

***STATE OF LOUISIANA  
LEGISLATIVE AUDITOR***

**Remediation for Students in  
State Colleges and Universities**

May 1993



***Staff Study***

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***Daniel G. Kyle, Ph.D., CPA  
Legislative Auditor***

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**May 1993**



**Staff Study  
Office of Legislative Auditor  
State of Louisiana**

**Daniel G. Kyle, Ph.D., CPA  
Legislative Auditor**

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May 20, 1993

Honorable Randy L. Ewing, Chairman,  
and Members of the Legislative Audit  
Advisory Council

Dear Gentlemen:

On February 3, 1993, the members of the Audit Advisory Council directed my office to gather preliminary information on remedial programs at Louisiana's state colleges and universities. As you requested, the Performance Audit Division of this office is submitting the attached report. It contains the results of our preliminary research into remedial courses taught at the state's colleges and universities. This research was conducted under the provisions of Title 24 of the Louisiana Revised Statutes of 1950, as amended.

The report does not represent the results of an audit and, therefore, does not contain any recommendations or matters for legislative consideration.

Sincerely,

A handwritten signature in black ink that reads "Daniel G. Kyle".

Daniel G. Kyle, CPA  
Legislative Auditor

DGK/bl

[REMEDIAL]



# Office of Legislative Auditor

## Report Synopsis

### Remediation for Students in State Colleges and Universities

On February 3, 1993, the Legislative Audit Advisory Council indicated interest in a possible performance audit of remediation at Louisiana's state colleges and universities. The council directed the Office of Legislative Auditor to gather preliminary information on this subject. Our preliminary research found:

- ◆ The number of Louisiana high school graduates is decreasing.
- ◆ Depending on a student's ACT score, the student may be required to take developmental courses at one institution, while the same student could be placed in regular freshman studies at another institution.
- ◆ Overall, more than 50 percent of the first-time entering freshmen graduating from Louisiana high schools in the 1991 fall semester were required to take at least one developmental course.
- ◆ At 100 percent funding level, the state funding formula for higher education allocates 14 percent more, an average of \$88.95 per student credit hour, for remedial courses than for regular freshman level courses, an average of \$78.30 per student credit hour.
- ◆ The Board of Regents reports to the local school systems (public and non-public) on the number of students from the school system scheduling developmental courses in Louisiana colleges and the subject area of these courses. However, the board cannot be certain this information is reaching the individual high schools nor does it monitor any corrective actions taken by the local school system.
- ◆ The cost of remedial courses at the high school level is approximately \$51.73 per subject compared to approximately \$266.85 per subject at the college level.

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# Remediation for Students in State Colleges and Universities

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On February 3, 1993, the Legislative Audit Advisory Council directed the Office of Legislative Auditor to gather preliminary information on remedial programs at Louisiana's state colleges and universities. We were asked to compile this information by May 1993. The council showed interest in a possible performance audit of remediation should preliminary information suggest that such an audit would be feasible and useful.

Louisiana's 17 state colleges and universities offer remedial courses in such areas as mathematics and English for students who have weaknesses in these areas. Our preliminary research found:

- ♦ The number of Louisiana high school graduates is decreasing.
- ♦ Depending on a student's ACT score, the student may be required to take developmental courses at one institution, while the same student could be placed in regular freshman studies at another institution.
- ♦ Overall, more than 50 percent of the first-time entering freshmen graduating from Louisiana high schools in the 1991 fall semester were required to take at least one developmental course.
- ♦ At 100 percent funding level, the state funding formula for higher education allocates 14 percent more, an average of \$88.95 per student credit hour, for remedial courses than for regular freshman level courses, an average of \$78.30 per student credit hour.
- ♦ The Board of Regents reports to the local school systems (public and non-public) on the number of students from the school system scheduling developmental courses in Louisiana colleges and the subject area of these courses. However, the board cannot be certain this information is reaching the individual high schools nor does it monitor any corrective actions taken by the local school system.

- ◆ The cost of remedial courses at the high school level is approximately \$51.73 per subject compared to approximately \$266.85 per subject at the college level.

### Structure of Higher Education in Louisiana

Four separate boards govern Louisiana's higher education system. The Board of Regents, the central governing board, plans, coordinates, and has budgetary responsibility for all public higher education in the state. The Board of Trustees for State Colleges and Universities supervises and manages 10 state colleges and universities. The Board of Supervisors of Louisiana State University and the Board of Supervisors of Southern University supervise and manage those institutions, statewide agricultural programs, and other programs offered within their respective systems.

### Number of High School Graduates Decreasing

Although the number of high school graduates increased from fiscal year 1990-91 to fiscal year 1991-92, the number of high school graduates in Louisiana decreased by 7 percent between fiscal years 1989-90 and 1991-92. Exhibit I illustrates the number of students graduating from Louisiana's high schools over the last three fiscal years. According to figures from the Board of Regents, of the 39,949 Louisiana high school graduates in fiscal year 1990-91, 15,697 (39 percent) enrolled in Louisiana colleges in the 1991 fall semester.

<b>Exhibit I</b>	
<b>Number of High School Diplomas Awarded Over the Last Three Fiscal Years</b>	
<b>Fiscal Year</b>	<b>Number of Graduates</b>
1989-90	43,433
1990-91	39,949
1991-92	40,503

Source: Louisiana Department of Education's Annual Statistical Reports



## Students Requiring Remediation

For the 1991 fall semester, more than 50 percent of the high school graduates from Louisiana's public and non-public high schools required remediation upon entering a Louisiana college or university. Specifically, the Board of Regents reports that 52 percent, or 8,209, required remedial education. More than 53 percent of the public school graduates and about 47 percent of non-public school graduates were enrolled in remedial courses.

Exhibit II shows the percentages of first-time Louisiana freshmen enrolled in remedial courses during the 1991 fall semester by college or university. Appendix A contains the percentages of students from each parish which required remediation at a Louisiana college or university. This information is also further broken down into public and non-public high school graduates.

