



The University of North Carolina

GENERAL ADMINISTRATION

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

ALAN R. MABE, *Senior Vice President for Academic Affairs*

Telephone: (919) 962-4614 Fax: (919) 962-0120 E-mail: mabe@northcarolina.edu

Constituent Universities
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
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
at Wilmington

University of
North Carolina
School of the Arts

Western Carolina
University

Winston-Salem
State University

Constituent High School
North Carolina
School of Science
and Mathematics

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MEMORANDUM

TO: Members, Committee on Educational Planning, Policies, and Programs

FROM: Alan Mabe

DATE: August 31, 2010

SUBJECT: Remedial/Development Activities Report

Background: Not all students who enter the University are prepared to do the expected level of course work. Remedial or developmental activities are meant to assist the student in being prepared to work successfully at the college level. Those needing remedial or developmental work range from first-time freshmen to transfer students to older students returning to education after an absence. While remedial or developmental work can take many forms, this report is primarily focused on enrollment in courses classified as remedial. There is variation across the campuses regarding how remedial or developmental needs are accommodated. Some campuses may enroll a student needing remediation in a regular course and provide significant additional support in association with that course.

Jurisdictional Authority: Annual Report to the Educational Planning Committee summarizing the number of students needing remedial or developmental education and the cost of providing that support.

Issues Involved: The issue of high schools graduates needing remediation is a more pronounced problem for the community colleges with estimates that up to 60% may need some form of remediation. The percent in the university is much, much lower. A little over 9% of UNC freshmen are placed in remediation courses, though there is variation among campuses.

The Department of Public Instruction through Race to the Top and other projects such as the Common Core is attempting to both increase completions and prepare high school graduates who will not need remediation at the community colleges or the universities.

Recommended Action: No action required.

THE UNIVERSITY OF NORTH CAROLINA
REMEDIAL/DEVELOPMENTAL
ACTIVITIES REPORT

August 31, 2010



The University of North Carolina General Administration

Draft

Remedial/Developmental Activities in UNC Institutions

2008-09

Highlights

2008-09 Remedial/Developmental Activities and Expenditures

- In 2008-09 the annual unduplicated enrollment in remedial instruction was 5,488, an increase of 604 from the previous year.
- Total expenditures for remediation in 2008-09 were \$2,109,460, compared with \$2,543,370 for the previous year, the highest year since 1991-92 in current dollar amount. Of the amount in 2008-09, \$1,433,823 was spent on remedial courses.
- State funds provided \$1,955,358 (or 93 percent) to the total amount expended for remediation; non-state funds provided an additional \$154,102 in remedial support.
- State funds dedicated to remediation are taken from the institution's instructional budgets and are not appropriated as a separate line item.

Long-term Trends in Remedial/Developmental Activities and Expenditures 1991-92 – 2008-09

- Expenditures for remedial education (in inflation-adjusted dollars) declined by 43 percent.
- Over the past seventeen years, total undergraduate enrollment increased by 40 percent.
- The sum of fall and spring duplicated enrollment in remedial instruction declined from 9,043 to 7,028 (22 percent).
- The sum of fall and spring unduplicated enrollment in remedial education declined from 7,802 to 5,488 (30 percent).

Remedial/Developmental Instruction in UNC Institutions, 2008-09

Introduction

Remediation for UNC students responds to gaps in high school preparation and performance in order to ensure full opportunity for the success of the students in college. In many instances the instruction is developmental since the students may need to develop better learning skills as well as master content. Classroom remediation is only part of the effort on the campus, with other remedial/developmental activity unrelated to a specific course.

Placement in remedial classes is determined by the individual institutions. Remediation provides the set of educational activities that will best prepare a given student to be successful in achieving educational goals based on past experience with similarly qualified students. The campuses may use standardized or institutionally developed tests, records of high school performance, early semester college course performance, or consultation with the student to arrive at their placement decision.

Remedial/developmental instruction may take many forms, including specially scheduled classes, additional break-out sections, required or voluntary participation in skill labs, special tutorial sessions, and other activities felt to be appropriate to assist the student in achieving his or her educational goals.

