

# **Comprehensive Arkansas Higher Education Annual Report**

**December 1, 2009**



## **Student Remediation**

**Arkansas Department of Higher Education**

114 East Capitol, Little Rock, Arkansas 72201



## ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

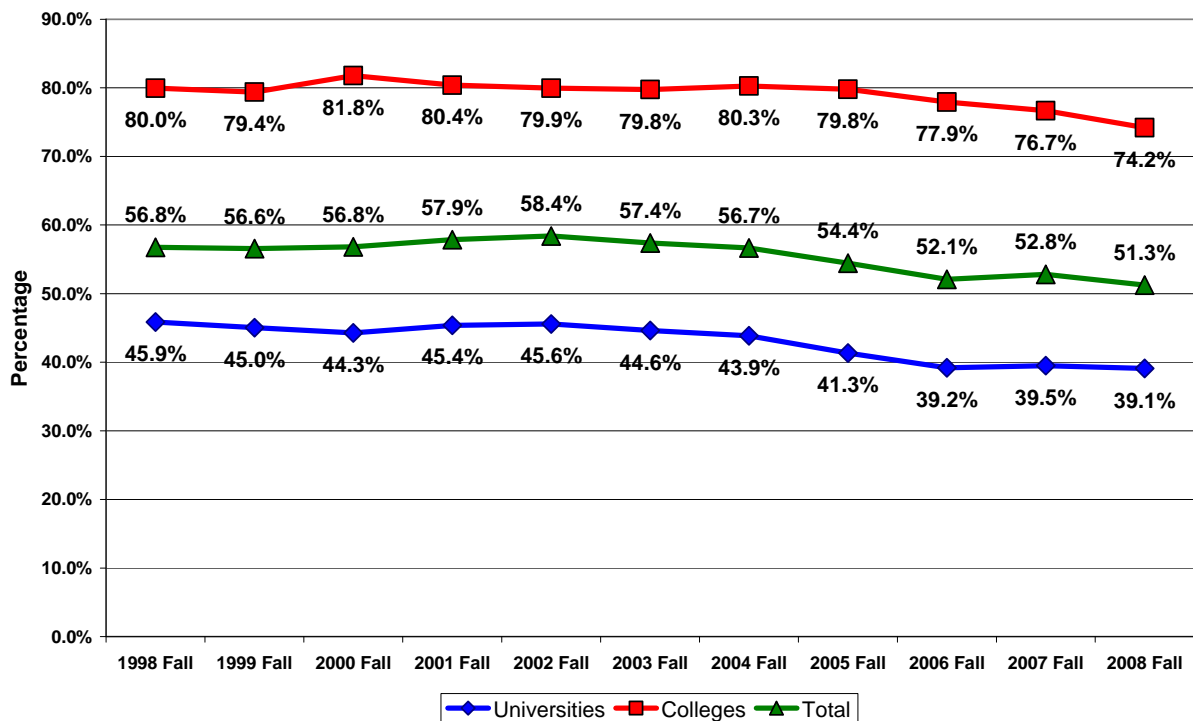
Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. A cut-off subscore of 19 on the ACT exam (or the equivalent on the ASSET, SAT, or COMPASS tests) is used for each of the three areas. Tables 5-A and 5-B offer a general overview of remediation in Arkansas public higher education, while Tables 5-C, 5-D, and 5-E provide institutional detail by discipline for fall terms 2006 through 2008. In all tables, remedial data are based on students who meet two criteria: not meeting the board's cut-off score and being assigned to developmental-level coursework.

### Statewide Overview

In fall 2008, Arkansas's public institutions enrolled 23,040 first-time students. Of this total, 2,572 entering students were not required to be tested because they pursued coursework in certificate-level programs or were non-degree-seeking.

- Of the 20,468 students who were tested, 10,490 students (51.3 percent) were assigned to one or more remedial courses, while the balance of 9,978 students (48.7 percent) were placed in college-level coursework (Table 5-A). This represents a decrease in the remediation rate of 1.5 percentage points from fall 2007. Remediation rates have been steadily declining over the past ten years.

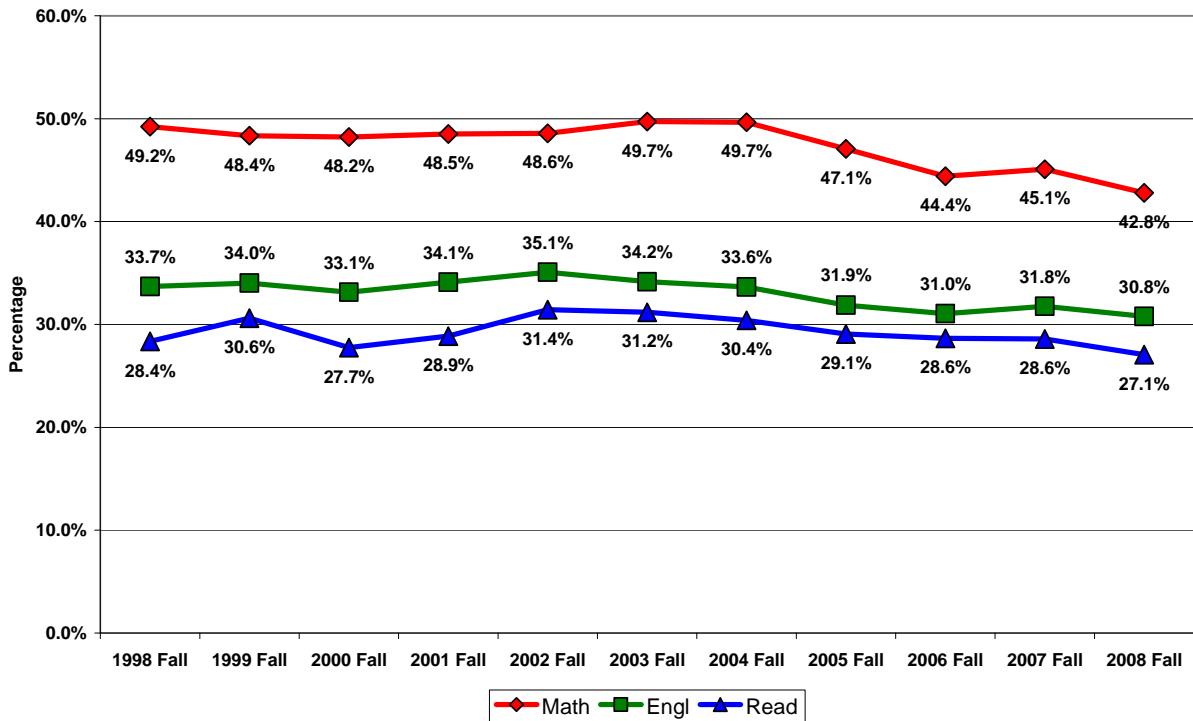
### Percentage Assigned to Remediation in at Least One Subject



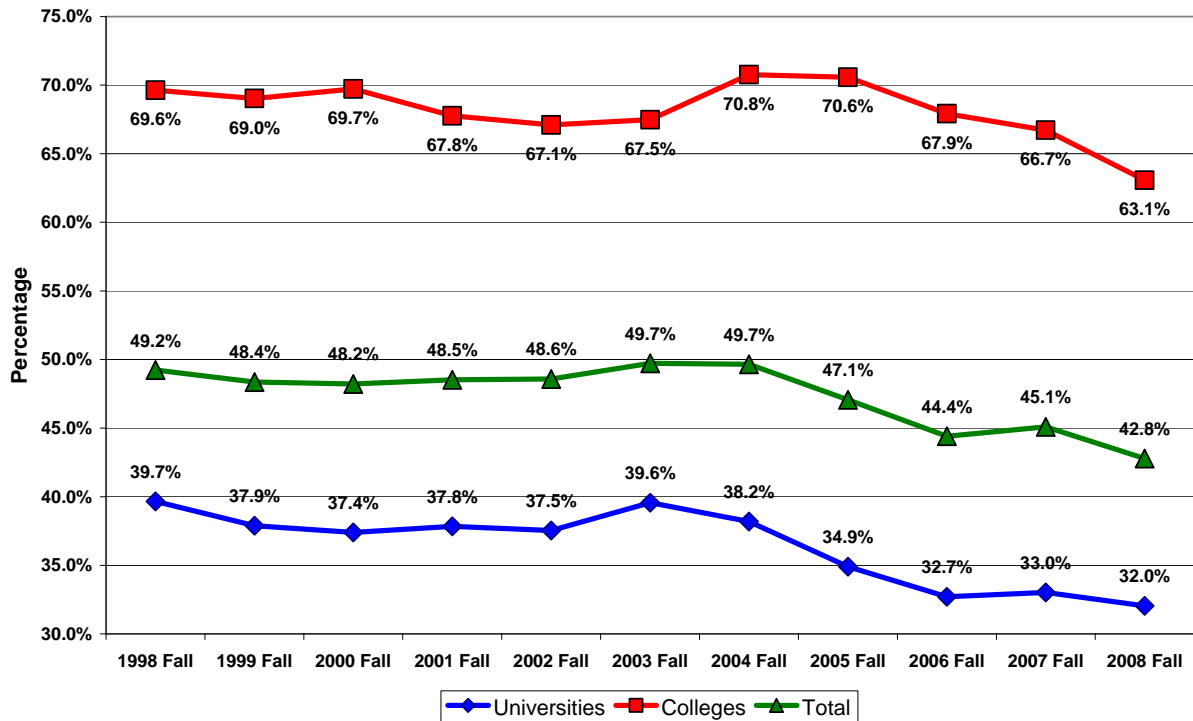
- Of the 10,490 students assigned to remediation, 5,233 (49.9 percent) were in the four-year sector and 5,257 (50.1 percent) were in the two-year sector.

