



## Data Summary for Graduation Task Force: Developmental Students Subgroup

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## Cohort Overview

This report shows demographic information and success rates (graduation, transfers and retention, starting on [page 14](#)) for Developmental Students, any student placement in at least one developmental course, including English as a Second Language (ESL).

The developmental cohort is split into two additional groups, ESL and DEV, based on the lowest level of language placement tests at the start of each student's career at MCTC. If students placed into at least one of three ESL courses (Writing, Reading, Listening) the student was counted as ESL. DEV are developmental students in English-language developmental courses (such as READ 200 or ENGL 900). Math developmental course were not considered when categorizing developmental students.

This report uses fall-entering cohorts defined by MNSCU. A cohort is a group of students who enter a college or a program at the same time. Fall-Entering cohorts used in this report are students who began coursework at MCTC in the Fall term or took Fall term classes but began the preceding summer term. All three cohorts selected for this report have had at least three years since initial enrollment. High school students enrolled in courses at MCTC were excluded from the cohorts.

For each piece of information, the data is also provided for the overall MCTC student cohort who enrolled at the same time.

The Developmental student population differs from the overall MCTC student cohort. For example:

- Developmental students have a different ethnic distribution than the overall MCTC student cohort ([see page 4](#)).
- Developmental students are more likely to be a low-income student ([see page 7](#)), a first-generation student ([see page 8](#)) and a recent High School graduate than the overall MCTC cohorts ([see page 13](#)).
- Developmental students have lower graduation rates after three years than the overall MCTC cohorts. (see [page 14](#) and [page 15](#)).

## Cohort Demographics

**Table 1: Overall Cohort by Race/Ethnicity**

Entering Term	Cohort N	American Indian		Asian or Pacific Islander		Black or African American		International Student		Hispanic or Latino		White		Unknown	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	2,347	52	2.2%	140	6.0%	606	25.8%	42	1.8%	99	4.2%	1,324	56.4%	84	3.6%
Fall 2005	2,715	84	3.1%	148	5.5%	732	27.0%	47	1.7%	111	4.1%	1,539	56.7%	54	2.0%
Fall 2006	3,077	71	2.3%	218	7.1%	927	30.1%	44	1.4%	135	4.4%	1,649	53.6%	33	1.1%

**Table 2: Developmental Students by Ethnicity**

Entering Term	Level	Cohort N	American Indian or Alaska Native		Asian or Pacific Islander		Black or African American		International Student		Hispanic or Latino		White		Unknown	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Developmental Fall 2004</b>		<b>735</b>	<b>24</b>	<b>3.3%</b>	<b>68</b>	<b>9.3%</b>	<b>373</b>	<b>50.7%</b>	<b>21</b>	<b>2.9%</b>	<b>47</b>	<b>6.4%</b>	<b>182</b>	<b>24.8%</b>	<b>20</b>	<b>2.7%</b>
	DEV	479	23	4.8%	25	5.2%	242	50.5%	2	0.4%	12	2.5%	162	33.8%	13	2.7%
	ESL	256	1	0.4%	43	16.8%	131	51.2%	19	7.4%	35	13.7%	20	7.8%	7	2.7%
<b>Developmental Fall 2005</b>		<b>940</b>	<b>46</b>	<b>4.9%</b>	<b>66</b>	<b>7.0%</b>	<b>477</b>	<b>50.7%</b>	<b>33</b>	<b>3.5%</b>	<b>65</b>	<b>6.9%</b>	<b>243</b>	<b>25.9%</b>	<b>10</b>	<b>1.1%</b>
	DEV	628	44	7.0%	19	3.0%	327	52.1%	2	0.3%	14	2.2%	216	34.4%	6	1.0%
	ESL	312	2	0.6%	47	15.1%	150	48.1%	31	9.9%	51	16.3%	27	8.7%	4	1.3%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>29</b>	<b>2.6%</b>	<b>110</b>	<b>9.9%</b>	<b>596</b>	<b>53.5%</b>	<b>29</b>	<b>2.6%</b>	<b>85</b>	<b>7.6%</b>	<b>258</b>	<b>23.1%</b>	<b>8</b>	<b>0.7%</b>
	DEV	723	28	3.9%	29	4.0%	398	55.0%	5	0.7%	28	3.9%	228	31.5%	7	1.0%
	ESL	392	1	0.3%	81	20.7%	198	50.5%	24	6.1%	57	14.5%	30	7.7%	1	0.3%

