The Central Ohio Compact 2017

A regional strategy for college completion and career success.
Executive Summary

Though 32nd among the country’s largest regions, Columbus tops the nation in the number of Global 500 company headquarters. Manufacturing, science and technology, business services, logistics, and international business represent the area’s largest industry sectors.

This rich industrial mix is matched by a diverse array of K-12 and higher education institutions.

There’s no question that the region has the foundation for a prosperous future. But to thrive economically, communities throughout Central Ohio must have a talented workforce that can meet evolving employer needs and support a bold economic growth strategy.

Nearly two out of three jobs in the state are expected to require additional education beyond high school and yet, less than half of working-age Central Ohioans hold a postsecondary certificate or degree.

The Lumina Foundation proposed a national goal of having 60 percent of Americans holding a postsecondary degree or certificate by 2025. In 2016, the Ohio Department of Higher Education, recognizing the state’s growing need for an educated workforce, proposed “Attainment Goal 2025,” aiming for 65 percent attainment of degrees, certificates, or other postsecondary workforce credentials among Ohio’s working adults by 2025.

Ohio will need to produce about 1.7 million more adults with high-quality postsecondary certificates or degrees to meet that attainment goal by 2025.

Enter the Central Ohio Compact

Established in 2011, the Central Ohio Compact is a regional strategy to achieve this goal through deep and planned collaboration between and among K-12 districts, higher education institutions, employers, and other stakeholders.

As the convener of The Compact, Columbus State Community College has hosted regional summits each year since the Compact’s formation, bringing together public and private college and university presidents, school superintendents, college and K-12 faculty and staff, workforce and economic development professionals, and government officials.

By adopting a regional approach, The Compact has created a national model of collaboration intended to bring about a dramatic increase in college success for Central Ohio students and position the region as a leader in economic growth, per-capita income, and quality of life. The Compact has established a strategy and authored a joint resolution that provides governing boards the opportunity to demonstrate their commitment to Compact principles.

Through a collective, integrated approach, partners in the Central Ohio Compact strive to:

- Dramatically increase the number of students earning a postsecondary credential.
- Ensure that all college-bound high school graduates are college ready.
- Increase the number of high school graduates with credit toward a degree or certificate.
- Increase the number of community college graduates earning bachelor’s degrees through guaranteed pathways to completion.
- Provide consistent, accurate, and timely communication with students and families to eliminate uncertainty and ensure success at the college level.
- Employ specific strategies for working adults, low-income and first-generation college students, and students of color.
- Advance the region’s need for a highly skilled workforce, including an emphasis on STEM fields, by aligning with regional workforce and economic development efforts.
- Manage the costs of education for students, families, and taxpayers through dual enrollment, 2+2 and 3+1 bachelor’s degree programs, shared facilities and services, and integrated planning.

While these and other strategies, the Central Ohio Compact commits to the goal of ensuring that 65 percent of Central Ohioans hold a postsecondary credential by 2025.

The Central Ohio Compact is guided by four strategic priorities.

1. **Aspiration and Access**
   - Offer well-designed services and support to raise students’ college and career aspirations, readiness and success, such as school counseling, career exploration and parent education.

2. **Alignment and Academic Preparation**
   - Improve curricular alignment, provide more accelerated learning opportunities and eliminate postsecondary remediation to guarantee pathways to postsecondary degrees and certifications.

3. **Alternative Pathways for Adult Learners**
   - Develop innovative programs that remove obstacles facing adults and veterans who need more postsecondary credentials to transition to new careers and succeed in the economy.

4. **Affordability**
   - Implement programs and practices that facilitate earlier completion of degrees or certification, eliminate redundancy and promote shared services to make college more affordable for students, families and communities.

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2. National Community Survey
4. American Community Survey
Problem:
Central Ohio’s growing economy depends on an educated, well-trained workforce. We’re at risk of falling short.

Four out of five U.S. jobs lost during the recession required a high school education or less, according to the Lumina Foundation. In the economic recovery, those low-skill jobs were replaced by jobs requiring specialized training and skills.

The same is true in Central Ohio. Between 2007 and 2014, the number of regional jobs requiring a degree grew three times faster than the overall growth in jobs. Central Ohio businesses need to fill 134,740 new jobs between 2012 and 2022. And that doesn’t count the thousands of graduates needed to fill vacancies in existing positions.

Regional employers are counting on a dramatic increase in the percentage of workers with college credentials.
Central Ohio will have a competitive advantage if 65 percent of the region’s adults have degrees, certificates or other postsecondary workforce credentials. Local companies, armed with more capable talent, will more effectively compete in the global marketplace. Profitability will go up, as will retention of workers, and the ability for companies to invest.

