

**Report to the Joint Legislative Education Oversight  
Committee of the General Assembly**

***North Carolina High School Feedback Report***

**May 2007**

**University of North Carolina General Administration**

North Carolina General Statute

§ 116-11 (10a)

(10a) The Board of Governors, the State Board of Community Colleges, and the State Board of Education, in consultation with private higher education institutions defined in G.S. 116-22(1), shall plan a system to provide an exchange of information among the public schools and institutions of higher education to be implemented no later than June 30, 1995. As used in this section, "institutions of higher education" shall mean public higher education institutions defined in G.S. 116-143.1(a)(3), and those private higher education institutions defined in G.S. 116-22(1) that choose to participate in the information exchange. The information shall include:

- a. The number of high school graduates who apply to, are admitted to, and enroll in institutions of higher education;
- b. College performance of high school graduates for the year immediately following high school graduation including each student's: need for remedial coursework at the institution of higher education that the student attends; performance in standard freshmen courses; and continued enrollment in a subsequent year in the same or another institution of higher education in the State;
- c. The progress of students from one institution of higher education to another; and
- d. Consistent and uniform public school course information including course code, name, and description.

The Department of Public Instruction shall generate and the local school administrative units shall use standardized transcripts in an automated format for applicants to higher education institutions. The standardized transcript shall include grade point average, class rank, end-of-course test scores, and uniform course information including course code, name, units earned toward graduation, and credits earned for admission from an institution of higher education. The grade point average and class rank shall be calculated by a standard method to be devised by the institutions of higher education.

The Board of Governors shall coordinate a joint progress report on the implementation of the system to provide an exchange of information among the public and independent colleges and universities, the community colleges, and the public schools. The report shall be made to the Joint Legislative Education Oversight Committee no later than February 15, 1993, and annually thereafter.



The University of North Carolina  
POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

ERSKINE B. BOWLES, *President*

Telephone: (919) 962-1000 Fax (919) 843-9695  
E-mail: [ebowles@northcarolina.edu](mailto:ebowles@northcarolina.edu)

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  
School of  
the Arts

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  
Wilmington

Western Carolina  
University

Winston-Salem  
State University

An Equal Opportunity/  
Affirmative Action  
Employer

April 26, 2007

Dear Principal/Superintendent:

Enclosed are the North Carolina High School Feedback Reports, which consist of reports on your 2004-2005 graduates who sought admission to a UNC institution in the fall of 2005. The first report, the Freshmen Applications Report (FAR), shows the number of applications submitted to each UNC institution by your graduates. The second report, the Freshmen Performance Report (FPR), presents summary data on the academic performance of your graduates in their freshman year (2005-2006). Both reports have been prepared in accordance with the requirements of Senate Bill 43, enacted by the 1989 session of the General Assembly and amended by the 1992 session. Each report includes FAR and FPR tables for your high school(s) and additional tables to permit comparisons with graduates of all public high schools in the local school district and in the state. The FPR also contains a table summarizing the academic performance of all UNC freshmen, including those who graduated from private or out-of-state high schools.

The data in these reports are not all self-explanatory, and for those not already familiar with them, we have included an "Explanatory Narrative" for each report to assist in interpreting the data. Please read them carefully. Keep in mind that the institutions of the University of North Carolina are diverse with respect to their missions, programs, and practices, and this diversity is manifest in the data. For example, freshmen at NCA&T, NC State University, and UNCC typically take more courses, at a higher level, in mathematics than freshmen at other UNC institutions because of the large enrollments in engineering and technical programs offered by these institutions. Since grades in mathematics tend to be lower than in other subjects, the overall grade point average of freshmen at these institutions may be lower than at other institutions, everything else being equal. Similarly, variations in general education requirements and in options for satisfying them explain some of the variation in course-taking patterns among the institutions.

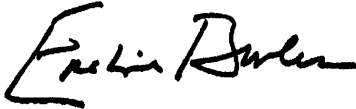
During this sixteenth year of reporting, you or your colleagues may have additional questions about your report or its interpretation. If your questions relate to the accuracy of data, they should be referred to Mrs. Diana Haywood at (919) 962-4548. If your questions relate to the format, content, calculations, or distribution of the report, they should be referred to Dr. Robert Kanoy at (919) 962-4907. If your questions relate to institutional policies and practices at a particular institution, they should be referred to the Director of Institutional Research at the institution in question. Their names and telephone numbers are attached for your information.

The third report, the supplemental report on retention, graduation, and persistence (RGP), provides data on the long-term retention, graduation, and persistence of your graduates. It provides two-year follow-up data on fall 2003 and fall 2004 matriculants and five-year follow-up data on fall 2000 and fall 2001 matriculants. Each public high school in the state is receiving the supplement and will be able to compare the long-term performance of its graduates with those of the school district taken as a whole, all public high school graduates taken as a whole, and all UNC freshman matriculants taken as a whole. As you review these data, please keep in mind that the most recent class of students we can track is determined by the length of time in the tracking period and the semester when we check on the status of students. Thus, the most recent five-year follow-up of freshmen as of the fall 2006 semester will be based on freshmen who entered in the fall of 2001.

The North Carolina High School Feedback reports can be found on the University's web site, at [http://www.northcarolina.edu/content.php/assessment/reports/student\\_info.htm](http://www.northcarolina.edu/content.php/assessment/reports/student_info.htm).

As always, we welcome your comments and suggestions for improving these reports, and we thank you for your interest in them and your commitment to educational improvement.

Sincerely,

A handwritten signature in black ink, appearing to read "Erskine Bowles". The signature is fluid and cursive, with the first name "Erskine" written in a larger, more prominent script than the last name "Bowles".

Erskine Bowles

Enclosures

cc: Ms. Diana Haywood  
Dr. Robert Kanoy

<b>Institution</b>	<b>Director of Institutional Research</b>	<b>Tel. No.</b>
APPALACHIAN STATE UNIVERSITY	Bobby Sharp	828/262-4090
EAST CAROLINA UNIVERSITY	Claudia McCann	252/328-9495
ELIZABETH CITY STATE UNIVERSITY	Nekeesha Ferebee	252/335-3414
FAYETTEVILLE STATE UNIVERSITY	Ivan Walker	910/672-1811
N.C. A & T STATE UNIVERSITY	Robert Ussery	336/334-7797
N.C. CENTRAL UNIVERSITY	Sandra E. Davis	919/530-6314
N.C. SCHOOL OF THE ARTS	Geri Cochran	336/770-1457
N.C. STATE UNIVERSITY	Karen P. Helm	919/515-6648
UNC-ASHEVILLE	Archer Gravely	828/232-5118
UNC-CHAPEL HILL	Lynn E. Williford	919/962-1339
UNC-CHARLOTTE	Steve Coppola	704/687-2431
UNC-GREENSBORO	Sarah Carrigan	336/256-0397
UNC-PEMBROKE	Beverly King	910/521-6295
UNC-WILMINGTON	Lisa Castellino	910/962-3520
WESTERN CAROLINA UNIVERSITY	Raymond Barclay	828/227-7239
WINSTON-SALEM STATE UNIVERSITY	Dana Dalton	336/750-2110

## EXPLANATORY NARRATIVE FOR THE 2005 FRESHMEN APPLICATIONS REPORT (FAR)

### Introduction

This report summarizes data on 2004-05 high school graduates who applied for admission as freshmen to a UNC institution in the fall of 2005. It presents data on acceptance rates and enrollment rates for applicants grouped by race and gender. The front side of the report contains counts of applications, acceptances, and enrollees at each institution. The back side eliminates the double counting caused by applicants who apply to more than one UNC institution. It presents data on applicants, rather than applications, and presents counts of graduates who applied to more than one UNC institution.

