

Arkansas Higher Education 2017 Annual Comprehensive Report

December 1, 2017

Annual Report on First-year Student Remediation



Research & Analytics

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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, COMPASS, ACCUPLACER, or REDESIGNED SAT tests) is used for each of the three subject areas. In past years, remedial data has been based on students who do not meet the board's cut-off score. However, we can no longer consistently report remediation data in this way due to varied placement policies at institutions. Beginning this year, remedial reporting will be based on students placement in a remedial course (placement). The placement status of a student is determined by the institution based on the placement score and other relevant factors.

Because of the change in methodology, ADHE is presenting both sets of data this year in order to smoothly transition from the test score method to the course placement method. The report will be divided into two parts – Part I will show Fall 2016 remediation data using the old method, so that comparisons can accurately be made to past years data. Part II will show remediation data using the new method, and it will include comparisons between these two methods to show how the outcomes have been affected by the change.

PART I – TEST SCORE PLACEMENT METHOD

The data contained in the tables in Part I have been calculated using the placement test score method that has been used in years past. ADHE publishes remediation calculations using three groups of student data:

1. Anytime Rates – rates in which the high school graduation date is ignored
2. 2-Year Rates – rates in which the student graduated high school in the previous 2 years (Required by Act 970 of 2009)
3. 1-Year Rates – rates in which the student graduated high school in the previous 1 year (Required by Interim Study of 2010)

Based on the latest ACT data, some of the cutoff scores changed beginning with the 2013 Fall term. The change in cutoff scores that relate to the subject of mathematics are different based on students enrolling in one of the math courses required for the program major or degree: College Algebra, College Math, or Applied Technical Math. Generally, students majoring in CTE (Career Technical Education) fields are to take Applied Technical Math and students majoring in the STEM fields will take College Algebra. All others (not CTE or STEM/STEM-related majors) may take College Math. Therefore, the cutoff scores below use the major of the student (not enrollment in courses) and are as follows.

| Test Type | STEM Students | | | Other Students | | | CTE Students | | |
|--------------------|---------------|---------|---------|----------------|---------|---------|--------------|---------|---------|
| | Math | English | Reading | Math | English | Reading | Math | English | Reading |
| 0 – ACT | 19 | 19 | 19 | 19 | 19 | 19 | 16 | 19 | 19 |
| 1 – SAT | 460 | 450 | 470 | 460 | 450 | 470 | 460 | 450 | 470 |
| 2 – Asset | 39 | 45 | 43 | 39 | 45 | 43 | 31 | 45 | 43 |
| 3 - Compass | 41 | 80 | 83 | 36 | 80 | 83 | 21 | 80 | 83 |
| A – Accuplacer | 77 | 83 | 78 | 77 | 83 | 78 | 77 | 83 | 78 |
| R – Redesigned SAT | 500 | 26 | 26 | 500 | 26 | 26 | 500 | 26 | 26 |

Table 1.1: Placement Test Score for Remediation

Comparing Remediation Rates

As noted above, this report produces three different remediation rate calculations: Anytime, 2-Year, and 1-Year. These rates are compared as follows.

COMPARISON OF REMEDIATION RATES

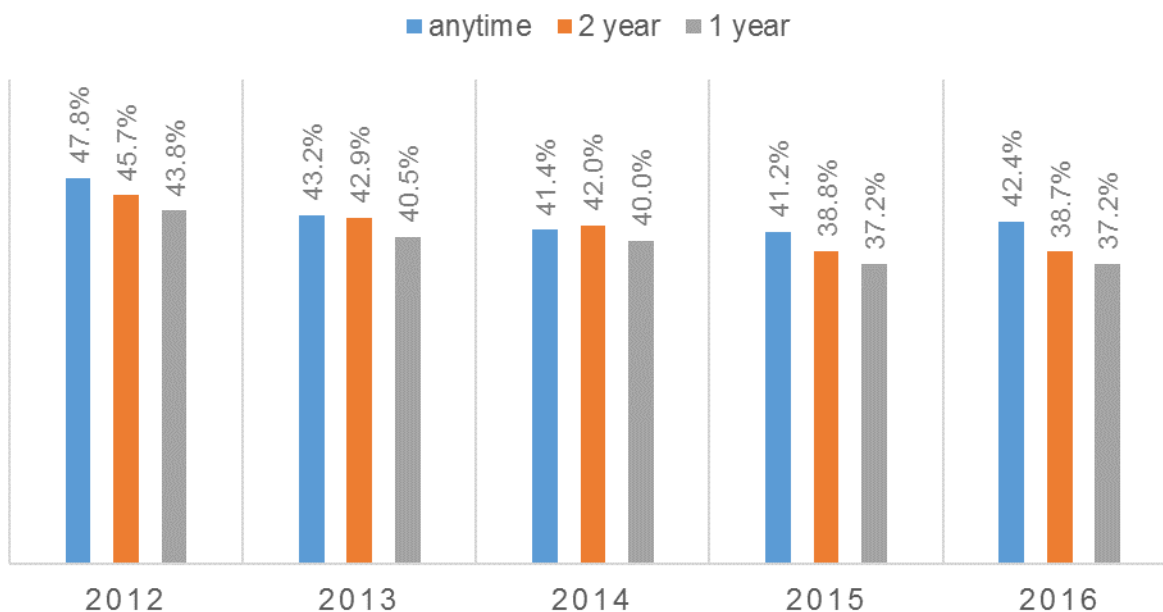


Figure 1.1: Five Year History of Remediation Rates (Test Score Placement Method)

ANYTIME REMEDIATION RATES: 2012 FALL - 2016 FALL

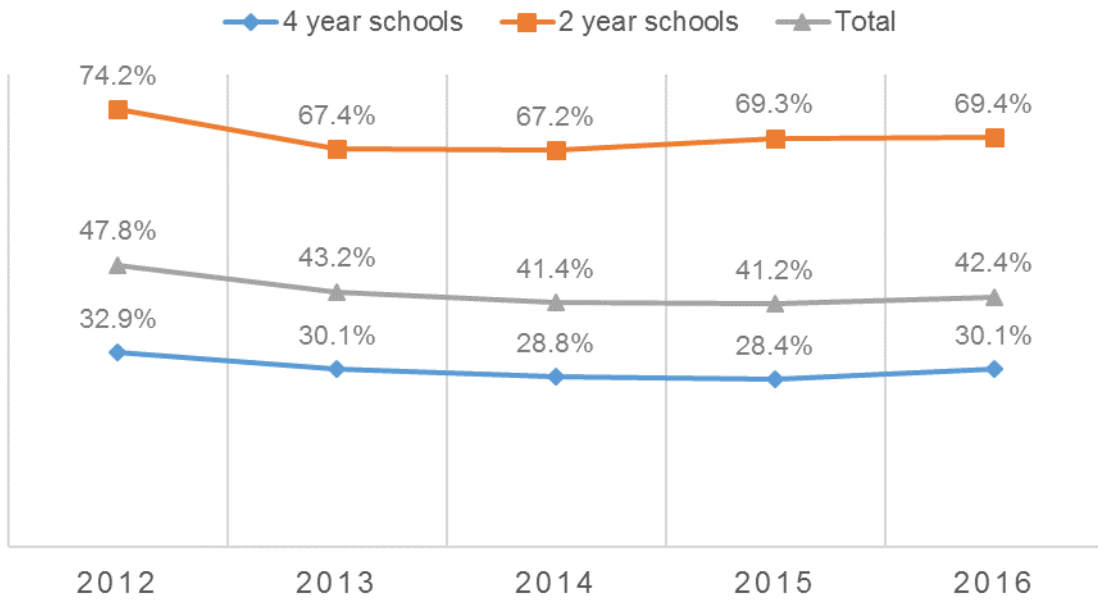


Figure 1.2: Five Year History of Anytime Remediation Rates (Test Score Placement Method)

