THE UNIVERSITY OF NORTH CAROLINA
REMEDIAL/DEVELOPMENTAL ACTIVITIES REPORT
2011-12

The University of North Carolina General Administration

February 2013

Remedial/Developmental Activities in UNC Institutions: 2011-12
Executive Summary

Remedial/Developmental Activities and Expenditures

- In 2011-12, the annual unduplicated enrollment in remedial instruction was *3,900*: a decrease of *735* (*-16%*) from the previous year.
- Expenditures for remedial/developmental activities in 2011-12 totaled *$1,821,321*: a decrease of *26%* over the previous year *($2,445,367*). A sum of *$951,511* (*52%* of total remedial/developmental expenditures) was spent on courses.
- State funds provided *$1,366,989* (*75%*) of the total amount expended for remediation. This amount represents less than one tenth of a percent (*0.04%)* of the total system-wide budget coming from state funds. Non-state funds provided an additional *$454,332* (*25%*) in remedial support.
    - State funds dedicated to remediation are taken from institutions' instructional budgets and are not appropriated as a separate line item.
- Students taking any remedial course(s) had a freshman-to-sophomore retention rate of *76%* at any UNC institution compared with *86%* for students who took no remedial courses.
- Students who took any remedial course(s) had lower graduation rates than students who did not. Nevertheless, *45%* of those who took any remedial course(s) did receive their degree within six years of matriculation compared to *66%* percent of students taking no remedial courses.

Long-Term Trends in Remedial/Developmental Activities & Expenditures

- Expenditures for remedial education (in inflation-adjusted dollars) declined by *54%* between 1992 and 2012.
- Remedial and developmental enrollment declined by *41%* in Fall semesters and by *54%* in Spring semesters (a combined 45% decline) between 1992 and 2012.

Remedial/Developmental Instruction in University of North Carolina: 2011-12

Introduction

Remedial and developmental courses and services at the University of North Carolina (UNC) are designed to address differences in pre-college preparation among our diverse student body.[1] Often the instruction aims to address gaps in knowledge (*remediation*) and provide students with the skills needed for continued learning and college success (*developmental*). These efforts occur in traditional classroom settings and through additional delivery methods that vary both within and among the campuses (*e.g.,* scheduled classes, additional break-out sessions, skill labs, and special tutorial sessions). Remedial instruction occurs at a greater frequency in the fall and is provided to incoming students. As a practice, these courses do not bear credit towards graduation, but do count towards the student's semester course load. A common definition of remedial/developmental activity was adopted by UNC in September 2011 and is used across all UNC campuses. The official definition is provided in Appendix A.

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, which comes from a mix of state and non-state sources.

In this report, four measures around remediation are provided: course sections, enrollments (duplicated and unduplicated)[2], expenditures for all remedial activities (classroom and alternate delivery methods), and continued student success (retention and graduation rates of freshmen who took remedial courses). Total expenditures include both the costs of the actual course delivery and related academic support services. Taken as a whole, we find continued decline in remedial/developmental activity at UNC.

[1] See the Integrated Postsecondary Education Data System (IPEDS) definition of remedial courses and services.
[2] Students may enroll in several forms of remedial/developmental education, requiring the need to show both *unduplicated* and *duplicated* headcounts. *Unduplicated* headcount addresses the number of individual students participating in these activities across the UNC system. Duplicated headcount (*i.e.* the same student will be counted in both math and English if he or she takes both) is used to assess the relative magnitude of remedial/developmental activity across subject matter.

