

*Oklahoma State System  
of  
Higher Education*



# **ANNUAL STUDENT REMEDICATION REPORT**

*February 21, 2003*

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## Oklahoma State Regents for Higher Education

### ANNUAL STUDENT REMEDIATION REPORT 2001-2002

#### 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 11th annual student remediation report.
- Remedial education is not a recent phenomenon in higher education. As early as the 17<sup>th</sup> 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 75 percent of the State System's remedial enrollments.
- Financial costs of remediation are being addressed in different ways by various states, 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:
  - comprehensive universities: regular tuition + \$24 per credit hour
  - regional universities: regular tuition + \$20 per credit hour
  - technical branches: regular tuition + \$18.50 per credit hour
  - community colleges: regular tuition + \$13 per credit hour

##### **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.

- Oklahoma public institutions report that remediation has resulted in significant improvement in student success.

## **FINDINGS:**

In 2001-02:

- 40,198 students enrolled in remedial courses:
  - 5.9 percent (2,367 students) at the comprehensive universities
  - 18.9 percent (7,617 students) at the regional universities
  - 75.2 percent (30,214 students) at the two-year colleges
- Of fall 2001 first-time freshmen, 38.8 percent enrolled in remedial courses.
- Of freshmen who did not meet the State Regents' 15-unit high school core curriculum, 49.9 percent enrolled in remedial courses, compared to 24.4 percent of freshmen who completed the high school core curriculum.
- Remediation by subject for fall 2001 freshmen was as follows:
  - 33.3 percent mathematics
  - 15.1 percent English
  - 5.4 percent reading
  - 3.1 percent science
- From fall 1996 to fall 2001, the percentage of freshmen with an ACT score below 19 decreased:
  - English, from 22.4 to 20.2 percent
  - Science, from 17.3 to 16.4 percent
  - Reading, from 18.6 to 18.4 percent
- From fall 1996 to fall 2001, the percentage of freshmen with an ACT score below 19 increased in mathematics from 26.7 percent to 27.1 percent.
- From 1996-97 to 2001-02, the remediation rate for first-time freshmen direct from Oklahoma high schools decreased from 37.3 percent to 36.5 percent. This is lower than the 38.8 percent for all first-time freshmen.
- Older freshmen require more remediation. During the 2001-02 academic year, a higher percentage of first-time freshmen 21 years of age and older (41.9 percent) enrolled in remedial courses than freshmen less than 21 years of age (37.7 percent).
- In 2001-02, Oklahoma State System institutions generated \$2.4 million from student-paid remedial course fees to cover the offset costs of providing remedial courses.

## **CONCLUSIONS:**

- Both the number and remediation rate of adults (students over 20) increased. More students attending college due to the economic downturn account for more older students who did not prepare to attend college when in high school.
- Two-year colleges continue to be the primary source of remediation in the State System. This is consistent with the community college's mission.
- Students enrolling in State System institutions directly from high school (17 to 20 year-olds) are less likely to need remediation than older students (37.7 and 41.9 percent, respectively). Those students graduating directly from Oklahoma high schools show less need for remediation than either group with 36.5 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.
- Future reports will include results of an ACT study on the impact of course placement and remediation in Oklahoma.
- 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**

**2001-02**

**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 11th annual student remediation report. This report describes remedial activity during the 2001-02 academic year and provides comparisons to previous years.

**BACKGROUND**

Remedial education is not a recent phenomenon in higher education. As early as the 17<sup>th</sup> 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 1995, all public two-year and 81 percent of public four-year institutions offered remedial reading, writing, or mathematics courses (NCES, 1995).

*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

*“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 immigration 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 two NCES studies (1991, 1996) reported that approximately one-third of new freshmen 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.

