

Getting Prepared



2014

Recent high school graduates and developmental courses

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About Minnesota SLEDS

Minnesota is developing the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. SLEDS will facilitate analysis to address a range of educational programmatic and delivery methods to gauge their effectiveness, and ease the design of targeted improvement strategies that help students.

SLEDS brings together data from education and workforce to:

- Identify the most viable pathways for individuals in achieving successful outcomes in education and work;
- Inform decisions to support and improve education and workforce policy and practice, and
- Assist in creating a more seamless education and workforce system for all Minnesotans.

The Minnesota P-20 Education Partnership governs the SLEDS system. The project is managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Departments of Education (MDE), and Employment and Economic Development (DEED).

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Acknowledgments

Thanks to staff from the Minnesota Department of Education, Minnesota State Colleges and Universities and the University of Minnesota. Special thanks for the staff of MN.IT services and IBusinessSolutions, Inc. in providing data and data quality for this report. Kudos to Jen Fox, OHE Communications for successfully incorporating feedback from all stakeholders.

Executive Summary

Minnesota is a state highly regarded for the academic achievement of both our K-12 and college students. Nationally, Minnesota ranks high in high school graduation rates and college attainment, but there are significant disparities among students of color and low income students. For the state's fast-growing populations – people from communities of color and families of modest financial means – the pathway to jobs requiring college education or training continues to have obstacles.

For Minnesota to remain globally competitive, our education and workforce systems need to ensure every high school student is on track to pursue the education necessary for careers of the future. There is a need to redesign the transition between high school and college in order to improve student outcomes.

The transition from high school to college can be more difficult for some students than others. States continue to report high numbers of students requiring remediation; Minnesota is not exempt from this trend. Examining Minnesota public high school graduates from the Classes of 2006-2012 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.

Getting Prepared Data

Getting Prepared fulfills the legislative mandate regarding developmental education data (*Minnesota Statute* 13.32, subdivisions 3 and 6). It provides summary information about Minnesota public high school graduates who enrolled in developmental courses within two years of their high school graduation at Minnesota postsecondary institutions.

Previous reports were limited to information about public high school graduates enrolled in developmental courses only at public institutions - Minnesota State Colleges and Universities (MnSCU) or the University of Minnesota. *Getting Prepared* 2014, includes new data on enrollments at Minnesota private colleges and out-of-state college enrollments and additional student demographic and high school academic performance data. Linking individual student level data on Minnesota public high school graduates from 2005 to 2012 with fall term Minnesota Office of Higher Education college enrollment data and full year enrollment data from the National Student Clearinghouse enabled the ability to provide additional data.

Data for the 2014 report was provided by the Minnesota Statewide Longitudinal Education Data System (SLEDS), managed jointly by the Office of Higher Education (OHE), Minnesota Departments of Education (MDE) and Employment and Economic Development (DEED). SLEDS links student data from pre-kindergarten through completion of postsecondary and into the workforce to enable educators and policymakers to gauge the effectiveness of programs and design targeted improvement strategies.

***Getting Prepared* 2014 tracked graduates enrolled in both Minnesota public and private postsecondary institutions; this means the overall percent of Minnesota public high school graduates requiring developmental education in college is most accurately reported as 28 percent for the class of 2011 and 24 percent for the class of 2012 (using preliminary data).¹**

¹ *Getting Prepared* 2010 estimated that 40 percent of 2008 Minnesota public high school graduates enrolled in developmental education when graduates enrolled only in Minnesota public postsecondary institutions were analyzed. Using SLEDS data, *Getting Prepared* 2014 found 37 percent of 2008 Minnesota public high school graduates enrolled in developmental education courses in public postsecondary institutions. This figure declined to 35 percent for 2011 Minnesota public high school graduates in public postsecondary institutions. SLEDS currently is limited to fall term developmental education data, so it would be expected that SLEDS generated developmental education rates could be one to two percentage points higher when spring and summer data are included in future reports.

Defining Developmental Education

In this report, “developmental education” is a term used to refer to programs offered by postsecondary institutions to prepare students for success in college-level work. “Developmental education,” 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. For many educators, “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.

It should be noted that while postsecondary institutions typically assess the academic readiness of high school graduates for college level academic coursework, students can enroll in a variety of technical programs requiring less than college-level skills in reading, writing and/or math. Many students are able to graduate with postsecondary occupational certificates or diplomas and obtain a living wage job without being assessed college ready.

One clear consensus is that developmental education is costly both in terms of programmatic expenditures and opportunity costs for students who must spend additional time finishing developmental education requirements before starting degree-specific courses. Minnesota secondary and postsecondary education is currently working to address alignment issues to better prepare our future workforce.

Findings: What the Data Tells Us

Unless otherwise indicated the term “college” is used to reference any type of postsecondary institution, including both academic and vocational training.

Overall, Minnesota does well in moving students from public high school to college. However, gaps in enrollment exist for key groups of students, including students of color and lower income students.

Getting Prepared 2014 provides policymakers a more accurate measure of college readiness. The data clearly indicate that almost all graduates enrolling in developmental education are served by Minnesota State Colleges and Universities (MnSCU). In fact, among enrollees at public two-year community and technical colleges, the percent of recent graduates needing developmental education increased; though, overall developmental education rates for the state are stable. This is, in part, due to a decrease in the percent of recent graduates at four-year colleges enrolling in developmental education. Disparities in enrollment in developmental education exist for key groups of students, again students of color, non-native speakers and lower income students.

College Enrollment

Most public high school graduates enrolled in college within two years after graduation. (Page 19)

- 77 percent of public high school graduates in 2011 enrolled in college within two years of graduation.

2011 graduates of color enrolled in college within the first two years at lower rates than their White peers. (Page 28)

- 79 percent for White graduates
- 78 percent for Asian graduates
- 72 percent for Black or African American graduates
- 58 percent for Hispanic or Latino graduates
- 58 percent for American Indian graduates

Graduates who spoke English at home or who were English proficient had higher rates of college enrollment within two years of graduating than other primary language groups. (Page 30)

- 78 percent of graduates speaking English at home enrolled in college
- 77 percent of graduates speaking Somali at home enrolled in college
- 76 percent of graduates speaking Hmong at home enrolled in college
- 61 percent of graduates considered limited English proficient enrolled in college
- 55 percent of graduates speaking Spanish at home enrolled in college

2011 graduates enrolled in free lunch enrolled in college within two years of graduating in smaller percentages than graduates who had enrolled in reduced lunch or not at all. (Page 33)

- 81 percent of graduates not enrolled in free or reduced price lunch
- 72 percent of graduates enrolled in reduced price lunch
- 63 percent of graduates enrolled in free lunch

2011 graduates from non-traditional schools enrolled in college at lower rates than graduates of traditional public high schools. (Page 35)

- 79 percent of graduates from traditional public high schools
- 52 percent of graduates from charter schools
- 40 percent of graduates from distance learning programs
- 31 percent of graduates from alternative schools

Developmental Education

28 percent of 2011 public high school graduates enrolled in one or more developmental courses within two years of graduating high school. (Page 21)

Across all Minnesota colleges and universities, the percent of recent high school graduates who enrolled in developmental education has remained relatively stable at 28 to 30 percent between 2006 and 2011.

State rates mask differences in developmental education course-taking within college sectors. (Page 23)

Among graduates enrolled in developmental education:

- 85 percent enrolled at Minnesota public two-year colleges
- 12 percent enrolled at Minnesota State Universities
- 2 percent enrolled at private colleges in Minnesota
- 1 percent enrolled at the University of Minnesota
- 1 percent enrolled at not-for-profit colleges in Minnesota

Public two-year colleges show a steady increase in the percent of high school graduates participating in developmental education courses within two years after high school graduation from 49 percent in 2006 to 55 percent in 2011. (Page 23)

Minnesota public two-year colleges have open admission policies and admit all students with a high school diploma in order to serve a larger population. This open admissions policy results in two-year colleges attracting students with a broad range of preparedness.

Public four-year colleges show a steady decrease in the percent of recent graduates participating in developmental education courses. (Page 23)

- State universities show a decrease in the number of students enrolled in developmental education between 2006 (26%) and 2011 (20%).
- The University of Minnesota shows a decrease in its developmental education enrollment from 7 percent in 2006 to 2 percent in 2011.

Students in developmental education persisted at rates comparable to other students. (Page 24)

- For the class of 2011, developmental education enrollees persisted in college at rates 2 to 4 percentage points higher than peers for every sector of postsecondary institution except at private not-for-profit institutions.

Race/Ethnicity

2011 graduates of color enrolled in developmental education at higher rates than white students. (Page 29)

- 55 percent for Black or African American graduates
- 45 percent for Hispanic or Latino graduates
- 39 percent for Asian graduates
- 38 percent for American Indian/Alaskan Native graduates
- 24 percent for White graduates

Language

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. (Page 31)

- 69 percent of graduates speaking Somali at home
- 26 percent of graduates speaking English at home
- 50 percent of graduates speaking Hmong at home
- 50 percent of graduates speaking Spanish at home

Economic Status

2011 graduates enrolled in free price lunch had the highest rates of developmental education across Minnesota institutions (47%). The gap in developmental education enrollment between free lunch students and all other students was approximately 20 percentage points and appears to be increasing. (Page 34)

- 47 percent of graduates enrolled in free lunch
- 37 percent of graduates enrolled in reduced price lunch
- 24 percent of graduates enrolled in regular lunch

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. (Page 38)

Math

- 90 percent of students meeting math standards enrolled in college and only 9 percent enrolled in developmental education within 2 years
- 68 percent of students not meeting math standards enrolled in college and 47 percent enrolled in developmental education within 2 years

Reading

- 82 percent of students meeting reading standards enrolled in college and 21 percent enrolled in developmental education within 2 years
- 56 percent of students not meeting reading standards enrolled in college and 62 percent enrolled in developmental education within 2 years

The average ACT scores of students enrolled in developmental education are lower than the scores of the entering class as a whole. (Page 39)

- In developmental education, ACT composite scores ranged from 17.3 at private for-profit colleges to 19.9 at the University of Minnesota.
- Compared to ACT composite scores for all students ranging from 19.7 at private for-profit colleges to 25.5 at the University of Minnesota.

Data by individual public high school can be found in Appendix A (college enrollment) and Appendix B (developmental course-taking).

Introduction

Minnesota is a state highly regarded for the academic achievement of both our K-12 and college students. Nationally, Minnesota ranks high in high school graduation rates and college attainment, but there are significant disparities among students of color and low income students. This means our state's fast-growing populations – people from communities of color and families of modest financial means – are the least prepared for jobs requiring college education or training.

By 2020, it is projected that 74 percent of all the jobs in Minnesota will require some college education or other type of post-high school training; and half of those positions will require a bachelor's degree or beyond (Carnevale, 2013). In 2012, only 48 percent of Minnesota's 18 to 64 year old eligible workforce population had an associate degree or higher (U.S. Census Bureau, 2012, American Community Survey 5-Year Estimates).

For Minnesota to remain globally competitive, our education and workforce training systems need to ensure every high school student is on track to pursue the education necessary for the careers of the future. Our state agencies must collaborate and partner in ways to leverage resources and the capacity to meet the needs of students, parents, businesses and communities across the state. Redesigning the transition between high school and college will help improve student outcomes.

Participation in developmental education is one measure of the academic readiness of high school graduates for college level coursework. The prevalence of developmental education, what form it should take, high school versus college responsibilities and financing issues need the attention of Minnesota policymakers.

One clear consensus is that developmental education is costly both in terms of programmatic expenditures and opportunity costs for students who spend time finishing developmental education requirements before starting degree-specific courses. The following are questions for state policymakers to consider regarding developmental education:

- How is “college readiness” defined at the high school and college levels?
- Can we prevent or minimize the need for college developmental education while students are still in high school?
- How do we evaluate developmental education in terms of student success?

Getting Prepared fulfills the legislative mandate regarding developmental education data (*Minnesota Statute 13.32*, subdivisions 3 and 6). It provides summary information about Minnesota public high school graduates who enrolled in developmental courses within two years of their high school graduation at Minnesota postsecondary institutions.

Getting Prepared Data

Data for this report was, for the first time, provided by the Minnesota Statewide Longitudinal Education Data system (SLEDS), managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Departments of Education (MDE) and Employment and Economic Development (DEED). SLEDS links student data from pre-kindergarten through completion of college and into the workforce to enable educators and policymakers to gauge the effectiveness of programs and design targeted improvement strategies.

Previous reports were limited to information about public high school graduates enrolled in developmental courses only at public institutions - Minnesota State Colleges and Universities (MnSCU) or the University of Minnesota. *Getting Prepared* 2014, includes new data on enrollments at Minnesota private colleges and out-of-state college enrollments and additional student demographic and high school academic performance data. Linking individual student level data on Minnesota public high school graduates from 2005 to 2012 with fall term Minnesota Office of Higher Education college enrollment data and full year enrollment data from the National Student Clearinghouse enabled the ability to provide additional data.

High school enrollment and graduate data included 474,000 public high school graduates records from 2005 to 2012. Graduates are defined as a student with a status end code of “8” or “9” in the specified year. **The data used for *Getting Prepared* analyzed college enrollment data for high school students based on the student’s “Status End” code at a given point in time and is not comparable to graduation rate cohort data commonly used by the Minnesota Department of Education (MDE).** For example, students graduating from high school in 2011 may be members of different MDE graduation rate cohorts (2009, 2010 or 2011) depending on whether they took 4, 5 or 6 years to graduate.

College enrollment data included 966,000 fall term records from the Minnesota Office of Higher Education and 2.1 million enrollment records from the National Student Clearinghouse for all available years. College students are classified based on their first college of enrollment. Analysis was focused on the first two years after high school graduation. Due to data issues, analysis for the class of 2005 was incomplete and therefore excluded from the report. Unless otherwise indicated college enrollment data refers to enrollment in both public and private colleges.

Due to a change in source data for the report, analysis did not include data on developmental education credits taken by students during spring or summer terms or the subject of developmental education courses taken such as in math or reading. We plan to include these elements in future reports.

Due to space limitations only selected years are shown in the graphs, please refer to the tables for information on all graduating classes. Further details about the data and metrics provided as part of *Getting Prepared* 2014 are included in each section.

Caution: Data changes

Getting Prepared 2014 includes data from a new source – SLEDS, so you will notice some difference in reporting. Prior *Getting Prepared* reports relied on data from MnSCU and the University of Minnesota. This data was limited to public high school graduates enrolling in Minnesota public colleges and universities. In addition to previous reporting SLEDS data allows us to report on public high school graduates enrolling in **public and private colleges** in Minnesota and out of state.

The addition of SLEDS data also affects the counts of students reported. Readers and data users should be aware that the counts of students displayed in *Getting Prepared* 2014 will not exactly match the counts of students displayed in prior *Getting Prepared* reports. In order to facilitate comparison across years, enrollment and developmental education data by year (2006 to 2012) is included in all tables.

Why don’t student counts match? *Getting Prepared* 2014 connects data across the K-12 and college systems for purposes of this report. This requires us to be very rigid as to when we can identify a student in K-12 as the same student later enrolled in college. The differences in student counts represent a small percentage of overall students. The counts differ for the following reasons:

1. **Differences in Enrollment Data Reported:** The student's high school graduation data differed between the data reported by the college and the data reported by the high school. For example, one student was reported as graduated from a public high school by the college but MDE reported the student had transferred to a non-public school and did not graduate from a public high school. These mismatches accounted for 1.8% of graduates analyzed.
2. **Differences in Personal Information Reported:** The student's personal information differed between the data reported by the college and the data reported by the high school. This includes differences in first name, last name, date of birth or MARSS number. If personal information does not match, SLEDS will not link the K-12 data with college data. This affected 2.5% of graduates analyzed.
3. **No Data Found:** The roster comparisons also identified a group of students whose information could not be located in either the K-12 data (if college data reported) or the higher education data (if K-12 data reported). One reason for the missing data is that developmental education data is currently limited to fall term in SLEDS, as noted on page 10. As data collection is expanded, the percent of students affected should decline. This affected approximately 1.5% of graduates analyzed.
4. **Graduates Enrolling Elsewhere:** The report now includes data on enrollment in Minnesota private colleges and universities and non-Minnesota colleges. One consequence of expanded data and reporting is that graduates may be enrolled in more than one college. For example, a student may enroll at Minneapolis Community and Technical College and at Augsburg College. The prior *Getting Prepared* report would have classified that student as enrolled at a MnSCU public two-year college. The new *Getting Prepared* report classified that same student as enrolled at a Minnesota private college. The new report classifies students based on their first institution of enrollment. This means that a group of students have shifted from the MnSCU count to other institutions. This affected approximately 1% students per year.

How did we figure this out? In the initial draft of the report, staff noted that fewer students were reported as enrolled in college and in developmental courses in the 2014 report as compared to the 2010 report. In response, OHE, MnSCU and MN.IT staff manually compared student-level rosters for a sample of high schools to identify graduates that MnSCU had previously reported as enrolled, both in college and in developmental education, who were not being reported with SLEDS data. That analysis led to a change in the procedure used to link MDE and OHE data. While the final data still yields different student counts as compared to prior reports, the overall data utilized for the report is more complete and consistent.

Background on Developmental Education

The transition from high school to a college can be more difficult for some students than others. While some students begin college-level coursework immediately upon enrollment at a college, others need additional preparatory or developmental coursework and/or support services prior to beginning college level courses. Enrollment in preparatory or developmental coursework can delay accruing credits for a degree program. Student preparation, their previous education and the criteria of the college granting admission affect whether a student begins immediately earning credits toward their degree program or whether preparatory coursework must be completed first.

States continue to report high numbers of students requiring developmental education (Complete College America, 2014); Minnesota is not exempt from this trend. Through an examination of recent Minnesota public high school graduates enrolled in developmental and/or remedial education, this report provides insight into the academic readiness of Minnesota public high school graduates.

Defining Developmental Education

In this report, “developmental education” is a term used to refer to programs offered by postsecondary institutions to prepare students for success in college-level work. “Developmental education,” 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. For many educators, “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.

Developmental coursework encompasses the subject areas of mathematics, reading, writing, English as a Second Language and general study skills. College level math generally requires skills in intermediate algebra. College level English requires the ability to make clear arguments. College level reading involves the ability to read and interpret text, identify main points, tone, purpose and inferences to discuss the author’s argument (Conley, 2007).

In addition to course work, other academic support services may be provided to help students and can include summer bridge programs, peer tutoring programs, cohort-based learning communities, or more personalized advising. Colleges typically assess the academic readiness of high school graduates for college level coursework. However, many postsecondary technical programs may require less than college level skills in reading, writing and/or math. Many students graduate with an occupational certificate or diploma and obtain a living wage job without being assessed college ready.

The provision of developmental education allows a college to accept promising students who may lack necessary preparatory coursework. Besides helping students to improve their skills in specific areas, developmental education serves the broader function of helping to expand access to college.

Students enroll in developmental courses for a variety of reasons:

- Their high school coursework did not include the necessary classes required for the academic program they want to pursue in college.
- They completed the required coursework in high school but were not able to demonstrate the necessary skills on placement exams offered by the college or university.

- Their first language is not English and they find it necessary to bolster their reading and writing skills through developmental English courses, before being considered college-ready.
- They have delayed college enrollment and may now need to take developmental courses to refresh or update their skills.

College Mission and Developmental Education Programs

All public colleges and universities in Minnesota enroll students who need developmental instruction. However, a college's mission is closely intertwined with the delivery and options available for developmental education. The type and availability of offerings of developmental education often reflect student demographics and selectivity.

Nationally, 80 percent of public colleges offer developmental courses and 98 percent of community colleges offer developmental courses (Bettinger & Long, 2006).

The types of developmental course offerings vary across college types.

- Minnesota public two-year colleges have open admission policies and admit all students with a high school diploma in order to serve a larger population. Open admission attracts students with a broad range of preparedness, including students in need of developmental reading, writing and mathematics courses. Minnesota public two-year colleges offer an extensive array of developmental courses and academic support services to meet the needs of a broader base of students.
- Four-year colleges, both public and private not-for-profit, generally have higher admission standards and expect prospective applicants to be prepared for college-level work. This expectation results in fewer developmental course offerings than Minnesota public two-year colleges.
- While many four-year colleges offer only one level of developmental education, Minnesota public two-year colleges may offer three levels for math, reading and English. Thus, students may test into the lowest level in math and English, resulting in six additional courses needed prior to arriving at a degree program (Bailey, Jeong, & Cho, 2010).
- All Minnesota public colleges offer at least one developmental mathematic, reading or writing course. Minnesota State Colleges and Universities offer developmental courses in all subjects: math, reading, writing, English as a Second Language and study skills. The colleges offer three levels of developmental math courses ranging from pre-algebra to intermediate algebra.
- University of Minnesota campuses offer only one level of developmental education in a math course. One campus offers a course on study skills.

Changing Course Structures – Bridge Programs

Colleges continue to restructure the way they deliver developmental education. Bridge programs help address academic under-preparedness and transition to college and may be offered by colleges, universities, state and local or privately sponsored groups. Bridge programs orient students to campus and college culture, help address academic deficiencies, build academic skills and develop a sense of academic self-efficacy among participants (Walpole et al., 2008). Many bridge programs offer a combination of components that address the three dimensions of integration identified by Pascarella and Terenzini (1980) including college integration (knowledge and use of university services), academic

integration (study skills and habits) and social integration (extent to which students interact with persons associated with the university).

Bridge programs are typically offered in the summer before fall classes start, or are condensed and offered during an academic year. For example, Rasmussen College began piloting a 2012 program called *Math Prep* to help students improve their mathematics skills before the start of the term. This program is offered free of charge to students whose placement exam scores were just below the minimum score needed to be exempt from developmental courses.

Changes in how developmental education is structured do make it harder to track enrollment in developmental education over time. Bridge programs are typically not credit bearing courses and would not be counted in Minnesota's current measures of developmental education.

Identifying Students Who Need Developmental Education

How to identify students needing developmental education has been a topic of review. Some researchers have found that relying too heavily on a placement test score alone can be problematic and support a shift to a holistic review of student tests and high school transcripts. Research from Belfield and Crosta (2012) highlighted severe error rates for placement tests, resulting in almost a third of students incorrectly assigned to developmental education. The report confirms a weak correlation between placement test scores and college grade point average (GPA), but a high correlation between high school GPA and college GPA (Belfield & Crosta, 2012).

