

# Losing Ohio's Future

Why college graduates flee the Buckeye State and what might be done about it



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## TABLE OF CONTENTS

Foreword.....	Page 2
Acknowledgements .....	Page 5
Executive Summary .....	Page 6
Introduction .....	Page 8
I: Most of Ohio’s College Students Plan to Leave the Buckeye State.....	Page 10
II: What Can Ohio Do to Retain College Graduates? .....	Page 14
III: What Kinds of Jobs Will Appeal to Ohio’s College Graduates? .....	Page 19
IV: Ohio’s Most Promising Students Consider Careers in Education.....	Page 21
Methodology.....	Page 27
Endnotes .....	Page 29
Appendix: Final Survey Results.....	Page 30

The Thomas B. Fordham Institute is a nonprofit organization that conducts research, issues publications, and directs action projects in elementary and secondary education reform at the national level and in Ohio, with special emphasis on our hometown of Dayton. It is affiliated with the Thomas B. Fordham Foundation, and this publication is a joint project of the Foundation and the Institute. For further information, please visit our website at [www.edexcellence.net](http://www.edexcellence.net) or write to the Institute at 1016 16th St. NW, 8th Floor, Washington, DC 20036. This report is available in full on the Institute’s website. The Institute is neither connected with nor sponsored by Fordham University.

## FOREWORD

### The “brain drain” – a bipartisan issue

Type “Ohio” and “brain drain” together into Google and you get 86,600 hits. The loss of human talent from the Buckeye State is plainly on the minds of lawmakers, journalists, business leaders, civic leaders, higher education leaders, educators, and many others. Everyone understands that the state’s future is only as bright as the people who will be living and working in it. It’s no surprise, then, that the issue of “keeping our best and brightest” transcends party lines and other familiar divisions.

Late in 2008, U.S. Senator Sherrod Brown (a Democrat) held a summit in Cincinnati with college presidents and business leaders to tackle the “brain drain” problem. Earlier this year, State Senator Steve Buehrer (a Republican) introduced a bill to establish the “Grants for Grads” program to offer grant assistance in the form of house down payments for recent college graduates.

Communities across the state are exploring innovative ways to attract and retain young college grads and other educated citizens. For example, the city of Columbus and Franklin County, in partnership with the local business community, have launched an initiative to attract and retain an educated workforce to central Ohio. The initiative includes strategies that target college students, young professionals, and employers. Dayton, Toledo, Cleveland, Cincinnati, and Akron all have similar efforts underway.

The problem is real. In 2007, Ohio saw 6,981 more residents between the ages of 25 and 34 leave the state than migrate into it.<sup>1</sup> Scariest still, the more education these young people have, the likelier they are to leave. The *Cleveland Plain Dealer* found that individuals with master’s degrees are more apt to say farewell to Ohio than those with bachelor’s degrees, and those with doctoral degrees were twice as likely to leave.<sup>2</sup> Higher education Chancellor Eric Fingerhut and the Board of Regents have highlighted this issue and put some numbers to the brain drain in 2008. According to University System of Ohio’s recent ten-year strategic plan,

Ohio has an annual net loss of more than 5,800 bachelor’s degree holders and almost 2,900 graduate degree holders.<sup>3</sup>

Yet young people with college degrees are a vital resource for this and other states. Ohio’s future prosperity demands that we do a better job of keeping and engaging our best and brightest. They will generate the economic vigor, new technologies, and other kinds of economic development that will spur the jobs and progress the state needs to modernize, thrive, and ultimately prosper. They and their success are key to the state’s ability to pay its bills and meet its promises.

According to the U.S. Census Bureau, workers with a high school degree earned an average of \$31,286 in 2007, while

those with a bachelor’s degree earned an average of \$57,181.<sup>4</sup> What’s more, the typical college graduate paid 80 percent more in total federal, state, and local taxes than the typical high school graduate. Further, those who hold professional degrees paid almost \$19,000 more each in total taxes in 2005 than high school graduates.<sup>5</sup> Yet Ohio is lagging nationally in keeping and attracting college graduates. The state ranks 30<sup>th</sup>

nationally in the number of citizens between the ages of 25 and 34 who have a bachelor’s degree.

*Young people with college degrees are a vital resource for this and other states. Ohio’s future prosperity demands that we do a better job of keeping and engaging our best and brightest.*

### There are solutions

The challenge is great, but—unlike the many other challenges that Ohio faces in 2009—this one contains the possibility for reasonable and feasible response. Start with the fact that this state is blessed to have 75 four-year institutions of higher education serving more than 620,000 students that include:

- 13 public universities;
- 2 freestanding public medical colleges;
- 58 private colleges and universities;
- 2 national proprietary universities.

Three of these institutions are ranked in the top 100 universities nationally by the *U.S. News and World Report*.<sup>6</sup> Ohio also has 49 two-year institutions of higher learning. Institutions of higher education in Ohio awarded more than 110,000 degrees in 2008.<sup>7</sup>

Further, the state has proposed making a \$250 million commitment to reaching out to these young people by creating the largest statewide co-op and internship program in the country. Earlier this year, Chancellor Fingerhut shared his vision for these programs when he said, “Co-ops and internship programs have a definite and tangible educational value to our students when they participate. Many, if not most, lead to permanent jobs after graduation. This program links them to targeted industries. They will help reverse the brain drain of talent leaving Ohio and will benefit employers in worker recruitment.”<sup>8</sup>

The Thomas B. Fordham Institute became interested in Ohio’s human-talent issues via our work to improve public education. We often hear school district officials, especially those serving needy children, lament the difficulty they face in finding and recruiting talented principals and expert teachers in fields like math and science. We know firsthand, as a charter-school authorizer, the difficulties these public schools face in attracting and recruiting great leaders and teachers to work in their schools around the Buckeye State. We know that education-reform organizations in the state also face challenges finding superstars for their own teams. So we decided to dig deeper into this issue. We wanted answers to two related questions: what would it take to excite, attract, and retain more top college students to work in Ohio, and what else would it take to draw them into the field of education?

## What do college students say?

To help us seek answers, we enlisted the expert assistance of the nonpartisan FDR Group, a respected survey research firm led by veteran public opinion analysts Steve Farkas and Ann Duffett. We commissioned them to develop a survey tool that could gauge the attitudes of the state’s top college students about their views of Ohio as a place to live, work, and invest themselves after graduation. We also wanted to

know how these students view working in and around primary-secondary education and what it would take to entice them into this field.

In response, Farkas and Duffett surveyed more than 800 sophomores, juniors, and seniors attending seven of Ohio’s top colleges and universities (Case Western Reserve University, Kent State University, Miami University, Oberlin College, Ohio State University, Ohio University, and the University of Dayton).

*We wanted answers to two related questions: what would it take to excite, attract, and retain more top college students to work in Ohio, and what else would it take to draw them into the field of education?*

To capture these students’ views and attitudes, they used Facebook and random samples provided by the colleges to administer an online survey. The following pages convey their major findings. The most alarming is that a solid majority (58 percent) plan to leave Ohio in the first few years after finishing college. (This is similar to a June 2008 Quinnipiac University poll that found, among voters aged 18 to 29, 54 per-

cent expect to leave Ohio in the next year and an incredible 69 percent expect to leave eventually.<sup>9</sup>)

These are stark and disturbing numbers. No doubt they reflect, in considerable part, the economic worries of young people. Ohio’s unemployment rate is over 10 percent, and new graduates face the worst job market in decades. College students see family members and friends struggling to find suitable employment, and it’s only natural that they worry. Many are also concerned about how they are going to pay off their student loans. (The average college graduate in Ohio has a debt load of about \$22,000.<sup>10</sup>)

## It’s about jobs

In today’s economic environment, it’s no surprise that college students are focused on jobs. This turns out to be the single most important factor when it comes to keeping them in the Buckeye State—both among those born in Ohio and those who arrived from out-of-state to attend school here. Almost nine in 10 Ohio college students (89 percent) say good jobs and career opportunities will be a very important criterion to them when they decide where to live during the first few years after graduating. Yet only 11 percent of them give Ohio an excellent rating on this front.

Yet there's also opportunity in this tough environment. College students see the value of things like internships and mentoring programs that would expose them to potential careers. They also seem to understand that internships and co-op programs beget connections that can ultimately lead to post-graduation jobs. A majority are very interested in internships with local businesses and organizations (59 percent), co-op programs (53 percent), and opportunities to meet with local companies (52 percent). These are programs and practices that state policy is already encouraging.

We also find a welcome level of interest in the education field among Ohio's top college students. Whereas about 10 percent of Ohioans with college degrees presently work as public school teachers, 37 percent of college students would definitely consider being a public school teacher for at least a few years, and another 18 percent would definitely consider other careers in education. There is more talent available to this field than the state is tapping. And this talent can be drawn into the education field by, for example, forgiving student loans for graduates who spend a certain number of years in it (61 percent found this very appealing). That costs money, of course, but in dealing with painful teacher shortages in subjects like math and science, it is a strategy worth considering—nearly one-third of math and science majors (29 percent) said they would definitely consider teaching in a public school.

## Other key findings

Farkas and Duffett have uncovered much more about the attitudes of Ohio's top college students, information that commands the attention of everyone concerned with this state's future. Other key findings include:

- Ohio has an image problem according to current college students. Almost half of them say the state is seen negatively by outsiders;
- For better or worse, college students are more concerned about success and money than about public service and the environment;
- Their loyalty can be bought—or at least rented. Sixty percent say they are very attracted to the idea of a cash grant for a down payment on a home from the state as an enticement to stay here after graduation;
- College students are largely disconnected from the larger communities within which they go to school. Almost half indicate they spend little time off campus.

This survey both quantifies the challenges facing the state in retaining more of its best and brightest and provides important insights into young people's attitudes toward policies, programs, and actions that could make a difference in their post-graduation plans. We are happy to add this work to the important conversation about Ohio's future.

*Chester E. Finn, Jr., President*

*Terry Ryan, Vice President for Ohio Programs and Policy*

*June 15, 2009*

## ACKNOWLEDGEMENTS

We are grateful to many people for their time, efforts, and insightful thinking in helping make this document possible.

First, we would like to thank the students at Case Western Reserve University, Kent State University, Miami University, Oberlin College, Ohio State University, Ohio University, and the University of Dayton who responded to the survey—as well as the students from University of Dayton, Ohio State University, and Case Western Reserve University who participated in focus groups in fall 2008. We would also like to thank their administrators for assisting us in organizing and arranging the surveys and focus groups.

Special thanks are due to Ross Peacock at Oberlin College; Denise Krallman and Andrea Irene Bakker at Miami University; Linda Katunich at Ohio State University; Valerie Samuel at Kent State University; and Michael Williford at Ohio University. At the University of Dayton, we also thank Thomas J. Lasley, II; Susan Sexton; Thomas Skill; Susan McCabe; and Steven Smith.

We would also like to thank Paolo DeMaria and Darrell Glenn at the Ohio Board of Regents for helping us contact the appropriate administrators at several of these universities.

We are grateful for the time and insights of the political, community, and business leaders who participated in confidential interviews in fall 2008 to help us shape our survey questions.

We also thank Andy Kittles for his layout and design talents, which are evident throughout this report.

Finally, at the Thomas B. Fordham Institute, we thank Emmy Partin for her yeoman's work of shepherding this project from mere concept to final product. Thanks also to the efforts of Fordham's Whitney Gilbert, Suzannah Herrmann, Mike Lafferty, and Theda Sampson in providing timely comments and able assistance throughout this project and to Fordham interns Rachel Roseberry and Matt Walsh for their help.

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## EXECUTIVE SUMMARY

*Losing Ohio's Future: Why college graduates flee the Buckeye State and what might be done about it* is based on an online survey of 811 sophomores, juniors, and seniors currently attending seven of Ohio's most prestigious institutions of higher education. It also relies on the findings from three focus groups with Ohio college students as well as in-depth interviews with political, business, education, and community leaders in the state. The report focuses on four key topics; what follows are the highlights of the findings for each. A complete methodology and final survey results can be found at the end of this report.

### I: Most of Ohio's College Students Plan to Leave the Buckeye State

- The vast majority – almost nine out of 10 – say that native Ohioans are either very or somewhat proud of their home state (88 percent);
- But most students (58 percent) are planning to leave the state within the first few years of finishing school. Ohio has apparently failed to win over the non-Ohioans who've come here for college – an overwhelming 79 percent of them say they'll be leaving. And even a slim majority of native Ohioans (51 percent) – who presumably have stronger roots in their communities – say they'll be leaving;
- Almost nine in 10 undergraduates surveyed (89 percent) say jobs and career opportunities will be a very important criterion to them when they decide where to live – the first priority among 11 attributes. But only 11 percent give Ohio an excellent rating on this front – among the very bottom of the rated attributes;
- Nearly six in 10 (58 percent) say that when they decide where to live, it will be very important for them to find a place that is “active, exciting and fun.” This is the second most important priority for them. Yet only 10 percent give Ohio an excellent rating on this dimension – again, close to the very bottom of the items queried.

