DEVELOPMENTAL EDUCATION PLACEMENT
PARTICIPATION IN DEVELOPMENTAL MATHEMATICS COURSES: NEVADA

Percentage of Nevada Community College students enrolled in developmental mathematics during their first academic year, by race/ethnicity, age, and Pell grant status: 2006

**What Is Measured?**
Percentage of Nevada Community College students enrolled in developmental mathematics courses during their first year

**Who Is Counted?**
Students entering Nevada Community Colleges for the first time in fall 2006

**What It Tells Us**
Some 23 percent of students ages 17-19 in Nevada Community Colleges enrolled in a developmental mathematics course during their first academic year while 11 percent of students ages 20-24 and 28 percent of students ages 25 or older enrolled. Also shown are developmental mathematics enrollment rates by race/ethnicity.
**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. 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. 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**

First-time students: include students with no prior postsecondary experience except for college credits earned during high school or in the summer before enrolling in the fall.

Race/ethnicity: Other includes Asian; American Indian or Alaska Native; and Native Hawaiian or Other Pacific Islander. Racial categories exclude persons of Hispanic/Latino ethnicity, who are presented separately.

**DATA SOURCE**
