



GETTING PREPARED 2025

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 \$225 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 \$7,084.56 to prepare, including staff time.

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Executive Summary

Getting Prepared 2025 is a legislatively mandated report and reports on the postsecondary developmental education activity of Minnesota public high school graduates from the graduating classes of 2017 to 2024. The students centered in this report are those who enrolled in postsecondary education in Minnesota within two years of high school graduation. 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. 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, in terms of both tuition and opportunity costs, for students who must take these courses prior to being eligible to enroll in program-specific courses.

At the time of this report, data on postsecondary enrollment was available through the spring semester of the 2023-2024 academic year. Data for 2023 high school graduates covers 1.5 years of postsecondary enrollment, and data for 2024 high school graduates covers 0.5 years of postsecondary enrollment, beginning in the 2023-2024 academic year.

The Getting Prepared 2025 update highlights the following:

- Developmental education enrollment by urbanicity type is now included in the 2025 update. The addition is not a requirement of Minnesota Statute 13.32, subdivisions 3 and 6.
- Developmental education enrollment rates were 7.3% for the high school class of 2024, and enrollment in developmental education courses continues to decline across the state.
- Nearly 91% of students enrolled in developmental education in the state attend an institution in the Minnesota State system.

Getting Prepared Data

Getting Prepared 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 Getting Prepared 2025 update reports the college enrollment and developmental education activity of Minnesota public high school graduates from the graduating classes of 2017-2024 enrolling in postsecondary education in Minnesota. 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 2023-2024 academic year. Data for 2023 high school graduates covers 1.5 years of postsecondary enrollment, and data for 2024 high school graduates covers 0.5 years of postsecondary enrollment, beginning in the 2023-2024 academic year.

The Getting Prepared 2025 report now includes college-going rates by urbanicity. This addition uses locale data from the National Center for Education Statistics (NCES)¹, data from the Minnesota Department of Education's Organization Reference Glossary², and Minnesota Statewide Longitudinal Education Data System (SLEDs)³ to account for any school closures.

About the Students

Getting Prepared 2025 reports the college enrollment and developmental education activity of Minnesota public high school graduates from the graduating classes of 2017-2024 who enrolled in postsecondary education in Minnesota within two years of high school graduation. 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, may refer to 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.

¹ <https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries>

² <https://education.mn.gov/mde/about/SchOrg/>

³ <https://sleds.mn.gov/>

2025 Report Update and What the Data Tell Us

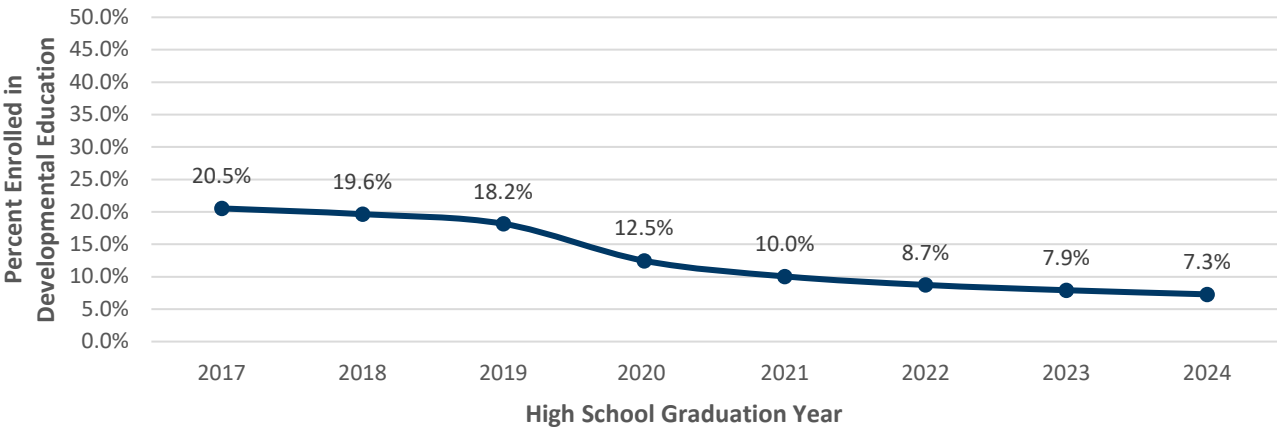
This report presents the percentage, out of all Minnesota public high school graduates who enrolled in a Minnesota college within two years of graduation (the denominator), who enrolled in at least one developmental education course at a Minnesota postsecondary institution within the same two-year period (the numerator). The percentage is calculated out of all Minnesota public high school graduates who enrolled in Minnesota postsecondary education during the same two-year period. In this report, “developmental education” is a broader term that encompasses pre-college-level education and other academic support services and refers to courses offered by postsecondary institutions to prepare students for success in college-level work.

The percentage of Minnesota public high school graduates who enrolled in a Minnesota college within two years of graduation and enrolled in at least one developmental education course at a Minnesota postsecondary institution within the same two-year period decreased year-over-year between the classes of 2017 (20.5% enrollment rate) to the class of 2024 (7.3% enrollment rate). The decline in developmental education enrollment may be caused by multiple potential factors, including the implementation of new course placement policies, often described as a “multiple measures” approach, that allow for flexibility in course placement rather than a strict reliance on a placement exam. Despite the decline, however, disparities in developmental education enrollment continue to persist for BIPOC-identifying students, non-English speakers, and lower-income students. These disparities have remained steady over the years (2013 to current).

As reported in previous versions of this report, the COVID-19 pandemic accelerated changes in course placement procedures, particularly due to disruptions in the availability of Accuplacer, Minnesota Comprehensive Assessments (MCA), and standardized testing by ACT and SAT. To address the challenges that arose from the pandemic, Minnesota State Colleges and Universities issued revised guidance in August of 2020, which specified how multiple means could be used to determine course placement. As shown in Figure 1, the percentage of Minnesota high school graduates who enrolled in developmental education coursework within two years of graduating high school steadily decreased year-over-year between the class of 2017 (20.5% enrollment rate) to the class of 2024 (7.3% enrollment rate).

Figure 1: Developmental Education Enrollment Trends Between 2017-2024

Note: Data for 2023 covers 1.5 years of college enrollment and 2024 covers 0.5 years of college enrollment.



The data continues to show difference in developmental education rates based on type of high school the student attended. High school graduates who graduated from alternative high schools enrolled in developmental education at more than two times the rate of graduates who graduated from charter schools and distance learning programs, and more than three times the rate compared to graduates of traditional high schools. Table 1 provides further information.

Figure 2: Public High School Graduates Who Graduated from Alternative High Schools Enrolled in Developmental Education at Higher Rates⁴

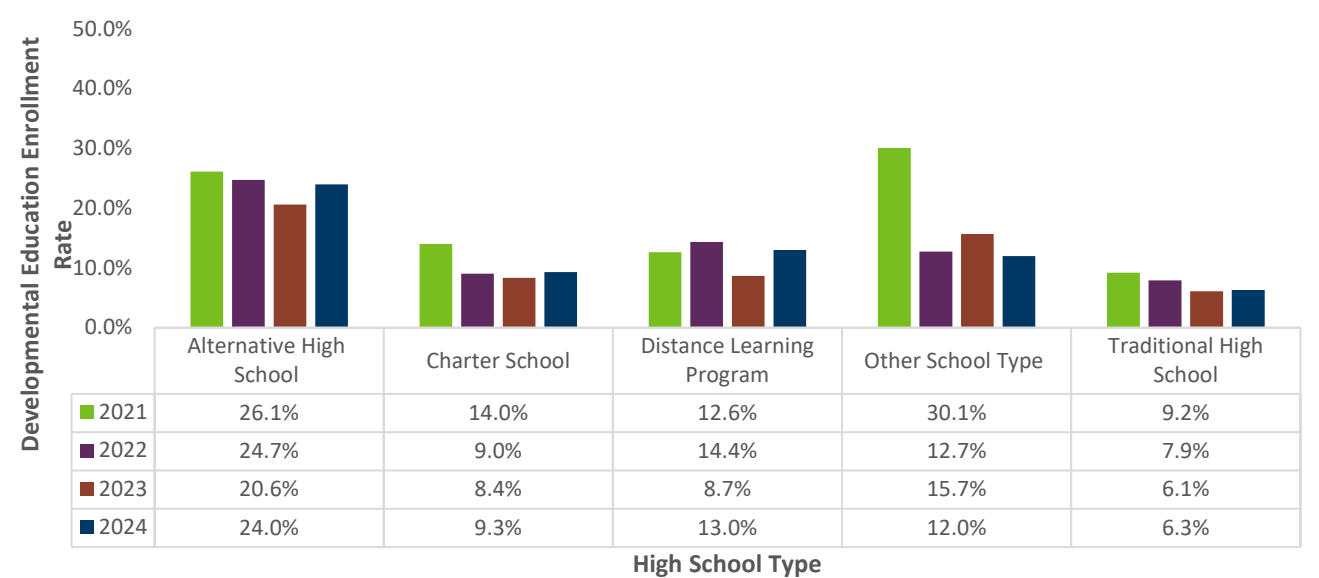


Table 1: Developmental Education Credit Load and Completion of High School Graduating Classes 2022, 2023, and 2024

High School Graduation Year	High School Type	Total Enrolled in Minnesota Postsecondary Education within 2 Years	Percent Enrolled in Developmental Education	Developmental Education Credits Attempted	Average Number of Developmental Education Credits	Percent of Developmental Education Credits Completed
2024	Alternative High School	909	24.0%	1,032	4.7	52.4%
2024	Charter School	1,314	9.3%	584	4.8	60.6%
2024	Distance Learning Program	376	13.0%	199	2.2	54.3%

⁴ High School Type of "other school type" includes schools that did not fall into any of the other school type categories. These include school classifications such as Special Education, state-run schools such as Deaf and Blind and School for the Arts, and other school classifications.

