

2020

OHIO REMEDICATION REPORT

*For Fall 2019 Enrolling College Students
(Spring 2019 High School Graduates)*



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The State of Ohio’s education system – including both the PreK-12 system and the postsecondary education system – is focused on helping all students succeed. Success is defined in many ways, but success means that individual students prosper, as do Ohio’s local communities, regions and the state as a whole. The more a student knows, the more the student will accomplish over the course of a lifetime, and the bigger the contribution the student can make to the state’s economy. Part of helping students succeed is to ensure an efficient education system. Efficiency is realized when students are prepared for the next level of learning, and they do not require remediation.

The Ohio Department of Higher Education (ODHE) is pursuing [numerous initiatives](#)¹ to reduce reliance on remedial coursework and increase postsecondary attainment rates of Ohio’s students, and continues its effort 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 knowledge, habits, and dispositions necessary for success after high school.

Together, the Ohio Department of Education and the Ohio Department of Higher Education are committed to reducing the need for academic remediation and developmental courses at state institutions of higher education. Accomplishing this goal requires both agencies as well as

¹ <https://www.ohiohighered.org/educators/initiatives-overview>

the systems they oversee to work collaboratively to increase the likelihood that students will be remediation-free upon transitioning from high school to higher education.

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 2020 Ohio Remediation Report, based on data from the high school graduating class of 2019.

Why do we care about remediation rates?

Remedial courses that are designed to help academically underprepared students succeed in college-level work are known to be a barrier to postsecondary attainment. [Studies](#)² have shown that students starting in remedial coursework are less likely to persist and complete a certificate or degree and some leave their postsecondary experience without

² <https://nces.ed.gov/pubs2016/2016405.pdf>

earning college credit. Also of note is the cost to students and their families, as [one report](https://www.americanprogress.org/issues/education-k-12/reports/2016/09/28/144000/remedial-education/)³ estimates approximately \$1.3 billion is spent on remedial classes across the 50 states and the District of Columbia annually. 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—the percentage of Ohio public high school graduates enrolled in a public Ohio college or university who have taken a remedial course. 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 2019, Ohio’s remediation rate had declined to less than 24 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.

³ <https://www.americanprogress.org/issues/education-k-12/reports/2016/09/28/144000/remedial-education/>

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](https://www.ohiohighered.org/data-reports/college-readiness)⁴ 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. 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.

Remediation rates by district

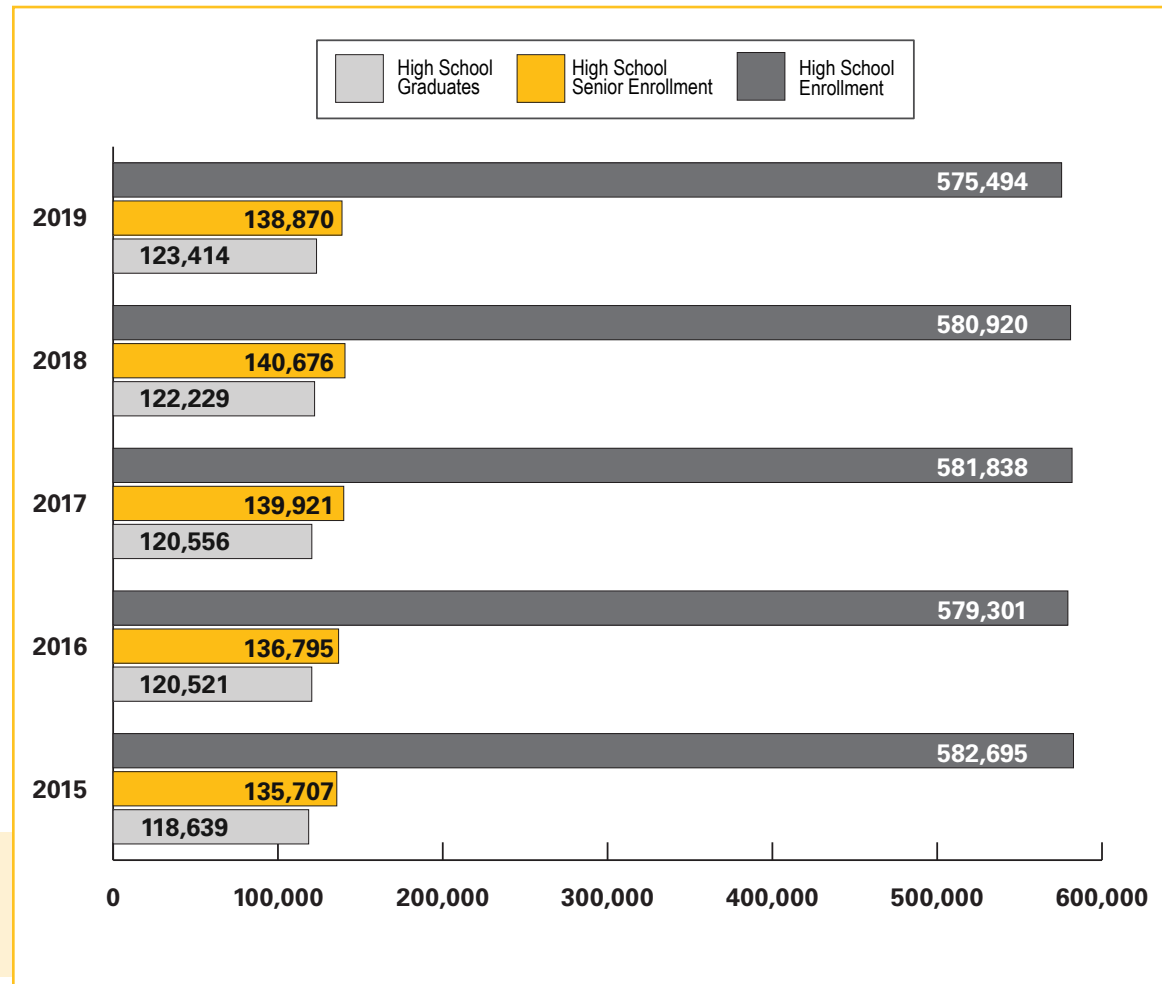
In fulfillment of Ohio Revised Code section 3333.041 (A) (1), the Chancellor of the Ohio Department of Higher Education has published a listing by school district of the number of 2019 high school graduates that attended a state institution of higher education in the 2019-2020 academic year. The listing 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>.

