

**East Carolina University Requests Discontinuation
of the Master of Physical Therapy**

The Board of Governors has authorized East Carolina University to offer a Doctor of Physical Therapy degree. At the time of that authorization, ECU indicated it would begin to phase out the Master of Physical Therapy. Either degree can function as the entry-level degree for the profession. East Carolina now requests the discontinuation of the Master of Physical Therapy.

Request for Authorization to Establish a Bachelor of Science Degree in Agricultural Science at NC State University

Introduction

NC State University requests authorization to establish a Bachelor of Science degree in Agricultural Science in August 2007.

Program Description

The BS in Agricultural Science has three major components: (1) a strong general education preparation, (2) a broad background in agriculture that is supported by two areas of agricultural emphases, and (3) agricultural leadership skills that lead to success in working in teams and within agricultural organizations. The proposed program utilizes primarily existing courses offered at NCSU, with the exception of the agriculture leadership courses that will be developed as part of the program. The uniqueness of the proposed degree lies in how the courses in the agricultural content area are configured. Instead of having agriculture courses focused on a single discipline, students are given the option of selecting a minimum of two agricultural discipline areas for study, following an introduction to the broad field of agriculture through introductory courses in a variety of agricultural discipline areas.

Program Need

Agriculture is North Carolina's largest industry, employing over 20% of the total workforce of the state. Approximately 27 cents of every dollar earned in the state comes from agriculture. Yet there is a state and national shortage of graduates with agricultural degrees who are prepared to enter the agricultural industry. The US Department of Agriculture reports there will be 3,000 more jobs in agriculture than graduates with agriculture degrees during the 2005-2010 period. The agriculture industry is asking for graduates who can lead—not only those who possess personal leadership skills, but also have the ability to work in teams and understand principles of organizational leadership. Anticipated student demand is 25 new students a year with a total enrollment of 100 students after four years. The program will help NCSU serve a more diverse student population, especially with respect to expanding rural diversity.

Resources

It is anticipated that the program will require one new faculty member in its first four years, which will be funded by enrollment increase funds. Current facility space is adequate for the projected enrollments.

Recommendation

It is recommended that the Board of Governors approve the NC State University request to establish a BS in Agricultural Science degree (CIP 01.0000) in August 2007.

Request for Authorization to Establish a Bachelor of Arts Degree in German Studies at NC State University

Introduction

NC State University requests authorization to establish a Bachelor of Arts degree in German Studies in August 2007.

Program Description

Students in the NCSU German Studies major will acquire foreign language skills at the advanced level, enabling them to function professionally in a German-speaking context. They will become proficient in listening to, speaking, reading, and writing German. They will also gain familiarity with the history and current issues of the German-speaking countries and with their respective literatures and cultures. Because students will study abroad for a minimum of one semester, they will acquire the kind of fluency and familiarity with the foreign culture that enables them to function successfully as professionals in an internationalized economy. Concentrations are planned in German Cultural Studies, German Studies and International Economics, and German Studies and German Science and Technology. Through its participation in the UNC system-wide German Studies Consortium (which shares courses via live videoconferencing), the program will offer a wider variety of courses and instructors than would otherwise be available. The program will be different from many German majors in its interdisciplinary emphasis on applications of the language in business and technology.

Program Need

International collaborations in the political and economic arenas are fast becoming the marks of success in the global environment. Students preparing for their professional lives need the opportunity to acquire cross-cultural competency. This requires training in a foreign language at a level that enables the person to interact competently and professionally. Student demand for the program is anticipated to be sufficiently strong to maintain the program. The SACS reaccreditation committee in the late 1990's suggested to NCSU that, with its strong emphasis on science and technology, it should offer additional majors in languages traditionally connected to scientific and technological areas of study.

Resources

Many resources are already in place to support this major, including courses offered in several departments and various study abroad options. A currently funded lecturer position will be converted to an assistant professor position. As noted above, the availability of courses shared through the UNC German Studies Consortium will conserve faculty and course resources that NCSU would need to otherwise obtain.

Recommendation

It is recommended that the Board of Governors approve the NC State University request to establish a BA in German Studies degree (CIP 05.0125) in August 2007.

Request for Authorization to Establish a Master of Science Degree in Applied Gerontology at UNC Wilmington

Introduction

UNC Wilmington requests authorization to establish a Master of Science in Applied Gerontology degree in August 2007.

Program Description

The proposed interdisciplinary degree will train professionals to face the challenges of a nationally and regionally aging population. The program will be built on a theoretical foundation, supported by the practical application of service learning, integrating teaching, research, and service. Graduates will use their knowledge of applied gerontology to affect the quality of life for older adults in retirement communities, health care settings, and other public and private organizations that provide services and goods needed by an aging population. Graduates will be able to realistically consider careers involving work with older adults through synthesizing coursework in biology, health sciences, psychology, and sociology of aging, as well as hands-on experience with older populations. The program developers have relied on curriculum guidelines published by the Association for Gerontology in Higher Education.

Program Need

An Applied Gerontology Curriculum Planning Task Force was established in 2004 through a grant from the Council of Graduate Schools and the Ford Foundation. The task force conducted a review of an earlier workforce survey completed by the UNC Institute on Aging in 2000. Based on this analysis, UNCW, UNCP, and FSU established the Southeastern NC Gerontology Consortium. UNCW updated the survey and administered it to 303 businesses in southeastern NC that work with the elderly population. A large percentage (93%) indicated a need for more and better educated workers in the field of gerontology. Students who have taken coursework in gerontology at UNCW have also indicated strong interest in this program. The coastal region is a popular retirement location, and UNCW is well positioned to provide well prepared professionals to work with this older population.

Resources

Because this is an interdisciplinary program, the faculty and courses are already present in a variety of departments. The Division of Academic Affairs will fund future needs as enrollment growth indicates.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Science in Applied Gerontology degree (CIP 30.1101) at UNC Wilmington effective August 2007.

Request for Authorization to Establish a Master of Science Degree in Athletic Training at UNC Greensboro

Introduction

UNC Greensboro requests authorization to establish the Master of Science in Athletic Training (MSAT) degree effective August 2008.

Program Description

The proposed Master of Science in Athletic Training (MSAT) program has been offered as a graduate concentration area for the past four years and earned initial accreditation in 2003 by the Commission on the Accreditation of Athletic Training Education and will undergo review for continuing accreditation in 2007-08. The proposed MSAT is a 46-credit hour degree program designed for individuals seeking eligibility to take the National Athletic Trainers' Association Board of Certification exam for credentialing certified athletic trainers. Athletic training is an allied health care profession specializing in preventing, recognizing, managing, and rehabilitating injuries that result from physical activity.

Program Need

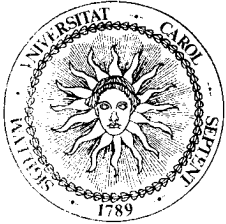
A strong societal need exists for certified athletic trainers (ATCs) in high school and collegiate athletic settings. On a local level the NC Department of Public Instruction requires that all high school football practices and games have a qualified health care provider on site to provide athletic training services. However, according to the NC Athletic Trainers' Association Secondary Schools Committee only 70 public high schools in NC employ athletic trainers. At the college level, the NCAA's Committee on Competitive Safeguards and Medical Aspects of Sports encourages all NCAA institutions to critically evaluate the adequacy of their medical coverage, with the implication that new employment positions will continue to develop in college and university settings. There has been an average of 60 student inquiries about the program each year since 2003 and an average of 25 applications for the graduate concentration a year. It is anticipated that 20 full-time students will be enrolled by the fourth year of the program.

Resources

Faculty, courses, and facilities are already in place to offer the degree program. As noted above, it is already offered as a graduate concentration.

Recommendation

It is recommended that the Board of Governors approve the UNC Greensboro request to establish the Master of Science in Athletic Training (MSAT) degree (CIP 51.0913) effective August 2008.



The University of North Carolina

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University

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Technical State
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the Arts

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MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs

FROM: Erskine Bowles

DATE: May 23, 2007

SUBJECT: Licensure of DeVry University, Charlotte Center

The Board of Governors of the University of North Carolina is charged under North Carolina General Statute Section 116-15 with responsibility for licensing nonpublic educational institutions to conduct post-secondary degree activity in North Carolina. In November 2004, the Board of Governors approved revisions to the document, *Rules and Standards: Licensing Nonpublic Institutions to Conduct Degree Activity in North Carolina*. This document provides the guidelines for interpreting the standards, and the rules, regulations, and procedures under which the Board issues licenses to institutions to conduct post-secondary degree activity in North Carolina.

DeVry University applied for licensure to offer three new degree programs at its Charlotte Center campus. The proposed new programs are: Associate of Applied Science in Electronics and Computer Technology, Associate of Applied Science in Health Information Technology, and Associate of Applied Science in Network Systems Administration.

Dr. Michelle Howard-Vital reviewed the application and appointed a team of examiners to determine if DeVry University complied with the licensure standards outlined in *Rules and Standards*. On April 22, 2005, the team of examiners visited the Charlotte campus. Following the site visit, the team of examiners issued its report with suggestions and recommendations and a final recommendation to grant licensure to the proposed degree programs at DeVry University, subject to compliance with the recommendations outlined in the Summary. Dr. Laurel Files, Special Assistant to the Vice President for Academic Planning for Licensure and acting on behalf of Dr. Howard-Vital, agrees with the team's review and recommendations. For more details on the recommendations and the responses for the proposed degree programs by DeVry University, please review the Summary.

Thus, I recommend to the Committee on Educational Planning, Policies, and Programs of the UNC Board of Governors that a regular license be issued to DeVry University to offer the proposed degree programs at the Charlotte Center site in North Carolina, subject to annual reports and review at any time. After one year has elapsed following licensure, DeVry University will be reviewed again to judge whether the institution continues to maintain standards for licensure.

Enclosure: Summary

SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR DeVRY UNIVERSITY, CHARLOTTE CENTER

BACKGROUND INFORMATION

DeVry University, Inc., incorporated in the State of Illinois and located in Oakbrook Terrace, IL, is wholly owned and operated by DeVry Inc., incorporated in the State of Delaware. DeVry University, with its current and predecessor names, has been in continuous operation since 1931. The Keller School of Management of DeVry University has been in continuous operation since its founding in Chicago, Illinois in 1973. DeVry University has been offering degree programs in Charlotte, North Carolina since February 2002.

DeVry University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. DeVry is licensed, at its Charlotte Center, to offer a Bachelor of Science in Business Administration, with two options: (1) a bachelor's degree with a choice of one of eleven concentrations; and (2) a general business option, with one of three plans: (a) for students who desire an individualized selection of advanced coursework, (b) for graduates of approved Bachelor of Commerce and Bachelor of Business Administration degree programs in India, (c) for holders of one of nine approved technical degrees (two at the bachelor's level, seven at the master's level).