This report is a companion to the 2005 Freshmen Performance Report (FPR) which tracks the academic performance of recent high school graduates in their first year of coursework. Like the FPR, it contains summary reports on high school graduates from each North Carolina public school district and from all North Carolina public high schools taken together. These reports permit comparisons of individual high school data with school district and state level data.

### Protecting Students' Rights to Privacy

To protect students' rights to privacy, acceptance rates presented on line "b" of the front side of the report show an asterisk (\*) whenever the number of applications to a particular institution shown in line "a" is equal to one or two. Similarly, asterisks are shown on lines 2a, 3a, 3b, 6, and 7 of the back side of the report whenever the number of applicants shown on lines 2, 3, and 4 are equal to one or two.

### Note about Race Categories

Race/ethnic categories used by the University of North Carolina include an "other race/ethnic" category that is not used by North Carolina public schools. The incongruity results from differences in federal reporting standards applicable to the two sectors. The symbol "NA" is used in data cells in which public school data are not available for graduates in the "other race/ethnic" category.

### Front Side: Applications

Only applications that are sufficiently complete to permit an admissions decision are included in data on applications, acceptance rates, and enrollments.

### Back Side: Applicants

Line 1, "Number of graduates", and lines 10 and 11, "Number (and Percent) of graduates intending to enroll at a UNC institution" are drawn from SDPI data on high school graduate intentions. All other data are drawn from University records.

## EXPLANATORY NARRATIVE FOR THE RETENTION, GRADUATION, AND PERSISTENCE (RGP) REPORT

This report provides a three- and five-year follow-up of students who entered a UNC institution in the fall term following high school graduation. Like the FAR and FPR reports, it contains summary reports for each NC public high school, each NC public high school district, all NC public high schools combined, and all high schools (public, private, and out-of-state) combined. The total number of freshmen in 2004 (line 1) represents the count of fall freshmen at each UNC institution who graduated in 2003-04 from a given high school. Lines 2-4 give the percentage of students who returned in the fall of 2006 and are calculated in lines 2-4 using line 1 as the denominator. Note, that this does not necessarily represent continuous enrollment. Line 3 indicates the percentage of students in line 1 who enrolled in the fall of 2006 with a GPA of 2.0 or better, and line 4 indicates the percentage who enrolled in the fall of 2006 with a GPA of 2.0 or better and had completed 60 or more credit hours with passing grades.

Likewise, line 5 presents the count of fall freshmen in 2001 who graduated from a given high school in 2000-01. All percentages calculated in lines 6 and 7 use line 5 as the denominator. Line 6 indicates the percentage who graduated by fall 2006. Line 7 reports the percentage who persisted (the percentage who were still enrolled in fall 2005 or had graduated by fall 2006).

For your information and use, we have also included the previous year's RGP report.

### Protecting Students' Rights to Privacy

To protect students' rights to privacy, if two or fewer students are reported in a given cell, the count of students is shown but no other data for these students at that institution are given. This practice ensures that the report may be used as a public document.

Fall 2005 Applications, Acceptance Rates and Enrollments from the 2004-05 Graduates of  
 By UNC Institution, Race/Ethnic Origin, and Gender  
 (Enrollments are as of the End of the Drop/Add Period)

