

## 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 provides appropriate justification for student course placement and allows 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**

Course placement 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 subject area:

- Standardized and normed exams (ACT, SAT, Accuplacer, etc.)
- High school academic performance (GPA, coursework, etc.)
- Assessment of student motivation to succeed
- Writing samples (English)
- Other measures supported by sufficient analysis of predicted student success

A student's placement should indicate potential for success at a "C" or better in the course in which a student is placed. The evaluation of the institution's placement measures should reflect a better than 75% student success rate.

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 encouraged 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.

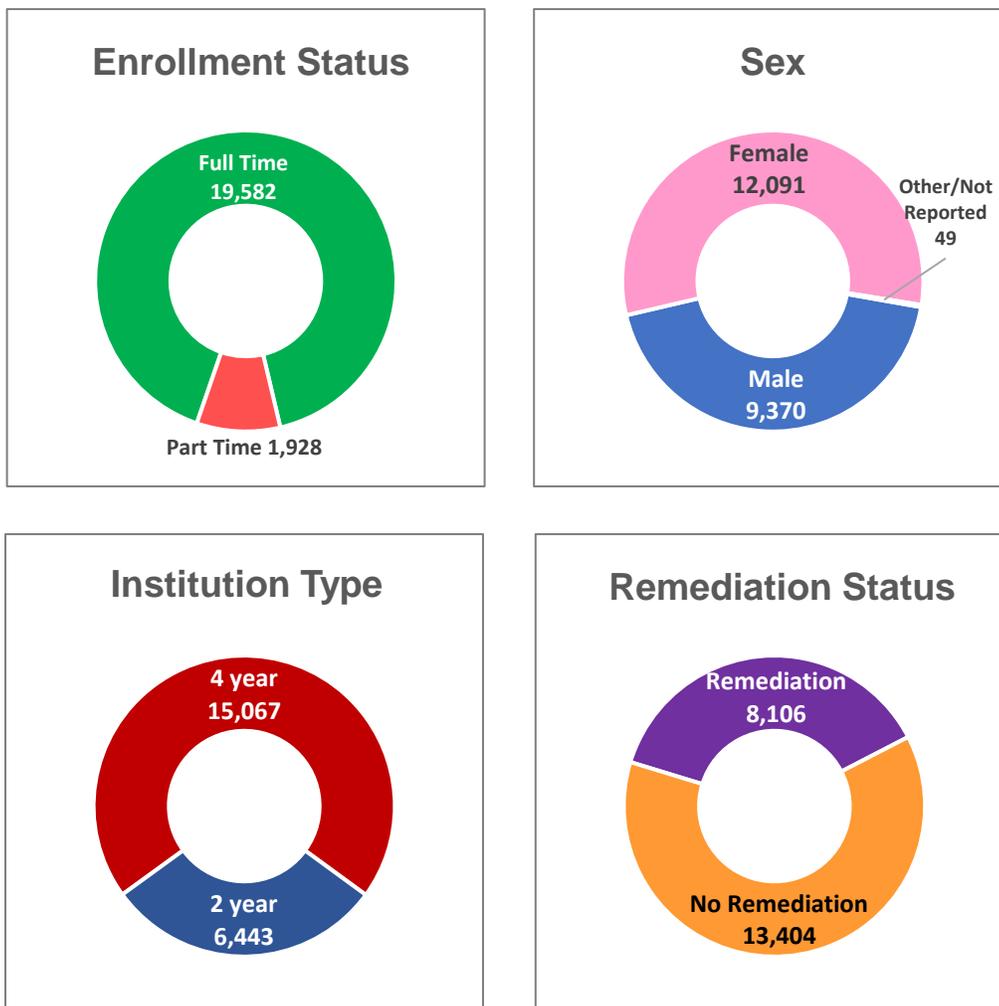
Based on years of national research and on findings from the research conducted by the Center for the Analysis of Postsecondary Readiness (CAPR) and ADHE, overall high school GPA is the best predictor of student performance in college. These studies

also show that increasing student access to college-level courses improves student outcomes. Though colleges may implement these practices at their own discretion, ADHE encourages institutions to adhere to recommendations issued regarding the implementation of Multiple Measure Assessment (MMA).

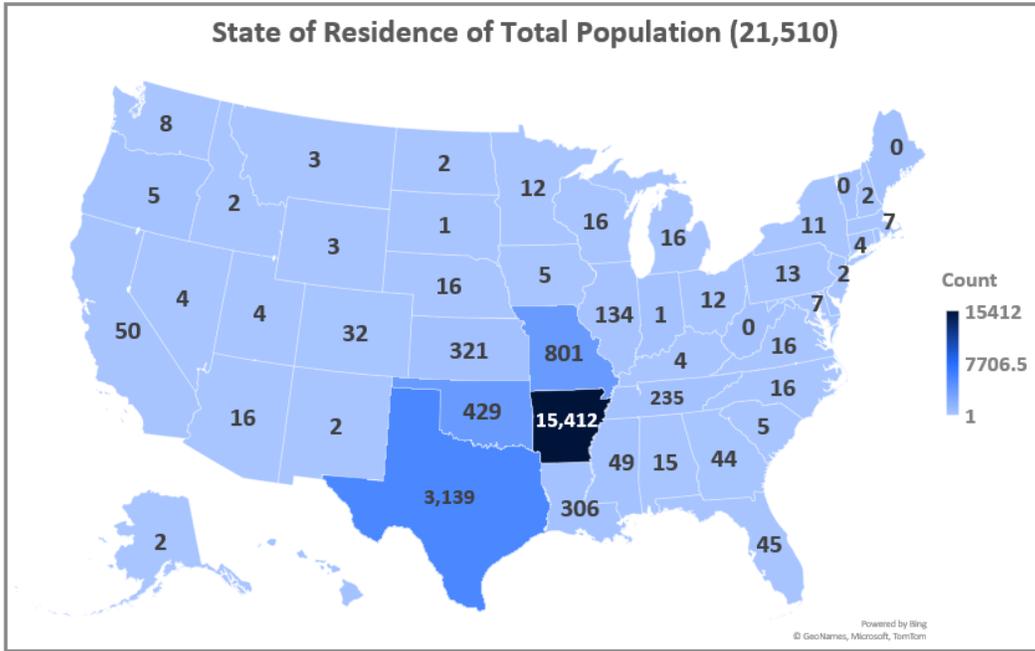
**Overview of First-time Entering, Degree Seeking Students**

This section seeks to provide an overview of the 21,510 first-time entering, degree-seeking students who graduated high school in 2021 or 2022 and enrolled in an Arkansas public institution of higher education in AY2023.

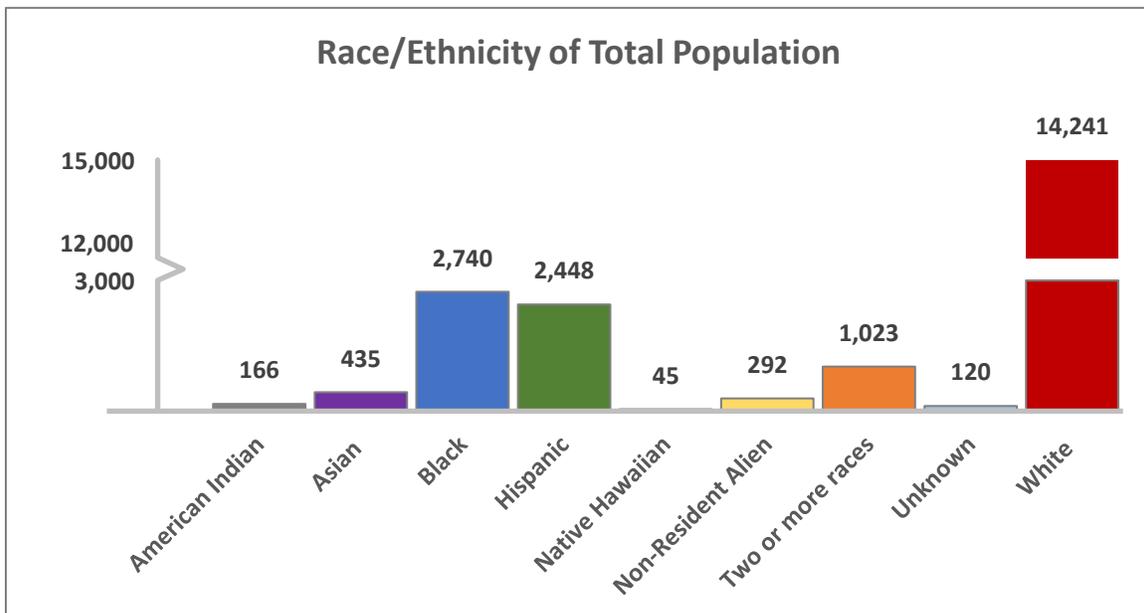
Of this population, 91% were classified as full-time students and 9% were classified as part-time students. With regards to sex, 56% were female, 44% were male, and less than 1% percent did not report. When examining the institution type, 70% of this population enrolled at a four-year institution compared to 30% enrolled at a two-year institution. Lastly, remediation status of all first-time entering students, 62% did not require remediation while 38% did require remedial coursework.



