# Student Success

for

# Adult Learners

## 8th Report on the Condition of Higher Education in Ohio

# Ohio | Department of Higher Education

On December 31, 2015, the Board of Regents' Condition Report Subcommittee submitted the *Eighth Report on the Condition of Higher Education in Ohio; Student Success for Adult Learners* to the Chancellor for consideration. After review and discussion, the report was unanimously approved.
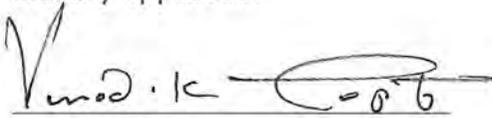
Vinod K. Gupta
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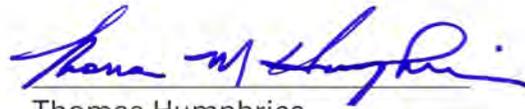
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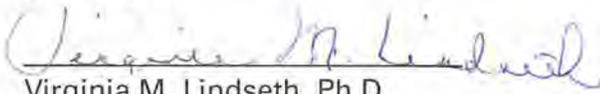
Virginia M. Lindseth, Ph.D.
Secretary
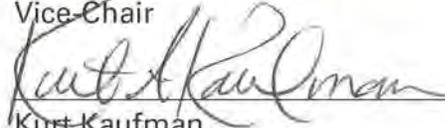
Kurt Kaufman

Elizabeth Kessler

## Ex-Officio Members
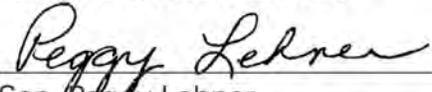
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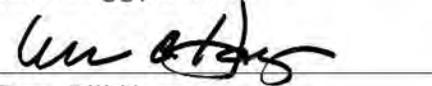
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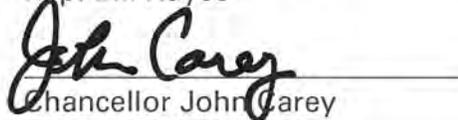
Chancellor John Carey

**Honorable Governor Kasich, Ohio Senate President Faber, Ohio House Speaker Rosenberg, Ohio Senate Minority Leader Schiavoni, and Ohio House Minority  Leader Strahorn,**

With a clear focus on the imperative to increase the number and percentage of adults with degrees or other postsecondary credentials, the Ohio Board of Regents respectfully submits its Eighth Report on the Condition of Higher Education. This report, entitled *Student Success for Adult Learners,* identifies the most relevant considerations adults have when assessing options to pursue higher education. The report further details what factors institutions of higher education need to consider in order to successfully attract, enroll, retain and graduate adult student populations.

The report also highlights why the increased educational attainment of adults in the state of Ohio is deserving of increased focus and attention. Data show that by 2025, the vast majority of the jobs created in Ohio will require a postsecondary degree or credential. The current pipeline of individuals currently in higher education and high school will not be sufficient to fill Ohio jobs of the future. Increasing the educational attainment of adults will be an essential component in filling the state's workplace needs and securing its future economic prosperity.

There are a significant number of adults across Ohio with some college and no degree or without any college experience at all; this population provides a significant opportunity to increase the educational attainment of adults in Ohio. The report's recommendations identify opportunities for improving data collection, communication strategies, student engagement efforts and educational options for adults. The recommendations further emphasize the need for collaborative efforts between the Ohio Department of Higher Education and Ohio's institutions of higher education to achieve the goal of improving the educational attainment of adults.

The state of Ohio is fortunate to have leaders that clearly understand  and support the vital role that higher education plays in our state. We look forward to discussing the report with you in more detail and exploring opportunities for achieving this important state imperative.

Respectfully submitted,

**Vinod (Vinny) Gupta**
Chair, Ohio Board of Regents

**Elizabeth Kessler**
Chair, Condition Report Subcommittee

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# Executive Summary

**L**abor economists project that 64 percent of jobs in Ohio will require a postsecondary credential – certificate, associate degree, bachelor's degree, or more – by 2025.[1] If Ohio is to meet the goal of 64 percent, efforts must also be made to increase the educational attainment of adults already in the workplace. This report on the Condition of Higher Education in Ohio addresses four main themes surrounding success of adult learners (defined as those over the age of 25).

These four themes are:

- Who are Ohio's adult learners and how does their success impact the state?
- What challenges do Ohio's adult learners face and what assets do they bring?
- What encourages Ohio adults to enroll in postsecondary education?
- How are Ohio's public institutions meeting the needs of adult learners?

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1    Carnevale, A., Smith, N., & Strohl, J. (2013). *Recovery: Job growth and education requirements through 2020.* Retrieved April 30,2015, from, Georgetown University, Center on Education and the Workforce website: **https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf**

### Question 1: Who are Ohio's adult learners and how does their success impact the state?

Nationally, there is no consensus on how best to define adult learners. Adult learners are typically defined by age or by characteristic. Thirty percent of Ohio institutions reported not collecting data elements to track adults by characteristic (working full-time, parent, etc.). For the purposes of this report, adult learners are defined as age 25 or older. Using this standard, Ohio has 3.7 million adults between 25 and 64 who do not hold a postsecondary credential, according to the 2013 Census figures.[2] Approximately 150,000 – or 34 percent – of the nearly 440,000 undergraduate students enrolled in Ohio's public colleges and universities in the fall of 2013 were 25 or older.[3] Ohio is slightly behind the national average of 37 percent for enrolled adults.[4] Based on current rates of postsecondary attainment, projections show Ohio will be nearly 20 percentage points behind where it needs to be by 2025.[5]

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2    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 U.S. Census categories don't reflect that. For purposes of this conditions report, we changed the totals without postsecondary credentials to reflect those estimates.

3    All Ohio data cited are from research from HEI and OTC data files accessed by the Ohio Education Research Collaborative for the Ohio Board of Regents in May 2015.

4    National Center for High Education Management Systems. (2015). *Calculating the economic value of increasing college credentials by 2025 in Ohio.* Retrieved May 15, 2015 from, **http://www.nchems.org/ NCHEMSCLASPOhioModel.swf**

5)    Applegate, J. (2012, November). *Goal 2025: The college completion imperative for Ohio.* Retrieved

In order to strengthen efforts to increase adult postsecondary educational attainment, recommendations are:

1. **The Ohio Department of Higher Education should implement a uniform statewide definition of adult learner as those "25 and older" and work with institutions to facilitate more consistent data collection.**

2. **The Department of Higher Education should work with institutions to develop statewide goals for adult postsecondary attainment as part of overall attainment goal-setting efforts.**

## Question 2: What challenges do Ohio's adult learners face and what assets do they bring?

The complexity of adult lives means they have needs that differ from those of traditional students. Adult college students face the challenges of balancing school with work, parenting and other responsibilities; outcomes indicate students with at least one of these factors are less likely to graduate and may require specialized support and services.[6] As the proportion of adult students grows on college campuses, more services will be needed to address the concerns of this population. As a step forward, it is recommended:

1. **Institutions of higher education should conduct a self-assessment of current services and institutional capacity to serve adult students.**

## Question 3: What encourages Ohio adults to enroll in postsecondary education?

Adult students often have questions or concerns that differ from those of traditional students. Moving adult students from having a vague interest to enrollment and completion requires purposeful, planned efforts. How institutions of higher education plan, execute, and sustain communication and outreach efforts to current and prospective adult students is critical to adult recruitment and enrollment. Institutions wishing to succeed in attracting adults must make conscious decisions and strategic commitments to develop communication, recruitment and enrollment strategies geared specifically toward adults. To address these concerns, it is recommended:

1. **Institutions of higher education should develop recruitment, enrollment and reenrollment strategies that address adult barriers.**

2. **The Ohio Department of Higher Education should capture and disseminate best practices from Ohio institutions with established concierge models that support moving adult students from interest to enrollment.**

from **https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/completion/Applegate%20 Complete%20College%20Ohio%20November%202012%20Presentation.pptx**

6    Center for Postsecondary and Economic Success. (2011). *Yesterday's non-traditional student is today's traditional student.* Retrieved from **http://www.clasp.org/resources-and-publications/publication-1/Non-traditional-Students-Facts-2011.pdf**

3. **The Ohio Department of Higher Education should collaborate with colleges to explore ways to provide financial incentives for adults in technical certificate programs. The Ohio Department of Higher Education should work with institutions to develop a proposal for the next biennial budget that provides adults over 25 with financial incentives to return to less-than-one-year technical programs that are part of a pathway to a degree and address labor-market needs.**

4. **Institutions of higher education should develop career pathways that align public education and training resources in ways that help adult learners earn postsecondary credentials.**

## Question 4: How are Ohio's public institutions meeting the needs of adult learners?

The Ohio Department of Higher Education analyzed data from three cohorts of students to review completion rates six years after the year they started. This analysis found little variation from year to year of the three cohorts, but found a 20 percentage point difference in completion rates at public universities and an 8 percentage point difference at community colleges between adults under 25 and students 25 or older.[7] Adults over age 25 fare better in the shorter certificate programs at Ohio Technical Centers, where more than 65 percent earned a credential in 2013.[8]

Ohio must address both policy and practice concerns in order to address adult student success. However, Ohio's public postsecondary institutions have different missions; no one size will fit all for improving adult student success. Promising practices to increase adult student success that have shown potential in Ohio or in other states include:

- Stacking certificates into degree programs
- Guided Pathways to Success
- Co-requisite remediation
- Intrusive advising
- Predictable scheduling
- Online and blended learning
- Prior learning assessment
- Veterans strategies
- Competency-based education
- Improving teaching and learning for adults
- Repackaging financial aid
- Supportive services
- Career advising

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7    Ibid
8    Ibid

Many Ohio institutions have already investigated and implemented versions of strategies mentioned above, but it is necessary to strategically build upon what is already in place and enhance to scale to better serve the needs of adult students. No matter the intervention(s), campuses should develop a coherent, adult-focused strategy for completion. Recommendations for addressing adult student success include:

1. **Institutions of higher education should include an adult-focused set of strategies to improve completion when updating their completion plans for June 2016.**
2. **The Ohio Department of Higher Education should accelerate efforts to provide professional development and technical assistance to campuses to more effectively implement prior learning assessment.**
3. **The Ohio Department of Higher Education should work with institutions to prioritize the development of competency-based programming on their campuses and ensure that established initiatives address the needs of adult learners.**
4. **Campuses should examine their professional development offerings for instructional faculty and consider implementing development opportunities for adult learners.**
5. **Campuses should promote effective career counseling and advising models targeted toward adults.**

In order to comprehensively address the needs of adults enrolling in and completing college credentials, the Ohio Board of Regents strongly suggests that institutional leaders and policy-makers redouble their efforts to serve this important population.

## Priorities Moving Forward

While the recommendations contained in this Report reflect a systemic approach to better serving adult student populations, the Ohio Board of Regents recognizes that executing a comprehensive, statewide approach will take time.

Therefore, in implementation, priority should be given to recommendations that most directly build upon and enhance current state and institutional student success initiatives or that have the capacity to have immediate positive impact on adult students. Recommendations proposed by the Ohio Board of Regents for prioritization include:

1. **Campuses should include an adult-focused set of strategies to improve completion when updating their completion plans for June 2016.**
2. **The Ohio Department of Higher Education should work with institutions to prioritize the development of competency-based programming on their campuses, and ensure that established initiatives address the needs of adult learners.**
3. **Campuses should promote effective career counseling and advising models targeted toward adults.**
4. **The Ohio Department of Higher Education should accelerate efforts to provide professional development and technical assistance to campuses to more effectively implement prior learning assessment.**
5. **Campuses should develop career pathways that align public education and training resources in ways that help adult learners earn postsecondary credentials.**

Prioritizing the implementation of these recommendations will complement work already underway and increase the likelihood that efforts to improve the educational attainment of adults have an impact in the near future.
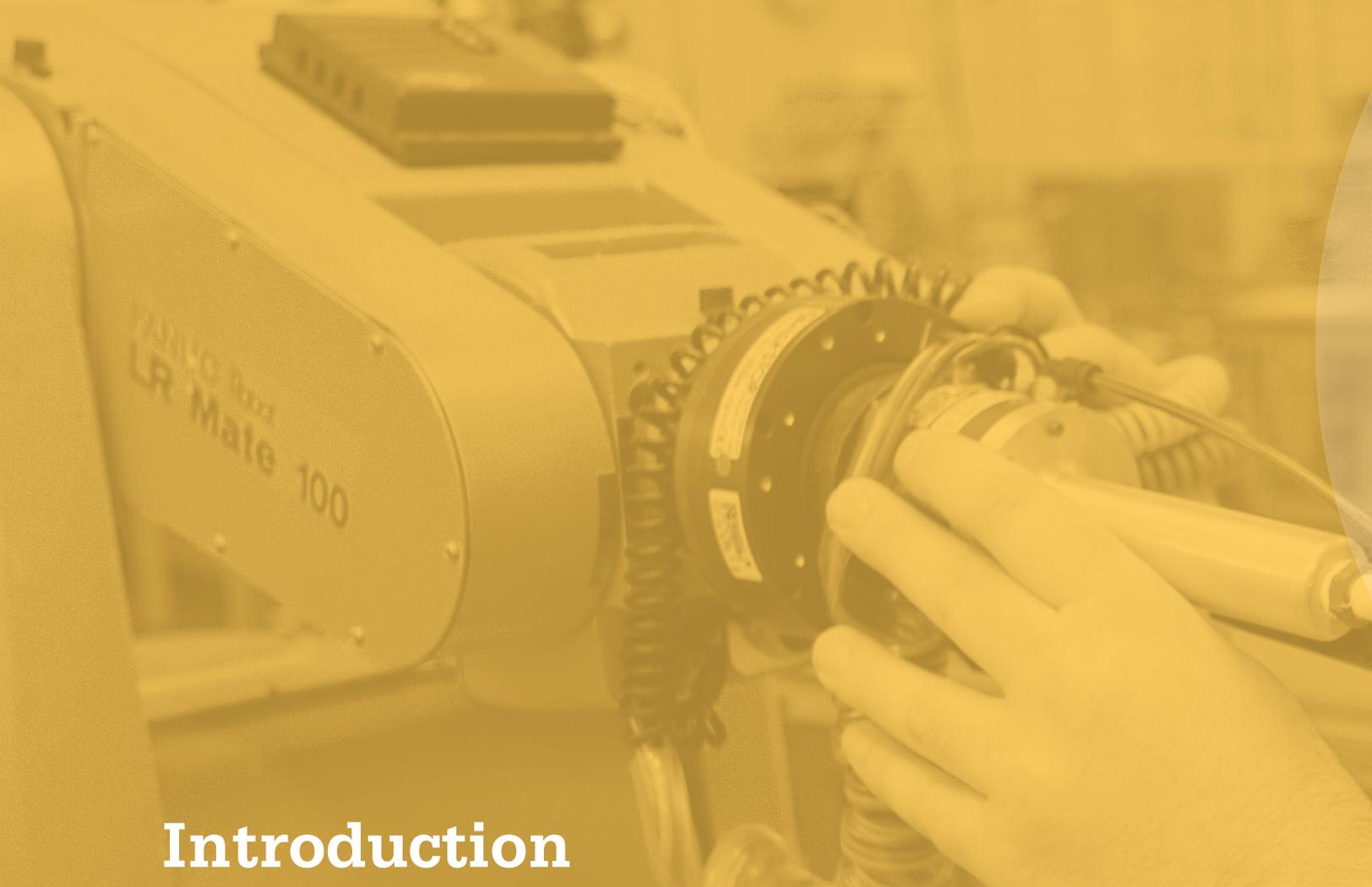
# Introduction

**L**abor economists predict nearly 64 percent of Ohio jobs will require some postsecondary education by 2025.[9] However, projections show Ohio will have only a 44 percent attainment rate by 2025, nearly 20 percentage points behind anticipated needs.[10] Given the 64 percent projection, Ohio needs an additional 1.2 million residents to earn postsecondary credentials above and beyond current attainment rates by 2025.[11] Ohio businesses will be challenged to remain competitive without access to the workforce they need, while Ohioans will struggle to find gainful employment.

