

Remedial Instruction in UNC Institutions 2000-01



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The University of North Carolina Office of the President

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Remedial Instruction in UNC Institutions, 2000-2001

Highlights

2000-01 Remedial Instruction Enrollments and Expenditures

- In 2000-01 unduplicated enrollment in remedial instruction was 6,136, a decline of 266 (or 4.2 percent) from the previous year.
- Total expenditures for remedial instruction in 2000-01 was \$1,985,786, compared to \$2,204,462 in the previous year.
- State funds provided \$1,635,579 (or 82.4 percent) to the total amount expended for remedial instruction; non-state funds provided an additional \$350,207 in remedial support.
- State funds dedicated to remediation are taken from the institutions' instructional budgets and are not appropriated as a separate line item.

Trends in Remedial Instruction Enrollments and Expenditures, 1991-92 – 2000-01

- Over the past ten years, total undergraduate enrollment increased by 7 percent.
- Duplicated enrollment in remedial instruction declined from 9,043 to 6,689 (26 percent).
- Unduplicated enrollment in remedial instruction declined from 7,802 to 6,136 (21percent).
- The proportion of students requiring remediation in mathematics is significantly higher than in English, and over the past decade increased from 61.6% to 78.4%.
- Expenditures for remedial education (in inflation-adjusted dollars) declined by 35 percent.

Remedial Instruction in UNC Institutions, 2000-2001

Introduction

The need for remedial instruction is defined and its method of delivery determined by each UNC constituent institution. Most often remediation is provided to incoming freshmen in their first year of attendance at a UNC institution, but it also may be taken by transfer students and students continuing their studies after some lapse of time in the classroom.

The incidence of remediation is greater in the fall than in the spring, and traditionally greater in mathematics than in English. Remedial English courses emphasize a variety of reading, composition, grammar, and other skills. Remedial math traditionally constitutes the study of college algebra or a higher level of mathematics. Small enrollments in remedial courses other than English and mathematics occur only at North Carolina A&T State University, where remedial instruction is offered in a chemistry course.

Remediation constitutes a wide variety of activities among the constituent UNC institutions and may consist of summer bridge programs, established and separately scheduled remedial course sections, and instruction in skill lab settings where attendance may be either required or voluntary. Remediation may be offered by university personnel or contracted with a local community college, where the instruction may be delivered either at the university or at the community college.

Summer bridge programs are specially designed programs in which selected students are offered an opportunity to come to the campus during the summer, live in dormitories, attend course review sections, engage in study skills and orientation sessions, and generally adjust to the expectations, pace, and delivery of college instruction. These programs are designed to “bridge the gap” between high school and college work.

Attendance in remedial sections and scheduled support sections is counted in the student’s course load, but not counted toward degree completion. Course sections of English as a second language are not counted as remedial instruction.

In this report three measures of remediation are provided: course sections, enrollments (duplicated and unduplicated), and expenditures for all remedial activities. Because remedial activities include more than remedial courses per se, as seen above, the data on expenditures are the most comprehensive of the measures, but are not necessarily comparable on a per-student basis since programs such as bridge programs and special service or support units can be costly.

Remedial education enrollments include students receiving services offered by contract with the community colleges; however expenditure data do not.

2000-01 Course Sections and Enrollments

The data in [Table 1](#) show that in fall 2000, sixty-nine sections of remedial English enrolling 1,218 students were offered university-wide. An additional 119 sections of mathematics enrolling 3,430 students, and one section of remedial chemistry enrolling 22 students were offered. In total, 189 sections of remedial instruction and combined (duplicated) enrollments of 4,670 were provided. Since 486 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remedial classes was 4,184 university-wide in the fall of 2000, down 166 from the previous fall.

