



Remedial Coursework: Participation, and Degree Completion Rates

This report provides a descriptive overview of student enrollment in remedial coursework in the Connecticut State Colleges and Universities as well as degree completion rates of students who enroll in these courses compared to those who do not. Data provided in this report originate from the centralized institutional research data base (IRDB) for the community colleges and the institutional research repository (IR repository) for the state universities.

Placement and participation in remedial coursework involves a complicated interaction among student preparedness or readiness to perform college coursework; institutional policies for assessment, placement, and completion of such coursework; student success in such coursework; and change over time among all of these factors. Data presented here include only students who entered in fall semesters and do not include summer term entrants so some figures may not align exactly with federal reporting standards. This report uses the term “remedial” to characterize coursework numbers below 100 that does not carry credits that count toward a degree.

Associate's Degree Completion Rates and Transfer-Out Rates for Community College Students

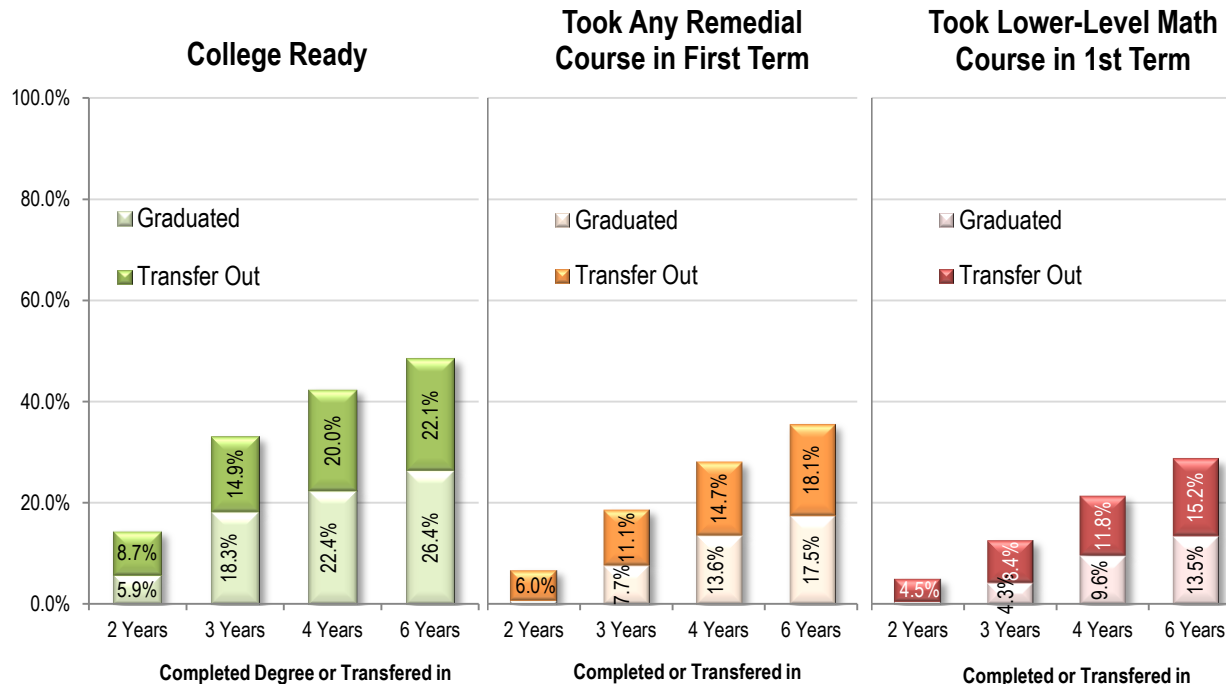


Figure includes only first-time, full-time students seeking associate's degrees beginning in fall 2005