A more qualified workforce will also make Central Ohio more attractive to expanding and relocating firms, bringing more jobs, capital, and growth.

Successfully reaching this region-wide goal would also help us realize related region-wide ambitions.

For example, the goals of Columbus 2020, the region’s chief economic development organization, include raising per-capita income in our region. Increased degree attainment is the key to making it happen; for every percentage-point increase in the share of people with degrees, median household income increases $600. That means reaching 65 percent degree attainment will raise median household income more than $14,000 per year in Central Ohio.

Increased household income means great things for neighborhoods and neighborhood stability. Greater employment, higher wages, and reduced poverty would reduce demands on social services, public safety, and public assistance, freeing up funding that could be redirected to community-wide services and amenities, or allow for tax reductions.

Building Economic Capacity

The Compact’s work aligns with regional and statewide initiatives charged with building economic capacity for the future by building a talented workforce and supporting, as well as attracting, high-growth companies. Columbus 2020 has four large-scale goals by 2020:

- 150,000 net new jobs
- $8 billion of capital investment
- 30 percent raise in personal per capita income
- Earn recognition as a leader in economic development

All goals are progressing ahead of schedule and the Columbus region is on pace to have the strongest decade of economic growth in its history.
The 1,703 manufacturing establishments in the Columbus region employ 86,142 workers (EMSI, 2016). The sector contributed $12.5 billion to regional output in 2015. Columbus manufacturing workers averaged $145,420 of output each in 2015. The Columbus region experienced a 52 percent increase in manufacturing productivity (output per worker) after inflation between 2001 and 2015 (Xceligent, 2016).

The Columbus region is home to the headquarters of 15 Fortune 1000 companies, four of which are Fortune 500 companies. Large back office companies and operations include: Teleperformance USA, Verizon Wireless, Time Warner Cable, JPMorgan Chase, Nationwide Insurance, State Farm Insurance and Aetna.

More than 37,400 workers are employed directly in 330 corporate managing offices in the area (EMSI, 2016). Insurance carriers are a particularly important segment of the Region’s back office operations, employing more than 30,000 (EMSI, 2016). More than 321,500 are employed in management, business and finance, office and administrative support, and information technology fields (EMSI, 2016).

More than 450 foreign-owned businesses employ nearly 60,000 people within the Columbus region. Central Ohio has the largest concentration of college students in the Midwest. The Ohio State University, for instance, has more than 58,000 students, including more than 6,000 international students. 109 different languages are spoken throughout the region. Japan, the United Kingdom and Canada are the largest foreign investors in the area.
Focus on Affordability
The list of barriers to increased degree attainment in Central Ohio or any region starts with college affordability. Borrowing to finance college has become the norm — while just 33 percent of college-going Baby Boomers borrowed, more than 70 percent of today’s students borrow. Boomers who borrowed accrued an average debt of $4,800 in today’s dollars. Today’s average loan burden is $37,000.

The average time to pay off that debt is a staggering 21 years, during which graduates are forced to delay major life milestones, including home ownership, starting a family and saving for retirement.

The affordability problem is particularly big for families in Ohio, where student loan debt represents 54 percent of household income, the 9th highest rate in the nation.

Focus on Preparation
While more than half of high school graduates eventually go on to higher education, many discover they are not academically ready for postsecondary work. The painful truth is that high school completion does not equal college readiness, which means having the content and skills that enable a student to succeed at the next level, as reflected on placement assessments. At the same time that Compact members address remediation issues, they will focus on giving students more opportunities to accelerate their learning.

Focus on College Aspiration and Access
Deciding whether to go to college, choosing the right school, and finding the resources to pay for it are critical decisions in any student’s life. In most families, parents help their children make good choices. But too often, young people lack these family supports, particularly when their parents have themselves not had the benefit of higher education.

Focus on Equity and Adult Learners
Since 2009, the percentage of Central Ohioans with at least an associate degree has been climbing, outpacing state and national rates. But the region can’t truly succeed unless all of its residents do, which is why it’s critical for Central Ohio to close equity gaps in education attainment.

Changes in the world economy have put a premium on an educated workforce, which explains why more than half of today’s postsecondary students nationally attend school part time. More and more adults are looking for ways to upgrade and expand their skills in an effort to improve or protect their economic position. Yet adults face significant obstacles to coming back, staying in school, and then earning their postsecondary credentials. Too often, they find themselves blocked by the traditional structure and organization of higher education.