⁴ <https://www.ohiohighered.org/college-readiness>

Enrollment numbers in colleges and universities typically follow trends of high school enrollment and graduation numbers. Figure one represents the fall headcount of students in grade 12 (high school seniors) superimposed over the fall headcount of grades nine through twelve (high school enrollment) and the corresponding high school graduate numbers for that school year. For the five years represented in this report, high school enrollment in Ohio has decreased approximately one percent with an average enrollment of 580,000 students. The number of high school seniors have fluctuated from a high of 140,676 to a low of 135,707 averaging 138,394 over the same time period.

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 118,639 in 2015 to 123,414 in 2019, representing a four percent increase.

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

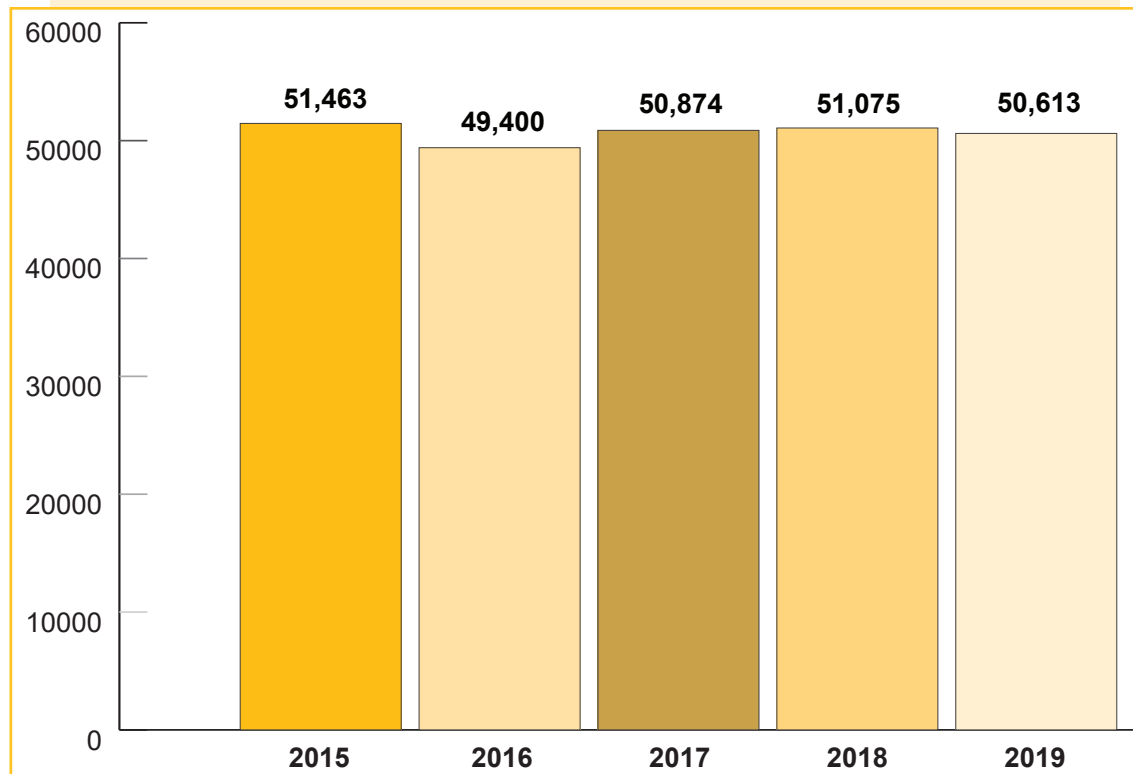


Data Source: <https://reportcard.education.ohio.gov/advanced>

