



Ohio Attainment Goal 2025
2018 Annual Report



Department of
Higher Education

INTRODUCTION

Ohio faces an urgent and growing need for highly skilled, credentialed workers. We have significant gaps between employer needs and worker knowledge and skills. To meet this need, roughly one million more Ohioans must earn a college degree, industry-recognized certificate, or some other postsecondary credential of value in the marketplace by 2025¹.

If we fail to produce enough qualified workers to fill current, emerging, and future in-demand jobs in Ohio, our state will be at a competitive disadvantage compared to other states vying

to attract and retain business investment and jobs. The National Conference of State Legislatures urges states to develop a well-educated workforce or “our children will struggle to find jobs in the global economy.”²

Ohio’s ability to attract and retain jobs is the key to our state’s economic future and hinges on the educational attainment levels of our citizenry. To win the stiff global competition for business investment and jobs, Ohio must be among the leaders in developing individuals with the knowledge, skills, and postsecondary credentials that

meet the needs of employers. To fulfill our state’s workforce demand, we must include all Ohioans – from new high school graduates to adults in transition – and address existing inequities in workforce readiness and opportunity gaps.



This is Ohio’s pressing workforce imperative:
Raise education attainment levels across the state.
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In May 2016, John Carey, Chancellor of the Ohio Department of Higher Education (ODHE), announced this consensus Ohio Attainment Goal 2025:

By 2025, 65 percent of Ohioans ages 25-64 will have a degree, certificate, or other postsecondary credential of value in the workplace.

¹Projections from National Center for Higher Education Management Systems 2018.

²National Conference of State Legislatures. No Time to Loose, (2016). <http://www.ncsl.org/research/education/no-time-to-lose-how-to-build-a-world-class-education-system-state-by-state.aspx>

TOPLINE TAKEAWAY

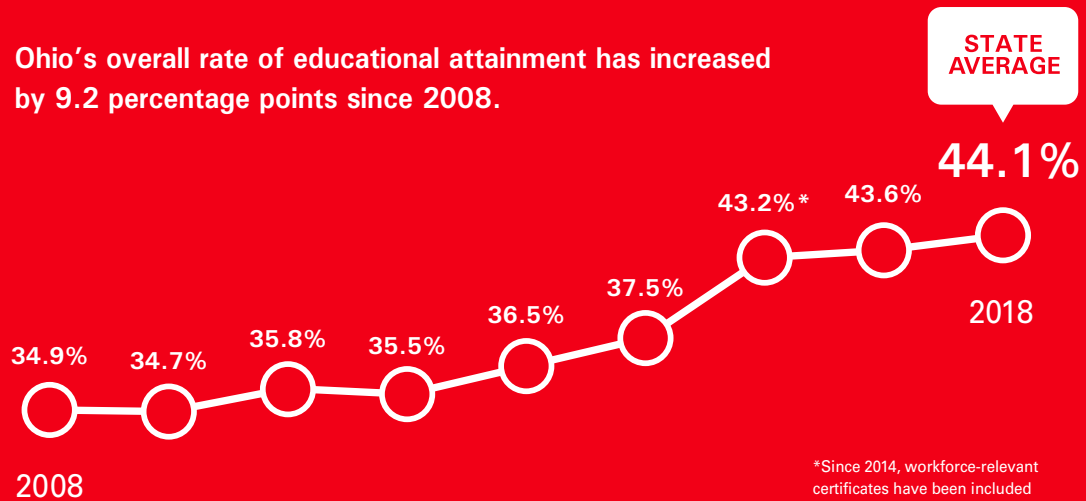
Steady progress continues

According to the Lumina Foundation's A Stronger Nation 2018 report³, Ohio's overall rate of educational attainment has increased by 9.2 percentage points from 2008 to 2016. In 2008, 34.9 percent of Ohio adults had a postsecondary (post-high school) degree or other credential of value in the marketplace. By 2016, that number had increased to 44.1 percent. While a portion of this increase can be attributed to the inclusion of workforce-relevant certificates in the total of postsecondary credentials, there was a more than four-percentage-point increase in degrees among Ohioans, which is approximately a quarter-million more Ohio adults with degrees than if our attainment rate had remained stagnant since 2008.