**Table 3: Overall Cohort by Gender**

Entering Term	Cohort N	Female		Male		Unknown	
		N	%	N	%	N	%
Fall 2004	2347	1198	51.0%	1105	47.1%	44	1.9%
Fall 2005	2715	1374	50.6%	1323	48.7%	18	0.7%
Fall 2006	3077	1645	53.5%	1425	46.3%	7	0.2%

**Table 4: Developmental Students by Gender**

Entering Term	Level	Cohort N	Female		Male	
			N	%	N	%
<b>Developmental Fall 2004</b>		<b>735</b>	<b>406</b>	<b>55.2%</b>	<b>327</b>	<b>44.5%</b>
	DEV	479	269	56.2%	208	43.4%
	ESL	256	137	53.5%	119	46.5%
<b>Developmental Fall 2005</b>		<b>940</b>	<b>525</b>	<b>55.9%</b>	<b>415</b>	<b>44.1%</b>
	DEV	628	367	58.4%	261	41.6%
	ESL	312	158	50.6%	154	49.4%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>613</b>	<b>55.0%</b>	<b>502</b>	<b>45.0%</b>
	DEV	723	408	56.4%	315	43.6%
	ESL	392	205	52.3%	187	47.7%

Cohort by Age Group

Table 5: Overall Cohort by Age Group

Entering Term	Cohort N	<20		20-24		25-34		35-44		Over 44		Unknown Age	
		N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	2,347	582	24.8%	822	35.0%	572	24.4%	190	8.1%	99	4.2%	82	3.5%
Fall 2005	2,715	736	27.1%	919	33.8%	646	23.8%	193	7.1%	124	4.6%	97	3.6%
Fall 2006	3,077	897	29.2%	1,045	34.0%	697	22.7%	237	7.7%	123	4.0%	78	2.5%

Table 6: Developmental Students by Age Group

Entering Term	Level	Cohort N	<20		20-24		25-34		35-44		Over 44		Unknown Age	
			N	%	N	%	N	%	N	%	N	%	N	%
<b>Developmental Fall 2004</b>		<b>735</b>	<b>239</b>	<b>32.5%</b>	<b>231</b>	<b>31.4%</b>	<b>153</b>	<b>20.8%</b>	<b>74</b>	<b>10.1%</b>	<b>38</b>	<b>5.2%</b>	<b>0</b>	<b>0.0%</b>
	DEV	479	166	34.7%	145	30.3%	95	19.8%	45	9.4%	28	5.8%	0	0.0%
	ESL	256	73	28.5%	86	33.6%	58	22.7%	29	11.3%	10	3.9%	0	0.0%
<b>Developmental Fall 2005</b>		<b>940</b>	<b>299</b>	<b>31.8%</b>	<b>318</b>	<b>33.8%</b>	<b>194</b>	<b>20.6%</b>	<b>83</b>	<b>8.8%</b>	<b>45</b>	<b>4.8%</b>	<b>1</b>	<b>0.1%</b>
	DEV	628	227	36.1%	198	31.5%	112	17.8%	55	8.8%	35	5.6%	1	0.2%
	ESL	312	72	23.1%	120	38.5%	82	26.3%	28	9.0%	10	3.2%	0	0.0%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>419</b>	<b>37.6%</b>	<b>341</b>	<b>30.6%</b>	<b>220</b>	<b>19.7%</b>	<b>83</b>	<b>7.4%</b>	<b>48</b>	<b>4.3%</b>	<b>4</b>	<b>0.4%</b>
	DEV	723	315	43.6%	196	27.1%	118	16.3%	55	7.6%	36	5.0%	3	0.4%
	ESL	392	104	26.5%	145	37.0%	102	26.0%	28	7.1%	12	3.1%	1	0.3%

### Cohort by Income Status

Low-Income status is defined as a student's eligibility for a Federal Pell Grant. Only those who apply for financial aid provide this information to the school so many students will have an Unknown Status. It is the best measure available but the number of Unknowns will be larger than other measures used in this report.