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 has stayed near 50,000 with a low point in fall 2016 (49,400) and high in fall 2015 (51,463). 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

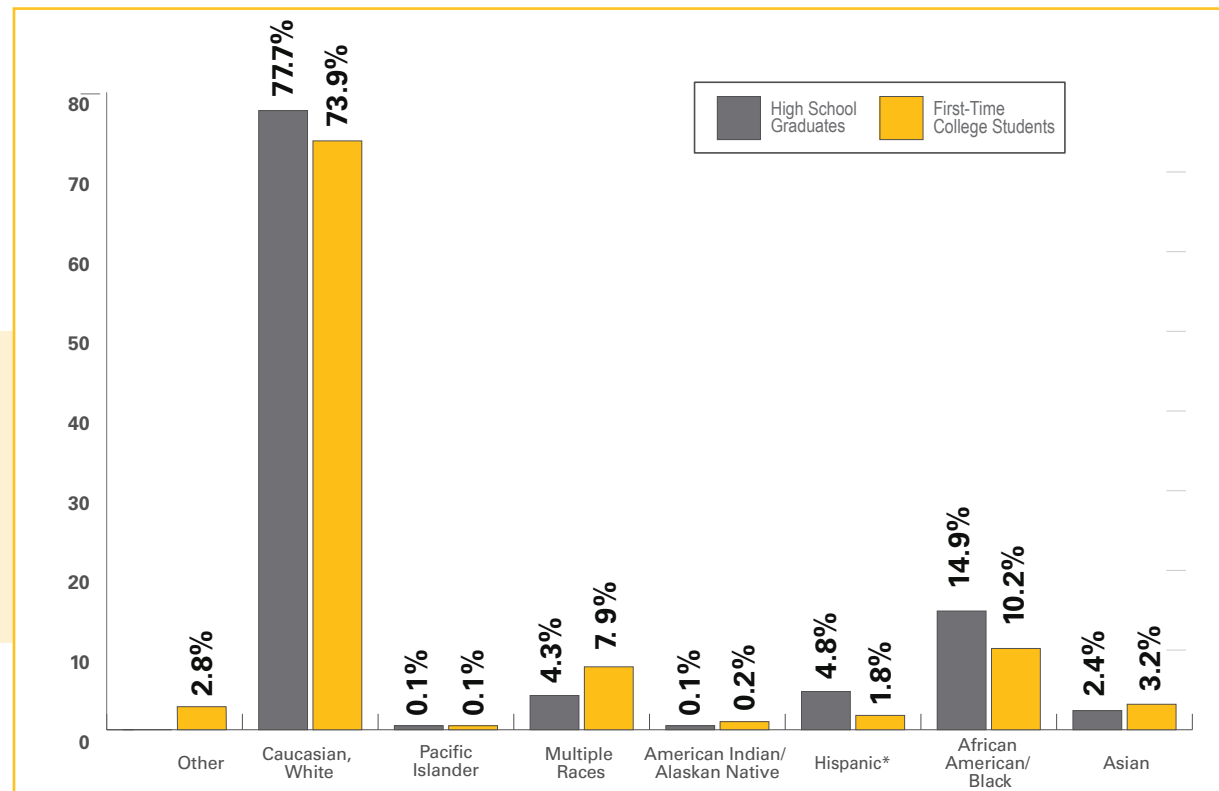


Demographics

Figure 3 illustrates the proportion of Ohio's 2019 high school graduates and those matriculating to an Ohio public college or university, disaggregated by race and ethnicity⁵.

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.

⁵ Race and ethnicity is self-reported.

Figure 4 illustrates the percentage of economically disadvantaged students disaggregated by race and ethnicity of Ohio's 2019 high school graduates and those matriculating to an Ohio public college or university. White and Asian students are less likely to be economically disadvantaged than students of all other racial categories.

An economically disadvantaged student for first-time college students is determined by [Pell Grant eligibility](#)⁶, and eligibility for free and reduced lunch is used to determine economically disadvantaged status for high school graduates. 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.

