrics developed by a steering committee of business and education stakeholders.

Learning Communities – a comprehensive first-year experience initiative – are the most effective retention/completion program at the **University of Cincinnati**. UC also offers "academic coaching" to help students address motivation, accountability, self-regulation and study skills.

At **Cleveland State University**, Supplemental Instruction (SI) programs use trained "embedded" students to conduct voluntary review sessions for students who are having difficulty with introductory course materials.

The University of Akron's Learning Assistance Program helps students in historically challenging General Education courses, using trained Learning Assistants to conduct study sessions and to provide other learning supports.

At **Kent State University**, the Math Emporium, an open math lab, supports individualized learning using the web-based ALEKS testing system, supported by faculty and other coaches. KSU's "Project Win-Win" identifies former students who have not earned a degree, and brings them back and helps them complete their degrees.

At **The Ohio State University**, the Younkun Success Center gives undergraduate and graduate students access to career and holistic counseling services, as well as a range of extremely successful courses, including *Online Learning Strategies* and *Skills and Individual Learning and Motivation*.

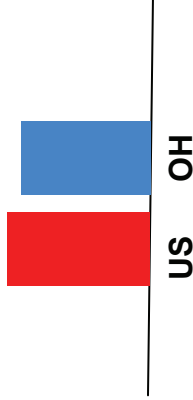
Central Ohio Regional Summit is a collaborative of Columbus State, the Educational Service Center, and regional K-12 and higher education leaders to align action on college access, college readiness, and degree completion.

Shawnee State University is piloting the use of ALEKS (an assessment and learning system) to push math remediation down to the high school level, as well as using ALEKS on campus for more individualized and self-paced instruction.

Where Does Ohio Stand?

Educational Attainment

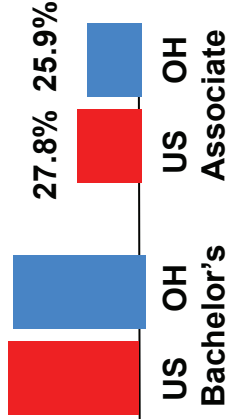
41.6% 36.4%



Percent of 25-34 Year Olds with an Associate Degree or Higher, 2008

College Completion

56.1% 55.3%



Source: College Board, The College Completion Agenda: 2010 Progress Report

Educational Attainment

Percent of 25-34 Year Olds with an Associate Degree or Higher, 2008	
TOP FIVE	53.4
Massachusetts	49.4
North Dakota	48.3
Minnesota	47.7
New York	46.3
Connecticut	
U.S. AVERAGE	41.6
OHIO	36.4
BOTTOM FIVE	28.5
New Mexico	28.2
West Virginia	28.2
Nevada	28.1
Louisiana	25.9
Arkansas	
NEIGHBORS	36.0
Indiana	32.2
Kentucky	35.8
Michigan	42.8
Pennsylvania	28.2
West Virginia	

College Completion

Six-Year Grad. Rates of Bachelor's Degree-Seeking Students, 2007		Three-Year Grad. Rates of Associate Degree-Seeking Students, 2007	
TOP FIVE	68.0	TOP FIVE	70.6
Massachusetts	65.7	South Dakota	60.4
Delaware	64.9	Wyoming	46.3
Pennsylvania	64.9	Arizona	43.3
Rhode Island	64.6	Nevada	40.0
Maryland		Florida	
U.S. AVERAGE	56.1	U.S. AVERAGE	27.8
OHIO	55.3	OHIO	25.9
BOTTOM FIVE	42.5	BOTTOM FIVE	14.5
Arizona	42.2	Rhode Island	14.5
Louisiana	41.8	Hawaii	13.9
New Mexico	38.1	New Jersey	13.4
Nevada	22.4	South Carolina	10.8
Alaska		Delaware	
NEIGHBORS	55.5	NEIGHBORS	27.9
Indiana	47.3	Indiana	23.0
Kentucky	54.7	Kentucky	15.4
Michigan	64.9	Michigan	39.2
Pennsylvania	44.3	Pennsylvania	27.2
West Virginia		West Virginia	

State Fiscal Support for Higher Education

For FY 2010-11, Ohio ranks 42nd nationally in per capita state fiscal support for higher education, and 41st nationally in state fiscal support for operating expenses of higher education (per \$1,000 of personal income).

