

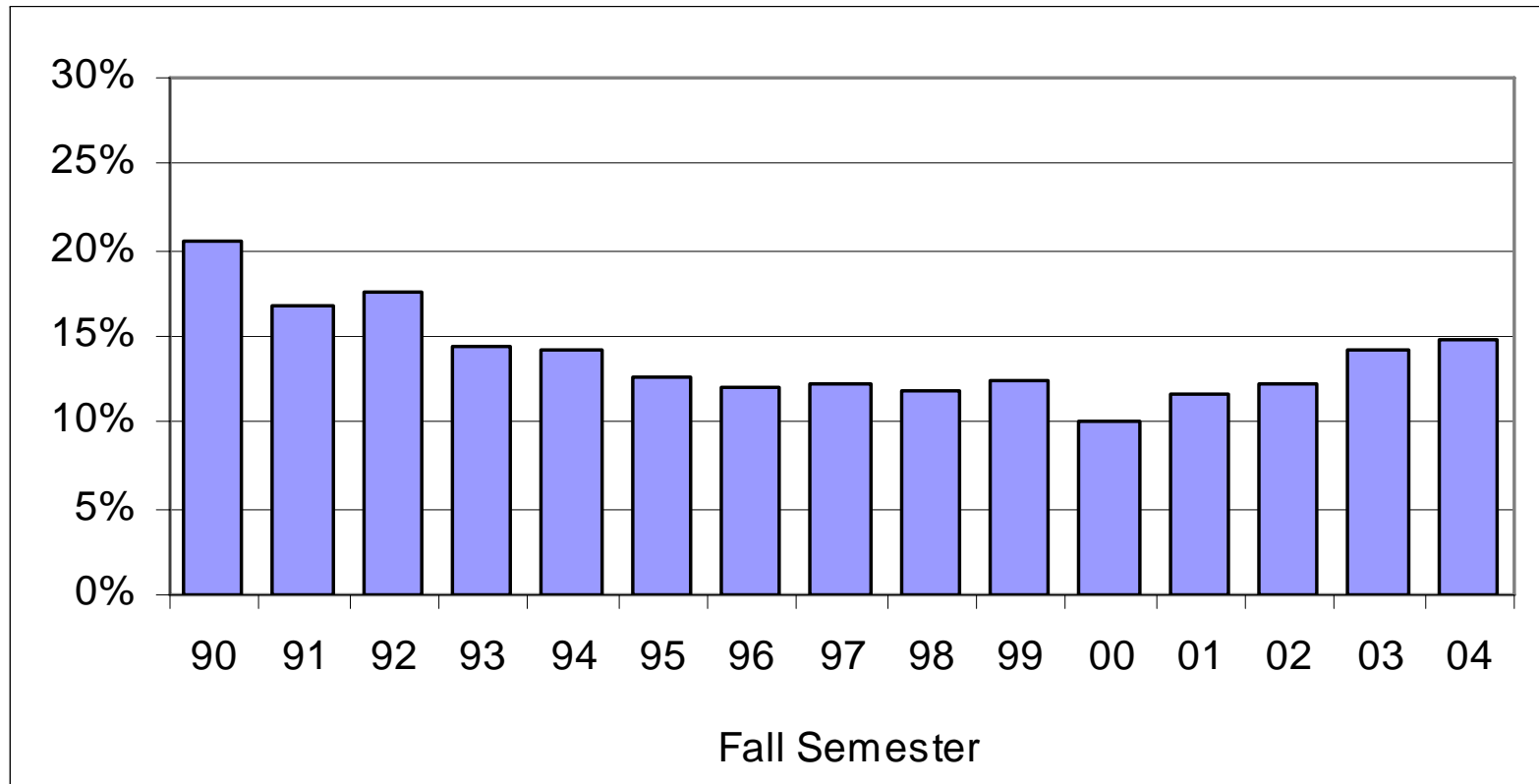


Remedial Education in the UW System

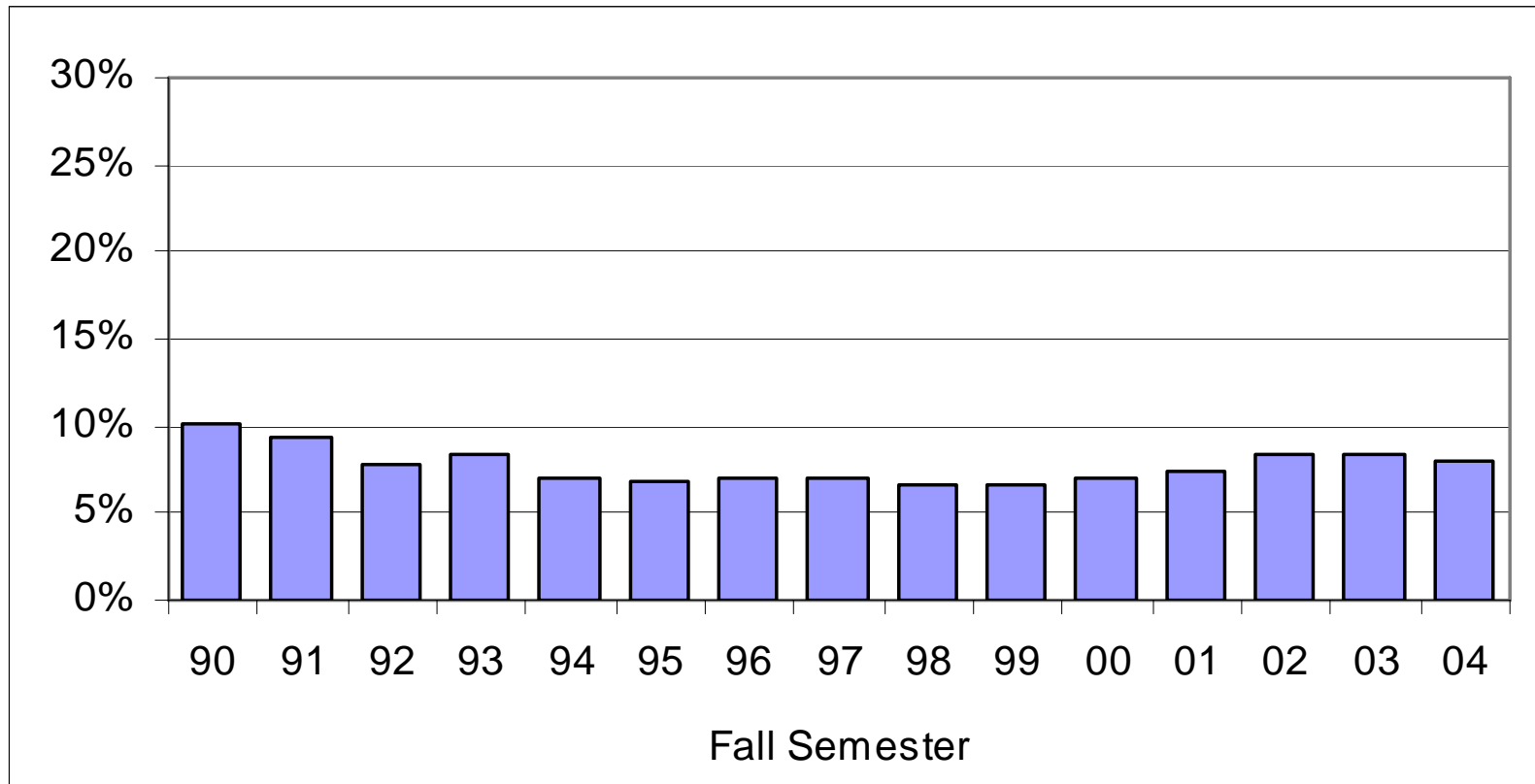
Sharon Wilhelm
Interim Associate Vice President
Office of Policy Analysis and Research

