Arkansas Division of Higher Education

Annual Review on First-Year Student Remediation

Academic Year 2019-2020

Academic Affairs

December 2020

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

Agenda Item No. 7
Higher Education Coordinating Board
July 31, 2020

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.

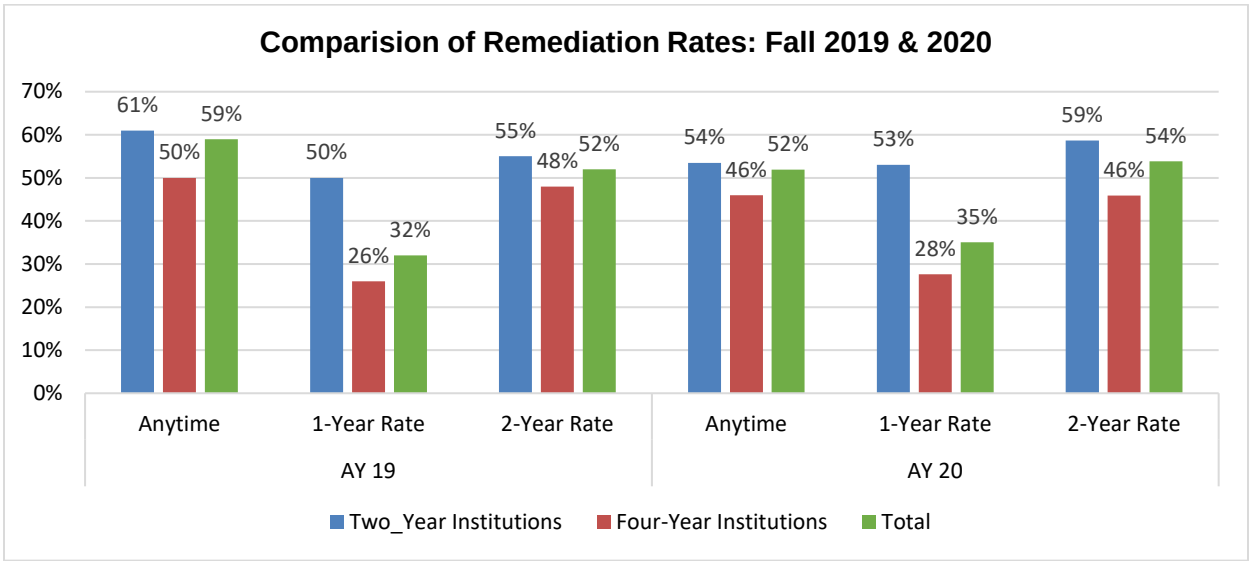


Figure 7.1. Comparison of Remediation Rates by Academic Year.

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.

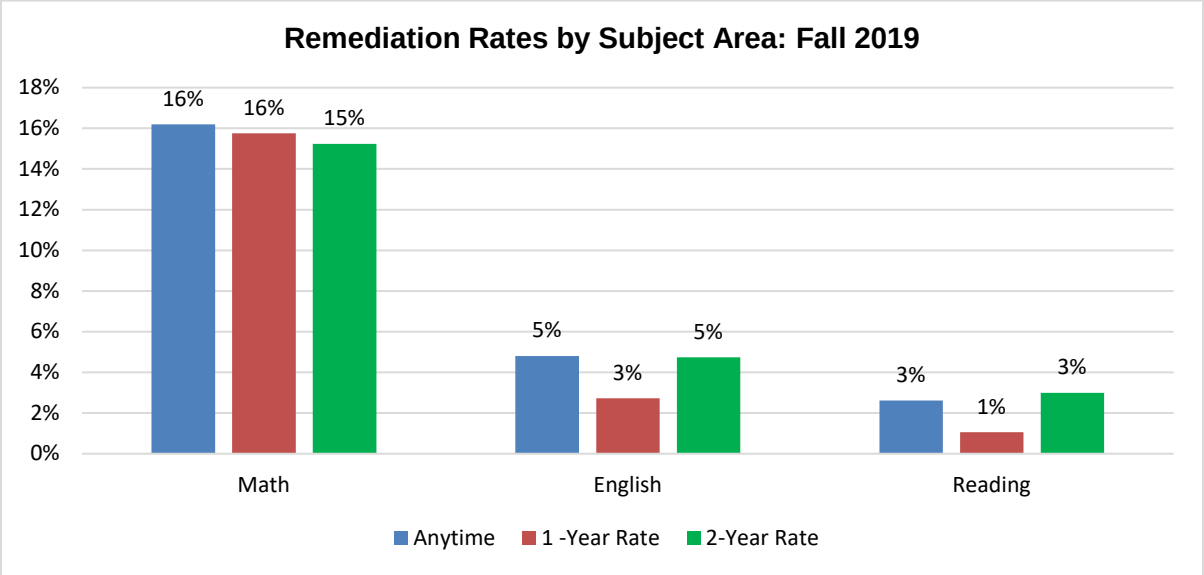


Figure 7.2. Remediation Rates by Subject Area

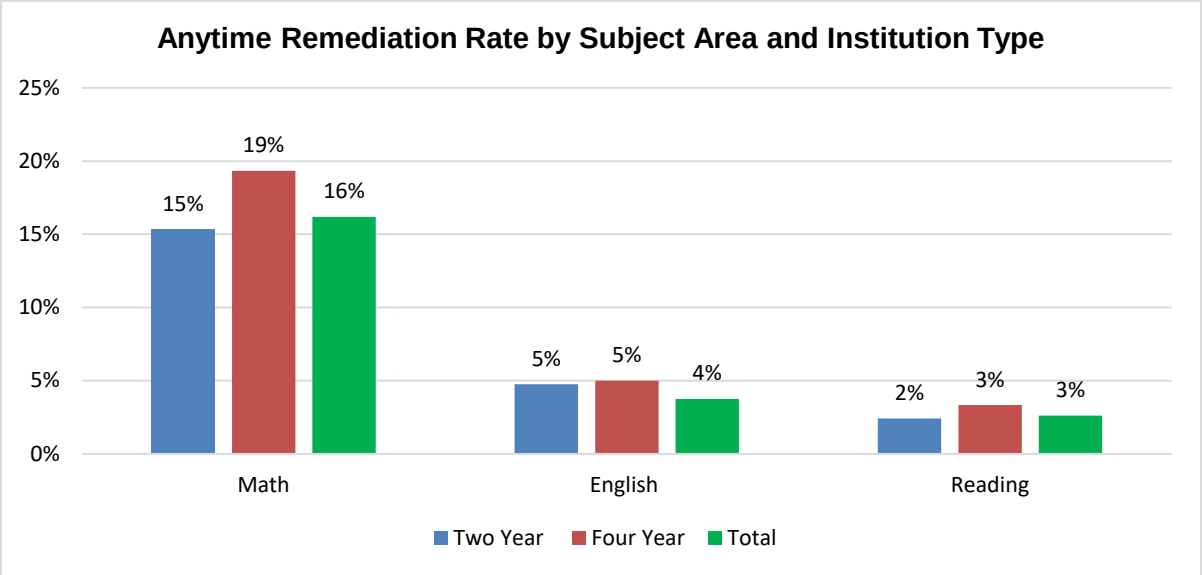


Figure 7.3. Remediation Rates by Subject and Institution Type

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.

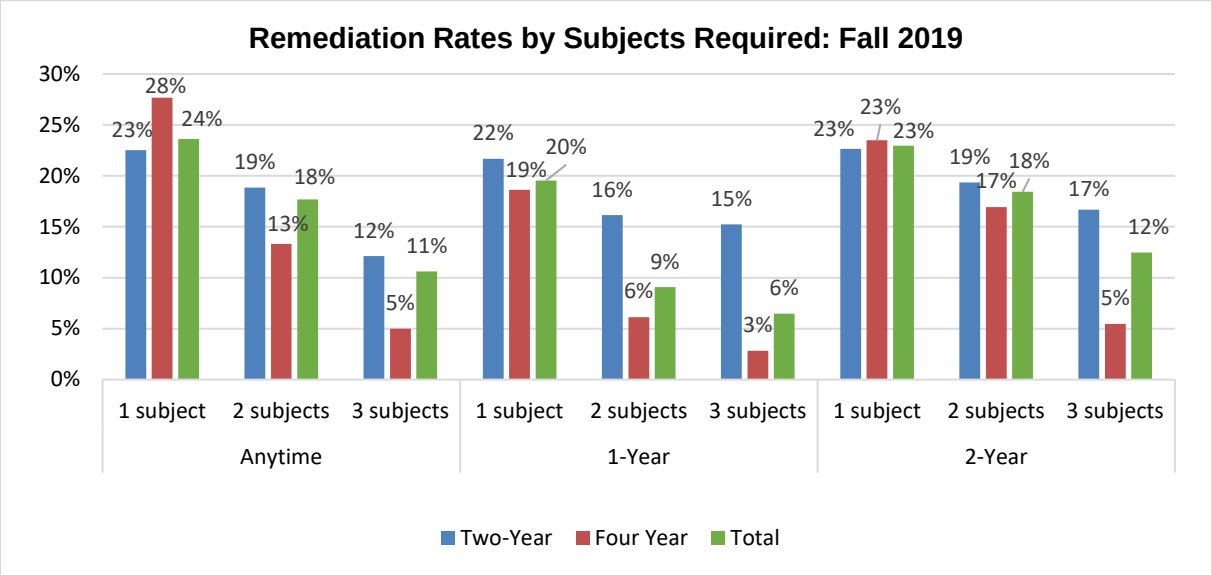
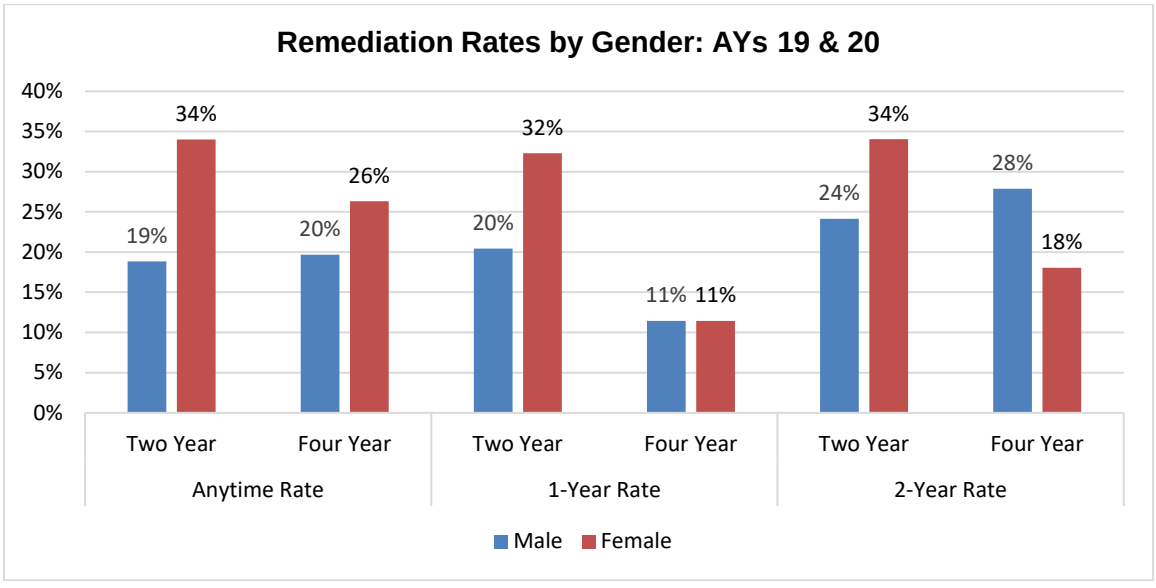


Figure 7.4. Remediation Rates by Number of Subjects Required

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 both two and four-year institutions are included in the appendix below.

Appendices

Appendix A Assessment of Institutional Placement Plans

ARKANSAS STATE UNIVERSITY

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

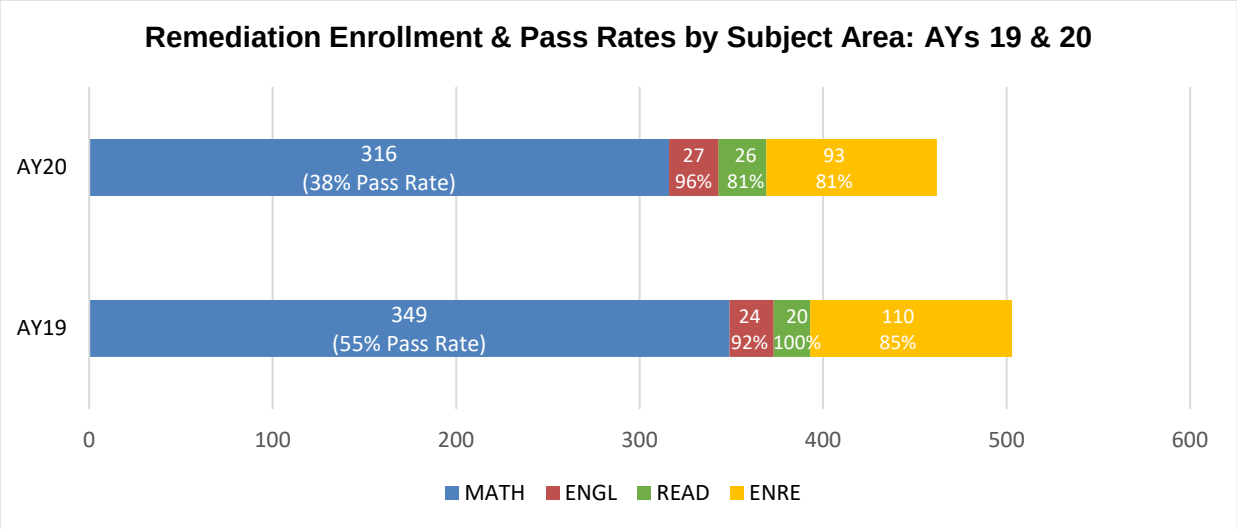
Advising

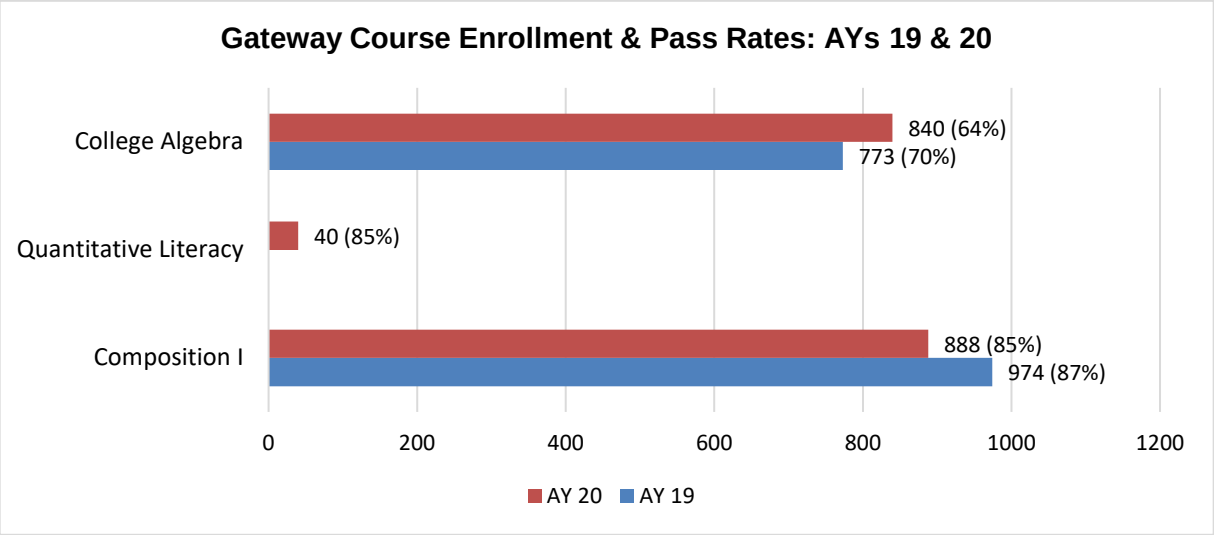
- All first-time, first year students are initially advised through New Student Registration program, which occurs throughout the summer.
- All students have mandatory academic advising and must meet with their academic advisor every semester in order to register for the next term.
- Placement testing 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.

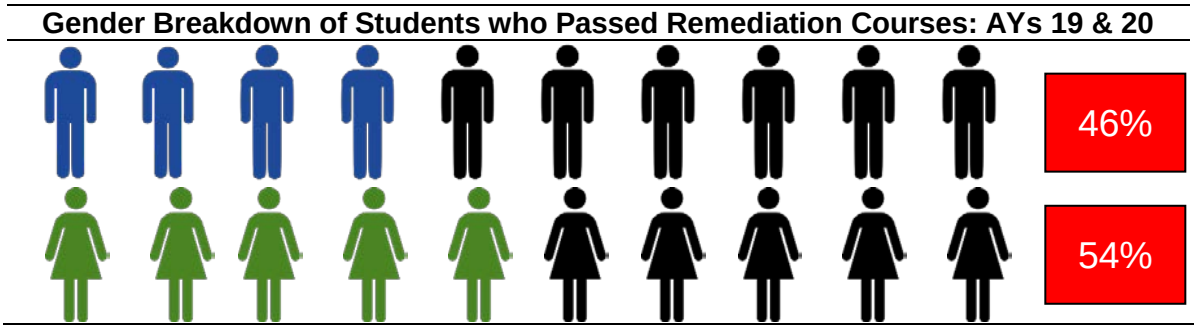
Support Strategies Offered to Students

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

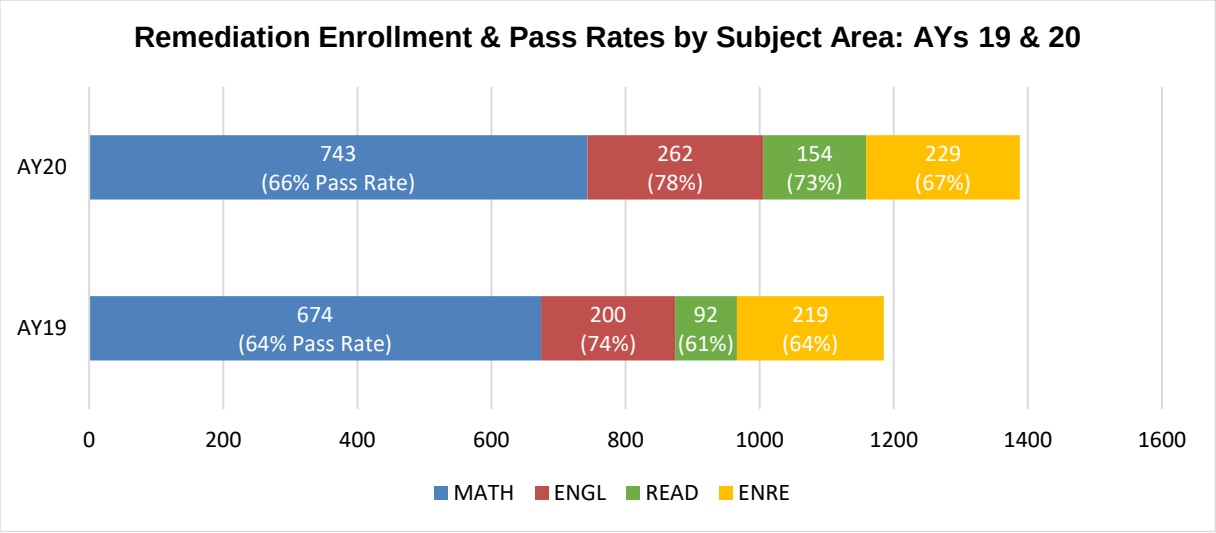
Advising

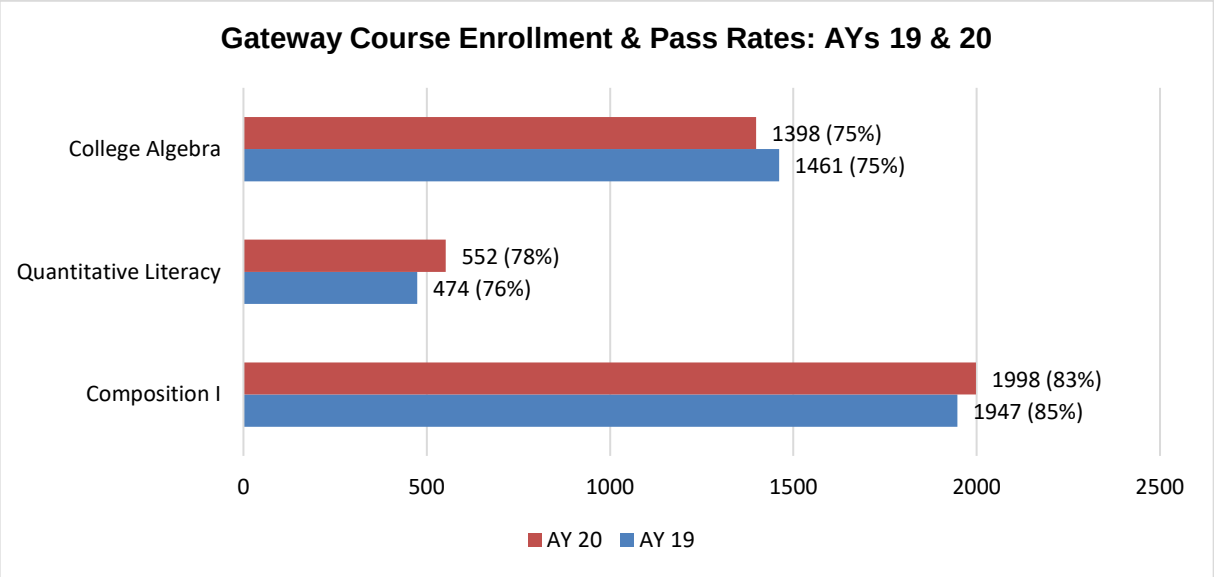
- Arkansas Tech University uses professional advisors in the Academic Advising Center until the student has earned 60 credit hours.
- At the acquisition of 60 credit hours, the student is assigned an advisor in the major department.

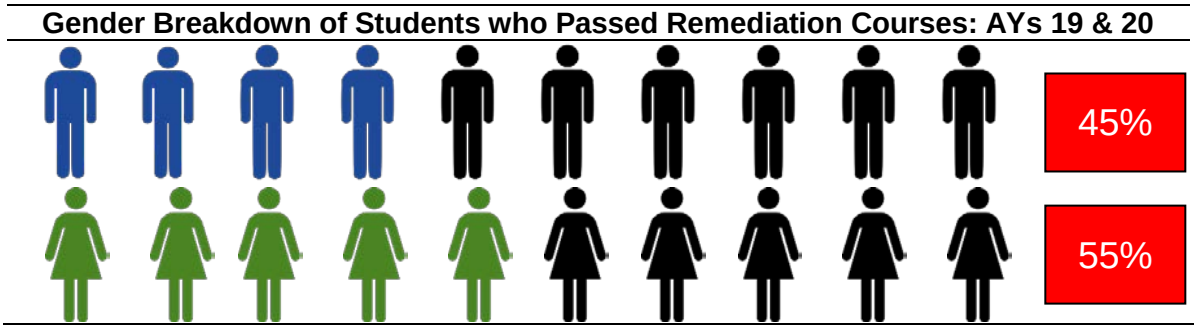
Support Strategies Offered to Students

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

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

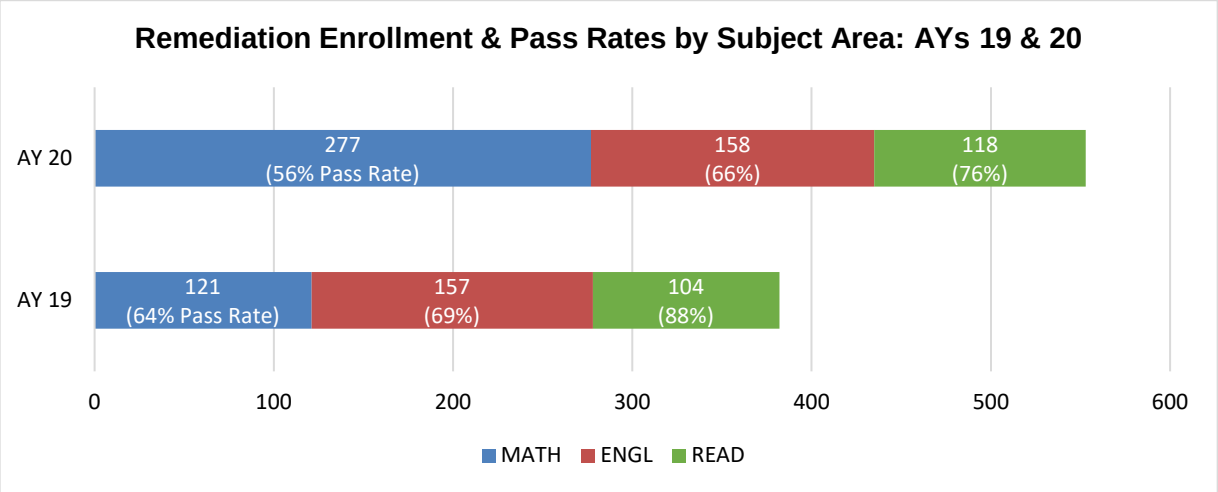
Advising

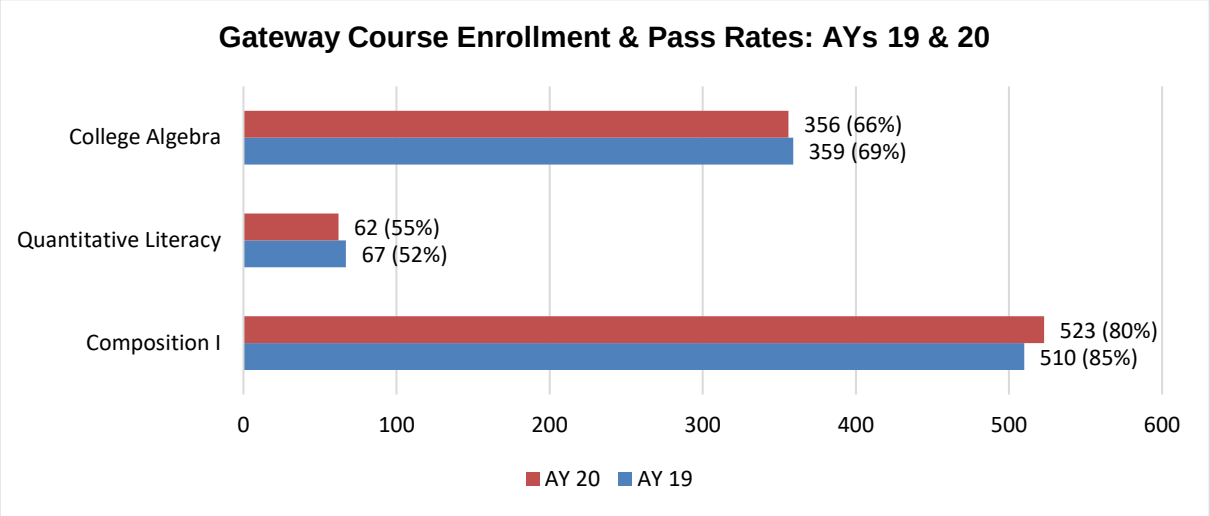
- In 2014, HSU created an Academic Advising Center that houses professional advisors.
- All first-time freshmen that enter HSU are assigned both a faculty advisor and a professional advisor.
- The student will meet with their professional advisor to set their schedule the first 2 years of their coursework. 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.

