

Getting Prepared



2016

Recent high school graduates and developmental courses



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About Minnesota SLEDS

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. SLEDS facilitates 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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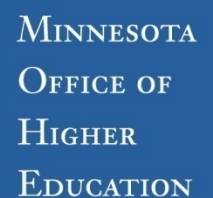
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Executive Summary

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 focus on 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 2007-2013 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. It does not include data about private high school graduates.

Reports prior to *Getting Prepared* 2014 were limited to information about public high school graduates enrolled in developmental courses only at public institutions - Minnesota State Colleges and Universities (Minnesota State) or the University of Minnesota. *Getting Prepared* 2016, includes 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 2007 to 2014 with fall term Minnesota Office of Higher Education college enrollment data and full year enrollment data from the National Student Clearinghouse enabled additional data.

Data for the 2016 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 2016* tracks 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 26 percent for the class of 2013 and 22 percent for the class of 2014 (using preliminary data).¹**

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. “Remedial instruction,” the term used in *Minnesota Statutes* 13.32, can imply courses which repeat material taught earlier that the student did not learn adequately the first time. 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.

Innovations in Developmental Education

Many of Minnesota’s postsecondary institutions are currently implementing innovations in developmental education to increase student retention and completion rates. These innovations vary from institution to institution as programs are customized to meet the needs of students within their local context. These innovations include:

- **Acceleration models** are designed to increase students’ progress through developmental education over a shorter period of time.
- **Contextualized instruction models** enhances student learning of developmental education content through integrating basic skill instruction within a particular subject or linked with a college-level course.

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 2015* found 36 percent of 2008 Minnesota public high school graduates enrolled in developmental education courses in public postsecondary institutions. This figure declined to 34 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.

- **Math pathways** allow for students with various degree plans to take the required developmental education math courses that are needed for particular pathways.

Other curricular models and programs have been implemented by many Minnesota postsecondary institutions to increase student success in developmental education, such as student support services (tutoring, advising, and early alert systems), curricular redesign (flipped classrooms, required labs, and on-line modules) and targeted programming (summer bootcamps, bridge programs, partnerships with secondary schools, and partnerships with Adult Basic Education).

Many Minnesota postsecondary institutions are improving the course placement process to increase the accuracy and effectiveness of student placement into college-level or developmental education courses. The Minnesota State Colleges and Universities system implemented built-in non-cognitive questions in the Accuplacer course placement assessment that can enhance students' raw scores on the Accuplacer. A number of postsecondary institutions are implementing pilots incorporating multiple measures into the course placement process, using more than one measurement or assessment such as high school GPA, high school courses and grades, or non-cognitive assessments to determine a student's readiness for college-level coursework.

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 2016 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 (Minnesota State). 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, students of color, non-native speakers and lower income students.

College Enrollment

77 percent of 2013 public high school graduates enrolled in college within two years of graduation.

2013 graduates of color enrolled in college within the first two years at lower rates than their White and Asian peers.

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

2013 graduates who spoke Somali at home had the highest rates of college enrollment within two years of graduating than other primary language groups.

- 82 percent of graduates speaking Somali at home enrolled in college
- 78 percent of graduates speaking English at home enrolled in college
- 75 percent of graduates speaking Hmong at home enrolled in college
- 59 percent of graduates speaking Spanish at home enrolled in college

2013 graduates enrolled in free or reduced price lunch enrolled in college within two years of graduating at lower rates than graduates who had not enrolled in free or reduced price lunch.

- 82 percent of graduates not enrolled in free or reduced price lunch in high school
- 72 percent of graduates enrolled in free or reduced price lunch in high school

2013 graduates from non-traditional schools enrolled in college within two years of graduating at lower rates than graduates of traditional public high schools.

- 83 percent of graduates from traditional public high schools
- 63 percent of graduates from charter schools
- 57 percent of graduates from distance learning programs
- 33 percent of graduates from alternative schools

Graduates receiving special education services enrolled in college within two years of graduating at rates lower than other students.

- 82 percent of graduates not receiving special education services
- 41 percent of graduates receiving special education services

Developmental Education

26 percent of 2013 public high school graduates enrolled in one or more developmental courses within two years of graduating high school.

Across all Minnesota colleges and universities, the percent of recent high school graduates who enrolled in developmental education within two years of graduating has decreased from 29 to 26 percent between 2007 and 2013.

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

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 for-profit colleges in Minnesota
- 1 percent enrolled at the University of Minnesota
- 1 percent enrolled at private not-for-profit colleges in Minnesota

Public two-year colleges show the percent of high school graduates participating in developmental education courses within two years of graduating ranging from a low of 49 percent in 2013 to a high of 55 percent in 2010.

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 within two years of graduating.

- State universities show a decrease in the percent of students enrolled in developmental education between 2007 (26%) and 2013 (17%).
- University of Minnesota enrollment in developmental education courses ranged from 3 percent of students in 2007 to 2 percent in 2013.

2013 graduates of color enrolled in developmental education within two years of graduating at higher rates than White students.

- 53 percent for Black or African American graduates
- 42 percent for Hispanic or Latino graduates
- 35 percent for American Indian/Alaskan Native graduates
- 37 percent for Asian graduates
- 21 percent for White graduates

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.

- 71 percent of graduates identified as English Language Learners
- 63 percent of graduates speaking Somali at home
- 47 percent of graduates speaking Spanish at home

- 47 percent of graduates speaking Hmong at home
- 24 percent of graduates speaking English at home

2013 graduates enrolled in free or reduced price lunch had higher rates (40%) of developmental education within two years of graduating than other graduates (19%).

- 40 percent for graduates enrolled in free or reduced price lunch in high school
- 19 percent for graduates not enrolled in free or reduced price lunch in high school

Graduates receiving special education services enrolled in developmental education within two years of graduating at rates higher than other students.

- 50 percent for graduates receiving special education services
- 24 percent for graduates not receiving special education services

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.

Math

- Grade 11 students meeting math standards: 90 percent enrolled in college and 7 percent enrolled in developmental education within two years of graduating
- Grade 11 students not meeting math standards: 68 percent enrolled in college and 43 percent enrolled in developmental education within two years of graduating

Reading

- Grade 10 students meeting reading standards: 84 percent enrolled in college and 19 percent enrolled in developmental education within two years of graduating
- Grade 10 students not meeting reading standards: 57 percent enrolled in college and 57 percent enrolled in developmental education within two years of graduating

The average ACT scores of students enrolled in developmental education are lower than the scores of graduates not enrolling in developmental education.

- 2013 graduates enrolling in developmental education had ACT composite scores ranging from 17.4 at public two-year colleges to 20.0 at the University of Minnesota.
- ACT composite scores for 2013 graduates not enrolling in developmental education ranging from 19.5 at private for-profit colleges to 26.0 at the University of Minnesota.

Student Outcomes

Students in developmental education persisted at rates comparable to other students but graduated at lower rates.

- For the class of 2013, developmental education enrollees persisted in college from first year to second year at rates similar to their peers by sector.

Students in developmental courses graduated at rates six to 29 percentage points lower than peers.

- The class of 2008 developmental education enrollees had sixth-year completion rates ranging from 46 percent at public two-year and for-profit institutions to 68 percent 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. Participation in developmental education is one measure of the academic readiness of high school graduates for college level coursework. Minnesota policymakers have expressed concerns about the prevalence of developmental education, what form it should take, high school versus college responsibilities and who should pay for the classes.

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 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 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 (Minnesota State) or the University of Minnesota. *Getting Prepared 2016*, 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 2007 to 2014 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 473,000 public high school graduates records from 2007 to 2014. 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 2014 may be members of different MDE graduation rate cohorts (2012, 2013 or 2014) depending on whether they took 4, 5 or 6 years to graduate.

College enrollment data included 1 million 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. 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.

Changes from Prior Reports

Getting Prepared 2014-2016 uses a different definition for students enrolling in fall term. Enrollment data used in this analysis comes from the Office of Higher Education and the National Student Clearinghouse. While data from the Office of Higher Education includes information about enrollment by course type (regular or developmental education), data from the National Student Clearinghouse does not. In order to best calculate the percent of fall term enrollees enrolling in developmental education, the count of students enrolling in fall term within two years of graduating high school is now restricted to those students whose data was provided to the Office of Higher Education. This change allows the Office of Higher Education to more accurately calculate the percent of graduates enrolled in fall term who also enroll in developmental education.

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. “Remedial instruction,” the term used in *Minnesota Statutes* 13.32, can imply courses that repeat material taught earlier that the student did not learn adequately the first time. For many educators, “developmental education” is a broader term that encompasses pre-college-level education and other academic support services the student may benefit from for any reason.

Developmental coursework helps students develop the skills and knowledge that will be required in college level courses in mathematics, reading, writing, and English as a Second Language. 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, postsecondary technical programs may not require college level skills in reading, writing and/or math.

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

Students enroll in developmental courses for a variety of reasons:

- High school coursework did not include classes required for the college major or program of study.
- Students completed the required coursework in high school but were not able to demonstrate the necessary skills on placement exams required by the college or university.
- Students may have delayed their college enrollment and now need to refresh or update their skills.
- Students for whom their first language is not English, may need to bolster their reading and writing 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 a college's student demographics and selectivity.

Nationally, 80 percent of public colleges 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 up to 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 mathematics, 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 may offer up to 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.

Changes in how developmental education is structured do make it harder to track enrollment in developmental education over time. Bridge programs easing the transition from high school to college 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 Minnesota State 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). Minnesota State 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, Advanced Placement or International Baccalaureate 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.

Innovations in Developmental Education

Many of Minnesota's postsecondary institutions are currently implementing innovations in developmental education to increase student retention and completion rates. These innovations vary from institution to institution as programs are customized to meet the needs of students within their local context. Some examples of innovations in developmental education across Minnesota postsecondary institutions include the following:

- Minnesota State Colleges are implementing various **accelerated learning programs**, such as the Accelerated Learning Program model **or supplemental academic instruction**. Acceleration models are designed to increase students' progress through developmental education over a shorter period of time. There are a number of different acceleration models being implemented. In these types of programs, developmental learners enroll in college-level courses immediately and utilize supplemental supports to support their success. Supplemental support can come in the form of mandatory companion classes, lab sessions, integrated tutorial support, and/or additional class sessions.

Colleges include:

Anoka-Ramsey Community College
Century College
Inver Hills Community College
Minneapolis Community and Technical College
Minnesota State Community and Technical College
Normandale Community College
North Hennepin Community College
Rainy River Community College
Rochester Community and Technical College
St. Cloud Technical and Community College

- Colleges are also offering an **integrated reading and writing course(s)**. By merging together the reading and writing curriculum, students can address their learning needs for both content areas through one developmental education course appropriate for their skill level.

Colleges include:

Central Lakes College
Hibbing Community College
Inver Hills Community College
Lake Superior College
Minnesota State College Southeast
Minnesota State Community and Technical College
Normandale Community College
Northland Community and Technical College
Northwest Technical College
Rainy River Community College
Ridgewater College

- Colleges are implementing **compressed offerings or fast-track courses** in which students can complete two developmental education sequence courses in one semester. Courses are scheduled, for example, for longer class periods in eight-week sessions.

Colleges include:

Anoka Technical College
 Fond du Lac Tribal and Community College
 Hennepin Technical College
 Lake Superior College
 Mesabi Range College
 Minnesota State Community and Technical College
 Minnesota West Community and Technical College
 Riverland Community College
 Saint Paul College
 St. Cloud Technical and Community College
 Vermilion Community College

- Colleges are offering a **single sequence developmental course** that enables students to complete their developmental education requirement in particular subject areas within one semester. To ensure that the institution can meet the broad range of learning needs of the students, some campuses offer one-semester courses with varying credit options based on students' academic readiness.

Colleges include:

Alexandria Technical and Community College
 Century College
 Dakota County Technical College
 Fond du Lac Tribal and Community College
 Lake Superior College
 Normandale Community College
 Minnesota State University, Mankato
 Minnesota State University Moorhead
 Southwest Minnesota State University
 Winona State University

- Colleges are using a model that breaks down a semester-long course into **smaller, competency-based units** that allow students to spend time addressing specific skill deficits. These institutions are implementing the Assessment and Learning in Knowledge Space (ALEKS) program, a web-based, artificial intelligent assessment and learning system that diagnoses learning gaps for students and provides tailored instructional materials that addresses the individual learning needs of students to master curriculum topics. Some institutions are also using other types of technology-enhanced curricula in mathematics.

Colleges include:

Anoka Technical College
Dakota County Technical College
Lake Superior College
Minneapolis Community and Technical College
Normandale Community College
Vermilion Community College
Winona State University

Contextualized instruction models enhances student learning of developmental education content through integrating basic skill instruction within a particular subject or linked with a college-level course. Some campuses with technical programs also offer contextualized math courses within a specific program's curriculum that prepares students with the applied math skills needed in that particular field or industry.

- Colleges are implementing various forms of **paired courses and/or learning communities**, which involves coupling courses with similar requirements (e.g. literature course and a writing course; developmental reading course and general education course). This type of pairing allows students to learn within a community of learners, be a part of integrated learning environments, and apply knowledge and learning across disciplines.

Colleges include:

Anoka-Ramsey Community College
Century College
Dakota County Technical College
Fond du Lac Tribal and Community College
Hibbing Community College
Itasca Community College
Mesabi Range College
Minnesota State University, Mankato
Normandale Community College
North Hennepin Community College
Rainy River Community College
Ridgewater College
Rochester Community and Technical College
Saint Paul College
St. Cloud Technical and Community College

Math pathways allow for students with various degree plans to take the required developmental education math courses that are needed for particular pathways. Additionally, many campuses with technical programs may have program math requirements that do not require college level mathematics for that particular industry and associated credential.

- Many colleges have **two or more math pathways** available for students. Pathways may lead to college-level courses in college algebra, statistics, and/or quantitative reasoning.

Colleges include:

Alexandria Technical and Community College
Anoka-Ramsey Community College
Bemidji State University
Central Lakes College
Century College
Dakota County Technical College
Hennepin Technical College
Inver Hills Community College
Lake Superior College
Mesabi Range College
Minnesota State College Southeast
Normandale Community College
North Hennepin Community College
Pine Technical and Community College
Saint Paul College
South Central College
Southwest Minnesota State University
St. Cloud Technical and Community College
Winona State University

- Colleges are using a contextualized instruction model in which students learn developmental math concepts in the context of college-level curriculum. These institutions are implementing the **Statway or Quantway programs**, programs advanced by the Carnegie Foundation for the Advancement of Teaching that promote growth mindset and holistic learning environments. Statway is focused on statistics, data analysis, and causal reasoning and Quantway is focused on quantitative reasoning.

Colleges include:

Minneapolis Community and Technical College
Minnesota State College Southeast
Normandale Community College
North Hennepin Community College
Ridgewater College
Rochester Community and Technical College

Other curricular models and programs have been implemented by many Minnesota postsecondary institutions to increase student success in developmental education, such as student support services (tutoring, advising, and early alert systems), curricular redesign (flipped classrooms, required labs, and on-line modules) and targeted programming (summer bootcamps, bridge programs, partnerships with secondary schools, and partnerships with Adult Basic Education).

Many Minnesota postsecondary institutions are improving the course placement process to increase the accuracy and effectiveness of student placement into college-level or developmental education courses. The Minnesota State Colleges and Universities system implemented built-in non-cognitive questions in the Accuplacer course placement assessment that can enhance students' raw scores on the Accuplacer. A number of postsecondary institutions are implementing pilots incorporating multiple measures into the course placement process, using more than one measurement or assessment such as high school GPA, high school courses and grades, or non-cognitive assessments to determine a student's readiness for college-level coursework.

Legislative Changes Affecting Developmental Education

In 2015, the Minnesota Legislature passed several provisions focused around developmental education. Concerns about developmental education included costs to students, confusion regarding placement into developmental courses, decreased likelihood of completion and delay in completion.

The legislative provisions about developmental education were focused on Minnesota State institutions and specifically addressed concerns regarding placement and completion. The legislative intent of the changes focused on reducing the prevalence of developmental education, ensuring that students are appropriately placed into developmental education and facilitating student success. There were four provisions enacted by the 2015 Legislature.

1. Reduction in students taking developmental courses was included in Minnesota State's performance funding goals establishing a financial incentive to reduce developmental education enrollments.

Minn. Laws 2015 Chapter 69 Article 1 Sect. 4 Subd. 3

Goal (4) decrease by at least ten percent the fiscal year 2015 headcount of students enrolled in developmental courses compared to fiscal year 2013 headcount of students enrolled in developmental courses;

2. A student may not be placed in remedial courses if the student has received a college ready ACT score (by subject area). *Minn. Laws 2015 Chapter 69 Article 3 Sect. 15 Subd. 1*
3. Minnesota State must supply students with ACCUPLACER test preparation materials, time to review the materials, and the opportunity to retest. *Minn. Laws 2015 Chapter 69 Article 3 Sect. 15 Subd. 2*
4. Minnesota State must report on remedial coursetaking, including the percent of students placed in remedial education and the percent of students who complete remediation within one academic year. The report must disaggregate data for each college and university by race, ethnicity, Pell Grant eligibility, and age. *Minn. Laws 2015 Chapter 69 Article 3 Sect. 16.*

Impact

The Legislature proposed a range of language regulating developmental education policies at Minnesota State. The final four provisions do serve to highlight policies and procedures regarding placement and its impact on completion and are discussed in the *Getting Prepared 2014* report. The provisions do not serve to eliminate developmental education, nor to replace it with specific instruction, curriculum or program. Furthermore the developmental education course costs are still paid by the student. A related provision requiring Minnesota State to create a College Completion Plan suggests that Minnesota State replace developmental courses, when appropriate, with corequisite courses including supplemental academic instruction (*Minn. Laws 2015 Chapter 69 Article 3 Sect. 22*). However the final provisions are at Minnesota State's discretion to determine.

No funds were appropriated for these provisions.

Confusion remains about who needs developmental education, how developmental education should be offered, how successful developmental education is, and whether developmental education assists

or hinders student's educational success. It is expected that debate over the role and effectiveness of developmental education in Minnesota and nationally will continue for the next several years if not longer.

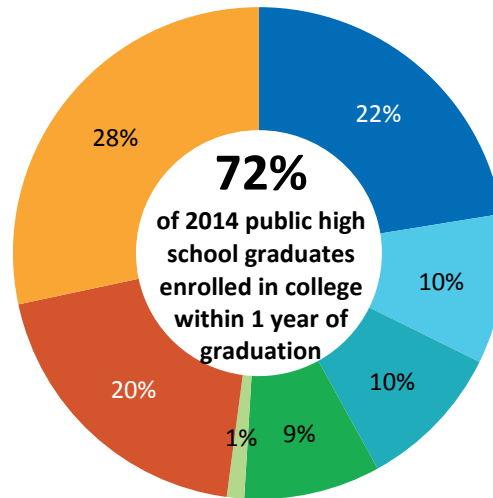
State-Level Findings

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 2014* public high school graduates, 52 percent enrolled within **one year** at a Minnesota college and 20 percent enrolled outside of Minnesota – a combined enrollment rate of 72 percent.