**Table 7: Overall Cohort Income Status**

Entering Term	Cohort N	Low Income		Not Low Income		Unknown	
		N	%	N	%	N	%
Fall 2004	2,347	905	38.6%	544	23.2%	898	38.3%
Fall 2005	2,715	1,039	38.3%	661	24.3%	1,015	37.4%
Fall 2006	3,077	1,263	41.0%	813	26.4%	1,001	32.5%

**Table 8: Developmental Students Income Status**

Entering Term	Level	Cohort N	Low Income		Not Low Income		Unknown	
			N	%	N	%	N	%
<b>Developmental Fall 2004</b>		<b>735</b>	<b>474</b>	<b>64.5%</b>	<b>84</b>	<b>11.4%</b>	<b>177</b>	<b>24.1%</b>
	DEV	479	318	66.4%	63	13.2%	98	20.5%
	ESL	256	156	60.9%	21	8.2%	79	30.9%
<b>Developmental Fall 2005</b>		<b>940</b>	<b>563</b>	<b>59.9%</b>	<b>162</b>	<b>17.2%</b>	<b>215</b>	<b>22.9%</b>
	DEV	628	399	63.5%	122	19.4%	107	17.0%
	ESL	312	164	52.6%	40	12.8%	108	34.6%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>690</b>	<b>61.9%</b>	<b>186</b>	<b>16.7%</b>	<b>239</b>	<b>21.4%</b>
	DEV	723	439	60.7%	144	19.9%	140	19.4%
	ESL	392	251	64.0%	42	10.7%	99	25.3%

### Cohort by First-Generation Status

A first-generation student is defined by the Minnesota State Legislature, for accountability purposes, as a student neither of whose parents attended college.

**Table 9: Overall Cohort First-Generation Status**

Entering Term	Cohort N	Yes		No		Unknown	
		N	%	N	%	N	%
Fall 2004	2,347	838	35.7%	1277	54.4%	232	9.9%
Fall 2005	2,715	629	23.2%	2018	74.3%	68	2.5%
Fall 2006	3,077	738	24.0%	2270	73.8%	69	2.2%

**Table 10: Developmental Students First-Generation Status**

Entering Term	Level	Cohort N	Yes		No		Unknown	
			N	%	N	%	N	%
<b>Developmental Fall 2004</b>		<b>735</b>	<b>354</b>	<b>48.2%</b>	<b>352</b>	<b>47.9%</b>	<b>29</b>	<b>3.9%</b>
	DEV	479	241	50.3%	228	47.6%	10	2.1%
	ESL	256	113	44.1%	124	48.4%	19	7.4%
<b>Developmental Fall 2005</b>		<b>940</b>	<b>334</b>	<b>35.5%</b>	<b>604</b>	<b>64.3%</b>	<b>2</b>	<b>0.2%</b>
	DEV	628	202	32.2%	425	67.7%	1	0.2%
	ESL	312	132	42.3%	179	57.4%	1	0.3%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>384</b>	<b>34.4%</b>	<b>709</b>	<b>63.6%</b>	<b>22</b>	<b>2.0%</b>
	DEV	723	198	27.4%	515	71.2%	10	1.4%
	ESL	392	186	47.4%	194	49.5%	12	3.1%

\*Fall 2006 is the first term of students enrolling in MCTC through the Power of YOU (POY) program. POY was created to address the real and perceived financial barriers to college for students in Minneapolis and St. Paul public schools, especially students of color and low-income students.



### Cohort by Academic Preparation Status

The following tables show the placement for students for Reading/Writing courses and Math courses as of the initial term at MCTC. Writing placements are currently determined by Reading placement. The entry course for Language Arts and Math is determined by placement testing through the Accuplacer system before enrolling. Some students take placement tests after completing coursework at MCTC. To measure college preparedness, the highest score available through the end of the first term is used for these purposes.

The table below shows the distribution of placement scores for the overall MCTC cohort for reading.

