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GETTING PREPARED 2020

Developmental Education Course-Taking of High School Graduates, Classes 2012-2019

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About the 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 \$210 million annually in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, 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 \$4,550 to prepare, including staff time.

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Executive Summary

Getting Prepared 2020 examines patterns of developmental education for Minnesota public high school graduates from the classes of 2012 to 2019 who enrolled in Minnesota postsecondary institutions. 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, as the cost gets higher for students who spend additional time finishing developmental course requirements before starting program-specific courses.

Getting Prepared Data

Getting Prepared 2020 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 describes findings 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” refers to 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 precollege-level education and other academic support services from which the student may benefit 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 in May 2020 specifying the multiple means colleges can use to assess students for placement into courses during the pandemic. These changes included using high school GPA or informed self-placement procedures for students who cannot 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
7. Improve student success in developmental education by strengthening evaluation and continuous improvement efforts

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

² Available here: <https://www.minnstate.edu/system/asa/docs/Minnesota%20State%20-%20Developmental%20Education%20Plan%20Report%20to%20the%20Legislature%20-%202015.18.pdf>

Findings: What the Data Tells Us

Getting Prepared 2020 provides policymakers with one measure of college readiness — enrollment in developmental education. One in five (21%) of 2017 public high school graduates enrolling in a postsecondary institution 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 2012 and 2017. Almost all graduates enrolling in developmental education (more than 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

21% of 2017 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% (2012) to 21% (2017).

Among 2017 graduates enrolled in developmental education:

- 83% enrolled at Minnesota public two-year colleges
- 13% enrolled at Minnesota State Universities
- 5% enrolled at the University of Minnesota, private not-for-profit colleges, or private for-profit colleges in Minnesota

2017 Black, Indigenous, and other high school graduates of color enrolled in developmental education within two years of graduating at higher rates than White students.

- 46% for Black or African American graduates
- 37% for Hispanic or Latino graduates
- 36% for American Indian/Alaskan Native graduates
- 29% for Asian; Native Hawaiian or Pacific Islander graduates
- 15% for White graduates

2017 graduates enrolled in free or reduced-price lunch had higher rates of developmental education within two years of graduating than other graduates.

- 34% for graduates enrolled in free or reduced-price lunch in high school
- 13% for graduates not enrolled in free or reduced-price lunch in high school

2017 graduates enrolled in developmental education attempted a higher number of credits in math courses than any other subject.

- 48% of credits attempted were in math courses

- 22% of credits attempted were in writing courses
- 21% of credits attempted were in reading courses
- 9% of credits attempted were in other course areas

Testing

2017 public high school graduates meeting the standards on statewide accountability tests had higher college enrollment rates and lower developmental education rates as compared to students not meeting the standards.

Math

- Grade 11 students meeting math standards: 5% enrolled in developmental education
- Grade 11 students not meeting math standards: 38% enrolled in developmental education

Reading

- Grade 10 students meeting reading standards: 9% enrolled in developmental education
- Grade 10 students not meeting reading standards: 40% 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 2017, 71% of developmental education enrollees persisted in college at Minnesota State Two-Year Colleges as compared to 76% of non-developmental education peers.
- At Minnesota State Four-Year Universities, 87% 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 2015 developmental education enrollees had four-year completion rates ranging from 26% at Minnesota State two-year colleges and Minnesota State four-year universities to 41% at the University of Minnesota compared to non-developmental education peers (44%-69%).

More Information

Data by demographic subgroup, academic performance, and school type can be found in this report. Data by individual public high schools 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 Clearinghouse.

Time period covered. This report uses data on Minnesota public high school graduates for graduation years 2012 through 2019. At the time of this report, data on postsecondary enrollment covered through the spring semester of the academic year 2019-2020.

This report examines patterns of developmental education participation of Minnesota public high school graduates enrolling in Minnesota postsecondary institutions in the two-year period after high school graduation. Data for graduation years 2018 and 2019 is preliminary. Data for graduation year 2018 covers 1.5 years after high school graduation, and data for graduation year 2019 covers 0.5 years after high school graduation.