2 YEAR REMEDIATION RATES: 2012 FALL - 2016 FALL

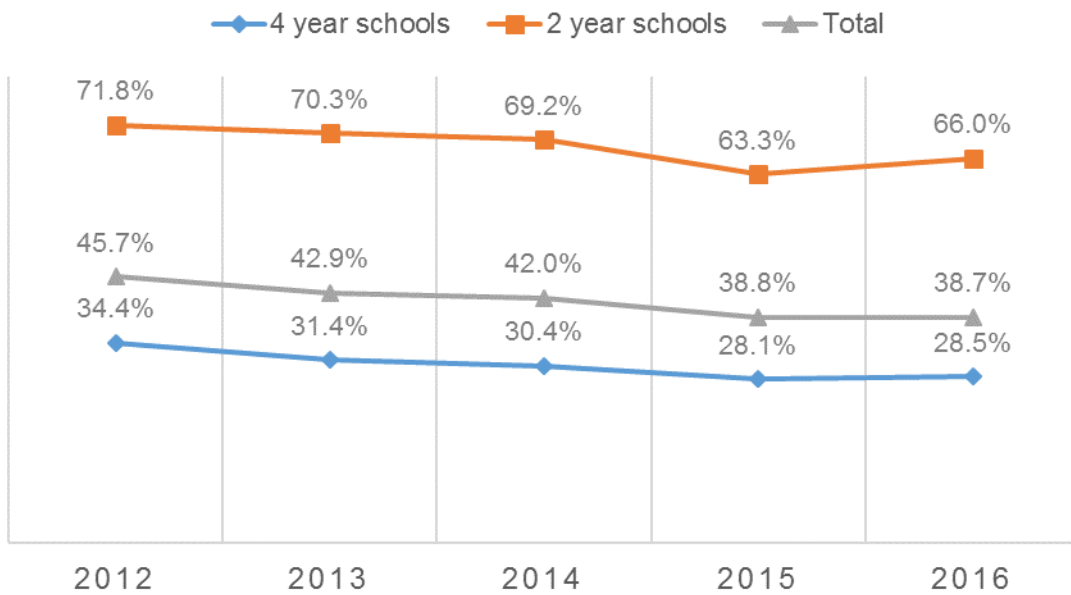


Figure 1.3: Five Year History of Two Year Remediation Rates (Test Score Placement Method)

1 YEAR REMEDIATION RATES 2012 FALL - 2016 FALL

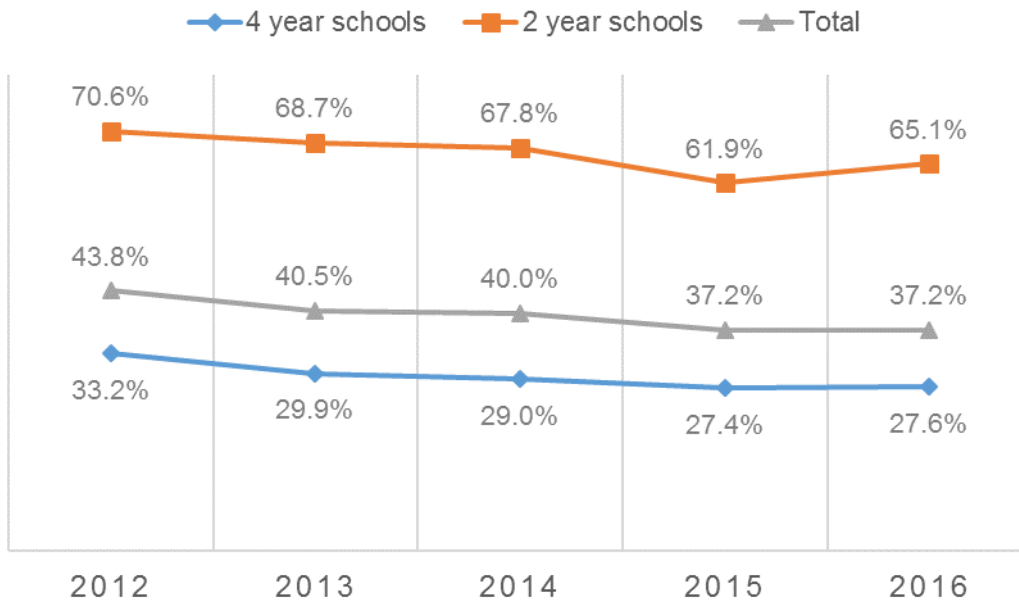


Figure 1.4: Five Year History of One Year Remediation Rates (Test Score Placement Method)

Statewide Overview

In Fall 2016, Arkansas' public institutions enrolled 21,925 first-time degree-seeking students and 21,853 of those students were tested for placement purposes.

- Of the students who were tested, 9,255 students (42.4 percent) were assigned to one or more remedial courses while the balance were placed in credit-bearing coursework. This represents an increase in the remediation rate of 1.2 percentage points from Fall 2015.
- Of the 9,255 students assigned to remediation, 4,521 (48.9 percent) were enrolled at four-year institutions and 4,734 (51.1 percent) were at two-year institutions.

Remediation Rates by Subject Area

- From last year, the remediation rate for two of the three subject areas continues to show a decrease; however, math increased:
 - Math – increase of 0.8 percentage points;
 - English – decrease of 0.2 percentage points; and
 - Reading – decrease of 0.9 percentage points.

ANYTIME REMEDIATION RATES BY SUBJECT AREA

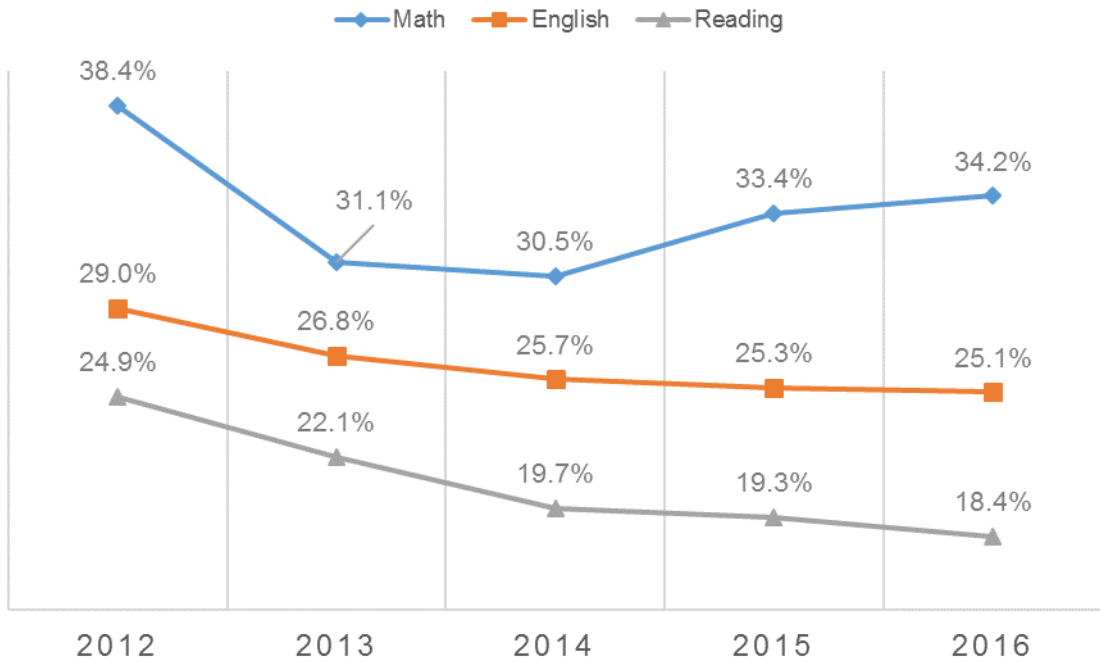


Figure 1.5: Anytime Remediation Rates by Subject Area (Test Score Placement Method)

