Agenda Item No. 4
Higher Education Coordinating Board
July 24, 2026

ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

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.

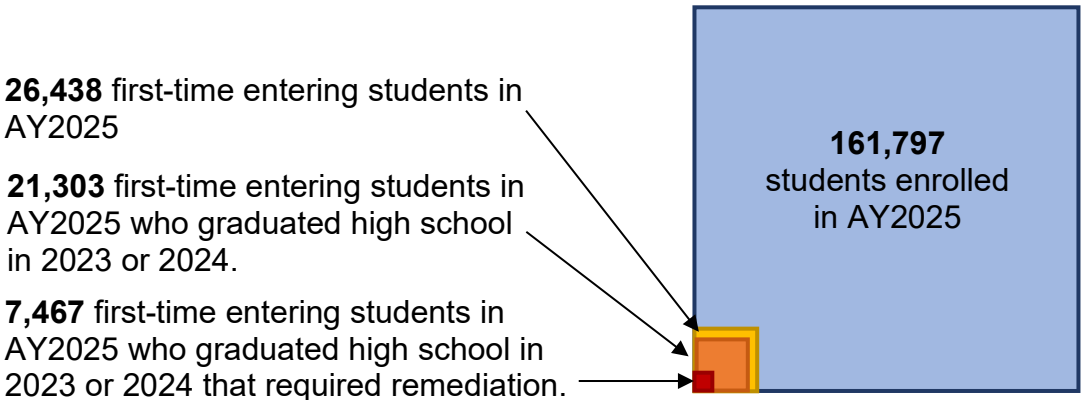
ACT benchmarks establish a subject test score of 22 for reading or math and a subject test score of 18 for English as cutoff scores for student success. Institutions are encouraged to use more than one measure if the ACT or ACT equivalent is below established benchmarks to ensure that students are placed at the appropriate course level.

Based on years of national research and 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 Remediation Report Populations

For contextual purposes and not analyzed in this report, there were 161,797 total students enrolled in Arkansas public institutions of higher education in 2024-2025. To obtain the cohorts analyzed in this report, the total enrollment is segmented below by high school graduation year and the need for remedial coursework.

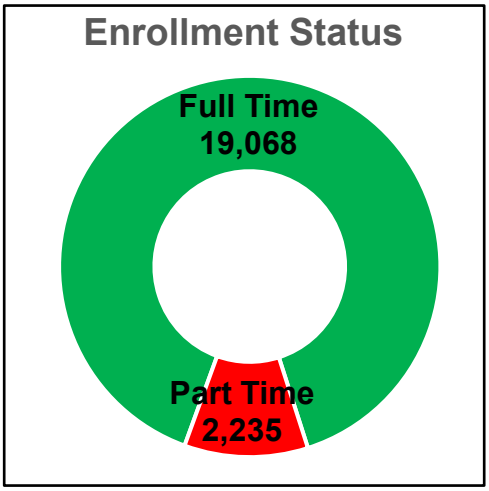


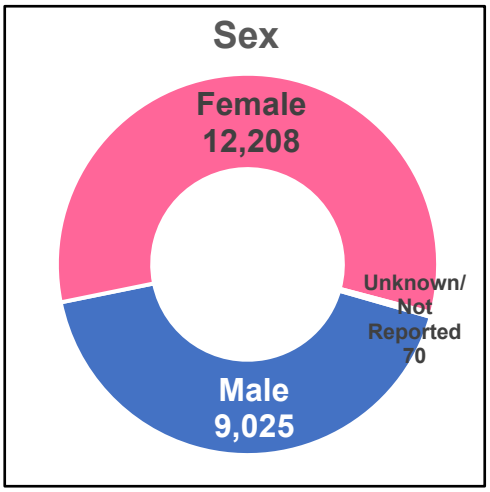
The primary focus of this report is the cohort of 7,467 students receiving remediation during the academic year 2024-2025. These students are a subset of the 21,303 first-time entering, degree seeking students who graduated high school in 2023 or 2024.

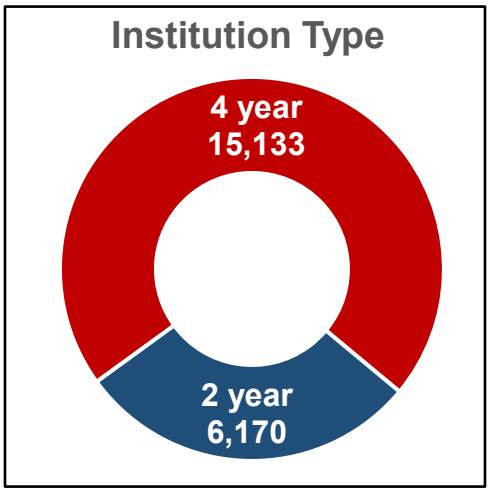
Overview of First-time Entering, Degree Seeking Students

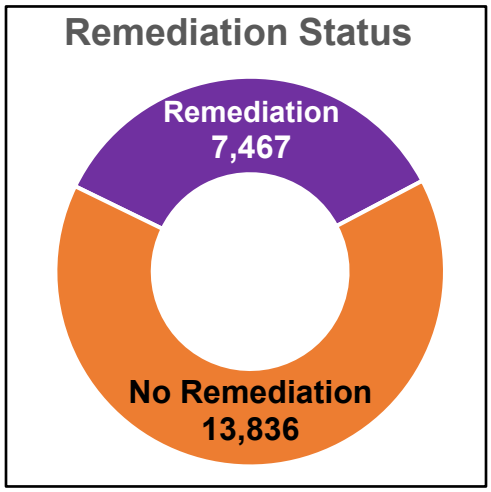
This section seeks to provide an overview of the 21,303 first-time entering, degree-seeking students who graduated high school in 2023 or 2024 and enrolled in an Arkansas public institution of higher education in AY2025.

Of this population, 90% were classified as full-time students and 10% were classified as part-time students. With regards to sex, 57% were female, 42% were male, and less than 1% percent did not report. When examining the institution type, 71% of this population enrolled at a four-year institution compared to 29% enrolled at a two-year institution. Lastly, regarding the remediation status of all first-time entering students, 65% did not require remediation while 35% did require remedial coursework.