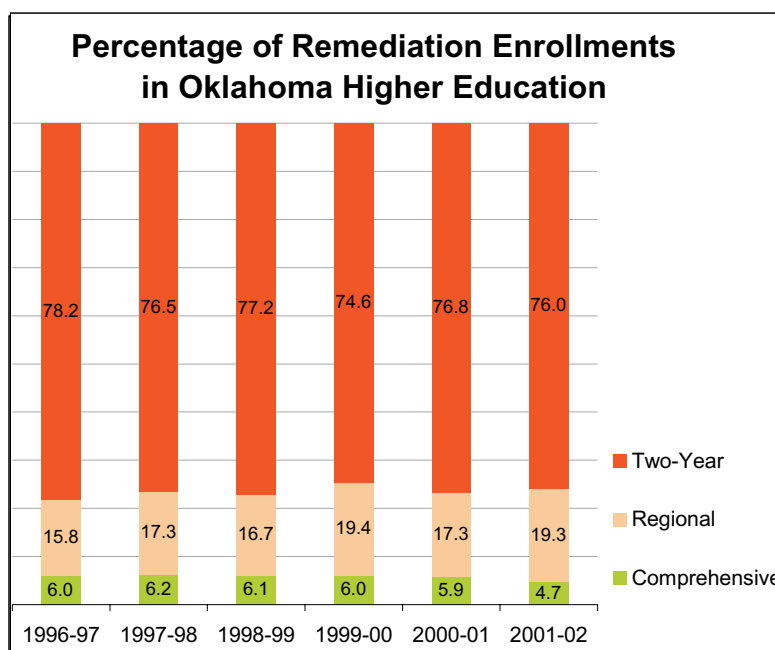
-ECS, 2002

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). Oklahoma's percentage is over 75 percent. Nationally, 95 percent of community colleges offer remedial education (McCabe, 2000).

Financial cost of remedial education is also 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 recent 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).

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.

Oklahoma universities are the only public institutions of the Big 12 to charge additional fees for remediation. Those remedial course fees, established in 1994, are: \$24 per credit hour at the comprehensive universities, \$20 at regional universities, \$18.50 at technical branches, and \$13 at two-year colleges. In 2001-02, Oklahoma State System institutions generated \$2.4 million from remedial course fees to offset costs of providing remedial courses.

In their book, *Between a Rock and a Hard Place: The At-Risk Student in the Open-Door College*, John and Suanne Roueche summarize today's student:

*Students are leaving high school no better prepared than they were in the mid-1960s. In fact, evidence indicates that despite higher grade point averages, these students' skills and competencies are at the lowest levels in American history. Moreover, we are not talking only about literacy, or unprepared or underprepared students as viewed from their mastery or their attainment of cognitive skills; we are looking at a new generation of adult learners characterized by economic, social, personal, and academic insecurities. They are older adults, with family and other financial responsibilities that require part-time, or often full-time, jobs in addition to coursework requirements; they are first-generation learners with unclear notions of their college roles and their goals; they are members of minority and foreign-born groups; they have poor self-images and doubt their abilities to be successful; and they have limited world experiences that further narrow the perspectives they can bring to options in their lives (Roueche and Roueche, 1993).*

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

In the second national higher education report card, *Measuring Up 2002*, the National Center for Public Policy and Higher Education reported that while Oklahoma still lags behind the top states in student preparation, from 1990 to 2000, the proportion of Oklahoma high school students taking upper-level science courses increased from 13 percent to 24 percent—the fifth highest increase compared to other states.

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.

In the latest Annual Student Assessment Report (2001-02), 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 apparently had a positive effect on outcomes. One institution reported that remediated students earned significantly more hours, or were more often retained, than those who took remedial courses only or those deficient in reading skills that did not enroll in remedial coursework.

## 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, 83 percent (451) of all districts and 38 private schools participate in EPAS, reaching more than 98 percent of the state's eighth and tenth graders.
- 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.
- 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
- 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 their 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 including 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.

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: 78.6 percent at the comprehensive universities, 53.6 percent at the regional universities, and 56.6 percent at the two-year colleges.