<b>Exhibit II</b>			
<b>Percentage of First-Time Freshmen Taking Remedial Courses, by College/University</b>			
<b>Fall 1991</b>			
<b>(La. High School Graduates Only)</b>			
<b>College/University</b>	<b>Public Schools</b>	<b>Non-Public Schools</b>	<b>Overall</b>
Delgado	65.60%	65.60%	65.60%
Grambling	42.60%	57.10%	43.50%
Louisiana Tech	34.00%	30.80%	33.50%
McNeese	40.50%	18.80%	39.40%
Nicholls	62.40%	53.50%	60.70%
Northeast	62.60%	61.70%	62.50%
Northwestern	49.60%	42.30%	48.70%
Southeastern	54.30%	54.70%	54.40%
USL	51.60%	47.20%	50.70%
LSU - Alexandria	78.00%	71.40%	77.50%
LSU - Baton Rouge	35.80%	34.50%	35.30%
LSU - Eunice	54.70%	60.90%	56.20%
LSU - Shreveport	48.60%	50.00%	48.70%
UNO	68.90%	73.00%	70.10%
Southern - Baton Rouge	80.30%	86.70%	80.50%
Southern - New Orleans	37.40%	48.80%	39.50%
Southern - Shreveport	70.20%	0.00%	70.20%
<b>Overall</b>	<b>53.60%</b>	<b>47.40%</b>	<b>52.30%</b>

Of the 8,209 students taking remedial courses in the 1991 fall semester, 6,708, or 82 percent, enrolled in remedial mathematics; 3,849, or 47 percent, enrolled in remedial English; and 2,600, or 32 percent, enrolled in remedial reading. See Appendix D for a detailed listing, by parish, of the number of students enrolled in each subject area.

Exhibits III-A and III-B illustrate the racial composition of students enrolled in remedial courses during the 1990 and 1991 fall semesters, respectively. Appendix B contains this information detailed, by institution, for the last two fiscal years. This was the only demographic data readily available. The Board of Regents does not maintain this data by other demographic categories. Thus, these data do not consider the student's income, family or marital status, age, or gender.

<b>Exhibit III-A</b>						
<b>First-Time Freshmen Taking Remedial Courses, by Race</b>						
<b>Fall 1990</b>						
<b>Race</b>	<b>Taking Remedial Courses</b>		<b>Not Taking Remedial Courses</b>		<b>Total Freshmen Enrollment</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Black</b>	5,154	69.64%	2,247	30.36%	7,401	100%
<b>White</b>	7,375	41.65%	10,332	58.35%	17,707	100%
<b>Other</b>	677	48.64%	715	51.36%	1,392	100%
<b>Overall</b>	<b>13,206</b>	<b>49.80%</b>	<b>13,294</b>	<b>50.20%</b>	<b>26,500</b>	<b>100%</b>

**Source:** Board of Regents  
**Note:** Number of students enrolled in remedial courses was calculated by OLA staff using percentages and total population provided by the Board of Regents.

<b>Exhibit III-B</b>						
<b>First-Time Freshmen Taking Remedial Courses, by Race</b>						
<b>Fall 1991</b>						
<b>Race</b>	<b>Taking Remedial Courses</b>		<b>Not Taking Remedial Courses</b>		<b>Total Freshmen Enrollment</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Black</b>	5,525	68.70%	2,517	31.30%	8,042	100%
<b>White</b>	7,806	42.79%	10,435	57.21%	18,241	100%
<b>Other</b>	743	45.84%	878	54.16%	1,621	100%
<b>Overall</b>	<b>14,074</b>	<b>50.44%</b>	<b>13,830</b>	<b>49.56%</b>	<b>27,904</b>	<b>100%</b>

**Source:** Board of Regents  
**Note:** Number of students enrolled in remedial courses was calculated by OLA staff using percentages and total population provided by the Board of Regents.

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**Placement  
Policies  
Determine  
When a Student  
Takes Remedial  
Courses**

Placement policies which determine when a student must take a remedial course vary among the state's colleges and universities. The Board of Regents defines remedial courses, also referred to as developmental courses, as those courses which do not give college credit but are needed to prepare the student to do college level work.

Institutions governed by the Board of Trustees for State Colleges and Universities have an open admissions policy which means any Louisiana high school graduate is eligible to attend. The Board of Trustees' admissions policy has three levels of admission: honors level, regular level, and provisional level. The student's score on the American College Test (ACT) primarily determines on which level the student is placed. Other factors considered in student placement are the student's high school graduating class ranking as well as his or her grade point average in certain core courses in high school.

Those institutions governed by the Board of Supervisors of Louisiana State University and the Board of Supervisors of Southern University also have open admissions policies, but do not have the levels of admission. The two systems have similar methods of placing students in remedial courses. ACT scores are key determinants in placing students in remedial courses. Under these two systems, the student's high school ranking and scores on placement tests given at the institution also play major roles in determining where the student is placed. None of the institutions within their respective systems use the same policy.

Scores on the ACT range from 1 to 36. The test consists of four sub-tests: mathematics, English, reading, and science reasoning. Each sub-test has a score and the student receives a composite score for the overall test. Typically at open admissions colleges, ACT composite scores range from 17 to 20.

The average ACT scores in Louisiana have remained at 19.4 from fiscal years 1988-89 to 1990-91. The average national ACT score for the same time period was 20.6. As Exhibit IV shows, for 1990-91, Louisiana students did not do well in the upper ACT score ranges.

<b>Exhibit IV</b>		
<b>Percentages of 1990-91 ACT Scores in Four Intervals</b>		
<b>Score Intervals</b>	<b>Percent of La. Students</b>	<b>Percent of U. S. Students</b>
27-36	7	11
22-26	21	28
19-21	25	25
1-18	47	35
<b>Source: Department of Education</b>		

Although the Board of Trustees has a placement policy, the colleges governed by the board have developed individual policies. Exhibit V on the next page lists the policies of these institutions and compares their policies to the Board of Trustees' policy.

According to the Board of Trustees' placement policy, students with a composite ACT score of 26 or higher are placed at the honors level and go straight into their major curriculum. Not all institutions under the Board of Trustees adhere to this policy. For example, Northwestern University admits students to the honors level with ACT scores of 24.

Students with ACT scores of 20 to 25 receive regular placement thus putting the student in general college level studies under the Board of Trustees' policy. Northwestern University allows scores ranging from 16 to 23 in regular placement.

The Board of Trustees' policy for provisional placement requires a student who has an ACT score of 15 or below to take the necessary remedial or developmental courses to bring him or her up to college level ability. Some institutions also use placement tests to decide.

Exhibit VI on the next page summarizes the placement policies of the Louisiana State University and Southern University systems. This exhibit shows that placement policies vary among the institutions in the Louisiana State University System and the Southern University System.

