



GETTING PREPARED 2021

Developmental Education Course-Taking of High School Graduates

October 2022

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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 \$6,440.00 to prepare, including staff time.

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Executive Summary

Education enrollment disparities exist for Minnesota’s Black, Indigenous, and Persons of Color (BIPOC) and lower-income students. One outcome measure stemming from system-fed disparities in education is a student’s level of readiness for college-level courses. Given that academic preparation is a significant predictor of persistence and completion, developmental education serves as the bridge between the academic readiness of students enrolling in a postsecondary education and the skills needed for college success.

Getting Prepared 2021 examines Minnesota public high school graduates from the classes of 2013-2020 who enrolled in postsecondary education and those enrolled in developmental education. This report provides insight into the academic readiness of Minnesota public high school graduates. Developmental education courses 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 Data

Getting Prepared 2021 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 within two years of high school graduation. The report utilizes analysis resulting from linking student level data within the Minnesota Statewide Longitudinal Education Data System (SLEDS) on Minnesota public high school graduates from the Minnesota Department of Education with college enrollment data from the Minnesota Office of Higher Education and the National Student Clearinghouse. The term “college” is used to reference any type of postsecondary institution offering academic programs or vocational training.

Defining Developmental Education

In this report, “developmental education” refers to programs offered by postsecondary institutions to prepare students for success in college-level work. “Remedial instruction,” the term used in Minnesota Statutes 13.32, can imply courses which repeat material taught earlier that the student did not learn adequately the first time. “Developmental education” is a broader term that encompasses pre-college-level education and other academic support services that the student may benefit from for any reason.

Key Terms

College: refers to any type of postsecondary institution that offers academic programs or vocational training.

Developmental Education: refers to programs offered by postsecondary institutions to prepare students for success in college-level work. Developmental education is a broader term that is used to encompass pre-college-level education and other academic support services that the student may benefit from for any reason.

Postsecondary Institution: refers to Minnesota State Colleges and Universities, and all other post-secondary institutions, including but not limited to institutions licensed and registered with the Office of Higher Education, with a physical campus in Minnesota.

Remedial Instruction: as used in Minnesota Statutes 13.32, can imply courses that repeat material that is taught earlier in a student's academic journey and that the student may have not learned adequately or retained the first time that they were introduced to the material.

Minnesota State Developmental Education Strategic Roadmap

In 2018, Minnesota State Colleges and Universities began implementing a Developmental Education Strategic Roadmap¹ 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 is 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 option.

¹ [Developmental-Education-Strategic-Roadmap.pdf \(minnstate.edu\)](#)

COVID-19

The COVID-19 pandemic accelerated changes in course placement procedures, particularly due to disruptions in Accuplacer, Minnesota Comprehensive Assessment (MCA), and standardized testing. To address the challenges that arose from the pandemic, Minnesota State Colleges and Universities issued a revised guidance in August of 2020², which specified the multiple means that colleges can 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 are unable to test in person or do not have access to an environment conducive to remote testing.

Exploring Developmental Education Placement Strategies

During the fall of 2016, MDRC³, in partnership with the Community College Research Center (CCRC), launched the Multiple Measures Assessment Project⁴, funded by Great Lakes Higher Education Corporation, and assisted ten Minnesota and Wisconsin colleges with the design and piloting of MMA placement systems. To evaluate the predictive validity of single placement tests compared with multiple measures assessments (MMAs)— the use of high school grade point average, noncognitive assessments (e.g., face validity, predictive validity, cost, time required, fit with college systems, and special considerations) or other measures —the partnership visited the Great Lakes region from 2015 to 2016 to better understand colleges’ interest in using MMAs for placement; subsequently, the study team launched the first phase of the Multiple Measures Assessment Project in ten colleges in Minnesota and Wisconsin in fall 2016. In the pilot in summer 2017, it was found that students who were identified as needing developmental education based on test scores could be “bumped up” to a college-level course based on measures such as high school performance (primarily GPA) or a noncognitive assessment, but not “bumped down” a level.

At the end of their pilot program in 2017, the MMAP found that the percentage of students that were placed in college-level math increased from 29% (test only) to 56% (MMA) and from 57% (test only) to 74% (MMA) for English. Additional findings indicated that when using ACCUPLACER alone, over half the pilot students were placed into developmental courses in math, and nearly half were placed in developmental courses for English. In both math and English, placements generated using the MMA system were much more likely to put students into college-level courses, as intended. On average, across all ten colleges, an additional 28 percent of students placed into college-level math, and an additional 17 percent placed into college-level English under the MMA pilot rules.

An increasing number of colleges use multiple measures to place students, including additional types of placement tests, high school transcripts, and evaluations of student motivation. The implementation of a

² [CoursePlacement-RevCOVID19Guidance-081020.pdf \(minnstate.edu\)](#)

³ Prior to 2013, the official name of MDRC was Manpower Demonstration Research Corporation. The name has since been changed to MDRC. Further information can be found at <https://www.mdrc.org/about/about-mdrc-overview-0>

⁴ https://www.mdrc.org/sites/default/files/2018_Multiple_Measures_Guide.pdf

multiple measures assessment (MMA) emphasizes that using a single measure (such as ACUPLACER assessments) to assess the educational placements of college-going students may, at times, inaccurately place them in college-level courses (i.e., in developmental courses or college-level courses). 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 to create a final placement of college-going students in postsecondary institutions.

Many Minnesota postsecondary institutions are improving the course placement process to increase the accuracy and effectiveness of student placement into college-level or developmental education courses.

In the 2022 legislative session, the Minnesota legislature considered changes to Minnesota Statutes 2020, section 136F.F302, which would establish multiple measures for determining student placement in developmental education courses in Minnesota's postsecondary institutions. If passed, these changes would bar colleges and universities from placing students into developmental education courses based solely on a testing process and lays out multiple measures that institutions can utilize to assist in their student placement process such as: GPA, teacher recommendations, and other factors determined relevant by the college or university.⁵

Findings: What the Data Tells Us

Getting Prepared 2021 provides policymakers with one measure of college readiness — enrollment in developmental education. Overall developmental education rates for recent high school graduates declined between 2013 and 2020. Almost all 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 2020. At the time of this report, data on postsecondary enrollment covered through the spring semester of the 2020-2021 academic year. Data for high school graduation years 2019 and 2020 is preliminary. Data for 2019 high school graduates covers 1.5 years of postsecondary enrollment, and data for 2020 high school graduates covers 0.5 years of postsecondary enrollment, those of whom were enrolled in the 2020-2021 academic year. When looking at the data in this report, it is important to note the following areas: the rates of developmental education and student outcomes.

Developmental Education

The percent of high school graduates who enrolled in developmental education within two years of graduating has steadily decreased from 25% (2013) to 20% (2018). As we look into the preliminary data for graduates of 2019 and 2020, we see that the rate of developmental education enrollment continues to decline. This raises the question of whether the decline is due to college-going students becoming

⁵ Conference Committee Report on H.F. No. 3872
[HF 3872 Conference Committee Report - 92nd Legislature \(2021 - 2022\) \(mn.gov\)](#)

more prepared for college, changes in system placement policies, or if the COVID-19 pandemic has impacted developmental education placement, thus decreasing enrollment rates.

Minnesota State two-year colleges accounted for 81% of students enrolling in developmental education, with Minnesota State four-year universities accounting for 15% for the class of 2018.

Among 2018 graduates enrolled in developmental education:

- 81% enrolled at Minnesota public two-year colleges
- 15% enrolled at Minnesota State Universities
- 4% enrolled at the University of Minnesota, private not-for-profit colleges, or private for-profit colleges in Minnesota

2018 Black, Indigenous, and other high school graduates of color enrolled in developmental education within two years of graduating at higher rates than White students.

- 45% for Black or African American graduates
- 31% for Hispanic or Latino graduates
- 23% for American Indian/Alaskan Native graduates⁶
- 25% for Asian; Native Hawaiian or Pacific Islander graduates
- 14% for White graduates

2018 graduates enrolled in free or reduced-price meals had higher rates of developmental education within two years of graduating than other graduates.

- 31% for graduates enrolled in free or reduced-price meals in high school
- 13% for graduates not enrolled in free or reduced-price meals in high school

2018 graduates enrolled in developmental education attempted a higher number of credits in math courses than any other subject.

- 48% of credits attempted were in math courses
- 22% of credits attempted were in writing courses
- 18% of credits attempted were in reading courses
- 12% of credits attempted were in other course areas

⁶ Due to student counts below 10 for certain outcome measurements, the race/ethnicity category of Native Hawaiian and other Pacific Islander has been combined with Asian to protect student privacy.

Student Outcomes

Based on institution type, students enrolled in developmental education persisted to their second year at somewhat lower rates compared to other students.

