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Developmental Education in the Minnesota State Colleges and Universities

**Board of Trustees
Joint Study Session
December 2, 2010**

Overview of Presentation

- Context for Developmental Education
 - Policies related to Developmental Education
 - Trends in developmental education enrollment, courses and expenditures
- College Readiness of first-time entering students
 - Trends in developmental course-taking, persistence and completion and course success

Board Policy and System Procedure

- Board policy
 - Requires each institution to have a course placement policy
 - Requires a system endorsed placement instrument
- System procedure
 - Defines developmental & college-level courses
 - Specifies system endorsed instrument
 - Specifies minimum scores for placement into college level courses

Figure 1: Developmental Headcount and FYE Increasing at Colleges and Decreasing at Universities

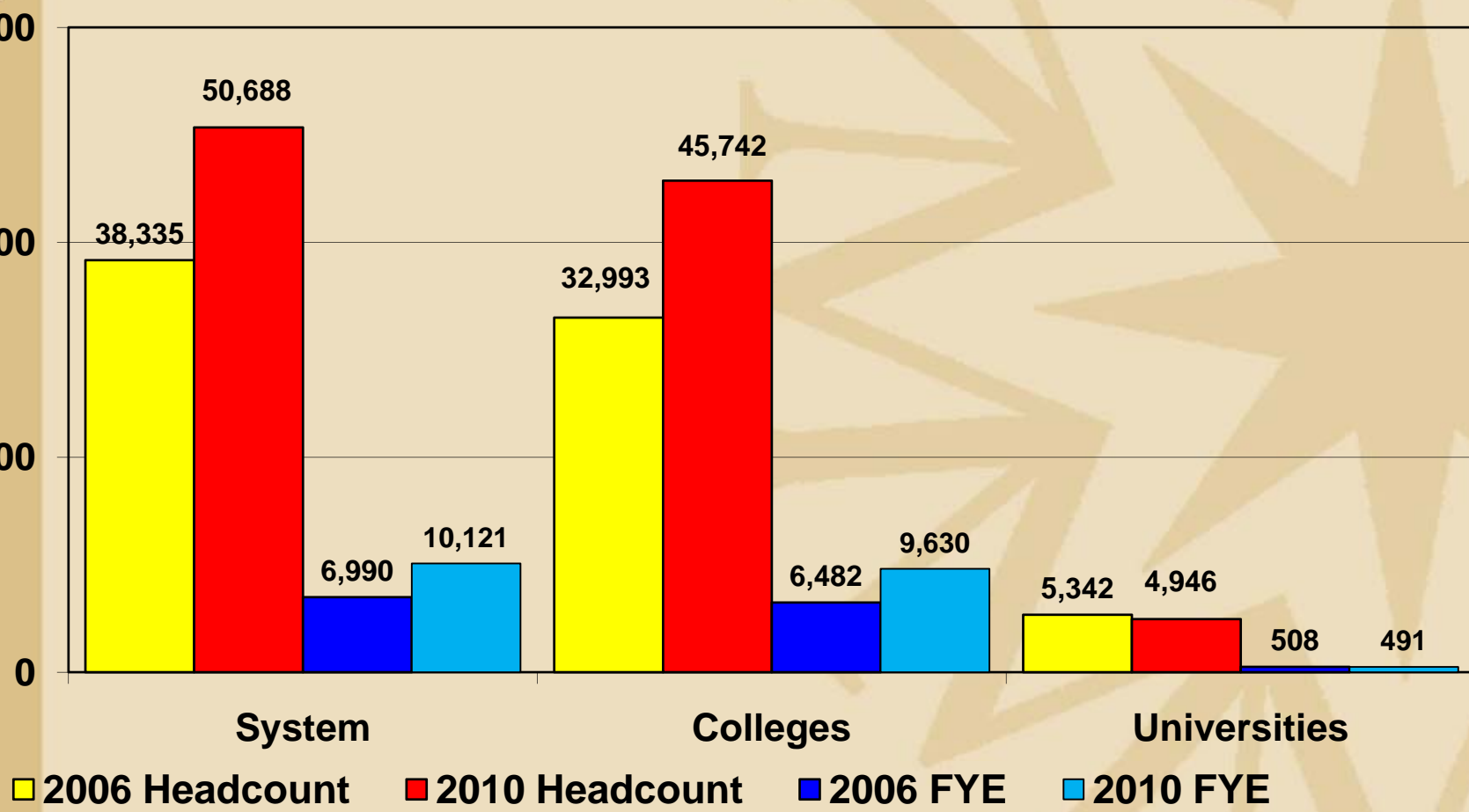


Figure 2: Percent Developmental Headcount and FYE Increasing at Colleges and Decreasing at Universities