- All N.C. Public High Schools

Institution	Black		White		American Indian		Hispanic American		Asian American		Other Race/Ethnic		Total									
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total										
1. ASU	a. Applications	107	116	223	2699	2976	5675	21	17	38	68	67	135	78	64	142	84	103	187	3057	3343	6400
	b. % Accepted	42.1	60.3	51.6	68.1	72.7	70.5	66.7	82.4	73.7	58.8	64.2	61.5	65.4	68.8	66.9	51.2	62.1	57.2	66.4	71.8	69
	c. No. Enrolled	17	23	40	783	807	1590	7	6	13	15	14	29	11	10	21	18	21	39	851	881	1732
2. ECU	a. Applications	525	939	1464	2133	3107	5240	24	47	71	81	115	196	115	128	243	108	129	237	2986	4465	7451
	b. % Accepted	53.7	62.0	59.0	76.4	84.6	81.2	62.5	66.0	64.8	67.9	77.4	73.5	73.0	74.2	73.7	62.0	76.0	69.6	71.4	78.9	76
	c. No. Enrolled	144	239	383	704	1103	1807	5	9	14	20	32	52	28	34	62	27	38	65	928	1455	2383
3. ECSU	a. Applications	364	567	931	36	55	91	1	1	2	5	4	9	4	7	11	13	18	31	423	652	1075
	b. % Accepted	80.8	86.2	84.1	97.2	100.0	98.9	*	*	100.0	100.0	75.0	88.9	75.0	100.0	90.9	69.2	88.9	80.6	82.0	87.6	85
	c. No. Enrolled	127	209	336	21	29	50	0	1	1	3	1	4	1	2	3	4	4	8	156	246	402
4. FSU	a. Applications	400	740	1140	14	40	54	1	5	6	14	24	38	6	8	14	22	43	65	457	860	1317
	b. % Accepted	85.3	89.6	88.1	100.0	95.0	96.3	*	80.0	83.3	92.9	83.3	86.8	50.0	87.5	71.4	86.4	74.4	78.5	85.6	88.8	88
	c. No. Enrolled	181	329	510	12	23	35	1	2	3	10	11	21	2	3	5	13	21	34	219	389	608
5. NCA&T	a. Applications	1281	1355	2636	60	22	82	8	2	10	21	17	38	10	11	21	16	35	51	1396	1442	2838
	b. % Accepted	85.2	88.3	86.8	90.0	90.9	90.2	100.0	100.0	81.0	88.2	84.2	80.0	100.0	90.5	81.3	77.1	78.4	85.3	88.2	87	
	c. No. Enrolled	677	693	1370	17	8	25	3	1	4	6	10	16	4	6	10	5	6	11	712	724	1436
6. NCCU	a. Applications	539	1090	1629	11	14	25	3	3	6	5	9	14	4	8	12	24	65	89	586	1189	1775
	b. % Accepted	81.3	88.1	85.8	100.0	92.9	96.0	100.0	100.0	100.0	77.8	85.7	75.0	100.0	91.7	91.7	96.9	95.5	82.3	88.6	87	
	c. No. Enrolled	231	498	729	3	3	6	1	0	1	3	4	7	2	2	4	13	42	55	253	549	802
7. NCSU	a. Applications	474	550	1024	3451	2950	6401	25	22	47	116	98	214	280	210	490	170	145	315	4516	3975	8491
	b. % Accepted	50.0	68.0	59.7	70.0	79.2	74.2	84.0	81.8	83.0	52.6	67.3	59.3	65.0	70.5	67.3	50.0	52.4	51.1	66.5	75.9	71
	c. No. Enrolled	118	186	304	1483	1132	2615	17	11	28	34	28	62	102	61	163	49	27	76	1803	1445	3248
8. UNC-A	a. Applications	18	38	56	508	698	1206	1	2	3	11	19	30	17	22	39	17	30	47	572	809	1381
	b. % Accepted	27.8	39.5	35.7	54.5	71.3	64.3	*	100.0	100.0	36.4	68.4	56.7	58.8	59.1	59.0	64.7	73.3	70.2	53.8	69.6	63
	c. No. Enrolled	1	7	8	112	181	293	1	0	1	6	7	3	4	4	7	2	10	12	120	208	328
9. UNC-CH	a. Applications	274	584	858	1788	2655	4443	19	40	59	68	100	168	196	258	454	109	143	252	2454	3780	6234
	b. % Accepted	45.3	51.2	49.3	55.4	61.0	58.7	47.4	60.0	55.9	67.6	68.0	67.9	54.1	56.2	55.3	45.9	51.7	49.2	54.0	59.0	57
	c. No. Enrolled	88	216	304	692	1075	1767	5	19	24	35	48	83	74	102	176	30	54	84	924	1514	2438
10. UNC-C	a. Applications	373	626	999	2114	2434	4548	14	18	32	81	100	181	168	157	325	12	23	35	2762	3358	6120
	b. % Accepted	47.7	53.2	51.2	80.4	82.8	81.7	64.3	77.8	71.9	69.1	65.0	66.9	69.6	77.1	73.2	50.0	47.8	48.6	74.8	76.2	76
	c. No. Enrolled	86	170	256	872	862	1734	4	4	8	36	25	61	53	68	121	0	0	0	1051	1129	2180
11. UNC-G	a. Applications	367	1159	1526	1112	2377	3489	6	23	29	49	100	149	73	117	190	73	149	222	1680	3925	5605
	b. % Accepted	48.5	60.1	57.3	82.7	88.1	86.4	33.3	73.9	65.5	63.3	80.0	74.5	69.9	74.4	72.6	68.5	73.8	72.1	73.3	78.6	77
	c. No. Enrolled	83	338	421	398	914	1312	1	8	9	9	32	41	22	42	64	23	48	71	536	1382	1918
12. UNC-P	a. Applications	186	303	489	359	379	738	85	115	200	27	36	63	21	29	50	24	26	50	702	888	1590
	b. % Accepted	77.4	69.3	72.4	90.3	93.1	91.7	87.1	91.3	89.5	88.9	77.8	82.5	90.5	86.2	88.0	79.2	80.8	80.0	86.0	83.6	85
	c. No. Enrolled	85	117	202	159	178	337	56	83	139	14	17	31	9	10	19	12	11	23	335	416	751
13. UNC-W	a. Applications	100	191	291	1650	2632	4282	14	24	38	42	77	119	48	60	108	32	47	79	1886	3031	4917
	b. % Accepted	63.0	72.8	69.4	69.2	70.4	69.9	42.9	75.0	63.2	66.7	77.9	73.9	60.4	71.7	66.7	62.5	42.6	50.6	68.2	70.3	70
	c. No. Enrolled	30	61	91	502	719	1221	2	7	9	10	21	31	10	14	24	6	11	17	560	833	1393
14. WCU	a. Applications	212	204	416	1409	1584	2993	22	14	36	33	36	69	34	24	58	68	67	135	1778	1929	3707
	b. % Accepted	45.8	49.5	47.6	78.4	83.3	81.0	68.2	71.4	69.4	69.7	72.2	71.0	76.5	54.2	67.2	61.8	74.6	68.1	73.6	78.8	76
	c. No. Enrolled	52	29	81	559	605	1164	10	6	16	13	4	17	12	2	14	13	14	27	659	660	1319
15. WSSU	a. Applications	570	1169	1739	18	37	55	2	0	2	5	12	17	2	6	8	0	0	0	597	1224	1821
	b. % Accepted	77.0	86.0	83.0	88.9	89.2	89.1	50.0	0.0	50.0	100.0	91.7	94.1	100.0	100.0	100.0	0.0	0.0	0.0	77.6	86.2	83
	c. No. Enrolled	249	491	740	7	16	23	0	0	0	3	5	8	2	0	2	0	0	0	261	512	773
16. UNC TOTAL	a. Applications	5790	9631	15421	17362	21960	39322	246	333	579	626	814	1440	1056	1109	2165	772	1023	1795	25852	34870	60722
	b. % Accepted	68.3	74.1	71.9	71.8	77.6	75.0	73.2	79.0	76.5	66.0	73.0	69.9	65.7	69.7	67.8	59.1	66.9	63.5	70.3	76.0	74
	c. No. Enrolled	2169	3606	5775	6324	7655	13979	113	157	270	212	258	470	335	360	695	215	307	522	9368	12343	21711
17. Number of HS Graduates		8937	10797	19734	23155	23975	47130	396	441	837	1356	1459	2815	868	774	1642	385	505	890	35097	37951	73048

UNC-OP IRA/FAR.GR002/25APR07

Notes: If the number in a cell is only one, then the cell on "% Accepted" contains an asterisk.  
 N.C. State Department of Public Instruction does not report graduates in the "Other Race/Ethnic" category.

Fall 2005 Applications, Acceptance Rates and Enrollments from the 2004-05 Graduates of  
By UNC Institution, Race/Ethnic Origin, and Gender  
(Enrollments are as of the End of the Drop/Add Period)

