

*Oklahoma State System
of
Higher Education*



**ANNUAL
STUDENT
REMEDICATION
REPORT**

April 4, 2002

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FOR HIGHER EDUCATION**

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Oklahoma State Regents for Higher Education

ANNUAL STUDENT REMEDIATION REPORT 2000-2001

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 tenth 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.
- A comprehensive view of remedial education shows that a diverse student population enrolls in remedial courses, including students from high schools without advanced mathematics or science classes; students for whom English is a second language; and working adults who are seeking new job skills for the information-based economy. Societal and demographic changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need remediation.

HIGHER EDUCATION'S ROLE IN REMEDIATION:

- Widespread need for college remediation has initiated efforts to prepare students while still in high school.
- Colleges in states that require assessment and placement report improved student retention and success levels.
- 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.
- 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
 - * community colleges: regular tuition + \$13 per credit hour
 - * technical branches: regular tuition + \$18.50 per credit hour

OKLAHOMA INITIATIVES:

- Enhanced teacher preparation as evidenced by national recognition in *Education Week* four consecutive years.

1993:

- The State Regents approved *Student Competencies for College Success*, a document compiled by college faculty translating the required high school core curriculum into specific knowledge and skills.
- The State Regents set a standardized score to determine academic subject preparation for college and made remediation mandatory for under-prepared students.
- The State Regents increased the high school core curricular requirements for college admission from 11 to 15 courses, effective fall 1997.
- The State Regents and ACT implemented the Educational Planning and Assessment System (EPAS). EPAS provides students in grades eight and ten with information about the probability of the grades that they would earn in college based on their current high school performance. This early alert system notifies high school students of specific subject areas in need of further development while they are still in high school. Currently, 80 percent of all districts participate, representing more than 90 percent of all eighth and tenth graders.

1996:

- The State Regents implemented the 12 x 4 curriculum for elementary education, special education, and early childhood education majors. Students must complete 12 credit hours of coursework in each of four subjects – English, mathematics, science, and social sciences. The 12 x 4 subject matter block provides teachers stronger academic preparation and more in-depth subject knowledge.

1997:

- The State Regents implemented the Oklahoma Mathematics Preparation Initiative to focus on improving student achievement in mathematics. The Math 2001 Committee, a group of Oklahoma shareholders in mathematics education, was convened to formulate recommendations to enhance student mathematics preparation.

1998:

- The State Regents added an annual remediation report to the High School Indicators Project, which also includes reports on ACT scores, college-going rates, and first-year college performance. These reports are distributed to school boards, superintendents, and high school principals.

1999:

- The State Regents initiated *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 38 percent by 2010. *Brain Gain 2010* strategies focus on enhancing student preparation for college by recommending that high school students undertake a more rigorous curriculum in math, writing, and science.
- The State Regents replaced *Student Competencies for College Success* with ACT's *Standards for Transition*, a feedback tool that allows school districts to see a clear picture of core academic skills that students need to succeed in college. Additionally, individual students will be informed of specific areas which will enhance their preparation for college.

- The State Regents added a third option for college admission based solely on a student's GPA for the State Regents' 15-unit high school core curriculum. This option rewards rigorous high school course-taking and strengthens the State Regents' 15-unit high school curricular requirement.

2000-2002:

- The Oklahoma Higher Education Task Force on Student Retention, a *Brain Gain 2010* initiative, was appointed by the State Regents as a collaborative effort among public and private colleges and universities to improve retention and graduation rates. Among the Student Retention Task Force recommendations were a strengthening of the intensity and quality of secondary school curriculum, increased collaboration between higher education institutions and secondary schools, and the recognition of high schools that demonstrate improvement in ACT scores, college-going rates, and low remediation rates.

2001-2002:

- The State Regents recognize superior student preparation of select Oklahoma high schools based on lowest remediation rates for the past three years.

CURRENT TRENDS:

- National and regional studies report approximately one-third of new freshmen enroll in remedial courses. These reports do not include science remediation. States with mandatory remediation like Oklahoma report higher student remediation rates. Thus, Oklahoma remediation rates are consistent with remediation rates in national and regional studies.
- 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.

FINDINGS:

Data are for the 2000-01 academic year unless otherwise noted.

- 35,378 students enrolled in remedial courses.
 - * 7.2 percent (2,537 students) at the comprehensive universities
 - * 17.0 percent (6,027 students) at the regional universities
 - * 75.8 percent (26,814 students) at the two-year colleges
- Of fall 2000 first-time freshmen, 37.0 percent enrolled in remedial courses. This percentage of first-time freshmen enrolled in remedial courses is the smallest in five years.
- Of the freshmen who did not meet the State Regents' 15-unit high school core curriculum, 51.0 percent enrolled in remedial courses, compared to 25.1 percent of freshmen who completed the high school core curriculum.
- Fall 2000 freshman remediation by subject:
 - * 31.9 percent mathematics
 - * 13.7 percent English
 - * 4.8 percent reading
 - * 2.6 percent science
- From fall 1995 to fall 2000, the percentage of freshmen with an ACT score below 19 decreased as follows:
 - * English: 27.2 to 20.6 percent
 - * Mathematics: 33.7 to 27.5 percent
 - * Science: 21.4 to 16.4 percent
 - * Reading: 20.7 to 18.9 percent

- Adults require more remediation. During the 2000-01 academic year, a higher percentage of adult freshmen (51.1 percent) enrolled in remedial courses than freshmen direct from high school (36.6 percent).
- In 2000-01, Oklahoma State System institutions generated \$2.1 million from student paid remedial course fees to cover the direct costs of providing remedial courses.