Another study among a subset of MnSCU two-year colleges found that "sole reliance on ACCUPLACER [a set of computerized tests from The College Board] scores for developmental course placements may result in placing too many students below their ability level" (Asmussen, 2013). Hence, MnSCU has developed a new practice of using multiple measures for placing students into developmental education including analyzing high school transcript information, ACT subject area scores and ACCUPLACER results described below.

Methods Used by Minnesota Colleges

Minnesota colleges review placement test scores, college readiness exams and high school transcripts to determine whether a student needs developmental education.

- **University of Minnesota** campuses require students to take placement exams in mathematics, regardless of ACT, AP or IB test scores. Additionally, colleges within the University of Minnesota may require placement exams in chemistry or second language proficiency before initial registration. The placement score, transcript and other measures are used to advise students on their initial mathematics course placement. Students are not required to take developmental courses.
- **Minnesota public two-year colleges** assess students for course placement with ACCUPLACER. Since fall semester 2008, cut scores in math, English and reading on the ACCUPLACER have been used to determine which students are ready for college level courses and which need developmental education. Cut scores for levels of developmental education vary among colleges. Students who have taken the ACT or SAT may submit those subject scores to determine placement. Prior to 2006, some colleges used a paper-and-pencil version of the College Board tests, known as the Descriptive Tests of Language Skills (DTLS) and Descriptive Tests of Mathematics Skills (DTMS). Others used ACT Compass to determine placement.

- **Minnesota State Universities** use ACT test scores and ACCUPLACER scores for course placement.
- Among **Minnesota private colleges**, developmental education policies vary by college. For example, some colleges use standardized test scores, such as ACT, ACT Compass or SAT, and an assessment of students' prior course work to determine whether developmental mathematics and writing courses are needed. Other colleges determine the need for placement exams based solely on the ACT math score and the math course the student intends to take in preparation for a specified major or program.

Student Perspectives of Developmental Education

Although many high school students are encouraged to participate in a college preparatory curriculum, not all students realize the importance of doing so. Students may also not see the link between developmental courses and their desired career path. Students in developmental education who lack a career plan are at higher risk of not completing their college program (Bailey, Jeong, & Cho, 2008). Providing information to students about career paths and the necessary academic requirements for achieving their career and educational goals is necessary both before and during college (Bailey et al., 2008; Completion by Design, 2012).

To bring some student context to concerns in developmental education the Office of Higher Education conducted interviews with 15 students regarding their experience with developmental education. All respondents attended MnSCU colleges between 2009 and 2013. This qualitative data is meant to highlight students' views about developmental education and are not intended to be statistically reliable. Data are included from other research sources showing trends in student views on developmental education. The research and subsequent interviews revealed four themes:

1. Lack of information about the importance of placement exams/assessments for developmental education.
2. Lack of consistency in determining developmental needs.
3. Increased college costs for students.
4. Increased time to degree or program completion.

Importance of Placement Exams / Assessments

Student responses from interviews mirrored research findings about the importance of placement exams:

- *I didn't get much if any advising about it and certainly not that pre-calc wouldn't be college level in high school when I could have taken it but chose not to out of laziness.*
- *I had no idea what the test was about other than it being an academic placement test.*
- *I reviewed the available information about the ACCUPLACER and reviewed math for it the second time I took it (the first time I took it to get a feel for the exam).*
- *I also feel like most students get no advising that testing into remedial classes means another year or more until they can get a degree because of the sequencing.*
- *If I would have known my score would have saved me \$1,000+ dollars I would have studied. Would have been nice to know what to study.*

The Office of Higher Education and Completion by Design (2012) found students wanted information about the importance of college placement tests/assessments earlier, specifically during high school. High school counselors may view the college placement exam, along with advising students on the implications of the exam, as the responsibility of the college (J. Shady, personal communication, March 26, 2014).

Some students indicated they might have studied more or tried harder on the placement exam had they known the financial and time consequences of having to be placed in developmental education once enrolled in college (Completion by Design, 2012). Small numbers of students utilize a practice test for

the placement exam. Among students interviewed by the Office of Higher Education, only 13 percent of respondents took a practice exam or studied for the ACCUPLACER.

After taking the placement exam, students indicated a desire for additional resources and staff assistance to help them with their transition to college. Students wanted more information from colleges about the need for additional courses, financial and time implications for their degree plans, and assistance with the psychological impacts of realizing they are not considered college ready. Finding the appropriate staff to help students; however, was identified as a problem (Completion by Design, 2012).

Lack of Consistency in Determining Developmental Education Needs

Student responses from interviews confirmed research finding a lack of consistency in determining developmental education needs:

- *I was pretty frustrated that the score needed to take various classes wasn't the same at each institution (I needed calculus and didn't place into it at one community college but at another, the same score was enough), and that the remedial courses don't match across community colleges in particular. I attended four different state colleges (three community colleges and [a state university]) in three years finishing my prerequisites . . . It would be really helpful if the remedial courses matched so if you'd taken one somewhere it would count and you wouldn't need another remedial course at another college.*
- *I needed to take a summer course rather than during the semester because my ACCUPLACER scores weren't high enough to qualify for calculus [at one college] but they were at [another].*

The lack of consensus and coordination across colleges regarding the necessity of developmental education is frustrating and confusing to students since placement exam scores and transcripts are interpreted differently at different colleges. In Minnesota, each college sets its own policies for placing students into developmental education. Students deemed college ready at one college may be placed into developmental courses at another college. Students may; therefore, receive mixed messages across colleges about their college readiness and how important developmental education is to their educational plans.

Asmussen (2013) highlighted the lack of consistency across four colleges studied. Students receiving a math score of 30 to 33 on the ACCUPLACER exam who took fewer than three years of high school math may be placed in any one of these three math courses depending on the college testing the student: adult basic education (the lowest level), pre-algebra or introductory algebra. Similar results occurred with reading and English placement scores. In 2013, the MnSCU Board of Trustees revised system policy in order to establish consistent guidelines for placement into developmental education across its colleges (MnSCU, 2013).

Increased College Costs

Student responses from interviews mirrored literature on student perspective:

- *It isn't free to take those remedial courses and that adds to the high cost of education in Minnesota.*
- *I was advised to take it, though it affected me financially just as any other courses will do.*
- *My work was paying for my classes and since I didn't get actual "credit" for these classes they didn't pay for it.*
- *. . . the debt from not having finished the class will bite me when I repay my loans eventually.*
- *It doesn't count for college credit and it's expensive.*

Developmental courses may add requirements and time to complete a degree or other academic credential which could add to the cost of completing their program. While developmental courses qualify for financial aid in Minnesota the courses count toward the student's lifetime eligibility for financial aid. A student; therefore, could max out state financial aid prior to completing a degree program. Financial burdens of developmental education for students are prevalent in the research literature (Bailey et al., 2008; Completion by Design, 2012).

While the students interviewed acknowledged the financial impact of developmental education, they did not indicate the added costs changed their decision to enroll in college; a response confirmed by national studies (Completion by Design; 2012). However, Asmussen (2013) determined that students enrolled in developmental math, reading and writing courses were more likely to leave college with debt and no credential.

Added Time to Degree or Program Completion

A sample of student responses from the Office of Higher Education interviews mirrored literature on student perspective:

- *It is not a huge deal, I am still in the right path towards my graduation, just short credits.*
- *Put my completion off by one semester.*
- *Yes. It put my completion back further.*

Taking developmental courses extends requirements and likely the time needed to complete a degree. The added time to degree may not be seen as an immediate obstacle to degree completion by students but has been shown to negatively impact the likelihood of persistence and degree completion (Bailey, Jeong, & Cho, 2008; Completion by Design, 2012). Adding developmental education requirements to a student's degree program can result in some students being "non-starters." Non-starters are individuals who leave college with zero credits completed. Asmussen (2013) found 10 percent of students at the colleges studied were "non-starters."

Bailey, Jeong & Cho (2008) reported that the sequencing of developmental education is a problem because it potentially creates an opportunity for students to disengage. New models of developmental education include accelerated programs and re-assessment of students at various points in time to ensure students move quickly through the developmental education pathway (Asmussen, 2013; Bailey, Jeong, & Cho, 2008; Completion by Design, 2012). These newer models fit student requests for shorter programs and an opportunity to retest during a course to show they had mastered the material and could move forward (Completion by Design, 2012).

Conclusion

National research and Office of Higher Education interviews highlight structural barriers to student success (e.g. lack of practice tests, absence of information for students and families and uncertain advising). These barriers challenge common thinking that the need for developmental education is solely the result of students and their families lacking academic and cultural resources to succeed (Smit, 2012).

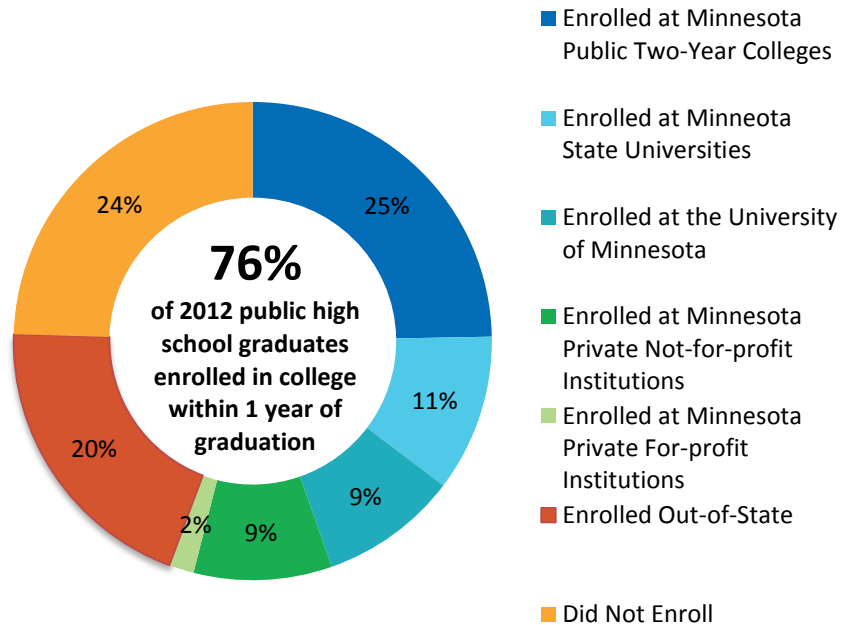
State-Level Findings

Data by individual public high school can be found in Appendix A (college enrollment) and Appendix B (developmental course-taking).

College Enrollment of Public High School Graduates

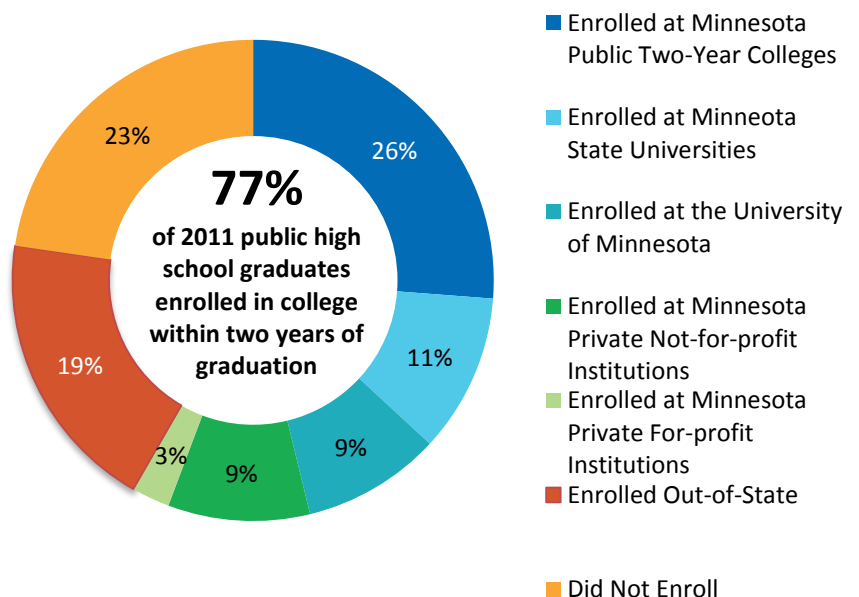
Of 2012* public high school graduates, 56 percent enrolled within **one year** at a Minnesota college and 20 percent enrolled outside of Minnesota – a combined enrollment rate of 76 percent.

- Minnesota public two-year colleges 25%
- Four-year public colleges 20% (11% State Universities; 9% University of Minnesota)
- Private colleges 11% (9% private not-for-profit colleges; 2% private for-profit colleges)
- Colleges outside Minnesota 20%



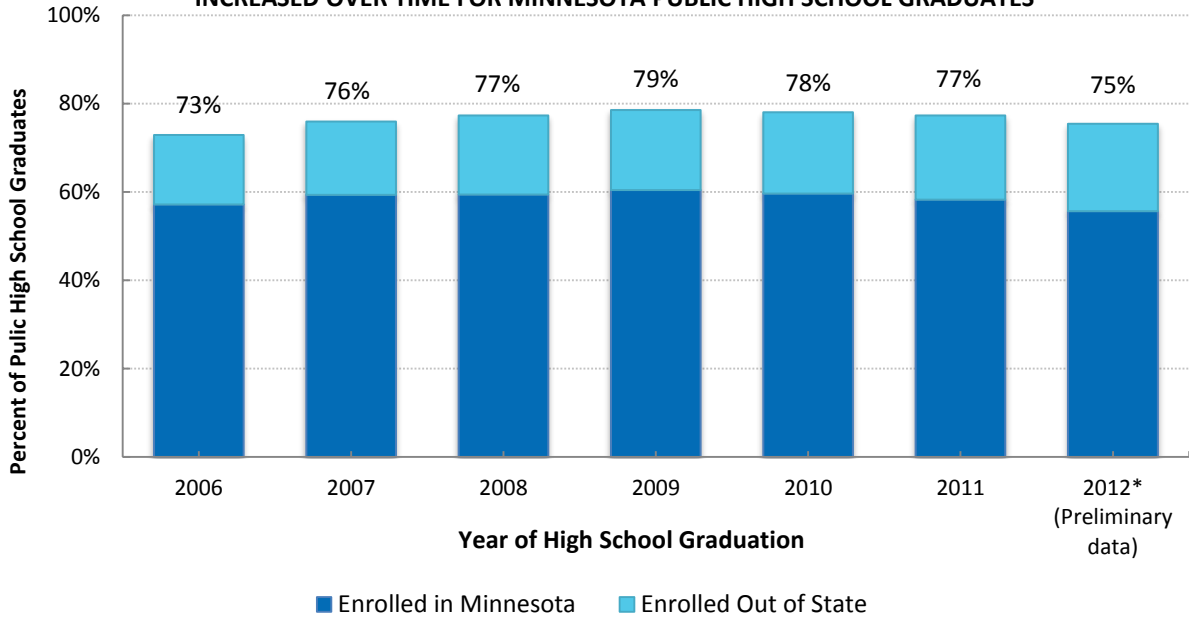
Of 2011 Minnesota public high school graduates 77 percent enrolled in college within **two years** of graduating as follows:

- Minnesota public two-year colleges 26%
- Four-year public colleges 20% (11% State Universities; 9% University of Minnesota)
- Private colleges 13% (10% private not-for-profit colleges; 3% private for-profit colleges)
- Colleges outside Minnesota 20%



*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

COLLEGE ENROLLMENT WITHIN TWO YEARS OF HIGH SCHOOL GRADUATION HAS INCREASED OVER TIME FOR MINNESOTA PUBLIC HIGH SCHOOL GRADUATES



The two-year enrollment rate has increased from 73 percent in 2006 to 77 percent in 2011.

As recently reported by the Bureau of Labor Statistics, enrollment in college nationally, has declined slightly since 2009. This trend also appears in the Minnesota data above. It is important to note that the data may reflect a change in **when** high school graduates enroll in college as opposed to **if** they enroll in college at all. Longitudinal data for Minnesota public high school graduates which tracks college enrollment for eight years after high school indicates an increasing percentage of graduates are choosing to enroll after age 20.

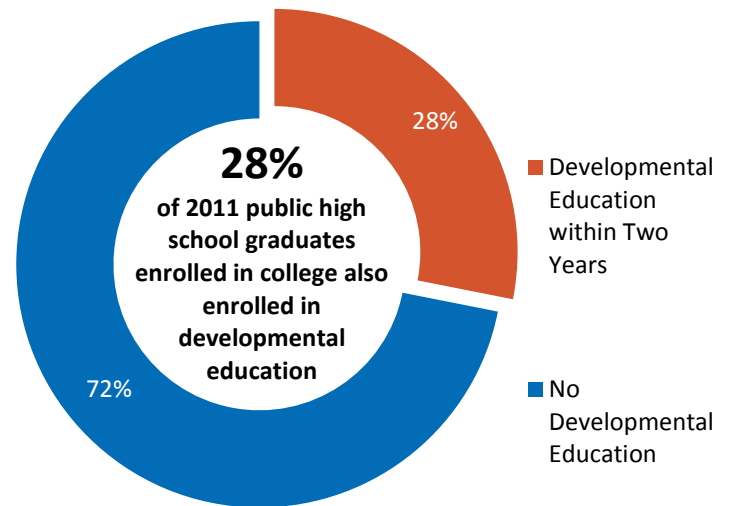
Additional college enrollment data can be found in Table 3 (page 45).

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Developmental Education Course-Taking of Public High School Graduates

The percent enrolled in one or more developmental courses is 28 percent for the class of 2011. The percent would likely decrease further if developmental education course data for recent public high school graduates enrolling out-of-state were included.

Getting Prepared 2010 estimated that 40 percent of 2008 Minnesota public high school graduates enrolled in developmental education when graduates enrolled only in Minnesota public postsecondary institutions were analyzed. Using SLEDS data, *Getting Prepared 2014* found 37 percent of 2008 Minnesota public high school graduates enrolled in developmental education courses. This figure declined to 35 percent for 2011 Minnesota public high school graduates.



✓ Enrollment in developmental education varies by college type

Among graduates enrolled in developmental education:

- 85 percent enrolled at a Minnesota public two-year college
- 12 percent enrolled at Minnesota State Universities
- 2 percent enrolled at private colleges in Minnesota
- 1 percent enrolled at the University of Minnesota
- 1 percent enrolled at not-for-profit colleges in Minnesota

As shown in Table 1 below, the MnSCU system, reflecting its mission of providing open access, served the vast majority of graduates requiring developmental education (97%). This includes providing developmental education courses for graduates enrolled at other colleges.

Table 1: Number of Students Enrolling in Developmental Education by College

Year of High School Graduation	Graduates Enrolled in Developmental Courses within Two Years of Public High School Graduation By Sector Offering Developmental Education Credits (includes students first enrolling outside MN then transferring to a MN college)						
	Total Minnesota	Minnesota Public Two-Year Colleges		Minnesota State Universities		Other Minnesota Colleges and Universities (University of Minnesota and Private)	
	Number of Students	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
2006	9,068	7,108	78%	1,373	15%	587	6%
2007	10,270	8,004	78%	1,579	15%	687	7%
2008	10,629	8,488	80%	1,412	13%	729	7%
2009	9,989	8,124	81%	1,278	13%	587	6%
2010	10,118	8,454	84%	1,179	12%	485	5%
2011	9,480	8,034	85%	1,056	11%	390	4%
2012 (Preliminary data)	7,256	6,150	85%	846	12%	260	4%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

- ✓ Overall, 30 percent of public high school graduates enrolled in 1 to 3 credits of developmental education. Thirteen percent enrolled in 10 or more credits.

