Ohio | Department of Education
Department of Higher Education

2019 OHIO REMEDIATION REPORT

For Fall 2018 Enrolling College Students
(Spring 2018 High School Graduates)

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

DECEMBER 2019

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INTRODUCTION

The Ohio Department of Higher Education (ODHE) is pursuing **numerous initiatives**[1] to increase the completion rates of Ohio's college students, and continues its efforts to meet the needs of business and industry by helping campuses produce an educated and skilled workforce.

Each Child, Our Future is Ohio's shared plan to ensure each child is challenged, prepared, and empowered for his or her future through an excellent pre-kindergarten through grade 12 education. When a student earns an Ohio diploma, he or she should possess the habits and dispositions necessary for success after high school. For students choosing to enter a two-year or four-year institution of higher education, this means they are remediation-free.

Why do we care about remediation rates?

Remedial courses that are designed to help academically underprepared students get ready for college-level work are known to be a barrier, as students pay for remedial credits but the credits do not count toward graduation, reducing the likelihood that students complete a certificate or degree. In 2012, the Chancellor convened an Ohio Completion Task Force to create a specific action plan to help close gaps in college completion rates, ensure access and quality, and evaluate completion strategies that have documented success. A key component of this work is to reduce the time it takes to complete a college degree; this includes addressing remediation rates. At that time, 41 percent of Ohio public high school graduates entering an Ohio public college or university took at least one remedial course. By the fall of 2018, Ohio's remediation rate—the percentage of Ohio public high school graduates enrolled in a public Ohio college or university who have taken a remedial course—had declined to less than 27 percent.

The decrease in remediation rates can be attributed to 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.

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**[2] in mathematics, science, reading, and writing that all students

1 **https://www.ohiohighered.org/educators/initiatives-overview**
2 **https://www.ohiohighered.org/college-readiness**

enrolled in an Ohio public university or college must meet to be guaranteed placement into college-level coursework. In fall 2014, the remediation-free standards were implemented, which corresponded with a five percent decrease in the Ohio remediation rate—the largest decline over a one-year period.

New to this report

The 2019 remediation report includes enrollment numbers and remediation rates disaggregated by race and ethnicity and by economic status. The numbers show that remediation rates for minorities and economically disadvantaged (Pell-eligible) students are declining, but are still higher than their counterparts.

The data represented in this report were pulled using a methodology first implemented in fall 2017 to capture first-time students matriculating into college using course enrollment records, which is expected to result in a more accurate student count. To ensure the numbers represented in the report reflect accurate trends, ODHE's Office of Data Management and Analysis pulled numbers back to fall 2014 using the same methodology.

Remediation rates by district

In fulfillment of Ohio Revised Code section 3333.041 (A) (1), the Chancellor of the Ohio Department of Higher Education has published a listing by school district of the number of 2018 high school graduates that attended a state institution of higher education in the 2018-2019 academic year. The listing provides the percentage of each district's graduates that 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**.

