

Data Notes

Postsecondary Remedial Enrollment Statistics Washington's Public Baccalaureate Institutions 2005-2006 Academic Year

CAUTION

The data in this report are reasonably reliable statistics about the numbers of students taking remedial courses. However, errors in coding dates and high schools do occur in the databases from which this data is drawn. Further, many students transfer from the college at which they initially enroll. Therefore any attempt to draw inferences about particular individual graduates cannot be based on this data.

Comparison with Previous Reports

This is the fifth year that a report consolidating the data from five public baccalaureate institutions has been prepared. Changes from previous years' data may reflect not only changes in student preparation, but also changes in enrollment rates, shifts in enrollment among institutions with different remedial policies, and shifts toward delivering remedial coursework through community college classes.

What Courses are Included

The terms "remedial", "pre-college" and "developmental" are used more or less interchangeably in reports on this subject. The courses counted in this report are those identified by the public baccalaureate institutions as preparatory for work at the college level. As such, they are assigned credit equivalence only for the purposes of financial aid qualification and do not result in credits that count toward a degree. Only courses of this type are counted in this report. It is the same definition used in the Graduate Followup Study reports on public school graduates.

Remedial course enrollments were counted only if they occurred in a quarter or semester no more than three years after a student's high school graduation date.

What Period is Covered

This report counts remedial classes taken July 2005 through June 2006.

What Students are Counted

To be included, a student must have been identified as a graduate of a public or private high school in Washington State during the three years preceding enrollment in a remedial course.*

Data are compiled three ways:

- 1- For graduates in all three years:
 - July 2004 through June 2005 (first year)
 - July 2003 through June 2004 (second year)
 - July 2002 through June 2003 (third year)
- 2- For the first post-graduation year
 - Graduated July 2004 through June 2005
- 3- For the 2nd and 3rd years post-graduation years combined
 - Graduated July 2002 through June 2004

*Washington State University records included only the year of high school graduation. For the purposes of these statistics, Washington State University students were assumed to have graduated from high school in June of their graduation year.

How are Students Counted

All student counts are unduplicated, so that each individual student is included no more than once in each count. If a student took more than one course in a particular category, they are only counted once. For example:

- A student who took two state-funded remedial English courses counts as one student in that category
- A student who took both state-funded remedial English and non-state-funded remedial English is counted only once for Total Remedial English
- A student who took both Remedial Math and Remedial English is counted only once in the total remedial numbers

Total Enrolled

This is a count of all students enrolled at the public baccalaureate institutions who would have been counted if they had enrolled in a remedial course – that is, they graduated from a Washington high school within the interval defined for the particular report.

Rates

“Rates” are the percentages of enrolled graduates who also enrolled in remedial courses covered by this report.

Non-State-Funded Courses

Most of the enrollment counted in this category was at the University of Washington, in English language programs for students whose first language was not English. Because a significant proportion of those students had attended Washington State high schools, they are included in this report.

Missing Data

Missing codes for high school and graduation date occasionally occur in the data, and no attempt was made to retrieve this information from student transcripts. Some Washington high school graduates first attend another college before enrolling at these baccalaureate institutions. These students may not have been identified as graduates of Washington high schools in the data used to prepare this report.

Relationship to Data from Public Community and Technical Colleges

During any given year, some students transfer between public baccalaureate institutions and community and technical colleges. Other students take remedial courses at community or technical colleges while enrolled at baccalaureate institutions. For example, beginning '04-'05 WSU students who require remedial math now take the course from, and pay tuition to, the Spokane Community Colleges' Institute for Extended Learning, which offers the course on the WSU campus for these students. Therefore, it is important to view this data in combination with the annual report on developmental education produced by the State Board for Community and Technical Colleges. (See the report at http://www.sbctc.ctc.edu/docs/data/research_reports/resh_06_5_systemsumm.doc.)

Considerations

Some activities to upgrade student skills to levels required for college coursework are not counted in these totals. Examples mentioned in the accompanying text from the Washington State Council of Presidents' Office include:

- Non-credit developmental services at The Evergreen State College, and
- English composition tutorials at Washington State University that are conducted as an add-on to college level work.