

North Carolina High School Feedback Report

**To the Joint Legislative Education Oversight Committee
of the North Carolina General Assembly**

**From the University of North Carolina
General Administration**

March 2012

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

GENERAL ADMINISTRATION

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MEMORANDUM

TO: The Joint Legislative Education Oversight Committee

FROM: Suzanne T. Ortega *Suzanne T. Ortega*

DATE: March 19, 2012

SUBJECT: North Carolina High School Feedback Reports

Enclosed are the North Carolina High School Feedback Reports, which consist of reports on North Carolina public high school 2008-2009 graduates who sought admission to a UNC institution in the fall of 2009. The first report, the Freshmen Applications Report (FAR), shows the number of applications submitted to each UNC institution by these graduates. The second report, the Freshmen Performance Report (FPR), presents summary data on the academic performance of these graduates in their freshman year (2009-2010). 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. 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 North Carolina High School Feedback reports can be found on the University's web site, at <http://www.northcarolina.edu/ira/ir/analytics/fresh.htm>. UNC General Administration produces the reports every year and sends the web link to the North Carolina Department of Public Instruction (DPI). DPI then informs principals and superintendents.

Each North Carolina public high school can find the reports online on its 2008-09 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.

We have included an "Explanatory Narrative" for each report to assist in interpreting the data. 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, NCSU, 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

Constituent Universities
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
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
at Wilmington

University of
North Carolina
School of the Arts

Western Carolina
University

Winston-Salem
State University

Constituent High School
North Carolina
School of Science
and Mathematics

An Equal Opportunity/
Affirmative Action
Employer

to be lower than those 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.

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 2008 matriculants and five-year follow-up data on fall 2005 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 2010 semester will be based on freshmen who entered in the fall of 2005.

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.

EXPLANATORY NARRATIVE FOR THE 2009 FRESHMEN APPLICATIONS REPORT (FAR)

Introduction

This report summarizes data on 2008-09 high school graduates who applied for admission as freshmen to a UNC institution in the fall of 2009. It presents data on acceptance rates and enrollment rates for applicants grouped by race and gender. The first part of the table in the report contains counts of applications, acceptances, and enrollees at each institution. The second part of the table 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 2009 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 second part of the table 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.

First Part: Applications

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

Second Part: 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.

Fall 2009 Applications, Acceptance Rates and Enrollments from the 2008-2009 Graduates of - All N.C. Public High Schools
By UNC Institution, Race/Ethnic Origin, and Gender
(Enrollments are as of the End of the Drop/Add Period)

