

# **Arkansas Division of Higher Education**

## **Annual Review on First-Year Student Remediation**

**Academic Year  
2021-2022**



**Academic Affairs**

**December 2023**

**Arkansas Division of Higher Education**  
101 E. Capitol Ave., Suite 300 Little Rock, AR 72201

## **ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION**

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In accordance with A.C.A. §6-61-110 and Act 970 of 2009, the Arkansas Division of Higher Education (ADHE) addresses the placement standards necessary for enrollment of students into mathematics, English composition, and reading based on appropriate indicators of potential student success rates.

In January 2016, the AHECB revised its policy to require all institutions to adopt appropriate placement measures supported by student success data. These placement measures are to be contained within an institutional placement plan that provide appropriate justification for student course placements and allow for follow-up evaluation of placement effectiveness. Institutional placement plans are required to be submitted to ADHE on an annual basis. These plans can be provided to the Board upon request.

### **Course Placement Method**

The placement status of a student is determined by the institution based on its ADHE approved placement policy. Each institution establishes a matrix of assessment measures to evaluate the preparedness or readiness of students for gateway courses in English, math, and reading.

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

A student's placement in freshman-level gateway courses should be strong enough to indicate potential for success at a "C" or better. ACT benchmarks establish a subject test score of 22 for reading or math and a subject test score of 18 for English as cutoff scores for student 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.

**Remediation Attempt Rate**

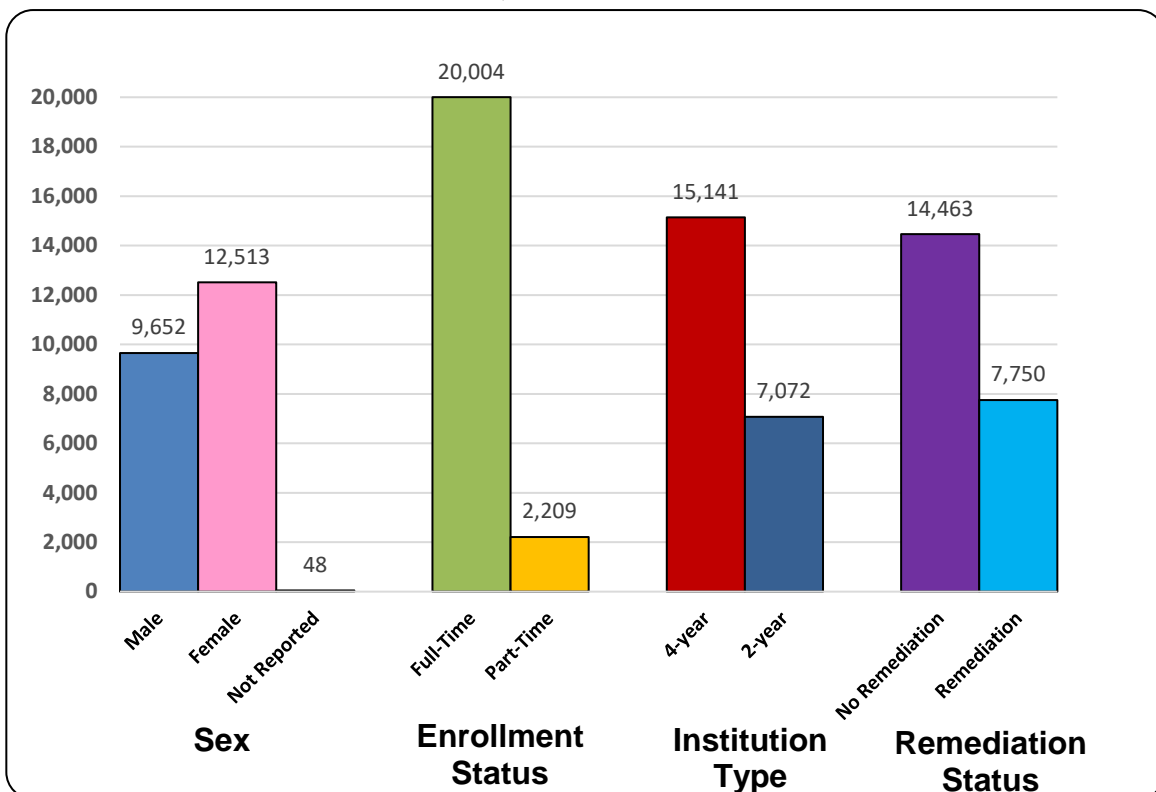
Act 970 of 2009 requires the Arkansas Division of Higher Education to report the number of attempts it takes for a student to pass a postsecondary remedial course. The following table illustrates an overwhelming majority of students successfully complete remediation coursework on the first attempt.

Number of Attempts	Rate
First Attempt	96%
Second Attempt	3%
3+ Attempts	1%

**Statewide Overview**

In Fall 2022 (AY2023), 22,213 first-time entering, degree-seeking students enrolled in an Arkansas public institution of higher education. Of this population, 90% were classified as full-time students and 10% were classified as part-time students. With regards to sex, 56% were female, 44% were male, and less than 1% percent did not report. When examining the institution type, 68% of this population enrolled at a four-year institution compared to 32% enrolled at a two-year institution. Lastly, remediation status of all first-time entering students, 65% did not require remediation while 35% did require remedial coursework.

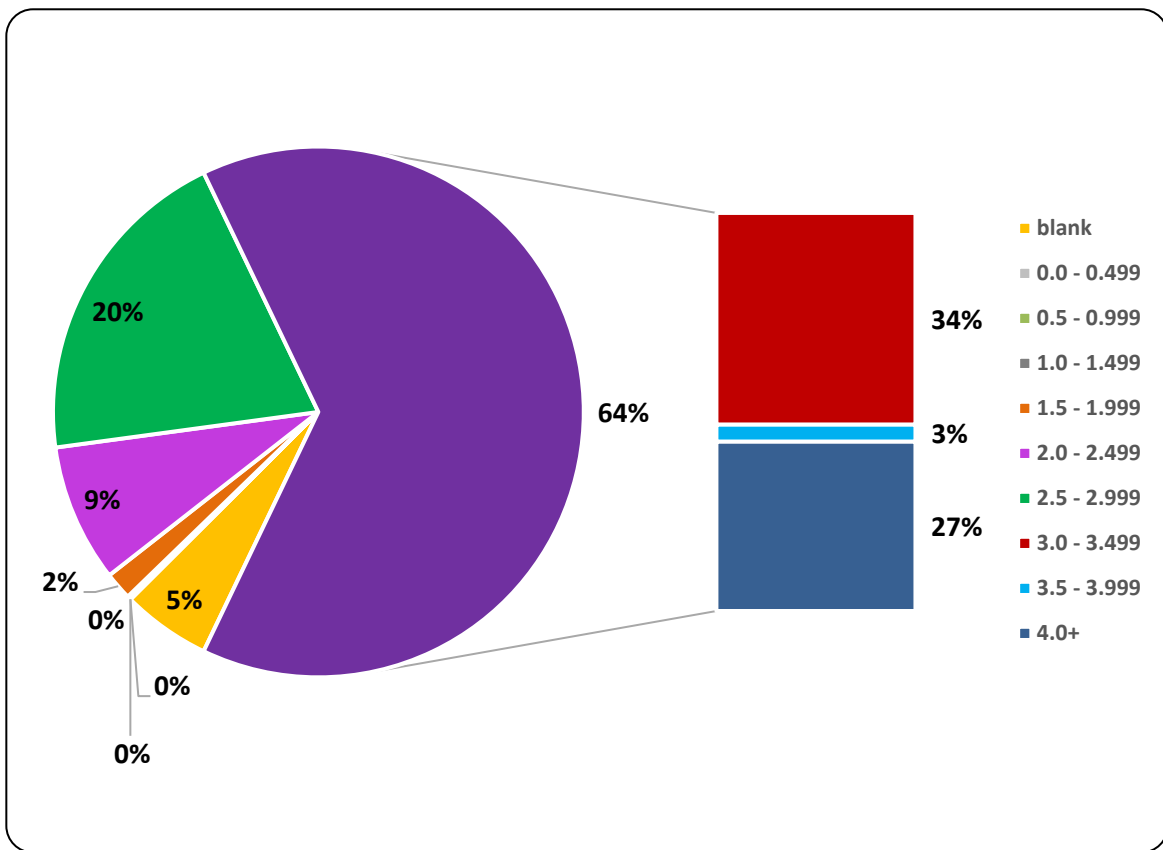
**First-Time Entering Students – Fall 2022  
22,213 Students**