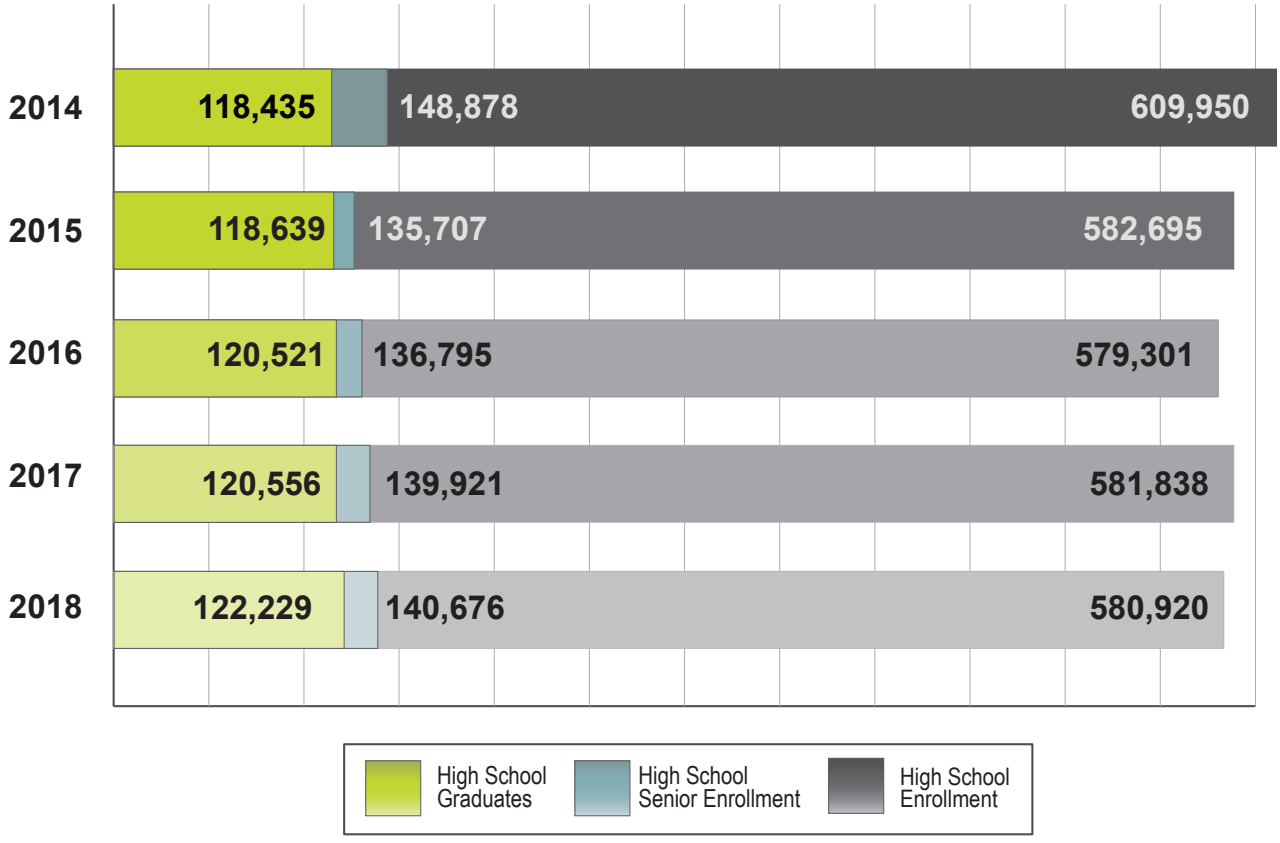
In fulfillment of Ohio Revised Code section 3345.061 (H), the Chancellor of the Ohio Department of Higher Education and the Superintendent of Public Instruction herein submit the 2019 Ohio Remediation Report, based on data from the high school graduating class of 2018.

ENROLLMENT

Enrollment numbers in colleges and universities typically follow trends of high school enrollment and graduation numbers. For the five years represented in this report, from fall 2014 to fall 2018, high school enrollment in Ohio has decreased 4.8% from 609,950 students to 580,920 students, with the number of enrolled seniors decreasing 5.5%.

While the enrollment numbers have declined, the graduation numbers over the same five-year period have increased. The number of high school graduates increased from 118,435 in 2014 to 122,229 in 2018, representing a 3.2% increase.

Figure 1: Number of Ohio Public High School Graduates, Seniors, & Total Enrollments