		Black			White			American Indian			Hispanic American			Asian American			Other Race/Ethnic			Total		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. ASU	a. Applications	267	236	503	3246	3977	7223	10	19	29	134	157	291	80	83	163	342	406	748	4079	4878	8957
	b. % Accepted	34.1	46.6	40.0	64.8	68.3	66.7	40.0	42.1	41.4	57.5	61.1	59.5	71.3	72.3	71.8	30.1	33.5	32.0	59.7	64.1	62.1
	c. No. Enrolled	42	26	68	845	1017	1862	1	1	2	24	29	53	17	13	30	27	28	55	956	1114	2070
2. ECU	a. Applications	842	1386	2228	2531	3372	5903	28	44	72	154	194	348	153	148	301	198	313	511	3906	5457	9363
	b. % Accepted	40.5	39.4	39.8	75.9	78.9	77.6	71.4	36.4	50.0	63.0	56.2	59.2	70.6	66.9	68.8	68.2	63.9	65.6	67.1	66.5	66.8
	c. No. Enrolled	172	223	395	888	1189	2077	10	7	17	35	47	82	41	34	75	73	123	196	1219	1623	2842
3. ECSU	a. Applications	269	409	678	38	33	71	1	2	3	2	5	7	2	2	4	12	20	32	324	471	795
	b. % Accepted	87.0	89.7	88.6	94.7	97.0	95.8	*	100.0	*	80.0	85.7	*	100.0	91.7	95.0	93.8	88.3	90.4	89.6	89.6	89.6
	c. No. Enrolled	153	223	376	27	23	50	1	1	2	1	1	2	1	1	2	8	10	18	191	259	450
4. FSU	a. Applications	554	1123	1677	37	41	78	4	22	26	23	36	59	7	2	9	67	133	200	692	1357	2049
	b. % Accepted	74.5	75.8	75.4	91.9	92.7	92.3	100.0	77.3	80.8	78.3	75.0	76.3	85.7	*	88.9	77.6	72.9	74.5	76.2	76.1	76.1
	c. No. Enrolled	175	315	490	15	7	22	1	4	5	7	10	17	1	1	2	21	43	64	220	380	600
5. NCA&T	a. Applications	1174	1449	2623	68	32	100	8	9	17	25	27	52	14	15	29	64	92	156	1353	1624	2977
	b. % Accepted	72.7	74.1	73.5	88.2	78.1	85.0	100.0	66.7	82.4	80.0	92.6	86.5	78.6	60.0	69.0	67.2	72.8	70.5	73.5	74.3	73.9
	c. No. Enrolled	547	677	1224	27	12	39	4	4	8	10	10	20	6	6	12	30	36	66	624	745	1369
6. NCCU	a. Applications	870	1565	2435	43	37	80	2	9	11	16	28	44	11	4	15	49	87	136	991	1730	2721
	b. % Accepted	81.3	86.7	84.8	97.7	89.2	93.8	*	88.9	81.8	93.8	89.3	90.9	81.8	100.0	86.7	73.5	80.5	77.9	81.7	86.5	84.8
	c. No. Enrolled	340	619	959	16	7	23	0	3	3	4	6	10	4	1	5	12	19	31	376	655	1031
7. NCSU	a. Applications	781	857	1638	4107	3492	7599	40	35	75	282	202	484	301	233	534	534	541	1075	6045	5360	11405
	b. % Accepted	26.5	37.8	32.4	62.4	68.3	65.1	50.0	54.3	52.0	45.0	49.5	46.9	59.1	71.7	64.6	43.1	51.9	47.5	55.0	61.1	57.9
	c. No. Enrolled	123	141	264	1516	1148	2664	10	9	19	71	55	126	104	74	178	137	110	247	1961	1537	3498
8. UNC-A	a. Applications	20	21	41	528	725	1253	1	5	6	22	28	50	13	14	27	44	72	116	628	865	1493
	b. % Accepted	60.0	61.9	61.0	76.7	81.4	79.4	*	80.0	66.7	77.3	71.4	74.0	76.9	78.6	77.8	68.2	80.6	75.9	75.5	80.5	78.4
	c. No. Enrolled	3	4	7	175	233	408	0	4	4	8	5	13	3	1	4	5	20	25	194	267	461
9. UNC-CH	a. Applications	378	755	1133	1971	2927	4898	25	52	77	144	176	320	260	314	574	168	319	487	2946	4543	7489
	b. % Accepted	32.0	35.1	34.1	47.2	48.4	47.9	44.0	40.4	41.6	50.0	48.3	49.1	43.8	51.9	48.3	39.9	38.2	38.8	44.7	45.6	45.3
	c. No. Enrolled	88	182	270	660	1032	1692	11	16	27	51	59	110	77	121	198	48	82	130	935	1492	2427
10. UNC-C	a. Applications	481	908	1389	2274	2392	4666	19	22	41	204	228	432	193	164	357	296	363	659	3467	4077	7544
	b. % Accepted	49.7	49.9	49.8	83.0	82.9	83.0	73.7	50.0	61.0	73.5	73.2	73.4	77.2	73.8	75.6	69.3	68.6	68.9	76.3	73.2	74.6
	c. No. Enrolled	124	225	349	847	765	1612	5	7	12	85	85	170	77	56	133	83	94	177	1221	1232	2453
11. UNC-G	a. Applications	557	1553	2110	1216	2519	3735	15	27	42	107	182	289	119	161	280	126	287	413	2140	4729	6869
	b. % Accepted	44.5	51.5	49.7	83.3	86.0	85.1	60.0	63.0	61.9	72.9	75.8	74.7	66.4	82.6	75.7	65.9	59.2	61.3	70.6	72.4	71.8
	c. No. Enrolled	134	435	569	408	866	1274	3	2	5	35	68	103	32	51	83	17	50	67	629	1472	2101
12. UNC-P	a. Applications	397	494	891	406	436	842	87	121	208	57	55	112	19	13	32	135	155	290	1101	1274	2375
	b. % Accepted	65.0	65.8	65.4	93.3	89.7	91.4	83.9	76.9	79.8	84.2	87.3	85.7	94.7	92.3	93.8	71.1	81.9	76.9	79.2	78.2	78.7
	c. No. Enrolled	164	187	351	176	196	372	53	72	125	27	23	50	7	6	13	46	63	109	473	547	1020
13. UNC-W	a. Applications	133	216	349	1532	2662	4194	8	26	34	98	140	238	64	76	140	108	213	321	1943	3333	5276
	b. % Accepted	43.6	46.3	45.3	65.0	63.3	63.9	12.5	42.3	35.3	67.3	63.6	65.1	71.9	71.1	71.4	85.2	77.0	79.8	64.8	63.1	63.7
	c. No. Enrolled	23	31	54	441	690	1131	1	3	4	29	42	71	16	15	31	31	64	95	541	845	1386
14. WCU	a. Applications	695	879	1574	2246	2951	5197	29	45	74	81	114	195	51	70	121	427	595	1022	3529	4654	8183
	b. % Accepted	20.7	22.0	21.4	63.6	60.0	61.6	17.2	24.4	21.6	29.6	40.4	35.9	45.1	48.6	47.1	38.2	40.7	39.6	50.6	49.4	49.9
	c. No. Enrolled	51	42	93	486	575	1061	0	4	4	7	12	19	2	5	7	45	58	103	591	696	1287
15. WSSU	a. Applications	721	1480	2201	16	41	57	6	8	14	9	16	25	4	7	11	22	133	155	778	1685	2463
	b. % Accepted	54.1	61.0	58.7	93.8	70.7	77.2	66.7	50.0	57.1	66.7	43.8	52.0	100.0	71.4	81.8	40.9	60.2	57.4	55.0	61.0	59.1
	c. No. Enrolled	175	390	565	7	9	16	2	2	4	2	0	2	1	2	3	2	31	33	189	434	623
16. UNC TOTAL	a. Applications	8139	13331	21470	20259	25637	45896	283	446	729	1358	1588	2946	1291	1306	2597	2592	3729	6321	33922	46037	79959
	b. % Accepted	53.0	57.6	55.9	68.2	69.9	69.1	61.8	55.6	58.0	60.2	62.1	61.2	63.1	67.1	65.1	52.3	55.8	54.4	62.8	64.7	63.9
	c. No. Enrolled	2314	3720	6034	6534	7769	14303	102	139	241	396	452	848	389	387	776	585	831	1416	10320	13298	23618
17. Number of HS Graduates		10843	12836	23679	25716	26023	51739	521	554	1075	2499	2531	5030	1072	995	2067	801	1036	1837	41452	43975	85427

