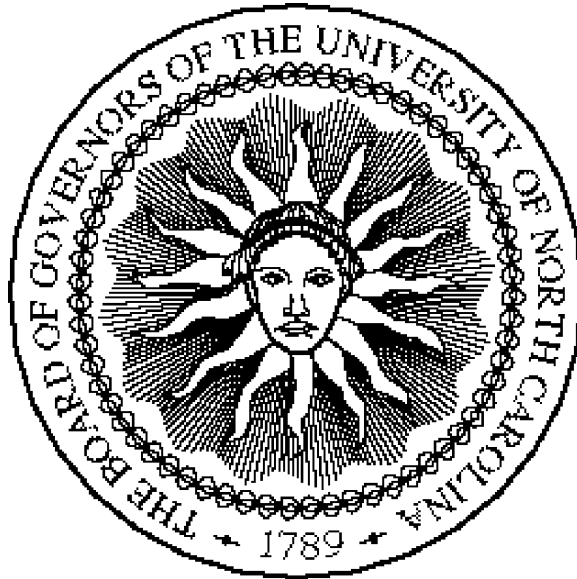


Remediation Trends

Presentation to Board of Governors



May 11, 2000

The University of North Carolina General Administration

UNC-GA ProgAssess/RemEd.AG003A.U/5-1-00

Report to the Board of Governors on Remedial Instruction University of North Carolina, 1999-2000

Introduction

The need for remedial instruction is defined, determined, and delivered differently at each UNC constituent institution. Remediation is most often provided to incoming freshmen and transfer students in their first year of attendance at a UNC institution. The incidence of remediation is greater in the fall than in the spring, and traditionally greater in mathematics than in English. Small enrollments in remedial courses other than mathematics and English occur on two campuses: East Carolina University and North Carolina A&T State University.

In this report three measures of remediation are provided: course sections, enrollment, and expenditures for all remedial activities. Because remedial activities include more than remedial courses per se, the data on expenditures are the most comprehensive of the measures, but are not necessarily comparable on a per-student basis.

1999-2000 Enrollments and Course Sections

The data in the attached Table 1 show that in the fall of 1999, eighty-one sections of remedial English enrolling 1,603 students were offered University-wide. An additional 117 sections of mathematics enrolling 3,246 students, and five sections of other types of remedial instruction enrolling 179 students were offered. In total, 202 sections of remedial instruction and combined (duplicated) enrollments of 5,028 were provided. Since 678 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remediation was 4,350 University-wide in the fall of 1999. While total duplicated enrollments in remedial education were up slightly in the fall of 1999 over the previous fall, the unduplicated enrollment was down slightly.

The data in [Table 1](#) also show that in the spring of 2000, thirty-one sections of English were provided University-wide, with an enrollment of 356 students. In mathematics, seventy-two sections had an enrollment of 1,719 students, with an additional three sections enrolling 94 students in other types of remedial instruction. In total, during the spring semester, 106 sections of remedial instruction with a combined (duplicated) enrollment of 2,169 were provided. Since 117 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remediation was 2,052 University-wide in the spring of 2000, up slightly over the previous spring's figures.

Enrollment Trends

The data in [Table 2](#) indicate that the unduplicated enrollment in all remedial courses during the last fourteen years was at a high in both the fall and spring semesters in 1986-87, with a fall enrollment of 6,662 and a spring enrollment of 3,061. The declines in remedial instruction since 1986-87 have occurred at the same time that enrollments among new freshmen, transfer students, and total undergraduates were increasing.

Remedial education enrollments include students receiving services offered by contract with the community colleges; cost data shown below do not.

Expenditures

As shown in [Table 2](#), the total of expenditures for remedial instruction University-wide during 1999-2000 was \$2,192,614. This figure is down in actual dollars from \$2,417,716 in 1991-92, when the definition of remedial expenditures was standardized, and down slightly for the first time in the last four years.

When adjusted for the Consumer Price Index (CPI) increases since January of 1982-84, the expenditure in 1999-2000 was \$1,306,735, down from \$1,750,699 in 1991-92, when the definition for remedial expenditures was standardized. These expenditure figures adjusted for inflation show little change over the past several years, and a slight decline for the first time in the last four years.

