

Arkansas Division of Higher Education

Annual Review on First-Year Student Remediation

**Academic Year
2019-2020**



Academic Affairs

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Arkansas Division of Higher Education
423 Main Street, Suite 400 Little Rock, AR 72201

ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

In accordance with A.C.A. §6-61-110, the Arkansas Department of Higher Education (ADHE) address the placement standards necessary for enrollment of students into mathematics, English composition, and reading based on appropriate indicators of potential student success rates.

In past years, remedial data was based on students who did not meet the cut-off subscores of 19 on the ACT exam or the equivalent on other approved exams. However, due to the January 2016 revision of the AHECB placement policy, all institutions are required to adopt appropriate placement measures supported by student success data. These placement measures are contained within institutional placement plans that provide appropriate justification for student course placements and allow for follow-up evaluation of placement effectiveness.

COURSE PLACEMENT METHOD

The placement status of a student is now determined by the institution based on its ADHE approved placement policy. Beginning in 2018, remedial reporting is based on a student's actual enrollment in a remedial course and not just on test scores. Each institution established a matrix of assessment measures to evaluate the preparedness or readiness of students for gateway courses in English, math, and reading.

A student's reading level should be strong enough to indicate potential for success at a "C" or better in freshman courses that require substantial reading, such as courses in the humanities and social sciences. Therefore, institutions are required to establish a matrix of assessment measures to evaluate the preparedness or readiness of students in each of the humanities and social science courses in ACTS.

Measures for establishing readiness of students may include one or more of the following for each gateway course area:

- ACT exam
- Other standardized and normed exams
- High school academic performance
- Assessment of student motivation to succeed
- Writing samples (English)
- Other measures supported by sufficient analysis of predicted student success

ACT benchmarks establish a 22 as a reading or math cutoff score for student success in social science or college algebra courses at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. Institutions are allowed to use more than one measure if the ACT

or ACT-equivalent is below 22 to ensure that students are placed at the appropriate course level.

ACT benchmarks establish an 18 as a cutoff score for student success in English composition at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. As such, institutions are encouraged to use more than one measure if the ACT or ACT-equivalent is below 18 to ensure that students are placed at the appropriate course level.

Statewide Overview

In Fall 2019 (AY2020), Arkansas’s public institutions enrolled 20,875 first-time entering, degree-seeking students. Of those students, 7,743 (37 percent) were placed into one or more remedial courses. Of the remediated students, 3,830 (49 percent) were enrolled at four-year universities, and 3,913 (51 percent) were at two-year colleges.

Comparing Remediation Rates

Figure 7.1 displays a comparison between remediation rates between the two and four-year institutions during Fall 2019 and 2020. A brief explanation of these rate calculations is listed below:

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)

Total anytime remediation rates decreased at both two and four-year institutions by seven percent whereas total 1-Year remediation rates increased by 3 percent and total 2-Year rates increased by 2 percent.

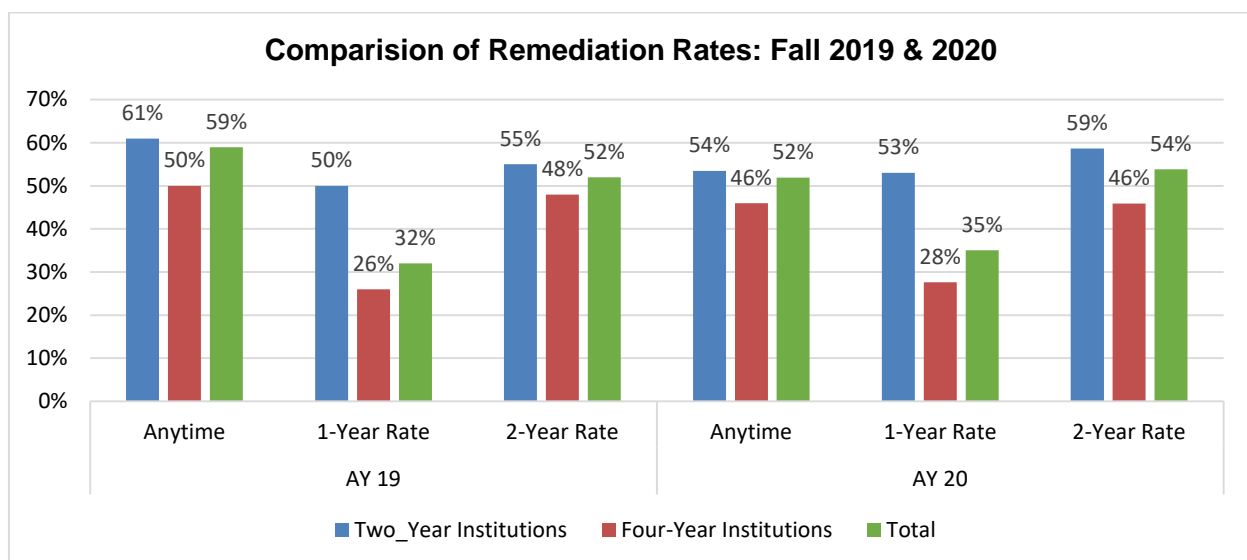


Figure 7.1. Comparison of Remediation Rates by Academic Year.

Remediation Rates by Subject Area

Math is consistently the subject with the highest remediation rate regardless of institution type while reading is consistently the lowest remediated subject area as shown in Figures 7.2 and 7.3.

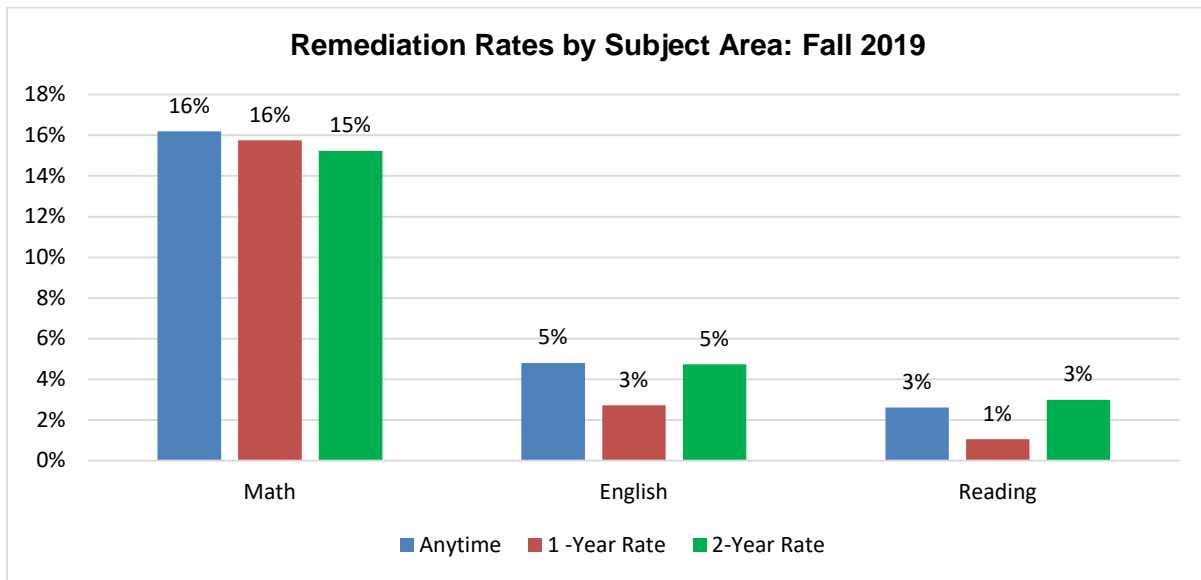


Figure 7.2. Remediation Rates by Subject Area

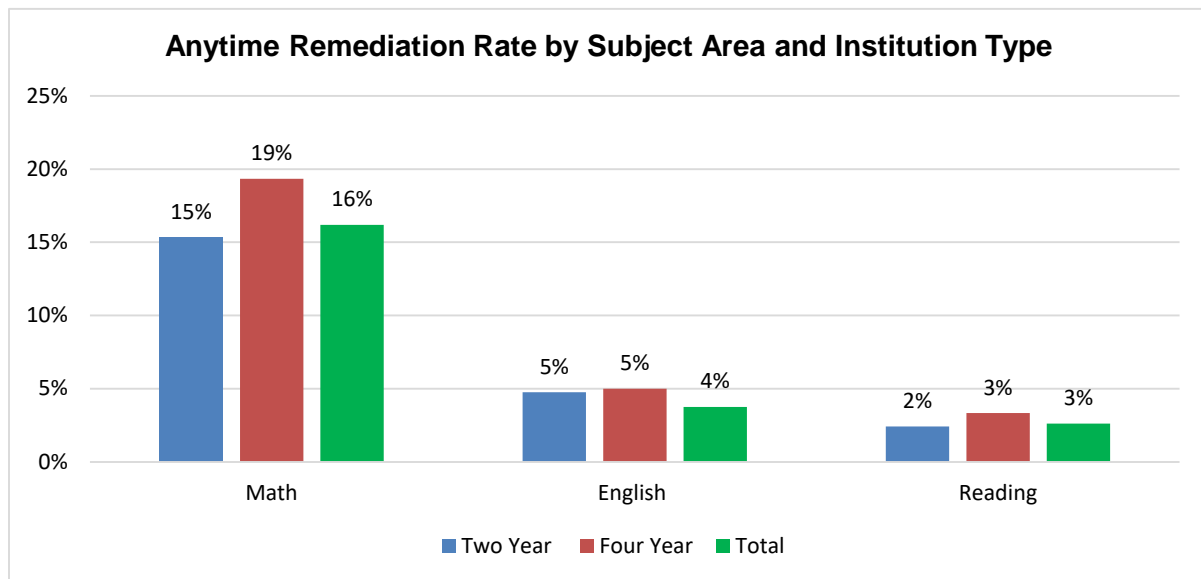


Figure 7.3. Remediation Rates by Subject and Institution Type

Most students require remediation in one subject only, but some also require remediation in two to three subject areas as shown in Figure 7.4. Those who require remediation for multiple subject areas are more likely enrolled at two-year institutions, depending on the number of subject areas required.