High School Graduation Year	High School Type	Total Enrolled in Minnesota Postsecondary Education within 2 Years	Percent Enrolled in Developmental Education	Developmental Education Credits Attempted	Average Number of Developmental Education Credits	Percent of Developmental Education Credits Completed
2024	Other High School Type	105	12.4%	67	2.1	40.3%
2024	Traditional High School	23,615	6.3%	6,219	2.6	62.8%
2023	Alternative High School	1,088	21.3%	1,540	3.3	49.0%
2023	Charter School	1,415	10.2%	901	3.5	56.4%
2023	Distance Learning Program	470	10.9%	284	3.1	56.0%
2023	Other High School Type	152	17.8%	522	17.8	92.0%
2023	Traditional High School	26,344	7.0%	10,436	3.4	60.6%
2022	Alternative High School	1,083	24.7%	1,944	4.1	56.3%
2022	Charter School	1,396	9.0%	1,015	4.9	60.5%
2022	Distance Learning Program	391	14.3%	383	4.4	65.0%
2022	Other High School Type	157	12.7%	287	12.4	86.1%
2022	Traditional High School	25,939	7.9%	13,188	3.8	59.3%

Developmental Education by Sector and Urbanicity

The Minnesota State system continues to lead in developmental education enrollment-- enrolling nearly 91% of developmental education students, primarily in their open access institutions. For the high school graduating class of 2022 (Figure 3), 79.2% of developmental education students were enrolled at Minnesota State 2-year colleges, 11.8% were enrolled at Minnesota State 4-year universities, and 9.0% of developmental education students were enrolled at “other institutions”—this includes private non-profit (tribal colleges included), private for-profit, and the University of Minnesota system.

Figure 3: Nearly 91% of Developmental Education Enrollment Occurs within the Minnesota State System (High School Graduation Class of 2022)

Note: The high school graduating class of 2022 is the most recent year for which there is full data available.

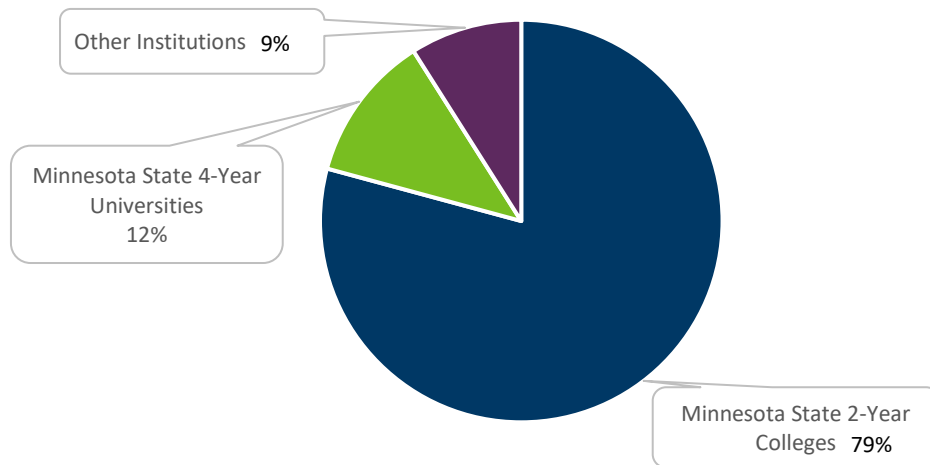


Figure 4: Developmental Education Participation Rates Declined Across All Sectors

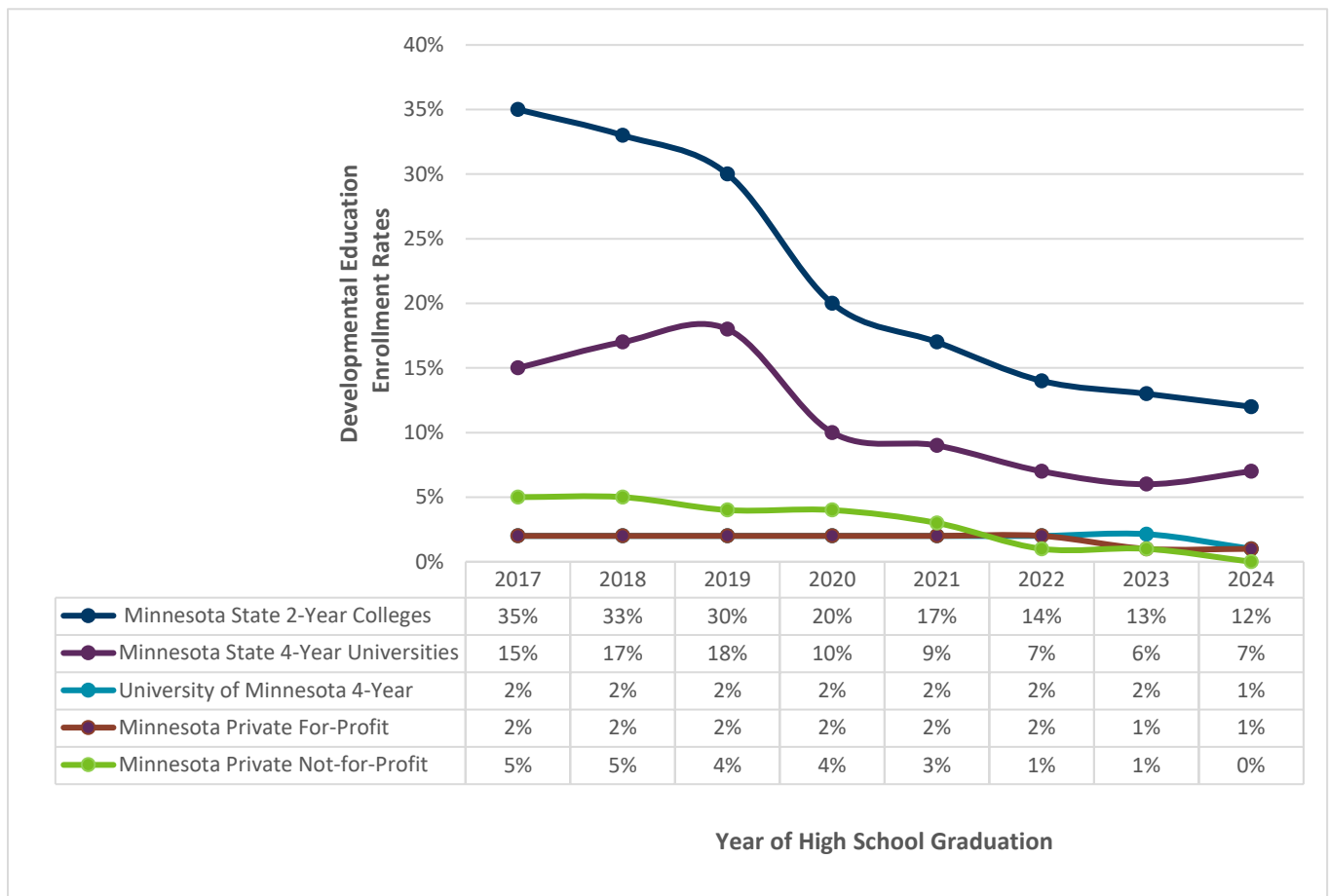


Table 3 details developmental education enrollment at Minnesota’s public, private, and tribal institutions for the high school graduating class of 2022.

Table 3: Developmental Education Enrollment by Institution – High School Class of 2022

Note: Institutions with less than 10 high school graduates enrolling at their institution or in developmental education are suppressed for student privacy. The high school graduating class of 2022 is the most recent year for which there is full data available.

Sector Type	Postsecondary Institution	Count of Minnesota Public High School Graduates <u>Enrolled in College within Two Years of High School Graduation</u>	Percent of Minnesota Public High School Graduates <u>Enrolled in College within Two Years of High School Graduation and Enrolled in Developmental Education</u>
Minnesota Private For-Profit	Academy College	Suppressed	Suppressed
Minnesota State 2-Year Colleges	Alexandria Technical & Community College	459	5%
Minnesota State 2-Year Colleges	Anoka Technical College	208	Fewer than 10
Minnesota State 2-Year Colleges	Anoka-Ramsey Community College	1,039	14%
Minnesota Private Not-for-Profit	Augsburg University	493	7%
Minnesota Private For-Profit	Avalon School of Cosmetology	Suppressed	Suppressed
Minnesota Private For-Profit	Aveda Arts and Sciences Institute Minneapolis	132	Suppressed
Minnesota State 4-Year Universities	Bemidji State University	360	Suppressed
Minnesota Private Not-for-Profit	Bethany Lutheran College	71	Suppressed
Minnesota Private Not-for-Profit	Bethel University	285	Suppressed
Minnesota Private For-Profit	Capella University	Suppressed	Suppressed
Minnesota Private Not-for-Profit	Carleton College	66	Suppressed
Minnesota State 2-Year Colleges	Central Lakes College	378	5%
Minnesota State 2-Year Colleges	Century College	1,161	19%
Minnesota Private Not-for-Profit	College of Saint Benedict	224	Suppressed
Minnesota Private Not-for-Profit	College of St. Scholastica, The	284	Suppressed

Sector Type	Postsecondary Institution	Count of Minnesota Public High School Graduates <u>Enrolled in College within Two Years of High School Graduation</u>	Percent of Minnesota Public High School Graduates <u>Enrolled in College within Two Years of High School Graduation and Enrolled in Developmental Education</u>
Minnesota Private Not-for-Profit	Concordia College	243	Suppressed
Minnesota Private Not-for-Profit	Concordia University-St. Paul	211	12%
Minnesota Private Not-for-Profit	Crown College	70	Suppressed
Minnesota State 2-Year Colleges	Dakota County Technical College	473	Suppressed
Minnesota Private Not-for-Profit	Dunwoody College of Technology	231	Suppressed
Minnesota Private For-Profit	Empire Beauty School	43	Suppressed
Minnesota State 2-Year Colleges	Fond du Lac Tribal & Community College	66	18%
Minnesota Private Not-for-Profit	Gustavus Adolphus College	315	Suppressed
Minnesota Private Not-for-Profit	Hamline University	344	Suppressed
Minnesota Private For-Profit	Hastings Beauty School Inc.	Suppressed	Suppressed
Minnesota State 2-Year Colleges	Hennepin Technical College	364	10%
Minnesota Private Not-for-Profit	Herzing University	Suppressed	Suppressed
Minnesota State 2-Year Colleges	Hibbing Community College	Suppressed	Suppressed
Minnesota State 2-Year Colleges	Inver Hills Community College	422	23%
Minnesota State 2-Year Colleges	Lake Superior College	453	9%
Minnesota Private Not-for-Profit	Leech Lake Tribal College	Suppressed	Suppressed
Minnesota Private Not-for-Profit	Macalester College	71	Suppressed
Minnesota Private Not-for-Profit	Martin Luther College	Suppressed	Suppressed
Minnesota Private Not-for-Profit	Mayo Clinic College of Medicine and Science	Suppressed	Suppressed
Minnesota State 4-Year Universities	Metropolitan State University	151	Suppressed

