



GETTING PREPARED 2019

Developmental Education Course-Taking of High School Graduates, Classes 2011-2018

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Authors

Steve Rogness

Research Analyst

Tel: 651-259-3917

Steve.Rogness@state.mn.us

Meredith Fergus

Manager, Research/SLEDS

Tel: 651-259-3963

Meredith.Fergus@state.mn.us

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.

About This Report

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$5,199.86 to prepare, including staff time.

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350

Saint Paul, MN 55108-5227

Tel: 651.642.0567 or 800.657.3866

TTY Relay: 800.627.3529

Fax: 651.642.0675

Email: info.ohe@state.mn.us

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Executive Summary

Getting Prepared 2019 examines Minnesota public high school graduates from the classes of 2011-2018 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 2019 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 developed holistic multiple measures to be implemented across all colleges and universities. 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.

The COVID-19 pandemic accelerated changes in course placement procedures, particularly due to disruptions in Accuplacer, MCA, and standardized testing. To address these challenges, Minnesota State Colleges and Universities issued revised guidance¹ beginning in May 2020 specifying the multiple means through which colleges can assess students for placement into courses during the pandemic. These changes included the use of high school GPA or informed self-placement procedures for students who are unable to test in person or do not have access to an environment conducive to remote testing.

Minnesota State Developmental Education Strategic Roadmap

In 2018, Minnesota State Colleges and Universities began implementing a Developmental Education Strategic Roadmap (DESR)² 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

¹ Available here: <https://minnstate.edu/coronavirus/documents/CoursePlacement-RevCOVID19Guidance-081020.pdf>

² Available here: <https://www.minnstate.edu/system/asa/studentaffairs/academicreadiness/docs/Developmental-Education-Strategic-Roadmap.pdf>

7. Improve student success in developmental education by strengthening evaluation and continuous improvement efforts

Findings: What the Data Tells Us

Getting Prepared 2019 provides policymakers one measure of college readiness — enrollment in developmental education. Twenty percent of 2016 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 2011 and 2016. Almost all graduates enrolling in developmental education (95%) enrolled at 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

20% of 2016 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 27% (2011) to 20% (2016).

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

Among graduates enrolled in developmental education:

- 81% enrolled at Minnesota public two-year colleges
- 14% enrolled at Minnesota State Universities
- 5% enrolled at the University of Minnesota, private not-for-profit colleges, or private for-profit colleges in Minnesota

2016 graduates of color enrolling in postsecondary enrolled in developmental education within two years of graduating at higher rates than White students.

- 41% for Black or African American graduates
- 34% for Hispanic or Latino graduates
- 28% for American Indian/Alaskan Native graduates
- 27% for Asian graduates
- 15% 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.

- 68% for graduates identified as Limited English Proficient
- 51% for graduates speaking Somali at home
- 37% for graduates speaking Spanish at home
- 35% for graduates speaking Hmong at home
- 17% for graduates speaking English at home

2016 graduates enrolled in free or reduced price lunch had higher rates of developmental education within two years of graduating than other graduates.

- 31% for graduates enrolled in free or reduced price lunch in high school
- 14% 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: 6 % enrolled in developmental education
- Grade 11 students not meeting math standards: 37 % enrolled in developmental education

Reading

- Grade 10 students meeting reading standards: 10 % enrolled in developmental education
- Grade 10 students not meeting reading standards: 39 % 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 2016, 72% of developmental education enrollees persisted in college at Minnesota State Colleges as compared to 74% of non-developmental education peers.

- At Minnesota State Universities, 89% of developmental education enrollees persisted in college as compared to 89% 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 2013 developmental education enrollees had four-year completion rates ranging from 27% at Minnesota State 2-year colleges to 32% at the University of Minnesota as compared to non-developmental education peers (45%-61%).

Data by demographic subgroup, academic performance, and 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 2011 through 2018. At the time of this report, data on postsecondary enrollment covered through the spring semester of academic year 2018-2019. Since this report examines rates of enrollment and developmental education in the two-year period after high school graduation, data for graduation year 2018 is preliminary (covering one year after high school graduation).

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 2011

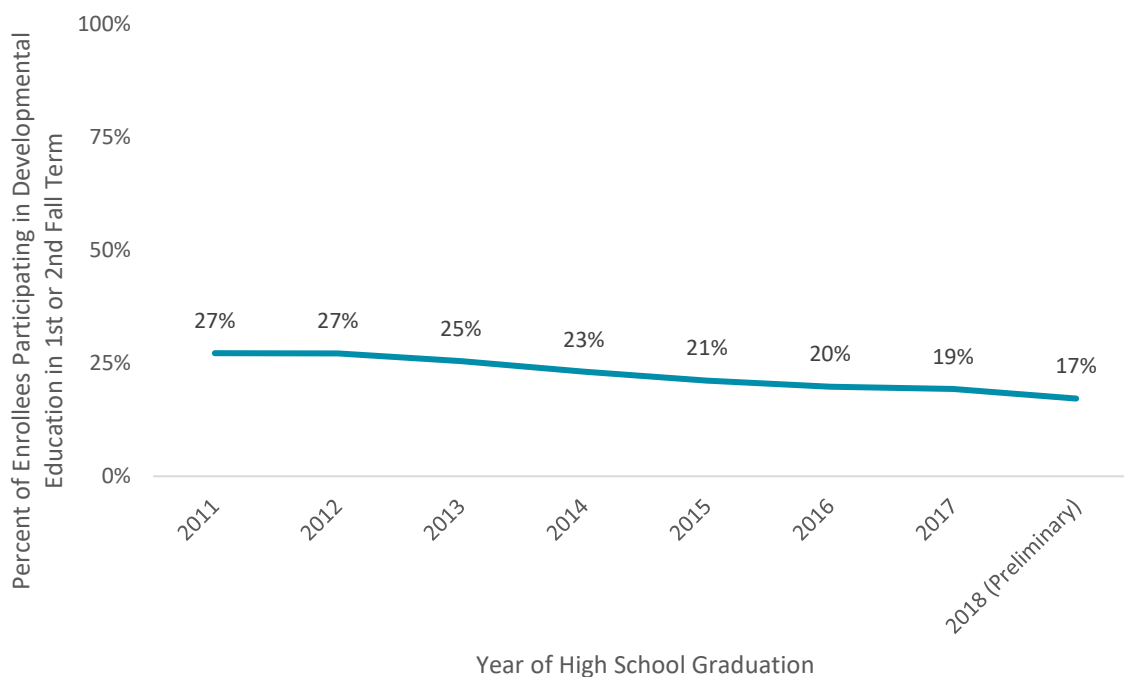


Table 1: Developmental Education Rates of Public High School Graduates Enrolled in Postsecondary

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
2011	34,354	9,348	27%
2012	33,042	8,983	27%
2013	32,853	8,367	25%
2014	32,666	7,543	23%
2015	33,688	7,131	21%
2016	33,954	6,733	20%
2017	33,393	6,456	19%
2018 (Preliminary)	29,971	5,150	17%