CONCLUSIONS:

- The State Regents' multiple initiatives to enhance student preparation for college continue to show results. Improved high school preparation is positively impacting student remediation rates in college. The percentage of students with ACT subject scores lower than 19 has declined since fall 1994. Students who take the State Regents' 15-unit high school core curriculum are less likely to enroll in remedial courses than students who do not.
- Two-year colleges continue to be the primary source of remediation in the State System. This is consistent with the community college's mission and the State Regents' stated goal to focus remediation at the two-year college level and reduce remediation at the comprehensive and regional universities.
- The financial costs associated with remediation are small in comparison to total higher education budgets. The direct financial costs in Oklahoma are offset by additional fees for remedial courses.
- Future studies will track the progress of students who enroll in remediation. It is important to evaluate the retention and graduation rates of remediated students compared to students who were prepared for college work at entry.
- Providing remedial education at two- and four-year institutions benefits underprepared high school students, place-bound adult returning students, and students for whom English is a second language. The higher education levels achieved by students, with the aid of remediation, have direct societal and economic benefits, while the consequences of a growing under-educated populace result in a cycle of poverty and wasted potential.

Oklahoma State Regents for Higher Education
ANNUAL STUDENT REMEDIATION REPORT

2000-01

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. The policy requires that institutions use an ACT score of 19 as the “first cut” in determining whether a student needs remediation in the subject areas of English, mathematics, science reasoning, and reading. Students who score 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 tenth annual student remediation report. This report describes remedial activity during the 2000-01 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 1995, all public two-year and 81 percent of public four-year institutions offered remedial reading, writing, or mathematics courses (NCES, 1995).

In more recent years, societal changes have contributed to increased educational demands. 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 experience or training at various levels. 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 (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. Minorities and immigrants are overrepresented among those who need remediation (McCabe, 2000).

Remediation demographics show that a diverse student population enrolls in remedial courses, including students from high schools without advanced mathematics or science classes, students for whom English is a second language, and working adults who are seeking new job skills for the information-based economy. 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 recent comprehensive study of remediation in community colleges reported that *“54 percent of remedial education students are under 24 years of age, 24 percent are between 25 and 34, and 17 percent are over 35.”* *“Sixty-eight percent are enrolled full time, although most are working, many full time”* (McCabe, 2000, pp. 4-5).

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).

HIGHER EDUCATION'S ROLE IN REMEDIATION:

The apparent widespread need for college remediation of recent high school graduates has evoked concerns from 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). California, Texas, Massachusetts, and Florida have introduced policies to reduce remedial education. California made the writing competency test mandatory and encourages high schools to teach reading and writing through the senior year. California State University, where 68 percent of the 1998 freshman class needed remediation, is working to reduce remediation by offering programs such as tutoring and mentoring to 233 high schools (Healy, 1999). Similarly, Oklahoma has taken aggressive steps to reduce remediation by better preparing students while still in high school. Oklahoma's philosophy for improving student performance is simple and reflected in McAlester Superintendent Lucy Smith's statement, "*You expect more, you get more...[Students] are rising to meet the challenge*" (Plumberg, 2000, p. 8-A).

The Southern Regional Education Board (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.

One of the questions concerning remediation outcomes is how it affects degree completion. According to NCES' *High School and Beyond Longitudinal Study of 1980 Sophomores*, "*Postsecondary Education Transcript Study*," students who took only one remedial course (other than remedial mathematics or reading) completed degrees at the same rate as students who took no remedial courses (55 and 56 percent, respectively). Graduation rates reported for students whose only remedial requirement was mathematics and who took a maximum of two remedial courses were higher (45 percent) than students with any reading problems (34 percent) (NCES, 1998). These findings seem to indicate that deficiencies in mathematics and reading are more critical to degree completion than other subject areas.

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.

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). Nationally, 95 percent of community colleges offer remedial education (McCabe, 2000). Providing remedial courses is consistent with the community college mission and the State Regents' stated goal of reducing remediation at the comprehensive and regional institutions. One institution, the University of Central Oklahoma, has entered into an agreement with a two-year college, Rose State College, to teach remedial courses.

Financial costs of remedial education are among many underlying concerns. 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. Oklahoma universities are the only public institutions of the Big 12 to charge additional fees for remediation. Those remedial course fees are: \$24 per credit hour at the comprehensive universities, \$20 at regional universities, \$18.50 at technical branches, and \$13 at two-year colleges. With this fee, remedial education courses are self-supporting. In 2000-01, Oklahoma State System institutions generated \$2.1 million from remedial course fees to cover the direct costs of providing remedial courses.

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 4 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).

“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).

OKLAHOMA INITIATIVES:

In addition to deflecting the costs of remedial education to the underprepared student, the State Regents, in cooperation with the public colleges and universities, have undertaken multiple initiatives to reduce college remediation.

