



Co-located  
campuses:

Collaboration  
and  
Duplication

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# Governor Kasich's Charge

- What we heard:
  - If college affordability continues to be a concern for Ohioans, some may choose to not to pursue a certificate or degree at all.
  - We need affordable alternatives in this state so that more people can afford to attend college, earn a certificate or degree, and fill one of the thousands of jobs currently available for college graduates in Ohio.



## Historical reviews of co-located campuses by the Board of Regents

“The local committees reported highly varied current and historical levels of cooperation and collaboration between institutions. Several co-located institutions described frankly a history of troubled relationships, a sense of mistrust, and even enmity between their institutional pairs.”



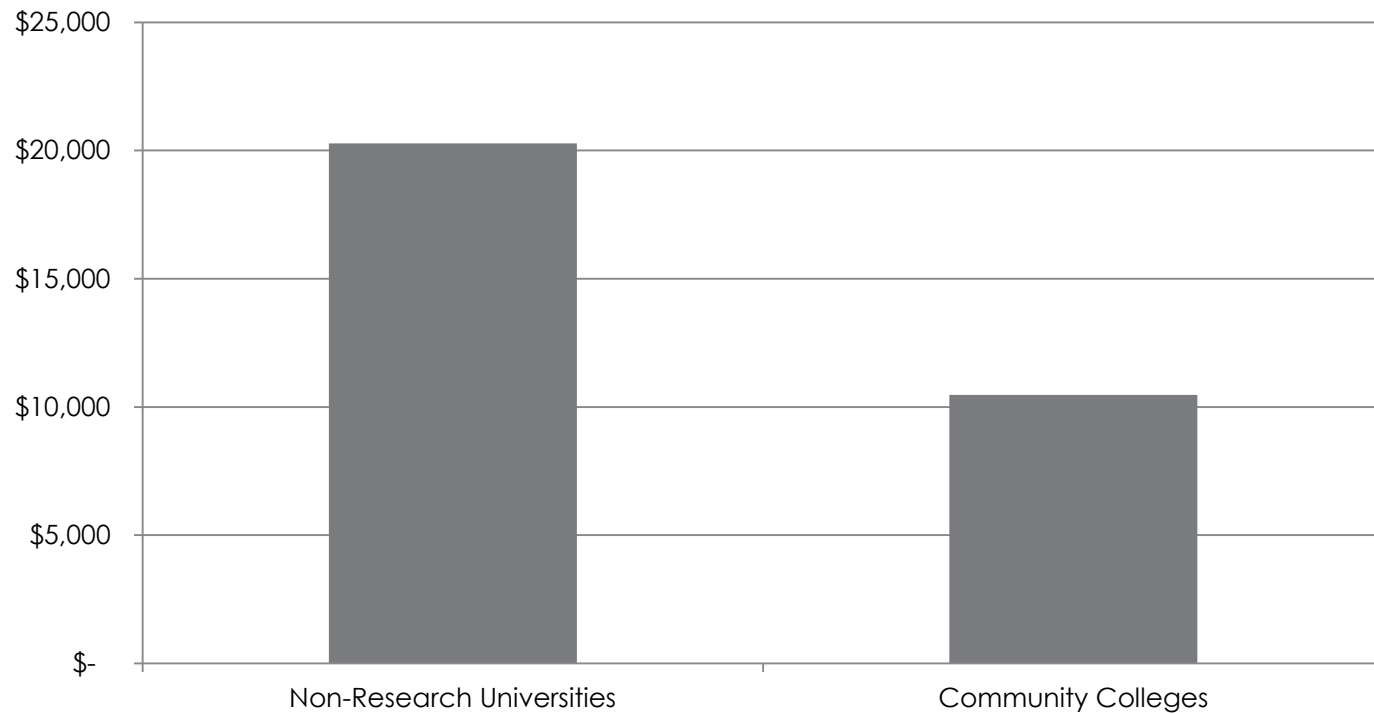
## Constant Themes from the Historical reviews:

“Community leaders believe that the two campuses have distinct and important missions and that having both in the community is an asset rather than a liability.”

# Why tension?

- Universities and Community colleges, while in the same industry largely serve different markets.
- Universities – more full time-students, more traditional age students.
- Community Colleges – More part-time students, more working adult students, more high school students.
- There are many students who fall somewhere in-between those two markets, and the competition for those students has historically created tension between institutions.

# Difference in Cost to Operate per Student



## Where collaboration happens most on co-located campuses:

- Shared buildings and classrooms
- Shared access to library and rec facilities
- Maintenance and custodial
- Grounds keeping
- Parking and security
- Administrative Services
- Articulation

## Are academic course and degree offerings the next step in collaboration?

- There is academic duplication on every co-located campus.
  - Remedial math and english courses.
  - Associate degrees
  - Courses guaranteed to transfer statewide.
- The extra costs of that duplication are shared by both students and the State of Ohio.



