

2021

OHIO REMEDICATION REPORT

*For Fall 2020 Enrolling College Students
(Spring 2020 High School Graduates)*



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The Remediation report is in response to Ohio Revised Code section 3345.061 (H), which requires the Chancellor of the Ohio Department of Higher Education (ODHE) and the Superintendent of Public Instruction to issue a report recommending policies and strategies for reducing the need for academic remediation and developmental courses at state institutions of higher education.

ODHE and the Department of Education continue to collaborate on a range of initiatives to support student progress and success. *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 academically prepared to enroll in college classes.

ODHE is pursuing [numerous initiatives](#)¹ to increase the postsecondary attainment rates of Ohio's students, and continues its efforts to meet the needs of business and industry by helping campuses produce an educated and skilled workforce.

The data provided in this report coincides with the outbreak of COVID-19. According to the National Student Clearinghouse, enrollment in higher education declined by 3.4% and in Ohio, the number of Ohio public high school graduates matriculating

to a public college or university declined by 4.2%. The decline in enrollment was more prevalent in our underserved populations, notably the percent of Ohio's black high school graduates matriculating to college or university declined from 32% in 2019 to 26% in 2020.

WHY DO WE CARE ABOUT REMEDIATION RATES?

Remedial courses are designed to help academically underprepared students get ready for college-level work. These courses are known to be a barrier to academic progress; 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 of the ODHE 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

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

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 2020, Ohio’s remediation rate had declined to less than 20 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 college and universities adopting holistic methods for student placement.

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 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.

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

COMMUNITY COLLEGE CO-REQUISITE EDUCATION REFORM

Under the leadership of the DeWine-Husted administration, Chancellor Randy Gardner prioritized federal CARES Act funds in 2021 to support co-requisite education – a key policy preference of the Ohio Association of Community Colleges – in the state’s performance-based higher education funding formula.

Co-requisite remediation is a model in which students who have been assessed as not yet ready for college work receive extra help while they take a college-level course instead of receiving a traditional, prerequisite remedial (developmental) course. Ohio’s community colleges were eligible to receive a total of \$4.5 million to incentivize implementation of this key policy reform, reducing reliance on developmental education courses that often put students, particularly those who are low-income, first generation or otherwise underrepresented in higher education, at a disadvantage to gain college credit and attain a degree.

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 2020 high school graduates that attended a state institution of higher education in the 2020-2021 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.

The online report can be viewed at <https://www.ohiohighered.org/data-reports/college-readiness>.

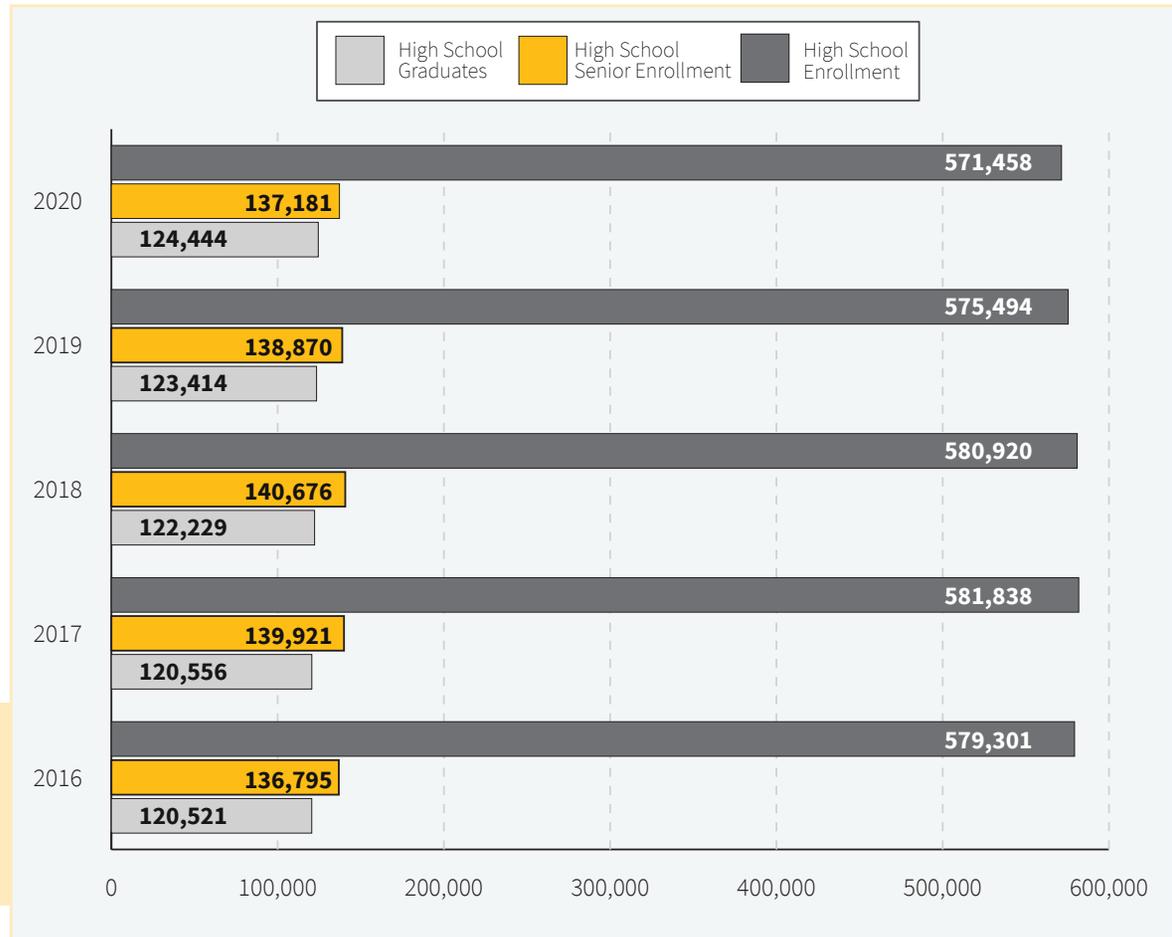
In fulfillment of Ohio Revised Code section 3345.061 (H), the Chancellor of the Ohio Department of Higher Education and the Superintendent of Public Instruction herein submit the 2021 Ohio Remediation Report, based on data from the high school graduating class of 2020.

