

Arkansas Higher Education Annual Report on First-Year Student Remediation

Academic Year 2017-18



Research & Analytics

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ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

Since 1988 all first-time entering students seeking an associate or baccalaureate degree from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. In past years, remedial data has been based on students who do not meet the board's cut-off subscores of 19 on the ACT exam or the equivalent on other approved exams. However, due to the July 2017 revision of the AHECB placement policy, we can no longer consistently report remediation data in this way due to the varied placement policies at the institutions. The placement status of a student is now determined by the institution based on its ADHE approved placement policy. Beginning in 2017, remedial reporting was based on a student's actual enrollment in a remedial course and not just on test scores.

COURSE PLACEMENT METHOD

Traditionally, ADHE has calculated remediation rates for all first-time entering students seeking an associate or baccalaureate degree. However, the legislature passed Act 907 in 2009 requiring remediation rates to be calculated on students that graduated high school within the past two years prior to entering college. In addition, the legislature conducted an interim study during 2010 and requested ADHE calculate remediation rates on students that graduated high school in the previous 12 months. Therefore, ADHE is publishing remediation calculations using three slightly different measures:

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)

In each of these measures, the course placement method analyzes whether a student has been placed in a 0-level remedial course during the summer/Fall term. By using this method, ADHE can more accurately determine how institutions are placing students into remedial courses. Therefore, rates of remediation using this method should be more accurate than using test score placement, which is generally inconsistent.

Statewide Overview

In Fall 2017 (AY2018), Arkansas's public institutions enrolled 20,710 first-time entering, degree-seeking students. Of those students 6,321 were placed into one or more remedial courses. This represents a decrease of 4.5 percentage points

from Fall 2016. Of the remediated students, 3,130 (49.5 percent) were enrolled at four-year universities, and 3,191 (50.5 percent) were at two-year colleges.

Comparing Remediation Rates

As noted above, this report produces three different remediation rate calculations: Anytime, 2-Year, and 1-Year. The overall trends are very consistent between the different categories analyzed. For example, two-year institutions exhibit a higher overall remediation rate than 4-year schools and the remediation rate for math is consistently higher than the rates for reading and English.