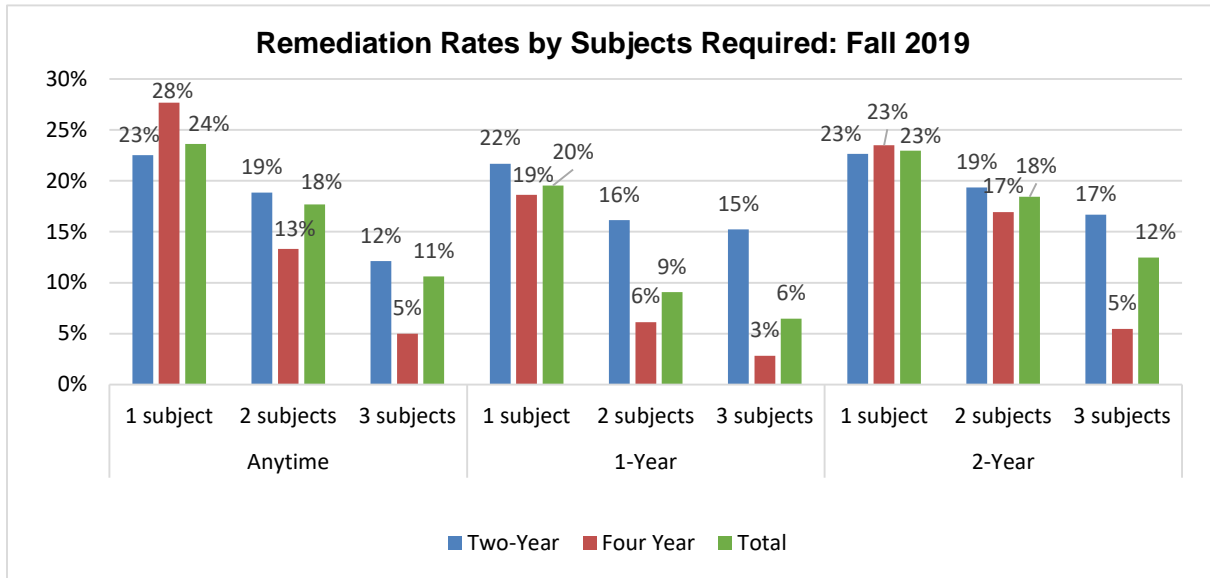
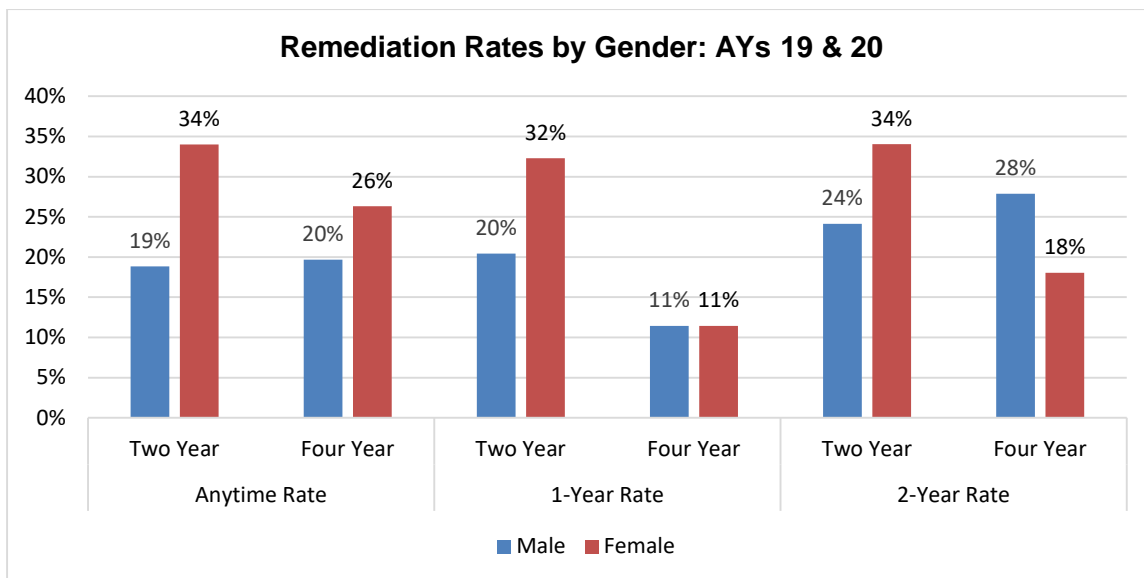


Figure 7.4. Remediation Rates by Number of Subjects Required

Remediation Rates by Demographics

Gender. Remediation rates are slightly higher for females in most instances regardless of institutional type as seen in Figure 7.5. The notable exceptions are in the four-year institutions when examined from the 1 and 2-Year rates.



Race/Ethnicity. Remediation data related to race/ethnicity is not available for AY 20 at this time. Due to changes in our Student Information System, institutions have had to resubmit all of their AY20 data so that race can be accurately coded in the system. The process is expected to be completed by mid-August. Thus, an updated report with this data will be provided in October.

Institutional Placement Plans

In AY 19, institutional placement plans were added to the First-Year Student Remediation Report as an additional resource for the Board to view the tools and strategies each institution utilizes to place, advise, and support first-year students while examining institutional remediation and gateway course success data in one document. Institutional placement plans from the four-year institutions are included in the appendix below. Placement plans for the two-year institutions will be submitted as a separate addendum in the near future.

Appendices

Appendix A Assessment of Institutional Placement Plans



Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	English
High School GPA (Overall)	GPA	English
High School GPA (By Subject Area)	Senior English course	English
ACT (Reading)	Standardized exam	Reading
HS GPA (Overall)	GPA	Reading
HS GPA (By Subject Area)	Two or more social science or literature courses	Reading
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Math
ACT (Overall score)	Standardized exam	Math
HS GPA (Overall)	GPA	Math
HS GPA (By Subject Area)	Algebra II or higher level math	Math

