

Minnesota College Pipeline Data Profile

How Prepared are Minnesota Students for Postsecondary Success?

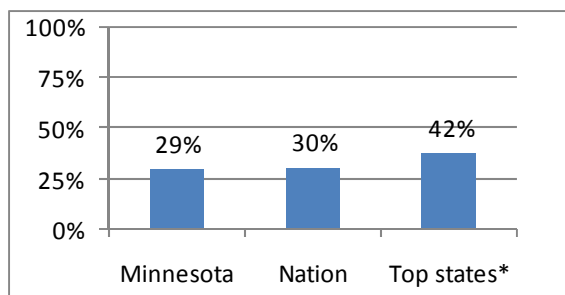
HIGH SCHOOL READINESS

National Assessment of Educational Progress performance and algebra-taking in the early years suggest how well prepared students will be for a rigorous high school curriculum.

Table 1. Percent of 8th Graders Scoring at or Above “Proficient” on NAEP

	Math 2007	Reading 2007	Science 2005
Minnesota	43	37	39
Nation	31	29	27

Figure 1. 8th Graders Taking Algebra 1 (2007)



THE PATH TO COLLEGE

Table 2.1 Students’ Performance on College Entrance Exams (2007)

	Average SAT			Average ACT			
	% Takers	Math	Verb	% Takers	Math	Eng	Sci
Minnesota	9	596	603	70	23	22	23
Nation	48	515	502	42	21	21	21

Minnesota’s Progress in P-20 Alignment Policies

Alignment policy	Policy in Place
Align high school standards with college/career expectations	Plan for 2008 -Math, Plan for 2010-ELA
Align high school graduation requirements with college/career expectations	2006
Administer college readiness test to all students	Plan - TBD
Develop P-20 longitudinal data system	Plan for 2009 -2011
Use at least one measure to hold schools accountable for graduating students college/career ready	NR

Table 2.2 ACT/AP Takers' HS Course-Taking Patterns (2007) (i)

	% Taking min core courses			% Taking beyond min core courses			% Earning a 3 or higher on AP exam
	Math	Sci	Eng	Math	Sci	Eng	
Minnesota	15	26	52	58	36	22	13
Nation	17	31	59	54	29	19	8

COLLEGE GOING, PERSISTENCE AND GRADUATION

Figure 2. High School Freshmen Graduating on Time (2005)

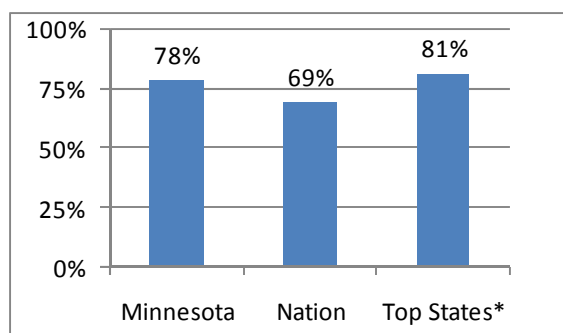


Figure 3. High School Graduates Immediately Enrolling in College (2004)

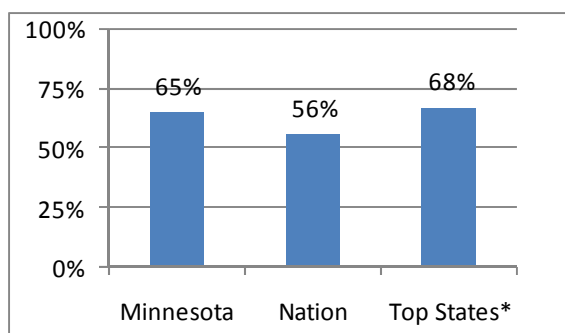


Figure 4.1 Freshmen Returning for Second Year at Two-Year Colleges (2006)

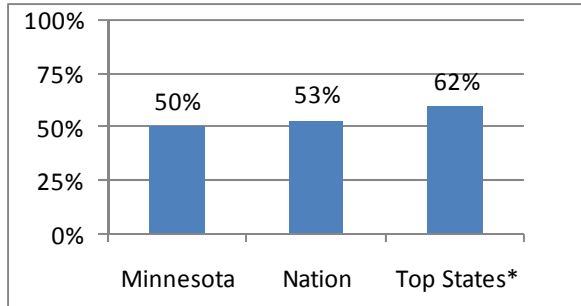


Figure 4.2 Freshmen Returning for Second Year at Four-Year Colleges (2006)

