

the condition of education 2004



INDICATOR 18

Remediation and Degree Completion

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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Postsecondary Persistence and Progress

Remediation and Degree Completion

Postsecondary students who take remedial reading are about half as likely as those who take no remedial courses to earn a degree or certificate.

Many students enter postsecondary education underprepared for college-level work. In fall 2000, some 76 percent of postsecondary institutions offered at least one remedial reading, writing, or mathematics course (NCES 2004–010).¹ Postsecondary transcripts of 1992 12th-graders who enrolled in postsecondary education between 1992 and 2000 show that 61 percent of students who first attended a public 2-year and 25 percent who first attended a 4-year institution completed at least one remedial course at the postsecondary level (see supplemental table 18-1). Students who first attended public 2-year institutions were more likely than their peers at 4-year institutions to enroll in a remedial reading course (18 vs. 5 percent) or one or two remedial mathematics courses (16 vs. 7 percent).

Despite assistance offered through remediation, students enrolled in remediation are less likely to earn a degree or certificate. Regardless of the combination of remedial coursework, students who completed any remedial courses were less likely to earn a degree or certificate than students who had no remediation. While 69 percent of 1992 12th-graders who had not enrolled in any postsecondary remedial courses earned a

degree or certificate by 2000, 30 to 57 percent of those who had enrolled in one or more remedial courses had earned a formal award, depending on the types and amount of remediation.

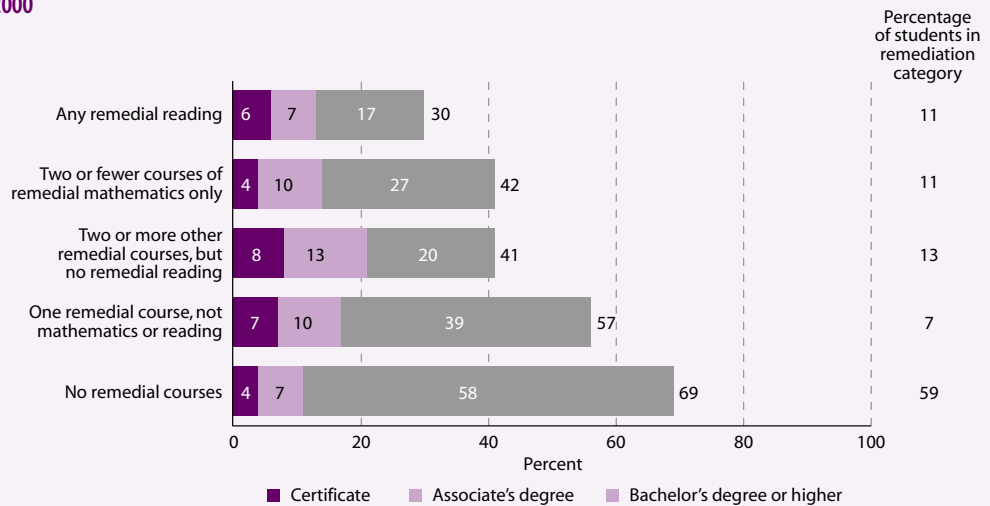
The need for remedial reading appears to be the most serious barrier to degree completion: it is associated with more total remedial coursework and with lower rates of degree attainment than other remedial course-taking patterns. Students who took any postsecondary remedial reading were less likely than their peers who took one or two remedial mathematics courses only or just one remedial course (not mathematics or reading) to complete a bachelor's degree or higher (17 vs. 27 and 39 percent, respectively). They were also less likely than their peers who took any other combination of remedial courses to have earned a formal award (30 vs. 41 to 57 percent) within 8 years of high school graduation. Enrollment in remedial reading is also associated with higher rates of total remediation. Fifty-one percent of students who took any remedial reading enrolled in four or more remedial courses, compared with 31 percent of students who took any remedial mathematics (see supplemental table 18-2).

¹Includes all Title IV degree-granting 2- and 4-year institutions that enrolled freshmen.

