

# the condition of education 2004



## INDICATOR 31

# Remedial Coursetaking

The indicator and corresponding tables are taken directly from *The Condition of Education 2004*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2004* visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004077>) or contact ED PUBs at 1-877-4ED-PUBS.

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# Learning Opportunities

## Remedial Coursetaking

Postsecondary institutions provided remedial coursework for 28 percent of entering freshmen in fall 2000; public 2-year colleges provided such coursework for 42 percent of their entering students.

Remedial education provides opportunities for students who lack the academic skills to succeed in postsecondary education. Recent studies have addressed which types of institutions provide remedial courses, how much remediation institutions allow students to take, and whether they offer credit for remedial coursework (NCES 2004–010).<sup>1</sup> According to these institutions, 28 percent of entering freshmen enrolled in any remedial coursework (reading, writing, or mathematics) in fall 2000. Twenty-two percent undertook remediation in mathematics, 14 percent in writing, and 11 percent in reading. Freshmen at public 2-year colleges were the most likely group to enroll in a remedial course (42 vs. 12 to 24 percent of freshmen at other types of institutions). At the 4-year level, freshmen at public institutions were more likely than those at private institutions to do so.

In addition to enrolling at higher rates, freshmen at public 2-year colleges spent more time, on average, in remediation than freshmen at 4-year institutions in fall 2000 (see supplemental table 31-2). Among institutions that offered remedial courses, 63 percent of public 2-year institutions

reported that their students averaged a year or more of remedial coursetaking, compared with 38 percent of public 4-year institutions (and 17 percent of private 4-year institutions).

Among institutions that offered remedial courses, about three-quarters gave institutional credit (which does not count toward a degree) for remedial courses in fall 2000 (78 percent in reading, 73 percent in writing, and 77 percent in mathematics) (see supplemental table 31-3).<sup>2</sup> In addition, 12 to 18 percent gave degree credit (depending on subject), while about 10 percent gave no credit. In each subject area, private 4-year institutions were less likely than other types of institutions to award institutional credit for remedial courses.

Twenty-eight percent of entering freshmen enrolled in remedial courses in both 1995 and 2000, but the average length of time spent in remediation increased during this period (see supplemental tables 31-1 and 31-2). The proportion of institutions reporting that students averaged a year or more in remediation increased from 33 to 40 percent between 1995 and 2000.

<sup>1</sup>Remedial education includes “courses in reading, writing, or mathematics for college students lacking those skills necessary to perform college-level work at the level required by the [sampled] institution.”

<sup>2</sup>In fall 1995 and 2000, institutions reported the most frequent type of credit they gave for remedial reading, writing, and mathematics courses from among the following options: degree credit that counts toward subject requirements; degree credit that counts toward elective requirements; institutional credit (e.g., counts toward financial aid, campus housing, or full-time student status, but does not count toward degree completion); or no credit.

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. The categories used for analyzing these data include public 2-year, private 2-year, public 4-year, and private 4-year institutions. Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately. The estimates in this indicator differ from those in *indicator 18* because the populations differ. This indicator deals with entering freshmen of all ages in 2000 while *indicator 18* examines a cohort (1992 12th-graders who enrolled in postsecondary education).

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004–010), table 4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), “Survey on Remedial Education in Higher Education Institutions,” fall 2000.

FOR MORE INFORMATION:  
Supplemental Notes 3, 8  
Supplemental Tables 31-1,  
31-2, 31-3



**PARTICIPATION IN REMEDIAL EDUCATION: Percentage of entering freshmen at degree-granting institutions who enrolled in remedial courses, by type of institution and subject area: Fall 2000**



## Remedial Coursetaking

**Table 31-1. Number of entering freshmen at degree-granting institutions, and percentage of entering freshmen enrolled in remedial courses, by subject area and type of institution: Fall 1995 and 2000**

Type of institution	Number of entering freshmen (in thousands)	Percentage of entering freshmen enrolled in remedial courses in:			
		Reading, writing, or mathematics	Reading	Writing	Mathematics
<b>1995</b>					
<b>All institutions</b>	<b>2,100</b>	<b>28</b>	<b>12</b>	<b>16</b>	<b>22</b>
Public 2-year	936	40	19	24	32
Private 2-year <sup>1</sup>	53	26	11	19	23
Public 4-year	721	21	8	11	17
Private 4-year <sup>1</sup>	389	12	5	7	8
<b>2000</b>					
<b>All institutions</b>	<b>2,396</b>	<b>28</b>	<b>11</b>	<b>14</b>	<b>22</b>
Public 2-year	992	42	20	23	35
Private 2-year <sup>1</sup>	58	24	9	17	18
Public 4-year	849	20	6	9	16
Private 4-year <sup>1</sup>	497	12	5	7	8

<sup>1</sup>Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately.

