



GETTING PREPARED 2023

Developmental Education Course-Taking of High School Graduates

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About the Office of Higher Education

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding more than \$210 million annually in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

About This Report

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$7686.03 to prepare, including staff time.

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Executive Summary

Post-secondary education enrollment and completion disparities exist for Minnesota’s Black, Indigenous, and Persons of Color (BIPOC) and lower-income students. One outcome measure demonstrating the impact of systemic disparities in K-12 education is a student’s level of readiness for college-level courses following high school graduation. Given that academic preparation is a significant predictor of persistence and completion in college, developmental education serves as a bridge between the academic readiness of students enrolling in a postsecondary education and the academic skills needed to succeed in college level work. Developmental education courses can add to the overall cost of college for students in terms of both tuition and opportunity costs for students who spend additional time finishing developmental course requirements before starting program-specific courses.

Getting Prepared 2023 reports the college enrollment and developmental education activity of Minnesota public high school graduates from the graduating classes between 2015-2022 enrolling in postsecondary education in Minnesota within two years of high school graduation. Developmental education course-taking can be used as one measure of college readiness.

Getting Prepared uses student-level data within the Minnesota Statewide Longitudinal Education Data System (SLEDS) on Minnesota public high school graduates from the Minnesota Department of Education and postsecondary enrollment data from the Minnesota Office of Higher Education and the National Student Clearinghouse to analyze these trends. This report provides one measure of academic readiness of Minnesota’s public high school graduates and fulfills the legislative mandate Minnesota Statute 13.32, §Subd. 3 and §Subd. 6.

Getting Prepared Data

Getting Prepared 2023 reports the college enrollment and developmental education activity of Minnesota public high school graduates from the graduating classes between 2015-2022 enrolling in postsecondary education in Minnesota within two years of high school graduation. Getting Prepared 2023 fulfills the legislative mandate (Minnesota Statute 13.32, subdivisions 3 and 6) to provide summary information about Minnesota public high school graduates who enrolled in developmental courses at Minnesota postsecondary institutions (that offer developmental education coursework) within two years of high school graduation. The report provides policymakers with one measure of college readiness — enrollment in developmental education coursework.

The report uses student-level data within the Minnesota Statewide Longitudinal Education Data System (SLEDS) on Minnesota public high school graduates from the Minnesota Department of Education and postsecondary enrollment data from the Minnesota Office of Higher Education and the National Student Clearinghouse to analyze these trends. At the time of this report, data on postsecondary enrollment was available through the spring semester of the 2021-2022 academic year. Data for 2021 high school graduates covers 1.5 years of postsecondary enrollment, and data for 2022 high school graduates covers 0.5 years of postsecondary enrollment, beginning in the 2021-2022 academic year. Therefore, data for high school graduation years 2021 and 2022 is considered preliminary.

Defining Developmental Education

In this report, “developmental education” refers to courses 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 adequately learn the first time. “Developmental education” is a broader term that encompasses pre-college-level education and other academic support services.

Minnesota State Course Placement Practices Review

In 2023, the Minnesota Legislature passed legislation aimed to explore course placement practices within the Minnesota State Colleges and Universities system. The legislation seeks to determine if developmental education course placement policies, practices, and assessments used have:

- 1) adverse consequences for a student and their family, including burdensome economic and related costs of delaying their degree plans;
- 2) hindered the participation of students;
- 3) hindered the placement, retention, or timely college graduation of students; and
- 4) excluded students from admission thereby hindering their full participation in higher education.
 - a. The review must consider impacts for various student communities, including but not limited to Indigenous students, English as a second language (ESL) students, and students of color.

Utilizing the review conducted under subdivision 1, the commissioner shall determine whether:

- 1) students, including Indigenous students, ESL students, and students of color, are:
 - a. denied admission;
 - b. disproportionately assigned to enroll in developmental courses; or
 - c. delayed or deterred in their educational progress; and
- 2) policies, practices, and instruments:
 - a. are disproportionately reliant on test scores;
 - b. impose barriers for students in terms of enrollment, retention, and completion; and
 - c. may be culturally biased.

The commissioner shall recommend changes based on the information obtained in subdivisions 1 and 2 to existing measures, instruments, and placement practices. By February 1, 2024, the commissioner shall provide a preliminary report and by February 1, 2025, report the recommendations and findings to the chairs and ranking minority members of the legislative committees with jurisdiction over higher education. The commissioner shall seek external advice and expertise to address the above reviews, determinations, findings, and recommendations.

As of January 2024, the Interim Report to the Minnesota Office of Higher Education Minnesota Placement Practices Review¹ was published and made available to the public. The report offers a description of the project, research questions, methodology, work completed to date and program activities in service of report to the Commissioner examining the current state of admissions and course placement policies within the Minnesota State system.

2023 Update and What the Data Tells Us

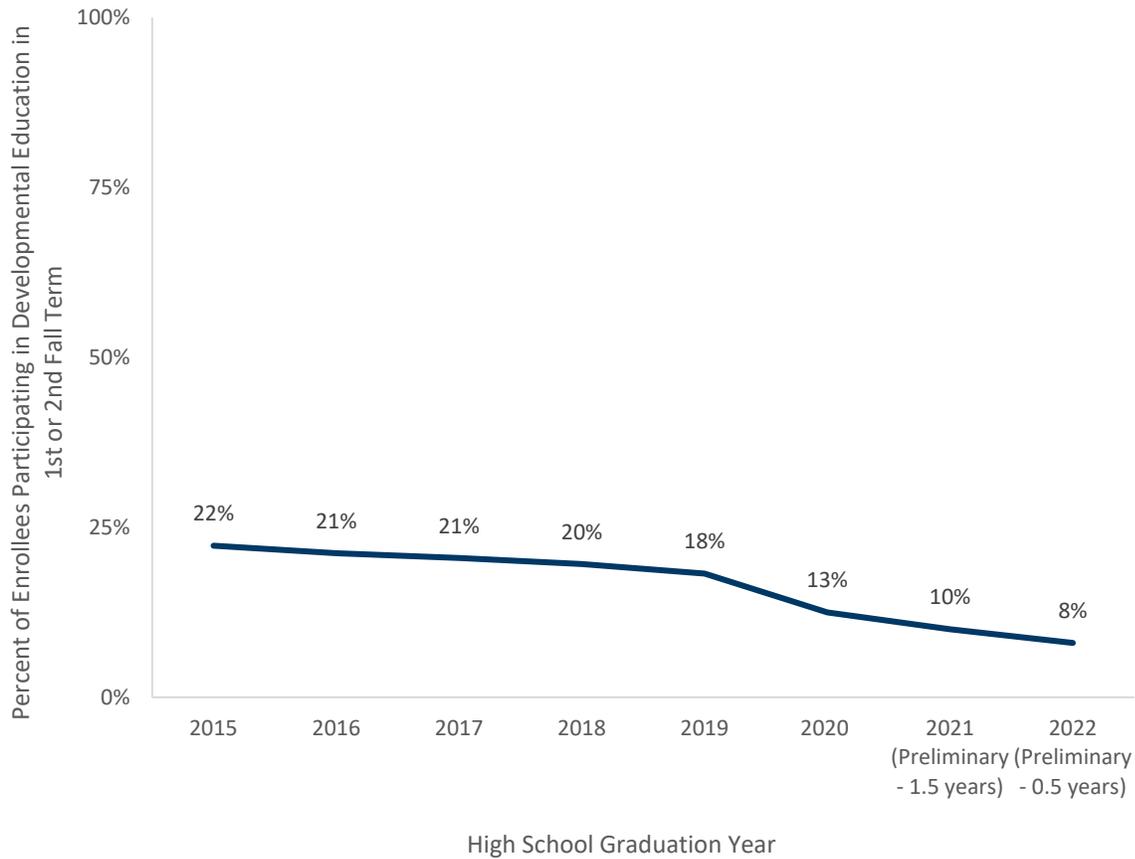
Getting Prepared 2023 provides policymakers with one measure of college readiness — enrollment in developmental education coursework. Overall developmental education enrollment rates for recent Minnesota high school graduates continued to decline between 2013 and 2022. During that time frame, almost all Minnesota high school graduates enrolling in developmental education enrolled at Minnesota State Colleges and Universities. However, despite the decline, disparities in developmental education enrollment continue to persist for BIPOC-identifying students, non-English speakers, and lower-income students.