This 64% attainment goal cannot be reached by solely focusing on recent high school graduates, as demographic projections estimate a decline in the number of Ohio's high school graduates in coming years.[12] Ohio must implement a strategy to help more adults enroll in – and complete – some postsecondary education. This is no small challenge: currently Ohio has 3.7

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9     Carnevale, A., Smith, N., & Strohl, J. (2013). *Recovery: Job growth and education requirements through 2020.* Retrieved April 30,2015, from, Georgetown University, Center on Education and the Workforce website: **https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf**

10    10)   National Center for High Education Management Systems. (2015). *Calculating the economic value of increasing college credentials by 2025 in Ohio.* Retrieved May 15, 2015 from, **http://www.nchems.org/NCHEMSCLASPOhioModel.swf**

11    Ibid

12    Western Interstate Commission for Higher Education. (2013). *Knocking at the college door.* Retrieved February 25, 2015 from, **http://www.wiche.edu/info/knocking-8th/profiles/oh.pdf**

million adults between the ages of 25 and 64 without postsecondary credentials; just 37.5% of adults hold some sort of postsecondary degree.[13]

Fortunately, Ohio's public universities, community colleges and Ohio Technical Centers are well-dispersed across the state to provide this needed education to Ohio's adult learners. Convenience of location is not enough to ensure that sufficient numbers of adults participate in and successfully complete postsecondary education. Knowledge of the specific needs of adult learners, and practice of the most effective methods to address their needs, is critical to attracting adults into postsecondary education and ensuring they succeed.

This report on the Condition of Higher Education in Ohio addresses four main themes surrounding adult learners. In exploring these themes, the Ohio Board of Regents outlines the most salient points for each and makes recommendations that will help position Ohio's higher education system as a leader in adult learning. These four themes are:

- Who are Ohio's adult learners and how does their success impact the state?
- What challenges do Ohio's adult learners face and what assets do they bring?
- What encourages Ohio adults to enroll in postsecondary education?
- How are Ohio's public institutions meeting the needs of adult learners?

13  Lumina Foundation. *A stronger nation through higher education.* (2015). Retrieved May 28, 2015 from, **http://strongernation.luminafoundation.org/report/#ohio**
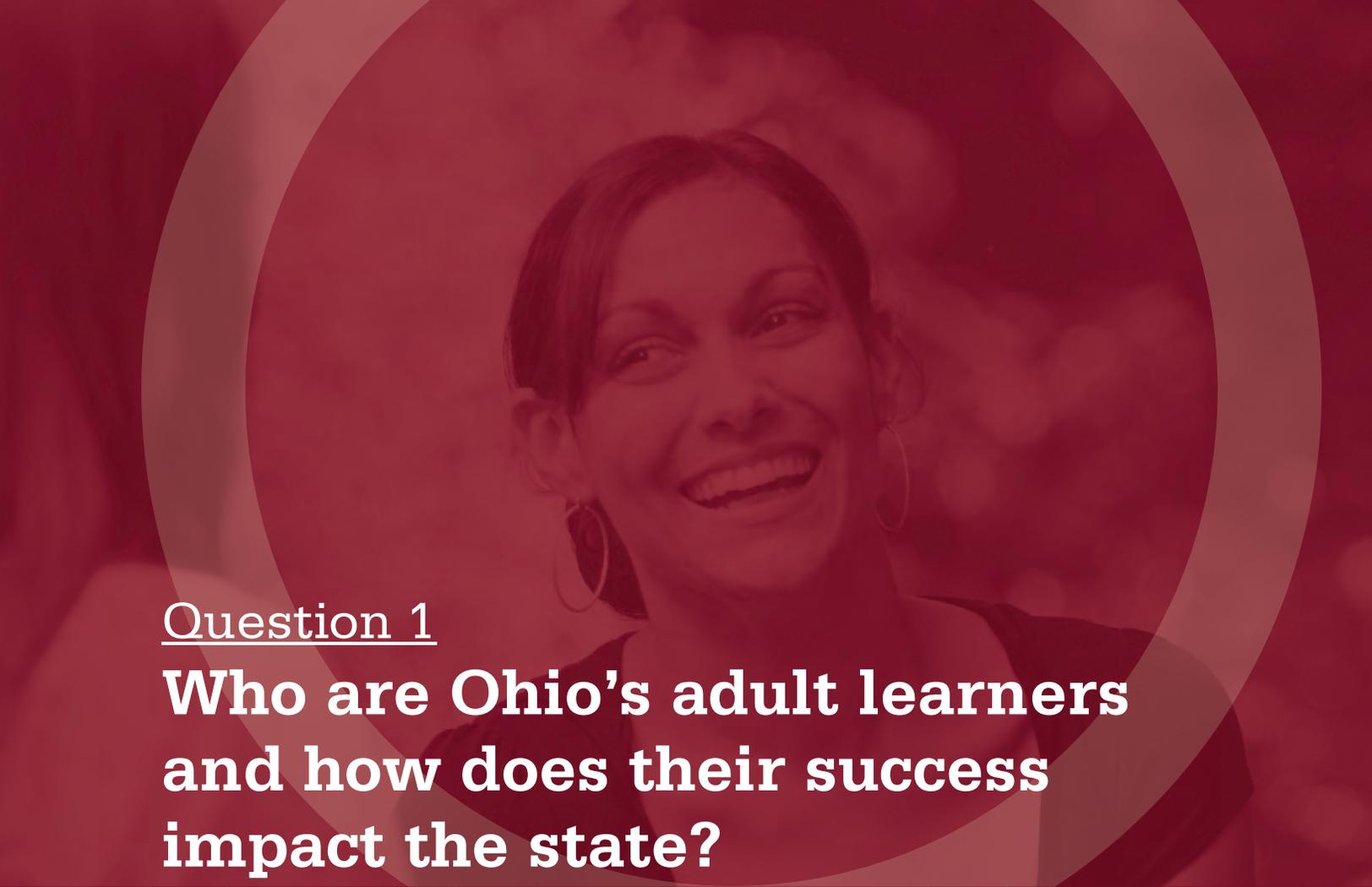
# Question 1

# Who are Ohio's adult learners and how does their success impact the state?

## Defining Adult Learners

Nationally, there is not a consensus on how best to define adult learners.  Common definitions of adult learners describe the student group by either age or characteristic. Defining adult students by age facilitates data collection and reporting, but omits a wide swath of individuals who could be considered non-traditional adult students. Identifying adult students by characteristics (such as having dependents, being employed full-time, delaying entry to college) provides a more holistic view of adult learners, but presents challenges in data collection and analysis.  For example, 30 percent of Ohio institutions reported not having those data elements available. Weighing the strengths and weaknesses of each approach, for the purposes of this report, adult learners are defined as age 25 or older. In addition to simplifying data collection, using 25 and older aligns with several policy levers.  For example, age 25 or older is currently used as an "at-risk" category in Ohio's performance-based funding formula. Additionally, this definition aligns with the United States Department of Education (USDoE) age definitions of independent students for Title IV aid.

Gaps in comprehensive data on adults present challenges to campuses and policymakers. To understand all of the factors facing adults and track progress across the state, Ohio needs consensus on a definition for "adult learner" and needs to use the new definition to improve data collection across Ohio's educational system.

## Ohio's Adult Learners

The pool of potential adult learners is large in Ohio; as previously mentioned, the state has 3.7 million adults between 25 and 64 who do not hold a postsecondary credential, according to the 2013 Census figures.[14] Ohio's 37.5% rate of higher education attainment for this population is below the national average of 40 percent.[15]

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14  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 conditions report, we changed the totals without postsecondary credentials to reflect those estimates.

15  Lumina Foundation. *A stronger nation through higher education.* (2015). Retrieved May 28, 2015 from, **http://strongernation.luminafoundation.org/report/#ohio**

## Educational Attainment of Ohio Adults Age 25 to 64

| Educational attainment | Number | Percent of Population |
|---|---|---|
| Less than ninth grade | 139,178 | 2.30% |
| Ninth to 12th grade, no diploma | 408,220 | 6.74% |
| High school graduate (including equivalency) | 1,938,142 | 32.02% |
| Some college, no degree | 1,298,424 | 21.45% |
| Associate degree | 568,058 | 9.38% |
| Bachelor's degree | 1,089,756 | 18.00% |
| Graduate or professional degree | 611,513 | 10.10% |

Source: U.S. Census Bureau, 2013 American Community Survey

Approximately 150,000 – or 34 percent – of the nearly 440,000 undergraduate students enrolled in Ohio's public colleges and universities in the fall of 2013 were 25 or older.[16] This percentage held steady for the past five years, putting Ohio slightly behind the national average of 37 percent for enrolled adults.[17]

## Total Enrollment by Age & Institution Type
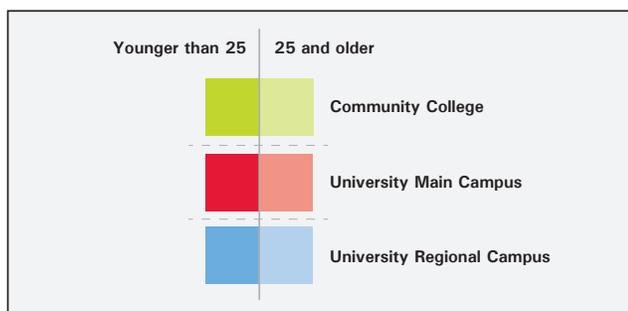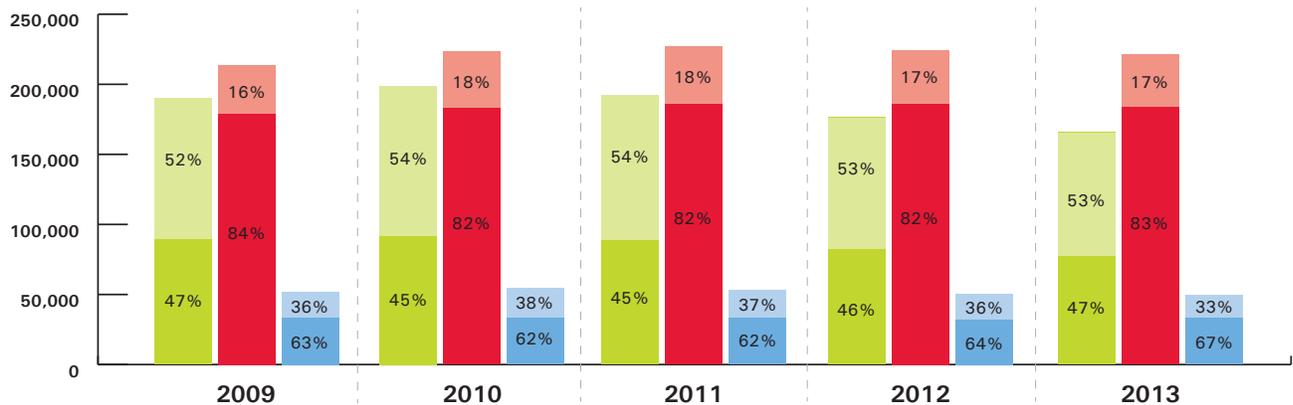


Source: Ohio Education Research Collaborative accessing Ohio Higher Education Information system data, May 2015.

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16    All Ohio data cited are from research from HEI and OTC data files accessed by the Ohio Education Research Collaborative for the Ohio Board of Regents in May 2015.

17    National Student Clearinghouse. (2014). *Current term enrollment estimates: Fall 2014.* Retrieved from **http://nscresearchcenter.org/currenttermenrollmentestimate-fall2014/#more-3770**

There were over 15,000 students enrolled in certificate programs at Ohio Technical Centers (OTCs) in the fall of 2013.[18] Students at OTCs accounted for three percent of all undergraduate students. While many of those served by OTCs are adults over 25, the fact that not all OTCs reported age data on their students presents some gaps; 17 percent of OTC students had no reported age, 30 percent were under 25, and 53 percent were 25 or older. One year of Ohio Technical Center data is included in this report to provide a glimpse into the scale and scope of the sector; additional years are not included because the data is migrated from the Ohio Department of Education to the Ohio Department of Higher Education and this creates inconsistencies.

Around 4 percent of the 3.7 million Ohio adults without a postsecondary credential are enrolled in a public postsecondary institution in the state. This large group presents a relatively untapped enrollment opportunity to address skills gaps in our state.