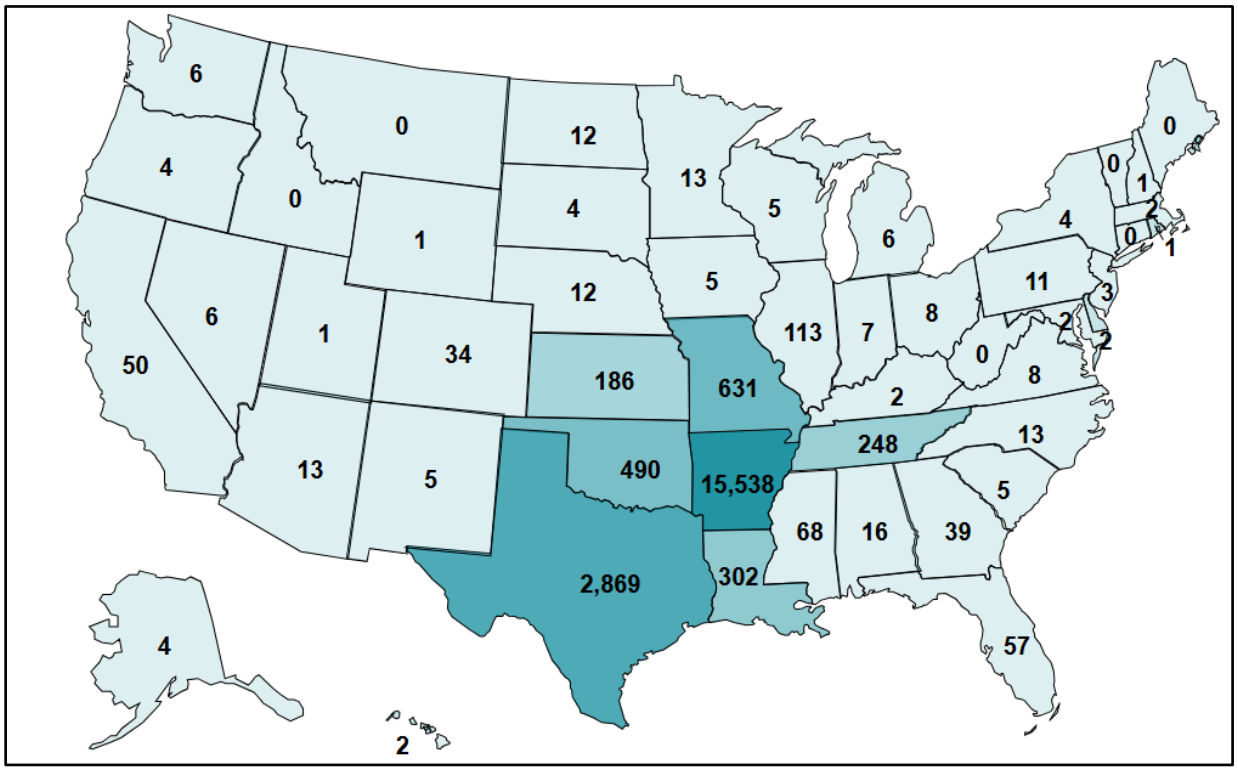




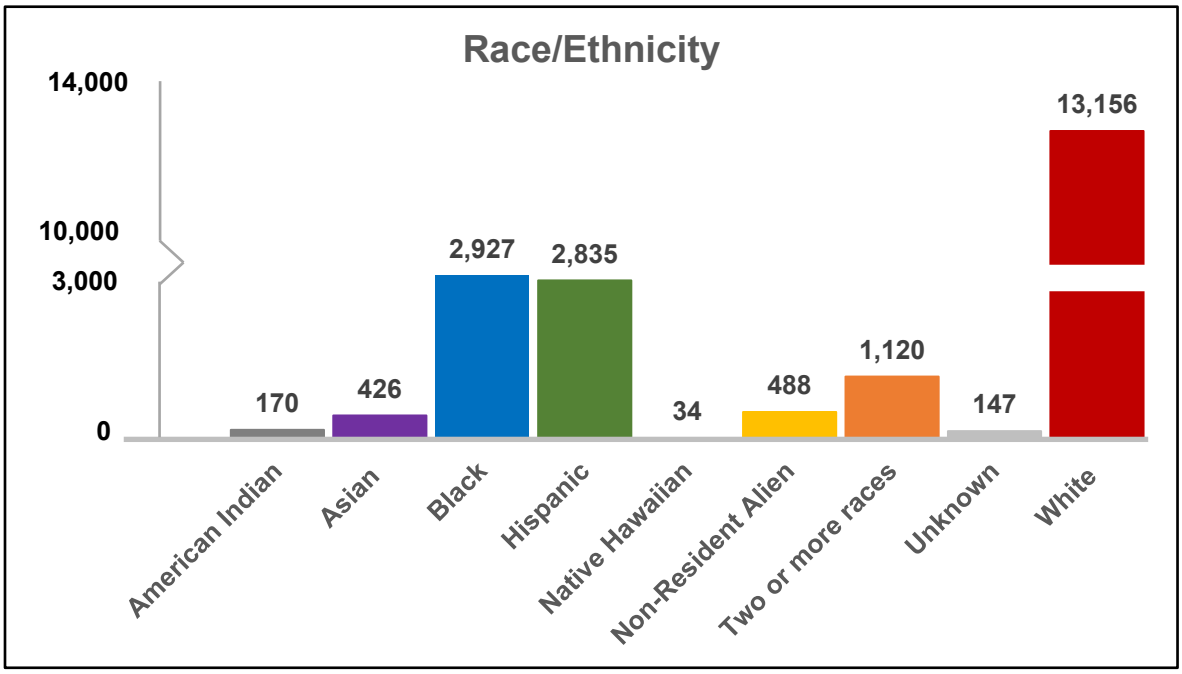


Of the total 21,303 first-time entering, degree seeking students who graduated high school in 2023 or 2024, 73% of these students are residents of Arkansas. The other 27%, or 5,765 students, reside out-of-state, as depicted in the map below.

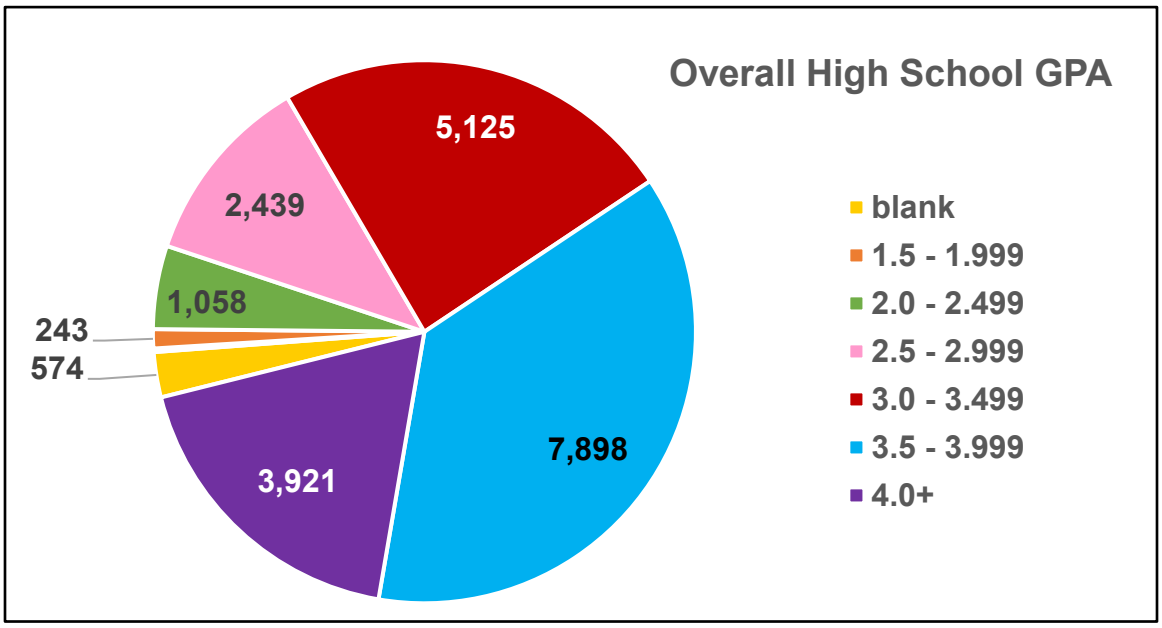
State of Residence for Total Population (21,303)



The following chart illustrates a summary of the total population of first-time entering, degree-seeking students who graduated high school in 2023 or 2024 by race/ethnicity. White students represent 62%, Black students represent 14%, and Hispanic students represent 13% of the total population.



The overall high school grade point average (GPA), as reported by the public institutions in Arkansas, for the 21,303 first-time entering, degree-seeking students who graduated high school in 2023 or 2024 is shown in the following pie graph. As shown, 16,944 students, or 79%, have a GPA of 3.0 or higher.



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

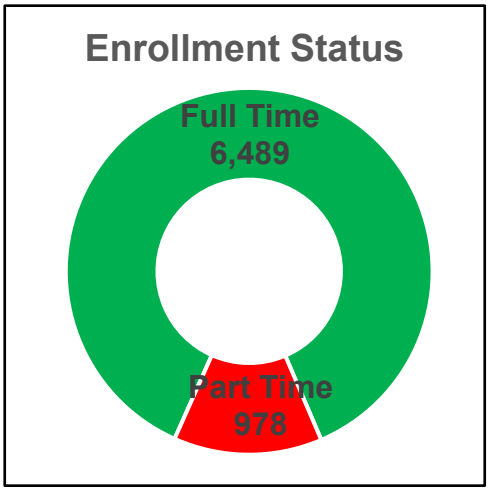
Remediated Student Attributes

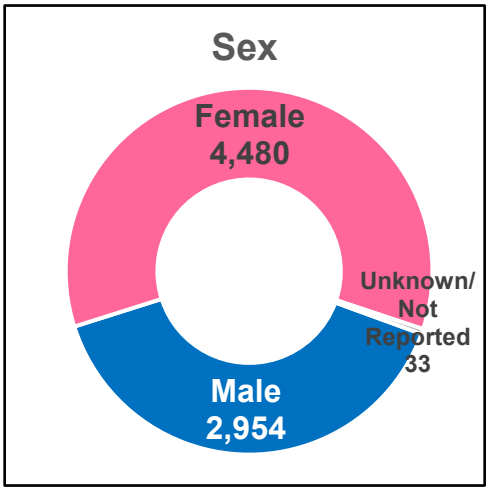
The tables and charts below describe the attributes of the remedial student population. Of the 21,303 first-time, degree-seeking students who graduated from high school in 2023 or 2024, 7,467 required remediation in Mathematics, English, Reading, or a combination of these subjects. This section seeks to answer the following questions:

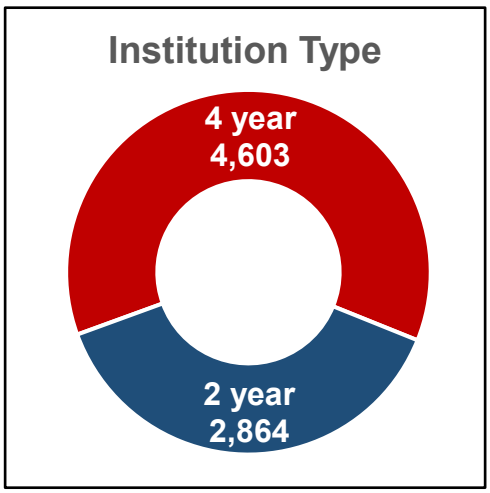
Who are these remediated students?

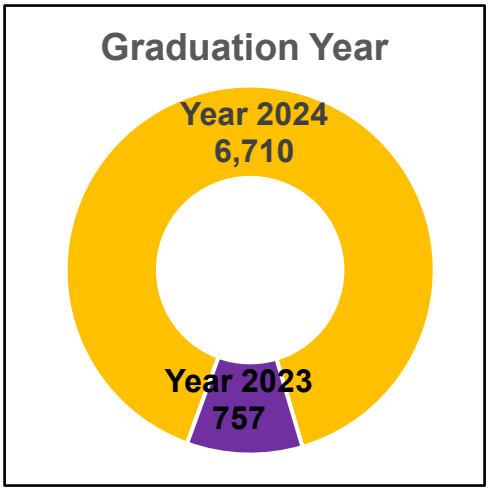
a. Are students enrolled part-time or full-time?
b. What is the breakdown of males and females?
c. What type of institution did they attend?
d. What year did they graduate high school?
e. Where do these students reside?
f. What is their race/ethnicity?
g. What is the remediation rate per race/ethnicity?

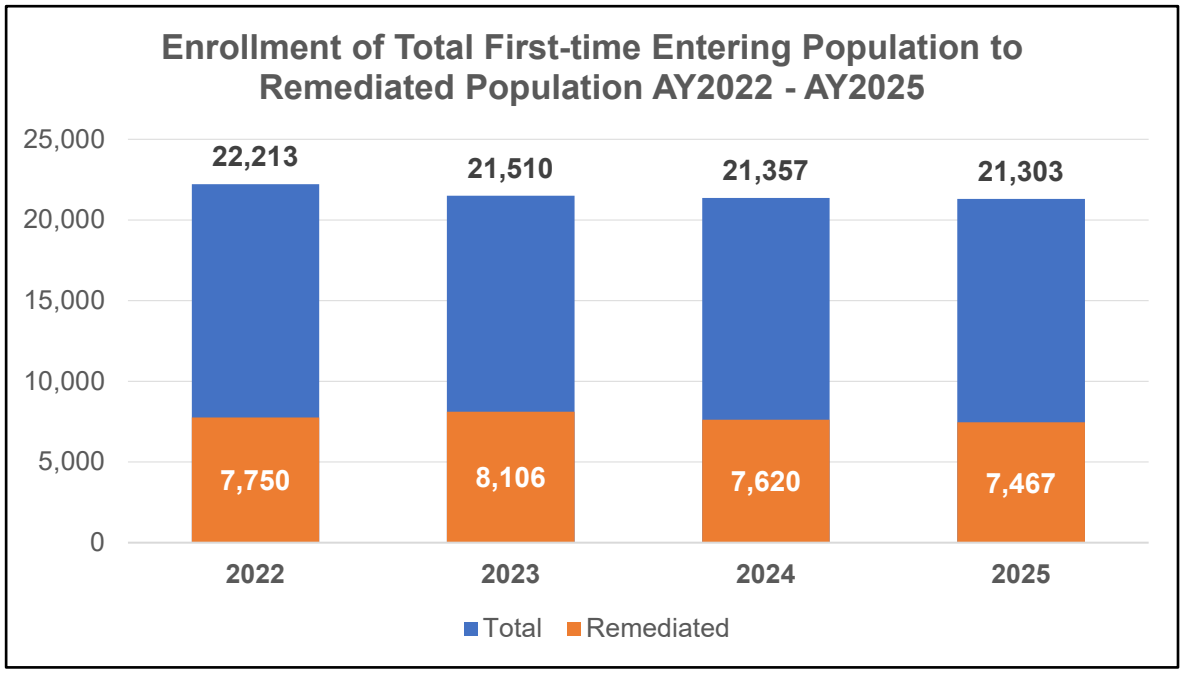
Of the 7,467 remediated students, 87% were classified as full-time students while 13% were part-time students. With regards to sex, 60% were female and 40% were male. When examining the institution type, 62% of this population enrolled at a four-year institution compared to 38% enrolled at a two-year institution. Lastly, 90% graduated high school in 2024 while 10% graduated in 2023.