Key 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 2012

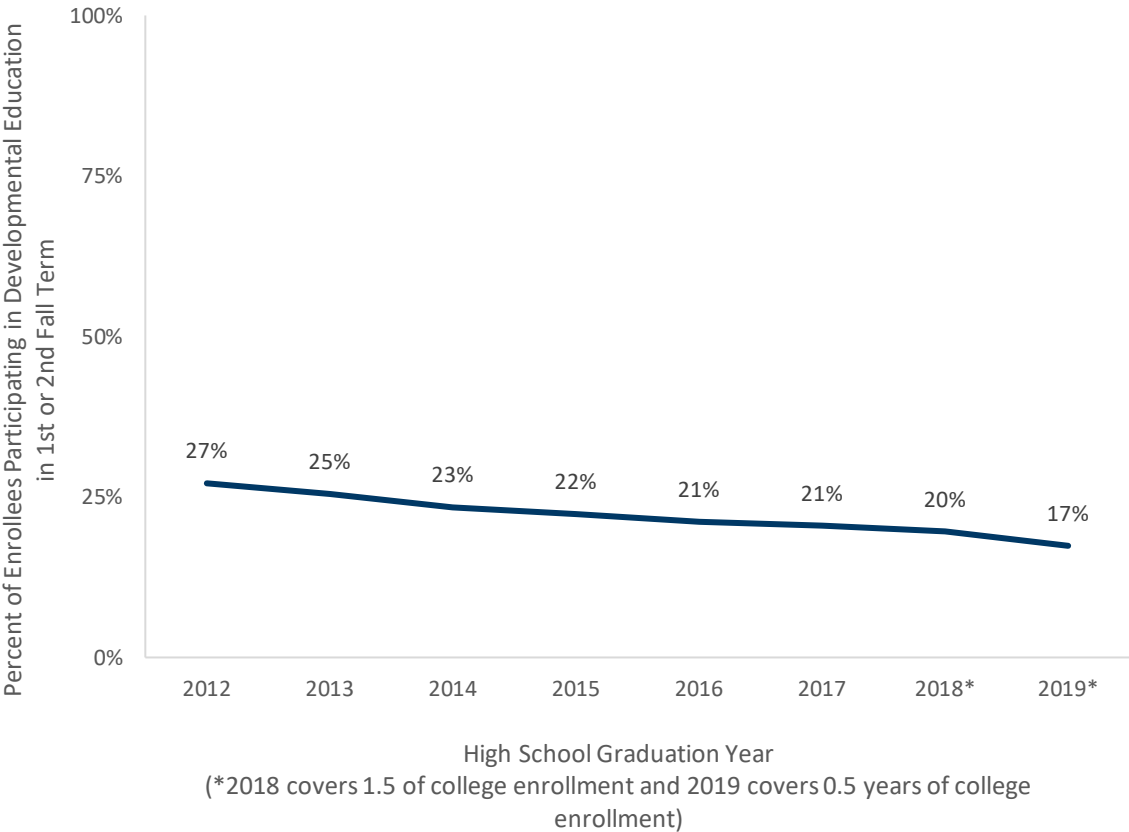
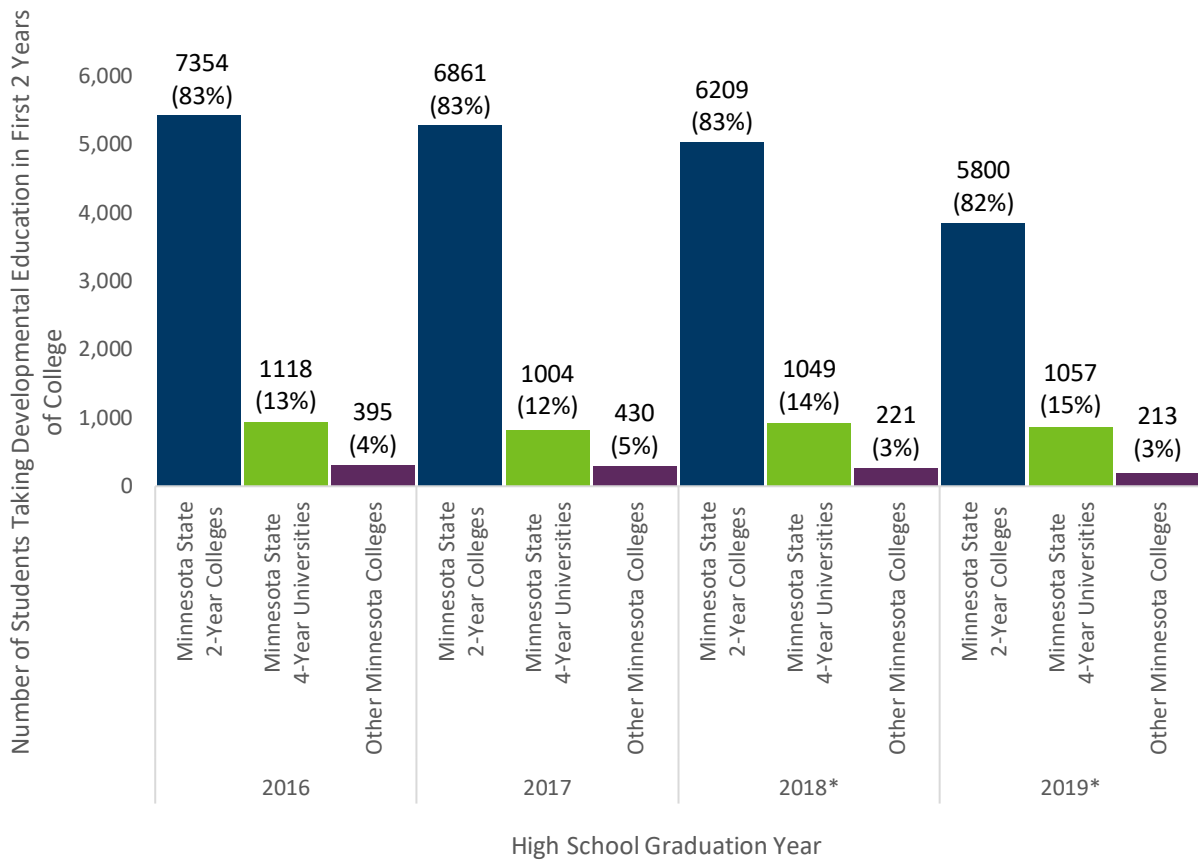


Table 1: Developmental Education Rates of Public High School Graduates Enrolled in Postsecondary Education

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
2012	33,123	8,984	27%
2013	32,921	8,368	25%
2014	32,244	7,545	23%
2015	32,019	7,134	22%
2016	31,836	6,736	21%
2017	31,483	6,459	21%
2018 (Preliminary-1.5 yrs.)	31,852	6,253	20%
2019 (Preliminary-0.5 yrs.)	28,195	4,903	17%

Figure 2: Minnesota State Two-Year Colleges Account for about 80% of Students Enrolling in Developmental Education



(*2018 covers 1.5 of college enrollment and 2019 covers 0.5 years of college enrollment)

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
2012	Minnesota State 2-Year Colleges	7,354	47,997	6.5
	Minnesota State 4-Year Colleges	1,118	4,295	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		8,867	53,788
2013	Minnesota State 2-Year Colleges	6,861	45,407	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		8,295	50,713
2014	Minnesota State 2-Year Colleges	6,209	40,661	6.5
	Minnesota State 4-Year Colleges	1,049	3,919	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		7,479	45,319
2015	Minnesota State 2-Year Colleges	5,800	36,076	6.2

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
	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	7,070	40,746	5.8
2016	Minnesota State 2-Year Colleges	5,429	33,687	6.2
	Minnesota State 4-Year Colleges	939	3,502	3.7
	MN Private For-Profit	39	114	2.9
	MN Private Non-Profit	131	608	4.6
	University of Minnesota	136	442	3.3
	Total	6,674	38,353	5.7
2017	Minnesota State 2-Year Colleges	5,278	32,825	6.2
	Minnesota State 4-Year Colleges	815	3,062	3.8
	MN Private For-Profit	30	125	4.2
	MN Private Non-Profit	136	628	4.6
	University of Minnesota	126	420	3.3
	Total	6,385	37,060	5.8
2018 (Preliminary- 1.5 yrs.)	Minnesota State 2-Year Colleges	5,029	30,748	6.1
	Minnesota State 4-Year Colleges	915	3,453	3.8

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
	MN Private For-Profit	25	69	2.8
	MN Private Non-Profit	116	653	5.6
	University of Minnesota	121	387	3.2
	Total	6,206	35,310	5.7
2019 (Preliminary- 0.5 yrs.)	Minnesota State 2-Year Colleges	3,851	21,893	5.7
	Minnesota State 4-Year Colleges	861	3,068	3.6
	MN Private For-Profit	9	12	1.3
	MN Private Non-Profit	74	304	4.1
	University of Minnesota	108	334	3.1
	Total	4,903	25,611	5.2

Figure 3: About One in Three High School Graduates Enrolled at Minnesota State 2-Year Colleges Participate in Developmental Education. This Rate Has Decreased in Recent Years.