**Fall 2009 Applications, Acceptance Rates and Enrollments from the 2008-2009 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

	Black			White			American Indian			Hispanic American			Asian American			Other Race/Ethnic			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. Number of graduates	10843	12836	23679	25716	26023	51739	521	554	1075	2499	2531	5030	1072	995	2067	801	1036	1837	41452	43975	85427
2. Number of graduates who applied to only one UNC institution	2085	2814	4899	4926	5804	10730	110	138	248	344	403	747	222	252	474	892	1146	2038	8579	10557	19136
a. Percent accepted	54.7	56.0	55.4	69.0	68.3	68.7	60.0	65.2	62.9	58.4	61.0	59.8	66.7	66.3	66.5	43.4	45.1	44.4	62.3	62.2	62.2
3. Number of graduates who applied to two or more UNC institutions	2072	3549	5621	5708	7185	12893	63	114	177	367	424	791	384	399	783	627	947	1574	9221	12618	21839
a. Percent accepted by only one	37.8	32.3	34.3	27.8	24.1	25.7	42.9	34.2	37.3	30.5	27.4	28.8	29.9	25.6	27.7	32.7	29.0	30.5	30.7	27.0	28.6
a. Percent accepted by two or more	46.7	55.4	52.2	63.9	68.3	66.3	46.0	47.4	46.9	56.4	59.7	58.2	59.6	63.7	61.7	54.1	58.2	56.5	58.7	63.3	61.3
4. Number of graduates who applied to at least one	4157	6363	10520	10634	12989	23623	173	252	425	711	827	1538	606	651	1257	1519	2093	3612	17800	23175	40975
5. Percent of graduates who applied to at least one	38.3	49.6	44.4	41.4	49.9	45.7	33.2	45.5	39.5	28.5	32.7	30.6	56.5	65.4	60.8	189.6	202.0	196.6	42.9	52.7	48.0
6. Number of graduates who were accepted by at least one UNC institution	2890	4686	7576	8633	10603	19236	122	183	305	520	615	1135	492	523	1015	931	1343	2274	13588	17953	31541
7. Percent of graduates who were accepted by at least one UNC institution	26.7	36.5	32.0	33.6	40.7	37.2	23.4	33.0	28.4	20.8	24.3	22.6	45.9	52.6	49.1	116.2	129.6	123.8	32.8	40.8	36.9
8. Number of graduates enrolling at a UNC institution	2277	3665	5942	6487	7745	14232	97	145	242	397	442	839	389	390	779	639	899	1538	10286	13286	23572
9. Percent of graduates enrolling at a UNC institution	21.0	28.6	25.1	25.2	29.8	27.5	18.6	26.2	22.5	15.9	17.5	16.7	36.3	39.2	37.7	79.8	86.8	83.7	24.8	30.2	27.6
10. Number of graduates intending to enroll at a UNC institution	3249	4911	8160	8102	9589	17691	129	161	290	418	451	869	482	495	977	248	372	620	12628	15979	28607
11. Percent of graduates intending to enroll at a UNC institution	30.0	38.3	34.5	31.5	36.8	34.2	24.8	29.1	27.0	16.7	17.8	17.3	45.0	49.7	47.3	31.0	35.9	33.8	30.5	36.3	33.5
12. Number applied who did not meet UNC minimum course requirements(MCR)	291	408	699	57	73	130	4	9	13	6	16	22	6	1	7	41	59	100	405	566	971
a. Percent of applicants in line 4 who did not meet MCR	7.0	6.4	6.6	0.5	0.6	0.6	2.3	3.6	3.1	0.8	1.9	1.4	1.0	0.2	0.6	2.7	2.8	2.8	2.3	2.4	2.4
13. Number enrolled who did not meet UNC minimum course requirements	19	19	38	2	2	4	0	0	0	0	0	0	0	0	0	4	2	6	25	23	48

