



Department of Education  
Department of Higher Education



# 2018 OHIO REMEDIATION REPORT

*For Fall 2017 Enrolling College Students  
(Spring 2017 High School Graduates)*

In fulfillment of: Ohio Revised Code 3333.041 (A)(1)  
and Ohio Revised Code 3345.061 (H)

**DECEMBER 2018**



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# INTRODUCTION

In fulfillment of Ohio Revised Code section 3333.041 (A) (1), the Chancellor of the Ohio Department of Higher Education (ODHE) has published a listing by school district of the number of 2017 high school graduates who attended a state institution of higher education in the 2017-2018 academic year. The listing provides the percentage of each district's graduates who were required to enroll in a non-credit-bearing remedial course in English or mathematics prior to enrolling in credit-bearing courses generally required for first-year students. The online report can be viewed at <https://www.ohiohighered.org/data-reports/college-readiness>.

In fulfillment of Ohio Revised Code section 3345.061 (H), the Chancellor of the Department of Higher Education and the Superintendent of Public Instruction herein submit the 2018 Ohio Remediation Report, based on data from the high school graduating class of 2017. The report provides an overview of Ohio's Remediation-Free Guarantee, a review of the data, and recommendations for future strategies to reduce the need for remediation.

## OVERVIEW

During fall 2017, the percentage of new enrollees requiring remedial coursework in Ohio's public colleges and universities declined slightly, continuing a trend of decreasing remediation rates since 2009. Multiple efforts, including statewide initiatives to enhance academic and career advising, educator collaboration to align student-learning outcomes between high school and college, and the implementation of college placement practices that support student success, have contributed to the decrease in remediation rates. In fall of 2018, ODHE implemented methodology to capture first-time students matriculating into college using course enrollment records, which may have resulted in a more accurate student count. With the change, the number of 2017 Ohio high school graduates enrolling in an Ohio public institution increased to 53,183, an increase from the previous year's enrollment of 47,050.

## OHIO'S REMEDIATION-FREE GUARANTEE

In 2011, the Ohio General Assembly enacted Ohio Revised Code section 3345.061, which required the presidents of Ohio's public colleges and universities to establish uniform statewide remediation-free standards<sup>1</sup> in mathematics, science, reading, and writing that all students enrolled in an Ohio public university or college must meet to be guaranteed placement into college-level coursework.

Ohio's consensus definition of college readiness provides a clear, consistent set of goals for students entering postsecondary education directly from high school. A clearer understanding of critical readiness factors and expectations will help more students leave high school prepared to succeed in postsecondary learning. Since implementation of the uniform statewide remediation-free standards, remediation rates in English and mathematics have shown steady decrease. From 2016 to 2017, both English and mathematics remediation had a one percent decrease statewide.

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<sup>1</sup> Remediation-free status refers to a threshold above which a student would not need additional assessment or consideration for placement into remedial coursework.



# ACCESS

## *How many high school graduates are going to college after high school graduation?*

Immediate college enrollment is one of the many important measures that high schools use to assess their impact on student academic success. Table 1 shows the rates of immediate college enrollment in the first fall after high school graduation for the classes from 2010 to fall of 2017. Because college enrollment tends to parallel the increase or decrease in number of high school graduates, it is important to note that the National Center for Education Statistics (NCES) projects declining numbers of high school graduates over the next few years. Between 2012-13 and 2025-26, Ohio is expected to experience 5% fewer high school graduates.

