

FINISH for YOUR FUTURE

Fulfilling Ohio's Adult Learner Promise:

Report of the Adult Learner Working Group

Speaker – Educate for Opportunity Overview



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Educate for Opportunity Goals & Timeline

OBJECTIVE: Increase upward mobility for Americans by supporting stronger pathways between education and work.

- **Assist states to identify successful program models** and scale those programs across the state, focusing on involvement from all postsecondary systems, including two- and four-year institutions;
- **Clarify the role governors play** in building connections between postsecondary education and the workforce for adult populations, highlighting strong leadership examples from across the country;
- **Facilitate state creation of innovative programs** and policies; and
- **Demonstrate how data can identify new outcome metrics** for adult-focused postsecondary education, including consumer satisfaction, and draw expectations for thorough data usage in states.



National & Ohio Context: Today's Students

- 2018 Ohio Attainment: 49.2%
- Ohio attainment has increased among all races age 25-64, but major gaps in equity persist
 - White attainment: 40.5%
 - Hispanic attainment: 27.4%
 - Black attainment: 27%
- Wide range in Ohio attainment by county
 - Highest – Delaware, 65.2%
 - Lowest – Holmes, 12.7%

NATIONWIDE, TODAY'S STUDENTS ARE:

37%

OLDER THAN 25



64%

WORKING WHILE
IN COLLEGE



24%

PARENTING



13%

LIVING ON CAMPUS



40%

PART-TIME



Sources: Lumina Foundation and Higher Learning Advocates

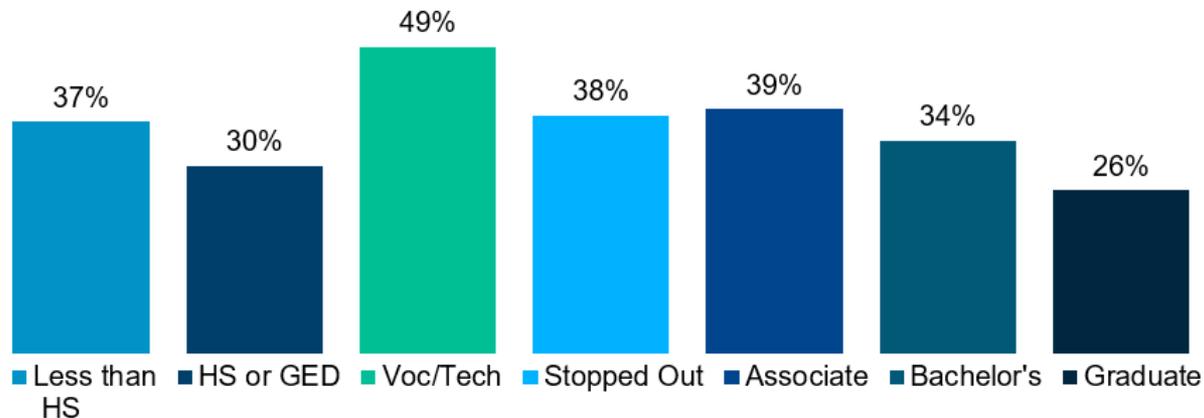


Educate **4** Opportunity

Ohio Context: Strada-Gallup Data

- National survey, over 10,000 Ohio responders ages 25 – 64 on the value they see in postsecondary ed
- First, many Ohio adults 25-64 don't see the need for further education

“Do you feel you need additional education to advance in your career?”
(% yes)