**Table 11: Overall Cohort Academic Placements: Reading**

Entering Term	Cohort N	ABE		ESL 0032		ESL 0042		ESL 0052		READ 100		READ 200		College-Level*		Unknown	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	2,347	39	1.7%	3	0.1%	76	3.2%	61	2.6%	128	5.5%	268	11.4%	1,424	60.7%	348	14.8%
Fall 2005	2,715	13	0.5%	44	1.6%	106	3.9%	102	3.8%	175	6.4%	334	12.3%	1,579	58.2%	362	13.3%
Fall 2006	3,077	6	0.2%	67	2.2%	113	3.7%	126	4.1%	173	5.6%	399	13.0%	1,910	62.1%	283	9.2%

*\*Includes students who were exempted from taking any READ classes.*

Cohort by Academic Preparation Status (continued)

**Table 13: Overall Cohort Academic Placements: Math**

Entering Term	Cohort N	ABE		Math 60		Math 70		Math 80		College-Level*		Unknown	
		N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	2,347	353	15.0%	321	13.7%	739	31.5%	217	9.2%	161	6.9%	556	23.7%
Fall 2005	2,715	443	16.3%	598	22.0%	427	15.7%	348	12.8%	315	11.6%	584	21.5%
Fall 2006	3,077	517	16.8%	705	22.9%	445	14.5%	415	13.5%	333	10.8%	662	21.5%

**Table 14: Developmental Students Academic Placements: Math**

Entering Term	Level	Cohort N	ABE		Math 60		Math 70		Math 80		College-Level*		Unknown	
			N	%	N	%	N	%	N	%	N	%	N	%
<b>Developmental Fall 2004</b>		<b>735</b>	<b>261</b>	<b>35.5%</b>	<b>169</b>	<b>23.0%</b>	<b>182</b>	<b>24.8%</b>	<b>43</b>	<b>5.9%</b>	<b>29</b>	<b>3.9%</b>	<b>51</b>	<b>6.9%</b>
	DEV	479	194	40.5%	134	28.0%	121	25.3%	6	1.3%	4	0.8%	20	4.2%
	ESL	256	67	26.2%	35	13.7%	61	23.8%	37	14.5%	25	9.8%	31	12.1%
<b>Developmental Fall 2005</b>		<b>940</b>	<b>348</b>	<b>37.0%</b>	<b>320</b>	<b>34.0%</b>	<b>90</b>	<b>9.6%</b>	<b>87</b>	<b>9.3%</b>	<b>35</b>	<b>3.7%</b>	<b>60</b>	<b>6.4%</b>
	DEV	628	272	43.3%	221	35.2%	68	10.8%	24	3.8%	5	0.8%	38	6.1%
	ESL	312	76	24.4%	99	31.7%	22	7.1%	63	20.2%	30	9.6%	22	7.1%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>391</b>	<b>35.1%</b>	<b>392</b>	<b>35.2%</b>	<b>99</b>	<b>8.9%</b>	<b>120</b>	<b>10.8%</b>	<b>46</b>	<b>4.1%</b>	<b>67</b>	<b>6.0%</b>
	DEV	723	310	42.9%	259	35.8%	72	10.0%	42	5.8%	7	1.0%	33	4.6%
	ESL	392	81	20.7%	133	33.9%	27	6.9%	78	19.9%	39	9.9%	34	8.7%

\*Includes students who were exempted from taking any Math classes.

Cohort by Enrollment Status

**Table 15: Overall Cohort by Enrollment Status**

Entering Term	Cohort N	Full-Time Students		Part-Time Students	
		N	%	N	%
Fall 2004	2,347	1,142	48.7%	1,205	51.3%
Fall 2005	2,715	1,313	48.4%	1,402	51.6%
Fall 2006	3,077	1,452	47.2%	1,625	52.8%

**Table 16: Developmental Students by Enrollment Status**

Entering Term	Level	Cohort N	Full-Time Students		Part-Time Students	
			N	%	N	%
<b>Developmental Fall 2004</b>		<b>735</b>	<b>345</b>	<b>46.9%</b>	<b>390</b>	<b>53.1%</b>
	DEV	479	214	44.7%	265	55.3%
	ESL	256	131	51.2%	125	48.8%
<b>Developmental Fall 2005</b>		<b>940</b>	<b>420</b>	<b>44.7%</b>	<b>520</b>	<b>55.3%</b>
	DEV	628	307	48.9%	321	51.1%
	ESL	312	113	36.2%	199	63.8%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>521</b>	<b>46.7%</b>	<b>594</b>	<b>53.3%</b>
	DEV	723	340	47.0%	383	53.0%
	ESL	392	181	46.2%	211	53.8%

## Cohort by Admission Status

**Table 17: Overall Cohort Admission Status**

Entering Term	Cohort N	Undergrad Regular		Undergrad Transfer		Other Undergrad	
		N	%	N	%	N	%
Fall 2004	<i>Transfer students were miscoded prior to Fall 2005. No data available is available.</i>						
Fall 2005	2,715	1,342	49.4%	985	36.3%	388	14.3%
Fall 2006	3,077	1,463	47.5%	1,232	40.0%	382	12.4%