### II: What Can Ohio Do to Retain College Graduates?

- Build upon existing efforts: Almost seven in 10 say their college is serious about helping them develop career options and connections in Ohio (31 percent say it comes very close to their view and 38 percent somewhat close);
- Increase business and workplace connections for students: Majorities would be very interested in local internships (59 percent), co-op programs that take students into the workplace during the school year (53 percent), and opportunities to meet with local companies (52 percent);
- Rely upon practical initiatives that tap into college students' key concerns upon graduation – jobs and money: 65 percent say a very appealing enticement to stay in Ohio would be a state income tax credit for those who stay in-state for 10 years; 60 percent are very attracted to the idea of a cash grant for a down payment on a home;
- Offer more graduate school scholarships and fellowships: Almost six in 10 overall (59 percent) say that more such scholarships and fellowships would be a strong enticement for keeping them in the Buckeye State. Among those who plan on going to graduate school immediately after college, the number jumps to 81 percent;
- Decrease students' isolation from their communities: Half of the non-Ohioan students surveyed (50 percent) indicate they do not spend a lot of time off campus doing things like going to museums, concerts, and performances;
- Understand that in these tough economic times, it will be more challenging to make self-sacrifice appealing: Only 38 percent would be very interested in mentoring young kids and only 35 percent in community service work in the local public schools. Also, just 21 percent point to “public service programs that recruit college graduates to commit two or three years to working in high poverty areas” as very appealing.

### III: What Kinds of Jobs Will Appeal to Ohio's College Graduates?

- Topping the wish-list of attributes for the ideal work situation after college: The position should have good opportunities for promotion and pay increases – 74 percent say this is very important. Interestingly, just 40 percent say it is very important to them that the position has a high starting salary;
- Fifty-three percent say it's very important that the ideal work situation would involve regularly taking on new challenges;
- These talented college students are not looking for full-time jobs that offer union protection, just 14 percent say this is very important to them. Nor do they find detailed work rules and tightly defined responsibilities appealing, just 17 percent say this is very important;
- Yet, in a surprising finding, fully 61 percent say it will be very important to them to find a job with "good pension and retirement benefits."

### IV: Ohio's Most Promising Students Consider Careers in Education

- Education is a field worthy of consideration in the minds of 55 percent of Ohio's best and brightest: 37 percent would definitely consider being a public school teacher for at least a few years; an additional 7 percent would consider teaching so long as it wasn't in a public school; and 11 percent would consider a career in education, but not in teaching;
- The most powerful policies to stimulate consideration of careers in education are those that offer practical benefits and concrete incentives. Sixty-one percent think loan forgiveness for those going into teaching and education careers is a very appealing policy initiative; 53 percent would also find very appealing "the opportunity to take a tuition-free course in education" to introduce them to the field;
- Almost half of STEM (science, technology, engineering, and math) majors (45 percent) show interest in the education field: 29 percent would definitely consider public school teaching for at least a few years, and another 16 percent would definitely consider other careers in education. Among those STEM majors who expressed interest in the field, 28 percent say they would be interested in public school teaching only if they could avoid the certification process.

## INTRODUCTION

These are economically challenging times for Ohio. The media is awash with stories about the continuing erosion of the state's industrial base and the decline of companies that were the pillars of manufacturing in the past. But the state's out-migration of college-educated people – the “brain drain” – is particularly jarring because it is taken as a harbinger of the state's economic destiny. The state legislature is sifting through a slew of rapid-fire proposals trying to respond to the problem. But what will actually make a difference – how can Ohio hold on to its best and brightest young adults when they are done making their way through school?

To find out, we went directly to the source, surveying 811 sophomores, juniors, and seniors currently attending seven of Ohio's most prestigious institutions of higher education. To our knowledge, this is the first study of its kind, relying on an innovative approach to find college students where they are – online – using Facebook and random samples provided by cooperating colleges. We asked students about their plans for their post-college futures, how they feel about the state, and what's most important to them about where they live and work. Naturally, we also asked them what sort of incentives might convince them to stay in Ohio. But we also dedicated much of the survey to one of the most critical issues facing the state – K-12 education. We wanted to know how likely Ohio's most talented young adults are to pursue careers in the field and what might entice them to consider doing so.

### The upshot

Ohio's best and brightest told us there's plenty to worry about – a solid majority (58 percent) is planning to leave. But they also told us there's much that can be done to keep them here.

*Losing Ohio's Future: Why college graduates flee the Buckeye State and what might be done about it*, conducted by the nonpartisan survey research firm the Farkas Duffett

Research Group (FDR Group) in collaboration with the Thomas B. Fordham Institute, is about Ohio's future – a nonpartisan issue if there ever was one. The primary goal of the research is to inject young people's voices into the public discourse. The simple assumption is that if Ohio is to gain momentum as an attractive, growth-oriented state, its leaders need good intelligence about what young people are looking for and which initiatives are more likely – or less likely – to make a difference.

*The state's out-migration of college-educated people – the “brain drain” – is particularly jarring because it is taken as a harbinger of the state's economic destiny.*

### A word about the survey respondents

Here is a snapshot of the 811 Ohio college students who participated in the online survey and on whose opinions these findings are based. The sample consists of just about equal numbers of sophomores, juniors, and seniors – we did not survey first-year students feeling it was too early in the game to ask them questions about such issues as career objectives. Students from a wide variety of majors are included: one in 10 are education majors; one

in five are studying the STEM fields (science, technology, engineering, and math); one in five in the social sciences (psychology, sociology, economics, etc.); and one in seven studying business. Almost eight in 10 say they have grade point averages of 3.0 or better – with almost half reporting 3.4 or better. More than seven in 10 have lived in Ohio all or most of their lives; only about one in five had never lived in Ohio before attending college. The vast majority are white and the sample consists of a 59 percent to 41 percent margin of females to males.

The margin of error for the random portion of the sample (459 of the 811 respondents) is plus or minus four percentage points. No margin of error can be calculated for the Facebook sample (339 of the 811 respondents) because it is self-selected. For a full description of how this study was conducted, see the methodology section at the end of this report.

The survey's goal is to inject into the statewide conversation the overall views of Ohio's most promising college students, to provide an opportunity for their collective voice to be

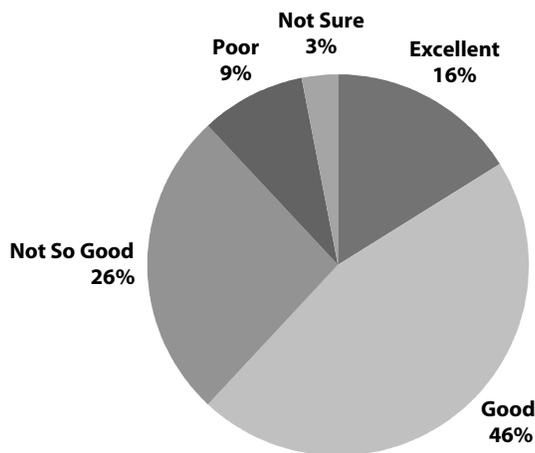
heard in policy discussions affecting the future of the Buckeye State. But this sample is not a rendering of all college students in Ohio: it is based on the responses of students who attend one of seven of Ohio's most competitive colleges: Case Western Reserve University, Kent State University, Miami University, Oberlin College, Ohio State University, Ohio University, and the University of Dayton. Throughout this document, we report the views of Ohio college students in the aggregate, not on a school-by-school basis.

	<b>% (n=811)</b>
<b>School</b>	
Case Western Reserve	4
Kent State University	17
Miami University	13
Oberlin Collegw	3
Ohio State University	40
Ohio University	16
University of Dayton	7
<b>Year in School</b>	
Sophomore	30
Junior	33
Senior	37
<b>Major</b>	
Business/Management	14
Communications	8
Math/Science/Computer/Engineering	22
Education	10
English/Foreign Language/History	9
Psychology/Sociology/Economics and other social sciences	20
Visual and Performing Arts	5
Other	12
<b>G.P.A.</b>	
3.4 or above	49
3.0 to less than 3.4	30
Less than 3.0	21
<b>Race/Ethnicity</b>	
African American	4
Asian	4
Hispanic	2
White	91
<b>Sex</b>	
Female	59
Male	41

## I: MOST OF OHIO'S COLLEGE STUDENTS PLAN TO LEAVE THE BUCKEYE STATE

The initial response from Ohio's best and brightest undergraduates about the state of their state is promising, but this sense quickly deteriorates. At first, 62 percent say Ohio is an excellent or good place for them to build a future. But the broad optimism quickly dissipates when these young adults are asked about their future hopes and plans. In fact, most are planning to leave. Nearly six in 10 (58 percent) think they will leave the Buckeye State shortly after finishing school.

### Overall, how would you rate Ohio when it comes to being a place where you would build a future for yourself?



Note: Question wording in charts may be slightly edited for space. Percentages may not total to 100 percent due to rounding or omission of some answer categories. Combining answer categories may produce slight discrepancies between text and charts.

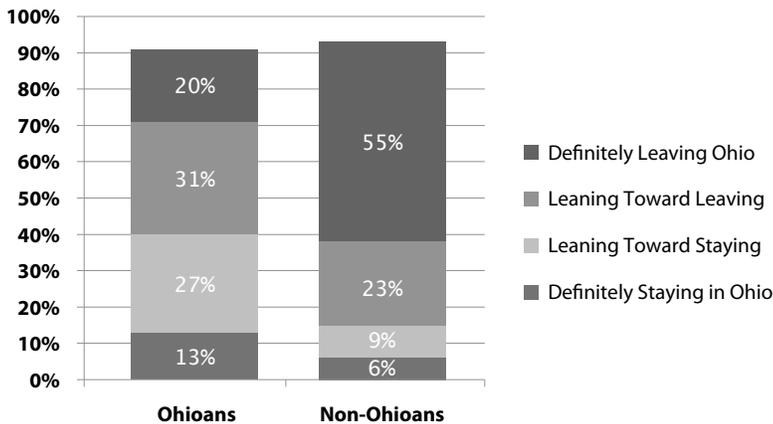
The state has taken pride in its ability to import smart people to attend its colleges and universities. So it may be most alarming that Ohio has apparently failed to win over the non-Ohioans who've come here for school – an overwhelming 79 percent of them think they'll leave within the first few years after graduation. But even a slim majority (51 percent) of native Ohioans – who presumably have stronger roots in their communities – says they'll be leaving.

In our focus groups we found that college students who are native Ohioans usually love Ohio, and yet they are often ready to leave as soon as they finish. Many talked about being happy to have grown up where they did. In fact, when the moderator asked them to finish this sentence, "Ohio is..." many replied, "Ohio is... home." The problem is that

many are eager to go elsewhere in search of adventures, jobs, or graduate schools as soon as they're done with college. But Ohio doesn't seem to win over many of the out-of-staters either; those students who've been recruited or were attracted by its colleges. A handful of students in the focus groups did fall in love with the state, but many more had had enough. They were ready to head back home or go elsewhere. Some acknowledged they came to the state simply because it's where they got the best college deal.

Whether its students are natives or not, Ohio stands to lose most of them, becoming a net exporter of the critical "college graduate" population. What precisely is going on? Is this mostly an image problem or are these young adults basing their plans on more concrete considerations?

## What do you think will happen within the first few years after you finish your studies? Are you:



## A gap between what young adults are looking for and what they believe Ohio offers

Before embarking on the research with students, the FDR Group conducted in-depth interviews with a dozen of Ohio’s leaders in economic development, higher education, politics, and the media. Most were very concerned about Ohio’s brain drain, but we were left with very disparate explanations for what was driving it. Is most of this just inevitable wanderlust, as a few suggested – young adults looking for new adventures? Are they leaving because

they’re looking for more diversity? Or does it come down to marketing – is this simply an image problem? We thought it critical to understand exactly what Ohio’s college students themselves say they most care about, where they think the state shines, and where it may fall short.