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Minnesota Private Not-for-Profit	Minneapolis College of Art and Design	89	Suppressed
Minnesota State 2-Year Colleges	Minneapolis Community & Technical College	604	26%
Minnesota State 2-Year Colleges	Minnesota North College	476	13%
Minnesota Private For-Profit	Minnesota School of Barbering	Suppressed	Suppressed
Minnesota Private For-Profit	Minnesota School of Beauty	Suppressed	Suppressed
Minnesota Private For-Profit	Minnesota School of Cosmetology	14	Suppressed
Minnesota State 2-Year Colleges	Minnesota State College Southeast	104	14%
Minnesota State 2-Year Colleges	Minnesota State Community and Technical College	454	22%
Minnesota State 4-Year Universities	Minnesota State University Moorhead	425	3%
Minnesota State 4-Year Universities	Minnesota State University, Mankato	1,717	2%
Minnesota State 2-Year Colleges	Minnesota West Community & Technical College	260	Suppressed
Minnesota Private For-Profit	Model College of Hair Design	25	Suppressed
Minnesota State 2-Year Colleges	Normandale Community College	1,417	24%
Minnesota Private Not-for-Profit	North Central University	69	Suppressed
Minnesota State 2-Year Colleges	North Hennepin Community College	619	29%
Minnesota State 2-Year Colleges	Northland Community & Technical College	182	8%
Minnesota State 2-Year Colleges	Northwest Technical College	81	19%
Minnesota Private Not-for-Profit	Northwestern Health Sciences University	Suppressed	Suppressed
Minnesota Private For-Profit	Nova Academy of Cosmetology	68	Suppressed

Sector Type	Postsecondary Institution	Count of Minnesota Public High School Graduates <u>Enrolled in College within Two Years of High School Graduation</u>	Percent of Minnesota Public High School Graduates <u>Enrolled in College within Two Years of High School Graduation and Enrolled in Developmental Education</u>
Minnesota Private For-Profit	Nova Academy of Cosmetology (Woodbury)	14	Suppressed
Minnesota Private Not-for-Profit	Oak Hills Christian College	Suppressed	Suppressed
Minnesota Private For-Profit	PCI Academy	Suppressed	Suppressed
Minnesota State 2-Year Colleges	Pine Technical & Community College	131	Suppressed
Minnesota Private For-Profit	Rasmussen University	45	Suppressed
Minnesota Private Not-for-Profit	Red Lake Nation College	25	Suppressed
Minnesota State 2-Year Colleges	Ridgewater College	482	11%
Minnesota State 2-Year Colleges	Riverland Community College	354	11%
Minnesota State 2-Year Colleges	Rochester Community and Technical College	571	29%
Minnesota Private Not-for-Profit	Saint John's University	241	Suppressed
Minnesota Private Not-for-Profit	Saint Mary's University of Minnesota	84	Suppressed
Minnesota State 2-Year Colleges	Saint Paul College	541	14%
Minnesota State 2-Year Colleges	South Central College	378	16%
Minnesota State 4-Year Universities	Southwest Minnesota State University	221	11%
Minnesota Private Not-for-Profit	St. Catherine University	251	Suppressed
Minnesota State 4-Year Universities	St. Cloud State University	549	31%
Minnesota State 2-Year Colleges	St. Cloud Technical & Community College	597	13%
Minnesota Private Not-for-Profit	St. Olaf College	348	Suppressed
Minnesota Private Not-for-Profit	Summit Academy Opportunities Industrialization Center	24	Suppressed

Sector Type	Postsecondary Institution	Count of Minnesota Public High School Graduates Enrolled in College within Two Years of High School Graduation	Percent of Minnesota Public High School Graduates Enrolled in College within Two Years of High School Graduation and Enrolled in Developmental Education
Minnesota Private For-Profit	The Salon Professional Academy - Maplewood	11	Suppressed
University of Minnesota	University of Minnesota Crookston	115	Suppressed
University of Minnesota	University of Minnesota Duluth	1,554	8%
University of Minnesota	University of Minnesota Morris	201	Suppressed
University of Minnesota	University of Minnesota Rochester	139	Suppressed
University of Minnesota	University of Minnesota Twin Cities	4,253	Suppressed
Minnesota Private Not-for-Profit	University of Northwestern - St. Paul	203	Suppressed
Minnesota Private Not-for-Profit	University of St. Thomas	1,002	Suppressed
Minnesota Private Not-for-Profit	White Earth Tribal & Community College	13	Suppressed
Minnesota State 4-Year Universities	Winona State University	719	5%

The Getting Prepared 2025 report now includes college-going rates by urbanicity (location of where the high school is based). This addition uses locale data from the National Center for Education Statistics (NCES)⁵, data from the Minnesota Department of Education’s Organization Reference Glossary⁶, and Minnesota Statewide Longitudinal Education Data System (SLEDs)⁷ to account for any school closures. Across every urbanicity type, the percent of graduates enrolling in college within two years declines from 2016 to 2024 (Table 2), with the sharpest drops occurring around 2020–2021 and continuing downward for most urbanicity types. Smaller cities and rural areas show the largest proportional declines, while suburban and small-city areas—though starting higher—also fall noticeably.

According to the National Center for Education Statistics, locale classifications are divided into four main types: city (large, midsize, small), suburban (large, midsize, small), town (fringe, distant, remote), and rural (fringe,

⁵ <https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries>

⁶ <https://education.mn.gov/mde/about/SchOrg/>

⁷ <https://sleds.mn.gov/>

distant, remote). Remote territories are outside an urban area that is more than 25 miles from an urban area with a population of 50,000 or more and is also more than 10 miles from an urban area with a population less than 50,000. Distant territories are outside an urban area that is more than five miles but less than or equal to 25 miles from an urban area with a population of 50,000 or more, as well as a territory outside an urban area that is more than 2.5 miles but less than or equal to 10 miles from an urban area with a population less than 50,000. Lastly, fringe territories are outside an urban area that is less than or equal to five miles from an urban area with a population of 50,000 or more, as well as territory outside an urban area that is less than or equal to 2.5 miles from an urban area with a population less than 50,000.

Figure 5: Developmental Education Participation Rates Declined Urbanicity Types between 2022 and 2024

Note: Data is suppressed for urbanicity type suburban-small territory for high school graduation years 2017, 2021, 2022, 2023, and 2024.

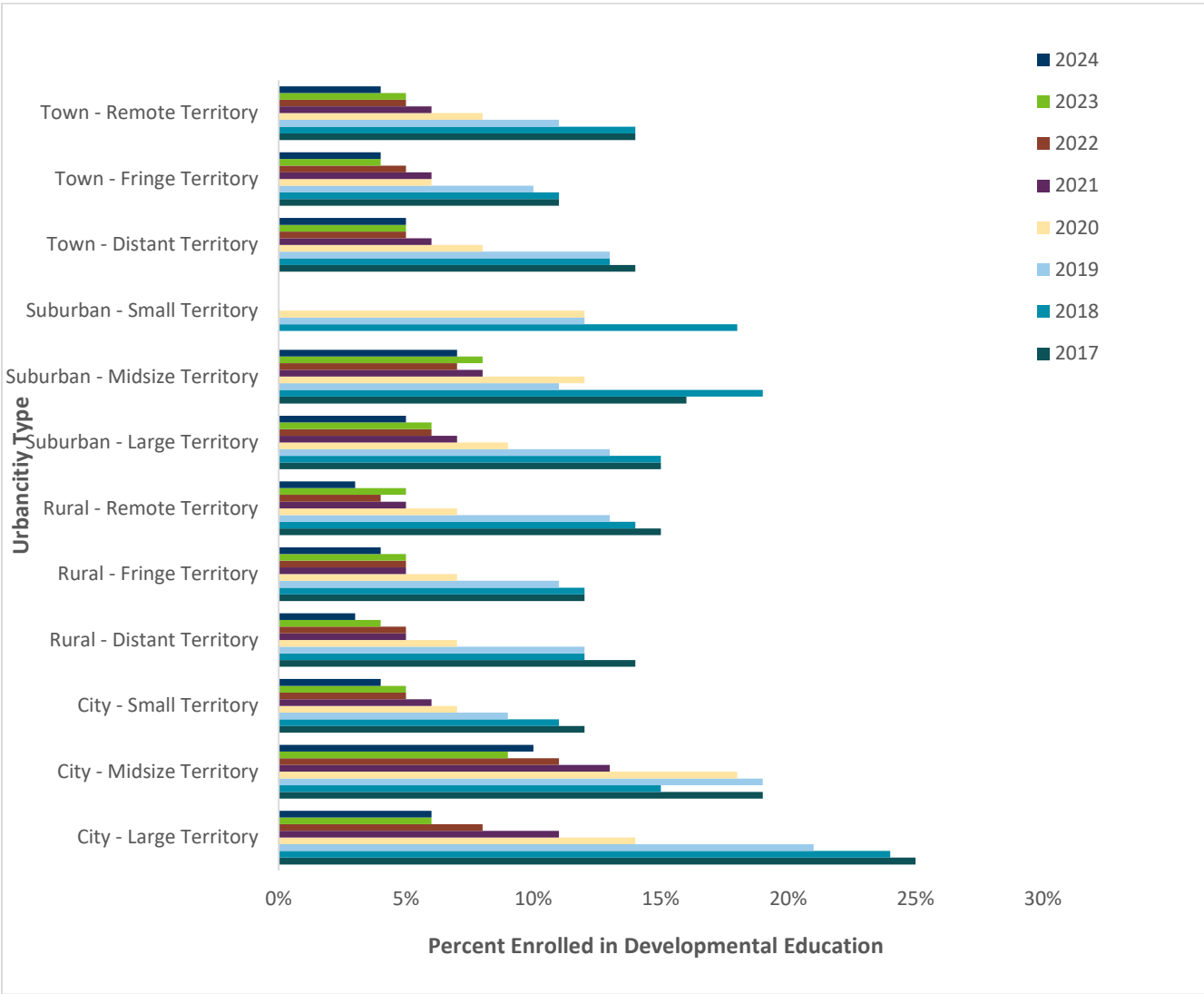


Table 2: Developmental Education Enrollment by Urbanicity for High School Graduating Classes Between 2017-2024