THE APPLICATION AND SITE VISIT

DeVry University submitted an application and related documents to offer the following associate degree programs at its Charlotte Center: Associate of Applied Science in Electronics and Computer Technology, Associate of Applied Science in Health Information Technology, and Associate of Applied Science in Network Systems Administration.

Accordingly, a team of examiners with expertise in the specific disciplines relating to the application was assembled by Dr. Michelle Howard-Vital, Associate Vice President for Academic Affairs of the University of North Carolina. Particular attention was paid to identifying team members who represented public and private institutions in North Carolina (as stated in the *Rules and Standards*). The team included Dr. Richard E. Neel (chair), Dean *Emeritus*, Belk College of Business Administration, and Professor *Emeritus* of Economics, the University of North Carolina at Charlotte; Dr. Laurel A. Files, Associate Chair and Associate Professor, Department of Health Policy and Administration, School of Public Health, University of North Carolina at Chapel Hill; Dr. Jack T. Hogue, Assistant Dean of Student Affairs, Belk College of Business Administration, and Associate Professor of Information and Operations Management, the University of North Carolina at Charlotte; and Dr. Michelle Howard-Vital, Associate Vice President for Academic Affairs, the University of North Carolina (*ex-officio*).

The April 22, 2005, visit to DeVry's Charlotte Center was to ascertain the institution's compliance, for the three proposed AAS degrees, with the fifteen standards contained in the University of North Carolina Board of Governors *Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina (revised November, 2004)* (referred to in the rest of this summary as the *Rules and Standards*).

During the visit, the team of examiners met with numerous faculty, staff, and students at DeVry's Charlotte campus. These meetings included David Overbye, Dean of Curriculum, and Dr. Amin Karim, National Director of Technology Programs, both headquartered at Oakbrook Terrace, Illinois. Also, from the Atlanta, Georgia office: Dr. Donna Loraine, Vice President of Operations; Dr. Ray Perren, Dean of Academic Affairs, Atlanta/Charlotte Metro; Dr. Pamela Harroff, Dean, School of Business and Management, Atlanta/Charlotte Metro; Eddie Wachter, Dean, School of Technology, Atlanta/Charlotte Metro; Dr. Tom Creola, Dean of Graduate Students, Atlanta/Charlotte Metro; Troy Ralston, Regional Director of Operations, Atlanta/Charlotte Metro; and John Rainey, Curriculum Coordinator of the Health Information Technology Program, Atlanta/Charlotte Metro. And from the Charlotte Center, Ruth E. Gaylor, Center Dean, along with faculty members Rory Lewis, Dr. Dudley Marcum, and Gregg Miller, and three students.

DEGREE PROGRAMS

DeVry University is a geographically distributed system of educational campuses and centers with a centralized educational infrastructure that seeks to ensure the continuity and stability of programs offered and services delivered throughout the system. The dean of curriculum reports to the vice president of academic affairs and is supported by degree program directors and a core of curriculum managers responsible for specific courses. Faculty members are directly involved in the development and evaluation of the curriculum, which are managed through a structured continuous curriculum improvement (CCI) approach. The university utilizes a formal program for assessing student academic achievement that was developed in 1991 and is an extension of its use of outcomes assessment centered on process outcomes, improving teaching and learning, and use of student feedback.

The proposed AAS in Electronics and Computer Technology requires a minimum of 71 semester credit hours for graduation and takes two years to complete, the AAS in Health Information Technology requires a minimum of 66 credit hours and takes one-and-a-half years to complete, and the AAS in Network Systems Administration requires a minimum of 65 credit hours and takes two years to complete. (On August 1, 2005, as part of a larger set of requested changes, DeVry proposed increasing the AAS in Network System Administration by two credits, to a minimum of 67 credit hours. Because this was a minor change, a "paper review" was conducted, with the approval folded into this comprehensive recommendation for the three proposed AAS degrees.)

Each of the AAS degree programs requires more than 15 semester credit hours in general education course work, and more than 30 hours in the area of specialized preparation. All courses are offered in accelerated schedules—two 8-week sessions within each of three semesters (4 courses/semester). Students attending DeVry University in Charlotte may attend in the day, evening, on Saturday, or enroll for online courses; instruction is offered during the summer.

RECOMMENDATIONS

Following the visit, the team submitted to UNC General Administration a *Preliminary Report to the President of the University of North Carolina from the Team of Examiners for the Licensure Visit to DeVry University's Proposed Associate Degree Programs in Charlotte, North Carolina*, on May 16, 2005. The preliminary report of the team's findings was forwarded to DeVry University for correction of factual errors or significant omissions. A final draft of the report was submitted in January 2006, after which the University responded to the team's seven recommendations.

Two of the seven recommendations in the team's report had to do with clarifying or enhancing information in DeVry's catalog. A third recommendation requested information and a timetable for providing faculty office space, while another recommended improved turnaround time for regionally provided student services. The remaining three recommendations focused on faculty credentials, one of which was to provide clarification of the credentials of a specific faculty member. The University responded to these seven recommendations, and the team reviewed their response. On May 1, 2006, the team of examiners determined that DeVry's responses were satisfactory on five of the seven recommendations that had been made.

The two problematic recommendations were as follows: One required that faculty members hold at least the master's degree or equivalent in the field of specialization in which they are teaching, not simply "in a closely related field." The second was that faculty teaching general education courses in the proposed program hold a doctoral or master's degree in the teaching discipline, or a master's degree with a concentration in the teaching discipline (i.e., a minimum of 18 graduate semester hours)—again, not simply in a "closely related field."

Following the May 1 response of the team, DeVry, on May 10, 2006, indicated its agreement to comply with the remaining two recommendations, and the chair of the team examiners, on May 18, 2006, indicated that the institution's responses were satisfactory. The team of examiners, therefore, recommends that DeVry University be granted licensure to offer (1) the Associate of Applied Science in Electronics and Computer Technology, (2) the Associate of Applied Science in Health Information Technology, and (3) the Associate of Applied Science in Network Systems Administration, in Charlotte, NC, subject to compliance with all of the Recommendations contained in the report.

The team states that if licensure is granted, a further recommendation is that a team of examiners review these three associate degree programs one year from the date of licensure for compliance with all of the recommendations contained in their report and for overall compliance with the fifteen licensure Standards contained in the *Rules and Standards*.

Dr. Laurel Files, Special Assistant to the Vice President for Academic Planning for Licensure (serving in Dr. Howard-Vital's stead for this purpose, while Dr. Howard-Vital is serving as interim chancellor at Winston-Salem State University), agrees with the team's review and recommendations. Thus, UNC General Administration recommends licensure of the three AAS degree programs, as indicated above.

DRAFT

**MEMORANDUM OF AGREEMENT
BETWEEN
THE DEPARTMENT OF COMMUNITY COLLEGES
AND
THE UNIVERSITY OF NORTH CAROLINA**

**With respect to Small Business Assistance
Programs and Services provided through
the Community Colleges' Small Business
Centers (SBCs) and The University's Small
Business and Technology Development Center (SBTDC)**

May 2007

OBJECTIVE OF THE AGREEMENT

The State of North Carolina is fortunate to have both its Community College System and The University of North Carolina system actively engaged in the promotion of entrepreneurship and the delivery of business education, management counseling and technical assistance services to businesses across the state. This commitment is manifested through the work of the Small Business Center Network (SBCN) of the Community Colleges and the Small Business and Technology Development Center (SBTDC) of The University system.

The purpose of this Agreement is to establish the framework within which the programs and services of the SBCN and the SBTDC are organized, coordinated and publicly promoted to provide a robust, seamless, statewide system of business development services to start-up businesses and to existing small to medium-sized businesses. Furthermore, this Agreement will encourage and support an interactive, cooperative relationship between the SBCN and the SBTDC, both locally and at the state level, in order to assure that the resources of these programs are fully accessible and effectively deployed to the business community.

GUIDING PRINCIPLES

1. The public higher education systems in North Carolina have long played a leading role in support of workforce and economic development in North Carolina, and they are being called upon to expand their commitment, capacity and leadership in these areas.
2. The Community College System and The University are committed to enhanced collaboration and cooperation across the full spectrum of their responsibilities and activities related to workforce and economic development.
3. As the principal business and economic development resources of the Community College System and The University, the SBCN and the SBTDC will manifest this commitment to collaboration and cooperation through the delivery of statewide services to North Carolina's business community.

MISSION AND ROLES OF THE SBCN AND THE SBTDC

It is the mission of both the SBCN and the SBTDC to support job growth and economic development in the state by providing assistance which is focused on meeting the needs of the business community. In fulfilling this mission, both of these programs reflect the unique strengths, resources and capacities of The University and the Community College System in North Carolina.

The roles of the SBCN and the SBTDC are as follows:

1. SBCN: The SBCN functions as a local, community-based resource to help actual or prospective owners of small businesses plan and operate successfully. The SBCN offers both owners and employees of businesses appropriate courses, seminars and workshops, one-on-one counseling for both start-up and existing business issues, referrals to other agencies and sources of assistance, and a resource library of relevant publications and information. The programs and services of the SBCN are primarily dedicated to meet local needs in their respective service areas.
2. SBTDC: The SBTDC functions as a business and technology extension service designed to provide in-depth management counseling, specialized training and technical assistance to business owners and to would-be entrepreneurs. The SBTDC also facilitates technology development and transfer within the small business community. In addition to its external public service role, the SBTDC directly supports the educational mission of The University by enriching the educational experiences of students and expanding the interaction of faculty with the business community.

OPERATIONAL UNDERSTANDINGS

A number of administrative and/or operational understandings are critical to the effective implementation of this Agreement. The most important of these are set forth below. This listing, however, is not intended to fully describe the interactive, cooperative relationship which is expected between the SBCN and the SBTDC, but to serve as a guide for development of the most effective relationship possible.

1. The Director of the SBCN program and the Executive Director of the SBTDC program will assure that all staff associated with each program are apprised of this Agreement and aware of the expectation that the SBCN program and the SBTDC program will cooperate fully to assure continuing implementation of the spirit of this Agreement.
2. There will be regular contact and communication between the SBCN program and the SBTDC program. At a minimum this will include:
 - a. The Director of the SBCN program and the Executive Director of the SBTDC will meet regularly to review the level of collaboration between the programs, explore opportunities for new program initiatives and assure effective coordination of their respective program efforts.
 - b. There will be at least one annual planning meeting at the beginning of each fiscal year between senior staff representatives of the SBCN program and the SBTDC program.

