



Department of Education
Department of Higher Education

2017 OHIO REMEDIATION REPORT

For 2016 High School Graduates Enrolling as
First-Time Public College Students
in 2016-2017



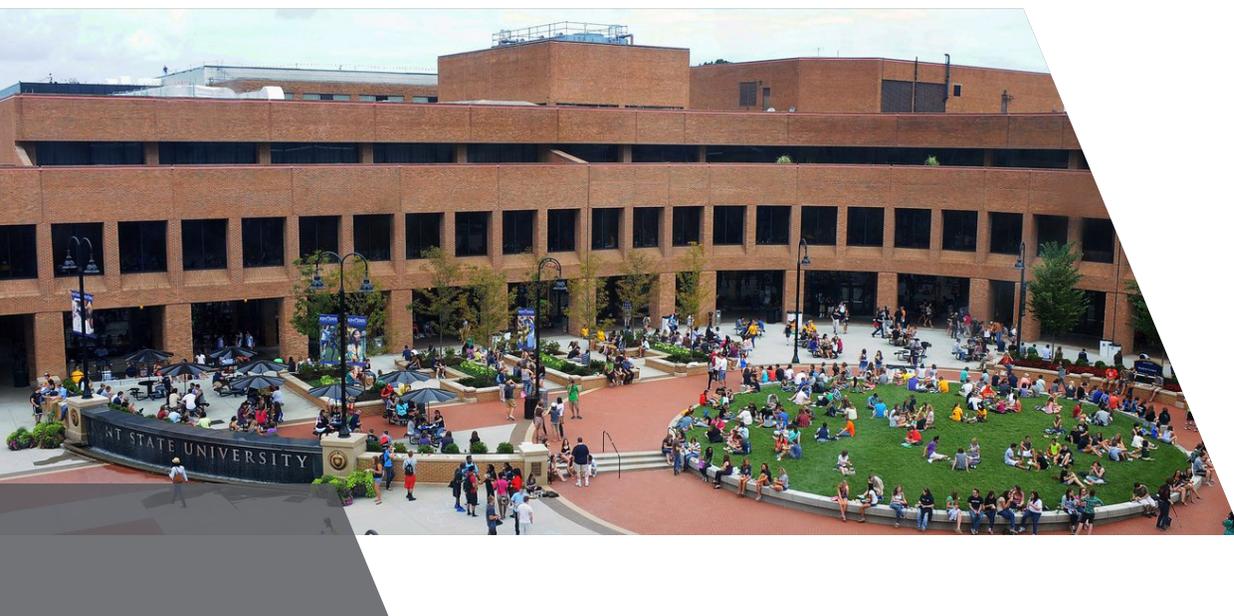
In fulfillment of: Ohio Revised Code 3333.041
(A)(1) and Ohio Revised Code 3345.061 (H)

DECEMBER 2017



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INTRODUCTION

In fulfillment of Ohio Revised Code 3333.041 (A) (1), the Chancellor of the Ohio Department of Higher Education has published a listing by school district of the number of 2016 high school graduates who attended a state institution of higher education in the 2016-2017 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 and 3345.061 (H), the Chancellor of the Department of Higher Education and the Superintendent of Public Instruction herein submit the 2017 Ohio Remediation Report. 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 2016, 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. At the same time, the number of 2016 Ohio high school graduates enrolling in an Ohio public institution decreased marginally from the previous year.

OHIO'S REMEDIATION-FREE GUARANTEE

In response to a provision of House Bill 153 (129th Ohio General Assembly), the presidents of Ohio's public colleges and universities established uniform statewide remediation-free standards in mathematics, science, reading, and writing that all students enrolled in an Ohio public university or college must meet to be considered in remediation-free status¹ and ready for college-level work.