EXPLANATORY NARRATIVE FOR THE 2009-10 FRESHMEN PERFORMANCE REPORT (FPR)

Introduction

This report is an analysis of 2008-09 high school graduates who attended a UNC institution in the fall semester of 2009. 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 2009 through the spring semester of 2010.

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 2010. *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*.

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 2009 through Spring 2010 (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 2009 FOLLOWING HIGH SCHOOL GRADUATION
Report for All N. C. Public High Schools**

	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSU	UNCA	UNCH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU	UNC Total
A. Academic Status Summary (Fall 2009 Freshmen)																
1. Total No. of Freshmen	2070	2842	450	600	1369	1031	3498	461	2427	2453	2101	1020	1386	1287	623	23618
2. % w/GPA >= 2.0	88.9	73.7	67.1	58.3	56.3	52.6	86.2	85.2	96.0	79.8	76.6	57.4	86.4	77.5	65.3	77.9
3. % w/GPA >= 3.0	60.0	35.5	28.2	23.0	18.6	13.5	50.8	53.4	64.2	38.4	36.0	18.4	48.0	43.7	24.1	41.3
4. % Returned for 2nd Semester, Yr.1	96.1	95.1	92.7	91.3	92.5	93.0	95.9	95.0	98.8	94.5	92.1	92.7	95.0	88.8	94.2	94.5
5. % Returned for Year 2	88.0	81.7	75.1	71.0	71.3	68.3	88.4	83.1	96.7	78.6	76.9	73.9	87.5	74.2	79.8	82.0
6. % Returned for Yr.2 w/GPA >= 2.0	81.2	67.6	58.4	47.0	51.1	43.8	80.5	75.9	94.1	71.2	67.8	48.7	78.9	66.3	57.9	70.8
7. % Ret.for Yr.2 w/GPA>=2&CrHrs>=30	48.6	36.8	34.9	25.8	20.2	21.1	41.4	46.0	32.3	28.7	27.9	21.4	38.7	43.2	27.3	34.2
B. Initial Course Placement Recommendations and Enrollment in Remedial Courses (Fall 2009 Freshmen)																
8. % w/Advanced Placement in English	5.0	7.6	1.3	0.0	3.2	2.0	1.4	0.0	58.6	15.8	0.0	1.9	22.2	5.6	3.9	11.3
9. % In Regular Freshman English	94.4	92.2	6.0	95.3	44.8	85.5	97.3	0.0	41.4	44.0	100.0	78.1	76.9	61.8	79.5	73.7
10. % In Remedial English	0.6	0.0	9.3	0.0	52.0	12.5	0.0	0.0	0.0	0.0	0.0	19.2	0.9	0.0	15.9	5.1
11. % In Calculus or Above	13.3	6.0	1.3	0.2	30.2	0.5	70.8	0.0	44.1	25.8	0.1	8.5	54.5	0.0	0.2	25.0
12. % In College Algebra	82.2	73.8	2.9	42.8	47.4	65.9	6.4	0.0	45.3	51.2	4.4	15.2	33.8	28.3	87.8	40.7
13. % In Other Math	0.0	0.1	0.0	52.3	0.0	0.0	1.9	0.0	10.5	0.0	95.4	73.6	0.0	0.0	0.3	14.4
14. % In Remedial Math.	4.4	0.1	12.4	0.0	22.4	33.7	2.1	0.0	0.0	22.7	0.0	1.9	9.0	0.0	10.4	7.0
15. % In Honors Program	7.7	13.9	1.3	0.0	1.5	2.0	17.2	13.2	3.4	3.3	0.2	2.7	4.0	10.7	0.0	7.0
16. % Taking At Least One Remedial Courses	1.5	8.0	59.8	0.0	28.0	52.3	1.6	0.0	0.0	0.0	0.0	21.2	0.0	0.0	21.8	7.9
C. Course Performance Measures in College Level Courses (Summer 2009 through Spring 2010 Coursework)																
English Courses																
17. Avg. Cr. Hrs. in Subject	3.4	5.2	0.1	6.7	2.3	5.3	4.0	4.4	4.2	4.1	4.2	5.8	3.6	4.5	6.5	4.2
18. Avg. Course Grade	3.4	2.9	0.4	2.4	2.2	2.2	3.0	3.1	3.6	3.3	3.0	2.4	3.3	3.0	2.3	3.0