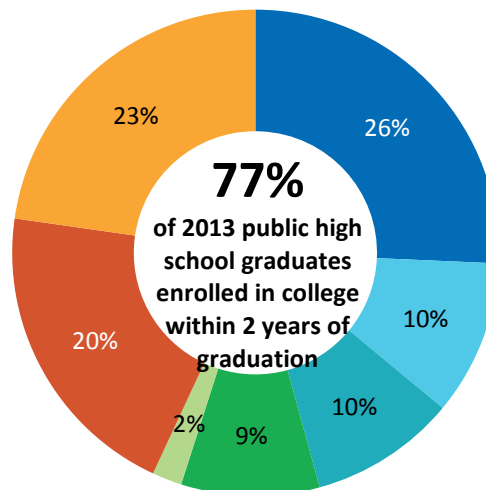
- Minnesota public two-year colleges 22%
- Four-year public colleges 20% (10% State Universities; 10% University of Minnesota)
- Private colleges 10% (9% private not-for-profit colleges; 1% private for-profit colleges)
- Colleges outside Minnesota 20%



- Enrolled at Minnesota Public Two-Year Colleges
- Enrolled at Minnesota State Universities
- Enrolled at the University of Minnesota
- Enrolled at Minnesota Private Not-for-profit Institutions
- Enrolled at Minnesota Private For-profit Institutions
- Enrolled Out-of-State
- Did Not Enroll

Of 2013 Minnesota public high school graduates 77 percent enrolled in college within **two years** of graduating as follows:

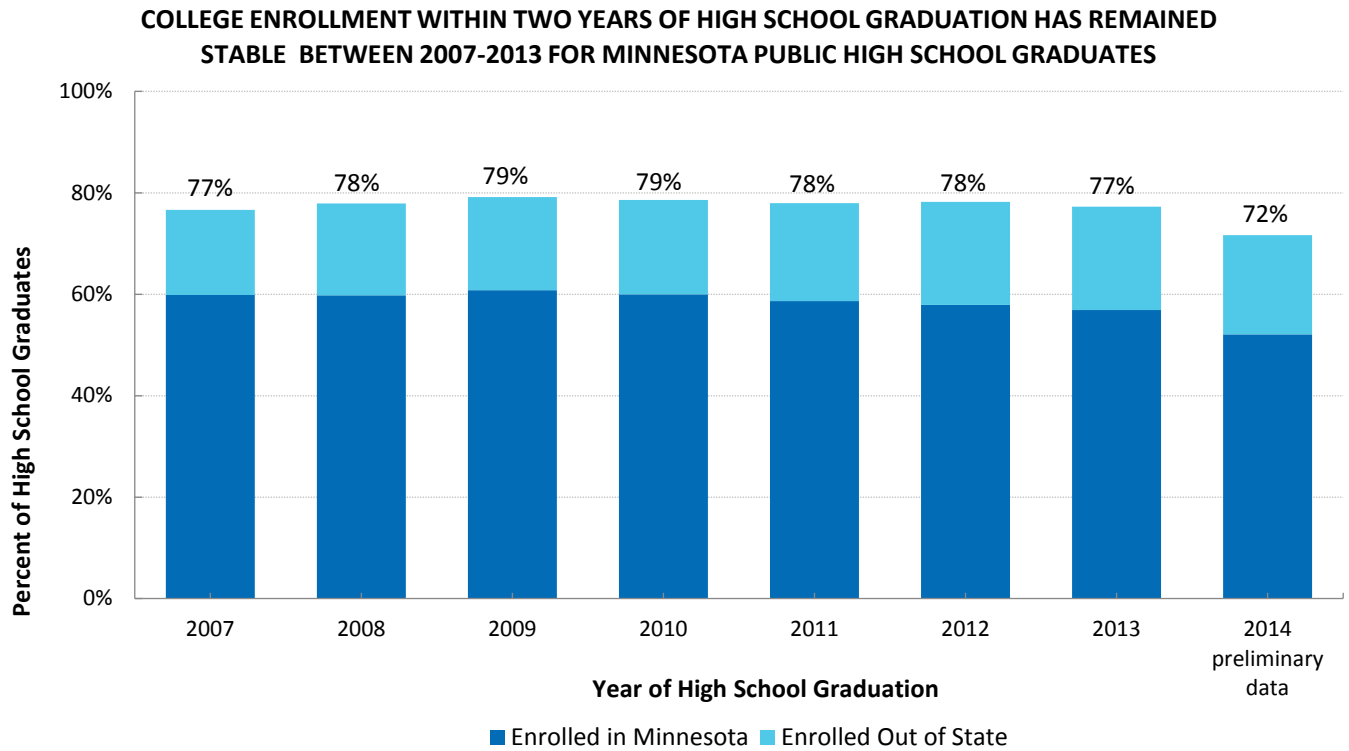
- Minnesota public two-year colleges 26%
- Four-year public colleges 20% (10% State Universities; 10% University of Minnesota)
- Private colleges 11% (9% private not-for-profit colleges; 2% private for-profit colleges)
- Colleges outside Minnesota 20%



- Enrolled at Minnesota Public Two-Year Colleges
- Enrolled at Minnesota State Universities
- Enrolled at the University of Minnesota
- Enrolled at Minnesota Private Not-for-profit Institutions
- Enrolled at Minnesota Private For-profit Institutions
- Enrolled Out-of-State
- Did Not Enroll

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

The two-year enrollment rate has remained relatively stable over the most recent eight years ranging from 77 percent to 79 percent.



Additional college enrollment data can be found in Table 2.

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

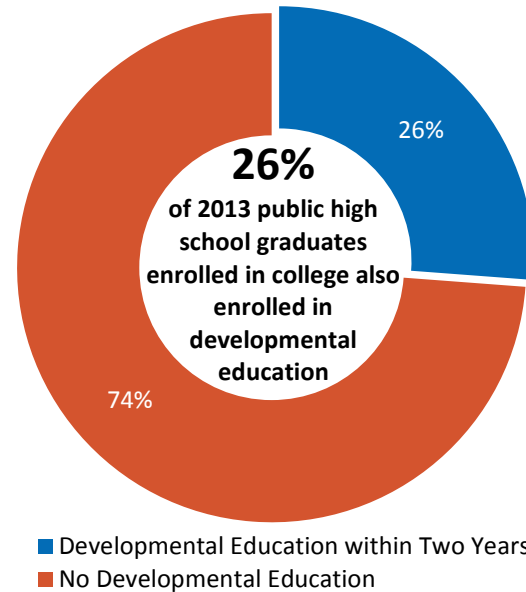
Developmental Education Course-Taking of Public High School Graduates

Twenty-six percent of 2013 public high school graduates enrolled in one or more developmental education courses. The percent would likely be lower if developmental education course data for recent public high school graduates enrolling out-of-state were included.

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 for-profit colleges in Minnesota
- 1 percent enrolled at the University of Minnesota
- 1 percent enrolled at private not-for-profit colleges in Minnesota



As shown in Table 1 below, the Minnesota State system, reflecting its mission of providing open access, served the vast majority of graduates requiring developmental education (97% total; 85% at MN public two-year colleges and 12% at state universities). This includes providing developmental education courses for graduates primarily enrolled at other colleges.

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

	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)	
Year of High School Graduation	Number of Students	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
2007	10,161	8,041	79%	1,584	16%	653	6%
2008	10,526	8,519	81%	1,416	13%	693	7%
2009	9,884	8,130	82%	1,281	13%	559	6%
2010	10,051	8,480	84%	1,179	12%	478	5%
2011	9,431	8,062	85%	1,059	11%	389	4%
2012	9,066	7,694	85%	1,089	12%	352	4%
2013	8,452	7,153	85%	997	12%	358	4%
2014 (preliminary data)	6,222	5,193	83%	877	14%	153	2%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Overall, 28 percent of 2013 public high school graduates enrolled in 1 to 3 credits of developmental education. Seventeen percent enrolled in 10 or more credits.

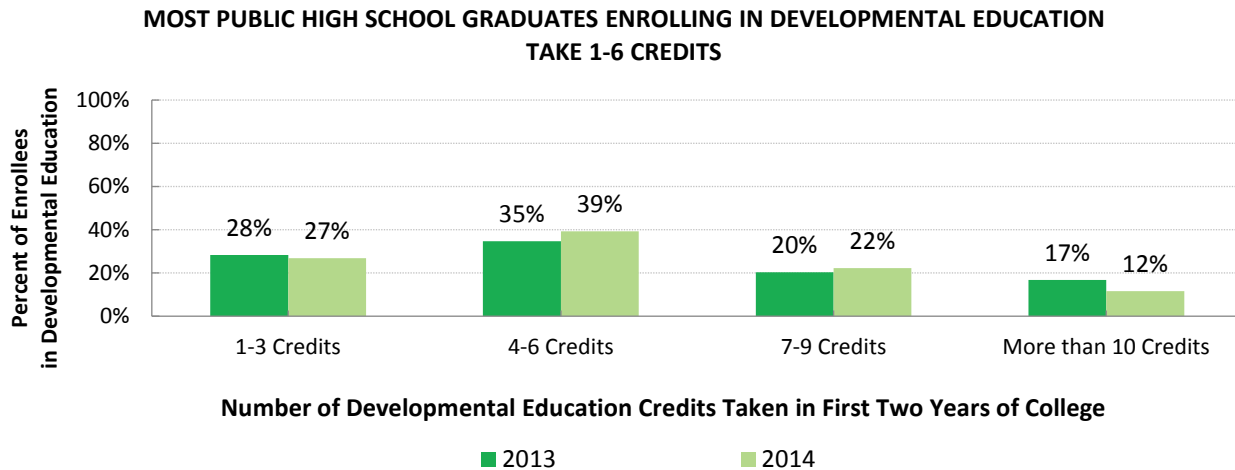


Table 3 provides additional information on developmental course-taking among all graduates.

Table 4 and Table 5 provide additional information on developmental education enrollments by college type and sector

Overall, 43 percent of developmental credits taken by 2013 public high school graduates were developmental math credits.

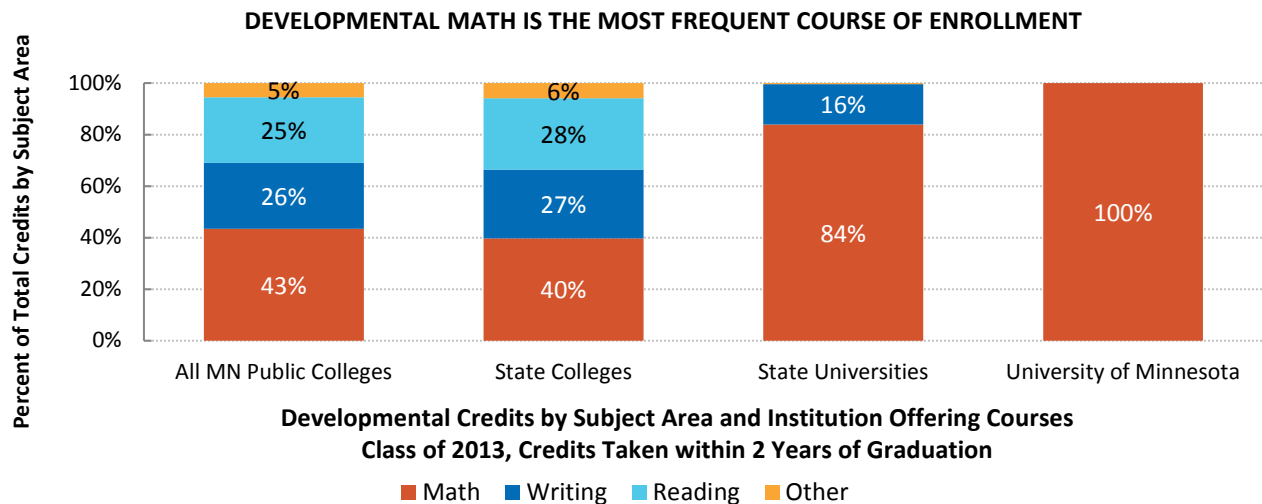


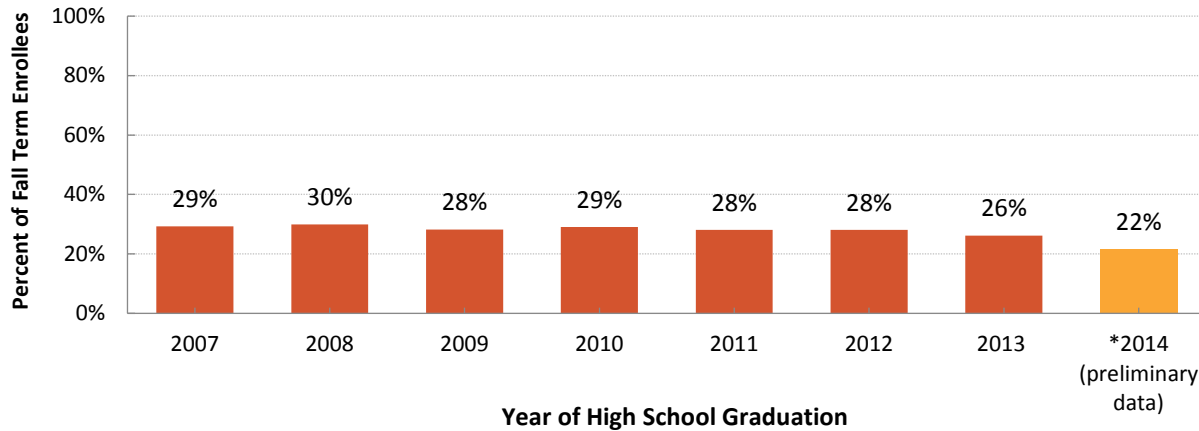
Table 6 provides additional information on developmental course-taking by subject among all graduates.

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

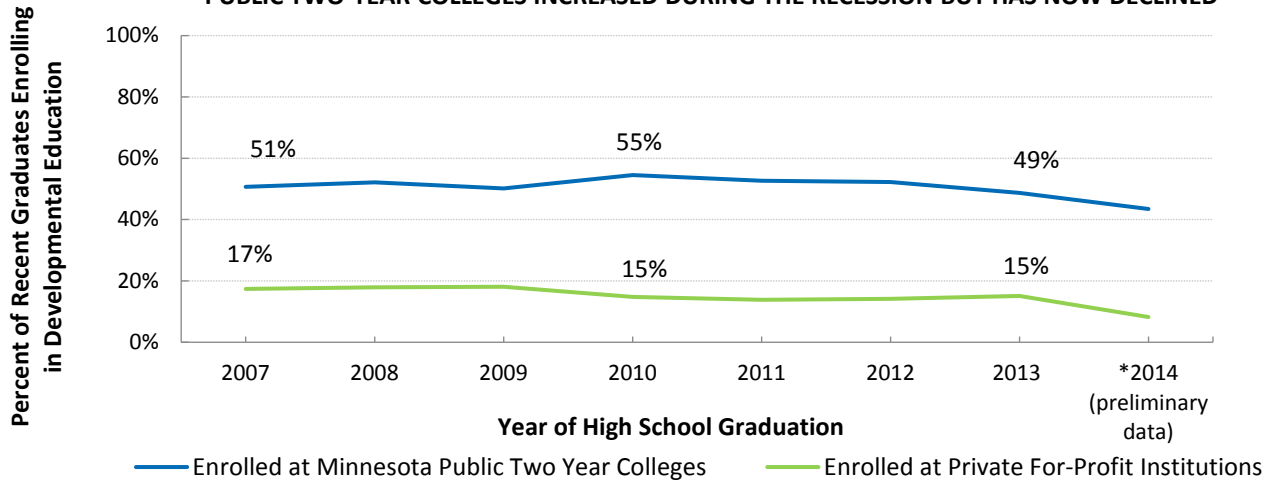
Trends in Developmental Education over Time

In Minnesota, the percent of public high school graduates enrolled in one or more developmental credits during fall term has declined from 29 to 26 percent between 2007 and 2013.

PERCENT OF PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES HAS DECLINED FROM 29% TO 26% BETWEEN 2007 TO 2013



PERCENT OF RECENT GRADUATES ENROLLED IN DEVELOPMENTAL EDUCATION AT MINNESOTA PUBLIC TWO-YEAR COLLEGES INCREASED DURING THE RECESSION BUT HAS NOW DECLINED



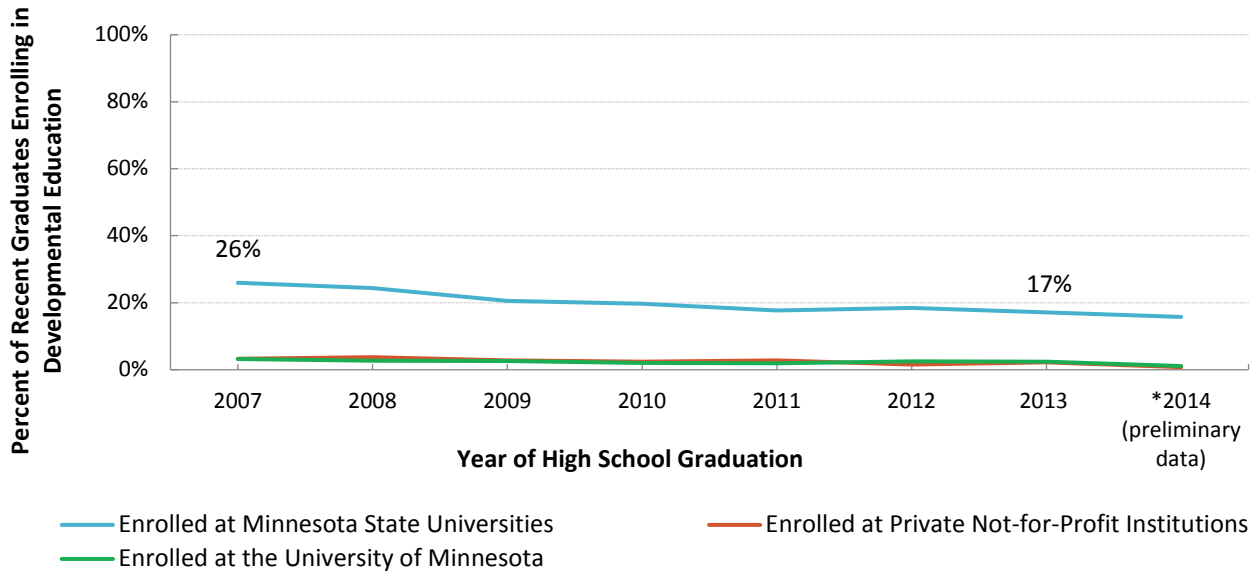
State rates mask differences in developmental education course-taking within college sectors

Approximately half of all high school graduates enrolled in public two-year colleges participated in developmental education courses within two years of graduation from high school. The rate increased during the recession as participation in college increased but has now declined.

Private for-profit college enrollment in developmental education ranged between 14 and 18 percent.

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

**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 2007 (26%) and 2013 (17%).

The percentage of public high school graduates at private not-for-profit institutions and at the University of Minnesota enrolling in developmental education is very low across all years (2% to 4%).

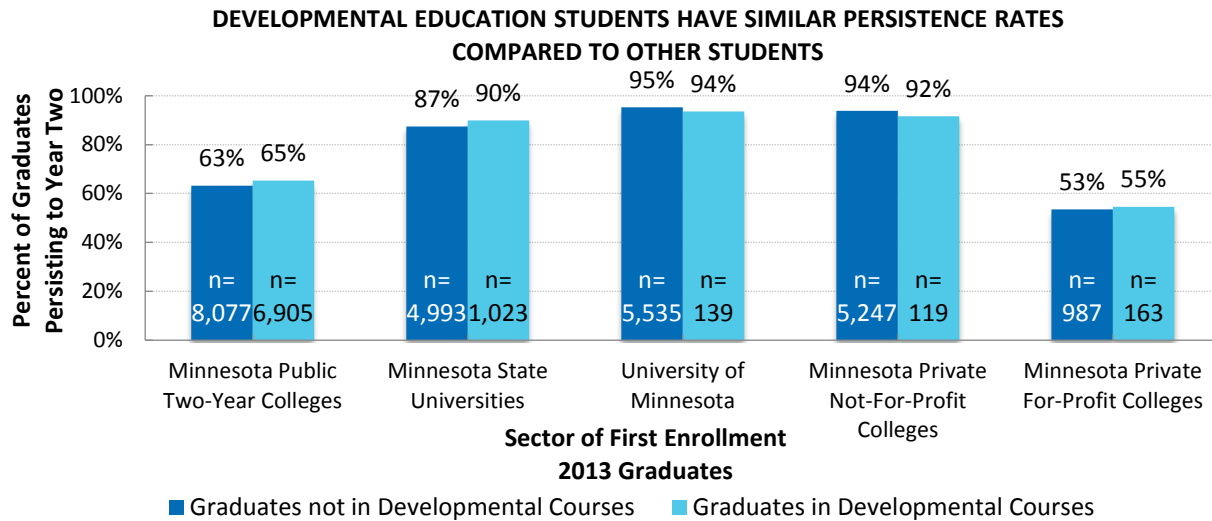
*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

College Outcomes

Across all classes of graduates, students in developmental education persisted from first to second year at rates comparable to other students but had lower completion rates.