To that end, we asked these Ohio college students how important 11 attributes will be to them in choosing where to live during those first few years after graduation – from having family and friends nearby, to having good jobs, to having green spaces and outdoor activities. Then we asked them to rate Ohio on each of those dimensions.<sup>11</sup>

## What Ohio offers vs. what students are looking for

Q9-19: Think about the things that will be important to you in deciding where to live during the first few years after you graduate from [school]. Please indicate how important each of the following will be to you personally. Q20-30: And when you think about Ohio as a place in which to live, how would you rate the state--or parts that you know best--on each of these dimensions?

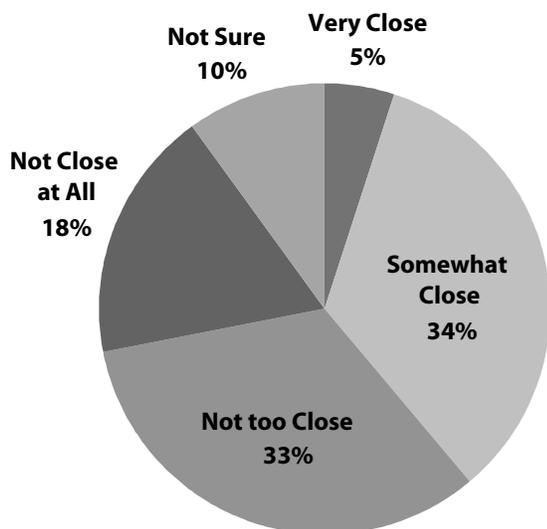
	TOTAL: "Very important"	TOTAL: Ohio is "Excellent"	Ohioans: "Very important"	Ohioans: Ohio is "Excellent"	Non-Ohioans "Very important"	Non-Ohioans Ohio is "Excellent"
Has good job and career opportunities for me	89	11	90	12	87	8
Is active, exciting and fun	58	10	56	12	62	4
Offers entertainment and cultural things to do like museums, concerts and performances	50	18	48	22	52	10
Has affordable homes	49	26	51	27	44	22
Is a good place to raise a family	46	39	50	46	36	20
Has green spaces and outdoor activities	46	32	48	38	42	17
Offers quality graduate schools that are affordable	42	18	41	20	44	12
Makes me feel like I can make a difference	36	11	36	13	33	7
Has a low cost of living	35	23	36	24	34	23
Is near family and friends	32	64	33	80	31	22
Has a diverse population and people from interesting backgrounds	28	12	24	15	38	7

## Work and play are the key problems

The gap between what these promising young adults say they want and what Ohio can provide is stark, and there is little mystery about where the problems are. Their number-one concern is employment and career opportunities, and it's precisely here that Ohio fares badly.

Almost nine in 10 Ohio college students (89 percent) say jobs and career opportunities will be a very important criterion to them when they decide where to live – the first priority among the 11 attributes. “It all comes down to my job,” said a University of Dayton student in one of our focus groups. But only 11 percent of the undergraduates surveyed give Ohio an excellent rating on this front – among the very bottom of the rated attributes. What’s more, relatively few of the students surveyed believe that “Ohio is on its way to becoming a high-tech economy of growth and innovation” – just 39 percent say this comes close to their view, and 51 percent say that it does not. A Case Western student explained, “I know in Toledo, Ohio – there’s nothing there. I was looking for internships.... There are no companies left there.” Asked what could be done to entice her to stay in Ohio, a University of Dayton student said, “Definitely, a job opportunity would be the first thing that would keep me here. If I had a good job, there wouldn’t be as much reason to go somewhere else.”

### Ohio is on its way to becoming a high-tech economy of growth innovation:



*Asked what could be done to entice her to stay in Ohio, a University of Dayton student said, “Definitely, a job opportunity would be the first thing that would keep me here. If I had a good job, there wouldn’t be as much reason to go somewhere else.”*

Ohio continues to fall short on another critical dimension that young adults look for: fun and excitement. Nearly six in 10 (58 percent) say that when they decide where to live, it will be very important for them to find a place that is “active, exciting and fun.” This is the second most important priority for them. Yet only 10 percent give Ohio an excellent rating on this dimension – again, close to the very bottom of the items they were evaluating. An Ohio State student said, “Utopia is outside Ohio. In other places, there’s a lot more activity going on. Here, you go 20 minutes from the city, and there’s nothing to do.” A Case Western student told us straight out, “I want to go back to Pittsburgh to live. Coming to Cleveland made Pittsburgh look a lot better.”

## Ohio’s a comfortable place featuring family and friends – but that’s not enough when you’re young and smart

Unfortunately, Ohio does best on the factor that is least likely to be very important to young college graduates – being close to friends and family. While more than six in 10 (64 percent) give the state excellent ratings for being a place where friends and family are near, only 32 percent say this will be a very important criterion to them when they choose where to live in those first few years after college.

Naturally, native Ohioans are far more likely than non-Ohioan students to give the state an excellent rating when it comes to being near family and friends (80 percent vs. 22 percent, respectively). Ohioans are also far more likely than those from out of state to rate Ohio as excellent when it comes to being a good place to raise a family (46 percent vs. 20 percent, respectively). But at this point in their lives that’s not what’s most important.

The state and local leaders we interviewed talked about family and quality of life as virtues of living in Ohio, and the

students in the focus groups acknowledged these things as they recollected their own upbringings. A Cleveland native said, “I was raised here, so I think it is a great place to raise a family. I can see my whole life living in the same suburb that I grew up, 20 minutes away from Cleveland. I never felt unsafe...at home at two o’clock in the morning, I can take my dog for a walk by myself.” They leave, as one University of Dayton student described it, “Just for the experience, to say you did it, to get a different perspective.” But one Ohio native said, “I feel like I have exhausted Ohio’s possibilities. I have grown to the extent that I can grow living in Ohio. Columbus for me is the epitome of Ohio. I have been here for four years, and I am ready to go someplace else.”

## Ohioans and non-Ohioans

Native Ohioans and non-Ohioans tend to share the same points of view on what’s most important when deciding where to make their home after college. After all, regardless of where they grew up, they have in common their youth and stage of life. The top two criteria for both groups are the same: that the place has good professional opportunities (90 percent of natives say this is very important and 87 percent of non-Ohioans) and is lively and fun (56 percent and 62 percent, respectively). But among both groups, only handfuls rate Ohio as excellent on either dimension (between 4 percent and 12 percent; see table on page 11).

## Part of the problem is image and marketing

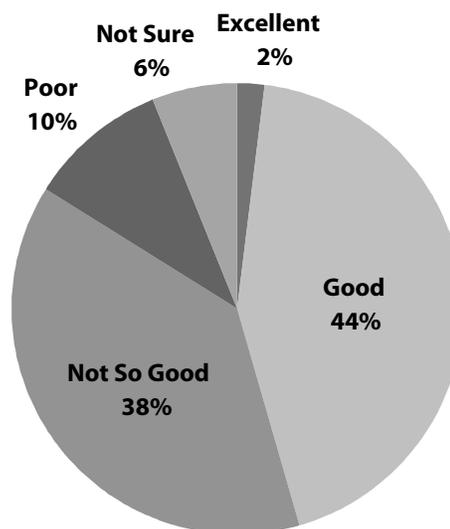
A recurring question arising in our leadership interviews was the extent to which Ohio’s brain drain was self-perpetuated by an image problem. Much of what we’ve reported thus far, especially regarding employment and career opportunities, indicates that concrete considerations – not image – are driving college graduates elsewhere. But the survey findings also suggest that perceptions and images of the state are partly to blame.

Almost half of Ohio’s brightest college students think the state’s image among people *from outside the state* is positive (46 percent say excellent or good), but the other half say it is negative (48 percent say not so good or poor). An Ohio State student from Atlanta thought that image was definitely an issue, “I do think Ohio has a lot to offer and there are a lot of activities throughout the state that people could do, I just don’t think that it is known.... We are known for the

Bengals, the Buckeyes, the Browns.... I think in general the image of Ohio is negative.” Another Ohio State student gave this example: “You’ll see a nice sky line [in another city], and then you see Cleveland – it’s like three skyscrapers. It’s just not very appealing to people who live out of state.”

In sharp contrast, the vast majority of those surveyed – almost nine out of 10 – think that native Ohioans are either very or somewhat proud of their home state (88 percent). “I am extremely proud of it,” said a University of Dayton student, a native Ohioan. “I feel like in Ohio people know people.” A non-Ohioan in the same group agreed, “They are proud. Most of my roommates probably won’t leave Ohio.”

### Generally, what do you think Ohio’s image is among people from outside the state--do you think their view of the Buckeye State is:



Some media coverage of Ohio certainly contributes to these negative perceptions. For example, in Forbes.com’s analysis of the nation’s “fastest-dying” cities, Ohio made the top 10 list four times with Youngstown, Canton, Dayton, and Cleveland.<sup>12</sup> News coverage of this nature has penetrated broadly – a University of Dayton student referred specifically to the “dying cities” study and the fact that Ohio had multiple cities in the top ten. Even more recently, a Cleveland-based comic’s YouTube video made a splash – and even generated an *Associated Press* piece – by poking satirical fun at the city’s declining fortunes.<sup>13</sup> Meanwhile, a Case Western student said, “There are a lot of great things about Cleveland, and people just don’t know about them. Like the theater district and the museums and the cultural areas and the Botanical Gardens.”

## II: WHAT CAN OHIO DO TO RETAIN COLLEGE GRADUATES?

Ohio and its leaders are considering a myriad of initiatives targeting college graduates – from income tax breaks, to a grant lottery for first time home purchasers, to increasing public service opportunities – as a response to the brain drain problem. But what do college students themselves find most appealing? Given Ohio’s current budget constraints and declining tax revenues, are there promising initiatives that won’t break the bank? It turns out that concrete efforts with practical incentives have potential with these promising young adults, both after graduation and during their college years.

### Connecting students to the community may build affinity and loyalty

One message from the research is that the best time to start holding on to Ohio’s best and brightest may be while they are still in school. If Ohio’s policymakers and higher education leaders enhance the connections and relationships that tie students to their communities during their undergraduate years, it may be easier to hold on to them when they are finished with school. Especially when it comes to non-Ohioan students, this means looking at higher education as an opportunity to convert short-term consumers of the state’s colleges to long-term citizens.

One reason Ohio may not win over many of its out-of-state college students is that many rarely leave their campuses while they’re still in school. About half of non-Ohioan students surveyed say they spend a lot of time doing things like going to museums, concerts, and performances in the community around their schools (48 percent) – but fully half (50 percent) say they do not. Ohio natives are more likely to venture outside their campuses to do cultural things but not by much – 56 percent say they do, 43 percent do not. In the focus groups, many non-Ohioans didn’t know much about the wider community in which their school sits, much less about the state. “I think it’s a very skewed perspective,” a Case Western student said. “Everything on campus is provided for us, for the most part, for the first two years...”

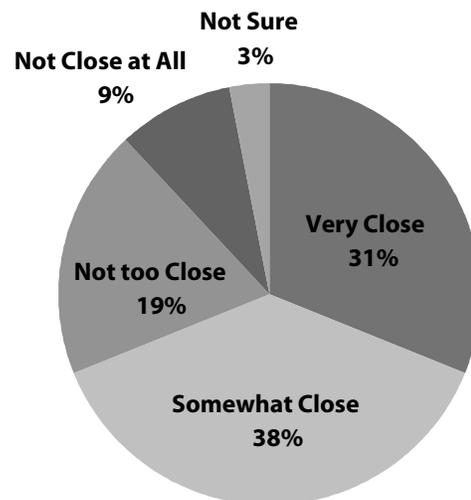
Still, it’s not realistic to think that merely pulling students outside the campus will do the trick – they need to have

something enticing waiting for them. Even then, there will be some that the community may never win over. “Cleveland is not that great to me. I came here because Case offered the best scholarship, and it is a highly respected institution. I like my school, but the city itself is not a city. There are three buildings. Come on. The museums, they are OK. There are like eight good restaurants in the whole city. I come from a big city [Chicago]. This is a downgrade for me.”

### Pent-up demand for internships and job-related connections

But the most critical linkage to the community is the job front. Most of these students indicate their schools already help them network and explore various career paths in the state. Almost seven in 10 say their college is serious about helping them develop career options and connections in Ohio (31 percent say it comes very close to their view and 38 percent somewhat close).

### My college is serious about helping me develop career options and connections in Ohio:



*“My older brother, he’s a senior. He was always convinced he would leave Ohio.... He got an internship last summer somewhere in Columbus, and he loved it so much that he is considering staying in Ohio.” [Ohio State student]*

The survey shows there's pent-up interest among students for such things as internships or mentoring programs that would expose them to the ins and outs of potential careers. Majorities would be very interested in local internships (59 percent), co-op programs that take students into the workplace during the school year (53 percent), and opportunities to meet with local companies (52 percent).