**Table 1. Placement and Enrollment in Remedial Courses
All Community College First-Time Students**

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total Cohort	N	8,260	8,424	8,487	9,140	10,153	10,980	11,127	10,737
Registration Status									
Full-time	N	5,190	5,353	5,502	6,199	6,885	7,276	7,255	6,683
	Pct	63%	64%	65%	68%	68%	66%	65%	62%
Part-time	N	3,070	3,071	2,985	2,941	3,268	3,704	3,872	4,054
	Pct	37%	36%	35%	32%	32%	34%	35%	38%
Matriculation Status									
Certificate Seeking	N	605	604	721	654	463	515	431	413
	Pct	7%	7%	8%	7%	5%	5%	4%	4%
Degree Seeking	N	7,655	7,820	7,766	8,486	9,690	10,465	10,696	10,324
	Pct	93%	93%	92%	93%	95%	95%	96%	96%
Placement / Course Enrollment during First Term									
College Ready	N	746	799	899	879	974	1,264	1,296	1,179
	Pct	9%	9%	11%	10%	10%	12%	12%	11%
Took any remedial course	N	5,777	5,874	6,081	6,393	7,297	7,527	7,528	7,458
	Pct	70%	70%	72%	70%	72%	69%	68%	69%
Took remedial English	N	3,991	4,044	4,182	4,485	5,223	5,381	5,217	5,210
	Pct	48%	48%	49%	49%	51%	49%	47%	49%
Took remedial math	N	4,105	4,094	4,277	4,434	5,129	5,387	5,496	5,527
	Pct	50%	49%	50%	49%	51%	49%	49%	51%
Took lower level dev. math	N	2,297	2,368	2,388	2,450	2,794	2,677	2,726	2,603
	Pct	28%	28%	28%	27%	28%	24%	24%	24%

The sum of students assessed to be college ready and those taking any remedial course does not add to 100% because about 20% of students have incomplete placement data and/or students placing into remedial skills courses do not take them in their first term. College ready indicates students successfully placed into courses that count toward their degree in math and English.

**Table 2. Placement and Enrollment in Remedial Courses with Degree Completion Rates
Community College First-Time, Full-Time Associate's Degree-Seeking Students only**

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total Cohort	N	4,910	5,091	5,140	5,842	6,629	6,994	7,018	6,484
Placement / Course Enrollment during First Term									
College Ready	N	533	624	674	667	734	969	1,018	887
	Pct of cohort	11%	12%	13%	11%	11%	14%	15%	14%
	Graduated in 2 yrs	6.6%	5.9%	5.5%	8.4%	8.2%	6.6%		
	Graduated in 3 yrs	18.4%	18.3%	18.0%	19.0%	20.7%			
	Graduated in 4 yrs	22.5%	22.4%	22.6%	24.1%				
	Graduated in 5 yrs	25.0%	25.3%	24.8%					
	Graduated in 6 yrs	27.6%	26.4%						
Took any remedial course	N	3,646	3,736	3,817	4,264	4,986	4,979	4,842	4,536
	Pct of cohort	74%	73%	74%	73%	75%	71%	69%	70%
	Graduated in 2 yrs	1.0%	0.8%	1.1%	0.9%	1.2%	1.2%		
	Graduated in 3 yrs	7.8%	7.7%	7.6%	7.8%	8.3%			
	Graduated in 4 yrs	13.2%	13.6%	12.9%	13.3%				
	Graduated in 5 yrs	16.2%	16.1%	15.8%					
	Graduated in 6 yrs	17.7%	17.5%						
Took remedial English	N	2,625	2,688	2,724	3,120	3,711	3,669	3,391	3,227
	Pct of cohort	53%	53%	53%	53%	56%	52%	48%	50%
	Graduated in 2 yrs	0.3%	0.6%	0.5%	0.5%	0.8%	0.8%		
	Graduated in 3 yrs	6.6%	7.7%	6.3%	7.2%	7.7%			
	Graduated in 4 yrs	12.4%	13.8%	11.9%	13.0%				
	Graduated in 5 yrs	15.7%	16.3%	14.9%					
	Graduated in 6 yrs	17.2%	17.9%						
Took remedial math	N	2,688	2,714	2,771	3,077	3,665	3,796	3,808	3,592
	Pct of cohort	55%	53%	54%	53%	55%	54%	54%	55%
	Graduated in 2 yrs	1.0%	0.8%	1.1%	0.9%	0.9%	0.9%		
	Graduated in 3 yrs	7.3%	6.3%	7.3%	6.4%	7.1%			
	Graduated in 4 yrs	12.4%	12.0%	12.0%	11.7%				
	Graduated in 5 yrs	15.1%	14.3%	14.7%					
	Graduated in 6 yrs	16.4%	15.5%						
Took lower level dev. math	N	1,359	1,435	1,426	1,561	1,861	1,761	1,766	1,567
	Pct of cohort	28%	28%	28%	27%	28%	25%	25%	24%
	Graduated in 2 yrs	1.0%	0.6%	0.6%	0.5%	0.6%	0.4%		
	Graduated in 3 yrs	5.7%	4.3%	4.8%	4.0%	5.7%			
	Graduated in 4 yrs	10.5%	9.6%	10.0%	8.8%				
	Graduated in 5 yrs	13.3%	12.1%	12.4%					
	Graduated in 6 yrs	14.0%	13.5%						

Cohorts do not include students who enter in summer terms and also restrict the population only to associate's degree-seeking students; as a result, figures will not exactly match federal graduation rate surveys, although the population here is largely comparable to that group. College ready indicates students successfully placed into courses that count toward their degree in math and English.