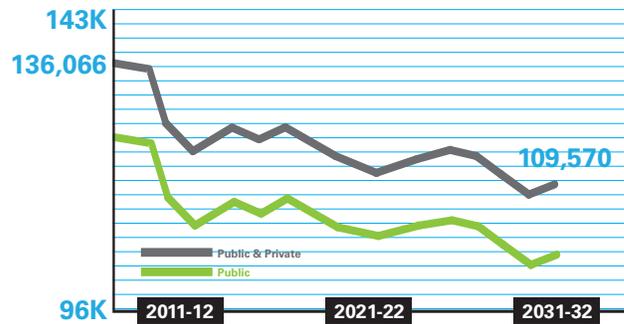
Ohio's consensus definition of college readiness provides a clear, consistent set of goals for students entering postsecondary education directly from high school. A clearer understanding of critical readiness factors and expectations will help more students leave high school prepared to succeed in postsecondary learning. Since implementation of the uniform statewide remediation-free standards, remediation rates in English and mathematics have shown steady decrease. From 2015 to 2016, English remediation remained the same, with mathematics showing a two percent decrease statewide.

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

DATA REVIEW

High School Graduate Numbers in Decline

- Ohio is the 7th highest producer of high school graduates, with 119,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Ohio is not projected to increase after 2011-12, ending at 109,600 in 2031-32².



The college enrollment patterns from 2010 through 2016 parallel the decrease in high school graduates. Statewide data confirm the number of Ohio public high school graduates matriculating into Ohio public colleges and universities decreased by 8.93 percent, dropping from 52,647 in 2010 to 47,050 in 2016³. Nationally, the Census Bureau reports a decrease of 293,000 in the number of 18- and 19-year-olds enrolling in college over the same period⁴. The population decrease will continue with the total of Ohioans age 18 and under shifting from 24 percent of the total population in 2010 to 22.8 percent of the total population in 2016⁵. The National Center for Education Statistics (NCES) projects Ohio will have a 5% lower number of high school graduates between the years 2012-13 and 2025-26.⁶

While it is impossible to determine all the reasons behind changes in college enrollment, the decrease in the population of 18- and 19-year-olds in Ohio is a definite factor. Other factors contributing to Ohio's postsecondary enrollment decline could be Ohio's economic recovery and related expanded employment opportunities. Economists and higher education researchers have demonstrated that postsecondary enrollments decrease when more individuals are fully engaged in the workforce. United States Bureau of Labor Statistics data indicate Ohio's unemployment rate was 9.9 percent in August 2010 versus 4.9 percent in August 2016.⁷

Student activity in fall 2016 indicates a decrease of 1,483 students statewide enrolling in a public college or university directly from high school (48,533 in 2015 and 47,050 in 2016).⁸ The chart on the next page details the actual number of Ohio public high school graduates matriculating as first-time Ohio public college/university students in the fall from 2010 to 2016.

2 Western Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016.

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

4 <https://www.census.gov/data/tables/time-series/demo/school-enrollment/cps-historical-time-series.html>

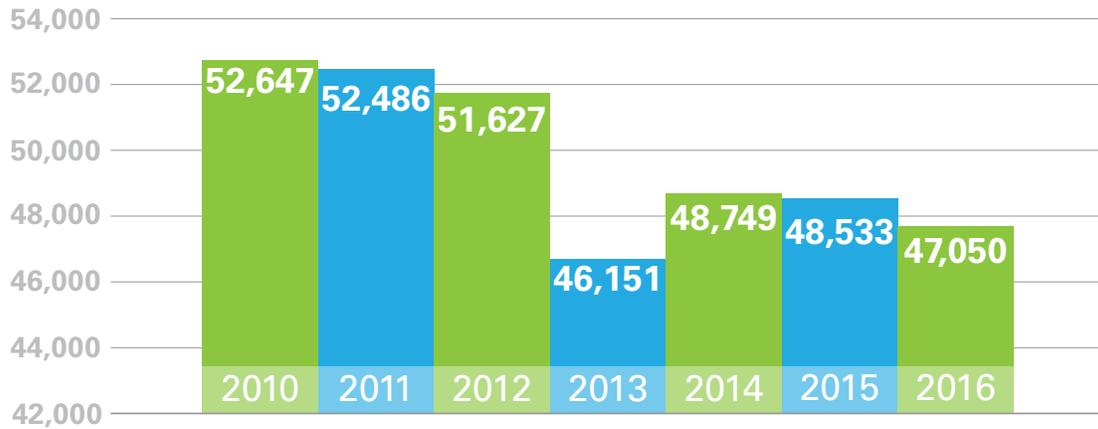
5 <https://www.census.gov/quickfacts/fact/table/US/PST045216>