Many students in the focus groups talked about the importance of internships and how they "give you a foot in the door."

*"My older brother, he's a senior. He was always convinced he would leave Ohio.... He got an internship last summer somewhere in Columbus, and he loved it so much that he is considering staying in Ohio." [Ohio State student]*

*"I personally like the internship idea. It will build connections. I think it would definitely help keep people here because you'd have connections in Ohio, where if you were looking for something, 'Oh, I had an internship with them, send a resume.'" [Case Western student]*

It also became apparent through the focus groups that young people often don't *really* know the responsibilities attached to particular positions – in other words, what a job actually looks and feels like on a day-to-day basis. As a Case Western student said, "As to how we would feel in those jobs – would I actually like being an investment banker? Would I actually like being a lawyer? Would I like being this type of doctor? We know about all the options, but we don't really know how we would feel."

But from the perspective of a state that is trying to develop its college-educated population, the most important thing these job-shadowing opportunities may do is to help connect college students to the local community in ways that on-campus activities don't, building relationships that may ultimately be the key to keeping talented college graduates in the state.

The findings also imply that college students are less interested in public service opportunities. Smaller proportions say they would be very interested in mentoring young kids (38 percent) or community service work in the local public schools (35 percent). On the one hand, given this generation's reputation for greater selflessness and concern with taking up meaningful causes, this might be an unexpected finding. On the other hand, given the current economic en-

vironment that these students anticipate entering, it may not be surprising at all.

### From a personal perspective, how interested are you—or would you have been—in participating in any of the following during your years at [school]?

#### % saying Very appealing

Internships at local businesses and organizations



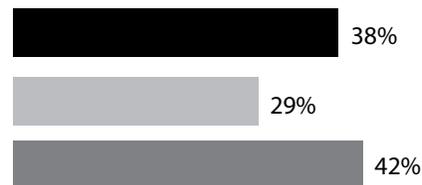
Co-op programs that take students into the workplace for a semester at a time while they earn college credit



Having the opportunity to meet with local companies who actively recruit talented students while they're still in college



Mentorship programs where college students could help young kids who need guidance and attention



Community service opportunities in the local public schools



# Ohioans and non-Ohioans

On all but one measure, college students who are native Ohioans are more likely than non-Ohioans to say they would be very interested in participating in these local career-building activities (see page 15). Perhaps this is what one would naturally expect. Many more non-Ohioans think they will be leaving the state when they are done with school (79 percent compared with 51 percent of native Ohioans) and may thus feel less need to scope out opportunities in the local workforce. Actually, one might say that it's very promising to have more than four in 10 non-Ohioans expressing serious interest in connecting with local companies and work situations (45 percent for internships; 44 percent for co-op programs; 42 percent for meeting with local companies). State leaders – including institutions of higher education, businesses and corporations, and state government – have the opportunity to offset some of the brain drain by helping out-of-state college students build relationships and linkages to the community in which they live during their undergraduate years. Internships, co-op programs, opportunities to meet with Ohio-based companies – all of these are practical efforts that could pay large dividends. Moreover, they could do so with arguably low expenditures of public tax money.

**Here are some ideas meant to encourage young college graduates to stay in Ohio after they finish school. How appealing would each idea be to you personally as you think about whether or not to stay in Ohio?**

## % saying Very appealing

A state income tax credit of up to \$3,000 per year for 10 years for college graduates who stay in Ohio



A state-funded program that awards recent college graduates cash grants toward down payments on homes in Ohio



An online database of jobs in your field



More graduate school scholarships and fellowships



Expanded career planning at your college focusing on jobs in Ohio



Career opportunities in green technologies and renewable energy



Special efforts to encourage start-up companies and entrepreneurialism



Career opportunities in engineering, bio-technology or other applied sciences



Public service programs that recruit college graduates to commit two or three years to working in high poverty areas



# Holding on to college graduates for those first few years after school

Several initiatives and policy shifts are currently in play to encourage Ohio’s college graduates to stick around in Ohio after they finish school. Just as it’s useful to know with more precision where young adults see shortcomings in the state, it’s also useful to identify the most promising initiatives on the agenda that might entice them to stay. The survey queried students on nine ideas for encouraging young college graduates like themselves to stay in Ohio after they finish school.

Practical initiatives that tap into young adults’ key concerns upon graduation – jobs and money – appear to be the most promising. For example, a state income tax credit (up to \$3,000 a year) for college graduates who stay in the state for 10 years is deemed very appealing by approximately two out of three (65 percent) of the Ohio college students surveyed – at the very top of the list. But in the focus groups, when students had the opportunity to discuss the finer points of this hypothetical policy, enthusiasm for such a tax credit was somewhat mixed, suggesting that a tax credit alone (although helpful) won’t do the job. Several students shared the mind-set expressed by this University of Dayton student, “It would be nice, and it is an incentive, but it’s not going to stop me from chasing other opportunities.” They were sticklers for the particulars – how much of a tax break and over how many years? “I would want to know the details,” a skeptical Case Western student said. “I’d want to know how long. My happiness is more important than money.”

Sixty percent of Ohio college students also say they are personally very attracted to the idea of a cash grant from the state for a down payment on a home as an enticement to stay in-state. A similar percentage (59 percent) says that an online database of jobs in their field would be very appealing, and, in fact, half of those surveyed (49 percent) say they already mostly rely on online searches for information about work and career opportunities.

## Ohioans and non-Ohioans

Students who are native Ohioans are far more likely than their out-of-state classmates to find each of these initiatives – state income tax credit (71 percent), cash grant for down payment on a home (67 percent), online database of jobs (64 percent) – very appealing. Intuitively, this makes sense. Ohio natives are more inclined to remain in-state when they graduate, so any monetary incentive would be appealing. As one young woman from Case Western said, “I already want to stay here.” But these approaches appeal to non-Ohioans as well, by smaller but still significant numbers. More than half (52 percent) of non-Ohioans find a state income tax credit very appealing, as do 49 percent an online database of jobs in their field, and 42 percent a statewide program offering college graduates cash grants toward a down payment on a home.

It’s probably not realistic to think there is one initiative that can serve as the magic bullet, keeping the best and brightest in the state and appealing to both natives and out-of-staters equally. And even if public relations is not the main problem, some marketing will certainly be needed to let recent college graduates know these initiatives and policies exist.

**Q40-47a: Here are some ideas meant to encourage young college graduates to stay in Ohio after they finish school. How appealing would each idea be to you personally as you think about whether or not to stay in Ohio?**

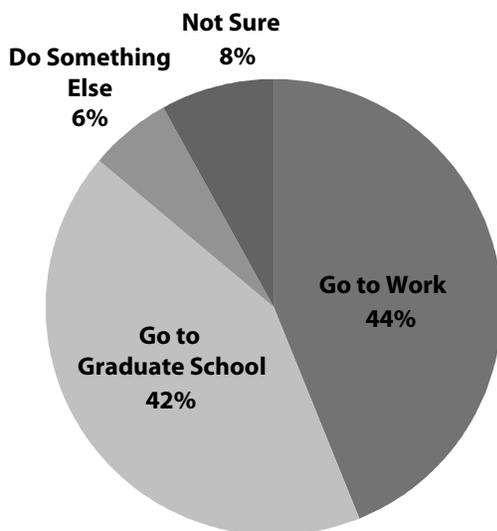
	<b>% Saying "Very appealing"</b>	<b>Ohioans</b>	<b>Non-Ohioans</b>
A state income tax credit of up to \$3,000 for 10 years for college graduates who stay in Ohio	71	71	52
A state-funded program that awards recent college graduates cash grants toward down payments on homes in Ohio	67	67	42
An online database of jobs in your field	64	64	49
More graduate school scholarships and fellowships	60	60	57
Expanded career planning at your college focusing on jobs in Ohio	43	43	27
Career opportunities in green technologies and renewable energy	32	32	24
Special efforts to encourage start-up companies and entrepreneurialism	29	29	21
Career opportunities in engineering, bio-technology or other applied sciences	23	23	19
Public service programs that recruit college graduates to commit two or three years to working in high poverty areas	23	23	16

*"I have lived in Cleveland literally my whole life," he said, "and I wanted to get as far away as I could after high school. But Case offered the best scholarship. I am starting to realize that it pretty much offers everything. All the museums, and the education, and the hospitals are great."*

## Those headed for graduate school need tailored incentives

A significant proportion of the college students in the sample – fully 42 percent – are planning to go to graduate school at the end of their present studies. To reach these students, jobs and tax benefits are not the most significant lever, but help for graduate school might do the trick. Almost six in 10 overall (59 percent) say that more graduate school scholarships and fellowships would be a strong enticement for keeping them in the Buckeye State as they think about whether or not to stay in Ohio. And among those who plan on going to graduate school immediately, the number jumps to 81 percent. One Case Western student described how scholarships kept him in Ohio for college in the first place. "I have lived in Cleveland literally my whole life," he said, "and I wanted to get as far away as I could after high school. But Case offered the best scholarship. I am starting to realize that it pretty much offers everything. All the museums, and the education, and the hospitals are great."

### When you finish school, are you planning to:



## Less appealing: "green" jobs and public service jobs

The emergence of green technology and bio-technology as up-and-coming fields for employment opportunities is on the national agenda and on Ohio's. President Obama has spoken often about a new era of responsibility while his stimulus plan highlights "green-collar jobs," and the President has appointed a so-called "green czar" as his special advisor on these jobs. The Ohio leaders and experts interviewed in preparation for this study also spoke about green jobs and cutting-edge jobs in the environmental sciences as important for Ohio's future. But what do Ohio's future job seekers have to say about these trends? And how interested are they?

Based on these survey findings, "green" does not appear to be an automatic inducement for Ohio's college students. Comparatively few (30 percent) say that career opportunities in Ohio focused on green technologies and renewable energy would be very appealing as they consider whether to pursue a career in Ohio or somewhere else; 22 percent say the same about career opportunities in fields like bio-technology; and 27 percent the same about "special efforts" to encourage start-ups or entrepreneurialism.

The appeal of public service is underwhelming as well; just 21 percent point to "public service programs that recruit college graduates to commit two or three years to working in high poverty areas" as very appealing. This was ninth on the list of nine items, at the very bottom in terms of appeal. Recall too that mentorship programs working with young kids and community service opportunities in the public schools were also at the bottom of the list of activities students said they would be very interested in pursuing during their college years.

Some may read these findings to mean that today's best and brightest are self-absorbed and greedy and have not heard the call to responsibility that such leaders as President Obama have made. But the current economy may be at least as obvious an explanation. In tough times, there is more turning back to basics. For students facing a bleak employment picture – Ohio's unemployment rate hit 10.2 percent in April 2009 – with thin resumes and substantial debt from student loans, the basics may mean a secure position with a steady paycheck. The same explains the appeal of internships and co-op programs: access begets connections begets real jobs.

### III: WHAT KINDS OF JOBS WILL APPEAL TO OHIO'S COLLEGE GRADUATES?

Jobs are the critical consideration for these students – recall that almost nine in 10 said that, in choosing where to live in the first few years after graduation, the availability of good job and career opportunities will be very important to them. If Ohio's government, business, and non-profit sectors are going to encourage certain types of jobs, what job characteristics and benefits would interest those who will be graduating in the near future?

Ohio's policy makers and colleges and universities have at least something to say about the local economic environment – what types of industries and companies to encourage, for example, or what academic concentrations to fashion for students in order to track career trends.

To find out how college graduates from Ohio's top colleges define a good job, the survey asked about nine qualities that college graduates might hope to find in their ideal work situation. Some of the findings confirm themes we picked up from our interviews with Ohio's leaders who stressed that today's college-educated people want creative jobs that allow flexible responses to situations that challenge them and tap their talents. But some of the findings are quite surprising.

#### What a good job means

Not surprisingly, topping the wish-list of attributes is that the position should have good opportunities for promotion and pay increases – 74 percent say this is very important to them. Gone are the days when individuals were content to perform the same job functions with marginal pay increases for most of their working lives. More than half of those surveyed (53 percent) also say it's very important to them that the ideal work situation after college would involve regularly taking on new challenges. Less crucial but provoking some interest are merit pay and teamwork; approximately four in 10 say it's very important to them that the ideal position pays according to how well you do the job (42 percent) and involves working with a team (38 percent).

The priorities picked up in the survey are in line with prevailing assumptions that young, college-educated workers prefer a fluid, interesting work environment that taps their abilities. Even more consistent is what these future employees are *least* interested in. They are *not* looking for a full-time job that offers union protection; just 14 percent say this is very important to them in their ideal work situation after college. Similarly, they do not find detailed work rules and tightly defined responsibilities appealing; just 17 percent say this is very important to them.