ENROLLMENT

Enrollment numbers in colleges and universities typically follow trends of high school enrollment and graduation numbers. Figure 1 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 approximately five hundred seventy-eight thousand students. High school seniors have fluctuated from a high of 140,676 to a low of 136,795 averaging 138,688 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 120,521 in 2016 to 124,444 in 2020, representing a three percent increase.

Figure 1: Number of Ohio Public High School Graduates, Seniors, and 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 peaked in 2018 (51,075) and has declined since with a little over four percent decrease from 50,613 in 2019 to 48,451 in 2020. The impact of COVID-19 on enrollments at institutions of higher education was felt nationally in the fall of 2020. According to National Student Clearinghouse data there was a 3.4% decline in enrollments from fall 2019 to fall 2020. It is noteworthy that the data are limited to students enrolling in an Ohio public college or university; students enrolling in private or out-of-state institutions are not represented.

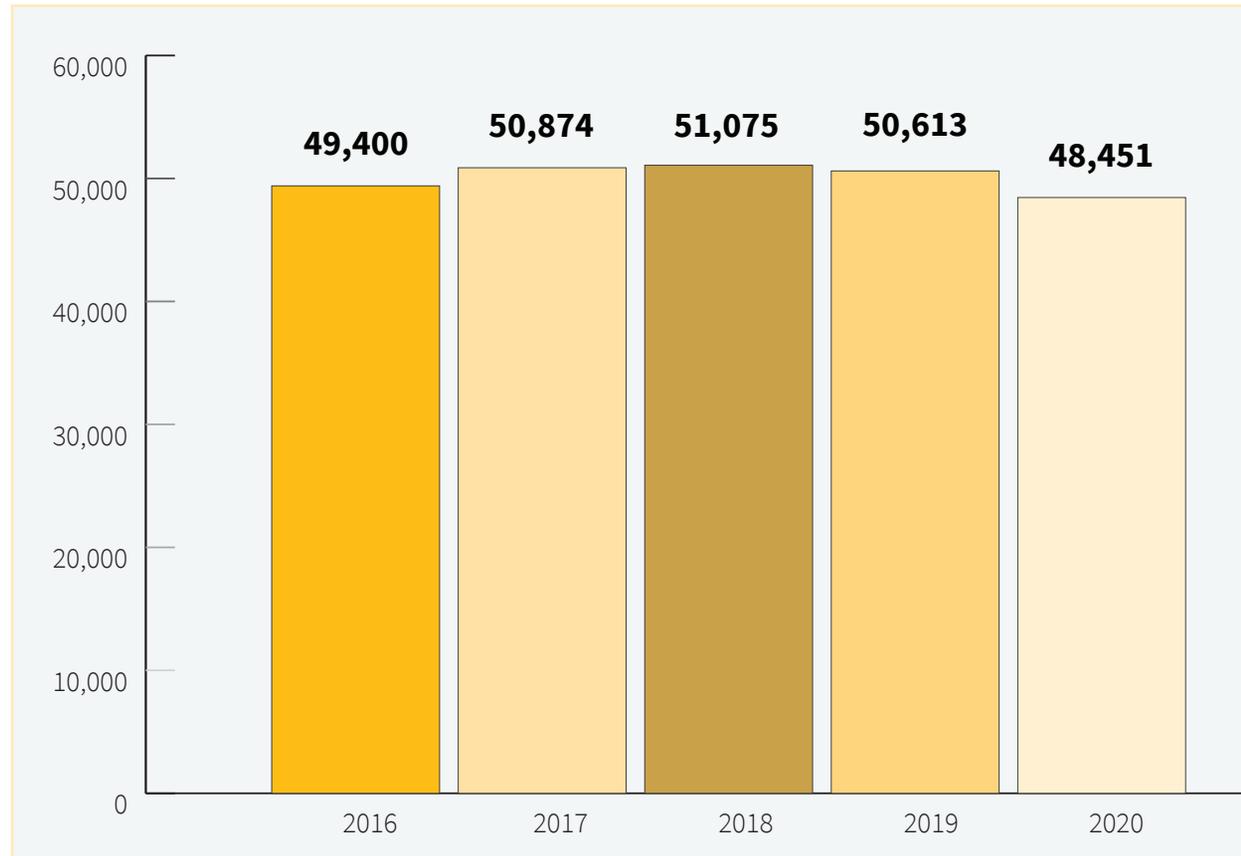


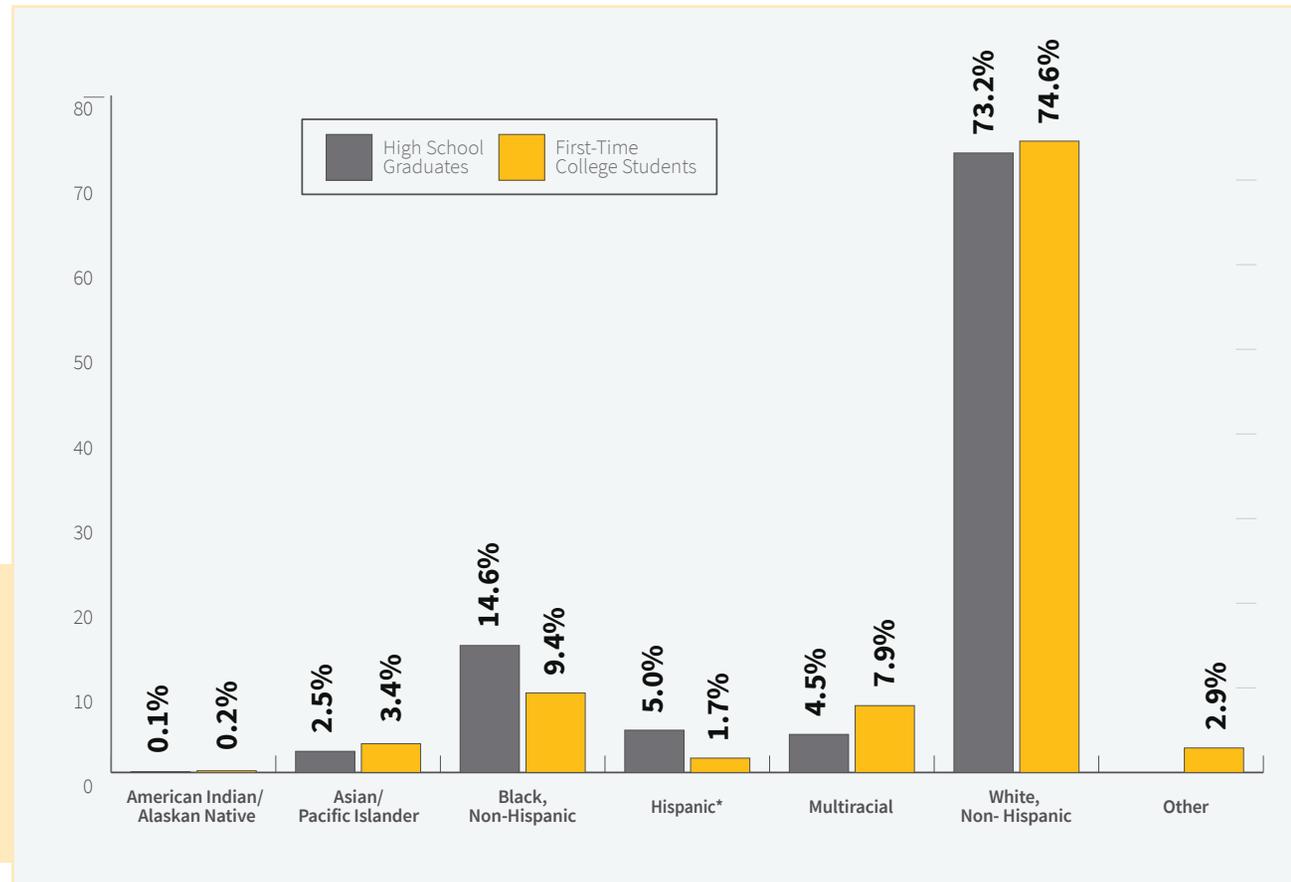
Figure 2: Number of Ohio public high school graduates matriculating as first-time students to an Ohio public college or university

DEMOGRAPHICS

Figure 3 illustrates the proportion of Ohio high school graduates and those matriculating to an Ohio public college or university, disaggregated by race and ethnicity³, compared to the proportion of high school graduates in the same demographic categories.

