

# Getting Prepared 2018

Developmental Education Course-Taking of  
High School Graduates, Classes 2009-2017

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## **About the Minnesota Office of Higher Education**

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding more than \$207 million in need-based grants to Minnesota residents attending accredited institutions in Minnesota. The agency oversees tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

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# Contents

Executive Summary	1
Getting Prepared Data	1
Defining Developmental Education	1
Identifying Students Who Need Developmental Education	1
Minnesota State Developmental Education Strategic Roadmap	2
Findings: What the Data Tells Us	2
Notes and Definitions	5
Figures and Tables	6
Figure 1: Rates of Developmental Education Participation Among Minnesota Public High School Graduates Enrolling in Postsecondary Have Declined Since 2009	6
Table 1: Developmental Education Rates of Public High School Graduates Enrolled in Postsecondary	6
Figure 2: Minnesota State Colleges and Universities Account for Over 95% of Students Enrolling in Developmental Education (over 80% at MinnState 2-year Colleges; about 15% at MinnState 4-year)	7
Table 2: Credit Load of Students Taking Developmental Education	8
Figure 3: Roughly 42% of Students at Public 2-Year Colleges Participate in Developmental Education. This Rate Has Decreased in Recent Years.	11
Figure 4: Of Students Enrolling in Developmental Education, Most Take 6 Credits or Less in Their First Two Years	12
Figure 5: Students Enrolled In Developmental Education Persist to Their Second Year at Similar Rates as Other Students (High School Class of 2015)	13
Figure 6: Developmental Education Students Have Lower Completion Rates Than Other Students (Four-Year Completion Rates, High School Class of 2012)	13
Figure 7: Developmental Education Students Enroll in Higher Credits of Math Courses, Followed by Writing, Reading, and Other	14
Developmental Education Participation Rates by Demographic Categories	14
Figure 8: Among All Graduates Enrolling In College, Females and Males Enroll in Developmental Education at Similar Rates	14
Figure 9: High School Graduates of Color Enroll in Developmental Education at Higher Rates than Whites	15
Figure 10: Graduates Whose Primary Home Language is Not English Enroll in Developmental Education at Higher Rates	15
Figure 11: Graduates Identified as Limited English Proficient Enroll in Developmental Education at Higher Rates	16
Figure 12: Graduates Eligible for Free and Reduced-Price Lunch Enroll in Developmental Education at Higher Rates	16

Figure 13: Graduates Receiving Special Education Services Enroll in Developmental Education at Higher Rates	17
Figure 14: Rates of Developmental Education Participation by High School Graduates Enrolled in Postsecondary Vary by Economic Development Region (High School Class of 2016)	17
Table 3: Developmental Education Credit Loads by Demographic Categories	18
Figure 15: Graduates Meeting or Exceeding Reading Standards in the Minnesota Comprehensive Assessments (MCA) Enroll in Developmental Education at Lower Rates	21
Figure 16: Graduates Meeting or Exceeding Math Standards in the Minnesota Comprehensive Assessments (MCA) Enroll in Developmental Education at Lower Rates	21
Figure 17: Graduates Enrolling in Developmental Education Have Lower Average ACT Composite Scores (High School Class of 2016)	22

# Executive Summary

Getting Prepared 2018 examines Minnesota public high school graduates from the classes of 2009-2017 who enrolled in postsecondary education and those enrolled in developmental education. This report provides insight into the academic readiness of Minnesota public high school graduates. Developmental education adds to the overall cost of college for students in terms of both tuition and opportunity costs for students who spend additional time finishing developmental course requirements before starting program-specific courses.

## Getting Prepared Data

*Getting Prepared 2018* fulfills the legislative mandate (Minnesota Statute 13.32, subdivisions 3 and 6) to provide summary information about Minnesota public high school graduates who enrolled in developmental courses at Minnesota postsecondary institutions within two years of high school graduation. The report utilizes analysis resulting from linking student level data within the Minnesota Statewide Longitudinal Education Data System (SLEDS) on Minnesota public high school graduates from the Minnesota Department of Education with college enrollment data from the Minnesota Office of Higher Education and the National Student Clearinghouse. The term “college” is used to reference any type of postsecondary institution offering academic programs or vocational training.

## Defining Developmental Education

In this report, “developmental education” refers to programs offered by postsecondary institutions to prepare students for success in college-level work. “Remedial instruction,” the term used in *Minnesota Statutes* 13.32, can imply courses which repeat material taught earlier that the student did not learn adequately the first time. “Developmental education” is a broader term that encompasses pre-college-level education and other academic support services that the student may benefit from for any reason.

## Identifying Students Who Need Developmental Education

The process by which students are placed into developmental education is critical to understanding developmental education policy. Many Minnesota postsecondary institutions are improving the course placement process to increase the accuracy and effectiveness of student placement into college-level or developmental education courses. A number of postsecondary institutions are implementing pilots incorporating multiple measures into the course placement process, using more than one measurement or assessment such as high school Grade Point Average (GPA), high school courses and grades, or non-cognitive assessments to determine a student’s readiness for college-level coursework. The Minnesota State Colleges and Universities system has a course placement process in which students can demonstrate college-readiness through score results from the ACT, SAT, Minnesota Comprehensive Assessments (MCA), and/or Accuplacer. Minnesota State is developing a holistic

multiple measures program to be implemented across all colleges and universities by 2020-2021. While institutions may determine a need for developmental education, students can also enroll in and complete many technical programs not requiring college-level skills in reading, writing and/or math.

## Minnesota State Developmental Education Strategic Roadmap

In 2018, Minnesota State Colleges and Universities began implementing a Developmental Education Strategic Roadmap (DESR)<sup>1</sup> to redesign developmental education over the next four years. The plan was developed based on national evidence-based principles and practices, and incorporates learning from successful redesign efforts across the Minnesota State system. These redesign efforts provide important context to interpret changes in developmental education rates in this report. The roadmap includes the following seven strategic goals:

1. Improve student completion of developmental education and entry into college-level courses by redesigning developmental education curricula to include an acceleration option
2. Improve the accuracy of course placement by implementing a multiple measures placement program at all colleges and universities
3. Improve student success in developmental education by developing a comprehensive student support system for students in developmental education programs
4. Increase college readiness of high school graduates attending Minnesota State campuses by partnering with secondary partners
5. Increase college affordability for students by implementing student-cost-saving approaches
6. Improve student success in developmental education by expanding and strengthening professional development for faculty, staff, and administrators
7. Improve student success in developmental education by strengthening evaluation and continuous improvement efforts

## Findings: What the Data Tells Us

*Getting Prepared 2018* provides policymakers one measure of college readiness — enrollment in developmental education. Twenty-two percent of 2015 public high school graduates enrolling in postsecondary enrolled in one or more developmental courses within two years of graduating high school. Overall developmental education rates for recent high school graduates declined between 2009 and 2015. Almost all graduates enrolling in developmental education (97%) enrolled at

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<sup>1</sup> Available here: <https://www.minnstate.edu/system/asa/studentaffairs/academicreadiness/docs/Developmental-Education-Strategic-Roadmap.pdf>

Minnesota State Colleges and Universities. Disparities in enrollment in developmental education also exist for students of color, non-English speakers and lower income students.

## **Developmental Education**

**22 percent of 2015 public high school graduates enrolling in postsecondary enrolled in one or more developmental courses within two years of graduating high school.**

The percent of high school graduates who enrolled in developmental education within two years of graduating has decreased from 28 percent (2009) to 22 percent (2015).