Sources: Grapevine Survey, FY 2010-11, Center for the Study of Education Policy, Illinois State University; *Postsecondary Education Opportunity*, The Mortenson Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, February 2011

State Fiscal Support for Higher Education – State Monies Only (per capita) FY2010-11		State Fiscal Support for Operating Expenses of Higher Education (per \$1,000 personal income) FY2010-11	
TOP FIVE		TOP FIVE	
Wyoming	\$630.92	New Mexico	\$13.11
Alaska	490.78	Wyoming	13.10
North Dakota	481.84	North Carolina	12.35
New Mexico	435.26	North Dakota	11.83
North Carolina	428.79	Alaska	11.36
U.S. AVERAGE OHIO	248.39 159.97	U.S. AVERAGE OHIO	6.30 4.49
BOTTOM FIVE		BOTTOM FIVE	
Rhode Island	153.79	Vermont	3.79
Oregon	150.91	Rhode Island	3.72
Vermont	147.85	Massachusetts	3.57
Colorado	134.60	Colorado	3.22
New Hampshire	107.11	New Hampshire	2.52
NEIGHBORS		NEIGHBORS	
Indiana	243.99	Indiana	7.19
Kentucky	281.77	Kentucky	8.64
Michigan	187.53	Michigan	5.46
Pennsylvania	159.62	Pennsylvania	3.97
West Virginia	270.80	West Virginia	8.44

Compelling Fact Base

- FACT #1:** The majority of Ohio’s job openings today and projected into the future will require some postsecondary education.
- FACT #2:** Ohio isn’t producing enough individuals with college degrees and certificates to meet future employer and job demands.
- FACT #3:** The current “mix” of degrees and certificates is not aligned with current business needs.
- FACT #4:** There are wide variations in completion rates across and within all sectors of Ohio’s higher education system.
- FACT #5:** Ohio has serious disparities in educational attainment and college completion by race/ethnicity, gender and socioeconomic status.
- FACT #6:** Higher levels of educational attainment yield substantial economic and non-economic benefits.

FACT #1: The majority of Ohio's job openings today and projected into the future will require some postsecondary education.

Percentage of job openings in 2018 that will require postsecondary education

TOP FIVE	
North Dakota	70
Minnesota	70
Massachusetts	68
Colorado	67
Washington	67
U.S. AVERAGE	63
Ohio	57
BOTTOM FIVE	
Kentucky	54
Mississippi	54
Arizona	52
Louisiana	51
West Virginia	49
NEIGHBORS	
Indiana	55
Kentucky	54
Michigan	62
Pennsylvania	57
West Virginia	48

Source: Georgetown University Center on Education and the Workforce, Help Wanted: Projections of Jobs and Education Requirements Through 2018 (June 2010)

Ohio's Rank in Jobs Forecasted for 2018, by Education Level

EDUCATIONAL LEVEL	2018 JOBS	RANK
High school dropouts	490,000	34
High school graduates	2,069,000	8
Some college, no degree	1,264,000	32
Associate degree	553,000	25
Bachelor's degree	1,012,000	36
Graduate degree	509,000	25

New Jobs in Ohio, 2008 – 2018

Requiring postsecondary education and training
For high school graduates and dropouts

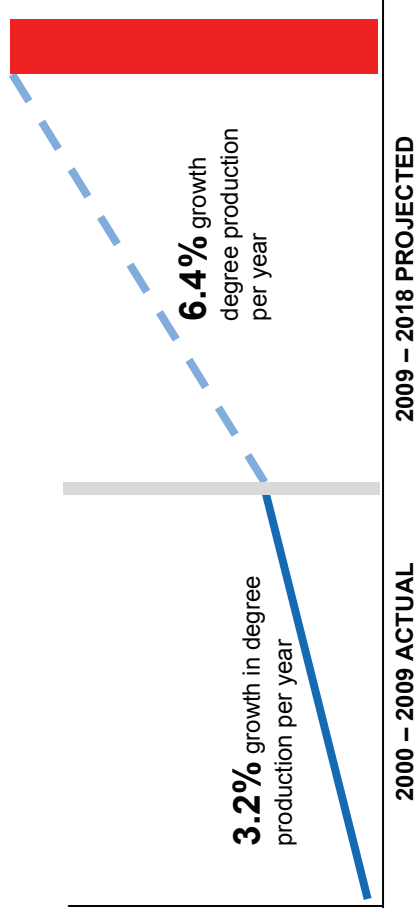
153,000
29,000

New Jobs & Vacancies in Ohio Due to Retirement, 2008 – 2018

Requiring postsecondary education and training
For high school graduates
For high school dropouts

967,000
600,000
142,000

FACT #2: Ohio isn't producing enough individuals with degrees and certificates to meet current and future employer and job demands.



