

TABLE TYE.1 Total institutional enrollment (in thousands) and percentage of part-time enrollments in two-year colleges in fall for 1975 through 2005 and projected enrollments for fall 2010¹

	1975	1980	1985	1990	1995	2000	2005	2010
Public + Private								
Number of students	3,970	4,526	4,531	5,240	5,493	5,948	6,488	7,201
Percentage part-time	56	61	63	64	64	63	59	59
Public only								
Number of students					5,278	5,697	6,184	6,870
Percentage part-time					65	65	61	61

¹Data for 1995, 2000, and 2005, and projections for 2010 are derived from Tables 24, 26, and 27 of the NCES publication "*Projections of Educational Statistics to 2019*" at <http://nces.ed.gov/programs/projections/projections2019/tables.asp>.

TABLE TYE.2 Enrollments in mathematics and statistics (no computer science) courses in mathematics programs at two-year colleges in fall 1980, 1985, 1990, 1995, 2000, 2005, and 2010.

	1980	1985	1990	1995	2000	2005 ¹	2010 ¹
Mathematics & Statistics enrollments in TYCs	953,000	936,000	1,295,000	1,456,000	1,347,000	1,739,000	2,105,000

¹ Data for 2005 and 2010 include only public two-year colleges and include 81,000 dual enrollments from Table SP.1

Note: Data for 1990, 1995, and 2000 in Table TYE.2 differ from corresponding data in Table S.1 of Chapter 1 because the totals in TYE.2 do not include any computer science courses, while the totals in Table S.1 do.

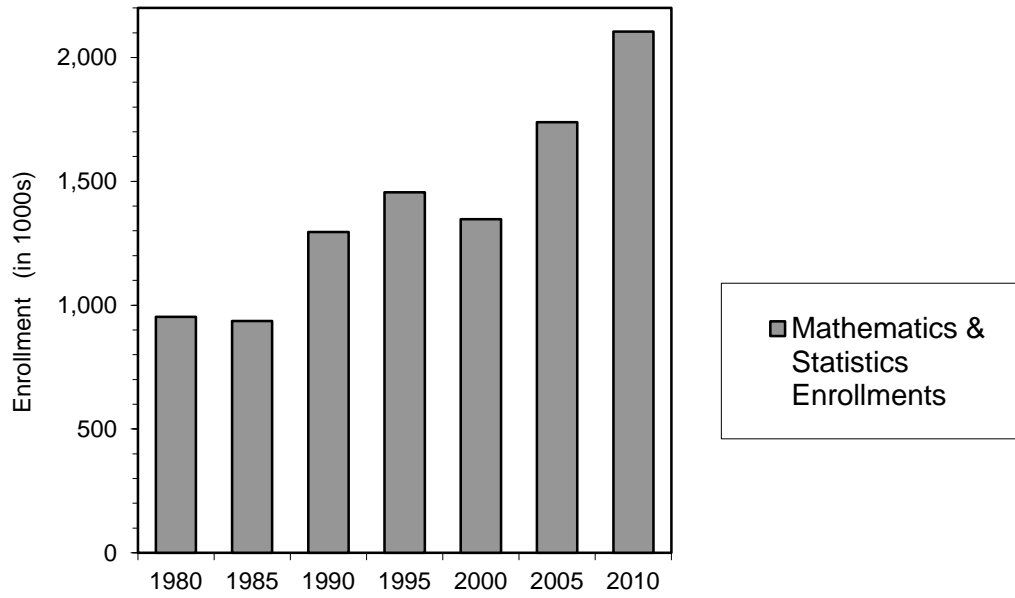


FIGURE TYE.2.1 Enrollments in mathematics and statistics courses (no computer science) in mathematics programs in two-year colleges in fall 1980, 1985, 1990, 1995, 2000, 2005, and 2010. (Data for 2005 and 2010 include only public two-year colleges and include dual enrollments from Table SP.16.)

TABLE TYE.3 Enrollment in thousands in mathematics and statistics courses (not including dual enrollments) in mathematics programs at two-year colleges in fall 1990, 1995, 2000, 2005, and 2010.