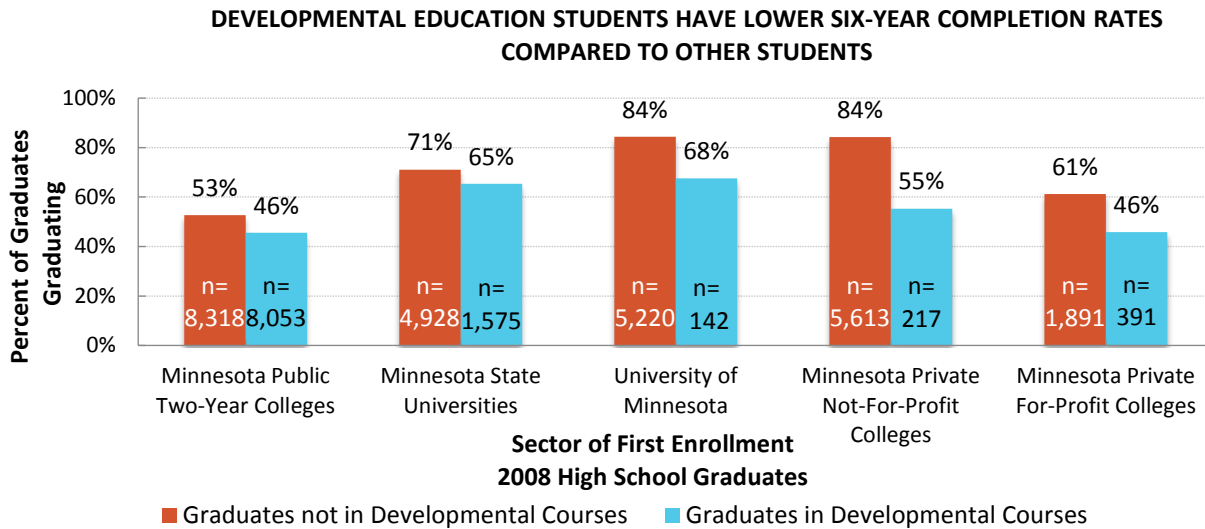
Enrollment in developmental education does not mean that a student cannot be successful in college. This report examined persistence in college and graduation as measures of student success.

For the class of 2013, developmental education enrollees persisted from first to second year at rates comparable to peers.



Analysis of graduation data for the six years following high school graduation shows that the class of 2008 developmental education enrollees at state universities had the highest completion rates. The class of 2008 developmental education enrollees had sixth-year completion rates ranging from 46 percent at for-profit institutions to 68 percent at the University of Minnesota.

Table 25 provides additional information on developmental education persistence and completion.



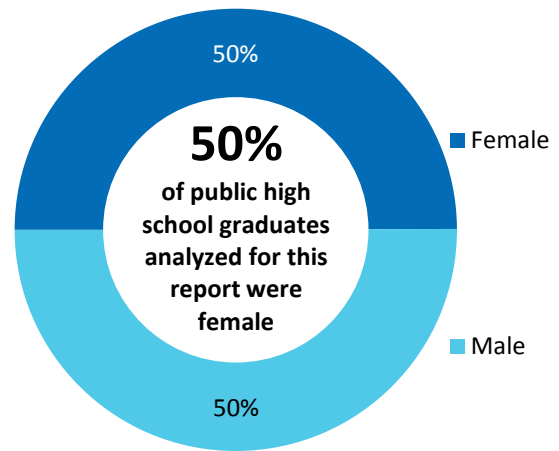
*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Gender

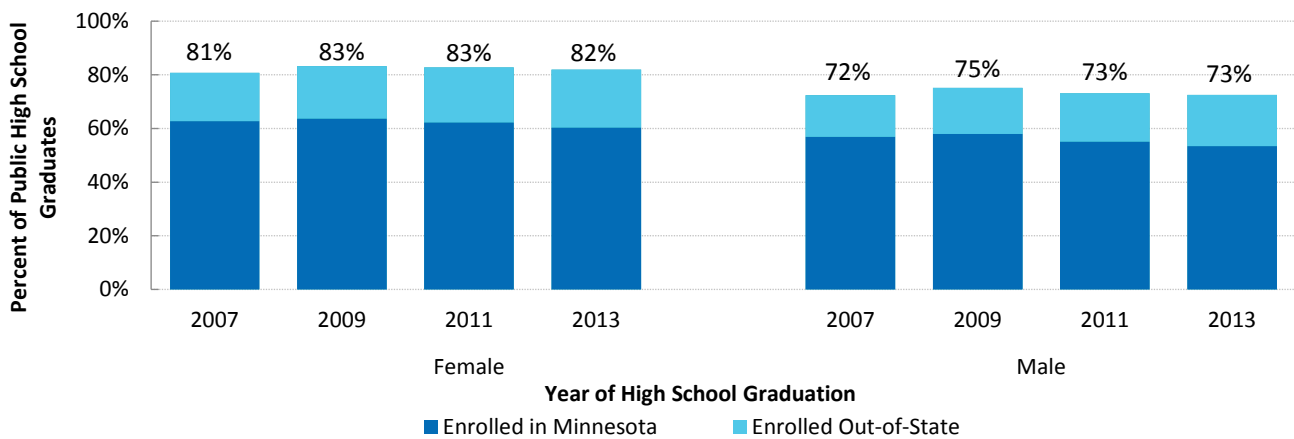
Female public high school graduates enrolled in college at rates approximately nine percentage points higher than males.

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.

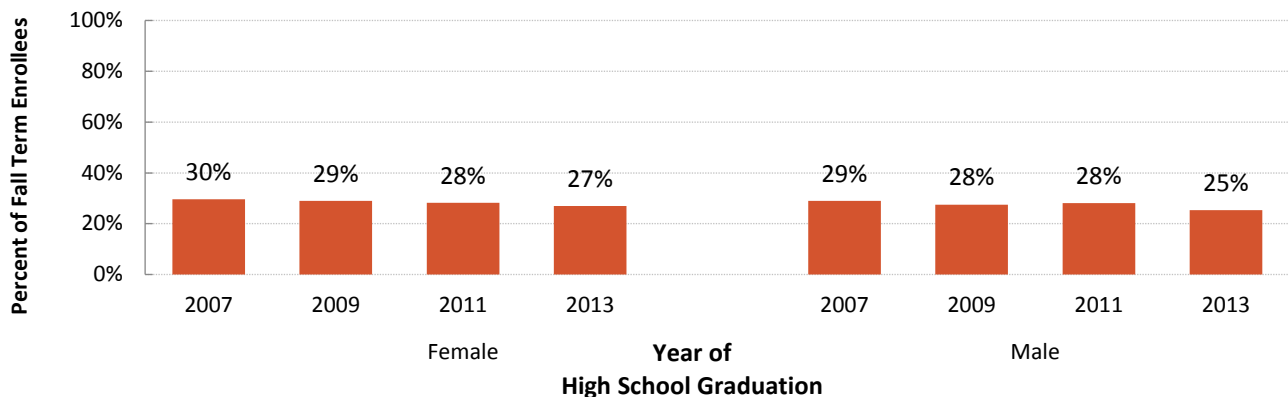


FEMALES ENROLL IN COLLEGE WITHIN TWO YEARS AT HIGHER RATES THAN MALES



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

AMONG ALL GRADUATES ENROLLING IN COLLEGE, FEMALES AND MALES ENROLL IN DEVELOPMENTAL EDUCATION AT SIMILAR RATES



Among both male and female graduates, developmental education course-taking has declined between 2007 and 2013. Additional data on developmental education by gender can be found in Table 8.

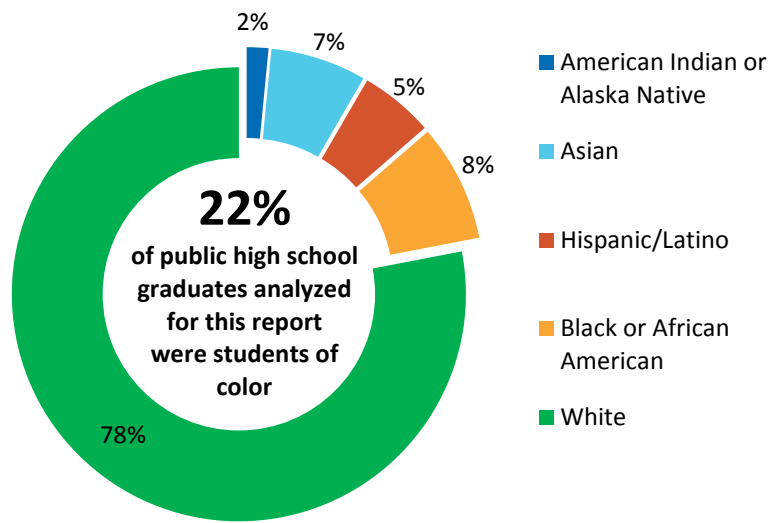
*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Race/Ethnicity

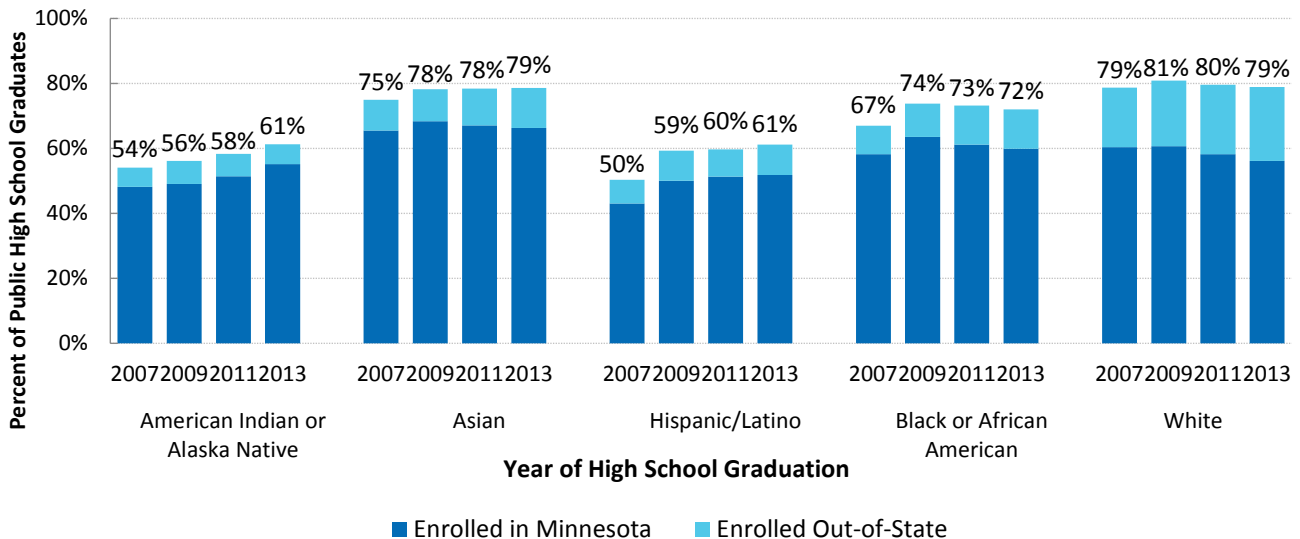
Students of color enrolled in college at lower rates than their White peers.

Approximately 22 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.

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 difference in enrollment in college within the first two years between Asian and White graduates (79%) as compared to Hispanic or Latino graduates (61%) is 18 percentage points for the class of 2013. Seventy-two percent of Black or African American graduates from the class of 2013 enrolled in college within two years.



COLLEGE ENROLLMENT HAS INCREASED OVER TIME BUT ENROLLMENT GAPS EXIST

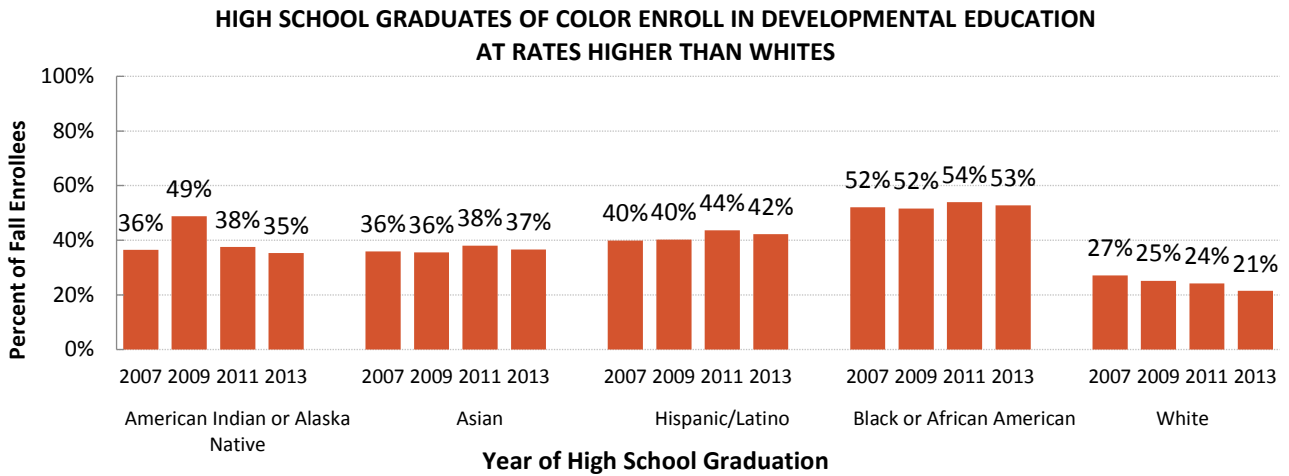


Additional college enrollment data by race/ethnicity can be found in Table 9.

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

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

Black or African American 2013 graduates continue to have the highest percentage (53%) of fall enrollees taking developmental education. Asian, American Indian or Alaskan Native and Hispanic or Latino 2013 graduates enrolled in developmental courses at rates between 35 and 42 percent as compared to 21 percent of White fall enrollees.



Additional data on developmental education by race/ethnicity can be found in Table 10.

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Language Spoken at Home

Across all graduating classes public high school students who spoke Somali at home had much higher rates of college enrollment than other primary language groups.

Approximately 11 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.

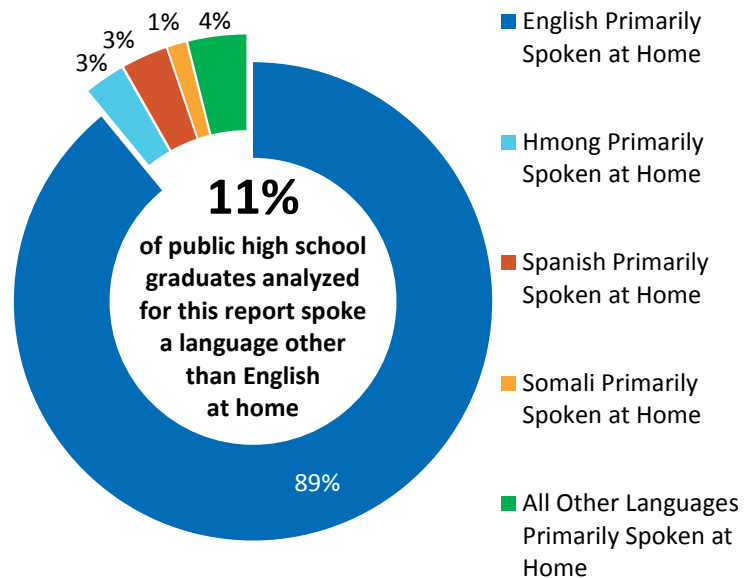
Primary Language Spoken at Home

Minnesota public high school graduates who spoke Somali at home enrolled (82%) in college within two years at higher rates than any other primary language group including English speakers.

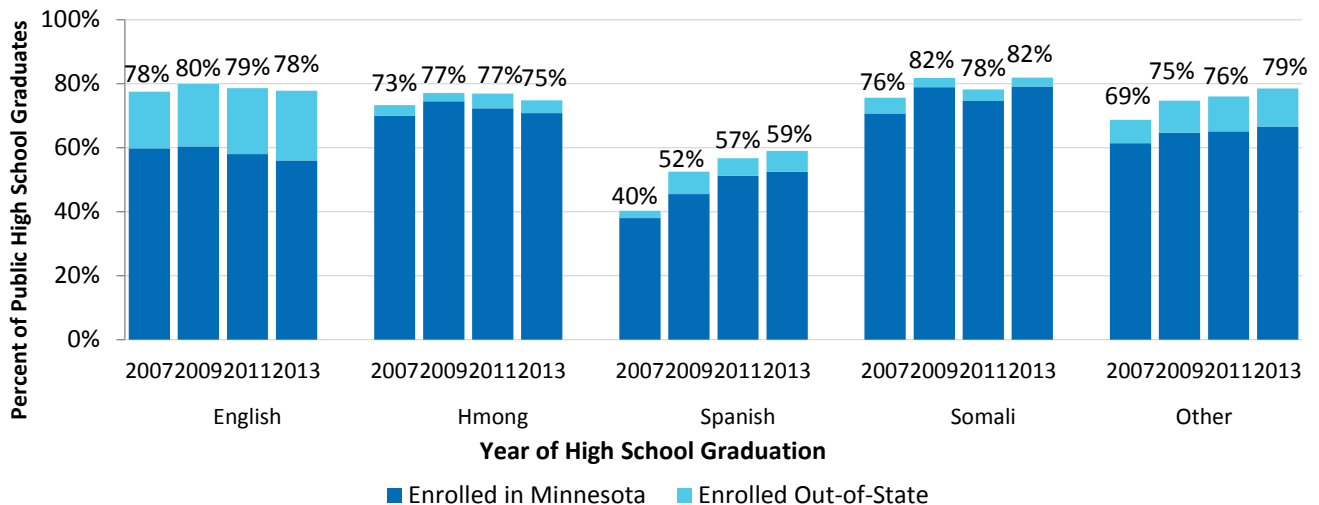
Minnesota public high school graduates who spoke Spanish at home enrolled (59%) in college within two years at rates lower than other primary language groups.

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 2007 to 2013.

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



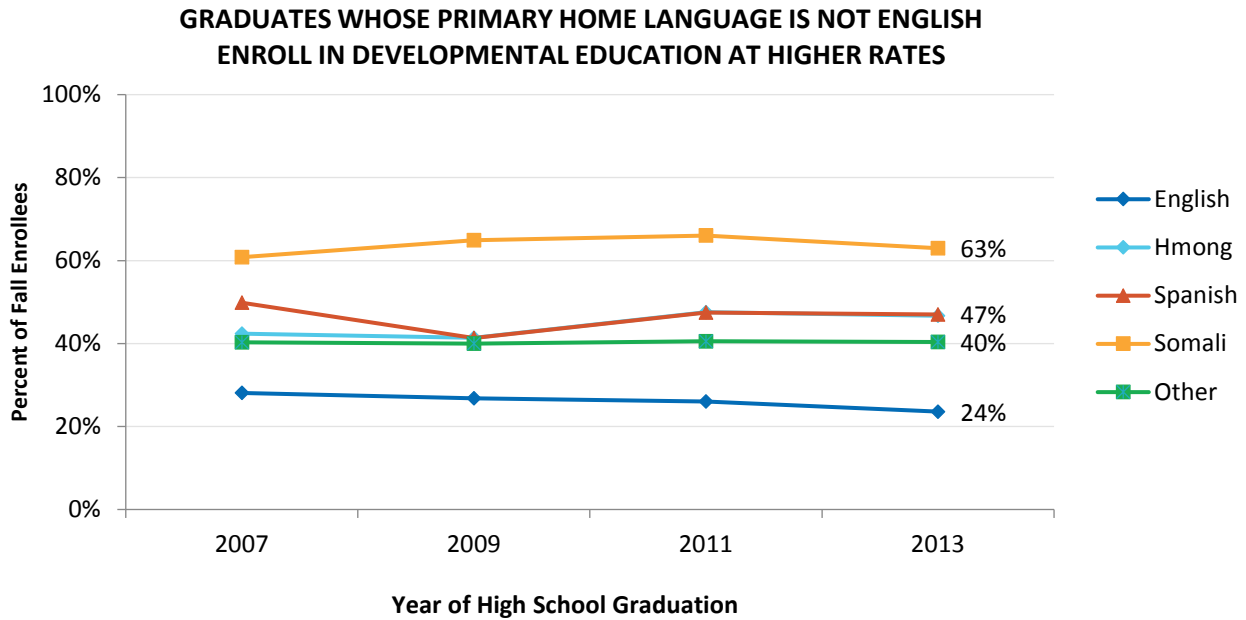
COLLEGE ENROLLMENT WITHIN TWO YEARS HAS INCREASED AMONG SPANISH SPEAKING GRADUATES BUT GAPS REMAIN



*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

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 within two years of graduating at higher rates than other non-native English speakers; however, students who spoke Somali at home also enrolled (63% for class of 2013) in developmental education at percentages 16 percentage points higher than any other group.