Summary

The data in this report show that during the period under study there was a general decline in the number of remedial sections of instruction, unduplicated students enrolled in remedial education, actual remedial expenditures, and constant dollar remedial expenditures.

Table 1. Summary Report on Remediation Offered by the University of North Carolina by Institution, Fall 1999 and Spring 2000

Institution	Term	Number of Remedial Courses or Support Sections									Total Remedial Expenditures		
		English			Mathematics			Other				Total	
		No. of Sections	Credit Given	Enrollment	No. of Sections	Credit Given	Enrollment	No. of Sections	Credit Given	Enrollment		No. of Sections	Undup. Enroll.
ASU	Fall 1999	2	3*	84	8	3*	251	N/A	N/A	N/A	10	326	\$124,988
	Spring 2000	1	3*	13	5	3*	173	N/A	N/A	N/A	6	171	
ECU	Fall 1999	4	0	57	35	2*	1,079	4	2,2*	160	43	1,236	\$161,814
	Spring 2000	1	0	1	21	2*	534	2	2,2*	81	24	648	
ECSU	Fall 1999	8	2*	197	6	3*	124	N/A	N/A	N/A	14	207	\$246,930
	Spring 2000	2	2*	15	2	3*	33	N/A	N/A	N/A	4	38	
FSU	Fall 1999	9	3	260	20	3	589	N/A	N/A	N/A	29	680	\$467,048
	Spring 2000	6	3	158	13	3	375	N/A	N/A	N/A	19	471	
NCA&T	Fall 1999	5	2*	139	4	3*	146	1	3*	19	10	266	\$116,630
	Spring 2000	3	2*	7	2	3*	35	1	3*	13	6	51	
NCCU	Fall 1999	15	3	271	7	3	224	N/A	N/A	N/A	22	360	\$264,742
	Spring 2000	11	3	97	7	3	150	N/A	N/A	N/A	18	202	
NCSA	Fall 1999	Tutorials offered with no credit.										7	\$15,719
	Spring 2000	Tutorials offered with no credit.										0	
NCSU	Fall 1999	8	3*	69	15	3-4*	281	N/A	N/A	N/A	23	345	\$129,041
	Spring 2000	1	3*	7	6	3-4*	103	N/A	N/A	N/A	7	109	
UNC-A	Fall 1999	1	2*	10	0	3*	0	N/A	N/A	N/A	1	10	\$20,136
	Spring 2000	0	2*	0	0	3*	0	N/A	N/A	N/A	0	0	
UNC-CH	Fall 1999	0	0	0	0	3*	0	N/A	N/A	N/A	0	0	\$196,760
	Spring 2000	0	0	0	1	3*	16	N/A	N/A	N/A	1	16	
UNC-C	Fall 1999	0	0	0	4	0	101	N/A	N/A	N/A	4	101	\$136,917
	Spring 2000	0	0	0	3	0	41	N/A	N/A	N/A	3	41	
UNC-G	Fall 1999	1	3*	25	4	3*	165	N/A	N/A	N/A	5	189	\$129,860
	Spring 2000	1	3*	12	3	3*	123	N/A	N/A	N/A	4	135	
UNC-P	Fall 1999	10	3*	92	2	3*	58	N/A	N/A	N/A	12	120	\$83,281
	Spring 2000	2	3*	18	2	3*	19	N/A	N/A	N/A	4	34	
UNC-W	Fall 1999	0	3*	0	6	3*	106	N/A	N/A	N/A	6	106	\$2,216
	Spring 2000	0	3*	0	3	3*	66	N/A	N/A	N/A	3	66	
WCU	Fall 1999	3	3*	54	2	3*	21	N/A	N/A	N/A	5	75	\$19,004
	Spring 2000	0	3*	0	2	3*	29	N/A	N/A	N/A	2	29	
WSSU	Fall 1999	15	3*	345	4	3*	101	N/A	N/A	N/A	19	322	\$89,376
	Spring 2000	3	3*	28	2	3*	22	N/A	N/A	N/A	5	41	
UNC Total	Fall 1999	81		1,603	117		3,246	5		179	202	4,350	\$2,204,462
	Spring 2000	31		356	72		1,719	3		94	106	2,052	

UNC-GA ProgAssess/RemEd.AT001.T/5-1-00

*Credit to determine course load but does not count toward graduation, except for chemistry at ECU.

