



# GETTING PREPARED 2022

## 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.

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## **About This Report**

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$5,128.90 to prepare, including staff time.

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# Executive Summary

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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 system-fed 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 2022 examines Minnesota public high school graduates from the classes of 2014-2021 who enrolled in postsecondary education and subsequently enrolled in developmental education courses. This report provides one measure of academic readiness of Minnesota’s public high school graduates.

## Getting Prepared Data

Getting Prepared 2022 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 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 college enrollment data from the Minnesota Office of Higher Education and the National Student Clearinghouse to analyze these trends.

## 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 Developmental Education Strategic Roadmap

In 2018, Minnesota State Colleges and Universities began implementing a Developmental Education Strategic Roadmap<sup>1</sup> to redesign developmental education over a four-year period. The plan was developed based on national evidence-based principles and practices, and incorporates learning from successful redesign efforts across the Minnesota State system. These redesign efforts provide important context to interpret changes in developmental education rates in this report. The roadmap includes the following seven strategic goals:

1. Improve student completion of developmental education and entry into college;
2. Improve the accuracy of course placement by implementing a multiple measures placement program;
3. Improve student success in developmental education by developing a comprehensive student support system;
4. Improve the college readiness of high school graduates by working with secondary partners;
5. Increase affordability by implementing student cost-savings approaches;
6. Improve student success in developmental education by expanding professional development for faculty, staff, and administrators;
7. Improve student success in developmental education by strengthening evaluation and continuous improvement efforts.

With these goals, the Strategic Roadmap framework for Minnesota State Colleges and Universities was designed to ensure access to an extraordinary education for all Minnesotans; to meet Minnesota's workforce and community needs; and to deliver to students, employers, communities, and taxpayers the highest value and most affordable higher education options. At the time of this report, there have been no updates or changes to the Strategic Roadmap since 2018.

## COVID-19 Impacts

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 a revised guidance in August of 2020<sup>2</sup>, which specified the multiple means by which colleges assess students for placement into developmental education courses during the pandemic. These changes included the use of high school GPA or informed self-placement procedures for students who were unable to test in person or who did not have access to an environment conducive to remote testing. Additionally, the COVID-19 pandemic caused disruptions in the administration of the MCA and MTAS (Minnesota Test of Academic Skills), particularly for the graduating class of 2021 — which would have taken the math MCA in the spring of 2020. As a

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<sup>1</sup> [Developmental-Education-Strategic-Roadmap.pdf \(minnstate.edu\)](https://www.minnstate.edu/system/asa/academicaffairs/academicreadiness/docs/Developmental-Education-Strategic-Roadmap.pdf)  
(<https://www.minnstate.edu/system/asa/academicaffairs/academicreadiness/docs/Developmental-Education-Strategic-Roadmap.pdf>)

<sup>2</sup> [CoursePlacement-RevCOVID19Guidance-081020.pdf \(minnstate.edu\)](https://www.minnstate.edu/coronavirus/documents/CoursePlacement-RevCOVID19Guidance-081020.pdf)  
(<https://www.minnstate.edu/coronavirus/documents/CoursePlacement-RevCOVID19Guidance-081020.pdf>)

result, the Minnesota Office of Higher Education has excluded math proficiency data for the class of 2021 in this report.

## Exploring Developmental Education Placement Strategies

An increasing number of colleges use multiple measures to place students, including but not limited to, placement tests scores and high school transcripts. The implementation of a multiple measures assessment (MMA) emphasizes that using a single measure (such as ACCUPLACER results) to assess the educational performance of entering college students may, at times, result in inaccurate placement. Inaccurate placement can occur in two ways, either when a student who is ready for college-level material in a given subject is instead placed in developmental education, or when a student needs developmental education but is instead deemed college-ready. MMA systems use alternative measures alongside the traditional tests (e.g. SAT, ACT, MCA, and ACCUPLACER) to determine appropriate placement for entering college students. Many Minnesota postsecondary institutions are improving the course placement processes to increase the accuracy and effectiveness of student placement into college-level or developmental education courses.

During the 2022 legislative session, the Minnesota legislature passed changes to Minnesota Statutes 2020, section 136F.F302, which established multiple measures for determining student placement in developmental education courses in Minnesota's postsecondary institutions. The changes to section 136F.F302 include a revision to subdivision 1 pertaining to ACT or SAT college ready score and Minnesota Comprehensive Assessment career and college ready benchmarks. The changes also include a statement noting that only ACT and SAT scores and Minnesota Comprehensive Assessment benchmarks from the previous five years are valid for the purposes of this section. Each state college and university, including tribal colleges, must post notice of the exemption from remedial course taking on its website explaining student course placement requirements<sup>3</sup>.

## Findings: What the Data Tells Us

Getting Prepared 2022 provides policymakers with one measure of college readiness — enrollment in developmental education coursework. Overall developmental education rates for recent high school graduates continued to decline between 2013 and 2021. During that time frame, almost all high school graduates enrolling in developmental education (more than 95%) enrolled at Minnesota State Colleges and Universities. Disparities in enrollment in developmental education also exist for BIPOC, non-English speakers, and lower-income students.

This report uses data on Minnesota public high school graduates for graduation years 2013 through 2021. At the time of this report, data on postsecondary enrollment was available through the spring semester of the 2021-2022 academic year. Data for 2020 high school graduates covers 1.5 years of postsecondary enrollment, and data for 2021 high school graduates covers 0.5 years of postsecondary enrollment, beginning in the 2021-2022 academic year. Therefore, data for high school graduation years 2020 and 2021 is considered preliminary. When

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<sup>3</sup> [Sec. 136F.302 MN Statutes](https://www.revisor.mn.gov/statutes/cite/136f.302) (https://www.revisor.mn.gov/statutes/cite/136f.302)

looking at the data in this report, it is important to note the following areas: the rates of developmental education and student outcomes after graduation.

## Developmental Education

The percent of high school graduates who enrolled in developmental education coursework within two years of graduating has steadily decreased from 23% for the class of 2014 to 18% for the class of 2019. As we look into the preliminary data for graduates of 2020 and 2021, the rate of developmental education enrollment continues to decline (12% and 9%, respectively), as shown in Figure 1 and Table 1, with developmental education placement varying significantly by college and sector. This raises the question of whether the decline is due to college-going students becoming more prepared for college or due to changes in system placement policies (e.g., MMA utilization revealed that more students were already college ready), thus decreasing enrollment rates in developmental education coursework.

## Student Demographics

Black, Indigenous, and other high school graduates of color from the graduating class of 2019 enrolled in developmental education within two years of graduating at higher rates than White students (Figure 1).

- 40% for Black or African American graduates
- 31% for Hispanic or Latino graduates
- 27% for American Indian/Alaskan Native graduates<sup>4</sup>
- 23% for Asian; Native Hawaiian or Pacific Islander graduates
- 14% for White graduates

Male-identifying graduates from the class of 2019 enrolled in developmental education at similar rates than female-identifying graduates (Figure 2).

- 10% of male-identifying graduates enrolled in developmental education from the class of 2019
- 8% of female-identifying graduates enrolled in developmental education from the class of 2019

Graduates who were English language learners from the graduating class of 2019 enrolled in developmental education at higher rates compared to graduates who were not English language learners (Figure 3).

- 66% of graduates from the class of 2019 who were English language learners enrolled in developmental education
- 16% of graduates from the class of 2019 who were not English language learners enrolled in developmental education

Graduates enrolled in free or reduced-price meal programs from the graduating class of 2019 had higher rates of developmental education within two years of graduating than other graduates (Figure 4).

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<sup>4</sup> Due to student counts below 10 for certain outcome measurements, the race and ethnicity category of Native Hawaiian and other Pacific Islander has been combined with Asian to protect student privacy.



- 30% for graduates enrolled in free or reduced-price meal programs in high school
- 12% for graduates not enrolled in free or reduced-price meal programs in high school

Rates of developmental education participation for graduates from the high school graduating class of 2019 varied by economic development region (Figure 6).

- 18% of graduates participating in developmental education resided in the West Central region
- 17% of graduates participating in developmental education resided in the Upper Minnesota Valley region
- 21% of graduates participating in developmental education resided in the Southwest Central region
- 15% of graduates participating in developmental education resided in the Southwest region
- 22% of graduates participating in developmental education resided in the Southeast region
- 18% of graduates participating in developmental education resided in the South Central region
- 18% of graduates participating in developmental education resided in the Northwest region
- 13% of graduates participating in developmental education resided in the North Central region
- 16% of graduates participating in developmental education resided in the Headwaters region
- 14% of graduates participating in developmental education resided in the East Central region
- 12% of graduates participating in developmental education resided in the Central region
- 18% of graduates participating in developmental education resided in the Arrowhead region
- 19% of graduates participating in developmental education resided in the 7 County Twin Cities region

### **Pre-College Academic Measures**

Graduates from the graduating class of 2019 that received special education services enrolled in developmental education at a rate of more than two times higher than graduates who did not receive special education services (Figure 5).