Remediation constitutes a wide variety of activities among the constituent UNC institutions and may consist of summer bridge programs, established and separately scheduled remedial course sections, and instruction in skill lab settings where attendance may be either required or voluntary. Remediation may be offered by university personnel or contracted with a local community college, where the instruction may be delivered either at the university or at the community college. Summer bridge programs are specially designed programs in which selected students are offered an opportunity to come to the campus during the summer, live in dormitories, attend course review sections, engage in study skills and orientation sections, and generally adjust to the expectations, pace, and delivery of college instruction. These programs are designed to “bridge the gap” between high school and college work.

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

The incidence of remediation is greater in the fall than in the spring, and traditionally greater in mathematics than in English. Remedial English courses emphasize a variety of reading, composition, grammar, and other skills. Remedial math traditionally constitutes the study of college algebra or a higher level of mathematics. Enrollments in remedial courses in addition to English and mathematics occur at North Carolina A&T State University, where remedial chemistry is offered, and North Carolina Central University, where other remedial courses are offered through the School of Education.

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

In this report, three measures of remediation are provided: course sections, enrollments (duplicated and unduplicated), and expenditures for all remedial activities.

Because, as previously noted, remedial activities include more than remedial courses per se, the data on expenditures are the most comprehensive of the measures, but are not necessarily comparable on a per-student basis since programs such as bridge programs and special service or support units can be costly. Remedial/developmental education enrollments include students receiving services offered by contract with the community colleges; however, expenditure data do not.

2008-09 Course Sections and Enrollments

The data in Table 1 show that in fall 2008 ninety-four sections of remedial English, enrolling 1,680 students, and 106 sections of mathematics, enrolling 3,141 students, were offered university-wide. In total, 216 sections of remedial/developmental instruction and combined (duplicated) enrollments of 5,238 were provided. Since 888 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remedial classes was 4,350 university-wide in the fall of 2008, up 631 from the previous fall.

The data in Table 1 also show that in spring 2009, twenty-two sections of English were provided university-wide, with an enrollment of 336 students. In mathematics, 50 sections had an enrollment of 1,366 students, with five additional sections enrolling 88 students in remedial chemistry and other remedial courses. In total, during the spring semester, 77 sections of remedial instruction, with a combined (duplicated) enrollment of 1,790, were provided. Since 111 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remedial classes was 1,679 university-wide in spring 2009, up 251 from the previous spring.

Enrollment Trends

The data in Figure 1 indicate that duplicated enrollment in both remedial/developmental mathematics and English instruction declined from 1991-92. Annual enrollment in remedial/developmental mathematics dropped from 5,572 in 1991-92 to 4,507 in 2008-09. Annual enrollment in remedial/developmental English declined from 3,202 in 1991-92 to 2,016 in 2008-09.

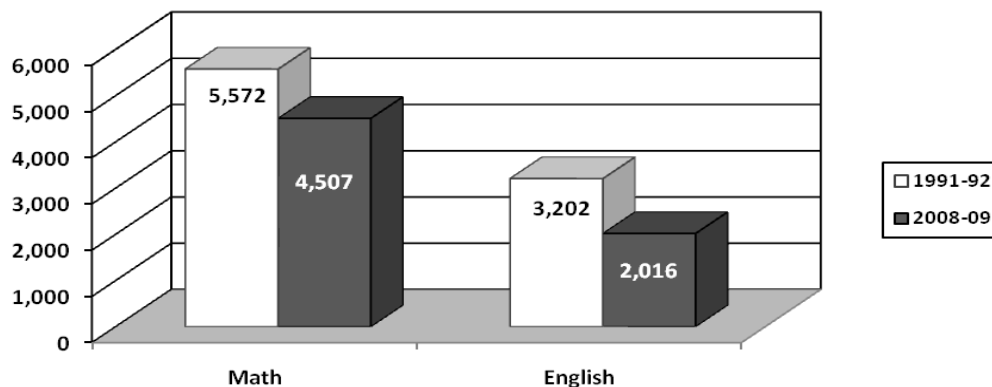


Figure 1. Remedial/Developmental Course Enrollments, 1991-92 and 2008-09

As shown in Figure 2, enrollment in remedial/developmental mathematics increased from 3,765 in 2007-08 to 4,507 in 2008-09. Furthermore, enrollment in remedial/developmental English decreased from 2,326 in 2007-08 to 2,016 in 2008-09.