- All N.C. Public High Schools

Institution	Black		White		American Indian		Hispanic American		Asian American		Other Race/Ethnic		Total								
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total									
1. Number of graduates	8937	10797	19734	23155	23975	47130	396	441	837	1356	1459	2815	868	774	1642	385	505	890	35097	37951	73048
2. Number of graduates who applied to only one UNC institution	1760	2455	4215	4460	5052	9512	108	122	230	177	227	404	207	189	396	212	274	486	6924	8319	15243
a. Percent accepted	73.6	78.0	76.2	78.1	81.6	80.0	74.1	81.1	77.8	69.5	72.2	71.0	68.6	82.5	75.3	65.6	69.3	67.7	76.0	79.9	78
3. Number of graduates who applied to two or more UNC institutions	1474	2645	4119	5012	6462	11474	61	82	143	177	220	397	319	335	654	185	248	433	7228	9992	17220
a. Percent accepted by only one	30.7	24.8	26.9	26.5	19.9	22.8	31.1	24.4	27.3	28.2	19.5	23.4	28.5	24.5	26.5	36.8	28.2	31.9	27.8	21.6	24
a. Percent accepted by two or more	59.4	69.1	65.7	66.0	74.8	70.9	62.3	69.5	66.4	62.1	70.5	66.8	64.9	68.7	66.8	50.8	64.5	58.7	64.1	72.7	69
4. Number of graduates who applied to at least one UNC institution	3234	5100	8334	9472	11514	20986	169	204	373	354	447	801	526	524	1050	397	522	919	14152	18311	32463
6. Percent of graduates who applied to at least one UNC institution	36.2	47.2	42.2	40.9	48.0	44.5	42.7	46.3	44.6	26.1	30.6	28.5	60.6	67.7	63.9	103.1	103.4	103.3	40.3	48.2	44
6. Number of graduates who were accepted by at least one UNC institution	2624	4401	7025	8118	10238	18356	137	176	313	283	362	645	440	468	908	301	420	721	11903	16065	27968
7. Percent of graduates who were accepted by at least one UNC institution	29.4	40.8	35.6	35.1	42.7	38.9	34.6	39.9	37.4	20.9	24.8	22.9	50.7	60.5	55.3	78.2	83.2	81.0	33.9	42.3	38
8. Number of graduates enrolling at a UNC institution	2138	3580	5718	6390	7748	14138	114	150	264	218	257	475	346	360	706	217	304	521	9423	12399	21822
9. Percent of graduates enrolling at a UNC institution	23.9	33.2	29.0	27.6	32.3	30.0	28.8	34.0	31.5	16.1	17.6	16.9	39.9	46.5	43.0	56.4	60.2	58.5	26.8	32.7	30
10. Number of graduates intending to enroll at a UNC institution	2884	4483	7367	7873	9140	17013	130	162	292	219	283	502	363	384	747	137	204	341	11606	14656	26262
11. Percent of graduates intending to enroll at a UNC institution	32.3	41.5	37.3	34.0	38.1	36.1	32.8	36.7	34.9	16.2	19.4	17.8	41.8	49.6	45.5	35.6	40.4	38.3	33.1	38.6	36
12. Number applied who did not meet UNC minimum course requirements(MCR)	354	364	718	459	349	808	8	7	15	23	15	38	22	11	33	30	33	63	896	779	1675
a. Percent of applicants in line 4 who did not meet MCR	10.9	7.1	8.6	4.8	3.0	3.9	4.7	3.4	4.0	6.5	3.4	4.7	4.2	2.1	3.1	7.6	6.3	6.9	6.3	4.3	5.2
13. Number enrolled who did not meet UNC minimum course requirements	5	9	14	6	13	19	0	0	0	0	0	0	0	0	0	0	1	1	11	23	34

UNC-OP IPA/FAR.GR002/25APR07

Notes: If the number in a race/ethnic column is only one, the column(s) will contain an asterisk for "Percent Accepted". Data for lines 10 and 11 are drawn from N.C. public high school survey of graduates' postsecondary intentions. N.C. State Department of Public Instruction does not report graduates in the "Other Race/Ethnic" category.



RETENTION, GRADUATION, AND PERSISTENCE (RGP) REPORTED IN SPRING, 2007  
OF HIGH SCHOOL GRADUATES WHO ENROLLED AS FIRST-TIME FRESHMAN AT AN INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA

Report For North Carolina Public High Schools

	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Total Number of Freshman, Fall 2003	1727	2543	353	622	1588	712	2978	396	2326	1855	1672	631	1376	1245	691	20715
% Returned for yr 3	76.4	70.7	58.6	59.2	59.8	68.8	84.5	67.4	90.3	67.1	67.0	52.0	74.8	61.0	67.0	72.2
% Returned for yr 3 w/GPA>=2.0	73.2	64.8	53.5	45.8	48.5	56.6	78.3	64.1	87.5	60.6	62.4	41.2	73.5	58.5	56.4	66.3
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	40.9	31.7	35.7	23.3	25.4	26.3	46.1	30.8	16.5	26.1	27.6	19.3	38.2	29.7	21.0	30.7
Total Number of Freshman, Fall 2000	1827	2244	317	423	1273	569	2932	367	2348	1672	1519	467	1179	1006	387	18530
% Graduated within 5 yrs	59.2	50.8	49.8	32.4	32.0	44.8	65.6	48.8	82.1	44.7	48.0	33.2	61.6	44.6	37.7	54.8
% Persisting after 5 yrs	68.3	62.6	60.3	48.0	49.5	63.4	77.5	57.8	85.8	57.2	56.9	45.6	68.4	51.1	53.7	65.3

Report For All High Schools

	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Total Number of Freshman, Fall 2003	2401	3379	435	716	2155	933	3780	570	3416	2348	1984	728	1730	1454	834	26853
% Returned for yr 3	74.9	70.1	60.5	57.8	61.9	67.7	83.7	68.6	90.2	65.6	65.8	51.2	75.0	60.3	66.4	72.2
% Returned for yr 3 w/GPA>=2.0	71.7	65.0	54.8	44.7	52.0	56.5	77.6	65.3	87.6	59.6	60.9	40.9	73.6	57.4	56.5	66.7
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	39.4	31.5	36.9	21.9	28.1	25.0	45.5	32.6	15.0	25.4	26.9	19.0	39.8	29.0	20.9	30.3
Total Number of Freshman, Fall 2000	2489	3049	417	491	1617	658	3682	484	3373	2067	1832	538	1614	1175	466	23952
% Graduated within 5 yrs	57.9	50.6	46.8	32.8	34.9	45.3	65.1	50.2	82.7	44.8	48.3	34.2	61.6	44.9	38.8	55.7
% Persisting after 5 yrs	67.0	62.0	55.4	47.7	51.6	62.9	76.5	58.5	86.1	56.6	56.5	46.5	68.0	51.2	54.9	65.5

Report For North Carolina Public High Schools

	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Total Number of Freshman, Fall 2004	1794	2502	405	558	1552	709	3008	492	2337	2021	1781	623	1316	1338	667	21103
% Returned for yr 3	77.8	69.2	57.0	63.4	55.5	64.3	83.7	64.8	92.8	67.9	65.7	54.3	74.1	59.4	63.1	71.6
% Returned for yr 3 w/GPA>=2.0	74.6	63.7	47.2	50.0	46.8	51.1	77.8	62.8	89.4	62.5	62.3	41.6	70.6	56.2	53.8	65.9
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	41.1	37.3	33.1	22.2	22.7	24.0	44.7	27.8	41.7	27.5	29.0	18.9	39.3	28.8	25.2	34.0
Total Number of Freshman, Fall 2001	1657	2388	269	574	1316	552	2945	336	2542	1769	1497	559	1400	930	509	19243
% Graduated within 5 yrs	61.6	49.0	44.6	32.9	30.1	44.4	65.3	50.6	80.4	45.7	45.7	29.7	61.1	44.9	39.9	54.1
% Persisting after 5 yrs	69.5	60.3	55.0	52.6	50.6	63.2	76.3	58.6	84.5	59.5	56.2	44.9	67.8	53.8	61.7	65.3