- 20% of graduates that received special education services from the graduating class of 2019 enrolled in developmental education
- 8% of graduates that did not receive special education services from the graduating class of 2019 enrolled in developmental education
- Rates of developmental education participation for graduates from the high school graduating class of 2019 varied by reading and math proficiency (Figures 7 and 8).
- 19% of students from the graduating class of 2019 who were not reading proficient enrolled in developmental education
- 4% of students from the graduating class of 2019 who were reading proficient enrolled in developmental education
- 20% of students from the graduating class of 2019 who were not math proficient enrolled in developmental education

- 4% of students from the graduating class of 2019 who were math proficient enrolled in developmental education
- Developmental education participation rates also varied by ACT scores for 2019 high school graduates across sectors (Figure 9).
- The average ACT score for students enrolled in developmental education at Minnesota State 2-year colleges was 16 compared to an average ACT score of 19.5 and 18.8 for students not enrolled in developmental education and all enrollees.
- The average ACT score for students enrolled in developmental education at Minnesota State 4-year universities was 17.3 compared to an average ACT score of 21.6 and 21.1 for students not enrolled in developmental education and all enrollees.
- The average ACT score for students enrolled in developmental education at the University of Minnesota was 19.3 compared to an average ACT score of 26.1 and 25.9 for students not enrolled in developmental education and all enrollees.
- The average ACT score for students enrolled in developmental education at Minnesota private, not-for-profit institutions was 17 compared to an average ACT score of 23.3 and 23.1 for students not enrolled in developmental education and all enrollees.
- The average ACT score for students enrolled in developmental education at Minnesota private, for-profit was 15.7 compared to an average ACT score of 18.1 for students who were not enrolled in developmental education and all enrollees.
- The average ACT score for students attending college out of state was 24.1.

### Course-taking Patterns

Among 2019 graduates enrolled in developmental education (Figure 11):

- 79% enrolled at Minnesota public two-year colleges,
- 16% enrolled at Minnesota State Universities, and
- 4% enrolled at the University of Minnesota, private not-for-profit colleges, or private for-profit colleges in Minnesota.

Developmental education participation rates vary significantly among sectors (Table 1).

- Minnesota State 2-year colleges have an overall developmental education participation rate of 30%
- Minnesota State 4-year universities have an overall developmental education participation rate of 18%
- The University of Minnesota has an overall developmental education participation rate of 2%
- Private not-for-profit colleges have an overall developmental education participation rate of 2%, and
- Private for-profit colleges have an overall developmental education participation rate of 4%.

The credit load of students taking developmental education credits has declined across all sectors (Table 3) since 2020. In 2020, the average developmental education credit loads have been:

- 5.8 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
- 4.8 credits at Minnesota private, not-for-profit institutions
- 3.3 credits at the University of Minnesota

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

- 5.3 credits at Minnesota State 2-Year Colleges
- 3.2 credits at Minnesota State 4-Year Colleges
- 1.7 credits at Minnesota private, for-profit institutions
- 4.1 credits at Minnesota private, not-for-profit institutions
- 3.0 credits at the University of Minnesota

Of the developmental education credits that were taken by students from the graduating class of 2019, math courses comprised the majority of credits attempted by subject (Figure 14).

- 42% of credits attempted were in math courses
- 29% of credits attempted were in writing courses
- 18% of credits attempted were in reading courses
- 10% of credits attempted were in other course areas (e.g., ESL)

## 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 (Figure 14).

- At Minnesota State 2-year colleges, 69% of students from the graduating class of 2019 enrolled in developmental education courses persisted to their second year, compared to 75% of students who did not enroll in developmental education courses.
- At Minnesota State 4-year universities, 89% of students enrolled in developmental education courses persisted to their second year, compared to 90% of students who did not enroll in developmental education courses.
- At the University of Minnesota, 95% of students from the graduating class of 2019 enrolled in developmental education courses persisted to their second year, compared to 97% of students who did not enroll in developmental education courses.
- At private not-for-profit colleges in Minnesota, 90% of students from the graduating class of 2019 enrolled in developmental education courses persisted to their second year, compared to 94% of students who did not enroll in developmental education courses.
- At private for-profit colleges in Minnesota, 75% of students from the graduating class of 2019 enrolled in developmental education courses persisted to their second year, compared to 82% of students who did not enroll in developmental education courses.

## Student Completion

For the high school graduating class of 2017, students in developmental education had a lower completion rate compared to students who were not enrolled in developmental education across all sectors (Figure 16).

- 25% 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 46%.
- 31% 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 46%.
- 38% 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%.
- 30% 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 67%.
- 37% 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 65%.

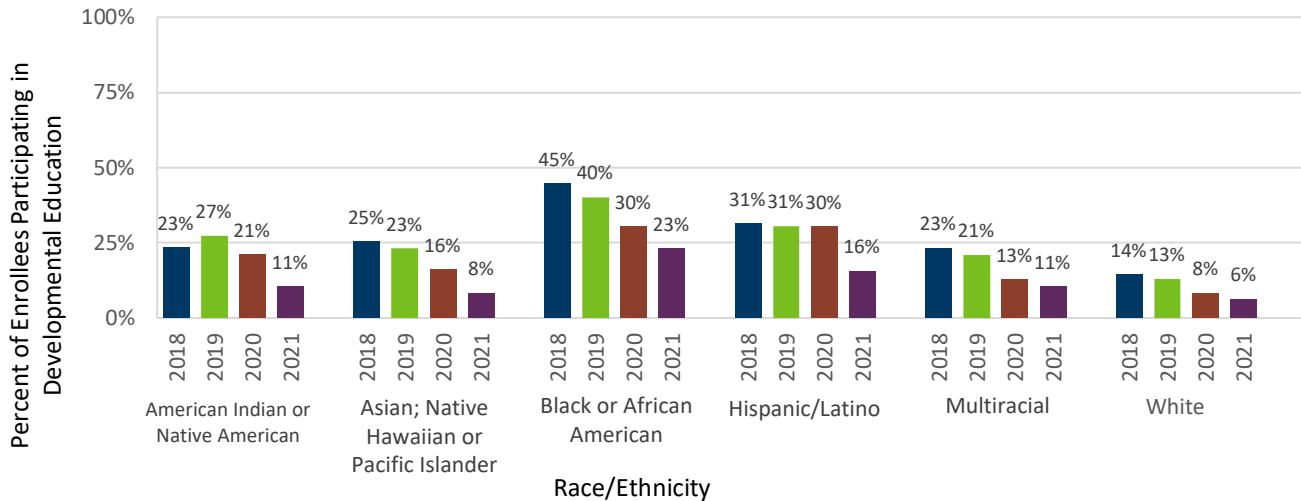
## More Information

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

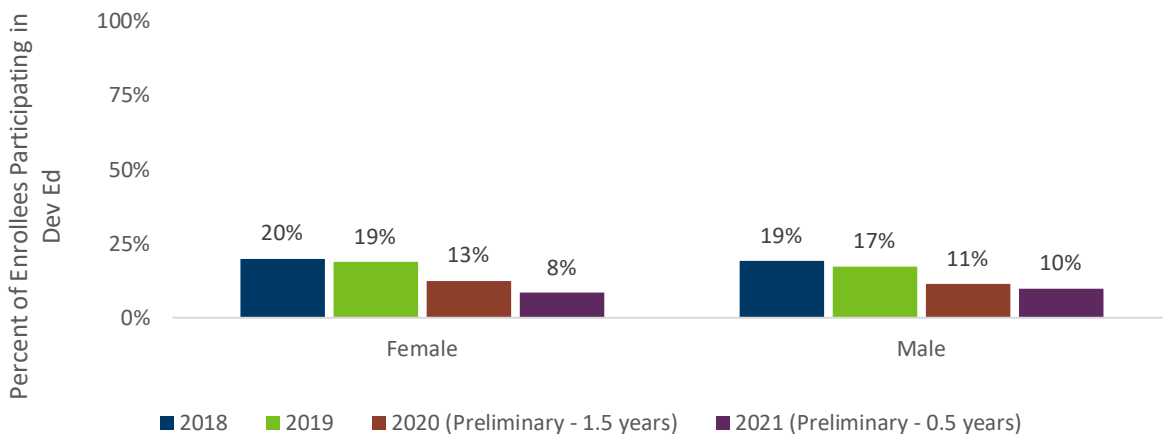
## Developmental Education Participation by Demographic Categories

**Figure 1: High School Graduates of Color Enroll in Developmental Education at Higher Rates than White High School Graduates**