- At Minnesota State 2-year colleges, 72% of students enrolled in developmental education courses persisted to their second year, compared to 78% of non-developmental education students.
- At Minnesota State 4-year universities, 88% of students enrolled in developmental education courses persisted to their second year, compared to 89% of non-developmental education students.
- At the University of Minnesota, 93% of students enrolled in developmental education courses persisted to their second year, compared to 97% of non-developmental education students.
- At private not-for-profit colleges in Minnesota, 84% of students enrolled in developmental education courses persisted to their second year, compared to 95% of non-developmental education students.
- At private for-profit colleges in Minnesota, 64% of students enrolled in developmental education courses persisted to their second year, compared to 83% of non-developmental education students.

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

Table 1: Percent of Entering High School Graduate Enrolling in Developmental Education by Institution – High School Class of 2015
(Note: Institutions with Fewer than 10 Enrollees Are Not Shown)

Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	% of College Enrollees in Developmental Education
Minnesota State 2-Year Colleges	Alexandria Technical & Community College	2018	419	22%
Minnesota State 2-Year Colleges	Anoka Technical College	2018	221	12%
Minnesota State 2-Year Colleges	Anoka-Ramsey Community College	2018	1,237	31%
Minnesota State 2-Year Colleges	Central Lakes College	2018	471	14%
Minnesota State 2-Year Colleges	Century College	2018	1,293	33%
Minnesota State 2-Year Colleges	Dakota County Technical College	2018	438	18%
Minnesota State 2-Year Colleges	Fond du Lac Tribal & Community College	2018	91	20%
Minnesota State 2-Year Colleges	Hennepin Technical College	2018	398	20%
Minnesota State 2-Year Colleges	Hibbing Community College	2018	176	19%
Minnesota State 2-Year Colleges	Inver Hills Community College	2018	624	32%
Minnesota State 2-Year Colleges	Itasca Community College	2018	222	45%
Minnesota State 2-Year Colleges	Lake Superior College	2018	536	35%
Minnesota State 2-Year Colleges	Mesabi Range College	2018	125	27%
Minnesota State 2-Year Colleges	Minneapolis College	2018	771	43%
Minnesota State 2-Year Colleges	Minnesota State College Southeast	2018	154	52%
Minnesota State 2-Year Colleges	Minnesota State Community and Technical College	2018	605	31%

Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	% of College Enrollees in Developmental Education
Minnesota State 2-Year Colleges	Minnesota West Community & Technical College	2018	313	22%
Minnesota State 2-Year Colleges	Normandale Community College	2018	1,821	35%
Minnesota State 2-Year Colleges	North Hennepin Community College	2018	894	46%
Minnesota State 2-Year Colleges	Northland Community & Technical College	2018	268	27%
Minnesota State 2-Year Colleges	Northwest Technical College	2018	89	29%
Minnesota State 2-Year Colleges	Pine Technical & Community College	2018	104	18%
Minnesota State 2-Year Colleges	Rainy River Community College	2018	45	53%
Minnesota State 2-Year Colleges	Ridgewater College	2018	626	24%
Minnesota State 2-Year Colleges	Riverland Community College	2018	383	23%
Minnesota State 2-Year Colleges	Rochester Community and Technical College	2018	765	41%
Minnesota State 2-Year Colleges	Saint Paul College	2018	951	44%
Minnesota State 2-Year Colleges	South Central College	2018	477	36%
Minnesota State 2-Year Colleges	St. Cloud Technical & Community College	2018	822	29%
Minnesota State 2-Year Colleges	Vermilion Community College	2018	96	55%
Minnesota State 2-Year Colleges	All Institutions	2018	15,435	33%
Minnesota State 4-Year Universities	Bemidji State University	2018	615	13%
Minnesota State 4-Year Universities	Metropolitan State University	2018	155	26%
Minnesota State 4-Year Universities	Minnesota State University Moorhead	2018	522	10%
Minnesota State 4-Year Universities	Minnesota State University, Mankato	2018	1,847	20%
Minnesota State 4-Year Universities	Southwest Minnesota State University	2018	243	33%
Minnesota State 4-Year Universities	St. Cloud State University	2018	1,002	24%

Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	% of College Enrollees in Developmental Education
Minnesota State 4-Year Universities	Winona State University	2018	942	5%
Minnesota State 4-Year Universities	All Institutions	2018	5,326	17%
University of Minnesota	University of Minnesota Crookston	2018	144	13%
University of Minnesota	University of Minnesota Duluth	2018	1,802	5%
University of Minnesota	University of Minnesota Morris	2018	266	fewer than 10
University of Minnesota	University of Minnesota Rochester	2018	122	fewer than 10
University of Minnesota	University of Minnesota Twin Cities	2018	3,732	fewer than 10
University of Minnesota	All Institutions	2018	6,066	2%
Private Not-For-Profit Colleges	Augsburg University	2018	318	fewer than 10
Private Not-For-Profit Colleges	Bethany Lutheran College	2018	81	fewer than 10
Private Not-For-Profit Colleges	Bethel University	2018	390	4%
Private Not-For-Profit Colleges	Carleton College	2018	70	fewer than 10
Private Not-For-Profit Colleges	College of Saint Benedict	2018	270	fewer than 10
Private Not-For-Profit Colleges	College of St. Scholastica, The	2018	304	fewer than 10
Private Not-For-Profit Colleges	Concordia College	2018	398	fewer than 10
Private Not-For-Profit Colleges	Concordia University-St. Paul	2018	182	9%
Private Not-For-Profit Colleges	Crown College	2018	43	fewer than 10
Private Not-For-Profit Colleges	Dunwoody College of Technology	2018	184	fewer than 10
Private Not-For-Profit Colleges	Gustavus Adolphus College	2018	463	fewer than 10
Private Not-For-Profit Colleges	Hamline University	2018	397	fewer than 10
Private Not-For-Profit Colleges	Herzing University	2018	10	fewer than 10
Private Not-For-Profit Colleges	Leech Lake Tribal College	2018	23	fewer than 10

Sector of Enrollment	College of Enrollment	Year of High School Graduation	Total High School Graduates Enrolling in College within 2 Years	% of College Enrollees in Developmental Education
Private Not-For-Profit Colleges	Macalester College	2018	101	fewer than 10
Private Not-For-Profit Colleges	Minneapolis College of Art and Design	2018	89	fewer than 10
Private Not-For-Profit Colleges	North Central University	2018	83	fewer than 10
Private Not-For-Profit Colleges	Red Lake Nation College	2018	15	fewer than 10
Private Not-For-Profit Colleges	Saint John's University	2018	219	fewer than 10
Private Not-For-Profit Colleges	Saint Mary's University of Minnesota	2018	120	fewer than 10
Private Not-For-Profit Colleges	St. Catherine University	2018	323	fewer than 10
Private Not-For-Profit Colleges	St. Olaf College	2018	280	fewer than 10
Private Not-For-Profit Colleges	Summit Academy Opportunities Industrialization Center	2018	53	fewer than 10
Private Not-For-Profit Colleges	University of Northwestern - St. Paul	2018	215	13%
Private Not-For-Profit Colleges	University of St. Thomas	2018	1,140	fewer than 10
Private Not-For-Profit Colleges	All Institutions	2018	5,797	2%
Private For-Profit Colleges	Aveda Arts and Sciences Institute Minneapolis	2018	111	fewer than 10
Private For-Profit Colleges	Empire Beauty School	2018	46	fewer than 10
Private For-Profit Colleges	Institute of Production and Recording	2018	37	38%
Private For-Profit Colleges	Minnesota School of Cosmetology	2018	42	fewer than 10
Private For-Profit Colleges	Model College of Hair Design	2018	27	fewer than 10
Private For-Profit Colleges	Nova Academy of Cosmetology	2018	23	fewer than 10
Private For-Profit Colleges	PCI Academy	2018	23	fewer than 10
Private For-Profit Colleges	Rasmussen University	2018	133	8%
Private For-Profit Colleges	All Institutions	2018	476	5%

Figure 1: Rates of Developmental Education Participation among Minnesota Public High School Graduates Enrolling in Postsecondary Have Declined Since 2013

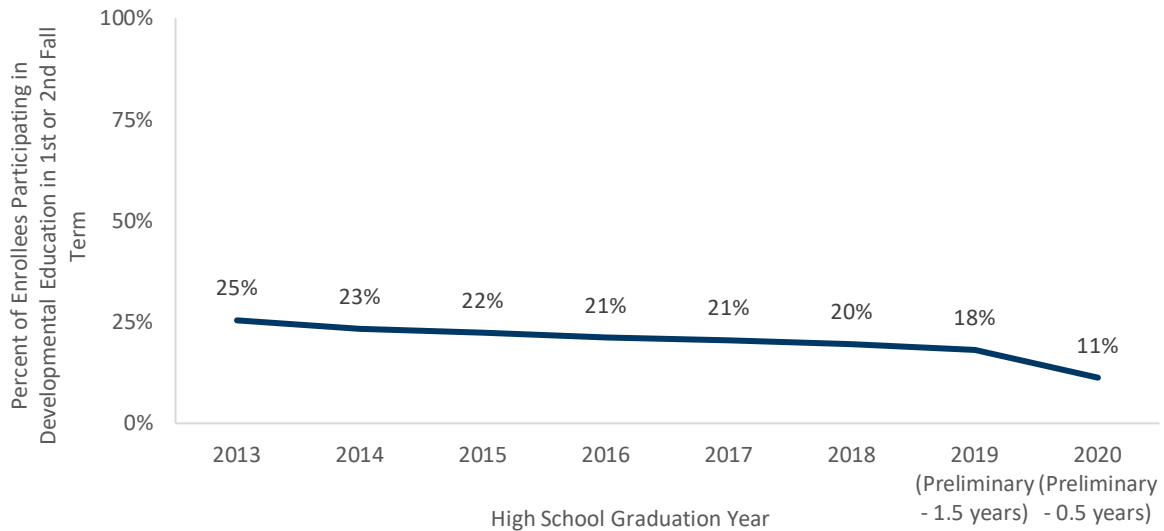


Table 2: Developmental Education Rates of Public High School Graduates Enrolled in Postsecondary Education