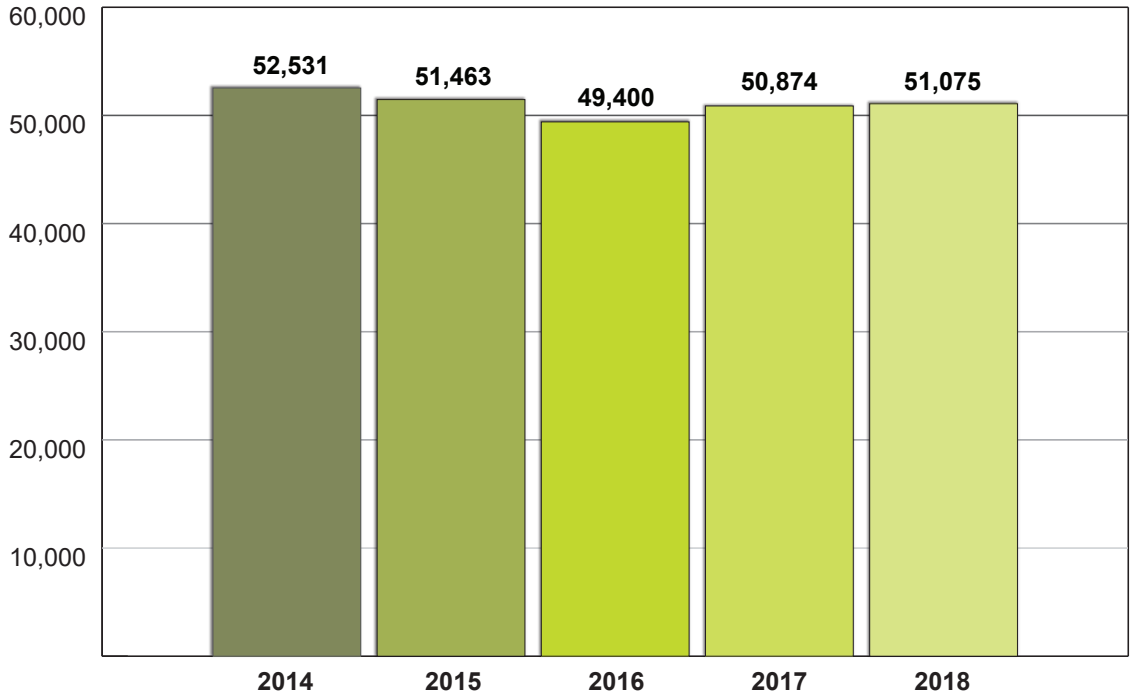


Data Source: **https://reportcard.education.ohio.gov/advanced**

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

The number of Ohio public high school graduates matriculating as first-time students to an Ohio public college or university declined to a low point in the fall of 2016 (49,400), but increased slightly the past two years (as shown in Figure 2). Overall, from 2014 to 2018, the numbers declined from 52,531 to 51,075, or approximately 2.8%. It is noteworthy that the data are limited to students enrolling in a public Ohio college or university; students enrolling in private or out-of-state institutions are not represented.

Figure 2: Number of Ohio public high school graduates matriculating as first-time students to an Ohio public college or university