The data in [Table 1](#) also show that in spring 2001, twenty-three sections of English were provided university-wide, with an enrollment of 187 students. In mathematics, 74 sections had an enrollment of 1,811 students, with one additional section enrolling 21 students in remedial chemistry. In total, during the spring semester, 98 sections of remedial instruction with a combined (duplicated) enrollment of 2,019 were provided. Since 67 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remedial classes was 1,952 university-wide in spring 2001, down 100 from the previous spring.

Enrollment Trends

The data in [Figure 1](#) indicate that duplicated enrollment in remedial instruction for the fall and spring semesters combined has declined from 9,043 in 1991-92 to 6,689 in 2000-01. During the same period, the proportion of these students requiring remediation in math has increased from 61.6 percent to 78.4 percent.

The data in [Table 2](#) indicate that the unduplicated enrollment in all remedial courses during the last ten years was at a high in both the fall and spring semesters in 1991-92, with a fall enrollment of 5,280 and a spring enrollment of 2,522. The declines in remedial instruction since 1991-92 have occurred at the same time that enrollments among total undergraduates, freshmen, and transfer students were increasing. For example, unduplicated enrollment in remedial instruction in fall 2000 was 79 percent of what it was in fall 1991, while total undergraduate enrollment increased by seven percent during the same period, freshman enrollment increased by 22 percent, and the number of undergraduate transfers remained essentially constant.

Expenditures

As shown in [Table 3](#), the total of expenditures for remedial instruction university-wide during 2000-01 was \$1,985,786, down \$218,676 from the previous year and down \$431,930 since 1991-92. When adjusted for inflation (using the Consumer Price Index), the expenditure in 2000-2001 was \$1,134,087, \$616,612 less than inflation-adjusted expenditures in 1991-92.

The funds that UNC campuses use to support remedial instruction are not received as a special appropriation. Rather, the campuses direct some of their general instructional funds to support this requirement. Moreover, the funds used to support remedial instruction come from both state and non-state sources. As [Figure 2](#) demonstrates, state funds used for remedial instruction in 2000-01 amounted to \$1,635,579 (or 82.4 percent) of total expenditures, while non-state funds provided an additional \$350,207 (or 17.6 percent).

Summary

The data in this report show that during the ten-year period under consideration there was a general decline in the number of sections of remedial instruction, unduplicated enrollment in remedial instruction, and both actual and inflation-adjusted expenditures for remedial instruction. As [Figure 3](#) demonstrates, since 1991-92 remedial enrollment has declined 21 percent and inflation-adjusted expenditures for remedial education have declined by 35 percent, while total undergraduate enrollment has increased by seven percent.

Table 1.

**Summary Report on Remedial Course Enrollment Data
University of North Carolina by Institution, Fall 2000 and Spring 2001**

