



# GETTING PREPARED 2024

## Developmental Education Course-Taking of High School Graduates

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**About the Office of Higher Education**

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

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding more than \$225 million annually in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

**About This Report**

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$13,534.69 to prepare, including staff time.

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# Executive Summary

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

Getting Prepared 2024 reports the college enrollment and developmental education activity of Minnesota public high school graduates from the graduating classes of 2016-2023 who enrolled in postsecondary education in Minnesota within two years of high school graduation.

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

# Getting Prepared Data

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Getting Prepared fulfills the legislative mandate (Minnesota Statute 13.32, subdivisions 3 and 6) to provide summary information about Minnesota public high school graduates who enrolled in developmental courses at Minnesota postsecondary institutions (that offer developmental education coursework) within two years of high school graduation. The Getting Prepared 2024 update reports the college enrollment and developmental education activity of Minnesota public high school graduates from the graduating classes of 2016-2023 enrolling in postsecondary education in Minnesota. The report provides policymakers with one measure of college readiness — enrollment in developmental education coursework.

The report uses student-level data within the Minnesota Statewide Longitudinal Education Data System (SLEDs) on Minnesota public high school graduates from the Minnesota Department of Education and postsecondary enrollment data from the Minnesota Office of Higher Education and the National Student Clearinghouse to analyze these trends. At the time of this report, data on postsecondary enrollment were available through the spring semester of the 2022-2023 academic year. Data for 2022 high school graduates covers 1.5 years of postsecondary enrollment, and data for 2023 high school graduates cover 0.5 years of postsecondary enrollment, beginning in the 2022-2023 academic year. Therefore, data for high school graduation years 2022 and 2023 are considered preliminary (1.5 and 0.5 years, respectively).

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

## About the Students

Getting Prepared 2024 reports the college enrollment and developmental education activity of Minnesota public high school graduates from the graduating classes of 2016-2023 enrolling in postsecondary education in Minnesota within two years of high school graduation.

## 2024 Update and What the Data Tell Us

Overall developmental education enrollment rates for recent Minnesota high school graduates declined between 2013 and 2023. During that time frame, almost all Minnesota high school graduates enrolling in developmental education were enrolled at Minnesota State Colleges and Universities. However, despite the decline, disparities in developmental education enrollment continue to persist for BIPOC-identifying students, non-English speakers, and lower-income students. These disparities have remained steady over the years.

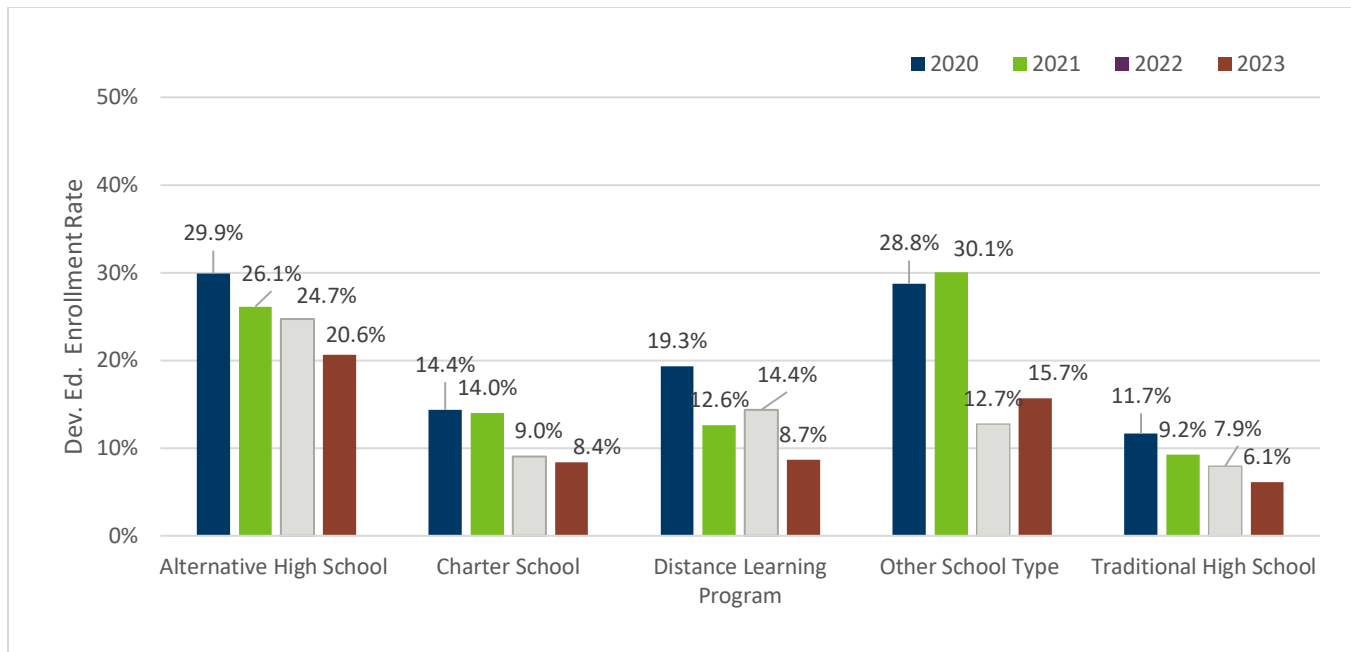
High school graduates who graduated from alternative high schools enrolled in developmental education at more than two times the rate of graduates who graduated from charter schools and distance learning programs, and more than three times the rate compared to graduates of traditional high schools. Table 1 provides further information.

**Table 1: Developmental Education Credit Load and Completion of High School Graduating Classes  
2021, 2022, and 2023**

High School Graduation Year	High School Type	Total Enrolled in Minnesota Postsecondary Education within 2 Years	Percent Enrolled in Developmental Education	Developmental Education Credits Attempted	Average Number of Developmental Education Credits	Percent of Developmental Education Credits Completed
2021	Alternative High School	857	26.1%	1,917	4.6	53.3%
2021	Charter School	1,191	14.0%	1,162	4.2	59.9%
2021	Distance Learning Program	198	12.6%	155	3.6	58.7%
2021	Other High School Type	123	30.1%	298	6.3	78.2%
2021	Traditional High School	25,815	9.2%	15,771	4.1	61.9%
2022	Alternative High School	1,080	24.7%	1,818	3.8	55.2%
2022	Charter School	3,392	3.7%	949	4.5	60.4%
2022	Distance Learning Program	157	35.7%	370	4.4	66.8%
2022	Other High School Type	157	12.7%	249	10.7	85.9%
2022	Traditional High School	25,923	7.9%	12,447	3.6	59.4%
2023	Alternative High School	771	20.6%	841	2.6	49.6%
2023	Charter School	1,160	8.4%	470	2.6	54.5%
2023	Distance Learning Program	347	8.6%	124	2.3	54.8%

High School Graduation Year	High School Type	Total Enrolled in Minnesota Postsecondary Education within 2 Years	Percent Enrolled in Developmental Education	Developmental Education Credits Attempted	Average Number of Developmental Education Credits	Percent of Developmental Education Credits Completed
2023	Other High School Type	121	15.7%	179	8.3	88.3%
2023	Traditional High School	22,944	6.1%	6,223	2.8	61.7%

**Figure 1: Public High School Graduates Who Graduated from Alternative High Schools Enrolled in Developmental Education at Higher Rates<sup>1</sup>**



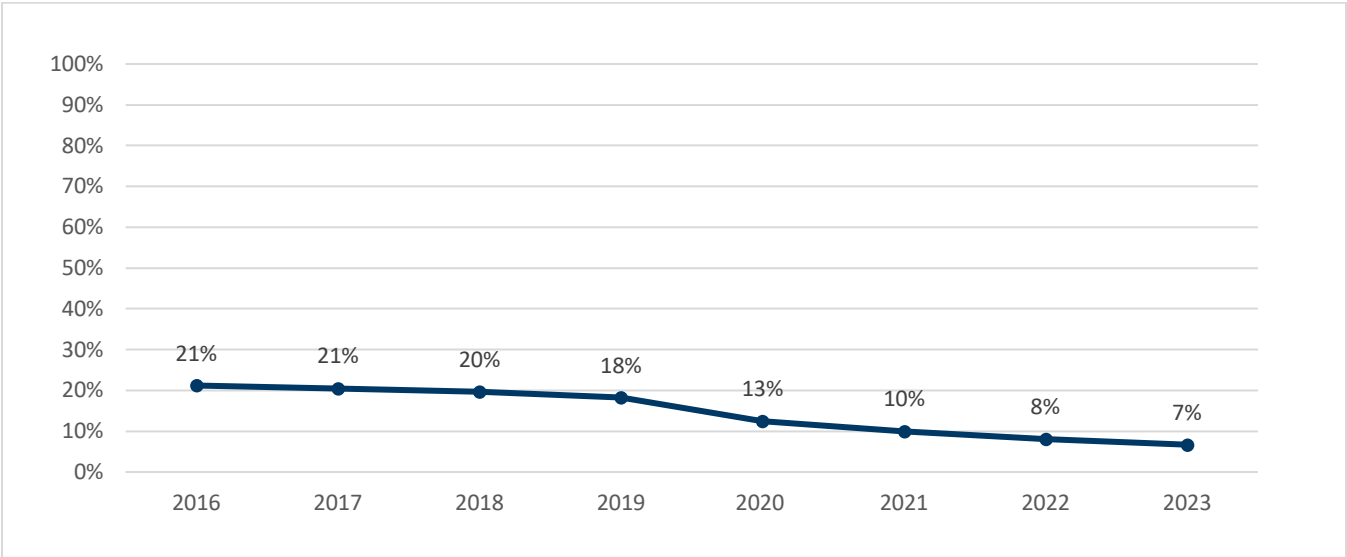
As reported in previous versions of this report, the COVID-19 pandemic accelerated changes in course placement procedures, particularly due to disruptions in the availability of Accuplacer, Minnesota Comprehensive Assessments (MCA), and standardized testing by ACT and SAT. To address the challenges that arose from the pandemic, Minnesota State Colleges and Universities issued a revised guidance in

<sup>1</sup> High School Type of "other school type" includes schools that did not fall into any of the other school type categories. These include school classifications such as Special Education, state-run schools such as Deaf and Blind and School for the Arts, and other school classifications.