**Stuck in the Middle:
How Ohio Ranks at
Producing Citizens
with Postsecondary
Education**

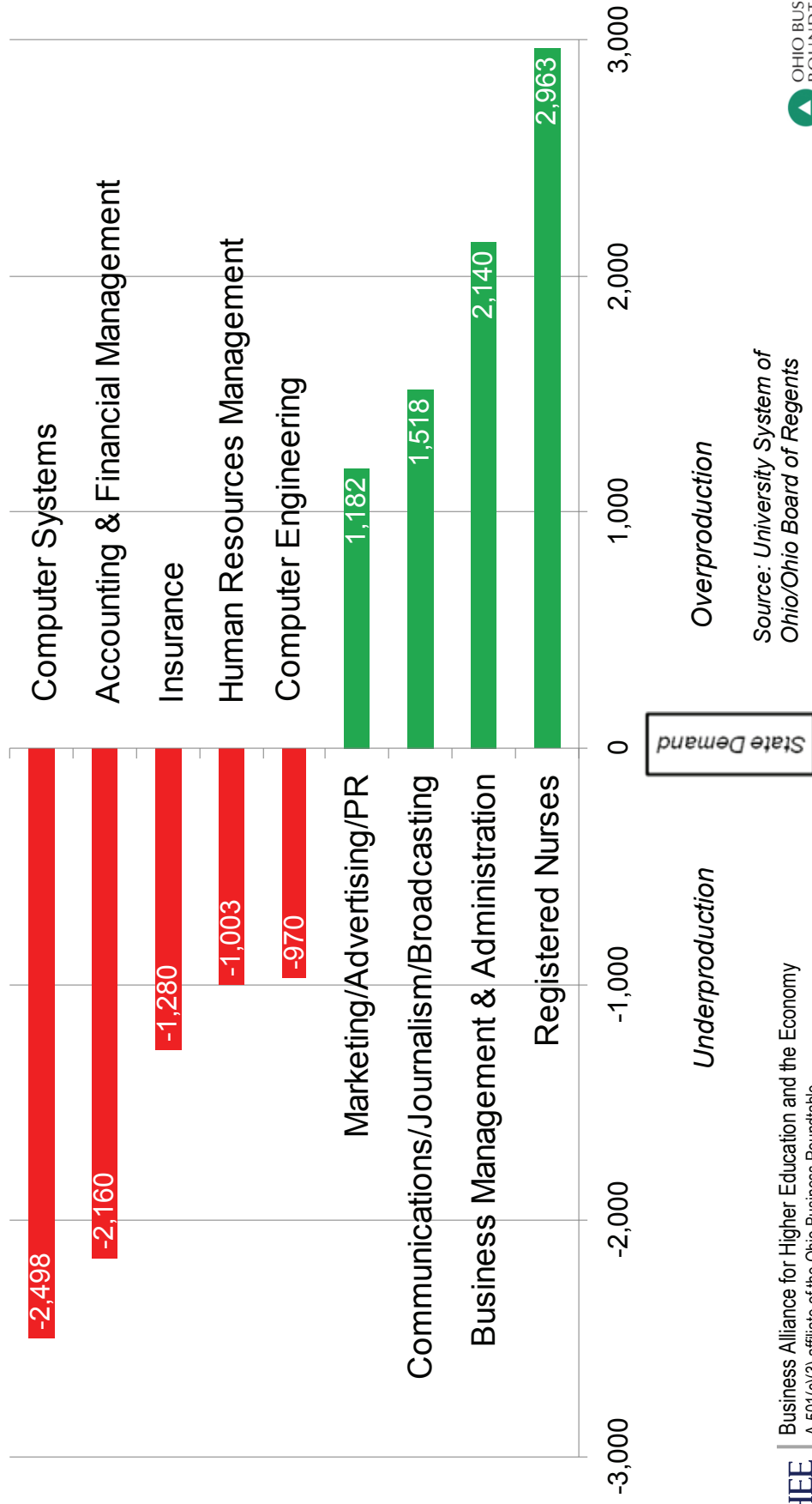
College-going rate	33 rd
3-year graduation rate for Associate degree seekers	29 th
6-year graduation rate for bachelor's degree seekers	26 th
% of population age 25-34 w/ Associate degree or higher	26 th

The Lumina Foundation estimates that Ohio will have to **double** its recent (2000 to 2009) average annual increase in college degree production – from 3.2% to 6.4% -- to fill the **anticipated number of new jobs in Ohio** requiring postsecondary education and training between 2008 and 2018.

Source: Ohio Board of Regents; Georgetown University Center on Education and the Workforce, Help Wanted: Projections of Jobs and Education Requirements Through 2018 (June 2010), National Center for Higher Education Management Systems 2009; and The College Completion Agenda 2010 Progress Report, College Board Advocacy & Policy Center.

FACT #3: The current “mix” of degrees and certificates is not aligned with current business needs.

