PRECOLLEGE MILESTONES
COMPLETION OF DEVELOPMENTAL READING: VIRGINIA

Among students enrolled in a transfer program and who were referred to a developmental reading course, percentage who completed a developmental reading course, by referral level

What Is Measured?
Developmental reading course completion within four years

Who Is Counted?
First-time students who initially enrolled in a transfer program in the Virginia Community College System in summer or fall 2004 and were referred to a developmental reading course

What It Tells Us
Overall, one-third (33 percent) of students who were referred to a developmental reading course completed the course, while 15 percent did not pass the course and about one-half (52 percent) did not enroll. Students referred to a higher level of developmental reading completed the course at a higher rate than students referred to a lower level (41 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) (Bailey, Jeong, & Cho, 2010). For students who start in developmental courses two or more levels below the college level in a particular subject, this milestone is the first step toward completing their developmental education requirements and continuing on to college-level coursework. For students who start at one level below the college level in a particular subject, this milestone also represents the final step in completing that developmental education sequence.

ABOUT THE DATA
Developmental reading courses: include reading one level below the college level (ENG05) and reading two levels below the college level (ENG04). This indicator does not include the 34 percent of students in this group who were missing a placement recommendation in reading.

Percentages do not sum to 100 percent due to rounding.

DATA SOURCE