The chart above reflects a statewide summary of all first-time entering students for the Fall 2022 term. All following charts, tables, and analysis will only apply to the 7,750 first-time entering students who required remediation in one or more subject areas.

Act 970 of 2009 requires the Arkansas Division of Higher Education to report the number of first-time entering students who require remediation and have a high school grade point average (GPA) of 3.0 or higher. The following pie chart describes the analysis of GPA in ½ point ranges with a stacked bar emphasizing the 64% of students who required remediation and had a GPA of 3.0 or higher.

**High School GPA of Students Requiring Remediation  
Fall 2022 – 7,750 Students**

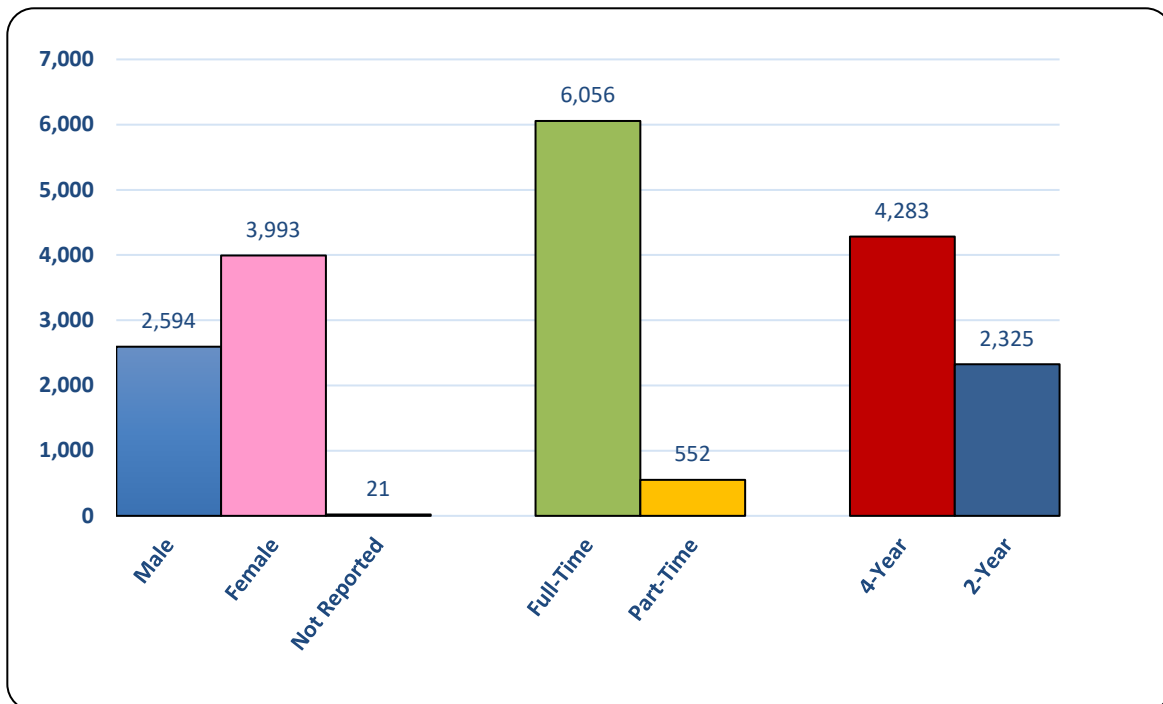


Appendix A contains charts displaying the distribution of first-time entering students by institution.

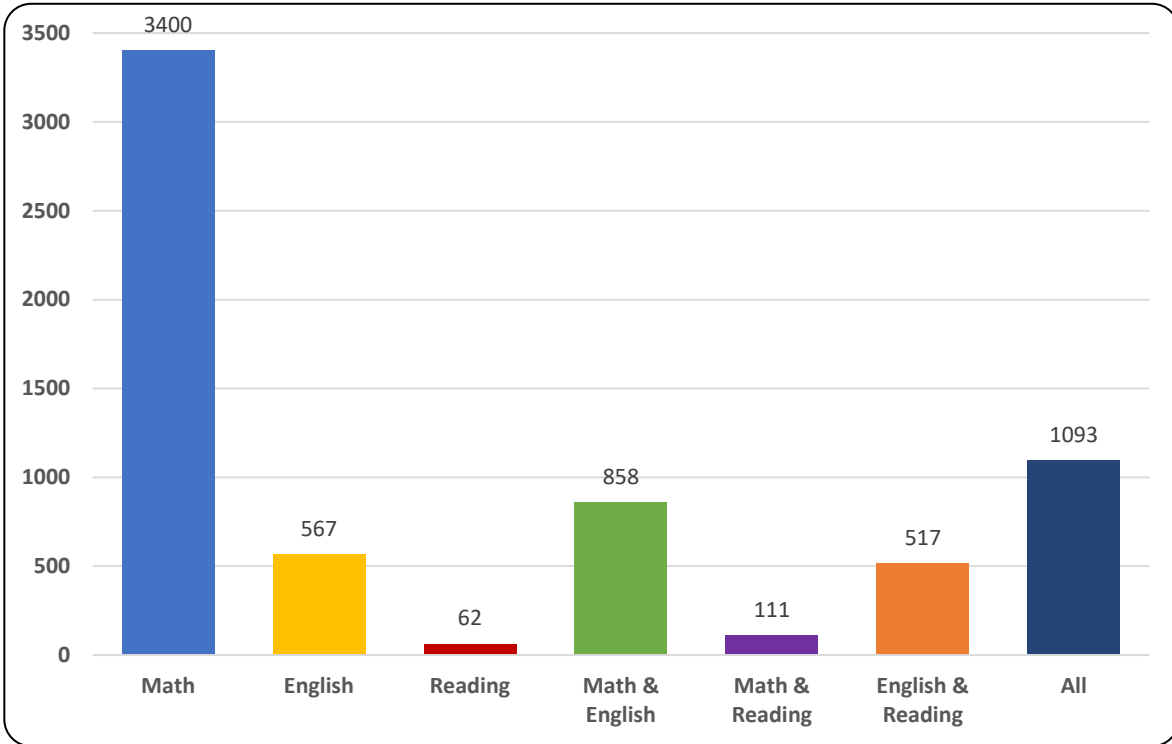
**First-Year Rate**

Students who graduated high school within the previous year (2022) and enrolled as a first-time entering undergraduate are categorized under the First-Year Rate. For Fall 2022, there were 19,550 students that fell under the First-Year Rate, which is 88% of the total first-time entering undergraduates. Of these 19,550 students, 6,608 (34%) First-Year Rate students required remediation.