Ohio Context: Strada-Gallup Data

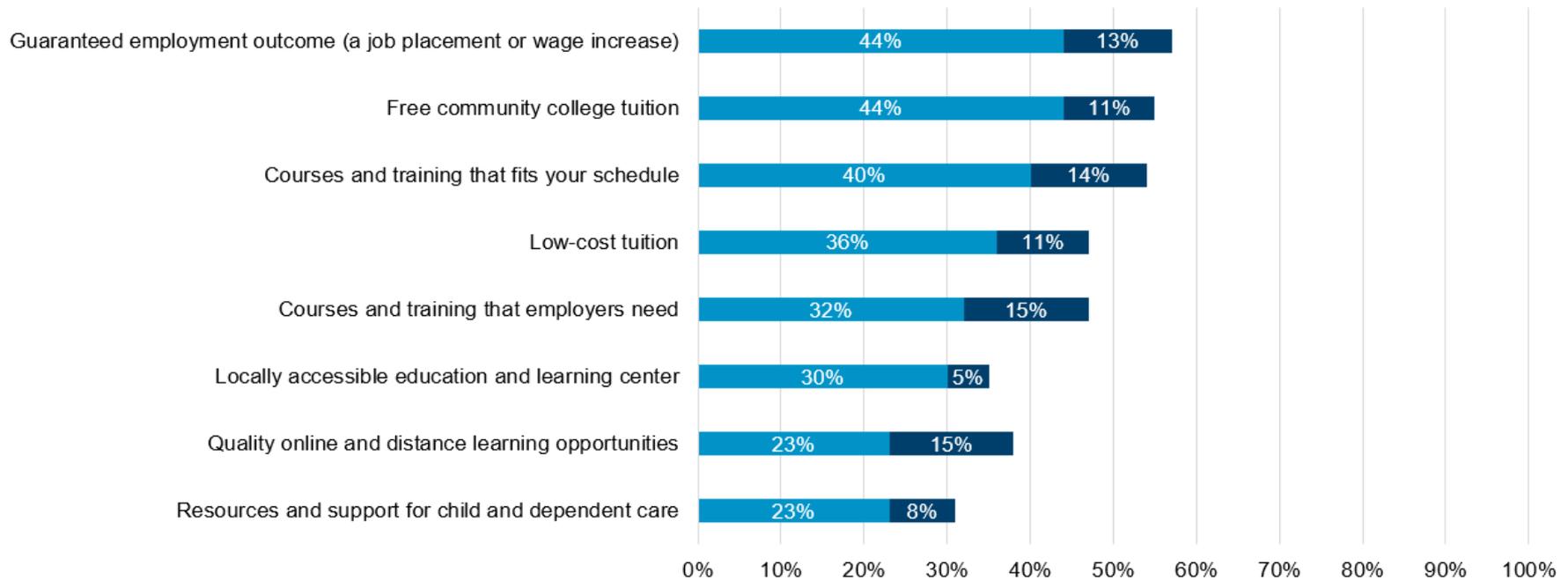
- Second, adults identified a range of reasons why they took college courses but didn't complete their degree
- Meta-trends: work/life/school balance, finances, change in priorities top the list

Didn't have money/financial aid ran out	13.08%
Started working/could not balance work	9.36%
Other life event or personal problems	9.26%
Pregnant/had children	9.03%
Just wanted to learn more/didn't need degree	6.26%
Family obligations (e.g. family health)	5.18%
Classes/degree/school was not a good fit	5.05%
Got bored/lost interest/distracted	4.4%
Didn't need degree to obtain a job	3.93%
Wanted to get better job/pay/advance career	3.93%
Personal health reasons	3.89%
Didn't have enough time for classes	3.06%
Couldn't decide on career or field of study	2.69%
Family pressure	1.52%
Was not mature enough/too young	1.2%
Still enrolled in class/I haven't finished	0.91%
Classes were too difficult	0.84%
Deployed	0.46%
Lack of opportunities in the field I was studying	0.12%



Ohio Context: Strada-Gallup Data

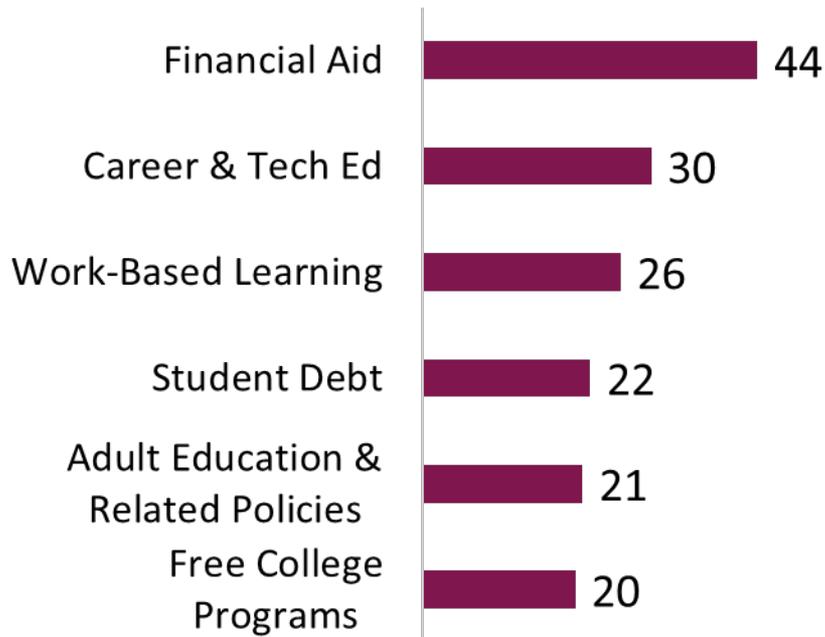
- Third, adults indicated a variety of things that would impact their likelihood in re-enrolling in additional education opportunities (percent saying high/very high impact)



