DEVELOPMENTAL EDUCATION PLACEMENT
PARTICIPATION IN DEVELOPMENTAL READING: UNITED STATES

Percentage of United States community college students who took one or more developmental reading courses from entry through spring 2009, by demographic and enrollment characteristics.

DEGREE OR CERTIFICATE PROGRAM WHEN FIRST ENROLLED

<table>
<thead>
<tr>
<th>Degree/Certificate Level</th>
<th>Percent Who Took Developmental Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>No degree program at start</td>
<td>10%</td>
</tr>
<tr>
<td>Certificate</td>
<td>20%</td>
</tr>
<tr>
<td>Associate/Bachelor's</td>
<td>30%</td>
</tr>
<tr>
<td>Overall</td>
<td>40%</td>
</tr>
</tbody>
</table>

FULL-TIME/PART-TIME ENROLLMENT

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Percent Who Took Developmental Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>50%</td>
</tr>
<tr>
<td>Part-time</td>
<td>60%</td>
</tr>
<tr>
<td>Mix of Full-time/Part-time</td>
<td>70%</td>
</tr>
<tr>
<td>Overall</td>
<td>80%</td>
</tr>
</tbody>
</table>

GENDER
What Is Measured?
The percentage of U.S. community college students who took one or more developmental reading courses from entry through spring 2009, by demographic and enrollment characteristics

Who Is Counted?
First-time college students who first enrolled in U.S. community colleges in the 2003-04 academic year as of spring 2009

What It Tells Us
Approximately 16 percent of U.S. community college students took at least one developmental reading course. Students who were pursuing an associate degree were more likely to take developmental reading courses (17 percent) than students who were not pursuing a certificate or degree (15 percent). Income was negatively associated with developmental reading coursetaking: those in the lowest-income group were more likely to take such courses (24 percent) than students in the higher-income groups (10–16 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
Remedial courses: coded as remedial based on a transcript notation indicating that the course was remedial, the course numbering system, the course description, and/or the number of credits awarded for the course. For more information, see the complete 2010 College Course Map (CCM: 2010):

Race/ethnicity: Other includes Native American, Native Hawaiian or other Pacific Islander, and individuals who indicated Other or Two or more races. Race categories exclude Hispanic/Latino origin unless specified.
Income percentile rank: calculated separately for dependent and independent students and then combined. Each ranking thus compares the respondent only with other respondents of the same dependency status. Uses parents’ income if respondent is dependent and uses respondent’s own income if respondent is independent.

Full-time/part-time enrollment: indicates student's cumulative enrollment through 2009. Full-time is defined as 12 or more credit hours per semester.

DATA SOURCE