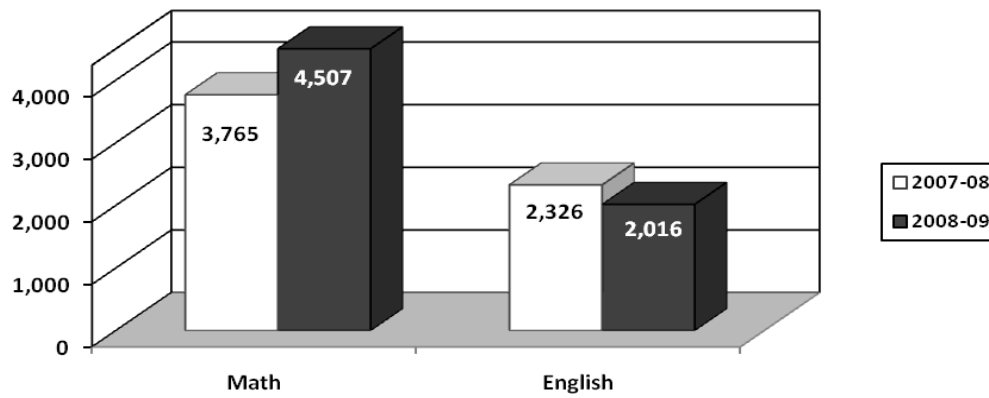


Figure 2. Remedial/Developmental Course Enrollments, 2007-08 and 2008-09

The data in Table 2 indicate that the unduplicated enrollment in all remedial courses during the last ten years was at a high in both the fall and spring semesters of 1991-92, with a fall enrollment of 5,280 and a spring enrollment of 2,522. The decline in remedial instruction since 1991-92 occurred at the same time that enrollments among total undergraduates, freshmen, and transfer students were increasing. For example, unduplicated enrollment in remedial instruction in fall 2007 was 82 percent of what it was in fall 1991, while total undergraduate enrollment increased by 40 percent during the same period, freshman enrollment increased by 56 percent, and the number of undergraduate transfers increased by 31 percent.

Expenditures

As shown in Table 3, the total of expenditures for remedial instruction university-wide during 2008-09 was \$2,109,460, down \$433,910 from the previous year, the highest year for expenditures since academic year 1991-92. When adjusted for inflation (using the Consumer Price Index) the expenditure in 2008-09 was \$999,884, which is \$256,541 less than inflation-adjusted expenditures in 2007-08, and \$750,815 less than inflation-adjusted expenditures in 1991-92.

The data in Figure 3 show that the proportion of remedial expenditures spent on remedial courses has increased across time from 40% in 2003-04 to 68% in 2008-09. Other remedial activities, such as skill labs, special services and programs, and summer bridge programs, have decreased over time on the expenditure.

