



2023 OHIO REMEDIATION REPORT

for Fall 2022 Enrolling College Students
(Spring 2022 High School Graduates)

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

DECEMBER 2023



**Department of
Higher Education**

**Department of
Education &
Workforce**

INTRODUCTION..... 3

ENROLLMENT..... 6

REMEDICATION 10

ECONOMIC IMPACT..... 11

STUDENTS..... 13

RECOMMENDATIONS..... 16

CONCLUSION..... 20

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 Ohio Department of Education and Workforce (DEW) 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 DEW continue to collaborate on a range of initiatives to support student progress and success. When a student earns an Ohio diploma, he or she should possess the habits, dispositions, and broad knowledge 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.

Aligning with and complementing the Department of Education and Workforce's initiatives, ODHE sponsors [numerous programs](#)¹ to increase access and student success in postsecondary education. These include programs to support students in the transition from high school to college, academic and social assistance to promote progress in their academic programs, and career advising to produce an educated and skilled workforce to meet the needs of Ohio's growing economy.

¹ <https://highered.ohio.gov/initiatives/success-completion/degree-and-credential-attainment/degree-and-credential-attainment>

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 courses but these courses are non-credit, reducing the likelihood that students complete a certificate or degree. In 2012, the ODHE's 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 take 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 2022, Ohio's remediation rate had declined to 13.4 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, remedial education curriculum reform, and colleges 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 standards²** 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.

REMEDICATION 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 2022 high school graduates who attended a state institution of higher education in the 2022-2023 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://highered.ohio.gov/data-reports/key-topic-areas/dr-college-readiness/data-reports-college-readiness>.

² <https://highered.ohio.gov/initiatives/success-completion/developmental-education-reform/remediation-free/remediation-free-standards>

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.

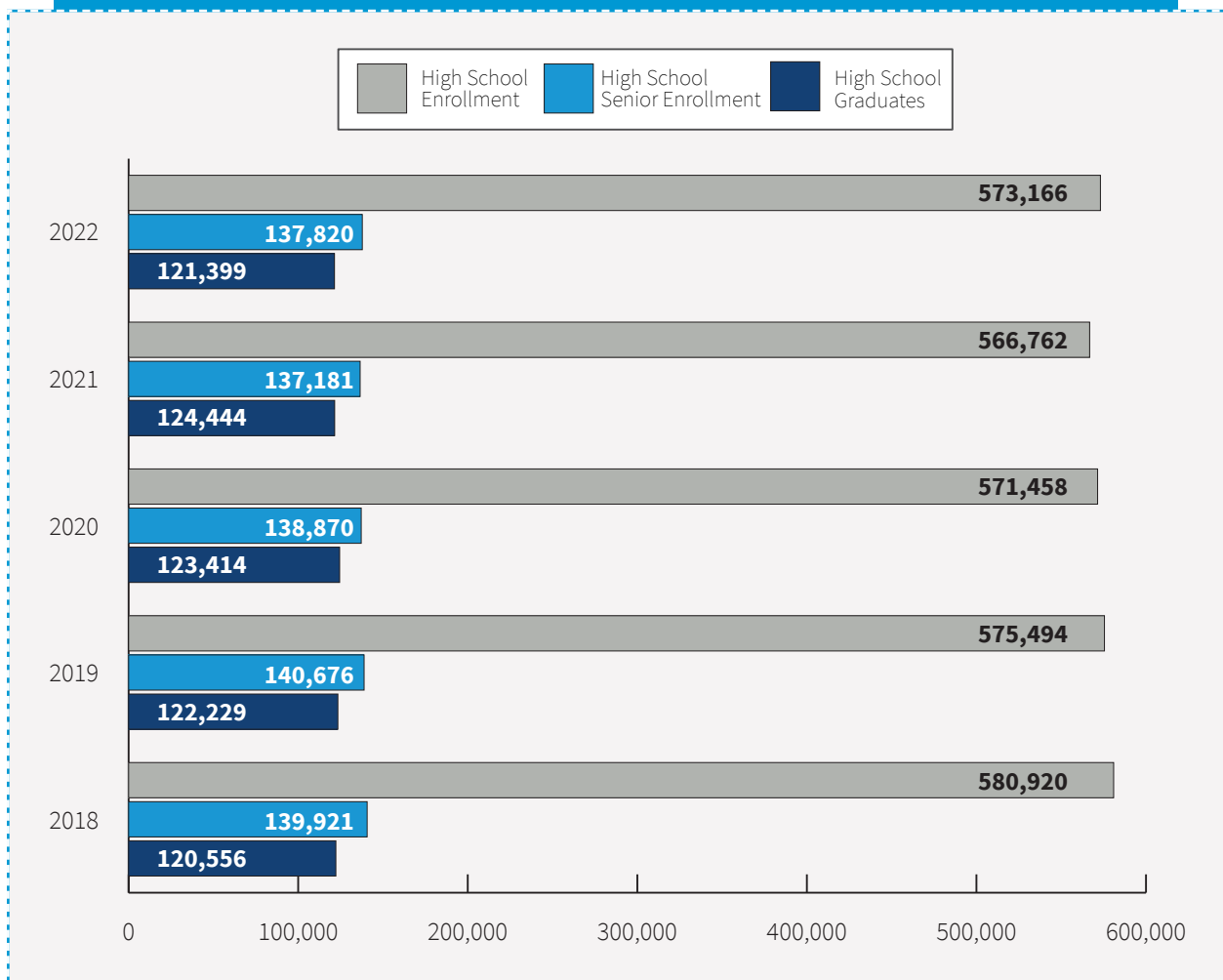
Co-requisite remediation is a model in which students who have been assessed as not yet ready for college work receive extra help while they take a college-level course instead of being enrolled in a traditional, prerequisite remedial (developmental) course. Ohio's community colleges were eligible to receive a total of \$4.5 million to incentivize implementation of this key curriculum 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.

