



2015

**OHIO
REMEDICATION
REPORT**

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



Department of Education
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Introduction

In fulfillment of Ohio Revised Code 3333.041 (A) (1), the Chancellor of the Department of Higher Education has published a listing by school district of the number of the 2014 high school graduates who subsequently attended a state institution of higher education in academic year 2014-2015. 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 listing is posted online 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 **2014 Ohio Remediation Report**. The report provides a review of the data, an overview of Ohio's Remediation-Free Guarantee and recommendations for future strategies to reduce the need for remediation.

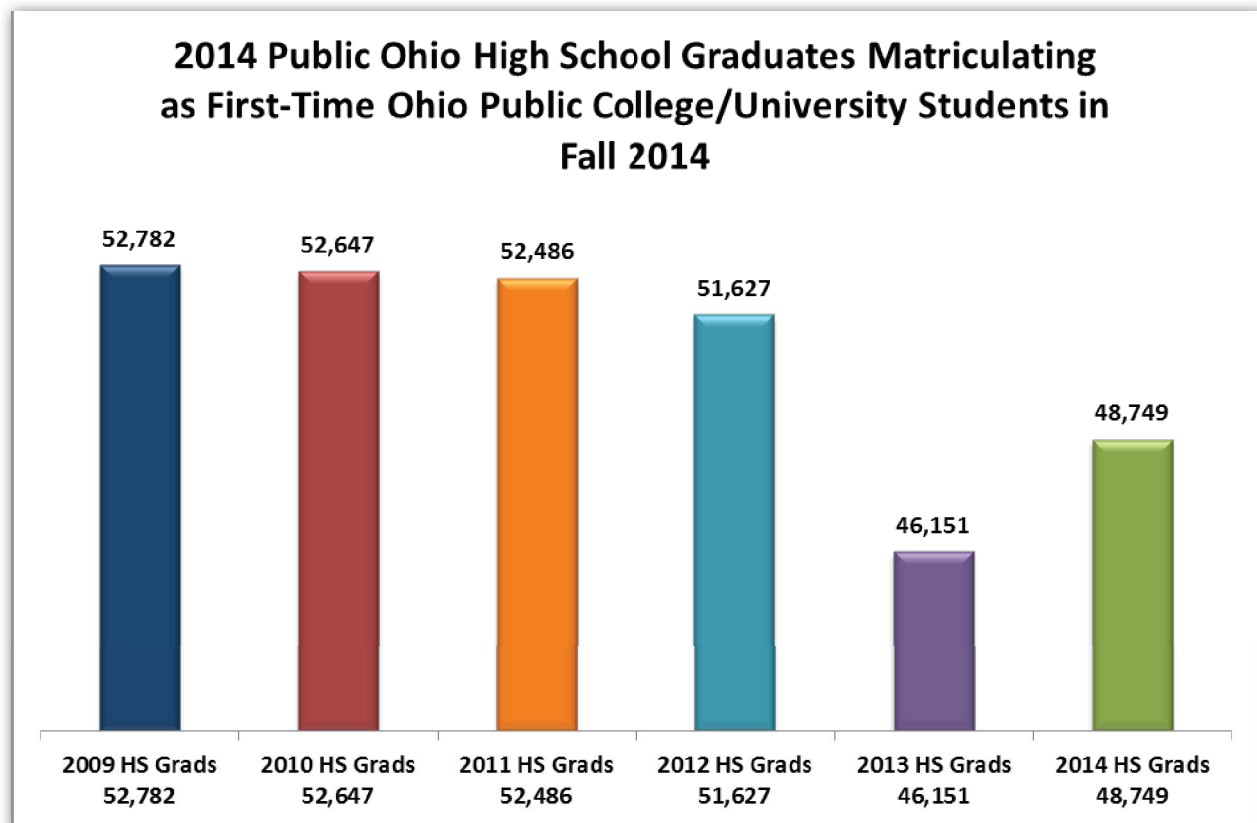
Overview

In fall 2014, the percentage of new enrollees requiring remedial coursework in Ohio's public colleges and universities decreased, continuing a positive trend since 2009. At the same time, the number of Ohio high school graduates enrolling in an Ohio public institution rose by more than five percent, reversing a pattern of enrollment declines since 2009. These outcomes are the result of multiple efforts, including statewide initiatives to enhance academic and career advising, educator collaboration to align high school to college student learning outcomes and the implementation of college placement practices that support student success.