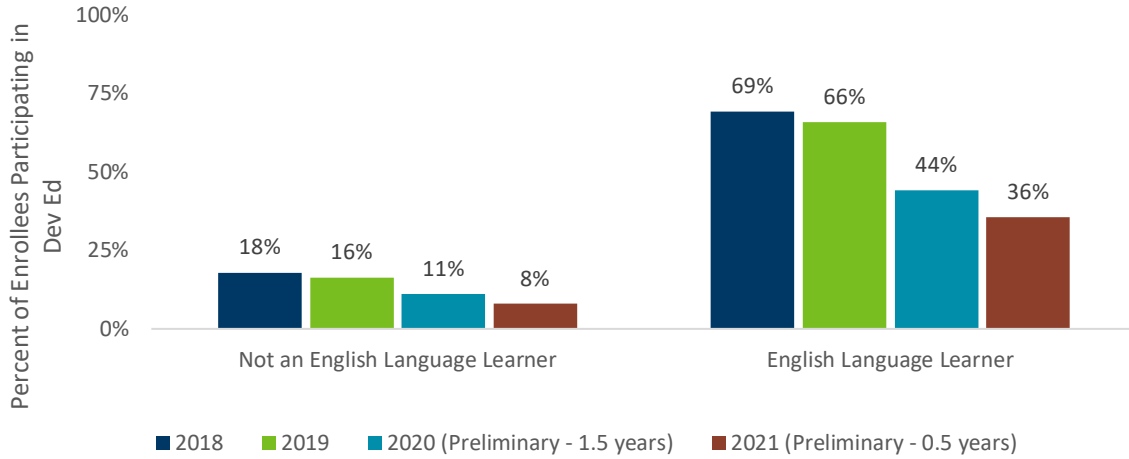


Note: Data for 2020 covers 1.5 years of college enrollment and 2021 covers 0.5 years of college enrollment. Due to student counts below ten for certain outcome measures, the race and ethnicity category Native Hawaiian or other Pacific Islander has been combined with Asian to protect student privacy.

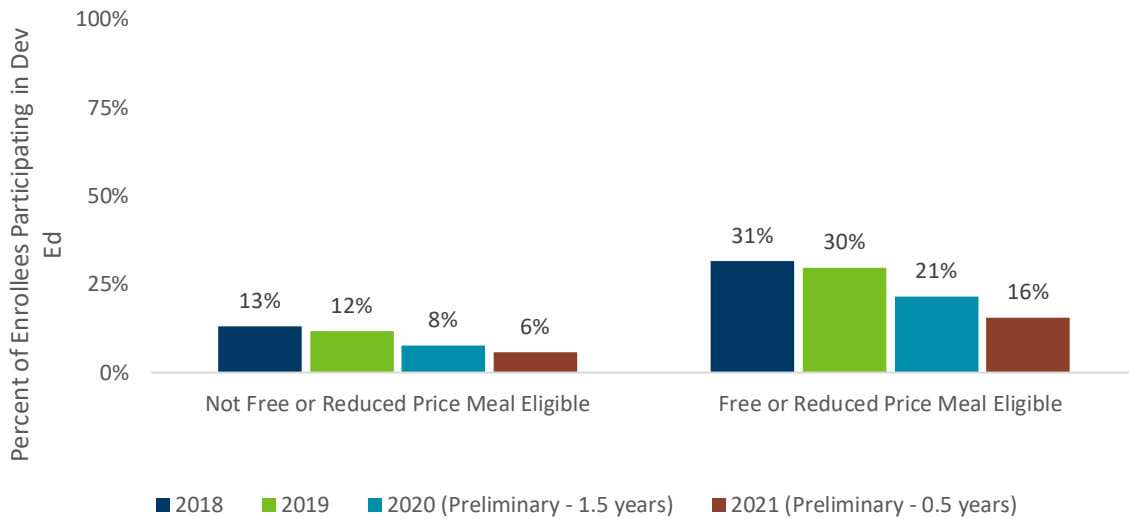
**Figure 2: Among All Graduates Enrolling in College, Females and Males Enroll in Developmental Education at Similar Rates**



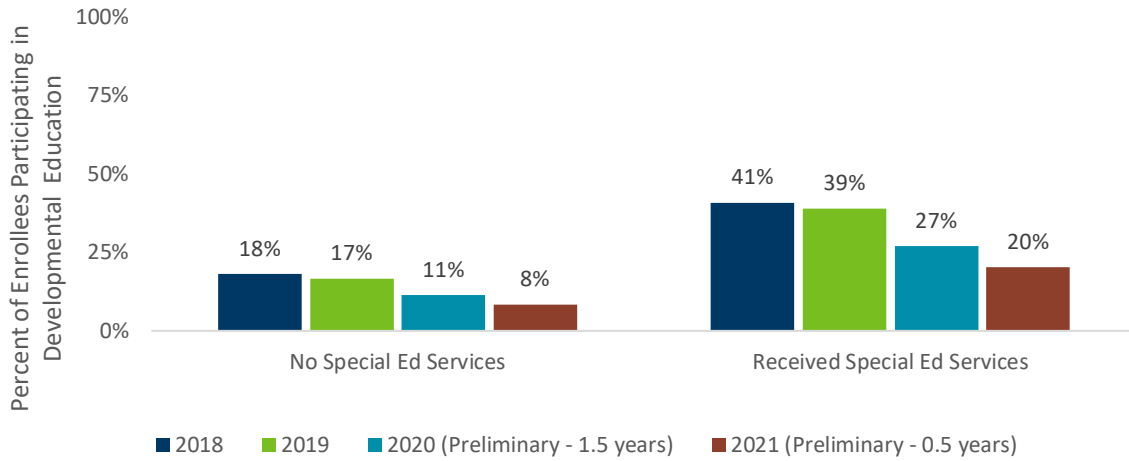
**Figure 3: High School Graduates Identified as English Language Learners Enroll in Developmental Education at Higher Rates**



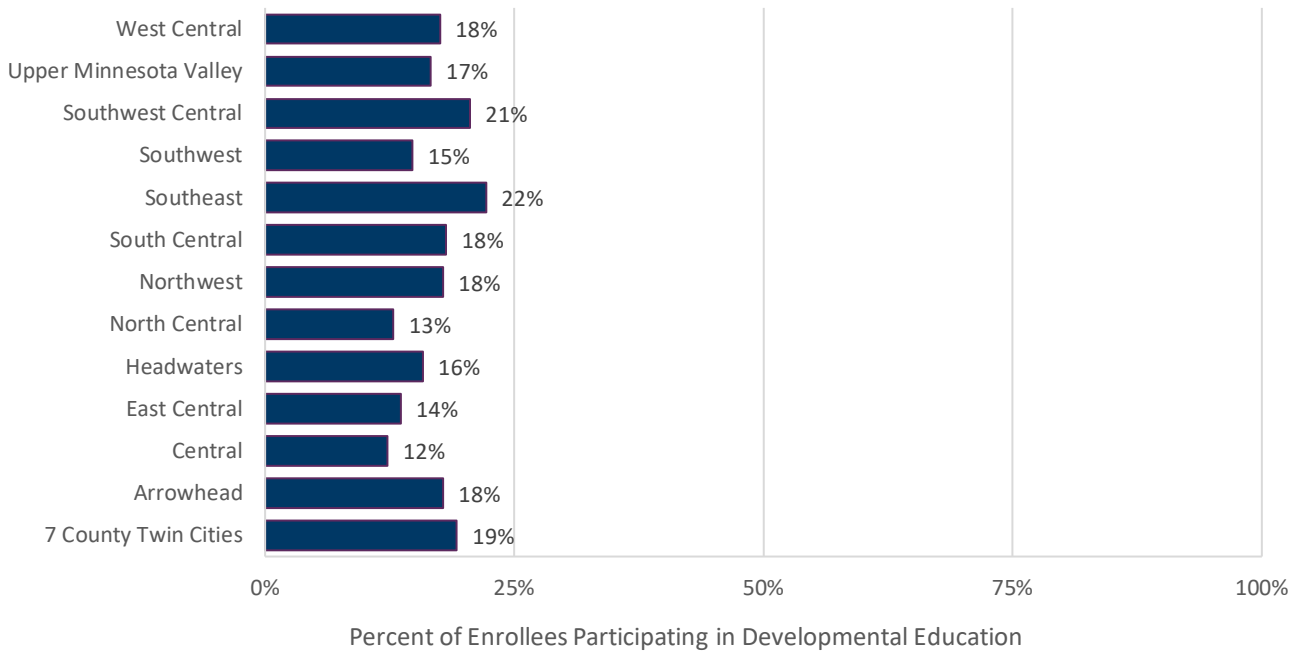
**Figure 4: High School Graduates Eligible for Free and Reduced-Price Meal Enroll in Developmental Education at Higher Rates**