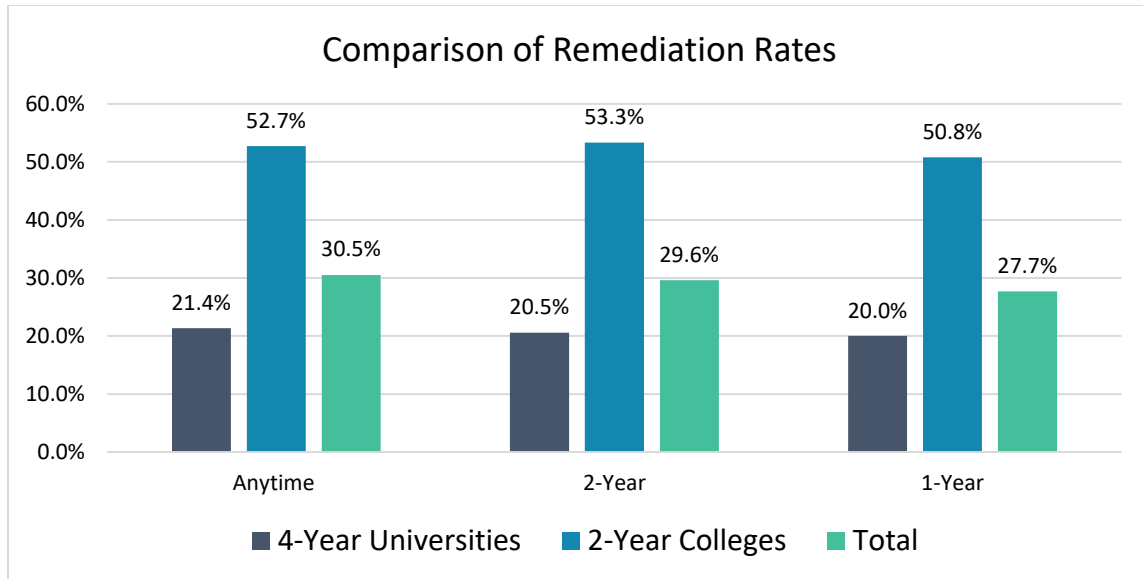


Figure 3.1: Comparison of Remediation Rates by Institution Type

Anytime Remediation Rates

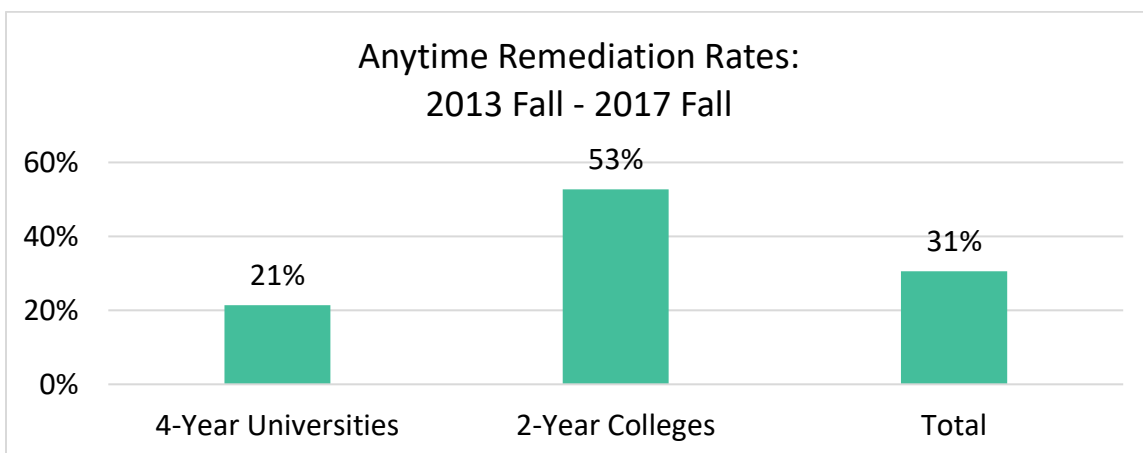


Figure 3.2: Anytime Remediation Rate by Institution Type

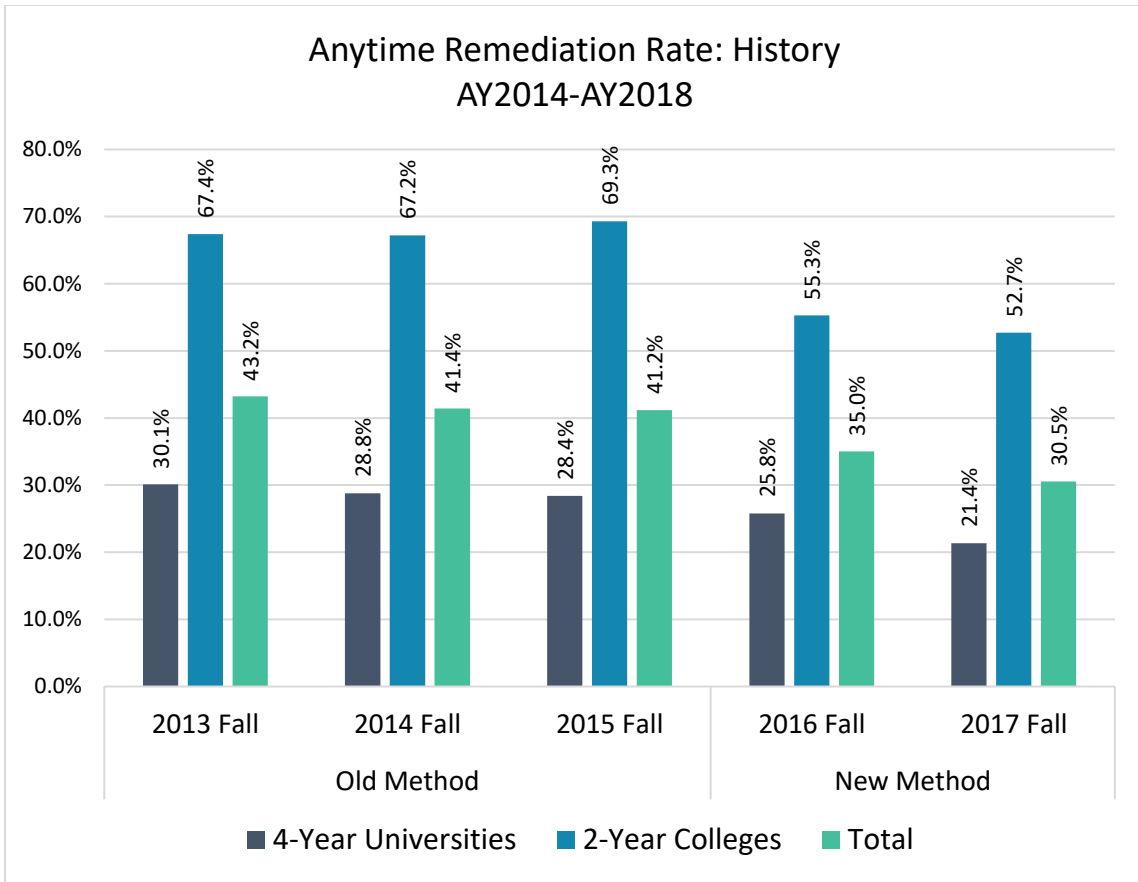


Figure 3.3: Anytime Remediation Rates: History

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.