## Impact of Adult Learners on the State

A well-educated workforce is vital to the economic health of Ohio; it is projected that 65 percent of all American jobs and 64 percent of Ohio jobs will require some postsecondary education by 2020.[19] Between 2008 and 2018, Ohio is projected to have 1.7 million job vacancies due to retirement or newly created jobs, with the majority requiring some postsecondary education credential.[20]

Ohio cannot reach its postsecondary attainment goals by solely focusing on recent high school graduates. After peaking in 2008-09, Ohio had a decrease of high school graduates annually. Despite a brief projected uptick in graduates through 2017-18, the number is projected to once again decline.[21]

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18  Ibid
19  Carnevale, A., Smith, N., & Strohl, J. (2013). *Recovery: Job growth and education requirements through 2020.* Retrieved April 30,2015, from, Georgetown University, Center on Education and the Workforce website: **https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf**
20  Carnevale, Anthony; Smith, Nicole; Strohl, Jeff. 2010. *Help Wanted.* Georgetown University Center for Education and the Workforce. Washington, DC. **https://cew.georgetown.edu/wp-content/uploads/2014/12/State-LevelAnalysis-web.pdf**
21  Western Interstate Commission for Higher Education. (2013). *Knocking at the college door.* Retrieved February 25, 2015 from, **http://www.wiche.edu/info/knocking-8th/profiles/oh.pdf**

## Production of High School Graduates
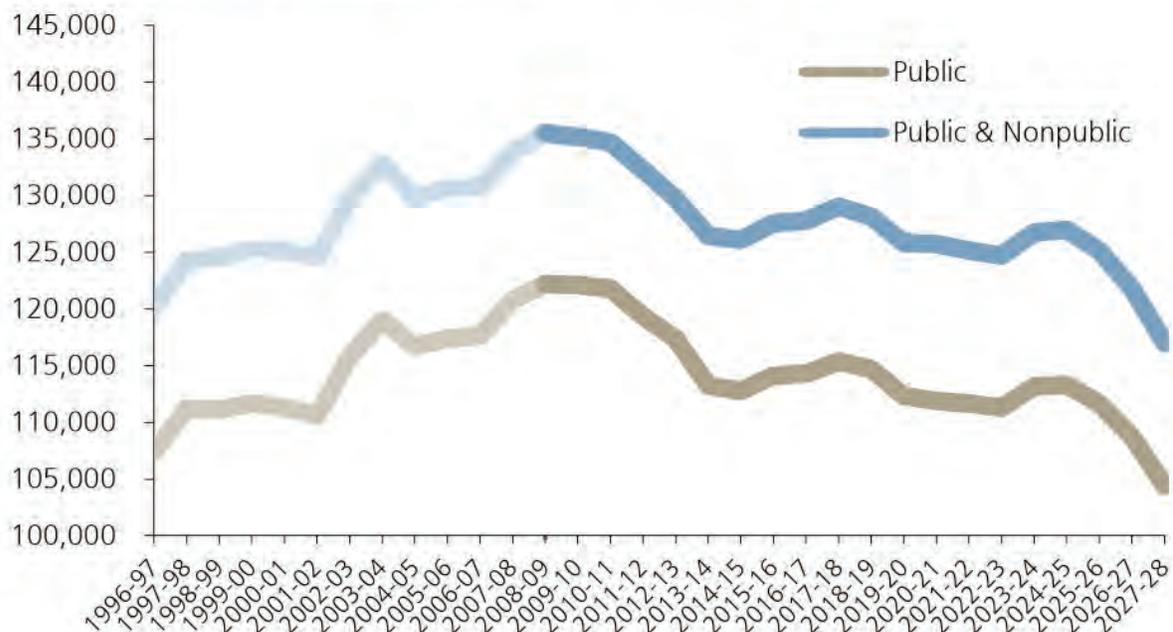


Source: Western Interstate Commission for Higher Education. 2013. Knocking at the College Door

Based on current rates of postsecondary attainment, projections show Ohio will be nearly 20 percentage points behind the 2025 needed projections.[22] According to projections by the National Center for Higher Education Management Systems (NCHEMS), even if Ohio were to increase both the percentage of residents graduating from high school and the percentage enrolling directly into college, Ohio would still fall well short of the 64 percent goal.[23] Therefore, any strategy to meet the projected 64 percent attainment **must** include ways to increase the number of Ohio adults returning to college. As a state, Ohio must set attainment goals for adult students and consistently track progress toward those goals.

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22  Applegate, J. (2012, November). *Goal 2025: The college completion imperative for Ohio.* Retrieved from **https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/completion/Applegate%20 Complete%20College%20Ohio%20November%202012%20Presentation.pptx**

23  National Center for High Education Management Systems. (2015). *Calculating the economic value of increasing college credentials by 2025 in Ohio.* Retrieved May 15, 2015 from, **http://www.nchems.org/ NCHEMSCLASPOhioModel.swf**

## Recommendations for Ohio

1. **The Ohio Department of Higher Education should implement a uniform statewide definition of adult learners as those "25 and older" and work with institutions to facilitate more consistent data collection.** While surveying campuses for information on adult student outcomes, the Ohio Board of Regents found there is not a single, consistent definition of adult learners in Ohio. The Ohio Department of Higher Education should work with public postsecondary institutions to implement a standard definition of adult learners as those 25 and older. In addition to a uniform definition, the Ohio Department of Higher Education should work with institutions to develop consistent data elements regarding adult learners. This could be developed by a group of campus institutional research personnel, institutional marketing or institutional advancement personnel, and academic program chairs at institutions that have been targeted as key programs for adult learners. This group would be charged with preparing an outline of the adult learner data important to collect and analyze. The data outline would be incorporated into the requirements of the Higher Education Information (HEI) system. This would enable both institutional and state-level planning to take place related to identifying and providing targeted marketing strategies and supportive service design to attract and retain adult learners across the system.

2. **The Ohio Department of Higher Education should work with institutions to develop statewide goals for adult postsecondary attainment as part of overall attainment goal-setting efforts.** The Ohio Department of Higher Education is currently working with stakeholders to develop postsecondary attainment goals for the state. The efforts of the Postsecondary Attainment Working Group should include explicit subgoals for increasing the postsecondary attainment of Ohio's adult workforce and be disaggregated by county and region.

# What challenges do Ohio's adult learners face and what assets do they bring?

**T**he typical college student is no longer an 18-year-old who enrolled immediately after high school, attends full-time and lives in a dormitory. Only 16 percent of students enrolled in college are between the ages of 18 and 22, attend full-time, and live on-campus.[24] Societal perceptions of a typical college student do not match the 21st century reality.

The multiple demands on adult students' time and resources are not reflected in the historical higher education model, which is based on the assumption of abundant time and financial resources. A 2012 study showed 38 percent of non-traditional undergraduates left school in their first year, as opposed to 16 percent of traditional undergraduates.[25] Adult students need higher education programming that addresses adult needs.

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24  Pelletier, S. (2010, Fall). Success for adult students. *Public Purpose.* Retrieved from **http://www.aascu. org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_ adultstudents.pdf**

25  Advisory Committee on Student Financial Success. (2012) *Pathways to Success: Integrating Learning With Life and Work to Increase National College Completion: A Report to the US Congress and Secretary of Education.* Washington, DC. **http://www2.ed.gov/about/bdscomm/list/acsfa/ptsreport2.pdf**

## Juggling Multiple Responsibilities

The complexity of adult lives means they have needs that differ from those of traditional students. Adult college students face the challenges of balancing school with work, parenting and other responsibilities; outcomes indicate students with at least one of these factors are less likely to graduate and may require specialized support and services.[26] Of all college students nationally,

- 36 percent are over age 25;[27]

- 47 percent are considered independent students for purposes of federal financial aid;[28]

- 75 percent of students balance work and college;

  » 32 percent of college students work full-time

  » 43 percent of students work part-time[29]

- 26 percent of college students have legal dependents.[30]

26  Center for Law and Social Policy. (2011) *Yesterday's Non-traditional Student is Today's Traditional Student.* **http://www.clasp.org/resources-and-publications/publication-1/Non-traditional-Students-Facts-2011.pdf**

27  Ibid

28  Ibid

29  Ibid

30  Gault, B.,Reichlin, L., Reynolds, E., & Froehner, M. (2014). *4.8 million college students are raising children* (IWPR Report C424). Retrieved from Institute of Women's Policy Research website: **http://www.iwpr.org/publications/pubs/4.8-million-college-students-are-raising-children**

Many colleges and universities will benefit from reviewing their policies and practices to determine how they might support or inhibit adult students. Are campus administrative offices accessible at times outside of standard working hours? Do campuses analyze when critical courses are offered to determine if they accommodate working adults? Does the campus offer financial aid programs to part-time students?

## Adults' Perception of College

Adults have a strong interest in higher education, but believe that fitting into a traditional higher education mold is a barrier. In April 2015, The American Enterprise Institute (AEI) surveyed adults without college credentials about their interest in pursuing postsecondary education. Results showed that:

- 84 percent of respondents felt that some education after high school was necessary today;
- 57 percent agreed that today's colleges are not set up for adult students with family and work responsibilities;
- 60 percent saw college as being worth the investment of time and money; but
- 76 percent perceived that "even with financial aid, college is still too expensive for most people to afford."[31]

Such perceptions have an effect on adult enrollment in college. Because it is often a bigger hurdle to enroll and persist in postsecondary education, adults tend to take a pragmatic approach to their education. Prior to pursuing postsecondary education, most adults seek to address three main concerns:

- How much time will it require?
- What will it cost?
- What is my return on investment?[32]

As campuses work to build an educational setting more conducive to adult success, they will need to reflect the concerns in the information they share with adult students. Resources that address time, cost and investment questions will provide a significant tool to increase adult college enrollment.

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31  Kelly, A. (2015). *High costs, uncertain benefits.* Retrieved from American Enterprise Institute website: **https://www.aei.org/wp-content/uploads/2015/04/High-Costs-Uncertain-Benefits.pdf**
32  Michelau, D. (2015, April). *Adult college completion: Strategies for success.* Presentation conducted at the meeting of the Ohio Board of Regents, Columbus, OH.

## Strengths of Adult Learners

While adult learners are a diverse group, their individual life experiences enable them to bring valuable perspectives to their learning. Malcolm Knowles, an American adult educator, pioneered theories of andragogy – or teaching strategies for adults to provide an effective framework for viewing adult learner perspectives within the classroom. According to this framework, adults are assumed to:

- prefer self-direction in learning;
- bring a vast reservoir of experience that should be considered in planning learning experience;
- exhibit a readiness to learn that is based on a need to know something or do something;
- exhibit an orientation to learning that is task- or problem-centered rather than subject-centered; and
- exhibit a relatively high degree of internal motivation.[33]

These theories provide suggestions for teaching and learning environments for adult learners. Adult students often have a different frame than younger college students in their approach to attending college, tending to look at postsecondary education pragmatically. Work experiences provides a history of meeting deadlines, a greater focus on goals, as well as a willingness to be engaged in the classroom and contribute to the discussions. Overall, their life experience enables them to share from a position of knowledge and experience; these strengths make them valuable members of the college community.

## Recommendations for Ohio

1. **Institutions of higher education should conduct a self-assessment of current services and institutional capacity to serve adult students.** An important first step for campus-level efforts is to understand how existing capacity and policy affect adult learners. In addition to looking more closely at campus data for adults, campuses should conduct a baseline assessment of policies and services focused on adults to inform decision-making and strategic actions. Rather than have each campus research the elements necessary for assessing their adult serving capacity, there is value in a common tool that is cost-effective to administer. One leading tool is the Council for Adult and Experiential Learning's (CAEL) Adult Learning Focused Institution (ALFI) tool.[34] The Ohio Department of Higher Education should compile a list of tools for campuses to assess their capacity to serve adult learners and investigate joint purchasing opportunities to reduce cost.

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33  Ross-Gordon, J. (2011). Research on adult learners: Supporting the needs of a student population that is no longer non-traditional. *Association of American Colleges and Universities ,31* (1). Retrieved from **https:// www.aacu.org/publications-research/periodicals/research-adult-learners-supporting-needs-student-population-no**

34  Council for Adult and Experiential Learning (CAEL). (2015). *Adult focused learning institution principles.* Retrieved May 28, 2015, from **http://www.cael.org/whom-we-serve/colleges-and-universities/adult-student-services/alfi-assessment-tools#sthash.al9fWDAb.dpuf**

## Question 3
# What encourages Ohio adults to enroll in postsecondary education?

**A**dult students often have questions or concerns that differ from those of traditional students. Moving adult students from having a vague interest to enrollment and completion requires purposeful, planned efforts. How institutions of higher education plan, execute and sustain communication and outreach efforts to current and prospective adult students is critical to adult recruitment and enrollment. Institutions wishing to succeed in attracting adults must make conscious decisions and strategic commitments to develop communication, recruitment and enrollment strategies geared specifically toward adults.

### Targeted Recruitment Strategies

Prospective adult students must be able to recognize that institutions are attuned to their needs and are committed to meeting them. Moving adult students from recruitment to enrollment requires engagement with institutional staff to help answer potential adult students' core questions of time, cost and return on investment. Much of what has been effective in getting adults to enroll in postsecondary education has required active guidance and support.[35]

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35   Western Interstate Collaborative for Higher Education. (2010). *Bringing adults back to college: Designing and implementing a statewide concierge model.* Retrieved from **http://www.wiche.edu/info/publications/ ntnmConciergeBrief.pdf**

Communication through online resources is the most-used mechanism for advertising information about an institution and recruiting adult students. Prospective adult students indicate websites, in addition to friends and colleagues, are the leading ways in which they obtain information regarding higher education opportunities.[36] Therefore, providing easy-to-find, current, accurate, online information is an essential approach for colleges and universities. Institutions indicate they are paying more attention to the primary needs and concerns of adults and are beginning to construct web messaging around how their institutions address things such as affordability, time to completion, student support and flexible course offerings.

Some institutions use data in ways that support engaging adult students. This includes collecting and analyzing data of prospective, successful and failed adult students. Customer Relationship Management (CRM) systems are commonly used to support institutional web and search engine optimization strategies and identify promising adult student prospects.[37] Through this data, institutions develop targeted outreach strategies, refine website content and develop social media strategies to reach prospective adult students.[38]

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36   Ross-Gordon, J. (2011). Research on adult learners: Supporting the needs of a student population that is no longer non-traditional. *Association of American Colleges and Universities ,31* (1). Retrieved from **https://www.aacu.org/publications-research/periodicals/research-adult-learners-supporting-needs-student-population-no**

37   Ibid

38   Ibid

## Smoothing the Path to Reenrollment

Many adult students seek to return to college after an unsuccessful start. Students with some college but no degree may have academic and financial blemishes on their records that stand as barriers to reenrolling. Further analysis of CRM data can be helpful in re-engaging previously enrolled students. Critical data points in focusing on this population include:

- why students left the institution;
- how close students were to completing a degree or credential;
- student academic standing when they left; and
- student engagement with the institution after leaving.

Collecting and analyzing institutional data helps determine gaps and can identify areas of focus. For example, some institutions provide advice on loan rehabilitation for defaulted loans in order to reestablish aid eligibility, fee waivers and institutional debt forgiveness programs. Most institutions have academic amnesty policies to ameliorate poor academic performance in the final semester of a previous attempt at postsecondary education standing as a barrier to re-enrolling in college.

## Holistic Single Point of Contact on Campus

For many adults, the bureaucracy and jargon of the multi-step enrollment process can be daunting, ultimately delaying or preventing enrollment. This is especially true for adults who are either first-generation college students or who have never enrolled in college.

Jane began course work at The University of Akron immediately after graduating from high school in 1990. Within two years, Jane was the sole provider for herself and her two small children. Challenged by juggling school and her family responsibilities, her grade point average sunk to a 0.65 and she was dismissed. In order to provide for her family, Jane worked a variety of clerical and administrative positions.

Jane decided the only way to obtain steady employment at a living wage was to complete a college degree. She returned to The University of Akron in 2006, unsure if she would be eligible to return due to her grades. Having achieved excellent grades after her return to UA (3.0 or higher), Jane was a prime candidate for the University's academic reassessment policy. Academic Reassessment raised Jane's GPA and she decided on a degree-completer program in organizational supervision. With her improved grade point average, Jane began to apply for scholarships for adults and was awarded The University of Akron's Verna Trushel Displaced Homemaker Scholarship and the Degree Completer Scholarship for two successive years.

As Jane completed her associate degree, she began to apply for jobs. She has been successful in her search and is now working a steady job with good pay for the Veterans Administration. Jane has continued her studies and will graduate with her bachelor's degree in December 2015. She has already applied for graduate school.