Board of Regents
October 2006

UW System New Freshmen Needing Math Remediation

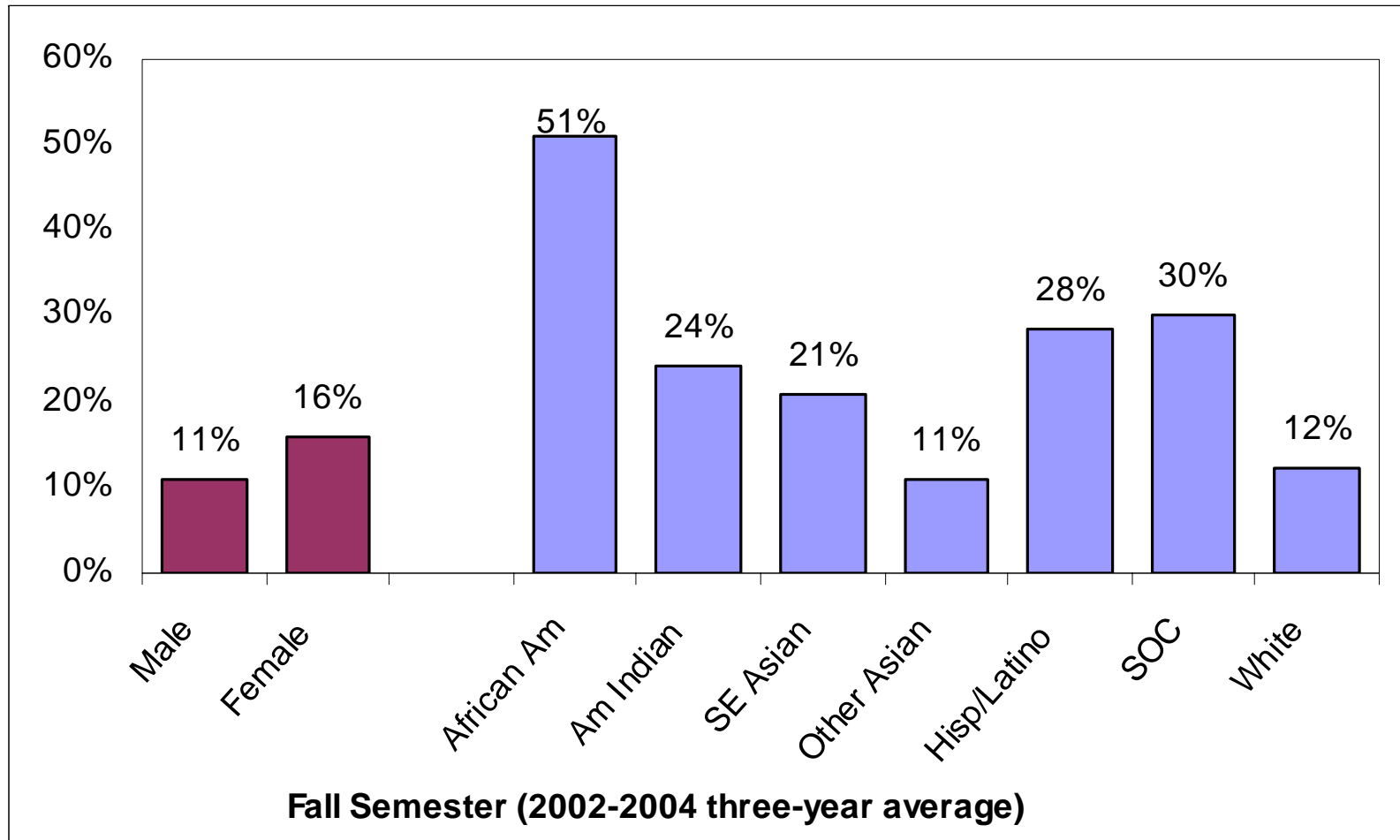


