

THE UNIVERSITY OF NORTH CAROLINA
REMEDIAL/DEVELOPMENTAL
ACTIVITIES REPORT

August 26, 2010



The University of North Carolina General Administration

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 previous year.
- Total expenditures for remediation in 2008-09 were \$2,109,460 compared to \$2,543,370 for 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 6,029 (23 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 student in college. In many instances the instruction is developmental since the student 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/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 course is offered through 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 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 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 has dropped from 5,572 in 1991-02 to 4,507 in 2008-09. Annual enrollment in remedial/developmental English has declined from 3,202 in 1991-92 to 2,016 in 2008-09.

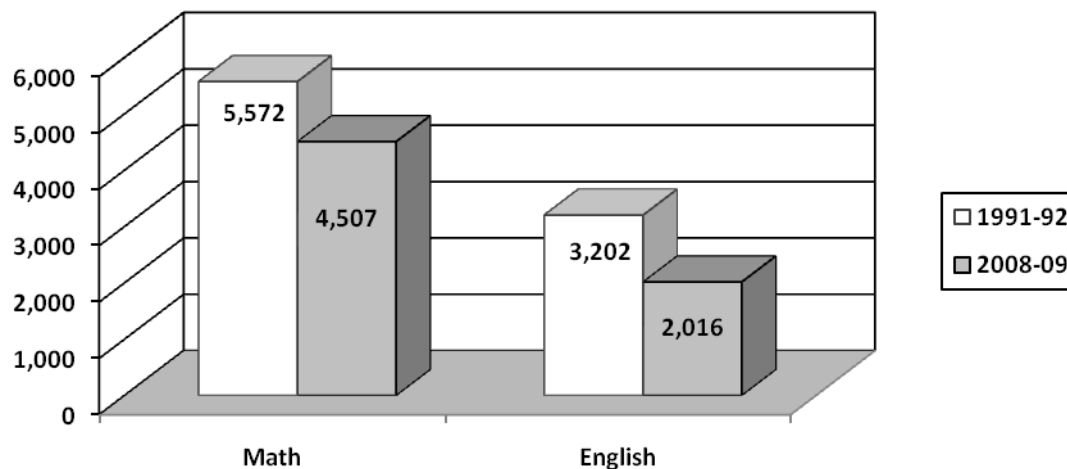


Figure 1 Remedial/Developmental Course Enrollments, 1991-92 and 2008-09

