



2014

**OHIO
REMEDICATION
REPORT**



Board of Regents
University System of Ohio



**Department
of Education**

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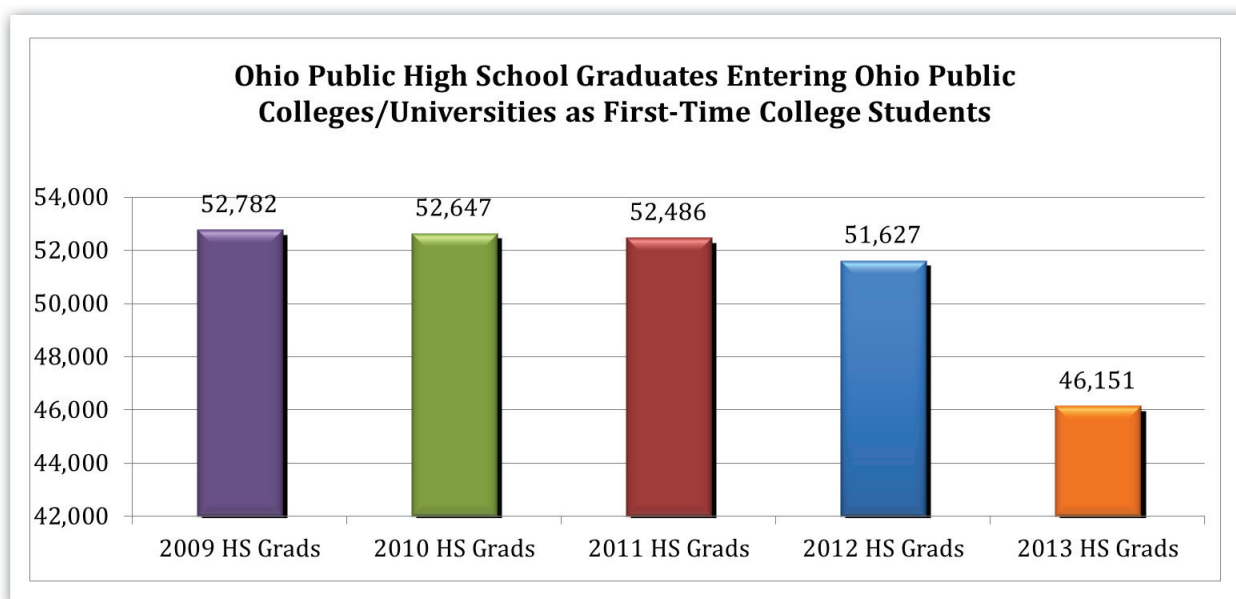
Introduction

In fulfillment of Ohio Revised Code 3333.041 (A) (1) the Chancellor has published a listing by school district of the number of the 2013 high school graduates who attended a state institution of higher education in academic year 2013-2014 and the percentage of each district's graduates required by the institution to enroll in a remedial course in English or mathematics prior to enrolling in 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 and Superintendent of Public Instruction herein submit the 2013 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.