Course Number	Type of course	1995	2000	2005	2010
Precollege level					
1	Arithmetic & Basic Mathematics	134	122	104	146
2	Pre-algebra	91	87	137	226
3	Elementary Algebra (High School level)	304	292	380	428
4	Intermediate Algebra (High School level)	263	255	336	344
5	Geometry (High School level)	7	7	7	6
Precalculus level					
6	College Algebra (above Intermediate Algebra)	186	173	206	230
7	Trigonometry	43	30	36	45
8	College Algebra & Trigonometry (combined)	17	16	14	11
9	Introduction to Mathematical Modeling	na	7	7	18
10	Precalculus/Elem Functions/Analytic Geometry	50	48	58	64
Calculus level ¹					
11	Mainstream Calculus I	58	53	51	65
12	Mainstream Calculus II	23	20	19	29
13	Mainstream Calculus III	14	11	11	15
14	Non-mainstream Calculus I	26	16	21	20
15	Non-mainstream Calculus II	1	1	1	2
16	Differential Equations	6	5	4	6
Other mathematics courses					
17	Linear Algebra	5	3	3	5
18	Discrete Mathematics	3	3	2	2
19	Elementary Statistics (with or w/o Probability)	69	71	111	134
20	Probability (with or w/o Statistics)	3	3	7	3
21	Finite Mathematics	24	19	22	18
22	Mathematics for Liberal Arts	38	43	59	91
23	Mathematics for Elementary School Teachers I ²	16	18	29	21
24	Mathematics for Elementary School Teachers II ³	na	na	na	8
25	Other Mathematics Courses for Teacher Preparation ³	na	na	na	1
26	Business Mathematics (not transferable)	28	14	22	16
27	Business Mathematics (transferable)	11	19	17	4
28	Technical Math (non-calculus-based)	17	13	16	17
29	Technical Math (calculus-based)	2	2	1	1
30	Other Mathematics Courses (not transferable) ⁴	0	14	28	33
31	Other Mathematics Courses (transferable) ³	na	na	na	14
Total all Two-year College math courses		1425	1347	1696	2024

Note: 0 means fewer than 500 enrollments and na means not available. Round-off may make column sums seem inaccurate.

¹ Mainstream calculus is for mathematics, physics, science & engineering. Non-mainstream calculus is for biological, social, and management sciences.

² In 2005 and earlier surveys there was a single course listed as *Mathematics for Elementary School Teachers*.

³ This course was not listed in 2005 and earlier survey.

⁴ In 2005 and earlier surveys there was a single course listed as *Other Mathematics Courses*.

TABLE TYE.4 Enrollment in 1000s (not including dual enrollments) and percentages of total enrollment in mathematics and statistics courses by type of course in mathematics programs at two-year colleges in fall 1990, 1995, 2000, 2005, and 2010.

Course numbers ¹	Type of course	1990	1995	2000	2005	2010
1-5	Precollege Level	724 (57%)	800 (56%)	763 (57%)	964 (57%)	1150 (57%)
6-10	Precalculus Level	245 (19%)	295 (21%)	274 (20%)	321 (19%)	368 (18%)
11-16	Calculus Level	128 (10%)	129 (9%)	106 (8%)	107 (6%)	138 (7%)
19-20	Statistics, Probability	54 (4%)	72 (5%)	74 (5%)	118 (7%)	137 (7%)
17-18 & 21-31	Remaining Courses	121 (10%)	130 (9%)	130 (10%)	186 (11%)	231 (11%)
1-31	Total, all courses	1272 (100%)	1426 (100%)	1347 (100%)	1696 (100%)	2024 (100%)

¹ For names of specific courses see Table TYE.8.