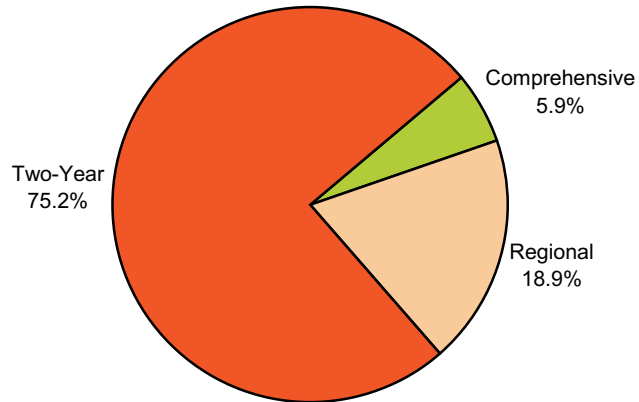
## METHODOLOGY

In 1991, the State Regents began collecting remediation data from institutions via annual “paper and pencil” surveys. In 1996-97, 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)**

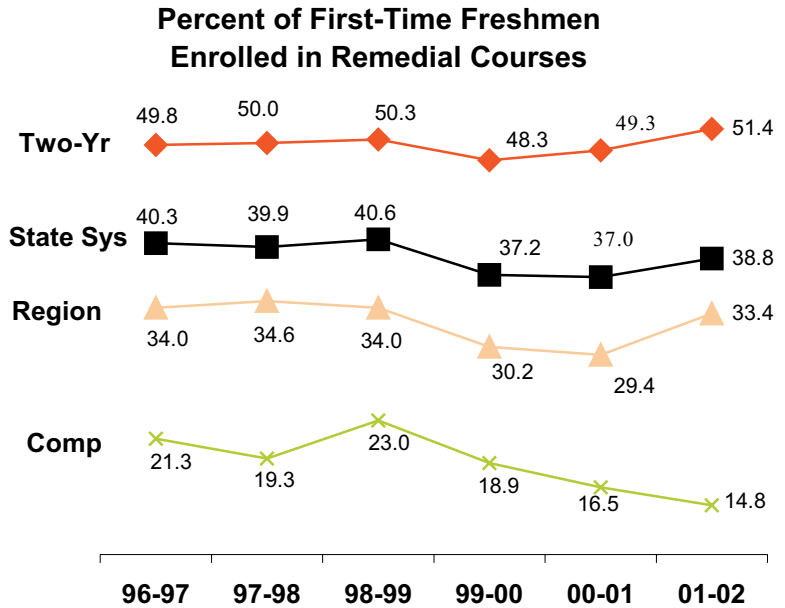
- During the 2001-02 academic year, 40,198 students enrolled in remedial courses: 2,367 (5.9 percent) at comprehensive universities, 7,617 (18.9 percent) at regional universities, and 30,214 (75.2 percent) at two-year colleges.
- These students generated 52,229 remedial enrollments: 2,471 (4.7 percent) at comprehensive universities, 10,064 (19.3 percent) at regional universities, and 39,694 (76.0 percent) at two-year colleges.
- Half (50.7 percent) of the students enrolled in remedial courses in the fall, 39.9 percent in the spring, and 9.4 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 31,072 fall 2001 first-time freshmen, 12,045 (38.8 percent) enrolled in remedial courses sometime during the 2001-02 academic year: 1,021 (14.8 percent) of comprehensive university freshmen, 2,602 (33.4 percent) of regional university freshmen, and 8,422 (51.4 percent) of two-year college freshmen.
- From 1996-97 to 2001-02, the percentage of first-time freshmen enrolled in remedial courses decreased from 40.3 percent to 38.8 percent for the State System. The percentage dropped from 21.3 to 14.8 percent at comprehensive universities and from 34.0 to 33.4 percent at regional universities. The percentage increased from 49.8 to 51.4 percent at two-year colleges.

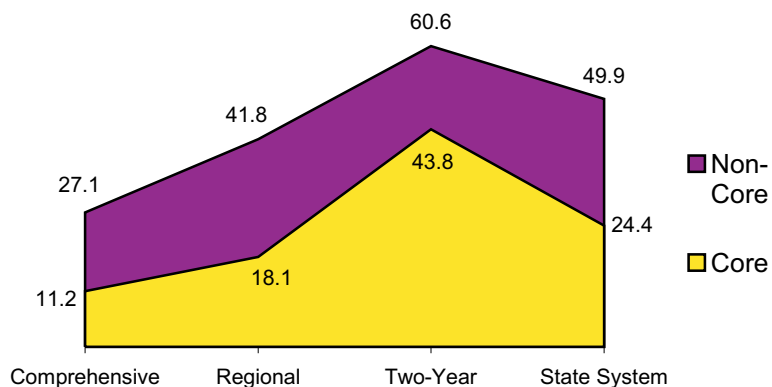


- From 2000-01 to 2001-02, the percentage of first-time freshmen enrolled in remedial courses increased from 37.0 percent to 38.8 percent for the State System. The percentage dropped from 16.5 to 14.8 percent at comprehensive universities, and increased from 29.4 to 33.4 percent at regional universities and from 49.3 to 51.4 percent at two-year colleges.

