

**TABLE 3.24  
NUMBER AND PERCENT OF ALL FIRST-TIME ENROLLED STUDENTS  
ASSESSED AND ENROLLED IN DEVELOPMENTAL COURSES**

	<b>Assessed for English</b>	<b>Assessed into English</b>	<b>Enrolled in English</b>	<b>Assessed for Math</b>	<b>Assessed into Math</b>	<b>Enrolled in Math</b>	<b>Assessed into Either</b>	<b>Total Assessed &amp; Enrolled</b>
2004-05	750	354	46%	624	375	58%	436	59%
2005-06	975	366	43%	758	411	42%	562	41%
2006-07	1,011	384	45%	766	473	44%	599	46%
2007-08	925	279	49%	745	394	42%	491	48%
2008-09	1,063	314	48%	819	418	40%	547	45%
<b>Total</b>	<b>4,724</b>	<b>1,697</b>	<b>46%</b>	<b>3,712</b>	<b>2,071</b>	<b>45%</b>	<b>2,635</b>	<b>47%</b>

Separating the areas of English and math, over half of students assessed into developmental English classes enrolled in at least one required class. While more students were assessed into a math class, less than half of the students enrolled in the required class. The last two columns show that approximately half of first-time students were assessed into and enrolled in at least one developmental class within the year.

**TABLE 3.25  
NUMBER AND PERCENT OF FIRST-TIME ENROLLED PROGRAM-PLACED STUDENTS  
ASSESSED AND ENROLLED IN DEVELOPMENTAL COURSES**

	<b>Assessed for English</b>	<b>Assessed into English</b>	<b>Enrolled in English</b>	<b>Assessed for Math</b>	<b>Assessed into Math</b>	<b>Enrolled in Math</b>	<b>Assessed into Either</b>	<b>Total Assessed &amp; Enrolled</b>
2004-05	432	220	75%	401	323	67%	363	71%
2005-06	455	253	62%	415	324	53%	387	60%
2006-07	455	243	71%	424	383	54%	407	68%
2007-08	500	200	69%	463	330	49%	366	63%
2008-09	586	201	76%	544	375	44%	405	60%
<b>Total</b>	<b>2,428</b>	<b>1,117</b>	<b>70%</b>	<b>2,247</b>	<b>1,735</b>	<b>53%</b>	<b>1,928</b>	<b>64%</b>

Separating the areas of English and math, over two-thirds of program-placed students assessed into developmental English classes enrolled in at least one required class. While more program-placed students were assessed into a math class, just over half of those students enrolled in the required class, though the percentage has fallen over the past five years. The last two columns show that nearly two-thirds of first-time, program-placed students who were assessed into one developmental class enrolled in the necessary course within the year.