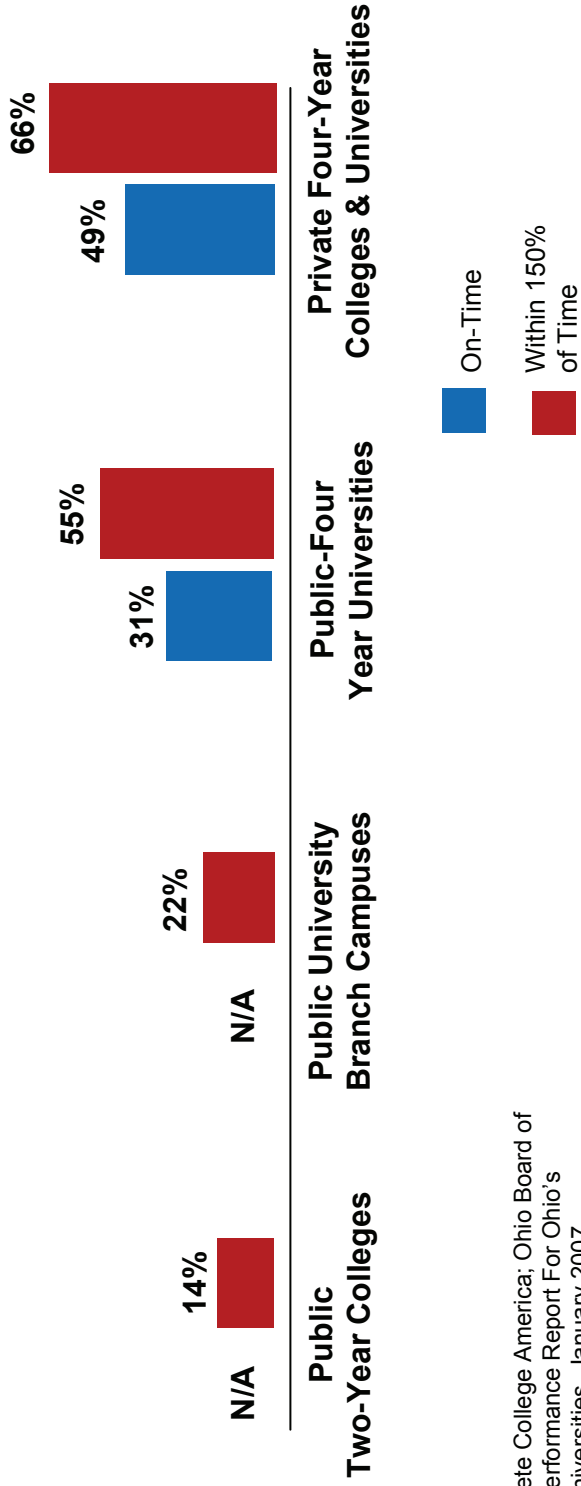
ANNUAL WORKFORCE "HOT SPOTS"



Source: University System of Ohio/Ohio Board of Regents

FACT #4: There are wide variations in completion rates across and within all sectors of Ohio's higher education system.

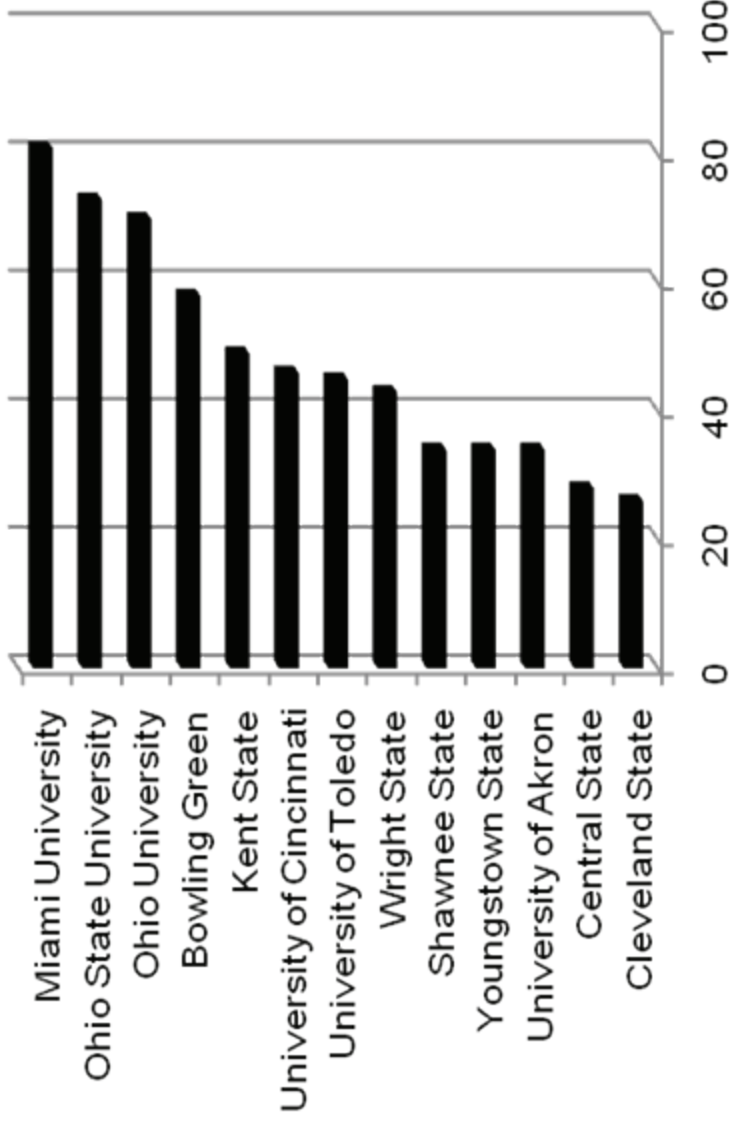
Ohio Graduation Rates by Sector



Source: Complete College America; Ohio Board of Regents, The Performance Report For Ohio's Colleges and Universities, January 2007

FACT #4: There are wide variations in completion rates across and within all sectors of Ohio's higher education system.

