



Central State University Phase II Report

September 30, 2012



University System of Ohio
Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

September 30, 2012

Chancellor Petro and Members of the Central State Planning and Implementation Advisory Committee:

In my capacity as Loaned Executive to Central State University (CSU), one of my primary responsibilities is to report on progress made toward implementing the plan to increase enrollment, improve course completion and increase the total number of degrees conferred at CSU. On May 30th of this year, I shared details on progress made toward meeting Phase I action items and sought approval to revise Phase I & II actions items to better accommodate successful implementation. I have had numerous conversations with my colleagues at the Ohio Board of Regents, and with Board members, faculty and staff at Central State about the intent of the plan and my commitment to its goals. Further, I have gathered from these conversations that everyone has Central State's best interest at heart. Formally, I report to the Chancellor and the CSU Planning and Implementation Advisory Committee; informally, I report to anyone who wishes to see Central State continue to thrive and produce graduates for another 125 years.

This Phase II report departs from the outline and format used in the Phase I report. The reason for this departure is simple – Central State encountered a decrease in enrollment that called for plans to change and for priorities to be shifted. The result is a more aggressive plan for implementation and a focus on short-term activities that will have long-term impact. Phase II sets a path for continued success by focusing efforts on student retention and persistence and by implementing a strategic student recruitment and enrollment process. Phase II recognizes the importance of providing Ohio students with seamless and low-cost pathways to a degree, and focuses on the development of partnerships between Central State and various Ohio community colleges. Phase II also draws appropriate peer and aspirational institution comparisons for CSU so long-term success metrics can be developed thoughtfully. Finally, this report provides insight on how to approach determining Central State's appropriate student body size and attempts to shape the discussion on the most appropriate funding model – one that incorporates Central State's strengths.

I would like to thank Chancellor Petro and senior staff at the Ohio Board of Regents for their continued patience, advice and expertise, and for giving me the opportunity to contribute meaningfully to the overall success of Central State. I would also like to thank Dr. Cynthia Jackson-Hammond, the Central State Cabinet and Board of Trustees for being open to the plan and my responsibility for its implementation.

Sincerely,

Charles Shahid
Loaned Executive to Central State

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In accordance with Ohio Amended Substitute House Bill 153, the Chancellor submitted to the state Legislature and the Governor a plan, developed in consultation with Central State University, that assures the Central State Supplement will be used to promote the goals of increasing enrollment, improving course completion, and increasing the number of degrees conferred at Central State University. The intent of the Plan is to assist Central State in the development of performance metrics and goals that are both realistic and aspirational while providing Central State with a clear roadmap to continued success.

The Plan has three phases of implementation. Phase I action items were completed on May 30, 2012; Phase II action items were due on September 30, 2012; and Phase III actions items are due on September 30, 2013. This report provides updates on an addendum to the Phase I report completed on May 30, and details on progress made toward completing the Phase II action items.

On May 30, 2012, the first progress report on implementation of Phase I action items as described in the Plan was submitted to the Chancellor. Also recall that in order to better support implementation, certain Phase I actions were moved to Phase II, while certain Phase II actions were moved to Phase I. The following are the revised Phase I action items:

1. Develop three degree partnerships in STEM with other institutions;
2. Explore with Wright State University opportunities to share administrative operations;
3. Hire or appoint a Director of Retention;
4. Develop a funding plan for facility improvement at Central State University

One of the first orders of business for President Jackson-Hammond was to request an addendum to the Phase I report from May. She felt that the report needed to provide additional details on progress made toward implementation of Phase I. The addendum is attached to this report; however, here are the highlights from the addendum.

Action Item #1: Develop Three Degree Partnerships in STEM with Other Institutions

Cuyahoga Community College (Tri-C)

In addition to the Clark State Community College agreement, signed in June 2012 and identified in the Phase I report, Central State University currently has STEM agreements with Cuyahoga Community College (Tri-C) in Water Resources Management and Environmental Engineering. Copies of these agreements are available upon request.

CSU Department of Defense (DoD) - CSU-STEM-X-ED

This initiative is designed to enhance the number and quality of STEM graduates capable of leading the scientific and engineering efforts in the development of advanced technologies for the defense and advancement of our society. A key component of CSU-STEM-X-ED is the participatory partnership between CSU and regional entities representing federal and state government, postsecondary education, local K-12 school districts and the defense-related industrial sector.