- c. The state administrators of the SBTDC and the SBCN will plan and conduct professional development meetings for staff involved in both the SBCN and SBTDC programs.
3. The SBCN program and the SBTDC will continue to utilize the unique resources of their respective institutions and their own programs strengths and capacities in serving the small business community. The focus of services of these programs and interaction between them, generally, are as follows:
 - a. The SBCN program will continue to emphasize community-based educational and training programs, individual counseling and referral services and information resources for small business owners and potential owners. Services will include: (1) management seminars; (2) business and business-related seminars; (3) international trade assistance and education through the Export Outreach Program; (4) targeted market programs in cooperation with the SBTDC and with other service providers such as local, state and federal agencies, business organizations, chambers of commerce and economic developers; (5) walk-in resource and information center; (6) business guidance and consultative services; (7) referrals to SBTDC for appropriate in-depth business guidance and counseling services or to other appropriate individuals or agencies; (8) computer network linkages, teleconferences and video replays; and (9) community-based partnership networks.
 - b. The SBTDC will continue to emphasize in-depth management counseling services, technical assistance, specialized training for business owners and would-be entrepreneurs and technology development and transfer within the small business community. Services will include: (1) in-depth business and management consultative services; (2) other technical and managerial assistance and educational programs in areas such as market research, feasibility studies, patent/trademark searches, financial analysis, procurement, international trade and other technical areas; (3) technology development and transfer assistance; (4) referrals to the SBCN for appropriate initial business guidance and consultative services and for educational and training programs; (5) strategic action planning and leadership development programs; and (6) services to economic and community development organizations.
 - c. The SBTDC and the SBCN will maintain a client referral and tracking system to account for client referrals between the two programs.
 - d. The SBTDC and the SBCN will actively market and promote the availability of and access to the programs and services of the respective programs.
4. The SBTDC and the SBCN programs will cooperate fully, including entering into formal subcontract arrangements when necessary and appropriate, to support special programs and projects or to leverage funds for improved services to the small business community in North Carolina.
5. This Agreement will be effective (date) and supersedes any prior Agreement between The University and the Community College System relating to the SBTDC and the SBCN. This Agreement will have continuing effect but may be revised or expanded at any time upon the mutual consent of the Boards of both The University and the Community College System.

Signatures...

Pre-Major Associate in Arts Articulation Agreement: Anthropology (A1010X)

This template has been developed by university and community college faculty as a blueprint for guiding students who intend to major in Anthropology. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

All colleges will not offer all pre-major programs and course selections may vary. Check college catalogs for course and program offerings.

General Education Core (44 SHC)* Forty-four semester hours of credit in general education core courses are required as outlined on the NCCCS Curriculum Standards for Associate in Arts degree programs. The general education core includes study in the areas of humanities fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

English Composition (6 SHC) *Two English composition courses are required.*

- ENG 111, Expository Writing, is required as the first composition course
- The second composition course must be selected from the following:

ENG 112 Argument-Based Research (3 SHC)

ENG 113 Literature-Based Research (3 SHC)

Humanities/Fine Arts (12 SHC)** *Four courses from three discipline areas are required.*

- One course must be a literature course.
- Three additional courses from the following discipline areas are required: music, art, drama, dance, interdisciplinary humanities, literature, philosophy, and religion.

The following courses are recommended:

REL 110 World Religions (3 SHC)

REL 111 Eastern Religions (3 SHC)

Social/Behavioral Sciences (12 SHC) *Four courses from three discipline areas are required.*

- One history course is required.
- The following course is required:

ANT 210 General Anthropology (3 SHC)

- Two additional courses from the following discipline areas are required, to include one additional discipline: economics, geography, history, political science, psychology, and sociology.

Natural Sciences/Mathematics (14 SHC)

Natural Sciences (8 SHC):

- Two courses from the biological and physical science disciplines, including accompanying laboratory work are required.

Mathematics (6 SHC): Two courses are required.

- MAT 161 or higher
- The other course may be selected from among other quantitative subjects, such as computer science and statistics.

A college may award a diploma under the A1010X for completion of the entire general education core, as outlined, with a grade of "C" or better in each course.

Other Required Hours (20-21 SHC)* One semester hour of credit may be included in a sixty-five semester hour credit associate in arts program. The transfer of the 65th hour is not guaranteed.

- One of the following foreign language sequences is required (6 SHC):
 - ASL 111 and 112 Elementary ASL I & II (6 SHC) or
 - FRE 111 and 112 Elementary French I & II (6 SHC)
 - GER 111 and 112 Elementary German I and II (6 SHC)
 - ITA 111 and 112 Elementary Italian I & II (6 SHC)
 - JPN 111 and 112 Elementary French I & II (6 SHC)
 - LAT 111 and 112 Elementary Latin I & II (6 SHC)
 - POR 111 and 112 Elementary Portuguese I & II (6 SHC)
 - RUS 111 and 112 Elementary Russian I & II (6 SHC)
 - FRE 111 and 112 Elementary French I & II (6 SHC)
- 14-15 additional hours of approved college transfer; including up to 12 SHC in the following courses:
 - ANT 220 Cultural Anthropology (3 SHC)
 - ANT 221 Comparative Cultures (3 SHC)
 - ANT 230 Physical Anthropology (3 SHC)
 - ANT 230A Physical Anthropology Lab (1 SHC)
 - ANT 240 Archaeology (3 SHC)
 - *ANT 245 World Prehistory (3 SHC)

Total Semester Hours Credit (SHC) in Program: 64-65

* Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

** 3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.

Application to a University

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

Admission to the Major

Grade point average requirements vary and admission is competitive across the several programs in Anthropology.

*Pending status approval by the Transfer Advisory Committee as a college transfer course.

Pre-Major Associate in Arts Articulation Agreement: Geography (A1010Y)

This template has been developed by university and community college faculty as a blueprint for guiding community colleges in developing programs for students who intend to major in Geography. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

All colleges will not offer all pre-major programs and course selections may vary. Check college catalogs for course and program offerings.

General Education Core (44 SHC)* Forty-four semester hours of credit in general education core courses are required as outlined on the NCCCS Curriculum Standards for Associate in Arts degree programs. The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.
English Composition (6 SHC) <i>Two English composition courses are required.</i> <ul style="list-style-type: none">English 111, Expository Writing, is required as the first composition course.The second composition course must be selected from the following:<ul style="list-style-type: none">ENG 112 Argument-Based Research (3 SHC)ENG 113 Literature-Based Research (3 SHC)ENG 114 Professional Research and Reporting (3 SHC)(One of the following courses is recommended to satisfy the second composition requirement: ENG 112 Argument-Based Research (3 SHC) or ENG 113 Literature-Based Research (3 SHC))
Humanities/Fine Arts (12 SHC**) <i>Four courses from three discipline areas are required.</i> <ul style="list-style-type: none">One course must be a literature course.Three additional courses from the following discipline areas are required: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. The following course is recommended:<ul style="list-style-type: none">COM 231 Public Speaking (3 SHC)
Social/Behavioral Sciences (12 SHC) <i>Four courses from three discipline areas are required.</i> <ul style="list-style-type: none">One course must be a history course.Three courses from the following discipline areas are required: anthropology, economics, geography, history, political science, psychology, and sociology. Two of the following geography courses are recommended:<ul style="list-style-type: none">GEO 111 World Regional Geography (3 SHC)GEO 112 Cultural Geography (3 SHC)GEO 113 Economic Geography (3 SHC)
Natural Sciences/Mathematics (14 SHC) <i>Natural Sciences (8 SHC):</i> <ul style="list-style-type: none">Two courses from the biological and physical science disciplines, including accompanying laboratory work, are required. <i>Mathematics (6 SHC):</i> Two courses are required. <ul style="list-style-type: none">MAT 161 (or higher) College Algebra (3 SHC)The second course may be a higher level mathematics course or may be selected from among other quantitative subjects, such as computer science (CIS) and statistics (MAT).
<i>A college may award a diploma under the A1010Y for completion of the entire general education core, as outlined, with a grade of "C" or better in each course.</i>

Other Required Hours (20-21 SHC)* One semester hour of credit may be included in a sixty-five semester hour credit associate in arts program. The transfer of the 65th hour is not guaranteed.

- 20 additional hours of approved college transfer courses are required.

The following courses are recommended:

GEO 111	World Regional Geography (3 SHC)
GEO 112	Cultural Geography (3 SHC)
GEO 113	Economic Geography (3 SHC)
GEO 130	General Physical Geography (3 SHC)
GEO 131	Physical Geography I (4 SHC)
GEO 132	Physical Geography II (4 SHC)
*GIS 111	Introduction to GIS (3 SHC)

- Students intending to major in a geography program at a UNC institution are advised to take no more than 15-17 hours in geography at community college level.

Total Semester Hours Credit (SHC) in Program: 64-65

* Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

** 3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.

Application to a University

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate's degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

Admission to the Major

Grade point average requirements vary and admission is competitive across the several programs in Geography.

*Pending status approval by the Transfer Advisory Committee as a college transfer course.

PROPOSED

Special Education (A1010x) Associate in Arts Pre-Major

Under the Comprehensive Articulation Agreement, this template has been developed by university and community college faculty as a blueprint for guiding community colleges in developing programs for students who intend to major in Special Education. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

All colleges will not offer all pre-major programs, and course selections may vary. Check college catalogs for course and program offerings.

General Education Core (44 SHC)*Forty-four semester hours of credit in general education core courses are required as outlined on the NCCCS Curriculum Standards for Associate in Arts degree programs. The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

English Composition (6 SHC) *Two English composition courses are required.*

- English 111, Expository Writing, is required as the first composition course.
- The second composition course must be selected from the following:
 - ENG 112 Argument-Based Research (3 SHC)
 - ENG 113 Literature-Based Research (3 SHC)
 - ENG 114 Prof Research and Reporting (3 SHC)

Humanities/Fine Arts (12 SHC)** *Four courses from three discipline areas are required.*

- One course must be a literature course. Select one course from the following (3 SHC):
 - ENG 131 Introduction to Literature (3 SHC) *or*
 - ENG 231 American Literature I (3 SHC) *or*
 - ENG 232 American Literature II (3 SHC) *or*
 - ENG 233 Major American Writers (3 SHC)
- The following course is required to substitute for 3 SHC of Humanities/Fine Arts:
 - COM 231 Public Speaking (3 SHC)
- One of the following courses is required (3 SHC):
 - ART 111 Art Appreciation (3 SHC) *or*
 - ART 114 Art History Survey I (3 SHC) *or*
 - ART 115 Art History Survey II (3 SHC) *or*
 - MUS 110 Music Appreciation (3 SHC)
- One additional course from the following discipline areas is required: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion.

Social/Behavioral Sciences (12 SHC) *Four courses from three discipline areas are required.*

- One course must be a history course. Select one course from the following (3 SHC):
 - HIS 111 World Civilizations I (3 SHC) *or*
 - HIS 112 World Civilizations II (3 SHC) *or*
 - HIS 114 Comparative World History (3 SHC) *or*
 - HIS 115 Introduction to Global History (3 SHC) *or*
 - HIS 121 Western Civilization I (3 SHC) *or*
 - HIS 122 Western Civilization II (3 SHC)
- The following courses are required (6 SHC):
 - PSY 150 General Psychology (3 SHC)
 - choose one:*
 - SOC 210 Introduction to Sociology (3 SHC) *or*
 - SOC 225 Social Diversity (3 SHC)
- One additional course from the following discipline areas is required: anthropology, economics, geography, history, political science, psychology, and sociology.