YEAR	# OF STUDENTS
2010	52,647
2011	52,486
2012	51,626
2013	46,151
2014	48,749
2015	48,533
2016	47,050
2017	53,183*

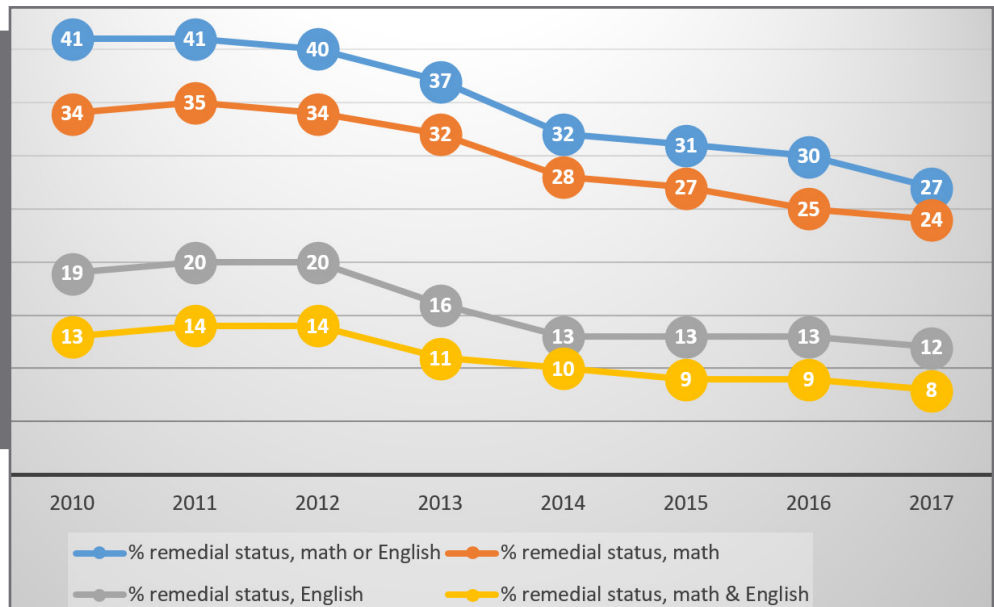
**Table 1:** *Ohio Public High School Graduates Matriculating as First-time Ohio Public College/University Students in the Fall, Years 2010-2017*

*\*In fall of 2018, ODHE implemented a new methodology using course enrollment records to capture first-time students matriculating into college. This increase in the number of students matriculating may have resulted from the change in methodology.*

# REMEDIATION

**What percentage of first-time Ohio public college & university students enrolling in fall 2010-2017 required remediation?**

**Chart 1:**  
Percentage of First-Time Ohio Public College/ University Students Requiring Remediation by Subject Area, Fall 2010-2017



The 2017 high school graduating class enrolling into public higher education institutions in the state

continued the trend of showing a decreasing need for remediation. As in previous years, the data chart indicates improvement in both English and mathematics. Each content area decreased remediation need by one percentage point. In 2017, the percentage of high school graduates needing only mathematics remediation dropped to 24 percent, an impressive improvement when compared to 34 percent in 2010. Similarly, those students requiring remediation in English decreased to 12 percent, compared to 19 percent in 2010. The percentage of students in fall 2017 needing both developmental mathematics and English courses decreased to 8 percent, compared to 13 percent in 2010. Chart 1 indicates the percentages of Ohio public high school graduates enrolled in an Ohio public college or university in fall semesters between 2010 and 2017, that placed into remedial courses in math and/or English.

## Enrollment by campus type

A review of campus enrollment from spring 2010 to 2017 of Ohio public high school graduates matriculating as first-time college students to Ohio public colleges and universities indicates the percentage has remained fairly stable. Since 2010, the range averaged 25% enrolling in two-year community colleges and 75% into four-year universities. Ohio public high school graduates enrolling into Ohio public higher education institutions in fall of 2017 remained consistent, with 24% enrolling into two-year community colleges and 76% into four-year institutions.

# READINESS

## ***Options for high school students to get a head start on college***

Ohio has robust dual enrollment opportunities for the students in K-12 schools under the College Credit Plus (CCP) program, which has led to more Ohio students earning college credit while in high school. College Credit Plus replaced the postsecondary enrollment options program in 2014, with the enactment of Ohio Revised Code chapter 3365, and was fully implemented beginning in the fall term of 2015. The law requires all Ohio K-12 public school districts, as well as all Ohio public colleges and universities to participate in CCP, opening a wide range of opportunities for Ohio's students to get a head start on college. Overall enrollment in College Credit Plus grew from 54,053 enrollments in the first year to 68,365 in 2016-17. Graduating seniors in spring of 2017 totaled 30,298 participants.

Additionally, many high schools offer Advanced Placement courses. Beginning in 2009, students in Ohio who take a College Board Advanced Placement examination and score at least a '3' are guaranteed college credit, usually toward their general education curriculum, upon entering an Ohio public institution of higher education.

## ***High school to college transition reports***

The high school to college transition reports<sup>2</sup> provide valuable insight into how Ohio's high school students are making the transition to college.

The reports provide detailed information at the statewide, district, and high school levels for high school students graduating in the spring and attending an Ohio public university or community college the following summer or fall. Analysis of the remedial coursework participation occurs by the first academic year of enrollment.