*They are not looking for a full-time job that offers union protection; just 14 percent say this is very important to them in their ideal work situation after college. Similarly, they do not find detailed work rules and tightly defined responsibilities appealing.*

#### Young college students are concerned about retirement

But juxtaposed against these findings is something surprising – fully 61 percent say it will be very important

to them to find a job with “good pension and retirement benefits.” To hear young adults who are only now starting to think about entering the labor pool express high levels of concern about what will happen so far down the line is unexpected.

To be sure, we did not hear students in the focus groups pining for the traditional pension plans of their grandparents – no one spent much time talking about the details of retirement planning. Perhaps the most convincing explanation is to return to the downturn in the economy: have these young adults been listening to their parents bemoan the fate of their 401K plans and the uncertainty of their retirement? Interestingly, just 40 percent say that the ideal work situation is one that offers a high starting salary. Today, it would appear that a strong dose of realism is coloring students' expectations for their first jobs after graduation.

**Think about the qualities that you hope to find in your ideal work situation after college. How important is each of these qualities to you?**

Has good opportunities for promotion and pay increases  
**74%**

Has good pension and retirement benefits  
**61%**

Involves regularly taking on new challenges  
**53%**

Pays according to how well you do your job  
**42%**

Has a high starting salary  
**40%**

Means working with a team, not in isolation  
**38%**

Involves public service and personal sacrifice for a worthy cause  
**27%**

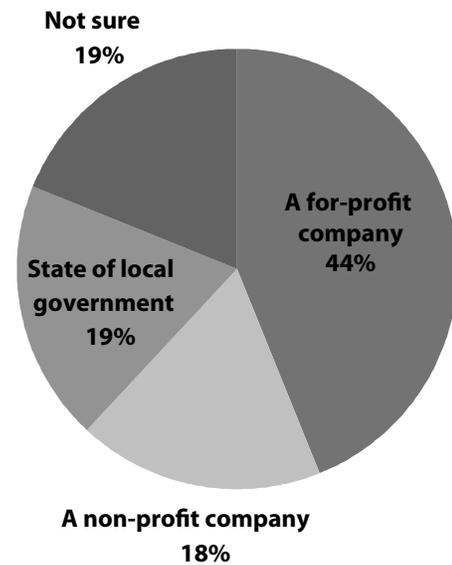
Has detailed work rules and tightly defined responsibilities  
**17%**

Offers union protection  
**14%**

**What else they are not looking for**

By now it will come as little surprise that relatively few (27 percent) describe their dream job as one requiring public service and personal sacrifice for a worthy cause. What's more, when asked what type of organization they would like to work for, the plurality (44 percent) say they would like to work for a for-profit company – more than twice the number who would prefer to be employed by government (19 percent) or a nonprofit organization (18 percent). This is consistent with previous findings. Recall that of nine initiatives designed to encourage young college graduates to stay in Ohio, the one least likely to appeal to college students was “public service programs that recruit college graduates to commit two or three years to working in high poverty areas.” Mentorship programs working with impoverished youth and community service opportunities were also at the bottom of what students were very interested in pursuing during their college years.

**Overall, assuming you'd be working in your field of choice, which would you prefer to work for?**



In the next and last section, we explore the views of Ohio's college students regarding the field of K-12 education: how interested they are in pursuing a career in it, whether there are policy initiatives that might entice them to try it, and how much they know about the types of jobs that it offers.

## IV: OHIO'S MOST PROMISING STUDENTS CONSIDER CAREERS IN EDUCATION

Many of the experts we interviewed in preparation for this study believed Ohio's future success is intimately tied to improving its K-12 public school system. Attracting the state's top talent to the education profession would seem important to its success and is one of the key topics covered by this study. How interested are the Buckeye State's most promising college students in education careers? Are there programmatic innovations that would make them more likely to consider work in the field?

One important factor to keep in mind: although teaching is the most obvious career path, this study gauges interest in a host of other job possibilities – from education policy analysis to school leadership.

### Interest in teaching

The percentage of Ohio's best and brightest that is open to pursuing a teaching career is not a majority, but it is nevertheless a significant segment. For example, nearly four in 10 of the college students we surveyed (39 percent) say that the position of public school teacher has almost all of the qualities they care about in a career. What's more, when asked directly if they would consider being a public school teacher, 37 percent say they would definitely consider doing so, and an additional 7 percent would consider teaching so long as it wasn't in a public school. This is good news for those who want to draw from this talent pool, especially since only 10 percent of the college students surveyed here are education majors. The potential is clearly there for getting more college graduates to enter the teaching profession.

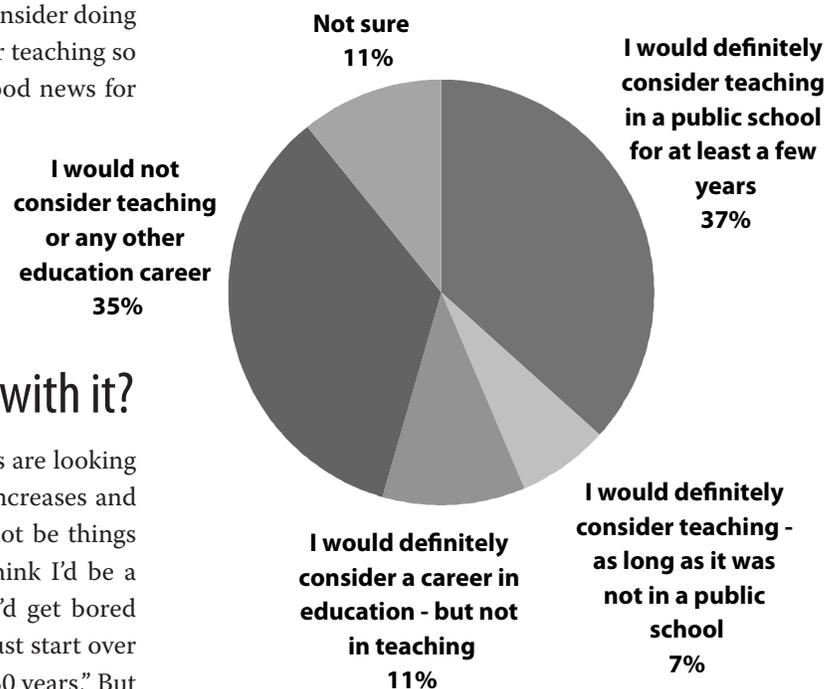
### What does salary have to do with it?

Some of the top job attributes college students are looking for these days – good opportunities for pay increases and promotion, constant new challenges – may not be things for which teaching is best known. "I don't think I'd be a good teacher," said an Ohio State student. "I'd get bored with it. You complete one year and then you just start over again. You just keep doing the same thing for 30 years." But during the focus groups when they were asked to supply adjectives describing teaching, words like "honorable" and

"inspiring" came forth at least as often as "low paying." "I've always been curious about teaching," said a Case Western student. "If it weren't for the abysmal way we pay our teachers, I probably would have a much better chance of going into it."

The question of low pay led one expert we interviewed at the start of this project to suggest that college students shy away from teaching because they vastly underestimate the job's actual compensation, an "if they only knew..." hypothesis. To find out if this was so, we asked college students for their best guess of the average starting salary of a public school teacher in Ohio, and they didn't do too badly. Half (50 percent) came within \$2,500 of the actual number (the average starting salary in Ohio is about \$32,500). About one in four (26 percent) underestimated the average starting pay, virtually the same number that overestimated it (24 percent). All of which implies that misinformation about salary is not the main culprit in driving down attraction to teaching.

### Thinking about your future career plans in terms of the field of K-12 education, which comes closest to describing how you feel:



## Effects of certification, charter schools, and private schools

Teacher certification is sometimes thought to be a barrier to attracting college graduates to the profession; streamlining the process is often a proposed antidote. The college students responding to this survey who said they would consider a career in education (either in classroom teaching or something else) suggest that getting rid of certification might shift interest in public school teaching upwards. One-third of these students (33 percent) would be interested in becoming public school teachers through the regular certification process, but fully one in four (26 percent) say they'd be interested only if they could avoid the process. The remainder says they are either not sure or have no interest in the position of public school teacher.

One might also wonder if these smart, young college students would be more attracted to teaching jobs if the classroom setting was something other than in a traditional public school. After all, Ohio is among the nation's leaders in charter schools, and private school participation is especially high in places like Cincinnati, where more than 20 percent of primary-secondary students attend a private school.<sup>14</sup> But 'teacher in a charter school' as a prospective career draws a level of interest quite similar to 'teacher in a traditional public school' – 38 percent say it has almost all of the qualities they are looking for in a career (compared to 39 percent for traditional public school teacher). 'Private school teacher' draws only slightly less interest at 33 percent. The data suggest that teaching provokes images and levels of interest that are more or less consistent, regardless of the type of school.

## Education – broadly defined – is a field many would consider

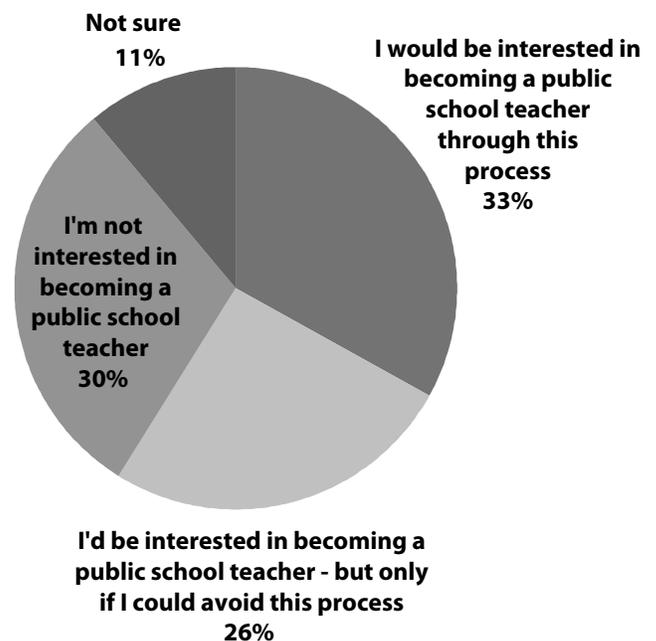
One challenge we confronted as early as the focus group phase of this study is that although the education field has many career opportunities, most college students automatically understood education careers to mean classroom teaching. We wanted to test whether other career options in education, from school leadership to research to policy analysis, from charter schools to private schools to state government, are compelling to Ohio's undergraduates.

Broadly speaking, education is a career field worthy of consideration in the minds of well over half of Ohio's most promising college students: 37 percent would definitely consider being a public school teacher for at least a few years; an additional 7 per-

cent would consider teaching so long as it wasn't in a public school; and another 11 percent would consider a career in education, but not teaching per se. Thirty-five percent say they would not consider any career in education.

*When asked directly if they would consider being a public school teacher, 37 percent say they would definitely consider doing so, and an additional 7 percent would consider teaching so long as it wasn't in a public school.*

**As you may know, the process of becoming a public school teacher typically requires further study in the field of education as well as certification (or licensing) by the state. Which of the following comes closest to your view?**



When prompted to think beyond teaching, the focus group participants were often able to come up with alternative careers. As indicated by the survey findings, these other jobs do not dramatically shift upward interest in education – they merely provide alternatives. Ohio’s college students are not more likely to be intrigued by school leadership, for example, than by teaching: One in three says being a charter school leader or principal (33 percent) has almost all the qualities they are looking for in a career; a similar number (31 percent) says so about being a principal in a traditional public school.

What about education jobs that venture outside standard roles such as principal or teacher? Approximately one in three (34 percent) are attracted to a job described as “a staff member for a think-tank or advocacy organization

working on education issues.” Slightly smaller proportions voice interest in being “a staff member in a philanthropy or foundation committed to education reform” (31 percent), or “a policy analyst working in state or local government on education issues” (29 percent), or “a professional in a private company that works with the public schools” (29 percent). Only one in five (20 percent) says being “a professional who writes textbooks, curriculum guides or standardized tests” has almost all the qualities they are looking for in a career.

Taken together, these findings suggest that interest in education careers tends to settle and cluster around a set level – even when the venue and professional responsibilities change, the percentages evincing interest never surpass the percentage who says they are interested in being a public school teacher.