NOTE: Data consist of all 12th-graders who subsequently were known participants in postsecondary education. Detail may not sum to totals because of rounding. The estimates in this indicator differ from those in *indicator 31* because the populations differ. This indicator examines a cohort (1992 12th-graders who enrolled in postsecondary education) while *indicator 31* deals with entering freshmen of all ages in 2000.

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 7.3. Available at: <http://preview.ed.gov/rschstat/research/pubs/prinindicat/index.html>. Data from U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

EDUCATIONAL ATTAINMENT OF REMEDIAL COURSETAKERS: Among 1992 12th-graders who enrolled in postsecondary education, percentage who earned a specific degree or certificate, by type and intensity of postsecondary remedial coursework: 2000



FOR MORE INFORMATION:
 Supplemental Notes 1, 3, 6, 8
 Supplemental Tables 18-1,
 18-2
 NCES 2004–010

Remediation and Degree Completion

Table 18-1. Percentage distribution of 1992 12th-graders who enrolled in postsecondary education by type and intensity of remedial coursework, by selected student and school characteristics: 2000

Student or school characteristic	Any remedial reading	Two or fewer courses of remedial mathematics only	Two or more other remedial courses, but no remedial reading	One remedial course, not mathematics or reading	No remedial courses
Total	10.6	10.9	13.2	6.7	58.6
Race/ethnicity ¹					
Asian	10.0	7.7	13.4	6.8	62.0
Black	24.1	10.4	20.6	6.6	38.3
White	7.2	10.7	10.9	6.9	64.4
Hispanic	20.3	13.3	23.5	6.1	36.8
Type of institution first attended					
2-year public	17.8	15.5	21.0	7.0	38.9
4-year public or private	5.2	7.0	6.6	6.5	74.7
Other subbaccalaureate ²	6.6	12.7	19.9	9.1	51.7
Delayed entry					
Did not delay entry	10.6	9.8	11.4	6.8	61.4
Delayed entry	9.8	15.7	22.1	6.4	46.0
Urbanicity of high school					
Urban	13.0	11.7	15.2	6.9	53.2
Suburban	10.2	9.1	11.7	6.3	62.6
Rural	9.0	11.4	13.3	7.0	58.4
Socioeconomic status quintile					
81st–100th percentile	5.9	6.8	6.8	5.3	75.2
61st–80th percentile	10.8	10.1	12.6	7.7	58.8
41st–60th percentile	9.9	15.4	14.2	6.2	54.3
21st–40th percentile	10.6	12.1	18.2	10.1	49.0
1st–20th percentile	22.9	12.9	22.1	5.3	36.8
Senior test score quintile ³					
Highest	0.4	3.1	1.8	3.6	91.1
2nd	3.9	10.4	9.3	8.7	67.7
3rd	10.2	17.3	17.6	8.3	46.6
4th	19.2	15.8	24.6	7.8	32.7
Lowest	41.1	8.6	24.0	5.5	20.7

¹Asian includes Pacific Islander, Black includes African American, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

²Includes public less-than-2-year and private less-than-4-year institutions.

³Derived variable based on 1992 composite reading and mathematics standardized test scores.

NOTE: Data consist of all 12th-graders who subsequently were known participants in postsecondary education. See *supplemental note 1* for urbanicity and *supplemental note 3* for information on the National Education Longitudinal Study of 1988 (NELS:88/2000). Detail may not sum to totals because of rounding.