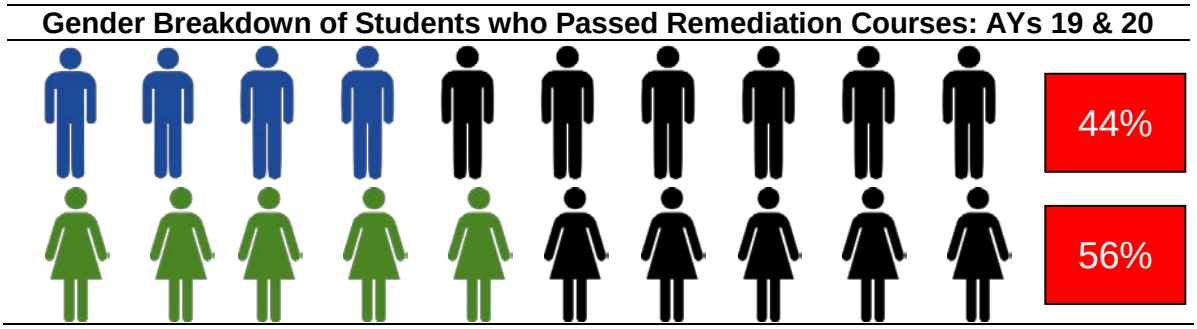
Support Strategies Offered to Students

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

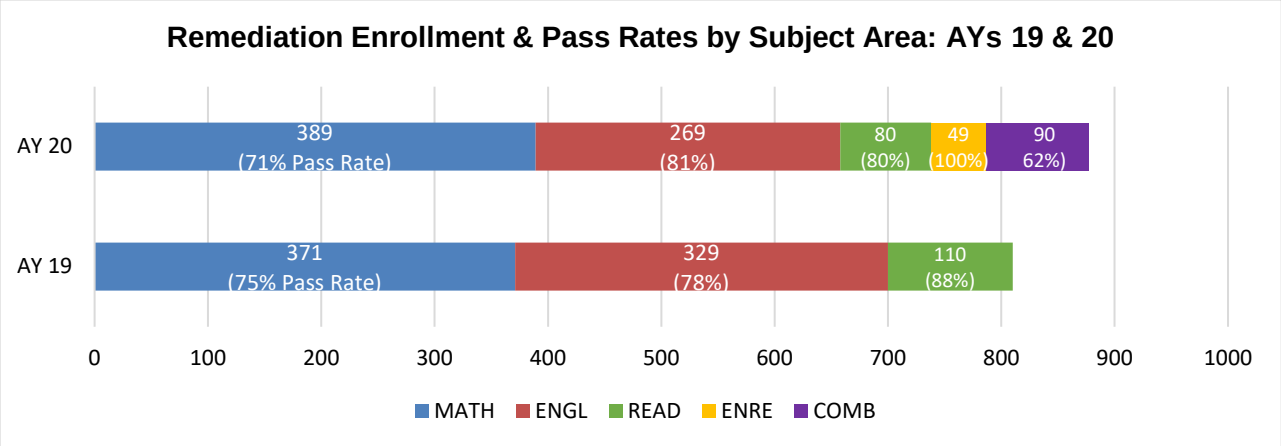
Advising

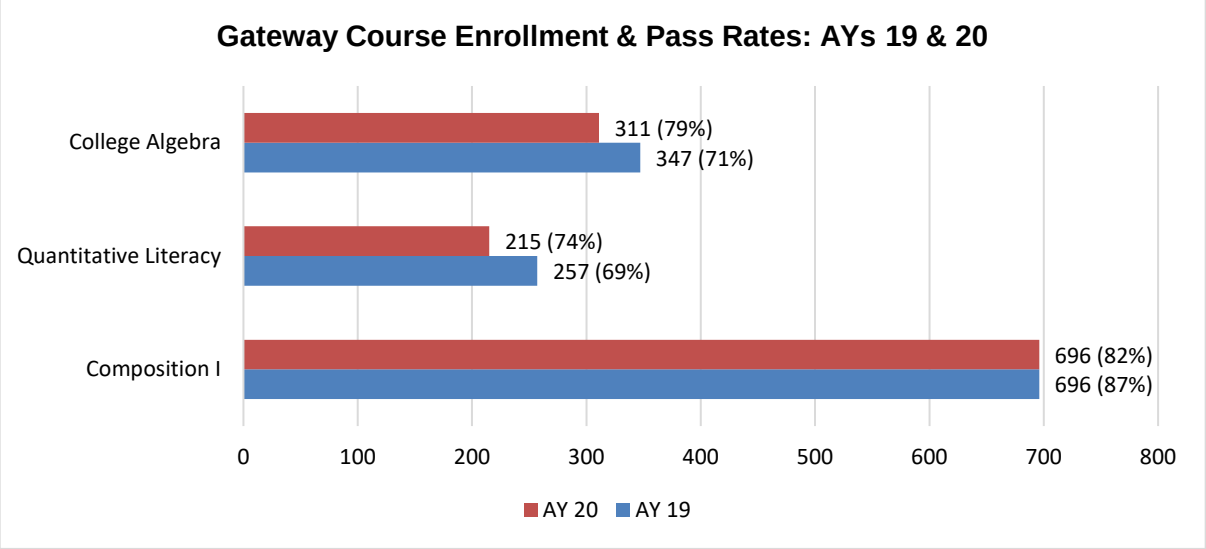
- Student transcripts are reviewed for previous college coursework, if applicable.
- If the student has not had past college English coursework, high school transcripts and placement scores are used to place the student.
- Students who do not have a high school transcript available are placed based on 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).

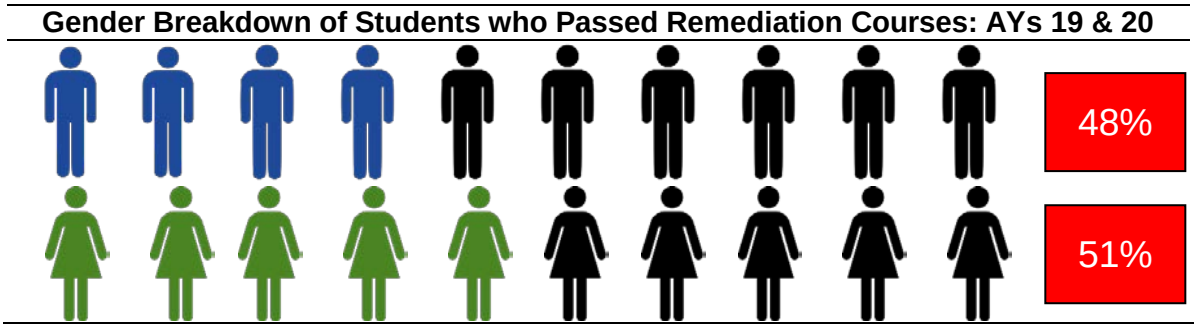
Support Strategies Offered to Students

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

Outcomes







Total population: 1293

UAFS University of Arkansas Fort Smith

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

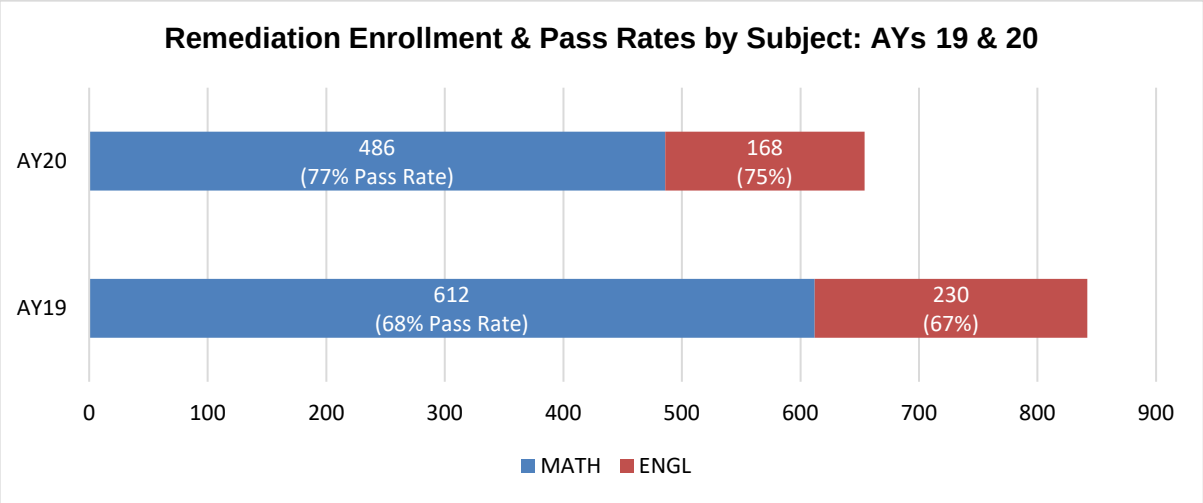
Advising

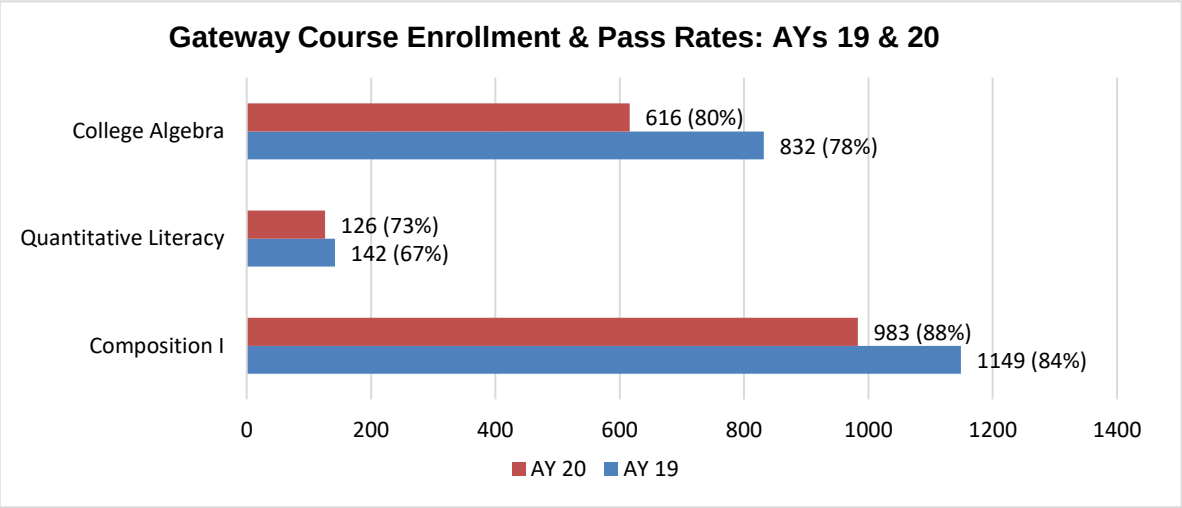
- All degree-seeking students are advised in the college of their major by either an advising coordinator or faculty member.
- Undeclared students as well as some associate degree-seeking students are advised in the central advising office by professional advisors.
- Students testing below the developmental 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.

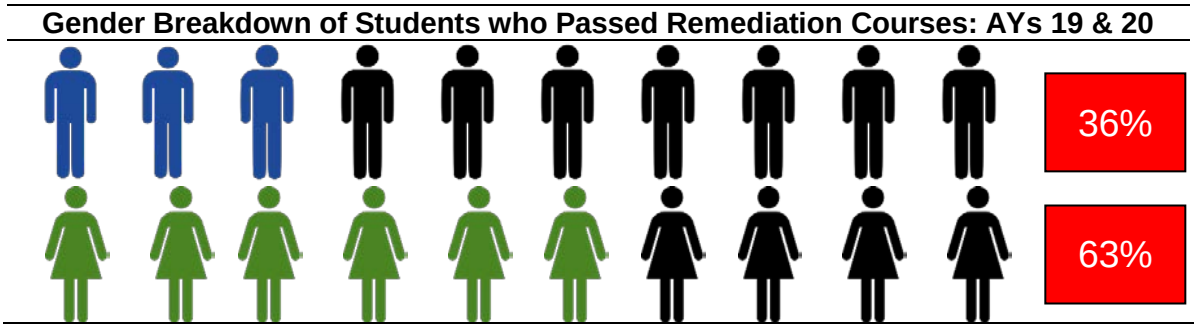
Support Strategies Offered to Students

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

Outcomes







Total population: 1073

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

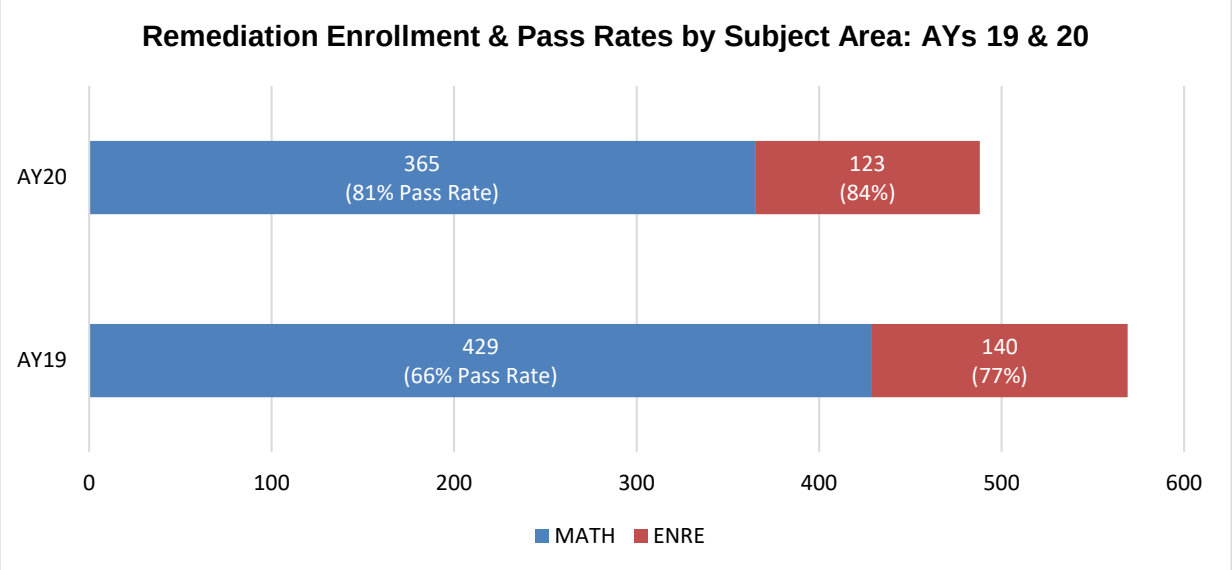
Advising

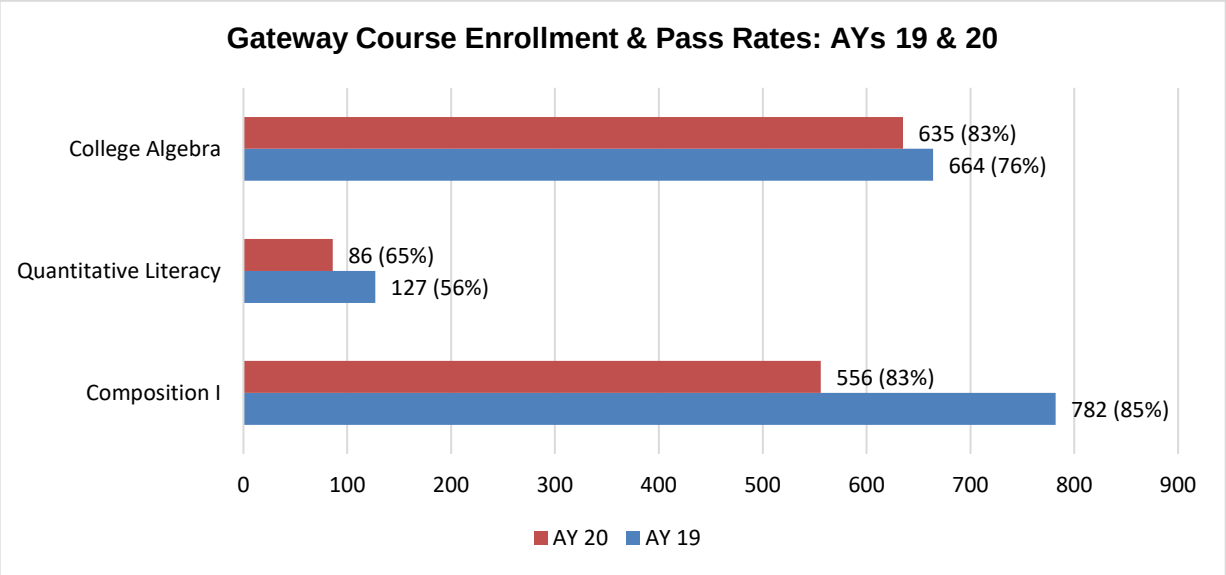
- All students must be advised each semester in order to register for classes.
- Beginning with the incoming freshman class of Fall 2018, the institution will move to a model of centralized advising of all freshman.
- New freshmen are advised for fall classes during summer orientation by professional advisors in one of two offices and continue to be advised in these offices until they earn approximately 45 credit hours.
- After reaching approximately 45 hours, students will be advised in academic college centers or academic departments**.**

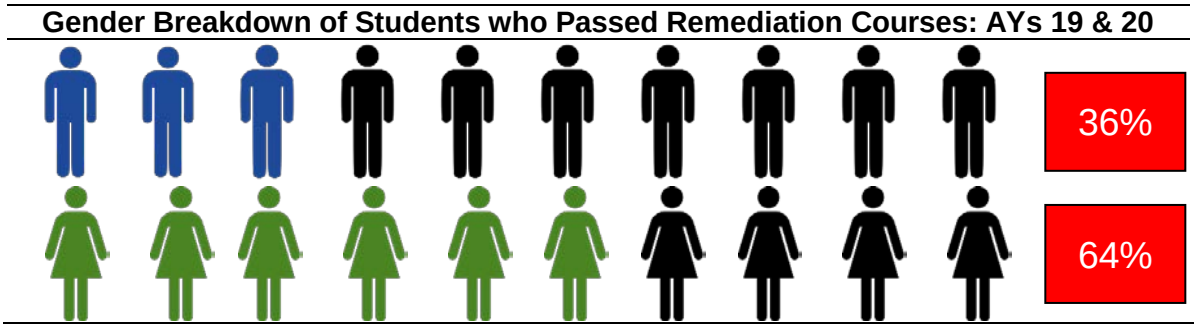
Support Strategies Offered to Students

Academic advisors
Learning Communities
Writing Center
Math Lab
Academic coaches

Outcomes







Total population: 791

Viable 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

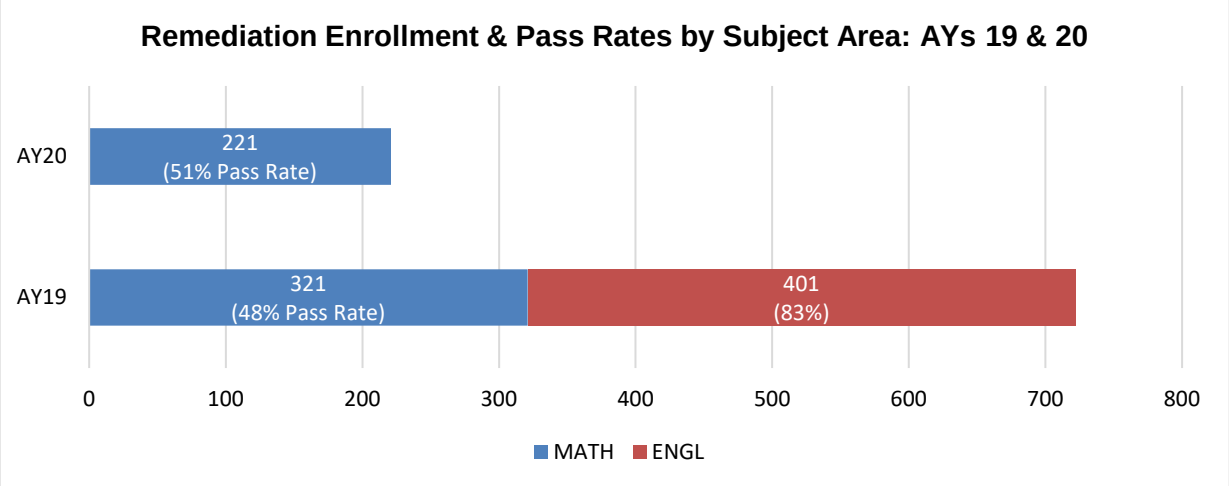
Advising

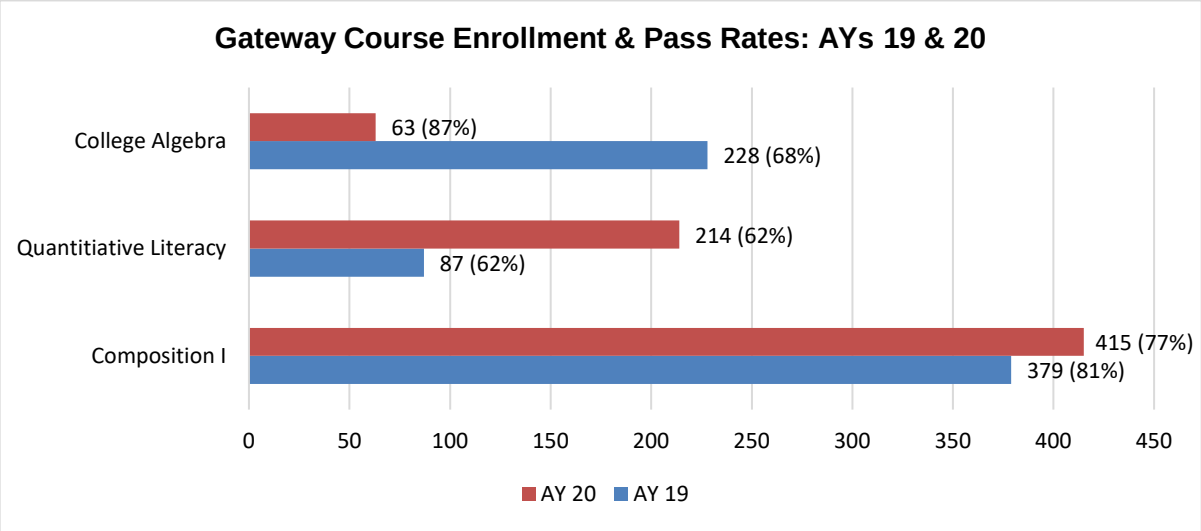
- Academic advising plays a vital role in the success of our students. Upon admission, each student is assigned an academic advisor specializing in his or her chosen field of study.
- The Institution uses faculty advisors for students who have declared a specific major and professional advisors for conditional 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.