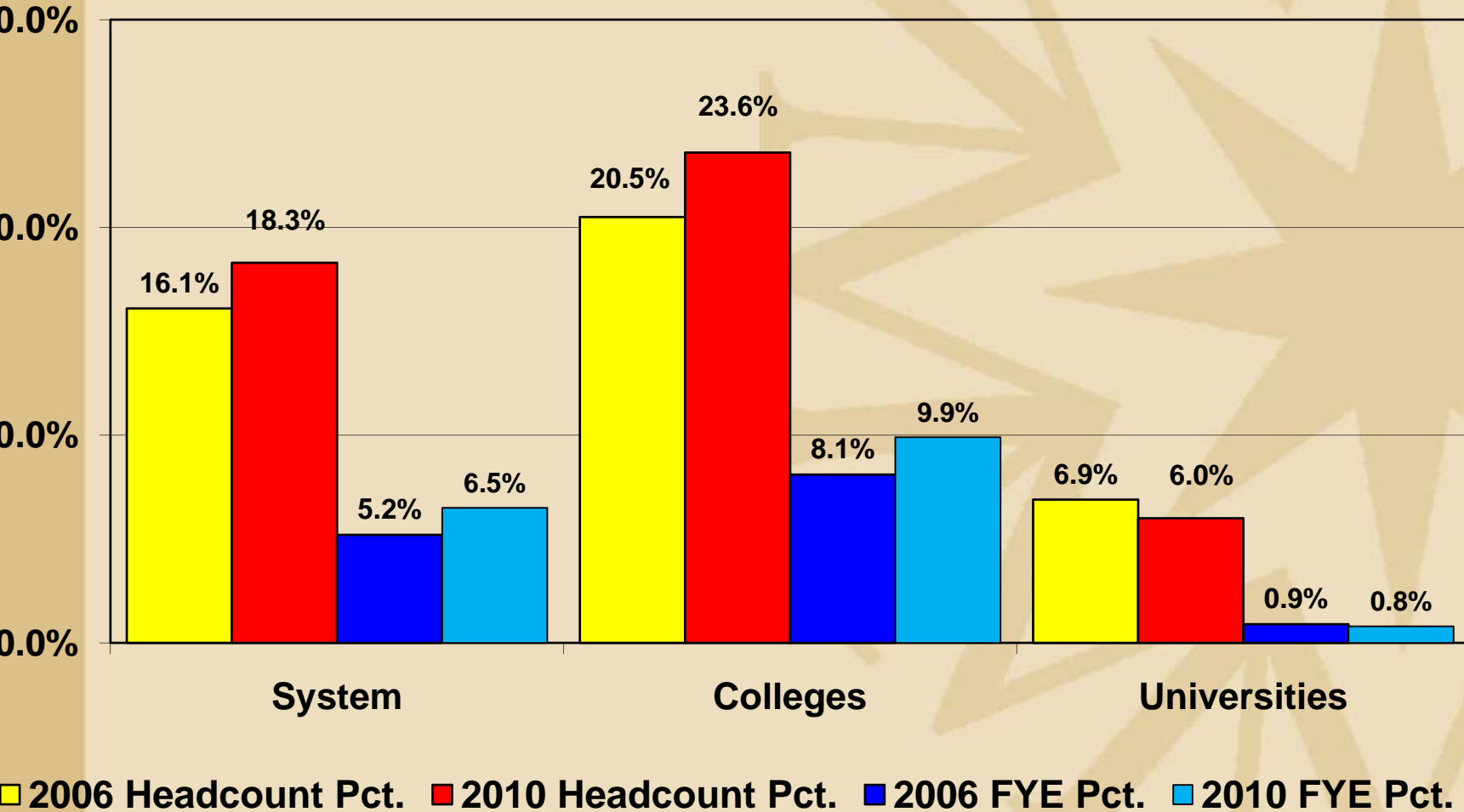


Figure 3: Developmental FYE by Subject

Colleges Mixed and Universities Mostly Math