**State rates mask differences in developmental education course-taking by college sector.**

Among graduates enrolled in developmental education:

- 82 percent enrolled at Minnesota public two-year colleges
- 15 percent enrolled at Minnesota State Universities
- 1 percent each enrolled at the University of Minnesota, private for-profit colleges, and private not-for-profit colleges in Minnesota

**2015 graduates of color enrolling in postsecondary enrolled in developmental education within two years of graduating at higher rates than White students.**

- 45 percent for Black or African American graduates
- 38 percent for Hispanic or Latino graduates
- 34 percent for Asian graduates
- 28 percent for American Indian/Alaskan Native graduates
- 17 percent for White graduates

**Graduates whose primary home language was not English or who were identified as having limited English proficiency enrolled in developmental education at rates higher than English speakers.**

- 72 percent of graduates identified as Limited English Proficient
- 50 percent of graduates speaking Somali at home
- 45 percent of graduates speaking Hmong at home
- 42 percent of graduates speaking Spanish at home
- 19 percent of graduates speaking English at home

**2015 graduates enrolled in free or reduced price lunch had higher rates of developmental education within two years of graduating than other graduates.**

- 35 percent for graduates enrolled in free or reduced price lunch in high school
- 16 percent for graduates not enrolled in free or reduced price lunch in high school

## Testing

**Public high school graduates meeting the standards on statewide accountability tests have higher college enrollment rates and lower developmental education rates as compared to students not meeting the standards.**

### Math

- Grade 11 students meeting math standards: 7 percent enrolled in developmental education
- Grade 11 students not meeting math standards: 42 percent enrolled in developmental education

### Reading

- Grade 10 students meeting reading standards: 12 percent enrolled in developmental education
- Grade 10 students not meeting reading standards: 45 percent enrolled in developmental education

## Student Outcomes

**Students enrolled in developmental education persisted to their second year at similar rates as other students.**

- For the class of 2015, 71% of developmental education enrollees persisted in college at Minnesota State Colleges as compared to 75% of non-developmental education peers.
- At Minnesota State Universities, 90% of developmental education enrollees persisted in college as compared to 90% of non-developmental education peers.

**However, students in developmental courses graduated from college at rates lower than peers not enrolling in developmental education.**

- The class of 2012 developmental education enrollees had four-year completion rates ranging from 27 percent at Minnesota State 2-year colleges to 34 percent at the University of Minnesota as compared to non-developmental education peers (46%-59%).

**Data by demographic subgroup, school type can be found in this report. Data by individual public high school can be found in Appendix A (college enrollment) and Appendix B (developmental course-taking), available at <http://www.ohe.state.mn.us/sPages/GettingPrepared.cfm>**



# Notes and Definitions

**Data sources.** This report utilizes analysis resulting from linking student-level data within the Minnesota Statewide Longitudinal Education Data System (SLEDS) on Minnesota public high school graduates from the Minnesota Department of Education with college enrollment data from the Minnesota Office of Higher Education and the National Student Clearing house.

**Time period covered.** This report uses data on Minnesota public high school graduates for graduation years 2009 through 2017. At the time of this report, data on postsecondary enrollment covered through the fall semester of 2017. Since this report examines rates of enrollment and developmental education on the two-year period after high school graduation, data for graduation years 2016 and 2017 is preliminary (covering 1.5 and 0.5 years after high school graduation, respectively).

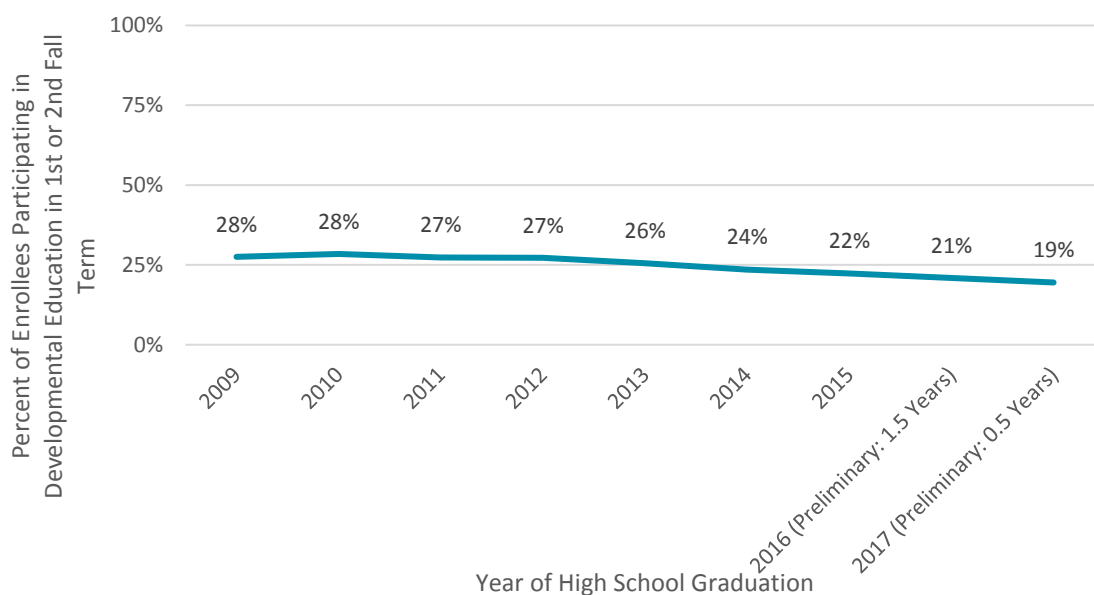
## Terms:

**College:** this report uses the term “college” to refer to any type of postsecondary institution offering academic programs or vocational training.

**Developmental Education:** In this report, “development education” refers to programs offered by postsecondary institutions to prepared student for success in college-level work. “Remedial instruction,” the term used in Minnesota Statutes 13.32, can imply courses that repeat material taught earlier that the student did not learn adequately the first time. “Developmental education” is a broader term that encompasses pre-college-level education and other academic support services that the student may benefit from for any reason.

