What Is Measured?
Developmental math course completion within four years

Who Is Counted?
First-time students who initially enrolled in a transfer program in the Virginia Community College System in summer or fall 2004 and were referred to a developmental math course

What It Tells Us
Overall, one-fifth (20 percent) of students who were referred to a developmental math course completed the course, while 32 percent did not pass the course and about one-half (49 percent) did not enroll. Students referred to the highest level of developmental math completed the course at a higher rate than students referred to the lowest level (24 percent vs. 10 percent).

Why It’s Important
Most beginning community college students must complete at least one developmental education course in mathematics or English (reading, writing, or both) (Bailey, Jeong, & Cho, 2010). For students who start in developmental courses two or more levels below the college level in a particular subject, this milestone is the first step toward completing their developmental education requirements and continuing on to college-level coursework. For students who start at one level below the college level in a particular subject, this milestone also represents the final step in completing that developmental education sequence.

ABOUT THE DATA
Developmental math courses: include Pre-Algebra (MTH01, MTH02, MTH09), Algebra I (MTH03), and Algebra II or higher (MTH04, MTH05, MTH06, and MTH07).

This indicator does not include the 33 percent of students in this group who were missing a placement recommendation in math.

Percentages do not sum to 100 percent due to rounding.

DATA SOURCE