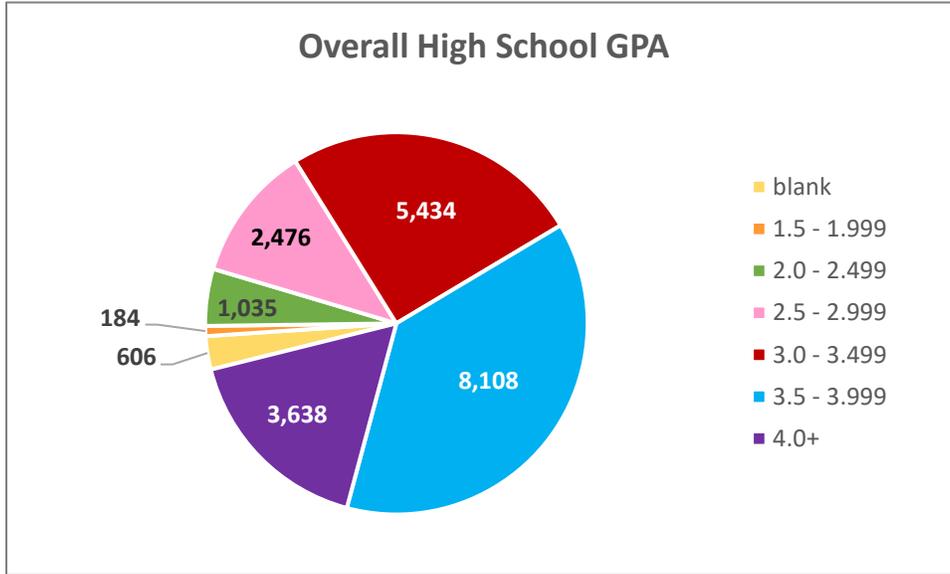
Of the 21,510 first-time entering, degree seeking students who graduated high school in 2022 or 2021, 72% of these students reside in Arkansas. The other 28% reside out-of-state as depicted in the chart below.



The following chart illustrates a summary of the total population of first-time entering, degree-seeking students who graduated high school in 2021 or 2022 by race/ethnicity. White students represent 66%, Black students represent 13%, and Hispanic students represent 11% of the total population.



The overall high school grade point average (GPA), as reported by the public institutions in Arkansas, for the 21,510 first-time entering, degree-seeking students who graduated high school in 2021 or 2022 is shown in the following pie graph. As shown, 17,180 students, or 80%, have a GPA of 3.0 or higher.



29 records from GPA ranges 0.0 – 1.499 are not depicted in this chart.

An institution’s placement plan includes the use of standardized entrance exams. ACT, Redesigned SAT, and Accuplacer Next Generation are the most common entrance exams reported to institutions. The following counts are not necessarily indicative of the placement measure used by institutions.

Reported Entrance Exams	Count
Accuplacer Classic	74
Accuplacer Next Generation	1,848
ACT	17,131
Aspire	21
COMPASS	5
GED College Ready	2
Redesigned SAT	2,001
SAT	227
blank	201
total	21,510

**Remediated Student Attributes**

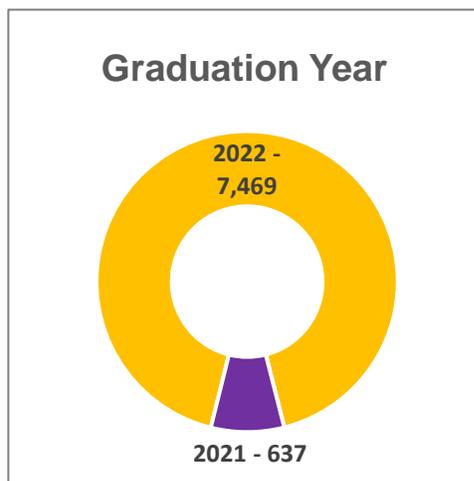
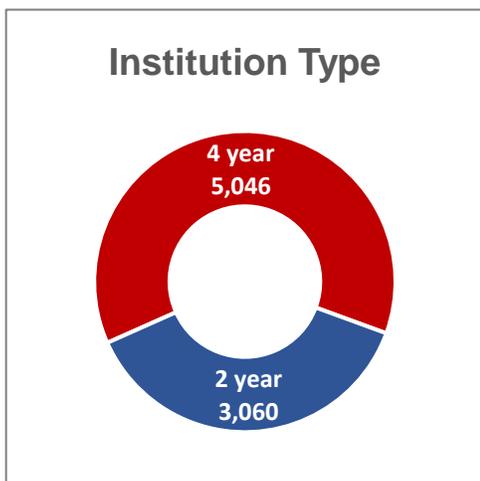
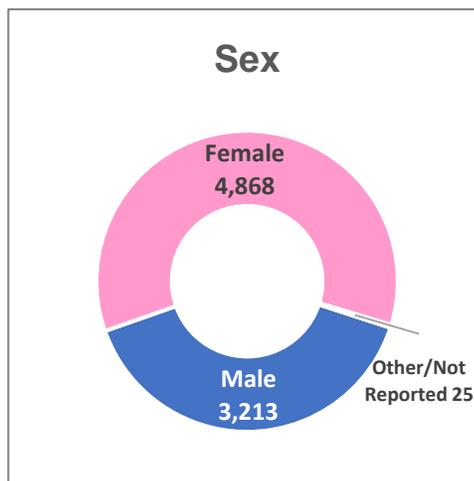
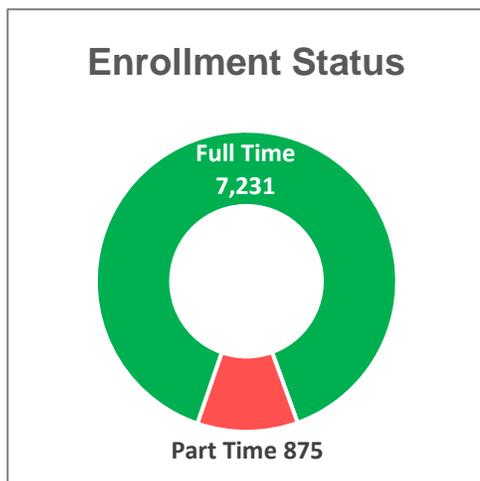
The following tables and charts address the attributes of the remedial population. Eight thousand one hundred six students of the 21,510 first-time entering, degree-seeking students who graduated high school in 2021 or 2022 required remediation in Mathematics,

English, Reading, or a combination of the three subjects. This section seeks to answer the following questions:

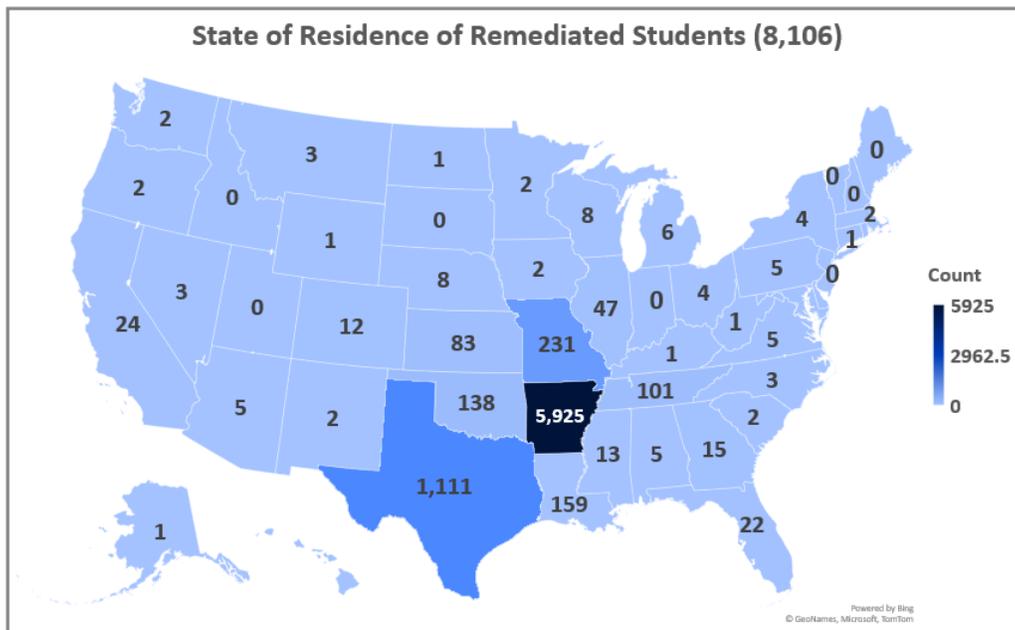
Who are these remediated students?

- a. Are students enrolled part time or full time?
- b. What is the breakdown of males and females?
- c. What type of institution did they attend?
- d. What year did they graduate high school?
- e. Where do these students reside?
- f. What is their race/ethnicity?
- g. What is the remediation rate per race/ethnicity?