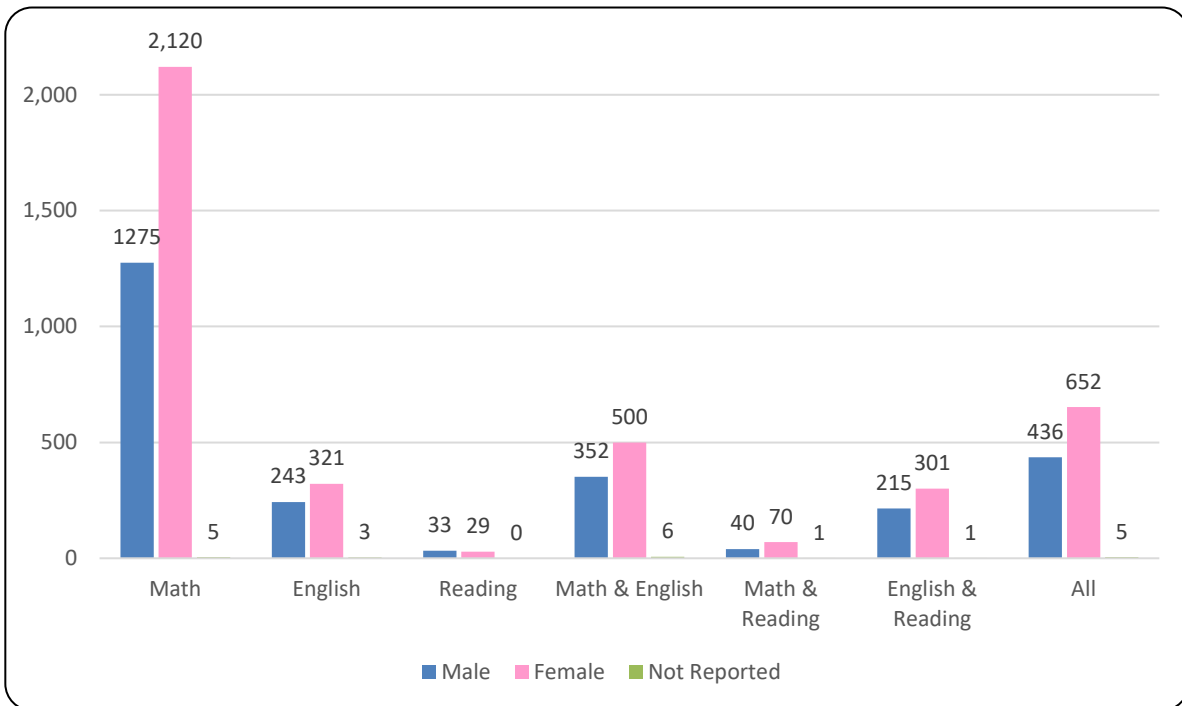
**First-Year Rate Students Requiring Remediation  
Fall 2022 – 6,608 Students**



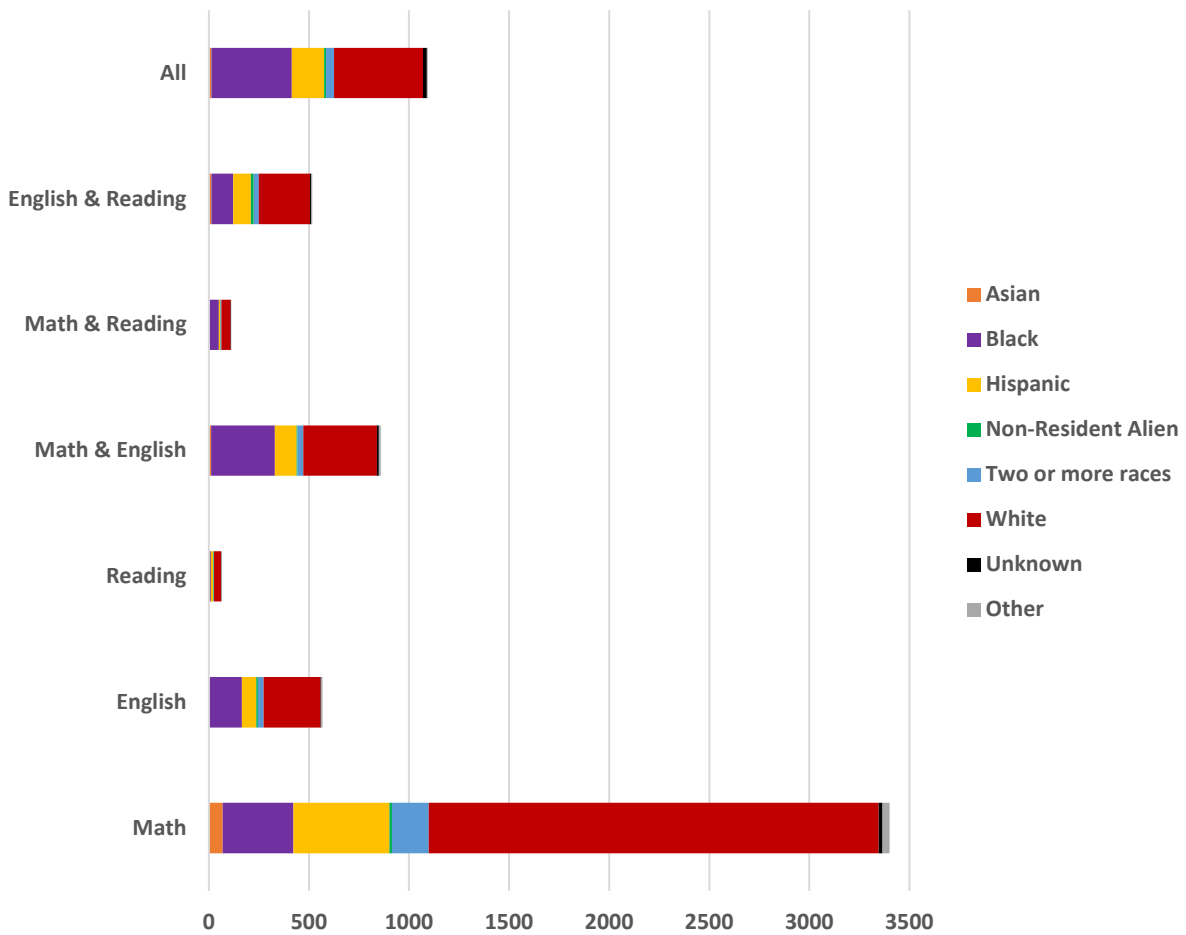
**First-Year Rate Students Requiring Remediation by Subject Area  
Fall 2022 – 6,608 Students**