In fulfillment of Ohio Revised Code section 3345.061 (H), the Chancellor of the Ohio Department of Higher Education, and the Ohio Department of Education and Workforce, herein submit the *2023 Ohio Remediation Report*, based on data from the high school graduating class of 2022.

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 12 (high school enrollment) and the corresponding high school graduate numbers for that school year. For the five years represented in this report, Ohio's high school enrollment was steadily decreasing. This trend changed in 2022, increasing by over 6,000 students. High school seniors have fluctuated from a high of 140,676 in 2018 to a low of 136,533 in 2021, averaging 138,216 over the same time period.

In Figure 1, the count of high school graduates is not reflective of one graduation cohort, but rather reflects any student that graduated within that given year. High School Senior Enrollment is coming from Fall Headcount posted for the School Year and only includes Grade 12. High School Enrollment is coming from Fall Headcount posted for School Year and includes grades 9-12.

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

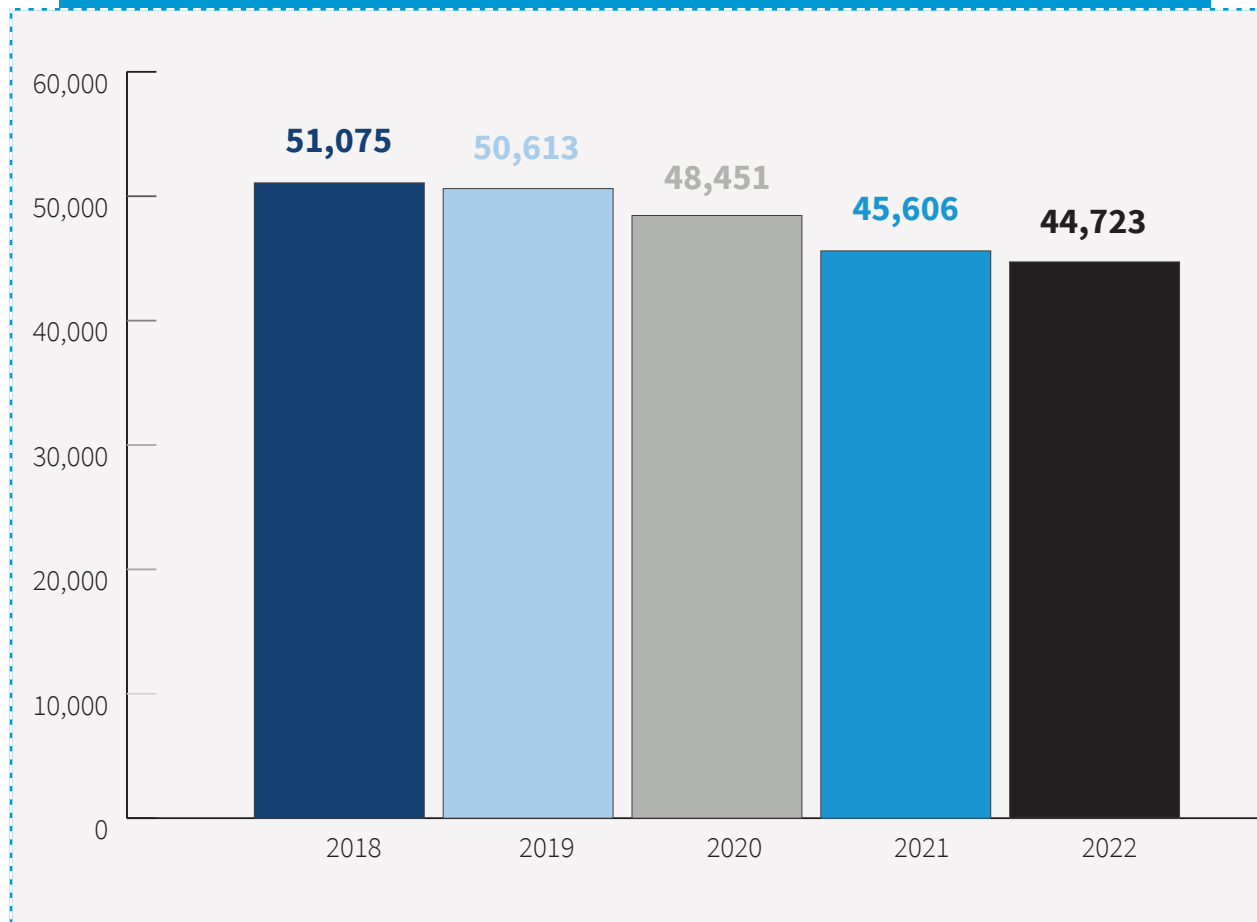


HOW MANY HIGH SCHOOL GRADUATES ARE GOING TO COLLEGE AFTER HIGH SCHOOL GRADUATION?