Black and Hispanic students are underrepresented among first-time college students, given their representation in the high school graduating class; however, this may be 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



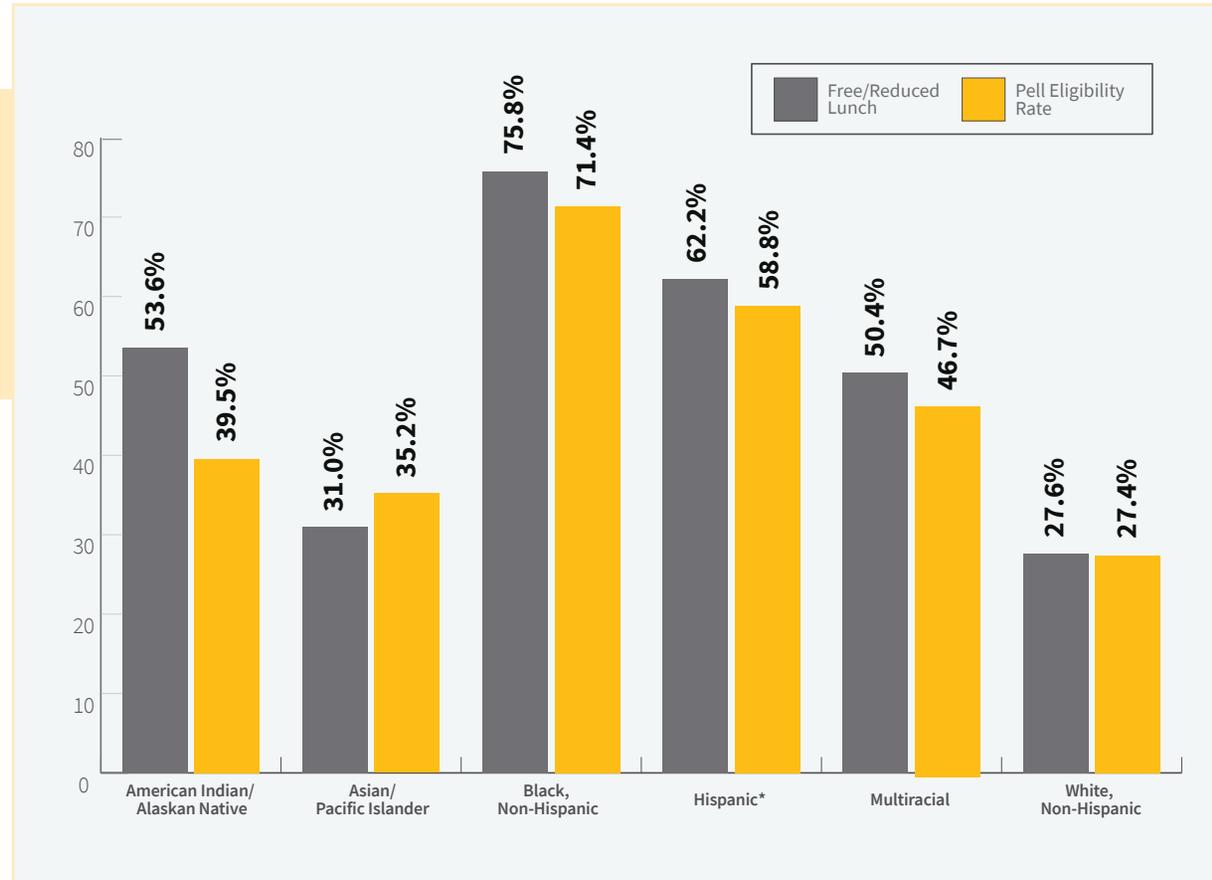
*Students that self-identified as Hispanic are represented as Hispanic and not in another race.

³ Race and ethnicity is self-reported.

Figure 4 illustrates the percentage of economically disadvantaged students disaggregated by race and ethnicity, compared to the proportion of high school graduates in the same demographic categories. White and Asian or Pacific Islander 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

An economically disadvantaged status for first-time college students is determined by [Pell Grant eligibility](#)⁴, 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 37% of high school graduates and 34% of first-time college students, indicating that economically disadvantaged students are accessing college in rates reasonably proportional to the rates in which they are graduating from high school.