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

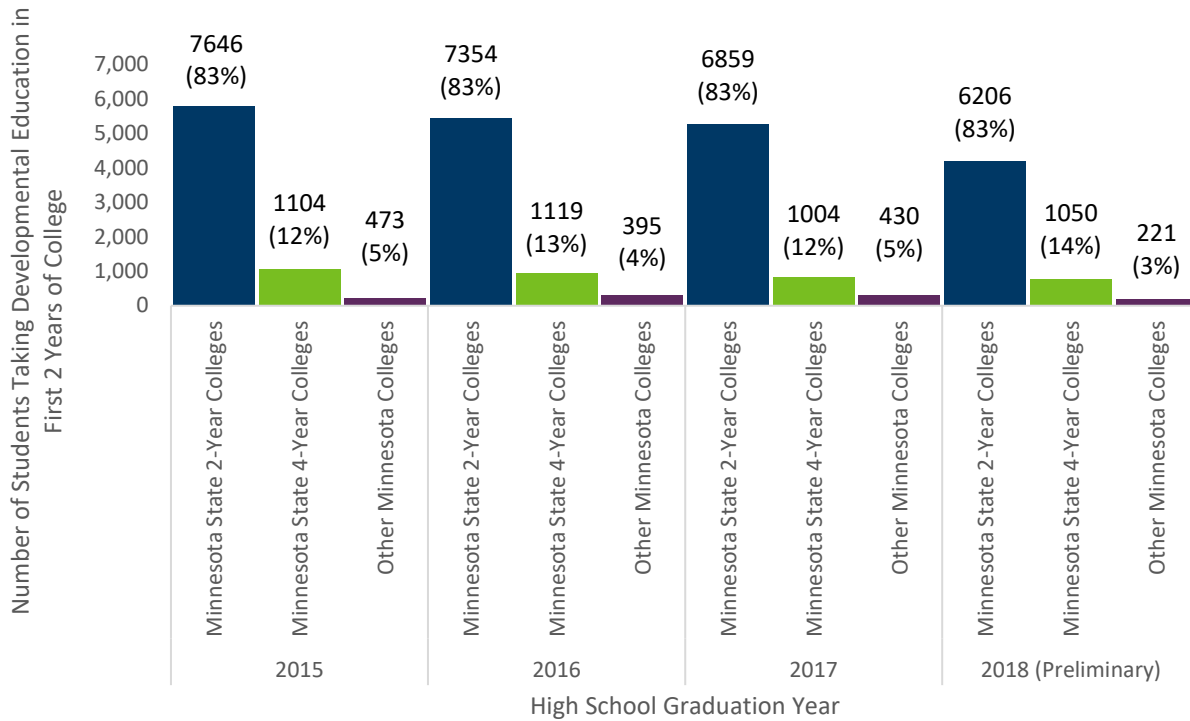


Table 2: Credit Load of Students Taking Developmental Education

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2011	Minnesota State 2-Year Colleges	7,646	49,683	6.5
	Minnesota State 4-Year Colleges	1,104	4,405	4.0
	MN Private For-Profit	209	880	4.2
	MN Private Non-Profit	160	625	3.9
	University of Minnesota	104	416	4.0
	Total		9,223	56,009

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2012	Minnesota State 2-Year Colleges	7,354	47,998	6.5
	Minnesota State 4-Year Colleges	1,119	4,298	3.8
	MN Private For-Profit	171	561	3.3
	MN Private Non-Profit	90	415	4.6
	University of Minnesota	134	520	3.9
	Total	8,868	53,792	6.1
2013	Minnesota State 2-Year Colleges	6,859	45,399	6.6
	Minnesota State 4-Year Colleges	1,004	3,818	3.8
	MN Private For-Profit	162	488	3.0
	MN Private Non-Profit	129	506	3.9
	University of Minnesota	139	494	3.6
	Total	8,293	50,705	6.1
2014	Minnesota State 2-Year Colleges	6,206	40,644	6.5
	Minnesota State 4-Year Colleges	1,050	3,925	3.7
	MN Private For-Profit	69	179	2.6
	MN Private Non-Profit	77	278	3.6
	University of Minnesota	75	282	3.8
	Total	7,477	45,308	6.1

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2015	Minnesota State 2-Year Colleges	5,797	36,052	6.2
	Minnesota State 4-Year Colleges	1,057	3,912	3.7
	MN Private For-Profit	44	130	3.0
	MN Private Non-Profit	111	417	3.8
	University of Minnesota	58	211	3.6
	Total		7,067	40,722
2016	Minnesota State 2-Year Colleges	5,425	33,667	6.2
	Minnesota State 4-Year Colleges	939	3,502	3.7
	MN Private For-Profit	39	114	2.9
	MN Private Non-Profit	132	611	4.6
	University of Minnesota	136	442	3.3
	Total		6,671	38,336
2017	Minnesota State 2-Year Colleges	5,275	32,789	6.2
	Minnesota State 4-Year Colleges	816	3,066	3.8
	MN Private For-Profit	30	125	4.2
	MN Private Non-Profit	135	624	4.6
	University of Minnesota	126	420	3.3
	Total		6,382	37,024

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2018 (Preliminary)	Minnesota State 2-Year Colleges	4,187	23,881	5.7
	Minnesota State 4-Year Colleges	775	2,778	3.6
	MN Private For-Profit	15	29	1.9
	MN Private Non-Profit	68	273	4.0
	University of Minnesota	105	328	3.1
	Total		5,150	27,289

Figure 3: Roughly 36% of Students at Public 2-Year Colleges Participate in Developmental Education. This Rate Has Decreased in Recent Years.

