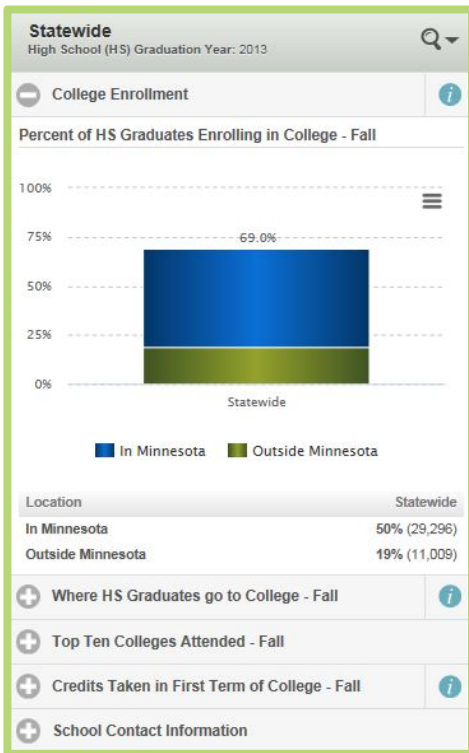


High school-to-college transitions:
Informing high school, district, and state leaders about
current postsecondary pathways



Enrollment– Minnesota high schools do a good job of transitioning students into college. Approximately 69% of 2013 public high school graduates enrolled in college in the fall after graduation. Minnesota has one of the highest college participation rates.

What factors influence where students attend college? The primary factor is geography! Often the top college attended by graduates is the one closest to their high school. This indicates that local high school-college partnerships should be emphasized.

How many credits do high school graduates take their first term? Minnesota defines full-time enrollment as 15 semester credits. The federal definition of full-time is 12 semester credits. The vast majority of Minnesota public high school graduates enrolling in college enroll for full-time at either the 15 credit level (67%) or the 12 credit level (24%) -- a combined 91% of graduates enrolled. Minnesota graduates are starting college on track for timely completion.

Completing College– Are high school graduates staying in and completing college? Approximately 85% of graduates starting college were still enrolled or had successfully graduated as of their second year of college (15% of graduates enrolled in the first year left without a

certificate or degree). By the fourth year of college, 62% were still enrolled or had graduated (a dropout rate of 38%). For Minnesota leaders seeking to maximize student success and meet emerging workforce demands, a college dropout rate of 38% is troubling.

How many high school graduates complete college? Approximately half of public high school graduates complete a certificate, diploma or degree by age 25; 52% of the class of 2006. Among 2006 graduates, 5% completed a certificate or diploma, 12% an associate degree; the remaining 35% a bachelor’s degree. Minnesota college graduates predominantly earn bachelor’s degrees (51% of all undergraduate awards conferred in 2012-2013).

When do high school graduates complete college? Despite high rates of full-time enrollment during the first term of college, only 25% of high school graduates complete a certificate or degree within four years (46% complete in 5 or 6 years and 52% complete in 7 or 8 years).



Functionality



Surf data by High School or School District, Graduation Year, Race/Ethnicity, Gender and Special Populations.

Use the settings tool to compare up to six groupings at one time.

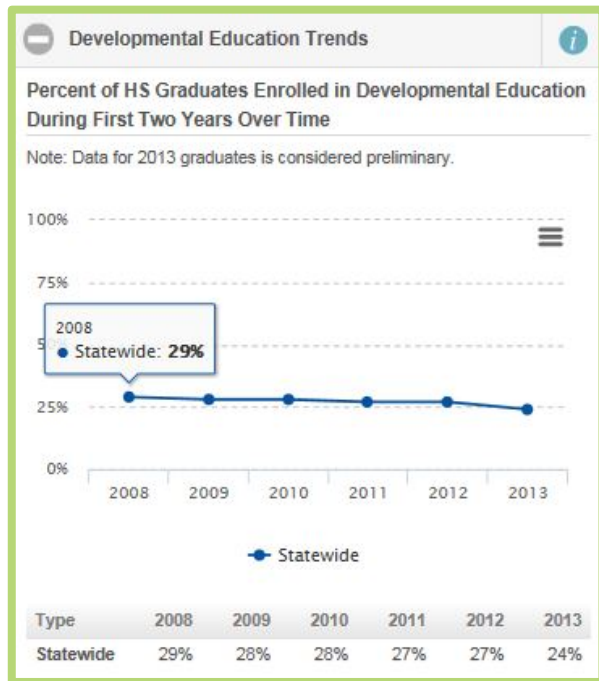
Handy information bubbles are provided to answer any immediate question about the data.

Send the URL of your customized view to any recipient and they see what you see.

Overview info is located on the Home page and Research tab.

<http://www.sleds.mn.gov/#highSchoolAcademics/orgId--999>

Still have questions? Send us an e-mail!



Developmental Education— Enrollment in developmental education is a key college readiness measure. Enrollment in developmental education within two years of high school graduation is the focus of a legislatively required annual report called *Getting Prepared*. This report is the latest interactive addition to SLEDS mobile analytics (February 2015).

Why developmental education? Prior to 2014, Minnesota policy was built around the statistic that 40% of public high school graduates attending Minnesota public institutions enrolled in developmental education. With SLEDS, data on developmental education credits among graduates at Minnesota private institutions are included. Minnesota now reports that only 27% of the class of 2012 enrolled in developmental education within two years of high school graduation. In addition, the rate of enrollment in developmental education has not changed dramatically over the most recent 5-year period (27%) (29% for 2008-2012 graduates).

Which institutions provide developmental education?

Developmental education courses are predominantly offered by Minnesota’s public community and technical colleges (85%) or state universities (12%). Only 3% of graduates enrolled in developmental education enroll in the courses at the University of Minnesota (1%) or a private college (2%).

What else do we know? SLEDS provides a much richer picture of students enrolled in developmental education. In Minnesota developmental education rates are higher among students of color, free and reduced price lunch recipients, and students who do not speak English at home. More importantly, students who are not proficient on state accountability tests enroll in rates of higher developmental education (47% of students not proficient in math; 62% of students not proficient in reading). This latter statistic serves to emphasize that students who struggle academically in high school are likely to struggle in college. Strong K-12/postsecondary partnerships are needed to serve these students better.

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