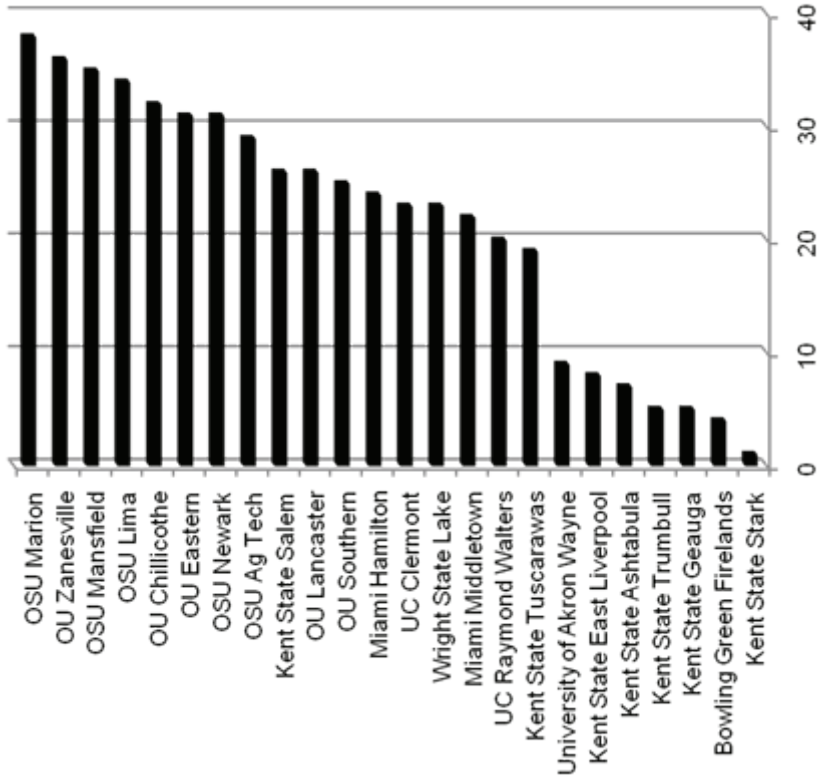
Public Four-Year University Completion Rates (150% time)



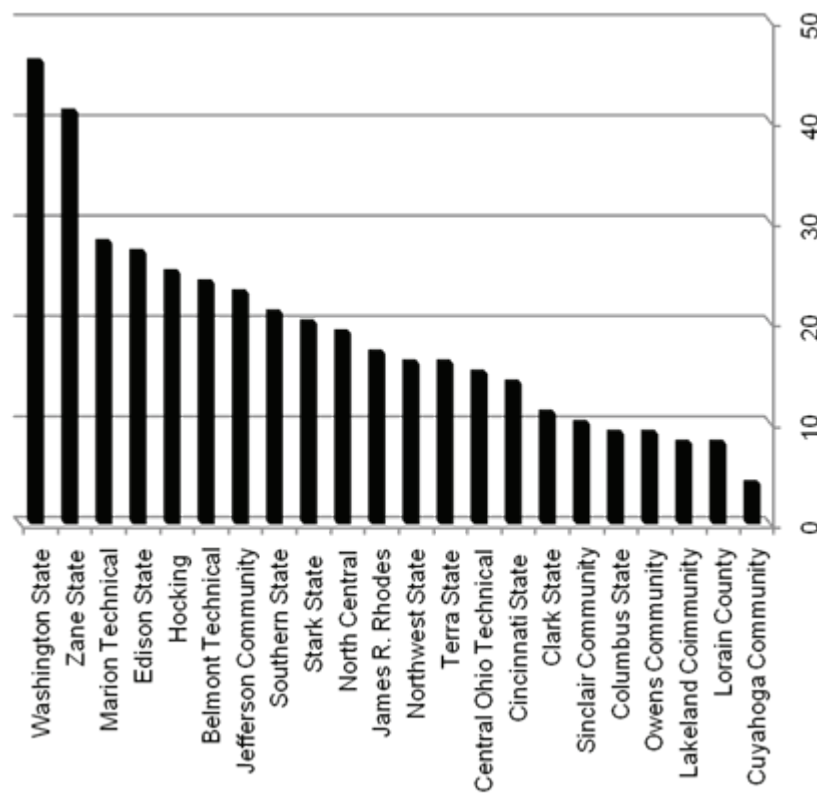
Source: Complete College America – first time, full-time, degree seeking, freshman

FACT #4: There are wide variations in completion rates across and within all sectors of Ohio's higher education system.