- Since 1991, enhancing the preparation of teachers has been a State System priority designed to reduce the need for college remediation. These efforts have resulted in national recognition.
 - ✓ *Education Week*, in 1998, ranked Oklahoma first in the nation for its efforts to improve the quality of its teaching force. Oklahoma received an “A minus” for its academic standards and assessment, as well as for its teaching quality.
 - ✓ Oklahoma received an “A minus” in 1999-00, and was ranked third in the nation for its continuing efforts to improve teacher quality.
 - ✓ In 2000, *Education Week* stated: “Oklahoma’s grade for standards and accountability jumped from a ‘C minus’ to an ‘A minus’, the most significant improvement of any state.” Once again, *Education Week* ranked Oklahoma third in the nation (“B”) for its efforts to improve teacher quality.
 - ✓ The 2001 rankings, again placed Oklahoma third in improving teacher quality with a grade of “B.”
 - ✓ The *Education Week* Quality Counts 2002 report ranked Oklahoma sixth with a grade of “B-” in improving teacher quality.*

* The report cites deletion of “the requirement that candidates pass a subject-specific pedagogy test to earn a teaching license,” a result of the passage of Senate Bill 388, as the reason for the drop in rank.

- In 1993, the State Regents adopted a three-part package to enhance high school student preparation for college. First, the State Regents approved *Student Competencies for College Success*, a document compiled by college faculty, translating the required high school core curriculum into specific knowledge and skills. This publication was used to inform high school students of what they need to know to succeed as college freshmen. Second, the State Regents set a state system standardized score to determine academic subject preparation for college and made remediation mandatory for under-prepared students. Finally, the State Regents increased the high school core curricular requirements from 11 to 15 courses, effective fall 1997.
- In 1993, the State Regents and ACT collaborated in the Educational Planning and Assessment System (EPAS), 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. This early alert system notifies high school students of specific subject areas in need of further development while they are still in high school. Currently, 80 percent (446) of all districts and 37 private schools participate in EPAS, representing 98,000 participating students. EPAS reaches more than 90 percent of the state's eighth and tenth graders. The State Regents administered EPAS at a cost of \$750,000 for the 2000-01 school year.
- In 1996, the State Regents implemented additional initiatives designed to improve teacher preparation. Among these were the implementation of the 12 x 4 curriculum for elementary education, special education, and early childhood education majors. Students enrolling in these programs must complete 12 credit hours of coursework in each of four subjects – English, mathematics, science, and social sciences. The 12 x 4 subject matter block provides teachers with stronger academic preparation and more in-depth knowledge of the four core subjects. Since 1992, the State Regents have required a major in an academic discipline for secondary certification.
- In response to the predominant need for remediation in mathematics, in 1997, the State Regents implemented the Oklahoma Mathematics Preparation Initiative to focus on improving student achievement in mathematics. The Math 2001 Committee, a group of Oklahoma shareholders in mathematics education, was convened to formulate recommendations to enhance student mathematics preparation. Through collaboration with the Oklahoma Commission for Teacher Preparation, the State Department of Education, the Oklahoma Council of Teachers of Mathematics, and others, the Math 2001 Committee expects that its efforts will yield a number of projects designed to align K-16 mathematics education, enhance professional development opportunities for teachers, and improve student achievement in mathematics.
- The NCES survey report, “College-Level Remedial Education in the Fall of 1989” (May 1991), reported a lack of meaningful feedback from colleges to high schools regarding the academic preparation of their students. SREB 2000 recommends that colleges and universities assist middle school students to begin planning and high school students to take the appropriate courses. Oklahoma has taken aggressive steps to facilitate greater feedback through cooperation with the Office of Accountability's *Educational Indicators Program* and the State Regents' *High School Indicator Project*. In 1998, the State Regents added an annual remediation report to the *High School Indicators Project*, which also includes reports on ACT scores, college-going rates, and first-year college performance. The feedback reports are distributed to school boards, superintendents, and high school principals.
- The State Regents initiated *Brain Gain 2010: Building Oklahoma Through Intellectual Power* in January 1999. *Brain Gain 2010* is a comprehensive plan to increase the proportion of Oklahoma's population with a college degree from 25 to 38 percent by 2010. *Brain Gain 2010* strategies include enhancing student preparation for college by recommending that high school students complete a fourth math unit for college entry, directing high schools to incorporate a writing component into English courses required for college admission, and recommending high school students take at least three lab science courses. Through enhancing student preparation for college, the State Regents will increase the number of students who go to college directly from high school, reduce remediation, and improve Oklahoma college and university graduation rates.

- In December 1999, the State Regents replaced *Student Competencies for College Success* with *Standards for Transition*, which is based on skills tested by ACT and course placement data in Oklahoma. Oklahoma is the first state to collaborate with ACT to create a new feedback tool that will allow 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.
- In December 1999, the State Regents added a third option for college admission. The third option is based solely on a student's GPA for the State Regents' 15-unit high school core curriculum. This option rewards rigorous high school course-taking by incorporating a writing component in the English courses and increasing the recommended units to include an additional mathematics course and an additional lab science course. This new option provides additional weighting to the GPAs of students who take The College Board Advanced Placement (AP) and higher-level International Baccalaureate (IB) courses. The changes to the curricular requirements support the State Regents' 1999 *Brain Gain 2010* recommendations for strengthening student preparation for college. This policy also reinforces the State Department of Education's *Oklahoma Advanced Placement Incentives* program, which has successfully expanded AP course taking in Oklahoma.
- In February 2000, the State Regents appointed the Oklahoma Higher Education Task Force on Student Retention. This task force is a collaborative effort among public and private colleges and universities to improve retention and graduation rates. The Task Force issued its report to the State Regents in February 2002. Recommendations included strengthening the intensity and quality of secondary school curriculum including a fourth mathematics course equal to or above Algebra II. The report 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.
- In March 2001, the State Regents recognized superior student preparation of select Oklahoma high schools based on lowest remediation rates for the past three years. This initiative has been annualized with the second high school recognitions scheduled April 4, 2002.