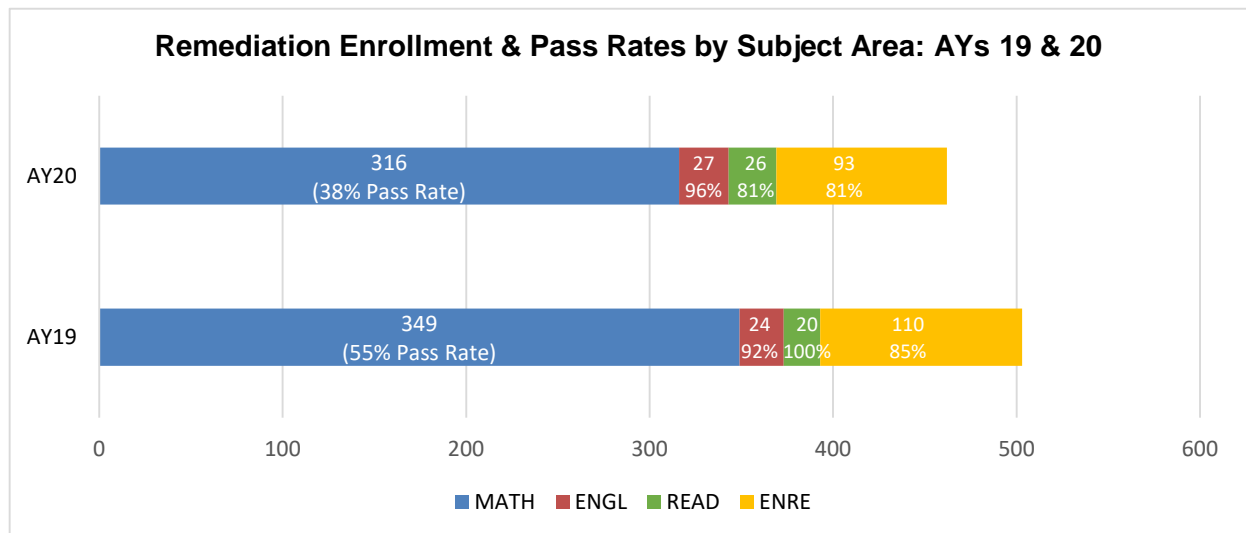
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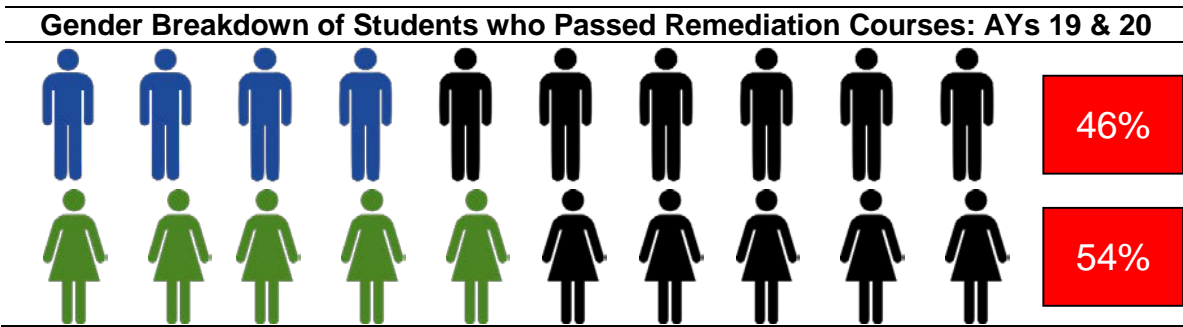
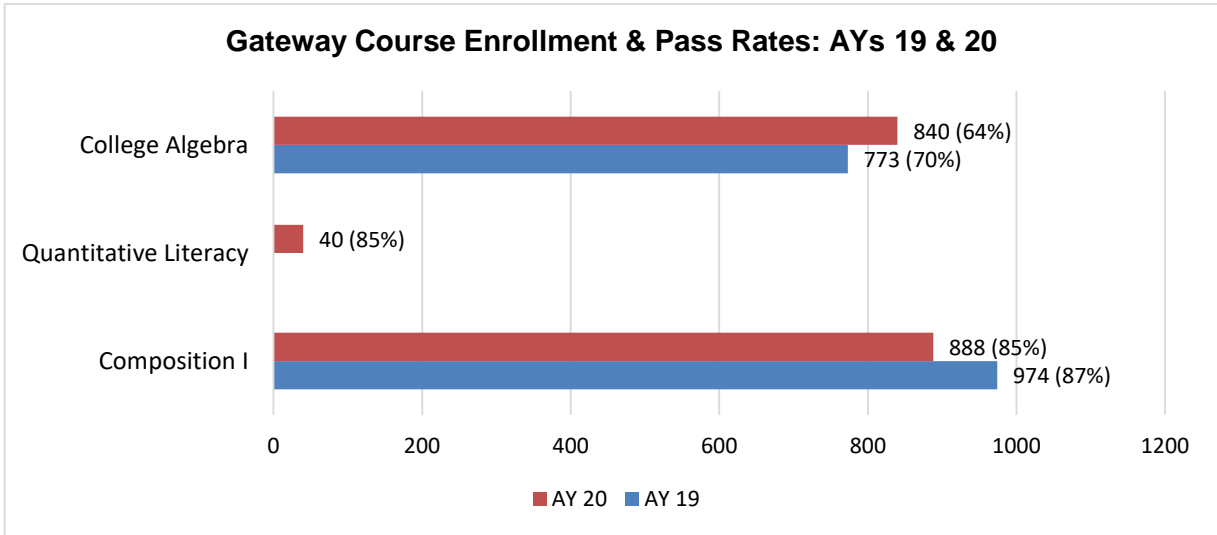
- All first-time, first year students are initially advised through New Student Registration program, which occurs throughout the summer.
- All students have mandatory academic advising and must meet with their academic advisor every semester in order to register for the next term.
- Placement testing occurs for students who do not have an ACT or equivalent score.
- Students conditionally admitted to A-State (ACT of 19-21 and high school GPA of 2.30) are admitted through Transition Studies (TS) Program.

Support Strategies Offered to Students

Math Lab	Tutoring Services
Early alert system	Staff mentors
Academic coaches	First-Year Experience (FYS)

Outcomes





Total population: 569



Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
High School GPA (Overall)	GPA	All
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall score)	Standardized exam	All

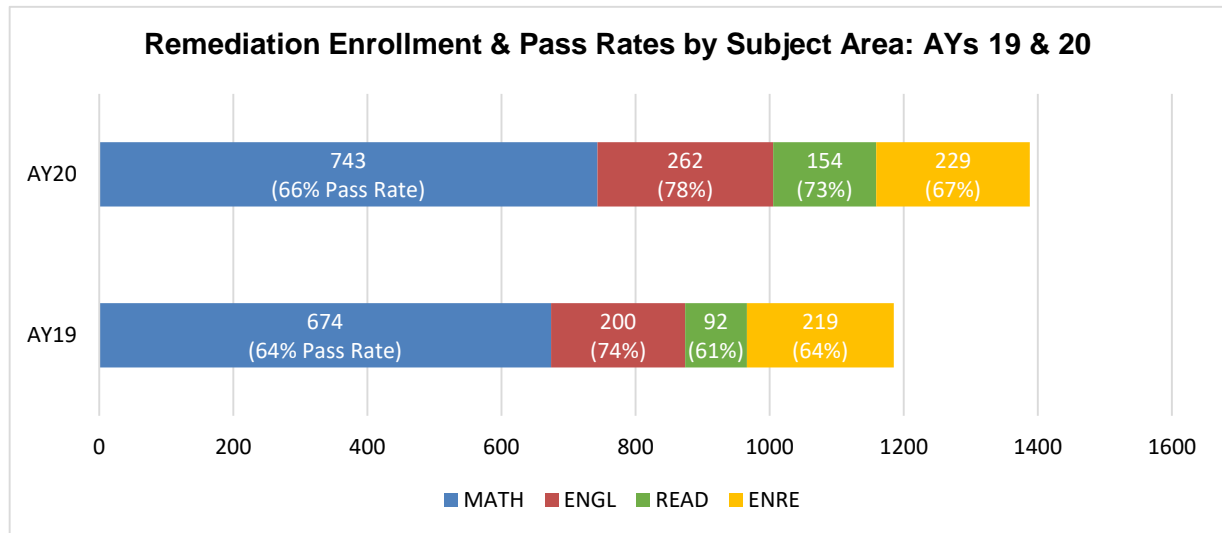
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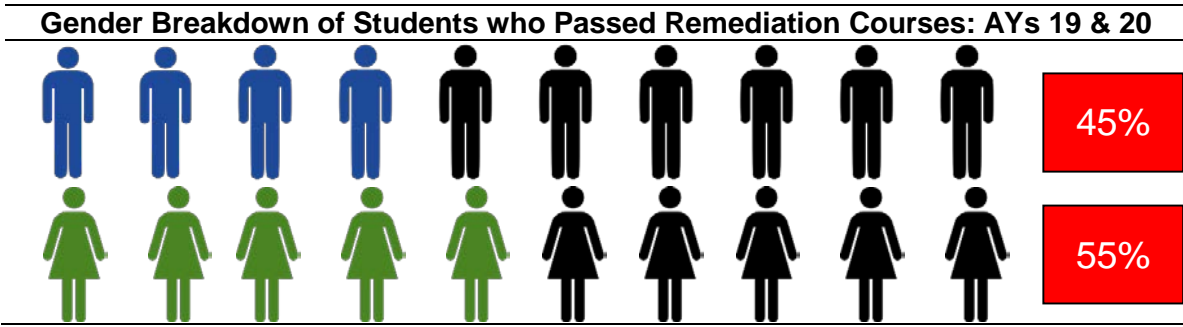
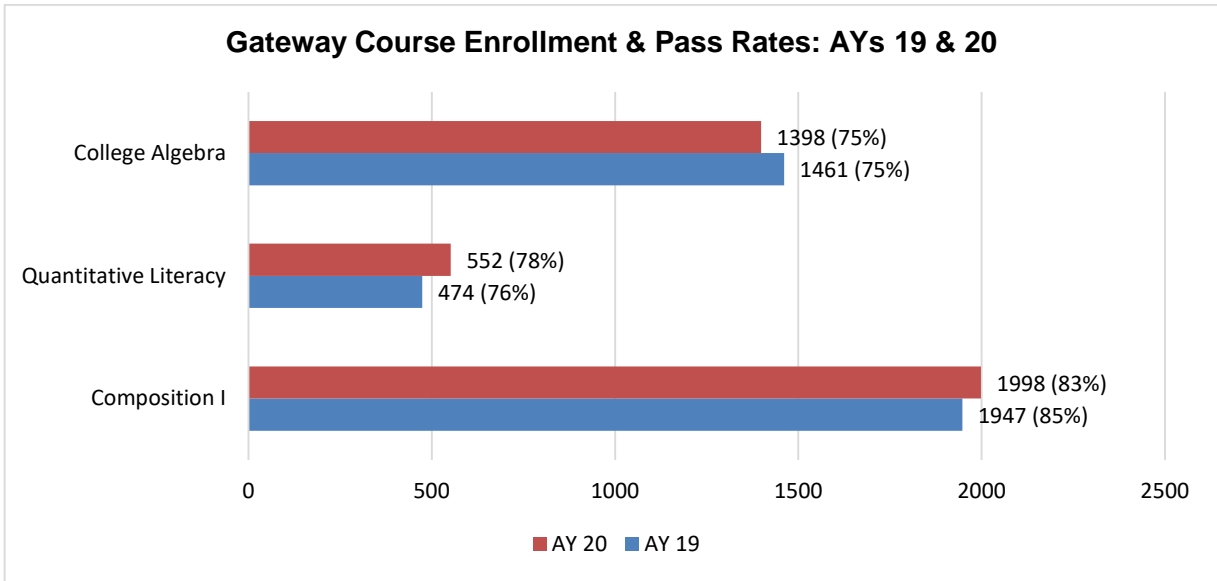
- Arkansas Tech University uses professional advisors in the Academic Advising Center until the student has earned 60 credit hours.
- At the acquisition of 60 credit hours, the student is assigned an advisor in the major department.