**Public University Regional Campus
Completion Rates (150% time)**



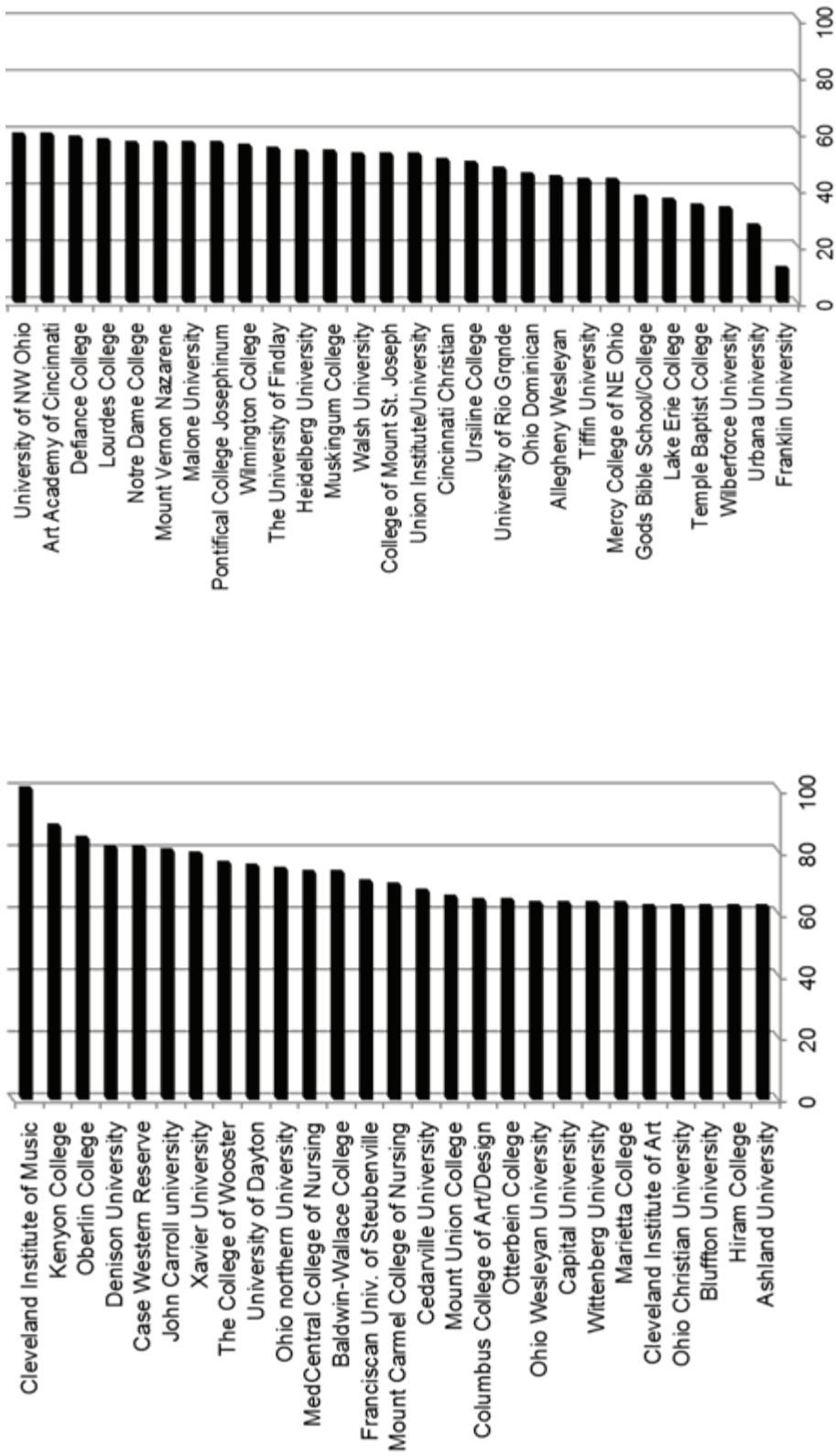
**Public Two-Year College
Completion Rates (150% time)**



Source: Complete College America – first-time, full-time degree-seeking, freshmen

FACT #4: There are wide variations in completion rates across and within all sectors of Ohio's higher education system.

**Private Four-Year College & University
Completion Rates (150% time)**



Source: Complete College America – first time, full-time, degree-seeking freshmen

FACT #4: There are wide variations in completion rates across and within all sectors of Ohio’s higher education system.