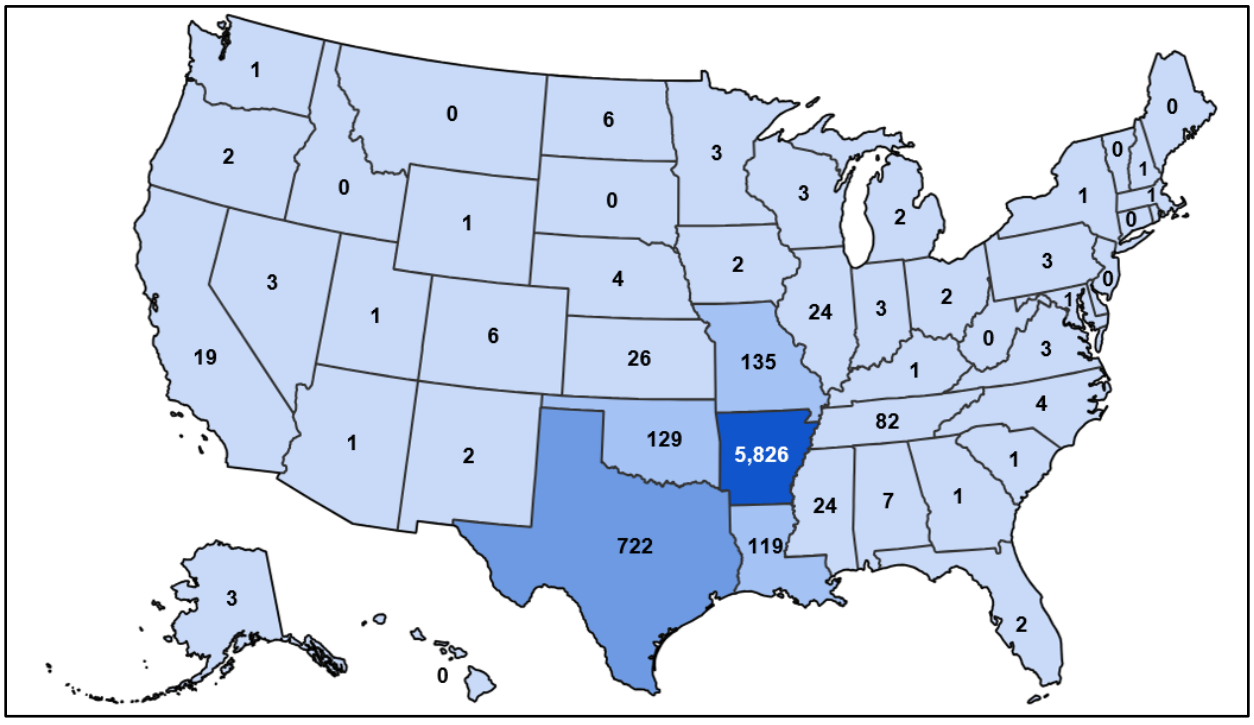




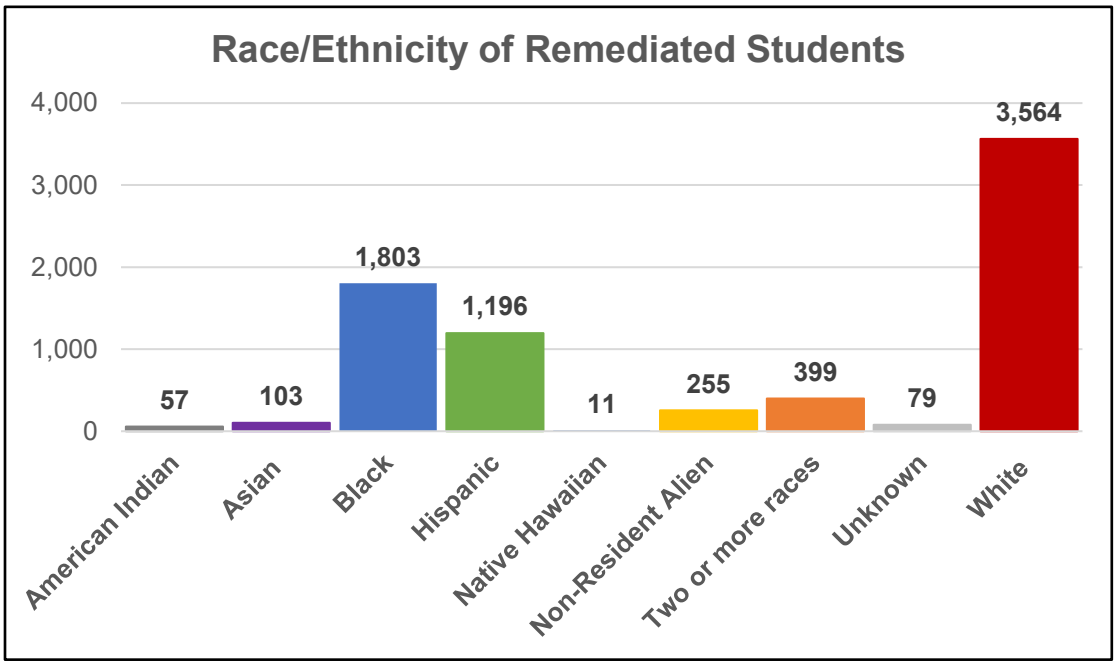


Of the 7,467 students requiring remediation, 78% of these students reside in Arkansas. The other 22% reside out-of-state as depicted in the graph below.

State of Residence for Remediated Population (7,467)



The chart below illustrates a summary of the remediated population of first-time entering, degree-seeking students who graduated high school in 2023 or 2024 by race/ethnicity. White students represent 48%, Black students represent 24%, and Hispanic students represent 16% of the total population.



Rates comparing the remediation population to the total population by race/ethnicity are shown in the table below. The remediation rate represents the proportion of each racial/ethnic group that requires remediation. For example, 27% of White students required remediation in AY2025. In contrast, higher remediation rates are observed among Black (62%), Hispanic (42%), and Non-Resident Alien (52%) students.

	Total Population* (21,303)		Remediation Population (7,467)		Remediation Rate by Race/Ethnicity
	n	Percentage	n	Percentage	
American Indian	170	1%	57	1%	34%
Asian	426	2%	103	1%	24%
Black	2,927	14%	1,803	24%	62%
Hispanic	2,835	13%	1,196	16%	42%
Native Hawaiian	34	0%	11	0%	32%
Non-Resident Alien	488	2%	255	3%	52%
Two or more races	1,120	5%	399	5%	36%
Unknown	147	1%	79	1%	54%
White	13,156	62%	3,564	48%	27%
Total	21,303	100%	7,467	100%	35%

**Number of first-time degree seeking students who graduated high school in 2023 or 2024*

The following table offers a historical look at the same remediation rate shown above over the past four years. As the table shows, each race/ethnic group rate has fluctuated over time.

	Remediation Rate by Race/Ethnicity			
	AY2022	AY2023	AY2024	AY2025
American Indian	38%	36%	38%	34%
Asian	30%	33%	29%	24%
Black	57%	62%	64%	62%
Hispanic	44%	47%	41%	42%
Native Hawaiian	31%	33%	62%	32%
Non-Resident Alien	45%	52%	54%	52%
Two or more races	36%	39%	34%	36%
Unknown	44%	43%	43%	54%
White	29%	31%	28%	27%

Remedial Coursework

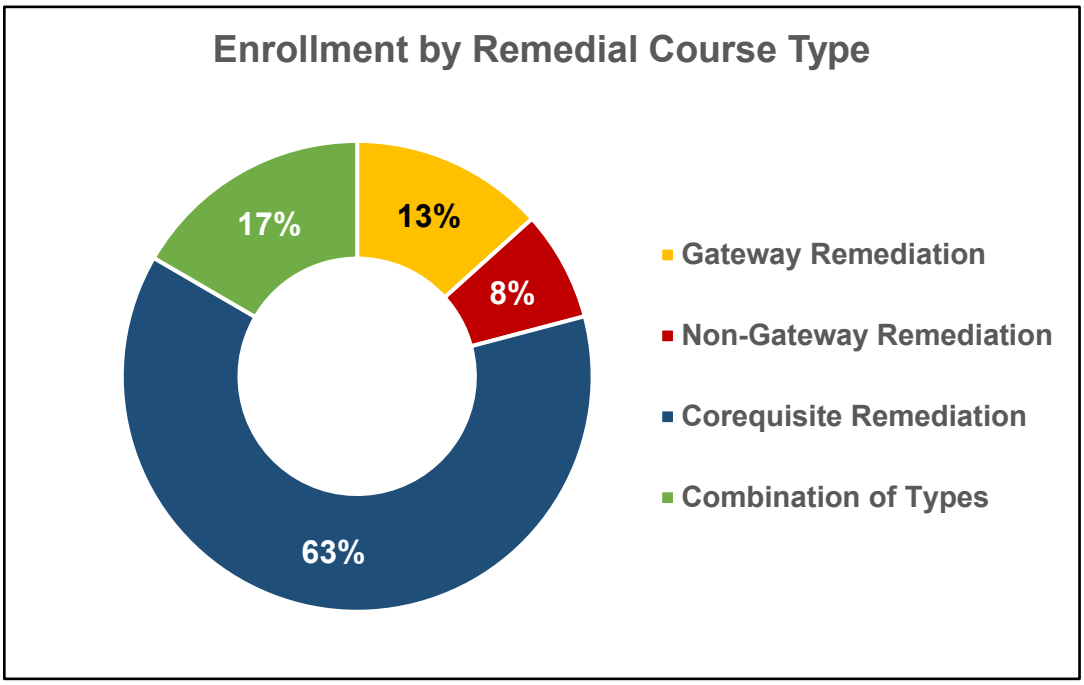
The following tables and charts address the characteristics of remedial coursework in Mathematics, English, Reading, or a combination of the three subjects. This section seeks to answer the following questions:

In what courses are remediated students enrolled?

