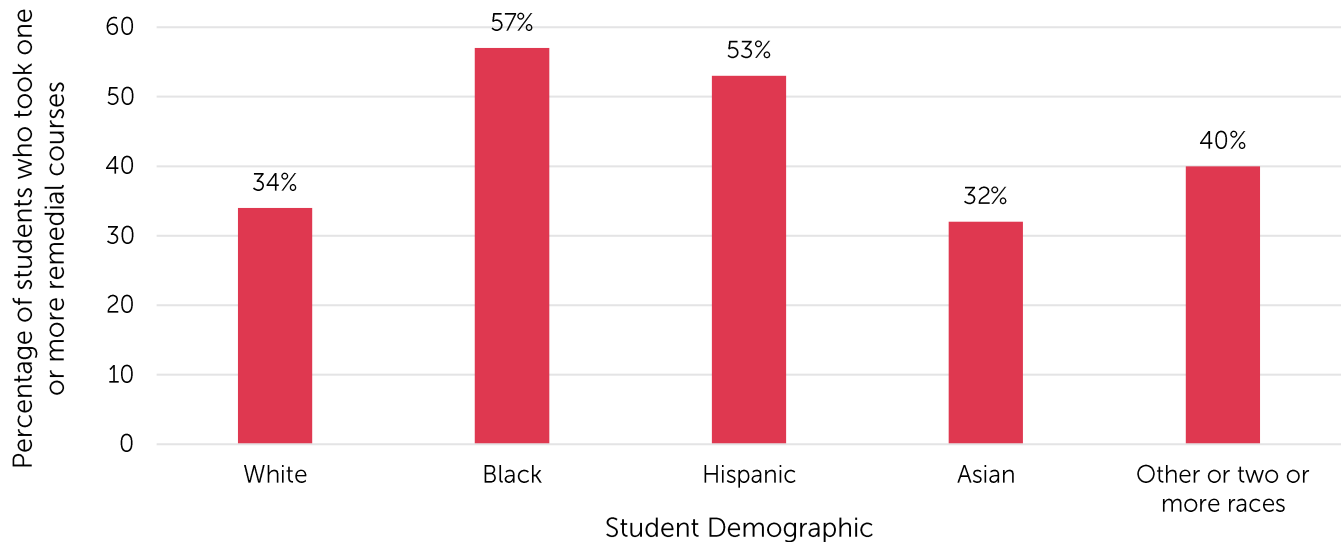


Students' Coursetaking Experiences

In a longitudinal study of high school ninth-graders, a higher percentage of Black and Hispanic students took developmental courses in their first year of college than other student groups.



Source: Chen, X., Duprey, M.A., Ritchie, N.S., Caves, L.R., Pratt, D.J., Wilson, D.H., Brown, F.S., and Leu, K. (2020). *High School Longitudinal Study of 2009 (HSL:09) A First Look at the Postsecondary Transcripts and Student Financial Aid Records of Fall 2009 Ninth-Graders* (NCES 2020-003). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Notes: The data used to create this chart are provided in Table 1a of the report. Black includes African American; Hispanic includes Latino; and Other or two or more races includes American Indian or Alaska Native, Pacific Islander or Native Hawaiian, and persons having origins in more than one race.

Traditional developmental (or remedial) courses are non-credit bearing and non-transferable. These courses can be a barrier for students trying to access credit-level gateway math and English courses because few students complete developmental courses, which involves at least one, and sometimes four or more courses.

In 2009, the National Center for Education Statistics began a longitudinal study of ninth-graders in high school to track their progress into higher education and the workforce. It found that 41% of the students who entered college in 2013-14 took one or more remedial courses. However, when broken down by student demographics, significantly more Black (57%) and Hispanic (53%) students took one or more remedial courses compared to White and Asian students. This Points of Interest shows that a higher percentage of Black and Hispanic students took developmental courses in their first year of college than other student groups.

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