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Pit Stops and Pitfalls of the Yellow Brick Road

Demographics and Characteristics
of Community College Students
along the Path of Degree
Completion

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RTI International

Introduction

Community colleges are an important gateway for many students to enter into college, and house almost half of the population of college students in the United States (American Association of Community Colleges, 2014). However, while 81% of entering community college students reported they intended to earn a Bachelor's or advanced degree, only 6% of them later reported earning a bachelor's degree six years later (Horn & Skomsvold, 2012). This highly documented phenomenon of intention vs. attrition in community college students has long been a focus of researchers, and continues to keep community college students at the forefront of current education research.

In light of the vast amount of research conducted on community college students and their routes to success, relatively little is known about who exactly these students are, and if the population shifts “down the road” at different progress points (i.e. those who transfer vs. those who graduate with a bachelor's degree). At one time, a snapshot of students' transfer status, race, and gender provided enough demographic information on these students to be considered an adequate measure of population by the field. Yet, new research suggests that it isn't enough to paint a realistic picture anymore. As Davis (2010) explained, “The existing research on transfer students, however, does not adequately explore the unique characteristics of this heterogeneous population” and that, “research

needs to focus on examining transfer students as subpopulations,” (p.1). Similarly, there is a paucity of details of community college students (not just those who transfer) as subpopulations. This information is important to understand, as it helps policy makers, researchers, and higher education institutions better understand who these students are, and customize their outreach to support them.

Part of the effort to expand the field's understanding of community college students as subpopulations involves capturing information that has traditionally been underreported or unavailable. Exploring demographics and reporting characteristics such as the percent of students who are parents, veterans, or have a disability are crucial to note, as each has been found to each have their own challenges and strengths during the transfer process (Chin-Newman & Shaw, 2013), and subsequently degree attainment. Further, by looking at population makeup for students who did and did not successfully transfer, earn a 2-year degree or certificate, or earn a Bachelor's degree, researchers can further clarify which students are able to successfully earn their degrees, and identify where other students are falling behind.

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Data

The data used in this report were generated from the 2003-04 Beginning Postsecondary Longitudinal Study (BPS:04/09) and its 2009 Postsecondary Education Transcripts Study (PETS:09) component. BPS:04/09 surveys a cohort of undergraduate students enrolled for the first time in 2003-04, with follow up surveys three (in 2006) and six years (in 2009) after initial enrollment. BPS:04/09 sample members were identified from the 2003-04 National Postsecondary Student Aid Study (NPSAS:04). NPSAS:04 is a nationally representative sample of undergraduates enrolled in postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico that are eligible to participate in federal Title IV student aid programs. The PETS:09 component of BPS:04/09 collected transcript data from all institutions that sample members attended during the six-year period since their initial enrollment.

There are three main benefits of using data from BPS. The first, is that the data are relatively recent, allowing us to examine characteristics of student populations that are representative of the current landscape in higher education. The second benefit is that the data are nationally representative of all students in the United States and are not

limited to specific states, regions, or institutions. Lastly, BPS data are longitudinal allowing for information both at the beginning of a student's postsecondary journey as well as toward the end.

The primary benefit of utilizing transcript data from PETS is that these data are considered more accurate than student-reported data. For example, students might not know whether courses they are taking are remedial, resulting in lower participation than what institutions report (Parsad and Lewis,

Sample and Populations

This report is constructed to look at demographics by outcome, rather than outcome of demographics of community college and transfer students, identified by outcome six years after they enrolled in community college. It is important to note that the populations in this study are not all mutually exclusive (i.e. a student who transferred and earned a bachelor's degree would be included in both the population of students who transferred, as well as those who enrolled in community college) so percentage statistics may sum to over 100%.