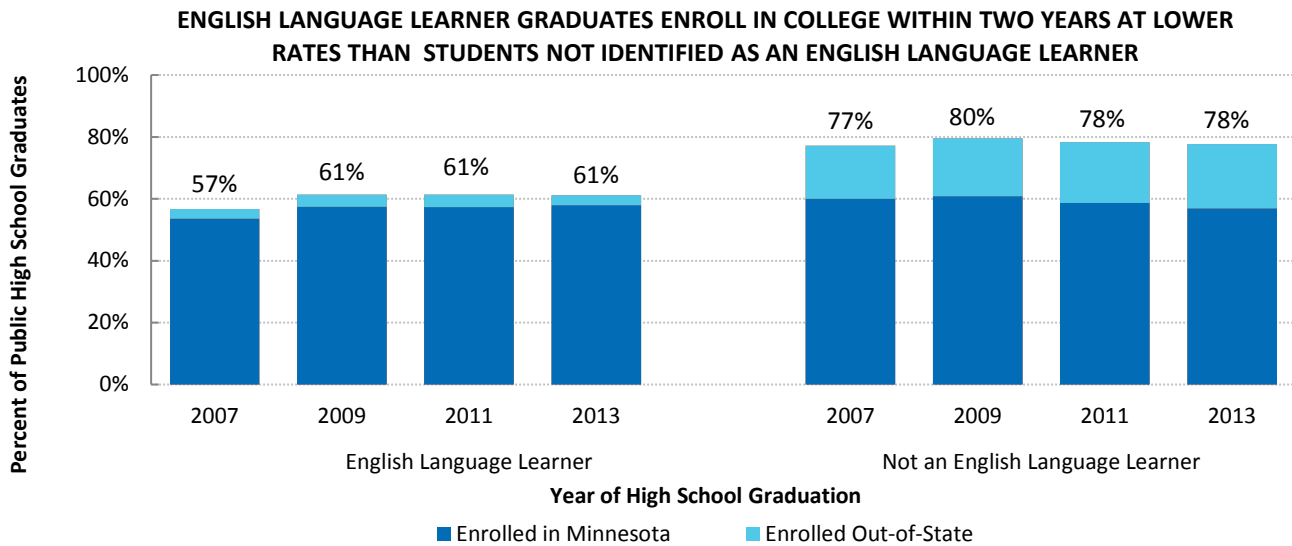
Additional data on developmental education by home primary language can be found in Table 12.

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

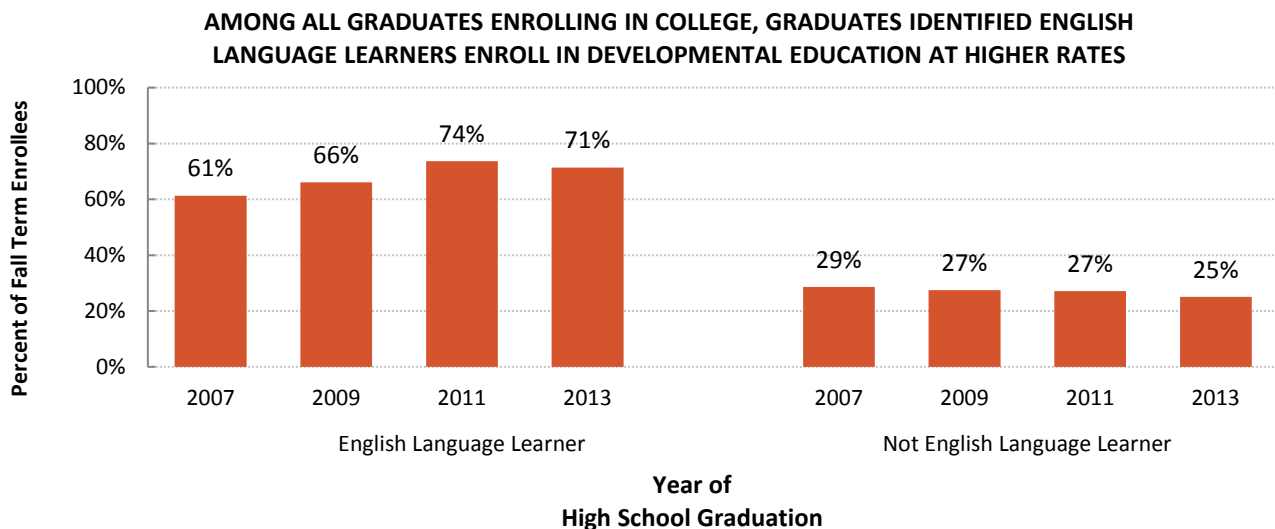
English Language Learners

The majority (71%) of 2013 graduates identified as English Language Learners enrolling in college also enrolled in developmental education.

In addition to language spoken at home, another measure of language skills is English Language Learners within K-12 education. Approximately two percent of Minnesota public high school graduates were identified as an English Language Learner. Students considered English Language Learner lagged behind their peers in college enrollment. Students considered an English Language Learner enrolled almost exclusively in Minnesota colleges, few enrolled at out-of-state colleges.



Graduates considered English Language Learners enrolled in developmental education within two years of graduating at rates (71%) almost triple that of graduates not identified as an English Language Learner (25%).



Additional data on college enrollment by English Language Learner status can be found in Table 13. Additional data on developmental education by English Language Learner status can be found in Table 14.

Economic Status

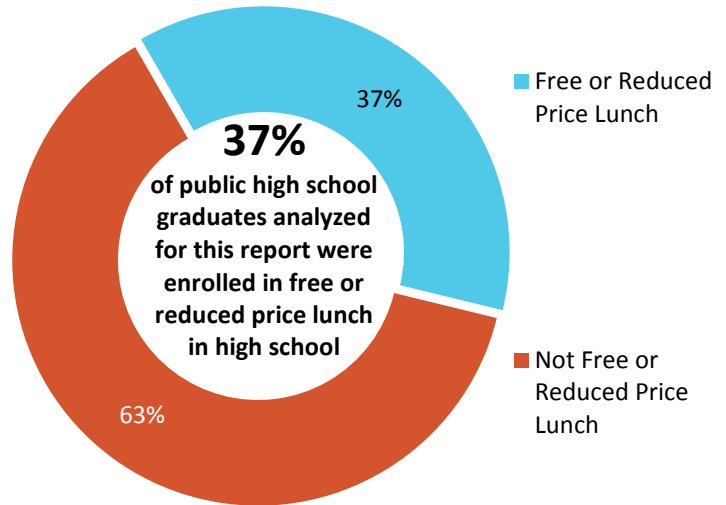
Public high school graduates who were enrolled in free or reduced price lunch during high school attended college in lower percentages than those who were not enrolled.

Public high school students enrolled in free or reduced price lunch can serve as an indicator of economic status. Approximately 37 percent of Minnesota 2014 public high school graduates were enrolled in free or reduced price lunch in high school (grades 9-12).

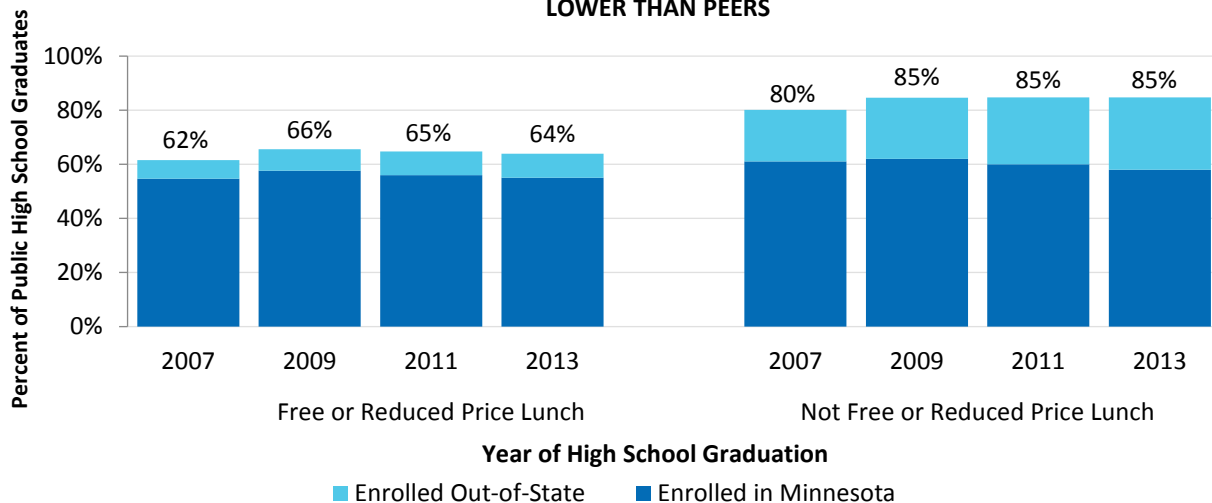
Graduates from 2007 to 2015 enrolled in free or reduced price lunch has college enrollment rates 20 percentage points lower than non-free and reduced price lunch graduates.

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

Additional information about college enrollment by economic status can be found in Tables 15.



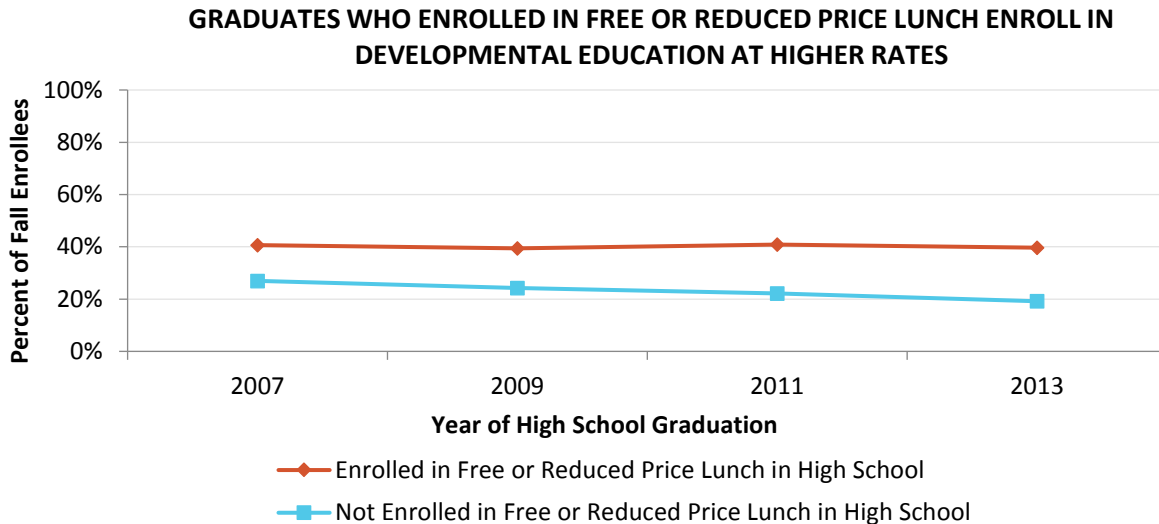
COLLEGE ENROLLMENT RATES OF FREE AND REDUCED PRICE LUNCH STUDENTS LOWER THAN PEERS



*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Developmental Education Course-Taking by Economic Status

Public high school class of 2013 enrolled in free or reduced price lunch in high school had higher rates of developmental education enrollment (40%).



The gap in developmental education enrollment between free and reduced price lunch students and other students is 21 percentage points and appears to be increasing. Forty percent of 2013 free or reduced price lunch graduates enrolled in fall term took developmental education courses as compared to 19 percent of other 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 Tables 16.

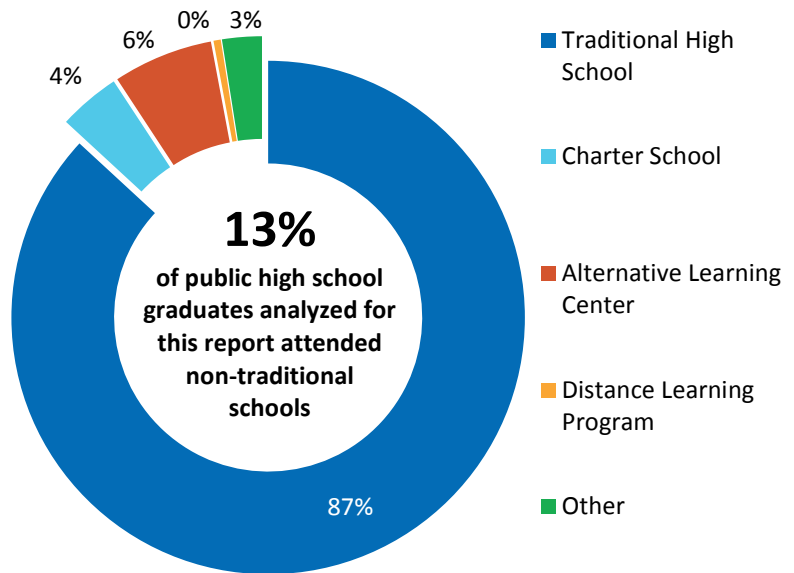
*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

High School Type Attended

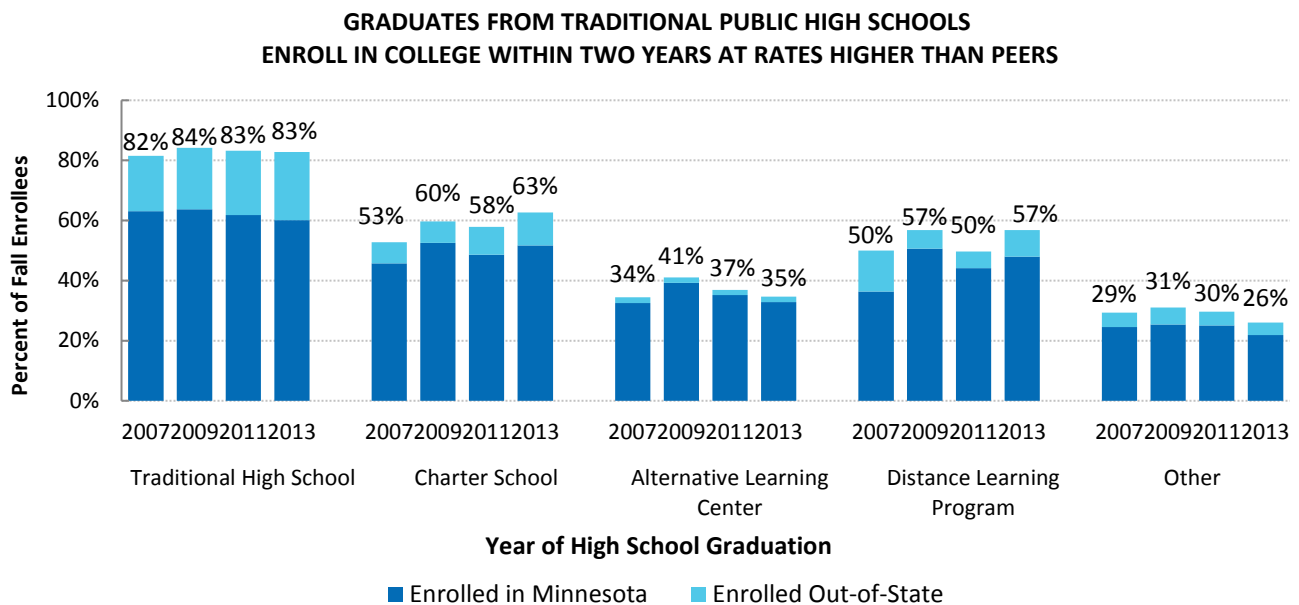
Non-traditional public high school graduates enrolled in college at lower rates.

Class of 2013 graduates from traditional public high schools showed higher college enrollment rates (83%) compared to charter school (63%), alternative public high schools (35%) and distance learning programs (57%).

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.



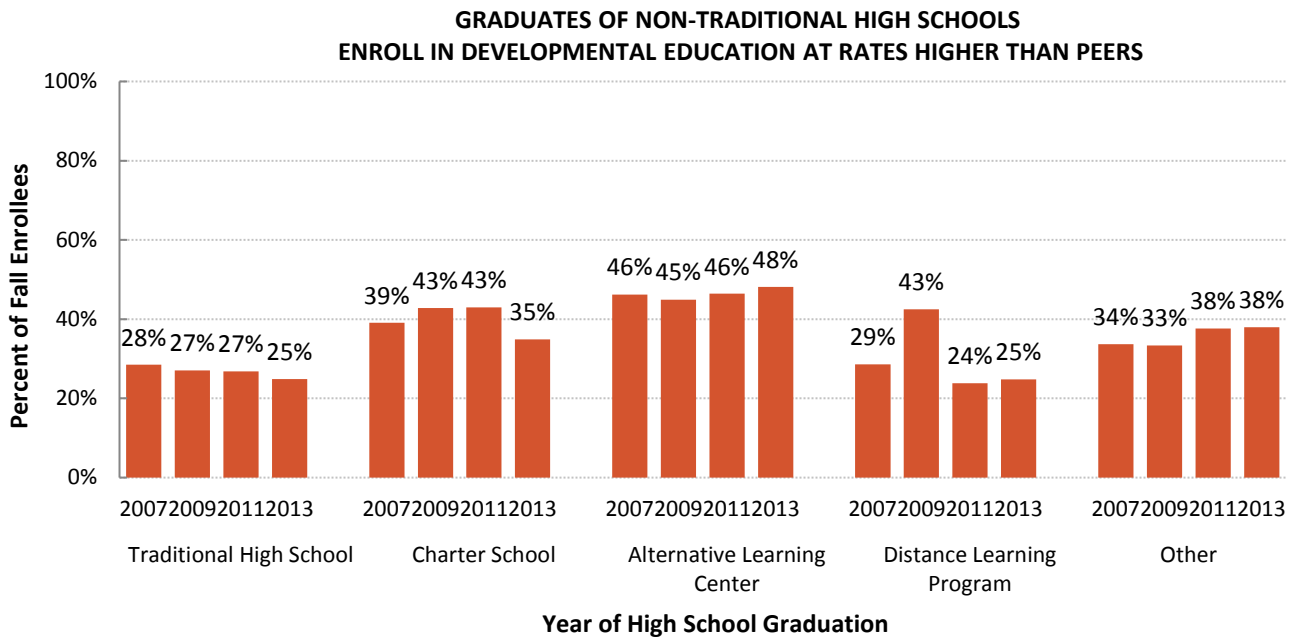
*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

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 2013 graduates of traditional schools showed lower developmental enrollment rates (25%) as compared to charter schools (35%), alternative high schools (48%). Graduates from distance learning programs display low rates of developmental education in 2013 (25%) but not in prior years.