2011-12 Course Sections and Enrollments

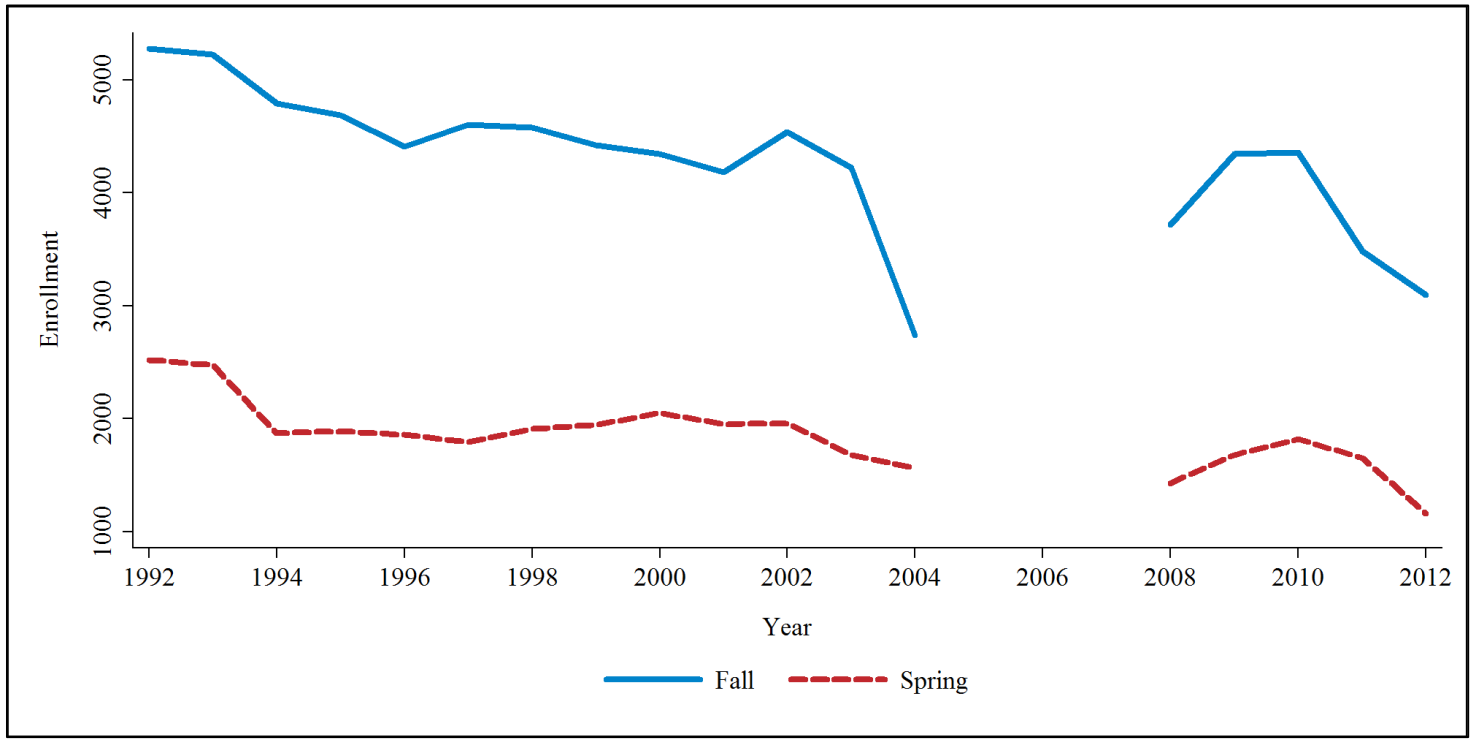
In 2011-12 (fall and spring semesters), *84* sections of remedial English (enrolling *1,640* students) and *108* sections of math (enrolling *2,852* students) were offered across the UNC system.[3] At two campuses, an additional *548* students enrolled in *29* sections of other remedial courses.[4] In total, *221* sections of remedial/developmental instruction were provided with a combined (*duplicated*) enrollment of *5,040*. The total *duplicated* enrollment was down *1,303* (a *21%* decrease) from 2010-11. The number of *unduplicated* students in remedial/developmental classes was *3,900* in 2011-12, down *735* (*16%*) from the previous year. Please see Appendix B for the table detailing the duplicated and unduplicated remedial/developmental activity enrollment by campus.

Figures 1 illustrates longer term trends in unduplicated head count. Between 1992 and 2012, remedial and developmental activities have declined in both fall and spring semesters, from *5280* to *3095* (*-41%*) and *2522* to *1162* (*-54%*), respectively. Overall, there has been a *45%* decrease over the past two decades.

[3] For details on the methods UNC institutions use to place students in remedial courses, see Appendix F and G.
[4] NCA&T offers remediation for Chemistry and NCCU offers remediation for reading.

Remedial/Developmental Enrollments

Figure 1. Unduplicated Remedial/Developmental Course Enrollments, 1991-92 to 2011-12[5]



- The annual unduplicated enrollment declined 16% over the previous year
- Combined remedial/developmental enrollment in Fall and Spring declined *45%* since 1991-92

[5] In 2011, All UNC institutions adopted a standard definition of remedial education. As a result of this change, results prior to 2011 are not strictly comparable. Remedial/Developmental data were not collected from the campuses for 2004-05, 2005-06, and 2006-07 academic years.

Expenditures

As shown in Figures 2 and 3, expenditures for remedial/developmental activities in 2011-12 totaled *$1,821,321*: a decrease of *26%* over the previous year *($2,445,367*). A total of *$951,511* (*52%* of total expenditures) was spent on remedial/developmental courses, *$532,778* on labs, tutorials, and centers (*29%* of total expenditures), and *$337,032* on programs (*19%* of total expenditures) – all declines from the previous year (29%, 29%, and 5% respectively). Figure 2 presents these three categories of expenditures over the previous five fiscal years.

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 3 shows, state funds used for remedial instruction in 2011-12 amounted to *$1,366,989* (or *75%*) of total expenditures, while non-state funds provided an additional *$454,332* (or *25%*). The amount of state funds spent on Remedial/Developmental activities is *0.04%* of the total system-wide budget coming from state funds.