Populations Descriptions and Abbreviations

Abbreviation	Population	Description	Other Populations Included
Enroll CC	Students who first enrolled in a community college	Includes: All students whose first institution of enrollment was a public 2-year university.	
Transferred	Students who transferred to a 4-year university within six years	Includes: All students whose first institution of enrollment was a public 2-year university, and who transferred to a 4-year university within six years of enrollment.	Enroll CC
Trans, No BA	Students who transferred, but did not earn a bachelor's degree within six years	Includes: All students whose first institution of enrollment was a public 2-year university, and who transferred to a 4-year university but did not earn a bachelor's degree within six years of enrollment.	Transferred, Enroll CC
Trans, BA	Students who transferred, and earned a bachelor's degree within six years	Includes: All students whose first institution of enrollment was a public 2-year university, who transferred to a 4-year university and earned a bachelor's degree within six years of enrollment.	Transferred, Enroll CC
Cert/2YD	Students who did not transfer to a 4-year university and did not earn a certificate or 2-year degree within six years	Includes: All students whose first institution of enrollment was a public 2-year university, who did not transfer to a 4-year university, but earned a certificate or 2-year degree within six years of enrollment.	Enroll CC
No Cert/2YD	Students who did not transfer to a 4-year university, but earned a certificate or 2-year degree within six years	Includes: All students whose first institution of enrollment was a public 2-year university, who did not transfer to a 4-year university, and did not earn a certificate or 2-year degree within six years of enrollment.	Enroll CC

Income

Below are selected demographics regarding income for dependent students, independent students, and combined all students, for each population. For full tables and standard errors, please see Appendix A.

Dependent vs. Independent

- For students who first enrolled in community college, dependent students had a median income of \$50,962, while independent students had a median income of \$23,987.
- For students who transferred to a four-year university within six years, dependent students had a median income of \$56,944, while independent students had a median income of \$22,323.
- For students who transferred to a four-year university and earned a bachelor's degree within six years, dependent students had a median income of \$57,253, while independent students had a median income of \$28,096*.
- For students who transferred to a four-year university but did not earn a bachelor's degree within six years, dependent students had a median income of \$55,575, while independent students had a median income of \$20,591.
- For students who did not transfer to a four-year university, but earned a certificate or 2-year degree within six years, dependent students had a median income of \$54,872, while independent students had a median income of \$26,950.
- For students who did not transfer to a four-year university, and did not earn a certificate or 2-year degree within six years, dependent student median income was \$45,535 while independent students had a median income of \$23,563.
- For dependent students, those who transferred and earn a bachelor's degree within six years have the highest median income at \$57,253. The lowest median income is \$45,535 for students who do not transfer or earn a certificate or 2-year degree within six years.
- For independent students, those who transferred and earned a bachelor's degree within six years have the highest median income at \$28,096*. The lowest median income is \$20,591 for those students who transferred

**Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.*

All Students (Independent + Dependent)

- Students who first enrolled in community college, transferred, and earned their bachelor's degree within six years had a median income over \$20,000 more than students who did not transfer or earn a 2-year degree or certificate within six years (See figure to the right).
- Students who transferred to a four-year university and earned their bachelor's degree within six years had almost a \$10,000 median income increase compared to students who transferred but did not earn their degree (\$55,575 vs. \$46,653 respectively).

Age

Below are selected demographics regarding the average age, and distribution of age range for each population. For full tables and standard errors, please see Appendix B.

Average Age

AVERAGE AGE DURING THE FIRST YEAR OF ENROLLMENT					
23.6	20.4	19.6	20.9	24.6	25.1
Enroll CC	Transferred	Trans, BA	Trans, No BA	Cert/2YD	No Cert/2YD

- The average age of students who first enrolled in a community college was 23.6 when first enrolled.
- The average age of students who transferred and earned their bachelor's degree within six years was 19.6 years, 5 years younger than the average age of those who did not transfer, but earned a certificate or 2-year degree within 6 years (24.6 years).
- Of all six populations, those who transferred and earned a bachelor's degree had the youngest average age when first enrolled at 19.6 years old.
- Of all six populations, those who did not transfer or earn a certificate or 2-year degree had the highest average age when first enrolled at 25.1 years old.

Age Ranges

- Almost half (49%) of students who transferred to a 4-year university within six years began college when they were 18 years old or younger.
- For students who transferred to a 4-year university within six years, only 5% began college when they were 24-29, 4% began when they were 30-39 years old, and 3% began when they were 40-49.

Not all populations add to 100% because of suppression of highly unstable estimates. See Appendix B for more details.

Race/Ethnicity

Below are selected demographics regarding the percentage distribution of race/ethnicity for each population. An additional analysis was run to examine race/ethnicity among transfer students who obtained a bachelor's degree and those who did not. For full tables and standard errors, please see Appendix C.

- Of all students whose first institution was community college, 61% were White, 14% were African American, 16% were Latino, 5% were Asian and 5% were multiracial or other.
- Of students who transferred within six years, 63% were White, 13% were African American, 12% were Latino, 8% were Asian and 5% were multiracial or other.
- Of students who transferred but did not earned a bachelors within six years, 58% were White, 16% were African American, 13% were Latino, 8% were Asian, 5% were multiracial or other.
- Of students who transferred and earned a bachelors within six years, 70% were White, 8% were African American, 11% were Latino, 8% were Asian and 4% were multiracial or other.