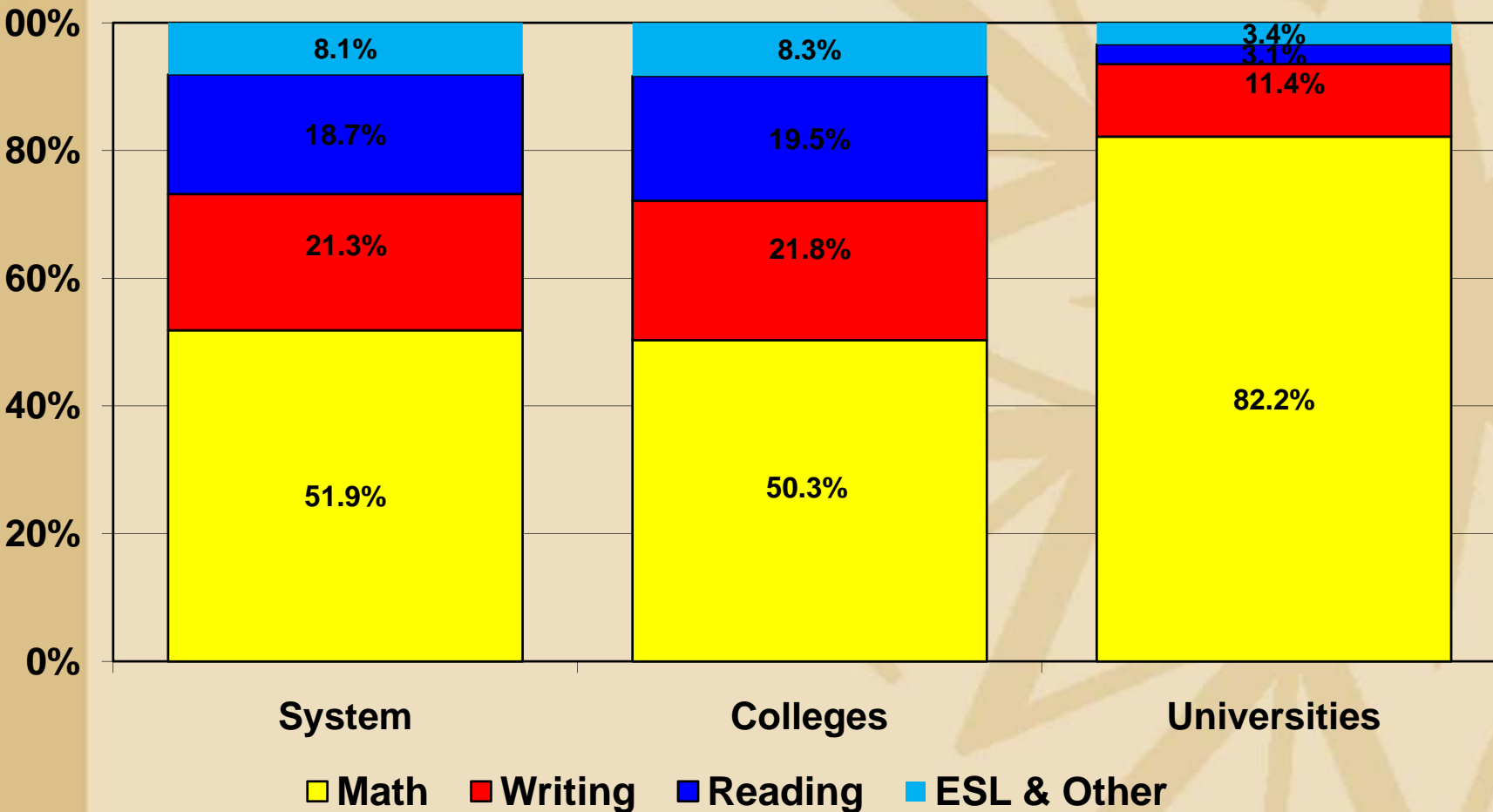
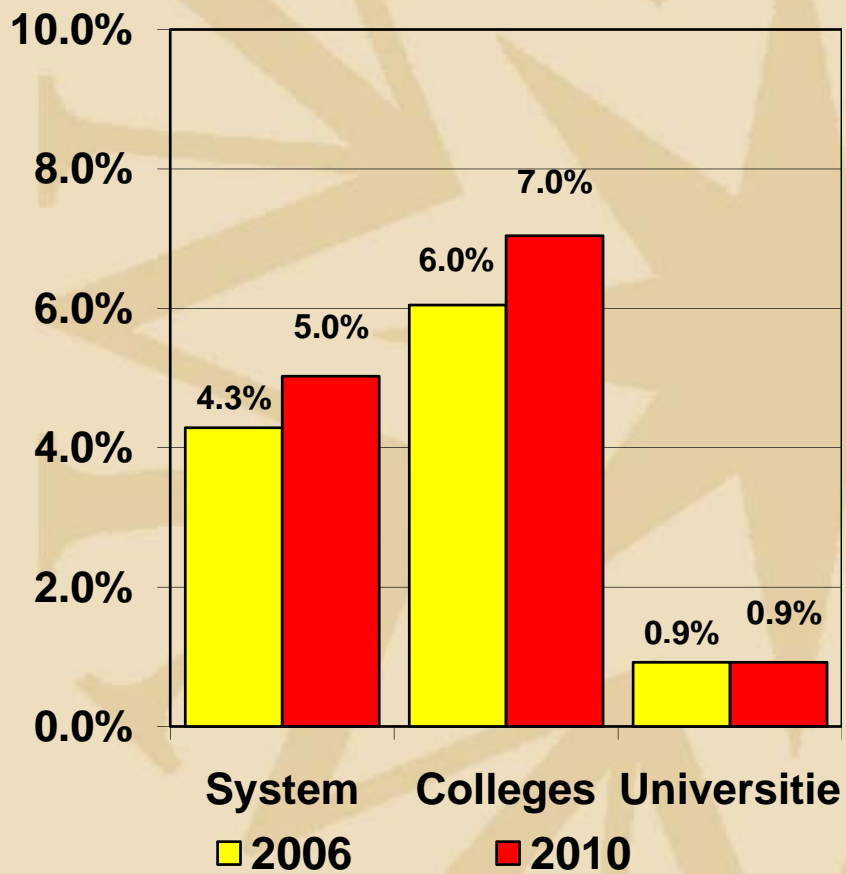
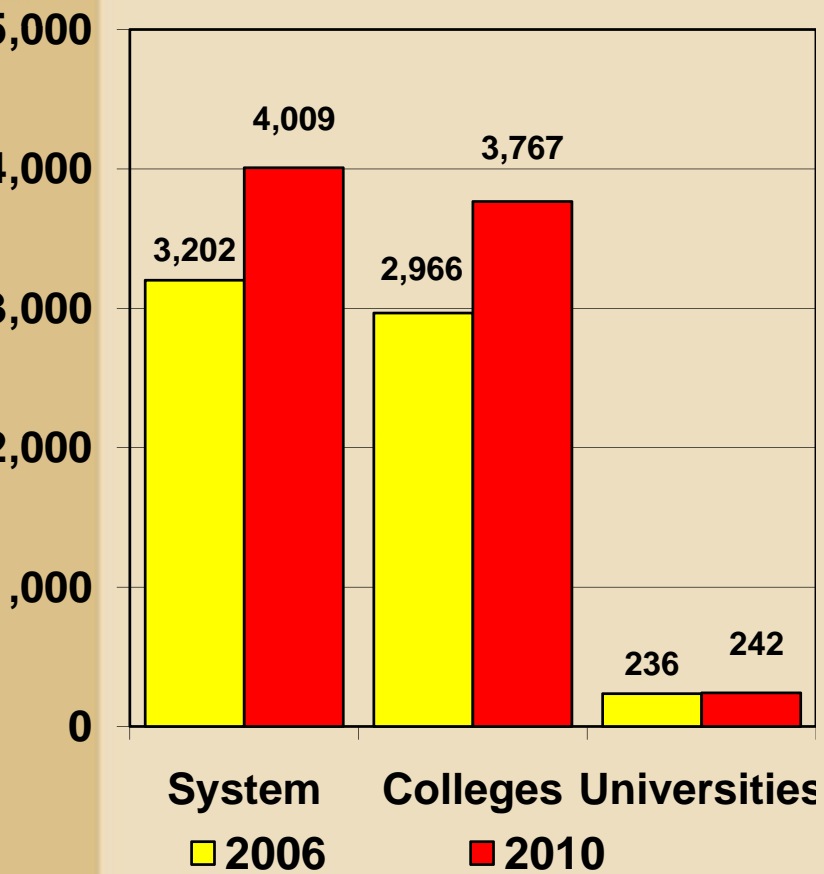