National Context: Pre- and Post-COVID Priorities

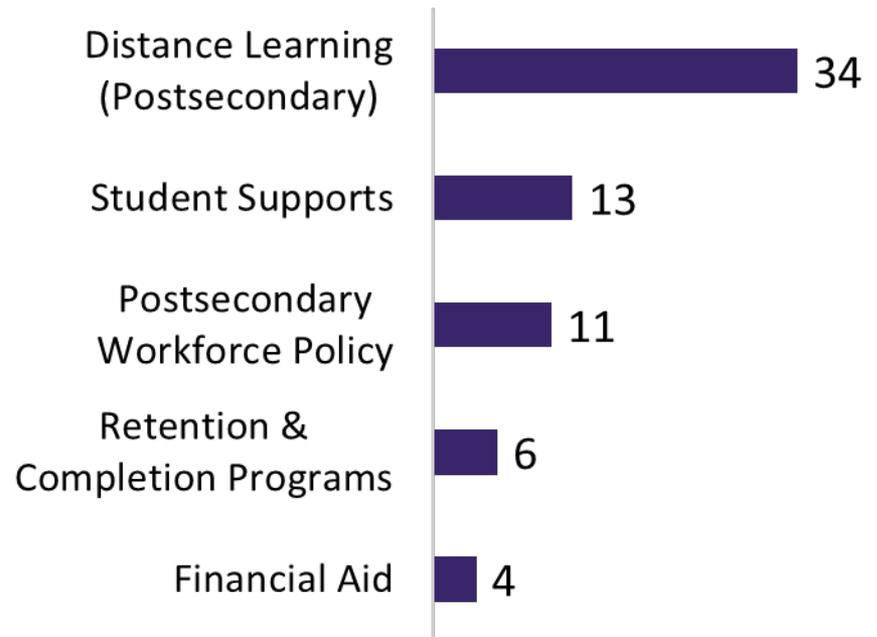
Pre-COVID

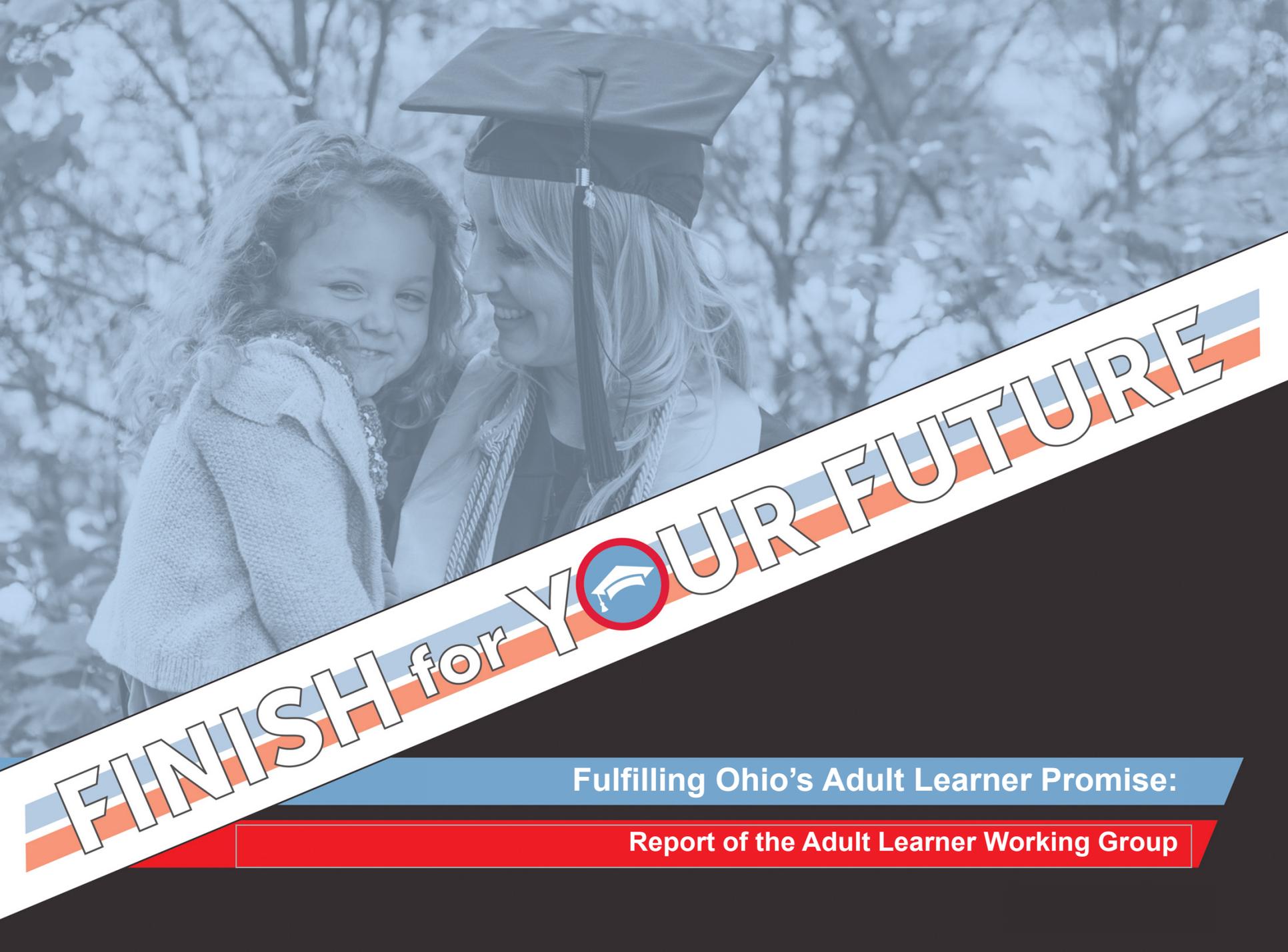
Relevant Trends – Select Topics, Governors Public Statements, 2019-2020 (number of states)



