

*Oklahoma State System
of
Higher Education*



**ANNUAL
STUDENT
REMEDICATION
REPORT**

February 10, 2005

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Oklahoma State Regents for Higher Education

ANNUAL STUDENT REMEDIATION REPORT 2003-2004

Executive Summary

BACKGROUND:

- In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the 13th annual student remediation report.
- Remedial education is not a recent phenomenon in higher education. As early as the 17th century, Harvard College provided remedial instruction for inadequately prepared students. In 1849, the University of Wisconsin established the first preparatory program for students with inadequate preparation. Remedial education was needed when World War II veterans came to college, and for first-generation college students who gained access to higher education due to the Civil Rights Act of 1964.
- Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need remediation.
- The widespread need for college remediation has brought about efforts to prepare students while still in high school. National and regional studies report approximately one-third of new freshmen enroll in remedial courses, and states with mandatory assessment and placement programs, such as Oklahoma, report higher remediation rates.
- Nationally, little change in the number of students enrolled in remedial courses has taken place in the last few years. Community colleges report the greatest percentage of remediation, with mathematics being the most cited area of deficiency.
- Current debate about remedial education incorrectly assumes that remediation is proportionately taught among all colleges and universities. In fact, 60 percent of all remediation is conducted by community colleges nationally. Oklahoma community colleges have over 77 percent of the State System's remedial enrollments.
- Financial costs of remediation are being addressed in different ways by various states, with some requiring additional fees from the remediated student. Others have proposed that the remediation costs be borne by the secondary schools that graduated the student needing remediation. Nationally, remediation costs are less than 1 percent of the total public higher education budget.
- Oklahoma students pay more for remedial courses at State System institutions. Those remedial fees, set by the individual institution, generated \$2.4 million in 2003-04.

OKLAHOMA INITIATIVES:

- The State Regents, in addition to managing the costs of remedial education, have taken multiple initiatives to reduce remediation, among them: enhanced teacher preparation, increased standards for college preparation, establishing better communication with and feedback to Oklahoma high schools,

and facilitating cooperation between various state education entities to increase the number of students who go to college directly from high school.

- Reports by *Education Week* and the National Center for Public Policy and Higher Education cited Oklahoma for efforts to improve teacher quality, standards and accountability and the proportion of students taking upper-level math and science course in high school.
- Oklahoma public institutions report that remediation has resulted in significant improvement in student success.

FINDINGS:

In 2003-04:

- 43,823 students enrolled in remedial courses:
 - 3.2 percent (1,414 students) at the research universities
 - 18.9 percent (8,303 students) at the regional universities
 - 77.8 percent (34,106 students) at the community colleges
- Of fall 2003 first-time freshmen, 37.4 percent enrolled in remedial courses.
- Of freshmen who did not meet the State Regents' 15-unit high school core curriculum, 48.2 percent enrolled in remedial courses, compared to 22.8 percent of freshmen who completed the high school core curriculum.
- Remediation by subject for fall 2003 first-time freshmen was as follows:
 - 32.1 percent mathematics
 - 16.6 percent English
 - 5.9 percent reading
 - 1.7 percent science
- From fall 1996 to fall 2003, the percentage of freshmen with an ACT score below 19 decreased:
 - English, from 22.4 to 21.0 percent
 - Science, from 17.3 to 16.4 percent
- From fall 1996 to fall 2003, the percentage of freshmen with an ACT score below 19 increased in mathematics, from 26.7 to 28.0 percent.
- From 1996-97 to 2003-04, the remediation rate for first-time freshmen direct from Oklahoma high schools decreased from 36.3 percent to 35.0 percent. This is lower than the 37.4 percent for all first-time freshmen.
- Older freshmen require more remediation. During the 2003-04 academic year, a higher percentage of first-time freshmen 21 years of age and older (44.5 percent) enrolled in remedial courses than freshmen less than 21 years of age (34.8 percent).
- In 2003-04, Oklahoma State System institutions generated \$2.4 million from student-paid remedial course fees.

CONCLUSIONS:

- Math remediation continues to improve, decreasing 0.7 of a percentage point from last year. New high school graduation requirements of additional mathematics (beginning with the 2003 class) may reduce future remediation rates.

- The number of adults (students 21 and over) is at an all time high and their remediation rate is the highest in eight years. More students attending college due to the economic downturn may account for many under-prepared adults who need brushing up on their academic skills.
- Community colleges continue to be the primary source of remediation in the State System. This is consistent with the community college's mission.
- Students enrolling directly from high school (17 to 20 year-olds) are less likely to need remediation than older students (34.8 and 44.5 percent, respectively). Those students graduating directly from Oklahoma high schools have a remediation rate of 35.0 percent.
- The financial costs associated with remediation are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from falling levels of degree attainment to employment in low paying jobs.
- Remedial coursework enables underprepared high school students to learn the value of achievement while acquiring the skills necessary to succeed in college-level work, and benefits adult students who seek retraining at colleges and universities in their local communities.

Oklahoma State Regents for Higher Education

ANNUAL STUDENT REMEDIATION REPORT

2003-04

INTRODUCTION

In 1991, the State Regents adopted and implemented the "Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability," which requires Oklahoma's public higher education institutions to administer comprehensive assessment programs. The policy was modified in 1993, with remediation made mandatory for under-prepared students and requires institutions to use an ACT score of 19 in the subject areas of English, mathematics, science reasoning, and reading as the "first cut" in determining whether a student needs remediation. Students scoring below 19 in an ACT subject area must either enroll in a remedial course or undergo secondary assessment. Students who score below the designated levels on these secondary tests must successfully complete remedial courses.

This is the 13th annual student remediation report. This report describes remedial activity during the 2003-04 academic year and provides comparisons to previous years.

BACKGROUND

Remedial education is not a recent phenomenon in higher education. As early as the 17th century, Harvard College provided remedial instruction for inadequately prepared students. In 1849, the University of Wisconsin established the first preparatory program for students with inadequate preparation in reading, writing, and arithmetic. The program remediated students so they could succeed in the university's agricultural and mechanical science degree programs. The generation of World War II veterans who entered colleges and universities on the G.I. Bill required remedial coursework to refresh their skills. Students, who for the first time gained access to higher education because of the passage of the Civil Rights Act of 1964 and the Higher Education Act of 1965, created increased demands for remedial coursework (Institute for Higher Education Policy (IHEP), 1998). The National Center for Education Statistics (NCES) reports that, in fall 2000, 98 percent of public two-year and 80 percent of public four-year institutions offered remedial reading, writing, or mathematics courses (NCES, 2003).

Quick Facts

Nationally, who is taking remedial classes?

- Over 80 percent are U.S. citizens.
- Majority are white; however, minority groups are overrepresented.
- One in five is married.
- Two in five receive some form of financial aid.
- One in 10 is a veteran.
- One in three works 35 hours or more per week.
- Three in five are 24 years old or younger.

-Boylan, 1999

- Despite an increase in student enrollment from 1989 to 1995, the number of incoming freshmen requiring remediation remained roughly the same.
- 66 percent completed their remedial course.
- 45 percent who took two remedial courses achieved at least an associate degree.
- 35 percent who took five or more remedial courses earned at least an associate degree.

-NCES, 1996

- The percentage of students needing remediation in two-year colleges has not changed significantly across the United States in at least two decades.

-Roueche and Roueche, 1999

- Students with a reading deficiency are at a greater disadvantage than those with a math deficiency.

-McCabe, 2000

"As higher education continues to educate an ever-growing proportion of the population, including older students returning to college, there is every reason to conclude that remediation will continue to be a function of colleges and universities" (IHEP, 1998, p. vi).

Burgeoning technologies and changing populations are playing roles in the number of students needing remediation. Rapidly changing job needs drive the demand for workers with more education. Computer skills are being required for jobs that previously called for no education beyond high school. Almost half of all workers report that as job skills change, they are forced to acquire more training to keep the jobs they have. According to the NCES, 31 percent of all entering freshmen who took a remedial class in 1992-93 were 19 years or younger, while 46 percent were over 22 years of age (NCES, 1996). A combination of higher birthrates among minorities and immigrants plus expanded opportunities are creating increased enrollments in higher education for first-generation students. These students tend to be less prepared. Minorities and immigrants are overrepresented among those who need remediation (McCabe, 2000).

Quick Facts

What are the deficiencies?

- Of those students requiring remedial work:
 - ✓ 62 percent of remedial education students are deficient in mathematics
 - ✓ 37.7 percent in reading
 - ✓ 44.6 percent in writing
- In community colleges nationally, 41 percent of entering students are underprepared in at least one of the basic skills:
 - ✓ reading, 20 percent
 - ✓ writing, 25 percent
 - ✓ mathematics, 34 percent

-McCabe, 2000

The apparent widespread need for college remediation of recent high school graduates concerns policymakers, business leaders, and educators. A survey of professors, college officials, and business leaders found that all three groups agreed *“that too many students are taking remedial classes in college because of poor preparation”* (Trombley, 1999). Four studies by the Southern Regional Education Board (SREB) (1991, 1997, 1998, 2000) and three NCES studies (1991, 1996, and 2003) reported that approximately one-third of new freshmen in public institutions enroll in remedial courses. However, the SREB studies found that states with mandatory assessment and placement programs, such as Oklahoma, reported higher percentages of students enrolled in remedial courses. *“As standards are established, remedial rates rise initially - sometimes substantially”* (SREB, 2000, p. 9). These standards and their application vary from state to state.