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
2013	32,927	8,370	25%
2014	32,248	7,547	23%
2015	32,030	7,135	22%
2016	31,843	6,737	21%
2017	31,493	6,461	21%
2019	31,868	6,255	20%
2019 (Preliminary - 1.5 years)	31,486	5,716	18%
2020 (Preliminary - 0.5 years)	26,062	2,939	11%

Figure 2: Minnesota State Two-Year Colleges Account for about 80% of Students Enrolling in Developmental Education

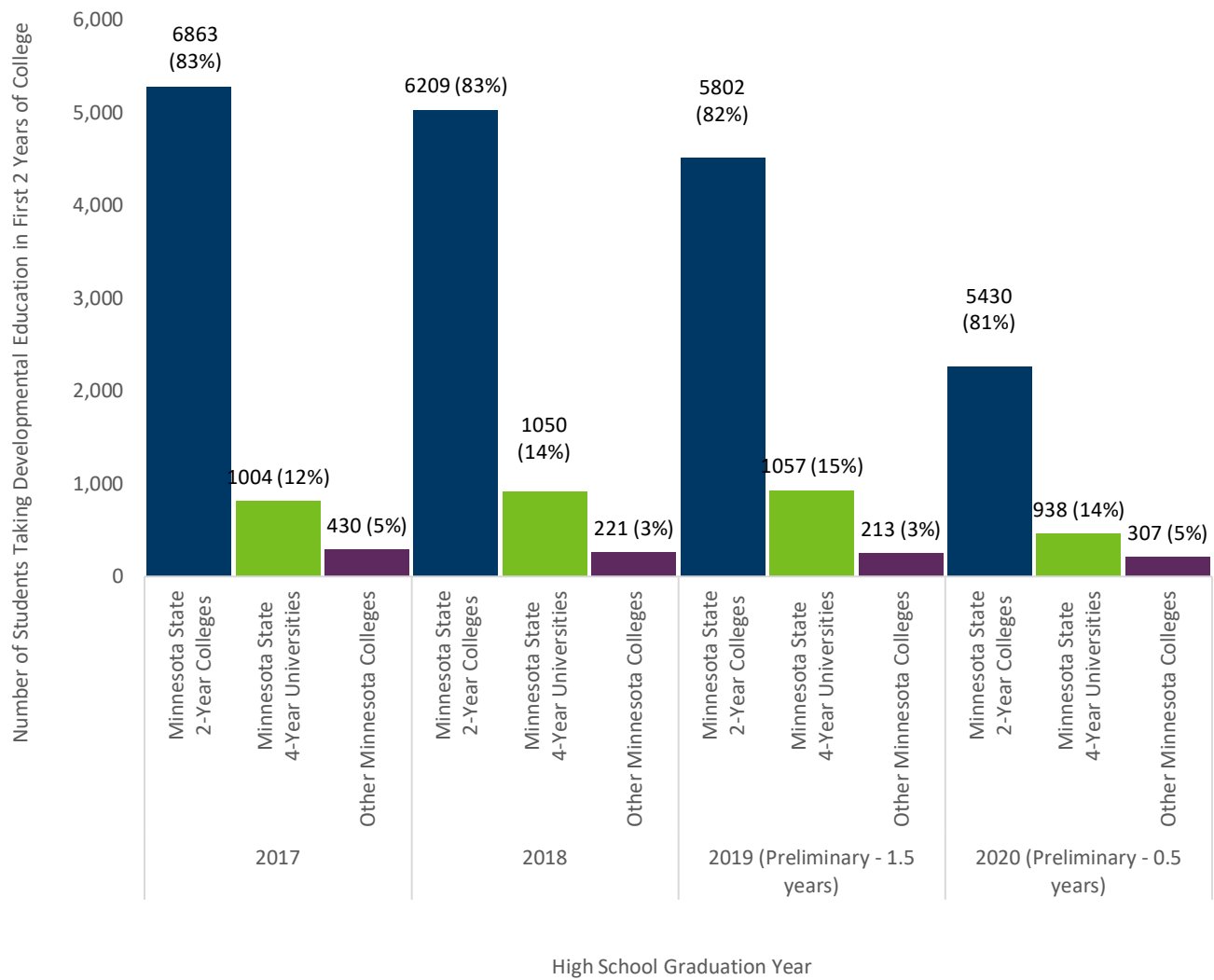


Table 3: Credit Load of Students Taking Developmental Education

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2012	Minnesota State 2-Year Colleges	7,354	47,997	6.5
2012	Minnesota State 4-Year Colleges	1,118	4,295	3.8
2012	MN Private For-Profit	171	561	3.3
2012	MN Private Non-Profit	90	415	4.6

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2012	University of Minnesota	134	520	3.9
2012	Total	8,867	53,788	6.1
2013	Minnesota State 2-Year Colleges	6,863	45,419	6.6
2013	Minnesota State 4-Year Colleges	1,004	3,818	3.8
2013	MN Private For-Profit	162	488	3.0
2013	MN Private Non-Profit	129	506	4.6
2013	University of Minnesota	139	494	3.9
2013	Total	8,297	50,725	6.1
2014	Minnesota State 2-Year Colleges	6,209	40,660	6.6
2014	Minnesota State 4-Year Colleges	1,050	3,925	3.8
2014	MN Private For-Profit	69	179	2.6
2014	MN Private Non-Profit	77	278	3.6
2014	University of Minnesota	75	282	3.8
2014	Total	7,480	45,324	6.1
2015	Minnesota State 2-Year Colleges	5,802	36,104	6.2
2015	Minnesota State 4-Year Colleges	1,057	3,912	3.7
2015	MN Private For-Profit	44	130	3.0
2015	MN Private Non-Profit	111	417	3.8
2015	University of Minnesota	58	211	3.6
2015	Total	7,070	40,746	5.8
2016	Minnesota State 2-Year Colleges	5,430	33,692	6.2
2016	Minnesota State 4-Year Colleges	938	3,499	3.7
2016	MN Private For-Profit	39	114	2.9
2016	MN Private Non-Profit	131	608	4.6

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2016	University of Minnesota	137	445	3.2
2016	Total	6,675	38,358	5.7
2017	Minnesota State 2-Year Colleges	5,279	32,830	6.2
2017	Minnesota State 4-Year Colleges	816	3,065	3.8
2017	MN Private For-Profit	30	125	4.2
2017	MN Private Non-Profit	136	628	4.6
2017	University of Minnesota	126	420	3.3
2017	Total	6,387	37,068	5.8
2018	Minnesota State 2-Year Colleges	5,031	30,755	6.1
2018	Minnesota State 4-Year Colleges	915	3,453	3.8
2018	MN Private For-Profit	25	69	2.8
2018	MN Private Non-Profit	116	653	5.6
2018	University of Minnesota	121	387	3.2
2018	Total	6,208	35,317	5.7
2019 (Preliminary-1.5 yrs.)	Minnesota State 2-Year Colleges	4,510	26,952	6.0
2019 (Preliminary-1.5 yrs.)	Minnesota State 4-Year Colleges	930	3,481	3.7
2019 (Preliminary-1.5 yrs.)	MN Private For-Profit	16	56	3.5
2019 (Preliminary-1.5 yrs.)	MN Private Non-Profit	116	539	4.7
2019 (Preliminary-1.5 yrs.)	University of Minnesota	120	393	3.3
2019 (Preliminary-1.5 yrs.)	Total	5,692	31,421	5.5
2020 (Preliminary-0.5 yrs.)	Minnesota State 2-Year Colleges	2,266	12,320	5.4
2020 (Preliminary-0.5 yrs.)	Minnesota State 4-Year Colleges	459	1,523	3.3
2020 (Preliminary-0.5 yrs.)	MN Private For-Profit	4	4	1.0
2020 (Preliminary-0.5 yrs.)	MN Private Non-Profit	89	310	3.5