In addition, given their years away from the classroom, they often need help through innovative academic programming, increased and creative financial aid opportunities, and support services that may include remediation.
Solution: The Central Ohio Compact serves as an intermediary for K-12, higher education, and industry on behalf of the region’s students, families, and workforce.

Since the Compact launched in 2011, the region has gained momentum in creating a workforce pipeline between K-12 districts, higher education institutions, employers and other community stakeholders. The Compact has embraced the role of intermediary, advancing the region’s need for a highly-skilled workforce by connecting high schools to colleges, and both to employers.

Much of the Compact’s work aligns with recommendations from the Governor’s Office of Workforce Transformation, charged with strengthening the state’s workforce development system. According to the office’s 2016 report, “Building Ohio’s Future Workforce,” recommendations include:

- Promoting local/regional/state collaboration
- Requiring schools to offer project-based learning
- Establishing regional workforce career exploration and counseling collaborations
- Expanding business engagement opportunities
- Encouraging teacher externships
- Formalizing career exploration partnerships
- Expanding co-requisite remediation
The news is promising.

A deep dive into the Central Ohio Compact Dashboard, an online tool to measure the region’s progress towards the 65 percent goal, shows that more students in the area are prepared for college and are graduating with college credit. It’s worth noting that positive trends are emerging as the population of Central Ohio high school and college students are declining while becoming more diverse and economically challenged.

The dashboard features an integrated data system that combines state employer data and high school and post-secondary education records. While the data does not yet include private schools and institutions, it offers a picture of where the region stands in producing job-ready graduates.

More students are leaving high school with college credit. From the 2010-11 to 2014-15 school years, the region has seen a 1 percent increase in students earning college credit before graduation. Officials expect the number to increase as result of the state’s College Credit Plus program, which debuted fall 2015.

More students are preparing for college coursework. Over a five-year period, the percent of Central Ohio high school graduates taking remedial coursework has dropped by 11 percentage points.

The number of high school students graduating on time has started to rise. In 2013-14, 77 percent of Central Ohio ninth-graders graduating from high school on time, a 2 percent uptick from 2010-11.
For adult degree attainment, Central Ohio outperforms the nation.

The number of adults earning at least an associate degree has risen by more than 2 percentage points to 43 percent from 2010 to 2014, according to the U.S. Census. While it is a bright spot for the region, it alone won’t get us to the 65 percent goal.

Fewer Central Ohio adults are enrolled in public higher education.

About half of Central Ohio high school graduates are enrolled in Ohio public colleges and universities directly after graduation, a consistent rate over time. This data does not include private or out-of-state college enrollment.

As a result of declining enrollment at Ohio’s public colleges and universities and fairly level completion rates, the region has not seen a large uptick in postsecondary attainment with these cohorts of students. In 2008-09, 34 percent of graduates earned their bachelor’s degree, 8 percent received an associate degree and 2 percent completed a certificate in six years.

Fewer Central Ohio adults are enrolled in public higher education. About 25 percent of adults were enrolled in college in the 2014-15 school year, a decline of 7 percent from 2010-11.
Progress to Date

2010
Administrative teams from Columbus State and Ohio State launched conversations that led to the Preferred Pathway program. College presidents and district superintendents began discussions about a regional strategy.

May 2011
The first summit is held where participants agree there was an opportunity to improve results in the regional college-going rate by working together as a team.

November 2011
The second summit is held where three working groups develop missions and recommendations for regional collaboration: (1) Access, (2) Curricular Alignment, and (3) Data.

April 2012
The third summit is held where participants explore the educational and economic opportunities and the value of a “compact” to achieve the “60 percent idea.”

April 2012
The ESC of Central Ohio releases its Mapping Central Ohio’s College Readiness: Assess report to establish a baseline for the region and need for the Compact.

April to August 2012
A case statement and action agenda are completed, including a series of action steps reflecting the members’ commitment to the Compact’s principles. A “dashboard” is developed to measure progress towards goals.

Winter 2012
The Central Ohio Compact joins the Pathways to Prosperity Network with the support of JP Morgan Chase & Co., the Ohio Business Roundtable, Battelle and the Educational Service Center of Central Ohio.

October 2013
The American Electric Power Foundation invests $5 million through the Columbus State Community College Foundation to launch the Credits Count program, which provides STEM (science, technology, engineering and math) dual enrollment programs in several Columbus high schools.

December 2013
The Ohio Department of Education’s Straight A grant program issues a $14.4 million award to the Pathways to Prosperity Network, a collaboration of area school districts that gives students an opportunity to earn college credit and get workplace experience.