<b>Exhibit V</b>			
<b>Placement Policies at Institutions Governed by Board of Trustees for State Colleges and Universities</b>			
<b>College/University</b>	<b>ACT Scores</b>		
	<b>Honors Student begins work in senior college</b>	<b>Regular Student takes general college courses</b>	<b>Provisional Student takes remedial courses</b>
<b>Board of Trustees Policy</b>	<b>26 or higher</b>	<b>20-25</b>	<b>15 or below</b>
Delgado	N/A	N/A	ACT or placement tests
Grambling State	N/A	N/A	15 or below
Louisiana Tech*	27 or higher	22-26	ACT and placement tests
McNeese University	26 or higher	16-25	15 or below
Nicholls State University	25 or higher	19-24	18 or below (Conditional)
Northeast*	25 or higher	18-24	17 or below
Northwestern	24 or higher	16-23	15 or below
Southeastern	27 or higher	18-26	17 or below
Southwestern	N/A	N/A	16 or below

Source: College/University's most current catalog  
 \*Other criteria are also considered such as placement tests and scores in individual subject area.  
 N/A = Not applicable

<b>Exhibit VI</b>	
<b>Placement Policies for Southern University System and Louisiana State University System</b>	
<b>Southern University System (Individual schools have different policies.)</b>	
Southern University - Baton Rouge	17 or below in reading -- 15 or below in English -- 16 or below in math
Southern University - New Orleans	14 or below in math -- 16 or below in reading and English
Southern University - Shreveport	18 or below takes placement test. Placement test scores determine need for remedial courses.
<b>Louisiana State University System (Individual schools have different policies.)</b>	
LSU - Baton Rouge	18 or below in English -- 21 or below in math
LSU - Alexandria	16 or below in English and math -- 13 or below in reading
LSU - Eunice	18 or below in English and math

Source: Junior Division of the various institutions

**Cost of Remedial Courses**

The cost of providing remediation at the high school level is approximately **one-fifth** the cost at the college level. Figures obtained from the Department of Education show the cost of remediating students in elementary and high school averages \$51.73 per unit, with a unit being one subject area. The average cost per student credit hour for remediation at a college or university is \$88.95 per hour, for an average total cost of \$266.85 per subject area (assuming the average course is three semester hours). The cost per student credit hour ranges from \$86.40 to \$90.35.

<b>Cost to Remediate a Student in One Subject Area</b>	
High school	<b>\$51.73</b>
College level	<b>\$266.85</b>
Source: Department of Education and Board of Regents	

Elementary and high schools offer remediation to students to help them pass the Louisiana Education Assessment Program (LEAP) tests, commonly referred to as exit tests. Some of this remediation is done for two to three weeks in the summer and some is before and/or after school. At the high school level, a student is remediated for those skills within a subject area until he or she masters them. However, at the college level, a student is required to enroll in a remedial course for an entire semester, though the student may be deficient in a particular skill and not the entire subject area.

Remediation at the high school level has been funded by 8(g) funds in the past. For fiscal year 1991-92, approximately \$4.4 million was used for remediation in elementary and high schools. However, according to an official at the Department of Education, no appropriation will be made to fund this remediation for the 1992-93 school year.

Based on the number of student credit hours and the dollars required per student credit hour, the Board of Regents estimates approximately \$25.7 million would be needed to fund remedial education courses at the state's colleges and universities for fiscal year 1992-93 (if higher education were funded at 100 percent). The Board of Regents also estimates this amount represents approximately 4 percent of the \$630 million for higher education for the 1992-93 fiscal year, if funded at 100 percent.

However, the current funding level is 62.3 percent, thus only slightly more than \$16 million would likely be funded.

The actual cost to provide remedial courses at the college level to those students who are determined to need remediation in order to do college level work is not readily available at all institutions. Some institutions have remedial courses in a single division, while others have these courses established within the appropriate department within the institution. Also, some instructors teach both remedial and college level courses, thus making identifying all costs associated with remediation more difficult.

The formula used by the Board of Regents to determine the amount of state funding going to each institution for remedial courses contains a dollar factor per student credit hour. A different dollar factor is assigned to each category of institution. Exhibit VII on the following page outlines the various categories of Louisiana institutions and gives the dollar factor for each.

The estimated dollars required per student credit hour is driven primarily by the average faculty salaries for each category of institutions as determined by the Southern Regional Education Board. According to Board of Regents officials, the reason why a remedial course requires more dollars per student credit hour is because the salary for instructor level faculty at two-year institutions, is generally higher than at Masters II institutions and some courses are taught by graduate assistants. Also, there are more instructor-level faculty at two-year institutions than at Masters II institutions, thus driving the cost per student credit hour up. The dollar factors are recomputed every year.

Some institutions report a growing number of non-traditional students who have returned to or enrolled in college after several years away from high school. Many non-traditional freshmen require some remediation to sharpen his or her skills before going on to college level studies.

<b>Exhibit VII</b>				
<b>Categories of Louisiana Colleges and Universities and Dollars Per Student Credit Hour for Remedial and Regular Freshmen Courses for Fiscal Year 1992-93</b>				
<b>Category</b>	<b>Definition</b>	<b>Louisiana Institution(s) in This Category</b>	<b>Dollars/Student Credit Hour for FY 92-93</b>	
			<b>Remedial</b>	<b>Regular</b>
<b>Doctoral I</b>	Awards at least 100 doctoral degrees; no more than 50 percent of the degrees in one category; at least 10 different programs	•LSU - Baton Rouge	\$90.35	\$81.62
<b>Doctoral II</b>	Awards at least 30 doctoral degrees; at least 5 different programs	•University of Southwestern	\$89.55	\$81.40
<b>Doctoral III</b>	Awards at least one doctoral degree	•Grambling •Louisiana Tech •Northeast •Southern - Baton Rouge •University of New Orleans	\$89.97	\$78.40
<b>Masters II</b>	Awards at least one master's degree	•LSU - Shreveport •McNeese •Nicholls •Northwestern •Southeastern •Southern - New Orleans	\$86.40	\$75.62
<b>Two-Year I</b>	Awards associate degrees; offers college transfer courses	•Delgado •LSU - Alexandria •LSU - Eunice •Southern - Shreveport	\$88.47	\$74.45

Source: Board of Regents



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## Coordination Between Colleges and Local School Systems

Although a statute exists which requires the colleges and universities to report the number of Louisiana high school graduates requiring remediation, there is no requirement that the high schools take any corrective action or report on any corrective action taken. Louisiana Revised Statute (LSA-R.S.) 17:1814 requires the Board of Regents, with cooperation from the university management boards, to obtain

. . . a report from each state college or university to be submitted to each parish, city, parochial, or private school system in the state relative to the performance of the undergraduate students from each high school in that system who are enrolled at the state college or university.