Natural Sciences/Mathematics (14 SHC)*Natural Sciences (8 SHC):*

- The following courses are required:

choose one:

BIO 110 Principles of Biology (4 SHC) *or*

BIO 111 General Biology I (4 SHC)

choose one:

CHM 131 Intro to Chemistry (3 SHC) *and* CHM 131A Intro to Chemistry Lab (1 SHC) *or*

CHM 135 Survey of Chemistry I (4 SHC) *or*

CHM 151 General Chemistry I (4 SHC) *or*

PHY 110 Conceptual Physics (3 SHC) *and* PHY 110A Conceptual Physics Lab (1 SHC) *or*

PHY 151 College Physics I (4 SHC)

Mathematics (6 SHC):

- Two of the following courses are required:

CIS 110 Introduction to Computers (3 SHC)

MAT 140 Survey of Mathematics (3 SHC)

MAT 141 Mathematical Concepts I (3 SHC)

MAT 142 Mathematical Concepts II (3 SHC)

MAT 161 (or higher) College Algebra (3 SHC)

Other Required Hours (20-21 SHC)* One semester hour of credit may be included in a sixty-five semester hour credit associate in arts program. The transfer of the 65th hour is not guaranteed.

• At certain UNC institutions, *EDU 216 Foundations of Education* and *EDU 221 Children with Exceptional* may fulfill major requirements; at a majority of institutions the courses will transfer only as free electives. Students should check with the university for the local transfer policy regarding *EDU 216 Foundations of Education* and *EDU 221 Children with Exceptional*.

• It is recommended that within the 20 semester hours of "Other Required Hours," pre-education students in Special Education should select one of the following options:

1. Elective Option - 20 semester hours of approved college transfer courses
2. English Option - 12 semester hours in English beyond general education requirements
3. Mathematics/Natural Science Option - 12 semester hours in Mathematics or Natural Sciences beyond general education requirements
4. Foreign Language Option - 12 semester hours in Foreign Language beyond general education requirements

Total Semester Hours Credit (SHC) in Program: 64-65

Students must meet the receiving university's foreign language and/or health and physical education requirements.

****3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts.**

Speech/Communication may not substitute for the literature requirement.

Application to a University

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

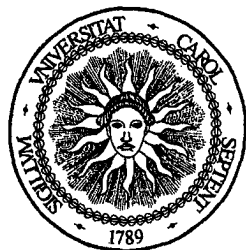
Admission to the Major

Grade point average requirements vary and admission is competitive across programs in and Special Education. Minimum statewide requirements are:

1. Minimum 2.5 grade point average on a 4.0 scale.
2. Satisfactory passing scores as established by the State Board of Education on PRAXIS I PPST-Reading; PPST-Writing; PPST-Math, or other SBE approved options.

Receiving institutions may have additional requirements, prerequisites, and/or proficiencies. Since these vary at receiving institutions, students should review the admission to teacher education requirements for the institutions(s) they anticipate attending..

Special Education (A1010x) Associate in Arts pre-major; SBCC approved _____; BOB approved _____.



The University of North Carolina
POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

ERSKINE B. BOWLES, *President*

Telephone: (919) 962-1000 Fax (919) 843-9695
E-mail: ebowles@northcarolina.edu

April 26, 2007

Dear Principal/Superintendent:

Enclosed are the North Carolina High School Feedback Reports, which consist of reports on your 2004-2005 graduates who sought admission to a UNC institution in the fall of 2005. The first report, the Freshmen Applications Report (FAR), shows the number of applications submitted to each UNC institution by your graduates. The second report, the Freshmen Performance Report (FPR), presents summary data on the academic performance of your graduates in their freshman year (2005-2006). Both reports have been prepared in accordance with the requirements of Senate Bill 43, enacted by the 1989 session of the General Assembly and amended by the 1992 session. Each report includes FAR and FPR tables for your high school(s) and additional tables to permit comparisons with graduates of all public high schools in the local school district and in the state. The FPR also contains a table summarizing the academic performance of all UNC freshmen, including those who graduated from private or out-of-state high schools.

The data in these reports are not all self-explanatory, and for those not already familiar with them, we have included an "Explanatory Narrative" for each report to assist in interpreting the data. Please read them carefully. Keep in mind that the institutions of the University of North Carolina are diverse with respect to their missions, programs, and practices, and this diversity is manifest in the data. For example, freshmen at NCA&T, NC State University, and UNCC typically take more courses, at a higher level, in mathematics than freshmen at other UNC institutions because of the large enrollments in engineering and technical programs offered by these institutions. Since grades in mathematics tend to be lower than in other subjects, the overall grade point average of freshmen at these institutions may be lower than at other institutions, everything else being equal. Similarly, variations in general education requirements and in options for satisfying them explain some of the variation in course-taking patterns among the institutions.

During this sixteenth year of reporting, you or your colleagues may have additional questions about your report or its interpretation. If your questions relate to the accuracy of data, they should be referred to Mrs. Diana Haywood at (919) 962-4548. If your questions relate to the format, content, calculations, or distribution of the report, they should be referred to Dr. Robert Kanoy at (919) 962-4907. If your questions relate to institutional policies and practices at a particular institution, they should be referred to the Director of Institutional Research at the institution in question. Their names and telephone numbers are attached for your information.

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
Wilmington

Western Carolina
University

Winston-Salem
State University

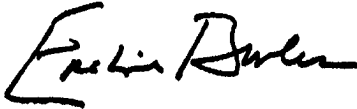
An Equal Opportunity/
Affirmative Action
Employer

The third report, the supplemental report on retention, graduation, and persistence (RGP), provides data on the long-term retention, graduation, and persistence of your graduates. It provides two-year follow-up data on fall 2003 and fall 2004 matriculants and five-year follow-up data on fall 2000 and fall 2001 matriculants. Each public high school in the state is receiving the supplement and will be able to compare the long-term performance of its graduates with those of the school district taken as a whole, all public high school graduates taken as a whole, and all UNC freshman matriculants taken as a whole. As you review these data, please keep in mind that the most recent class of students we can track is determined by the length of time in the tracking period and the semester when we check on the status of students. Thus, the most recent five-year follow-up of freshmen as of the fall 2006 semester will be based on freshmen who entered in the fall of 2001.

The North Carolina High School Feedback reports can be found on the University's web site, at http://www.northcarolina.edu/content.php/assessment/reports/student_info.htm.

As always, we welcome your comments and suggestions for improving these reports, and we thank you for your interest in them and your commitment to educational improvement.

Sincerely,

A handwritten signature in black ink, appearing to read "Erskine Bowles". The signature is fluid and cursive, with a long horizontal stroke at the end.

Erskine Bowles

Enclosures

cc: Ms. Diana Haywood
Dr. Robert Kanoy

Institution	Director of Institutional Research	Tel. No.
APPALACHIAN STATE UNIVERSITY	Bobby Sharp	828/262-4090
EAST CAROLINA UNIVERSITY	Claudia McCann	252/328-9495
ELIZABETH CITY STATE UNIVERSITY	Nekeesha Ferebee	252/335-3414
FAYETTEVILLE STATE UNIVERSITY	Ivan Walker	910/672-1811
N.C. A & T STATE UNIVERSITY	Robert Ussery	336/334-7797
N.C. CENTRAL UNIVERSITY	Sandra E. Davis	919/530-6314
N.C. SCHOOL OF THE ARTS	Geri Cochran	336/770-1457
N.C. STATE UNIVERSITY	Karen P. Helm	919/515-6648
UNC-ASHEVILLE	Archer Gravely	828/232-5118
UNC-CHAPEL HILL	Lynn E. Williford	919/962-1339
UNC-CHARLOTTE	Steve Coppola	704/687-2431
UNC-GREENSBORO	Sarah Carrigan	336/256-0397
UNC-PEMBROKE	Beverly King	910/521-6295
UNC-WILMINGTON	Lisa Castellino	910/962-3520
WESTERN CAROLINA UNIVERSITY	Raymond Barclay	828/227-7239
WINSTON-SALEM STATE UNIVERSITY	Dana Dalton	336/750-2110

EXPLANATORY NARRATIVE FOR THE 2005 FRESHMEN APPLICATIONS REPORT (FAR)

Introduction

This report summarizes data on 2004-05 high school graduates who applied for admission as freshmen to a UNC institution in the fall of 2005. It presents data on acceptance rates and enrollment rates for applicants grouped by race and gender. The front side of the report contains counts of applications, acceptances, and enrollees at each institution. The back side eliminates the double counting caused by applicants who apply to more than one UNC institution. It presents data on applicants, rather than applications, and presents counts of graduates who applied to more than one UNC institution.

This report is a companion to the 2005 Freshmen Performance Report (FPR) which tracks the academic performance of recent high school graduates in their first year of coursework. Like the FPR, it contains summary reports on high school graduates from each North Carolina public school district and from all North Carolina public high schools taken together. These reports permit comparisons of individual high school data with school district and state level data.

Protecting Students' Rights to Privacy

To protect students' rights to privacy, acceptance rates presented on line "b" of the front side of the report show an asterisk (*) whenever the number of applications to a particular institution shown in line "a" is equal to one or two. Similarly, asterisks are shown on lines 2a, 3a, 3b, 6, and 7 of the back side of the report whenever the number of applicants shown on lines 2, 3, and 4 are equal to one or two.

Note about Race Categories

Race/ethnic categories used by the University of North Carolina include an "other race/ethnic" category that is not used by North Carolina public schools. The incongruity results from differences in federal reporting standards applicable to the two sectors. The symbol "NA" is used in data cells in which public school data are not available for graduates in the "other race/ethnic" category.

Front Side: Applications

Only applications that are sufficiently complete to permit an admissions decision are included in data on applications, acceptance rates, and enrollments.

Back Side: Applicants

Line 1, "Number of graduates", and lines 10 and 11, "Number (and Percent) of graduates intending to enroll at a UNC institution" are drawn from SDPI data on high school graduate intentions. All other data are drawn from University records.

EXPLANATORY NARRATIVE FOR THE RETENTION, GRADUATION, AND PERSISTENCE (RGP) REPORT

This report provides a three- and five-year follow-up of students who entered a UNC institution in the fall term following high school graduation. Like the FAR and FPR reports, it contains summary reports for each NC public high school, each NC public high school district, all NC public high schools combined, and all high schools (public, private, and out-of-state) combined. The total number of freshmen in 2004 (line 1) represents the count of fall freshmen at each UNC institution who graduated in 2003-04 from a given high school. Lines 2-4 give the percentage of students who returned in the fall of 2006 and are calculated in lines 2-4 using line 1 as the denominator. Note, that this does not necessarily represent continuous enrollment. Line 3 indicates the percentage of students in line 1 who enrolled in the fall of 2006 with a GPA of 2.0 or better, and line 4 indicates the percentage who enrolled in the fall of 2006 with a GPA of 2.0 or better and had completed 60 or more credit hours with passing grades.