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



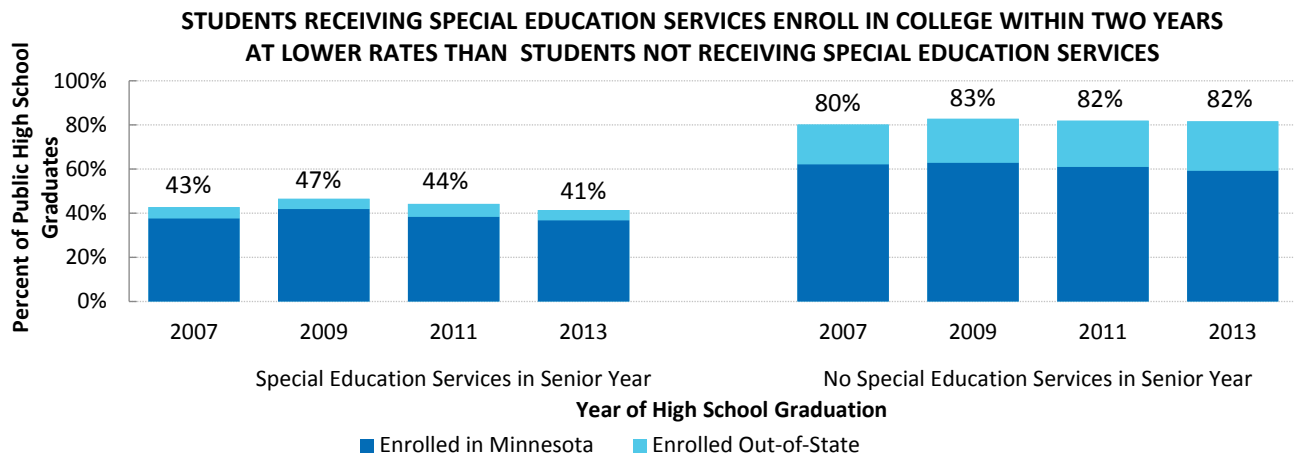
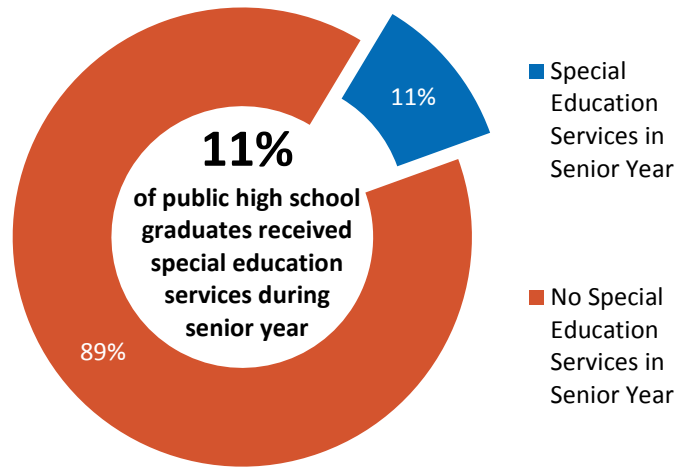
*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Special Education Services

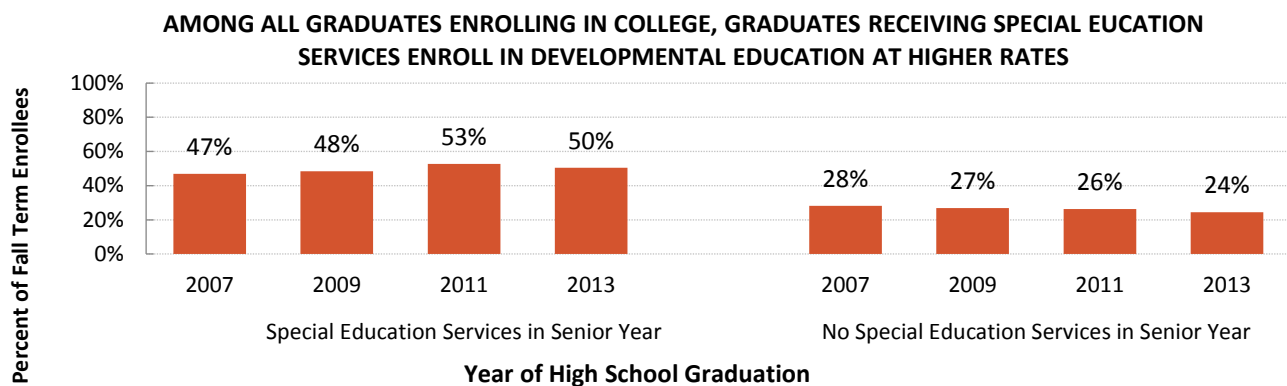
Half (50%) of 2013 graduates identified as receiving special education services enrolling in college also enrolled in developmental education.

Approximately 11 percent of Minnesota public high school graduates in 2014 received special education services in senior year (the year prior to high school graduation).

Forty-one percent of 2013 graduates receiving special education services in their senior year enrolled in college within two years as compared to 82 percent of other graduates.



Half of special education graduates enrolled in developmental education while in college.



Additional data on college enrollment and developmental education by special education services can be found in Tables 19 and 20.

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 but not limited to: MCA, NWEA, EXPLORE, PLAN, ACT and SAT. State testing is limited to only the MCA. 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 (Minnesota State, 2014).

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 2014 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

2013 public high school graduates who met the reading and math 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, MCA-III, MOD-II, MTAS and MTELL across math and reading. There is a sizeable gap in both college enrollment and developmental education needs among groups by reported proficiency.

Among 2013 graduates taking the state accountability test:

Math

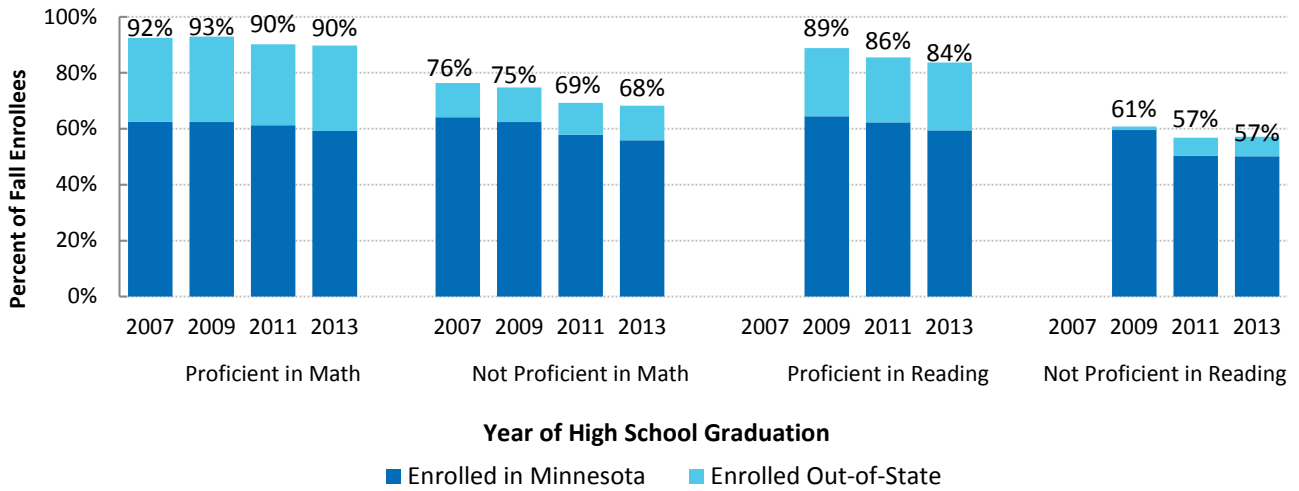
- 90 percent of grade 11 students meeting math standards enrolled in college and only 7 percent enrolled in developmental education within two years of graduating
- 68 percent of grade 11 students not meeting math standards enrolled in college and 43 percent enrolled in developmental education within two years of graduating

Reading

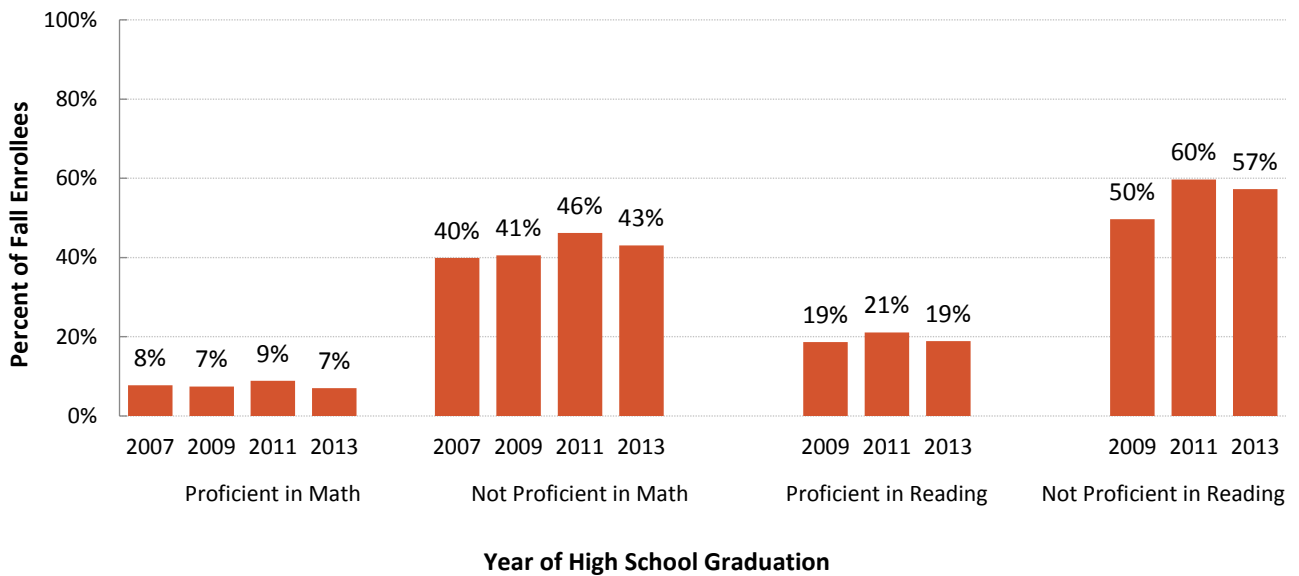
- 78 percent of grade 10 students meeting reading standards enrolled in college and 19 percent enrolled in developmental education within two years of graduating
- 49 percent of grade 10 students not meeting reading standards enrolled in college and 57 percent enrolled in developmental education within two years of graduating

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

**GRADUATES MEETING PROFICIENCY STANDARDS
ENROLL IN COLLEGE WITHIN TWO YEARS AT RATES HIGHER THAN PEERS**



**GRADUATES PROFICIENT IN MATH AND READING
ENROLL IN DEVELOPMENTAL EDUCATION AT LOWER RATES**



Additional data on college enrollments and developmental education enrollments by achievement level can be found in Table 21 and Table 22.

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

College Entrance Exams – ACT

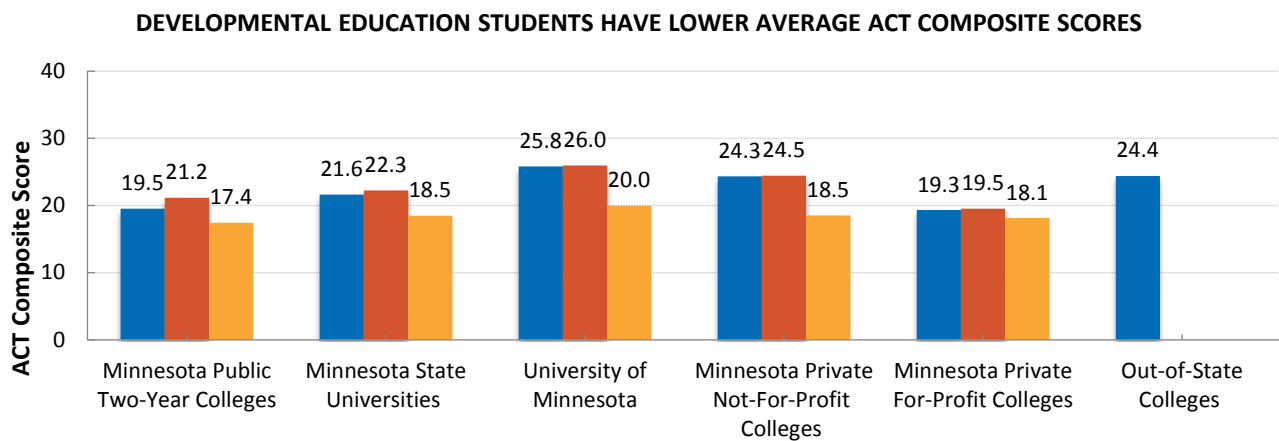
For the class of 2013, the average ACT scores of students enrolled in developmental education were lower than the scores of students not enrolled in developmental education.

ACT composite scores of students enrolled in developmental education ranged from 17.4 at Minnesota public two-year colleges to 20.0 at the University of Minnesota. This compared to ACT scores for students not enrolled in developmental courses ranging from 19.5 at private for-profit colleges to 26.0 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.

Developmental education data is not available for students enrolling in out-of-state colleges.

Additional data on ACT Composite scores can be found in Table 23.



Class of 2013 Enrolling in the First Year After Graduation

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

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

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Getting Prepared



2016

Recent high school graduates and developmental courses

Additional Tables

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About Minnesota SLEDS

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. SLEDS facilitates 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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Table 2: College Enrollment of 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)												
2007	59,857	50,448	84%	45,869	77%	not available						
2008	60,827	51,332	84%	47,387	78%							
2009	59,605	50,295	84%	47,193	79%							
2010	59,628	49,450	83%	46,852	79%							
2011	59,283	47,994	81%	46,207	78%							
2012	57,540	46,023	80%	45,018	78%							
2013	58,313	45,054	77%	45,054	77%							
2014 (preliminary data)	57,497	41,201	72%	41,201	72%							
Enrolled at Any Minnesota College (Public or Private)												
2007	59,857	39,452	66%	35,816	60%	34,683	58%	1%	2%	3%	22%	72%
2008	60,827	39,532	65%	36,348	60%	35,243	58%	1%	2%	3%	23%	71%
2009	59,605	38,650	65%	36,242	61%	34,990	59%	1%	3%	3%	24%	69%
2010	59,628	37,764	63%	35,768	60%	34,532	58%	1%	3%	3%	23%	70%
2011	59,283	36,216	61%	34,762	59%	33,540	57%	1%	3%	4%	23%	69%
2012	57,540	34,134	59%	33,313	58%	32,276	56%	1%	2%	4%	23%	69%
2013	58,313	33,188	57%	33,188	57%	32,265	55%	1%	3%	4%	24%	67%
2014 (preliminary data)	57,497	29,954	52%	29,954	52%	28,826	50%	2%	2%	4%	26%	66%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 2: College Enrollment of 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)
Enrolled at Minnesota Public Two-Year Colleges												
2007	59,857	18,646	31%	16,025	27%	15,076	25%	2%	3%	5%	23%	67%
2008	60,827	18,712	31%	16,371	27%	15,457	25%	2%	4%	5%	23%	65%
2009	59,605	18,305	31%	16,493	28%	15,484	26%	2%	4%	6%	26%	62%
2010	59,628	17,392	29%	15,923	27%	14,897	25%	2%	4%	6%	24%	64%
2011	59,283	16,734	28%	15,625	26%	14,593	25%	2%	5%	7%	24%	61%
2012	57,540	15,639	27%	15,024	26%	14,150	25%	2%	5%	8%	25%	60%
2013	58,313	14,982	26%	14,982	26%	14,185	24%	2%	5%	9%	26%	58%
2014 (preliminary data)	57,497	12,906	22%	12,906	22%	11,946	21%	2%	5%	8%	28%	58%
Enrolled at Minnesota State Universities												
2007	59,857	6,498	11%	6,374	11%	6,331	11%	0%	0%	1%	24%	74%
2008	60,827	6,630	11%	6,503	11%	6,463	11%	0%	0%	1%	25%	73%
2009	59,605	6,493	11%	6,391	11%	6,350	11%	0%	0%	1%	27%	72%
2010	59,628	6,582	11%	6,483	11%	6,429	11%	0%	0%	1%	31%	68%
2011	59,283	6,400	11%	6,336	11%	6,287	11%	0%	0%	1%	30%	69%
2012	57,540	6,199	11%	6,150	11%	6,110	11%	0%	0%	1%	32%	66%
2013	58,313	6,016	10%	6,016	10%	5,985	10%	0%	0%	1%	35%	63%
2014 (preliminary data)	57,497	5,664	10%	5,664	10%	5,578	10%	0%	0%	1%	34%	65%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 2: College Enrollment of 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)
Enrolled at the University of Minnesota												
2007	59,857	5,479	9%	5,418	9%	5,401	9%	0%	0%	0%	28%	71%
2008	60,827	5,428	9%	5,362	9%	5,347	9%	0%	0%	0%	27%	73%
2009	59,605	5,530	9%	5,491	9%	5,472	9%	0%	0%	0%	22%	78%
2010	59,628	5,817	10%	5,778	10%	5,769	10%	0%	0%	0%	23%	76%
2011	59,283	5,544	9%	5,525	9%	5,518	9%	0%	0%	0%	22%	77%
2012	57,540	5,412	9%	5,388	9%	5,381	9%	0%	0%	0%	20%	80%
2013	58,313	5,674	10%	5,674	10%	5,669	10%	0%	0%	0%	20%	80%
2014 (preliminary data)	57,497	5,572	10%	5,572	10%	5,551	10%	0%	0%	0%	22%	77%
Enrolled at Private Not-for-profit College												
2007	59,857	5,989	10%	5,844	10%	5,819	10%	0%	0%	0%	11%	88%
2008	60,827	5,930	10%	5,830	10%	5,800	10%	0%	0%	1%	12%	87%
2009	59,605	5,822	10%	5,724	10%	5,706	10%	0%	0%	0%	14%	85%
2010	59,628	5,736	10%	5,648	9%	5,626	9%	0%	0%	0%	13%	87%
2011	59,283	5,714	10%	5,653	10%	5,634	10%	0%	0%	0%	12%	87%
2012	57,540	5,465	9%	5,429	9%	5,410	9%	0%	0%	0%	12%	88%
2013	58,313	5,366	9%	5,366	9%	5,350	9%	1%	0%	0%	11%	88%
2014 (preliminary data)	57,497	5,155	9%	5,155	9%	5,119	9%	8%	0%	0%	16%	75%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 2: College Enrollment of 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)
Enrolled at Private For-profit Colleges												
2007	59,857	2,840	5%	2,155	4%	2,056	3%	4%	19%	11%	29%	37%
2008	60,827	2,832	5%	2,282	4%	2,176	4%	3%	14%	15%	36%	33%
2009	59,605	2,500	4%	2,143	4%	1,978	3%	5%	20%	13%	35%	27%
2010	59,628	2,237	4%	1,936	3%	1,811	3%	6%	18%	12%	28%	36%
2011	59,283	1,824	3%	1,623	3%	1,508	3%	7%	18%	14%	25%	37%
2012	57,540	1,419	2%	1,322	2%	1,225	2%	4%	12%	12%	35%	36%
2013	58,313	1,150	2%	1,150	2%	1,076	2%	4%	12%	12%	40%	33%
2014 (preliminary data)	57,497	657	1%	657	1%	632	1%	2%	10%	15%	31%	42%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 3: Developmental Education Course-taking of 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)						
2007	59,857	35,816	34,683	10,161	17%	29%
2008	60,827	36,348	35,243	10,526	17%	30%
2009	59,605	36,242	34,990	9,884	17%	28%
2010	59,628	35,768	34,532	10,051	17%	29%
2011	59,283	34,762	33,540	9,431	16%	28%
2012	57,540	33,313	32,276	9,066	16%	28%
2013	58,313	33,188	32,265	8,452	14%	26%
*2014 (preliminary data)	57,497	29,954	28,826	6,222	11%	22%
Enrolled at Minnesota Public Colleges						
2007	59,857	27,817	26,808	9,464	16%	35%
2008	60,827	28,236	27,267	9,770	16%	36%
2009	59,605	28,375	27,306	9,214	15%	34%
2010	59,628	28,184	27,095	9,503	16%	35%
2011	59,283	27,486	26,398	8,898	15%	34%
2012	57,540	26,562	25,641	8,660	15%	34%
2013	58,313	26,672	25,839	8,067	14%	31%
*2014 (preliminary data)	57,497	24,142	23,075	6,131	11%	27%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 3: Developmental Education Course-taking of 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						
2007	59,857	16,025	15,076	7,648	13%	51%
2008	60,827	16,371	15,457	8,053	13%	52%
2009	59,605	16,493	15,484	7,762	13%	50%
2010	59,628	15,923	14,897	8,122	14%	55%
2011	59,283	15,625	14,593	7,683	13%	53%
2012	57,540	15,024	14,150	7,398	13%	52%
2013	58,313	14,982	14,185	6,905	12%	49%
2014 (preliminary data)	57,497	12,906	11,946	5,191	9%	43%
Enrolled at Minnesota State Universities						
2007	59,857	6,374	6,331	1,643	3%	26%
2008	60,827	6,503	6,463	1,575	3%	24%
2009	59,605	6,391	6,350	1,308	2%	21%
2010	59,628	6,483	6,429	1,267	2%	20%
2011	59,283	6,336	6,287	1,111	2%	18%
2012	57,540	6,150	6,110	1,125	2%	18%
2013	58,313	6,016	5,985	1,023	2%	17%
2014 (preliminary data)	57,497	5,664	5,578	879	2%	16%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 3: Developmental Education Course-taking of 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							
2007	59,857	5,418	5,401	173	0%	3%	
2008	60,827	5,362	5,347	142	0%	3%	
2009	59,605	5,491	5,472	144	0%	3%	
2010	59,628	5,778	5,769	114	0%	2%	
2011	59,283	5,525	5,518	104	0%	2%	
2012	57,540	5,388	5,381	137	0%	3%	
2013	58,313	5,674	5,669	139	0%	2%	
2014 (preliminary data)	57,497	5,572	5,551	61	0%	1%	
Enrolled at Private Not-for-Profit Colleges							
2007	59,857	5,844	5,819	189	0%	3%	
2008	60,827	5,830	5,800	217	0%	4%	
2009	59,605	5,724	5,706	159	0%	3%	
2010	59,628	5,648	5,626	137	0%	2%	
2011	59,283	5,653	5,634	157	0%	3%	
2012	57,540	5,429	5,410	84	0%	2%	
2013	58,313	5,366	5,350	119	0%	2%	
2014 (preliminary data)	57,497	5,155	5,119	39	0%	1%	