ANYTIME REMEDIATION RATES BY SUBJECT AREA: MATH

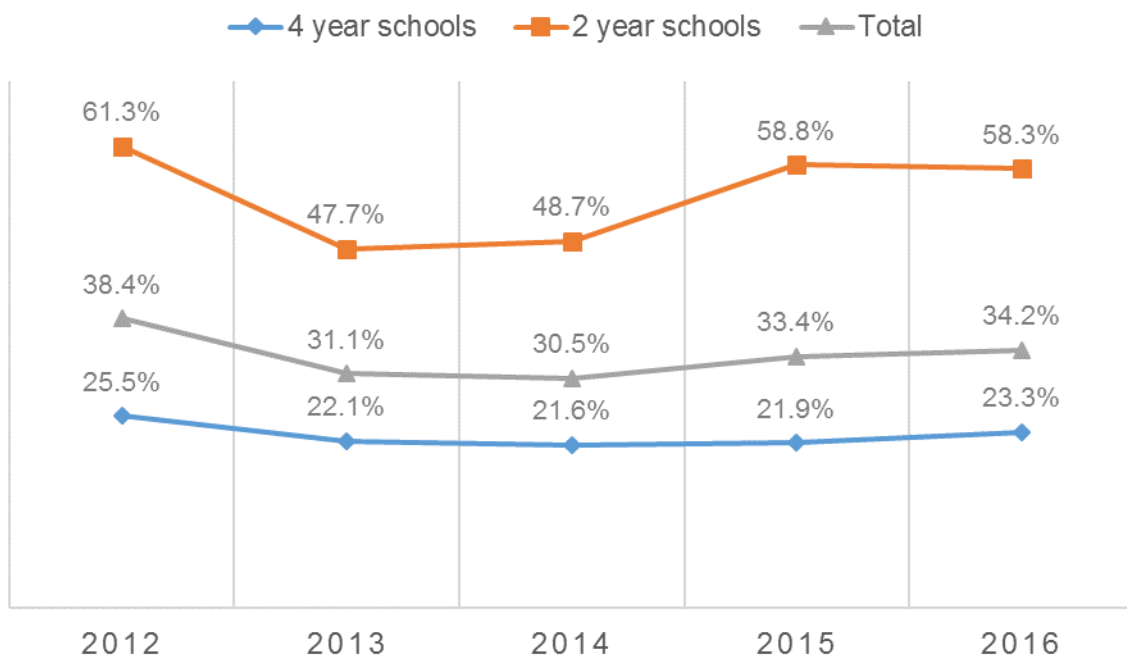


Figure 1.6: Anytime Remediation Rates by Subject: Math (Test Score Placement Method)

ANYTIME REMEDIATION RATES BY SUBJECT AREA: ENGLISH

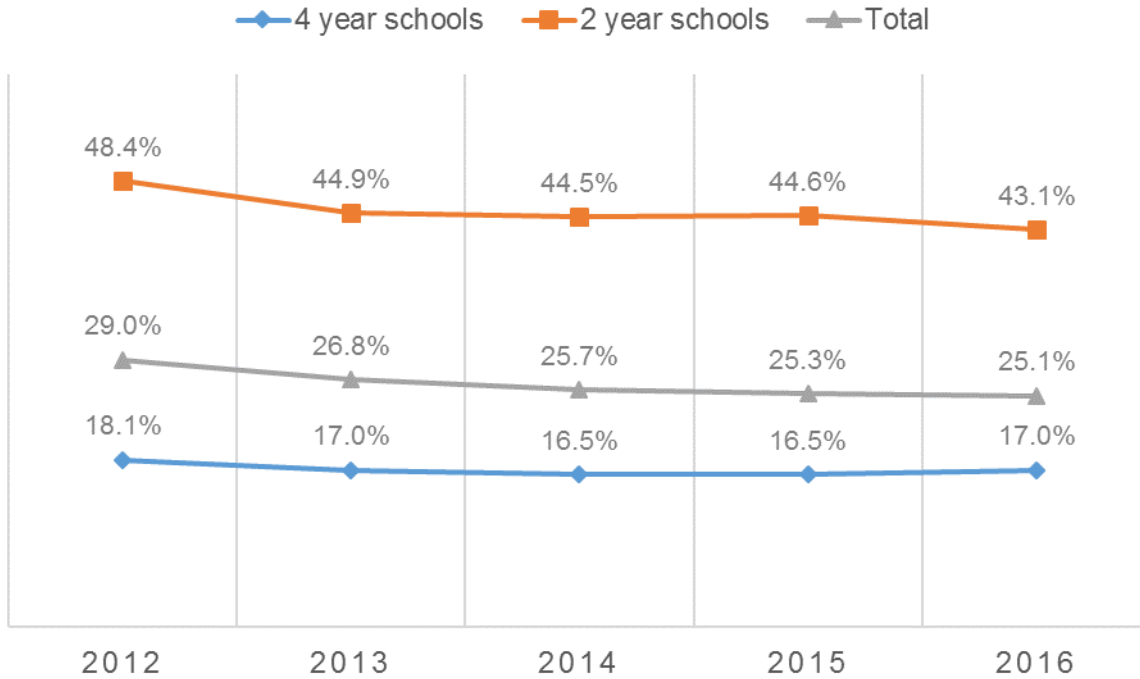


Figure 1.7: Anytime Remediation Rates by Subject: English (Test Score Placement Method)

ANYTIME REMEDIATION RATES BY SUBJECT AREA: READING

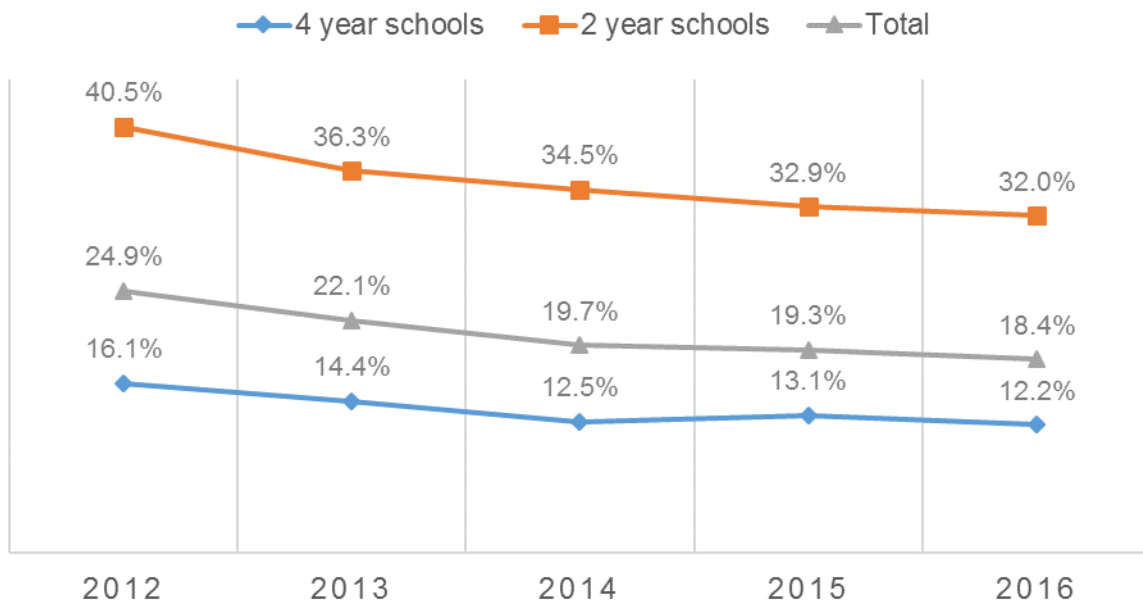


Figure 1.8: Anytime Remediation Rates by Subject: Reading (Test Score Placement Method)

PART II – COURSE PLACEMENT METHOD

The data contained in the tables in Part II have been calculated using the new course placement method. ADHE will continue to provide information on the following three student groups:

1. Anytime Rates – rates in which the high school graduation date is ignored
2. 2-Year Rates – rates in which the student graduated high school in the previous 2 years (Required by Act 970 of 2009)
3. 1-Year Rates – rates in which the student graduated high school in the previous 1 year (Required by Interim Study of 2010)

Rather than using test scores, the course placement method analyzes whether a student has been placed in a 0-level remedial course during the summer/fall term. By using this method, ADHE can more accurately determine how institutions are placing students into remedial courses. Therefore, rates of remediation using this method should be more accurate than using test score placement, which is generally inconsistent. In Part I, the test score method was used to produce consistent historical data. Part II will show comparisons between these two methodologies.

Comparing Remediation Rates

As noted above, this report produces three different remediation rate calculations: Anytime, 2-Year, and 1-Year. The chart below shows how these rates change using the course placement method. It is clear that the new course placement method produces lower rates than the test score method. ADHE staff believes that this method also produces more accurate results, since institutions are no longer placing students in remediation based on test scores alone as per AHECB Placement Policy. However, although the rates are lower, the overall trends are very consistent between the different categories analyzed. For example, two-year institutions exhibit a higher overall remediation rate than 4-year schools and the remediation rate for math is consistently higher than the rates for reading and English.