Support Strategies Offered to Students

Academic advisors	Faculty mentors
Early alert system	Staff mentors
Attendance reporting	First-Year Experience course
Supplemental Instruction	Mid-term Grade reporting
Tutoring Services	

Outcomes





Total population: 1735



Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
ACCUPLACER (Overall score)	Standardized exam	All
High School GPA (Overall)	GPA	All

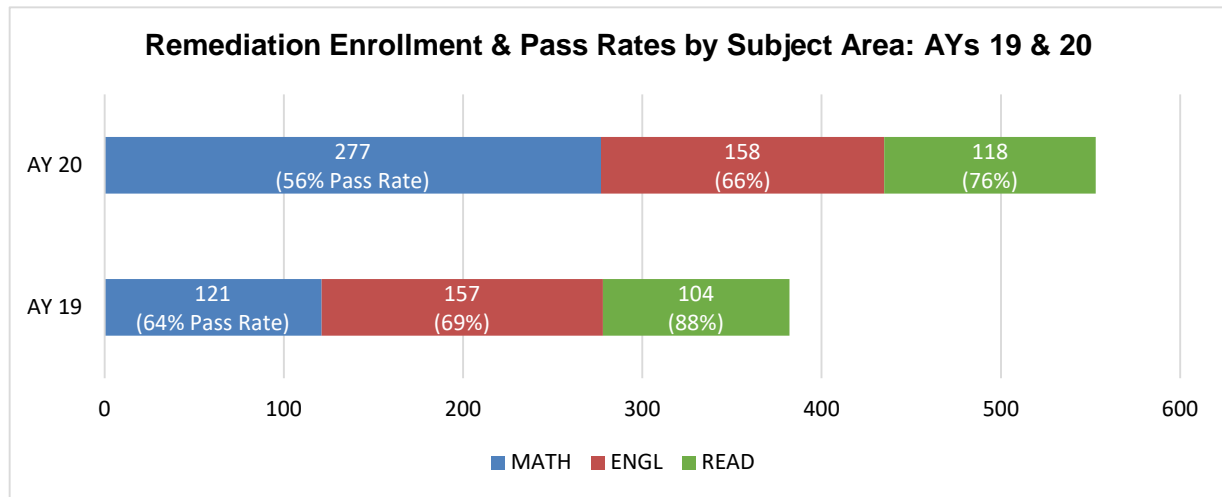
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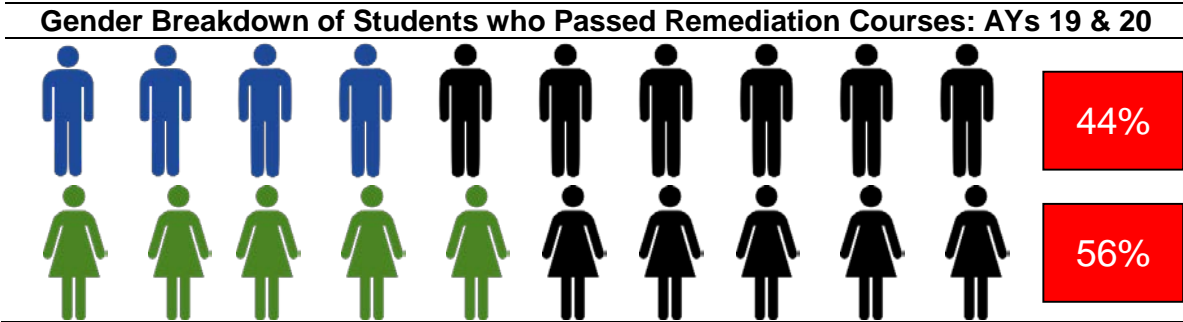
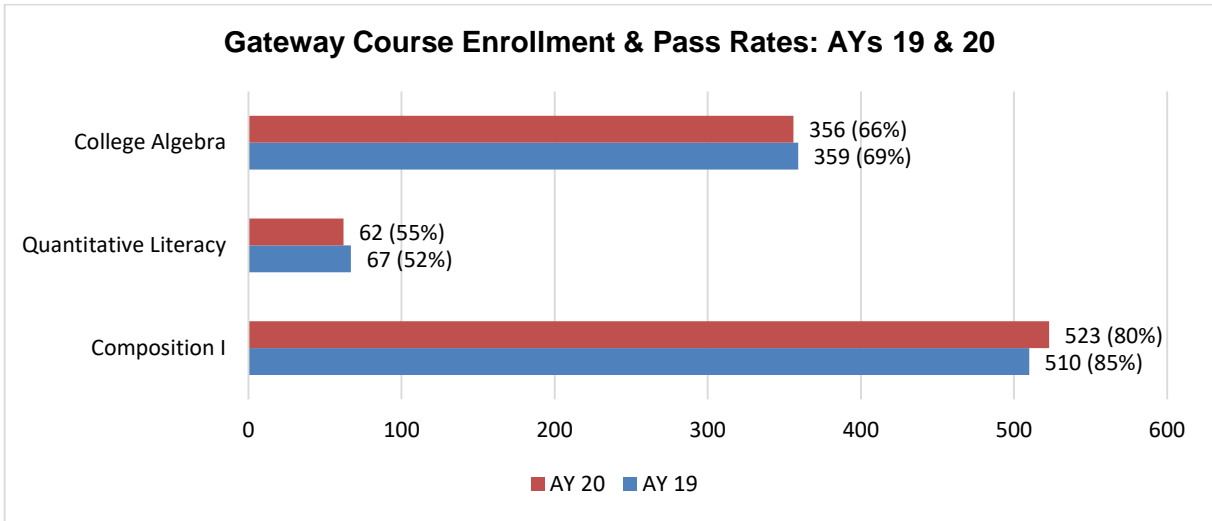
- In 2014, HSU created an Academic Advising Center that houses professional advisors.
- All first-time freshmen that enter HSU are assigned both a faculty advisor and a professional advisor.
- The student will meet with their professional advisor to set their schedule the first 2 years of their coursework. Once the student enters their third year, they will transition over to their faculty advisor.
- Students who have an ACT Composite score of 16, 17, 18 or 19 will be conditionally admitted and will be required to participate in the Reddie Intervention for Success in Education (R.I.S.E.) Program through the HSU Academic Advising Center.
- The Academic Advising Center also works with students conditionally admitted through our RISE program.

Support Strategies Offered to Students

Early alert system	Advising Center
Writing Center	Math Lab

Outcomes





Total population: 650



Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
High School GPA (Overall)	GPA	All
ACT (English)	Standardized Exam	English
ACT (Math)	Standardized Exam	Math
ACT (Reading)	Standardized Exam	Reading
COMPASS	Standardized Exam	All
ASSET	Standardized Exam	All
Departmental Placement Test	Standardized Exam	Math
Next-Gen ACCUPLACER (Reading)	Standardized Exam	Reading
Next-Gen ACCUPLACER (Writing)	Standardized Exam	English
Next-Gen ACCUPLACER (Quantitative Reasoning, Algebra, & Statistics)	Standardized Exam	Math
ACCUPLACER (Reading Comprehension)	Standardized Exam	Reading
ACCUPLACER (Sentence Skills)	Standardized Exam	English
ACCUPLACER (College Level Math)	Standardized Exam	Math
SAT (Reading)	Standardized Exam	Reading
SAT (Writing & Language)	Standardized Exam	English
SAT (Reading)	Standardized Exam	Math