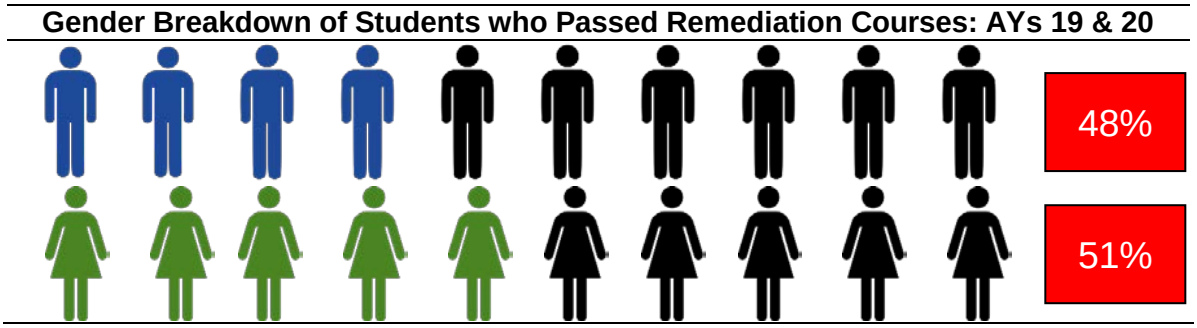
Support Strategies Offered to Students

Early alert system
Writing Center
Tutoring Services
Academic workshops

Outcomes







Total population: 400

Viable Metrics

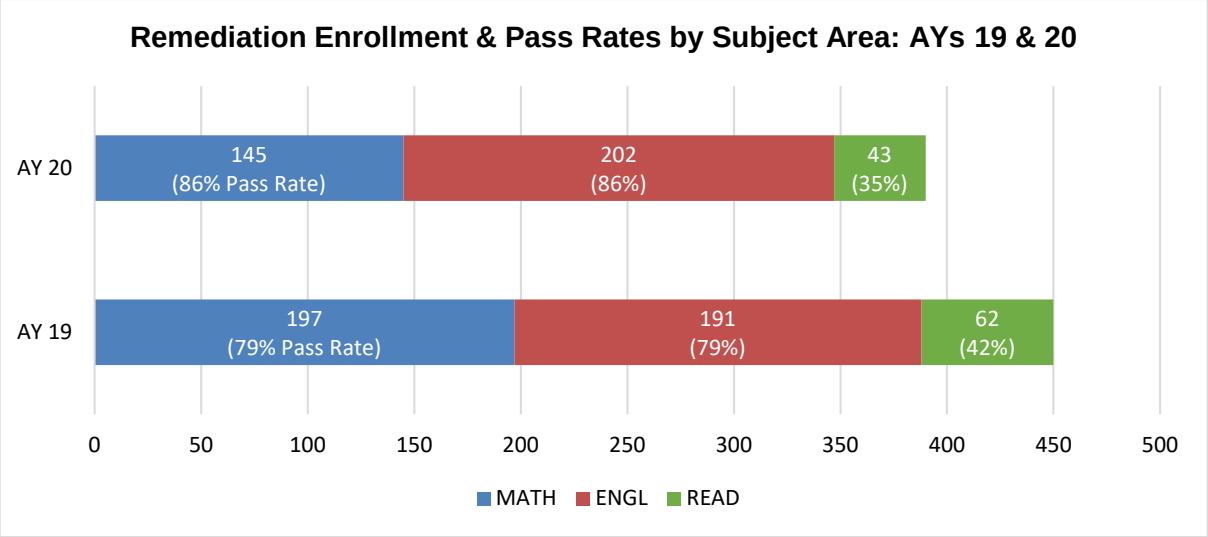
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Elementary Algebra)	Standardized exam	Math
ACCUPLACER (Sentence Skills)	Standardized exam	English
ACCUPLACER (Reading Comprehension)	Standardized exam	Reading
ACCUPLACER (College Math)	Standardized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

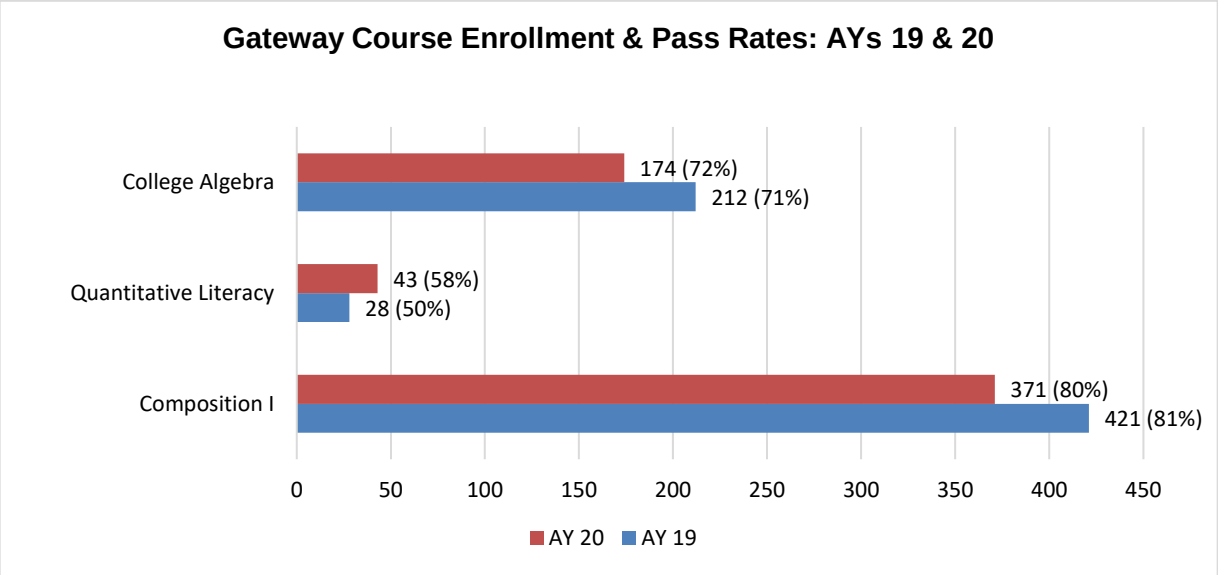
Advising

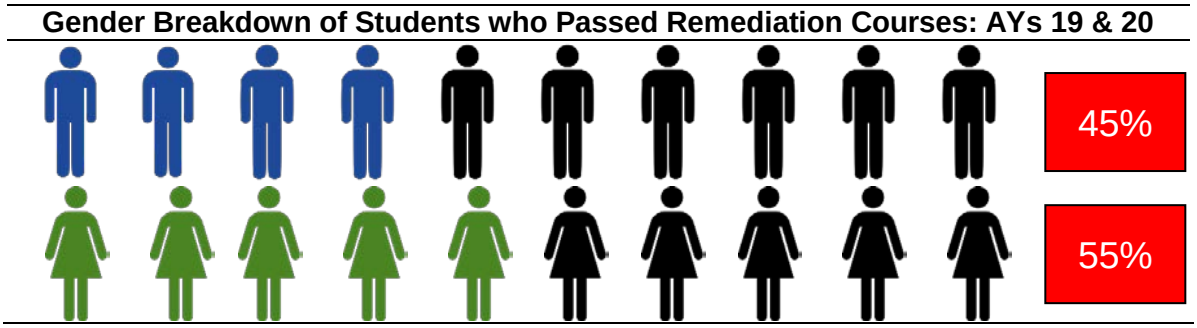
Support Strategies Offered to Students

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

Outcomes







Total population: 640

UNIVERSITY OF ARKANSAS

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

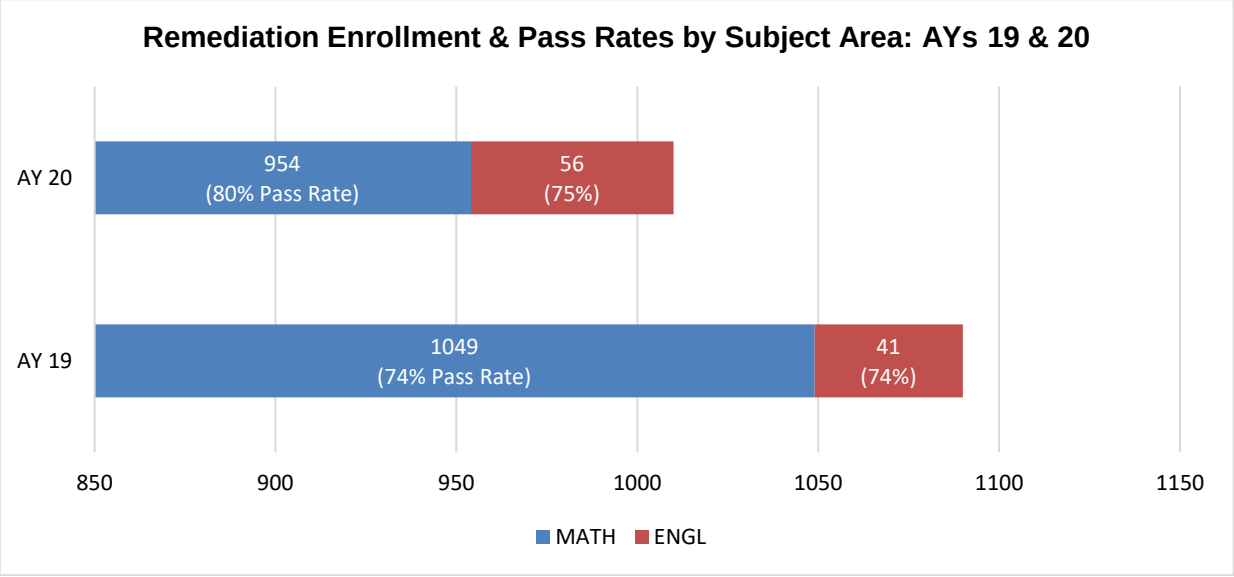
Advising

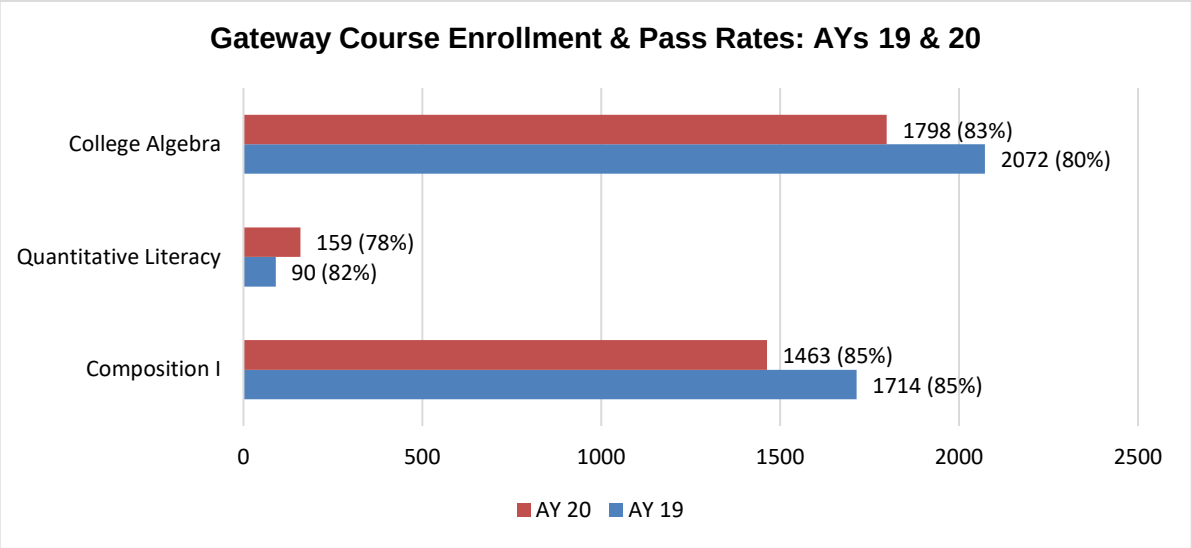
- Students in need of remediation will be pre-enrolled into the appropriate course(s) by the Registrar's Office or appropriate Advising Center prior to the start of the student's first semester.
- Academic advisors will be asked to review student course placement during orientation or before the start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

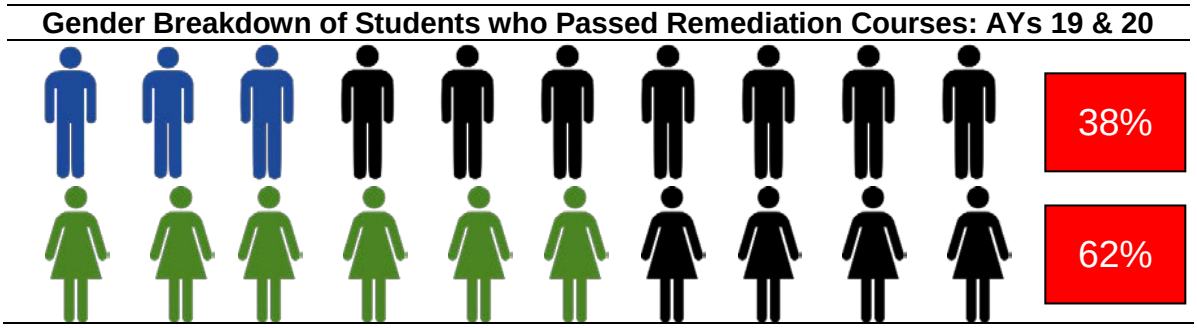
Support Strategies Offered to Students

Supplemental Instruction
Mid-term Grade reporting
Math Lab

Outcomes







Total population: 1618

UNIVERSITY OF CENTRAL ARKANSAS

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

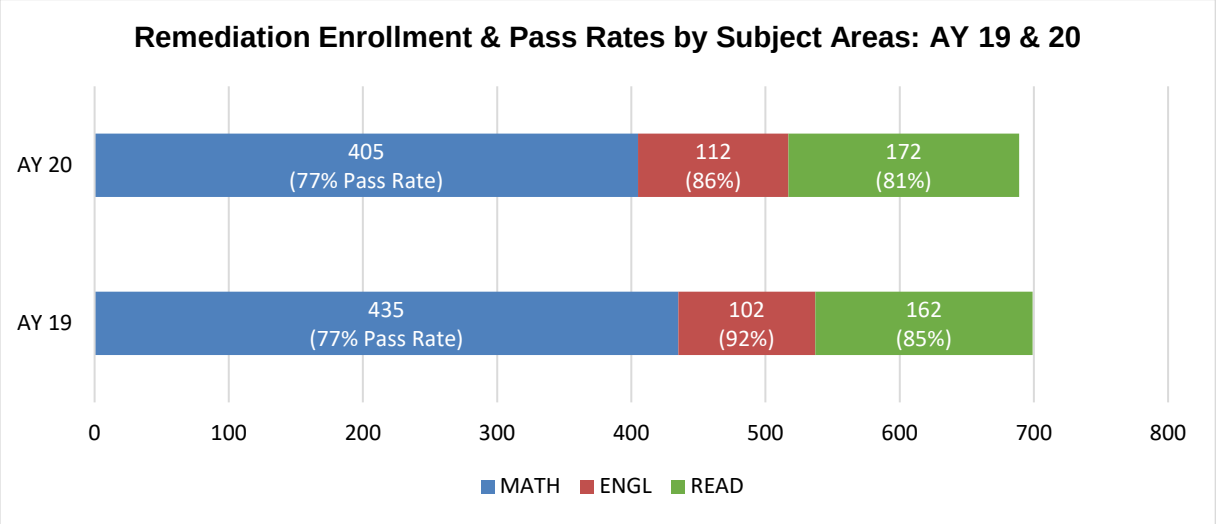
Advising

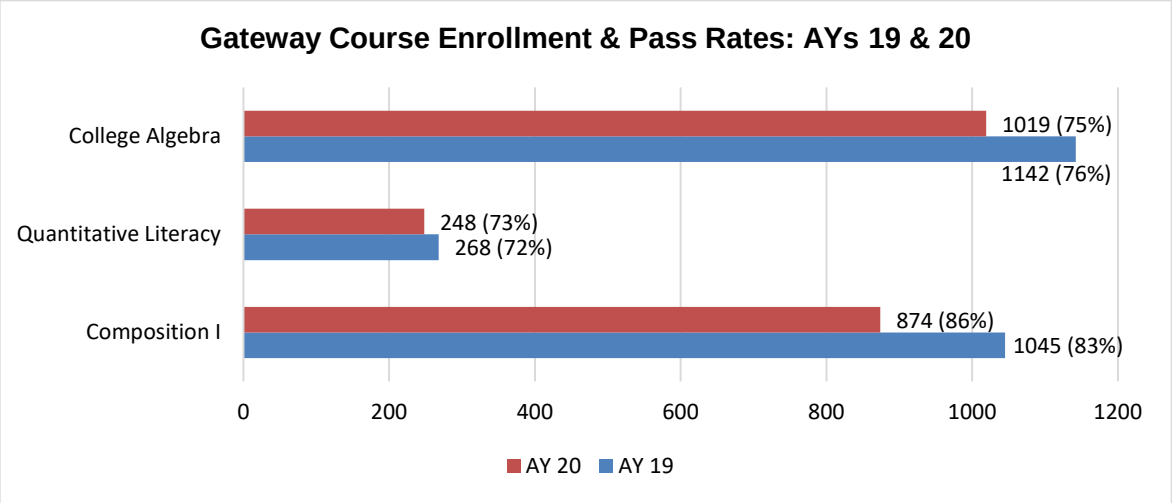
- Students who are required to complete transitional courses are conditionally admitted to the university.
- All students will be assigned an advisor in UCA's Academic Advising Center, and advisors will regularly practice intrusive advising with these students, which includes mandatory individual and 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.

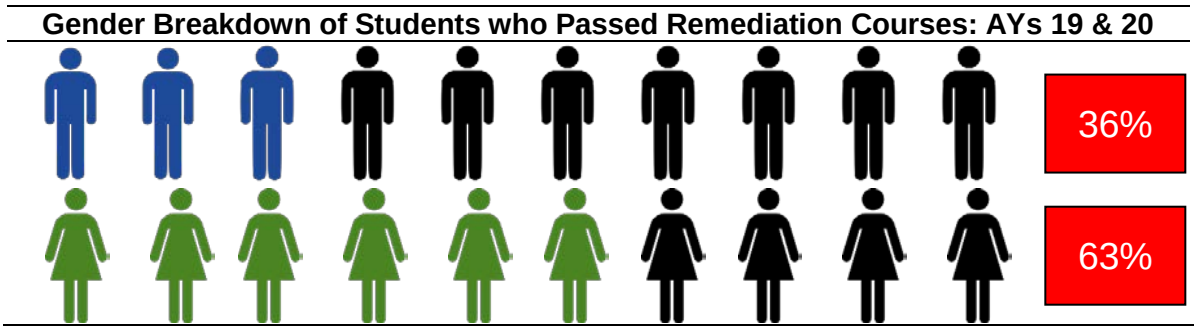
Support Strategies Offered to Students

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

Outcomes







Total population: 1114

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
Grit test	Motivational Assessment	All
Other	Institutional Assessments	All
HS GPA (Overall)	GPA	All

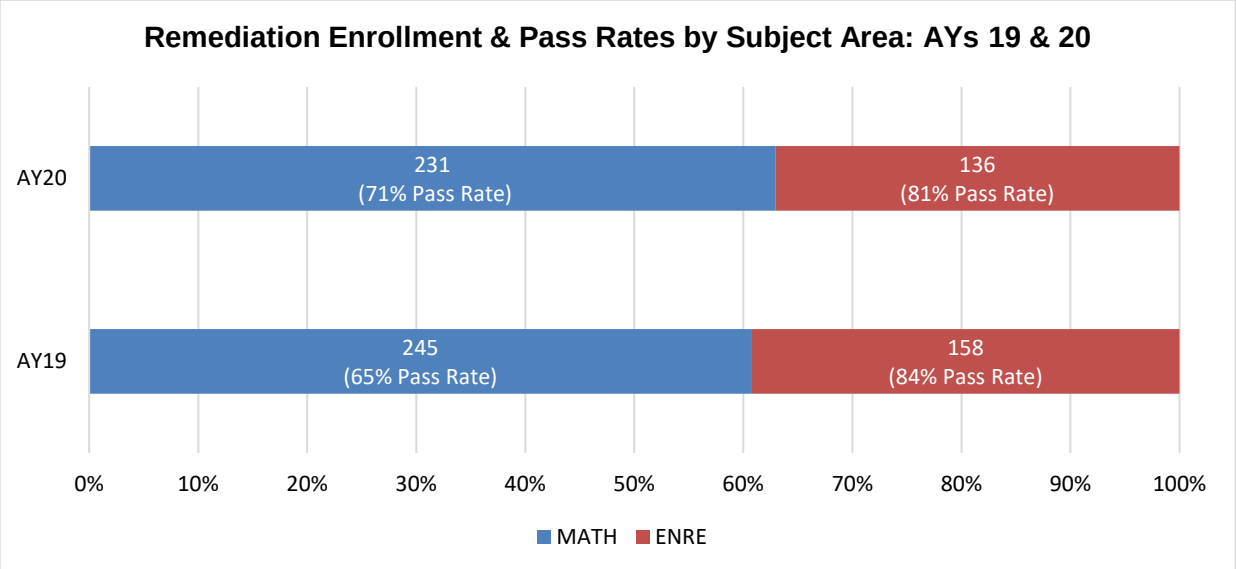
Advising

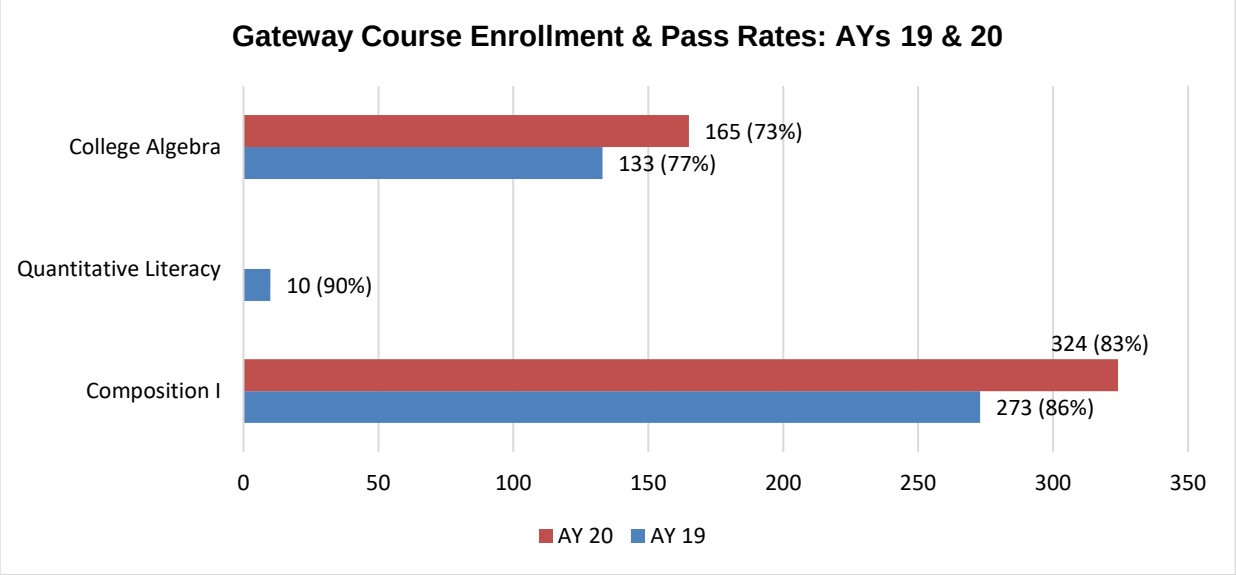
- The Academic and Career Enrichment (ACE) Center includes advising and career services, testing, mentoring, and tutoring programs. Three fulltime advisors are housed in the center and all new students and students returning after a period of separation are assigned to them for career and academic advisement.
- Each advisor has an area of specialization: transfer degrees, CTE programs or nursing/allied health programs.
- Students receive intensive advising and counseling regarding their career goals and educational plans. These three advisors continue to serve as the advisor for these students until they have successfully completed 12 hours of college work with a GPA of 2.00. At that time, the students are assigned to a faculty advisor in their field of study.