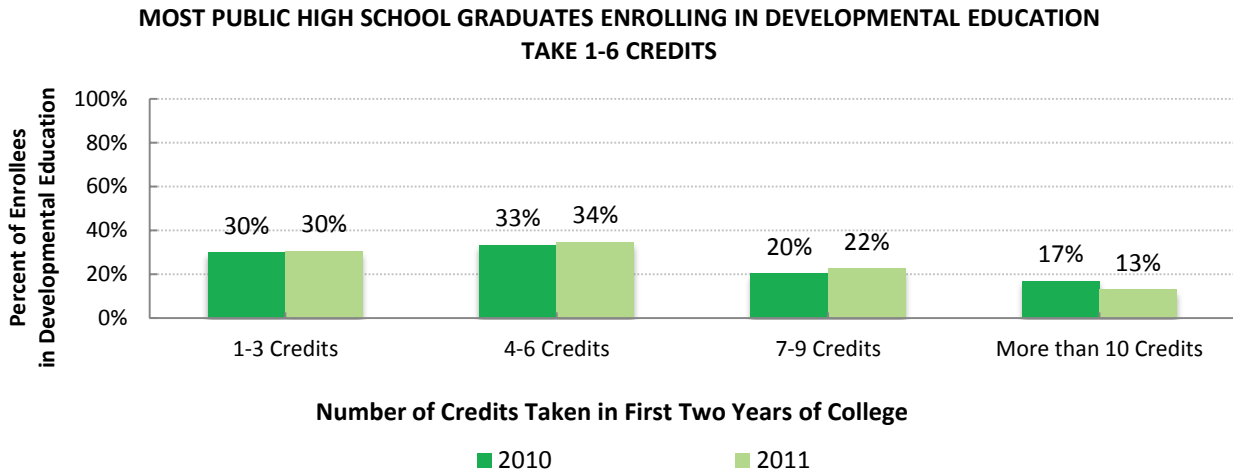
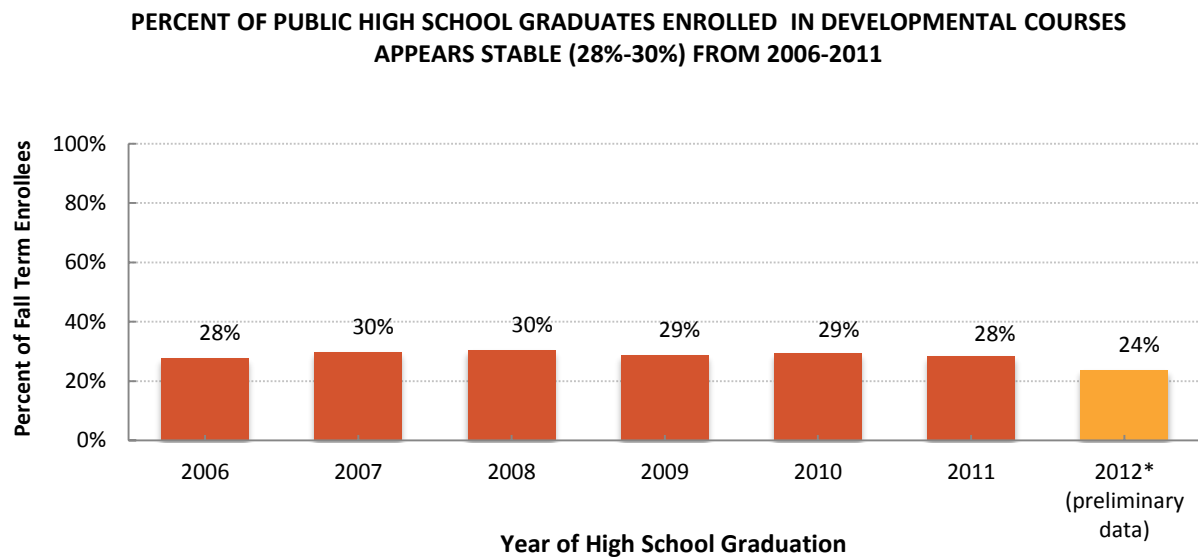


Table 4 provides additional information on developmental course-taking among all graduates (page 49). Table 5 (page 53) and Table 6 (page 55) provide additional information on developmental education enrollments by college type and sector

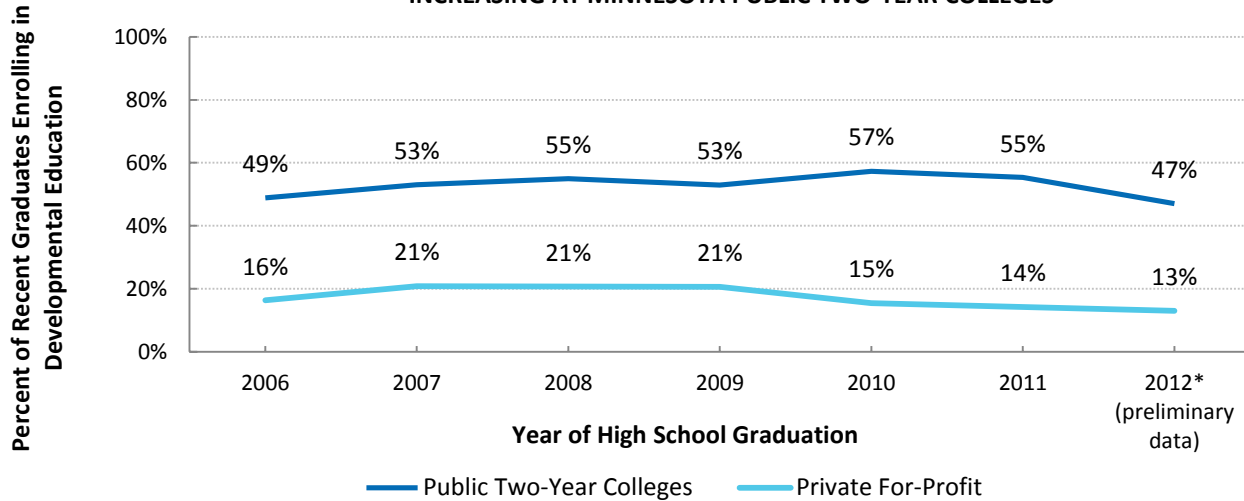
Trends in Developmental Education Over Time

- ✓ In Minnesota, the percent of public high school graduates enrolled in one or more developmental credits during fall term has remained relatively stable at 28 to 30 percent between 2006 and 2011.



*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

**PERCENT OF RECENT GRADUATES ENROLLED IN DEVELOPMENTAL EDUCATION
INCREASING AT MINNESOTA PUBLIC TWO-YEAR COLLEGES**

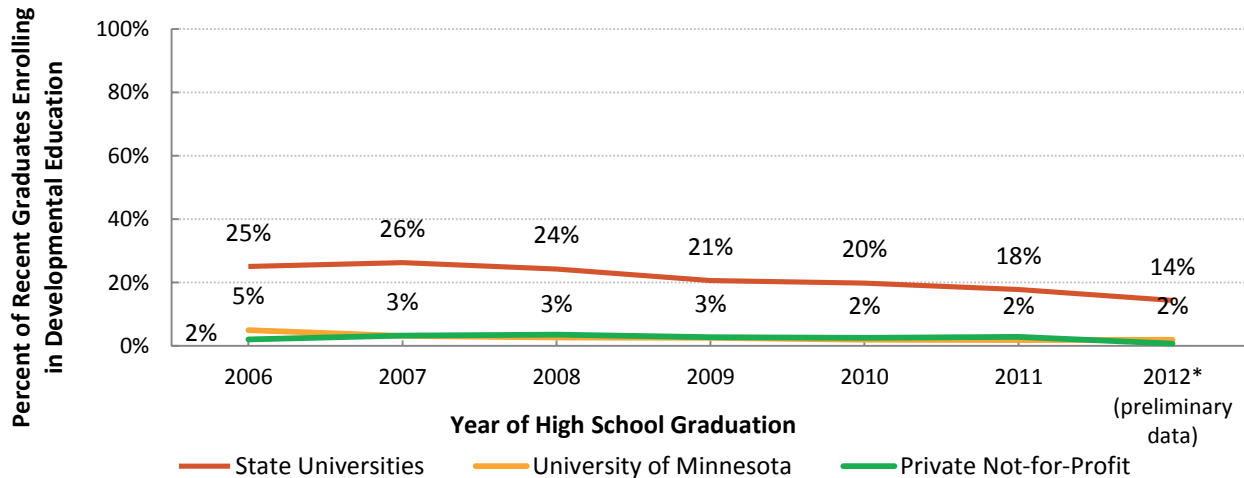


✓ **State rates mask differences in developmental education course-taking within college sectors**

Public two-year colleges show a steady increase in the percent of high school graduates participating in developmental education courses within two years from 49 percent in 2006 to 55 percent in 2011.

Private for-profit colleges hover between 14 and 21 percent.

**PERCENT OF RECENT GRADUATES ENROLLED IN DEVELOPMENTAL EDUCATION
DECREASING AT FOUR-YEAR COLLEGES**



State universities show a decrease in the number of students enrolled in developmental education between 2006 (25%) and 2011 (18%).

The University of Minnesota shows a steady decrease in its developmental education enrollment from 5 percent in 2006 to 2 percent in 2011. During this time the University of Minnesota has increased its academic profile and raised admission requirements.

The percentage of public high school graduates at private not-for-profit colleges enrolling in developmental education is very low across all years (2%-3%).

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

College Outcomes

- ✓ **Across all classes of graduates, students in developmental education persisted in college education at rates comparable to other students.**

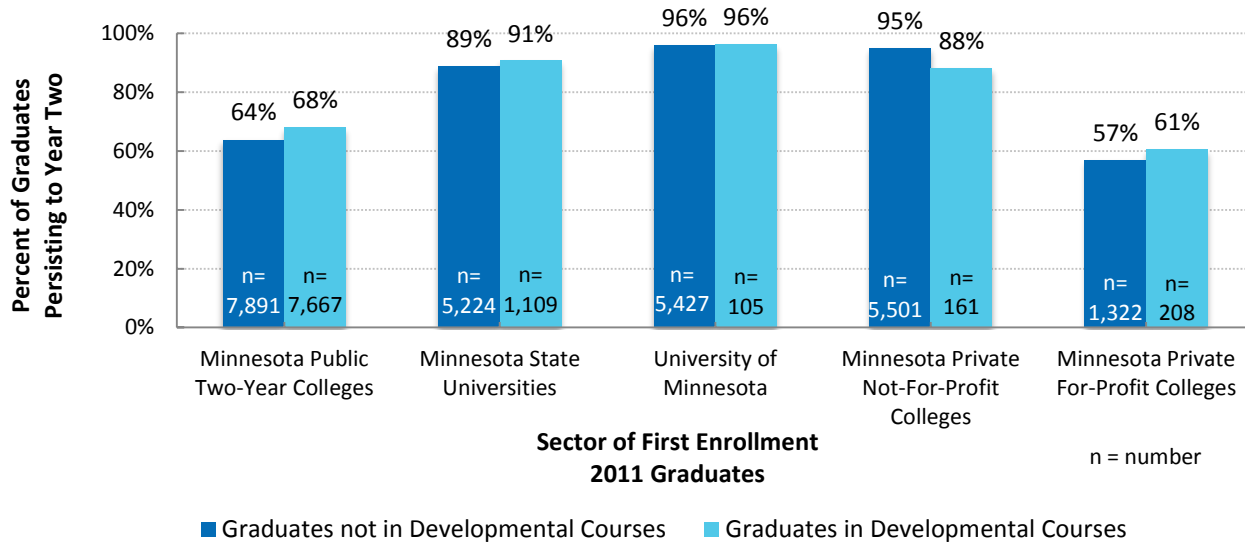
Enrollment in developmental education does not mean that a student cannot be successful in college. This report examined persistence in college as one measure of student success.

For the class of 2011, developmental education enrollees persisted at rates two to four percentage points higher than peers for every college sector except at private not-for-profit colleges.

Further work will be done tracking students beyond second year of college through to completion of a degree or other college non-degree credential.

Table 22 provides additional information on developmental education enrollment and persistence (page 83).

DEVELOPMENTAL EDUCATION STUDENTS HAVE SIMILAR PERSISTENCE RATES COMPARED TO OTHER STUDENTS

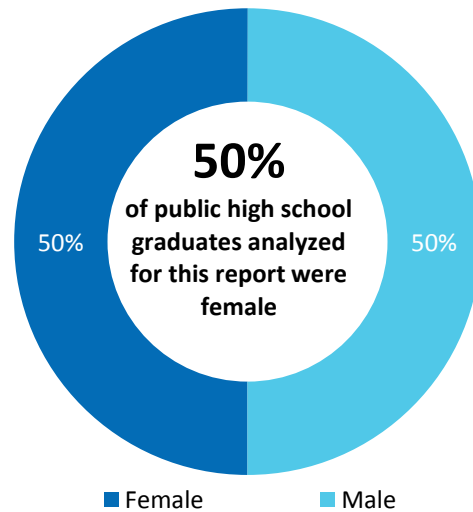


Gender

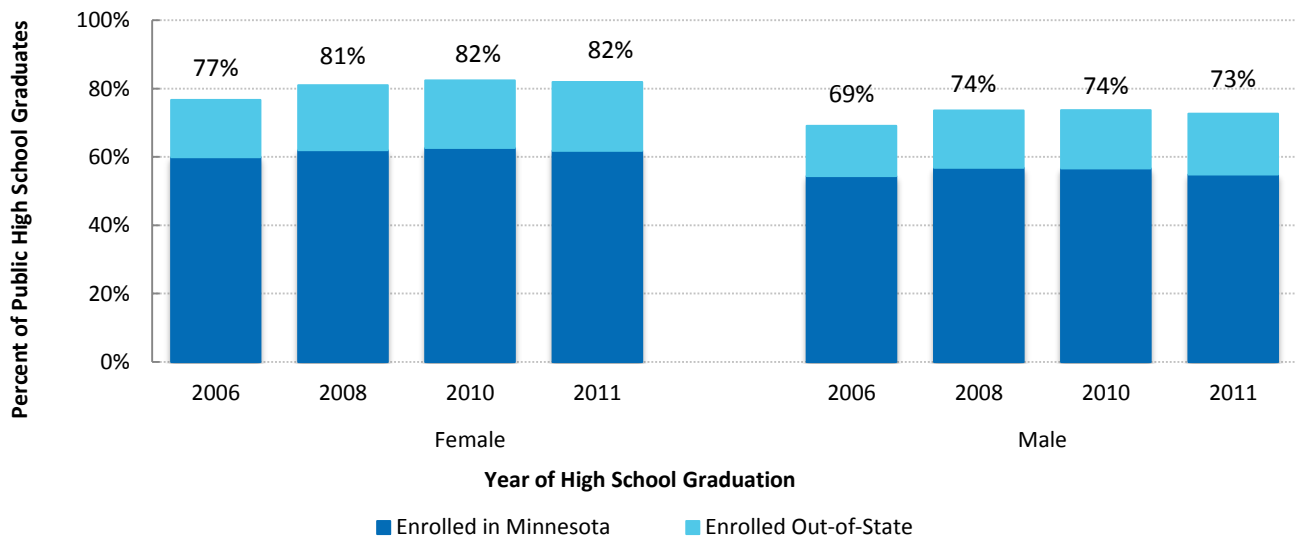
- ✓ Female public high school graduates enrolled in college at rates approximately nine percentage points higher than males.

While equal numbers of males and females graduate from public high school each year, female graduates enrolled in college at rates higher than male graduates – approximately nine percentage points higher.

Additional college enrollment data by gender can be found in Table 7 (page 56).

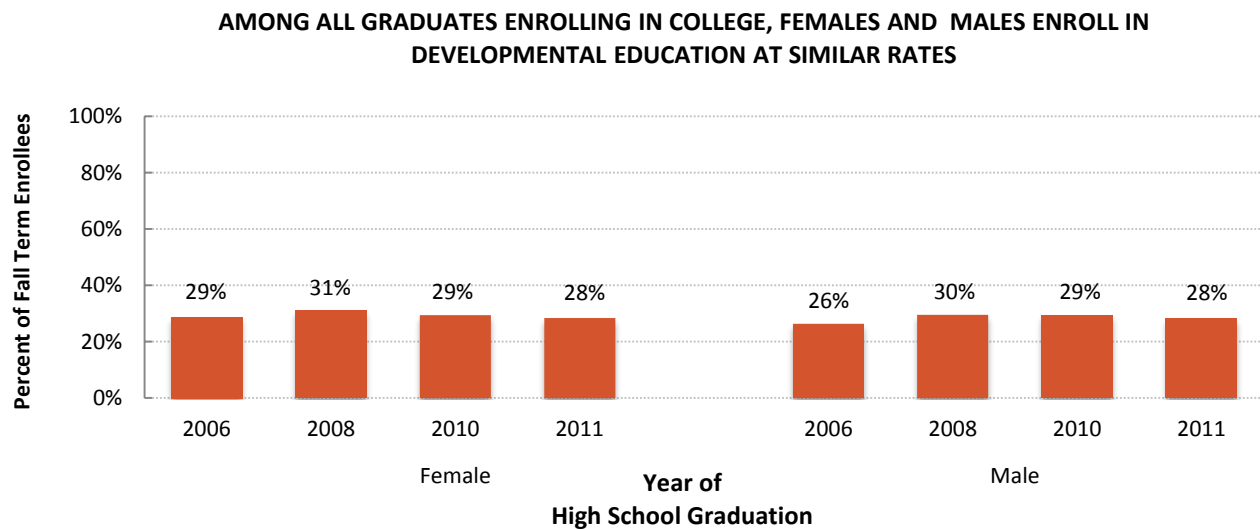


FEMALES ENROLL IN COLLEGE WITHIN TWO YEARS AT HIGHER RATES THAN MALES



Developmental Education Course-Taking by Gender

- ✓ Across all colleges, female public high school graduates enrolled in developmental education at rates comparable to males.



Among both male and female graduates, developmental education course-taking was relatively stable between 2006 and 2011.

- ✓ **Gender differences in developmental education course-taking exist within college sectors**

State averages mask differences by college sector.

Among 2011 graduates enrolled at Minnesota public two-year colleges, the percentage of female graduates enrolled in developmental education within two years of graduation is higher (60%) than male students (51%).

A similar trend is found among graduates enrolled at state universities (female graduates 20%, male graduates 15%).

Among students enrolled at the University of Minnesota, private not-for-profit colleges and for-profit colleges, the rate of enrollment in developmental education among 2011 public high school graduates is similar as shown in the table below.

Minnesota trends do not reflect national trends. Nationally, male undergraduates attending public colleges enrolled in developmental courses at rates higher (29%) than female students (22%) (NCES, 2013).

Additional data on developmental education by gender can be found in Table 8 (page 57).

Table 2 Developmental Education Course-taking by First College of Enrollment Class of 2011

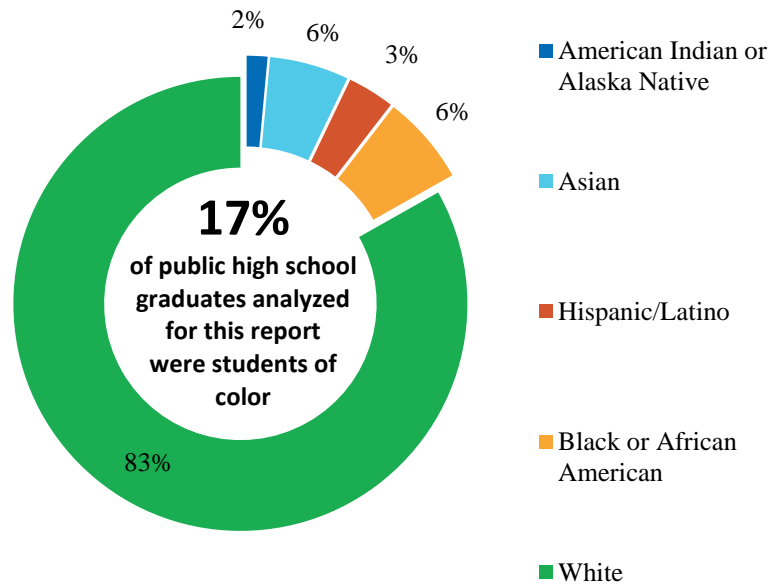
	Within Two Years of High School Graduation by First College of Enrollment -- Fall term enrollees only	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term	
	Students	Total Students	% of Fall Term Enrollees
Male			
Minnesota Public Two-Year Colleges	7,314	3,763	51%
Minnesota State Universities	2,765	422	15%
University of Minnesota	2,686	40	1%
Private Not-for-profit Colleges	2,172	54	2%
Private For-profit Colleges	466	73	16%
Total Minnesota	15,403	4,352	28%
Female			
Minnesota Public Two-Year Colleges	6,534	3,904	60%
Minnesota State Universities	3,454	687	20%
University of Minnesota	2,824	65	2%
Private Not-for-profit Colleges	3,420	107	3%
Private For-profit Colleges	998	135	14%
Total Minnesota	17,230	4,898	28%

Race/Ethnicity

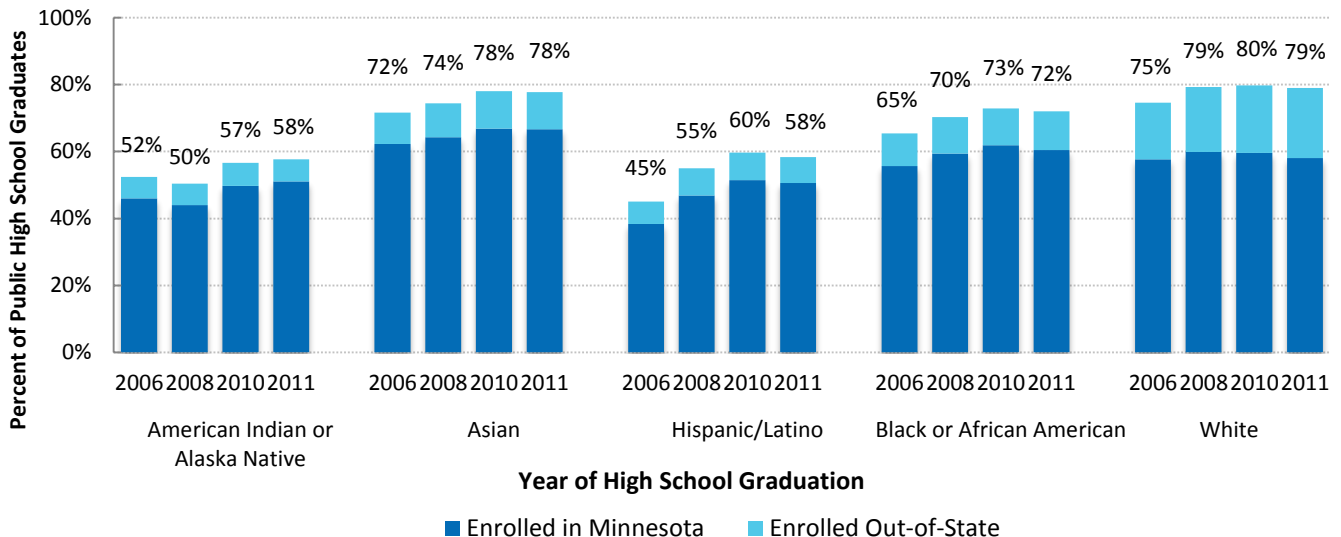
✓ **Students of color enrolled in college at lower rates than their White peers.**

Approximately 17 percent of Minnesota public high school graduates are students of color. White and Asian public high school graduates across all years enrolled in college at rates higher than other racial/ethnic groups. Approximately 20 percent of White public high school graduates enrolled out of state; 10 percentage points higher than all other groups. This trend is consistent across years.

A significant gap in college enrollment persists across racial/ethnic groups for Minnesota public high school graduates, especially for Hispanic or Latino and American Indian or Alaska Native graduates. The enrollment gap is so large that the difference between Asian and White graduates (79%) enrolling in college within the first two years as compared to Hispanic or Latino and American Indian graduates (58%) is 21 percentage points for the class of 2011. In comparison, 72 percent of Black or African American graduates from the class of 2011 enrolled in college within two years.