Action Item #2: Explore with Wright State University Opportunities to Share Administrative Operations

Both CSU and WSU signed a Memorandum of Understanding (MOU)¹ on May 31, 2012 that identified areas for mutual cost and productivity efficiencies through the utilization of collaboration and shared services between the institutions. The MOU commenced on July 1, 2012 and will end on June 30, 2013. The agreement may be extended, by mutual agreement, 90 days prior to the termination date. The areas of focus of the agreement are:

- Information Technology for maximization of the Enterprise Management Information Systems (BANNER)
- Joint release of Requests for Proposal (RFP) for large-scale acquisitions
- Joint purchases for large supply volumes (Supplier Management).

The next steps are to partner with Wright State and other area institutions to determine the feasibility of combining employee healthcare/medical coverage in the effort to increase efficiency and reduce cost.

¹ Signed May 31, 2012. Copies available upon request.

Action Item #3: Hire or Appoint a Director of Retention

The process to hire a Director of First Year Experience was postponed to prepare for the arrival of President Cynthia Jackson-Hammond. After a thorough review of the university budget and all open positions, President Jackson-Hammond is ready to proceed with the application screening and interview process. The Director of First Year Experience will report to the Associate Dean of University College and will focus on the delivery of retention activities and services to first- and second-year students. It is also important to note that the Director of First Year Experience will impact campus-wide retention policies as Central State leadership understands that making sure students return has to be an activity championed by the entire campus.

Action Item #4: Develop a Funding Plan for Facility Improvement at Central State University

Staff at Central State developed a six-year capital plan that describes the funding and completion timelines of various projects tied directly to the campus master plan. These projects are described in greater detail in the addendum. Due to the volume and complexity of these documents, copies of the capital plan and the campus master plan will be made available upon request.

With the exception of hiring the Director of First Year Experience, Phase I action items should be considered complete. As Central State progresses through the remainder of the Plan, it should continue to revisit each completed phase to ensure that each new action enhances the last. Further, Central State should continue to explore additional initiatives that further imbed Phase I actions.

For fall 2012, Central State reported an enrollment headcount of 2,152 students. This represents a decline of 13% from fall 2011. Needless to say, with an enrollment dip of this magnitude there are implications for funding – as enrollment is still a big driver of state support – and implications for planning. While Central State fully intends to adhere to the priorities communicated in Phase II of the Plan, immediate action needs to be taken to stabilize enrollment, increase retention and persistence, expedite recruitment of the Rising Achiever cohort, and to create additional pathways to a degree.

Focused Retention and Persistence Efforts

Year	Retention	Persistence
2013-2014	55%	70%
2014-2015	60%	75%
2015-2016	65%	80%

One of the first steps to take in response to the fall 2012 enrollment dip is to prevent more students from leaving Central State. Central State's 10-year averages in both retention and persistence are 50% and 65%, respectively. Retention is defined as the percentage of Central State's freshmen that return for their sophomore year. Persistence is defined as Central State's current sophomores who continue on to graduation. As such, Central State has set as a goal to increase its retention and persistence rates by 5% each year for the next three years.

To increase the retention of new, first-time freshmen, Central State will take the following actions immediately:

- Redesign and repurpose University College;
- Assign a Retention Specialist² to each academic department to assist all students;
- Implement and utilize an Early Alert System to inform campus-wide interventions;

To increase the persistence of upper-class and transfer students, Central State will take the following actions immediately:

- Develop Community College Articulation Agreements;
- Coordinate regular academic advising in each academic area;
- Assign a Retention Specialist to each academic department to assist upperclassmen;
- Align Community College coursework;
- Expand summer school programming and course offerings.

Diversifying the Student Body

Central State’s leadership understands that in order for it to sustain and insulate itself from future declines in enrollment, it must recruit and enroll students who are more academically prepared for college. Also consider that the competition for better-prepared students is fierce while the pool of students with better academic credentials is relatively small (*see Appendix for National and State ACT data*). Therefore, Central State will

work to diversify its population of students by expediting the implementation of Rising Achiever and by developing articulation agreements with area community colleges.

Targeted Student Enrollment – Rising Achiever

Beginning in the fall of 2013, Rising Achievers will be students accepted for admission at Central State with a minimum grade point average of 2.0 on a 4.0 scale and a minimum ACT score of 15. Additionally, beginning in the fall of 2013, Central State will implement scaled admission criteria and aggressively pursue higher-achieving STEM students.

Scaled Admission Criteria

Scaled admission criteria will allow applicants with lower GPA who demonstrate standardized test proficiency to be admitted. Conversely, scaled criteria will also allow applicants who may struggle with standardized tests, but demonstrate academic achievement to be admitted. For example, a student with an entering GPA of 3.0 can have a minimum ACT score of 13, or a student with an entering GPA of 2.8 or 2.9 can have an ACT score of 14 and still be admitted. As the entering GPA goes down, the ACT score must go up and vice versa. This scaled approach and criteria reflect the fact that the average ACT score is 17 for African American test takers nationally and 17.1 for African American test takers in Ohio (see national and State ACT data). The following table provides an example of the composition of each recruiting class by high achievers, rising achievers and scaled admits, beginning with fall 2013:

Table 1: Scaled Admissions

	2013-2014	2014-2015	2015-2016
High Achievers	25%	30%	30%
Rising Achievers	65%	65%	70%
Scaled Admits	10%	5%	Phased out

² Retention Specialists will work to connect students with services that promote continued enrollment at Central State, such as tutoring and advising, and financial aid counseling.