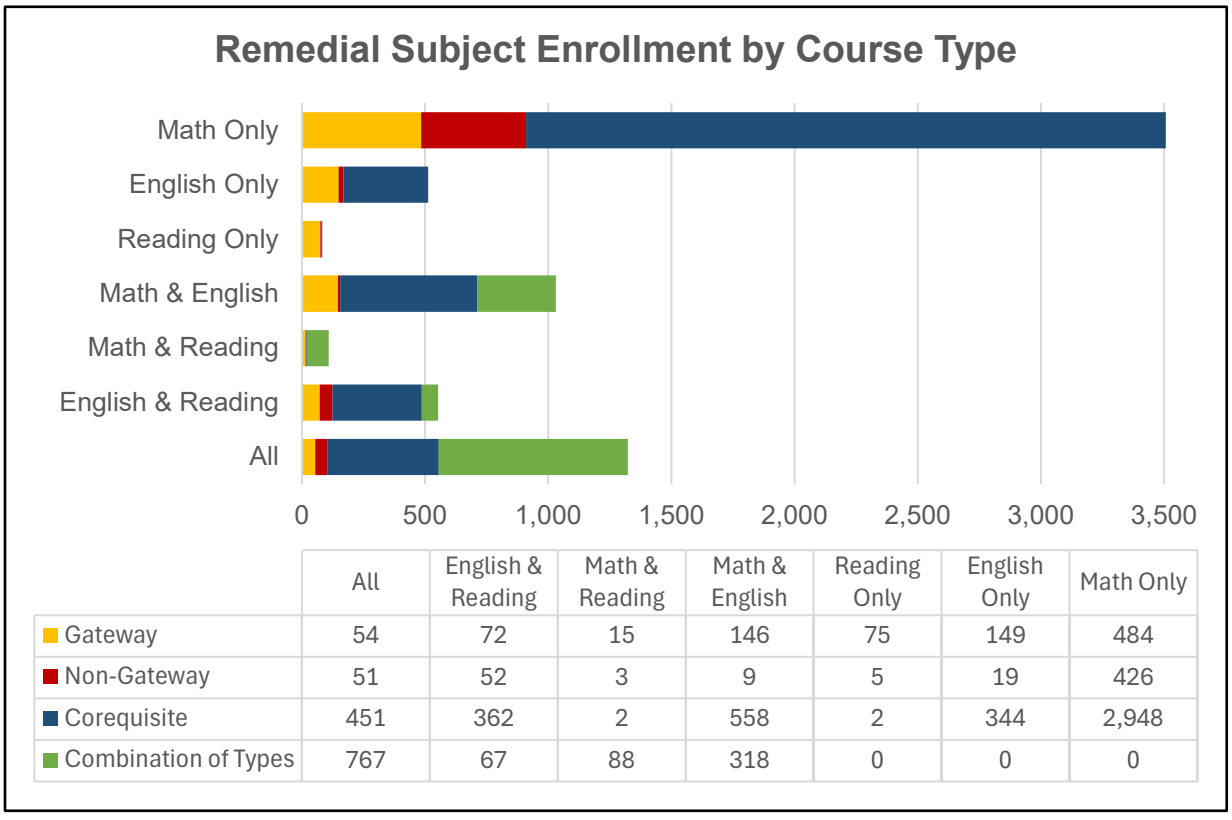
a. What types of remedial courses are offered?
b. Which subject(s) have the highest enrollment?
c. What is the breakdown of subject by race/ethnicity?

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.

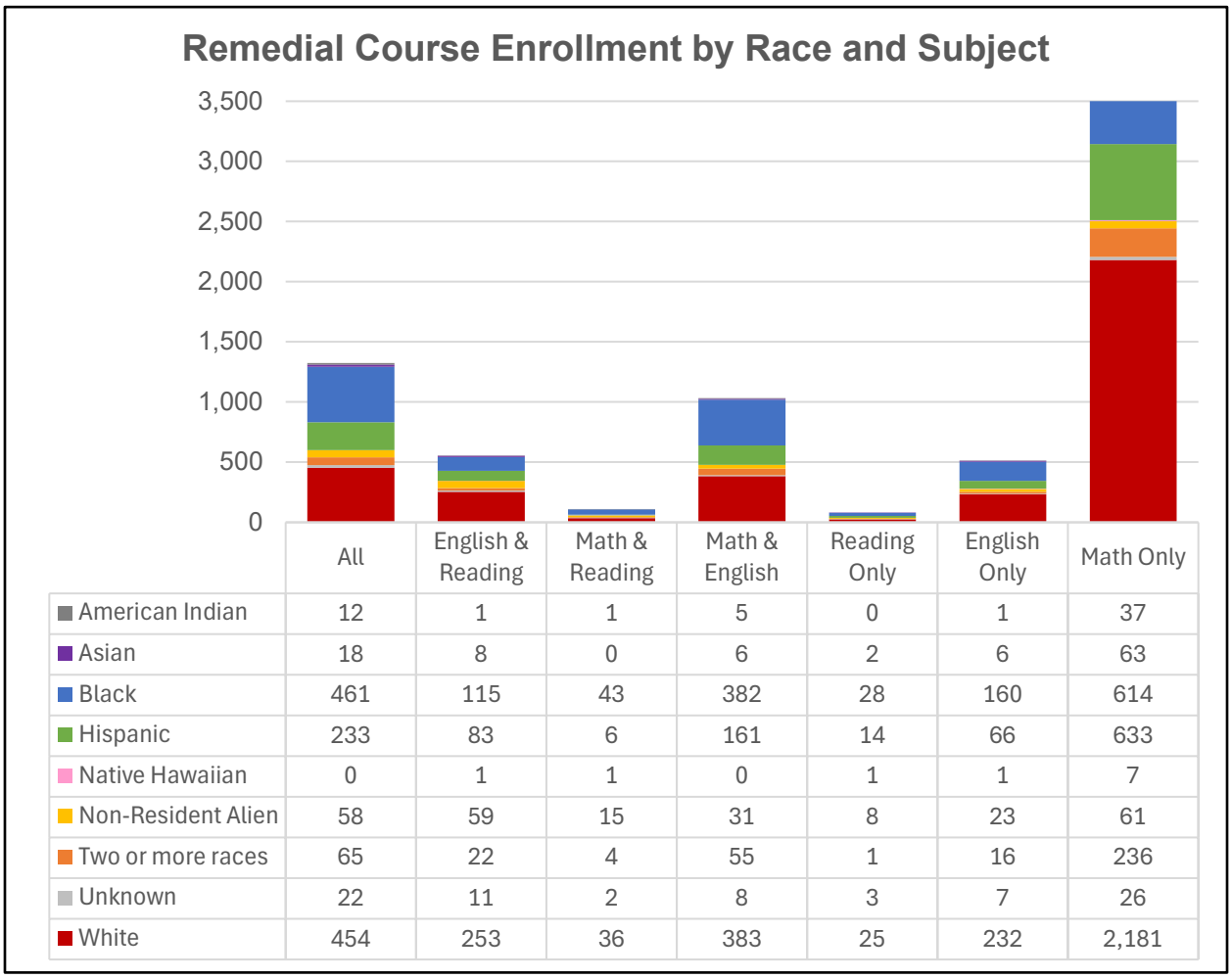
The following chart depicts the breakdown of these different models of remediation. As shown, at 63%, corequisite courses are the dominant model of remediation offered in the state.



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.



	All	English & Reading	Math & Reading	Math & English	Reading Only	English Only	Math Only
Gateway	54	72	15	146	75	149	484
Non-Gateway	51	52	3	9	5	19	426
Corequisite	451	362	2	558	2	344	2,948
Combination of Types	767	67	88	318	0	0	0



	All	English & Reading	Math & Reading	Math & English	Reading Only	English Only	Math Only
American Indian	12	1	1	5	0	1	37
Asian	18	8	0	6	2	6	63
Black	461	115	43	382	28	160	614
Hispanic	233	83	6	161	14	66	633
Native Hawaiian	0	1	1	0	1	1	7
Non-Resident Alien	58	59	15	31	8	23	61
Two or more races	65	22	4	55	1	16	236
Unknown	22	11	2	8	3	7	26
White	454	253	36	383	25	232	2,181