UW System New Freshmen Needing English Remediation



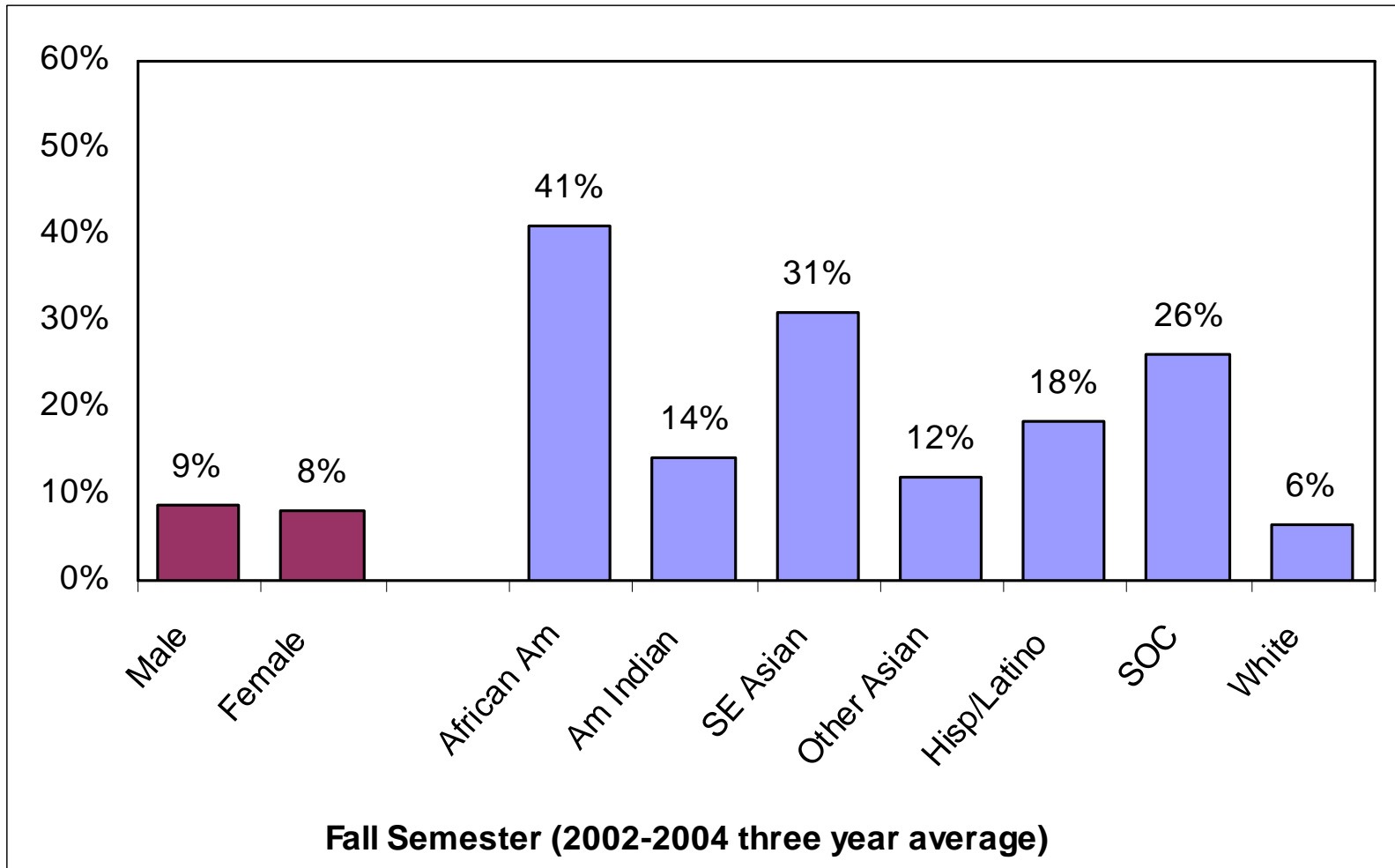


UW System New Freshmen Needing Math Remediation by Gender and Race/Ethnicity

