2022 State Performance Update
Supplement to Higher Education in Focus 2019
ABOUT THE MIDWESTERN HIGHER EDUCATION COMPACT

As an interstate compact, the Midwestern Higher Education Compact (MHEC) brings together midwestern states to develop and support best practices, collaborative efforts, and cost-sharing opportunities. Through these efforts it works to ensure strong, equitable postsecondary educational opportunities and outcomes for all.

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Additional indicators are available in the MHEC Interactive Dashboard: https://www.mhec.org/dashboard.

Updates to this report may be found at: https://www.mhec.org/policy-research.
This supplement to Higher Education in Focus 2019 provides the latest data on a subset of indicators relevant to the goal of improving educational attainment in Ohio. Performance indicators are categorized within five areas: Preparation, Participation, Affordability, Completion, and Finance. Most indicators provide the national and Midwest regional values as well as the median of the top five states in the nation as possible benchmarks. Most performance indicators are also disaggregated by family income and race/ethnicity to assess critical opportunity and achievement gaps.

The 2022 Performance Update contains the same indicators presented in previous updates with the exception of the enrollment indicator shown in Figure 3: the percentage of persons aged 18-24 who are currently enrolled or have completed some college or higher. While enrollment has been disaggregated by race and ethnicity in past updates, sampling problems that occurred during the 2020 administration of the American Community Survey did not allow reliable estimation of enrollment rates by race and ethnicity for the 2022 Performance Update.

The next version of Higher Education in Focus will be released in 2025 and every five years thereafter. The Performance Update will continue to be released annually during intervening years. For additional background, sources, and technical notes, see MHEC.ORG/policy-research for the full report. Additional indicators are available through the online interactive dashboard.

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1 For more information, see U.S. Census Bureau. (2021). An assessment of the COVID-19 pandemic’s impact on the 2020 ACS 1-year data. See also the Interactive Dashboard for enrollment by race/ethnicity in previous years.
Academic proficiency of high school graduates. The proportion of high school graduates taking the ACT who meet college readiness benchmarks provides one measure of the academic preparation of college-bound students. Benchmark scores defined by ACT in English (18), mathematics (22), reading (22), and science (23) delineate a 75 percent likelihood of attaining a grade of “C” or higher in first-year college-level courses. The percentage of tested high school graduates meeting college readiness benchmarks is shown by family income and race/ethnicity.

Figure 1: Percentage of ACT-Tested High School Graduates in Ohio Who Met or Exceeded College Readiness Benchmark Scores by Family Income

Over half of tested graduates from families with incomes greater than $50,000 in Ohio met the ACT college readiness benchmark in English. However, academic preparation is strongly correlated with family income, as a much larger percentage of tested high school graduates from higher-income families met or exceeded college readiness benchmarks than graduates from lower-income families.
Figure 2. Percentage of ACT-Tested High School Graduates in Ohio Who Met or Exceeded College Readiness Benchmark Scores by Race and Ethnicity

Source. ACT. (2022). U.S. high school graduating class trends. Note. The underrepresented minority category comprises American Indian, Black, Hispanic, and Native Hawaiian/Other Pacific Islander graduates. Some Asian subgroups are underrepresented in higher education (e.g., Hmong) but cannot be separated from the Asian category.

About 49 percent of tested Asian graduates in Ohio met or exceeded the ACT college readiness benchmarks in all four tested subjects, compared to 25 percent of White graduates and 8 percent of underrepresented minority graduates.
**Participation**

**Young adult enrollment.** The participation of young adults in college is defined as the percentage of all 18- to 24-year-old adults in the state who are currently enrolled in college or have completed some college coursework/credits or a credential. Enrollment rates are provided for all young adults and family income groups. The enrollment gap by income is gauged by comparing college enrollment rates among dependent 18- to 24-year-old residents by the family income quartiles of all households in the state. Low income is represented by the bottom quartile, middle income by the second and third quartiles, and high income by the top quartile.²

**Figure 3. Percentage of Persons Aged 18-24 Who AreCurrently Enrolled or Have Completed Some College or Higher**

![Bar chart showing percentage of persons aged 18-24 who are currently enrolled or have completed some college or higher, with data for Ohio, Midwest, U.S., and Top 5 States Median for the years 2017, 2019, and 2021.](chart)


The college enrollment rate of 18- to 24-year-olds in Illinois declined between 2017 and 2021, and it remains below the Midwest and national benchmarks.