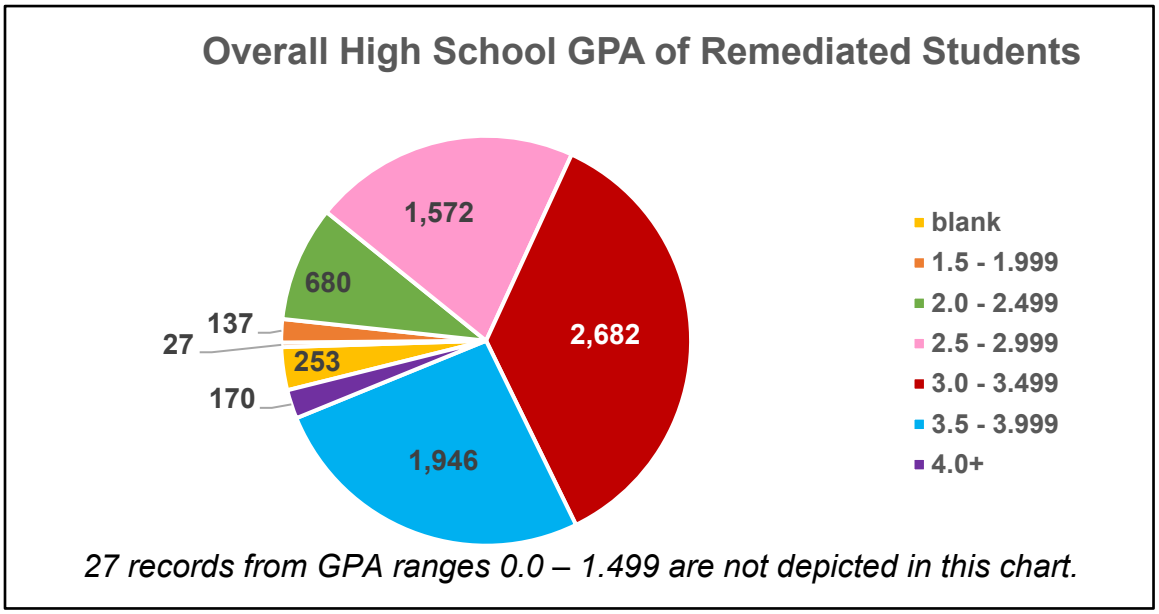
Remedial Placement

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

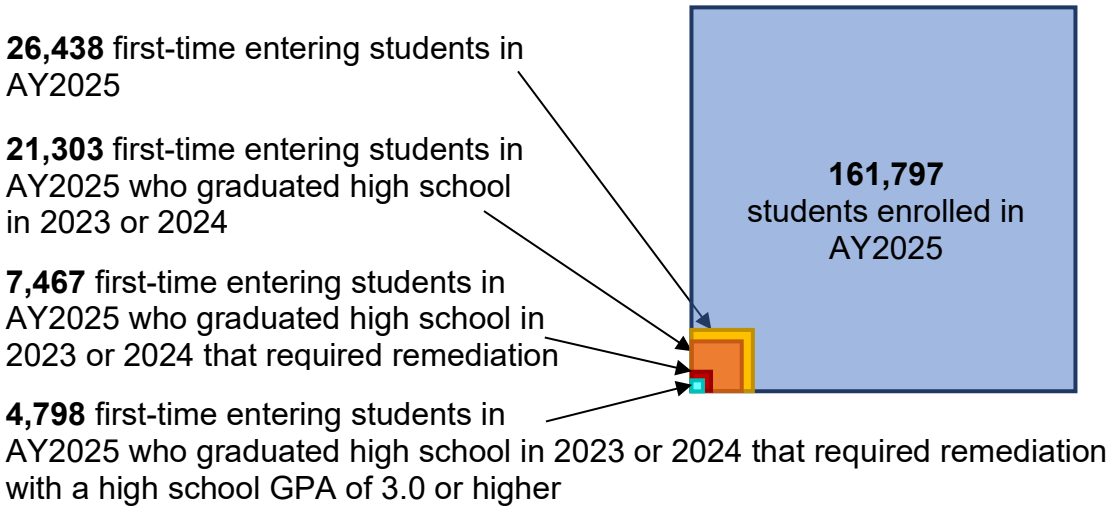
What measures were used to determine placement?

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?

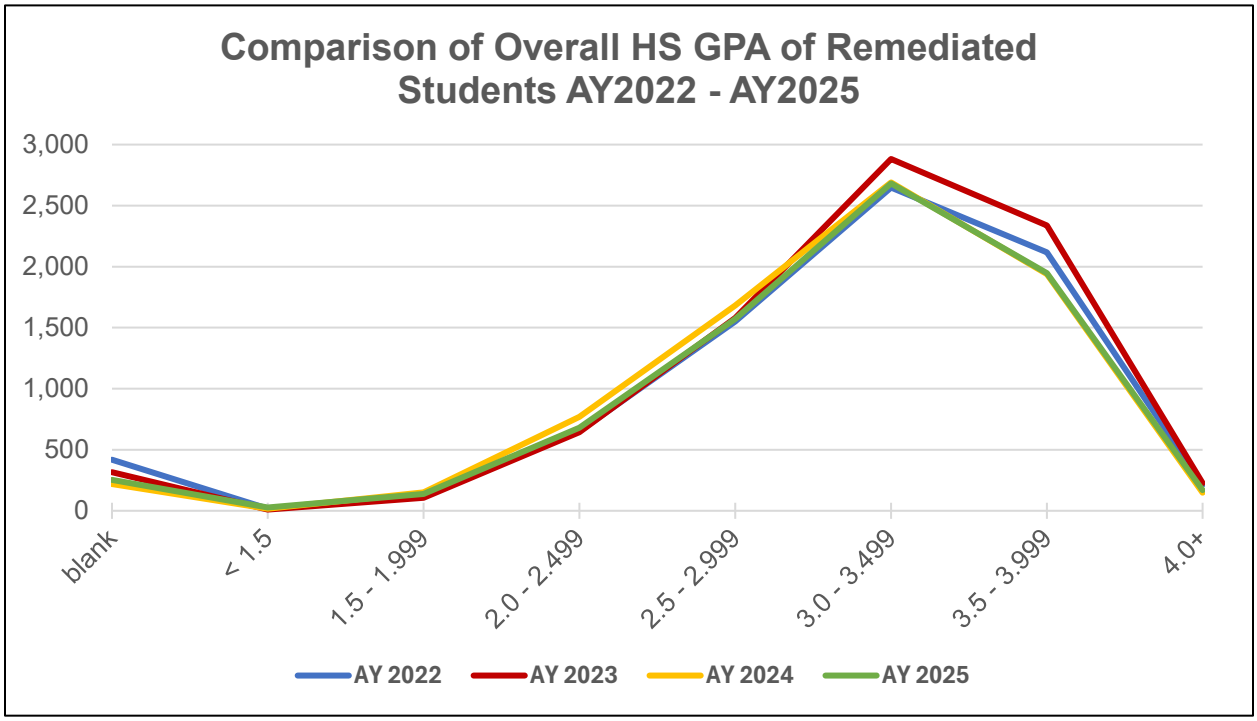
Act 970 of 2009 requires the Arkansas Division of Higher Education to report the number of first-time entering students who require remediation and have a high school GPA of 3.0 or higher. The following pie chart describes the analysis of GPA in ½ point ranges where 4,798 students, or 64%, required remediation and had a high school GPA of 3.0 or higher.



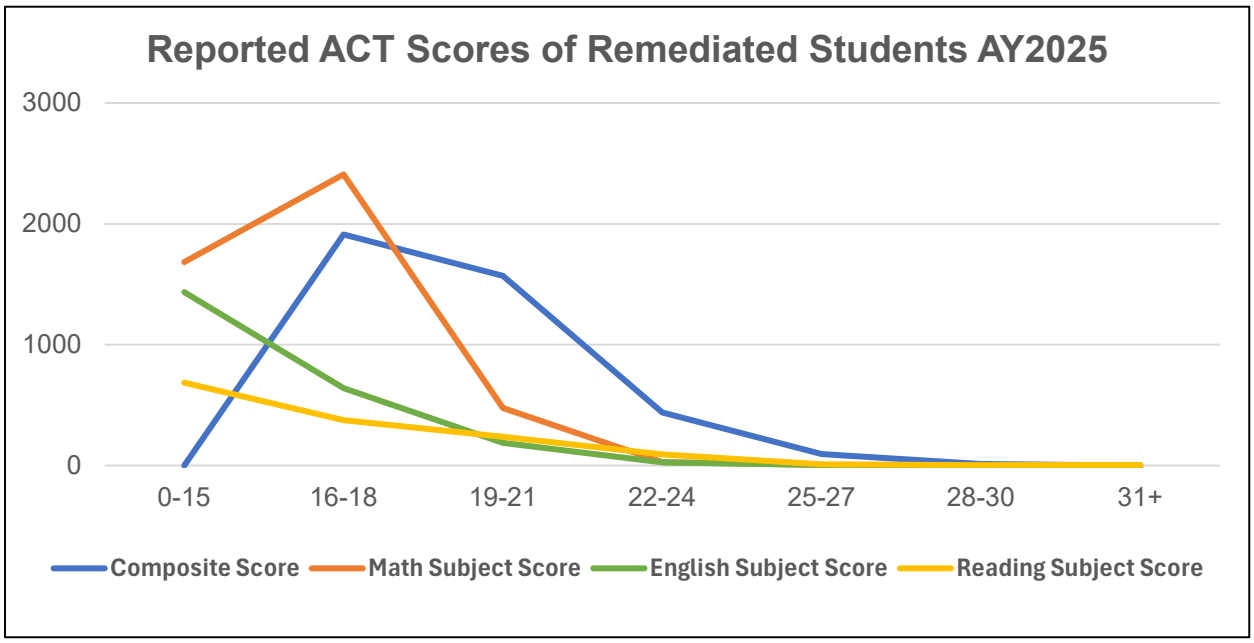
As previously stated, of the 21,303 first-time entering students in AY2025 who graduated high school in 2023 or 2024, 7,467 (35.0%) required remediation. Among those students, 4,798, representing 64.3% of the remediated population, had a high school GPA of 3.0 or higher, accounting for 22.5% of all first-time entering students in AY2025. While this group represents approximately 3.0% of total AY2025 enrollment, both counts and percentages are presented to provide appropriate perspective. Counts illustrate the number of students affected and the potential impact on institutional resources, while percentages contextualize these figures within the size of the cohort, allowing for clearer interpretation of the prevalence of remediation among students who would otherwise be considered academically prepared.



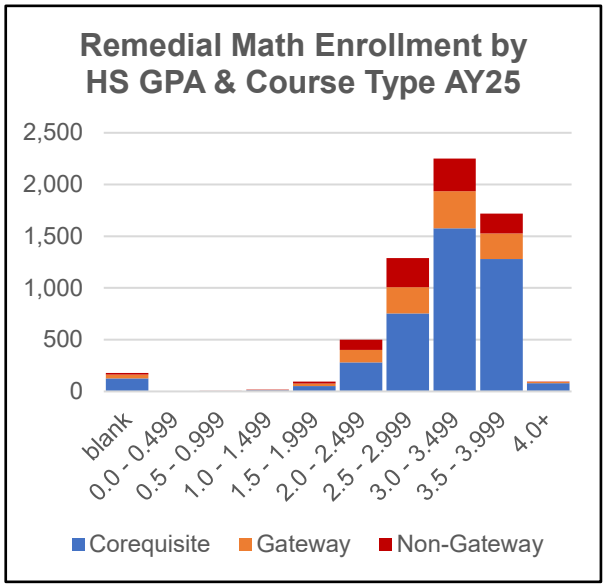
Looking at the past four academic years, the distribution of high school GPA has remained relatively consistent.