Percentage Distribution of Population by Race

- Of students who did not transfer, but earned a certificate or 2-year degree with six years, 68% were White, 12% were African American, 12% were Latino, 4% were Asian, 4% were multiracial or other.
- Of students who do not transfer, and did not earn a certificate or 2-year degree with six years, 57% were White, 16% were African American, 19% were Latino, 3% were Asian, 5% were multiracial or other.

- African American students constituted 8% of all students who transferred and earned a bachelor's degree within six years, and 16% of all students who transferred to a 4-year university and did not get a bachelor's degree within six years.
- African American students had the largest gap between the percent of students who transferred and earned a bachelor's degree, and students who transferred but did not earn a bachelor's degree within six years .

Percent of Transfer Students by Outcome

Gender

Below are selected demographics regarding the percentage of women for each population. For full tables and standard errors, please see Appendix D.

PERCENT OF POPULATION- FEMALE					
56.6%	55.5%	58.5%	53.6%	57.4%	57.0%
Enroll CC	Transferred	Trans, BA	Trans, No BA	Cert/2YD	No Cert/2YD

- Of all students whose first institution was a community college, 57% of them were female.
- Of all students who transferred to a four year university within six years, 56% of them were female.
- Of all students who transferred to a four year university and earned a bachelor’s within six years, 59% were female.
- Of all six populations, the population who had the highest proportion of females were students who transferred and earned a bachelor’s degree within six years.
- Of all six populations, the population who had the lowest proportion of females were students who transferred within six years, but did not earn a bachelor’s degree.

Military Status

Below are selected demographics regarding military status for each population. For full tables and standard errors, please see Appendix D.

PERCENT OF POPULATION- MILITARY					
4.6%	3.8%	2.4*%	4.7%	6.5*%	4.3%
Enroll CC	Transferred	Trans, BA	Trans, No BA	Cert/2YD	No Cert/2YD

**Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.*

- Of all students who first enrolled in community college, 5% reported they were active duty military, in the reserves, or a veteran.
- Of all students who transferred to a 4-year university within six years, 4% reported they were active duty military, in the reserves, or a veteran.
- Of all students who did not transfer to but earned a certificate or 2-year degree within six years, 7% reported they were active duty military, in the reserves, or a veteran.
- Of all students who did not transfer or earn a certificate or 2-year degree within six years, 4% reported they were active duty military, in the reserves, or a veteran.

GPA

Below are selected demographics regarding GPA for all institutions, and GPA for community college for each population. For full tables and standard errors, please see Appendix E.

GPA of All Institutions Attended (Transcript Data)

PERCENTAGE DISTRIBUTION OF GPA RANGES BY POPULATION

- Of the students who transferred and earned a degree within six years, 40% had a cumulative GPA of 3.0-3.49, and 27% had a cumulative GPA of 3.5 or higher.
- Of the students who transferred but did not earn a degree within six years, 25% had a cumulative GPA of 3.0-3.49, and 11% had a cumulative GPA of 3.5 or higher.
- For students who first enrolled in community college, 36% had a cumulative GPA less than 2.5, 23% had a cumulative GPA of 2.5-2.9, 24% had a cumulative GPA of 3.0-3.49, and 17% had a cumulative GPA 3.5 or higher.

Community College GPA

	Less than 2.50	2.50-2.99	3.00-3.49	3.50 or higher
Enroll CC	36.2	22.5	22.5	18.8
Transferred	23.2	26	28.8	22
Trans, BA	8.2	23.6	35.4	32.7
Trans, No BA	32.4	27.5	24.7	15.4
Cert/2YD	26.9	23.3	26.1	23.7
No Cert/2YD	47.5	19.6	17.5	15.4

- One-third (33%) of students who transferred and earned a bachelor's within six years had a GPA of 3.50+, while 15% of students who transferred but did not earn a bachelor's degree had a GPA of 3.50+ in community college.
- Almost half (48%) of students who did not transfer or earn a 2-year degree within six years had a GPA Less than 2.50, and 15% had a GPA of 3.50+ in community college.

Highest Parental Education

Below are selected demographics regarding the highest parental education of the student for each population. For full tables and standard errors, please see Appendix F.