Figure 4: Developmental Course Sections Increasing at Colleges and Stable at Universities



Number of developmental course

Developmental course sections as a

Estimated Instructional Expenditures for Developmental Course Sections

- FY 2009 developmental FYE: 8,744
- Direct Expenditures: \$30 million
- Represents 4.7% of system direct expenditures
- Tuition revenue would have supported 50% or \$15 million of the estimated expenditures

Fall Entering Full-Time Students

- Focused on fall entering full-time students for this presentation
- First-time student in college after HS graduation or transfer student
- Enrolled full-time in initial fall term
- Developmental course-taking in the first two years

Figure 5: Number of Entering Students Taking Developmental Courses in First Two Years

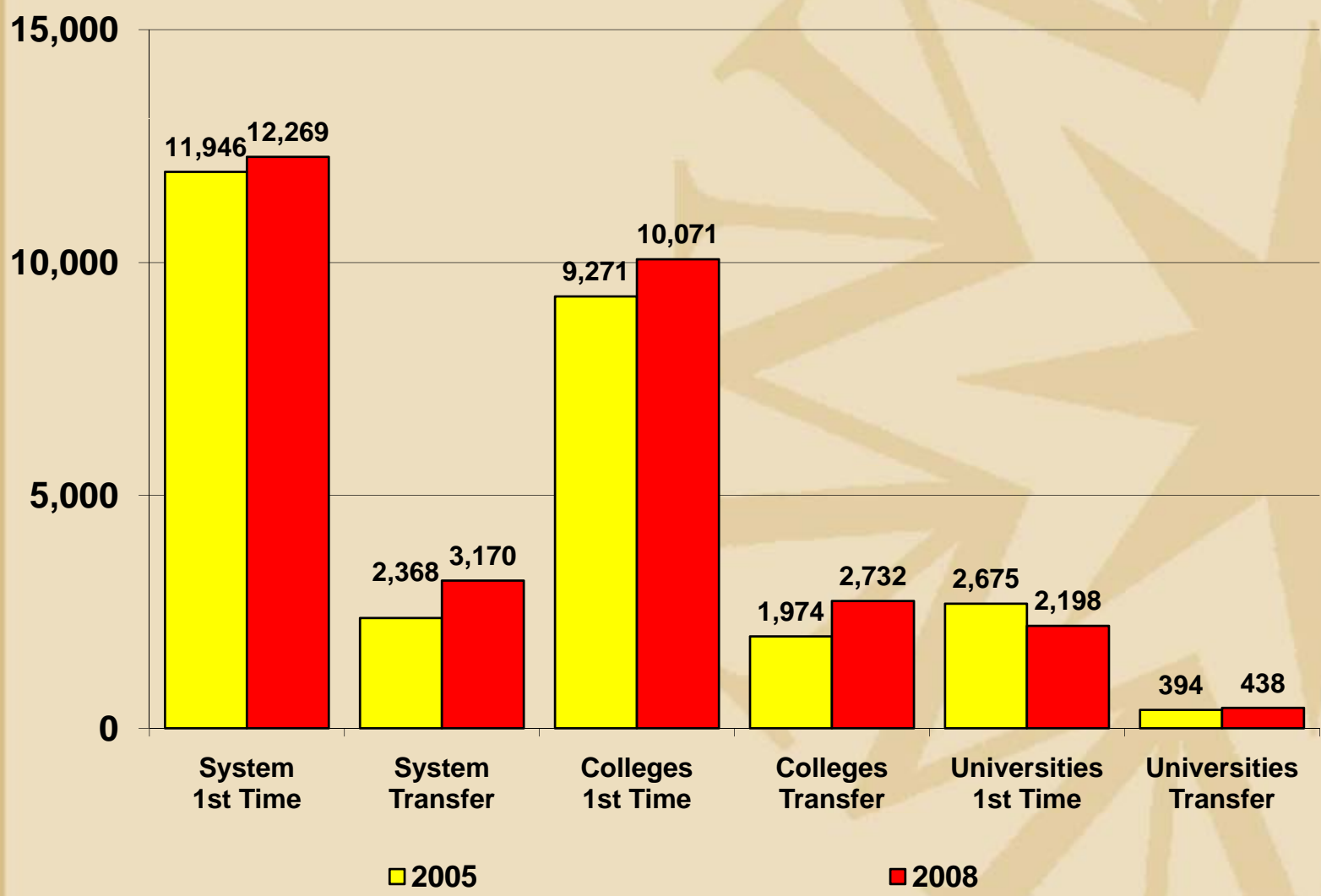


Figure 6: Percent of Students Taking Developmental Courses in First Two Years

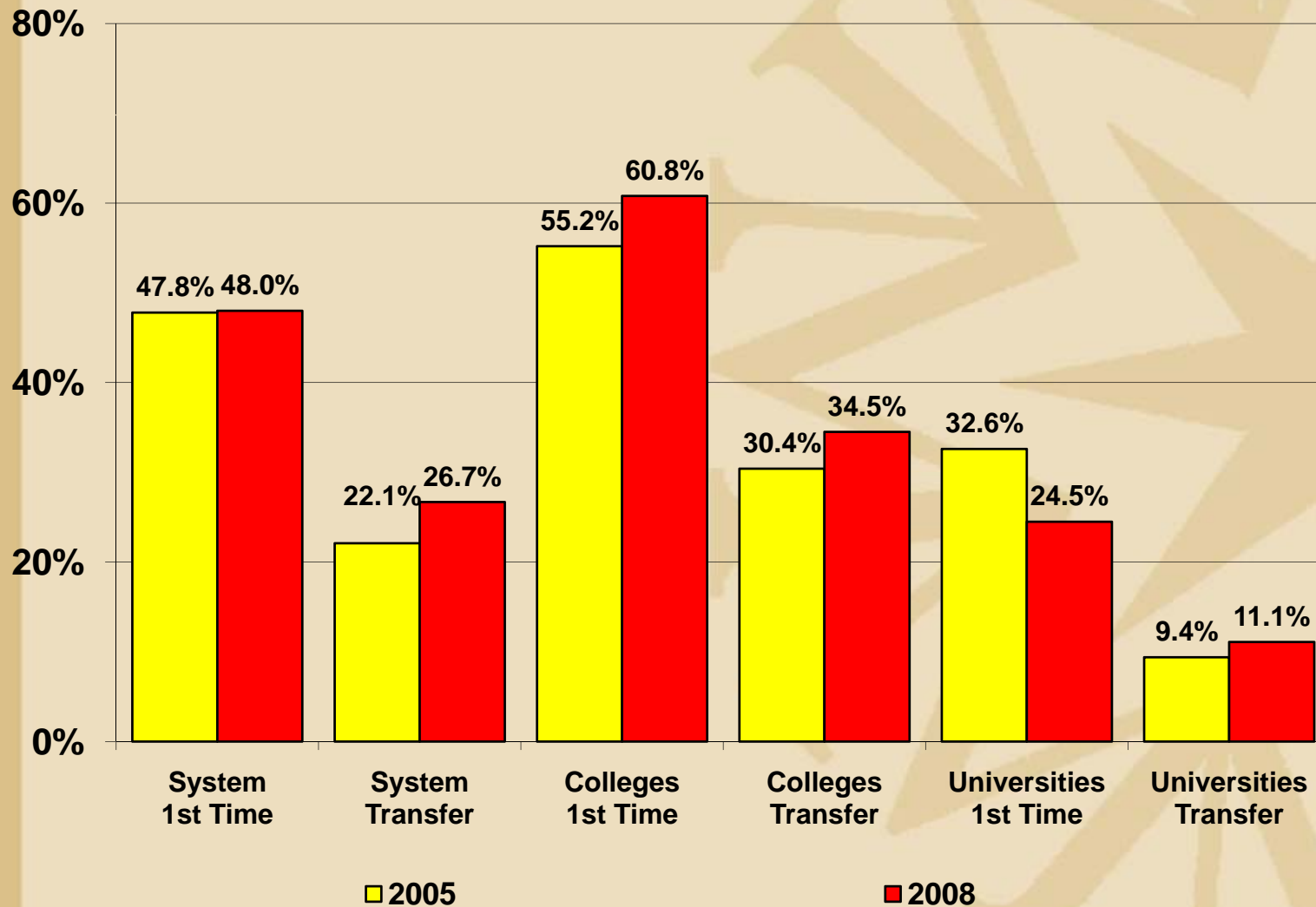


Figure 7: Underrepresented Students Are More Likely to Take Developmental Courses