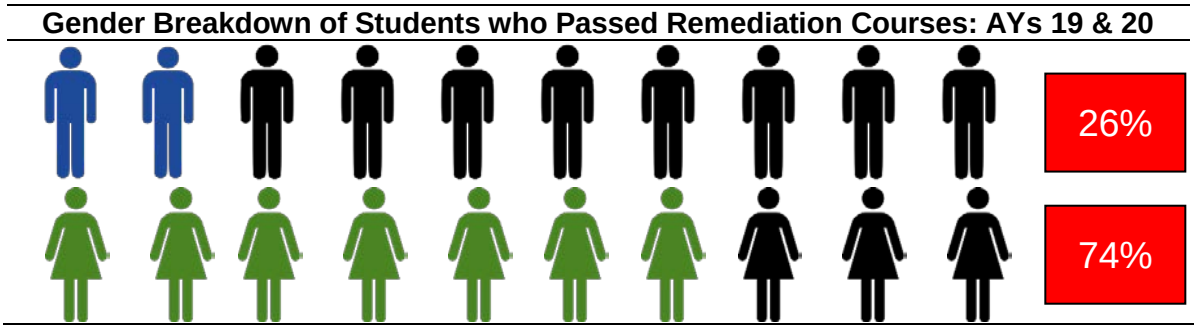
Support Strategies Offered to Students

Early alert system	Peer mentors
Tutoring Services	Academic advisors
Supplemental Instruction	First-year Experience course

Outcomes







Total population: 565

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
ACT (Math)	Standardized exam	Math

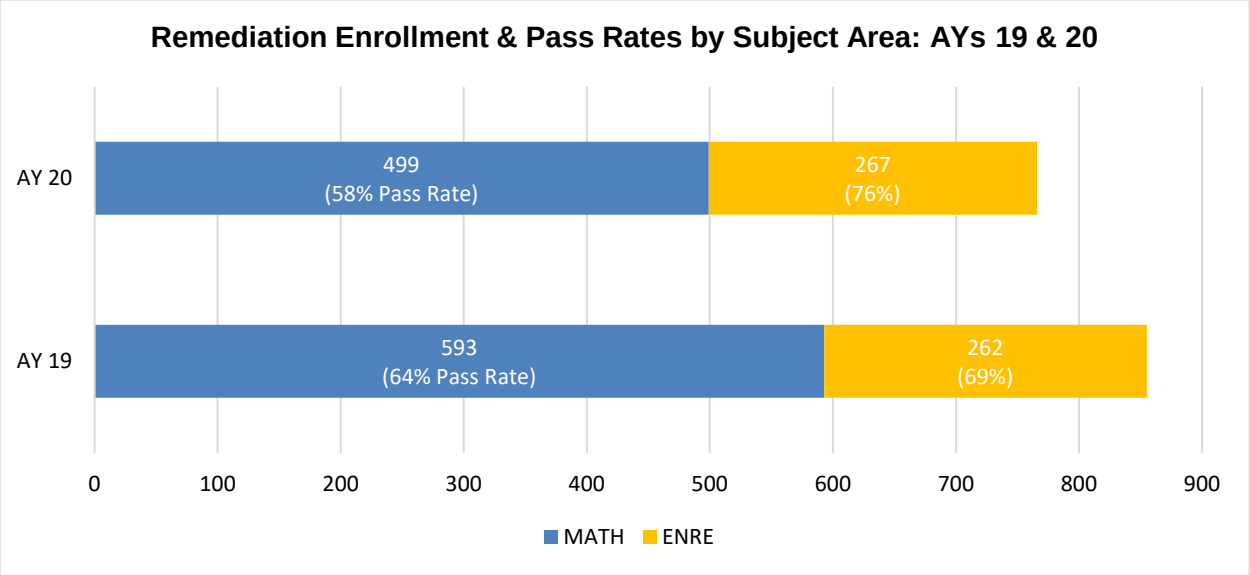
Advising

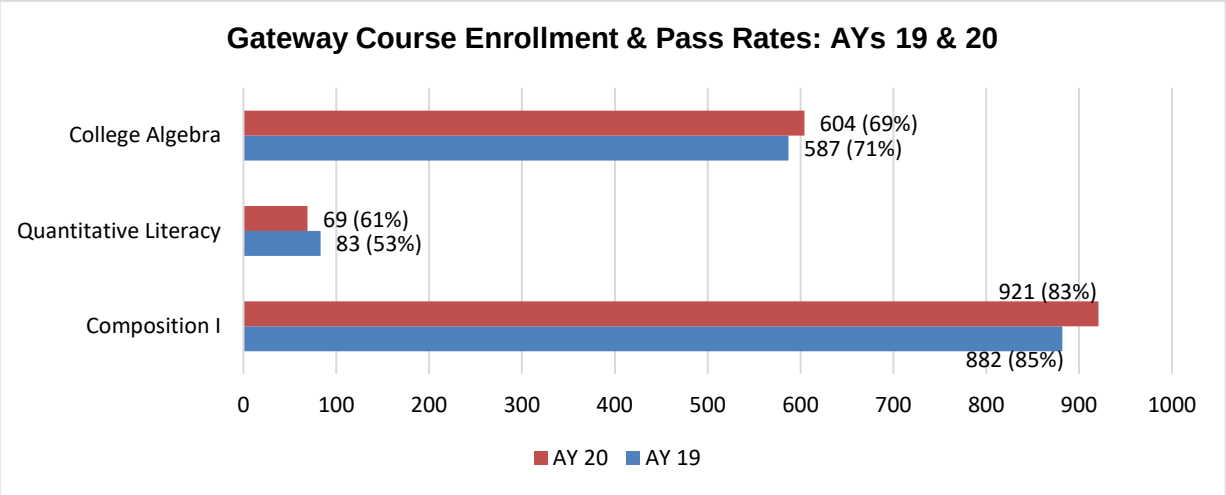
- ASUB primarily employs a faculty advising model in which all degree seeking students (new and transfer) are assigned a faculty member to serve as their advisor.
- As part of the Arkansas Guided Pathways initiative ASUB created four-semester plans of study for all of its degrees that outline the courses that should be taken and in what order those classes should be taken.
- Upon meeting with a student the advisor will work with the student to determine what course of study the student is interested in pursuing. The advisor then creates an individualized plan of study based upon the degree plan the student indicated and the standardized test scores the student has on file.
- All advisors are equipped with the University's Placement Guide which indicates what courses (English and Math) a student is eligible to enroll in.

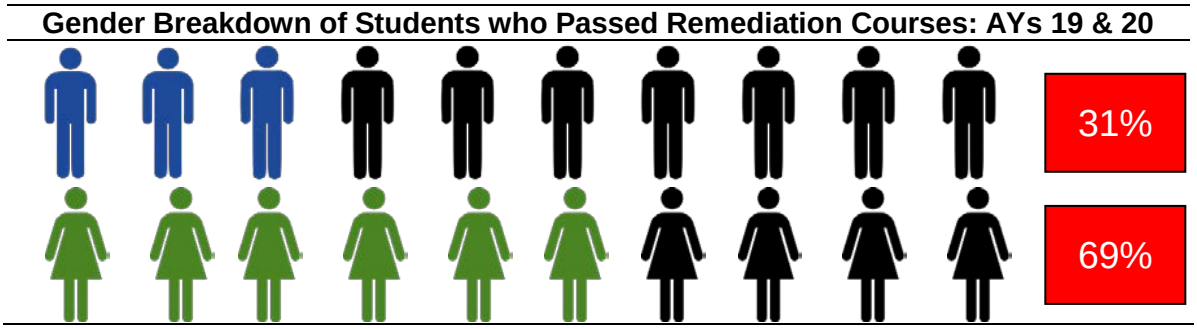
Support Strategies Offered to Students

Tutoring Services
Early alert system
Attendance reporting

Outcomes







Total population: 1053

ARKANSAS STATE UNIVERSITY
MID-SOUTH

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
COMPASS	Standardized exam	All
Other	Years Since Last Class	All
Other	High School Grades	All

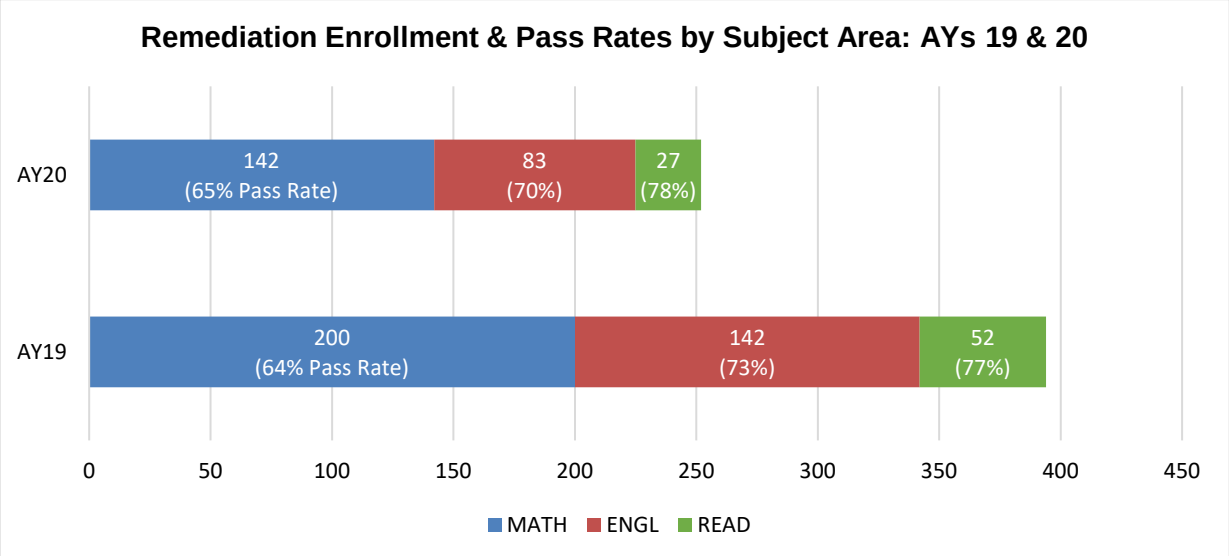
Advising

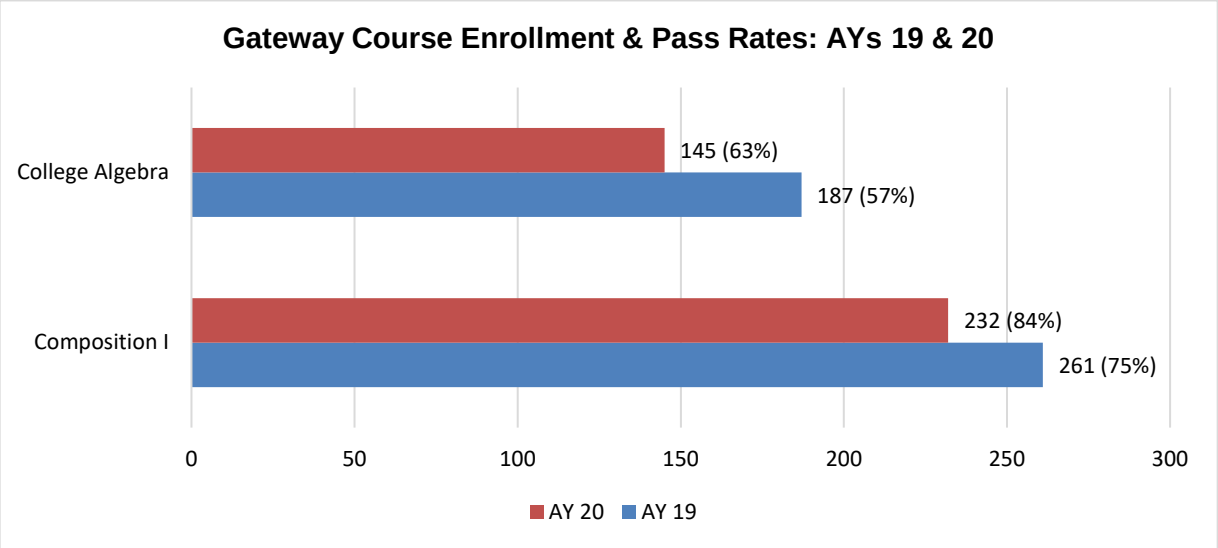
- Placement may be determined by scores earned on the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Computerized Placement Assessment and Support System (COMPASS), the Assessment of Skills for Successful Entry (ASSET), or the ACCUPLACER Next Generation test.
- Students with placement test scores more than three years old may be required to retest.

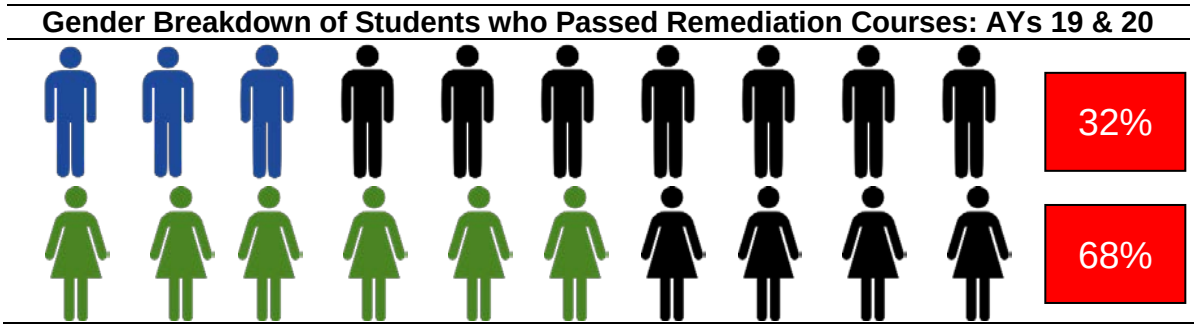
Support Strategies Offered to Students

Early alert system	Academic advisors
Attendance reporting	Other
Tutoring Services	Mid-term Grade reporting
Supplemental Instruction	Academic coaches
First-Year Experience course	Academic workshops

Outcomes







Total population: 444

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All

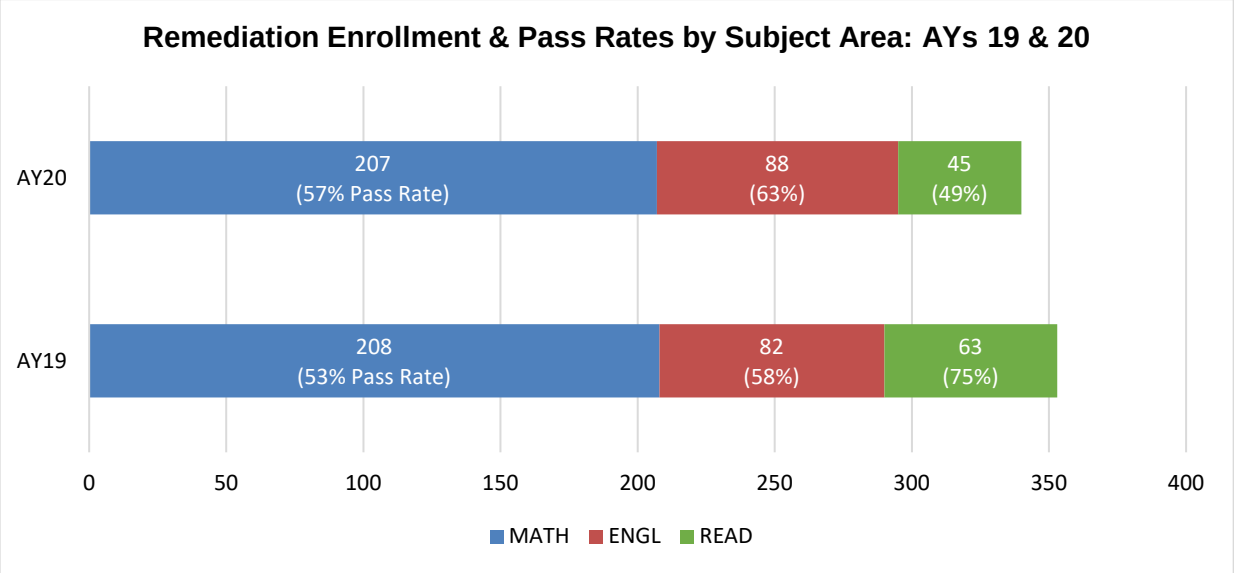
Advising

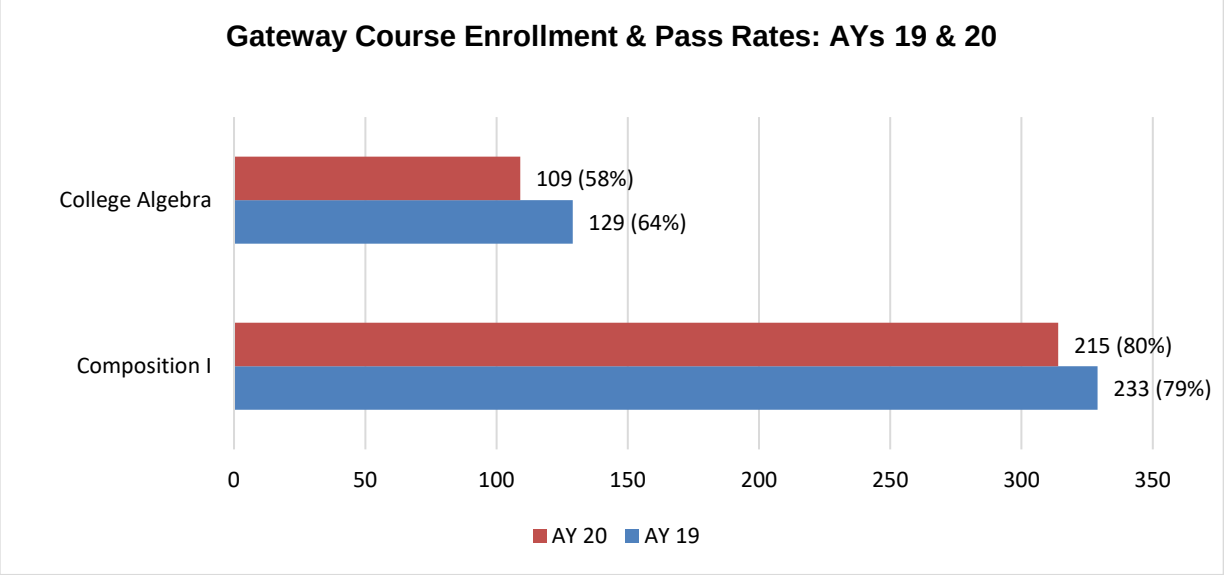
- Each faculty member has several discipline specific advisees.
- Faculty advisers offer themselves as mentors and support students as they struggle to survive the routine traumas of the first 2 years at college.
- A newly hired "Student Retention Specialist" offers Mentoring, support, career guidance, and academic counseling to students. The specialist focuses on retention through an early alert system and advises students who need intervention.

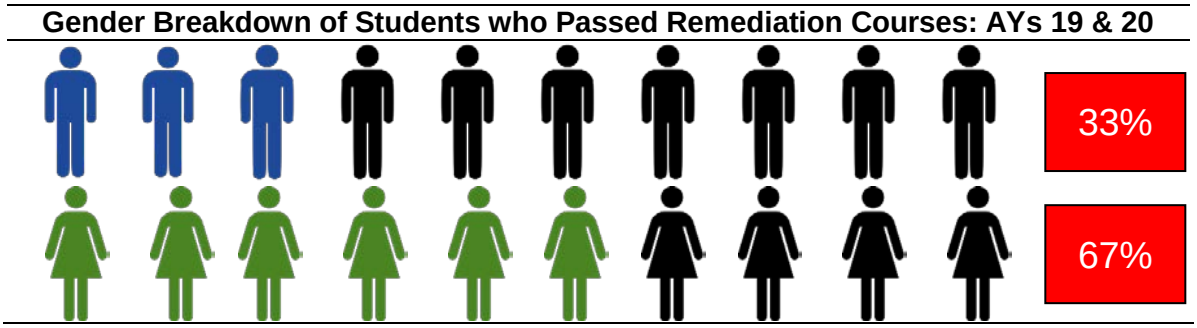
Support Strategies Offered to Students

Tutoring Services
Writing Lab

Outcomes







Total population: 400

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	English
ACCUPLACER (Sentence Skills)	Standardized exam	English
ACCUPLACER (Reading Comprehension)	Standardized exam	English
COMPASS	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACCUPLACER (Elementary Algebra)	Standardized exam	Math
COMPASS	Standardized exam	Math
Other	ACT Engage	All

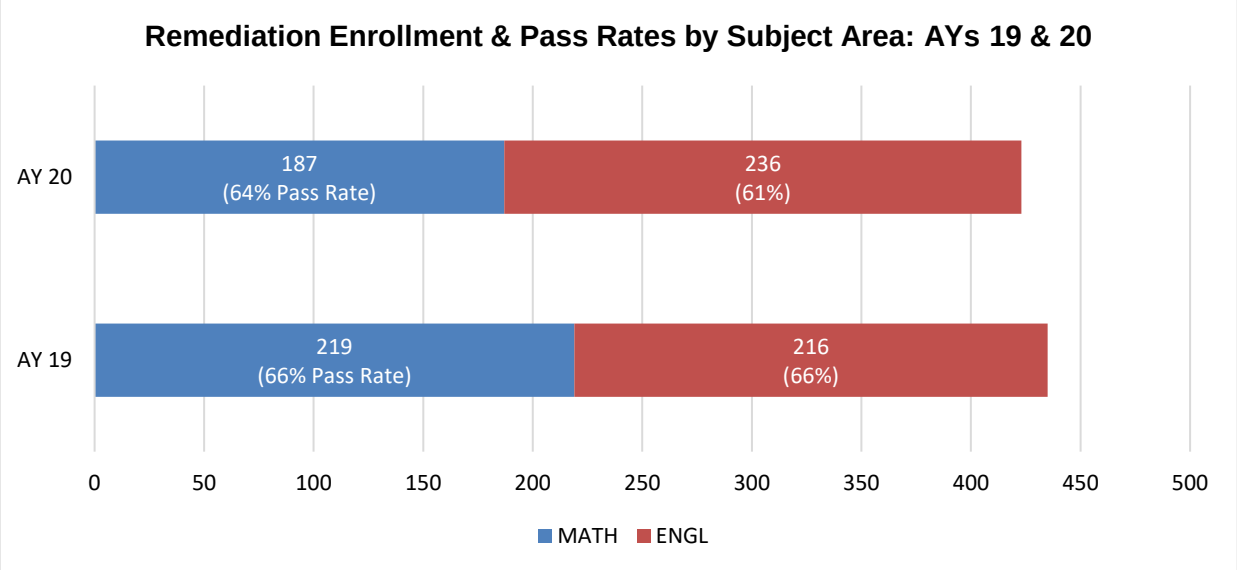
Advising

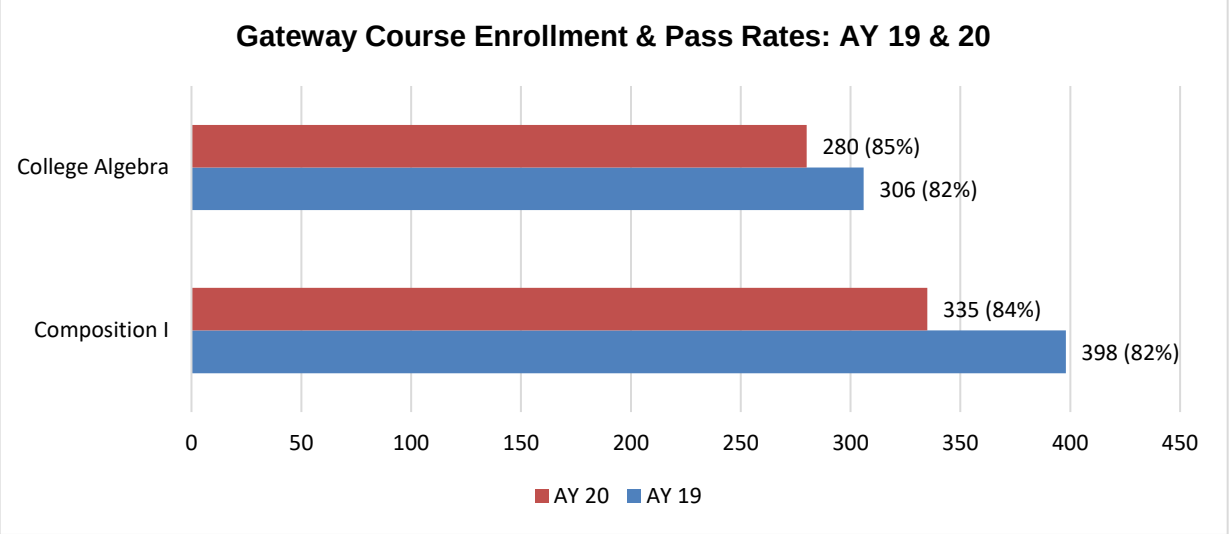
- Students who are first time, full-time, award seeking whose assessment scores place them in two or more remedial courses are conditionally admitted to the College.
- Students admitted under this policy enroll in College and Life Skills to learn strategies and acquire skills essential to becoming a successful college student and a lifelong learner.