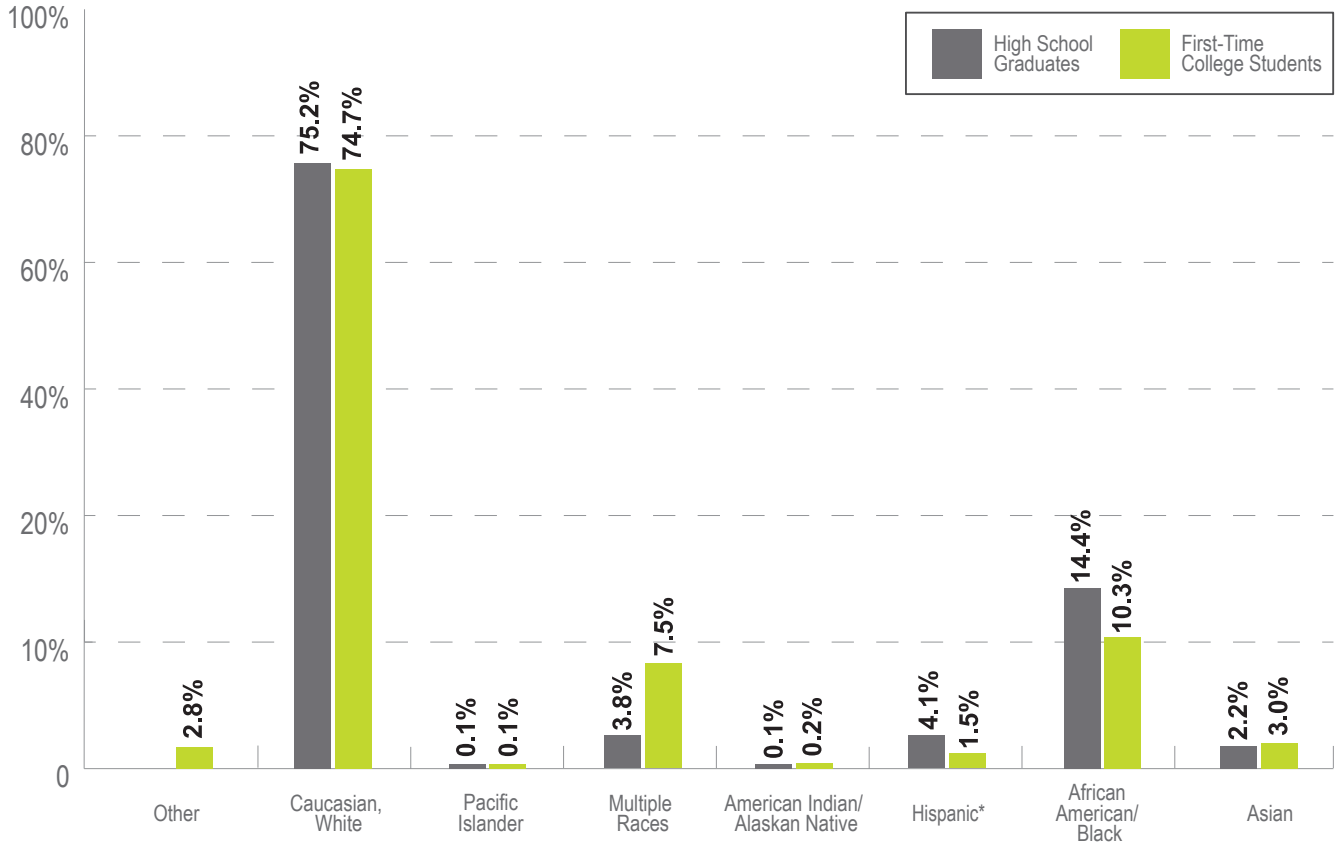


Demographics

New to this report are the numbers of Ohio high school graduates and those matriculating to an Ohio public college or university disaggregated by race and ethnicity[3] and by economic status.

Figure 3 illustrates the proportion of Ohio public high school graduates matriculating as first-time students to an Ohio public college or university, disaggregated by race and ethnicity, compared to the proportion of high school graduates in the same demographic categories. White students enter college at a rate roughly proportional to their presence in the high school graduating class. Black and Hispanic students are underrepresented among first-time college students, given their representation in the high school graduating class; however, this finding is partially offset by students identified as multiracial having a higher representation among first-time college students than would be expected given their representation in the high school graduating class.

Figure 3: Distribution of HS graduates and those matriculating as first-time students to an Ohio public college or university disaggregated by race and ethnicity