6 <http://nces.gov/ipeds>

7 <https://www.bls.gov/news.release/laus.t01.htm>

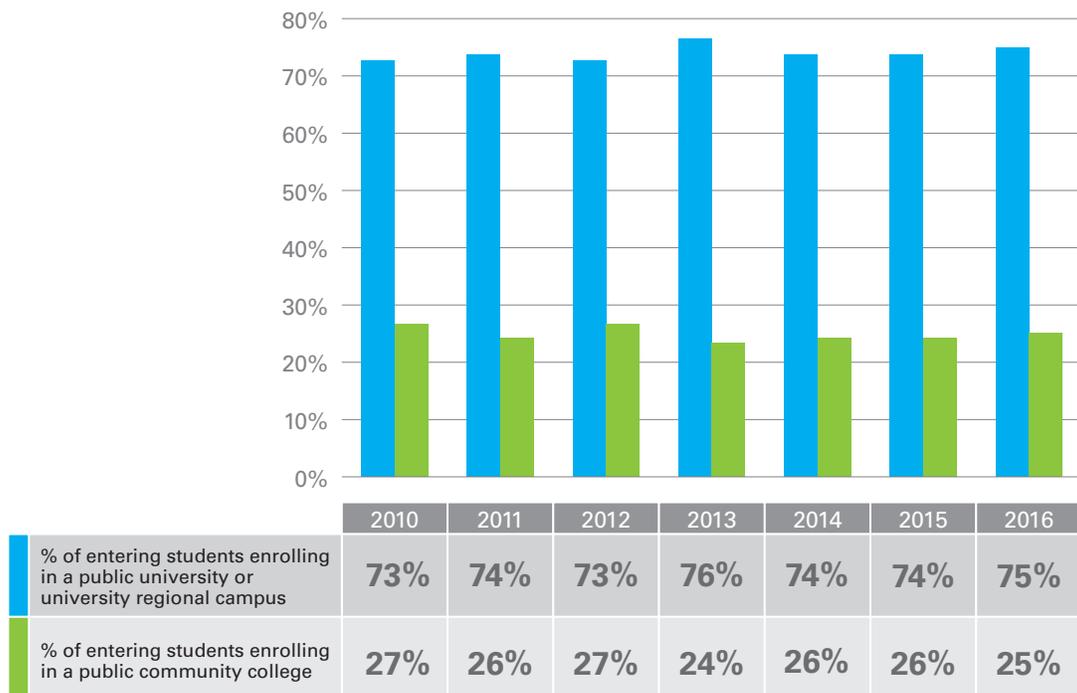
8 <https://www.ohiohighered.org/data-reports/college-readiness>

Ohio Public High School Graduates Matriculating as First-time Ohio Public College/University Students in the Fall



Student activity in 2016 showed a slight decrease in number of matriculating students enrolling in a community college. Of high school graduates matriculating to an Ohio public college or university in fall 2015, 26 percent (12,233) enrolled in an Ohio community college compared to 25 percent (12,133) in fall 2016.

