
The University of North Carolina
Remedial/Developmental
Activities Report
2012-13



The University of North Carolina
General Administration

February 2014

Executive Summary

Remedial/Developmental Activities and Expenditures

- In 2012-13, the annual unduplicated enrollment in remedial instruction was 3,819: a decrease of 81 students (-0.2%) from the previous year.
- Expenditures for remedial/developmental activities in 2012-13 totaled \$1,758,130: a decline of 3.5% over the previous year (\$1,821,321). A sum of \$851,771 (48.4% of total remedial/developmental expenditures) was spent on courses.
- State funds provided \$1,349,738 (76.8%) of the total amount expended for remediation. This amount represents less than one tenth of a percent (0.03%) of the total system-wide budget coming from state funds. Non-state funds provided an additional \$408,392 (23.2%) 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 77.7% at any UNC institution compared with 87.0% for students who took no remedial courses.
- Students who took any remedial course(s) at any UNC institution had lower graduation rates than students who did not. Nevertheless, 45.9% of those who took any remedial course(s) did receive their degree within six years of matriculation.

Long-Term Trends in Remedial/Developmental Activities & Expenditures

- Expenditures for remedial education (in inflation-adjusted dollars) declined by 56.3% between 1991-92 and 2012-13.
- Remedial and developmental enrollment declined by 42.5% in Fall Semesters and by 60.0% in Spring Semesters (a combined 48.1% decline) between 1991-92 and 2012-13.

Introduction

Remedial and developmental courses and services at UNC are designed to address differences in pre-college preparation among our student body.¹ Often the instruction is twofold, aiming to address both 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 Semester and is provided to incoming students. By definition, these courses do not bear credit towards graduation, however, in practice they 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 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.

In this report, four measures of 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.

1 See the Integrated Postsecondary Education Data System (IPEDS) definition of remedial courses and services: <http://nces.ed.gov/ipeds/glossary/?charindex=R>

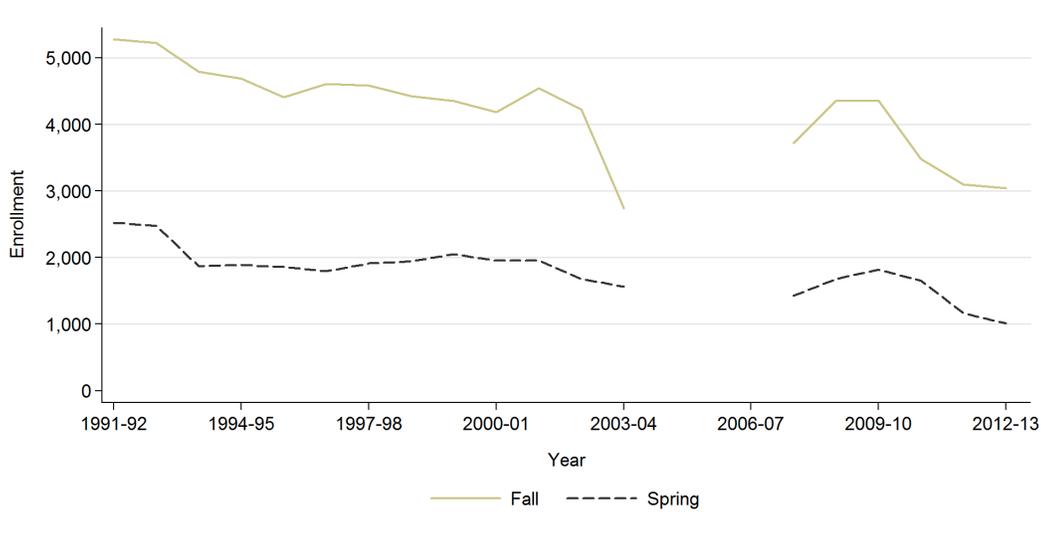
2 Students may enroll in several forms of remedial/developmental education, requiring the need to show both unduplicated and duplicated headcounts. Unduplicated headcount addresses the number of individual students participating in these activities across the UNC System. Duplicated headcount (i.e. the 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.

