PRECOLLEGE MILESTONES

Completion of Developmental English/Reading Course Requirements: Massachusetts

Percentage of Massachusetts Community College students who completed developmental English/reading course requirements within two years, by race/ethnicity, age, and Pell grant status: 2006

**RECEIVED PELL GRANT WHEN FIRST ENROLLED**

**RACE/ETHNICITY**

**AGE**
What Is Measured?
Percentage of Massachusetts Community College students who completed the developmental English/reading requirements within two years.

Who Is Counted?
Students entering Massachusetts Community Colleges for the first time in fall 2006.

What It Tells Us
Some 65 percent of first-time Pell grant students in Massachusetts Community Colleges who enrolled in a developmental English/reading course during their first academic year completed the developmental English/reading requirements within two years.

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), and many must complete multiple courses in one or more subjects. Completing the highest-level developmental course in a subject is the final precollege milestone and is often required to transfer to a four-year institution or to earn a certificate or associate degree.

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.

Directly from high school: defined as students age 18 or 19 in states without linked K-12 and postsecondary data systems.

Pell Grant recipient: a student 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