DEVELOPMENTAL EDUCATION PLACEMENT
PARTICIPATION IN DEVELOPMENTAL ENGLISH OR MATH: NORTH CAROLINA

What IsMeasured?
Percentage of first-time degree seeking students enrolled in North Carolina Community Colleges in fall 2003 who took a developmental English or math course within one year.

Who Is Counted?
First-time degree-seeking students enrolled in North Carolina Community Colleges in fall 2003.

What It Tells Us
Twenty-seven percent of first-time degree-seeking students at North Carolina Community Colleges enrolled in a developmental English course within one year, and 45 percent enrolled in a developmental math course. Participation in a higher-level developmental math course (introductory Algebra or above) was somewhat more common than participation in a lower-level developmental math course (25 percent vs. 21 percent).

Why It’s Important
For students in need of developmental education, enrolling in specific courses mandated by the placement test is the first step toward advancement to a college-level program. Many students never enroll in developmental courses at the level at which they are assessed, however (Bailey, Jeong, & Cho, 2010). Because placements are not always binding, many students enroll in higher- or lower-level courses. Some may skip courses in the remedial sequence or skip developmental education altogether (Bailey, Jeong, & Cho, 2010). As a result, the rates at which students enroll in developmental courses provide an incomplete picture of the need for remediation. Placement information, however, is rarely available, leaving enrollment rates as the only measure for gauging students’ college readiness.

ABOUT THE DATA
Developmental English was not reported by level.
Developmental English courses: not defined.
Developmental math courses: includes high-level developmental education math courses (Introductory Algebra: MAT070 and above) and low-level developmental education math courses (below Introductory Algebra: MAT050 and MAT060).

DATA SOURCE