

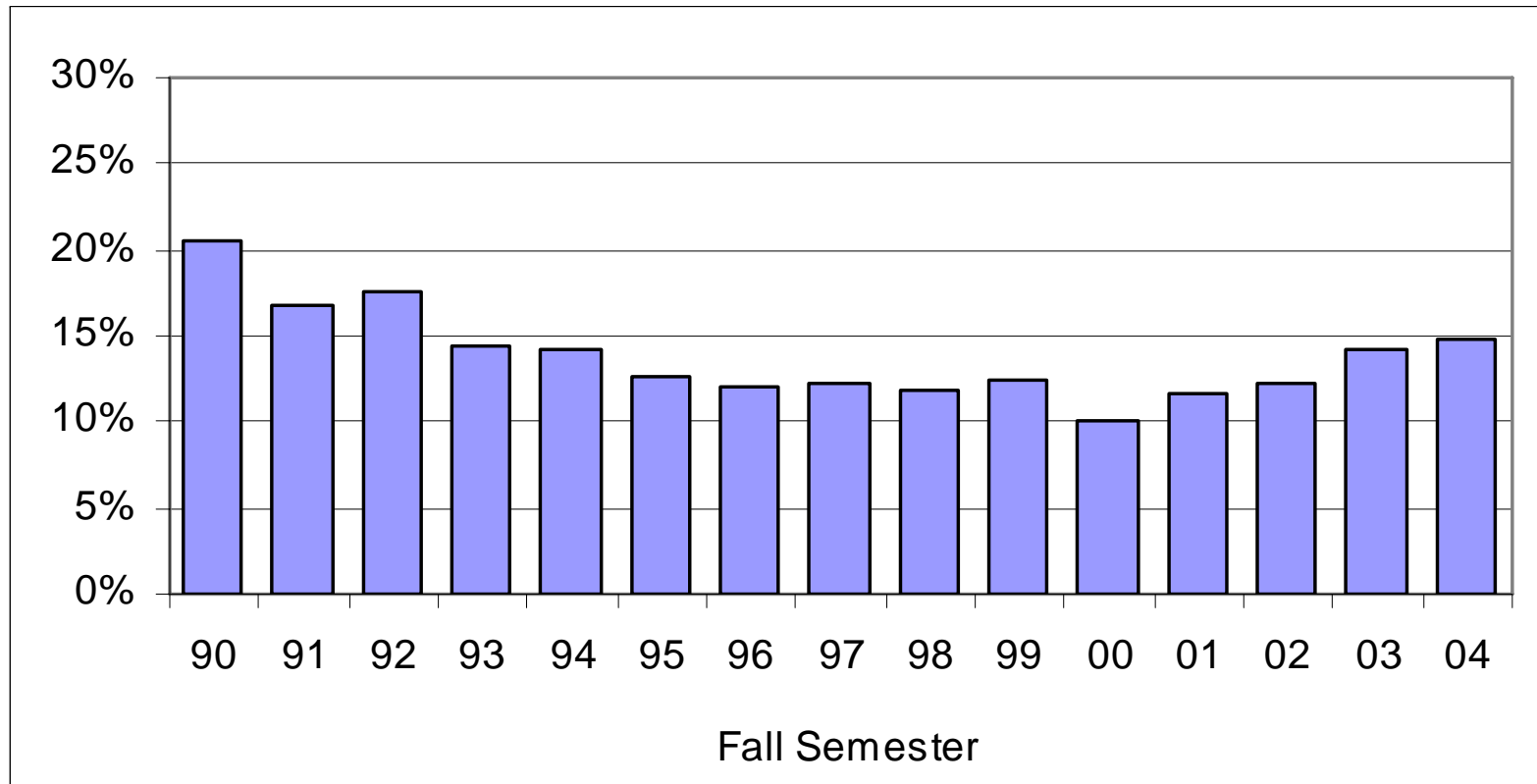


# Remedial Education in the UW System

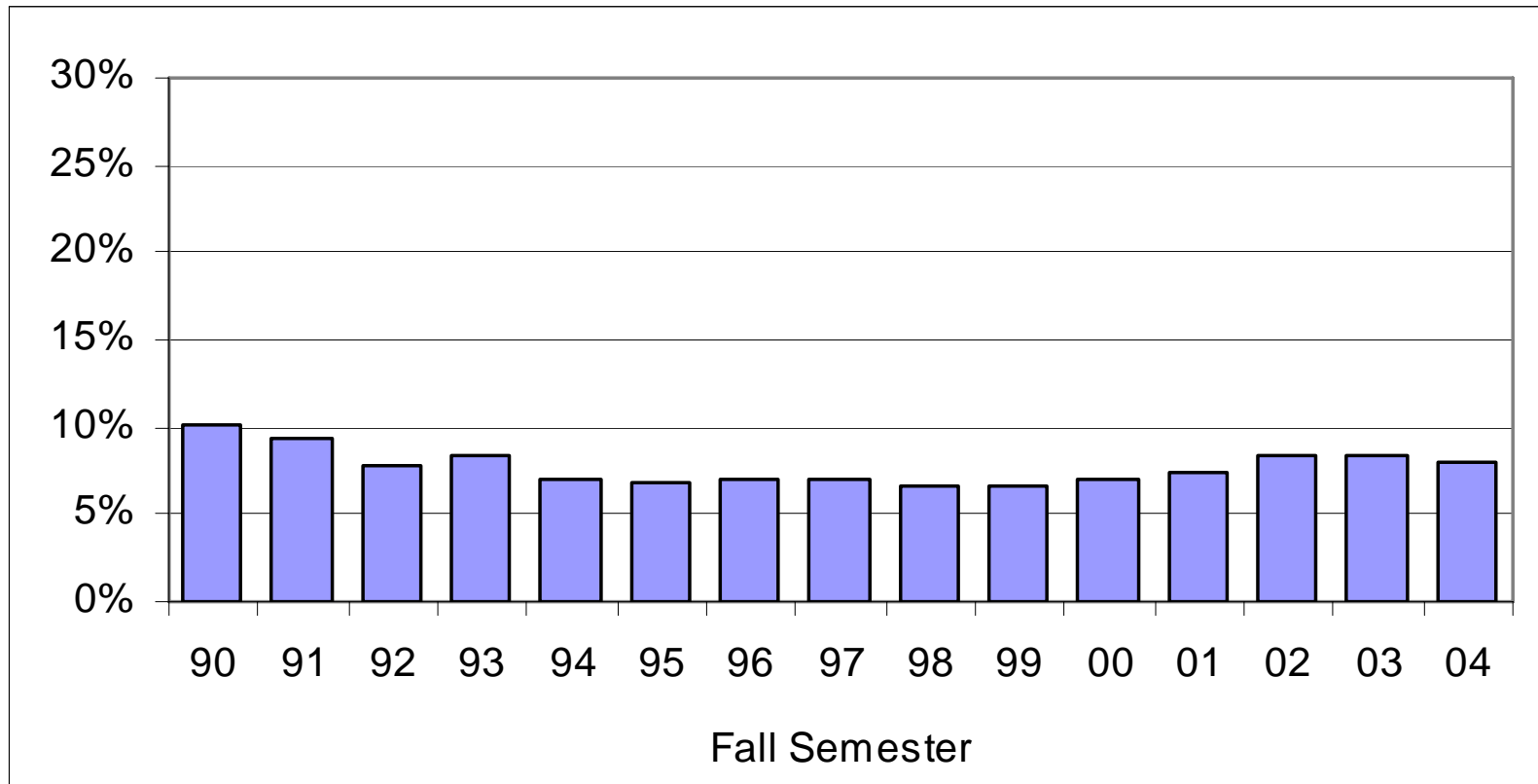
Sharon Wilhelm  
Interim Associate Vice President  
Office of Policy Analysis and Research