N/A - Not applicable.

Notes:

1. English courses emphasize varying combinations of reading, composition, grammar, listening, and speaking skills.
2. ECU and UNC-C contract with Pitt Community College and Central Piedmont Community College, respectively, for the staffing of remedial courses. UNC-W contracts with Cape Fear Community College, and WCU with Southwestern Community College, for the provision of remedial instruction in English and math. WSSU contracts with Forsyth Technical Community College for staffing of remedial English and math courses. All such enrollments are included in this report.
3. At FSU and NCCU, students needing remediation are enrolled in regular freshman English or math with additional academic support. Credit is given only for the regular freshman coursework.
4. At UNC-CH, hours in English count toward graduation.
5. At UNC-C and UNC-G, foreign students take remedial English as a foreign language course for full credit toward graduation.

Table 2. Remediation Trends in the University of North Carolina, 1985-1986 through 1999-2000

Academic Year	Unduplicated Enrollment In Remedial Courses & Support Sections ²⁾		Other Enrollments			Expenditures on Remedial Coursework and Support Sections	
	Fall	Spring	Undergrad.	Fresh.	Transfers	Current \$	Constant \$ ³⁾
1985-86	5,621	2,602	103,587	21,028	7,168	\$2,979,750	\$2,718,750
1986-87	6,662	3,061	106,936	21,761	7,389	\$3,249,331	\$2,922,060
1987-88	5,666	2,996	108,758	21,725	7,374	\$2,924,218	\$2,527,414
1988-89	5,305	2,488	113,221	21,989	7,509	\$3,152,918	\$2,603,566
1989-90	5,775	2,635	116,282	21,805	8,042	\$3,442,926	\$2,702,454
1990-91	5,021	2,596	119,123	20,476	8,913	\$3,268,197	\$2,428,081
1991-92 ¹⁾	5,280	2,522	121,569	20,467	9,952	\$2,417,716	\$1,750,699
1992-93	5,226	2,476	124,047	21,303	10,006	\$2,367,339	\$1,660,126
1993-94	4,792	1,871	124,328	21,309	10,360	\$2,302,180	\$1,574,679
1994-95	4,692	1,889	124,366	21,361	10,386	\$2,040,909	\$1,357,890
1995-96	4,410	1,858	124,588	21,950	9,898	\$1,940,850	\$1,257,027
1996-97	4,609	1,794	123,574	22,472	9,774	\$2,054,689	\$1,291,445
1997-98	4,581	1,912	125,478	23,206	10,003	\$2,120,649	\$1,312,283
1998-99 ⁴⁾	4,425	1,944	125,860	23,810	9,438	\$2,241,601	\$1,364,334
1999-2000	4,350	2,052	127,083	24,431	9,273	\$2,204,462	\$1,306,735

UNC-GA ProgAssess/RemEd.AT002.T/4-28-00

Note:

- 1) Definition of remedial expenditures was modified in 1991-92.
- 2) At FSU and NCCU, students needing remediation are enrolled in regular freshman English or math with additional academic support. Credit is given only for the regular freshman coursework.
- 3) Consumer Price Index for Urban Consumers - January value of 1982-84 index.
- 4) Expenditure data for 1998-99 reflect revisions.