2012-13 Course Sections & Enrollment

In 2012-13 (Fall and Spring Semesters), 52 sections of remedial English (enrolling 993 students) and 103 sections of math (enrolling 2,846 students) were offered across the UNC system. At two campuses, an additional 633 students enrolled in 31 sections of other remedial courses.³ In total, 186 sections of remedial/developmental instruction were provided with a combined (duplicated) enrollment of 4,048. The total duplicated enrollment was down 992 (a 19.7% decrease) over 2011-12. The number of unduplicated students in remedial/developmental classes was 3,819 in 2011-12, a decrease of 81 (a 2.0% decrease) from the previous year. Please see Appendix B for the table detailing the duplicated and unduplicated remedial/developmental activity enrollment and Appendix C for a summary of the campuses using tools to place students in these activities.

Figure 1 illustrates longer term trends in unduplicated head count. Between 1991-92 and 2012-13,⁴ remedial and developmental activities have declined in both Fall and Spring Semesters, from 5,280 to 3,038 (a 42.5% decrease) and 2,522 to 1,010 (a 60.0% decrease), respectively. Overall, there has been a 48.1% decrease in headcount in remedial and developmental activities over the past two decades.

Figure 1: Unduplicated Remedial Course Enrollments 1991-92 to 2012-13, by semester



- The annual unduplicated enrollment declined 2% over the previous year.
- Combined remedial/developmental enrollment in Fall and Spring declined 48% since 1991-1992.

³ NCA&T provides a Chemistry course and NCCU provides a Reading course.

⁴ Remedial/Developmental data were not collected from the campuses for 2004-05, 2005-06, and 2006-07 academic years. 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.

Expenditures

As shown in Figures 2 and 3, expenditures for remedial/developmental activities in 2012-13 totaled \$1,758,130: a decrease of 3.5% over the previous year (\$1,821,321). A total of \$851,771 (48.4% of total expenditures) was spent on remedial/developmental courses, \$543,562 on labs, tutorials, and centers (30.9% of total expenditures), and \$362,797 on programs (20.6% of total expenditures). This year's sole increase in expenditures was concentrated in the area of Labs, Tutorials, and Centers (a \$10,784 increase from 2011-12, or 2.0%). Figure 2 presents these three categories of expenditures over the previous five fiscal years. Appendix D presents total expenditures on remedial/developmental activities since 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 3 shows, state funds used for remedial instruction in 2012-13 amounted to \$1,349,738 (or 76.8%) of total expenditures, while non-state funds provided an additional \$408,392 (or 23.2%). The amount of state funds spent on Remedial/Developmental activities is 0.03% of the total system-wide budget coming from state funds.