	PERCENT OF STUDENTS BY PARENTS' HIGHEST EDUCATIONAL ATTAINMENT						
	Did not complete high school	High school diploma or equivalent	No PSE	Some PSE	Bachelor's degree	Post-baccalaureate	Any PSE
Enroll CC	9.2	32.9	42.2	28.7	17.4	11.8	57.8
Transferred	4.9	25.2	30.1	29.8	22.7	17.5	69.9
Trans, BA	4.6	22.1	26.6	29.3	26	18.1	73.4
Trans, No BA	5.1	27.1	32.2	30.1	20.6	17.1	67.8
Cert/2YD	10	37.4	47.4	29.4	15.9	7.3	52.6
No Cert/2YD	11.5	36.1	47.7	27.8	14.6	9.9	52.3

PSE = Postsecondary Education

- One-third of students who first enrolled in community college had parents whose highest education was a high school diploma or equivalent.
- Over half (52%) of all students who did not transfer or earned a certificate within six years had parents who had at least some PSE.
- Across all six populations, 52%-73% of students had a parent with at least some college.
- Almost three-fourths (73%) of the students who transferred and earned a bachelor's within six years had parents with PSE.

Students with Disabilities

Below are selected demographics for students who reported having a disability for each population. For full tables and standard errors, please see Appendix F.

PERCENT OF POPULATION WHO REPORTED HAVING A DISABILITY					
11.2%	9.0%	8.5%	9.4%	12.2%	12.2%
Enroll CC	Transferred	Trans, BA	Trans, No BA	Cert/2YD	No Cert/2YD

- Of all students who first enrolled in community college, 11% reported they have a disability.
- Of all students who transferred to a 4-year university within six years, 9% reported they have a disability.
- Of all students who transferred to a 4-year university and earn a bachelor's degree within six years, 9% reported they have a disability.
- Of all students who did not transfer or earn a certificate or 2-year degree within six years, 12% reported they had a disability.

Remediation

Below are selected demographics regarding the percent of students who took a remedial course within six years of enrollment, and of students who had taken a remedial course, the average number of remedial courses taken within six years, for each population. For full tables and standard errors, please see Appendix G.

	Average Number of Remedial Courses Taken of Students who enrolled in Remedial Education		
	Any Remedial Courses	Remedial English Courses	Remedial Math Courses
Enroll CC	2.9	1.6	2.2
Transferred	2.7	1.6	2.2
Trans, BA	2.4	1.6	1.9
Trans, No BA	2.9	1.6	2.3
Cert/2YD	3.0	1.4	2.2
No Cert/2YD	3.1	1.6	2.2

- Across all six populations, the average number of mathematics remedial courses taken among remedial course takers ranged between 1.9-2.3 courses, while the average number of English remedial courses ranged between 1.4-2.0 courses.
- Of students who took a remedial course, students who did not earn a certificate or 2-year degree within six years took an average of 2.3 mathematics remedial courses, while students who transferred and earned a bachelor's degree within six years took an average of 1.9 mathematics courses. However, there is no difference in the average number of English remedial courses taken between these two populations (1.6).

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Appendix A

Median Income (in dollars)			
	Dependent student's family income	Income of independent student and spouse	Income: Parents and independent (Combined)
<i>Estimates</i>			
Enroll CC	50,962	23,987	39,509
Trans, BA	57,253	28,096*	55,575
Trans, No BA	55,575	20,591	46,653
Transferred	56,944	22,323	49,456
Cert/2YD	54,872	26,950	41,988
No Cert/2YD	45,535	23,563	34,389
<i>Standard Errors</i>			
Enroll CC	1,363	1,211	912
Trans, BA	2,119	10,625	2,469
Trans, No BA	3,039	2,352	2,566
Transferred	1,842	2,517	1,922
Cert/2YD	4,097	3,503	2,792
No Cert/2YD	1,672	2,128	1,309

** Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.*

Appendix B

	Average Age first year enrolled
Estimates	
Enroll CC	23.6
Trans, BA	19.6
Trans, No BA	20.9
Transferred	20.4
Cert/2YD	24.6
No Cert/2YD	25.1
Standard Error	
Enroll CC	0.22
Trans, BA	0.24
Trans, No BA	0.3
Transferred	0.21
Cert/2YD	0.57
No Cert/2YD	0.36