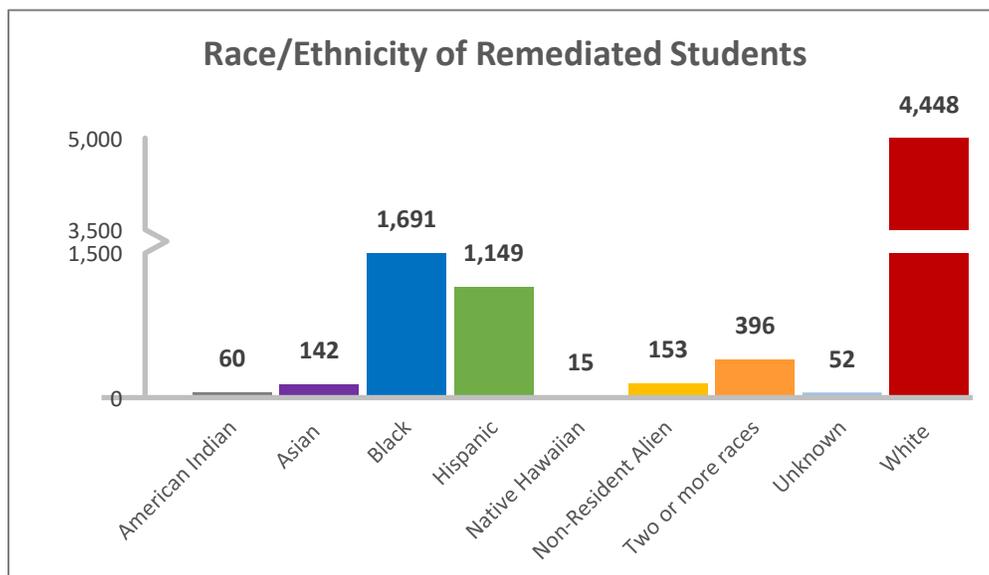
Of the 8,106 remediated students, 89% were classified as full-time students and 11% were classified as part-time students. With regards to sex, 60% were female and 40% were male. When examining the institution type, 62% of this population enrolled at a four-year institution compared to 38% enrolled at a two-year institution. Lastly, 92% graduated high school in 2022 while 8% graduated in 2021.



Of the 8,106 students requiring remediation, 73% of these students reside in Arkansas. The other 27% reside out-of-state as depicted in the chart below.



The chart below illustrates a summary of the remediated population of first-time entering, degree-seeking students who graduated high school in 2021 or 2022 by race/ethnicity. White students represent 55%, Black students represent 21%, and Hispanic students represent 14% of the total population.



Rates comparing the remediation population to the total population by race/ethnicity can be found in the following table. As shown, White students represent a lower remediation rate at 31% when compared to the percentage of White students in the total population of 21,510 students. Likewise, Black, Hispanic, and Non-Resident Alien represent a higher remediation rate at 62%, 47%, and 52%, respectively.

	Total Population* (21,510)		Remediation Population (8,106)		Remediation Rate by Race/Ethnicity
	<i>n</i>	Percentage	<i>n</i>	Percentage	
American Indian	166	1%	60	1%	36%
Asian	435	2%	142	2%	33%
Black	2,740	13%	1,691	21%	62%
Hispanic	2,448	11%	1,149	14%	47%
Native Hawaiian	45	0%	15	0%	33%
Non-Resident Alien	292	1%	153	2%	52%
Two or more races	1,023	5%	396	5%	39%
Unknown	120	1%	52	1%	43%
White	14,241	66%	4,448	55%	31%
Total	21,510	100%	8,106	100%	38%

\* Number of first-time, degree seeking students who graduated high school in 2022 or 2021.

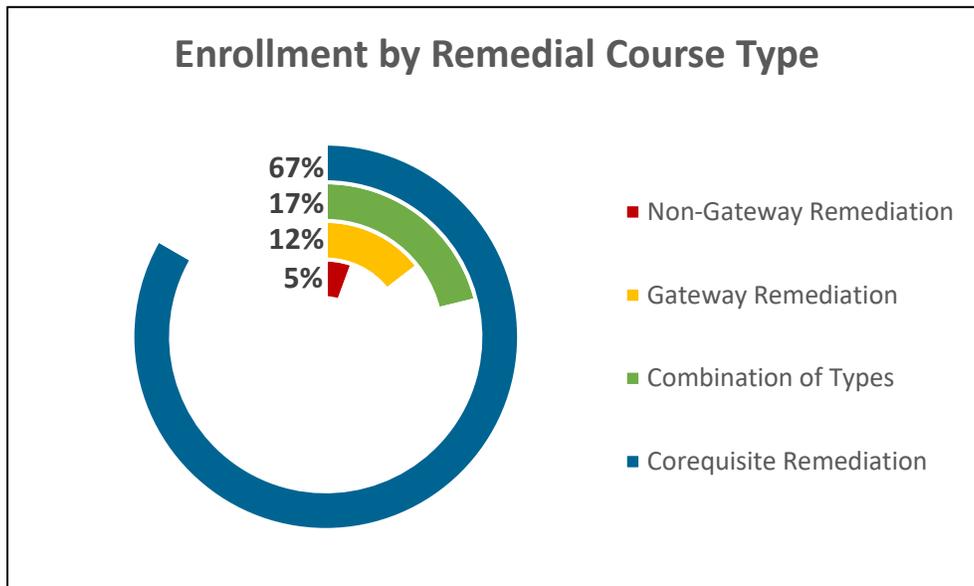
**Remedial Coursework**

The following tables and charts address the characteristics of remedial coursework in Mathematics, English, Reading, or a combination of the three subjects. This section seeks to answer the following questions:

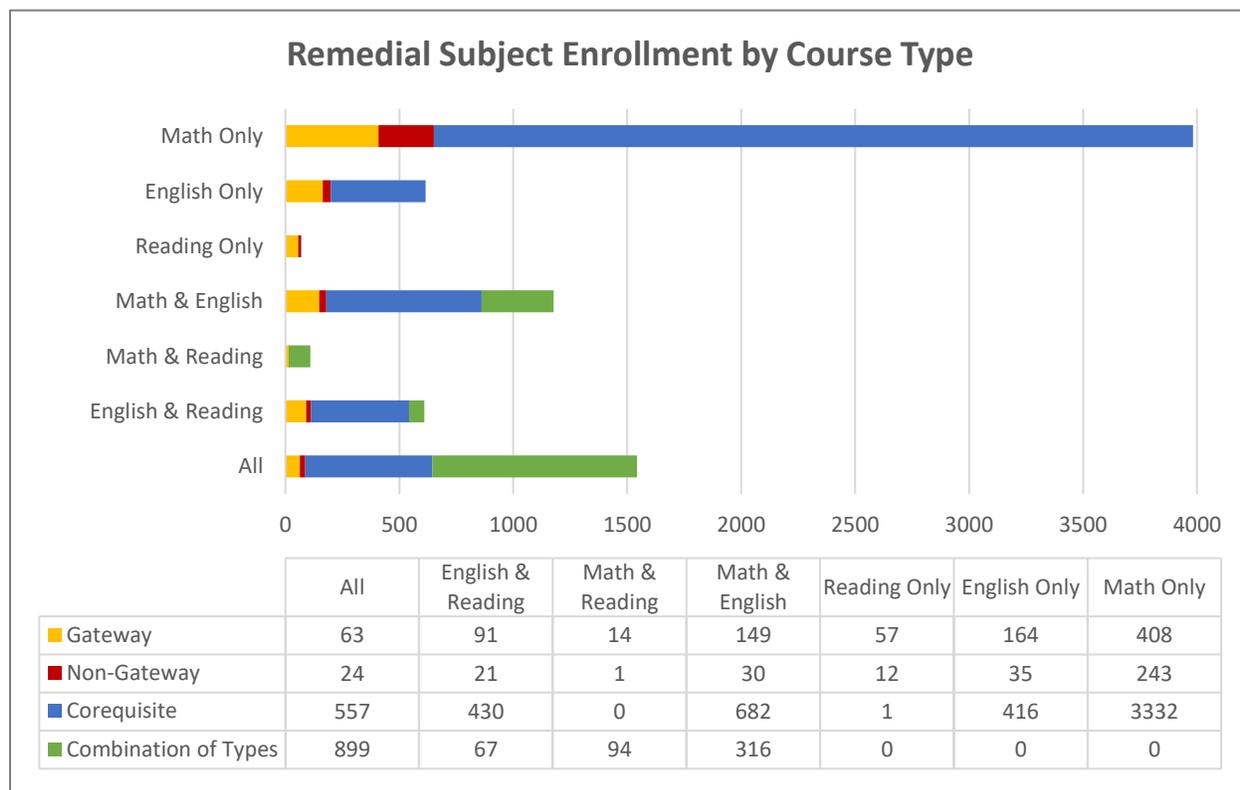
- In what courses are remediated students enrolled?
  - a. What types of remedial courses are offered?
  - b. Which subject(s) have the highest enrollment?
  - c. What is the breakdown of subject by race/ethnicity?