Quick Facts

Summary of State Remediation Policies

- 27 states have mandated remediation policies.
- 49 states fund remediation through student contributions.
- 23 states use ACT/SAT exams for placement.
- 27 states use institutional exams for placement.
- 41 states permit remedial courses concurrent with college-level courses.
- 39 states permit financial aid to be used for remedial courses.
- 14 states have a time limit for completion of remedial coursework.
- 29 states track the percentage of students who enroll in remedial courses.

-ECS, 2002

- Nationally, of the two-year public institutions, 97 percent offer remedial courses in mathematics, 96 percent in remedial writing, and 96 percent in remedial reading.
- Of the four-year public institutions, 78 percent offer remedial courses in mathematics, 67 percent in remedial writing and 49 percent in reading.
- Of the two-year institutions that offered at least one remedial course in fall 2000, 37 percent offered remedial courses in academic subject areas other than reading, writing, or mathematics, compared to 15 percent of four-year public institutions. These courses include science, English as a second language, study skills, and basic computer skills.

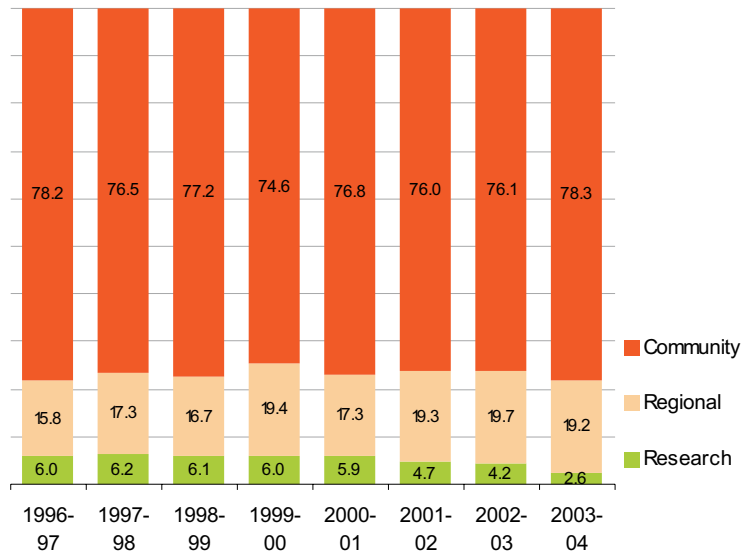
-NCES, 2003

A State Higher Education Executive Officers (SHEEO) policy study reported that at least seven states (Arkansas, Georgia, Nevada, New York, Oklahoma, South Dakota, and West Virginia) require placement of all freshmen (Crowe, 1998). Among SREB states, Oklahoma is one of nine with statewide standards, while

seven states rely on institutional policies. Arkansas, Oklahoma, Tennessee, and West Virginia require a minimum ACT score of 19 before students can enroll in college-level courses.

The current debate about remedial education incorrectly assumes that remediation is proportionately spread out among all levels of institutions. The SREB reports that, nationally, 60 percent of remediation enrollments are at the community college level (SREB, 2000). In Oklahoma, the percentage is over 77 percent. Nationally, 95 percent of community colleges offered remedial education (McCabe, 2000). NCES reports that, in 2000, 98 percent of public two-year colleges offered remediation courses compared with 80 percent of public four-year institutions (NCES, 2003).

Percentage of Remediation Enrollments in Oklahoma Higher Education



In their latest national survey on remediation, the NCES also reports that remedial course delivery methods are changing. In fall 1995, 6 percent of public two-year institutions and 4 percent of public four-year institutions offered remedial courses through distance education. These percentages increased to 25 percent for public two-year institutions and 8 percent for public four-year institutions in fall 2000.

Nationally, of the types of distance education used by public and private institutions to deliver remedial courses, 64 percent used email and Web-based courses, 26 percent used two-way interactive video, 27 percent used one-way prerecorded video, and 25 percent used internet-based computer conferencing or relay chat (NCES, 2003). In Oklahoma for fall 2002, a total of 255 remedial courses were offered via distance education: 13.7 percent by interactive video, 81.6 percent were computer-based, and 4.7 percent through correspondence. Ninety-seven percent of these courses originated from two-year colleges.

Quick Facts

Remedial Course Delivery By Distance Education

Nationally

- delivered by 25 percent of public two-year colleges
- delivered by 8 percent of public four-years institutions

- NCES, 2003

In Oklahoma

- delivered by 97 percent of public community colleges
- delivered by 3 percent of public four-year institutions
- 8.3 percent of remedial classes

- Oklahoma State Regents, 2003

The SREB asserts that, “Some remedial assistance and courses are essentially unavoidable and are a wise investment” (SREB, 2000, p. 3). Both for societal and economic reasons, the SREB recommends that higher education support adult students who return to education after an interval and recent high school graduates who either did not prepare for college and changed their minds or did poorly in high school and deserve a second chance.

Financial cost of remedial education continues to be a concern. Policymakers in New Jersey, Montana, Florida, and Oregon, among others, have proposed making public secondary schools pay the cost of college remedial courses taken by their graduates (Merisotis and Phipps, 2000). In some states, students must pay a remedial course fee in addition to their tuition.

There is a growing body of research showing that the costs of providing remedial education are not as great as once believed. A Government Accounting Office (GAO) study determined that no more than four percent of the federal financial aid granted to freshmen and sophomores in the fall of 1995 paid for remedial courses (GAO, 1997). The most recent accounting of remediation costs suggests that remediation consumes approximately \$1 billion dollars annually out of a public higher education budget of \$115 billion – less than 1 percent of expenditures (Breneman and Haarlow, 1999).

In a study prepared for the League for Innovation in the Community College, it was found that in cases where there are revenues generated by remedial education, the revenue fully covered the costs of delivering the service. There were no reports of remedial programs that operated at a loss. It was concluded that remedial courses seldom cost more than they received in revenues, especially at community colleges (Saxon & Boylan, 1999).

- Onondaga Community College in New York reported that each \$1 million spent on remediation generated \$1.3 million in revenue for the college (Testone, 1997).
- The state of Kentucky reported that remediation at its universities was fully covered by tuition revenue (Breneman & Haarlow, 1998).
- A moderate-sized midwestern community college reported that tuition revenue generated significantly more than the salary costs of remedial instruction. When combined with state aid revenue, the program generated \$580,000 in revenue over and above remedial instruction salaries (McGinley, 1999).
- In a proposal on financing remediation at City University of New York, the average revenue per full-time equivalent (FTE) generated at community colleges was reported to be \$9,130 in 1997. Compared to an average cost of remediation per FTE of \$4,660, it was inferred that remedial education was generating as much as \$4,500 in net revenues (Hauptman, 1999).

Oklahoma public colleges and universities charge additional fees for remediation. Those remedial course fees, set by the individual institution, generated \$2.4 million in 2003-04 to offset costs of providing remedial courses.

OKLAHOMA INITIATIVES

In addition to managing the costs of remedial education, The Oklahoma State System for Higher Education has undertaken multiple initiatives to reduce remediation.

Since 1991, the State Regents have aggressively pursued remediation reduction on several fronts: improving teacher preparation, increasing standards for college preparation, establishing better communication with and feedback to Oklahoma high schools, initiating programs that enhance cooperation between various state

Hunter Boylan, who has studied remediation at length, concluded that “*Those who place in remedial courses in only one subject area...are as likely as anyone else to graduate*” (Boylan, 1999). The U.S. Department of Education concluded that, “*Increasingly, state and local policy seeks to constrict - if not eliminate - the amount of remedial work that takes place in 4-year colleges. But there is a class of students whose deficiencies in preparation are minor and can be remediated quickly*” (Adelman, 1999, p. ix) without driving up costs or damaging degree completion rates. The majority of students with academic deficiencies require only one remedial course: 78.9 percent at the comprehensive universities, 53.8 percent at the regional universities, and 56.8 percent at the two-year colleges. These percentages have increased slightly.

education entities to increase the number of students who go to college directly from high school, and improving Oklahoma college and university graduation rates.

Education Week, in their annual report *Quality Counts 2005*, lauded Oklahoma for secondary school improvement in two important areas. The state scored 86 (out of 100), sixth highest among the states, for efforts to improve teacher quality, and 89, seventh highest among the states, for standards and accountability.

In the third national higher education report card, *Measuring Up 2004*, the National Center for Public Policy and Higher Education reported that while Oklahoma still lags behind the top states in student preparation, in the last decade, the proportion of Oklahoma high school students taking upper-level math courses increased from 39 percent to 49 percent.

