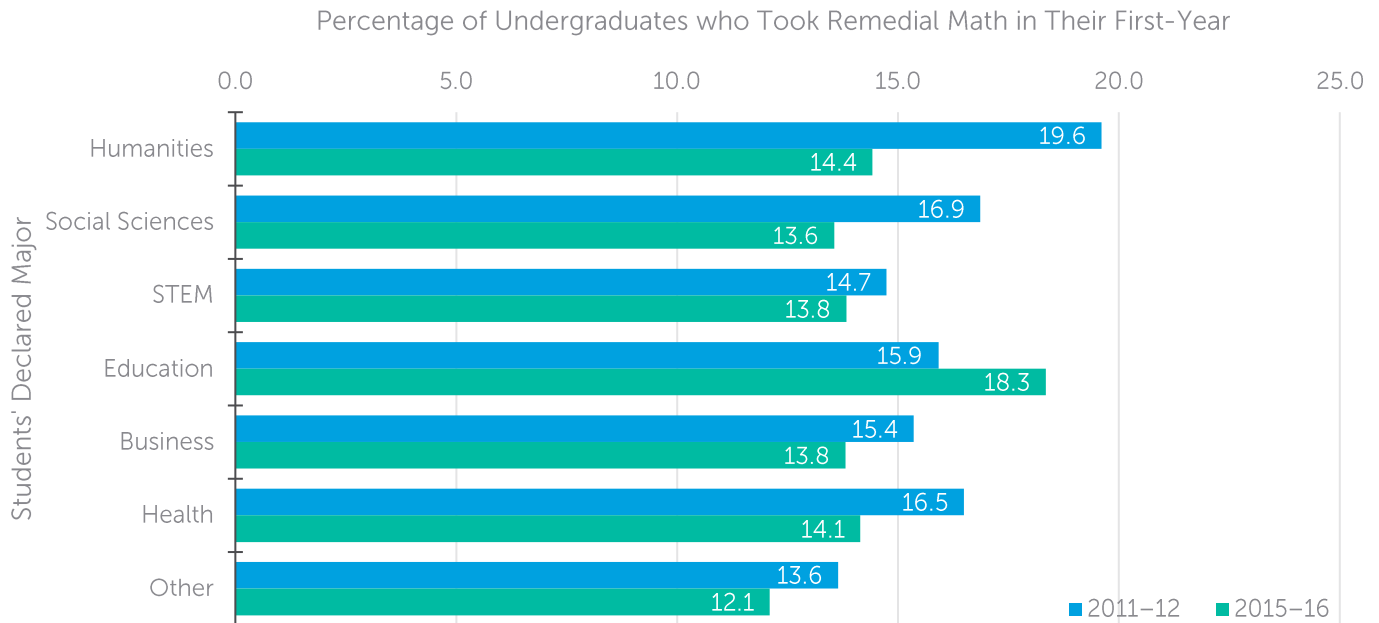


# Major Differences

*National trends in remedial math course-taking by declared major varies.*



Source: NPSAS data analyzed for Strong Start to Finish by Research Triangle Institute

Notes: The data comes from a nationally representative sample of college students collected by the US Department of Education called the National Postsecondary Student Aid Survey (NPSAS). This chart depicts the percentage of 2011-12 and 2015-16 first-year undergraduates who took a remedial math course in their first college year, by declared major. Note that data reflect only those students who declared a major. Social Sciences includes behavioral sciences.

Reform efforts are focusing on integrating the most appropriate gateway math course (Ex. College Algebra or Statistics 1) with a major, allowing students to acquire relevant content knowledge and reduce unnecessary course-taking. The integration of gateway math into majors is also impacting which developmental math course a student may need to take.

Nationally representative data suggest that percentage of students who have declared a major and take remedial/developmental math courses in their first-year have decreased substantially for all majors but one. This brings questions as to why this is the lived experience for Education majors. This Points of Interest sheds new light into national trends on remedial math course-taking by declared major varies.

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