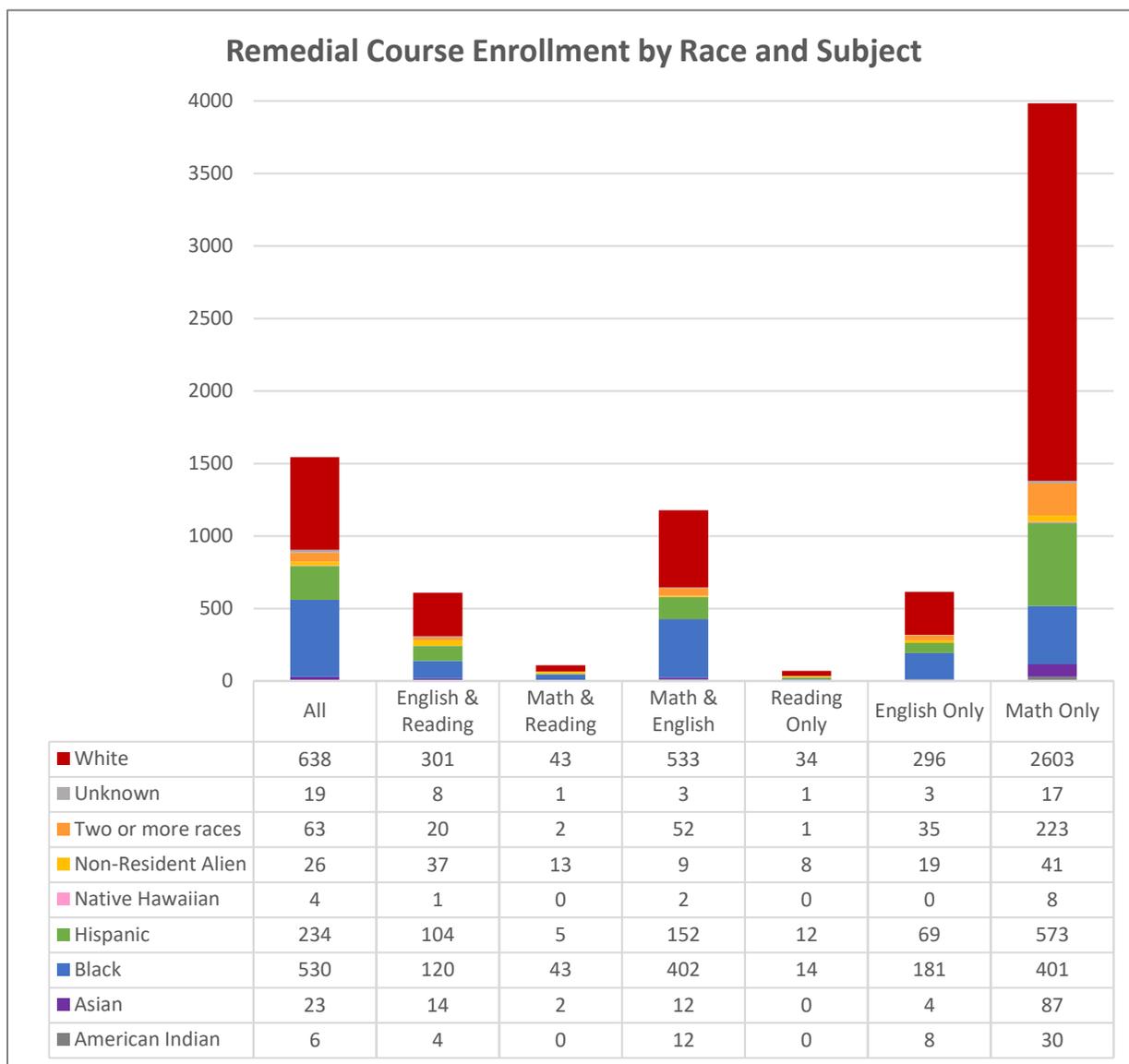
Many models are used to deliver remedial coursework to students such as corequisite, gateway remedial, non-gateway remedial, or a combination of these models. Corequisite courses combine both the remedial coursework and the gateway coursework into one course or as a supplemental course to a gateway course taken in the same term. Gateway courses are considered the first college-level course a student completes in a particular subject area. However, gateway remedial courses are standalone remedial courses that allow a student to go into a college-level course in the subject upon successful completion. Non-gateway courses are any remedial courses taken as a prerequisite to another remedial course.

The following chart depicts the breakdown of these different models of remediation. As shown, at 67%, corequisite courses are the dominant model of remediation offered in the state.



The chart and table below show the enrollment for each remedial subject, or combination of subjects, by remediation model type. Although math is the most common subject of remediation, the majority of students are enrolled in a corequisite model which allows students to earn college credit while being remediated.



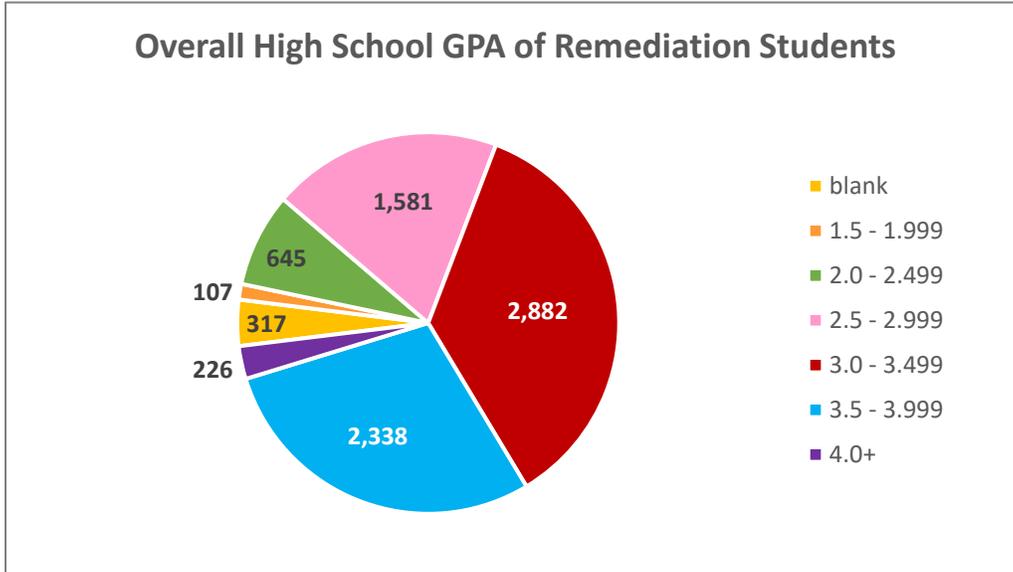


### Remedial Placement

The following tables and charts address the placement of students in remedial coursework. This section seeks to answer the following questions:

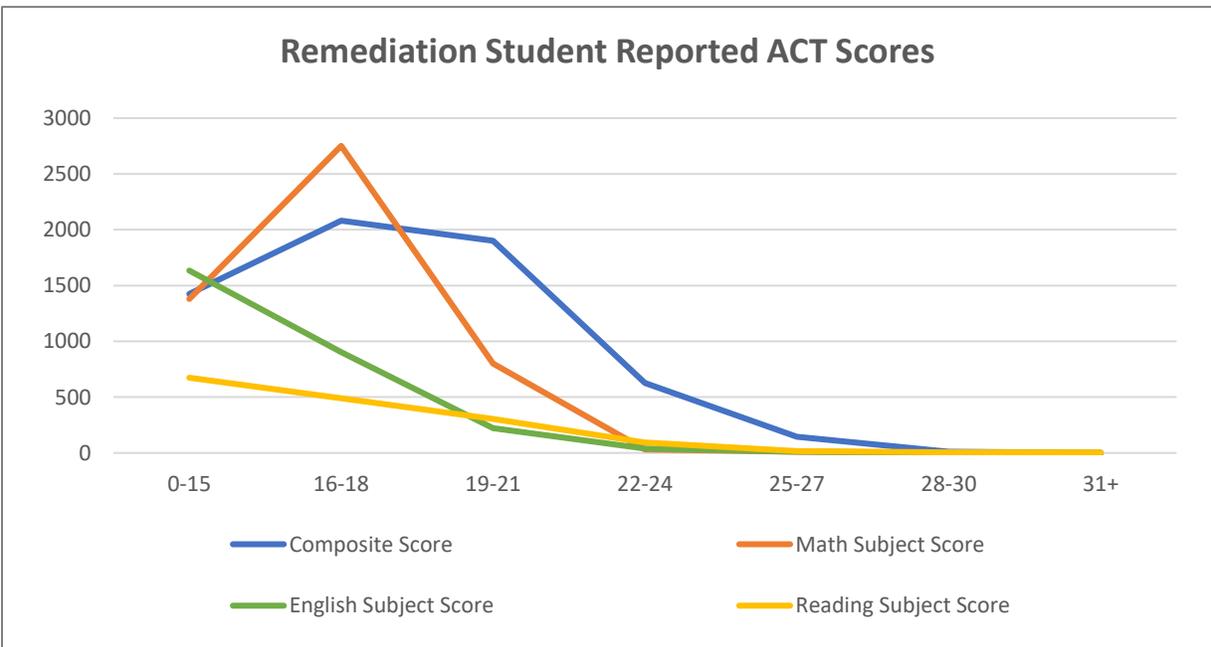
- What measures were used to determine placement?
  - a. What is the HS GPA of students in remedial coursework and how many have a HS GPA greater than 3.0?
  - b. How do ACT scores differ from HS GPA in terms of where students are placed?
  - c. How many attempts does it take for a student to successfully complete remediation?

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 GPA of 3.0 or higher. The following pie chart describes the analysis of GPA in ½ point ranges where 5,446 students, or 67%, required remediation and had a GPA of 3.0 or higher.