Remedial/Developmental Expenditures

Figure 2. Remedial/Developmental Expenditures, 2007-08 through 2011-12

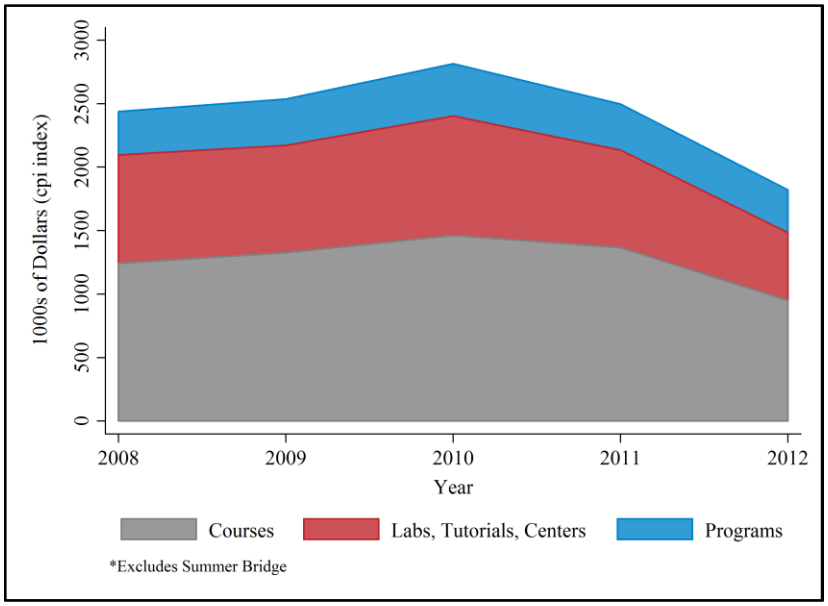
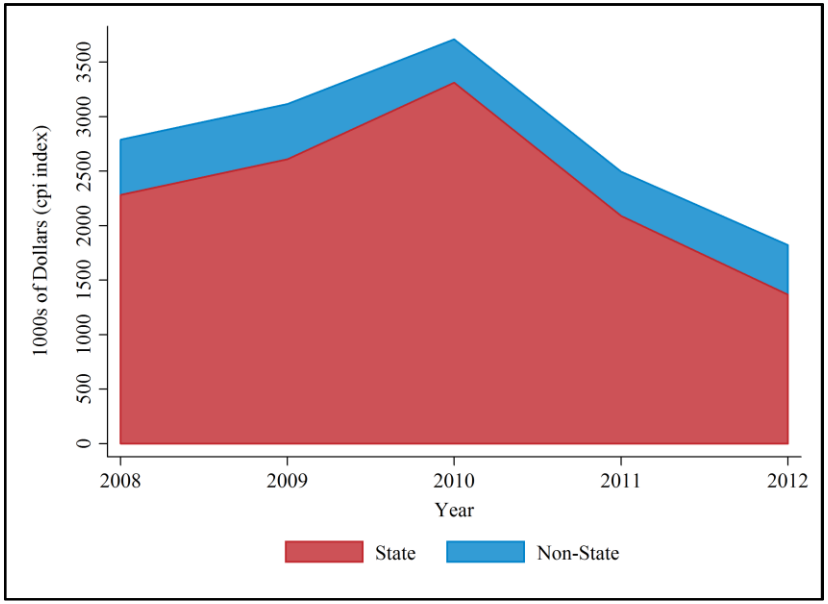


Figure 3. Distribution of Remedial/Developmental Expenditures by Source, 2007-08 through 2011-12



- Remedial expenditures declined 26% over the previous year
- The proportion of remedial expenditures spent by campuses directly on remedial courses has decreased from *55%* in 2010-11 to *52%* in 2011-12
- State funds used for remedial instruction in 2011-12 amounted to *$1,366,989* (or *75%*) of total expenditures, while non-state funds provided an additional *$454,322* (or *25%*)