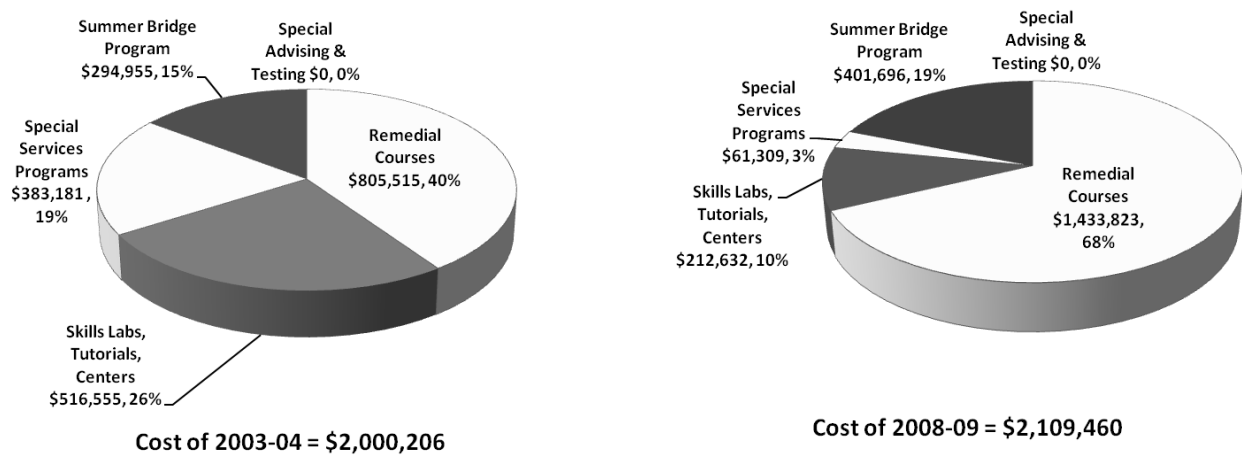


Figure 3. Remedial/Developmental Course Expenditures, 2003-04 and 2008-09

The funds that UNC campuses use to support remedial instruction are not received as a special appropriation. Rather, the campuses direct some of their general instructional funds to support this requirement. Moreover, the funds used to support remedial instruction come from both state and non-state sources. As Figure 4 demonstrates, state funds used for remedial instruction in 2008-09 amounted to \$1,955,358 (or 93 percent) of total expenditures, while non-state funds provided an additional \$154,102 (or 7 percent).

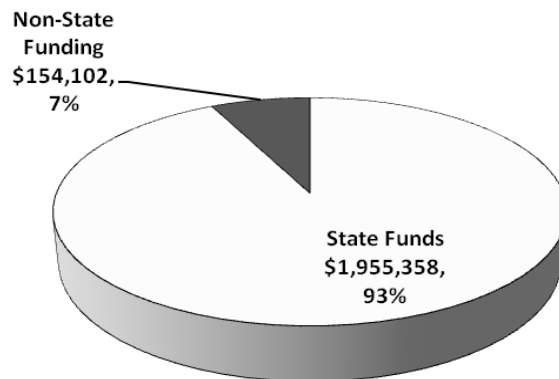


Figure 4. Distribution of Remedial/Developmental Expenditures by Source, 2008-09

Summary

The data in this report show that during the seventeen-year period under consideration there was a general decline in the number of sections of remedial instruction, unduplicated enrollment in remedial instruction, and both actual and inflation-adjusted expenditures for remedial instruction. As Figure 5 demonstrates, since 1991-92 remedial enrollment has declined 10 percent and inflation-adjusted expenditures for remedial education have declined by 43 percent, while total undergraduate enrollment has increased by 40 percent.