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 3: Developmental Education Course-taking of 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						
2007	59,857	2,155	2,056	358	1%	17%
2008	60,827	2,282	2,176	391	1%	18%
2009	59,605	2,143	1,978	358	1%	18%
2010	59,628	1,936	1,811	268	0%	15%
2011	59,283	1,623	1,508	209	0%	14%
2012	57,540	1,322	1,225	174	0%	14%
2013	58,313	1,150	1,076	163	0%	15%
2014 (preliminary data)	57,497	657	632	52	0%	8%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 4: 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)										
2007	3,333	9,084	3,426	16,000	1,861	14,795	1,541	19,619	10,161	59,498
2008	3,378	9,258	3,415	15,929	1,965	15,703	1,768	22,303	10,526	63,193
2009	3,031	8,468	3,442	16,197	1,835	14,744	1,576	19,851	9,884	59,260
2010	2,926	8,127	3,353	15,786	2,061	16,540	1,711	21,484	10,051	61,937
2011	2,740	7,624	3,217	15,184	1,950	15,599	1,524	19,308	9,431	57,715
2012	2,685	7,492	3,018	14,177	1,841	14,692	1,522	18,786	9,066	55,147
2013	2,392	6,658	2,932	13,827	1,717	13,646	1,411	17,692	8,452	51,822
*2014 (preliminary data)	1,669	4,842	2,447	11,288	1,387	10,972	719	8,340	6,222	35,442
Enrolled at Minnesota Public Two-Year Colleges										
2007	1,961	5,477	2,479	11,793	1,721	13,697	1,487	18,949	7,648	49,916
2008	1,926	5,273	2,567	12,213	1,833	14,673	1,727	21,821	8,053	53,980
2009	1,861	5,292	2,654	12,681	1,714	13,784	1,533	19,341	7,762	51,098
2010	1,910	5,201	2,655	12,695	1,903	15,287	1,654	20,761	8,122	53,944
2011	1,890	5,157	2,557	12,358	1,772	14,185	1,464	18,443	7,683	50,143
2012	1,806	4,903	2,389	11,475	1,706	13,631	1,497	18,452	7,398	48,461
2013	1,595	4,326	2,278	10,985	1,633	12,980	1,399	17,553	6,905	45,844
2014 (preliminary data)	1,103	3,173	1,987	9,412	1,382	10,932	719	8,340	5,191	31,857
Enrolled at Minnesota State Universities										
2007	1,006	2,622	571	2,474	60	471	6	70	1,643	5,637
2008	1,086	2,997	423	1,813	53	403	13	151	1,575	5,364
2009	862	2,326	402	1,771	34	273	10	116	1,308	4,486
2010	737	2,144	434	1,901	80	632	16	187	1,267	4,864
2011	572	1,712	426	1,786	101	795	12	148	1,111	4,441
2012	624	1,867	413	1,730	82	644	6	77	1,125	4,318
2013	543	1,625	431	1,855	44	347	5	62	1,023	3,889
2014 (preliminary data)	462	1,386	412	1,667	5	40	0	0	879	3,093

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 4: 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										
2007	48	142	108	459	14	105	3	30	173	736
2008	47	139	88	360	6	47	1	10	142	556
2009	54	158	75	310	12	90	3	37	144	595
2010	42	119	68	277	2	15	2	31	114	442
2011	32	93	65	268	6	47	1	10	104	418
2012	74	218	56	232	3	23	4	50	137	523
2013	79	234	57	235	3	24	0	0	139	493
2014 (preliminary data)	24	72	37	150	0	0	0	0	61	222
Enrolled at the Private Not-for-Profit Colleges										
2007	128	286	44	207	11	88	6	80	189	661
2008	132	298	60	275	16	131	9	106	217	810
2009	98	242	43	202	11	89	7	76	159	609
2010	78	203	38	179	10	82	11	129	137	593
2011	97	243	45	207	12	96	3	33	157	579
2012	51	144	24	108	8	63	1	13	84	328
2013	72	189	36	157	10	82	1	10	119	438
2014 (preliminary data)	36	105	3	12	0	0	0	0	39	117
Enrolled at Private For-Profit Colleges										
2007	122	366	160	773	45	355	31	397	358	1,891
2008	135	403	201	935	43	339	12	144	391	1,821
2009	97	289	198	915	44	350	19	230	358	1,784
2010	97	290	97	457	52	412	22	307	268	1,466
2011	73	210	68	314	35	282	33	547	209	1,353
2012	66	179	71	334	27	216	10	149	174	878
2013	66	177	82	380	12	92	3	31	163	680
2014 (preliminary data)	44	106	8	47	0	0	0	0	52	153

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 5: 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)
2007	10,161	100%	9,749	96%	8,041	79%	1,584	16%
2008	10,526	100%	10,046	95%	8,519	81%	1,416	13%
2009	9,884	100%	9,503	96%	8,130	82%	1,281	13%
2010	10,051	100%	9,760	97%	8,480	84%	1,179	12%
2011	9,431	100%	9,196	98%	8,062	85%	1,059	11%
2012	9,066	100%	8,904	98%	7,694	85%	1,089	12%
2013	8,452	100%	8,266	98%	7,153	85%	997	12%
2014 (preliminary data)	6,222	100%	6,130	99%	5,193	83%	877	14%

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)
2007	124	1%	150	1%	379	4%
2008	111	1%	170	2%	412	4%
2009	92	1%	106	1%	361	4%
2010	101	1%	97	1%	280	3%
2011	75	1%	100	1%	214	2%
2012	121	1%	55	1%	176	2%
2013	116	1%	72	1%	170	2%
2014 (preliminary data)	60	1%	38	1%	55	1%

*Enrollment within two years of graduation for 2007-2012 graduates and within one year of graduation for 2013 graduates; data for 2013 graduates is considered preliminary and should not be used in trend analysis.

Table 6: Number of Students Enrolling in Developmental Education by Subject Area and Institution Offering Courses

All Minnesota Public Institutions

Fall Developmental Education Credits by Subject

Year of High School Graduation	Number of Students (unduplicated)	Total Dev Ed Credits in Fall terms	Math	Math %	Writing	Writing %	Reading	Reading %	Other	Other %
2007	9,464	57,183	29,860	52%	13,875	24%	11,555	20%	1,878	3%
2008	9,770	60,650	30,136	50%	14,970	25%	13,327	22%	2,217	4%
2009	9,214	60,335	28,848	48%	14,796	25%	13,792	23%	2,870	5%
2010	9,503	60,353	28,029	46%	15,720	26%	13,937	23%	2,640	4%
2011	8,898	56,994	25,464	45%	15,795	28%	13,097	23%	2,622	5%
2012	8,660	54,439	24,607	45%	13,961	26%	13,728	25%	2,139	4%
2013	8,067	51,016	22,144	43%	13,103	26%	12,983	25%	2,771	5%
2014 (preliminary data)	6,131	38,674	16,442	43%	10,037	26%	10,024	26%	2,171	6%

MnSCU State Colleges

Fall Developmental Education Credits by Subject

Year of High School Graduation	Number of Students (unduplicated)	Total Dev Ed Credits in Fall terms	Math	Math %	Writing	Writing %	Reading	Reading %	Other	Other %
2007	8,183	51,648	24,999	48%	13,475	26%	11,296	22%	1,878	4%
2008	8,650	56,111	26,145	47%	14,656	26%	13,118	23%	2,192	4%
2009	8,277	55,816	24,925	45%	14,413	26%	13,608	24%	2,870	5%
2010	8,615	55,636	24,039	43%	15,064	27%	13,893	25%	2,640	5%
2011	8,198	52,662	22,109	42%	14,834	28%	13,097	25%	2,622	5%
2012	7,811	49,990	21,102	42%	13,021	26%	13,728	27%	2,139	4%
2013	7,248	46,962	18,680	40%	12,528	27%	12,983	28%	2,771	6%
2014 (preliminary data)	5,194	35,188	13,282	38%	9,711	28%	10,024	28%	2,171	6%

MnSCU State Universities

Fall Developmental Education Credits by Subject

Year of High School Graduation	Number of Students (unduplicated)	Total Dev Ed Credits in Fall terms	Math	Math %	Writing	Writing %	Reading	Reading %	Other	Other %
2007	1,538	5,036	4,362	87%	400	8%	259	5%	< 25	0%
2008	1,285	4,119	3,571	87%	314	8%	209	5%	25	1%
2009	1,284	4,169	3,591	86%	383	9%	184	4%	<25	0%
2010	1,182	4,356	3,635	83%	656	15%	44	1%	<25	0%
2011	1,064	4,055	3,078	76%	961	24%	< 25	0%	<25	0%
2012	1,092	4,035	3,091	77%	940	23%	< 25	0%	<25	0%
2013	998	3,660	3,070	84%	575	16%	< 25	0%	<25	0%
2014 (preliminary data)	877	3,270	2,944	90%	326	10%	< 25	0%	<25	0%

University of Minnesota

Fall Developmental Education Credits by Subject

Year of High School Graduation	Number of Students (unduplicated)	Total Dev Ed Credits in Fall terms	Math	Math %	Writing	Writing %	Reading	Reading %	Other	Other %
2007	124	499	499	100%	< 25	0%	< 25	0%	< 25	0%
2008	111	420	420	100%	< 25	0%	< 25	0%	< 25	0%
2009	92	350	332	95%	< 25	0%	< 25	0%	< 25	0%
2010	98	361	355	98%	< 25	0%	< 25	0%	< 25	0%
2011	74	277	277	100%	< 25	0%	< 25	0%	< 25	0%
2012	120	414	414	100%	< 25	0%	< 25	0%	< 25	0%
2013	116	394	394	100%	< 25	0%	< 25	0%	< 25	0%
2014 (preliminary data)	60	216	216	100%	< 25	0%	< 25	0%	< 25	0%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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	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)	
Male							
Enrolled at Any College (National)							
2007	29,557	23,788	80%	21,409	72%	not available	
2008	30,256	24,435	81%	22,393	74%		
2009	29,987	24,191	81%	22,533	75%		
2010	29,820	23,505	79%	22,096	74%		
2011	29,831	22,782	76%	21,825	73%		
2012	28,867	21,769	75%	21,220	74%		
2013	29,181	21,168	73%	21,168	73%		
2014 (preliminary data)	28,787	19,287	67%	19,287	67%		
Enrolled at Any Minnesota College (Public or Private)							
2007	29,557	18,659	63%	16,810	57%	16,251	55%
2008	30,256	18,836	62%	17,233	57%	16,684	55%
2009	29,987	18,627	62%	17,384	58%	16,748	56%
2010	29,820	17,997	60%	16,952	57%	16,357	55%
2011	29,831	17,202	58%	16,431	55%	15,828	53%
2012	28,867	16,196	56%	15,758	55%	15,261	53%
2013	29,181	15,593	53%	15,593	53%	15,103	52%
2014 (preliminary data)	28,787	14,116	49%	14,116	49%	13,523	47%
Female							
Enrolled at Any College (national)							
2007	30,300	26,660	88%	24,460	81%	not available	
2008	30,571	26,897	88%	24,994	82%		
2009	29,618	26,104	88%	24,660	83%		
2010	29,808	25,945	87%	24,756	83%		
2011	29,452	25,212	86%	24,382	83%		
2012	28,673	24,254	85%	23,798	83%		
2013	29,132	23,886	82%	23,886	82%		
2014 (preliminary data)	28,710	21,914	76%	21,914	76%		
Enrolled at Any Minnesota College (Public or Private College)							
2007	30,300	20,793	69%	19,006	63%	18,432	61%
2008	30,571	20,696	68%	19,115	63%	18,559	61%
2009	29,618	20,023	68%	18,858	64%	18,242	62%
2010	29,808	19,767	66%	18,816	63%	18,175	61%
2011	29,452	19,014	65%	18,331	62%	17,712	60%
2012	28,673	17,938	63%	17,555	61%	17,015	59%
2013	29,132	17,595	60%	17,595	60%	17,162	59%
2014 (preliminary data)	28,710	15,838	55%	15,838	55%	15,303	53%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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)						
2007	29,557	16,810	16,251	4,711	16%	29%
2008	30,256	17,233	16,684	4,886	16%	29%
2009	29,987	17,384	16,748	4,606	15%	28%
2010	29,820	16,952	16,357	4,770	16%	29%
2011	29,831	16,431	15,828	4,442	15%	28%
2012	28,867	15,758	15,261	4,232	15%	28%
2013	29,181	15,593	15,103	3,822	13%	25%
2014 (preliminary data)	28,787	14,116	13,523	2,815	10%	21%
Female						
Enrolled at Any Minnesota College (Public or Private)						
2007	30,300	19,006	18,432	5,450	18%	30%
2008	30,571	19,115	18,559	5,640	18%	30%
2009	29,618	18,858	18,242	5,278	18%	29%
2010	29,808	18,816	18,175	5,281	18%	29%
2011	29,452	18,331	17,712	4,989	17%	28%
2012	28,673	17,555	17,015	4,834	17%	28%
2013	29,132	17,595	17,162	4,630	16%	27%
2014 (preliminary data)	28,710	15,838	15,303	3,407	12%	22%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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	
		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)
American Indian or Alaska Native							
Enrolled at Any College (National)							
2007	922	650	70%	499	54%	Not available	
2008	887	587	66%	461	52%		
2009	912	614	67%	512	56%		
2010	937	620	66%	540	58%		
2011	838	540	64%	489	58%		
2012	826	549	66%	526	64%		
2013	885	542	61%	542	61%		
2014 (preliminary data)	886	410	46%	410	46%		
Enrolled at Any Minnesota College (Public or Private)							
2007	922	580	63%	444	48%	403	44%
2008	887	511	58%	400	45%	376	42%
2009	912	536	59%	447	49%	408	45%
2010	937	545	58%	474	51%	441	47%
2011	838	478	57%	431	51%	413	49%
2012	826	477	58%	460	56%	424	51%
2013	885	488	55%	488	55%	462	52%
2014 (preliminary data)	886	347	39%	347	39%	329	37%
Asian							
Enrolled at Any College (National)							
2007	3,074	2,548	83%	2,303	75%	Not available	
2008	3,369	2,754	82%	2,522	75%		
2009	3,384	2,835	84%	2,646	78%		
2010	3,333	2,768	83%	2,623	79%		
2011	3,576	2,915	82%	2,804	78%		
2012	3,634	2,907	80%	2,836	78%		
2013	3,805	2,991	79%	2,991	79%		
2014 (preliminary data)	3,922	2,866	73%	2,866	73%		
Enrolled at Any Minnesota College (Public or Private)							
2007	3,074	2,209	72%	2,014	66%	1,934	63%
2008	3,369	2,375	70%	2,179	65%	2,101	62%
2009	3,384	2,465	73%	2,315	68%	2,226	66%
2010	3,333	2,355	71%	2,245	67%	2,161	65%
2011	3,576	2,492	70%	2,399	67%	2,320	65%
2012	3,634	2,471	68%	2,415	66%	2,353	65%
2013	3,805	2,522	66%	2,522	66%	2,446	64%
2014 (preliminary data)	3,922	2,417	62%	2,417	62%	2,320	59%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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)
Hispanic/Latino							
Enrolled at Any College (National)							
2007	1,699	1,076	63%	856	50%	Not available	
2008	1,814	1,192	66%	1,017	56%		
2009	1,974	1,363	69%	1,170	59%		
2010	2,172	1,479	68%	1,315	61%		
2011	2,342	1,521	65%	1,399	60%		
2012	2,404	1,541	64%	1,482	62%		
2013	2,799	1,713	61%	1,713	61%		
2014 (preliminary data)	3,022	1,671	55%	1,671	55%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,699	920	54%	732	43%	694	41%
2008	1,814	1,015	56%	866	48%	822	45%
2009	1,974	1,151	58%	987	50%	921	47%
2010	2,172	1,266	58%	1,130	52%	1,061	49%
2011	2,342	1,305	56%	1,203	51%	1,127	48%
2012	2,404	1,305	54%	1,255	52%	1,183	49%
2013	2,799	1,451	52%	1,451	52%	1,370	49%
2014 (preliminary data)	3,022	1,429	47%	1,429	47%	1,314	43%
Black or African American							
Enrolled at Any College (National)							
2007	3,386	2,757	81%	2,267	67%	Not available	
2008	3,717	3,026	81%	2,639	71%		
2009	3,882	3,183	82%	2,863	74%		
2010	4,147	3,323	80%	3,067	74%		
2011	4,253	3,287	77%	3,111	73%		
2012	4,043	3,084	76%	2,992	74%		
2013	4,540	3,270	72%	3,270	72%		
2014 (preliminary data)	4,803	3,058	64%	3,058	64%		
Enrolled at Any Minnesota College (Public or Private)							
2007	3,386	2,382	70%	1,972	58%	1,821	54%
2008	3,717	2,564	69%	2,225	60%	2,087	56%
2009	3,882	2,733	70%	2,467	64%	2,300	59%
2010	4,147	2,808	68%	2,603	63%	2,411	58%
2011	4,253	2,749	65%	2,603	61%	2,419	57%
2012	4,043	2,522	62%	2,443	60%	2,282	56%
2013	4,540	2,720	60%	2,720	60%	2,576	57%
2014 (preliminary data)	4,803	2,535	53%	2,535	53%	2,363	49%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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)							
2007	50,776	43,417	86%	39,944	79%	Not available	
2008	51,040	43,773	86%	40,748	80%		
2009	49,453	42,300	86%	40,002	81%		
2010	49,039	41,260	84%	39,307	80%		
2011	48,274	39,731	82%	38,404	80%		
2012	46,633	37,942	81%	37,182	80%		
2013	46,284	36,538	79%	36,538	79%		
2014 (preliminary data)	44,864	33,196	74%	33,196	74%		
Enrolled at Any Minnesota College (Public or Private)							
2007	50,776	33,361	66%	30,654	60%	29,831	59%
2008	51,040	33,067	65%	30,678	60%	29,857	58%
2009	49,453	31,765	64%	30,026	61%	29,135	59%
2010	49,039	30,790	63%	29,316	60%	28,458	58%
2011	48,274	29,192	60%	28,126	58%	27,261	56%
2012	46,633	27,359	59%	26,740	57%	26,034	56%
2013	46,284	26,007	56%	26,007	56%	25,411	55%
2014 (preliminary data)	44,864	23,226	52%	23,226	52%	22,500	50%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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)							
2007	922	444	403	147	16%	36%	
2008	887	400	376	177	20%	47%	
2009	912	447	408	199	22%	49%	
2010	937	474	441	177	19%	40%	
2011	838	431	413	155	18%	38%	
2012	826	460	424	167	20%	39%	
2013	885	488	462	163	18%	35%	
2014 (preliminary data)	886	347	329	95	11%	29%	
Asian							
Enrolled at Any Minnesota College (Public or Private)							
2007	3,074	2,014	1,934	694	23%	36%	
2008	3,369	2,179	2,101	780	23%	37%	
2009	3,384	2,315	2,226	792	23%	36%	
2010	3,333	2,245	2,161	771	23%	36%	
2011	3,576	2,399	2,320	882	25%	38%	
2012	3,634	2,415	2,353	887	24%	38%	
2013	3,805	2,522	2,446	894	23%	37%	
2014 (preliminary data)	3,922	2,417	2,320	755	19%	33%	
Hispanic/Latino							
Enrolled at Any Minnesota College (Public or Private)							
2007	1,699	732	694	277	16%	40%	
2008	1,814	866	822	367	20%	45%	
2009	1,974	987	921	371	19%	40%	
2010	2,172	1,130	1,061	470	22%	44%	
2011	2,342	1,203	1,127	492	21%	44%	
2012	2,404	1,255	1,183	514	21%	43%	
2013	2,799	1,451	1,370	578	21%	42%	
2014 (preliminary data)	3,022	1,429	1,314	495	16%	38%	