**Table 18: Developmental Students by Admission Status**

Entering Term	Level	Cohort N	Undergrad Regular		Undergrad Transfer		Other Undergrad	
			N	%	N	%	N	%
<b>Developmental Fall 2004</b>	<i>Transfer students were miscoded prior to Fall 2005. No data available is available.</i>							
<b>Developmental Fall 2005</b>		<b>940</b>	<b>718</b>	<b>76.4%</b>	<b>165</b>	<b>17.6%</b>	<b>57</b>	<b>6.1%</b>
	DEV	628	469	74.7%	121	19.3%	38	6.1%
	ESL	312	249	79.8%	44	14.1%	19	6.1%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>833</b>	<b>74.7%</b>	<b>216</b>	<b>19.4%</b>	<b>66</b>	<b>5.9%</b>
	DEV	723	526	72.8%	160	22.1%	37	5.1%
	ESL	392	307	78.3%	56	14.3%	29	7.4%

*Undergrad Regular = First-time college students who have enrolled in a degree program at MCTC.*

*Undergrad Transfer = Transfer students who have prior college credits who have enrolled in a degree program at MCTC.*

*Other Undergrad = Students who are not enrolled in a degree program at MCTC.*

### Cohort by Recent High School Graduate Status

A student is defined as a recent high school graduate if the student graduates between January 1 and August 31 and enrolls at MCTC for the Fall Semester of the same year.

**Table 19: Overall Recent High School Graduates**

Entering Term	Cohort N	Recent High School Graduates	
		N	%
Fall 2004	2,347	415	17.7%
Fall 2005	2,715	535	19.7%
Fall 2006	3,077	755	24.5%

**Table 20: Developmental Students High School Graduates**

Entering Term	Level	Cohort N	Recent High School Graduates	
			N	%
<b>Developmental Fall 2004</b>		<b>735</b>	<b>207</b>	<b>28.2%</b>
	DEV	479	142	29.6%
	ESL	256	65	25.4%
<b>Developmental Fall 2005</b>		<b>940</b>	<b>269</b>	<b>28.6%</b>
	DEV	628	179	28.5%
	ESL	312	90	28.8%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>413</b>	<b>37.0%</b>
	DEV	723	274	37.9%
	ESL	392	139	35.5%

### Three-Year Success Rates

The Fall Cohorts selected for this report had at least three years since initial enrollment (150% of the time required to complete a two-year degree). Graduates were measured at the completion of the third spring term for each cohort. Transfers to other schools and retention at MCTC were measured at the start of the fourth fall semester for each cohort.

At the three-year mark, students are placed into mutually exclusive categories: Graduates, Transfers or Retained. If a student falls in more than one category, the preceding is the order of precedence applied. These three groups are combined for an overall “Success” rate. The inverse of the Success rate is the cohort’s attrition rate, students who neither graduated nor are enrolled at any school, MCTC or otherwise.

Transfer data was obtained from the National Student Clearinghouse (NSC) based on matching student’s name and date-of-birth (DOB). Approximately 75% of the students submitted had matches in the NSC database based on the provided search dates. Students who did not attend another school after MCTC would not have a match. Also, of the matching records submitted, 1.2% were blocked by either a school or student from reporting data.

In addition, Transfers are split into two categories: transfers to two-year schools and transfers to four-year schools.

**Table 21: Overall Recent High School Graduates**

Entering Term	Cohort N	Graduates		Transfers				Retained		Success	
				Two-Year School		Four-Year School					
		N	%	N	%	N	%	N	%	N	%
Fall 2004	2,347	479	20.4%	256	10.9%	265	11.3%	303	12.9%	1303	55.5%
Fall 2005	2,715	598	22.0%	292	10.8%	324	11.9%	317	11.7%	1531	56.4%
Fall 2006	3,077	586	19.0%	484	15.7%	424	13.8%	357	11.6%	1851	60.2%

*(Three-Year Success Rates continued on following page...)*

Three-Year Success Rates (continued)

