ALL ARE INVITED TO ATTEND

The final, public dissertation defense for:

Katherine A. Shields

Friday, February 7th, 2014

in

Campion 306

at

10:30 a.m.

INSTITUTIONAL MODERATORS OF THE RELATIONSHIP BETWEEN COLLEGE REMEDIATION AND DEGREE ATTAINMENT

Committee:

Dr. Laura O’Dwyer, Chair
Dr. Henry Braun, Reader
Dr. Heather Rowan-Kenyon, Reader
ABSTRACT

Students who take postsecondary remedial courses graduate from college at lower rates than other students (Adelman, 2006), but the relationship between remedial education and college outcomes is not well understood. This study analyzes the association between remediation and the odds of degree attainment in two- and four-year colleges, after controlling for other student and institutional factors related to persistence. Using generalized multilevel mixed modeling, it examines variation in these relationships across institutional contexts. Data are drawn from the Beginning Postsecondary Students Longitudinal Study (2004/2009), a nationally representative sample that tracked students through interviews and transcript data for six years from their first enrollment. Additional institutional variables are incorporated from the Integrated Postsecondary Education Data System (IPEDS). Comparisons are made among remedial course subjects, higher and lower numbers of remedial courses taken, and different postsecondary credentials.

For students who first enroll at a four-year college, this analysis finds that remediation has a negative association with completing a Bachelor’s degree or higher, particularly among students who take remedial Mathematics or three or more remedial classes. While students at two-year institutions who take three or more remedial courses have lower odds of completing a certificate or Bachelor’s degree, English as a Second Language emerged as a positive factor for Bachelor’s attainment in this population. By contrast, remediation has a positive relationship with attaining an Associate’s degree and no higher for two-year college students. This relationship varies significantly across two-year institutions, but institutional factors are not predictive of the variation. No other significant cross-college variation is found in the relationships between remedial variables and outcomes.