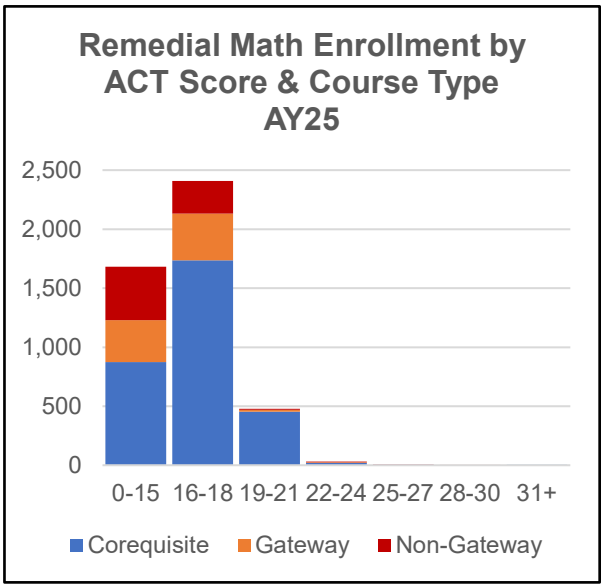


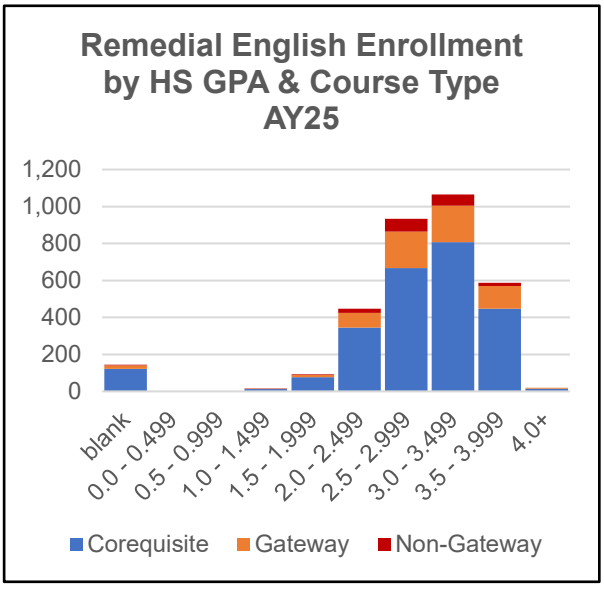
Current policy allows an institution's placement plan to place students based on multiple measures. This includes the use of standardized, normed exams such as the ACT, which is also the most commonly reported and used placement measure. The following line chart shows the ACT score ranges for students 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.

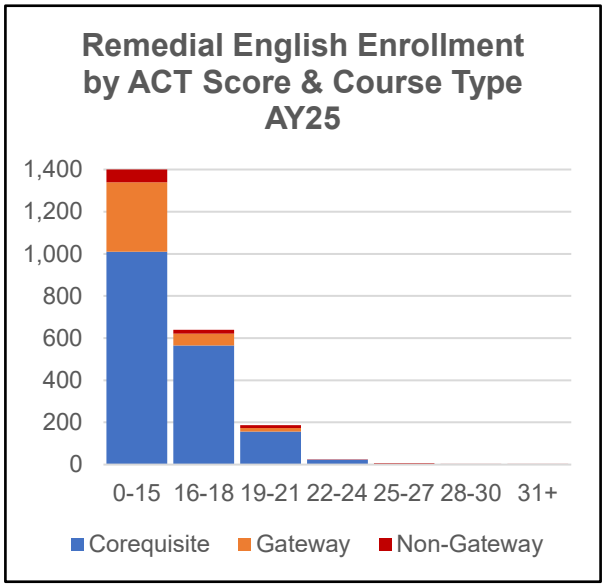


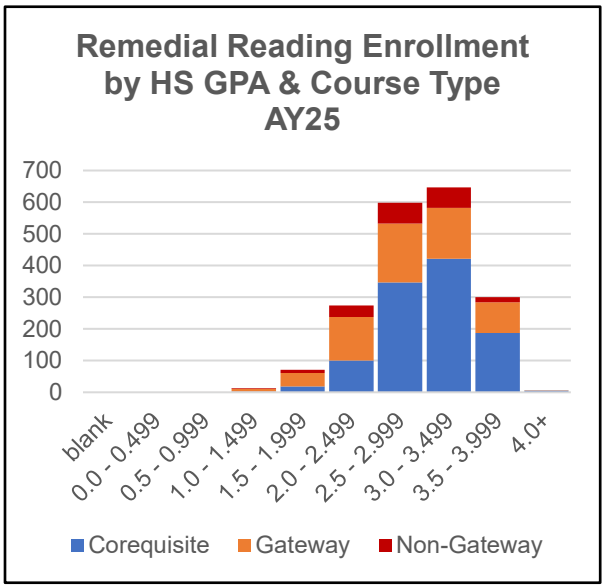
The following six charts show a side-by-side comparison of HS GPA and ACT score for each subject area. These also indicate remediation course type for each subject area.

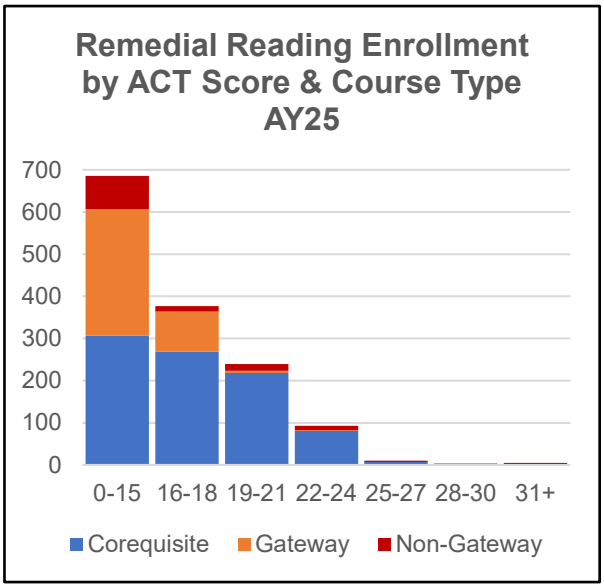












Act 970 of 2009 requires the Arkansas Division of Higher Education to report the number of attempts it takes for a student to pass a postsecondary remedial course. The following table shows an overwhelming majority of students successfully complete remediation coursework on the first attempt.

First Attempt	
Passed in AY25	60.30%
Failed in AY25	30.20%
Second Attempt	
Passed in AY25	3.50%
Failed in AY25	4.60%
Three or More Attempts	
Passed in AY25	0.60%
Failed in AY25	0.90%

Appendix A

This table shows the remediation rate for each institution. **Total Count** = total number of first-time entering, degree seeking students in AY25 who graduated high school in 2023 or 2024. **Remediated Count** = number of first-time entering, degree seeking students in AY25 who graduated high school in 2023 or 2024 and required remediation.

4-Year Universities	Total Count	Remediated Count	Remediated Percent
ASU	1,822	785	43%
ATU	1,103	320	29%
HSU	394	270	69%
SAUM	714	386	54%
UAF	6,665	1,300	20%
UAFS	857	381	44%
UALR	512	254	50%
UAM	474	222	47%
UAPB	400	272	68%
UCA	2,192	413	19%

2-Year Colleges	Total Count	Remediated Count	Remediated Percent
ANC	141	36	26%
ASUB	544	268	49%
ASUMH	239	135	56%
ASUMS	105	54	51%
ASUN	252	64	25%
ASUTR	126	42	33%
BRTC	198	110	56%
CCCUA	204	91	45%
NAC	326	120	37%
NPC	476	335	70%
NWACC	1,189	615	52%
OZC	106	24	23%
PCCUA	145	75	52%
SAC	169	84	50%
SAUT	114	21	18%
SEARK	135	68	50%
UACCB	174	69	40%
UACCHT	145	59	41%
UACCM	392	94	24%
UACCRM	187	39	21%
UAEACC	96	23	24%
UAPTC	707	438	62%

Appendix B

An institution's placement plan includes the use of standardized entrance exams, including ACT, Redesigned SAT, and Accuplacer Next Generation as the most commonly reported to institutions. The table below shows the distribution of reported standardized entrance exams for the 21,303 first-time entering students in AY2025 who graduated high school in 2023 or 2024.

Reported Exam Type	English	Reading	Math
Accuplacer Next Generation	2,870	3,016	3,214
ACT	15,976	15,926	15,568
Aspire	262	173	158
GED College Ready	5	3	5
PSAT	0	0	0
Redesigned SAT	1,998	2,004	2,134
SAT	92	102	124
Other	0	1	0
blank	100	78	100
Total:	21,303	21,303	21,303

Current placement 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 table below shows the distribution of reported standardized entrance exams for the 7,467 first-time entering students in AY2025 who graduated high school in 2023 or 2024 who required remediation.

Reported Exam Type	English	Reading	Math
Accuplacer Next Generation	1,516	1,578	1,589
ACT	5,275	5,268	5,249
Aspire	130	73	60
GED College Ready	3	1	3
PSAT	0	0	0
Redesigned SAT	482	485	498
SAT	37	42	45
Other	0	1	0
blank	24	19	23
Total:	7,467	7,467	7,467

The standardized exams in either table are not necessarily indicative of the placement measure used by the institution to assign students to appropriate coursework.

Appendix C

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 AY2025, or as a concurrent student, and passed with an A, B, C, CR, or S.