Remedial/Developmental Expenditures

Figure 2: Remedial/Developmental Expenditures, 2008-09 to 2012-13

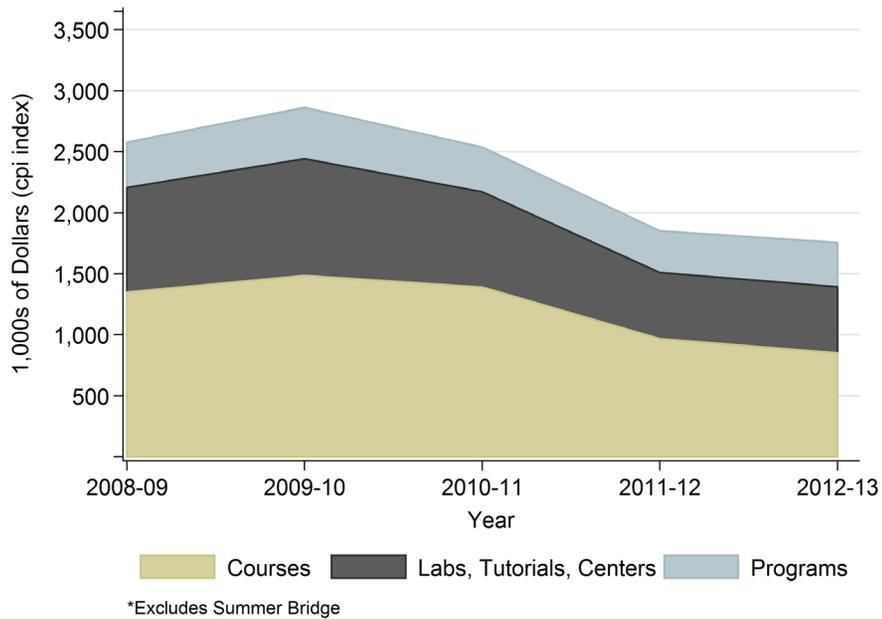
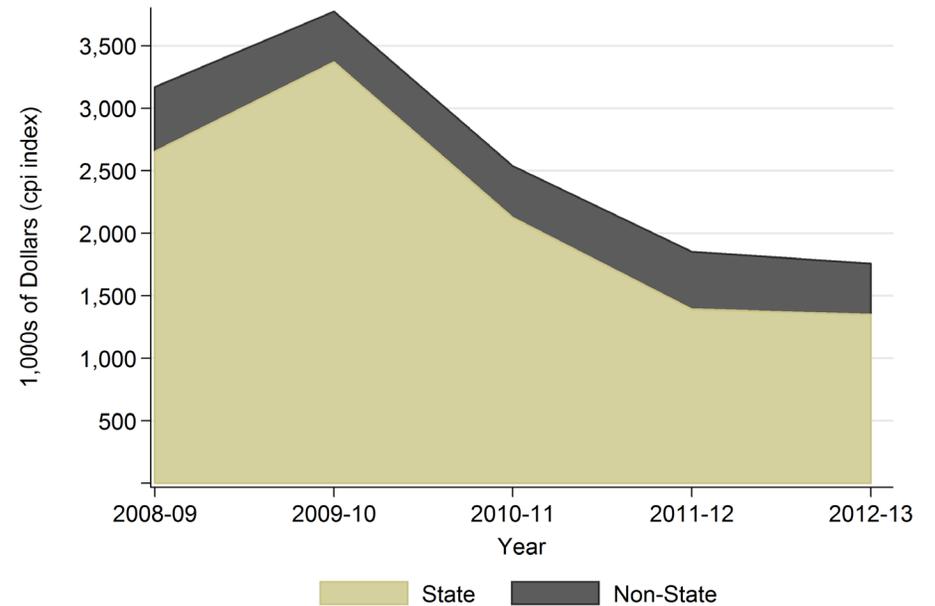


Figure 3: Distribution of Remedial/Developmental Expenditures by Source, 2008-09 to 2012-13



- Remedial expenditures decreased 3.5% over the previous year.
- The proportion of remedial expenditures spent by campuses directly on remedial courses has decreased from 52% in 2011-12 to 48.4% in 2012-13.
- State funds used for remedial instruction in 2012-13 amounted to \$1,349,738 (or 76.8%) of total expenditures, while non-state funds provided an additional \$408,392 (or 23.2%).