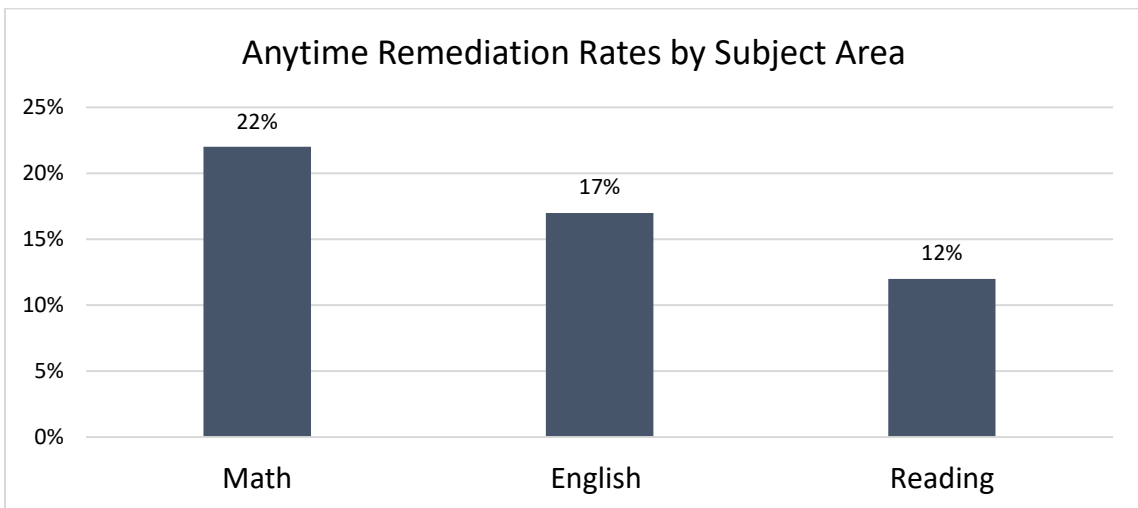


Figure 3.4: Anytime Remediation Rates by Subject

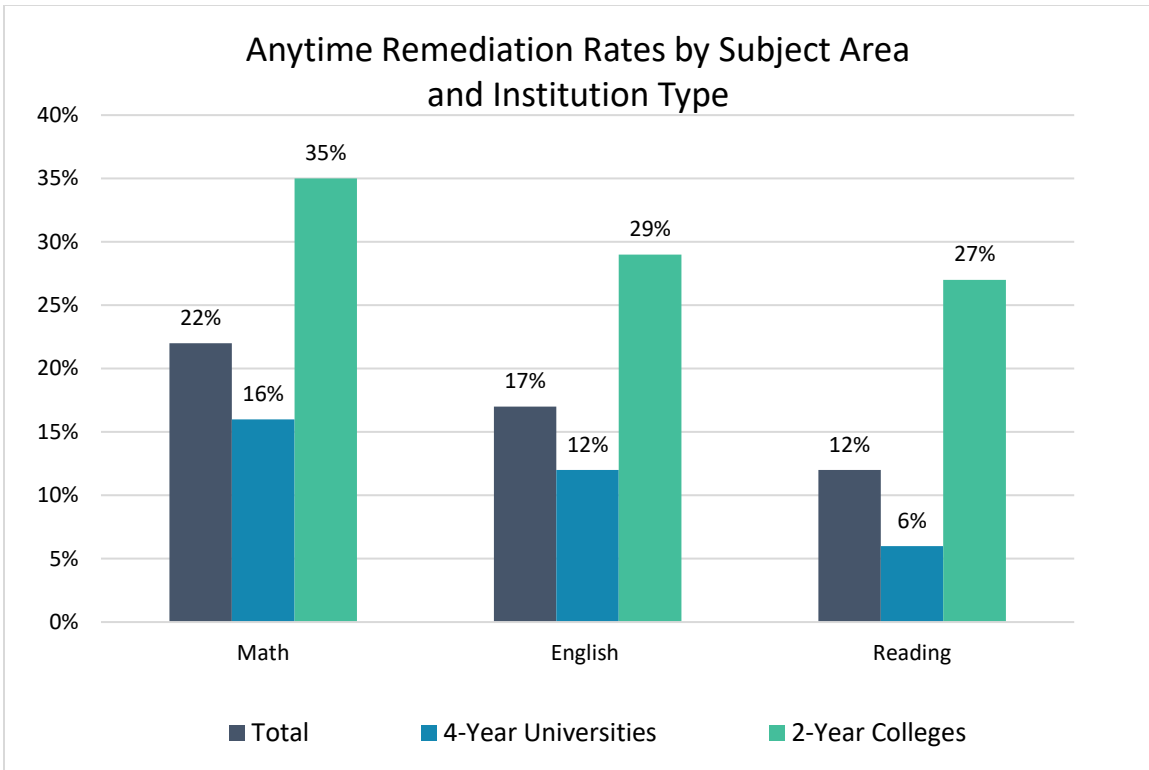


Figure 3.5: Remediation Rates by Subject and Institution Type

Remediation Rates by Demographics

Gender: Remediation rates for males and females remain very similar. This remains consistent when broken down by institution type as well.