Table 22: Developmental Students High School Graduates

Entering Term	Level	Cohort N	Graduates		Transfers				Retained		Success	
					Two-Year School		Four-Year School					
			N	%	N	%	N	%	N	%	N	%
<b>Developmental Fall 2004</b>		<b>735</b>	<b>99</b>	<b>13.5%</b>	<b>91</b>	<b>12.4%</b>	<b>38</b>	<b>5.2%</b>	<b>110</b>	<b>15.0%</b>	<b>338</b>	<b>46.0%</b>
	DEV	479	48	10.0%	65	13.6%	25	5.2%	51	10.6%	189	39.5%
	ESL	256	51	19.9%	26	10.2%	13	5.1%	59	23.0%	149	58.2%
<b>Developmental Fall 2005</b>		<b>940</b>	<b>136</b>	<b>14.5%</b>	<b>126</b>	<b>13.4%</b>	<b>59</b>	<b>6.3%</b>	<b>132</b>	<b>14.0%</b>	<b>453</b>	<b>48.2%</b>
	DEV	628	82	13.1%	92	14.6%	44	7.0%	66	10.5%	284	45.2%
	ESL	312	54	17.3%	34	10.9%	15	4.8%	66	21.2%	169	54.2%
<b>Developmental Fall 2006</b>		<b>1,115</b>	<b>145</b>	<b>13.0%</b>	<b>221</b>	<b>19.8%</b>	<b>73</b>	<b>6.5%</b>	<b>180</b>	<b>16.1%</b>	<b>619</b>	<b>55.5%</b>
	DEV	723	84	11.6%	150	20.7%	51	7.1%	82	11.3%	367	50.8%
	ESL	392	61	15.6%	71	18.1%	22	5.6%	98	25.0%	252	64.3%

### Three-Year Success Rates (continued)

The following tables take a closer look at the transfer students in Table 21 and Table 22 (see [page 14](#) and [page 15](#)).

Each transfer student was categorized based on the cumulative GPA earned after the last semester of attendance at MCTC, those students transferring with a GPA of 2.0 or greater and those transferring with a GPA less than 2.0.

**Table 23: Overall GPA at Transfer**

Entering Term	Two-year school Transfers				Four-year school Transfers					
	Total Transfers	GPA: 2.0 or greater		GPA: Less than 2.0		Total Transfers	GPA: 2.0 or greater		GPA: Less than 2.0	
		N	%	N	%		N	%	N	%
Fall 2004	256	114	44.5%	142	55.5%	265	212	80.0%	53	20.0%
Fall 2005	292	127	43.5%	165	56.5%	324	258	79.6%	66	20.4%
Fall 2006	484	217	44.8%	267	55.2%	424	334	78.8%	90	21.2%

**Table 24: Developmental Students GPA at Transfer**

Entering Term	Level	Two-year school Transfers				Four-year school Transfers					
		Total Transfers	GPA: 2.0 or greater		GPA: Less than 2.0		Total Transfers	GPA: 2.0 or greater		GPA: Less than 2.0	
			N	%	N	%		N	%	N	%
<b>Developmental Fall 2004</b>		<b>91</b>	<b>32</b>	<b>35.2%</b>	<b>59</b>	<b>64.8%</b>	<b>38</b>	<b>17</b>	<b>44.7%</b>	<b>21</b>	<b>55.3%</b>
	DEV	65	21	32.3%	44	67.7%	25	12	48.0%	13	52.0%
	ESL	26	11	42.3%	15	57.7%	13	5	38.5%	8	61.5%
<b>Developmental Fall 2005</b>		<b>126</b>	<b>41</b>	<b>32.5%</b>	<b>85</b>	<b>67.5%</b>	<b>59</b>	<b>24</b>	<b>40.7%</b>	<b>35</b>	<b>59.3%</b>
	DEV	92	24	26.1%	68	73.9%	44	21	47.7%	23	52.3%
	ESL	34	17	50.0%	17	50.0%	15	3	20.0%	12	80.0%
<b>Developmental Fall 2006</b>		<b>221</b>	<b>70</b>	<b>31.7%</b>	<b>151</b>	<b>68.3%</b>	<b>73</b>	<b>26</b>	<b>35.6%</b>	<b>47</b>	<b>64.4%</b>
	DEV	150	32	21.3%	118	78.7%	51	24	47.1%	27	52.9%
	ESL	71	38	53.5%	33	46.5%	22	2	9.1%	20	90.9%