*Source: The University of Akron*

Many colleges and universities have an office dedicated to providing a range of services geared toward adult student success. In many instances, office staff direct phone calls and information requests, connecting students to the relevant resources for their specific need or question. Having an office that serves as a single point of contact for adult students reduces the guesswork about the steps necessary to enroll and connects potential adult students with existing resources.

Some institutions have developed a "concierge" service for adult students,[39] providing an intensive one-on-one service for returning adults to navigate the application, enrollment and registration processes, as well as to overcome barriers to college success. The concierge also helps institutions and systems identify areas where change can help minimize or remove the barriers that students face.[40]

## Promoting Certificate Programs

Certificates are an organized program of study in a prescribed technical area designed for an occupation or specific employment opportunities. Most certificates prepare students for an occupational license or third-party industry certification in a year or less. After completing a certificate, students can continue on to degree programs to advance their studies and attainment. Indeed, 25 percent of recipients completing a postsecondary certificate move on to earn a college degree.[41]

Certificate programs play a role in adult student success as adult students are more likely to complete certificate programs than any other postsecondary credential.[42] For an adult learner, the shorter time required to complete a postsecondary certificate conveys multiple benefits. Postsecondary certificates allow students to gain academic confidence while increasing income. Men in particular benefit from postsecondary certificates by earning "27 percent more

In Ohio, the University of Toledo College of Adult and Lifelong Learning (CALL) provides a student success coach to approximately 3,000 students identified as adult learners throughout the university. In addition, CALL provides academic advising to more than 500 adult students enrolled in degree programs and approximately 200 students who are either undecided or currently ineligible for their academic major of choice. Assistance and guidance are available in the areas of academic options, planning and requirements, career goals and concerns, adjustment/readjustment to college, personal support, referrals to appropriate financial, mental health, tutoring and student life resources.

*Source: https://www.utoledo.edu/call*

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39  Western Interstate Collaborative for Higher Education. (2010). B*ringing adults back to college: Designing and implementing a statewide concierge model.* Retrieved from **http://www.wiche.edu/info/publications/ntnmConciergeBrief.pdf**

40  Ibid

41  Ibid

42  Doyle, W., & Gorbunov, A. (2011). *Effect of delayed enrollment on postsecondary attainment.* Unpublished manuscript, Department of Leadership, Policy and Organizations, Vanderbilt University, Nashville, Tennessee.

than men with high school diplomas, while women earn 16 percent more."[43] Certificate offerings directly address adult concerns regarding time and labor market return.

## Policies to Address Financial Concerns

One of the most important considerations that prospective adult students have when weighing the decision to pursue higher education is how they will pay for school.[44] Some adults will pursue higher education for the first time while working full- or part-time jobs and juggling existing financial obligations. General perceptions for adult students pursuing higher education will involve taking on debt, which in many cases ends their exploration into higher education opportunities.

Access to accurate, transparent information regarding available degrees, college costs and financial aid opportunities is critical for adult students. In part, students base college-related decision making on their perception of financial aid availability.[45] Unfortunately, prevalent myths regarding access to financial aid for adults may mask educational opportunities. Common misconceptions include:

- There is an eligibility age limit for federal grant, student loans and student aid.
- Adults need to pass a credit check in order to qualify for aid.

Manny fled Cuba for America on a 27-foot fishing boat when he was 22 years old. Opportunities had disappeared in Cuba after the Soviet Union had collapsed and he was hoping he could earn money to send to his father and ailing mother.

Manny lived in Florida for a number of years before eventually settling in Ohio around 2007. He did a bit of bouncing from job to job, and then decided he wanted to find a career. He had previously attended two years of mechanical engineering school in Cuba, and explored the Career and Technology Education Centers (CTEC) of Licking County's multicraft maintenance program.

He has since graduated from C-TEC with a certification in industrial maintenance. Manny has also obtained a job with Axium Plastics. "Since I got this job, every day I've been working there has been so good," he said. "I've been given so much room to grow. They've trusted me so much. I plan to stay with the company."

*Source: Career and Technology Centers of Licking County*

43   Ibid

44   Hagelskamp, C.,Schleifer, D., & DiStasi, C. (2013). *Is college worth it for me? How adults without degrees think about going (back) to school.* Retrieved from Public Agenda website: **http://www.publicagenda.org/pages/ is-college-worth-it-for-me**

45   De La Rosa, M.L.,&Tierney, W.G,. (2006). *Breaking through the barriers to college empowering low-income communities schools, and families for college opportunity and student financial aid.* Retrieved from University of Southern California Center for Higher Education Policy website: **http://www.usc.edu/dept/ chepa/pdf/Breaking_through_Barriers_final.pdf**

- It costs money to apply for federal student aid.
- Filling out the Free Application for Federal Student Aid (FAFSA) is less important for adult students.[46]

Targeted efforts must be made to ensure relevant information is reaching adults. Some state systems and higher education institutions have addressed these issues by developing websites specifically dedicated to adults that address financial aid and other financing options.[47]

Ensuring access to current, accurate information should be viewed as a first step in the process of effectively assisting adults in evaluating their financial options for pursuing higher education. Adults will need access to knowledgeable individuals who will take the time to explain the overall landscape and vet the different financial options specifically as it relates to their individual situations.[48] Some institutions are taking these personalized services outside of the confines of their institutions by holding financial aid sessions with community organizations and establishing relationships with employers to hold financial aid counseling sessions in the workplace.

The Connecticut State College and University Governing Board established the "Go Back to Get Ahead" program. Under the program, adults returning to state institutions with prior college credit were eligible for up to three free courses under a buy-one-get-one-free arrangement. In less than one year of operation (June 2014 through March 2015), state institutions received over 9,000 inquiries and enrolled over 1,400 students.

*Source: www.gobacktogetahead.com*

Accurate information coupled with supportive services to assist prospective adult students in understanding the financial aid process can dispel many of these myths and lead to the realization that access to financial aid is possible and higher education goals are achievable.

The majority of federal, state and local financial aid programs are geared toward full-time students. Opportunity exists to leverage adult student interest in certificate programs by exploring the development of aid programs that fund adult students – full- and part-time – in high-demand certificate programs that can scaffold to degree programs.

One existing state strategy that has attracted adult participation is the Choose Ohio First (COF) Scholarship Program. First implemented in 2008, COF awards Ohio colleges, universities and their Ohio business partners that have developed innovative academic programs to recruit more Ohio students into science, technology, engineering, mathematics or medicine (STEMM) fields. To date COF scholarship funds have been awarded to 41 of Ohio's public and private colleges and universities. Scholarship awards range from $1,500 to $4,700 per student per academic year. In academic year 2014, of the 4,255 students receiving COF scholarships, nearly 25

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46  Federal Student Aid. (2015). Retrieved from **www.studentaid.ed.gov**
47  Oklahoma State Regents for Higher Education. (2015). *Financial aid.* Retrieved from **www.okhighered.org/adult-students/financial-aid.shtml**
48  Hagelskamp, C., Schleifer, D., & DiStasi, C. (2013). *Is college worth it for me? How adults without degrees think about going (back) to school.* Retrieved from Public Agenda website: **http://www.publicagenda.org/pages/is-college-worth-it-for-me**

percent were age 25 or older. The success rates for adult COF students were consistent with students between the ages of 18 and 24. These students also outperformed other adult students in STEMM programs not receiving the scholarship.[49]

## Partnerships for Engagement and Enrollment Transition

Strategic partnerships provide adults with the support necessary to address their questions about pursuing postsecondary education. The common element in these partnerships is a focus on transitioning adults into postsecondary programs. These partnerships include educational providers, workforce development programs, community-based organizations and more.

Key to a successful partnership is the willingness of the college or university to play an active role in transitioning adult students into certificate and degree programs. While the shared efforts provide access to a potential pool of new students for the institution, successful partnerships require braiding of funding sources and commitments by all parties to the long-term sustainability of their efforts for the benefit of the students and each partner. Examples of partnerships include:

- college partnerships with the ODHE-administered Adult Basic and Literacy Education (ABLE) programs provide a pathway for students completing their general education development (GED) credential into further postsecondary education and training; and

- institutional partnerships with community-based organizations that work with adults.

In Ohio, the Health Careers Collaborative of Greater Cincinnati is a partnership between postsecondary educational partners, community-based organizations and employers focused on promoting career pathways and education to unemployed and underemployed adults as well as incumbent workers. USO partners include Cincinnati State Community College, Great Oaks Career and Technology Center, and Miami University's Middletown campus, along with multiple hospital systems and community-based organizations. This partnership provides referrals and connections for recruitment, and builds the support and network to engage students in their educational career pathways.

Since 2008, the collaborative has served more than 3,700 job seekers and incumbent workers with occupational training, with 88 percent completing training and earning more than 3,800 credentials, 88 percent obtaining employment, and 81 percent retaining employment after 12 months. Of the group that received initial training, more than 400 have continued their education and obtained their associate degrees, with a higher retention and completion rate than the general college population.

*Source: Partners for a Competitive Workforce website.* **http://www.competitiveworkforce.com/Health-Care.html** *accessed May 8, 2015.*

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49   Choose Ohio First. (2015). Retrieved from **https://www.chooseohiofirst.org**

## Alignment with the Workforce System

The Governor's Office of Workforce Transformation is working to help postsecondary education and training have a more robust role in developing the adult workforce. The development of a combined plan for federal Workforce Innovation and Opportunity Act (WIOA) and Carl D. Perkins Career and Technical education funding creates an opportunity for colleges, universities and OTCs to be active partners in Workforce Investment Board (WIBs) in Ohio. This partnership and alignment of resources will better support adults by promoting connection with employers to better understand the workforce needs of the region by industry to assist adults in choosing potential careers. Moreover, local OhioMeansJobs (OMJ) Centers are an important part of the successful education and training equation for some adults, providing both information and funding for education and training programs in the region. OMJ centers and OhioMeansJobs.com often serve as the primary source of information for adults when making decisions about postsecondary training.

## Recommendations for Ohio:

1. **Institutions of higher education should develop recruitment, enrollment and reenrollment strategies that address adult barriers.** Research cited earlier in the report demonstrated that adults do not always have the knowledge of the opportunities available for them to engage in postsecondary education. Institutions will be well-served to build upon the efforts identified in the campus self-assessment and implement strategies that directly address the concerns of adult learners in their outreach, recruitment and reenrollment efforts.

2. **The Ohio Department of Higher Education should capture and disseminate best practices from Ohio institutions with established concierge models that support moving adult students from interest to enrollment.** Some Ohio institutions reported offering services similar to the concierge approach. The Ohio Department of Higher Education should study these efforts to better understand costs, structures and outcomes of this approach in Ohio. Ideally, these analyses should include consideration of both the direct cost of such a program and the longer-term returns of better enrollment, retention and completion – especially factoring Ohio's performance-based funding models that provide weighted funding for adult learners. This research would better explicate how the concierge model can support adult students in the Ohio context.

3. **The Ohio Department of Higher Education should collaborate with colleges to explore ways to provide financial incentives for adults in technical certificate programs.** The Ohio Department of Higher Education should work with institutions to develop a proposal for the next biennial budget that provides adults over 25 with financial incentives to return to less-than-one-year technical programs that are part of a pathway to a degree and address labor-market needs. Two realities facing adults in returning to postsecondary education is time and money. Technical certificate programs that are less than one year offer great opportunities for adults to obtain skills that the labor market needs in a shorter period of time. In most cases, these technical certificate programs articulate to

degree programs through initiatives such as the One Year Option and Career Tech Credit Transfer (CT[2]), offering a strong foundation to continue their academic career. The Ohio Department of Higher Education should convene a working group of institutional leaders to develop a proposal for the next biennial budget that provides adults over 25 with financial incentives to return to less-than-one-year technical programs that are part of a pathway to a degree. Done effectively, this proposal would include research into how the funding formula can be leveraged to provide financial resources for adult students. Other possibilities include research into braiding other funding sources, dedicating a portion of existing state grant funds to adults or identification of a separate, discrete funding source.

4. **Institutions of higher education should develop career pathways that align public education and training resources in ways that help adult learners earn postsecondary credentials.** The Governor's Office of Workforce Transformation is spearheading efforts to foster alignment of public resources supporting workforce development. Postsecondary education and training is a key partner in this system, and Ohio has included deployment of federal Carl D. Perkins Career and Technical Education funding as part of the state's combined plan to distribute workforce funding. This alignment will provide opportunities to promote connecting resources and allow more adults to move through the system in ways that lead to meaningful education and jobs. Students entering the public workforce system should know which institution offers the education to help them toward their career goal. Moreover, this will also help ensure campuses are working with the workforce development system to evaluate certificate offerings to ensure they are responsive to employer needs and are in fields with high demand.

Another large and important group of Ohio adults needing additional education and training are those without a high school diploma or equivalent. For the nearly one million Ohioans over age 18 without a high school diploma, the Adult Basic Literacy and Education (ABLE) system helps provide a pathway to a General Education Diploma (GED). ABLE is jointly funded by the U.S. Department of Education Adult Basic Education grant and the State of Ohio; these funds are distributed by the Ohio Department of Higher Education through grants. There are currently 56 local ABLE programs providing free services to adult learners in all 88 Ohio counties. ABLE served more than 32,650 adults in 2014, with an annual cost per student of $716.[50] Sixty-eight percent of all ABLE students are aged 25 or older, with 59 percent of all ABLE students being women. Seventy-seven percent of ABLE students saw measurable gains in their academics in 2014.[51]
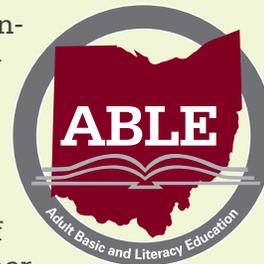
Adult students use ABLE services for a wide variety of reasons, not just GED. These services, which assist adults in acquiring the skills needed to be successful in post-secondary education and training, as well as future employment, include:

- Basic math, reading and writing skills
- Adult secondary education/GED preparation
- English for Speakers of Other Languages (ESOL)
- Transition services to post-secondary and employment
- Family literacy
- Workplace literacy

ABLE provides an academic foundation for adult students and helps facilitate transitions to the workplace or further education and training. Once basic academic and workforce skills are developed, learners have access to a seamless career pathway by easily transitioning to a credential/certificate program and/or a community college or university within Ohio. Local ABLE programs collaborate – often co-locating – with other partners within Ohio, (e.g., adult workforce centers, community colleges, universities and their regional branch campuses), allowing continued access to services over a lifetime of learning and career advancement.

ABLE programs provide a great pathway for adult students, and also have the capacity to do more. In 2013, among contracted Ohio providers, there was an unfilled enrollment capacity of 7,435 across the state.

In 2014, the Ohio Department of Higher Education staff produced the Diploma to Career Pathways report for the legislature, which highlighted strategies and opportunities for diploma-to-career pathways for adults without a high school diploma.[52] The report described examples and opportunities for this large and important group of Ohioans, and parallels the information contained within this condition report.