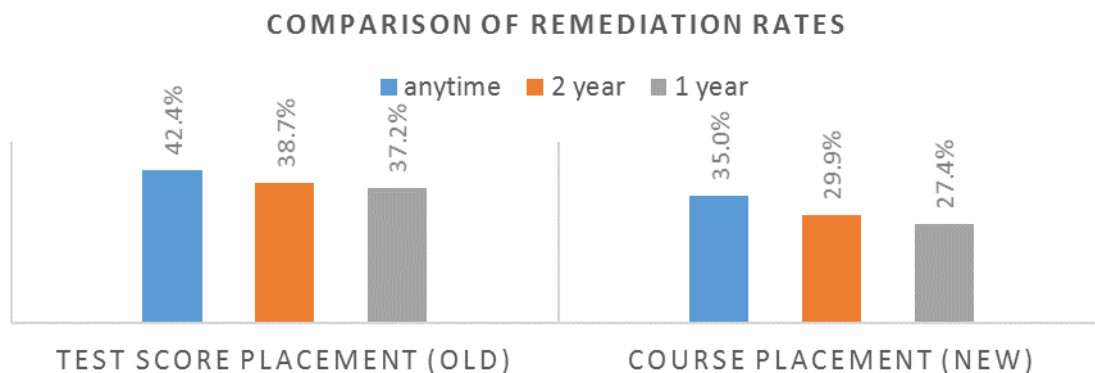


Figure 1.9: Comparison of Remediation Rate Methods

ANYTIME REMEDIATION RATES: 2012 FALL - 2016 FALL

■ Test Score Placement (Old) ■ Course Placement (New)

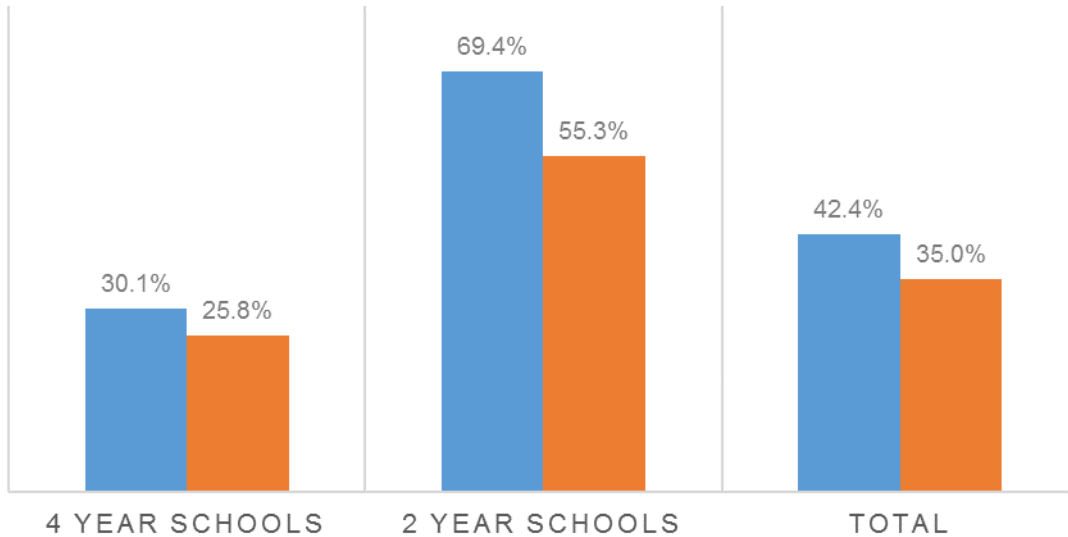


Figure 1.10: Comparison of Remediation Rate Methods by Institution Type

Remediation Rates by Subject Area

Again, it's clear that the rates by subject are overall lower, but the trends between the subjects remain the same for each subject area.

ANYTIME REMEDIATION RATES BY SUBJECT AREA

■ Old Method ■ New Method

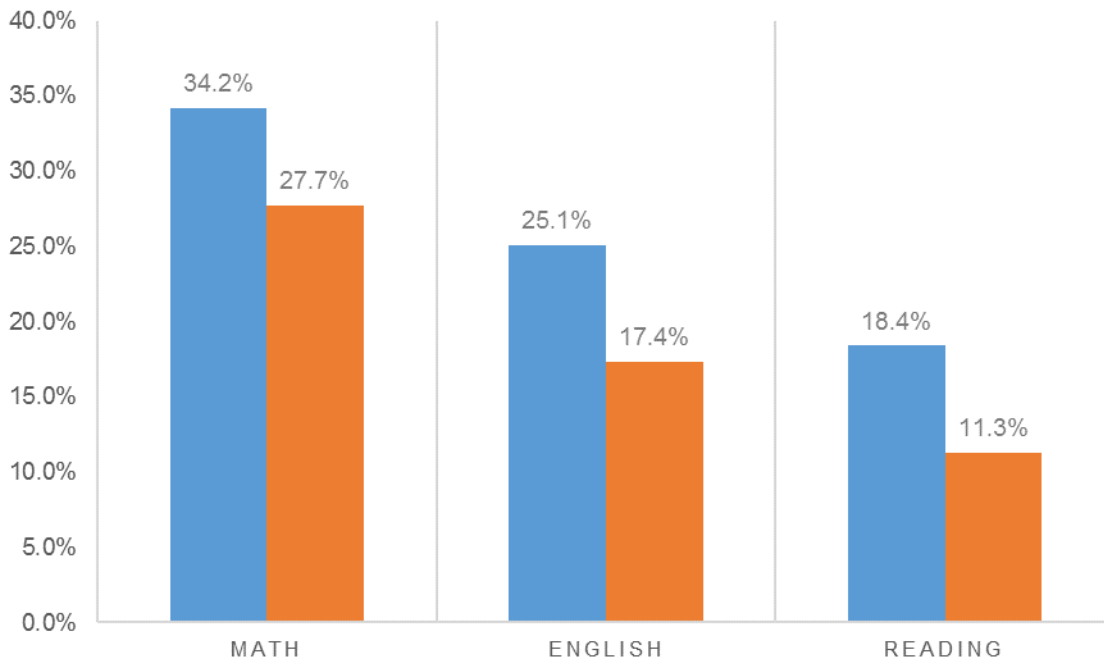


Figure 1.11: Comparison of Remediation Rate Methods by Subject

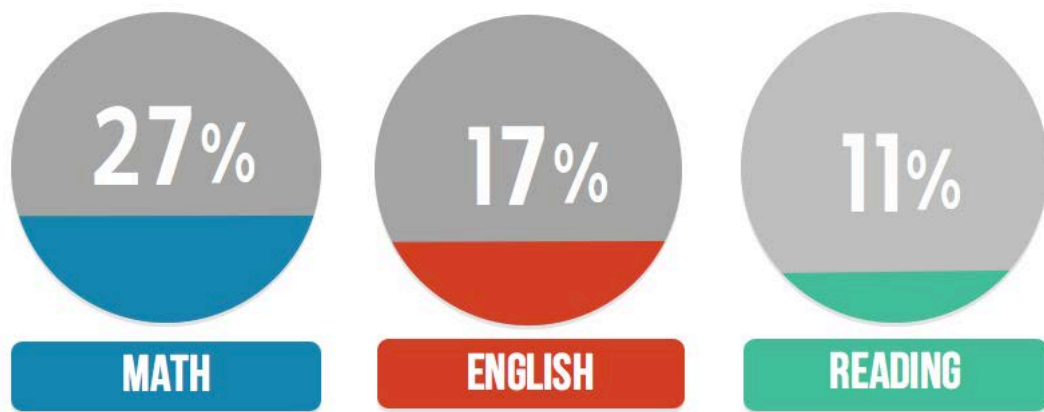


Figure 1.12: Total Remediation Rates by Subject (Course Placement Method)