Support Strategies Offered to Students

Tutoring Services
Career Pathways Initiative
Early alert

Outcomes




Gateway Course Enrollment & Pass Rates: AY 19 & 20
College Algebra
280 (85%)
306 (82%)
Composition I
335 (84%)
398 (82%)
0
50
100
150
200
250
300
350
400
450
AY 20
AY 19

ASU
THREE RIVERS

Viable Metrics

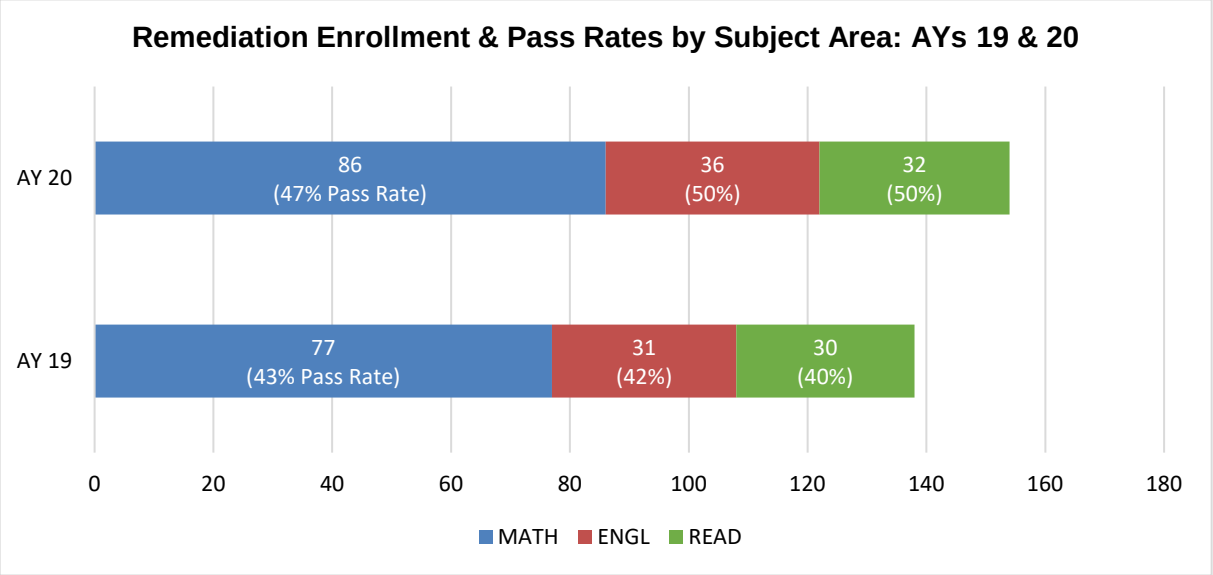
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
Other	Prior Learning	All
Other	Prior Work experience	All

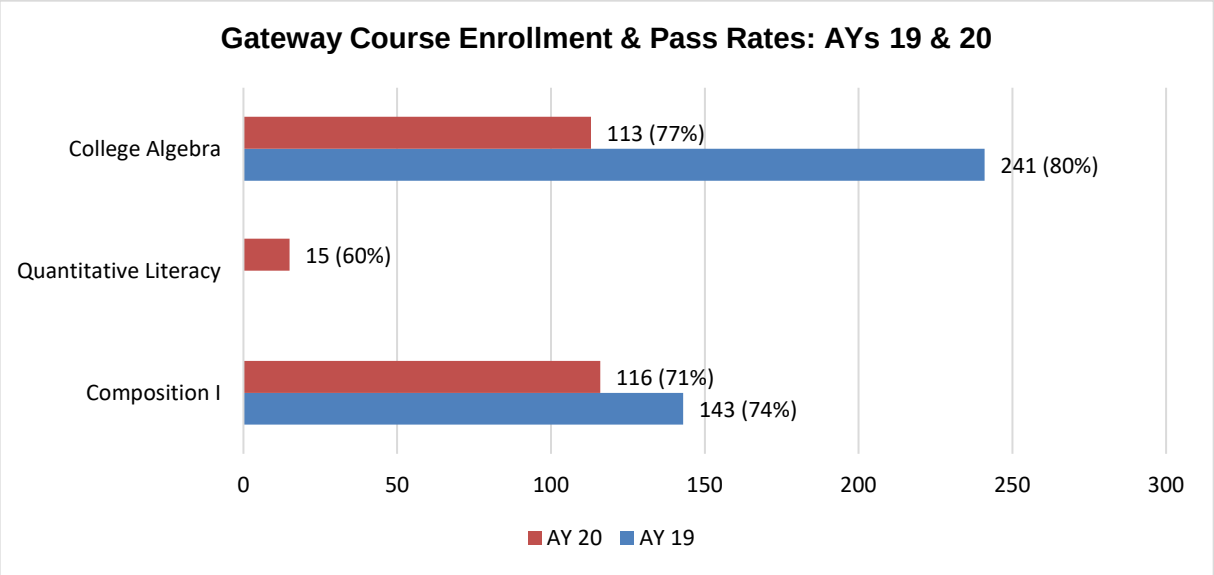
Advising

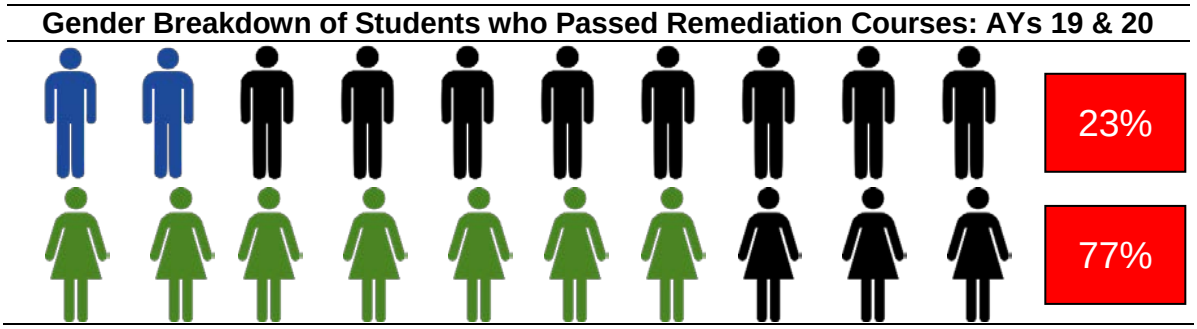
Support Strategies Offered to Students

First-Year Experience course
Early alert system
Student Support Services
Career Counseling
Math Lab

Outcomes







Total population: 132

Viable Metrics

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

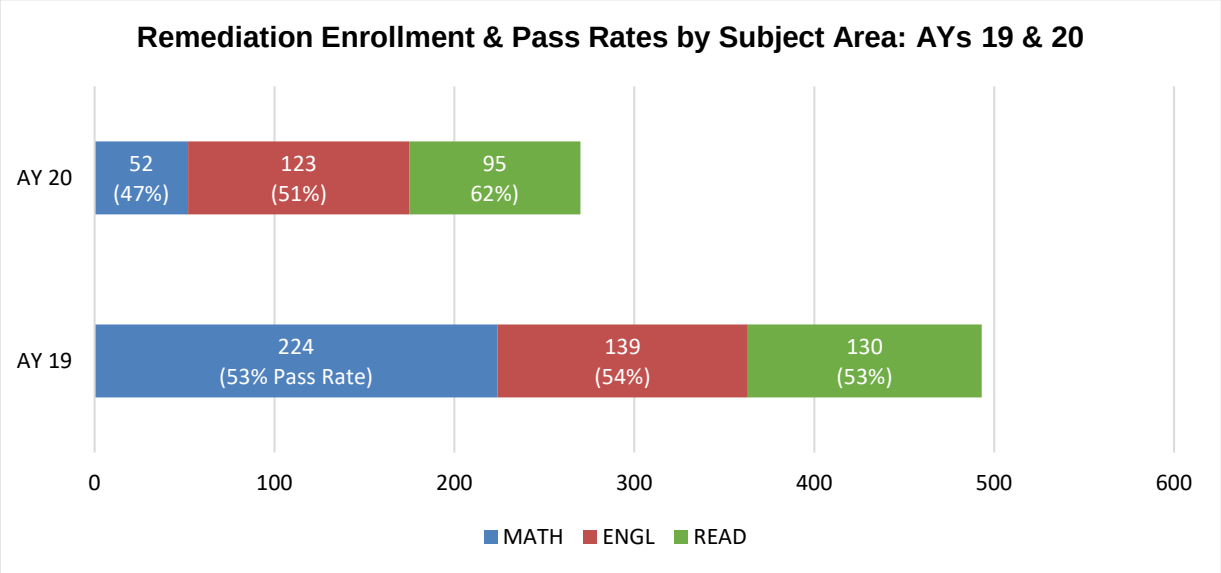
Advising

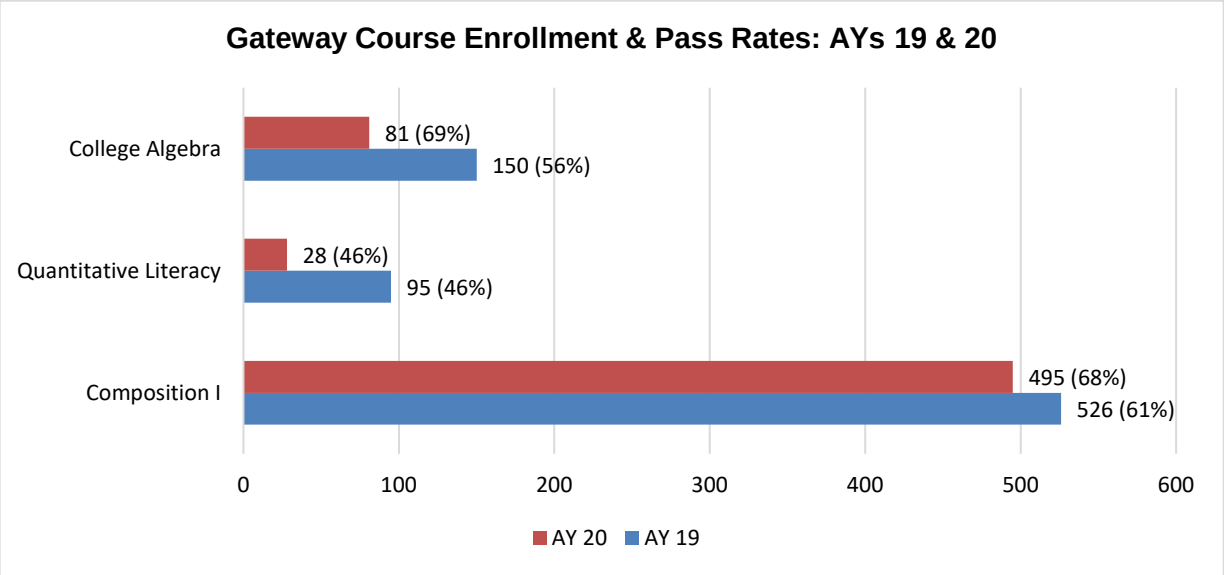
- First-time entering students meet with a Student Services advisor during the registration process. At the time of advising, the Student Services advisor discusses a degree plan with the student.
- During the advisement/registration program, the student will be given a form that lists all developmental courses the student is required to take in their first 30 credit hours.
- Once a student is enrolled, he/she is assigned a faculty member as an Academic Advisor. During the semester, each Academic Advisor is to contact each student assigned at least once to ensure the student is staying on track and to answer any questions.

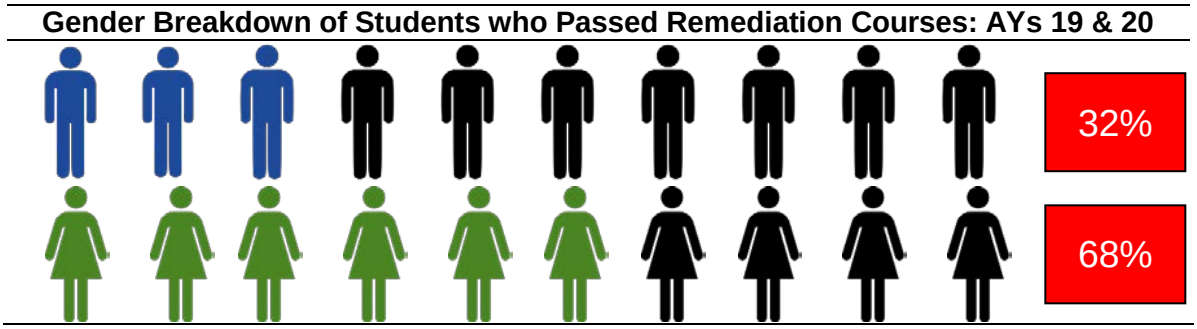
Support Strategies Offered to Students

Early alert system
First-Year Experience course

Outcomes







Total population: 408

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

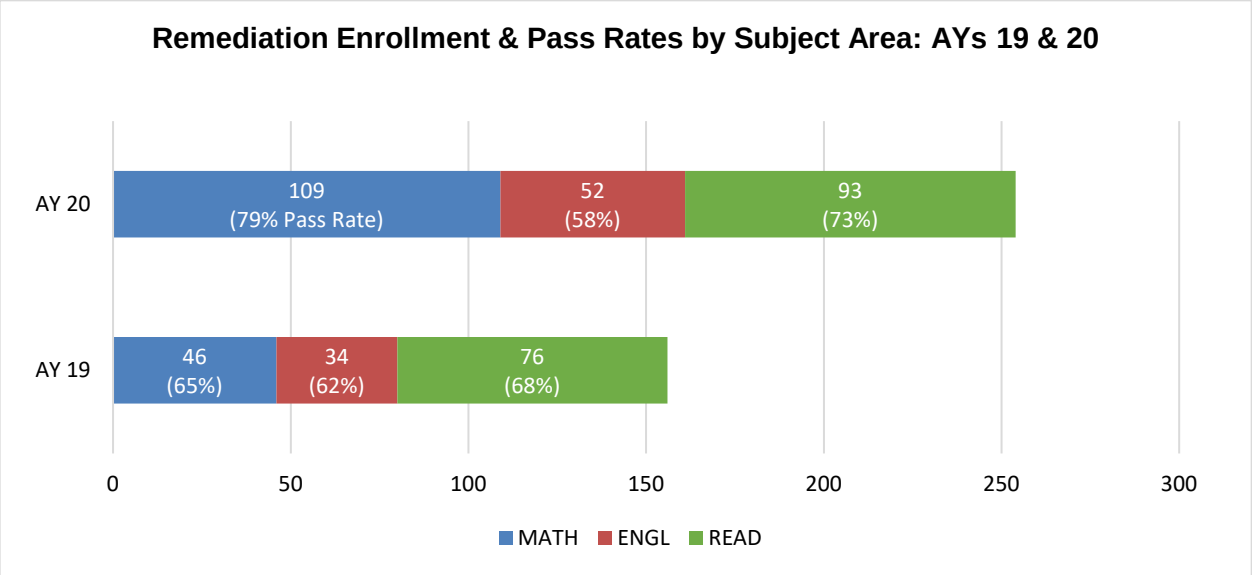
Advising

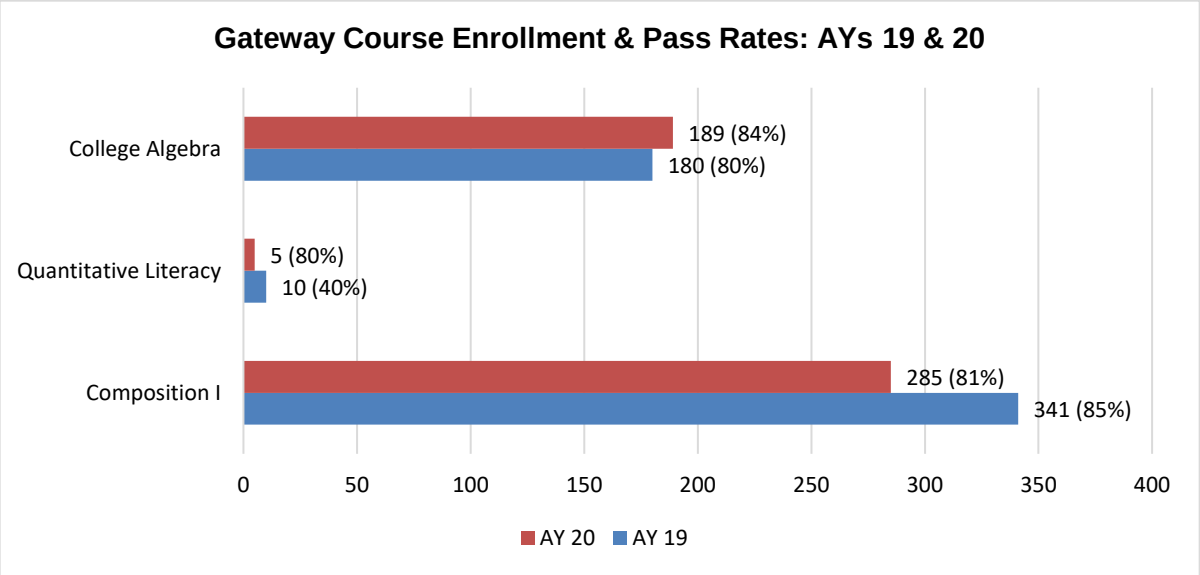
- At initial enrollment, students are advised through Student Services.
- Students are then assigned a personal academic advisor specific to their area of study. The student and advisor will work together to design a customized degree plan.
- The advisor will register the student for classes, and serve as a mentor throughout enrollment.

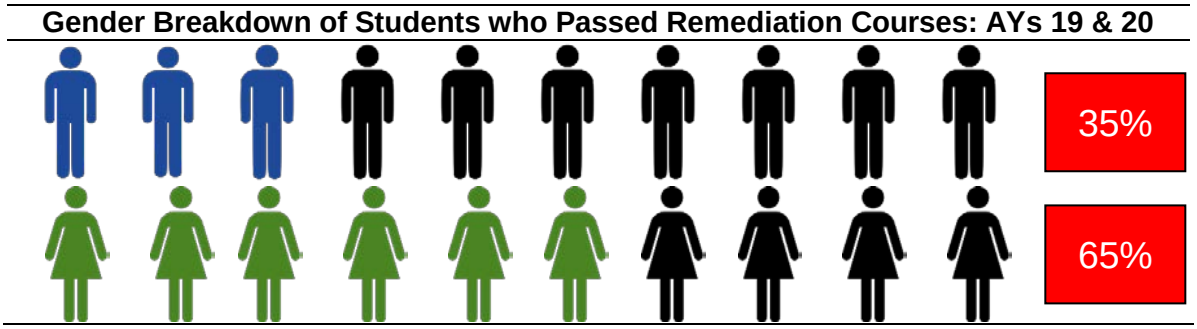
Support Strategies Offered to Students

Early alert system Tutoring Services

Outcomes







Total population: 287

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
High School GPA (Overall)	GPA	All
Other	Prior high school or college coursework	All
Other	Student age at admission or re-entry	All
Other	Student intake survey	All
Other	Secondary Career Center Coursework	All

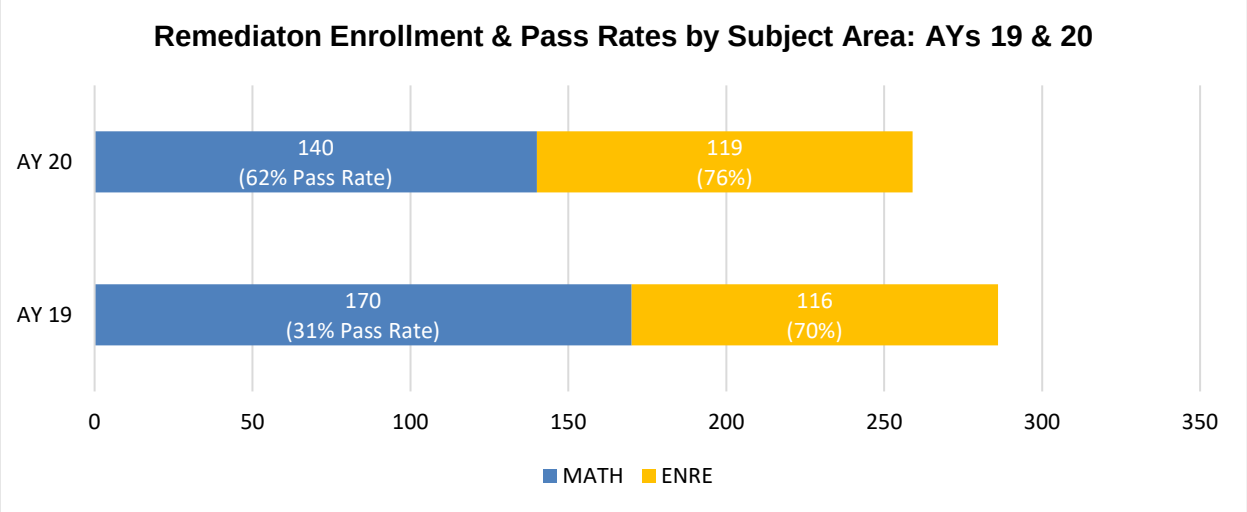
Advising

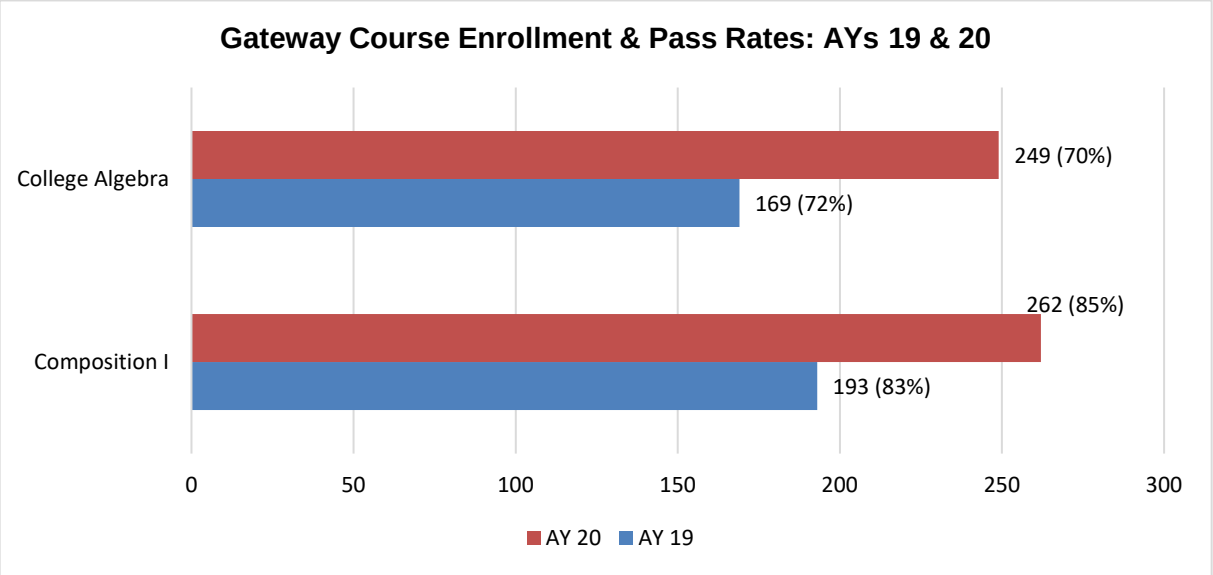
- First-time entering students are required to receive in-depth advising from professional advisors housed in the Student Support Services Complex at EACC, as are undecided and non-degree seeking students.
- Students who are returning and have declared a major are assigned to a faculty advisor within the chosen field of study.
- Students who place into Developmental Education have dedicated faculty advisors assigned to them, which provides for intensive advising for students needing additional academic support.
- Students who qualify for program participation, including Student Support Services, Career Pathways, or Working Students Success Network, are assigned a program-specific advisor who supplements advising alongside the advisor or assigned faculty member.
- Upon completing the admissions process, first-time entering students and students with placement scores older than five years are given an entrance assessment to determine the most appropriate course placement.

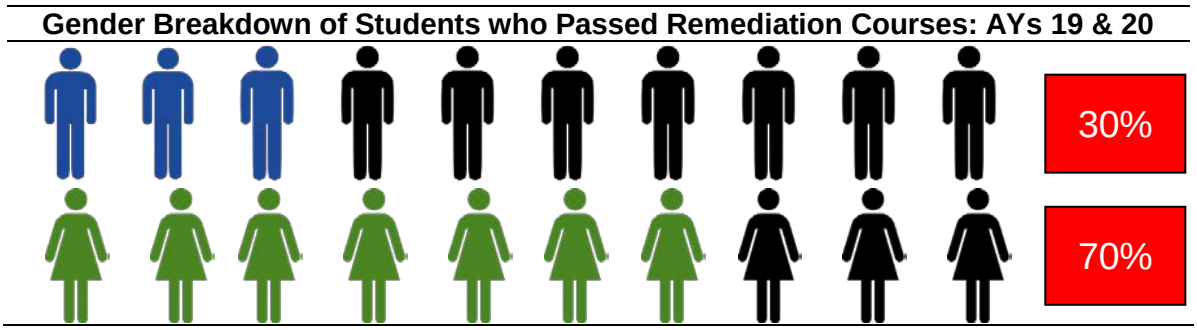
Support Strategies Offered to Students

Early alert system
Tutoring services
Working Student Success Network
Career Pathways Initiative

Outcomes







Total population: 312

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All
High School GPA (Overall)	GPA	All
High School GPA (By Subject Area)	GPA	All
Other	Student Opinion/Motivation	All

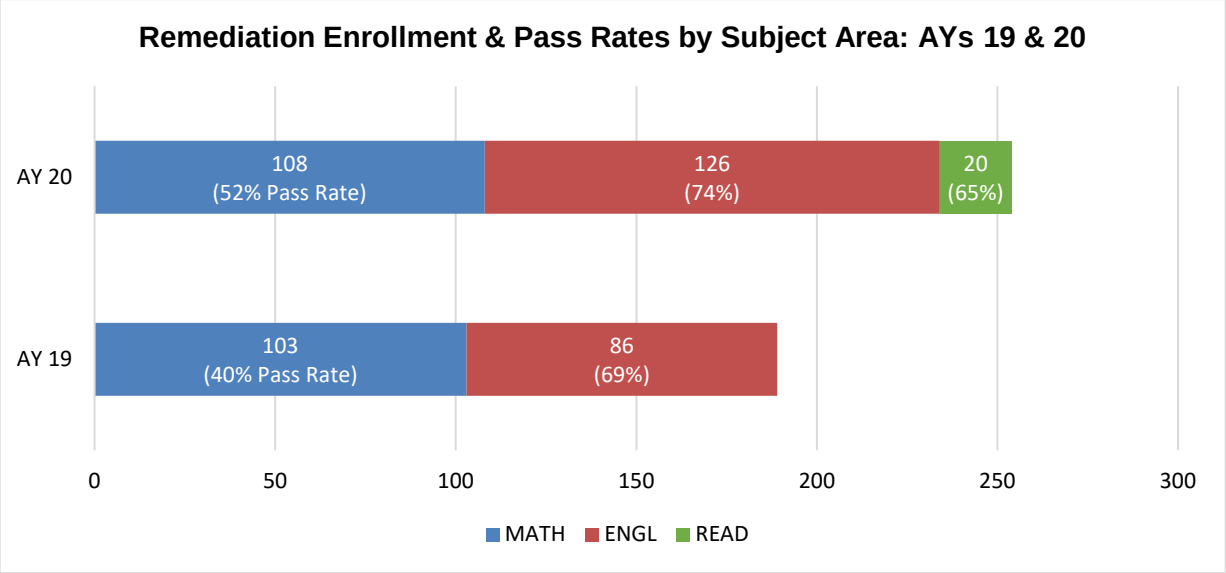
Advising

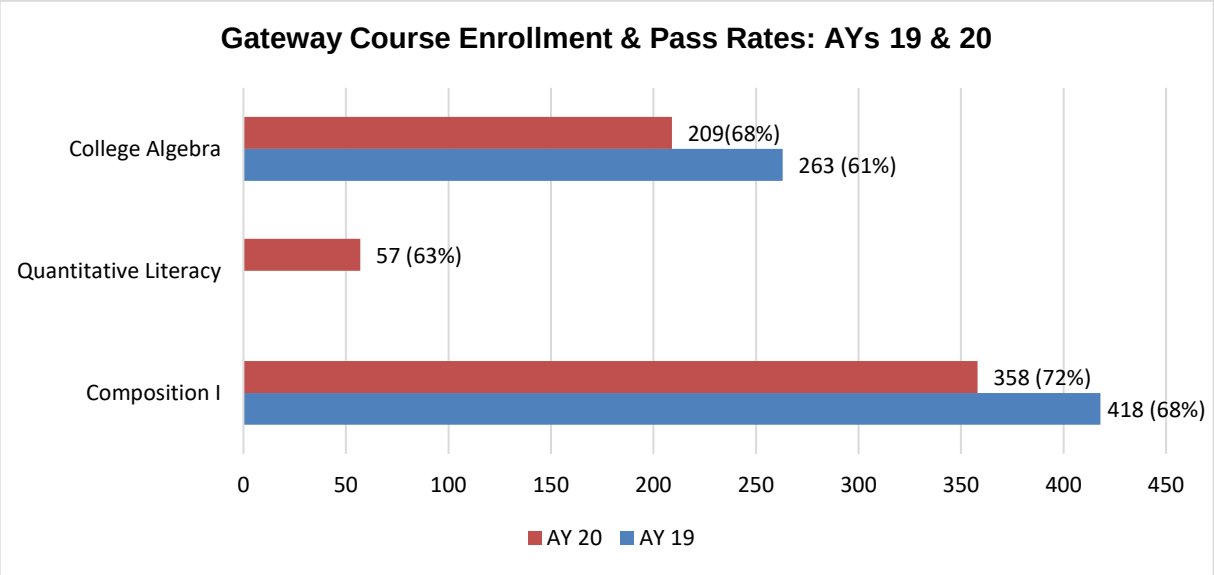
- North Arkansas College has implemented assigned advisors.
- All new or non-continuous students see an institutional advisor when they enroll in their first semester. Students are then assigned to an institutional or faculty advisor based on their major.
- Students are required to meet with an advisor to schedule classes for the next semester until the student has 30 college credit hours excluding college preparatory hours.