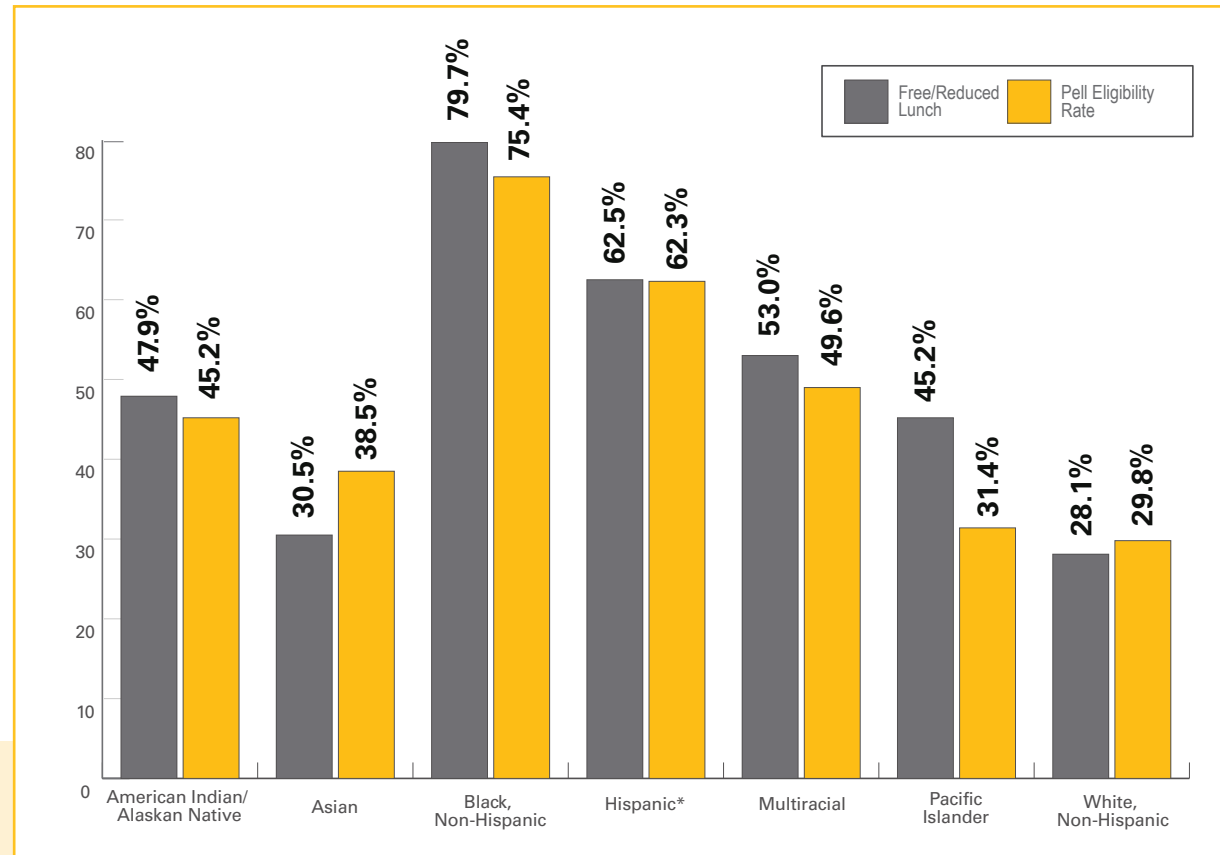


Figure 4: The percentage of economically disadvantaged Ohio high school graduates and those matriculating to an Ohio public college or university disaggregated by race and ethnicity

