Education Statistics found that 78% of higher education institutions that enrolled freshmen offered at least one remedial reading, writing, or mathematics course. In addition, it was reported that 100% of public two-year institutions and 94% of institutions with high minority enrollments offered remedial courses.

**Recommendation 2**

The second recommendation would be to enhance the concept of the learning community and provide effective remediation with the creation and utilization of an online learning community that stresses collaborative learning for remedial education courses. According to Rapp and Gittinger (1993) “the real question regarding technology use in higher education curriculum is not whether to use computers in education, but how” (p. 2). Kosakowski (1998) found that students usually learn more, and learn more rapidly, in courses that use computer assisted instruction. Bialo and Sivin-Kachala (1996) reported that students who use technology have better attitudes toward self and toward learning. Students who feel more successful in school are more motivated to learn and have increased self-confidence and self-esteem when using computer assisted instruction. According to Kosakowski (1998), technology has been shown to have positive effects on the instructional process, on basic and advanced skills.

The use of information technology to improve student learning and reduce costs is not limited to a particular subject area. A lack of resources often keeps many institutions from serving all students who want to take a particular course by using technology to reduce the amount of time instructors spend on the course; institutions are able to serve more students (Roberts, 2001).