Ohio House Bill 49, enacted by the 132nd General Assembly in 2017, directs the Chancellor – in collaboration with the Ohio Department of Education – to prepare an annual report on the progress the state is making toward achieving the Ohio Attainment Goal 2025. The report is to be shared with the governor, the president and minority leader of the Ohio Senate, and the speaker and minority leader of the Ohio House of Representatives.

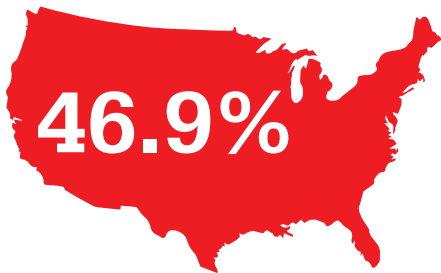
This document is the first of the required annual progress reports.

Ohio's overall rate of educational attainment has increased by 9.2 percentage points since 2008.



³ Lumina Foundation A Stronger Nation 2018 references degree attainment data from the US Census Bureau American Community Survey 2016 and certificate estimates tallied by the Georgetown University Center on Education and Workforce. For more on the methodology, please see <http://strongernation.luminafoundation.org/report/2018/#page/sources>

National Average Attainment



Ohio still lags the nation

While Ohio is making steady progress, the state still lags when compared to the national average. Ohio's 2016 educational attainment rate of 44.1 percent was almost three percentage points lower than the national average of 46.9 percent.

Today, 32 states have higher attainment rates than Ohio.⁴

At the current rate of production, Ohio will fall short of the 2025 Goal.

To reach the state's "65 percent by 2025" goal, Ohio will have to go well beyond current rates of attainment and increase the number of Ohioans who earn credentials beyond a high school diploma. Projection models from the National Center for Higher Education Management Systems (NCHEMS) estimate that Ohio will have to exceed the current rate of postsecondary awards by producing close to one million more workers with postsecondary credentials by 2025.

Significant racial and ethnic gaps exist



Educational attainment is increasing among all races, but large gaps persist and must be closed – specifically gaps linked to race and ethnicity. Data show persistent and troubling gaps (roughly 14 percentage points) between attainment levels of non-white underrepresented minorities and those of their white peers⁵.

These gaps persist in every state. Quoting the Lumina Foundation's *A Stronger Nation*,

"Because educational attainment beyond high school has become the key determinant of economic opportunity and social mobility, closing these gaps is crucial." NCHEMS projects that closing Ohio's gap would result in almost 140,000 more credentials awarded to underrepresented minorities beyond our current rate of attainment.

⁴ Lumina Foundation. *A Stronger Nation 2018*, (2018) <http://strongernation.luminafoundation.org/report/2018/#nation>

⁵ Lumina Foundation. *A Stronger Nation 2018*, (2018) <http://strongernation.luminafoundation.org/report/2018/#state/OH>

Declining adult enrollment

Demographic projections estimate that Ohio will face a decline in the number of high school graduates in coming years.⁶ Yet Ohio has 3.7 million adults between the ages of 25 and 64 who do not have a postsecondary credential.⁷ Of the nearly 470,000 students enrolled in Ohio's public postsecondary institutions in 2017, close to 27% are adults over age 25. Following the Great Recession, the proportion of adult students enrolling in postsecondary education and training

has been in decline; in the five-year period between AY2011 and 2016, adult enrollment has declined by nearly one-third⁸. Ohio must, therefore, implement a strategy to help more adults enroll in – and complete – some form of postsecondary education.



Ohio's males are not keeping up with female attainment rates

NCHEMS projects that Ohio's current eight-percentage-point difference between female attainment rates (48.6%) and male attainment rates (40.8%) will continue to grow to an 11-percentage-point difference if the pattern continues. If Ohio men obtain degrees and

credentials at the same rate as women, almost 330,000 more people will be equipped with education and skills than the present trend would predict.