These reports are required to be made annually and to include information on the number of students from each high school in each school system (public and non-public) requiring remedial training and the subject matter of such training. The Board of Regents has assumed the responsibility of disseminating these student performance reports to the various school systems.

The statute further requires the local school systems to forward the report to each high school in that system concerning students from that school. Appendix C provides an example of the report sent to local school systems. The report shows the number of students (by ACT score ranges) who "required" developmental courses and the number who did not "require" developmental courses. However, the report actually shows those students who **scheduled** developmental courses and those who did not **schedule** developmental courses. Also, the report shows how many students in both categories finished the semester in "good standing," in other words, not on suspension or in poor academic status.

Board of Regents officials also provide the school systems with a list of contact persons at each college or university along with the above report. The Board of Regents has no mechanism to tell whether the reports are actually distributed by the local school systems to the individual high schools. Further, there is no requirement for the school boards or high schools with a high number of students requiring remediation to take any corrective action or to report any progress toward correcting this situation.

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## **Potential for Performance Audit**

As a result of our preliminary research, we found that a potential performance audit could be performed. Some possible objectives could be:

1. Determine the number and percentage of students requiring remediation who go on to graduate from college.
2. Provide more descriptive data on students needing remediation, such as family income, age, gender, *family/marital status, high school graduate or GED recipient*, et cetera.
3. Compare the costs and benefits of providing remediation at the college level to those at the high school level.
4. Determine if the high schools are receiving information on their graduates who required remediation in college and if the high schools are using this information to better prepare future high school graduates.
5. Determine the number of non-resident students (out-of-state and international) requiring remediation.

# Appendix A

Listing of Students Needing  
Remediation, by Parish

Appendix A

First-Time Freshmen Enrolled in Developmental Education Courses in the Fall Semester of 1991-92, by Public and Non-Public Schools

Parish/City	Public School Graduates			Non-Public School Graduates			Total Public and Non-Public		
	Number of Students	Number Requiring Remedial Education	Percentage in Remedial Course(s)	Number of Students	Number Requiring Remedial Education	Percentage in Remedial Course(s)	Total Number of Students	Number Requiring Remedial Education	Percentage in Remedial Course(s)
Acadia	169	76	44.97%	37	20	54.05%	206	96	46.60%
Allen	102	67	65.69%	0	0	00.00%	102	67	65.69%
Ascension	191	91	47.64%	39	20	51.28%	230	111	48.26%
Assumption	77	46	59.74%	0	0	00.00%	77	46	59.74%
Avoyelles	100	58	58.00%	21	13	61.90%	121	71	58.68%
Beauregard	113	44	38.94%	0	0	00.00%	113	44	38.94%
Bienville	42	17	40.48%	0	0	00.00%	42	17	40.48%
Bossier	220	91	41.36%	4	3	75.00%	224	94	41.96%
Caddo	576	325	56.42%	36	19	52.78%	612	344	56.21%
Calcasieu	711	302	42.48%	48	13	27.08%	759	315	41.50%
Caldwell	56	32	57.14%	0	0	00.00%	56	32	57.14%
Cameron	44	22	50.00%	0	0	00.00%	44	22	50.00%
Catahoula	39	18	46.15%	0	0	00.00%	39	18	46.15%
Claiborne	35	18	51.43%	14	7	50.00%	49	25	51.02%
Concordia	67	41	61.19%	15	7	46.67%	82	48	58.54%
DeSoto	73	42	57.53%	5	5	100.00%	78	47	60.26%
East Baton Rouge	1,278	704	55.09%	459	166	36.17%	1,737	870	50.09%
East Carroll	20	9	45.00%	9	0	00.00%	29	9	31.03%
East Feliciana	49	39	79.59%	20	12	60.00%	69	51	73.91%
Evangeline	114	62	54.39%	48	17	35.42%	162	79	48.77%
Franklin	117	78	66.67%	3	3	100.00%	120	81	67.50%
Grant	59	36	61.02%	0	0	00.00%	59	36	61.02%
Iberia	234	101	43.16%	44	14	31.82%	278	115	41.37%

(Continued)

Appendix A

First-Time Freshmen Enrolled in Developmental Education Courses in the Fall Semester of 1991-92, by Public and Non-Public Schools

Parish/City	Public School Graduates			Non-Public School Graduates			Total Public and Non-Public		
	Number of Students	Number Requiring Remedial Education	Percentage in Remedial Course(s)	Number of Students	Number Requiring Remedial Education	Percentage in Remedial Course(s)	Total Number of Students	Number Requiring Remedial Education	Percentage in Remedial Course(s)
Iberville	72	53	73.61%	22	11	50.00%	94	64	68.09%
Jackson	66	33	50.00%	0	0	00.00%	66	33	50.00%
Jefferson	912	528	57.89%	514	284	55.25%	1,426	812	56.94%
Jefferson Davis	146	62	42.47%	0	0	00.00%	146	62	42.47%
Lafayette	553	276	49.91%	120	66	55.00%	673	342	50.82%
Lafourche	309	168	54.37%	62	13	20.97%	371	181	48.79%
LaSalle	60	36	60.00%	0	0	00.00%	60	36	60.00%
Lincoln	161	59	36.65%	39	21	53.85%	200	80	40.00%
Livingston	249	106	42.57%	1	1	100.00%	250	107	42.80%
Madison	49	27	55.10%	18	16	88.89%	67	43	64.18%
Morehouse	107	64	59.81%	23	13	56.52%	130	77	59.23%
Natchitoches	223	68	30.49%	14	11	78.57%	237	79	33.33%
Orleans	1,126	760	67.50%	860	432	50.23%	1,986	1,192	60.02%
Ouachita	354	192	54.24%	112	60	53.57%	466	252	54.08%
Plaquemines	89	47	52.81%	0	0	00.00%	89	47	52.81%
Pointe Coupee	20	19	95.00%	50	28	56.00%	70	47	67.14%
Rapides	448	289	64.51%	28	20	71.43%	476	309	64.92%
Red River	29	26	89.66%	12	4	33.33%	41	30	73.17%
Richland	73	42	57.53%	23	7	30.43%	96	49	51.04%
Sabine	69	26	37.68%	0	0	00.00%	69	26	37.68%
St. Bernard	118	72	61.02%	1	0	00.00%	119	72	60.50%
St. Charles	138	68	49.28%	0	0	00.00%	138	68	49.28%
St. Helena	23	17	73.91%	0	0	00.00%	23	17	73.91%