The number of Ohio public high school graduates enrolling in Ohio public colleges and universities has declined over the past five years, decreasing by approximately 14% from 51,075 in 2018 to 44,723 in 2022.

It is noteworthy that the data in Figure 2 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 2022 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 identifying themselves as multiracial having a higher representation among first-time college students than would be expected given their representation in the high school graduating class.

³ Race and ethnicity is self-reported.

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

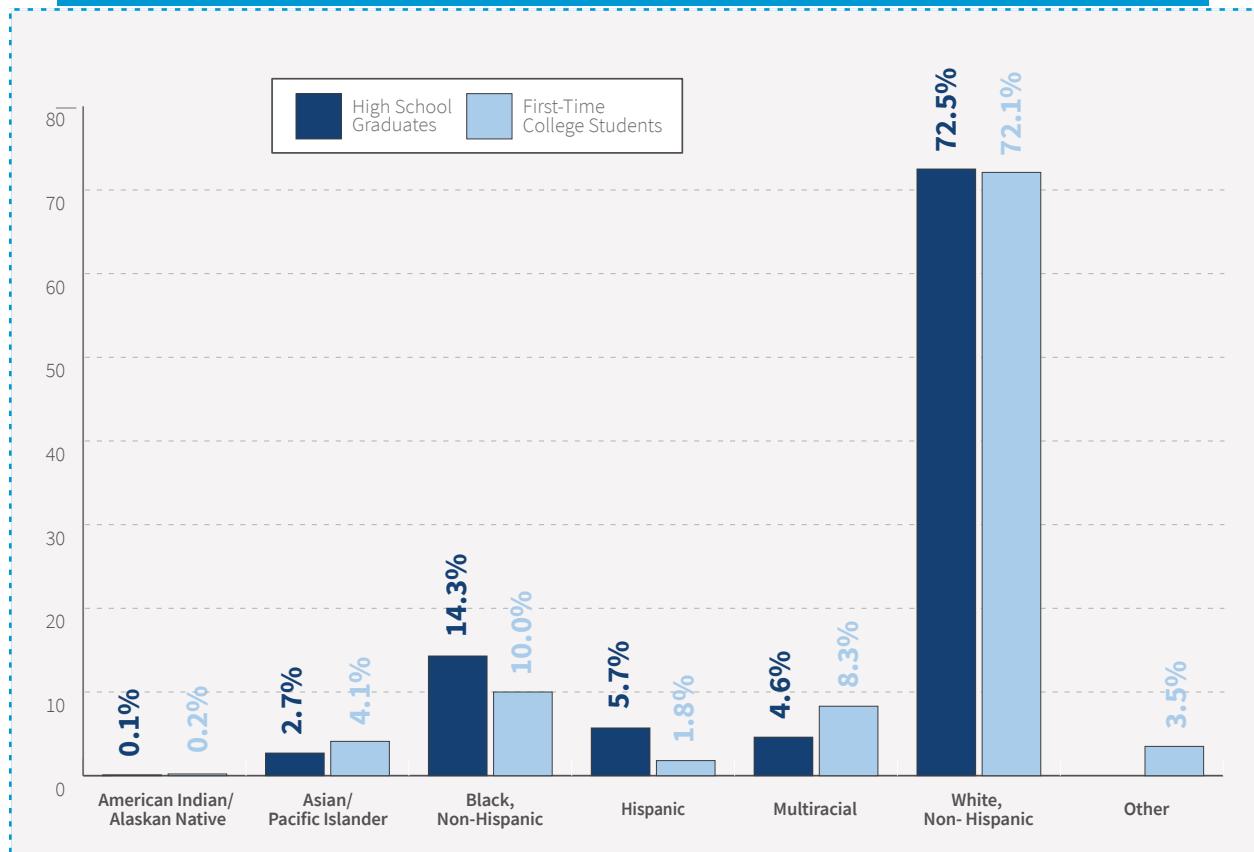
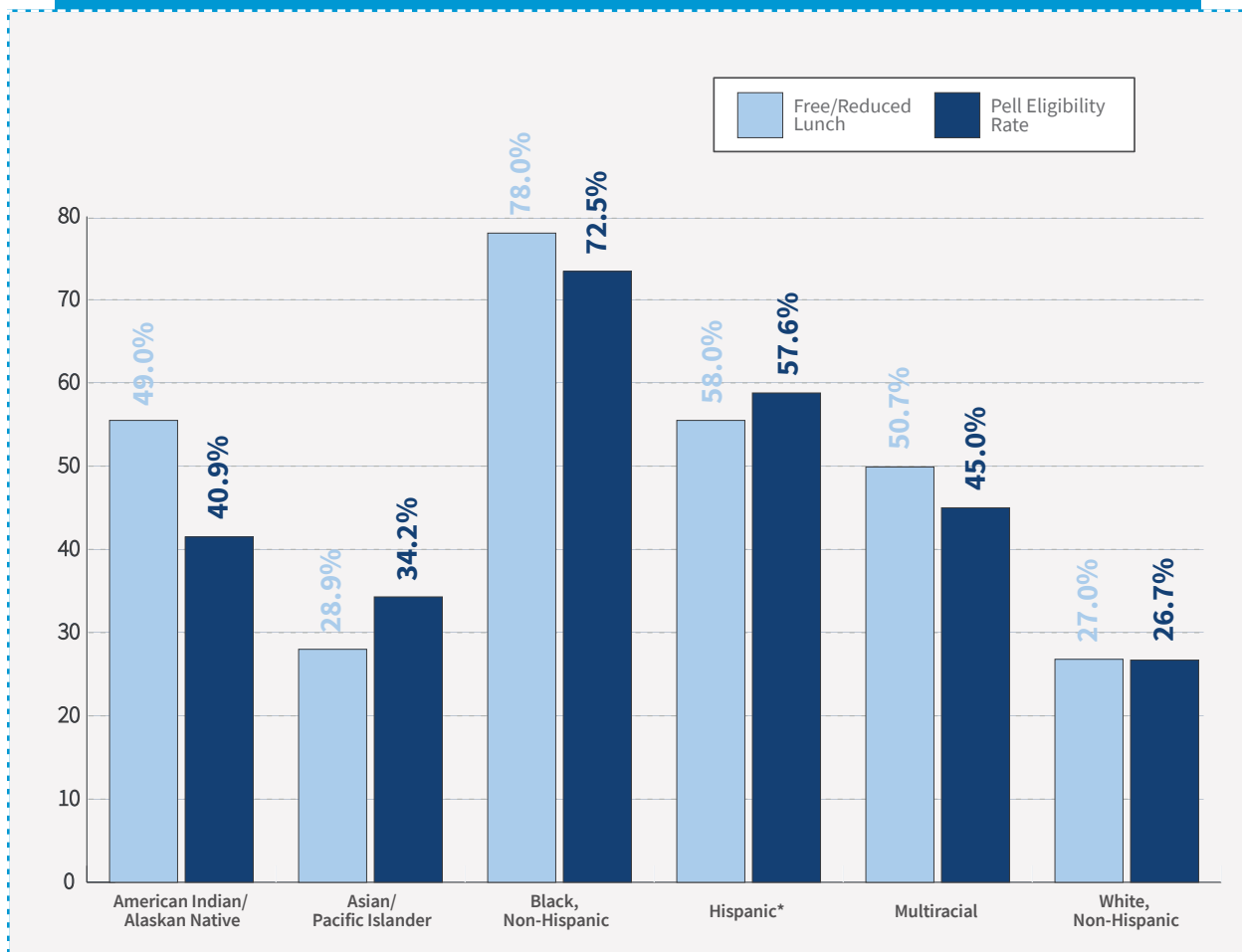