Support Strategies Offered to Students

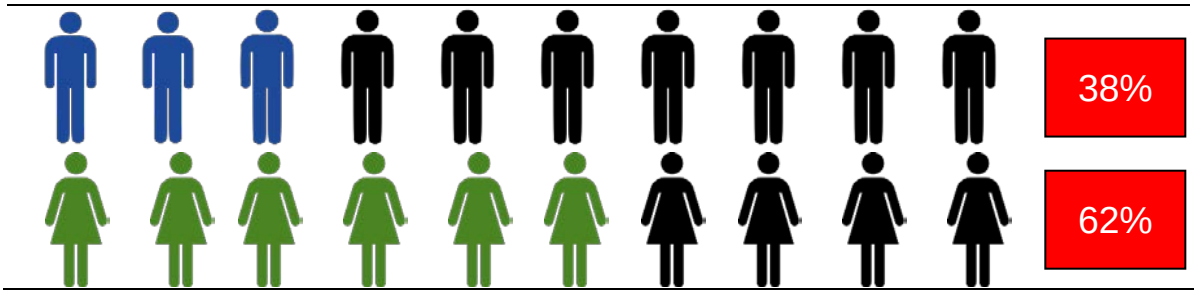
Academic coaches Early alert system

Outcomes





Gender Breakdown of Students who Passed Remediation Courses: AYs 19 & 20



Total population: 262

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	All
ACT (Math)	Standardized exam	Math
ACCUPLACER (College Math)	Standardized exam	Math
ACCUPLACER (Sentence Skills)	Standardized exam	English
HS GPA (Overall)	GPA	All
Other	Time out of high school	All
Other	High School Course Success	All
Other	Ask the student what they think they can accomplish	All

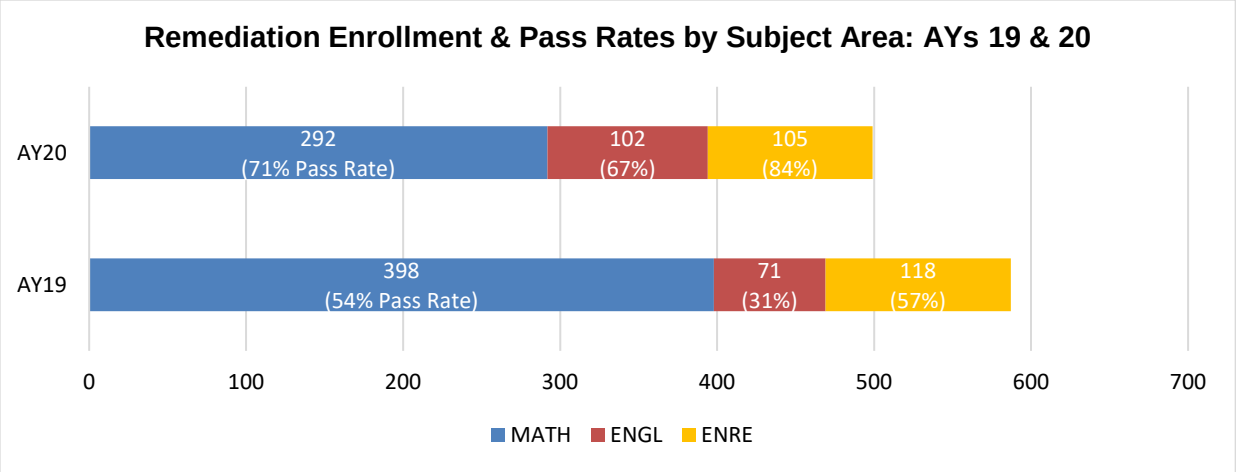
Advising

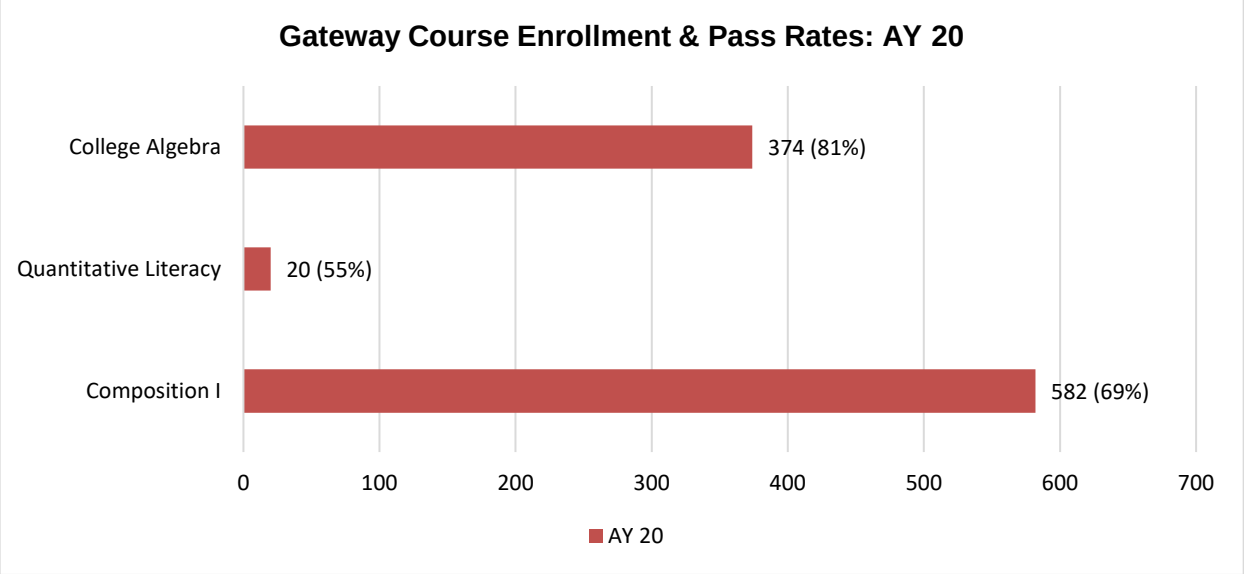
- Students with borderline scores, like those in the Decide category, should be placed in the higher level courses with consideration for the following factors about placement:
  - **Time out of high school** - How long since high school? Students who are more recent high school graduates or GED takers have a higher likelihood of being successful in college level courses.
  - **High School GPA** - What was the high school GPA? A GPA of 3.25 or higher reflects a student who is more likely to be successful.
  - **HS Course Success** - What kind of grades did the student get in a particular sequence of classes? For example, a student with borderline test scores in Math that had a B or higher in high school Algebra II and Trigonometry, is probably ready for College Algebra. It is easier to move students down to Foundations II than up to College Algebra once the semester as begun.
  - **Asking the student** - What does the student think they can accomplish? Studies show that students who are confident in their ability have a higher likelihood of success that those who are not confident.

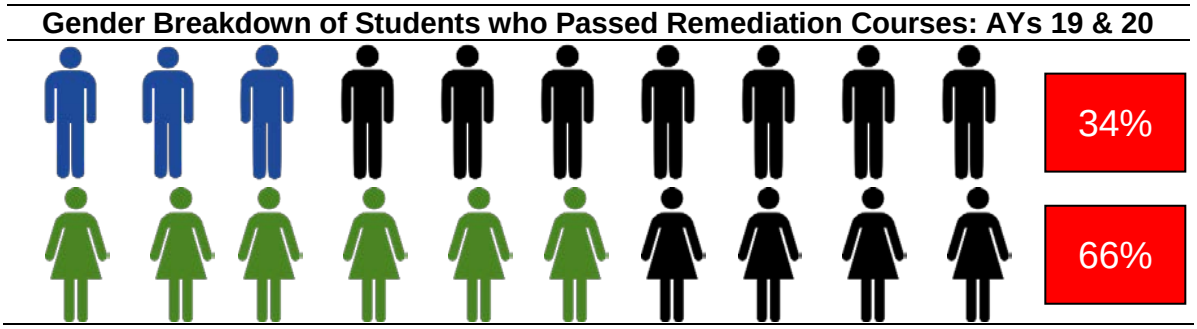
Support Strategies Offered to Students

Early alert system Tutoring Services

Outcomes







Total population: 747

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area

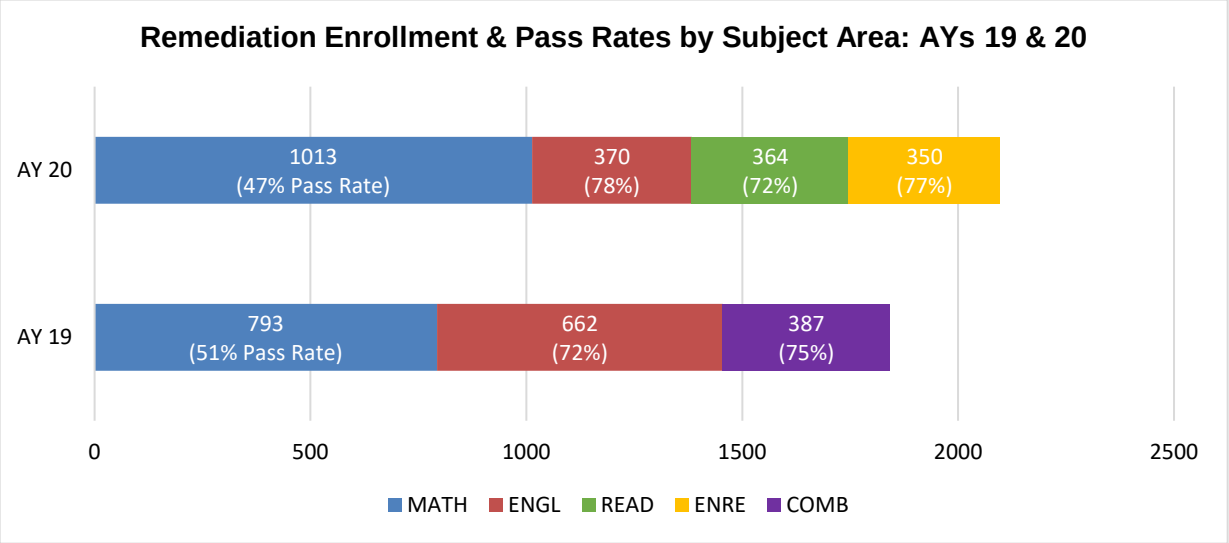
Advising

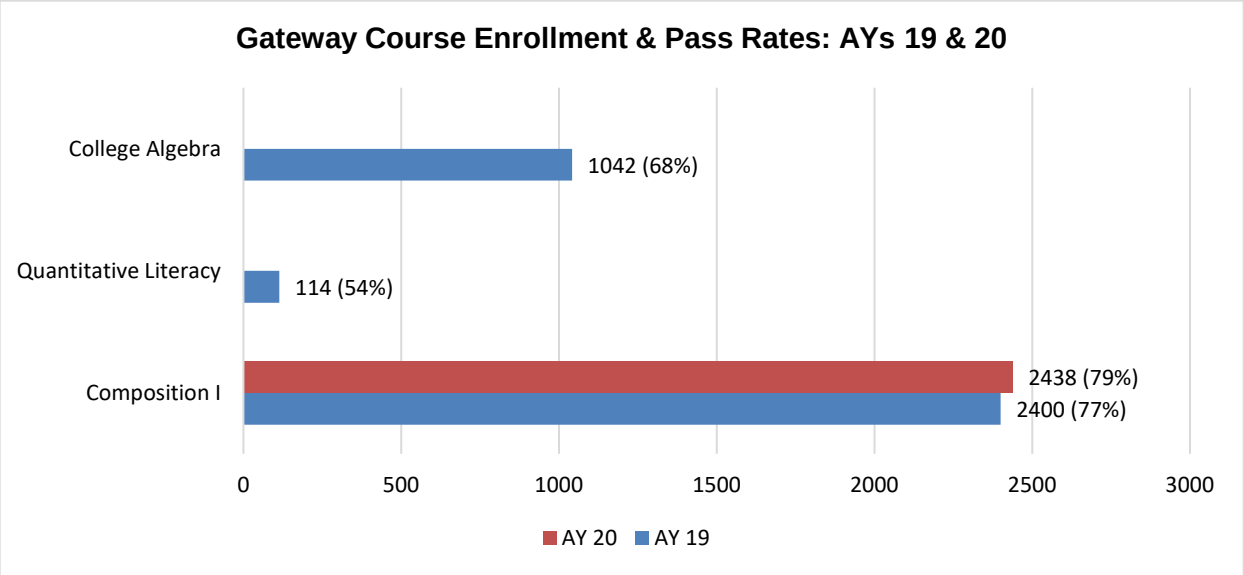
- The plan directs students into a "case-management," holistic model that is managed by the college's student support division.
- A student with a demonstrated deficiency in reading, writing, or mathematics (based on Accuplacer or ACT scores) is subject to restricted registration in accordance with the academic plan and course outlines approved by the college's administration.

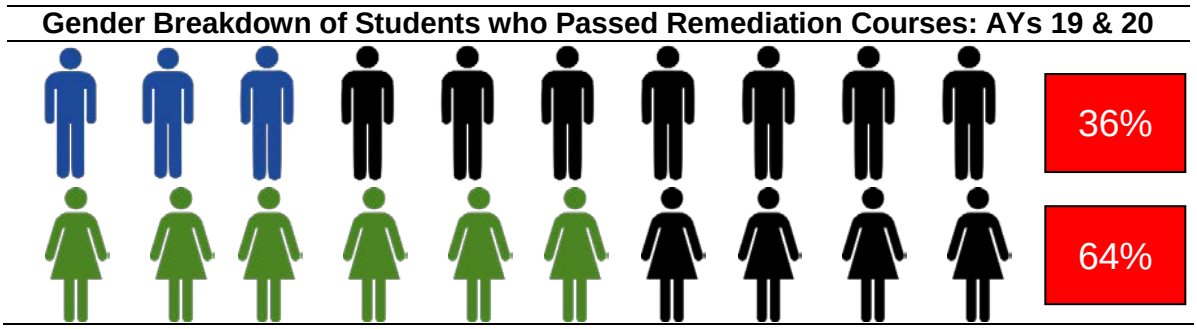
Support Strategies Offered to Students

Academic advisors	Math Lab
Early alert system	Writing Center
First-Year Experience course	Tutoring Services

Outcomes







Total population:2390

Viable Metrics

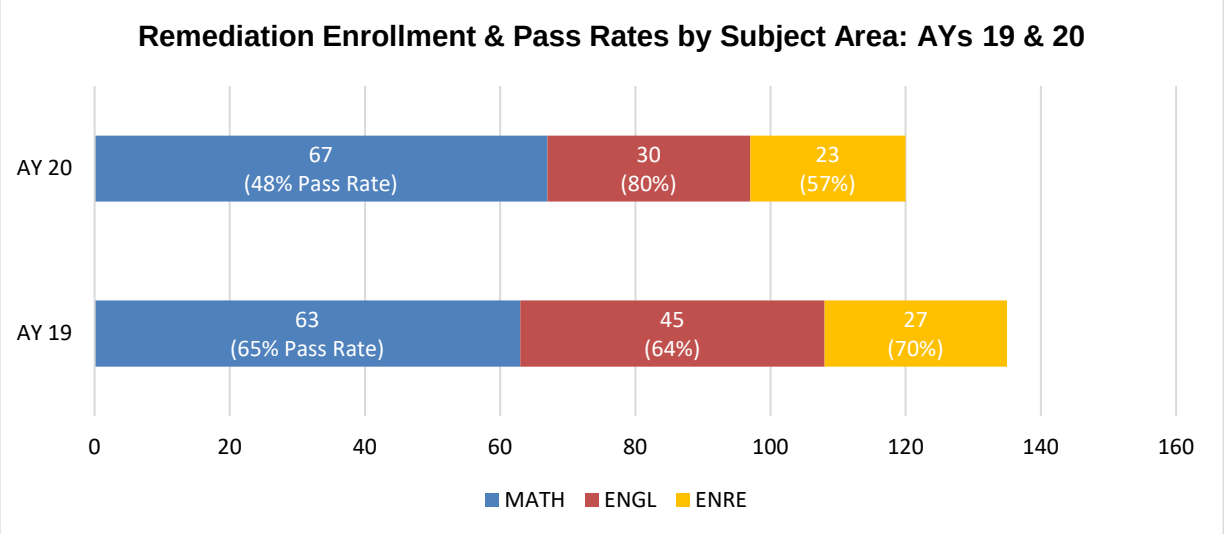
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	Math English
SAT (overall score)	Standardized exam	Math English
COMPASS	Standardized exam	Math English
ACCUPLACER (Overall Score)		Math English
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	Math English
High School GPA (Overall)	GPA	Math English
Other	Age at entry	Math English

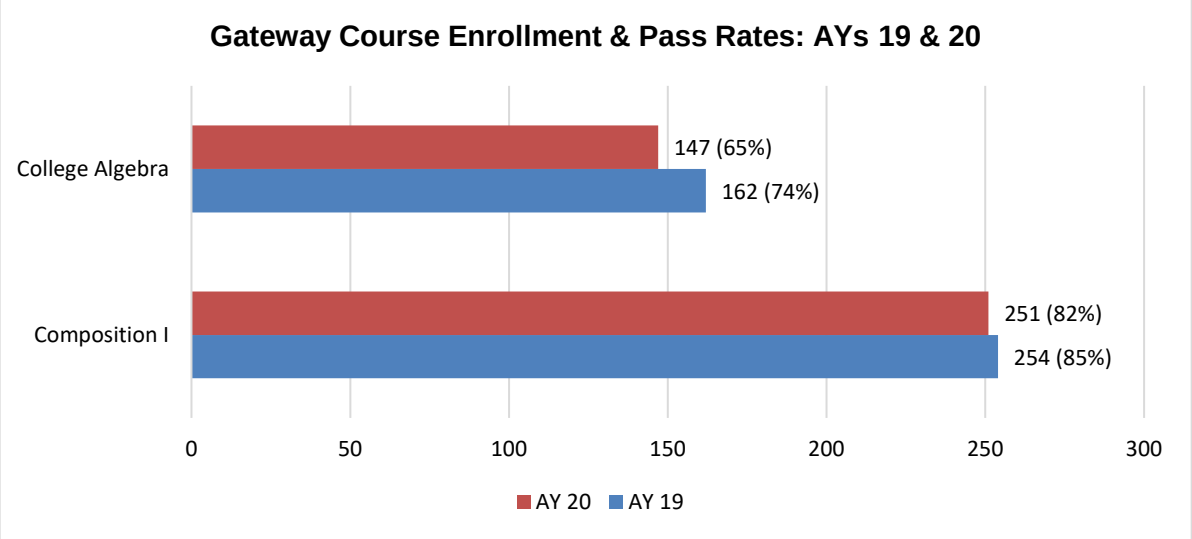
Advising

Support Strategies Offered to Students

Early alert system	Tutoring Services
Attendance reporting	Math Lab

Outcomes





Gender Breakdown of Students who Passed Remediation Courses: AYs 19 & 20

Total population: 158

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
Next-Gen ACCUPLACER (Writing)	Standardized exam	English
ACT (Math)	Standardized exam	Math
Next-Gen ACCUPLACER (Quantitative Reasoning, Algebra, & Statistics)	Standardized exam	Math
ACT (Reading)	Standardized exam	Reading
Next-Gen ACCUPLACER (Reading)	Standardized exam	Reading
COMPASS	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All

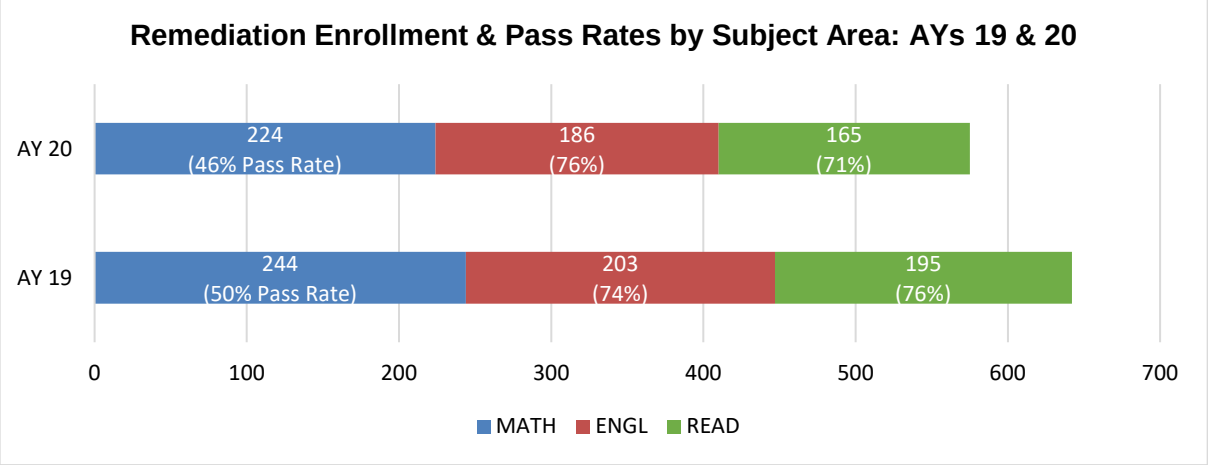
Advising

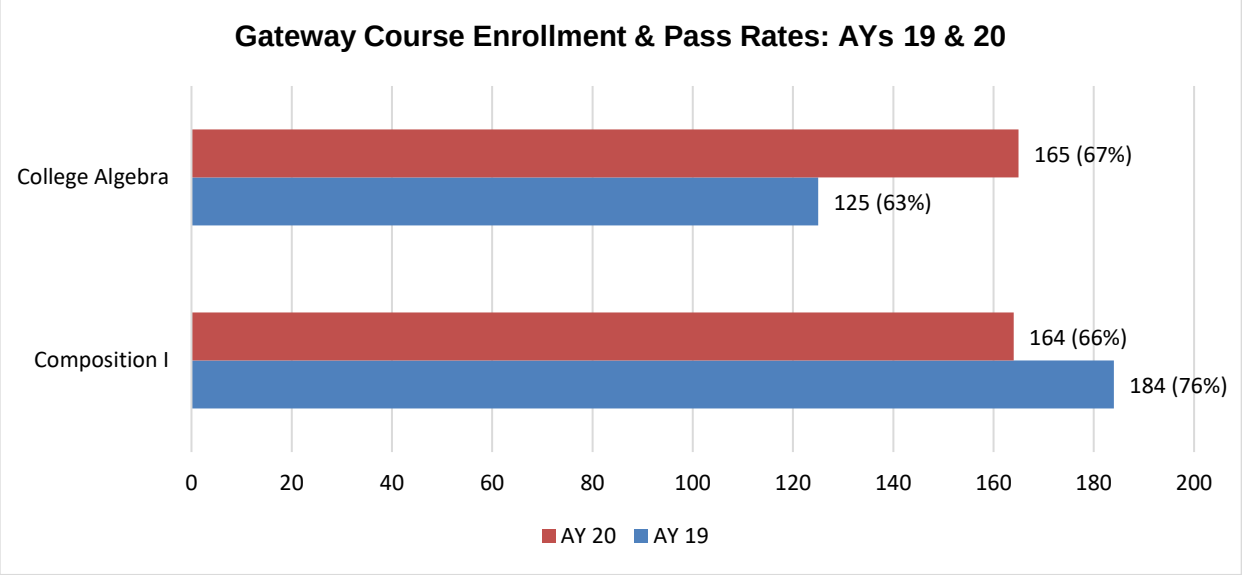
- Once students come to the PCCUA One Stop Center, the advisor role becomes most prominent in the student experience.
- Efforts at this first phase are focused on Planning for Success which include Next Gen Accuplacer Preparation, testing and placement, the assignment of an advisor, referral for disabilities or other services if needed (Student Support Services, Career Pathways, and the Working Family Center, other).
- The next phase, Enrolling for Success, is also monitored by an advisor and includes the completion of an Individual Career Plan (ICP) and the use of the appropriate Guided Pathway, Enrollment in Student Success I & II, financial and career coaching, income support screening, developmental education placement if needed, developmental education fast track (co-requisites) if desired, and ongoing focused advising.
- The third phase, Sustaining Success, requires advisor assistance to help the student with retention and completion and includes monitoring of class attendance and grades, continued career exploration if needed, selecting a major as early as possible, early assessment and early intervention monitoring, tutoring referral or learning lab referral if needed, monitoring supplemental instruction lab participation and continued focused advising.