Figure 3.6: Remediation Rates by Gender

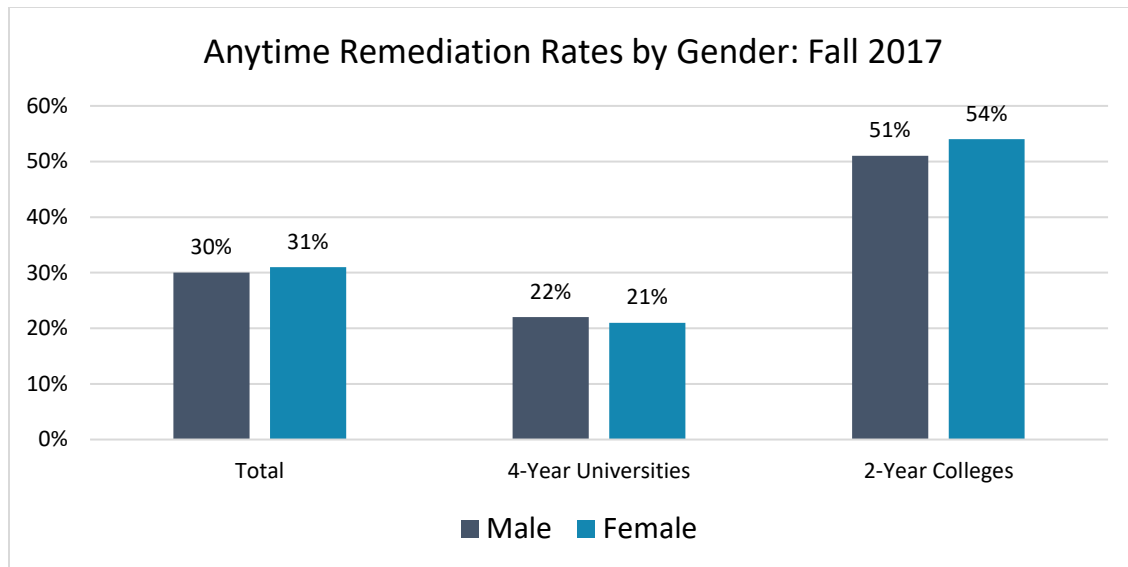


Figure 3.7: Anytime Remediation Rates by Gender and Institution Type

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

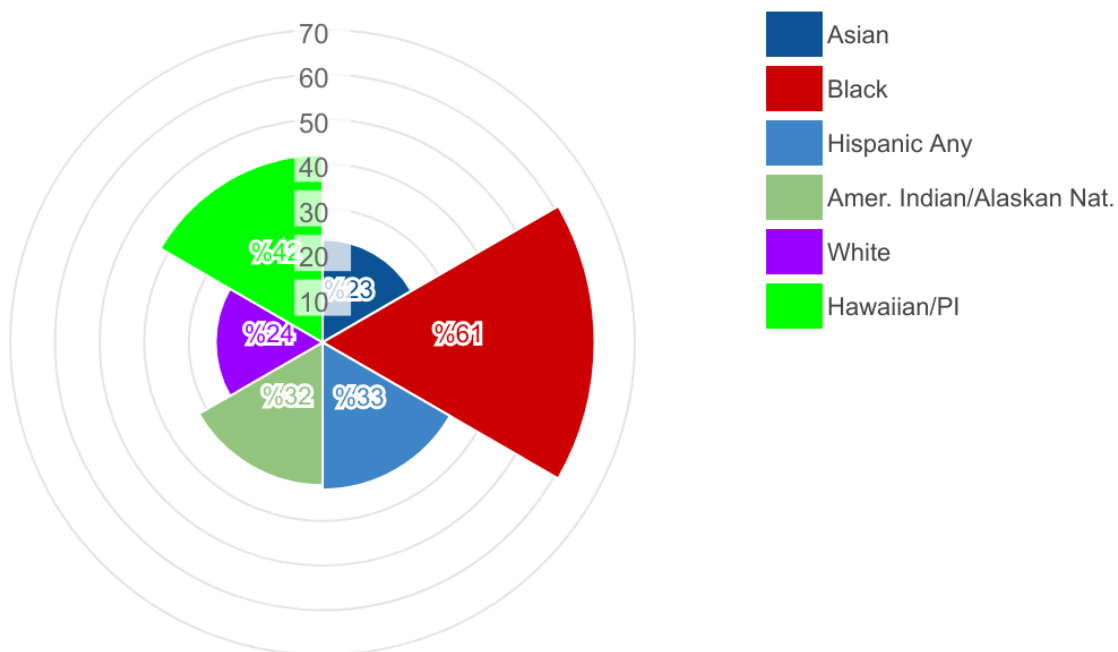


Figure 3.8: Remediation Rates by Race/Ethnicity

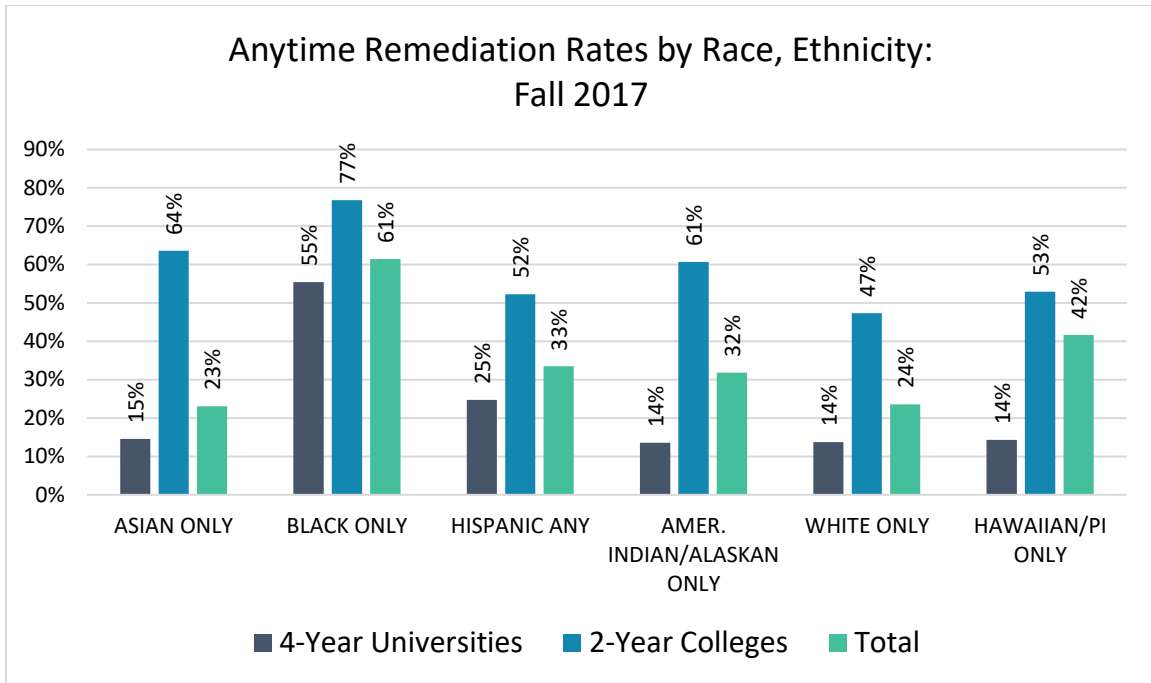