(Continued)

Appendix A

First-Time Freshmen Enrolled in Developmental Education Courses in the Fall Semester of 1991-92, by Public and Non-Public Schools

Parish/City	Public School Graduates			Non-Public School Graduates			Total Public and Non-Public		
	Number of Students	Number Requiring Remedial Education	Percentage in Remedial Course(s)	Number of Students	Number Requiring Remedial Education	Percentage in Remedial Course(s)	Total Number of Students	Number Requiring Remedial Education	Percentage in Remedial Course(s)
St. James	73	51	69.86%	0	0	00.00%	73	51	69.86%
St. John	52	34	65.38%	73	31	42.47%	125	65	52.00%
St. Landry	231	116	50.22%	106	46	43.40%	337	162	48.07%
St. Martin	127	67	52.76%	15	1	6.67%	142	68	47.89%
St. Mary	202	120	59.41%	29	14	48.28%	231	134	58.01%
St. Tammany	486	206	42.39%	104	42	40.38%	590	248	42.03%
Tangipahoa	212	101	47.64%	20	7	35.00%	232	108	46.55%
Tensas	22	20	90.91%	11	4	36.36%	33	24	72.73%
Terrebonne	316	190	60.13%	65	25	38.46%	381	215	56.43%
Union	65	32	49.23%	0	0	00.00%	65	32	49.23%
Vermilion	159	70	44.03%	37	22	59.46%	196	92	46.94%
Vernon	168	88	52.38%	0	0	00.00%	168	88	52.38%
Washington	48	32	66.67%	14	5	35.71%	62	37	59.68%
Webster	97	37	38.14%	1	1	100.00%	98	38	38.78%
West Baton Rouge	38	16	42.11%	0	0	00.00%	38	16	42.11%
West Carroll	54	21	38.89%	0	0	00.00%	54	21	38.89%
West Feliciana	26	10	38.46%	0	0	00.00%	26	10	38.46%
Winn	40	16	40.00%	0	0	00.00%	40	16	40.00%
City of Monroe	180	100	55.56%	0	0	00.00%	180	100	55.56%
City of Bogalusa	45	21	46.67%	0	0	00.00%	45	21	46.67%
<b>Overall Percentage</b>	<b>12,521</b>	<b>6,705</b>	<b>53.55%</b>	<b>3,176</b>	<b>1,504</b>	<b>47.36%</b>	<b>15,697</b>	<b>8,209</b>	<b>52.30%</b>

((Concluded))

# Appendix B

Numbers and Percentages of  
First-Time Freshmen Needing  
Remediation, by Race,  
by Institution

Appendix B

First-Time Freshmen Enrolled in Developmental Education Courses, by Race, by Institution, Fall 1990

Institution	Total Black Enrolled		Percent in Developmental Course(s)		Total White Enrolled		Number in Developmental Course(s)*		Percent in Developmental Course(s)		Total Other Enrolled		Number in Developmental Course(s)*		Percent in Developmental Course(s)		Total Freshmen 1st-Time		Number in Developmental Course(s)*		Percent in Developmental Course(s)		
	Enrolled	Course(s)*	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	
Delgado	971	669	1,443	668	46.30%	299	227	75.90%	2,713	1,564	57.60%												
Grambling	1,241	653	4	2	50.00%	5	3	60.00%	1,250	658	52.60%												
La Tech	367	221	1,463	404	27.60%	80	25	31.30%	1,910	650	34.00%												
McNeese	289	120	1,625	462	28.40%	58	18	31.00%	1,972	599	30.40%												
Nicholls	137	119	1,176	671	57.10%	46	28	60.90%	1,359	819	60.30%												
Northeast	333	279	1,276	685	53.70%	58	25	43.10%	1,667	989	59.30%												
Northwestern	272	201	941	401	42.60%	153	68	44.40%	1,366	670	49.00%												
Southeastern	165	104	2,241	856	38.20%	51	17	33.30%	2,457	977	39.80%												
Southwestern	532	448	1,859	970	52.20%	128	61	47.70%	2,519	1,479	58.70%												
LSU	307	160	2,746	818	29.80%	266	76	28.60%	3,319	1,054	31.80%												
LSU-A	49	46	558	434	77.80%	7	7	100.00%	614	487	79.30%												
LSU-E	81	34	645	230	35.70%	3	3		729	264	36.20%												
LSU-S	55	31	385	112	29.10%	14	6	42.90%	454	149	32.80%												
UNO	269	190	1,281	648	50.60%	195	101	51.80%	1,745	939	53.80%												
SU-BR	1,678	1,369	33	5	15.20%	14	9	64.30%	1,725	1,383	80.20%												
SU-NO	453	397	7	1	14.30%	14	6	42.90%	474	404	85.20%												
SU-S	202	113	24	7	29.20%	1			227	120	52.90%												
<b>TOTAL</b>	<b>7,401</b>	<b>5,154</b>	<b>17,707</b>	<b>7,375</b>	<b>41.65%</b>	<b>1,392</b>	<b>677</b>	<b>48.64%</b>	<b>26,500</b>	<b>13,206</b>	<b>49.80%</b>												

Source: Board of Regents

\*This column of numbers was calculated by OLA staff. The Board of Regents supplied us with percentages and we calculated these figures; therefore, these columns may not add up.