Board of Regents  
October 2006

# UW System New Freshmen Needing Math Remediation

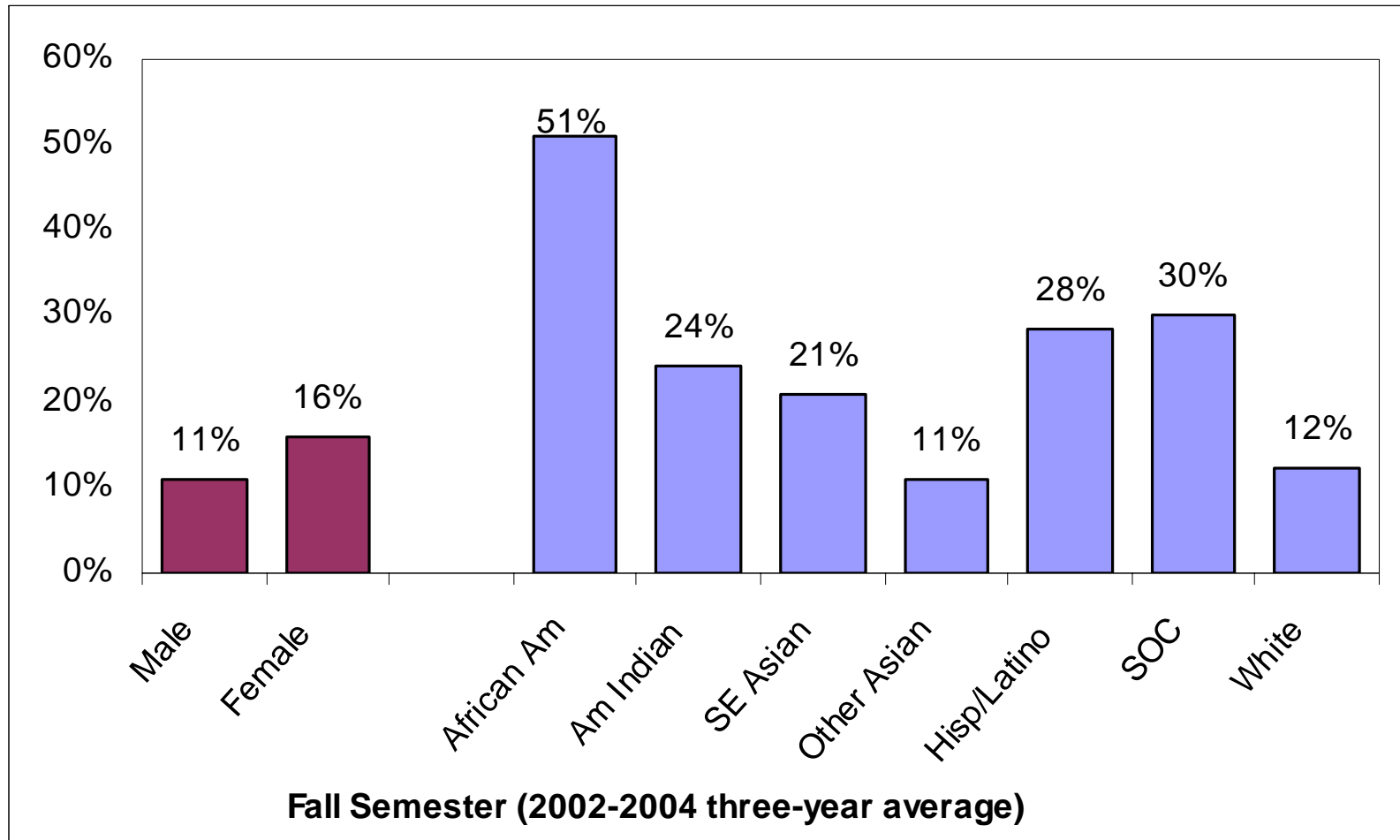