CURRENT TRENDS:

Four studies by the 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.

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 Oklahoma remediation policy includes science remediation, while the SREB and NCES remediation studies did not. Therefore, the higher percentage of State System students enrolling in remedial courses since the State Regents' policy made remediation mandatory in 1994, is consistent with these reports. Both the SREB and Oklahoma remediation studies show that Oklahoma students enrolling in State System institutions directly from high school are less likely to need remediation than adult students (36.6 percent and 51.1 percent, respectively).

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. Of those students requiring remedial work, 62 percent of remedial education students are deficient in mathematics, compared with 37.7 percent in reading and 44.6 percent in writing (McCabe, 2000).

The 1996 NCES study reported that 47 percent of institutions experienced no change in the number of students enrolled in remedial courses during 1991 through 1995, while 39 percent had an increase in remedial enrollment. The percentage of underprepared students in two-year colleges has not changed significantly across the United States in at least two decades, and there is no evidence that it will be reduced in the near future, although in individual states percentages have fluctuated (Roueche and Roueche, 1999).

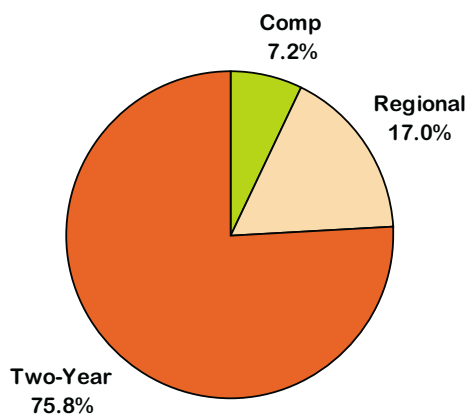
METHODOLOGY:

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 remediation 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)

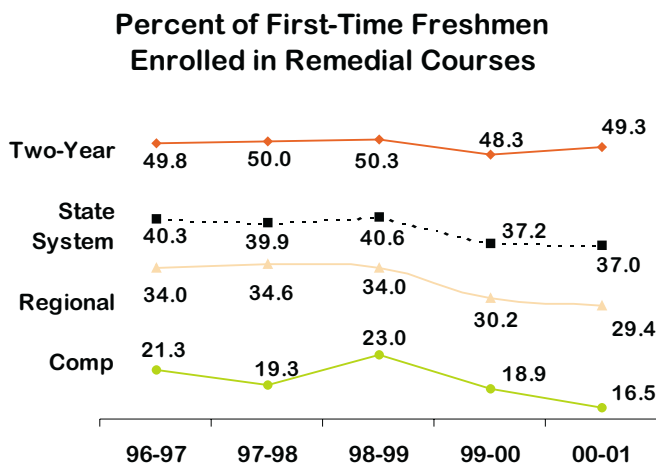
- During the 2000-01 academic year, 35,378 students enrolled in remedial courses: 2,537 (7.2 percent) at the comprehensive universities, 6,027 (17.0 percent) at the regional universities, and 26,814 (75.8 percent) at the two-year colleges.
- These students generated 43,573 remedial enrollments: 2,689 (5.9 percent) at the comprehensive universities, 7,878 (17.3 percent) at the regional universities, and 35,006 (76.8 percent) at the two-year colleges.
- Over half (52.5 percent) of the students enrolled in remedial courses were in the fall, 38.2 percent in the spring, and 9.3 percent in the summer.



Institutional Distribution of Oklahoma Students Taking Remedial Courses

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

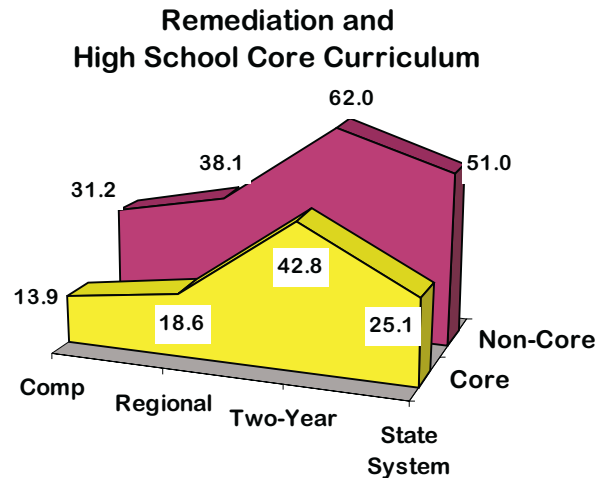
- Of the 28,668 fall 2000-01 first-time freshmen, 10,599 (37.0 percent) enrolled in remedial courses sometime during the 2000-01 academic year: 1,053 (16.5 percent) of the comprehensive university freshmen, 2,138 (29.4 percent) of the regional university freshmen, and 7,408 (49.3 percent) of the two-year college freshmen.
- From 1999-00 to 2000-01, the percentage of first-time freshmen enrolled in remedial courses declined from 37.2 percent to 37.0 percent for the State System. The percentage also dropped from 18.9 to 16.5 percent at the comprehensive universities, from 30.2 to 29.4 percent at the regional universities, and increased from 48.3 to 49.3 percent at the two-year colleges.