Data Review

Enrollment patterns from 2009 through 2014 show the number of Ohio public high school graduates matriculating into Ohio public colleges and universities decreased by 7.64 percent, dropping from 52,782 in 2009 to 48,749 in 2014. National data from the United States Census Bureau show a 5.89 percent decrease in 18- and 19-year-olds enrolled in college over the same period.¹

A contributing factor to Ohio's postsecondary enrollment decline has been Ohio's economic recovery and related expanded employment opportunities, resulting in more individuals entering the workforce directly after high school graduation. Underlying causes include a decrease in the high school-age population in Ohio and other Midwest states.² United States Census Bureau data show that, from 2010 to 2014, the percentage of Ohioans age 18 and under decreased from 23.7 percent in 2010 (2,734,151) to 22.8 percent in 2014 (2,630,373).³

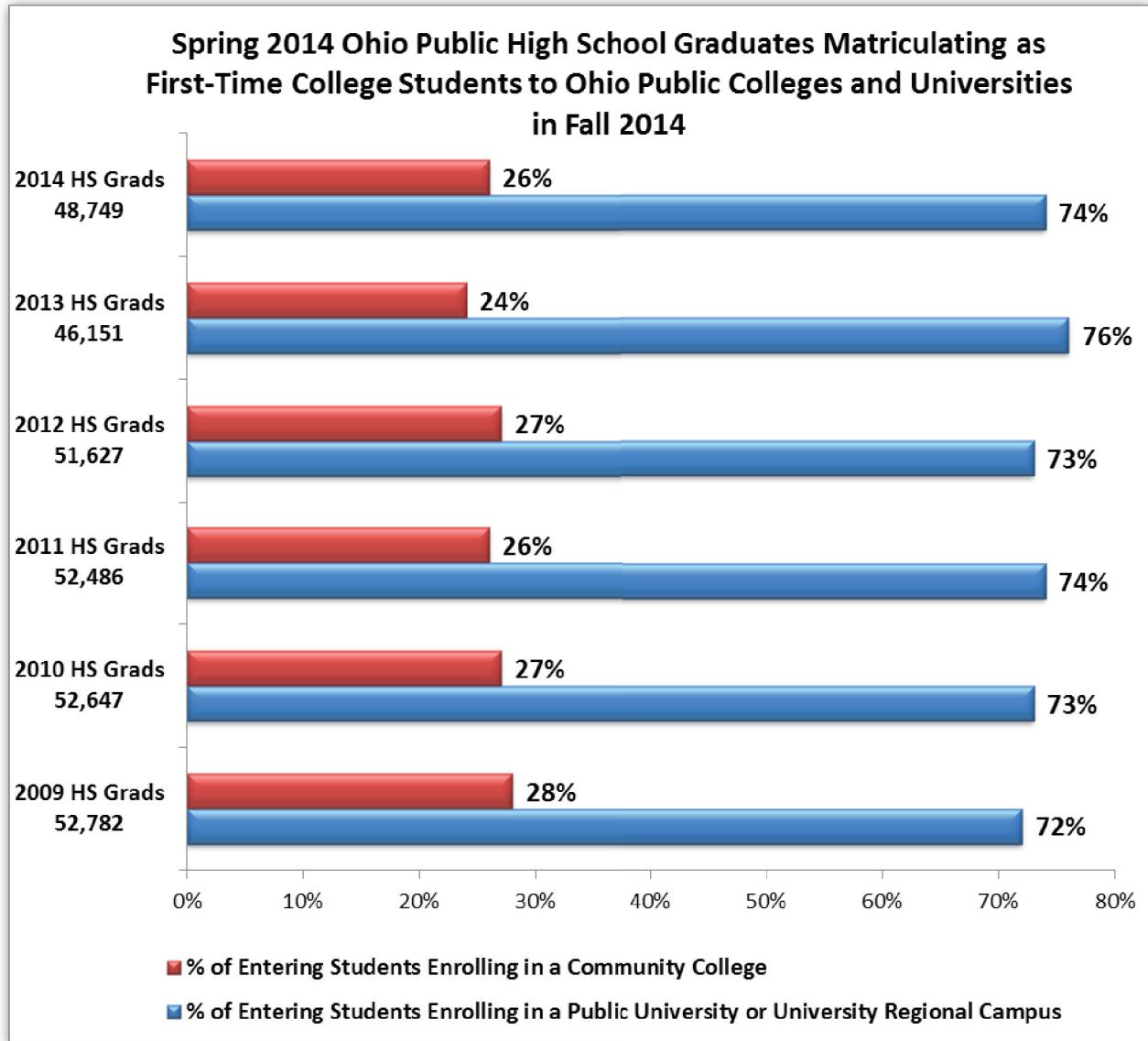


1 United States Census Bureau Table A-5b. The Population 18 and 19 Years Old by School Enrollment Status, Sex, Race, and Hispanic Origin: October 1967 to 2014. <http://www.census.gov/hhes/school/data/cps/historical/TableA-5b.xls>

2 Western Interstate Commission for Higher Education, 2012. *Knocking at the college door: Projections of high school graduates 8th edition and supplements*. <http://www.wiche.edu/info/publications/knocking-8th/knocking-8th.pdf>

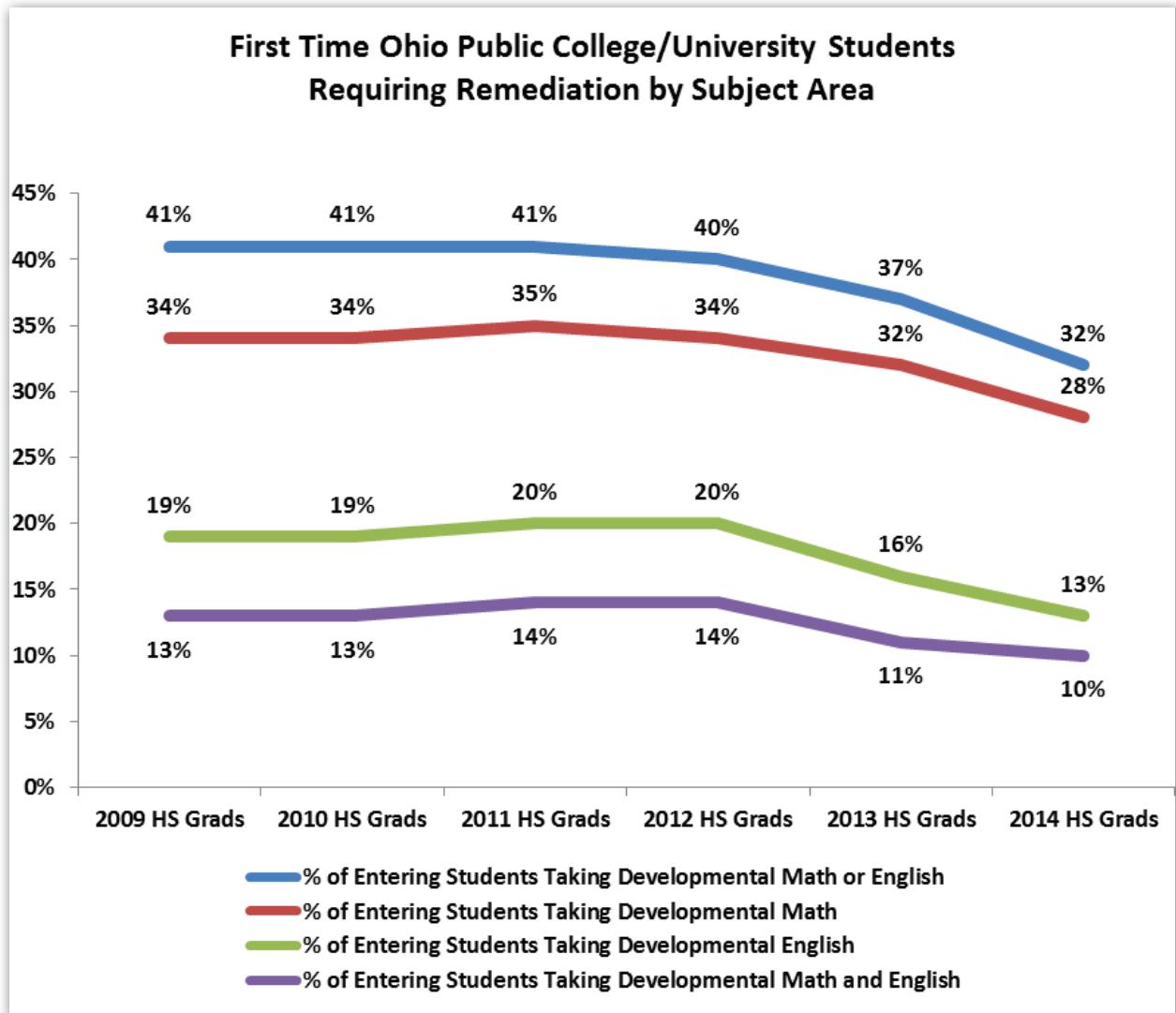
3 United States Census Bureau QuickFacts Ohio. www.census.gov/quickfacts/table/PST045214/39.00