April 2014
JP Morgan Chase & Co. New Skills at Work initiative announces a $2.5 million investment over five years for The Central Ohio Compact work, providing the region a platform on which to launch its next round of work and measure progress.

September 2015
The U.S. Department of Education awards Columbus State an $11.5 million investing in Innovation (3i) grant focused on preparing at least 10,000 students for college and careers in seven districts with high populations of low-income students.

December 2015
The ESC of Central Ohio releases its Navigating Central Ohio’s College & Career Readiness System, building on its 2012 report. The ESC also rolls out its Success Network to link schools, partners and communities with resources that empower students to excel beyond graduation.

March 2016
The Central Ohio region is one of four communities named in the Joyce Foundation’s Great Lakes College and Career Pathways Partnership. The Central Ohio Compact receives $400,000 over two years to support employer engagement in the college and career pathway work.

May 2016
The Ohio Department of Higher Education Board of Trustees adopt a statewide postsecondary attainment goal of 65 percent.

November 2016
An update on the Central Ohio Compact Dashboard, which will show where Central Ohio students go after graduation.

Grants in Focus

Credits Count

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<th>AMOUNT: $5 million</th>
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<td>SOURCE: American Electric Power Foundation</td>
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PARTNERS: Columbus City Schools, Columbus State

GOALS: Improve college- and career-readiness for graduates in participating high schools. Engage younger students in STEM-focused careers. Create dual enrollment pathways that lead to a student earning at least 12 college credits or a job certification in a STEM-related field.

APPROACH: College advising for high school students. College and STEM-based trips for students. Summer enrichment programs. Scholarships for eligible students pursuing a STEM-related postsecondary credential. College and career preparatory camps and workshops. Professional development for teachers and staff.

New Skills at Work Initiative

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<th>AMOUNT: $2.5 million</th>
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<td>Source: JP Morgan Chase &amp; Co.</td>
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PARTNER: Central Ohio Compact

Goal: Build a platform that implements the Compact’s goals and brings replicable models to scale.

Approach: Establish a leadership team to coordinate partnerships with K-12 school districts, higher education institutions, regional employers, social service agencies, and government and community stakeholders.

Development of the Central Ohio Compact Dashboard, an online tool that measures the region’s progress towards the 65 percent attainment goal.

Central Ohio Partnership for College and Career Readiness Expansion

<table>
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<th>AMOUNT: $1.5 million</th>
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<td>SOURCE: U.S. Department of Education’s Investing in Innovation program</td>
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PARTNERS: Columbus State, Educational Service Center of Central Ohio, Jobs for the Future, Columbus City Schools, South-Western City Schools, Reynoldsburg City Schools, Groveport Madison Local Schools, Licking Heights Local Schools, Hamilton Local Schools, Whitehall City Schools, Metro Early College High School, SERVE Center at the University of North Carolina at Greensboro

GOALS: Serve 10,000 students in the participating schools. At least 90 percent of high school students will graduate with some college credit.

APPROACH: Instructional coaches and career counselors for high schools. Professional development for high school/college educators. Development of academic and career planning services for students.

Great Lakes College and Career Pathways Initiative

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<td>SOURCE: Joyce Foundation</td>
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PARTNER: Central Ohio Compact

GOAL: Create quality 9-14 pathways that incorporate a continuum of work-based learning experiences.

APPROACH: Development of work-based learning lessons to be integrated with 9-14 curriculum in participating districts. Professional development for high school/college faculty. Regional training events for participating districts to share experiences, lessons learned and ideas for expanding work-based learning experiences for students. Industry field trips for teachers and administrators to meet businesses and gain a deeper understanding of the workplace in order to shape students’ learning experience.
Strategies to Address College Completion

Focus on Affordability
The Compact — particularly in its focus on improved collaboration among institutions and smoother transitions for students moving from K-12 to higher education and ultimately to the workplace — was purpose-built in part to facilitate college affordability for Central Ohio’s students and families.

College Credit Plus
Dual enrollment programs have many virtues, not the least of which are their capacity to allow students to shorten the time and expense associated with completing college degrees. In its first year, College Credit Plus drew more than 52,000 students, 90 percent of whom earned passing grades and earned college credit. The total amount saved by participating students was more than $310 million1.

Students entering college with at least 12 dual-credit hours have a greater chance of completing a bachelor’s degree2.

In a five-year span, the number of Mount Gilead High School students earning college credit jumped by 16 percentage points — the largest leap in Central Ohio. Principal Deb Clauss attributes the gains during the 2014-15 school year to business courses where juniors and seniors could earn college credit through Central Ohio Technical College for the first time.