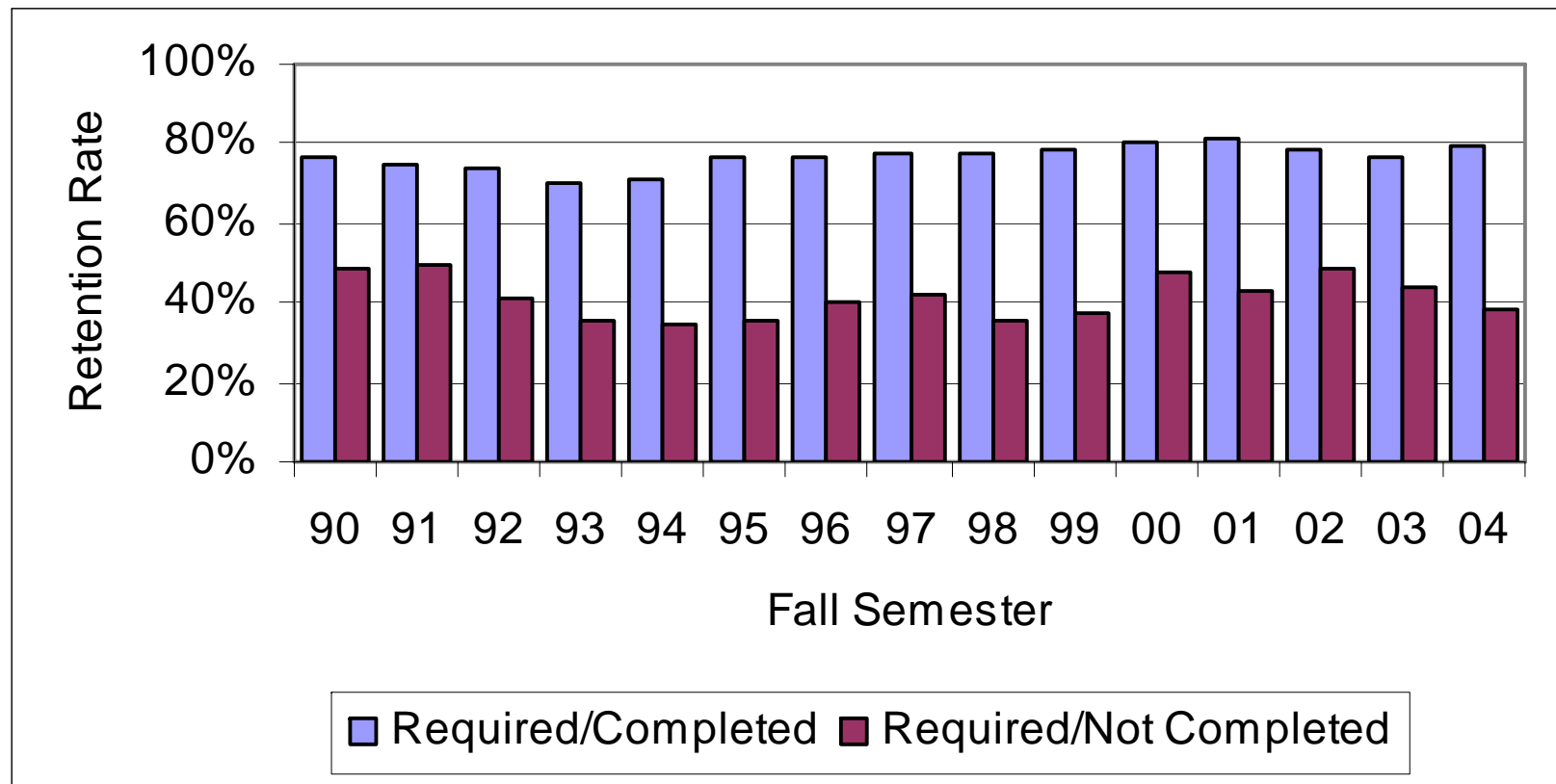




UW System New Freshmen Needing English Remediation by Gender and Race/Ethnicity