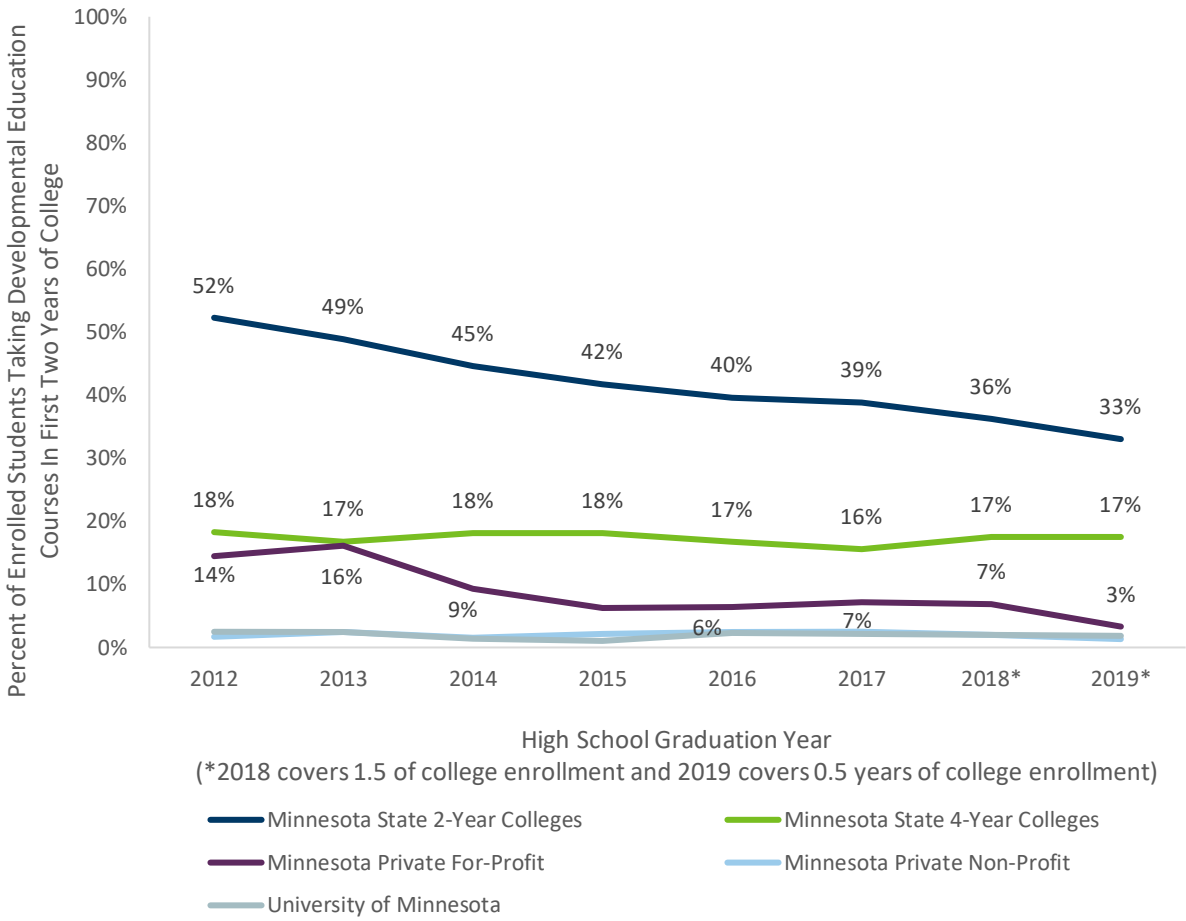


Figure 4: Of Students Enrolling in Developmental Education, Most Take 6 Credits of Developmental Education Courses or Less in Their First Two Years

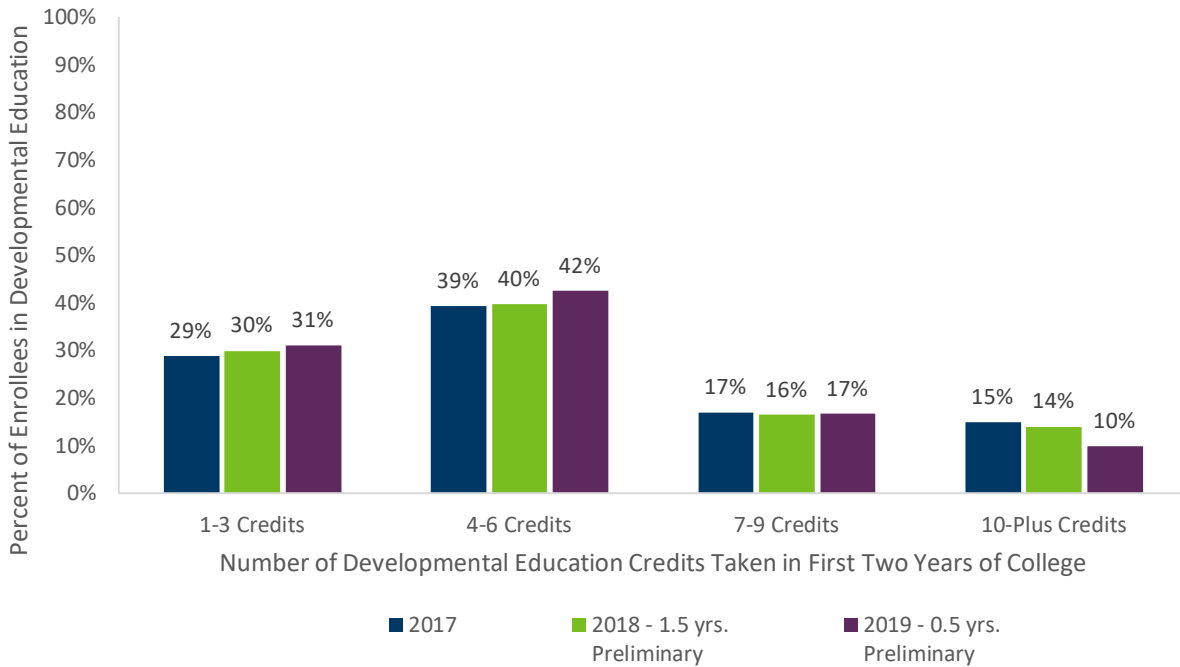


Figure 5: By Institution Type, the percentage of developmental education students persisting or graduating by their second year varied compared to students not enrolled in developmental education (High School Class of 2017)

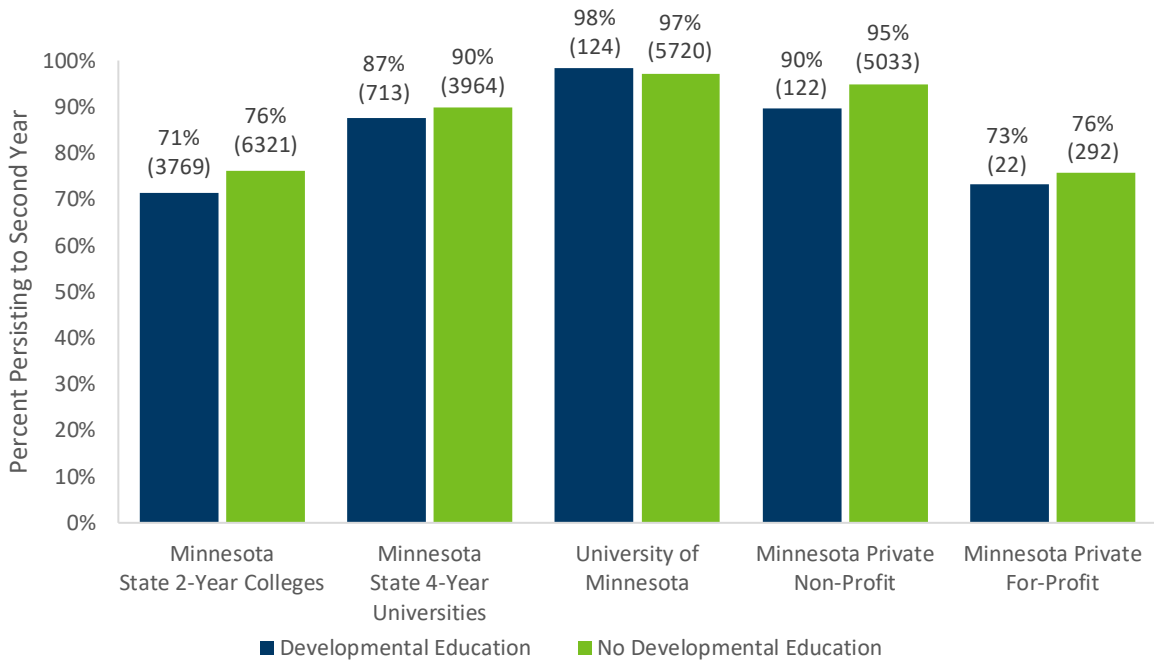


Figure 6: Developmental Education Students Have Lower Completion Rates than Other Students (Four-Year Completion Rates, High School Class of 2015)