Remediation and High School Core Curriculum (Table 4)

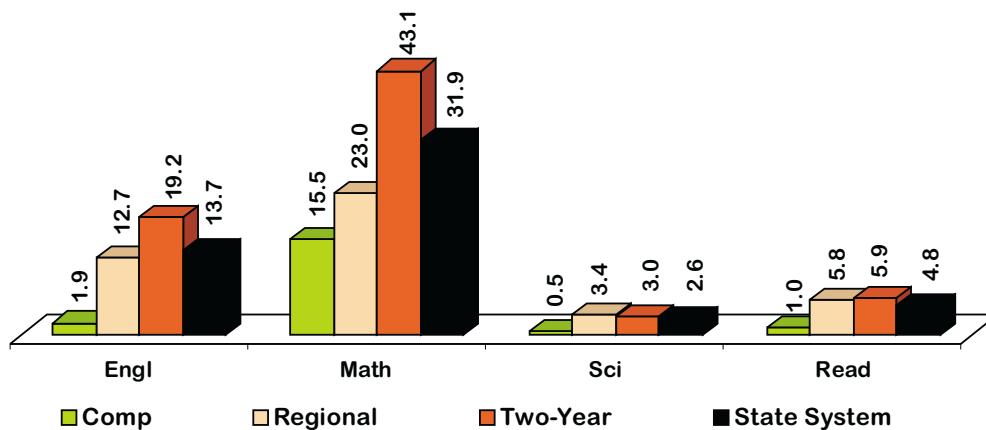
When taking the ACT, students are asked to respond to a series of questions pertaining to their high school curriculum. This information was combined with UDS data on remedial courses to determine whether completing the State Regents' 15-unit high school core curriculum affects remedial enrollments. The 15-unit core curriculum was implemented in fall 1997. ACT data were not available for out-of-state applicants, many special non-degree-seeking, adult admissions, or international students.

- A smaller percentage of fall 2000-01 first-time freshmen who met the high school core curriculum (25.1 percent) enrolled in remedial courses than freshmen who did not meet the core curriculum (51.0 percent) or those with no information (42.2 percent).
- At the comprehensive universities, 13.9 percent of those students who met the core curriculum enrolled in remediation compared to 31.2 percent of those who did not meet the core. At the regional universities, 18.6 percent who met the core curriculum enrolled in remediation compared to 38.1 percent who did not meet the core. At the two-year colleges, 42.8 percent who met the core curriculum enrolled in remediation compared to 62.0 percent who did not meet the core.



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

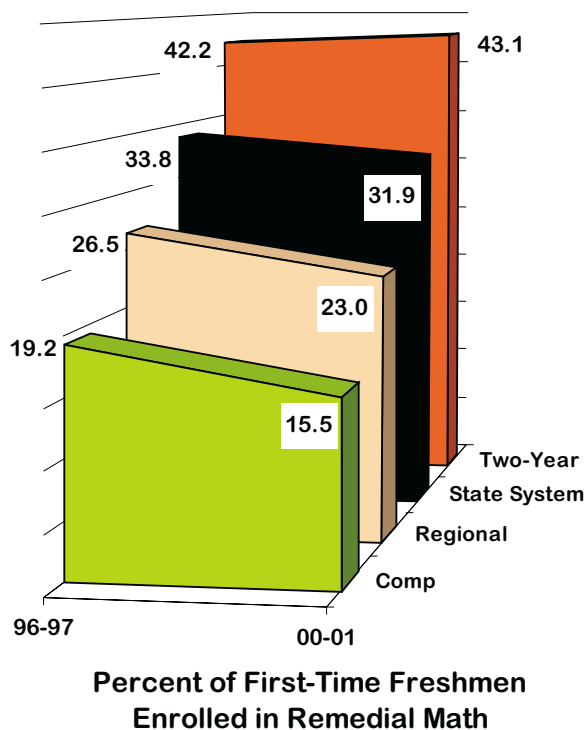
- Of the 28,668 fall 2000 first-time freshmen, 31.9 percent enrolled in at least one remedial mathematics course, 13.7 percent in a remedial English course, 2.6 percent in a remedial science course, and 4.8 percent in a remedial reading course sometime during the 2000-01 academic year.



Percent of First-time Freshmen Enrolled in Remedial Courses by Subject Area

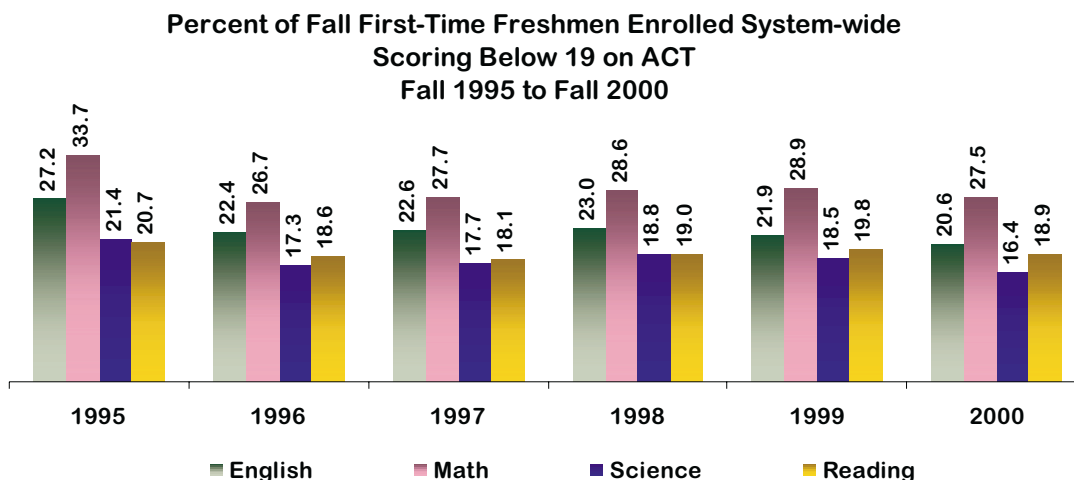
- At the comprehensive universities, 15.5 percent enrolled in a remedial mathematics course, 1.9 percent in a remedial English course, 0.5 percent in a remedial science course, and 1.0 percent in a remedial reading course.