### 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.

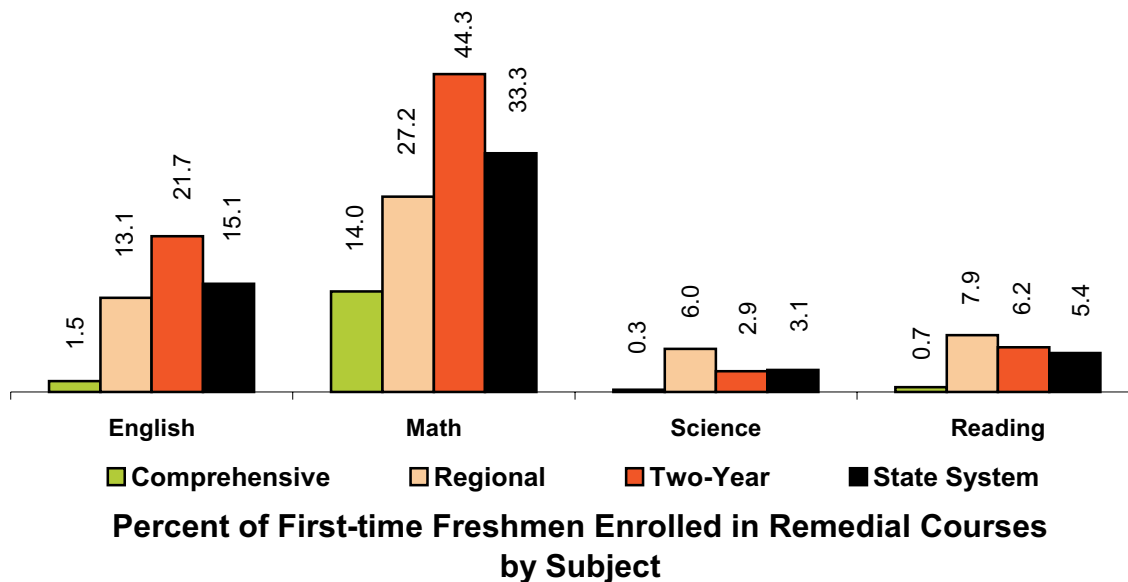
### Percent of Remediation and High School Core Curriculum



- A smaller percentage of fall 2001 first-time freshmen who met the high school core curriculum (24.4 percent) enrolled in remedial courses than freshmen who did not meet the core curriculum (49.9 percent).
- At comprehensive universities, 11.2 percent of those students who met the core curriculum enrolled in remediation compared to 27.1 percent of those who did not meet the core. At regional universities, 18.1 percent who met the core curriculum enrolled in remediation compared to 41.8 percent who did not meet the core. At two-year colleges, 43.8 percent who met the core curriculum enrolled in remediation compared to 60.6 percent who did not meet the core.

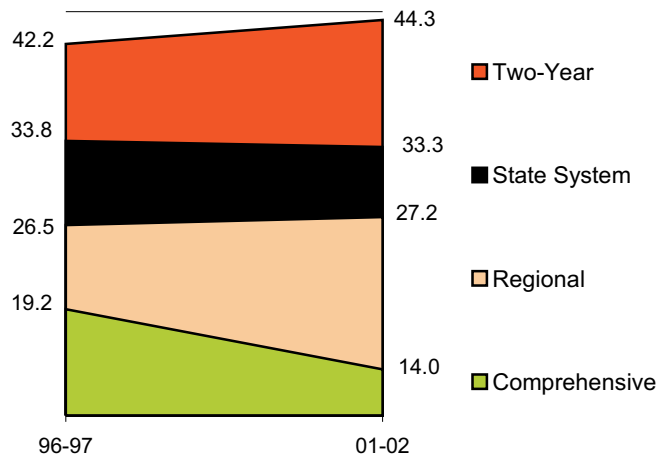
### First-Time Freshmen Enrolled in Remedial Courses by Subject Area (Tables 5 and 6)

- Of the 31,072 fall 2001 first-time freshmen, 33.3 percent enrolled in at least one remedial mathematics course, 15.1 percent in a remedial English course, 5.4 percent in a remedial reading course, and 3.1 percent in a remedial science course sometime during the 2001-02 academic year.