Year of High School Graduation	Urbanicity Type	Count of Minnesota Public High School Graduates	Count of Minnesota Public High School Graduates <u>Enrolled in College</u> within Two Years of High School Graduation	Count of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation	Percent of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation of Those Enrolled in College within Two Years of High School Graduation
2017	City - Large Territory	5,436	3,683	919	25%
2017	City - Midsize Territory	1,175	893	171	19%
2017	City - Small Territory	6,588	5,371	620	12%
2017	Suburban - Large Territory	17,335	13,643	2,045	15%
2017	Suburban - Midsize Territory	759	501	81	16%
2017	Suburban - Small Territory	123	73	Fewer than 10	Suppressed
2017	Town - Fringe Territory	3,706	2,850	308	11%
2017	Town - Distant Territory	5,090	3,823	528	14%
2017	Town - Remote Territory	3,197	2,229	315	14%
2017	Rural - Fringe Territory	7,969	6,108	749	12%

Year of High School Graduation	Urbanicity Type	Count of Minnesota Public High School Graduates	Count of Minnesota Public High School Graduates <u>Enrolled in College</u> within Two Years of High School Graduation	Count of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation	Percent of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation of Those Enrolled in College within Two Years of High School Graduation
2017	Rural - Distant Territory	3,221	2,316	315	14%
2017	Rural - Remote Territory	3,352	2,366	361	15%
2018	City - Large Territory	5,805	3,823	904	24%
2018	City - Midsize Territory	1,254	938	142	15%
2018	City - Small Territory	6,916	5,628	607	11%
2018	Suburban - Large Territory	18,076	13,982	2,044	15%
2018	Suburban - Midsize Territory	712	487	91	19%
2018	Suburban - Small Territory	127	95	17	18%
2018	Town - Fringe Territory	3,551	2,661	287	11%
2018	Town - Distant Territory	5,035	3,690	477	13%
2018	Town - Remote Territory	3,122	2,168	309	14%

Year of High School Graduation	Urbanicity Type	Count of Minnesota Public High School Graduates	Count of Minnesota Public High School Graduates <u>Enrolled in College</u> within Two Years of High School Graduation	Count of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation	Percent of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation of Those Enrolled in College within Two Years of High School Graduation
2018	Rural - Fringe Territory	8,037	6,113	722	12%
2018	Rural - Distant Territory	3,250	2,342	292	12%
2018	Rural - Remote Territory	3,483	2,465	335	14%
2019	City - Large Territory	6,162	3,974	840	21%
2019	City - Midsize Territory	1,266	931	181	19%
2019	City - Small Territory	6,933	5,699	540	9%
2019	Suburban - Large Territory	18,387	13,910	1,848	13%
2019	Suburban - Midsize Territory	727	469	52	11%
2019	Suburban - Small Territory	137	107	13	12%
2019	Town - Fringe Territory	3,709	2,731	270	10%
2019	Town - Distant Territory	5,326	3,765	478	13%

Year of High School Graduation	Urbanicity Type	Count of Minnesota Public High School Graduates	Count of Minnesota Public High School Graduates <u>Enrolled in College</u> within Two Years of High School Graduation	Count of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation	Percent of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation of Those Enrolled in College within Two Years of High School Graduation
2019	Town - Remote Territory	3,361	2,197	248	11%
2019	Rural - Fringe Territory	8,165	6,004	665	11%
2019	Rural - Distant Territory	3,267	2,243	258	12%
2019	Rural - Remote Territory	3,404	2,387	307	13%
2020	City - Large Territory	6,268	3,721	538	14%
2020	City - Midsize Territory	1,278	889	160	18%
2020	City - Small Territory	6,714	5,346	387	7%
2020	Suburban - Large Territory	18,123	13,319	1,251	9%
2020	Suburban - Midsize Territory	732	472	55	12%
2020	Suburban - Small Territory	141	101	12	12%
2020	Town - Fringe Territory	3,660	2,603	156	6%

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2020	Town - Distant Territory	4,993	3,380	262	8%
2020	Town - Remote Territory	3,340	2,078	157	8%
2020	Rural - Fringe Territory	8,385	5,916	402	7%
2020	Rural - Distant Territory	3,176	2,078	140	7%
2020	Rural - Remote Territory	3,450	2,277	164	7%
2021	City - Large Territory	5,878	3,587	381	11%
2021	City - Midsize Territory	1,326	933	124	13%
2021	City - Small Territory	6,750	5,354	308	6%
2021	Suburban - Large Territory	18,229	13,220	978	7%
2021	Suburban - Midsize Territory	747	468	39	8%
2021	Suburban - Small Territory	127	83	Fewer than 10	Suppressed

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2021	Town - Fringe Territory	3,671	2,539	141	6%
2021	Town - Distant Territory	5,057	3,400	196	6%
2021	Town - Remote Territory	3,388	2,094	125	6%
2021	Rural - Fringe Territory	8,393	5,865	319	5%
2021	Rural - Distant Territory	3,305	2,102	110	5%
2021	Rural - Remote Territory	3,471	2,260	110	5%
2022	City - Large Territory	6,288	3,853	305	8%
2022	City - Midsize Territory	1,387	938	101	11%
2022	City - Small Territory	6,993	5,558	264	5%
2022	Suburban - Large Territory	19,382	13,764	876	6%
2022	Suburban - Midsize Territory	789	464	31	7%

Year of High School Graduation	Urbanicity Type	Count of Minnesota Public High School Graduates	Count of Minnesota Public High School Graduates <u>Enrolled in College</u> within Two Years of High School Graduation	Count of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation	Percent of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation of Those Enrolled in College within Two Years of High School Graduation
2022	Suburban - Small Territory	131	89	Fewer than 10	Suppressed
2022	Town - Fringe Territory	3,722	2,507	136	5%
2022	Town - Distant Territory	5,121	3,340	174	5%
2022	Town - Remote Territory	3,557	2,097	101	5%
2022	Rural - Fringe Territory	8,493	5,912	318	5%
2022	Rural - Distant Territory	3,400	2,184	115	5%
2022	Rural - Remote Territory	3,592	2,278	100	4%
2023	City - Large Territory	6,004	3,783	245	6%
2023	City - Midsize Territory	1,372	979	90	9%
2023	City - Small Territory	7,124	5,722	289	5%
2023	Suburban - Large Territory	18,929	13,708	786	6%

Year of High School Graduation	Urbanicity Type	Count of Minnesota Public High School Graduates	Count of Minnesota Public High School Graduates <u>Enrolled in College</u> within Two Years of High School Graduation	Count of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation	Percent of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation of Those Enrolled in College within Two Years of High School Graduation
2023	Suburban - Midsize Territory	733	466	37	8%
2023	Suburban - Small Territory	119	78	Fewer than 10	Suppressed
2023	Town - Fringe Territory	3,820	2,603	115	4%
2023	Town - Distant Territory	5,103	3,313	155	5%
2023	Town - Remote Territory	3,522	2,168	98	5%
2023	Rural - Fringe Territory	8,635	6,043	305	5%
2023	Rural - Distant Territory	3,296	2,077	74	4%
2023	Rural - Remote Territory	3,548	2,218	100	5%
2024	City - Large Territory	6,282	3,533	207	6%
2024	City - Midsize Territory	1,459	910	89	10%
2024	City - Small Territory	6,954	5,195	227	4%

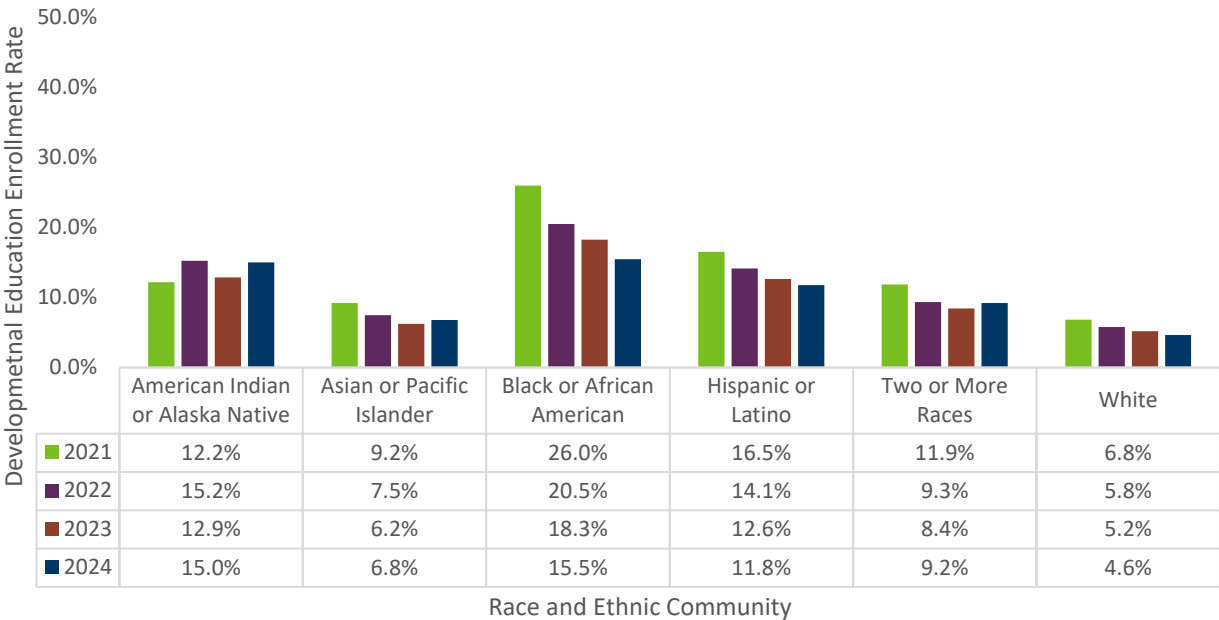
Year of High School Graduation	Urbanicity Type	Count of Minnesota Public High School Graduates	Count of Minnesota Public High School Graduates <u>Enrolled in College</u> within Two Years of High School Graduation	Count of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation	Percent of Minnesota Public High School Graduates <u>Enrolled in Developmental Education</u> within Two Years of High School Graduation of Those Enrolled in College within Two Years of High School Graduation
2024	Suburban - Large Territory	19,201	13,018	656	5%
2024	Suburban - Midsize Territory	724	414	27	7%
2024	Suburban - Small Territory	119	70	Fewer than 10	Suppressed
2024	Town - Fringe Territory	3,895	2,355	100	4%
2024	Town - Distant Territory	5,222	3,105	170	5%
2024	Town - Remote Territory	3,619	1,983	76	4%
2024	Rural - Fringe Territory	8,739	5,734	223	4%
2024	Rural - Distant Territory	3,359	1,946	53	3%
2024	Rural - Remote Territory	3,608	2,061	64	3%

Developmental Education by Student Demographic

The Getting Prepared report identifies developmental education enrollment rates by race and ethnicity, sex, English proficiency, special education status, education benefits eligibility (e.g. free or reduced-price meals), and region. Across all demographic categories, developmental education enrollment continues to decline, however despite the decline in developmental education enrollment, racial and ethnic disparities continue to persist. Black or African American (15.5%), Hispanic or Latino (11.8%), and American Indian or Alaska Native (15.0%) identifying students continue to enroll in developmental education at higher rates than their counterparts (Figure 6).