Remedial/Developmental Activities Trend

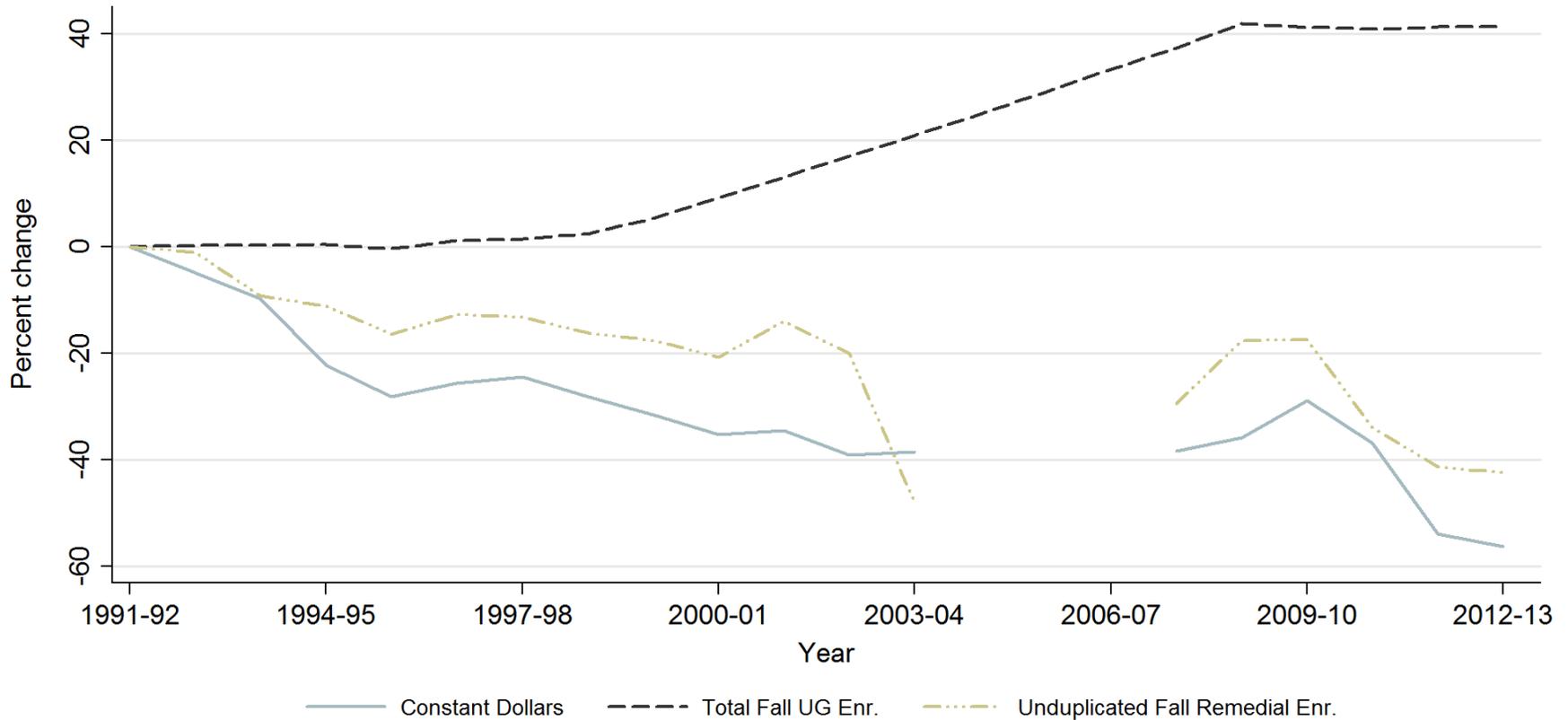
The data in this report show that during the two decades under consideration, there was a general decline in the number of sections of remedial instruction, unduplicated enrollment in remedial instruction, and expenditures for remedial instruction (both actual and inflation-adjusted).

The data in Appendix E show that 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 2012 was 57.5% of what it was in Fall 1991, while total Fall undergraduate enrollment increased by 41.3% 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 42.5% and inflation-adjusted expenditures for remedial education have declined by 56.3%, while total Fall undergraduate enrollment has increased by 41.3%.

Change in Remedial & Developmental Activity

Figure 4: Percentage Change in Remedial Activities & Total Fall Undergraduate Enrollments, 1991-92 through 2012-2013⁵



- Total unduplicated fall enrollment in remedial instruction declined by 57.5% between 1991-92 and 2012-13.
- Fall undergraduate enrollment increased by 41.3% between 1991-92 and 2012-13.
- Inflation-adjusted expenditures for remedial education have declined 56.3% since 1991-92.

⁵ Remedial/Developmental data were not collected from the campuses for 2004-05, 2005-06, and 2006-07 academic years.