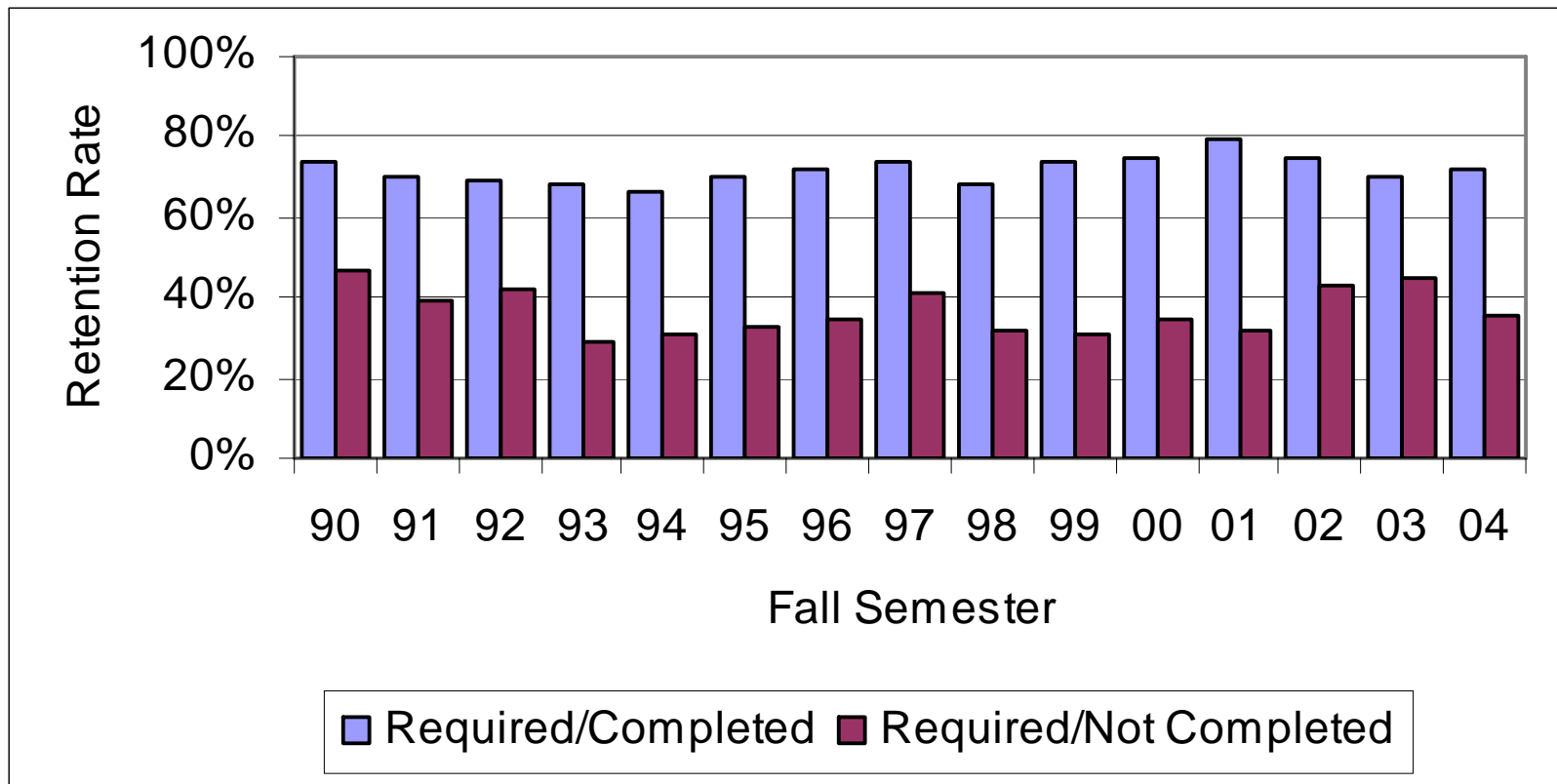


UW System New Freshmen Needing Math Remediation: Retention to the 2nd Year