**ANYTIME REMEDIATION RATES BY SUBJECT AREA:
MATH**

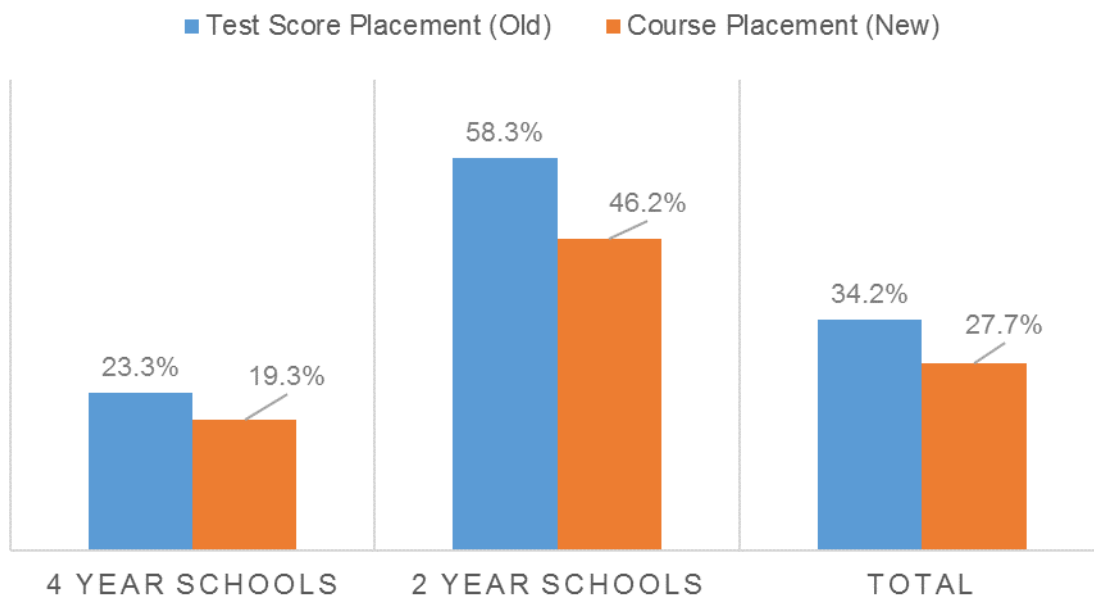


Figure 1.13: Remediation Rates by Subject: Math

**ANYTIME REMEDIATION RATES BY SUBJECT AREA:
ENGLISH**

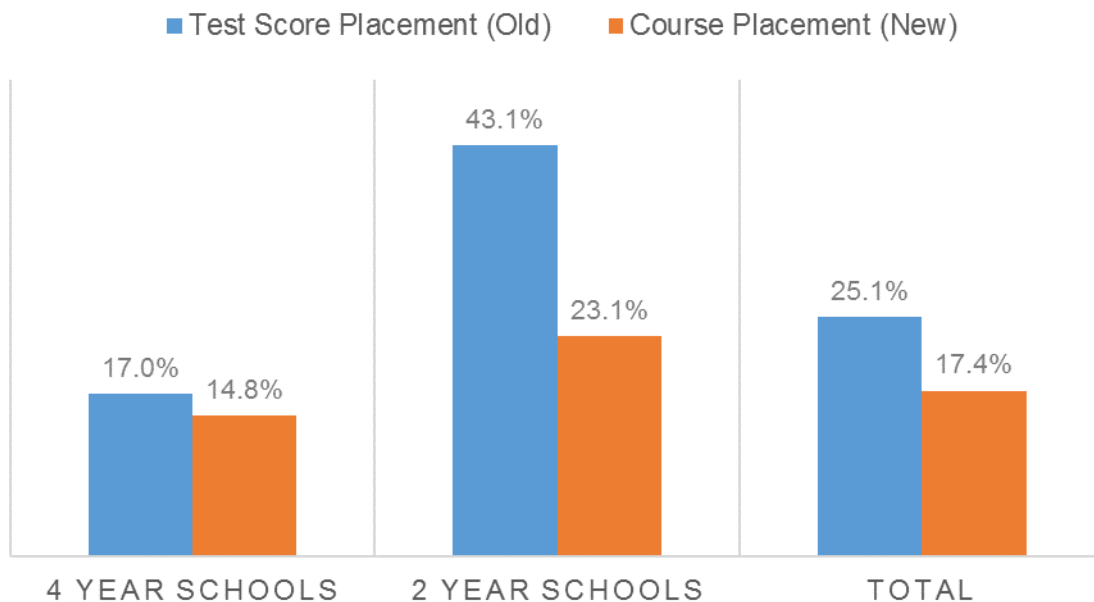


Figure 1.14: Remediation Rates by Subject: English

Note that ACT now recommends an 18 for writing placement, which is a decrease from the previous 19 ACT writing score recommendation.

ANYTIME REMEDIATION RATES BY SUBJECT AREA: READING

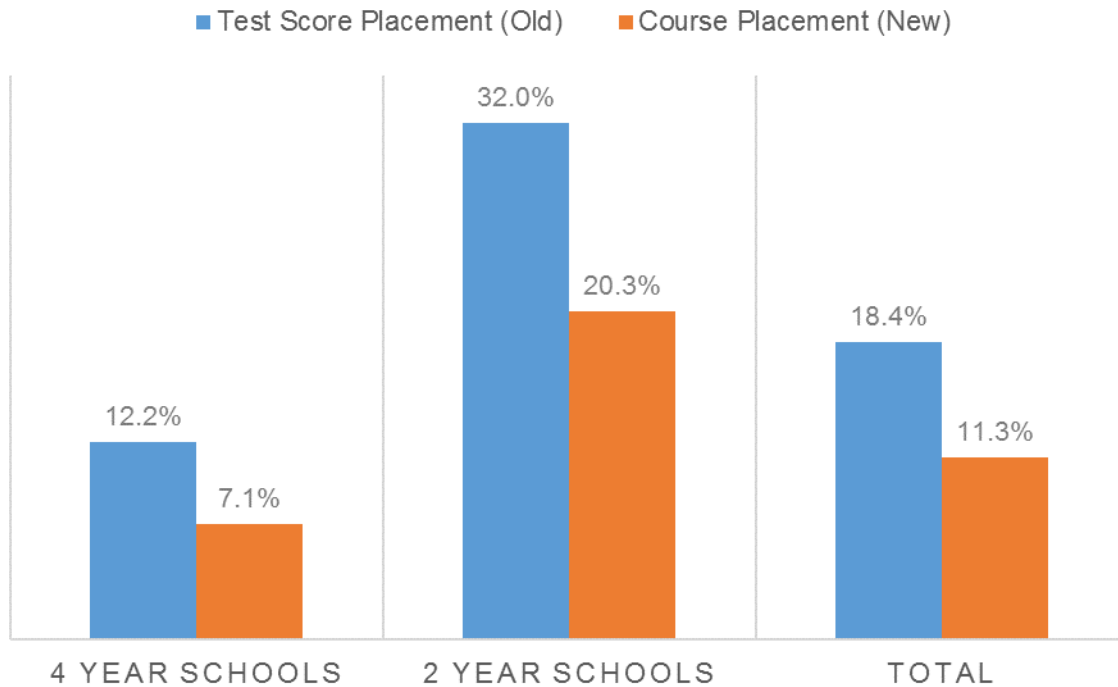


Figure 1.15: Remediation Rates by Subject: Reading

Remediation Rates by Student Type

The remediation rates by student type have been determined using the new course placement method. Although the rates are still lower than what was calculated using the test score method, the overall trends remain very consistent regardless of the method used.

NUMBER OF ANYTIME REMEDIATED STUDENTS BY MAJOR FALL 2016

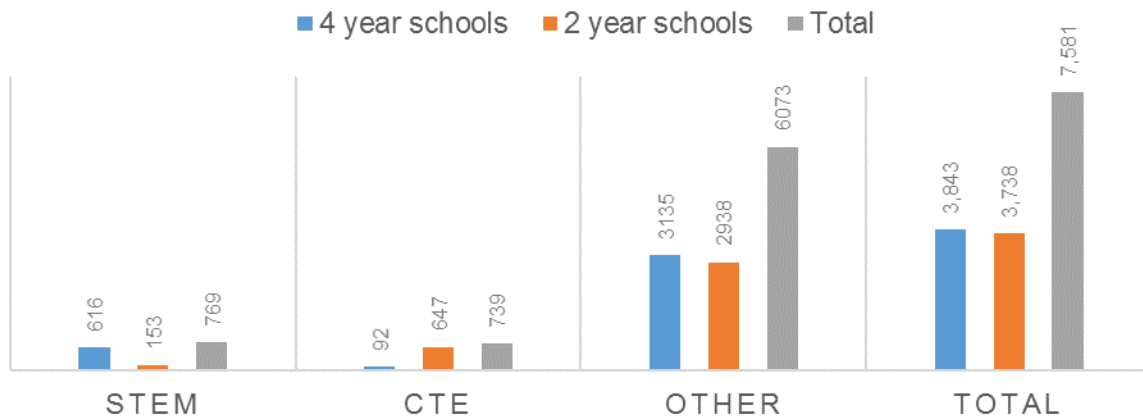


Figure 1.16: Remediation Rates by Major (Course Placement Method)