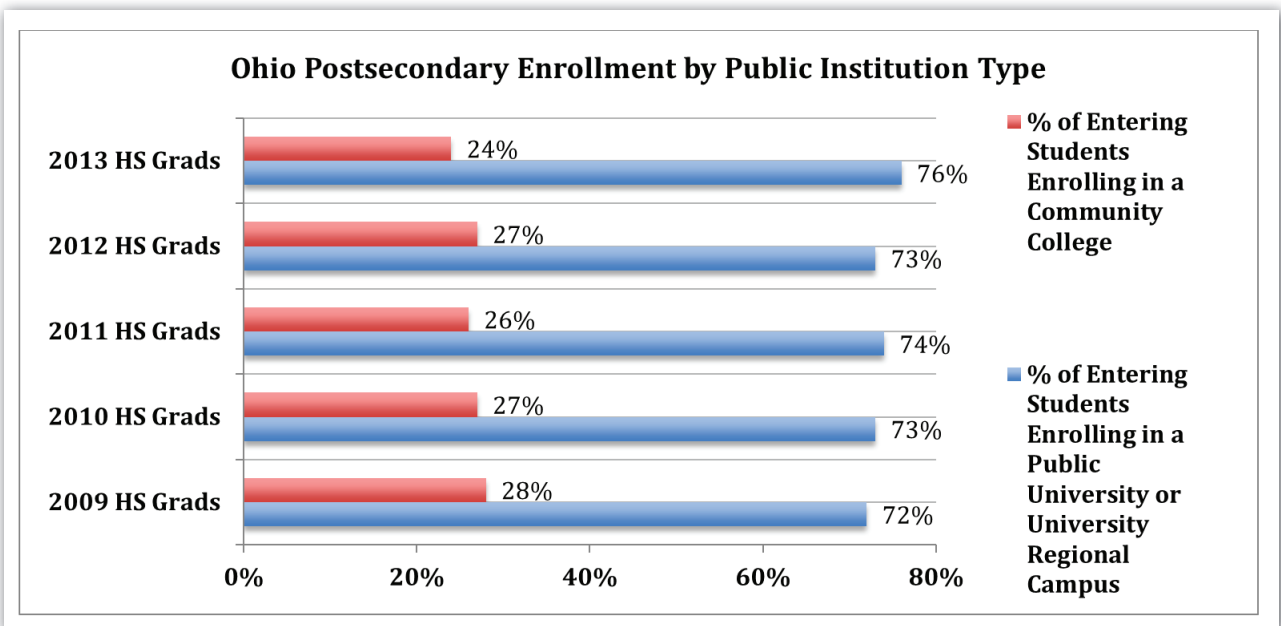
Data Review

Between 2009 and 2013, the number of Ohio public high school graduates matriculating into Ohio public colleges and universities decreased by 12.5 percent, dropping from 52,782 in 2009 to 46,151 in 2013. This decrease reflects a decrease in the high school age population in Ohio and other Midwest states.¹



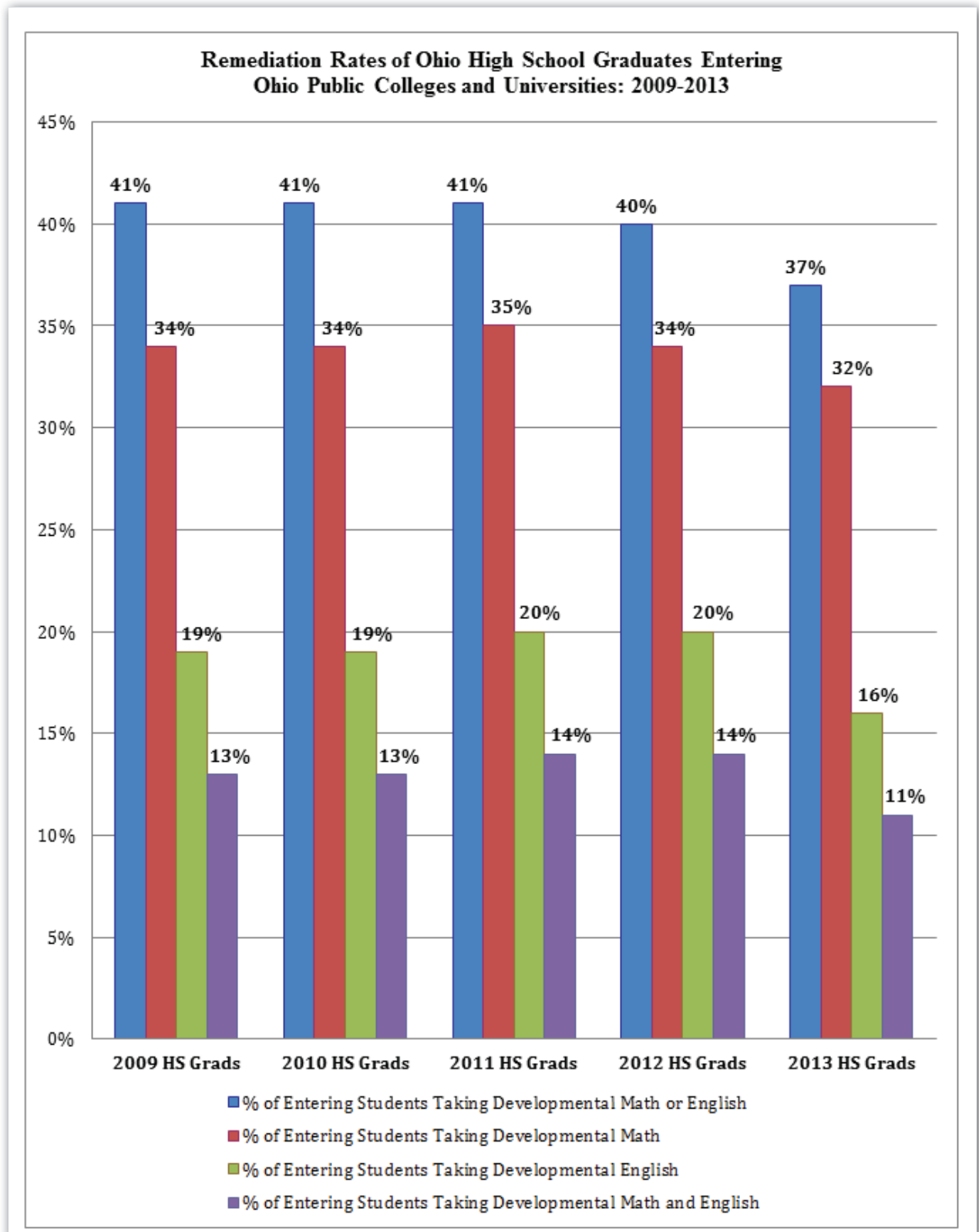
Accompanying the decrease in students was a shift in enrollment patterns with a decreased percentage of high school graduates enrolling in Ohio community colleges. Of those high school graduates matriculating to an Ohio public college or university in fall 2009, 28 percent (14,779) enrolled in an Ohio community college. By fall 2013, 24 percent (11,076) chose to attend an Ohio community college.