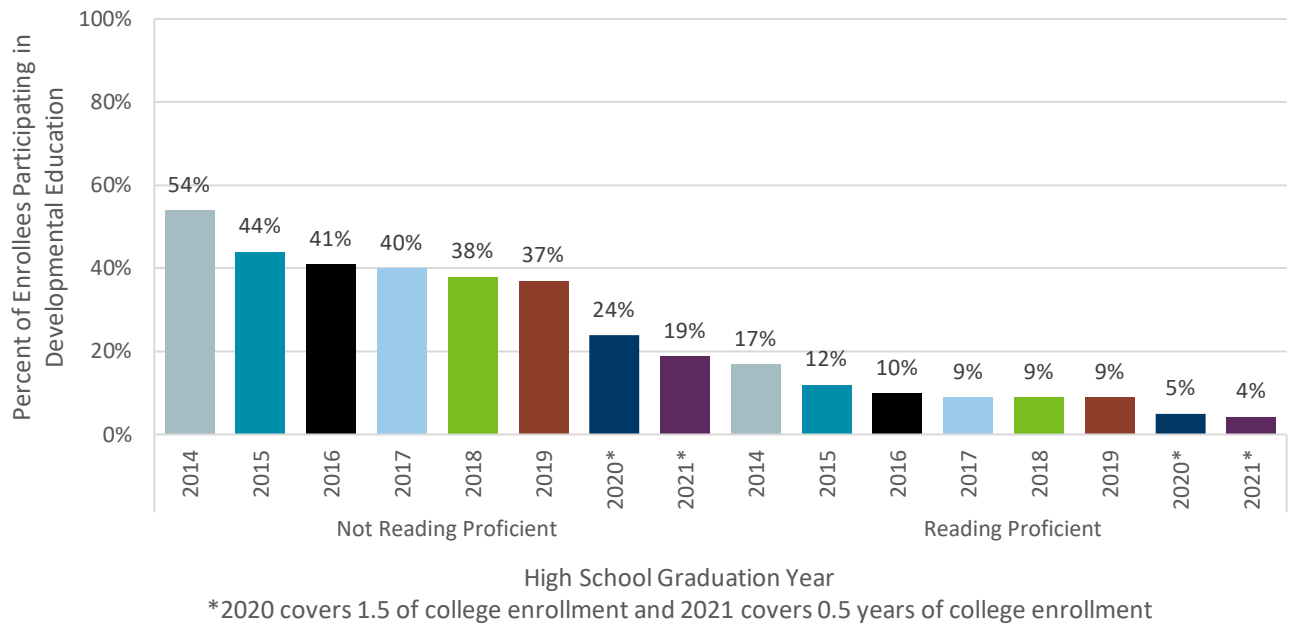
**Figure 5: Graduates Receiving Special Education Services Enroll in Developmental Education at Higher Rates**



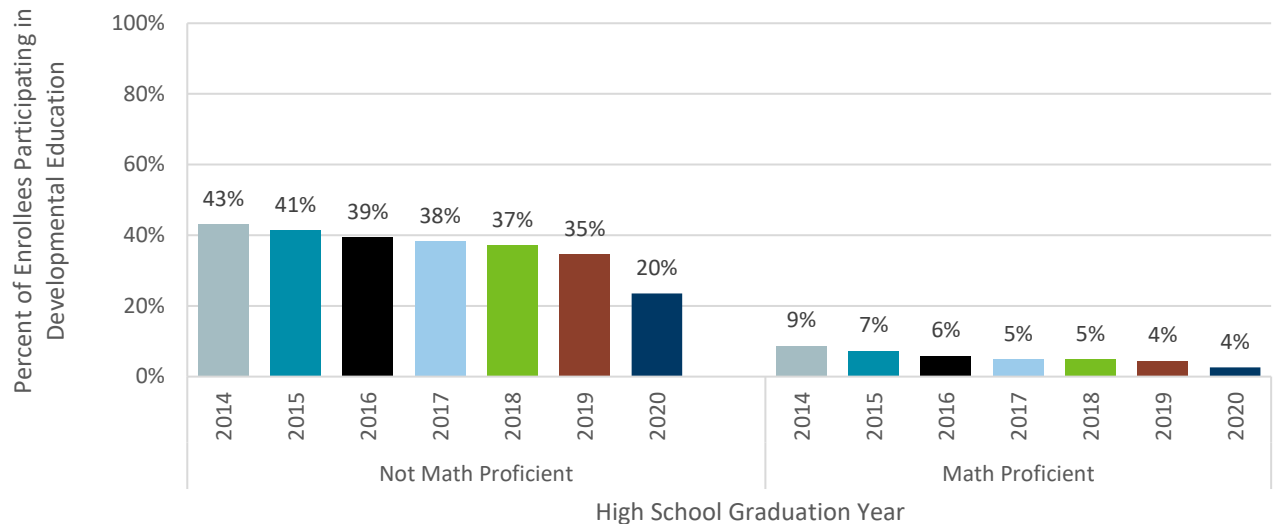
**Figure 6: Rates of Developmental Education Participation by High School Graduates Enrolled in Postsecondary Vary by Economic Development Region, High School Class of 2019**



**Figure 7: Graduates Meeting or Exceeding Reading Proficiency Standards on the Minnesota Comprehensive Assessments (MCA) Enroll in Developmental Education at Lower Rates**



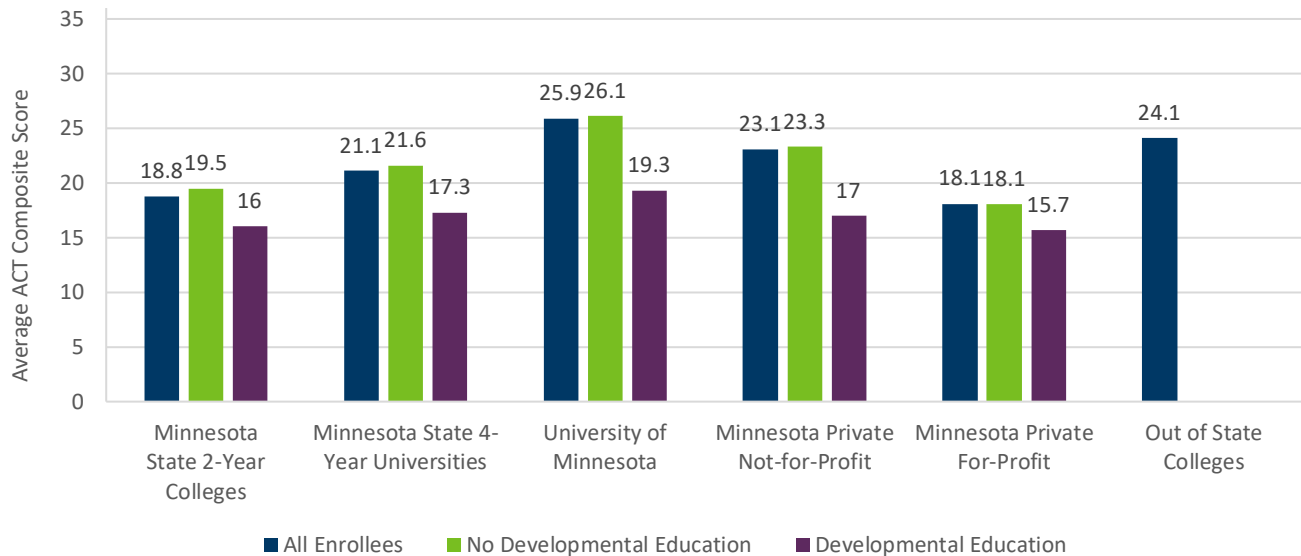
**Figure 8: Graduates Meeting or Exceeding Math Proficiency Standards in the Minnesota Comprehensive Assessments (MCA) Enroll in Developmental Education at Lower Rates**



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



**Figure 9: Graduates Enrolling in Developmental Education Have Lower Average ACT Composite Scores for the High School Class of 2020**



**Table 1: Percent of Entering High School Graduate Enrolling in Developmental Education by Institution – High School Class of 2019**  
(Note: Institutions with Less than 10 high school graduates enrolling are not shown)

Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	Percent of College Enrollees in Developmental Education
Minnesota State 2-Year Colleges	Alexandria Technical & Community College	2019	372	17%
Minnesota State 2-Year Colleges	Anoka Technical College	2019	197	11%
Minnesota State 2-Year Colleges	Anoka-Ramsey Community College	2019	1,187	30%
Minnesota State 2-Year Colleges	Central Lakes College	2019	417	10%
Minnesota State 2-Year Colleges	Century College	2019	1,158	38%
Minnesota State 2-Year Colleges	Dakota County Technical College	2019	407	17%
Minnesota State 2-Year Tribal Colleges	Fond du Lac Tribal & Community College	2019	62	21%

Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	Percent of College Enrollees in Developmental Education
Minnesota State 2-Year Colleges	Hennepin Technical College	2019	330	22%
Minnesota State 2-Year Colleges	Hibbing Community College	2019	180	21%
Minnesota State 2-Year Colleges	Inver Hills Community College	2019	492	29%
Minnesota State 2-Year Colleges	Itasca Community College	2019	183	34%
Minnesota State 2-Year Colleges	Lake Superior College	2019	521	29%
Minnesota State 2-Year Colleges	Mesabi Range College	2019	149	30%
Minnesota State 2-Year Colleges	Minneapolis Community & Technical College	2019	712	46%
Minnesota State 2-Year Colleges	Minnesota State College Southeast	2019	145	48%
Minnesota State 2-Year Colleges	Minnesota State Community and Technical College	2019	490	30%
Minnesota State 2-Year Colleges	Minnesota West Community & Technical College	2019	239	18%
Minnesota State 2-Year Colleges	Normandale Community College	2019	1,553	39%
Minnesota State 2-Year Colleges	North Hennepin Community College	2019	735	56%
Minnesota State 2-Year Colleges	Northland Community & Technical College	2019	232	26%
Minnesota State 2-Year Colleges	Northwest Technical College	2019	67	33%
Minnesota State 2-Year Colleges	Pine Technical & Community College	2019	127	17%
Minnesota State 2-Year Colleges	Rainy River Community College	2019	34	41%

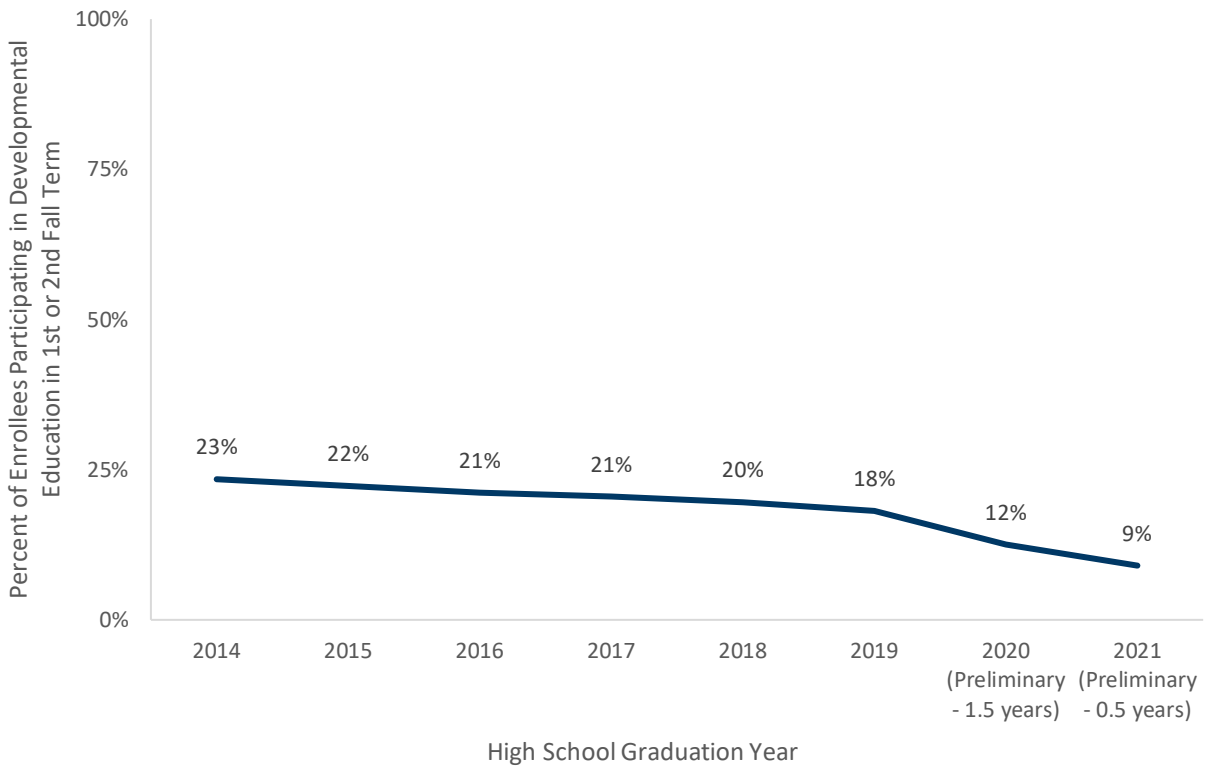
Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	Percent of College Enrollees in Developmental Education
Minnesota State 2-Year Colleges	Ridgewater College	2019	593	27%
Minnesota State 2-Year Colleges	Riverland Community College	2019	348	25%
Minnesota State 2-Year Colleges	Rochester Community and Technical College	2019	716	45%
Minnesota State 2-Year Colleges	Saint Paul College	2019	713	47%
Minnesota State 2-Year Colleges	South Central College	2019	420	34%
Minnesota State 2-Year Colleges	St. Cloud Technical & Community College	2019	713	26%
Minnesota State 2-Year Colleges	Vermilion Community College	2019	101	50%
Minnesota State 2-Year Colleges	All Institutions	2019	13,593	33%
Minnesota State 4-Year Universities	Bemidji State University	2019	514	13%
Minnesota State 4-Year Universities	Metropolitan State University	2019	187	25%
Minnesota State 4-Year Universities	Minnesota State University Moorhead	2019	531	17%
Minnesota State 4-Year Universities	Minnesota State University, Mankato	2019	1780	21%
Minnesota State 4-Year Universities	Southwest Minnesota State University	2019	200	35%
Minnesota State 4-Year Universities	St. Cloud State University	2019	933	26%
Minnesota State 4-Year Universities	Winona State University	2019	972	5%
Minnesota State 4-Year Universities	All Institutions	2019	5,117	18%

Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	Percent of College Enrollees in Developmental Education
University of Minnesota	University of Minnesota Crookston	2019	114	11%
University of Minnesota	University of Minnesota Duluth	2019	1,615	6%
University of Minnesota	University of Minnesota Morris	2019	233	5%
University of Minnesota	University of Minnesota Rochester	2019	123	Less than 10
University of Minnesota	University of Minnesota Twin Cities	2019	3,898	Less than 10
University of Minnesota	All Institutions	2019	5,983	2%
Private Not-For-Profit Colleges	Augsburg University	2019	529	5%
Private Not-For-Profit Colleges	Bethany Lutheran College	2019	84	Less than 10
Private Not-For-Profit Colleges	Bethel University	2019	416	3%
Private Not-For-Profit Colleges	Carleton College	2019	64	Less than 10
Private Not-For-Profit Colleges	College of Saint Benedict	2019	286	Less than 10
Private Not-For-Profit Colleges	College of St. Scholastica, The	2019	358	Less than 10
Private Not-For-Profit Colleges	Concordia College	2019	320	Less than 10
Private Not-For-Profit Colleges	Concordia University-St. Paul	2019	242	11%
Private Not-For-Profit Colleges	Crown College	2019	38	Less than 10
Private Not-For-Profit Colleges	Dunwoody College of Technology	2019	167	Less than 10
Private Not-For-Profit Colleges	Gustavus Adolphus College	2019	504	Less than 10

Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	Percent of College Enrollees in Developmental Education
Private Not-For-Profit Colleges	Hamline University	2019	395	Less than 10
Private Not-For-Profit Colleges	Leech Lake Tribal College	2019	13	Less than 10
Private Not-For-Profit Colleges	Macalester College	2019	58	Less than 10
Private Not-For-Profit Colleges	Minneapolis College of Art and Design	2019	83	Less than 10
Private Not-For-Profit Colleges	North Central University	2019	85	Less than 10
Private Not-For-Profit Colleges	Red Lake Nation College	2019	11	Less than 10
Private Not-For-Profit Colleges	Saint John's University	2019	236	Less than 10
Private Not-For-Profit Colleges	Saint Mary's University of Minnesota	2019	118	Less than 10
Private Not-For-Profit Colleges	St. Catherine University	2019	254	Less than 10
Private Not-For-Profit Colleges	St. Olaf College	2019	296	Less than 10
Private Not-For-Profit Colleges	Summit Academy Opportunities Industrialization Center	2019	21	Less than 10
Private Not-For-Profit Colleges	University of Northwestern - St. Paul	2019	195	16%
Private Not-For-Profit Colleges	University of St. Thomas	2019	1,002	Less than 10
Private Not-For-Profit Colleges	All Institutions	2019	5,802	2%
Private For-Profit Colleges	Aveda Arts and Sciences Institute Minneapolis	2019	106	Less than 10
Private For-Profit Colleges	Empire Beauty School	2019	24	Less than 10

Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	Percent of College Enrollees in Developmental Education
Private For-Profit Colleges	Institute of Production and Recording, The	2019	18	Less than 10
Private For-Profit Colleges	Lavish Beauty School	2019	0	Less than 10
Private For-Profit Colleges	Minnesota School of Beauty	2019	11	Less than 10
Private For-Profit Colleges	Minnesota School of Cosmetology	2019	19	Less than 10
Private For-Profit Colleges	Model College of Hair Design	2019	30	Less than 10
Private For-Profit Colleges	Nova Academy of Cosmetology	2019	31	Less than 10
Private For-Profit Colleges	PCI Academy	2019	22	Less than 10
Private For-Profit Colleges	Rasmussen University	2019	91	Less than 10
Private For-Profit Colleges	Walden University	2019	0	Less than 10
Private For-Profit Colleges	All Institutions	2019	369	4%
All Sectors	All Institutions	2019	30,864	18%