- At comprehensive universities, 14.0 percent enrolled in a remedial mathematics course, 1.5 percent in a remedial English course, 0.7 percent in a remedial reading course, and 0.3 percent in a remedial science course.
- At regional universities, 27.2 percent enrolled in a remedial mathematics course, 13.1 percent in a remedial English course, 7.9 percent in a remedial reading course, and 6.0 percent in a remedial science course.
- At two-year colleges, 44.3 percent enrolled in a remedial mathematics course, 21.7 percent in a remedial English course, 6.2 percent in a remedial reading course, and 2.9 percent in a remedial science course.

**Percent of First-Time Freshmen Enrolled in Remedial Math**

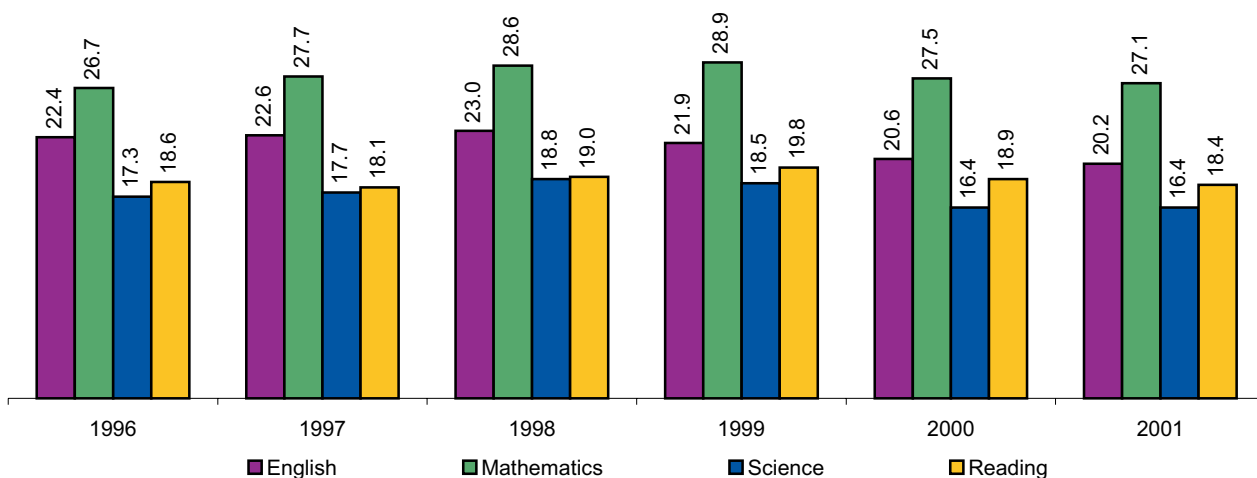


- From 1996-97 to 2001-02, the percentage of first-time freshmen enrolled in remedial courses declined from 33.8 to 33.3 percent in mathematics and from 3.9 to 3.1 percent in science. The remediation rates increased from 13.4 to 15.1 in English and from 0.4 to 5.4 percent in reading.
- From 2000-01 to 2001-02, the percentage of first-time freshmen remedial enrollments increased in mathematics, English, and reading, and decreased slightly for science.

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

- From fall 1996 to fall 2001, the percentage of State System first-time freshmen with an ACT subject score below 19 decreased from 22.4 to 20.2 percent in English, from 17.3 to 16.4 percent in science, from 18.6 to 18.4 percent in reading, and increased from 26.7 to 27.1 percent in mathematics.
- From fall 1996 to fall 2001, the percentage of students passing secondary tests increased from 31.6 to 34.5 percent in English, from 15.0 to 16.3 percent in science, from 31.8 to 32.8 percent in reading, and decreased from 16.5 to 11.9 percent in mathematics.