Non-Cognitive Variables

Another important component to implementing the Rising Achiever cohort is the development of a tool that assesses an applicant's non-academic strengths and characteristics. Central State staff has conducted extensive research on two assessment tools used at other institutions of higher education – the Non-Cognitive Questionnaire (NCQ) and the Freshmen Index. NCQ is just as the name implies – a list of 8-10 questions that measure an individual's potential for academic success. The Freshmen Index is a composite score assigned to college applicants that takes into account a mix of academic and non-academic measures. Central State will consult with other Ohio institutions that are considering these same types of assessments and decide on its own tool in time for use in the 2014-2015 recruitment and enrollment process.

Articulation & Preferred Pathway Agreements with Community Colleges

A key component to Central State diversifying its student body is the focused recruitment and enrollment of non-traditional students. Non-traditional students are adults, veterans and working parents that desire the flexibility of attending school close to home at a time that best accommodates their busy schedules. Institutions must make it easier for these students to transfer seamlessly from school to school while at the same time minimizing the time it takes to complete their degree. In addition, these agreements will provide Central State with an influx of motivated students that will boost enrollment, retention, persistence and graduation.

Completion Pathway Program: Clark State Community College and Central State University

In response to the need to produce more Ohioans with baccalaureate degrees, Central State will pilot elements of the "Preferred Pathways" in partnership with Clark State Community College. The Completion Pathway Program formalizes the link between Central State and Clark State to facilitate attainment of baccalaureate degrees at Central State. The program has two pathways: 1) Baccalaureate Completion and 2) Completion in Residence. The program goals are:

- Improving academic program articulation between the two institutions;
- Promoting student success and baccalaureate degree attainment;
- Eliminating barriers for students in attaining their educational goals;
- Expanding student options for college services;
- Using resources at both institutions efficiently and effectively.

Pathway One: Baccalaureate Completion

The Baccalaureate Completion Pathway Program is designed for students entering Clark State with the intention of obtaining a bachelor's degree at Central State. Students will be permitted to concurrently enroll in credit-bearing courses at

Clark State and Central State. This pathway has two options:

Option 1 - General Education Completion Pathway. Students who complete the Transfer Module at Clark State will have satisfied the General Education requirements at Central State University. The dual enrollment will allow students to take the General Education courses at either institution.

Option 2 - Students who complete the Associate of Arts or the Associate of Science Degree at Clark State Community College will seamlessly transfer to Central State and be granted junior status.

Pathway Two: Completion in Residence

The Completion in Residence Pathway Program is designed for students who are accepted to Central State but are in need of further college preparation assistance prior to full admission to CSU. Students in the residence program will be dually enrolled at Clark State Community College for developmental courses taught on the Central State University campus by Clark State faculty while taking credit bearing courses at Central State University.

Students who register for 12 or more credit hours at Central State University will have the option of residing in the CSU residence halls.

Recruitment Process

Clark State and Central State will be jointly responsible for recruitment, retention and providing student support services. Central State University will provide on-site registration services for Clark State students planning to matriculate at Central State for their junior year.

Tuition & Fees

Each institution will assess fees for courses taken at their respective institution.

Program Benefits

The Clark State-Central State University Completion Pathway Program provides a unique environment in which students will receive intentional academic and social support services from both institutions to ensure a seamless transition from Clark State to Central State and to remove degree completion barriers. Benefits include:

- Use of recreation facilities
- Library services
- Reduced parking fee
- Limited computing services; campus e-mail account
- Tutoring and academic advising
- Limited access to campus computer lab
- Student rates for admission to athletic events
- Associate membership in non-restricted student clubs and organizations
- Access to CSU bookstore

Targeted Expansion of Articulation Agreements, 2012-2013

Central State will use the Completion Pathway Agreement with Clark State as a model to develop other agreements similar in scope with five other Ohio community colleges. These institutions are:

- Sinclair Community College
- Stark State College
- Cuyahoga Community College
- Columbus State Community College
- Cincinnati State Technical & Community College

Timeline

Central State anticipates having these agreements completed by the start of fall 2013.