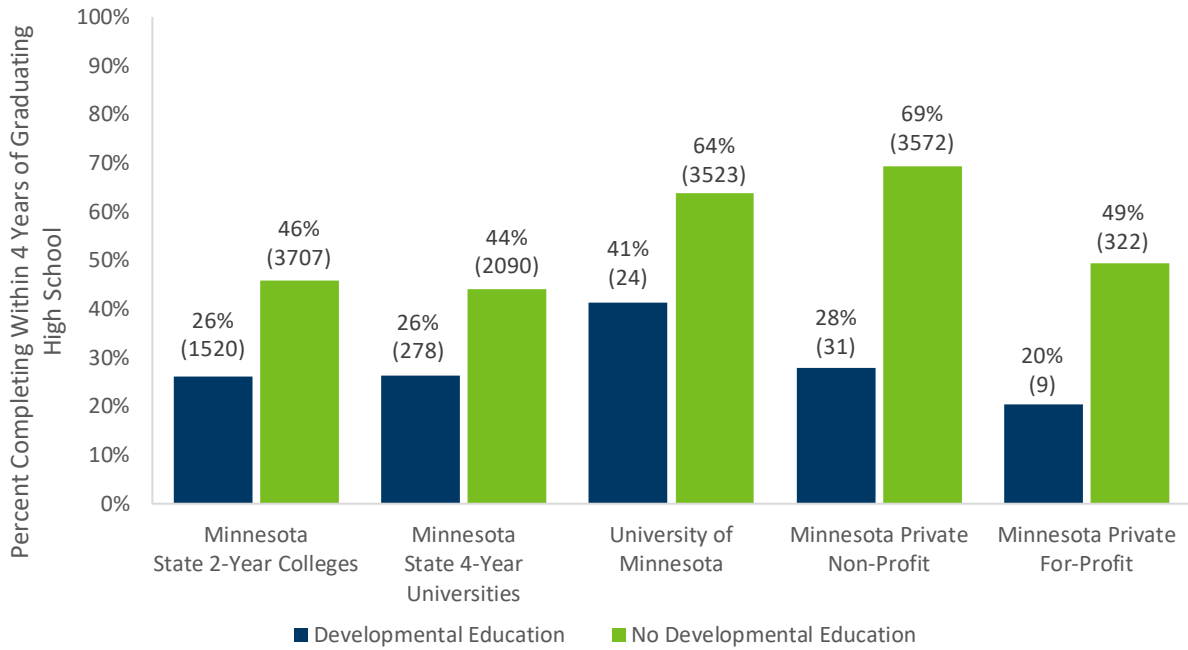
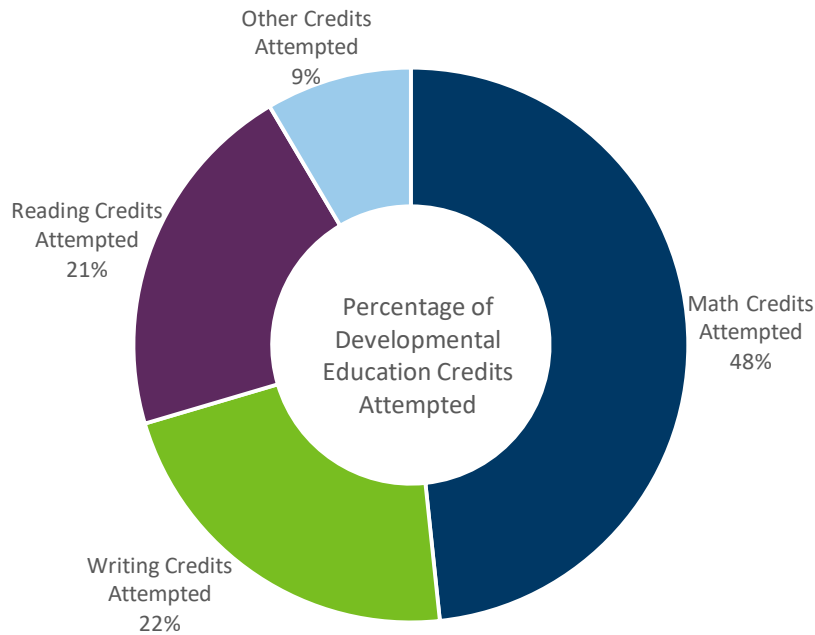


Figure 7: Developmental Education Students Enroll in Higher Credits of Math Courses, Followed by Writing, Reading, and Other (High School Class of 2017)