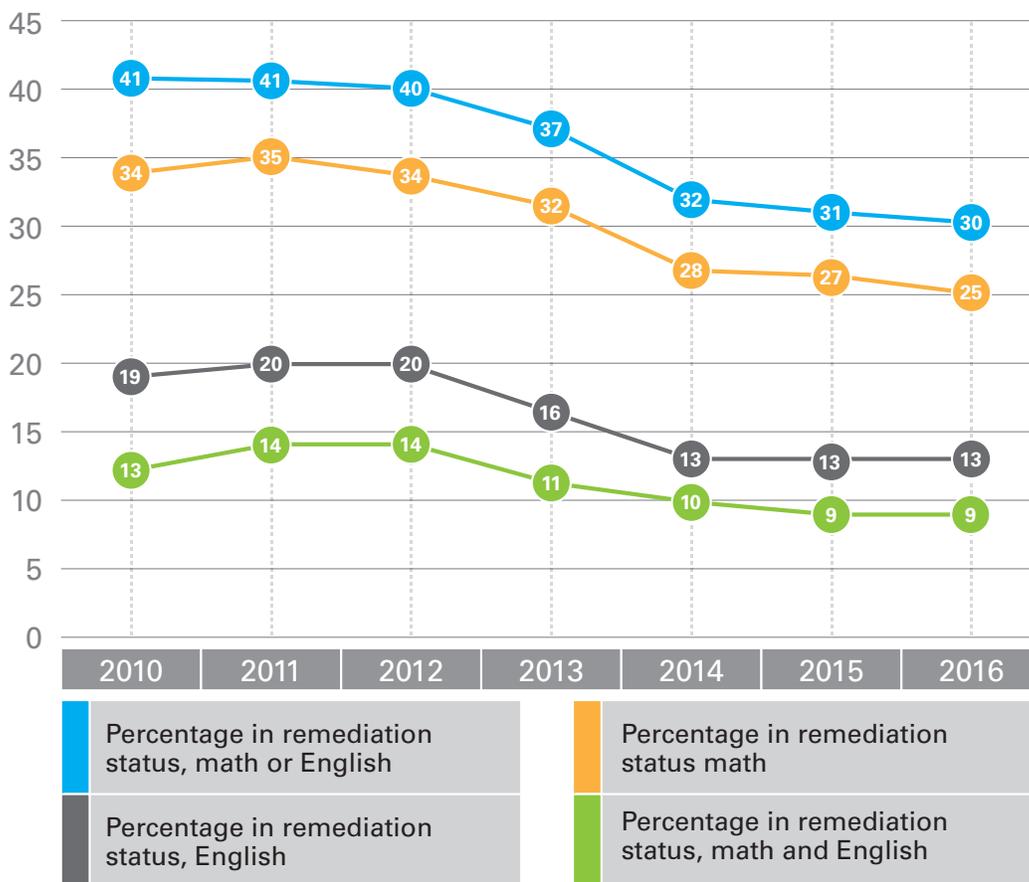
Spring 2010-2016 Ohio Public High School Graduates Matriculating as First-Time College Students to Ohio Public Colleges and Universities



Percentage of First-Time Ohio Public College/University Students Requiring Remediation by Subject Area

The 2016 high school graduating class continues the previous trend, decreasing the need for remediation. As in previous years, the data chart indicates improvement in mathematics, with English remaining the same. In 2016, the percentage of high school graduates needing only mathematics remediation dropped to 25 percent, an impressive improvement when compared to 34 percent in 2010. Similarly, those students requiring remediation in English, remained at 13 percent in 2015 and 2016 (compared to 19 percent in 2010). The percentage of students in fall 2016 needing both developmental mathematics and English courses decreased to 9 percent (compared to 13 percent in 2010). The chart below contains the percentages of Ohio public high school graduates enrolling into college in fall 2010-2016 and placing into developmental status (math or English, math, English, or math & English).

Percentage of First-Time Ohio Public College/University Students Requiring Remediation by Subject Area



High School to College Transition Reports

The high school to college transition reports provide valuable data for making connections with the college feeder high schools. These feedback reports provide valuable insight into the manner in which students from Ohio's high schools are making the transition from high school to college, focusing on measures of preparation and college success. The presented information is at the statewide, district, and high school levels of detail for high school students graduating in the spring who attended an Ohio public university or community college the following summer or fall. Analysis of the remedial coursework participation is by the first academic year of enrollment. A detailed report by school district of the number and percentage of high school graduates requiring remediation when entering an Ohio public community college or university is available online at:

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

Please note that the Ohio Department of Higher Education data are for Ohio's public colleges and universities only. As a result, not all data in this report will align with the Ohio Department of Education's Graduation or Prepared for Success measures since ODE is reporting on full class cohorts.