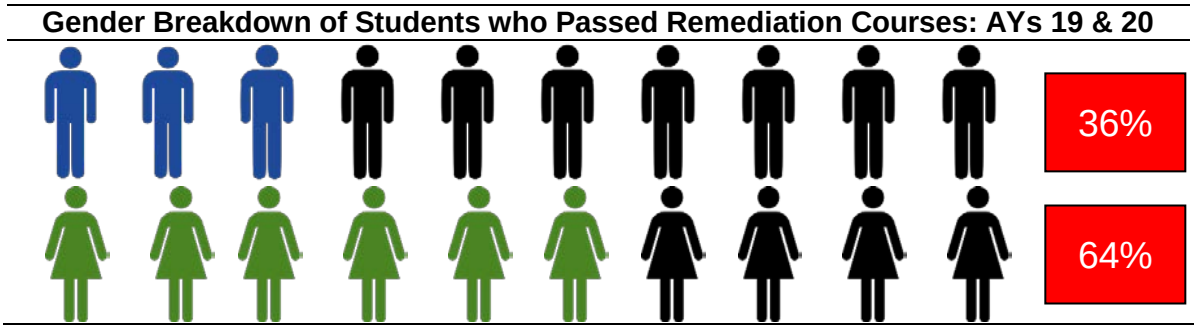
Support Strategies Offered to Students

Academic advisors
Academic workshops
Academic coaches
Early alert system
First-Year Experience course
Math Lab
Writing Center
Tutoring Services
Individual Career Plans

Outcomes







Total population: 785

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All
ASSET	Standardized exam	All

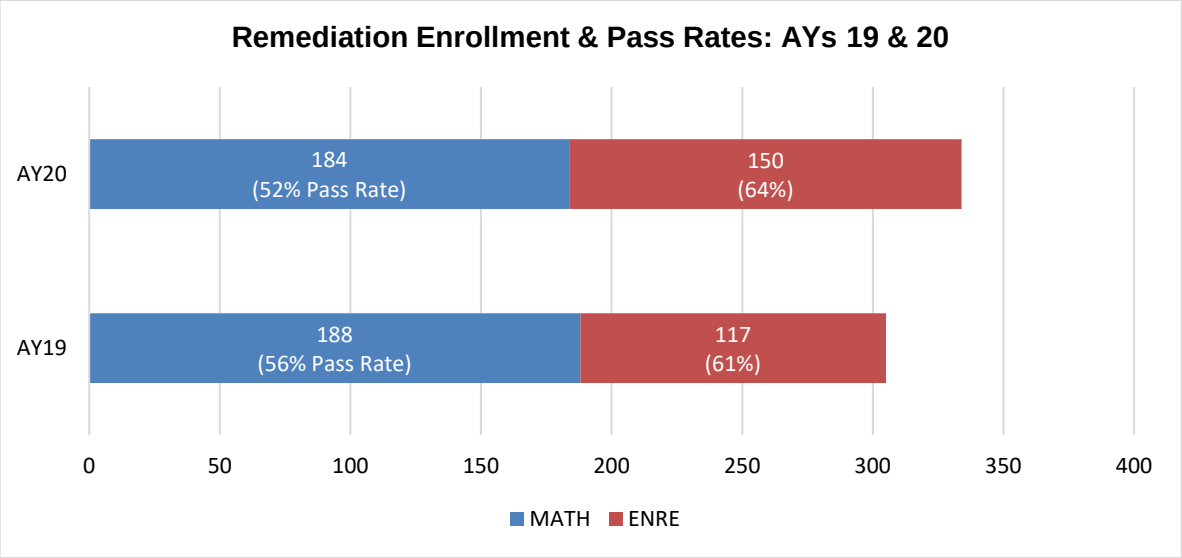
Advising

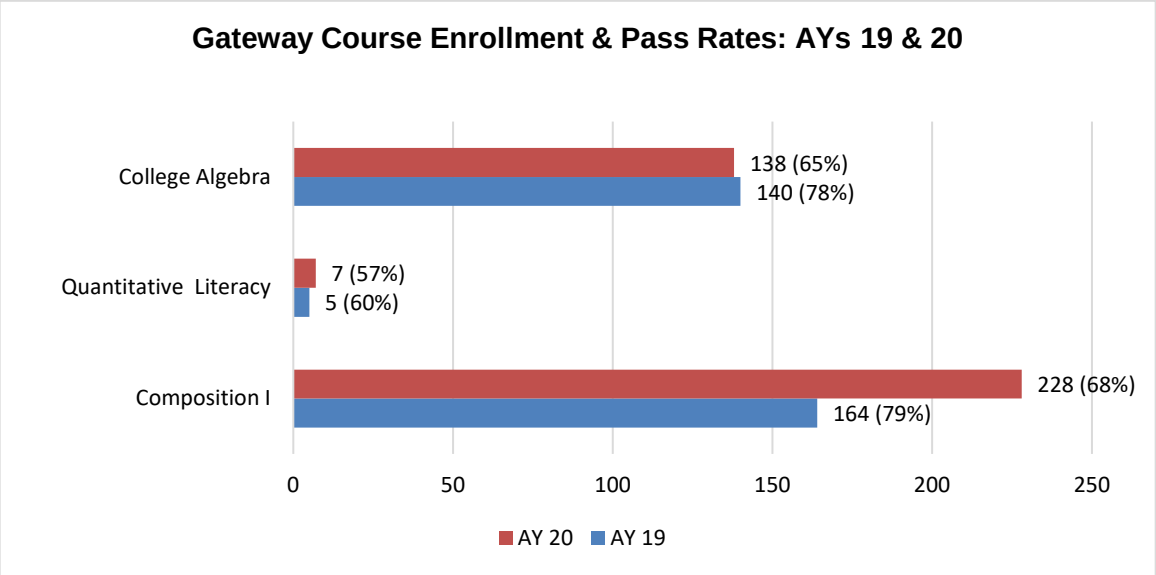
- SouthArk strives to employ a transitional model of advising by blending a variety of styles, depending on the evaluation of student needs.
- Appreciative advising concepts, along with proactive/intrusive advising are woven into student success courses, which are taught primarily during students' freshmen year.

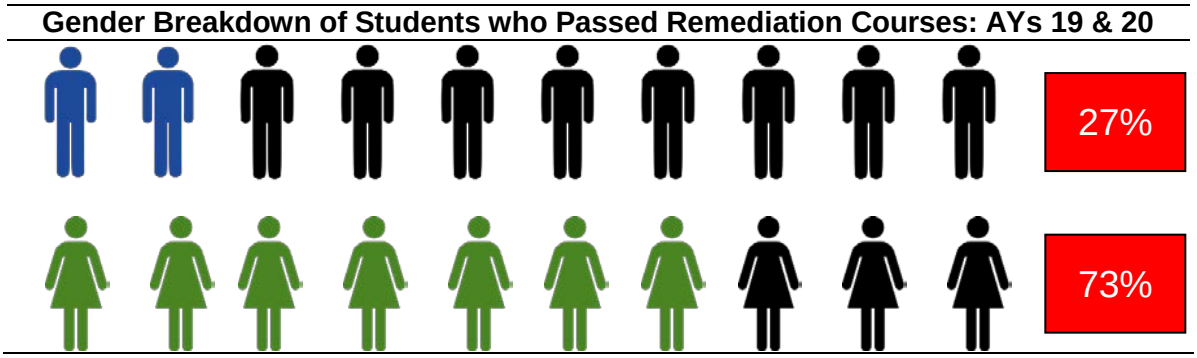
Support Strategies Offered to Students

Early alert system Tutoring Services

Outcomes







Total population: 368

Viable Metrics

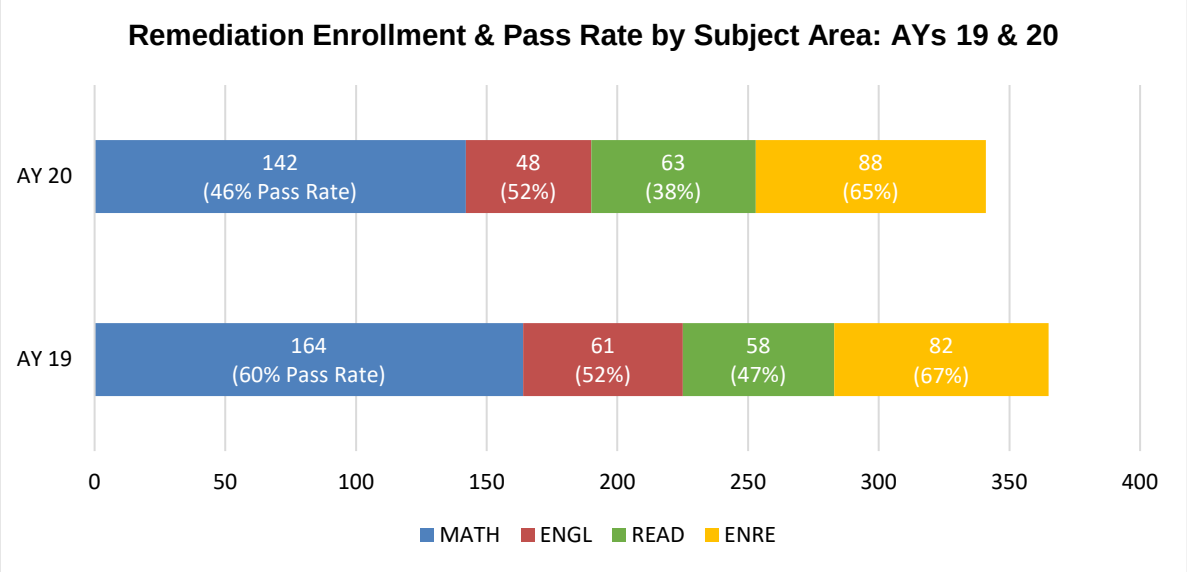
Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACCUPLACER (Overall Score)	Standardized exam	All

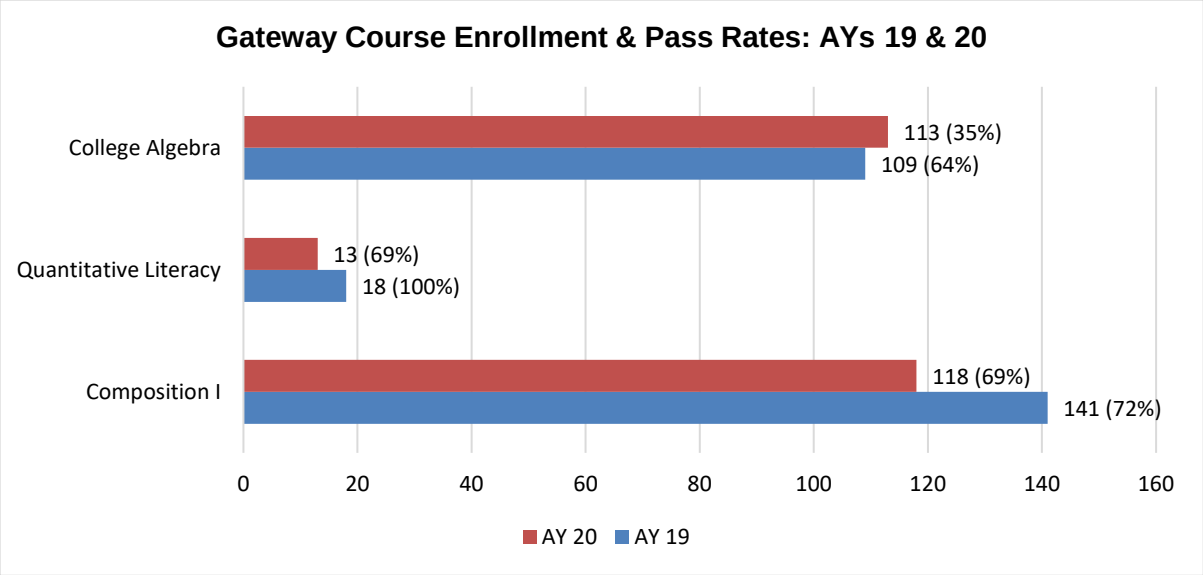
Advising

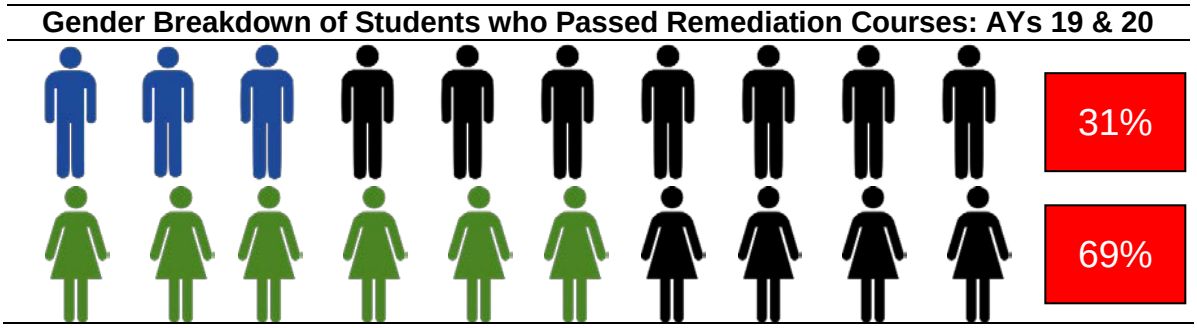
Support Strategies Offered to Students

Early alert system
Academic advisors
Tutoring Services
SEARK College Career Pathways
First-Year Experience course

Outcomes







Total population: 385

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Reading
COMPASS	Standardized exam	All
GED	Standardized exam	All
ACT (Reading)	Standardized exam	All
ASSET	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
High School GPA (Overall)	GPA	All
Other	HS Course Completion & Remedial Course Completion	All

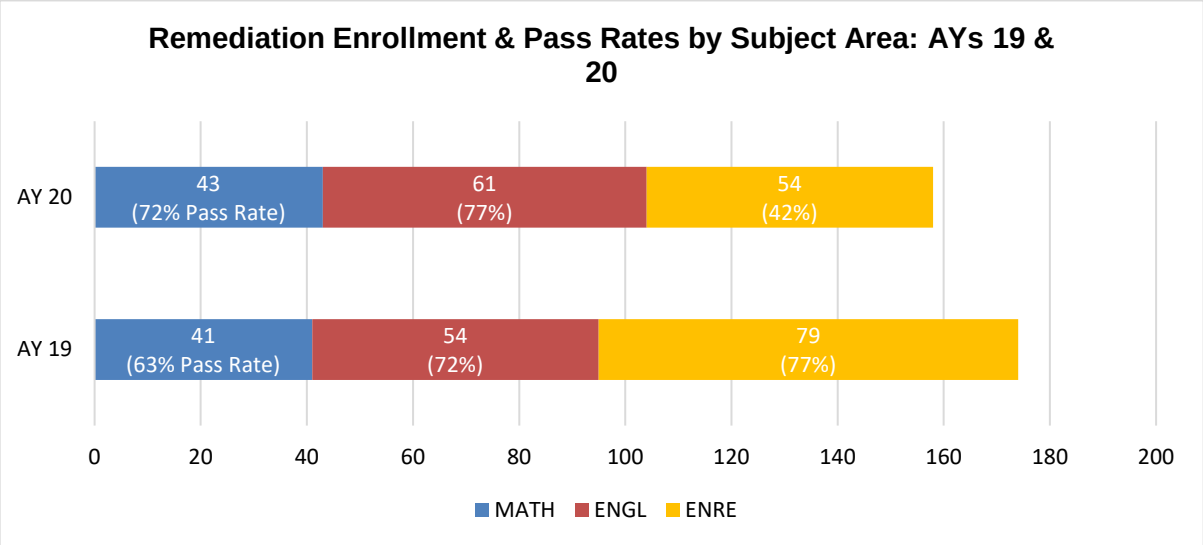
Advising

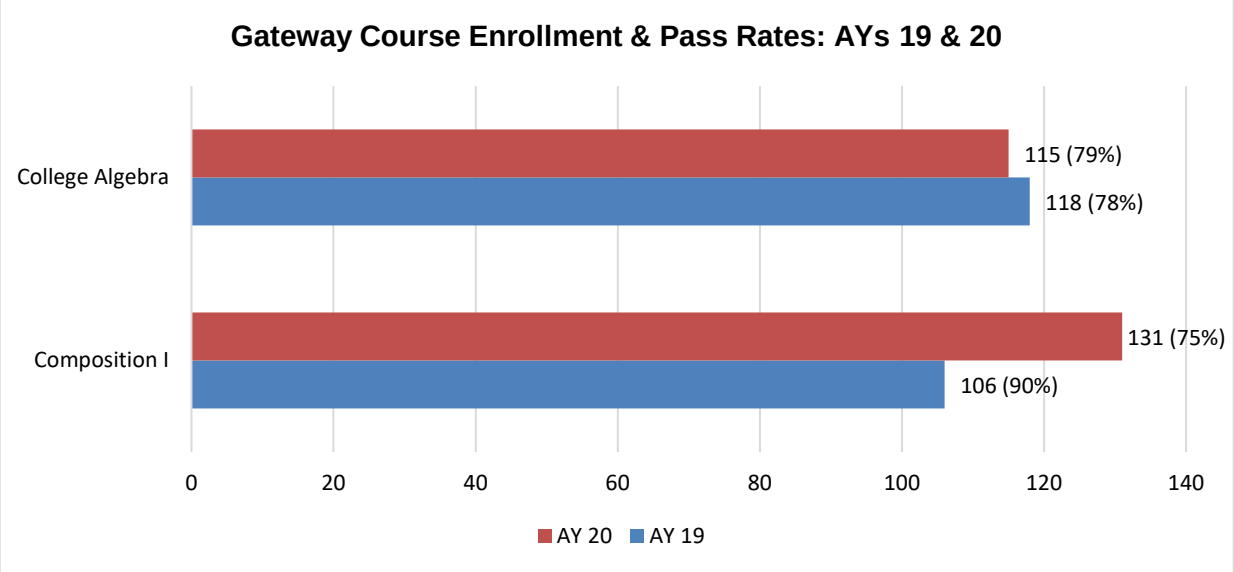
- Students are required to submit placement scores (ACT, ASSET, Compass, ACCUPLACER, or SAT) taken within the last five years.
- Advisors use the placement flowchart to determine placement in English and Math courses, including developmental education courses.
- SAU Tech accepts the highest score among multiple test sessions for each subtest.

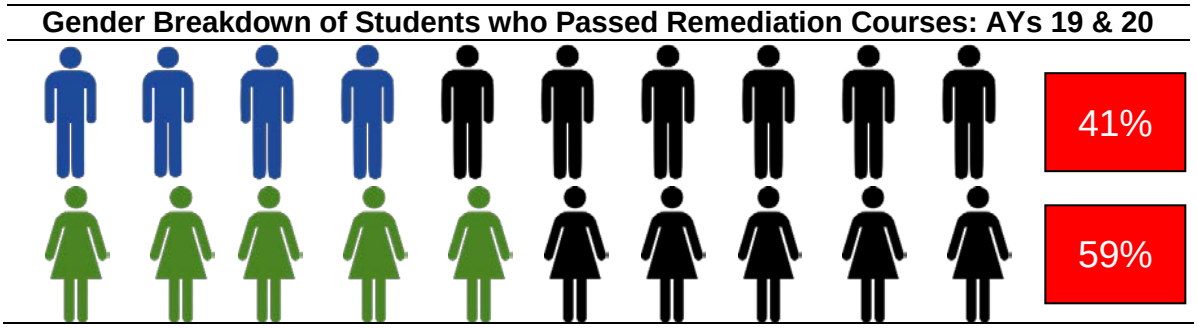
Support Strategies Offered to Students

Early alert system
First-Year Experience course
Attendance reporting
Tutoring Services

Outcomes







Total population: 227

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All
SAT (overall score)	Standardized exam	All
HS GPA (Overall)	GPA	All
Other	HS Courses Completed by Subject Area	All

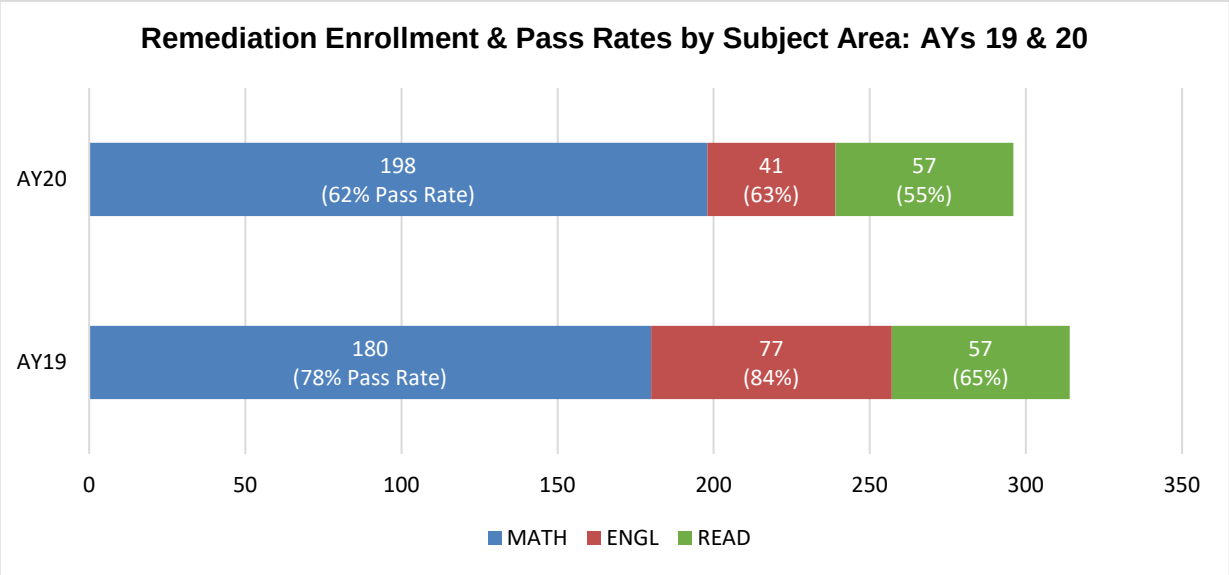
Advising

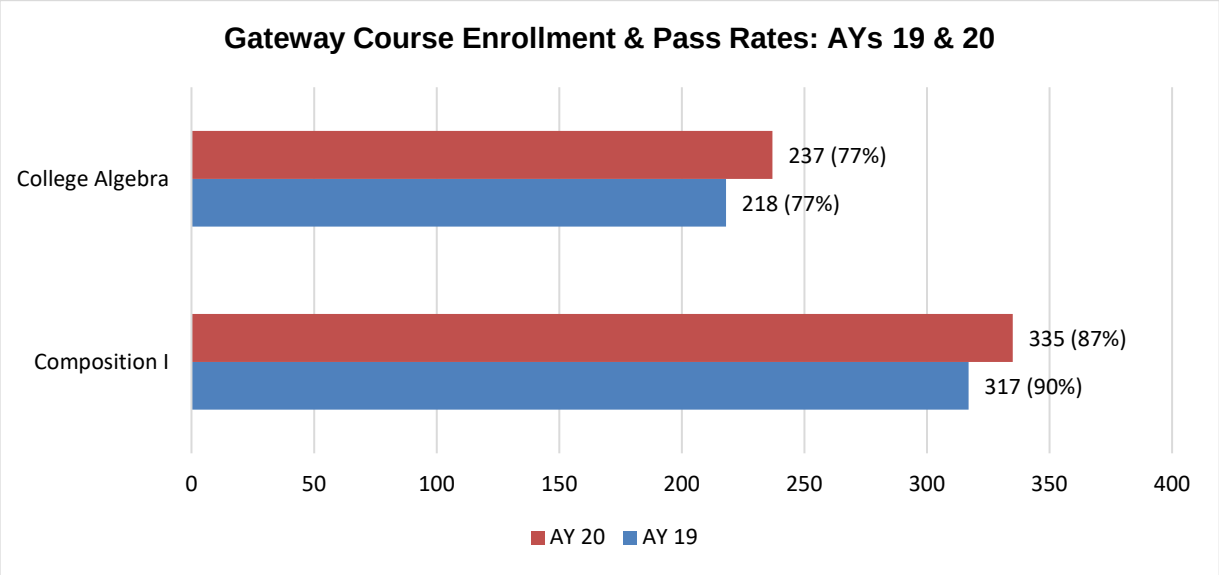
- Using the ACT scale of 0 to 36 with 19 as the college ready point and our existing developmental placement scores we established equivalencies for Accuplacer.
- Once Accuplacer scores were established work began to determine what measures, beyond nationally normed entrance exams, would be used.
- The consensus was that for this first year we would focus on those students testing one developmental level below college ready.
- Focusing on this subset of students, the new placement plan looks at the students' overall high school GPA. If the overall high school GPA is 3.25 or higher, then the students' high school transcript will be evaluated to determine if they took Algebra II (432000) or higher for mathematics and English 12 (413000) or higher for English and other college-level coursework. If the student scored a B or higher in those courses, then they would be eligible to move into the respective college level coursework.