Appendix B

First-Time Freshmen Enrolled in Developmental Education Courses, by Race, by Institution, Fall 1991

Institution	Total Black		Percent in Developmental Courses(s)		Total White		Percent in Developmental Course(s)*		Total Other		Percent in Developmental Course(s)*		Total 1st-Time Freshmen		Percent in Developmental Course(s)*	
	Enrolled	Course(s)*	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)	Enrolled	Course(s)
Delgado	1,040	678	1,742	859	316	221	3,098	1,758	56.70%	49.30%	69.90%	3,098	1,758	56.70%		
Grambling	1,330	636	8	5	4	3	1,342	644	48.00%	62.50%	75.00%	1,342	644	48.00%		
La Tech	336	199	1,343	356	285	67	1,964	622	31.70%	26.50%	23.50%	1,964	622	31.70%		
McNeese	282	105	1,579	455	44	14	1,905	574	30.10%	28.80%	31.80%	1,905	574	30.10%		
Nicholls	172	153	1,071	652	41	25	1,284	830	64.60%	60.90%	61.00%	1,284	830	64.60%		
Northeast	367	313	1,340	744	54	22	1,761	1,079	61.30%	55.50%	40.70%	1,761	1,079	61.30%		
Northwestern	325	235	1,064	476	93	47	1,482	758	51.10%	44.70%	50.50%	1,482	758	51.10%		
Southeastern	140	104	2,291	857	63	17	2,494	978	39.20%	37.40%	27.00%	2,494	978	39.20%		
Southwestern	610	444	1,974	985	175	95	2,759	1,524	55.30%	49.90%	54.30%	2,759	1,524	55.30%		
LSU	290	166	2,886	880	274	98	3,450	1,144	33.20%	30.50%	35.80%	3,450	1,144	33.20%		
LSU-A	53	42	565	439	9	7	627	488	77.80%	77.70%	77.80%	627	488	77.80%		
LSU-E	68	32	698	284	7	3	773	319	41.30%	40.70%	42.90%	773	319	41.30%		
LSU-S	70	43	406	127	13	4	489	174	35.60%	31.30%	30.80%	489	174	35.60%		
UNO	325	254	1,230	665	210	108	1,765	1,028	58.20%	54.10%	51.40%	1,765	1,028	58.20%		
SU-BR	1,910	1,475	26	8	21	10	1,957	1,493	76.20%	30.80%	47.60%	1,957	1,493	76.20%		
SU-NO	497	482	8	8	11	2	516	492	95.30%	100.00%	18.20%	516	492	95.30%		
SU-S	227	165	10	6	1		238	171	71.80%	60.00%		238	171	71.80%		
<b>TOTAL</b>	<b>8,042</b>	<b>5,525</b>	<b>18,241</b>	<b>7,806</b>	<b>1,621</b>	<b>743</b>	<b>27,904</b>	<b>14,074</b>	<b>50.40%</b>	<b>42.79%</b>	<b>45.83%</b>	<b>27,904</b>	<b>14,074</b>	<b>50.40%</b>		

Source: Board of Regents

\*This column of numbers was calculated by OLA staff. The Board of Regents supplied us with percentages and we calculated these figures; therefore, these columns may not add up.

# Appendix C

## Example of Student Performance Report

Appendix C

LOUISIANA STATE DEPARTMENT OF EDUCATION BUREAU OF MANAGEMENT INFORMATION SYSTEMS

REPORT NO: STPO90R1

RUN DATE : 04/14/92

SCHOOL CODE/NAME: 0170 Sample High School

PAGE

SPONSOR CODE/NAME: 017 East Baton Rouge Parish

ANNUAL STUDENT PERFORMANCE REPORT FOR LOUISIANA FIRST-TIME FRESHMAN  
FALL SEMESTER/QUARTER 1991-92

ACT SCORE	TOTAL NUMBER OF STUDENTS (1)	NUMBER NOT REQUIRING DEVELOPMENTAL EDUCATION COURSES (2)	NUMBER ENROLLED IN DEVELOPMENTAL EDUCATION COURSES (3)	NUMBER ENROLLED IN DEVELOPMENTAL EDUCATION COURSES MATH ENGLISH READING OTHER	NUMBER OF STUDENTS WHO COMPLETED SEMESTER IN GOOD STANDING *** NONDEVELOPMENTAL (FROM COL. 2)	DEVELOPMENTAL (FROM COL. 3)
12-GRAMBLING STATE UNIVERSITY						
NO ACT						
1 - 5						
6 - 10						
11 - 15	1					
16 - 20		1				
21 - 25						
26 +						
TOTAL	2					
13-LOUISIANA TECH UNIVERSITY						
NO ACT						
1 - 5						
6 - 10						
11 - 15	2					
16 - 20		2				
21 - 25	1					
26 +						
TOTAL	4	3	1	1		1
15-NICHOLLS STATE UNIVERSITY						
NO ACT						
1 - 5						
6 - 10						
11 - 15						
16 - 20	2					
21 - 25		2				
26 +						
TOTAL	2	2	2	2		1
16-NORTHEAST LOUISIANA UNIVERSITY						
NO ACT						
1 - 5						
6 - 10						
11 - 15						
16 - 20	2					
21 - 25	2	1				
26 +		2				
TOTAL	4	3	1	1		2

\* THE TOTAL NUMBER OF STUDENTS IS THE NUMBER NOT REQUIRING DEVELOPMENTAL EDUCATION (COLUMN 2) PLUS THE NUMBER ENROLLED IN ONE OR MORE DEVELOPMENTAL EDUCATION COURSES (COLUMN 3).  
 \*\* FOR PURPOSES OF THIS REPORT, "NOT REQUIRING" ACTUALLY REFERS TO THE NUMBER "NOT SCHEDULING" DEVELOPMENTAL COURSES.  
 \*\*\* FOR PURPOSES OF THIS REPORT, STUDENTS IN GOOD STANDING ARE THOSE STUDENTS WHO COMPLETED THE SEMESTER AND WERE NOT ON ACADEMIC PROBATION OR SUSPENSION AT THE END OF THE TERM.