Since then, they’ve added more college offerings at their high school including English, math and agriculture courses through Marion Technical College and Central Ohio Technical College.

Meanwhile, Reynoldsburg City Schools saw a 15 percent increase in students earning college credit while in high school over a five-year span.

Officials attribute those numbers to the design of their high school, which is organized in four career-based academies: health sciences and human services; business, education, leadership and law; arts, communication and design; and science, technology, engineering and math.

High school students can earn college credit as early as the ninth grade, thanks in part to Columbus State’s regional learning center, which is housed in one of the high school’s buildings. Students have also been able to earn college credit through partnerships with Central Ohio Technical College, Franklin University and Otterbein University.

Student loan debt is a $1.3 trillion national crisis. The average borrower owes $37,000, a debt they’ll carry for 21 years. Two-plus-two transfer programs can save nearly half off the cost of a bachelor’s degree.

2+2 TRANSFER PLAN VS. FOUR-YEAR COLLEGE TUITION

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<th>2+2 transfer plan</th>
<th>Four Years at a public university</th>
<th>Average Public Tuition, Room and Board</th>
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<td>Four Years at a private university</td>
<td>Average Private Tuition, Room and Board</td>
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<td>Four Years at a private university</td>
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2+2 transfer partnerships
Transfer agreements among Compact colleges and universities allow students to complete the first two years of a bachelor’s degree in an affordable environment before transferring seamlessly to finish at a four-year college or university. Transfer student success rates are high — those earning associate degrees before transferring to universities as juniors earn bachelor’s degrees at a higher rate (73 percent) than do those starting at universities as freshmen (63 percent). And the savings are considerable; completing the first two years of a bachelor’s degree in a two-year environment can save nearly half the cost of a bachelor’s degree3.

Ohio University and Columbus State agreed to develop 2+2 transfer agreements at OU’s regional campus in Dublin, starting with Columbus State’s allied health program and OU’s physician assistant program. The regional campus opened in 2015 and could expand to degree completion programs in management and technology, applied communications, criminal justice and business programs, in addition to a number of health care professional degrees, said Steve Golding, CEO of the Dublin Extension campus.

Miami University’s Bachelor Degree Completion program allows graduates with associate degrees in applied science programs to earn a bachelor’s degree in electro-mechanical engineering technology or electrical and computing engineering technology from Miami. The program is offered via distance learning at various two-year institutions in the state, including Columbus State. The completion program aligns with Columbus State’s Modern Manufacturing work-study program, where electro-mechanical engineering students receive training at an advanced manufacturing facility — notably, Honda Manufacturing of Ohio — for up to 18 months.

1. Ohio Department of Higher Education
2. “Bachelor’s Degree Completion by Number of Dual-Credit Hours” study, ACT Research & Policy, 2015
3. National Student Clearinghouse Research Center, 2013
Focus on Preparation

Here’s the good news: More Central Ohio students are graduating with college credit and fewer are enrolling in developmental courses in college. And as noted below, the percentage of students who scored a remediation-free score on the ACT is on the rise at 49 percent in 2015, up by 6 percent from 2013.

Still, educators acknowledge there is more work to be done.

The Educational Service Center of Central Ohio noted multiple efforts that can prepare students for college and careers in its 2015 report, “Navigating Central Ohio’s College and Career Readiness System.”

- Building students’ college and career awareness beginning in the middle-school grades
- Strengthening the alignment of K-12 and postsecondary expectations
- Creating bridge programs that make the transition from high school to college and careers seamless

Efforts are underway to address those areas, including an $11.5 million Investing in Innovation grant from the U.S. Department of Education. Columbus State, the ESC and Jobs for the Future are focused on preparing students in seven low-income Central Ohio school districts for life after high school through support services for students and instructional and curricular collaboration between high school and college educators.

The federal grant expands on Columbus State’s existing work such as the Credits Count initiative, which provides STEM dual enrollment programs at several Columbus middle and high schools.

The ESC Success Network provides support by linking schools, partners and communities to resources that empower students to excel beyond graduation, prepare them for college, and allow them to become more competitive in the workplace.

Collaborations

Through the Healthy Neighborhoods, Healthy Family initiative, Nationwide Children’s Hospital is the health care partner to faith-based and community organizations, youth-serving nonprofits and local public schools to improve the health and well-being of children and families living in the city’s South Side.

Launched in 2008, the effort is focused on five impact areas: affordable housing, health and wellness, safe and accessible neighborhoods, education and workforce development.