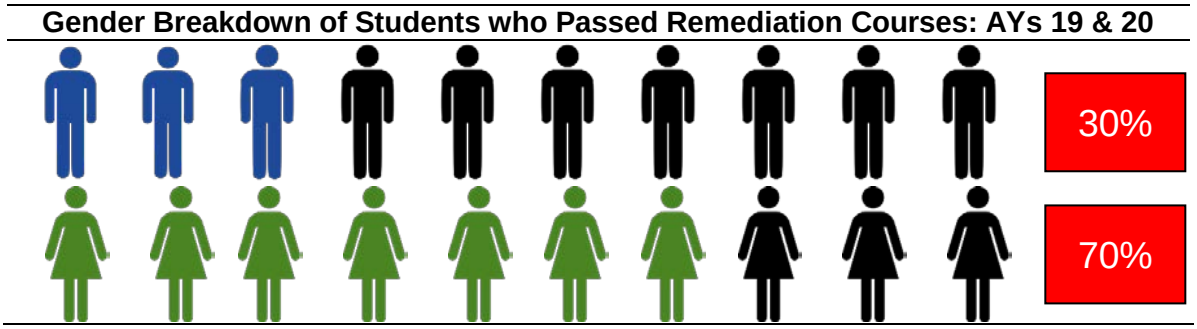
Support Strategies Offered to Students

Academic advisors	Writing Center
Early alert system	Career Pathways Initiative

Outcomes







Total population: 423

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All

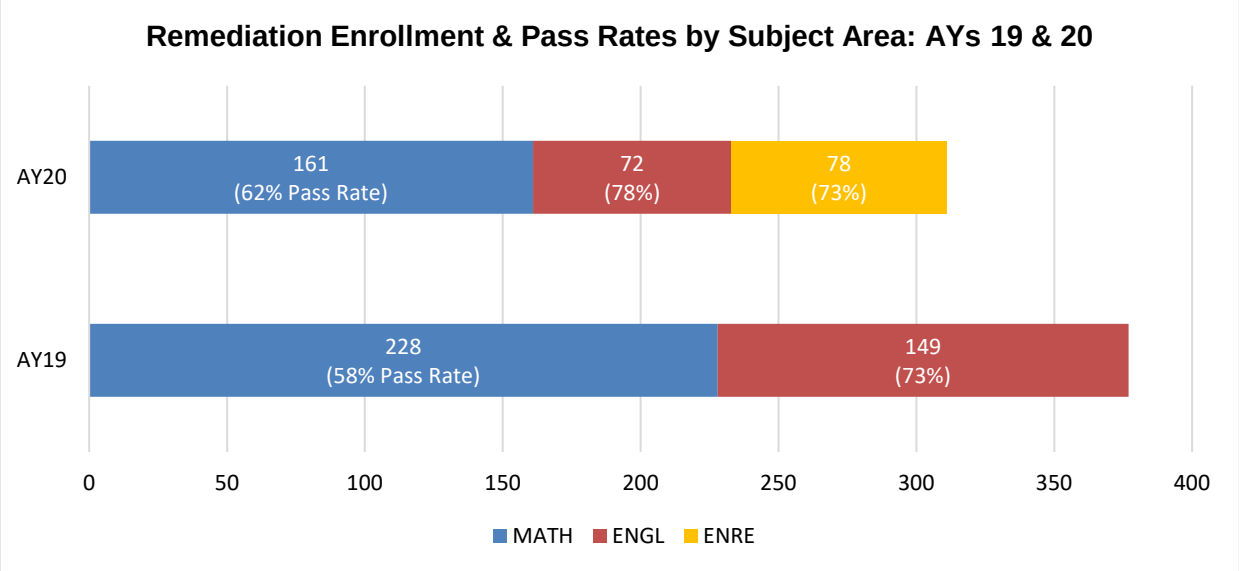
Advising

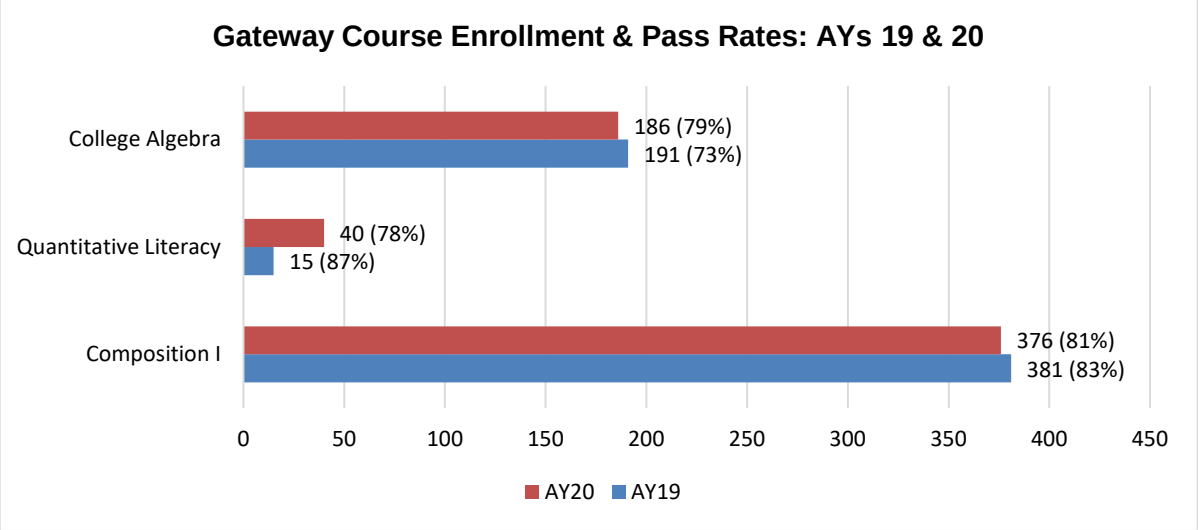
- UAHT is currently working under a hybrid-advising model where both the advising center and faculty advisors are providing service. Previously advisors were assigned a faculty member in the area most closely related to the student's proposed major field of study.
- Currently, UAHT is in the early stage of developing an intrusive/appreciative advising model utilizing a new advising center.
- Individualized student coaching will be provided by professional advising coaches, under the leadership of the Director of Advising.
- The center will support one stop, holistic advising that takes into account academic indicators, as well as cultural, financial, and non-cognitive factors impacting placement, success, persistence and completion. UAHT is in year one of its four-year implementation process.

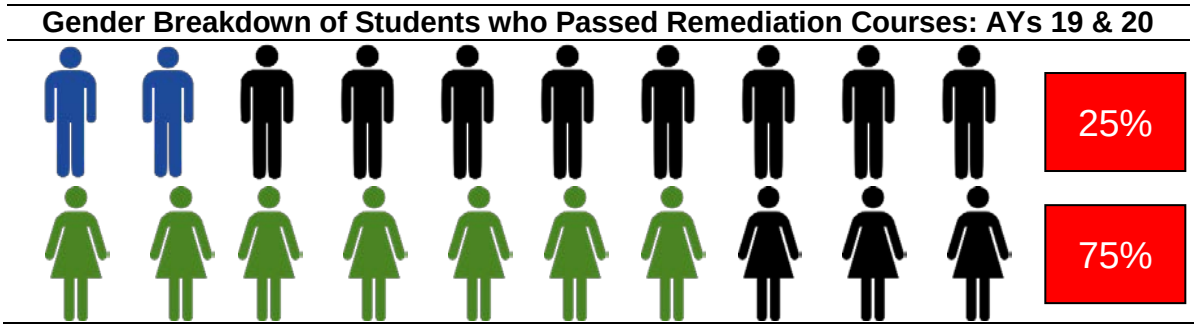
Support Strategies Offered to Students

Academic Advisors
Tutoring Services
Attendance reporting
Early alert system
Mid-term grade reporting
Career Center
Career Pathways Initiative

Outcomes







Total population: 452

Viable Metrics

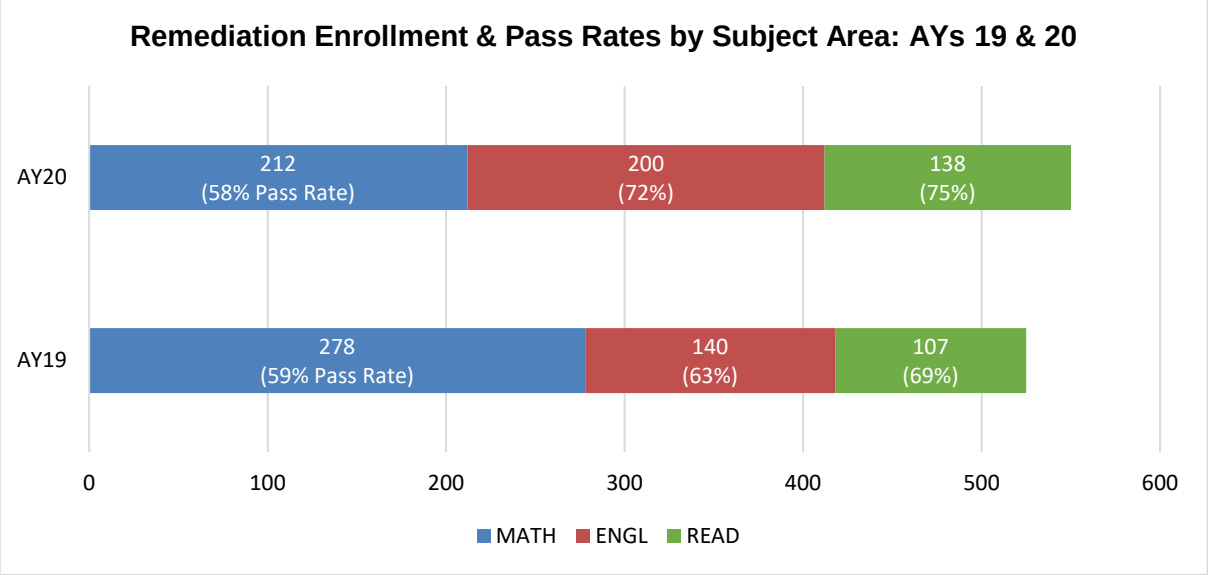
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All

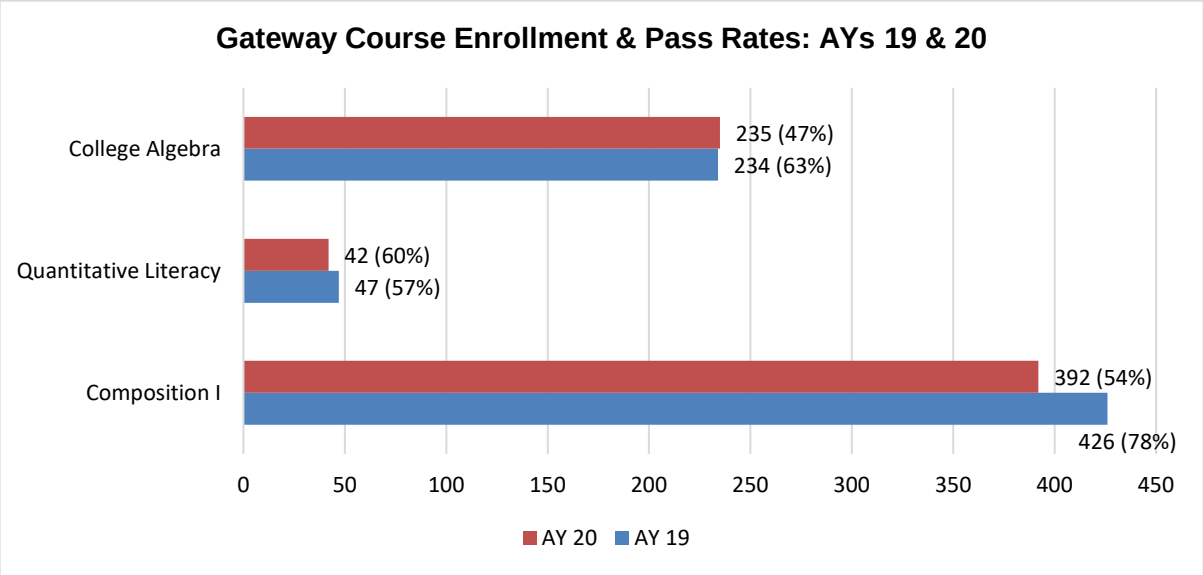
Advising

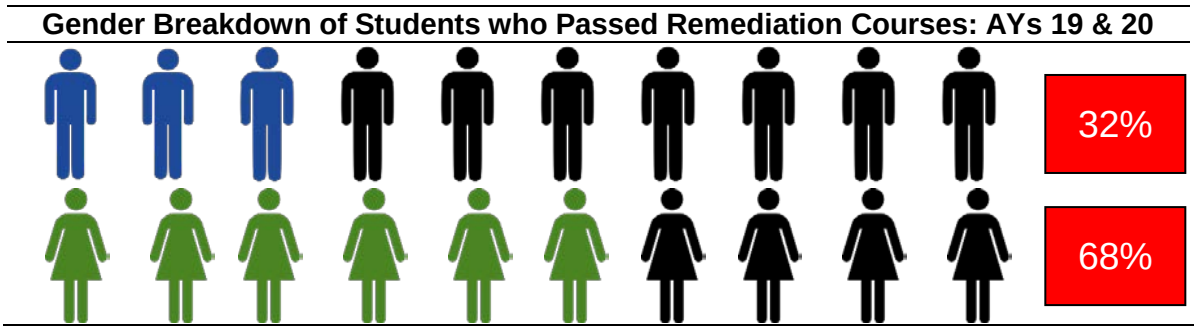
Support Strategies Offered to Students

Tutoring Services
Attendance reporting
Early alert system

Outcomes







Total population: 685

University of Arkansas RICH MOUNTAIN

Viable Metrics

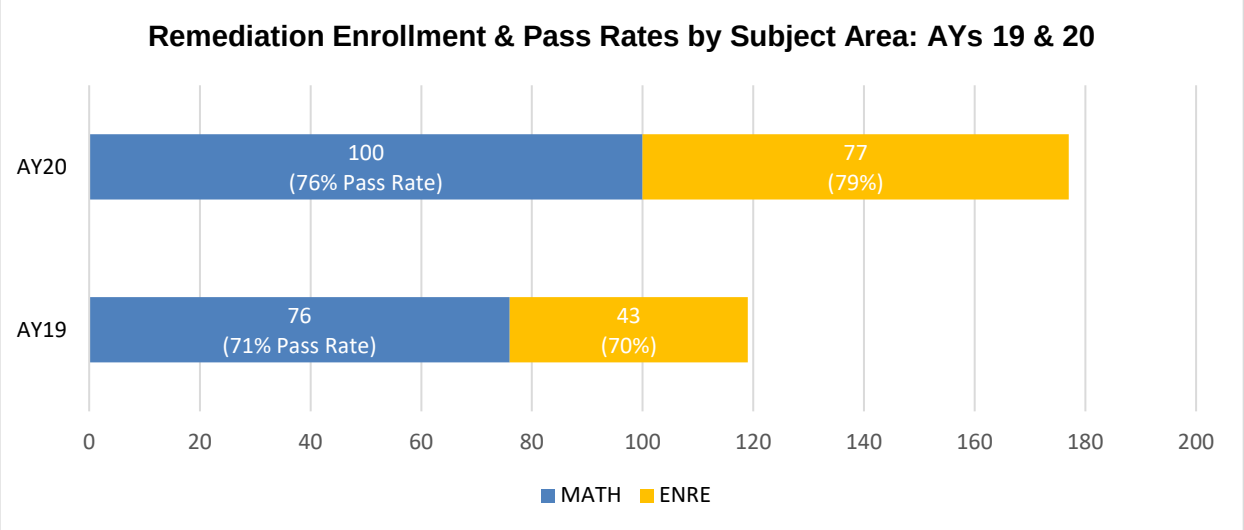
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
SAT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
HS GPA (Overall)	GPA	All
Other	Age at entry	All
Other	Faculty Interview Rubric	All
Other	Technical program student aptitude	All

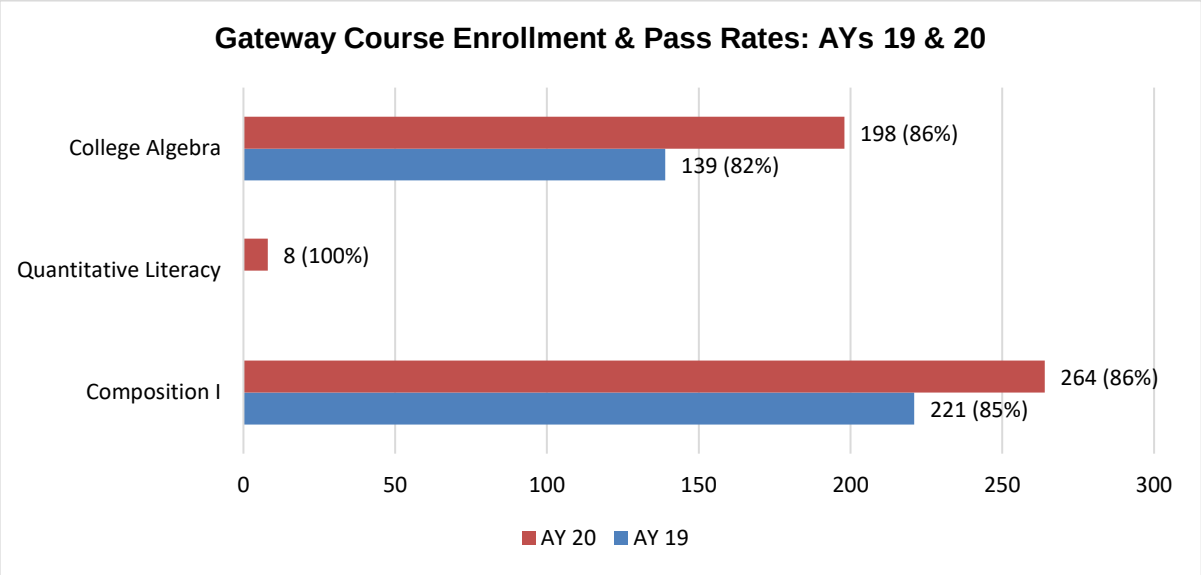
Advising

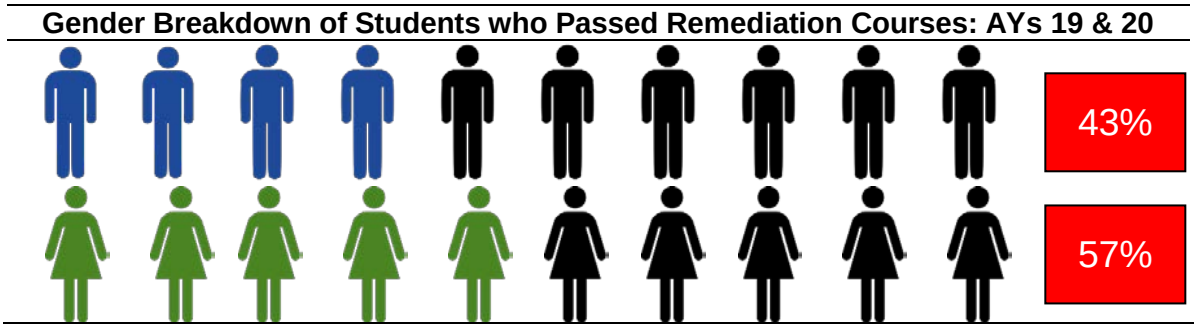
Support Strategies Offered to Students

Attendance reporting	Writing Center
Tutoring Services	Mid-term Grade reporting

Outcomes







Total population: 221

UNIVERSITY OF ARKANSAS
PULASKI TECH

Viable Metrics

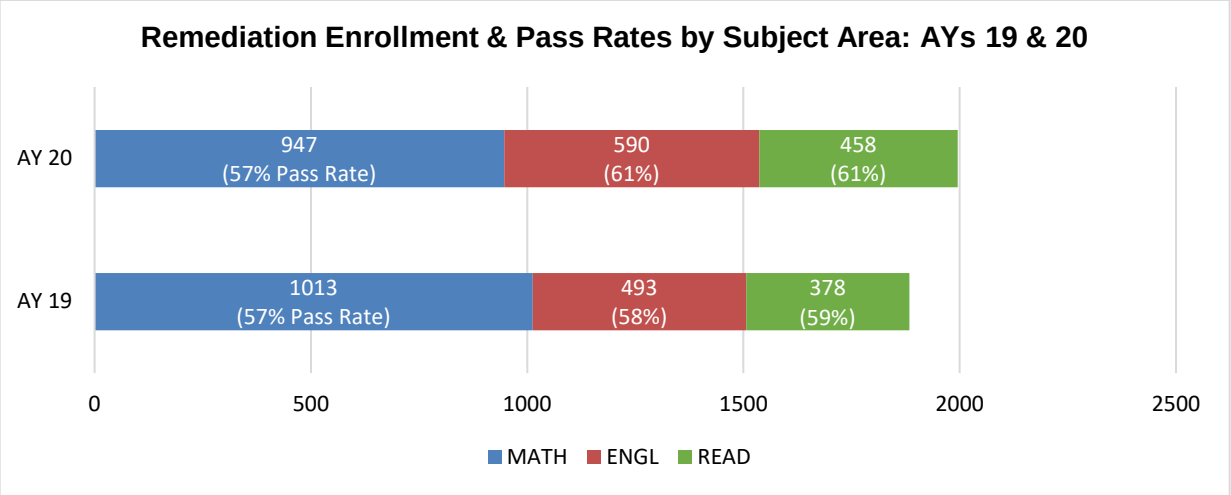
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
SAT (overall score)	Standardized exam	All

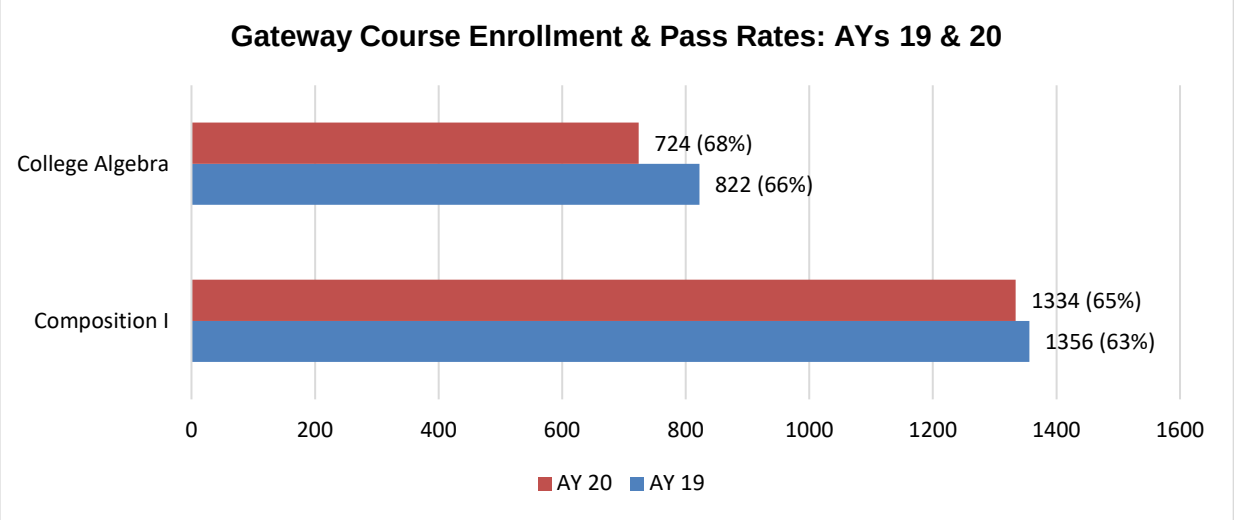
Advising

Support Strategies Offered to Students

Attendance reporting Tutoring (Individual)

Outcomes





Gender Breakdown of Students who Passed Remediation Courses: AYs 19 & 20

Total population: 2257