High schools can use the data to gather valuable insight into how prepared their students are for making the transition, while Ohio's public colleges and universities can use the reports to make needed connections to the high schools from which they recruit.

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<sup>2</sup> <https://www.ohiohighered.org/data-reports/college-readiness>



# ADULT STUDENT DATA

## Adult student population & remediation needs

Adults who defer college entry are a large group among students needing remediation. Adult students comprise a large population group enrolled in undergraduate courses on Ohio public campuses. In 2016, students age 25 or older totaled 111,499, while the students younger than 25 totaled 364,104.<sup>3</sup>

The Ohio adult student population enrolling a few years after high school graduation parallels the national data on enrollment in degree-granting postsecondary institutions of students who are 25 to 34 years old. Nationally, the group increased 35 percent between 2000 and 2014. The projected increase is 16 percent for the adult student population between 2014 and 2025. The enrollment in degree-granting postsecondary institutions of students who are 35 years old and over increased 23 percent between 2000 and 2014, and enrollment is projected to increase 20 percent between 2014 and 2025.<sup>4</sup>

The ODHE Office of Data Management and Analysis compiles remediation rates for age groups. Table 3 indicates the remediation rates for students enrolling in the fall of 2017 in the age ranges of less than 22 (includes the spring 2017 high school graduates), 22-25, and greater than 25). The chart includes students enrolling into community colleges and university branch and main campuses.

**Table 3: Remediation Adults Fall 2017**

AGE RANGE	TOTAL	ANY MATH	%	ANY ENGLISH	%	MATH OR ENGLISH	%	MATH & ENGLISH	%
Less than 22*	76,285	17,270	22.64%	8,704	11.41%	19,945	26.15%	6,029	7.90%
22 to 25	5,988	1,544	25.78%	746	12.46%	1,783	29.78%	507	8.47%
Greater than 25	11,911	2,130	17.88%	1,067	8.96%	2,521	21.17%	676	5.68%
<b>All</b>	<b>94,184</b>	<b>20,944</b>	<b>22.24%</b>	<b>10,517</b>	<b>11.17%</b>	<b>24,249</b>	<b>25.75%</b>	<b>7,212</b>	<b>7.66%</b>

\*Includes high school graduates spring of 2017 and older students less than 22 years of age

3 [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/HC\\_campus\\_by\\_student\\_type%20and%20age\\_07-16.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/HC_campus_by_student_type%20and%20age_07-16.pdf)

4 <https://nces.ed.gov/pubs2017/2017019.pdf>

## RECOMMENDATIONS

The recommendations included in this report align with the recommendations of the Rethinking of Postsecondary Mathematics: Final Report of the Ohio Mathematics Steering Committee, Complete College Ohio's Task Force Report and Recommendations, and the Ohio Department of Education's Prepared for Success and College and Career Readiness requirements, resources, and guidance.

### ***Our state, district, and local education leaders need to continuously review and respond to specific metrics at the student level from pre-kindergarten (PreK) through postsecondary attainment***

PreK-12 through postsecondary education partners need to support the educational pathway to success for all students to graduate college and/or career ready. Recognizing the PreK-12 education as the pillar for future success, early childhood, K-12, and their higher education partners need to continue the development of critical reading, writing, and mathematical "learning skills" needed for "remediation-free status" at every transition point. Continued efforts to utilize Ohio's strong learning standards, provide early interventions, offer quality preschool, improve early literacy through the third grade reading guarantee, and support the middle and high school grades in all areas of learning will help Ohio's children achieve critical grade-level benchmarks and success along the continuum. As the report indicates, the level of remediation needs has decreased over time. Strengthening the collaboration along the PreK-20 education pathway will further impact and reduce the need for remediation.

### ***High school courses matter***

Making curriculum a priority with emphasis on the need for all students to develop college and career work-ready skills is crucial, regardless of the student's aspiration in high school.

### ***Strengthen advising support for all students. Support training of advisors within the high schools and colleges to help raise awareness of all postsecondary opportunities for Ohio students***

Redesigned education to career pathways, beginning in high school, requires involvement and intensive support of academic and career advisors. To strengthen advising support and provide background information on the redesigned education and career pathways, the Ohio Department of Education and the Ohio Department of Higher Education should convene faculty members, student success professionals, and academic advisors to share effective advising and placement practices that support student success. Postsecondary pathways have evolved over recent years, and advising is vital to helping students navigate entrance and completion of postsecondary

education. Additional understanding of the mathematics pathways to majors/careers developed by the Ohio Mathematics Initiative is encouraged.