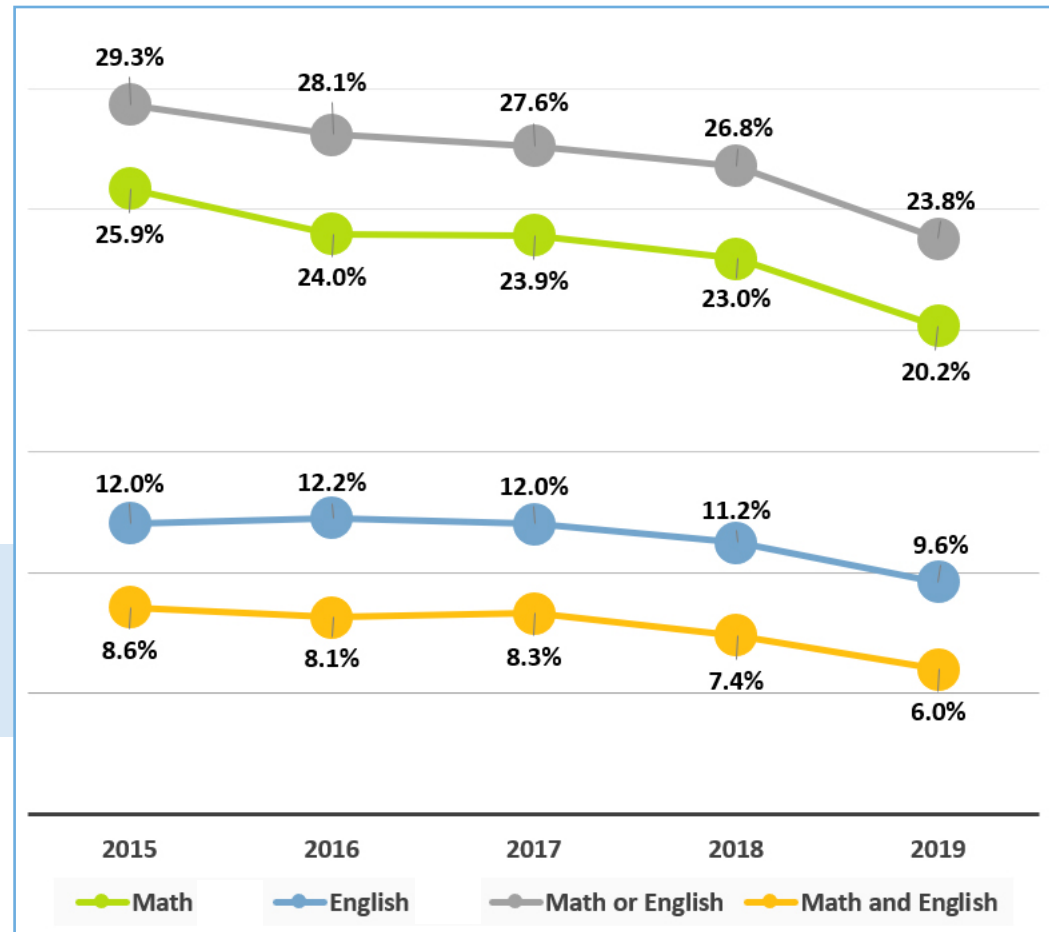
*Students that self-identified as Hispanic are represented as Hispanic and not in another race.

⁶ <https://studentaid.ed.gov/sa/types/grants-scholarships/pell>

The percentage of first-time Ohio public college & university students enrolling in a remedial math or English course between 2015 and 2019

The 2019 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 2015 to 2019 are presented in Figure 5.

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



Academic outcomes are impacted 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 than students in all other racial categories and economically disadvantaged students graduate from high school at lower rates than their not economically disadvantaged peers.

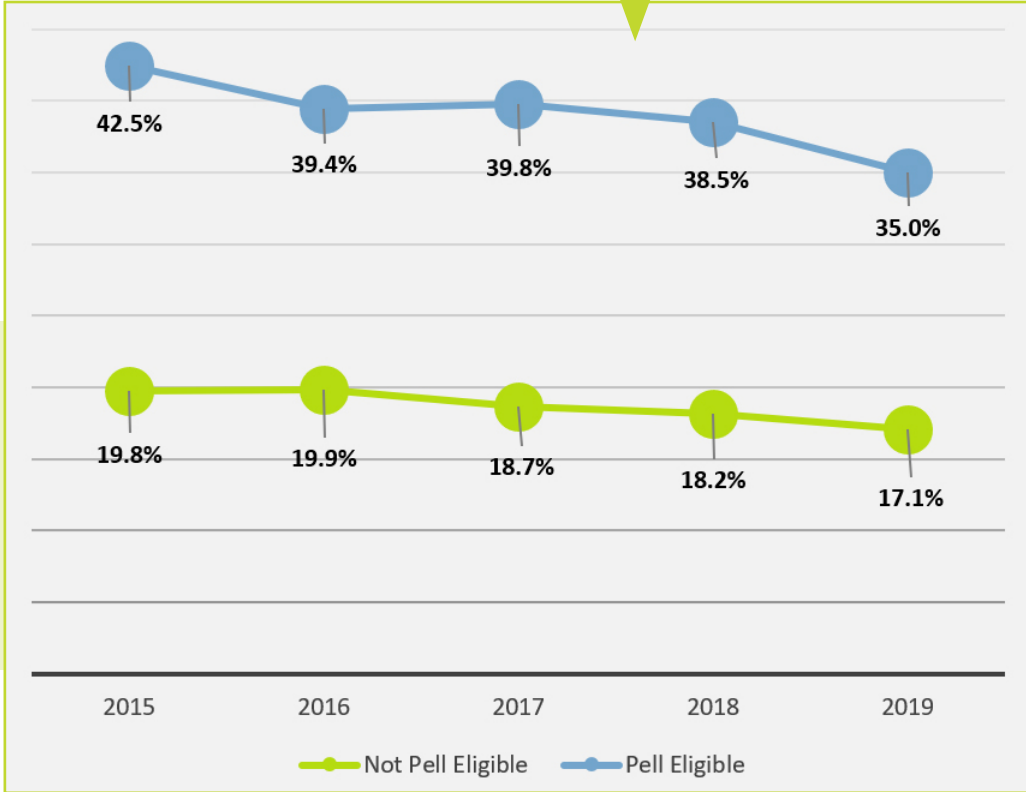
Table 1: 4-Year Longitudinal Graduation Rate (State) by Student Race and Economic Disadvantage