August of 2020<sup>2</sup>, which specified how multiple means could be used to determine course placement. This would explain the 5-percentage point decline seen between 2019 and 2020. As shown in Figure 2, the percentage of Minnesota high school graduates who enrolled in developmental education coursework within two years of graduating high school steadily decreased year-over-year between the class of 2015 (22% enrollment rate) to the class of 2023<sup>3</sup> (7% enrollment rate). The decline in developmental education enrollment has sparked questions regarding potential factors that are contributing to the decline, such as students becoming more college ready and the implementation of more appropriate course placement practices (e.g. multiple measures).

**Figure 2: Developmental Education Enrollment Declined Between 2016 and 2023**

*Note: Data for 2022 covers 1.5 years of college enrollment and 2023 covers 0.5 years of college enrollment.*



<sup>2</sup> [CoursePlacement-RevCOVID19Guidance-081020.pdf \(minnstate.edu\)](https://www.minnstate.edu/courseplacement/revCOVID19Guidance-081020.pdf)  
(<https://www.minnstate.edu/coronavirus/documents/CoursePlacement-RevCOVID19Guidance-081020.pdf>)

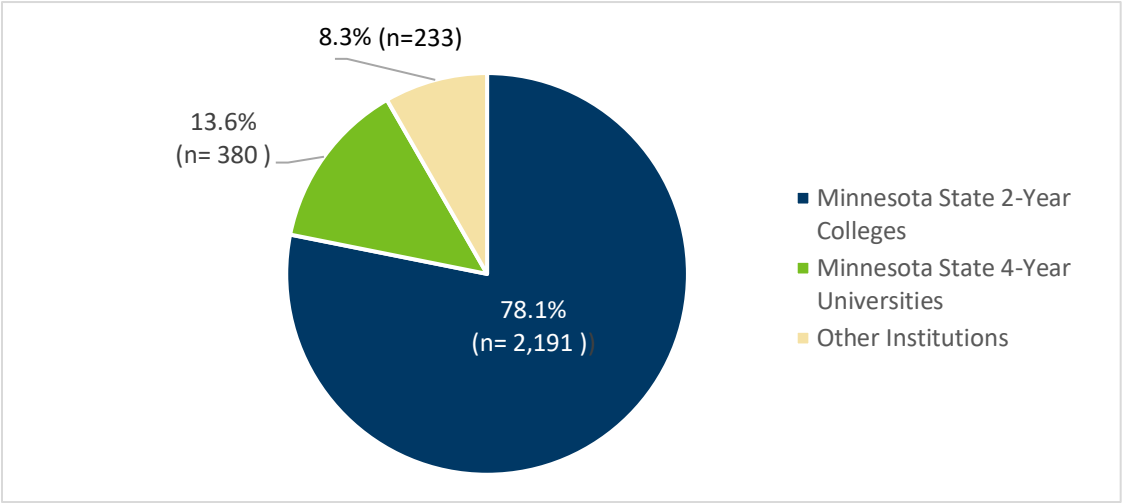
<sup>3</sup> For the high school graduating class of 2023, the developmental education enrollment rate only captures the developmental education enrollment rate of one academic semester (fall term).



# Developmental Education by Sector

The Minnesota State system continues to lead in developmental education enrollment-- enrolling nearly 92% of developmental education students, primarily in their open access institutions. For the high school graduating class of 2021 (Figure 3), 78.1% of developmental education students were enrolled at Minnesota State 2-year colleges, 13.6% were enrolled at Minnesota State 4-year universities, and 8.3% of developmental education students were enrolled at “other institutions”—this includes private non-profit, private for-profit, and the University of Minnesota system.

**Figure 3: Nearly 92% of Developmental Education Enrollment Occurs within the Minnesota State System (High School Graduation Class of 2021)**



**Figure 4: Developmental Education Participation Rates Declined Across All Sectors**

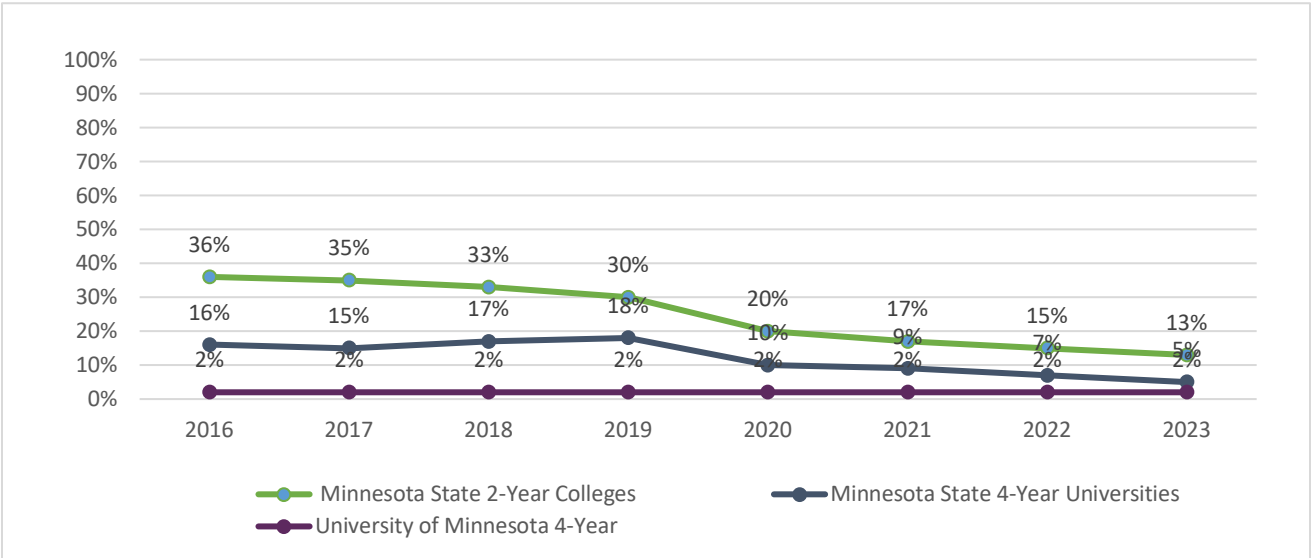


Table 2 details developmental education enrollment at Minnesota’s public, private, and tribal institutions for the high school graduating class of 2021, and Table 3 breaks down developmental credit intake by year of high school graduation and sector.

**Table 2: Developmental Education Enrollment by Institution – High School Class of 2021**

*Note: Institutions with less than 10 high school graduates enrolling at their institution or in developmental education are suppressed for student privacy. The high school graduating class of 2021 is the most recent year for which there is full data available.*

Sector Type	Postsecondary Institution	Total of High School Graduates Having Enrolled at Postsecondary Institution within Two Years of Graduating	Percent of Students Enrolled in Developmental Education at Postsecondary Institution
Minnesota Private For-Profit	Academy College	Fewer than 10	Fewer than 10
Minnesota State 2-Year Colleges	Alexandria Technical & Community College	387	10%
Minnesota State 2-Year Colleges	Anoka Technical College	163	10%
Minnesota State 2-Year Colleges	Anoka-Ramsey Community College	935	13%
Minnesota Private Not-for-Profit	Augsburg University	435	9%
Minnesota Private For-Profit	Avalon School of Cosmetology	Fewer than 10	Fewer than 10
Minnesota Private For-Profit	Aveda Arts and Sciences Institute Minneapolis	97	Fewer than 10
Minnesota State 4-Year Universities	Bemidji State University	457	11%
Minnesota Private Not-for-Profit	Bethany Lutheran College	57	Fewer than 10
Minnesota Private Not-for-Profit	Bethel University	310	4%
Minnesota Private For-Profit	Capella University	Fewer than 10	Fewer than 10
Minnesota Private Not-for-Profit	Carleton College	66	Fewer than 10
Minnesota State 2-Year Colleges	Central Lakes College	373	5%
Minnesota State 2-Year Colleges	Century College	1078	18%
Minnesota Private Not-for-Profit	College of Saint Benedict	264	Fewer than 10