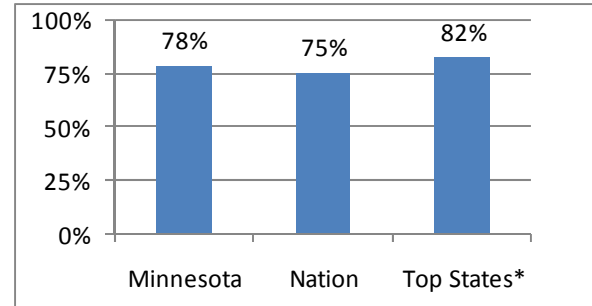


Figure 5.1 Students at Two-Year Colleges Earning Degrees in Three Years (2006)

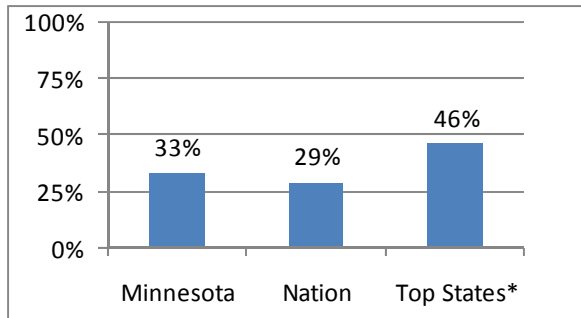
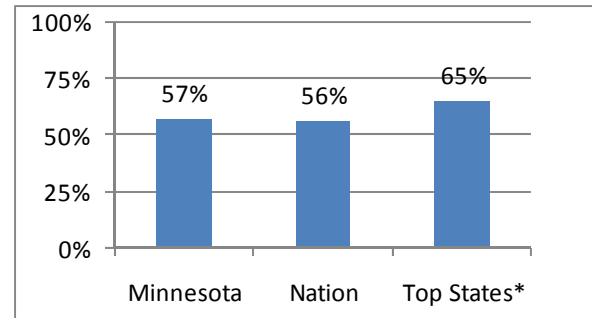


Figure 5.2 Students at Four-Year Colleges Earning Degrees in Six years (2006)



THE EDUCATION PIPELINE AND THE FUTURE OF MINNESOTA

- Assuming existing patterns of high school completion and migration continue, the number of high school graduates in Minnesota will decrease between 5 and 10% by 2015 (ii).
- Hispanic graduates from public schools in Minnesota are projected to increase by 140% between 2004-05 and 2015. Black non-Hispanics and Asian/Pacific Islander graduates are also expected to grow by 51 and 27%, respectively. Meanwhile, White non-Hispanic and American Indian/Alaska Native graduates are projected to see 16 and 10% declines, respectively, during the same time span (ii).
- By 2014, 80% of jobs in Minnesota will require some education or training beyond high school (iii).

Data Sources (In order of appearance):
 Table 1 – Analysis of data from NCES, NAEP <http://nces.ed.gov/nationsreportcard/nde/>
 Figure 1 – Analysis of data from NCES, NAEP <http://nces.ed.gov/nationsreportcard/nde/>
 Table 2.1 & 2.2 – “College Bound Seniors 2007”, College Board, 2007; “2007 Average ACT Scores by State”, ACT, 2007; “4th Annual AP Report to the Nation”, College Board, 2008; “SAT score averages of college-bound seniors and percentage of graduates taking SAT, by state or jurisdiction: Selected years, 1987-88 through 2006-07”, NCES <http://nces.ed.gov/programs/digest/d07/tables/xls/tabn137.xls>
 Figure 2 – EPE Research Center
 Progress in P-20 Alignment Policies – “Closing the Expectations Gap 2008”, Achieve, Inc, 2008
 Figure 3 – “College-going rates of high school graduates – directly after high school”, National Center for Higher Education Management Systems, 2004
 Figure 4.1 & 4.2 – National Center for Public Policy and Higher Education, *Measuring Up 2006*
 Figure 5.1 & 5.2 – “Six Year Graduation Rates of Bachelor’s Students” and “3 Year Graduation Rates of Associate’s Students”, National Center for Higher Education Management Systems, 2006
 (i) ACT college ready minimum core curriculum: 3 years math (Alg 1, Alg 2, Geometry); 4 years English (grade 9-12); 3 years science (General, Chemistry, Biology). ACT advanced curriculum: minimum math course sequence plus advanced math course, minimum English course sequence plus other English course, minimum science course sequence plus Physics course. NOTE course-taking patterns below the minimum core not included.
 (ii) “Knocking on the College Door: Projections of high school graduations by state and ethnicity, 1992-2022”, Western Interstate Commission for Higher Education, 2008
 (iii) “Forgotten Middle-Skill Jobs”, www.skills2compete.org
 * Top states refers to the median score of the top five scoring states