# UW System New Freshmen Needing English Remediation



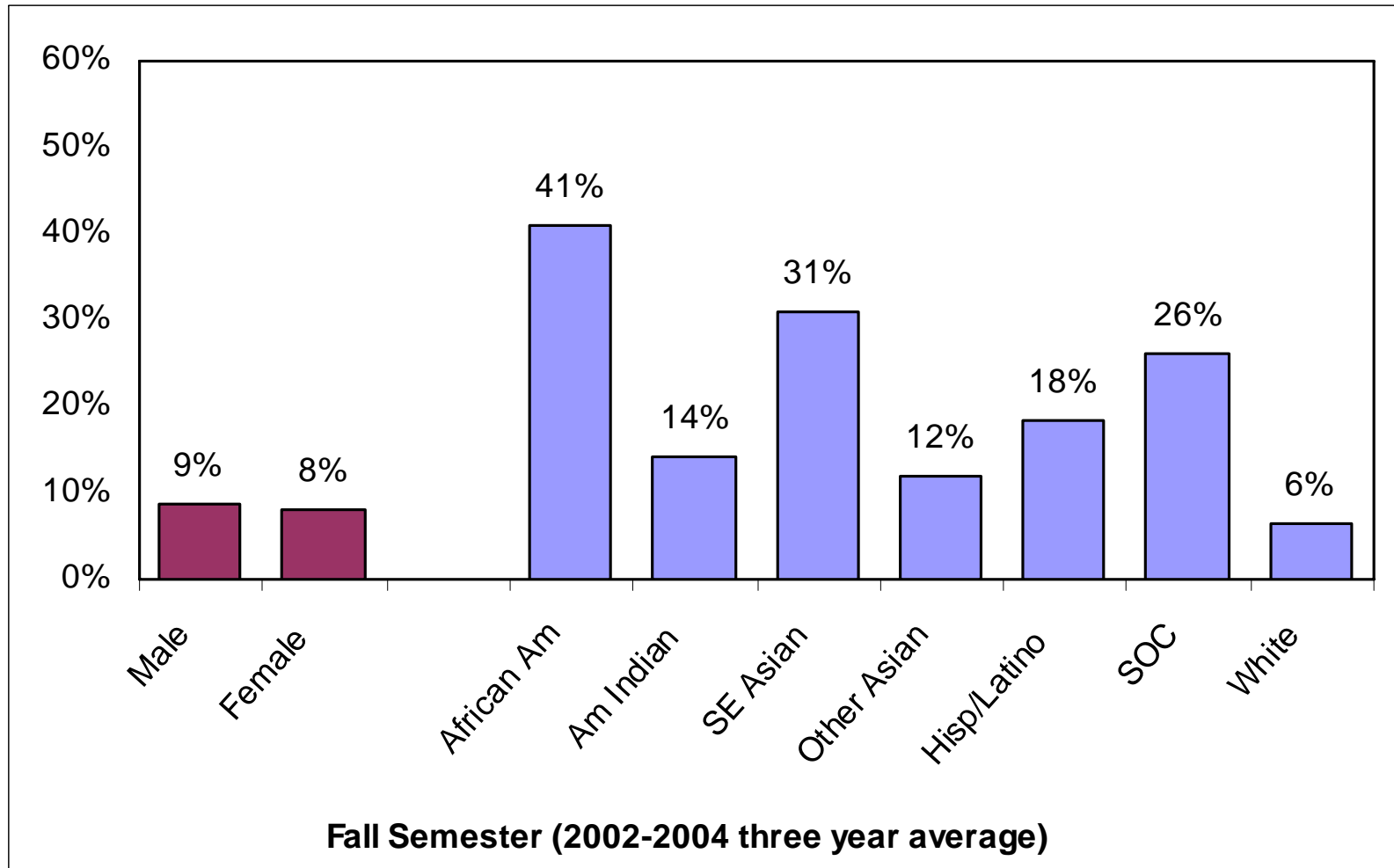