19. % of Course Grades = P, S OR >= C	92.9	87.0	0.0	74.0	72.7	77.9	92.0	92.0	98.6	93.3	88.2	74.6	94.1	86.8	81.5	88.0
Mathematics Courses																
20. Avg. Cr. Hrs. in Subject	3.4	3.2	4.0	6.9	5.0	1.5	5.4	4.3	2.3	5.0	1.5	3.5	2.9	2.6	4.2	3.7
21. Avg. Course Grade	2.9	2.2	2.6	2.6	1.8	2.0	2.9	2.7	2.7	2.7	2.2	2.2	2.7	2.6	2.0	2.6
22. % of Course Grades = P, S OR >= C	82.5	68.9	82.4	82.3	57.7	65.9	83.8	81.4	81.3	86.1	66.4	63.1	81.0	74.6	67.3	77.7
Foreign Language Courses																
23. Avg. Cr. Hrs. in Subject	0.6	0.3	0.3	0.2	0.1	2.2	1.5	1.5	4.7	1.3	1.4	0.8	2.0	0.5	0.1	1.4
24. Avg. Course Grade	3.4	2.9	2.2	2.5	2.1	2.4	3.2	3.3	3.3	2.8	3.0	2.6	3.0	3.0	1.9	3.1
25. % of Course Grades = P, S OR >= C	94.5	84.8	74.3	73.4	73.4	74.1	91.4	91.4	96.4	85.6	87.5	72.8	88.2	86.5	57.2	90.2
Physical Sciences Courses																
26. Avg. Cr. Hrs. in Subject	1.7	3.1	1.3	0.4	1.4	1.3	5.5	2.6	3.6	4.1	1.9	1.5	3.9	3.0	1.3	3.0
27. Avg. Course Grade	2.5	2.4	2.2	2.1	1.8	2.2	2.8	2.7	2.8	2.4	2.2	2.1	2.6	2.8	2.3	2.6
28. % of Course Grades = P, S OR >= C	78.1	79.7	74.1	65.8	65.2	66.7	85.0	83.7	88.9	82.1	71.5	59.3	82.3	81.2	76.2	81.7
Biological Science Courses																
29. Avg. Cr. Hrs. in Subject	1.4	2.6	1.5	0.6	1.9	2.2	2.4	1.7	1.8	0.7	2.4	2.1	2.5	1.1	3.5	1.9
30. Avg. Course Grade	2.8	2.4	1.9	2.0	2.3	1.8	2.9	2.7	2.6	2.1	2.2	1.7	2.6	2.5	1.9	2.5
31. % of Course Grades = P, S OR >= C	85.6	81.3	75.2	61.2	76.3	59.9	89.3	83.3	83.4	72.3	67.6	44.9	83.3	73.9	67.7	78.1
Social Science Courses																
32. Avg. Cr. Hrs. in Subject	6.0	6.4	3.6	2.8	0.2	5.4	6.5	2.9	5.7	2.4	6.1	7.8	6.8	4.5	5.8	5.2
33. Avg. Course Grade	2.9	2.4	2.3	2.0	2.1	2.1	3.0	3.1	3.2	2.5	2.6	2.1	2.7	2.8	2.6	2.7
34. % of Course Grades = P, S OR >= C	86.8	77.5	77.4	63.2	67.4	68.9	90.0	89.2	95.6	80.5	76.8	60.4	85.0	83.5	81.5	82.8
Other Courses																
35. Avg. Cr. Hrs. in Subject	13.7	9.4	21.7	14.2	18.8	10.2	4.5	13.3	6.7	12.5	12.6	8.2	8.1	16.0	8.1	10.5
36. Avg. Course Grade	3.3	2.9	2.6	2.3	2.4	2.6	3.4	3.2	3.4	2.8	3.0	2.6	3.4	3.0	2.8	3.0
37. % of Course Grades = P, S OR >= C	92.5	89.0	80.1	76.9	76.9	81.6	95.0	92.9	96.4	87.5	88.3	81.1	93.9	87.9	85.2	87.9
All Courses																
38. Avg. Cr. Hrs.	29.9	30.1	32.2	31.5	29.4	27.9	29.4	30.4	28.7	29.9	29.8	29.3	29.6	32.1	29.1	29.7
39. Avg. Course Grade	3.1	2.7	2.5	2.4	2.3	2.3	3.0	3.0	3.2	2.8	2.8	2.3	3.0	2.9	2.4	2.8
40. % of Course Grades = P, S OR >= C	88.6	80.9	73.8	71.1	65.7	65.6	88.9	87.1	92.9	81.2	77.2	66.1	86.4	80.2	75.8	81.4
41. % of Course Grades = I, W, WP	1.0	2.6	7.2	6.3	10.7	13.3	0.6	2.9	0.5	5.8	6.4	6.1	2.3	6.0	4.3	4.1
42. % of Course Grades = D, F, WF, U	10.4	16.5	19.0	22.6	23.6	21.0	10.4	10.0	6.5	13.1	16.4	27.7	11.3	13.8	19.9	14.5
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	0.0
D. High School Achievement																
44. Avg. Class Rank	77	69	55	50	56	53	85	76	93	70	70	60	79	65	59	72
45. Avg. Verbal SAT	571	510	414	409	431	420	568	591	630	514	509	454	568	509	445	525
46. Avg. Math SAT	586	536	427	429	449	428	611	579	652	544	517	471	584	523	450	546