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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)						
2007	3,386	1,972	1,821	949	28%	52%
2008	3,717	2,225	2,087	1,036	28%	50%
2009	3,882	2,467	2,300	1,187	31%	52%
2010	4,147	2,603	2,411	1,281	31%	53%
2011	4,253	2,603	2,419	1,306	31%	54%
2012	4,043	2,443	2,282	1,275	32%	56%
2013	4,540	2,720	2,576	1,360	30%	53%
2014 (preliminary data)	4,803	2,535	2,363	1,064	22%	45%
White						
Enrolled at Any Minnesota College (Public or Private)						
2007	50,776	30,654	29,831	8,094	16%	27%
2008	51,040	30,678	29,857	8,166	16%	27%
2009	49,453	30,026	29,135	7,335	15%	25%
2010	49,039	29,316	28,458	7,352	15%	26%
2011	48,274	28,126	27,261	6,596	14%	24%
2012	46,633	26,740	26,034	6,223	13%	24%
2013	46,284	26,007	25,411	5,457	12%	21%
2014 (preliminary data)	44,864	23,226	22,500	3,813	8%	17%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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	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)	
English Primarily Spoken at Home							
Enrolled at Any College (National)							
2007	55,496	47,223	85%	43,025	78%	Not available	
2008	56,125	47,797	85%	44,189	79%		
2009	54,730	46,516	85%	43,714	80%		
2010	54,638	45,619	83%	43,245	79%		
2011	53,989	44,013	82%	42,414	79%		
2012	52,309	42,138	81%	41,238	79%		
2013	52,421	40,776	78%	40,776	78%		
2014 (preliminary data)	51,211	36,989	72%	36,989	72%		
Enrolled at Any Minnesota College (Public or Private)							
2007	55,496	36,511	66%	33,181	60%	32,175	58%
2008	56,125	36,342	65%	33,447	60%	32,481	58%
2009	54,730	35,242	64%	33,070	60%	31,957	58%
2010	54,638	34,279	63%	32,477	59%	31,395	57%
2011	53,989	32,635	60%	31,338	58%	30,253	56%
2012	52,309	30,655	59%	29,927	57%	29,021	55%
2013	52,421	29,350	56%	29,350	56%	28,584	55%
2014 (preliminary data)	51,211	26,169	51%	26,169	51%	25,257	49%
Hmong Primarily Spoken at Home							
Enrolled at Any College (National)							
2007	1,329	1,095	82%	974	73%	Not available	
2008	1,464	1,176	80%	1,067	73%		
2009	1,519	1,275	84%	1,172	77%		
2010	1,470	1,202	82%	1,132	77%		
2011	1,592	1,281	80%	1,224	77%		
2012	1,469	1,148	78%	1,113	76%		
2013	1,538	1,151	75%	1,151	75%		
2014 (preliminary data)	1,554	1,065	69%	1,065	69%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,329	1,034	78%	931	70%	885	67%
2008	1,464	1,099	75%	998	68%	949	65%
2009	1,519	1,217	80%	1,132	75%	1,085	71%
2010	1,470	1,133	77%	1,071	73%	1,020	69%
2011	1,592	1,203	76%	1,151	72%	1,108	70%
2012	1,469	1,081	74%	1,050	71%	1,017	69%
2013	1,538	1,089	71%	1,089	71%	1,042	68%
2014 (preliminary data)	1,554	1,005	65%	1,005	65%	957	62%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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 Graduates	College Activity					
		Total Graduates Enrolled in College					
		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)							
2007	870	462	53%	351	40%	Not available	
2008	915	529	58%	438	48%		
2009	1,065	666	63%	559	52%		
2010	1,181	741	63%	654	55%		
2011	1,331	821	62%	755	57%		
2012	1,361	812	60%	776	57%		
2013	1,599	943	59%	943	59%		
2014 (preliminary data)	1,757	917	52%	917	52%		
Enrolled at Any Minnesota College (Public or Private)							
2007	870	426	49%	331	38%	313	36%
2008	915	486	53%	407	44%	382	42%
2009	1,065	575	54%	485	46%	450	42%
2010	1,181	679	57%	599	51%	562	48%
2011	1,331	738	55%	681	51%	636	48%
2012	1,361	728	53%	695	51%	653	48%
2013	1,599	840	53%	840	53%	785	49%
2014 (preliminary data)	1,757	841	48%	841	48%	772	44%
Somali Primarily Spoken at Home							
Enrolled at Any College (National)							
2007	488	411	84%	369	76%	Not available	
2008	524	431	82%	404	77%		
2009	512	436	85%	419	82%		
2010	552	446	81%	431	78%		
2011	504	406	81%	394	78%		
2012	443	367	83%	362	82%		
2013	593	486	82%	486	82%		
2014 (preliminary data)	721	550	76%	550	76%		
Enrolled at Any Minnesota College (Public or Private)							
2007	488	379	78%	345	71%	319	65%
2008	524	394	75%	372	71%	350	67%
2009	512	418	82%	404	79%	385	75%
2010	552	421	76%	409	74%	382	69%
2011	504	384	76%	376	75%	362	72%
2012	443	350	79%	345	78%	328	74%
2013	593	469	79%	469	79%	454	77%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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	
		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)
All Other Languages Primarily Spoken at Home							
Enrolled at Any College (National)							
2007	1,674	1,257	75%	1,150	69%	Not available	
2008	1,799	1,399	78%	1,289	72%		
2009	1,779	1,402	79%	1,329	75%		
2010	1,787	1,442	81%	1,390	78%		
2011	1,867	1,473	79%	1,420	76%		
2012	1,958	1,558	80%	1,529	78%		
2013	2,162	1,698	79%	1,698	79%		
2014 (preliminary data)	2,254	1,680	75%	1,680	75%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,674	1,102	66%	1,028	61%	991	59%
2008	1,799	1,211	67%	1,124	62%	1,081	60%
2009	1,779	1,198	67%	1,151	65%	1,113	63%
2010	1,787	1,252	70%	1,212	68%	1,173	66%
2011	1,867	1,256	67%	1,216	65%	1,181	63%
2012	1,958	1,320	67%	1,296	66%	1,257	64%
2013	2,162	1,440	67%	1,440	67%	1,400	65%
2014 (preliminary data)	2,254	1,409	63%	1,409	63%	1,349	60%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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)							
2007	55,496	33,181	32,175	9,037	16%	28%	
2008	56,125	33,447	32,481	9,294	17%	29%	
2009	54,730	33,070	31,957	8,554	16%	27%	
2010	54,638	32,477	31,395	8,625	16%	27%	
2011	53,989	31,338	30,253	7,884	15%	26%	
2012	52,309	29,927	29,021	7,565	14%	26%	
2013	52,421	29,350	28,584	6,745	13%	24%	
2014 (preliminary data)	51,211	26,169	25,257	4,774	9%	19%	
Hmong Primarily Spoken at Home							
Enrolled at Any Minnesota College (Public or Private)							
2007	1,329	931	885	375	28%	42%	
2008	1,464	998	949	403	28%	42%	
2009	1,519	1,132	1,085	449	30%	41%	
2010	1,470	1,071	1,020	426	29%	42%	
2011	1,592	1,151	1,108	527	33%	48%	
2012	1,469	1,050	1,017	468	32%	46%	
2013	1,538	1,089	1,042	487	32%	47%	
2014 (preliminary data)	1,554	1,005	957	410	26%	43%	
Spanish Primarily Spoken at Home							
Enrolled at Any Minnesota College (Public or Private)							
2007	870	331	313	156	18%	50%	
2008	915	407	382	195	21%	51%	
2009	1,065	485	450	186	17%	41%	
2010	1,181	599	562	275	23%	49%	
2011	1,331	681	636	302	23%	47%	
2012	1,361	695	653	330	24%	51%	
2013	1,599	840	785	369	23%	47%	
2014 (preliminary data)	1,757	841	772	326	19%	42%	

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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)							
2007	488	345	319	194	40%	61%	
2008	524	372	350	198	38%	57%	
2009	512	404	385	250	49%	65%	
2010	552	409	382	254	46%	66%	
2011	504	376	362	239	47%	66%	
2012	443	345	328	203	46%	62%	
2013	593	469	454	286	48%	63%	
2014 (preliminary data)	721	530	491	249	35%	51%	
All Other Languages Primarily Spoken at Home							
Enrolled at Any Minnesota College (Public or Private)							
2007	1,674	1,028	991	399	24%	40%	
2008	1,799	1,124	1,081	436	24%	40%	
2009	1,779	1,151	1,113	445	25%	40%	
2010	1,787	1,212	1,173	471	26%	40%	
2011	1,867	1,216	1,181	479	26%	41%	
2012	1,958	1,296	1,257	500	26%	40%	
2013	2,162	1,440	1,400	565	26%	40%	
2014 (preliminary data)	2,254	1,409	1,349	463	21%	34%	

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 13: College Enrollment of Public High School Graduates by English Language Learner Status

Year of High School Graduation	High School	College Activity					
	Graduates	Total Graduates Enrolled in College					
		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)	
English Language Learner							
Enrolled at Any College (National)							
2007	1,504	994	66%	853	57%		
2008	1,346	850	63%	728	54%		
2009	1,263	859	68%	775	61%		
2010	1,343	890	66%	818	61%		
2011	1,369	895	65%	840	61%		
2012	1,215	739	61%	719	59%		
2013	1,395	853	61%	853	61%		
2014 (preliminary data)	1,406	767	55%	767	55%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,504	922	61%	806	54%	752	50%
2008	1,346	790	59%	685	51%	632	47%
2009	1,263	790	63%	725	57%	684	54%
2010	1,343	832	62%	772	57%	716	53%
2011	1,369	832	61%	785	57%	744	54%
2012	1,215	686	56%	669	55%	640	53%
2013	1,395	808	58%	808	58%	761	55%
2014 (preliminary data)	1,406	723	51%	723	51%	660	47%
Not English Language Learner							
Enrolled at Any College (National)							
2007	58,353	49,454	85%	45,016	77%		
2008	59,481	50,482	85%	46,659	78%		
2009	58,342	49,436	85%	46,418	80%		
2010	58,285	48,560	83%	46,034	79%		
2011	57,914	47,099	81%	45,367	78%		
2012	56,325	45,284	80%	44,299	79%		
2013	56,918	44,201	78%	44,201	78%		
2014 (preliminary data)	56,091	40,434	72%	40,434	72%		
Enrolled at Any Minnesota College (Public or Private)							
2007	58,353	38,530	66%	35,010	60%	33,931	58%
2008	59,481	38,742	65%	35,663	60%	34,611	58%
2009	58,342	37,860	65%	35,517	61%	34,306	59%
2010	58,285	36,932	63%	34,996	60%	33,816	58%
2011	57,914	35,384	61%	33,977	59%	32,796	57%
2012	56,325	33,448	59%	32,644	58%	31,636	56%
2013	56,918	32,380	57%	32,380	57%	31,504	55%
2014 (preliminary data)	56,091	29,231	52%	29,231	52%	28,166	50%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

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

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)	
English Language Learner						
Enrolled at Any Minnesota College (Public or Private)						
2007	1,504	806	752	461	31%	61%
2008	1,346	685	632	408	30%	65%
2009	1,263	725	684	452	36%	66%
2010	1,343	772	716	502	37%	70%
2011	1,369	785	744	548	40%	74%
2012	1,215	669	640	466	38%	73%
2013	1,395	808	761	543	39%	71%
2014 (preliminary data)	1,406	723	660	464	33%	70%
Not English Language Learner						
Enrolled at Any Minnesota College (Public or Private)						
2007	58,353	35,010	33,931	9,700	17%	29%
2008	59,481	35,663	34,611	10,118	17%	29%
2009	58,342	35,517	34,306	9,432	16%	27%
2010	58,285	34,996	33,816	9,549	16%	28%
2011	57,914	33,977	32,796	8,883	15%	27%
2012	56,325	32,644	31,636	8,600	15%	27%
2013	56,918	32,380	31,504	7,909	14%	25%
2014 (preliminary data)	56,091	29,231	28,166	5,758	10%	20%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

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

Year of High School Graduation	High School	College Activity					
	Graduates	Total Graduates Enrolled in College					
		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)	
Enrolled in Free or Reduced Price Lunch Program in Any Year							
Enrolled at Any College (National)							
2007	11,425	8,495	74%	7,036	62%	Not available	
2008	14,593	10,727	74%	9,153	63%		
2009	17,063	12,618	74%	11,181	66%		
2010	19,281	13,903	72%	12,651	66%		
2011	20,237	14,034	69%	13,111	65%		
2012	19,700	13,317	68%	12,807	65%		
2013	21,067	13,474	64%	13,474	64%		
2014 (preliminary data)	21,351	11,993	56%	11,993	56%		
Enrolled at Any Minnesota College (Public or Private)							
2007	11,425	7,461	65%	6,252	55%	5,885	52%
2008	14,593	9,348	64%	7,986	55%	7,546	52%
2009	17,063	11,051	65%	9,838	58%	9,273	54%
2010	19,281	12,076	63%	11,043	57%	10,420	54%
2011	20,237	12,126	60%	11,323	56%	10,691	53%
2012	19,700	11,416	58%	10,975	56%	10,432	53%
2013	21,067	11,602	55%	11,602	55%	11,066	53%
2014 (preliminary data)	21,351	10,338	48%	10,338	48%	9,732	46%
Not Enrolled in Free or Reduced Price Lunch Program in Any Year							
Enrolled at Any College (National)							
2007	48,432	41,953	87%	38,833	80%	Not available	
2008	46,234	40,605	88%	38,234	83%		
2009	42,542	37,677	89%	36,012	85%		
2010	40,347	35,547	88%	34,201	85%		
2011	39,046	33,960	87%	33,096	85%		
2012	37,840	32,706	86%	32,211	85%		
2013	37,246	31,580	85%	31,580	85%		
2014 (preliminary data)	36,146	29,208	81%	29,208	81%		
Enrolled at Any Minnesota College (Public or Private)							
2007	48,432	31,991	66%	29,564	61%	28,798	59%
2008	46,234	30,184	65%	28,362	61%	27,697	60%
2009	42,542	27,599	65%	26,404	62%	25,717	60%
2010	40,347	25,688	64%	24,725	61%	24,112	60%
2011	39,046	24,090	62%	23,439	60%	22,849	59%
2012	37,840	22,718	60%	22,338	59%	21,844	58%
2013	37,246	21,586	58%	21,586	58%	21,199	57%
2014 (preliminary data)	36,146	19,616	54%	19,616	54%	19,094	53%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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 in Any Year

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)		
Enrolled in Free or Reduced Price Lunch Program in Any Year							
Enrolled at Any Minnesota College (Public or Private)							
2007	11,425	6,252	5,885	2,394	21%	41%	
2008	14,593	7,986	7,546	3,070	21%	41%	
2009	17,063	9,838	9,273	3,655	21%	39%	
2010	19,281	11,043	10,420	4,293	22%	41%	
2011	20,237	11,323	10,691	4,368	22%	41%	
2012	19,700	10,975	10,432	4,293	22%	41%	
2013	21,067	11,602	11,066	4,387	21%	40%	
2014 (preliminary data)	21,351	10,338	9,732	3,243	15%	33%	
Not Enrolled in Free/Reduced Price Lunch Program in Any Year							
Enrolled at Any Minnesota College (Public or Private)							
2007	48,432	29,564	28,798	7,767	16%	27%	
2008	46,234	28,362	27,697	7,456	16%	27%	
2009	42,542	26,404	25,717	6,229	15%	24%	
2010	40,347	24,725	24,112	5,758	14%	24%	
2011	39,046	23,439	22,849	5,063	13%	22%	
2012	37,840	22,338	21,844	4,773	13%	22%	
2013	37,246	21,586	21,199	4,065	11%	19%	
2014 (preliminary data)	36,146	19,616	19,094	2,979	8%	16%	

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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)							
2007	53,207	46,648	88%	43,375	82%	Not available	
2008	53,713	47,259	88%	44,470	83%		
2009	52,175	46,077	88%	43,895	84%		
2010	52,002	45,486	87%	43,638	84%		
2011	51,661	44,296	86%	43,015	83%		
2012	50,388	42,800	85%	42,040	83%		
2013	50,661	41,923	83%	41,923	83%		
2014 (preliminary data)	49,942	38,785	78%	38,785	78%		
Enrolled at Any Minnesota College (Public or Private)							
2007	53,207	36,008	68%	33,559	63%	32,620	61%
2008	53,713	35,835	67%	33,729	63%	32,838	61%
2009	52,175	34,810	67%	33,246	64%	32,267	62%
2010	52,002	34,207	66%	32,886	63%	31,923	61%
2011	51,661	32,906	64%	31,915	62%	30,954	60%
2012	50,388	31,307	62%	30,697	61%	29,884	59%
2013	50,661	30,429	60%	30,429	60%	29,673	59%
2014 (preliminary data)	49,942	27,831	56%	27,831	56%	26,863	54%
Charter Schools							
Enrolled at Any College (National)							
2007	1,426	1,021	72%	753	53%	Not available	
2008	1,837	1,276	69%	1,013	55%		
2009	2,044	1,455	71%	1,220	60%		
2010	2,247	1,531	68%	1,324	59%		
2011	2,223	1,437	65%	1,287	58%		
2012	2,015	1,274	63%	1,203	60%		
2013	1,969	1,233	63%	1,233	63%		
2014 (preliminary data)	2,237	1,124	50%	1,124	50%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,426	876	61%	652	46%	589	41%
2008	1,837	1,116	61%	876	48%	800	44%
2009	2,044	1,279	63%	1,075	53%	986	48%
2010	2,247	1,300	58%	1,128	50%	1,023	46%
2011	2,223	1,213	55%	1,081	49%	984	44%
2012	2,015	1,051	52%	998	50%	920	46%
2013	1,969	1,017	52%	1,017	52%	963	49%
2014 (preliminary data)	2,237	930	42%	930	42%	861	38%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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 $C = B \div A$	Students (D)	Percent of High School Class $E = D \div A$	Students (F)	Percent of High School Class $G = F \div A$	
Alternative Schools							
Enrolled at Any College (National)							
2007	4,022	2,267	56%	1,384	34%	Not available	
2008	3,925	2,246	57%	1,507	38%		
2009	3,842	2,113	55%	1,578	41%		
2010	3,755	1,860	50%	1,425	38%		
2011	3,761	1,668	44%	1,387	37%		
2012	3,485	1,417	41%	1,281	37%		
2013	3,944	1,368	35%	1,368	35%		
2014 (preliminary data)	3,620	897	25%	897	25%		
Enrolled at Any Minnesota College (Public or Private)							
2007	4,022	2,126	53%	1,307	32%	1,191	30%
2008	3,925	2,135	54%	1,434	37%	1,316	34%
2009	3,842	2,011	52%	1,508	39%	1,367	36%
2010	3,755	1,761	47%	1,352	36%	1,213	32%
2011	3,761	1,591	42%	1,325	35%	1,196	32%
2012	3,485	1,339	38%	1,213	35%	1,101	32%
2013	3,944	1,296	33%	1,296	33%	1,205	31%
2014 (preliminary data)	3,620	864	24%	864	24%	802	22%
Distance Learning Programs							
Enrolled at Any College (National)							
2007	22	16	73%	11	50%	Not available	
2008	34	24	71%	19	56%		
2009	81	56	69%	46	57%		
2010	141	84	60%	71	50%		
2011	161	94	58%	80	50%		
2012	220	132	60%	123	56%		
2013	250	142	57%	142	57%		
2014 (preliminary data)	262	110	42%	110	42%		
Enrolled at Any Minnesota College (Public or Private)							
2007	22	13	59%	8	36%	7	32%
2008	34	23	68%	19	56%	19	56%
2009	81	51	63%	41	51%	40	49%
2010	141	72	51%	65	46%	58	41%
2011	161	81	50%	71	44%	63	39%
2012	220	105	48%	97	44%	90	41%
2013	250	120	48%	120	48%	113	45%
2014 (preliminary data)	262	90	34%	90	34%	76	29%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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 ÷ 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)							
Other Schools							
Enrolled at Any College (National)							
2007	1,180	496	42%	346	29%	Not available	
2008	1,318	527	40%	378	29%		
2009	1,463	594	41%	454	31%		
2010	1,483	489	33%	394	27%		
2011	1,477	499	34%	438	30%		
2012	1,432	400	28%	371	26%		
2013	1,489	388	26%	388	26%		
2014 (preliminary data)	1,436	285	20%	285	20%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,180	429	36%	290	25%	276	23%
2008	1,318	423	32%	290	22%	270	20%
2009	1,463	499	34%	372	25%	330	23%
2010	1,483	424	29%	337	23%	315	21%
2011	1,477	425	29%	370	25%	343	23%
2012	1,432	332	23%	308	22%	281	20%
2013	1,489	326	22%	326	22%	311	21%
2014 (preliminary data)	1,436	239	17%	239	17%	224	16%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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	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)	
Traditional High Schools						
Enrolled at Any Minnesota College (Public or Private)						
2007	53,207	33,559	32,620	9,286	17%	28%
2008	53,713	33,729	32,838	9,581	18%	29%
2009	52,175	33,246	32,267	8,721	17%	27%
2010	52,002	32,886	31,923	8,887	17%	28%
2011	51,661	31,915	30,954	8,309	16%	27%
2012	50,388	30,697	29,884	8,017	16%	27%
2013	50,661	30,429	29,673	7,390	15%	25%
2014 (preliminary data)	49,942	27,831	26,863	5,488	11%	20%
Charter Schools						
Enrolled at Any Minnesota College (Public or Private)						
2007	1,426	652	589	230	16%	39%
2008	1,837	876	800	313	17%	39%
2009	2,044	1,075	986	422	21%	43%
2010	2,247	1,128	1,023	429	19%	42%
2011	2,223	1,081	984	423	19%	43%
2012	2,015	998	920	371	18%	40%
2013	1,969	1,017	963	336	17%	35%
2014 (preliminary data)	2,237	930	861	288	13%	33%
Alternative Schools						
Enrolled at Any Minnesota College (Public or Private)						
2007	4,022	1,307	1,191	550	14%	46%
2008	3,925	1,434	1,316	548	14%	42%
2009	3,842	1,508	1,367	614	16%	45%
2010	3,755	1,352	1,213	594	16%	49%
2011	3,761	1,325	1,196	555	15%	46%
2012	3,485	1,213	1,101	536	15%	49%
2013	3,944	1,296	1,205	580	15%	48%
2014 (preliminary data)	3,620	864	802	359	10%	45%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 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)							
2007	22	8	7	2	9%	29%	
2008	34	19	19	5	15%	26%	
2009	81	41	40	17	21%	43%	
2010	141	65	58	24	17%	41%	
2011	161	71	63	15	9%	24%	
2012	220	97	90	27	12%	30%	
2013	250	120	113	28	11%	25%	
2014 (preliminary data)	262	90	76	20	8%	26%	
Other Schools							
Enrolled at Any Minnesota College (Public or Private)							
2007	1,180	290	276	93	8%	34%	
2008	1,318	290	270	79	6%	29%	
2009	1,463	372	330	110	8%	33%	
2010	1,483	337	315	117	8%	37%	
2011	1,477	370	343	129	9%	38%	
2012	1,432	308	281	115	8%	41%	
2013	1,489	326	311	118	8%	38%	
2014 (preliminary data)	1,436	239	224	67	5%	30%	