Interim Progress Reports

The next report on implementation of the Plan is due on May 30, 2013. Due to the importance of the initiatives above and the length of time between reports, interim progress reports will be prepared and submitted to the Chancellor in January and March of 2013.

Phase II Action Items as Communicated in the Plan

As noted at the beginning of this report, circumstances at Central State dictated a deviation from the action items reported in the Chancellor's Plan. Looking forward, the report will provide some insight into how Central State should proceed with the remaining action items that comprise Phase II.

Action Item #1: Defining Long-Term Performance Metrics for Central State

Any discussion related to setting performance metrics or success indicators has to begin with a discussion about determining which institutions in Ohio and throughout the country are most similar to Central State in mission, demographics, resources, funding, etc. Central State is Ohio's only four-year public, Historically Black College or University (HBCU). There are public colleges and universities in Ohio that serve similar populations, such as Cleveland State University and Youngstown State University, but Central State has no true peer institution in Ohio. For this reason, it becomes necessary to look outside the state of Ohio for a fair comparison of Central State's student academic profile, graduation and retention rates, and overall performance.

There exists a methodology and web-based tools to assist institutions with determining peer institutions for purposes of comparison. One such tool can be found on the Integrated Postsecondary Education Data System (IPEDS). IPEDS allows researchers to enter numerous variables such

as location, size, and degrees offered in a 'Peer Comparison Tool'. The tool searches records stored in IPEDS and returns results based on the variables entered. What results is a list of institutions of similar size, mission, student population and performance. To arrive at each list of peer and aspirational institutions, the following variables were entered in IPEDS:

1. Historically Black College/University
2. Public, 4-year
3. Degree-granting, primarily baccalaureate
4. Highest degree offered – Master's
5. Geographical region – U.S.
6. Degree granting status – Degree granting
7. Degree of urbanization – Rural Fringe³

For purposes of accurately gauging Central State's standing and for setting appropriate baselines, Central State's Peer Institutions are:

1. Fort Valley State University (GA)
2. Mississippi Valley State University (MS)
3. Lincoln University (PA)
4. West Virginia State University (WV)

Just as it is necessary to determine peer institutions for purposes of setting appropriate baselines, it is equally important to choose institutions to which others can aspire in terms of performance. For purposes of setting meaningful and attainable benchmarks, Central State's Aspirational Peers are:

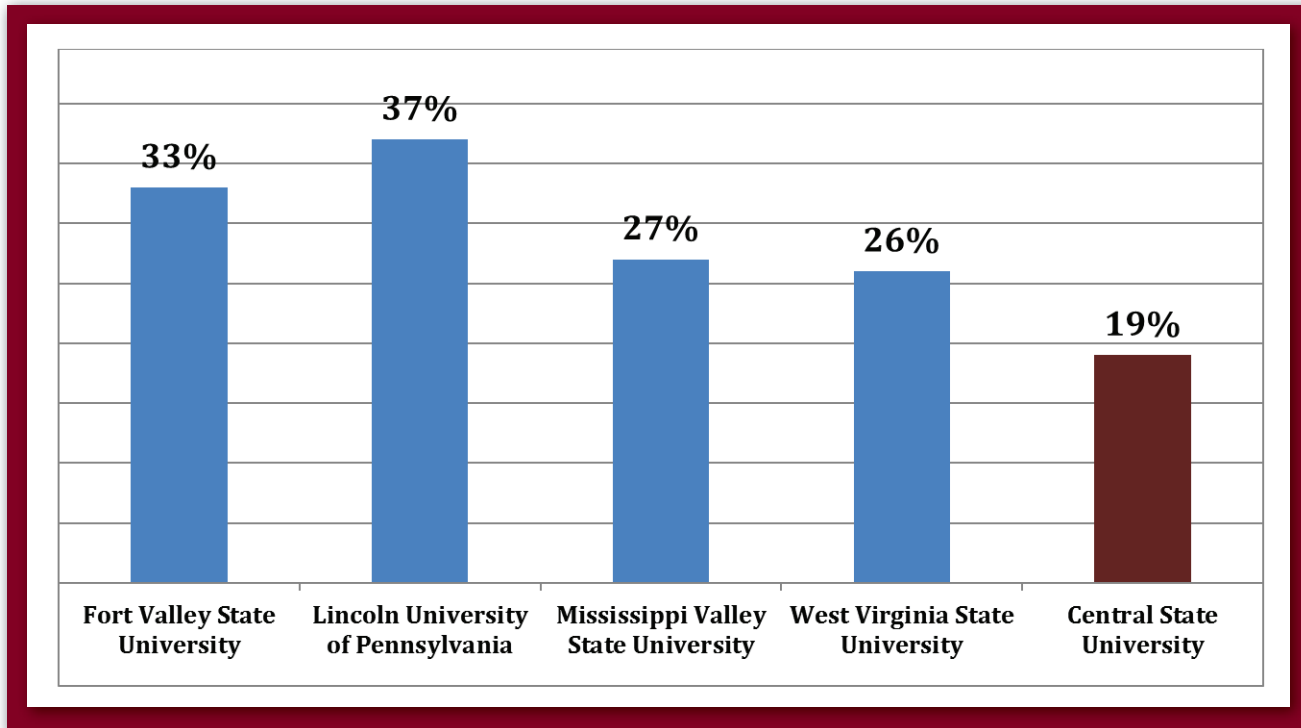
1. Albany State University (GA)
2. Elizabeth City State University (NC)
3. Savannah State University (GA)
4. Alcorn State University (MS)