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

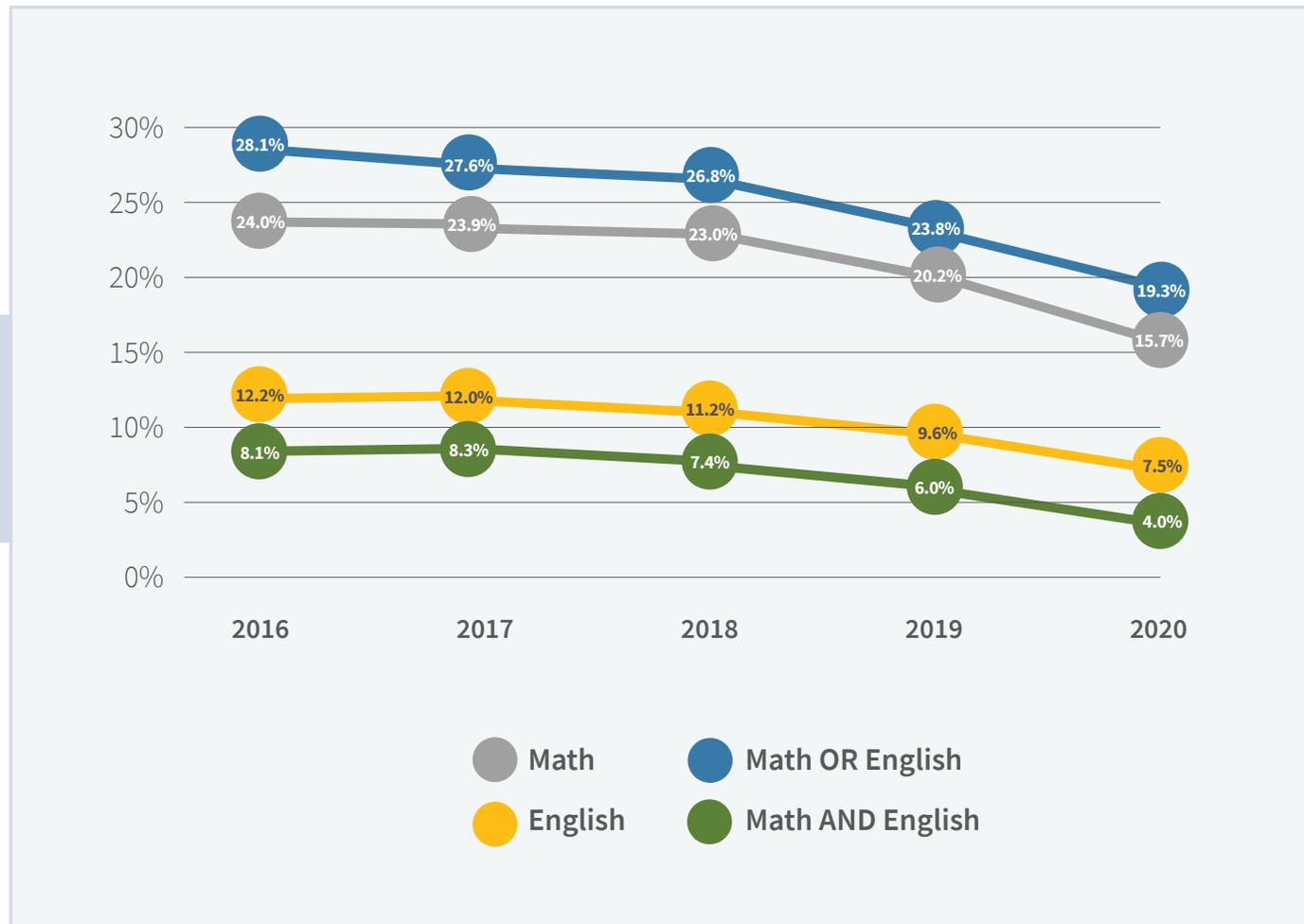
⁴ <https://studentaid.ed.gov/sa/types/grants-scholarships/pell>

THE PERCENTAGE OF FIRST-TIME OHIO PUBLIC COLLEGE & UNIVERSITY STUDENTS ENROLLING IN A REMEDIAL MATH OR ENGLISH COURSE BETWEEN 2015 AND 2019

The 2020 high school graduating class enrolling at Ohio public higher education institutions continued to show a decreasing need for remediation in math and/or English.

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

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 2016 to 2020 are presented in Figure 5.



ECONOMIC IMPACT

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 peers who are not economically disadvantaged.

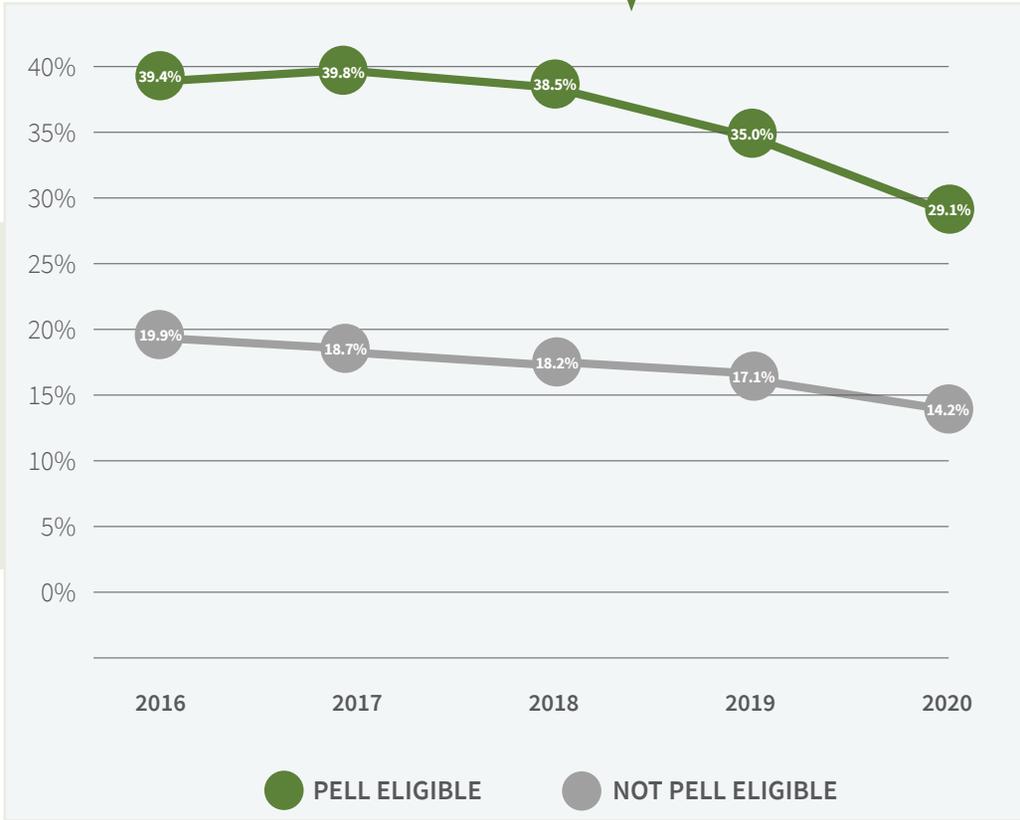
*Table 1: 4-Year Longitudinal High School Graduation Rate (State)
by Student Race and Economic Disadvantage*