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IN THE FALL SEMESTER OF 2009 FOLLOWING HIGH SCHOOL GRADUATION
Report for All High Schools**

	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSU	UNCA	UNCH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU	UNC Total
A. Academic Status Summary (Fall 2009 Freshmen)																
1. Total No. of Freshmen	2685	3904	589	697	1800	1278	4584	624	3837	3042	2455	1153	1921	1532	750	30851
2. % w/GPA >= 2.0	88.9	75.4	69.3	57.7	60.3	55.3	86.7	86.2	96.3	79.7	77.7	57.7	87.0	78.4	64.4	79.4
3. % w/GPA >= 3.0	60.3	36.4	28.9	23.7	24.1	15.0	51.9	54.0	67.0	39.5	38.4	19.1	50.5	44.8	23.6	43.7
4. % Returned for 2nd Semester, Yr.1	95.5	94.2	92.7	91.1	92.9	93.1	95.5	94.9	98.7	94.0	91.8	92.6	94.4	88.3	94.1	94.3
5. % Returned for Year 2	87.2	81.3	74.4	69.9	72.5	69.1	87.8	81.6	96.5	77.4	77.0	73.3	86.4	74.0	77.2	82.1
6. % Returned for Yr.2 w/GPA >= 2.0	80.7	68.2	58.1	46.6	54.2	45.6	80.4	74.8	94.0	70.3	68.2	48.4	78.2	66.4	56.0	71.7
7. % Ret.for Yr.2 w/GPA>=2&CrHrs>=30	48.3	37.1	33.6	25.7	24.2	22.2	42.6	44.9	32.3	29.6	28.4	21.2	40.3	43.6	27.3	35.0
B. Initial Course Placement Recommendations and Enrollment in Remedial Courses (Fall 2009 Freshmen)																
8. % w/Advanced Placement in English	5.3	7.2	1.0	0.0	4.9	1.8	1.8	0.0	65.0	16.7	0.0	2.0	26.3	5.0	3.6	13.8
9. % In Regular Freshman English	94.1	92.6	4.8	96.0	51.5	86.3	95.4	0.0	35.0	43.4	100.0	78.1	72.9	61.4	79.1	71.9
10. % In Remedial English	0.6	0.0	7.6	0.0	43.6	11.9	0.0	0.0	0.0	0.0	0.0	18.9	0.7	0.0	16.4	4.4
11. % In Calculus or Above	12.7	5.4	1.0	0.1	37.4	0.5	70.2	0.0	44.7	26.3	0.1	8.4	55.7	0.0	0.1	26.4
12. % In College Algebra	82.1	74.2	2.2	40.9	43.8	65.3	6.5	0.0	41.3	50.3	4.5	15.6	32.1	28.3	86.9	40.3
13. % In Other Math	0.0	0.1	0.0	54.9	0.0	0.0	2.0	0.0	14.0	0.0	95.4	72.5	0.0	0.0	0.3	13.6
14. % In Remedial Math.	5.2	0.1	9.8	0.0	18.6	34.1	2.1	0.0	0.0	23.1	0.0	2.4	8.8	0.0	11.3	6.7
15. % In Honors Program	8.2	13.1	1.0	0.0	3.2	1.8	18.0	14.7	5.3	3.5	0.2	2.9	6.2	11.0	0.0	7.7
16. % Taking At Least One Remedial Courses	1.6	7.6	63.3	0.0	23.2	52.9	1.6	0.0	0.0	0.0	0.0	21.4	0.0	0.0	22.9	7.5
C. Course Performance Measures in College Level Courses (Summer 2009 through Spring 2010 Coursework)																
English Courses																
17. Avg. Cr. Hrs. in Subject	3.3	5.2	0.0	6.6	2.2	5.3	3.9	4.2	3.8	4.1	4.1	5.7	3.6	4.4	6.4	4.1
18. Avg. Course Grade	3.4	2.9	0.5	2.3	2.3	2.2	3.0	3.1	3.5	3.2	3.0	2.3	3.3	2.9	2.3	3.0
19. % of Course Grades = P, S OR >= C	93.0	87.8	0.0	73.5	73.8	78.2	92.0	92.0	98.5	93.0	88.4	74.8	94.4	87.0	81.2	88.5
Mathematics Courses																
20. Avg. Cr. Hrs. in Subject	3.3	3.1	3.9	6.8	5.2	1.4	5.3	4.3	2.4	4.9	1.5	3.5	2.9	2.6	4.1	3.6
21. Avg. Course Grade	2.8	2.2	2.5	2.5	2.0	2.0	2.9	2.7	2.8	2.6	2.2	2.1	2.7	2.6	1.9	2.6