**First-Year Rate Students Requiring Remediation by Sex  
Fall 2022 – 6,608 Students**



### First-Year Rate Students Requiring Remediation by Subject Area and Ethnicity Fall 2022 – 6,608 Students

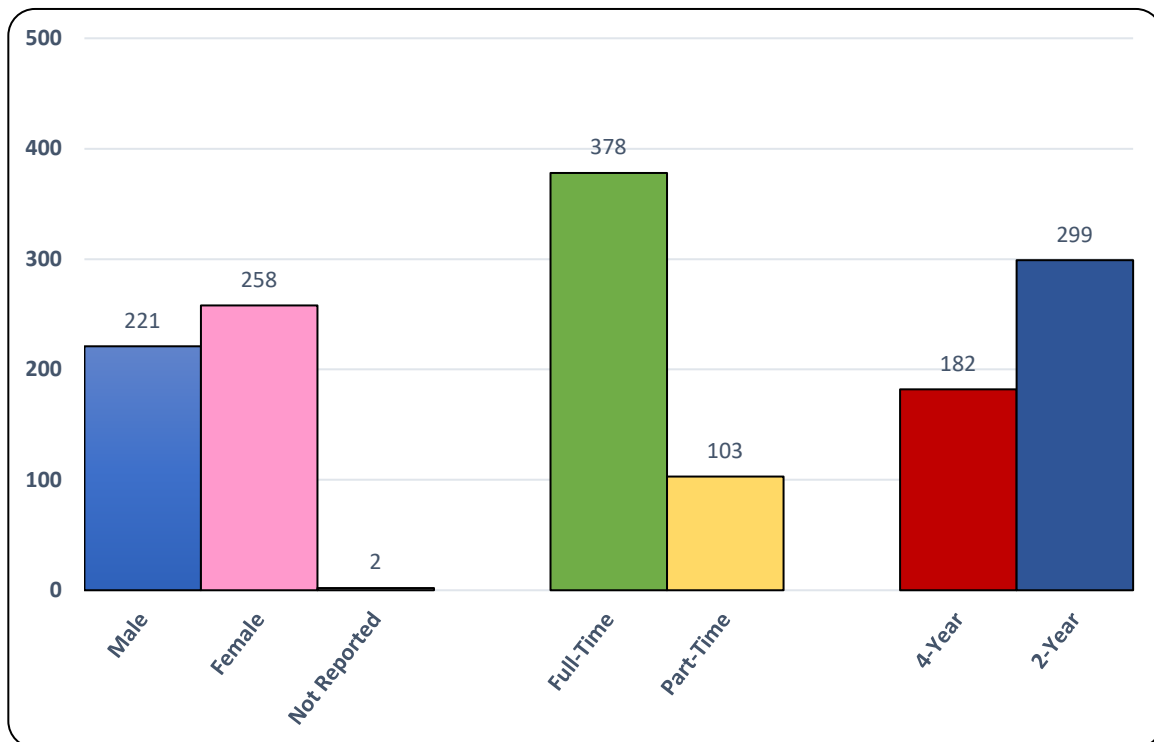


	Math	English	Reading	Math & English	Math & Reading	English & Reading	All
Asian	69	4	0	12	3	13	13
Black	353	161	10	318	46	108	401
Hispanic	479	72	11	108	8	89	162
Non-Resident Alien	13	8	3	5	1	14	10
Two or more races	184	28	1	29	4	26	39
White	2249	285	36	367	47	256	445
Unknown	19	3	1	10	1	5	19
Other	34	6	0	9	1	6	4

**Second-Year Rate**

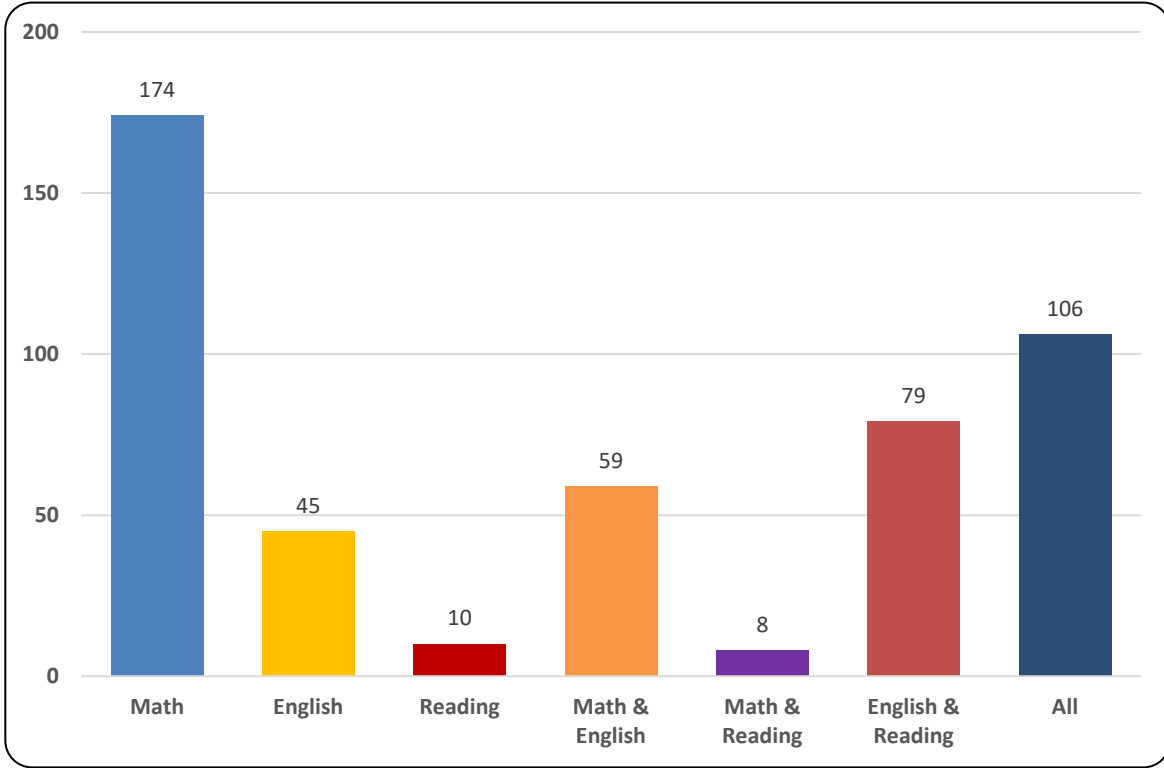
Students who graduated high school within the year 2021 and enrolled as a first-time entering undergraduate are categorized under the Second-Year Rate. For Fall 2022, there were 1,010 students that fell under the Second-Year Rate, which is 5% of the total first-time entering undergraduates. Of these 1,010 students, 481 (48%) Second-Year Rate students required remediation.