Likewise, line 5 presents the count of fall freshmen in 2001 who graduated from a given high school in 2000-01. All percentages calculated in lines 6 and 7 use line 5 as the denominator. Line 6 indicates the percentage who graduated by fall 2006. Line 7 reports the percentage who persisted (the percentage who were still enrolled in fall 2005 or had graduated by fall 2006).

For your information and use, we have also included the previous year's RGP report.

Protecting Students' Rights to Privacy

To protect students' rights to privacy, if two or fewer students are reported in a given cell, the count of students is shown but no other data for these students at that institution are given. This practice ensures that the report may be used as a public document.

Fall 2005 Applications, Acceptance Rates and Enrollments from the 2004-05 Graduates of
 By UNC Institution, Race/Ethnic Origin, and Gender
 (Enrollments are as of the End of the Drop/Add Period)

- All N.C. Public High Schools

Institution	Black		White		American Indian		Hispanic American		Asian American		Other Race/Ethnic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1. ASU														
a. Applications	107	116	223	2699	2976	5675	21	17	38	68	135	78	64	142
b. % Accepted	42.1	60.3	51.6	68.1	72.7	70.5	66.7	82.4	73.7	58.8	64.2	61.5	65.4	68.8
c. No. Enrolled	17	23	40	783	807	1590	7	6	13	15	14	29	10	21
2. ECU														
a. Applications	525	939	1464	2133	3107	5240	24	47	71	81	115	196	115	128
b. % Accepted	53.7	62.0	59.0	76.4	84.6	81.2	62.5	66.0	64.8	67.9	77.4	73.5	73.0	74.2
c. No. Enrolled	144	239	383	704	1103	1807	5	9	14	20	32	52	28	34
3. ECU														
a. Applications	364	567	931	36	55	91	1	1	2	5	4	9	4	7
b. % Accepted	80.8	86.2	84.1	97.2	100.0	98.9	*	100.0	100.0	75.0	88.9	75.0	100.0	90.9
c. No. Enrolled	127	209	336	21	29	50	0	1	1	3	1	4	1	2
4. FSU														
a. Applications	400	740	1140	14	40	54	1	5	6	14	24	38	6	8
b. % Accepted	85.3	89.6	88.1	100.0	95.0	96.3	*	80.0	83.3	92.9	83.3	86.8	50.0	87.5
c. No. Enrolled	181	329	510	12	23	35	1	2	3	10	11	21	2	3
5. NCA&T														
a. Applications	1281	1355	2636	60	22	82	8	2	10	21	17	38	10	11
b. % Accepted	85.2	88.3	86.8	90.0	90.9	90.2	100.0	100.0	100.0	81.0	88.2	84.2	80.0	100.0
c. No. Enrolled	677	693	1370	17	8	25	3	1	4	6	10	16	4	6
6. NCCU														
a. Applications	539	1090	1629	11	14	25	3	3	6	5	9	14	4	8
b. % Accepted	81.3	88.1	85.8	100.0	92.9	96.0	100.0	100.0	100.0	77.8	85.7	75.0	100.0	91.7
c. No. Enrolled	231	498	729	3	3	6	1	0	1	3	4	7	2	2
7. NCSU														
a. Applications	474	550	1024	3451	2950	6401	25	22	47	116	98	214	280	210
b. % Accepted	50.0	68.0	59.7	70.0	79.2	74.2	84.0	81.8	83.0	52.6	67.3	59.3	65.0	70.5
c. No. Enrolled	118	186	304	1483	1132	2615	17	11	28	34	28	62	102	61
8. UNC-A														
a. Applications	18	38	56	508	698	1206	1	2	3	11	19	30	17	22
b. % Accepted	27.8	39.5	35.7	54.5	71.3	64.3	*	100.0	100.0	36.4	68.4	56.7	58.8	59.1
c. No. Enrolled	1	7	8	112	181	293	1	0	1	6	7	7	3	4
9. UNC-CH														
a. Applications	274	584	858	1788	2655	4443	19	40	59	68	100	168	196	258
b. % Accepted	45.3	51.2	49.3	55.4	61.0	58.7	47.4	60.0	55.9	67.6	68.0	67.9	54.1	56.2
c. No. Enrolled	88	216	304	692	1075	1767	5	19	24	35	48	83	74	102
10. UNC-C														
a. Applications	373	626	999	2114	2434	4548	14	18	32	81	100	181	168	157
b. % Accepted	47.7	53.2	51.2	80.4	82.8	81.7	64.3	77.8	71.9	69.1	65.0	66.9	69.6	77.1
c. No. Enrolled	86	170	256	872	862	1734	4	4	8	36	25	61	53	68
11. UNC-G														
a. Applications	367	1159	1526	1112	2377	3489	6	23	29	49	100	149	73	117
b. % Accepted	48.5	60.1	57.3	82.7	88.1	86.4	33.3	73.9	65.5	63.3	80.0	74.5	69.9	74.4
c. No. Enrolled	83	338	421	398	914	1312	1	8	9	9	32	41	22	42
12. UNC-P														
a. Applications	186	303	489	359	379	738	85	115	200	27	36	63	21	29
b. % Accepted	77.4	69.3	72.4	90.3	93.1	91.7	87.1	91.3	89.5	88.9	77.8	82.5	90.5	86.2
c. No. Enrolled	85	117	202	159	178	337	56	83	139	14	17	31	9	10
13. UNC-W														
a. Applications	100	191	291	1550	2632	4282	14	24	38	42	77	119	48	60
b. % Accepted	63.0	72.8	69.4	69.2	70.4	69.9	42.9	75.0	63.2	66.7	77.9	73.9	60.4	71.7
c. No. Enrolled	30	61	91	502	719	1221	2	7	9	10	21	31	10	14
14. WCU														
a. Applications	212	204	416	1409	1584	2993	22	14	36	33	36	69	34	24
b. % Accepted	45.8	49.5	47.6	78.4	83.3	81.0	68.2	71.4	69.4	69.7	72.2	71.0	76.5	54.2
c. No. Enrolled	52	29	81	559	605	1164	10	6	16	13	4	17	12	2
15. WSSU														
a. Applications	570	1169	1739	18	37	55	2	0	2	5	12	17	2	6
b. % Accepted	77.0	86.0	83.0	88.9	89.2	89.1	50.0	0.0	50.0	100.0	91.7	94.1	100.0	100.0
c. No. Enrolled	249	491	740	7	16	23	0	0	0	3	5	8	2	0
16. UNC TOTAL														
a. Applications	5790	9631	15421	17362	21960	39322	246	333	579	626	814	1440	1056	1109
b. % Accepted	68.3	74.1	71.9	71.8	77.6	75.0	73.2	79.0	76.5	66.0	73.0	69.9	65.7	69.7
c. No. Enrolled	2169	3606	5775	6324	7655	13979	113	157	270	212	258	470	335	360
17. Number of HS Graduates	8237	10797	19734	123155	23975	47130	396	441	837	1356	1459	2815	868	774

UNC-OF IRA/FAR.GR002/25APR07

Notes: If the number in a cell is only one, then the cell on "% Accepted" contains an asterisk.

N.C. State Department of Public Instruction does not report graduates in the "Other Race/Ethnic" category.

Fall 2005 Applications, Acceptance Rates and Enrollments from the 2004-05 Graduates of
 By UNC Institution, Race/Ethnic Origin, and Gender
 (Enrollments are as of the End of the Drop/Add Period) - All N.C. Public High Schools

Institution	Black		White		American Indian		Hispanic American		Asian American		Other Race/Ethnic		Total								
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total						
1. Number of graduates	8937	10797	19734	23155	23975	47130	396	441	837	1356	1459	2815	868	774	1642	385	505	890	35097	37951	73048
2. Number of graduates who applied to only one UNC institution	1760	2455	4215	4460	5052	9512	108	122	230	177	227	404	207	189	396	212	274	486	6924	8319	15243
a. Percent accepted	73.6	78.0	76.2	78.1	81.6	80.0	74.1	81.1	77.8	69.5	72.2	71.0	68.6	82.5	75.3	65.6	69.3	67.7	76.0	79.9	78
3. Number of graduates who applied to two or more UNC institutions	1474	2645	4119	5012	6462	11474	61	82	143	177	220	397	319	335	654	185	248	433	7228	9992	17220
a. Percent accepted by only one	30.7	24.8	26.9	26.5	19.9	22.8	31.1	24.4	27.3	28.2	19.5	23.4	28.5	24.5	26.5	36.8	28.2	31.9	27.8	21.6	24
a. Percent accepted by two or more	59.4	69.1	65.7	66.0	74.8	70.9	62.3	69.5	66.4	62.1	70.5	66.8	64.9	68.7	66.8	50.8	64.5	58.7	64.1	72.7	69
4. Number of graduates who applied to at least one UNC institution	3234	5100	8334	9472	11514	20986	169	204	373	354	447	801	526	524	1050	397	522	919	14152	18311	32463
6. Percent of graduates who applied to at least one UNC institution	36.2	47.2	42.2	40.9	48.0	44.5	42.7	46.3	44.6	26.1	30.6	28.5	60.6	67.7	63.9	103.1	103.4	103.3	40.3	48.2	44
6. Number of graduates who were accepted by at least one UNC institution	2624	4401	7025	8118	10238	18356	137	176	313	283	362	645	440	468	908	301	420	721	11903	16065	27968
7. Percent of graduates who were accepted by at least one UNC institution	29.4	40.8	35.6	35.1	42.7	38.9	34.6	39.9	37.4	20.9	24.8	22.9	50.7	60.5	55.3	78.2	83.2	81.0	33.9	42.3	38
8. Number of graduates enrolling at a UNC institution	2138	3580	5718	6390	7748	14138	114	150	264	218	257	475	346	360	706	217	304	521	9423	12399	21822
9. Percent of graduates enrolling at a UNC institution	23.9	33.2	29.0	27.6	32.3	30.0	28.8	34.0	31.5	16.1	17.6	16.9	39.9	46.5	43.0	56.4	60.2	58.5	26.8	32.7	30
10. Number of graduates intending to enroll at a UNC institution	2884	4483	7367	7873	9140	17013	130	162	292	219	283	502	363	384	747	137	204	341	11606	14656	26262
11. Percent of graduates intending to enroll at a UNC institution	32.3	41.5	37.3	34.0	38.1	36.1	32.8	36.7	34.9	16.2	19.4	17.8	41.8	49.6	45.5	35.6	40.4	38.3	33.1	38.6	36
12. Number applied who did not meet UNC minimum course requirements(MCR)	354	364	718	459	349	808	8	7	15	23	15	38	22	11	33	30	33	63	896	779	1675
a. Percent of applicants in line 4 who did not meet MCR	10.9	7.1	8.6	4.8	3.0	3.9	4.7	3.4	4.0	6.5	3.4	4.7	4.2	2.1	3.1	7.6	6.3	6.9	6.3	4.3	5.2
13. Number enrolled who did not meet UNC minimum course requirements	5	9	14	6	13	19	0	0	0	0	0	0	0	0	0	0	1	1	11	23	34

UNC-OP IRA/FAR.GR002/25APR07

Notes: If the number in a race/ethnic column is only one, the column(s) will contain an asterisk for "Percent Accepted". Data for lines 10 and 11 are drawn from N.C. public high school survey of graduates' postsecondary intentions. N.C. State Department of Public Instruction does not report graduates in the "Other Race/Ethnic" category.