Those students taking at least one upper-level science course increased from 22 percent to 28 percent. The National Center also reported that the percent of seventh to twelfth graders who were taught by teachers with a major in their subject grew from 53 percent to 62 percent over the last ten years.

Sound educational practice demands mandatory assessment and mandatory course placement. John and Suanne Roueche found that

“information from . . . colleges that make assessment and placement mandatory, together with data reporting the performance of all students taking remedial work, suggest that remediation correlates with improved performance over the rest of the college experience.” In addition, *“colleges in states that require assessment and placement report that student retention and success levels improved when mandatory policies were enforced”* (Roueche and Roueche, 1999, p. 47).

Mandatory assessment and placement have been policy in Oklahoma since 1993.

According to a recent report by ACT, Inc., only 40 percent of 2004 high school graduates are ready for their first course in college Algebra, and only 68 percent are ready for college-level English Composition. They assert that taking the core courses recommended for two decades (four years of English and three years each of math, science, and social studies) is not enough. The nature and quality of the courses determine whether students are adequately prepared for college and work.

Taking rigorous mathematics coursework beyond the core greatly increases students' success in meeting the benchmark for college algebra. Students taking the core plus trigonometry and calculus outscored core-takers by 6.9 points. Taking more social studies increases reading test scores and more science courses increased the likelihood of readiness for college biology.

Despite ACT's long-standing recommendations on the minimum coursework needed for college readiness and ample proof that preparation results in success in college, only 56 percent of ACT-tested high school graduates took the core curriculum. - *Crisis at the Core*, 2004

The High School Transcript Study

High School Graduates earned an average of
23.6 credits in 1990
26.2 credits in 2000

In the core academic subject fields of mathematics, science, English, and social studies they earned
13.7 credits in 1990
15.0 credits in 2000

Their Grade Point Average (on a 4.00 scale) was
2.68 in 1990
2.94 in 2000

Educational Achievement

High school graduates in the High School Transcript Study who earned mathematics course credits during the 12th grade earned higher scores on the National Assessment of Educational Progress (NAEP) 2000 mathematics assessment than graduates who last earned mathematics course credits before the 12th grade.

- NAEP, 2004

State Regents' Initiatives

- EPAS - Educational Planning and Assessment System is a voluntary student assessment and instructional support program that provides feedback to middle and high schools about their performance in preparing students for college. EPAS also provides individual students with information about the probability of the grades that they would earn in college based on their current high school performance. Currently, 84 percent (455) of all districts and 42 private schools participate in EPAS, reaching more than 98 percent of the state's eighth and tenth graders. EPAS reports that, from 1993 to 2003, the number and percent of Oklahoma students taking the ACT has increased as has the average score. The proportion of public high school graduates earning an ACT scores of 19 or higher has increased for every content area for all ethnic groups, except African-Americans on ACT mathematics, during the same period. The number of Oklahoma high school students graduating ready for college level work in English, math, and reading has increased.
- High School Indicators Project - annually distributes to school boards, superintendents, and high school principals; reports on ACT scores, college-going rates, first-year college performance, and remediation.
- The State Regents in 2001, also joined with the Oklahoma Business and Education Coalition, the Oklahoma State Department of Education, and the Governor's Office to sponsor an external review of the state's efforts to establish a standards-based system of education goals. The report, issued in August, 2002 by Achieve, Inc., found that standards, assessments, and accountability were central in Oklahoma's efforts to improve its schools.
- Brain Gain 2010: Building Oklahoma Through Intellectual Power - a comprehensive plan to increase the proportion of Oklahoma's population with a college degree from 25 to 35 percent by 2010. This initiative contains specific recommendations for enhancing student preparation for college. Using Brain Gain Improvement Grants, the State Regents support campus-based initiatives designed to increase retention. Connors State College is using one of those grants for a pilot project to improve student success in remedial math courses.
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) - a federal program designed to better prepare middle and high school students for college through mentoring programs, scholarships, and new academic preparation and awareness programs for students and parents.
- ACT Standards for Transition - a feedback tool allowing school districts to see as early as the eighth and tenth grades, a clear picture of core academic skills that students need to succeed in postsecondary education. Additionally, individual students will be informed of specific areas that will enhance preparation for college.
- 15-unit high school core curriculum - In 1997, the State Regents increased the number of academic high school courses required for admission from 11 to 15.
- Assessment Policy Reports - Since 1991, the State Regents require institutions to systematically collect, interpret, and use information about student learning and achievement to improve instruction.
- Oklahoma Higher Education Task Force on Student Retention - Recommendations of this group, appointed in February 2000, included strengthening the intensity and quality of the secondary school curriculum and adding a fourth mathematics course equal to or above Algebra II. It also called for increased collaboration between higher education institutions and secondary schools, and for continued recognition by the State Regents of individual schools that demonstrate improvement in ACT scores, high school-to-college going rates, and low college remediation rates.
- Oklahoma Higher Learning Access Program (OHLAP) - Since 1996, in a program administered by the State Regents, Oklahoma high school students have been able to earn scholarships to attend state public institutions by taking rigorous courses in high school. The remediation rates of OHLAP students are consistently lower than for all high school graduates.
- The State Regents strongly support the State Scholars Program, sponsored by the Oklahoma Business and Education Coalition. This program is an affiliated national strategy to encourage high school students to take a more rigorous core curriculum.

In the latest Annual Student Assessment Report (2002-03), Oklahoma public institutions report that remediation has resulted in significant improvement in student success. Successful college-level course completion rates range between 56 percent and 95 percent for students who took remedial courses. Enrolling in remedial courses in the same semester as college-level courses had a positive effect on outcomes. One institution reported that remediated students earned higher grades than those who passed secondary tests. Several schools indicated that remediated students performed as well in their first college-level course as did those not requiring remediation.

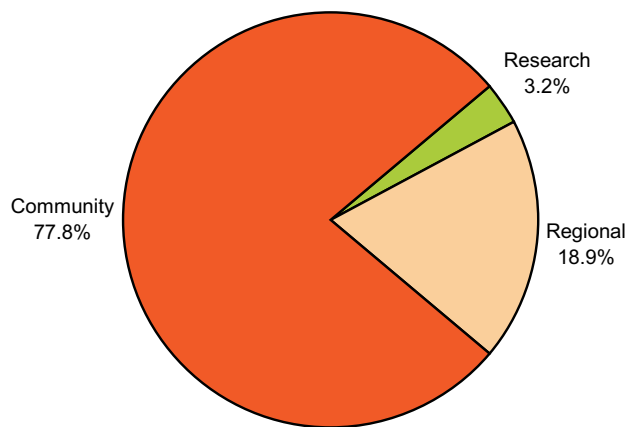
METHODOLOGY

In 1991, the State Regents began collecting remediation data from institutions via annual “paper and pencil” surveys. In 1997-98, data collection was automated to reduce the number of staff hours needed to complete the surveys and to improve the reporting and tracking of remediation data. Most of the data for this report were collected from the State Regents’ Unitized Data System (UDS). Institutions separately provided information about secondary assessment for placement in college-level courses because this information is not available in the UDS.

FINDINGS

Number of Students Enrolled in Remedial Courses (Table 1)

- During the 2003-04 academic year, 43,823 students enrolled in remedial courses: 1,414 (3.2 percent) at research universities, 8,303 (18.9 percent) at regional universities, and 34,106 (77.8 percent) at community colleges.
- Because some students enrolled in more than one course, these students generated 57,570 remedial enrollments: 1,481 (2.6 percent) at research universities, 11,039 (19.2 percent) at regional universities, and 45,050 (78.3 percent) at community colleges.
- About half (49.5 percent) of the students enrolled in remedial courses in the fall, 40.3 percent in the spring, and 10.1 percent in the summer.

