

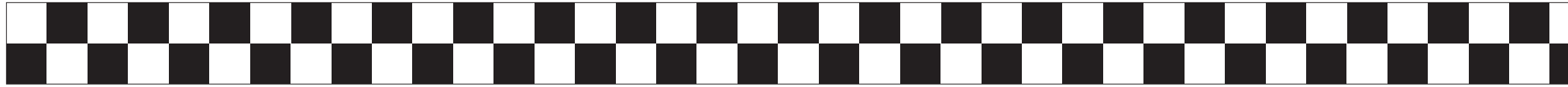


**Ohio Attainment**  
**2022 ANNUAL REPORT**



Department of  
Higher Education

# Introduction



Ohio faces an urgent and growing need for highly skilled, credentialed workers. Ohio's postsecondary attainment is not keeping pace with the needs of business and industry, leaving a significant gap between employer needs and worker knowledge and skills. This well-documented "talent gap" threatens our state's continued economic competitiveness and growth. Economists have indicated that nearly one million more adults with postsecondary (post-high school) credentials will be needed to keep the state's economy moving. Further, between 2018 and 2028, 75% of job growth in Ohio is expected in occupations requiring some postsecondary education; 58% of Ohio job growth is expected in occupations requiring a bachelor's degree or higher<sup>1</sup>.

**Economists have indicated that nearly one million more adults with postsecondary credentials will be needed to keep the state's economy moving.**

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. Ohio was named the 6th best state business climate by Site Selection in 2022<sup>2</sup>. One key variable in the rankings was a survey of site selectors who were asked to prioritize what matters most in selecting a site for a business to locate or relocate. The number-one criterion was workforce skills, and workforce

development was tied for the second-most-important criterion.

Ohio's agile and educated workforce undoubtedly influenced Intel's decision to build its most advanced semiconductor manufacturing facility in Ohio. This facility alone is expected to directly add 3,000 new high-technology jobs and indirectly increase more than 10,000 support jobs including suppliers, contractors, and consultants<sup>3</sup>. Ohio's colleges and universities are already training and preparing this workforce, but Ohio can't focus solely on existing opportunities. 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.

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To address these needs, Governor Mike DeWine, Lt. Governor Jon Husted, Chancellor Randy Gardner, and Interim State Superintendent Stephanie Siddens have made education and workforce development top priorities for the state and, together with the Ohio General Assembly, have made significant investments in support of the state's postsecondary attainment objectives.

The FY2022-23 State Operating Budget included numerous examples of student-centered financial and policy supports designed to elevate postsecondary attainment and Ohio's economic future, including continued investments in the Choose Ohio First program,



funding for employers to upskill their employees through TechCred, and establishment of the Second Chance Grant. Passed in 2022, Ohio Senate Bill 135 (SB 135) continued to strengthen Ohio's commitment to degree and credential attainment. Highlights of SB 135 include making permanent the Second Chance Grant, establishing a supplemental grant for Ohio College Opportunity Grant recipients who have completed at least two years toward a bachelor's program and are making progress toward degree completion, and codifying the Ohio Guaranteed Transfer Pathways initiative, thus strengthening student transfer from Ohio's community colleges to its public universities.

Ohio House Bill 49, enacted by the 132nd General Assembly in 2017, directed the Chancellor – in collaboration with the Ohio Department of Education – to prepare an annual report on postsecondary attainment in the state. 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 fifth of the required annual progress reports.

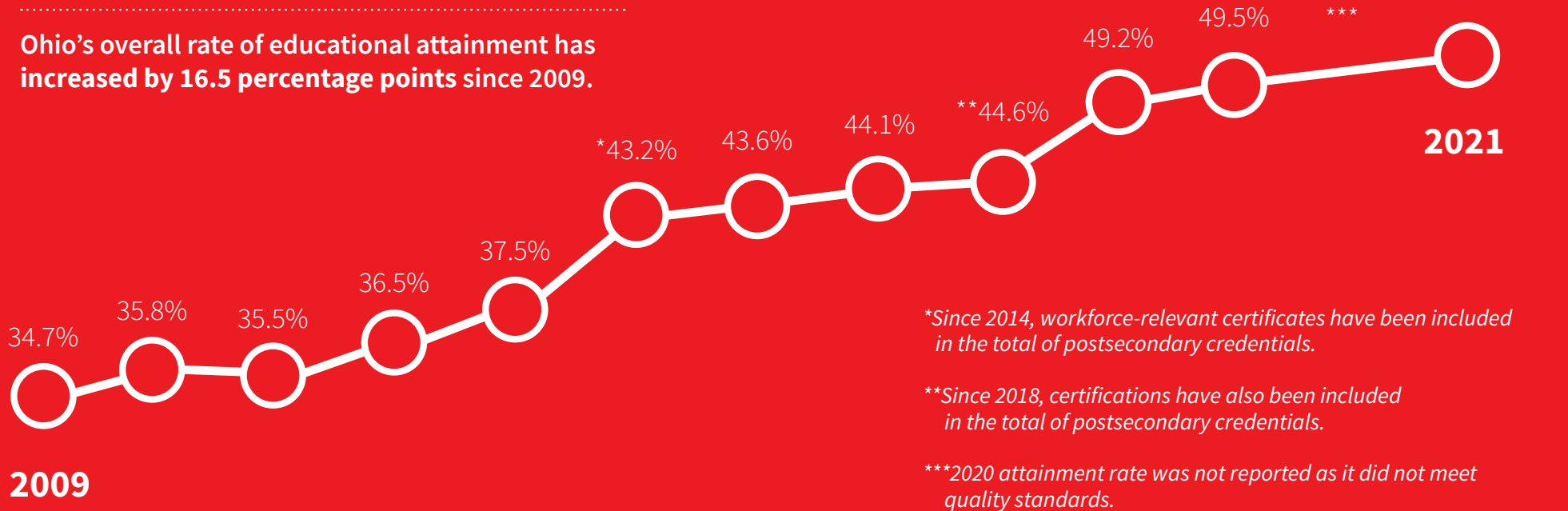
**This report uses the Lumina Foundation's definition of attainment:** the percentage of working-age adults (ages 25-64) who possess a postsecondary degree (associate, bachelor's or higher) or credential (certificate or industry-recognized certification). Therefore, many of Ohio's recently implemented interventions designed to increase early degree and credential attainment (e.g.: College Credit Plus) will not be reflected in these data until such time as the degree or credential-earner turns 25 years old.

# Topline Takeaways

## Steady progress continues

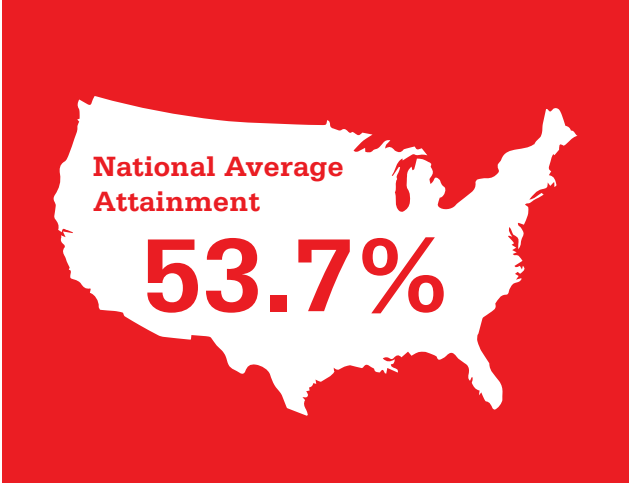
According to Lumina Foundation's *A Stronger Nation* report<sup>4</sup>, Ohio's overall rate of educational attainment has increased by 16.5 percentage points from 2009 to 2021. In 2009, 34.7 percent of Ohio adults had a postsecondary degree or other credential of value in the marketplace. By 2021, that number had increased to 51.2 percent, cresting 50% of Ohio's working age population for the first time. While a portion of this increase can be attributed to the inclusion of workforce-relevant certificates in the total of postsecondary credentials in 2014 and certifications in 2018, Ohio's degree attainment rate also has steadily improved, increasing by 7.9 percentage points, from 34.7 percent in 2009 to 42.6 percent in 2021.

**Ohio's overall rate of educational attainment has increased by 16.5 percentage points since 2009.**



Lumina Foundation's *A Stronger Nation* references degree attainment data from the US Census Bureau's American Community Survey<sup>5</sup> and certificate and certification attainment estimates from Georgetown University's Center on Education and the Workforce<sup>6</sup>. The Lumina Foundation defines adult working years as ages 25-64, and all attainment data reflects this definition. Degrees and credentials attained prior to age 25 are not reflected until the degree or credential holder is 25 years of age. For more on Lumina Foundation's methodology, please see <https://luminafoundation.org/stronger-nation/report/#/progress&modal=methods>.