Remedial Education Related Information

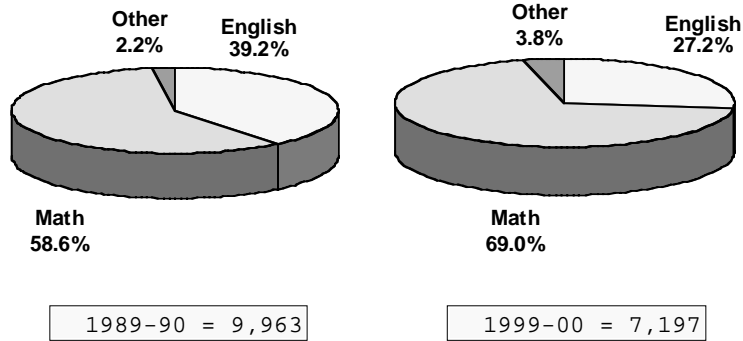
Topic

Chart Number

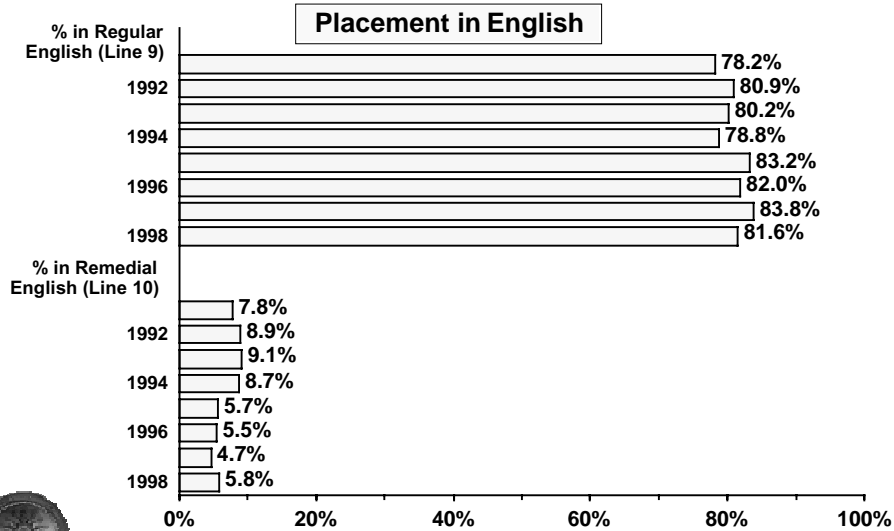
- | | |
|--------------------------------|---------------|
| ■ Distribution by Subject | 1 |
| ■ Remedial Placement Trends | 2 & 3 |
| ■ Distribution of Expenditures | 4, 5, & 6 |
| ■ Subsequent Success | 7, 8, 9, & 10 |



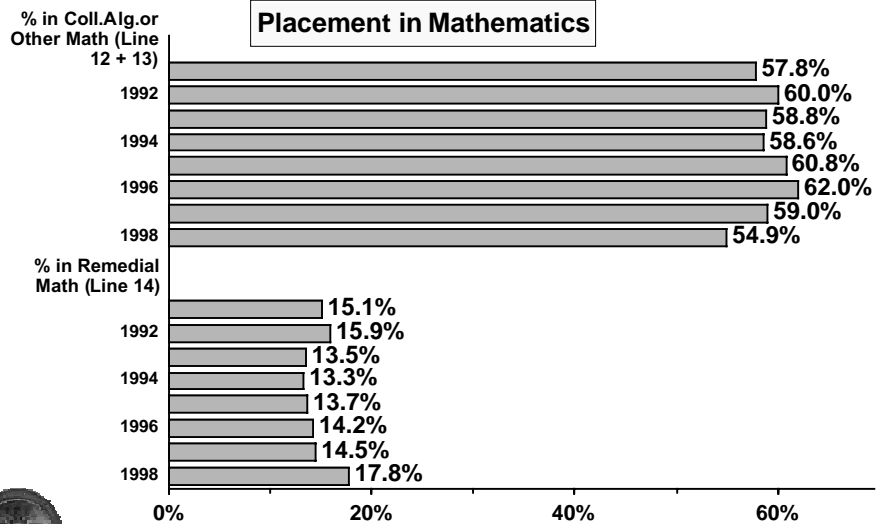
Remedial Course Enrollments, 1989-90 and 1999-00



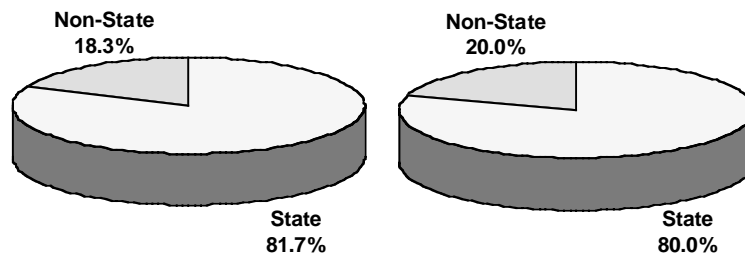
Performance Measures for NC Public High School Graduates Who Attend a UNC Institution in the Fall Semester Following High School Graduation