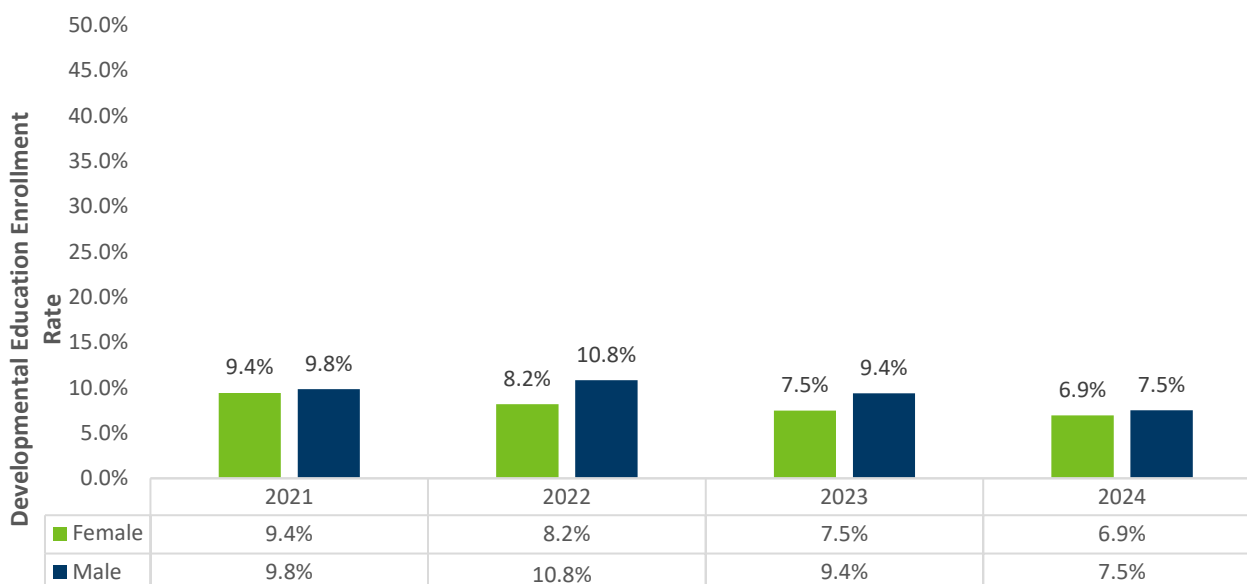
Figure 6: Developmental Education Enrollment Rates by Race and Ethnic Communities

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



Although developmental education enrollment has been similar between male- and female-identifying students in prior years, a slight shift emerged in the 2021–2023 cohorts. During those years, fewer male-identifying students enrolled in postsecondary education overall, yet their numbers in developmental education remained relatively steady resulting in higher proportional representation compared to female students (Figure 7).

Figure 7: Developmental Education Enrollment by Sex and Reported Year



Students receiving special education services enrolled in developmental education at more than two times the rate of students who did not receive special education services (Figure 8). A similar difference in developmental education enrollment rates is seen when observing students who are eligible for educational benefits (e.g. free or reduced-price meals) and students who are ineligible for said benefits (Figure 9).

Figure 8: Developmental Education Enrollment by Receipt of Special Education Services

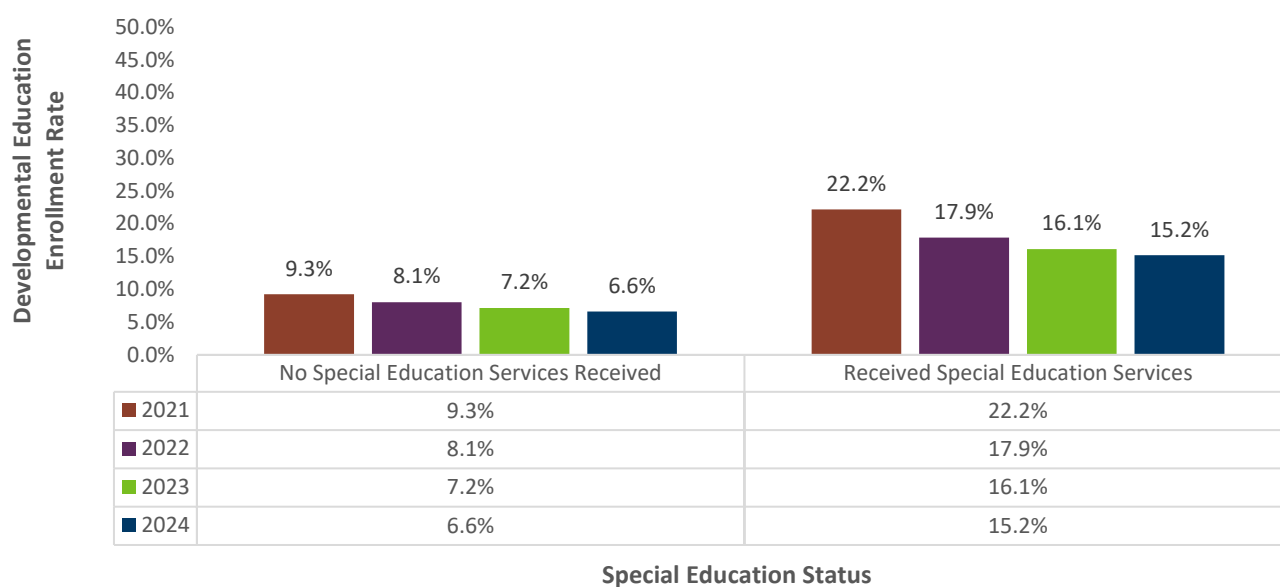
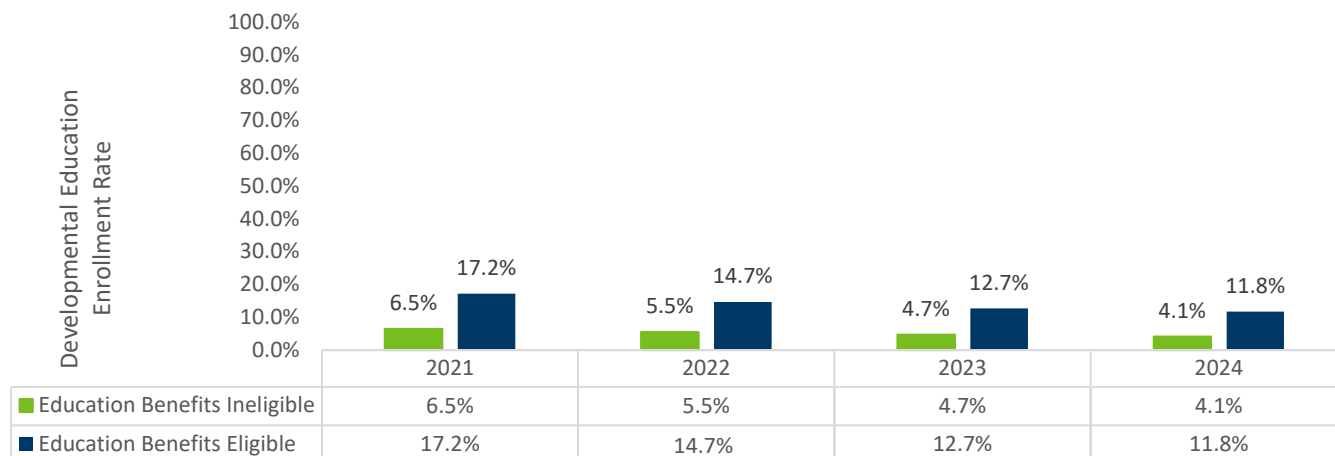


Figure 9: Students Eligible for Education Benefits Enroll in Developmental Education at More than Two Times the Rate than Students Who Are Not Eligible for Education Benefits

Note: Eligibility for education benefits refers to what was previously known as "free or reduced-price meals".



When observing English proficiency of students (Figure 10) and language spoken at home (Figure 11), students who are English language learners were enrolled in developmental education at nearly four times the rate of students who are not English learners. Though developmental education enrollment does decline annually for this group, the gap between English learners and non-English learners remains consistent. Students who came from Somali-speaking homes were enrolled in developmental education at higher rates than other English language learners, and at roughly three times the rate of students whose home language was English.