## Ohio still lags the nation in postsecondary attainment.

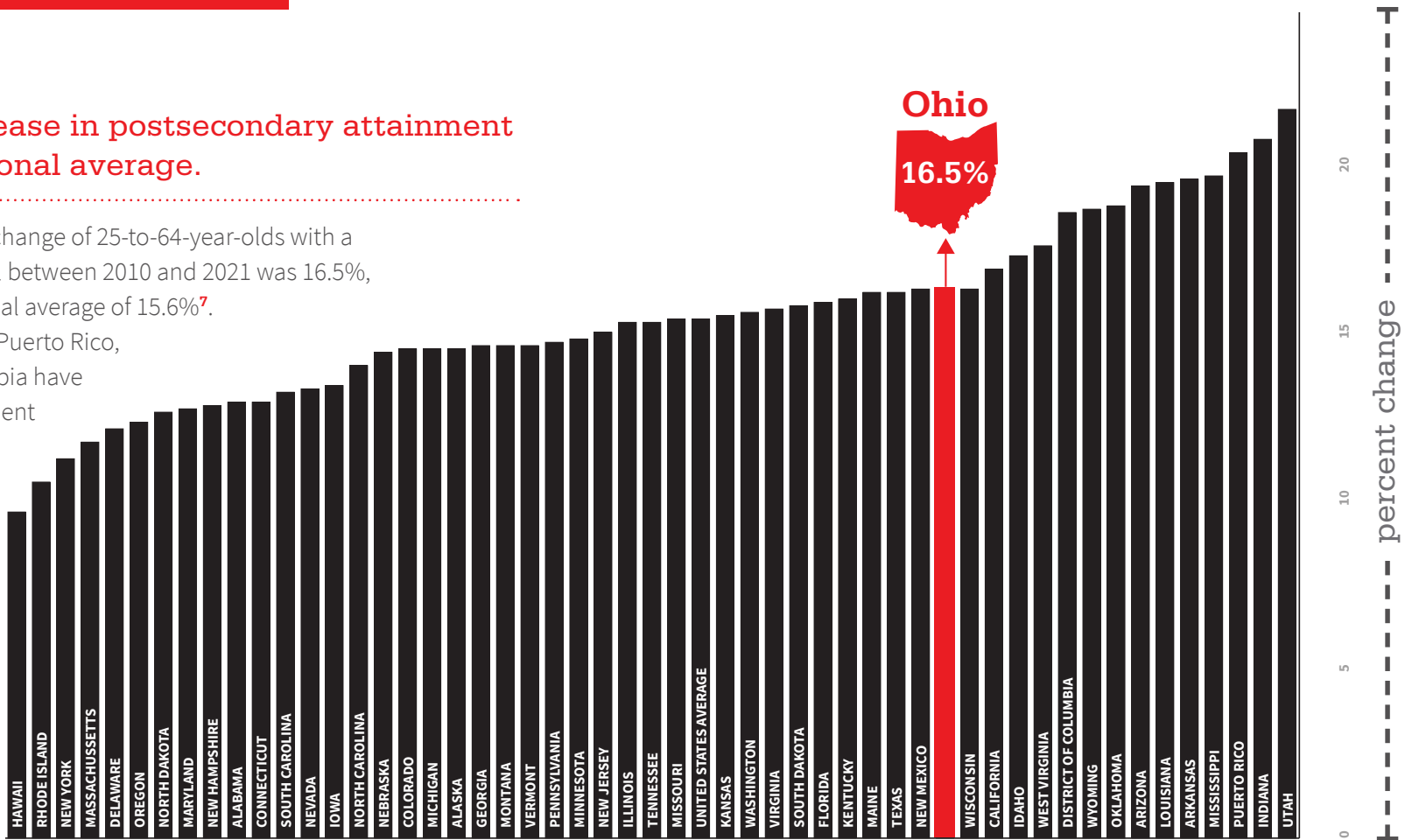
While Ohio is making steady progress, the state still lags when compared to the national average. Ohio's 2021 educational attainment rate of 51.2 percent is 2.5 percentage points lower than the national average of 53.7 percent. Today, 32 states, Puerto Rico, and the District of Columbia have higher attainment rates than Ohio.

## But...Ohio's increase in postsecondary attainment is above the national average.

Ohio's percentage point change of 25-to-64-year-olds with a postsecondary credential between 2010 and 2021 was 16.5%, which exceeds the national average of 15.6%<sup>7</sup>.

Currently, only 11 states, Puerto Rico, and the District of Columbia have increased degree attainment at rates higher than Ohio.

In comparison to neighboring states, Ohio lags Indiana (21.0% change) and West Virginia (17.8% change) but exceeds Kentucky (16.2% change), Pennsylvania (14.9% change), and Michigan (14.7% change).

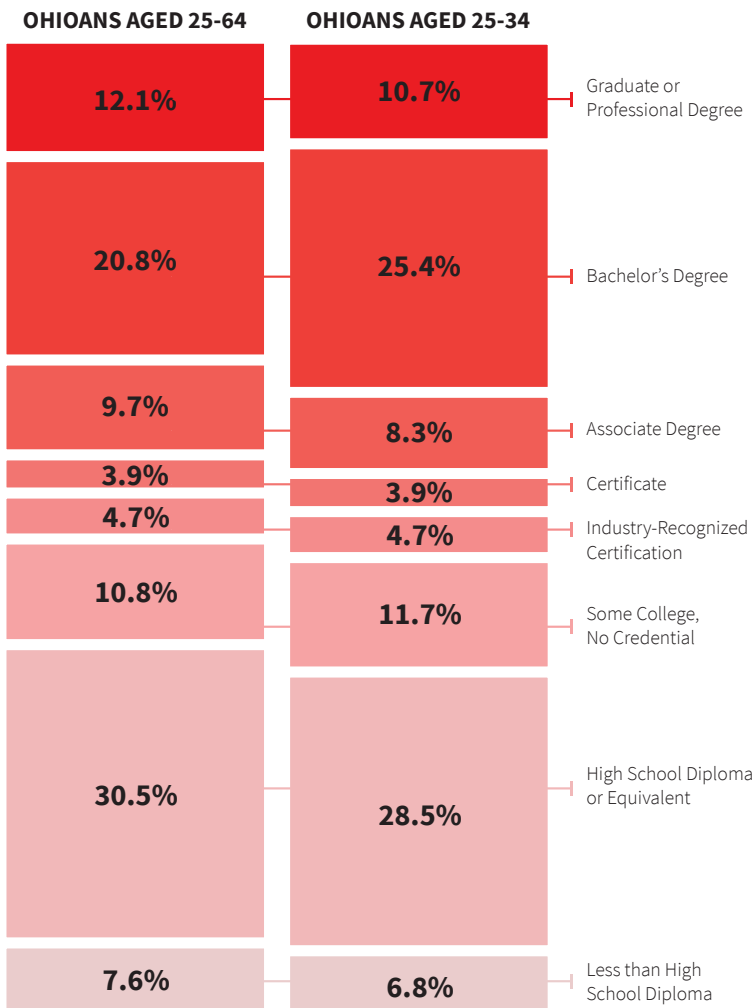




## Younger Ohioans demonstrate greater postsecondary attainment.

Ohio's overall attainment rate is 51.2% for adults ages 25-64, but for younger adults (ages 25-34), the overall attainment rate is 53.0%. Younger Ohioans are also more likely to have earned a bachelor's degree or greater<sup>9</sup>.

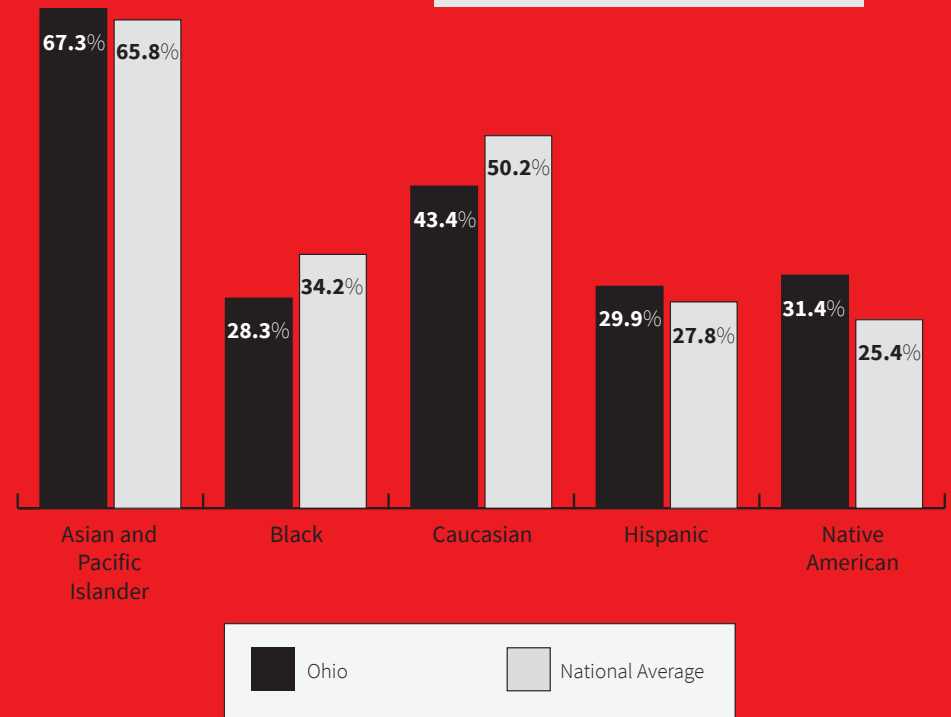
### HIGHEST DEGREE OR CREDENTIAL ATTAINED



## Significant racial and ethnic gaps exist.

Even though educational attainment is increasing among all demographic groups, data show persistent and troubling gaps linked to race and ethnicity<sup>10</sup>. In Ohio, there is a 39.0% difference in degree attainment between the highest (Asian and Pacific Islander) and lowest (Black) degree earning ethnic groups. Compared with the national average, Ohio shows greater degree attainment for Asian/Pacific Islanders, Hispanics, and Native Americans. Blacks and Caucasians, however, show lower rates of degree attainment compared with the national average.

