

BEFORE THE HOUSE FINANCE HIGHER EDUCATION SUBCOMMITTEE

**REPRESENTATIVE RANDY GARDNER
CHAIR**

**TESTIMONY
OF
BRUCE JOHNSON, PRESIDENT
INTER-UNIVERSITY COUNCIL OF OHIO**

APRIL 5, 2011

The Public Universities of Ohio

The University of Akron
University of Cincinnati
Miami University
Ohio University
Wright State University

Bowling Green State University
Cleveland State University
Northeastern Ohio Universities Colleges of Medicine and Pharmacy
Shawnee State University
Youngstown State University

Central State University
Kent State University
The Ohio State University
The University of Toledo

Chairman Gardner and members of the Subcommittee, good evening. Thank you for the opportunity to testify before you today on the provisions of House Bill 153 that impact higher education. My name is Bruce Johnson and I am the President and CEO of the Inter-University Council of Ohio.

The IUC was established in 1939 as a voluntary educational association of Ohio's public universities. Today, the association represents all of Ohio's fourteen public universities. Our purpose is to facilitate the development of common interests among members and to assist in sustaining and improving the quality of public higher education. The IUC values providing access to a high quality, affordable education and is committed to efficiency and productivity for the more than 333,000 students attending our member institutions.

The Governor and the General Assembly expect Ohio's colleges and universities to be a ready resource for the ongoing technical training and lifelong learning required for success in today's workplace. You also expect the work we do, including university research, to support the state's economic development efforts and pay dividends in the form of innovation for competitive advantage, high-skill, high-wage jobs, and economic activity. These are expectations we strive to meet every day. The critical role that higher education plays as a primary driver of the economy is recognized by this General Assembly and the Governor, and for that, I thank you.

The Chancellor stated in his testimony before this Subcommittee yesterday that Ohio's public research universities should be encouraged to bring innovations to the marketplace and given more flexibility and freedom from state regulations. The IUC supports these proposals and looks forward to working with the Chancellor to further develop these key policy initiatives. We also look forward to forging a strong relationship, in general, which is already off to a solid start.

My testimony today will focus on two key points. First, that continued financial support for higher education by the state of Ohio is imperative if we are to meet the expectations I just identified. State support is necessary to help our universities sustain and improve the quality of public higher education in Ohio. And second, that unnecessary state regulation hampers the effective management of our public universities. Our institutions always have sought to be as efficient and productive as possible, and for the most part we are. But we can do better. There are many regulatory mandates in state law that hamper our ability to operate in the most efficient and cost-effective way possible. The IUC believes that additional flexibility and relief from these burdensome and often antiquated regulatory mandates is necessary to fully unleash the creative potential on each of our campuses.

The IUC understands that the state is facing unprecedented budget challenges. We also understand that business as usual is not an acceptable response. We probably understand this better than any other area of state government when you consider that this proposed budget eliminates all federal stimulus funding appropriated to the state share of instruction (SSI) line item in the Board of Regents budget – the primary source of operating funds for higher education. While this was not completely unexpected and Ohio's public universities planned for this cut as best they could, the cost is still high -- federal stimulus funding appropriated in the current biennium totaled over \$618.6 million – a significant amount of money. This money replaced state money from the previous biennium, and the state money was reallocated to other parts of the state budget.

The good news, however, is that this budget, even though it eliminates the entire federal stimulus SSI appropriation, does appropriate a little more state GRF money, just over \$119.4 million, to the state share of instruction line item, 235-501. If you look at just that one line item, 235-501, the state appropriation increases from \$3.36 billion in FY10-11 to \$3.48 billion in FY12-13. While we are grateful for that increase of state GRF money, at the end of the day total operating funding available for the state share of instruction decreases by just over \$499.1 million, from \$3.98 billion in FY10-11 to \$3.48 billion in FY12-13, which represents a cut of over 12.5%. Clearly, Ohio's public universities are facing their own budget gap.

This gap is further exacerbated for public four-year universities because it appears that the proposed funding formula allocates a higher percentage of funds appropriated in the SSI line item to the community college sector.

The explanation for this shift would appear to be the relative growth in enrollments. If this is the case, it is not correct. According to the Board of Regents Preliminary Headcount Report released in December of 2010, enrollment in the four-year sector grew by 9,367 students or 3.5% from 2009 to 2010. The community college sector grew by 7,570 students or 3.7% from 2009 to 2010. The highest growth by percentage occurred at university regional campuses which grew by 3,618 students or 7.3% from 2009 to 2010. Together, the university main and regional campuses grew 4%, which is higher than the other public sector. (See handout #1). In addition, there has been much attention given to our new outcome based formula that funds four-year institutions primarily on graduations and course completions. It is curious then that this budget appears to divide the funding between the sectors based upon something other than outcomes. While it may be unclear as to why the shift is being proposed, it is clear that it presents yet another hurdle Ohio's four-year universities must overcome to keep college affordable for students while maintaining quality programs.