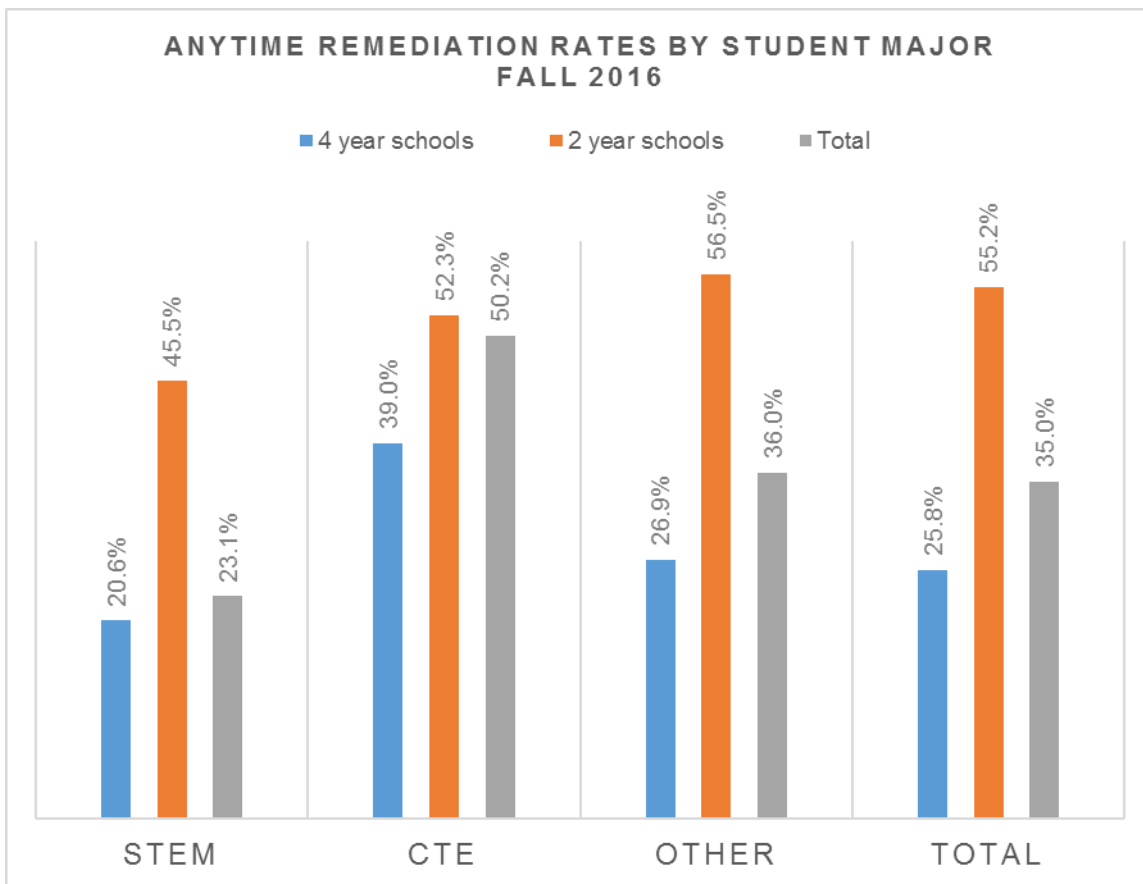


Figure 1.17: Remediation Rates by Major and Institution Type (Course Placement Method)

Remediation Rates by Demographics

Gender: Remediation rates for males and females remain very similar.



Figure 1.18: Remediation Rates by Gender (Course Placement Method)

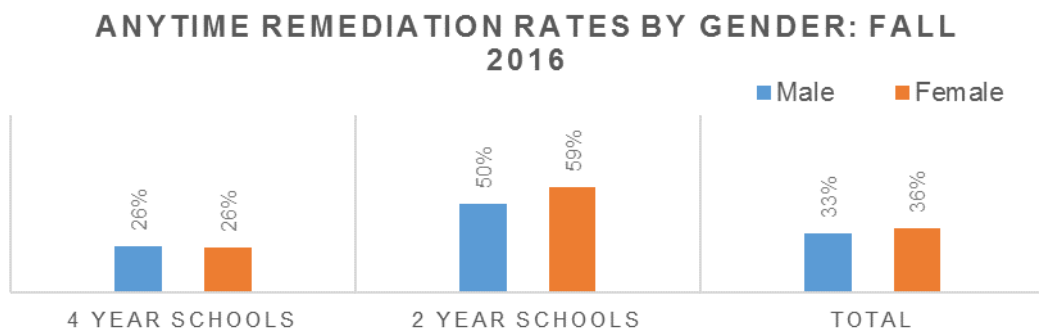


Figure 1.19: Remediation Rates by Gender and Institution Type (Course Placement Method)

Race/Ethnicity: Regarding remediation rates by race and ethnicity, students of the Asian and Pacific Islander races have the lowest remediation rates at 4-Year universities and overall, while the Hawaiian/Pacific Islander race/ethnicity is lowest at the 2-Year colleges. (Note that the race/ethnicities are actually defined as Asian Only, Black Only, Hispanic Any, Native American/Alaskan Native Only, White Only, and Hawaiian and Pacific Islander Only.)



Figure 1.20: Remediation Rates by Race/Ethnicity (Course Placement Method)

**ANYTIME REMEDIATION RATES BY RACE, ETHNICITY:
FALL 2016**

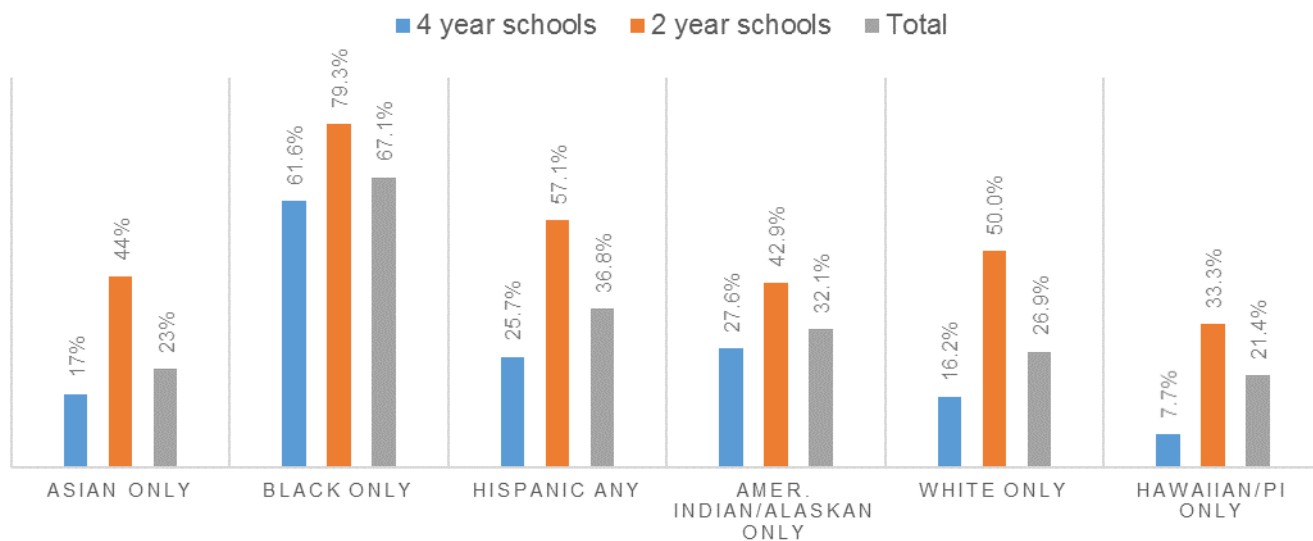


Figure 1.21: Remediation Rates by Race/Ethnicity and Institution Type (Course Placement Method)

Age: Students in age groups 20 and above have substantially higher remediation rates than the younger age groups.