**Second-Year Rate Students Requiring Remediation  
Fall 2022 – 481 Students**

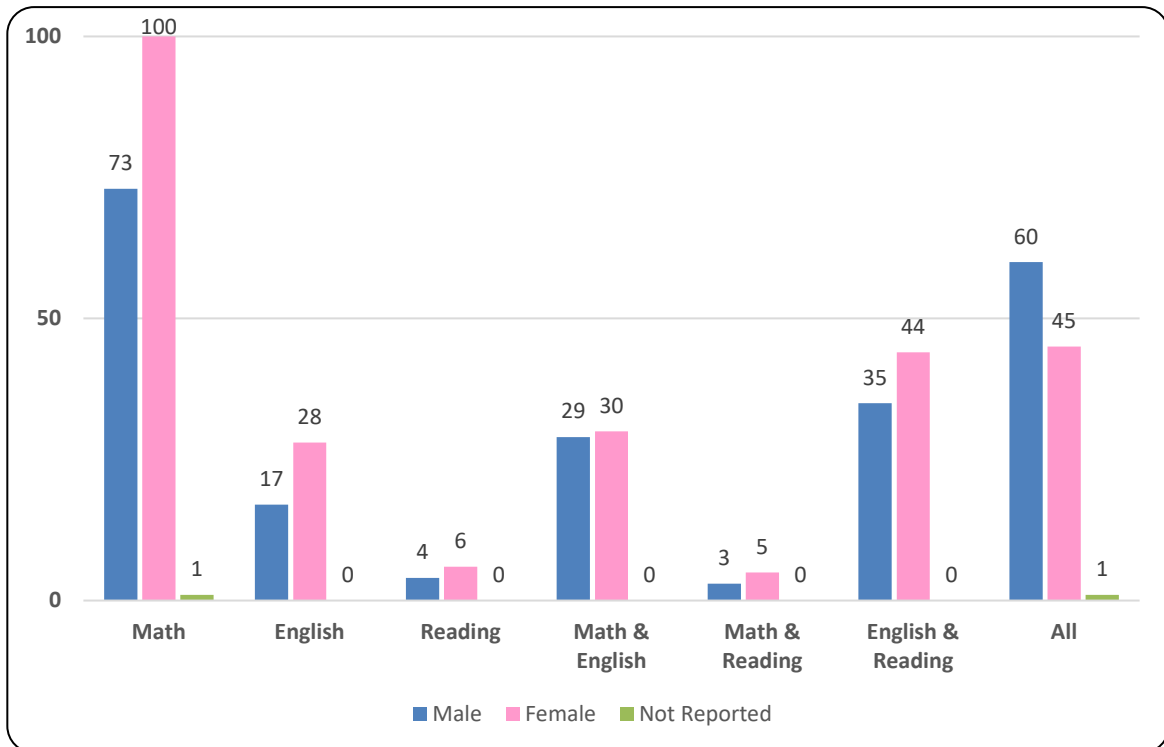




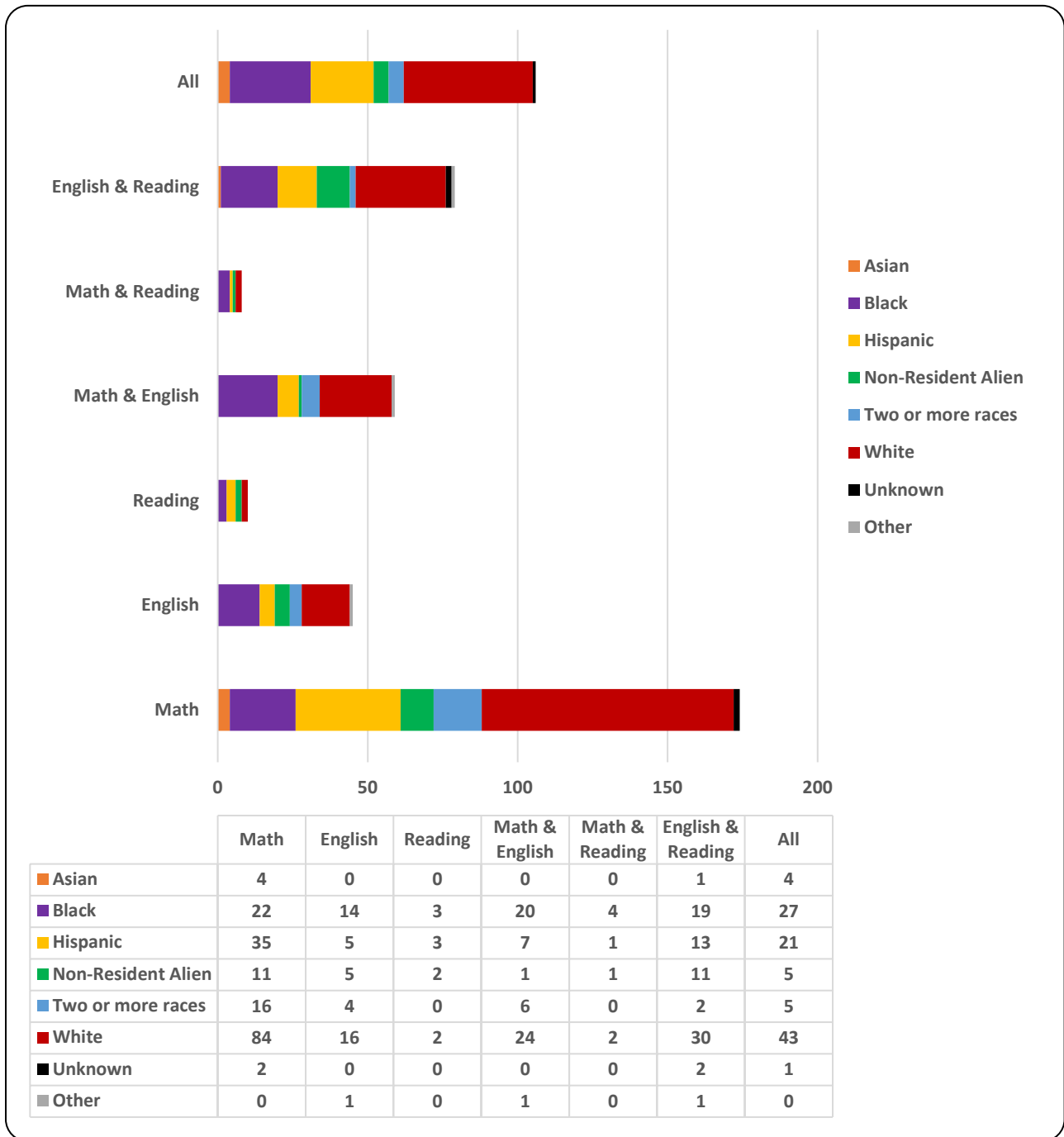
**Second-Year Rate Students Requiring Remediation by Subject Area  
Fall 2022 – 481 Students**