# UW System New Freshmen Needing Math Remediation by Gender and Race/Ethnicity

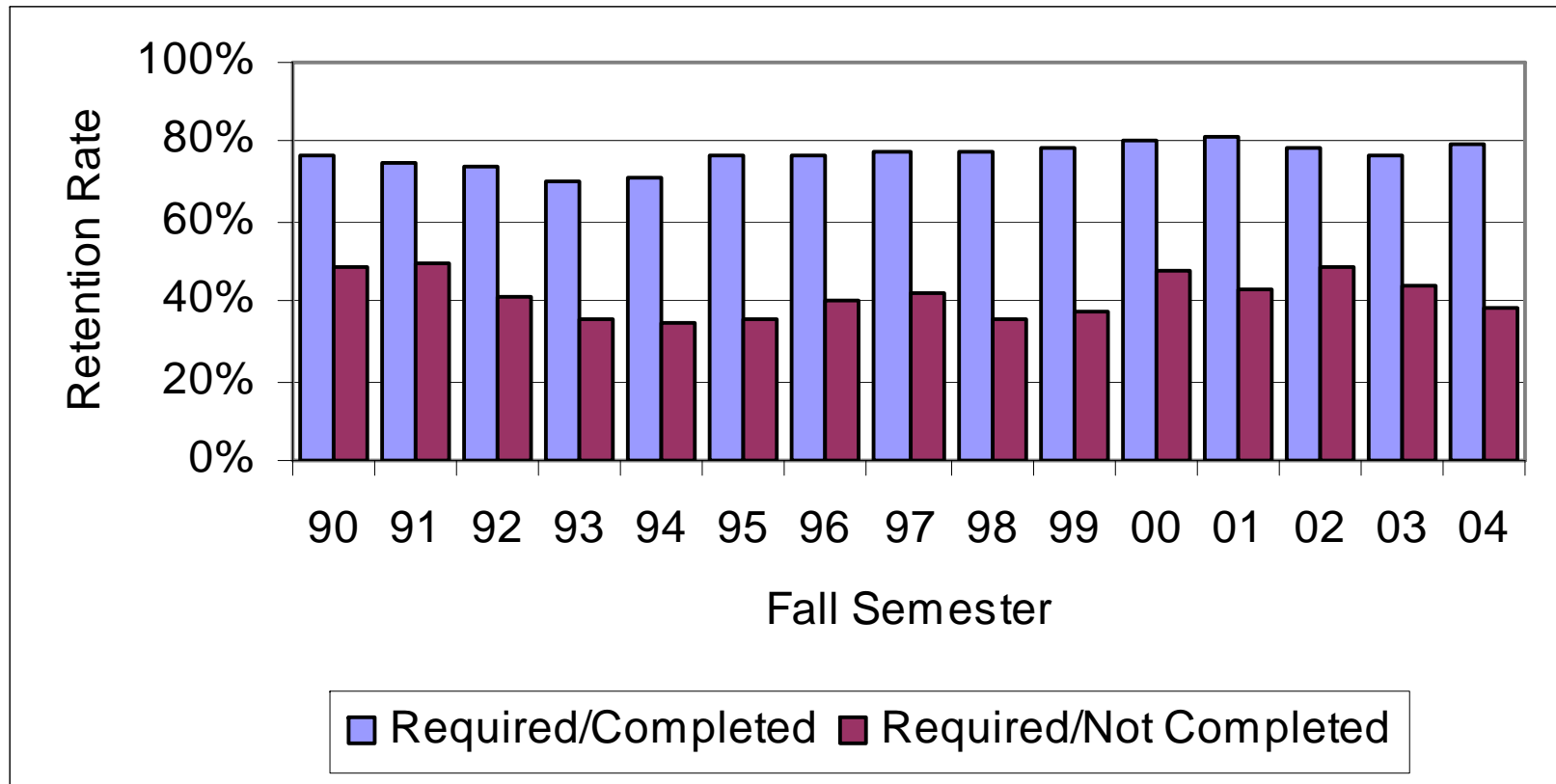