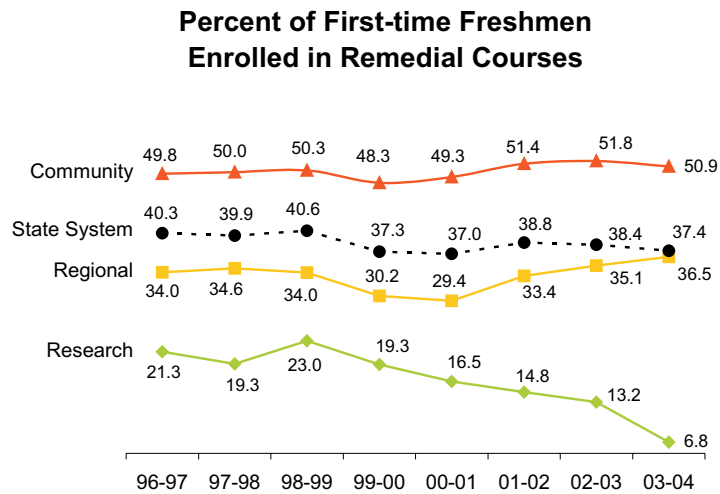


Institutional Distribution of Oklahoma Students Taking Remedial Courses

First-Time Freshmen Enrolled in Remedial Courses (Tables 2 and 3)

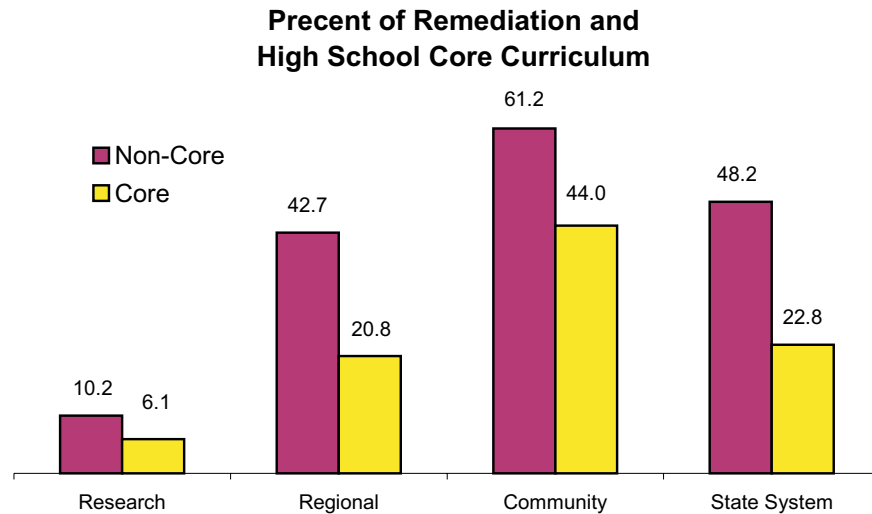
- Of the 32,035 fall 2003 first-time freshmen, 11,994 (37.4 percent) enrolled in remedial courses sometime during the 2003-04 academic year: 492 (6.8 percent) of research university freshmen, 2,882 (36.5 percent) of regional university freshmen, and 8,620 (50.9 percent) of community college freshmen.
- From 1996-98 to 2003-04, the percentage of first-time freshmen enrolled in remedial courses decreased from 40.3 percent to 37.4 percent for the State System. The percentage dropped from 21.3 to 6.8 percent at research universities. The percentage increased from 34.0 to 36.5 percent at regional universities and from 49.8 to 50.9 percent at community colleges.

- From 2002-03 to 2003-04, the percentage of first-time freshmen enrolled in remedial courses decreased from 38.4 percent to 37.4 percent for the State System. The percentage decreased from 13.2 to 6.8 percent at research universities and from 51.8 to 50.9 percent at community colleges and increased from 35.1 to 36.5 percent at regional universities.



Remediation and High School Core Curriculum (Table 4)

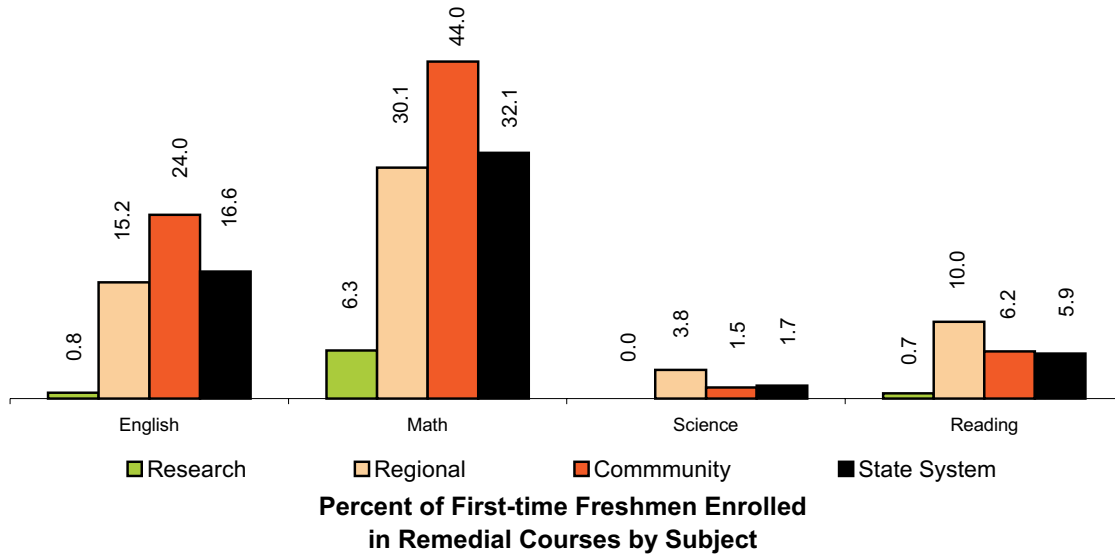
When taking the ACT, students are asked to respond to a series of questions pertaining to their high school curriculum. This information was combined with UDS data on remedial courses to determine whether completing the State Regents' 15-unit high school core curriculum affects remedial enrollments. ACT data were not available for out-of-state applicants and many special non-degree-seeking, adult, and international students.



- A smaller percentage of fall 2003 first-time freshmen who met the high school core curriculum (22.8 percent) enrolled in remedial courses than freshmen who did not meet the core curriculum (48.2 percent).
- At research universities, 6.1 percent of those students who met the core curriculum enrolled in remediation compared to 10.2 percent of those who did not meet the core. At regional universities, 20.8 percent who met the core curriculum enrolled in remediation compared to 42.7 percent who did not meet the core. At community colleges, 44.0 percent who met the core curriculum enrolled in remediation compared to 61.2 percent who did not meet the core.

First-Time Freshmen Enrolled in Remedial Courses by Subject Area (Tables 5 and 6)

- Of the 32,035 fall 2003 first-time freshmen, 32.1 percent enrolled in at least one remedial mathematics course, 16.6 percent in a remedial English course, 5.9 percent in a remedial reading course, and 1.7 percent in a remedial science course sometime during the 2003-04 academic year.



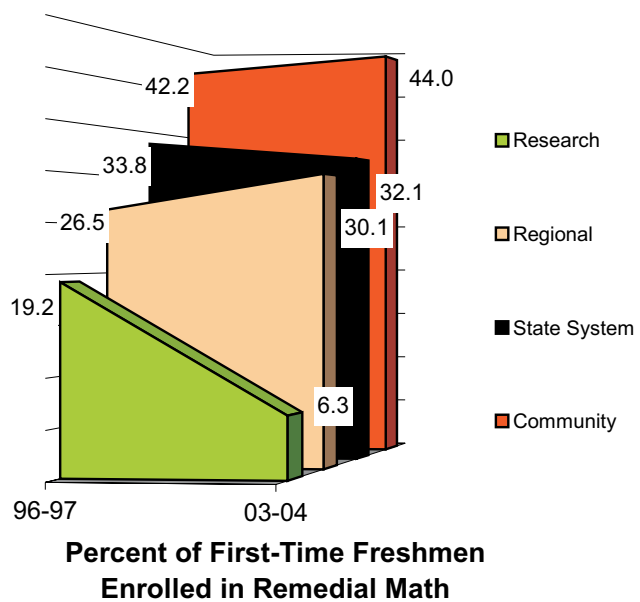
- At research universities, 6.3 percent enrolled in a remedial mathematics course, 0.8 percent in a remedial English course, 0.7 percent in a remedial reading course. None were enrolled in a remedial science course.

- At regional universities, 30.1 percent enrolled in a remedial mathematics course, 15.2 percent in a remedial English course, 10.0 percent in a remedial reading course, and 3.8 percent in a remedial science course.

- At community colleges, 44.0 percent enrolled in a remedial mathematics course, 24.0 percent in a remedial English course, 6.2 percent in a remedial reading course, and 1.5 percent in a remedial science course.

- From 1996-97 to 2003-04, the percentage of first-time freshmen enrolled in remedial courses declined from 33.8 to 32.1 percent in mathematics and from 3.9 to 1.7 percent in science. The remediation rates increased from 13.4 to 16.6 in English and from 0.4 percent to 5.9 percent in reading.

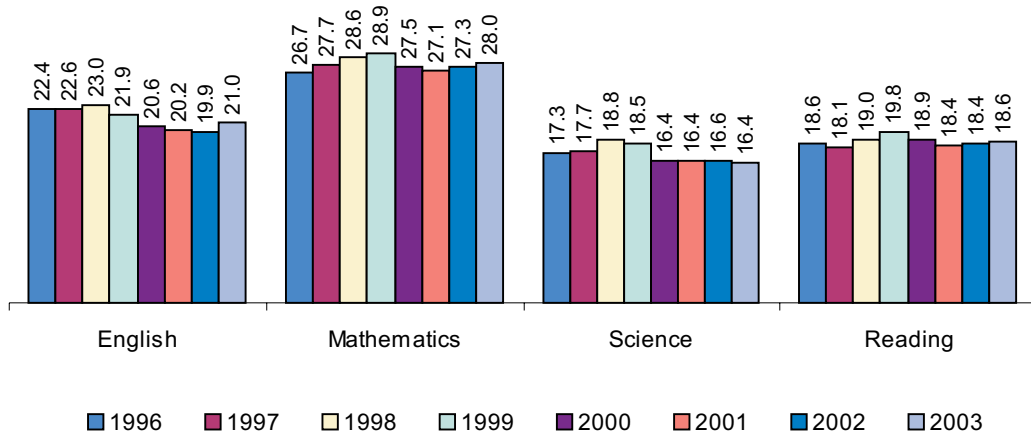
- From 2002-03 to 2003-04, the percentage of first-time freshman remedial enrollments decreased for mathematics and science, and increased for English and reading.



