



# Remedial Education in the UW System

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- UW institutions admit students based on their assessment that the students have the potential to succeed in college.
- While the vast majority of students admitted to the UW are prepared to do college level work, a relatively small number have deficiencies in English or Mathematics which require additional coursework to get them up to the level that is necessary for college work.

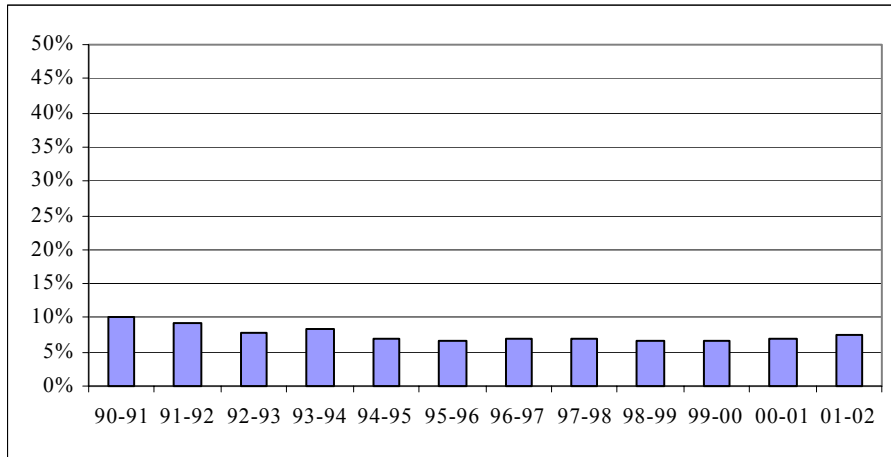
## The National Context

### Students Enrolled In Remedial Courses

	All Institutions	Public 4-Year	UW System
English	17%	12%	6%
Math	24%	18%	11%

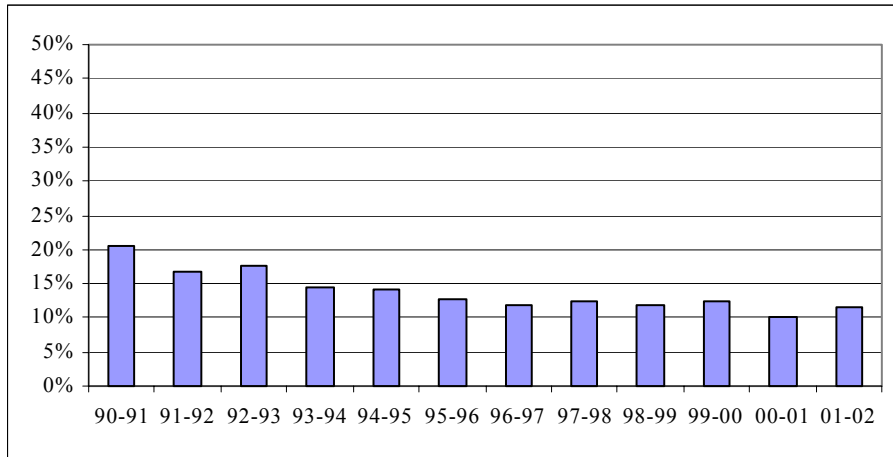
- Because of the quality of K-12 education in Wisconsin, fewer UW students require remedial English or Mathematics coursework than their peers from other states.
- According to a survey published by the National Center for Education Statistics, 17 percent of freshmen enrolled in higher education (which includes public and private institutions and 2- and 4-year institutions) take a remedial English course during their freshman year.
- In 4-year public institutions, 12 percent enroll in remedial English courses.
- For new freshmen in the UW System, only 6 percent, half the national average for 4-year institutions, enroll in remedial English courses.
- While across all sectors, a higher proportion of new freshmen enroll in remedial math courses than in remedial English courses, the pattern for UW students is the same – fewer UW students enroll in remedial math courses than their peers across the country.