Table 3. Placement and Enrollment in Remedial Courses with Transfer-Out Rates to 4-Year Institutions, Community College First-Time, Full-Time Associate's Degree-Seeking Students only (table does not count transfer if student completed an associate's degree)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total Cohort	N	4,910	5,091	5,140	5,842	6,629	6,994	7,018	6,484
Placement / Course Enrollment during First Term									
College Ready	N	533	624	674	667	734	969	1,018	887
	Pct of cohort	11%	12%	13%	11%	11%	14%	15%	14%
Transferred no degree in 2 yrs		10.3%	8.7%	11.3%	10.9%	8.0%	10.4%		
Transferred no degree in 3 yrs		16.7%	14.9%	18.5%	18.0%	13.9%			
Transferred no degree in 4 yrs		20.6%	20.0%	23.9%	22.2%				
Transferred no degree in 5 yrs		22.7%	21.0%	25.5%					
Transferred no degree in 6 yrs		23.8%	22.1%						
Took any remedial course	N	3,646	3,736	3,817	4,264	4,986	4,979	4,842	4,536
	Pct of cohort	74%	73%	74%	73%	75%	71%	69%	70%
Transferred no degree in 2 yrs		5.3%	6.0%	5.6%	5.7%	5.4%	5.2%		
Transferred no degree in 3 yrs		10.0%	11.1%	10.4%	10.1%	10.0%			
Transferred no degree in 4 yrs		13.0%	14.7%	13.5%	13.8%				
Transferred no degree in 5 yrs		15.5%	17.0%	15.2%					
Transferred no degree in 6 yrs		17.0%	18.1%						
Took remedial English	N	2,625	2,688	2,724	3,120	3,711	3,669	3,391	3,227
	Pct of cohort	53%	53%	53%	53%	56%	52%	48%	50%
Transferred no degree in 2 yrs		5.4%	5.7%	4.7%	4.7%	5.1%	4.8%		
Transferred no degree in 3 yrs		9.7%	10.1%	9.1%	9.0%	9.8%			
Transferred no degree in 4 yrs		12.9%	13.3%	12.2%	12.9%				
Transferred no degree in 5 yrs		15.5%	15.5%	13.5%					
Transferred no degree in 6 yrs		16.8%	16.7%						
Took remedial math	N	2,688	2,714	2,771	3,077	3,665	3,796	3,808	3,592
	Pct of cohort	55%	53%	54%	53%	55%	54%	54%	55%
Transferred no degree in 2 yrs		5.1%	5.9%	5.8%	6.0%	5.1%	5.0%		
Transferred no degree in 3 yrs		9.6%	10.7%	10.6%	10.2%	9.7%			
Transferred no degree in 4 yrs		12.2%	14.4%	13.4%	13.6%				
Transferred no degree in 5 yrs		14.8%	16.9%	15.0%					
Transferred no degree in 6 yrs		16.5%	17.9%						
Took lower level dev. math	N	1,359	1,435	1,426	1,561	1,861	1,761	1,766	1,567
	Pct of cohort	28%	28%	28%	27%	28%	25%	25%	24%
Transferred no degree in 2 yrs		4.7%	4.5%	5.2%	5.1%	4.8%	4.1%		
Transferred no degree in 3 yrs		8.2%	8.4%	9.4%	9.3%	8.8%			
Transferred no degree in 4 yrs		10.8%	11.8%	11.7%	12.1%				
Transferred no degree in 5 yrs		13.8%	14.3%	13.2%					
Transferred no degree in 6 yrs		15.7%	15.2%						

Cohorts do not include students who enter in summer terms and also restrict the population only to associate's degree-seeking students; as a result, figures will not exactly match federal graduation rate surveys, although the population here is largely comparable to that group. Students counted as transferring to a four-year institution are those who did not receive an associate's degree, so as to provide an unduplicated count. The actual number of transfers is slightly higher than the rates presented here. College ready indicates students successfully placed into courses that count toward their degree in math and English.