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





### **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 36.5 percent in 2001. This is lower than the 38.8 percent of all fall first-time freshmen. From 1996-97 to 2001-02, the remediation rate for first-time freshmen direct from Oklahoma high schools decreased 7.1 percentage points at comprehensive universities, and 4.3 percentage points at regional universities. The remediation rate increased 4.3 percentage points at the two-year colleges.
- From 2000-01 to 2001-02 the remediation rate for first-time freshmen direct from Oklahoma high schools increased from 34.1 percent to 36.5 percent. At comprehensive universities the rate decreased 1.8 percentage points from 15.7 percent to 13.9 percent, the lowest rate since the report was begun. The rate increased at regional universities, from 25.2 percent to 28.2 percent; and at two-year colleges, from 51.3 percent to 55.2 percent.

### **First-Time Freshmen by Age (Table 9)**

- From 1996-97 to 2001-02, the remediation rate for first-time freshmen less than 21 years of age decreased from 39.7 percent to 37.7 percent.
- From 2000-01 to 2001-02, the percentage of freshmen less than 21 years of age enrolled in remedial courses increased from 36.4 to 37.7 percent for the State System; decreased at comprehensive institutions from 16.2 to 14.2 percent; and increased at regional universities from 27.0 to 31.2 percent and at two-year colleges from 55.5 to 56.6 percent.
- From 1996-97 to 2001-02 the remediation rate for first-time freshmen 21 years of age and older increased slightly from 41.8 to 41.9 percent.
- From 2000-01 to 2001-02, the percentage of first-time freshmen 21 years of age and older enrolled in remedial courses increased from 38.9 percent to 41.9 percent for the State System, from 41.8 percent to 43.7 percent at regional universities, from 35.9 percent to 42.1 percent at two-year colleges; and decreased from 31.7 percent to 28.2 percent at comprehensive universities.

### **Percent of Placement vs. Actual Enrollment in Remedial Courses (Table 10)**

- In the State System, 74.5 percent of students for whom remediation was required enrolled in the remedial courses during their first year. Regional universities reported the highest rate with 76.3 percent enrolling in remedial courses, followed by two-year colleges with 76.0, and comprehensive universities with 60.6 percent.

## **CONCLUSIONS**

The remediation rate of fall 2001 first-time freshmen increased 1.8 percentage points from the previous year. However, both the number and remediation rate of adults (students over 20) increased. More students attending college due to the economic downturn accounts for more older students who did not prepare to attend college when in high school.

The remediation rate of first-time freshmen direct from Oklahoma high schools increased 2.4 percentage points from last year, but remains at or lower than all previous years. This may indicate that remediation rates have hit a ceiling that can only be shifted by dramatic changes in preparation. The new high school graduation requirements of additional mathematics beginning with the 2003 class, may reduce future remediation rates. The State Regents have contracted with ACT to further study the impact of course placement and remediation in Oklahoma. Results will be reported in future remediation reports.

The higher percentage of State System students enrolling in remedial courses since the State Regents' policy made remediation mandatory in 1994, is consistent with national reports. Both the SREB and Oklahoma remediation studies show that students enrolling in State System institutions directly from high school (17 to 20

year-olds) are less likely to need remediation than older students (37.7 and 41.9 percent, respectively). Those students graduating directly from Oklahoma high schools show less need for remediation than either group with 36.5 percent

Remediation has always been and remains a function of all higher education institutions; however, most (75.2 percent) students are taught in two-year 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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**Tables**

*February 21, 2003*



Table 1  
Number of Students Enrolled in Remedial Courses  
2001-02

Tier	Number of Students Enrolled in Remedial Courses					Percent of Total	Number of Enrollments in Remedial Courses				
	Sum 01	Fall 01	Spr 02	Total	Sum 01		Fall 01	Spr 02	Total	Percent of Total	
Comprehensive	123	1,447	797	2,367	5.9	123	1,545	803	2,471	4.7	
Regional	658	4,006	2,953	7,617	18.9	736	5,461	3,867	10,064	19.3	
Two-Year	2,988	14,925	12,301	30,214	75.2	3,512	20,502	15,680	39,694	76.0	
State System	3,769	20,378	16,051	40,198	100.0	4,371	27,508	20,350	52,229	100.0	
Percent of State System	9.4	50.7	39.9	100.0		8.4	52.7	39.0	100.0		