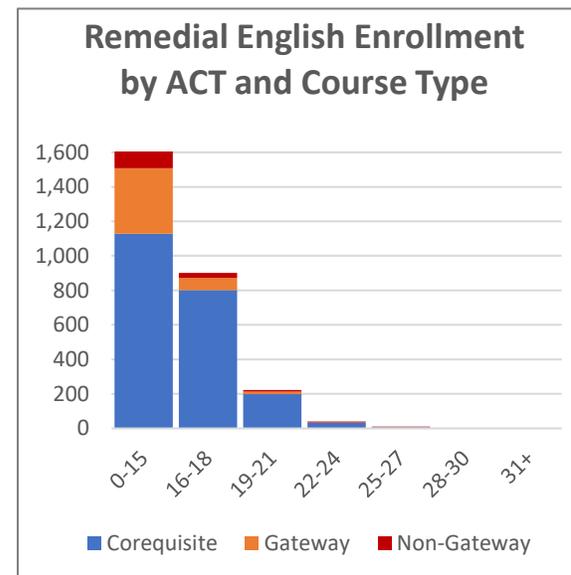
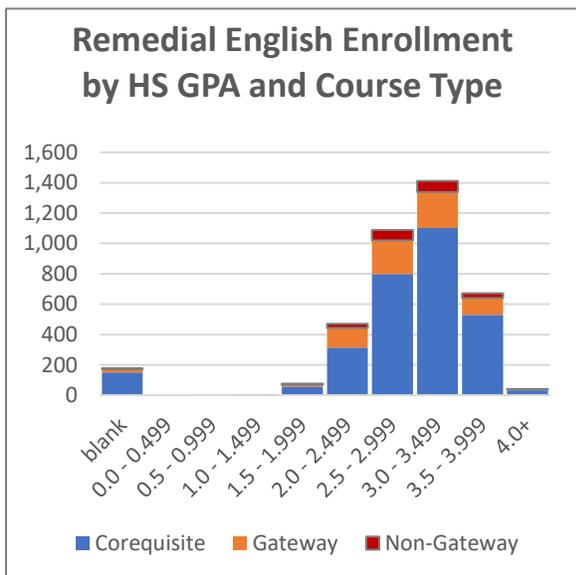
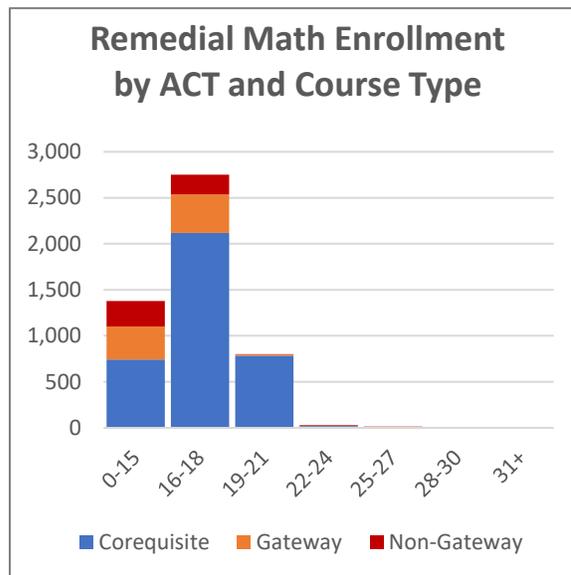
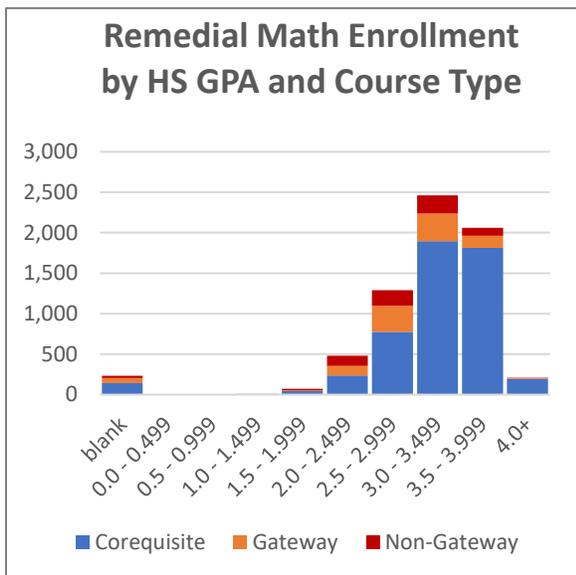


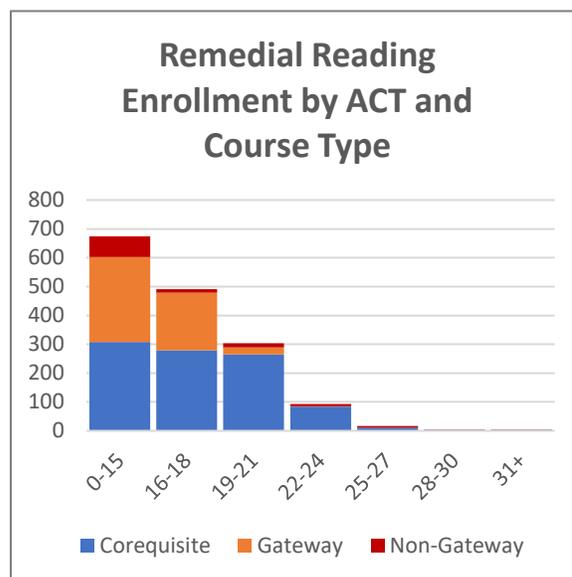
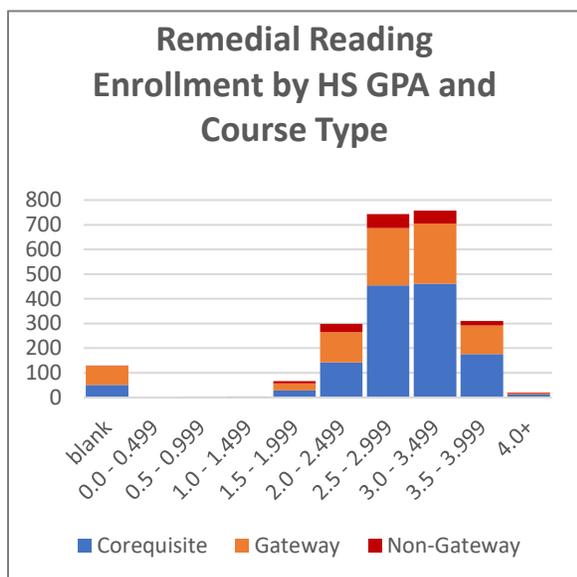
10 records from GPA ranges 0.0 – 1.499 are not depicted in this chart.

Current policy allows institutions to place students based on multiple measures. This includes the use of standardized, normed exams such as ACT, which is also the most commonly reported and used placement measure. The following line chart shows the ACT score ranges for students placed in remedial coursework. As shown, the 16-18 range is the most common score range for both the composite score and math subject score of remediated students.



The following six charts show a side-by-side comparison of HS GPA and ACT score for each subject area. These also indicate remediation course type for each subject area.





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 shows an overwhelming majority of students successfully complete remediation coursework on the first attempt.

Number of Attempts	Percentage
Once	92.1%
Twice	6.5%
Three or more	1.5%

**Appendix A**

This table shows the remediation rate for each institution. **Total Count** = total number of first-time entering, degree seeking students who graduated high school in 2022 or 2021. **Remediated Count** = number of first-time entering, degree seeking students who graduated high school in 2022 or 2021 and required remediation.

4-Year Universities	Total Count	Remediated Count	% Requiring Remediation
ASUJ	1304	434	33%
ATU	1390	433	31%
HSU	415	258	62%
SAUM	712	384	54%
UAF	7165	2070	29%
UAFS	801	375	47%
UALR	515	256	50%
UAM	377	176	47%
UAPB	562	300	53%
UCA	1826	360	20%
2-Year Colleges	Total Count	Remediated Count	% Requiring Remediation
ANC	151	70	46%
ASUB	567	265	47%
ASUMH	195	109	56%
ASUMS	109	57	52%
ASUN	255	102	40%
ASUTR	92	36	39%
BRTC	242	139	57%
CCCUA	244	112	46%
EACC	92	38	41%
NAC	334	116	35%
NPC	491	324	66%
NWACC	1300	574	44%
OZC	115	32	28%
PCCUA	136	61	45%
SACC	184	117	64%
SAUT	188	95	51%
SEARK	114	62	54%
UACCB	229	83	36%
UACCHT	141	75	53%
UACCM	444	130	29%
UACCRM	154	26	17%
UAPTC	666	437	66%

**Appendix B**

**Gateway Course Success Rates for Remediated Students**

This table shows the gateway course success rates for each institution by subject area for remediated students. These students took both remedial and gateway courses during AY2023, or as a concurrent student, and passed with an A, B, C, CR, or S.