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

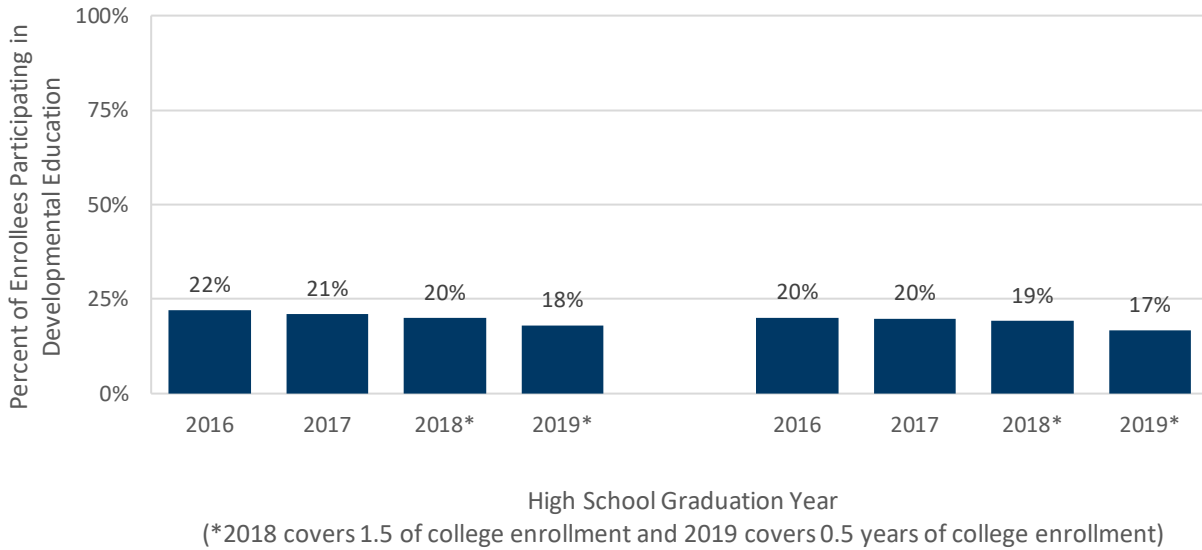
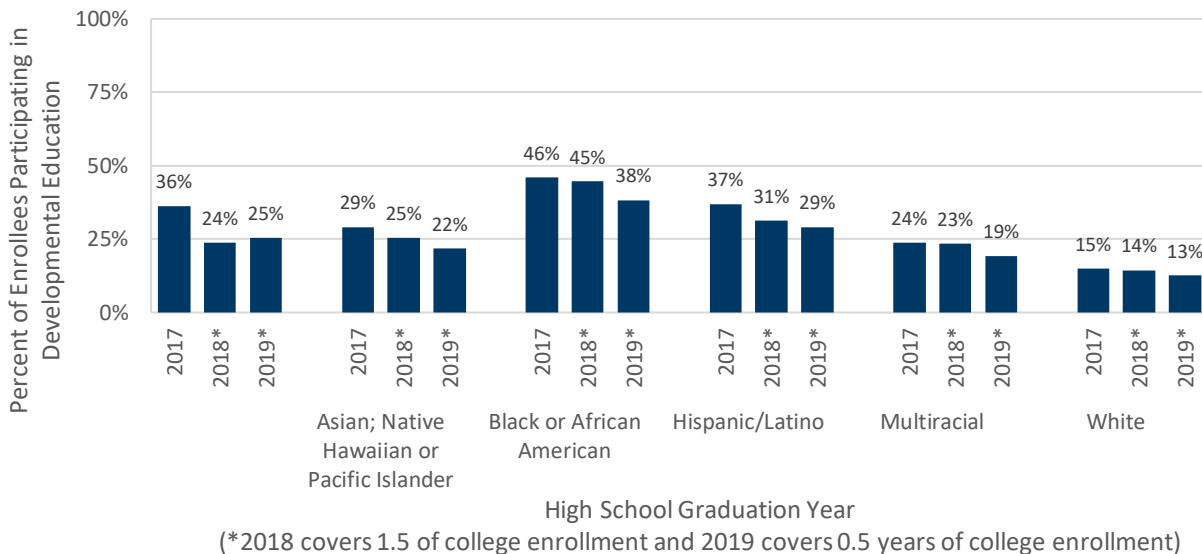


Figure 9: High School Graduates of Color Enroll in Developmental Education at Higher Rates than White High School Graduates



*Due to student counts below ten for certain outcome measures, the race/ethnicity category Native Hawaiian or Other Pacific Islander has been combined with Asian to protect student privacy.

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

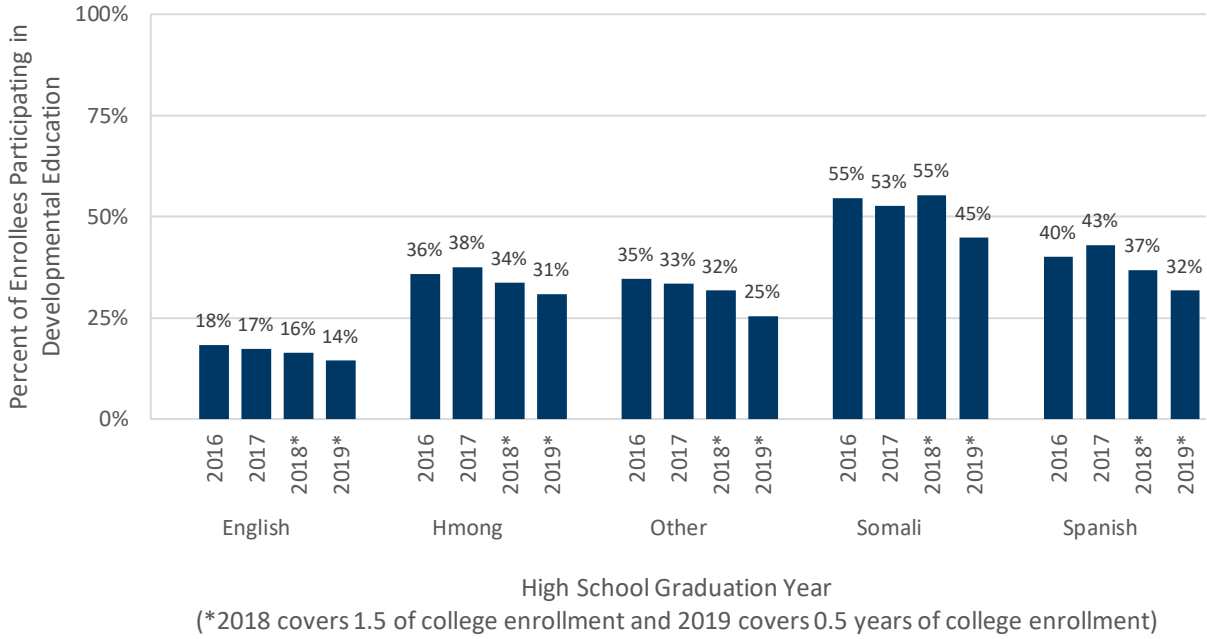


Figure 11: Graduates Identified as Limited English Proficient Enroll in Developmental Education at Higher Rates

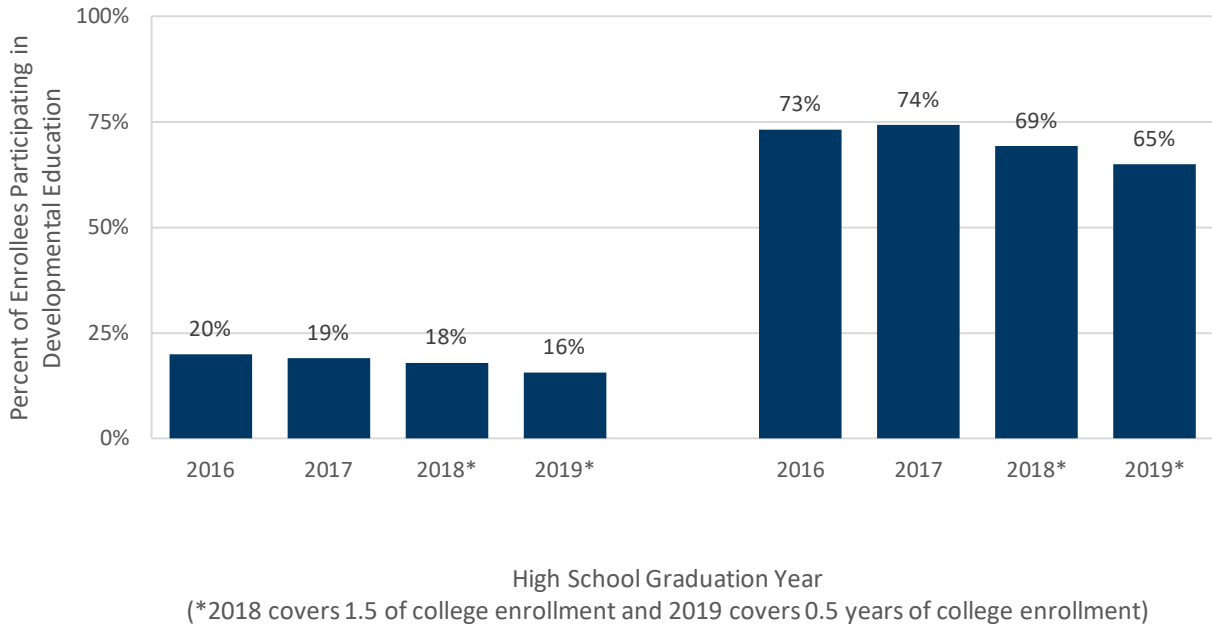


Figure 12: Graduates Eligible for Free and Reduced-Price Lunch Enroll in Developmental Education at Higher Rates