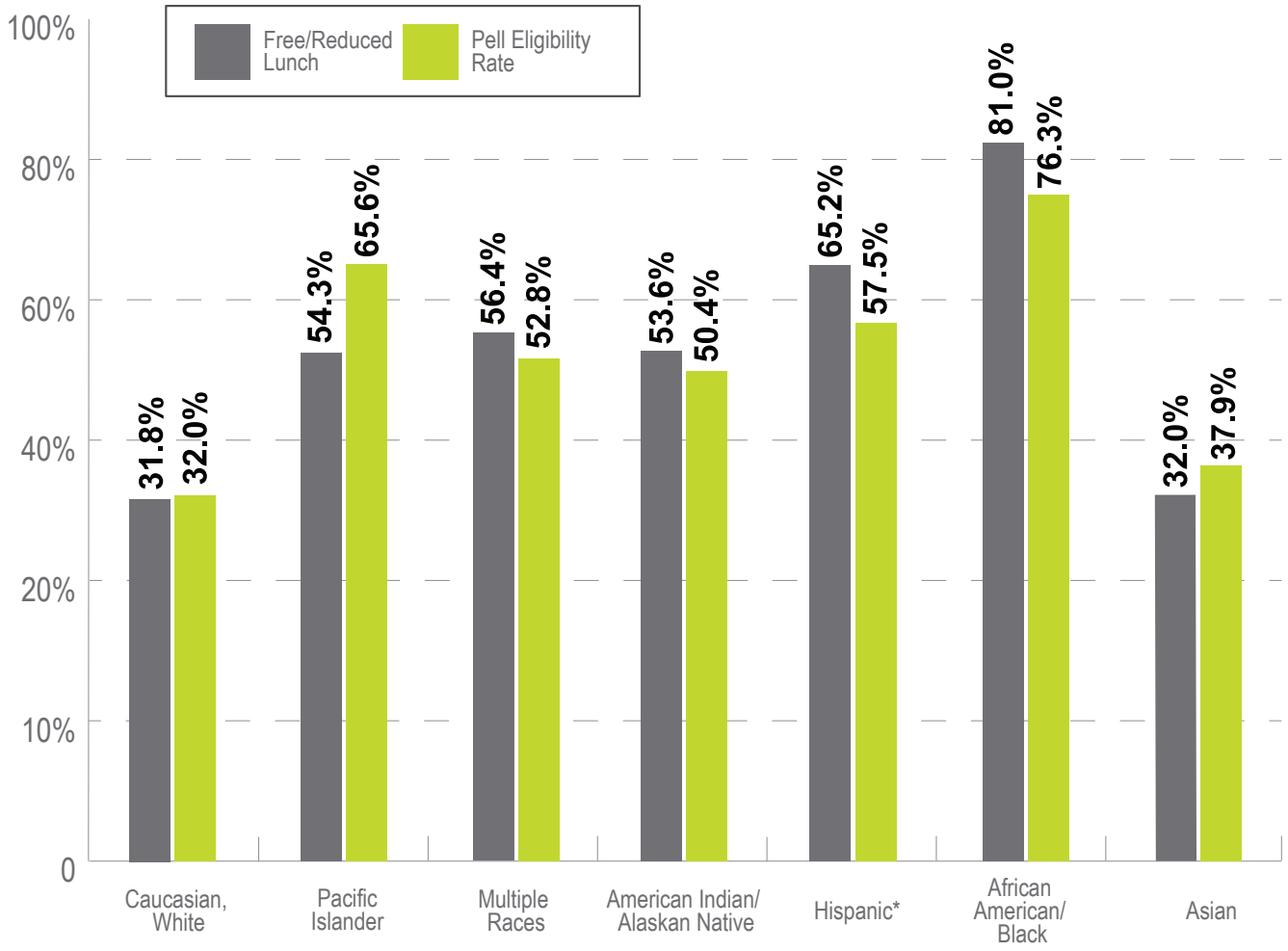
*Students that self-identified as Hispanic are represented as Hispanic and not in another race.

3 Race and ethnicity is self-reported.

An economically disadvantaged status for first-time college students is determined by **Pell Grant eligibility**[4], and for high school graduates by their eligibility for free and reduced lunch. Using these definitions, economically disadvantaged students make up approximately 38% of both high school graduates and first-time college students, indicating that economically disadvantaged students are accessing college in rates proportional to the rates in which they are graduating from high school.

Figure 4 illustrates the percentage of economically disadvantaged students from the two populations disaggregated by race and ethnicity. White and Asian students are less likely to be economically disadvantaged than students of all other racial categories.

Figure 4: The percentage of economically disadvantaged Ohio high school graduates and those matriculating to an Ohio public college or university disaggregated by race and ethnicity



*Students that self-identified as Hispanic are represented as Hispanic and not in another race.