Figure 3.9: Anytime Remediation Rates by Race/Ethnicity and Institution Type

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

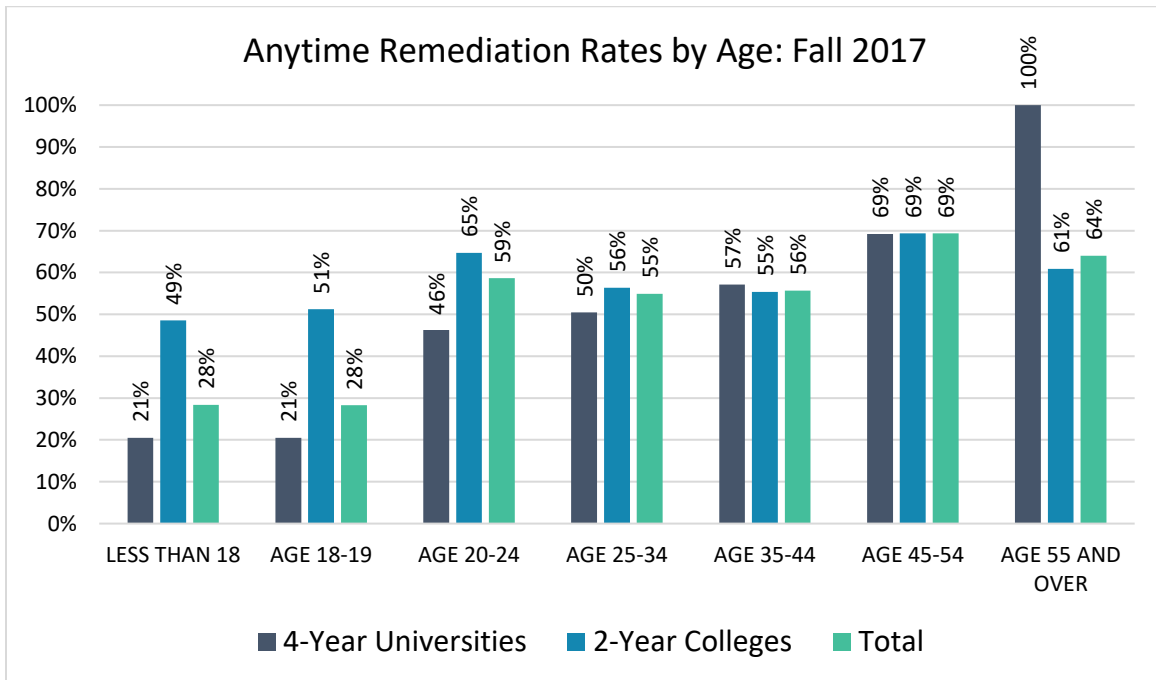


Figure 3.10: Anytime Remediation Rates by Age and Institution Type

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

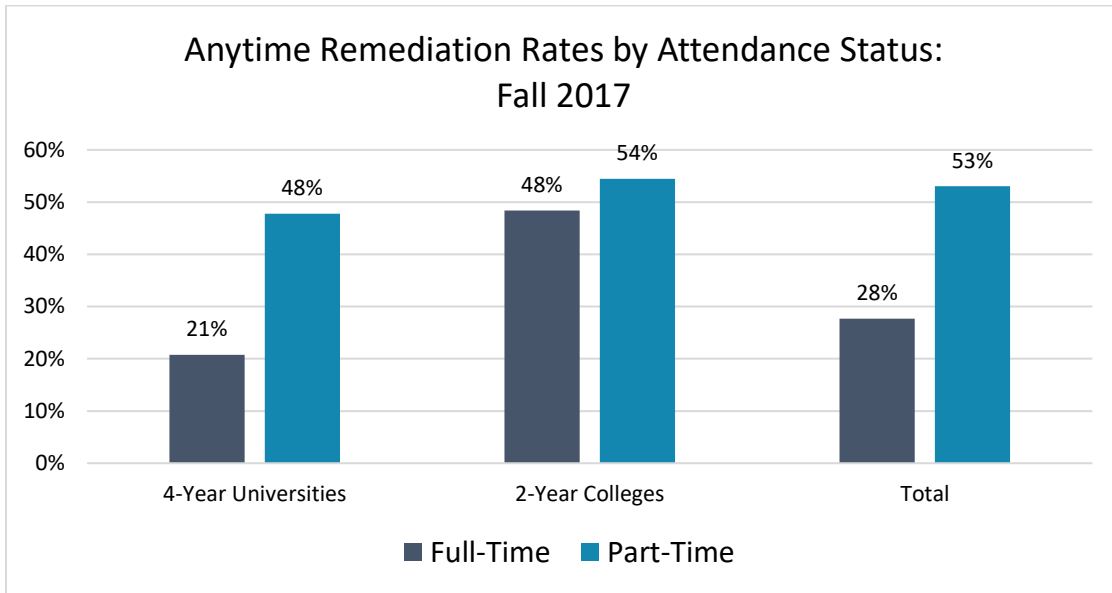


