Ivy Tech Community College
Attainment Initiatives
IVY TECH COMMUNITY COLLEGE

- Founded in 1963 as a Vocational and Technical College
- Changes over the past 50 years
- Small class size of 22-24
- Over 1000 classes offered online
- 97% graduates remain in IN
- Affordable Tuition < $2000 per semester (estimated)

- Offer more than 100 transfer programs with in-state and out of state institutions at over 40 locations in Indiana
  - School of Business, Logistics, & Supply Chain
  - School of Public Affairs & Social Services
  - School of Information Technology
  - School of Arts, Sciences & Education
  - School of Health Sciences
  - School of Nursing
  - School of Advanced Manufacturing, Engineering & Applied Science
Ivy Tech Attainment Goal for 2025
50,000 Completions annually

- Co-Requisite Courses
- Course Delivery Options
- Targeted Workforce Certificates and Technical Certificates
- Employer/employee options
- Transfer Pathways from 2 year - 4 year institutions

IN Goal: 60% of workforce equipped with high value, post-secondary degree or credential by 2025
## Co-Requisite Courses

### Summer 2018

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Success</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>39.5%</td>
<td>56.5%</td>
</tr>
<tr>
<td>Traditional non-coreq</td>
<td>41.6%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Traditional Co-req</td>
<td>42.8%</td>
<td>71.4%</td>
</tr>
<tr>
<td>Hybrid non-co</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

### Fall 2018

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Success</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>35.6%</td>
<td>55.2%</td>
</tr>
<tr>
<td>Traditional non-coreq</td>
<td>36.2%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Traditional Co-req</td>
<td>44.5%</td>
<td>57.6%</td>
</tr>
<tr>
<td>12 week late st</td>
<td>33.3%</td>
<td>45.8%</td>
</tr>
</tbody>
</table>

### Spring 2019

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Success</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>42.6%</td>
<td>57.7%</td>
</tr>
<tr>
<td>Traditional non-coreq</td>
<td>41.3%</td>
<td>57.9%</td>
</tr>
<tr>
<td>Traditional Co-req</td>
<td>40.3%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Hybrid non-co</td>
<td>45.4%</td>
<td>63.6%</td>
</tr>
</tbody>
</table>

### Summer 2019

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Success</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>41.0%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Traditional non-coreq</td>
<td>38.4%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Traditional Co-req</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Hybrid non-co</td>
<td>53.8%</td>
<td>61.5%</td>
</tr>
</tbody>
</table>

---

### Summer 2018

- **Online**
- **Traditional non-coreq**
- **Traditional Co-req**
- **Hybrid non-co**

### Fall 2018

- **Online**
- **Traditional non-coreq**
- **Traditional Co-req**
- **12 week late st**

### Spring 2019

- **Online**
- **Traditional non-coreq**
- **Traditional Co-req**
- **Hybrid non-co**

### Summer 2019

- **Online**
- **Traditional non-coreq**
- **Traditional Co-req**
- **Hybrid non-co**
Course Delivery

- Traditional
- Hybrid - Online + Classroom
- 8 week
  - Traditional
  - Blocked Scheduling
  - Online
  - Synchronous
Targeted Workforce Credentials

- Workforce Certificates and Technical Certificates
  - Increasing daily at all campuses to meet local workforce needs
    - Professional Communications-TC
  - Next Level Jobs Funding from State of IN
    - Microsoft Office Specialist-CT
    - Business Administration-TC
    - Welding
    - Advanced Manufacturing
Employer/Employee Options

- Achieve Your Degree
  - Tuition deferral option
  - MOU for credit and non-credit courses/training
- Next Level Jobs - IN funded
  - Employer training grants available
Direct Transfer Pathways

- **Transfer as a Junior**
  - Direct 2 + 2 transfers to IN Public 4-year
    - 19 major areas
    - Spring 2015: 3302 students to Fall 2018
      - 22,927 students
    - Spring 2016: 16 students to Fall 2018 completions
      - 1,739 students
  - Tuition savings of approximately $10,000

- **Start as a Sophomore**
  - 1 year of General Education courses
    - 30 credits in 6 disciplines
    - Technical Certificate
Meeting the Challenge of Achieving Educational Attainment Goals: The Ohio Story

Phyllis Cummins, Ph.D.
Scripps Gerontology Center, Miami University
National Council for Workforce Education
San Antonio, TX   October 2019
Presentation Overview

» National level data of interest
» Ohio data
» Ohio’s efforts to increase enrollment and attainment
» Selected findings from recent research project
Labor Force Age Distribution: 1998 – 2028

Source: BLS, 2019
Projected 2018-28 growth rate in occupational employment by typical 2018 entry-level education

- Doctoral or professional degree: 9.2%
- Master's degree: 13.7%
- Bachelor's degree: 7.7%
- Associate's degree: 7.9%
- Postsecondary nondegree award: 8.2%
- Some college, no degree: 1.4%
- High school diploma or equivalent: 2.9%
- No formal educational credential: 5.0%

Average, all occupations = 5.2%

*Entry level education reflects 2018 requirements – BLS does not project education requirements