# Figures and Tables

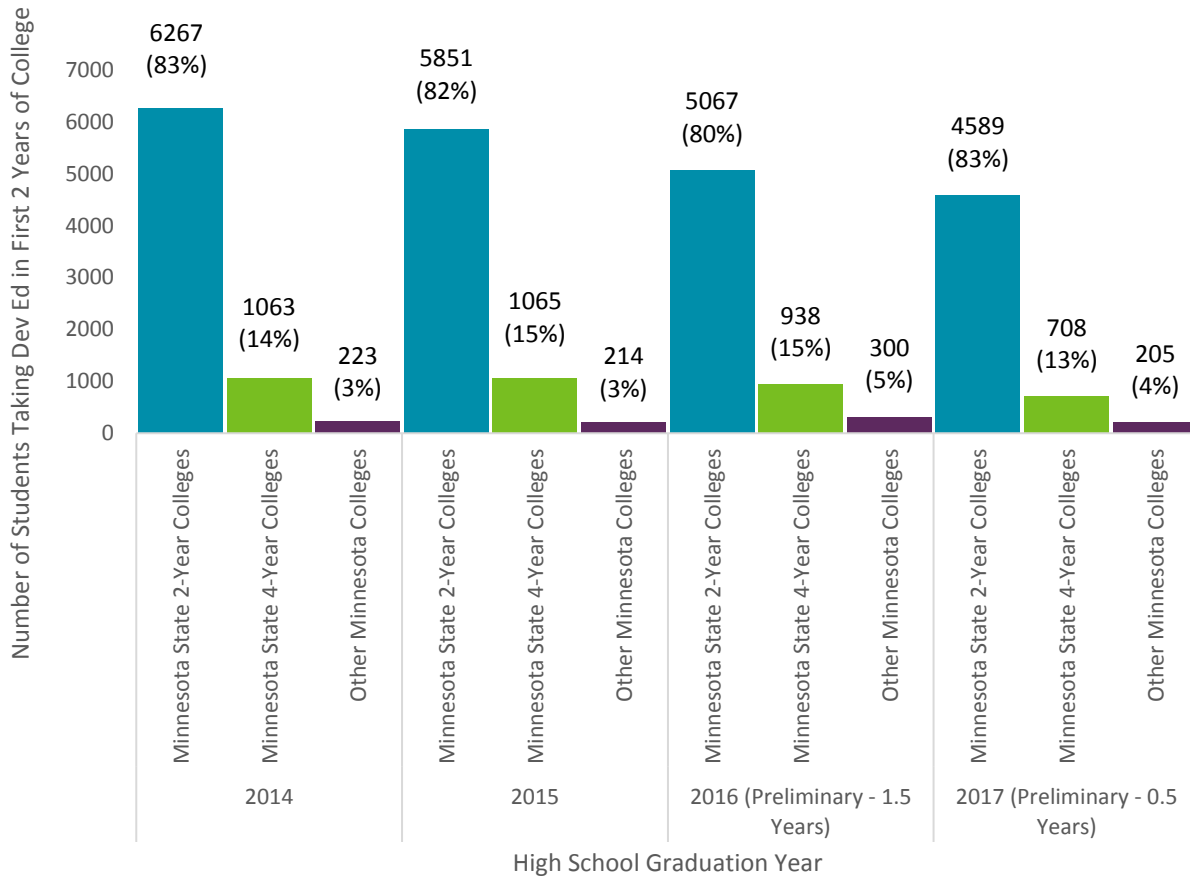
**Figure 1: Rates of Developmental Education Participation Among Minnesota Public High School Graduates Enrolling in Postsecondary Have Declined Since 2009**



**Table 1: Developmental Education Rates of Public High School Graduates Enrolled in Postsecondary**

Year of High School Graduation	Total Enrolled in Minnesota Postsecondary Institution in First or Second Fall Semester After Graduation	Total Enrolled in Developmental Education at Minnesota Institution in 1st or 2nd Fall After Graduation	Percent of Enrollees Participating in Developmental Education in 1st or 2nd Fall Term
2009	35,954	9,911	28%
2010	35,453	10,081	28%
2011	34,621	9,451	27%
2012	33,279	9,062	27%
2013	33,087	8,454	26%
2014	32,397	7,620	24%
2015	32,208	7,200	22%
2016 (Preliminary: 1.5 Years)	30,180	6,305	21%
2017 (Preliminary: 0.5 Years)	28,216	5,502	19%

**Figure 2: Minnesota State Colleges and Universities Account for Over 95% of Students Enrolling in Developmental Education (over 80% at MinnState 2-year Colleges; about 15% at MinnState 4-year)**



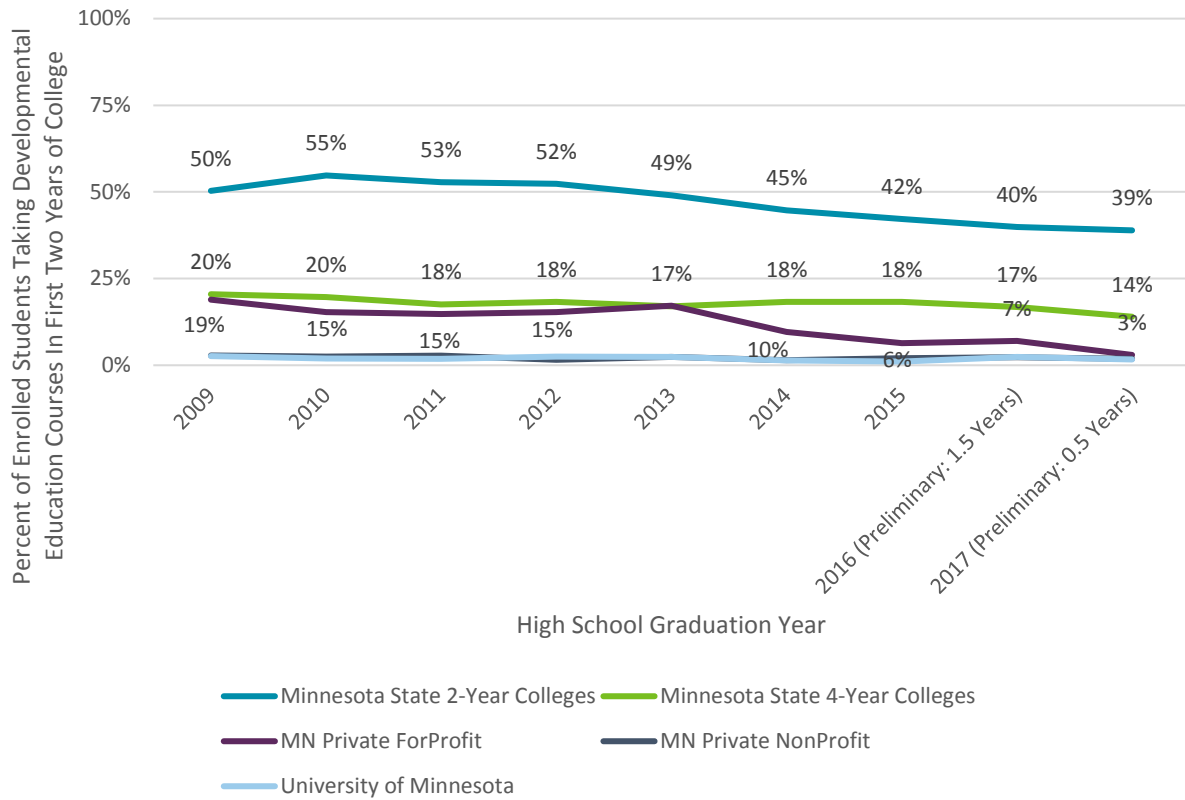
**Table 2: Credit Load of Students Taking Developmental Education**

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2009	Minnesota State 2-Year Colleges	7,817	51,508	6.6
	Minnesota State 4-Year Colleges	1,313	4,497	3.4
	MN Private ForProfit	359	1,193	3.3
	MN Private NonProfit	160	582	3.6
	University of Minnesota	146	609	4.2
	<b>Total</b>	<b>9,795</b>	<b>58,389</b>	<b>6.0</b>
2010	Minnesota State 2-Year Colleges	8,175	54,362	6.6
	Minnesota State 4-Year Colleges	1,272	4,876	3.8
	MN Private ForProfit	266	982	3.7
	MN Private NonProfit	142	560	3.9
	University of Minnesota	114	432	3.8
	<b>Total</b>	<b>9,969</b>	<b>61,212</b>	<b>6.1</b>
2011	Minnesota State 2-Year Colleges	7,738	50,409	6.5
	Minnesota State 4-Year Colleges	1,111	4,421	4.0
	MN Private ForProfit	208	856	4.1
	MN Private NonProfit	159	574	3.6
	University of Minnesota	105	421	4.0
	<b>Total</b>	<b>9,321</b>	<b>56,681</b>	<b>6.1</b>
2012	Minnesota State 2-Year Colleges	7,428	48,547	6.5
	Minnesota State 4-Year Colleges	1,125	4,312	3.8
	MN Private ForProfit	173	554	3.2
	MN Private NonProfit	86	376	4.4