Report For All High Schools

	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	TOTAL
Total Number of Freshman, Fall 2004	2463	3412	507	711	2142	961	3797	679	3472	2535	2120	700	1858	1528	791	27676
% Returned for yr 3	76.2	67.5	57.8	62.3	59.2	63.2	82.1	63.6	92.2	66.4	64.5	53.6	73.6	60.1	63.8	71.4
% Returned for yr 3 w/GPA>=2.0	73.2	62.4	48.1	49.2	51.6	51.3	76.5	61.4	89.4	61.1	60.7	40.3	70.3	56.9	54.6	66.0
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	39.4	36.5	33.7	21.2	25.8	23.0	44.6	28.1	39.5	27.5	28.3	17.9	38.7	29.4	26.4	33.8
Total Number of Freshman, Fall 2001	2229	3103	338	689	1697	692	3750	429	3637	2253	1829	632	1899	1140	586	24903
% Graduated within 5 yrs	59.0	49.9	45.3	31.9	35.4	44.4	64.5	51.0	81.0	45.1	45.8	28.5	61.3	44.0	40.1	54.9
% Persisting after 5 yrs	67.4	60.7	55.6	50.7	54.4	62.6	74.9	59.0	84.9	57.6	55.5	42.7	67.7	52.4	61.1	65.3

## EXPLANATORY NARRATIVE FOR THE 2005-06 FRESHMEN PERFORMANCE REPORT (FPR)

### Introduction

This report is an analysis of 2004-05 high school graduates who attended a UNC institution in the fall semester of 2005. It presents summary data on students' first-year grades, initial course placement, and end-of-year academic status. The period covered is the first summer session of 2005 through the spring semester of 2006.

Each North Carolina public high school is receiving a packet that includes the report on its 2004-05 graduates and three other groups:

1. the graduates of all public high schools in its school district;
2. the graduates of all public high schools in North Carolina; and
3. the graduates of all public and private high schools, in- and out-of-state.

These three reference group reports are intended to permit performance comparisons between graduates of an individual high school and those covered by the report. All reports follow the same format. The title indicates the group being described.

The purpose of the report is to provide feedback to principals and school superintendents on the academic performance of their graduates during their freshman year at a UNC institution. The content and format of the report follow recommendations made by a representative group of North Carolina public school superintendents. Data from the North Carolina School of the Arts are not reported in either report because of the small number of students attending that institution from any one high school.

### Protecting Students' Rights to Privacy

To protect students' rights to privacy, data on freshman year performance are reported only when three or more students attend a UNC institution from a given high school. If two or fewer students attend any one institution, then the count of students is shown on *line 1* but no other data for that institution are given. This practice ensures that the report may be used as a public document.

### Section A: Academic Status Summary (Lines 1-7)

*Line 1* of this section presents the count of fall semester freshmen at each UNC institution who graduated within the previous year from the high school or group of high schools named in the title. All percentages calculated in sections A and B (but not C) use this count as the denominator.

*Lines 2 and 3* give the percentage of freshmen whose overall grade point average, calculated at the end of their last semester in attendance, was greater than 2.0 (C) and 3.0 (B), respectively. *Line 4* indicates the percentage who returned for the spring semester, while *line 5* indicates the percentage who returned for a second year in the fall semester of 2005. *Line 6* indicates the percentage who returned for the second year and had an overall grade point average of 2.0 or better. *Line 7* indicates the percentage who returned for the second year, had an overall grade point average of 2.0 or better, and had completed 30 or more credit hours with passing grades in each course taken in the freshman year.

### Section B: Initial Course Placement Recommendations and Initial Course Performance (Lines 8-16)

Each UNC institution has procedures for recommending initial course placement in English and mathematics. Although some institutions do not test students for advanced placement, most do, so that students can be guided into the appropriate courses — advanced, standard, or remedial. NCA&T, UNCC, UNCP, and UNCW do not use tests to determine advanced placement in English. ECU, FSU, and NCCU do not use tests to determine placement into calculus.

In English, advanced placement (*line 8*) means that the student has demonstrated reading, writing, and communication skills above those required in the standard freshman course in English Composition. In mathematics, advanced placement (*line 11*) typically means that a student is ready to enroll in a calculus course. The standard first course in mathematics is usually a college algebra or precalculus course, although some students take courses in finite mathematics, probability and statistics, or similar courses not requiring calculus as a prerequisite (labeled "other math" on *line 13*). Students with deficiencies in reading, writing, or communication skills are placed in remedial English (*line 10*). Students with deficiencies in high school algebra skills are placed in remedial mathematics (*line 14*). The percentage of freshmen who took one or more remedial courses is shown on *line 16*.

At most institutions the percentage of freshmen who enrolled in one or more remedial courses (as reported in *line 16*) will not equal the sum of those reported in remedial English (*line 10*) and remedial mathematics (*line 14*). There are several reasons for this. First, some students will be placed in both remedial English and remedial mathematics. Such students are counted only once in *line 16*. Second, some students whose placement test scores are marginally above the cut-off for taking a remedial course will nevertheless choose to take a remedial course while others whose scores indicated a need for remedial work will choose to take the standard course. Third, many students who were initially placed in regular English or mathematics courses are advised by their instructors to switch to remedial sections based on initial writing samples, review tests, and other indicators of weakness in a subject. Finally, some remedial courses are offered in areas other than English and mathematics, and they are reported on *line 16* but not on *line 10* or *14*.

Students, then, may ignore placement recommendations and take a first course in English or mathematics that is above or below the recommended level. Overall, 22 percent of freshmen chose to do so in the case of English, and 45 percent in the case of mathematics.

(Continued on other side)

Finally, it should be noted that freshmen at NCA&T and UNCW are not eligible to participate in an honors program (*line 15*). Such programs offer students the opportunity to take courses with enriched content and an accelerated pace. Selection to participate in an honors program is based on the student's record of academic achievement. It is important to keep in mind that the data reported on *lines 8-14* refer to course placement recommended.

#### Section C: Course Performance Measures in College-Level Courses, Summer 2005 Through Spring 2006 (*Lines 17-43*)

Course performance data in this section are based only on the records of freshmen who attended both the fall and spring semesters; records of freshmen who did not return for the spring semester were not used. Also, only college-level coursework — not remedial — was used in calculating data on *lines 17-43*. Finally, all freshmen courses taken were grouped by the seven subject areas shown in order to correspond as closely as possible to the major subject areas taught in high schools. College courses in professional fields such as education and business and those in fine arts and letters were all grouped into the subject area labeled "other courses".

The purpose of the data in section C is to summarize how full-year students performed in all non-remedial coursework. *Lines 17, 20, 23, 26, 29, 32, and 35* show the average credit hours attempted by these students in each of the seven subject areas, with the average courseload for the year shown on *line 38*. All non-remedial coursework, except some courses in physical education that exceed the number applicable to a degree, are shown on these lines.

*Lines 18, 21, 24, 27, 30, 33, 36, and 39* show the average grades earned in non-remedial courses. Courses with letter grades that cannot be converted to quality points (e.g., withdrawal, incomplete) were of necessity excluded from these calculations, but the percentage of course grades reported in *lines 19, 22, 25, 28, 31, 34, 37, and 40-43* includes grades not converted to quality points. Abbreviations for grades not converting to quality points are shown on *lines 41-43*. They are I=Incomplete, W=Withdrawal, WP=Withdrawal Passing, P=Pass, S=Satisfactory, and R=Repeat. The grade of R is not a grade that is actually used by campuses but is used in this report in cases where a course is repeated and the original grade has been deleted from the record. Very often the original grade was low or failing.