RETENTION, GRADUATION, AND PERSISTENCE (RGP) REPORTED IN SPRING, 2007
OF HIGH SCHOOL GRADUATES WHO ENROLLED AS FIRST-TIME FRESHMAN AT AN INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA

Report For North Carolina Public High Schools

	ASU	ECU	ECSU	FSU	INCAET	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Total Number of Freshman, Fall 2003	1727	2543	353	622	1588	712	2978	336	2326	1855	1672	631	1376	1245	691	20715
% Returned for yr 3	76.4	70.7	58.6	59.2	59.8	68.8	84.5	67.4	90.3	67.1	67.0	52.0	74.8	61.0	67.0	72.2
% Returned for yr 3 w/GPA>=2.0	73.2	64.8	53.5	45.8	48.5	56.6	78.3	64.1	87.5	60.6	62.4	41.2	73.5	58.5	56.4	66.3
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	40.9	31.7	35.7	23.3	25.4	26.3	46.1	30.8	16.5	26.1	27.6	19.3	38.2	29.7	21.0	30.7
Total Number of Freshman, Fall 2000	1827	2244	317	423	1273	569	2932	367	2348	1672	1519	467	1179	1006	387	18530
% Graduated within 5 yrs	59.2	50.8	49.8	32.4	32.0	44.8	65.6	48.8	82.1	44.7	48.0	33.2	61.6	44.6	37.7	54.8
% Persisting after 5 yrs	68.3	62.6	60.3	48.0	49.5	63.4	77.5	57.8	85.8	57.2	56.9	45.6	68.4	51.1	53.7	65.3

Report For All High Schools

	ASU	ECU	ECSU	FSU	INCAET	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Total Number of Freshman, Fall 2003	2401	3379	425	716	2155	933	3780	570	3416	2348	1984	728	1730	1454	834	26853
% Returned for yr 3	74.9	70.1	60.5	57.8	61.9	67.7	83.7	68.6	90.2	65.6	65.8	51.2	75.0	60.3	66.4	72.2
% Returned for yr 3 w/GPA>=2.0	71.7	65.0	54.8	44.7	52.0	56.5	77.6	65.3	87.6	59.6	60.9	40.9	73.6	57.4	56.5	66.7
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	39.4	31.5	36.9	21.9	28.1	25.0	45.5	32.6	15.0	25.4	26.9	19.0	39.8	29.0	20.9	30.3
Total Number of Freshman, Fall 2000	2489	3049	417	491	1617	658	3682	484	3373	2067	1832	538	1614	1175	466	23952
% Graduated within 5 yrs	57.9	50.6	46.8	32.8	34.9	45.3	65.1	50.2	82.7	44.8	48.3	34.2	61.6	44.9	38.8	55.7
% Persisting after 5 yrs	67.0	62.0	55.4	47.7	51.6	62.9	76.5	58.5	86.1	56.6	56.5	46.5	68.0	51.2	54.9	65.5

Report For North Carolina Public High Schools

	ASU	ECU	ECSU	FSU	INCAET	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Total Number of Freshman, Fall 2004	1794	2502	405	558	1552	709	3008	492	2337	2021	1781	623	1316	1338	667	21103
% Returned for yr 3	77.8	69.2	57.0	63.4	55.5	64.3	83.7	64.8	92.8	67.9	65.7	54.3	74.1	59.4	63.1	71.6
% Returned for yr 3 w/GPA>=2.0	74.6	63.7	47.2	50.0	46.8	51.1	77.8	62.8	89.4	62.5	62.3	41.6	70.6	56.2	53.8	65.9
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	41.1	37.3	33.1	22.2	22.7	24.0	44.7	27.8	41.7	27.5	29.0	18.9	39.3	28.8	25.2	34.0
Total Number of Freshman, Fall 2001	1657	2388	269	574	1316	552	2945	336	2542	1769	1497	559	1400	930	509	19243
% Graduated within 5 yrs	61.6	49.0	44.6	32.9	30.1	44.4	65.3	50.6	80.4	45.7	45.7	29.7	61.1	44.9	39.9	54.1
% Persisting after 5 yrs	69.5	60.3	55.0	52.6	50.6	63.2	76.3	58.6	84.5	59.5	56.2	44.9	67.8	53.8	61.7	65.3

Report For All High Schools

	ASU	ECU	ECSU	FSU	INCAET	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Total Number of Freshman, Fall 2004	2463	3412	507	711	2142	961	3797	679	3472	2535	2120	700	1858	1528	791	27676
% Returned for yr 3	76.2	67.5	57.8	62.3	59.2	63.2	82.1	63.6	92.2	66.4	64.5	53.6	73.6	60.1	63.8	71.4
% Returned for yr 3 w/GPA>=2.0	73.2	62.4	48.1	49.2	51.6	51.3	76.5	61.4	89.4	61.1	60.7	40.3	70.3	56.9	54.6	66.0
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	39.4	36.5	33.7	21.2	25.8	23.0	44.6	28.1	39.5	27.5	28.3	17.9	38.7	29.4	26.4	33.8
Total Number of Freshman, Fall 2001	2229	3103	338	689	1697	692	3750	429	3637	2253	1829	632	1899	1140	586	24903
% Graduated within 5 yrs	59.0	49.9	45.3	31.9	35.4	44.4	64.5	51.0	81.0	45.1	45.8	28.5	61.3	44.0	40.1	54.9
% Persisting after 5 yrs	67.4	60.7	55.6	50.7	54.4	62.6	74.9	59.0	84.9	57.6	55.5	42.7	67.7	52.4	61.1	65.3

EXPLANATORY NARRATIVE FOR THE 2005-06 FRESHMEN PERFORMANCE REPORT (FPR)

Introduction

This report is an analysis of 2004-05 high school graduates who attended a UNC institution in the fall semester of 2005. It presents summary data on students' first-year grades, initial course placement, and end-of-year academic status. The period covered is the first summer session of 2005 through the spring semester of 2006.

Each North Carolina public high school is receiving a packet that includes the report on its 2004-05 graduates and three other groups:

1. the graduates of all public high schools in its school district;
2. the graduates of all public high schools in North Carolina; and
3. the graduates of all public and private high schools, in- and out-of-state.

These three reference group reports are intended to permit performance comparisons between graduates of an individual high school and those covered by the report. All reports follow the same format. The title indicates the group being described.

The purpose of the report is to provide feedback to principals and school superintendents on the academic performance of their graduates during their freshman year at a UNC institution. The content and format of the report follow recommendations made by a representative group of North Carolina public school superintendents. Data from the North Carolina School of the Arts are not reported in either report because of the small number of students attending that institution from any one high school.

Protecting Students' Rights to Privacy

To protect students' rights to privacy, data on freshman year performance are reported only when three or more students attend a UNC institution from a given high school. If two or fewer students attend any one institution, then the count of students is shown on *line 1* but no other data for that institution are given. This practice ensures that the report may be used as a public document.

Section A: Academic Status Summary (Lines 1-7)

Line 1 of this section presents the count of fall semester freshmen at each UNC institution who graduated within the previous year from the high school or group of high schools named in the title. All percentages calculated in sections A and B (but not C) use this count as the denominator.

Lines 2 and 3 give the percentage of freshmen whose overall grade point average, calculated at the end of their last semester in attendance, was greater than 2.0 (C) and 3.0 (B), respectively. *Line 4* indicates the percentage who returned for the spring semester, while *line 5* indicates the percentage who returned for a second year in the fall semester of 2005. *Line 6* indicates the percentage who returned for the second year and had an overall grade point average of 2.0 or better. *Line 7* indicates the percentage who returned for the second year, had an overall grade point average of 2.0 or better, and had completed 30 or more credit hours with passing grades in each course taken in the freshman year.

Section B: Initial Course Placement Recommendations and Initial Course Performance (Lines 8-16)

Each UNC institution has procedures for recommending initial course placement in English and mathematics. Although some institutions do not test students for advanced placement, most do, so that students can be guided into the appropriate courses — advanced, standard, or remedial. NCA&T, UNCC, UNCP, and UNCW do not use tests to determine advanced placement in English. ECU, FSU, and NCCU do not use tests to determine placement into calculus.

In English, advanced placement (*line 8*) means that the student has demonstrated reading, writing, and communication skills above those required in the standard freshman course in English Composition. In mathematics, advanced placement (*line 11*) typically means that a student is ready to enroll in a calculus course. The standard first course in mathematics is usually a college algebra or precalculus course, although some students take courses in finite mathematics, probability and statistics, or similar courses not requiring calculus as a prerequisite (labeled "other math" on *line 13*). Students with deficiencies in reading, writing, or communication skills are placed in remedial English (*line 10*). Students with deficiencies in high school algebra skills are placed in remedial mathematics (*line 14*). The percentage of freshmen who took one or more remedial courses is shown on *line 16*.

At most institutions the percentage of freshmen who enrolled in one or more remedial courses (as reported in *line 16*) will not equal the sum of those reported in remedial English (*line 10*) and remedial mathematics (*line 14*). There are several reasons for this. First, some students will be placed in both remedial English and remedial mathematics. Such students are counted only once in *line 16*. Second, some students whose placement test scores are marginally above the cut-off for taking a remedial course will nevertheless choose to take a remedial course while others whose scores indicated a need for remedial work will choose to take the standard course. Third, many students who were initially placed in regular English or mathematics courses are advised by their instructors to switch to remedial sections based on initial writing samples, review tests, and other indicators of weakness in a subject. Finally, some remedial courses are offered in areas other than English and mathematics, and they are reported on *line 16* but not on *line 10* or *14*.

Students, then, may ignore placement recommendations and take a first course in English or mathematics that is above or below the recommended level. Overall, 22 percent of freshmen chose to do so in the case of English, and 45 percent in the case of mathematics.

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Finally, it should be noted that freshmen at NCA&T and UNCW are not eligible to participate in an honors program (*line 15*). Such programs offer students the opportunity to take courses with enriched content and an accelerated pace. Selection to participate in an honors program is based on the student's record of academic achievement. It is important to keep in mind that the data reported on *lines 8-14* refer to course placement recommended.

Section C: Course Performance Measures in College-Level Courses, Summer 2005 Through Spring 2006 (Lines 17-43)

Course performance data in this section are based only on the records of freshmen who attended both the fall and spring semesters; records of freshmen who did not return for the spring semester were not used. Also, only college-level coursework — not remedial — was used in calculating data on *lines 17-43*. Finally, all freshmen courses taken were grouped by the seven subject areas shown in order to correspond as closely as possible to the major subject areas taught in high schools. College courses in professional fields such as education and business and those in fine arts and letters were all grouped into the subject area labeled "other courses".