REMEDIATION RATES BY AGE: FALL 2016

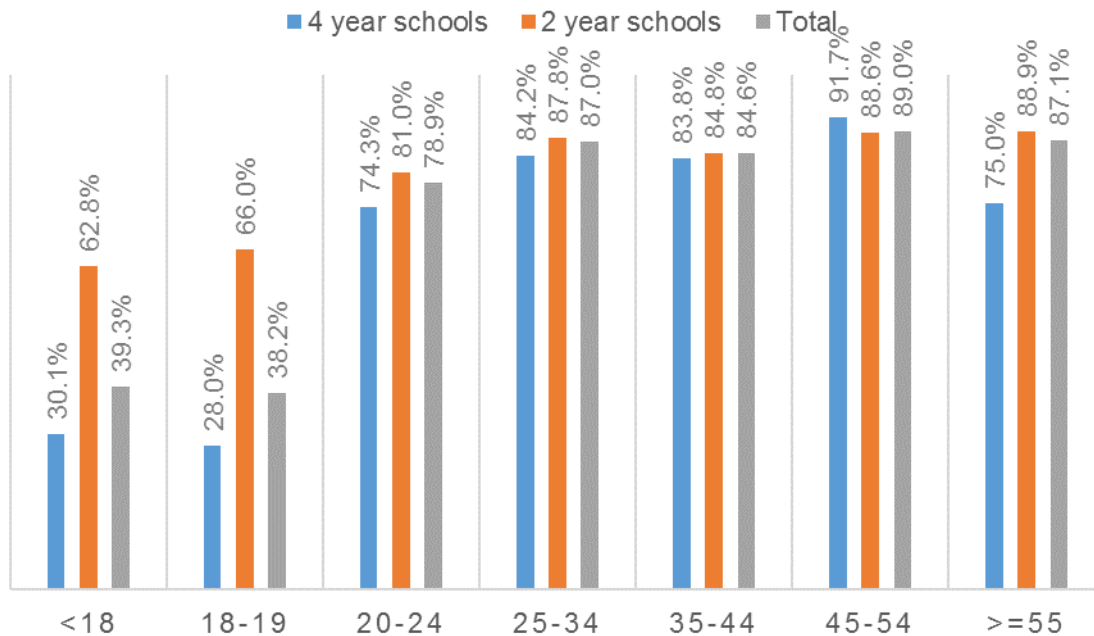


Figure 1.22: Remediation Rates by Age and Institution Type (Course Placement Method)

Attend Status: Full-time students have substantially lower remediation rates than part-time students.

ANYTIME REMEDIATION RATES BY ATTENDANCE STATUS: FALL 2016

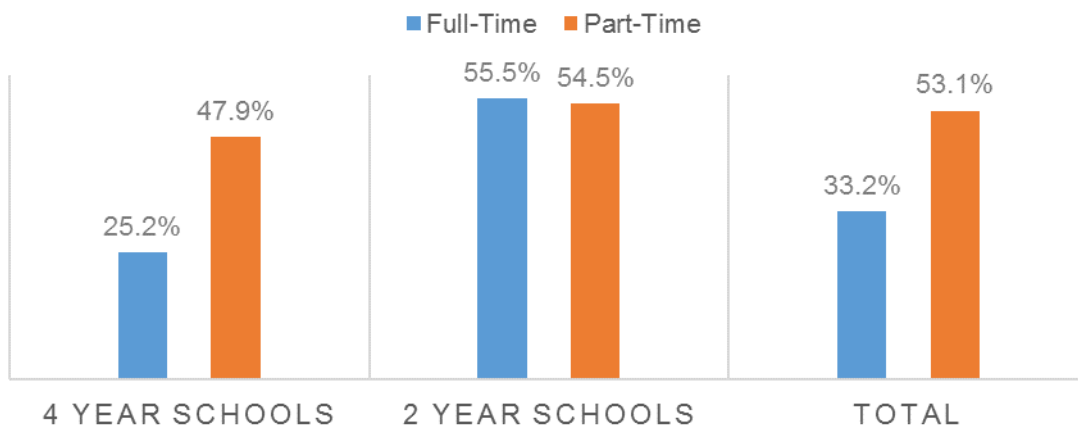


Figure 1.23: Remediation Rates by Attendance Status (Course Placement Method)

Most students require remediation in one subject only, but many also require remediation in all three subject areas.

ANYTIME REMEDIATION RATES BY NUMBER OF SUBJECTS REQUIRED: FALL 2016

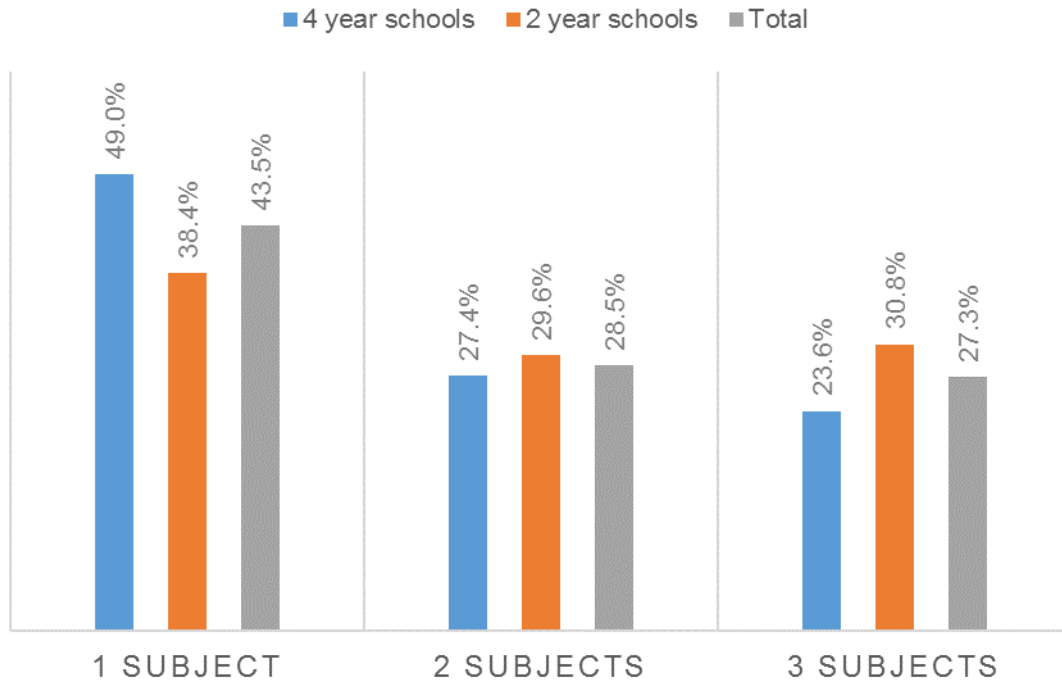


Figure 1.24: Remediation Rates by Number of Subjects Required (Course Placement Method)

The below chart shows the remediation rate of out-of-state students compared against the traditional anytime remediation rate.

ANYTIME REMEDIATION RATES OF ALL STUDENTS AND OUT OF STATE STUDENTS: FALL 2016

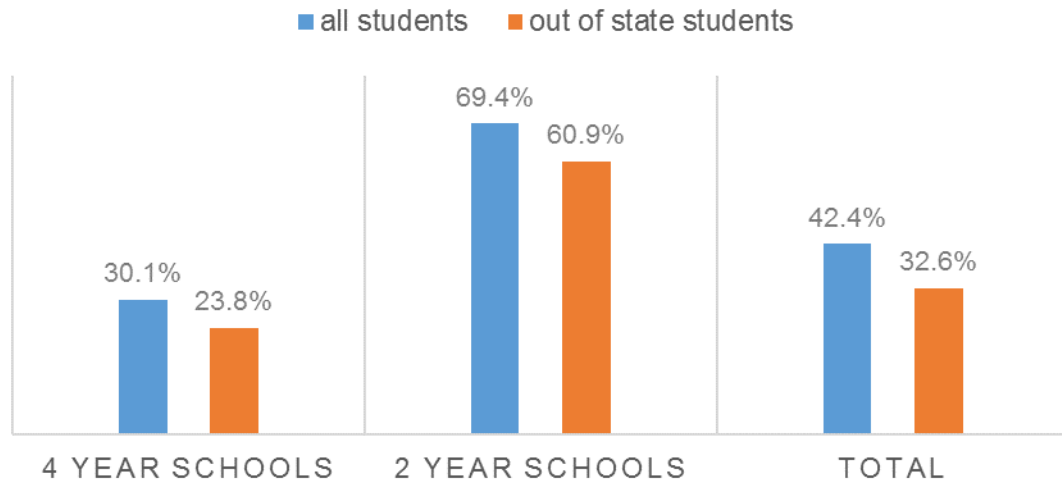


Figure 1.25: Remediation Rates by Residency Status (Course Placement Method)

Act 970 of 2009 required additional calculations regarding remediated students. (1) The first of these calculations is the remediation rate of recent high school students that graduated high school with a GPA (grade point average) of 3.00 or higher. (2) The second calculation is a determination of how many times it takes a student to pass a remedial course. The complete reports for these new calculations are shown in the attachments, whereas graphical summaries are shown below.