But why is this important? I would argue because a university education pays big dividends. It develops talent, maximizes human potential, builds competitive advantage, creates economic opportunity, and supports economic development. On average, a university graduate will earn about \$1 million more than a high school graduate over a lifetime. Consider that the median earnings of a person with an associate's degree are approximately \$42,000 and the median earnings of a worker with a bachelor's degree are \$55,700. It only increases from there – earnings for a master's degree are \$67,300, for a doctoral degree \$91,900, and a professional degree over \$100,000. It's also projected that 60% or more of all new jobs created during the coming decade will require some postsecondary education, and the unemployment rate for university graduates is consistently about half the unemployment rate for high school graduates – 4.8% compared to 9.8% in 2010. These statistics show that investing in Ohio's public universities will generate a positive return.

Going back to the FY08-09 budget, there was a "compact" in that budget that served to underscore the bottom-line reality that the ability of Ohio's universities to keep tuition flat is tied directly to adequate levels of state SSI funding. The relationship was recognized again in the FY10-11 budget. That budget provided funding for operating costs but not to the extent of previous years. To help make up this difference, Ohio's public universities were authorized to increase tuition at main university campuses by no more than 3.5 percent in each academic year. And now, for FY12-13, the proposed budget has been reduced again and caps of no more than 3.5 percent in each academic year have been imposed. With these additional reductions to the SSI and with tuition caps set at the same point, Ohio's public universities will be hard pressed to maintain the quality programs students in Ohio deserve.

The IUC believes it is the responsibility of each institution's Board of Trustees to determine and set tuition rates based on market forces at the local level. It is also the Board of Trustees responsibility to meet the educational expectations of its institution's student population. Our universities recognize that, in the current economic recession, the state lacks sufficient revenues to provide SSI funding at a level that would pay for freezing tuition again in both years of the upcoming biennium. We believe the answer is to give university trustees, rather than the state, the flexibility to raise tuition modestly to reflect their unique institutional missions and the specific markets they serve – coupled with a pledge to keep the price of a university education affordable. Trustees are in the best position to understand the market and pricing factors that must be considered in operating the institution.

Tuition flexibility will allow universities to set tuition policies that address both affordability and quality. It is imperative that the state continues to invest in quality – because quality is the key to attracting the best and brightest students, instructors, and researchers. We agree with Chancellor Petro's testimony regarding excellence. He said he wants to create a core of world class universities, a premier system that encourages greatness through freedom. Unfortunately in this budget, we now are expected to achieve this level of excellence with fewer state dollars and only marginally higher student tuition dollars. A one-size-fits-all tuition policy is unnecessarily restrictive and fails to reflect widely varying demands for university programs and services across the state. Tuition flexibility is a practical alternative that would allow each university to address affordability and quality –

both of which are key to Ohio's ability to achieve its ambitious goals for increasing the number of Ohioans who attend college and earn a degree.

And now to my second point, that unnecessary state regulation hampers the effective management of our state universities. Before I speak to that issue, however, I need to thank the members of the General Assembly who supported collective bargaining reform. In the context of the state's current budget crisis, freeing us from this excessive regulation will only enhance the public university's ability to fully and most efficiently utilize the scarce operating resources that we anticipate will be available next biennium. It is for this same reason that the IUC is seeking relief in other areas as well.

To unleash the full creative potential on our university campuses, we need additional operational flexibility through the elimination or modification of a range of unnecessarily burdensome regulations in areas such as human resources, facilities and construction, and purchasing. In particular, the IUC supports the concept of additional reform to Ohio's construction laws as proposed in H.B. 153. The legislation eliminates the requirement that the multiple-prime contracting method be used by public universities and gives us the authority to choose that method or one of several alternative methods of construction delivery created by the bill, including construction manager at risk and design build – two methods available in the private sector. A change in state law as simple as this will afford public universities significant savings. We appreciate the flexibility this Administration seeks to provide us and the relief from a mandate in state law that is over 130 years old. We believe that this is a positive action the General Assembly can take to enable universities to operate more efficiently and effectively, and in a more fiscally prudent manner.

How are our Universities striving to save money? Our first cost savings priority is to provide administrative services more efficiently and cost effectively. But let me be clear, the last thing we want to do is compromise the quality of the student's educational experience by trying to do everything on the cheap. We have been very diligent and strategic in our approach to identifying cost-saving opportunities.

So, what does operating more efficiently and effectively look like? In 2010, for example, through the IUC Purchasing Group of Ohio (IUC-PG), our universities collaborated to jointly purchase more than \$300 million in goods and services compared to \$184 million in 2009. (See handout #2). The IUC-PG currently has approximately 30 agreements in place, with the number of price agreements and volume of spend growing annually. IUC member institutions also are in the process of studying various shared services options as a possible strategy for improving operational efficiency.