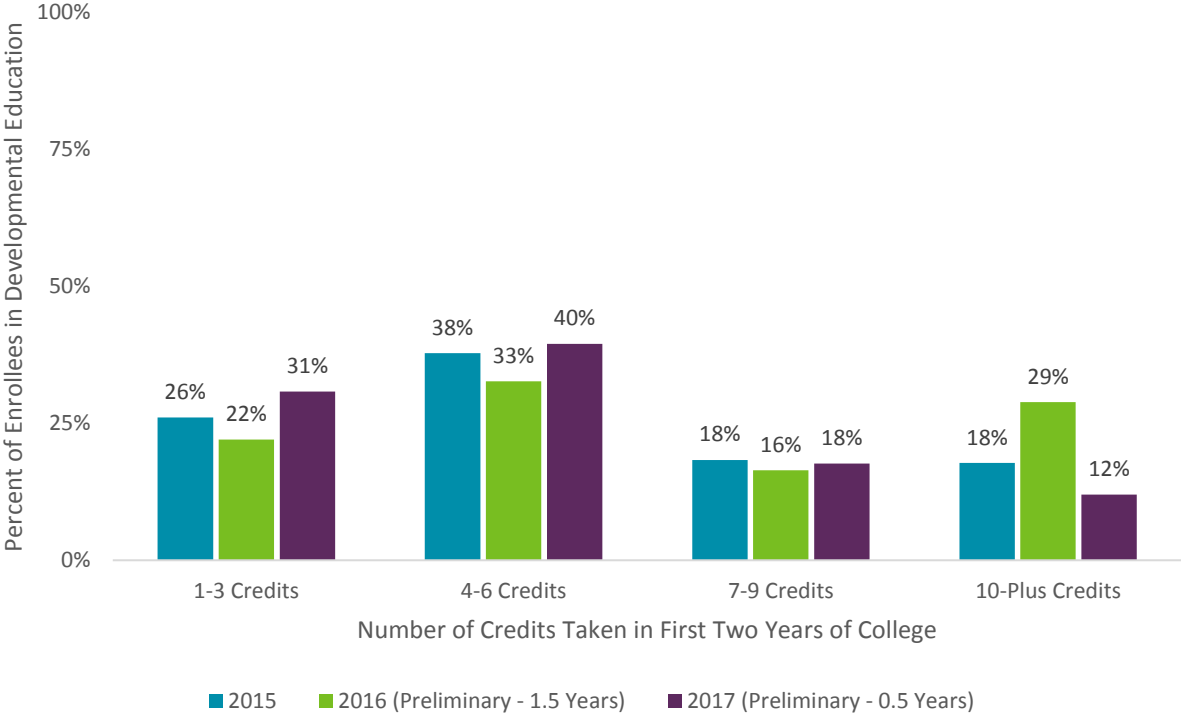
	University of Minnesota	135	517	3.8
	<b>Total</b>	<b>8,947</b>	<b>54,306</b>	<b>6.1</b>
2013	Minnesota State 2-Year Colleges	6,928	45,969	6.6
	Minnesota State 4-Year Colleges	1,021	3,875	3.8
	MN Private ForProfit	164	326	2.0
	MN Private NonProfit	127	453	3.6
	University of Minnesota	138	487	3.5
	<b>Total</b>	<b>8,378</b>	<b>51,110</b>	<b>6.1</b>
2014	Minnesota State 2-Year Colleges	6,267	41,173	6.6
	Minnesota State 4-Year Colleges	1,063	3,970	3.7
	MN Private ForProfit	67	124	1.9
	MN Private NonProfit	77	268	3.5
	University of Minnesota	79	300	3.8
	<b>Total</b>	<b>7,553</b>	<b>45,835</b>	<b>6.1</b>
2015	Minnesota State 2-Year Colleges	5,851	43,104	6.8
	Minnesota State 4-Year Colleges	1,065	4,253	4.0
	MN Private ForProfit	44	136	3.1
	MN Private NonProfit	110	460	4.2
	University of Minnesota	60	233	3.9
	<b>Total</b>	<b>7,130</b>	<b>45,041</b>	<b>6.3</b>
2016	Minnesota State 2-Year Colleges	5,067	43,104	8.5
	Minnesota State 4-Year Colleges	938	4,174	4.4
	MN Private ForProfit	40	159	4.0
	MN Private NonProfit	123	601	4.9
	University of Minnesota	137	455	3.3
	<b>Total</b>	<b>6,305</b>	<b>48,493</b>	<b>7.7</b>

2017	Minnesota State 2-Year Colleges	4,589	26784	5.8
	Minnesota State 4-Year Colleges	708	2469	3.5
	MN Private ForProfit	11	22	2.0
	MN Private NonProfit	98	279	2.8
	University of Minnesota	96	301	3.1
	<b>Total</b>	<b>5,502</b>	<b>29855</b>	<b>5.4</b>

**Figure 3: Roughly 42% of Students at Public 2-Year Colleges Participate in Developmental Education. This Rate Has Decreased in Recent Years.**