COLLEGE ENROLLMENT HAS INCREASED OVER TIME BUT ENROLLMENT GAPS EXIST

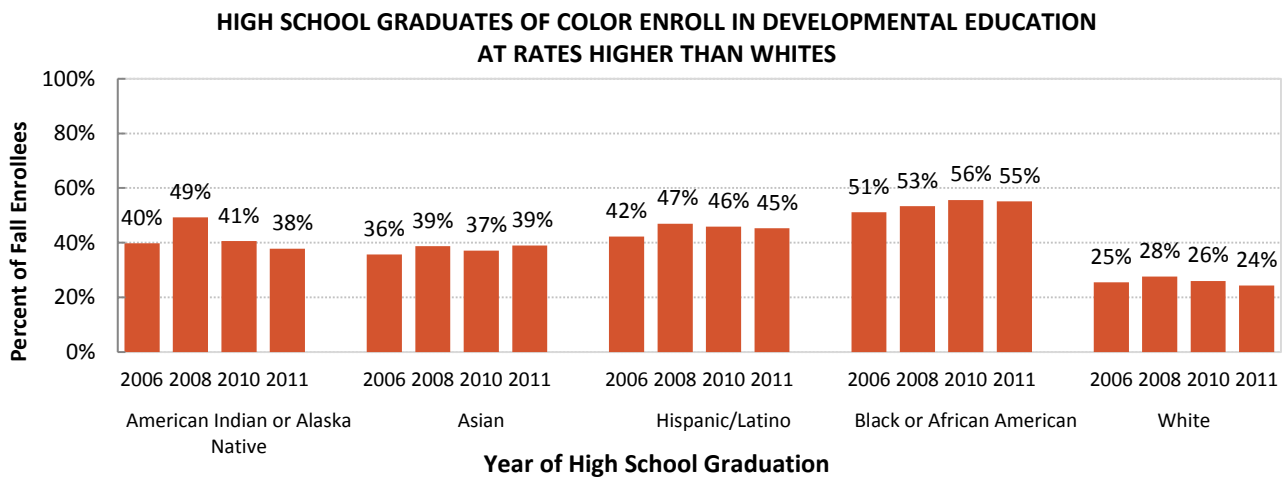


Additional college enrollment data by race/ethnicity can be found in Table 9 (page 58).

Developmental Education Course-Taking by Race/Ethnicity

- ✓ **Students of color enrolled at higher rates in developmental education than White students.**

Black or African American 2011 graduates continue to have the highest percentage (55%) of fall enrollees taking developmental education. Asian, American Indian or Alaskan Native and Hispanic or Latino 2011 graduates enrolled in developmental courses at rates between 38 and 45 percent as compared to 24 percent of White fall enrollees. This disparity in developmental education by racial/ethnic minorities mirrors the national trends, especially for Black or African American public high school graduates (NCES, 2013).



**ACROSS THE U.S. UNDERGRADUATES OF COLOR AT PUBLIC COLLEGES
REPORTED TAKING DEVELOPMENTAL COURSES AT HIGHER RATES THAN WHITE PEERS**

Year	Asian or Pacific Islander	Hispanic	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Other or two or more races
1999-2000	34.9	37.8	37.7	24.3	34.4
2003-2004	20.1	26.8	27.4	19.7	24.0
2007-2008	22.5	29.0	30.2	19.9	27.5

Source: National Center for Education Statistics (2013)

The college a high school graduate attends determines the developmental courses available and the need for placement into these courses. Among public high school graduates enrolled in fall term at Minnesota public two-year colleges, over half of 2011 graduates from each race/ethnic group enrolled in developmental education courses (56% Asian, 78% American Indian, 67% Hispanic, 81% Black and 50% White). At Minnesota state universities, the pattern of enrollment by race/ethnicity in developmental education was similar though the rates were 30 to 50 percentage points lower compared to Minnesota public two-year colleges. Additional data on developmental education by race/ethnicity can be found in Table 10 (page 61).

Language Spoken at Home

- ✓ Across all graduating classes public high school students who spoke English at home or who were English proficient had much higher rates of out-of-state college enrollment than other primary language groups.

Approximately eight percent of Minnesota public high school graduates spoke a language other than English at home. The languages most commonly spoken were Hmong, Spanish and Somali.

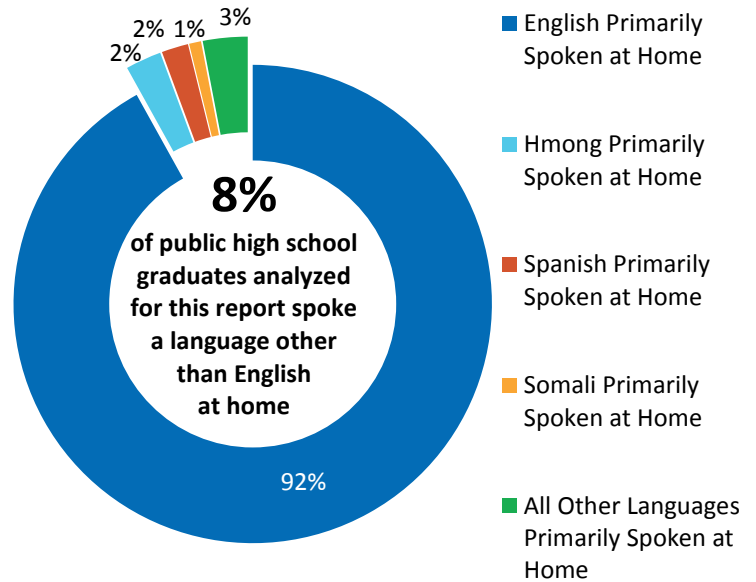
Primary Language Spoken at Home

Minnesota public high school graduates who spoke Somali at home enrolled (77%) in college within two years at higher rates than any other primary language group and at rates comparable to English speakers.

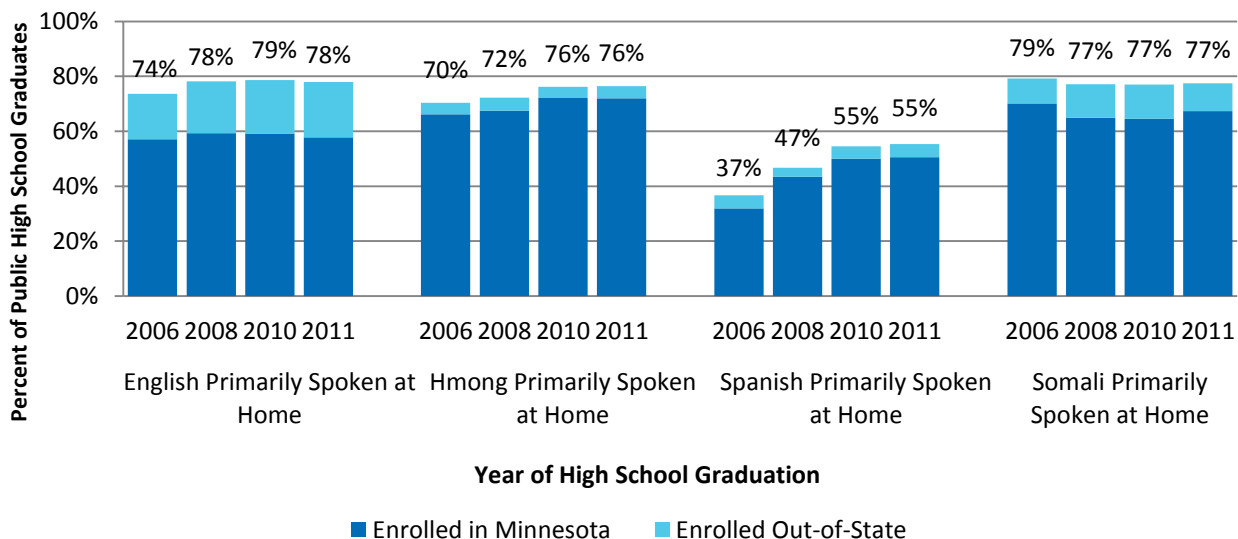
Minnesota public high school graduates who spoke Spanish at home enrolled (55%) in college within two years at rates lower than other primary language groups. Spanish

speaking graduates may encounter barriers to college enrollment based on residency issues. Passage of the Minnesota Dream Act may result in an increase in college enrollment for these graduates. Analysis of college enrollment rates over time shows Spanish speaking public high school graduates enrolled in college within two years increased sharply from 2006 to 2011.

Additional data on college enrollments by home primary language can be found in Table 11 (page 63).



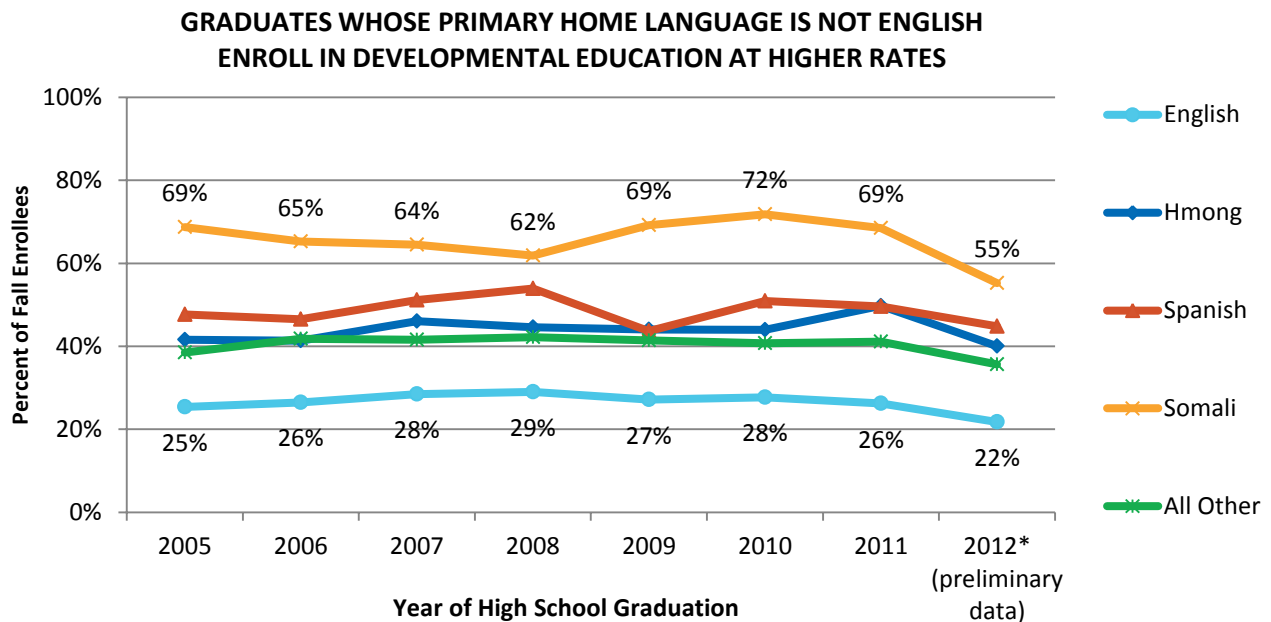
COLLEGE ENROLLMENT WITHIN TWO YEARS HAS INCREASED AMONG SPANISH SPEAKING GRADUATES BUT GAPS REMAIN



Developmental Education Course-Taking by Language Spoken at Home

- ✓ **Graduates whose primary home language was not English enrolled in developmental education at rates higher than English speakers.**

Reading and writing courses are primary components of developmental education and continue to be utilized by students to improve their language skills; especially by students whose first language is not English. It is not surprising to see a higher utilization of developmental education among students who may have immigrated to this country.



Graduates who spoke Somali at home enrolled in college at higher rates than other non-native English speakers; however, students who spoke Somali at home enrolled (69% for class of 2011) in developmental education at percentages almost 20 percentage points higher than any other group.

Additional data on developmental education by home primary language can be found in Table 12 (page 66).

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

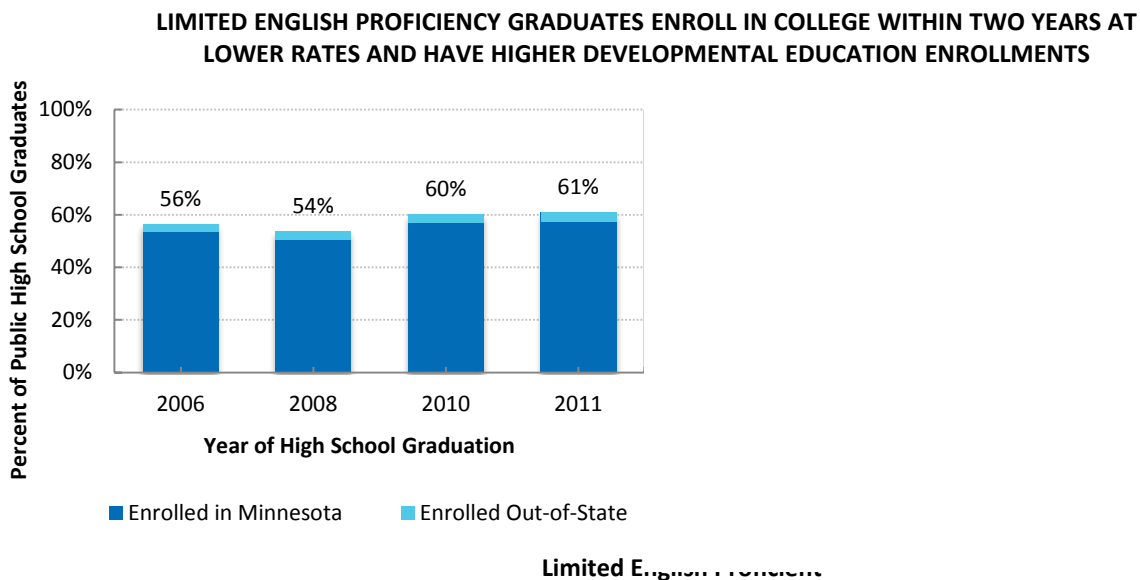
Limited English Proficiency

- ✓ **The majority (78%) of 2011 graduates identified as limited English proficient enrolling in college also enrolled in developmental education.**

In addition to language spoken at home, another measure of language skills is limited English proficiency status within K-12 education. Approximately three percent of Minnesota public high school graduates were identified as limited English proficient.

Students considered limited English proficient lagged behind their peers in college enrollment. Students considered limited English proficient enrolled almost exclusively in Minnesota colleges, few enrolled at out-of-state colleges.

Additional data on college enrollment by limited English proficiency can be found in Table 13 (page 68). Additional data on developmental education by limited English proficiency can be found in Table 14 (page 69)



Economic Status

- ✓ **Public high school graduates who were enrolled in free lunch attended college in smaller percentages than those who were enrolled in reduced lunch or not at all.**

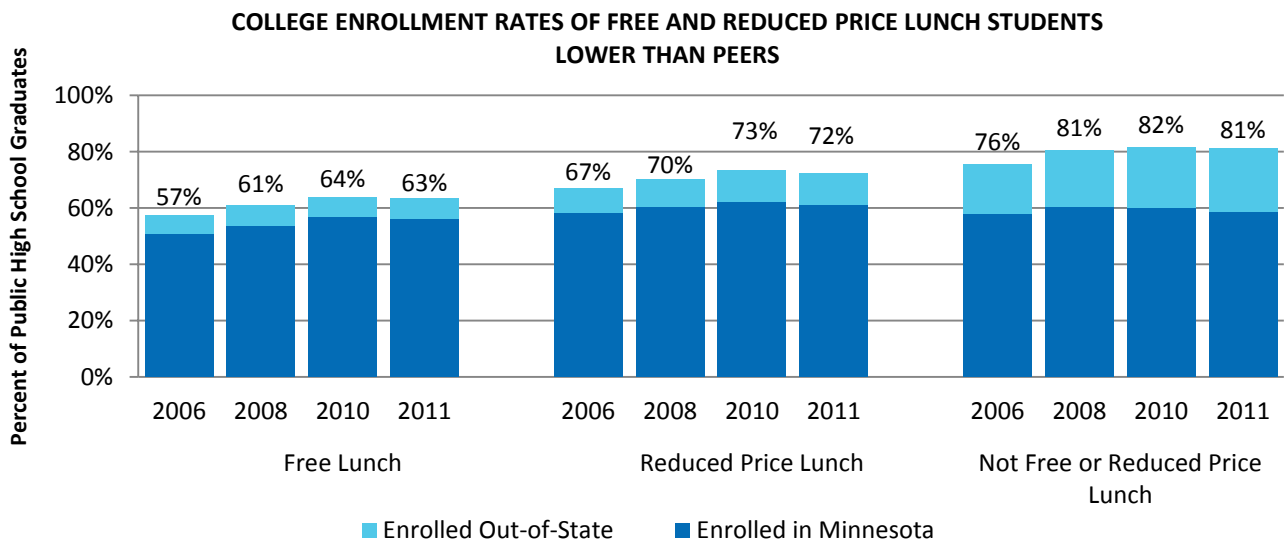
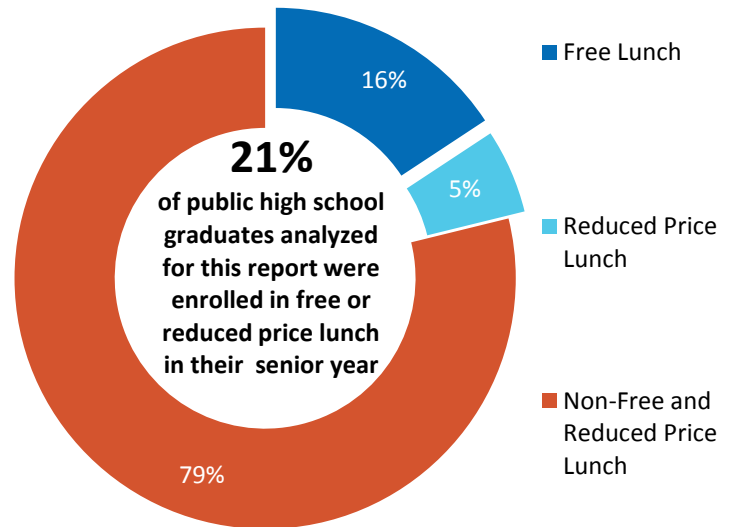
Public high school students enrolled in free or reduced price lunch can serve as an indicator of economic status. Approximately 21 percent of Minnesota 2006-2012 public high school graduates were enrolled in free or reduced price lunch in their senior year. This percentage is lower than the rate for all K-12 students as older students may choose not to enroll.

Graduates from all classes enrolled in free price lunch showed the lowest college enrollment rates; reduced price lunch status students showed a slightly higher rate; but, both groups lagged behind non-free and reduced price lunch graduates by 5 to 10 percentage points.

Note: Eligibility for free lunch is up to 130 percent of poverty thresholds. Reduced price lunch is 131 to 185 of poverty thresholds.

All three economic groups showed growth in college enrollments over time. Students who were not enrolled in free and reduced price lunch enrolled in college outside of Minnesota at higher percentages than both free and reduce price status students.

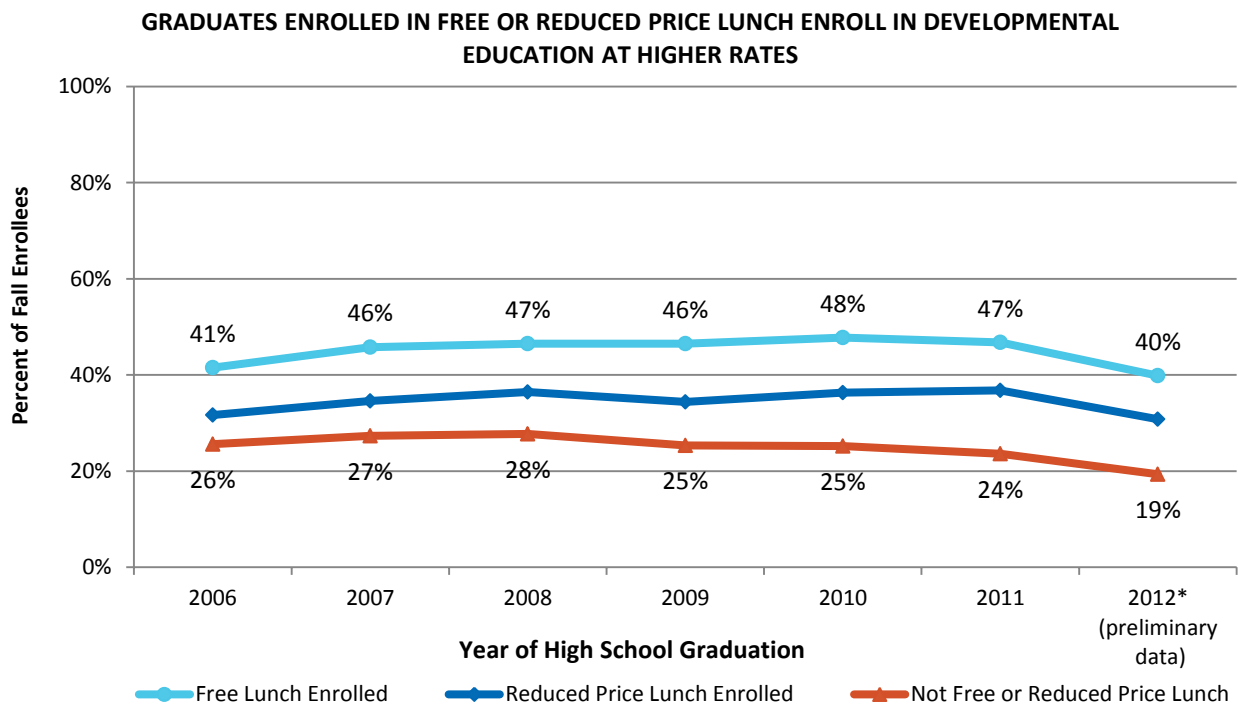
Additional information about college enrollment by economic status can be found in Table 15 (page 70).



Developmental Education Course-Taking by Economic Status

- ✓ **Public high school class of 2011 enrolled in free price lunch had the highest rates of developmental education enrollment (47%).**

The gap in developmental education enrollment between free lunch students and other students is approximately 20 percentage points and appears to be increasing. Forty-seven percent of 2011 free lunch graduates enrolled in fall term took developmental education courses as compared to 24 percent of other graduates. Reduced price lunch enrolled graduates had higher developmental education enrollment rates compared to other graduates but were lower than free lunch graduates.



More research is needed to understand the link between income and college readiness in Minnesota. One partial explanation for these trends is that students from higher socioeconomic backgrounds might take more college preparatory classes and supplementary services that help them be more prepared for college.

Additional information about developmental education enrollments by economic status can be found in Table 16 (page 72).