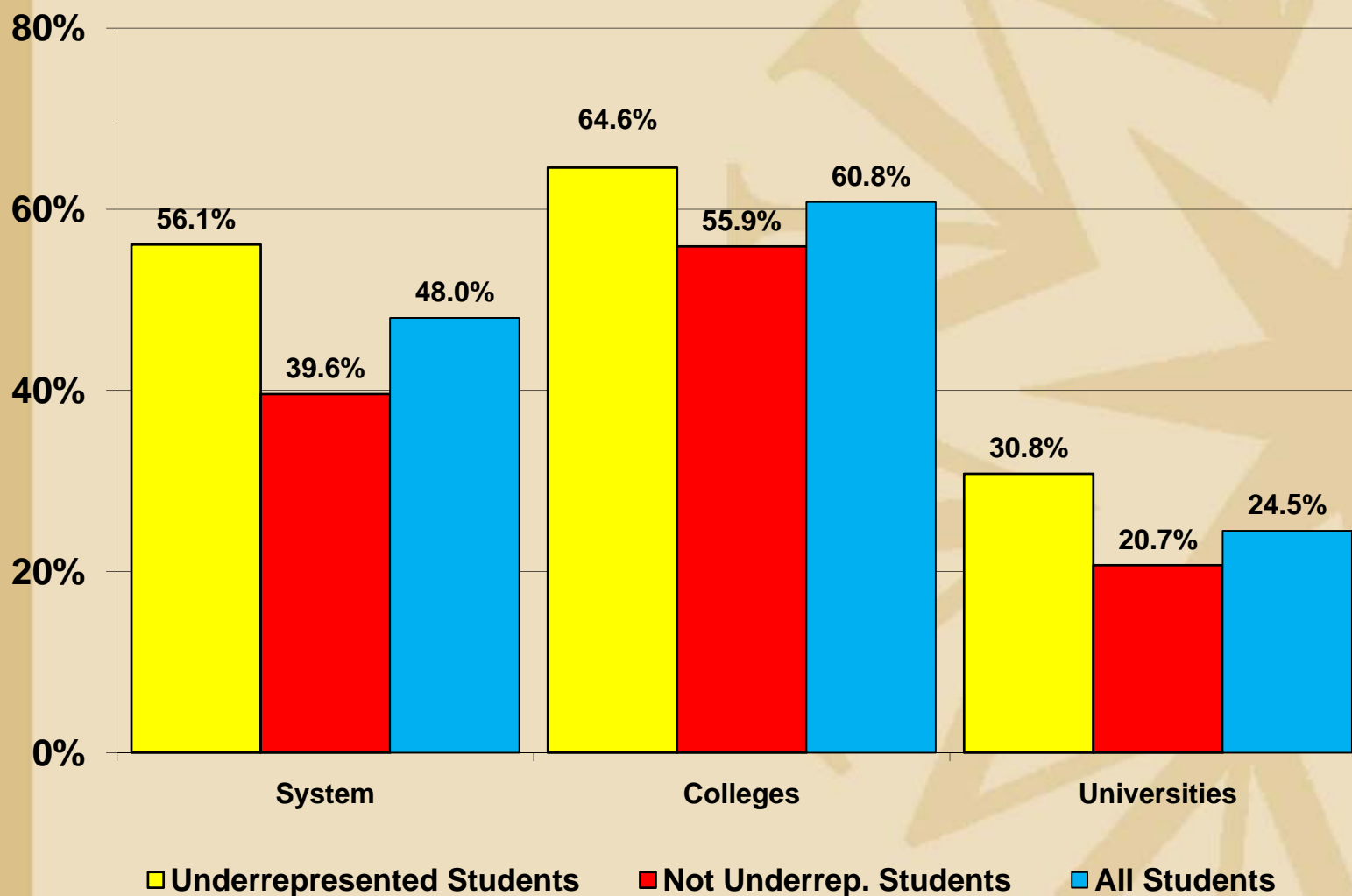


Figure 8: Students of Color Are More Likely to Take Developmental Courses

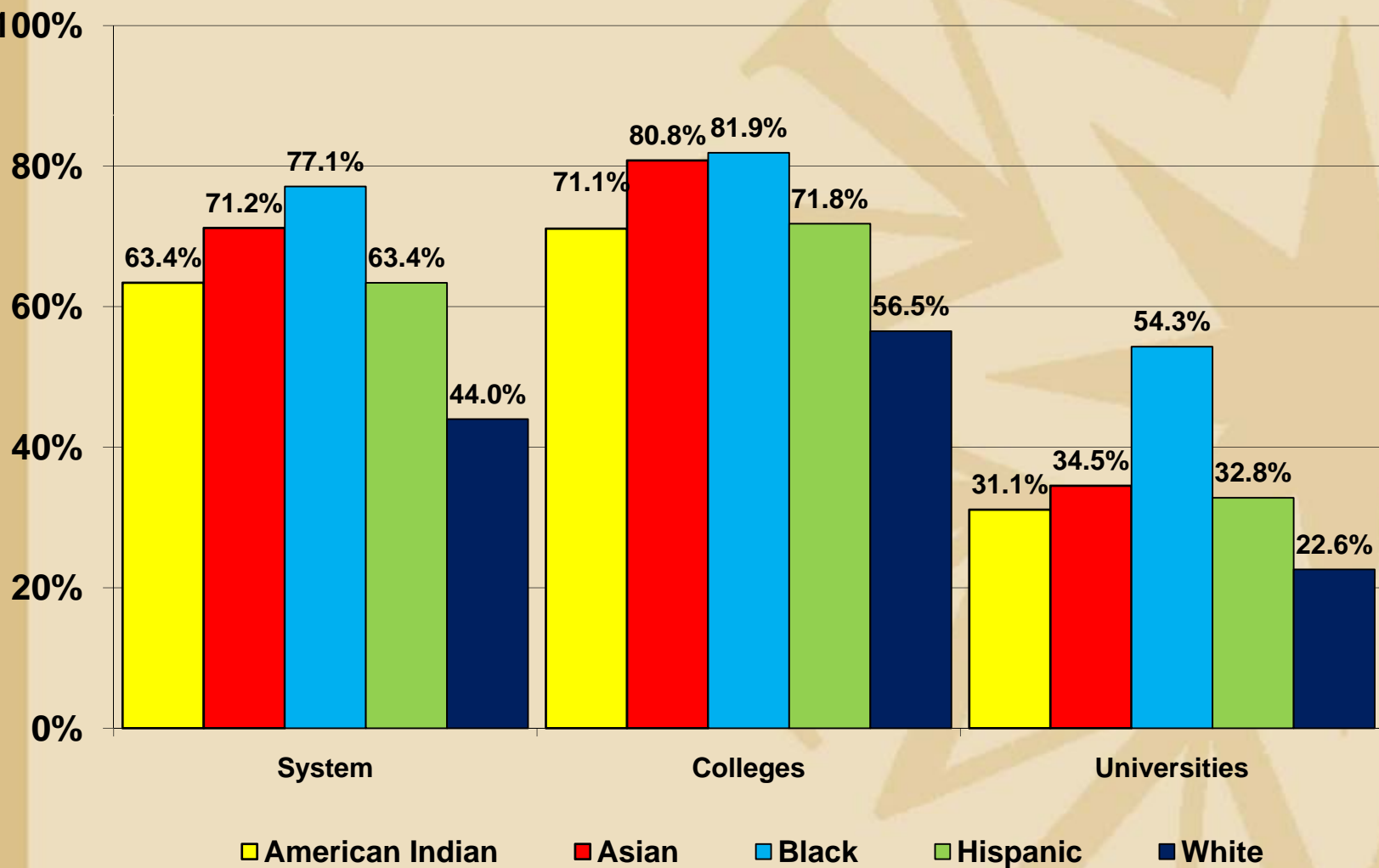


Figure 9: First Generation Students Are More Likely to Take Developmental Courses