Male and Female Attainment Rates



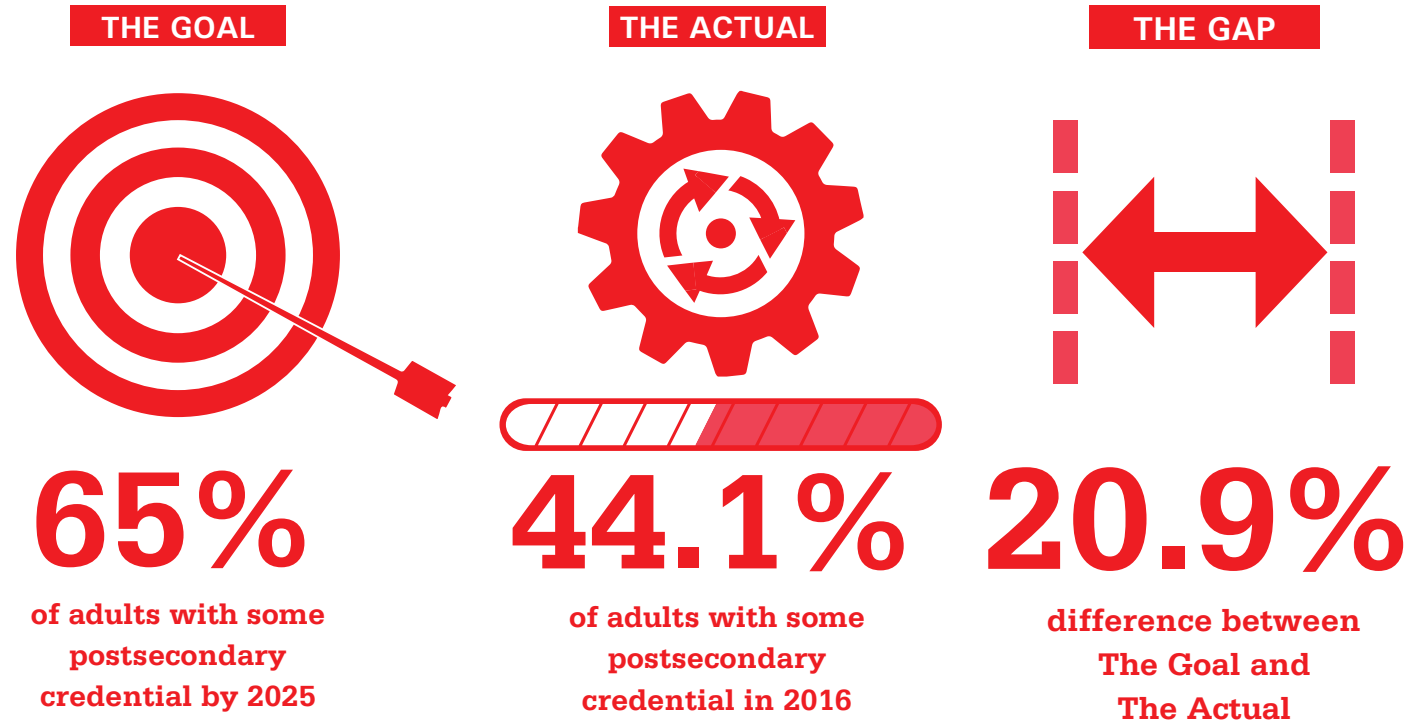
⁶ Western Interstate Commission for Higher Education. 2013. Knocking at the College Door. <http://www.wiche.edu/info/knocking-8th/profiles/oh.pdf>

⁷ Note: An estimated 7 percent of the people in Some College, No Degree category have earned a postsecondary certificate with transparent labor market value. These nearly 100,000 students have earned a postsecondary credential, but the current US Census categories don't reflect that. For purposes of this letter of interest, we changed the totals without postsecondary credentials to reflect those estimates.