### DEGREE ATTAINMENT PERCENTAGE BY RACIAL/ETHNIC GROUP

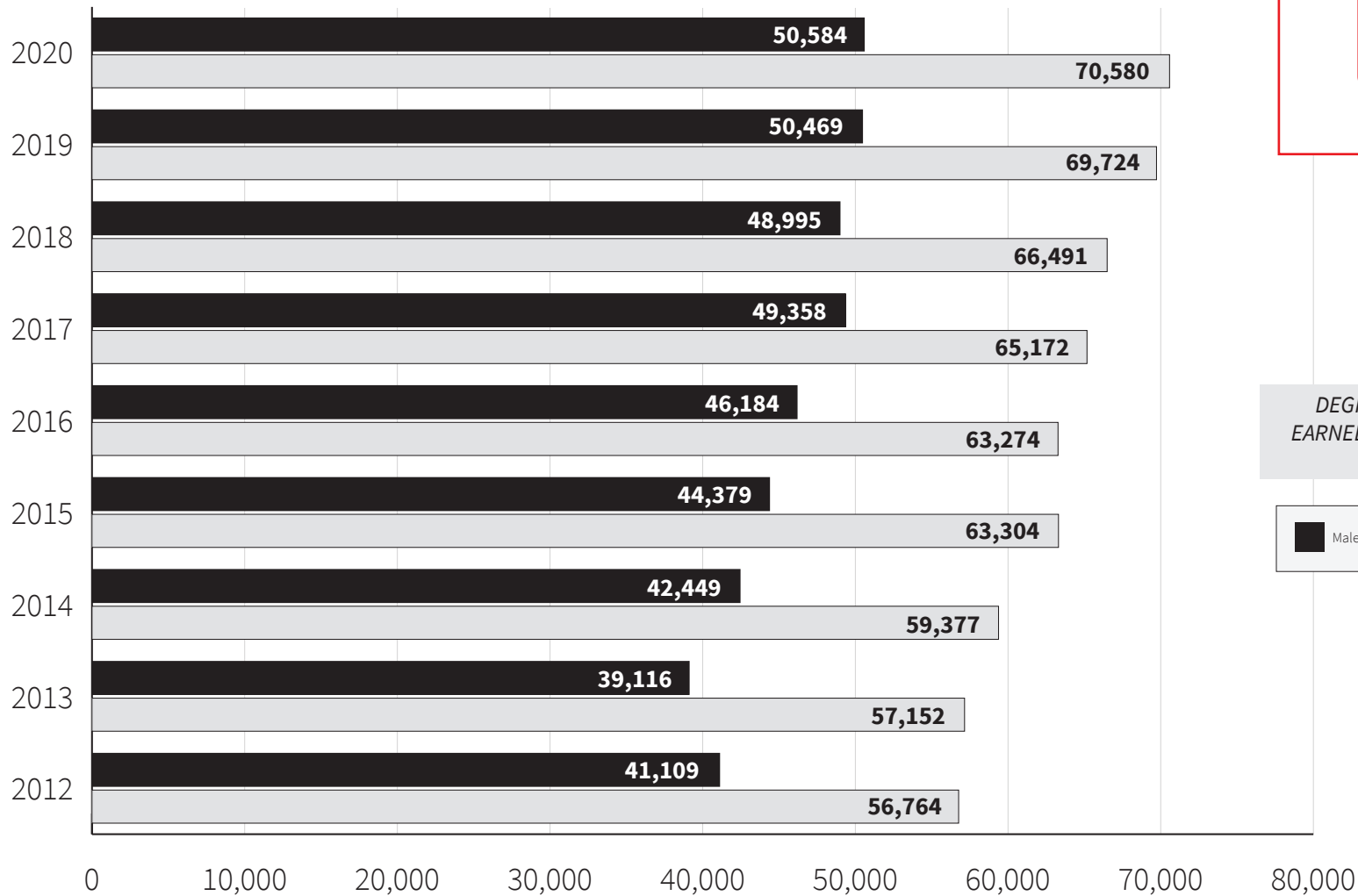




## Ohio's males are not keeping up with female attainment rates.

Men and women continue to earn degrees and credentials at different rates. From 2012 to 2020, women have consistently earned significantly more degrees than men. Within this timeframe, men have earned 41.9% of all degrees from Ohio's public institutions of higher education and women have earned 58.1% of degrees<sup>11</sup>. In 2020, women earned nearly 20,000 more degrees and credentials than men from Ohio's public institutions of higher education.