- 4,071 of the students assigned to remediation (38.8 percent) were placed at the developmental level in only one subject area (i.e., mathematics, English, or reading). Of those assigned to only one subject, the highest percentage (75.8 percent) was in mathematics, followed by reading (12.3 percent) and English (11.9 percent). 6,419 of the total students remediated (61.2 percent) were placed at the developmental level in two or more subject areas.
- Among four-year institutions, of students assigned to remediation, 58.0 percent were assigned to remediation in two or more subjects and 42.0 percent were assigned to only one subject (Table 5-A). Among two-year institutions, 64.3 percent were assigned to remediation in two or more subjects and 35.7 percent were assigned to only one subject.
- Generally speaking, the predominant demographics of remediated students reflect the student body as a whole: more remediated students are white, female, between the ages of 18 and 24 years, and enrolled full-time (Table 5-B).
- Over the last five years, the number of students assigned to remedial coursework has declined 3.5 percent at four-year institutions, 5.2 percent at two-year institutions, and 4.3 percent at all public institutions (Table 5-B). Remediation counts have decreased for students that are Non-Resident Alien/Unknown, Hispanic, Asian/Pacific Islander, and Black, while remediation counts for Native American and White students have increased. Remedial counts for students of all age groups have increased except for those less than 18 years of age and age 18 - 44.
- From last year, the remediation rate for all subjects has decreased: for mathematics (Table 5-C) the decrease was 2.3 percentage points; for English (Table 5-D) the decrease was 1.0 percentage points; and for reading (Table 5-E) the decrease was 1.5 percentage points. Remediation rates for all subject areas declined over the three-year period from Fall 2006 to Fall 2008, and the rates have declined overall during the last ten years, as shown in the following charts.

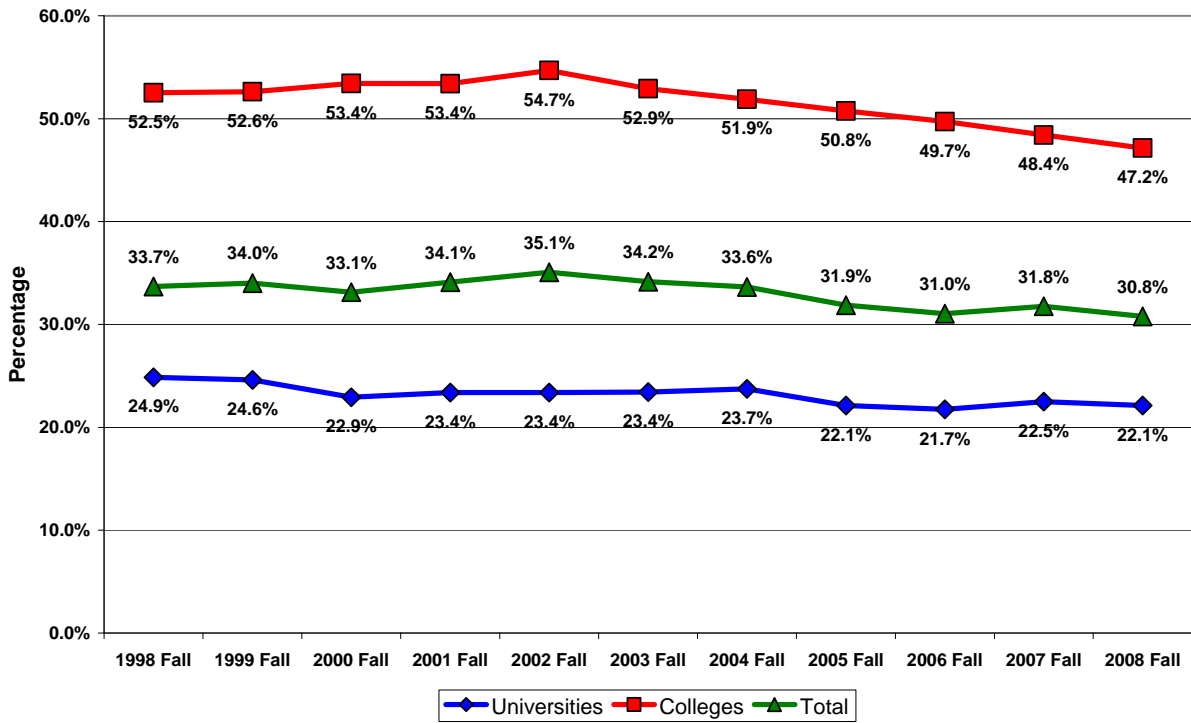
### Percentage in Remediation by Subject Area



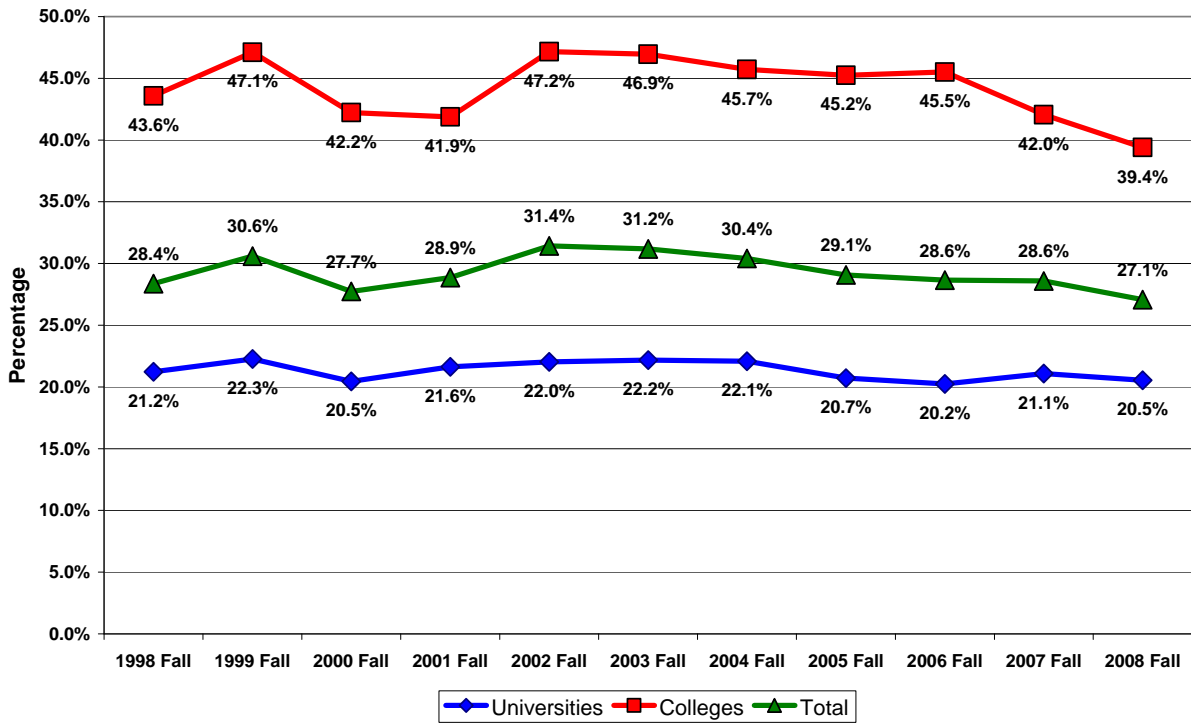
### Percentage in Remedial Mathematics



### Percentage in Remedial English



### Percentage in Remedial Reading



**Table 5-A: FIRST-TIME ENTERING FRESHMEN AND THOSE ASSIGNED TO REMEDIATION IN ARKANSAS PUBLIC UNIVERSITIES AND COLLEGES, FALL OF 2008**

