



Department of Education  
Department of Higher Education

## 2016 OHIO REMEDIATION REPORT

For 2015 High School Graduates Enrolling as  
First-Time Public College Students  
in 2015-2016



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

**DECEMBER 2016**



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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 2015 high school graduates who subsequently attended a state institution of higher education in academic year 2015-2016. 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 *2016 Ohio Remediation Report*. The report provides an overview of Ohio's Remediation-Free Guarantee, a review of the data, and recommendations for future strategies to reduce the need for remediation.

# OVERVIEW

In fall 2015, the percentage of new enrollees requiring remedial coursework in Ohio's public colleges and universities decreased, continuing a trend of decreasing remediation rates since 2009. At the same time, the number of Ohio high school graduates enrolling in an Ohio public institution has held steady from the previous year. 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. Adults who deferred college entry are a large group among students needing remediation; this population needs remediation at higher rates than traditional-aged students.

## 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 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 status<sup>1</sup> 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.

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<sup>1</sup> Remediation-free status refers to a threshold above which a student would not need additional assessment or consideration for placement into remedial coursework.

# DATA REVIEW

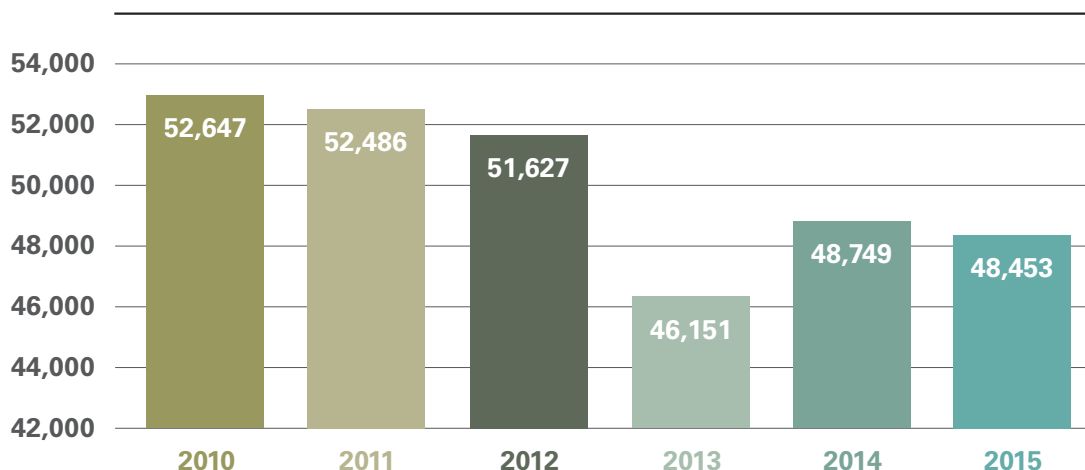
Enrollment patterns from 2010 through 2015 show the number of Ohio public high school graduates matriculating into Ohio public colleges and universities decreased by 7.96 percent, dropping from 52,647 in 2010 to 48,453 in 2015. National data from the United States Census Bureau show an 8.84 percent decrease in 18 and 19 year olds enrolled in college over the same period<sup>2</sup>.

It is impossible to fully establish the reasons behind enrollment changes, but it is likely a variety of factors contribute to college enrollment shifts. One probable factor to Ohio's postsecondary enrollment decline has been Ohio's economic recovery and related expanded employment opportunities; economists and higher education researchers have demonstrated that postsecondary enrollments decrease when more individuals are fully engaged in the workforce<sup>3</sup>, so it is likely enrollments have decreased because of lower unemployment in Ohio.

Another underlying cause may be a decrease in the high school age population in Ohio and other Midwest states.<sup>4</sup> United States Census Bureau data show that from 2010 to 2015 the percentage of Ohioans age 18 and under decreased from 23.7 percent in 2010 (2,734,151) to 22.6 percent in 2015 (2,607,250).

Student activity in fall 2015 was virtually identical to fall 2014; there was a slight decrease of only 0.6% (296) fewer students statewide enrolling into a public college or university directly from high school (48,453 in 2015 and 48,749 in 2014.)<sup>5</sup>

**2015 Public Ohio High School Graduates Matriculating as First-Time Ohio Public College/University Students in Fall 2015**



Student activity in 2015 showed a decrease in the percentage of matriculating students enrolling in a community college. Of high school graduates matriculating to an Ohio public college or university in fall 2015, 25 percent (12,133) enrolled in an Ohio community college compared to 26 percent (12,675) in 2014.