### Male and Female Attainment Rates

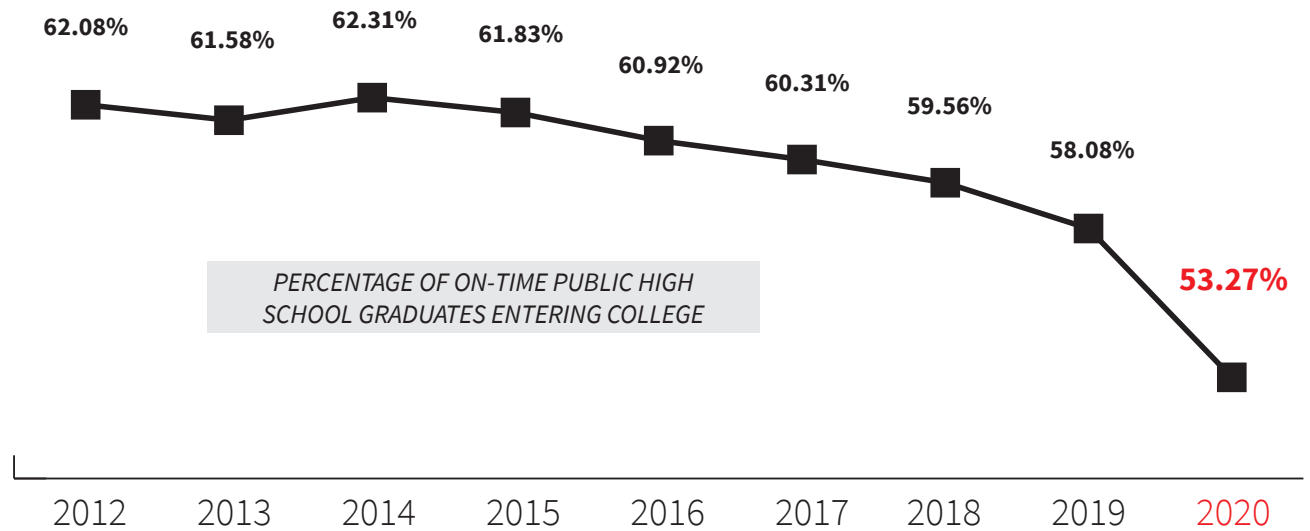


DEGREES AND CREDENTIALS EARNED FROM OHIO PUBLIC IHEs BY GENDER



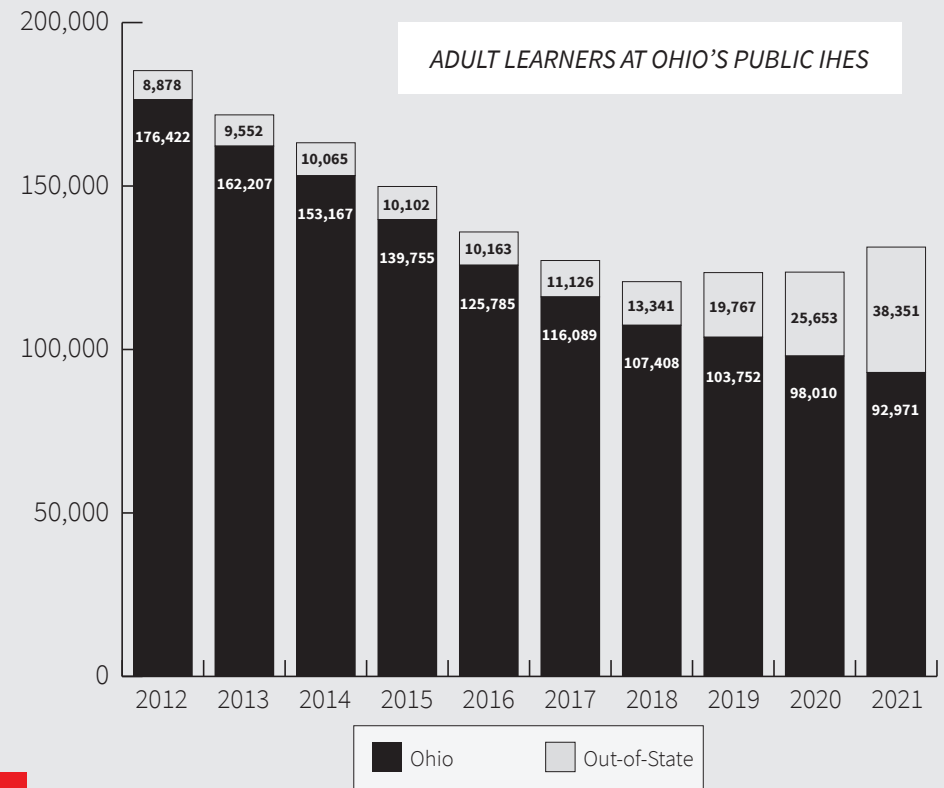
## Ohio's college-going rate for high school seniors is declining.

Ohio's rate of higher education enrollment for graduating public high school seniors has been in decline since 2014<sup>12</sup>. This decline accelerated significantly in 2020 with the COVID-19 pandemic.



## Adult enrollment continues decline since Great Recession

Demographic projections show that Ohio will face an 8% decline in the number of high school graduates from 2019 to 2028<sup>13</sup> and an 11% decline by 2037<sup>14</sup>. Ohio has an untapped population of three million adults between the ages of 25 and 64 who do not have a postsecondary credential<sup>15</sup>. Adult enrollment at Ohio public institutions of higher education (IHEs) peaked in 2010 after the Great Recession, but between 2010 and 2018 the number and proportion of adult students enrolling in Ohio's public IHEs steadily declined. Adult enrollment at Ohio's public IHEs shows a modest increase beginning in 2019, but this is largely due to new partnership programs at Ohio IHEs that resulted in a significant increase in the enrollment of adult students from other states participating in fully online programs. In the past 10 years, Ohio has lost nearly half (47.3%) of its in-state adult learner enrollment.



# Tools for Moving Forward



Since the establishment of Ohio’s attainment goal in 2017, multiple strategies have been enacted to increase the number of Ohioans earning a degree or credential. These strategies serve to move the needle on attainment in Ohio either directly or indirectly and may take several years to demonstrate results. Initiatives focused on students in elementary and secondary schools, for example, may lead to increases in the number of students attending an institution of higher education and earning a postsecondary degree or credential, but the effects of such programming will not be seen for years after its initiation.

## STRATEGY 1

### Accelerate credential attainment by providing pathways to a credential for students in secondary education.

One of the most important strategies the State of Ohio can pursue to increase postsecondary education and credential attainment in the long term is fostering an excellent, tightly aligned, and high-functioning education system that begins in pre-kindergarten and continues through high school to postsecondary education. To this end, key state agencies are purposefully collaborating to accelerate progress toward credential attainment. One tactic that can significantly accelerate the attainment of a postsecondary degree or credential is to provide pathways to earning college credit while still in high school. In Ohio, multiple such pathways have been established, including **College Credit Plus (CCP)**<sup>16</sup>, the **Advanced Placement (AP)**<sup>17</sup> program, **Early College High Schools**<sup>18</sup>, the **International Baccalaureate (IB)**<sup>19</sup> program, **Career-Technical Credit Transfer (CT<sup>2</sup>)**<sup>20</sup> and the **High School Industry-Recognized Credential Program**<sup>21</sup>.

## SUCCESS HIGHLIGHT

### Advanced Placement Classes & College Credit Plus

Advanced Placement (AP) courses are high school courses that can provide students with an educational advantage through performance on an examination that can lead to college credit. College Credit Plus (CCP) is Ohio’s statewide dual enrollment program – providing high school students access to college-level courses. AP and dual enrollment represent the largest and fastest-growing programs designed to provide high schoolers with early access to college credit<sup>22</sup>. These two programs serve complementary roles – while each allow high school students to earn college credit, the types of courses offered, as well as the availability, location and modality of those courses can vary. Having robust, statewide offerings through both AP and CCP provide students with greater educational choice and opportunity. Students who earn college credits through AP coursework or dual enrollment demonstrate greater likelihood of graduating from high school, enrolling in a four-year college or university, higher grades, improved persistence, decreased cost and time to degree, and higher graduation rates<sup>23 24 25 26 27 28 29 30 31 32 33</sup>.

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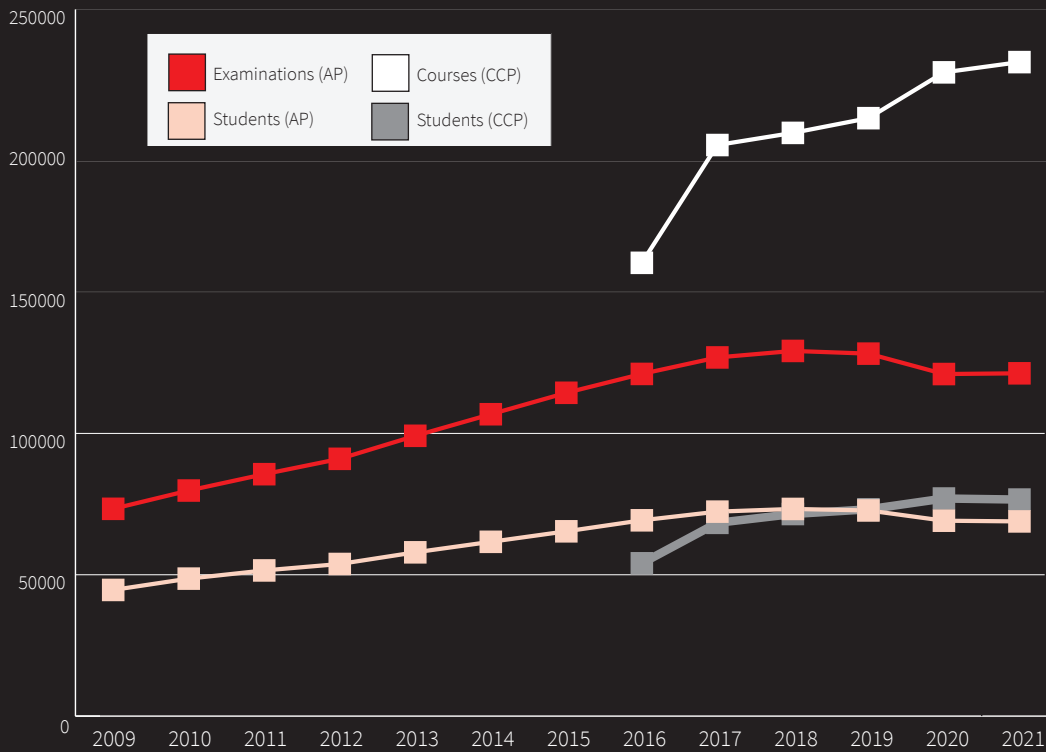
**SUCCESS HIGHLIGHT**

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Ohio provides guarantees for students earning credit through both AP and CCP. Since 2009, students who earn a score of at least a ‘3’ (out of a possible ‘5’) on an AP examination are guaranteed college credit at any of Ohio’s public community colleges or universities. Similarly, CCP rules help to ensure that most credits that students earn are fully transferable courses – guaranteed to transfer to any public college or university in Ohio.

Annual participation in AP coursework increased across Ohio from 2009 to 2020 with increases in both the number of students participating and the total number of AP examinations attempted. Participation decreased in 2020, most likely due to the COVID-19 pandemic, and had not yet rebounded by 2021. Since its inception in academic year 2015-2016, the CCP program has also demonstrated significant growth in both the number of students participating and the total number of courses attempted by students. CCP participation appears to have been less affected by the COVID-19 pandemic than AP coursework, but the number of students involved with CCP decreased slightly from 2020 to 2021.

In 2021, a total of 121,258 AP examinations were taken by Ohio high school students in 39 different subject areas. Of those, 74,319 students (61.3%) earned at least a ‘3’ on the examination. The most frequently taken examinations are detailed in the table, below.