**Q59-68: What follows is a list of careers in K-12 education. Please rate each on a 1 to 5 scale, where 1 means that the career has almost none of the qualities you care about in your ideal work situation and 5 means it has almost all of the qualities you care about. Even if you are not considering a career in education, please try to answer each question the best you can.**

	<b>% Saying 4 or 5</b>	<b>%</b>
A teacher in a traditional public school		39
A teacher in a charter school		38
A staff member for a think-tank or advocacy organization working on education issues		34
A school leader, such as a principal, in a charter school		33
A teacher in a private school		33
A staff member in a philanthropy or foundation committed to education reform		31
A school leader, such as a principal, in a traditional public school		31
A policy analyst working in state or local government on education issues		29
A professional in a private company that works with the public schools		29
A professional who writes textbooks, curriculum guides or standardized tests		20

# Initiatives to attract young, smart college graduates to education

As seen earlier, interest in education careers is not insignificant – fully 55 percent would definitely consider either teaching in public schools or a variety of other careers in education. Are there initiatives that can tap this interest or even expand it? What guidance can these top students provide to policymakers seeking to fashion effective initiatives?

As it turns out, the survey findings show that the most powerful policies to stimulate consideration of careers in education are those that would offer practical benefits and concrete incentives. The single most attractive idea is loan forgiveness. Fully six in 10 (61 percent) think a very appealing policy initiative to attract high-achieving college students into the K-12 field would be to forgive student loans for graduates going into teaching and education careers.

Still another idea is to expose these high achievers to the education field – with little cost to them – while they’re still in school. More than half (53 percent) label a policy as very appealing when it’s described as “the opportunity to take a tuition-free course in education” to introduce college students to the field. Attracting lower but still a significant level of interest is the notion of “internships that bring college students into public school classrooms as student mentors or assistant teachers” – 42 percent find this to be very appealing to them personally. The latter two initiatives may be attractive options to policymakers because they involve a relatively less expensive way to introduce and recruit newcomers to the education field.

It’s notable that college students respond to these approaches, with their concrete benefits, more readily than “a program that recruits high-achieving college graduates to teach in high-poverty school districts for two or three years, like Teach for America.” Still, the 31 percent rating this proposal as very appealing is meaningful. In each of the focus groups we conducted there were one or two students who were already seriously considering Teach for America, and most of the other students were familiar with the program.

There were also proposals in the survey that respondents found relatively unappealing, and these are worth noting if only because they signal to policymakers that some directions may not be as promising as others. Note for example that only 27 percent find very appealing internships that connect college students with schools’ administrative leaders – significantly lower appeal compared with the response to classroom internships. Even fewer college students (14 percent) find a proposal to offer starting teachers “much

higher salaries” in exchange for fewer benefits to be very appealing. This is consistent with the earlier finding that showed surprising levels of interest in jobs that have good pension and retirement benefits (61 percent said this was very important to them). It may also be sobering news given state-level obligations in the face of tremendous losses in the value of pension funds due to the stock market decline. States may start being much more careful about taking on greater retirement obligations – even as college graduates become more interested in them.

**Q72-81: Here are some ideas to make a career in K-12 education more attractive to talented young adults in Ohio. How appealing is each of these to you personally? Please keep in mind that a career in education can be something other than teaching in the classroom.**

<b>% Saying "Very appealing"</b>	<b>Total</b>	<b>Ohioans</b>	<b>Non-Ohioans</b>
Forgiveness of student loans for college graduates pursuing careers in education and teaching	61	64	52
Offering college students the opportunity to take a tuition-free course in education -- for credit -- to introduce them to the field	53	56	44
Internships that bring college students into public school classrooms as student mentors or assistant teachers	42	44	36
A program that gives college students full-time jobs in school districts while they're still in college	38	43	27
Changing the pay structure in the public schools so that teachers get paid based on how well they do the job of teaching	35	37	32
Increasing the opportunities for advancement and leadership within the public school system	34	36	28
More information for college students about careers in education that don't involve classroom teaching	34	37	27
A program that recruits high-achieving college graduates to teach in high-poverty school districts for two or three years, like Teach for America	31	31	29
Internships that connect college students with principals or central office administrators	27	29	23
Offering starting teachers much higher salaries in exchange for lower pension benefits and no job guarantee	14	14	14

# Significant numbers of STEM majors are attracted to education careers

Much of the nation – and Ohio specifically – is paying close attention to science, technology, engineering, and mathematics (STEM) in K-12 education, with the notion that success in these fields is critical to economic growth and innovation. We conducted a special analysis of the Ohio college students in our sample studying engineering, science, mathematics, or computer technology (they number 22 percent), asking: To what extent are they disposed to a career in K-12 education? Do any incentives look especially promising when it comes to nudging them in that direction?

*Almost half of the STEM majors participating in the survey show interest in the field – 29 percent would definitely consider being a public school teacher for at least a few years, and another 16 percent would definitely consider other careers in education.*

The results are promising. Almost half of the STEM majors participating in the survey show interest in the field – 29 percent would definitely consider being a public school teacher for at least a few years, and another 16 percent would definitely consider other careers in education. Of the 10 education-specific careers that the survey asked about, teaching positions – charter school teacher (40 percent), traditional public school teacher (36 percent), and private school teacher (34 percent) – are most likely deemed as having almost all of the qualities that they are looking for in a career. Smaller numbers say the same about school leadership positions; (31 percent for traditional public school principal; 27 percent for charter school principal) or other positions allied with education but not situated in school buildings (see table).

**Q59-68: What follows is a list of careers in K-12 education. Please rate each on a 1 to 5 scale, where 1 means that the career has almost none of the qualities you care about in your ideal work situation and 5 means it has almost all of the qualities you care about. Even if you are not considering a career in education, please try to answer each question the best you can.**

% saying 4 or 5	STEM Majors
A teacher in a traditional public school	36
A teacher in a charter school	40
A staff member for a think-tank or advocacy organization working on education issues	31
A school leader, such as a principal, in a charter school	27
A teacher in a private school	34
A staff member in a philanthropy or foundation committed to education reform	30
A school leader, such as a principal, in a traditional public school	31
A policy analyst working in state or local government on education issues	25
A professional in a private company that works with the public schools	28
A professional who writes textbooks, curriculum guides or standardized tests	22

Moreover, there are promising incentives and programs the state and its colleges can employ to effectively expose and attract STEM majors to careers in education. Approximately four in 10 say that internships in public school classrooms (42 percent) and more opportunities for advancement and leadership within the public school system (39 percent) would make a career in K-12 education in Ohio very attractive to them. Thirty-six percent also say that a program giving students full-time jobs in school districts while they're still in college would be very appealing. Approximately one in three STEM majors say they would be very interested in opportunities, during their college years, to do community service in the local public schools (30 percent) or to mentor young kids who need guidance and attention (36 percent). The vast majority of these majors (72 percent) already say that their colleges are serious about helping them develop career options and connections in Ohio. With some

tweaking of career guidance processes in Ohio's campuses, education options can become a prominent part of the mix of careers STEM majors are considering.

Finally, making it easier to become a public school teacher by streamlining the certification process may partially help

attract STEM students. Among those STEM majors who expressed interest in an education career, 28 percent say public school teaching would be of interest only if they could avoid the certification process; 26 percent would still be interested even with this requirement. The potential to tap this key segment is there.

## METHODOLOGY

*Losing Ohio's Future: Why college graduates flee the Buckeye State and what might be done about it* is based on the responses to an online survey completed by 811 sophomores, juniors, and seniors attending college in Ohio during the Spring 2009 semester. Students from seven schools participated in the research: Case Western Reserve University, Kent State University, Miami University, Oberlin College, Ohio State University, Ohio University, and the University of Dayton. Fielding took place between February 19 and March 23, 2009. The survey instrument contained 90 discreet items. The margin of error for the random portion of the sample (459 of the 811 respondents) is plus or minus four percentage points; it increases for sub-groups within the sample. No margin of error can be calculated for the Facebook sample (339 of the 811 respondents) because it is self-selected. The research also included three focus groups with Ohio college students plus a dozen in-depth interviews with leaders in higher education and regional experts in economic development.

### The online survey

Because of the inherent difficulties in surveying the college student population, the survey was conducted through an innovative research approach designed to capitalize on the online habits of college students. Students had the opportunity to participate in one of two ways: 1) the school generated a random sample of names and e-mail addresses of students who were sent an invitation by e-mail requesting their participation in the research (n=459); or 2) students responded to an advertisement on Facebook<sup>15</sup> targeting students from each school (n=339). As an incentive to encourage participation, all students who completed the survey had the opportunity to enter a lottery to win one of five \$100 American Express gift cards per school.

An analysis comparing responses from the school-provided random sample and the Facebook sample shows that in only 19 out of 90 survey items there were differences that would be considered statistically significant if both samples were random. Most importantly, virtually all of these differences were minor and would not have altered the findings.

Six of the seven schools<sup>16</sup> provided random samples of stu-

dent names and e-mail addresses. The schools were assured that the sample would be used only for the purposes of this study and that the results would be reported in the aggregate only. Throughout *Losing Ohio's Future*, all percentages are reported based on the total sample of 811 students, and no school-by-school comparison is included.

The total sample of 811 college students is weighted to reflect each school's actual proportion of students based on total college enrollment of sophomores, juniors, and seniors from the seven schools combined. The college enrollment data is based on information provided by the colleges to the College Board and can be found at [www.collegeboard.com](http://www.collegeboard.com).

Non-sampling sources of error could also have an impact on survey results. The survey instrument used in this study was extensively pre-tested to ensure that the language was accessible and appropriate to Ohio college students. Questions were randomized and answer categories rotated in an effort to minimize non-sampling sources of error.

### The focus groups and in-depth interviews

Three focus groups were conducted prior to the fielding of the survey, one each with students from Case Western Reserve University, Ohio State University, and the University of Dayton. Sophomores, juniors, and seniors with a grade point average of 3.4 or greater were recruited to participate. Each group had a mix of students in terms of subject major and areas of interest; demographics such as gender and race; and whether they were Ohio natives or from out-of-state. The purpose of the focus group discussions was to gauge students' understanding of the issues at hand and the energy each topic tapped. The focus groups also were critical for testing and developing the survey instrument. We use quotes from the focus groups to give voice to the attitudes captured statistically through the online survey responses. The three focus groups were moderated by Steve Farkas of the FDR Group and took place in professional focus group facilities.

Prior to the focus groups, confidential in-depth telephone interviews were conducted with 12 of Ohio's higher educa-

tion leaders and regional experts in economic development. The findings from the in-depth interviews were instrumental in moving us forward on our thinking on these issues and for crafting both the focus group moderator guide and the questionnaire.

## Characteristics of the sample

The following table shows the number of completed interviews from the school-provided random sample and Facebook sample for each school.

Name of School	Facebook Sample (n)	Random Sample (n)
Case Western Reserve University	31	N/A
Kent State University	65	31
Miami University	60	46
Oberlin College	16	73
Ohio State University	108	148
Ohio University	46	45
University of Dayton	13	116
<b>Total</b>	<b>339</b>	<b>459</b>

The following table shows a comparison of the unweighted and weighted percentages of the sample on various demographic characteristics.