First-Time Freshmen Scoring Below 19 on ACT Subject Tests and Passing Secondary Tests (Table 7)

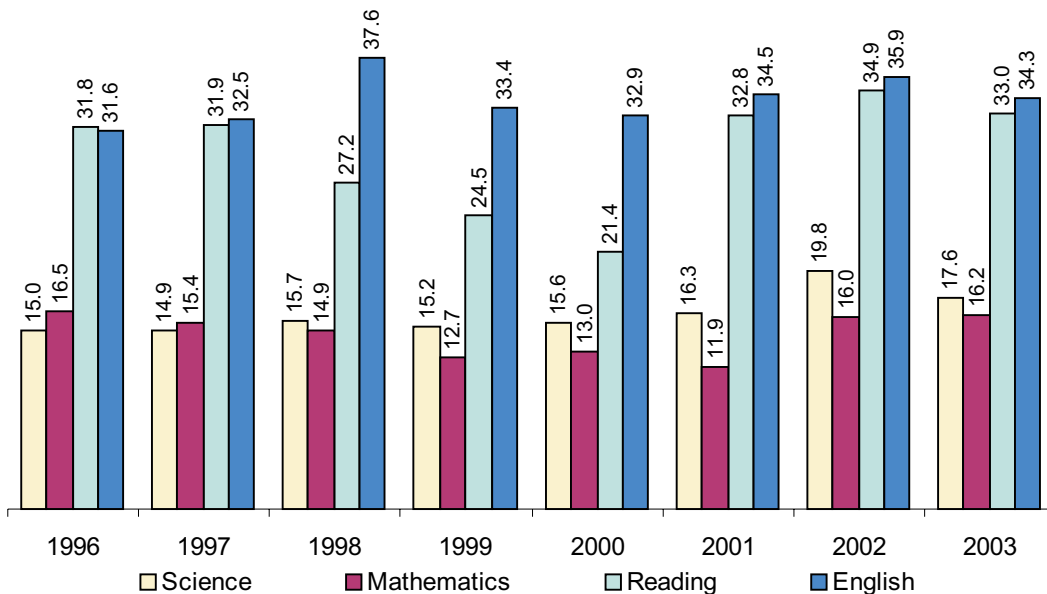
- From fall 1996 to fall 2003, the percentage of State System first-time freshmen with an ACT subject score below 19 decreased from 22.4 to 21.0 percent in English, from 17.3 to 16.4 percent in science; and increased from 26.7 to 28.0 percent in mathematics, and from 18.4 to 18.6 percent in reading.

Percent of First-Time Freshmen Enrolled System-wide Scoring Below 19 on ACT



- From fall 1996 to fall 2003, the percentage of students passing secondary tests increased from 31.6 to 34.3 percent in English, from 15.0 to 17.6 percent in science, from 31.8 to 33.0 percent in reading; and decreased from 16.5 to 16.2 percent in mathematics.

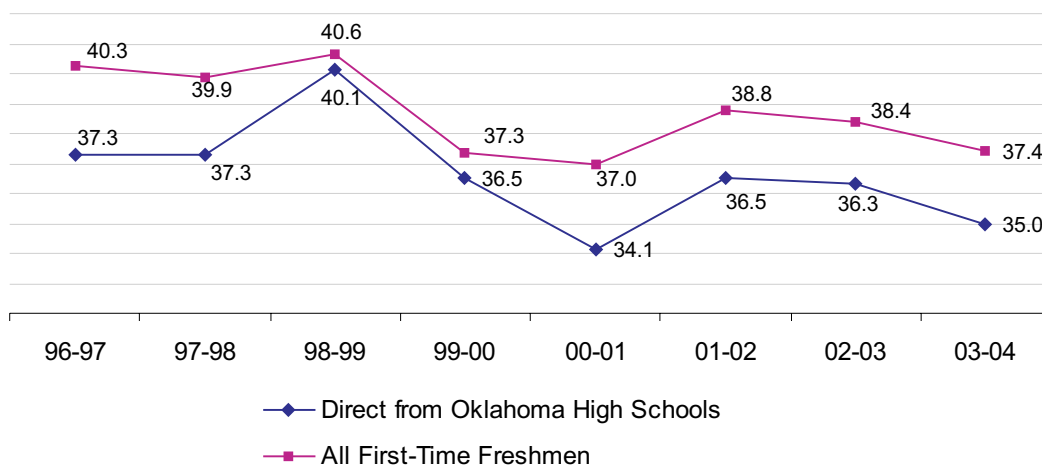
Percent of Fall First-Time Freshmen Enrolled System-wide Scoring Below 19 on ACT and Passing Secondary Tests



First-Time Freshmen Direct from Oklahoma High Schools (Table 8)

- The remediation rate for first-time freshmen direct from Oklahoma high schools decreased from 37.3 percent in 1996 to 35.0 percent in 2003. This is lower than the 37.4 percent of all fall first-time freshmen. From 1996-97 to 2003-04, the remediation rate for first-time freshmen direct from Oklahoma high schools decreased 14.1 percentage points at research universities, and 0.7 percentage points at regional universities. The remediation rate increased 6.7 percentage points at the community colleges.

**Percent of All First-Time Freshmen
and Fall First-Time Freshmen Direct from Oklahoma High Schools
Enrolled in Remediation
Fall 1996 to Fall 2003**



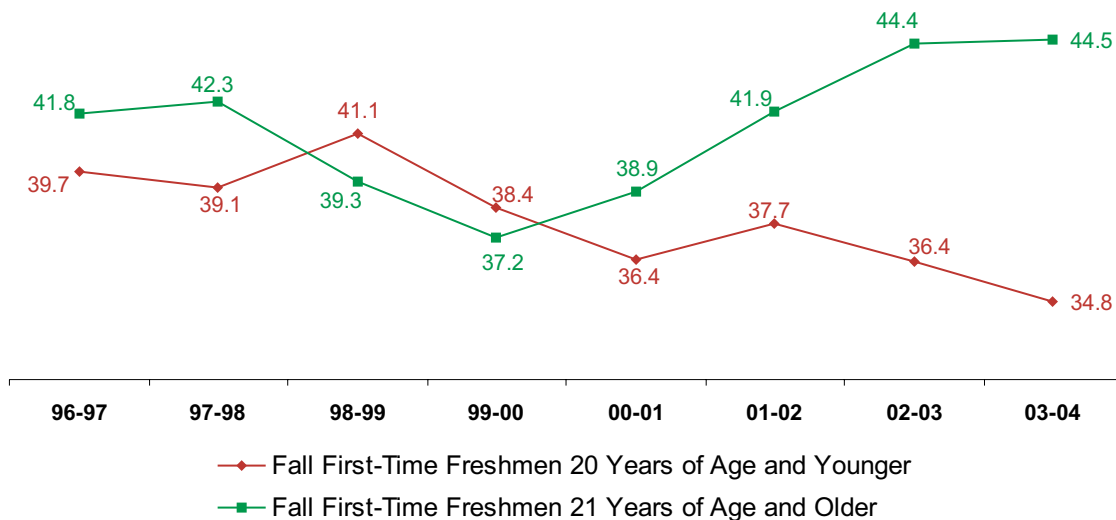
- From 2002-03 to 2003-04 the remediation rate for first-time freshmen direct from Oklahoma high schools decreased from 36.3 percent to 35.0 percent. At research universities the rate decreased 6.5 percentage points from 13.4 percent to 6.9 percent, the lowest rate since this report was begun. The rate increased at regional universities, from 29.9 percent to 31.8 percent; and at community colleges, from 57.1 percent to 57.6 percent.

First-Time Freshmen by Age (Table 9)

- From 1996-97 to 2003-04, the remediation rate for first-time freshmen less than 21 years of age decreased from 39.7 percent to 34.8 percent.
- From 2002-03 to 2003-04, the percentage of freshmen less than 21 years of age enrolled in remedial courses decreased from 36.4 to 34.8 percent for the State System; decreased at research institutions from 12.7 to 6.6 percent, and at regional universities from 32.7 to 32.6 percent; and increased at community colleges from 56.8 to 57.0 percent.
- From 1996-97 to 2003-04 the remediation rate for first-time freshmen 21 years of age and older increased from 41.8 to 44.5 percent.
- From 2002-03 to 2003-04, the percentage of first-time freshmen 21 years of age and older enrolled in remedial courses increased from 44.4 percent to 44.5 percent for the State System, from 48.0 percent to

57.7 percent at regional universities; and decreased from 25.5 percent to 12.5 percent at research universities and from 44.5 percent to 43.3 percent at community colleges.