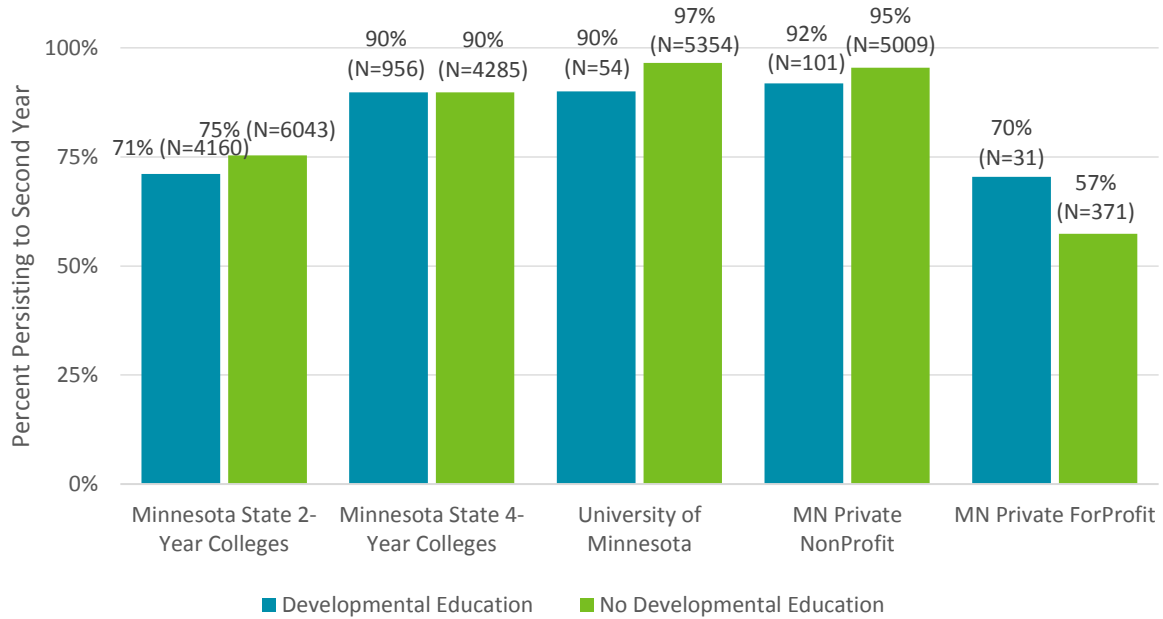


**Figure 4: Of Students Enrolling in Developmental Education, Most Take 6 Credits or Less in Their First Two Years**

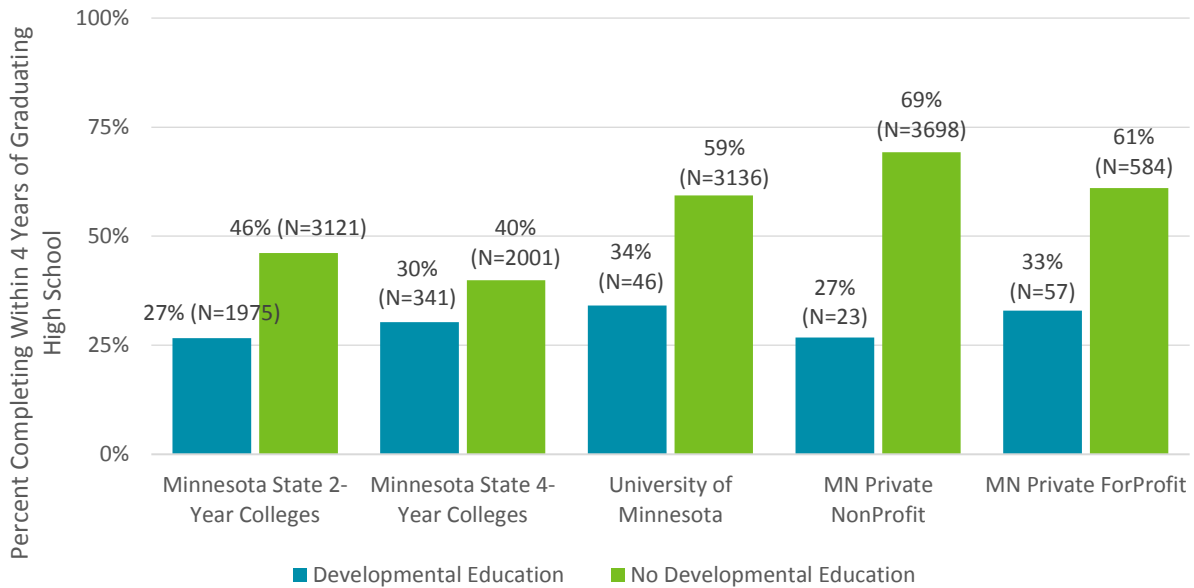




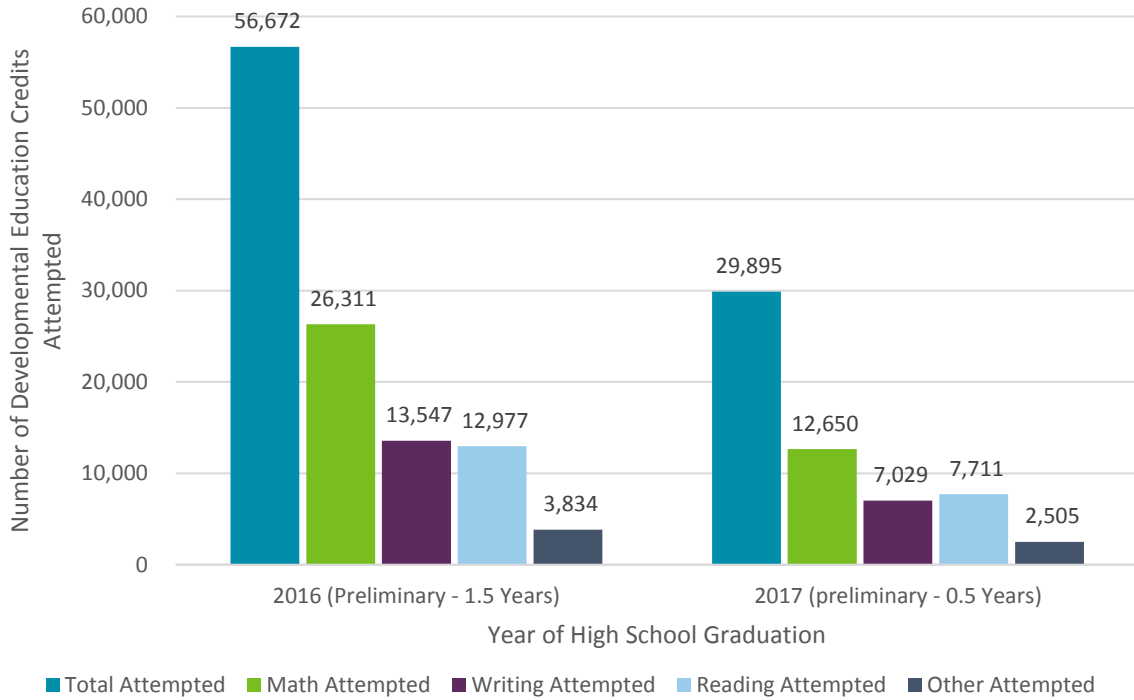
**Figure 5: Students Enrolled In Developmental Education Persist to Their Second Year at Similar Rates as Other Students (High School Class of 2015)**



**Figure 6: Developmental Education Students Have Lower Completion Rates Than Other Students (Four-Year Completion Rates, High School Class of 2012)**

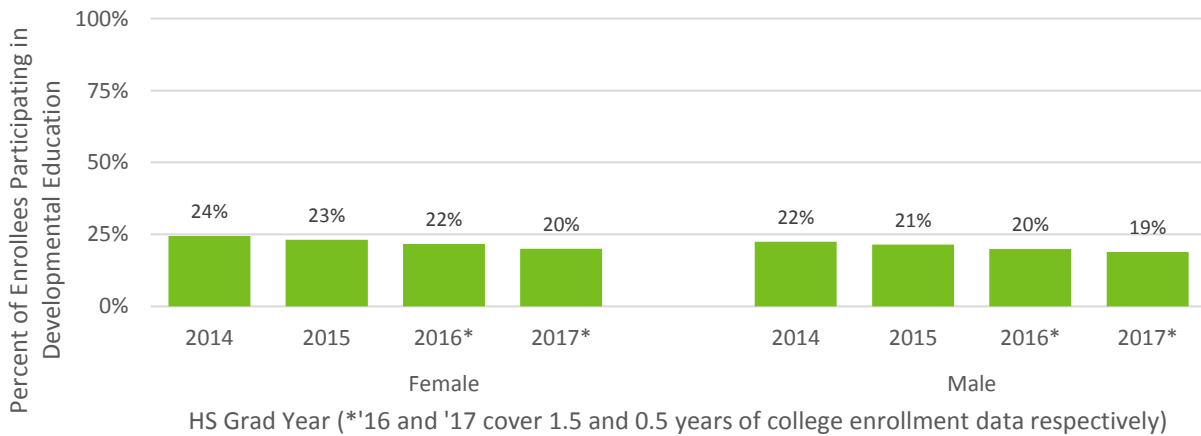


**Figure 7: Developmental Education Students Enroll in Higher Credits of Math Courses, Followed by Writing, Reading, and Other**