In 2016, the hospital opened its doors to South High School, Columbus State and I Know I Can in a pilot program that provides high school students work-based learning experiences that can lead to advanced credentials and employment following graduation.

In an effort to train the next generation of skilled manufacturing technicians, Columbus State, Honda Manufacturing of Ohio and Worthington schools collaborated on the Modern Manufacturing work-study program, where electromechanical engineering students can get a jumpstart on college credits through their high school engineering classes. They complete core subjects before moving onto a paid work-study site. As of 2017, the program has expanded to nine manufacturing companies and 11 school districts.

Work-based learning

Job shadowing, internships, apprenticeships, co-ops and other forms of work-based learning have long been a part of the career and technical education experience.

Ohio Hi-Point Career Center, for instance, partners with Mary Rutan Hospital in Bellefontaine providing clinical space for high school and adult nursing students.

Students at Tolles Career & Technical Center can earn a Madison County Workforce Readiness Credential where among the requirements is a form of work-based experience. The credential guarantees students an interview at 15 Madison County employers, including Madison Health.

Meanwhile, starting in fall 2017, all of the seniors at Marysville Early College High School will have work-based learning experiences outside of school tied to their selected studies in manufacturing, information technology and health sciences.

The district is working with the Ohio Hi-Point to connect with employers and establish various work-based experiences for students.

Pathways

Central Ohio has been a proving ground for pathway development through the Pathways to Prosperity Network, a collaboration of area school districts that gives students an opportunity to earn college credit and get workplace experience. The Pathways to Prosperity Network initiative is focused on four high-demand industries in Ohio: information technology, logistics, health care and advanced manufacturing.

Pickerington’s Biomedical Health Sciences pathway was among those born from that effort. Students can take exploratory courses as early as junior high school before taking Project Lead the Way coursework.
OhioHealth’s Pickerington Medical Campus has partnered with the district, housing a capstone course in the facility for high school students. Through the partnership, students have been able to shadow medical professionals and obtain learning experiences on site.

Westerville has partnered with Columbus State to offer students pathway opportunities that lead to credentials in Central Ohio’s high-need industries, including business/logistics, engineering and health. Business partners such as Polymer Ohio, Worthington Industries and Mount Carmel Health Systems have played a critical role in pathway development and by providing field experiences for teachers and students.

**Focus on College Aspiration and Access**

Central Ohio colleges and universities are committed to improving retention and graduation rates by removing barriers to success, ramping up support services for students, creating financial resources for low-income families, and launching programs that align with in-demand industries. Below are a compilation of efforts by institution.

**Capital University**

- Capital’s Student Success initiative aims to remove barriers to degree attainment and includes: convening a university-wide Student Success committee composed of individuals who are most likely to encounter at-risk students, launching a support course for first generation college students with high financial need; and creating new supplemental instruction programs.

The efforts have started to yield results: The spring 2017 census report showed fall-to-spring retention among the first-year cohort was at a 15-year high and increased 2 percentage points.

- Since 2015, Capital launched three new programs to accelerate and create more flexibility for undergrads and graduate students seeking degrees: a 3+3 bachelor of arts/juris doctor program that allows law school hopefuls to earn both bachelor and law degrees in just six years instead of seven; a master of arts in education which includes hybrid classroom/online curriculum; and an accelerated nursing program for working adults.

**Columbus College Of Art & Design**

- With a $998,000 grant from the Ohio Department of Higher Education, CCAD is partnering with Franklin University on an e-portfolio system that will facilitate the institutions’ ability to award credit for students’ prior learning.

- Through $750,000 from the 2016 state capital budget, CCAD is building a new animation studio and is developing a shared facility plan for that space with Columbus State.

- CCAD’s new strategic plan calls for an increase in need-based aid and new opportunities to support Ohio students. In fall 2016, the college launched a new scholarship specifically for Central Ohio Scholastic Art Award winners.

**Columbus State Community College**

- Columbus State students who are involved in more interventions such as tutoring, mentoring and a mandatory college success course, are more likely to be successful in their classes. For instance, course success (at least a C) for new students was 68 percent compared to 63 percent in 2011-12.

The more interventions students engage in, the more likely they will stay enrolled throughout the year. The retention rate from fall 2014 to spring 2015 was 90 percent for students who participated in five or more interventions. For students who didn’t participate any intervention, the retention rate was 36 percent.

**Franklin University**

- Franklin and Columbus State collaborated on a 3+1 program that allows Columbus State graduates with an associate degree in business management to earn their bachelor’s degree in business administration from Franklin in four additional terms of 6- and 8-week courses. The EXACTTrack business program has a predetermined class schedule, allowing students to take classes one evening per week at the Columbus State Delaware Campus and online.