⁸ Ohio Department of Higher Education, 2017. Headcount Enrollment by Student Level and Age. https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/HC_campus_by_student_type%20and%20age_07-16.pdf

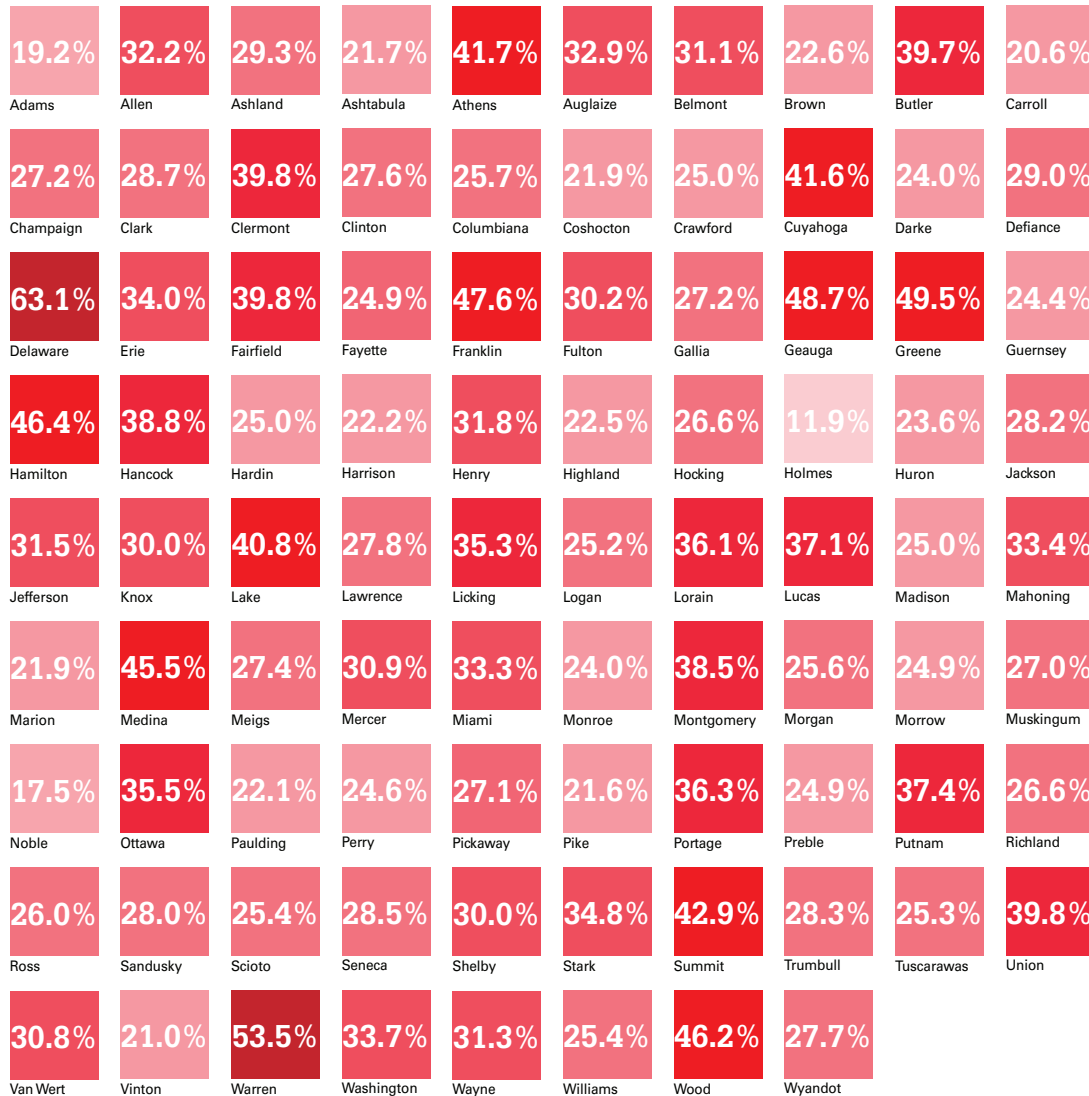
HOW THE NUMBERS STACK UP

Following is a snapshot of where Ohio stands in its efforts to equip Ohioans with the knowledge, skills, and credentials they need to maximize economic opportunity and support economic growth:



If Ohio maintains its status quo rates of production, this translates to Ohio needing another nearly 1 million adults with postsecondary credentials if the state is to achieve Ohio Attainment Goal 2025.