## New Freshmen Needing English Remediation



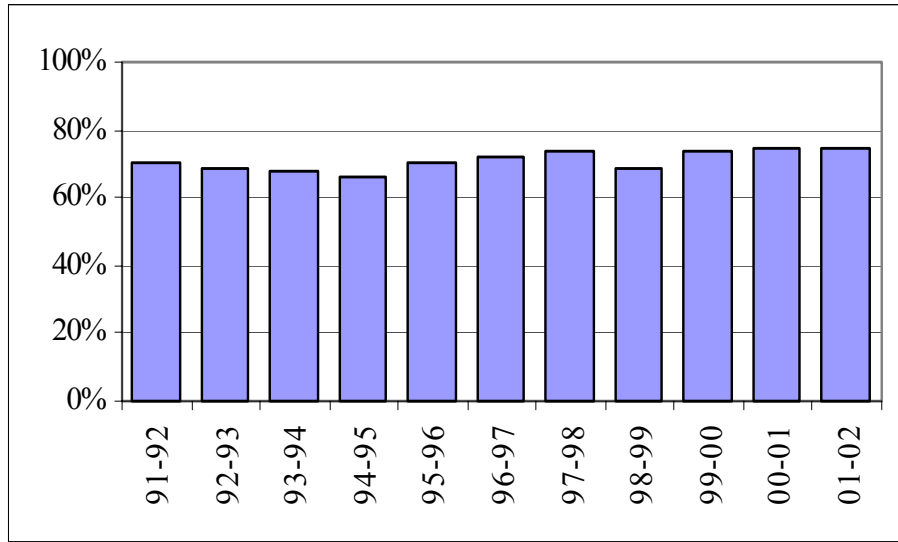
- Since 1990-91, when the Board first required reporting on students requiring remediation, the percentage of students requiring English remediation fell from 10.2 percent to 7.4 percent in 2001-02.
- Over the three years since the last report, the percentage requiring English remediation rose slightly, less than one percentage point, from 6.6 percent in 1999-00 to 7.4 percent in 2001-02. However, the percentage of UW students requiring English remediation is well below the national average.

## New Freshmen Needing Math Remediation



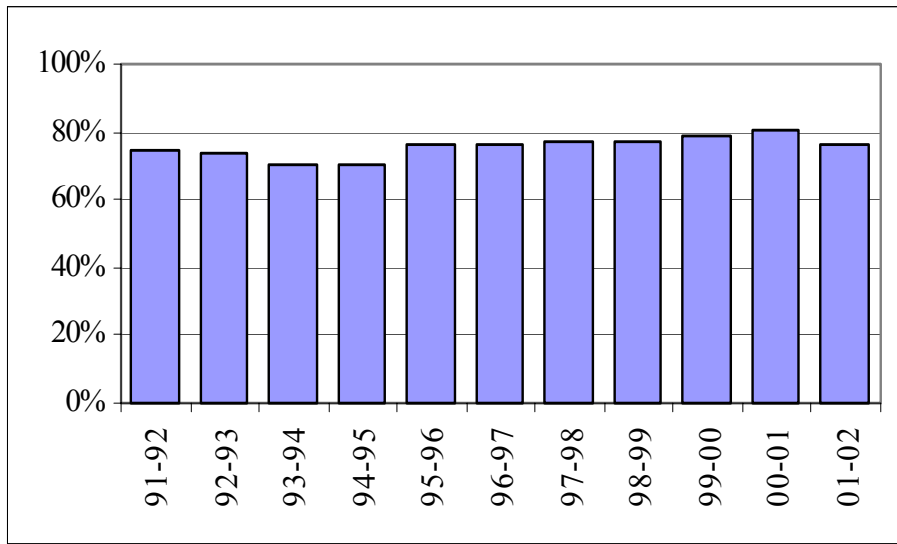
- The proportion of UW students requiring math remediation has fallen substantially since we have been reporting on it, going from 20.6 percent in 1990-91 to 11.7 percent in 2001-02.
- Since the last report to the Board, students requiring math remediation fell from 12.5 percent to 11.7 percent.
- A relatively small proportion of UW new freshmen (3.6%) required remediation in both English and Mathematics.

## Retention to the 2<sup>nd</sup> Year Students Completing English Remediation



- Board policy requires that students identified as requiring remediation complete that remediation within the first 30 credits of undergraduate work.
- Although not all freshmen accumulate 30 credits within their first year of study, a good indicator of the effectiveness of remediation is to examine the second year retention rate for students who complete remediation during their first year of study.
- For students who are required to take remedial English, the second year retention rate has remained high, currently standing at approximately 75 percent.