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, tables 7.1 and 7.2. Available at: <http://preview.ed.gov/rschstat/research/pubs/prinindicat/index.html>. Data from U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Remediation and Degree Completion

Table 18-2. Percentage distribution of 1992 12th-graders who took any postsecondary remedial reading or mathematics courses by amount of remedial coursework taken, by type of remedial coursework: 2000

Type of remedial coursework	Total remedial courses				Any remedial mathematics	Any remedial reading
	One	Two	Three	Four or more		
Remedial reading courses	10.1	20.0	18.8	51.1	68.0	100.0
Remedial mathematics courses	28.3	24.2	16.8	30.7	100.0	26.7

NOTE: Data consist of all 12th-graders who subsequently were known participants in postsecondary education. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Remediation and Degree Completion

Table S18. Standard errors for the percentage who earned a specific degree or certificate among 1992 12th-graders who enrolled in postsecondary education, by type and intensity of postsecondary remedial coursework: 2000

Type of remedial coursework	Any	Highest degree earned			Percentage of students in remediation category
		Certificate	Associate's degree	Bachelor's degree or higher	
Any remedial reading	2.61	1.34	0.99	2.01	0.68
Two or fewer courses of remedial mathematics only	2.91	1.19	1.43	2.81	0.60
Two or more other remedial courses, but no remedial reading	2.67	1.52	1.91	1.98	0.69
One remedial course, not mathematics or reading	2.85	1.61	1.29	2.75	0.36
No remedial courses	1.22	0.48	0.61	1.31	1.04

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 7.3. Available at: <http://preview.ed.gov/rschstat/research/pubs/prinindicat/index.html>. Data from U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Remediation and Degree Completion

Table S18-1. Standard errors for the percentage distribution of 1992 12th-graders who enrolled in postsecondary education by type and intensity of remedial coursework, by selected student and school characteristics: 2000

Student or school characteristic	Any remedial reading	Two or fewer courses of remedial mathematics only	Two or more other remedial courses, but no remedial reading	One remedial course, not mathematics or reading	No remedial courses
Total	0.68	0.60	0.69	0.36	1.04
Race/ethnicity					
Asian	2.58	2.31	3.03	1.01	6.50
Black	3.24	2.42	2.87	1.54	3.41
White	0.63	0.65	0.68	0.41	1.06
Hispanic	2.53	1.78	2.78	1.09	2.92
Type of institution first attended					
2-year public	1.38	1.22	1.36	0.63	1.66
4-year public or private	0.55	0.62	0.55	0.47	1.04
Other subbaccalaureate	1.34	2.85	3.71	1.95	3.85
Delayed entry					
Did not delay entry	0.76	0.62	0.67	0.39	1.13
Delayed entry	1.29	1.78	2.19	1.01	2.53
Urbanicity of high school					
Urban	1.50	1.26	1.47	0.70	2.06
Suburban	1.07	0.82	0.91	0.55	1.53
Rural	0.91	1.23	1.14	0.60	1.58
Socioeconomic status quintile					
81st–100th percentile	1.21	0.73	0.75	0.73	1.47
61st–80th percentile	1.45	1.10	1.35	0.81	1.99
41st–60th percentile	1.09	1.84	1.42	0.73	2.07
21st–40th percentile	1.12	1.10	1.91	1.31	2.16
1st–20th percentile	2.73	2.04	2.70	0.79	3.20
Senior test score quintile					
Highest	0.13	0.79	0.35	0.47	0.95
2nd	0.58	0.88	1.50	0.90	1.73
3rd	1.35	1.82	1.51	0.79	2.15
4th	1.87	2.11	2.10	0.91	2.67
Lowest	3.83	1.32	3.20	1.25	2.58

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, tables 7.1 and 7.2. Available at: <http://preview.ed.gov/rschstat/research/pubs/prinindicat/index.html>. Data from U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Remediation and Degree Completion

Table S18-2. Standard errors for the percentage distribution of 1992 12th-graders who took any postsecondary remedial reading or mathematics courses by amount of remedial coursework taken, by type of remedial coursework: 2000

Type of remedial coursework	Total remedial courses				Any remedial mathematics	Any remedial reading
	One	Two	Three	Four or more		
Remedial reading courses	1.63	2.56	2.93	3.60	3.25	†
Remedial mathematics courses	1.56	1.52	1.27	1.83	†	2.06

†Not applicable.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."