ANYTIME REMEDIATION RATES OF STUDENTS WITH HS GPA \geq 3.00: FALL 2016

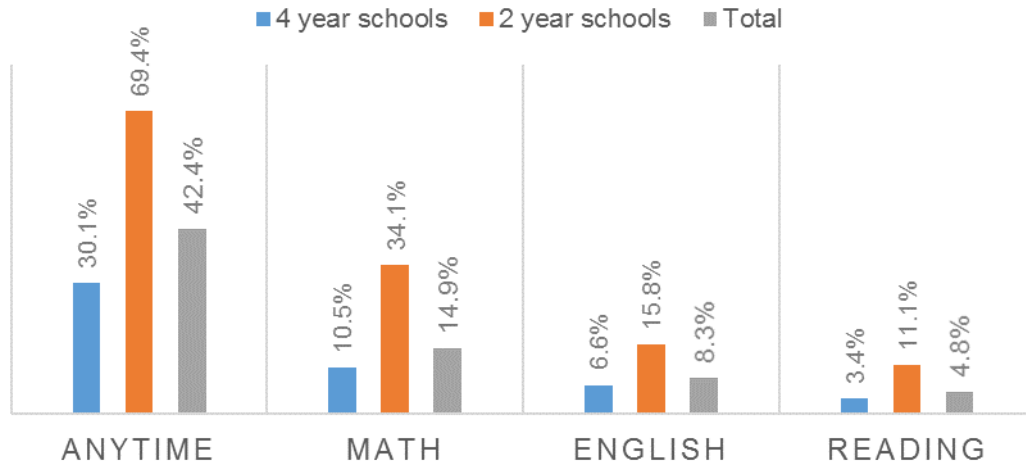


Figure 1.26: Remediation Rates of Students with High School GPA Greater than 3.00

**REMEDICATION ATTEMPTS WITHIN 5 YRS
AY2013-2017: HOW MANY TIMES A STUDENT WAS ENROLLED IN THE SAME COURSE**

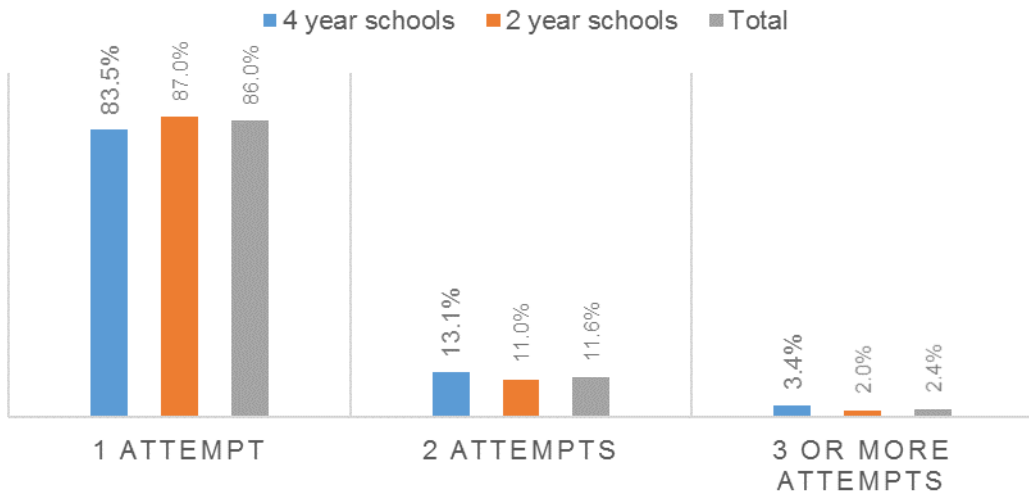


Figure 1.27: Remediation Attempts within Five Years (Course Placement Method)

HOW MANY ATTEMPTS TO PASS REMEDIAL COURSEWORK?

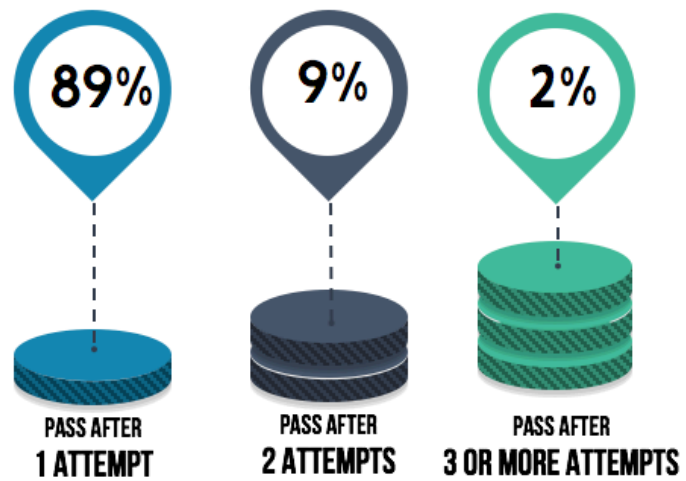


Figure 1.28: Remediation Passing Rates (Course Placement Method)

REMEDATION ATTEMPTS: FOR STUDENTS PASSING A REMEDIAL COURSE IN AY2017 HOW MANY ATTEMPTS IT TOOK THEM TO PASS

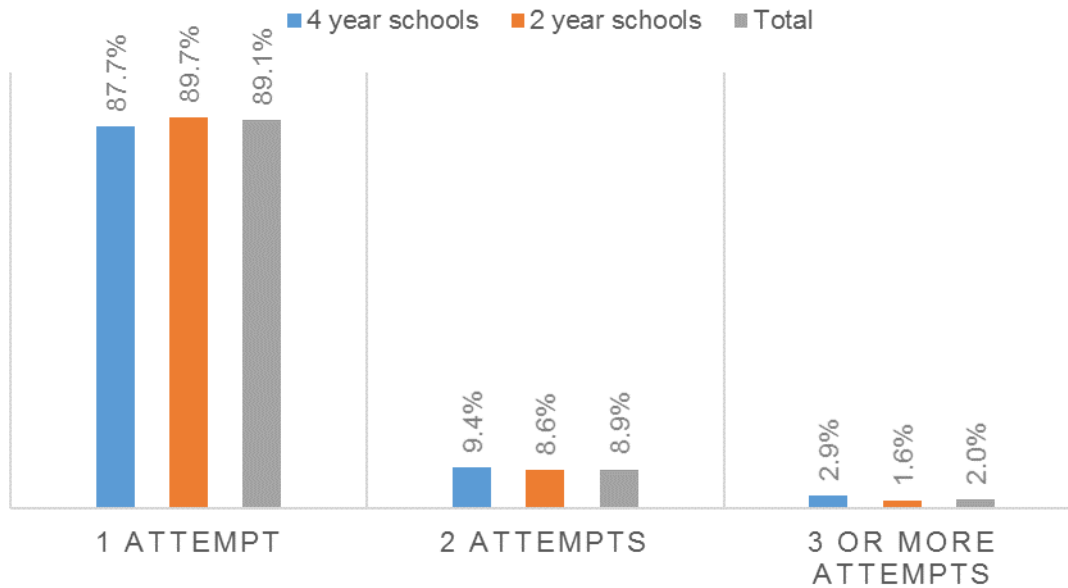


Figure 1.29: Remediation Passing Rates by Institution Type (Course Placement Method)

Attachments (available at ADHE Data and Publications webpage)

- Attachment 1-1 Anytime Remediation Rates for the 2016 Fall Term
- Attachment 1-2 Anytime Remediation Rates by Year for Five (5) Fall Terms (2012 Fall – 2016 Fall)
- Attachment 1-3 Anytime Remediation Rates for Math
- Attachment 1-4 Anytime Remediation Rates for English
- Attachment 1-5 Anytime Remediation Rates for Reading
- Attachment 1-6 Anytime Remediation Rates by Gender
- Attachment 1-7 Anytime Remediation Rates by Race/Ethnicity
- Attachment 1-8 Anytime Remediation Rates by Age
- Attachment 1-9 Anytime Remediation Rates by Attend Status
- Attachment 1-10 2-Year Remediation Rates
- Attachment 1-11 1-Year Remediation Rates
- Attachment 1-12 Remediation Rates by County of Residence (Anytime, 2-Year, and 1-Year Rates)
- Attachment 1-13 Anytime Remediation Rates by High School District (Anytime, 2-Year, and 1-Year Rates)
- Attachment 1-14 Act 970 Report on Remediation Rates of Students with High School GPA of 3.00 or Higher
- Attachment 1-15 Remediation Attempts: How Many Times a Student was Enrolled in a Remedial Course and Remediation Attempts: For Students that Passed, How Many Attempts Did It Take to Pass?