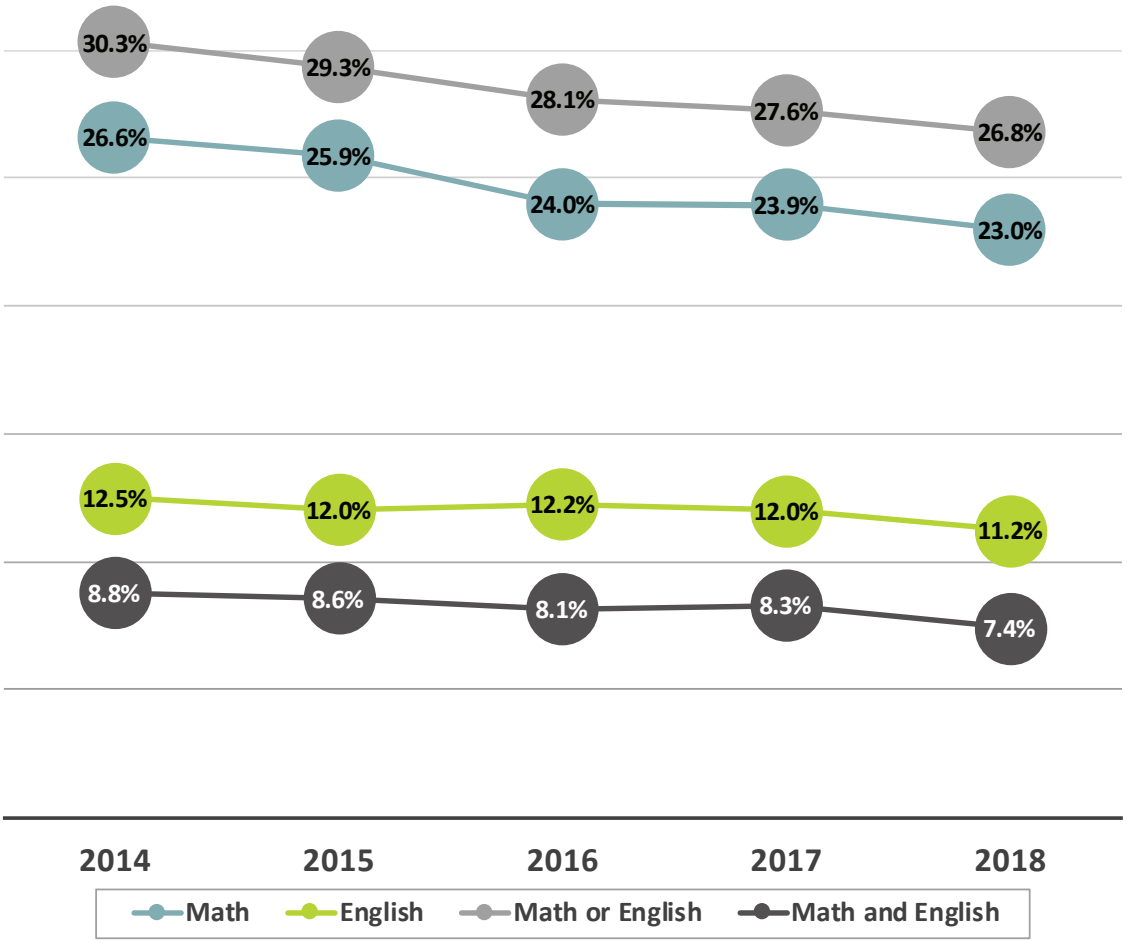
4 **https://studentaid.ed.gov/sa/types/grants-scholarships/pell**

REMEDIATION

What percentage of first-time Ohio public college & university students enrolling between fall 2014 and fall 2018 required remediation?

The 2018 high school graduating class enrolling at Ohio public higher education institutions continued to show a decreasing need for remediation in math and/or English. The percentage of Ohio public high school graduates who attended an Ohio public college or university and needed remediation in math and/or English over the period from fall 2014 to fall 2018 are presented in Figure 5.

Figure 5: Percentage of Ohio first-time students needing remediation



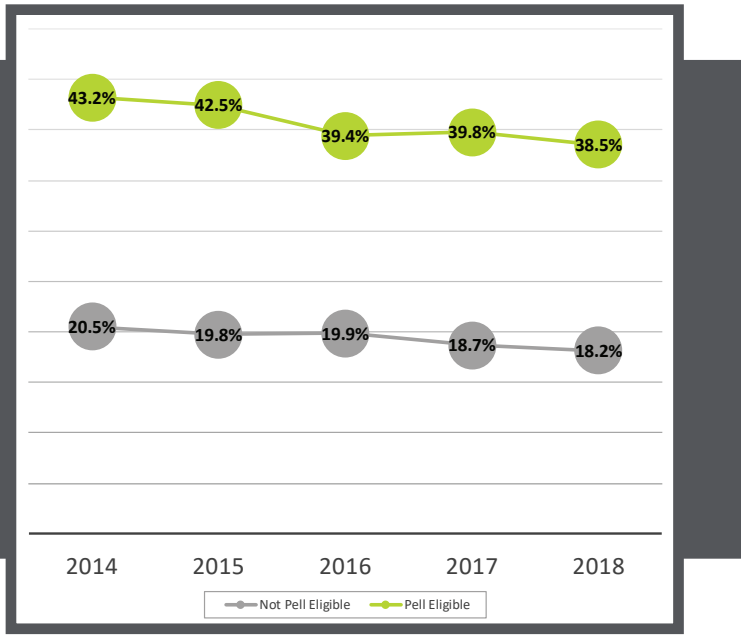
Academic outcomes are driven by factors such as economic status. Students who are economically disadvantaged enroll in remedial courses at a higher rate and graduate high school at a lower rate than students who are not economically disadvantaged. Table 1 Illustrates the graduation rate of Ohio public high school students disaggregated by race and economic status. The table shows that White and Asian students graduate from high school at higher rates that students in all other racial categories. The table also shows that, for all races, being economically disadvantaged reduces high school graduation rates.