Appendix C

LOUISIANA STATE DEPARTMENT OF EDUCATION      BUREAU OF MANAGEMENT INFORMATION SYSTEMS

REPORT NO: STFO90R1      SCHOOL CODE/NAME: 0170 Sample High School      PAGE 2

RUN DATE : 04/14/92      SPONSOR CODE/NAME: 017 East Baton Rouge Parish  
 ANNUAL STUDENT PERFORMANCE REPORT FOR LOUISIANA FIRST-TIME FRESHMAN  
 FALL SEMESTER/QUARTER 1991-92

ACT SCORE RANGE	NUMBER NOT REQUIRING DEVELOPMENTAL EDUCATION ** (1)	NUMBER ENROLLED IN ONE OR MORE DEVELOPMENTAL EDUCATION COURSES (2)	NUMBER ENROLLED IN DEVELOPMENTAL EDUCATION COURSES			NUMBER OF STUDENTS WHO COMPLETED SEMESTER IN GOOD STANDING ***	
STUDENTS * EDUCATION ** (1)	DEVELOPMENTAL EDUCATION	COURSES (3)	MATH	ENGLISH	READING	OTHER	NONDEVELOPMENTAL DEVELOPMENTAL (FROM COL. 2) (FROM COL. 3)

17-NORTHWESTERN STATE UNIVERSITY							
NO ACT							
1 - 5							
6 - 10							
11 - 15							
16 - 20	1	1					
21 - 25	1						
26 +							
TOTAL	2	1					

18-SOUTHEASTERN LOUISIANA UNIVERSITY							
NO ACT							
1 - 5							
6 - 10							
11 - 15	2	2	1			2	2
16 - 20	8	7	3			2	1
21 - 25	5						4
26 +	1						1
TOTAL	16	9	4		4		6

19-UNIVERSITY OF SOUTHWESTERN LOUISIANA							
NO ACT							
1 - 5							
6 - 10							
11 - 15	1	1	1	1		1	
16 - 20							
21 - 25	1	1					1
26 +	1						1
TOTAL	3	2	1	1	1	1	1

22-LSU-BATON ROUGE							
NO ACT							
1 - 5							
6 - 10							
11 - 15	1	1	1	1		1	1
16 - 20							
21 - 25	9	8	3	2		2	1
26 +	3	2	1	1		1	1
TOTAL	13	11	5	3	3	5	7

\* THE TOTAL NUMBER OF STUDENTS IS THE NUMBER NOT REQUIRING DEVELOPMENTAL EDUCATION (COLUMN 2) PLUS THE NUMBER ENROLLED IN ONE OR MORE DEVELOPMENTAL EDUCATION COURSES (COLUMN 3)  
 \*\* FOR PURPOSES OF THIS REPORT, "NOT REQUIRING" ACTUALLY REFERS TO THE NUMBER "NOT SCHEDULING" DEVELOPMENTAL COURSES.  
 \*\*\* FOR PURPOSES OF THIS REPORT, STUDENTS IN GOOD STANDING ARE THOSE STUDENTS WHO COMPLETED THE SEMESTER AND WERE NOT ON ACADEMIC PROBATION OR SUSPENSION AT THE END OF THE TERM.

Appendix C

LOUISIANA STATE DEPARTMENT OF EDUCATION BUREAU OF MANAGEMENT INFORMATION SYSTEMS

REPORT NO: STPO90R1 SCHOOL CODE/NAME: 0170 Sample High School PAGE 3

RUN DATE : 04/14/92 SPONSOR CODE/NAME: 017 East Baton Rouge Parish

ANNUAL STUDENT PERFORMANCE REPORT FOR LOUISIANA FIRST-TIME FRESHMAN  
FALL SEMESTER/QUARTER 1991-92

ACT SCORE RANGE	TOTAL NUMBER OF STUDENTS * (1)	NUMBER NOT REQUIRING DEVELOPMENTAL EDUCATION COURSES (2)	NUMBER ENROLLED IN DEVELOPMENTAL EDUCATION COURSES (3)			NUMBER OF STUDENTS WHO COMPLETED SEMESTER IN GOOD STANDING ** (FROM COL. 2)	NONDEVELOPMENTAL DEVELOPMENTAL (FROM COL. 3)
			DEVELOPMENTAL	MATH	ENGLISH READING OTHER		
31-SOUTHERN-BATON ROUGE							
NO ACT	2	2	2	1		2	
1 - 9							
6 - 10							
11 - 15	19	1	18	14	15	8	1
16 - 20	24	6	18	8	1	6	18
21 - 25	4	3	1			3	1
26 +							
TOTAL	49	10	39	24	17	6	10
*** SCHOOL TOTAL ***							
NO ACT	2	2	2	2	1		2
1 - 5							
6 - 10							
11 - 15	24	1	23	17	18	9	1
16 - 20	50	12	38	17	4	2	10
21 - 25	17	13	4	1			11
26 +	7	7					7
TOTAL	100	33	67	37	23	11	29

\* THE TOTAL NUMBER OF STUDENTS IS THE NUMBER NOT REQUIRING DEVELOPMENTAL EDUCATION (COLUMN 2) PLUS THE NUMBER ENROLLED IN ONE OR MORE DEVELOPMENTAL EDUCATION COURSES (COLUMN 3).  
 \*\* FOR PURPOSES OF THIS REPORT, "NOT REQUIRING" ACTUALLY REFERS TO THE NUMBER "NOT SCHEDULING" DEVELOPMENTAL COURSES.  
 \*\*\* FOR PURPOSES OF THIS REPORT, STUDENTS IN GOOD STANDING ARE THOSE STUDENTS WHO COMPLETED THE SEMESTER AND WERE NOT ON ACADEMIC PROBATION OR SUSPENSION AT THE END OF THE TERM.

# Appendix D

Listing, by Parish, of Number  
of Students Enrolled in Each  
Remedial Subject Area

Appendix D

First-Time Freshmen Enrolled in Developmental Education Courses  
in the Fall Semester of 1991-92, by Subject Area

Parish/City	Total Enrolled		Mathematics		English		Reading		Other*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Acadia	96	87.50%	84	87.50%	42	43.75%	11	11.46%	12	12.50%
Allen	67	80.60%	54	80.60%	30	44.78%	20	29.85%	7	10.45%
Ascension	111	74.77%	83	74.77%	53	47.75%	43	38.74%	30	27.03%
Assumption	46	58.70%	27	58.70%	33	71.74%	22	47.83%	12	26.09%
Avoyelles	71	91.55%	65	91.55%	28	39.44%	29	40.85%	18	25.35%
Beauregard	44	77.27%	34	77.27%	23	52.27%	9	20.45%	6	13.64%
Bienville	17	76.47%	13	76.47%	12	70.59%	5	29.41%	5	29.41%
Bossier	94	75.53%	71	75.53%	46	48.94%	27	28.72%	15	15.96%
Caddo	344	78.49%	270	78.49%	201	58.43%	147	42.73%	50	14.53%
Calcasieu	315	87.94%	277	87.94%	121	38.41%	58	18.41%	25	7.94%
Caldwell	32	93.75%	30	93.75%	12	37.50%	4	12.50%	4	12.50%
Cameron	22	77.27%	17	77.27%	16	72.73%	9	40.91%	4	18.18%
Catahoula	18	61.11%	11	61.11%	9	50.00%	5	27.78%	0	00.00%
Claiborne	25	52.00%	13	52.00%	14	56.00%	8	32.00%	4	16.00%
Concordia	48	77.08%	37	77.08%	20	41.67%	16	33.33%	7	14.58%
DeSoto	47	78.72%	37	78.72%	29	61.70%	23	48.94%	7	14.89%
East Baton Rouge	870	81.03%	705	81.03%	422	48.51%	296	34.02%	209	24.02%
East Carroll	9	66.67%	6	66.67%	5	55.56%	2	22.22%	1	11.11%
East Feliciana	51	88.24%	45	88.24%	19	37.25%	12	23.53%	15	29.41%
Evangeline	79	83.54%	66	83.54%	51	64.56%	8	10.13%	8	10.13%
Franklin	81	87.65%	71	87.65%	32	39.51%	23	28.40%	5	6.17%
Grant	36	88.89%	32	88.89%	9	25.00%	7	19.44%	3	8.33%
Iberia	115	76.52%	88	76.52%	60	52.17%	48	41.74%	42	36.52%