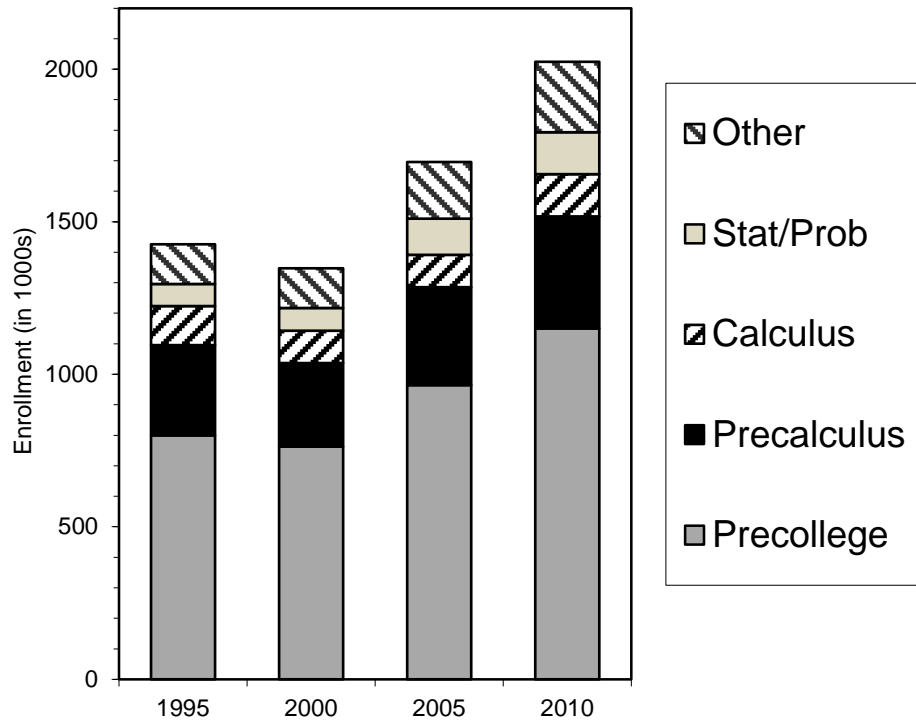


FIGURE TYE.4.1 Enrollment in 1000s (not including dual enrollments) in mathematics and statistics courses by type of course in mathematics programs at two-year colleges in fall 1995, 2000, 2005, and 2010.

TABLE TYE.5 Percentage of two-year college mathematics programs teaching selected mathematics courses in fall 2005 and in fall 2010.

Course number	Type of course	Fall 2005	Fall 2010
1	Arithmetic & Basic Mathematics	48	50
2	Pre-algebra	46	49
3	Elementary Algebra (High School level)	80	82
4	Intermediate Algebra (High School level)	88	79
5	Geometry (High School level)	19	7
6	College Algebra (above Intermediate Algebra)	78	76
7	Trigonometry	51	55
8	College Algebra & Trigonometry (combined)	17	12
9	Introduction to Mathematical Modeling	5	9
10	Precalculus/ Elementary Functions/ Analytic Geometry	52	53
11	Mainstream Calculus I	82	79
12	Mainstream Calculus II	57	61
13	Mainstream Calculus III	52	56
14	Non-mainstream Calculus I	36	25
15	Non-mainstream Calculus II	3	5
16	Differential Equations	25	21
17	Linear Algebra	19	19
18	Discrete Mathematics	12	11
19	Elementary Statistics (with or w/o Probability)	78	73
20	Probability (with or w/o Statistics)	7	5
21	Finite Mathematics	28	27
22	Mathematics for Liberal Arts	56	44
23	Mathematics for Elementary School Teachers I ¹	59	55
24	Mathematics for Elementary School Teachers II ²	na	27
25	Other Mathematics Courses for Teacher Preparation ²	na	2
26	Business Mathematics (not transferable)	19	20
27	Business Mathematics (transferable)	15	6
28	Technical Mathematics (non-calculus-based)	35	26
29	Technical Mathematics (calculus-based)	5	3
30	Other Mathematics Courses (not transferable) ³	26	19
31	Other Mathematics Courses (transferable) ²	na	18

¹ In 2005 there was a single course listed as *Mathematics for Elementary School Teachers* .

² This course was not listed in 2005 survey.

³ In 2005 there was a single course listed as *Other Mathematics Courses* .

TABLE TYE.6 Percentage of two-year college mathematics programs teaching selected mathematics courses in the fall term of 1990, 1995, 2000, 2005, and 2010.

Course number	Type of course	Percentage of two-year colleges teaching course			
		1995	2000	2005	2010
11	Mainstream Calculus I	83	94	82	79
16	Differential Equations	53	59	25	21
17	Linear Algebra	30	39	19	19
18	Discrete Mathematics	12	19	12	11
19	Elementary Statistics (with or w/o Probability)	80	83	78	73
21	Finite Mathematics	31	32	28	27
22	Mathematics for Liberal Arts	46	50	56	44
23	Mathematics for Elementary School Teachers I ¹	43	49	59	55
28	Technical Mathematics (non-calculus-based)	33	36	35	26
29	Technical Mathematics (calculus-based)	11	9	5	3

TABLE TYE.7 Average on-campus section size by type of course in mathematics programs at two-year colleges, in fall 2000, 2005, and 2010. Also percentage of sections with enrollment above 30 in fall 2005 and 2010.