Developmental Education

The percent of Minnesota high school graduates who enrolled in developmental education coursework within two years of graduating has steadily decreased from 22% for the class of 2015 to 13% for the class of 2020 (Figure 1). As we look into the preliminary data for graduates of 2021 and 2022, the rate of developmental education enrollment continues to decline (10% and 8%, respectively).

¹ [Interim Report to the Minnesota Office of Higher Education Minnesota Placement Practices Review](https://www.ohe.state.mn.us/Documents/College%20Readiness%20and%20Participation/Interim%20Report%20Minnesota%20Placement%20Practices%20Review_ADA.pdf) (https://www.ohe.state.mn.us/Documents/College Readiness and Participation/Interim Report Minnesota Placement Practices Review_ADA.pdf)

Figure 1: Developmental Education Enrollment Between 2015 and 2022



Note: Data for 2021 covers 1.5 years of college enrollment and 2022 covers 0.5 years of college enrollment.

Developmental Education Enrollment by Student Demographic

Between 2015 and 2022, almost all high school graduates enrolling in developmental education enrolled at Minnesota State Colleges and Universities with disparities in enrollment in developmental education continuing to persist for BIPOC-identifying students, non-English speakers, and lower-income students.

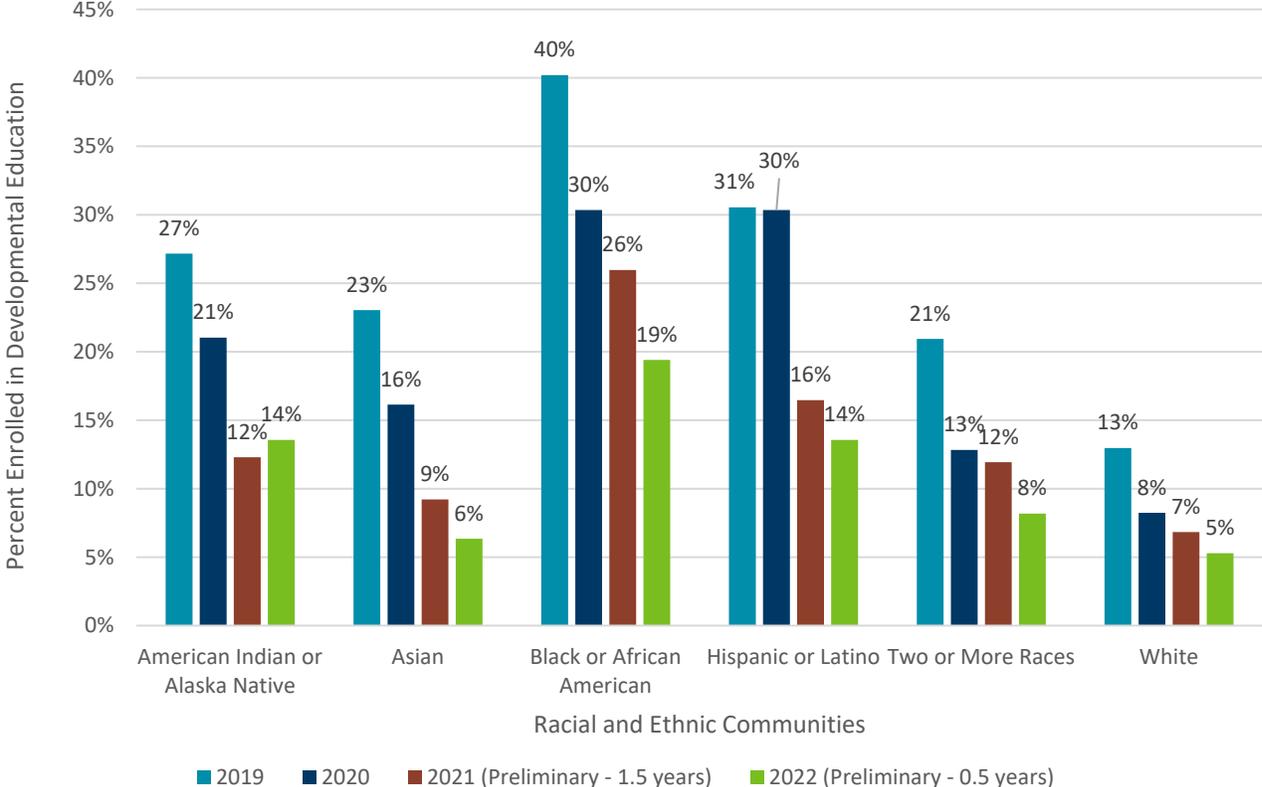
The following table (Table 1) displays developmental education enrollment rates for the graduating class of 2020 by the following demographic categories: race and ethnicity, sex, English language learner status, reduced-price meal program eligibility, and region.

Table 1: Developmental Education Enrollment by Student Demographics for the Graduating Class of 2020

Graduating Class	Demographic Category	Demographic Sub-Category	Developmental Education Enrollment Rate
2020	Race and Ethnicity	American Indian	19.5%
2020	Race and Ethnicity	Asian	15.1%
2020	Race and Ethnicity	Black or African American	27.7%
2020	Race and Ethnicity	Hispanic or Latino	19.2%
2020	Race and Ethnicity	Two or More Races	12.1%
2020	Race and Ethnicity	White	8.0%
2020	Sex	Female	12.0%
2020	Sex	Male	11.8%
2020	English Language Learner Status	English Language Learner	38.2%
2020	English Language Learner Status	Not an English Language Learner	10.7%
2020	Reduced-Price Meal Program Eligibility	Reduced-Price Meal Program Eligible	19.9%
2020	Reduced-Price Meal Program Eligibility	Reduced-Price Meal Program Not Eligible	7.5%
2020	Special Education	Special Education Services Received	25.0%
2020	Special Education	No Special Education Services Received	11.0%
2020	Language Spoken at Home	English	9.6%
2020	Language Spoken at Home	Hmong	20.0%
2020	Language Spoken at Home	Other	18.2%
2020	Language Spoken at Home	Somali	32.4%
2020	Language Spoken at Home	Spanish	21.6%
2020	Region	7 County Twin Cities	12.8%
2020	Region	Arrowhead	10.1%
2020	Region	Central	9.1%
2020	Region	East Central	7.7%
2020	Region	Headwaters	9.3%
2020	Region	Northwest	12.0%
2020	Region	Northwest Central	8.5%
2020	Region	South Central	8.1%
2020	Region	Southeast	16.0%
2020	Region	Southwest	11.5%
2020	Region	Southwest Central	9.8%
2020	Region	Upper Minnesota Valley	7.4%
2020	Region	West Central	12.2%

Despite the decline in developmental education enrollment rates over the years, racial disparities continue to persist. Black or African American-identifying students (19%), American Indian or Alaska Native-identifying students (14%), and Hispanic or Latino-identifying students (14%) continue to have higher rates of enrollment in developmental education within two years of graduating compared to other racial populations. Similar disparities can be seen across varying demographic categories and sub-categories.