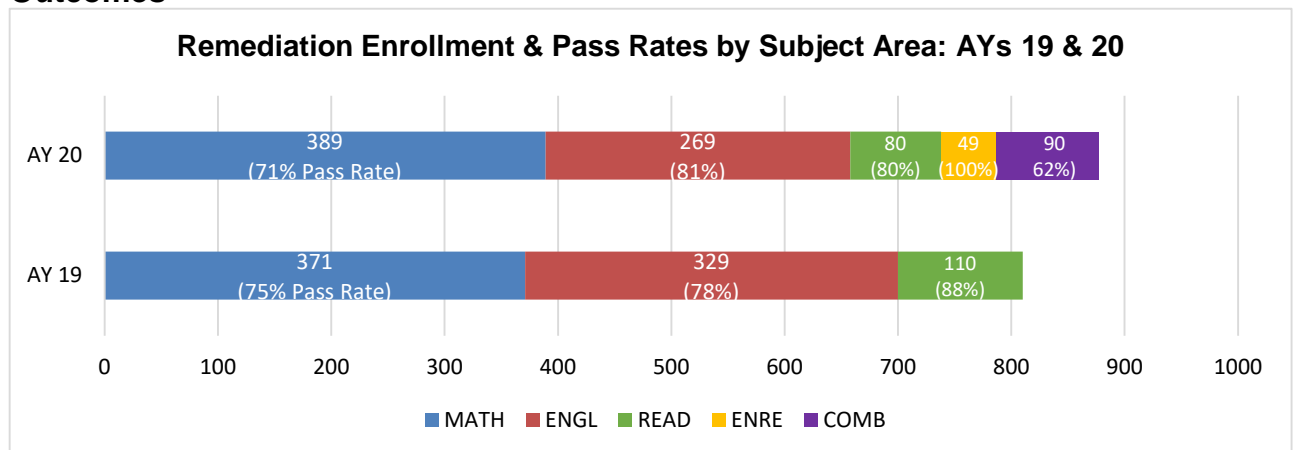
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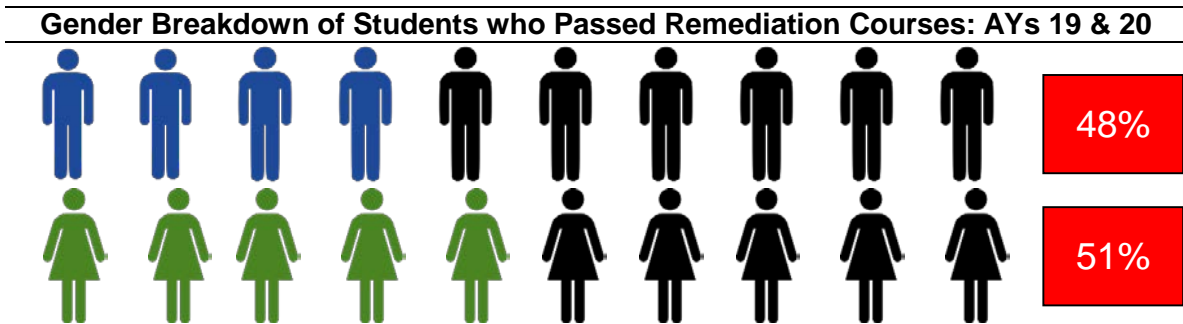
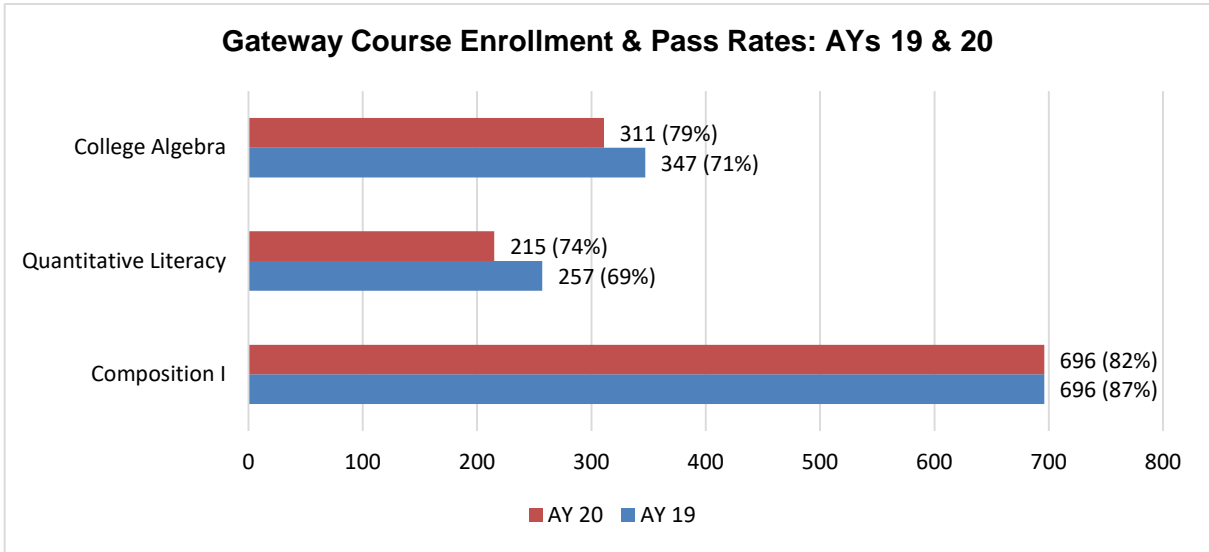
- Student transcripts are reviewed for previous college coursework, if applicable.
- If the student has not had past college English coursework, high school transcripts and placement scores are used to place the student.
- Students who do not have a high school transcript available are placed based on ACT or other placement scores.
- Students are always placed at the highest level they are eligible for when reviewing available data (i.e. SAU uses the highest placement score available).
- In the summer, student records are reviewed again to check if high school transcripts have come in (if not originally available) so that placement can be determined using a combination of high school GPA and placement scores (ideally, we want both measures available).

Support Strategies Offered to Students

Early alert system	Peer mentor
Attendance reporting	Writing Center
Academic advisors	Math Lab
Tutoring Services	

Outcomes





Total population: 1293



Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	English Math
ACCUPLACER (Overall score)	Standardized exam	English Math
SAT (overall score)	Standardized exam	English Math
High School GPA (Overall)	GPA	English Reading

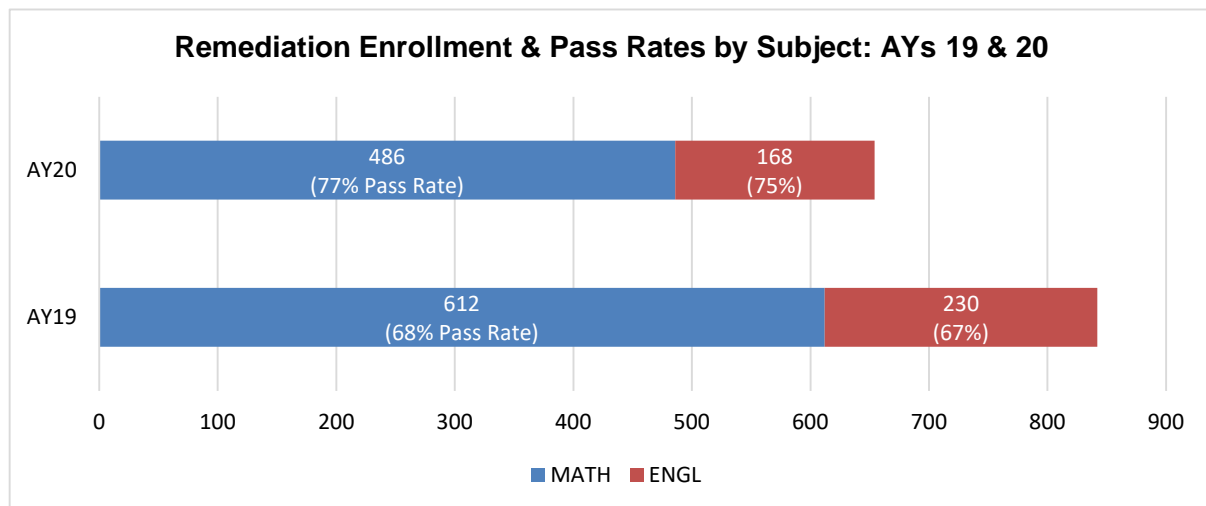
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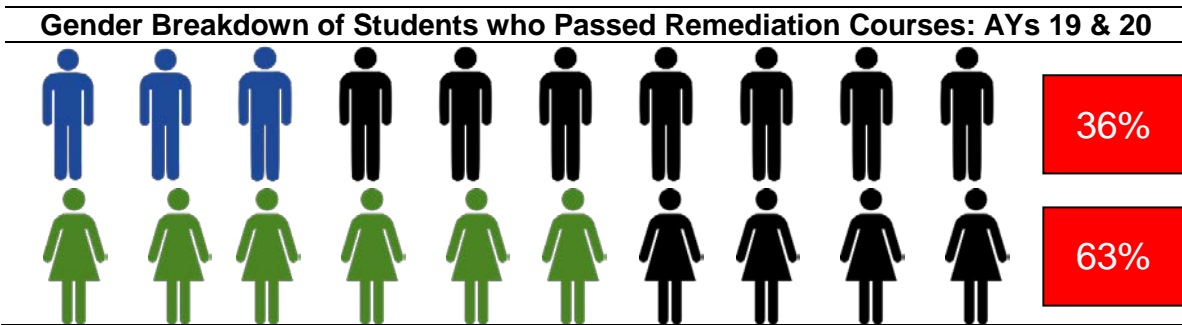
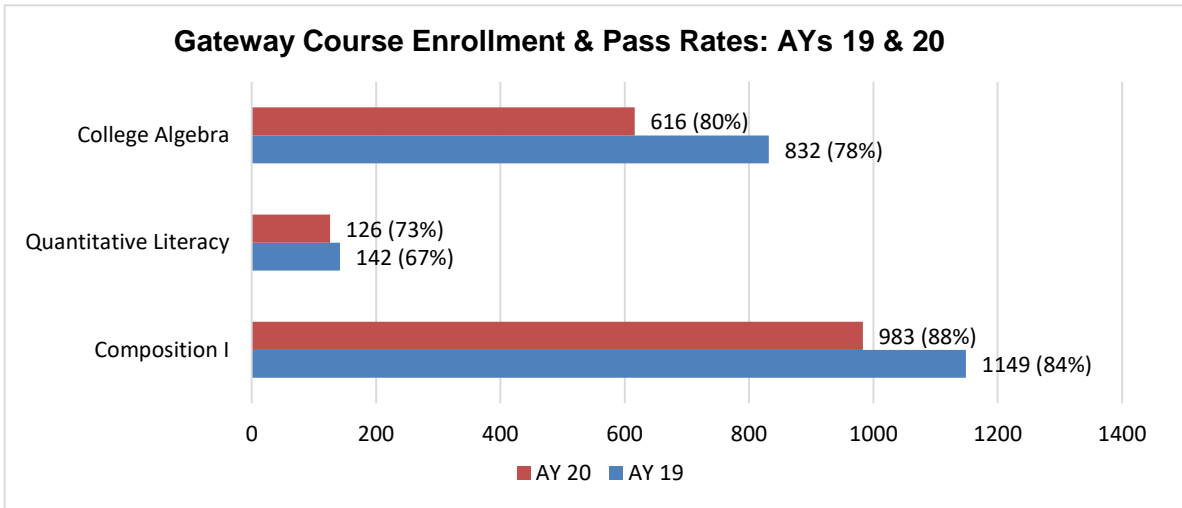
- All degree-seeking students are advised in the college of their major by either an advising coordinator or faculty member.
- Undeclared students as well as some associate degree-seeking students are advised in the central advising office by professional advisors.
- Students testing below the developmental level in any discipline are not being admitted. These students are given resources available to encourage and assist them in getting their scores up to the developmental level so they can be eligible to declare a major.
- Students in developmental courses are required to meet with their advisor each semester to discuss their progress and courses to be taking the following semester, as well as if the student is eligible to continue. These students are registered manually with their advisor.
- Starting in Fall 2019, all freshman will be advised by professional advisors in the ROAR First Year Advising Center.

