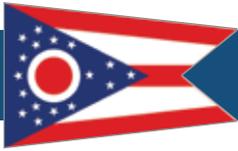


BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



OHIO



Ohio has addressed eight of the 10 Blueprint policies to improve college readiness in the state.

It has in place systems to address three of the four high school benchmarks. It is one of the states that includes metrics of college and career readiness in calculations of school performance.

Ohio has met three of the four college benchmarks. It is one of 27 states with statewide, uniform policies and testing to determine which students need remedial instruction and placement in the appropriate classes. The state has policies and systems in place for both bridge policies. It has developed a P-20 data pipeline and a clear definition of what constitutes college and career readiness for its students.

POLICY REVIEW	OHIO	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, IB, dual enrollment or early college course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes No Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

Ohio is a model for developing statewide policies on remedial coursework. An Ohio statute, revised in 2012, required the Board of Regents to establish uniform statewide standards in math, reading, science and writing that students must meet to be considered in remediation-free status. A College Readiness Advisory Council report established minimum cut-score thresholds on specified exams to determine eligibility for credit-bearing classes and indicated that institutions can use multiple measures for course placement. The Ohio statute also places a limit on state subsidies to most four-year institutions for providing remedial services. The state also has established a strong higher education accountability system. It is one of 19 states that has developed a comprehensive system by setting attainment goals and including attainment or completion goals in its master plan. In addition, the state has adopted a performance-based funding model that incorporates measures of student and institutional success.

CONSIDERATIONS

Ohio should consider developing statewide or systemwide requirements for admission into its four-year colleges. So far, 28 states have adopted uniform requirements. Nearly all of the states require certain high school coursework as part of their admissions criteria. However, an increasing number include other minimum indicators such as assessment scores, GPA or an index score that combines all of the requirements. Effective in the 2014-15 academic year, state statute requires most public universities to admit Ohio residents into undergraduate programs if applicants have completed the state-set high school graduation requirements. But the statute allows exceptions for admissions to a few four-year institutions and to students under various circumstances.

If Ohio decides to implement a statewide or systemwide admission policy that includes minimum course requirements, it could use this opportunity to align that policy with the statewide high school graduation course requirements. Six states have aligned all core courses, and 12 others have aligned all courses except foreign language.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

State Higher Education Executive Officers Association (SHEEO) and American College Testing Program (ACT), *Statewide College Admissions, Student Preparation and Remediation Policies and Programs*, <http://files.eric.ed.gov/fulltext/ED416804.pdf>.

South Dakota – Using multiple measures

South Dakota's high school and graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students to take the place of course requirements. Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time.

Utah – Differentiated admissions

Utah System of Higher Education policy **R461-3** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities. The policy provides information about admission to different types of institutions and sets out expectations for students.