*Lines 19, 22, 25, 28, 31, 34, and 37* indicate the percentage of course grades in each subject, and overall (*line 40*), that were C or better — or (in the case of courses graded pass/fail or satisfactory/unsatisfactory) that were graded Pass or Satisfactory. Percentages in *lines 40-43* should add to 100 percent, give or take rounding differences.

#### Section D: High School Achievement (*Lines 44-46*)

In this section the average class rank and average SAT scores of freshmen reported on *line 1* are shown. Average class ranks are expressed as percentiles running from a low of "1" to a high of "99". Thus, if the average class rank is 75, this means the students, on average, were in the top 25 percent of their graduating class.

#### Troubleshooting Your Report

Although you are likely to have questions about your report, we have tried to anticipate several that warrant explanation here. We address them section by section.

In section A, you may find a higher number on *line 5* than on *line 4* for any UNC institution. This will occur when students, who may have skipped their spring semester, return for the next fall semester. Keep in mind that *lines 2-7* all use *line 1* as the denominator in computing their percentages.

In section A, the relationship between *lines 5, 6, and 7* is: *line 7* should be less than or equal to *line 6* which should be less than or equal to *line 5*. This is because the number of conditions that students must satisfy in order to be included in the numerator of *line 7* is greater than those needed to be included in the numerator of *line 6* which is still greater than those needed to be included in the numerator of *line 5*.

In section B, the data on placement in remedial courses (*lines 10 and 14*) and enrollment in one or more remedial courses (*line 16*) do not account for remedial work done by students in academic skill labs, tutorial sessions, and informal help sessions with instructors. These activities address weaknesses in a subject that are too limited in scope, content, or frequency to justify enrollment in a remedial course.

In section C, the calculation of average course grades in *lines 18, 21, 24, 27, 30, 33,, and 36* uses the total number of non-remedial courses taken in each subject and in all subjects (*line 39*) by full-year students as the denominator.

In section C, the average credit hours taken in each subject vary among UNC institutions in part because general education requirements vary among institutions, and in part, because policies for placing out of required courses also vary. These differences are particularly important in the case of foreign languages where some institutions require proficiency in a foreign language which may be demonstrated by successfully completing prescribed coursework or by passing a proficiency test.

Finally, a data cell contains an asterisk when data are not printed in order to protect students' privacy rights.

FOLLOW-UP OF HIGH SCHOOL GRADUATES WHO ENROLLED AS FIRST-TIME FRESHMAN AT AN INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA  
IN THE FALL SEMESTER OF 2005 FOLLOWING HIGH SCHOOL GRADUATION  
Report for ALL HIGH SCHOOLS