GEOGRAPHIC DISPARITIES



Degree attainment rates (i.e., percentage of people in Ohio ages 25-64 with at least an associate degree) range from 11.9 percent in Holmes County to 63.1 percent in Delaware County.

Various, more modest differences in degree attainment rates also can be found in Ohio's highly populated Metropolitan Statistical Areas (MSAs):

Columbus	45.1 percent
Cincinnati	42.9 percent
Akron	41.4 percent
Cleveland/Elyria	41.4 percent
Dayton	40.1 percent
Toledo	38.4 percent

While degree attainment rates in Ohio's metropolitan areas are no less than 38.4%, 70 of Ohio's 88 counties have a degree attainment rate lower than 38%⁹.

Appalachia Ohio had a degree attainment rate of 34.4% in 2015 according to an analysis of the American Community Survey done on behalf of the Appalachian Regional Commission¹⁰.

Being aware of these variations could help shape talent development targets and strategies. While the percentage of residents with a certificate or industry certification as the highest credential is not available at the county or regional level from the American Community Survey, it is important for communities to consider how to equip citizens with a variety of workforce credentials.

⁹ A Stronger Nation: *Ohio's Progress Towards the Goal*. <http://strongernation.luminafoundation.org/report/2018/#state/OH&s-ssid=byAttainment&s-ecmps=PA-WV-KY-IN-MI>

¹⁰ An Economic Analysis of the Appalachian Coal Industry Ecosystem: *Human Capital and the CIE*. https://www.arc.gov/assets/research_reports/CIE5-HumanCapitalandtheCIE.pdf

TOOLS FOR MOVING FORWARD

The State of Ohio and key state agencies are working hard to accelerate progress toward increasing the percentage of Ohioans with postsecondary education and credentials for 2025 and beyond. Following are several notable initiatives under way:

STRATEGY

Give K-12 students a head start on earning a postsecondary degree or other postsecondary credential, reducing the time and cost of earning a degree or certificate.

College Credit Plus helps students save money and get a head start on earning college credit. The program can help an individual earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Taking a college course from a public college or university is free. That means no cost to the family of public and private school students for tuition, books, or fees. If a student chooses to attend a private college or university, he or she may have limited costs.

Articulated credit through Career-Technical Assurance Guides (CTAGs) helps career-technical education students earn postsecondary credit that can be transferred among Ohio's public secondary career-technical institutions and state colleges and universities. Through CTAGs, students who can demonstrate knowledge and skills in a content area will be less likely to repeat technical content in their postsecondary pursuits.

The Advanced Placement (AP) program offers college-level curricula and examinations to high school students. Ohio's public colleges and universities guarantee college credit to students who earn qualifying scores on the examinations.

International Baccalaureate (IB) coursework exposes students to a breadth and depth of knowledge and helps them become active, compassionate, lifelong learners. IB students can choose to earn an IB diploma, an Ohio IB Honors Diploma, and college credit.

STRATEGY

Strengthen efforts to offer multiple pathways to earn a high school diploma.

Industry-Recognized Credentialing (K-12) is one of the multiple pathways to earn a high school diploma in Ohio. Under the credentials option, students must earn an industry-recognized credential (or credentials) and a required minimum score on WorkKeys, a work readiness test that many employers use. The State pays for students to take the test one time. Students who earn an industry-recognized credential while in high school can earn postsecondary credit upon enrollment into a college or university.

STRATEGY

Identify pathways for adult nontraditional students to return to school and receive credentials.

Pathways to High School Credentials for Adults are needed for the nearly 1 million working-aged adults in Ohio without a high school diploma. Fortunately, Ohio has several options for adults to receive high school credentials and be on the path to postsecondary attainment. *The Adult Diploma Program* provides job training and a new pathway for adults ages 22 or older to earn a high school diploma and industry credentials aligned to one of Ohio's in-demand jobs. *The 22+ Adult High School Diploma* helps adults earn a high school diploma by helping them identify and enroll in courses and assessments needed to graduate. Finally, *Aspire* offers free adult basic education to help Ohioans over age 16 pursue the *Ohio High School Equivalence Diploma* through support to pass one of three tests to earn an Ohio High School Equivalence Diploma: GED, HiSET, and TASC.