Remedial/Developmental Activities Trend

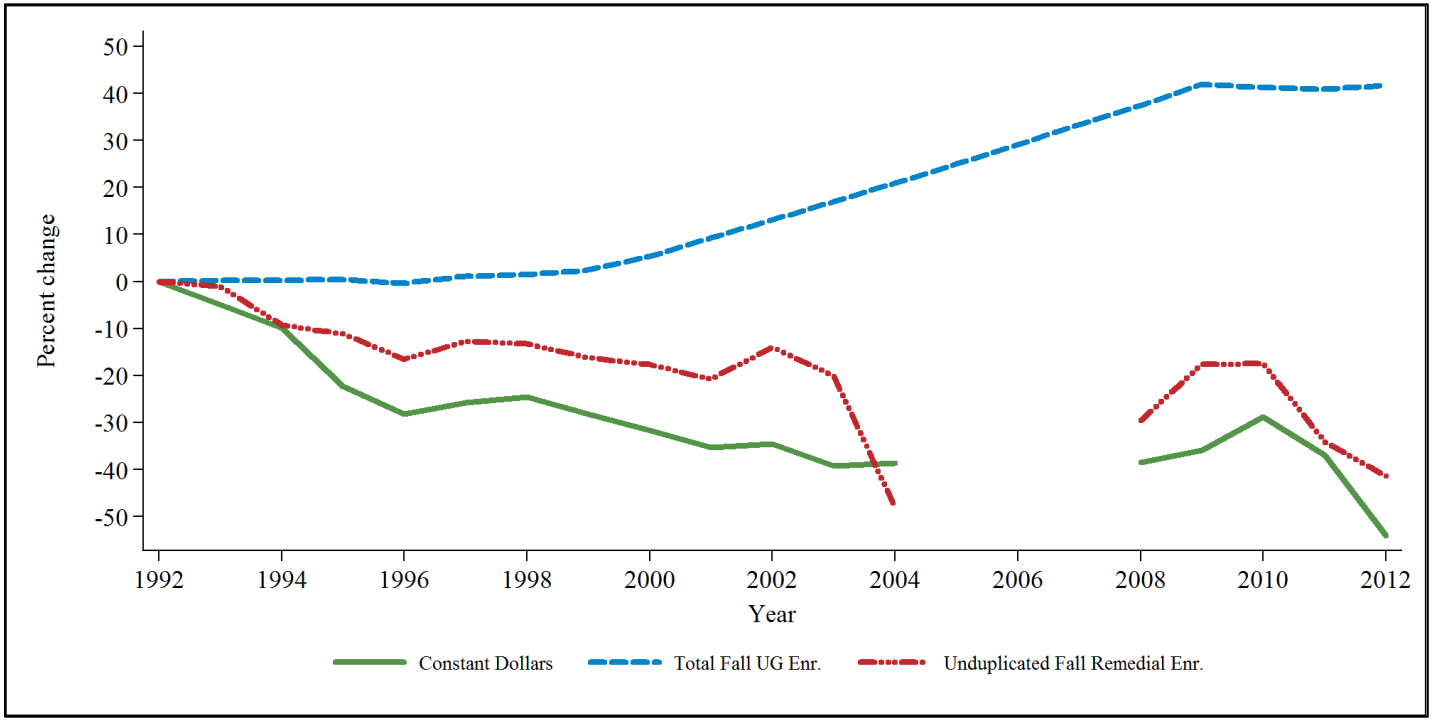
The data in this report show that during the two decades under consideration there was a general decline in the number of sections of remedial instruction, unduplicated enrollment in remedial instruction, and expenditures for remedial instruction (both actual and inflation-adjusted).

The data in Appendix D show that the *unduplicated* enrollment in all remedial courses during the last two decades was at a high during 1991-92, with a fall enrollment of *5,280* and a spring enrollment of *2,522*. The decline in remedial instruction since 1991-92 occurred at a time when enrollments among total undergraduates, freshmen, and transfer students increased. For example, unduplicated enrollment in remedial instruction in Fall 2011 was *59%* of what it was in Fall 1991, while total fall undergraduate enrollment increased by *44%* during the same period.

Figure 4 displays the percent change in remedial/developmental expenditures, enrollment, and total fall unduplicated enrollment since 1991-92. The fall unduplicated remedial enrollment has declined *41%* and inflation-adjusted expenditures for remedial education have declined by *54%*, while total fall undergraduate enrollment has increased by *44%*.

Change in Remedial and Developmental Activity

Figure 4. Percentage Change in Remedial Activities and Total Fall Undergraduate Enrollments, 1991-92 to 2011-12[6] (Note: 2004-05 through 2006-07 are not represented)



- Total unduplicated enrollment in remedial instruction declined *45%* between 1991-92 and 2011-12
- Fall undergraduate enrollment increased by *44%* between 1991 and 2011
- Inflation-adjusted expenditures for remedial education have declined *54%* since 1991

[6] In 2011, All UNC institutions adopted a standard definition of remedial education. As a result of this change, results prior to 2011 are not strictly comparable. Remedial/Developmental data were not collected from the campuses for 2004-05, 2005-06, and 2006-07 academic years.

Retention and Graduation Rates

In order to measure the success of students who took remedial courses, we track the retention and graduation rates of first-time full-time freshmen who took remedial course(s). Data in Appendix E show the retention and graduation rates by category of remedial instruction (math only, English only, both math and English, or any remedial course(s)). The rates for all first-time full-time freshmen and those who did not take any remedial courses are also provided for comparison purposes.