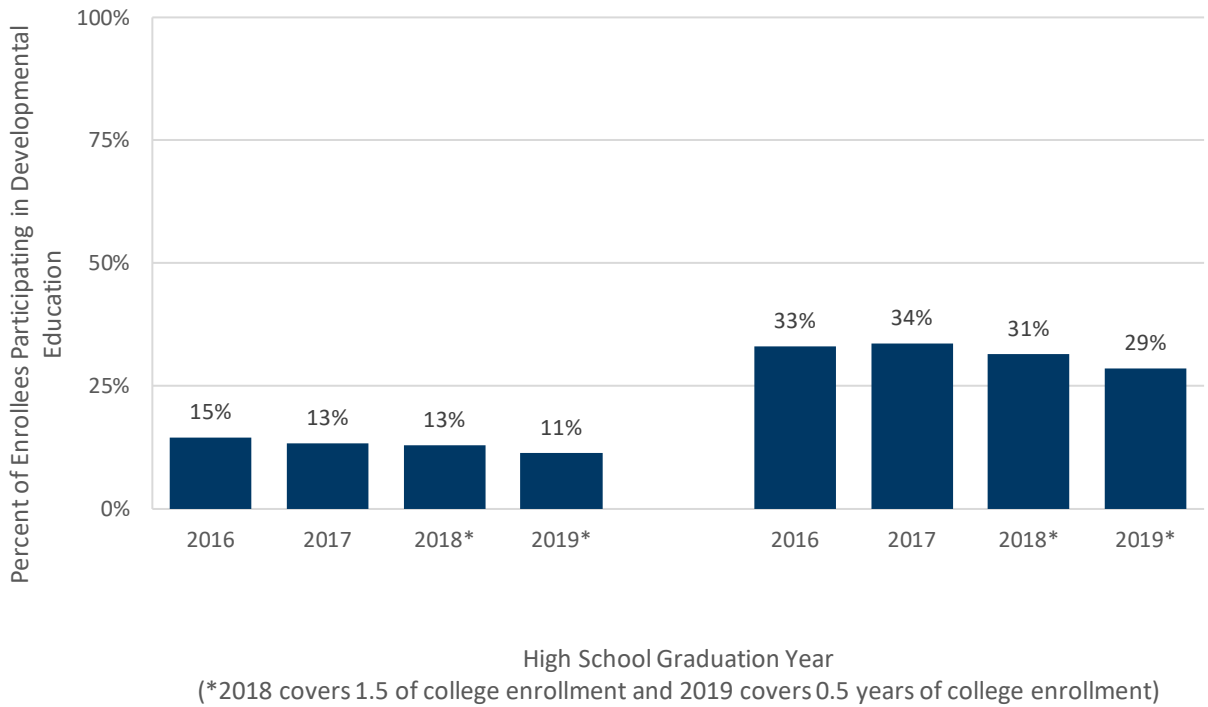


Figure 13: Graduates Receiving Special Education Services Enroll in Developmental Education at Higher Rates

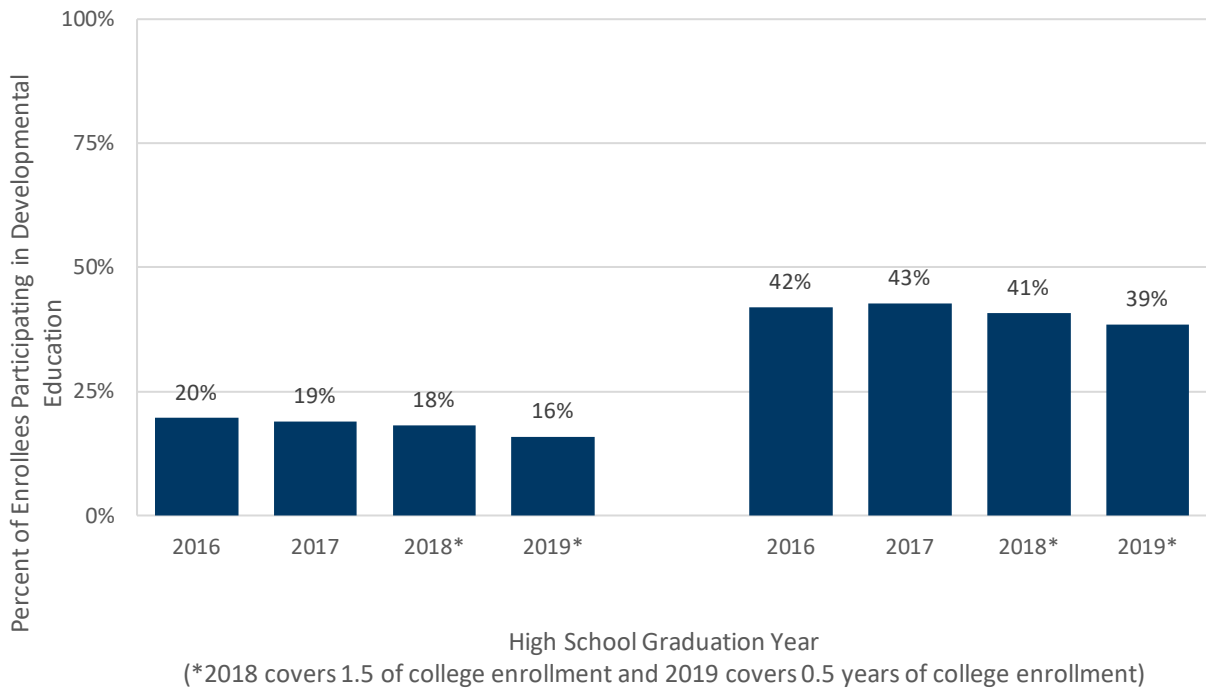


Figure 14: Rates of Developmental Education Participation by High School Graduates Enrolled in Postsecondary Vary by Economic Development Region (High School Class of 2018)