Performance Measures for NC Public High School Graduates Who Attend a UNC Institution in the Fall Semester Following High School Graduation



Distribution of Remedial Expenditures by Source, UNC Summary, 1998-99 and 1999-00

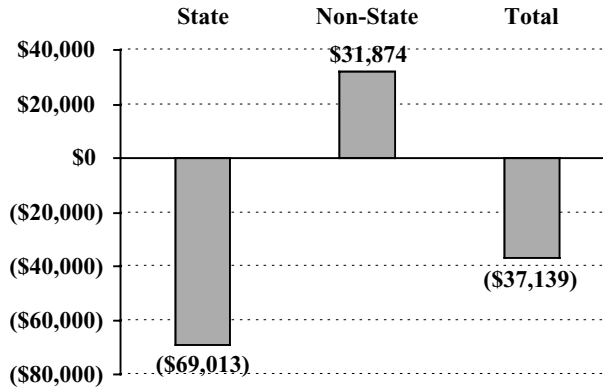


1998-99 = \$2241601

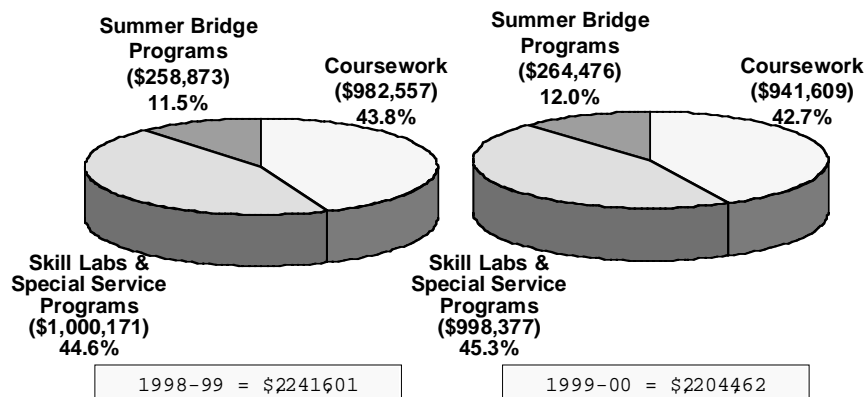
1999-00 = \$2204462



Change in Remedial Expenditures by Source, UNC Summary, 1999-00 over 1998-99



Distribution of Remedial Expenditures by Purpose, UNC Summary, 1998-99 and 1999-00



Remediation Comparison Groups

■ “Lower Scoring” Criteria

- Predicted GPA of below 2.0 --OR--
 - SAT combined score of 820 or below --OR--
 - High school rank in class below 50th percentile
- Comparison: divided into students taking a remedial course and those not taking a remedial course

■ “Higher Scoring” Criteria

- Met none of the criteria above
- Comparison: divided into students taking a remedial course and those not taking a remedial course

UNC-GA Planning/RemEd.AG003D.U/5-1-00

Comparison of Retention, Graduation, and Persistence Rates, Remedial and Comparison Groups, 1989 through 1998 Entering Freshman

	Number of Entering Freshman (10 Yr. Avg.)	Percent			
		Retention After Yr. 1 (10 Yr. Avg.)	Retention After Yr. 3 (8 Yr. Avg.)	Graduation After Yr. 5 (6 Yr. Avg.)	Persistence* After Yr. 5 (6 Yr. Avg.)
LOWER SCORING					
Remedial	1,440	78%	59%	36%	52%
Comparison	2,644	75%	59%	38%	52%
HIGHER SCORING					
Remedial	1,726	83%	68%	48%	62%
Comparison	14,764	87%	76%	62%	73%

UNC-GA ProgAssess/RemEd.TT002/4-26-00

* Sum of Retention and Graduation.

Note: Includes attendance at any UNC institution, not just institution of initial attendance.