Figure 4 illustrates the percentage of economically disadvantaged students entering Ohio public colleges and universities disaggregated by race and ethnicity compared with the proportion of 2022 high school graduates in the same demographic categories.

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.

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

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



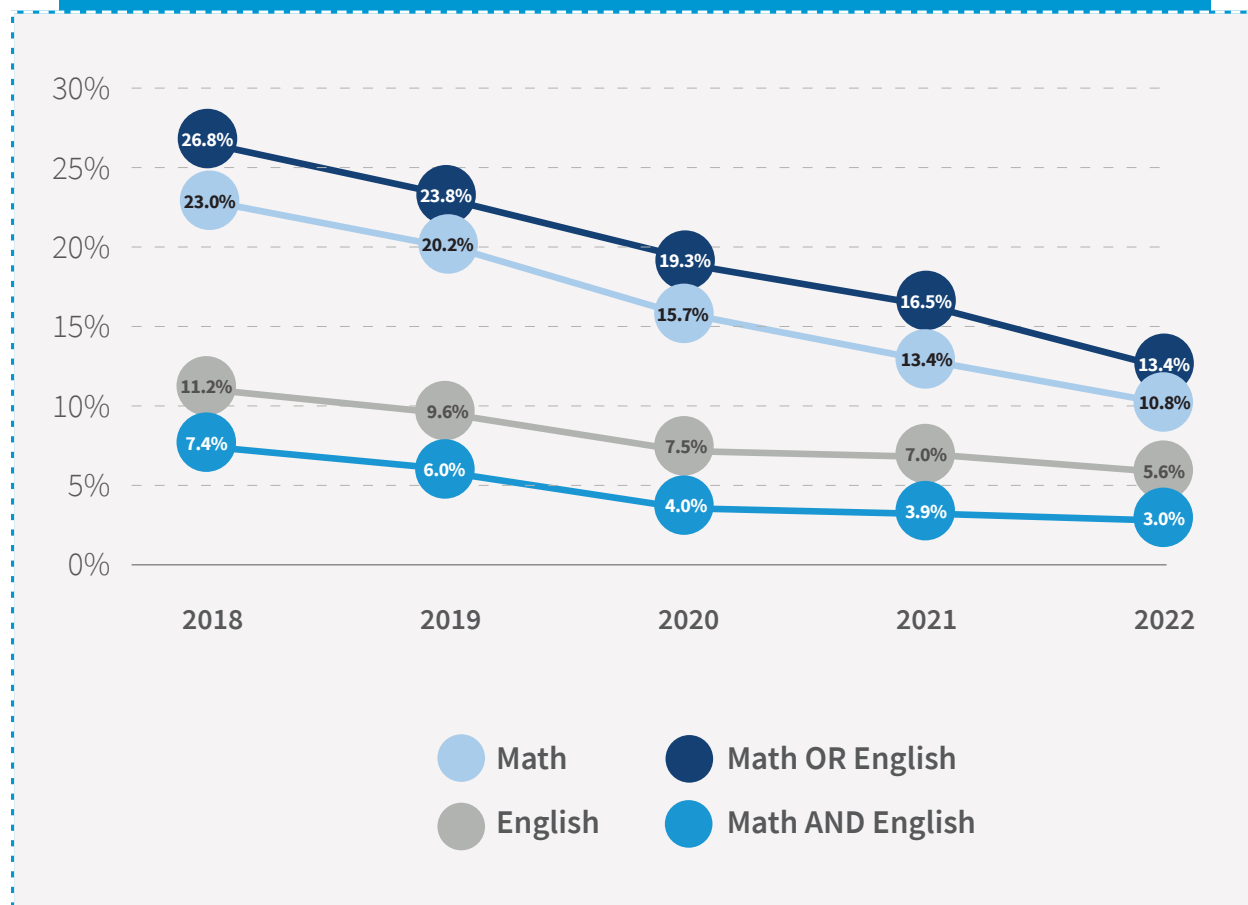
*Students that self-identified as Hispanic are represented as Hispanic and not in another race.