Adult Student Population and Need for Remediation

Adults who defer college entry are a large group among students needing remediation; this population needs remediation at higher rates than traditional-aged students.⁹ 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 364,104.¹⁰

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 2025.¹¹

Whether traditional or adult students enrolling into postsecondary education, there are many incoming freshmen who require remediation services. Complete College America Ohio lists the following percentage of students requiring remediation by age levels:

	Two-Year College	Four-Year College
Ages 17-19	59.6%	23.6%
Ages 20-24	57.1%	52.4%
Ages 25+	55.9%	55.3% ¹²

9 <https://www.ecs.org/27-is-the-new-18-adult-students-on-the-rise/> Retrieved 10/6/17

10 https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/HC_campus_by_student_type%20and%20age_07-16.pdf

11 <https://nces.ed.gov/pubs2017/2017019.pdf> Retrieved 10/17/2017

12 http://www.completecollege.org/docs/Ohio_remediation.pdf

While all age groups have a large percentage of students needing remediation, it is apparent that those students stopping out or delaying college have unusually high percentages of being placed into remedial coursework. This is an area of concern. Not only does it add to the time to degree, but it also adds to students' out-of-pocket costs for remedial education, which in Ohio is listed as \$57,426,000¹³. It is noted the 25+ age group enrolling at two-year institutions actually has a slightly lower need for remediation than the 17-19 age group (55.9% versus 59.6%).

Recommendations for Future Strategies

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.

RECOMMENDATION 1:

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 higher education partners need to support the educational pathway to success for all students to graduate from high school and enter 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 positively impact and reduce the need for remediation.

¹³ http://www.completecollege.org/docs/Ohio_remediation.pdf

¹⁴ Ohio Mathematics Initiative – 12th Grade Transition Courses (Subgroup 5)

RECOMMENDATION 2:

Ensure more students graduate high school ready for college through transition classes that address academic gaps while in high school.

Ohio can further decrease remediation rates for recent high school graduates by providing “transition classes” to high school students with the highest need for remediation, who also have a strong desire to move onto college. These courses, similar to the Tennessee SAILS (Seamless Alignment and Integrated Learning Support) model, allow high school seniors to complete remedial work through a blended learning curriculum developed through K-12 and higher education collaboration. ODHE and ODE are collaborating to create a 12th Grade Transition Program that provides support for students before they arrive at college and gives them the opportunity to get a head start on college classes while in high school. The recommendation is for ODHE, ODE, and the Ohio Mathematics Initiative to work collaboratively and create a transitional mathematics course taught at the high school level. The goal is to have high schools pilot the coursework in the fall of the 2018/2019 school year, with phased-in statewide implementation to begin in 19/20.¹⁴

RECOMMENDATION 3:

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.

RECOMMENDATION 4:

Compressing, or mainstreaming, 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 with the Complete College America program 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.

RECOMMENDATION 5:

Strengthen advising support for all 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.

Advising needs to include services and strategies for the adult student, as well as the transitioning high school student. Identification and sharing within Ohio's schools and public institutions of higher education the advising strategies/models that work for transitioning into higher education will bolster effective advising support.

RECOMMENDATION 6:

Strengthen academic supports for the adult student.

With the projected decline of the high school student demographics and the positive trend of reducing remediation of this population, a new focus should include strengthening the academic support for the adult student population. The recommendation is to convene a focus group of Ohio's public institutions of higher education in order to identify common barriers and specific needs of adult students, research effective practices, and prepare a "what works strategy" for this population to share across the state.

CONCLUSION

In fall 2016, the high school students enrolling in college remained steady 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, in addition to the commitment of students, families, and education, have supported the decline of remediation.

The next steps should involve continuation of high school students receiving and understanding their options—including having the opportunity for intervention prior to graduation. They 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.

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 identify opportunities to build on past student success and to expand across the P-16 continuum.



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