Advising needs to include services and strategies for the adult student, as well as the transitioning high school student. Identification and sharing of the advising strategies/models that work for transitioning into higher education will bolster effective advising support within Ohio's schools and public institutions of higher education. Career technical certifications, credentials, and two-year and four-year degrees must be included in advisement of students.

***To address academic gaps identified in high school, students should have access to transition courses***

Promote high school pilots in the developing math transition courses. ODE and ODHE have supported the effort to develop and implement math transition coursework to support high school students with aspirations of continuing into postsecondary but lacking remediation-free status. Three high school pre-pilots were implemented in the fall of 2018. ODHE, ODE, and the Ohio Mathematics Initiative should continue the collaborative work with the design, evaluation, and implementation of a transitional mathematics course. (Pilot sites will be selected in the spring of 2019, implementation in the fall of 2019.)

***Review and implement strategies to close the academic gaps among student populations (racial, ethnic, first-generation, geographical regions)***

Align with the work of the ODE Strategic Plan, ODHE 3 to Get Ready, GEAR UP state grant-funded sites, access partnerships, and Strong Start to Finish working groups to close these identified access and academic gaps. Promotion and sharing of the positive strategies are encouraged.

***Improve student success in entry-level courses by aligning mathematics to academic programs of study***

The Ohio Mathematics Initiative, an effort supported by the Ohio Department of Higher Education and the Ohio Department of Education, continues to develop mathematical pathways that align a student's mathematics coursework with what is needed in his/her major program of study and future career. The Ohio Mathematics Initiative has developed three pathways to fulfill the general education requirements: the Statistics Pathway; the Quantitative Reasoning Pathway; and the Science, Technology, Engineering, and Mathematics (STEM) Preparation Pathway. Each pathway provides the requisite skills and knowledge based upon a student's major and desired career. The recommendation of the alignment pathway project is to continue to work on awareness of the need to align mathematics to the academic course of study and encourage identification of the math course needed for the academic program of study.

## ***Compressing developmental education with course redesign, such as offering co-requisite college-level courses***

While various co-requisite models exist, the goal is to accelerate student progress and move those in need of support to college-level courses as quickly as possible. In Ohio, colleges and universities offer a range of co-requisite courses. Institutions span a continuum from planning, developing, implementing, and evaluating the early effects of co-requisite models. All models support students academically as they enroll in credit-bearing courses, rather than requiring completion of remedial coursework prior to enrolling in credit-bearing, college-level courses. Ohio has participated in the Complete College America program and the Strong Start to Finish initiative to scale up the co-requisite strategies across all Ohio public colleges and universities. Through this work, students (both traditional-aged and adult) needing academic support will avoid the delays of traditional remediation while receiving “just in time” academic support that keeps the student on the path to timely completion of postsecondary credentials that lead to meaningful careers. The recommendation is to continue the development, implementation, and evaluation of co-requisite courses/strategies to support underprepared students in areas of English and mathematics.

## **CONCLUSION**

In fall 2017, the number of high school students enrolling in college increased while remediation needs decreased slightly. The positive outcomes over time indicate the multiple strategies, including enhanced advising, Ohio’s uniform statewide remediation-free standards, P16 alignment initiatives, co-requisite academic support strategies, and the commitment of students, families, and education have supported the decline of need for remediation.

While many positive outcomes have resulted from the work on reducing the need for remediation, two intentional steps need to be considered. First, the work must begin with the high school student well before graduation. The high school student should be encouraged to be proactive in addressing identified academic concerns. The students should be provided options for their educational and career aspirations; this includes having the opportunity for intervention prior to graduation and developing an understanding among the students and their families of the value in enrolling in rigorous coursework. High school students need an understanding of the admissions process, selectivity, and course placement prior to enrolling into postsecondary education.

The second step occurs after the student enrolls into postsecondary education. While progress to reduce remediation in college is under way, much work remains. Providing supportive academic services and effective strategies for the traditional and adult students is crucial to improving student success. The recommendations listed in this report help identify opportunities to build on past student success and to expand across the P-16 continuum.



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