Institution	Contract	Term	Number of Remedial Courses or Support Sections										Total	
			English			Mathematics			Other			No. of Sections	Duplicat. Enroll.	Undup. Enroll.
			No. of Sections	Course Load Hours	Enrollment	No. of Sections	Course Load Hours	Enrollment	No. of Sections	Course Load Hours	Enrollment			
ASU		Fall 2000	2	3	45	8	3	265	-	-	-	10	310	306
		Spring 2001	1	3	15	5	3	157	-	-	-	6	172	171
ECU	Math	Fall 2000	2	2	19	39	2	1,159	-	-	-	41	1,178	1,178
	Math	Spring 2001	0	0	0	25	2	603	-	-	-	25	603	603
ECSU		Fall 2000	8	2	165	6	3	140	-	-	-	14	305	212
		Spring 2001	2	2	24	2	3	30	-	-	-	4	54	39
FSU		Fall 2000	Skill labs			15	3	473	-	-	-	15	473	473
		Spring 2001	Skill labs			12	3	317	-	-	-	12	317	317
NCA&T		Fall 2000	5	2	156	4	3	135	1	3	22	10	313	265
		Spring 2001	2	2	21	3	3	31	1	3	21	6	73	66
NCCU		Fall 2000	17	2	336	10	2	369	-	-	-	27	705	508
		Spring 2001	11	2	76	7	2	191	-	-	-	18	267	235
NCSA		Fall 2000	Skill labs			8	Skill labs			3	-	-	11	11
		Spring 2001	Skill labs			0	Skill labs			4	-	-	4	4
NCSU		Fall 2000	17	3	185	16	4	264	-	-	-	33	449	426
		Spring 2001	1	3	15	6	4	92	-	-	-	7	107	106
UNC-A		Fall 2000	Skill labs			Skill labs			-	-	-	-	0	0
		Spring 2001	Skill labs			Skill labs			-	-	-	-	0	0
UNC-CH		Fall 2000	-	-	-	0	0	0	-	-	-	-	0	0
		Spring 2001	-	-	-	1	3	22	-	-	-	1	22	22
UNC-C		Fall 2000	-	-	-	8	2	241	-	-	-	8	241	241
		Spring 2001	-	-	-	5	2	159	-	-	-	5	159	159
UNC-G		Fall 2000	-	-	-	4	3	166	-	-	-	4	166	166
		Spring 2001	-	-	-	3	3	112	-	-	-	3	112	112
UNC-P		Fall 2000	7	3	93	2	3	57	-	-	-	9	150	118
		Spring 2001	2	3	10	1	3	32	-	-	-	3	42	41
UNC-W	Math	Fall 2000	-	-	-	2	3	42	-	-	-	2	42	42
	Math	Spring 2001	-	-	-	2	3	44	-	-	-	2	44	44
WCU		Fall 2000	-	-	-	1	3	13	-	-	-	1	13	13
		Spring 2001	-	-	-	0	0	0	-	-	-	-	0	0
WSSU		Fall 2000	11	3	211	4	3	103	-	-	-	15	314	225
		Spring 2001	4	3	26	2	3	17	-	-	-	6	43	33
UNC Total		Fall 2000	69		1,218	119		3,430	1		22	189	4,670	4,184
		Spring 2001	23		187	74		1,811	1		21	98	2,019	1,952

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Notes:

English courses emphasize various combinations of reading, composition, grammar, and other skills. "Other" remedial instruction includes Chemistry at NCA&T.

Courses offered through contract with community colleges (ECU with Pitt Community College; UNC-W with Cape Fear Community College) are included here.

At FSU, NCSA, and UNC-A, students requiring English remediation are enrolled in regular freshman English with additional academic support. Credit is given only for the regular freshman coursework. UNC-A and NCSA follow a similar policy in math remediation.

Table 2.

Remediation Trends in the University of North Carolina, 1991-92 through 2000-01

Academic Year	Unduplicated Enrollment In Remedial Courses & Support Sections				Undergraduate Enrollment					
	Fall		Spring		Total		Freshmen		Transfers	
	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.
1991-92*	5,280	100%	2,522	100%	121,569	100%	20,467	100%	9,952	100%
1992-93	5,226	99%	2,476	98%	124,047	102%	21,303	104%	10,006	101%
1993-94	4,792	91%	1,871	74%	124,328	102%	21,309	104%	10,360	104%
1994-95	4,692	89%	1,889	75%	124,366	102%	21,361	104%	10,386	104%
1995-96	4,410	84%	1,858	74%	124,588	102%	21,950	107%	9,898	99%
1996-97	4,609	87%	1,794	71%	123,574	102%	22,472	110%	9,774	98%
1997-98	4,581	87%	1,912	76%	125,478	103%	23,206	113%	10,003	101%
1998-99	4,425	84%	1,944	77%	125,860	104%	23,810	116%	9,438	95%
1999-2000	4,350	82%	2,052	81%	127,083	105%	24,431	119%	9,273	93%
2000-01	4,184	79%	1,952	77%	130,671	107%	25,067	122%	9,942	100%

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* Definition of remedial expenditures was modified in 1991-92.