Factors Contributing to Variations in Completion Rates

- ✓ Selectivity in Admissions
- ✓ Regional and Family Socioeconomic Status
- ✓ Percentage of Students Who Live on Campus
- ✓ Availability of State Need-based Aid
- ✓ Institutional Completion Strategies
- ✓ Differences in Institutional Missions
- ✓ Percentage of First-Generation Students
- ✓ Two-Year Campus “Stepping Stone” Status
- ✓ Data Collection Policies

FACT #4: There are wide variations in completion rates across and within all sectors of Ohio’s higher education system.
Predicted vs. Actual – Another Way to Look at Completion

Cross-institution comparisons – even when the performance indicators are separated by sector – can be misleading. The resulting comparisons may be straightforward, but they are not necessarily valid.

There may be an alternative approach – to compare an institution’s predicted performance with its actual performance. Performance may be better than expected, or worse. But either way, that’s useful information and may be the source of useful guidance for those committed to raising all institutions’ completion rates.

Here’s how it works.

“One common statistic used to evaluate colleges, for example, is called ‘graduation rate performance,’ which compares a school’s actual graduation rate with its predicted graduation rate given the socioeconomic status and the test scores of its incoming freshman class. It is a measure of the school’s efficacy. It quantifies the impact of a school’s culture and teachers and institutional support mechanisms.”

*Malcolm Gladwell, “The Order of Things,”
The New Yorker, February 14 & 21, 2011*

Each institution’s **PREDICTED COMPLETION RATES** would be a function of several factors that have been shown to affect persistence, e.g., test scores of incoming students, students’ financial resources, students’ commuter vs. residential status, gender/race/ethnicity, or other measures of admissions selectivity.

PREDICTED COMPLETION RATES compared to **ACTUAL COMPLETION RATES** may help to identify performance gaps ... or in cases where performance exceeds expectations, an institution’s unique efficacy.

Many publications now compare predicted vs. actual graduation rates, using a statistical technique known as regression analysis. One recent set of data – taken from the 2011 edition of US News and World Report – follows on the next slide.

FACT #4: There are wide variations in completion rates across and within all sectors of Ohio’s higher education system. Predicted vs. Actual – Another Way to Look at Completion

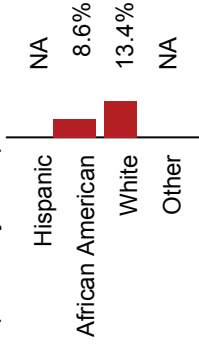
Institution	Actual minus Predicted Graduation Rate	Rank Among 194 National Universities (1)
Bowling Green	+ 14%	3
Ohio University	+11%	12
Kent State	+10%	14
Miami University	+9%	19
Ohio State	+7%	23
University of Cincinnati	+6%	29
University of Toledo	0%	N/A
Wright State	-1%	N/A
Cleveland State	-6%	N/A
University of Akron	-7%	N/A

No data available for Central State, Shawnee State, or Youngstown State

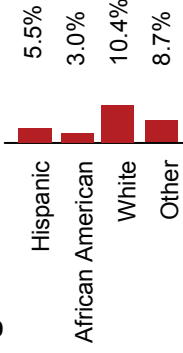
(1) Source: U.S. News Rankings and Postsecondary Education Opportunity

FACT #5: Ohio has serious disparities in educational attainment and college completion by race and ethnicity.

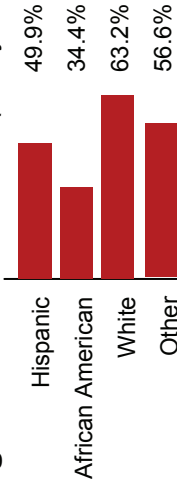
Ohio Graduation Rate by Race/Ethnicity: Certificate (in 1.5 years)



Ohio Graduation Rate by Race/Ethnicity: Associate Degree, Public and Private Four-Year Colleges and Universities (in 3 years)



Ohio Graduation Rate by Race/Ethnicity: Bachelor's Degree, Public and Private Four-Year Colleges and Universities (in 6 years)



Source: *Time is the Enemy*, Complete College America, 2011

As of 2007, 67.2% of high school graduates nationally had **ENROLLED in a two-year or four-year college or university immediately after completing high school.***

69.5%	Whites
55.6%	African Americans
60.9%	Hispanics

As of 2008, 41.6% of **25- to 34-year-olds** nationally had **ATTAINED an associate degree or higher.**

49.0%	Whites
30.3%	African Americans
70.7%	Asians
19.8%	Hispanics

As of 2007, 56.1% of students across the nation who entered an institution with the **intent of earning a bachelor's degree had PERSISTED TO GRADUATION in six years or less.**

59.4%	Whites
40.5%	African Americans
65.5%	Asians
46.8%	Hispanics

SOURCES: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education*, 2009; U.S. Census Bureau, *Current Population Survey*, 2010; and National Center for Higher Education Management Systems, 2009 – all cited in the College Board's *The College Completion Agenda*. Comparable data are unavailable for Asian populations.

