

CTE

Metric	Measure	Benchmark	How to calculate
Program FYE	3-year trend The number of full year equivalent students generated by program courses.	Trending upward + Trending downward -	This is found by multiplying the number of students in the program courses by the credit value divided by 30 credits. Note that 30 credits represent a full-time equivalent student. (The data is pulled from the Program Cost Analysis Tool, by CIP Code.)
Student Enrollment FYE to Faculty FTE	This number represents the ratio of full-time students to full-time instructors.	Benchmark + if equal to or greater than 15, - if less than 15	The total number of credits produced by CTE course will be divided by a full-time load of 32 credits and compared to the FTE of all CTE courses.
Course Saturation Rate	Course saturation rate for program required courses. This will exclude non-required independent study courses.	75% Equal to or > 75% + < 74% -	Fill rate/capacity for all program required courses.
Graduation Rates	Total number of graduates who have completed the program in the prior year.	70% Equal to or > 70% + < 69% -	Data is collected through program director/leads and calculated per program according to accreditation guidelines. If programs do not have a larger accrediting body they report to, programs will be assessed according to Minnesota State guidelines.
Assessment and Program Review	Satisfactory Completion of Annual Assessment, ILOs, & Three-Year Review Plan: Assessment plans are completed each year	Assessments completed + Assessments not submitted - As three-year assessment is due: Completed + Not completed nor unsatisfactory completion -	Annual program assessment and ILO submissions within satisfactory submission, including direct and indirect measures of student learning. Three-Year Review Plans are completed.
Minnesota State Instructional Cost Study	The number represents the college average costs per program divided by the Minnesota State average costs per program. A 2-year delay.	+ below the band or within 90 -110%, - if greater than 110%	This is a Minnesota State comparison of our programs to like programs across the state. A number greater than one indicates that our program is more expensive than the Minnesota State average. Performance within

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			the band of 90%-110% are cost neutral within the Minnesota State Allocation formula. Programs above 110% result in a reduction in our state allocation. Programs below 90% result in an increase to our state allocation. Due to the system reporting process to calculate this metric, data lags by one year.
Data	Measure	Benchmark	How to calculate
Accreditation status	Current status		Length of accreditation/next due
Faculty FTE			Academic coordinator reporting
Job Demand			JobsEQ – From Perkins/IR
Wage Outlook information - State			JobsEQ – From Perkins/IR
Wage Outlook information - National			JobsEQ – From Perkins/IR
Loan Debt			How do we get data??? As applicable
Graduate Entry-Level Earnings			Average wage graduates in the field are earning within a year after graduation that are self-reported on exit surveys.
Employment placement rate/continuing education			Exit Surveys and National Clearinghouse
Licensure Exam Pass Rate	Data represents pass rates within 1-year post-graduation and is reported on how the program's accredited body regulates data processing if there is regulation.		Data is gathered as reported by the program directors/leads.
Course Demographics	Collecting demographic data of students in Liberal Arts courses in line with Equity 2030: generation status, race/ethnicity, family income (Pell Grant eligibility), and gender (sex).		Calculating the percentage of each category that took at least one Liberal Arts course within a Fiscal Year. <ul style="list-style-type: none"> • Generation status: assigned based on a student's application and FAFSA record. Minnesota defines a first-generation student as an individual with parents/guardians who have not taken any higher education. The Federal definition of a first-generation

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			<p>student is an individual with parents/guardians who did not earn a bachelor's degree.</p> <ul style="list-style-type: none">• Race & Ethnicity: separated into IPEDs categories that equal to 100%. If needed, race/ethnicity categories can be disaggregated.• Family Income: Low-income status will be determined if a student is eligible to receive funds from Pell. This can only be determined if students filed a FAFSA for the given Fiscal Year.• Gender: The Minnesota State System measures gender on a binary scale. Student's self-identity as male or female. They have the option to not disclose their identity or select "Other."
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