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in 1995. Remedial education includes "courses on reading, writing, or mathematics for college students lacking those skills necessary to perform college-level work at the level required by the [sampled] institution." Detail may not sum to totals because of rounding.

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table 4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.

## Remedial Coursetaking

**Table 31-2. Among degree-granting institutions that offered remedial courses, percentage distribution by the approximate length of time a student was enrolled in remedial courses at the institution, by type of institution: Fall 1995 and 2000**

Type of institution	Less than 1 year <sup>1</sup>	1 year <sup>1</sup>	More than 1 year <sup>1</sup>
		<b>1995</b>	
<b>All institutions</b>	<b>67</b>	<b>28</b>	<b>5</b>
Public 2-year	45	44	11
Private 2-year <sup>2</sup>	95	5	#
Public 4-year	69	28	3!
Private 4-year <sup>2</sup>	84	14	‡
		<b>2000</b>	
<b>All institutions</b>	<b>60</b>	<b>35</b>	<b>5</b>
Public 2-year	37	53	10
Private 2-year <sup>2</sup>	84	11!	‡
Public 4-year	62	35	3
Private 4-year <sup>2</sup>	83	16	‡

#Rounds to zero.

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

<sup>1</sup>Institutions were asked the average length of time their students spent enrolled in remedial courses and were given the following choices: less than 1 year (e.g., 1 semester or 2 quarters), 1 year, or more than 1 year.

<sup>2</sup>Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately.

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in 1995. Detail may not sum to totals because of rounding and not reporting where there are too few cases for a reliable estimate.

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table 5. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.

## Remedial Coursetaking

**Table 31-3. Among degree-granting institutions that offered remedial courses in the given subjects, percentage distribution by the most frequent type of credit earned for remedial courses, by subject area and type of institution: Fall 1995 and 2000**

Type of institution	Reading				Writing				Mathematics			
	Degree credit, subject	Degree credit, elective	Institutional credit	No credit	Degree credit, subject	Degree credit, elective	Institutional credit	No credit	Degree credit, subject	Degree credit, elective	Institutional credit	No credit
<b>1995</b>												
<b>All institutions</b>	3	15	72	10	4	17	68	11	5	11	71	13
Public 2-year	1	8	81	9	2	8	81	9	2	7	80	11
Private 2-year <sup>1</sup>	‡	‡	‡	‡	‡	‡	‡	‡	‡	4!	65	20
Public 4-year	‡	16	73	9	6	11	70	12	‡	9	75	13
Private 4-year <sup>1</sup>	‡	36	51	11	4	40	46	9	9	23	55	14
<b>2000</b>												
<b>All institutions</b>	2	10	78	9	4	14	73	9	4	10	77	10
Public 2-year	2	4	87	7	2	5	86	7	2	4	87	7
Private 2-year <sup>1</sup>	‡	‡	‡	‡	‡	‡	81	9	9!	‡	81	8
Public 4-year	2	8	78	12	3	7	82	8	2	4	83	11
Private 4-year <sup>1</sup>	3	30	51	17	5!	37	45	14	6	25	54	15

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

<sup>1</sup>Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately.

NOTE: In fall 1995 and 2000, institutions reported the most frequent type of credit they gave for remedial reading, writing, and mathematics courses from among the following options: degree credit that counts toward subject requirements; degree credit that counts toward elective requirements; institutional credit (e.g., counts toward financial aid, campus housing, or full-time student status, but does not count toward degree completion); or no credit. Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in 1995. Detail may not sum to totals because of rounding and not reporting where there are too few cases for a reliable estimate.

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table 8. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.

## Remedial Coursetaking

**Table S31. Standard errors for the percentage of entering freshmen at degree-granting institutions who enrolled in remedial courses, by type of institution and subject area: Fall 2000**

Type of institution	Any	Reading	Writing	Mathematics
All institutions	0.4	0.3	0.3	0.4
Public 2-year	0.9	0.7	0.6	0.8
Private 2-year	5.4	2.2	4.0	3.5
Public 4-year	0.5	0.3	0.3	0.5
Private 4-year	0.9	0.5	0.7	0.7

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table B-4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 2000.