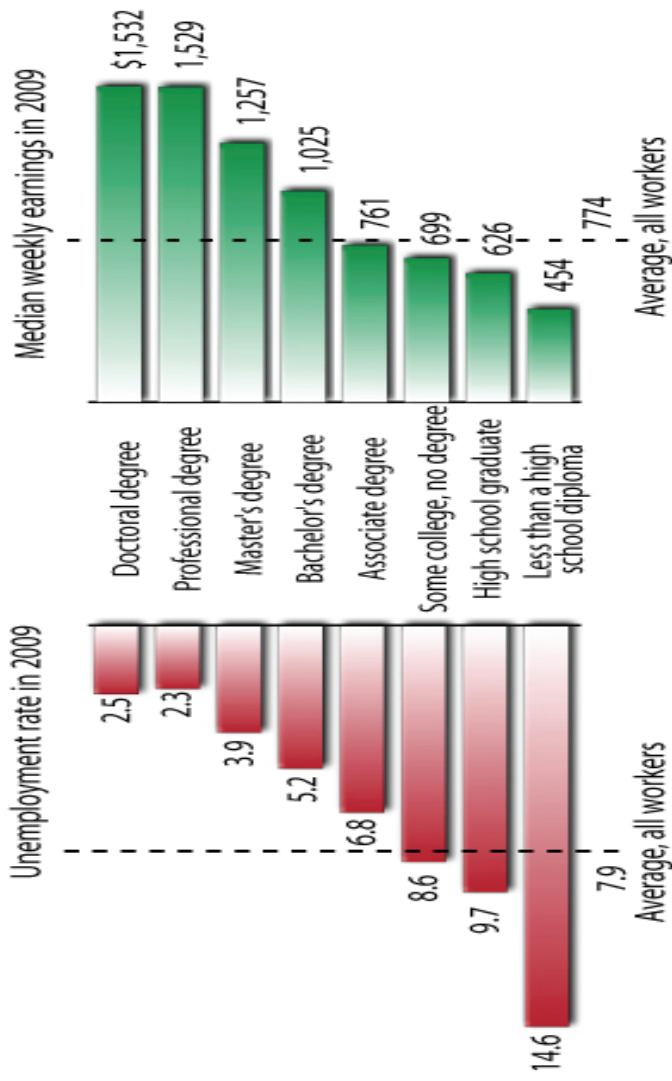
*Data for Asian populations not available.

FACT #6: Higher levels of educational attainment yield substantial economic and non-economic benefits.

Economic Benefits of Higher Education

- Higher annual and lifetime earnings
- Higher total tax payments
- Less likely to be unemployed
- Less likely to need public assistance
- More likely to be offered a pension plan
- More likely to have employer-provided insurance

Education Pays



Federal, State and Local Taxes Paid, 2008

High School Grad	\$ 7,100
Associate Degree	9,300
Bachelor's Degree	13,000
Master's Degree	16,200
Doctoral Degree	23,100
Professional Degree	25,600

Source: Education Pays: The Benefits of Higher Education for Individuals and Society (2010), College Board Advocacy & Policy Center; and Bureau of Labor Statistics, Current Population Survey

FACT #6: Higher levels of educational attainment yield substantial economic and non-economic benefits.

Non-economic Benefits of Higher Education

- Lower smoking rates
- More likely to engage in leisure-time exercise
- Less likely to be obese
- Children better prepared for school
- More likely to spend time in volunteer activities
- More likely to vote

Voting Levels Among U.S. Citizens, by Age and Education Level, 2008

	High School Graduate	Some College or Associate Degree	Bachelor's Degree or Higher
18 to 24	40%	57%	70%
25 to 44	45%	64%	77%
45 to 64	61%	74%	81%
65 to 74	70%	81%	85%
75+	67%	77%	78%

Source: Education Pays: The Benefits of Higher Education for Individuals and Society (2010), College Board Advocacy & Policy Center

Six Levers to Close the College Completion Gap

Improve high school preparation and align high school and college curricula and assessments.

1. Raise the college-going rate by simplifying and facilitating the college admissions and financial aid process.
2. Transform Ohio's remediation programs.
3. Give students a more robust set of learning supports, including first-year learning and "pathway" programs that improve retention, reduce time-to-degree and accelerate college success.
4. Restructure the delivery of instruction by redesigning gateway courses, expanding opportunities for work-based and co-op learning, and making better use of technology to support student success.
5. Keep college affordable by controlling costs (i.e., operating efficiently), providing more opportunities to earn college credit while still in high school, facilitating transfer and articulation, and continuing state funding for need-based financial aid.
6. Strengthen the incentives in Ohio's performance-based funding models for all colleges and universities

Aspiration

By 2020, Ohio will have the highest College Completion Rates in the nation.