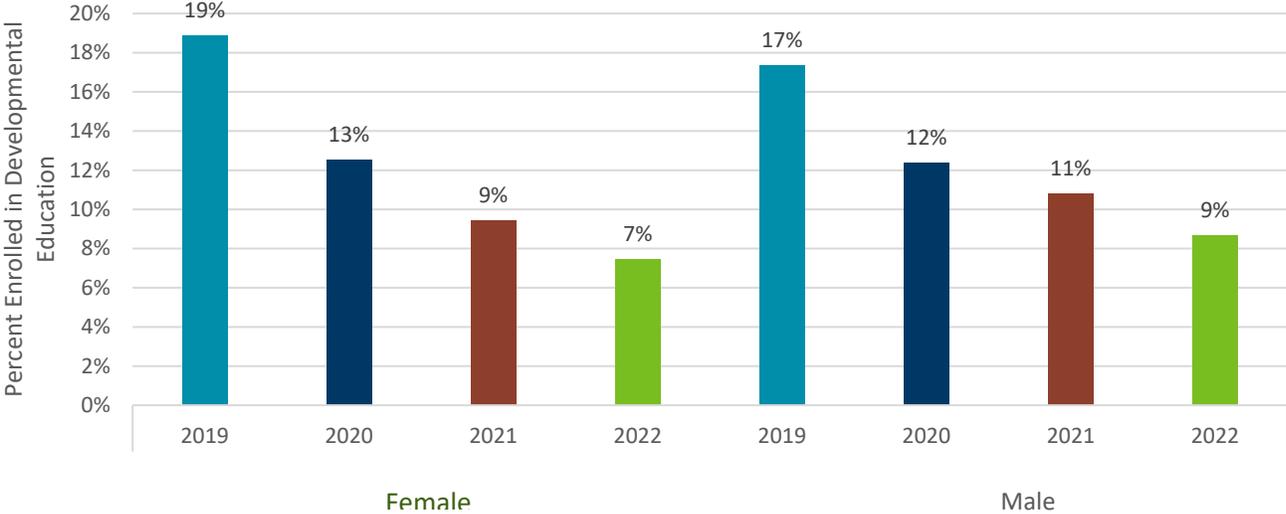
Figure 2: Developmental Education Enrollment Rates by Racial and Ethnic Communities



Note: Due to student counts below ten for certain outcome measures, the race and ethnicity category Native Hawaiian or other Pacific Islander has been combined with Asian to protect student privacy.

Over the years that the Minnesota Office of Higher Education has reported on developmental education, the enrollment rate in developmental education by sex has remained fairly even between male and female students (see figure 3).

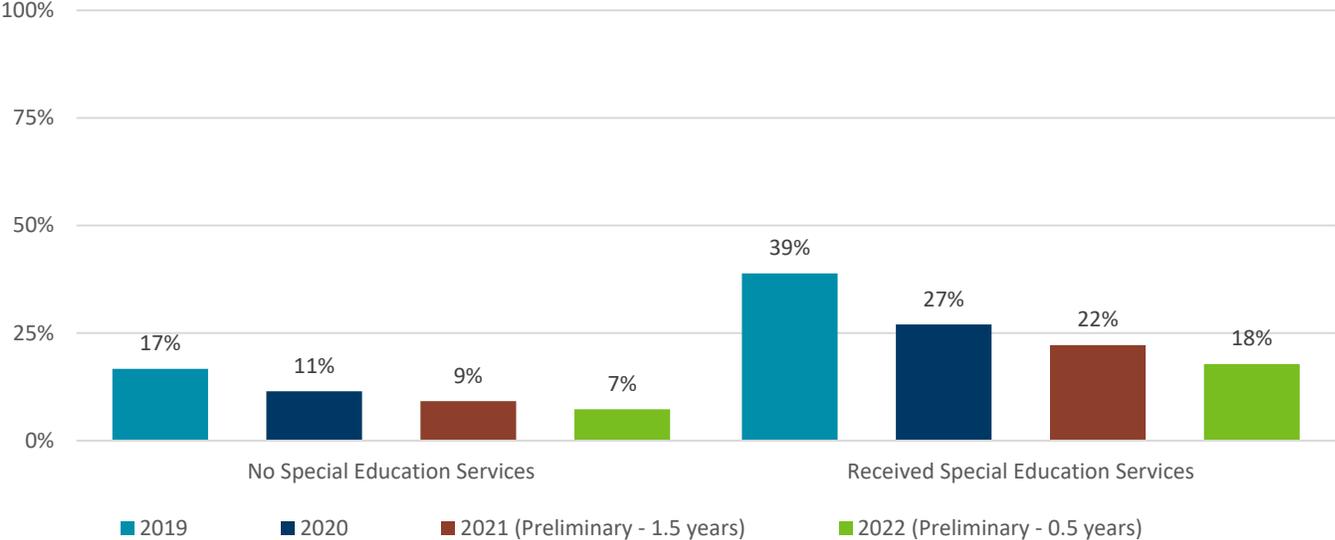
Figure 3: Developmental Education Enrollment by Sex and Reported Year



Pre-College Academic Measures

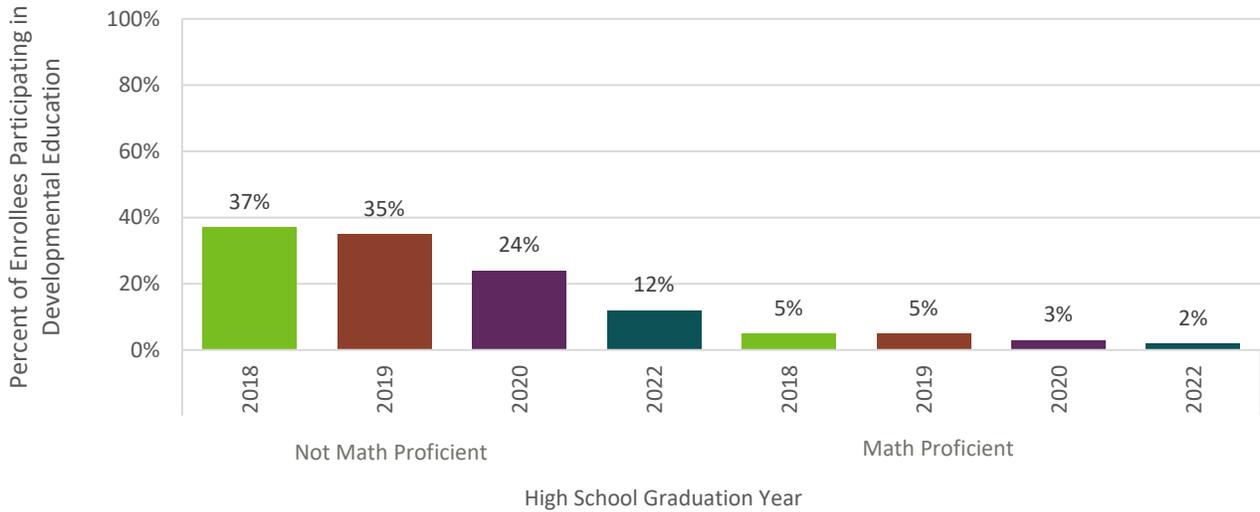
Students from the graduating class of 2020 that received special education services in high school enrolled in developmental education at a rate of more than two times higher than graduates who did not receive special education services (Figure 4).