	Unweighted (%)	Weighted (%)
<b>School</b>		
Case Western Reserve	5	4
Kent State University	12	17
Miami University	13	13
Oberlin College	11	3
Ohio State University	32	40
Ohio University	11	16
University of Dayton	16	7
<b>Sample</b>		
Random (provided by school)	57	51
Facebook (self-selected)	42	48
<b>Year in School</b>		
Sophomore	33	30
Junior	32	33
Senior	35	37
<b>Major</b>		
Business/Management	13	14
Communications	7	8
Math/Science/Computer/Engineering	25	22
Education	9	10
English/Foreign Language/History	9	9
Psychology/Sociology/Economics and other social sciences	20	20
Visual and Performing Arts	6	5
Other	12	12
<b>G.P.A.</b>		
3.4 or above	51	49
3.0 to less than 3.4	30	30
Less than 3.0	20	21
<b>Lived in Ohio</b>		
All or most of life	64	72
Several years	8	8
Not until attending college	29	19
<b>Race/Ethnicity</b>		
African American	4	4
Asian	4	4
Hispanic	2	2
White	91	91
<b>Sex</b>		
Female	57	59
Male	43	41

## ENDNOTES

- 1 Sherri Williams, “Loss of young adults worries Ohio leaders,” *Columbus Dispatch*, September 23, 2008.
- 2 Sandra Livingston, “Losing our minds: Grads with advanced degrees are flowing out of Ohio,” *Cleveland Plain Dealer*, February 23, 2003.
- 3 “Strategic Plan for Higher Education,” *Ohio Board of Regents*, March 31, 2008, 31.
- 4 “Census Bureau Releases Data Showing Relationship between Education and Earnings,” *U.S. Census Bureau News*, April 27, 2009.
- 5 Sandy Baum and Jennifer Ma, “Education Pays: The Benefits of Higher Education for Individuals and Society,” *Trends in Higher Education Series 2007*, *CollegeBoard*, 9.
- 6 “Best Colleges 2009,” *U.S. News & World Report*, <http://colleges.usnews.rankingsandreviews.com/college/>.
- 7 “National Center for Education Statistics’ Integrated Postsecondary Education Data System,” May 26, 2009, <http://nces.ed.gov/ipeds/>.
- 8 Press Release, “Ohio Chancellor Seeks Proposals to Create Largest Statewide Co-Op and Internship in the U.S.,” *Ohio Board of Regents*, March 17, 2009.
- 9 Quinnipiac University, June 4, 2008, <http://www.quinnipiac.edu/x1322.xml?ReleaseID=1182>.
- 10 Project on Student Debt, May 21, 2009, [http://projectonstudentdebt.org/state\\_by\\_state-view.php?area=OH](http://projectonstudentdebt.org/state_by_state-view.php?area=OH).
- 11 In this report we focus on extreme categories such as “very important” and “excellent” in most of the questions with four-point attitudinal scales. The extreme categories demonstrate intensity of attitude, which is more likely to be correlated with future intended behavior – the critical issue at hand. Complete question wording with all of the answer categories and percentage responses are in the *Final Survey Results* appended to the end of the report.
- 12 See “America’s Fastest-Dying Cities” by Joshua Zumbrun, August 5, 2008 at [http://www.forbes.com/2008/08/04/economy-ohio-michigan-biz\\_cx\\_jz\\_0805dying.html](http://www.forbes.com/2008/08/04/economy-ohio-michigan-biz_cx_jz_0805dying.html)
- 13 See “Cleveland Makes Lemonade With Comic’s Sour Video,” Associated Press, May 27, 2009.
- 14 American Community Survey and Ohio Department of Education interactive Local Report Card
- 15 Facebook is a social networking site that helps people communicate and share information more efficiently with their friends, family and coworkers. Facebook reports more than 200 million active users, approximately a third of which are current college students. For more information on Facebook go to [facebook.com](http://facebook.com).
- 16 Case Western Reserve is the exception.

## APPENDIX

### Methodology

Between February 19 and March 23, 2009, 811 questionnaires were completed online by sophomores, juniors, and seniors attending college during the Spring 2009 semester. Students from seven Ohio colleges and universities participated in the research: Case Western Reserve, Kent State University, Miami University, Oberlin College, Ohio State University, Ohio University, and University of Dayton. Students participated in one of two ways: 1) a random sample of students was sent an invitation by e-mail to participate in the survey (n=459); or 2) students self-selected to participate in the survey by responding to advertisements placed on Facebook targeting students who attended that school (n=339).

As an incentive to encourage participation, all students who completed the survey had the opportunity to enter a lottery to win one of five \$100 American Express gift cards.

These Final Survey Results include full question wording and data for the total sample of 811 students from the seven participating schools. The sample of 811 is weighted to reflect each school's actual proportion of students based on total college enrollment of sophomores, juniors, and seniors from the seven schools combined. The college enrollment data is based on information provided by the colleges to the College Board and can be found at [www.collegeboard.com](http://www.collegeboard.com).

Responses may not always total to 100 percent due to rounding. An asterisk indicates a finding of less than 0.5 percent and a dash indicates zero. Combining answer categories may produce slight discrepancies between the numbers in the survey results and numbers in the report.

### Final Survey Results

(n=811)

#### Q1. Do you currently attend:

4	Case Western Reserve
17	Kent State University
13	Miami University
3	Oberlin College
40	Ohio State University
16	Ohio University
7	University of Dayton

#### Q2. What year are you in at [school]?

30	Sophomore
33	Junior
37	Senior

#### Q3. How old are you?

89	18-22 years
11	23-30 years

#### Q4. Overall, how would you rate Ohio when it comes to being a place where you would build a future for yourself?

62	NET Excellent/Good
16	Excellent
46	Good
35	NET Not so good/Poor
26	Not so good
9	Poor
3	Not sure

#### Q5. Generally, what do you think Ohio's image is among people from outside the state -- do you think their view of the Buckeye State is:

46	NET Excellent/Good
2	Excellent
43	Good
48	NET Not so good/Poor
38	Not so good
10	Poor
6	Not sure

**Q6. How about Ohio's image among people native to the state -- how proud do you think native Ohioans are of the Buckeye State?**

88 NET Very/Somewhat  
40 Very proud  
48 Somewhat proud  
11 NET Not too/Not at all  
10 Not too proud  
1 Not proud at all  
1 Not sure

**Q7. When you finish at [INSERT SCHOOL FROM Q1], are you planning to:**

44 Go to work  
42 Go to graduate school  
6 Do something else  
8 Not sure

**Q8. What do you think will happen within the first few years after you finish your studies at [school]? Are you:**

11 Definitely staying in Ohio  
23 Leaning toward staying  
29 Leaning toward leaving  
29 Definitely leaving Ohio  
8 Not sure

**Think about the things that will be important to you in deciding where to live during the first few years after you graduate from [school]. Please indicate how important each of the following will be to you personally. [Q9-19]**

**Q9. Is active, exciting and fun**

92 NET Very/Somewhat  
58 Very important  
35 Somewhat important  
7 NET Not too/Not at all  
6 Not too important  
1 Not important at all  
\* Not sure

**Q10. Has good job and career opportunities for me**

99 NET Very/Somewhat  
89 Very important  
10 Somewhat important  
1 NET Not too/Not at all  
1 Not too important  
\* Not important at all  
- Not sure

**Q11. Has affordable homes**

88 NET Very/Somewhat  
49 Very important  
39 Somewhat important  
11 NET Not too/Not at all  
10 Not too important  
2 Not important at all  
1 Not sure

**Q12. Offers entertainment and cultural things to do like museums, concerts and performances**

88 NET Very/Somewhat  
50 Very important  
38 Somewhat important  
12 NET Not too/Not at all  
10 Not too important  
2 Not important at all  
- Not sure

**Q13. Is a good place to raise a family**

71 NET Very/Somewhat  
46 Very important  
25 Somewhat important  
29 NET Not too/Not at all  
17 Not too important  
12 Not important at all  
\* Not sure

**Q14. Has green spaces and outdoor activities**

86 NET Very/Somewhat  
46 Very important  
40 Somewhat important  
14 NET Not too/Not at all  
12 Not too important  
2 Not important at all  
\* Not sure

**Q15. Makes me feel like I can make a difference**

77 NET Very/Somewhat  
36 Very important  
42 Somewhat important  
22 NET Not too/Not at all  
18 Not too important  
4 Not important at all  
1 Not sure

**Q16. Has a diverse population and people from interesting backgrounds**

61 NET Very/Somewhat  
28 Very important  
33 Somewhat important  
39 NET Not too/Not at all  
27 Not too important  
11 Not important at all  
1 Not sure

**Q17. Has a low cost of living**

85 NET Very/Somewhat  
35 Very important  
49 Somewhat important  
15 NET Not too/Not at all  
13 Not too important  
2 Not important at all  
\* Not sure

**Q18. Is near family and friends**

72 NET Very/Somewhat  
32 Very important  
40 Somewhat important  
27 NET Not too/Not at all  
21 Not too important  
6 Not important at all  
1 Not sure

**Q19. Offers quality graduate schools that are affordable**

68 NET Very/Somewhat  
42 Very important  
26 Somewhat important  
30 NET Not too/Not at all  
18 Not too important  
12 Not important at all  
2 Not sure

**And when you think about Ohio as a place in which to live, how would you rate the state -- or the parts that you know best -- on each of these dimensions? [Q20-30]**

**Q20. Is active, exciting and fun**

53 NET Excellent/Good  
10 Excellent  
44 Good  
46 NET Not so good/Poor  
34 Not so good  
12 Poor  
1 Not sure

**Q21. Has good job and career opportunities for me**

46 NET Excellent/Good  
11 Excellent  
35 Good  
49 NET Not so good/Poor  
32 Not so good  
17 Poor  
5 Not sure

**Q22. Has affordable homes**

84 NET Excellent/Good  
26 Excellent  
59 Good  
7 NET Not so good/Poor  
6 Not so good  
1 Poor  
9 Not sure

**Q23. Offers entertainment and cultural things to do like museums, concerts and performances**

72 NET Excellent/Good  
18 Excellent  
54 Good  
27 NET Not so good/Poor  
21 Not so good  
6 Poor  
1 Not sure

**Q24. Is a good place to raise a family**

87 NET Excellent/Good  
39 Excellent  
48 Good  
11 NET Not so good/Poor  
9 Not so good  
2 Poor  
3 Not sure

**Q25. Has green spaces and outdoor activities**

85 NET Excellent/Good  
32 Excellent  
53 Good  
14 NET Not so good/Poor  
10 Not so good  
4 Poor  
1 Not sure

**Q26. Makes me feel like I can make a difference**

53 NET Excellent/Good  
11 Excellent  
42 Good  
39 NET Not so good/Poor  
31 Not so good  
8 Poor  
8 Not sure

**Q27. Has a diverse population and people from interesting backgrounds**

58 NET Excellent/Good  
12 Excellent  
46 Good  
40 NET Not so good/Poor  
29 Not so good  
12 Poor  
2 Not sure

**Q28. Has a low cost of living**

85 NET Excellent/Good  
23 Excellent  
62 Good  
10 NET Not so good/Poor  
8 Not so good  
2 Poor  
5 Not sure

**Q29. Is near family and friends**

85 NET Excellent/Good  
64 Excellent  
21 Good  
14 NET Not so good/Poor  
6 Not so good  
8 Poor  
1 Not sure

**Q30. Offers quality graduate schools that are affordable**

71 NET Excellent/Good  
18 Excellent  
53 Good  
17 NET Not so good/Poor  
12 Not so good  
5 Poor  
13 Not sure

**How close does each of the following statements about Ohio come to your own view? [Q31-34]**

**Q31. I spend lots of time doing cultural things -- like going to museums, concerts and performances -- in the community around my school**

54 NET Very/Somewhat  
18 Very close  
37 Somewhat close  
45 NET Not too/Not at all  
29 Not too close  
15 Not close at all  
1 Not sure

**Q32. Ohio is on its way to becoming a high-tech economy of growth and innovation**

39 NET Very/Somewhat  
5 Very close  
34 Somewhat close  
51 NET Not too/Not at all  
33 Not too close  
18 Not close at all  
10 Not sure

**Q33. Ohio's political leaders focus on the common good of citizens and work hard to make the state a better place to live**

52 NET Very/Somewhat  
7 Very close  
46 Somewhat close  
30 NET Not too/Not at all  
21 Not too close  
9 Not close at all  
17 Not sure

**Q34. My college is serious about helping me develop career options and connections in Ohio**

69 NET Very/Somewhat  
31 Very close  
38 Somewhat close  
28 NET Not too/Not at all  
19 Not too close  
9 Not close at all  
3 Not sure

**From a personal perspective, how interested are you -- or would you have been -- in participating in any of the following during your years at [school]? [Q35-39]**

**Q35. Community service opportunities in the local public schools**

70 NET Very/Somewhat  
 35 Very interested  
 35 Somewhat interested  
 30 NET Not too/Not at all  
 22 Not too interested  
 8 Not at all interested  
 1 Not sure

**Q36. Internships at local businesses and organizations**

88 NET Very/Somewhat  
 59 Very interested  
 29 Somewhat interested  
 11 NET Not too/Not at all  
 8 Not too interested  
 4 Not at all interested  
 1 Not sure

**Q37. Mentorship programs where college students could help young kids who need guidance and attention**

76 NET Very/Somewhat  
 38 Very interested  
 38 Somewhat interested  
 23 NET Not too/Not at all  
 15 Not too interested  
 8 Not at all interested  
 1 Not sure

**Q38. Having the opportunity to meet with local companies who actively recruit talented students while they're still in college**

82 NET Very/Somewhat  
 52 Very interested  
 30 Somewhat interested  
 17 NET Not too/Not at all  
 11 Not too interested  
 5 Not at all interested  
 1 Not sure

**Q39. Co-op programs that take students into the workplace for a semester at a time while they earn college credit**

81 NET Very/Somewhat  
 53 Very interested  
 28 Somewhat interested  
 18 NET Not too/Not at all  
 13 Not too interested  
 5 Not at all interested  
 1 Not sure