- Franklin launched an e-textbook initiative to curb textbook costs for students, starting in fall 2016 with four courses. It has expanded to 15 courses for the winter 2017 term. The university’s goal is to eventually eliminate the need for physical textbooks by migrating to an e-resource solution.

**Ohio Dominican University**

- Ohio Dominican introduced a host of interventions targeting first-year students to increase retention and completion, including a survey that identifies strengths and challenges, an early-alert system, and a four-year student planner that serves as a road map to college success.

- The university developed new programs in response to the area’s in-demand industries such as an insurance and risk management undergraduate degree and a certificate in supply chain management.
Ohio State University

- Ohio State has pledged $100 million by 2020 from efficiency and cost-savings measures towards affordability grants for low- and middle-income students in Ohio. In two years, the university allocated $35 million in new affordability grants to more than 27,700 students, as well as 3,000 attending regional campuses around the state.
- Ohio State’s Teacher Preparation Pipeline Scholarship program offers 100 early childhood educators in Columbus an opportunity to earn a bachelor’s degree for free. The five-year program is a partnership between Ohio State, the City of Columbus, Columbus State and Action for Children.

Ohio Wesleyan University

- Since 2016, Ohio Wesleyan has added to science programs and those tied to in-demand industries including: an expansion of its neuroscience program with a second major, computational neuroscience; two new tracks within the neuroscience major — a behavioral/cognitive track and a molecular/cellular track; a new major in data analytics and new minors in both data analytics and data in society; and a new business administration major with concentrations in management and marketing.

Otterbein University

- Otterbein opened its doors to The Point — a collaboration, education and innovation center — in 2016. The facility includes space and services to support start-up businesses with potential to become high-growth companies; lab space and services to support research and development and prototyping for small- to medium-sized manufacturers; makerspace open to all who are interested in innovation and creation; and numerous opportunities for interaction between business users and Otterbein students and faculty.
- As part of a commitment to access and affordability for students of all backgrounds, Otterbein created a new financial aid model for first-year students from Columbus City Schools. The program, which started with 28 Columbus students in 2014, has grown to 92 in 2016 and has expanded to those from South-Western, Westerville and Whitehall schools.

Focus on Equity and Adult Learners

With the area becoming more diverse — racial and ethnic minorities are expected to account for a majority of the region’s growth by 2050¹ — it is an economic imperative that all students have the supports needed to be successful.

Columbus State, for example, has recently seen performance gaps for African-American and low-income students narrow as a result of linking students to more than 50 interventions including, tutoring, mentoring and a mandatory college success course.

Between the 2011-12 and 2014-15 academic years, the success rates of white and African-American students narrowed by 24 percent, shrinking from 22.1 percentage points to 16.8. The gap between low- and high-income students dropped by 50 percent, from 18.1 to 9.3 points. Spring 2016 was Columbus State’s largest graduating class in history. The number of credentials awarded to African-American students improved by 14.3 percent from Spring 2015 to Spring 2016.

Central Ohio can’t reach its attainment goals without addressing the needs of the area’s incumbent workforce — those who need skill development to remain competitive in the marketplace — and transitional workforce — those who are unemployed or underemployed.

According to the National Center for Higher Education Management Systems and the American Community Survey, Ohio ranks 27th among states with the number of adults entering the job market adequately prepared.

Ohio is transforming its education system to deliver on the demands for educational and economic opportunity in this new economy. According to the Ohio Department of Higher Education, part of the transformation calls for collaboration among Adult Basic and Literacy Education (ABLE) programs, career and technical centers, colleges, and universities to:

- Increase the number of adults earning workforce credentials and degrees.
- Increase the number of adults successfully transitioning through the system to earn additional credentials and degrees that increase their employability and chances for long-term career success.

Central Ohio’s career-technical education centers, community colleges and four-year institutions have launched programs aimed at reducing barriers for adult learners and linking them to in-demand industries.

¹ Mid-Ohio Regional Planning Commission, “insight2050” report, 2015
Capital University
- Capital, which offers an accelerated, second-degree nursing program, launched an option designed specifically for working adults seeking a career change. The hybrid-online accelerated nursing program allows students to engage in lectures online with hands-on clinical and laboratory experiences available in the evenings and during the weekend.