- At the regional universities, 23.0 percent enrolled in a remedial mathematics course, 12.7 percent in a remedial English course, 3.4 percent in a remedial science course, and 5.8 percent in a remedial reading course.
- At the two-year colleges, 43.1 percent enrolled in a remedial mathematics course, 19.2 percent in a remedial English course, 3.0 percent in a remedial science course, and 5.9 percent in a remedial reading course.
- From 1996-97 to 2000-01, the percentage of first-time freshmen enrolled in remedial courses dropped from 33.8 to 31.9 percent for the State System in mathematics, and from 3.9 to 2.6 percent for science. The remediation rates increased from 13.4 to 13.7 in English and from 0.4 to 4.8 percent in reading. From 1999-00 to 2000-01, the percentage of first-time freshmen remedial enrollments decreased in each subject area.



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

- From fall 1995 to fall 2000, the percentage of State System first-time freshmen with an ACT subject score below 19 decreased from 27.2 to 20.6 percent in English, from 33.7 to 27.5 percent in mathematics, from 21.4 to 16.4 percent in science, and from 20.7 to 18.9 percent in reading.



- From fall 1995 to fall 2000, the percentage of students passing secondary tests decreased from 41.9 to 32.9 percent in English, from 25.0 to 13.0 percent in mathematics, from 38.5 to 21.4 percent in reading and increased from 13.4 to 15.6 percent in science.

First-Time Freshmen Direct from High School (Table 8)

- From 1999-00 to 2000-01, the percentage of freshmen direct from high school enrolled in remedial courses increased slightly from 36.3 to 36.6 percent for the State System. The figures by tier show decreases at the comprehensive institutions from 18.4 to 16.2 percent, from 27.8 to 27.3 percent at the regional universities, and an increase from 55.3 to 56.8 percent at the two-year colleges.
- From 1996-97 to 2000-01, the remediation rate for first-time freshmen direct from all high schools dropped 0.9 of a percentage point, from 37.5 percent to 36.6 percent. For first-time freshmen direct from Oklahoma high schools the remediation rate dropped 3.2 percentage points, from 37.3 percent to 34.1 percent.
- In 2000-01, the remediation rate for first-time freshmen direct from Oklahoma high schools was 34.1 percent system-wide, 2.5 percentage points less than that of first-time freshmen direct from all high schools (36.6 percent). Lower remediation rates for freshmen direct from Oklahoma high schools were reported at each tier level.

Adult First-Time Freshmen (Table 9)

- As expected, a higher percentage of adult admission freshmen (51.1 percent) enrolled in remedial courses than freshmen direct from high school (36.6 percent).

CONCLUSIONS:

The State Regents' multiple initiatives to enhance student preparation for college continue to show results. Improved high school preparation is positively impacting student remediation in college. The majority of students with deficiencies require only one remedial course: 74 percent at the comprehensive universities, 59 percent at the regional universities, and 58 percent at the two-year colleges. Since 1994, the percentages of students enrolled in remedial courses and those with ACT subject scores lower than 19 have declined. Students who take the State Regents' 15-unit high school core curriculum are less likely to need remedial courses than students who do not.

Remediation has always been and remains a function of all higher education institutions; however, most (75.8 percent) students are taught in the 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.

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. 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. According to a recent survey of public Big 12 universities, all offer remediation on campus. As previously noted, Oklahoma's remedial education courses are self-supporting; students pay the direct costs.

Providing remedial education at two- and four-year institutions benefits students, institutions, and the public. 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 are compelled to seek retraining at colleges and universities in their local communities, because they desire to make a better living and thereby enhance their quality of life in the increasingly knowledge-based

economy. 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).

Future studies will track the progress of students who enrolled in remedial courses. Although colleges and universities conduct institutional-level studies of how successful remediated students are in college-level courses, a statewide study will provide a standardized perspective.

Remedial courses benefit institutions, because students who successfully complete their remedial coursework become regular attendees who pay tuition and participate in the learning community. College graduates benefit the public as a whole, resulting in a productive citizenry, an educated workforce, greater economic productivity, and increased revenues for the state. In short, 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

April 4, 2002

Table 1
Number of Students Enrolled in Remedial Courses
2000-01

Tier	Number of Students Enrolled in Remedial Courses					Number of Enrollments in Remedial Courses				
	Sum 00	Fall 00	Spr 01	Total	Percent of Total	Sum 00	Fall 00	Spr 01	Total	Percent of Total
Comp	111	1,559	867	2,537	7.2	111	1,701	877	2,689	5.9
Regional	463	3,476	2,088	6,027	17.0	520	4,708	2,650	7,878	17.3
Two-Year	2,723	13,535	10,556	26,814	75.8	3,271	18,324	13,411	35,006	76.8
State System	3,297	18,570	13,511	35,378	100.0	3,902	24,733	16,938	45,573	100.0
Percent of State System	9.3	52.5	38.2	100.0		8.6	54.3	37.2	100.0	