Figure 4: Developmental Education Enrollment by Receipt of Special Education Services



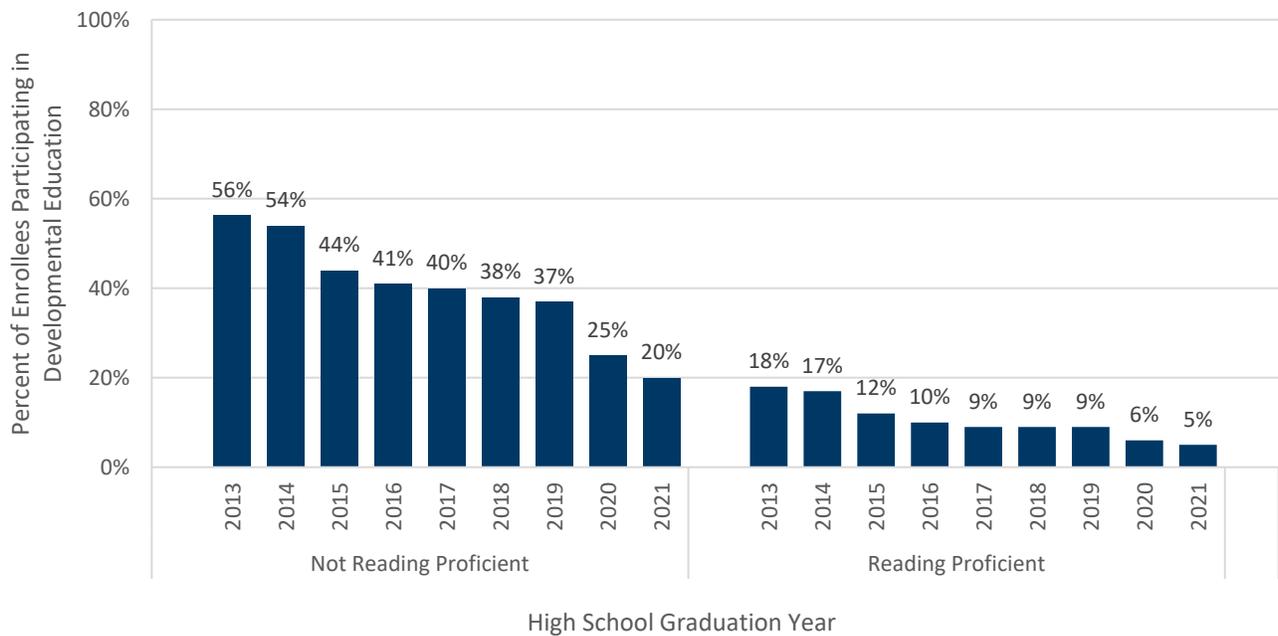
Varying rates of developmental education participation can be seen across reading and math proficiency (see Figure 5 and Figure 6). Due to the pandemic impact on assessment testing, math proficiency is not displayed for high school graduates from the class of 2021 and reading proficiency is not displayed for the class of 2022.

Figure 5: Developmental Education Enrollment by Math Proficiency and Reported Year



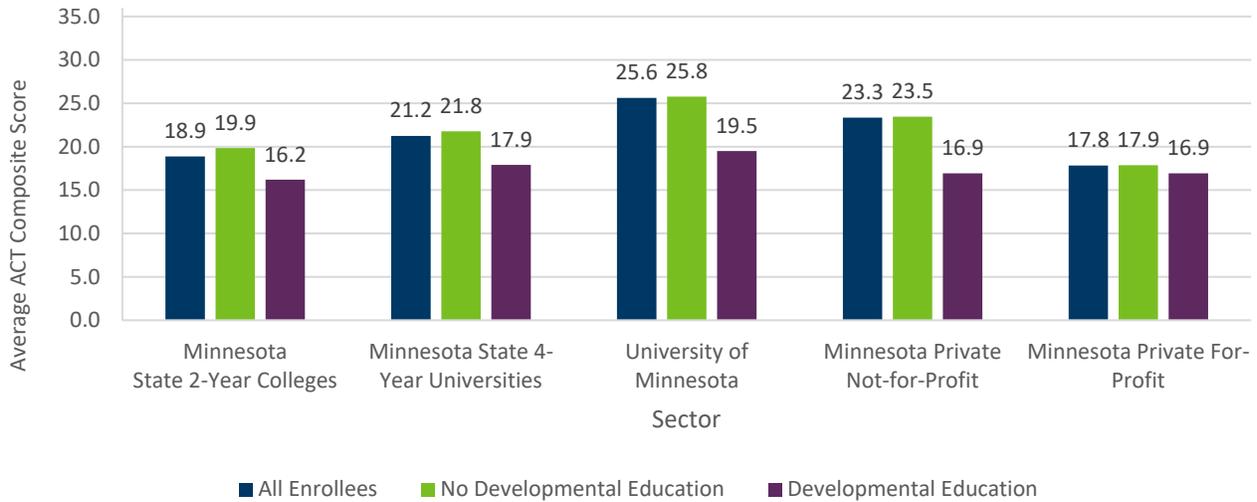
*Due to the pandemic impact on assessment testing, math proficiency is not displayed for high school graduates from the class of 2021

Figure 6: Developmental Education Enrollment by Reading Proficiency and Reported Year



Across all sectors, students enrolled in developmental education had lower ACT scores compared to their counterparts (see Figure 7). This trend has remained consistent with past reports.

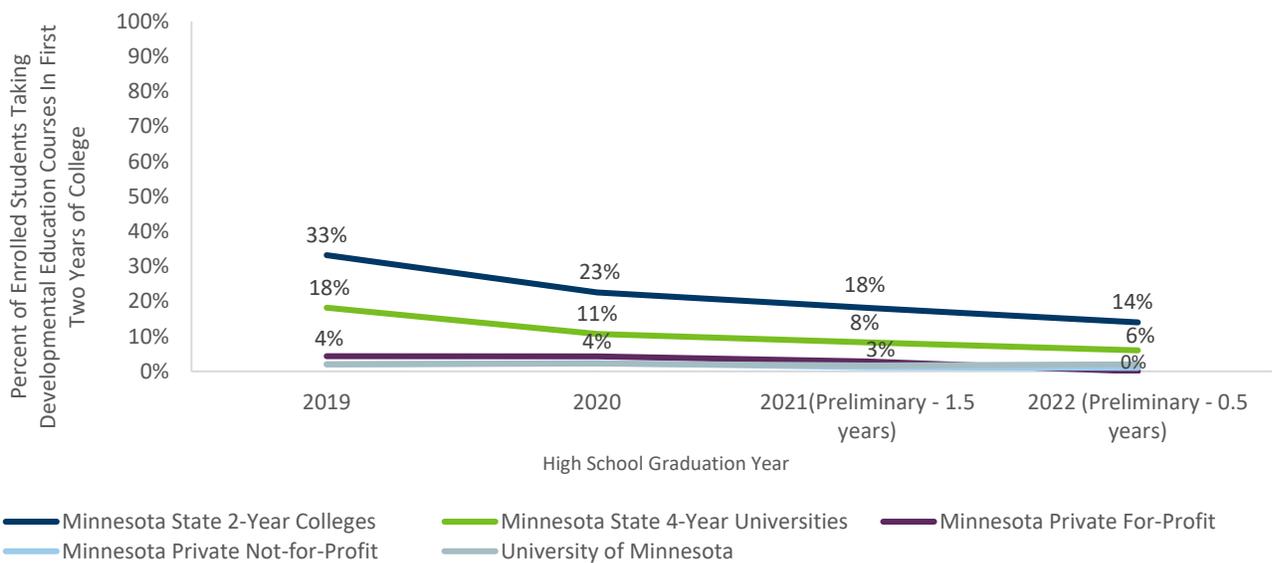
Figure 7: Developmental Education Enrollment by Average ACT Scores, Class of 2020