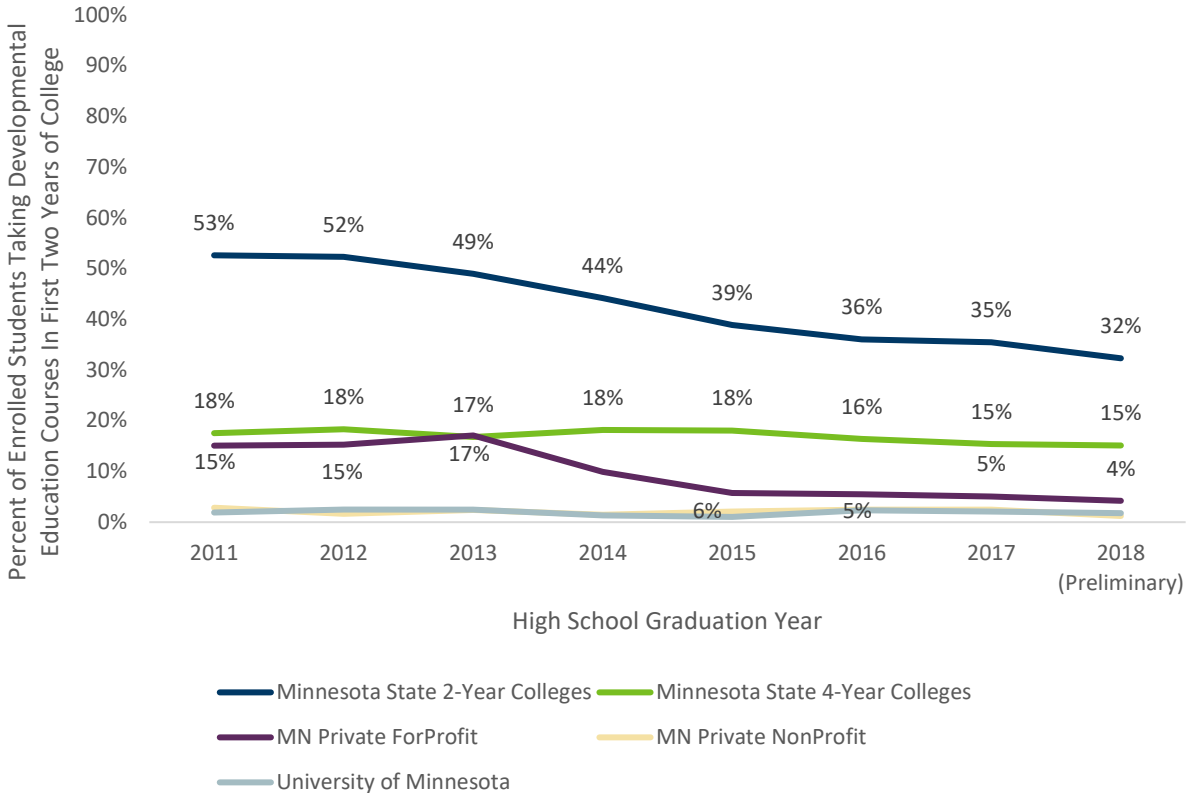


Figure 4: Of Students Enrolling in Developmental Education, Most Take 6 Credits or Less in Their First Two Years

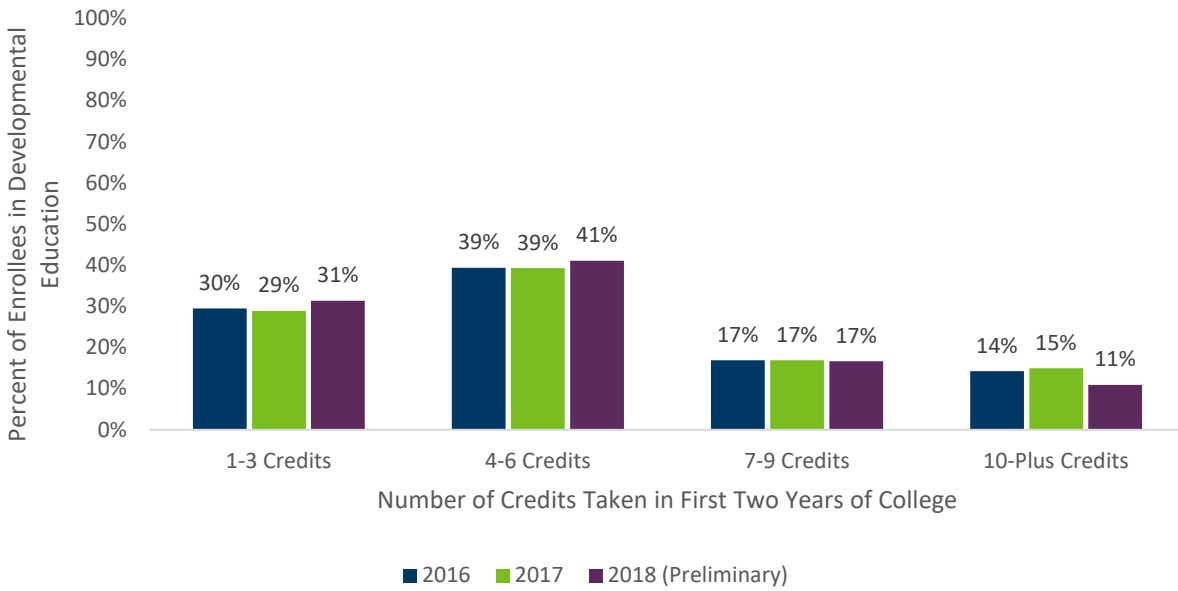


Figure 5: Students Enrolled In Developmental Education Persist to Their Second Year at Similar Rates as Other Students (High School Class of 2016)

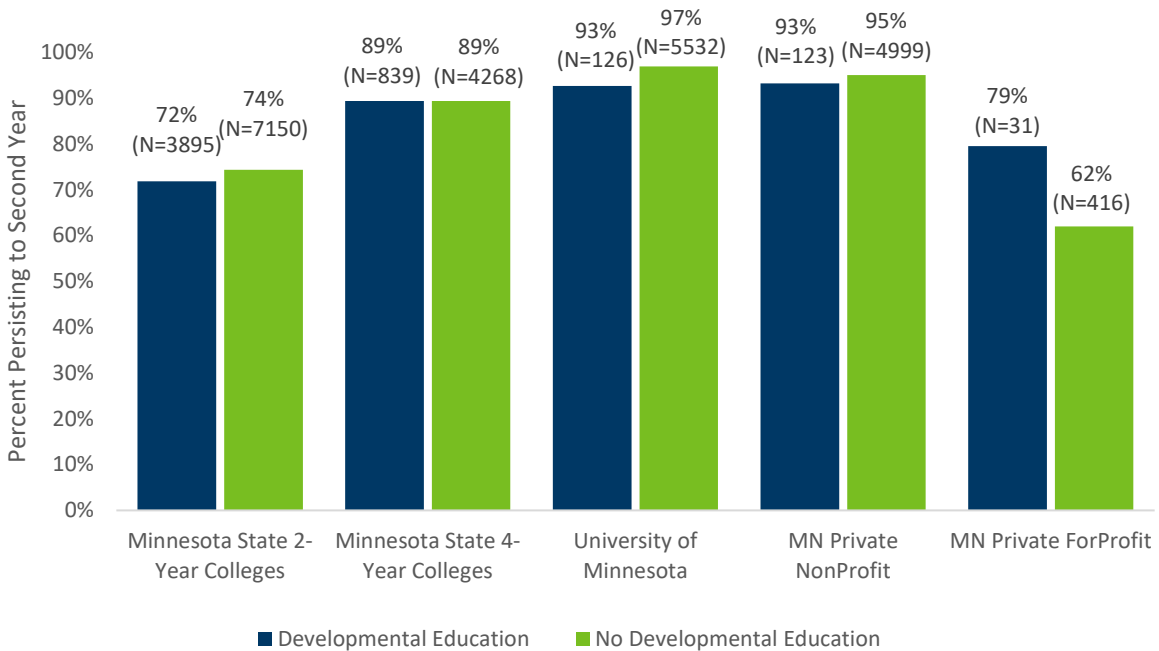


Figure 6: Developmental Education Students Have Lower Completion Rates than Other Students (Four-Year Completion Rates, High School Class of 2014)