High School Graduation Year	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Average Developmental Education Credit Load
2020 (Preliminary-0.5 yrs.)	University of Minnesota	121	384	3.2
2020 (Preliminary-0.5 yrs.)	Total	2,939	14,541	4.9

Figure 3: About One in Three High School Graduates Enrolled at Minnesota State 2-Year Colleges Participate in Developmental Education. This Rate Has Decreased in Recent Years

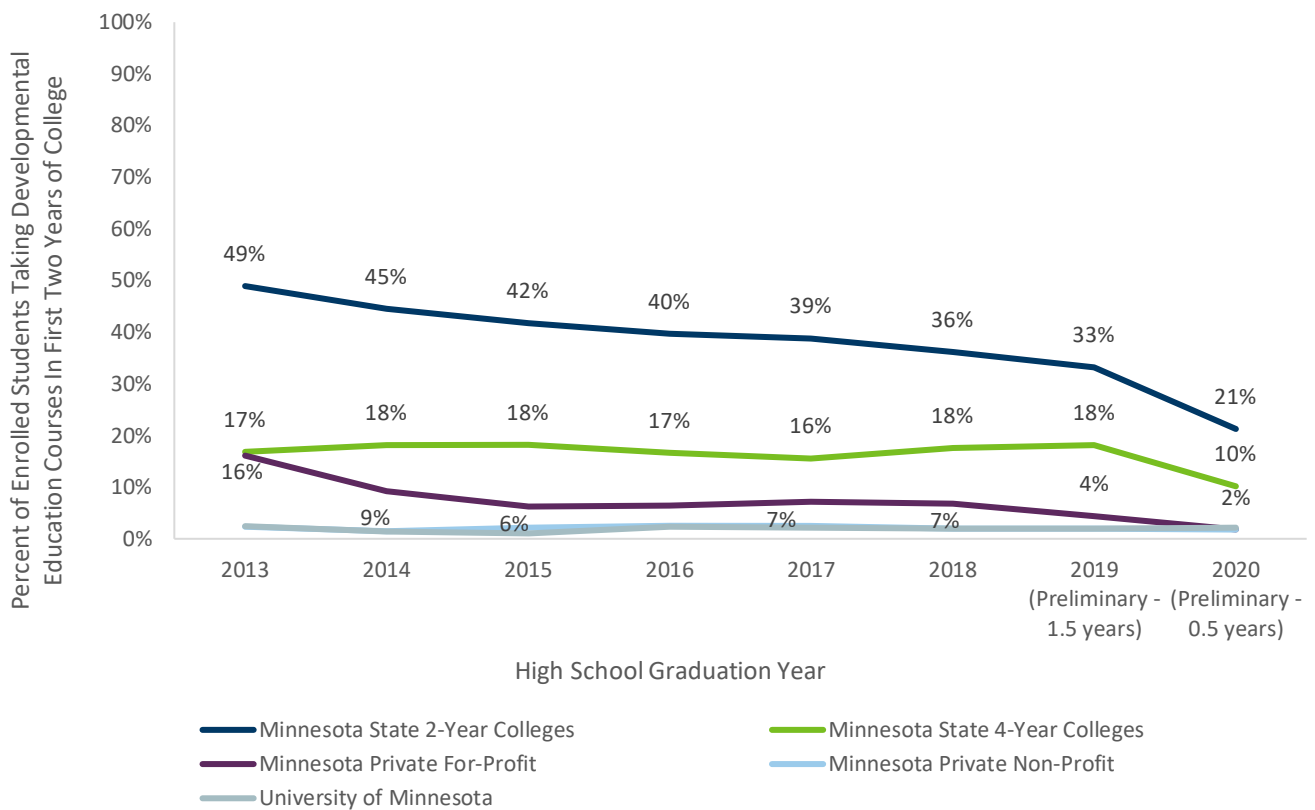


Figure 4: Of Students Enrolling in Developmental Education, Most Take 6 Credits of Developmental Education Courses or Less in Their First Two Years

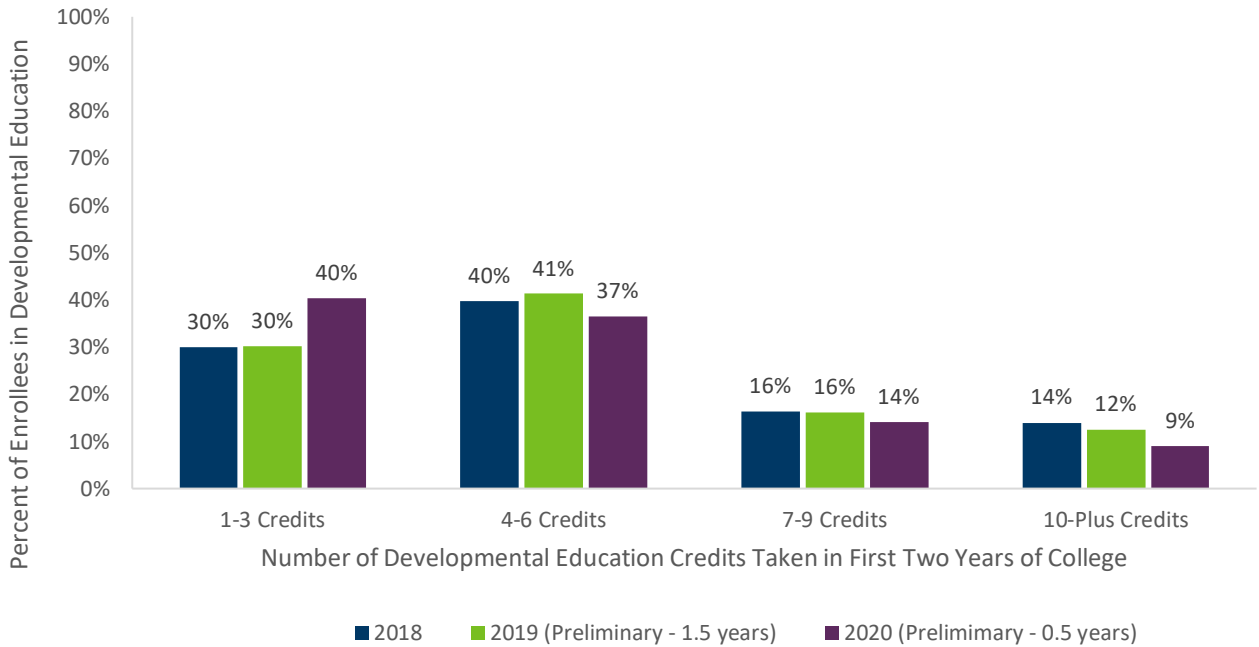


Figure 5: By Institution Type, the percentage of developmental education students persisting or graduating by their second year varied compared to students not enrolled in developmental education for the High School Class of 2018

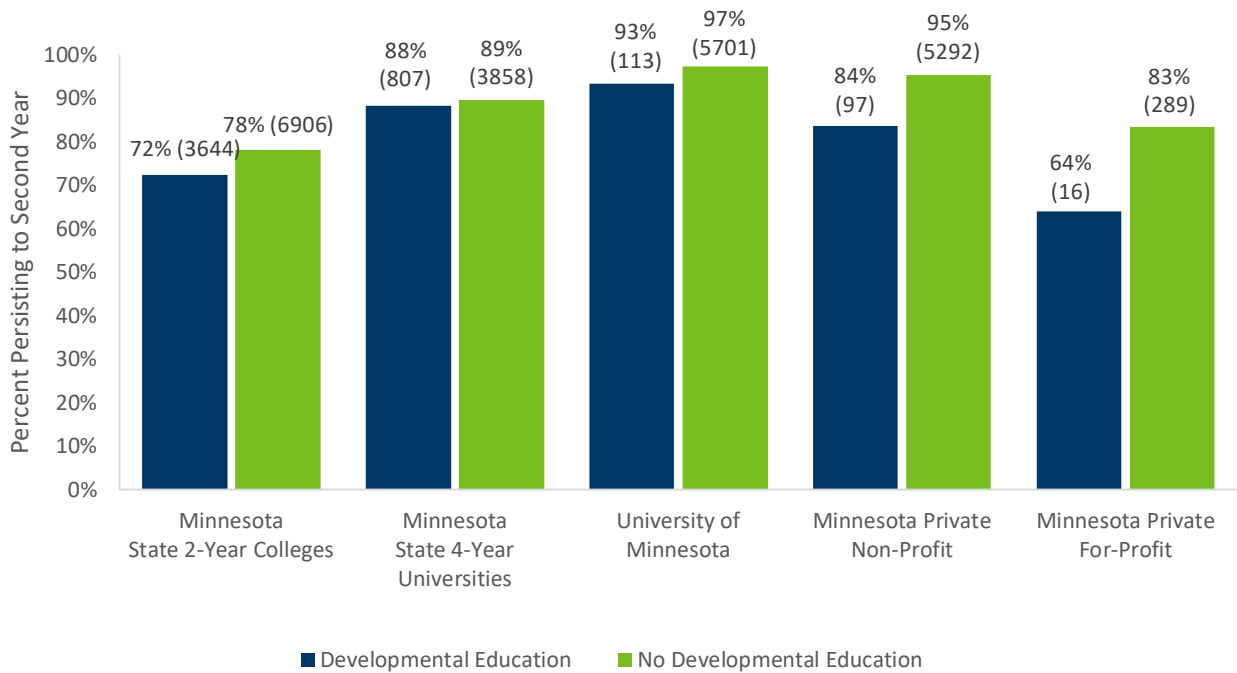


Figure 6: Developmental Education Students Have Lower Completion Rates than Other Students as shown by the Four-Year Completion Rates for the High School Class of 2016