Support Strategies Offered to Students

- | | |
|-------------------------|--------------------|
| New Student Orientation | Academic workshops |
| Early alert system | Math Lab |
| Target Success Program | Writing Center |
| Tutoring Services | |

Outcomes





Total population: 1073



Viabie Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Reading
HS GPA (Overall)	GPA	All
Other	Department Placement Assessments	All

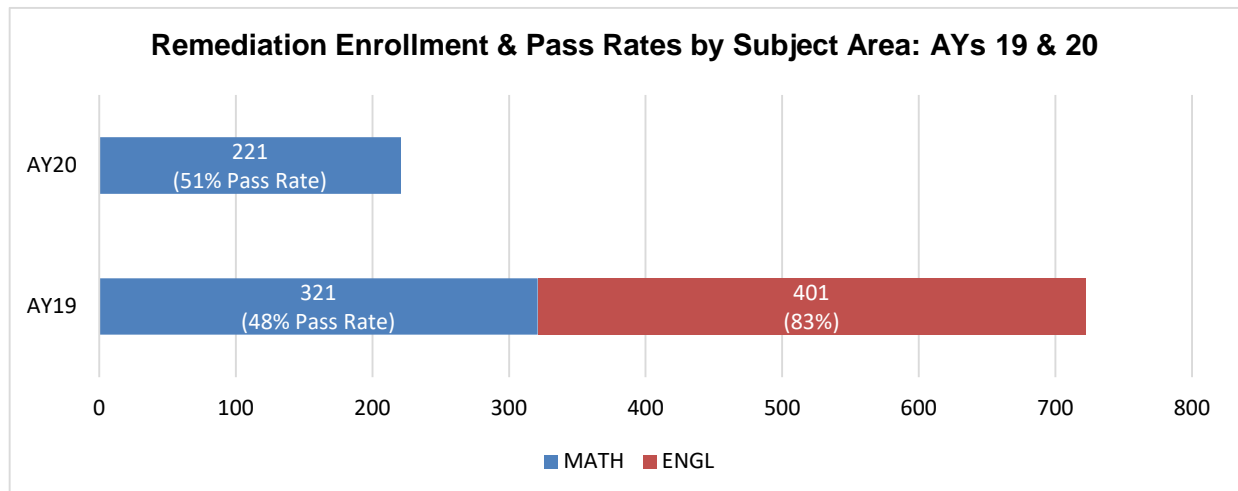
Advising

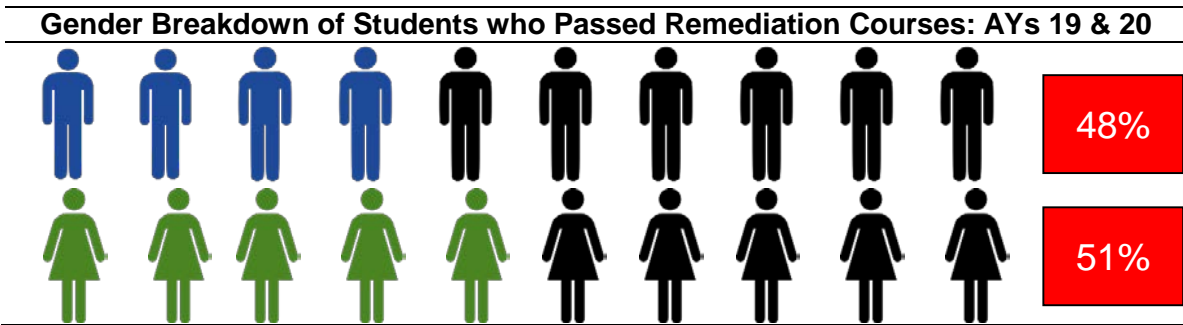
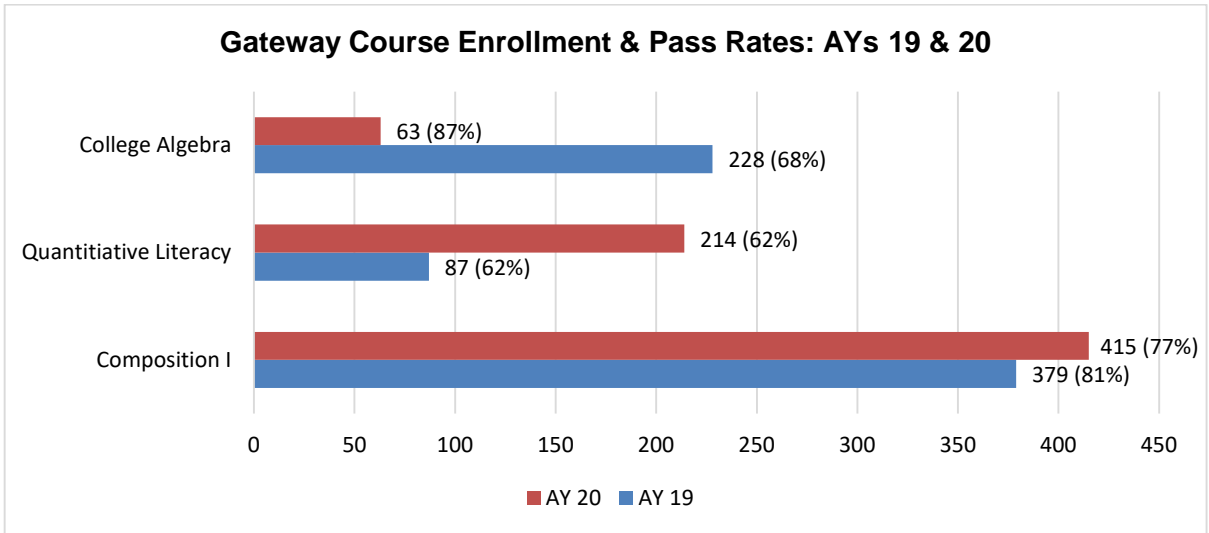
- Academic advising plays a vital role in the success of our students. Upon admission, each student is assigned an academic advisor specializing in his or her chosen field of study.
- The Institution uses faculty advisors for students who have declared a specific major and professional advisors for conditional prep and general studies students.
- All students are required to speak to an academic advisor before enrolling for the first time.
- Students are welcome to email, call or meet with their academic advisors.
- The Director of Academic Advising also takes a direct role in the advising process.
- The Director ensures that every student is assigned an advisor in a timely manner, advises general studies students, provides training for all professional and faculty advisors, develops new programming to prepare students for college and is responsible for any specialized projects associated with academic advising.