RACE DESCRIPTION	NOT ECONOMICALLY DISADVANTAGED			ECONOMICALLY DISADVANTAGED			4-YEAR GRADUATE COUNT	4-YEAR NON-GRADUATE COUNT	4-YEAR GRADUATION RATE
	4-Year Graduate Count	4-Year Non-Graduate Count	4-Year Graduation Rate	4-Year Graduate Count	4-Year Non-Graduate Count	4-Year Graduation Rate			
American Indian or Alaskan Native	64	12	84.2%	74	23	76.3%	138	35	79.8%
Asian or Pacific Islander	2,095	79	96.4%	942	167	84.9%	3,037	246	92.5%
Black, Non-Hispanic	3,936	761	83.8%	12,332	4,121	75.0%	16,268	4,882	76.9%
Hispanic	2,194	348	86.3%	3,609	1,215	74.8%	5,803	1,563	78.8%
Multiracial	2,595	281	90.2%	2,635	747	77.9%	5,230	1,028	83.6%
White, Non-Hispanic	63,690	3,847	94.3%	24,277	5,818	80.7%	87,967	9,665	90.1%
TOTAL	74,574	5,328	93.3%	43,869	12,091	78.4%	118,443	17,419	87.2%

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 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 Ohio resident adult college students enrolled in fall semesters 2017 through 2020.

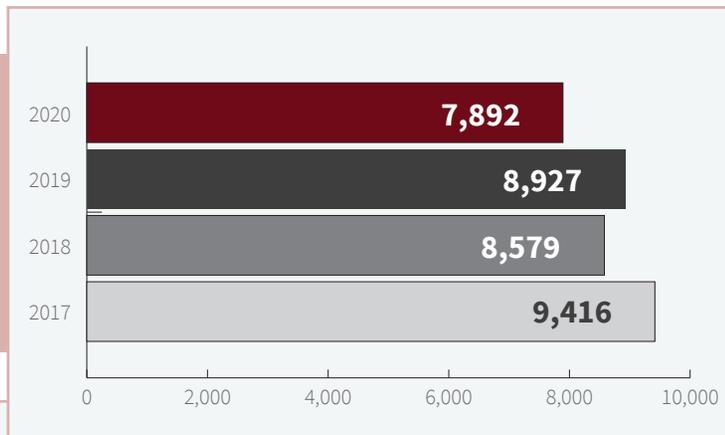


Figure 7 shows the number of Ohio adults (over age 25) enrolling in postsecondary education for the first time in fall of 2017, 2018, 2019, and 2020. The number of first-time enrolling adult students fluctuated over these years with a decline from 9,416 in fall of 2017 to 7,892 in fall of 2020 representing an approximate 16% decrease.

Figure 8 gives the remediation rates for the first-time Ohio adult students who enrolled higher education over the same four-year period. The figure shows that remediation rates have decreased consistently over the past four years.

Figure 8: Percentage of Ohio resident adult students needing remediation.