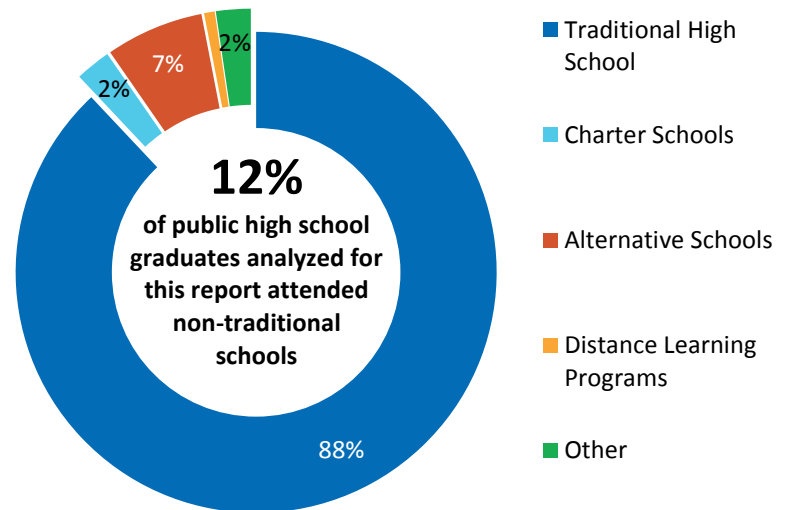
*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

High School Type Attended

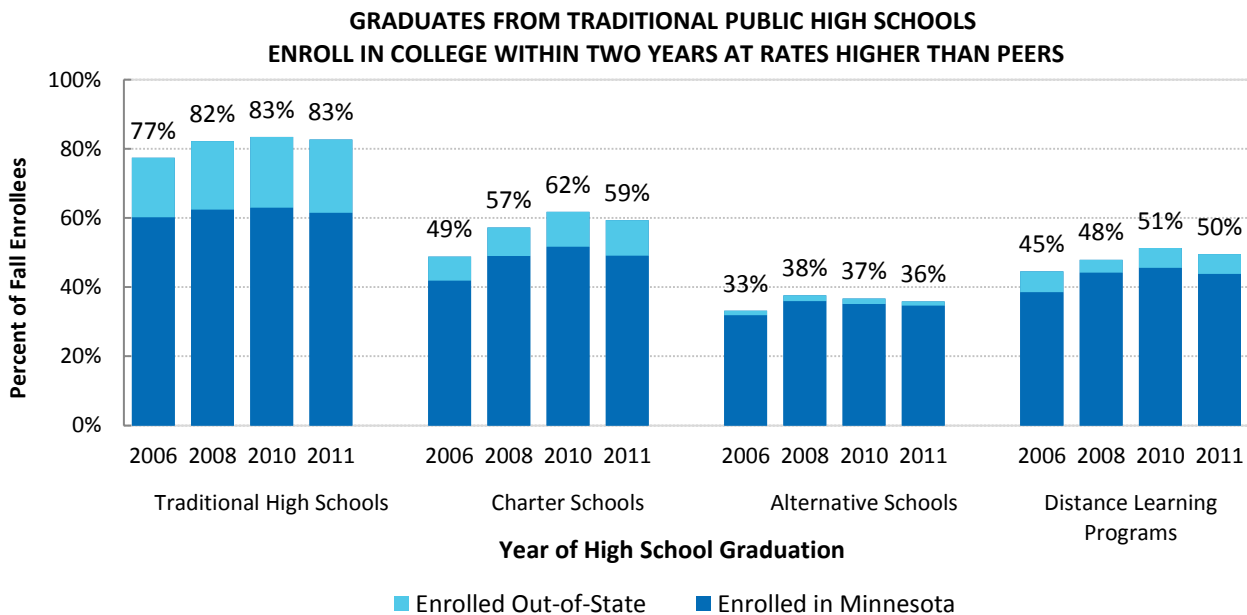
✓ **Non-traditional public high school graduates enrolled in college at lower rates.**

Class of 2011 graduates from traditional public high schools showed higher college enrollment rates (83%) compared to charter school (59%), alternative public high schools (36%) and distance learning programs (50%).

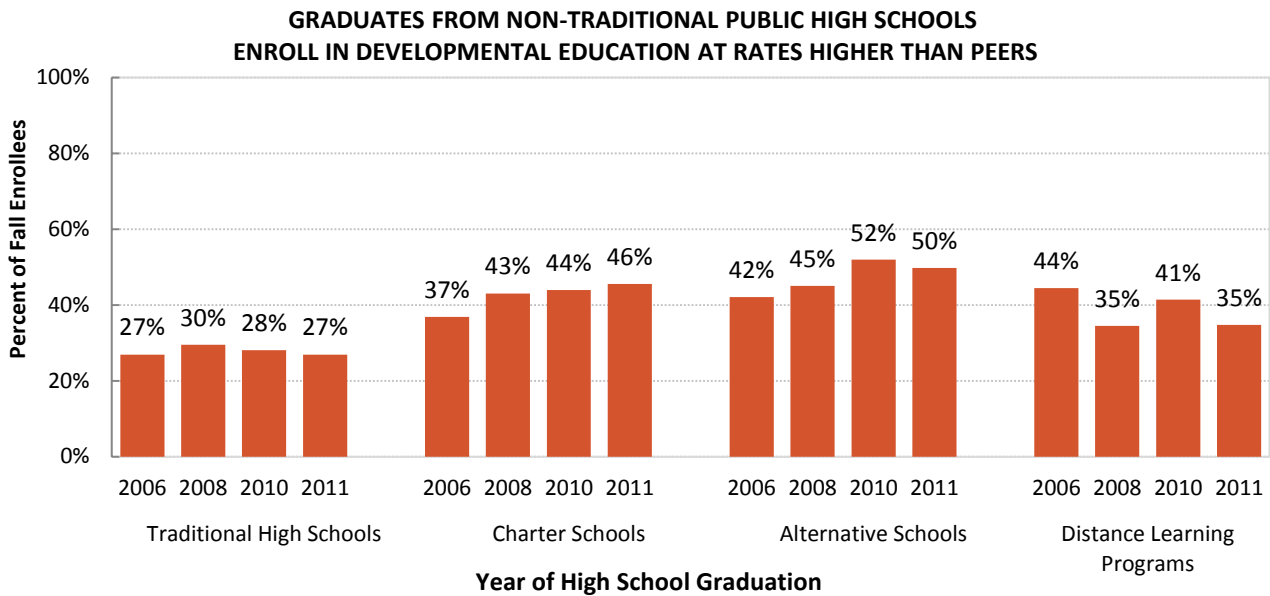
One critical caveat to this finding is that schools grouped together under the headings of “traditional” or “charter” serve a variety of educational missions, offer different programs and vary in size and geographic location. One would expect there to be wide variation in enrollment and developmental education course-taking among individual high schools within these groups.



Additional data on college enrollment by public high school type can be found in Table 17 (page 73).



Developmental Education by High School Type Attended



- ✓ **Graduates of non-traditional public high schools enrolled in developmental education at slightly higher rates than traditional public high school graduates.**

Class of 2011 graduates of traditional schools showed lower developmental enrollment rates (27%) as compared to charter school (46%), alternative high schools (50%) and distance learning programs (35%).

Additional data on developmental education by public high school type can be found in Table 18 (page 76).

Testing

By definition, college readiness means being able to succeed in credit-bearing college courses without developmental education. Pre-high school graduation data can be used to identify students with a higher likelihood of enrolling in college developmental education. Using available K-12 data, educators can provide students with the extra supports needed to prepare them for college-level academic studies.

Historically public school students take a range of required and recommended assessments ranging from: MCA, NWEA, EXPLORE, PLAN, ACT and SAT. State testing is limited to the MCA, EXPLORE, PLAN and ACT. Meanwhile, Minnesota's public colleges have typically relied on ACCUPLACER, ACT or SAT tests to gauge a student's readiness for college level curriculum. As a result, the framework to align assessment is rooted in the belief that students meeting proficiency guidelines for high school graduation are ready for college (MnSCU, 2014).

In May 2013, Minnesota adopted significant new legislative changes to strengthen the alignment between high school and college and career readiness. Beginning in 2015, every Minnesota public eighth grade and tenth grade student will be required to take a college readiness predictive exam aligned to a nationally normed college entrance exam. Every public eleventh grade student will take a nationally normed college entrance exam. Students in grade ten who do not reach the college readiness benchmarks on the college readiness exam will be required to take the Minnesota public two-year colleges' college placement diagnostic exam. This will help identify foundational skill sets and additional support students need to reach college readiness proficiency (MnSCU, 2014).

This better alignment of assessments measuring college and career readiness will enable earlier identification of a student who is not on track for college level courses. If identified earlier, a student who is not on track will receive instructional interventions and targeted support aligned to meet the specific competencies of college developmental education while they are in a public high school, saving time and money. Data for Minnesota public high school graduates from 2007 to 2012 allowed an initial review of the current alignment of K-12 MCA math and reading tests, ACT tests and developmental education course-taking as highlighted below.

High School Accountability Tests – Math & Reading

- ✓ **2011 public high school graduates who met the standards on statewide accountability tests had higher college enrollment rates and lower developmental education rates compared to students who did not meet standards.**

Accountability tests given to Minnesota public high school students included the MCA-II, MOD-II, MTAS and MTELL in both math and reading. There is a sizeable gap in both college enrollment and developmental education needs among groups by reported proficiency.

Among graduates taking the state accountability test:

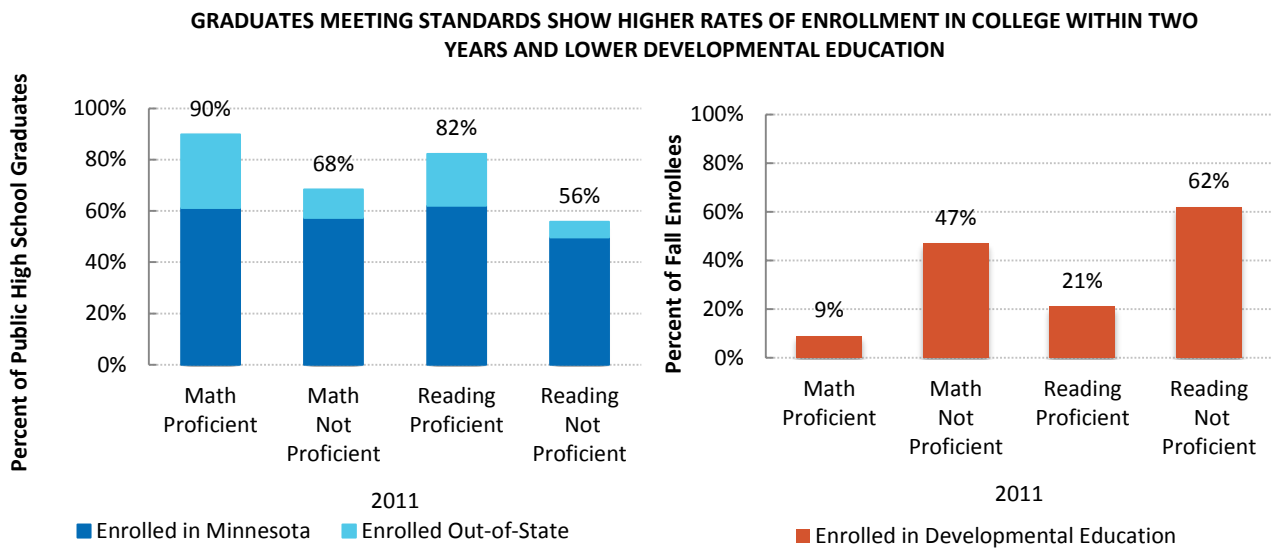
Math

- 90 percent of students meeting math standards enrolled in college and 9 percent enrolled in developmental education within 2 years
- 68 percent of students not meeting math standards enrolled in college and 47 percent enrolled in developmental education within 2 years

Reading

- 82 percent of students meeting reading standards enrolled in college and 21 percent enrolled in developmental education within 2 years
- 56 percent of students not meeting reading standards enrolled in college and 62 percent enrolled in developmental education within 2 years

Additional data on college enrollments and developmental education enrollments by achievement level can be found in Table 19 (page 78) and Table 20 (page 80).



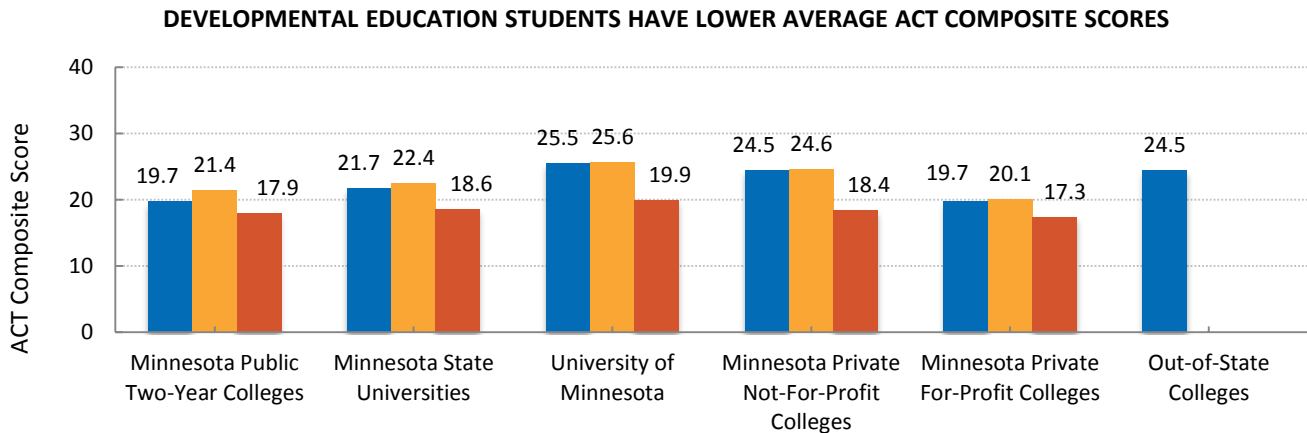
College Entrance Exams – ACT

- ✓ **For the class of 2011, the average ACT scores of students enrolled in developmental education were lower than the scores of students not enrolled in developmental education.**

ACT composite scores of students enrolled in developmental education ranged from 17.3 at private for-profit colleges to 19.9 at the University of Minnesota. This compared to ACT scores for students not enrolled in developmental courses ranging from 20.1 at private for-profit colleges to 25.6 at the University of Minnesota.

Low ACT scores are one reason students can be placed into developmental education courses at the University of Minnesota and Minnesota State Universities.

Additional data on ACT Composite scores can be found in Table 21 (page 82).



Class of 2011 Enrolling in the First Year After Graduation

■ All Graduates Enrolled as Students
 ■ Graduates Not in Developmental Courses
 ■ Graduates in Developmental Courses

How does Minnesota Compare with Other States?

States measure developmental education in three ways.

1. Need: do students need developmental education to pursue the academic program or career they desire?
2. Placement: are developmental education courses recommended based on test performance or other skill assessment?
3. Enrollment: do students enroll in developmental education courses?

This section attempts to provide comparative developmental education data using state reports prepared by the Education Commission of the States (2010) and additional state reports posted on state higher education executive office web sites. Only states reporting data for graduating classes of 2009 or later were included.

Alabama

Alabama Commission on Higher Education. (2013). *High school report 2011-2012: Alabama public high school graduates enrolled in Alabama public colleges and universities for fall 2012 and/or spring 2013*. http://www.ache.alabama.gov/StudentDB/FA12_HSET_26Jul13.pdf

For the 2011-2012 academic year, there were 43,911 students who graduated from Alabama's public high schools, out of which 24,679 enrolled in public colleges and universities in Alabama in the following fall and/or spring term. Over 9,000 college freshman at public colleges enrolled in developmental courses. The subject area breakdown: 4,124 enrolled in developmental mathematics only; 1,488 in English only; and 3,421 in both mathematics and English courses.

Arkansas

Arkansas Department of Higher Education. (2011). *Comprehensive Arkansas higher education annual report: Remediation rates*.

<http://www.adhe.edu/SiteCollectionDocuments/Comprehensive%20Report/2011/1-RemediationRates-ANNUAL.pdf>

Arkansas identifies developmental education rates based on students required to enroll or assigned to developmental education. Arkansas's public colleges enrolled 22,479 first-time degree seeking students in fall 2010 and 11,837 students (53 %) required enrollment in developmental courses. Forty-five percent of students assigned to development courses were enrolled at four-year colleges. Thirty-five percent of students required developmental education in one subject and 35 required developmental education in three subjects.

California

California Community Colleges Chancellor's Office – Data Mart Basic Skills Progress Checker

http://www.asd.calstate.edu/remediation/13/Rem_Sys_Final_Fall2013.htm

California reports developmental education rates based on students who test into developmental education. For the fall 2013 cohort, California enrolled 60,592 students within the California State system. Of those 17,636 students (29 percent) needed developmental education in math and 19,438 students (32 percent) required developmental education in English. Very few students enrolling in the University of California system required developmental education. Over half of community college students required developmental education and most were in more than one subject.

Colorado

Colorado Department of Higher Education. (2013). *2012 legislative report on remedial education*. http://higher.ed.colorado.gov/Publications/Reports/Remedial/FY2012/2012_Remedial_relmay09.pdf

Colorado calculates a developmental education rate based on students who need developmental education rather than the actual developmental education course-taking. Of Colorado's Class of 2011, 24,659 students (47 percent) enrolled in the state's public colleges or universities. Of those students, 7,853 (32 percent) were assessed as needing developmental education and another 2,009 students (8 percent) enrolled in developmental education courses but did not have an assessment score on file. This resulted in a 40 percent developmental education rate for students enrolling in Colorado's public colleges.

Florida

Florida Department of Education. (2013). *Performance on common placement tests among Florida public high school graduates*. <http://www.fldoe.org/articulation/perfCPT/default.asp>

Florida utilizes a developmental education rate based on the percent of students scoring at or above the cutoff score in each subject. In 2012, 54,474 students enrolled in community colleges and 50 percent of first-year students scored below the cut-off scores in all three subjects. Of 28,113 students enrolled in state universities, three percent of first-year students tested below the cut-off score in all three subjects.

Maryland

Maryland Higher Education Commission. (2011). *Student outcome and achievement report. College performance of new Maryland high school graduates*. <http://www.mhec.state.md.us/publications/research/AnnualReports/2010SOAR.pdf>

Maryland's developmental education data identifies students who followed a college preparatory curriculum in high school and those who did not. The data analyzes developmental education based on placement scores rather than on actual enrollment data. In the 2008-2009 academic year 29,105 students enrolled in college. Of students who did not take a college preparatory curriculum 47 percent needed developmental education in math compared to 35 percent who did take a college preparatory curriculum. In addition, students who did not take a college preparatory curriculum had higher percentages needing to take developmental education courses in reading and English. Like Minnesota, Maryland's data show there were fewer students enrolled in developmental education at four-year colleges than at community colleges.

Montana

Montana University System. (2012). *Montana university system high school follow-up report, 2012*. http://mus.edu/data/HS-Follow-up/MUS_HSFR_SUMMARY_report.pdf

There were 9,716 graduates from Montana public high school class of 2012 and 33 percent enrolled in the Montana University System in the fall semester following graduation. Of these students, 29 percent enrolled in at least one math or writing developmental course.

Nevada

Nevada System of Higher Education. (2012). *Remedial & developmental report, summer and fall 2012*
http://www.nevada.edu/ir/Documents/RemedialEnrollment/Remedial_Report_Fall_2012.pdf

Nevada reports data on high school graduates between September 2011 and August 2012 who enrolled in developmental math or English courses in the summer or fall of 2012. The data show that 2,904 students (32 percent) enrolled in at least one developmental course. Among these development education students, 21 percent needed an English course, 56 percent needed math and 22 percent needed both English and math developmental courses.

New Mexico

Winograd, P., Florez, V., & Garcia, V. (2010). *Ready for college 2010: An annual report on New Mexico high school graduates who take remedial classes in New Mexico colleges and universities.*
<http://www.ped.state.nm.us/press/2010/Ready%20For%20College%202010.pdf>

In the academic year 2008-2009, there were 9,713 public high school graduates who attended college in New Mexico. Of these, 47 percent were enrolled in developmental education courses, with a higher percentage of students needing numeracy and computation courses than literacy and communication developmental courses.

North Carolina

The University of North Carolina General Administration. (2013). *University of North Carolina remedial/developmental activities report, 2011-2012.*
<http://www.northcarolina.edu/reports/index.php?page=download&id=1671&inline=1>

This report contains information only on the University of North Carolina system. There was a 16 percent decrease in developmental education enrollment from 2010-2011 to 2011-2012. During the 10-year period between 1992 and 2012, there was also a 54 percent decrease in institutional spending on developmental education.

Ohio

Ohio Board of Regents. (2012). *Fall 2011 public college enrollment and developmental course enrollment rates.*
https://www.ohiohighered.org/files/uploads/data/hs_transition/HS_remediation_rpt_fall2011.pdf

During fall 2011, there were 52,486 recent high school graduates who enrolled in Ohio public colleges and universities; 74 percent enrolled in a state university and 26 percent enrolled in a community college. Of these first-time college freshmen, 41 percent enrolled in at least one developmental course; 35 percent in math and 20 percent in English.

South Dakota

South Dakota Board of Regents. (2012). *2012 High school to college transition report.*
<http://www.sdbor.edu/theboard/agenda/2013/October/16.pdf>

South Dakota tracks developmental education course-taking through student placement rates rather than actual enrollment. In 2012, South Dakota's high schools graduated 2,874 students and 32 percent enrolled full-time at a public state university. Of those students, 27 percent required developmental education courses in either English (13 percent) or math (23 percent).

Tennessee

Tennessee Higher Education Commission. (2010). *Tennessee Higher Education Fact Book*
<http://www.state.tn.us/thec/Legislative/Reports/2011/2010-11%20Fact%20Book.PDF>

Tennessee identifies developmental education based on enrollment within any development education course. In fall 2010, 53 percent of first-time freshman enrolled in a public college needed at least one developmental education course. At four-year public universities 20 percent of the 18,469 students needed any developmental education courses. At community colleges 73 percent of the 18,756 students enrolled in any developmental education course.