## Remedial Coursetaking

**Table S31-1. Standard errors for the number of entering freshmen at degree-granting institutions, and percentage of entering freshmen enrolled in remedial courses, by subject area and type of institution: Fall 1995 and 2000**

Type of institution	Number of entering freshmen (in thousands)	Percentage of entering freshmen enrolled in remedial courses in:			
		Reading, writing, or mathematics	Reading	Writing	Mathematics
<b>1995</b>					
<b>All institutions</b>	<b>30.8</b>	<b>0.8</b>	<b>0.6</b>	<b>0.6</b>	<b>0.8</b>
Public 2-year	24.7	1.4	1.0	1.0	1.4
Private 2-year	6.5	5.7	2.7	5.6	5.1
Public 4-year	15.7	1.2	0.8	0.8	1.1
Private 4-year	14.8	1.2	0.9	0.9	1.0
<b>2000</b>					
<b>All institutions</b>	<b>27.9</b>	<b>0.4</b>	<b>0.3</b>	<b>0.3</b>	<b>0.4</b>
Public 2-year	19.2	0.9	0.7	0.6	0.8
Private 2-year	8.9	5.4	2.2	4.0	3.5
Public 4-year	7.9	0.5	0.3	0.3	0.5
Private 4-year	12.5	0.9	0.5	0.7	0.7

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table B-4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.

## Remedial Coursetaking

**Table S31-2. Standard errors for the percentage distribution by the approximate length of time a student was enrolled in remedial courses at the institution, among degree-granting institutions that offered remedial courses, by type of institution: Fall 1995 and 2000**

Type of institution	Less than 1 year	1 year	More than 1 year
		1995	
<b>All institutions</b>	<b>1.6</b>	<b>1.5</b>	<b>1.0</b>
Public 2-year	3.4	3.3	2.0
Private 2-year	2.5	2.5	†
Public 4-year	3.7	3.3	1.7
Private 4-year	3.6	3.2	‡
		2000	
<b>All institutions</b>	<b>1.9</b>	<b>1.8</b>	<b>0.6</b>
Public 2-year	2.5	2.5	1.2
Private 2-year	7.3	5.6	‡
Public 4-year	1.9	1.7	0.8
Private 4-year	3.0	3.0	‡

†Not applicable.

‡Reporting standards not met (too few cases).

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table B-5. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.

**Table S31-3. Standard errors for the percentage distribution by the most frequent type of credit earned for remedial courses, among degree-granting institutions that offered remedial courses in the given subjects, by subject area and type of institution: Fall 1995 and 2000**

Type of institution	Reading				Writing				Mathematics			
	Degree credit, subject	Degree credit, elective	Institutional credit	No credit	Degree credit, subject	Degree credit, elective	Institutional credit	No credit	Degree credit, subject	Degree credit, elective	Institutional credit	No credit
	1995											
<b>All institutions</b>	<b>1.1</b>	<b>1.6</b>	<b>2.7</b>	<b>1.7</b>	<b>1.0</b>	<b>1.4</b>	<b>2.4</b>	<b>1.8</b>	<b>1.1</b>	<b>1.5</b>	<b>2.4</b>	<b>2.0</b>
Public 2-year	0.6	1.8	2.7	2.2	0.6	1.8	2.6	2.2	0.6	1.7	2.5	2.5
Private 2-year	‡	‡	‡	‡	‡	‡	‡	‡	‡	2.3	11.0	9.0
Public 4-year	‡	3.4	4.5	2.8	2.9	2.7	3.8	2.6	‡	2.5	3.6	2.3
Private 4-year	‡	4.4	5.9	4.5	1.6	2.8	4.1	3.7	2.7	3.9	5.3	5.0
	2000											
<b>All institutions</b>	<b>0.5</b>	<b>1.3</b>	<b>1.9</b>	<b>1.3</b>	<b>1.0</b>	<b>1.4</b>	<b>1.9</b>	<b>1.1</b>	<b>1.0</b>	<b>1.2</b>	<b>1.7</b>	<b>1.0</b>
Public 2-year	0.9	1.0	2.2	1.6	0.9	1.3	2.3	1.6	0.9	1.1	2.3	1.6
Private 2-year	‡	‡	‡	‡	‡	‡	6.4	3.9	5.6	‡	5.9	3.5
Public 4-year	0.6	1.7	3.3	2.4	0.7	1.3	2.4	1.7	0.5	1.0	2.1	1.6
Private 4-year	1.2	4.5	4.7	3.7	3.0	4.0	4.3	2.5	2.9	3.6	3.7	1.7

‡Reporting standards not met (too few cases).

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table B-8. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.