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

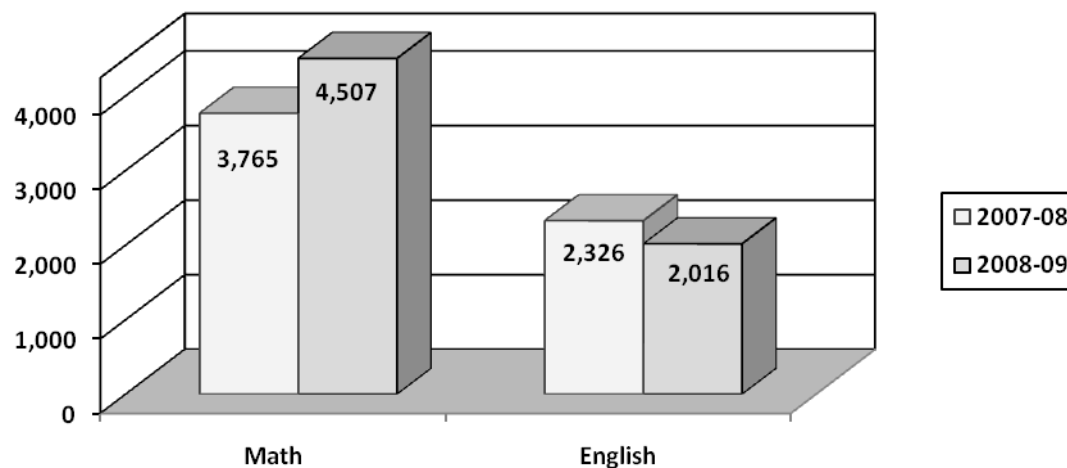


Figure 2 Remedial/Developmental Course Enrollments, 2007-08 and 2008-09

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 in 1991-92, with a fall enrollment of 5,280 and a spring enrollment of 2,522. The decline in remedial instruction since 1991-92 has 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 previous year, the highest year for expenditures since 1991-92 academic year. 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 been relatively constant across time at 45% in 2002-03 and 43% in 2007-08. Other remedial activities such as skill labs, special services and programs, and summer bridge programs, account for the remaining 57% of remedial expenditures.

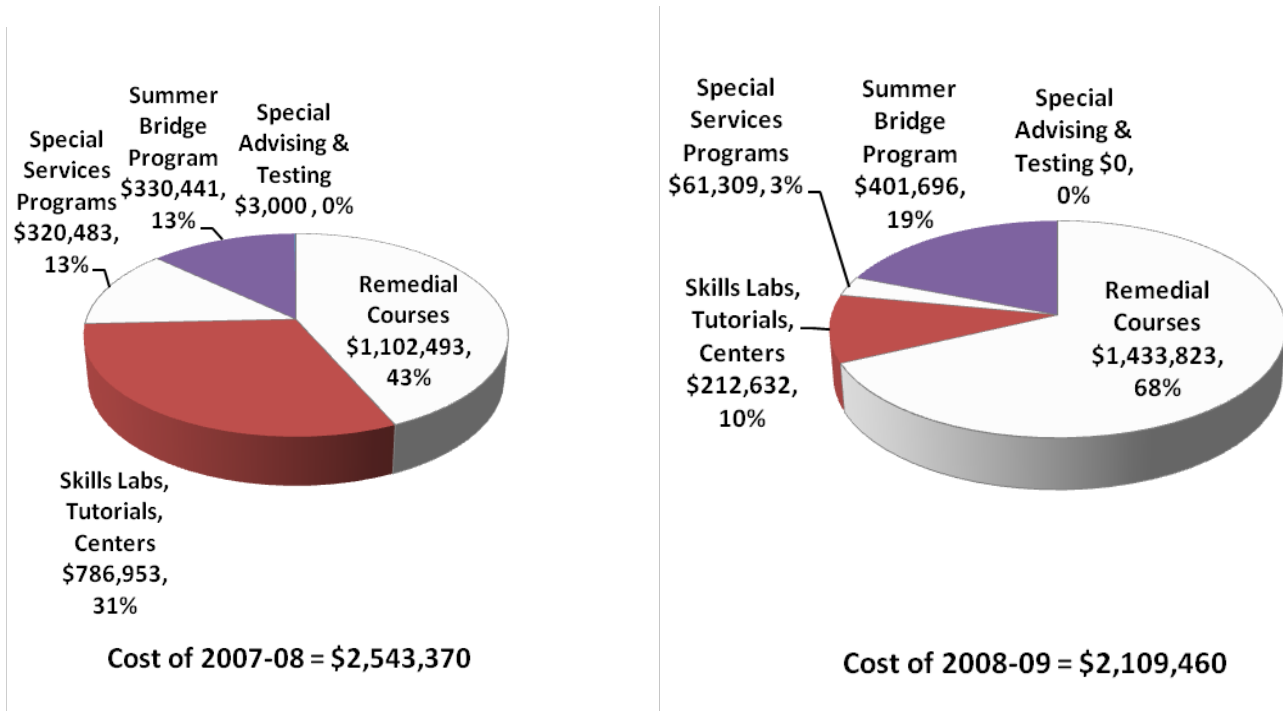


Figure 3 Remedial/Developmental Course Expenditures, 2007-08 and 2008-09

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 2007-08 amounted to \$2,068,340 (or 81.3 percent) of total expenditures, while non-state funds provided an additional \$475,030 (or 18.7 percent).