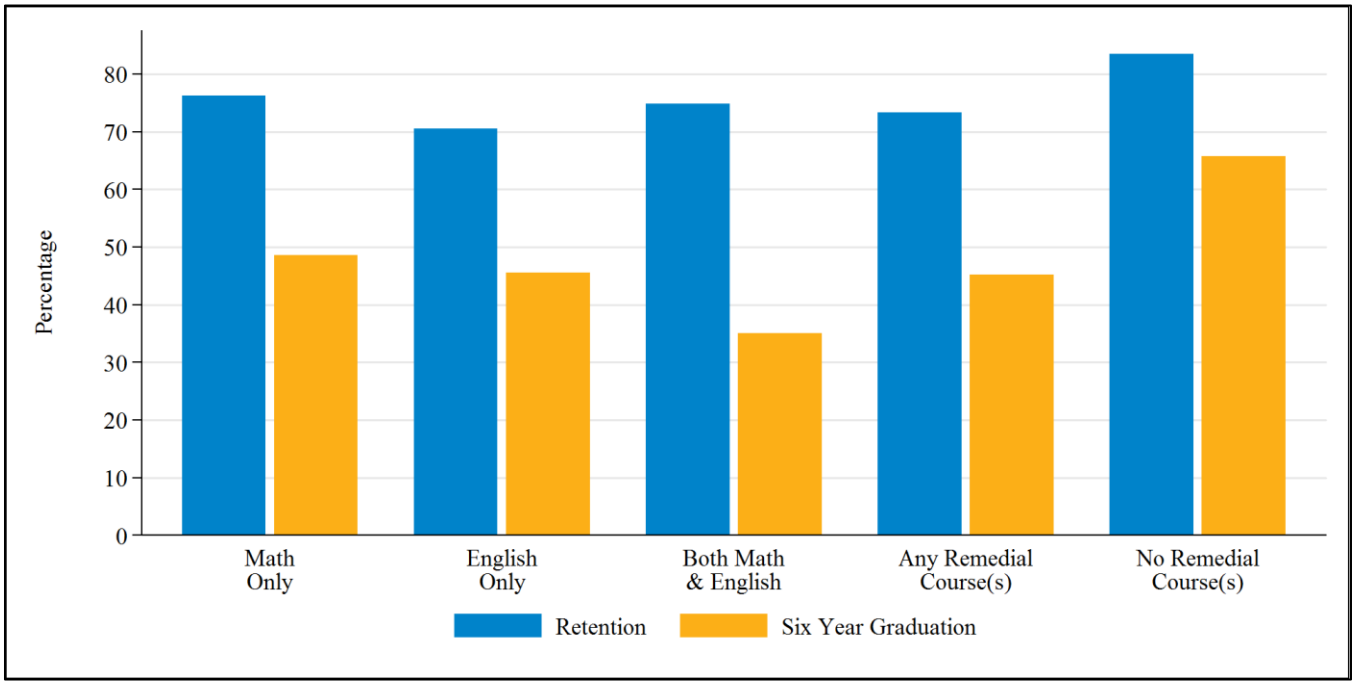
As shown in Figure 5, those who took only remedial English tended to have the lowest retention rate, while students taking both remedial math and English on average have the lowest graduation rate. In both retention and graduation measures, those students taking math only had the highest success rates among students involved in remedial activities. As expected, those first-time full-time freshmen who did not take any remedial courses had the highest retention rate.

Although there are more students enrolled in remedial math than remedial English, as a percentage, students enrolled in English remediation underperform students receiving only math remediation in our conventional measures of student success. When reviewed at the campus level, the retention and graduation rates between students participating in English-only or math-only remedial/development activities have small cohorts, which make comparisons difficult.[7]

[7] See Appendix B for detailed enrollments in remedial courses by campus.

Remedial/Developmental Retention & Graduation

Figure 5. Retention and Six-year Graduation Rates of First-Time Full-Time Freshmen at any UNC Institution, by Remedial Activity (Fall 2011 and 2006 Cohorts)



- First-time full-time freshmen taking any remedial course at any UNC institution had a retention rate of *75.8%*
  - First-time full-time freshmen taking remedial math only at any UNC institution had a higher retention rate (*78.7%*) than those taking remedial English only (*72.5%*)
- First-time full-time freshmen taking any remedial course at any UNC institution had a six-year graduation rate of *45.2%*
  - First-time full-time freshmen taking remedial math only at any UNC institution had a higher six-year graduation rate (*48.6%*) than those taking remedial English only (*45.5%*)
- Students taking remedial math courses are *2.9%* of the UNC student population
- Students taking remedial English courses are *1.6%* of the UNC student population
- Students enrolled in remedial math (*2,852*) are nearly double those enrolled in remedial English (*1,640*)

Appendix A: Remedial and Developmental Courses and Activities Definition

The need for remedial instruction has been defined, determined, and delivered as defined at the institutional level since the inception of this report. In order to create a University-wide definition of "remedial instruction" to be used when determining the extent of such instruction across UNC, the campus Chief Academic Officers and General Administration agreed in September 2011 to adopt a common definition for future reports. This University-wide definition consists of two parts:

1. Remedial courses shall be defined as "courses in reading, writing, or mathematics for college-level students lacking those skills necessary to perform college-level work at the level required by the institution. Students participating in remedial education while in college may not earn credit toward their degrees by completion of these courses." (Note: Courses in other disciplines, such as chemistry, that are classified as remedial by a campus should be reported as remedial education courses.)
2. In addition to remedial courses, there are related services such as academic skill labs, tutorials, learning assistance centers, and special services programs. Only those services that are provided exclusively for the purposes of supporting students needing remediation shall be included in cost summaries. Support services provided to any student are excluded. For example:
    - Excluded is the cost of student advising, placement testing, and tutoring that are provided to undergraduates generally.
    - Included would be the cost of any additional advising and testing services provided only to students needing remedial assistance.
    - Salaries of regular administrators such as vice chancellors, deans, and directors are excluded unless they have direct responsibility for some aspect of remedial instruction or associated services.