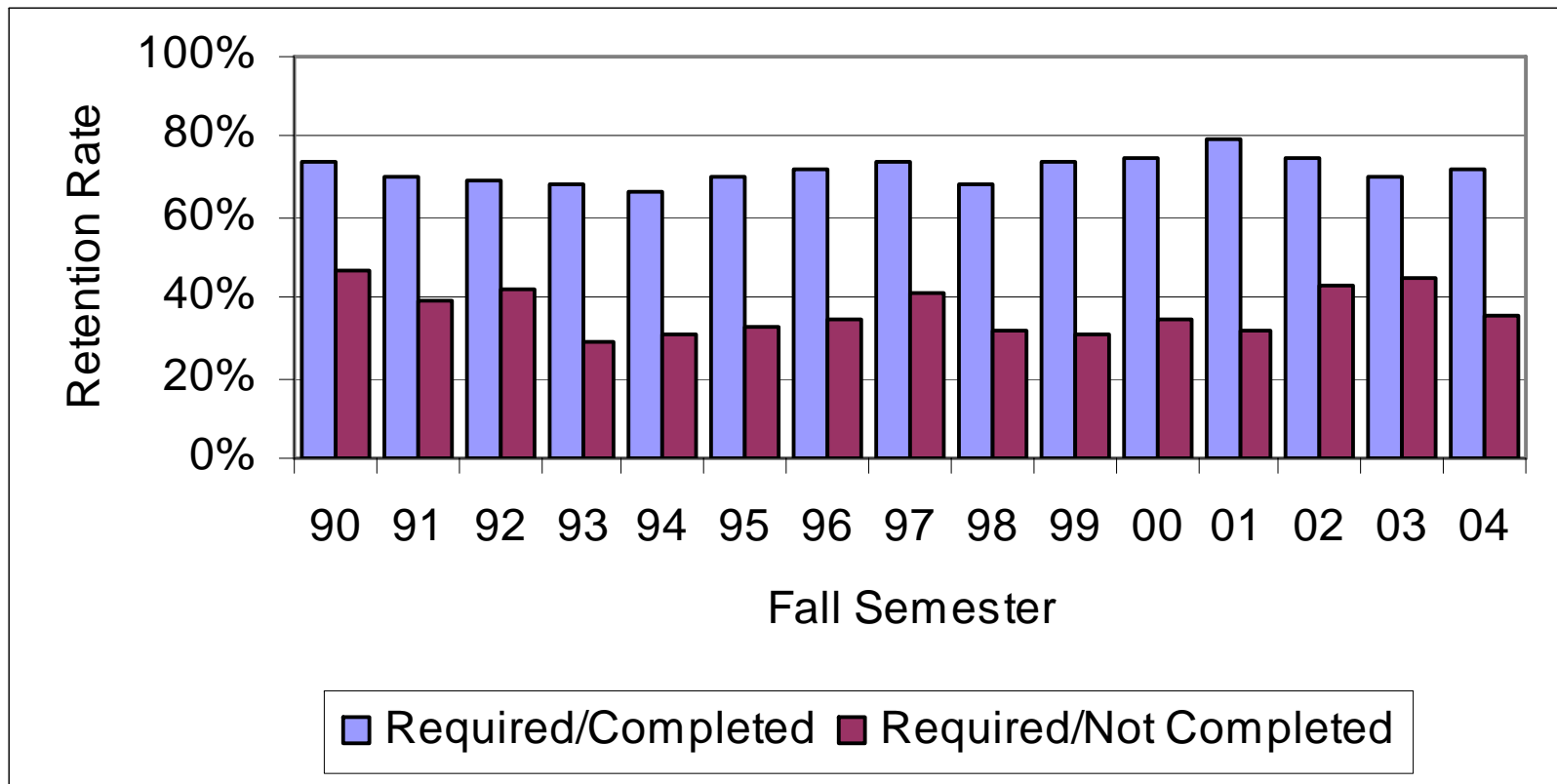
# UW System New Freshmen Needing English Remediation by Gender and Race/Ethnicity