³The four schools included in the Peer Institutions list shared Central State's 'rural fringe' designation. The four schools included in the Aspirational Peer list are those that had the highest retention and graduation rates.

Central State as Compared to Peer & Aspirational Institutions: Graduation & Retention

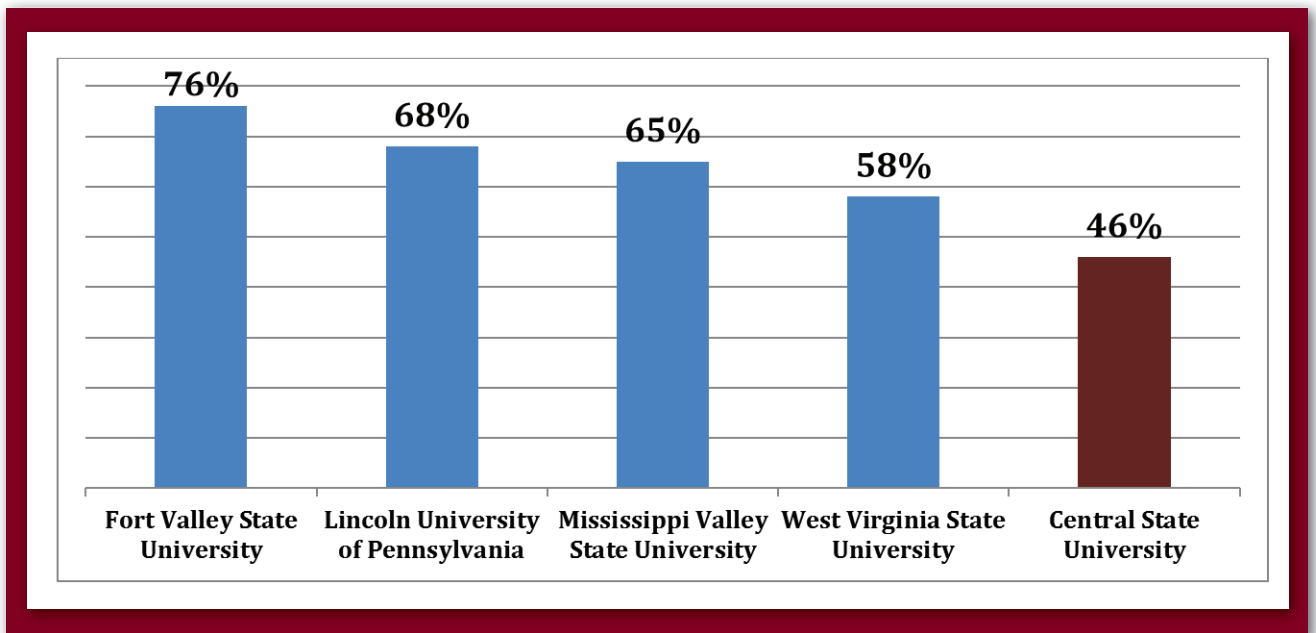
According to data published in IPEDS, Central State, when compared to its peer institutions, has a graduation rate that is 11% below the group's average.