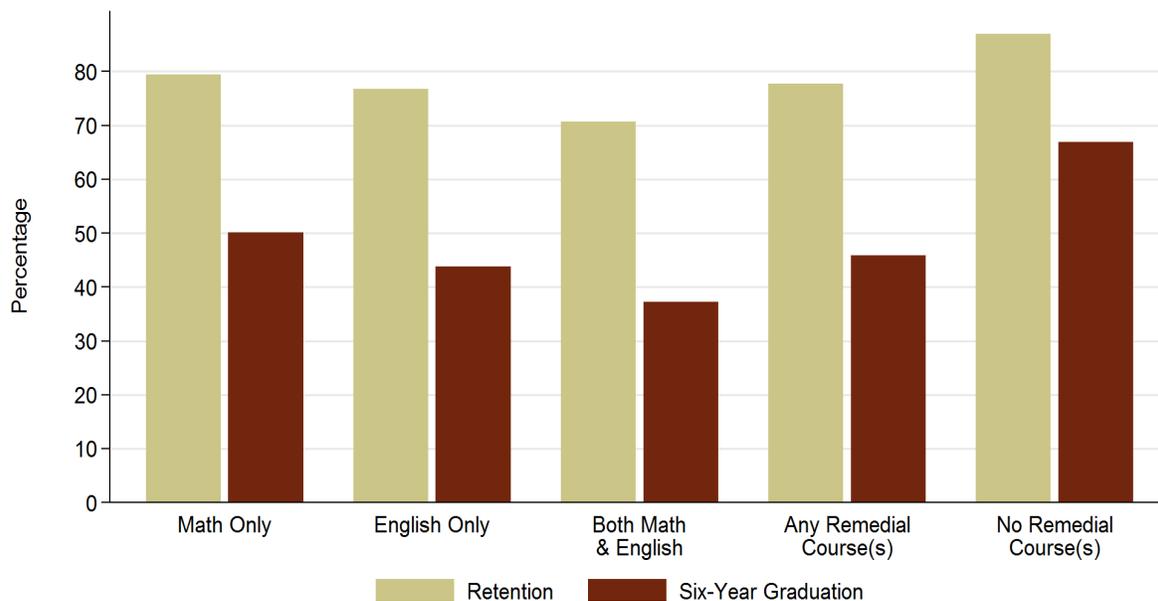
Remedial/Developmental Activities Comparisons

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 F present the retention and graduation rates by category of remedial instruction (math only, English only, both math and English, or other 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 and graduation rates.

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.

Figure 5: Retention & Six-year Graduation Rates of First-Time, Full-Time Freshmen at any UNC Institution, by Remedial Activity (Fall 2012 & 2007 Cohorts)