Course numbers ¹	Type of course	2000 average section size	2005		2010	
			average section size	Percentage of sections with size > 30	average section size	Percentage of sections with size > 30
1-5	Precollege Level	24.5	23.9	21%	24.0	20%
6-10	Precalculus Level	24.8	23.6	23%	26.0	34%
11-16	Calculus Level	20.8	20.0	16%	21.0	25%
19-20	Elem. Statistics, Probability	25.2	25.9	33%	28.0	38%
1-31	Total, all courses	24.8 ²	23.0	21%	24.0	23%

¹ For names of specific courses see Table TYE.3.

² The average section size of 23.7 reported in CBMS2000 included computer science courses taught in mathematics programs.

TABLE TYE.7.1 Average distance learning section size by type of course in mathematics programs at two-year colleges, in fall 2010. Also percentage of sections with enrollment above 30 in fall 2010.

Course number ¹	Type of course	2010 average section size	Percentage of 2010 sections with size > 30
1-5	Precollege Level	23.0	23%
6-10	Precalculus Level	22.0	12%
11-16	Calculus Level	15.0	0%
19-20	Statistics, Probability	24.0	15%
1-31	Total, all courses	22.0	10%

¹ For names of specific courses see Table TYE.3.

TABLE TYE.8 Average on-campus section size for public two-year college mathematics program courses, in fall 2010.

Course number	Type of course	Average section size	Course number	Type of course	Average section size
1	Arithmetic & Basic Mathematics	24	17	Linear Algebra	20
2	Pre-algebra	21	18	Discrete Mathematics	18
3	Elementary Algebra (High School level)	24	19	Elementary Statistics (with or w/o Probability)	28
4	Intermediate Algebra (High School level)	25	20	Probability (with or w/o Statistics)	22
5	Geometry (High School level)	26	21	Finite Mathematics	23
6	College Algebra (above Intermediate Algebra)	26	22	Mathematics for Liberal Arts	27
7	Trigonometry	27	23	Mathematics for Elementary School Teachers I	19
8	College Algebra & Trigonometry (combined)	22	24	Mathematics for Elementary School Teachers II	17
9	Introduction to Mathematical Modeling	28	25	Other Mathematics Courses for Teacher Preparation	23
10	Precalculus/Elem Functions/Analytic Geometry	26	26	Business Math (not transferable)	22
11	Mainstream Calculus I	20	27	Business Math (transferable)	27
12	Mainstream Calculus II	24	28	Technical Math (non-calculus-based)	21
13	Mainstream Calculus III	20	29	Technical Math (calculus-based)	22
14	Non-mainstream Calculus I	21	30	Other Mathematics Courses (not transferable)	21
15	Non-mainstream Calculus II	27	31	Other Mathematics Courses (transferable)	23
16	Differential Equations	23			

TABLE TYE.8.1 Average distance learning section size for public two-year college mathematics program courses, in fall 2010.

Course number	Type of course	Average section size	Course number	Type of course	Average section size
1	Arithmetic & Basic Mathematics	22	17	Linear Algebra	20
2	Pre-algebra	23	18	Discrete Mathematics	15
3	Elementary Algebra (High School level)	24	19	Elementary Statistics (with or w/o Probability)	24
4	Intermediate Algebra (High School level)	22	20	Probability (with or w/o Statistics)	11
5	Geometry (High School level)	na	21	Finite Mathematics	20
6	College Algebra (above Intermed. Alg.)	23	22	Mathematics for Liberal Arts	24
7	Trigonometry	24	23	Mathematics for Elementary School Teachers I	19
8	College Algebra & Trigonometry (combined)	23	24	Mathematics for Elementary School Teachers II	18
9	Introduction to Mathematical Modeling	17	25	Other Mathematics Courses for Teacher Preparation	na
10	Precalculus/Elem Functions/Analytic Geometry	20	26	Business Math (not transferable)	24
11	Mainstream Calculus I	15	27	Business Math (transferable)	24
12	Mainstream Calculus II	8	28	Technical Math (non-calculus-based)	17
13	Mainstream Calculus III	4	29	Technical Math (calculus-based)	13
14	Non-mainstream Calculus I	19	30	Other Mathematics Courses (not transferable)	12
15	Non-mainstream Calculus II	na	31	Other Mathematics Courses (transferable)	22
16	Differential Equations	na			

TABLE TYE.9 Number of sections and number and percentage of sections taught by part-time faculty in mathematics programs at public two-year colleges by type of course, in fall 2005 and 2010.