<sup>2</sup> 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>

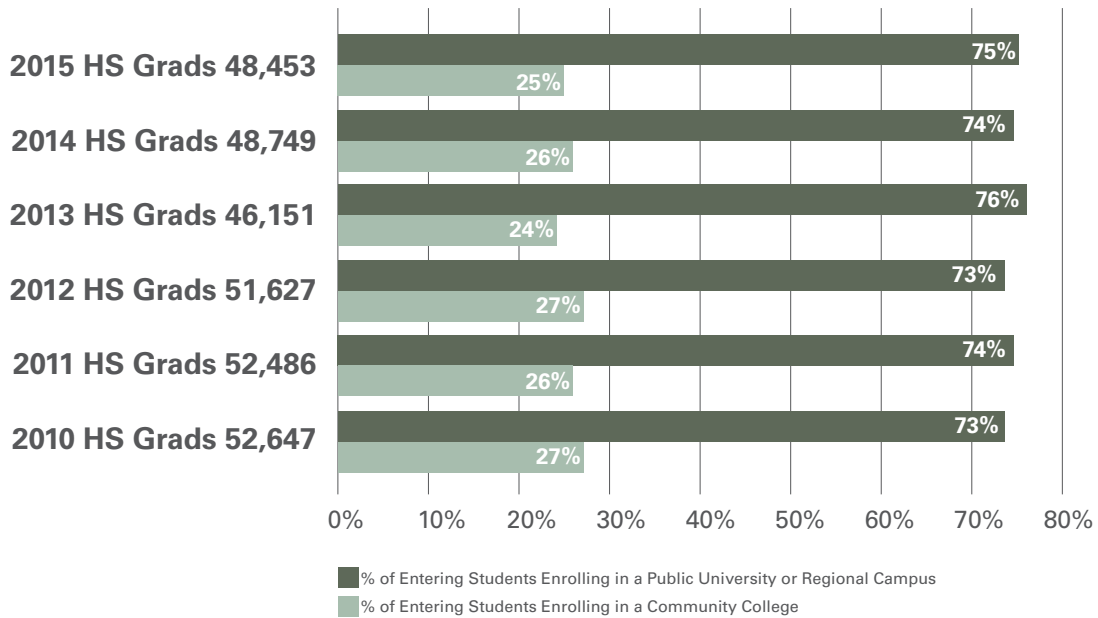
<sup>3</sup> Johnson, Nate, 2015. The Unemployment-Enrollment Link. Inside Higher Education, August 27, 2015.

<https://www.insidehighered.com/views/2015/08/27/unemployment-rate-community-college-enrollments-and-tough-choices-essay>

<sup>4</sup> 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>

<sup>5</sup> United States Census Bureau QuickFacts Ohio. [www.census.gov/quickfacts/table/PST045214/39,00](http://www.census.gov/quickfacts/table/PST045214/39,00)

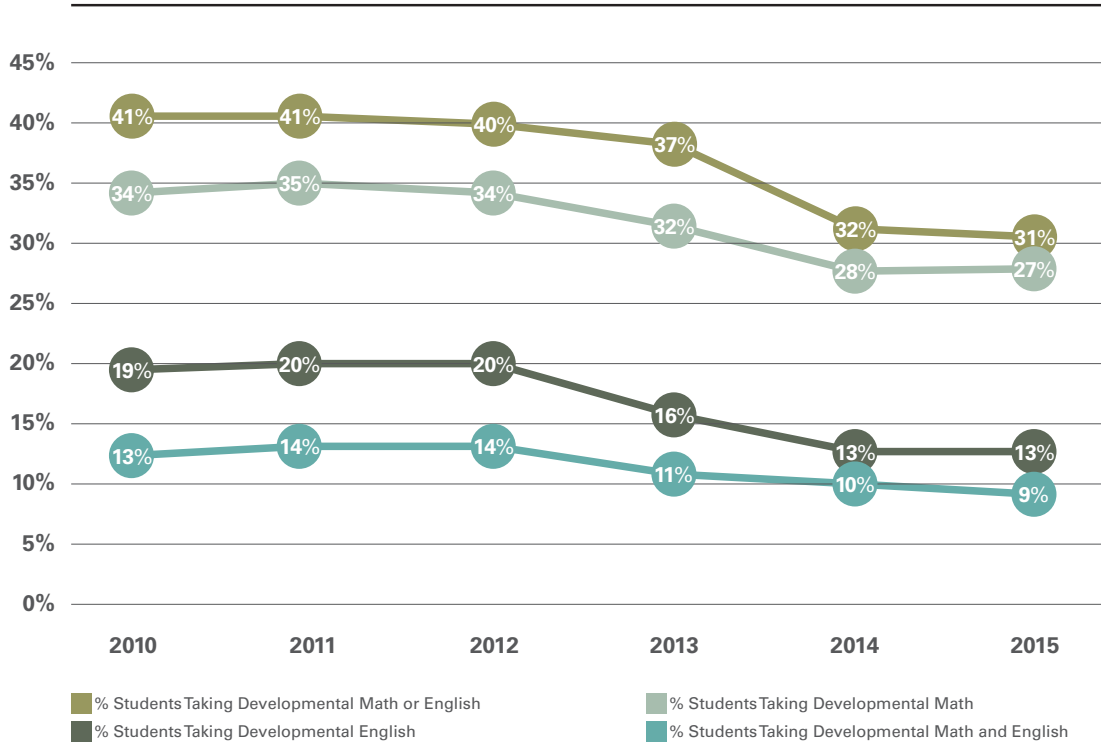
## Spring 2015 Ohio Public High School Graduate Matriculating as First-Time College Students to Ohio Public Colleges and Universities in Fall 2015