Figure 3.11: Anytime Remediation Rates by Attendance Status

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

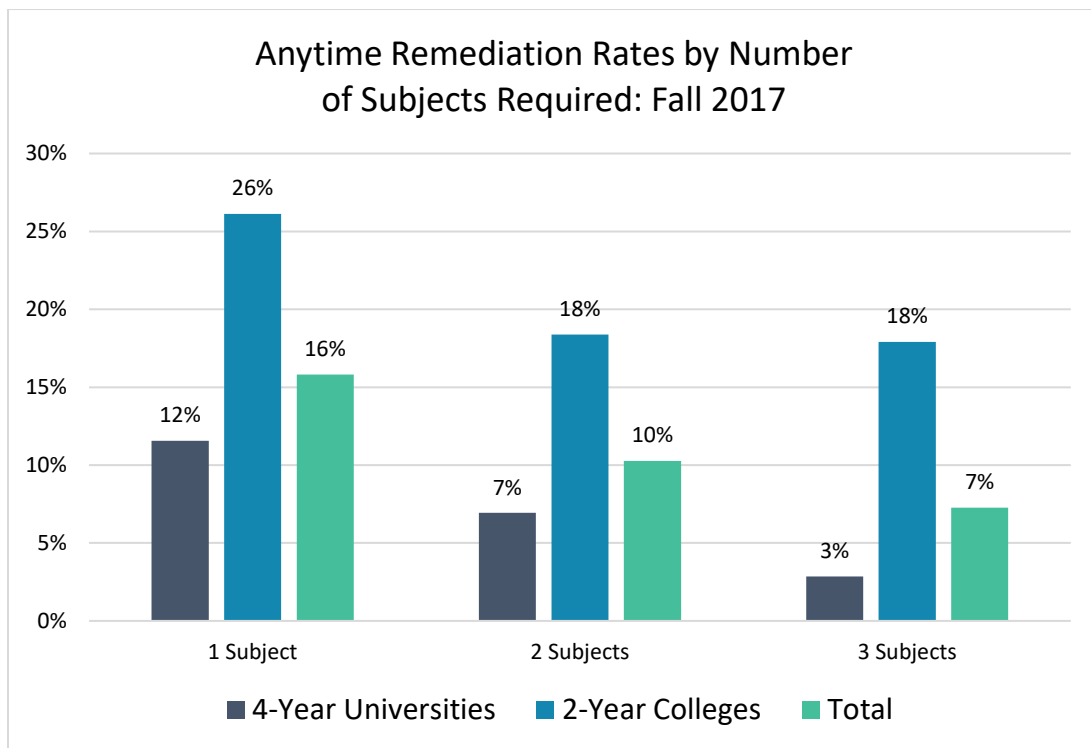


Figure 3.12: Remediation Rates by Number of Subjects Required

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

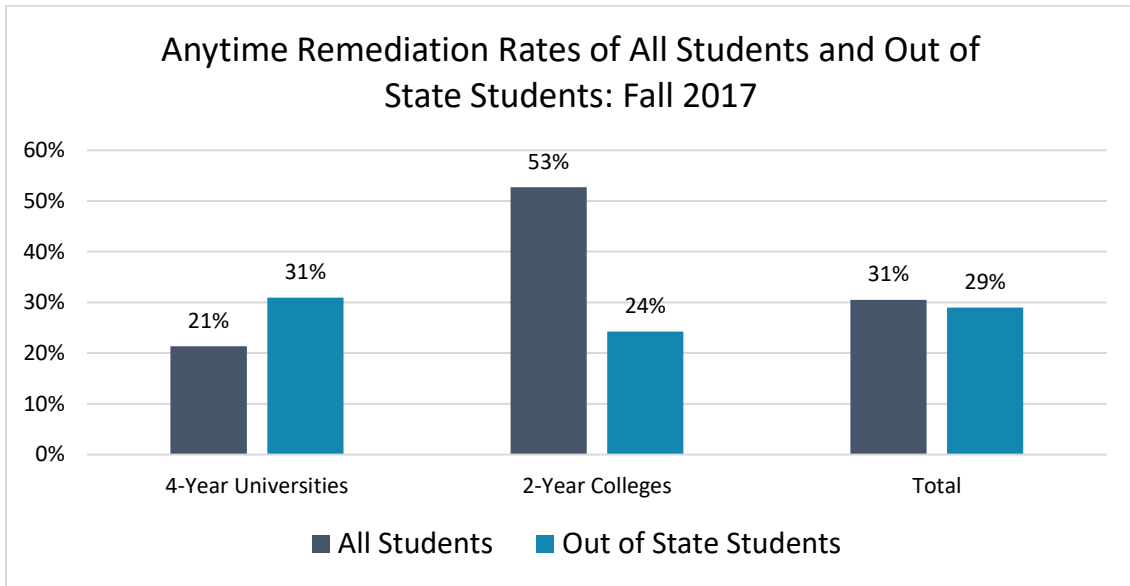


Figure 3.13: Anytime Remediation Rates by Residency Status