Table 3.**Remediation Trends in UNC
1991-92 through 2000-01**

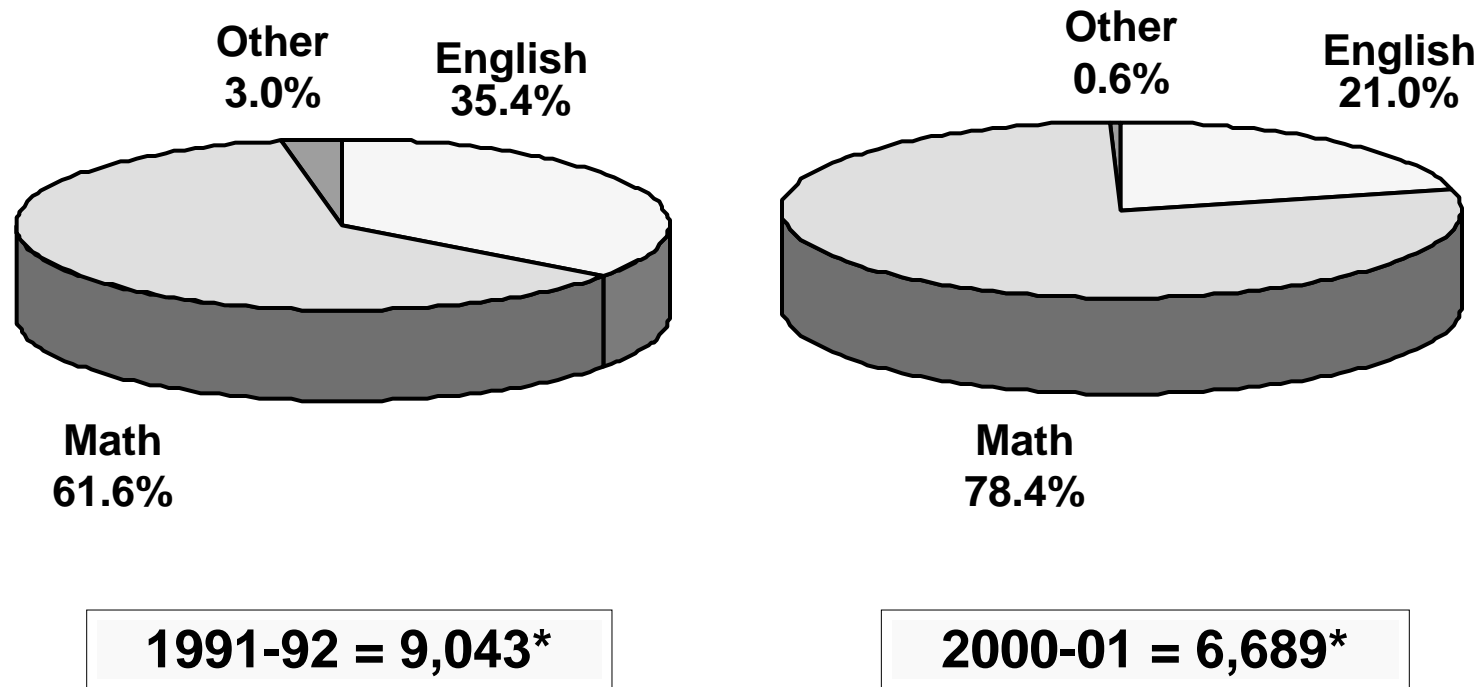
Academic Year	Total Expenditures on Remedial**			
	Current		Constant	
	Current \$	% of Base Yr.	Constant \$	% of Base Yr.
1991-92*	\$2,417,716	100%	\$1,750,699	100%
1992-93	\$2,367,339	98%	\$1,660,126	95%
1993-94	\$2,302,180	95%	\$1,574,679	90%
1994-95	\$2,040,909	84%	\$1,357,890	78%
1995-96	\$1,940,850	80%	\$1,257,027	72%
1996-97	\$2,054,689	85%	\$1,291,445	74%
1997-98	\$2,120,649	88%	\$1,312,283	75%
1998-99	\$2,241,601	93%	\$1,364,334	78%
1999-2000	\$2,204,462	91%	\$1,306,735	75%
2000-01	\$1,985,786	82%	\$1,134,087	65%

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* Definition of remedial expenditures was modified in 1991-92.