**Percent of First-Time Freshmen Enrolled in Remedial Courses
by Age
Fall 1996 to Fall 2003**



CONCLUSIONS

Math remediation continues to improve, decreasing 0.7 of a percentage point from last year. New high school graduation requirements of additional mathematics beginning with the 2003 class, may reduce future remediation rates.

The remediation rate of fall 2003 first-time freshmen decreased 1.0 percentage point from the previous year. However, both the number of adults (students 21 and over) is at an all time high and their remediation rate is the highest in eight years. More students attending college due to the economic downturn accounts for many adults who need help brushing up on their academic skills.

The remediation rate of first-time freshmen direct from Oklahoma high schools decreased 1.3 percentage points from last year. The State Regents have initiated a study to evaluate the effectiveness of mathematics remediation by tracking remedial students through their first college-level math course, and comparing their performance with those students not required to take remedial math coursework.

The percentage of State System students enrolling in remedial courses is consistent with national reports. Other remediation studies show what is also true in Oklahoma, that students enrolling directly from any high school (17 to 20 year-olds) are less likely to need remediation than older students (34.8 and 44.5 percent, respectively). Those students graduating directly from Oklahoma high schools have a remediation rate of 35.0 percent.

Remediation has always been and remains a function of all higher education institutions; however, most (77.8 percent) students are taught in community colleges, consistent with their missions. Some students will continue to need remedial courses, so they may succeed in college-level coursework; as higher education attracts more first-generation and adult students, the need may increase. Although critics of remediation complain that the costs drain valuable state resources, such costs are negligible when compared to the

alternatives, which can range from falling levels of degree attainment to employment in low paying jobs. In Oklahoma, remedial education at two- and four-year institutions currently serves students needing remedial courses without placing a financial drain on state appropriated funding of higher education.

Remedial coursework enables underprepared high school students to learn the value of achievement while acquiring the skills necessary to succeed in college-level work. Remedial education benefits place-bound, adult students who seek retraining at colleges and universities in their local communities. The availability of remediation also provides the immigrant and the first-generation college student the opportunity to overcome obstacles of circumstance. *“The fact that it is never too late to go to college is one of the greatest strengths of American higher education”* (Walda, 1999, p. 5). Continuing to *“provide effective remedial education would do more to alleviate our most serious social and economic problems than any other action we could take”* (Astin, 1998).

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Annual Student Remediation Report

Tables

Table 1
Number of Students Enrolled in Remedial Courses
2003-04

Tier	Number of Students Enrolled in Remedial Courses					Number of Enrollments in Remedial Courses				
	Sum 03	Fall 03	Spr 04	Total	Percent of Total	Sum 03	Fall 03	Spr 04	Total	Percent of Total
Research	102	860	452	1,414	3.2	102	921	458	1,481	2.6
Regional	601	4,554	3,148	8,303	18.9	672	6,375	3,992	11,039	19.2
Community	3,743	16,300	14,063	34,106	77.8	4,256	22,800	17,994	45,050	78.3
State System	4,446	21,714	17,663	43,823	100.0	5,030	30,096	22,444	57,570	100.0
Percent of State System	10.1	49.5	40.3	100.0		8.7	52.3	39.0	100.0	

Table 2
First-Time Freshmen Enrolled in Remedial Courses
2003-04

Tier	Number of Fall 03 First-Time Freshmen	Number Enrolled in Remedial Courses				Percent Enrolled in Remedial Courses			
		Sum 03	Fall 03	Spr 04	Total*	Sum 03	Fall 03	Spr 04	Total
Research	7,218	7	442	168	492	0.1	6.1	2.3	6.8
Regional	7,898	118	2,670	1,245	2,882	1.5	33.8	15.8	36.5
Community	16,919	760	7,454	4,031	8,620	4.5	44.1	23.8	50.9
State System	32,035	885	10,566	5,444	11,994	2.8	33.0	17.0	37.4

* Unduplicated annual headcount reported (i.e. students are counted only once regardless of the number of times they enroll in remedial courses).

Table 3
First-Time Freshman Enrollments in Remedial Courses
1996-97 to 2003-04

Tier	Number of First-Time Freshmen Enrolled in Remedial Courses								Percent of First-time Freshmen Enrolled in Remedial Courses								Changes	
	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	1-Yr	7-Yr
Research	1,041	1,012	1,313	1,167	1,053	1,021	932	492	21.3	19.3	23.0	19.3	16.5	14.8	13.2	6.8	-6.4	-14.4
Regional	2,205	2,125	2,242	2,120	2,138	2,602	2,729	2,882	34.0	34.6	34.0	30.2	29.4	33.4	35.1	36.5	1.4	2.5
Community	7,005	6,905	7,494	7,019	7,408	8,422	7,854	8,620	49.8	50.0	50.3	48.3	49.3	51.4	51.8	50.9	-0.9	1.1
State System	10,251	10,042	11,049	10,306	10,599	12,045	11,515	11,994	40.3	39.9	40.6	37.3	37.0	38.8	38.4	37.4	-1.0	-2.8

Table 4
Remediation and High School Core Curriculum
2003-04

Tier	Number of Fall 03 First-Time Freshmen and Status of 15-Unit High School Core			Number Enrolled in Remedial Courses by Status of 15-Unit High School Core			Percent Enrolled in Remedial Courses by Status of 15-Unit High School Core		
	Did Not Meet	Met	No Info.*	Did Not Meet	Met	No Info.*	Did Not Meet	Met	No Info.*
Research	732	4,029	2,457	75	245	172	10.2	6.1	7.0
Regional	1,836	3,335	2,727	784	693	1,405	42.7	20.8	51.5
Community	2,896	3,515	10,508	1,772	1,545	5,303	61.2	44.0	50.5
State System	5,464	10,879	15,692	2,631	2,483	6,880	48.2	22.8	43.8

* Data not provided for students who chose not to report on ACT application, out-of-state, most special non-degree seeking, adult admission, and international students.

Table 5
Number and Percent of First-Time Freshmen Enrolled in Remedial Courses
by Subject Area
2003-04

Tier	Number of Fall 03 First-Time Freshmen	Number* Enrolled in Remedial Courses by Subject Area				Percent Enrolled in Remedial Courses by Subject Area			
		English	Math	Science	Reading	English	Math	Science	Reading
Research	7,218	55	454	0	48	0.8	6.3	0.0	0.7
Regional	7,898	1,199	2,381	297	790	15.2	30.1	3.8	10.0
Community	16,919	4,059	7,444	248	1,042	24.0	44.0	1.5	6.2
State System	32,035	5,313	10,279	545	1,880	16.6	32.1	1.7	5.9

Note: Some reading remediation is reported as English remediation and vice versa.

* Unduplicated annual headcount within each subject because some students enrolled in the same remedial course more than once or more than one remedial course per subject area.

Table 6
Percent of First-Time Freshmen Enrolled in Remedial Courses by Subject Area
1996-97 to 2003-04

Tier	96-97				03-04				Seven-Year Difference			
	English	Math	Science	Reading	English	Math	Science	Reading	English	Math	Science	Reading
Research	3.5	19.2	1.3	0.0	0.8	6.3	0.0	0.7	-2.7	-12.9	-1.3	0.7
Regional	15.8	26.5	5.3	7.6	15.2	30.1	3.8	10.0	-0.6	3.6	-1.5	2.4
Community	15.8	42.2	4.1	3.8	24.0	44.0	1.5	6.2	8.2	1.8	-2.6	2.4
State System	13.4	33.8	3.9	0.4	16.6	32.1	1.7	5.9	3.2	-1.7	-2.2	5.5

Note: Some reading remediation is reported as English remediation and vice versa.

2002-03 to 2003-04

Tier	02-03				03-04				One-Year Difference			
	English	Math	Science	Reading	English	Math	Science	Reading	English	Math	Science	Reading
Research	1.3	12.5	0.2	0.8	0.8	6.3	0.0	0.7	-0.5	-6.2	-0.2	-0.1
Regional	12.7	27.2	5.9	8.2	15.2	30.1	3.8	10.0	2.5	2.9	-2.1	1.8
Community	24.2	45.1	3.2	6.6	24.0	44.0	1.5	6.2	-0.2	-1.1	-1.7	-0.4
State System	15.8	32.8	3.2	5.6	16.6	32.1	1.7	5.9	0.8	-0.7	-1.5	0.3

Note: Some reading remediation is reported as English remediation and vice versa.

Table 7
First-Time Freshmen Scoring Below 19 on ACT Subject Tests and Passing Secondary Tests

Fall 1997 to Fall 2002

		English															
		Percent of Fall First-Time Freshmen Scoring Below 19 on ACT								Scoring Below 19 on ACT and Passing Secondary Tests							
Tier		96	97	98	99	00	01	02	03	96	97	98	99	00	01	02	03
Comprehensive		11.5	8.9	8.3	7.5	8.6	8.2	7.1	7.0	36.0	60.3	45.7	48.6	49.5	48.8	57.7	58.5
Regional		26.4	26.0	26.8	24.7	23.1	23.5	23.9	26.4	26.8	30.2	28.1	31.1	30.4	32.9	36.6	35.7
Two-Year		24.4	26.3	26.9	26.7	24.5	23.6	23.8	24.5	33.2	30.0	40.8	32.6	31.5	33.2	32.6	30.6
State System		22.4	22.6	23.0	21.9	20.6	20.2	19.9	21.0	31.6	32.5	37.6	33.4	32.9	34.5	35.9	34.3

Note: Some English remediation is reported as reading remediation and vice versa.