This definition will guide the remedial instruction practice on campuses and the generation of the Remedial/Developmental Activities Report going forward.

Appendix B: Remedial/Development Courses or Support Sections

		English			Math			Other			TOTAL		
Institution	Term	No. of Sections	Credit Given	Enrollment	No. of Sections	Credit Given	Enrollment	No. of Sections	Credit Given	Enrollment	No. of Sections	Duplicated Enrollment	Unduplicated Enrollment
ASU	Fall 2011	1	3	12	3	3	99	N/A	N/A	N/A	4	111	110
	Spring 2012	0		0	2	3	62	N/A	N/A	N/A	2	62	62
												173	164
ECU	Fall 2011	0		0	17	2	421	N/A	N/A	N/A	17	421	421
	Spring 2012	0		0	15	2	254	N/A	N/A	N/A	15	254	254
												675	618
ECSU	Fall 2011	12	2	257	9	3	225	N/A	N/A	N/A	21	482	299
	Spring 2012	5	2	62	2	3	63	N/A	N/A	N/A	7	125	102
												607	354
FSU	Fall 2011	0		0	0		0	N/A	N/A	N/A	0	0	0
	Spring 2012	0		0	0		0	N/A	N/A	N/A	0	0	0
												0	0
NCA&T	Fall 2011	25	2,3	560	19	3	573	3	3	69	47	1202	831
	Spring 2012	7	2,3	127	9	3	204	1	3	24	17	355	312
												1557	984
NCCU	Fall 2011	0		0	0		0	20	1	370	20	370	369
	Spring 2012	0		0	0		0	5	1	85	5	85	85
												455	439
NCSU	Fall 2011	0		0	0		0	N/A	N/A	N/A	0	0	0
	Spring 2012	0		0	0		0	N/A	N/A	N/A	0	0	0
												0	0
UNCA	Fall 2011	0		0	0		0	N/A	N/A	N/A	0	0	0
	Spring 2012	0		0	0		0	N/A	N/A	N/A	0	0	0
												0	0
UNC-CH	Fall 2011	0		0	0		0	N/A	N/A	N/A	0	0	0
	Spring 2012	0		0	0		0	N/A	N/A	N/A	0	0	0
												0	0
UNCC	Fall 2011	0		0	16	2	529	N/A	N/A	N/A	16	529	529
	Spring 2012	0		0	9	2	261	N/A	N/A	N/A	9	261	261
												790	759
UNCG	Fall 2011	0		0	0		0	N/A	N/A	N/A	0	0	0
	Spring 2012	0		0	0		0	N/A	N/A	N/A	0	0	0
												0	0
UNCP	Fall 2011	10	3	140	0		0	N/A	N/A	N/A	10	140	140
	Spring 2012	2	3	12	0		0	N/A	N/A	N/A	2	12	12
												152	145
UNCW	Fall 2011	0		0	0		0	N/A	N/A	N/A	0	0	0
	Spring 2012	0		0	0		0	N/A	N/A	N/A	0	0	0
												0	0
UNCSA	Fall 2011	0		0	0		0	N/A	N/A	N/A	0	0	0
	Spring 2012	0		0	0		0	N/A	N/A	N/A	0	0	0
												0	0
WCU	Fall 2011	0		0	0		0	N/A	N/A	N/A	0	0	0
	Spring 2012	0		0	0		0	N/A	N/A	N/A	0	0	0
												0	0
WSSU	Fall 2011	16	3	420	4	3	121	N/A	N/A	N/A	20	541	396
	Spring 2012	6	3	50	3	3	40	N/A	N/A	N/A	9	90	74
													437
UNC Total	Fall 2011	64		1389	68		1968	23		439	155	3796	3095
	Spring 2012	20		251	40		884	6		109	66	1244	1162
2011-12 TOTAL		**84**		**1640**	**108**		**2852**	**29**		**548**	**221**	**5040**	**3900**

Source: UNCGA IRA/RemEd.PR002/08JAN13

Appendix C: Remedial/Developmental Expenditure Trends in UNC 1991-92 through 2011-12

	Total Expenditures on Remedial Activity			
	Current		Constant[1]	
Academic Year	$	% of Base Yr.	$	% of Base Yr.
1991-92	$2,417,716	100%	$3,956,473	100%
1992-93	$2,367,339	98%	$3,761,431	95%
1993-94	$2,302,180	95%	$3,566,577	90%
1994-95	$2,040,909	84%	$3,074,675	78%
1995-96	$1,940,850	80%	$2,840,074	72%
1996-97	$2,054,689	85%	$2,939,217	74%
1997-98	$2,120,649	88%	$2,987,045	75%
1998-99	$2,062,922	85%	$2,842,944	72%
1999-2000	$2,030,311	84%	$2,707,011	69%
2000-01	$1,973,917	82%	$2,559,003	64%
2001-02	$2,030,929	84%	$2,591,935	66%
2002-03	$1,929,178	80%	$2,407,216	61%
2003-04[2]	$2,000,206	83%	$2,431,103	62%
2007-08[3]	$2,285,970	95%	$2,437,704	62%
2008-09	$2,369,817	98%	$2,536,140	64%
2009-10	$2,673,193	111%	$2,814,640	70%
2010-11[4]	$2,445,367	101%	$2,495,973	63%
2011-12	$1,821,321	75%	$1,821,321	46%