COVID

Relevant Trends – Select Topics in Governors Emergency Education Relief Fund Usage (number of states)





FINISH for YOUR FUTURE

Fulfilling Ohio's Adult Learner Promise:

Report of the Adult Learner Working Group

The Adult Learner Working Group

- Supported by a Lumina Adult Promise grant awarded to Ohio
- Membership: leaders from post-secondary education communities, business and industry, community and non-profit groups
- Charge: review and prioritize recommendations to better serve adults seeking education after high school

FFYF GOAL

Increase adults (over 25) in public higher education from 27% to at least 40% by 2025.

Seven Guiding Principles

- Adult learner focused and addresses adult student needs
- All completions are valued and need to be increased
- Access and success must be improved
- Build upon existing initiatives and experiences
- Recommendations based on data
- Strategies using a systemic approach
- Maintain academic quality

Four Charges / Four Work Groups

- High Impact Practices
- Return on Investment
- Close Equity Gaps
- Policy Improvements

Subgroup reports are available in their entirety at:
<https://www.ohiohighered.org/FFYF/reports>

Report Format

- 24 recommendations spanning five pillars
- Additional section on the importance of ROI
- Actions steps for specific stakeholders



Pillar 1: Recommendations (1-5) that postsecondary institutions provide adult learners with flexible, customizable, student-centered and adult-friendly programs and supports

- Increase the transparency of program costs and requirements and the ROI a student can expect to achieve
- Provide program formats that allow adults to balance their commitment to education with other responsibilities
- Enhance wraparound services
- Prepare faculty and staff to address the needs of adult learners

Pillar 2: Recommendations (6-11) that value adult learners' real-world, workplace knowledge, skills and experience

- Routinely assess student's prior learning
- Award credit for college-level learning that has been achieved outside the traditional classroom—including credit for training received in apprenticeships, the military, and career technical education
- Deepen connections with business and industry to ensure relevant and convenient learning opportunities for students

Pillar 3: Recommendations (12-17) that identify and close equity gaps

- Develop a campus definition of equity and a statement of commitment to equity-mindedness
- Provide financial literacy support, including helping adult learners make informed choices regarding grants, loans and other financing opportunities
- Create a state-level Digital Inclusion Coalition to ensure that all adult learners have affordable broadband access and educational technology
- Review and amend policies and practices that perpetuate inequality
- Implement strategies to increase faculty diversity and inclusive teaching

Pillar 4: Recommendations (18-20) that identify and address financial barriers to maximize adult learners' use of Ohio's wide array of postsecondary institutions

- Provide a pathway for students with unpaid institutional debt to re-enter college under a “debt-forgiveness” program
- Increase FAFSA completion rates in adults
- Provide additional scholarship opportunities focused on adult learners

Pillar 5: Recommendations (21-24) that clarify opportunities, enable success and document progress

- Launch a statewide marketing campaign targeting adult students
- Create a self-navigating portal to provide information for potential students
- Create a standing Adult Learner Advisory Group to hold ODHE and Ohio's institutions accountable for advancing the strategies needed to support adult learners
- Publish an Adult Learner Report annually to track Ohio's progress

Review Strategies & Initiatives Through ROI

- Think beyond the conventional budgeting process
- Evaluate costs while considering potential future revenue gains of increased adult learner enrollment and success
- Identify opportunities for investment in new initiatives

Use an ROI model to think long-term about the costs and benefits of deploying the recommendations in this report

See: <https://www.ohiohighered.org/FFYF/reports>
ROI Subgroup Report (pages 12-19) and Full Report (p 38 -39)

Adult Learner Report Overview

Next Steps for Three
Target Audiences:

- Governing Boards of Postsecondary Institutions
- Campus-Level Leaders, Faculty, and Staff
- State Policymakers



Thank You!!

The Working Group Report, the Overview and all four Subgroup Reports can be found at:

<https://www.ohiohighered.org/FFYF/reports>