Figure 1: CSU Graduation rate vs. Peer Institutions



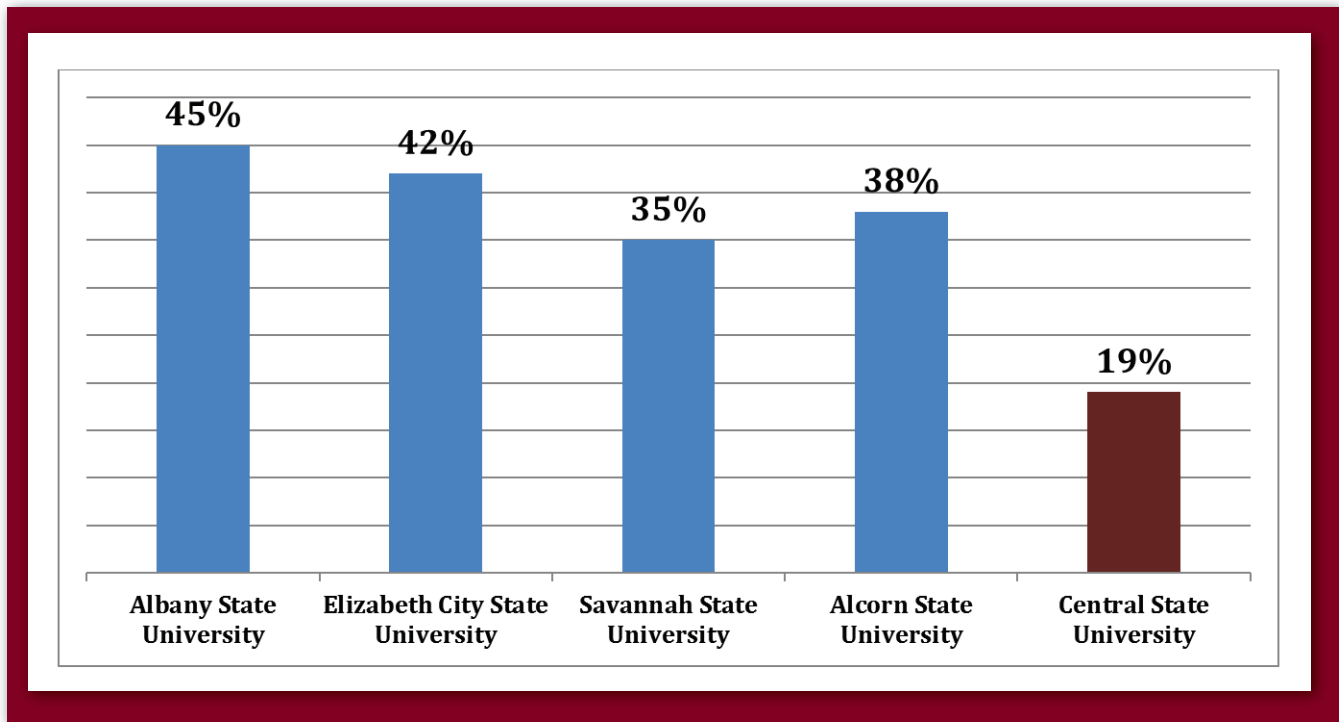
In terms of retention, Central State has a rate that is 20% below the group's average.

Figure 2: CSU Retention rate vs. Peer Institutions



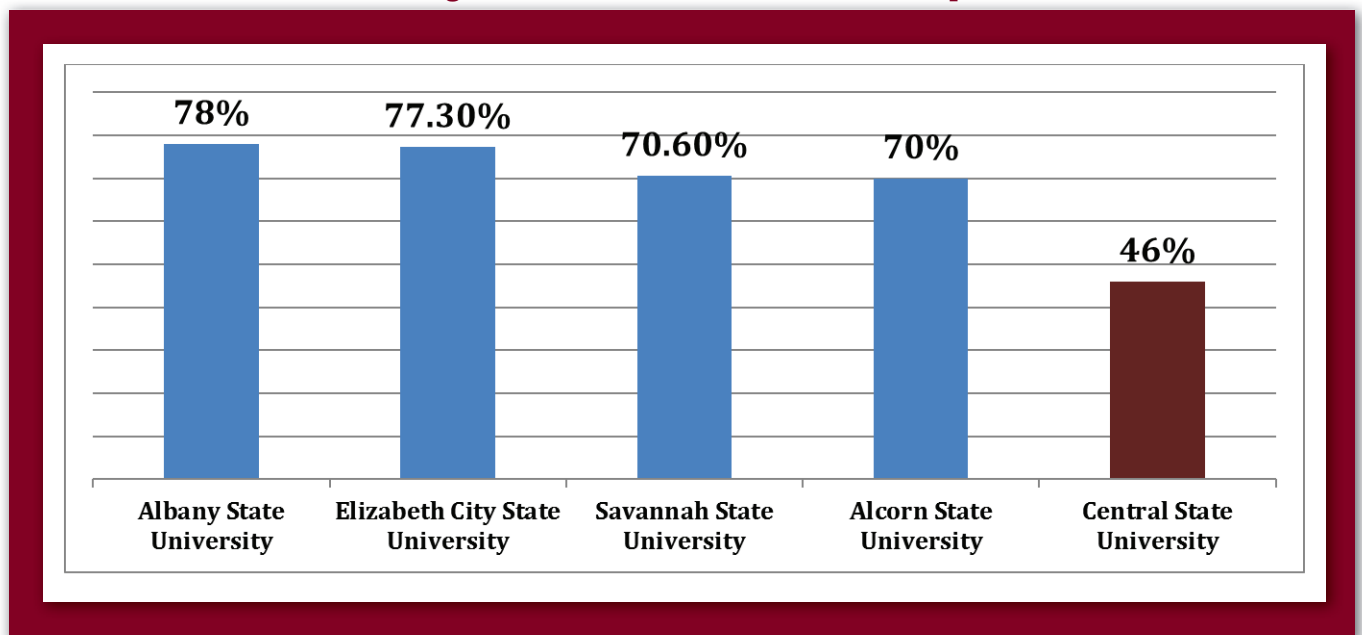
According to data published in IPEDS, Central State, when compared to its aspirational peer institutions, has a graduation rate that is 21% below the average.