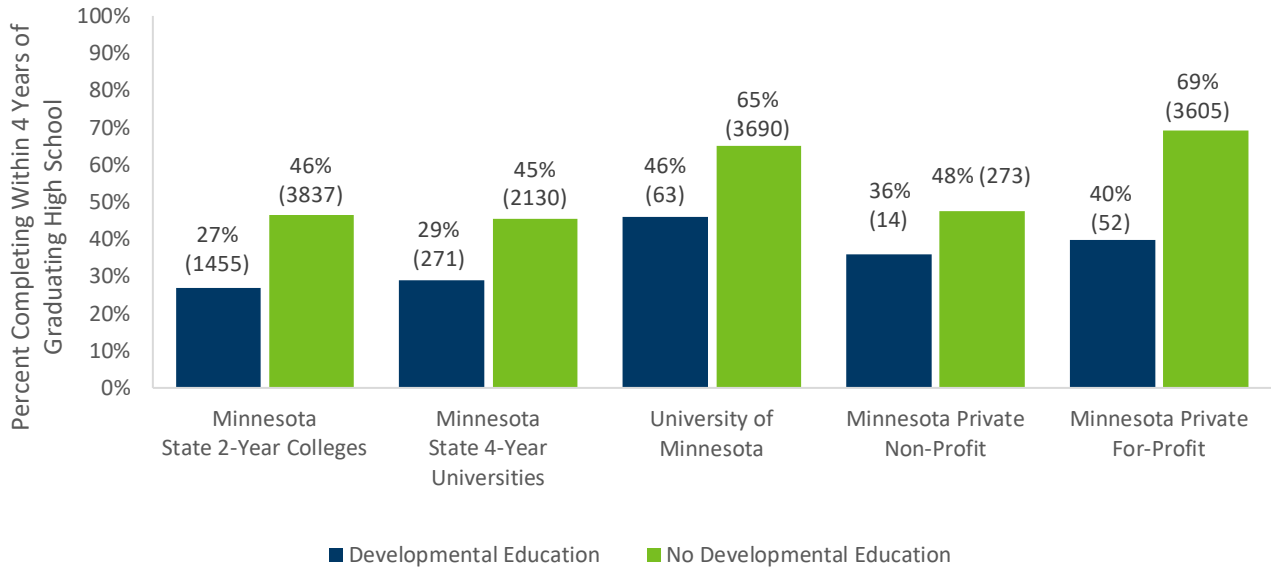
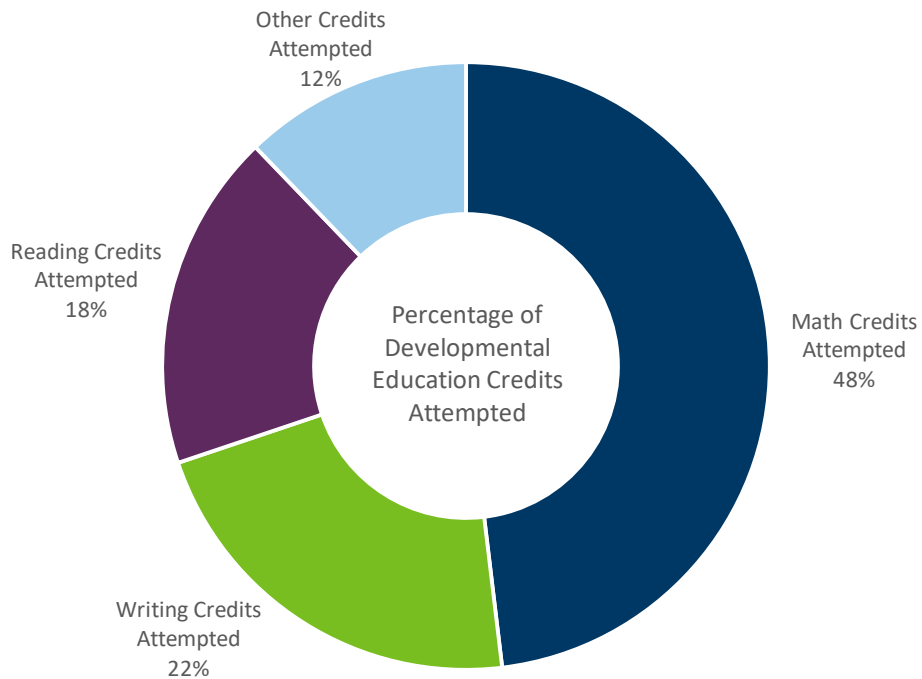


Figure 7: Developmental Education Students Enroll in Higher Credits of Math Courses, Followed by Writing, Reading, and Other for the High School Class of 2018



Developmental Education Participation by Demographic Categories

Figure 8: Among All Graduates Enrolling in College, Females and Males Enroll in Developmental Education at Similar Rates

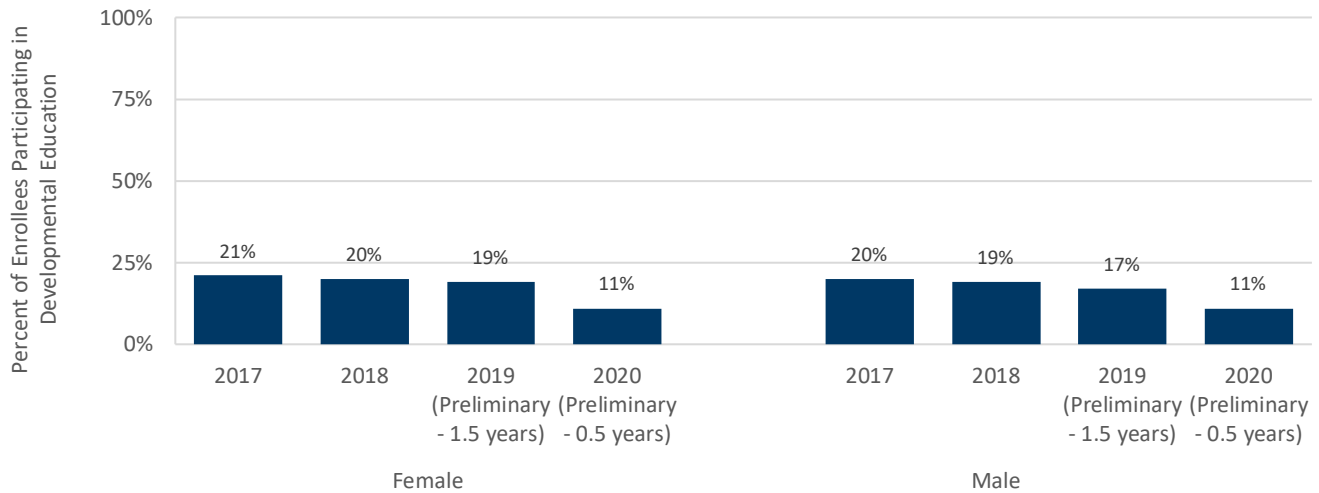
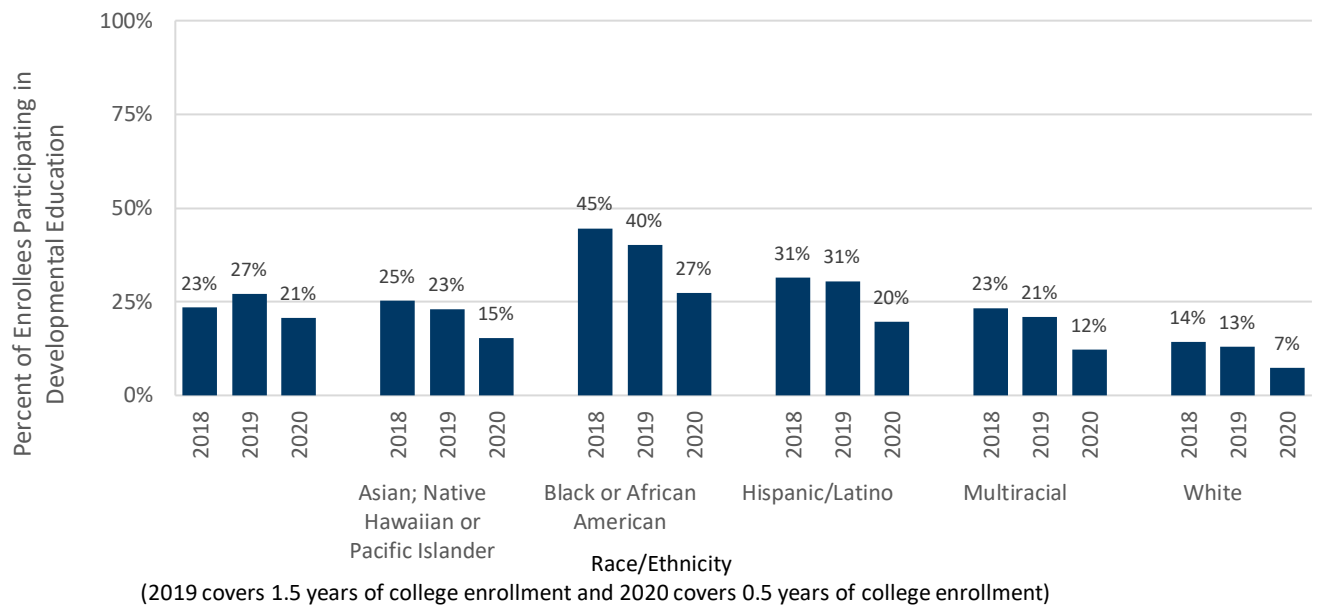