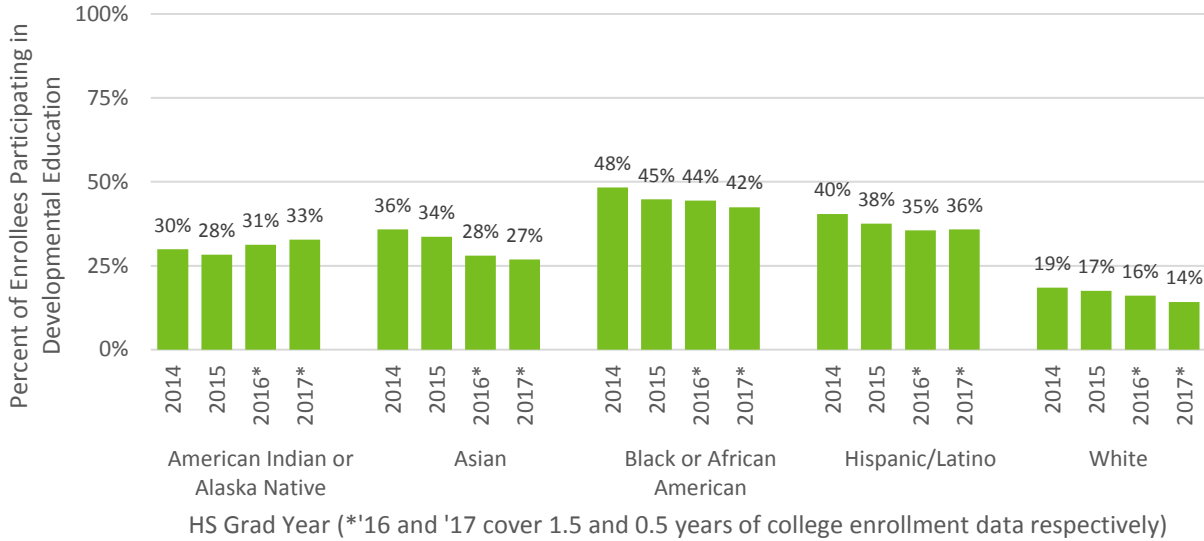


## Developmental Education Participation Rates by Demographic Categories

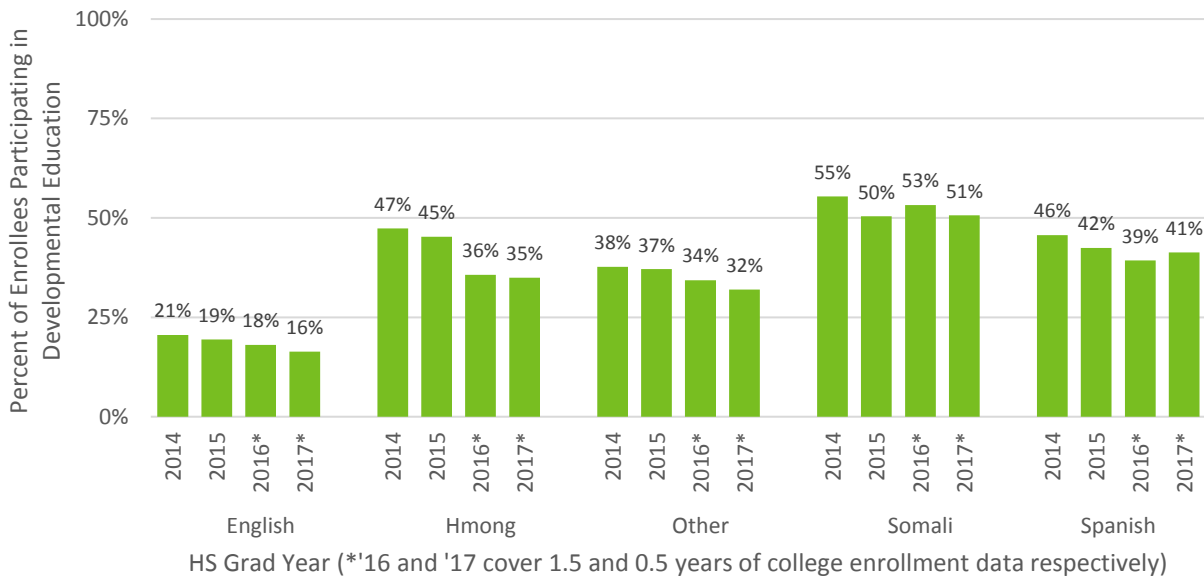
**Figure 8: Among All Graduates Enrolling In College, Females and Males Enroll in Developmental Education at Similar Rates**



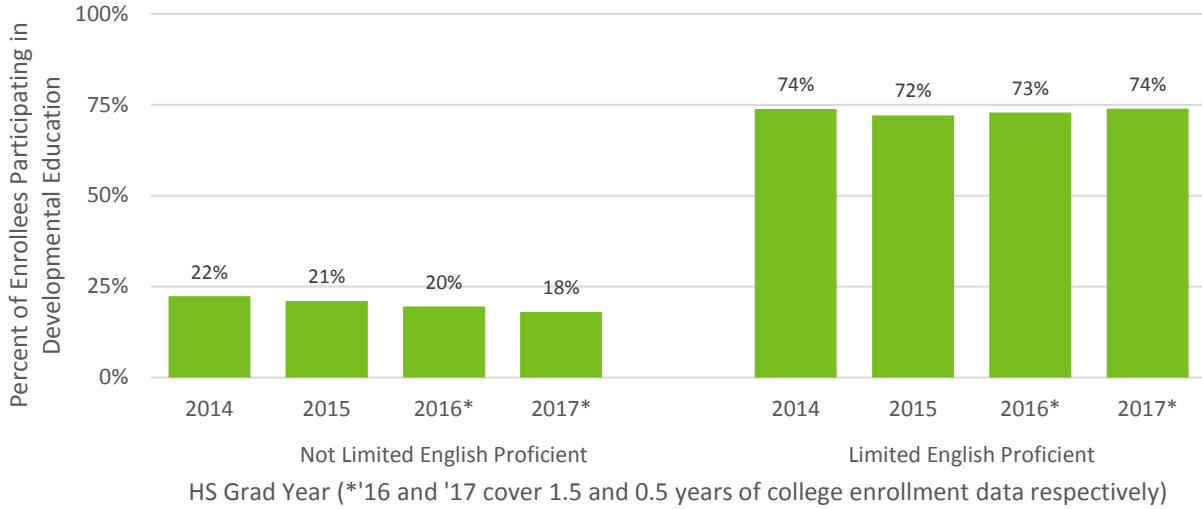
**Figure 9: High School Graduates of Color Enroll in Developmental Education at Higher Rates than Whites**