Table 2  
First-Time Freshmen Enrolled in Remedial Courses  
2001-02

Tier	Number of First-Time Freshmen	Number Enrolled in Remedial Courses				Total*	Percent Enrolled in Remedial Courses			
		Sum 01	Fall 01	Spr 02	Total		Sum 01	Fall 01	Spr 02	Total
Comprehensive	6,897	5	913	306	1,021	0.1	13.2	4.4	14.8	
Regional	7,785	135	2,364	1,195	2,602	1.7	30.4	15.4	33.4	
Two-Year	16,390	531	7,663	3,868	8,422	3.2	46.8	23.6	51.4	
State System	31,072	671	10,940	5,369	12,045	2.2	35.2	17.3	38.8	

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

Table 3  
Fall First-Time Freshman Enrollments in Remedial Courses  
1996-97 to 2001-02

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	96-97	97-98	98-99	99-00	00-01	01-02	1-Yr	5-Yr
Comprehensive	1,041	1,012	1,313	1,167	1,053	1,021	21.3	19.3	23.0	18.9	16.5	14.8	-1.7	-6.5
Regional	2,205	2,125	2,242	2,120	2,138	2,602	34.0	34.6	34.0	30.2	29.4	33.4	4.0	-0.6
Two-Year	7,005	6,905	7,494	7,019	7,408	8,422	49.8	50.0	50.3	48.3	49.3	51.4	2.1	1.6
State System	10,251	10,042	11,049	10,306	10,599	12,045	40.3	39.9	40.6	37.2	37.0	38.8	1.8	-1.5

Table 4  
Remediation and High School Core Curriculum  
2001-02

Tier	Number of Fall 01 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.*
	Comprehensive	846	3,802	2,249	229	425	367	27.1	11.2
Regional	1,818	2,966	3,001	760	537	1,305	41.8	18.1	43.5
Two-Year	3,207	3,550	9,633	1,942	1,555	4,925	60.6	43.8	51.1
State System	5,871	10,318	14,883	2,931	2,517	6,597	49.9	24.4	44.3

\* 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**  
**2001-02**

Tier	Number of Fall 01 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
Comprehensive	6,897	104	966	20	46	1.5	14.0	0.3	0.7
Regional	7,785	1,022	2,117	468	617	13.1	27.2	6.0	7.9
Two-Year	16,390	3,560	7,258	472	1,023	21.7	44.3	2.9	6.2
State System	31,072	4,686	10,341	960	1,686	15.1	33.3	3.1	5.4

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 2001-02**

Tier	96-97				01-02				Five-Year Difference			
	English	Math	Science	Reading	English	Math	Science	Reading	English	Math	Science	Reading
Comprehensive	3.5	19.2	1.3	0.0	1.5	14.0	0.3	0.7	-2.0	-5.2	-1.0	0.7
Regional	15.8	26.5	5.3	7.6	13.1	27.2	6.0	7.9	-2.7	0.7	0.7	0.3
Two-Year	15.8	42.2	4.1	3.8	21.7	44.3	2.9	6.2	5.9	2.1	-1.2	2.4
State System	13.4	33.8	3.9	0.4	15.1	33.3	3.1	5.4	1.7	-0.5	-0.8	5.0

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

2000-01 to 2001-02

Tier	00-01				01-02				One-Year Difference			
	English	Math	Science	Reading	English	Math	Science	Reading	English	Math	Science	Reading
Comprehensive	1.9	15.5	0.5	1.0	1.5	14.0	0.3	0.7	-0.4	-1.5	-0.2	-0.3
Regional	12.7	23.0	3.4	5.8	13.1	27.2	6.0	7.9	0.4	4.2	2.6	2.1
Two-Year	19.2	43.1	3.0	5.9	21.7	44.3	2.9	6.2	2.5	1.2	-0.1	0.3
State System	13.7	31.9	3.9	4.8	15.1	33.3	3.1	5.4	-1.3	-0.3	-0.9	0.6