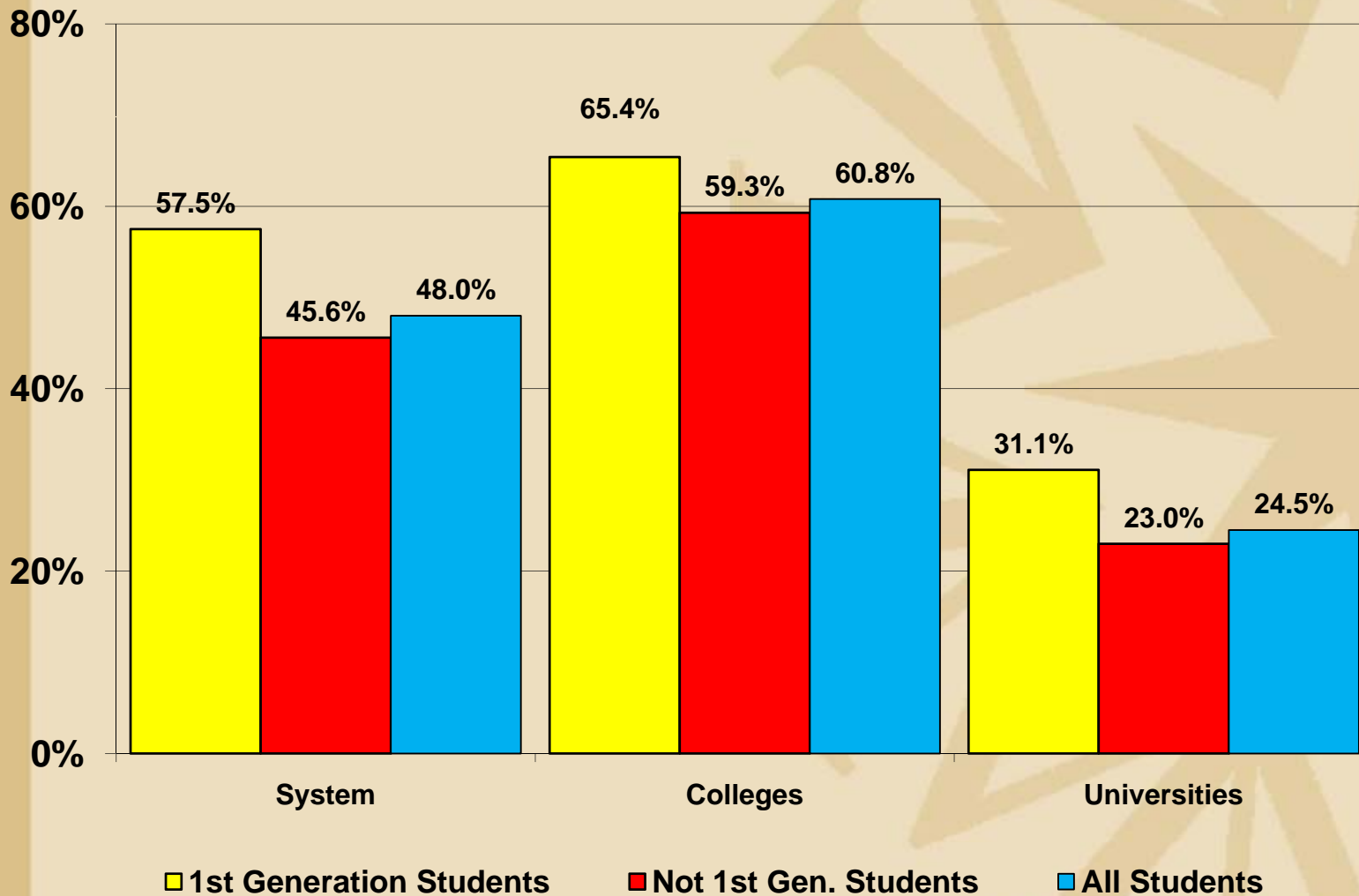


Figure 10: Low Income Students Are More Likely to Take Developmental Courses

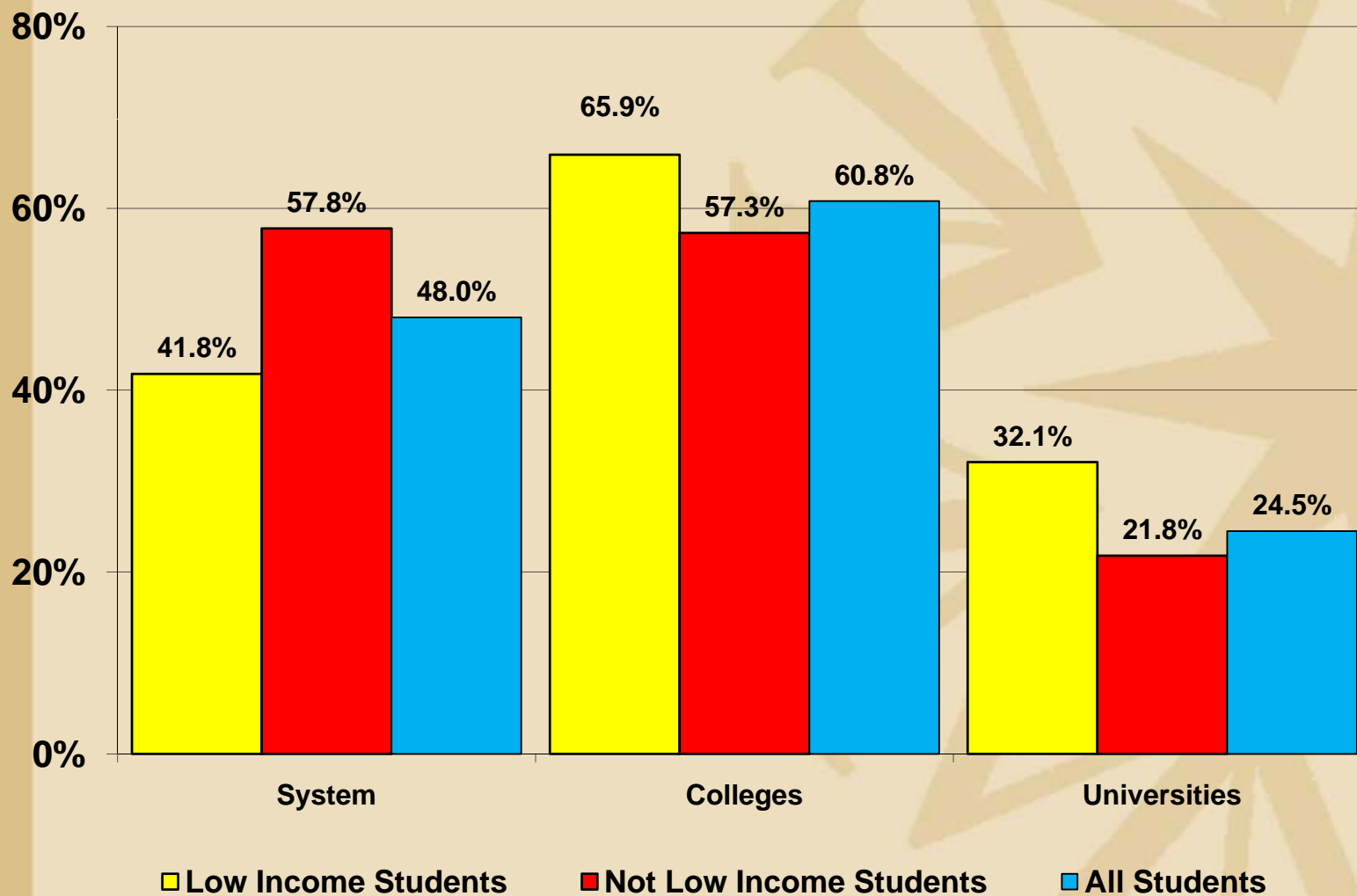


Figure 11: Female Students Are More Likely to Take Developmental Courses

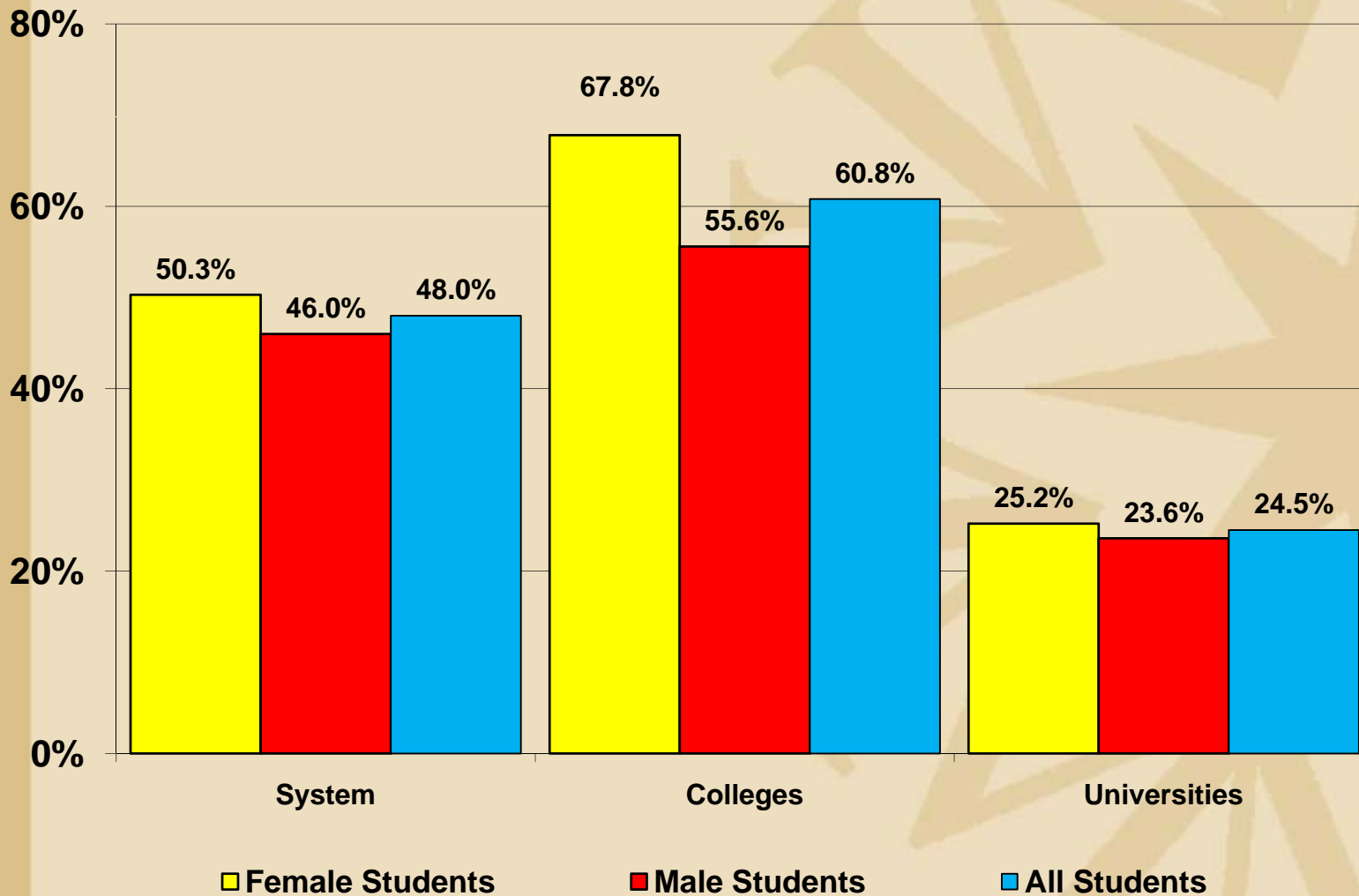


Figure 12: Students of Color Taking Dev. Courses Have Higher Persistence & Completion Rates at the Colleges