Institution	1st Time Entering Students	Students Tested	Any Subject		One Subject Only			Two Subjects or More		
			Remed	% Remed	Remed	% Tested Students	% of Remed Students	Remed	% Tested Students	% of Remed Students
ASUJ	1,902	1,900	907	47.7%	350	18.4%	38.6%	557	29.3%	61.4%
ATU	1,543	1,474	593	40.2%	251	17.0%	42.3%	342	23.2%	57.7%
HSU	732	732	262	35.8%	108	14.8%	41.2%	154	21.0%	58.8%
SAUM	629	629	316	50.2%	88	14.0%	27.8%	228	36.2%	72.2%
UAF	3,011	3,011	340	11.3%	254	8.4%	74.7%	86	2.9%	25.3%
UAFS	1,281	1,264	544	43.0%	298	23.6%	54.8%	246	19.5%	45.2%
UALR	676	676	340	50.3%	147	21.7%	43.2%	193	28.6%	56.8%
UAM	722	607	387	63.8%	105	17.3%	27.1%	282	46.5%	72.9%
UAPB	980	980	912	93.1%	120	12.2%	13.2%	792	80.8%	86.8%
UCA	2,111	2,110	632	30.0%	475	22.5%	75.2%	157	7.4%	24.8%
<b>Four-Year Totals</b>	<b>13,587</b>	<b>13,383</b>	<b>5,233</b>	<b>39.1%</b>	<b>2,196</b>	<b>16.4%</b>	<b>42.0%</b>	<b>3,037</b>	<b>22.7%</b>	<b>58.0%</b>
<b>Two-Year</b>										
ANC	328	260	201	77.3%	63	24.2%	31.3%	138	53.1%	68.7%
ASUB	932	781	466	59.7%	228	29.2%	48.9%	238	30.5%	51.1%
ASUMH	319	215	138	64.2%	68	31.6%	49.3%	70	32.6%	50.7%
ASUN	322	171	148	86.5%	27	15.8%	18.2%	121	70.8%	81.8%
BRTC	420	262	197	75.2%	57	21.8%	28.9%	140	53.4%	71.1%
CCCUA	187	136	101	74.3%	35	25.7%	34.7%	66	48.5%	65.3%
EACC	297	214	182	85.0%	35	16.4%	19.2%	147	68.7%	80.8%
MSCC	323	301	253	84.1%	64	21.3%	25.3%	189	62.8%	74.7%
NAC	515	348	204	58.6%	84	24.1%	41.2%	120	34.5%	58.8%
NPCC	460	284	221	77.8%	77	27.1%	34.8%	144	50.7%	65.2%
NWACC	1,340	1,146	828	72.3%	345	30.1%	41.7%	483	42.1%	58.3%
OTC	248	177	124	70.1%	54	30.5%	43.5%	70	39.5%	56.5%
OZC	223	135	84	62.2%	31	23.0%	36.9%	53	39.3%	63.1%
PCCUA	240	142	123	86.6%	36	25.4%	29.3%	87	61.3%	70.7%
PTC	1,216	1,054	890	84.4%	253	24.0%	28.4%	637	60.4%	71.6%
RMCC	152	134	86	64.2%	38	28.4%	44.2%	48	35.8%	55.8%
SACC	249	160	135	84.4%	42	26.3%	31.1%	93	58.1%	68.9%
SAUT	243	183	158	86.3%	45	24.6%	28.5%	113	61.7%	71.5%
SEAC	329	147	104	70.7%	62	42.2%	59.6%	42	28.6%	40.4%
UACCB	259	183	130	71.0%	44	24.0%	33.8%	86	47.0%	66.2%
UACCH	282	118	108	91.5%	32	27.1%	29.6%	76	64.4%	70.4%
UACCM	569	534	376	70.4%	155	29.0%	41.2%	221	41.4%	58.8%
<b>Two-Year Totals</b>	<b>9,453</b>	<b>7,085</b>	<b>5,257</b>	<b>74.2%</b>	<b>1,875</b>	<b>26.5%</b>	<b>35.7%</b>	<b>3,382</b>	<b>47.7%</b>	<b>64.3%</b>
<b>Arkansas Public</b>	<b>23,040</b>	<b>20,468</b>	<b>10,490</b>	<b>51.3%</b>	<b>4,071</b>	<b>19.9%</b>	<b>38.8%</b>	<b>6,419</b>	<b>31.4%</b>	<b>61.2%</b>

Date Prepared: 1/15/2009

# First-Time: First-time entering students; students with student level of "01"

# Tested: First-time entering students taking on-campus or off-campus courses and seeking an associate or baccalaureate degree