In 2009, the IUC-PG was successful in establishing a "premier" agreement for miscellaneous office supplies. The IUC-PG members offered to commit their current office supply spend of approximately \$8 million to the selected vendor in favor of better overall pricing. The result was a three-year price agreement which provides significant cost savings, expenditure tracking, and specialized delivery arrangements. The estimated savings for this program are in excess of \$1 million per year.

One of the major areas of savings occurs through the use of IUC-PG's computer hardware agreements. Through the various computer hardware agreements members are able to procure their miscellaneous small day-to-day requirements as well as participating in the standard PC aggregation program. Collectively the members spend in excess of \$13.5 million on these agreements and their participation generates estimated savings of \$3.5 million per year. The IUC member institutions hope to realize additional savings in the areas where further reform would result in additional relief.

As positive as the language in the budget is on relief from regulatory mandates, it is a concern to the IUC that this budget, as proposed, contemplates intrusive government involvement in the management of academic affairs on campus. I refer to two sections of the bill, in particular – faculty workload policy and the three year completion period for baccalaureate degrees.

As proposed in the bill, ORC section 3333.43 requires all state institutions of higher education that offer baccalaureate degrees to submit a statement describing how each major for which it offers a degree may be completed within three academic years. From the IUC's point of view, with more and more non-traditional students entering our halls every semester, a three year completion period for baccalaureate degrees may actually have a detrimental impact on success rates. Just the opposite of what is intended.

While we have concerns about the budget language, we actually agree with the Chancellor's testimony on this issue. Well prepared high school students can earn up to a year of college credit and sometimes more by taking college courses at their high school, at a local community college, or on one of our campuses. If the proposal is to maximize this effort, then we would be supportive. The current language however is ambiguous, and seems to delve into the credit hours necessary for a bachelor's degree. We respectfully suggest that the faculty on university campuses are in the best position to determine course requirements and to evaluate, over time, the impact those courses have on student competency. As the Chancellor correctly described, universities are not interested in reducing the rigorous academic standards required for bachelor's degrees at Ohio's finest institutions of higher learning. Nor do we believe that fewer classes will result in better outcomes.

Regarding faculty workload, ORC section 3345.45 as proposed, requires the Board of Trustees of each state institution of higher education to modify its faculty workload policy to require that each full time research and instructional faculty member teach at least one additional course or each academic unit to increase aggregate faculty teaching loads by the equivalent number of courses. The IUC strongly believes that state law should not mandate faculty course loads. That said, we are grateful that the language allows the Board of Trustees to determine the workload policy, as opposed to some other state entity.

Interestingly, there has been no testimony or evidence to suggest that current workloads on university campuses are below, above, or at the national average. There has been no data provided that indicates that increasing workload across the board would save money. Before making a rush to judgment on workload policy without all the facts and imposing that judgment in a state budget bill, I would like to point out that colleges and universities currently report to the Board of Regents on aspects of faculty productivity. Faculty workload is monitored closely and, until the language appeared in the budget, nobody had indicated there was a problem that needed to be fixed. This language may be a solution in search of a problem.

However, we do believe this proposal presents an opportunity to review the current reporting process and to have an informed discussion with Chancellor Petro about ways in which universities can increase faculty teaching productivity, if it is determined there is a need. The IUC requests that, rather than keep the proposed language in the bill, the Chancellor work with university and college presidents and provosts to develop a working group that can make recommendations on how Ohio institutions of higher education can deploy their faculty to the greatest benefit of the state and its citizens. Such a discussion could begin by reviewing the work done by the University System of Maryland on faculty workload over the course of the past eight years. The institutions that are part of the University System of Maryland have been successful in increasing overall faculty productivity by 10% and improving the quality and reputation of their academic programs. The Maryland process demonstrates how an inclusive, informed discussion of faculty workload can result in a pragmatic, measureable approach to productivity capable of gaining support at all levels.

The IUC believes the notion of Charter Universities is one way regulatory reform could be accomplished. To that end, the IUC has identified four principles that should guide any discussion of this issue. First, charter universities must remain completely committed to the people of Ohio and to the policy goals established in consultation with our elected officials. Second, all universities should be eligible to participate. Third, some state regulations and legal protection provide assistance to state universities and should be retained. Fourth, the IUC is committed to attaining state goals and individual efficiency through collaboration.

Finally, there are two other programs important to higher education I would like to speak in support of today. Both programs are critical to providing a quality educational experience for the student. The first program is the Co-op and internship program (OCIP) which augments a student's classroom experience with real-world experience working with Ohio businesses. The second program is the Ohio College Opportunity Grant Program (OCOG) which goes right to the heart of the affordability issue by providing need based assistance to Ohio students who may be facing tough economic times of their own.