Source: UNC-GA ProgAssess/Persist.GR012.G/4-26-00

**Comparison of Persistence Rates* after 5 Years,
Remedial and Comparison Groups,
1989 through 1994 Entering Freshman**

INSTITUTION	Persistence Rates* after Year 5 (Average of 6 Years)			
	Lower Scoring		Higher Scoring	
	Remedial	Comparison	Remedial	Comparison
Appalachian	58%	57%	68%	75%
East Carolina	52%	52%	60%	64%
Elizabeth City	52%	50%	65%	61%
Fayetteville	48%	39%	50%	52%
N.C. A and T	48%	47%	57%	65%
N.C. Central	54%	44%	62%	65%
N.C. School of Arts	N/A	34%	50% **	43%
N.C. State	48%	58%	69%	77%
UNC-Asheville	51%	51%	62%	67%
UNC-Chapel Hill	66%	70%	80%	87%
UNC-Charlotte	42%	51%	65%	67%
UNC-Greensboro	53%	49%	60%	66%
UNC-Pembroke	46%	43%	52%	55%
UNC-Wilmington	64%	59%	66%	70%
Western Carolina	54%	57%	64%	65%
Winston-Salem	46%	44%	57%	64%
UNC Total	52%	52%	62%	73%

UNC-GA ProgAssess/RemEd.TT003/4-26-00

* Sum of Retention and Graduation.

** Includes only 1994 Freshmen.

Notes:

1. "Lower Scoring" is defined as those students meeting at least one of the following criteria: 1) predicted GPA of less than 2.0; 2) combined SAT of 820 or below; or 3) high school class rank less than the 50th percentile.

"Higher Scoring" students are those meeting none of these criteria. These groups are further divided into subgroups of those taking remediation and those not taking remediation.

2. Includes attendance at any UNC institution, not just institution of initial attendance.

Source: UNC-GA ProgAssess/Persist.GR012.G/4-26-00

**Percentage of Students Earning a "C" or Better in the Succeeding Course*
in the Same Subject as the Remedial Course
Fall 1998 Entering Freshman**

INSTITUTION	English				Mathematics			
	Lower Scoring		Higher Scoring		Lower Scoring		Higher Scoring	
	Remedial	Comp.	Remedial	Comp.	Remedial	Comp.	Remedial	Comp.
Appalachian	90%	86%	83%	91%	47%	68%	67%	76%
East Carolina	93%	85%	92%	94%	47%	54%	54%	75%
Elizabeth City	69%	85%	70%	81%	37%	54%	50%	49%
Fayetteville	N/A	81%	N/A	99%	69%	74%	77%	92%
N.C. A and T	67%	73%	88%	88%	19%	40%	42%	69%
N.C. Central	69%	83%	74%	93%	56%	63%	78%	87%
N.C. School of Arts	N/A	**	N/A	**	N/A	**	N/A	**
N.C. State	67%	82%	78%	91%	40%	58%	63%	81%
UNC-Asheville	N/A	75%	86%	94%	N/A	57%	N/A	83%
UNC-Chapel Hill	N/A	92%	N/A	97%	N/A	49%	N/A	85%
UNC-Charlotte	N/A	81%	N/A	90%	46%	46%	68%	66%
UNC-Greensboro	100%	85%	100%	90%	44%	45%	54%	70%
UNC-Pembroke	63%	70%	88%	88%	14%	27%	22%	75%
UNC-Wilmington	N/A	84%	N/A	93%	17%	49%	53%	73%
Western Carolina	55%	79%	100%	86%	20%	41%	50%	62%
Winston-Salem	68%	89%	67%	94%	26%	60%	62%	84%
UNC Total	70%	81%	83%	92%	47%	48%	58%	77%

UNC-GA ProgAssess/RemEd.TT004/4-28-00

* For comparison groups (who took no remediation), grades used are those with the lowest course number in the remediation discipline taken during the student's first semester of attendance.

** Data not available.

Notes:

1. "Lower Scoring" is defined as those students meeting at least one of the following criteria: 1) predicted GPA of less than 2.0; 2) combined SAT of 820 or below; or 3) high school class rank less than the 50th percentile. "Higher Scoring" students are those meeting none of these criteria. These groups are further divided into subgroups of those taking remediation and those not taking remediation.

2. "N/A" indicates no remediation in subject area at institution, or students taking remediation were not found taking succeeding course within time-frame of search.

Source: UNC-GA ProgAssess/Persist.GR012.G/4-26-00