**Second-Year Rate Students Requiring Remediation by Sex  
Fall 2022 – 481 Students**



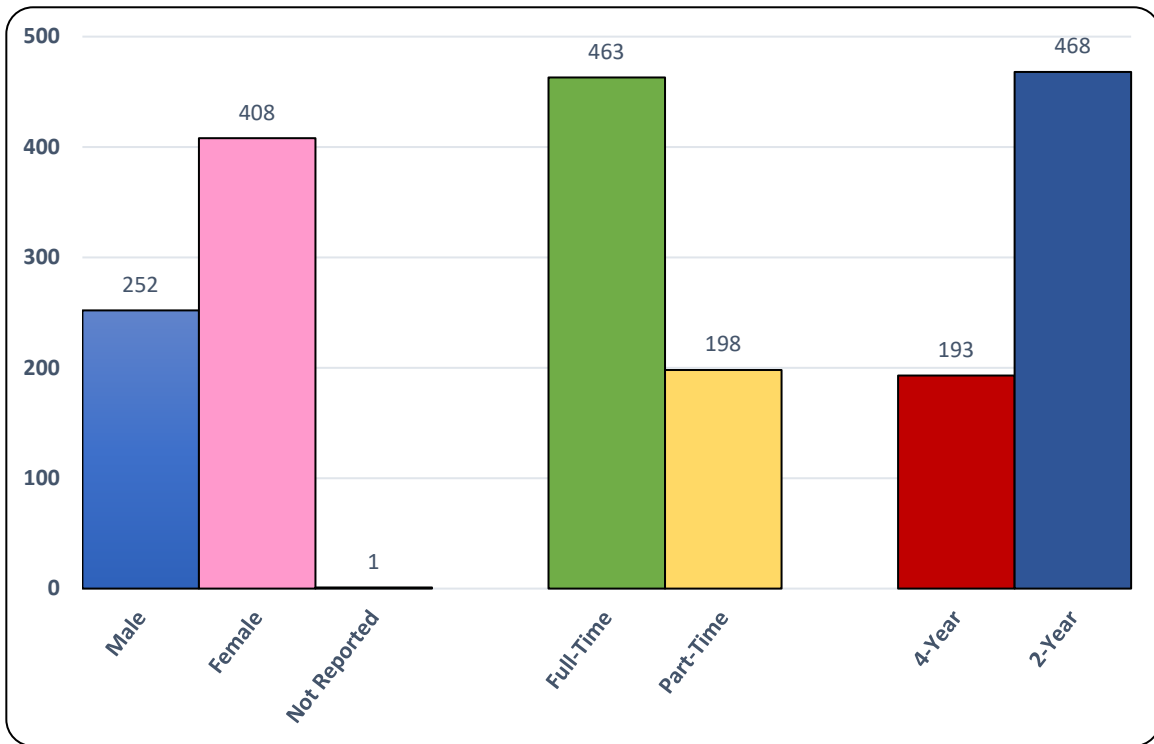
### Second-Year Rate Students Requiring Remediation by Subject Area and Ethnicity Fall 2022 – 481 Students



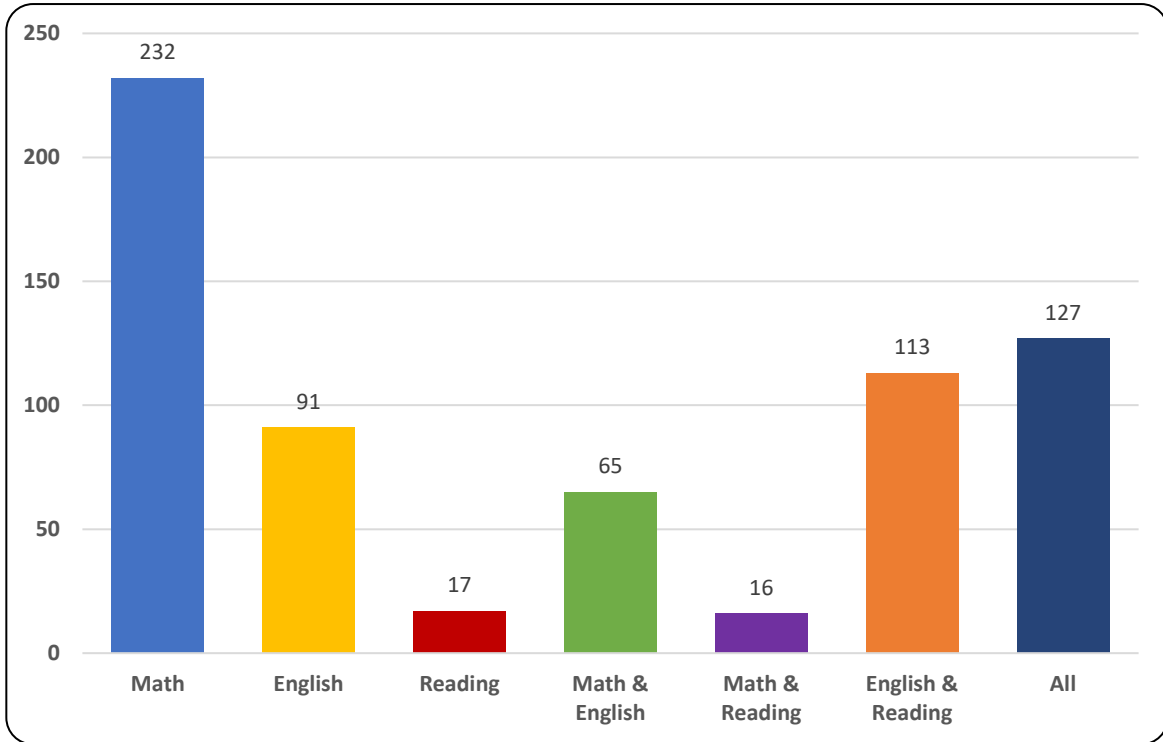
**Anytime Rate**

Students who enrolled as a first-time entering undergraduate with their high school date being ignored are categorized under the Anytime Rate. For Fall 2022, there were 1,653 students that fell under the Anytime Rate, which is 7% of the total first-time entering undergraduates. Of these 1,653 students, 661 (40%) Anytime Rate students required remediation.