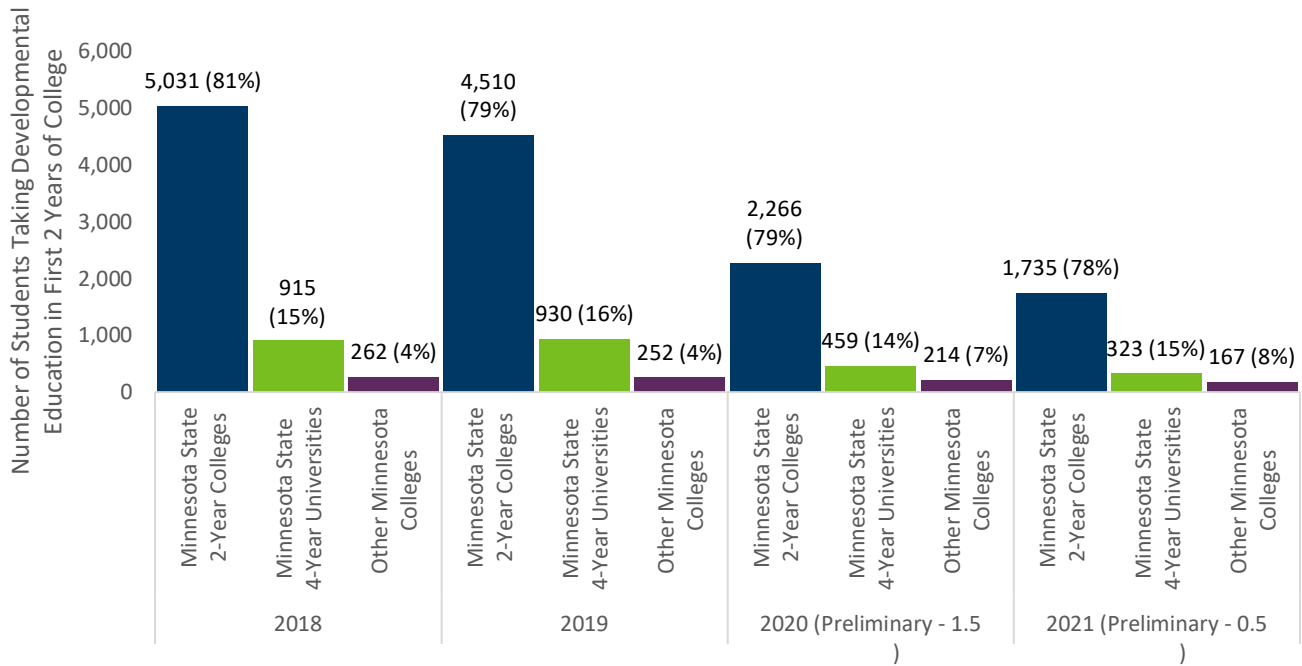
**Figure 10: Rates of Developmental Education Participation among Minnesota Public High School Graduates Enrolling in Postsecondary Have Declined Since 2014**



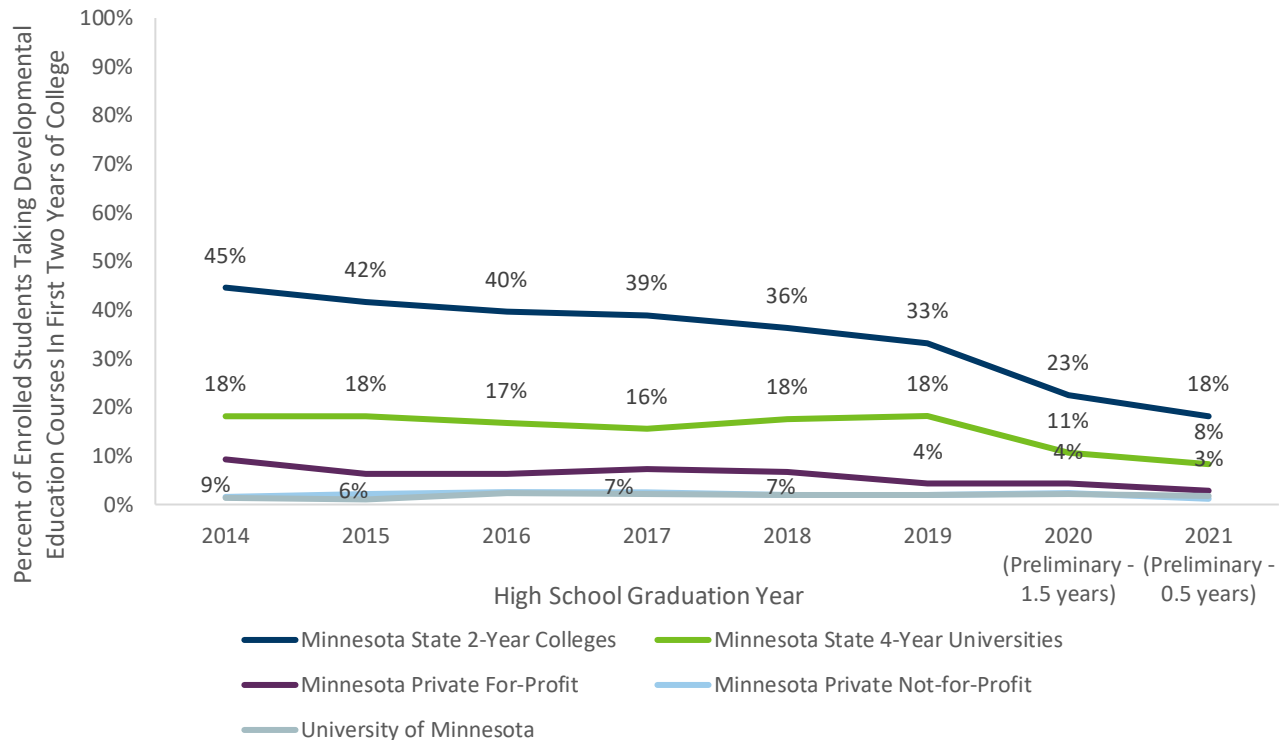
**Table 2: Developmental Education Rates of Public High School Graduates Enrolled in Postsecondary Education**

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	6,255	20%
2019	31,486	5,716	18%
2020 (Preliminary - 1.5 years)	29,617	3,694	12%
2021 (Preliminary - 0.5 years)	24,644	2,225	9%

**Figure 11: More than Two-Thirds of Students who Enroll in Developmental Education Attend a Minnesota State Two-Year College**



**Figure 12: About One in Five High School Graduates Enrolled at Minnesota State 2-Year Colleges Participate in Developmental Education.**