50  Department of Ohio Higher Education. (2015). Adult basic and literacy education (ABLE): Fast facts. Retrieved June 30, 2015 from **https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/able/reference/accountability/ABLE_FastFacts_2014.pdf**
51  Ibid
52  Department of Ohio Higher Education. (2015). Diploma to career pathways. Retrieved June 30, 2015 from **https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/reports/Diploma-to-Career-Pathways_FINAL.pdf**

## Question 4

# How are Ohio's public institutions meeting the needs of adult learners?

**M**any of Ohio's public colleges and universities reported having adult learner-specific programs in place to help more adult students succeed. While many programs provide support that help students succeed, it is often in smaller numbers. Analysis of student outcome data indicates a significant difference between completion rates of adult students and traditional-aged students.[53]

The Ohio Department of Higher Education analyzed data from three cohorts of students to review completion rates six years after the year they started. This analysis found little variation from year to year of the three cohorts, but found a 20 percentage point difference in completion rates at public universities and an 8 percentage point difference at community colleges between adults under 25, and students 25 or older.[54] Complete tables of outcome data are included in the appendix.

At OTCs, 65 percent of people younger than 25 earned a credential, while 67 percent of those over 25 earned a credential in 2013; most credentials at OTCs are a year or less and are structured within a cohort and as a complete program.[55] As noted earlier, some OTCs did not consistently collect data on student age.

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53   All Ohio data cited are from research from HEI and OTC data files accessed by the Ohio Education Research
     Collaborative for the Ohio Board of Regents in May 2015.
54   Ibid
55   Ibid

## Cohort Analysis
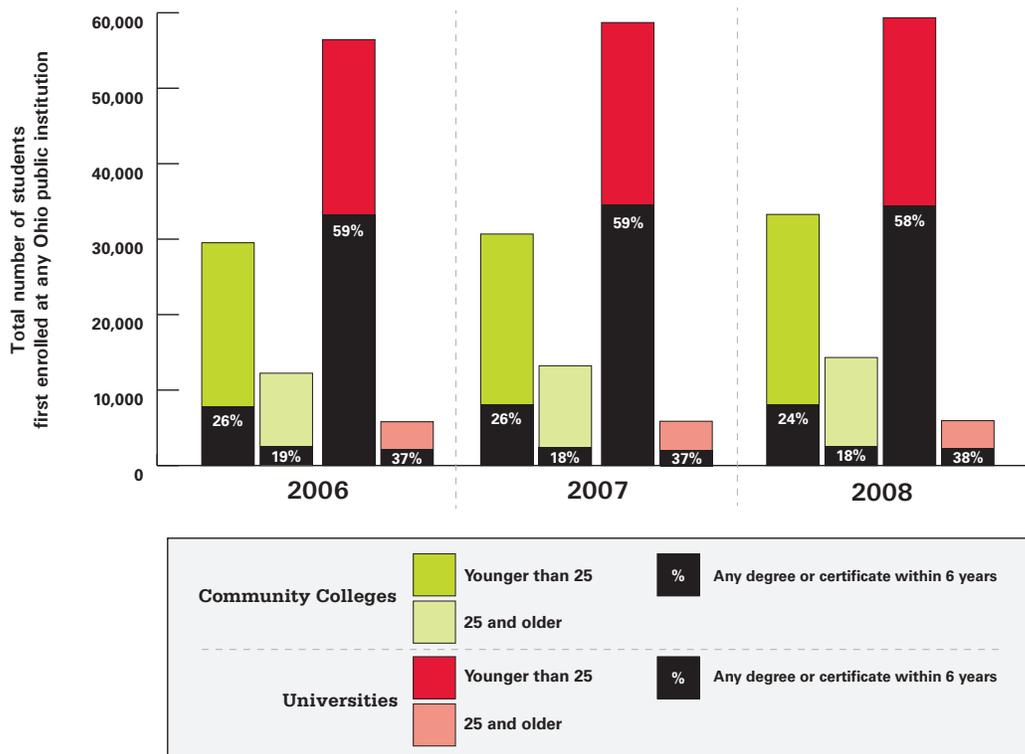


**Community Colleges**
- Younger than 25
- 25 and older
- % Any degree or certificate within 6 years

**Universities**
- Younger than 25
- 25 and older
- % Any degree or certificate within 6 years

Source: Ohio Education Research Collaborative accessing Ohio Higher Education Information system data, May 2015.

The disparity in these numbers stands as a call to action for more comprehensive interventions to serve this important group of students. While a number of boutique programs offer services to adult students, there is a need for systemic approaches to serving adult students if we hope to move the completion rate of adult students closer to that of students starting college directly from high school.

## Leveraging Public Postsecondary Strengths

With 56 ABLE providers, 53 Ohio Technical Centers, 23 community and technical colleges, and 14 universities that also have 23 regional campuses, Ohio has a robust array of public postsecondary providers across the state. There are meaningful differences between the missions of these providers, and it is critical to leverage the strengths of all public postsecondary partners to benefit adult students. Policies and partnerships that ease student transition between institutions facilitate more student success.

Ohio is bolstered by the strength of the Ohio Articulation and Transfer Network (OATN), which helps guarantee transfer of credits between public institutions; the result is reduction of potential duplication of coursework and savings of time and money for students. The work of the OATN helps establish effective low-cost pathways between institutions in ways that support the price sensitivity that concerns many adult learners. Examples of statewide articulation and transfer opportunities that benefit adults include Career-Technical Credit Transfer (CT)[2] and the One Year Option.[56]

Beyond statewide articulation and transfer, there is also a significant number of bilateral partnerships examples between two different entities that leverage one another's strengths for student success; examples of bilateral partnerships include bridge programs from ABLE to community colleges and OTCs, two-plus-two agreements between community colleges and universities, and university partnerships on community college campuses.

Implementation of effective strategies for serving adults requires commitment and resources from administration and faculty. In most instances, it may require reallocation of existing resources to ensure effective implementation. Ohio is one of a few states in the nation that has instituted a funding system that is based exclusively on performance. One of the components of Ohio's performance funding system is weighted funding provided to institutions for adults 25 and older persisting to obtain degrees or certificates. Weighted funding within the outcomes-based funding system to better serve adults can provide incentive, rationale and eventually resources to build capacity for this population.

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56   Credit Transfer. (2015) Retrieved from **https://www.ohiohighered.org/transfer**

# Promising Strategies to Help Adult Learners

Improving student success, especially for adult students, requires multiple approaches and comprehensive reforms.[57] Ideally, campuses will strategically build upon what is already in place, enhance to scale and better serve the needs of adult students. In most instances, it may require reallocation of existing resources to ensure effective implementation.

Many of the approaches that show promise for serving adults focus on the modalities of delivering programs, not content. Adults prefer having a comprehensive understanding of all of the steps necessary to earning their desired credential; they prefer knowing the steps and sequencing of coursework rather than leaving room for academic exploration.[58] Additionally, adults prefer predictability of how they can juggle academics and other areas of their lives.[59] Implementing these approaches requires a departure from tradition, but these differences must not result in diminishment of academic quality and rigor.

In addition to state policy opportunities, colleges and universities must also address institutional practices to improve adult student outcomes. Because Ohio's public postsecondary institutions have different missions, no one size will fit all for improving adult student success. What follows are practices to increase adult student success that have shown promise in Ohio or in other states. Selected opportunities include:

- Guided Pathways to Success
- Co-requisite remediation
- Intrusive advising
- Predictable scheduling
- Online and blended learning
- Prior learning assessment
- Veterans strategies
- Competency-based education
- Improving teaching and learning for adults
- Repackaging financial aid
- Supportive services
- Career advising

While many Ohio institutions have already investigated and implemented versions of strategies mentioned above that are focused on adult student success, they have not been considered by all institutions and are often not implemented at scale. Institutions must pursue strategies that fit their missions and improve capacity to better serve adult students. Because there are multiple approaches to improving student success, as mentioned previously, campuses

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57   Center for Community College Student Engagement. (2012). *A Matter of Degrees: Promising Practices for Community College Student Success, A First Look.* **https://www.ccsse.org/docs/Matter_of_Degrees.pdf**

58   Hagelskamp, C.,Schleifer, D., & DiStasi, C. (2013). *Is college worth it for me? How adults without degrees think about going (back) to school.* Retrieved from Public Agenda website: **http://www.publicagenda.org/pages/ is-college-worth-it-for-me**

59   Ibid

should objectively assess their capacity and efforts to better serve adult learner outcomes. As campuses work to revisit the legislative requirement to update institutional completion plans, considerations should be given to include an adult-focused set of strategies to improve completion.

## Guided Pathways to Success

Guided Pathways to Success (GPS) is a multi-faceted, comprehensive approach to student success that combines critical interventions that are tightly interconnected. GPS starts with faculty identifying comprehensive programs of study that include a clear path to completion with sequenced courses and identified milestones. Students uncertain of a specific major are advised into meta-majors in broad areas to help guide their choices. Once a major is selected, a student is placed on a default pathway unless given permission from their advisor. Intrusive advising remains a key component, providing supports when problems emerge. Institutions that have implemented all of the facets of GPS have seen significant increases in their graduation rates.[60] GPS provides clear structure and pathway to a degree that adults identify as a priority. Students know exactly what they are expected to take and when they're expected to take it.

## Co-Requisite Remediation

Remedial coursework often stands as a barrier to adult student success, lengthening their time and cost to obtain a degree.[61] Co-requisite remediation addresses this barrier by placing students with academic needs into credit-bearing college-level gateway courses that are paired with mandatory, just-in-time instructional support. This approach helps students by shortening the pathways through the college gateway mathematics and English courses, which speeds them to their major coursework.

The passage rates of co-requisite courses generally exceed those students having to enroll and pass stand-alone remedial courses prior to enrolling in gateway academic courses.[62] This approach is particularly promising for adults whose academic skills may only need refreshing have an expedited pathway to credit-bearing gateway college courses. The additional support in the co-requisite approach provides necessary assistance to refresh skills without delaying studies.

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60   Complete College America. (2015). *Best practices: Guided pathways to success.* Retrieved May 18, 2015 from, **http://completecollege.org/strategies/#stratHolderPathwaySuccess**

61   MDRC. (2012). *What we have learned about learning communities.* Retrieved May 28, 2015 from, **http://www.mdrc.org/publication/what-have-we-learned-about-learning-communities-community-colleges**

62   Vandal, B. (2014). *Promoting gateway course success: Scaling co-requisite academic support.* Retrieved June 2, 2015 from, **http://completecollege.org/wp-content/uploads/2014/06/Promoting-Gateway-Course-Success-Final.pdf**

# Intrusive Advising

Effective advising is essential to student success, as it helps students discern academic pathways and understand which courses to take in what sequence.[63] Development and implementation of systems, policies and mechanisms that support intrusive advising and other supports that monitor student progress have been shown to promote success for all students, and especially adults. These activities provide regular outreach at all stages of students' postsecondary education experiences, and identify and deploy intervention strategies as needed to keep students on track toward completion.

Development of an intrusive advising model—in which assistance is provided to students whether they seek it out or not—can help students through intentional contact with key advisors. This model fosters effective and caring relationships with students that will lead to academic progress; builds a sense of belonging to the college/university community; and connects adult students more broadly with the institution, all of which resonates with concerns of adult learners and enhances retention and completion.[64]

# Predictable Scheduling

Complete College America, a national nonpartisan group focused on increasing college completion rates, recommends restructuring course and program delivery in ways that enable students to schedule classes while balancing both work and school.[65] The first step to meeting the scheduling needs of adult students includes offering evening and weekend classes rather than primarily daytime classes. These approaches help working students balance jobs and school, enabling many more students to attend college full-time and shortening their time to completion.

Predictable scheduling is a growing trend nationally, with 70 percent of institutions offering courses in the evenings and on weekends.[66] While this is a good first step, institutions must ensure the evening and weekend schedules include gateway courses, electives, and the advanced courses required for degree-certificate completion. Without electives and required courses across the continuum of academic programs available in the evening and weekend timeframe, adult students often lack access to key courses. Inaccessibility to courses can lead to completion delays or students leaving a program.[67]

All of Ohio's postsecondary institutions offered evening and weekend classes in fall semester 2014. This flexibility across the state opened new doors for prospective adult students. In some

63 Center for Community College Student Engagement. (2012). *A matter of degrees: Promising practices for community college student success, a first look.* **https://www.ccsse.org/docs/Matter_of_Degrees.pdf**

64 City University of New York. (2015). *ASAP evaluation.* Retrieved May 22, 2015 from, **http://www1.cuny.edu/sites/asap/evaluation/#about-evaluation**

65 Complete College America (2015). *Restructure delivery for today's students.* Retrieved May 8, 2015 from, **www.completecollege.org**

66 Employment and Training Administration. (2007, March). *Adult learners in higher education: Barriers to success and strategies to improve results* (Issue Brief No. 2007-03). Washington D.C: Chao, E., Stover-DeRocco, E., & Flynn, M.K.

67 Ibid

cases, classes began as late as 8:00 p.m. and concluded at 11:00 p.m. In other scenarios, classes were available throughout the day on Saturday, with a few schools even providing Sunday options.

## Online and Blended Programs

The flexibility of online programming provides adults the ability to predict and control how and when they pursue their coursework, making it an attractive option. There are many delivery systems of online coursework and a need to better understand how to integrate these modalities in delivering programs to adults. Moreover, there is a need to ensure faculty members are well-equipped to teach in an online environment.

Another important strategy emerging to support adult learners is blended learning courses and programs. Blended learning is defined as "the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students."[68] Blended learning offers adults the convenience of online learning with the support and personal relationship offered by face-to-face experiences. Governor Kasich in his Mid-Biennium Review, Ohio's 21st Century Education and Workforce Plan, highlighted the value of blended learning as he outlined his priorities for higher education.[69]

## Prior Learning Assessment

Another strategy for shortening the path to college completion is to award credits for college-level learning acquired prior to enrolling in college through work experience, employee training programs, independent study, non-credit courses, military service or non-college courses or seminars. Prior Learning Assessments (PLAs) measure what students have learned outside of the college classroom, evaluate whether that learning is college-level and then determine the equivalent number of college credits to be awarded for the prior learning.[70] PLAs take different forms, including portfolio assessments, evaluations of corporate and military training, customized exams for specific programs, and standardized exams.

Credits earned through PLAs are closely tied to learning outcomes rather than measures of seat time. PLA is not a method of evaluation, but instead a blanket term for a number of methods. PLAs are an important asset in the engagement of adults in postsecondary education and validate the adult learning theory recognizing that adults return to college with high-quality learning experiences.