² Dissimilar to past editions of the Performance Update, enrollment is not disaggregated by race due to sampling problems that occurred during the 2020 administration of the American Community Survey. For more information, see U.S. Census Bureau. (2021). An Assessment of the COVID-19 Pandemic’s Impact on the 2020 ACS 1-Year Data. See also the Interactive Dashboard for enrollment by race/ethnicity in previous years.
The college enrollment rates of dependent young adults in Ohio from low- and middle-income families are considerably lower than the enrollment rate of young adults from high-income families. Similar disparities in college enrollment rates are seen across the Midwest and the nation.
**Affordability**

**Ability to pay.** The ability to pay for college is measured by the percentage of family income needed to pay the average net price of full-time enrollment at public two- and four-year institutions. The average institutional net price is calculated as the total cost of attendance (tuition and fees, books, supplies, and room and board) minus the average institutional, local, state, and federal grant aid. In order to assess the degree of affordability for students of different income levels, this indicator is presented for families with median income ($72,987 for Ohio in 2020) and families with low income, which is defined as an income equal to the federal poverty level for a family of four ($26,200 in 2020). The indicator is also presented by the median income for families in each racial and ethnic group.

**Figure 5. Percentage of Family Income Needed to Pay the Average Net Price of Full-Time Enrollment at Public Institutions for Low- and Median-Income Households**


The affordability of two- and four-year college enrollment in Ohio for median-income families meets or exceeds the Midwest benchmarks. However, two-year college attendance in Ohio for students from low-income families requires 31 percent of family income, compared to 15 percent of income for students from median-income families. Four-year college attendance in Ohio for students from low-income families requires 45 percent of family income, compared to 22 percent of income for students from median-income families. Similar differences in college affordability are seen across the Midwest and the nation.
Figure 6. Percentage of Family Income Needed to Pay the Average Net Price of Full-Time Enrollment at Public Two- and Four-Year Institutions in Ohio by Race and Ethnicity

Source. NCES IPEDS. (2020). Net price. U.S. Census Bureau. (2019). American Community Survey one-year public use microdata. Note. The underrepresented minority category consists of American Indian, Black, Hispanic, and Native Hawaiian/Other Pacific Islander families. Some estimates are unavailable due to small sample sizes. Some Asian subgroups are underrepresented in higher education (e.g., Hmong) but cannot be separated from the Asian category. Due to sampling problems that occurred during the 2020 administration of the American Community Survey, the 2020 income levels represent 2019 income adjusted for inflation to 2020.

College attendance in Ohio requires a greater share of family income for underrepresented students than for White and Asian students. Underrepresented students are disproportionately represented among lower-income students.
**Completion**

**Institutional graduation rates.** Institutional graduation rates are defined by the proportion of first-time, full-time students who graduate at their beginning institution. Specifically, graduation rates at two-year colleges are measured by the proportion of first-time, full-time certificate/degree-seeking students in the fall 2017 cohort who completed an associate degree or certificate at the first public two-year college within three years (Figure 8 also counts students who transferred to another institution). Graduation rates at four-year institutions are defined by first-time, full-time, bachelor’s degree-seeking students in the fall 2014 cohort who completed a bachelor’s degree at their first four-year institution within six years (without accounting for transfer to another institution).

These indicators are provided for family income and racial/ethnic groups. The completion gap by income is estimated by comparing graduation rates among federal Pell Grant recipients and non-Pell recipients. In 2019-20, a dependent student from a family with a household size of four (two parents and two children) and an adjusted gross income of $60,000 or less would be eligible for a Pell Grant.