(Continued)



Appendix D

First-Time Freshmen Enrolled in Developmental Education Courses  
in the Fall Semester of 1991-92, by Subject Area

Parish/City	Total Enrolled		Mathematics		English		Reading		Other*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Iberville	64	75.00%	48	75.00%	35	54.69%	28	43.75%	14	21.88%
Jackson	33	60.61%	20	60.61%	20	60.61%	9	27.27%	7	21.21%
Jefferson	812	77.09%	626	77.09%	348	42.86%	239	29.43%	97	11.95%
Jefferson Davis	62	90.32%	56	90.32%	22	35.48%	5	8.06%	2	3.23%
Lafayette	342	87.13%	298	87.13%	107	31.29%	76	22.22%	81	23.68%
Lafourche	181	71.82%	130	71.82%	118	65.19%	81	44.75%	48	26.52%
LaSalle	36	94.44%	34	94.44%	11	30.56%	7	19.44%	3	8.33%
Lincoln	80	68.75%	55	68.75%	44	55.00%	27	33.75%	16	20.00%
Livingston	107	83.18%	89	83.18%	40	37.38%	26	24.30%	29	27.10%
Madison	43	86.05%	37	86.05%	23	53.49%	13	30.23%	4	9.30%
Morehouse	77	83.12%	64	83.12%	40	51.95%	28	36.36%	11	14.29%
Natchitoches	79	94.94%	75	94.94%	29	36.71%	21	26.58%	2	2.53%
Orleans	1192	84.14%	1003	84.14%	613	51.43%	456	38.26%	95	7.97%
Ouachita	252	83.33%	210	83.33%	80	31.75%	69	27.38%	17	6.75%
Plaquemines	47	61.70%	29	61.70%	24	51.06%	15	31.91%	7	14.89%
Pointe Coupee	47	87.23%	41	87.23%	17	36.17%	13	27.66%	11	23.40%
Rapides	309	88.35%	273	88.35%	124	40.13%	120	38.83%	52	16.83%
Red River	30	76.67%	23	76.67%	20	66.67%	15	50.00%	7	23.33%
Richland	49	87.76%	43	87.76%	17	34.69%	14	28.57%	3	6.12%
Sabine	26	88.46%	23	88.46%	14	53.85%	10	38.46%	0	00.00%
St. Bernard	72	94.44%	68	94.44%	23	31.94%	17	23.61%	10	13.89%
St. Charles	68	79.41%	54	79.41%	35	51.47%	22	32.35%	12	17.65%
St. Helena	17	82.35%	14	82.35%	14	82.35%	10	58.82%	8	47.06%

(Continued)



Appendix D

First-Time Freshmen Enrolled in Developmental Education Courses  
in the Fall Semester of 1991-92, by Subject Area

Parish/City	Total Enrolled		Mathematics		English		Reading		Other*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
St. James	51	82.35%	42	82.35%	36	70.59%	29	56.86%	23	45.10%
St. John	65	84.62%	55	84.62%	28	43.08%	19	29.23%	18	27.69%
St. Landry	162	85.80%	139	85.80%	82	50.62%	29	17.90%	22	13.58%
St. Martin	68	73.53%	50	73.53%	33	48.53%	29	42.65%	21	30.88%
St. Mary	134	86.57%	116	86.57%	76	56.72%	48	35.82%	34	25.37%
St. Tammany	248	83.87%	208	83.87%	94	37.90%	40	16.13%	68	27.42%
Tangipahoa	108	86.11%	93	86.11%	43	39.81%	30	27.78%	49	45.37%
Tensas	24	70.83%	17	70.83%	16	66.67%	13	54.17%	5	20.83%
Terrebonne	215	77.21%	166	77.21%	120	55.81%	73	33.95%	55	25.58%
Union	32	81.25%	26	81.25%	11	34.38%	8	25.00%	4	12.50%
Vermillion	92	80.43%	74	80.43%	40	43.48%	30	32.61%	26	28.26%
Vernon	88	80.68%	71	80.68%	48	54.55%	12	13.64%	8	9.09%
Washington	37	86.49%	32	86.49%	18	48.65%	16	43.24%	13	35.14%
Webster	38	60.53%	23	60.53%	15	39.47%	15	39.47%	7	18.42%
West Baton Rouge	16	93.75%	15	93.75%	9	56.25%	5	31.25%	1	6.25%
West Carroll	21	76.19%	16	76.19%	8	38.10%	5	23.81%	0	00.00%
West Feliciana	10	90.00%	9	90.00%	5	50.00%	3	30.00%	4	40.00%
Winn	16	62.50%	10	62.50%	10	62.50%	10	62.50%	5	31.25%
City of Monroe	100	80.00%	80	80.00%	38	38.00%	27	27.00%	5	5.00%
City of Bogalusa	21	80.95%	17	80.95%	14	66.67%	6	28.57%	8	38.10%
<b>Overall Percentages</b>	<b>8,209</b>	<b>81.72%</b>	<b>6,708</b>	<b>81.72%</b>	<b>3,849</b>	<b>46.89%</b>	<b>2,600</b>	<b>31.67%</b>	<b>1,401</b>	<b>17.07%</b>

\*Includes such subjects as communication skills and study skills

(Concluded)