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**OHIO BOARD OF REGENTS RELEASES
SECOND HIGH SCHOOL TRANSITION REPORT**

COLUMBUS, Ohio – The Ohio Board of Regents today (May 26) released the agency’s second annual report on “Making the Transition from High School to College in Ohio.”

This report shows that while many of Ohio’s high school graduates go on to college, not all first-year college students are fully prepared for college once they get there.

Federal government figures indicate that 70,885 of an estimated 120,393 Ohio high school graduates in 2002 attended college immediately after high school graduation, for a 59 percent college attendance rate. An additional 29,689 Ohio freshmen in 2002 waited at least a year after high school to begin college.

“Their figures tell us two things,” said Roderick Chu, chancellor of the Ohio Board of Regents. “A fairly high proportion of high school graduates start college at some point in their lives, and the older student is a big part of the college participation picture in Ohio.”

Although many students begin college, preparation for college varies widely, and not all students are prepared to succeed. Thirty-nine percent of the recent graduates of Ohio’s high schools who attended public colleges in the fall of 2001 enrolled in at least one remedial course in their first year of college. Remedial courses in math and English are taken by students who are not prepared to take regular college courses in these areas.

The type of coursework taken in high school has a great deal to do with how well prepared students are for college.

“All of the basic measures of early college success are higher for students who take more rigorous courses while in high school,” said Chu.

- Students who take four years each of English, math, and social studies and three years of science that include biology, chemistry and physics have average first-term college grade point averages (GPA) of 3.0 (on 4.0 scale) and remedial course enrollment rates of only 14 percent.

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- Students who take a somewhat less rigorous set of courses that includes four years of English but only three years each of math, science, and social studies have average first-term college GPAs of 2.8 and remedial course enrollment rates of 32 percent.
- Finally, students who report taking less than these minimum core courses have average first-term college GPAs of 2.5 and remedial course enrollment rates of 52 percent.

“The data send a clear message that high school preparation and college success are connected,” said Chu.

The transition report is available at the Board of Regents website at <http://www.regents.state.oh.us/perfrpt/2003HSindex.html>.

This year the report is divided into two formats. A statewide version shows enrollment patterns for all of Ohio, and college preparation and success measures for the state, types of K-12 districts, and at the college and university level. A second version provides results at the district and high school level.

Reports at the district and high school level should be interpreted with some caution, as they do not reflect outcomes for all students who go to college, according to Darrell Glenn, director of Performance Reporting for the Regents.

“We do not have college attendance data by district and high school for students going out-of-state, and the academic outcomes information is only available for students attending Ohio public colleges,” said Glenn. “So these results might not be representative for districts that send a lot of their graduates to out-of-state college and Ohio private colleges.”

The Ohio Board of Regents is the coordinating body for higher education in the state. Created in 1963 by the General Assembly, the 11-member public board has a direct, non-governing relationship with all of Ohio’s colleges and universities.

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Making the Transition from High School to College, 2003

Questions and answers from report:

1. What are the first-time college participation levels in Ohio?

Page 4. A majority of high school graduates in Ohio go straight to college from high school. In 2002, an estimated 59% of Ohio's 120,393 HS graduates attended college somewhere in the US in fall 2002.

Both the number of young 1st-time freshmen and the participation rate of recent high school graduates have risen from 1996 to 2002.

Page 5. Older freshmen who wait at least a year after HS to attend college are an important part of the college participation picture.

About 30% (29,689) of fall 2002 freshmen from Ohio did not come straight from high school. This is up from 28% in fall 1996.

If the future is much like the past, quite a few of the estimated 50,000 high school graduates in 2002 who did not go to college in fall 2002 will do so in a later year. If 25,000 do this, then the "eventual" college participation rate could be as high as 80%.

2. Do Ohio's freshmen stay in the state to attend college?

Page 8. About 84-85% of young freshmen stay in Ohio. These rates have been stable from 1996 to 2002. The percentage of older freshmen staying in Ohio has fallen from 94% in fall 1996 to 90% in fall 2002.

3. What types of institutions do they attend?

Attendance choices vary by age group, with younger freshmen being more likely to attend four-year colleges and older freshmen more likely to attend two-year colleges.

Page 10. Eighty percent of young freshmen attend four-year schools and 20% attend two-year schools. Of the group going to four-year schools, 66% attend public schools and 34% attend private schools.

Of the group going to two-year schools, the overwhelming majority go to Ohio public institutions (12,593 out of 14,358).

Page 11. Thirty percent of older freshmen attend four-year schools and 70% attend two-year schools.

4. What kinds of preparation did college freshmen get in high school?

Page 14. Preparation levels for young Ohio freshmen attending in-state colleges vary widely.

At the high end, 25% of freshmen come to college with a very good high school course-taking background that includes four English, four math, four social studies, and three science courses that include biology, chemistry, and physics.

Seventy percent of freshmen took at least a minimum college preparatory curriculum in high school that included four English, and three courses each in math, science, and social studies.

Some students get an early jump on the college experience, with 16% taking an Advanced Placement exam and 6% taking a college course while in high school.

5. How well do students do when they get to college?

Page 15. A high proportion of freshmen are not completely ready for college, as 39% of these students took a remedial course in their first year of college.

6. What is the connection between high school course-taking and college success?

Page 19. Every measure of college success is better for students who take more rigorous courses while in high school.

Students with the highest level of preparation (four English, four math, four social studies, and three science courses that include biology, chemistry, and physics) had the highest retention (92%) and lowest remediation rates (14%).

Students who took only the minimum college preparatory courses (four English, and three each of math, science, and social studies) had lower retention (86%) and significantly higher remediation rates (32%).

Students who took less than the minimum core had even lower retention (78%) and higher remediation rates (52%).