Figure 10: English Learners Are Enrolled in Developmental Education at Four Times the Rate of Students Who Are Not English Learners

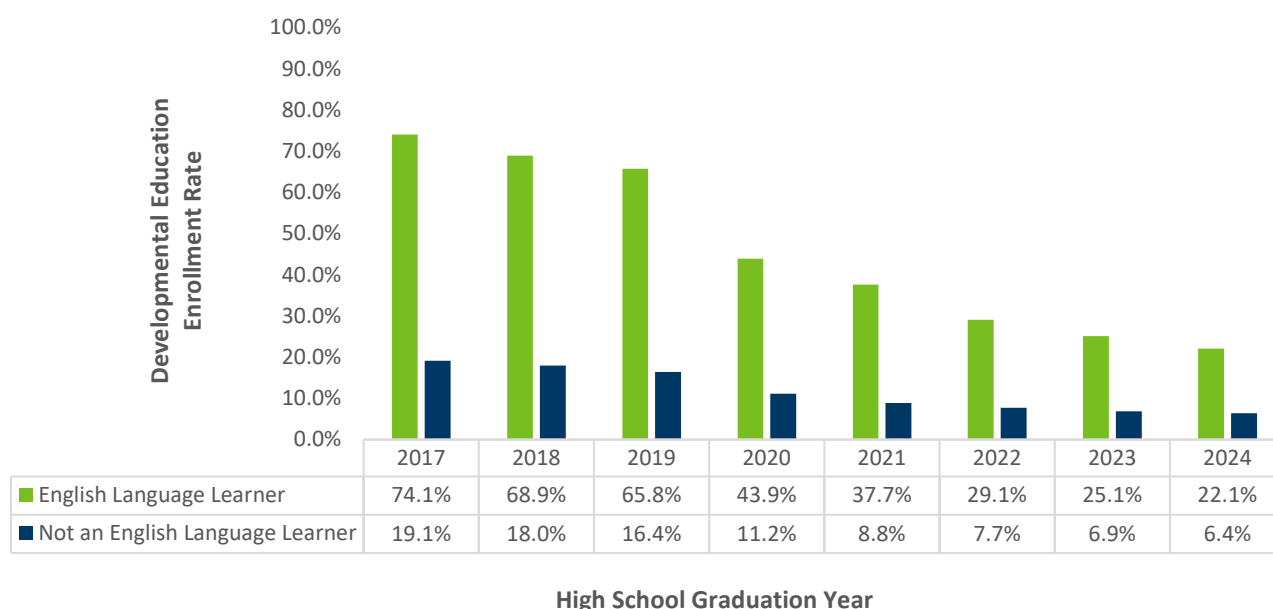
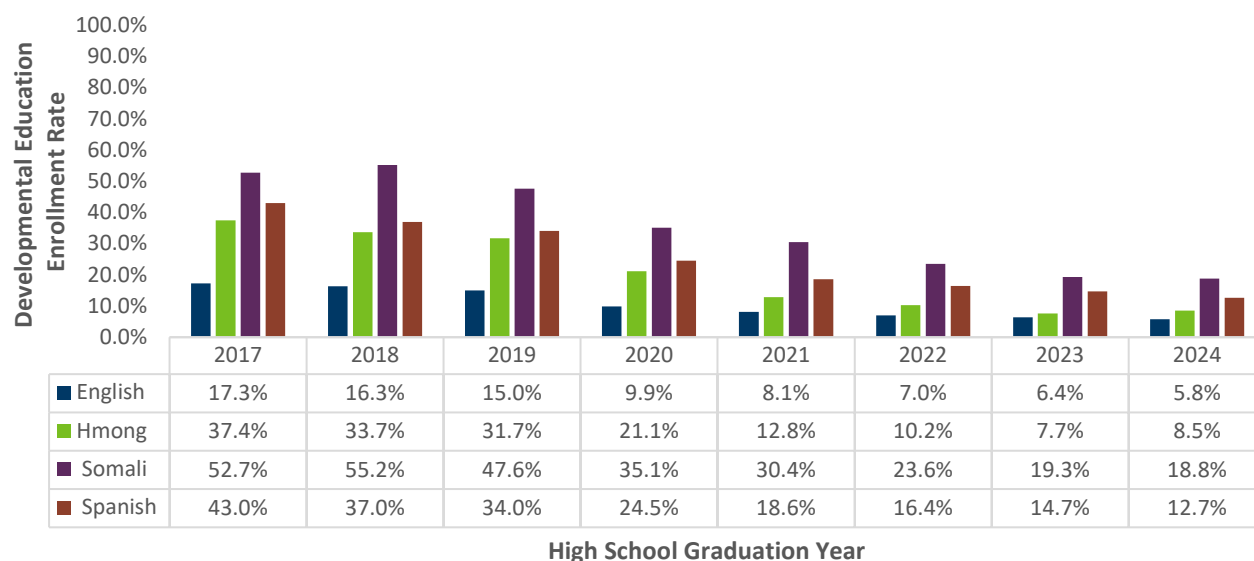
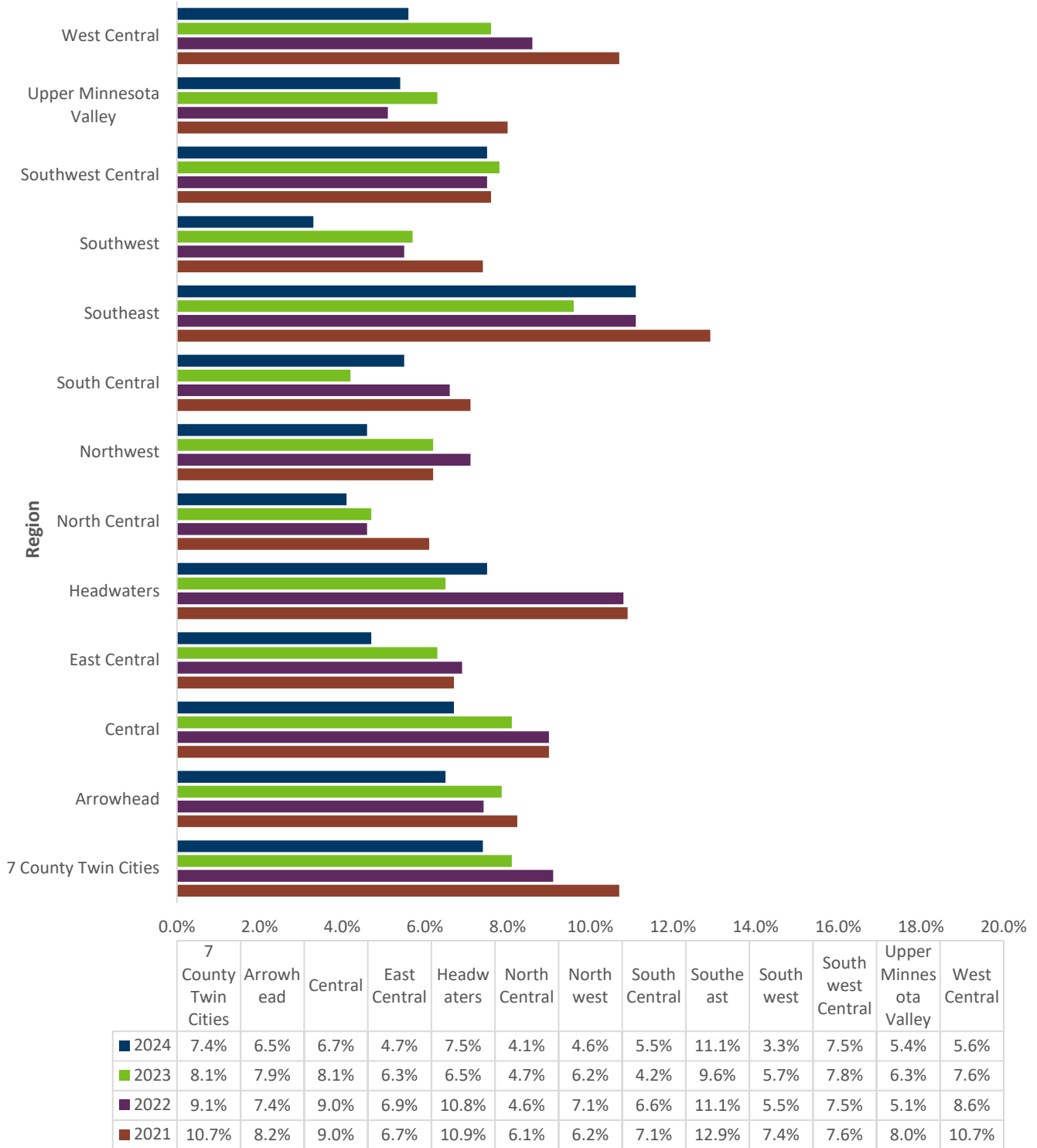


Figure 11: Developmental Education Rates by Primary Home Language



When observing developmental education enrollment by region (where the student lived), a decrease in enrollment can be seen across the board, apart from a slight increase seen for South Central (+1.3%), Headwaters (+1.3%), and Southeast (+1.5%) (Figure 12).

Figure 12: Developmental Education Enrollment by Region

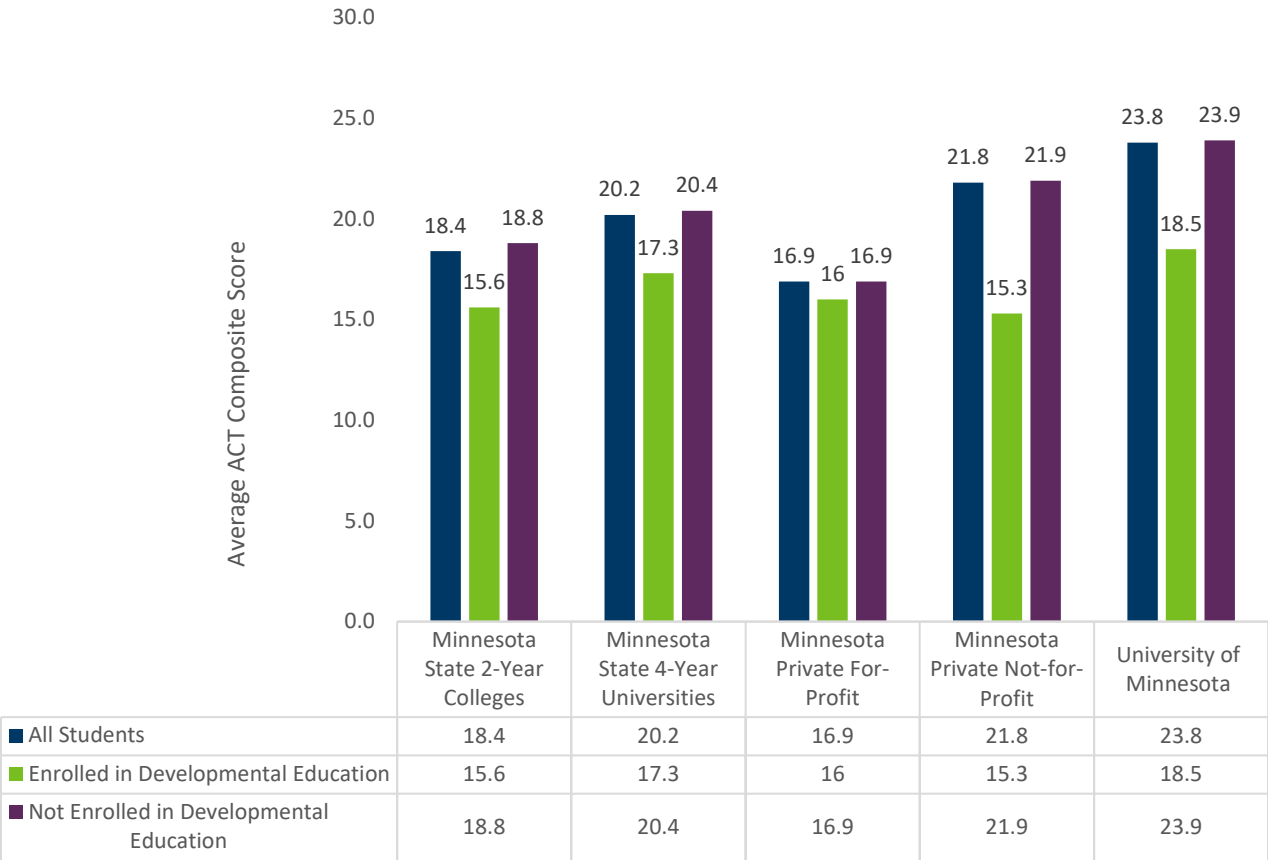


Pre-College Academic Measures

Getting Prepared looks at math proficiency, reading proficiency, and ACT scores as pre-college academic measures. Across all sectors, students who enrolled in developmental education had lower ACT composite scores than the general student population and students who were not enrolled in developmental education (Figure 13).