		Mathematics															
		Percent of Fall First-Time Freshmen Scoring Below 19 on ACT								Scoring Below 19 on ACT and Passing Secondary Tests							
Tier		96	97	98	99	00	01	02	03	96	97	98	99	00	01	02	03
Comprehensive		13.7	12.7	12.5	13.9	13.8	13.0	12.9	12.5	21.2	18.8	27.7	29.8	30.5	34.7	41.2	38.5
Regional		33.4	33.5	34.3	34.2	33.0	34.3	34.3	36.2	22.4	26.9	19.9	21.9	22.6	18.7	19.8	18.6
Two-Year		28.1	30.7	32.2	32.7	30.6	29.5	30.5	30.7	12.5	9.4	10.7	5.0	4.7	3.8	8.9	11.0
State System		26.7	27.7	28.6	28.9	27.5	27.1	27.3	28.0	16.5	15.4	14.9	12.7	13.0	11.9	16.0	16.2

		Science															
		Percent of Fall First-Time Freshmen Scoring Below 19 on ACT								Scoring Below 19 on ACT and Passing Secondary Tests							
Tier		96	97	98	99	00	01	02	03	96	97	98	99	00	01	02	03
Comprehensive		7.4	6.9	6.1	6.8	5.6	6.1	5.8	4.8	27.7	33.9	13.8	18.7	18.4	20.7	24.7	26.2
Regional		20.0	20.0	21.4	20.9	18.6	19.6	19.3	18.6	16.4	14.8	14.8	20.7	23.3	21.7	27.5	24.2
Two-Year		19.5	20.7	22.6	22.3	19.9	19.2	20.2	20.3	12.6	12.5	16.2	12.3	11.7	13.2	15.5	13.9
State System		17.3	17.7	18.8	18.5	16.4	16.4	16.6	16.4	15.0	14.9	15.7	15.2	15.6	16.3	19.8	17.6

		Reading															
		Percent of Fall First-Time Freshmen Scoring Below 19 on ACT								Scoring Below 19 on ACT and Passing Secondary Tests							
Tier		96	97	98	99	00	01	02	03	96	97	98	99	00	01	02	03
Comprehensive		9.4	7.1	6.9	8.8	9.2	8.5	8.6	7.4	48.7	48.9	39.4	42.8	39.7	43.1	43.1	45.5
Regional		21.3	20.4	20.9	21.9	21.4	21.3	21.5	22.7	23.6	25.8	22.7	21.7	19.7	27.8	34.1	31.1
Two-Year		20.6	21.3	22.8	23.5	21.7	21.1	21.4	21.5	33.0	32.4	27.6	22.9	18.9	33.5	33.7	32.1
State System		18.6	18.1	19.0	19.8	18.9	18.4	18.4	18.6	31.8	31.9	27.2	24.5	21.4	32.8	34.9	33.0

Note: Some reading remediation is reported as English remediation and vice versa.

Table 8
First-Time Freshmen Direct from Oklahoma High Schools*
1996-97 to 2003-04

Tier	Number of First-Time Freshmen Enrolled in Remedial Courses								Percent of First-Time Freshmen Enrolled in Remedial Courses								Changes	
	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	1-Yr	7-Yr
Research	778	724	973	830	767	685	672	349	21.0	18.5	22.7	18.5	15.7	13.9	13.4	6.9	-6.5	-14.1
Regional	1,461	1,297	1,443	1,255	1,253	1,456	1,588	1,873	32.5	31.3	31.9	26.3	25.2	28.2	29.9	31.8	1.9	-0.7
Community	3,481	3,750	4,162	4,040	3,994	4,559	4,076	4,100	50.9	50.6	54.9	53.8	51.3	55.2	57.1	57.6	0.5	6.7
State System	5,720	5,771	6,578	6,125	6,014	6,700	6,336	6,322	37.3	37.3	40.1	36.5	34.1	36.5	36.3	35.0	-1.3	-2.3

*New freshmen who are 17, 18, or 19 years old are defined as direct from high school.

Source: Oklahoma State Regents 2003-04 Oklahoma High School Indicators Report

Table 9
Student Enrollments in Remedial Courses by Age
1996-97 to 2003-04

Fall First-Time Freshmen 20 Years of Age and Younger

Tier	Number of Fall First-Time Freshmen Enrolled in Remedial Courses								Percent of Fall First-Time Freshmen Enrolled in Remedial Courses								Changes	
	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	1-Yr	7-Yr
Research	948	902	1,210	1,080	980	943	865	464	20.6	18.3	22.4	18.5	16.0	14.2	12.7	6.6	-6.1	-13.9
Regional	1,757	1,649	1,786	1,658	1,614	1,990	2,138	2,179	33.0	32.8	32.6	29.0	27.0	31.2	32.7	32.6	0.0	-0.4
Community	4,526	4,798	5,303	5,247	5,286	5,920	5,132	5,458	54.5	54.1	57.0	56.6	55.5	56.6	56.8	57.0	0.2	2.5
State System	7,231	7,349	8,299	7,985	7,880	8,853	8,135	8,101	39.7	39.1	41.1	38.4	36.4	37.7	36.4	34.8	-1.5	-4.8

Fall First-Time Freshmen 21 Years of Age and Older

Tier	Number Enrolled in Remedial Courses								Percent Enrolled in Remedial Courses								Changes	
	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	1-Yr	7-Yr
Research	93	110	103	87	73	78	67	28	32.5	34.6	35.2	36.7	31.7	28.2	25.5	12.5	-13.0	-20.0
Regional	448	476	456	462	524	612	591	703	38.3	42.8	40.6	35.6	41.8	43.7	48.0	57.7	9.7	19.3
Community	2,479	2,107	2,191	1,978	2,122	2,502	2,722	3,182	43.0	42.6	39.3	37.6	35.9	42.1	44.5	43.3	-1.2	0.3
State System	3,020	2,693	2,750	2,527	2,719	3,192	3,380	3,913	41.8	42.3	39.3	37.2	38.9	41.9	44.4	44.5	0.1	2.7

Annual Student Remediation Report

Appendix

**POLICY STATEMENT ON THE
ASSESSMENT OF STUDENTS FOR
PURPOSES OF INSTRUCTIONAL
IMPROVEMENT AND STATE SYSTEM ACCOUNTABILITY**

The Constitution of Oklahoma charges the Oklahoma State Regents for Higher Education with responsibility for prescribing standards for admission, retention, and graduation applicable to each institution in The Oklahoma State System of Higher Education. The State Regents also have the responsibility to provide leadership in the coordination of the orderly transfer of students between and among institutions of the State System. Inherent in such responsibilities is the prescribing of mechanisms to monitor and facilitate the assessment of students for purposes of instructional improvement and State System accountability.

Statement of Accountability:

Accountability to the citizens of Oklahoma within a tax-supported educational system is of paramount importance. The public has both the need and right to know that their tax dollars are being used wisely, and most importantly, producing tangible, measurable outcomes of learning for individual students enrolled within the State System. Improvement in student learning and on-going faculty development, measurable through assessment programs, are achievable and essential outcomes, and the responsibility of the State System to the public.

Definition and Purpose:

Assess: The original definition of *assess* was *to sit down beside*. The term has evolved to mean careful evaluation based on the kind of close observation that comes from *sitting down beside*.¹ Such a definition captures the desired relationship between teacher and student and the spirit of the following policy statement.

For purposes of this policy, student assessment in The Oklahoma State System of Higher Education is defined as *a multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements*.

Assessment is not an end in and of itself. Similarly, to document performance is not necessarily to improve performance. Thus the purpose of assessment is to **maximize student success** through the assessment process by the systematic gathering, interpretation, and use of information about student learning/achievement to improve instruction. The results of assessment contribute to and are an integral part of the institution's strategic planning and program review process to improve teaching and learning. As previously noted, it also is one mechanism to monitor the effectiveness of the State's System of Higher Education. Finally, student assessment is designed to contribute to assuring the integrity of college degrees, and other educational activities/goals, to increasing the retention and graduate rates of college students, to enhancing the quality of campus life in general, and to encouraging high school students to improve their academic preparation for college.

¹ Assessment at Alverno College by the Alverno College Faculty, page 1.

Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; mid-level assessment to determine basic skill competencies; exit assessment to evaluate the outcomes in the student's major; and student perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies.

In recognition of varying institutional missions and clientele served, such assessment components will be campus based under the leadership of the local faculty and administrators providing that the procedures meet the requirements detailed in the following sections. Assessment programs should consider the needs of special populations in the development of policies and procedures. Finally, as institutions develop criteria and select assessment mechanisms, each program component should be coordinated and complement the whole.