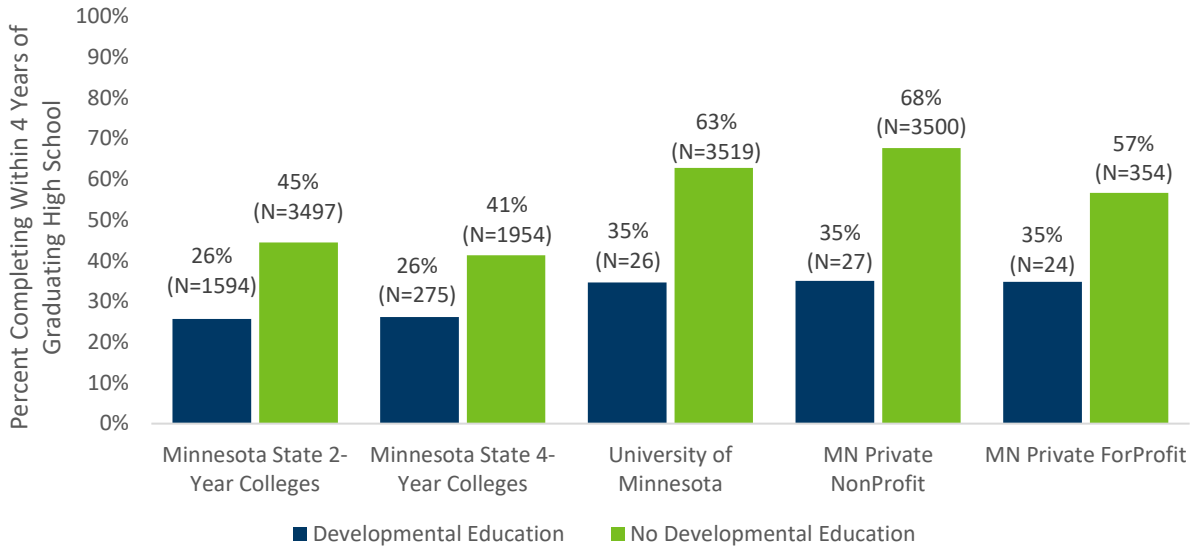
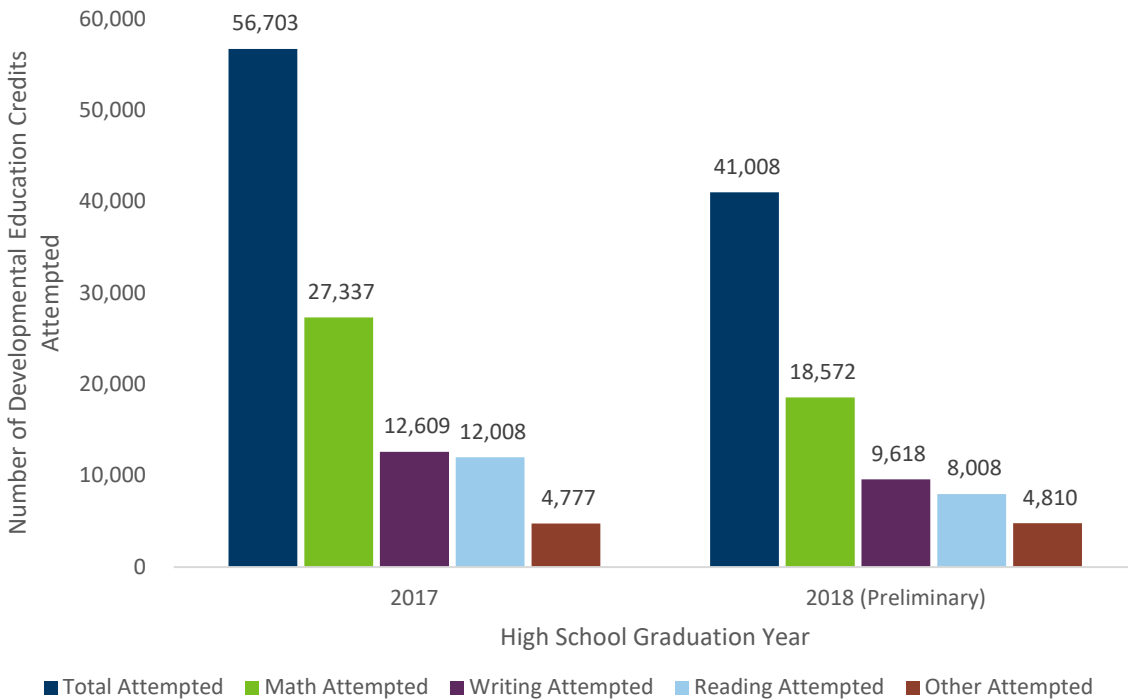


Figure 7: Developmental Education Students Enroll in Higher Credits of Math Courses, Followed by Writing, Reading, and Other



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

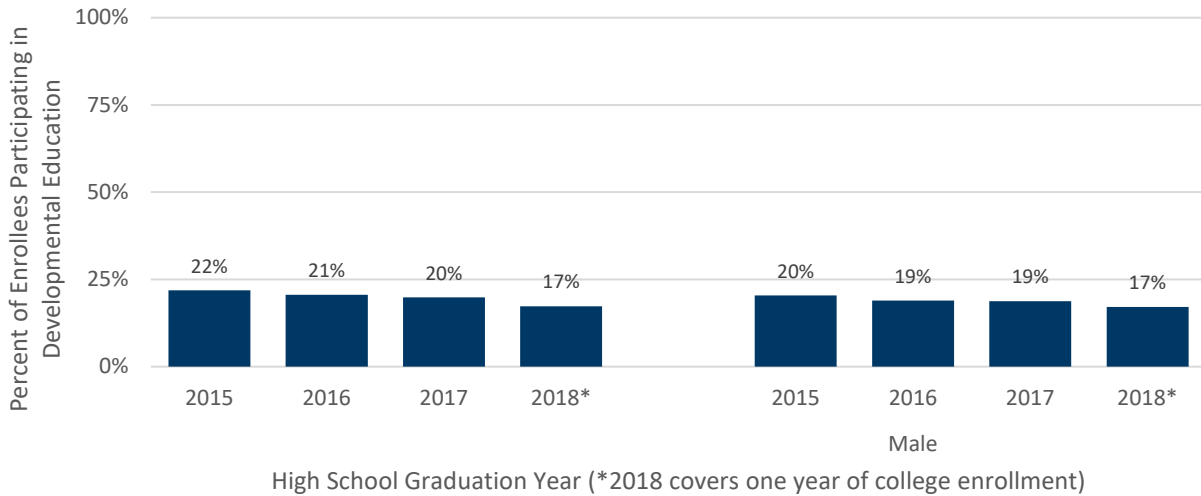


Figure 9: High School Graduates of Color Enroll in Developmental Education at Higher Rates than White High School Graduates