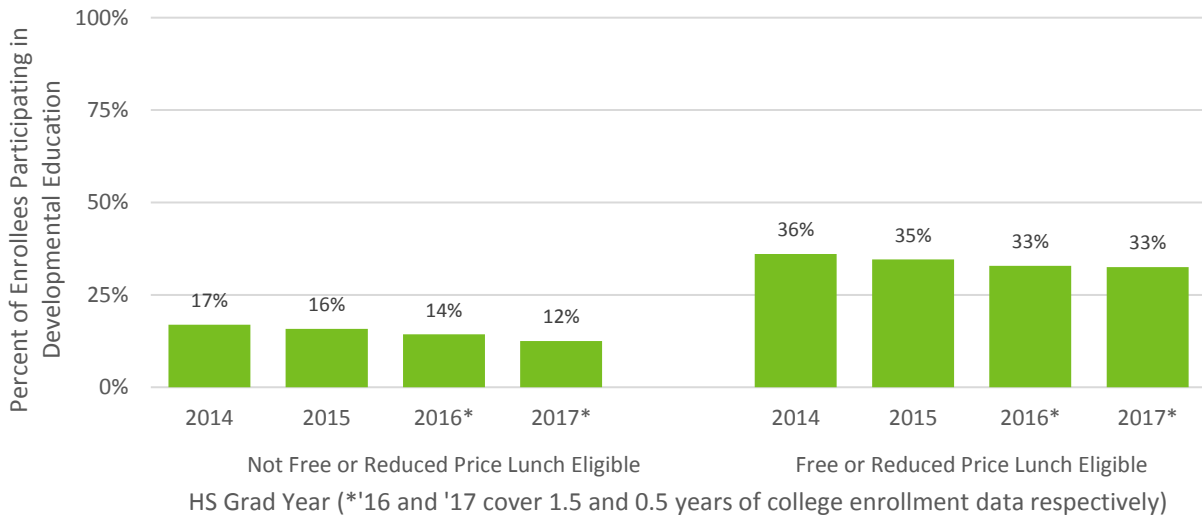
**Figure 10: Graduates Whose Primary Home Language is Not English Enroll in Developmental Education at Higher Rates**



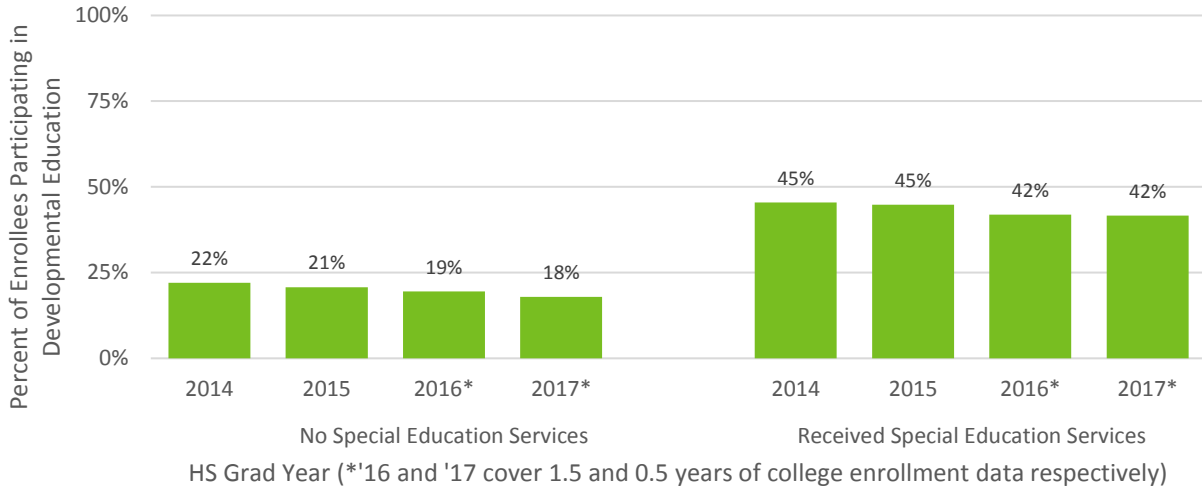
**Figure 11: Graduates Identified as Limited English Proficient Enroll in Developmental Education at Higher Rates**



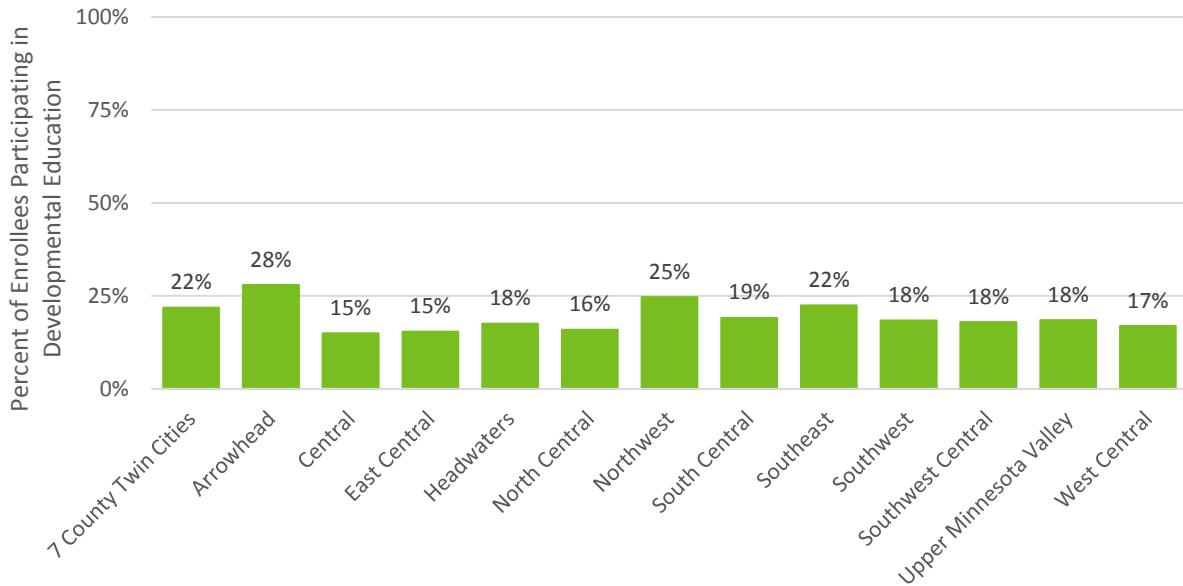
**Figure 12: Graduates Eligible for Free and Reduced-Price Lunch Enroll in Developmental Education at Higher Rates**



**Figure 13: Graduates Receiving Special Education Services Enroll in Developmental Education at Higher Rates**



**Figure 14: Rates of Developmental Education Participation by High School Graduates Enrolled in Postsecondary Vary by Economic Development Region (High School Class of 2016)**