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

The 2022 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 requiring remediation in both math and English has dropped by more than fifty percent from 2018 to 2022.

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



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 gives 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.

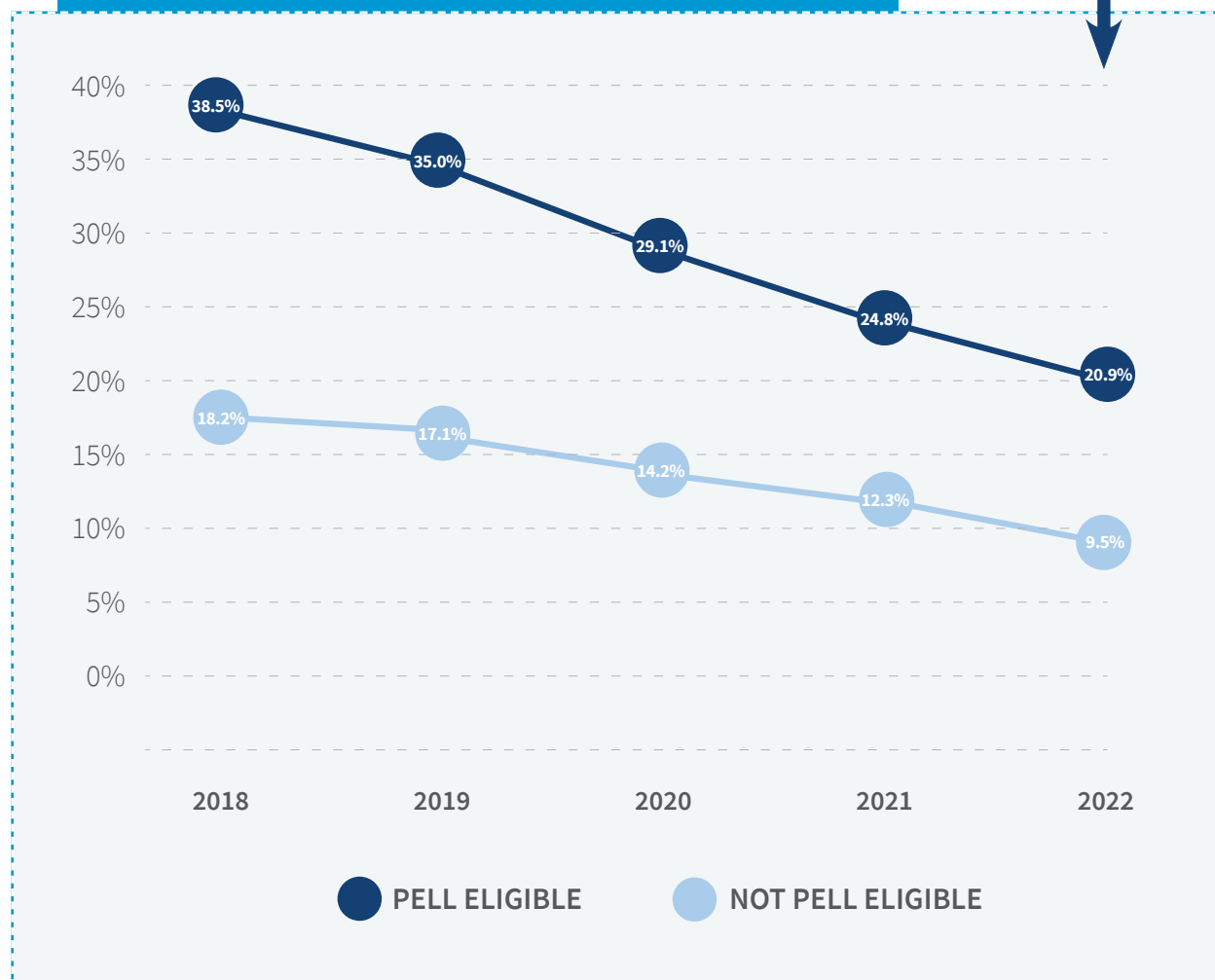
*Table 1: 4-Year Longitudinal High School Graduation Rate (State)
by Student Race and Economic Disadvantage*