Figure 3: CSU Graduation rate vs. Aspirational Peer Institutions



For retention, Central State has a rate that is 28% below the average when compared to its aspirational peer institutions.

Figure 4: CSU Retention rate vs. Aspirational Peer Institutions



To go further, the Chancellor’s Plan chose as Central State’s peer institutions public schools in Ohio that serve very similar populations as Central State in the areas of race and demographics. For example, the Plan compared Central State to Cleveland State University because Cleveland State serves a comparable percentage of African-American students. The same goes for Youngstown State University. The Plan compared Central State to Shawnee State University based primarily on demographics – each institution serves a majority of students who are the first in their family to attend college and are low-income although they are of a different race. The table below is a comparison between Central State and Ohio public institutions with similar populations.

**Table 2: Graduation & Retention:
Central State vs. Ohio Peer Institutions**

School	2010 Enrollment	2010 Graduation Rate	2010 Retention rate
Cleveland State University	2437	13% (AA students)	66%
Youngstown State University	2531	12% (AA students)	70%
Shawnee State University	3823	26%	59%
Central State University	2288	19%	46%

It should be noted that the average six-year graduation rate for Ohio public institutions is 55% and the average retention rate is 80%.

Special Note

The graduation and retention rates of the peer and aspirational institutions might give the impression that Central State is aiming too low in setting its own graduation and retention goals, which is not the case. Central State fully intends to exceed these rates, but will use them to form aggressive and reasonable longer-term benchmarks.

Action Item #2: Affirming a Student Body Size of 3,000

As previously reported, Central State had a 13% decrease in enrollment from fall 2011 to fall 2012. Given the new baseline of 2,152-headcount enrollment (down from 2,476), Central State's most appropriate size is not 3,000 students. At least, 3,000 cannot be reached quickly, and definitely not by employing enrollment practices that emphasize quality over quantity. There is a measurable downside to the enrollment decrease; however, it does present the opportunity for Central State to reposition and reframe its recruitment and enrollment policies going forward. These policies were discussed in detail at the beginning of the report and involve implementation of Rising Achiever. Once the Rising Achiever cohort and strategic recruitment processes are fully implemented, Central State should be given the opportunity to revisit this issue and determine their most appropriate size in consultation with their Board of Trustees and the Ohio Board of Regents.

Action Item #3: Examine Funding Alternatives as Part of an Analysis of the Current Funding Formula with the Goal to Replace the Central State Supplement

In a highly competitive, global economy, the notion that colleges and universities should be funded largely by the number of students they enroll as opposed to the number of graduates they produce is a policy that is diminishing in its utility. Institutions of higher education must produce graduates that have the skill and ability to fill the jobs of the future. Accordingly, colleges and universities should be incentivized to do this important work.

Governor John Kasich has asked that Ohio's public colleges and universities work collaboratively to create a funding formula that rewards student success and leads to them entering Ohio's workforce. This represents a significant policy shift as the majority of their funding now comes from the number of students they enroll. Additionally, Governor Kasich has asked Ohio State University President Dr. E. Gordon Gee to lead Ohio's public

colleges and universities through the process of changing the formula. This is the same collaborative process that produced the most recent capital budget. A new formula is expected by the end of November 2012.

The New Formula and Success Points

The basic premise behind the new state funding formula is to assign success points to Ohio public colleges and universities based on sector, student population and mission. For example, community colleges earn points based on the number of students who pass remedial coursework and the number of students who transfer to a four-year school having earned 15 credit hours. All Ohio colleges and universities will receive points based on their overall graduation and retention rates, but might also receive additional points if they graduate or retain a disproportionate number of underserved students, students with disabilities, veterans, working adults, etc. The process, as managed by President Gee, will sort through multiple scenarios and determine the most appropriate success points for each sector and institution. Each public institution will have a voice in the process and will participate fully. Also consider the comparisons made above between Central State's peer and aspirational institutions when discussing setting appropriate success points.