Course number ¹	Type of course	2005			2010		
		Number of sections	Number of sections taught by part-time faculty	Percentage of sections taught by part-time faculty	Number of sections	Number of sections taught by part-time faculty	Percentage of sections taught by part-time faculty
1-5	Precollege level	38814	21696	56%	45131	26069	58%
6-10	Precalculus level	12898	3914	30%	12588	3940	31%
11-13	Mainstream Calculus	3973	493	12%	5155	558	11%
14-15	Non-mainstream Calculus	923	254	28%	959	259	27%
16-18	Advanced level	617	58	9%	616	69	11%
19-20	Statistics, Probability	4142	1452	35%	4090	1573	38%
21-27	Service courses	6710	1913	29%	5673	2258	40%
28-29	Technical mathematics	927	339	37%	1533	264	17%
30-31	Other mathematics courses	1193	552	46%	2272	974	43%
1-31	Total, all courses	70197	30671	44%	78018	35965	46%

¹ For names of specific courses see Table TYE.3.

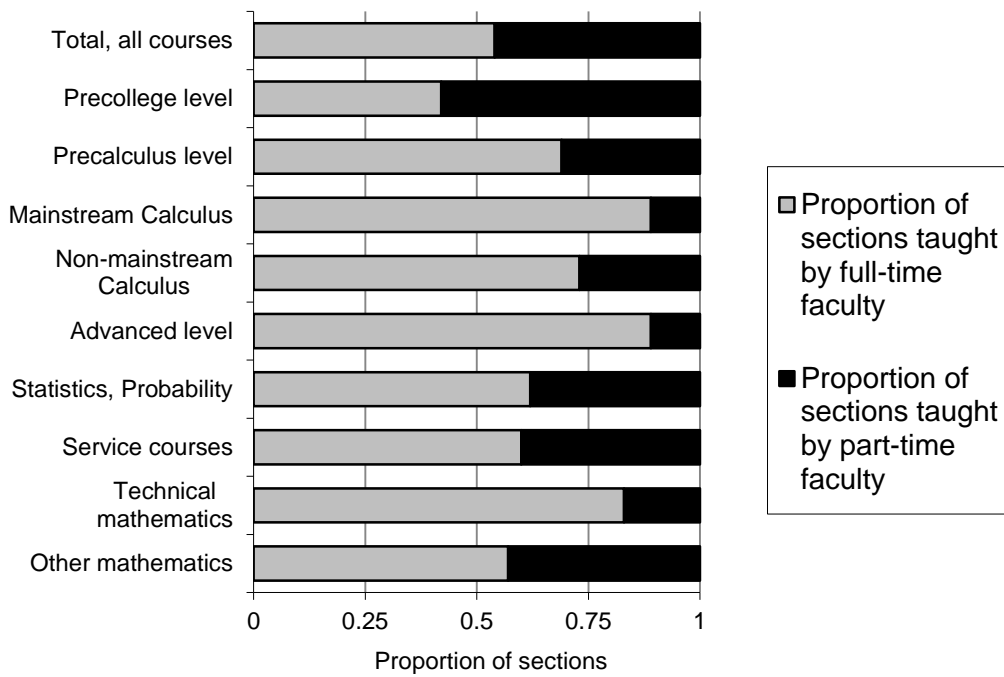


FIGURE TYE.9.1 Proportion of sections of mathematics and statistics courses taught by full-time and by part-time faculty in mathematics programs at public two-year colleges by type of course in fall 2010.

TABLE TYE.10 Percentage of on-campus sections using different instructional methods by course in mathematics programs at public two-year colleges, in fall 2010.