Source: BLS, 2019
Educational Attainment of Ohio Adults Ages 25-64

Source: Le, Pisacreta, Ward, & Margolis, 2019
Ohio’s High School Graduates: 2000 – 2031 (projected)
Ohio: Postsecondary Enrollment Trends
Ohio: Postsecondary Enrollment Trends
Community Colleges

Enrollment by 2 YEAR

Yr Num

Dual Enroll
Undergraduate Over 25
Undergraduate, Younger than 25
Ohio: Finish for Your Future

» The Ohio Department of Higher Education (ODHE) received funding from the Lumina Foundation

» Goals:
  » Increase the proportion of adults over age 25 enrolled in public higher education from the current 27 percent to at least 40 percent by 2025
  » Increase postsecondary attainment for adults ages 25 - 64 from 44% currently to 65% by 2025

» An estimated 966,000 Ohioans will need an additional credential to achieve this goal

» Will need to engage students in the entire age group
Ohio: Finish for the Future

» ODHE formed the Adult Learner Working Group
» Group members included representatives from baccalaureate institutions, community colleges, Ohio’s technical centers, and trade associations
» Group has the responsibility to recommend a strategic framework to advance improvement of adult learner enrollment and completion
Ohio: Finish for the Future

- Four subgroups:
  - High Impact Practices Subgroup
  - Closing Equity Gaps Subgroup
  - Policy Improvement Subgroup
  - Return on Investment Subgroup
Both Ohio and the U.S. have sizable attainment gaps based on race/ethnicity and gender.

Race/ethnic minorities in Ohio 5.4% less likely than whites to have some college or a degree and 11.1% less likely to have a bachelor’s degree or higher.

To eliminate racial/ethnic gaps based on current attainment:

- Need 59,400 more underrepresented minorities with at least some college.
- Need 121,400 more underrepresented minorities with at least a bachelor’s degree.
Building on Ohio’s Strengths

- Campus Completion Plans with guidance about success of adult learners.
- Outcomes-based funding with weights for adults
- PLA with a Purpose and FastPathOhio
- Ohio Values Veterans
- Counting and promoting certificates
- Articulation and transfer of certificate programs
- Reverse transfer and credit recovery
- More options for high school equivalency
- Institutional approaches
Student Concerns

» Can I make it work with my busy life?

» What will it cost?

» What is my return on investment?
What About Age 40+ Students?

» Discussion about age 40+ students based on qualitative research involving Ohio’s 23 community colleges

» Although they share many concerns and needs, midlife students are distinguished from younger “non-traditional age” students by:
  » the length of time elapsed (particularly since last school enrollment)
  » the length of time left (until retirement or death)

Both phenomena have meaning and impacts
What About Age 40+ Students?

Time elapsed: Changing social roles

» Impelled transition
  » “I’ve had to take the role of caregiver and provider. So, basically that’s what made me decide to go to school so that I can get a decent job...”

» Liberated transition
  » End of earlier competing obligations and new opportunities for self-fulfillment.
    » “I needed to take care of the kids, have the flexibility of hours and all of that, but I knew the minute mine went off to college I was going back.”
    » “I just stayed home for so long and I feel like this is a new chapter in my life because I did that after so many years and this is my time to do something that I love.”
What About Age 40+ Students?

Time elapsed: Changing Work Context

- Impelled transition
  - Job loss
    - “I, uh, recently found myself unemployed....My company decided...that they were going to close and consolidate....”
  - Skills obsolescence
    - “I have a 30 year old industrial engineering degree and I worked for seven and a half years...but then when I looked back at...where the field had gone and what was expected of people, I just was way behind the times because I...I hadn’t kept up.”
- Retirement policies and considerations
  - “I’m not old enough to retire but I’m close enough to retire.”
- Liberated transition
  - e.g., Layoffs with benefits
    - “I got the opportunity to take a buyout at [my company] which I had worked there 21 years. So I took it and I had been wanting to go back to school since my kids was little...and I never had the opportunity.”
Role of Community Colleges

» Community colleges are distinctively positioned to actively challenge conceptions of life course timing to recruit non-traditional age students
  » relatively age diverse student bodies
  » open enrollment
  » affordability

» Challenges:
  » Increase awareness of differences in life stages and experiences of a 30-year-old and a 50-year-old
  » Revisit college mission and website – do they focus on age diversity?
Role of Community Colleges

» In the “life course” of higher education, community colleges are themselves at a transition moment
  » Recognize how age matters to students and the systems that serve them
  » Confront and dismantle barriers
  » Recognize and implement opportunities
  » Commit and recommit to a prominent role in lifelong learning

» “[W]e’re out there. We’re vital. We can do things.”

» “I’ve always felt like, uh, [the college] has been here and there’s been areas of support to say, you know, we’re gonna take you as you are. We’re gonna dust you off and it’s okay...you know? That... you know... How many times did you fall down? How many times you get back up?”
Addressing Adult Concerns

» Welcome them
» Validate their learning outside the college classroom
» Provide a coach
» Predictable scheduling
» Make available resources clear
Questions?
Acknowledgments

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A160156 to Miami University. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.