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 T

Appendix B: Enrollment in Remedial Courses, Fall 2012 and Spring 2013

		English			Mathematics			Other			Total		Total Unduplicated Enrollment
		Number of Sections	Credit Given	Duplicated Enrollment	Number of Sections	Credit Given	Duplicated Enrollment	Number of Sections	Credit Given	Duplicated Enrollment	Number of Sections	Duplicated Enrollment	
ASU	Fall 2012	1	3	8	3	3	86	N/A	N/A	N/A	4	94	148
	Spring 2013	1	3	10	2	3	49	N/A	N/A	N/A	3	59	
ECU	Fall 2012	0		0	17	2	393	N/A	N/A	N/A	17	393	639
	Spring 2013	0		0	14	2	284	N/A	N/A	N/A	14	284	
ECSU	Fall 2012	14	2	378	9	3	285	N/A	N/A	N/A	23	399	440
	Spring 2013	5	2	75	2	3	68	N/A	N/A	N/A	7	101	
FSU	Fall 2012	0		0	0		0	N/A	N/A	N/A	0	0	
	Spring 2013	0		0	0		0	N/A	N/A	N/A	0	0	
NCA&T	Fall 2012	0		0	18	3	523	3	3	60	21	549	673
	Spring 2013	0		0	7	3	143	1	3	22	8	163	
NCCU	Fall 2012	0		0	0		0	22	1	461	22	461	544
	Spring 2013	0		0	0		0	5	1	90	5	90	
NCSU	Fall 2012	0		0	0		0	N/A	N/A	N/A	0	0	
	Spring 2013	0		0	0		0	N/A	N/A	N/A	0	0	
UNCA	Fall 2012	0		0	0		0	N/A	N/A	N/A	0	0	
	Spring 2013	0		0	0		0	N/A	N/A	N/A	0	0	
UNCCH	Fall 2012	0		0	0		0	N/A	N/A	N/A	0	0	
	Spring 2013	0		0	0		0	N/A	N/A	N/A	0	0	
UNCC	Fall 2012	0		0	17	2	660	N/A	N/A	N/A	17	660	856
	Spring 2013	0		0	9	2	239	N/A	N/A	N/A	9	239	
UNCG	Fall 2012	0		0	0		0	N/A	N/A	N/A	0	0	
	Spring 2013	0		0	0		0	N/A	N/A	N/A	0	0	
UNCP	Fall 2012	11	3	163	0		0	N/A	N/A	N/A	11	163	170
	Spring 2013	3	3	14	0		0	N/A	N/A	N/A	3	14	
UNCW	Fall 2012	0		0	0		0	N/A	N/A	N/A	0	0	
	Spring 2013	0		0	0		0	N/A	N/A	N/A	0	0	
UNCSA	Fall 2012	0		0	0		0	N/A	N/A	N/A	0	0	
	Spring 2013	0		0	0		0	N/A	N/A	N/A	0	0	
WCU	Fall 2012	0		0	0		0	N/A	N/A	N/A	0	0	
	Spring 2013	0		0	0		0	N/A	N/A	N/A	0	0	
WSSU	Fall 2012	13	3	300	3	3	88	N/A	N/A	N/A	16	319	349
	Spring 2013	4	3	45	2	3	28	N/A	N/A	N/A	6	60	
UNC Total	Fall 2012	39		849	67		2,035	25		521	131	3,038	4,048
	Spring 2013	13		144	36		811	6		112	55	1,010	
											4,048	3,819	

Appendix C

Remedial/Developmental Activity Placement Tests - Math

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

**Remedial/Developmental Activity Placement Tests -
English & Reading**

	Application Data	Test
ASU	SAT	Internal Test
ECSU	SAT	Accuplacer
NCA&T	SAT/ACT	Internal Test
UNCP	SAT, High School GPA	Option to submit essay to move to non-remedial course
WSSU		Accuplacer

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

Total Expenditures on Remedial Activity

Academic Year	Current Year		Constant	
	\$	% of Base Year	\$	% of Base Year
1991-92	2,417,716	100.0%	4,024,575	100.0%
1992-93	2,367,339	97.9%	3,826,177	95.1%
1993-94	2,302,180	95.2%	3,627,969	90.1%
1994-95	2,040,909	84.4%	3,127,600	77.7%
1995-96	1,940,850	80.3%	2,888,960	71.8%
1996-97	2,054,689	85.0%	2,989,809	74.3%
1997-98	2,120,649	87.7%	3,038,461	75.5%
1998-99	2,062,922	85.3%	2,891,880	71.9%
1999-2000	2,030,311	84.0%	2,753,607	68.4%
2000-01	1,973,917	81.6%	2,603,052	64.7%
2001-02	2,030,929	84.0%	2,636,550	65.5%
2002-03	1,929,178	79.8%	2,448,651	60.8%
2003-04	2,000,206	82.7%	2,472,949	61.4%
2004-05				
2005-06				
2006-07				
2007-08	\$2,285,970	94.6%	\$2,479,664	61.6%
2008-09	\$2,369,817	98.0%	\$2,579,794	64.1%
2009-10	\$2,673,193	110.6%	\$2,863,088	71.1%
2010-11	\$2,445,367	101.1%	\$2,538,936	63.1%
2011-12	\$1,821,321	75.3%	\$1,852,671	46.0%
2012-13	\$1,883,028	77.9%	\$1,883,028	46.8%