West Virginia

West Virginia Higher Education Policy Commission. 2013. *Credit First-Time Full-Time Freshmen in Developmental Courses*

https://www.wvhepc.org/resources/Dashboard/Remedial/2013/cr_fttfr_dev.html

In fall 2013, West Virginia's public colleges enrolled 14,502 first-time, full-time students; and 31 percent took at least one developmental education course. At four-year public colleges 20 percent of the 11,000 students needed at least one developmental education course. At community colleges, 66 percent needed a developmental course.

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Additional Tables

Table 3: College Enrollment of 2006-2012 Public High School Graduates

Year of High School Graduation	High School	College Activity												
		Total Graduates Enrolled in College								First Term Enrollment Level (Number of Credits)				
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment		Number of Students						
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	1-5 credits (H)	6-8 credits (I)	9-11 credits (J)	12-14 credits (K)	15+ credits (L)	
Enrolled at Any College (National)														
2006	59,231	47,663	80%	43,188	73%	40,969	69%							
2007	59,851	49,465	83%	45,456	76%	43,113	72%							
2008	60,824	50,312	83%	47,042	77%	44,573	73%							
2009	59,618	49,177	82%	46,821	79%	44,308	74%							
2010	59,639	48,154	81%	46,544	78%	44,081	74%							
2011	59,365	46,444	78%	45,892	77%	43,555	73%							
2012 (preliminary data)	57,618	43,477	75%	43,477	75%	41,746	72%							
Enrolled at Any Minnesota College (Public or Private)														
2006	59,231	37,485	63%	33,857	57%	32,106	54%		2%	4%	4%	23%	67%	
2007	59,851	38,772	65%	35,515	59%	33,644	56%		2%	3%	4%	23%	68%	
2008	60,824	38,806	64%	36,133	59%	34,146	56%		2%	3%	4%	23%	68%	
2009	59,618	37,914	64%	36,028	60%	33,943	57%		2%	3%	4%	23%	68%	
2010	59,639	36,885	62%	35,581	60%	33,579	56%		1%	3%	4%	23%	69%	
2011	59,365	35,046	59%	34,615	58%	32,633	55%		1%	3%	4%	23%	69%	
2012 (preliminary data)	57,618	32,082	56%	32,082	56%	30,660	53%		1%	2%	3%	23%	71%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 3: College Enrollment of 2006-2012 Public High School Graduates (continued)

Year of High School Graduation	High School	College Activity											
		Total Graduates Enrolled in College						First Term Enrollment Level (Number of Credits)					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment		Number of Students					
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	1-5 credits (H)	6-8 credits (I)	9-11 credits (J)	12-14 credits (K)	15+ credits (L)
Enrolled at Minnesota Public Two-Year Colleges													
2006	59,231	17,982	30%	15,363	26%	13,879	23%		3%	5%	5%	23%	65%
2007	59,851	18,331	31%	15,944	27%	14,342	24%		3%	4%	5%	22%	66%
2008	60,824	18,329	30%	16,346	27%	14,666	24%		3%	5%	6%	22%	64%
2009	59,618	17,902	30%	16,471	28%	14,680	25%		3%	5%	7%	24%	62%
2010	59,639	16,840	28%	15,869	27%	14,131	24%		2%	5%	7%	23%	63%
2011	59,365	15,920	27%	15,558	26%	13,848	23%		2%	5%	7%	24%	61%
2012* (preliminary data)	57,618	14,234	25%	14,234	25%	13,024	23%		2%	4%	7%	25%	62%
Enrolled at Minnesota State Universities													
2006	59,231	5,871	10%	5,718	10%	5,608	9%		2%	2%	3%	23%	69%
2007	59,851	6,520	11%	6,401	11%	6,294	11%		2%	2%	2%	25%	69%
2008	60,824	6,602	11%	6,485	11%	6,371	10%		1%	1%	2%	26%	69%
2009	59,618	6,487	11%	6,402	11%	6,304	11%		1%	1%	2%	28%	69%
2010	59,639	6,552	11%	6,486	11%	6,386	11%		1%	1%	1%	30%	67%
2011	59,365	6,361	11%	6,333	11%	6,219	10%		0%	0%	1%	30%	69%
2012* (preliminary data)	57,618	6,118	11%	6,118	11%	6,027	10%		0%	0%	1%	32%	67%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 3: College Enrollment of 2006-2012 Public High School Graduates (continued)

Year of High School Graduation	High School	College Activity											
		Total Graduates Enrolled in College						First Term Enrollment Level (Number of Credits)					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment		Number of Students					
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	1-5 credits (H)	6-8 credits (I)	9-11 credits (J)	12-14 credits (K)	15+ credits (L)
Enrolled at the University of Minnesota													
2006	59,231	5,366	9%	5,309	9%	5,252	9%		2%	2%	2%	31%	64%
2007	59,851	5,472	9%	5,413	9%	5,365	9%		1%	2%	1%	29%	66%
2008	60,824	5,427	9%	5,373	9%	5,330	9%		1%	1%	1%	27%	70%
2009	59,618	5,523	9%	5,493	9%	5,460	9%		1%	1%	1%	23%	75%
2010	59,639	5,815	10%	5,785	10%	5,750	10%		0%	0%	0%	23%	76%
2011	59,365	5,544	9%	5,532	9%	5,510	9%		0%	0%	0%	22%	77%
2012* (preliminary data)	57,618	5,369	9%	5,369	9%	5,351	9%		0%	0%	0%	20%	80%
Enrolled at Private Not-for-profit College													
2006	59,231	5,704	10%	5,585	9%	5,527	9%		2%	3%	2%	14%	80%
2007	59,851	5,947	10%	5,827	10%	5,764	10%		2%	2%	2%	14%	80%
2008	60,824	5,874	10%	5,795	10%	5,735	9%		1%	1%	1%	17%	81%
2009	59,618	5,781	10%	5,708	10%	5,626	9%		1%	0%	1%	15%	83%
2010	59,639	5,692	10%	5,637	9%	5,577	9%		0%	0%	1%	13%	86%
2011	59,365	5,684	10%	5,662	10%	5,592	9%		0%	0%	0%	13%	86%
2012* (preliminary data)	57,618	5,386	9%	5,386	9%	5,334	9%		0%	0%	0%	12%	88%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 3: College Enrollment of 2006-2012 Public High School Graduates (continued)

Year of High School Graduation	High School	College Activity											
		Total Graduates Enrolled in College						First Term Enrollment Level (Number of Credits)					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment		Number of Students					
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	1-5 credits (H)	6-8 credits (I)	9-11 credits (J)	12-14 credits (K)	15+ credits (L)
Enrolled at Private For-profit Colleges													
2006	59,231	2,562	4%	1,882	3%	1,840	3%		3%	14%	13%	33%	37%
2007	59,851	2,502	4%	1,930	3%	1,879	3%		5%	17%	11%	31%	36%
2008	60,824	2,574	4%	2,134	4%	2,044	3%		4%	15%	15%	33%	33%
2009	59,618	2,221	4%	1,954	3%	1,873	3%		5%	21%	13%	31%	29%
2010	59,639	1,986	3%	1,804	3%	1,735	3%		6%	19%	12%	26%	37%
2011	59,365	1,537	3%	1,530	3%	1,464	2%		7%	18%	14%	25%	36%
2012* (preliminary data)	57,618	975	2%	975	2%	924	2%		5%	10%	13%	35%	37%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 4: Developmental Education Course-taking of 2006-2012 Public High School Graduates

Year of High School Graduation	High School	College Activity		Developmental Education Course-taking		
		College Enrollment by First College of Enrollment		Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Enrolled within Two Years of High School Graduation	Enrolled within Two Years of High School Graduation -- Fall term Enrollees	by First College of Enrollment		
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)
Enrolled at Any Minnesota College (Public or Private)						
2006	59,231	33,857	32,106	8,873	15%	28%
2007	59,851	35,515	33,644	10,009	17%	30%
2008	60,824	36,133	34,146	10,373	17%	30%
2009	59,618	36,028	33,943	9,757	16%	29%
2010	59,639	35,581	33,579	9,889	17%	29%
2011	59,365	34,615	32,633	9,250	16%	28%
2012* (preliminary data)	57,618	32,082	30,660	7,248	13%	24%
Enrolled at Minnesota Public Colleges						
2006	59,231	26,390	24,739	8,459	14%	34%
2007	59,851	27,758	26,001	9,431	16%	36%
2008	60,824	28,204	26,367	9,742	16%	37%
2009	59,618	28,366	26,444	9,212	15%	35%
2010	59,639	28,140	26,267	9,477	16%	36%
2011	59,365	27,423	25,577	8,881	15%	35%
2012* (preliminary data)	57,618	25,721	24,402	7,089	12%	29%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 4: Developmental Education Course-taking of 2006-2012 Public High School Graduates (continued)

Year of High School Graduation	High School	College Activity			Developmental Education Course-taking		
		College Enrollment by First College of Enrollment			Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Enrolled within Two Years of High School Graduation	Enrolled within Two Years of High School Graduation -- Fall term Enrollees	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
Enrolled at Minnesota Public Two-Year Colleges							
2006	59,231	15,363	13,879	6,789	11%	49%	
2007	59,851	15,944	14,342	7,603	13%	53%	
2008	60,824	16,346	14,666	8,057	13%	55%	
2009	59,618	16,471	14,680	7,766	13%	53%	
2010	59,639	15,869	14,131	8,099	14%	57%	
2011	59,365	15,558	13,848	7,667	13%	55%	
2012* (preliminary data)	57,618	14,234	13,024	6,121	11%	47%	
Enrolled at Minnesota State Universities							
2006	59,231	5,718	5,608	1,409	2%	25%	
2007	59,851	6,401	6,294	1,657	3%	26%	
2008	60,824	6,485	6,371	1,545	3%	24%	
2009	59,618	6,402	6,304	1,304	2%	21%	
2010	59,639	6,486	6,386	1,267	2%	20%	
2011	59,365	6,333	6,219	1,109	2%	18%	
2012* (preliminary data)	57,618	6,118	6,027	864	1%	14%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 4: Developmental Education Course-taking of 2006-2012 Public High School Graduates (continued)

Year of High School Graduation	High School	College Activity			Developmental Education Course-taking		
		College Enrollment by First College of Enrollment			Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Enrolled within Two Years of High School Graduation	Enrolled within Two Years of High School Graduation -- Fall term Enrollees	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
Enrolled at the University of Minnesota							
2006	59,231	5,309	5,252	261	0.4%	5%	
2007	59,851	5,413	5,365	171	0.3%	3%	
2008	60,824	5,373	5,330	140	0.2%	3%	
2009	59,618	5,493	5,460	142	0.2%	3%	
2010	59,639	5,785	5,750	111	0.2%	2%	
2011	59,365	5,532	5,510	105	0.2%	2%	
2012* (preliminary data)	57,618	5,369	5,351	104	0.2%	2%	
Enrolled at Private Not-for-Profit Colleges							
2006	59,231	5,585	5,527	114	0.2%	2%	
2007	59,851	5,827	5,764	186	0.3%	3%	
2008	60,824	5,795	5,735	207	0.3%	4%	
2009	59,618	5,708	5,626	158	0.3%	3%	
2010	59,639	5,637	5,577	145	0.2%	3%	
2011	59,365	5,662	5,592	161	0.3%	3%	
2012* (preliminary data)	57,618	5,386	5,334	39	0.1%	1%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 4: Developmental Education Course-taking of 2006-2012 Public High School Graduates (continued)

Year of High School Graduation	High School	College Activity			Developmental Education Course-taking		
		College Enrollment by First College of Enrollment			Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Enrolled within Two Years of High School Graduation	Enrolled within Two Years of High School Graduation -- Fall term Enrollees	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
Enrolled at Private For-Profit Colleges							
2006	59,231	1,882	1,840	300	0.5%	16%	
2007	59,851	1,930	1,879	392	0.7%	21%	
2008	60,824	2,134	2,044	424	0.7%	21%	
2009	59,618	1,954	1,873	387	0.6%	21%	
2010	59,639	1,804	1,735	267	0.4%	15%	
2011	59,365	1,530	1,464	208	0.4%	14%	
2012* (preliminary data)	57,618	975	924	120	0.2%	13%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 5: Developmental Education Credits

Year of High School Graduation	Number of Developmental Credits Taken									
	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term after High School Graduation									
	1-3 Credits		4-6 Credits		7-9 Credits		More than 10 Credits		Total	
	Percent of Students (column A)	Total Credits (B)	Percent of Students (C)	Total Credits (D)	Percent of Students (E)	Total Credits (F)	Percent of Students (G)	Total Credits (H)	Percent of Students (I)	Total Credits (J)
Enrolled at Any Minnesota College (Public or Private)										
2006	34%	5,161	37%	10,956	17%	10,696	12%	13,298	100%	40,111
2007	33%	7,985	35%	14,700	18%	12,689	13%	15,320	100%	50,694
2008	34%	8,978	33%	15,575	18%	14,546	15%	19,166	100%	58,265
2009	33%	9,339	31%	15,024	19%	15,602	17%	22,145	100%	62,110
2010	32%	8,569	34%	15,378	19%	14,642	16%	19,780	100%	58,369
2011	30%	8,009	33%	15,457	20%	16,093	17%	21,105	100%	60,664
2012* (preliminary data)	30%	7,466	34%	14,882	20%	15,192	16%	18,826	100%	56,366
Enrolled at Minnesota Public Two-Year Colleges										
2006	25%	4,779	35%	11,471	22%	11,903	17%	15,028	100%	43,181
2007	26%	5,437	32%	11,739	22%	13,609	19%	18,805	100%	49,590
2008	24%	5,390	32%	12,094	23%	14,623	21%	21,771	100%	53,878
2009	24%	5,316	34%	12,641	22%	13,759	20%	19,396	100%	51,111
2010	24%	5,212	33%	12,662	23%	15,222	20%	20,597	100%	53,693
2011	25%	5,168	33%	12,319	23%	14,161	19%	18,334	100%	49,982
2012* (preliminary data)	25%	4,244	34%	9,787	26%	12,556	15%	10,323	100%	36,910
Enrolled at Minnesota State Universities										
2006	70%	2,590	27%	1,633	3%	342	0%	55	100%	4,620
2007	61%	2,644	34%	2,468	4%	518	0%	94	100%	5,724
2008	68%	2,901	27%	1,820	4%	420	1%	154	100%	5,295
2009	65%	2,301	31%	1,786	3%	274	1%	128	100%	4,489
2010	58%	2,127	35%	1,919	6%	634	1%	199	100%	4,879
2011	52%	1,711	39%	1,793	9%	777	1%	133	100%	4,414
2012* (preliminary data)	54%	1,398	41%	1,426	5%	349	0%	-	100%	3,173

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 5: Developmental Education Credits (continued)

Year of High School Graduation	Number of Developmental Credits Taken									
	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term after High School Graduation									
	1-3 Credits		4-6 Credits		7-9 Credits		More than 10 Credits		Total	
	Percent of Students (column A)	Total Credits (B)	Percent of Students (C)	Total Credits (D)	Percent of Students (E)	Total Credits (F)	Percent of Students (G)	Total Credits (H)	Percent of Students (I)	Total Credits (J)
Enrolled at University of Minnesota										
2006	20%	149	73%	792	6%	126	2%	46	100%	1,113
2007	27%	136	63%	459	8%	105	2%	30	100%	730
2008	34%	137	61%	348	5%	57	1%	10	100%	552
2009	39%	163	50%	294	8%	90	2%	37	100%	584
2010	38%	119	60%	273	1%	8	1%	10	100%	410
2011	30%	92	63%	272	6%	47	1%	10	100%	421
2012* (preliminary data)	56%	174	44%	184	0%	-	0%	-	100%	358
Enrolled at the Private Not-for-Profit Colleges										
2006	44%	112	38%	205	11%	99	8%	117	100%	533
2007	70%	289	23%	207	4%	57	3%	62	100%	615
2008	64%	298	26%	249	5%	96	5%	128	100%	771
2009	65%	253	23%	173	8%	98	5%	91	100%	615
2010	57%	211	27%	191	9%	106	8%	129	100%	637
2011	61%	245	29%	217	7%	95	2%	63	100%	620
2012* (preliminary data)	87%	93	8%	16	3%	7	3%	80	100%	196
Enrolled at Private For-Profit Colleges										
2006	51%	355	38%	598	9%	219	2%	74	100%	1,247
2007	52%	472	36%	702	8%	257	4%	175	100%	1,606
2008	61%	614	27%	513	11%	407	2%	81	100%	1,614
2009	58%	537	28%	484	12%	422	3%	128	100%	1,570
2010	55%	340	33%	411	6%	123	6%	170	100%	1,044
2011	54%	251	28%	281	7%	112	11%	286	100%	929
2012* (preliminary data)	72%	187	27%	150	1%	8	1%	12	100%	357

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 6: Where do Students Take Their Developmental Courses? Number of Students Enrolling in Developmental Education by College Offering Courses

Year of High School Graduation	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term after High School Graduation							
	By College Offering Developmental Education Credits (includes students first enrolling outside Minnesota then transferring to a Minnesota college)							
College Offering Courses	Total Minnesota Colleges and Universities		Minnesota Public Colleges and Universities		Minnesota Public Two-Year Colleges		Minnesota State Universities	
	Number of Students (column A)	Percent of Total Students Enrolled in Developmental Education (B)	Number of Students (C)	Percent of Students Enrolled in Developmental Education (D = C ÷ A)	Number of Students (E)	Percent of Students Enrolled in Developmental Education (F = E ÷ A)	Number of Students (G)	Percent of Students Enrolled in Developmental Education (H = G ÷ A)
2006	9,068	100%	8,694	96%	7,108	78%	1,373	15%
2007	10,270	100%	9,707	95%	8,004	78%	1,579	15%
2008	10,629	100%	10,009	94%	8,488	80%	1,412	13%
2009	9,989	100%	9,493	95%	8,124	81%	1,278	13%
2010	10,118	100%	9,734	96%	8,454	84%	1,179	12%
2011	9,480	100%	9,166	97%	8,034	85%	1,056	11%
2012* (preliminary data)	7,256	100%	7,101	98%	6,150	85%	846	12%

College Offering Courses	University of Minnesota		Private Not-for-Profit Colleges		Private For-Profit Colleges	
Year of High School Graduation	Number of Students (I)	Percent of Students Enrolled in Developmental Education (J = I ÷ A)	Number of Students (K)	Percent of Students Enrolled in Developmental Education (L = K ÷ A)	Number of Students (M)	Percent of Students Enrolled in Developmental Education (N = M ÷ A)
2006	213	2%	42	0%	332	4%
2007	124	1%	144	1%	419	4%
2008	109	1%	147	1%	473	4%
2009	91	1%	107	1%	389	4%
2010	101	1%	107	1%	277	3%
2011	76	1%	96	1%	218	2%
2012* (preliminary data)	105	1%	31	0%	124	2%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 7: College Enrollment of Public High School Graduates by Gender

Year of High School Graduation	High School Graduates	College Activity					
		Total Graduates Enrolled in College					
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
Male							
Enrolled at Any College (National)							
2006	29,586	22,748	77%	20,455	69%	19,301	65%
2007	29,554	23,314	79%	21,252	72%	20,026	68%
2008	30,258	23,971	79%	22,280	74%	21,032	70%
2009	29,994	23,669	79%	22,410	75%	21,043	70%
2010	29,818	22,858	77%	21,975	74%	20,717	69%
2011	29,871	22,043	74%	21,716	73%	20,531	69%
2012* (preliminary data)	28,908	20,539	71%	20,539	71%	19,667	68%
Enrolled at Any Minnesota College (Public or Private)							
2006	29,586	17,890	60%	16,096	54%	15,209	51%
2007	29,554	18,381	62%	16,723	57%	15,776	53%
2008	30,258	18,551	61%	17,194	57%	16,215	54%
2009	29,994	18,303	61%	17,338	58%	16,228	54%
2010	29,818	17,570	59%	16,884	57%	15,911	53%
2011	29,871	16,649	56%	16,396	55%	15,403	52%
2012* (preliminary data)	28,908	15,223	53%	15,223	53%	14,533	50%
Female							
Enrolled at Any College (national)							
2006	29,645	24,915	84%	22,733	77%	21,668	73%
2007	30,297	26,151	86%	24,204	80%	23,087	76%
2008	30,566	26,341	86%	24,762	81%	23,541	77%
2009	29,624	25,508	86%	24,411	82%	23,265	79%
2010	29,821	25,296	85%	24,569	82%	23,364	78%
2011	29,494	24,401	83%	24,176	82%	23,024	78%
2012* (preliminary data)	28,710	22,938	80%	22,938	80%	22,079	77%
Enrolled at Any Minnesota College (Public or Private College)							
2006	29,645	19,595	66%	17,761	60%	16,897	57%
2007	30,297	20,391	67%	18,792	62%	17,868	59%
2008	30,566	20,255	66%	18,939	62%	17,931	59%
2009	29,624	19,611	66%	18,690	63%	17,715	60%
2010	29,821	19,315	65%	18,697	63%	17,668	59%
2011	29,494	18,397	62%	18,219	62%	17,230	58%
2012* (preliminary data)	28,710	16,859	59%	16,859	59%	16,127	56%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 8: Developmental Education Course-taking of Public High School Graduates by Gender

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking		
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
				by First College of Enrollment		
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
Male						
Enrolled at Any Minnesota College (Public or Private)						
2006	29,586	16,096	15,209	4,015	14%	26%
2007	29,554	16,723	15,776	4,672	16%	30%
2008	30,258	17,194	16,215	4,804	16%	30%
2009	29,994	17,338	16,228	4,532	15%	28%
2010	29,818	16,884	15,911	4,684	16%	29%
2011	29,871	16,396	15,403	4,352	15%	28%
2012* (preliminary data)	28,908	15,223	14,533	3,362	12%	23%
Female						
Enrolled at Any Minnesota College (Public or Private)						
2006	29,645	17,761	16,897	4,858	16%	29%
2007	30,297	18,792	17,868	5,337	18%	30%
2008	30,566	18,939	17,931	5,569	18%	31%
2009	29,624	18,690	17,715	5,225	18%	29%
2010	29,821	18,697	17,668	5,205	17%	29%
2011	29,494	18,219	17,230	4,898	17%	28%
2012* (preliminary data)	28,710	16,859	16,127	3,886	14%	24%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 9: College Enrollment of Public High School Graduates by Race/Ethnicity