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

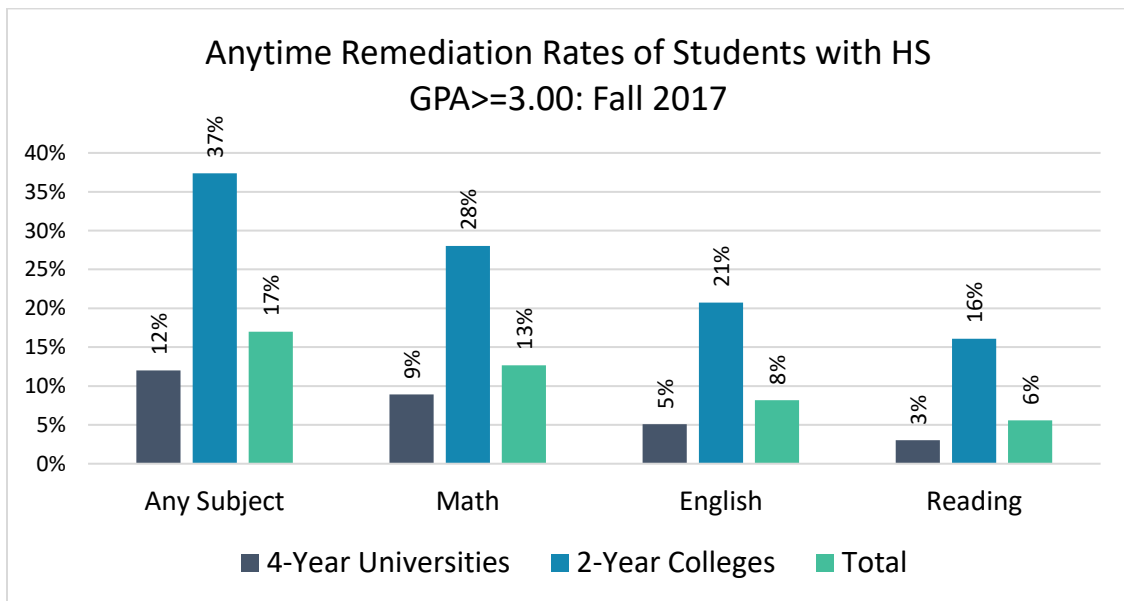


Figure 3.14: Anytime Remediation Rates of Students with High School GPA Greater than 3.00

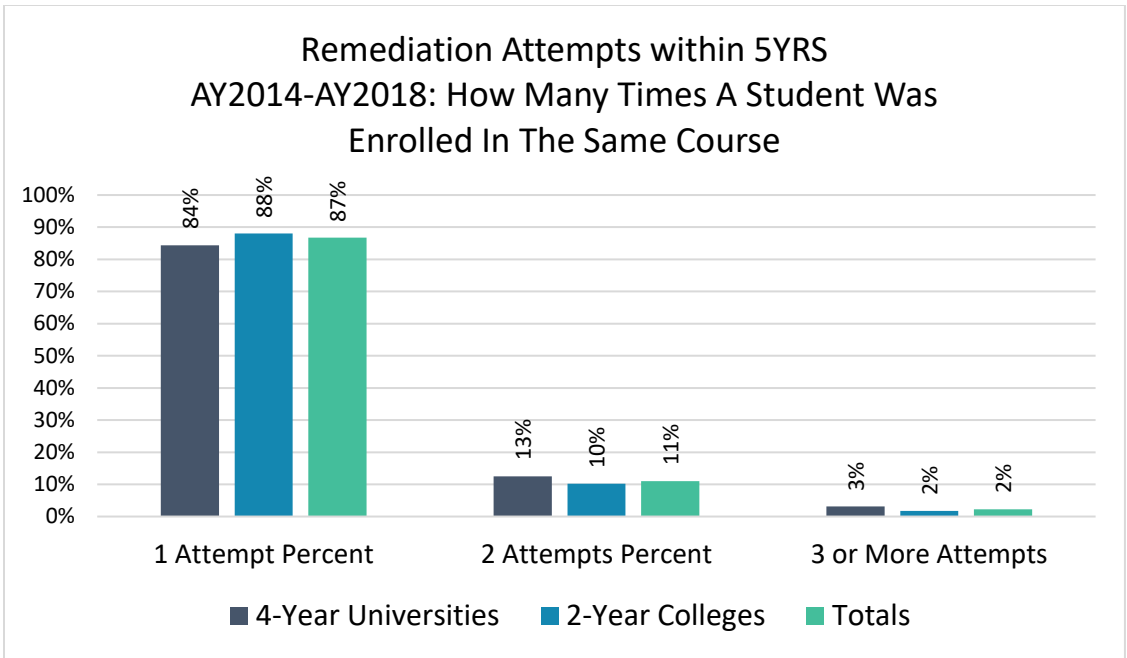


Figure 3.15: Remediation Attempts within Five Years

How Many Attempts to Pass Remedial Coursework?