	Percent of Age Ranges						
	18 or younger	19	20-23	24-29	30-39	40-49	50 or older
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Estimates							
Enroll CC	34	21.9	16.5	9.4	9.5	6.3	2.4
Transferred	48.5	25.7	14.4	4.7	3.5	2.8	0.3*
Trans, BA	55.7	28.5	8.5	2.6*	3.9	‡	‡
Trans, No BA	44.2	24	18	6	3.3	4.2	‡
Cert/2YD	27.7	22.7	15.2	12.3	12.4	6.8	3.0*
No Cert/2YD	27.6	19.4	18.1	11.3	12	8.3	3.4
Standard Error							
Enroll CC	1.32	0.81	0.87	0.73	0.7	0.59	0.28
Transferred	1.97	1.53	1.25	0.69	0.73	0.71	0.11
Trans, BA	2.59	2.89	1.43	0.82	1.53	†	†
Trans, No BA	2.42	1.65	1.71	0.99	0.77	1.1	†
Cert/2YD	3.96	1.85	1.8	2.53	1.58	1.29	0.94
No Cert/2YD	1.4	1.1	1.14	1.06	1.12	0.99	0.46

* Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Estimate has been suppressed because the standard error represents more than 50 percent of the estimate.

† Standard error has been suppressed due to instability of estimate.

Appendix C

	Race/ethnicity Percentage Distribution				
	White	Black or African American	Hispanic or Latino	Asian pacific islander	Other or two or more races
	(%)	(%)	(%)	(%)	(%)
Estimates					
Enroll CC	60.8	14	15.6	4.8	4.8
Transferred	62.6	12.7	12.3	7.8	4.6
Trans, BA	70	7.5	11.1	7.6	3.7
Trans, No BA	58	15.8	13.1	8	5
Cert/2YD	68.3	11.6	11.6	4.3	4.1
No Cert/2YD	57.2	15.5	18.9	3.2	5.1
Standard Error					
Enroll CC	1.95	1.15	1.07	0.52	0.41
Transferred	2.38	1.48	1.24	1.12	0.67
Trans, BA	2.94	1.61	1.63	1.56	0.86
Trans, No BA	2.6	1.96	1.59	1.55	0.89
Cert/2YD	3	1.71	1.85	0.95	0.95
No Cert/2YD	2.2	1.39	1.48	0.5	0.66

Transfer Outcome

	Bachelor's degree	Transferred, No degree
Estimates		
White	51.1	48.9
Black or African American	27.5	72.5
Hispanic or Latino	41.7	58.3
Asian	40.3	59.7
More than one race	42.9	57.1
Standard Error		
White	2.6	2.6
Black or African American	5.4	5.4
Hispanic or Latino	4.7	4.7
Asian	8.4	8.4
More than one race	9.5	9.5

Appendix D

	Percentage Distribution of Gender	
	Female	Male
<i>Estimates</i>		
Enroll CC	56.6	43.4
Transferred	55.5	44.5
Trans, BA	58.5	41.5
Trans, No BA	53.6	46.4
Cert/2YD	57.4	42.6
No Cert/2YD	57	43
<i>Standard Error</i>		
Enroll CC	1.16	1.16
Transferred	1.84	1.84
Trans, BA	2.49	2.49
Trans, No BA	2.22	2.22
Cert/2YD	3.46	3.46
No Cert/2YD	1.44	1.44

	Percentage Distribution of Military Status	
	Military	Non-military
<i>Estimates</i>		
Enroll CC	4.6	95.4
Transferred	3.8	96.2
Trans, BA	2.4*	97.6
Trans, No BA	4.7	95.3
Cert/2YD	6.5*	93.5
No Cert/2YD	4.3	95.7
<i>Standard Error</i>		
Enroll CC	0.67	0.67
Transferred	0.8	0.8
Trans, BA	0.88	0.88
Trans, No BA	1.2	1.2
Cert/2YD	2.47	2.47
No Cert/2YD	0.77	0.77

Appendix E

	GPA Percentage Distribution, All Institutions (Transcript Data)			
	Less than 2.50	2.50-2.99	3.00-3.49	3.50 or higher
<i>Estimates</i>				
Enroll CC	35.5	23	24.3	17.2
Transferred	25.8	26.2	30.9	17.1
Trans, BA	6.7	26.1	40.2	27
Trans, No BA	37.7	26.2	25.2	11
Cert/2YD	23.3	25.5	27.6	23.6
No Cert/2YD	47.1	19.8	18.2	14.9
<i>Standard Errors</i>				
Enroll CC	1.18	1.04	0.92	0.94
Transferred	1.91	1.56	1.99	1.57
Trans, BA	1.48	2.36	3.29	3.22
Trans, No BA	2.29	2.15	2.25	1.27
Cert/2YD	3.62	2.82	2.18	1.95
No Cert/2YD	1.73	1.1	1.36	1.18