**Figure 13: Postsecondary Students (High School Graduating Class of 2022)
Enrolled in Developmental Education Had Lower ACT Scores on Average**

Note: The high school graduating class of 2022 is the most recent year for which there is full data available.



Variations in developmental education participation can be seen across reading and math proficiency rates, which is determined by the Minnesota Comprehensive Assessment (MCA) (Figure 14 and Figure 15). Those who are not proficient in math (based on MCA) are more likely to be enrolled in developmental education math than those who are proficient in math on MCA; the same is true for reading proficiency. 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 14: Developmental Education Enrollment by Math Proficiency Rate

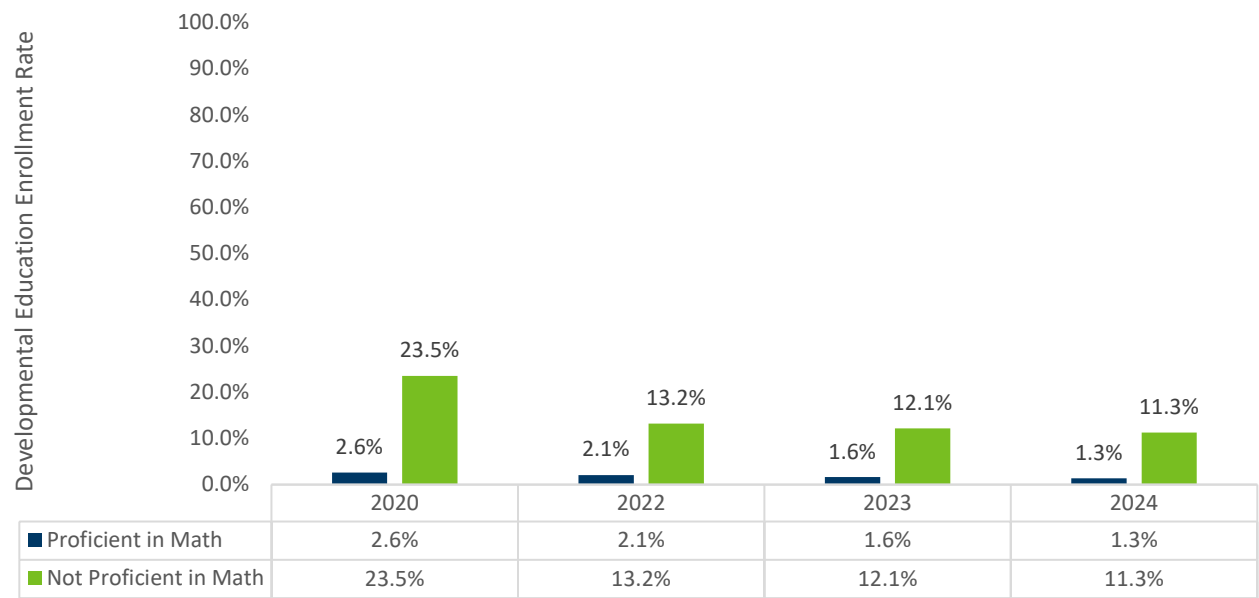
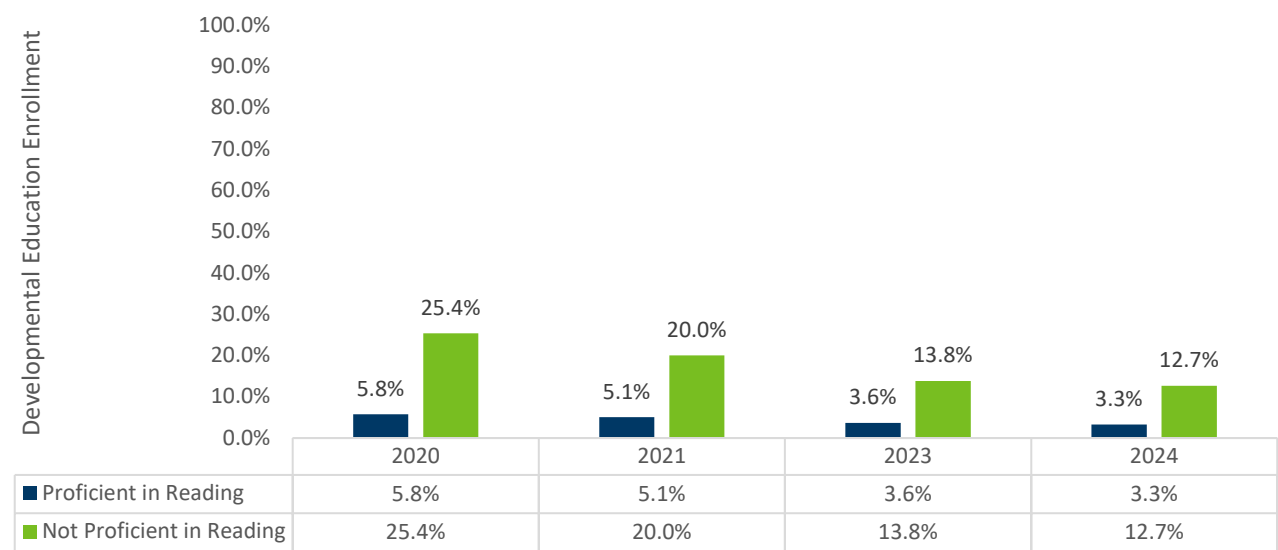


Figure 15: Developmental Education Enrollment by Reading Proficiency Rate



Course Taking Patterns

Developmental education credit taking continues to decline across all sector types with most students who engage in developmental education enrolling in one to three developmental education credits within their first two years of postsecondary enrollment (Figure 16). For students enrolling in developmental education, 48% of attempted credits were in math, 30% were in writing, and 13% were in reading (Figure 16).

Figure 16: Students Enrolled in Developmental Education Were More Likely to Enroll in 1-3 Education Credits Overall Within Their First Two Years

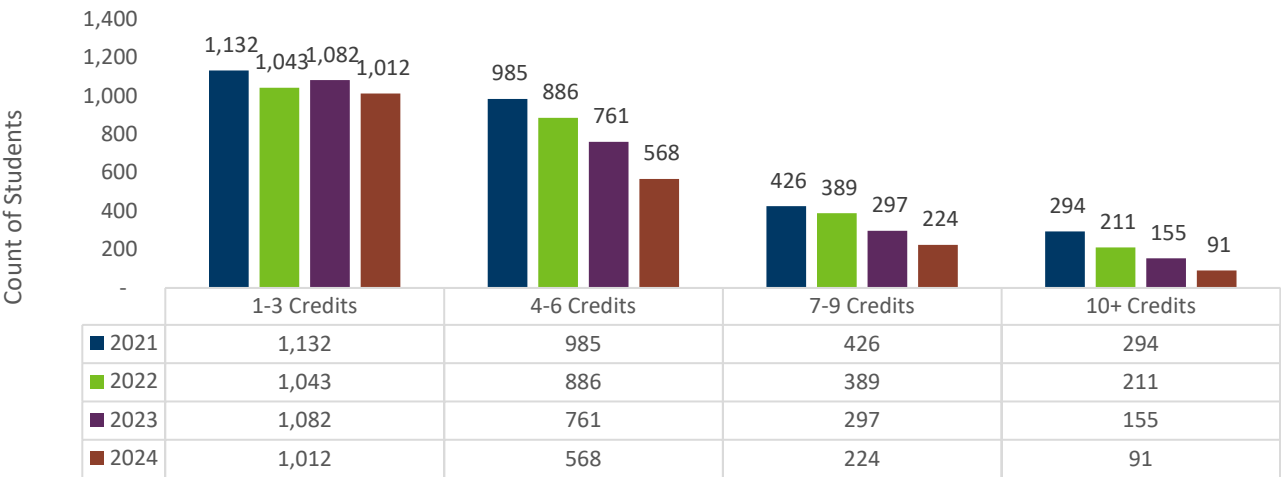
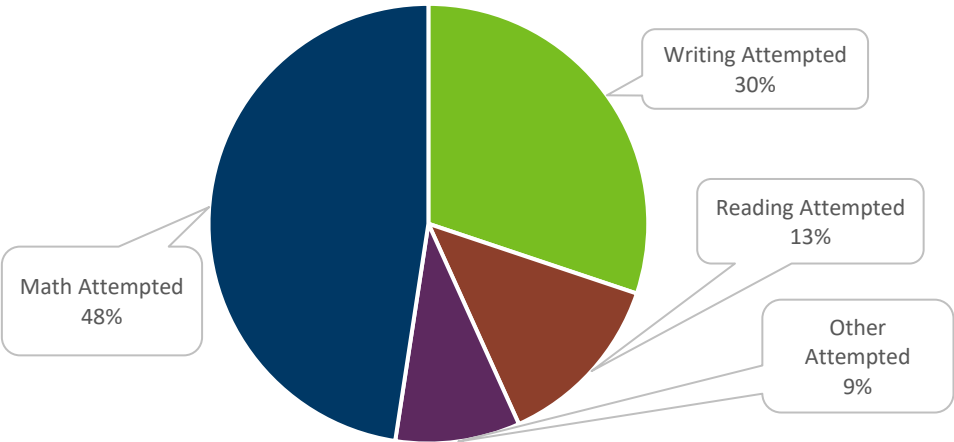


Figure 17: Students From the High School Graduating Class of 2022 Who Enrolled in Developmental Education Credits Attempted More Developmental Education Credits in Math

Note: The following pie chart does not equal to 100% due to rounding. “Other” refers to developmental education credits that could include English as a Second Language (ESL/ESOL) courses and integrated or co-requisite support courses. The high school graduating class of 2022 is the most recent year for which there is full data available.