## Statewide Guaranteed Transfer Courses

Discipline	Number of Courses	Example
Arts & Humanities	30	British Literature I & II
Business	7	Business Statistics
Communication	10	Basic Public Speaking
Education	5	Intro to Child Development
Engineering Science	5	Engineering Economics
Engineering Technologies	16	Strength of Materials
English Composition	2	English Composition I & II
Fire Science	6	Fire Behavior and Combustion
Health	10	Bodily Fluids
History	6	US American History I & II
Mathematics & Statistics	13	Calculus I, II, & III
Natural & Physical Sciences	16	Biology I & II
Renewable Energy	5	Solar Thermal Energy
Social Sciences	32	State and Local Government
<b>Total Courses</b>	<b>163</b>	

# Average Tuition Cost for One Credit at Ohio's Co-Located Campuses

Campus	Enrollment	Cost for 1 Credit	Co-located partner	Enrollment	Cost for 1 Credit	% More Expensive
COTC	3,990	\$ 179.00	OSU Newark	2,628	\$ 297.50	66%
Rhodes State	3,591	\$ 160.19	OSU Lima	1,251	\$ 297.50	86%
Marion	2,741	\$ 173.00	OSU Marion	1,465	\$ 297.50	72%
North Cental	3,075	\$ 165.00	OSU Mansfield	1,378	\$ 297.50	80%
Stark State	15,236	\$ 153.60	Kent State Stark	4,911	\$ 258.00	68%
Zane State	3,170	\$ 152.00	OU Zanesville	2,039	\$ 227.00	49%
Belmont	1,681	\$ 146.30	OU Eastern	1,065	\$ 219.00	50%
Average		<b>\$ 161.30</b>			<b>\$ 270.57</b>	<b>68%</b>

# Stopping the Rise of College Debt

- According to the Institute for College Access and Success:
  - In 2013, seven in 10 (69%) graduating seniors at public and private nonprofit colleges had student loans.
- Borrowers owed an average of \$28,400 in federal and private loans combined.
- States with lower student loan debt have higher percentages of students who attend community college first before enrolling in a four-year institution and higher levels of state support.

# A Look at Student Loan Debt - High Debt States

High Student Debt States				
	Average Debt - Class of 2013 (1)	Rank	Percentage of Students Completing Degrees at Four-Year Institutions Who Previously Enrolled at Two-Year Institutions (2)	Educational Appropriations Per FTE (Constant Adjusted 2014 Dollars) (3)
New Hampshire	\$ 32,795	\$ 1	28%	\$ 2,360
Delaware	\$ 32,571	\$ 2	33%	\$ 5,052
Pennsylvania	\$ 32,528	\$ 3	35%	\$ 3,654
Rhode Island	\$ 31,561	\$ 4	24%	\$ 4,690
Minnesota	\$ 30,894	\$ 5	37%	\$ 5,327
Connecticut	\$ 30,191	\$ 6	31%	\$ 7,192
Maine	\$ 29,934	\$ 7	26%	\$ 6,252
Michigan	\$ 29,583	\$ 8	43%	\$ 4,765
Iowa	\$ 29,370	\$ 9	58%	\$ 5,335
S. Carolina & Ohio - tied	\$ 29,092	\$ 10	49%	\$ 4,894
<b>AVERAGE - 10 STATES WITH HIGHEST STUDENT DEBT</b>	<b>\$ 30,852</b>		<b>36%</b>	<b>\$ 4,952</b>

# A Look at Student Loan Debt - Low Debt States

Low Student Debt States					
	Average Debt - Class of 2013 (1)	Rank	Percentage of Students Completing Degrees at Four-Year Institutions Who Previously Enrolled at Two-Year Institutions (2)	Educational Appropriations Per FTE (Constant Adjusted 2014 Dollars)	
New Mexico	\$ 18,656	50	55%	\$ 8,029	
California	\$ 20,340	49	62%	\$ 7,509	
Nevada	\$ 21,666	48	34%	\$ 7,016	
District of Columbia	\$ 22,048	47	24%	n/a	
Oklahoma	\$ 22,174	46	57%	\$ 7,080	
Arizona	\$ 22,253	45	64%	\$ 5,171	
Utah	\$ 22,418	44	39%	\$ 5,506	
Hawaii	\$ 22,785	43	40%	\$ 7,618	
Wyoming	\$ 22,879	42	66%	\$ 15,561	
Louisiana	\$ 23,358	41	40%	\$ 5,606	
<b>AVERAGE - 10 STATES WITH LOWEST STUDENT DEBT</b>	<b>\$ 21,858</b>		<b>48%</b>	<b>\$ 7,677</b>	

## Findings of a recent Miami University Review of regional campus models:

“For the regional campuses to become fiscally successful in the long term, the number and type of four-year baccalaureate degree programs needs to increase.”

“Clear pathways should also be outlined for regional campus degrees that can be started at Ohio community colleges.”

Result: New bachelor’s degrees were added to their regional campuses this fall. Master’s Degree programs will be added next.

## Options to ensure students are making informed decisions:

- State could stop providing state aid to higher cost duplicative course offerings on the same campus.
- A thorough mission review could be performed to ensure that each partner on a co-located campus is fulfilling a distinct mission and market need.
- Campuses could be required to have students sign a form that shows that students were made aware of the option to take the same course, on the same campus, for less money.



Questions?