	GPA Percentage Distribution, Community College Only			
	Less than 2.50	2.50-2.99	3.00-3.49	3.50 or higher
<i>Estimates</i>				
Enroll CC	36.2	22.49	22.48	18.83
Transferred	23.16	26.04	28.79	22.01
Trans, BA	8.23	23.64	35.39	32.74
Trans, No BA	32.39	27.52	24.71	15.38
Cert/2YD	26.86	23.33	26.12	23.69
No Cert/2YD	47.46	19.63	17.52	15.38
<i>Standard Errors</i>				
Enroll CC	1.25	1.37	0.93	0.98
Transferred	1.69	1.94	2.16	1.8
Trans, BA	1.3	2.43	3.07	3.46
Trans, No BA	2.12	2.84	2.63	1.71
Cert/2YD	3.6	2.75	2.2	1.98
No Cert/2YD	1.76	1.12	1.35	1.16

Appendix F

	Percentage Distribution of Parents' Highest Educational Attainment				
	Did not complete high school	High school diploma or equivalent	Some PSE	Bachelor's degree	Post-baccalaureate
	(%)	(%)	(%)	(%)	(%)
Estimates					
Enroll CC	9.2	32.9	28.7	17.4	11.8
Transferred	4.9	25.2	29.8	22.7	17.5
Trans, BA	4.6	22.1	29.3	26	18.1
Trans, No BA	5.1	27.1	30.1	20.6	17.1
Cert/2YD	10	37.4	29.4	15.9	7.3
No Cert/2YD	11.5	36.1	27.8	14.6	9.9
Standard Error					
Enroll CC	0.7	1.1	1.1	0.7	0.6
Transferred	0.8	1.6	1.6	1.4	1.2
Trans, BA	1.1	2.1	2.4	2.6	2.2
Trans, No BA	1.0	2.1	2	1.6	1.8
Cert/2YD	1.5	2.6	3.1	2.0	1.2
No Cert/2YD	1.0	1.6	1.4	0.9	1.0

	Disability: Any
	(%)
Estimates	
Enroll CC	11.2
Trans, BA	8.5
Trans, No BA	9.4
Transferred	9
Cert/2YD	12.2
No Cert/2YD	12.2
Standard Errors	
Enroll CC	0.76
Trans, BA	1.47
Trans, No BA	1.44
Transferred	1.17
Cert/2YD	2.46
No Cert/2YD	0.95

Appendix G

	Percent of Students			
	% took a remedial math course	% who repeated a remedial math course	% took a remedial English course	% who repeated a remedial English course
Estimates				
Enroll CC	59.3	5.3	16.9	0.5 *
Trans	59.0	4.4	11.7	0.3 *
Trans, BA	51.9	2.8 *	8.8	0.0
Trans, No BA	63.1	4.7	13.4	0.5 *
Cert/2YD	54.5	4.6	17.0	‡
No Cert/2YD	61.1	5.8	20.1	0.7 *
Standard Errors				
Enroll CC	1.6	0.7	1.1	0.2
Trans	2.0	0.8	1.2	0.1
Trans, BA	3.1	0.9	1.4	0.0
Trans, No BA	2.4	1.0	1.6	0.2
Cert/2YD	3.0	.9	1.8	‡
No Cert/2YD	2.0	.9	1.8	0.3

	Average Number of Remedial Courses Taken of Students who enrolled in Remedial Education		
	Transcript: Remedial courses: # taken	Transcript: Remedial English: # taken	Transcript: Remedial mathematics: # taken
Estimates			
Enroll CC	2.9	1.6	2.2
Transferred	2.7	1.6	2.2
Trans, BA	2.4	1.6	1.9
Trans, No BA	2.9	1.6	2.3
Cert/2YD	3.0	1.4	2.2
No Cert/2YD	3.1	1.6	2.2
Standard Errors			
Enroll CC	0.1	0.1	0.0
Transferred	0.1	0.1	0.1
Trans, BA	0.1	0.1	0.1
Trans, No BA	0.1	0.2	0.1
Cert/2YD	0.2	0.1	0.1
No Cert/2YD	0.1	0.1	0.1