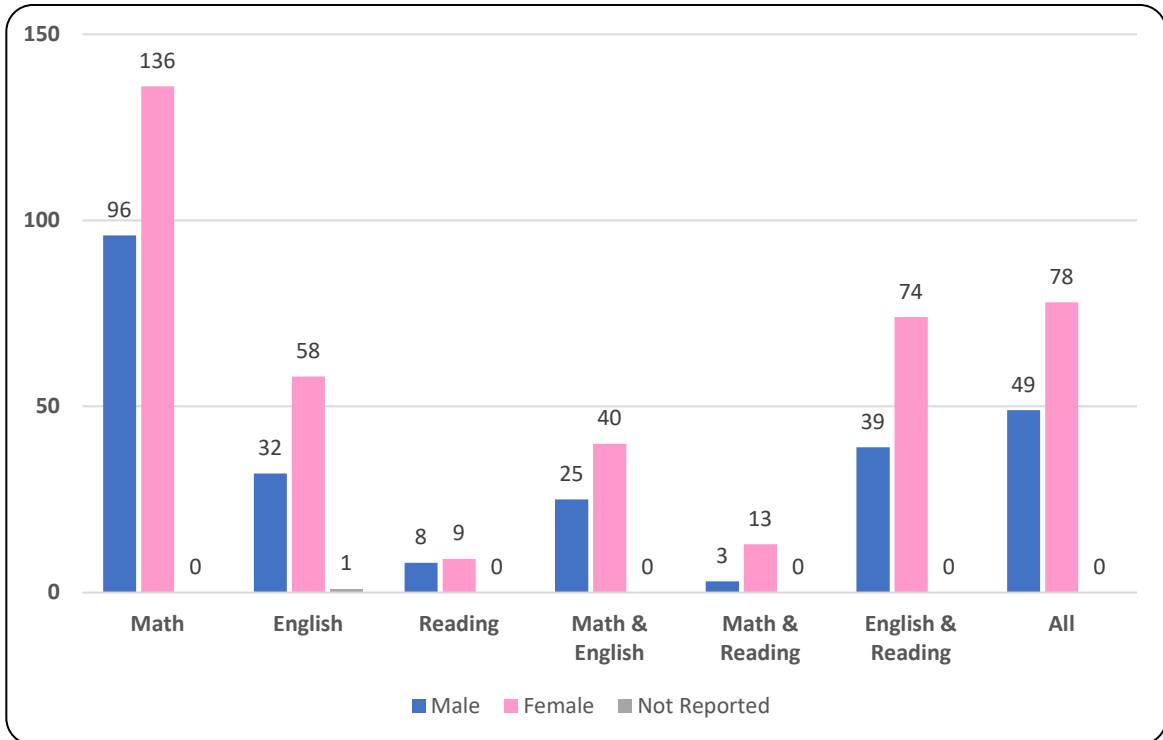
**Anytime Rate Students Requiring Remediation  
Fall 2022 – 661 Students**



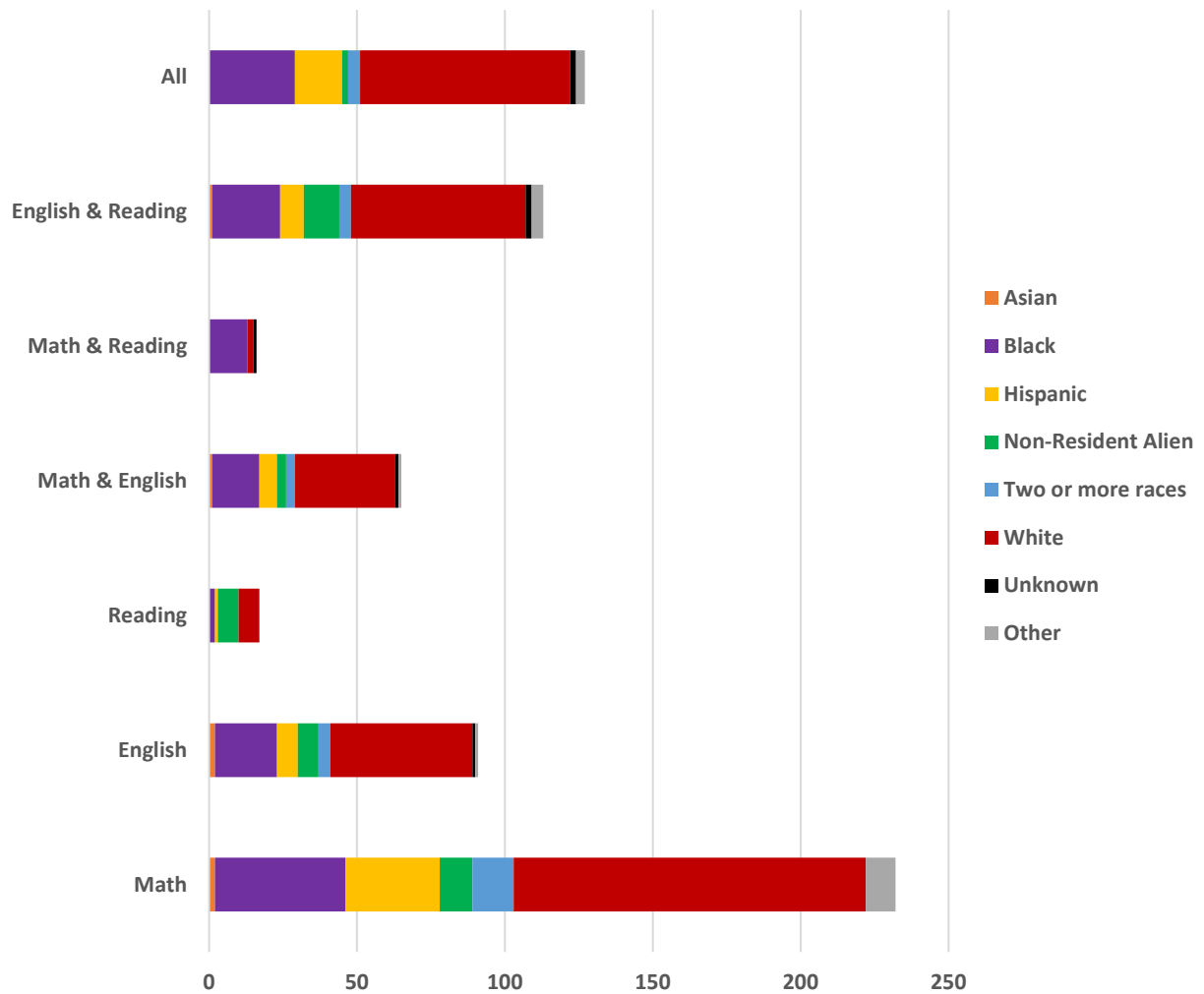
**Anytime Rate Students Requiring Remediation by Subject Area  
Fall 2022 – 661 Students**



**Anytime Rate Students Requiring Remediation by Sex  
Fall 2022 – 661 Students**



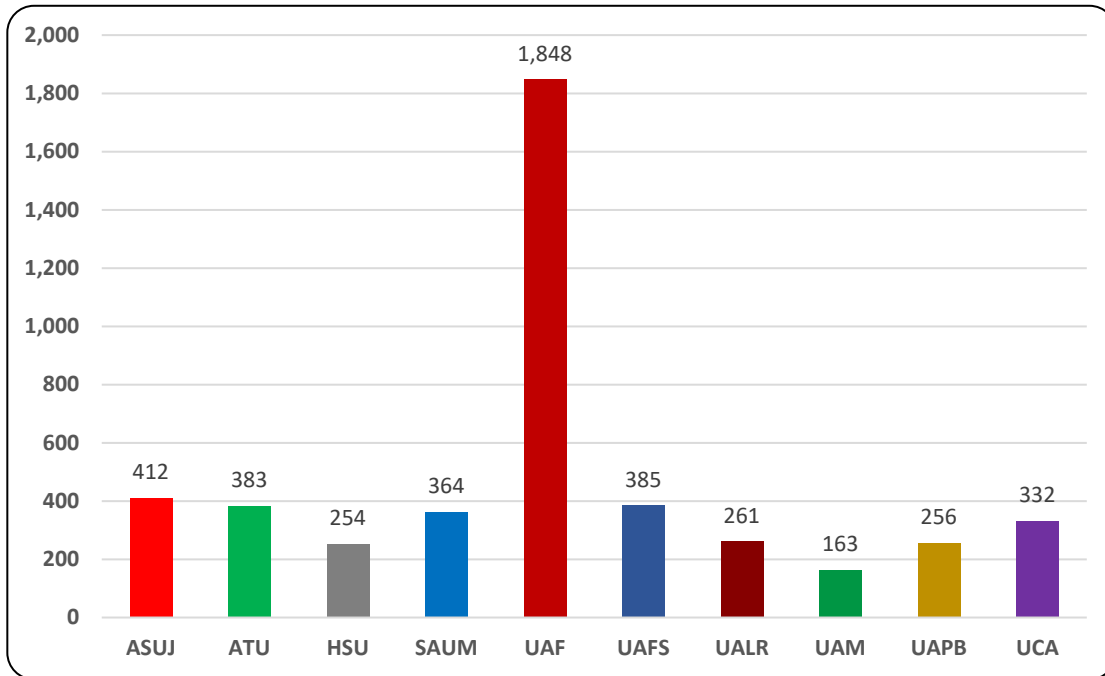
### Anytime Rate Students Requiring Remediation by Subject Area and Ethnicity Fall 2022 – 661 Students



