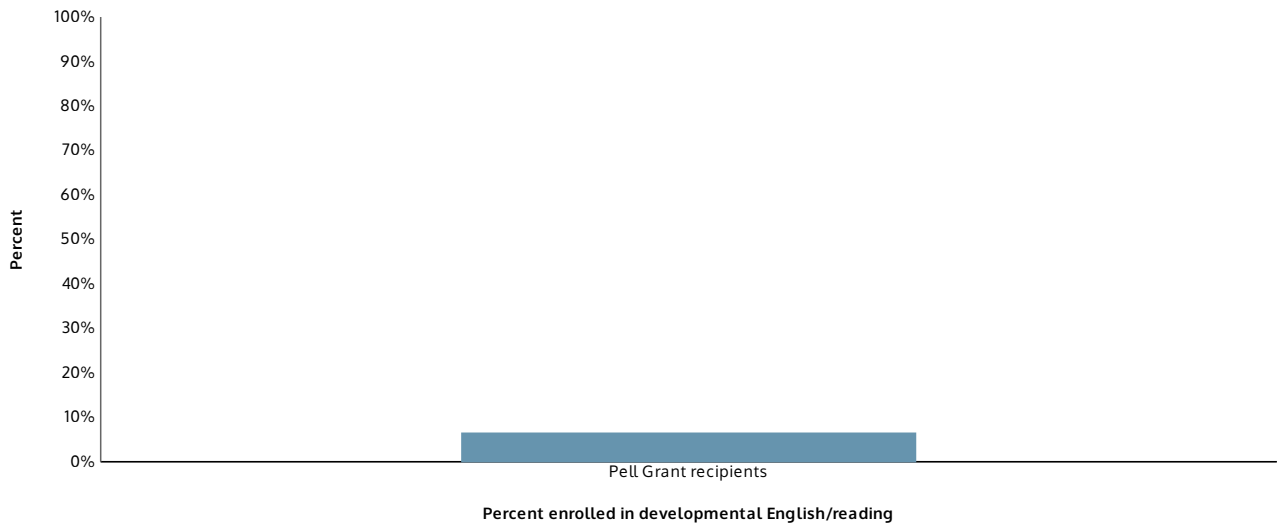


DEVELOPMENTAL EDUCATION PLACEMENT

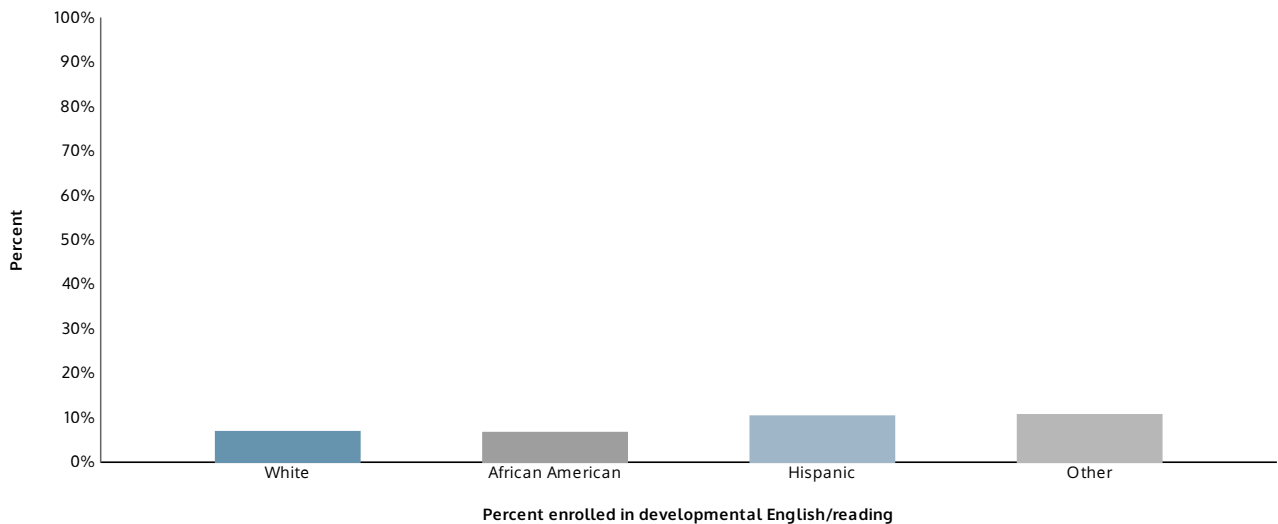
PARTICIPATION IN DEVELOPMENTAL ENGLISH COURSES: TENNESSEE

