DEVELOPMENTAL EDUCATION PLACEMENT
PARTICIPATION IN DEVELOPMENTAL READING OR WRITING: WASHINGTON

What Is Measured?
Percent of 2008 high school graduates enrolled in Washington Community College who took a developmental reading or writing course within one year

Who Is Counted?
2008 high school graduates enrolled in Washington Community College and Technical Colleges in 2008-09

What It Tells Us
Almost one-fifth (18 percent) of 2008 high school graduates who enrolled in Washington Community and Technical Colleges in the summer or fall after graduation took a developmental writing course during their first year in college, while one-tenth enrolled in developmental reading.

Why It’s Important
For students in need of developmental education, enrolling in specific courses 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 (Bailey, Jeong, & Cho, 2010). 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 (Bailey, Jeong, & Cho, 2010). 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
Developmental Reading and Writing: Not defined.

Developmental courses do not apply to the student’s degree credits and may extend the time needed to earn a college degree.

DATA SOURCE