# Remediated: Students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

**Table 5-B: Profile of Students Assigned to Remedial Coursework in Arkansas Public Higher Education**

INSTITUTION TYPE	2004		2005		2006		2007		2008		2004-2008	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>ETHNICITY / RACE</b>												
<b>Four Year</b>												
White (Non-Hispanic origin)	2,455	47%	2,388	46%	2,424	49%	2,653	53%	2,861	55%	406	16.5%
Black (Non-Hispanic origin)	2,107	40%	2,149	41%	1,999	41%	2,062	41%	2,005	38%	-102	-4.8%
Hispanic	145	3%	144	3%	123	2%	125	2%	111	2%	-34	-23.4%
Asian or Pacific Islander	90	2%	70	1%	65	1%	76	2%	77	1%	-13	-14.4%
American Indian or Alaska Native	57	1%	59	1%	70	1%	72	1%	66	1%	9	15.8%
Non-resident or Unknown	379	7%	191	4%	248	5%	212	4%	158	3%	-221	-58.3%
<b>Subtotal</b>	<b>5,278</b>	<b>100%</b>	<b>5,200</b>	<b>100%</b>	<b>4,929</b>	<b>100%</b>	<b>5,001</b>	<b>100%</b>	<b>5,233</b>	<b>100%</b>	<b>-45</b>	<b>-0.9%</b>
<b>Two Year</b>												
White (Non-Hispanic origin)	3,494	67%	3,671	71%	3,344	68%	3,652	68%	3,764	72%	270	7.7%
Black (Non-Hispanic origin)	1,325	25%	1,303	25%	1,180	24%	1,192	22%	1,142	22%	-183	-13.8%
Hispanic	269	5%	244	5%	197	4%	176	3%	176	3%	-93	-34.6%
Asian or Pacific Islander	76	1%	88	2%	60	1%	61	1%	58	1%	-18	-23.7%
American Indian or Alaska Native	47	1%	48	1%	50	1%	61	1%	62	1%	15	31.9%
Non-resident or Unknown	46	1%	56	1%	52	1%	50	1%	44	1%	-2	-4.3%
<b>Subtotal</b>	<b>5,246</b>	<b>100%</b>	<b>5,192</b>	<b>100%</b>	<b>4,883</b>	<b>100%</b>	<b>5,410</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>11</b>	<b>0.2%</b>
<b>Total Public Institutions</b>												
White (Non-Hispanic origin)	5,949	57%	6,059	58%	5,768	59%	6,305	61%	6,625	63%	676	11.4%
Black (Non-Hispanic origin)	3,432	33%	3,452	33%	3,179	32%	3,254	31%	3,147	30%	-285	-8.3%
Hispanic	414	4%	388	4%	320	3%	301	3%	287	3%	-127	-30.7%
Asian or Pacific Islander	166	2%	158	2%	125	1%	137	1%	135	1%	-31	-18.7%
American Indian or Alaska Native	104	2%	107	2%	120	2%	133	3%	128	2%	24	23.1%
Non-resident or Unknown	425	4%	247	2%	300	3%	262	3%	202	2%	-223	-52.5%
<b>Total</b>	<b>10,524</b>	<b>100%</b>	<b>10,392</b>	<b>100%</b>	<b>9,812</b>	<b>100%</b>	<b>10,411</b>	<b>100%</b>	<b>10,490</b>	<b>100%</b>	<b>-34</b>	<b>-0.3%</b>
<b>GENDER</b>												
<b>Four Year</b>												
Female	2,787	53%	2,770	53%	2,621	53%	2,814	56%	2,934	56%	147	5.3%
Male	2,446	46%	2,231	43%	2,308	47%	2,386	48%	2,344	45%	-102	-4.2%
<b>Subtotal</b>	<b>5,278</b>	<b>100%</b>	<b>5,200</b>	<b>100%</b>	<b>4,929</b>	<b>100%</b>	<b>5,001</b>	<b>100%</b>	<b>5,233</b>	<b>100%</b>	<b>-45</b>	<b>-0.9%</b>
<b>Two Year</b>												
Female	3,182	61%	3,330	64%	2,967	61%	3,196	59%	3,200	61%	18	0.6%
Male	2,075	40%	2,080	40%	1,916	39%	1,996	37%	2,046	39%	-29	-1.4%
<b>Subtotal</b>	<b>5,246</b>	<b>100%</b>	<b>5,192</b>	<b>100%</b>	<b>4,883</b>	<b>100%</b>	<b>5,410</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>11</b>	<b>0.2%</b>
<b>Total Public Institutions</b>												
Female	5,969	57%	6,100	59%	5,588	57%	6,010	58%	6,134	58%	165	2.8%
Male	4,521	43%	4,311	41%	4,224	43%	4,382	42%	4,390	42%	-131	-2.9%
<b>Total</b>	<b>10,524</b>	<b>100%</b>	<b>10,392</b>	<b>100%</b>	<b>9,812</b>	<b>100%</b>	<b>10,411</b>	<b>100%</b>	<b>10,490</b>	<b>100%</b>	<b>-34</b>	<b>-0.3%</b>
<b>AGE</b>												
<b>Four Year</b>												
< 18 yrs.	877	17%	827	16%	855	17%	890	18%	908	17%	31	3.5%
18 - 24 yrs.	4,047	77%	3,877	75%	3,805	77%	3,982	80%	4,010	77%	-37	-0.9%
25 - 34 yrs.	204	4%	202	4%	194	4%	234	5%	247	5%	43	21.1%
35 - 44 yrs.	72	1%	74	1%	58	1%	68	1%	88	2%	16	22.2%
>44 yrs.	33	1%	21	0%	16	0%	26	1%	25	0%	-8	-24.2%
Unknown	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%
<b>Subtotal</b>	<b>5,278</b>	<b>100%</b>	<b>5,200</b>	<b>100%</b>	<b>4,929</b>	<b>100%</b>	<b>5,001</b>	<b>100%</b>	<b>5,233</b>	<b>100%</b>	<b>-45</b>	<b>-0.9%</b>
<b>Two Year</b>												
Unknown	0	0%	0	0%	3	0%	1	0%	1	0%	1	0.0%
< 18 yrs.	680	13%	639	12%	637	13%	695	13%	623	12%	-57	-8.4%
18 - 24 yrs.	3,437	66%	3,510	68%	3,210	66%	3,304	61%	3,379	64%	-58	-1.7%
25 - 34 yrs.	679	13%	700	13%	614	13%	789	15%	739	14%	60	8.8%
35 - 44 yrs.	324	6%	371	7%	307	6%	286	5%	344	7%	20	6.2%
>44 yrs.	137	3%	190	4%	112	2%	117	2%	160	3%	23	16.8%
<b>Subtotal</b>	<b>5,246</b>	<b>100%</b>	<b>5,192</b>	<b>100%</b>	<b>4,883</b>	<b>100%</b>	<b>5,410</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>11</b>	<b>0.2%</b>
<b>Total Public Institutions</b>												
Unknown	0	0%	0	0%	4	0%	1	0%	1	0%	1	0.0%
< 18 yrs.	1,557	15%	1,466	14%	1,492	15%	1,585	15%	1,531	15%	-26	-1.7%
18 - 24 yrs.	7,484	71%	7,387	71%	7,015	71%	7,286	70%	7,389	70%	-95	-1.3%
25 - 34 yrs.	883	8%	902	9%	808	8%	1,023	10%	986	9%	103	11.7%
35 - 44 yrs.	396	4%	445	4%	365	4%	354	3%	432	4%	36	9.1%
>44 yrs.	170	2%	211	2%	128	1%	143	1%	185	2%	15	8.8%
<b>Total</b>	<b>10,524</b>	<b>100%</b>	<b>10,392</b>	<b>100%</b>	<b>9,812</b>	<b>100%</b>	<b>10,411</b>	<b>100%</b>	<b>10,490</b>	<b>100%</b>	<b>-34</b>	<b>-0.3%</b>



**Table 5-B: Profile of Students Assigned to Remedial Coursework  
in Arkansas Public Higher Education**

INSTITUTION TYPE	2004		2005		2006		2007		2008		2004-2008	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>ATTENDANCE STATUS</b>												
<b>Four Year</b>												
Full-Time	4,606	87%	4,528	87%	4,355	88%	4,524	90%	4,611	88%	5	0.1%
Part-Time	627	12%	473	9%	574	12%	676	14%	667	13%	40	6.4%
<b>Subtotal</b>	<b>5,278</b>	<b>100%</b>	<b>5,200</b>	<b>100%</b>	<b>4,929</b>	<b>100%</b>	<b>5,001</b>	<b>100%</b>	<b>5,233</b>	<b>100%</b>	<b>-45</b>	<b>-0.9%</b>
<b>Two Year</b>												
Full-Time	3,892	74%	4,054	78%	3,608	74%	3,937	73%	3,886	74%	-6	-0.2%
Part-Time	1,365	26%	1,356	26%	1,275	26%	1,255	23%	1,360	26%	-5	-0.4%
<b>Subtotal</b>	<b>5,246</b>	<b>100%</b>	<b>5,192</b>	<b>100%</b>	<b>4,883</b>	<b>100%</b>	<b>5,410</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>11</b>	<b>0.2%</b>
<b>Total Public Institutions</b>												
Full-Time	8,498	81%	8,582	83%	7,963	81%	8,461	81%	8,497	81%	-1	0.0%
Part-Time	1,992	19%	1,829	18%	1,849	19%	1,931	19%	2,027	19%	35	1.8%
<b>Total</b>	<b>10,524</b>	<b>100%</b>	<b>10,392</b>	<b>100%</b>	<b>9,812</b>	<b>100%</b>	<b>10,411</b>	<b>100%</b>	<b>10,490</b>	<b>100%</b>	<b>-34</b>	<b>-0.3%</b>

Date Prepared: 1/15/2009

**Table 5-C: FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN MATHEMATICS 2006 - 2008**

INSTITUTION	Fall 2006				Fall 2007				Fall 2008			
	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed
<b>FOUR YEAR</b>												
ASUJ	1,727	1,727	680	39.4%	1,733	1,733	671	38.7%	1,902	1,900	730	38.4%
ATU	1,534	1,441	470	32.6%	1,627	1,543	529	34.3%	1,543	1,474	460	31.2%
HSU	606	606	151	24.9%	803	803	247	30.8%	732	732	187	25.5%
SAUM	590	590	263	44.6%	537	537	227	42.3%	629	629	246	39.1%
UAF	2,784	2,784	249	8.9%	2,899	2,899	205	7.1%	3,011	3,011	211	7.0%
UAFS	1,199	1,180	458	38.8%	1,161	1,138	433	38.0%	1,281	1,264	474	37.5%
UALR	663	663	345	52.0%	862	862	372	43.2%	676	676	264	39.1%
UAM	694	586	329	56.1%	679	533	299	56.1%	722	607	328	54.0%
UAPB	723	723	594	82.2%	819	819	695	84.9%	980	980	834	85.1%
UCA	2,371	2,275	573	25.2%	1,793	1,793	502	28.0%	2,111	2,110	554	26.3%
<b>FOUR YEAR TOTAL</b>	<b>12,891</b>	<b>12,575</b>	<b>4,112</b>	<b>32.7%</b>	<b>12,913</b>	<b>12,660</b>	<b>4,180</b>	<b>33.0%</b>	<b>13,587</b>	<b>13,383</b>	<b>4,288</b>	<b>32.0%</b>
<b>TWO YEAR</b>												
ANC	320	270	227	84.1%	363	298	243	81.5%	328	260	175	67.3%
ASUB	947	729	439	60.2%	955	775	438	56.5%	932	781	376	48.1%
ASUMH	216	181	98	54.1%	252	175	90	51.4%	319	215	112	52.1%
ASUN	239	137	81	59.1%	242	153	110	71.9%	322	171	141	82.5%
BRTC	488	275	155	56.4%	566	319	168	52.7%	420	262	144	55.0%
CCCUA	158	90	67	74.4%	204	152	117	77.0%	187	136	69	50.7%
EACC	277	270	201	74.4%	278	256	180	70.3%	297	214	155	72.4%
MSCC	264	234	181	77.4%	289	280	197	70.4%	323	301	228	75.7%
NAC	447	284	126	44.4%	480	322	140	43.5%	515	348	161	46.3%
NPCC	341	273	227	83.2%	388	304	244	80.3%	460	284	197	69.4%
NWACC	1,051	901	567	62.9%	1,299	1,116	665	59.6%	1,340	1,146	678	59.2%
OTC	212	155	108	69.7%	230	131	93	71.0%	248	177	112	63.3%
OZC	186	161	92	57.1%	240	228	106	46.5%	223	135	66	48.9%
PCCUA	225	80	53	66.3%	203	75	54	72.0%	240	142	100	70.4%
PTC	1,202	1,018	829	81.4%	1,285	1,034	871	84.2%	1,216	1,054	850	80.6%
RMCC	159	133	72	54.1%	137	112	56	50.0%	152	134	68	50.7%
SACC	162	99	83	83.8%	189	137	108	78.8%	249	160	120	75.0%
SAUT	185	105	85	81.0%	216	160	119	74.4%	243	183	133	72.7%
SEAC	412	179	132	73.7%	357	166	132	79.5%	329	147	84	57.1%
UACCB	250	177	117	66.1%	314	216	153	70.8%	259	183	116	63.4%
UACCH	255	122	70	57.4%	394	195	127	65.1%	282	118	75	63.6%
UACCM	501	394	247	62.7%	554	453	298	65.8%	569	534	309	57.9%
<b>TWO YEAR TOTAL</b>	<b>8,497</b>	<b>6,267</b>	<b>4,257</b>	<b>67.9%</b>	<b>9,435</b>	<b>7,057</b>	<b>4,709</b>	<b>66.7%</b>	<b>9,453</b>	<b>7,085</b>	<b>4,469</b>	<b>63.1%</b>
<b>Total Math Remediated</b>	<b>21,388</b>	<b>18,842</b>	<b>8,369</b>	<b>44.4%</b>	<b>22,348</b>	<b>19,717</b>	<b>8,889</b>	<b>45.1%</b>	<b>23,040</b>	<b>20,468</b>	<b>8,757</b>	<b>42.8%</b>