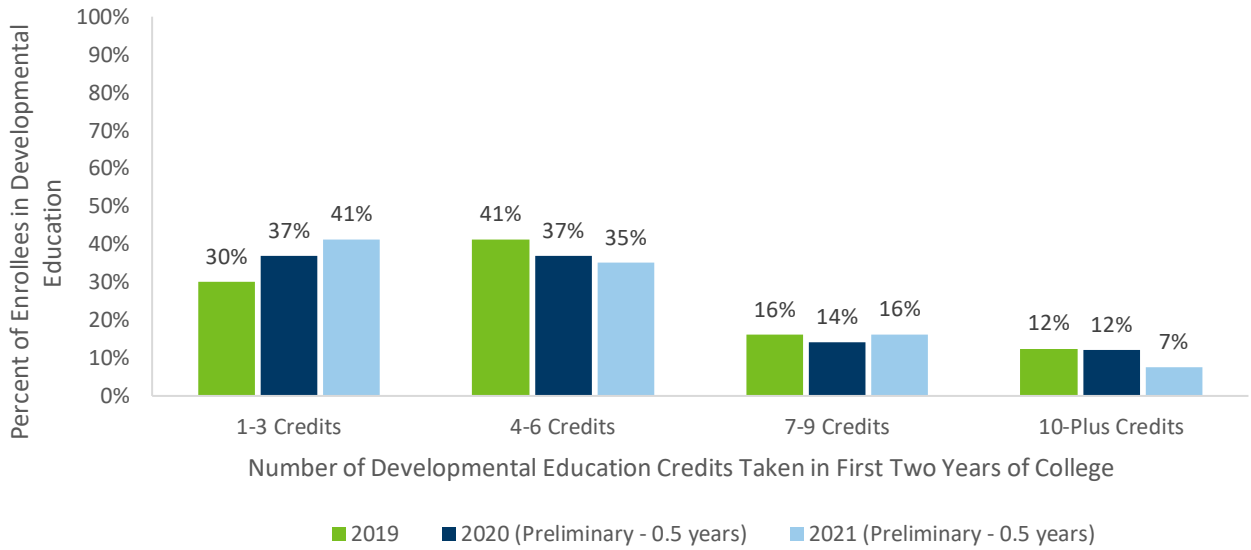


**Table 3: Credit Load of Students Taking Developmental Education**

High School Grad Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2014	Minnesota State 2-Year Colleges	6,209	40,660	6.6
	Minnesota State 4-Year Universities	1,050	3,925	3.8
	MN Private For-Profit	69	179	2.6
	MN Private Not-for-Profit	77	278	3.6
	University of Minnesota	75	282	3.8
	<b>Total</b>	<b>7,480</b>	<b>45,324</b>	<b>6.1</b>
2015	Minnesota State 2-Year Colleges	5,802	36,104	6.2
	Minnesota State 4-Year Universities	1,057	3,912	3.7
	MN Private For-Profit	44	130	3.0
	MN Private Not-for-Profit	111	417	3.8
	University of Minnesota	58	211	3.6
	<b>Total</b>	<b>7,072</b>	<b>40,774</b>	<b>5.8</b>
2016	Minnesota State 2-Year Colleges	5,430	33,692	6.2
	Minnesota State 4-Year Universities	938	3,499	3.7
	MN Private For-Profit	39	114	2.9
	MN Private Not-for-Profit	131	608	4.6
	University of Minnesota	137	445	3.2
	<b>Total</b>	<b>6,675</b>	<b>38,358</b>	<b>5.7</b>
2017	Minnesota State 2-Year Colleges	5,279	32,830	6.2
	Minnesota State 4-Year Universities	816	3,065	3.8
	MN Private For-Profit	30	125	4.2
	MN Private Not-for-Profit	136	628	4.6
	University of Minnesota	126	420	3.3
	<b>Total</b>	<b>6,387</b>	<b>37,068</b>	<b>5.8</b>

High School Grad Year	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
	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	121	387	3.2
	<b>Total</b>	<b>6,208</b>	<b>35,317</b>	<b>5.7</b>
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	120	393	3.3
	<b>Total</b>	<b>5,692</b>	<b>31,421</b>	<b>5.5</b>
2020 (Preliminary - 1.5 years)	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	130	423	3.3
	<b>Total</b>	<b>3,663</b>	<b>19,667</b>	<b>5.4</b>
2021 (Preliminary - 0.5 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	106	318	3.0
	<b>Total</b>	<b>2,225</b>	<b>10,751</b>	<b>4.8</b>

**Figure 13: Of Students Enrolling in Developmental Education in Their First Two Years of College,**



**Table 4: Developmental Education Credit Loads by Demographic Categories**

Category	Group	High School Graduation Year (2020 covers 1.5 of college enrollment and 2021 covers 0.5 years of college enrollment)	Total Enrolled in Developmental Education in Minnesota in 1st or 2nd Fall Term after High School Graduation	Average Number of Developmental Education Credits Attempted	Percent of Developmental Education Credits Completed
Gender	Female	2020 (Preliminary - 1.5 years)	2,030	6.45	75%
Gender	Female	2021 (Preliminary - 0.5 years)	1,132	4.82	64%
Gender	Male	2020 (Preliminary - 1.5 years)	1,664	6.79	67%
Gender	Male	2021 (Preliminary - 0.5 years)	1,093	4.84	58%
Race and Ethnicity	American Indian or Alaska Native	2020 (Preliminary - 1.5 years)	57	4.9	63%
Race and Ethnicity	American Indian or Alaska Native	2021 (Preliminary - 0.5 years)	21	4.3	48%

Category	Group	High School Graduation Year (2020 covers 1.5 of college enrollment and 2021 covers 0.5 years of college enrollment)	Total Enrolled in Developmental Education in Minnesota in 1st or 2nd Fall Term after High School Graduation	Average Number of Developmental Education Credits Attempted	Percent of Developmental Education Credits Completed
Race and Ethnicity	Asian	2020 (Preliminary - 1.5 years)	421	7.4	69%
Race and Ethnicity	Asian	2021 (Preliminary - 0.5 years)	177	5.5	65%
Race and Ethnicity	Black or African American	2020 (Preliminary - 1.5 years)	967	8.1	55%
Race and Ethnicity	Black or African American	2021 (Preliminary - 0.5 years)	622	5.6	52%
Race and Ethnicity	Hispanic / Latino	2020 (Preliminary - 1.5 years)	441	7.1	61%
Race and Ethnicity	Hispanic / Latino	2021 (Preliminary - 0.5 years)	258	4.9	56%
Race and Ethnicity	White	2020 (Preliminary - 1.5 years)	1,704	5.5	67%
Race and Ethnicity	White	2021 (Preliminary - 0.5 years)	1,063	4.3	68%
Language Spoken at Home	English	2020 (Preliminary - 1.5 years)	2,420	5.9	62%
Language Spoken at Home	English	2021 (Preliminary - 0.5 years)	1,498	4.4	62%
Language Spoken at Home	Hmong	2020 (Preliminary - 1.5 years)	184	6.4	63%
Language Spoken at Home	Hmong	2021 (Preliminary - 0.5 years)	73	4.8	61%
Language Spoken at Home	Other	2020 (Preliminary - 1.5 years)	353	8.1	67%
Language Spoken at Home	Other	2021 (Preliminary - 0.5 years)	221	5.8	58%

Category	Group	High School Graduation Year (2020 covers 1.5 of college enrollment and 2021 covers 0.5 years of college enrollment)	Total Enrolled in Developmental Education in Minnesota in 1st or 2nd Fall Term after High School Graduation	Average Number of Developmental Education Credits Attempted	Percent of Developmental Education Credits Completed
Language Spoken at Home	Somali	2020 (Preliminary - 1.5 years)	430	8.7	61%
Language Spoken at Home	Somali	2021 (Preliminary - 0.5 years)	268	6.1	57%
Language Spoken at Home	Spanish	2020 (Preliminary - 1.5 years)	307	7.4	62%
Language Spoken at Home	Spanish	2021 (Preliminary - 0.5 years)	165	5.3	56%
English Language Learners	Not an English Language Learner	2020 (Preliminary - 1.5 years)	3,173	6.2	61%
English Language Learners	Not an English Language Learner	2021 (Preliminary - 0.5 years)	1,881	4.6	62%
English Language Learners	English Language Learner	2020 (Preliminary - 1.5 years)	521	9.2	67%
English Language Learners	English Language Learner	2021 (Preliminary - 0.5 years)	344	6.3	55%
Economic Status	Eligible for Free or Reduced-Price Meals	2020 (Preliminary - 1.5 years)	2,202	7.2	59%
Economic Status	Eligible for Free or Reduced-Price Meals	2021 (Preliminary - 0.5 years)	1,259	5.2	55%
Economic Status	Not Eligible for Free or	2020 (Preliminary - 1.5 years)	1,492	5.7	68%

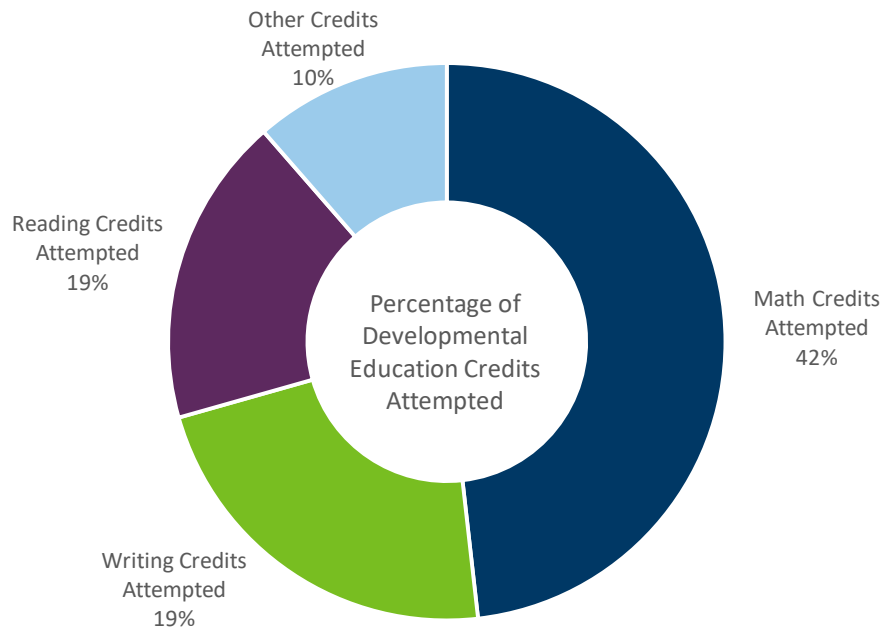
Category	Group	High School Graduation Year (2020 covers 1.5 of college enrollment and 2021 covers 0.5 years of college enrollment)	Total Enrolled in Developmental Education in Minnesota in 1st or 2nd Fall Term after High School Graduation	Average Number of Developmental Education Credits Attempted	Percent of Developmental Education Credits Completed
	Reduced-Price Meals				
Economic Status	Not Eligible for Free or Reduced-Price Meals	2021 (Preliminary - 0.5 years)	966	4.3	68%
Special Education	No Special Ed Services	2020 (Preliminary - 1.5 years)	3,184	6.4	62%
Special Education	No Special Ed Services	2021 (Preliminary - 0.5 years)	1,934	4.8	61%
Special Education	Received Special Ed Services	2020 (Preliminary - 1.5 years)	510	7.6	62%
Special Education	Received Special Ed Services	2021 (Preliminary - 0.5 years)	291	4.9	56%
Region	7 County Twin Cities	2020 (Preliminary - 1.5 years)	2,247	7.4	60%
Region	7 County Twin Cities	2021 (Preliminary - 0.5 years)	1,368	5.1	56%
Region	Arrowhead	2020 (Preliminary - 1.5 years)	152	5.2	63%
Region	Arrowhead	2021 (Preliminary - 0.5 years)	85	4.5	69%
Region	Central	2020 (Preliminary - 1.5 years)	273	5.5	63%
Region	Central	2021 (Preliminary - 0.5 years)	189	4.3	66%
Region	East Central	2020 (Preliminary - 1.5 years)	64	4.9	63%
Region	East Central	2021 (Preliminary - 0.5 years)	37	3.6	61%
Region	Headwaters	2020 (Preliminary - 1.5 years)	32	4.6	61%