Sector Type	Postsecondary Institution	Total of High School Graduates Having Enrolled at Postsecondary Institution within Two Years of Graduating	Percent of Students Enrolled in Developmental Education at Postsecondary Institution
Minnesota Private Not-for-Profit	College of St. Scholastica	239	Fewer than 10
Minnesota Private Not-for-Profit	Concordia College	253	Fewer than 10
Minnesota Private Not-for-Profit	Concordia University-St. Paul	210	6%
Minnesota Private Not-for-Profit	Crown College	46	Fewer than 10
Minnesota State 2-Year Colleges	Dakota County Technical College	374	Fewer than 10
Minnesota Private Not-for-Profit	Dunwoody College of Technology	194	Fewer than 10
Minnesota Private For-Profit	Empire Beauty School	35	Fewer than 10
Minnesota State 2-Year Colleges	Fond du Lac Tribal & Community College	60	20%
Minnesota Private Not-for-Profit	Gustavus Adolphus College	368	Fewer than 10
Minnesota Private Not-for-Profit	Hamline University	327	Fewer than 10
Minnesota Private For-Profit	Hastings Beauty School Inc.	Fewer than 10	Fewer than 10
Minnesota State 2-Year Colleges	Hennepin Technical College	321	12%
Minnesota Private Not-for-Profit	Herzing University	10	Fewer than 10
Minnesota State 2-Year Colleges	Hibbing Community College	109	Fewer than 10
Minnesota Private For-Profit	Institute of Production and Recording	11	Fewer than 10
Minnesota State 2-Year Colleges	Inver Hills Community College	434	25%
Minnesota State 2-Year Colleges	Itasca Community College	143	22%
Minnesota State 2-Year Colleges	Lake Superior College	414	12%
Minnesota Private Not-for-Profit	Leech Lake Tribal College	Fewer than 10	Fewer than 10

Sector Type	Postsecondary Institution	Total of High School Graduates Having Enrolled at Postsecondary Institution within Two Years of Graduating	Percent of Students Enrolled in Developmental Education at Postsecondary Institution
Minnesota Private Not-for-Profit	Macalester College	80	Fewer than 10
Minnesota Private Not-for-Profit	Martin Luther College	Fewer than 10	Fewer than 10
Minnesota Private Not-for-Profit	Mayo Clinic College of Medicine and Science	Fewer than 10	Fewer than 10
Minnesota State 2-Year Colleges	Mesabi Range College	124	18%
Minnesota State 4-Year Universities	Metropolitan State University	131	Fewer than 10
Minnesota Private Not-for-Profit	Minneapolis College of Art and Design	80	Fewer than 10
Minnesota State 2-Year Colleges	Minneapolis Community & Technical College	524	32%
Minnesota State 2-Year Colleges	Minnesota North College <sup>4</sup>	57	23%
Minnesota Private For-Profit	Minnesota School of Barbering	Fewer than 10	Fewer than 10
Minnesota Private For-Profit	Minnesota School of Beauty	13	Fewer than 10
Minnesota Private For-Profit	Minnesota School of Cosmetology	17	Fewer than 10
Minnesota State 2-Year Colleges	Minnesota State College Southeast	116	24%
Minnesota State 2-Year Colleges	Minnesota State Community and Technical College	465	22%
Minnesota State 4-Year Universities	Minnesota State University Mankato	1608	2%
Minnesota State 4-Year Universities	Minnesota State University Moorhead	397	11%

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<sup>4</sup> Spring 2022 was the last term students were enrolled at Hibbing, Itasca, Mesabi, Rainy, and Vermilion. These colleges were merged into one college, Minnesota North, with enrollment at this new college starting in summer 2022.

Sector Type	Postsecondary Institution	Total of High School Graduates Having Enrolled at Postsecondary Institution within Two Years of Graduating	Percent of Students Enrolled in Developmental Education at Postsecondary Institution
Minnesota State 2-Year Colleges	Minnesota West Community & Technical College	242	5%
Minnesota Private For-Profit	Model College of Hair Design	20	Fewer than 10
Minnesota State 2-Year Colleges	Normandale Community College	1,294	27%
Minnesota Private Not-for-Profit	North Central University	63	Fewer than 10
Minnesota State 2-Year Colleges	North Hennepin Community College	608	40%
Minnesota State 2-Year Colleges	Northland Community & Technical College	168	7%
Minnesota State 2-Year Colleges	Northwest Technical College	79	29%
Minnesota Private Not-for-Profit	Northwestern Health Sciences University	10	Fewer than 10
Minnesota Private For-Profit	Nova Academy of Cosmetology	43	Fewer than 10
Minnesota Private Not-for-Profit	Oak Hills Christian College	Fewer than 10	Fewer than 10
Minnesota Private For-Profit	PCI Academy	13	Fewer than 10
Minnesota State 2-Year Colleges	Pine Technical & Community College	125	Fewer than 10
Minnesota State 2-Year Colleges	Rainy River Community College	17	Fewer than 10
Minnesota Private For-Profit	Rasmussen University	74	Fewer than 10
Minnesota Private Not-for-Profit	Red Lake Nation College	19	Fewer than 10
Minnesota State 2-Year Colleges	Ridgewater College	534	8%
Minnesota State 2-Year Colleges	Riverland Community College	336	14%
Minnesota State 2-Year Colleges	Rochester Community and Technical College	631	33%

Sector Type	Postsecondary Institution	Total of High School Graduates Having Enrolled at Postsecondary Institution within Two Years of Graduating	Percent of Students Enrolled in Developmental Education at Postsecondary Institution
Minnesota Private Not-for-Profit	Saint John's University	247	Fewer than 10
Minnesota Private Not-for-Profit	Saint Mary's University of Minnesota	100	Fewer than 10
Minnesota State 2-Year Colleges	Saint Paul College	538	20%
Minnesota State 2-Year Colleges	South Central College	336	17%
Minnesota State 4-Year Universities	Southwest Minnesota State University	219	18%
Minnesota Private Not-for-Profit	St. Catherine University	232	Fewer than 10
Minnesota State 4-Year Universities	St. Cloud State University	590	27%
Minnesota State 2-Year Colleges	St. Cloud Technical & Community College	582	14%
Minnesota Private Not-for-Profit	St. Olaf College	276	Fewer than 10
Minnesota Private Not-for-Profit	Summit Academy Opportunities Industrialization Center	12	Fewer than 10
University of Minnesota	University of Minnesota Crookston	93	Fewer than 10
University of Minnesota	University of Minnesota Duluth	1,644	7%
University of Minnesota	University of Minnesota Morris	220	Fewer than 10
University of Minnesota	University of Minnesota Rochester	128	Fewer than 10
University of Minnesota	University of Minnesota Twin Cities	4,419	Fewer than 10
Minnesota Private Not-for-Profit	University of Northwestern - St. Paul	180	6%
Minnesota Private Not-for-Profit	University of St. Thomas	851	Fewer than 10
Minnesota State 2-Year Colleges	Vermilion Community College	67	33%

Sector Type	Postsecondary Institution	Total of High School Graduates Having Enrolled at Postsecondary Institution within Two Years of Graduating	Percent of Students Enrolled in Developmental Education at Postsecondary Institution
Minnesota Private Not-for-Profit	White Earth Tribal & Community College	Fewer than 10	Fewer than 10
Minnesota State 4-Year Universities	Winona State University	727	7%

**Table 3: Average Developmental Education Credit Loads by Sector**

Year of High School Graduation	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Total Average Developmental Education Credit Load Over First Two Years
2020	Minnesota State 2-Year Colleges	5,031	30,755	6.1
	Minnesota State 4-Year Universities	915	3,453	3.8
	MN Private For-Profit	25	69	2.8
	MN Private Not-for-Profit	116	653	5.6
	University of Minnesota 4-Year	121	387	3.2
	<b>Total</b>	<b>6,208</b>	<b>35,317</b>	<b>5.7</b>
2021	Minnesota State 2-Year Colleges	4,510	26,952	6.0
	Minnesota State 4-Year Universities	930	3,481	3.5
	MN Private For-Profit	16	56	3.5
	MN Private Not-for-Profit	116	539	4.7
	<b>Total</b>	<b>5,572</b>	<b>31,028</b>	<b>4.4</b>
2022	Minnesota State 2-Year Colleges	2,884	16,795	5.8
	Minnesota State 4-Year Universities	508	1,784	3.3
	MN Private For-Profit	15	54	3.6
	MN Private Not-for-Profit	126	611	4.8
	University of Minnesota 4-Year	130	423	3.3
	<b>Total</b>	<b>3,663</b>	<b>19,667</b>	<b>5.4</b>

Year of High School Graduation	Sector	Students Enrolled in Developmental Education	Total Number of Developmental Education Credits	Total Average Developmental Education Credit Load Over First Two Years
2023	Minnesota State 2-Year Colleges	1,329	6,953	5.2
	Minnesota State 4-Year Universities	213	638	3.0
	MN Private For-Profit	Fewer than 10	Fewer than 10	Fewer than 10
	MN Private Not-for-Profit	38	250	6.6
	University of Minnesota 4-Year	119	362	3.0
	<b>Total</b>	<b>1,699</b>	<b>8,203</b>	<b>3.6</b>

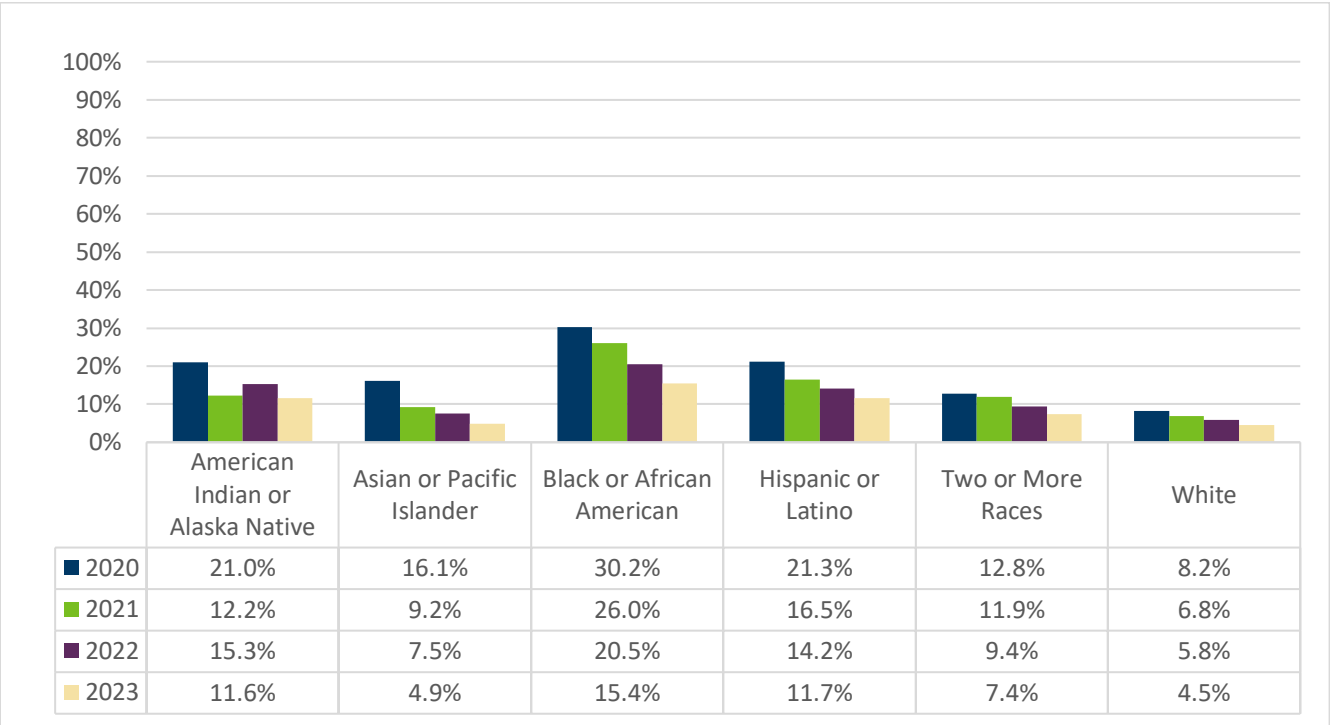


# Developmental Education by Student Demographic

The Getting Prepared report identifies developmental education enrollment rates by race and ethnicity, sex, English language learner status, special education status, education benefits eligibility (e.g. free or reduced-price meals), and region. Across all demographic categories, developmental education enrollment continues to decline, however despite the decline in developmental education enrollment, racial and ethnic disparities continue to persist. Black or African American (15.4%), Hispanic or Latino (11.7%), and American Indian or Alaska Native (11.6%) identifying students continue to enroll in developmental education at higher rates than their counterparts (Figure 5).

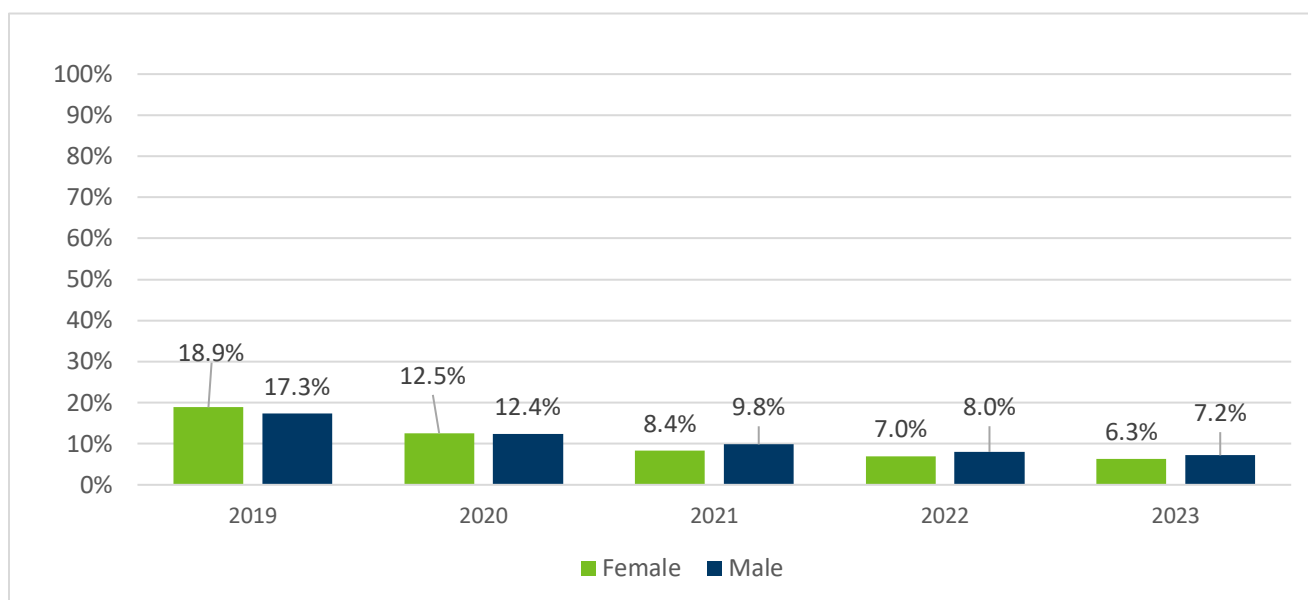
**Figure 5: Developmental Education Enrollment Rates by Race and Ethnic Communities**

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



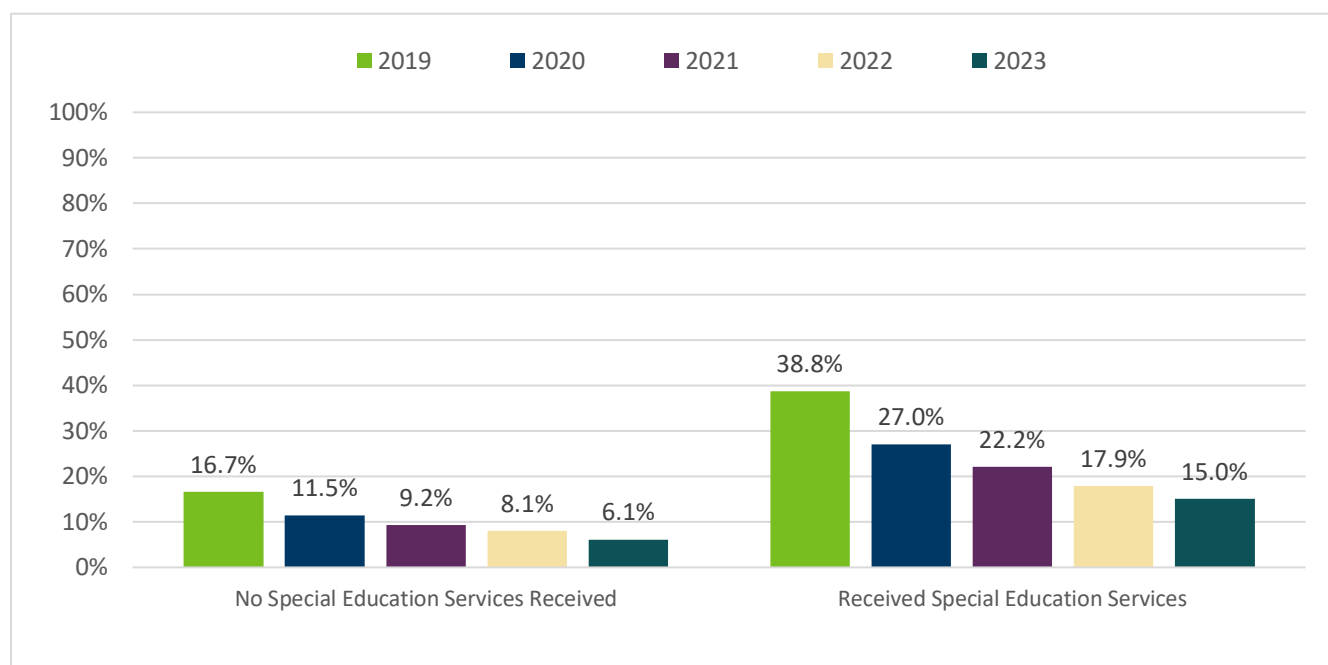
Although developmental education enrollment rates were similar between male- and female-identifying students in the class of 2020, a slight shift emerged in the 2021–2023 cohorts. During those years, fewer male-identifying students enrolled in postsecondary education overall, yet their numbers in developmental education remained relatively steady—resulting in higher proportional representation compared to female students (Figure 6).

**Figure 6: Developmental Education Enrollment by Sex and Reported Year**



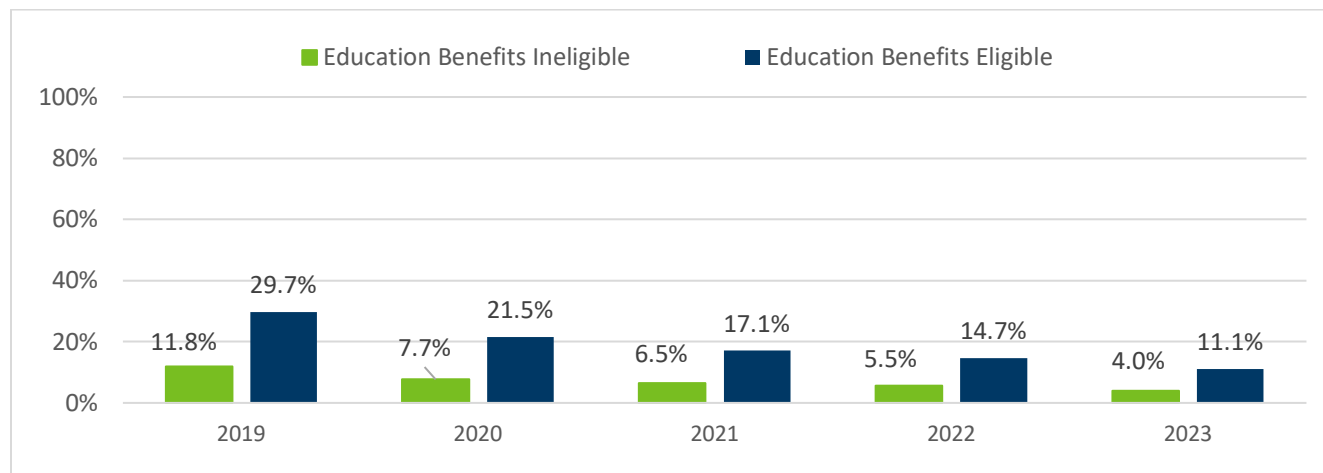
Developmental education enrollment rates more than doubled when comparing students who receive special education services and those who do not (Figure 7). A similar difference in developmental education enrollment rates is seen when observing students who are eligible for educational benefits (e.g. free or reduced-price meals) and students who are ineligible for said benefits (Figure 8).

**Figure 7: Developmental Education Enrollment by Receipt of Special Education Services**



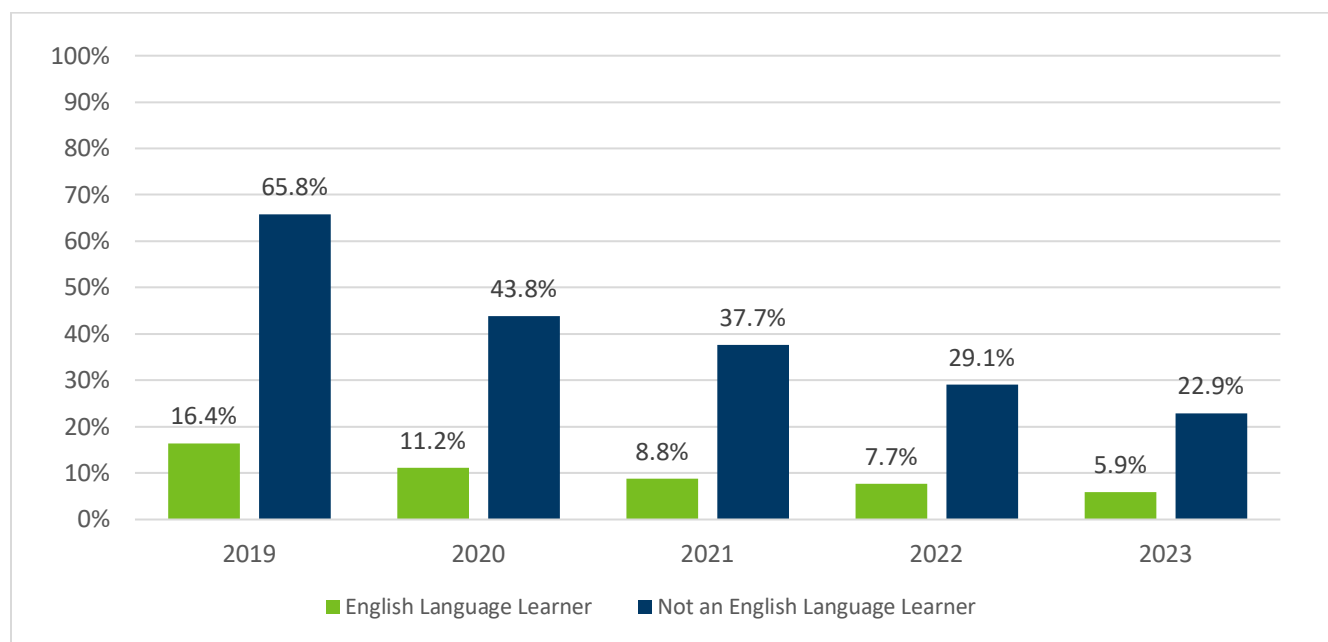
**Figure 8: Students Eligible for Education Benefits Enroll in Developmental Education at More than Two Times the Rate than Students Who Are Not Eligible for Education Benefits**

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

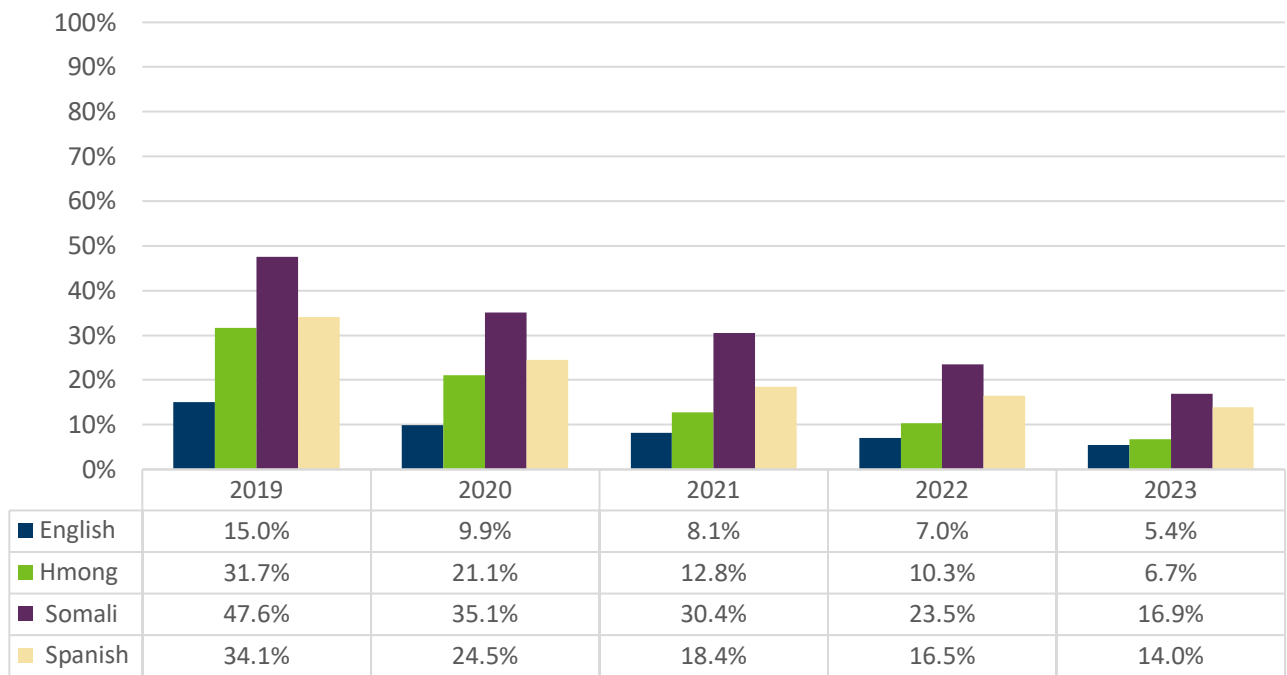


When observing English proficiency of students (Figure 9) and language spoken at home (Figure 10), students who are English learners were enrolled in developmental education at four times the rate of students who are not English learners. Though developmental education enrollment does decline annually for this group, the gap between English learners and non-English learners remains consistent. Students who came from Somali-speaking homes were enrolled in developmental education at higher rates than other English language learners, and at roughly three times the rate of students whose home language was English.

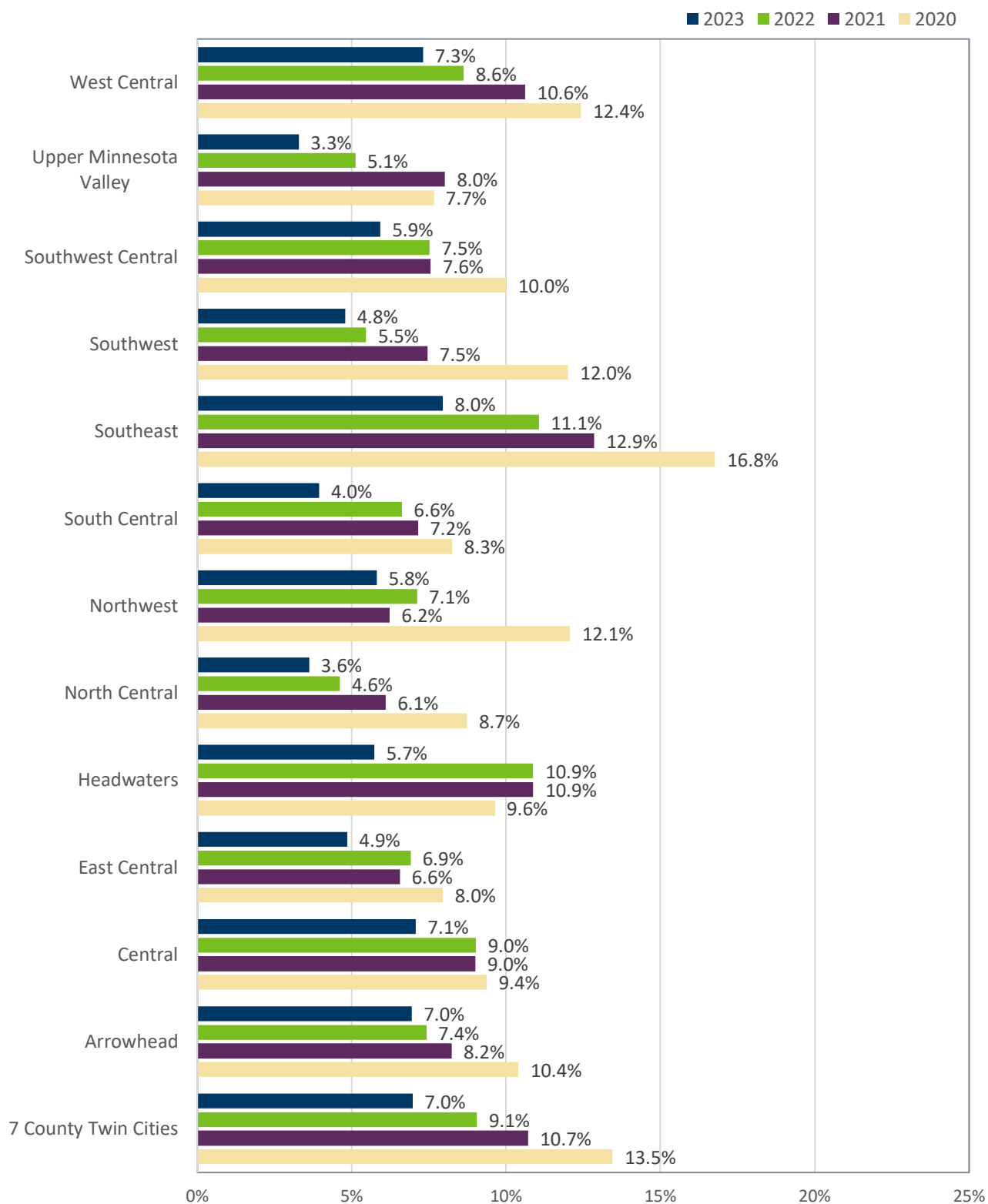
**Figure 9: English Learners Are Enrolled in Developmental Education at Four Times the Rate of Students Who Are Not English learners**



**Figure 10: Developmental Education Rates by Primary Home Language**



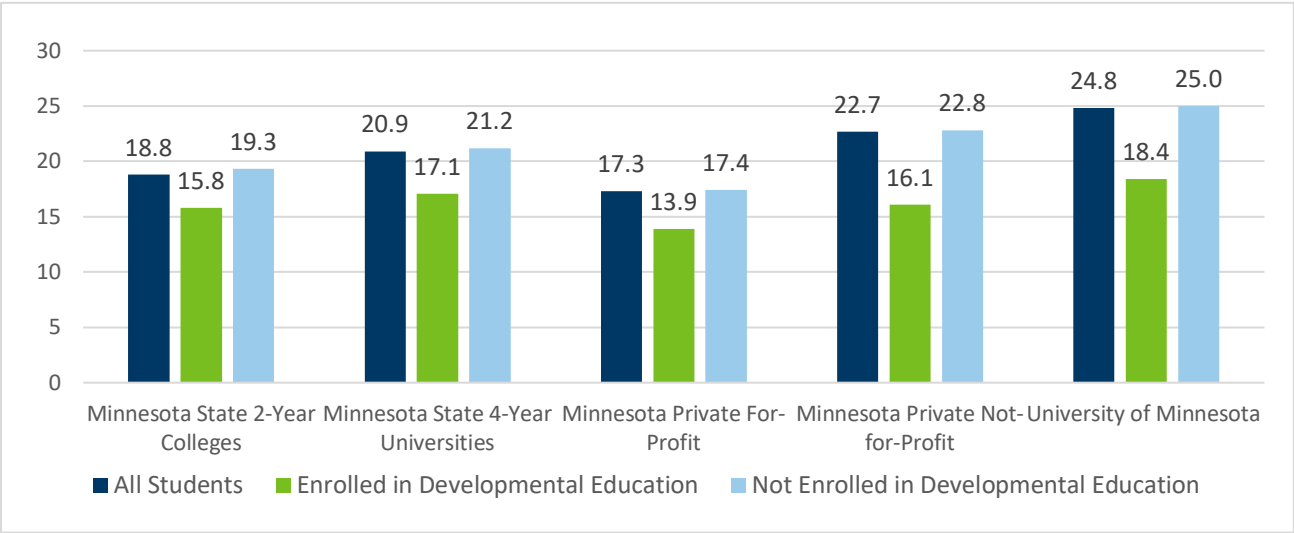
**Figure 11: Developmental Education Enrollment by Region**



# Pre-College Academic Measures

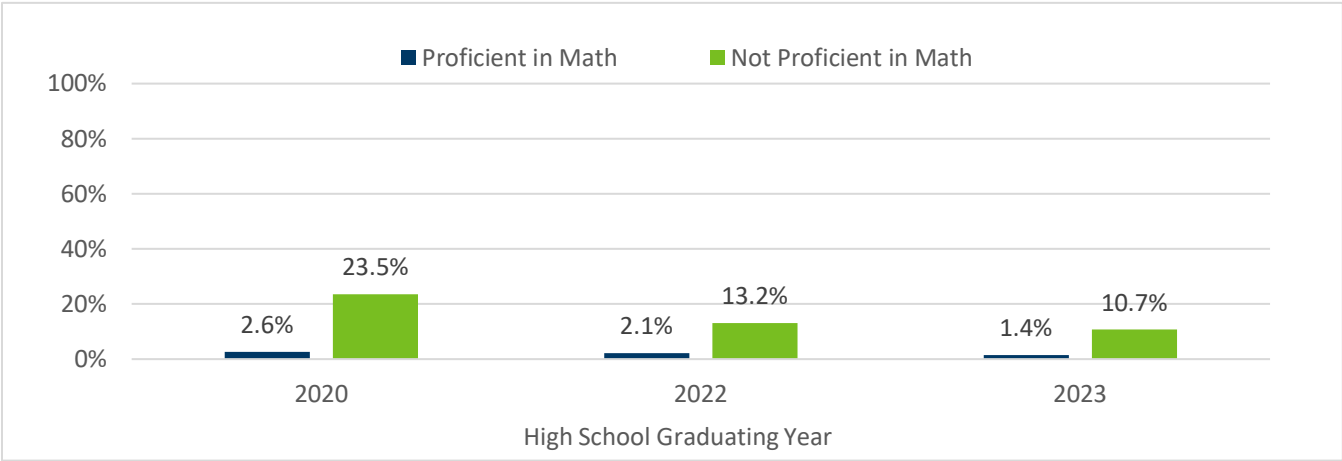
Getting Prepared looks at math proficiency, reading proficiency, and ACT scores as pre-college academic measures. Across all sectors, students who enrolled in developmental education had lower ACT scores than the general student population and students who were not enrolled in developmental education (Figure 12).

**Figure 12: Postsecondary Students (High School Graduating Class of 2021)  
Enrolled in Developmental Education Had Lower ACT Scores on Average**

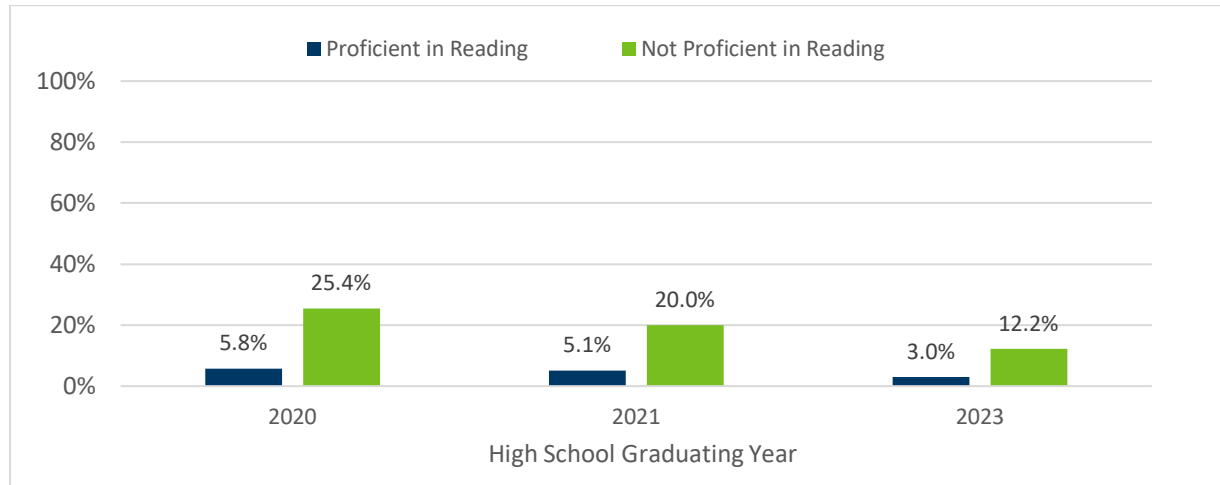


Variations of developmental education participation can be seen across reading and math proficiency rates, which is determined by the Minnesota Comprehensive Assessment (MCA) (Figure 13 and Figure 14). Due to the pandemic impact on assessment testing, math proficiency is not displayed for high school graduates from the class of 2021 and reading proficiency is not displayed for the class of 2022.

**Figure 13: Developmental Education Enrollment by Math Proficiency Rate**



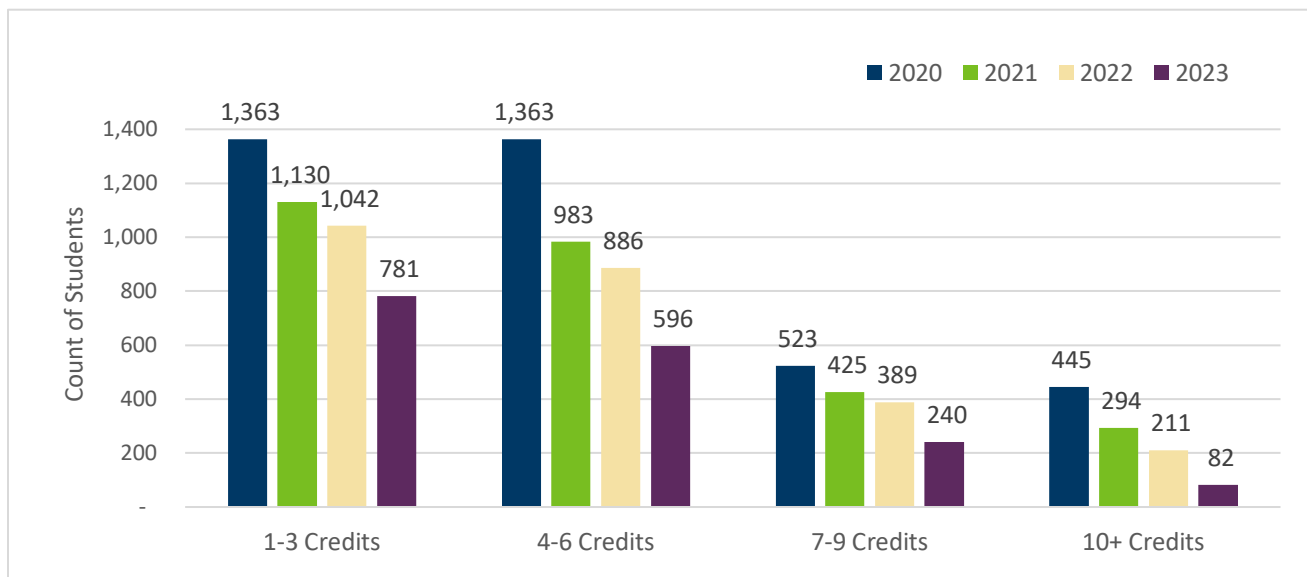
**Figure 14: Developmental Education Enrollment by Reading Proficiency Rate**



## Course Taking Patterns

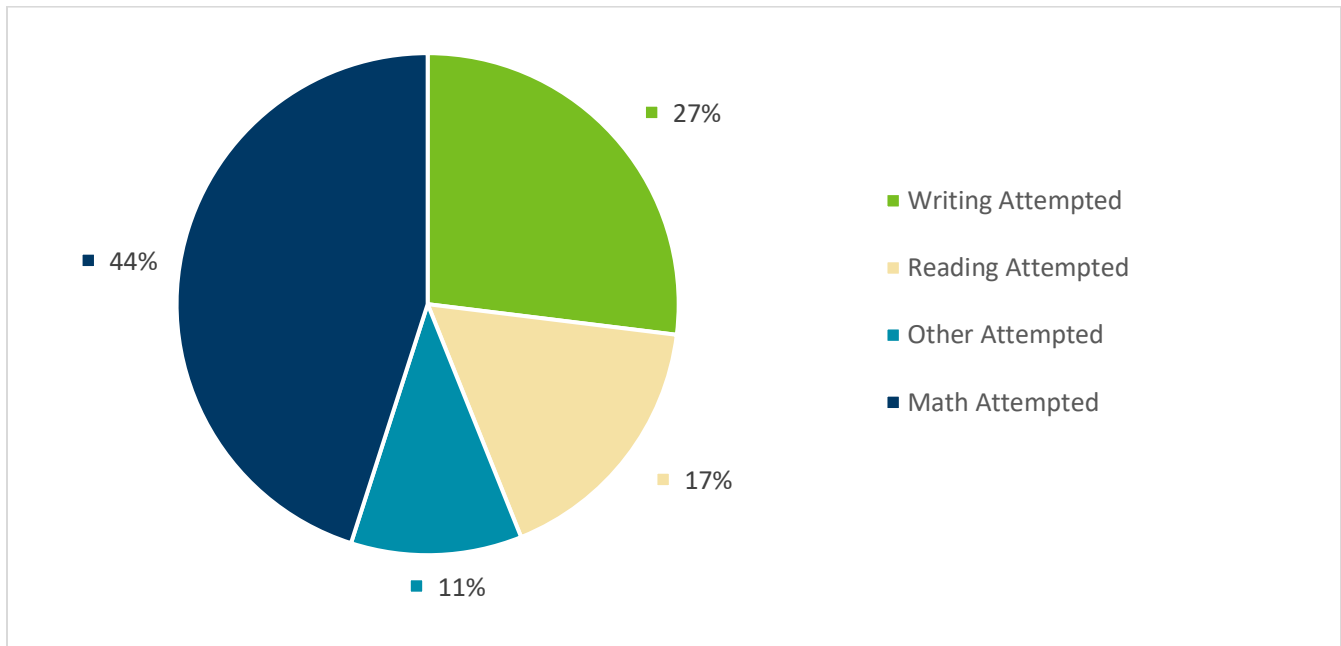
There continues to be a decline in the number of credits of developmental education that students enroll in across all sectors, with most students enrolling in one to three credits developmental education credits within their first two years of postsecondary enrollment (Figure 15). For students enrolling in developmental education, 44% of attempted credits were in math, 27% were in writing, and 17% were in reading (Figure 16).

**Figure 15: Students Enrolled in Developmental Education Were More Likely to Enroll in 1-3 Education Credits Overall Within Their First Two Years**



**Figure 16: Students From the High School Graduating Class of 2021 Who Enrolled in Developmental Education Credits Attempted More Developmental Education Credits in Math**

*Data note: The following pie chart does not equal to 100% due to rounding. "Other" refers to developmental education credits that could include English as a Second Language (ESL/ESOL) courses and integrated or co-requisite support courses.*



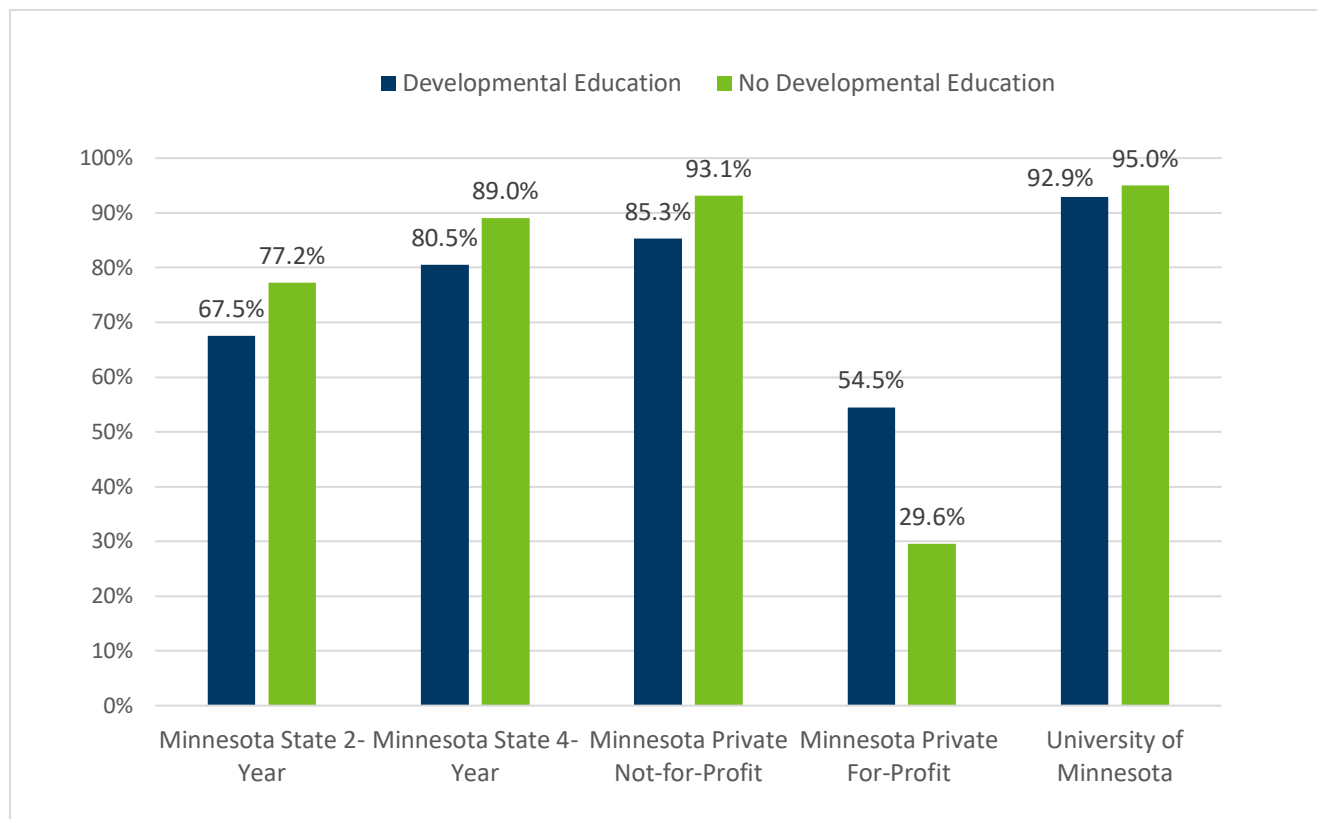
## Postsecondary Student Persistence and Completion