Date Prepared: 1/15/2009

# First-Time: First-time entering students; students with student level of "01"

# Tested: First-time entering students taking on-campus or off-campus courses and seeking an associate or baccalaureate degree

# Remediated: Students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASSET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

**Table 5-D: FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN ENGLISH 2006 - 2008**

INSTITUTION	Fall 2006				Fall 2007				Fall 2008			
	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed
<b>FOUR YEAR</b>												
ASUJ	1,727	1,727	483	28.0%	1,733	1,733	488	28.2%	1,902	1,900	542	28.5%
ATU	1,534	1,441	378	26.2%	1,627	1,543	400	25.9%	1,543	1,474	354	24.0%
HSU	606	606	92	15.2%	803	803	190	23.7%	732	732	155	21.2%
SAUM	590	590	211	35.8%	537	537	220	41.0%	629	629	235	37.4%
UAF	2,784	2,784	161	5.8%	2,899	2,899	107	3.7%	3,011	3,011	133	4.4%
UAFS	1,199	1,180	231	19.6%	1,161	1,138	212	18.6%	1,281	1,264	226	17.9%
UALR	663	663	275	41.5%	862	862	291	33.8%	676	676	188	27.8%
UAM	694	586	265	45.2%	679	533	248	46.5%	722	607	271	44.6%
UAPB	723	723	507	70.1%	819	819	618	75.5%	980	980	739	75.4%
UCA	2,371	2,275	131	5.8%	1,793	1,793	74	4.1%	2,111	2,110	117	5.5%
<b>FOUR YEAR TOTAL</b>	<b>12,891</b>	<b>12,575</b>	<b>2,734</b>	<b>21.7%</b>	<b>12,913</b>	<b>12,660</b>	<b>2,848</b>	<b>22.5%</b>	<b>13,587</b>	<b>13,383</b>	<b>2,960</b>	<b>22.1%</b>
<b>TWO YEAR</b>												
ANC	320	270	166	61.5%	363	298	164	55.0%	328	260	126	48.5%
ASUB	947	729	290	39.8%	955	775	297	38.3%	932	781	251	32.1%
ASUMH	216	181	64	35.4%	252	175	61	34.9%	319	215	70	32.6%
ASUN	239	137	76	55.5%	242	153	89	58.2%	322	171	114	66.7%
BRTC	488	275	161	58.5%	566	319	169	53.0%	420	262	144	55.0%
CCCUA	158	90	55	61.1%	204	152	92	60.5%	187	136	74	54.4%
EACC	277	270	179	66.3%	278	256	156	60.9%	297	214	142	66.4%
MSCC	264	234	133	56.8%	289	280	169	60.4%	323	301	183	60.8%
NAC	447	284	99	34.9%	480	322	137	42.5%	515	348	134	38.5%
NPCC	341	273	121	44.3%	388	304	149	49.0%	460	284	145	51.1%
NWACC	1,051	901	401	44.5%	1,299	1,116	428	38.4%	1,340	1,146	490	42.8%
OTC	212	155	57	36.8%	230	131	51	38.9%	248	177	74	41.8%
OZC	186	161	101	62.7%	240	228	109	47.8%	223	135	65	48.1%
PCCUA	225	80	43	53.8%	203	75	50	66.7%	240	142	80	56.3%
PTC	1,202	1,018	574	56.4%	1,285	1,034	561	54.3%	1,216	1,054	575	54.6%
RMCC	159	133	52	39.1%	137	112	45	40.2%	152	134	45	33.6%
SACC	162	99	48	48.5%	189	137	88	64.2%	249	160	88	55.0%
SAUT	185	105	62	59.0%	216	160	94	58.8%	243	183	112	61.2%
SEAC	412	179	97	54.2%	357	166	108	65.1%	329	147	51	34.7%
UACCB	250	177	95	53.7%	314	216	109	50.5%	259	183	81	44.3%
UACCH	255	122	69	56.6%	394	195	82	42.1%	282	118	72	61.0%
UACCM	501	394	173	43.9%	554	453	208	45.9%	569	534	225	42.1%
<b>TWO YEAR TOTAL</b>	<b>8,497</b>	<b>6,267</b>	<b>3,116</b>	<b>49.7%</b>	<b>9,435</b>	<b>7,057</b>	<b>3,416</b>	<b>48.4%</b>	<b>9,453</b>	<b>7,085</b>	<b>3,341</b>	<b>47.2%</b>
<b>Total English Remediated</b>	<b>21,388</b>	<b>18,842</b>	<b>5,850</b>	<b>31.0%</b>	<b>22,348</b>	<b>19,717</b>	<b>6,264</b>	<b>31.8%</b>	<b>23,040</b>	<b>20,468</b>	<b>6,301</b>	<b>30.8%</b>

Date Prepared: 1/15/2009

# First-Time: First-time entering students; students with student level of "01"

# Tested: First-time entering students taking on-campus or off-campus courses and seeking an associate or baccalaureate degree

# Remediated: Students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASSET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

Table 5-E: FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN READING 2006 - 2008