Student activity in fall 2014 signaled a reverse in the 2009 through 2013 enrollment trend. The number of Ohio high school graduates in 2014 matriculating to an Ohio public college or university increased by 5.63 percent when compared to 2013.



The graduating class of 2014 continued the positive trend over the five-year period, with a continued decrease in the percentage of enrollees requiring remediation from 41 percent in 2009 to 32 percent in 2014. In 2014, the percentage of high school graduates solely needing mathematics remediation dropped to 28 percent, an impressive improvement when compared with 34 percent in 2009. Similarly, fewer students required English remediation, dropping to 13 percent in 2014 from 19 percent in 2009. The percentage of entering students taking both developmental mathematics and English courses decreased to 10 percent in 2014 from 13 percent in 2009.

A detailed report by school district of the number and percentage of high school graduates requiring remediation when entering an Ohio community college or public university is published online at: <https://www.ohiohighered.org/data-reports/college-readiness>.



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 standards⁴ in mathematics, science, reading and writing, which each student enrolled in an Ohio public university or college must meet to be considered in remediation-free status⁵ 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 both English and mathematics have shown a steady decrease statewide.

4 https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf

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

Recommendations for Future Strategies

The recommendations included in this report align with the recommendations of the *Complete College Ohio Task Force Report and Recommendations*⁶, the *Rethinking Postsecondary Mathematics: Final Report of the Ohio Mathematics Steering Committee*⁷, and the Ohio Department of Education College and Career Readiness⁸ requirements, resources, and guidance.

Recommendation 1: Improve student success in entry-level courses by aligning mathematics to academic programs of study.

The Ohio Mathematics Initiative⁹, an effort supported by the Ohio Department of Higher Education and the Ohio Department of Education, is developing mathematics pathways that align a student's mathematics coursework with what will be needed in her/his major program of study and future career. This model has been shown to reduce remediation rates. The Ohio Mathematics Initiative has developed three pathways to fulfill 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.

Recommendation 2: Develop, implement and evaluate co-requisite strategies to support underprepared students.

In Ohio, colleges and universities are developing, implementing, and measuring the effects of corequisite models that support students academically as they enroll in credit-bearing courses, rather than requiring them to complete remedial work first. Ohio has engaged with Complete College America to scale up corequisite strategies across all public colleges and universities in Ohio. Through this work, students needing academic support will avoid the delays of traditional remediation while receiving just-in-time academic support that keeps them on the path to timely completion of postsecondary credentials that lead to meaningful careers.

6 https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/completion/CCO-task-force-report_FINAL.pdf

7 https://ohiohighered.org/sites/ohiohighered.org/files/uploads/math/MATH-REPORT_FINAL_4.22.14.pdf

8 <http://education.ohio.gov/Topics/Career-Tech/College-Tech-Prep/College-and-Career-Readiness>

9 <https://www.ohiohighered.org/mathematics-initiative>

Recommendation 3: Strengthen advising support for all students.

Redesigned education-to-career pathways beginning in high school and widely available corequisite strategies require the involvement and intensive support of academic and career advisors. It is recommended that the Ohio Department of Education and the Ohio Department of Higher Education convene faculty and advisors to share the most effective advising and placement practices that lead to student success. It is further recommended that these practices be brought to scale in Ohio's schools and public institutions of higher education.

Conclusion

In fall 2014, the number of Ohio high school graduates enrolling in college increased while the percentage of students needing remediation decreased. This combination of positive outcomes is the result of multiple strategies, including enhanced advising, Ohio's uniform statewide remediation-free standards, P-16 alignment initiatives, co-requisite academic support strategies and the commitment of students, families and educators.

While progress to reduce the need for remediation in college is under way, much work remains. The recommendations in this report identify opportunities to build on the progress the state has made in supporting student success across the P-16 continuum.