The OCIP, originally enacted in Am. Sub. H.B. 554 of the 127th General Assembly, promotes and encourages cooperative education and internship programs at Ohio institutions of higher education. The purpose is to support the growth of Ohio businesses by providing business with Ohio's most talented students and provide Ohio graduates with job opportunities. Funding for the program materialized the following General Assembly when the Legislature enacted Am. Sub. S.B. 181. That bill appropriated \$100 million in FY11 from the fees the state will collect when it licenses the four new casinos approved by voters. Of that amount, \$50 million was appropriated for the program that was first created in Am. Sub. H.B. 554 from the 127th General Assembly, currently administered by the Board of Regents. The remaining \$50 million was to be used to fund two new components of the program, one urban and one rural – each funded at \$25 million. How the money is to be spent was addressed in temporary law in Am. Sub. S.B. 181. The current proposal does not include the language that was in Am. Sub. S.B. 181, it simply appropriates \$20 million in each fiscal year. The IUC assumes the program would operate as originally enacted, but would encourage the General Assembly to incorporate the language from Am. Sub. S.B. 181.

Introduced in the 2006-2007 academic year, the OCOG program is Ohio's primary need-based financial aid source for students attending a college or university in Ohio. It is based on expected family contribution and is available to eligible students enrolled part- or full-time. In the current biennium, the ability for the grant to take into account the amount of a Pell grant award means university students eligible for federal and financial state aid will have more assistance available for tuition and fees, resulting in a lower loan burden. The proposed FY12-13 budget funds OCOG at \$78.2 million in each fiscal year and earmarks \$37 million in each fiscal year for public institutions of higher education with the remaining \$41 million to be used by the chancellor to award need-based financial aid to students enrolled in private nonprofit institutions of higher education. While the IUC is pleased that the program is funded at that level, I suggest to you that the majority of these public funds should be directed to public institutions that are feeling the bite of significantly less state operating support.

Overall, Mr. Chairman and members of the committee, the state budget on higher education does not provide the necessary flexibility to ensure that there will not be unacceptable compromises to educational quality during the next biennium. There are provisions within it that we believe merit further discussion, like faculty workload. And there are provisions like construction reform that we strongly support. These are changes that will move us forward to a better future. These are changes that will help us build an environment that encourages and rewards creativity, an environment that promotes productivity, and an environment that fosters efficiency. Would we like to see additional state support? Yes, and I would suggest that Ohio can do better. In fact, Ohio has historically underfunded Higher Education, and this budget will not correct this historical fact. (See handouts #3 - #7). But through tuition relief, regulatory reform, and additional autonomy, Ohio's public universities will step up with the energy and enthusiasm that this time in our history demands. We will confront the state's challenges head on and work with you to develop the world-class talent that attracts jobs, builds our innovation capacity, and strengthens our ability to compete globally. We look forward to your support of Ohio's public universities in that role.

Thank you again, Mr. Chairman and members of the Subcommittee. I would be happy to answer any questions.

Table 2. Fall 2010 Preliminary Headcount Enrollment by Institution
 (Multi-Campus Institutions' Enrollments are Summed)

Sector Institution	Preliminary Headcount Fall 2009	Total Preliminary Headcount Fall 2010	Percent Change 2009 - 2010	Difference in Headcount 2009 - 2010
Statewide Total	572,913	543,468	3.9%	20,555
University Main and Regional Campuses	320,682	333,667	4.0%	12,985
Community Colleges	202,231	209,801	3.7%	7,570
University Main and Regional Campuses	320,682	333,667	4.0%	12,985
Bowling Green State University	19,768	20,222	2.3%	454
Central State University	2,436	2,288	-6.1%	(148)
Cleveland State University	16,378	17,323	5.8%	945
Kent State University	38,457	41,365	7.6%	2,908
Miami University	21,478	22,369	4.1%	891
Northeastern Ohio Universities College of Medicine	690	767	11.2%	77
Ohio State University	63,217	64,077	1.4%	860
Ohio University	29,848	32,015	7.3%	2,167
Shawnee State University	4,300	4,561	6.1%	261
University of Akron	27,911	29,251	4.8%	1,340
University of Cincinnati	39,667	41,357	4.3%	1,690
University of Toledo	23,064	23,085	0.1%	21
Wright State University	18,786	19,793	5.4%	1,007
Youngstown State University	14,682	15,194	3.5%	512



IUC Purchasing Group

The Inter-University Council Purchasing Group of Ohio, frequently called IUC-PG, is a purchasing consortium comprised of the purchasing officers from all public institutions of higher education in Ohio. Created in 1964, the IUC-PG has 36 members made up of Ohio's 14 universities, 14 community colleges and 8 technical colleges.

