Student Success - Accountability Metrics
Measures at a Glance
Northland Community and Technical College
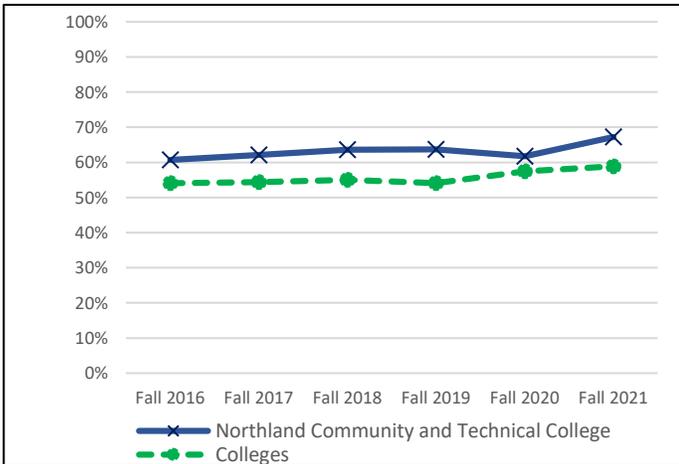
MINNESOTA STATE

Developmental Education One-Year Completion Rate
Full and Part Time
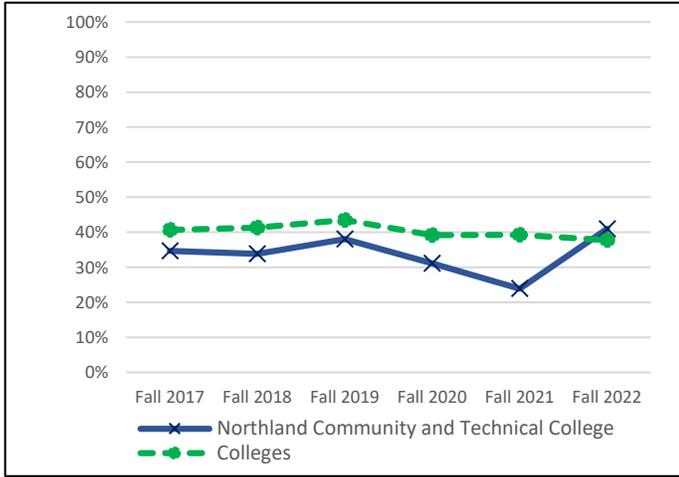
- Northland Community and Technical College
- Colleges

Second Fall Student Persistence and Completion Rate
Full Time

- Northland Community and Technical College
- Colleges

Completion Rate
Full Time

- Northland Community and Technical College
- Colleges
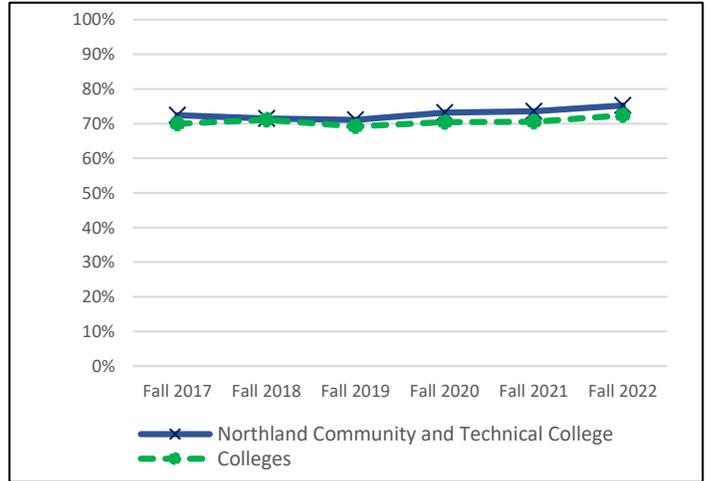
Licensure Exam Pass Rate*
Full and Part Time

- Northland Community and Technical College
- Colleges
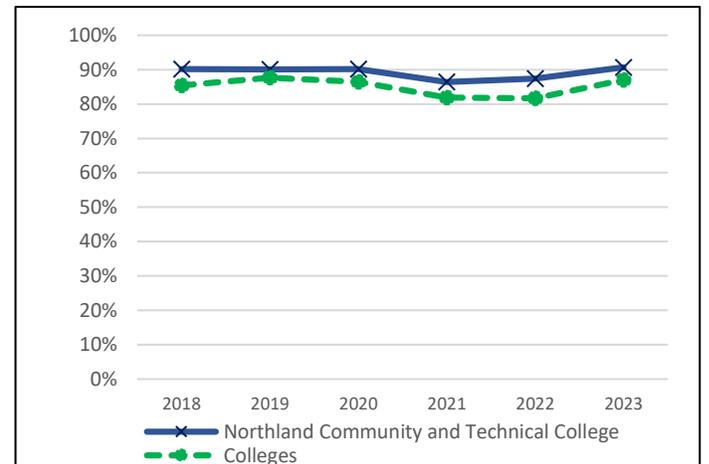
*See Measure Summary tab for details that may impact trends.