The purpose of the data in section C is to summarize how full-year students performed in all non-remedial coursework. *Lines 17, 20, 23, 26, 29, 32, and 35* show the average credit hours attempted by these students in each of the seven subject areas, with the average courseload for the year shown on *line 38*. All non-remedial coursework, except some courses in physical education that exceed the number applicable to a degree, are shown on these lines.

Lines 18, 21, 24, 27, 30, 33, 36, and 39 show the average grades earned in non-remedial courses. Courses with letter grades that cannot be converted to quality points (e.g., withdrawal, incomplete) were of necessity excluded from these calculations, but the percentage of course grades reported in *lines 19, 22, 25, 28, 31, 34, 37, and 40-43* includes grades not converted to quality points. Abbreviations for grades not converting to quality points are shown on *lines 41-43*. They are I=Incomplete, W=Withdrawal, WP=Withdrawal Passing, P=Pass, S=Satisfactory, and R=Repeat. The grade of R is not a grade that is actually used by campuses but is used in this report in cases where a course is repeated and the original grade has been deleted from the record. Very often the original grade was low or failing.

Lines 19, 22, 25, 28, 31, 34, and 37 indicate the percentage of course grades in each subject, and overall (*line 40*), that were C or better — or (in the case of courses graded pass/fail or satisfactory/unsatisfactory) that were graded Pass or Satisfactory. Percentages in *lines 40-43* should add to 100 percent, give or take rounding differences.

Section D: High School Achievement (Lines 44-46)

In this section the average class rank and average SAT scores of freshmen reported on *line 1* are shown. Average class ranks are expressed as percentiles running from a low of "1" to a high of "99". Thus, if the average class rank is 75, this means the students, on average, were in the top 25 percent of their graduating class.

Troubleshooting Your Report

Although you are likely to have questions about your report, we have tried to anticipate several that warrant explanation here. We address them section by section.

In section A, you may find a higher number on *line 5* than on *line 4* for any UNC institution. This will occur when students, who may have skipped their spring semester, return for the next fall semester. Keep in mind that *lines 2-7* all use *line 1* as the denominator in computing their percentages.

In section A, the relationship between *lines 5, 6, and 7* is: *line 7* should be less than or equal to *line 6* which should be less than or equal to *line 5*. This is because the number of conditions that students must satisfy in order to be included in the numerator of *line 7* is greater than those needed to be included in the numerator of *line 6* which is still greater than those needed to be included in the numerator of *line 5*.

In section B, the data on placement in remedial courses (*lines 10 and 14*) and enrollment in one or more remedial courses (*line 16*) do not account for remedial work done by students in academic skill labs, tutorial sessions, and informal help sessions with instructors. These activities address weaknesses in a subject that are too limited in scope, content, or frequency to justify enrollment in a remedial course.

In section C, the calculation of average course grades in *lines 18, 21, 24, 27, 30, 33, and 36* uses the total number of non-remedial courses taken in each subject and in all subjects (*line 39*) by full-year students as the denominator.

In section C, the average credit hours taken in each subject vary among UNC institutions in part because general education requirements vary among institutions, and in part, because policies for placing out of required courses also vary. These differences are particularly important in the case of foreign languages where some institutions require proficiency in a foreign language which may be demonstrated by successfully completing prescribed coursework or by passing a proficiency test.

Finally, a data cell contains an asterisk when data are not printed in order to protect students' privacy rights.

FOLLOW-UP OF HIGH SCHOOL GRADUATES WHO ENROLLED AS FIRST-TIME FRESHMAN AT AN INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA
IN THE FALL SEMESTER OF 2005 FOLLOWING HIGH SCHOOL GRADUATION
Report for ALL HIGH SCHOOLS

Category	Measures	ASU	ECU	FSU	NCA&T	NCCU	NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WSSU	UNC TOTAL
A. Academic Status Summary (Fall 2005 Freshmen)	1. Total No. of Freshmen	2463	3155	502	727	2151	1019	4158	3647	2775	2310	874	1882	1521	957
	2. % w/GPA >= 2.0	85.9	76.1	70.1	59.4	62.9	60.5	84.8	88.2	95.7	75.6	80.3	57.2	84.8	69.3
	3. % w/GPA >= 3.0	51.0	35.7	29.1	20.6	22.9	17.6	48.9	53.1	61.8	37.7	39.8	16.0	46.1	34.8
	4. % Returned for 2nd Semester, Yr.1	94.4	93.8	91.6	89.3	92.0	89.8	97.1	92.1	92.4	91.2	90.3	95.1	86.0	92.2
	5. % Returned for Year 2	84.7	78.9	73.1	71.5	69.4	71.7	89.4	80.7	96.6	77.3	76.9	83.2	71.7	73.7
	6. % Returned for Yr.2 w/GPA >= 2.0	76.7	67.2	59.8	50.2	55.1	50.1	79.7	74.6	93.2	66.7	69.4	46.8	74.8	58.8
	7. % Ret. for Yr.2 w/GPA >= 2.0 & Cr.Hrs >= 30	42.7	36.0	37.1	17.5	21.9	17.3	48.1	33.6	35.2	32.9	31.6	23.5	37.1	37.5
	8. % w/Advanced Placement in English	4.4	1.4	0.0	9.1	6.7	2.6	10.3	0.0	51.9	16.3	0.0	23.0	0.5	7.2
	9. % In Regular Freshman English	93.5	98.6	51.4	90.8	84.0	74.6	83.4	0.0	48.1	83.7	100.0	92.8	76.5	99.5
	10. % In Remedial English	2.0	0.0	8.0	0.0	1.9	22.8	5.4	0.0	0.0	0.0	0.0	6.6	0.5	0.0
	11. % In Calculus or Above	12.7	3.5	0.0	0.1	25.5	0.0	40.6	0.0	49.8	30.8	0.6	23.7	54.7	2.4
	12. % In College Algebra	82.9	89.9	18.7	28.3	59.7	44.2	2.5	0.0	10.7	52.4	13.5	30.9	33.6	6.2
	13. % In Other Math	0.0	1.3	0.0	71.4	0.9	0.0	0.8	0.0	39.5	0.0	85.9	36.2	0.0	12.2
	14. % In Remedial Math.	4.2	4.5	36.5	0.0	12.5	55.8	0.7	0.0	0.0	15.8	0.0	8.1	11.0	0.0
	15. % In Honors Program	9.9	14.4	3.6	8.9	2.7	2.6	26.1	12.1	5.0	1.8	0.1	1.9	5.0	10.3
	16. % Taking >= 1 Remedial Courses	3.0	11.4	61.6	0.0	16.2	0.0	2.1	0.0	0.0	0.0	0.0	8.8	0.0	20.9
B. Initial Course Placement Recommendations and Enrollment in Remedial Courses (Fall 2005 Freshmen)	English Courses														
	17. Avg. Cr. Hrs. in Subject	4.7	5.7	5.9	6.4	6.0	7.0	4.2	4.5	4.2	4.7	4.1	6.2	4.1	6.6
	18. Avg. Course Grade	3.2	3.0	2.5	2.6	2.7	2.4	2.9	3.2	3.5	3.1	3.4	2.3	3.2	2.8
	19. % of Course Grades = P, S OR >= C	92.1	90.2	81.5	84.0	85.5	82.9	90.5	93.5	98.4	91.9	94.3	73.3	93.3	82.2
	Mathematics Courses														
	20. Avg. Cr. Hrs. in Subject	2.8	3.1	3.6	6.1	7.0	4.1	5.3	4.1	2.2	4.9	2.5	3.2	3.4	2.3
	21. Avg. Course Grade	2.7	2.2	2.3	2.2	1.9	1.8	2.7	2.7	2.7	2.5	2.2	2.1	2.5	2.4
	22. % of Course Grades = P, S OR >= C	79.0	71.4	73.4	70.2	61.2	58.0	78.3	82.3	82.2	82.4	68.0	60.5	75.9	65.9
	Foreign Language Courses														
	23. Avg. Cr. Hrs. in Subject	0.7	0.3	0.3	0.2	0.4	3.5	1.4	1.8	4.4	0.9	1.6	0.5	1.8	0.3
	24. Avg. Course Grade	3.3	2.9	2.5	2.6	2.7	2.7	3.2	3.1	3.1	2.8	2.9	2.5	3.1	2.8
	25. % of Course Grades = P, S OR >= C	93.5	88.2	77.3	78.0	81.2	84.9	91.3	89.2	95.7	84.9	87.7	77.3	88.4	79.0
	Physical Sciences Courses														
	26. Avg. Cr. Hrs. in Subject	1.0	2.8	2.9	0.2	0.9	0.9	5.7	3.3	3.0	4.2	1.7	2.1	4.0	2.2
	27. Avg. Course Grade	2.3	2.3	2.2	2.8	1.4	2.5	2.8	2.7	2.9	2.5	2.2	1.9	2.5	2.7
	28. % of Course Grades = P, S OR >= C	74.3	78.9	72.6	88.9	53.0	81.6	84.5	85.5	91.5	84.5	70.2	56.6	78.5	80.3
	Biological Science Courses														
	29. Avg. Cr. Hrs. in Subject	1.0	2.9	2.1	0.4	1.8	1.7	1.9	1.8	1.6	0.9	2.4	2.1	1.8	1.1
	30. Avg. Course Grade	2.4	2.5	1.8	2.6	2.1	1.6	2.9	2.5	2.6	2.0	2.2	1.6	2.5	2.5
	31. % of Course Grades = P, S OR >= C	77.5	82.6	64.1	76.1	68.2	50.7	86.9	80.3	83.5	70.3	71.5	43.9	81.1	74.9
	Social Science Courses														
	32. Avg. Cr. Hrs. in Subject	6.3	6.9	9.7	2.9	3.1	4.0	7.2	2.4	6.3	2.8	5.4	7.7	6.9	3.5
	33. Avg. Course Grade	2.7	2.4	2.3	2.1	2.3	2.3	2.9	2.9	3.1	2.3	2.7	1.9	2.6	2.5
	34. % of Course Grades = P, S OR >= C	82.5	77.4	77.7	68.2	76.6	78.3	88.6	89.0	94.5	77.0	81.6	56.5	83.2	74.9
	Other Courses														
	35. Avg. Cr. Hrs. in Subject	13.1	8.7	6.2	13.9	11.6	8.4	4.2	11.9	6.9	11.5	12.4	8.6	8.2	15.6
	36. Avg. Course Grade	3.0	3.0	3.2	2.5	2.5	2.6	3.4	3.2	3.2	2.7	3.0	2.7	3.2	2.7
	37. % of Course Grades = P, S OR >= C	89.4	90.1	90.1	81.0	78.7	81.8	93.3	93.0	93.7	85.4	87.4	83.8	91.8	81.3
	All Courses														
	38. Avg. Cr. Hrs.	29.6	30.3	30.8	30.1	30.7	29.6	29.8	29.8	28.7	29.7	30.2	30.4	31.6	28.5
	39. Avg. Course Grade	2.9	2.7	2.5	2.4	2.3	2.3	2.9	3.0	3.1	2.7	2.8	2.2	2.8	2.7
	40. % of Course Grades = P, S OR >= C	85.9	80.9	73.5	69.4	67.3	68.5	87.3	85.2	92.6	81.6	78.3	64.4	83.4	79.1
	41. % of Course Grades = I, W, WP	1.2	3.9	8.2	12.0	10.9	12.1	0.4	5.1	0.4	3.3	6.7	8.6	2.5	0.8
	42. % of Course Grades = D, F, WF, U	13.0	15.2	18.2	18.6	21.8	19.5	12.4	9.7	6.9	15.0	15.1	27.0	13.2	20.1
	43. % of Course Grades = R	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
D. High School Achievement	44. Avg. Class Rank	73	64	53	51	52	51	83	80	92	71	70	58	76	58
	45. Avg. Verbal SAT	562	514	418	420	441	428	575	598	642	530	523	461	560	508
	46. Avg. Math SAT	568	529	431	427	452	432	608	588	656	551	527	475	574	517