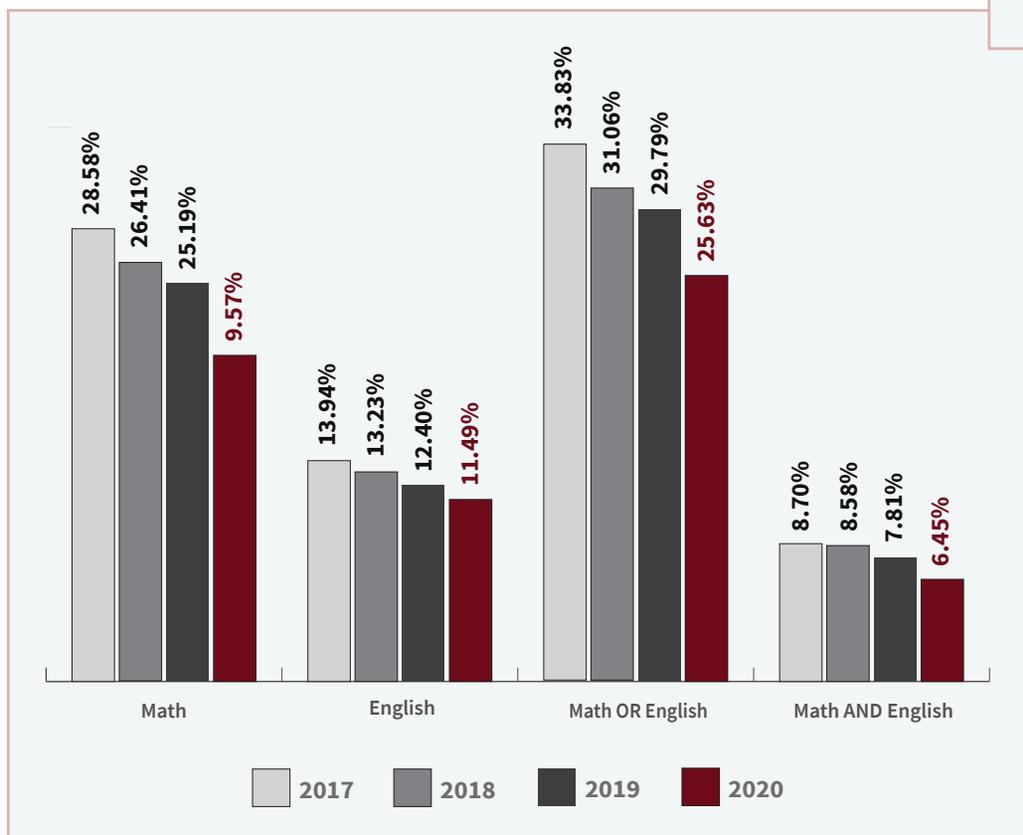
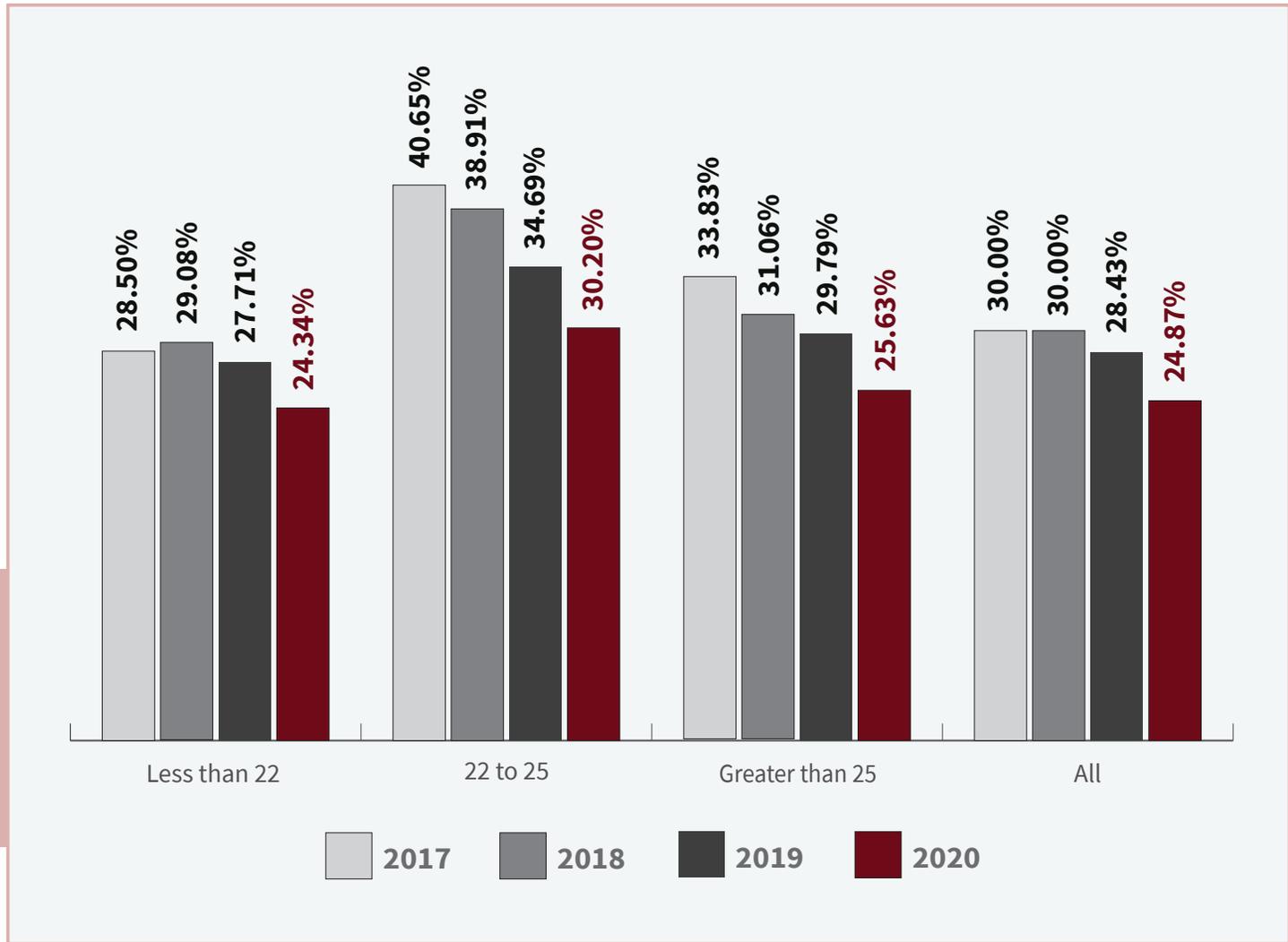


Figure 9 shows the remediation rates of all first-time Ohio college and university students in fall of 2017, 2018, 2019, and 2020 disaggregated by age range. It shows that remediation rates over these four years have decreased for all age groups.