Entry Level Assessment and Placement

The purpose of entry-level assessment is to assist institutional faculties and counselors in making decisions that will give students the best possible chance of success in attaining their academic goals. Each institution will use an established ACT score in the four subject areas of science reasoning, mathematics, reading, and English as the "first cut" in determining individual student readiness for college level course work.² Should a student score below the level, s/he will be required to remediate in the discipline area or, consistent with institution's approved assessment plan, undergo additional testing to determine his/her level of readiness for college level work. Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. These subject test score requirements will be communicated to college bound students, parents, and common schools for the purpose of informing them of the levels of proficiency in the basic skills areas needed to be adequately prepared for college level work. Additionally, these ACT subscores provide a standard yardstick for measuring student readiness across the State System.

For high school students wishing to enroll concurrently in college courses the established ACT score² in the four subject areas will apply as follows: A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English).

Institutional entry level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure that students enroll in courses appropriate for their skill levels. Tracking systems should be implemented to ensure that information from assessment and completion of course work is used to evaluate and

²The appropriate subject tests level for each subject area (one system score for each subject area) will be set by the State Regents following staff work with ACT staff and the Council on Instruction. Implementation of this requirement will be fall 1994. Students admitted under the Special Adult Admission provision may be exempt from this requirement.

strengthen programs in order to further enhance student achievement and development. The data collection activities should be clearly linked to instructional improvement efforts.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents in the following format:

1. the number of students participating in entry-level assessment and the assessment results including a frequency distribution;
2. the number of students requiring additional basic skills development by area;
3. a summary and explanation of the assessment results; and
4. the methodologies (courses, tutoring, etc.) by which students were required to participate in the improvement of basic skills.

The tracking of these students in future semesters is expected.

Mid-Level Assessment

Generally, mid-level assessment competencies are gained through the student's general education program. Thus, the results of mid-level assessment should be used to improve the institution's program of general education. Assessment at mid-level is designed to assess the student's academic progress and learning competencies in the areas of reading, writing, mathematics, and critical thinking.

Mid-level assessments will normally occur after the student has completed forty-five semester hours and prior to the completion of seventy semester hours for students in baccalaureate programs. For associate degree programs assessments may occur at mid-level or at the end of the degree program.

Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

The tracking of these students in future semesters is expected.

Program Outcomes Assessment

Program Outcomes Assessment, or major field of study assessment, is the third component of the State Regents' policy. Such assessments should be designed to measure how well students are meeting institutionally stated program goals and objectives.

As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) is the responsibility of the institution subject to State Regents' approval as previously specified. Preference should be given to nationally standardized instruments. The following criteria are guidelines for the selection of assessment methodologies:

- a) Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives;
- b) Instrument(s) should assess higher level thinking skills in applying learned information; and
- c) Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study, or those that serve as prerequisites to practice in the profession, may be included as appropriate assessment devices. Examples are the GRE (Graduate Record Exam), NTE (National Teacher Exam), and various licensing examinations.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Graduate Student Assessment:

Higher education institutions that charge their graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.

The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. Emphasis should be placed on assessing student learning and evaluating student satisfaction with instruction and services. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, Graduate Record Exams, course grades, and comprehensive exams). Departmental pre-tests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.

Adopted October 4, 1991. Revised April 15, 1994, and June 28, 1996.

POLICY ON REMEDIATION AND REMOVAL OF HIGH SCHOOL CURRICULAR DEFICIENCIES

I. INTRODUCTION

The State Regents' admission policy lists 11 high school curricular requirements for programs leading to an Associate in Arts, Associate in Science, and Baccalaureate Degrees (Effective fall 1997, there will be a 15-unit high school curricular requirement.) As defined in the policy, students must meet all curricular requirements to be admitted to the comprehensive or regional institutions. The only exceptions are noted in I.D. Special Admissions and summer term enrollment prior to the regular semester of desired entry. The policy requires institutions admitting students with one or more curricular deficiencies in the special admission categories to provide the means to satisfy those deficiencies. Students must successfully remediate basic skills course requirements within the first 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed.¹ Students lacking curricular requirements are admissible into Associate of Science or Associate of Arts programs but must remove the basic skills deficiencies at the earliest possible time but within the first 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed. Finally, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

The high school curricular admission requirements were adopted by the State Regents to help ensure adequate high school academic preparation. Such preparation is the first step toward maximizing student success. It is the expectation of the State Regents that students applying for college entry will have successfully completed, at a minimum, the required high school course work. Indeed, research indicates that the academic preparation a student receives in high school correlates with success in college. Specifically, students who take more high school core subjects generally score higher on the ACT and earn better grades in college than students who take a minimal number of core courses. High school students should consider the prescribed 11 unit high school core curriculum (15 units in the fall of 1997) a minimum standard. Students are encouraged to take additional core courses.

The adoption of this policy reaffirms the State Regents' commitment to adequate student academic preparation, and the State Regents' goal that students achieve such preparation prior to applying for college entry.

This policy specifies how students who lack the high school curricular requirements may satisfy them within the Oklahoma State System of Higher Education.

Nonfulfillment of high school requirements is referred to in this policy as curricular deficiencies.

¹The president or his/her designee may allow a deserving student who failed to remediate a basic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

II. PRINCIPLES

The high school curricular requirements were established to maximize student success by ensuring, as much as possible, that students entering the comprehensive and regional universities are prepared for college level work through adequate high school academic preparation. Inevitably, however, some students will lack these requirements upon entering Oklahoma colleges and universities; others will have taken the required courses but will remain unskilled in the disciplines. The following principles are the foundation for this policy:

- A. Certain disciplines, most notably mathematics, English, and science, build on requisite knowledge. College courses in such disciplines assume a student knowledge base gained in high school or other previous academic experiences. It is therefore imperative that students not enter collegiate courses in these fields lacking that knowledge.
- B. History and other guided elective courses build on reading and writing skills. Students should not enroll in collegiate courses in history or other guided elective courses without a necessary foundation in those skills relevant to the discipline.
- C. Students who can demonstrate competency in an academic field even though they did not take the required course(s) in high school will have the curricular deficiency waived for purposes of remediation. Such students will be allowed to enter the respective discipline's collegiate courses.
- D. Students with unwaived deficiencies will be required to have educational experiences that will enable them to develop those skills requisite to success at the college level.
- E. Within the State System, the community college tier is officially designated as responsible for the remedial/developmental education function. While institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have this remedial/development responsibility, such schools may offer remedial courses if fully supported through student fees.

III. STUDENT DEMONSTRATION OF CURRICULAR COMPETENCIES²

- A. **Systemwide Procedures** Student competency may be demonstrated and deficiencies removed in the nine required units of basic skills courses -science, English, and mathematics - through the use of system ACT subscores in the three subject areas of science reasoning, English, and mathematics respectively.³ Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement.
- B. **Institutional Procedures⁴** Student competencies may be demonstrated and deficiencies removed by an entry-level, institutionally developed or adopted

²Students who are successful in demonstrating curricular competencies in all deficiency areas and who meet the required institutional performance criteria may be regularly admitted and will not count against the Alternative Admission Category's enrollment limit.

³The system ACT subscores are set by the State Regents and will be communicated annually.

⁴Institutional procedures for demonstration of student competencies and for removing curricular deficiencies do not apply to concurrently enrolled high school students (see the *Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability: Institutional Requirements for Entry Level Assessment and Placement*).

assessment procedure in the appropriate discipline area consistent with the institution's approved assessment plan. Such an assessment procedure/instrument must be uniformly applied, have demonstrated content validity, and be a reliable measure of student competence. Students would be required to score at a level which equates to the systemwide ACT score requirement for the basic skills subjects

IV. READING COMPETENCY

To successfully complete college courses, students must be able to read at a minimum level. While high school reading courses are not specifically required, student reading competency is expected and assessed. Refer to the Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability for the State Regents' assessment requirements in the area of reading.

V. STUDENT REMEDIATION OF CURRICULAR DEFICIENCIES IN BASIC SKILLS COURSES

Students with curricular deficiencies who fail to demonstrate adequate curricular competence will be required to complete developmental courses as described below: Students with mathematics, English, or science deficiencies will be required to enroll in developmental courses designed to remedy the deficiency. Students must receive a grade equivalent to a "C" or better to remove the deficiency.

VI. STUDENT PROCEDURES FOR REMOVAL OF CURRICULAR DEFICIENCIES IN HISTORY AND/OR THE FOUR GUIDED ELECTIVE COURSES⁵

Students with a deficiency in history who present an ACT reading subscore at or above the specified level³ or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as regular admission students. These students will be required to complete an additional three-hour collegiate history course to make up the high school deficiency.

Students with a guided elective deficiency may also be admitted as regular admission students as specified in the *Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities in the State System*, but will be required to take an additional three-hour collegiate course in the guided elective subject area(s).

⁵The four guided elective courses will not be required for first-time-entering students until the fall of 1997.