An Emerging Line

Percentage of first-year undergraduates under age 30 who reported taking developmental courses decreases with higher high school GPA.

As multiple measures become a practice of increasing use, we look back overtime to see how it is impacting a nationally representative population of students. Trends illustrated in this figure suggest a smaller percentage of students aged 30 or younger with a high school GPA of 2.5 or higher are taking developmental courses in their first year of study. This is counter to trends we see for students with a high school GPA less than 2.5 where participation is increasing.

This Points of Interest suggests that a 2.5 high school GPA may be an emerging cut-off for placement in developmental education courses.

Source: NPSAS data analyzed for Strong Start to Finish by Research Triangle Institute.
Notes: The data comes from a nationally representative samples of college students collected by the US Department of Education called the National Postsecondary Student Aid Survey, known colloquially as NPSAS. The legend shows we are looking at a trend over time, with the blue bars reflecting 2007–08, the teal 2011–12 and the green representing 2015–16.