*Figure 9:
Remediation rates
of first-time Ohio
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](#)⁵ and the [P20 Literacy Collaborative](#)⁶ 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 along the PreK-20 education pathway will further impact and reduce the need for remediation.

Strategies at work: One successful project that has been implemented in line with this recommendation is occurring in Northwest Ohio. Pathways of Promise is a data sharing program, connecting high school administrators to data about how their students are faring when they get to college. Funded as a part of a grant from ODHE, the program features an online data platform where high school administrators can access data on their students who matriculated to Bowling Green State University, the University of Toledo, and Owens Community College. High school administrators can then use that data in their schools to explore how different instructional practices and models can impact students’ performance in postsecondary education. Administrators at both postsecondary institutions and the participating high schools in northwest Ohio have seen impacts of the program.

⁵ <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>

⁶ <https://ohiop20litcollab.org>

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 [Get 2 School](#)⁷. The goal of this program is to increase student attendance, at both the state and local levels. In Ohio, during the 2019-2020 school year, 11% (179,652) 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. Though this was a significant improvement from the previous year, this number more than doubled in the 2020-2021 school year, and 24% (377,540) students were chronically absent⁸.
- Work intentionally with senior students who have the highest rate of chronic absenteeism in the state to encourage attendance and increase the graduation rate.

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

8 <http://education.ohio.gov/getattachment/Topics/Chronic-Absenteeism/Ohio-s-Resource-Guide-to-Reduce-Chronic-Absenteeism.pdf.aspx>

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](#)⁹ and [New Skills For Youth](#)¹⁰.
- Continue conversations on the Strengthening Ohio’s High School Math Pathways initiative (see Recommendation 6) with institutions of higher education and K-12 district representatives addressing the need for appropriate guidance for students in choosing the best math pathway for their interests and academic pursuits.

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 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.
- Continue the collaborative effort of ODE and ODHE to implement and scale the math transition course, [Mathematical Models and Reasoning](#)¹¹ already piloted in approximately ninety high schools statewide. This course can also serve as an Algebra 2 equivalent course, but the goal of reducing the need for mathematics remediation in offering the course remains.

9 <https://successbound.ohio.gov/>

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

11 <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](#)¹², ODHE’s [3 to Get Ready](#)¹³, [GEAR UP](#)¹⁴ state grant-funded sites, access partnerships, [Strong Start to Finish](#)¹⁵, and [Finish for Your Future](#)¹⁶ working groups to close these identified access and academic gaps.
- Promote and share positive strategies as outlined in the [2019 Diversifying Education Profession Taskforce Recommendations](#)¹⁷.

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

- Continue work of the [Ohio Mathematics Initiative](#)¹⁸, 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.
- Launch the [Ohio High School Math Pathways initiative](#)¹⁹ that created Algebra 2 equivalent courses aligned to postsecondary entry-level courses designed to support student success in progressing toward their academic and career goals.

¹² <http://education.ohio.gov/About/EachChildOurFuture>

¹³ <https://www.ohiohighered.org/3TGR-4TG>

¹⁴ <https://www.ohiohighered.org/gearup>

¹⁵ <https://www.ohiohighered.org/SSTE>

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

¹⁷ <http://education.ohio.gov/getattachment/Topics/Teaching/Diversifying-Education-Profession-Taskforce-Recommendations.pdf.aspx?lang=en-US>

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

¹⁹ <https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics/Resources-for-Mathematics/Math-Pathways>

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/)²⁰ program and the [Strong Start to Finish](https://www.ohiohighered.org/SSTF)²¹ initiative to scale-up the co-requisite strategies. Currently all Ohio public colleges and universities that offer remedial coursework are offering co-requisite courses in either English Composition, College Algebra, or both.

Strategies at work: Thirty Ohio public community colleges and universities committed to adopting fundamental developmental education reform at scale through their participation in the Strong Start to Finish program. With the adoption of multiple measures placement strategies and co-requisite remediation, the number of students enrolled in standard developmental education classes was reduced by almost 50%. Combining these curricular changes with enhanced student academic and social support services, the number of first time students completing gateway mathematics and English composition courses in their first year climbed from 45% in 2009 to 61% in 2019.

²⁰ <https://completecollege.org/ohio/>

²¹ <https://www.ohiohighered.org/SSTF>

CONCLUSION

As indicated by the preceding data, remediation rates for students entering Ohio's public colleges and universities continue to decline. The positive outcomes indicate the multiple strategies, including enhanced advising, Ohio's uniform statewide remediation-free standards, P16 alignment initiatives, co-requisite academic support strategies, changes in placement policies and the commitment of students, families, and the education community have combined to reduce the need for remediation.

The next steps should involve continuation of high school students receiving and understanding their options, especially as alternative Algebra 2 courses become available. 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 to develop an understanding of the admissions process, selectivity and course placement, and what that means for potential postsecondary pathways aligned with their own educational and career aspirations. The recommendations in this report 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 smaller white circle inside it, creating a stylized "O".

Ohio

Department of Education
Department of Higher Education