Table 2
First-Time Freshmen Enrolled in Remedial Courses
2000-01

Tier	Number of Fall 00 First-Time Freshmen	Number Enrolled in Remedial Courses				Percent Enrolled in Remedial Courses			
		Sum 00	Fall 00	Spr 01	Total*	Sum 00	Fall 00	Spr 01	Total
Comp	6,367	7	962	388	1,053	0.1	15.1	6.1	16.5
Regional	7,268	70	1,956	824	2,138	1.0	26.9	11.3	29.4
Two-Year	15,033	474	6,705	3,243	7,408	3.2	44.6	21.6	49.3
State System	28,668	551	9,623	4,455	10,599	1.9	33.6	15.5	37.0

* 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 2000-01

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	96-97	97-98	98-99	99-00	00-01	1-Yr	4-Yr
Comp	1,041	1,012	1,313	1,167	1,053	21.3	19.3	23.0	18.9	16.5	-2.4	-4.8
Regional	2,205	2,125	2,242	2,120	2,138	34.0	34.6	34.0	30.2	29.4	-0.8	-4.6
Two-Year	7,005	6,905	7,494	7,019	7,408	49.8	50.0	50.3	48.3	49.3	1.0	-0.5
State System	10,251	10,042	11,049	10,306	10,599	40.3	39.9	40.6	37.2	37.0	-0.2	-3.3

Table 4
Remediation and High School Core Curriculum
2000-01

Tier	Number of Fall 00 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.*
	Comp	603	4,049	1,715	188	561	304	31.2	13.9
Regional	1,427	3,449	2,392	543	643	942	38.1	18.6	39.4
Two-Year	2,775	3,797	8,461	1,720	1,626	4,062	62.0	42.8	48.0
State System	4,805	11,295	12,568	2,451	2,830	5,308	51.0	25.1	42.2

* 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
2000-01

Tier	Number of Fall 00 First- Time Freshmen	Number* Enrolled in				Percent Enrolled in			
		Remedial Courses by Subject Area				Remedial Courses by Subject Area			
		Engl	Math	Sci	Read	Engl	Math	Sci	Read
Comp	6,367	122	989	33	66	1.9	15.5	0.5	1.0
Regional	7,268	921	1,673	248	421	12.7	23.0	3.4	5.8
Two-Year	15,033	2,891	6,475	452	889	19.2	43.1	3.0	5.9
State System	28,668	3,934	9,137	733	1,376	13.7	31.9	2.6	4.8

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 2000-01

Tier	96-97				00-01				Four-Year Difference			
	Engl	Math	Sci	Read	Engl	Math	Sci	Read	Engl	Math	Sci	Read
Comp	3.5	19.2	1.3	0.0	1.9	15.5	0.5	1.0	-1.6	-3.7	-0.8	1.0
Regional	15.8	26.5	5.3	7.6	12.7	23.0	3.4	5.8	-3.1	-3.5	-1.9	-1.8
Two-Year	15.8	42.2	4.1	3.8	19.2	43.1	3.0	5.9	3.4	0.9	-1.1	2.1
State System	13.4	33.8	3.9	0.4	13.7	31.9	2.6	4.8	0.3	-1.9	-1.3	4.4

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

1999-00 to 2000-01

Tier	99-00				00-01				One-Year Difference			
	Engl	Math	Sci	Read	Engl	Math	Sci	Read	Engl	Math	Sci	Read
Comp	1.7	17.7	0.9	1.4	1.9	15.5	0.5	1.0	0.3	-2.2	-0.3	-0.4
Regional	13.2	23.3	5.4	7.6	12.7	23.0	3.4	5.8	-0.5	-0.3	-2.0	-1.8
Two-Year	21.5	42.7	3.7	8.4	19.2	43.1	3.0	5.9	-2.2	0.4	-0.7	-2.5
State System	15.0	32.2	3.5	6.6	13.7	31.9	2.6	4.8	-1.3	-0.3	-0.9	-1.8

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 1995 to Fall 2000

English

Tier	Percent of First-Time Freshmen Scoring Below 19 on ACT						Percent of First-Time Freshmen Scoring Below 19 on ACT and Passing Secondary Tests					
	95	96	97	98	99	00	95	96	97	98	99	00
Comp	13.6	11.5	8.9	8.3	7.5	8.6	37.3	36.0	60.3	45.7	48.6	49.5
Regional	34.9	26.4	26.0	26.8	24.7	23.1	37.1	26.8	30.2	28.1	31.1	30.4
Two-Year	28.7	24.4	26.3	26.9	26.7	24.5	44.8	33.2	30.0	40.8	32.6	31.5
State System	27.2	22.4	22.6	23.0	21.9	20.6	41.9	31.6	32.5	37.6	33.4	32.9

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

Mathematics

Tier	Percent of First-Time Freshmen Scoring Below 19 on ACT						Percent of First-Time Freshmen Scoring Below 19 on ACT and Passing Secondary Tests					
	95	96	97	98	99	00	95	96	97	98	99	00
Comp	18.0	13.7	12.7	12.5	13.9	13.8	29.2	21.2	18.8	27.7	29.8	30.5
Regional	47.9	33.4	33.5	34.3	34.2	33.0	31.2	22.4	26.9	19.9	21.9	22.6
Two-Year	33.4	28.1	30.7	32.2	32.7	30.6	20.9	12.5	9.4	10.7	5.0	4.7
State System	33.7	26.7	27.7	28.6	28.9	27.5	25.0	16.5	15.4	14.9	12.7	13.0