SUBJECT	NUMBER OF EXAMS (2021)
US Government and Politics	15,760
US History	12,434
English Language and Composition	11,993
Psychology	9,006
English Literature and Composition	8,756
Calculus (AB)	8,021
Biology	6,410
Statistics	6,291
Chemistry	4,780
Physics 1	3,484
Environmental Science	3,329
Calculus (BC)	3,075
Macroeconomics	2,903
World History: Modern	2,871
Microeconomics	2,585
Spanish Language and Culture	2,537
Computer Science Principles	2,329
Human Geography	2,287
European History	2,045

## STRATEGY 2

### Strengthen pathways and remove barriers for adult learners to return to school and earn credentials.

Ohio cannot achieve its attainment goals and economic priorities by focusing solely on new high school graduates. Ohio is projected to see its high school population decline by nearly 8% by 2028<sup>34</sup> and 11% by 2037<sup>35</sup>. This decline is compounded by decreases in college-going rates among graduating seniors. Engaging with the nearly three million Ohio adults who do not possess a postsecondary degree or credential is essential<sup>36</sup>. Ohio has engaged in a number of statewide initiatives that have focused, at least in part, on increasing enrollment, success, and graduation of adult learners, including the Re-Engaging Adults in PostSecondary (REAPS) working group, **Finish for Your Future**<sup>37</sup>, **Complete to Compete**<sup>38</sup>, and **Strong Start to Finish**<sup>39</sup>.

Nearly 750,000 Ohioans over the age of 25 are without a high school diploma<sup>40</sup>, a requirement to pursue a degree or credential. Ohio provides multiple pathways for adults to receive high school credentials and be on the path to postsecondary attainment, including the **Adult Diploma Program**<sup>41</sup>, the **22+ Adult High School Diploma Program**<sup>42</sup>, and **Aspire**<sup>43</sup>.

Ohio recognizes that adult learners gain skills, knowledge, and experience in a variety of settings throughout their lives. Formal education, military training, and on-the-job training and experience can all impart college-level learning

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that should be considered as part of an adult's education and leveraged to improve degree or credential attainment. The Western Interstate Commission for Higher Education (WICHE) found higher degree completion rates for adult learners who earned credit for prior learning compared to those who did not<sup>44</sup>. Ohio programs focused on providing credit for prior learning include **Prior Learning Assessment (PLA)**<sup>45</sup>, **Military Transfer Assurance Guides (MTAGs)**<sup>46</sup>, **Industry Transfer Assurance Guides (ITAGs)**<sup>47</sup>, and the **College-Level Examination Program (CLEP)**<sup>48</sup>.

A total of 1.3 million Ohioans have some college credit but no degree.

A total of 1.3 million Ohioans have some college credit but no degree (SCND)<sup>49</sup>. Of this group, the National Student Clearinghouse estimates that 9% or nearly 120,000 are likely to re-enroll in higher education **and** complete a degree program given

appropriate supports. This group includes SCND adults who:

- have earned at least 60 college credits
- are under the age of 40
- were in their 20s when they last attended college
- attended more than one institution of higher education in the past
- stopped out of an Ohio institution of higher education less than five years ago

Finances are a frequent barrier to adults returning to higher education. Ohio has launched innovative financial assistance programs for SCND adults, including the **Second Chance Grant**<sup>50</sup> and **College Comeback**<sup>51</sup>. In the past two years, the percentage of working age adults with some college but no credential has decreased from 12.0% to 10.8% of Ohio's 25-to-64-year-olds.<sup>52</sup>

One significant barrier that former college students with some credit but no degree (SCND) face is that they may hold past-due debt owed to their previously attended institution of higher education. This debt is often seen as an insurmountable barrier to earning a degree or credential. On May 12, 2021, ODHE issued formal guidance that clarified Ohio's laws and regulations regarding debt forgiveness in exchange for a prior student's re-enrollment at a public college or university. These debt forgiveness programs (collectively referred to as **College Comeback**) generally involve a written agreement with the student detailing financial responsibilities, academic entry requirements, and progress requirements in exchange for cancellation of past-due debt when the agreed-upon requirements are met. To date, at least 17 Ohio public colleges and universities have developed College Comeback programs that allow for the cancellation of past-due debts<sup>53</sup>. The maximum amount of debt forgiven varies by institution but ranges between \$1,000 and \$5,000.

**One significant barrier that former college students with some credit but no degree face is that they may hold past-due debt owed to their previously attended institution of higher education.**

College Comeback has also made possible two innovative programs designed to provide sustainable solutions to the problem of stranded credits – college credit that is inaccessible to students because they have an unpaid balance at the IHE where the students earned the credit, and the transcript is held as collateral. In December 2021, eight public universities and community colleges in Northeast Ohio (Cleveland State University, Cuyahoga Community College, Kent State University, Lakeland Community College, Lorain County Community College, Stark State College, The University of

Akron, and Youngstown State University) partnered with Ithaka S+R to design and pilot the **Ohio College Comeback Compact**<sup>54</sup>, a first-in-the-nation, inter-institutional agreement allowing for the settlement of institutional debt and the release of transcripts for students with stranded credits who return to any of the institutions in the pilot program<sup>55</sup>. The Ohio College Comeback Compact

**College Comeback has made possible two innovative programs designed to provide sustainable solutions to the problem of stranded credits.**

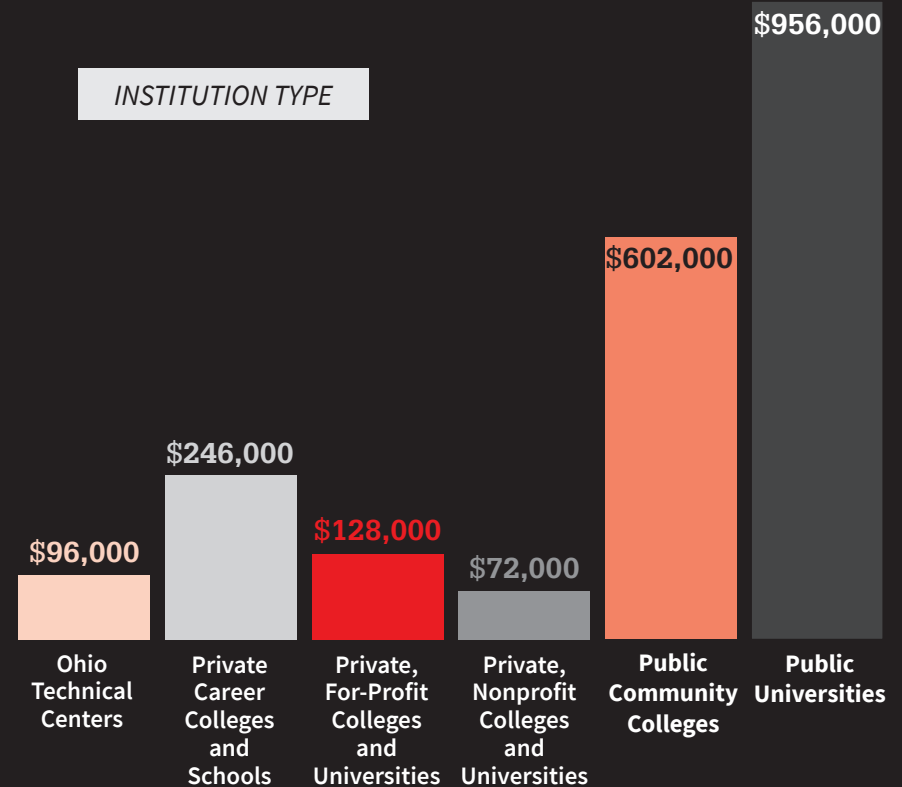
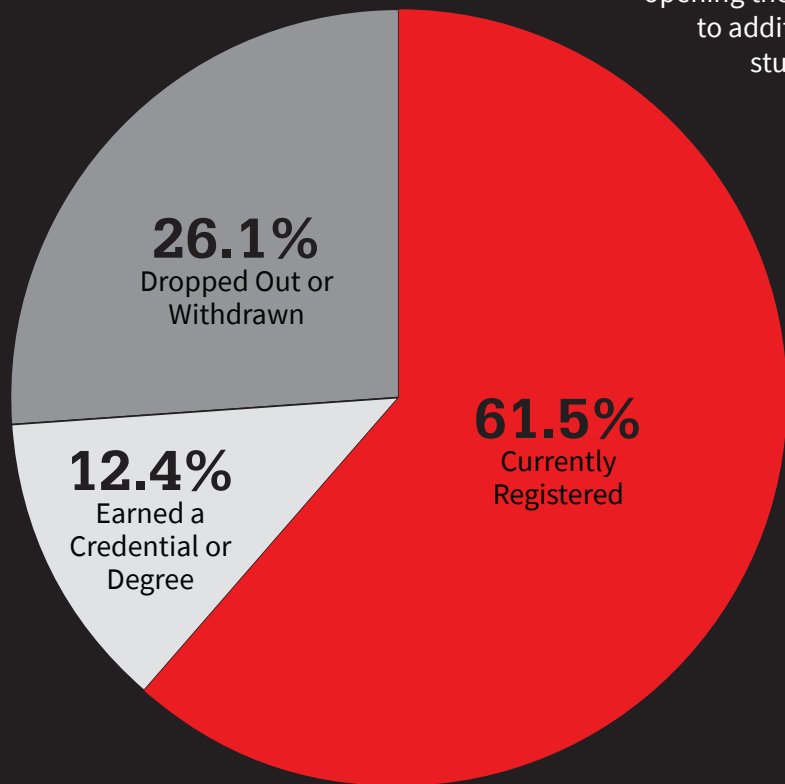
was followed in November of 2021 by the similar **BOLD (Be Ohio's Latest Degree Holder) Compact**<sup>56</sup> between six public and private IHEs in Western and Southern Ohio: Clark State College, Edison State Community College, Shawnee State University, the University of Dayton, Wittenberg University, and Wright State University.