INSTITUTION	Fall 2006				Fall 2007				Fall 2008			
	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed
<b>FOUR YEAR</b>												
ASUJ	1,727	1,727	436	25.2%	1,733	1,733	441	25.4%	1,902	1,900	506	26.6%
ATU	1,534	1,441	243	16.9%	1,627	1,543	344	22.3%	1,543	1,474	262	17.8%
HSU	606	606	94	15.5%	803	803	166	20.7%	732	732	132	18.0%
SAUM	590	590	201	34.1%	537	537	201	37.4%	629	629	205	32.6%
UAF	2,784	2,784	165	5.9%	2,899	2,899	108	3.7%	3,011	3,011	116	3.9%
UAFS	1,199	1,180	210	17.8%	1,161	1,138	180	15.8%	1,281	1,264	181	14.3%
UALR	663	663	246	37.1%	862	862	272	31.6%	676	676	178	26.3%
UAM	694	586	244	41.6%	679	533	230	43.2%	722	607	269	44.3%
UAPB	723	723	506	70.0%	819	819	603	73.6%	980	980	722	73.7%
UCA	2,371	2,275	200	8.8%	1,793	1,793	125	7.0%	2,111	2,110	179	8.5%
<b>FOUR YEAR TOTAL</b>	<b>12,891</b>	<b>12,575</b>	<b>2,545</b>	<b>20.2%</b>	<b>12,913</b>	<b>12,660</b>	<b>2,670</b>	<b>21.1%</b>	<b>13,587</b>	<b>13,383</b>	<b>2,750</b>	<b>20.5%</b>
<b>TWO YEAR</b>												
ANC	320	270	156	57.8%	363	298	156	52.3%	328	260	131	50.4%
ASUB	947	729	268	36.8%	955	775	241	31.1%	932	781	209	26.8%
ASUMH	216	181	63	34.8%	252	175	46	26.3%	319	215	57	26.5%
ASUN	239	137	63	46.0%	242	153	69	45.1%	322	171	111	64.9%
BRTC	488	275	122	44.4%	566	319	137	42.9%	420	262	130	49.6%
CCCUA	158	90	53	58.9%	204	152	83	54.6%	187	136	62	45.6%
EACC	277	270	154	57.0%	278	256	150	58.6%	297	214	131	61.2%
MSCC	264	234	129	55.1%	289	280	152	54.3%	323	301	163	54.2%
NAC	447	284	84	29.6%	480	322	110	34.2%	515	348	94	27.0%
NPCC	341	273	186	68.1%	388	304	116	38.2%	460	284	100	35.2%
NWACC	1,051	901	352	39.1%	1,299	1,116	344	30.8%	1,340	1,146	379	33.1%
OTC	212	155	55	35.5%	230	131	37	28.2%	248	177	49	27.7%
OZC	186	161	62	38.5%	240	228	78	34.2%	223	135	15	11.1%
PCCUA	225	80	48	60.0%	203	75	48	64.0%	240	142	88	62.0%
PTC	1,202	1,018	529	52.0%	1,285	1,034	554	53.6%	1,216	1,054	519	49.2%
RMCC	159	133	53	39.8%	137	112	37	33.0%	152	134	43	32.1%
SACC	162	99	38	38.4%	189	137	85	62.0%	249	160	77	48.1%
SAUT	185	105	62	59.0%	216	160	92	57.5%	243	183	97	53.0%
SEAC	412	179	84	46.9%	357	166	74	44.6%	329	147	20	13.6%
UACCB	250	177	69	39.0%	314	216	90	41.7%	259	183	60	32.8%
UACCH	255	122	65	53.3%	394	195	85	43.6%	282	118	72	61.0%
UACCM	501	394	157	39.8%	554	453	183	40.4%	569	534	184	34.5%
<b>TWO YEAR TOTAL</b>	<b>8,497</b>	<b>6,267</b>	<b>2,852</b>	<b>45.5%</b>	<b>9,435</b>	<b>7,057</b>	<b>2,967</b>	<b>42.0%</b>	<b>9,453</b>	<b>7,085</b>	<b>2,791</b>	<b>39.4%</b>
<b>Total Reading Remediated</b>	<b>21,388</b>	<b>18,842</b>	<b>5,397</b>	<b>28.6%</b>	<b>22,348</b>	<b>19,717</b>	<b>5,637</b>	<b>28.6%</b>	<b>23,040</b>	<b>20,468</b>	<b>5,541</b>	<b>27.1%</b>

Date Prepared: 1/15/2009

# First-Time: First-time entering students; students with student level of "01"

# Tested: First-time entering students taking on-campus or off-campus courses and seeking an associate or baccalaureate degree

# Remediated: Students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASSET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

# Arkansas Higher Education Coordinating Board



## **Agenda Item 5: Annual Report on Remediation**

**January 30, 2009**

Presented by:

**Rick Jenkins, Associate Director  
Planning and Accountability**

# What is a Remedial Student?

Students who meet two criteria:

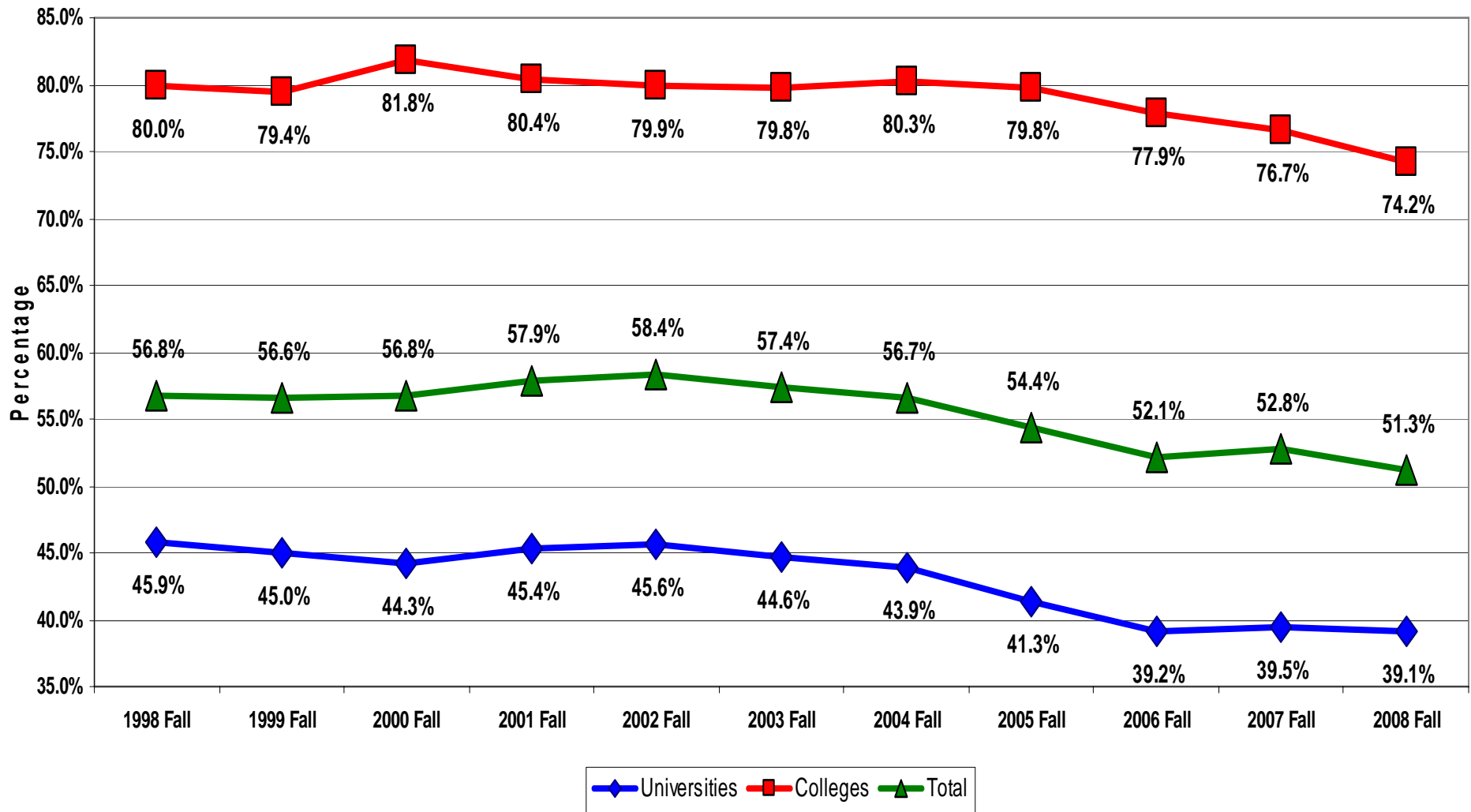
1. not meeting the board's cut-off score (on ACT, SAT, Compass and ASSET tests); AND
2. being assigned to developmental-level coursework

## Placement of First-Time Entering Tested Students, Fall 2008 (Public Institutions Only)



**20,468 First-Time Tested Students in Fall 2008.  
The remediation rate is down 1.5 percentage points from last year  
and 7.1 percentage points from 2002 Fall.**

