DEVELOPMENTAL EDUCATION PLACEMENT
PARTICIPATION IN DEVELOPMENTAL COURSES: NORTH CAROLINA

What Is Measured?
Percentage of North Carolina community college students enrolled in developmental courses during their first academic year

Who Is Counted?
Students entering North Carolina Community Colleges for the first time in fall 2006

What It Tells Us
Some 32 percent of students in North Carolina Community Colleges enrolled in a developmental course in English/reading, math, or both during their first academic year. Some 62 percent of Pell Grant recipients enrolled in a developmental course.

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 courses: include English/reading, math, or both.
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.
Pell Grant recipient: a student who received a Pell Grant within the first year of enrollment at a given postsecondary institution.

DATA SOURCE