Institution	Subject	Fail	Pass	Total	Success Rate
ANC	Math	7	21	28	75.0%
	English	*	*	20	85.0%
	Reading				
ASU	Math	177	178	355	50.1%
	English	64	194	258	75.2%
	Reading	54	162	216	75.0%
ASUB	Math	76	101	177	57.1%
	English	56	114	170	67.1%
	Reading	44	56	100	56.0%
ASUMH	Math	43	28	71	39.4%
	English	22	53	75	70.7%
	Reading	*	*	15	73.3%
ASUMS	Math	34	11	45	24.4%
	English	11	22	33	66.7%
	Reading				
ASUN	Math	7	9	16	56.3%
	English	10	22	32	68.8%
	Reading				
ASUTR	Math	*	*	15	20.0%
	English	*	*	11	27.3%
	Reading	*	*	10	70.0%
ATU	Math	118	132	250	52.8%
	English	38	168	206	81.6%
	Reading				
BRTC	Math	31	28	59	47.5%
	English	26	32	58	55.2%
	Reading	*	*	8	87.5%
CCCUA	Math	10	27	37	73.0%
	English	18	23	41	56.1%
	Reading	*	*	14	71.4%
HSU	Math	108	73	181	40.3%
	English	33	12	45	26.7%
	Reading	17	21	38	55.3%
NAC	Math	23	21	44	47.7%
	English	24	45	69	65.2%
	Reading	18	42	60	70.0%
NPC	Math	138	172	310	55.5%
	English	57	105	162	64.8%
	Reading	13	20	33	60.6%
NWACC	Math	90	89	179	49.7%
	English	112	169	281	60.1%
	Reading	50	113	163	69.3%
OZC	Math	6	8	14	57.1%
	English	*	*	18	83.3%
	Reading				
PCCUA	Math	15	27	42	64.3%
	English	9	27	36	75.0%
	Reading	11	15	26	57.7%

Institution	Subject	Fail	Pass	Total	Success Rate
SAC	Math	40	36	76	47.4%
	English	12	15	27	55.6%
	Reading	*	*	*	80.0%
SAUM	Math	66	149	215	69.3%
	English	60	187	247	75.7%
	Reading	41	29	70	41.4%
SAUT	Math	*	*	12	75.0%
	English	*	*	16	25.0%
	Reading	*	*	11	36.4%
SEARK	Math	10	35	45	77.8%
	English	8	24	32	75.0%
	Reading	*	*	12	75.0%
UACCB	Math	7	20	27	74.1%
	English	11	19	30	63.3%
	Reading				
UACCHT	Math	13	26	39	66.7%
	English	7	20	27	74.1%
	Reading	*	*	10	70.0%
UACCM	Math	19	26	45	57.8%
	English	22	29	51	56.9%
	Reading	*	*	5	20.0%
UACCRM	Math	*	*	7	42.9%
	English	8	14	22	63.6%
	Reading	4	14	18	77.8%
UAEACC	Math	*	*	7	71.4%
	English	*	*	16	25.0%
	Reading	*	*	5	20.0%
UAF	Math	332	947	1,279	74.0%
	English	10	31	41	75.6%
	Reading				
UAFS	Math	91	275	366	75.1%
	English	21	32	53	60.4%
	Reading	12	10	22	45.5%
UALR	Math	72	125	197	63.5%
	English	25	102	127	80.3%
	Reading	29	63	92	68.5%
UAM	Math	117	76	193	39.4%
	English	64	45	109	41.3%
	Reading				
UAPB	Math	18	53	71	74.6%
	English	62	129	191	67.5%
	Reading				
UAPTC	Math	84	172	256	67.2%
	English	132	171	303	56.4%
	Reading	38	61	99	61.6%
UCA	Math	119	253	372	68.0%
	English	55	142	197	72.1%
	Reading	75	78	153	51.0%

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

Subject area not offered; data unavailable

Based on the 21,303 AY2025 first-time entering, degree seeking students who graduated high school in 2023 or 2024.
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 AY2025, or as a concurrent student, and passed with an A, B, C, CR, or S.

Institution	Subject	Fail	Pass	Total	Success Rate
ANC	Math	11	51	62	82.3%
	English	16	61	77	79.2%
	Reading	16	56	72	77.8%
ASU	Math	154	588	742	79.2%
	English	166	696	862	80.7%
	Reading	168	961	1,129	85.1%
ASUB	Math	66	164	230	71.3%
	English	55	217	272	79.8%
	Reading	42	222	264	84.1%
ASUMH	Math	28	54	82	65.9%
	English	13	93	106	87.7%
	Reading	23	98	121	81.0%
ASUMS	Math	16	20	36	55.6%
	English	6	49	55	89.1%
	Reading	23	41	64	64.1%
ASUN	Math	50	129	179	72.1%
	English	26	82	108	75.9%
	Reading	20	94	114	82.5%
ASUTR	Math	21	16	37	43.2%
	English	24	48	72	66.7%
	Reading	20	57	77	74.0%
ATU	Math	132	514	646	79.6%
	English	98	601	699	86.0%
	Reading	118	523	641	81.6%
BRTC	Math	10	31	41	75.6%
	English	25	76	101	75.2%
	Reading	31	67	98	68.4%
CCCUA	Math	11	58	69	84.1%
	English	20	73	93	78.5%
	Reading	21	75	96	78.1%
HSU	Math	24	54	78	69.2%
	English	109	205	314	65.3%
	Reading	85	221	306	72.2%
NAC	Math	69	96	165	58.2%
	English	43	91	134	67.9%
	Reading	29	103	132	78.0%
NPC	Math	21	75	96	78.1%
	English	58	143	201	71.1%
	Reading	70	243	313	77.6%
NWACC	Math	148	263	411	64.0%
	English	123	469	592	79.2%
	Reading	149	499	648	77.0%
OZC	Math	11	36	47	76.6%
	English	11	53	64	82.8%
	Reading	5	42	47	89.4%
PCCUA	Math	*	*	35	91.4%
	English	*	*	47	93.6%
	Reading	7	42	49	85.7%
SAC	Math	14	47	61	77.0%
	English	14	54	68	79.4%
	Reading	13	78	91	85.7%
SAUM	Math	18	230	248	92.7%
	English	21	269	290	92.8%
	Reading	65	442	507	87.2%
SAUT	Math	9	43	52	82.7%
	English	19	38	57	66.7%
	Reading	9	37	46	80.4%
SEARK	Math	8	14	22	63.6%
	English	8	22	30	73.3%
	Reading	*	*	35	97.1%
UACCB	Math	11	40	51	78.4%
	English	21	64	85	75.3%
	Reading	21	79	100	79.0%
UACCHT	Math	7	26	33	78.8%
	English	14	37	51	72.5%
	Reading	8	46	54	85.2%
UACCM	Math	55	169	224	75.4%
	English	71	200	271	73.8%
	Reading	82	171	253	67.6%
UACCRM	Math	22	97	119	81.5%
	English	25	87	112	77.7%
	Reading	18	110	128	85.9%
UAEACC	Math	16	35	51	68.6%
	English	17	43	60	71.7%
	Reading	10	34	44	77.3%
UAF	Math	479	3,745	4,224	88.7%
	English	259	2,921	3,180	91.9%
	Reading	385	4,034	4,419	91.3%
UAFS	Math	71	305	376	81.1%
	English	150	583	733	79.5%
	Reading	140	426	566	75.3%
UALR	Math	52	196	248	79.0%
	English	51	253	304	83.2%
	Reading	98	214	312	68.6%
UAM	Math	46	161	207	77.8%
	English	49	183	232	78.9%
	Reading	74	211	285	74.0%
UAPB	Math	19	116	135	85.9%
	English	16	110	126	87.3%
	Reading	69	131	200	65.5%
UAPTC	Math	46	141	187	75.4%
	English	42	164	206	79.6%
	Reading	69	201	270	74.4%
UCA	Math	310	1,010	1,320	76.5%
	English	234	1,187	1,421	83.5%
	Reading	301	1,169	1,470	79.5%

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

Based on the 21,303 AY2025 first-time entering, degree seeking students who graduated high school in 2023 or 2024.
Course subjects identified by AHEIS Credit Course File CIP Code fields.

Appendix D

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	Math Course Placement Level	Fail	Pass	Total	Placement Success Rate
ANC	College	11	51	62	82.3%
	Remedial	6	22	28	78.6%
	Overall	17	73	90	81.1%
ASU	College	157	587	744	78.9%
	Remedial	335	331	666	49.7%
	Overall	492	918	1,410	65.1%
ASUB	College	70	165	235	70.2%
	Remedial	71	132	203	65.0%
	Overall	141	297	438	67.8%
ASUMH	College	29	54	83	65.1%
	Remedial	26	77	103	74.8%
	Overall	55	131	186	70.4%
ASUMS	College	19	21	40	52.5%
	Remedial	29	14	43	32.6%
	Overall	48	35	83	42.2%
ASUN	College	23	121	144	84.0%
	Remedial	14	22	36	61.1%
	Overall	37	143	180	79.4%
ASUTR	College	22	21	43	48.8%
	Remedial	15	10	25	40.0%
	Overall	37	31	68	45.6%
ATU	College	135	515	650	79.2%
	Remedial	98	153	251	61.0%
	Overall	233	668	901	74.1%
BRTC	College	10	32	42	76.2%
	Remedial	43	40	83	48.2%
	Overall	53	72	125	57.6%
CCCUA	College	10	58	68	85.3%
	Remedial	14	46	60	76.7%
	Overall	24	104	128	81.3%
HSU	College	24	55	79	69.6%
	Remedial	137	130	267	48.7%
	Overall	161	185	346	53.5%
NAC	College	70	100	170	58.8%
	Remedial	25	22	47	46.8%
	Overall	95	122	217	56.2%
NPC	College	22	75	97	77.3%
	Remedial	135	184	319	57.7%
	Overall	157	259	416	62.3%
NWACC	College	159	270	429	62.9%
	Remedial	230	288	518	55.6%
	Overall	389	558	947	58.9%
OZC	College	*	*	47	76.6%
	Remedial	*	*	14	78.6%
	Overall	14	47	61	77.0%
PCCUA	College	*	*	37	89.2%
	Remedial	*	*	66	77.3%
	Overall	19	84	103	81.6%
SAC	College	17	50	67	74.6%
	Remedial	35	38	73	52.1%
	Overall	52	88	140	62.9%
SAUM	College	19	234	253	92.5%
	Remedial	96	248	344	72.1%
	Overall	115	482	597	80.7%
SAUT	College	*	*	48	85.4%
	Remedial	*	*	11	81.8%
	Overall	9	50	59	84.7%
SEARK	College	11	25	36	69.4%
	Remedial	13	48	61	78.7%
	Overall	24	73	97	75.3%
UACCB	College	13	48	61	78.7%
	Remedial	18	38	56	67.9%
	Overall	31	86	117	73.5%
UACCHT	College	7	26	33	78.8%
	Remedial	14	29	43	67.4%
	Overall	21	55	76	72.4%
UACCM	College	57	172	229	75.1%
	Remedial	24	34	58	58.6%
	Overall	81	206	287	71.8%
UACCRM	College	*	*	119	81.5%
	Remedial	*	*	24	91.7%
	Overall	24	119	143	83.2%
UAEACC	College	16	37	53	69.8%
	Remedial	5	11	16	68.8%
	Overall	21	48	69	69.6%
UAF	College	485	3,758	4,243	88.6%
	Remedial	328	951	1279	74.4%
	Overall	813	4,709	5,522	85.3%
UAFS	College	72	310	382	81.2%
	Remedial	90	271	361	75.1%
	Overall	162	581	743	78.2%
UALR	College	53	201	254	79.1%
	Remedial	59	153	212	72.2%
	Overall	112	354	466	76.0%
UAM	College	48	165	213	77.5%
	Remedial	102	94	196	48.0%
	Overall	150	259	409	63.3%
UAPB	College	16	113	129	87.6%
	Remedial	47	148	195	75.9%
	Overall	63	261	324	80.6%
UAPTC	College	46	144	190	75.8%
	Remedial	125	204	329	62.0%
	Overall	171	348	519	67.1%
UCA	College	307	970	1,277	76.0%
	Remedial	119	254	373	68.1%
	Overall	426	1,224	1,650	74.2%