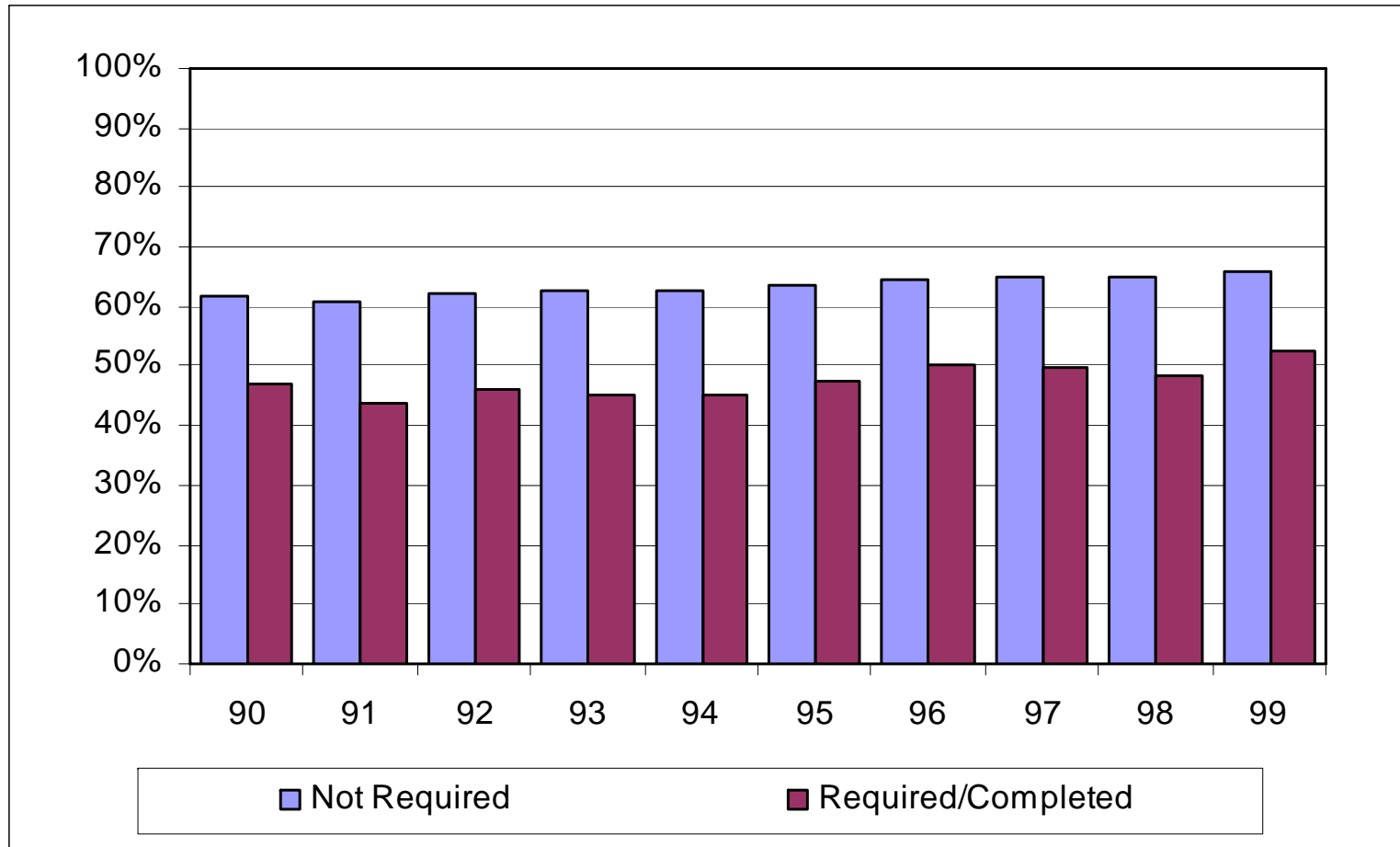
# UW System New Freshmen Needing Math Remediation: Retention to the 2<sup>nd</sup> Year