**SUCCESS HIGHLIGHT**

**Second Chance Grant**

In October of 2021, the Second Chance Grant was established by the State of Ohio as a pilot program designed to provide financial assistance and incentive to SCND Ohioans looking to return to a postsecondary institution in order to earn a degree or credential. This pilot appropriated \$3 million for student financial assistance in the form of \$2,000 grants to eligible returning students. Second Chance grants were made available to students pursuing any credential or degree up to a bachelor’s degree, provided they were demonstrating an upward trajectory in terms of credential attainment. Second Chance grants were able to be used at any qualifying institution. The Second Chance Grant program was made permanent in the summer of 2022 with the passage of Senate Bill 135. This bill also broadened the eligibility criteria, opening the grant to additional students.



In 2022, 1,050 Second Chance grants were awarded for a total of \$2,100,000 to students at 63 postsecondary institutions. The majority of grants (74.2%) were awarded at Ohio’s public community colleges and universities. Nearly 3/4 of students who received a Second Chance Grant during the first six months of the Second Chance Grant program are either continuing with their program of study and currently enrolled in postsecondary education (61.5%) or have already earned a credential or a degree as a result of their re-enrollment (12.4%).

## STRATEGY 3

Continue Ohio's investment in college access, affordability, and workforce alignment, with special attention given to programs that support economically disadvantaged students, adult learners, and students of color.

To facilitate degree and credential attainment, the State of Ohio must continue to support programs, initiatives, and processes that demonstrate improved student access, success, and completion. The FY 2022-2023 Ohio State Operating Budget included major investments by the Governor and the General Assembly in support of Ohio's postsecondary attainment objectives.

**State Share of Instruction (SSI)**<sup>57</sup> is the state funding allocated to Ohio's public colleges and universities. Ohio's SSI funding is a 100% performance funding model that incentivizes student success by basing funding on course completion, degree completion, and progress metrics, as well as some medical, doctoral, and research set-asides. SSI increased from \$2.04 billion to \$2.05 billion in FY2022 and \$2.07 billion in FY2023.

Ohio supports low-income students by providing resources and grants to help defray the cost of higher education. One important step for students to take is completion of the **Free Application for Federal Student Aid (FAFSA)**<sup>58</sup>; multiple state agencies are collaborating to increase FAFSA completion by students before they graduate from high school as part of the **3 To Get Ready/4 To Go**<sup>59</sup> campaign. Students who complete the FAFSA apply not only for need-based federal aid, but also state aid in the form of the **Ohio College Opportunity Grant (OCOG)**<sup>60</sup>. OCOG funding increased 5.0% to \$106.7 million in FY22 and an additional 5.4% to \$112.5 million in FY23.

**SSI is a 100% performance funding model that incentivizes student success by basing funding on progress metrics. Ohio SSI increased from \$2.04 billion to \$2.05 billion in FY2022 and \$2.07 billion in FY2023.**

Economically disadvantaged students are also served through the Ohio Department of Job and Family Services' **Community College Acceleration Program (CCAP)**, which received an additional \$5 million in funding in the new biennium. Eligible students can use this program for educational expenses, including childcare and transportation.

The **Short Term Certificate Grant Program**<sup>61</sup>, a need-based financial aid program for students enrolled in a program that can be completed in less than one year and awards a certificate or industry-recognized credential in an in-demand job, was funded at \$3.5 million per year for the next biennium.

Ohio provides additional financial aid designed to incentivize degree and credential attainment in high-demand fields helping to drive Ohio's 21st century economy. The **Choose Ohio First (COF) Scholarship Program**<sup>62</sup>, Ohio's scholarship program for students pursuing a certificate or degree in science, technology, engineering, and mathematics (STEM) or STEM

education, received a 75% increase to \$25 million dollars in FY22 and another 12% increase to \$28 million for FY23. Other programs focusing on aligning student credentials with industry needs include the Innovative Workforce Incentive Program, which provided elementary and secondary schools with \$34 million over the next biennium for education of students seeking industry-recognized credentials; and **TechCred**<sup>63</sup>, which gives businesses the chance to upskill current or future employees for better jobs in technology-focused fields.

**SUCCESS HIGHLIGHT**

## Short-Term Certificate Program

Ohio first funded short-term certificate grants at four-year universities and community colleges in FY 2018. The program was funded again as a part of Ohio’s FY 2022-2023 biennium budget bill, which appropriated \$7 million designated for financial aid to in-state students enrolled in a short-term certificate program (a program in which a certificate or industry-recognized credential can be obtained in less than one year) at one of Ohio’s public community colleges or Ohio Technical Centers.

In FY2018, \$4.1 million was distributed to 945 students at 27 institutions. A total of 698 of those students (73.9%) successfully completed their short-term certificate program. In FY22, \$3.5 million was distributed, with an additional \$3.5 million in FY23. Participating institutions are noted below:

PARTICIPATING INSTITUTION	INSTITUTIONAL SECTOR	FY 2018*	FY 2022**	FY 2023**
Belmont College	Community College	✓	✓	✓
Cincinnati State Technical and Community College	Community College	✓	✓	
Clark State College	Community College	✓	✓	✓
Columbus State Community College	Community College	✓	✓	✓
Central Ohio Technical College	Community College	✓	✓	
Cuyahoga Community College	Community College	✓	✓	✓
Eastern Gateway Community College	Community College	✓	✓	✓
Edison State Community College	Community College	✓	✓	✓
Hocking College	Community College	✓	✓	✓
Lakeland Community College	Community College		✓	✓
Lorain County Community College	Community College	✓	✓	✓
Marion Technical College	Community College	✓	✓	✓
North Central State College	Community College	✓	✓	✓
Northwest State Community College	Community College	✓	✓	✓

PARTICIPATING INSTITUTION	INSTITUTIONAL SECTOR	FY 2018*	FY 2022**	FY 2023**
Owens Community College	Community College		✓	✓
Rhodes State College	Community College	✓	✓	
Rio Grande Community College	Community College	✓	✓	✓
Sinclair Community College	Community College	✓	✓	✓
Southern State Community College	Community College	✓	✓	✓
Stark State College	Community College	✓	✓	✓
Terra State Community College	Community College	✓	✓	✓
Washington State Community College	Community College	✓	✓	✓
Zane State College	Community College	✓	✓	✓
Bowling Green State University	Public University	✓		
Cleveland State University	Public University	✓		
Ohio State University	Public University	✓		
University of Cincinnati	Public University	✓		
Wright State University	Public University	✓		
Apollo JVSD	Ohio Technical Center		✓	✓
Ashland County-West Holmes Joint Vocational SD	Ohio Technical Center		✓	✓
Auburn JVSD	Ohio Technical Center		✓	✓
Brown & Clermont Adult CC	Ohio Technical Center		✓	✓
Buckeye Career Center	Ohio Technical Center			✓
Buckeye Hills Career Center	Ohio Technical Center		✓	✓
Butler Technology & Career Development Schools JVSD	Ohio Technical Center		✓	✓
Career and Technology Educational Centers JVSD (C-TEC)	Ohio Technical Center		✓	✓
Columbiana County JVSD	Ohio Technical Center		✓	✓
Columbus City SD	Ohio Technical Center		✓	
Cuyahoga Valley Career Center JVSD	Ohio Technical Center		✓	✓
Delaware Area Career Center JVSD	Ohio Technical Center		✓	✓
Eastland-Fairfield Career Center	Ohio Technical Center			✓