Table 1: 4-Year Longitudinal Graduation Rate (State) by Student Race and Economic Disadvantage

Student Race	Not Economically Disadvantaged			Economically Disadvantaged			Difference in Graduation rate
	4-Year Graduates Count	4-Year Non-Graduates Count	4-Year Graduation Rate	4-Year Graduates Count	4-Year Non-Graduates Count	4-Year Graduation Rate	
Not Applicable	1	11	8.3%				
Asian	1,905	72	96.4%	762	167	82.0%	14.3%
Black, Non-Hispanic	3,260	817	80.0%	12,612	4,805	72.4%	7.5%
Hispanic	1,845	353	83.9%	2,955	1,154	71.9%	12.0%
American Indian or Alaskan Native	77	13	85.6%	69	35	66.3%	19.2%
Multiracial	2,140	293	88.0%	2,343	807	74.4%	13.6%
Pacific Islander	46	7	86.8%	41	22	65.1%	21.7%
White, Non-Hispanic	64,607	4,603	93.3%	25,125	7,091	78.0%	15.4%
TOTAL	73,881	6,169	92.3%	43,907	14,081	78.9%	13.4%

Figure 6 compares the remediation rates of the economically disadvantaged Ohio first-time college students with those who are not economically disadvantaged. While remediation rates are decreasing, PELL-eligible students are far more likely to need remediation than those who are not PELL eligible. Taken together, Table 1 and Figure 6 demonstrate the need for high schools and colleges and universities to work together to ensure economically disadvantaged students are supported in accessing pathways to both high school and college success.

Figure 6:
Percentage of Ohio public high school graduates needing remediation in either math or English, disaggregated by Pell eligibility.



ADULT STUDENTS

Demographic projections estimate that Ohio will face a decline in the number of high school graduates in coming years. Yet Ohio has 3.7 million adults between the ages of 25 and 64 who do not have a postsecondary credential. Consequently, it is important to also monitor the remediation rates for adult students matriculating in Ohio's colleges and universities. Figure 8 shows the remediation rates for all age groups have decreased from fall 2017 to fall 2018, with the greatest decrease represented in adult students. It should be noted that the number of first-time enrolling adult students (over 25) also increased by approximately 26%, from 11,911 to 14,970.

Table 2: Remediation rates for students enrolling in fall 2017 and fall 2018 in the age ranges of less than 22 (includes the spring high school graduates), 22-25, and greater than 25.

FALL 2017									
AGE RANGE	TOTAL	MATH	%	ENGLISH	%	MATH OR ENGLISH	%	MATH AND 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%
All	94,184	20,944	22.24%	10,517	11.17%	24,249	25.75%	7,212	7.66%
FALL 2018									
AGE RANGE	TOTAL	MATH	%	ENGLISH	%	MATH OR ENGLISH	%	MATH AND ENGLISH	%
Less than 22	79,726	16,709	20.96%	8,212	10.30%	19,553	24.53%	5,368	6.73%
22 to 25	5,764	1,219	21.15%	567	9.84%	1,390	24.12%	396	6.87%
Greater than 25	14,970	1,863	12.44%	928	6.20%	2,222	14.84%	569	3.80%
All	100,460	19,791	19.70%	9,707	9.66%	23,165	23.06%	6,333	6.30%