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

Based on the 21,303 AY2025 first-time entering, degree seeking students who graduated high school in 2023 or 2024.

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	English Course Placement Level	Fail	Pass	Total	Placement Success Rate
ANC	College	*	*	79	78.5%
	Remedial	*	*	21	90.5%
	Overall	19	81	100	81.0%
ASU	College	159	707	866	81.6%
	Remedial	99	358	457	78.3%
	Overall	258	1,065	1,323	80.5%
ASUB	College	59	217	276	78.6%
	Remedial	40	129	169	76.3%
	Overall	99	346	445	77.8%
ASUMH	College	13	94	107	87.9%
	Remedial	19	68	87	78.2%
	Overall	32	162	194	83.5%
ASUMS	College	5	50	55	90.9%
	Remedial	12	22	34	64.7%
	Overall	17	72	89	80.9%
ASUN	College	27	83	110	75.5%
	Remedial	19	25	44	56.8%
	Overall	46	108	154	70.1%
ASUTR	College	25	50	75	66.7%
	Remedial	10	5	15	33.3%
	Overall	35	55	90	61.1%
ATU	College	96	530	626	84.7%
	Remedial	37	169	206	82.0%
	Overall	133	699	832	84.0%
BRTC	College	15	69	84	82.1%
	Remedial	39	37	76	48.7%
	Overall	54	106	160	66.3%
CCCUA	College	20	74	94	78.7%
	Remedial	20	44	64	68.8%
	Overall	40	118	158	74.7%
HSU	College	105	214	319	67.1%
	Remedial	19	27	46	58.7%
	Overall	124	241	365	66.0%
NAC	College	44	90	134	67.2%
	Remedial	40	58	98	59.2%
	Overall	84	148	232	63.8%
NPC	College	57	147	204	72.1%
	Remedial	67	112	179	62.6%
	Overall	124	259	383	67.6%
NWACC	College	132	482	614	78.5%
	Remedial	99	203	302	67.2%
	Overall	231	685	916	74.8%
OZC	College	*	*	64	82.8%
	Remedial	*	*	18	83.3%
	Overall	14	68	82	82.9%
PCCUA	College	4	47	51	92.2%
	Remedial	10	46	56	82.1%
	Overall	14	93	107	86.9%
SAC	College	17	56	73	76.7%
	Remedial	12	12	24	50.0%
	Overall	29	68	97	70.1%
SAUM	College	32	269	301	89.4%
	Remedial	55	211	266	79.3%
	Overall	87	480	567	84.7%
SAUT	College	19	38	57	66.7%
	Remedial	11	6	17	35.3%
	Overall	30	44	74	59.5%
SEARK	College	11	33	44	75.0%
	Remedial	13	46	59	78.0%
	Overall	24	79	103	76.7%
UACCB	College	22	69	91	75.8%
	Remedial	11	24	35	68.6%
	Overall	33	93	126	73.8%
UACCHT	College	14	37	51	72.5%
	Remedial	11	33	44	75.0%
	Overall	25	70	95	73.7%
UACCM	College	66	186	252	73.8%
	Remedial	26	39	65	60.0%
	Overall	92	225	317	71.0%
UACCRM	College	25	87	112	77.7%
	Remedial	8	15	23	65.2%
	Overall	33	102	135	75.6%
UAEACC	College	*	*	60	73.3%
	Remedial	*	*	17	11.8%
	Overall	31	46	77	59.7%
UAF	College	262	2,957	3,219	91.9%
	Remedial	7	36	43	83.7%
	Overall	269	2,993	3,262	91.8%
UAFS	College	137	594	731	81.3%
	Remedial	18	37	55	67.3%
	Overall	155	631	786	80.3%
UALR	College	45	248	293	84.6%
	Remedial	12	117	129	90.7%
	Overall	57	365	422	86.5%
UAM	College	49	180	229	78.6%
	Remedial	51	57	108	52.8%
	Overall	100	237	337	70.3%
UAPB	College	9	75	84	89.3%
	Remedial	37	206	243	84.8%
	Overall	46	281	327	85.9%
UAPTC	College	43	169	212	79.7%
	Remedial	119	191	310	61.6%
	Overall	162	360	522	69.0%
UCA	College	216	1,210	1,426	84.9%
	Remedial	91	185	276	67.0%
	Overall	307	1,395	1,702	82.0%

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

Based on the 21,303 AY2025 first-time entering, degree seeking students who graduated high school in 2023 or 2024.

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	Reading Course Placement Level	Fail	Pass	Total	Placement Success Rate
ANC	College	16	60	76	78.9%
	Remedial				
	Overall	16	60	76	78.9%
ASU	College	153	1,015	1,168	86.9%
	Remedial	64	317	381	83.2%
	Overall	217	1,332	1,549	86.0%
ASUB	College	44	233	277	84.1%
	Remedial	38	127	165	77.0%
	Overall	82	360	442	81.4%
ASUMH	College	20	102	122	83.6%
	Remedial	14	37	51	72.5%
	Overall	34	139	173	80.3%
ASUMS	College	20	47	67	70.1%
	Remedial				
	Overall	20	47	67	70.1%
ASUN	College	22	99	121	81.8%
	Remedial				
	Overall	22	99	121	81.8%
ASUTR	College	19	60	79	75.9%
	Remedial	6	14	20	70.0%
	Overall	25	74	99	74.7%
ATU	College	113	549	662	82.9%
	Remedial				
	Overall	113	549	662	82.9%
BRTC	College	30	67	97	69.1%
	Remedial	14	28	42	66.7%
	Overall	44	95	139	68.3%
CCCUA	College	21	78	99	78.8%
	Remedial	10	17	27	63.0%
	Overall	31	95	126	75.4%
HSU	College	76	233	309	75.4%
	Remedial	15	32	47	68.1%
	Overall	91	265	356	74.4%
NAC	College	27	110	137	80.3%
	Remedial	37	59	96	61.5%
	Overall	64	169	233	72.5%
NPC	College	69	253	322	78.6%
	Remedial	16	18	34	52.9%
	Overall	85	271	356	76.1%
NWACC	College	142	541	683	79.2%
	Remedial	87	172	259	66.4%
	Overall	229	713	942	75.7%
OZC	College	*	*	47	89.4%
	Remedial				
	Overall	*	*	47	89.4%
PCCUA	College	9	45	54	83.3%
	Remedial	6	36	42	85.7%
	Overall	15	81	96	84.4%

Institution	Reading Course Placement Level	Fail	Pass	Total	Placement Success Rate
SAC	College	13	80	93	86.0%
	Remedial	9	14	23	60.9%
	Overall	22	94	116	81.0%
SAUM	College	71	456	527	86.5%
	Remedial	13	65	78	83.3%
	Overall	84	521	605	86.1%
SAUT	College	*	*	46	80.4%
	Remedial	*	*	16	31.3%
	Overall	20	42	62	67.7%
SEARK	College	7	46	53	86.8%
	Remedial	9	38	47	80.9%
	Overall	16	84	100	84.0%
UACCB	College	25	82	107	76.6%
	Remedial				
	Overall	25	82	107	76.6%
UACCHT	College	7	47	54	87.0%
	Remedial	7	22	29	75.9%
	Overall	14	69	83	83.1%
UACCM	College	76	182	258	70.5%
	Remedial	6	8	14	57.1%
	Overall	82	190	272	69.9%
UACCRM	College	15	115	130	88.5%
	Remedial	8	14	22	63.6%
	Overall	23	129	152	84.9%
UAEACC	College	*	*	45	77.8%
	Remedial	*	*	16	12.5%
	Overall	24	37	61	60.7%
UAF	College	334	4,117	4,451	92.5%
	Remedial				
	Overall	334	4,117	4,451	92.5%
UAFS	College	135	450	585	76.9%
	Remedial	9	29	38	76.3%
	Overall	144	479	623	76.9%
UALR	College	95	233	328	71.0%
	Remedial	12	108	120	90.0%
	Overall	107	341	448	76.1%
UAM	College	71	216	287	75.3%
	Remedial				
	Overall	71	216	287	75.3%
UAPB	College	64	143	207	69.1%
	Remedial				
	Overall	64	143	207	69.1%
UAPTC	College	66	214	280	76.4%
	Remedial	57	164	221	74.2%
	Overall	123	378	501	75.4%
UCA	College	273	1,226	1,499	81.8%
	Remedial	89	177	266	66.5%
	Overall	362	1,403	1,765	79.5%

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

Subject area not offered; data unavailable

Based on the 21,303 AY2024 first-time entering, degree seeking students who graduated high school in 2023 or 2024.