Course-Taking Patterns

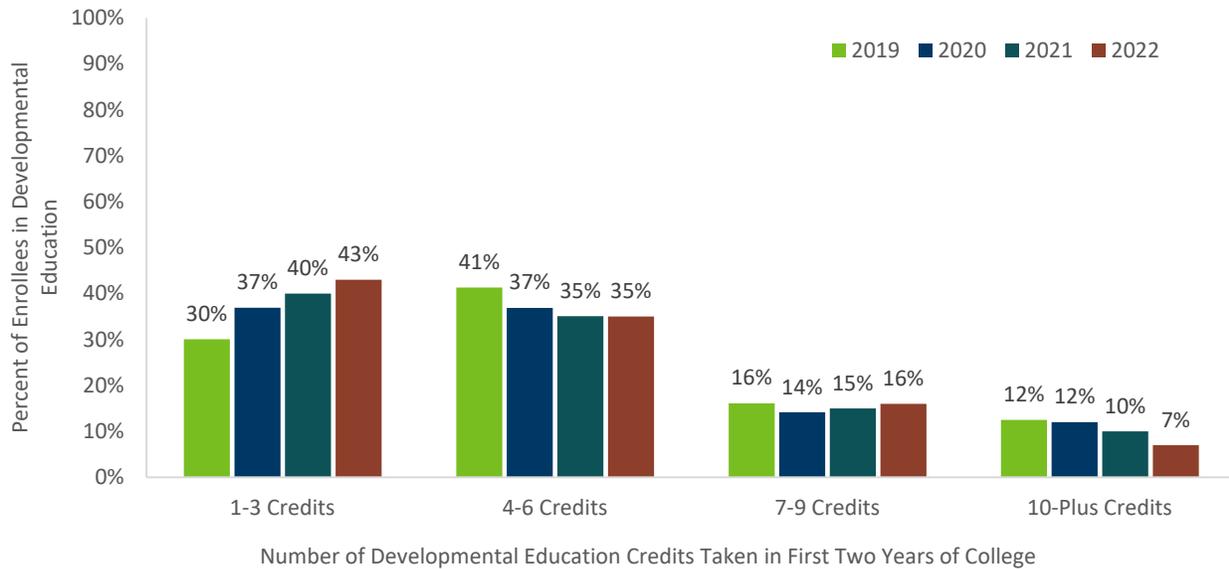
Among the class of 2022, Minnesota State 2-year colleges had the highest percentage of developmental education participation with a 14% enrollment rate. Minnesota State 4-year universities were second in developmental education participation with a 6% enrollment rate, followed by the University of Minnesota 4-Year (2%) and Minnesota Private, Not-for-Profit (1%), respectively (see Figure 8).

Figure 8: Developmental Education Enrollment by Sector



When looking at the credit load of students enrolled in developmental education, there continues to be a decline in credit-taking across all sectors with most students enrolling in 1-3 credits overall (43%) and 4-6 credits overall (35%) (see Figure 9).

Figure 9: Developmental Education Enrollment by Credit Intake



In 2021, the average developmental education credit loads have been:

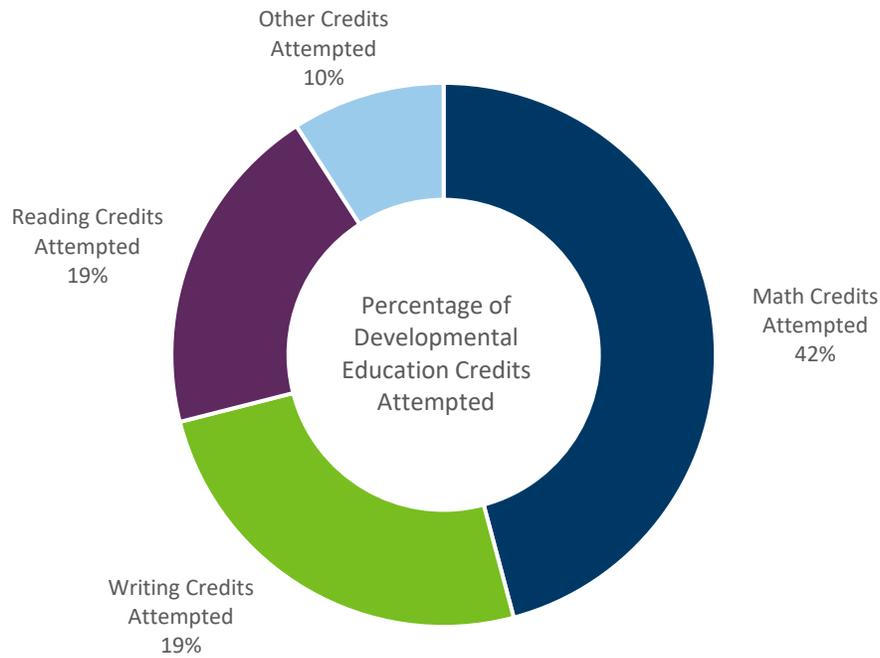
- 5.6 credits at Minnesota State 2-Year Colleges
- 3.3 credits at Minnesota State 4-Year Colleges
- 3.6 credits at Minnesota private, for-profit institutions
- 6.5 credits at Minnesota private, not-for-profit institutions
- 3.3 credits at the University of Minnesota
- The timeframe covered by high school graduating class of 2021 is the first 1.5 years of college.

In 2022, the average developmental education credit loads have been:

- 5.3 credits at Minnesota State 2-Year Colleges
- 3.0 credits at Minnesota State 4-Year Colleges
- 0.0 credits at Minnesota private, for-profit institutions
- 4.5 credits at Minnesota private, not-for-profit institutions
- 3.0 credits at the University of Minnesota
- The timeframe covered by high school graduating class of 2022 is the first 0.5 years of college.

Of the developmental education credits that were taken by students from the graduating class of 2020, math courses comprised the majority of credits attempted by subject (Figure 10).

Figure 10: Developmental Education Credits Attempted by Subject, Class of 2020



Student Persistence

Based on institution type, students enrolled in developmental education persisted to their second year at somewhat lower rates compared to students who did not enroll in developmental education. Table 2 provides an overview of the persistence rates of students who are both enrolled in developmental education and who are not.