Source: UNCGA IRA/RemEd.TT006B

1. Consumer Price Index for Urban Consumers- Annual 2012 average
2. There is no report for 2004-05 through 2006-07.
3. The "no remediation" guideline was established in 2008 to the UNC Summer Bridge program. Adjustments were made to the cost of the Summer Bridge program previously reported by campuses in this table for 2007-08 through 2009-10.
4. Definition of remedial education and remedial expenditure were modified in 2011.

Appendix D: Remedial/Developmental Trends in the University of North Carolina, 1991-92 through 2011-12

Academic Year	Unduplicated Enrollment in Remedial Courses & Support Services				Fall Undergraduate Enrollment					
	Fall		Spring		Total		First-Time Freshmen		Transfer	
	Enrollment	% of Base Yr.	Enrollment	% of Base Yr.	Enrollment	% of Base Yr.	Enrollment	% of Base Yr.	Enrollment	% 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%
2001-02	4,541	86%	1,959	78%	135,567	112%	26,183	128%	10,463	105%
2002-03	4,222	80%	1,681	67%	140,331	115%	26,684	130%	10,645	107%
2003-04[1]	2,742	52%	1,561	62%	145,153	119%	28,332	138%	11,160	112%
2007-08	3,719	70%	1,428	57%	165,452	136%	31,638	155%	12,898	130%
2008-09	4,350	82%	1,679	67%	170,472	140%	31,927	156%	13,025	131%
2009-10	4,357	83%	1,818	72%	176,133	145%	32,149	157%	13,549	136%
2010-11[2]	3,482	66%	1,654	66%	175,281	144%	31,553	154%	14,054	141%
2011-12	3,095	59%	1,162	46%	174,805	144%	31,431	154%	13,721	138%

Source: UNCGA IRA/RemEd.TT006B

1. There is no report for 2004-05 through 2006-07.
2. Definition of remedial education and remedial expenditure were modified in 2011.

Appendix E: Retention and Graduation Rates of First-Time Full-Time Freshmen Who Took Remedial Course(s) - Original UNC Institution

	Took Remedial Course(s)											
	Math Only		English Only		Both Math & English		Any Remedial Course(s)		No Remedial Course(s)		All First-Time Full-Time Freshmen	
	N	%	N	%	N	%	N	%	N	%	N	%
Original Institution												
Retention Rate												
Fall 2007 Cohort	1,089	75.0%	672	71.9%	236	74.6%	2,045	73.7%	29,266	81.9%	31,311	81.3%
Fall 2008 Cohort	1,956	77.5%	807	74.6%	296	78.4%	3,452	76.6%	28,168	83.5%	31,620	82.7%
Fall 2009 Cohort	1,438	74.7%	772	72.8%	527	73.4%	3,252	72.4%	28,555	83.3%	31,807	82.2%
Fall 2010 Cohort	1,526	76.5%	722	71.2%	482	72.8%	3,143	73.4%	28,081	83.1%	31,224	82.2%
Fall 2011 Cohort	1,256	76.3%	658	70.5%	369	74.8%	2,718	73.3%	28,428	83.5%	31,146	82.6%
4-Year Graduation Rate												
Fall 2004 Cohort	1,418	21.2%	557	10.6%	366	9.3%	2,693	15.9%	36,040	37.0%	28,733	35.0%
Fall 2005 Cohort	997	19.6%	612	11.3%	220	7.7%	1,930	14.9%	28,047	36.6%	29,977	35.2%
Fall 2006 Cohort	895	18.2%	483	12.0%	208	6.3%	1,649	14.4%	28,960	37.4%	30,609	36.2%
Fall 2007 Cohort	1,089	18.9%	672	13.8%	236	11.4%	2,045	16.0%	29,266	38.9%	31,311	37.4%
Fall 2008 Cohort	1,956	21.5%	807	12.1%	296	8.4%	3,452	17.9%	28,168	41.4%	31,620	38.8%
6-year Graduation Rate												
Fall 2002 Cohort	2,354	46.1%	628	45.5%	422	37.2%	3,684	44.8%	22,659	61.1%	26,343	58.8%
Fall 2003 Cohort	1,520	46.1%	283	39.9%	263	35.0%	2,384	43.9%	25,557	60.2%	27,941	58.8%
Fall 2004 Cohort	1,418	46.4%	557	37.7%	366	32.2%	2,693	40.7%	26,040	60.9%	28,733	59.0%
Fall 2005 Cohort	997	44.6%	612	39.2%	220	35.5%	1,930	41.4%	28,047	60.6%	29,977	59.4%
Fall 2006 Cohort	895	45.6%	483	41.6%	208	33.7%	1,649	42.1%	28,960	61.2%	30,609	60.2%

Source: Persist.ER001

Note: Any remedial course(s) refer to remedial math, English, both math and English, and/or remedial other.

