

## UNDERGRADUATES: A CLOSER LOOK

### KEY POINTS IN THIS SECTION

- Developmental education, retention and transfer activity are three specific data points highlighting the undergraduate experience.
- Are undergraduates ready to enroll in a beginning college level math or writing class? Do undergraduates continue their studies and enroll their second year? Do undergraduates transfer?

### Developmental Education

The transition from high school to college and completion can be more difficult for some students than others. Enrollment in remedial or developmental coursework can delay completing requirements for degree completion.

Overall, Minnesota does well in moving students from public high school to college, but not all graduates enrolling in college are at the same level of academic preparedness.

- 26 percent of 2013 public high school graduates enrolled in one or more developmental courses within two years of graduating from high school.
- Disparities in developmental education enrollment exist for key groups of students: students of color, non-English speakers and lower income students.
- Minnesota State Colleges and Universities (MnSCU) serves almost all graduates enrolling in developmental education.
- Overall developmental education rates for the state are stable, though the percent of enrollees at state colleges needing developmental education increased. This is, in part, due to a decrease in the percent of four-year college students enrolling in developmental education.

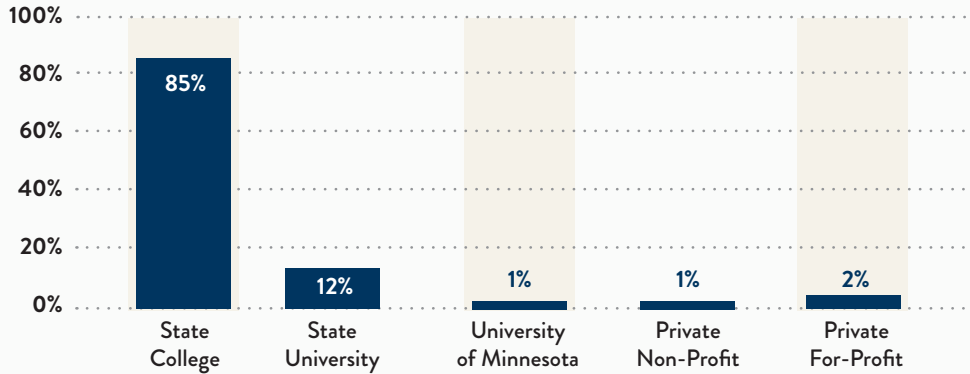
### ABOUT DEVELOPMENTAL EDUCATION

Data was provided by the Minnesota Statewide Longitudinal Education Data System<sup>1</sup> (SLEDS), managed jointly by the Minnesota Office of Higher Education, Minnesota Departments of Education, and Employment and Economic Development. SLEDS links student data from pre-kindergarten through completion of postsecondary and into the workforce to enable educators and policymakers to gauge the effectiveness of programs and design targeted improvement strategies.

“Developmental education” is a term used to refer to programs offered by postsecondary institutions to prepare students for success in college-level work. Developmental education course taking encompasses the subject areas of mathematics, reading, writing, English as a Second Language or general study skills. Participation in developmental education is one measure of the academic readiness of high school graduates for college level coursework. More information on developmental education is in the Getting Prepared 2016<sup>2</sup> report.

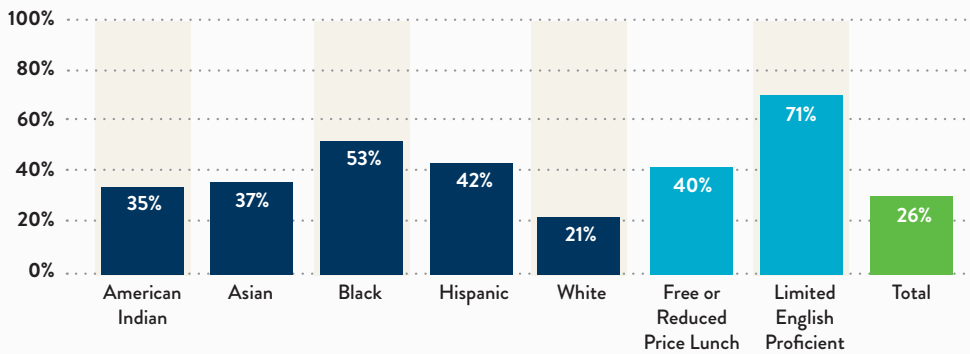
<sup>1</sup><http://sleds.mn.gov/> <sup>2</sup><http://www.ohe.state.mn.us/pdf/GettingPrepared2016.pdf>

### State Colleges Enroll the Majority of Students Needing Developmental Education 2013 Minnesota public high school graduates enrolled in college within two years