Table 2: Persistence Rates of Developmental Education and Non-Developmental Education Students, Class of 2020

Sector	Graduating Class	Developmental Education Status	Cohort Size	Persistence Rate (Percent Persisted to Year Two)
Minnesota State 2-Year Colleges	2020	Developmental Education	2,882	69.5%
Minnesota State 2-Year Colleges	2020	No Developmental Education	9,907	76.1%
Minnesota State 4-Year Universities	2020	Developmental Education	508	80.7%
Minnesota State 4-Year Universities	2020	No Developmental Education	4,249	87.5%
Minnesota Private, Not-for-Profit	2020	Developmental Education	126	81.7%

Sector	Graduating Class	Developmental Education Status	Cohort Size	Persistence Rate (Percent Persisted to Year Two)
Minnesota Private, Not-for-Profit	2020	No Developmental Education	5,203	93.0%
Minnesota Private, For-Profit	2020	Developmental Education	16	75.0%
Minnesota Private, For-Profit	2020	No Developmental Education	334	72.2%
University of Minnesota 4-Year	2020	Developmental Education	131	91.6%
University of Minnesota 4-Year	2020	No Developmental Education	5,696	95.8%

Student Completion

For the high school graduating class of 2018, students in developmental education had a lower completion rate compared to students who were not enrolled in developmental education across all sectors.

- 26.7% of developmental education students completed their post-secondary education, within four years of graduating high school, at Minnesota State 2-year colleges compared to students not in developmental education who had completion rates of 47.6%.
- 29.7% of developmental education students completed their post-secondary education, within four years of graduating high school, at Minnesota State 4-Year Universities compared to students not in developmental education who had completion rates of 45.1%.
- 38.8% of developmental education students completed their post-secondary education, within four years of graduating high school, at the University of Minnesota compared to students not in developmental education who had completion rates of 68.4%.
- 34.5% of developmental education students completed their post-secondary education, within four years of graduating high school, at Minnesota private, not-for-profit institutions compared to students not in developmental education who had completion rates of 66.4%.
- 28.0% of developmental education students completed their post-secondary education, within four years of graduating high school, at Minnesota private for-profit institutions compared to students not in developmental education who had completion rates of 71.2%.

More Information

Data by demographic subgroup, academic performance, and school type can be found in this report. Data by individual public high schools can be found in Appendix A (college enrollment) and Appendix B (developmental course-taking), available at <http://www.ohe.state.mn.us/sPages/GettingPrepared.cfm>.

Figures and Tables

Figure 11: Developmental Education Participation Rates by Region

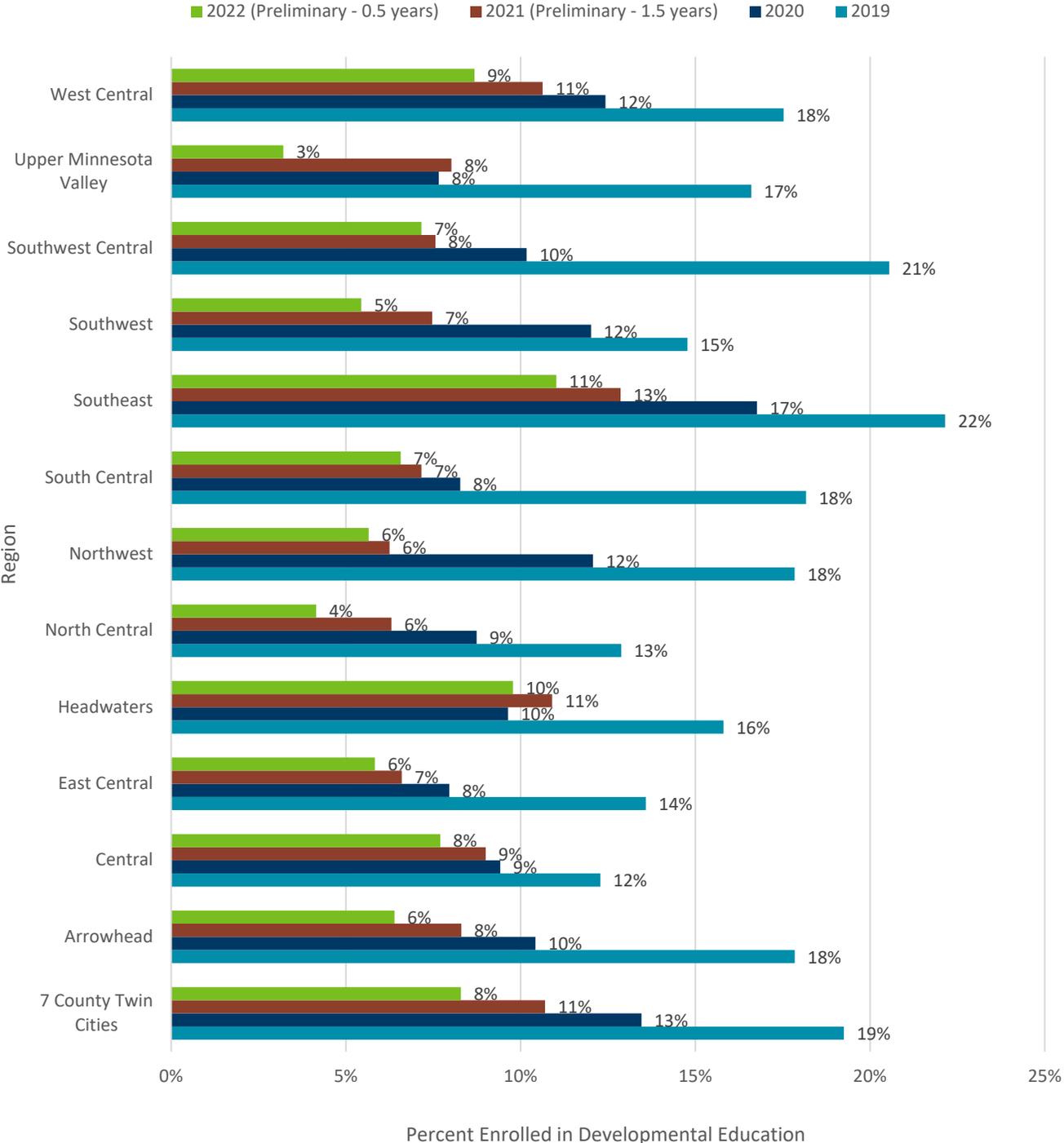


Figure 12: Developmental Education Participation Rates by English Language Learner Status