Potential Success Points

- Graduation & Retention
- Total number of students enrolled from high-poverty/urban school districts who persist
- Total number of first-generation students who persist
- Total number of students enrolled via community college partnerships
- Total number of international students
- Total number of students who participate in internships and co-op programs
- Job/graduate school placement rates

This process and its implications should be fully vetted with the group of institutions led by President Gee. In preparation for those discussions, Central State should begin developing scenarios based on the various success points listed above.

As the Loaned Executive, it is my responsibility to work with leadership at Central State to implement the goals of the Plan and report progress back to the Chancellor; however, development of the Plan resides with Central State. Central State's new leadership has taken aggressive actions to strategically work with the CSU team to develop a plan that is focused and has sustainability beyond the immediate issues.

Implementation is not without its challenges. The introduction to this report described a deviation from the Plan to account for largely unpredictable student persistence factors. Further, Central State will continue implementation in what, for the school, is a challenging economic environment that has negative impact on the financial stability and solvency of students. Simply put, strategies related to the Plan have to be weighed against immediate and unexpected challenges.

Central State University's leadership and staff are at a pivotal moment in the school's history. The University has re-aligned its focus to address the priorities of the report and is confident that the new initiatives will yield a level of sufficiency in the recruitment and retention of quality students for Central State University.

Office of Assessment and Institutional Research
ACT Class Profile Trend Analysis By Ethnicity

ACT Graduating Class Profile: National Five-Year Trend: 2008 - 2012

Ethnicity	2008			2009			2010			2011			2012		
	#	%	AVE	#	%	AVE	#	%	AVE	#	%	AVE	#	%	AVE
All students	1,421,941	100%	21.1	1,480,469	100%	21.1	1,568,835	100%	21.1	1,623,112	100%	21.1	1,666,017	100%	21.1
Black	178,417	13%	16.9	196,149	13%	16.9	214,836	14%	16.9	223,383	14%	17.0	222,237	13%	17.0
American Indian	14,380	1%	19.0	15,773	1%	18.9	16,382	1%	19.0	14,970	1%	18.6	13,523	1%	18.4
White	895,588	63%	21.1	941,206	64%	22.2	979,329	62%	22.3	961,585	60%	22.4	983,148	59%	22.4
Hispanic/Latino	114,697	8%	18.7	133,569	9%	18.7	157,579	10%	18.6	200,661	12%	18.7	234,456	14%	18.9
Asian	51,368	4%	22.9	59,093	4%	23.2	65,362	4%	23.4	66,650	4%	23.6	68,080	4%	23.6
Pacific Islander	0	0%	0.0	0	0%	0.0	0	0%	0.0	2,244	0%	19.5	4,545	0%	19.8
Two or More Races	29,818	2%	20.9	36,624	2%	21.0	42,797	3%	21.0	46,378	3%	21.1	55,500	3%	21.1
No Response	137,673	10%	21.8	99,055	7%	20.9	92,550	6%	20.5	87,241	5%	20.7	84,528	5%	21.3

ACT Graduating Class Profile: Ohio Five-Year Trend: 2008 - 2012

Ethnicity	2008			2009			2010			2011			2012		
	#	%	AVE	#	%	AVE	#	%	AVE	#	%	AVE	#	%	AVE
All students	88,103	100%	21.7	88,754	100%	21.7	89,275	100%	21.8	92,313	100%	21.8	92,121	100%	21.8
Black	9,108	10%	17.1	9,607	11%	17.2	10,198	11%	17.3	11,222	12%	17.2	11,256	12%	17.1
American Indian	251	0%	20.4	251	0%	20.6	250	0%	20.9	254	0%	19.9	242	0%	19.6
White	67,493	77%	22.2	69,828	79%	22.4	69,790	78%	22.5	70,327	76%	22.5	68,715	75%	22.6
Hispanic/Latino	1,609	2%	20.1	1,747	2%	20.5	1,861	2%	20.3	2,869	3%	20.1	3,308	4%	20.1
Asian	1,456	2%	24.1	1,639	2%	24.1	1,650	2%	24.3	1,713	2%	24.4	1,756	2%	24.4
Pacific Islander	0	0%	0.0	0	0%	0.0	0	0%	0.0	34	0%	19.8	75	0%	21.7
Two or More Races	1,664	2%	20.4	2,001	2%	20.6	2,230	2%	20.7	2,626	3%	20.4	3,315	4%	20.8
No Response	6,522	7%	22.8	3,681	4%	22.3	3,296	4%	21.9	3,268	4%	22.1	3,454	4%	22.4

Source: ACT Profile Report National and Ohio, 2008 - 2012



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