Postsecondary Student Persistence and Completion

Students enrolled in developmental education persist to their second year at lower rates than those who are not. This may be due to multiple barriers that impact their postsecondary success. For example, students from lower-income backgrounds are often overrepresented in developmental education and lower-income students who are not enrolled in developmental education typically also have lower persistence rates than students from other income levels. It’s also worth noting variations in outcomes by sector type. All students attending Minnesota’s for-profit institutions have lower persistence rates, regardless of developmental education status, than students attending other sector types, as shown in Table 4. Table 5 provides further details pertaining to the cohort sizes of students enrolled in developmental education, and those who are not, by sector type.

When looking at four-year completion rates of our high school graduating students from the class of 2020 (Figure 19), students who do not enroll in developmental education complete their postsecondary education at double the rate of students who do enroll in developmental education; this pattern has been consistent with previous high school graduating classes and is true regardless of the sector of enrollment. Figure 18 and Table 6 provide more detail.

Figure 18: Students From the High School Graduating Class of 2022 Enrolled in Developmental Education Persisted to Their Second Year at Lower Rates Compared to Their Counterparts

Note: The high school graduating class of 2022 is the most recent year for which there is full data available. Minnesota Private for Profit is omitted from the following visual due to OHE’s data suppression policy.

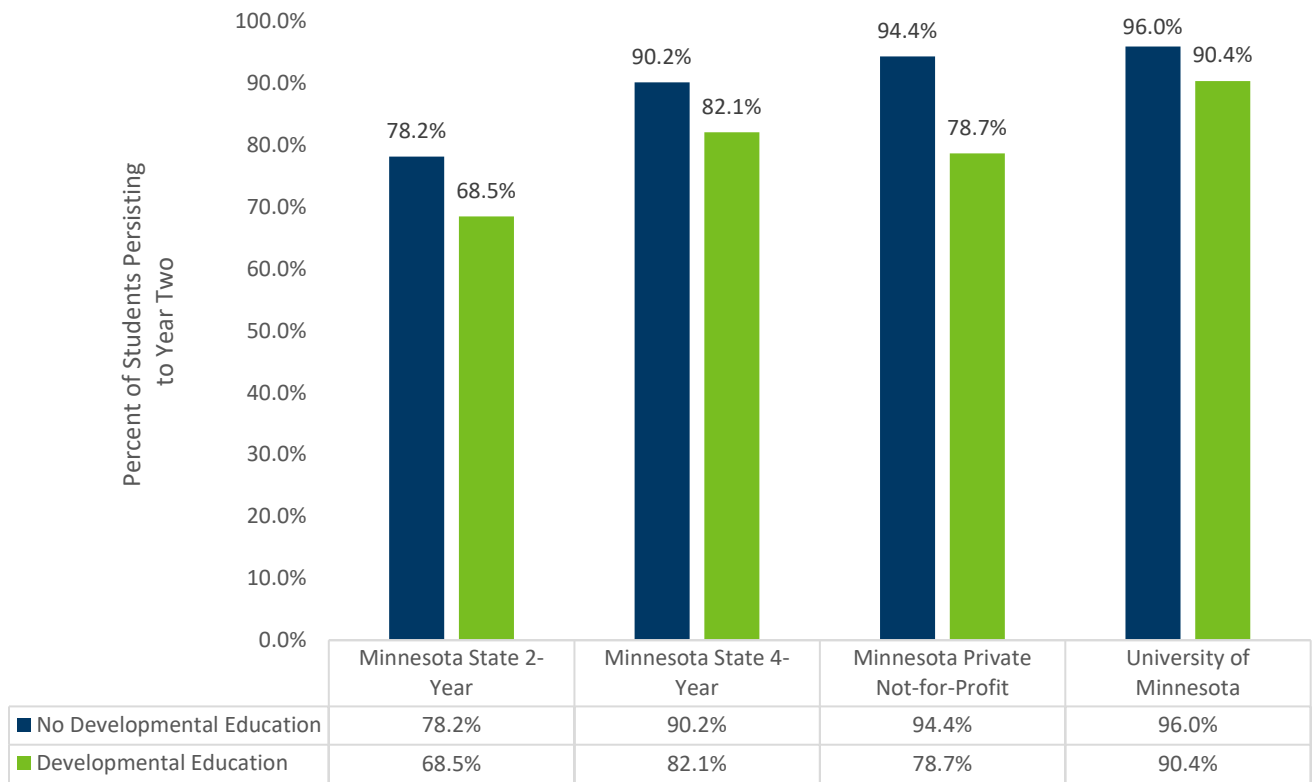


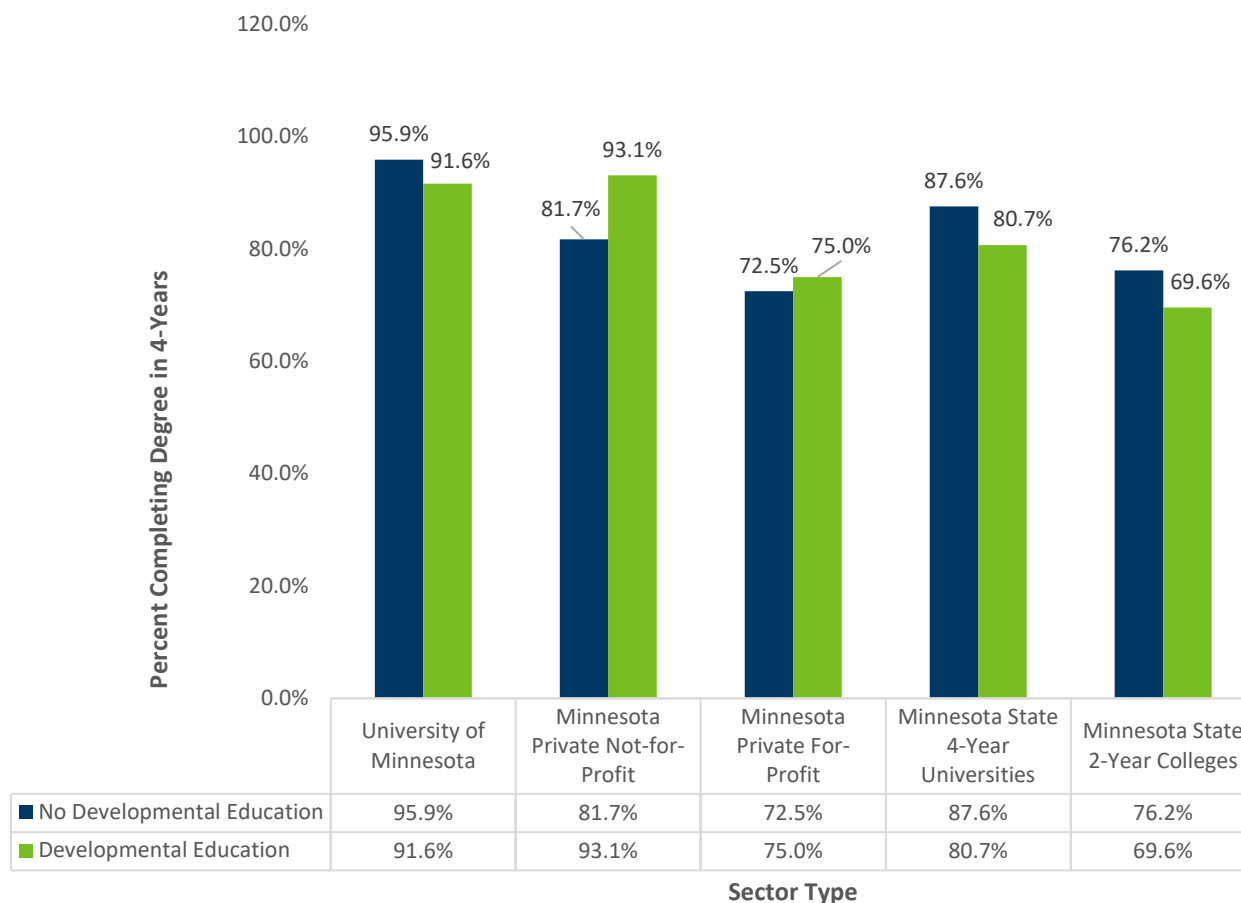
Table 4: Students Who Enrolled in Developmental Education Generally Persisted to Their Second Year at Lower Rates Than Their Counterparts

Note: The high school graduating class of 2022 is the most recent year for which there is full data available.

Sector	High School Graduating Class	Developmental Education Status	Cohort Size	Persistence Rate (Percent Persisted to Year Two)
Minnesota State 2-Year Colleges	2022	Developmental Education	1,357	68.5%
Minnesota State 2-Year Colleges	2022	No Developmental Education	8,044	78.2%
Minnesota State 4-Year Universities	2022	Developmental Education	239	82.1%
Minnesota State 4-Year Universities	2022	No Developmental Education	3,475	90.2%
Minnesota Private, For-Profit	2022	Developmental Education	Fewer than 10	Fewer than 10
Minnesota Private, For-Profit	2022	No Developmental Education	103	27.8%
Minnesota Private, Not-for-Profit	2022	Developmental Education	85	78.7%
Minnesota Private, Not-for-Profit	2022	No Developmental Education	4,4884	94.4%
University of Minnesota 4-Year	2022	Developmental Education	113	90.4%
University of Minnesota 4-Year	2022	No Developmental Education	5,890	96.0%

Figure 19: Postsecondary Students Enrolled in Developmental Education Complete Their Degrees at Lower Rates in 4-Years Than Students Who Do Not Enroll in Developmental Education (High School Graduating Class of 2020)

Note: The high school graduating class of 2020 is the most recent year for which there is full data available.



More Information

To fulfill the legislative mandate (Minnesota Statute 13.32, subdivisions 3 and 6), the Getting Prepared report and dashboard⁸ are updated annually between the second and third quarter of each calendar year. 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 <https://ohe.mn.gov/reports/getting-prepared>.

⁸ <https://ohe.mn.gov/reports/getting-prepared>



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