Prior Learning Assessment is a tool for Ohio colleges and universities to assess college-level learning that students may have obtained outside the classroom. Institutions can then award credit for the knowledge aligned to students' academic programs of study.

Competency-based Education awards credit based on the mastery of skills rather than time in the classroom. The establishment of Western Governors University, which serves more than 91,000 students nationwide, in Ohio brings greater awareness to online competency-based education as an option for adults in Ohio.

The OhioMeansJobs Workforce Revolving Loan Program assists students in getting short-term workforce training related to the state's employment needs. Individuals walk away with a meaningful credential related to job opportunities in their communities.

Finish for your Future, with support from the Lumina Foundation and ODHE, provides an opportunity to build upon established initiatives and create a strategic framework to advance improvement of adult learner outcomes. ODHE is going to purposefully engage Ohio's public institutions and provide opportunities to build their capacity to better serve adult learners. Additionally, there will be a campaign to develop communications tools to increase awareness of educational opportunities available to adults.

STRATEGY

Strengthen efforts to prioritize and incentivize positive outcomes.

Performance funding prioritizes results. Ohio's State Share of Instruction (SSI) funding for higher education focuses on student success – on course completion, degree completion and progress metrics, as well as some medical, doctoral, and research set-asides. Working collaboratively with state leaders, Ohio's public universities have embraced a nationally praised higher education funding model that prioritizes and incentivizes outcomes (student progress and completion) rather than inputs (such as enrollment). The new performance-based funding model for higher education is working as intended. Between 2008 and 2017, the number of degrees awarded by Ohio's four-year public universities increased by 28 percent.

Regional compacts have been formed among Ohio's public community colleges and universities to develop strategies addressing the workforce education needs of the region and to enhance the sharing of resources between institutions. Learning from the success of the Regionally Aligned Priorities in Delivering Skills (RAPIDS) initiative to share equipment and provide experiential learning for the manufacturing workforce, the Ohio Department of Higher Education will leverage the compacts to expand effective and efficient strategies to increase the number of Ohioans going to and completing postsecondary education that leads to good jobs.

STRATEGY

Help traditional and non-traditional students be successful in not only going to college, but also completing college.

Ohio Strong Start to Finish (OhioSSF) is a collaboration between the Ohio Department of Higher Education, the Inter-University Council of Ohio, the Ohio Association of Community Colleges, and 18 community colleges and 12 universities in Ohio that have committed to the project. The goal of OhioSSF is to significantly increase the number of students completing gateway mathematics and English courses as part of a guided pathway within their first academic year. Currently, slightly more than 20,000 (33 percent) first-time students at participating colleges and universities complete college-level mathematics and English in their first year. OhioSSF is committed to increasing that number to slightly more than 31,000 (50 percent) by 2021. OhioSSF is also committed to reducing equity gaps for economically disadvantaged students (48 percent who complete gateway courses in their first year by 2021), students of color (51 percent by 2021), rural students (51 percent by 2021), and students over age 25 (37 percent by 2021).

LOOKING AHEAD

To summarize, Ohio has made progress—the number of working age adults with a postsecondary degree, certificate, or other credential of value in the workplace has slowly increased over the past 10 years for all major racial and ethnic groups. However, at our current rate of degree and certificate production, we will fall well short of our goal and disturbing gaps in postsecondary attainment will persist for underrepresented minorities.

If Ohio hopes to meet its 65% attainment goal for working-age adults by 2025, urgent efforts are needed to significantly accelerate credential attainment over the next seven years. Areas of focus should include:

- Working creatively and collaboratively to keep the cost of postsecondary education affordable;
- Engaging adult/nontraditional learners, many of whom have earned some postsecondary credits but have not completed a certificate or degree;
- Employing evidence-based practices known to enhance student success, particularly those that have been shown to reduce equity gaps; and
- Staying intensely focused on student persistence and completion.

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