## Retention to the 2<sup>nd</sup> Year Students Completed Math Remediation



- There is a similar pattern of relatively stable and high second year retention rates for students who required and completed math remediation in their first year of study.
- Second year retention rates for students who required and completed math remediation currently stands at more than 75 percent.

## 2<sup>nd</sup> Year Retention Rates by Remediation Status

Remedial Education

ENGLISH	Entering Class		Completed Remediation		Retained to Year 2	
	Number	% of New Freshmen	Number	% of Req.	Number	% of Completed
<b>No Remedial</b>	25,908	92.6%			19,749	76.2%
<b>Remedial Required</b>	2,085	7.4%	1,462	70.1%	1,089	74.5%

MATH	Entering Class		Completed Remediation		Retained to Year 2	
	Number	% of New Freshmen	Number	% of Req.	Number	% of Completed
<b>No Remedial</b>	24,721	88.3%			19,038	77.0%
<b>Remedial Required</b>	3,272	11.7%	1,732	53.0%	1,316	75.0%

- Looking more closely at the 2001-02 new freshman class, the most recent class for which we have second year retention rates, we can compare the success of those students who are required and complete remedial coursework with those who are not required to take remedial courses.
- 7.4 percent of the 2001-02 new freshmen were required to take remedial English and 92.6 percent entered with a level of preparation that did not require remediation in English.
- For those students who were not required to take remedial English, approximately 76 percent were retained to the second year.
- For those students requiring remediation in English, approximately 70 percent completed the requirement during their first year.
- For the students required to take English remediation and completing it within the first year, approximately 75 percent were retained to the second year.
- The second year retention rate for remedial completers is very comparable to the rate for students not required to take remedial English.
- For those students who were not required to take remedial math, approximately 77 percent were retained to the second year.
- For those students requiring remediation in math, approximately 53 percent completed the requirement during their first year.
- For the students required to take math remediation and completing it within the first year, approximately 76 percent were retained to the second year.
- As was the case for students required to take remedial English, the second year retention rate for remedial math completers is very comparable to the rate for students not required to take remedial math.

## Six-Year Graduation Rates by Remediation Status

ENGLISH	Entering Class		Completed Remediation		Graduated	
	Number	% of New Freshmen	Number	% of Req.	Number	% of Completed
<b>No Remedial</b>	19,981	94.0%			12,656	63.3%
<b>Remedial Required</b>	1,288	6.0%	1,077	83.6%	469	43.5%

MATH	Entering Class		Completed Remediation		Graduated	
	Number	% of New Freshmen	Number	% of Req.	Number	% of Completed
<b>No Remedial</b>	19,082	89.7%			12,273	64.3%
<b>Remedial Required</b>	2,187	10.3%	1,616	73.9%	855	52.7%

- As has been discussed with the Board on previous occasions when focusing on graduation rates, there are multiple factors that determine whether or not students earn a bachelors degree. Consequently, it is difficult to isolate the impact of remediation alone on graduation rates.
- Nevertheless, it is useful to see if those students who are admitted with deficiencies that require remediation can successfully attain a bachelors degree.
- Using a format similar to the one used to examine second year retention, we can look at six-year graduation rates for students requiring remediation compared with those who do not need remedial coursework. Because of the time that it takes to get six-year rates, we are examining a different cohort of entering students, in this case, the entering new freshmen of 1996-97, the most recent cohort for which we have six-year rates. We have also restricted the population to students entering as full-time new freshmen (approximately 86% of all students) in order to present data that are consistent with national reporting standards.
- Almost 84 percent of the 1,288 1996-97 new freshmen (i.e., 6% of all freshmen) who were required to take remedial English, completed their requirement and approximately 44 percent graduated. This compares to a graduation rate of 63 percent for students not required to take remedial English.
- Almost 74 percent of the 2,187 1996-97 new freshmen (i.e., 10% of all freshmen) who were required to take remedial math completed their requirement and approximately 53 percent graduated. This compares to a graduation rate of 64 percent for students not required to take remedial math.
- While the need for remediation is only one factor in determining whether or not a student will graduate, the availability of remediation for the relatively small number of new freshmen who require it, results in an additional 1,000 graduates from each entering class.

## Conclusions

- All admitted students have the potential to succeed
- A small number need remediation
- Most students complete their remedial requirement in their first year
- Students completing remediation and students not requiring remediation have comparable retention rates
- Over 1,000 students from each entering class who require remediation eventually graduate