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
Total Graduates (column A)							
American Indian or Alaska Native							
Enrolled at Any College (National)							
2006	820	560	68%	430	52%	393	48%
2007	922	622	67%	494	54%	435	47%
2008	887	542	61%	447	50%	414	47%
2009	913	565	62%	498	55%	444	49%
2010	938	577	62%	531	57%	491	52%
2011	840	494	59%	484	58%	444	53%
2012* (preliminary data)	827	483	58%	483	58%	436	53%
Enrolled at Any Minnesota College (Public or Private)							
2006	820	495	60%	377	46%	344	42%
2007	922	557	60%	439	48%	388	42%
2008	887	474	53%	390	44%	359	40%
2009	913	496	54%	436	48%	384	42%
2010	938	508	54%	466	50%	429	46%
2011	840	439	52%	429	51%	397	47%
2012* (preliminary data)	827	423	51%	423	51%	379	46%
Asian							
Enrolled at Any College (National)							
2006	3,104	2,474	80%	2,222	72%	2,049	66%
2007	3,071	2,480	81%	2,259	74%	2,071	67%
2008	3,368	2,697	80%	2,505	74%	2,318	69%
2009	3,383	2,780	82%	2,629	78%	2,416	71%
2010	3,336	2,696	81%	2,604	78%	2,416	72%
2011	3,583	2,828	79%	2,787	78%	2,600	73%
2012* (preliminary data)	3,639	2,753	76%	2,753	76%	2,610	72%
Enrolled at Any Minnesota College (Public or Private)							
2006	3,104	2,140	69%	1,932	62%	1,786	58%
2007	3,071	2,159	70%	1,979	64%	1,813	59%
2008	3,368	2,326	69%	2,163	64%	1,998	59%
2009	3,383	2,423	72%	2,304	68%	2,118	63%
2010	3,336	2,308	69%	2,231	67%	2,064	62%
2011	3,583	2,424	68%	2,388	67%	2,224	62%
2012* (preliminary data)	3,639	2,347	64%	2,347	64%	2,216	61%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 9: College Enrollment of Public High School Graduates by Race/Ethnicity (continued)

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	
Hispanic/Latino							
Enrolled at Any College (National)							
2006	1,517	844	56%	683	45%	603	40%
2007	1,698	1,014	60%	837	49%	774	46%
2008	1,814	1,129	62%	998	55%	902	50%
2009	1,975	1,297	66%	1,154	58%	1,027	52%
2010	2,174	1,390	64%	1,296	60%	1,175	54%
2011	2,350	1,400	60%	1,370	58%	1,231	52%
2012* (preliminary data)	2,416	1,371	57%	1,371	57%	1,274	53%
Enrolled at Any Minnesota College (Public or Private)							
2006	1,517	715	47%	581	38%	512	34%
2007	1,698	867	51%	715	42%	664	39%
2008	1,814	966	53%	849	47%	778	43%
2009	1,975	1,107	56%	983	50%	873	44%
2010	2,174	1,197	55%	1,118	51%	1,003	46%
2011	2,350	1,216	52%	1,189	51%	1,064	45%
2012* (preliminary data)	2,416	1,161	48%	1,161	48%	1,082	45%
Black or African American							
Enrolled at Any College (National)							
2006	2,991	2,362	79%	1,956	65%	1,727	58%
2007	3,394	2,685	79%	2,246	66%	1,966	58%
2008	3,720	2,936	79%	2,614	70%	2,309	62%
2009	3,886	3,085	79%	2,836	73%	2,513	65%
2010	4,150	3,187	77%	3,023	73%	2,659	64%
2011	4,270	3,127	73%	3,076	72%	2,757	65%
2012* (preliminary data)	4,057	2,819	69%	2,819	69%	2,577	64%
Enrolled at Any Minnesota College (Public or Private)							
2006	2,652	1,693	64%	1,196	45%	1,196	45%
2007	2,991	2,019	68%	1,664	56%	1,473	49%
2008	3,394	2,322	68%	1,955	58%	1,716	51%
2009	3,720	2,493	67%	2,207	59%	1,949	52%
2010	3,886	2,656	68%	2,449	63%	2,171	56%
2011	4,150	2,706	65%	2,568	62%	2,249	54%
2012* (preliminary data)	4,270	2,618	61%	2,580	60%	2,295	54%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 9: College Enrollment of Public High School Graduates by Race/Ethnicity (continued)

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
White							
Enrolled at Any College (National)							
2006	50,799	41,423	82%	37,897	75%	36,197	71%
2007	50,766	42,664	84%	39,620	78%	37,867	75%
2008	51,035	43,008	84%	40,478	79%	38,630	76%
2009	49,461	41,450	84%	39,704	80%	37,908	77%
2010	49,041	40,304	82%	39,090	80%	37,340	76%
2011	48,322	38,595	80%	38,175	79%	36,523	76%
2012* (preliminary data)	46,679	36,051	77%	36,051	77%	34,849	75%
Enrolled at Any Minnesota College (Public or Private)							
2006	50,799	32,116	63%	29,303	58%	27,991	55%
2007	50,766	32,867	65%	30,427	60%	29,063	57%
2008	51,035	32,547	64%	30,524	60%	29,062	57%
2009	49,461	31,232	63%	29,856	60%	28,397	57%
2010	49,041	30,166	62%	29,198	60%	27,834	57%
2011	48,322	28,349	59%	28,029	58%	26,653	55%
2012* (preliminary data)	46,679	25,849	55%	25,849	55%	24,892	53%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 10: Developmental Education Course-taking of Public High School Graduates by Race/Ethnicity

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)		
American Indian or Alaska Native							
Enrolled at Any Minnesota College (Public or Private)							
2006	820	377	344	137	17%	40%	
2007	922	439	388	152	16%	39%	
2008	887	390	359	177	20%	49%	
2009	913	436	384	197	22%	51%	
2010	938	466	429	174	19%	41%	
2011	840	429	397	150	18%	38%	
2012* (preliminary data)	827	423	379	119	14%	31%	
Asian							
Enrolled at Any Minnesota College (Public or Private)							
2006	3,104	1,932	1,786	637	21%	36%	
2007	3,071	1,979	1,813	690	22%	38%	
2008	3,368	2,163	1,998	773	23%	39%	
2009	3,383	2,304	2,118	790	23%	37%	
2010	3,336	2,231	2,064	765	23%	37%	
2011	3,583	2,388	2,224	867	24%	39%	
2012* (preliminary data)	3,639	2,347	2,216	724	20%	33%	
Hispanic/Latino							
Enrolled at Any Minnesota College (Public or Private)							
2006	1,517	581	512	216	14%	42%	
2007	1,698	715	664	270	16%	41%	
2008	1,814	849	778	365	20%	47%	
2009	1,975	983	873	365	18%	42%	
2010	2,174	1,118	1,003	460	21%	46%	
2011	2,350	1,189	1,064	482	21%	45%	
2012* (preliminary data)	2,416	1,161	1,082	412	17%	38%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 10: Developmental Education Course-taking of Public High School Graduates by Race/Ethnicity (continued)

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
				by First College of Enrollment			
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)		
Black or African American							
Enrolled at Any Minnesota College (Public or Private)							
2006	2,991	1,664	1,473	753	25%	51%	
2007	3,394	1,955	1,716	934	28%	54%	
2008	3,720	2,207	1,949	1,040	28%	53%	
2009	3,886	2,449	2,171	1,190	31%	55%	
2010	4,150	2,568	2,249	1,251	30%	56%	
2011	4,270	2,580	2,295	1,266	30%	55%	
2012* (preliminary data)	4,057	2,302	2,091	1,019	25%	49%	
White							
Enrolled at Any Minnesota College (Public or Private)							
2006	50,799	29,303	27,991	7,135	14%	25%	
2007	50,766	30,427	29,063	7,963	16%	27%	
2008	51,035	30,524	29,062	8,021	16%	28%	
2009	49,461	29,856	28,397	7,214	15%	25%	
2010	49,041	29,198	27,834	7,235	15%	26%	
2011	48,322	28,029	26,653	6,480	13%	24%	
2012* (preliminary data)	46,679	25,849	24,892	4,972	11%	20%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 11: College Enrollment of Public High School Graduates by Primary Language Spoken at Home

Year of High School Graduation	High School Graduates	College Activity					
		Total Graduates Enrolled in College					
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
English Primarily Spoken at Home							
Enrolled at Any College (National)							
2006	55,175	44,774	81%	40,626	74%	38,666	70%
2007	55,491	46,346	84%	42,669	77%	40,599	73%
2008	56,118	46,865	84%	43,874	78%	41,728	74%
2009	54,737	45,485	83%	43,356	79%	41,185	75%
2010	54,646	44,441	81%	42,972	79%	40,819	75%
2011	54,054	42,610	79%	42,130	78%	40,115	74%
2012* (preliminary data)	52,370	39,869	76%	39,869	76%	38,388	73%
Enrolled at Any Minnesota College (Public or Private)							
2006	55,175	34,855	63%	31,508	57%	29,985	54%
2007	55,491	35,917	65%	32,928	59%	31,298	56%
2008	56,118	35,690	64%	33,259	59%	31,556	56%
2009	54,737	34,570	63%	32,860	60%	31,073	57%
2010	54,646	33,499	61%	32,320	59%	30,603	56%
2011	54,054	31,577	58%	31,206	58%	29,517	55%
2012* (preliminary data)	52,370	28,836	55%	28,836	55%	27,645	53%
Hmong Primarily Spoken at Home							
Enrolled at Any College (National)							
2006	1,241	991	80%	873	70%	779	63%
2007	1,328	1,057	80%	947	71%	841	63%
2008	1,463	1,146	78%	1,056	72%	946	65%
2009	1,520	1,247	82%	1,167	77%	1,053	69%
2010	1,472	1,169	79%	1,122	76%	1,019	69%
2011	1,597	1,246	78%	1,220	76%	1,111	70%
2012* (preliminary data)	1,472	1,082	74%	1,082	74%	1,003	68%
Enrolled at Any Minnesota College (Public or Private)							
2006	1,241	929	75%	821	66%	737	59%
2007	1,328	1,004	76%	907	68%	808	61%
2008	1,463	1,072	73%	987	67%	888	61%
2009	1,520	1,194	79%	1,127	74%	1,023	67%
2010	1,472	1,106	75%	1,061	72%	962	65%
2011	1,597	1,176	74%	1,150	72%	1,047	66%
2012* (preliminary data)	1,472	1,022	69%	1,022	69%	946	64%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 11: College Enrollment of Public High School Graduates by Primary Language Spoken at Home (continued)

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	
Spanish Primarily Spoken at Home							
Enrolled at Any College (National)							
2006	799	368	46%	293	37%	261	33%
2007	869	426	49%	341	39%	317	36%
2008	915	497	54%	427	47%	379	41%
2009	1,066	625	59%	553	52%	479	45%
2010	1,182	693	59%	645	55%	576	49%
2011	1,333	753	56%	738	55%	651	49%
2012* (preliminary data)	1,368	701	51%	701	51%	650	48%
Enrolled at Any Minnesota College (Public or Private)							
2006	799	318	40%	255	32%	228	29%
2007	869	392	45%	322	37%	301	35%
2008	915	461	50%	398	43%	358	39%
2009	1,066	547	51%	487	46%	424	40%
2010	1,182	635	54%	591	50%	526	45%
2011	1,333	688	52%	674	51%	595	45%
2012* (preliminary data)	1,368	633	46%	633	46%	587	43%
Somali Primarily Spoken at Home							
Enrolled at Any College (National)							
2006	318	271	85%	252	79%	218	69%
2007	489	404	83%	365	75%	303	62%
2008	529	433	82%	408	77%	345	65%
2009	515	434	84%	420	82%	375	73%
2010	553	436	79%	426	77%	367	66%
2011	511	402	79%	396	77%	357	70%
2012* (preliminary data)	447	347	78%	347	78%	313	70%
Enrolled at Any Minnesota College (Public or Private)							
2006	318	238	75%	223	70%	213	67%
2007	489	347	71%	319	65%	290	59%
2008	529	365	69%	343	65%	320	60%
2009	515	379	74%	369	72%	364	71%
2010	553	364	66%	357	65%	348	63%
2011	511	348	68%	344	67%	343	67%
2012* (preliminary data)	447	295	66%	295	66%	297	66%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 11: College Enrollment of Public High School Graduates by Primary Language Spoken at Home (continued)

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
All Other Languages Primarily Spoken at Home							
Enrolled at Any College (National)							
2006	1,698	1,259	74%	1,144	67%	1,045	62%
2007	1,674	1,232	74%	1,134	68%	1,053	63%
2008	1,799	1,371	76%	1,277	71%	1,175	65%
2009	1,780	1,386	78%	1,325	74%	1,216	68%
2010	1,786	1,415	79%	1,379	77%	1,300	73%
2011	1,870	1,433	77%	1,408	75%	1,321	71%
2012* (preliminary data)	1,961	1,478	75%	1,478	75%	1,392	71%
Enrolled at Any Minnesota College (Public or Private)							
2006	1,698	1,125	66%	1,030	61%	943	56%
2007	1,674	1,085	65%	1,016	61%	947	57%
2008	1,799	1,186	66%	1,114	62%	1,024	57%
2009	1,780	1,188	67%	1,150	65%	1,059	59%
2010	1,786	1,234	69%	1,206	68%	1,140	64%
2011	1,870	1,221	65%	1,205	64%	1,131	60%
2012* (preliminary data)	1,961	1,260	64%	1,260	64%	1,185	60%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 12: Developmental Education Course-taking of Public High School Graduates by Home Primary Language

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)		
English Primarily Spoken at Home							
Enrolled at Any Minnesota College (Public or Private)							
2006	55,175	31,508	29,985	7,929	14%	26%	
2007	55,491	32,928	31,298	8,902	16%	28%	
2008	56,118	33,259	31,556	9,154	16%	29%	
2009	54,737	32,860	31,073	8,430	15%	27%	
2010	54,646	32,320	30,603	8,484	16%	28%	
2011	54,054	31,206	29,517	7,734	14%	26%	
2012* (preliminary data)	52,370	28,836	27,645	6,020	11%	22%	
Hmong Primarily Spoken at Home							
Enrolled at Any Minnesota College (Public or Private)							
2006	1,241	929	737	305	25%	41%	
2007	1,328	1,004	808	372	28%	46%	
2008	1,463	1,072	888	396	27%	45%	
2009	1,520	1,194	1,023	451	30%	44%	
2010	1,472	1,106	962	423	29%	44%	
2011	1,597	1,176	1,047	521	33%	50%	
2012* (preliminary data)	1,472	1,022	946	379	26%	40%	
Spanish Primarily Spoken at Home							
Enrolled at Any Minnesota College (Public or Private)							
2006	799	255	228	106	13%	46%	
2007	869	322	301	154	18%	51%	
2008	915	398	358	193	21%	54%	
2009	1,066	487	424	185	17%	44%	
2010	1,182	591	526	268	23%	51%	
2011	1,333	674	595	295	22%	50%	
2012* (preliminary data)	1,368	633	587	263	19%	45%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 12: Developmental Education Course-taking of Public High School Graduates by Home Primary Language (continued)

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)		
Somali Primarily Spoken at Home							
Enrolled at Any Minnesota College (Public or Private)							
2006	318	243	213	139	44%	65%	
2007	489	342	290	187	38%	64%	
2008	529	375	320	198	37%	62%	
2009	515	404	364	252	49%	69%	
2010	553	403	348	250	45%	72%	
2011	511	380	343	235	46%	69%	
2012* (preliminary data)	447	331	297	164	37%	55%	
All Other Languages Primarily Spoken at Home							
Enrolled at Any Minnesota College (Public or Private)							
2006	1,698	1,030	943	394	23%	42%	
2007	1,674	1,016	947	394	24%	42%	
2008	1,799	1,114	1,024	432	24%	42%	
2009	1,780	1,150	1,059	439	25%	41%	
2010	1,786	1,206	1,140	464	26%	41%	
2011	1,870	1,205	1,131	465	25%	41%	
2012* (preliminary data)	1,961	1,260	1,185	422	22%	36%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 13: College Enrollment of Public High School Graduates by Limited English Proficiency Status

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	
Limited English Proficient							
Enrolled at Any College (National)							
2006	1,385	888	64%	779	56%	652	47%
2007	1,505	957	64%	836	56%	718	48%
2008	1,349	824	61%	725	54%	616	46%
2009	1,265	839	66%	774	61%	666	53%
2010	1,349	856	63%	811	60%	704	52%
2011	1,377	855	62%	838	61%	737	54%
2012* (preliminary data)	1,224	679	55%	679	55%	621	51%
Enrolled at Any Minnesota College (Public or Private)							
2006	1,385	834	60%	739	53%	627	45%
2007	1,505	894	59%	794	53%	691	46%
2008	1,349	764	57%	680	50%	586	43%
2009	1,265	777	61%	726	57%	633	50%
2010	1,349	803	60%	765	57%	670	50%
2011	1,377	803	58%	789	57%	695	50%
2012* (preliminary data)	1,224	641	52%	641	52%	588	48%
Not Identified as Limited English Proficient							
Enrolled at Any College (National)							
2006	57,846	46,775	81%	42,409	73%	40,317	70%
2007	58,346	48,508	83%	44,620	76%	42,395	73%
2008	59,475	49,488	83%	46,317	78%	43,957	74%
2009	58,353	48,338	83%	46,047	79%	43,642	75%
2010	58,290	47,298	81%	45,733	78%	43,377	74%
2011	57,988	45,589	79%	45,054	78%	42,818	74%
2012* (preliminary data)	56,394	42,798	76%	42,798	76%	41,125	73%
Enrolled at Any Minnesota College (Public or Private)							
2006	57,846	36,651	63%	33,118	57%	31,479	54%
2007	58,346	37,878	65%	34,721	60%	32,953	56%
2008	59,475	38,042	64%	35,453	60%	33,560	56%
2009	58,353	37,137	64%	35,302	60%	33,310	57%
2010	58,290	36,082	62%	34,816	60%	32,909	56%
2011	57,988	34,243	59%	33,826	58%	31,938	55%
2012* (preliminary data)	56,394	31,441	56%	31,441	56%	30,072	53%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 14: Developmental Education Course-taking of Public High School Graduates by Limited English Proficiency Status

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)		
Limited English Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2006	1,385	739	627	399	29%	64%	
2007	1,505	794	691	454	30%	66%	
2008	1,349	680	586	405	30%	69%	
2009	1,265	726	633	450	36%	71%	
2010	1,349	765	670	495	37%	74%	
2011	1,377	789	695	540	39%	78%	
2012* (preliminary data)	1,224	641	588	383	31%	65%	
Not Identified as Limited English Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2006	57,846	33,118	31,479	8,474	15%	27%	
2007	58,346	34,721	32,953	9,555	16%	29%	
2008	59,475	35,453	33,560	9,968	17%	30%	
2009	58,353	35,302	33,310	9,307	16%	28%	
2010	58,290	34,816	32,909	9,394	16%	29%	
2011	57,988	33,826	31,938	8,710	15%	27%	
2012* (preliminary data)	56,394	31,441	30,072	6,865	12%	23%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 15: College Enrollment of Public High School Graduates by Economic Status

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
Enrolled in Free Lunch Program							
Enrolled at Any College (National)							
2006	7,638	5,362	70%	4,371	57%	3,917	51%
2007	7,926	5,542	70%	4,618	58%	4,106	52%
2008	8,403	5,836	69%	5,107	61%	4,561	54%
2009	8,973	6,306	70%	5,729	64%	5,111	57%
2010	10,448	7,063	68%	6,657	64%	5,981	57%
2011	10,990	7,120	65%	6,971	63%	6,282	57%
2012 (preliminary data)	11,057	6,708	61%	6,708	61%	6,169	56%
Enrolled at Any Minnesota College (Public or Private)							
2006	7,638	4,734	62%	3,881	51%	3,496	46%
2007	7,926	4,959	63%	4,173	53%	3,734	47%
2008	8,403	5,161	61%	4,512	54%	4,049	48%
2009	8,973	5,681	63%	5,179	58%	4,640	52%
2010	10,448	6,275	60%	5,925	57%	5,327	51%
2011	10,990	6,278	57%	6,155	56%	5,530	50%
2012 (preliminary data)	11,057	5,900	53%	5,900	53%	5,423	49%
Enrolled in Reduced Price Lunch Program							
Enrolled at Any College (National)							
2006	2,919	2,261	77%	1,960	67%	1,836	63%
2007	3,096	2,405	78%	2,133	69%	1,978	64%
2008	3,067	2,370	77%	2,158	70%	1,996	65%
2009	3,267	2,545	78%	2,386	73%	2,201	67%
2010	3,476	2,669	77%	2,552	73%	2,384	69%
2011	3,509	2,575	73%	2,541	72%	2,373	68%
2012 (preliminary data)	3,299	2,290	69%	2,290	69%	2,162	66%
Enrolled at Any Minnesota College (Public or Private)							
2006	2,919	1,958	67%	1,704	58%	1,598	55%
2007	3,096	2,059	67%	1,838	59%	1,710	55%
2008	3,067	2,029	66%	1,854	60%	1,714	56%
2009	3,267	2,153	66%	2,035	62%	1,870	57%
2010	3,476	2,261	65%	2,163	62%	2,024	58%
2011	3,509	2,181	62%	2,152	61%	2,005	57%
2012 (preliminary data)	3,299	1,882	57%	1,882	57%	1,772	54%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 15: College Enrollment of Public High School Graduates by Economic Status (continued)

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	
Not Enrolled in Free/Reduced Price Lunch Program							
Enrolled at Any College (National)							
2006	48,674	40,040	82%	36,857	76%	35,216	72%
2007	48,829	41,518	85%	38,705	79%	37,029	76%
2008	49,354	42,106	85%	39,777	81%	38,016	77%
2009	47,378	40,326	85%	38,706	82%	36,996	78%
2010	45,715	38,422	84%	37,335	82%	35,716	78%
2011	44,866	36,749	82%	36,380	81%	34,900	78%
2012 (preliminary data)	43,262	34,479	80%	34,479	80%	33,415	77%
Enrolled at Any Minnesota College (Public or Private)							
2006	48,674	30,793	63%	28,272	58%	27,012	55%
2007	48,829	31,754	65%	29,504	60%	28,200	58%
2008	49,354	31,616	64%	29,767	60%	28,383	58%
2009	47,378	30,080	63%	28,814	61%	27,433	58%
2010	45,715	28,349	62%	27,493	60%	26,228	57%
2011	44,866	26,587	59%	26,308	59%	25,098	56%
2012 (preliminary data)	43,262	24,300	56%	24,300	56%	23,465	54%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 16: Developmental Education Course-taking of Public High School Graduates by Economic Status