**Table 3: Developmental Education Credit Loads by Demographic Categories**

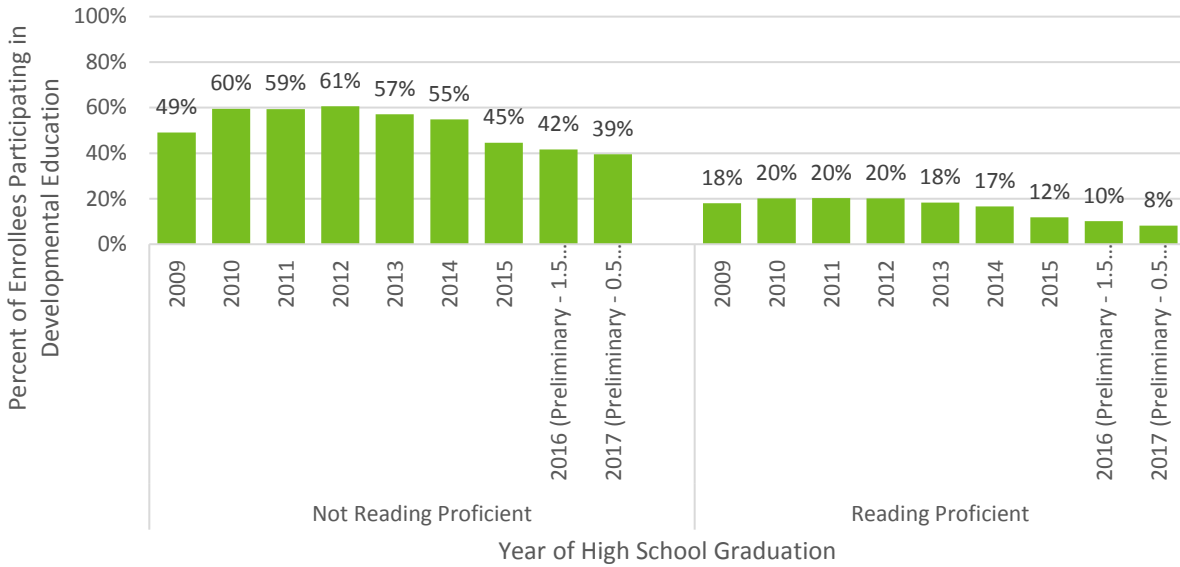
Category	Subcategory	High School Graduation Year (2016 Preliminary - 1.5 Years, 2017 Preliminary - 0.5 Years)	Total Enrolled in Developmental Education in Minnesota in 1st or 2nd Fall Term after High School Graduation	Average Number of Developmental Education Credits Attempted	Percent of Credits Completed
Gender	Female	2016	3,527	7.9	75%
		2017	3,030	5.5	76%
	Male	2016	2,778	7.5	67%
		2017	2,472	5.4	68%
Race / Ethnicity	American Indian or Alaska Native	2016	125	5.8	69%
		2017	126	4.5	56%
	Asian	2016	695	10.0	80%
		2017	646	6.2	81%
	Black or African American	2016	1,224	9.7	66%
		2017	1,171	6.5	66%
	Hispanic/Latino	2016	590	5.8	69%
		2017	579	6.2	71%
	White	2016	3,671	6.5	72%
		2017	2,980	4.8	75%
Home Primary Language	English	2016	4,728	6.8	69%
		2017	3,955	4.9	70%
	Hmong	2016	310	8.6	77%
		2017	298	5.9	79%
	Other	2016	512	11.5	80%

		2017	438	6.8	81%
	Somali	2016	372	12.2	74%
		2017	401	7.8	76%
	Spanish	2016	383	8.9	73%
		2017	410	6.4	72%
Limited English Proficiency	Not Limited English Proficient	2016	5,751	7.1	70%
		2017	4,963	5.2	71%
	Limited English Proficient	2016	554	14.3	82%
		2017	539	8.2	81%
FRPL	Free or Reduced Price Lunch	2016	3,515	8.6	70%
		2017	3,218	6.0	71%
	Not Free or Reduced Price Lunch	2016	2,790	6.5	74%
		2017	2,284	4.7	76%
Special Education	No Special Ed Services	2016	5,504	7.6	73%
		2017	4,734	5.4	74%
	Received Special Ed Services	2016	801	8.7	65%
		2017	768	5.8	64%
Region	7 County Twin Cities	2016	3,319	8.2	71%
		2017	2,750	5.6	72%
	Arrowhead	2016	750	7.7	69%
		2017	636	5.8	70%
	Central	2016	445	7.0	77%
		2017	424	5.3	79%

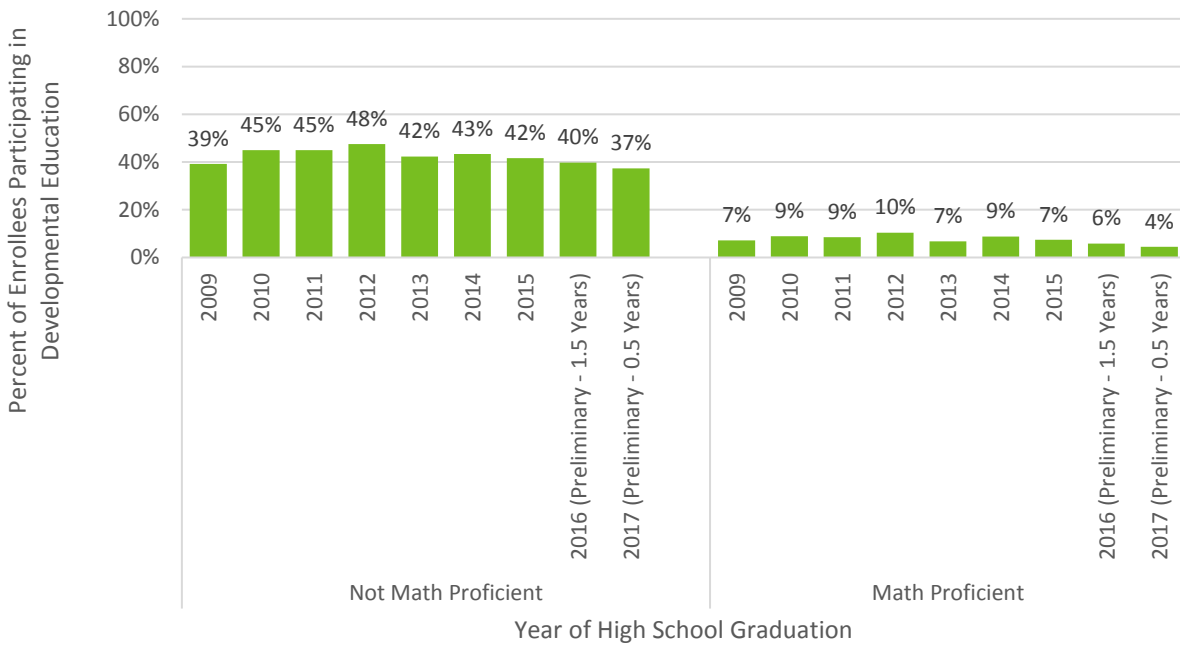
East Central	2016	140	5.8	70%
	2017	142	4.5	76%
Headwaters	2016	68	5.2	73%
	2017	72	3.9	60%
North Central	2016	144	5.1	79%
	2017	141	4.1	73%
Northwest	2016	130	5.3	76%
	2017	79	4.2	79%
South Central	2016	259	8.7	77%
	2017	236	6.0	76%
Southeast	2016	584	7.9	73%
	2017	542	6.3	74%
Southwest	2016	107	6.6	76%
	2017	103	4.7	74%
Southwest Central	2016	119	6.4	69%
	2017	121	4.6	74%
Upper Minnesota Valley	2016	44	6.2	75%
	2017	46	3.8	75%
West Central	2016	186	5.3	77%
	2017	209	4.2	68%



**Figure 15: Graduates Meeting or Exceeding Reading Standards in the Minnesota Comprehensive Assessments (MCA) Enroll in Developmental Education at Lower Rates**



**Figure 16: Graduates Meeting or Exceeding Math Standards in the Minnesota Comprehensive Assessments (MCA) Enroll in Developmental Education at Lower Rates**



**Figure 17: Graduates Enrolling in Developmental Education Have Lower Average ACT Composite Scores (High School Class of 2016)**