The IUC-PG operates under the requirements of the current appropriation legislation, The Ohio Revised Code, and the bylaws of each member institution's board of trustees. Purchasing directors use a variety of sources in finding the lowest price available for supplies and services; most notably the IUC-PG agreements, State of Ohio contracts, and other regional/national purchasing consortia. The IUC-PG currently has approximately 30 agreements in place, with the number of price agreements and volume of spend growing annually.

Below are just a few highlights of the many collaborative agreements and initiatives that the IUC-PG has in place, and the significant savings that result from the reduced pricing and streamlined operations.

Procurement Card Program

Fifteen member institutions have "p-card" programs in place that represent about \$130 million in total volume. By grouping all 15 programs into one bank agreement, campuses were able to negotiate a combined \$1.3 million in additional savings. These departmental credit cards have strict limits on spending and use. This program allows the procurement department staff to effectively manage lower-cost expenditures and frees purchasing staff to focus on more strategic sourcing items.

Office Supplies

In 2009 the IUC-PG was successful in establishing a "premier" agreement for miscellaneous office supplies. The IUC-PG members offered to commit their current office supply spend of approximately \$8 million to the selected vendor in favor of better overall pricing. The result was a three-year price agreement which provides significant cost savings, expenditure tracking, and specialized delivery arrangements. The estimated savings for this program are in excess of \$1 million per year.

Computer Hardware Purchasing and Maintenance Agreements

One of the major areas of savings occurs through the use of IUC-PG's computer hardware agreements. Through the various computer hardware agreements members are able to procure their miscellaneous small day-to-day requirements as well as participating in the standard PC aggregation program. Collectively the members spend in excess of \$13.5 million on these agreements and their participation generates estimated savings of \$3.5 million per year.

Computer Software Licensing

The first IUC Microsoft agreement was created in 1999 for universities. The 2010 renewal extends these significant discounts to community/technical colleges. Since 1999, the IUC Software Licensing Coordinating Committee has added numerous licensing agreements to the list, which have resulted in negotiated group discounts and priority service. The Chancellor has also negotiated group discounts for all campuses statewide, including the VMWare software and maintenance agreement.

Strategic E-Procurement Program

Seven of our member institutions have acquired the SciQuest e-procurement and strategic sourcing software and are participating in the savings generated through this program. The participating members establish electronic catalogs with various contracted vendors and make these catalogs available to their campus so that individuals may place orders electronically. These electronic orders are sent directly through the SciQuest software thus eliminating many manual processes normally associated with order placement, order review, invoice management and the payment process. This use of electronic processes allows the procurement staff to focus on strategic sourcing to optimize savings on other larger expenditures.

Employee Health Care

The IUC-PG has established various employee benefit agreements that any of the members may participate in. These agreements were competitively bid and will offer most members with substantial cost savings and/or increased benefit coverages. The following agreements are currently in place:

- Group Dental Benefits
- Vision Services
- Employee Assistance Program (EAP)
- Life and Disability Insurance
- Pharmacy Benefit Management Services

Vehicle Rental Program

The IUC-PG worked collaboratively with the State of Ohio in 2010 to create a joint Vehicle Rental Program. This comprehensive rental agreement provides excellent pricing on various rental vehicles and also includes valuable insurance coverage's as part of the program at no additional cost.

Contract Volume

The expenditure volume of the IUC-PG agreements continues to grow every year. This is attributable to the number of agreements established and the members' continued use of these agreements. By their use, the members are acknowledging that these agreements save their institutions valuable resources.