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	
American Indian or Alaskan Native	79	14	84.9%	71	34	67.6%	17.3%
Asian	1,924	68	96.6%	813	162	83.4%	13.2%
Black, Non-Hispanic	3,339	741	81.8%	12,729	4,605	73.4%	8.4%
Hispanic	2,026	369	84.6%	3,261	1,195	73.2%	11.4%
Multiracial	2,333	271	89.6%	2,512	826	75.3%	14.3%
Pacific Islander	45	8	84.9%	33	13	71.7%	13.2%
White, Non-Hispanic	64,649	4,406	93.6%	24,498	6,670	78.6%	15.0%
TOTAL	74,395	5,877	92.7%	43,917	13,505	76.5%	16.2%

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 7: Number of first-time adult college students enrolled in 2017 through 2019.

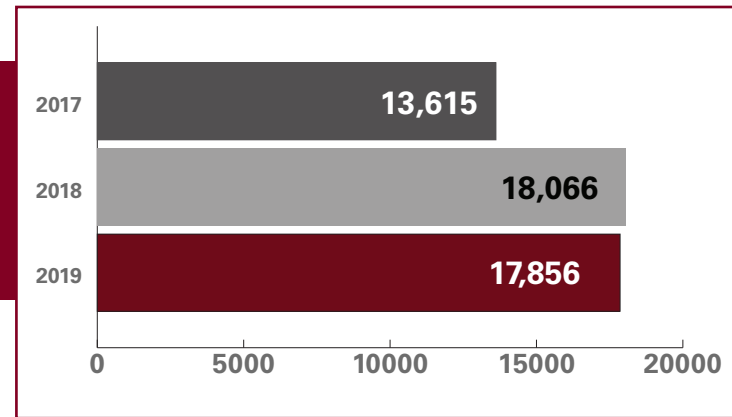


Figure 7 shows the enrollment of first-time adult students in 2017, 2018, and 2019. The number of first-time enrolling adult students (over 25) increased by approximately 31%, from 13,615 in 2017 to 17,856 in 2019.

Figure 8 represents the remediation rates for adult students over the same three-year period.

