

Ohio
Darrell E. Glenn

History

1. When was the student unit-record (SUR) system established?
Higher Education Information (HEI) System went live in the winter of 1998.
2. By whom?
It was a collective effort of Ohio's state colleges and universities and the Ohio Board of Regents (OBR).
3. For what purpose (e.g., resource allocation/funding formula, IPEDS, tracking student retention/ graduation, tracking students across institutions)?
Resource allocation; student tracking across campuses; student retention/graduation; IPEDS facilitation; and general performance reporting.

Coverage

1. What institutions are included in your SUR system?
Ohio has comprehensive data on all public colleges and universities (2-year and 4-year). Limited data are collected for students attending full-time at private institutions (have data on state financial aid program recipients).
2. Are any independent institutions included (number or percentage)? What about proprietary institutions? Are different kinds of data or different schedules for data collection used for any of these institutions?
The data collected on private institutions is much more limited than what is collected for public institutions. Student-level data for private schools exists only for state financial aid program recipients. All Ohio resident students attending full-time at an Ohio not-for-profit college or university receive a "Choice Grant" amounting to about \$1,000 per academic year. Some students attending private for-profit schools receive workforce development grants. All students who qualify on the financial needs criteria are eligible for the state's need-based financial aid program, regardless of the type of degree-granting postsecondary institution attended.
3. Are there plans to expand the system's coverage in terms of institutions? Please explain.
No.
4. When are data of which type collected (e.g. term/quarter/semester census date, annual, end of term, etc.)? Other reporting cycles?
Student enrollment and course data are collected on a term basis, at the end of the term. Degree completion data are collected annually, although the specific term of completion is included as a field in the degree completion file.

5. Are there plans to collect data more frequently or on a different cycle?
No.
6. Is non-credit enrollment or instructional activity covered (e.g. ABE, ESL, GED, other job-related continuing education activity, etc.)? If so, is this in a separate database and what data elements are captured?
Data element dictionary for the Board of Regents noncredit workforce development course activity files is located on our website at:

<http://www.regents.state.oh.us/hei/noncredit/>

These noncredit course data files are collected for the purpose of distributing funds from the Higher Skills Incentive Grant component of Job Challenge. The funds are distributed in proportion to each campus' share of the total statewide revenues generated through noncredit, job-related instruction and training activities, as annually reported to the Board of Regents.

ABE, ESL, and GED programs are administered by the Ohio Department of Education.

Data Management and Manipulation

1. Who has authority over changing data elements and definitions?
Board of Regents staff, in consultation with campus representatives.
2. Are SSNs used as a key link? If they are not, what is used instead? Are there immediate or long-range plans to discontinue use of the SSN as a key link?
The SSN is used as the key link. We have no plans to discontinue the use of the SSN, although we have talked about the possibility of future legal difficulties associated with its use. Although we use the SSN, and authorized personnel have access to it, we also have an alternative internal identifier called the OBRID. SSNs are mapped to OBRIDs through a confidential process.
3. Can campuses access datasets (unit records) themselves -- access in what terms (results, unit record data after it has been cleaned, unit-record data value added). If yes, who has access and how is this managed?
Campuses can access aggregated results through our on-line query system. Unit-record data is generally not available to campuses. Campuses do, however, have access to data on their graduates' post graduation earnings. Special releases must be signed for this access.
4. How do you handle privacy and FERPA issues? Do you have an explicit privacy policy and/or policies governing the use of SUR data by third parties such as institutions and researchers?
Board of Regents general data access policy is located on our website at:
<http://www.regents.state.oh.us/hei/Policy.PDF>

Board of Regents confidentiality agreement for use of wage record data:
<http://www.regents.state.oh.us/hei/ODJFSagreement.pdf>

5. Have any FERPA or privacy issues come up recently in your state? If so, how have they affected your ability to use student record information?
No issues have come up in Ohio.
6. Do you link SUR data within your state to other databases?
 - o Ohio links to UI wage records through agreements with ODJFS (Ohio Department of Jobs and Family Services).
 - o We have no direct link to K-12 student data, but we have a data exchange with Adult Basic and Literacy Education (ABLE) and Adult Workforce Education (AWE) (within the Ohio Department of Education), whereby those groups may determine the postsecondary enrollments of their students. We also have agreements with ACT and College Board to receive annual unit-record test score data for each year's high school graduating class. The student data questionnaire responses provide a source of data on students' high school course-taking patterns.
 - o We have an agreement with the National Student Clearinghouse whereby a college may find enrollments of students that left that school.
7. Have you cooperated with other state higher education agencies to share data? If so, please explain.
The Board of Regents is the only state higher education agency in Ohio. We have participated in the NCHEMS project with Peter Ewell and from that we worked with Kentucky.

Reporting and Use of Data

1. What kinds of statistics and reports are generated regularly using SUR data?
Statewide "Performance Reports," High School to College Transition reports, ad hoc research reports, please see our web site at:

<http://www.regents.state.oh.us/perfrpt/index.html>

Standard statistical reports: <http://www.regents.state.oh.us/hei/reports.html>
2. If graduation and retention statistics are generated for institutions (or for the state or system as a whole), how are they calculated (e.g. IPEDS Graduation Rate Survey method, other methods)?
For four-year universities, we use the IPEDS Graduation Rate Survey method to calculate the "within-institution" graduation rate. We also calculate and report a graduation rate that includes graduates who have transferred and earned degrees at institutions other than where they started.

For two-year institutions, we report three-year “success rates” for first-time full-time degree seeking students. Graduation, continued third-year enrollment at same institution, and continued third-year enrollment at different institution are separately reported. The sum of these three outcomes is the three-year success rate.

3. What kinds of research projects have recently been undertaken by the state or system using SUR data resources?

See “Special Reports” at: <http://www.regents.state.oh.us/perfrpt/index.html>

4. What are the biggest challenges you face with respect to using SUR data resources for analysis and reporting?

We are fortunate in Ohio to have sufficient data and personnel resources to do most of the research that we need to do for policy development and evaluation purposes.

The single biggest gap in our data resources is the lack of unit-record financial aid data. Our discussions about affordability are plagued by the lack of student-level information on all the pieces of the affordability “puzzle”: sticker price tuition, grants received, net tuition, and expected family contribution.

Overview:

1. Have there been any significant developments in regards to your SUR system since 2002?

The collection of noncredit data was implemented in 2005.

OBR collaborated with the Ohio Learning Network (OLN) to capture enrollments in distance learning courses in 2003. The courses captured in the collaborative are posted to the OLN website for students and instructors to view.

1. Is there anything that you would like to add that we have not addressed?
No.