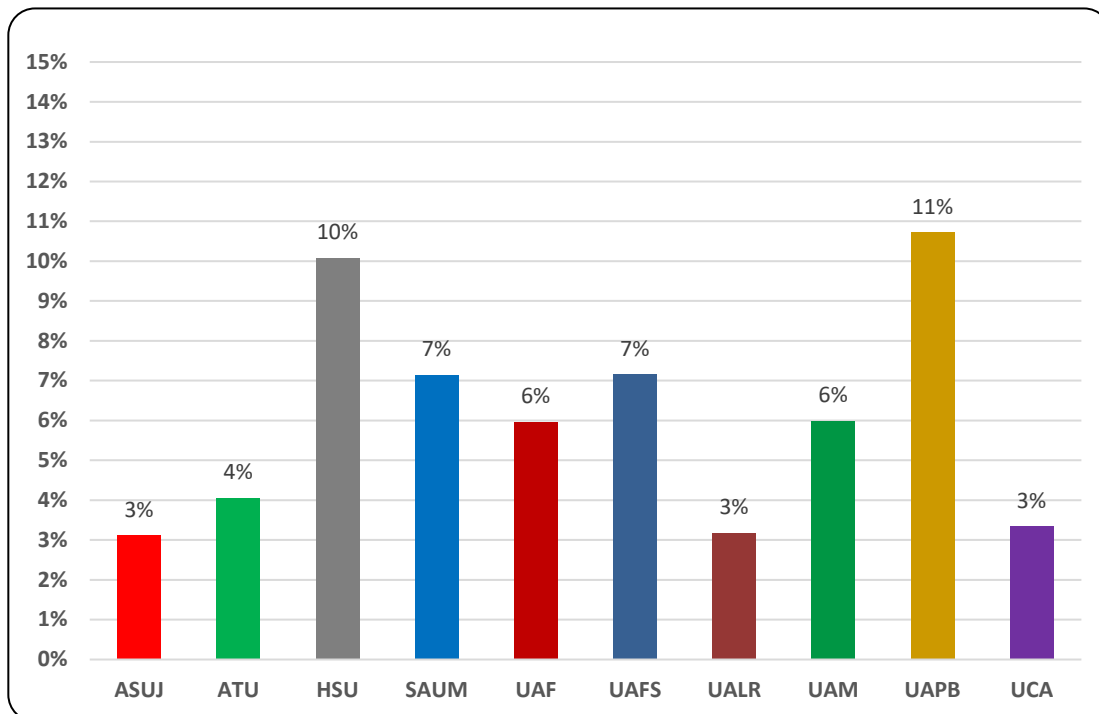
	Math	English	Reading	Math & English	Math & Reading	English & Reading	All
Asian	2	2	0	1	0	1	0
Black	44	21	2	16	13	23	29
Hispanic	32	7	1	6	0	8	16
Non-Resident Alien	11	7	7	3	0	12	2
Two or more races	14	4	0	3	0	4	4
White	119	48	7	34	2	59	71
Unknown	0	1	0	1	1	2	2
Other	10	1	0	1	0	4	3

**Appendix A**

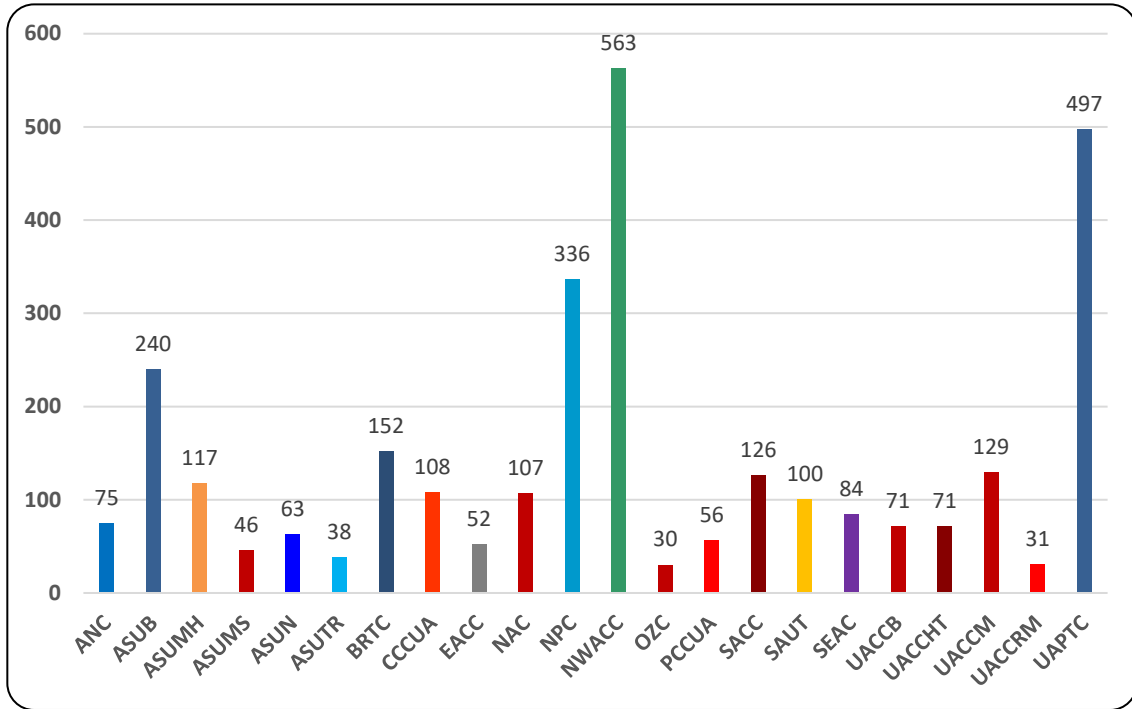
**First-Time Entering Students Requiring Remediation – Fall 2022  
Four-Year Institutions**



**Rate of First-Time Entering Students Requiring Remediation  
to Total Fall 2022 Term Enrollment**



**First-Time Entering Students Requiring Remediation – Fall 2022  
Two-Year Colleges**



**Rate of First-Time Entering Students Requiring Remediation  
to Total Fall 2022 Term Enrollment**