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68    Friesen, N. (2012) *Defined blended learning.* Retrieved June 2, 2015 from, **http://learningspaces.org/papers/ Defining_Blended_Learning_NF.pdf**

69    Office of Budget and Management. (2012). *Transforming Ohio for growth.* Retrieved June 4, 2015 from **http:// obm.ohio.gov/Budget/mid-biennium/doc/2012/Education-Workforce-Plan.pdf**

70    Council for Adult and Experiential Learning. (2015.) *Prior learning assessments.* Retrieved from **http://www. cael.org/pla.htm**

Ohio has been promoting its *PLA with a Purpose* initiative since 2012, working collaboratively with the state's colleges, universities and adult career-technical centers to identify and promote promising practices for the assessment and purposeful connection of prior learning competencies to training and degree programs. This initiative engaged over 100 stakeholders to create a framework for PLA in Ohio. This framework was published in 2014 and establishes a uniform approach to PLA.[71] How PLA is implemented varies based upon campus mission and size. ODHE has continued to develop resources and tools that provide concrete elements that each campus must address to implement PLA. This includes development of a guidebook that helps provide examples for campuses to move from design to delivery of PLA.

## Supporting Veterans

Veterans comprise a large and important group of adult learners in Ohio. As a result of an Executive Order from Governor John R. Kasich, the Chancellor collaborated with Ohio's public institutions to develop a review of institutional policies and practices and to make recommendations for simplifying and improving the process for awarding college credit for military training, experience and coursework. House Bill 488 soon followed, which legislated many of recommendations from the Ohio Values Veterans Report and became law in June 2014.[72]

The Ohio Department of Higher Education has impaneled the Military Strategic Implementation Team (MSIT) to ensure the law is effectively rolled out on campuses.[73] Key components of the legislation require that each campus  designate representative for veterans, offer priority registration, establish campus support policies and review military training and experience for credit. Additionally, training for faculty to help review and award appropriate equivalent credit/course for military training, experience and coursework is required. This effort has been well received within institutions, across the state and nationally.

## Competency-Based Education

Competency-based education (CBE) is quickly gaining attention as an approach to teaching and learning; credentials are awarded on the basis of mastery of competencies, rather than seat time. In CBE programs, learning is fixed and time is variable. Students proceed at their own pace and advance only when they successfully demonstrate what they know and can do.

CBE is just beginning to emerge in a scalable way among Ohio institutions. Variation exists in how competencies are established, how faculty and other institutional staff members are used, the types of students admitted, whether or not competencies are tied back to courses and credit hours, and how pricing is structured. No single model has yet emerged as best practice.

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71   Ohio Department of Higher Education. (2014). *PLA with a Purpose: Prior Learning Assessment and Ohio's College Completion Agenda*. Retrieved May 8, 2015 from, **https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/PLA/PLA-with-a-Purpose_Report_FINAL_041614_0.pdf**

72   Ohio Department of Higher Education. (2015). *Ohio Values Veterans.* Retrieved June 2, 2015 from **https://www.ohiohighered.org/ohio_values_veterans**

73   Ibid

CBE models hold particular promise for adult students, who bring years of accumulated knowledge from experience to the educational setting and can often earn competencies and complete credentials at an accelerated rate. Moreover, because CBE is often offered online and flexibly paced, it allows adults to juggle the demands of education with their busy lives. Successful CBE programs can be found across the country at institutions such as Western Governor's University, Southern New Hampshire University, and UW Flex—available from both the University of Wisconsin Extension and Brandman University. Nationally, a new network, the Competency-Based Education Network (C-BEN) has been formed to "address shared challenges to designing, developing and scaling high-quality competency-based degree programs."[74]

Plans are underway with representatives from Ohio public colleges and universities to set goals for the development of pilot CBE projects.

## Improving Teaching and Learning for Adults

For adult students, quality of teaching is a top concern.[75] However, the majority of higher education faculties begin their careers with little to no experience teaching students; most learn to teach by teaching. As a result, many campuses have invested significant resources into establishing- campus based- high quality faculty development services in order to strengthen teaching skills improve the quality of academic programs and enrich the learning experience of their students. Many have established dedicated centers specifically designed for this purpose. These centers are generally established with the collaboration of faculty and offer services across a wide range of teaching and learning disciplines to accommodate both new and highly experienced faculty.[76]

As institutions examine their ability to effectively serve adult students, they must include an analysis of how teaching and learning concepts specific to adults are incorporated into faculty development opportunities. This analysis starts with a review of the basics principles of adult learning theory that were mentioned previously in this report. Adult Learning Theory or "Andragogy" emphasizes the value of the process of learning. It uses approaches to learning that are problem-based and collaborative rather than didactic, and also emphasizes more equality between the teacher and learner.[77]

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74  Competency-Based Education Network (2015). *Overview.* Retrieved on May 29, 2015 from **http://www.cbenetwork.org/about/**

75  Hagelskamp, C.,Schleifer, D., & DiStasi, C. (2013). *Is college worth it for me? How adults without degrees think about going (back) to school.* Retrieved from Public Agenda website: **http://www.publicagenda.org/pages/is-college-worth-it-for-me**

76  Shahid, A. (2013). *A checklist for effective faculty development programs.* Retrieved June 22. 2015, from **http://www.facultyfocus.com/articles/faculty-development/a-checklist-for-effective-faculty-development-programs/**

77  Lieb, S. (1991). Principles of adult learning. *VISION journal* [electronic version]. Retrieved on April 4, 2015 from, Honolulu Community College **http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm**

## Repackaging Financial Aid

Ohio institutions of higher education have robust financial aid services and are actively engaged in identifying new resources to assist students and families with the cost of higher education. Currently, the vast majority of financial aid services and initiatives at Ohio institutions are directed toward traditional students with few reporting having scholarships programs specifically directed toward adults.

There are innovative initiatives across the country with financial incentives directed specifically towards prospective adult students. There are also initiatives underway exploring if the distribution of financial aid effects student performance and completion; promising approaches include performance-based scholarships[78] that require students to maintain adequate progress to maintain funding and distributing aid like a paycheck[79] at intervals throughout the semester instead of lump sum payments at the start of a term.

## Supportive Services

Many of the barriers adult students face are outside academics. Indeed, juggling child care, work, school and other family responsibilities often presents challenges that limit adult students' abilities to focus on their coursework. Adults also may face emotional challenges that a targeted institutional support structure can help overcome. Supportive services are provided by the college or through a partnership with an external organization and address some of the non-academic challenges

After Sue's 10-year-old daughter Sarah passed away of an undetected heart condition, she found it difficult to see the future ahead. Determined to honor the memory of her daughter and her love of reading, Sue established an annual community event geared toward literacy. Each year the event grew bigger and soon turned into a nonprofit organization. Sue was proud of the legacy she had created in Sarah's honor and encouraged by the hundreds of children who now also developed the same passion for books.

Sue was encouraged by a friend to look at finishing the degree she had begun so many years ago. She reenrolled in college at the University of Toledo and, with the help of her success coach, she soon learned she only needed 36 credit hours to complete her degree. Sue also received support to determine that she was a good candidate for prior learning assessment and was able to complete two portfolios, one for a business communications course and one for a community event-planning course. Sue graduated with her bachelor's degree within two semesters.

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78    Mayer, A., Patel R., & Gutierrez, M. (2015). *Four year effects on degree receipts and employment outcomes from a performance based scholarship program in Ohio.* Retrieved from MDRC website: **http://www.mdrc. org/sites/default/files/Four-Year_Effects_on_Degree_Receipt_0.pdf**

79    MDRC. (2013, September). *Aid like a paycheck: Incremental aid to promote student success.* (Issue Brief No. 1). Ware, M., Weissman, E., & McDermott, D.

many adult students face. Because these are often different sorts of challenges, services are often provided through more than one campus office or organization.

Campuses have worked to provide supportive services or develop partnerships that enable students to receive support. Many campuses have offices dedicated to serving adult learners; these offices not only provide support that moves students from interest to enrollment, but they also serve as a clearinghouse for access to supportive services. These may include wrap around services that address issues such as transportation, childcare, utility-emergency help, food assistance and other social support.[80]

## Career Advising

Adult learners were recognized in ODHE's Seventh Condition Report, *Pre-K to Jobs: Higher Education's Role in Developing Students for Careers*, as benefiting from targeted career service support. The loss of a job and need for retraining is a common reason adults seek further education. A career service center with career exploration and support may be a critical link on the path to education or training completion.[81] In particular, the OhioMeansJobs resources combined with the In-Demand Occupations list may assist adults.[82]

## Recommendations for Ohio:

1. **Institutions of higher education should include an adult-focused set of strategies to improve completion when updating their completion plans for June 2016.** House Bill 59 called for each public college and university to submit a campus completion plan that was approved by its board of trustees to the Chancellor by June 30, 2014. This legislation further stated that these plans are to be updated every two years; an update of these plans is due on June 30, 2016. Completion plans provide a continuous improvement framework that can allow campuses to identify and implement strategies to increase the number and percentage of students earning meaningful postsecondary credentials. The process of updating plans provides an opportunity for institutions to explicitly include adult-focused completion strategies that are informed by the campus self-assessments mentioned in an earlier recommendation. Some of the aforementioned strategies such as guided pathways to success, corequisite remediation, intrusive advising and predictable scheduling provide opportunities for inclusion in an updated completion plan. Moreover, the Ohio Department of Higher Education can support these efforts by continuing to capture and disseminate additional research and information on promising practices for serving adult students.

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80  Hoffman, L., & Reind, T. (2011). *Complete to compete: Improving postsecondary attainment among adults.* Washington, DC: National Governor's Association.

81  Ohio Board of Regents, Seventh Report on the Condition of Higher Education in Ohio. (2014). *Pre-k to jobs: Higher education's role in developing students for careers.* Retrieved from **https://www.ohiohighered.org/ sites/ohiohighered.org/files/uploads/board/condition-report/2014-Conditions-Report_FINAL.pdf**

82  Ibid

2. **The Ohio Department of Higher Education should accelerate efforts to provide professional development and technical assistance to campuses to more effectively implement prior learning assessment.** Prior learning assessment has been shown to be an important asset in the engagement of adults in postsecondary education. It validates adult learning theory and recognizes that adults return to college with high-quality learning experiences. Ohio's colleges and universities have responded to the Ohio Department of Higher Education's PLA with a Purpose initiative by expanding opportunities to award credit for prior learning.  As part of these efforts, there has been continued interest in gathering and disseminating information as well as looking for opportunities to provide professional development to faculty on PLA in their role as assessor. The Ohio Department of Higher Education should continue to collect data and provide professional development opportunities that would enable campuses to be more effective in offering credit for prior learning.

3. **The Ohio Department of Higher Education should work with institutions to prioritize the development of competency-based programming on their campuses and ensure that established initiatives address the needs of adult learners.** Competency-based education holds great promise for adult learners; done well, it can provide the flexibility that many adults require when returning to postsecondary education. The Ohio Department of Higher Education's working group on competency-based postsecondary education should explicitly include adult learners as a key constituency and strive to consider their needs in development of new delivery models.

4. **Campuses should examine their professional development offerings for instructional faculty and consider implementing development opportunities for adult learners.** The majority of Ohio's public universities reported having dedicated centers for teaching and learning on their main or branch campuses that have established goals for the continuous development of their faculty. It appears, however, that there are limited examples of institutions that incorporate specific faculty development activities related to adults within their centers for teaching and learning. As the state continues to develop its student attainment goals, there must be a greater emphasis on promoting the need for institutions to focus on developing systemic approaches to faculty development related specifically to adult learners. The non-traditional student population is expected to increase, and institutions will need faculty skilled in the teaching and learning of adults if the state expects to be successful in moving greater percentages of this population to completion and into the workforce.

5. **Campuses should promote effective career counseling and advising models targeted toward adults.** Adult learners also face the challenge of translating new knowledge and skills into the marketplace to improve their status in a new or existing career path.[83] Postsecondary education should help adults understand not only how a degree or certificate can pay off in the marketplace, but also the pathways available to further their education. Campuses have undertaken efforts  to implement enhanced career advising and experiential work-based learning to partnerships with employers that expand incumbent workers' knowledge and skills. Institutions will be well-served to strengthen these efforts by building adult-focused services.

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83  Kasworm, C. (2008) Emotional challenges of adult learners in higher education. In Dirkx, J. (Ed). *Adult Learning and the Emotional Self.* (pp. 27-34).  *New Directions in Adult and Continuing Education* (No. 120). San Francisco: Jossey Bass

# Conclusion

O hio must be successful in increasing the percentage of adults in the workplace with meaningful postsecondary credentials. These efforts are critical for developing and sustaining the workforce needed for Ohio's ongoing economic health. Increasing the number of adult learners and enhancing their success requires comprehensive, coordinated and purposeful action on campuses.

While many Ohio institutions have implemented strategies to better serve adult students, there is mounting evidence that improving student success – especially for adult students – requires multiple approaches and comprehensive reforms. Institutions will need to assess and enhance-to-scale effective strategies in order to better target serving adult learners and the desired successful outcomes.

In order to comprehensively address the needs of adults enrolling in and completing college credentials, the Ohio Board of Regents strongly suggests that institutional leaders and policy-makers redouble their efforts to serve this important population.

# Appendices

## Analysis Descriptions & Variable Definitions

The Enrollment Charts provide the number of students enrolled at each institution during the autumn quarter of each year by level of program, by age of the student.

**Program Level** – Program level is created using the variable "admission area in which student is enrolled." The options are High School, Undergraduate, Graduate Student, Non-degree Graduate, and Professional Student. The levels provided in this analysis are High School, Undergraduate, and Graduate (which is a combination of Graduate Student, Non-degree Graduate and Professional Student).

**Age Categories** – the age categories (Younger than 25, Between 25 and 44, Older than 44, 25 and Older) are all calculated using date of birth during the quarter of enrollment. If an individual is 25 on the last day of the quarter, he or she is included in "between 25 and 44." Similarly, if an individual is 44 on the first day of the quarter, he or she is included in "between 25 and 44."

Cohort Analysis provides three cohorts of graduation or certificate-earning outcomes for students by age group. The age group is calculated the same way in the Cohort Analysis as in the Enrollment Charts. For each year, the analysis includes all students who were first enrolled at the institution in autumn of the relevant year, and next the students who were first enrolled in any undergraduate program during the autumn of that year. The larger number includes students who started at a college, but likely transferred from another college, or at least transferred credits. The first-time undergraduates would have credits transferred in only if they earned them while enrolled in high school.

**Associate (or less than four-year) degree within four years** – The percentage of students who earned either a certificate or an associate degree at a public Ohio college or university within four years of first enrollment.

**Bachelor's degree within six years** – The percentage of students who earned a bachelor's degree at a public Ohio college or university within six years of first enrollment.

**Any degree or certificate within six years** – The percentage of students who earned any degree or certificate (from a one-year certificate to a graduate degree) within six years of first enrollment.