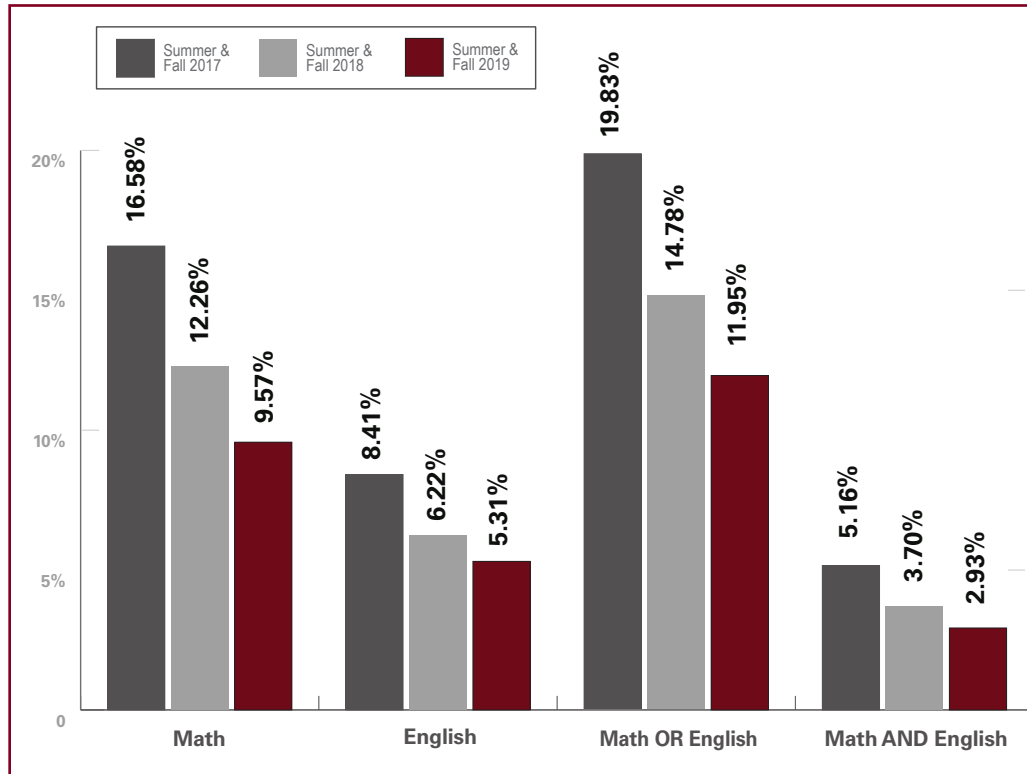
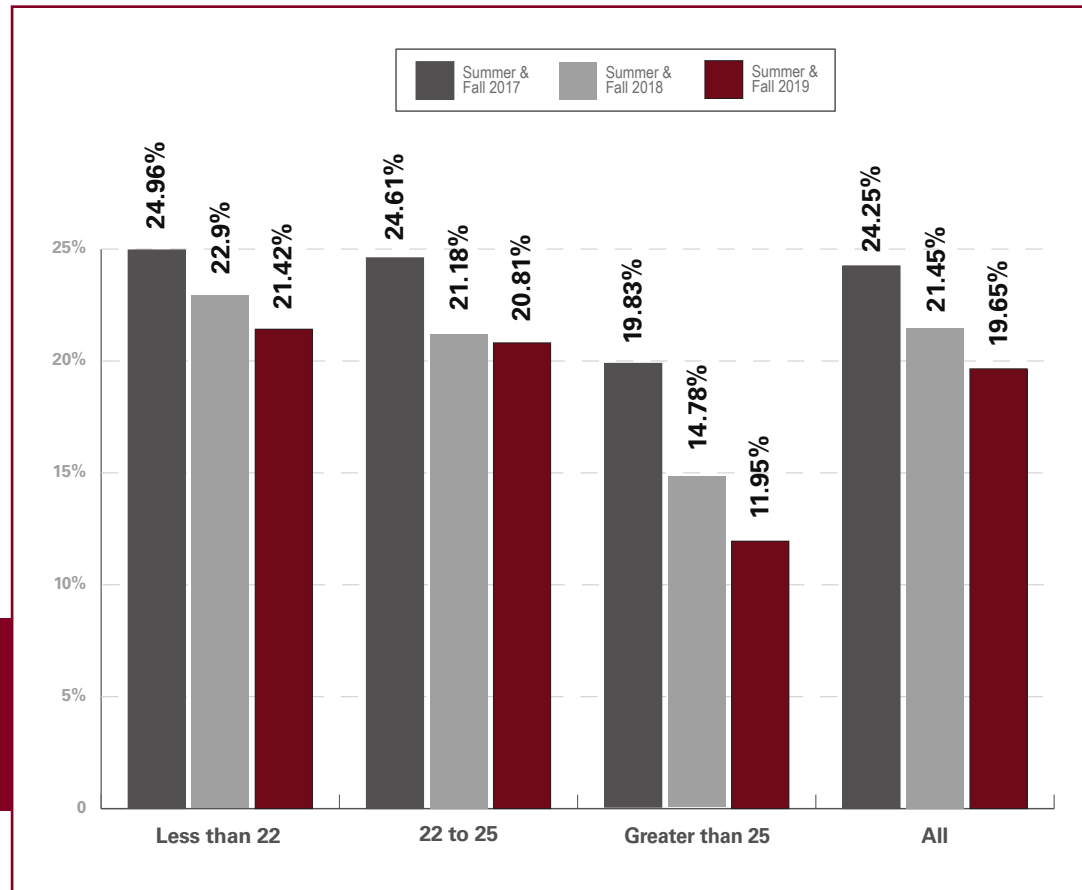


Figure 8: Percentage of adult students needing remediation in either math or English from 2017 through 2019.

Figure 9 shows the remediation rates of all first-time Ohio college and university students in 2017, 2018, and 2019 disaggregated by age range. It shows that remediation rates over these three years have decreased for all age groups with the greatest decrease (approximately 8 percentage points) represented in adult students (over 25).

Figure 9: Remediation rates of first-time college students aggregated by age range.



Recommendation 1: State, district, and local education leaders should continuously review remediation data and respond with interventions in key academic areas from pre-kindergarten (PreK-12) through postsecondary attainment.