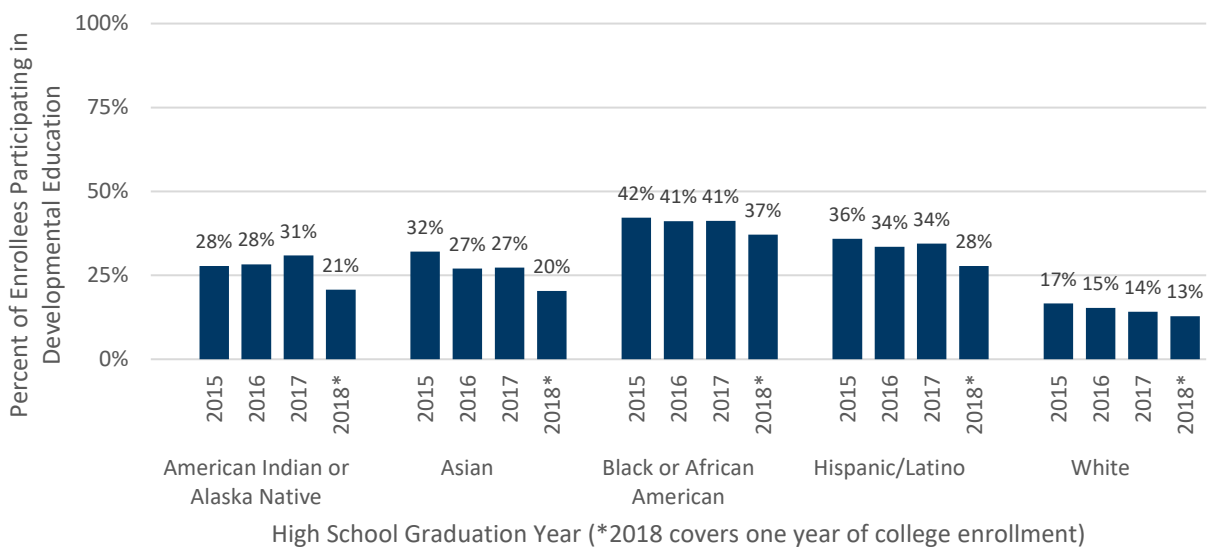


Figure 10: Graduates Whose Primary Home Language is Not English Enroll in Developmental Education at Higher Rates

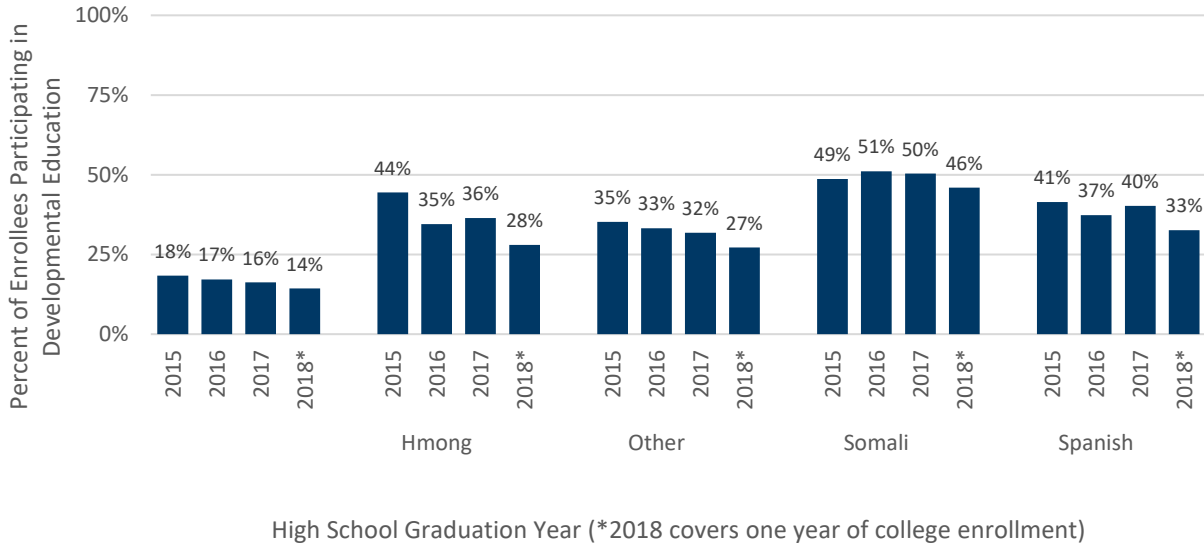


Figure 11: Graduates Identified as Limited English Proficient Enroll in Developmental Education at Higher Rates

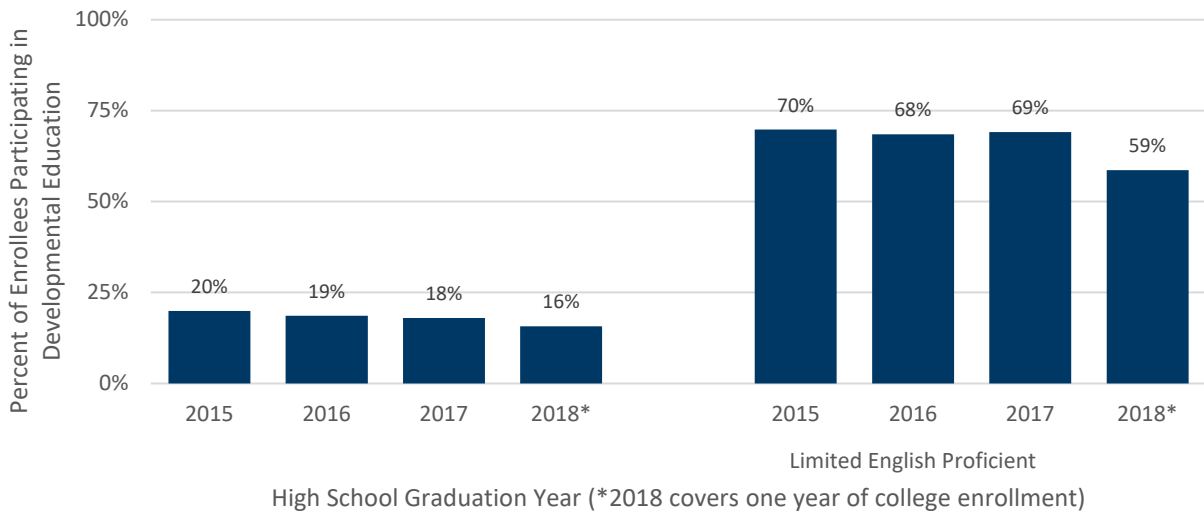


Figure 12: Graduates Eligible for Free and Reduced-Price Lunch Enroll in Developmental Education at Higher Rates