# Percentage of Tested Students Assigned to Remediation in at Least One Subject

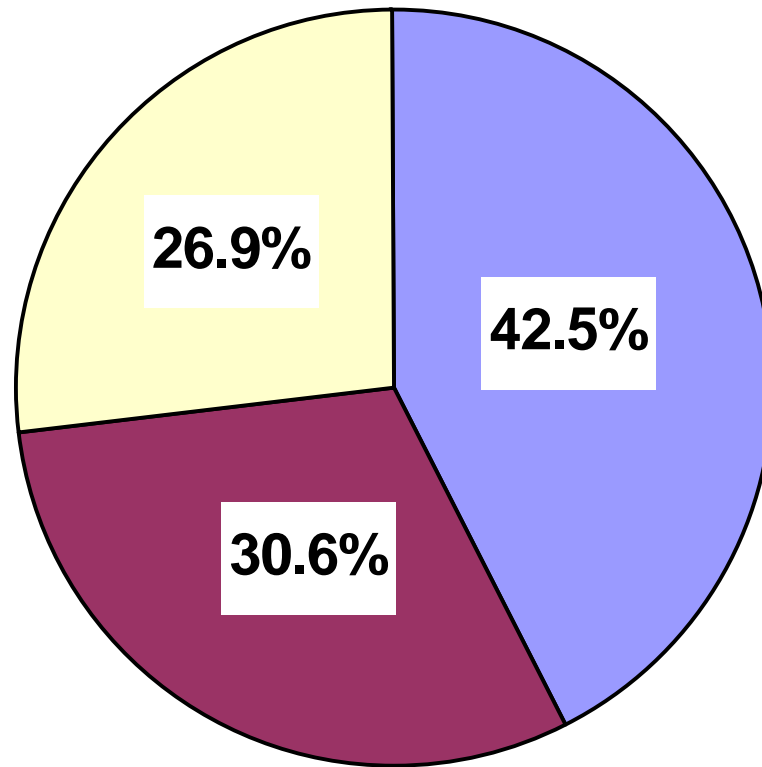


January 30, 2009  
Arkansas Department of Higher Education

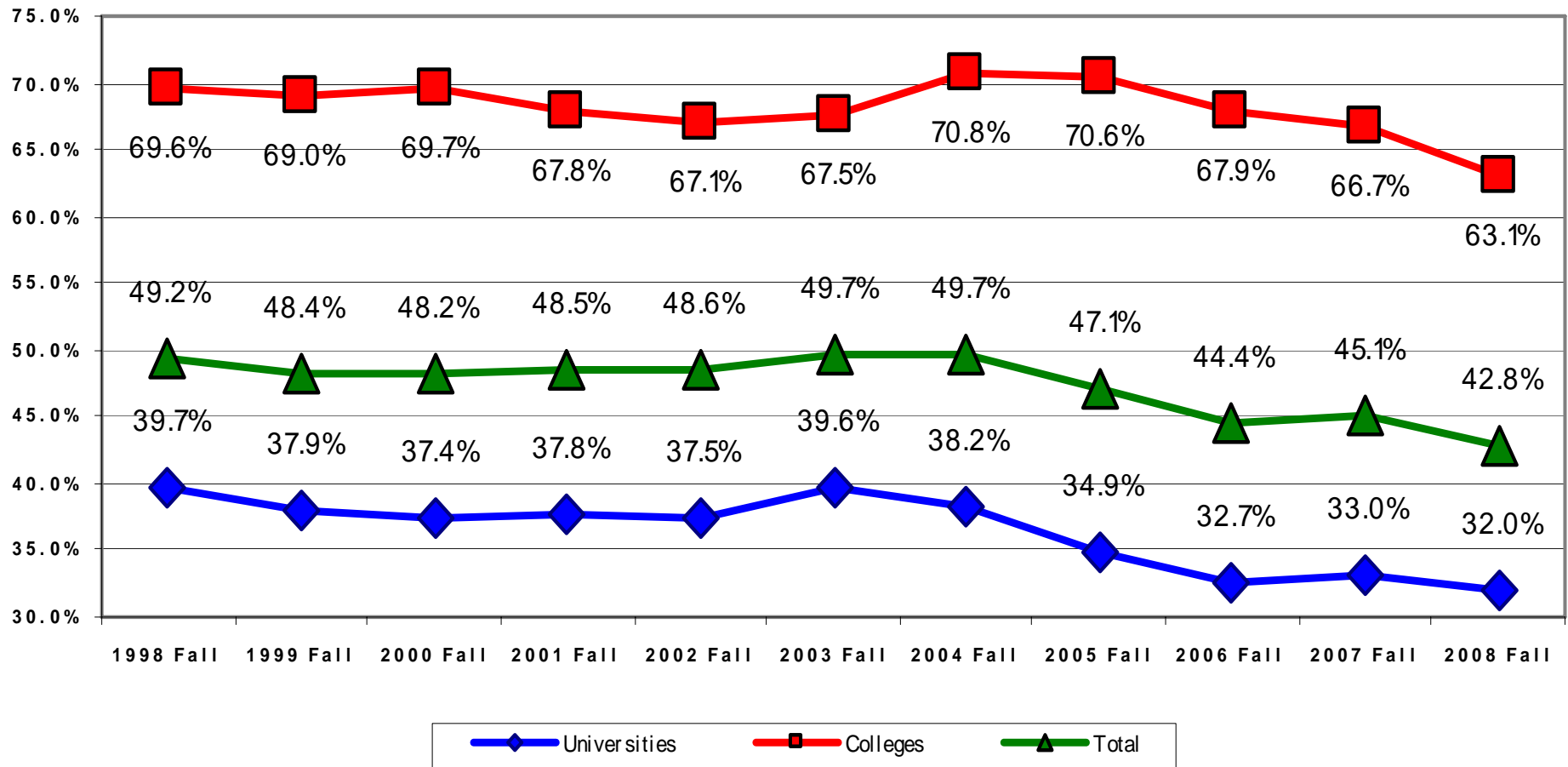
Slide 4  
AHECB Item 5



# Students Assigned to Remediation by Subject, Fall 2008

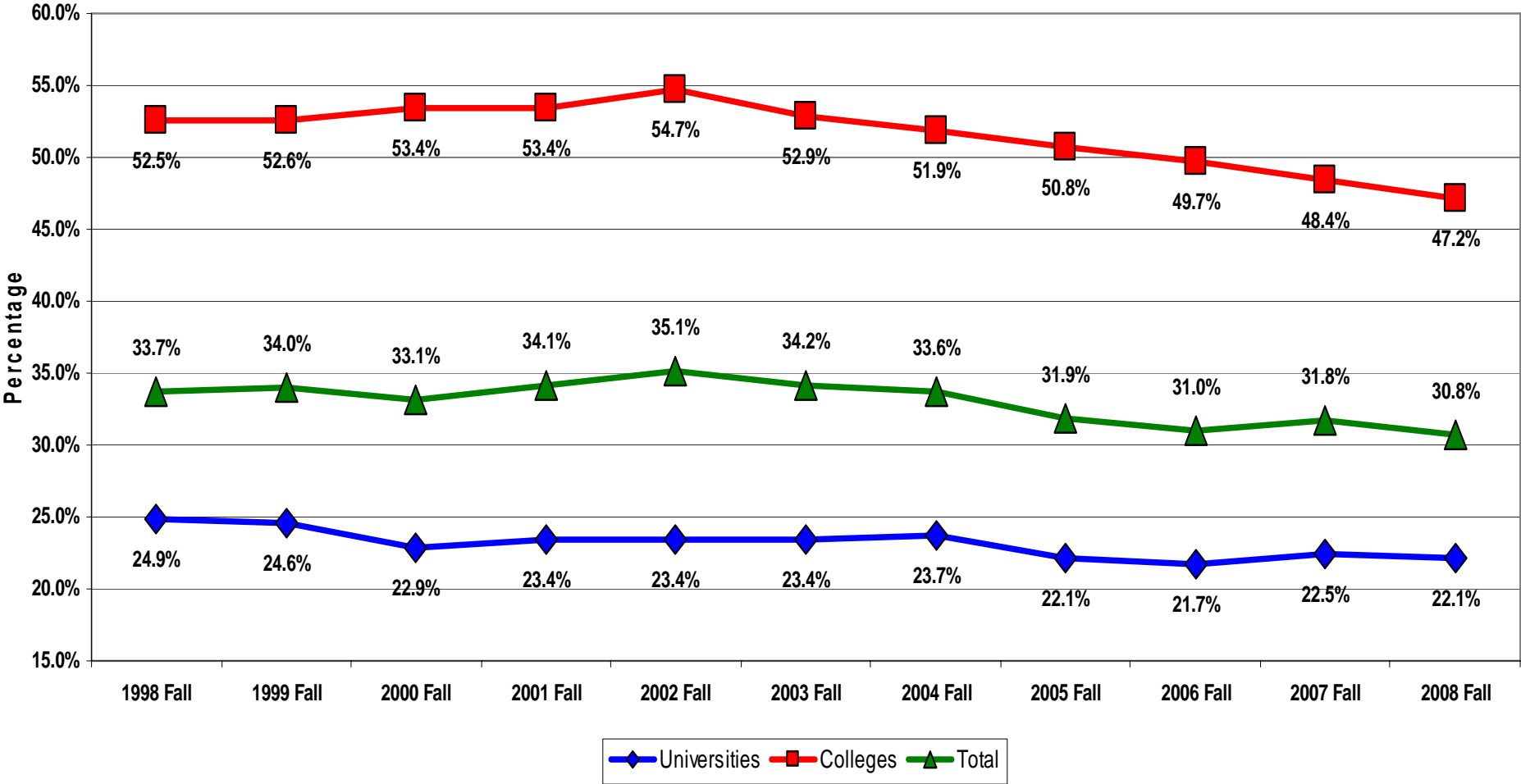


# Percentage in Remedial Mathematics



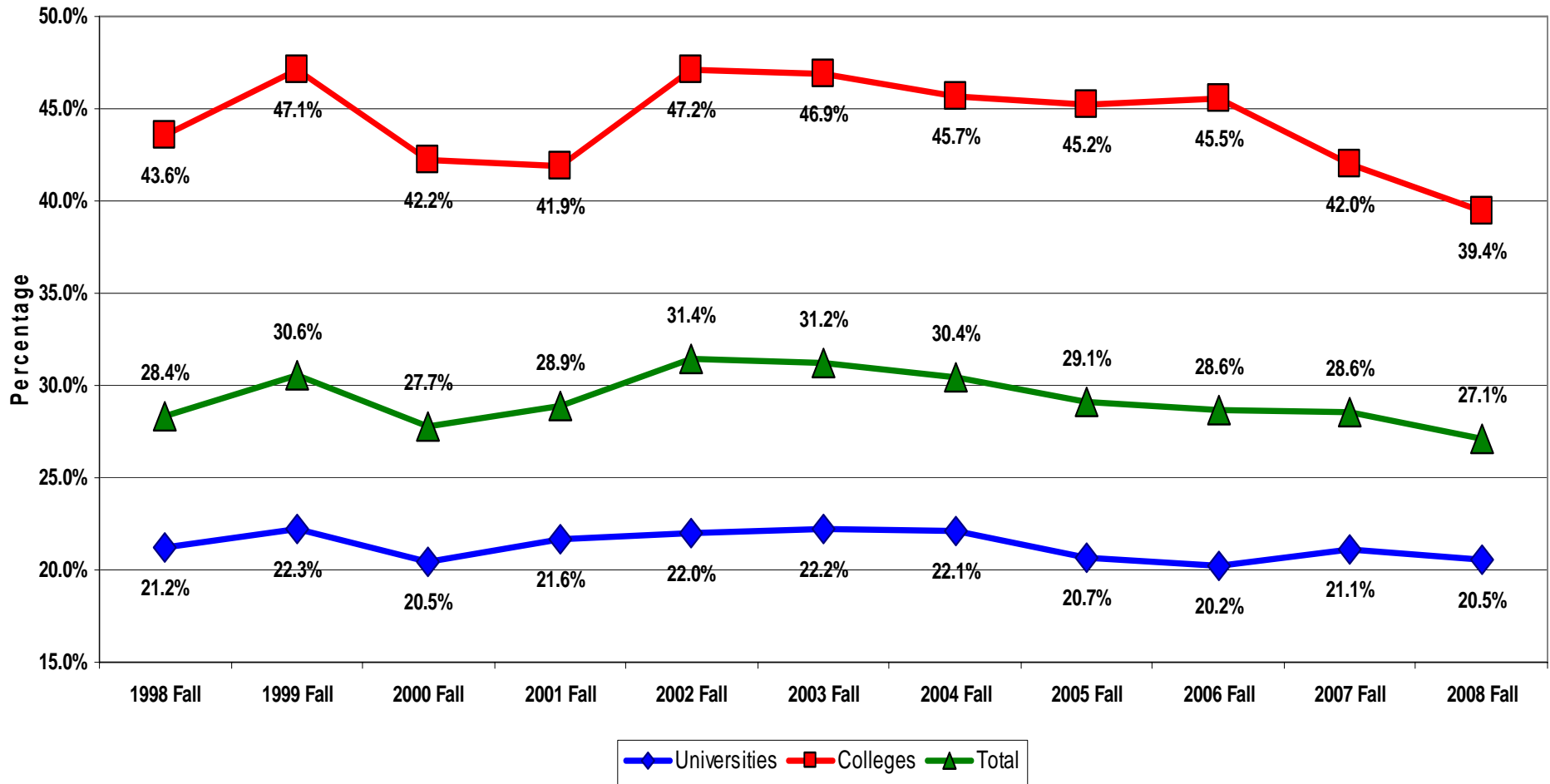
**Mathematics has dropped 6.9 percentage points since 2004 Fall.**

# Percentage in Remedial English



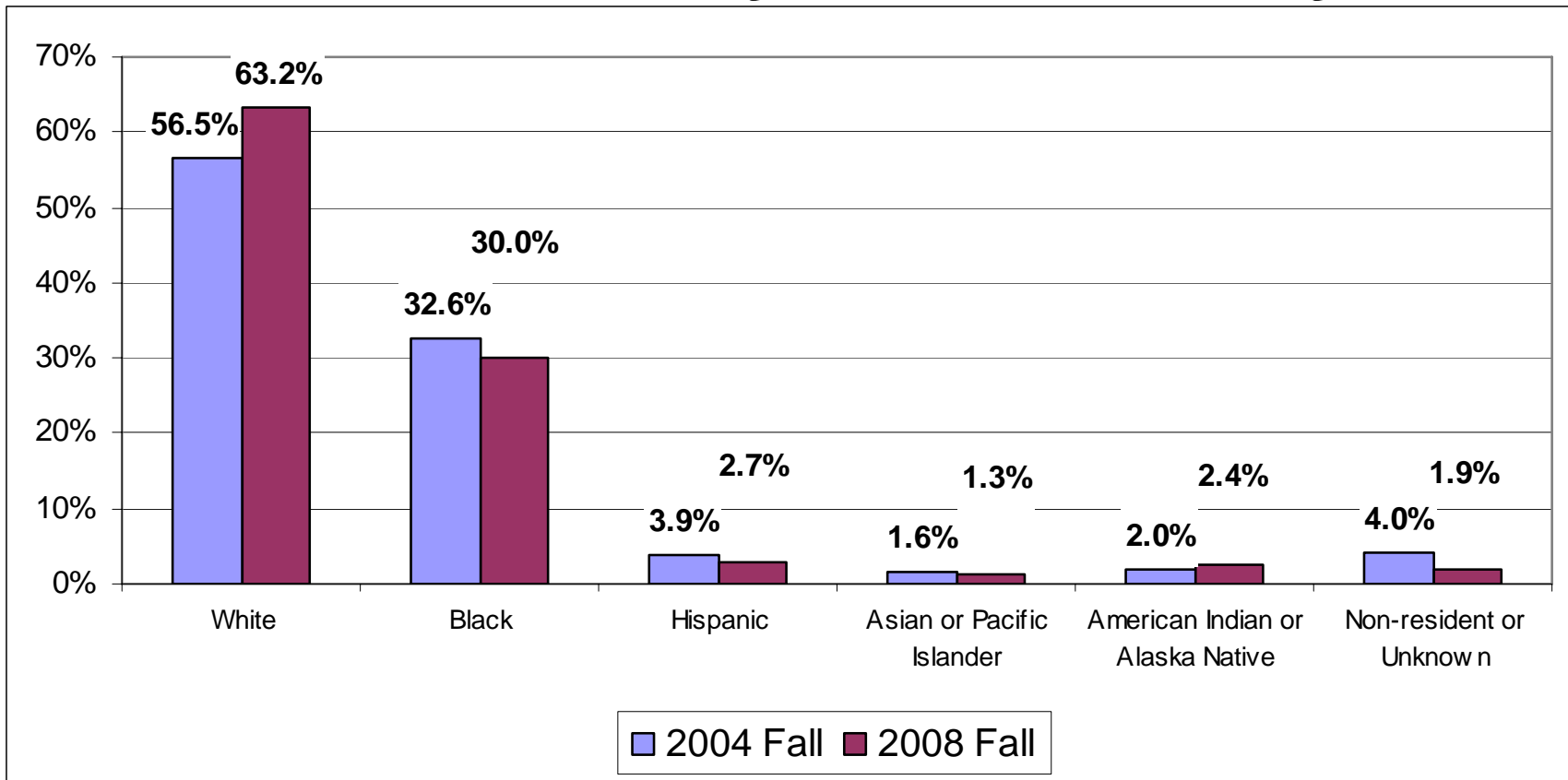
**English has dropped 4.3 percentage points since 2002 Fall.**

# Percentage in Remedial Reading



**Reading has dropped 4.3 percentage points since 2002 Fall.**

# Five-Year Change in Percent of Students Remediated by Race/Ethnicity



**Native Americans and Whites make up a higher percentage of remediated students than 5 years ago.**

# Summary

- Remediation Rates have been steadily decreasing over the last 10 years.
- Mathematics is the subject in which more students need remediation.
- A substantial majority of remediated students (61%) require assistance in 2 or more subject areas.