** Consumer Price Index for Urban Consumers - January value of 1982-84 index.

Figure 1. *Remedial Course Enrollments* *1991-92 and 2000-01*



* Duplicated Fall and Spring Remedial Enrollments



Figure 2. *Distribution of Remedial Expenditures
by Source 2000-01*

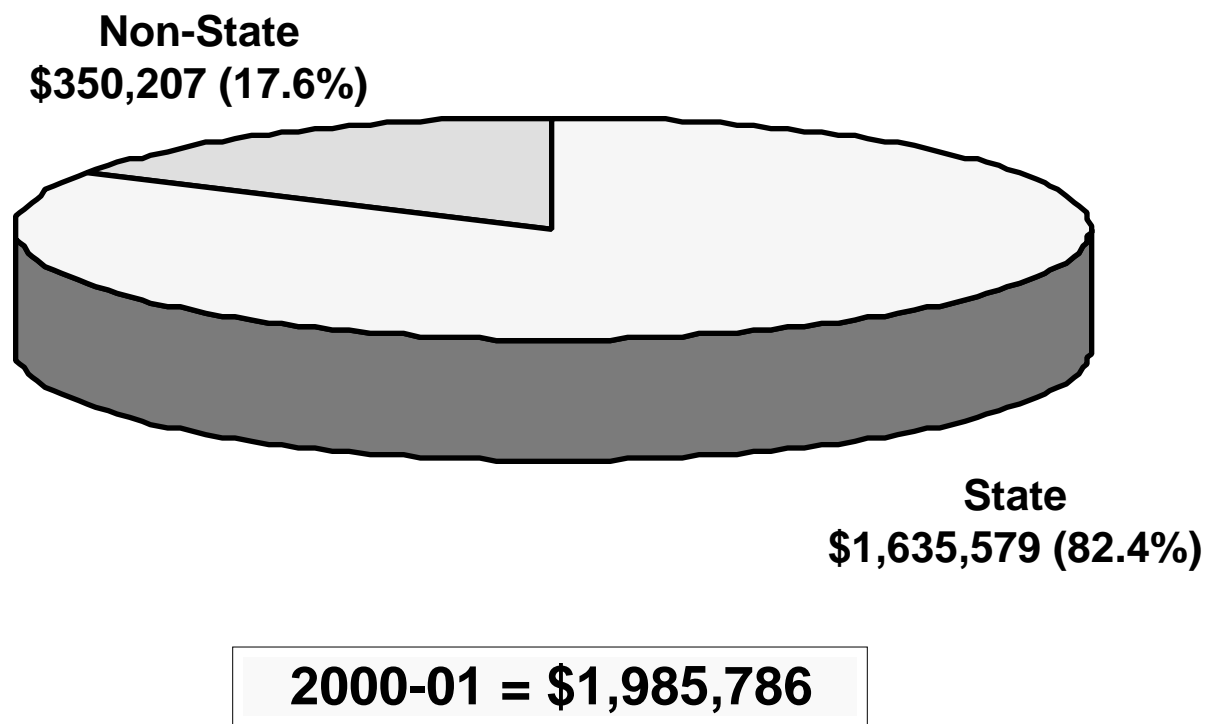


Figure 3. *Percentage Change in Fall Unduplicated Remedial Education Enrollments and Inflation-Adjusted Expenditures on Remedial Education Compared to Fall Undergraduate Enrollments, 1991-92 to 2000-01*