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

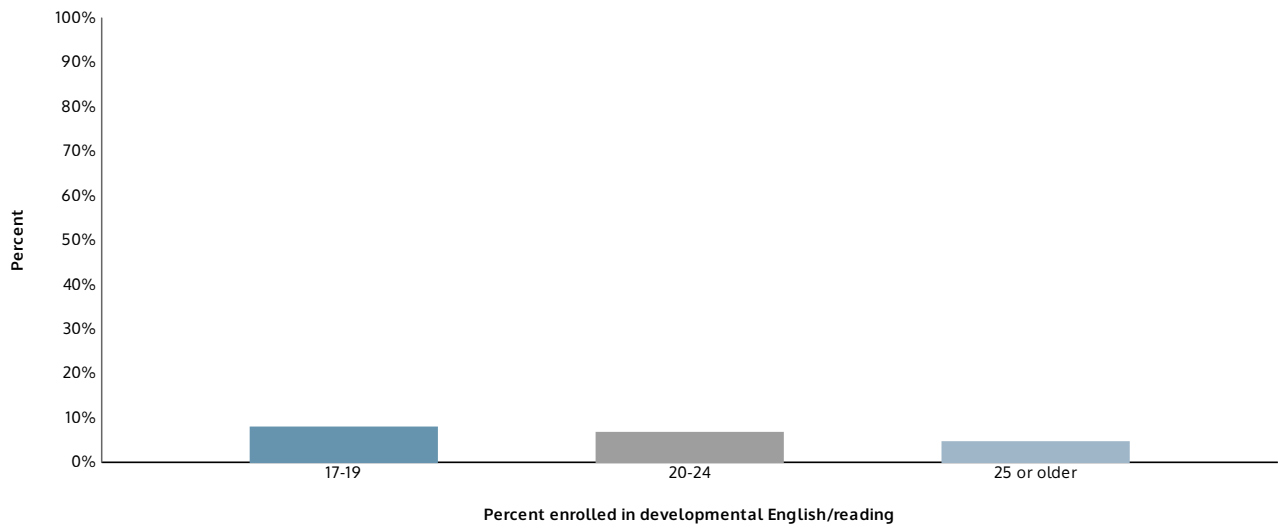
PELL GRANT RECIPIENTS



RACE/ETHNICITY



AGE



What Is Measured?

Percentage of Tennessee Community College students enrolled in developmental English/reading courses during their first year

Who Is Counted?

Students entering Tennessee Community Colleges for the first time in fall 2006

What It Tells Us

Some 6 percent of first-time students in Tennessee Community Colleges who received Pell grants in their first term enrolled in a developmental English/reading course during their first academic year. Also shown are developmental English/reading enrollment rates by race/ethnicity and by age group.

Why It's Important

For students in need of developmental education, enrolling in specific course 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.

Pell Grant recipients: students who received a Pell Grant within the first year of entry at a given institution of higher education.

Race/ethnicity: Other includes Asian; American Indian or Alaska Native; and Native Hawaiian or Other Pacific Islander. Race categories exclude Hispanic/Latino origin unless specified.

DATA SOURCE

[Complete College America. \(2012, April\). Remediation: Higher Education's Bridge to Nowhere. Washington, DC: Author.](#)

[Complete College America and the National Governors Association. \(2011, March\). Common college completion metrics technical guide. Washington, DC: Author.](#)