Figure 9: High School Graduates of Color Enroll in Developmental Education at Higher Rates than White High School Graduates



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

Figure 10: Graduates Identified as Limited English Proficient Enroll in Developmental Education at Higher Rates

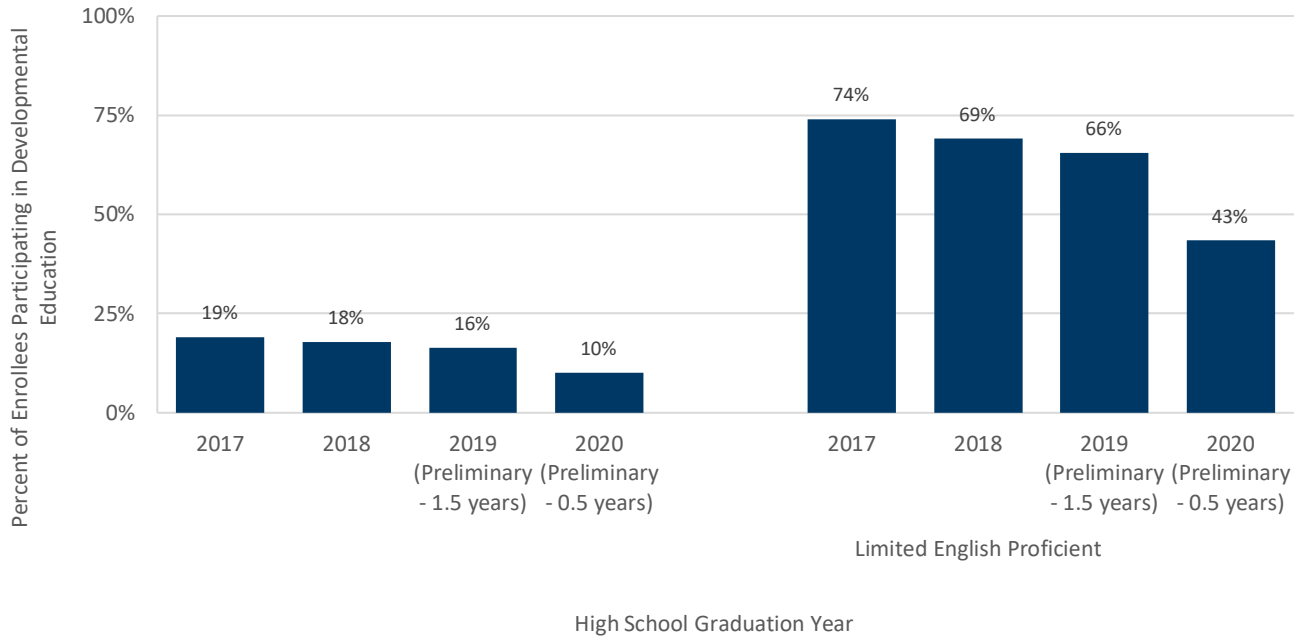


Figure 11: Graduates Eligible for Free and Reduced-Price Lunch Enroll in Developmental Education at Higher Rates

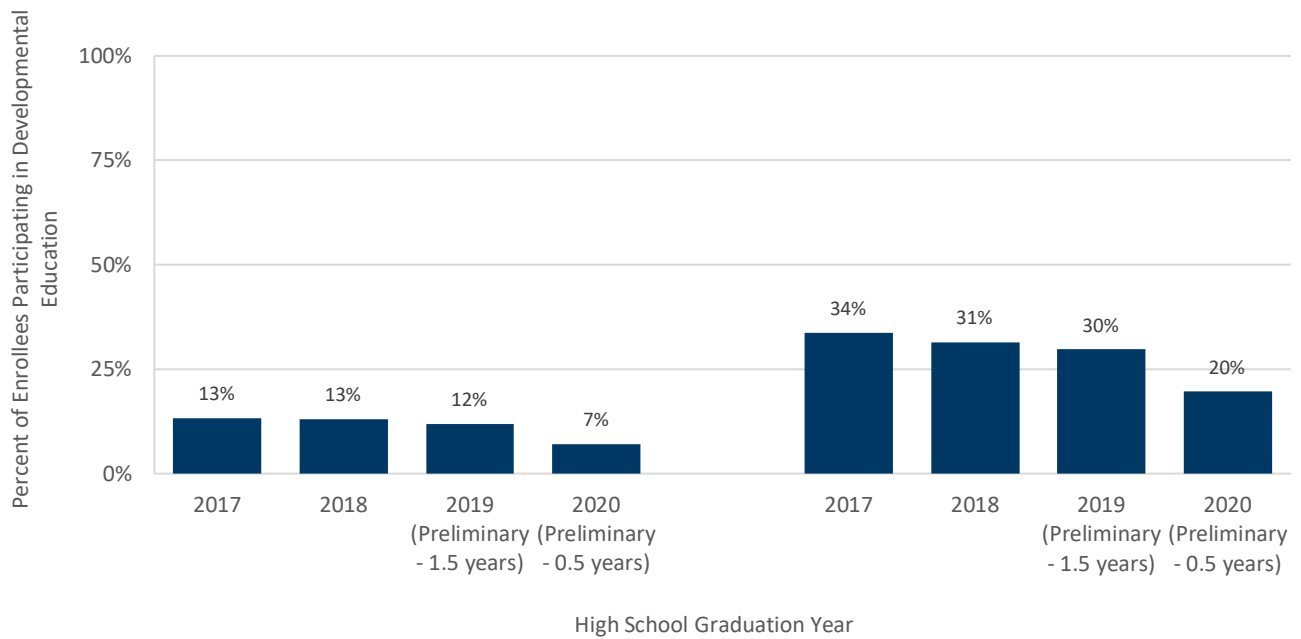


Figure 12: Graduates Receiving Special Education Services Enroll in Developmental Education at Higher Rates

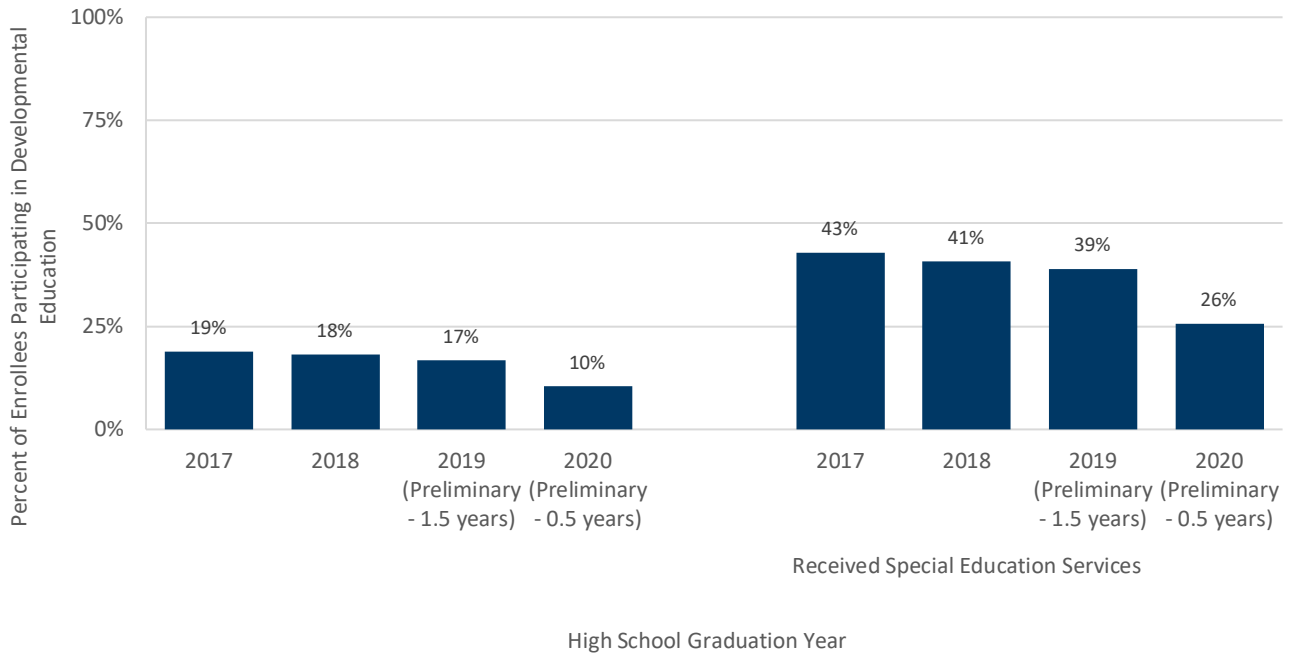


Figure 13: Rates of Developmental Education Participation by High School Graduates Enrolled in Postsecondary Vary by Economic Development Region for the High School Class of 2019