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 19: College Enrollment of Public High School Graduates by Special Education Services

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 $C = B \div A$	Students (D)	Percent of High School Class $E = D \div A$	Students (F)	Percent of High School Class $G = F \div A$	
Received Special Education Services in Senior Year							
Enrolled at Any College (National)							
2007	5,721	3,124	55%	2,449	43%	Not available	
2008	5,906	3,283	56%	2,690	46%		
2009	6,015	3,278	54%	2,803	47%		
2010	6,195	3,200	52%	2,841	46%		
2011	6,315	3,089	49%	2,792	44%		
2012	6,120	2,872	47%	2,739	45%		
2013	6,277	2,602	41%	2,602	41%		
2014 (preliminary data)	6,250	2,158	35%	2,158	35%		
Enrolled at Any Minnesota College (Public or Private)							
2007	5,721	2,732	48%	2,160	38%	2,014	35%
2008	5,906	2,894	49%	2,379	40%	2,219	38%
2009	6,015	2,931	49%	2,523	42%	2,314	38%
2010	6,195	2,809	45%	2,502	40%	2,340	38%
2011	6,315	2,696	43%	2,423	38%	2,241	35%
2012	6,120	2,501	41%	2,384	39%	2,229	36%
2013	6,277	2,312	37%	2,312	37%	2,173	35%
2014 (preliminary data)	6,250	1,882	30%	1,882	30%	1,753	28%
Did Not Receive Special Education Services in Senior Year							
Enrolled at Any College (National)							
2007	54,136	47,324	87%	43,420	80%	Not available	
2008	54,921	48,049	87%	44,697	81%		
2009	53,590	47,017	88%	44,390	83%		
2010	53,433	46,250	87%	44,011	82%		
2011	52,968	44,905	85%	43,415	82%		
2012	51,420	43,151	84%	42,279	82%		
2013	52,036	42,452	82%	42,452	82%		
2014 (preliminary data)	51,247	39,043	76%	39,043	76%		
Enrolled at Any Minnesota College (Public or Private)							
2007	54,136	36,720	68%	33,656	62%	32,669	60%
2008	54,921	36,638	67%	33,969	62%	33,024	60%
2009	53,590	35,719	67%	33,719	63%	32,676	61%
2010	53,433	34,955	65%	33,266	62%	32,192	60%
2011	52,968	33,520	63%	32,339	61%	31,299	59%
2012	51,420	31,633	62%	30,929	60%	30,047	58%
2013	52,036	30,876	59%	30,876	59%	30,092	58%
2014 (preliminary data)	51,247	28,072	55%	28,072	55%	27,073	53%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 20: Developmental Education Course-taking of Public High School Graduates by Special Education Services

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)	
Received Special Education Services in Senior Year						
Enrolled at Any Minnesota College (Public or Private)						
2007	5,721	2,160	2,014	945	17%	47%
2008	5,906	2,379	2,219	1,100	19%	50%
2009	6,015	2,523	2,314	1,121	19%	48%
2010	6,195	2,502	2,340	1,289	21%	55%
2011	6,315	2,423	2,241	1,180	19%	53%
2012	6,120	2,384	2,229	1,174	19%	53%
2013	6,277	2,312	2,173	1,095	17%	50%
2014 (preliminary data)	6,250	1,882	1,753	756	12%	43%
Did Not Receive Special Education Services in Senior Year						
Enrolled at Any Minnesota College (Public or Private)						
2007	54,136	33,656	32,669	9,216	17%	28%
2008	54,921	33,969	33,024	9,426	17%	29%
2009	53,590	33,719	32,676	8,763	16%	27%
2010	53,433	33,266	32,192	8,762	16%	27%
2011	52,968	32,339	31,299	8,251	16%	26%
2012	51,420	30,929	30,047	7,892	15%	26%
2013	52,036	30,876	30,092	7,357	14%	24%
2014 (preliminary data)	51,247	28,072	27,073	5,466	11%	20%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 21: College Enrollment of Public High School Graduates by Accountability Test Proficiency

Year of High School Graduation	High School Graduates	College Activity					
		Total Graduates Enrolled in College					
	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)							
2007	34,684	29,392	85%	26,482	76%	Not available	
2008	36,272	29,921	82%	27,097	75%		
2009	34,930	28,381	81%	26,109	75%		
2010	31,687	24,419	77%	22,580	71%		
2011	30,868	22,646	73%	21,382	69%		
2012	27,258	19,049	70%	18,391	67%		
2013	31,695	21,628	68%	21,628	68%		
2014 (preliminary data)	26,019	14,906	57%	14,906	57%		
Enrolled at Any Minnesota College (Public or Private)							
2007	34,684	24,599	71%	22,225	64%	21,377	62%
2008	36,272	24,843	68%	22,478	62%	21,645	60%
2009	34,930	23,658	68%	21,814	62%	20,863	60%
2010	31,687	20,575	65%	19,078	60%	18,184	57%
2011	30,868	18,944	61%	17,849	58%	16,962	55%
2012	27,258	15,875	58%	15,297	56%	14,561	53%
2013	31,695	17,697	56%	17,697	56%	16,966	54%
2014 (preliminary data)	26,019	12,407	48%	12,407	48%	11,703	45%
Accountability Testing - Math Proficient							
Enrolled at Any College (National)							
2007	18,064	17,245	95%	16,704	92%	Not available	
2008	19,634	18,824	96%	18,258	93%		
2009	20,805	19,853	95%	19,342	93%		
2010	25,753	24,163	94%	23,552	91%		
2011	26,955	24,763	92%	24,310	90%		
2012	29,211	26,553	91%	26,233	90%		
2013	25,728	23,074	90%	23,074	90%		
2014 (preliminary data)	30,646	25,980	85%	25,980	85%		
Enrolled at Any Minnesota College (Public or Private)							
2007	18,064	11,602	64%	11,291	63%	11,178	62%
2008	19,634	12,523	64%	12,182	62%	12,026	61%
2009	20,805	13,286	64%	12,982	62%	12,805	62%
2010	25,753	16,493	64%	16,103	63%	15,828	61%
2011	26,955	16,829	62%	16,516	61%	16,219	60%
2012	29,211	17,961	61%	17,731	61%	17,442	60%
2013	25,728	15,243	59%	15,243	59%	15,062	59%
2014 (preliminary data)	30,646	17,303	56%	17,303	56%	16,891	55%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 21: College Enrollment of Public High School Graduates by Accountability Test Proficiency (continued)

Year of High School Graduation	High School	College Activity					
	Graduates	Total Graduates Enrolled in College					
		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)							
2007	Data Not Available						
2008	14,543	11,130	77%	9,789	67%	Not available	
2009	17,153	12,866	75%	11,620	68%		
2010	13,486	9,114	68%	8,199	61%		
2011	12,302	7,574	62%	6,991	57%		
2012	11,522	6,969	60%	6,660	58%		
2013	12,303	7,030	57%	7,030	57%		
2014 (preliminary data)	11,784	5,825	49%	5,825	49%		
Enrolled at Any Minnesota College (Public or Private)							
2007	Data Not Available						
2008	14,543	9,640	66%	8,493	58%	8,104	56%
2009	17,153	11,255	66%	10,221	60%	9,636	56%
2010	13,486	8,127	60%	7,343	54%	6,905	51%
2011	12,302	6,725	55%	6,194	50%	5,786	47%
2012	11,522	6,110	53%	5,827	51%	5,481	48%
2013	12,303	6,174	50%	6,174	50%	5,842	47%
2014 (preliminary data)	11,784	5,102	43%	5,102	43%	4,756	40%
Accountability Testing - Reading Proficient							
Enrolled at Any College (National)							
2007	Data Not Available						
2008	38,082	35,601	93%	33,996	89%	Not available	
2009	37,701	34,908	93%	33,497	89%		
2010	42,956	38,881	91%	37,402	87%		
2011	44,765	39,413	88%	38,301	86%		
2012	44,378	38,197	86%	37,537	85%		
2013	44,539	37,277	84%	37,277	84%		
2014 (preliminary data)	44,351	34,746	78%	34,746	78%		
Enrolled at Any Minnesota College (Public or Private)							
2007	Data Not Available						
2008	38,082	25,887	68%	24,731	65%	24,260	64%
2009	37,701	25,313	67%	24,310	64%	23,759	63%
2010	42,956	28,481	66%	27,418	64%	26,705	62%
2011	44,765	28,747	64%	27,880	62%	27,120	61%
2012	44,378	27,408	62%	26,888	61%	26,224	59%
2013	44,539	26,467	59%	26,467	59%	25,899	58%
2014 (preliminary data)	44,351	24,366	55%	24,366	55%	23,607	53%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 22: 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	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)		
Accountability Testing - Math Not Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2007	34,684	22,225	21,377	8,527	25%	40%	
2008	36,272	22,478	21,645	8,920	25%	41%	
2009	34,930	21,814	20,863	8,463	24%	41%	
2010	31,687	19,078	18,184	8,359	26%	46%	
2011	30,868	17,849	16,962	7,841	25%	46%	
2012	27,258	15,297	14,561	7,079	26%	49%	
2013	31,695	17,697	16,966	7,302	23%	43%	
2014 (preliminary data)	26,019	12,407	11,703	4,801	18%	41%	
Accountability Testing - Math Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2007	18,064	11,291	11,178	863	5%	8%	
2008	19,634	12,182	12,026	1,051	5%	9%	
2009	20,805	12,982	12,805	955	5%	7%	
2010	25,753	16,103	15,828	1,459	6%	9%	
2011	26,955	16,516	16,219	1,437	5%	9%	
2012	29,211	17,731	17,442	1,887	6%	11%	
2013	25,728	15,243	15,062	1,056	4%	7%	
2014 (preliminary data)	30,646	17,303	16,891	1,333	4%	8%	

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 22: 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	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)		
Accountability Testing - Reading Not Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2007	Data Not Available						
2008	14,543	8,493	8,104	4,136	28%	51%	
2009	17,153	10,221	9,636	4,786	28%	50%	
2010	13,486	7,343	6,905	4,113	30%	60%	
2011	12,302	6,194	5,786	3,455	28%	60%	
2012	11,522	5,827	5,481	3,338	29%	61%	
2013	12,303	6,174	5,842	3,347	27%	57%	
2014 (preliminary data)	11,784	5,102	4,756	2,506	21%	53%	
Accountability Testing - Reading Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2007	Data Not Available						
2008	38,082	24,731	24,260	5,170	14%	21%	
2009	37,701	24,310	23,759	4,424	12%	19%	
2010	42,956	27,418	26,705	5,559	13%	21%	
2011	44,765	27,880	27,120	5,708	13%	21%	
2012	44,378	26,888	26,224	5,483	12%	21%	
2013	44,539	26,467	25,899	4,885	11%	19%	
2014 (preliminary data)	44,351	24,366	23,607	3,538	8%	15%	

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 23: ACT Composite Scores

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	7,531	19.6	5,994	21.7	5,144	24.8	5,380	24.1	713	19.2	8,981	24.2
Graduates Not in Developmental Courses	3,723	20.9	4,454	22.3	4,982	24.9	5,222	24.3	604	19.6		
Graduates in Developmental Courses	3,808	18.3	1,540	19.7	162	19.6	158	18.3	109	17.1		
2008												
All Graduates Enrolled as Students	7,737	19.7	6,042	21.7	5,076	25.0	5,289	24.2	816	19.5	9,784	24.3
Graduates Not in Developmental Courses	3,759	21.2	4,593	22.4	4,944	25.1	5,114	24.4	674	19.8		
Graduates in Developmental Courses	3,978	18.3	1,449	19.5	132	19.7	175	18.4	142	18.2		
2009												
All Graduates Enrolled as Students	7,711	19.6	6,087	21.7	5,250	25.2	5,307	24.3	804	19.3	9,855	24.5
Graduates Not in Developmental Courses	3,883	21.0	4,869	22.3	5,117	25.4	5,179	24.4	689	19.6		
Graduates in Developmental Courses	3,828	18.2	1,218	19.0	133	20.2	128	18.4	115	17.8		
2010												
All Graduates Enrolled as Students	7,334	19.7	6,085	21.7	5,478	25.3	5,173	24.4	782	19.6	9,705	24.4
Graduates Not in Developmental Courses	3,656	21.3	4,928	22.4	5,373	25.4	5,057	24.5	685	20.0		
Graduates in Developmental Courses	3,678	18.0	1,157	18.7	105	19.3	116	18.3	97	17.5		
2011												
All Graduates Enrolled as Students	7,580	19.7	5,973	21.7	5,244	25.5	5,207	24.4	599	19.7	10,066	24.4
Graduates Not in Developmental Courses	3,962	21.4	4,939	22.4	5,148	25.6	5,080	24.6	524	20.0		
Graduates in Developmental Courses	3,618	17.9	1,034	18.6	96	19.9	127	18.3	75	17.4		
2012												
All Graduates Enrolled as Students	7,660	19.6	5,779	21.7	5,116	25.8	4,982	24.5	502	20.0	10,309	24.2
Graduates Not in Developmental Courses	3,958	21.3	4,735	22.4	4,992	25.9	4,915	24.6	448	20.2		
Graduates in Developmental Courses	3,702	17.8	1,044	18.5	124	20.3	67	18.5	54	18.1		
2013												
All Graduates Enrolled as Students	7,908	19.5	5,778	21.6	5,453	25.8	5,099	24.3	450	19.3	10,798	24.4
Graduates Not in Developmental Courses	4,399	21.2	4,818	22.3	5,321	26.0	4,992	24.5	382	19.5		
Graduates in Developmental Courses	3,509	17.4	960	18.5	132	20.0	107	18.5	68	18.1		
2014												
All Graduates Enrolled as Students	7,389	19.4	5,535	21.7	5,438	25.9	4,961	24.5	263	19.4	10,630	24.6
Graduates Not in Developmental Courses	4,517	20.8	4,674	22.3	5,382	26.0	4,927	24.6	240	19.4		
Graduates in Developmental Courses	2,872	17.1	861	18.8	56	19.2	34	17.9	23	19.0		

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 24: Persistence of High School Graduates by Developmental Education Status

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)
2007											
	Graduates not in Developmental Courses	8,377	77%	4,731	93%	5,245	97%	5,655	97%	1,797	77%
	Graduates in Developmental Courses	7,648	78%	1,643	95%	173	95%	189	89%	358	77%
2008											
	Graduates not in Developmental Courses	8,318	77%	4,928	93%	5,220	97%	5,613	97%	1,891	78%
	Graduates in Developmental Courses	8,053	79%	1,575	95%	142	98%	217	89%	391	76%
2009											
	Graduates not in Developmental Courses	8,731	72%	5,083	93%	5,347	97%	5,565	97%	1,785	78%
	Graduates in Developmental Courses	7,762	76%	1,308	94%	144	98%	159	92%	358	67%
2010											
	Graduates not in Developmental Courses	7,801	71%	5,216	91%	5,664	97%	5,511	96%	1,668	77%
	Graduates in Developmental Courses	8,122	74%	1,267	92%	114	90%	137	95%	268	67%
2011											
	Graduates not in Developmental Courses	7,942	70%	5,225	90%	5,421	96%	5,496	96%	1,414	69%
	Graduates in Developmental Courses	7,683	71%	1,111	92%	104	97%	157	90%	209	67%
2012											
	Graduates not in Developmental Courses	7,626	72%	5,025	90%	5,251	96%	5,345	96%	1,148	75%
	Graduates in Developmental Courses	7,398	71%	1,125	90%	137	96%	84	95%	174	66%
2013											
	Graduates not in Developmental Courses	8,077	63%	4,993	87%	5,535	95%	5,247	94%	987	53%
	Graduates in Developmental Courses	6,905	65%	1,023	90%	139	94%	119	92%	163	55%

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.

Table 25: Completion Rates of High School Graduates by Developmental Education Status

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

Year of High School Graduation		Completion Rate									
		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 Graduating by Year 6 (B)	Number of Students Enrolling in First Year (C)	Percent of Students Graduating by Year 6 (D)	Number of Students Enrolling in First Year (E)	Percent of Students Graduating by Year 6 (F)	Number of Students Enrolling in First Year (G)	Percent of Students Graduating by Year 6 (H)	Number of Students Enrolling in First Year (I)	Percent of Students Graduating by Year 6 (J)
2007											
	Graduates not in Developmental Courses										
	Graduates in Developmental Courses										
2008											
	Graduates not in Developmental Courses										
	Graduates in Developmental Courses										

Completion data as reported to the Minnesota Office of Higher Education as of June 30, 2015 or the National Student Clearinghouse as of December 31, 2015.

*Enrollment within two years of graduation for 2007-2013 graduates and within one year of graduation for 2014 graduates; data for 2014 graduates is considered preliminary and should not be used in trend analysis.