Institution	Subject	Failed	Passed	Total	Success Rate
ANC	Math	25	27	52	51.9%
	English	9	18	27	66.7%
	Reading	9	18	27	66.7%
ASUB	Math	55	83	138	60.1%
	English	54	138	192	71.9%
	Reading	54	138	192	71.9%
ASUJ	Math	157	96	253	37.9%
	English	36	122	158	77.2%
	Reading	33	112	145	77.2%
ASUMH	Math	38	25	63	39.7%
	English	17	34	51	66.7%
	Reading	7	16	23	69.6%
ASUMS	Math	30	21	51	41.2%
	English	12	29	41	70.7%
	Reading	*	*	*	28.6%
ASUN	Math	18	23	41	56.1%
	English	20	40	60	66.7%
	Reading	*	*	*	100.0%
ASUTR	Math	*	*	*	25.0%
	English	10	8	18	44.4%
	Reading	*	*	*	50.0%
ATU	Math	133	215	348	61.8%
	English	103	166	269	61.7%
	Reading	*	*	*	50.0%
BRTC	Math	22	30	52	57.7%
	English	35	42	77	54.5%
	Reading	23	22	45	48.9%
CCCUA	Math	29	20	49	40.8%
	English	20	43	63	68.3%
	Reading	17	24	41	58.5%
EACC	Math	5	13	18	72.2%
	English	8	24	32	75.0%
	Reading	8	24	32	75.0%
HSU	Math	91	81	172	47.1%
	English	38	89	127	70.1%
	Reading	23	74	97	76.3%
NAC	Math	27	26	53	49.1%
	English	22	44	66	66.7%
	Reading	22	44	66	66.7%
NPC	Math	98	154	252	61.1%
	English	79	91	170	53.5%
	Reading	68	79	147	53.7%
NWACC	Math	66	51	117	43.6%
	English	117	201	318	63.2%
	Reading	110	191	301	63.5%
OZC	Math	8	6	14	42.9%
	English	*	*	*	90.0%
	Reading	*	*	*	100.0%
PCCUA	Math	*	*	*	82.6%
	English	7	5	12	41.7%
	Reading	7	12	19	63.2%
SACC	Math	35	61	96	63.5%
	English	18	48	66	72.7%
	Reading	8	23	31	74.2%
SAUM	Math	80	170	250	68.0%
	English	60	180	240	75.0%
	Reading	37	52	89	58.4%
SAUT	Math	10	26	36	72.2%
	English	30	56	86	65.1%
	Reading	*	*	*	0.0%
SEARK	Math	19	16	35	45.7%
	English	34	11	45	24.4%
	Reading	29	7	36	19.4%
UACCB	Math	13	38	51	74.5%
	English	*	*	*	87.1%
	Reading				
UACCHT	Math	19	35	54	64.8%
	English	7	27	34	79.4%
	Reading	*	*	*	63.6%
UACCM	Math	24	32	56	57.1%
	English	27	36	63	57.1%
	Reading	*	*	*	66.7%
UACCRM	Math	*	*	*	28.6%
	English	9	6	15	40.0%
	Reading	9	6	15	40.0%
UAF	Math	402	1,604	2,006	80.0%
	English	43	218	261	83.5%
	Reading	*	*	*	0.0%
UAFS	Math	89	251	340	73.8%
	English	16	41	57	71.9%
	Reading	13	33	46	71.7%
UALR	Math	55	134	189	70.9%
	English	10	86	96	89.6%
	Reading	10	85	95	89.5%
UAM	Math	48	50	98	51.0%
	English	51	63	114	55.3%
	Reading				
UAPB	Math	30	50	80	62.5%
	English	31	72	103	69.9%
	Reading	*	*	*	33.3%
UAPTC	Math	89	223	312	71.5%
	English	113	163	276	59.1%
	Reading	73	117	190	61.6%
UCA	Math	136	185	321	57.6%
	English	57	122	179	68.2%
	Reading	54	121	175	69.1%

\*Counts less than five are suppressed according to ADHE FERPA requirements.

Based on the 21,510 AY2023 first-time entering, degree seeking students who graduated high school in 2022 or 2021.

Course subjects identified by AHEIS Credit Course File CIP Code fields.

### Gateway Course Success Rates for Non-Remediated Students

This table shows the gateway course success rates for each institution by subject area for non-remediated students. These students took gateway courses during AY2023, or as a concurrent student, and passed with an A, B, C, CR, or S.

Institution	Subject	Failed	Passed	Total	Success Rate
ANC	Math	20	39	59	66.1%
	English	22	57	79	72.2%
	Reading	22	57	79	72.2%
ASUB	Math	43	217	260	83.5%
	English	40	268	308	87.0%
	Reading	40	268	308	87.0%
ASUJ	Math	143	637	780	81.7%
	English	108	808	916	88.2%
	Reading	108	821	929	88.4%
ASUMH	Math	20	54	74	73.0%
	English	22	85	107	79.4%
	Reading	31	104	135	77.0%
ASUMS	Math	6	27	33	81.8%
	English	9	38	47	80.9%
	Reading	16	65	81	80.2%
ASUN	Math	22	82	104	78.8%
	English	14	72	86	83.7%
	Reading	34	109	143	76.2%
ASUTR	Math	12	22	34	64.7%
	English	20	25	45	55.6%
	Reading	28	31	59	52.5%
ATU	Math	210	697	907	76.8%
	English	131	800	931	85.9%
	Reading	234	964	1,198	80.5%
BRTC	Math	16	48	64	75.0%
	English	33	92	125	73.6%
	Reading	45	112	157	71.3%
CCCUA	Math	26	61	87	70.1%
	English	29	80	109	73.4%
	Reading	32	99	131	75.6%
EACC	Math	15	29	44	65.9%
	English	10	40	50	80.0%
	Reading	10	40	50	80.0%
HSU	Math	44	107	151	70.9%
	English	50	185	235	78.7%
	Reading	65	200	265	75.5%
NAC	Math	44	122	166	73.5%
	English	27	130	157	82.8%
	Reading	27	130	157	82.8%
NPC	Math	44	89	133	66.9%
	English	79	153	232	65.9%
	Reading	92	163	255	63.9%
NWACC	Math	253	342	595	57.5%
	English	189	582	771	75.5%
	Reading	197	591	788	75.0%
OZC	Math	16	52	68	76.5%
	English	15	57	72	79.2%
	Reading	17	74	91	81.3%

Institution	Subject	Failed	Passed	Total	Success Rate
PCCUA	Math	8	43	51	84.3%
	English	15	57	72	79.2%
	Reading	16	49	65	75.4%
SACC	Math	13	41	54	75.9%
	English	13	48	61	78.7%
	Reading	23	73	96	76.0%
SAUM	Math	21	271	292	92.8%
	English	39	286	325	88.0%
	Reading	62	414	476	87.0%
SAUT	Math	17	59	76	77.6%
	English	11	41	52	78.8%
	Reading	39	97	136	71.3%
SEARK	Math	9	16	25	64.0%
	English	12	24	36	66.7%
	Reading	17	28	45	62.2%
UACCB	Math	19	78	97	80.4%
	English	13	121	134	90.3%
	Reading	17	148	165	89.7%
UACCHT	Math	11	30	41	73.2%
	English	13	59	72	81.9%
	Reading	15	80	95	84.2%
UACCM	Math	73	203	276	73.6%
	English	68	257	325	79.1%
	Reading	93	289	382	75.7%
UACCRM	Math	16	71	87	81.6%
	English	18	81	99	81.8%
	Reading	18	81	99	81.8%
UAF	Math	544	3,880	4,424	87.7%
	English	309	3,902	4,211	92.7%
	Reading	351	4,120	4,471	92.1%
UAFS	Math	53	339	392	86.5%
	English	155	541	696	77.7%
	Reading	159	548	707	77.5%
UALR	Math	51	209	260	80.4%
	English	55	245	300	81.7%
	Reading	55	246	301	81.7%
UAM	Math	33	147	180	81.7%
	English	30	151	181	83.4%
	Reading	81	214	295	72.5%
UAPB	Math	79	134	213	62.9%
	English	92	123	215	57.2%
	Reading	122	193	315	61.3%
UAPTC	Math	49	112	161	69.6%
	English	85	178	263	67.7%
	Reading	125	224	349	64.2%
UCA	Math	236	1,093	1,329	82.2%
	English	153	1,282	1,435	89.3%
	Reading	159	1,280	1,439	89.0%

Based on the 21,510 AY2023 first-time entering, degree seeking students who graduated high school in 2022 or 2021.

Course subjects identified by AHEIS Credit Course File CIP Code fields.

**Appendix C**

**Placement Plan Success Rates for Math Courses**

This table shows the college, remedial, and overall success rates of the first math course completed at each institution and offers insight into the effectiveness of an institution’s placement plan. Placement measures should reflect a better than 75% student success rate.