Category	Measures	ASU	ECU	FSU	NCA&T	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	UNC TOTAL	
A. Academic Status Summary (Fall 2005 Freshmen)	1. Total No. of Freshmen	2463	3155	502	727	2151	1019	4158	456	3647	2775	2310	874	1882	1521	957	28597
	2. % w/GPA >= 2.0	85.9	76.1	70.1	59.4	62.9	60.5	84.8	88.2	95.7	75.6	80.3	57.2	84.8	69.3	64.2	78.3
	3. % w/GPA >= 3.0	51.0	35.7	29.1	20.6	22.9	17.6	48.9	53.1	61.8	37.7	39.8	16.0	46.1	34.8	20.1	40.5
	4. % Returned for 2nd Semester, Yr.1	94.4	93.8	91.6	89.3	92.0	89.8	97.1	92.1	98.9	92.4	91.2	90.3	95.1	86.0	92.2	93.7
	5. % Returned for Year 2	84.7	78.9	73.1	71.5	69.4	71.7	89.4	80.7	96.6	77.3	76.9	68.3	83.2	71.7	73.7	81.0
	6. % Returned for Yr.2 w/GPA >= 2.0	76.7	67.2	59.8	50.2	55.1	50.1	79.7	74.6	93.2	66.7	69.4	46.8	74.8	58.8	56.5	70.4
	7. % Ret. for Yr.2 w/GPA>=2&CrHrs>=30	42.7	36.0	37.1	17.5	21.9	17.3	48.1	33.6	36.2	32.9	31.6	23.5	37.1	37.5	24.9	34.9
	8. % w/Advanced Placement in English	4.4	1.4	0.0	9.1	6.7	2.6	10.3	0.0	51.9	16.3	0.0	0.0	23.0	0.5	7.2	12.8
	9. % In Regular Freshman English	93.5	98.6	51.4	90.8	84.0	74.6	83.4	0.0	48.1	83.7	100.0	92.8	76.5	99.5	51.1	80.4
	10. % In Remedial English	2.0	0.0	0.0	0.0	1.9	22.8	5.4	0.0	0.0	0.0	0.0	6.6	0.5	0.0	6.0	2.5
	11. % In Calculus or Above	12.7	3.5	0.0	0.1	25.5	0.0	40.6	0.0	49.8	30.8	0.6	23.7	54.7	2.4	0.7	23.2
	12. % In College Algebra	82.9	89.9	18.7	28.3	59.7	44.2	2.5	0.0	10.7	52.4	13.5	30.9	33.6	6.2	67.2	37.8
	13. % In Other Math	0.0	1.3	0.0	71.4	0.9	0.0	0.8	0.0	39.5	0.0	85.9	36.2	0.0	12.2	4.6	16.0
	14. % In Remedial Math.	4.2	4.5	36.5	0.0	12.5	55.8	0.7	0.0	0.0	15.8	0.0	8.1	11.0	0.0	11.8	7.4
	15. % In Honors Program	9.9	14.4	3.6	8.9	2.7	2.6	26.1	12.1	5.0	1.8	0.1	1.9	5.0	10.3	0.0	8.8
	16. % Taking>=1 Remedial Courses	3.0	11.4	61.6	0.0	16.2	0.0	2.1	0.0	0.0	0.0	0.0	8.8	0.0	0.0	20.9	5.1
C. Course Performance Measures in College Level Courses (Summer 2005 through Spring 2006 Coursework)	English Courses																
	17. Avg. Cr. Hrs. in Subject	4.7	5.7	5.9	6.4	6.0	7.0	4.2	4.5	4.2	4.7	4.1	6.2	4.1	6.6	6.4	5.0
	18. Avg. Course Grade	3.2	3.0	2.5	2.6	2.7	2.4	2.9	3.2	3.5	3.1	3.4	2.3	3.2	2.8	2.4	3.0
	19. % of Course Grades = P, S OR >= C	92.1	90.2	81.5	84.0	85.5	82.9	90.5	93.5	98.4	91.9	94.3	73.3	93.3	82.2	86.4	89.6
	Mathematics Courses																
	20. Avg. Cr. Hrs. in Subject	2.8	3.1	3.6	6.1	7.0	4.1	5.3	4.1	2.2	4.9	2.5	3.2	3.4	2.3	4.3	3.8
	21. Avg. Course Grade	2.7	2.2	2.3	2.2	1.9	1.8	2.7	2.7	2.7	2.5	2.2	2.1	2.5	2.4	2.1	2.4
	22. % of Course Grades = P, S OR >= C	79.0	71.4	73.4	70.2	61.2	58.0	78.3	82.3	82.2	82.4	68.0	60.5	75.9	69.5	65.9	73.8
	Foreign Language Courses																
	23. Avg. Cr. Hrs. in Subject	0.7	0.3	0.3	0.2	0.4	3.5	1.4	1.8	4.4	0.9	1.6	0.5	1.8	0.3	0.1	1.4
	24. Avg. Course Grade	3.3	2.9	2.5	2.6	2.7	2.7	3.2	3.1	3.1	2.8	2.9	2.5	3.1	2.8	1.9	3.1
	25. % of Course Grades = P, S OR >= C	93.5	88.2	77.3	78.0	81.2	84.9	91.3	89.2	95.7	84.9	87.7	77.3	88.4	79.0	56.0	91.1
	Physical Sciences Courses																
	26. Avg. Cr. Hrs. in Subject	1.0	2.8	2.9	0.2	0.9	0.9	5.7	3.3	3.0	4.2	1.7	2.1	4.0	2.2	1.1	2.9
	27. Avg. Course Grade	2.3	2.3	2.2	2.8	1.4	2.5	2.8	2.7	2.9	2.5	2.2	1.9	2.5	2.7	2.3	2.6
	28. % of Course Grades = P, S OR >= C	74.3	78.9	72.6	88.9	53.0	81.6	84.5	85.5	91.5	84.5	70.2	56.6	78.5	80.3	76.4	82.1
Biological Science Courses																	
29. Avg. Cr. Hrs. in Subject	1.0	2.9	2.1	0.4	1.8	1.7	1.9	1.8	1.6	0.9	2.4	2.1	1.8	1.1	3.0	1.8	
30. Avg. Course Grade	2.4	2.5	1.8	2.6	2.1	1.6	2.9	2.5	2.6	2.0	2.2	1.6	2.5	2.5	1.5	2.4	
31. % of Course Grades = P, S OR >= C	77.5	82.6	64.1	76.1	68.2	50.7	86.9	80.3	83.5	70.3	71.5	43.9	81.1	74.9	52.2	76.2	
Social Science Courses																	
32. Avg. Cr. Hrs. in Subject	6.3	6.9	9.7	2.9	3.1	4.0	7.2	2.4	6.3	2.8	5.4	7.7	6.9	3.5	5.2	5.6	
33. Avg. Course Grade	2.7	2.4	2.3	2.1	2.3	2.3	2.9	2.9	3.1	2.3	2.7	1.9	2.6	2.5	2.4	2.6	
34. % of Course Grades = P, S OR >= C	82.5	77.4	77.7	68.2	76.6	78.3	88.6	89.0	94.5	77.0	81.6	56.5	83.2	74.9	77.8	82.8	
Other Courses																	
35. Avg. Cr. Hrs. in Subject	13.1	8.7	6.2	13.9	11.6	8.4	4.2	11.9	6.9	11.5	12.4	8.6	8.2	15.6	8.3	9.4	
36. Avg. Course Grade	3.0	3.0	3.2	2.5	2.5	2.6	3.4	3.2	3.2	2.7	3.0	2.7	3.2	2.7	2.8	2.9	
37. % of Course Grades = P, S OR >= C	89.4	90.1	90.1	81.0	78.7	81.8	93.3	93.0	93.7	85.4	87.4	83.8	91.8	81.3	84.8	87.4	
All Courses																	
38. Avg. Cr. Hrs.	29.6	30.3	30.8	30.1	30.7	29.6	29.8	29.8	28.7	29.7	30.2	30.4	30.2	31.6	28.5	29.9	
39. Avg. Course Grade	2.9	2.7	2.5	2.4	2.3	2.3	2.9	3.0	3.1	2.7	2.8	2.2	2.8	2.7	2.3	2.7	
40. % of Course Grades = P, S OR >= C	85.9	80.9	73.5	69.4	67.3	68.5	87.3	85.2	92.6	81.6	78.3	64.4	83.4	79.1	77.5	81.2	
41. % of Course Grades = I, W, WP	1.2	3.9	8.2	12.0	10.9	12.1	0.4	5.1	0.4	3.3	6.7	8.6	2.5	0.8	1.2	3.8	
42. % of Course Grades = D, F, WF, U	13.0	15.2	18.2	18.6	21.8	19.5	12.4	9.7	6.9	15.0	15.1	27.0	13.2	20.1	21.3	15.0	
43. % of Course Grades = R	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	
D. High School Achievement																	
44. Avg. Class Rank	73	64	53	51	52	51	83	80	92	71	70	58	76	58	55	70	
45. Avg. Verbal SAT	562	514	418	420	441	428	575	598	642	530	523	461	560	508	444	534	
46. Avg. Math SAT	568	529	431	427	452	432	608	588	656	551	527	475	574	517	454	549	

FOLLOW-UP OF HIGH SCHOOL GRADUATES WHO ENROLLED AS FIRST-TIME FRESHMAN AT AN INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA  
IN THE FALL SEMESTER OF 2005 FOLLOWING HIGH SCHOOL GRADUATION  
Report for N C PUBLIC HIGH SCHOOLS