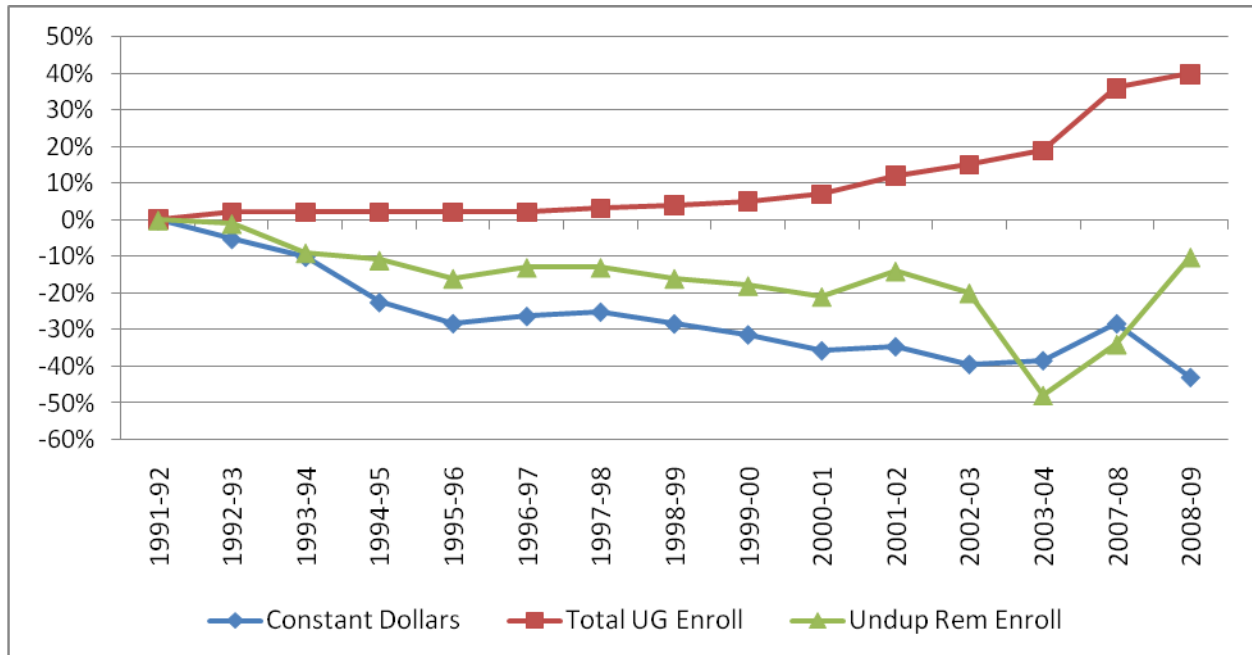


Figure 5. Percentage of Change in Fall Unduplicated Remedial/Developmental Instruction Enrollments and Inflation-Adjusted Expenditures on Remedial/Developmental Instruction Compared with Fall Undergraduate Enrollments, 1991-92 to 2008-09. (Note: 2004-05 through 2006-07 are not represented.)

**Table 1. Summary Report on UNC Remedial/Developmental Course Enrollment by Institution
Fall 2008 and Spring 2009**

Institution	Term	English			Mathematics			Other			Total		
		No. of Sections	Credit Given	Enrollment	No. of Sections	Credit Given	Enrollment	No. of Sections	Credit Given	Enrollment	No. of Sections	Duplicated Enrollment	Unduplicated Enrollment
ASU	Fall 2008	3	3	16	3	3	85	0	0	0	6	101	99
	Spring 2009	1	3	1	2	3	57	0	0	0	3	58	58
												159	155
ECU ¹	Fall 2008	0	0	0	23	2	618	0	0	0	23	618	618
	Spring 2009	0	0	0	18	2	421	0	0	0	18	421	421
												1,039	968
ECSU	Fall 2008	10	2	201	9	3	378	0	0	0	19	579	429
	Spring 2009	3	2	34	2	3	73	0	0	0	5	107	86
												686	483
FSU ²	Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
	Spring 2009	0	0	0	0	0	0	0	0	0	0	0	0
NCA&T	Fall 2008	9	3	178	24	3	562	1	3	24	34	764	677
	Spring 2009	2	3	40	6	3	116	1	3	23	9	179	168
												943	778
NCCU ³	Fall 2008	9	3	168	19	3	609	15	1	393	43	1,170	835
	Spring 2009	2	1,3	34	10	3	330	4	1	65	16	429	392
												1,599	1,056
NCSU	Fall 2008	0	0	0	5	4	96	0	0	0	5	96	96
	Spring 2009	0	0	0	1	4	15	0	0	0	1	15	15
												111	110
UNC-A	Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
	Spring 2009	0	0	0	0	0	0	0	0	0	0	0	0
UNC-CH	Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
	Spring 2009	0	0	0	0	0	0	0	0	0	0	0	0
UNC-C ⁴	Fall 2008	0	0	0	14	1	530	0	0	0	14	530	530
	Spring 2009	0	0	0	6	1	224	0	0	0	6	224	224
												754	739
UNC-G	Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
	Spring 2009	0	0	0	0	0	0	0	0	0	0	0	0
UNC-P	Fall 2008	22	3	316	2	3	44	0	0	0	24	360	335
	Spring 2009	6	3	86	2	3	29	0	0	0	8	115	112
												475	396
UNC-SA	Fall 2008	1	0	4	0	0	0	0	0	0	1	4	4
	Spring 2009	1	0	3	0	0	0	0	0	0	1	3	3
												7	4
UNC-W	Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
	Spring 2009	0	0	0	0	0	0	0	0	0	0	0	0
WCU	Fall 2007	0	0	0	0	0	0	0	0	0	0	0	0
	Spring 2008	0	0	0	0	0	0	0	0	0	0	0	0
WSSU	Fall 2008	40	3	797	7	3	219	0	0	0	47	1,016	727
	Spring 2009	7	3	138	3	3	101	0	0	0	10	239	200
												1,255	799
UNC Total	Fall 2008	94		1,680	106		3,141	16		417	216	5,238	4,350
	Spring 2009	22		336	50		1,366	5		88	77	1,790	1,679
												7,028	5,488

Notes:

1. ECU contracts with Pitt Community College to offer remedial/developmental mathematics instruction.
2. FSU started its Summer Bridge Program as remedial education in 2008-09.
3. NCCU English and Mathematics courses are labeled/identified as "enhanced". The enrollment listed above is based on placement in remediation as indicated by the student data file.
4. MATH 0900 is a 3 hour contact course in which only one hour of credit is given which counts towards graduation.