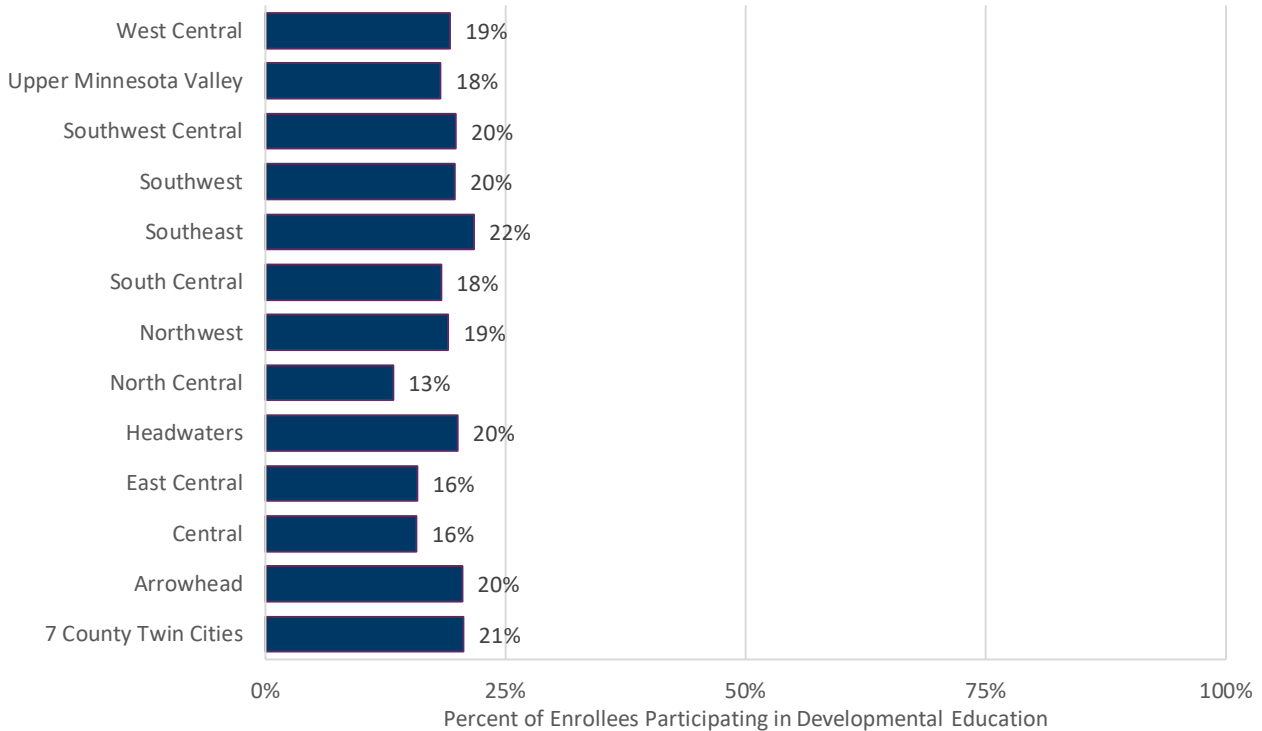


Table 4: Developmental Education Credit Loads by Demographic Categories

Category	Group	High School Graduation Year (2019 covers 1.5 of college enrollment and 2020 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 Credits Completed
Gender	Female	2019	3,218	6.9	75%
Gender	Female	2020	1,628	4.9	64%
Gender	Male	2019	2,498	7.3	67%
Gender	Male	2020	1,311	5.1	58%
Race / Ethnicity	American Indian or Alaska Native	2019	72	6.3	55%
Race / Ethnicity	American Indian or Alaska Native	2020	42	4.3	64%
Race / Ethnicity	Asian; Native Hawaiian or Pacific Islander*	2019	606	8.2	80%
Race / Ethnicity	Asian; Native Hawaiian or Pacific Islander*	2020	363	5.3	78%
Race / Ethnicity	Black or African American	2019	1,333	9.1	66%
Race / Ethnicity	Black or African American	2020	759	5.7	54%
Race / Ethnicity	Hispanic or Latino	2019	633	7.9	67%
Race / Ethnicity	Hispanic or Latino	2020	344	5.4	58%
Race / Ethnicity	White	2019	2,907	5.7	74%
Race / Ethnicity	White	2020	1,348	4.3	66%
Home Primary Language	English	2019	3,954	6.1	70%
Home Primary Language	English	2020	1,924	4.5	61%
Home Primary Language	Hmong	2019	293	7.4	73%
Home Primary Language	Hmong	2020	163	4.9	61%
Home Primary Language	Other	2019	481	9.7	77%

Category	Group	High School Graduation Year (2019 covers 1.5 of college enrollment and 2020 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 Credits Completed
Home Primary Language	Other	2020	295	5.6	65%
Home Primary Language	Somali	2019	570	11.9	70%
Home Primary Language	Somali	2020	320	6.2	59%
Home Primary Language	Spanish	2019	418	8.1	69%
Home Primary Language	Spanish	2020	237	5.6	58%
Limited English Proficiency	Not Limited English Proficient	2019	4,976	6.3	70%
Limited English Proficiency	Not Limited English Proficient	2020	2,522	4.7	60%
Limited English Proficiency	Limited English Proficient	2019	740	12.2	75%
Limited English Proficiency	Limited English Proficient	2020	417	6.4	64%
Free or Reduced-Price Meals Eligibility	Eligible for Free or Reduced-Price Meals	2019	3,311	8.0	69%
Free or Reduced-Price Meals Eligibility	Eligible for Free or Reduced-Price Meals	2020	1,730	5.3	57%
Free or Reduced-Price Meal Eligibility	Not Eligible for Free or Reduced-Price Meals	2019	2,405	5.8	76%
Free or Reduced-Price Meal Eligibility	Not Eligible for Free or Reduced-Price Meals	2020	1,209	4.4	68%
Special Education	No Special Ed Services	2019	4,893	6.9	71%

Category	Group	High School Graduation Year (2019 covers 1.5 of college enrollment and 2020 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 Credits Completed
Special Education	No Special Ed Services	2020	2,550	4.9	62%
Special Education	Received Special Ed Services	2019	823	8.0	69%
Special Education	Received Special Ed Services	2020	389	5.3	59%
Region	7 County Twin Cities	2019	3,409	7.7	69%
Region	7 County Twin Cities	2020	1,795	5.3	59%
Region	Arrowhead	2019	292	5.8	75%
Region	Arrowhead	2020	115	4.5	61%
Region	Central	2019	376	6.1	78%
Region	Central	2020	210	4.2	68%
Region	East Central	2019	122	5.6	67%
Region	East Central	2020	50	4.6	59%
Region	Headwaters	2019	55	5.3	69%
Region	Headwaters	2020	29	4.0	65%
Region	North Central	2019	119	4.8	71%
Region	North Central	2020	59	4.0	60%
Region	Northwest	2019	86	6.7	75%
Region	Northwest	2020	44	4.4	64%
Region	South Central	2019	226	7.3	78%
Region	South Central	2020	74	6.1	65%
Region	Southeast	2019	586	6.6	73%
Region	Southeast	2020	332	4.7	69%
Region	Southwest	2019	82	5.4	77%
Region	Southwest	2020	62	4.0	72%
Region	Southwest Central	2019	135	5.4	76%
Region	Southwest Central	2020	45	4.4	70%

Category	Group	High School Graduation Year (2019 covers 1.5 of college enrollment and 2020 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 Credits Completed
Region	Upper Minnesota Valley	2019	41	4.7	70%
Region	Upper Minnesota Valley	2020	15	3.0	40%
Region	West Central	2019	187	5.2	72%
Region	West Central	2020	109	3.6	61%

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

Figure 14: Graduates Meeting or Exceeding Reading Standards on the Minnesota Comprehensive Assessments (MCA) Enroll in Developmental Education at Lower Rates