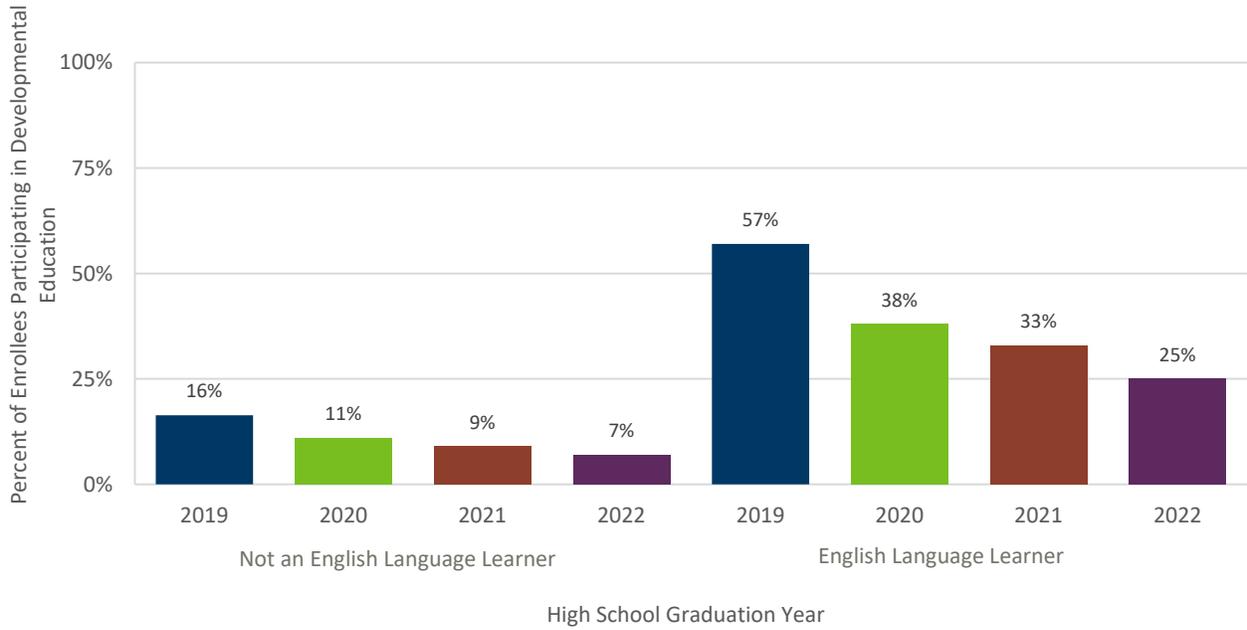


Figure 13: Developmental Education Participation Rates by Socio-Economic Status (Free or Reduced-Price Meals)

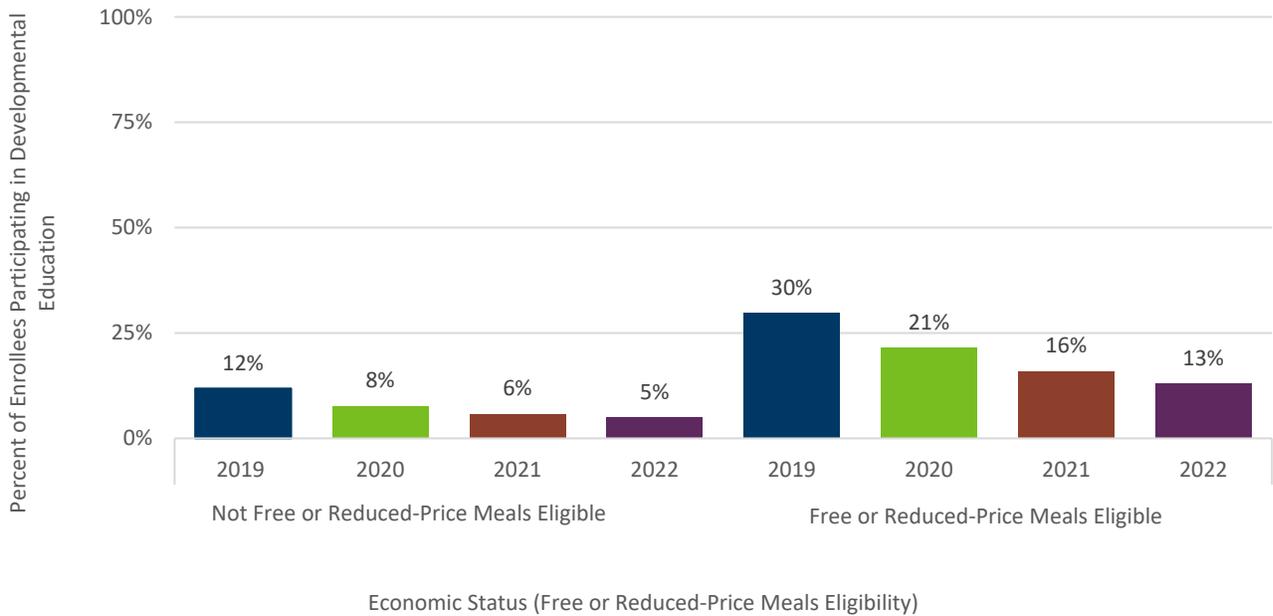


Table 3: Percent of Entering High School Graduate Enrolling in Developmental Education by Institution – High School Class of 2020

Note: Institutions with Less than 10 high school graduates enrolling are not shown.

Sector of Enrollment	Postsecondary Institution	Year of High School Graduation	Total High School Graduates Enrolling in Postsecondary Institution within 2 Years	Percent of College Enrollees in Developmental Education
Minnesota State 2-Year Colleges	Alexandria Technical & Community College	2020	409	12%
Minnesota State 2-Year Colleges	Anoka Technical College	2020	178	11%
Minnesota State 2-Year Colleges	Anoka-Ramsey Community College	2020	1061	14%
Minnesota State 2-Year Colleges	Central Lakes College	2020	375	8%
Minnesota State 2-Year Colleges	Century College	2020	1156	29%
Minnesota State 2-Year Colleges	Dakota County Technical College	2020	428	9%
Minnesota State 2-Year Colleges	Fond du Lac Tribal & Community College	2020	57	fewer than 10
Minnesota State 2-Year Colleges	Hennepin Technical College	2020	325	13%
Minnesota State 2-Year Colleges	Hibbing Community College	2020	140	11%
Minnesota State 2-Year Colleges	Inver Hills Community College	2020	483	23%
Minnesota State 2-Year Colleges	Itasca Community College	2020	174	30%
Minnesota State 2-Year Colleges	Lake Superior College	2020	447	15%
Minnesota State 2-Year Colleges	Mesabi Range College	2020	142	15%
Minnesota State 2-Year Colleges	Minneapolis Community & Technical College	2020	621	35%
Minnesota State 2-Year Colleges	Minnesota State College Southeast	2020	116	32%
Minnesota State 2-Year Colleges	Minnesota State Community and Technical College	2020	520	24%
Minnesota State 2-Year Colleges	Minnesota West Community & Technical College	2020	247	7%
Minnesota State 2-Year Colleges	Normandale Community College	2020	1446	32%

Sector of Enrollment	Postsecondary Institution	Year of High School Graduation	Total High School Graduates Enrolling in Postsecondary Institution within 2 Years	Percent of College Enrollees in Developmental Education
Minnesota State 2-Year Colleges	North Hennepin Community College	2020	714	41%
Minnesota State 2-Year Colleges	Northland Community & Technical College	2020	211	13%
Minnesota State 2-Year Colleges	Northwest Technical College	2020	76	36%
Minnesota State 2-Year Colleges	Pine Technical & Community College	2020	115	fewer than 10
Minnesota State 2-Year Colleges	Rainy River Community College	2020	14	fewer than 10
Minnesota State 2-Year Colleges	Ridgewater College	2020	543	8%
Minnesota State 2-Year Colleges	Riverland Community College	2020	365	18%
Minnesota State 2-Year Colleges	Rochester Community and Technical College	2020	665	37%
Minnesota State 2-Year Colleges	Saint Paul College	2020	616	27%
Minnesota State 2-Year Colleges	South Central College	2020	438	18%
Minnesota State 2-Year Colleges	St. Cloud Technical & Community College	2020	615	15%
Minnesota State 2-Year Colleges	Vermilion Community College	2020	90	32%
Minnesota State 2-Year Colleges	All Institutions	2020	12789	23%
Minnesota State 4-Year Universities	Bemidji State University	2020	440	10%
Minnesota State 4-Year Universities	Metropolitan State University	2020	171	9%
Minnesota State 4-Year Universities	Minnesota State University Moorhead	2020	475	5%
Minnesota State 4-Year Universities	Minnesota State University, Mankato	2020	1822	4%
Minnesota State 4-Year Universities	Southwest Minnesota State University	2020	240	30%