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	69	10	87.3%	86	35	71.1%	155	45	77.5%
Asian or Pacific Islander	2,355	90	96.3%	915	100	90.1%	3,270	190	94.5%
Black, Non- Hispanic	3,556	631	84.9%	12,575	4,140	75.2%	16,131	4,771	77.2%
Hispanic	2,903	507	85.1%	3,624	1,387	72.3%	6,527	1,894	77.5%
Multiracial	2,703	271	90.9%	2,687	792	77.2%	5,390	1,063	83.5%
White, Non- Hispanic	62,816	3,811	94.3%	23,033	5,306	81.3%	85,849	9,117	90.4%
TOTAL	74,402	5,320	93.3%	42,920	11,760	78.5%	117,322	17,080	87.3%

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.



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 at Ohio's colleges and universities.

Figure 7 shows the number of Ohio adults (over age 25) enrolling in postsecondary education for the first time in fall of 2018 through fall of 2022. The number of first-time enrolling adult students have declined over the past five years by approximately 28%.

Figure 7: Number of first-time Ohio resident adult college students enrolled in fall semesters 2018 through 2022.

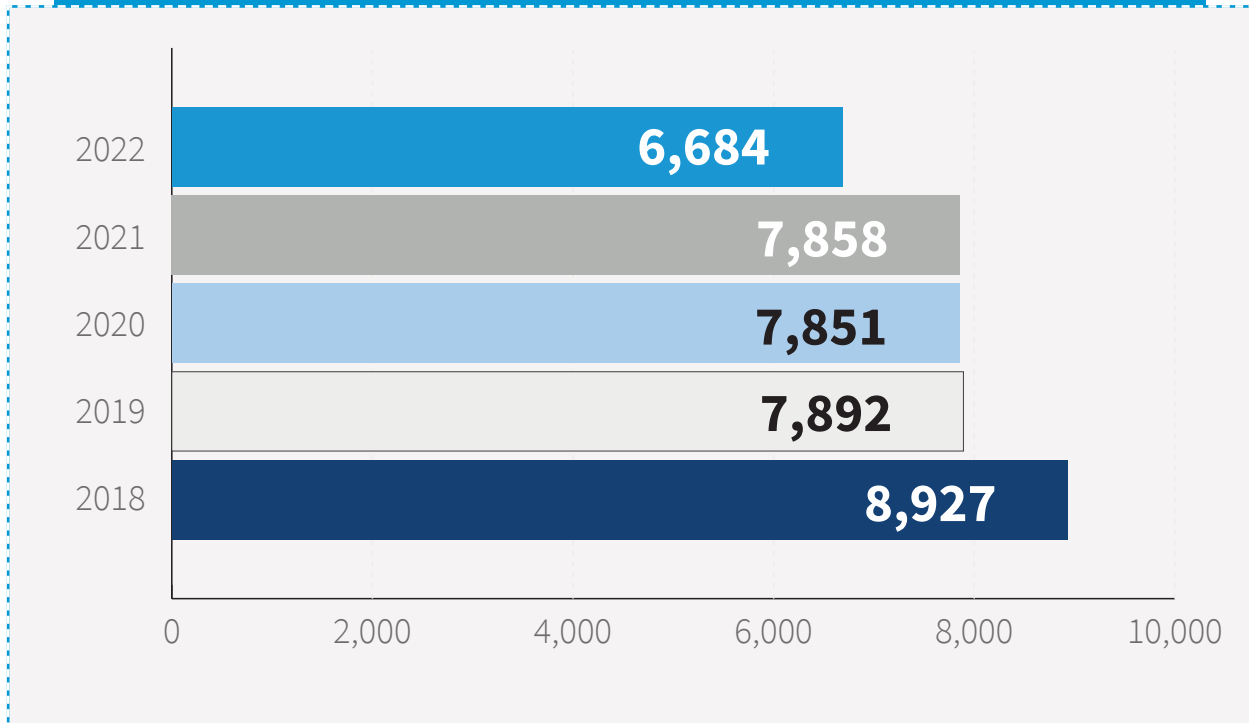


Figure 8 gives the remediation rates for the first-time Ohio adult students who enrolled in higher education over the same five-year period.