Support Strategies Offered to Students

Early alert system	Tutoring Services
Writing Center	Academic workshops

Outcomes





Total population: 400



Viabale Metrics

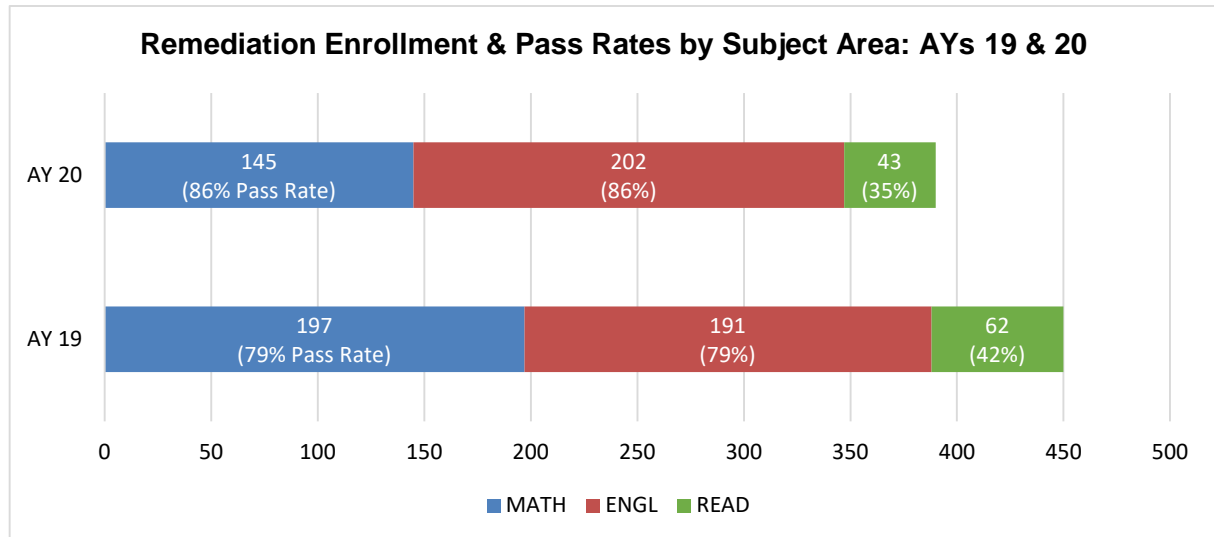
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Elementary Algebra)	Standardized exam	Math
ACCUPLACER (Sentence Skills)	Standardized exam	English
ACCUPLACER (Reading Comprehension)	Standardized exam	Reading
ACCUPLACER (College Math)	Standardized exam	Math

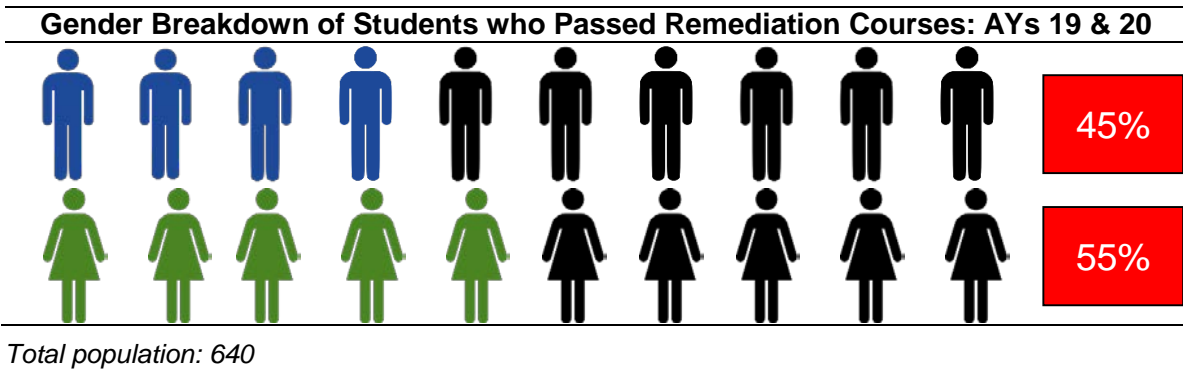
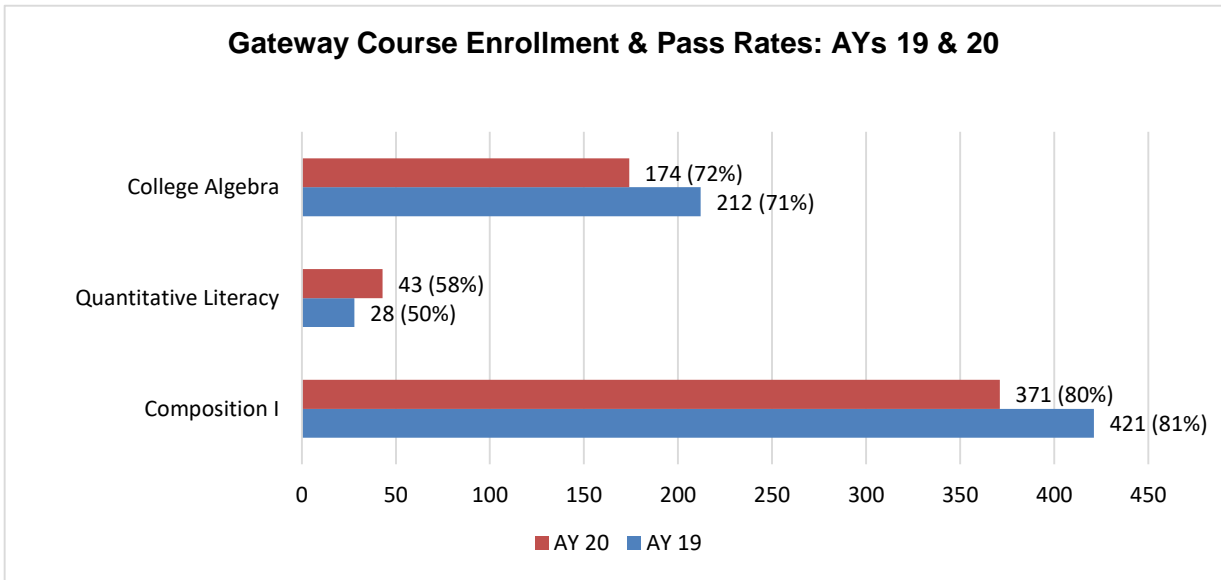
Advising

Support Strategies Offered to Students

Summer programs	Tutoring Services
Living/Learning Centers	Early alert system
Faculty mentors	Academic Advisors

Outcomes







Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
SAT (Writing & Language)	Standardized exam	English
COMPASS	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
SAT (Reading)	Standardized exam	Reading
COMPASS	Standardized exam	Reading
ACT (Math)	Standardized exam	Math
SAT (Math)	Standardized exam	Math
ACCUPLACER (College Math)	Standardized exam	Math

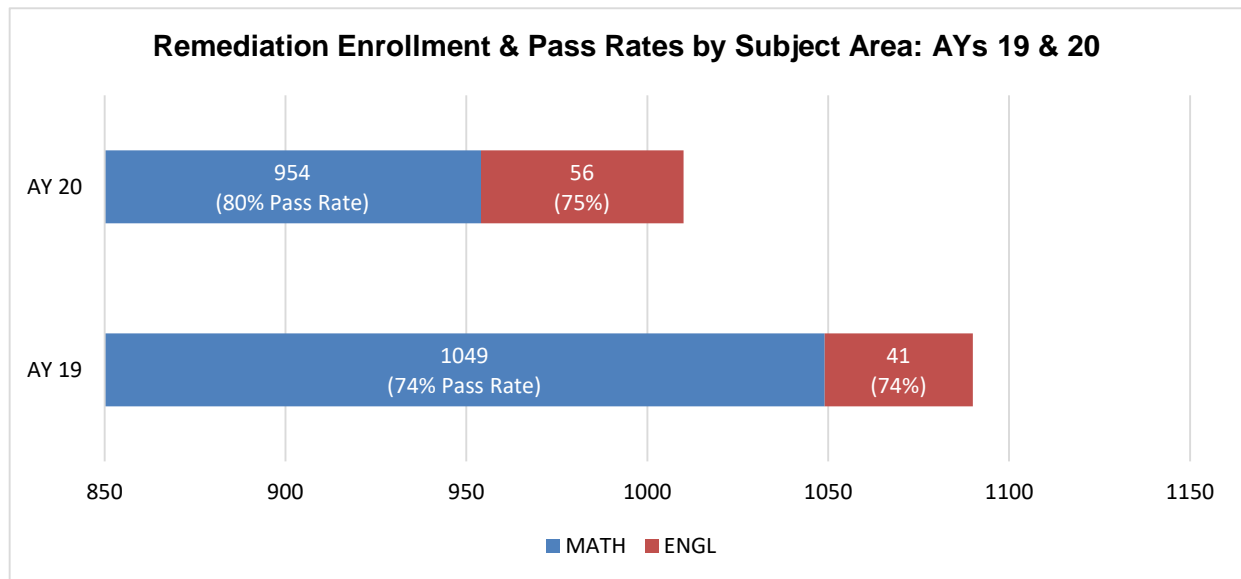
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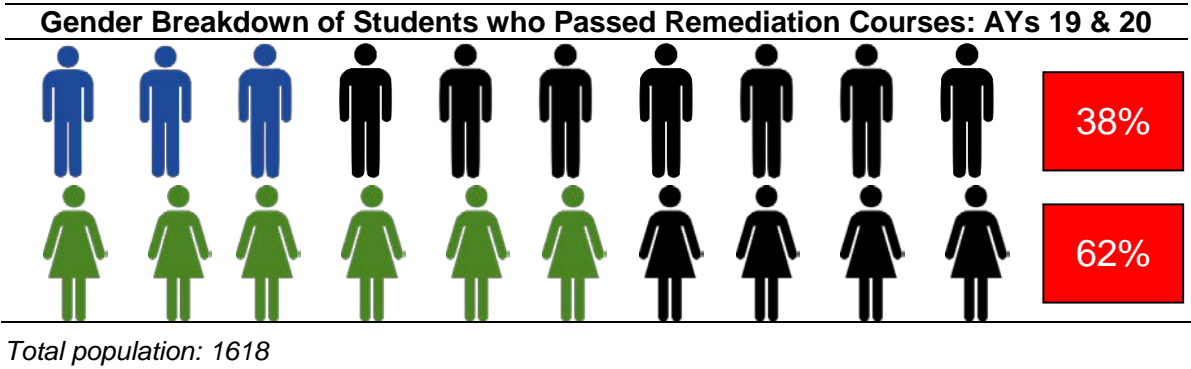
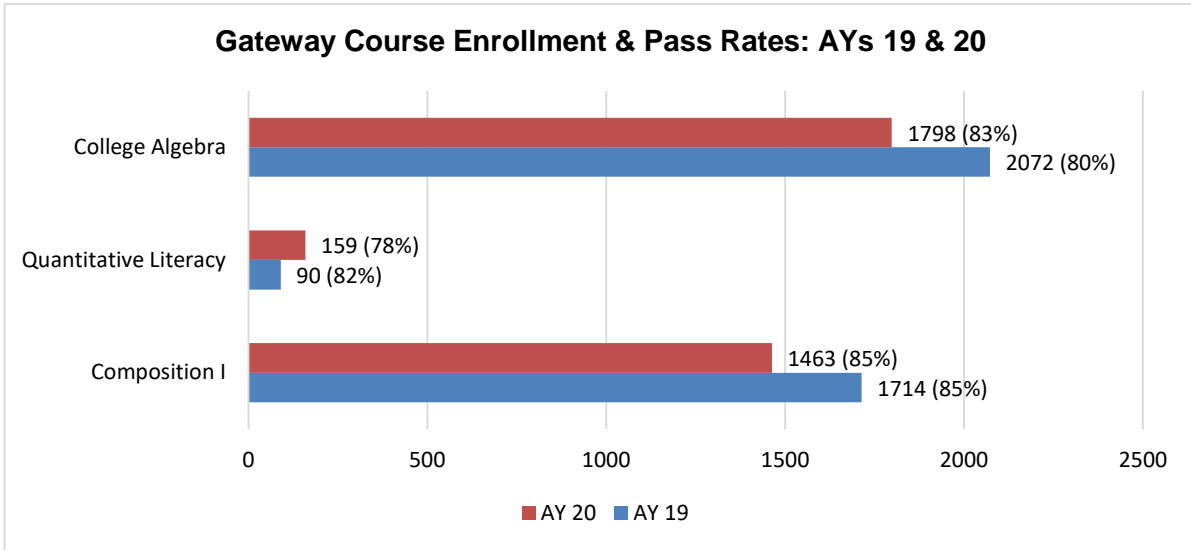
- Students in need of remediation will be pre-enrolled into the appropriate course(s) by the Registrar's Office or appropriate Advising Center prior to the start of the student's first semester.
- Academic advisors will be asked to review student course placement during orientation or before the start of the semester.