Columbus City Schools
- The district’s Adult and Community Education department serves more than 150 adult learners, offering courses in health occupations, skilled trades, and computer applications. Much of their work is linked with industry partners.
- Through Columbus’ School of Practical Nursing, adults gain hands-on clinical experience with community health care providers in acute, long-term and home health care. Local business partners include Mayfair Village, Wexner Heritage Village, Echo Manor, Astoria Place, Franklin County Correctional Maternity and OSU Day Care Pediatrics.

Columbus State Community College
- The Foundations of Insurance certificate program created a pipeline to help career-changers, displaced workers and military veterans for positions in the area’s insurance industry. Students who maintained a B average were guaranteed interviews with companies such as Nationwide, Grange and State Auto.
- Under the LINCS program, adults can earn up to eight supply chain management certificates through online courses. Honda Logistics of North America has partnered with the college, hiring students who completed the program, as well as training incumbent workers.
- Through the Green Infrastructure Education program, adults earn certifications for entry-level jobs and have been hired by partner landscaping companies Davey Tree, Joseph Tree Service and Brickman.

South-Western Career Academy
- In 2017, the career academy debuted new courses that help adults position themselves for jobs in competitive fields, including an online IT course developed with Nationwide and Chase that can lead to employment in those companies, and a language interpreter class that helps adults gain interpreter positions in area schools and hospitals.

Tolles Career & Technical Center
- Tolles is one of 22 Robotics & Advanced Manufacturing Technology Education Collaborative (RAMTEC) centers in Ohio, where students – including adults seeking advanced skills – can earn certifications for robotics, industrial maintenance and CNC machining.
- Through the Tolles’ public safety department, adult learners can earn certifications in both Firefighting and EMS and participate in internships with area fire departments.

Neither the 65 percent degree-attainment goal nor the 2025 timeline were chosen at random. Both are informed by real regional workforce needs anticipated to emerge in the next decade. But at just under 44 percent, Central Ohio has a long way to go in a relatively short time, and given that only four of the nation’s major metropolitan areas have crossed the 55 percent threshold, reaching our regional goal can appear a daunting task.

There are, however, many opportunities to track regional progress on the path to 65 percent. At 44 percent, the region ranks 35th nationally for the percentage of adults 25-64 with at least an associate degree, according to the Lumina Foundation. While our region tracks attainment of credentials including certificates and other industry-recognized credentials, we can use Lumina’s metro-region data to chart our progress relative to other regions.

On the path to 65 percent, Central Ohio could celebrate several attainable wins:
- An attainment increase of just 1.8 percent will elevate Central Ohio ten spaces, landing us in the top 25, ahead of regions including the Kansas City, Atlanta, Chicago, and San Diego areas.
- An increase of 3.6 percent will make us a top-20 region, ahead of the Syracuse, Baltimore, and Pittsburgh areas.
- Crossing the 50 percent threshold — a 6.47 percent attainment increase — will catapult Central Ohio into the nation’s top ten regions, passing New York, Austin, and Seattle in the process.

Big goals can intimidate. By setting its sights on key metrics and competing regions, Central Ohio can make progress on the path to 65 percent and celebrate key wins on the way.
Next Steps

Following the Compact summit in April 2016, leaders have set their sights on the work ahead.

1. Advocate for policy and practices that galvanize collaboration to make college affordable for everyone.

   Strong policy can be the difference between college affordability and deep, long-lasting debt or, for some, a decision that college is out of reach entirely. Ohio’s adoption of College Credit Plus saved families more than $110 million in its first year alone. Promoting policies that make it easier for students to pursue 2+2 and 3+1 bachelor’s degrees can do even more to ensure access, affordability and student success.

2. Engage employers to develop a regional workforce strategy.

   Successful pilots have demonstrated the capacity for K-12, higher education, and industry partners to build programs that move students seamlessly from high school to college to the workplace, jumpstarting promising careers and filling critical workforce roles. Now is the time to bring strategic efforts to scale based on the region’s anticipated workforce needs for 2020 and beyond.

3. Mobilize our community to address non-academic barriers for students.

   As our region becomes increasingly diverse, so do the needs of our collective student body. Our students are more geographically and racially diverse than ever before. They are more likely to juggle school and work than ever before. And a substantial number will approach the prospect of college as first-generation students whose families are unequipped to provide support that can ensure good outcomes. A community that finds ways to provide that support will have solved a critical challenge on the path to greater degree attainment.

4. Pursue a meaningful data exchange that focuses on student success.

   Seizing upon the momentum that has resulted in wins that include the development of the Central Ohio Compact Dashboard and strong initial reverse transfer results in Ohio Department of Higher Education’s “Credit When It’s Due” initiative, our region must push further to ensure that the compatibility of tracking systems is a benefit rather than a hindrance to student success.