- Improve literacy through the implementation of [Ohio’s plan to raise literacy achievement](#)⁷ and the [P20 Literacy Collaborative](#)⁸ along with the third grade reading guarantee to help Ohio’s children achieve critical grade-level benchmarks and success along the continuum.
- Strengthen the collaboration among educators in the PreK-20 education pipeline by replicating national models, implementing strategies to assist students at every grade and skill level, and bridge the gap of achievement in core curricula subjects.

Recommendation 2: Emphasize throughout each student’s educational journey that attendance matters and early interventions are effective.

- Address chronic absenteeism and adopt early intervention approaches through efforts such as [Go 2 Grow](#)⁹ and [Get 2 School](#)¹⁰. The goal of these programs is to increase student attendance, at both the state and local levels. In Ohio, during the 2018-2019 school year, 16.7 percent (more than 277,000) of Ohio’s K-12 students—many of whom are among our most vulnerable—missed 10 percent of the school year (18 days or more) and were chronically absent.
- Work intentionally with senior students who have the highest rate of chronic absenteeism in the state to encourage attendance.

7 <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>

8 <https://ohiop20litcollab.org>

9 <http://education.ohio.gov/getattachment/Topics/Chronic-Absenteeism/Supporting-Regular-Attendance-Tips.pdf.aspx?lang=en-US>

10 <http://get2school.org/our-work>

Recommendation 3: 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.
- 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.
- Provide education pathways to give students the skills they need for in-demand jobs and remediation free college experience with programs like [Success Bound](https://successbound.ohio.gov/)¹¹ and [New Skills For Youth](http://education.ohio.gov/Topics/New-Skills-for-Youth)¹².

Recommendation 4: Provide access to college transition courses in order to address academic gaps identified in high school.

- 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 focuses on ensuring that high school students are well prepared for future success in postsecondary pursuits.
- Continue the collaborative effort of ODE and ODHE to implement and scale the math transition course, [Mathematical Models and Reasoning](http://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics/Resources-for-Mathematics/Mathematics-Modeling-and-Reasoning-Course-Pilot)¹³ already piloted in multiple high schools.

¹¹ <https://successbound.ohio.gov/>

¹² <http://education.ohio.gov/Topics/New-Skills-for-Youth>

¹³ <http://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics/Resources-for-Mathematics/Mathematics-Modeling-and-Reasoning-Course-Pilot>

Recommendation 5: 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](#)¹⁴, ODHE’s [3 to Get Ready](#)¹⁵, [GEAR UP](#)¹⁶ state grant-funded sites, access partnerships, [Strong Start to Finish](#)¹⁷, and [Finish for Your Future](#)¹⁸ working groups to close these identified access and academic gaps.
- Support efforts to increase the diversity of teachers in Ohio classrooms, and the impact such teachers can have on addressing achievement gaps, by promoting the strategies outlined in the [2019 Diversifying Education Profession Taskforce Recommendations](#)¹⁹.

Recommendation 6: Improve student success in entry-level courses by aligning mathematics to academic programs of study.

- Continue work of the [Ohio Mathematics Initiative](#)²⁰, an effort supported by ODE and ODHE, 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.
- 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. Each pathway provides the requisite skills and knowledge based upon a student’s major and desired career.

¹⁴ <http://education.ohio.gov/About/EachChildOurFuture>

¹⁵ <https://www.ohiohighered.org/3ToGetReady>

¹⁶ <https://www.ohiohighered.org/gearup>

¹⁷ <https://www.ohiohighered.org/SSTF>

¹⁸ <https://www.ohiohighered.org/FFYF>

¹⁹ <http://education.ohio.gov/getattachment/Topics/Teaching/Diversifying-Education-Profession-Taskforce-Recommendations.pdf.aspx?lang=en-US>

²⁰ <https://www.ohiohighered.org/math>

Recommendation 7: Compress developmental education with college course redesign, such as offering co-requisite college-level courses.

- Focus on the goal 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, offering “just in time” academic support that keeps the student on the path to timely completion of postsecondary credentials that lead to meaningful careers. 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](https://completecollege.org/ohio/)²¹ program and the [Strong Start to Finish](https://www.ohiohighered.org/SSTF)²² initiative to scale-up the co-requisite strategies across all Ohio public colleges and universities.

²¹ <https://completecollege.org/ohio/>

²² <https://www.ohiohighered.org/SSTF>

Remediation rates for all entering students in Ohio's public colleges and universities are continuing to decline. 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 the education community 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. 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.

The logo for the Ohio Department of Education, featuring the word "Ohio" in a white, sans-serif font. The letter "O" is a white circle with a gap on its right side. The background of the entire page is a dark gray gradient with a white geometric pattern of lines radiating from a central point, creating a star-like or sunburst effect.

Department of Education
Department of Higher Education