**Figure 7. Percentage of First-Time, Full-Time Degree/Certificate-Seeking Students Who Graduated Within Three Years From Their First Public Two-Year Institution and Graduated Within Six Years From Their First Four-Year Institution by Pell Grant Recipient Status**

![Graph showing graduation rates for different groups.]

Source. NCES IPEDS. (2020). Graduation rate. Top 5 States, 2020: Public two-year: (Pell recipients: SD, FL, MS, ND, TN) (Non-Pell recipients: SD, ND, FL, MS, KY); Public four-year: (Pell recipients: FL, CA, NJ, VA, NH) (Non-Pell recipients: DE, VA, CA, NJ, IA); Private not-for-profit four-year: (Pell recipients: MA, RI, CA, MN, CO) (Non-Pell recipients: MA, RI, CA, CT, PA).

The graduation rates of non-Pell recipients in Ohio meet or exceed the Midwest benchmarks at four-year public and private not-for-profit institutions. However, the graduation rates of low-income students (i.e., Pell Grant recipients) in Ohio lag behind the graduation rates of higher-income students at both two- and four-year institutions. Similar disparities in college graduation rates are seen across the Midwest and the nation.
Completion

Figure 8. Percentage of First-Time, Full-Time, Degree/Certificate-Seeking Students in Ohio Who Transferred or Graduated Within Three Years From Their First Public Two-Year Institution and Graduated Within Six Years From Their First Four-Year Institution by Race and Ethnicity

The graduation rates of American Indian, Black, and Hispanic students in Ohio were lower than the graduation rates of White and Asian students across all types of institutions. However, data available in MHEC’s Interactive Dashboard show that the graduation rates for Black and Pacific Islander students attending public two-year colleges in Ohio met or exceeded the Midwest benchmarks, and the graduation rates for American Indian, Asian, Black, Hispanic, Pacific Islander, and White students at public four-year institutions in Ohio met or exceeded the Midwest benchmarks.
**Finance**

**Educational appropriations.** State and local educational appropriations for higher education include funds used for public institutional operating expenses and financial aid for students attending public institutions. These appropriations exclude spending for research, agriculture-related programs, and medical education, as well as support for private institutions or students attending them.

**State funding effort.** The state’s overall effort to fund higher education is portrayed as state and local fiscal support for higher education per $1,000 of personal income. This is one measure for assessing the level of funding for higher education relative to available resources. State and local fiscal support consists of state tax appropriations, local tax support, additional non-tax funds such as lottery revenue that support higher education, and funds appropriated to other state entities for specific higher education expenditures or benefits. State and local appropriations in this indicator are used for general operations, agriculture-related programs, public student aid, medical education, and support for independent institutions or students attending them.

**Need-based aid.** Two indicators reflect state investments in student grant aid. First, the level of state funding for grant aid based on financial need (relative to solely merit or other criteria) is measured by the amount of need-based grant aid per full-time equivalent (FTE) student. Second, the state’s commitment to providing need-based aid is measured by need-based aid as a percent of total grant aid allocations.

**Figure 9. State and Local Educational Appropriations for Higher Education Per FTE Student**


State and local funding for higher education per FTE in Ohio increased since 2019, but funding remains below the Midwest and national levels.
Figure 10. State and Local Fiscal Support for Higher Education Per $1,000 of Personal Income


Funding per $1,000 of personal income in Ohio was below the Midwest and national levels in 2020.
State need-based grant aid in Ohio increased over the past decade but was below the Midwest and national benchmarks in 2019-20.

Ohio allocates 78 percent of its grant aid based on financial need (rather than solely merit or other criteria), which is below the Midwest benchmark but above the national benchmark.

Higher Education in Focus is produced on a periodic basis. The 2021 supplement supports Higher Education in Focus 2019. As MHEC prepares for the next version of Higher Education in Focus, feedback and ideas are welcomed on the content that will help support your state’s work.