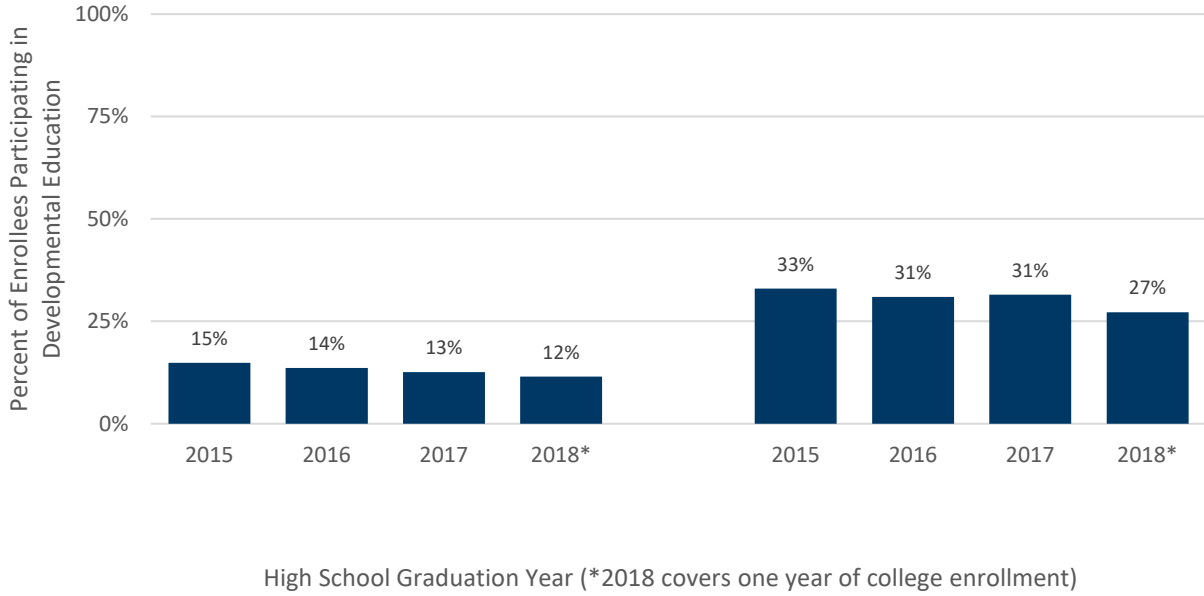


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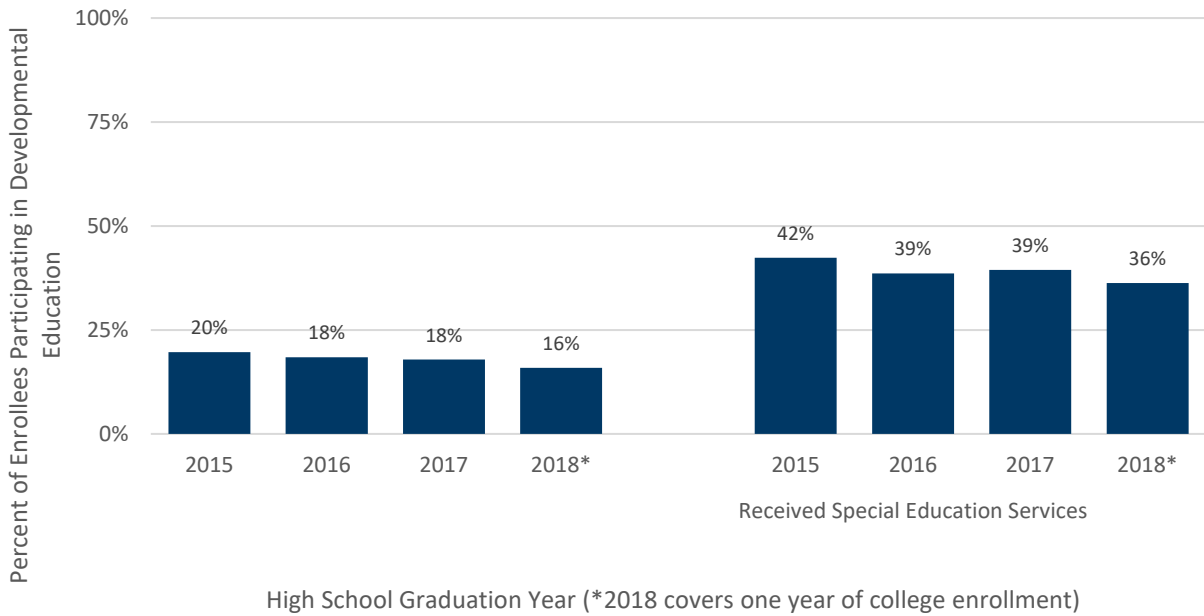


Figure 14: Rates of Developmental Education Participation by High School Graduates Enrolled in Postsecondary Vary by Economic Development Region (High School Class of 2017)