Sector of Enrollment	Postsecondary Institution	Year of High School Graduation	Total High School Graduates Enrolling in Postsecondary Institution within 2 Years	Percent of College Enrollees in Developmental Education
Minnesota State 4-Year Universities	St. Cloud State University	2020	813	26%
Minnesota State 4-Year Universities	Winona State University	2020	796	8%
Minnesota State 4-Year Universities	All Institutions	2020	4757	11%
University of Minnesota	University of Minnesota Crookston	2020	118	fewer than 10
University of Minnesota	University of Minnesota Duluth	2020	1456	8%
University of Minnesota	University of Minnesota Morris	2020	197	6%
University of Minnesota	University of Minnesota Rochester	2020	169	fewer than 10
University of Minnesota	University of Minnesota Twin Cities	2020	3887	fewer than 10
University of Minnesota	All Institutions	2020	5827	2%
Private Not-For-Profit Colleges	Augsburg University	2020	473	7%
Private Not-For-Profit Colleges	Bethany Lutheran College	2020	63	fewer than 10
Private Not-For-Profit Colleges	Bethel University	2020	308	4%
Private Not-For-Profit Colleges	Carleton College	2020	70	fewer than 10
Private Not-For-Profit Colleges	College of Saint Benedict	2020	273	fewer than 10
Private Not-For-Profit Colleges	College of St. Scholastica, The	2020	262	fewer than 10
Private Not-For-Profit Colleges	Concordia College	2020	310	fewer than 10
Private Not-For-Profit Colleges	Concordia University-St. Paul	2020	286	13%
Private Not-For-Profit Colleges	Crown College	2020	49	fewer than 10
Private Not-For-Profit Colleges	Dunwoody College of Technology	2020	214	fewer than 10

Sector of Enrollment	Postsecondary Institution	Year of High School Graduation	Total High School Graduates Enrolling in Postsecondary Institution within 2 Years	Percent of College Enrollees in Developmental Education
Private Not-For-Profit Colleges	Gustavus Adolphus College	2020	410	fewer than 10
Private Not-For-Profit Colleges	Hamline University	2020	357	fewer than 10
Private Not-For-Profit Colleges	Leech Lake Tribal College	2020	13	fewer than 10
Private Not-For-Profit Colleges	Macalester College	2020	59	fewer than 10
Private Not-For-Profit Colleges	Mayo Clinic College of Medicine and Science	2020	0	fewer than 10
Private Not-For-Profit Colleges	Minneapolis College of Art and Design	2020	84	fewer than 10
Private Not-For-Profit Colleges	North Central University	2020	58	fewer than 10
Private Not-For-Profit Colleges	Northwestern Health Sciences University	2020	11	fewer than 10
Private Not-For-Profit Colleges	Red Lake Nation College	2020	10	fewer than 10
Private Not-For-Profit Colleges	Saint John's University	2020	240	fewer than 10
Private Not-For-Profit Colleges	Saint Mary's University of Minnesota	2020	111	fewer than 10
Private Not-For-Profit Colleges	St. Catherine University	2020	223	fewer than 10
Private Not-For-Profit Colleges	St. Olaf College	2020	253	fewer than 10
Private Not-For-Profit Colleges	Summit Academy Opportunities Industrialization Center	2020	22	fewer than 10
Private Not-For-Profit Colleges	University of Northwestern - St. Paul	2020	167	9%
Private Not-For-Profit Colleges	University of St. Thomas	2020	974	fewer than 10
Private Not-For-Profit Colleges	All Institutions	2020	5329	2%
Private For-Profit Colleges	Aveda Arts and Sciences Institute Minneapolis	2020	92	fewer than 10
Private For-Profit Colleges	Empire Beauty School	2020	40	fewer than 10
Private For-Profit Colleges	Institute of Production and Recording, The	2020	18	fewer than 10

Sector of Enrollment	Postsecondary Institution	Year of High School Graduation	Total High School Graduates Enrolling in Postsecondary Institution within 2 Years	Percent of College Enrollees in Developmental Education
Private For-Profit Colleges	Minnesota School of Cosmetology	2020	30	fewer than 10
Private For-Profit Colleges	Model College of Hair Design	2020	21	fewer than 10
Private For-Profit Colleges	Nova Academy of Cosmetology	2020	33	fewer than 10
Private For-Profit Colleges	PCI Academy	2020	25	fewer than 10
Private For-Profit Colleges	Rasmussen University	2020	70	fewer than 10
Private For-Profit Colleges	All Institutions	2020	350	5%
All Sectors	All Institutions	2020	29052	13%

Table 4: Graduates Enrolled in Postsecondary Education

Year of High School Graduation	Total Enrolled in Minnesota Postsecondary Institution in First or Second Fall Semester After Graduation	Total Enrolled in Developmental Education at Minnesota Institution in 1st or 2nd Fall After Graduation	Percent of Enrollees Participating in Developmental Education in 1st or 2nd Fall Term
2014	32,248	7,547	23%
2015	32,030	7,135	22%
2016	31,843	6,737	21%
2017	31,493	6,461	21%
2018	31,868	6,208	19%
2019	31,486	5,692	18%
2020	29,617	3,663	12%
2021 (Preliminary - 1.5 years)	24,644	2,225	9%
2022 (Preliminary - 0.5 years)	24,958	2000	8%

Table 5: Credit Load of Students Taking Developmental Education

Year of High School Graduation	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2018	Minnesota State 2-Year Colleges	5,031	30,755	6.1

Year of High School Graduation	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
	Minnesota State 4-Year Universities	915	3,453	3.8
	MN Private For-Profit	25	69	2.8
	MN Private Not-for-Profit	116	653	5.6
	University of Minnesota 4-Year	121	387	3.2
	Total	6,208	35,317	5.7
2019	Minnesota State 2-Year Colleges	4,510	26,952	6.0
	Minnesota State 4-Year Universities	930	3,481	3.5
	MN Private For-Profit	16	56	3.5
	MN Private Not-for-Profit	116	539	4.7
	University of Minnesota 4-Year	120	393	3.3
	Total	5,692	31,421	5.5
2020	Minnesota State 2-Year Colleges	2,884	16,795	5.8
	Minnesota State 4-Year Universities	508	1,784	3.3
	MN Private For-Profit	15	54	3.6
	MN Private Not-for-Profit	126	611	4.8
	University of Minnesota 4-Year	130	423	3.3
	Total	3,663	19,667	5.4
2021 (Preliminary - 1.5 years)	Minnesota State 2-Year Colleges	1,735	9,174	5.3
	Minnesota State 4-Year Universities	323	1,021	3.2
	MN Private For-Profit	6	10	1.7
	MN Private Not-for-Profit	55	228	4.1
	University of Minnesota 4-Year	106	318	3.0
	Total	2,225	10,751	4.8

Year of High School Graduation	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2022 (Preliminary - 0.5 years)	Minnesota State 2-Year Colleges	1,568	8,242	5.3
	Minnesota State 4-Year Universities	247	753	3.0
	MN Private For-Profit	0	0	0
	MN Private Not-for-Profit	76	342	4.5
	University of Minnesota 4-Year	109	327	3.0
	Total		2,000	9,664



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2024