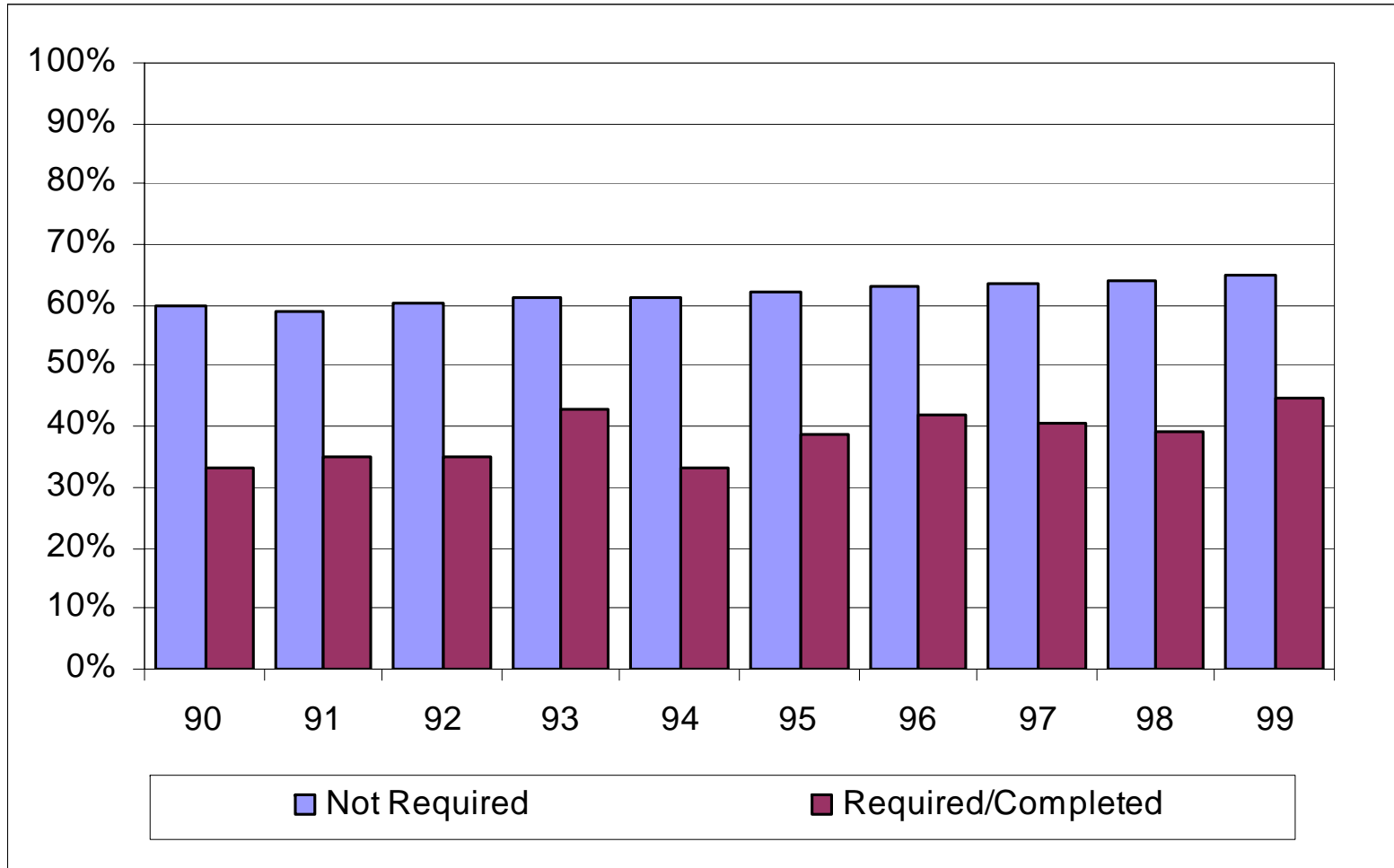
# UW System New Freshmen Needing English Remediation: Retention to the 2<sup>nd</sup> Year



# UW System New Freshmen Needing Math Remediation: Six-Year Graduation Rates



# UW System New Freshmen Needing English Remediation: Six-Year Graduation Rates



# The National Context

## Students Enrolled in Remedial Courses in 2000

	National All Institutions	National Public 4-Year	UW System 4-Year Institutions
Math	22%	16%	8%
English	14%	9%	6%

Source: National Center for Education Statistics (NCES)

# Conclusions

- All admitted students have the potential to succeed
- Students who complete their remedial requirement are more likely to succeed than students who do not complete their remedial requirement
- 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