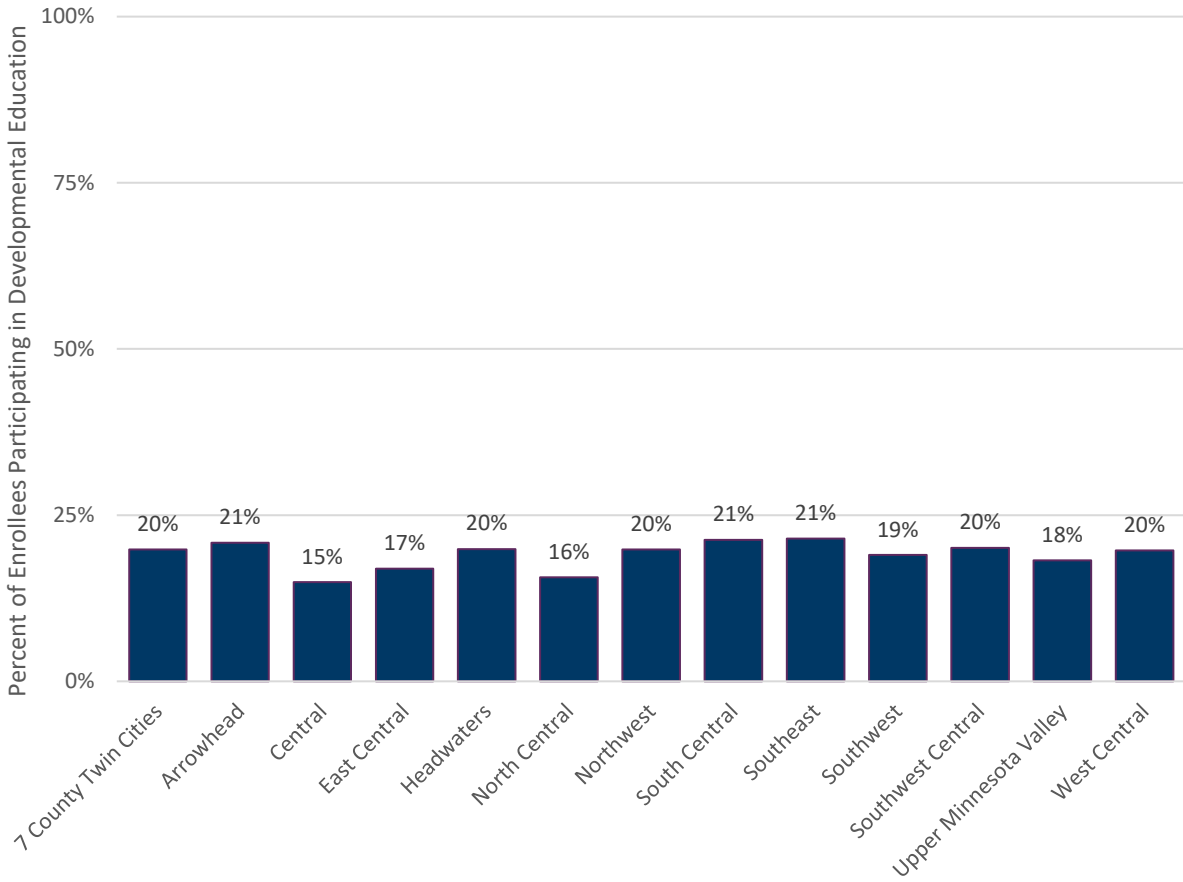


Table 3: Developmental Education Credit Loads by Demographic Categories

Category	Subcategory	High School Graduation Year (2018 Preliminary)	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	2017	3,552	8.0	73%
		2018	2,808	7.0	75%
	Male	2017	2,904	7.9	65%
		2018	2,342	6.8	66%

Category	Subcategory	High School Graduation Year (2018 Preliminary)	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	
Race / Ethnicity	American Indian or Alaska Native	2017	143	6.3	55%	
		2018	84	5.9	58%	
	Asian	2017	742	9.2	76%	
		2018	548	8.4	80%	
	Black or African American	2017	1,373	10.2	65%	
		2018	1,229	8.7	67%	
	Hispanic or Latino	2017	677	9.3	67%	
		2018	510	7.7	66%	
	White	2017	3,521	6.6	72%	
		2018	2,779	5.7	73%	
	Home Primary Language	English	2017	4,673	7.0	67%
			2018	3,633	6.0	68%
		Hmong	2017	350	8.5	74%
			2018	257	7.5	81%
Other		2017	491	10.5	77%	
		2018	461	9.5	79%	
Somali		2017	467	12.7	74%	
		2018	451	10.9	76%	
Spanish		2017	475	9.6	70%	
		2018	348	8.0	67%	

Category	Subcategory	High School Graduation Year (2018 Preliminary)	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
Limited English Proficiency	Not Limited English Proficient	2017	5,852	7.3	68%
		2018	4,562	6.2	69%
	Limited English Proficient	2017	604	14.0	79%
		2018	588	12.1	80%
Free or Reduced Price Lunch Eligibility	Eligible for Free or Reduced Price Lunch	2017	3,743	8.9	68%
		2018	2,936	7.8	69%
	Not Eligible for Free or Reduced Price Lunch	2017	2,713	6.6	73%
		2018	2,214	5.8	75%
Special Education	No Special Ed Services	2017	5,555	7.7	71%
		2018	4,457	6.8	72%
	Received Special Ed Services	2017	901	9.4	64%
		2018	693	7.7	65%
Region	7 County Twin Cities	2017	3,624	8.6	69%
		2018	2,954	7.5	69%
	Arrowhead	2017	382	6.2	69%
		2018	284	5.9	71%
	Central	2017	516	7.5	74%
		2018	407	6.2	77%

Category	Subcategory	High School Graduation Year (2018 Preliminary)	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
	East Central	2017	160	6.6	75%
		2018	120	5.0	65%
	Headwaters	2017	78	5.7	56%
		2018	61	4.8	62%
	North Central	2017	153	5.4	71%
		2018	106	4.6	62%
	Northwest	2017	94	5.7	77%
		2018	75	5.6	75%
	South Central	2017	281	9.0	72%
		2018	222	8.0	79%
	Southeast	2017	610	7.9	70%
		2018	484	7.0	76%
	Southwest	2017	121	6.1	67%
		2018	100	5.6	78%
	Southwest Central	2017	142	6.4	71%
		2018	116	5.7	66%
	Upper Minnesota Valley	2017	51	6.2	66%
		2018	35	4.7	73%
	West Central	2017	244	5.5	67%
		2018	186	5.4	70%