Appendix E (cont.): Retention and Graduation Rates of First-Time Full-Time Freshmen Who Took Remedial Course(s) - Any UNC Institution

	Took Remedial Course(s)											
	Math Only		English Only		Both Math & English		Any Remedial Course(s)		No Remedial Course(s)		All First-Time Full-Time Freshmen	
	N	%	N	%	N	%	N	%	N	%	N	%
Any UNC Institution												
Retention Rate												
Fall 2007 Cohort	1,089	77.2%	672	75.3%	236	76.3%	2,045	76.2%	29,266	84.8%	31,311	84.2%
Fall 2008 Cohort	1,956	79.9%	807	77.9%	296	80.1%	3,452	79.4%	28,168	86.4%	31,620	85.6%
Fall 2009 Cohort	1,438	77.0%	772	75.4%	527	75.5%	3,252	75.1%	28,555	86.3%	31,807	85.2%
Fall 2010 Cohort	1,526	78.6%	722	73.5%	482	73.9%	3,143	75.6%	28,081	85.7%	31,224	84.8%
Fall 2011 Cohort	1,256	78.7%	658	72.5%	369	77.0%	2,718	75.8%	28,428	86.2%	31,146	85.3%
4-Year Graduation Rate												
Fall 2004 Cohort	1,418	21.8%	557	11.0%	366	9.3%	2,693	16.4%	36,040	38.6%	28,733	36.6%
Fall 2005 Cohort	997	19.9%	612	12.3%	220	7.7%	1,930	15.4%	28,047	38.1%	29,977	36.7%
Fall 2006 Cohort	895	18.9%	483	12.8%	208	6.3%	1,649	15.1%	28,960	38.8%	30,609	37.5%
Fall 2007 Cohort	1,089	19.7%	672	14.7%	236	11.9%	2,045	16.8%	29,266	40.4%	31,311	38.9%
Fall 2008 Cohort	1,956	22.6%	807	13.1%	296	9.8%	3,452	19.0%	28,168	43.0%	31,620	40.4%
6-year Graduation Rate												
Fall 2002 Cohort	2,354	50.1%	628	47.9%	422	39.8%	3,684	48.3%	22,659	66.0%	26,343	63.5%
Fall 2003 Cohort	1,520	49.2%	283	42.8%	263	36.9%	2,384	46.8%	25,557	65.0%	27,941	63.4%
Fall 2004 Cohort	1,418	49.5%	557	40.9%	366	33.9%	2,693	43.6%	26,040	65.6%	28,733	63.6%
Fall 2005 Cohort	997	47.1%	612	42.5%	220	38.2%	1,930	44.4%	28,047	65.3%	29,977	64.0%
Fall 2006 Cohort	895	48.6%	483	45.5%	208	35.1%	1,649	45.2%	28,960	65.7%	30,609	64.6%

Source: Persist.ER001

Note: Any remedial course(s) refer to remedial math, English, both math and English, and/or remedial other.

Appendix F: Remedial/Development Placement Tests – Math

	Application Data	Test
ASU	SAT	Internal Test
ECU	SAT	Internal Test
ECSU		Accuplacer
NCA&T	SAT	Internal Test
NCSU	SAT	
UNCC		Internal Test
WSSU		Accuplacer

- *Application Data:* Many institutions reported using a mix of SAT scores and internal tests, yet the specific use of these techniques differed. For example, some institutions used the SAT as a "cutoff score" that would direct the student to the internal test while others used a combination of the two scores for placement.
- *Test:* Two institutions reported using Accuplacer, a product of the College Board. Accuplacer is one of a handful of standardized tests created for the purpose of assessing skills for students entering college. The internal, campus-based tests varied and are aligned to institutions' missions and curricula.

Appendix G: Remedial/Development Placement Tests – English & Reading

	Application Data	Test	Other
ASU	SAT		Essay administered during orientation
ECSU		Accuplacer	
NCA&T	SAT		
NCCU		Accuplacer	
UNCP	SAT; High School GPA		Option to submit essay
WSSU		Accuplacer	

- *Application Data*: Similar to the reported math placement tests, many institutions reported the use of SAT scores:
    - Two institutions used standardized test scores as "cutoff score" that would then direct the student to the internal test.
- *Test:* Three institutions reported using Accuplacer.
- *Other:* Two institutions have an essay component for placement in remedial and developmental English, though they differ in its usage. ASU formally incorporates this essay into its' diagnostic process while UNCP uses the essay as a supplemental measure for students below the admissions cutoff scores.