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)		
Enrolled in Free Lunch Program							
Enrolled at Any Minnesota College (Public or Private)							
2006	7,638	3,881	3,496	1,450	19%	41%	
2007	7,926	4,173	3,734	1,708	22%	46%	
2008	8,403	4,512	4,049	1,883	22%	47%	
2009	8,973	5,179	4,640	2,157	24%	46%	
2010	10,448	5,925	5,327	2,546	24%	48%	
2011	10,990	6,155	5,530	2,585	24%	47%	
2012 <i>(preliminary data)</i>	11,057	5,900	5,423	2,160	20%	40%	
Enrolled in Reduced Price Lunch Program							
Enrolled at Any Minnesota College (Public or Private)							
2006	2,919	1,704	1,598	506	17%	32%	
2007	3,096	1,838	1,710	591	19%	35%	
2008	3,067	1,854	1,714	625	20%	36%	
2009	3,267	2,035	1,870	643	20%	34%	
2010	3,476	2,163	2,024	735	21%	36%	
2011	3,509	2,152	2,005	737	21%	37%	
2012 <i>(preliminary data)</i>	3,299	1,882	1,772	546	17%	31%	
Not Enrolled in Free/Reduced Price Lunch Program							
Enrolled at Any Minnesota College (Public or Private)							
2006	48,674	28,272	27,012	6,917	14%	26%	
2007	48,829	29,504	28,200	7,710	16%	27%	
2008	49,354	29,767	28,383	7,865	16%	28%	
2009	47,378	28,814	27,433	6,957	15%	25%	
2010	45,715	27,493	26,228	6,608	14%	25%	
2011	44,866	26,308	25,098	5,928	13%	24%	
2012 <i>(preliminary data)</i>	43,262	24,300	23,465	4,542	10%	19%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 17: College Enrollment of Public High School Graduates by District Type and Schools Classification

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	
Traditional High Schools							
Enrolled at Any College (National)							
2006	52,950	44,278	84%	41,005	77%	39,014	74%
2007	53,230	45,948	86%	43,047	81%	40,988	77%
2008	53,686	46,511	87%	44,158	82%	42,066	78%
2009	52,164	45,261	87%	43,575	84%	41,488	80%
2010	51,969	44,563	86%	43,385	83%	41,327	80%
2011	51,686	43,216	84%	42,758	83%	40,826	79%
2012 <i>(preliminary data)</i>	50,440	40,955	81%	40,955	81%	39,459	78%
Enrolled at Any Minnesota College (Public or Private)							
2006	52,950	34,391	65%	31,876	60%	30,310	57%
2007	53,230	35,564	67%	33,325	63%	31,691	60%
2008	53,686	35,347	66%	33,536	62%	31,870	59%
2009	52,164	34,333	66%	33,068	63%	31,354	60%
2010	51,969	33,647	65%	32,742	63%	31,100	60%
2011	51,686	32,155	62%	31,806	62%	30,184	58%
2012 <i>(preliminary data)</i>	50,440	29,871	59%	29,871	59%	28,662	57%
Charter Schools							
Enrolled at Any College (National)							
2006	954	638	67%	466	49%	404	42%
2007	1,205	842	70%	663	55%	575	48%
2008	1,462	991	68%	837	57%	737	50%
2009	1,496	1,055	71%	931	62%	807	54%
2010	1,608	1,078	67%	993	62%	858	53%
2011	1,674	1,030	62%	994	59%	863	52%
2012 <i>(preliminary data)</i>	1,518	902	59%	902	59%	818	54%
Enrolled at Any Minnesota College (Public or Private)							
2006	954	548	57%	400	42%	347	36%
2007	1,205	730	61%	577	48%	505	42%
2008	1,462	858	59%	717	49%	632	43%
2009	1,496	928	62%	815	54%	707	47%
2010	1,608	905	56%	831	52%	716	45%
2011	1,674	854	51%	822	49%	707	42%
2012 <i>(preliminary data)</i>	1,518	742	49%	742	49%	665	44%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 17: College Enrollment of Public High School Graduates by District Type and Schools Classification (continued)

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Students (B)	Percent of High School Class $C = B \div A$	Students (D)	Percent of High School Class $E = D \div A$	Students (F)	Percent of High School Class $G = F \div A$
Total Graduates (column A)							
Alternative Schools							
Enrolled at Any College (National)							
2006	4,021	2,191	54%	1,333	33%	1,208	30%
2007	3,999	2,084	52%	1,327	33%	1,178	29%
2008	4,041	2,110	52%	1,519	38%	1,319	33%
2009	3,986	2,009	50%	1,603	40%	1,402	35%
2010	3,913	1,686	43%	1,438	37%	1,253	32%
2011	3,890	1,429	37%	1,397	36%	1,217	31%
2012* (preliminary data)	3,593	1,026	29%	1,026	29%	931	26%
Enrolled at Any Minnesota College (Public or Private)							
2006	4,021	2,090	52%	1,281	32%	1,178	29%
2007	3,999	1,974	49%	1,264	32%	1,136	28%
2008	4,041	2,016	50%	1,453	36%	1,277	32%
2009	3,986	1,928	48%	1,543	39%	1,368	34%
2010	3,913	1,614	41%	1,374	35%	1,203	31%
2011	3,890	1,376	35%	1,348	35%	1,183	30%
2012* (preliminary data)	3,593	978	27%	978	27%	891	25%
Distance Learning Programs							
Enrolled at Any College (National)							
2006	83	56	67%	37	45%	32	39%
2007	147	97	66%	65	44%	48	33%
2008	317	204	64%	152	48%	119	38%
2009	509	315	62%	268	53%	221	43%
2010	662	393	59%	340	51%	284	43%
2011	623	327	52%	309	50%	251	40%
2012* (preliminary data)	632	281	44%	281	44%	253	40%
Enrolled at Any Minnesota College (Public or Private)							
2006	83	49	59%	32	39%	27	33%
2007	147	80	54%	53	36%	41	28%
2008	317	190	60%	140	44%	110	35%
2009	509	277	54%	238	47%	197	39%
2010	662	345	52%	302	46%	256	39%
2011	623	288	46%	273	44%	227	36%
2012* (preliminary data)	632	233	37%	233	37%	210	33%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 17: College Enrollment of Public High School Graduates by District Type and Schools Classification (continued)

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	
Other Schools							
Enrolled at Any College (National)							
2006	1,223	500	41%	347	28%	311	25%
2007	1,270	494	39%	354	28%	324	26%
2008	1,318	496	38%	376	29%	332	25%
2009	1,463	537	37%	444	30%	390	27%
2010	1,487	434	29%	388	26%	359	24%
2011	1,492	442	30%	434	29%	398	27%
2012* (preliminary data)	1,435	313	22%	313	22%	285	20%
Enrolled at Any Minnesota College (Public or Private)							
2006	1,223	407	33%	268	22%	244	20%
2007	1,270	424	33%	296	23%	271	21%
2008	1,318	395	30%	287	22%	257	19%
2009	1,463	448	31%	364	25%	317	22%
2010	1,487	374	25%	332	22%	304	20%
2011	1,492	373	25%	366	25%	332	22%
2012* (preliminary data)	1,435	258	18%	258	18%	232	16%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 18: Developmental Education Course-taking of Public High School Graduates by District Type and Schools Classification

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking		
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment		
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
Traditional High Schools						
Enrolled at Any Minnesota College (Public or Private)						
2006	52,950	31,876	30,310	8,161	15%	27%
2007	53,230	33,325	31,691	9,145	17%	29%
2008	53,686	33,536	31,870	9,402	18%	30%
2009	52,164	33,068	31,354	8,583	16%	27%
2010	51,969	32,742	31,100	8,723	17%	28%
2011	51,686	31,806	30,184	8,132	16%	27%
2012* (preliminary data)	50,440	29,871	28,662	6,461	13%	23%
Charter Schools						
Enrolled at Any Minnesota College (Public or Private)						
2006	954	400	347	128	13%	37%
2007	1,205	577	505	194	16%	38%
2008	1,462	717	632	272	19%	43%
2009	1,496	815	707	327	22%	46%
2010	1,608	831	716	315	20%	44%
2011	1,674	822	707	322	19%	46%
2012* (preliminary data)	1,518	742	665	231	15%	35%
Alternative Schools						
Enrolled at Any Minnesota College (Public or Private)						
2006	4,021	1,281	1,178	496	12%	42%
2007	3,999	1,264	1,136	552	14%	49%
2008	4,041	1,453	1,277	576	14%	45%
2009	3,986	1,543	1,368	656	16%	48%
2010	3,913	1,374	1,203	625	16%	52%
2011	3,890	1,348	1,183	589	15%	50%
2012* (preliminary data)	3,593	978	891	417	12%	47%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 18: Developmental Education Course-taking of Public High School Graduates by District Type and Schools Classification (continued)

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)		
Distance Learning Programs							
Enrolled at Any Minnesota College (Public or Private)							
2006	83	32	27	12	14%	44%	
2007	147	53	41	21	14%	51%	
2008	317	140	110	38	12%	35%	
2009	509	238	197	82	16%	42%	
2010	662	302	256	106	16%	41%	
2011	623	273	227	79	13%	35%	
2012* (preliminary data)	632	233	210	55	9%	26%	
Other Schools							
Enrolled at Any Minnesota College (Public or Private)							
2006	1,223	268	244	76	6%	31%	
2007	1,270	296	271	97	8%	36%	
2008	1,318	287	257	85	6%	33%	
2009	1,463	364	317	109	7%	34%	
2010	1,487	332	304	120	8%	39%	
2011	1,492	366	332	128	9%	39%	
2012* (preliminary data)	1,435	258	232	84	6%	36%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 19: College Enrollment of Public High School Graduates by Accountability Test Proficiency

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	
Accountability Testing - Math Not Proficient							
Enrolled at Any College (National)							
2006	Data not available						
2007	34,692	28,752	83%	26,195	76%	24,580	71%
2008	36,277	29,132	80%	26,830	74%	25,034	69%
2009	34,947	27,571	79%	25,842	74%	24,039	69%
2010	31,696	23,462	74%	22,341	70%	20,681	65%
2011	30,929	21,504	70%	21,148	68%	19,584	63%
2012* (preliminary data)	27,325	17,341	63%	17,341	63%	16,251	59%
Enrolled at Any Minnesota College (Public or Private)							
2006	Data not available						
2007	34,692	24,173	70%	22,016	63%	20,639	59%
2008	36,277	24,272	67%	22,307	61%	20,815	57%
2009	34,947	23,100	66%	21,647	62%	20,101	58%
2010	31,696	19,865	63%	18,911	60%	17,492	55%
2011	30,929	18,026	58%	17,730	57%	16,344	53%
2012* (preliminary data)	27,325	14,427	53%	14,427	53%	13,490	49%
Accountability Testing - Math Proficient							
Enrolled at Any College (National)							
2006	Data Not Available						
2007	18,050	17,138	95%	16,639	92%	16,210	90%
2008	19,627	18,704	95%	18,205	93%	17,770	91%
2009	20,798	19,667	95%	19,275	93%	18,786	90%
2010	25,751	23,884	93%	23,493	91%	22,808	89%
2011	26,971	24,418	91%	24,239	90%	23,550	87%
2012* (preliminary data)	29,223	25,769	88%	25,769	88%	25,164	86%
Enrolled at Any Minnesota College (Public or Private)							
2006	Data Not Available						
2007	18,050	11,539	64%	11,249	62%	10,990	61%
2008	19,627	12,454	63%	12,153	62%	11,833	60%
2009	20,798	13,204	63%	12,962	62%	12,598	61%
2010	25,751	16,366	64%	16,089	62%	15,599	61%
2011	26,971	16,615	62%	16,494	61%	15,955	59%
2012* (preliminary data)	29,223	17,390	60%	17,390	60%	16,926	58%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 19: College Enrollment of Public High School Graduates by Accountability Test Proficiency (continued)

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	
Accountability Testing - Reading Not Proficient							
Enrolled at Any College (National)							
2006	Data Not Available						
2007	Data Not Available						
2008	14,548	10,770	74%	9,667	66%	8,843	61%
2009	17,170	12,419	72%	11,470	67%	10,434	61%
2010	13,504	8,651	64%	8,096	60%	7,321	54%
2011	12,350	7,020	57%	6,882	56%	6,195	50%
2012* (preliminary data)	11,559	6,148	53%	6,148	53%	5,652	49%
Enrolled at Any Minnesota College (Public or Private)							
2006	Data Not Available						
2007	Data Not Available						
2008	14,548	10,770	74%	9,667	66%	8,843	61%
2009	17,170	12,419	72%	11,470	67%	10,434	61%
2010	13,504	8,651	64%	8,096	60%	7,321	54%
2011	12,350	7,020	57%	6,882	56%	6,195	50%
2012* (preliminary data)	11,559	6,148	53%	6,148	53%	5,652	49%
Accountability Testing - Reading Proficient							
Enrolled at Any College (National)							
2006	Data Not Available						
2007	Data Not Available						
2008	38,075	35,206	92%	33,833	89%	32,632	86%
2009	37,695	34,382	91%	33,313	88%	32,063	85%
2010	42,948	38,151	89%	37,218	87%	35,684	83%
2011	44,790	38,494	86%	38,107	85%	36,566	82%
2012* (preliminary data)	44,418	36,556	82%	36,556	82%	35,382	80%
Enrolled at Any Minnesota College (Public or Private)							
2006	Data Not Available						
2007	Data Not Available						
2008	38,075	25,633	67%	24,639	65%	23,694	62%
2009	37,695	25,002	66%	24,208	64%	23,211	62%
2010	42,948	28,044	65%	27,324	64%	26,126	61%
2011	44,790	28,091	63%	27,795	62%	26,518	59%
2012* (preliminary data)	44,418	26,117	59%	26,117	59%	25,160	57%

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 20: Developmental Education Course-taking of Public High School Graduates by Accountability Test Proficiency

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)		
Accountability Testing - Math Not Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2006	Data Not Available						
2007	34,692	22,016	20,639	8,387	24%	41%	
2008	36,277	22,307	20,815	8,803	24%	42%	
2009	34,947	21,647	20,101	8,367	24%	42%	
2010	31,696	18,911	17,492	8,237	26%	47%	
2011	30,929	17,730	16,344	7,695	25%	47%	
2012* (preliminary data)	27,325	14,427	13,490	5,705	21%	42%	
Accountability Testing - Math Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2006	Data Not Available						
2007	18,050	11,249	10,990	848	5%	8%	
2008	19,627	12,153	11,833	1,012	5%	9%	
2009	20,798	12,962	12,598	924	4%	7%	
2010	25,751	16,089	15,599	1,425	6%	9%	
2011	26,971	16,494	15,955	1,403	5%	9%	
2012* (preliminary data)	29,223	17,390	16,926	1,479	5%	9%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 20: Developmental Education Course-taking of Public High School Graduates by Accountability Test Proficiency (continued)

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)		
Accountability Testing - Reading Not Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2006	Data Not Available						
2007	Data Not Available						
2008	14,548	8,413	7,732	4,081	28%	53%	
2009	17,170	10,129	9,222	4,749	28%	51%	
2010	13,504	7,265	6,581	4,058	30%	62%	
2011	12,350	6,137	5,511	3,406	28%	62%	
2012* (preliminary data)	11,559	5,402	4,978	2,753	24%	55%	
Accountability Testing - Reading Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2006	Data Not Available						
2007	Data Not Available						
2008	38,075	24,639	23,694	5,065	13%	21%	
2009	37,695	24,208	23,211	4,334	11%	19%	
2010	42,948	27,324	26,126	5,456	13%	21%	
2011	44,790	27,795	26,518	5,579	12%	21%	
2012* (preliminary data)	44,418	26,117	25,160	4,308	10%	17%	

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis.

Table 21: ACT Composite Scores**2007-2012 Minnesota Public High School Graduates Enrolled in Higher Education within 2 Years after Graduation**

Year of High School Graduation	Minnesota Public Two-Year Colleges		Minnesota State Universities		University of Minnesota		Minnesota Private Not-For-Profit Colleges		Minnesota Private For-Profit Colleges		Out-of-State Colleges	
	Number of Valid Scores (column A)	Mean Scores (B)	Number of Valid Scores (C)	Mean Scores (D)	Number of Valid Scores (E)	Mean Scores (F)	Number of Valid Scores (G)	Mean Scores (H)	Number of Valid Scores (I)	Mean Scores (J)	Number of Valid Scores (K)	Mean Scores (L)
2007												
All Graduates Enrolled as Students	7,501	19.6	6,009	21.6	5,129	24.8	5,361	24.1	643	19.3	8,931	24.3
Graduates Not in Developmental Courses	3,719	20.9	4,462	22.3	4,969	24.9	5,205	24.3	523	19.8	N/A	N/A
Graduates in Developmental Courses	3,782	18.3	1,547	19.7	160	19.7	156	18.4	120	17.3	N/A	N/A
2008												
All Graduates Enrolled as Students	7,708	19.7	6,017	21.7	5,081	25.0	5,262	24.3	790	19.6	9,731	24.4
Graduates Not in Developmental Courses	3,724	21.2	4,600	22.4	4,951	25.1	5,090	24.5	647	19.9	N/A	N/A
Graduates in Developmental Courses	3,984	18.3	1,417	19.5	130	19.6	172	18.5	143	18.1	N/A	N/A
2009												
All Graduates Enrolled as Students	7,708	19.6	6,092	21.7	5,242	25.2	5,298	24.3	756	19.3	9,789	24.5
Graduates Not in Developmental Courses	3,871	21.0	4,883	22.3	5,109	25.4	5,171	24.5	634	19.7	N/A	N/A
Graduates in Developmental Courses	3,837	18.2	1,209	19.0	133	20.2	127	18.5	122	17.7	N/A	N/A
2010												
All Graduates Enrolled as Students	7,331	19.7	6,084	21.7	5,483	25.3	5,151	24.4	749	19.7	9,634	24.4
Graduates Not in Developmental Courses	3,655	21.3	4,928	22.4	5,381	25.4	5,034	24.5	651	20.0	N/A	N/A
Graduates in Developmental Courses	3,676	18.0	1,156	18.7	102	19.3	117	18.3	98	17.6	N/A	N/A
2011												
All Graduates Enrolled as Students	7,552	19.7	5,966	21.7	5,246	25.5	5,201	24.5	578	19.7	9,981	24.5
Graduates Not in Developmental Courses	3,943	21.4	4,933	22.4	5,149	25.6	5,073	24.6	503	20.1	N/A	N/A
Graduates in Developmental Courses	3,609	17.9	1,033	18.6	97	19.9	128	18.4	75	17.3	N/A	N/A
2012* (preliminary data)												
All Graduates Enrolled as Students	7,422	19.6	5,749	21.7	5,096	25.8	4,945	24.5	400	20.3	10,130	24.3
Graduates Not in Developmental Courses	4,239	20.9	4,950	22.3	5,000	25.9	4,915	24.5	361	20.5	N/A	N/A
Graduates in Developmental Courses	3,183	17.8	799	18.3	96	19.7	30	17.0	39	18.3	N/A	N/A

*Enrollment within two years of graduation for 2006-2011 graduates and within one year of graduation for 2012 graduates; data for 2012 graduates is considered preliminary and should not be used in trend analysis

Table 22: Persistence of High School Graduates by Developmental Education Status

2006-2011 Minnesota Public High School Graduates Enrolled in Higher Education in 1st or 2nd Fall Term after High School Graduation

Year of High School Graduation		First to Second Year Persistence									
		Minnesota Public Two-Year Colleges		Minnesota State Universities		University of Minnesota		Minnesota Private Not-For-Profit Colleges		Minnesota Private For-Profit Colleges	
		Number of Students Enrolling in First Year (column A)	Percent of Students Enrolling in Second Year (B)	Number of Students Enrolling in First Year (C)	Percent of Students Enrolling in Second Year (D)	Number of Students Enrolling in First Year (E)	Percent of Students Enrolling in Second Year (F)	Number of Students Enrolling in First Year (G)	Percent of Students Enrolling in Second Year (H)	Number of Students Enrolling in First Year (I)	Percent of Students Enrolling in Second Year (J)
2005											
	Graduates not in Developmental Courses	7,673	64%	4,343	87%	4,709	92%	5,354	92%	1,506	48%
	Graduates in Developmental Courses	6,302	65%	1,541	88%	355	86%	83	93%	190	70%
2006											
	Graduates not in Developmental Courses	8,574	69%	4,309	92%	5,048	96%	5,471	95%	1,582	44%
	Graduates in Developmental Courses	6,789	74%	1,409	92%	261	93%	114	96%	300	71%
2007											
	Graduates not in Developmental Courses	8,341	69%	4,744	92%	5,242	96%	5,641	95%	1,538	50%
	Graduates in Developmental Courses	7,603	73%	1,657	93%	171	94%	186	85%	392	71%
2008											
	Graduates not in Developmental Courses	8,289	70%	4,940	92%	5,233	97%	5,588	96%	1,710	58%
	Graduates in Developmental Courses	8,057	76%	1,545	94%	140	98%	207	89%	424	68%
2009											
	Graduates not in Developmental Courses	8,705	67%	5,098	92%	5,351	97%	5,550	96%	1,567	57%
	Graduates in Developmental Courses	7,766	74%	1,304	93%	142	98%	158	92%	387	60%
2010											
	Graduates not in Developmental Courses	7,770	66%	5,219	91%	5,674	96%	5,492	95%	1,537	53%
	Graduates in Developmental Courses	8,099	72%	1,267	91%	111	87%	145	91%	267	64%
2011											
	Graduates not in Developmental Courses	7,891	64%	5,224	89%	5,427	96%	5,501	95%	1,322	57%
	Graduates in Developmental Courses	7,667	68%	1,109	91%	105	96%	161	88%	208	61%