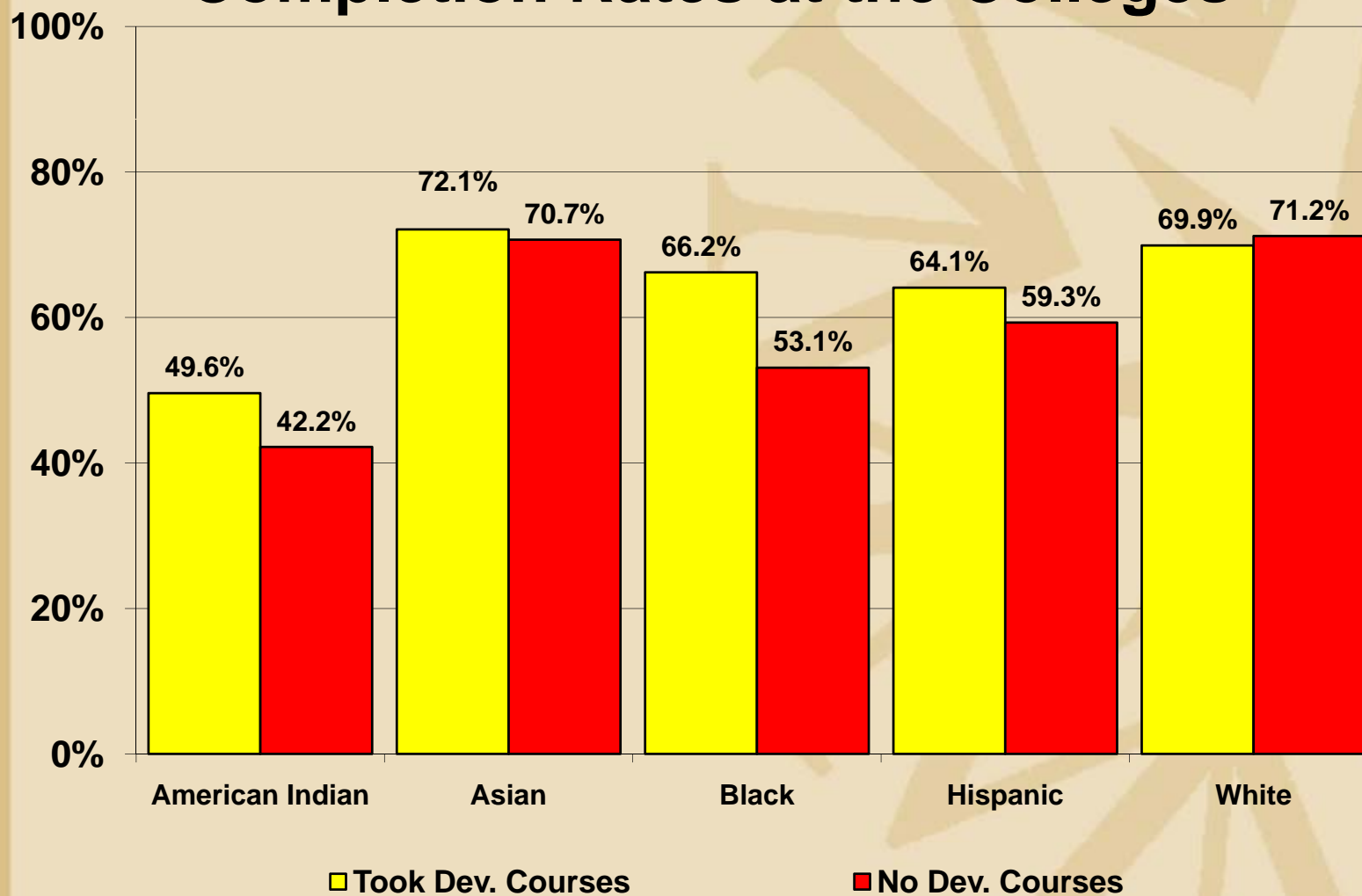
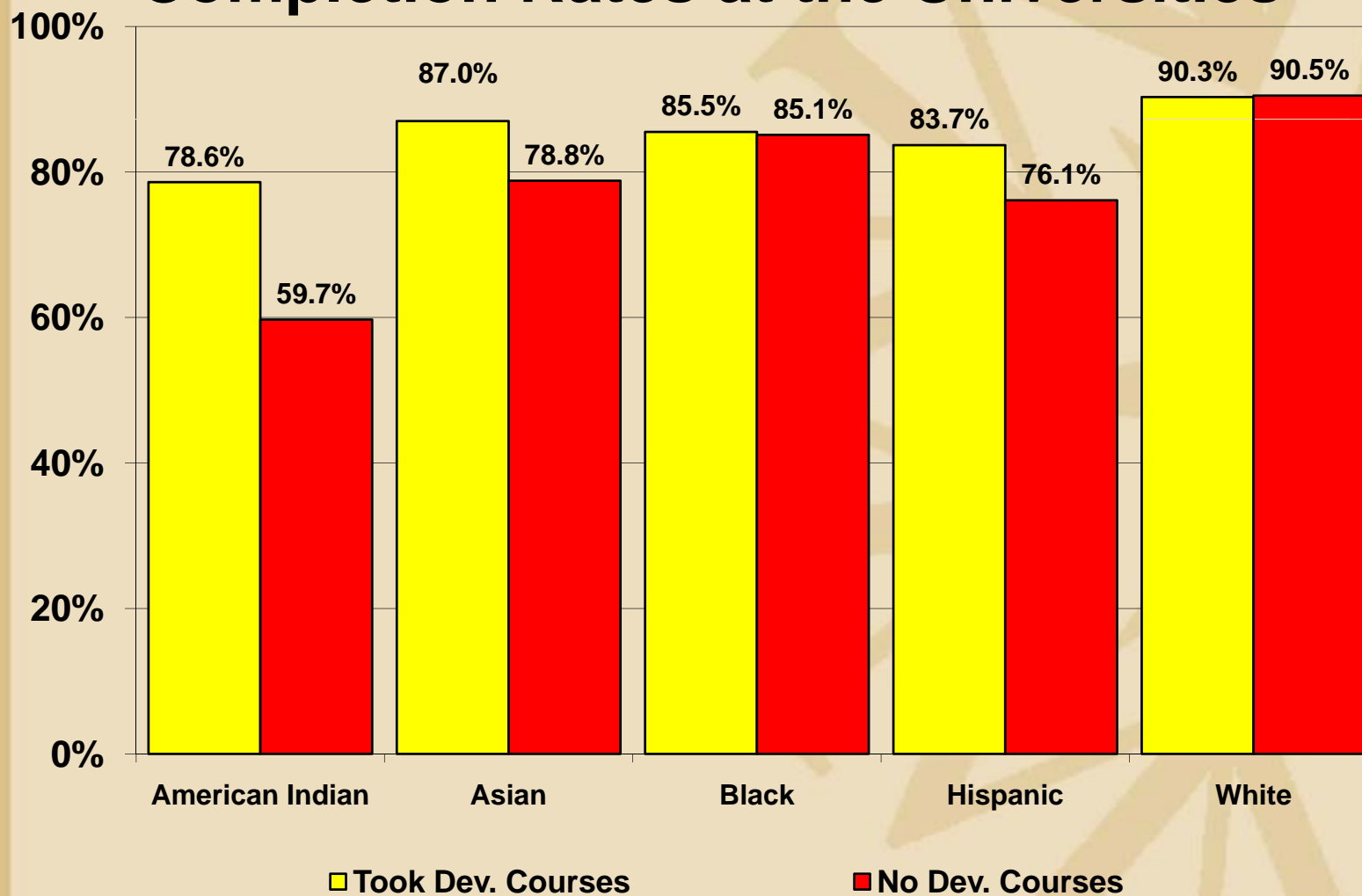
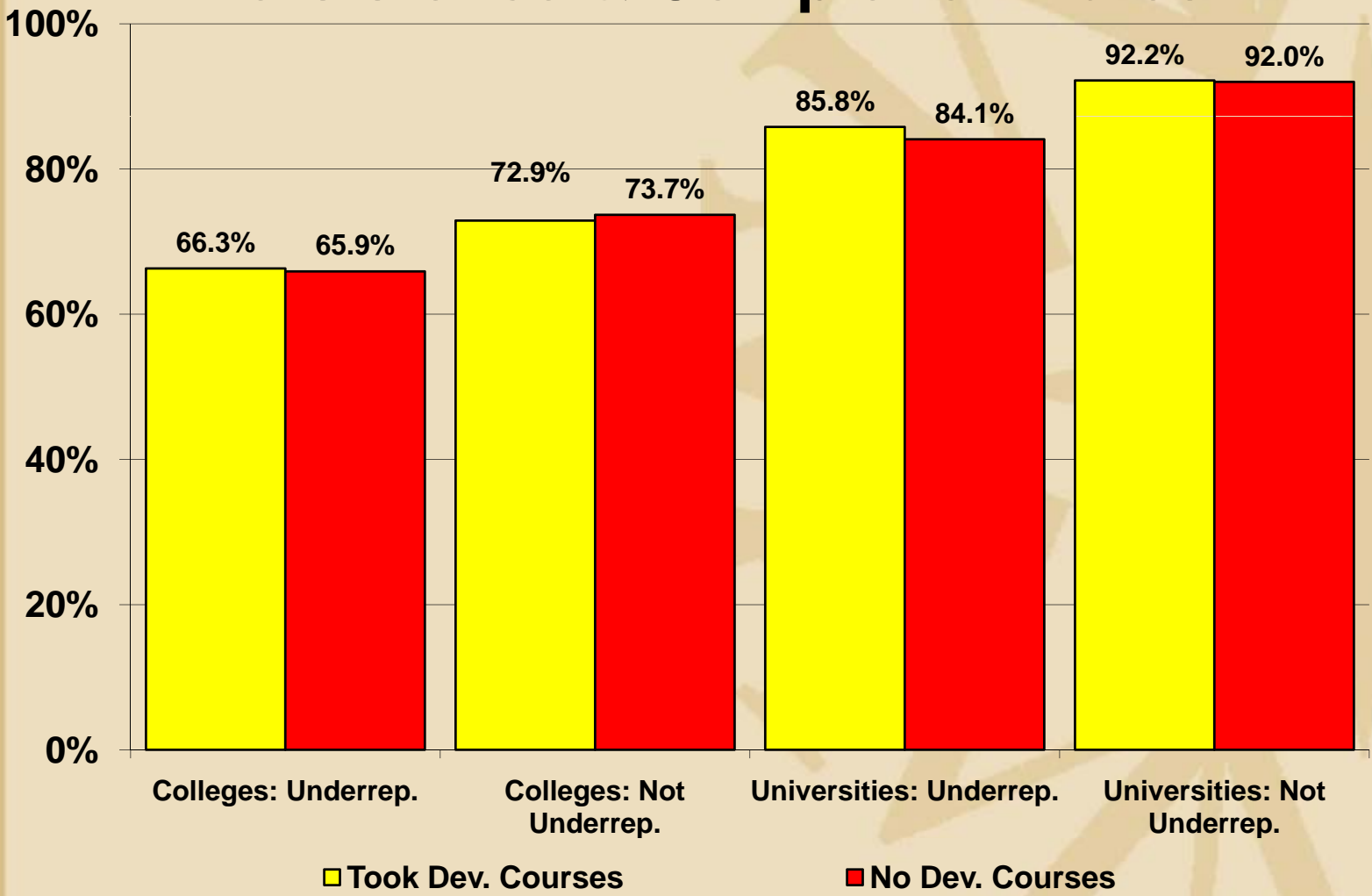


Figure 13: Students of Color Taking Dev. Courses Have Higher Persistence & Completion Rates at the Universities



Fall 2009 Persistence & Completion Rate for First-Time

Figure 14: Underrepresented Students Taking Dev. Courses Have Comparable Persistence & Completion Rates



Key Points

1. Developmental courses and enrollments are increasing at the colleges and decreasing or stable at the universities.
2. 50% of developmental FYE at the colleges and 80% at the universities is in Mathematics courses.
3. Estimated direct expenditures for developmental courses were \$29.5 million in FY 2009.

Key Points

4. The system's percent of fall entering students taking developmental courses has been stable since increases at the colleges were offset by decreases at the universities.
5. Underrepresented students and female students are more likely to take developmental courses.



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Key Points

6. Students of color that take developmental courses have higher persistence & completion rates than students who don't take these courses.
7. Underrepresented students that take developmental courses have persistence & completion rates that are comparable to those of students who don't take these courses.