**SUCCESS HIGHLIGHT**

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PARTICIPATING INSTITUTION	INSTITUTIONAL SECTOR	FY 2018*	FY 2022**	FY 2023**
EHOVE Career Center JVSD	Ohio Technical Center		✓	✓
Great Oaks Career Campuses	Ohio Technical Center		✓	✓
Knox County JVSD	Ohio Technical Center		✓	✓
Lorain County JVSD	Ohio Technical Center		✓	
Madison Adult Career Center	Ohio Technical Center		✓	✓
Mahoning Co Career & Tech Ctr JVSD	Ohio Technical Center		✓	✓
Maplewood Career Center	Ohio Technical Center			✓
Medina County Career Center	Ohio Technical Center			✓
Miami Valley Career Tech JVSD	Ohio Technical Center		✓	✓
Mid-East Career and Technology Centers JVSD	Ohio Technical Center		✓	✓
Penta Career Center	Ohio Technical Center			✓
Pickaway-Ross County JVSD	Ohio Technical Center		✓	✓
Pike County Area JVSD	Ohio Technical Center		✓	✓
Pioneer Career & Technology JVSD	Ohio Technical Center		✓	✓
Polaris JVSD	Ohio Technical Center		✓	✓
Sandusky City SD	Ohio Technical Center		✓	✓
Scioto County JVSD	Ohio Technical Center		✓	✓
Tri-County Career Center JVSD	Ohio Technical Center			✓
Tri-Rivers Career Center	Ohio Technical Center			✓
Trumbull Career & Technical Center	Ohio Technical Center			✓
Upper Valley Career Center	Ohio Technical Center		✓	✓
Vanguard-Sentinel JVSD	Ohio Technical Center		✓	✓
Vantage Career Center	Ohio Technical Center		✓	✓
Warren County JVSD	Ohio Technical Center		✓	✓
Washington County JVSD	Ohio Technical Center		✓	✓
Wayne County JVSD	Ohio Technical Center		✓	✓

*\*In 2018, institutions eligible for the Short-Term Certificate Program included public universities and community colleges*

*\*\*In 2022 and 2023, institutions eligible for the Short-Term Certificate Program included community colleges and Ohio Technical Centers*

## STRATEGY 4

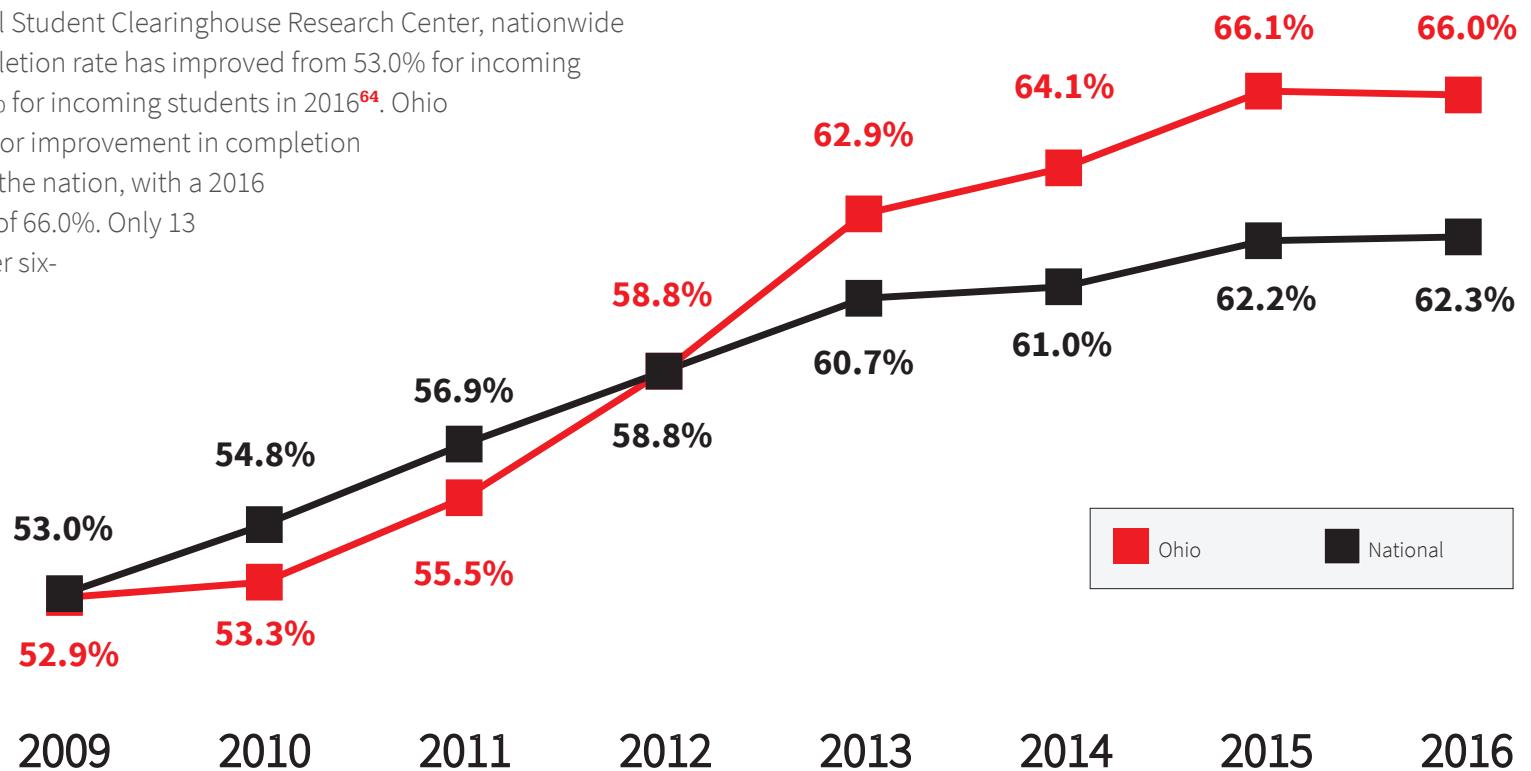
Help all students succeed in not only going to college, but also completing college.

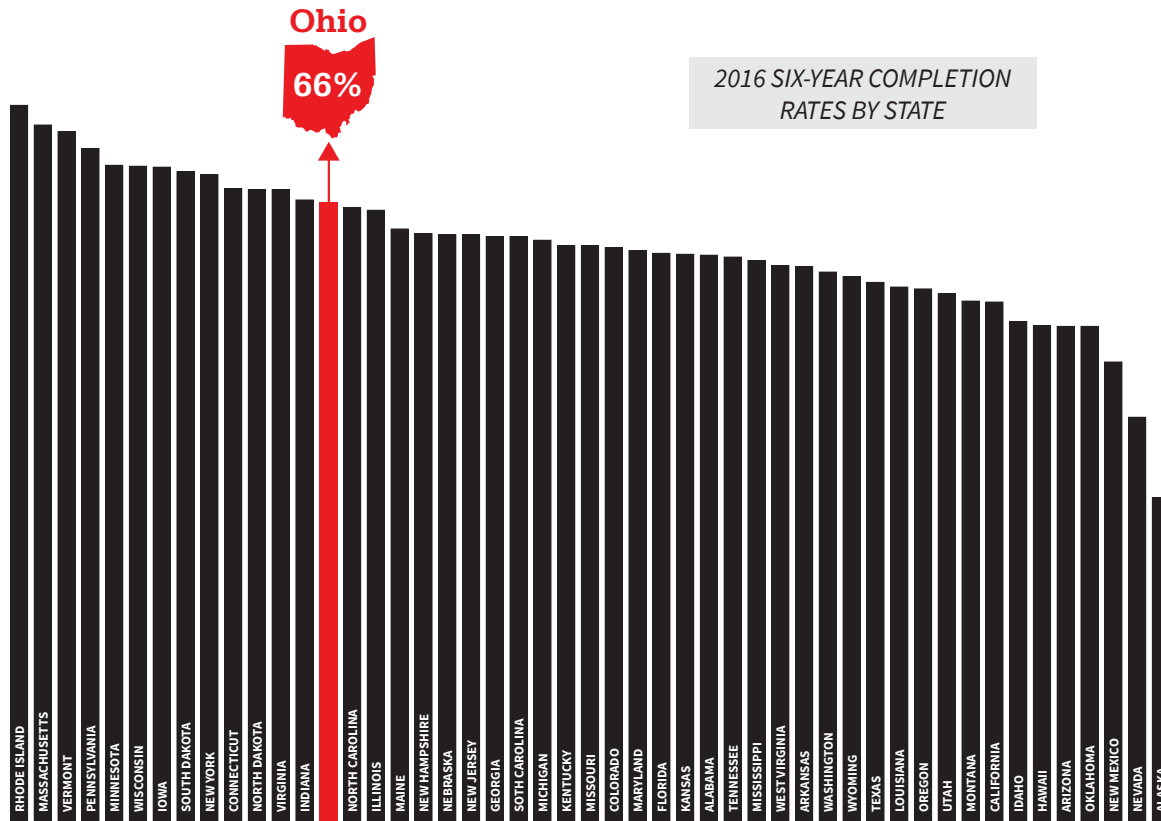
Much attention is paid to increasing access to higher education, but it is equally important to focus on the success of students who do pursue higher education. Students who begin a college education but do not complete a degree are unlikely to demonstrate the same personal and economic success as graduates, and thus are more likely to default on any accumulated student debt. Over the past couple of decades, higher education institutions and systems have begun to recognize and emphasize the importance of ensuring that students can not only access higher education, but also succeed within college, earning a degree or credential. This shift has led to changes such as performance-based funding models, case-management approaches to academic advising, and the expansion of admission offices into enrollment management offices. This focus on student success has resulted in gradual improvements in college completion rates.