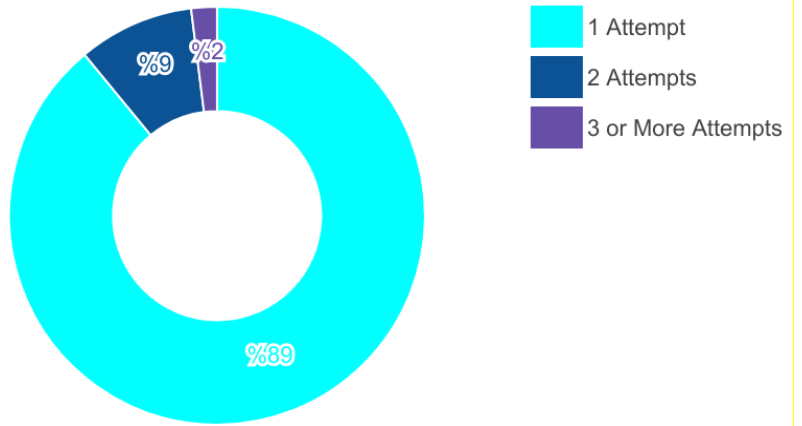


Figure 3.16: Remediation Passing Rates

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

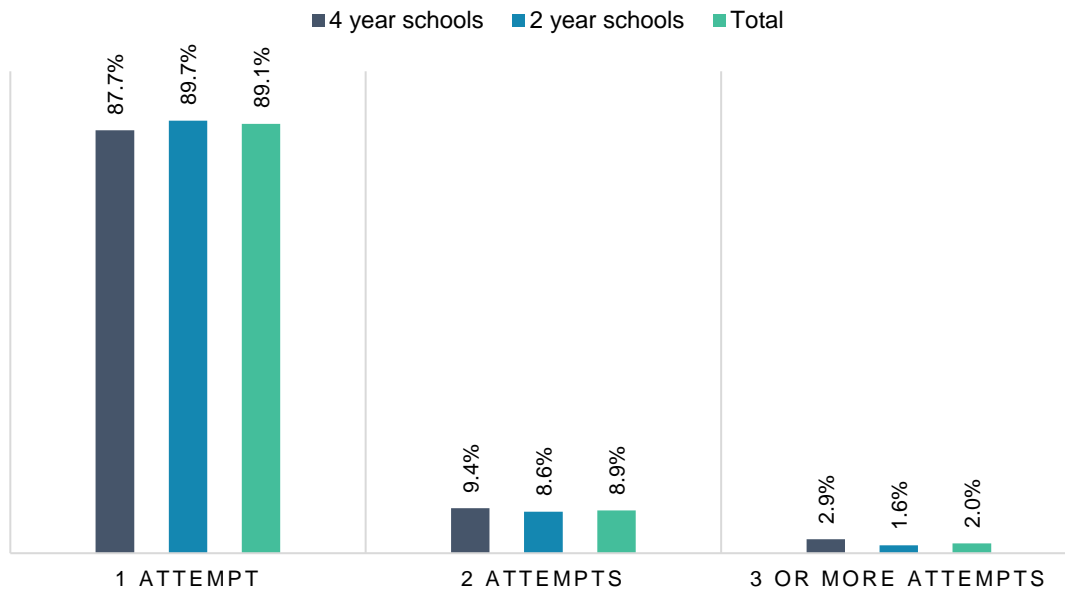


Figure 3.17: Remediation Passing Rates by Institution Type

Attachments

- Attachment 3-1 Anytime Remediation Rates for the 2017 Fall Term
- Attachment 3-2 Anytime Remediation Rates by Year for Five (5) Fall Terms (2013 Fall – 2017 Fall)
- Attachment 3-3 Anytime Remediation Rates for Math
- Attachment 3-4 Anytime Remediation Rates for English
- Attachment 3-5 Anytime Remediation Rates for Reading
- Attachment 3-6 Anytime Remediation Rates by Gender
- Attachment 3-7 Anytime Remediation Rates by Race/Ethnicity
- Attachment 3-8 Anytime Remediation Rates by Age
- Attachment 3-9 Anytime Remediation Rates by Attend Status
- Attachment 3-10 2-Year Remediation Rates
- Attachment 3-11 1-Year Remediation Rates
- Attachment 3-12 Remediation Rates by County of Residence
- Attachment 3-13 Anytime Remediation Rates by High School District
- Attachment 3-14 Act 970 Report on Remediation Rates of Students with High School GPA of 3.00 or Higher
- Attachment 3-15 Remediation Attempts: How Many Times a Student was Enrolled in a Remedial Course and Remediation Attempts: For Students that Passed, How Many Attempts Did It Take to Pass?