

# **Making the Transition from High School to College in Ohio 2005: A Statewide Perspective**

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Prepared by



**Ohio Board  
of Regents**

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**Report also available at:**

**<http://www.regents.state.oh.us/perfrpt/2005HSindex.html>**



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## Introduction

This report addresses two sets of questions related to Ohio's high school to college transition.

Chapter One: How many Ohioans go to college and where do they go?

Chapter Two: Are Ohio's recent high school graduates ready for college and do they succeed?

### Primary Observations:

- From fall 1996 to fall 2004, the number of Ohio high school graduates beginning college anywhere in the U.S. increased from 88,254 to 105,732, a 20% increase. (Page 3)
- Fifty-seven percent of Ohio's recent high school graduates went directly to college somewhere in the United States. (Page 4) This rate understates college participation levels, since many high school graduates delay their college attendance. More than a third of Ohio's fall 2004 first-time freshmen graduated from high school more than one year prior to enrollment. (Page 3)
- Young freshmen tend to enroll at 4-year institutions and older freshmen tend to enroll at 2-year institutions. In fall 2004, 79% of young first-time freshmen attended a four-year institution. On the other hand, 64% of older freshmen attended a two-year institution. (Pages 6 and 7)
- Many college freshmen in Ohio have not taken high school courses that prepare them for college. Seventy percent of first-time freshmen in Ohio in fall 2003 had completed at least a minimum college-preparatory curriculum (minimum core) in high school, consisting of four English courses and three courses each in math, science, and social studies. Only 24% had taken a more rigorous college-preparatory curriculum (complete core) consisting of four courses each in English, math, and social studies, and three courses in science that include biology, chemistry, and physics. (Page 16)
- Forty-one percent of Ohio's recent high school graduates enrolling at Ohio public colleges or universities in fall 2003 took at least one remedial course in English or math during their first year of college. (Page 17)
- Student preparation and success is consistently correlated with student background characteristics such as type of district attended, family income, and race and ethnicity. (Pages 16 and 17)
- Remedial course enrollment rates are directly related to the rigor of the high school courses taken. In fall 2003, the remedial course enrollment rate for students taking a complete core curriculum was 15%, 35% for students taking just a minimum core curriculum and 53% for students taking less than the minimum core courses. (Page 20)

**Related Board of Regents Reports:**

The indicators presented in this report are available in much greater detail on the Ohio Board of Regents website at <http://www.regents.state.oh.us/perfrpt/>. Some of the reports that can be found on the Regents website include *Outcomes by District*, *Outcomes by High School*, *Outcomes by College, within High School*, and *Outcomes by High School, within College*, as well as one-page summary reports by district.

**Acknowledgements:**

The district and high school detail report has been prepared in consultation with representatives from the K-12 sector, including Ohio Department of Education staff, district superintendents, high school principals and guidance counselors.

## Glossary

**Advanced Placement:** The College Board’s Advanced Placement Program® enables students to pursue college-level studies while still in high school. The AP Program offers 34 courses in 19 subject areas. Based on their performance on AP Exams, students can earn credit and/or advanced placement for college.

**College Entrance Exams:** Standardized tests taken by students and whose scores are used by colleges and universities as admissions criteria. The most common college entrance exams are the ACT and SAT. *In this report, average test scores are calculated only for those students who take either the ACT or SAT.*

**College Going Rate:** The percentage of high school graduates (public and private) who enroll as first-time freshmen at any Title IV, degree-granting college or university in the United States within one year of high school graduation. *The number of high school graduates was obtained from the U.S. Department of Education’s National Center for Education Statistics; enrollment data was obtained from IPEDS. Note that in calculating the in-state college-going rate for district types and individual schools, the number of high school graduates were obtained from the Ohio Department of Education and enrollment data was obtained from HEL.*

**Complete College Preparatory Core:** A high school academic curriculum that includes four years each of English, math, and social studies, and at least three years of science courses that include biology, chemistry, and physics. *High school course-taking data is obtained from ACT and SAT. The data are self-reported by students taking these exams.*

**District Type:** The determination of districts by type was based on a classification of high school districts supplied by the Ohio Department of Education and Ohio Board of Regents analysis of family income for the college students from each district category. The Ohio Department of Education classification considers such factors as population density,

income and poverty levels, college attainment, and workforce demographics. The following are brief descriptions of each district type:

### **Low-Income Public Districts**

**Small Town – very high poverty:** These districts tend to be small or medium size “blue collar” cities and towns with very high poverty rates. Among small cities and towns, they generally have the lowest SES characteristics.

**Rural – high poverty:** These districts tend to be rural districts from the Appalachian area of Ohio. As a group they have the lowest SES profiles as measured by average income levels and percent of population with some college experience.

**Major City – extremely high poverty:** This group of districts includes all of the large urban centers that have high concentrations of poverty.

### **Medium-Income Public Districts**

**Small Town – moderate SES:** These districts tend to be small economic centers in rural areas of the state outside of Appalachia. The districts tend to contain both some agricultural and some small town economic characteristics.

**Rural:** These tend to be small, very rural districts outside of Appalachia.

**Urban – moderate SES:** These districts tend to be both larger and have a higher SES profile than small town districts. Poverty levels are average.

### **High-Income Public Districts**

**Suburban/urban – high SES:** These districts typically surround major urban centers. While they often contain industrial economic activity and modest poverty levels, they are more generally characterized as upper SES communities with a highly professional/administrative population.

**Suburban – very high SES:** These districts also surround major urban centers. They are distinguished by very high income levels, almost no poverty, and a very high proportion of its population characterized as professional/administrative.

## Glossary

**First-Generation College:** A college student both of whose parents' highest level of education completed was less than college. *This data is obtained from information supplied on the student's Free Application for Federal Student Aid (FAFSA). The first-generation college percent is only calculated for those students who completed a FAFSA and reported their parents' highest level of education completed.*

**Full-Time:** Enrolled for 12 or more credit hours if attending a public college or university; or any enrollment at an Ohio independent college or university. *Note that the Ohio Board of Regents receives data only on private enrollments who receive state aid. A large majority of these students receive an Ohio Student Choice Grant which requires full-time enrollment. Data included in this report on Ohio private college enrollments are limited to Student Choice Grant recipients.*

**Minimum College Preparatory Core:** A high school academic curriculum that includes four years of English and three years each of math, social studies, and science. *High school course-taking data is obtained from ACT and SAT. The data are self-reported by students taking these exams.*

**Postsecondary Enrollment Options (PSEO):** A program instituted by the State of Ohio in 1990 to allow eligible high school students to take college courses while still enrolled in high school.

### **Recent High School Graduate:**

IPEDS Definition: First-time, first-year, degree-seeking freshman enrolled in college within twelve months of high school graduation.

HEI Definition: First-time, first-year undergraduate student whose year of high school graduation is the same as their year of first enrollment in college.

**Remedial Education:** Courses in reading, writing, or mathematics taken by college students who lack the skills required to perform college-level coursework at the

institution's required level. The term "remedial" is often used interchangeably with the term "developmental". However, remedial education can be more narrowly defined to apply only to students who recently graduated from high school and were not adequately prepared for college-level coursework (as opposed to students who return to college after an extended of time and need to refresh skills they learned many years ago period).

**Socioeconomic Status (SES):** A measure of social and economic well-being that includes factors such as income, percentage of the population with a college education, and percentage of the population employed in professional or administrative occupations.