SOURCE: Minnesota Office of Higher Education

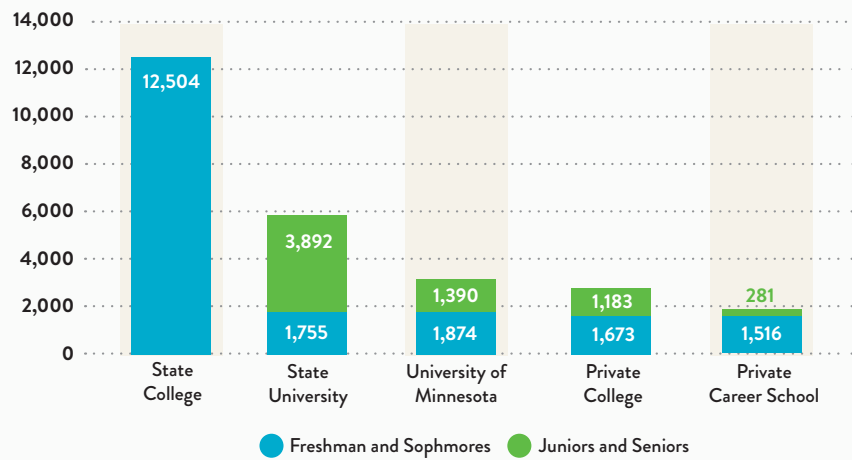
### Undergraduates Enrolled in Developmental Education Varies by Student Characteristics 2013 Minneapolis public high school graduates enrolled in college within two years



SOURCE: Minnesota Office of Higher Education

## Undergraduate Transfer

State Colleges Enroll the Majority of Undergraduate Transfers  
Institutions enrolling transfer students in fall 2015



SOURCE: Minnesota Office of Higher Education



### DATA SUGGESTS

Most transfers occur within the first two-years of college.



**Transfer activity is increasing among undergraduates.**

In fall 2015, 11 percent of undergraduates were admitted to Minnesota institutions with transfer credits from another institution. The number of undergraduates with transfer credits increased by 16 percent from 25,510 in 2006 to 29,565 in 2015.

It is normally assumed that undergraduates who transfer do so from a two-year college to a four-year college or university, but this is not the case. Half of the transfer activity involves students transferring into a state college (two-year) from either a four-year institution or

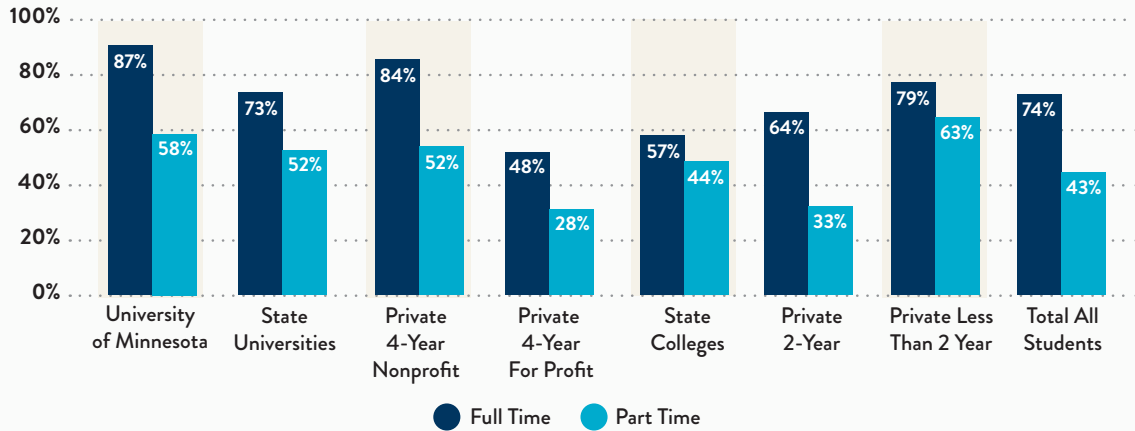
another two-year institution. Some students transfer into and out of several institutions to find the right academic or program fit. Taking online classes at multiple institutions also increases transfer credit activity.

### ABOUT UNDERGRADUATE TRANSFERS

While transferring may not adversely affect a student's educational goals, transfer activity does have an adverse effect on institutional reporting of first-year to second-year undergraduate retention and graduation rates. These measures rely on tracking new-entering first-year student cohorts throughout their studies at the same institution. Students transferring to another institution after their first-year of study or before graduating are not counted in institutional retention and graduation rates. Transfer students may also include those students who did not initially find the right fit or who did not find the programs and services they expected or needed at their first institution.

## Retention Rates

**Retention Rates are Higher for Full-Time Undergraduates**  
New entering students in fall 2013 returning in fall 2014



SOURCE: U.S. Department of Education, IPEDS Enrollment Survey

### DATA SUGGESTS

Minnesotan's undergraduate first-to-second year retention rate was 74 percent for full-time and 43 percent for part-time students in 2014.

***Undergraduate first-year retention rates do not vary from year to year.***

Rates do vary for students attending full time compared to those attending part time, or by type of institution attended. Retention rates are a preliminary indicator of college completion as students who leave an institution are most likely to do so in between their first and second years of postsecondary education.

### ABOUT RETENTION RATES

College retention is defined as the number of first-time undergraduates returning for a second year at the same institution as a proportion of those who attended full-time or part-time in the prior year. Also, retention rates do not include students transferring to another institution to continue their education.