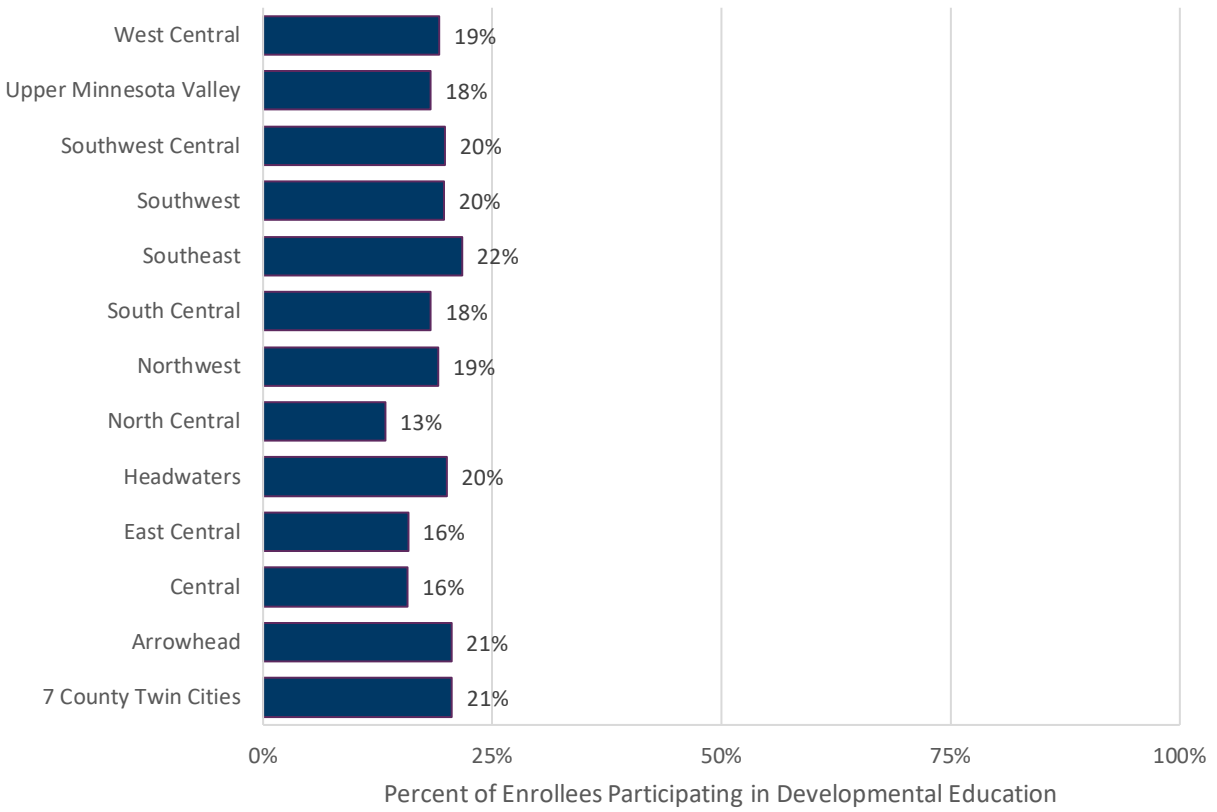


Table 3: Developmental Education Credit Loads by Demographic Categories

Category	Subcategory	High School Graduation Year (2018 covers 1.5 of college enrollment and 2019 covers 0.5 years of college enrollment)	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	2018	3,431	7.4	75%
		2019	2,756	5.1	77%
	Male	2018	2,822	7.2	66%
		2019	2,147	5.3	70%
Race / Ethnicity	American Indian or Alaska Native	2018	65	5.6	51%
		2019	61	4.8	61%
	Asian; Native Hawaiian or Pacific Islander*	2018	682	9.0	80%
		2019	530	5.9	82%
	Black or African American	2018	1,399	9.7	67%
		2019	1,128	6.3	69%
	Hispanic or Latino	2018	623	8.1	67%
		2019	523	5.7	71%
	White	2018	3,316	6.0	72%
		2019	2,529	4.5	77%
Home Primary Language	English	2018	4,389	6.2	68%
		2019	3,387	4.7	73%
	Hmong	2018	327	7.9	78%
		2019	264	5.4	78%
	Other	2018	560	10.4	79%
		2019	423	6.5	80%
	Somali	2018	554	11.9	74%
		2019	481	6.9	74%

Category	Subcategory	High School Graduation Year (2018 covers 1.5 of college enrollment and 2019 covers 0.5 years of college enrollment)	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
	Spanish	2018	423	8.4	67%
		2019	348	5.9	71%
Limited English Proficiency	Not Limited English Proficient	2018	5,522	6.5	69%
		2019	4,271	4.9	73%
	Limited English Proficient	2018	731	13.3	79%
		2019	632	7.6	79%
Free or Reduced Price Lunch Eligibility	Eligible for Free or Reduced Price Lunch	2018	3,599	8.3	69%
		2019	2,827	5.7	72%
	Not Eligible for Free or Reduced Price Lunch	2018	2,654	6.0	74%
		2019	2,076	4.5	78%
Special Education	No Special Ed Services	2018	5,399	7.2	72%
		2019	4,194	5.1	75%
	Received Special Ed Services	2018	854	8.1	66%
		2019	709	5.7	71%
Region	7 County Twin Cities	2018	3,639	8.0	70%
		2019	2,875	5.5	72%
	Arrowhead	2018	342	6.1	71%
		2019	272	4.6	76%
	Central	2018	491	6.5	75%
		2019	322	4.6	82%
	East Central	2018	150	5.3	66%

Category	Subcategory	High School Graduation Year (2018 covers 1.5 of college enrollment and 2019 covers 0.5 years of college enrollment)	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
		2019	105	4.4	71%
	Headwaters	2018	77	4.8	61%
		2019	48	4.6	71%
	North Central	2018	122	4.7	63%
		2019	105	3.9	78%
	Northwest	2018	92	5.9	72%
		2019	78	4.8	77%
	South Central	2018	246	8.4	78%
		2019	200	5.6	82%
	Southeast	2018	583	7.1	75%
		2019	503	5.4	76%
	Southwest	2018	118	5.6	77%
		2019	72	4.6	81%
	Southwest Central	2018	128	5.8	64%
		2019	122	4.2	73%
	Upper Minnesota Valley	2018	44	4.7	76%
		2019	36	3.8	73%
	West Central	2018	221	5.5	71%
		2019	165	3.9	73%

* Due to student counts below ten for certain outcome measures, the race/ethnicity category Native Hawaiian or Other Pacific Islander has been combined with Asian to protect student privacy.