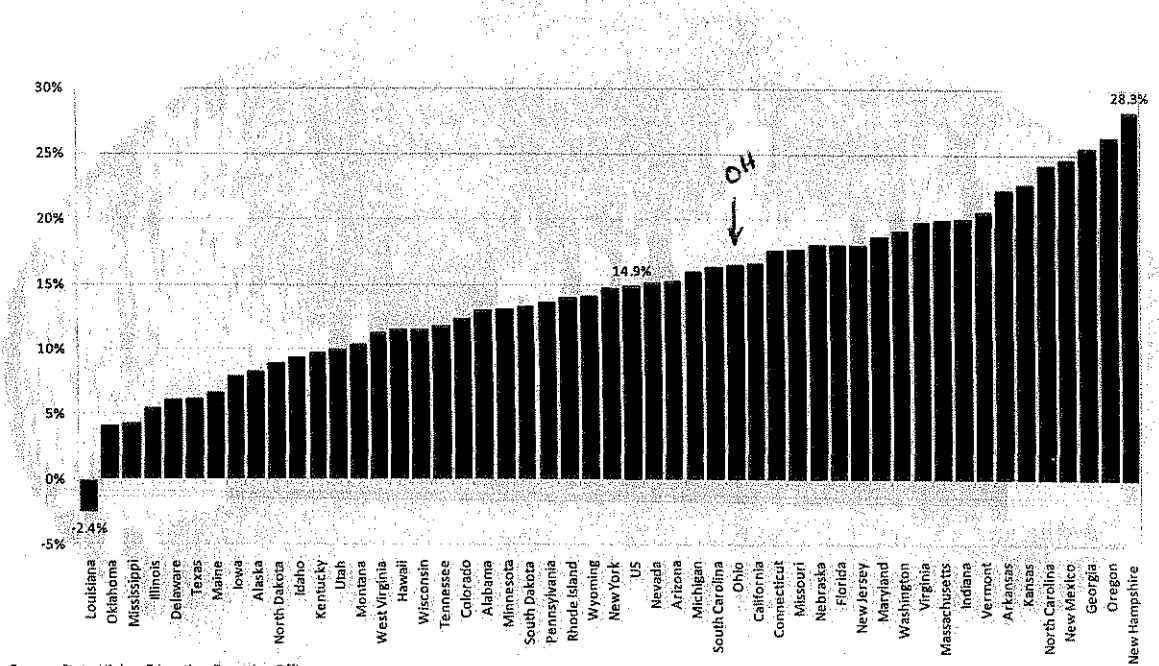
In Fiscal Year 2010 the members reported \$204 million in total spending through the IUC-PG agreements. The members also had reported usage of nearly \$69 million on the State of Ohio agreements.

IUC-PG agreements:	\$204,018,069
OhioLINK (c/o WSU):	32,596,075
State of Ohio	68,729,026
FY2010 total group contract spend:	\$305,343,271

Figure 5 (and the accompanying data in Table 4) shows change in full-time-equivalent enrollment (FTE) in public higher education by state for the five years between 2005 and 2010.

- All but one state (Louisiana) have seen enrollment growth over the last five years. Louisiana's FTE enrollment has undoubtedly been affected by the effects of Hurricanes Katrina and Rita.
- The 25 states in which enrollment growth exceeded the national average of 8.9 percent include both large and small states, high and low population growth states, and several states where enrollment increased much faster than overall population changes.
- Nine states saw enrollment growth of more than 20 percent.

Figure 5
Full-Time-Equivalent (FTE) Enrollment in Public Higher Education
Percent Change by State, Fiscal 2005-2010

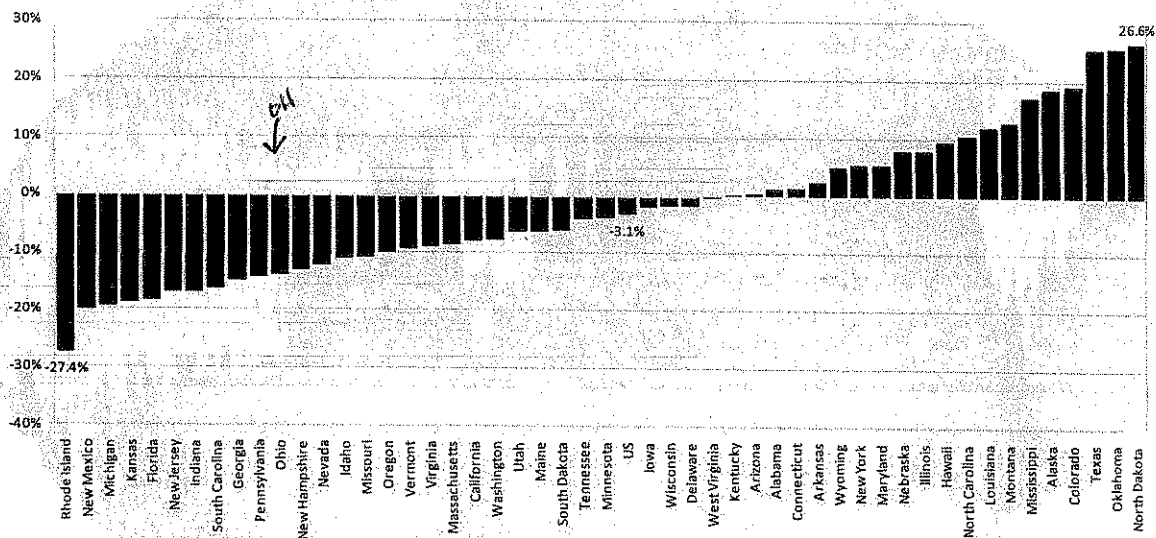


Source: State Higher Education Executive Officers

Figure 6 (and the accompanying data in Table 5) shows the percent change by state in higher education appropriations per public FTE student between 2005 and 2010. The national average per FTE funding for 2010 is lower than 2009 by 7 percent (see Table 5), and 3 percent lower than 2005.