22. % of Course Grades = P, S OR >= C	83.0	69.0	82.9	81.0	63.4	66.8	84.3	81.8	83.5	85.5	66.4	62.4	81.7	74.9	66.8	78.4
Foreign Language Courses																
23. Avg. Cr. Hrs. in Subject	0.5	0.3	0.3	0.2	0.1	2.2	1.5	1.3	4.5	1.3	1.3	0.7	2.0	0.5	0.0	1.4
24. Avg. Course Grade	3.4	2.9	2.1	2.5	2.3	2.4	3.2	3.3	3.3	2.8	3.0	2.6	3.0	3.0	1.9	3.1
25. % of Course Grades = P, S OR >= C	94.3	87.4	72.7	75.0	73.2	76.6	92.2	92.5	96.5	86.0	88.4	73.6	88.4	87.0	57.1	91.2
Physical Sciences Courses																
26. Avg. Cr. Hrs. in Subject	1.7	3.0	1.2	0.3	1.4	1.3	5.4	2.5	3.4	4.0	1.8	1.5	3.8	3.0	1.2	3.0
27. Avg. Course Grade	2.5	2.4	2.2	2.2	2.0	2.2	2.8	2.7	2.8	2.4	2.2	2.1	2.6	2.8	2.3	2.6
28. % of Course Grades = P, S OR >= C	78.9	80.5	76.1	68.9	69.2	67.8	85.5	85.7	89.9	82.5	72.2	58.9	83.4	82.1	75.5	82.7
Biological Science Courses																
29. Avg. Cr. Hrs. in Subject	1.4	2.6	1.3	0.6	1.7	2.1	2.3	1.7	1.6	0.6	2.3	2.0	2.5	1.1	3.3	1.9
30. Avg. Course Grade	2.7	2.4	1.9	1.8	2.3	1.8	2.9	2.6	2.7	2.1	2.1	1.6	2.7	2.5	1.9	2.5
31. % of Course Grades = P, S OR >= C	86.6	82.2	74.8	60.0	77.1	61.7	89.8	82.4	84.6	72.3	68.6	44.9	84.5	75.1	67.5	79.4
Social Science Courses																
32. Avg. Cr. Hrs. in Subject	5.9	6.5	3.6	2.7	0.1	5.4	6.5	3.1	5.9	2.4	6.0	7.8	6.6	4.4	5.8	5.2
33. Avg. Course Grade	2.9	2.4	2.3	2.0	2.0	2.0	3.0	3.0	3.2	2.4	2.5	2.0	2.7	2.7	2.5	2.7
34. % of Course Grades = P, S OR >= C	86.6	79.0	79.3	64.3	67.2	70.0	90.1	89.1	95.8	80.4	77.6	60.9	85.9	83.5	81.0	84.0
Other Courses																
35. Avg. Cr. Hrs. in Subject	13.8	9.5	21.8	14.1	18.9	10.3	4.6	13.4	7.0	12.5	12.9	8.2	8.2	16.1	8.0	10.5
36. Avg. Course Grade	3.2	2.9	2.5	2.3	2.5	2.6	3.4	3.2	3.4	2.8	3.0	2.6	3.3	3.0	2.7	3.0
37. % of Course Grades = P, S OR >= C	92.2	89.6	81.0	76.9	79.5	82.5	94.8	92.9	96.6	87.5	88.6	81.2	93.9	88.0	84.7	88.5
All Courses																
38. Avg. Cr. Hrs.	29.9	30.1	32.1	31.3	29.6	28.0	29.5	30.5	28.6	29.9	29.9	29.3	29.6	32.1	29.0	29.7
39. Avg. Course Grade	3.1	2.6	2.5	2.3	2.4	2.3	3.0	3.0	3.2	2.7	2.8	2.3	2.9	2.9	2.4	2.8
40. % of Course Grades = P, S OR >= C	88.6	81.8	75.0	71.0	68.9	67.3	89.2	86.8	93.5	81.3	77.9	66.1	87.0	80.7	75.4	82.5
41. % of Course Grades = I, W, WP	1.0	2.6	6.9	6.2	9.8	12.5	0.6	3.5	0.5	5.7	6.4	6.4	2.3	5.7	4.3	3.8
42. % of Course Grades = D, F, WF, U	10.4	15.6	18.1	22.7	21.3	20.2	10.1	9.7	6.0	13.1	15.7	27.6	10.8	13.5	20.3	13.7
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	0.0
D. High School Achievement																
44. Avg. Class Rank	77	68	55	50	58	54	84	77	92	69	70	59	78	64	59	72
45. Avg. Verbal SAT	574	511	414	413	443	421	571	593	641	516	513	456	577	510	444	533
46. Avg. Math SAT	585	535	425	429	461	428	612	580	659	544	518	470	588	523	450	552