Category	Measures	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSU	UNC-A	UNCCH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	UNC TOTAL
A. Academic Status Summary (Fall 2005 Freshmen)	1. Total No. of Freshmen	1744	2390	403	608	1442	804	3268	330	2450	2194	1930	753	1398	1326	780	21820
	2. % w/GPA >= 2.0	86.2	74.6	73.9	58.4	58.2	58.8	84.1	88.8	95.3	76.2	79.9	56.4	83.7	69.4	62.9	77.2
	3. % w/GPA >= 3.0	50.9	34.1	31.3	19.6	18.2	16.5	48.3	53.0	59.1	38.0	38.8	15.4	43.2	34.4	31.7	38.8
	4. % Returned for 2nd Semester, Yr.1	95.3	94.5	93.1	88.8	91.4	90.5	92.4	92.4	98.9	93.4	91.5	90.4	95.6	86.3	91.7	93.9
	5. % Returned for Year 2	86.5	79.3	74.7	72.0	67.0	71.9	89.3	80.3	96.9	78.4	77.5	69.7	83.8	72.8	74.1	81.1
	6. % Returned for Yr.2 w/GPA >= 2.0	78.3	67.2	64.0	49.7	51.7	49.6	79.4	74.5	93.3	67.9	69.8	47.3	74.6	59.7	56.2	70.0
	7. % Ret. for Yr.2 w/GPA >= 2.0 & Crs Hrs >= 30	42.7	35.0	40.2	16.9	18.2	16.7	47.5	31.2	36.1	33.0	31.0	23.9	35.6	38.0	24.0	34.3
B. Initial Course Placement Recommendations and Enrollment in Remedial Courses (Fall 2005 Freshmen)	8. % w/Advanced Placement in English	4.2	1.3	0	8.4	6.4	2.6	9.5	0	42.7	16.2	0	0	19.5	0.5	7.6	10.6
	9. % In Regular Freshman English	93.6	98.7	53.8	91.4	83.6	71.4	84.8	0	57.3	83.8	100.0	92.7	79.8	99.5	50.4	82.6
	10. % In Remedial English	2.2	0	8.9	0	2.4	26.0	5.4	0	0	0	0	6.6	0.6	0	6.2	2.7
	11. % In Calculus or Above	12.2	3.6	0	0	22.2	0	41.6	0	48.9	31.2	0.6	23.8	54.6	2.4	0.9	22.3
	12. % In College Algebra	84.1	89.6	20.1	28.8	61.0	44.7	2.4	0	10.7	53.9	12.7	31.5	33.8	6.8	67.7	37.6
	13. % In Other Math	0	1.5	0	71.2	0.9	0	0.9	0	40.3	0	86.6	37.2	0	12.2	5.1	16.7
	14. % In Remedial Math.	3.6	4.7	38.5	0	13.9	55.3	0.6	0	0	14.4	0	10.4	11.1	0	10.4	7.3
C. Course Performance Measures in College Level Courses (Summer 2005 through Spring 2006 Coursework)	15. % In Honors Program	9.7	14.5	4.0	8.1	3.1	2.6	27.5	10.9	3.5	1.7	0.2	1.6	3.9	10.3	0	8.7
	16. % Taking >= 1 Remedial Courses	3.0	10.8	60.5	0	18.5	0	2.2	0	0	0	0	8.0	0	0	20.3	5.1
	English Courses																
	17. Avg. Cr. Hrs. in Subject	4.8	5.8	5.9	6.5	6.0	7.0	4.2	4.5	4.6	4.7	4.1	6.3	4.2	6.5	6.5	5.1
	18. Avg. Course Grade	3.3	3.0	2.7	2.6	2.7	2.4	2.9	3.2	3.5	3.2	3.4	2.3	3.2	2.8	2.4	3.0
	19. % of Course Grades = P, S OR >= C	92.1	89.7	83.2	83.5	83.5	82.3	90.6	93.7	98.6	91.9	94.5	73.0	93.4	82.1	86.3	89.2
	Mathematics Courses																
	20. Avg. Cr. Hrs. in Subject	2.9	3.2	3.6	6.2	6.9	4.1	5.4	4.0	2.2	5.0	2.5	3.3	3.5	2.4	4.4	3.9
	21. Avg. Course Grade	2.7	2.3	2.4	2.2	1.9	1.8	2.7	2.7	2.7	2.6	2.2	2.1	2.6	2.4	2.1	2.4
	22. % of Course Grades = P, S OR >= C	79.5	70.9	73.1	69.6	58.5	58.1	77.8	83.2	80.1	82.5	68.2	61.6	75.6	69.6	66.5	73.4
	Foreign Language Courses																
	23. Avg. Cr. Hrs. in Subject	0.7	0.3	0.4	0.3	0.4	3.5	1.4	1.8	4.6	0.9	1.6	0.5	1.8	0.4	0.1	1.4
	24. Avg. Course Grade	3.3	2.9	2.7	2.6	2.7	2.8	3.3	3.2	3.2	2.9	3.0	2.6	3.1	2.8	2.0	3.1
	25. % of Course Grades = P, S OR >= C	92.9	86.4	87.6	74.3	80.8	83.9	91.1	90.1	95.6	85.2	87.2	79.4	86.5	78.7	62.6	90.5
	Physical Sciences Courses																
	26. Avg. Cr. Hrs. in Subject	1.0	2.9	3.0	0.3	0.9	0.9	5.7	3.3	3.1	4.3	1.8	2.2	4.0	2.3	1.2	3.0
	27. Avg. Course Grade	2.4	2.3	2.3	2.7	1.3	2.5	2.8	2.8	2.8	2.6	2.3	2.0	2.5	2.8	2.4	2.6
	28. % of Course Grades = P, S OR >= C	72.9	77.7	74.2	86.4	50.5	79.5	83.9	84.7	90.5	84.9	69.8	55.9	77.0	79.7	75.5	81.3
	Biological Sciences Courses																
	29. Avg. Cr. Hrs. in Subject	1.1	2.9	2.2	0.4	1.9	1.8	2.0	1.9	1.8	0.9	2.6	2.2	1.8	1.1	3.0	1.9
	30. Avg. Course Grade	2.4	2.5	1.9	2.7	2.0	1.6	2.9	2.5	2.6	2.1	2.3	1.6	2.5	2.5	1.6	2.4
	31. % of Course Grades = P, S OR >= C	75.9	81.0	65.7	74.4	65.2	49.3	87.2	79.8	81.9	70.5	71.1	44.4	79.1	75.8	51.9	75.1
	Social Science Courses																
	32. Avg. Cr. Hrs. in Subject	6.5	6.9	9.9	2.9	3.1	4.0	7.1	2.5	6.1	2.9	5.5	7.7	7.1	3.6	5.3	5.6
	33. Avg. Course Grade	2.7	2.4	2.4	2.1	2.2	2.3	2.9	2.9	3.1	2.4	2.7	1.9	2.6	2.5	2.4	2.6
	34. % of Course Grades = P, S OR >= C	82.0	75.9	79.0	68.5	71.9	76.7	88.1	89.5	93.9	77.8	81.3	56.1	82.3	75.1	76.8	81.8
	Other Courses																
	35. Avg. Cr. Hrs. in Subject	13.0	8.6	6.3	13.8	11.7	8.4	4.2	12.0	6.7	11.4	12.3	8.7	8.2	15.6	8.3	9.3
	36. Avg. Course Grade	3.1	3.0	3.2	2.5	2.4	2.6	3.4	3.2	3.2	2.8	3.0	2.7	3.2	2.8	2.8	2.9
	37. % of Course Grades = P, S OR >= C	89.0	89.5	90.9	80.6	76.4	81.1	93.2	93.4	93.3	85.3	87.4	83.4	91.6	81.3	84.3	86.9
	All Courses																
	38. Avg. Cr. Hrs.	29.6	30.3	31.0	30.1	30.6	29.5	29.8	29.7	28.8	29.7	30.2	30.5	30.3	31.7	28.5	29.9
	39. Avg. Course Grade	3.0	2.7	2.6	2.4	2.3	2.4	2.9	3.0	3.1	2.7	2.8	2.2	2.9	2.7	2.4	2.8
D. High School Achievement	40. % of Course Grades = P, S OR >= C	85.4	79.8	74.6	68.8	64.4	67.2	86.9	85.8	92.0	81.7	78.0	64.2	82.7	79.1	77.1	80.4
	41. % of Course Grades = I, W, WP	1.2	4.0	8.2	12.2	11.8	12.8	0.4	4.7	0.4	3.3	6.8	8.7	2.5	0.8	1.2	3.9
	42. % of Course Grades = D, F, WF, U	13.4	16.2	17.2	19.0	23.9	20.0	12.7	9.5	7.6	15.0	15.3	27.2	13.9	20.1	21.7	15.6
	43. % of Course Grades = R	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0
	44. Avg. Class Rank	74	72	53	51	50	50	83	80	92	71	70	59	76	59	54	71
	45. Avg. Verbal SAT	557	511	416	417	427	423	573	595	631	527	521	458	553	506	444	528
	46. Avg. Math SAT	568	529	431	425	443	430	608	590	648	552	526	475	570	519	455	545