Table 4. Placement and Enrollment in Remedial Courses with Graduation Rates plus Transfer-Out Rates to 4-Year Institutions, Community College First-Time, Full-Time Associate's Degree-Seeking Students only (table provides an unduplicated count and does not count transfer if student completed an associate's degree)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total Cohort	N	4,910	5,091	5,140	5,842	6,629	6,994	7,018	6,484
Placement / Course Enrollment during First Term									
College Ready	N	533	624	674	667	734	969	1,018	887
	Pct of cohort	11%	12%	13%	11%	11%	14%	15%	14%
Graduated + Transferred in 2 yrs		16.9%	14.6%	16.8%	19.3%	16.2%	17.0%		
Graduated + Transferred in 3 yrs		35.1%	33.2%	36.5%	37.0%	34.6%			
Graduated + Transferred in 4 yrs		43.1%	42.4%	46.5%	46.3%				
Graduated + Transferred in 5 yrs		47.7%	46.3%	50.3%					
Graduated + Transferred in 6 yrs		51.4%	48.5%						
Took any remedial course	N	3,646	3,736	3,817	4,264	4,986	4,979	4,842	4,536
	Pct of cohort	74%	73%	74%	73%	75%	71%	69%	70%
Graduated + Transferred in 2 yrs		6.3%	6.8%	6.7%	6.6%	6.6%	6.4%		
Graduated + Transferred in 3 yrs		17.8%	18.8%	18.0%	17.9%	18.3%			
Graduated + Transferred in 4 yrs		26.2%	28.3%	26.4%	27.1%				
Graduated + Transferred in 5 yrs		31.7%	33.1%	31.0%					
Graduated + Transferred in 6 yrs		34.7%	35.6%						
Took remedial English	N	2,625	2,688	2,724	3,120	3,711	3,669	3,391	3,227
	Pct of cohort	53%	53%	53%	53%	56%	52%	48%	50%
Graduated + Transferred in 2 yrs		5.7%	6.3%	5.2%	5.2%	5.9%	5.6%		
Graduated + Transferred in 3 yrs		16.3%	17.8%	15.4%	16.2%	17.5%			
Graduated + Transferred in 4 yrs		25.3%	27.1%	24.1%	25.9%				
Graduated + Transferred in 5 yrs		31.2%	31.8%	28.4%					
Graduated + Transferred in 6 yrs		34.0%	34.6%						
Took remedial math	N	2,688	2,714	2,771	3,077	3,665	3,796	3,808	3,592
	Pct of cohort	55%	53%	54%	53%	55%	54%	54%	55%
Graduated + Transferred in 2 yrs		6.1%	6.7%	6.9%	6.9%	6.0%	5.9%		
Graduated + Transferred in 3 yrs		16.9%	17.0%	17.9%	16.6%	16.8%			
Graduated + Transferred in 4 yrs		24.6%	26.4%	25.4%	25.3%				
Graduated + Transferred in 5 yrs		29.9%	31.2%	29.7%					
Graduated + Transferred in 6 yrs		32.9%	33.4%						
Took lower level dev. math	N	1,359	1,435	1,426	1,561	1,861	1,761	1,766	1,567
	Pct of cohort	28%	28%	28%	27%	28%	25%	25%	24%
Graduated + Transferred in 2 yrs		5.7%	5.1%	5.8%	5.6%	5.4%	4.5%		
Graduated + Transferred in 3 yrs		13.9%	12.7%	14.2%	13.3%	14.5%			
Graduated + Transferred in 4 yrs		21.3%	21.4%	21.7%	20.9%				
Graduated + Transferred in 5 yrs		27.1%	26.4%	25.6%					
Graduated + Transferred in 6 yrs		29.7%	28.7%						

Cohorts do not include students who enter in summer terms and also restrict the population only to associate's degree-seeking students; as a result, figures will not exactly match federal graduation rate surveys, although the population here is largely comparable to that group. Students counted as transferring to a four-year institution are those who did not receive an associate's degree, so as to provide an unduplicated count. The actual number of transfers is slightly higher than the rates presented here. College ready indicates students successfully placed into courses that count toward their degree in math and English.

Table 5. Placement and Enrollment in Remedial Courses, Connecticut State University First-Time, Full-Time Degree-Seeking Students

		Fall 2009	Fall 2010	Fall 2011
Total Cohort	N	4,573	4,498	4,496
Placement				
College Ready	N	3,093	3,048	2,957
	Pct	68%	68%	66%
Placed into Remedial English	N	203	260	166
	Pct	4%	6%	4%
Placed into Remedial Math	N	1,387	1,330	1,471
	Pct	30%	30%	33%
Course Enrollment in First Semester				
Took no remedial courses	N	3,515	3,565	3,681
	Pct	77%	79%	82%
Took any remedial course	N	1,058	933	815
	Pct	23%	21%	18%
Took remedial English	N	145	158	89
	Pct	3%	4%	2%
Took remedial math	N	961	834	752
	Pct	21%	19%	17%

Insufficient time has elapsed to compare graduation rates for students entering in these semesters.

*Prepared by the Office of Policy and Research
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