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 1996 to Fall 2001

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

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

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

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

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

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 2001-02**

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	96-97	97-98	98-99	99-00	00-01	01-02	1-Yr	5-Yr
Comprehensive	778	724	973	830	767	685	21.0	18.5	22.7	18.5	15.7	13.9	-1.8	-7.1
Regional	1,461	1,297	1,443	1,255	1,253	1,456	32.5	31.3	31.9	26.3	25.2	28.2	3.0	-4.3
Two-Year	3,481	3,750	4,162	4,040	3,994	4,559	50.9	50.6	54.9	53.8	51.3	55.2	3.9	4.3
State System	5,720	5,771	6,578	6,125	6,014	6,700	37.3	37.3	40.1	36.5	34.1	36.5	2.4	-0.8

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

**Table 9**  
**Fall First-Time Freshmen Less than 21 Years of Age**

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	96-97	97-98	98-99	99-00	00-01	01-02	1-Yr	5-Yr
Comprehensive	948	902	1,210	1,080	980	943	20.6	18.3	22.4	18.5	16.0	14.2	-1.7	-6.3
Regional	1,757	1,649	1,786	1,658	1,614	1,990	33.0	32.8	32.6	29.0	27.0	31.2	4.2	-1.9
Two-Year	4,526	4,798	5,303	5,247	5,286	5,920	54.5	54.1	57.0	56.6	55.5	56.6	1.2	2.1
State System	7,231	7,349	8,299	7,985	7,880	8,853	39.7	39.1	41.1	38.4	36.4	37.7	1.3	-1.9

**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	96-97	97-98	98-99	99-00	00-01	01-02	1-Yr	5-Yr
Comprehensive	93	110	103	87	73	78	32.5	34.6	35.2	36.7	31.7	28.2	-3.6	-4.4
Regional	448	476	456	462	524	612	38.3	42.8	40.6	35.6	41.8	43.7	1.9	5.4
Two-Year	2,479	2,107	2,191	1,978	2,122	2,502	43.0	42.6	39.3	37.6	35.9	42.1	6.2	-0.9
State System	3,020	2,693	2,750	2,527	2,719	3,192	41.8	42.3	39.3	37.2	38.9	41.9	3.0	0.1

Table 10  
Percent of Recommended Placement vs.  
Actual Enrollment in Remedial Courses for 1997-98 through 2001-02

Tier	Number of First-Time Freshmen Recommended for Remediation						Number of First-Time Freshmen Enrolled in Remedial Courses						Percent of First-Time Freshmen Enrolled in Recommended Courses (within the first year)					
	96-97	97-98	98-99	99-00	00-01	01-02	96-97	97-98	98-99	99-00	00-01	01-02	96-97	97-98	98-99	99-00	00-01	01-02
Comprehensive	1,224	1,112	1,306	1,195	1,153	1,685	1,041	1,012	1,313	1,167	1,053	1,021	85.0	91.0	100.5	97.7	91.3	60.6
Regional	3,009	2,910	3,163	3,236	2,453	3,411	2,205	2,125	2,242	2,120	2,138	2,602	73.3	73.0	70.9	65.5	87.2	76.3
Two-Year	6,703	7,249	8,208	8,241	9,118	11,075	7,005	6,905	7,494	7,019	7,408	8,422	104.5	95.3	91.3	85.2	81.2	76.0
State System	10,936	11,271	12,677	12,672	12,724	16,171	10,251	10,042	11,049	10,306	10,599	12,045	93.7	89.1	87.2	81.3	83.3	74.5

*Annual Student Remediation Report*

**Appendix**

*February 21, 2002*



**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*.<sup>1</sup> 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.

**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

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<sup>1</sup>  
*Assessment at Alverno College* by the Alverno College Faculty, page 1.

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.<sup>2</sup> 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 score<sup>2</sup> 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 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.

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<sup>2</sup> The 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.

### 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.

## Assessment of Student Satisfaction

Perceptions of students and alumni are important in the evaluation of and the enhancement of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services.

Examples of programs/activities to be included in this level of assessment are satisfaction with student services, quality of food services, access to financial aid, residence hall facilities, day care, parking, 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.

## 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.

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