**Here are some ideas meant to encourage young college graduates to stay in Ohio after they finish school. How appealing would each idea be to you personally as you think about whether or not to stay in Ohio? [Q40-47a]**

**Q40. An online database of jobs in your field**

90 NET Very/Somewhat  
 59 Very appealing  
 30 Somewhat appealing  
 9 NET Not too/Not at all  
 7 Not too appealing  
 2 Not appealing at all  
 1 Not sure

**Q41. More graduate school scholarships and fellowships**

87 NET Very/Somewhat  
 59 Very appealing  
 28 Somewhat appealing  
 11 NET Not too/Not at all  
 8 Not too appealing  
 3 Not appealing at all  
 2 Not sure

**Q42. Special efforts to encourage start-up companies and entrepreneurialism**

65 NET Very/Somewhat  
 27 Very appealing  
 38 Somewhat appealing  
 32 NET Not too/Not at all  
 22 Not too appealing  
 10 Not appealing at all  
 3 Not sure

**Q43. A state income tax credit of up to \$3,000 per year for 10 years for college graduates who stay in Ohio**

90	NET Very/Somewhat
65	Very appealing
26	Somewhat appealing
8	NET Not too/Not at all
5	Not too appealing
3	Not appealing at all
2	Not sure

**Q44. Career opportunities in engineering, bio-technology or other applied sciences**

44	NET Very/Somewhat
22	Very appealing
22	Somewhat appealing
53	NET Not too/Not at all
24	Not too appealing
29	Not appealing at all
3	Not sure

**Q45. Expanded career planning at your college focusing on jobs in Ohio**

79	NET Very/Somewhat
38	Very appealing
40	Somewhat appealing
20	NET Not too/Not at all
15	Not too appealing
5	Not appealing at all
1	Not sure

**Q46. Career opportunities in green technologies and renewable energy**

63	NET Very/Somewhat
30	Very appealing
34	Somewhat appealing
35	NET Not too/Not at all
22	Not too appealing
13	Not appealing at all
2	Not sure

**Q47. Public service programs that recruit college graduates to commit two or three years to working in high poverty areas**

55	NET Very/Somewhat
21	Very appealing
34	Somewhat appealing
43	NET Not too/Not at all
28	Not too appealing
15	Not appealing at all
2	Not sure

**Q47a. A state-funded program that awards recent college graduates cash grants toward down payments on homes in Ohio**

87	NET Very/Somewhat
60	Very appealing
27	Somewhat appealing
12	NET Not too/Not at all
8	Not too appealing
4	Not appealing at all
1	Not sure

**Q48. Overall, assuming you'd be working in your field of choice, which would you prefer to work for?**

44	A for-profit company
18	A non-profit organization
19	State or local government
19	Not sure

**Q49. Which of the following do you rely upon most to get information about work and career opportunities?**

49	Online searches
15	Friends and family
10	Career counselors
3	Newspapers and television
14	Professors and instructors
7	Not sure
3	Not applicable

**Think about the qualities that you hope to find in your ideal work situation after college. How important is each of these qualities to you? [Q50-58]**

**Q50. Has a high starting salary**

81	NET Very/Somewhat
40	Very important
41	Somewhat important
18	NET Not too/Not at all
16	Not too important
3	Not important at all
*	Not sure

**Q51. Has good pension and retirement benefits**

91	NET Very/Somewhat
61	Very important
30	Somewhat important
9	NET Not too/Not at all
7	Not too important
2	Not important at all
*	Not sure

**Q52. Offers union protection**

38	NET Very/Somewhat
14	Very important
23	Somewhat important
56	NET Not too/Not at all
31	Not too important
24	Not important at all
7	Not sure

**Q53. Means working with a team, not in isolation**

76	NET Very/Somewhat
38	Very important
38	Somewhat important
23	NET Not too/Not at all
19	Not too important
4	Not important at all
1	Not sure

**Q54. Involves public service and personal sacrifice for a worthy cause**

68	NET Very/Somewhat
27	Very important
41	Somewhat important
31	NET Not too/Not at all
23	Not too important
7	Not important at all
2	Not sure

**Q55. Has detailed work rules and tightly defined responsibilities**

58	NET Very/Somewhat
17	Very important
41	Somewhat important
40	NET Not too/Not at all
29	Not too important
11	Not important at all
2	Not sure

**Q56. Has good opportunities for promotion and pay increases**

94	NET Very/Somewhat
74	Very important
21	Somewhat important
5	NET Not too/Not at all
4	Not too important
1	Not important at all
*	Not sure

**Q57. Pays according to how well you do your job**

86	NET Very/Somewhat
42	Very important
44	Somewhat important
13	NET Not too/Not at all
11	Not too important
2	Not important at all
1	Not sure

**Q58. Involves regularly taking on new challenges**

92	NET Very/Somewhat
53	Very important
39	Somewhat important
8	NET Not too/Not at all
7	Not too important
1	Not important at all
*	Not sure

**What follows is a list of careers in K-12 education. Please rate each on a 1 to 5 scale, where 1 means the career has almost none of the qualities you care about in your ideal work situation and 5 means it has almost all of the qualities you care about. Even if you are not considering a career in education, please try to answer each question the best you can. [Q59-68]**

**Q59. A teacher in a charter school (a public school that has a lot more control over its own budget, staff and curriculum and is free from many existing regulations)**

38	NET 4 OR 5
13	5
25	4
23	3
15	2
18	1
7	Not sure

**Q60. A school leader, such as a principal, in a charter school (a public school that has a lot more control over its own budget, staff and curriculum and is free from many existing regulations)**

33	NET 4 OR 5
12	5
21	4
23	3
17	2
22	1
6	Not sure

**Q61. A school leader, such as a principal, in a traditional public school**

31	NET 4 OR 5
12	5
19	4
24	3
18	2
22	1
5	Not sure

**Q62. A policy analyst working in state or local government on education issues**

29	NET 4 OR 5
11	5
18	4
21	3
20	2
25	1
6	Not sure

**Q63. A staff member in a philanthropy or foundation committed to education reform**

31	NET 4 OR 5
10	5
21	4
24	3
21	2
18	1
7	Not sure

**Q64. A staff member for a think-tank or advocacy organization working on education issues**

34	NET 4 OR 5
13	5
22	4
23	3
17	2
21	1
5	Not sure

**Q65. A professional who writes textbooks, curriculum guides or standardized tests**

20	NET 4 OR 5
6	5
14	4
22	3
17	2
37	1
5	Not sure

**Q66. A professional in a private company that works with the public schools**

29	NET 4 OR 5
8	5
21	4
28	3
21	2
16	1
6	Not sure

**Q67. A teacher in a private school**

33	NET 4 OR 5
11	5
22	4
24	3
18	2
20	1
5	Not sure

**Q68. A teacher in a traditional public school**

39	NET 4 OR 5
18	5
21	4
20	3
16	2
20	1
5	Not sure

**Q69. Thinking about your future career plans in terms of the field of K-12 education, which comes closest to describing how you feel:**

37	I would definitely consider teaching in a public school for at least a few years
7	I would definitely consider teaching -- as long as it was not in a public school
11	I would definitely consider a career in education -- but not in teaching
35	I would not consider teaching or any other education career
11	Not sure

**ASK IF Q69 (would at least consider a career in education or not sure)**

**Q70. As you may know, the process of becoming a public school teacher typically requires further study in the field of education as well as certification (or licensing) by the state. Which of the following comes closest to your view?**

(n=531)

- 33 I would be interested in becoming a public school teacher through this process
- 26 I'd be interested in becoming a public school teacher -- but only if I could avoid this process
- 30 I'm not interested in becoming a public school teacher
- 11 Not sure

**Q71. What would be your best guess for a regular public school teacher's average starting salary in Ohio today? \$32,575 AVG**

(n=696)

- 22 <\$28,000
- 34 \$28,000 to < \$33,000
- 2 \$33,001 to \$34,000
- 20 >\$34,000 to \$39,000
- 22 >\$39,000

**Here are some ideas to make a career in K-12 education more attractive to talented young adults in Ohio. How appealing is each of these to you personally? Please keep in mind that a career in education can be something other than teaching in the classroom. [AS NEEDED] Even if you are not interested in a career in education, we still would like to know your answers to this last batch of questions. Please answer to the best of your ability. [Q72-81]**

**Q72. A program that recruits high-achieving college graduates to teach in high-poverty school districts for two or three years, like Teach for America**

- 67 NET Very/Somewhat
- 31 Very appealing
- 37 Somewhat appealing
- 28 NET Not too/Not at all
- 18 Not too appealing
- 9 Not appealing at all
- 5 Not sure

**Q73. Forgiveness of student loans for college graduates pursuing careers in education and teaching**

- 81 NET Very/Somewhat
- 61 Very appealing
- 21 Somewhat appealing
- 13 NET Not too/Not at all
- 8 Not too appealing
- 5 Not appealing at all
- 5 Not sure

**Q74. Offering college students the opportunity to take a tuition-free course in education -- for credit -- to introduce them to the field**

- 81 NET Very/Somewhat
- 53 Very appealing
- 29 Somewhat appealing
- 14 NET Not too/Not at all
- 9 Not too appealing
- 5 Not appealing at all
- 5 Not sure

**Q75. A program that gives college students full-time jobs in school districts while they're still in college**

- 74 NET Very/Somewhat
- 38 Very appealing
- 36 Somewhat appealing
- 20 NET Not too/Not at all
- 14 Not too appealing
- 6 Not appealing at all
- 6 Not sure

**Q76. Increasing the opportunities for advancement and leadership within the public school system**

- 75 NET Very/Somewhat
- 34 Very appealing
- 41 Somewhat appealing
- 19 NET Not too/Not at all
- 15 Not too appealing
- 4 Not appealing at all
- 6 Not sure

**Q77. More information for college students about careers in education that don't involve classroom teaching**

- 73 NET Very/Somewhat
- 34 Very appealing
- 39 Somewhat appealing
- 22 NET Not too/Not at all
- 17 Not too appealing
- 5 Not appealing at all
- 5 Not sure

**Q78. Internships that bring college students into public school classrooms as student mentors or assistant teachers**

77	NET Very/Somewhat
42	Very appealing
36	Somewhat appealing
18	NET Not too/Not at all
13	Not too appealing
5	Not appealing at all
5	Not sure

**Q79. Internships that connect college students with principals or central office administrators**

67	NET Very/Somewhat
27	Very appealing
40	Somewhat appealing
26	NET Not too/Not at all
21	Not too appealing
6	Not appealing at all
6	Not sure

**Q80. Changing the pay structure in the public schools so that teachers get paid based on how well they do the job of teaching**

71	NET Very/Somewhat
35	Very appealing
35	Somewhat appealing
23	NET Not too/Not at all
15	Not too appealing
8	Not appealing at all
7	Not sure

**Q81. Offering starting teachers much higher salaries in exchange for lower pension benefits and no job guarantee**

38	NET Very/Somewhat
14	Very appealing
24	Somewhat appealing
56	NET Not too/Not at all
33	Not too appealing
23	Not appealing at all
6	Not sure

**Q82. Are you a full-time student or a part-time student?**

97	Full-time
2	Part-time
*	Not sure

**Q83. What was your G.P.A. (grade point average) on your most recent transcript?**

8	<=2.5
13	2.51-2.99
30	3.0-3.39
49	3.4+
79	3.0+

**Q84. Which of these comes closest to describing your major? If you haven't declared it yet, please pick the ONE that it is most likely to be.**

2	Agriculture
14	Business/Management
8	Communications
1	Computer and Information Sciences
10	Education
7	Engineering
4	English and Literature
2	Foreign Language
3	History
1	Mathematics
1	Philosophy/Theology
13	Science (e.g., biology, chemistry, physics)
20	Social Sciences (e.g., psychology, sociology, economics, political science, ethnic studies)
5	Visual and Performing Arts
10	Other

**Q85. Before attending [school], did you:**

72	Live in Ohio for all or most of your life
8	Live in Ohio for several years
19	Never live in Ohio before attending current school

**ASK IF Q85 "Live in Ohio for several years" OR "Never live in Ohio before attending current school"**

**Q86. Are you from:**

(n=287)

10	Illinois
5	Indiana
5	Michigan
3	Kentucky
10	Pennsylvania
2	West Virginia
64	Some other state

**Q87. Are you:**

- 4 African American or Black
- 4 Asian or Pacific Islander
- 2 Hispanic
- 1 Native American or American Indian
- 91 White
- 2 Something else

**Q88. Are you:**

- 59 Female
- 41 Male

**Q89. Do you have a Facebook page?**

- 93 Yes
- 7 No



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