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

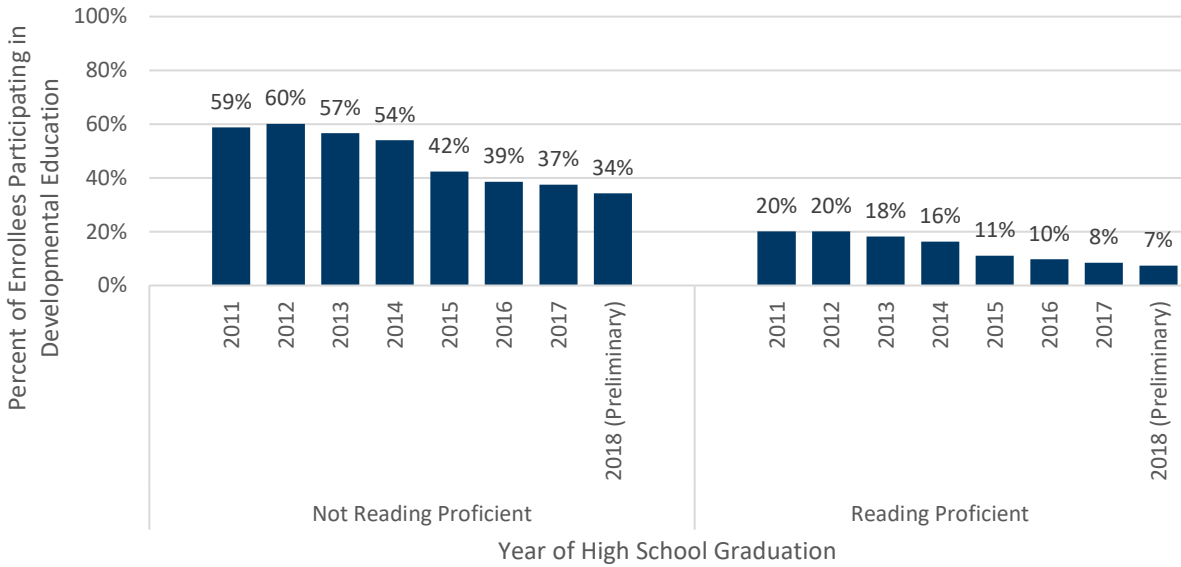


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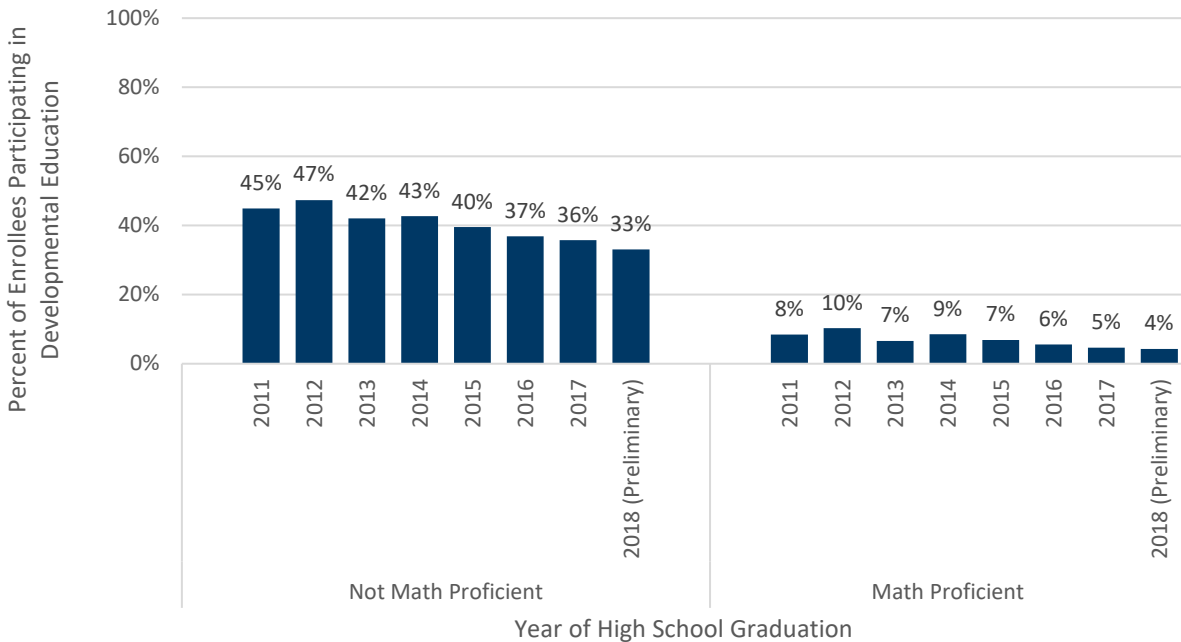


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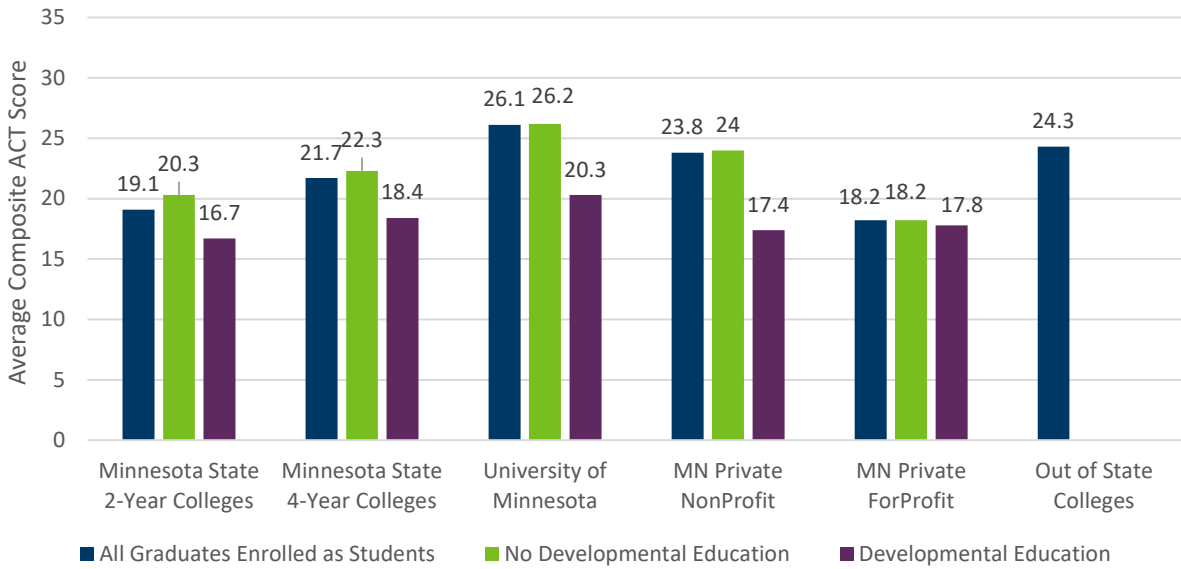
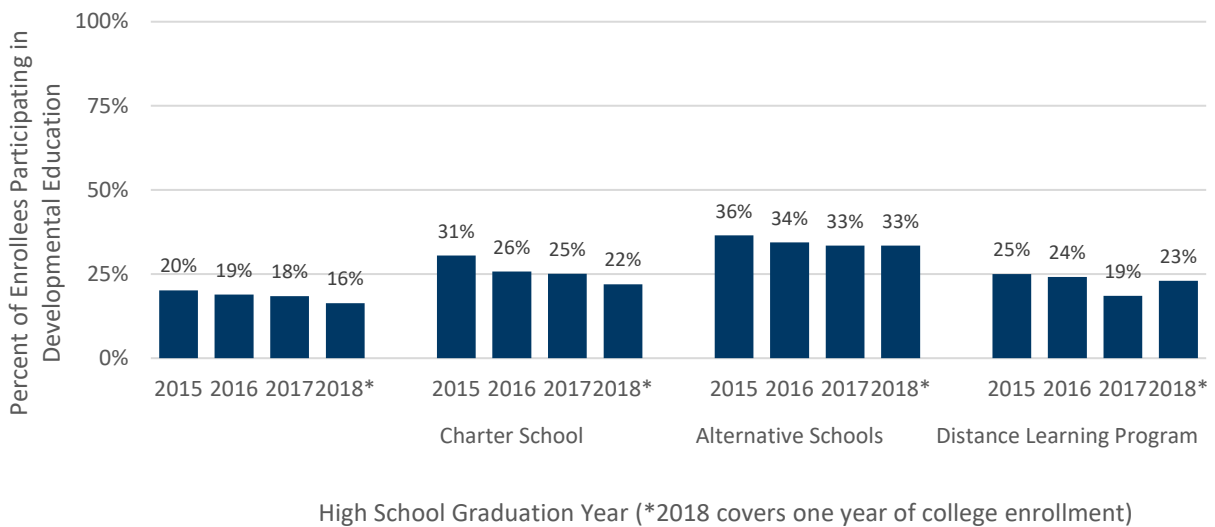


Figure 18: Graduates of Non-Traditional High Schools Enroll In Developmental Education at Rates Higher Than Peers





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