Category	Group	High School Graduation Year (2020 covers 1.5 of college enrollment and 2021 covers 0.5 years of college enrollment)	Total Enrolled in Developmental Education in Minnesota in 1st or 2nd Fall Term after High School Graduation	Average Number of Developmental Education Credits Attempted	Percent of Developmental Education Credits Completed
Region	Headwaters	2021 (Preliminary - 0.5 years)	32	4.0	58%
Region	North Central	2020 (Preliminary - 1.5 years)	70	4.5	55%
Region	North Central	2021 (Preliminary - 0.5 years)	32	3.5	79%
Region	Northwest	2020 (Preliminary - 1.5 years)	53	5.5	68%
Region	Northwest	2021 (Preliminary - 0.5 years)	18	3.7	78%
Region	South Central	2020 (Preliminary - 1.5 years)	100	7.2	66%
Region	South Central	2021 (Preliminary - 0.5 years)	52	6.2	65%
Region	Southeast	2020 (Preliminary - 1.5 years)	426	5.7	70%
Region	Southeast	2021 (Preliminary - 0.5 years)	248	4.6	73%
Region	Southwest	2020 (Preliminary - 1.5 years)	68	4.9	73%
Region	Southwest	2021 (Preliminary - 0.5 years)	30	4.1	81%
Region	Southwest Central	2020 (Preliminary - 1.5 years)	59	5.1	72%
Region	Southwest Central	2021 (Preliminary - 0.5 years)	33	4.2	58%
Region	Upper Minnesota Valley	2020 (Preliminary - 1.5 years)	17	4.0	37%
Region	Upper Minnesota Valley	2021 (Preliminary - 0.5 years)	16	3.1	78%
Region	West Central	2020 (Preliminary - 1.5 years)	133	4.4	67%

Category	Group	High School Graduation Year (2020 covers 1.5 of college enrollment and 2021 covers 0.5 years of college enrollment)	Total Enrolled in Developmental Education in Minnesota in 1st or 2nd Fall Term after High School Graduation	Average Number of Developmental Education Credits Attempted	Percent of Developmental Education Credits Completed
Region	West Central	2021 (Preliminary - 0.5 years)	85	3.6	70%

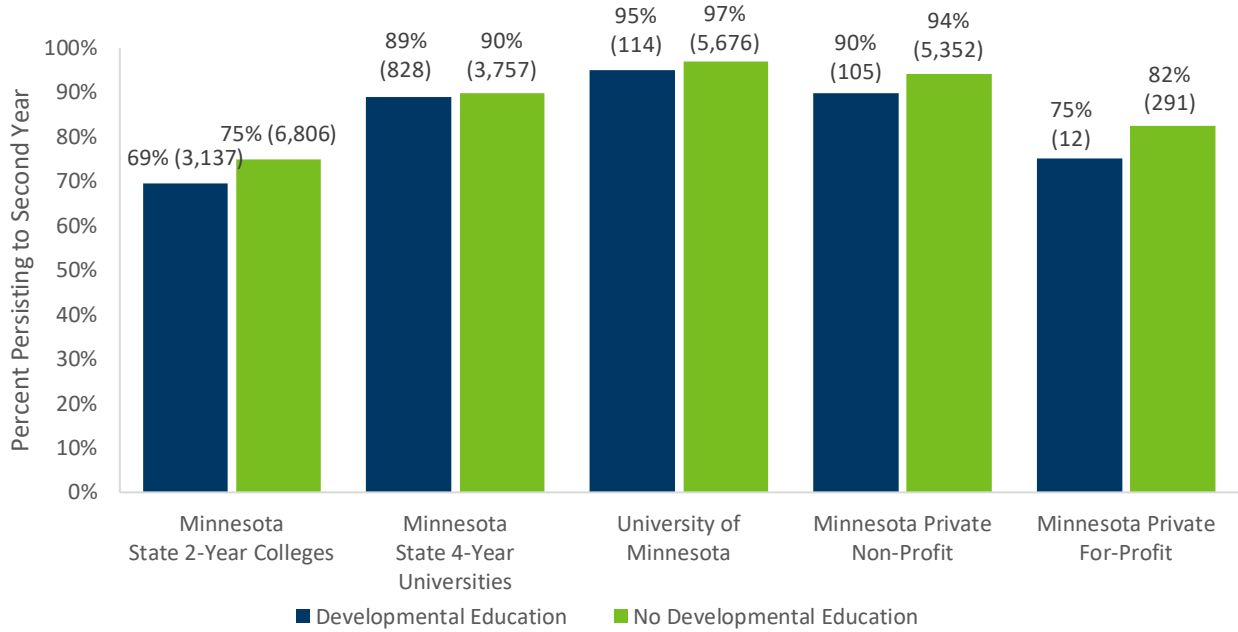
Note: Due to student counts below 10 for certain outcome measures, the category Native Hawaiian or other Pacific Islander has been combined with Asian to protect student privacy.

**Figure 14: Developmental Education Students Enroll in More Credits of Math Courses, High School Class of 2019**

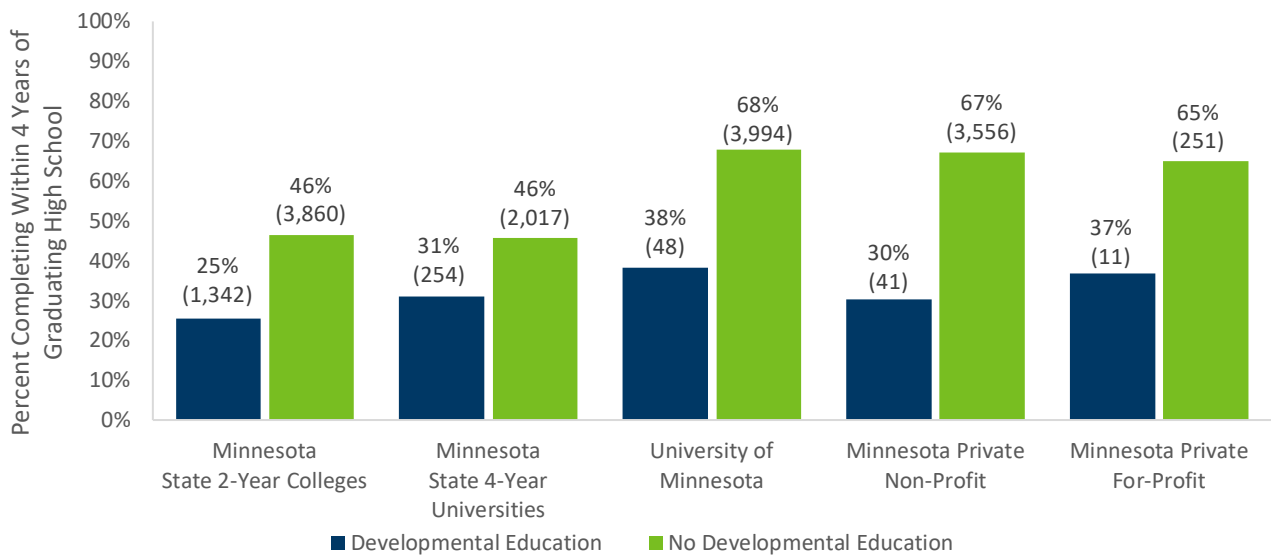




**Figure 15: Persistence Rates Varies for Students Who are Not Enrolled in Developmental Education for the High School Graduating Class of 2019**



**Figure 16: Developmental Education Students Have Lower Four-Year Completion Rates than Students Not Enrolled in Developmental Education, High School Class of 2017**





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