Institution	Placement Course Level	Failed	Passed	Total	Placement Success Rate
ANC	College	25	83	108	76.9%
	Remedial	9	42	51	82.4%
	Overall	34	125	159	78.6%
ASUB	College	55	394	449	87.8%
	Remedial	64	113	177	63.8%
	Overall	119	507	626	81.0%
ASUJ	College	128	447	575	77.7%
	Remedial	168	188	356	52.8%
	Overall	296	635	931	68.2%
ASUMH	College	28	82	110	74.5%
	Remedial	34	46	80	57.5%
	Overall	62	128	190	67.4%
ASUMS	College	10	61	71	85.9%
	Remedial	26	27	53	50.9%
	Overall	36	88	124	71.0%
ASUN	College	21	162	183	88.5%
	Remedial	16	61	77	79.2%
	Overall	37	223	260	85.8%
ASUTR	College	25	202	227	89.0%
	Remedial	13	9	22	40.9%
	Overall	38	211	249	84.7%
ATU	College	242	996	1238	80.5%
	Remedial	95	245	340	72.1%
	Overall	337	1241	1578	78.6%
BRTC	College	13	54	67	80.6%
	Remedial	52	48	100	48.0%
	Overall	65	102	167	61.1%
CCCUA	College	33	124	157	79.0%
	Remedial	27	35	62	56.5%
	Overall	60	159	219	72.6%
EACC	College	24	76	100	76.0%
	Remedial	8	18	26	69.2%
	Overall	32	94	126	74.6%
HSU	College	49	56	105	53.3%
	Remedial	98	139	237	58.6%
	Overall	147	195	342	57.0%
NAC	College	54	163	217	75.1%
	Remedial	29	30	59	50.8%
	Overall	83	193	276	69.9%
NPC	College	48	152	200	76.0%
	Remedial	119	172	291	59.1%
	Overall	167	324	491	66.0%
NWACC	College	330	717	1047	68.5%
	Remedial	236	223	459	48.6%
	Overall	566	940	1506	62.4%
OZC	College	26	98	124	79.0%
	Remedial	7	7	14	50.0%
	Overall	33	105	138	76.1%
PCCUA	College	9	92	101	91.1%
	Remedial	21	31	52	59.6%
	Overall	30	123	153	80.4%
SACC	College	15	52	67	77.6%
	Remedial	32	67	99	67.7%
	Overall	47	119	166	71.7%
SAUM	College	29	241	270	89.3%
	Remedial	88	248	336	73.8%
	Overall	117	489	606	80.7%
SAUT	College	13	96	109	88.1%
	Remedial	9	30	39	76.9%
	Overall	22	126	148	85.1%
SEARK	College	16	37	53	69.8%
	Remedial	21	17	38	44.7%
	Overall	37	54	91	59.3%
UACCB	College	23	100	123	81.3%
	Remedial	19	48	67	71.6%
	Overall	42	148	190	77.9%
UACCHT	College	13	95	108	88.0%
	Remedial	19	44	63	69.8%
	Overall	32	139	171	81.3%
UACCM	College	69	192	261	73.6%
	Remedial	41	45	86	52.3%
	Overall	110	237	347	68.3%
UACCRM	College	21	103	124	83.1%
	Remedial	11	12	23	52.2%
	Overall	32	115	147	78.2%
UAF	College	487	2912	3399	85.7%
	Remedial	371	1592	1963	81.1%
	Overall	858	4504	5362	84.0%
UAFS	College	46	322	368	87.5%
	Remedial	76	278	354	78.5%
	Overall	122	600	722	83.1%
UALR	College	54	343	397	86.4%
	Remedial	44	162	206	78.6%
	Overall	98	505	603	83.7%
UAM	College	35	144	179	80.4%
	Remedial	77	64	141	45.4%
	Overall	112	208	320	65.0%
UAPB	College	70	129	199	64.8%
	Remedial	60	167	227	73.6%
	Overall	130	296	426	69.5%
UAPTC	College	47	112	159	70.4%
	Remedial	118	283	401	70.6%
	Overall	165	395	560	70.5%
UCA	College	198	643	841	76.5%
	Remedial	127	181	308	58.8%
	Overall	325	824	1149	71.7%

*Based on the 21,510 AY2023 first-time entering, degree seeking students who graduated high school in 2022 or 2021.*

### Placement Plan Success Rates for English Courses

This table shows the college, remedial, and overall success rates of the first English course completed at each institution and offers insight into the effectiveness of an institution’s placement plan. Placement measures should reflect a better than 75% student success rate.

Institution	Placement Course Level	Failed	Passed	Total	Placement Success Rate
ANC	College	30	114	144	79.2%
	Remedial	23	24	47	51.1%
	Overall	53	138	191	72.3%
ASUB	College	43	470	513	91.6%
	Remedial	49	146	195	74.9%
	Overall	92	616	708	87.0%
ASUJ	College	87	559	646	86.5%
	Remedial	30	203	233	87.1%
	Overall	117	762	879	86.7%
ASUMH	College	20	147	167	88.0%
	Remedial	18	47	65	72.3%
	Overall	38	194	232	83.6%
ASUMS	College	13	80	93	86.0%
	Remedial	8	34	42	81.0%
	Overall	21	114	135	84.4%
ASUN	College	16	159	175	90.9%
	Remedial	24	59	83	71.1%
	Overall	40	218	258	84.5%
ASUTR	College	38	218	256	85.2%
	Remedial	16	11	27	40.7%
	Overall	54	229	283	80.9%
ATU	College	135	1056	1191	88.7%
	Remedial	94	172	266	64.7%
	Overall	229	1228	1457	84.3%
BRTC	College	30	90	120	75.0%
	Remedial	36	50	86	58.1%
	Overall	66	140	206	68.0%
CCCUA	College	31	181	212	85.4%
	Remedial	29	50	79	63.3%
	Overall	60	231	291	79.4%
EACC	College	11	95	106	89.6%
	Remedial	11	22	33	66.7%
	Overall	22	117	139	84.2%
HSU	College	42	118	160	73.8%
	Remedial	43	109	152	71.7%
	Overall	85	227	312	72.8%
NAC	College	32	188	220	85.5%
	Remedial	37	55	92	59.8%
	Overall	69	243	312	77.9%
NPC	College	84	194	278	69.8%
	Remedial	78	120	198	60.6%
	Overall	162	314	476	66.0%
NWACC	College	230	1036	1266	81.8%
	Remedial	119	197	316	62.3%
	Overall	349	1233	1582	77.9%
OZC	College	17	92	109	84.4%
	Remedial	6	18	24	75.0%
	Overall	23	110	133	82.7%

Institution	Placement Course Level	Failed	Passed	Total	Placement Success Rate
PCCUA	College	17	99	116	85.3%
	Remedial	6	24	30	80.0%
	Overall	23	123	146	84.2%
SACC	College	13	58	71	81.7%
	Remedial	20	52	72	72.2%
	Overall	33	110	143	76.9%
SAUM	College	45	264	309	85.4%
	Remedial	78	194	272	71.3%
	Overall	123	458	581	78.8%
SAUT	College	10	69	79	87.3%
	Remedial	27	61	88	69.3%
	Overall	37	130	167	77.8%
SEARK	College	14	41	55	74.5%
	Remedial	33	20	53	37.7%
	Overall	47	61	108	56.5%
UACCB	College	16	171	187	91.4%
	Remedial	9	34	43	79.1%
	Overall	25	205	230	89.1%
UACCHT	College	16	133	149	89.3%
	Remedial	12	34	46	73.9%
	Overall	28	167	195	85.6%
UACCM	College	68	233	301	77.4%
	Remedial	34	45	79	57.0%
	Overall	102	278	380	73.2%
UACCRM	College	19	111	130	85.4%
	Remedial	9	6	15	40.0%
	Overall	28	117	145	80.7%
UAF	College	266	2861	3127	91.5%
	Remedial	45	212	257	82.5%
	Overall	311	3073	3384	90.8%
UAFS	College	147	592	739	80.1%
	Remedial	15	53	68	77.9%
	Overall	162	645	807	79.9%
UALR	College	51	332	383	86.7%
	Remedial	29	116	145	80.0%
	Overall	80	448	528	84.8%
UAM	College	30	164	194	84.5%
	Remedial	38	74	112	66.1%
	Overall	68	238	306	77.8%
UAPB	College	58	98	156	62.8%
	Remedial	126	145	271	53.5%
	Overall	184	243	427	56.9%
UAPTC	College	91	176	267	65.9%
	Remedial	112	177	289	61.2%
	Overall	203	353	556	63.5%
UCA	College	131	755	886	85.2%
	Remedial	94	158	252	62.7%
	Overall	225	913	1138	80.2%

*Based on the 21,510 AY2023 first-time entering, degree seeking students who graduated high school in 2022 or 2021.*

### Placement Plan Success Rates for Reading Courses

This table shows the college, remedial, and overall success rates of the first reading course completed at each institution and offers insight into the effectiveness of an institution’s placement plan. Placement measures should reflect a better than 75% student success rate.

