PRECOLLEGE MILESTONES
COMPLETION OF DEVELOPMENTAL MATH SEQUENCE: NORTH CAROLINA

Percentage of students who enrolled in the developmental math sequence in North Carolina Community Colleges in fall 2004 and completed the sequence by year two, by age and enrollment status

**What Is Measured?**
Percentage who completed the developmental math sequence within two years

**Who Is Counted?**
First-time degree-seeking students who enrolled in developmental math in the North Carolina Community College System in fall 2004 excluding transitional students
What It Tells Us
Nearly one-third (29 percent) of North Carolina Community College students who enrolled in the developmental math sequence completed it within two years. Students age 22 or younger at time of registration completed developmental math at a higher rate than older students (30 percent vs. 26 percent), and students who initially enrolled full time completed at a higher rate than students who initially enrolled part time (34 percent vs. 20 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), and many must complete multiple courses in one or more subjects (Bailey, Jeong, & Cho, 2010). Completing the highest-level developmental course in a subject is the final precollege milestone and is often required to transfer to a four-year institution or to earn a certificate or associate degree.

ABOUT THE DATA
Transitional students: Not defined.

DATA SOURCE