The graduating class of 2015 continued the positive trend over the five-year period, with a continued decrease in the percentage of enrollees requiring remediation from 41 percent in 2010 to 31 percent in 2015. In 2015, the percentage of high school graduates solely needing mathematics remediation dropped to 27 percent, an impressive improvement when compared with 34 percent in 2010. Similarly, fewer students required English remediation, dropping to 13 percent in 2015 from 19 percent in 2010. The percentage of entering students taking both developmental mathematics and English courses decreased to 9 percent in 2015, a decrease from 13 percent in 2010.

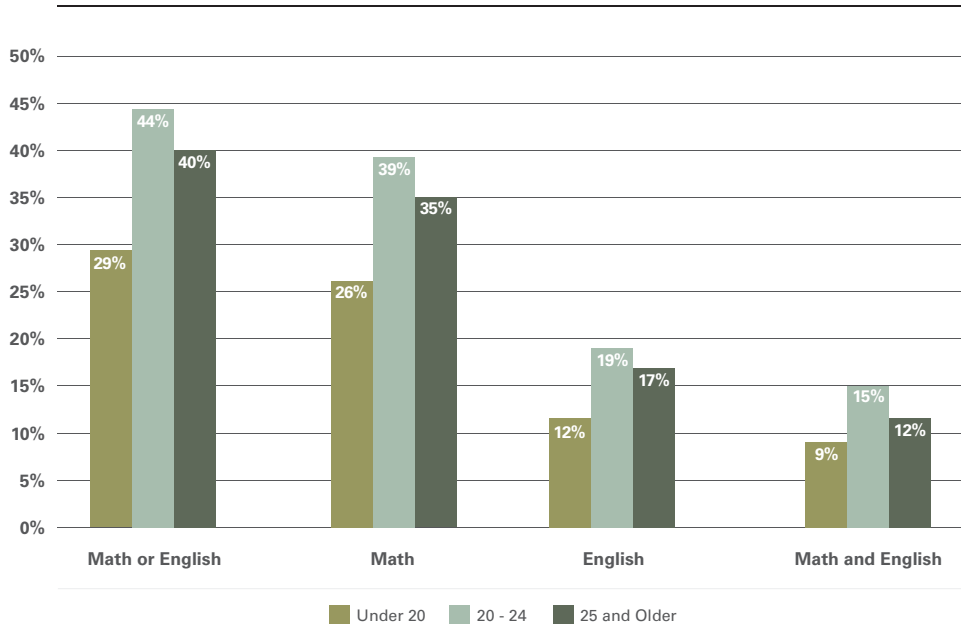
A detailed report by school district of the number and percentage of high school graduates requiring remediation when entering an Ohio public community college or university is published online at: <https://www.ohiohighered.org/data-reports/college-readiness>. Please note that the Ohio Department of Higher Education data are only for Ohio's public colleges and universities, as a result, not all data in this report will align with the Ohio Department Education's Graduation or Prepared for Success measures since ODE is reporting on full class cohorts.

## First-Time Ohio Public College/University Students Requiring Remediation by Subject Area



Adults students are a large and growing population group on Ohio public college and university campuses. It is important to note that in 2015, of the 81,684 students enrolling in college coursework for the first-time, 26,334 students from this group enrolled in remedial coursework. 32.18% - or 8,475 - of first-time college students who deferred college entry by two or more years after graduation from high school. Students who take a break in their academic studies have higher rates of remedial enrollment than students enrolling directly from high school.

### Percent of First-time Students Taking Remedial Coursework by Age and Subject Area in 2015-2016 Academic Year



# RECOMMENDATIONS FOR FUTURE STRATEGIES

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

## **RECOMMENDATION 1 – Ensure more students graduate high school college-ready through transition classes that address academic gaps while still in high school.**

Ohio can further decrease remediation rates for recent high school graduates by providing “transition classes” to high school students with the highest need for remediation but also a strong desire to move onto postsecondary. These courses, similar to the Tennessee SAILS model, allow high school seniors to complete remedial work through a blended learning curriculum developed through K-12 and higher education collaboration. These courses provide the extra instruction students need to be career-ready or college-ready upon graduation from high school and have shown impressive results in places where it has already been implemented.

## **RECOMMENDATION 2 – Improve student success in entry-level courses by aligning mathematics to academic programs of study.**

The Ohio Mathematics Initiative, 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 3 – Develop, implement, and evaluate corequisite 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 – both traditional-aged and adult – 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.



#### **RECOMMENDATION 4 – 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. There is also a need for improved advising for returning adult learners. It is further recommended that these practices be brought to scale in Ohio's schools and public institutions of higher education.

## **CONCLUSION**

In fall 2015 the number of Ohio high school graduates enrolling in college held steady 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.



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