Related Employment Rate for Graduates
Full and Part Time
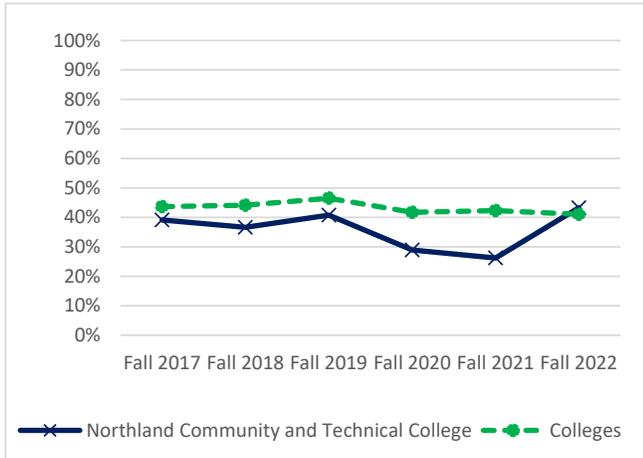

- Northland Community and Technical College
- Colleges

The standard 80-85% response rate for the graduate follow-up survey was not met for the following cohorts of graduates at the named institutions:
* FY2019: Lake Superior College and Minneapolis College.
* FY2020: Hennepin Technical College, Pine Technical and Community College, and Rochester Community and Technical College.
* FY2021: Minnesota West Community and Technical College and Saint Paul College.
* FY2022: Minnesota West Community and Technical College and Normandale Community College.
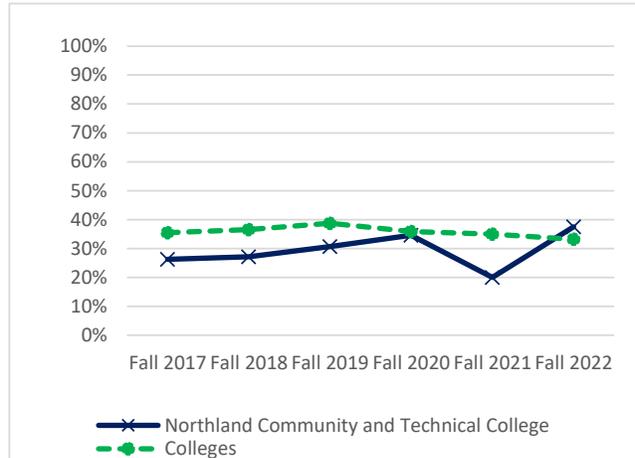*FY2023: Normandale Community College and Winona State University.

Caution should be exercised in interpreting survey results in that they may not be fully representative of the graduates' outcomes at large.

Developmental Education One-Year Completion Rate
Measure Summary
Northland Community and Technical College

Full Time Students

Part Time Students

FULL TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	39.1%	36.6%	40.8%	28.9%	26.2%	43.2%
Colleges	43.6%	44.1%	46.5%	41.7%	42.2%	41.0%

Number Taking Developmental Reading, Writing or Math within Two Years of Entry

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	197	194	206	83	42	37
Colleges	6,876	6,247	5,450	3,139	2,758	2,335

PART TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	26.2%	27.2%	30.7%	34.5%	20.0%	37.5%
Colleges	35.5%	36.5%	38.7%	35.9%	35.0%	33.2%

Number Taking Developmental Reading, Writing or Math within Two Years of Entry

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	103	81	75	55	25	24
Colleges	3,792	3,643	3,368	2,372	1,918	1,661

ALL STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	34.7%	33.8%	38.1%	31.2%	23.9%	41.0%
Colleges	40.7%	41.3%	43.5%	39.2%	39.3%	37.8%

Number Taking Developmental Reading, Writing or Math within Two Years of Entry

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	300	275	281	138	67	61
Colleges	10,668	9,890	8,818	5,511	4,676	3,996

Measure Definition: Of students who took developmental reading, writing or math within two years of the fall entering cohort term, those who completed all developmental coursework within one year.

Data Exploration: Contextual/Progression Measures and Additional Analysis
Developmental Education

Measures to consider for further exploring context and progression related to the Developmental Education Completion in First Year include:

- **Percent of students taking and completing developmental education by subject area** (Resource: *Developmental Education and Completion Analysis Tool)*
- **Placement test score category** (Resource: *Developmental Education and Completions Analysis Tool*)
- **Credit completion in the first year** (Resource: *Developmental Education and Completions Analysis Tool)*
- **Contextual Data on Secondary Enrollment, Academics and Graduation** (Resources listed below)
    - Minnesota Statewide Longitudinal Education Data System (SLEDS)
       Data are available on Minnesota high school graduates by school, district and region. Data include test scores and transitions to post secondary education and the workforce.
    - Minnesota Department of Education Data Center and Minnesota Report Card Data
       Includes data on attendance, demographics, graduation rates and languages and academics.

Degree and Certificate Completion Report to the Legislature

This is an annual report to the legislature required by the 2015 Higher Education Appropriations Act (2015 Minnesota Session Law, Chapter 3, