

# Getting Prepared



# 2015

Recent high school  
graduates and  
developmental courses

MINNESOTA  
**SLEDS**  
Statewide Longitudinal  
Education Data Systems



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## **Authors**

### **Meredith Fergus**

Manager of Financial Aid Research  
Tel: 651-259-3963  
meredith.fergus@state.mn.us

### **Peter Li**

Research Intern

### **Nina Sheff**

Research Intern

## **About Minnesota SLEDs**

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDs) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. SLEDs facilitates analysis to address a range of educational programmatic and delivery methods to gauge their effectiveness, and ease the design of targeted improvement strategies that help students.

SLEDs brings together data from education and workforce to:

- Identify the most viable pathways for individuals in achieving successful outcomes in education and work;
- Inform decisions to support and improve education and workforce policy and practice, and
- Assist in creating a more seamless education and workforce system for all Minnesotans.

The Minnesota P-20 Education Partnership governs the SLEDs system. The project is managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Departments of Education (MDE), and Employment and Economic Development (DEED).

## **Minnesota Office of Higher Education**

1450 Energy Park Drive, Suite 350  
Saint Paul, MN 55108-5227

Tel: 651.642.0567 or 800.657.3866  
TTY Relay: 800.627.3529  
Fax: 651.642.0675

E-mail: [info.ohe@state.mn.us](mailto:info.ohe@state.mn.us)

[www.ohe.state.mn.us](http://www.ohe.state.mn.us)

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# Executive Summary

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Minnesota is a state highly regarded for the academic achievement of both our K-12 and college students. Nationally, Minnesota ranks high in high school graduation rates and college attainment, but there are significant disparities among students of color and low income students. For the state's fast-growing populations – people from communities of color and families of modest financial means – the pathway to jobs requiring college education or training continues to have obstacles.

For Minnesota to remain globally competitive, our education and workforce systems need to ensure every high school student is on track to pursue the education necessary for careers of the future. There is a need to focus on the transition between high school and college in order to improve student outcomes.

The transition from high school to college can be more difficult for some students than others. States continue to report high numbers of students requiring remediation; Minnesota is not exempt from this trend. Examining Minnesota public high school graduates from the Classes of 2007-2013 who enrolled in postsecondary education and those enrolled in developmental education, this report provides insight into the academic readiness of Minnesota public high school graduates.

## Getting Prepared Data

*Getting Prepared* fulfills the legislative mandate regarding developmental education data (*Minnesota Statute* 13.32, subdivisions 3 and 6). It provides summary information about Minnesota public high school graduates who enrolled in developmental courses within two years of their high school graduation at Minnesota postsecondary institutions. It does not include data about private high school graduates.

Reports prior to *Getting Prepared* 2014 were limited to information about public high school graduates enrolled in developmental courses only at public institutions - Minnesota State Colleges and Universities (MnSCU) or the University of Minnesota. *Getting Prepared* 2015, includes data on enrollments at Minnesota private colleges and out-of-state college enrollments and additional student demographic and high school academic performance data. Linking individual student level data on Minnesota public high school graduates from 2007 to 2013 with fall term Minnesota Office of Higher Education college enrollment data and full year enrollment data from the National Student Clearinghouse enabled additional data.

Data for the 2015 report was provided by the Minnesota Statewide Longitudinal Education Data System (SLEDs), managed jointly by the Office of Higher Education (OHE), Minnesota Departments of Education (MDE) and Employment and Economic Development (DEED). SLEDs links student data from pre-kindergarten through completion of postsecondary and into the workforce to enable educators and policymakers to gauge the effectiveness of programs and design targeted improvement strategies.

***Getting Prepared* 2015 tracks graduates enrolled in both Minnesota public and private postsecondary institutions; this means the overall percent of Minnesota public high school graduates requiring developmental education in college is most accurately reported as 27 percent for the class of 2012 and 24 percent for the class of 2013 (using preliminary data).<sup>1</sup>**

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<sup>1</sup> *Getting Prepared* 2010 estimated that 40 percent of 2008 Minnesota public high school graduates enrolled in developmental education when graduates enrolled only in Minnesota public postsecondary institutions were analyzed. Using SLEDs data, *Getting Prepared* 2015 found 36 percent of 2008 Minnesota public high school graduates enrolled in developmental education courses in public postsecondary institutions. This figure declined to 34 percent for 2011 Minnesota public high school graduates in public postsecondary institutions.

## Defining Developmental Education

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

It should be noted that while postsecondary institutions typically assess the academic readiness of high school graduates for college level academic coursework, students can enroll in a variety of technical programs requiring less than college-level skills in reading, writing and/or math. Many students are able to graduate with postsecondary occupational certificates or diplomas and obtain a living wage job without being assessed college ready.

One clear consensus is that developmental education is costly both in terms of programmatic expenditures and opportunity costs for students who must spend additional time finishing developmental education requirements before starting degree-specific courses. Minnesota secondary and postsecondary education is currently working to address alignment issues to better prepare our future workforce.

## Findings: What the Data Tells Us

Unless otherwise indicated the term “college” is used to reference any type of postsecondary institution, including both academic and vocational training.

Overall, Minnesota does well in moving students from public high school to college. However, gaps in enrollment exist for key groups of students, including students of color and lower income students.

*Getting Prepared* 2015 provides policymakers a more accurate measure of college readiness. The data clearly indicate that almost all graduates enrolling in developmental education are served by Minnesota State Colleges and Universities (MnSCU). In fact, among enrollees at public two-year community and technical colleges, the percent of recent graduates needing developmental education increased; though, overall developmental education rates for the state are stable. This is, in part, due to a decrease in the percent of recent graduates at four-year colleges enrolling in developmental education. Disparities in enrollment in developmental education exist for key groups of students, students of color, non-native speakers and lower income students.

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SLEDS currently is limited to fall term developmental education data, so it would be expected that SLEDS generated developmental education rates could be one to two percentage points higher when spring and summer data are included in future reports.

## **College Enrollment**

**78 percent of 2012 public high school graduates enrolled in college within two years of graduation.**

**2012 graduates of color enrolled in college within the first two years at lower rates than their White peers.**

- 80 percent for White graduates
- 78 percent for Asian graduates
- 74 percent for Black or African American graduates
- 64 percent for American Indian graduates
- 62 percent for Hispanic or Latino graduates

**2012 graduates who spoke Somali at home had the highest rates of college enrollment within two years of graduating than other primary language groups.**

- 82 percent of graduates speaking Somali at home enrolled in college
- 79 percent of graduates speaking English at home enrolled in college
- 76 percent of graduates speaking Hmong at home enrolled in college
- 57 percent of graduates speaking Spanish at home enrolled in college

**2012 graduates enrolled in free or reduced price lunch enrolled in college within two years of graduating at lower rates than graduates who had not enrolled in free or reduced price lunch.**

- 85 percent of graduates not enrolled in free or reduced price lunch in high school
- 65 percent of graduates enrolled in free or reduced price lunch in high school

**2012 graduates from non-traditional schools enrolled in college within two years of graduating at lower rates than graduates of traditional public high schools.**

- 83 percent of graduates from traditional public high schools
- 64 percent of graduates from charter schools
- 52 percent of graduates from distance learning programs
- 35 percent of graduates from alternative schools

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

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

## **Developmental Education**

**27 percent of 2012 public high school graduates enrolled in one or more developmental courses within two years of graduating high school.**

Across all Minnesota colleges and universities, the percent of recent high school graduates who enrolled in developmental education within two years of graduating has remained relatively stable at 27 to 29 percent between 2007 and 2012.

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

Among graduates enrolled in developmental education:

- 84 percent enrolled at Minnesota public two-year colleges
- 12 percent enrolled at Minnesota State Universities
- 2 percent enrolled at private for-profit colleges in Minnesota
- 1 percent enrolled at the University of Minnesota
- 1 percent enrolled at private not-for-profit colleges in Minnesota

**Public two-year colleges show the percent of high school graduates participating in developmental education courses within two years of graduating ranging from a low of 51 percent in 2007 to a high of 55 percent in 2010.**

Minnesota public two-year colleges have open admission policies and admit all students with a high school diploma in order to serve a larger population. This open admissions policy results in two-year colleges attracting students with a broad range of preparedness.

**Public four-year colleges show a steady decrease in the percent of recent graduates participating in developmental education courses within two years of graduating.**

- State universities show a decrease in the percent of students enrolled in developmental education between 2007 (25%) and 2011 (17%).
- University of Minnesota enrollment in developmental education courses ranged from 3 percent of students in 2007 to 2 percent in 2011.

**2012 graduates of color enrolled in developmental education within two years of graduating at higher rates than White students.**

- 54 percent for Black or African American graduates
- 44 percent for Hispanic or Latino graduates
- 39 percent for American Indian/Alaskan Native graduates
- 37 percent for Asian graduates
- 23 percent for White graduates

**Graduates whose primary home language was not English or who were identified as having limited English proficiency enrolled in developmental education at rates higher than English speakers.**

- 74 percent of graduates identified as limited English proficient
- 62 percent of graduates speaking Somali at home
- 52 percent of graduates speaking Spanish at home
- 46 percent of graduates speaking Hmong at home
- 25 percent of graduates speaking English at home

**2012 graduates enrolled in free or reduced price lunch had higher rates (41%) of developmental education within two years of graduating than other graduates (21%).**

- 41 percent for graduates enrolled in free or reduced price lunch in high school
- 21 percent for graduates not enrolled in free or reduced price lunch in high school

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

- 53 percent for graduates receiving special education services
- 25 percent for graduates not receiving special education services

### *Testing*

**Public high school graduates meeting the standards on statewide accountability tests have higher college enrollment rates and lower developmental education rates as compared to students not meeting the standards.**

#### *Math*

- Grade 11 students meeting math standards: 90 percent enrolled in college and 10 percent enrolled in developmental education within two years of graduating
- Grade 11 students not meeting math standards: 67 percent enrolled in college and 47 percent enrolled in developmental education within two years of graduating

#### *Reading*

- Grade 10 students meeting reading standards: 85 percent enrolled in college and 20 percent enrolled in developmental education within two years of graduating
- Grade 10 students not meeting reading standards: 58 percent enrolled in college and 60 percent enrolled in developmental education within two years of graduating

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

- 2012 graduates enrolling in developmental education had ACT composite scores ranging from 17.8 at public two-year colleges to 20.3 at the University of Minnesota.
- ACT composite scores for 2012 graduates not enrolling in developmental education ranging from 20.2 at private for-profit colleges to 26.0 at the University of Minnesota.

### *Student Outcomes*

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

- For the class of 2012, developmental education enrollees persisted in college from first year to second year at rates similar to their peers by sector.

**Students in developmental education at state universities had the highest completion rates.**

- The class of 2007 developmental education enrollees had sixth-year completion rates ranging from 44 percent at for-profit institutions to 73 percent at state universities.

**Data by individual public high school can be found in Appendix A (college enrollment) and Appendix B (developmental course-taking).**



# Introduction

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Minnesota is a state highly regarded for the academic achievement of both our K-12 and college students. Nationally, Minnesota ranks high in high school graduation rates and college attainment, but there are significant disparities among students of color and low income students. Participation in developmental education is one measure of the academic readiness of high school graduates for college level coursework. Minnesota policymakers have expressed concerns about the prevalence of developmental education, what form it should take, high school versus college responsibilities and who should pay for the classes.

*Getting Prepared* fulfills the legislative mandate regarding developmental education data (*Minnesota Statute* 13.32, subdivisions 3 and 6). It provides summary information about Minnesota public high school graduates who enrolled in developmental courses within two years of their high school graduation at Minnesota postsecondary institutions.

## Getting Prepared Data

Data for this report was provided by the Minnesota Statewide Longitudinal Education Data System (SLEDS), managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Departments of Education (MDE) and Employment and Economic Development (DEED). SLEDS links data from pre-kindergarten through completion of college and into the workforce to enable educators and policymakers to gauge the effectiveness of programs and design targeted improvement strategies.

Previous reports were limited to information about public high school graduates enrolled in developmental courses only at public institutions - Minnesota State Colleges and Universities (MnSCU) or the University of Minnesota. *Getting Prepared* 2015, includes new data on enrollments at Minnesota private colleges and out-of-state college enrollments and additional student demographic and high school academic performance data. Linking individual student level data on Minnesota public high school graduates from 2007 to 2013 with fall term Minnesota Office of Higher Education college enrollment data and full year enrollment data from the National Student Clearinghouse enabled the ability to provide additional data.

**High school enrollment and graduate data** included 473,000 public high school graduates records from 2007 to 2013. Graduates are defined as a student with a status end code of “8” or “9” in the specified year. **The data used for *Getting Prepared* analyzed college enrollment data for high school students based on the student’s “Status End” code at a given point in time and is not comparable to graduation rate cohort data commonly used by the Minnesota Department of Education (MDE).** For example, students graduating from high school in 2013 may be members of different MDE graduation rate cohorts (2011, 2012 or 2013) depending on whether they took 4, 5 or 6 years to graduate.

**College enrollment data** included 1 million fall term records from the Minnesota Office of Higher Education and 2.1 million enrollment records from the National Student Clearinghouse for all available years. College students are classified based on their first college of enrollment. Analysis was focused on the first two years after high school graduation. Unless otherwise indicated college enrollment data refers to enrollment in both public and private colleges.

Due to a change in source data for the report, analysis did not include data on developmental education credits taken by students during spring or summer terms or the subject of developmental education courses taken such as in math or reading. We plan to include these elements in future reports.

## **Changes from Prior Reports**

*Getting Prepared* 2015 uses a different definition for students enrolling in fall term. Enrollment data used in this analysis comes from the Office of Higher Education and the National Student Clearinghouse. While data from the Office of Higher Education includes information about enrollment by course type (regular or developmental education), data from the National Student Clearinghouse does not. In order to best calculate the percent of fall term enrollees enrolling in developmental education, the count of students enrolling in fall term within two years of graduating high school is now restricted to those students whose data was provided to the Office of Higher Education. This change allows the Office of Higher Education to more accurately calculate the percent of graduates enrolled in fall term who also enroll in developmental education.

# Background on Developmental Education

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The transition from high school to a college can be more difficult for some students than others. While some students begin college-level coursework immediately upon enrollment at a college, others need additional preparatory or developmental coursework and/or support services prior to beginning college level courses. Enrollment in preparatory or developmental coursework can delay accruing credits for a degree program. Student preparation, their previous education and the criteria of the college granting admission affect whether a student begins immediately earning credits toward their degree program or whether preparatory coursework must be completed first.

States continue to report high numbers of students requiring developmental education (Complete College America, 2014); Minnesota is not exempt from this trend. Through an examination of recent Minnesota public high school graduates enrolled in developmental and/or remedial education, this report provides insight into the academic readiness of Minnesota public high school graduates.

## Defining Developmental Education

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

Developmental coursework encompasses the subject areas of mathematics, reading, writing, English as a Second Language and general study skills. College level math generally requires skills in intermediate algebra. College level English requires the ability to make clear arguments. College level reading involves the ability to read and interpret text, identify main points, tone, purpose and inferences to discuss the author’s argument (Conley, 2007).

In addition to course work, other academic support services may be provided to help students and can include summer bridge programs, peer tutoring programs, cohort-based learning communities, or more personalized advising. Colleges typically assess the academic readiness of high school graduates for college level coursework. However, postsecondary technical programs may require less than college level skills in reading, writing and/or math. Graduates with an occupational certificate or diploma may obtain a living wage job without being assessed as college ready.

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

Students enroll in developmental courses for a variety of reasons:

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

## College Mission and Developmental Education Programs

All public colleges and universities in Minnesota enroll students who need developmental instruction. However, a college's mission is closely intertwined with the delivery and options available for developmental education. The type and availability of offerings of developmental education often reflect a college's student demographics and selectivity.

Nationally, 80 percent of public colleges and 98 percent of community colleges offer developmental courses (Bettinger & Long, 2006).

The types of developmental course offerings vary across college types.

- Minnesota public two-year colleges have open admission policies and admit all students with a high school diploma in order to serve a larger population. Open admission attracts students with a broad range of preparedness, including students in need of developmental reading, writing and mathematics courses. Minnesota public two-year colleges offer an extensive array of developmental courses and academic support services to meet the needs of a broader base of students.
- Four-year colleges, both public and private not-for-profit, generally have higher admission standards and expect prospective applicants to be prepared for college-level work. This expectation results in fewer developmental course offerings than Minnesota public two-year colleges.
- While many four-year colleges offer only one level of developmental education, Minnesota public two-year colleges may offer three levels for math, reading and English. Thus, students may test into the lowest level in math and English, resulting in six additional courses needed prior to arriving at a degree program (Bailey, Jeong, & Cho, 2010).
- All Minnesota public colleges offer at least one developmental mathematics, reading or writing course. Minnesota State Colleges and Universities offer developmental courses in all subjects: math, reading, writing, English as a Second Language and study skills. The colleges offer three levels of developmental math courses ranging from pre-algebra to intermediate algebra.
- University of Minnesota campuses offer only one level of developmental education in a math course. One campus offers a course on study skills.

Changes in how developmental education is structured do make it harder to track enrollment in developmental education over time. Bridge programs easing the transition from high school to college are typically not credit bearing courses and would not be counted in Minnesota's current measures of developmental education.

## Identifying Students Who Need Developmental Education

How to identify students needing developmental education has been a topic of review. Some researchers have found that relying too heavily on a placement test score alone can be problematic and support a shift to a holistic review of student tests and high school transcripts. Research from Belfield and Crosta (2012) highlighted severe error rates for placement tests, resulting in almost a third of students incorrectly assigned to developmental education. The report confirms a weak correlation between placement test scores and college grade point average (GPA), but a high correlation between high school GPA and college GPA (Belfield & Crosta, 2012).

Another study among a subset of MnSCU two-year colleges found that “sole reliance on ACCUPLACER [a set of computerized tests from The College Board] scores for developmental course placements may result in placing too many students below their ability level” (Asmussen, 2013). MnSCU has developed a new practice of using multiple measures for placing students into developmental education including analyzing high school transcript information, ACT subject area scores and ACCUPLACER results described below.

### Methods Used by Minnesota Colleges

Minnesota colleges review placement test scores, college readiness exams and high school transcripts to determine whether a student needs developmental education.

- **University of Minnesota** campuses require students to take placement exams in mathematics, regardless of ACT, Advanced Placement or International Baccalaureate test scores. Additionally, colleges within the University of Minnesota may require placement exams in chemistry or second language proficiency before initial registration. The placement score, transcript and other measures are used to advise students on their initial mathematics course placement. Students are not required to take developmental courses.
- **Minnesota public two-year colleges** assess students for course placement with ACCUPLACER. Since fall semester 2008, cut scores in math, English and reading on the ACCUPLACER have been used to determine which students are ready for college level courses and which need developmental education. Cut scores for levels of developmental education vary among colleges. Students who have taken the ACT or SAT may submit those subject scores to determine placement. Prior to 2006, some colleges used a paper-and-pencil version of the College Board tests, known as the Descriptive Tests of Language Skills (DTLS) and Descriptive Tests of Mathematics Skills (DTMS). Others used ACT Compass to determine placement.
- **Minnesota State Universities** use ACT test scores and ACCUPLACER scores for course placement.
- Among **Minnesota private colleges**, developmental education policies vary by college. For example, some colleges use standardized test scores, such as ACT, ACT Compass or SAT, and an assessment of students' prior course work to determine whether developmental mathematics and writing courses are needed. Other colleges determine the need for placement exams based solely on the ACT math score and the math course the student intends to take in preparation for a specified major or program.

## Legislative Changes Affecting Developmental Education

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

The legislative provisions about developmental education were focused on MnSCU and specifically addressed concerns regarding placement and completion. The legislative intent of the changes focused on reducing the prevalence of developmental education, ensuring that students are not needlessly placed into developmental education and facilitating student success. There were four provisions enacted by the 2015 Legislature.

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

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

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

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

### Impact

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

No funds were appropriated for any of these provisions. It is assumed that should specific changes in developmental education course structures be proposed by MnSCU that funding would be needed.

There exists a large amount of confusion about who needs developmental education, how developmental education should be offered, how successful developmental education is, and whether developmental education assists or hinders student's educational success. It is expected that debate over the appropriateness of developmental education in Minnesota and nationally will continue for the next several years if not longer.

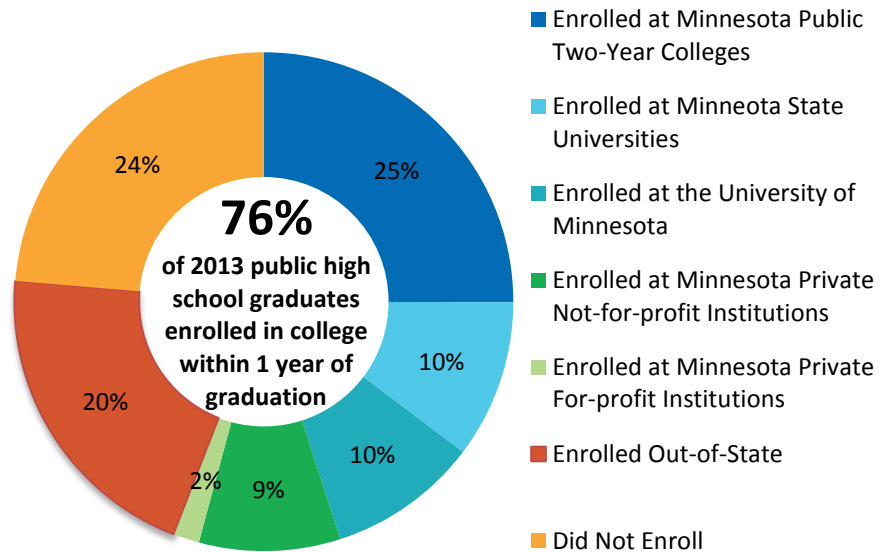
# State-Level Findings

Data by individual public high school can be found in Appendix A (college enrollment) and Appendix B (developmental course-taking).

## College Enrollment of Public High School Graduates

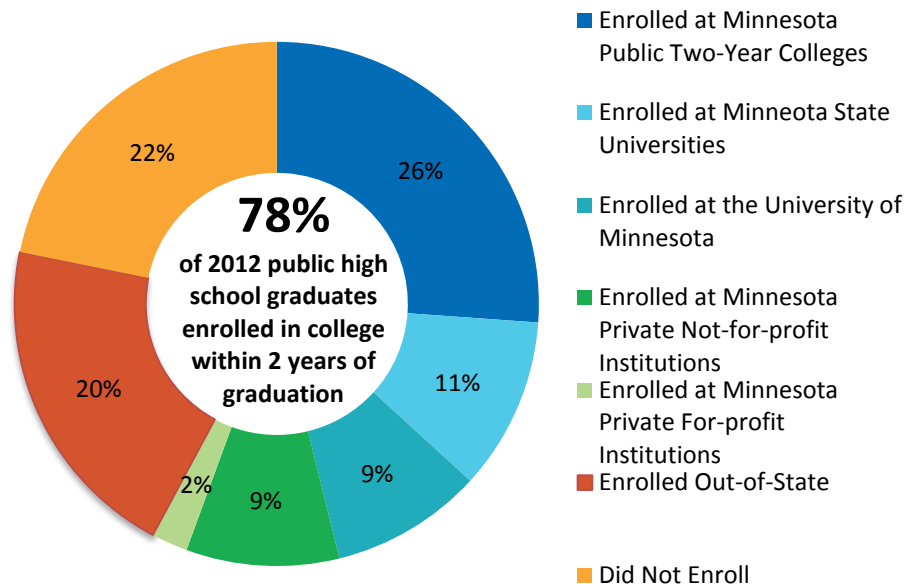
Of 2013\* public high school graduates, 56 percent enrolled within **one year** at a Minnesota college and 20 percent enrolled outside of Minnesota – a combined enrollment rate of 76 percent.

- Minnesota public two-year colleges 25%
- Four-year public colleges 20% (10% State Universities; 10% University of Minnesota)
- Private colleges 11% (9% private not-for-profit colleges; 2% private for-profit colleges)
- Colleges outside Minnesota 20%



Of 2012 Minnesota public high school graduates 78 percent enrolled in college within **two years** of graduating as follows:

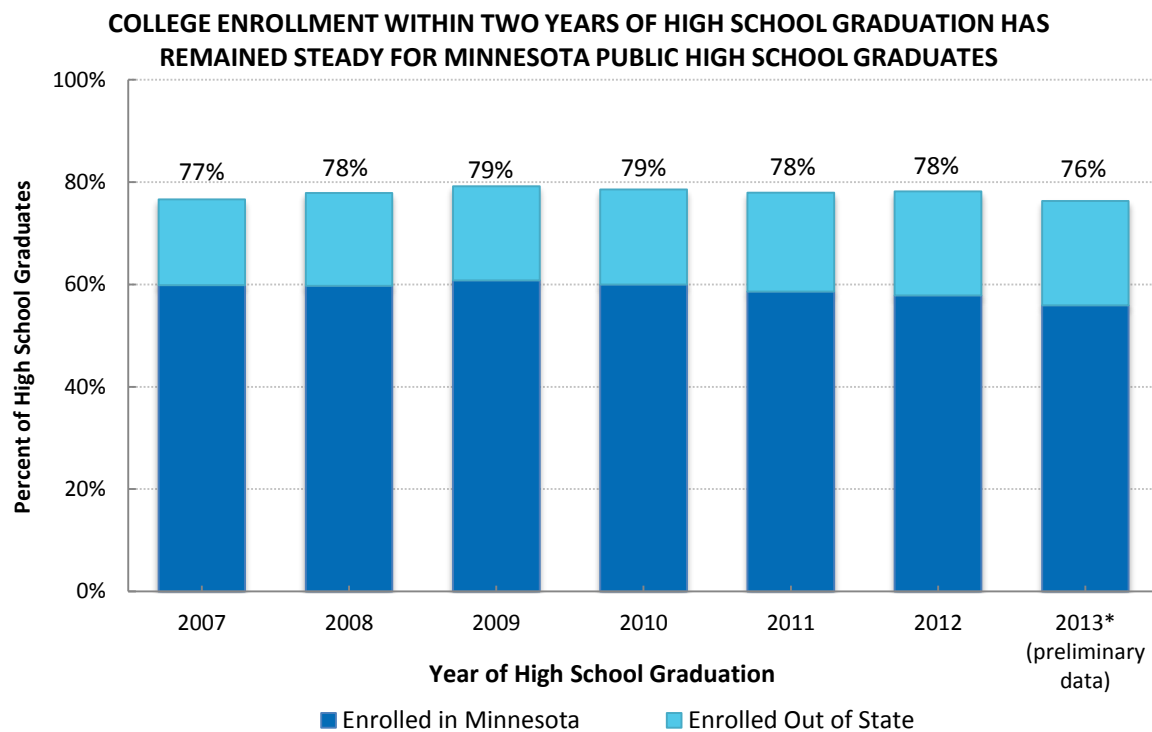
- Minnesota public two-year colleges 26%
- Four-year public colleges 20% (11% State Universities; 9% University of Minnesota)
- Private colleges 11% (9% private not-for-profit colleges; 2% private for-profit colleges)
- Colleges outside Minnesota 20%



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

The two-year enrollment rate has increased from 77 percent in 2007 to 79 percent in 2019 and is currently 78% (2011, 2012).

Additional college enrollment data can be found in Table 3.



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



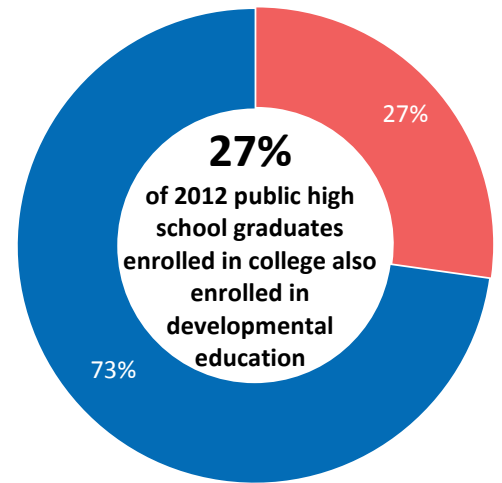
## Developmental Education Course-Taking of Public High School Graduates

Twenty-seven percent of 2012 public high school graduates enrolled in one or more developmental. The percent would likely be lower if developmental education course data for recent public high school graduates enrolling out-of-state were included.

### ✓ Enrollment in developmental education varies by college type.

Among graduates enrolled in developmental education:

- 84 percent enrolled at a Minnesota public two-year college
- 12 percent enrolled at Minnesota State Universities
- 2 percent enrolled at private for-profit colleges in Minnesota
- 1 percent enrolled at the University of Minnesota
- 1 percent enrolled at private not-for-profit colleges in Minnesota



As shown in Table 1 below, the MnSCU system, reflecting its mission of providing open access, served the vast majority of graduates requiring developmental education (96%). This includes providing developmental education courses for graduates primarily enrolled at other colleges.

■ Developmental Education within Two Years  
■ No Developmental Education

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

	Graduates Enrolled in Developmental Courses within Two Years of Public High School Graduation By Sector Offering Developmental Education Credits (includes students first enrolling outside MN then transferring to a MN college)						
	Total Minnesota	Minnesota Public Two-Year Colleges		Minnesota State Universities		Other Minnesota Colleges and Universities (University of Minnesota and Private)	
Year of High School Graduation	Number of Students	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
2007	10,202	7,977	78%	1,583	16%	642	6%
2008	10,534	8,434	80%	1,417	13%	683	6%
2009	9,912	8,084	82%	1,276	13%	552	6%
2010	10,072	8,430	84%	1,172	12%	470	5%
2011	9,472	8,031	85%	1,055	11%	386	4%
2012	9,101	7,672	84%	1,083	12%	346	4%
2013 (preliminary data)	6,933	5,873	85%	759	11%	301	4%

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

- ✓ Overall, 29 percent of 2012 public high school graduates enrolled in 1 to 3 credits of developmental education. Sixteen percent enrolled in 10 or more credits.

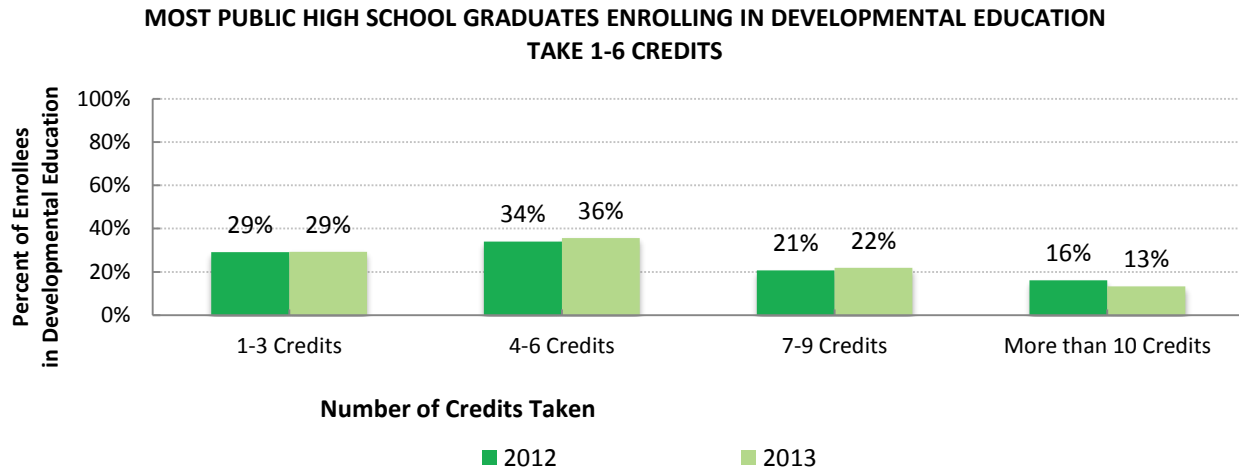
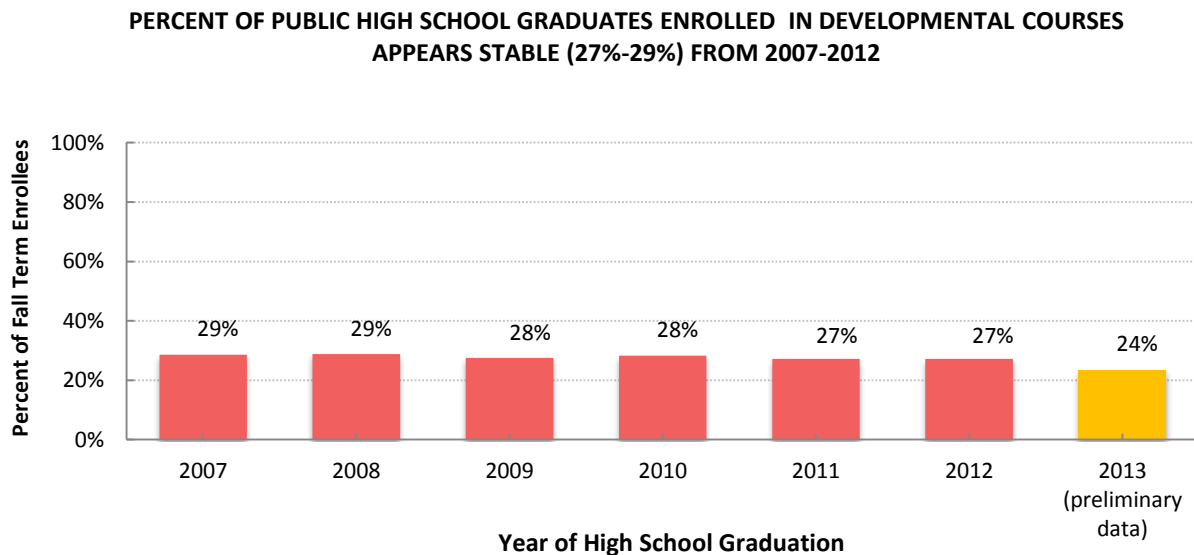


Table 4 provides additional information on developmental course-taking among all graduates.

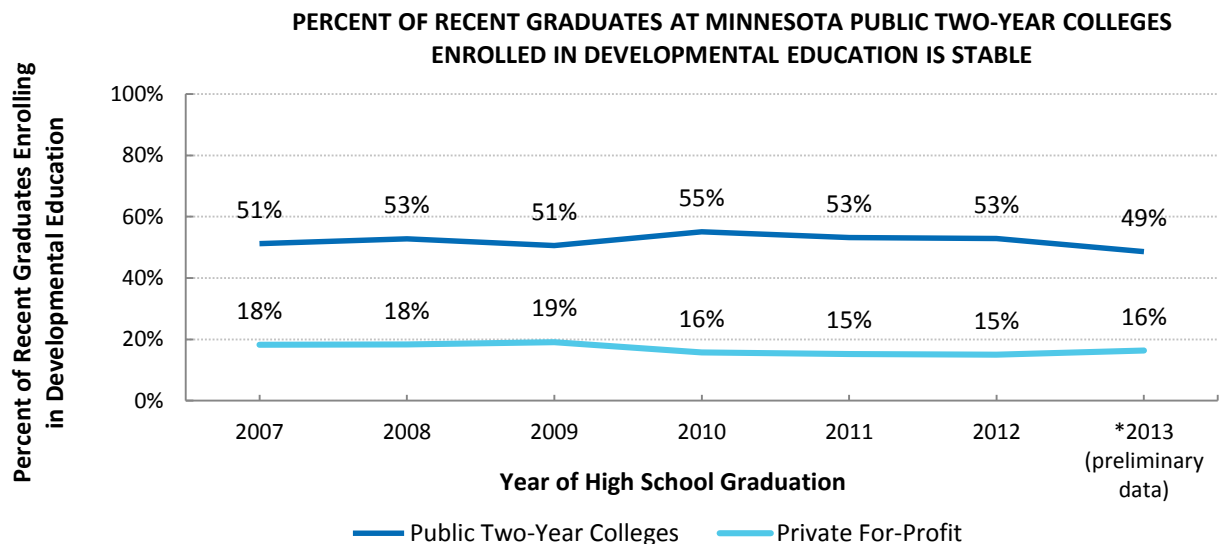
Table 5 and Table 6 provide additional information on developmental education enrollments by college type and sector

## Trends in Developmental Education over Time

- ✓ In Minnesota, the percent of public high school graduates enrolled in one or more developmental credits during fall term has remained relatively stable at 29 to 27 percent between 2007 and 2012.



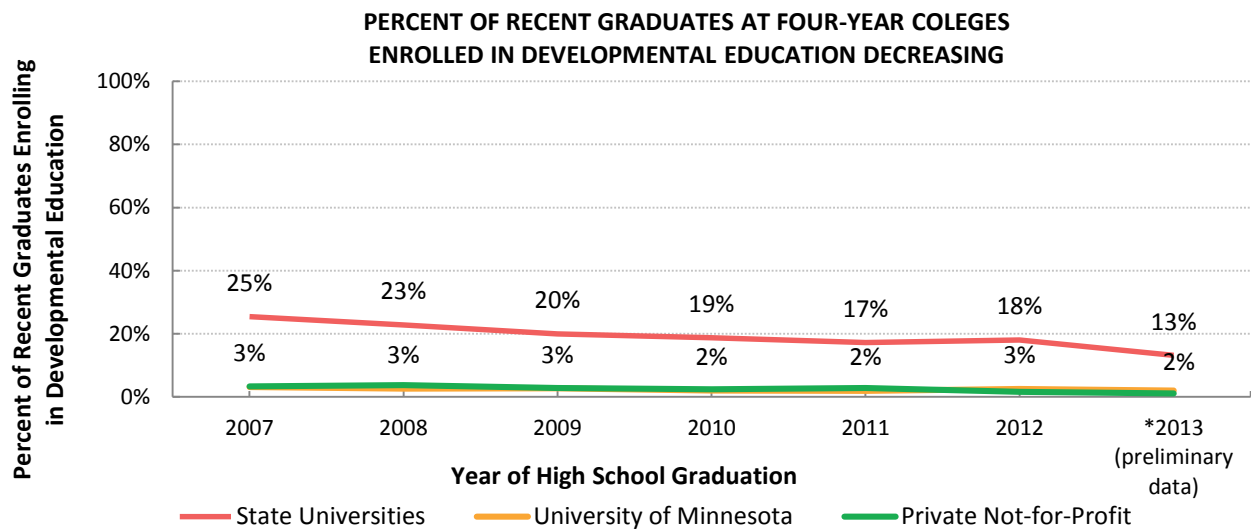
\* Enrollment within two years of graduation for 2007-2012 graduates and within one year of graduation for 2013 graduates; data for 2013 graduates is considered preliminary and should not be used in trend analysis.



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

Approximately half of all high school graduates enrolled in public two-year colleges participated in developmental education courses within two years of graduation from high school.

Private for-profit colleges range between 15 and 19 percent.



State universities show a decrease in the number of students enrolled in developmental education between 2007 (25%) and 2012 (18%).

The percentage of public high school graduates at private not-for-profit institutions and at the University of Minnesota enrolling in developmental education is very low across all years (2%-3%).

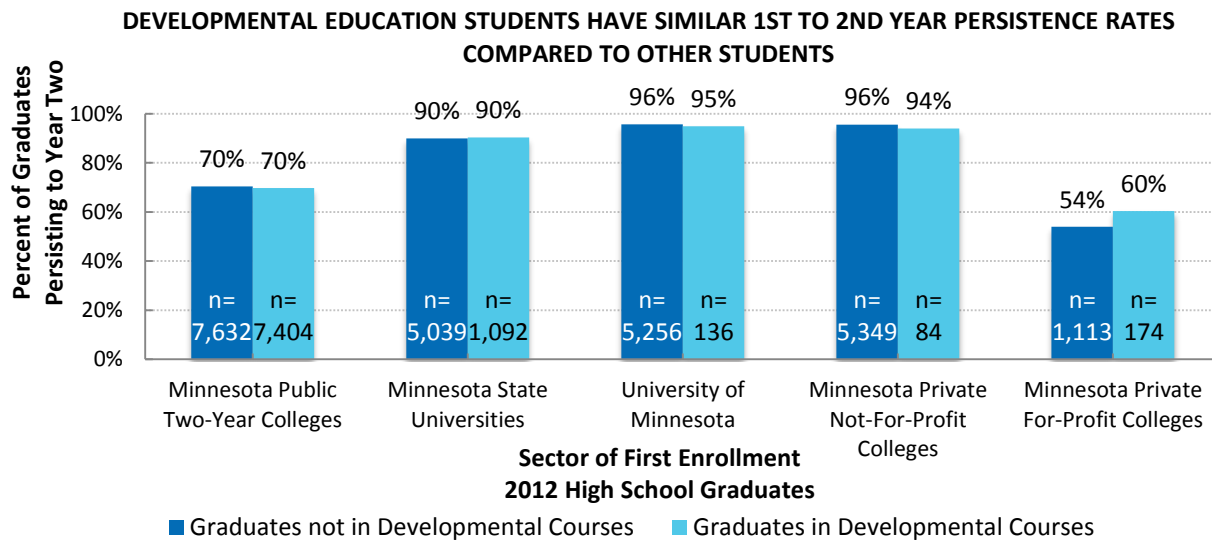
\*Enrollment within two years of graduation for 2007-2012 graduates and within one year of graduation for 2013 graduates; data for 2013 graduates is considered preliminary and should not be used in trend analysis.

## College Outcomes

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

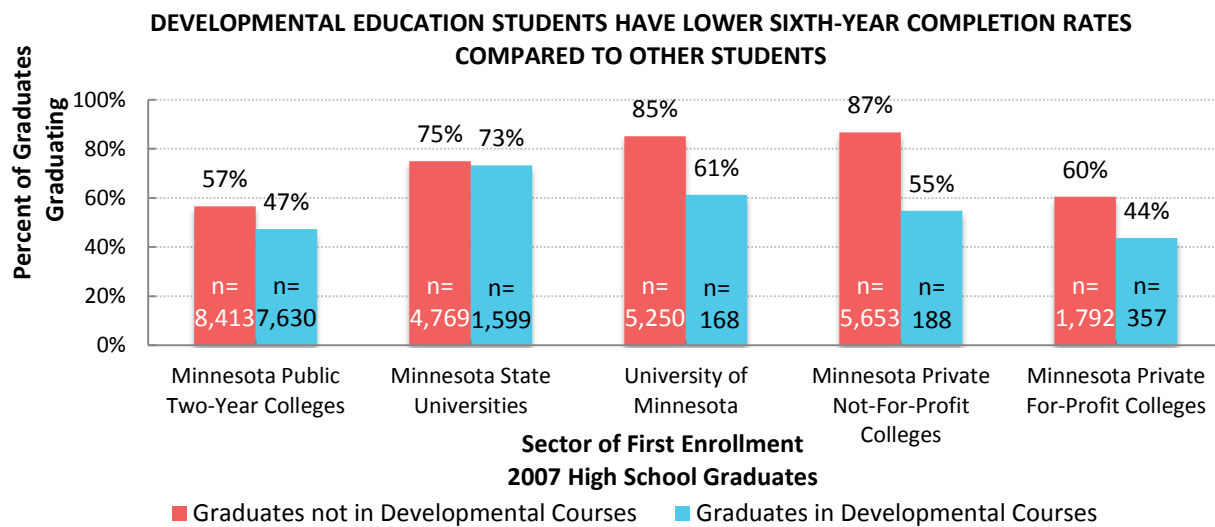
Enrollment in developmental education does not mean that a student cannot be successful in college. This report examined persistence in college and graduation as measures of student success.

For the class of 2012, developmental education enrollees persisted from first to second year at rates comparable to peers for every college sector except at private for-profit colleges.



Analysis of graduation data for the six years following high school graduation shows that the class of 2007 developmental education enrollees at state universities had the highest completion rates. The class of 2007 developmental education enrollees had sixth-year completion rates ranging from 44 percent at for-profit institutions to 73 percent at state universities.

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



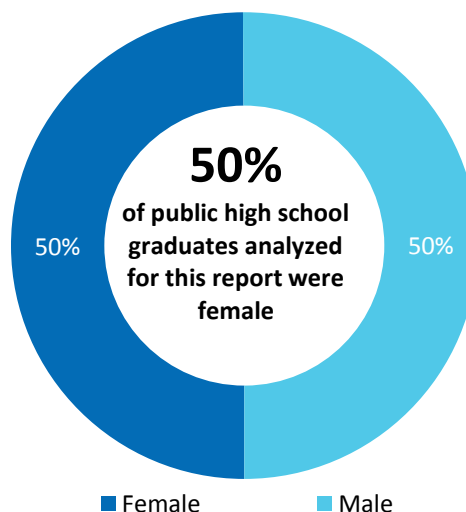
\*Enrollment within two years of graduation for 2007-2012 graduates and within one year of graduation for 2013 graduates; data for 2013 graduates is considered preliminary and should not be used in trend analysis.

## Gender

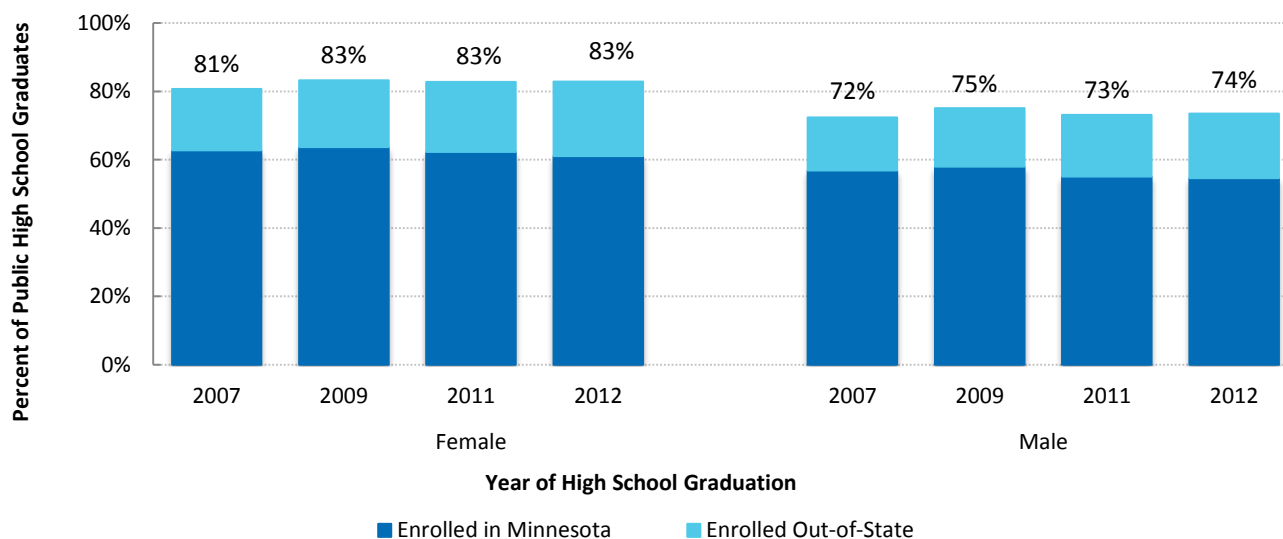
- ✓ **Female public high school graduates enrolled in college at rates approximately eleven percentage points higher than males.**

While equal numbers of males and females graduate from public high school each year, female graduates enrolled in college at rates higher than male graduates – approximately nine percentage points higher.

Additional college enrollment data by gender can be found in Table 7.



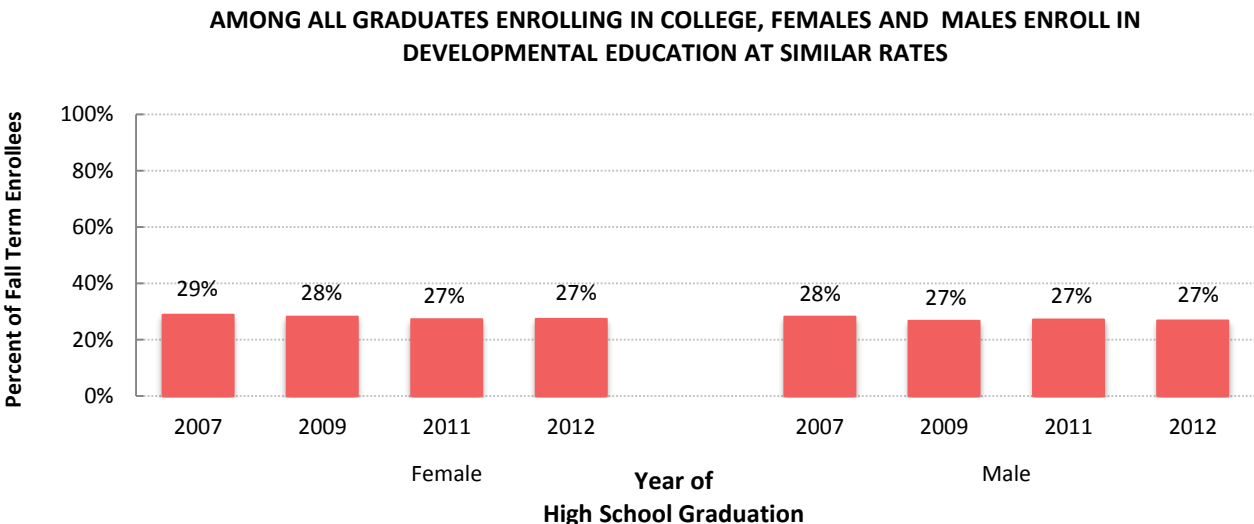
### FEMALES ENROLL IN COLLEGE WITHIN TWO YEARS AT HIGHER RATES THAN MALES



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

# Developmental Education Course-Taking by Gender

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



Among both male and female graduates, developmental education course-taking was relatively stable between 2007 and 2012.

- ✓ Gender differences in developmental education course-taking exist within college sectors

State averages mask differences by college sector.

Among 2012 graduates enrolled at Minnesota public two-year colleges, the percentage of female graduates enrolled in developmental education within two years of graduation (57%) is higher than male students (49%).

A similar trend is found among graduates enrolled at state universities (female graduates 20%, male graduates 15%).

Among students enrolled at the University of Minnesota, private not-for-profit colleges and for-profit colleges, the rate of enrollment in developmental education among 2012 public high school graduates is similar as shown in the table below.

Additional data on developmental education by gender can be found in Table 8.

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

**Table 2 Developmental Education Course-taking by First College of Enrollment Class of 2012**

	Within Two Years of High School Graduation by First College of Enrollment -- Fall term enrollees only		Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term	
	Students		Total Students	% of Fall Term Enrollees
Male				
Minnesota Public Two-Year Colleges	7,317		3,588	49%
Minnesota State Universities	2,599		401	15%
University of Minnesota	2,673		52	2%
Private Not-for-profit Colleges	2,216		36	2%
Private For-profit Colleges	324		57	18%
Total Minnesota	15,129		4,134	27%
Female				
Minnesota Public Two-Year Colleges	6,692		3,816	57%
Minnesota State Universities	3,471		691	20%
University of Minnesota	2,698		84	3%
Private Not-for-profit Colleges	3,160		48	2%
Private For-profit Colleges	833		117	14%
Total Minnesota	16,854		4,756	28%

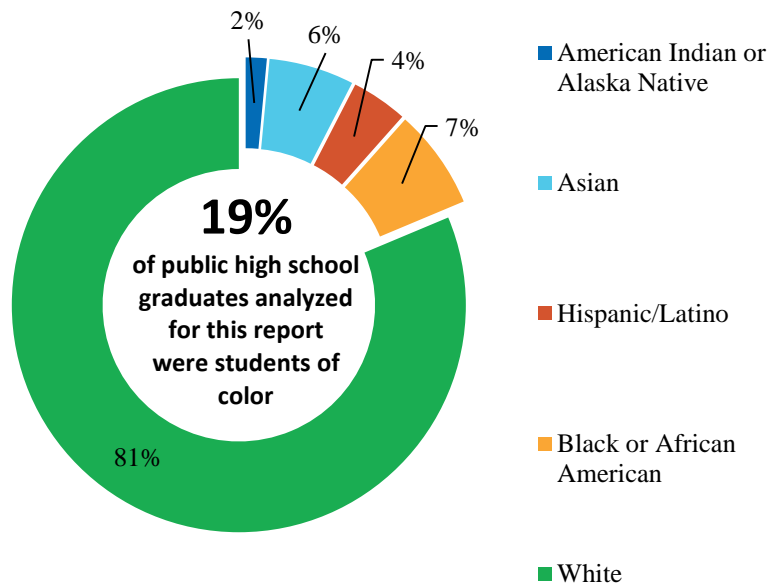
\*Enrollment within two years of graduation for 2007-2012 graduates and within one year of graduation for 2013 graduates; data for 2013 graduates is considered preliminary and should not be used in trend analysis.

## Race/Ethnicity

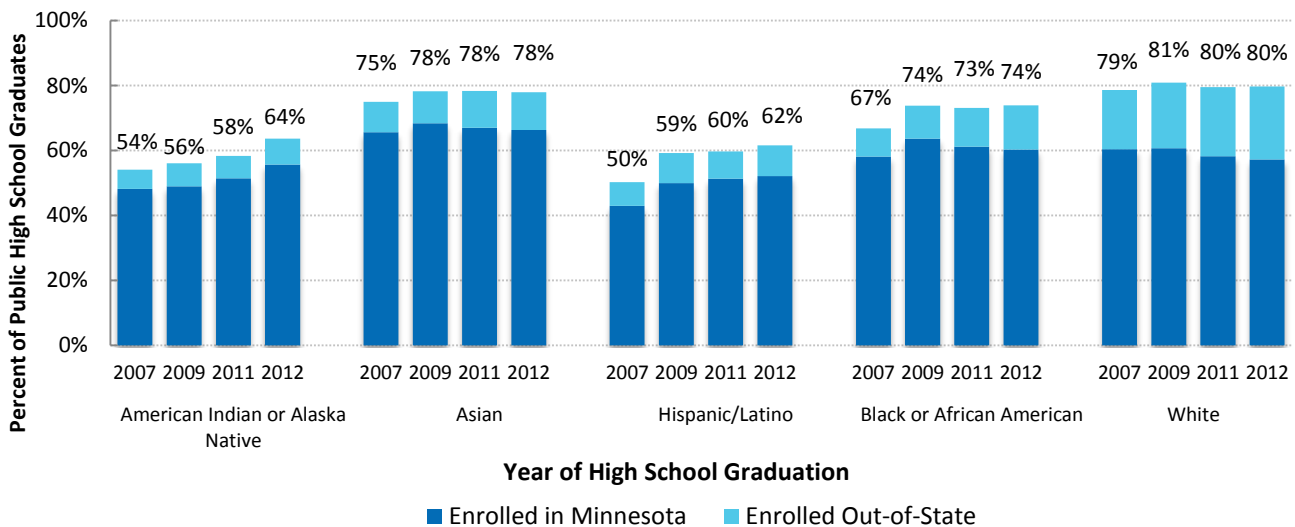
- ✓ **Students of color enrolled in college at lower rates than their White peers.**

Approximately 19 percent of Minnesota public high school graduates are students of color. White and Asian public high school graduates across all years enrolled in college at rates higher than other racial/ethnic groups.

A significant gap in college enrollment persists across racial/ethnic groups for Minnesota public high school graduates, especially for Hispanic or Latino and American Indian or Alaska Native graduates. The difference in enrollment in college within the first two years between White graduates (80%) as compared to Hispanic or Latino graduates (62%) is 18 percentage points for the class of 2012. Seventy-four percent of Black or African American graduates from the class of 2012 enrolled in college within two years.



### COLLEGE ENROLLMENT HAS INCREASED OVER TIME BUT ENROLLMENT GAPS EXIST



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

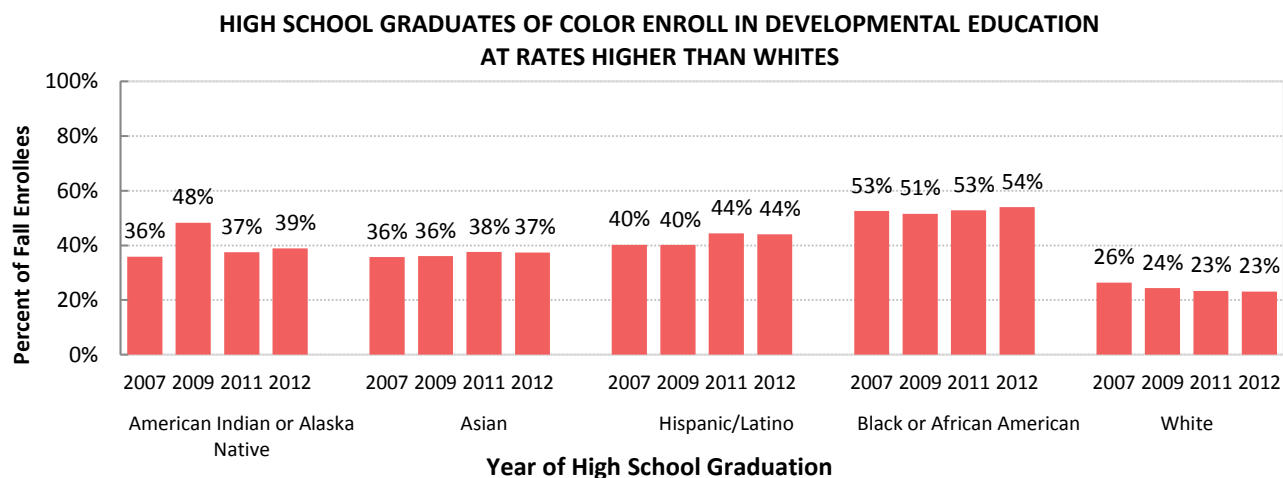
\*Enrollment within two years of graduation for 2007-2012 graduates and within one year of graduation for 2013 graduates; data for 2013 graduates is considered preliminary and should not be used in trend analysis.



## Developmental Education Course-Taking by Race/Ethnicity

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

Black or African American 2012 graduates continue to have the highest percentage (54%) of fall enrollees taking developmental education. Asian, American Indian or Alaskan Native and Hispanic or Latino 2012 graduates enrolled in developmental courses at rates between 37 and 44 percent as compared to 23 percent of White fall enrollees.



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

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

## Language Spoken at Home

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

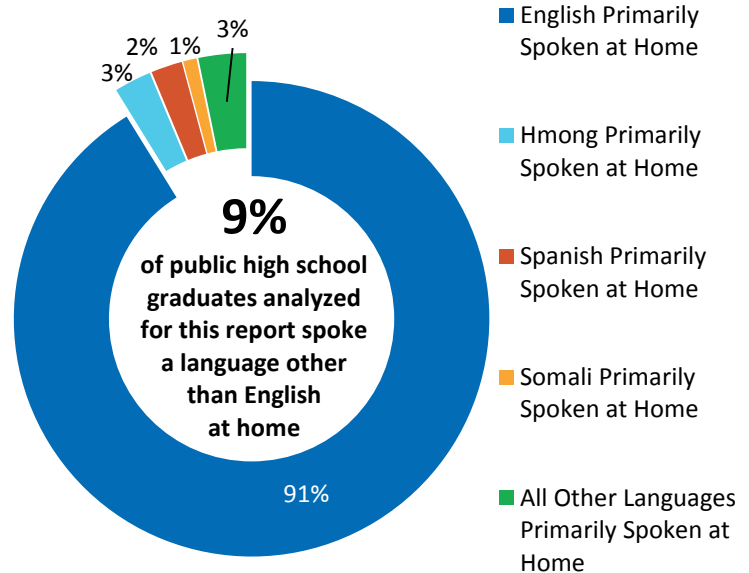
Approximately nine percent of Minnesota public high school graduates spoke a language other than English at home. The languages most commonly spoken were Hmong, Spanish and Somali.

### Primary Language Spoken at Home

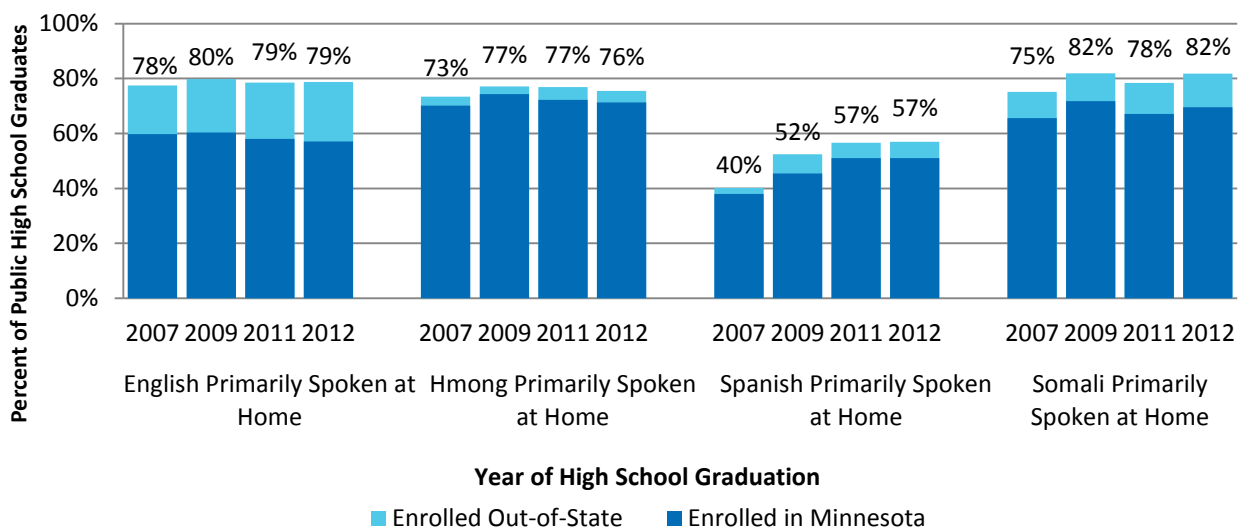
Minnesota public high school graduates who spoke Somali at home enrolled (82%) in college within two years at higher rates than any other primary language group including English speakers.

Minnesota public high school graduates who spoke Spanish at home enrolled (57%) in college within two years at rates lower than other primary language groups. Spanish speaking graduates may encounter barriers to college enrollment based on residency issues. Passage of the Minnesota Dream Act may result in an increase in college enrollment for these graduates. Analysis of college enrollment rates over time shows Spanish speaking public high school graduates enrolled in college within two years increased sharply from 2007 to 2012.

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



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

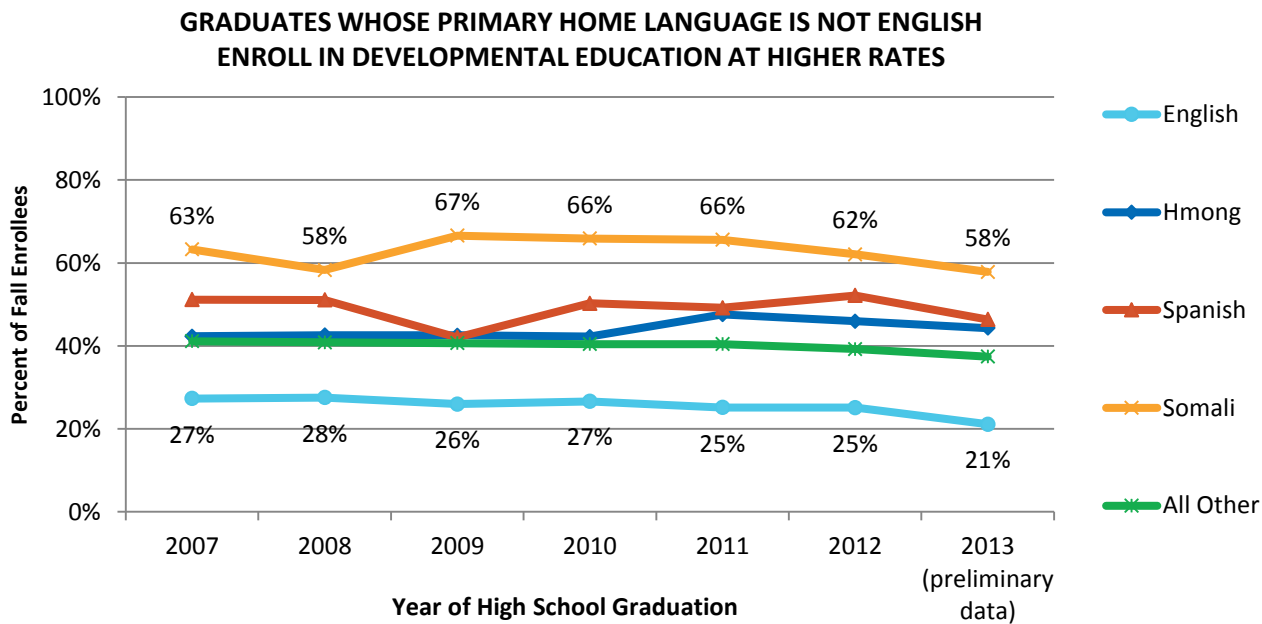


\*Enrollment within two years of graduation for 2007-2012 graduates and within one year of graduation for 2013 graduates; data for 2013 graduates is considered preliminary and should not be used in trend analysis.

# Developmental Education Course-Taking by Language Spoken at Home

- ✓ **Graduates whose primary home language was not English enrolled in developmental education at rates higher than English speakers.**

Reading and writing courses are primary components of developmental education and continue to be utilized by students to improve their language skills; especially by students whose first language is not English. It is not surprising to see a higher utilization of developmental education among students who may have immigrated to this country.



Graduates who spoke Somali at home enrolled in college within two years of graduating at higher rates than other non-native English speakers; however, students who spoke Somali at home also enrolled (62% for class of 2012) in developmental education at percentages almost 10 percentage points higher than any other group.

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

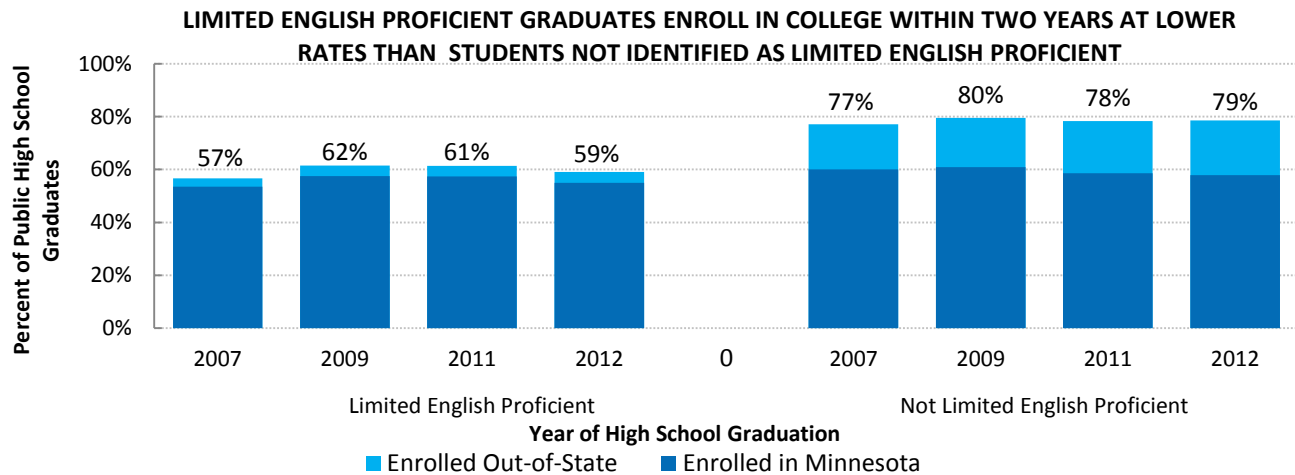
\*Enrollment within two years of graduation for 2007-2012 graduates and within one year of graduation for 2013 graduates; data for 2013 graduates is considered preliminary and should not be used in trend analysis.

## Limited English Proficiency

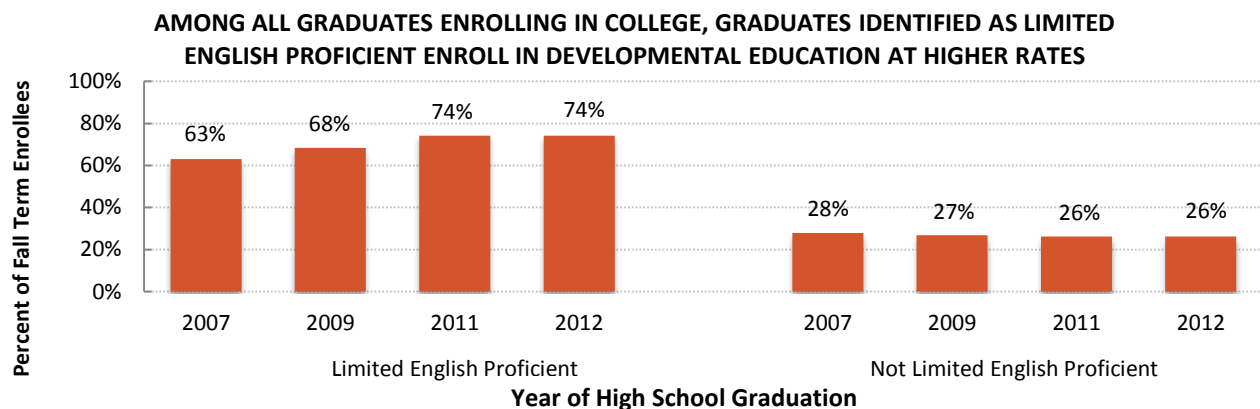
- ✓ **The majority (74%) of 2012 graduates identified as limited English proficient enrolling in college also enrolled in developmental education.**

In addition to language spoken at home, another measure of language skills is limited English proficiency status within K-12 education. Approximately three percent of Minnesota public high school graduates were identified as limited English proficient.

Students considered limited English proficient lagged behind their peers in college enrollment. Students considered limited English proficient enrolled almost exclusively in Minnesota colleges, few enrolled at out-of-state colleges.



Graduates considered limited English proficient enrolled in developmental education within two years of graduating at rates (74%) triple that of graduates not identified as limited English proficient (26%).



Additional data on college enrollment by limited English proficiency can be found in Table 13.  
Additional data on developmental education by limited English proficiency can be found in Table 14.

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

## Economic Status

- ✓ **Public high school graduates who were enrolled in free lunch attended college in smaller percentages than those who were enrolled in reduced lunch or not at all.**

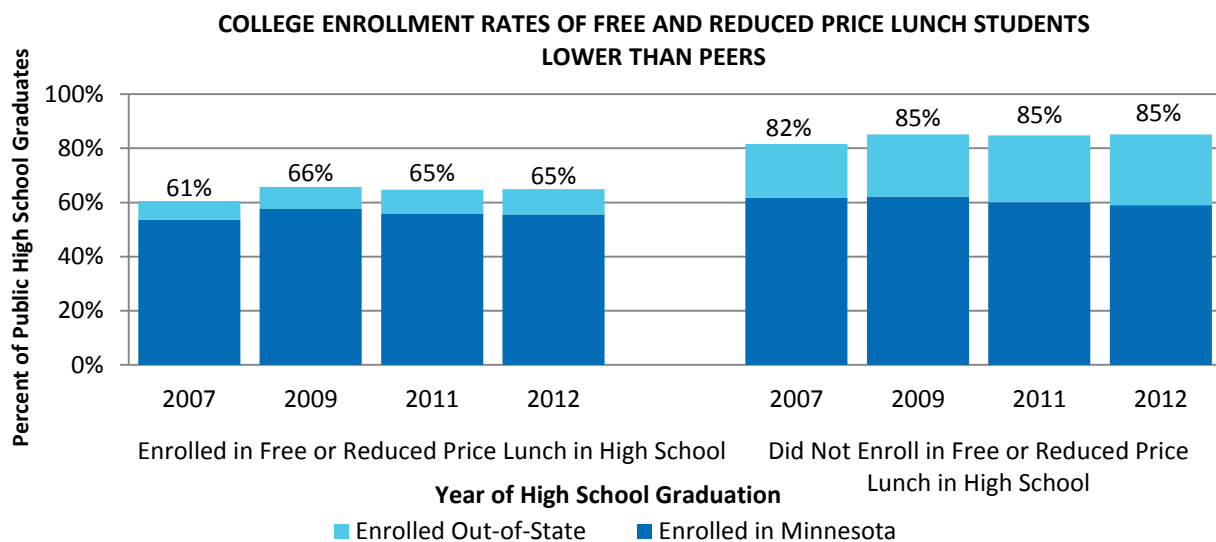
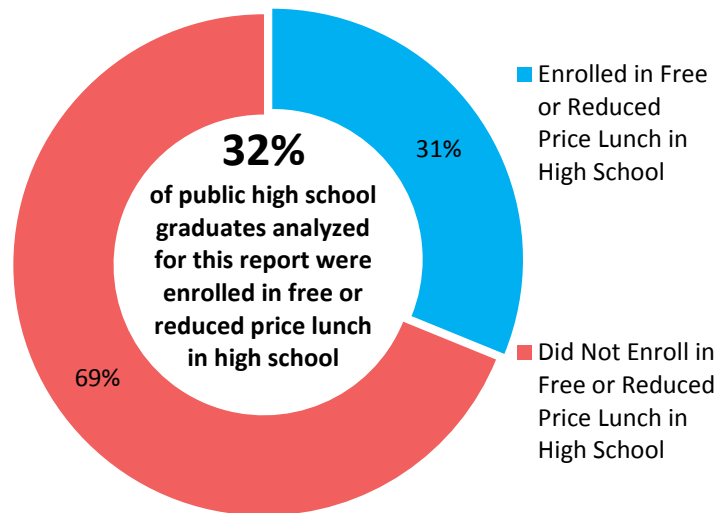
Public high school students enrolled in free or reduced price lunch can serve as an indicator of economic status. Approximately 32 percent of Minnesota 2007-2013 public high school graduates were enrolled in free or reduced price lunch in high school.

Graduates from all classes enrolled in free or reduced price lunch showed lower college enrollment rates as compared to behind non-free and reduced price lunch graduates by 20 percentage points.

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

Both economic groups showed growth in college enrollments over time. Students who were not enrolled in free and reduced price lunch enrolled in college outside of Minnesota at higher percentages than both free and reduce price lunch students.

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



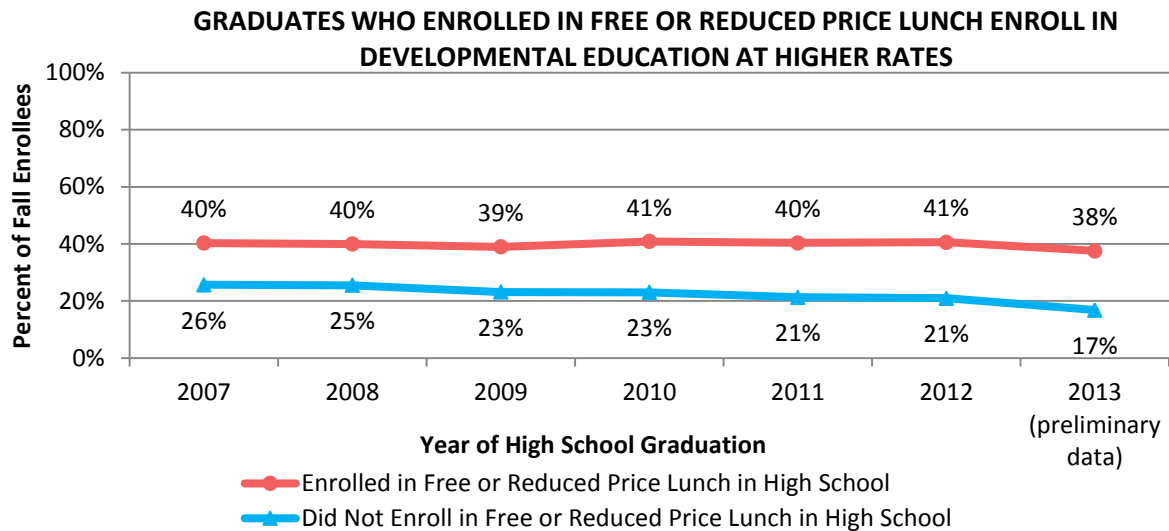
\*Enrollment within two years of graduation for 2007-2012 graduates and within one year of graduation for 2013 graduates; data for 2013 graduates is considered preliminary and should not be used in trend analysis.

## Developmental Education Course-Taking by Economic Status

- ✓ **Public high school class of 2012 enrolled in free or reduced price lunch in high school had higher rates of developmental education enrollment (41%).**

The gap in developmental education enrollment between free and reduced price lunch students and other students is 21 percentage points and appears to be increasing. Forty-one percent of 2012 free or reduced price lunch graduates enrolled in fall term took developmental education courses as compared to 21 percent of other graduates. Reduced price lunch enrolled graduates had higher developmental education enrollment rates compared to other graduates but were lower than free lunch graduates.

When analysis is expanded to the population ever enrolling in free or reduced price lunch during their K-12 education, the gap in developmental education enrollment between free or reduced price lunch students and other students is still 20 percentage points. Forty-one percent of 2012 free lunch graduates enrolled in fall term took developmental education courses as compared to 21 percent of other graduates.



More research is needed to understand the link between income and college readiness in Minnesota. One partial explanation for these trends is that students from higher socioeconomic backgrounds might take more college preparatory classes and supplementary services that help them be more prepared for college.

Additional information about developmental education enrollments by economic status can be found in Tables 16 and 16B.

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

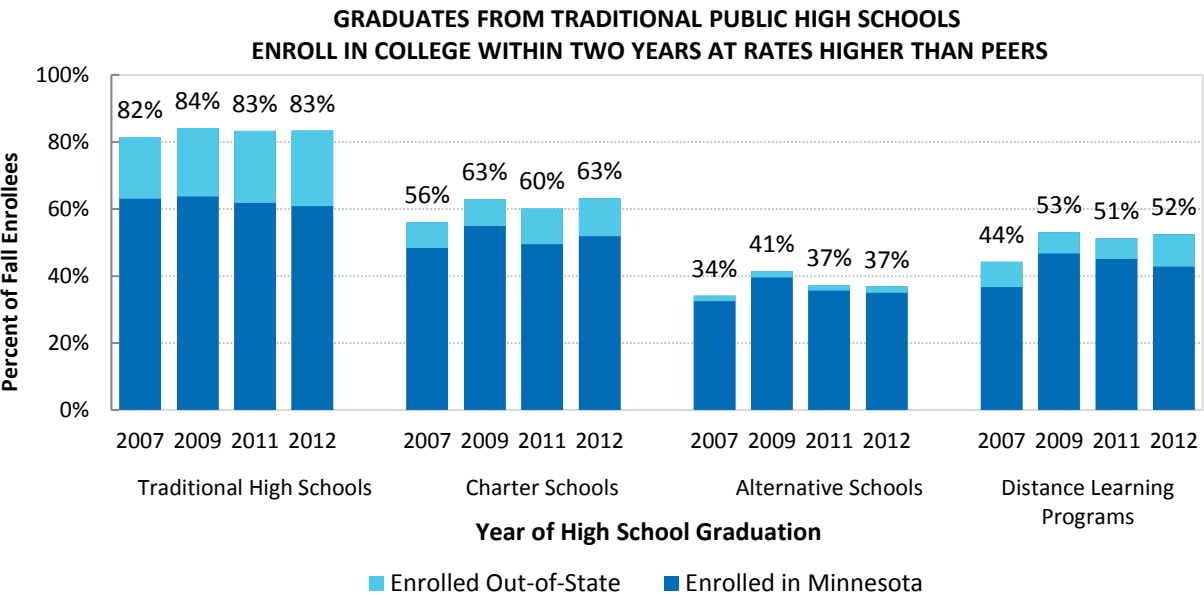
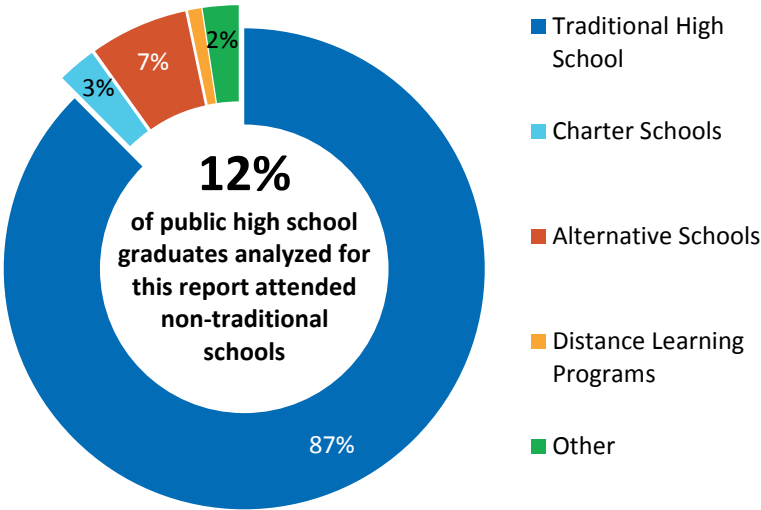
# High School Type Attended

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

Class of 2012 graduates from traditional public high schools showed higher college enrollment rates (83%) compared to charter school (63%), alternative public high schools (37%) and distance learning programs (52%).

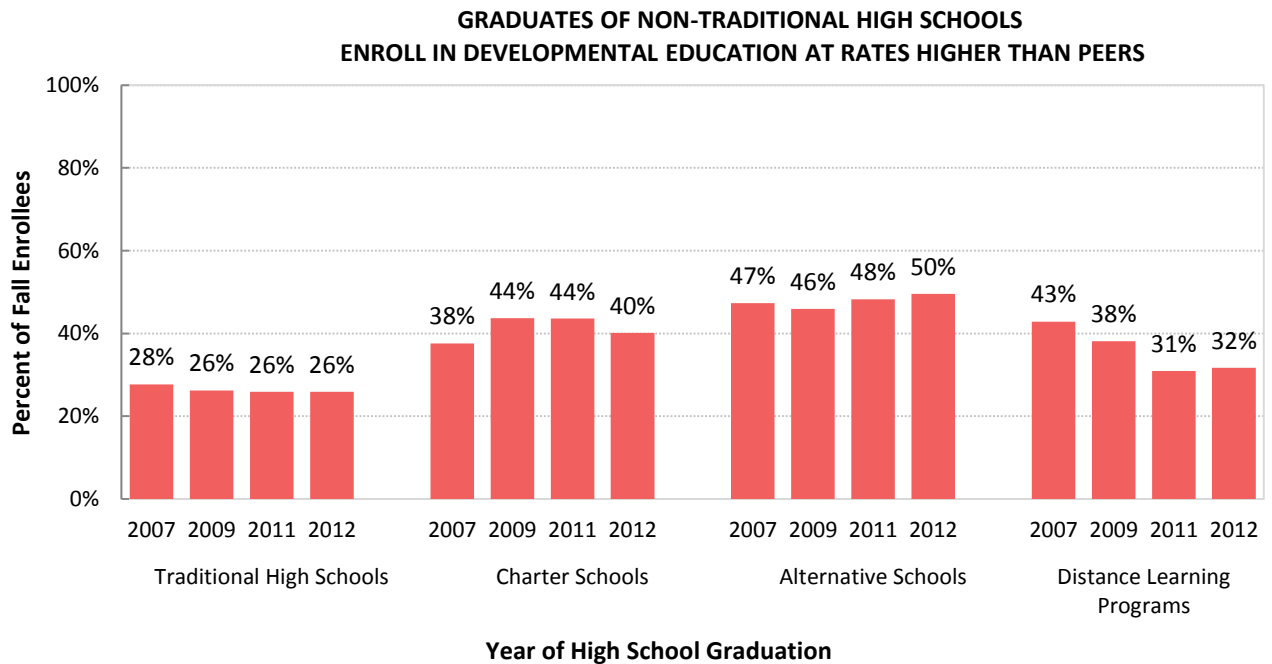
One critical caveat to this finding is that schools grouped together under the headings of “traditional” or “charter” serve a variety of educational missions, offer different programs and vary in size and geographic location. One would expect there to be wide variation in enrollment and developmental education course-taking among individual high schools within these groups.

Additional data on college enrollment by public high school type can be found in Table 17.



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

## Developmental Education by High School Type Attended



- ✓ **Graduates of non-traditional public high schools enrolled in developmental education at slightly higher rates than traditional public high school graduates.**

Class of 2012 graduates of traditional schools showed lower developmental enrollment rates (26%) as compared to charter school (40%), alternative high schools (50%) and distance learning programs (32%).

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

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

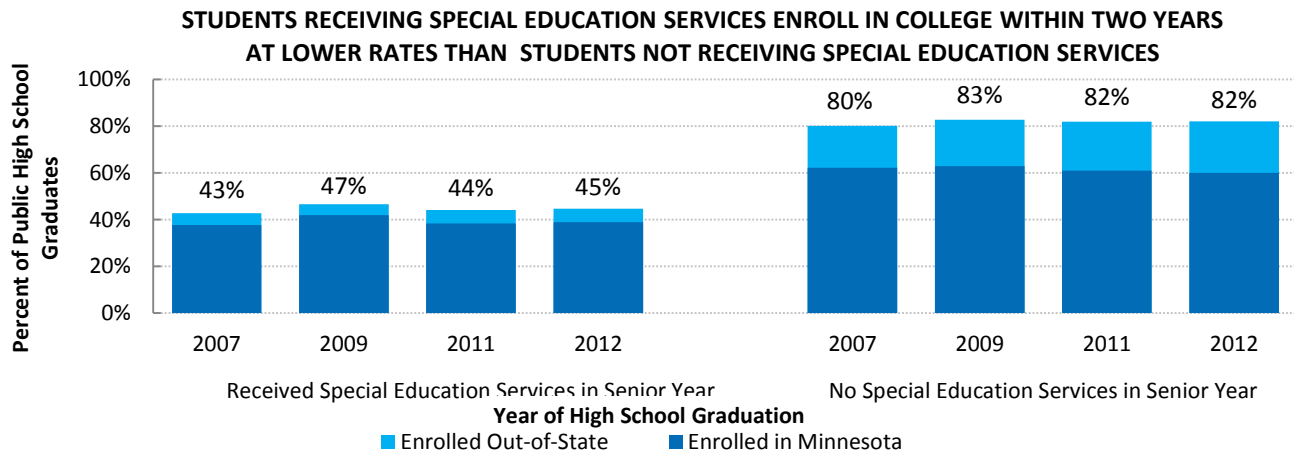
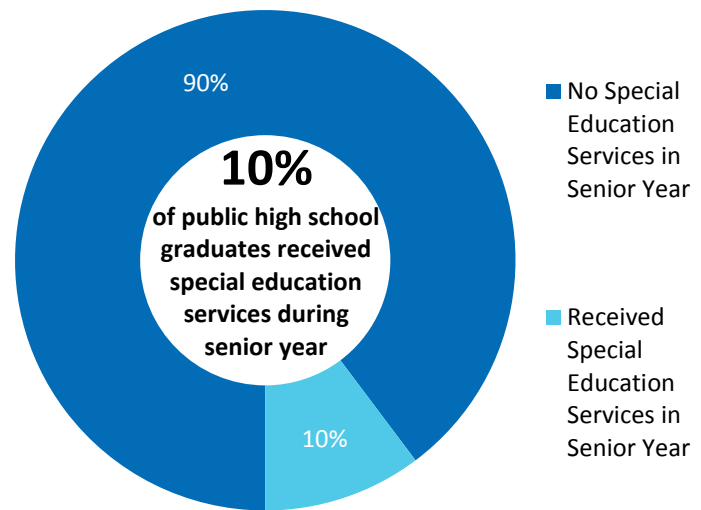


## Special Education Services

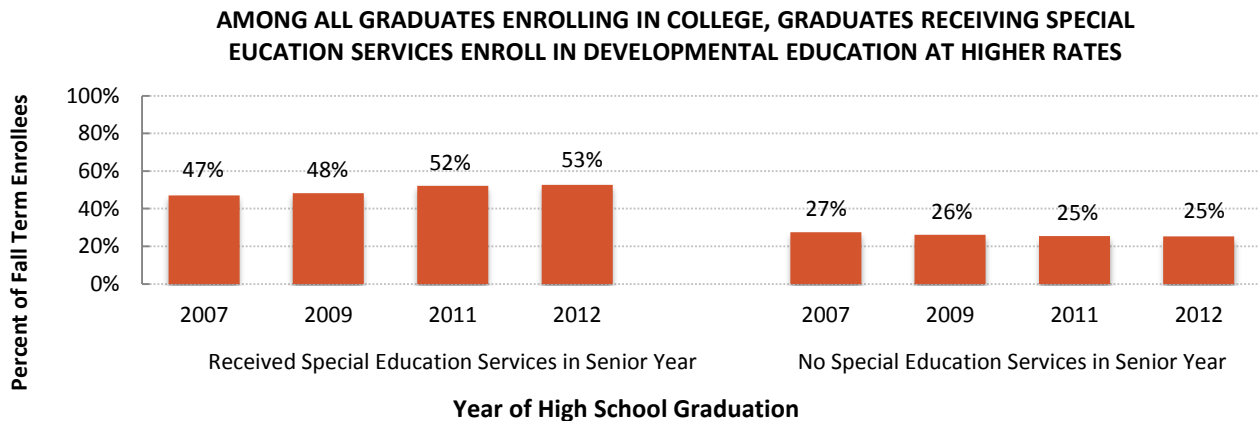
- ✓ **Half (52%) of 2012 graduates identified as receiving special education services enrolling in college also enrolled in developmental education.**

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

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



Approximately half of special education graduates enrolled in developmental education while in college.



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

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

## Testing

By definition, college readiness means being able to succeed in credit-bearing college courses without developmental education. Pre-high school graduation data can be used to identify students with a higher likelihood of enrolling in college developmental education. Using available K-12 data, educators can provide students with the extra supports needed to prepare them for college-level academic studies.

Historically public school students take a range of required and recommended assessments ranging from: MCA, NWEA, EXPLORE, PLAN, ACT and SAT. State testing is limited to only the MCA. Meanwhile, Minnesota's public colleges have typically relied on ACCUPLACER, ACT or SAT tests to gauge a student's readiness for college level curriculum. As a result, the framework to align assessment is rooted in the belief that students meeting proficiency guidelines for high school graduation are ready for college (MnSCU, 2014).

Better alignment of assessments measuring college and career readiness will enable earlier identification of a student who is not on track for college level courses. If identified earlier, a student who is not on track will receive instructional interventions and targeted support aligned to meet the specific competencies of college developmental education while they are in a public high school, saving time and money. Data for Minnesota public high school graduates from 2007 to 2012 allowed an initial review of the current alignment of K-12 MCA math and reading tests, ACT tests and developmental education course-taking as highlighted below.

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

## High School Accountability Tests – Math & Reading

- ✓ **2012 public high school graduates who met the standards on statewide accountability tests had higher college enrollment rates and lower developmental education rates compared to students who did not meet standards.**

Accountability tests given to Minnesota public high school students included the MCA-II, MCA-III, MOD-II, MTAS and MTELL in both math and reading. There is a sizeable gap in both college enrollment and developmental education needs among groups by reported proficiency.

Among graduates taking the state accountability test:

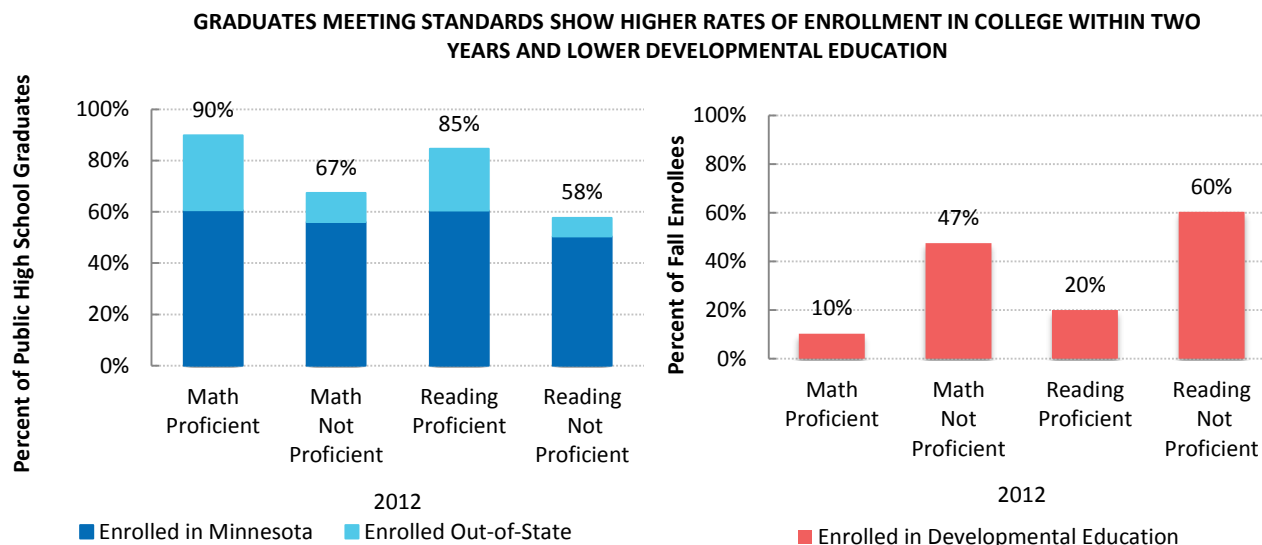
### Math

- 90 percent of grade 11 students meeting math standards enrolled in college and 10 percent enrolled in developmental education within two years of graduating
- 67 percent of grade 11 students not meeting math standards enrolled in college and 47 percent enrolled in developmental education within two years of graduating

### Reading

- 85 percent of grade 10 students meeting reading standards enrolled in college and 20 percent enrolled in developmental education within two years of graduating
- 58 percent of grade 10 students not meeting reading standards enrolled in college and 60 percent enrolled in developmental education within two years of graduating

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



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

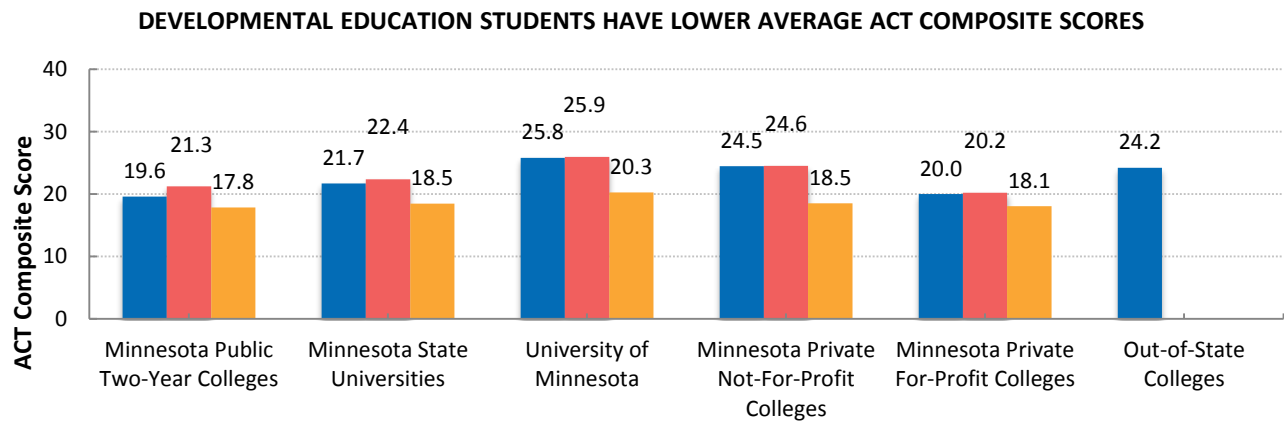
## College Entrance Exams – ACT

- ✓ **For the class of 2012, the average ACT scores of students enrolled in developmental education were lower than the scores of students not enrolled in developmental education.**

ACT composite scores of students enrolled in developmental education ranged from 17.8 at Minnesota public two-year colleges to 20.3 at the University of Minnesota. This compared to ACT scores for students not enrolled in developmental courses ranging from 20.2 at private for-profit colleges to 25.9 at the University of Minnesota.

Low ACT scores are one reason students can be placed into developmental education courses at the University of Minnesota and Minnesota State Universities.

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



**Class of 2012 Enrolling in the First Year After Graduation**

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

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

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## Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350  
Saint Paul, MN 55108-5227

Tel: 651.642.0567 or 800.657.3866  
TTY Relay: 800.627.3529  
Fax: 651.642.0675

E-mail: [info.ohe@state.mn.us](mailto:info.ohe@state.mn.us)

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# Getting Prepared



# 2015

Recent high school  
graduates and  
developmental courses

## Additional Tables

Revised November 19, 2015



**August 2015**

## **Authors**

### **Meredith Fergus**

Manager of Financial Aid Research  
Tel: 651-259-3963  
meredith.fergus@state.mn.us

### **Peter Li**

Research Intern

### **Nina Sheff**

Research Inter

## **About Minnesota SLEDs**

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDs) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. SLEDs facilitates analysis to address a range of educational programmatic and delivery methods to gauge their effectiveness, and ease the design of targeted improvement strategies that help students.

SLEDs brings together data from education and workforce to:

- Identify the most viable pathways for individuals in achieving successful outcomes in education and work;
- Inform decisions to support and improve education and workforce policy and practice, and
- Assist in creating a more seamless education and workforce system for all Minnesotans.

The Minnesota P-20 Education Partnership governs the SLEDs system. The project is managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Departments of Education (MDE), and Employment and Economic Development (DEED).

## **Minnesota Office of Higher Education**

1450 Energy Park Drive, Suite 350  
Saint Paul, MN 55108-5227

Tel: 651.642.0567 or 800.657.3866  
TTY Relay: 800.627.3529  
Fax: 651.642.0675

E-mail: [info.ohe@state.mn.us](mailto:info.ohe@state.mn.us)

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# Additional Tables

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**Table 3: College Enrollment of 2007-2013 Public High School Graduates**

Year of High School Graduation	High School	College Activity											
		Total Graduates Enrolled in College							First Term Enrollment Level (Number of Credits)				
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment		Number of Students					
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)		1-5 credits (H)	6-8 credits (I)	9-11 credits (J)	12-14 credits (K)	15+ credits (L)
Enrolled at Any College (National)													
2007	59,855	50,370	84%	45,869	77%	not available							
2008	60,820	51,218	84%	47,382	78%								
2009	59,607	50,185	84%	47,191	79%								
2010	59,629	49,324	83%	46,858	79%								
2011	59,288	47,816	81%	46,205	78%								
2012	57,544	45,779	80%	44,985	78%								
2013* (preliminary data)	58,317	44,513	76%	44,513	76%								
Enrolled at Any Minnesota College (Public or Private)													
2007	59,855	39,372	66%	35,819	60%	35,314	59%		2%	2%	3%	22%	72%
2008	60,820	39,419	65%	36,348	60%	36,162	59%		2%	3%	3%	22%	70%
2009	59,607	38,537	65%	36,242	61%	35,732	60%		1%	3%	3%	23%	69%
2010	59,629	37,630	63%	35,774	60%	35,278	59%		1%	3%	3%	23%	70%
2011	59,288	36,024	61%	34,759	59%	34,498	58%		1%	3%	4%	23%	69%
2012	57,544	33,873	59%	33,279	58%	33,263	58%		1%	3%	4%	23%	69%
2013* (preliminary data)	58,317	32,601	56%	32,601	56%	29,417	50%		1%	2%	4%	24%	69%

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

**Table 3: College Enrollment of 2007-2013 Public High School Graduates (continued)**

Year of High School Graduation	High School	College Activity											
		Total Graduates Enrolled in College							First Term Enrollment Level (Number of Credits)				
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment		Number of Students					
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)	1-5 credits (H)	6-8 credits (I)	9-11 credits (J)	12-14 credits (K)	15+ credits (L)
Enrolled at Minnesota Public Two-Year Colleges													
2007	59,855	18,616	31%	16,043	27%	14,898	25%		3%	3%	5%	23%	67%
2008	60,820	18,739	31%	16,474	27%	15,382	25%		3%	5%	5%	23%	65%
2009	59,607	18,263	31%	16,516	28%	15,347	26%		3%	4%	5%	26%	62%
2010	59,629	17,345	29%	15,966	27%	14,769	25%		2%	5%	6%	24%	63%
2011	59,288	16,646	28%	15,646	26%	14,457	24%		2%	5%	7%	24%	61%
2012	57,544	15,515	27%	15,036	26%	14,009	24%		2%	5%	8%	25%	60%
2013* (preliminary data)	58,317	14,597	25%	14,597	25%	12,084	21%		2%	5%	8%	26%	60%
Enrolled at Minnesota State Universities													
2007	59,855	6,491	11%	6,368	11%	6,280	10%		0%	1%	1%	24%	74%
2008	60,820	6,525	11%	6,396	11%	6,316	10%		1%	0%	1%	24%	74%
2009	59,607	6,463	11%	6,364	11%	6,294	11%		1%	0%	1%	26%	72%
2010	59,629	6,521	11%	6,424	11%	6,342	11%		0%	0%	1%	30%	69%
2011	59,288	6,365	11%	6,306	11%	6,238	11%		0%	0%	1%	29%	69%
2012	57,544	6,173	11%	6,131	11%	6,070	11%		0%	0%	1%	32%	67%
2013* (preliminary data)	58,317	5,985	10%	5,985	10%	5,757	10%		0%	0%	1%	35%	64%

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

**Table 3: College Enrollment of 2007-2013 Public High School Graduates (continued)**

Year of High School Graduation	High School	College Activity											
		Total Graduates Enrolled in College							First Term Enrollment Level (Number of Credits)				
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment			Number of Students				
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)		1-5 credits (H)	6-8 credits (I)	9-11 credits (J)	12-14 credits (K)	15+ credits (L)
<b>Enrolled at the University of Minnesota</b>													
2007	59,855	5,477	9%	5,418	9%	5,374	9%		0%	0%	0%	28%	71%
2008	60,820	5,423	9%	5,362	9%	5,322	9%		0%	0%	0%	27%	73%
2009	59,607	5,535	9%	5,497	9%	5,454	9%		0%	0%	0%	22%	77%
2010	59,629	5,826	10%	5,789	10%	5,758	10%		0%	0%	0%	23%	76%
2011	59,288	5,546	9%	5,529	9%	5,508	9%		0%	0%	0%	22%	77%
2012	57,544	5,410	9%	5,392	9%	5,371	9%		0%	0%	0%	20%	80%
2013* (preliminary data)	58,317	5,682	10%	5,682	10%	5,580	10%		0%	0%	0%	20%	80%
<b>Enrolled at Private Not-for-profit College</b>													
2007	59,855	5,976	10%	5,841	10%	5,696	10%		0%	0%	0%	11%	89%
2008	60,820	5,929	10%	5,834	10%	5,658	9%		0%	0%	1%	12%	87%
2009	59,607	5,810	10%	5,722	10%	5,566	9%		0%	0%	0%	14%	85%
2010	59,629	5,729	10%	5,655	9%	5,533	9%		0%	0%	0%	13%	87%
2011	59,288	5,710	10%	5,656	10%	5,584	9%		0%	0%	0%	12%	87%
2012	57,544	5,459	9%	5,433	9%	5,376	9%		0%	0%	0%	12%	88%
2013* (preliminary data)	58,317	5,345	9%	5,345	9%	5,173	9%		1%	0%	0%	11%	88%

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

**Table 3: College Enrollment of 2007-2013 Public High School Graduates (continued)**

Year of High School Graduation	High School	College Activity											
	Graduates	Total Graduates Enrolled in College							First Term Enrollment Level (Number of Credits)				
		At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment		Number of Students					
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)		1-5 credits (H)	6-8 credits (I)	9-11 credits (J)	12-14 credits (K)
Enrolled at Private For-profit Colleges													
2007	59,855	2,812	5%	2,149	4%	1,955	3%		5%	19%	11%	29%	37%
2008	60,820	2,803	5%	2,282	4%	2,104	3%		3%	14%	15%	36%	33%
2009	59,607	2,466	4%	2,143	4%	1,872	3%		4%	20%	13%	35%	28%
2010	59,629	2,209	4%	1,940	3%	1,701	3%		6%	19%	12%	27%	36%
2011	59,288	1,757	3%	1,622	3%	1,376	2%		7%	18%	14%	25%	37%
2012	57,544	1,316	2%	1,287	2%	1,157	2%		5%	12%	12%	35%	37%
2013* (preliminary data)	58,317	992	2%	992	2%	802	1%		4%	11%	11%	39%	35%

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

**Table 4: Developmental Education Course-taking of 2007-2013 Public High School Graduates**

Year of High School Graduation	High School	College Activity		Developmental Education Course-taking		
		College Enrollment by First College of Enrollment		Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Enrolled within Two Years of High School Graduation	Enrolled within Two Years of High School Graduation -- Fall term Enrollees	by First College of Enrollment		
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)
<b>Enrolled at Any Minnesota College (Public or Private)</b>						
2007	59,855	35,819	35,314	10,092	17%	29%
2008	60,820	36,348	36,162	10,436	17%	29%
2009	59,607	36,242	35,732	9,831	16%	28%
2010	59,629	35,774	35,278	9,989	17%	28%
2011	59,288	34,759	34,498	9,395	16%	27%
2012	57,544	33,279	33,263	9,038	16%	27%
2013* (preliminary data)	58,317	32,601	29,417	6,935	12%	24%
<b>Enrolled at Minnesota Public Colleges</b>						
2007	59,855	27,829	26,552	9,397	16%	35%
2008	60,820	28,232	27,020	9,695	16%	36%
2009	59,607	28,377	27,095	9,168	15%	34%
2010	59,629	28,179	26,869	9,444	16%	35%
2011	59,288	27,481	26,203	8,864	15%	34%
2012	57,544	26,559	25,450	8,632	15%	34%
2013* (preliminary data)	58,317	26,264	23,421	6,744	12%	29%

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

**Table 4: Developmental Education Course-taking of 2007-2013 Public High School Graduates (continued)**

Year of High School Graduation	High School	College Activity		Developmental Education Course-taking		
		College Enrollment by First College of Enrollment		Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Enrolled within Two Years of High School Graduation	Enrolled within Two Years of High School Graduation -- Fall term Enrollees	by First College of Enrollment		
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)
<b>Enrolled at Minnesota Public Two-Year Colleges</b>						
2007	59,855	16,043	14,898	7,630	13%	51%
2008	60,820	16,474	15,382	8,114	13%	53%
2009	59,607	16,516	15,347	7,763	13%	51%
2010	59,629	15,966	14,769	8,140	14%	55%
2011	59,288	15,646	14,457	7,689	13%	53%
2012	57,544	15,036	14,009	7,404	13%	53%
2013* (preliminary data)	58,317	14,597	12,084	5,872	10%	49%
<b>Enrolled at Minnesota State Universities</b>						
2007	59,855	6,368	6,280	1,599	3%	25%
2008	60,820	6,396	6,316	1,441	2%	23%
2009	59,607	6,364	6,294	1,259	2%	20%
2010	59,629	6,424	6,342	1,191	2%	19%
2011	59,288	6,306	6,238	1,071	2%	17%
2012	57,544	6,131	6,070	1,092	2%	18%
2013* (preliminary data)	58,317	5,985	5,757	759	1%	13%

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

**Table 4: Developmental Education Course-taking of 2007-2013 Public High School Graduates (continued)**

Year of High School Graduation	High School	College Activity		Developmental Education Course-taking		
		College Enrollment by First College of Enrollment		Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Enrolled within Two Years of High School Graduation	Enrolled within Two Years of High School Graduation -- Fall term Enrollees	by First College of Enrollment		
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)
<b>Enrolled at the University of Minnesota</b>						
2007	59,855	5,418	5,374	168	0.3%	3%
2008	60,820	5,362	5,322	140	0.2%	3%
2009	59,607	5,497	5,454	146	0.2%	3%
2010	59,629	5,789	5,758	113	0.2%	2%
2011	59,288	5,529	5,508	104	0.2%	2%
2012	57,544	5,392	5,371	136	0.2%	3%
2013* (preliminary data)	58,317	5,682	5,580	113	0.2%	2%
<b>Enrolled at Private Not-for-Profit Colleges</b>						
2007	59,855	5,841	5,696	188	0.3%	3%
2008	60,820	5,834	5,658	211	0.3%	4%
2009	59,607	5,722	5,566	157	0.3%	3%
2010	59,629	5,655	5,533	135	0.2%	2%
2011	59,288	5,656	5,584	155	0.3%	3%
2012	57,544	5,433	5,376	84	0.1%	2%
2013* (preliminary data)	58,317	5,345	5,173	58	0.1%	1%

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



**Table 4: Developmental Education Course-taking of 2007-2013 Public High School Graduates (continued)**

Year of High School Graduation	High School	College Activity		Developmental Education Course-taking		
		College Enrollment by First College of Enrollment		Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Enrolled within Two Years of High School Graduation	Enrolled within Two Years of High School Graduation -- Fall term Enrollees	by First College of Enrollment		
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)
<b>Enrolled at Private For-Profit Colleges</b>						
2007	59,855	2,149	1,955	357	0.6%	18%
2008	60,820	2,282	2,104	385	0.6%	18%
2009	59,607	2,143	1,872	356	0.6%	19%
2010	59,629	1,940	1,701	267	0.4%	16%
2011	59,288	1,622	1,376	209	0.4%	15%
2012	57,544	1,287	1,157	174	0.3%	15%
2013* (preliminary data)	58,317	992	802	131	0.2%	16%

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

**Table 5: Developmental Education Credits**

Year of High School Graduation	Number of Developmental Credits Taken									
	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term after High School Graduation									
	1-3 Credits		4-6 Credits		7-9 Credits		More than 10 Credits		Total	
	Percent of Students (column A)	Total Credits (B)	Percent of Students (C)	Total Credits (D)	Percent of Students (E)	Total Credits (F)	Percent of Students (G)	Total Credits (H)	Percent of Students (I)	Total Credits (J)
<b>Enrolled at Any Minnesota College (Public or Private)</b>										
2007	33%	8,802	34%	15,612	18%	14,627	15%	19,411	100%	58,452
2008	32%	8,978	32%	15,445	19%	15,576	17%	22,051	100%	62,050
2009	31%	8,263	35%	15,778	19%	14,543	16%	19,627	100%	58,211
2010	29%	7,883	33%	15,456	21%	16,342	17%	21,158	100%	60,839
2011	29%	7,405	34%	14,827	21%	15,386	16%	19,035	100%	56,653
2012	30%	7,297	33%	13,788	20%	14,584	17%	18,632	100%	54,301
2013* (preliminary data)	29%	5,618	36%	11,574	22%	12,042	13%	10,491	100%	39,725
<b>Enrolled at Minnesota Public Two-Year Colleges</b>										
2007	26%	5,476	32%	11,782	22%	13,634	19%	18,852	100%	49,744
2008	25%	5,551	31%	12,099	23%	14,664	21%	21,673	100%	53,987
2009	24%	5,358	34%	12,647	22%	13,757	20%	19,171	100%	50,933
2010	24%	5,323	33%	12,667	23%	15,250	20%	20,547	100%	53,787
2011	25%	5,258	33%	12,268	23%	14,180	19%	18,301	100%	50,007
2012	25%	4,955	32%	11,444	23%	13,656	20%	18,343	100%	48,398
2013* (preliminary data)	24%	3,894	34%	9,693	26%	11,865	16%	10,491	100%	35,943
<b>Enrolled at Minnesota State Universities</b>										
2007	61%	2,537	35%	2,406	4%	457	0%	70	100%	5,470
2008	66%	2,606	29%	1,798	4%	396	1%	151	100%	4,951
2009	65%	2,212	31%	1,717	3%	265	1%	116	100%	4,310
2010	57%	1,957	36%	1,868	6%	590	1%	177	100%	4,592
2011	50%	1,604	40%	1,774	9%	781	1%	144	100%	4,303
2012	55%	1,804	37%	1,670	7%	626	1%	77	100%	4,177
2013* (preliminary data)	54%	1,236	44%	1,370	2%	112	0%	-	100%	2,718

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

**Table 5: Developmental Education Credits (continued)**

Year of High School Graduation	Number of Developmental Credits Taken									
	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term after High School Graduation									
	1-3 Credits		4-6 Credits		7-9 Credits		More than 10 Credits		Total	
	Percent of Students (column A)	Total Credits (B)	Percent of Students (C)	Total Credits (D)	Percent of Students (E)	Total Credits (F)	Percent of Students (G)	Total Credits (H)	Percent of Students (I)	Total Credits (J)
<b>Enrolled at University of Minnesota</b>										
2007	27%	133	64%	454	8%	98	2%	30	100%	715
2008	33%	136	62%	356	4%	47	1%	10	100%	549
2009	38%	162	51%	306	8%	90	3%	49	100%	607
2010	37%	119	61%	281	1%	8	1%	10	100%	418
2011	31%	93	63%	268	6%	47	1%	10	100%	418
2012	54%	215	41%	232	2%	23	3%	50	100%	520
2013* (preliminary data)	62%	210	38%	172	0%	-	0%	-	100%	382
<b>Enrolled at the Private Not-for-Profit Colleges</b>										
2007	69%	287	23%	207	5%	81	3%	62	100%	637
2008	61%	288	28%	271	8%	130	3%	85	100%	774
2009	62%	242	26%	193	7%	89	4%	76	100%	600
2010	58%	203	27%	175	7%	82	7%	117	100%	577
2011	62%	240	28%	203	8%	96	2%	33	100%	572
2012	61%	144	29%	108	10%	63	1%	13	100%	328
2013* (preliminary data)	84%	123	10%	26	5%	24	0%	-	100%	173
<b>Enrolled at Private For-Profit Colleges</b>										
2007	69%	287	23%	207	5%	81	3%	62	100%	637
2008	61%	288	28%	271	8%	130	3%	85	100%	774
2009	62%	242	26%	193	7%	89	4%	76	100%	600
2010	58%	203	27%	175	7%	82	7%	117	100%	577
2011	62%	240	28%	203	8%	96	2%	33	100%	572
2012	61%	144	29%	108	10%	63	1%	13	100%	328
2013* (preliminary data)	84%	123	10%	26	5%	24	0%	-	100%	173

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

**Table 6: Where do Students Take Their Developmental Courses? Number of Students Enrolling in Developmental Education by College Offering Courses**

Year of High School Graduation	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term after High School Graduation							
	By College Offering Developmental Education Credits (includes students first enrolling outside Minnesota then transferring to a Minnesota college)							
College Offering Courses	Total Minnesota Colleges and Universities		Minnesota Public Colleges and Universities		Minnesota Public Two-Year Colleges		Minnesota State Universities	
	Number of Students (column A)	Percent of Total Students Enrolled in Developmental Education (B)	Number of Students (C)	Percent of Students Enrolled in Developmental Education (D = C ÷ A)	Number of Students (E)	Percent of Students Enrolled in Developmental Education (F = E ÷ A)	Number of Students (G)	Percent of Students Enrolled in Developmental Education (H = G ÷ A)
2007	10,202	100%	9,683	95%	7,977	78%	1,583	16%
2008	10,534	100%	9,962	95%	8,434	80%	1,417	13%
2009	9,912	100%	9,452	95%	8,084	82%	1,276	13%
2010	10,072	100%	9,703	96%	8,430	84%	1,172	12%
2011	9,472	100%	9,161	97%	8,031	85%	1,055	11%
2012	9,101	100%	8,875	98%	7,672	84%	1,083	12%
2013* (preliminary data)	6,933	100%	6,745	97%	5,873	85%	759	11%

College Offering Courses	University of Minnesota		Private Not-for-Profit Colleges		Private For-Profit Colleges	
Year of High School Graduation	Number of Students (I)	Percent of Students Enrolled in Developmental Education (J = I ÷ A)	Number of Students (K)	Percent of Students Enrolled in Developmental Education (L = K ÷ A)	Number of Students (M)	Percent of Students Enrolled in Developmental Education (N = M ÷ A)
2007	123	1%	147	1%	372	4%
2008	111	1%	166	2%	406	4%
2009	92	1%	101	1%	359	4%
2010	101	1%	90	1%	279	3%
2011	75	1%	97	1%	214	2%
2012	120	1%	51	1%	175	2%
2013* (preliminary data)	113	2%	56	1%	132	2%

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

**Table 7: College Enrollment of Public High School Graduates by Gender**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
Male							
Enrolled at Any College (National)							
2007	29,556	23,758	80%	21,409	72%	not available	
2008	30,254	24,395	81%	22,388	74%		
2009	29,988	24,147	81%	22,534	75%		
2010	29,820	23,454	79%	22,096	74%		
2011	29,834	22,696	76%	21,824	73%		
2012	28,869	21,677	75%	21,221	74%		
2013* (preliminary data)	29,182	20,922	72%	20,922	72%		
Enrolled at Any Minnesota College (Public or Private)							
2007	29,556	18,626	63%	16,811	57%	16,599	56%
2008	30,254	18,793	62%	17,229	57%	17,134	57%
2009	29,988	18,585	62%	17,387	58%	17,140	57%
2010	29,820	17,942	60%	16,952	57%	16,704	56%
2011	29,834	17,106	57%	16,430	55%	16,298	55%
2012	28,869	16,092	56%	15,759	55%	15,710	54%
2013* (preliminary data)	29,182	15,320	52%	15,320	52%	13,643	47%
Female							
Enrolled at Any College (national)							
2007	30,299	26,612	88%	24,460	81%	not available	
2008	30,566	26,823	88%	24,994	82%		
2009	29,619	26,038	88%	24,657	83%		
2010	29,809	25,870	87%	24,762	83%		
2011	29,454	25,120	85%	24,381	83%		
2012	28,675	24,102	84%	23,764	83%		
2013* (preliminary data)	29,135	23,591	81%	23,591	81%		
Enrolled at Any Minnesota College (Public or Private College)							
2007	30,299	20,746	68%	19,008	63%	18,715	62%
2008	30,566	20,626	67%	19,119	63%	19,028	62%
2009	29,619	19,952	67%	18,855	64%	18,592	63%
2010	29,809	19,688	66%	18,822	63%	18,574	62%
2011	29,454	18,918	64%	18,329	62%	18,200	62%
2012	28,675	17,781	62%	17,520	61%	17,553	61%
2013* (preliminary data)	29,135	17,281	59%	17,281	59%	15,774	54%

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

**Table 8: Developmental Education Course-taking of Public High School Graduates by Gender**

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>Male</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	29,556	16,811	16,599	4,683	16%	28%	
2008	30,254	17,229	17,134	4,848	16%	28%	
2009	29,988	17,387	17,140	4,581	15%	27%	
2010	29,820	16,952	16,704	4,740	16%	28%	
2011	29,834	16,430	16,298	4,432	15%	27%	
2012	28,869	15,759	15,710	4,219	15%	27%	
2013* (preliminary data)	29,182	15,320	13,643	3,149	11%	23%	
<b>Female</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	30,299	19,008	18,715	5,409	18%	29%	
2008	30,566	19,119	19,028	5,588	18%	29%	
2009	29,619	18,855	18,592	5,250	18%	28%	
2010	29,809	18,822	18,574	5,249	18%	28%	
2011	29,454	18,329	18,200	4,963	17%	27%	
2012	28,675	17,520	17,553	4,819	17%	27%	
2013* (preliminary data)	29,135	17,281	15,774	3,786	13%	24%	

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

**Table 9: College Enrollment of Public High School Graduates by Race/Ethnicity**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
American Indian or Alaska Native							
Enrolled at Any College (National)							
2007	922	647	70%	499	54%	Not available	
2008	887	581	66%	461	52%		
2009	913	608	67%	512	56%		
2010	937	612	65%	540	58%		
2011	838	536	64%	489	58%		
2012	826	539	65%	526	64%		
2013* (preliminary data)	885	522	59%	522	59%		
Enrolled at Any Minnesota College (Public or Private)							
2007	922	577	63%	444	48%	405	44%
2008	887	505	57%	400	45%	383	43%
2009	913	530	58%	447	49%	412	45%
2010	937	537	57%	474	51%	440	47%
2011	838	474	57%	431	51%	411	49%
2012	826	467	57%	460	56%	429	52%
2013* (preliminary data)	885	467	53%	467	53%	395	45%
Asian							
Enrolled at Any College (National)							
2007	3,074	2,547	83%	2,306	75%	Not available	
2008	3,368	2,753	82%	2,525	75%		
2009	3,384	2,831	84%	2,647	78%		
2010	3,333	2,769	83%	2,628	79%		
2011	3,576	2,903	81%	2,803	78%		
2012	3,634	2,897	80%	2,833	78%		
2013* (preliminary data)	3,805	2,949	78%	2,949	78%		
Enrolled at Any Minnesota College (Public or Private)							
2007	3,074	2,209	72%	2,018	66%	1,905	62%
2008	3,368	2,375	71%	2,183	65%	2,096	62%
2009	3,384	2,459	73%	2,315	68%	2,186	65%
2010	3,333	2,355	71%	2,250	68%	2,152	65%
2011	3,576	2,480	69%	2,398	67%	2,334	65%
2012	3,634	2,459	68%	2,412	66%	2,358	65%
2013* (preliminary data)	3,805	2,478	65%	2,478	65%	2,193	58%

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

**Table 9: College Enrollment of Public High School Graduates by Race/Ethnicity (continued)**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
Hispanic/Latino							
Enrolled at Any College (National)							
2007	1,699	1,070	63%	854	50%	Not available	
2008	1,814	1,179	65%	1,015	56%		
2009	1,974	1,354	69%	1,169	59%		
2010	2,172	1,469	68%	1,315	61%		
2011	2,342	1,501	64%	1,398	60%		
2012	2,405	1,530	64%	1,482	62%		
2013* (preliminary data)	2,800	1,666	60%	1,666	60%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,699	914	54%	730	43%	686	40%
2008	1,814	1,001	55%	864	48%	816	45%
2009	1,974	1,143	58%	987	50%	922	47%
2010	2,172	1,255	58%	1,130	52%	1,051	48%
2011	2,342	1,284	55%	1,202	51%	1,105	47%
2012	2,405	1,291	54%	1,255	52%	1,166	48%
2013* (preliminary data)	2,800	1,397	50%	1,397	50%	1,135	41%
Black or African American							
Enrolled at Any College (National)							
2007	3,388	2,750	81%	2,265	67%	Not available	
2008	3,715	3,015	81%	2,635	71%		
2009	3,884	3,169	82%	2,866	74%		
2010	4,147	3,307	80%	3,066	74%		
2011	4,256	3,267	77%	3,112	73%		
2012	4,045	3,056	76%	2,990	74%		
2013* (preliminary data)	4,543	3,200	70%	3,200	70%		
Enrolled at Any Minnesota College (Public or Private)							
2007	3,388	2,374	70%	1,971	58%	1,794	53%
2008	3,715	2,556	69%	2,224	60%	2,076	56%
2009	3,884	2,720	70%	2,471	64%	2,303	59%
2010	4,147	2,792	67%	2,602	63%	2,427	59%
2011	4,256	2,729	64%	2,604	61%	2,464	58%
2012	4,045	2,494	62%	2,441	60%	2,354	58%
2013* (preliminary data)	4,543	2,643	58%	2,643	58%	2,239	49%

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



**Table 9: College Enrollment of Public High School Graduates by Race/Ethnicity (continued)**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
White							
Enrolled at Any College (National)							
2007	50,772	43,356	85%	39,945	79%	Not available	
2008	51,036	43,690	86%	40,746	80%		
2009	49,452	42,223	85%	39,997	81%		
2010	49,040	41,167	84%	39,309	80%		
2011	48,276	39,609	82%	38,403	80%		
2012	46,634	37,757	81%	37,154	80%		
2013* (preliminary data)	46,284	36,176	78%	36,176	78%		
Enrolled at Any Minnesota College (Public or Private)							
2007	50,772	33,298	66%	30,656	60%	30,524	60%
2008	51,036	32,982	65%	30,677	60%	30,791	60%
2009	49,452	31,685	64%	30,022	61%	29,909	60%
2010	49,040	30,691	63%	29,318	60%	29,208	60%
2011	48,276	29,057	60%	28,124	58%	28,184	58%
2012	46,634	27,162	58%	26,711	57%	26,956	58%
2013* (preliminary data)	46,284	25,616	55%	25,616	55%	23,455	51%

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

**Table 10: Developmental Education Course-taking of Public High School Graduates by Race/Ethnicity**

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
American Indian or Alaska Native							
Enrolled at Any Minnesota College (Public or Private)							
2007	922	444	405		145	16%	36%
2008	887	400	383		172	19%	45%
2009	913	447	412		199	22%	48%
2010	937	474	440		176	19%	40%
2011	838	431	411		154	18%	37%
2012	826	460	429		167	20%	39%
2013* (preliminary data)	885	467	395		133	15%	34%
Asian							
Enrolled at Any Minnesota College (Public or Private)							
2007	3,074	2,018	1,905		681	22%	36%
2008	3,368	2,183	2,096		772	23%	37%
2009	3,384	2,315	2,186		789	23%	36%
2010	3,333	2,250	2,152		769	23%	36%
2011	3,576	2,398	2,334		877	25%	38%
2012	3,634	2,412	2,358		881	24%	37%
2013* (preliminary data)	3,805	2,478	2,193		749	20%	34%
Hispanic/Latino							
Enrolled at Any Minnesota College (Public or Private)							
2007	1,699	730	686		276	16%	40%
2008	1,814	864	816		364	20%	45%
2009	1,974	987	922		370	19%	40%
2010	2,172	1,130	1,051		470	22%	45%
2011	2,342	1,202	1,105		491	21%	44%
2012	2,405	1,255	1,166		513	21%	44%
2013* (preliminary data)	2,800	1,397	1,135		470	17%	41%

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

**Table 10: Developmental Education Course-taking of Public High School Graduates by Race/Ethnicity (continued)**

Year of High School Graduation	High School	College Enrollment			Developmental Education Course-taking		
					Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only		by First College of Enrollment		
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)		Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)
Black or African American							
Enrolled at Any Minnesota College (Public or Private)							
2007	3,388	1,971	1,794		943	28%	53%
2008	3,715	2,224	2,076		1,034	28%	50%
2009	3,884	2,471	2,303		1,186	31%	51%
2010	4,147	2,602	2,427		1,272	31%	52%
2011	4,256	2,604	2,464		1,301	31%	53%
2012	4,045	2,441	2,354		1,270	31%	54%
2013* (preliminary data)	4,543	2,643	2,239		1,120	25%	50%
White							
Enrolled at Any Minnesota College (Public or Private)							
2007	50,772	30,656	30,524		8,047	16%	26%
2008	51,036	30,677	30,791		8,094	16%	26%
2009	49,452	30,022	29,909		7,287	15%	24%
2010	49,040	29,318	29,208		7,302	15%	25%
2011	48,276	28,124	28,184		6,572	14%	23%
2012	46,634	26,711	26,956		6,207	13%	23%
2013* (preliminary data)	46,284	25,616	23,455		4,463	10%	19%

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

**Table 11: College Enrollment of Public High School Graduates by Primary Language Spoken at Home**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
English Primarily Spoken at Home							
Enrolled at Any College (National)							
2007	55,494	47,152	85%	43,015	78%	Not available	
2008	56,117	47,687	85%	44,177	79%		
2009	54,730	46,411	85%	43,699	80%		
2010	54,640	45,502	83%	43,236	79%		
2011	53,993	43,854	81%	42,399	79%		
2012	52,312	41,908	80%	41,200	79%		
2013* (preliminary data)	52,421	40,302	77%	40,295	77%		
Enrolled at Any Minnesota College (Public or Private)							
2007	55,494	36,436	66%	33,175	60%	32,883	59%
2008	56,117	36,232	65%	33,442	60%	33,449	60%
2009	54,730	35,136	64%	33,058	60%	32,768	60%
2010	54,640	34,155	63%	32,468	59%	32,187	59%
2011	53,993	32,462	60%	31,323	58%	31,239	58%
2012	52,312	30,413	58%	29,889	57%	30,024	57%
2013* (preliminary data)	52,421	28,840	55%	28,833	55%	26,205	50%
Hmong Primarily Spoken at Home							
Enrolled at Any College (National)							
2007	1,329	1,094	82%	975	73%	Not available	
2008	1,463	1,173	80%	1,067	73%		
2009	1,519	1,273	84%	1,171	77%		
2010	1,469	1,202	82%	1,133	77%		
2011	1,592	1,278	80%	1,224	77%		
2012	1,469	1,143	78%	1,110	76%		
2013* (preliminary data)	1,538	1,134	74%	1,134	74%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,329	1,033	78%	932	70%	858	65%
2008	1,463	1,097	75%	999	68%	937	64%
2009	1,519	1,213	80%	1,130	74%	1,053	69%
2010	1,469	1,133	77%	1,073	73%	1,004	68%
2011	1,592	1,200	75%	1,151	72%	1,104	69%
2012	1,469	1,076	73%	1,047	71%	1,014	69%
2013* (preliminary data)	1,538	1,072	70%	1,072	70%	917	60%

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

**Table 11: College Enrollment of Public High School Graduates by Primary Language Spoken at Home (continued)**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
Spanish Primarily Spoken at Home							
Enrolled at Any College (National)							
2007	870	459	53%	350	40%	Not available	
2008	915	523	57%	437	48%		
2009	1,065	660	62%	558	52%		
2010	1,181	734	62%	654	55%		
2011	1,331	812	61%	754	57%		
2012	1,361	809	59%	776	57%		
2013* (preliminary data)	1,600	912	57%	912	57%		
Enrolled at Any Minnesota College (Public or Private)							
2007	870	423	49%	330	38%	303	35%
2008	915	480	52%	406	44%	376	41%
2009	1,065	569	53%	484	45%	440	41%
2010	1,181	671	57%	599	51%	547	46%
2011	1,331	729	55%	680	51%	612	46%
2012	1,361	722	53%	695	51%	631	46%
2013* (preliminary data)	1,600	805	50%	805	50%	630	39%
Somali Primarily Spoken at Home							
Enrolled at Any College (National)							
2007	488	409	84%	367	75%	Not available	
2008	526	435	83%	406	77%		
2009	514	437	85%	421	82%		
2010	552	446	81%	431	78%		
2011	505	408	81%	396	78%		
2012	444	366	82%	363	82%		
2013* (preliminary data)	595	478	80%	478	80%		
Enrolled at Any Minnesota College (Public or Private)							
2007	488	348	71%	320	66%	302	62%
2008	526	364	69%	340	65%	338	64%
2009	514	380	74%	369	72%	374	73%
2010	552	371	67%	361	65%	375	68%
2011	505	347	69%	339	67%	363	72%
2012	444	312	70%	309	70%	327	74%
2013* (preliminary data)	595	418	70%	418	70%	396	67%

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

**Table 11: College Enrollment of Public High School Graduates by Primary Language Spoken at Home (continued)**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
All Other Languages Primarily Spoken at Home							
Enrolled at Any College (National)							
2007	1,674	1,256	75%	1,162	69%	Not available	
2008	1,799	1,400	78%	1,295	72%		
2009	1,779	1,404	79%	1,342	75%		
2010	1,787	1,440	81%	1,404	79%		
2011	1,867	1,464	78%	1,432	77%		
2012	1,958	1,553	79%	1,536	78%		
2013* (preliminary data)	2,163	1,687	78%	1,694	78%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,674	1,102	66%	1,038	62%	968	58%
2008	1,799	1,212	67%	1,127	63%	1,062	59%
2009	1,779	1,200	67%	1,164	65%	1,097	62%
2010	1,787	1,250	70%	1,225	69%	1,165	65%
2011	1,867	1,247	67%	1,227	66%	1,180	63%
2012	1,958	1,313	67%	1,302	66%	1,267	65%
2013* (preliminary data)	2,163	1,426	66%	1,433	66%	1,269	59%

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

**Table 12: Developmental Education Course-taking of Public High School Graduates by Home Primary Language**

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>English Primarily Spoken at Home</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	55,494	33,175	32,883	8,985	16%	27%	
2008	56,117	33,442	33,449	9,214	16%	28%	
2009	54,730	33,058	32,768	8,503	16%	26%	
2010	54,640	32,468	32,187	8,572	16%	27%	
2011	53,993	31,323	31,239	7,854	15%	25%	
2012	52,312	29,889	30,024	7,543	14%	25%	
2013* (preliminary data)	52,421	28,833	26,205	5,533	11%	21%	
<b>Hmong Primarily Spoken at Home</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	1,329	932	858	363	27%	42%	
2008	1,463	999	937	399	27%	43%	
2009	1,519	1,130	1,053	448	29%	43%	
2010	1,469	1,073	1,004	424	29%	42%	
2011	1,592	1,151	1,104	525	33%	48%	
2012	1,469	1,047	1,014	466	32%	46%	
2013* (preliminary data)	1,538	1,072	917	406	26%	44%	
<b>Spanish Primarily Spoken at Home</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	870	330	303	155	18%	51%	
2008	915	406	376	192	21%	51%	
2009	1,065	484	440	185	17%	42%	
2010	1,181	599	547	275	23%	50%	
2011	1,331	680	612	301	23%	49%	
2012	1,361	695	631	329	24%	52%	
2013* (preliminary data)	1,600	805	630	292	18%	46%	

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

**Table 12: Developmental Education Course-taking of Public High School Graduates by Home Primary Language (continued)**

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>Somali Primarily Spoken at Home</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	488	320	302	191	39%	63%	
2008	526	340	338	197	37%	58%	
2009	514	369	374	249	48%	67%	
2010	552	361	375	247	45%	66%	
2011	505	339	363	238	47%	66%	
2012	444	309	327	203	46%	62%	
2013* (preliminary data)	595	418	396	229	38%	58%	
<b>All Other Languages Primarily Spoken at Home</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	1,674	1,038	968	398	24%	41%	
2008	1,799	1,127	1,062	434	24%	41%	
2009	1,779	1,164	1,097	446	25%	41%	
2010	1,787	1,225	1,165	471	26%	40%	
2011	1,867	1,227	1,180	477	26%	40%	
2012	1,958	1,302	1,267	497	25%	39%	
2013* (preliminary data)	2,163	1,433	1,269	475	22%	37%	

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



**Table 13: College Enrollment of Public High School Graduates by Limited English Proficiency Status**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
Limited English Proficient							
Enrolled at Any College (National)							
2007	1,506	989	66%	853	57%		
2008	1,348	852	63%	730	54%		
2009	1,265	859	68%	778	62%		
2010	1,342	888	66%	819	61%		
2011	1,371	890	65%	842	61%		
2012	1,216	737	61%	718	59%		
2013* (preliminary data)	1,397	836	60%	836	60%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,506	917	61%	806	54%	720	48%
2008	1,348	792	59%	687	51%	606	45%
2009	1,265	790	62%	728	58%	662	52%
2010	1,342	831	62%	774	58%	696	52%
2011	1,371	827	60%	787	57%	738	54%
2012	1,216	683	56%	668	55%	627	52%
2013* (preliminary data)	1,397	788	56%	788	56%	621	44%
Not Identified as Limited English Proficient							
Enrolled at Any College (National)							
2007	58,349	49,381	85%	45,016	77%		
2008	59,472	50,366	85%	46,652	78%		
2009	58,342	49,326	85%	46,413	80%		
2010	58,287	48,436	83%	46,039	79%		
2011	57,917	46,926	81%	45,363	78%		
2012	56,328	45,042	80%	44,267	79%		
2013* (preliminary data)	56,920	43,677	77%	43,677	77%		
Enrolled at Any Minnesota College (Public or Private)							
2007	58,349	38,455	66%	35,013	60%	34,594	59%
2008	59,472	38,627	65%	35,661	60%	35,556	60%
2009	58,342	37,747	65%	35,514	61%	35,070	60%
2010	58,287	36,799	63%	35,000	60%	34,582	59%
2011	57,917	35,197	61%	33,972	59%	33,760	58%
2012	56,328	33,190	59%	32,611	58%	32,636	58%
2013* (preliminary data)	56,920	31,813	56%	31,813	56%	28,796	51%

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

**Table 14: Developmental Education Course-taking of Public High School Graduates by Limited English Proficiency Status**

Year of High School Graduation	High School	College Enrollment			Developmental Education Course-taking		
					Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term		
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only		by First College of Enrollment		
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)		Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)
Limited English Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2007	1,506	806	720		454	30%	63%
2008	1,348	687	606		409	30%	67%
2009	1,265	728	662		453	36%	68%
2010	1,342	774	696		495	37%	71%
2011	1,371	787	738		547	40%	74%
2012	1,216	668	627		465	38%	74%
2013* (preliminary data)	1,397	788	621		442	32%	71%
Not Identified as Limited English Proficient							
Enrolled at Any Minnesota College (Public or Private)							
2007	58,349	35,013	34,594		9,638	17%	28%
2008	59,472	35,661	35,556		10,027	17%	28%
2009	58,342	35,514	35,070		9,378	16%	27%
2010	58,287	35,000	34,582		9,494	16%	27%
2011	57,917	33,972	33,760		8,848	15%	26%
2012	56,328	32,611	32,636		8,573	15%	26%
2013* (preliminary data)	56,920	31,813	28,796		6,493	11%	23%

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

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

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
Enrolled in Free Lunch Program in Senior Year							
Enrolled at Any College (National)							
2007	7,925	5,747	73%	4,705	59%	Not available	
2008	8,398	6,061	72%	5,180	62%		
2009	8,973	6,535	73%	5,804	65%		
2010	10,442	7,389	71%	6,758	65%		
2011	10,959	7,496	68%	7,058	64%		
2012	11,023	7,358	67%	7,142	65%		
2013* (preliminary data)	12,047	7,418	62%	7,418	62%		
Enrolled at Any Minnesota College (Public or Private)							
2007	7,925	5,099	64%	4,237	53%	3,902	49%
2008	8,398	5,323	63%	4,565	54%	4,286	51%
2009	8,973	5,848	65%	5,224	58%	4,886	54%
2010	10,442	6,513	62%	6,001	57%	5,610	54%
2011	10,959	6,576	60%	6,207	57%	5,865	54%
2012	11,023	6,412	58%	6,240	57%	5,957	54%
2013* (preliminary data)	12,047	6,514	54%	6,514	54%	5,456	45%
Enrolled in Reduced Price Lunch Program in Senior Year							
Enrolled at Any College (National)							
2007	3,098	2,472	80%	2,158	70%	Not available	
2008	3,065	2,434	79%	2,184	71%		
2009	3,270	2,619	80%	2,409	74%		
2010	3,478	2,758	79%	2,574	74%		
2011	3,507	2,692	77%	2,568	73%		
2012	3,296	2,455	74%	2,391	73%		
2013* (preliminary data)	3,279	2,327	71%	2,327	71%		
Enrolled at Any Minnesota College (Public or Private)							
2007	3,098	2,111	68%	1,861	60%	1,784	58%
2008	3,065	2,074	68%	1,871	61%	1,799	59%
2009	3,270	2,196	67%	2,043	62%	1,957	60%
2010	3,478	2,320	67%	2,179	63%	2,125	61%
2011	3,507	2,268	65%	2,167	62%	2,085	59%
2012	3,296	2,014	61%	1,964	60%	1,935	59%
2013* (preliminary data)	3,098	2,111	68%	1,861	60%	1,784	58%

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

**Table 15: College Enrollment of Public High School Graduates by Economic Status in Senior Year (continued)**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
Not Enrolled in Free/Reduced Price Lunch Program in Senior Year							
Enrolled at Any College (National)							
2007	48,832	42,151	86%	39,006	80%	Not available	
2008	49,357	42,723	87%	40,018	81%		
2009	47,364	41,031	87%	38,978	82%		
2010	45,709	39,177	86%	37,526	82%		
2011	44,822	37,628	84%	36,579	82%		
2012	43,225	35,966	83%	35,452	82%		
2013* (preliminary data)	42,991	34,768	81%	34,768	81%		
Enrolled at Any Minnesota College (Public or Private)							
2007	48,832	32,162	66%	29,721	61%	29,628	61%
2008	49,357	32,022	65%	29,912	61%	30,077	61%
2009	47,364	30,493	64%	28,975	61%	28,889	61%
2010	45,709	28,797	63%	27,594	60%	27,543	60%
2011	44,822	27,180	61%	26,385	59%	26,548	59%
2012	43,225	25,447	59%	25,075	58%	25,371	59%
2013* (preliminary data)	42,991	24,181	56%	24,181	56%	22,298	52%

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

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

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
Enrolled in Free or Reduced Price Lunch Program in Any Year							
Enrolled at Any College (National)							
2007	14,159	10,424	74%	8,569	61%	Not available	
2008	16,369	11,950	73%	10,221	62%		
2009	18,338	13,514	74%	12,050	66%		
2010	19,411	13,877	71%	12,697	65%		
2011	20,274	13,937	69%	13,117	65%		
2012	19,717	13,175	67%	12,793	65%		
2013* (preliminary data)	21,071	13,171	63%	13,171	63%		
Enrolled at Any Minnesota College (Public or Private)							
2007	14,159	9,145	65%	7,596	54%	7,101	50%
2008	16,369	10,369	63%	8,879	54%	8,404	51%
2009	18,338	11,785	64%	10,566	58%	9,951	54%
2010	19,411	12,040	62%	11,086	57%	10,473	54%
2011	20,274	12,021	59%	11,328	56%	10,786	53%
2012	19,717	11,262	57%	10,960	56%	10,544	53%
2013* (preliminary data)	21,071	11,271	53%	11,271	53%	9,595	46%
Not Enrolled in Free or Reduced Price Lunch Program in Any Year							
Enrolled at Any College (National)							
2007	45,696	39,946	87%	37,300	82%	Not available	
2008	44,451	39,268	88%	37,161	84%		
2009	41,269	36,671	89%	35,141	85%		
2010	40,218	35,447	88%	34,161	85%		
2011	39,014	33,879	87%	33,088	85%		
2012	37,827	32,604	86%	32,192	85%		
2013* (preliminary data)	37,246	31,342	84%	31,342	84%		
Enrolled at Any Minnesota College (Public or Private)							
2007	45,696	30,227	66%	28,223	62%	28,213	62%
2008	44,451	29,050	65%	27,469	62%	27,758	62%
2009	41,269	26,752	65%	25,676	62%	25,781	62%
2010	40,218	25,590	64%	24,688	61%	24,805	62%
2011	39,014	24,003	62%	23,431	60%	23,712	61%
2012	37,827	22,611	60%	22,319	59%	22,719	60%
2013* (preliminary data)	37,246	21,330	57%	21,330	57%	19,822	53%

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

**Table 16: Developmental Education Course-taking of Public High School Graduates by Economic Status in Senior Year**

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>Enrolled in Free Lunch Program in Senior Year</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	7,925	4,237	3,902	1,706	22%	44%	
2008	8,398	4,565	4,286	1,882	22%	44%	
2009	8,973	5,224	4,886	2,149	24%	44%	
2010	10,442	6,001	5,610	2,560	25%	46%	
2011	10,959	6,207	5,865	2,620	24%	45%	
2012	11,023	6,240	5,957	2,686	24%	45%	
2013* (preliminary data)	12,047	6,514	5,456	2,296	19%	42%	
<b>Enrolled in Reduced Price Lunch Program in Senior year</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	3,098	1,861	1,784	596	19%	33%	
2008	3,065	1,871	1,799	626	20%	35%	
2009	3,270	2,043	1,957	641	20%	33%	
2010	3,478	2,179	2,125	744	21%	35%	
2011	3,507	2,167	2,085	742	21%	36%	
2012	3,296	1,964	1,935	669	20%	35%	
2013* (preliminary data)	3,279	1,906	1,663	503	15%	30%	
<b>Not Enrolled in Free/Reduced Price Lunch Program in Senior Year</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	48,832	29,721	29,628	7,790	16%	26%	
2008	49,357	29,912	30,077	7,928	16%	26%	
2009	47,364	28,975	28,889	7,041	15%	24%	
2010	45,709	27,594	27,543	6,685	15%	24%	
2011	44,822	26,385	26,548	6,033	13%	23%	
2012	43,225	25,075	25,371	5,683	13%	22%	
2013* (preliminary data)	42,991	24,181	22,298	4,136	10%	19%	

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

**Table 16B: Developmental Education Course-taking of Public High School Graduates by Economic Status in Any Year**

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>Enrolled in Free or Reduced Price Lunch Program in Any Year</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	14,159	7,596	7,101	2,860	20%	40%	
2008	16,369	8,879	8,404	3,359	21%	40%	
2009	18,338	10,566	9,951	3,873	21%	39%	
2010	19,411	11,086	10,473	4,279	22%	41%	
2011	20,274	11,328	10,786	4,350	21%	40%	
2012	19,717	10,960	10,544	4,279	22%	41%	
2013* (preliminary data)	21,071	11,271	9,595	3,602	17%	38%	
<b>Not Enrolled in Free/Reduced Price Lunch Program in Any Year</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	45,696	28,223	28,213	7,232	16%	26%	
2008	44,451	27,469	27,758	7,077	16%	25%	
2009	41,269	25,676	25,781	5,958	14%	23%	
2010	40,218	24,688	24,805	5,710	14%	23%	
2011	39,014	23,431	23,712	5,045	13%	21%	
2012	37,827	22,319	22,719	4,759	13%	21%	
2013* (preliminary data)	37,246	21,330	19,822	3,333	9%	17%	

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

**Table 17: College Enrollment of Public High School Graduates by District Type and Schools Classification**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
Traditional High Schools							
Enrolled at Any College (National)							
2007	53,236	46,646	88%	43,405	82%	Not available	
2008	53,682	47,180	88%	44,450	83%		
2009	52,158	46,023	88%	43,879	84%		
2010	51,972	45,426	87%	43,626	84%		
2011	51,633	44,207	86%	43,001	83%		
2012	50,391	42,678	85%	42,011	83%		
2013* (preliminary data)	50,664	41,667	82%	41,667	82%		
Enrolled at Any Minnesota College (Public or Private)							
2007	53,236	35,995	68%	33,584	63%	33,303	63%
2008	53,682	35,759	67%	33,716	63%	33,773	63%
2009	52,158	34,756	67%	33,234	64%	33,031	63%
2010	51,972	34,141	66%	32,875	63%	32,685	63%
2011	51,633	32,804	64%	31,900	62%	31,929	62%
2012	50,391	31,169	62%	30,667	61%	30,873	61%
2013* (preliminary data)	50,664	30,131	59%	30,131	59%	27,400	54%
Charter Schools							
Enrolled at Any College (National)							
2007	1,204	878	73%	675	56%	Not available	
2008	1,460	1,023	70%	845	58%		
2009	1,496	1,093	73%	940	63%		
2010	1,603	1,132	71%	1,000	62%		
2011	1,666	1,101	66%	1,002	60%		
2012	1,506	984	65%	952	63%		
2013* (preliminary data)	1,511	971	64%	971	64%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,204	748	62%	582	48%	519	43%
2008	1,460	881	60%	723	50%	658	45%
2009	1,496	957	64%	822	55%	742	50%
2010	1,603	944	59%	838	52%	757	47%
2011	1,666	911	55%	825	50%	755	45%
2012	1,506	802	53%	782	52%	727	48%
2013* (preliminary data)	1,511	792	52%	792	52%	657	43%

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



**Table 17: College Enrollment of Public High School Graduates by District Type and Schools Classification (continued)**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class C = B ÷ A	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
Alternative Schools							
Enrolled at Any College (National)							
2007	3,998	2,230	56%	1,366	34%	Not available	
2008	4,043	2,273	56%	1,550	38%		
2009	3,981	2,149	54%	1,647	41%		
2010	3,909	1,871	48%	1,489	38%		
2011	3,889	1,661	43%	1,447	37%		
2012	3,584	1,378	38%	1,321	37%		
2013* (preliminary data)	3,993	1,177	29%	1,177	29%		
Enrolled at Any Minnesota College (Public or Private)							
2007	3,998	2,105	53%	1,301	33%	1,160	29%
2008	4,043	2,163	53%	1,477	37%	1,334	33%
2009	3,981	2,045	51%	1,575	40%	1,409	35%
2010	3,909	1,771	45%	1,415	36%	1,258	32%
2011	3,889	1,583	41%	1,385	36%	1,226	32%
2012	3,584	1,300	36%	1,253	35%	1,130	32%
2013* (preliminary data)	3,993	1,103	28%	1,103	28%	910	23%
Distance Learning Programs							
Enrolled at Any College (National)							
2007	147	103	70%	65	44%	Not available	
2008	317	216	68%	154	49%		
2009	509	336	66%	270	53%		
2010	662	418	63%	347	52%		
2011	621	365	59%	318	51%		
2012	631	356	56%	331	52%		
2013* (preliminary data)	660	340	52%	340	52%		
Enrolled at Any Minnesota College (Public or Private)							
2007	147	84	57%	54	37%	49	33%
2008	317	198	62%	140	44%	120	38%
2009	509	290	57%	238	47%	215	42%
2010	662	362	55%	307	46%	268	40%
2011	621	318	51%	280	45%	249	40%
2012	631	287	45%	270	43%	249	39%
2013* (preliminary data)	660	280	42%	280	42%	197	30%

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

**Table 17: College Enrollment of Public High School Graduates by District Type and Schools Classification (continued)**

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
Other Schools							
Enrolled at Any College (National)							
2007	1,270	513	40%	358	28%	Not available	
2008	1,318	526	40%	383	29%		
2009	1,463	584	40%	455	31%		
2010	1,483	477	32%	396	27%		
2011	1,479	482	33%	437	30%		
2012	1,432	383	27%	370	26%		
2013* (preliminary data)	1,489	358	24%	358	24%		
Enrolled at Any Minnesota College (Public or Private)							
2007	1,270	440	35%	298	23%	283	22%
2008	1,318	418	32%	292	22%	277	21%
2009	1,463	489	33%	373	25%	335	23%
2010	1,483	412	28%	339	23%	310	21%
2011	1,479	408	28%	369	25%	339	23%
2012	1,432	315	22%	307	21%	284	20%
2013* (preliminary data)	1,489	295	20%	295	20%	253	17%

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

**Table 18: Developmental Education Course-taking of Public High School Graduates by District Type and Schools Classification**

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>Traditional High Schools</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	53,236	33,584	33,303	9,231	17%	28%	
2008	53,682	33,716	33,773	9,492	18%	28%	
2009	52,158	33,234	33,031	8,669	17%	26%	
2010	51,972	32,875	32,685	8,820	17%	27%	
2011	51,633	31,900	31,929	8,268	16%	26%	
2012	50,391	30,667	30,873	7,994	16%	26%	
2013* (preliminary data)	50,664	30,131	27,400	6,096	12%	22%	
<b>Charter Schools</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	1,204	582	519	195	16%	38%	
2008	1,460	723	658	264	18%	40%	
2009	1,496	822	742	324	22%	44%	
2010	1,603	838	757	319	20%	42%	
2011	1,666	825	755	329	20%	44%	
2012	1,506	782	727	292	19%	40%	
2013* (preliminary data)	1,511	792	657	237	16%	36%	
<b>Alternative Schools</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	3,998	1,301	1,160	549	14%	47%	
2008	4,043	1,477	1,334	565	14%	42%	
2009	3,981	1,575	1,409	647	16%	46%	
2010	3,909	1,415	1,258	626	16%	50%	
2011	3,889	1,385	1,226	592	15%	48%	
2012	3,584	1,253	1,130	560	16%	50%	
2013* (preliminary data)	3,993	1,103	910	462	12%	51%	

**Table 18: Developmental Education Course-taking of Public High School Graduates by District Type and Schools Classification (continued)**

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

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
				by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>Distance Learning Programs</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	147	54	49	21	14%	43%	
2008	317	140	120	36	11%	30%	
2009	509	238	215	82	16%	38%	
2010	662	307	268	105	16%	39%	
2011	621	280	249	77	12%	31%	
2012	631	270	249	79	13%	32%	
2013* (preliminary data)	660	280	197	44	7%	22%	
<b>Other Schools</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	1,270	298	283	96	8%	34%	
2008	1,318	292	277	79	6%	29%	
2009	1,463	373	335	109	7%	33%	
2010	1,483	339	310	119	8%	38%	
2011	1,479	369	339	129	9%	38%	
2012	1,432	307	284	113	8%	40%	
2013* (preliminary data)	1,489	295	253	96	6%	38%	

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

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

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
	Total Graduates (column A)	Students (B)	Percent of High School Class C = B ÷ A	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
Received Special Education Services in Senior Year							
Enrolled at Any College (National)							
2007	5,721	3,116	54%	2,448	43%	Not available	
2008	5,907	3,271	55%	2,690	46%		
2009	6,017	3,264	54%	2,805	47%		
2010	6,194	3,175	51%	2,843	46%		
2011	6,317	3,051	48%	2,791	44%		
2012	6,121	2,835	46%	2,736	45%		
2013* (preliminary data)	6,277	2,515	40%	2,515	40%		
Enrolled at Any Minnesota College (Public or Private)							
2007	5,721	2,723	48%	2,159	38%	1,998	35%
2008	5,907	2,881	49%	2,378	40%	2,225	38%
2009	6,017	2,917	48%	2,525	42%	2,328	39%
2010	6,194	2,782	45%	2,504	40%	2,338	38%
2011	6,317	2,655	42%	2,422	38%	2,253	36%
2012	6,121	2,462	40%	2,380	39%	2,228	36%
2013* (preliminary data)	6,277	2,219	35%	2,219	35%	1,816	29%
Did Not Receive Special Education Services in Senior Year							
Enrolled at Any College (National)							
2007	54,134	47,254	87%	43,421	80%	Not available	
2008	54,913	47,947	87%	44,692	81%		
2009	53,590	46,921	88%	44,386	83%		
2010	53,435	46,149	86%	44,015	82%		
2011	52,971	44,765	85%	43,414	82%		
2012	51,423	42,944	84%	42,249	82%		
2013* (preliminary data)	52,040	41,998	81%	41,998	81%		
Enrolled at Any Minnesota College (Public or Private)							
2007	54,134	36,649	68%	33,660	62%	33,316	62%
2008	54,913	36,538	67%	33,970	62%	33,937	62%
2009	53,590	35,620	66%	33,717	63%	33,404	62%
2010	53,435	34,848	65%	33,270	62%	32,940	62%
2011	52,971	33,369	63%	32,337	61%	32,245	61%
2012	51,423	31,411	61%	30,899	60%	31,035	60%
2013* (preliminary data)	52,040	30,382	58%	30,382	58%	27,601	53%

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

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

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>Received Special Education Services in Senior Year</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	5,721	2,159	1,998	939	16%	47%	
2008	5,907	2,378	2,225	1,094	19%	49%	
2009	6,017	2,525	2,328	1,122	19%	48%	
2010	6,194	2,504	2,338	1,287	21%	55%	
2011	6,317	2,422	2,253	1,173	19%	52%	
2012	6,121	2,380	2,228	1,172	19%	53%	
2013* (preliminary data)	6,277	2,219	1,816	896	14%	49%	
<b>Did Not Receive Special Education Services in Senior Year</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	54,134	33,660	33,316	9,153	17%	27%	
2008	54,913	33,970	33,937	9,342	17%	28%	
2009	53,590	33,717	33,404	8,709	16%	26%	
2010	53,435	33,270	32,940	8,702	16%	26%	
2011	52,971	32,337	32,245	8,222	16%	25%	
2012	51,423	30,899	31,035	7,866	15%	25%	
2013* (preliminary data)	52,040	30,382	27,601	6,039	12%	22%	

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

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

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
	Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)	Percent of High School Class (G = F ÷ A)
Accountability Testing - Math Not Proficient							
Enrolled at Any College (National)							
2007	34,682	29,356	85%	26,476	76%	Not available	
2008	36,271	29,835	82%	27,093	75%		
2009	34,933	28,303	81%	26,107	75%		
2010	31,688	24,315	77%	22,579	71%		
2011	30,872	22,511	73%	21,382	69%		
2012	27,263	18,864	69%	18,364	67%		
2013* (preliminary data)	31,701	21,220	67%	21,220	67%		
Enrolled at Any Minnesota College (Public or Private)							
2007	34,682	24,559	71%	22,220	64%	21,685	63%
2008	36,271	24,758	68%	22,477	62%	22,050	61%
2009	34,933	23,577	67%	21,812	62%	21,158	61%
2010	31,688	20,463	65%	19,077	60%	18,415	58%
2011	30,872	18,797	61%	17,847	58%	17,273	56%
2012	27,263	15,677	58%	15,269	56%	14,877	55%
2013* (preliminary data)	31,701	17,250	54%	17,250	54%	14,934	47%
Accountability Testing - Math Proficient							
Enrolled at Any College (National)							
2007	18,062	17,242	95%	16,709	93%	Not available	
2008	19,627	18,809	96%	18,255	93%		
2009	20,804	19,844	95%	19,343	93%		
2010	25,754	24,151	94%	23,558	91%		
2011	26,955	24,733	92%	24,309	90%		
2012	29,211	26,500	91%	26,228	90%		
2013* (preliminary data)	25,726	22,954	89%	22,954	89%		
Enrolled at Any Minnesota College (Public or Private)							
2007	18,062	11,601	64%	11,298	63%	11,554	64%
2008	19,627	12,509	64%	12,181	62%	12,540	64%
2009	20,804	13,276	64%	12,984	62%	13,258	64%
2010	25,754	16,482	64%	16,109	63%	16,346	63%
2011	26,955	16,798	62%	16,516	61%	16,868	63%
2012	29,211	17,904	61%	17,726	61%	18,117	62%
2013* (preliminary data)	25,726	15,116	59%	15,116	59%	14,292	56%

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

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

Year of High School Graduation	High School	College Activity					
		Total Graduates Enrolled in College					
	Graduates	At Any Time after High School Graduation by First College of Enrollment		Within Two Years of High School Graduation by First College of Enrollment		In a Fall Term within Two Years of High School Graduation by First College of Enrollment	
		Total Graduates (column A)	Students (B)	Percent of High School Class (C = B ÷ A)	Students (D)	Percent of High School Class (E = D ÷ A)	Students (F)
Accountability Testing - Reading Not Proficient							
Enrolled at Any College (National)							
2007	Data Not Available						
2008	14,543	11,092	76%	9,787	67%	Not available	
2009	17,154	12,818	75%	11,621	68%		
2010	13,489	9,055	67%	8,200	61%		
2011	12,302	7,492	61%	6,989	57%		
2012	11,525	6,873	60%	6,647	58%		
2013* (preliminary data)	12,305	6,841	56%	6,841	56%		
Enrolled at Any Minnesota College (Public or Private)							
2007	Data Not Available						
2008	14,543	9,598	66%	8,491	58%	8,195	56%
2009	17,154	11,206	65%	10,223	60%	9,701	57%
2010	13,489	8,062	60%	7,343	54%	6,900	51%
2011	12,302	6,637	54%	6,191	50%	5,797	47%
2012	11,525	6,007	52%	5,813	50%	5,524	48%
2013* (preliminary data)	12,305	5,972	49%	5,972	49%	4,978	40%
Accountability Testing - Reading Proficient							
Enrolled at Any College (National)							
2007	Data Not Available						
2008	38,075	35,563	93%	33,997	89%	Not available	
2009	37,702	34,868	92%	33,497	89%		
2010	42,955	38,831	90%	37,406	87%		
2011	44,767	39,329	88%	38,301	86%		
2012	44,381	38,059	86%	37,520	85%		
2013* (preliminary data)	44,539	36,941	83%	36,941	83%		
Enrolled at Any Minnesota College (Public or Private)							
2007	Data Not Available						
2008	38,075	25,853	68%	24,736	65%	25,120	66%
2009	37,702	25,270	67%	24,310	64%	24,447	65%
2010	42,955	28,430	66%	27,423	64%	27,454	64%
2011	44,767	28,656	64%	27,880	62%	28,062	63%
2012	44,381	27,260	61%	26,870	61%	27,167	61%
2013* (preliminary data)	44,539	26,100	59%	26,100	59%	23,997	54%

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



**Table 22: Developmental Education Course-taking of Public High School Graduates by Accountability Test Proficiency**

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>Accountability Testing - Math Not Proficient</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	34,682	22,220	21,685	8,472	24%	39%	
2008	36,271	22,477	22,050	8,847	24%	40%	
2009	34,933	21,812	21,158	8,417	24%	40%	
2010	31,688	19,077	18,415	8,306	26%	45%	
2011	30,872	17,847	17,273	7,812	25%	45%	
2012	27,263	15,269	14,877	7,063	26%	47%	
2013* (preliminary data)	31,701	17,250	14,934	6,043	19%	40%	
<b>Accountability Testing - Math Proficient</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	18,062	11,298	11,554	854	5%	7%	
2008	19,627	12,181	12,540	1,038	5%	8%	
2009	20,804	12,984	13,258	953	5%	7%	
2010	25,754	16,109	16,346	1,450	6%	9%	
2011	26,955	16,516	16,868	1,430	5%	8%	
2012	29,211	17,726	18,117	1,876	6%	10%	
2013* (preliminary data)	25,726	15,116	14,292	820	3%	6%	

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

**Table 22: Developmental Education Course-taking of Public High School Graduates by Accountability Test Proficiency (continued)**

Year of High School Graduation	High School	College Enrollment		Developmental Education Course-taking			
				Graduates Enrolled in Developmental Courses in 1st or 2nd Fall Term			
	Graduates	Within Two Years of High School Graduation by First College of Enrollment	Within Two Years of High School Graduation by First College of Enrollment -- Fall Term Enrollees Only	by First College of Enrollment			
	Total Graduates (column A)	Number of Students (B)	Number of Students (C)	Total Students (D)	Percent of High School Class (E = D ÷ A)	Percent of Fall Term Enrollees (F = D ÷ C)	
<b>Accountability Testing - Reading Not Proficient</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	Data Not Available						
2008	14,543	8,491	8,195	4,098	28%	50%	
2009	17,154	10,223	9,701	4,759	28%	49%	
2010	13,489	7,343	6,900	4,087	30%	59%	
2011	12,302	6,191	5,797	3,440	28%	59%	
2012	11,525	5,813	5,524	3,336	29%	60%	
2013* (preliminary data)	12,305	5,972	4,978	2,807	23%	56%	
<b>Accountability Testing - Reading Proficient</b>							
<b>Enrolled at Any Minnesota College (Public or Private)</b>							
2007	Data Not Available						
2008	38,075	24,736	25,120	5,125	13%	20%	
2009	37,702	24,310	24,447	4,400	12%	18%	
2010	42,955	27,423	27,454	5,522	13%	20%	
2011	44,767	27,880	28,062	5,687	13%	20%	
2012	44,381	26,870	27,167	5,459	12%	20%	
2013* (preliminary data)	44,539	26,100	23,997	3,943	9%	16%	

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

**Table 23: ACT Composite Scores**

2007-2012 Minnesota Public High School Graduates Enrolled in Higher Education within 2 Years after Graduation

Year of High School Graduation	Minnesota Public Two-Year Colleges		Minnesota State Universities		University of Minnesota		Minnesota Private Not-For-Profit Colleges		Minnesota Private For-Profit Colleges		Out-of-State Colleges	
	Number of Valid Scores (column A)	Mean Scores (B)	Number of Valid Scores (C)	Mean Scores (D)	Number of Valid Scores (E)	Mean Scores (F)	Number of Valid Scores (G)	Mean Scores (H)	Number of Valid Scores (I)	Mean Scores (J)	Number of Valid Scores (K)	Mean Scores (L)
<b>2007</b>												
All Graduates Enrolled as Students	7,555	19.6	5,983	21.6	5,146	24.8	5,379	24.1	704	19.2	8,981	24.2
Graduates Not in Developmental Courses	3,743	20.9	4,481	22.3	4,989	24.9	5,221	24.3	596	19.6	NA	NA
Graduates in Developmental Courses	3,812	18.3	1,502	19.7	157	19.7	158	18.2	108	17.1	NA	NA
<b>2008</b>												
All Graduates Enrolled as Students	7,831	19.7	5,940	21.8	5,078	25.0	5,293	24.2	817	19.5	9,779	24.3
Graduates Not in Developmental Courses	3,771	21.2	4,612	22.4	4,948	25.1	5,123	24.4	677	19.8	NA	NA
Graduates in Developmental Courses	4,060	18.3	1,328	19.6	130	19.7	170	18.4	140	18.2	NA	NA
<b>2009</b>												
All Graduates Enrolled as Students	7,741	19.6	6,054	21.7	5,253	25.2	5,306	24.3	805	19.3	9,858	24.5
Graduates Not in Developmental Courses	3,893	21.0	4,883	22.3	5,118	25.4	5,178	24.4	692	19.6	NA	NA
Graduates in Developmental Courses	3,848	18.2	1,171	19.1	135	20.3	128	18.4	113	17.9	NA	NA
<b>2010</b>												
All Graduates Enrolled as Students	7,381	19.6	6,028	21.8	5,485	25.3	5,176	24.4	781	19.6	9,707	24.4
Graduates Not in Developmental Courses	3,663	21.3	4,938	22.4	5,381	25.4	5,062	24.5	686	19.9	NA	NA
Graduates in Developmental Courses	3,718	18.0	1,090	18.8	104	19.3	114	18.3	95	17.5	NA	NA
<b>2011</b>												
All Graduates Enrolled as Students	7,602	19.7	5,940	21.7	5,247	25.5	5,209	24.4	602	19.7	10,073	24.4
Graduates Not in Developmental Courses	3,968	21.4	4,940	22.4	5,151	25.6	5,083	24.6	527	20.0	NA	NA
Graduates in Developmental Courses	3,634	17.9	1,000	18.6	96	19.9	126	18.3	75	17.4	NA	NA
<b>2012</b>												
All Graduates Enrolled as Students	7,672	19.6	5,759	21.7	5,118	25.8	4,986	24.5	491	20.0	10,314	24.2
Graduates Not in Developmental Courses	3,956	21.3	4,745	22.4	4,995	25.9	4,919	24.6	437	20.2	NA	NA
Graduates in Developmental Courses	3,716	17.8	1,014	18.5	123	20.3	67	18.5	54	18.1	NA	NA
<b>2013</b>												
All Graduates Enrolled as Students	7,795	19.5	5,751	21.7	5,461	25.8	5,085	24.3	413	19.4	10,815	24.4
Graduates Not in Developmental Courses	4,697	20.9	5,031	22.1	5,352	26.0	5,034	24.4	358	19.7	NA	NA
Graduates in Developmental Courses	3,098	17.4	720	18.3	109	19.6	51	17.8	55	18.0	NA	NA

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

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

2007-2012 Minnesota Public High School Graduates Enrolled in Higher Education in 1st or 2nd Fall Term after High School Graduation

Year of High School Graduation		First to Second Year Persistence									
		Minnesota Public Two-Year Colleges		Minnesota State Universities		University of Minnesota		Minnesota Private Not-For-Profit Colleges		Minnesota Private For-Profit Colleges	
		Number of Students Enrolling in First Year (column A)	Percent of Students Enrolling in Second Year (B)	Number of Students Enrolling in First Year (C)	Percent of Students Enrolling in Second Year (D)	Number of Students Enrolling in First Year (E)	Percent of Students Enrolling in Second Year (F)	Number of Students Enrolling in First Year (G)	Percent of Students Enrolling in Second Year (H)	Number of Students Enrolling in First Year (I)	Percent of Students Enrolling in Second Year (J)
2007											
	Graduates not in Developmental Courses	8,413	77%	4,769	93%	5,250	97%	5,653	97%	1,792	76%
	Graduates in Developmental Courses	7,630	78%	1,599	95%	168	95%	188	89%	357	76%
2008											
	Graduates not in Developmental Courses	8,360	77%	4,955	93%	5,222	97%	5,623	97%	1,897	78%
	Graduates in Developmental Courses	8,114	80%	1,441	95%	140	98%	211	90%	385	76%
2009											
	Graduates not in Developmental Courses	8,753	72%	5,105	93%	5,351	97%	5,565	97%	1,787	78%
	Graduates in Developmental Courses	7,763	76%	1,259	94%	146	98%	157	93%	356	67%
2010											
	Graduates not in Developmental Courses	7,826	71%	5,233	91%	5,676	97%	5,520	96%	1,673	77%
	Graduates in Developmental Courses	8,140	73%	1,191	92%	113	90%	135	94%	267	66%
2011											
	Graduates not in Developmental Courses	7,957	70%	5,235	90%	5,425	96%	5,501	96%	1,413	68%
	Graduates in Developmental Courses	7,689	71%	1,071	92%	104	97%	155	90%	209	67%
2012											
	Graduates not in Developmental Courses	7,632	70%	5,039	90%	5,256	96%	5,349	96%	1,113	54%
	Graduates in Developmental Courses	7,404	70%	1,092	90%	136	95%	84	94%	174	60%

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

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

2007-2012 Minnesota Public High School Graduates Enrolled in Higher Education in 1st or 2nd Fall Term after High School Graduation

Year of High School Graduation		Completion Rate									
		Minnesota Public Two-Year Colleges		Minnesota State Universities		University of Minnesota		Minnesota Private Not-For-Profit Colleges		Minnesota Private For-Profit Colleges	
		Number of Students Enrolling in First Year (column A)	Percent of Students Graduating by Year 6 (B)	Number of Students Enrolling in First Year (C)	Percent of Students Graduating by Year 6 (D)	Number of Students Enrolling in First Year (E)	Percent of Students Graduating by Year 6 (F)	Number of Students Enrolling in First Year (G)	Percent of Students Graduating by Year 6 (H)	Number of Students Enrolling in First Year (I)	Percent of Students Graduating by Year 6 (J)
2007											
	Graduates not in Developmental Courses	8,413	57%	4,769	75%	5,250	85%	5,653	87%	1,792	60%
	Graduates in Developmental Courses	7,630	47%	1,599	73%	168	61%	188	55%	357	44%

Completion data as reported to the Minnesota Office of Higher Education as of June 30, 2014 or the National Student Clearinghouse as of December 31, 2014.

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



## Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350  
Saint Paul, MN 55108-5227

Tel: 651.642.0567 or 800.657.3866  
TTY Relay: 800.627.3529  
Fax: 651.642.0675

E-mail: [info.ohe@state.mn.us](mailto:info.ohe@state.mn.us)

[www.getready.state.mn.us](http://www.getready.state.mn.us)  
[www.ohe.state.mn.us](http://www.ohe.state.mn.us)  
[www.selfloan.state.mn.us](http://www.selfloan.state.mn.us)

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