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

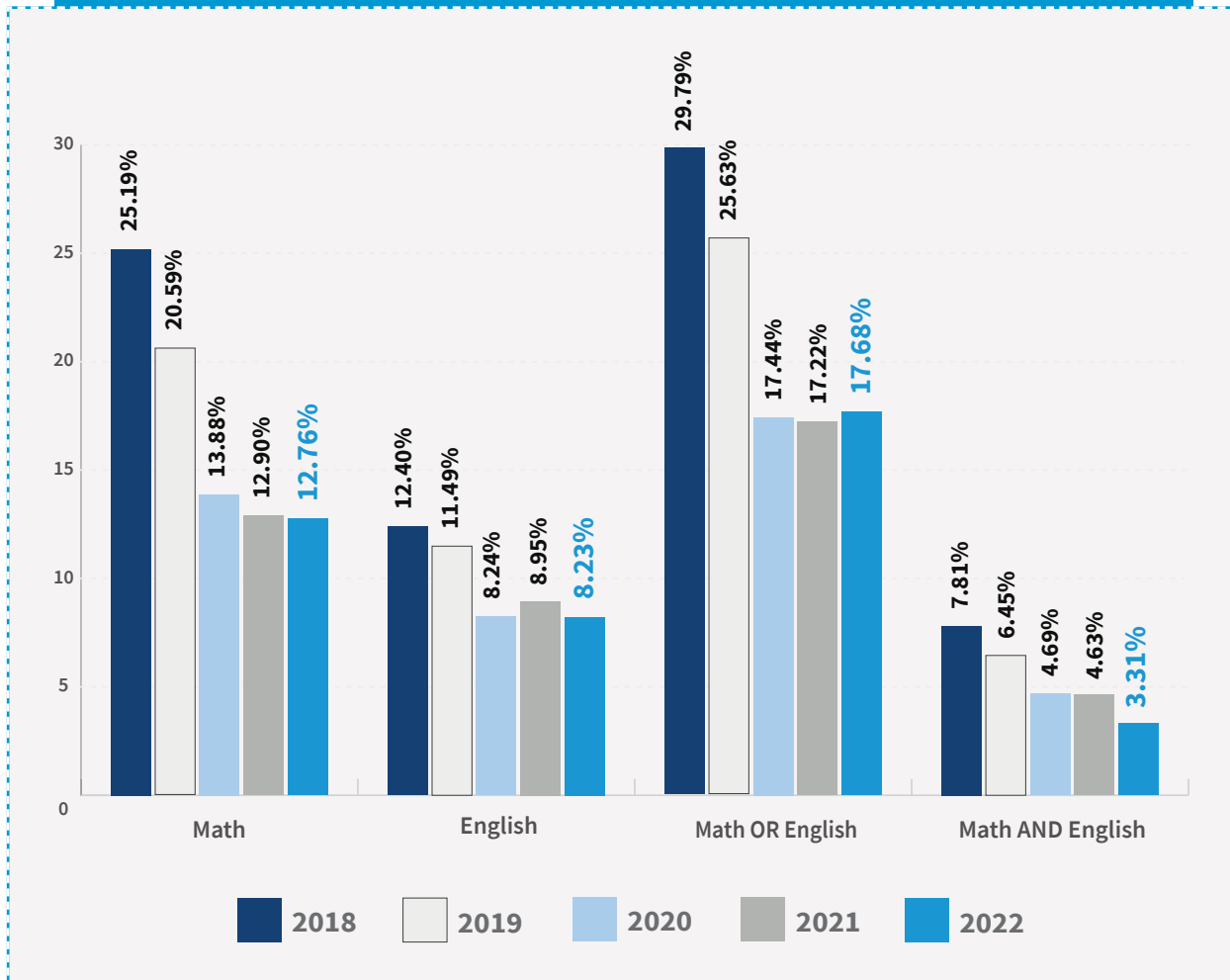
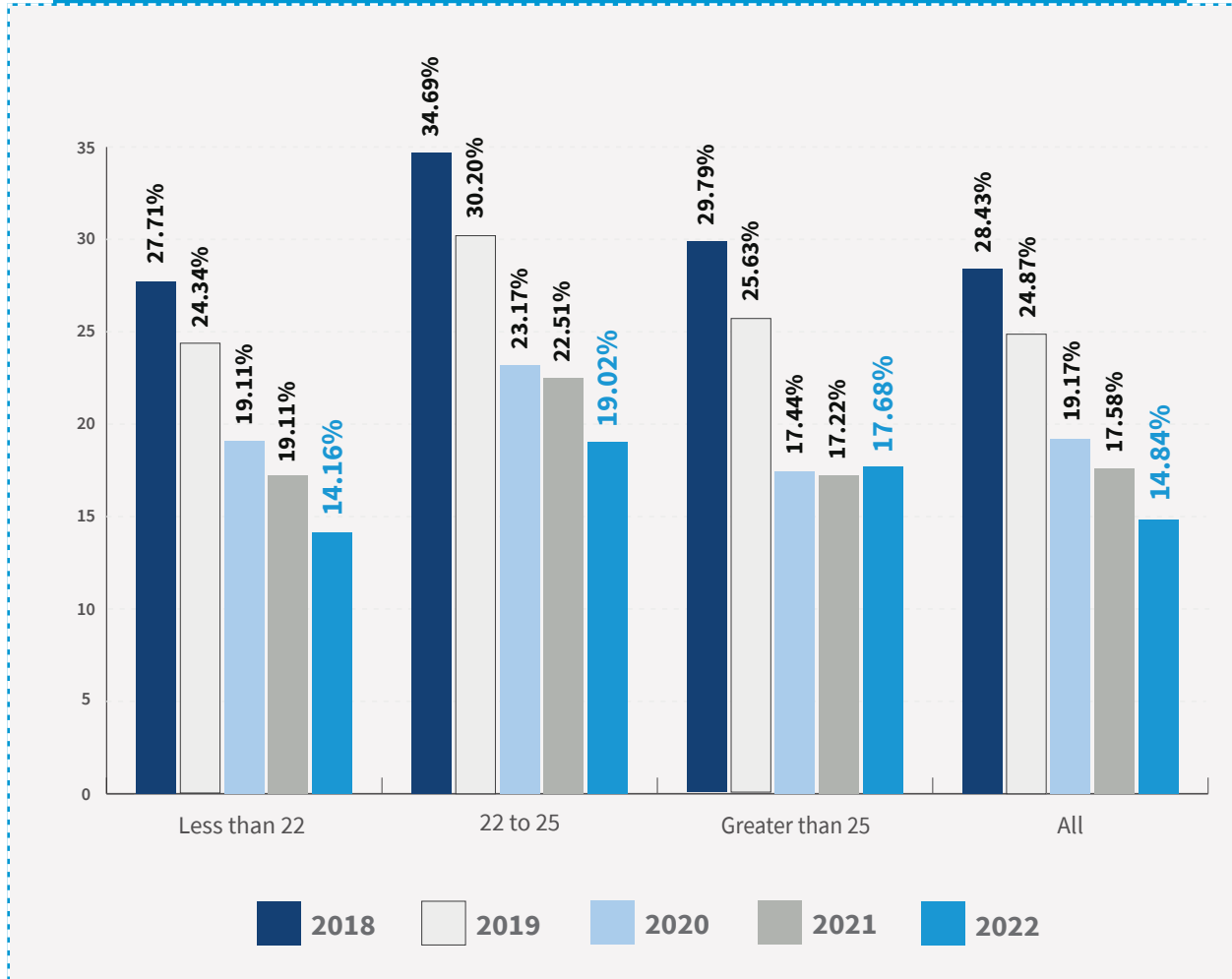