Science

Tier	Percent of First-Time Freshmen Scoring Below 19 on ACT						Percent of First-Time Freshmen Scoring Below 19 on ACT and Passing Secondary Tests					
	95	96	97	98	99	00	95	96	97	98	99	00
Comp	9.6	7.4	6.9	6.1	6.8	5.6	32.5	27.7	33.9	13.8	18.7	18.4
Regional	29.6	20.0	20.0	21.4	20.9	18.6	9.8	16.4	14.8	14.8	20.7	23.3
Two-Year	22.1	19.5	20.7	22.6	22.3	19.9	12.5	12.6	12.5	16.2	12.3	11.7
State System	21.4	17.3	17.7	18.8	18.5	16.4	13.4	15.0	14.9	15.7	15.2	15.6

Reading

Tier	Percent of First-Time Freshmen Scoring Below 19 on ACT						Percent of First-Time Freshmen Scoring Below 19 on ACT and Passing Secondary Tests					
	95	96	97	98	99	00	95	96	97	98	99	00
Comp	10.1	9.4	7.1	6.9	8.8	9.2	39.1	48.7	48.9	39.4	42.8	39.7
Regional	27.0	21.3	20.4	20.9	21.9	21.4	26.3	23.6	25.8	22.7	21.7	19.7
Two-Year	21.7	20.6	21.3	22.8	23.5	21.7	44.2	33.0	32.4	27.6	22.9	18.9

Table 8
Student Enrollments in Remedial Courses by Type of Admission
1996-97 to 2000-01

First-Time Freshmen Direct from All High Schools*

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	96-97	97-98	98-99	99-00	00-01	1-Yr	4-Yr
Comp	903	872	1,204	1,038	966	20.1	18.1	22.5	18.4	16.2	-2.3	-3.9
Regional	1,598	1,472	1,767	1,478	1,577	32.3	31.7	33.0	27.8	27.3	-0.5	-5.0
Two-Yr	3,622	3,831	5,047	4,251	4,964	52.6	52.5	57.9	55.3	56.8	1.5	4.2
State System	6,123	6,175	8,018	6,767	7,507	37.5	36.9	41.2	36.3	36.6	0.3	-0.9

First-Time Freshmen Direct from Oklahoma High Schools*

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	96-97	97-98	98-99	99-00	00-01	1-Yr	4-Yr
Comp	778	724	973	830	767	21.0	18.5	22.7	18.5	15.7	-2.8	-5.3
Regional	1,461	1,297	1,443	1,255	1,253	32.5	31.3	31.9	26.3	25.2	-1.1	-7.3
Two-Yr	3,481	3,750	4,162	4,040	3,994	50.9	50.6	54.9	53.8	51.3	-2.5	0.4
State System	5,720	5,771	6,578	6,125	6,014	37.3	37.3	40.1	36.5	34.1	-2.4	-3.2

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

Table 9
Student Enrollments in Remedial Courses by Type of Admission
1996-97 to 2000-01

Adult Admission First-Time Freshmen

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	96-97	97-98	98-99	99-00	00-01	1-Yr	3-Yr
Comp	n/a	79	66	67	55	n/a	64.8	66.7	63.2	70.5	7.3	5.8
Regional	n/a	357	360	336	350	n/a	54.5	49.8	52.0	52.0	0.0	-2.5
Two-Year	n/a	1,163	986	922	1,051	n/a	64.2	54.3	53.3	50.1	-3.2	-14.1
State System	n/a	1,599	1,412	1,325	1,456	n/a	61.8	53.5	58.3	51.1	-7.2	-10.7

Transfer Students

Tier	Number of Transfer Students Enrolled in Remedial Courses					Percent of Transfer Students Enrolled in Remedial Courses					Changes	
	96-97	97-98	98-99	99-00	00-01	96-97	97-98	98-99	99-00	00-01	1-Yr	4-Yr
Comp	266	264	241	248	198	7.8	7.3	7.1	7.9	6.3	-1.6	-1.5
Regional	330	368	320	373	365	6.1	6.9	6.9	8.3	8.1	-0.2	2.0
Two-Year	822	1,040	763	781	750	20.6	18.0	19.3	16.1	15.5	-0.6	-5.1
State System	1,418	1,672	1,324	1,402	1,313	11.1	11.4	11.0	11.2	10.5	-0.7	-0.6

Table 10
Percent of Recommended Placement vs.
Actual Enrollment in Remedial Courses for 1996-97 through 2000-01

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	96-97	97-98	98-99	99-00	00-01	96-97	97-98	98-99	99-00	00-01
Comp	1,224	1,112	1,306	1,195	1,153	1,041	1,012	1,313	1,167	1,053	85.0	91.0	100.5	97.7	91.3
Regional	3,009	2,910	3,163	3,236	2,453	2,205	2,125	2,242	2,120	2,138	73.3	73.0	70.9	65.5	87.2
Two-Year	6,703	7,249	8,208	8,241	9,118	7,005	6,905	7,494	7,019	7,408	104.5	95.3	91.3	85.2	81.2
State System	10,936	11,271	12,677	12,672	12,724	10,251	10,042	11,049	10,306	10,599	93.7	89.1	87.2	81.3	83.3

Annual Student Remediation Report

Appendix

April 4, 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*.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.

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

¹
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.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 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

²

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.

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 section 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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