Table 2. Remedial/Developmental Trends in the University of North Carolina, 1991-92 through 2008-09

Academic Year	Unduplicated Enrollment in Remedial Courses & Support Services				Fall Undergraduate Enrollment					
	Fall		Spring		Total		Freshmen		Transfer	
	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.
1991-92*	5,280	100%	2,522	100%	121,569	100%	20,467	100%	9,952	100%
1992-93	5,226	99%	2,476	98%	124,047	102%	21,303	104%	10,006	101%
1993-94	4,792	91%	1,871	74%	124,328	102%	21,309	104%	10,360	104%
1994-95	4,692	89%	1,889	75%	124,366	102%	21,361	104%	10,386	104%
1995-96	4,410	84%	1,858	74%	124,588	102%	21,950	107%	9,898	99%
1996-97	4,609	87%	1,794	71%	123,574	102%	22,472	110%	9,774	98%
1997-98	4,581	87%	1,912	76%	125,478	103%	23,206	113%	10,003	101%
1998-99	4,425	84%	1,944	77%	125,860	104%	23,810	116%	9,438	95%
1999-2000	4,350	82%	2,052	81%	127,083	105%	24,431	119%	9,273	93%
2000-01	4,184	79%	1,952	77%	130,671	107%	25,067	122%	9,942	100%
2001-02	4,541	86%	1,959	78%	135,567	112%	26,183	128%	10,463	105%
2002-03	4,222	80%	1,681	67%	140,331	115%	26,684	130%	10,645	107%
2003-04**	2,742	52%	1,561	62%	145,153	119%	28,332	138%	11,160	112%
2007-08	3,719	70%	1,428	57%	165,452	136%	31,638	155%	12,898	130%
2008-09	4,350	82%	1,679	67%	170,472	140%	31,927	156%	13,025	131%

UNC-GA IRA/RemEd.TT006B.U/3-12-10

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

**After 2003-04 academic year reporting of remedial/developmental education was questionable and placed under review. For 2007-08 academic year, the reporting of remedial education was continued.

**Table 3. Remedial/Developmental Expenditure Trends in UNC
1985-86 through 2008-09**

Academic Year	Total Expenditures on Remedial Activity			
	Current		Constant*	
	Current \$	% of Base Yr.	Constant \$	% of Base Yr.
1985-86	\$2,979,750	100%	2,718,750	100%
1986-87	\$3,249,331	109%	2,922,060	107%
1987-88	\$2,924,218	98%	2,527,414	93%
1988-89	\$3,152,918	106%	2,603,566	96%
1989-90	\$3,442,926	116%	2,702,454	99%
1990-91	\$3,268,197	110%	2,428,081	89%
1991-92**	\$2,417,716	81%	1,750,699	64%
1992-93	\$2,367,339	79%	1,660,126	61%
1993-94	\$2,302,180	77%	1,574,679	58%
1994-95	\$2,040,909	68%	1,357,890	50%
1995-96	\$1,940,850	65%	1,257,027	46%
1996-97	\$2,054,689	69%	1,291,445	48%
1997-98	\$2,120,649	71%	1,312,283	48%
1998-99	\$2,062,922	69%	1,255,582	46%
1999-2000	\$2,030,311	68%	1,203,504	44%
2000-01	\$1,973,917	66%	1,127,308	41%
2001-02	\$2,030,929	68%	1,146,770	42%
2002-03	\$1,929,178	65%	1,061,738	39%
2003-04	\$2,000,206	67%	1,080,025	40%
2004-05	\$2,141,155	72%	1,122,787	41%
2006-07~	\$2,278,994	76%	1,148,613	42%
2007-08	\$2,543,370	85%	1,256,425	46%
2008-09	\$2,109,460	71%	999,884	37%

UNC-GA IRA/RemEd.TT006B.S/4-2-10

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

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

~ In 2005-06 no survey of expenditures was conducted.