Students were considered to be college ready if they were placed in a credit-bearing English or Math course.

Few students were placed in credit-bearing college courses: 20% in English and 8% in math.

Students placed in credit-bearing courses were more likely to be:
- Female
- Male
- Low Economic Need

Students were more likely to be placed in credit-bearing English and math courses if they had better high school academic preparation, as indicated by:
- Enrollment in Advanced Placement Courses
- Standardized Test Scores
- Cumulative Grade Point Averages
- Highest level of high school math courses taken
- Algebra 2 Grades

ONCE ENROLLED IN COLLEGE...

Third Semester
Fewer students placed in developmental courses than students placed in credit-bearing courses were still enrolled at the college.

39% of students placed in developmental English courses and 30% placed in developmental math courses advanced to credit-bearing courses.

Eighth Semester
Compared with students placed in credit-bearing courses, fewer students placed in developmental courses in either subject had graduated.

Visit https://ies.ed.gov/ncee/edlabs/regions/pacific/ for other infographics as well as additional information on events, resources and the REL program.

To read the study on which this infographic is based, click here.