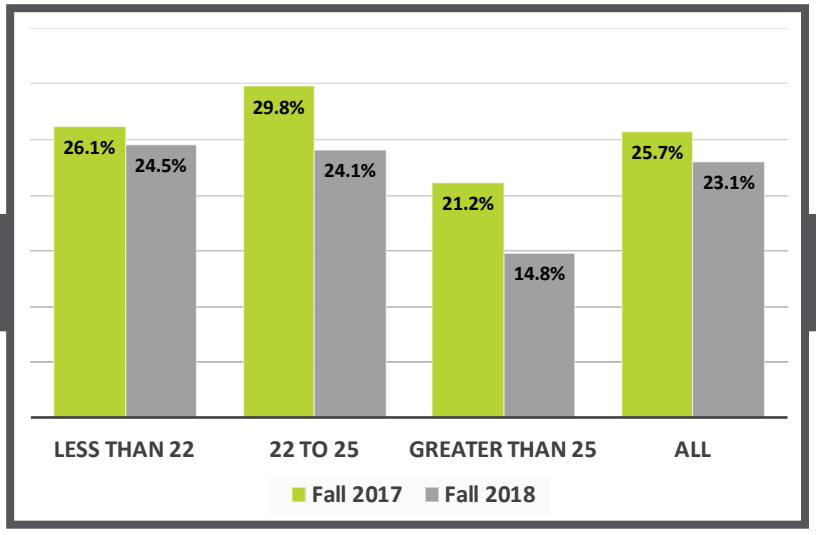


Figure 8

RECOMMENDATIONS

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 be career ready. Recognizing the PreK-12 education as the pillar of 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.

Early interventions and attendance matter

Missing too much school can have long-term, negative effects on students, including lower achievement and graduation rates. In Ohio, **16.4%**[5] of our students are categorized as "chronically absent." Though absenteeism varies by grade, seniors have the highest rate of chronic absenteeism in the state. Through efforts such as **Go 2 Grow**[6] and **Get 2 School**[7], many districts in Ohio are addressing chronic absenteeism and adopting early intervention approaches. The goal of these programs is to increase student attendance, at both the state and local levels.

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

5 **http://education.ohio.gov/getattachment/Topics/Chronic-Absenteeism/Ohio-s-Resource-Guide-to-Reduce-Chronic-Absenteeism.pdf.aspx**
6 **http://education.ohio.gov/getattachment/Topics/Chronic-Absenteeism/Supporting-Regular-Attendance-Tips.pdf.aspx?lang=en-US**
7 **http://get2school.org/our-work/**

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

Advising also 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 the advisement of students.

Through **Success Bound**[8] and **New Skills For Youth**[9], Ohio is preparing youth for high-demand careers through innovative cross-sector partnerships, providing education pathways that give students the skills they need for in-demand jobs and for a remediation-free college experience.

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

Promote high school pilots in the development of transition courses to help students become college ready. This recommendation aligns with Strategy 10 of the Ohio Department of Education's strategic plan, *Each Child, Our Future*, which ensures that high school inspires students to identify paths of future success, and gives students multiple ways to demonstrate the knowledge, skills, and dispositions necessary for high school graduation and beyond. Currently, 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 education, but they are lacking the remediation-free status in mathematics. During the development, three Ohio math teachers pre-piloted the course in the 2018-2019 school year. This course is being piloted by 22 teachers across the state in the 2019-2020 school year, and the pilot will expand during the first phase of implementation in the 2020-2021 school year.

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**[10], ODHE's **3 to Get Ready**[11], **GEAR UP**[12] state grant-

8 **https://successbound.ohio.gov**
9 **http://education.ohio.gov/Topics/New-Skills-for-Youth**
10 **http://education.ohio.gov/About/EachChildOurFuture**
11 **https://www.ohiohighered.org/3ToGetReady**
12 **https://www.ohiohighered.org/gearup**

funded sites, access partnerships, **Strong Start to Finish**[13], and **Finish for Your Future**[14] working groups to close these identified access and academic gaps. Promotion and sharing of 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 ODE and ODHE, 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.

13 **https://www.ohiohighered.org/SSTF**
14 **https://www.ohiohighered.org/FFYF**

CONCLUSION

In fall 2018, 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 declining 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 are 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.

Ohio | Department of Education
Department of Higher Education

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