Figure 9 shows the remediation rates of all first-time Ohio college and university students in fall of 2018 through fall 2022 disaggregated by age range. It shows that remediation rates over these five years have decreased for all age groups.

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 [Read Ohio](#) initiative⁶.
- Strengthen the collaboration along the PreK-20 education pathway will further impact and reduce the need for remediation.

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 [Stay in the Game! Network](#)⁷. The goal of this program is to increase student attendance. In Ohio, chronic absentee rates have increased significantly during the years of the COVID-19 pandemic. A student is considered to be chronically absent if he/she misses 10 percent or more of the school year. This rate dropped to 26.8 percent (418,432 students) in 2022-2023⁸.
- The [Ohio Attendance Taskforce recommendations](#)⁹ represent what Ohioans can and should do to support students locally and across the state to help them get to school.
- Work intentionally with senior students who have the highest rate of chronic absenteeism in the state to encourage attendance and increase the graduation rate.

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

⁶ <https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Read-Ohio>

⁷ <https://www.clevelandbrowns.com/community/stayinthegame/ourwork>

⁸ <https://reports.education.ohio.gov/report/report-card-data-state-attendance-rate-with-student-disagg>

⁹ <https://education.ohio.gov/getattachment/Topics/Student-Supports/Attendance-Support/Attendance-Taskforce-Recommendations-Report.pdf>

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.
- Use Ohio’s Graduation Requirements to more intentionally build out customized pathways through graduation that provide meaning and application to a student’s learning. Pathways can include career- and college-focused options like [Career-Tech¹⁰](#), [College Credit Plus¹¹](#), [work-based learning¹²](#), and [industry-recognized credentials¹³](#). Students with robust and up-to-date graduation plans will be better prepared to take advantage of their high school education.
- 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. Pilots that promote innovative and experiential learning opportunities can ensure 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 mathematics transition course, [Mathematical Models and Reasoning¹⁴](#), already piloted in approximately 90 high schools statewide. This course can also serve as an Algebra 2 equivalent course, but reducing the need for mathematics remediation remains a goal of the course.

¹⁰ <https://education.ohio.gov/Topics/Career-Tech>

¹¹ <https://highered.ohio.gov/ccp>

¹² <https://education.ohio.gov/Topics/Career-Tech/Work-Based-Learning>

¹³ <https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Contacts-and-Resources/Industry-Recognized-Credentials>

¹⁴ <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).

- **Future Forward Ohio**¹⁵
- Promote and share positive strategies as outlined in the **2019 Diversifying Education Profession Taskforce Recommendations**¹⁶.

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

- Continue work of the **Ohio Mathematics Initiative**¹⁷, 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.
- Continue to scale up the **Ohio High School Math Pathways initiative**¹⁸ 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.

¹⁵ <https://education.ohio.gov/Topics/Future-Forward-Ohio>

¹⁶ <http://education.ohio.gov/getattachment/Topics/Teaching/Diversifying-Education-Profession-Taskforce-Recommendations.pdf.aspx?lang=en-US>

¹⁷ <https://transfercredit.ohio.gov/math>

¹⁸ <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/)¹⁹ program and the [Strong Start to Finish](https://higher.ed.ohio.gov/SSTF)²⁰ 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.

¹⁹ <https://completecollege.org/ohio/>

²⁰ <https://higher.ed.ohio.gov/SSTF>

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.



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