- Twenty states increased per student support for public institutions during this five-year period, three by more than 25 percent.
- Thirty states decreased constant dollar per student funding during this five year period, two by more than 20 percent.
- Forty three states utilized federal funds available through the American Recovery and Reinvestment Act to fill shortfalls in state support for general operating expenses at public colleges and universities. ARRA revenues totaled \$4.8 billion in 2010.

Figure 6
Educational Appropriations per FTE
Percent Change by State, Fiscal 2005-2010

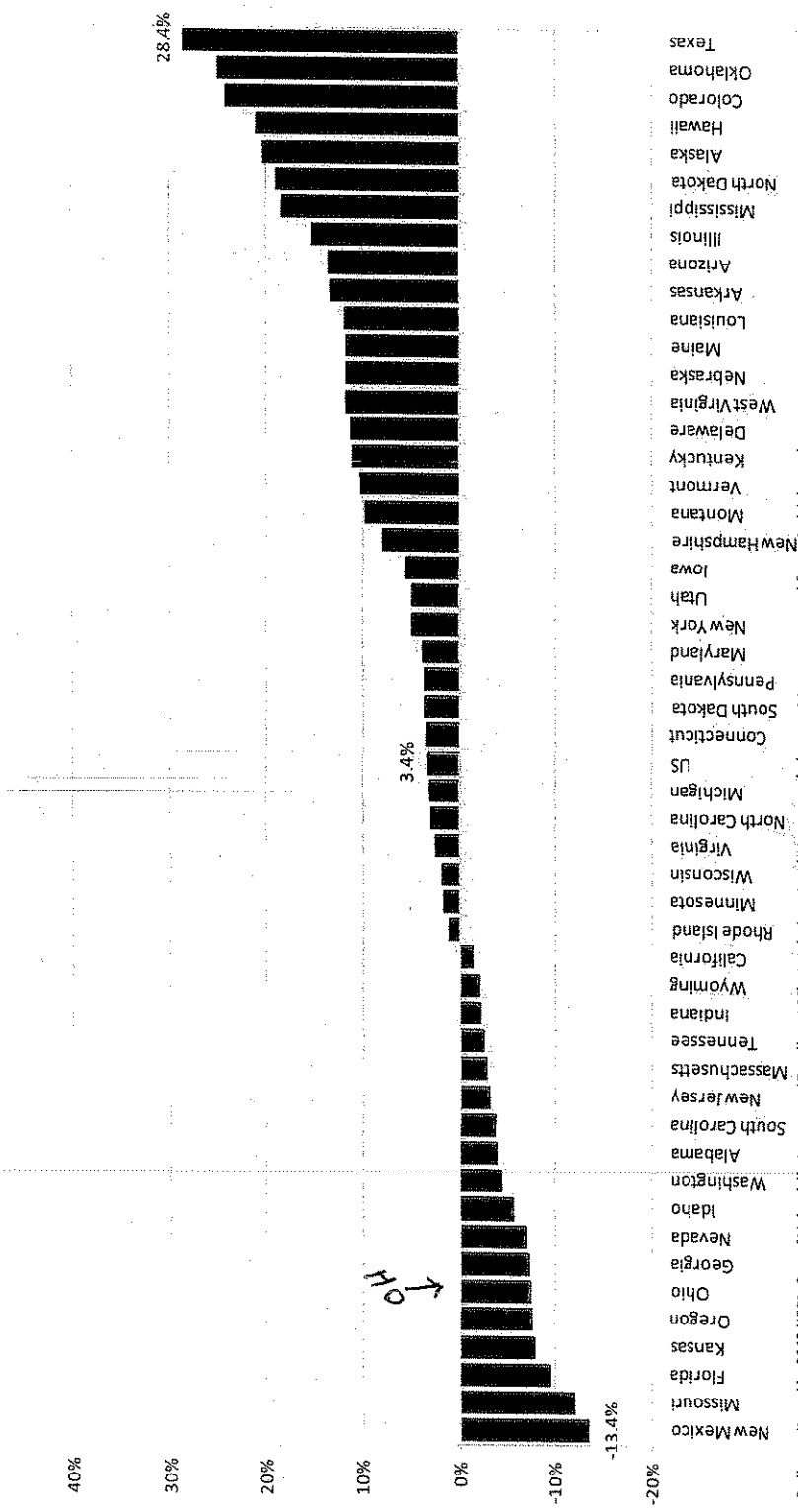


Note: Dollars adjusted by 2010 HECA, Cost of Living Adjustment, and Enrollment Mix Index.
Source: State Higher Education Executive Officers

Figure 8 (and the accompanying data in Table 7) shows the percent change by state in total educational revenue per FTE in public higher education from 2005 to 2010. Total revenue per FTE in 2010 is lower than in 2009 and higher than in 2005 (see Table 7), which is a reflection of the growing student share of total educational revenue.