¹ 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>



Over the same period, the percentage of high school graduates requiring developmental coursework dropped from 41 percent in 2009 to 37 percent in 2013, with a reduction from 34 percent to 32 percent of those solely needing Mathematics remediation over the same period. Similarly, fewer students required English remediation, dropping from 19 percent in 2009 to 16 percent in 2013. Notably, the greatest decreases in each category are from 2012 to 2013, the first year of implementation for Ohio’s statewide remediation-free guarantee.

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 standards in mathematics, science, reading and writing that each student enrolled in an Ohio public university or college must meet to be considered in remediation-free status² 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. The first implementation year of the guarantee, 2013-2014, coincided with reduced remediation rates in both English and mathematics statewide.

² 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* and the Ohio Department of College and Career Readiness requirements, resources, and guidance.

Recommendation 1: Strengthen P-16 Collaboration

Establish mechanisms for increasing collaboration among higher education institutions and P-12 partners to align academic standards, assessments and curricula that result in tighter overall alignment of high school completion requirements and college readiness expectations. Strengthening the alignment will help ensure that more students leave high school prepared to succeed in college, reducing the need for remedial education courses at colleges and universities.

One example of P-16 collaboration is the **Ohio Mathematics Initiative**, an effort supported by the Ohio Board of Regents and Ohio Department of Education to study national trends, current initiatives and available statewide and national data in pursuit of recommendations for future mathematics curricula in Ohio. One of the faculty working groups in this effort includes secondary and postsecondary faculty working in partnership to strengthen the alignment between secondary and postsecondary mathematics content and instruction in Ohio.

The Ohio Mathematics Initiative is further working to develop mathematics pathways that will align a student's course of study with what will be needed in her/his major program of study and future career. This can reduce remediation rates by abandoning the historical practices of requiring all students to begin their mathematics studies in a science, technology, engineering, mathematics (STEM) pathway, regardless of their academic major.

Recommendation 2: Strengthen Student Advising

Provide individualized advising to students in Ohio's middle and secondary schools, customized to each student's knowledge and skills. Through advising, connect students and families with Ohio Means Jobs for comprehensive college and career planning information and tools. Based on student knowledge, skills, interests, and goals, support high school students' course-taking decisions, increasing the probability that students will be college ready by the time they graduate from high school.

For some students, assessment results pinpoint specific areas to be strengthened. These students should be directed into appropriate courses and educational pathways that will allow them to become college ready, eliminating the need for remedial coursework in college.

Students identified as college ready while still in high school can be advised to pursue advanced learning opportunities such as College Credit Plus, Advanced Placement (AP), and International Baccalaureate courses, to accelerate the transition to college-level work.

Recommendation 3: Prepare Students for College Placement Testing

Encourage colleges and universities to implement mandatory preparation experiences for placement testing. While many postsecondary institutions offer study materials or voluntary bridge or brush-up sessions, the majority of students do not take advantage of these optional services. Requiring students to participate in the preparation experiences will increase student preparedness for placement testing and strengthen student understanding of the importance of these assessments.

Recommendation 4: Explore Best Practices in College Placement

Encourage colleges and universities to explore best practices in college placement to help address needs of students scoring below the Remediation-Free Standards on placement exams. Current systems are built around placement testing meaning that a poor outcome on a single test can place a student on a remedial pathway. Preparing students for placement testing is an important step, but there is a growing body of research that indicates examining multiple measures of readiness may provide a more accurate picture of a student's likelihood for success in credit-bearing coursework.

Conclusion

Efforts to reduce the need for remedial coursework in Ohio's public colleges and universities are bringing about positive results. Ohio's Remediation-Free Guarantee has provided a clear, consistent set of goals for students entering postsecondary education directly from high school. Partnerships between P-12 and postsecondary educators are focused on improving the alignment between high school and college content and instruction.

While progress to reduce the need for remediation in college has begun, 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.



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