Students enrolled in developmental education persist to their second year at lower rates than those who are not. This may be due to multiple barriers that impact their postsecondary success. For example, students from lower-income backgrounds are often overrepresented in developmental education. Table 4 provides further detail pertaining to the cohort sizes of students enrolled in developmental education, and those who are not, by sector type.

When looking at four-year completion rates of our high school graduating students from the class of 2019 (Figure 18), students who do not enroll in developmental education complete their postsecondary education at double the rate of students who do enroll in developmental education; this pattern has been consistent with previous high school graduating classes and is true regardless of the sector of enrollment. Table 5 provides more detail.



**Figure 17: Students From the High School Graduating Class of 2021 Enrolled in Developmental Education Persisted to Their Second Year at Lower Rates Compared to Their Counterparts<sup>5</sup>**



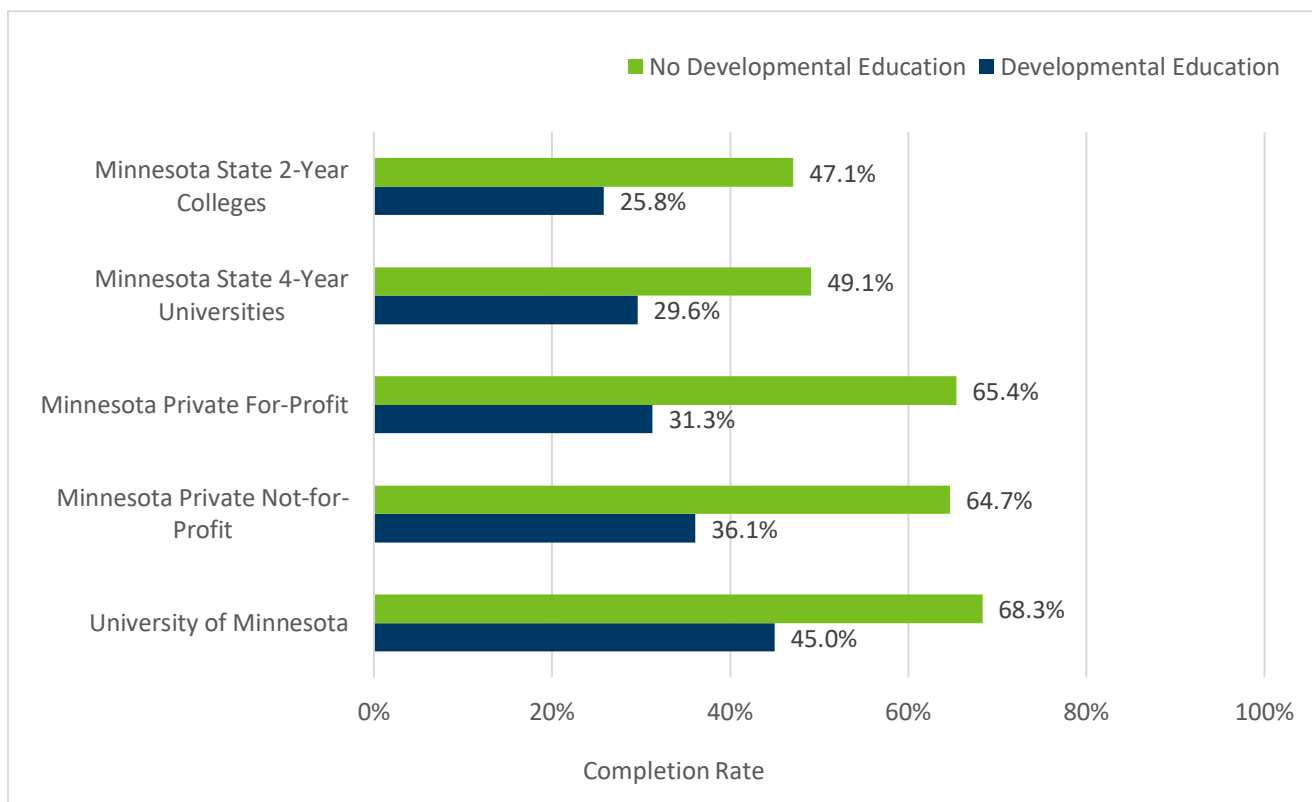
**Table 4: Students Who Enrolled in Developmental Education Generally Persisted to Their Second Year at Lower Rates Than Their Counterparts**

Sector	High School Graduating Class	Developmental Education Status	Cohort Size	Persistence Rate (Percent Persisted to Year Two)
Minnesota State 2-Year Colleges	2021	Developmental Education	2,191	67.5%
Minnesota State 2-Year Colleges	2021	No Developmental Education	9,443	77.2%
Minnesota State 4-Year Universities	2021	Developmental Education	3,749	89.0%
Minnesota State 4-Year Universities	2021	No Developmental Education	380	80.5%

<sup>5</sup> A visual outlier in Figure 17 shows students enrolled in developmental education persisting to their second year at higher rates than their counterparts, but it is important to note that the discrepancy is due to a small sample size.

Sector	High School Graduating Class	Developmental Education Status	Cohort Size	Persistence Rate (Percent Persisted to Year Two)
Minnesota Private, For-Profit	2021	Developmental Education	11	54.5%
Minnesota Private, For-Profit	2021	No Developmental Education	321	29.6%
Minnesota Private, Not-for-Profit	2021	Developmental Education	95	85.3%
Minnesota Private, Not-for-Profit	2021	No Developmental Education	4,854	93.1%
University of Minnesota 4-Year	2021	Developmental Education	127	92.9%
University of Minnesota 4-Year	2021	No Developmental Education	6,377	95.0%

**Figure 18: Postsecondary Students Enrolled in Developmental Education Complete Their Degrees at Lower Rates in 4-Years Than Students Who Do Not Enroll in Developmental Education (High School Graduating Class of 2019)**



**Table 5: Despite Differences in Cohort Sizes, Postsecondary Students Enrolled in Developmental Education Complete Their Degrees in 4 Years at Lower Rates Than Their Counterparts Across All Sectors (High School Graduating Class of 2019)**

Sector Type	High School Graduating Class	Developmental Education Status	Cohort Size	4-Year Completion Rate
Minnesota State 2-Year Colleges	2019	Developmental Education	1,167	25.8%
Minnesota State 2-Year Colleges	2019	No Developmental Education	4,279	47.1%
Minnesota State 4-Year Universities	2019	Developmental Education	276	29.6%
Minnesota State 4-Year Universities	2019	No Developmental Education	2,058	49.1%
Minnesota Private, For-Profit	2019	Developmental Education	Fewer Than 10	31.3%
Minnesota Private, For-Profit	2019	No Developmental Education	231	65.4%
Minnesota Private, Not-for-Profit	2019	Developmental Education	43	36.1%
Minnesota Private, Not-for-Profit	2019	No Developmental Education	3,681	64.7%
University of Minnesota 4-Year	2019	Developmental Education	54	45.0%
University of Minnesota 4-Year	2019	No Developmental Education	4,009	68.3%

## More Information

To fulfill the legislative mandate (Minnesota Statute 13.32, subdivisions 3 and 6), the Getting Prepared report and dashboard<sup>6</sup> are updated annually between the second and third quarter of each calendar year. Data by demographic subgroup, academic performance, and school type can be found in this report. Data by individual public high schools can be found in Appendix A (college enrollment) and Appendix B (developmental course-taking), available at <https://ohe.mn.gov/reports/getting-prepared>.

<sup>6</sup> <https://ohe.mn.gov/reports/getting-prepared>



2025