

Summary of Key Issues from Jan. 6, 2009 Accountability Measures Discussion

This document begins by summarizing the key issues raised in the discussion on Jan. 6 around the two primary metrics discussed – total post-secondary enrollment (metric 1) and total enrollment age 25 and older (metric 3). These sections are followed by a discussion of possible additional data/information needs, and list of the issues that we did not get to, and a list of follow-up questions.

Key Issues Raised – Total Post-Secondary Enrollment

1. Culture change – general population. This is a big issue. In order to get people to enroll, they have to be convinced of the value of higher education and it has to be seen as culturally acceptable.
2. Culture change – institutional. A variety of ideas – teaching college courses in high schools via adjuncts, increased distance learning, more adult learners, etc. -- require some institutional cultural change to occur. Some of this is already going on – but more may be required.
3. Collaboration – Universities and Community Colleges. There is unevenness across the state in this area. We can work to better define what this needs to look like – both in terms of data sharing, collaborative programming, etc. It is key to the success of enrollment and degree attainment strategies.
4. Collaboration – Social Service Agencies. How strong are the links to community social service organizations? How high in their minds is the idea that more learning is an important ticket for people toward improving their quality of life? How can these be improved and more benefits realized. Ohio Skills Bank.
5. Collaboration – K-12. Engaging high school students is important. This can be a key to enrollment growth and culture change. Financial disincentives still exist – but there are examples where they are being overcome.
6. Infrastructure issues. In some cases, campuses have facilities issues. Also, in rural parts of Ohio there are connectivity issues that serve as a barrier to increased distance learning. What creative ideas are there to addressing these?
7. Distance Learning. More can be done in this area.

Key issue raised – enrollment growth of adult learners (25 and older)

Note: Many of the issues listed above apply to this subgroup as well.

1. Overall strategy. It appears that few institutions have deliberate strategies relative to increasing enrollment of adult learners. In many cases, enrollment projections for this group do not exceed – and may lag – overall enrollment projection growth. If we expect to substantially shift the percentages and numbers (as called for in the Strategic Plan), we will need to be more deliberate. There are things we can learn from the institutions that are getting this right.

2. Credit for prior experience. Need to work this out in an acceptable and quality oriented manner. Issues of definition, consistency of application across the enterprise, transcripting, transferability, etc.
3. Creating conditions that attract adult learners. Scheduling, flexibility, distance learning (as appropriate), adult-focused supports, faculty culture, etc. all play into create conditions for success.
4. Potential conflicting goals. Does increasing adult learning enrollment challenge ability to reach degree attainment goals. Many adults are not interested in degrees. Need to be clear how enrollment goals interface with degree attainment goals.
5. Collaboration – business community/unions. How do we tap into business organizations and unions to stress the benefits of adults going back to school?
6. Marketing. What must we do to reach out to adults? How does this factor into the needed culture change.

Data/Information Needs:

1. Some breakouts of certain enrollment numbers might be useful. What are those?
 - a. High school enrollment
 - b. Categories within adult enrollment – how can we best define these?
2. Metrics around distance learning? How do the school's look at this?
 - a. # of courses/# of sections – both in absolute terms and as a percent of total offerings
 - b. FTE enrollment in distance learning – in absolute terms and as a percent of total FTE.
 - c. Retention (and other indicators of quality); (Is there a drop-out metric of some sort?)
3. We need to update some of the measures based on actuals or more recent data. For instance, we may know many of the 07-08 actual numbers by now, and we may have preliminary actual numbers for 08-09 enrollments.
4. Need more data and research into career-technical efforts – numbers of students, how far into the program articulation process are we, how are CCs looped in and how do these numbers factor into the 2013-14 totals. Also need information about apprenticeships.
5. Need more info about Comm. College pipeline. If some of degree production growth comes from students in CC, we need better info about community college students that expect to go on to complete a Bachelor's degree.
6. Pattern of reaching 2017 goals. It may not make sense for the path to 2017 targets to grow simply on a straight line basis. Need to work collaboratively to define patterns of expected growth that make sense. Acknowledge that some metrics are lagging indicators.
7. Census data about adult market for higher ed may be useful. What types exist? Rich mentioned that OBR has done market penetration work in the past (complicated).

Issues that we didn't get to:

1. International students enrolled in USO institutions
2. Ohio students studying abroad
3. Internship and co-op student numbers
4. Total STEMM degrees
5. Degrees to First Time college attendees
6. Degrees to black and Hispanic students
7. Research Spending – Federal and industrially financed

Follow-up Questions:

1. What were your thoughts emerging from the meeting on Jan. 6?
2. What additions/modifications would you make to the key issues/data needs listed above?
3. What comments do you have about the process? What might be the logical next steps on the metrics discussed? How should we proceed with the other metrics?