# Enrollment by Age: 2013

| Institution | Main or Branch Campus | Program Level | Total | Age Missing | Younger than 25 | Between 25 and 44 | Older than 44 | 25 and older |
|---|---|---|---|---|---|---|---|---|
| State of Ohio | | High School | 32,445 | 0% | 98% | 1% | 0% | 1% |
| State of Ohio | | Undergraduate | 423,521 | 0% | 67% | 26% | 7% | 33% |
| State of Ohio | | Graduate/Professional | 61,340 | 0% | 27% | 63% | 9% | 73% |
| University of Akron | Main | High School | 1,058 | 0% | 100% | 0% | 0% | 0% |
| University of Akron | Main | Undergraduate | 19,749 | 0% | 77% | 19% | 4% | 22% |
| University of Akron | Main | Graduate/Professional | 4,766 | 0% | 25% | 64% | 11% | 75% |
| University of Akron | Branch | High School | 588 | 0% | 100% | 0% | 0% | 0% |
| University of Akron | Branch | Undergraduate | 1,750 | 0% | 61% | 31% | 8% | 39% |
| Bowling Green State University | Main | High School | 234 | 0% | 100% | 0% | 0% | 0% |
| Bowling Green State University | Main | Undergraduate | 14,257 | 0% | 93% | 6% | 1% | 7% |
| Bowling Green State University | Main | Graduate/Professional | 2,477 | 0% | 31% | 61% | 8% | 69% |
| Bowling Green State University | Branch | High School | 670 | 0% | 100% | 0% | 0% | 0% |
| Bowling Green State University | Branch | Undergraduate | 1,761 | 0% | 57% | 35% | 8% | 42% |
| Bowling Green State University | Branch | Graduate/Professional | | | | | | |
| Belmont Technical College | Main | High School | 27 | 0% | 100% | 0% | 0% | 0% |
| Belmont Technical College | Main | Undergraduate | 1,286 | 0% | 53% | 37% | 9% | 46% |
| University of Cincinnati | Main | High School | 471 | 0% | 100% | 0% | 0% | 0% |
| University of Cincinnati | Main | Undergraduate | 25,007 | 0% | 84% | 14% | 2% | 16% |
| University of Cincinnati | Main | Graduate/Professional | 10,321 | 0% | 25% | 67% | 8% | 75% |
| University of Cincinnati | Branch | High School | 421 | 0% | 100% | 0% | 0% | 0% |
| University of Cincinnati | Branch | Undergraduate | 9,927 | 0% | 67% | 28% | 5% | 33% |
| University of Cincinnati | Branch | Graduate/Professional | 133 | 1% | 29% | 50% | 20% | 70% |
| Cleveland State University | Main | High School | 288 | 0% | 100% | 0% | 0% | 0% |
| Cleveland State University | Main | Undergraduate | 12,071 | 0% | 65% | 28% | 6% | 34% |
| Cleveland State University | Main | Graduate/Professional | 5,371 | 1% | 22% | 66% | 12% | 78% |
| Clark State Community College | Main | High School | 602 | 0% | 100% | 0% | 0% | 0% |
| Clark State Community College | Main | Undergraduate | 5,051 | 1% | 43% | 46% | 10% | 56% |
| Cincinnati State Tech. & Community College | Main | High School | 1,075 | 1% | 99% | 0% | 0% | 0% |
| Cincinnati State Tech. & Community College | Main | Undergraduate | 10,867 | 1% | 43% | 45% | 10% | 56% |
| Central State University | Main | Undergraduate | 2,019 | 0% | 82% | 13% | 4% | 18% |
| Central State University | Main | Graduate/Professional | 32 | 3% | 0% | 56% | 41% | 97% |
| Central Ohio Technical College | Main | High School | 325 | 0% | 99% | 0% | 0% | 1% |

| Institution | Main or Branch Campus | Program Level | Total | Age Missing | Younger than 25 | Between 25 and 44 | Older than 44 | 25 and older |
|---|---|---|---|---|---|---|---|---|
| Central Ohio Technical College | Main | Undergraduate | 3,433 | 0% | 44% | 49% | 7% | 56% |
| Columbus State Community College | Main | High School | 713 | 0% | 100% | 0% | 0% | 0% |
| Columbus State Community College | Main | Undergraduate | 24,647 | 0% | 53% | 39% | 8% | 47% |
| Cuyahoga Community College | Main | High School | 5,022 | 0% | 91% | 6% | 3% | 9% |
| Cuyahoga Community College | Main | Undergraduate | 24,245 | 0% | 41% | 44% | 15% | 59% |
| Cuyahoga Community College | Branch | High School | | | | | | |
| Cuyahoga Community College | Branch | Undergraduate | | | | | | |
| Edison State Community College | Main | High School | 631 | 0% | 100% | 0% | 0% | 0% |
| Edison State Community College | Main | Undergraduate | 2,315 | 0% | 46% | 44% | 9% | 53% |
| Hocking Techical College | Main | High School | 447 | 0% | 100% | 0% | 0% | 0% |
| Hocking Techical College | Main | Undergraduate | 3,962 | 0% | 67% | 27% | 5% | 32% |
| Jefferson Community College | Main | High School | 488 | 1% | 99% | 0% | 0% | 0% |
| Jefferson Community College | Main | Undergraduate | 2,439 | 0% | 49% | 39% | 11% | 50% |
| Kent State University | Main | High School | 345 | 1% | 99% | 0% | 0% | 0% |
| Kent State University | Main | Undergraduate | 22,682 | 0% | 85% | 13% | 2% | 15% |
| Kent State University | Main | Graduate/Professional | 6,145 | 0% | 21% | 65% | 14% | 79% |
| Kent State University | Branch | High School | 1,041 | 0% | 100% | 0% | 0% | 0% |
| Kent State University | Branch | Undergraduate | 17,822 | 0% | 58% | 35% | 6% | 42% |
| Kent State University | Branch | Graduate/Professional | 123 | 0% | 7% | 71% | 23% | 93% |
| Lorain County Community College | Main | High School | 1,736 | 0% | 100% | 0% | 0% | 0% |
| Lorain County Community College | Main | Undergraduate | 10,540 | 0% | 52% | 38% | 10% | 47% |
| Lakeland Community College | Main | High School | 803 | 0% | 100% | 0% | 0% | 0% |
| Lakeland Community College | Main | Undergraduate | 8,161 | 0% | 50% | 37% | 12% | 50% |
| James A. Rhodes State College | Main | High School | 364 | 0% | 100% | 0% | 0% | 0% |
| James A. Rhodes State College | Main | Undergraduate | 2,980 | 0% | 55% | 38% | 6% | 45% |
| Zane State College | Main | High School | 1,222 | 1% | 99% | 0% | 0% | 0% |
| Zane State College | Main | Undergraduate | 2,430 | 1% | 52% | 39% | 8% | 47% |

| Institution | Main or Branch Campus | Program Level | Total | Age Missing | Younger than 25 | Between 25 and 44 | Older than 44 | 25 and older |
|---|---|---|---|---|---|---|---|---|
| Medical University of Ohio | Main | Graduate/Professional | | | | | | |
| Miami University | Main | High School | 31 | 0% | 100% | 0% | 0% | 0% |
| Miami University | Main | Undergraduate | 15,708 | 0% | 97% | 3% | 0% | 3% |
| Miami University | Main | Graduate/Professional | 2,774 | 0% | 20% | 64% | 15% | 80% |
| Miami University | Branch | High School | 492 | 0% | 100% | 0% | 0% | 0% |
| Miami University | Branch | Undergraduate | 7,075 | 0% | 69% | 26% | 5% | 31% |
| Miami University | Branch | Graduate/Professional | 48 | 2% | 2% | 69% | 27% | 96% |
| Marion Technical College | Main | High School | 649 | 0% | 100% | 0% | 0% | 0% |
| Marion Technical College | Main | Undergraduate | 2,042 | 1% | 42% | 46% | 11% | 57% |
| North Central State College | Main | High School | 478 | 0% | 100% | 0% | 0% | 0% |
| North Central State College | Main | Undergraduate | 2,480 | 0% | 52% | 40% | 8% | 48% |
| Northeastern Ohio Universities College of Med | Main | Undergraduate | 13 | 0% | 100% | 0% | 0% | 0% |
| Northeastern Ohio Universities College of Med | Main | Graduate/Professional | 823 | 0% | 66% | 33% | 1% | 34% |
| Northwest State Community College | Main | High School | 530 | 0% | 100% | 0% | 0% | 0% |
| Northwest State Community College | Main | Undergraduate | 4,126 | 1% | 35% | 48% | 15% | 64% |
| Ohio State University | Main | High School | 256 | 0% | 100% | 0% | 0% | 0% |
| Ohio State University | Main | Undergraduate | 44,825 | 0% | 90% | 9% | 1% | 9% |
| Ohio State University | Main | Graduate/Professional | 13,317 | 0% | 33% | 63% | 5% | 67% |
| Ohio State University | Branch | High School | 117 | 0% | 100% | 0% | 0% | 0% |
| Ohio State University | Branch | Undergraduate | 6,675 | 0% | 85% | 13% | 2% | 15% |
| Ohio State University | Branch | Graduate/Professional | 162 | 0% | 34% | 49% | 17% | 66% |
| Ohio University | Main | High School | 66 | 0% | 100% | 0% | 0% | 0% |
| Ohio University | Main | Undergraduate | 23,438 | 0% | 72% | 22% | 6% | 28% |
| Ohio University | Main | Graduate/Professional | 5,282 | 0% | 23% | 67% | 10% | 77% |
| Ohio University | Branch | High School | 507 | 1% | 99% | 0% | 0% | 0% |
| Ohio University | Branch | Undergraduate | 9,564 | 0% | 60% | 34% | 6% | 40% |
| Owens State Community College | Main | High School | 1,450 | 0% | 100% | 0% | 0% | 0% |
| Owens State Community College | Main | Undergraduate | 13,763 | 0% | 47% | 43% | 9% | 52% |
| Owens State Community College | Branch | High School | | | | | | |
| Owens State Community College | Branch | Undergraduate | | | | | | |
| Rio Grande Community College | Main | High School | 107 | 0% | 100% | 0% | 0% | 0% |

| Institution | Main or Branch Campus | Program Level | Total | Age Missing | Younger than 25 | Between 25 and 44 | Older than 44 | 25 and older |
|---|---|---|---|---|---|---|---|---|
| Rio Grande Community College | Main | Undergraduate | 1,624 | 1% | 61% | 33% | 6% | 39% |
| Shawnee State University | Main | High School | 135 | 1% | 98% | 0% | 1% | 1% |
| Shawnee State University | Main | Undergraduate | 4,097 | 0% | 77% | 19% | 4% | 23% |
| Shawnee State University | Main | Graduate/Professional | 88 | 0% | 42% | 53% | 5% | 58% |
| Sinclair Community College | Main | High School | 1,510 | 0% | 100% | 0% | 0% | 0% |
| Sinclair Community College | Main | Undergraduate | 21,343 | 0% | 43% | 37% | 20% | 57% |
| Southern State Community College | Main | High School | 424 | 0% | 100% | 0% | 0% | 0% |
| Southern State Community College | Main | Undergraduate | 2,007 | 0% | 51% | 39% | 9% | 48% |
| Southern State Community College | Branch | High School | | | | | | |
| Southern State Community College | Branch | Undergraduate | | | | | | |
| Stark State College of Technology | Main | High School | 2,315 | 0% | 100% | 0% | 0% | 0% |
| Stark State College of Technology | Main | Undergraduate | 12,648 | 0% | 39% | 48% | 13% | 60% |
| University of Toledo | Main | High School | 3,526 | 0% | 100% | 0% | 0% | 0% |
| University of Toledo | Main | Undergraduate | 12,609 | 0% | 78% | 18% | 4% | 21% |
| University of Toledo | Main | Graduate/Professional | 4,679 | 0% | 34% | 59% | 8% | 66% |
| Terra State Community College | Main | High School | 565 | 0% | 100% | 0% | 0% | 0% |
| Terra State Community College | Main | Undergraduate | 2,333 | 0% | 44% | 46% | 10% | 56% |
| Washington State Community College | Main | High School | 557 | 1% | 99% | 0% | 0% | 0% |
| Washington State Community College | Main | Undergraduate | 1,230 | 0% | 61% | 32% | 7% | 39% |
| Wright State University | Main | High School | 262 | 0% | 100% | 0% | 0% | 0% |
| Wright State University | Main | Undergraduate | 12,293 | 0% | 77% | 20% | 3% | 22% |
| Wright State University | Main | Graduate/Professional | 3,889 | 1% | 29% | 59% | 11% | 71% |
| Wright State University | Branch | High School | 238 | 0% | 100% | 0% | 0% | 0% |
| Wright State University | Branch | Undergraduate | 937 | 0% | 74% | 22% | 4% | 26% |
| Wright State University | Branch | Graduate/Professional | 37 | 0% | 27% | 57% | 16% | 73% |
| Youngstown State University | Main | High School | 342 | 1% | 99% | 0% | 0% | 0% |
| Youngstown State University | Main | Undergraduate | 11,806 | 0% | 73% | 22% | 4% | 26% |
| Youngstown State University | Main | Graduate/Professional | 1,215 | 0% | 24% | 61% | 14% | 76% |

## Cohort Analysis: Ohio Public Universities (2008)

| Institution | Age | All students first enrolled at the institution in Autumn 2008 | | | Students first enrolled in the institution who are new to any undergraduate program in Autumn 2008 | | |
|---|---|---|---|---|---|---|---|
| | | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years |
| State of Ohio | Younger than 25 | 59,340 | 54% | 58% | 47,230 | 53% | 57% |
| State of Ohio | 25 to 44 | 5,003 | 28% | 39% | 1,617 | 8% | 18% |
| State of Ohio | Older than 44 | 941 | 22% | 33% | 293 | 6% | 17% |
| State of Ohio | 25 and Older | 5,944 | 27% | 38% | 1,910 | 8% | 18% |
| State of Ohio | Age Missing | 13 | 23% | 23% | 9 | 22% | 22% |
| University of Akron | Younger than 25 | 5,262 | 40% | 47% | 4,245 | 40% | 46% |
| University of Akron | 25 to 44 | 465 | 21% | 36% | 146 | 10% | 23% |
| University of Akron | Older than 44 | 79 | 22% | 33% | 14 | 0% | 29% |
| University of Akron | 25 and Older | 544 | 21% | 36% | 160 | 9% | 23% |
| Bowling Green State University | Younger than 25 | 3,986 | 56% | 60% | 3,449 | 54% | 59% |
| Bowling Green State University | 25 to 44 | 239 | 28% | 37% | 104 | 8% | 16% |
| Bowling Green State University | Older than 44 | 40 | 20% | 32% | 19 | 0% | 16% |
| Bowling Green State University | 25 and Older | 279 | 27% | 36% | 123 | 7% | 16% |
| University of Cincinnati | Younger than 25 | 6,158 | 49% | 56% | 4,722 | 47% | 54% |
| University of Cincinnati | 25 to 44 | 757 | 24% | 40% | 256 | 4% | 20% |
| University of Cincinnati | Older than 44 | 169 | 21% | 31% | 61 | 0% | 11% |
| University of Cincinnati | 25 and Older | 926 | 24% | 39% | 317 | 3% | 18% |
| Cleveland State University | Younger than 25 | 1,762 | 52% | 56% | 948 | 40% | 45% |
| Cleveland State University | 25 to 44 | 424 | 48% | 54% | 77 | 5% | 16% |
| Cleveland State University | Older than 44 | 109 | 35% | 38% | 50 | 8% | 10% |
| Cleveland State University | 25 and Older | 533 | 45% | 50% | 127 | 6% | 13% |
| Central State University | Younger than 25 | 720 | 24% | 25% | 632 | 23% | 24% |
| Central State University | 25 to 44 | 36 | 28% | 28% | 5 | 20% | 20% |
| Central State University | Older than 44 | 10 | 40% | 40% | | | |
| Central State University | 25 and Older | 46 | 30% | 30% | 5 | 20% | 20% |
| Kent State University | Younger than 25 | 598 | 21% | 35% | 5,154 | 47% | 51% |
| Kent State University | 25 to 44 | 97 | 22% | 41% | 268 | 10% | 21% |
| Kent State University | Older than 44 | 2 | 50% | 50% | 37 | 14% | 27% |
| Kent State University | 25 and Older | 99 | 22% | 41% | 305 | 11% | 22% |
| Miami University | Younger than 25 | 5,146 | 68% | 69% | 4,538 | 70% | 71% |
| Miami University | 25 to 44 | 260 | 19% | 32% | 115 | 8% | 17% |
| Miami University | Older than 44 | 30 | 10% | 47% | 4 | 0% | 25% |
| Miami University | 25 and Older | 290 | 18% | 34% | 119 | 8% | 17% |
| Ohio State University | Younger than 25 | 11,598 | 70% | 73% | 9,108 | 71% | 74% |
| Ohio State University | 25 to 44 | 643 | 39% | 49% | 61 | 15% | 30% |
| Ohio State University | Older than 44 | 109 | 23% | 28% | 4 | 25% | 25% |
| Ohio State University | 25 and Older | 752 | 37% | 46% | 65 | 15% | 29% |