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

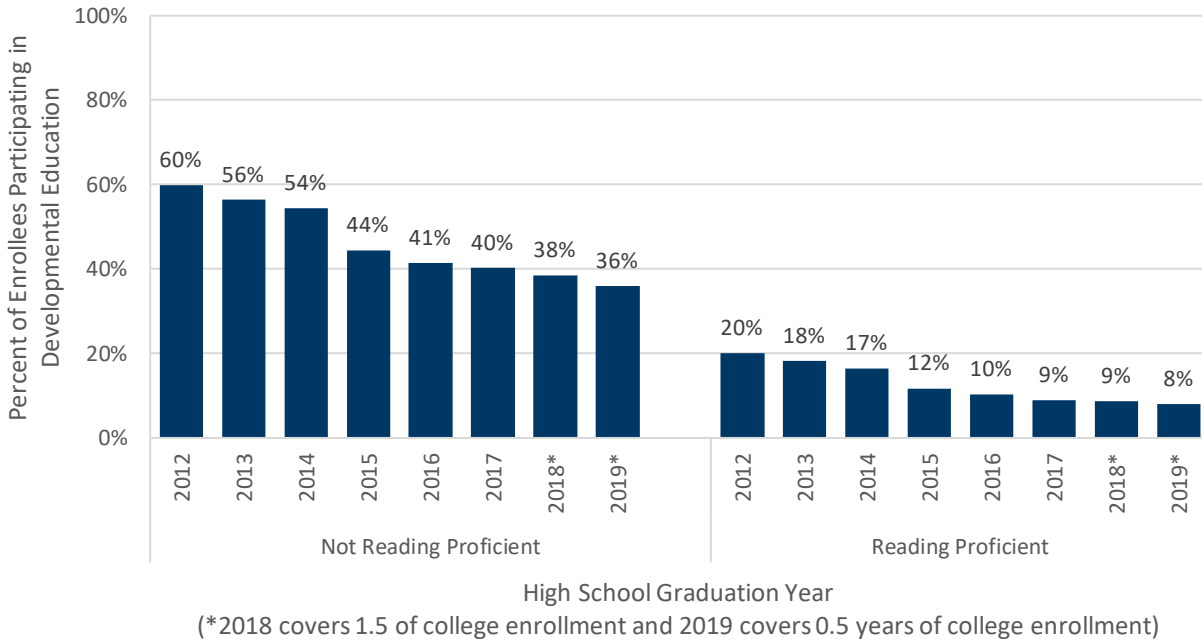


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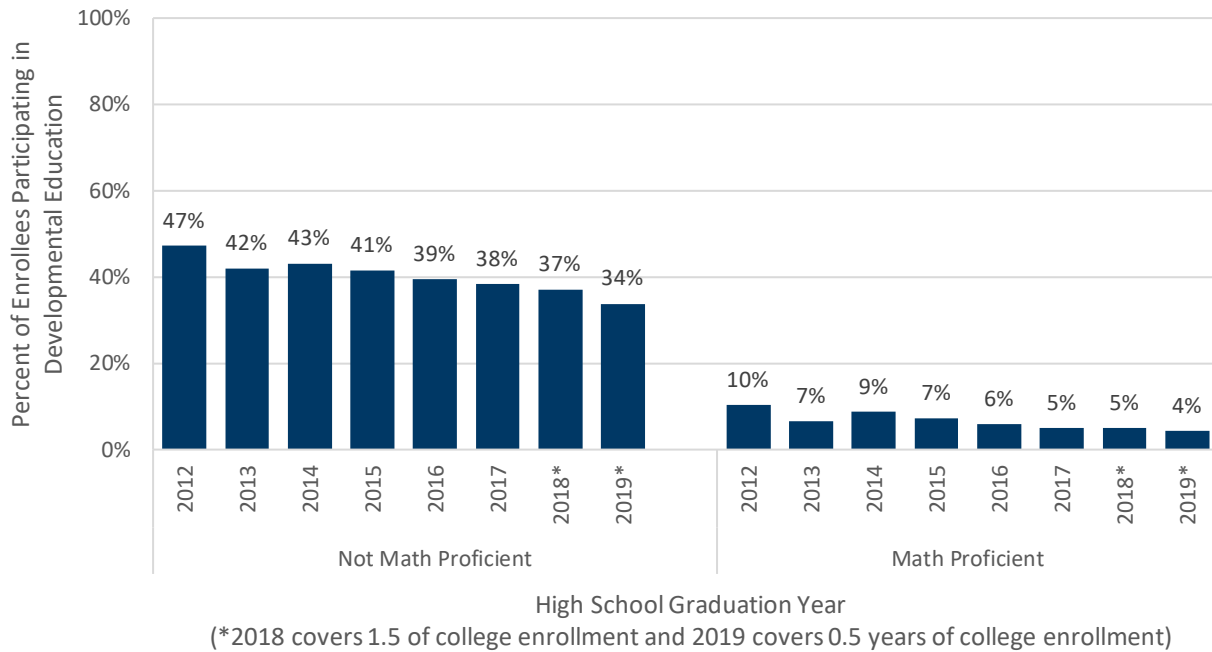
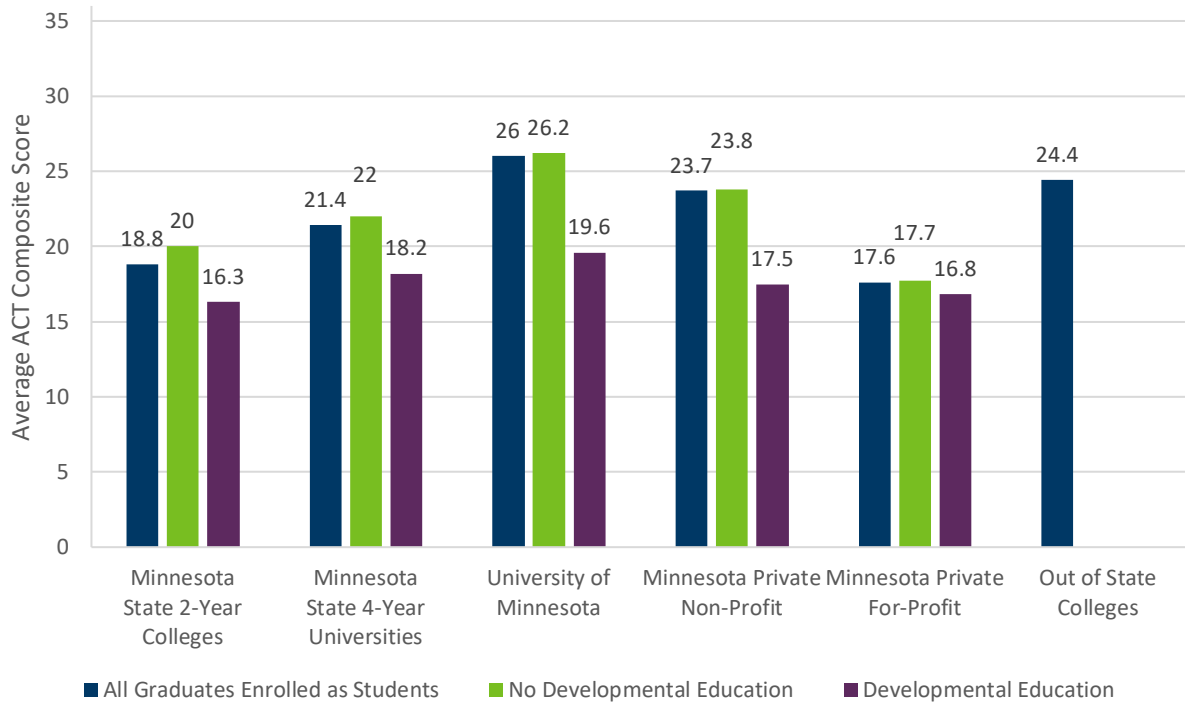


Figure 17: Graduates Enrolling in Developmental Education Have Lower Average ACT Composite Scores (High School Class of 2018)





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