Course Number	Type of course	Percentage of sections taught that			Total number of on-campus sections in fall 2010
		Use computer algebra system %	Use commercially produced electronic instructional packages %	Are taught mostly by the standard lecture method %	
1	Arithmetic & Basic Mathematics	8	32	66	5652
2	Pre-algebra	9	40	54	10183
3	Elementary Algebra (High School level)	7	33	76	16236
4	Intermediate Algebra (High School level)	8	31	69	12843
5	Geometry (High School level)	0	0	77	217
6	College Algebra (above Intermed. Algebra)	6	34	79	7628
7	Trigonometry	4	23	91	1540
8	College Algebra & Trigonometry (combined)	12	20	89	413
9	Introduction to Mathematical Modeling	0	11	95	618
10	Precalculus/Elem Functions/Analytic Geometry	2	20	84	2389
11	Mainstream Calculus I	9	12	66	3166
12	Mainstream Calculus II	9	11	85	1223
13	Mainstream Calculus III	20	8	85	766
14	Non-mainstream Calculus I	0	22	72	895
15	Non-mainstream Calculus II	0	0	83	64
16	Differential Equations	14	6	81	266
17	Linear Algebra	8	8	87	239
18	Discrete Mathematics	0	0	77	111
19	Elementary Statistics (with or w/o Probability)	2	19	81	3965
20	Probability (with or w/o Statistics)	15	53	100	126
21	Finite Mathematics	4	26	82	703
22	Mathematics for Liberal Arts	1	12	88	2857
23	Mathematics for Elementary School Teachers I	7	4	71	973
24	Mathematics for Elementary School Teachers II	5	3	80	366
25	Other Mathematics Courses for Teacher Preparation	0	0	86	28
26	Business Math (not transferable)	3	4	68	602
27	Business Math (transferable)	0	20	91	143
28	Technical Math (non-calculus-based)	1	10	28	1203
29	Technical Math (calculus-based)	0	0	3	330
30	Other Mathematics Courses (not transferable)	0	46	87	1488
31	Other Mathematics Courses (transferable)	1	5	54	784

TYE.11 Percentage of departments whose institutions make various options available to students in developmental mathematics in fall 2010.

Course Number	Type of course	Accelerated Sections	Slower-Paced Sections	Learning Communities	Summer Boot Camp	Not applicable (course not offered)
1	Arithmetic & Basic Mathematics	22	23	17	13	34
2	Pre-algebra	35	22	15	8	30
3	Elementary Algebra (High School level)	49	29	16	15	15
4	Intermediate Algebra (High School level)	38	22	10	10	15

TYE.11.1 Percentage of departments reporting the use of various technologies in specific courses in fall 2010.

Course Number	Type of course	No Calculator Allowed	Most sophisticated technology that is required or allowed:				No Department Policy	Not applicable (course not offered)
			Four-Function Calculator	Scientific Calculator	Graphing Calculator	Computer-Based Tools		
1	Arithmetic & Basic Mathematics	43	7	12	1	3	8	26
2	Pre-Algebra	26	10	22	5	6	7	24
3	Elementary Algebra (High School level)	13	8	32	18	6	19	4
4	Intermediate Algebra (High School level)	4	3	23	42	7	17	4

TYE.11.2 Status of "College Algebra" at two-year mathematics departments in fall 2010.

	Percent of departments
A. Percentage of all departments that offer college algebra	84
B. Purpose of College Algebra programs is to	
a. Prepare students for trigonometry, Engineering, or other Calculus	84
b. Prepare students for Business Calculus, but not engineering Calculus	55
c. Strengthen general quantitative literacy	73
d. Provide an options to students taking no further math	68
C. Course content primarily taught through modeling and problem solving	26
D. Department policy either requires or allows:	
a. Scientific calculator	59
b. Graphing calculator	65
c. Calculators with Algebra System	7
E. Use of technology	
a. Instructors and/or students use spreadsheets	20
b. Students use commercial programs	59
c. Students use computer algebra systems	24
d. Students are required to submit homework via an online platform	49
e. Offer web-based resources	47

TABLE TYE.12 Percentage of distance-learning enrollments (=Distance learning courses are courses in which the majority of instruction occurs with the instructor and the students separated by time and/or place) among all enrollments (excluding dual enrollments) at public two-year colleges in fall 2005 and 2010, and total enrollments (in 1000s) in those courses.