- Thirty two states increased total educational revenue per student between 2005 and 2010.
- In 18 states, total educational revenue per FTE decreased.
- The U.S. average showed a 3 percent increase in educational revenue per FTE from 2005 to 2010.

Figure 8
Total Educational Revenue per FTE
Percent Change by State, Fiscal 2005-2010



Note: Dollars adjusted by 2010 HECA, Cost of Living Adjustment, and Enrollment Mix; total educational revenue exclude net tuition revenue used for capital debt service.

Chart 1A. Ohio Public Higher Education Revenue Data FY 1995 to FY 2009 (in HECA-adjusted 2009 Dollars)

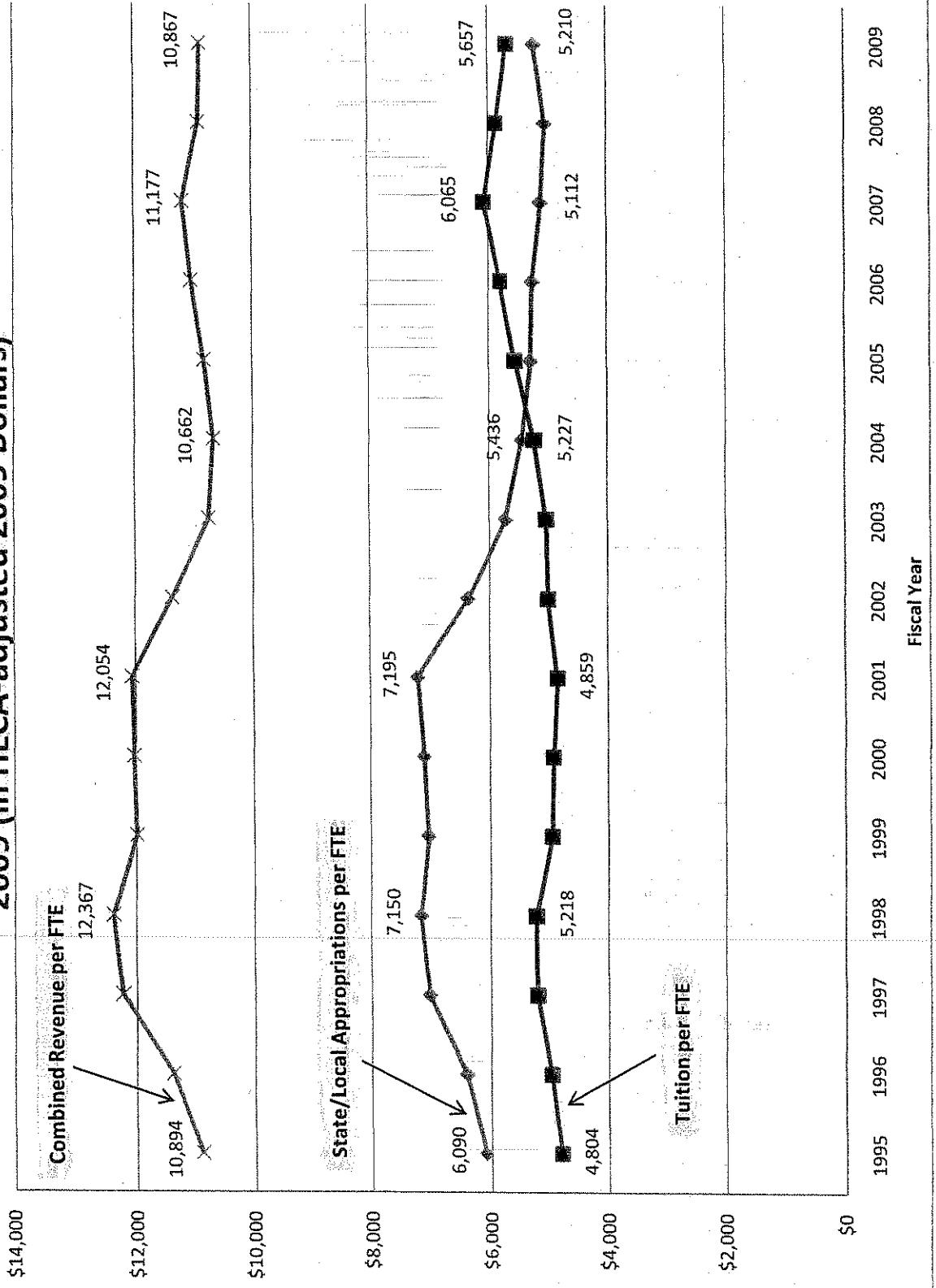


Chart 1C. Public Higher Education Revenue Data FY 1995 to FY 2009
Ohio Compared to U.S. (in HECA-adjusted 2009 Dollars)