Support Strategies Offered to Students

- Supplemental Instruction
- Mid-term Grade reporting
- Math Lab

Outcomes







Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Math)	Standardized exam	Math
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
Other	Completed transitional or college-level coursework	All

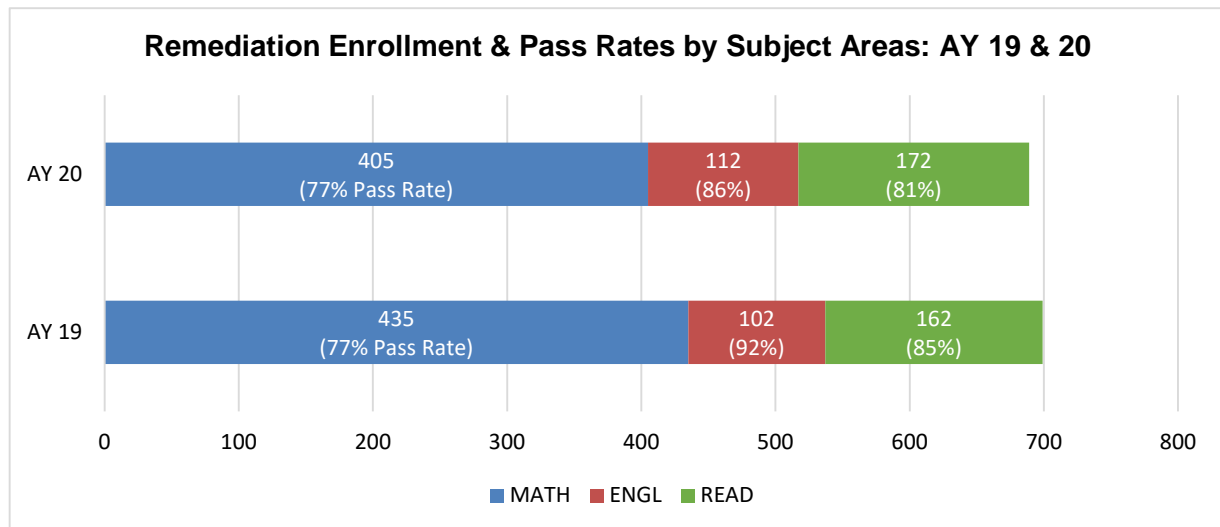
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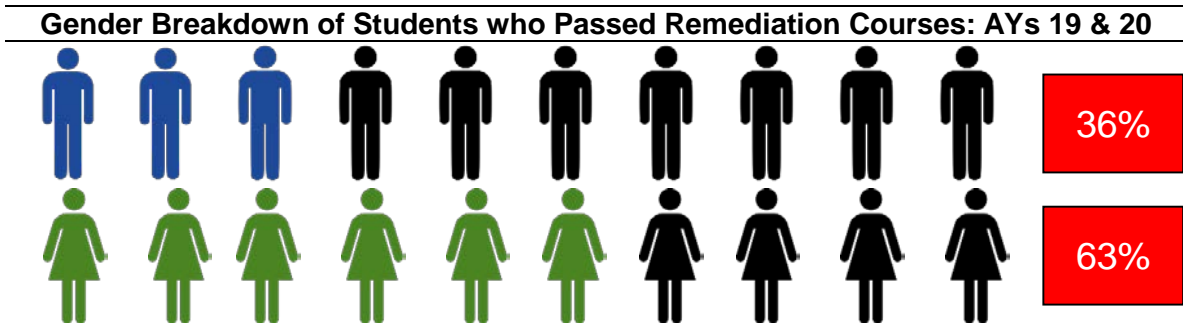
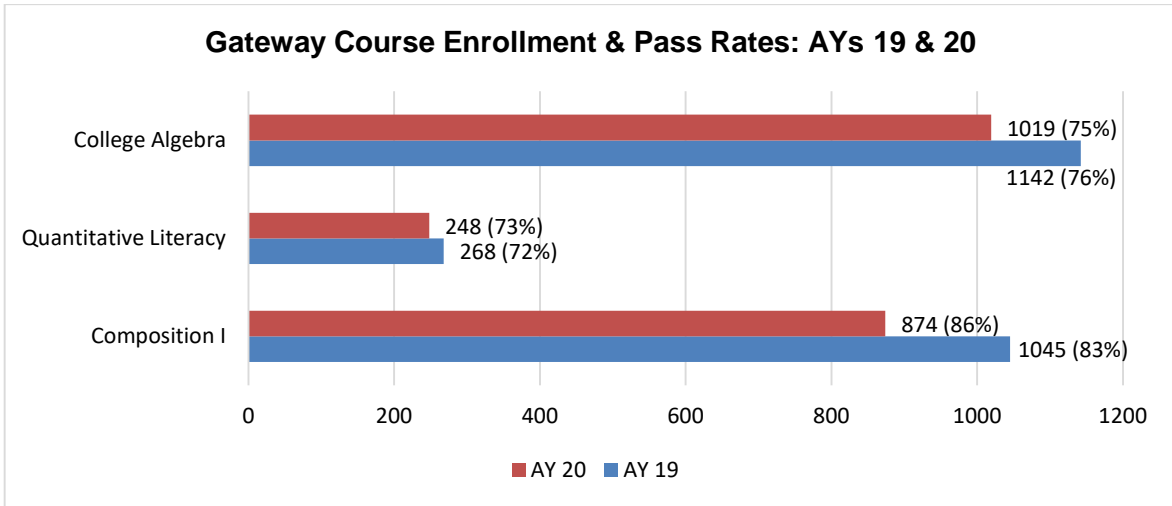
- Students who are required to complete transitional courses are conditionally admitted to the university.
- All students will be assigned an advisor in UCA's Academic Advising Center, and advisors will regularly practice intrusive advising with these students, which includes mandatory individual and group advising sessions, review of the Academic Map (program of study) for a student's intended major, and monitoring of mid-term grades.
- Conditionally admitted students will have a registration hold placed on their account that prevents them from self-registering for classes until all transitional work has been completed.
- All entering undergraduate UCA students will be required to attend academic registration, including one-on-one advising sessions, with an optional two-day student orientation program (SOAR). All entering students are encouraged to participate in the orientation activities during Welcome Week before the first day of classes in August.

Support Strategies Offered to Students

Summer programs	Tutoring Services
Writing Center	Freshman seminar (Journeys to Success)

Outcomes





Total population: 1114