Course Number	Type of course	2005	2005	2010	2010	2010
		Total Enrollments ⁴ (1000s)	Percentage Distance Enrollments	Total Enrollments ⁴ (1000s)	Distance Enrollments (1000s)	Percentage Distance Enrollments
1	Arithmetic & Basic Mathematics	104	4	146	11	7
2	Pre-algebra	137	3	226	14	6
3	Elementary Algebra (High School level)	380	4	428	37	9
4	Intermediate Algebra (High School level)	336	5	344	25	7
5	Geometry (High School level)	7	12	6	0	0
6	College Algebra (above Intermed. Algebra)	206	6	230	32	14
7	Trigonometry	36	4	45	4	10
8	College Algebra & Trigonometry (combined)	14	1	11	1	12
9	Introduction to Mathematical Modeling	7	11	18	1	4
10	Precalculus/ Elementary Functions/ Analytic Geometry	58	4	64	3	5
11	Mainstream Calculus I	51	5	65	2	3
12	Mainstream Calculus II	19	1	29	0	1
13	Mainstream Calculus III	11	2	15	0	0
14	Non-mainstream Calculus I	21	5	20	2	8
15	Non-mainstream Calculus II	1	0	2	0	0
16	Differential Equations	4	0	6	0	2
17	Linear Algebra	3	2	5	0	4
18	Discrete Mathematics	2	2	2	0	12
19	Elementary Statistics (with or w/o Probability)	111	9	134	23	17
20	Probability (with or w/o Statistics)	7	7	3	0	7
21	Finite Mathematics	22	5	18	2	11
22	Math for Liberal Arts	59	8	91	15	17
23	Mathematics for Elementary School Teachers I ¹	29	10	21	2	11
24	Mathematics for Elementary School Teachers II ²	na	na	8	2	20
25	Other Mathematics Courses for Teacher Preparation ²	na	na	1	0	0
26	Business Math (not transferable)	13	9	16	3	19
27	Business Math (transferable)	14	11	4	0	7
28	Technical Math (non-calculus)	16	1	17	1	7
29	Technical Math (calculus)	1	0	1	0	37
30	Other Math Courses (not transferable) ³	na	na	33	2	7
31	Other Math Courses (transferable) ²	na	na	14	3	19
Total Enrollments		1696		2024	188	

Note: 0% means less than one-half of one percent.

¹ In 2005 there was a single course listed as *Mathematics for Elementary School Teachers*.

² This course was not listed in 2005.

³ In 2005 there was a single course listed as *Other Mathematics Courses*.

⁴ Does not include dual enrollments

TABLE TYE.12.1 Use of distance learning by mathematics departments in two-year colleges

	Percent of Departments
A. Goals of distance learning generally the same as face-to-face courses	
a. Yes	88
b. No	0
c. Do not have distance learning	12
B. Instructional materials created by:	
a. Faculty	10
b. Commercially produced materials	12
c. Combination of both	78
C. Format of majority of distance learning	
a. Complete online	73
b. Hybrid	22
c. Other	5
D. Requirements of distance learning faculty to meet with students	
a. Never	8
b. For scheduled meetings	6
c. Specified office hours per week	21
d. Not applicable	65
E. How distance learning students take majority of tests	
a. Complete online and unproctored	11
b. At proctored testing site	42
c. Combination of both	47
F. Exams when there are multiple instructors	
a. No common departmental exams	39
b. Common departmental exams for some courses	20
c. Common departmental exams for all courses	23
G. Are some courses in both non-distance and distance learning formats	
a. Yes	97
b. No	3
H. Distance learning practices	
a. Same exams as in face-to-face	47
b. Same outlines as in face-to-face	96
c. Source course projects	49
I. Distance learning instructors evaluated in same way	
a. Yes	78
b. No	22

TABLE TYE.13 Percentage of two-year colleges offering various opportunities and services to mathematics students, in fall 2000, 2005, and 2010.

Opportunity/Service	2000	2005	2010
A. Diagnostic or placement testing	98	97	90
a. Colleges that usually require placement tests of first-time enrollees	98	97	100
b. Colleges that use placement tests as part of mandatory placement	na	88	98
c. College that periodically assess the effectiveness of their placement tests	85	81	75
B. Mathematics lab or tutorial center	98	95	*
C. Advising by a member of the mathematics faculty	33	40	42
D. Opportunities to compete in mathematics contests	28	37	41
E. Honors sections	20	24	20
F. Mathematics club	14	22	31
G. Special mathematics programs to encourage minorities	4	15	11
H. Lectures/colloquia for students, not part of math club	9	6	16
I. Special mathematics programs to encourage women	4	7	6
J. K-12 outreach opportunities	20	25	32
K. Undergraduate research opportunities	4	9	14
L. Independent mathematics studies	25	38	36
M. Other	4	4	13

* Did not collect.

TABLE TYE.14 Estimated enrollment (in 1000s) in mathematics and statistics courses taught outside of mathematics programs at two-year colleges, in fall 1995, 2000, 2005, and 2010.