**Appendix E: Remedial/Developmental Trends in the University of North Carolina, 1991-92
through 2012-13**

Academic Year	Unduplicated Enrollment by Semester in Remedial Courses				Total Undergraduate Enrollment	
	Fall		Spring		Enrollment	% of Base Year
	Enrollment	% of Base Year	Enrollment	% of Base Year		
1991-92	5,280	100.0%	2,522	100.0%	124,047	100.0%
1992-93	5,226	99.0%	2,476	98.2%	124,328	100.2%
1993-94	4,792	90.8%	1,871	74.2%	124,366	100.3%
1994-95	4,692	88.9%	1,889	74.9%	124,588	100.4%
1995-96	4,410	83.5%	1,858	73.7%	123,574	99.6%
1996-97	4,609	87.3%	1,794	71.1%	125,478	101.2%
1997-98	4,581	86.8%	1,912	75.8%	125,860	101.5%
1998-99	4,425	83.8%	1,944	77.1%	127,083	102.4%
1999-2000	4,350	82.4%	2,052	81.4%	130,671	105.3%
2000-01	4,184	79.2%	1,952	77.4%	135,567	109.3%
2001-02	4,541	86.0%	1,959	77.7%	140,331	113.1%
2002-03	4,222	80.0%	1,681	66.7%	145,153	117.0%
2003-04	2,742	51.9%	1,561	61.9%	150,035	121.0%
2004-05					155,029	125.0%
2005-06					160,192	129.1%
2006-07					165,452	133.4%
2007-08	3,719	70.4%	1,428	56.6%	170,472	137.4%
2008-09	4,350	82.4%	1,679	66.6%	176,133	142.0%
2009-10	4,357	82.5%	1,818	72.1%	175,281	141.3%
2010-11	3,482	65.9%	1,654	65.6%	174,805	140.9%
2011-12	3,095	58.6%	1,162	46.1%	175,760	141.7%
2012-13	3,038	57.5%	1,010	40.0%	175,328	141.3%

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

	Took Remedial Course(s)								No Remedial Course(s)		All First-Time Full-Time Freshmen	
	Math Only		English Only		Both Math & English		Any Remedial Course(s)		N	%	N	%
	N	%	N	%	N	%	N	%				
Original UNC Institution												
<i>Retention Rate</i>												
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	72.5%	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	83.2%	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%
Fall 2012 Cohort	1,513	77.5%	474	73.6%	205	68.8%	2,725	75.5%	28,774	84.0%	31,499	83.3%
<i>4-Year Graduation Rate</i>												
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%
Fall 2009 Cohort	1,438	21.4%	772	11.7%	527	13.1%	3,252	16.5%	28,555	42.2%	31,807	39.6%
<i>6-year Graduation Rate</i>												
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%
Fall 2007 Cohort	1,089	46.8%	672	38.7%	236	35.2%	2,045	42.2%	29,266	62.5%	31,311	61.2%

Note: This excludes the Agricultural Institute at NCSU & 4-Year Diploma at UNCSCA

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

	Took Remedial Course(s)										All First-Time Full-Time Freshmen	
	Math Only		English Only		Both Math & English		Any Remedial Course(s)		No Remedial Course(s)			
	N	%	N	%	N	%	N	%	N	%		
Any UNC Institution												
<i>Retention Rate</i>												
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%
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Fall 2004 Cohort	1,418	49.5%	557	40.9%	366	33.9%	2,693	43.6%	26,040	65.6%	28,733	63.5%
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%
Fall 2007 Cohort	1089	50.1%	672	43.8%	236	37.3%	2,045	45.9%	29,266	66.9%	31,311	65.5%

Note: This excludes the Agricultural Institute at NCSU & 4-Year Diploma at UNCSCA