Institution	Placement Course Level	Failed	Passed	Total	Placement Success Rate
ANC	College	13	104	117	88.9%
	Remedial	23	25	48	52.1%
	Overall	36	129	165	78.2%
ASUB	College	49	336	385	87.3%
	Remedial	49	142	191	74.3%
	Overall	98	478	576	83.0%
ASUJ	College	130	658	788	83.5%
	Remedial	22	187	209	89.5%
	Overall	152	845	997	84.8%
ASUMH	College	17	90	107	84.1%
	Remedial	11	31	42	73.8%
	Overall	28	121	149	81.2%
ASUMS	College	13	92	105	87.6%
	Remedial	*	*	*	42.9%
	Overall	17	95	112	84.8%
ASUN	College	38	178	216	82.4%
	Remedial	*	*	*	90.0%
	Overall	39	187	226	82.7%
ASUTR	College	24	155	179	86.6%
	Remedial	*	*	*	66.7%
	Overall	28	163	191	85.3%
ATU	College	197	795	992	80.1%
	Overall	197	795	992	80.1%
BRTC	College	33	77	110	70.0%
	Remedial	24	51	75	68.0%
	Overall	57	128	185	69.2%
CCCUA	College	34	137	171	80.1%
	Remedial	20	49	69	71.0%
	Overall	54	186	240	77.5%
EACC	College	11	64	75	85.3%
	Remedial	11	22	33	66.7%
	Overall	22	86	108	79.6%
HSU	College	61	181	242	74.8%
	Remedial	16	104	120	86.7%
	Overall	77	285	362	78.7%
NAC	College	41	145	186	78.0%
	Remedial	36	52	88	59.1%
	Overall	77	197	274	71.9%
NPC	College	63	159	222	71.6%
	Remedial	68	105	173	60.7%
	Overall	131	264	395	66.8%
NWACC	College	215	707	922	76.7%
	Remedial	107	179	286	62.6%
	Overall	322	886	1208	73.3%
OZC	College	14	91	105	86.7%
	Remedial	*	*	*	20.0%
	Overall	18	92	110	83.6%

Institution	Placement Course Level	Failed	Passed	Total	Placement Success Rate
PCCUA	College	14	80	94	85.1%
	Remedial	11	31	42	73.8%
	Overall	25	111	136	81.6%
SACC	College	26	84	110	76.4%
	Remedial	27	38	65	58.5%
	Overall	53	122	175	69.7%
SAUM	College	107	354	461	76.8%
	Remedial	26	79	105	75.2%
	Overall	133	433	566	76.5%
SAUT	College	22	108	130	83.1%
	Overall	22	108	130	83.1%
SEARK	College	7	43	50	86.0%
	Remedial	28	14	42	33.3%
	Overall	35	57	92	62.0%
UACCB	College	43	160	203	78.8%
	Overall	43	160	203	78.8%
UACCHT	College	21	121	142	85.2%
	Remedial	9	13	22	59.1%
	Overall	30	134	164	81.7%
UACCM	College	71	214	285	75.1%
	Remedial	8	11	19	57.9%
	Overall	79	225	304	74.0%
UACCRM	College	16	109	125	87.2%
	Remedial	9	5	14	35.7%
	Overall	25	114	139	82.0%
UAF	College	549	4626	5175	89.4%
	Overall	549	4626	5175	89.4%
UAFS	College	134	451	585	77.1%
	Remedial	13	44	57	77.2%
	Overall	147	495	642	77.1%
UALR	College	84	396	480	82.5%
	Remedial	25	104	129	80.6%
	Overall	109	500	609	82.1%
UAM	College	54	139	193	72.0%
	Overall	54	139	193	72.0%
UAPB	College	116	186	302	61.6%
	Overall	116	186	302	61.6%
UAPTC	College	79	211	290	72.8%
	Remedial	60	155	215	72.1%
	Overall	139	366	505	72.5%
UCA	College	231	730	961	76.0%
	Remedial	94	159	253	62.8%
	Overall	325	889	1214	73.2%

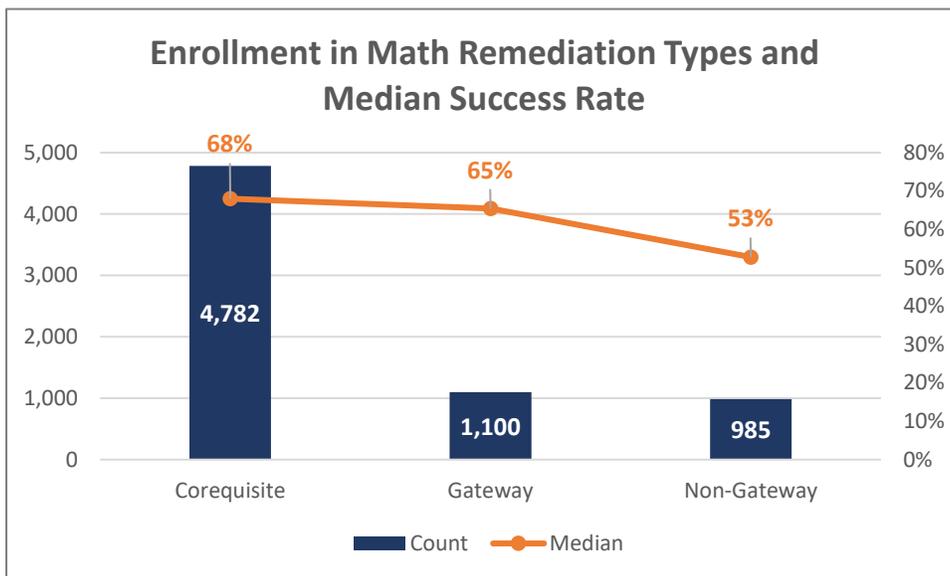
\*Counts less than five are suppressed according to ADHE FERPA requirements.

Based on the 21,510 AY2023 first-time entering, degree seeking students who graduated high school in 2022 or 2021.

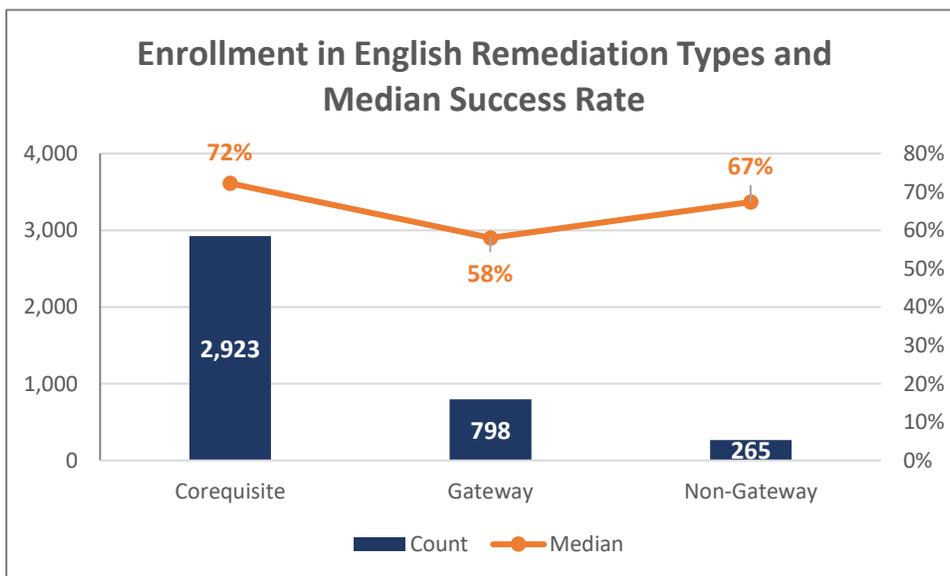
**Appendix D**

**Remediation Course Types and Success Rates**

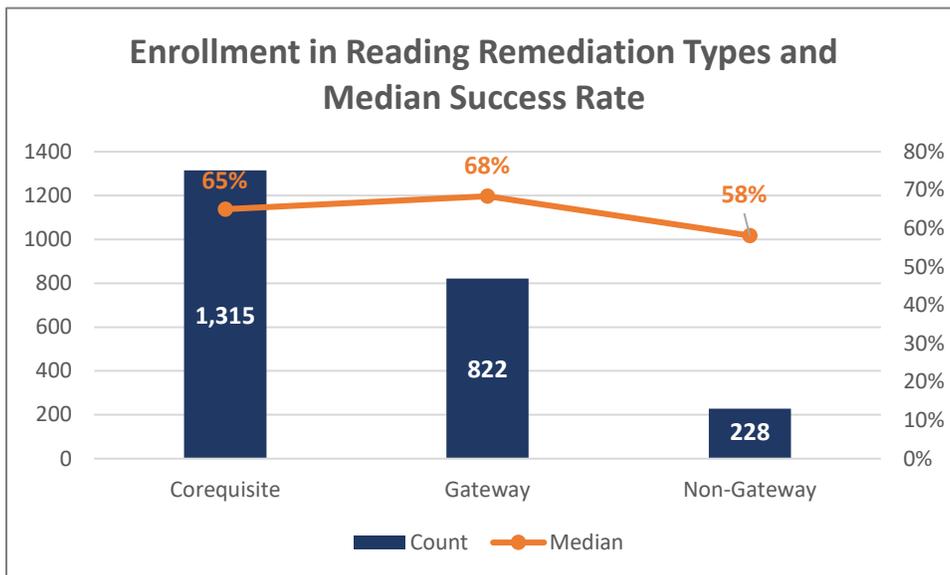
The following charts show the number of students enrolled in specific remediation course types by subject area and the median success rate of each type.



*31 institutions offered corequisite remediation, 20 offered gateway remediation, and 18 offered non-gateway remediation in mathematics.*



*29 institutions offered corequisite remediation, 16 offered gateway remediation, and 6 offered non-gateway remediation in English.*



*14 institutions offered corequisite remediation, 16 offered gateway remediation, and 5 offered non-gateway remediation in reading.*