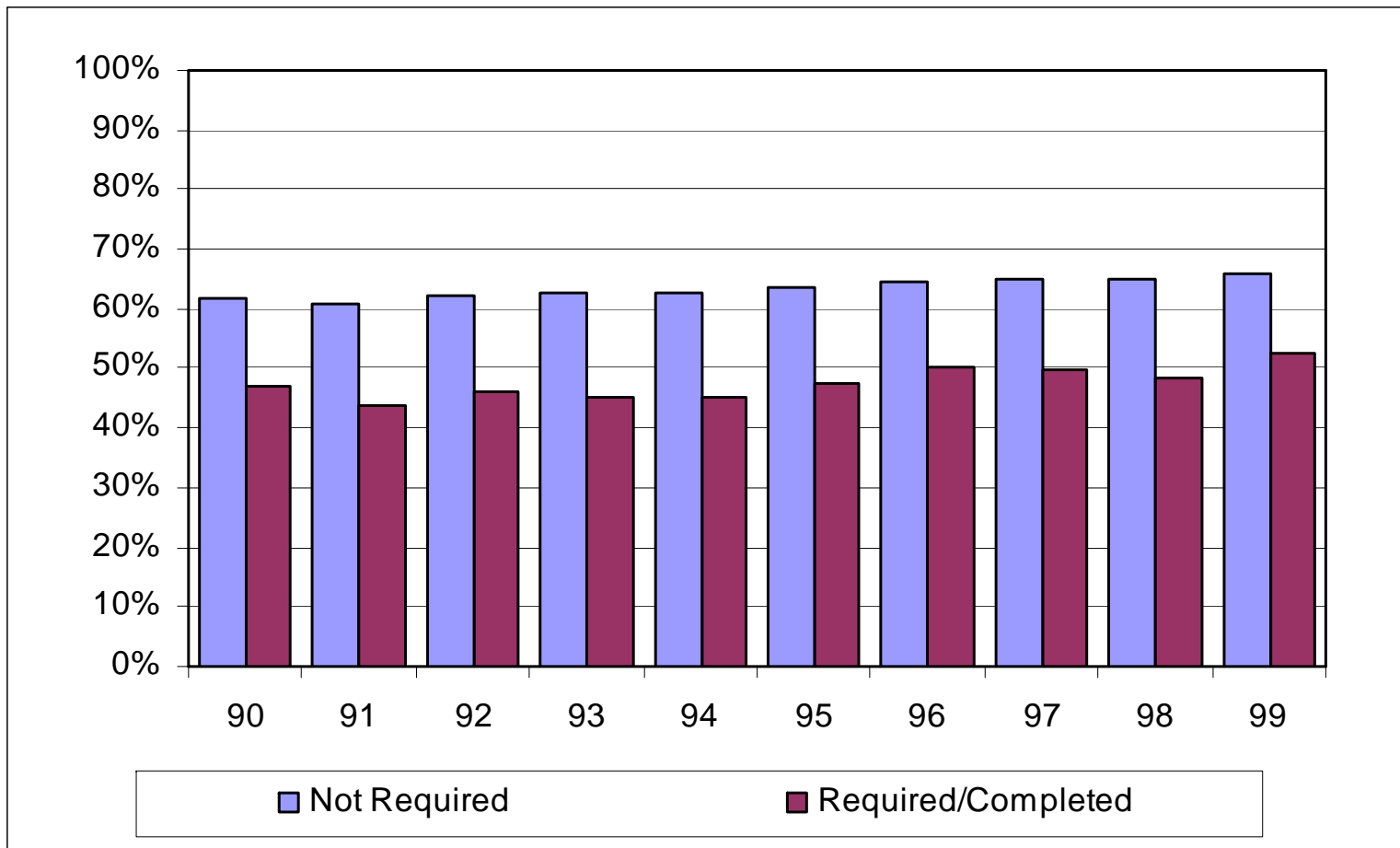




UW System New Freshmen Needing English Remediation: Retention to the 2nd Year

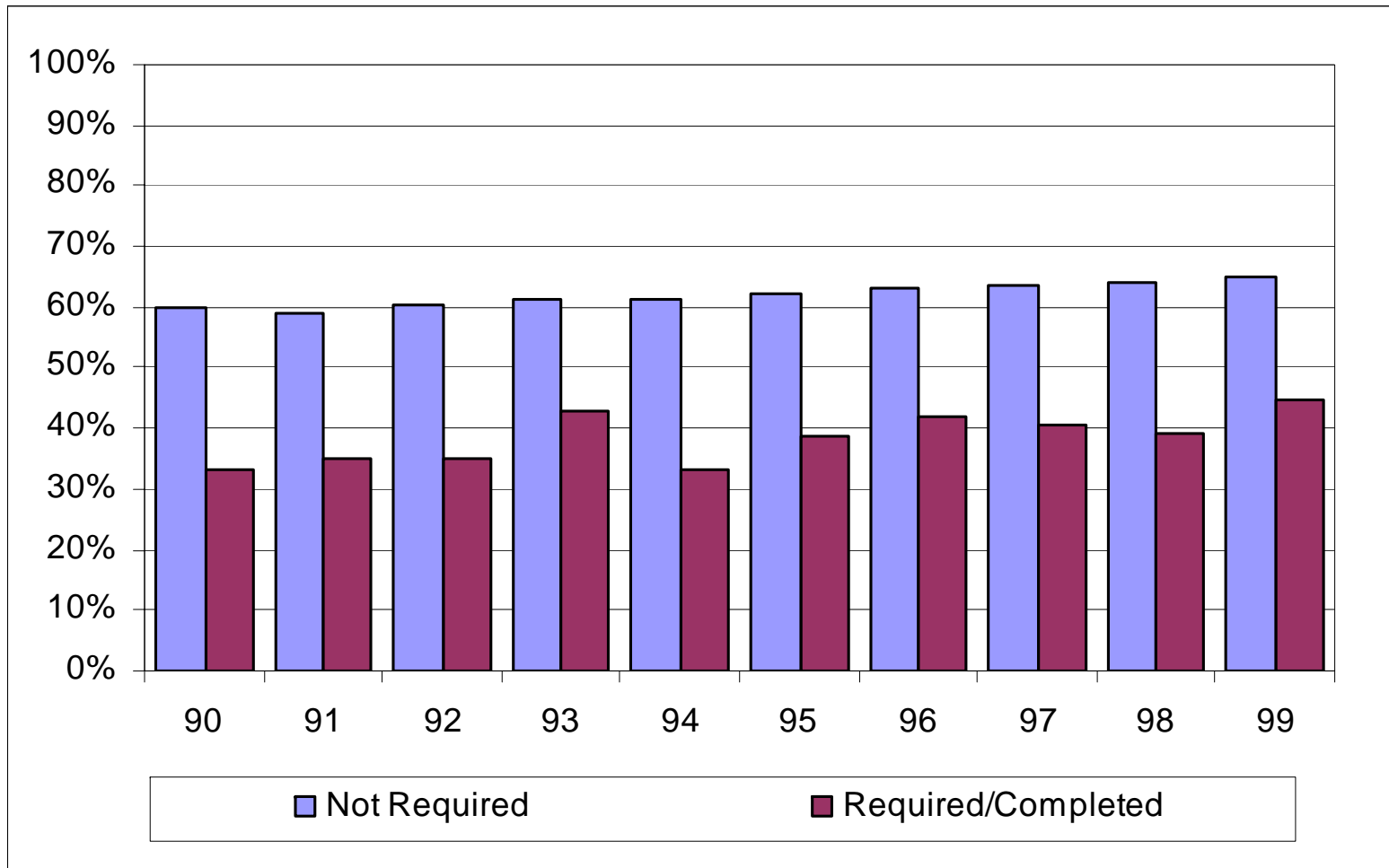


UW System New Freshmen Needing Math Remediation: Six-Year Graduation Rates





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