FOLLOW-UP OF HIGH SCHOOL GRADUATES WHO ENROLLED AS FIRST-TIME FRESHMAN AT AN INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA
IN THE FALL SEMESTER OF 2005 FOLLOWING HIGH SCHOOL GRADUATION
Report for N.C. PUBLIC HIGH SCHOOLS

Category	Measures	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	UNC TOTAL
A. Academic Status Summary (Fall 2005 Freshmen)	1. Total No. of Freshmen	1744	2390	403	608	1442	804	3268	330	2450	2194	1930	753	1398	1326	780	21820
	2. % w/GPA >= 2.0	86.2	74.6	73.9	58.4	58.2	58.8	84.1	88.8	95.3	76.2	79.9	56.4	83.7	69.4	62.9	77.2
	3. % w/GPA >= 3.0	50.9	34.1	31.3	19.6	18.2	16.5	48.3	53.0	59.1	38.0	38.8	15.4	43.2	34.4	19.7	38.8
	4. % Returned for 2nd Semester, Yr. 1	95.3	94.5	93.1	88.8	91.4	90.5	97.4	92.4	98.9	93.4	91.5	90.4	95.6	86.3	91.7	93.9
	5. % Returned for Year 2	86.5	79.3	74.7	72.0	67.0	71.9	89.3	80.3	96.9	78.4	77.5	69.7	83.8	72.8	74.1	81.1
	6. % Returned for Yr. 2 w/GPA >= 2.0	78.3	67.2	64.0	49.7	51.7	49.6	79.4	74.5	93.3	67.9	69.8	47.3	74.6	59.7	56.2	70.0
	7. % Ret. for Yr. 2 w/GPA >= 2.0 & Crs >= 30	42.7	35.0	40.2	16.9	18.2	16.7	47.5	31.2	36.1	33.0	31.0	23.9	35.6	38.0	24.0	34.3
B. Initial Course Placement	8. % w/Advanced Placement in English	4.2	1.3	0	8.4	6.4	2.6	9.5	0	42.7	16.2	0	0	19.5	0.5	7.6	10.6
	9. % In Regular Freshman English	93.6	98.7	53.8	91.4	83.6	71.4	84.8	0	57.3	83.8	100.0	92.7	79.8	99.5	50.4	82.6
	10. % In Remedial English	2.2	0	8.9	0	2.4	26.0	5.4	0	0	0	0	6.6	0.6	0	6.2	2.7
	11. % In Calculus or Above	12.2	3.6	0	0	22.2	0	41.6	0	48.9	31.2	0.6	23.8	54.6	2.4	0.9	22.3
	12. % In College Algebra	84.1	89.6	20.1	28.8	61.0	44.7	2.4	0	10.7	53.9	12.7	31.5	33.8	6.8	67.7	37.6
	13. % In Other Math	0	1.5	0	71.2	0.9	0	0.9	0	40.3	0	86.6	37.2	0	12.2	5.1	16.7
	14. % In Remedial Math.	3.6	4.7	38.5	0	13.9	55.3	0.6	0	0	14.4	0	6.4	11.1	0	10.4	7.3
C. Course Performance Measures in College Level Courses (Summer 2005 through Spring 2006 Coursework)	15. % In Honors Program	9.7	14.5	4.0	8.1	3.1	2.6	27.5	10.9	3.5	1.7	0.2	1.6	3.9	10.3	0	8.7
	16. % Taking >= 1 Remedial Courses	3.0	10.8	60.5	0	18.5	0	2.2	0	0	0	0	8.0	0	20.3	0	5.1
	English Courses																
	17. Avg. Cr. Hrs. in Subject	4.8	5.8	5.9	6.5	6.0	7.0	4.2	4.5	4.6	4.7	4.1	6.3	4.2	6.5	6.5	5.1
	18. Avg. Course Grade	3.3	3.0	2.7	2.6	2.7	2.4	2.9	3.2	3.5	3.2	3.4	2.3	3.2	2.8	2.4	3.0
	19. % of Course Grades = P, S OR >= C	92.1	89.7	83.2	83.5	83.5	82.3	90.6	93.7	98.6	91.9	94.5	73.0	93.4	82.1	86.3	89.2
	Mathematics Courses																
20. Avg. Cr. Hrs. in Subject	20. Avg. Cr. Hrs. in Subject	2.9	3.2	3.6	6.2	6.9	4.1	5.4	4.0	2.2	5.0	2.5	3.3	3.5	2.4	4.4	3.9
	21. Course Grade	2.7	2.3	2.4	2.2	1.9	1.8	2.7	2.7	2.7	2.6	2.2	2.1	2.6	2.4	2.1	2.4
	22. % of Course Grades = P, S OR >= C	79.5	70.9	73.1	69.6	58.5	58.1	77.8	83.2	80.1	82.5	68.2	61.6	75.6	69.6	66.5	73.4
	Foreign Language Courses																
	23. Avg. Cr. Hrs. in Subject	0.7	0.3	0.4	0.3	0.4	3.5	1.4	1.8	4.6	0.9	1.6	0.5	1.8	0.4	0.1	1.4
	24. Avg. Course Grade	3.3	2.9	2.7	2.6	2.7	2.8	3.3	3.2	3.2	2.9	3.0	2.6	3.1	2.8	2.0	3.1
	25. % of Course Grades = P, S OR >= C	92.9	86.4	87.6	74.3	80.8	83.9	91.1	90.1	95.6	85.2	87.2	79.4	86.5	78.7	62.6	90.5
26. Avg. Cr. Hrs. in Subject	Physical Sciences Courses																
	26. Avg. Cr. Hrs. in Subject	1.0	2.9	3.0	0.3	0.9	0.9	5.7	3.3	3.1	4.3	1.8	2.2	4.0	2.3	1.2	3.0
	27. Avg. Course Grade	2.4	2.3	2.3	2.7	1.3	2.5	2.8	2.8	2.8	2.6	2.3	2.0	2.5	2.8	2.4	2.6
	28. % of Course Grades = P, S OR >= C	72.9	77.7	74.2	86.4	50.5	79.5	83.9	84.7	90.5	84.9	69.8	55.9	77.0	79.7	75.5	81.3
	Biological Sciences Courses																
	29. Avg. Cr. Hrs. in Subject	1.1	2.9	2.2	0.4	1.9	1.8	2.0	1.9	1.8	0.9	2.6	2.2	1.8	1.1	3.0	1.9
	30. Avg. Course Grade	2.4	2.5	1.9	2.7	2.0	1.6	2.9	2.5	2.6	2.1	2.3	1.6	2.5	2.5	1.6	2.4
31. % of Course Grades = P, S OR >= C	Social Science Courses																
	31. % of Course Grades = P, S OR >= C	75.9	81.0	65.7	74.4	65.2	49.3	87.2	79.8	81.9	70.5	71.1	44.4	79.1	75.8	51.9	75.1
	Other Courses																
	32. Avg. Cr. Hrs. in Subject	6.5	6.9	9.9	2.9	3.1	4.0	7.1	2.5	6.1	2.9	5.5	7.7	7.1	3.6	5.3	5.6
	33. Avg. Course Grade	2.7	2.4	2.4	2.1	2.2	2.3	2.9	2.9	3.1	2.4	2.7	1.9	2.6	2.5	2.4	2.6
	34. % of Course Grades = P, S OR >= C	82.0	75.9	79.0	68.5	71.9	76.7	88.1	89.5	93.9	77.8	81.3	56.1	82.3	75.1	76.8	81.8
35. Avg. Cr. Hrs. in Subject	Physical Sciences Courses																
	35. Avg. Cr. Hrs. in Subject	13.0	8.6	6.3	13.8	11.7	8.4	4.2	12.0	6.7	11.4	12.3	8.7	8.2	15.6	8.3	9.3
	36. Avg. Course Grade	3.1	3.0	3.2	2.5	2.4	2.6	3.4	3.2	3.2	2.8	3.0	2.7	3.2	2.8	2.8	2.9
	37. % of Course Grades = P, S OR >= C	89.0	89.5	90.9	80.6	76.4	81.1	93.2	93.4	93.3	85.3	87.4	83.4	91.6	81.3	84.3	86.9
	All Courses																
	38. Avg. Cr. Hrs.	29.6	30.3	31.0	30.1	30.6	29.5	29.8	29.7	28.8	29.7	30.2	30.5	30.3	31.7	28.5	29.9
39. Avg. Course Grade	39. Avg. Course Grade	3.0	2.7	2.6	2.4	2.3	2.4	2.9	3.0	3.1	2.7	2.8	2.2	2.9	2.7	2.4	2.8
	40. % of Course Grades = P, S OR >= C	85.4	79.8	74.6	68.8	64.4	67.2	86.9	85.8	92.0	81.7	78.0	64.2	82.7	79.1	77.1	80.4
	41. % of Course Grades = I, W, WP	1.2	4.0	8.2	12.2	11.8	12.8	0.4	4.7	0.4	3.3	6.8	8.7	2.5	0.8	1.2	3.9
	42. % of Course Grades = D, F, WF, U	13.4	16.2	17.2	19.0	23.9	20.0	12.7	9.5	7.6	15.0	15.3	27.2	13.9	20.1	21.7	15.6
	43. % of Course Grades = R	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	44. Avg. Class Rank	74	72	53	51	50	50	83	80	92	71	70	59	76	59	54	71
D. High School Achievement	45. Avg. Verbal SAT	557	511	416	417	427	423	573	595	631	527	521	458	553	506	444	538
	46. Avg. Math SAT	568	529	431	425	443	430	608	590	648	552	526	475	570	519	455	545