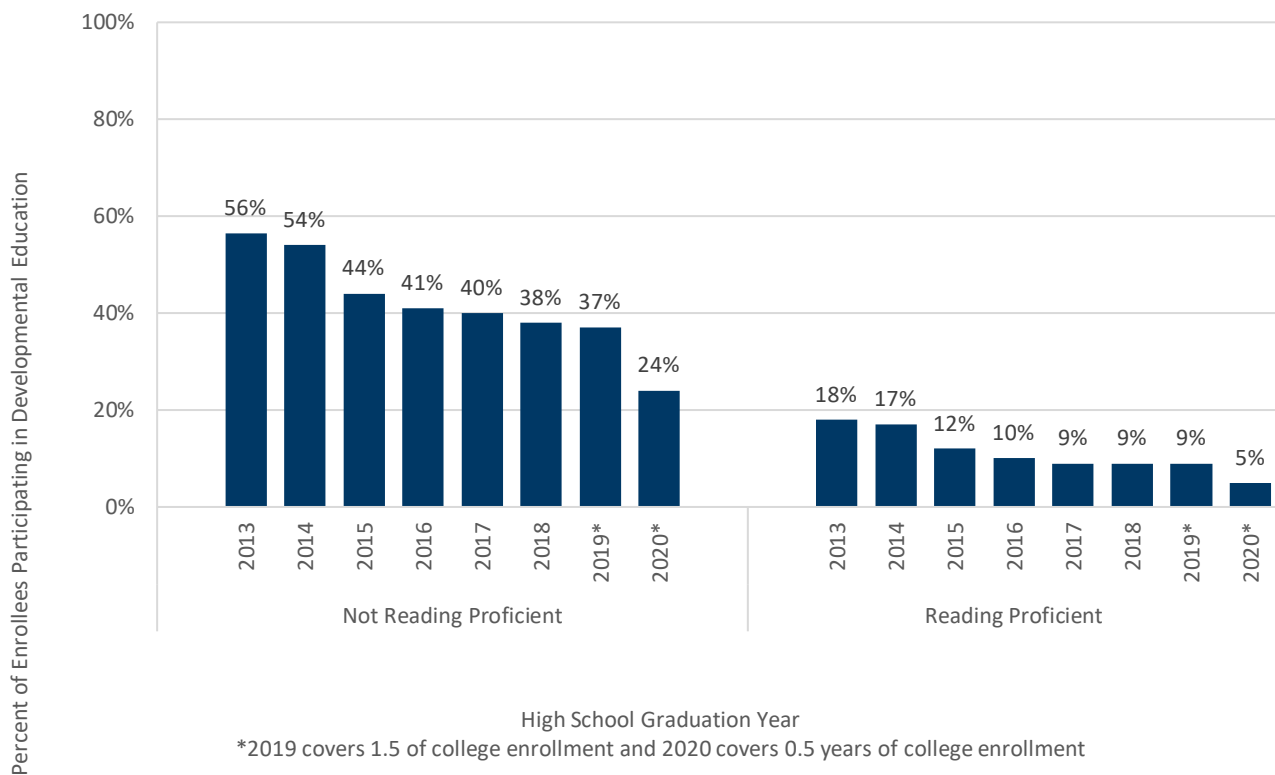


Figure 15: Graduates Meeting or Exceeding Math Standards in the Minnesota Comprehensive Assessments (MCA) Enroll in Developmental Education at Lower Rates

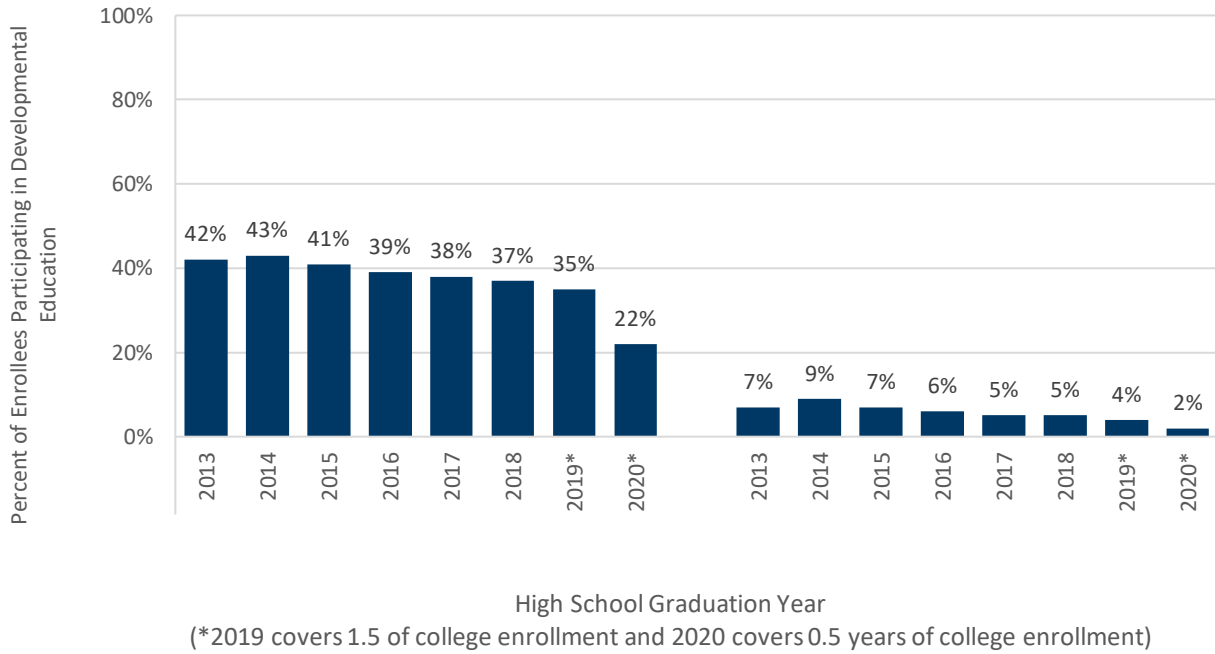
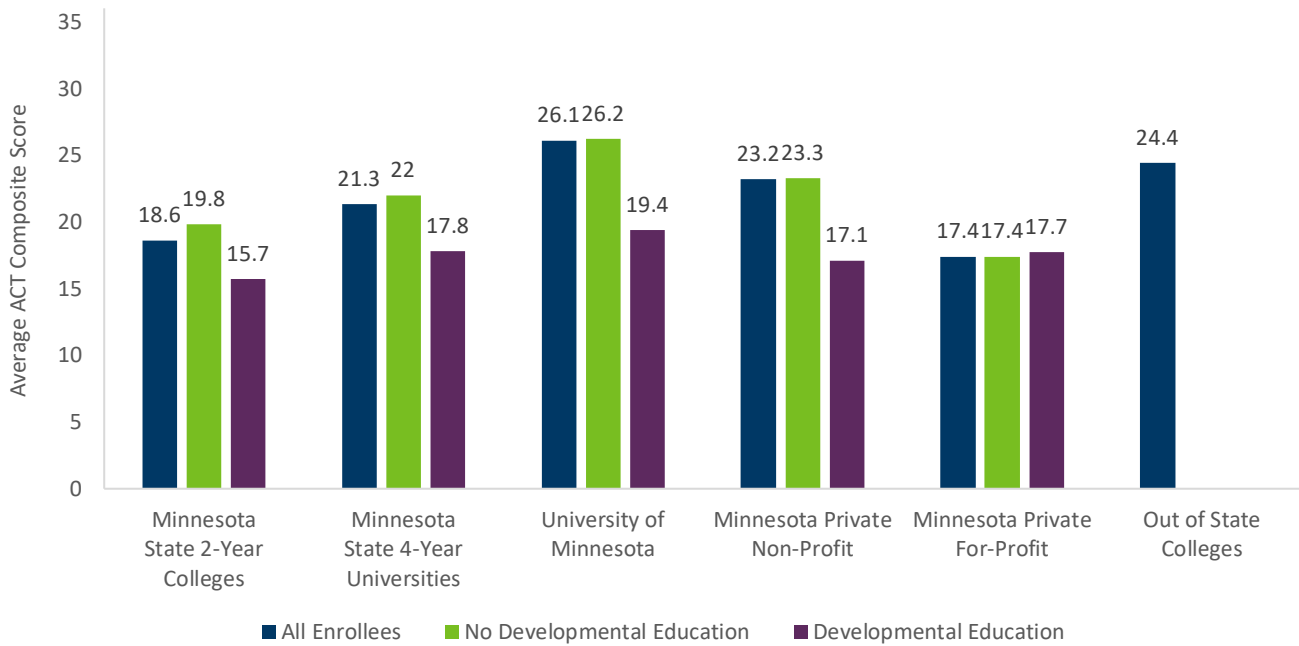


Figure 16: Graduates Enrolling* in Developmental Education Have Lower Average ACT Composite Scores for the High School Class of 2019



*All "Graduates Enrolling" among public high school graduates who enrolled in college.



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