According to the National Student Clearinghouse Research Center, nationwide the overall six-year completion rate has improved from 53.0% for incoming students in 2009 to 62.3% for incoming students in 2016<sup>64</sup>. Ohio has demonstrated superior improvement in completion rates when compared to the nation, with a 2016 six-year completion rate of 66.0%. Only 13 states demonstrate higher six-year completion rates<sup>65</sup>.

Compared with neighboring states, Ohio's completion rates lag Pennsylvania (71.9%) and Indiana (66.4%), but exceed Michigan (62.1%), Kentucky (61.5%), and West Virginia (59.4%).

SIX-YEAR COMPLETION RATE TRENDS FOR INCOMING STUDENTS, 2009-2016



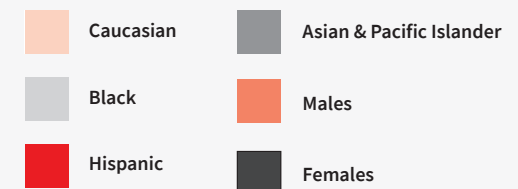
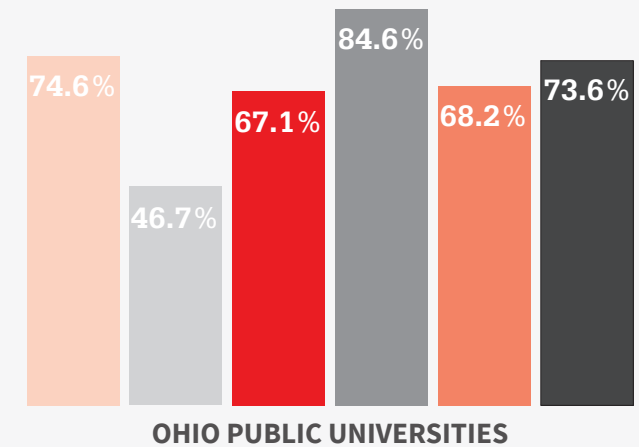
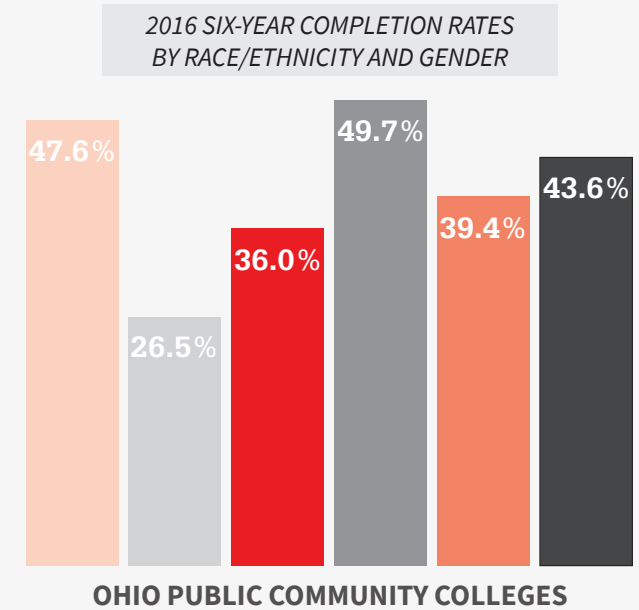


Data for these charts were accessed from <https://nscresearchcenter.org/completing-college>

Ohio’s public IHEs are actively engaged in increasing completion rates. Ohio joined the **Complete College America (CCA) Alliance** in 2010<sup>66</sup>. Through policy and practice reform, CCA works with states, IHEs, and additional partners on increasing college completion rates and closing performance gaps. Since joining the alliance, Ohio has engaged in a number of strategies and practices designed to improve college completion – from outcomes-based funding to transfer pathways and mathematics reform.

In 2013, House Bill 59 mandated that the board of trustees of each public institution adopt an institution-specific completion plan detailing goals and strategies designed to increase the number of degrees and credentials earned by students. In addition, several state-led, multi-campus

As with attainment, significant disparities in completion rates exist between ethnic groups and genders.





initiatives have had the express objective of ensuring that students in higher education are able to successfully navigate and graduate from their institution of higher education. Current examples of these initiatives include the **Scaling Up Community College Efforts for Student Success (SUCCESS)**<sup>67</sup> program, The **Ohio Mathematics Initiative**<sup>68</sup>, and **Ohio Strong Start to Finish (OhioSSF)**<sup>69</sup>.

## SUCCESS HIGHLIGHT

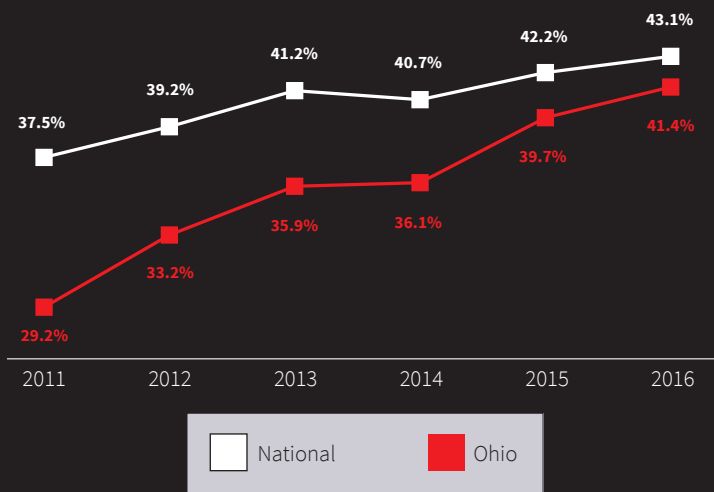
### Success Center for Ohio Community Colleges

Established in 2012, the Ohio Association of Community Colleges (OACC)'s Success Center<sup>70</sup> provides Ohio's 23 public community colleges with professional development and a variety of resources and services to help institute, scale, and sustain evidence-supported student success reform efforts, including guided pathways<sup>71</sup>, Completion by Design Loss/Momentum Framework<sup>72</sup>, the Student Success Leadership Academy (SSL), Leadership Academy for Student Success, and Ohio Strong Start to Finish. The Success Center has hosted institutes, workshops, and webinars on student success topics, ensured that all 23 community colleges have had the opportunity to engage with a Pathways Coach and receive tailored professional development on student completion, established a culture of data-informed decision making among the community colleges, and fostered relationships with philanthropic funders and national organizations.

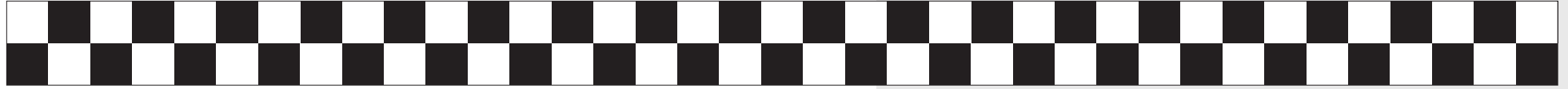
The efforts of the Success Center have resulted in significant improvements in completion rates for Ohio's public colleges. Between 2013 and 2021, the number of associate degrees awarded by Ohio's community colleges has increased by 16% and the number of long-term certificates awarded has increased 34%. These improvements have been particularly notable for historically underrepresented groups: The total number of credentials awarded to Black students has increased 40% in the same time period.

The effects of the Success Center are reflected in Ohio's improvement in associate degree completion compared with the nation as a whole. Nationwide, the average percent change in six-year completion rates for students beginning an associate degree at public two-year IHE between 2011 and 2016 is 14.93%. While Ohio community colleges' six-year completion rates are still slightly below the national average, Ohio demonstrated the greatest percent change (41.78% improvement) of the 39 states that reported complete data<sup>73</sup>. Eleven states (Alaska, Arizona, Delaware, Florida, Indiana, Nevada, Louisiana, Rhode Island, Utah, Vermont, and West Virginia) did not report complete data and were not compared.

SIX-YEAR COMPLETION RATES FOR PUBLIC TWO-YEAR IHEs



# Looking Ahead



**T**o 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 not meet employer needs and disturbing gaps in postsecondary attainment will persist for underrepresented minorities.

If Ohio hopes to meet its workforce needs, urgent efforts are needed to significantly accelerate degree and credential attainment as we move into the future. Areas of focus should include:

- Communicating the necessity and value of postsecondary credentials to the prosperity of individuals, communities, and our state.
- Working creatively and collaboratively to keep the cost of postsecondary education affordable.
- Engaging adult learners, many of whom have earned some postsecondary credits but have not completed a certificate or degree, with particular attention to developing resources that would help adults choose pathways that best fit their interests and goals.
- Increasing postsecondary opportunities for populations traditionally underrepresented in higher education including racial minorities, adult learners, low-income students, and rural students.
- Employing evidence-based practices known to enhance student success, particularly those that have been shown to reduce equity gaps.

## For more information:

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