**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, the web link provides summary reports for each North Carolina public high school, each North Carolina public high school district, all North Carolina public high schools combined, and all high schools (public, private, and out-of-state) combined.

Enclosed are only the summary reports for all North Carolina public high schools combined and all high schools (public, private, and out-of-state) combined. The total number of freshmen in 2008 (line 1) represents the count of fall freshmen at each UNC institution who graduated in 2007-08 from a given high school. Lines 2-4 give the percentage of students who returned in the fall of 2010 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 2010 with a GPA of 2.0 or better, and line 4 indicates the percentage who enrolled in the fall of 2010 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 2005 who graduated from a given high school in 2004-05. All percentages calculated in lines 6 and 7 use line 5 as the denominator. Line 6 indicates the percentage who graduated by fall 2010. Line 7 reports the percentage who persisted (the percentage who were still enrolled in fall 2010 or had graduated by fall 2009).

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.

FOLLOW-UP OF HIGH SCHOOL GRADUATES WHO ENROLLED AS FIRST-TIME FRESHMAN AT AN INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA
Report For All N.C. Public High Schools North Carolina Code: N/A

	ASU	ECU	ECSU	FSU	NCAT	NCCU	NCSU	UNCA	UNCH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU	UNC Total
Total Number of Freshman, Fall 2008	2100	3219	478	479	1157	811	3666	414	2417	2398	2040	897	1507	1026	1058	23667
% Returned for yr 3	79.9	71.0	61.3	53.9	66.1	65.7	85.2	73.4	94.6	66.7	67.2	53.7	77.0	69.5	62.5	74.0
% Returned for yr 3 w/GPA>=2.0	78.2	65.5	51.0	45.5	60.7	57.2	83.2	71.0	93.4	64.1	63.2	42.4	75.2	67.4	55.5	70.1
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	43.4	34.1	33.1	25.1	30.0	35.3	35.4	38.4	44.6	26.4	30.5	17.1	43.3	44.2	19.7	34.6
Total Number of Freshman, Fall 2005	1744	2422	403	620	1454	807	3285	333	2459	2224	1938	761	1411	1339	780	21980
% Graduated within 5 yrs	63.2	53.1	40.7	24.0	31.0	30.7	66.6	56.2	86.7	48.2	48.3	30.7	64.0	47.9	32.7	54.4
% Persisting after 5 yrs	71.7	64.7	53.3	41.3	49.4	46.5	77.7	62.2	89.2	61.3	59.5	41.1	70.2	55.9	49.6	65.0

FOLLOW-UP OF HIGH SCHOOL GRADUATES WHO ENROLLED AS FIRST-TIME FRESHMAN AT AN INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA
Report For All N.C. Public High Schools North Carolina Code: N/A

	ASU	ECU	ECSU	FSU	NCAT	NCCU	NCSU	UNCA	UNCH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU	UNC Total
Total Number of Freshman, Fall 2007	2175	3077	491	748	1191	859	3660	396	2438	2306	2039	871	1335	1058	739	23383
% Returned for yr 3	79.9	68.6	64.0	51.5	61.9	59.5	84.9	67.9	93.6	67.3	67.1	52.5	79.3	61.5	63.7	72.7
% Returned for yr 3 w/GPA>=2.0	78.0	63.2	54.0	39.4	54.8	45.8	82.4	64.6	93.3	64.1	62.9	39.5	76.6	59.5	56.8	68.3
% Returned for yr 3 w/GPA>=2.0 & Hrs>=60	44.1	31.6	35.8	18.6	20.7	23.4	61.3	34.8	43.2	26.4	28.8	14.9	45.5	32.6	25.6	36.7
Total Number of Freshman, Fall 2004	1794	2508	405	559	1553	710	3016	497	2338	2022	1791	627	1317	1339	667	21143
% Graduated within 5 yrs	63.7	51.4	34.8	26.3	29.2	33.1	67.4	52.5	86.4	49.1	48.1	33.3	62.3	46.5	29.4	54.0
% Persisting after 5 yrs	73.0	62.8	49.6	50.3	45.1	50.4	78.4	60.2	89.6	63.2	59.2	46.4	69.7	53.4	47.2	65.1