| Institution | Age | All students first enrolled at the institution in Autumn 2008 | | | Students first enrolled in the institution who are new to any undergraduate program in Autumn 2008 | | |
|---|---|---|---|---|---|---|---|
| | | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years |
| Ohio University | Younger than 25 | 6,022 | 61% | 65% | 4,637 | 60% | 64% |
| Ohio University | 25 to 44 | 505 | 19% | 31% | 235 | 8% | 17% |
| Ohio University | Older than 44 | 112 | 13% | 24% | 60 | 5% | 13% |
| Ohio University | 25 and Older | 617 | 18% | 30% | 295 | 7% | 16% |
| Shawnee State University | Younger than 25 | 1,058 | 28% | 38% | 929 | 26% | 35% |
| Shawnee State University | 25 to 44 | 102 | 23% | 33% | 64 | 14% | 20% |
| Shawnee State University | Older than 44 | 7 | 14% | 29% | 4 | 0% | 0% |
| Shawnee State University | 25 and Older | 109 | 22% | 33% | 68 | 13% | 19% |
| University of Toledo | Younger than 25 | 4,948 | 47% | 50% | 3,995 | 46% | 49% |
| University of Toledo | 25 to 44 | 355 | 32% | 41% | 54 | 11% | 17% |
| University of Toledo | Older than 44 | 86 | 20% | 30% | 4 | 0% | 0% |
| University of Toledo | 25 and Older | 441 | 29% | 39% | 58 | 10% | 16% |
| Wright State University | Younger than 25 | 3,755 | 46% | 50% | 3,107 | 44% | 48% |
| Wright State University | 25 to 44 | 302 | 38% | 47% | 53 | 8% | 25% |
| Wright State University | Older than 44 | 44 | 34% | 39% | 4 | 25% | 50% |
| Wright State University | 25 and Older | 346 | 38% | 46% | 57 | 9% | 26% |
| Youngstown State University | Younger than 25 | 2,353 | 37% | 42% | 1,975 | 35% | 40% |
| Youngstown State University | 25 to 44 | 318 | 15% | 23% | 181 | 6% | 10% |
| Youngstown State University | Older than 44 | 50 | 12% | 26% | 32 | 9% | 28% |
| Youngstown State University | 25 and Older | 368 | 15% | 23% | 213 | 6% | 13% |

## Cohort Analysis: Ohio Community Colleges (2008)

| Institution | Age | All students first enrolled at the institution in Autumn 2008 | | | Students first enrolled in the institution who are new to any undergraduate program in Autumn 2008 | | |
|---|---|---|---|---|---|---|---|
| | | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years |
| State of Ohio | Younger than 25 | 33,278 | 14% | 24% | 25,668 | 13% | 22% |
| State of Ohio | 25 to 44 | 11,265 | 13% | 19% | 7,574 | 10% | 15% |
| State of Ohio | Older than 44 | 3,050 | 11% | 14% | 2,017 | 8% | 11% |
| State of Ohio | 25 or older | 14,315 | 13% | 18% | 9,591 | 10% | 14% |
| State of Ohio | Age Missing | 112 | 1% | 4% | 95 | 1% | 5% |
| Belmont Technical College | Younger than 25 | 391 | 27% | 31% | 306 | 25% | 29% |
| Belmont Technical College | 25 to 44 | 123 | 20% | 23% | 71 | 15% | 18% |
| Belmont Technical College | Older than 44 | 31 | 23% | 29% | 18 | 22% | 28% |
| Belmont Technical College | 25 or older | 154 | 21% | 24% | 89 | 17% | 20% |
| Clark State Community College | Younger than 25 | 732 | 10% | 19% | 532 | 9% | 17% |
| Clark State Community College | 25 to 44 | 305 | 17% | 24% | 137 | 12% | 18% |
| Clark State Community College | Older than 44 | 74 | 15% | 18% | 28 | 18% | 18% |
| Clark State Community College | 25 or older | 379 | 16% | 23% | 165 | 13% | 18% |
| Cincinnati State Tech. & Community College | Younger than 25 | 1,633 | 17% | 24% | 1,005 | 16% | 21% |
| Cincinnati State Tech. & Community College | 25 to 44 | 629 | 15% | 21% | 158 | 19% | 25% |
| Cincinnati State Tech. & Community College | Older than 44 | 238 | 8% | 10% | 20 | 20% | 25% |
| Cincinnati State Tech. & Community College | 25 or older | 867 | 13% | 18% | 178 | 19% | 25% |
| Central Ohio Technical College | Younger than 25 | 599 | 24% | 29% | 405 | 22% | 26% |
| Central Ohio Technical College | 25 to 44 | 330 | 28% | 33% | 149 | 19% | 24% |
| Central Ohio Technical College | Older than 44 | 66 | 29% | 32% | 21 | 33% | 33% |
| Central Ohio Technical College | 25 or older | 396 | 29% | 33% | 170 | 21% | 25% |
| Columbus State Community College | Younger than 25 | 5,034 | 12% | 29% | 3,965 | 11% | 25% |
| Columbus State Community College | 25 to 44 | 1,252 | 13% | 23% | 762 | 9% | 16% |
| Columbus State Community College | Older than 44 | 243 | 12% | 18% | 166 | 8% | 13% |
| Columbus State Community College | 25 or older | 1,495 | 13% | 22% | 928 | 9% | 16% |
| Cuyahoga Community College | Younger than 25 | 4,962 | 7% | 19% | 3,886 | 5% | 15% |
| Cuyahoga Community College | 25 to 44 | 1,779 | 9% | 16% | 1,397 | 4% | 11% |
| Cuyahoga Community College | Older than 44 | 511 | 6% | 10% | 440 | 2% | 6% |
| Cuyahoga Community College | 25 or older | 2,290 | 8% | 15% | 1,837 | 4% | 9% |
| Edison State Community College | Younger than 25 | 522 | 18% | 29% | 394 | 18% | 27% |
| Edison State Community College | 25 to 44 | 213 | 20% | 25% | 152 | 14% | 20% |
| Edison State Community College | Older than 44 | 72 | 7% | 8% | 62 | 6% | 6% |
| Edison State Community College | 25 or older | 285 | 16% | 21% | 214 | 12% | 16% |

| Institution | Age | All students first enrolled at the institution in Autumn 2008 | | | Students first enrolled in the institution who are new to any undergraduate program in Autumn 2008 | | |
|---|---|---|---|---|---|---|---|
| | | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years |
| Hocking Techical College | Younger than 25 | 1,542 | 22% | 28% | 1,121 | 20% | 25% |
| Hocking Techical College | 25 to 44 | 326 | 21% | 23% | 227 | 17% | 19% |
| Hocking Techical College | Older than 44 | 72 | 22% | 24% | 47 | 11% | 11% |
| Hocking Techical College | 25 or older | 398 | 21% | 23% | 274 | 16% | 18% |
| Jefferson Community College | Younger than 25 | 440 | 18% | 28% | 305 | 19% | 28% |
| Jefferson Community College | 25 to 44 | 93 | 22% | 28% | 72 | 19% | 25% |
| Jefferson Community College | Older than 44 | 17 | 29% | 29% | 11 | 9% | 9% |
| Jefferson Community College | 25 or older | 110 | 23% | 28% | 83 | 18% | 23% |
| Lorain County Community College | Younger than 25 | 1,875 | 15% | 32% | 1,706 | 14% | 30% |
| Lorain County Community College | 25 to 44 | 421 | 16% | 24% | 386 | 14% | 22% |
| Lorain County Community College | Older than 44 | 99 | 7% | 12% | 82 | 6% | 11% |
| Lorain County Community College | 25 or older | 520 | 14% | 21% | 468 | 13% | 20% |
| Lakeland Community College | Younger than 25 | 1,924 | 16% | 28% | 1,637 | 16% | 28% |
| Lakeland Community College | 25 to 44 | 482 | 12% | 16% | 318 | 9% | 12% |
| Lakeland Community College | Older than 44 | 130 | 11% | 15% | 95 | 8% | 13% |
| Lakeland Community College | 25 or older | 612 | 11% | 16% | 413 | 9% | 12% |
| James A. Rhodes State College | Younger than 25 | 632 | 27% | 36% | 463 | 26% | 34% |
| James A. Rhodes State College | 25 to 44 | 216 | 21% | 32% | 127 | 20% | 30% |
| James A. Rhodes State College | Older than 44 | 35 | 37% | 43% | 20 | 30% | 35% |
| James A. Rhodes State College | 25 or older | 251 | 24% | 33% | 147 | 21% | 31% |
| Zane State College | Younger than 25 | 421 | 34% | 38% | 305 | 30% | 31% |
| Zane State College | 25 to 44 | 163 | 34% | 36% | 141 | 30% | 33% |
| Zane State College | Older than 44 | 41 | 46% | 49% | 32 | 47% | 47% |
| Zane State College | 25 or older | 204 | 37% | 39% | 173 | 34% | 35% |
| Marion Technical College | Younger than 25 | 362 | 28% | 35% | 269 | 26% | 33% |
| Marion Technical College | 25 to 44 | 165 | 35% | 38% | 148 | 32% | 34% |
| Marion Technical College | Older than 44 | 36 | 22% | 22% | 31 | 23% | 23% |
| Marion Technical College | 25 or older | 201 | 33% | 35% | 179 | 30% | 32% |
| North Central State College | Younger than 25 | 603 | 15% | 22% | 423 | 13% | 20% |
| North Central State College | 25 to 44 | 174 | 18% | 23% | 97 | 14% | 18% |
| North Central State College | Older than 44 | 37 | 14% | 14% | 21 | 19% | 19% |
| North Central State College | 25 or older | 211 | 18% | 21% | 118 | 15% | 18% |
| Northwest State Community College | Younger than 25 | 547 | 20% | 31% | 520 | 20% | 31% |
| Northwest State Community College | 25 to 44 | 223 | 7% | 9% | 214 | 7% | 8% |
| Northwest State Community College | Older than 44 | 82 | 9% | 11% | 81 | 9% | 11% |
| Northwest State Community College | 25 or older | 305 | 7% | 9% | 295 | 7% | 9% |
| Owens State Community College | Younger than 25 | 3,906 | 9% | 18% | 3,374 | 7% | 16% |
| Owens State Community College | 25 to 44 | 1,697 | 5% | 9% | 1,396 | 3% | 6% |
| Owens State Community College | Older than 44 | 547 | 4% | 6% | 500 | 2% | 4% |
| Owens State Community College | 25 or older | 2,244 | 5% | 8% | 1,896 | 3% | 5% |

| Institution | Age | All students first enrolled at the institution in Autumn 2008 | | | Students first enrolled in the institution who are new to any undergraduate program in Autumn 2008 | | |
|---|---|---|---|---|---|---|---|
| | | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years | Students Enrolled | Bachelor's degree within 6 years | Any degree or certificate within 6 years |
| Rio Grande Community College | Younger than 25 | 416 | 15% | 25% | 416 | 15% | 25% |
| Rio Grande Community College | 25 to 44 | 120 | 30% | 32% | 120 | 30% | 32% |
| Rio Grande Community College | Older than 44 | 39 | 21% | 21% | 39 | 21% | 21% |
| Rio Grande Community College | 25 or older | 159 | 28% | 30% | 159 | 28% | 30% |
| Sinclair Community College | Younger than 25 | 3,078 | 16% | 27% | 1,633 | 16% | 24% |
| Sinclair Community College | 25 to 44 | 1,101 | 16% | 23% | 511 | 16% | 19% |
| Sinclair Community College | Older than 44 | 386 | 11% | 13% | 99 | 16% | 20% |
| Sinclair Community College | 25 or older | 1,487 | 15% | 20% | 610 | 16% | 19% |
| Southern State Community College | Younger than 25 | 407 | 20% | 25% | 346 | 19% | 24% |
| Southern State Community College | 25 to 44 | 152 | 24% | 27% | 110 | 25% | 26% |
| Southern State Community College | Older than 44 | 44 | 23% | 27% | 31 | 26% | 26% |
| Southern State Community College | 25 or older | 196 | 24% | 27% | 141 | 25% | 26% |
| Stark State College of Technology | Younger than 25 | 2,963 | 9% | 18% | 2,340 | 9% | 17% |
| Stark State College of Technology | 25 to 44 | 1,060 | 8% | 14% | 667 | 7% | 12% |
| Stark State College of Technology | Older than 44 | 180 | 9% | 13% | 113 | 11% | 14% |
| Stark State College of Technology | 25 or older | 1,240 | 8% | 14% | 780 | 8% | 13% |
| Terra State Community College | Younger than 25 | 420 | 19% | 25% | 407 | 19% | 24% |
| Terra State Community College | 25 to 44 | 167 | 14% | 23% | 167 | 14% | 23% |
| Terra State Community College | Older than 44 | 33 | 21% | 27% | 33 | 21% | 27% |
| Terra State Community College | 25 or older | 200 | 16% | 23% | 200 | 16% | 23% |
| Washington State Community College | Younger than 25 | 395 | 26% | 32% | 335 | 25% | 32% |
| Washington State Community College | 25 to 44 | 123 | 19% | 24% | 75 | 15% | 21% |
| Washington State Community College | Older than 44 | 43 | 12% | 12% | 29 | 3% | 3% |
| Washington State Community College | 25 or older | 166 | 17% | 21% | 104 | 12% | 16% |

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