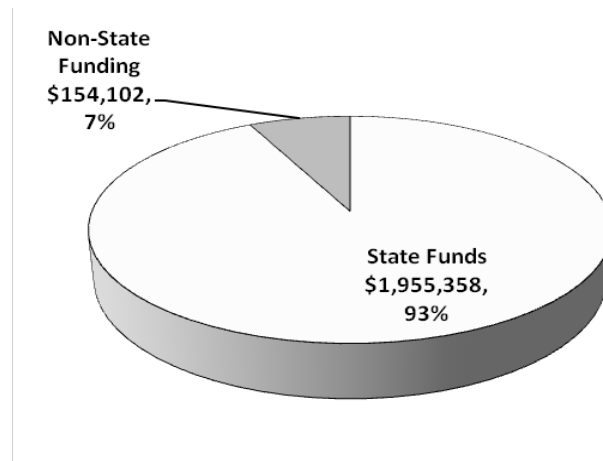


Figure 4 Distribution of Remedial/Developmental Expenditures by Source, 2008-09

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.

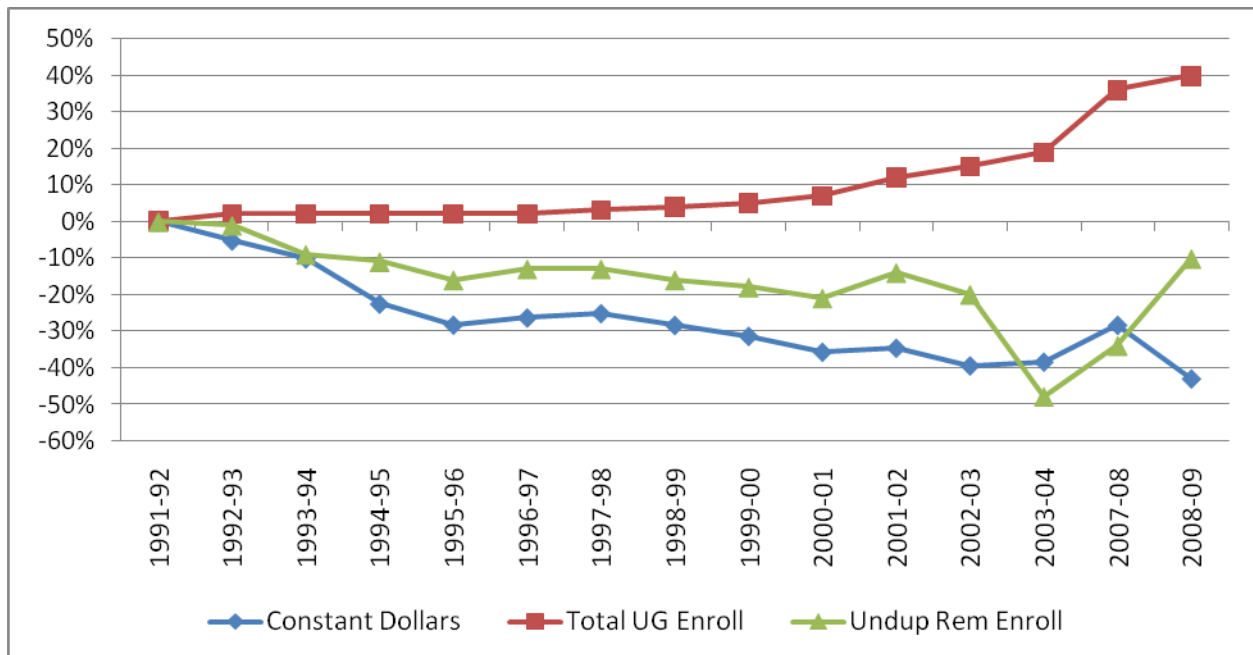


Figure 5 Percentage of Change in Fall Unduplicated Remedial/Developmental Instruction Enrollments and Inflation-Adjusted Expenditures on Remedial/Developmental Instruction Compared to Fall Undergraduate Enrollments, 1991-92 to 2008-09. (Note: 2004-05 through 2006-07 are not represented).