Course Number	Type of course	Enrollment (in 1000s)			
		1995	2000	2005	2010
1-2	Arithmetic & Basic Math, Pre-algebra	54	43	60	48
3	Elementary Algebra (High School level)	41	27	65	38
4	Intermediate Algebra (High School level)	10	10	26	29
19-20	Elementary Statistics, Probability	9	7	12	12
26-27	Business Mathematics	26	18	15	19
28-29	Technical Mathematics	8	5	10	7
	Total	148	110	188	152

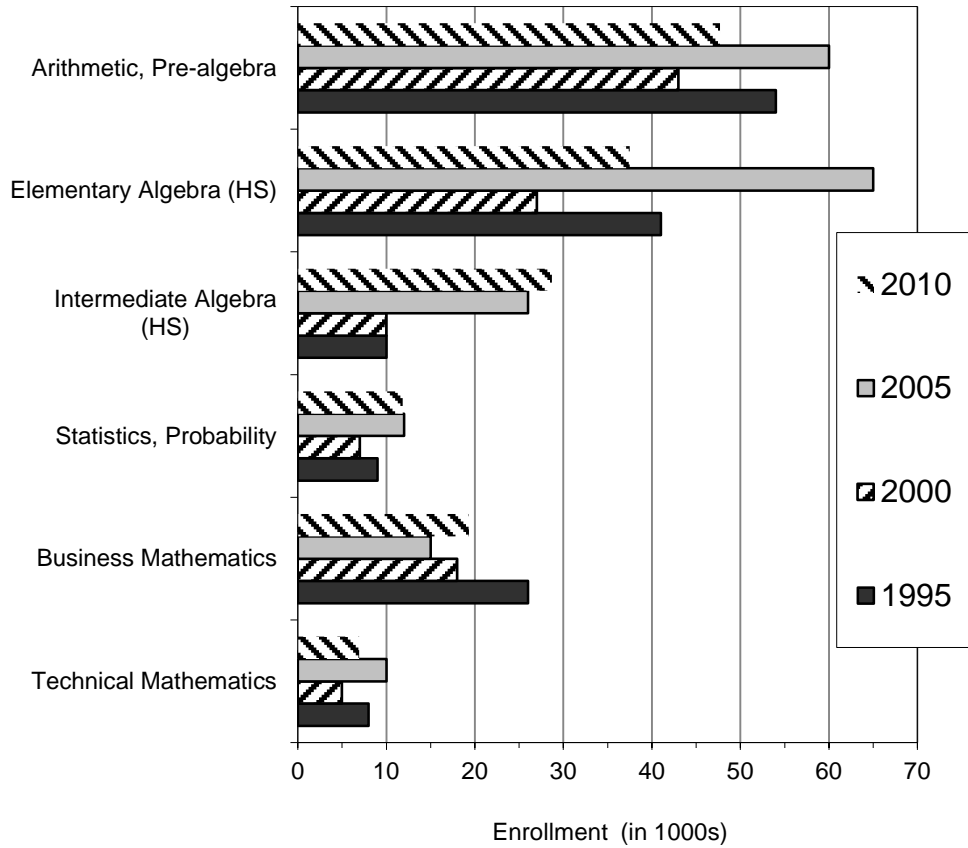


FIGURE TYE.14.1 Estimated enrollment (in 1000s) in mathematics and statistics courses taught outside of mathematics programs at two-year colleges in fall 1995, 2000, 2005, and 2010.

TABLE TYE.15 Estimated enrollment (in 1000s) in mathematics courses taught outside of mathematics programs at public two-year colleges, by division where taught, in fall 2010.

Course Number	Type of course	Mathematics Enrollment (in 1000s) in Other Programs			
		Developmental Education Dept/Divison	Occupational Programs	Business	Other Depts/ Divisions
1-2	Arithmetic & Basic Math, Pre-algebra	47	1	0	0
3	Elementary Algebra (High School level)	36	0	1	0
4	Intermediate Algebra (High School level)	29	0	0	0
19-20	Elementary Statistics, Probability	0	0	9	3
26-27	Business Mathematics	0	1	18	0
28-29	Technical Mathematics	0	4	1	2
	Total	112	5	29	6

Note: 0 means less than 500 enrollments and this may cause column sums to seem inaccurate.

TABLE TYE.16 Percentage of two-year colleges in which some of the precollege (remedial) mathematics course offerings are administered separately from, and not supervised by, the mathematics program – e.g. in a developmental studies department or program – by type of course, in fall 1995, 2000, 2005, and 2010.

Mathematics Outside of the Mathematics Department		1995	2000	2005	2010
Percentage of Two-year Colleges with some precollege mathematics courses outside of mathematics department control		29	29	31	29
Course number	Type of Course				
1-2	Arithmetic & Basic Math, Pre-algebra	19	17	20	24
3	Elementary Algebra (High School level)	12	12	15	13
4	Intermediate Algebra (High School level)	4	4	7	7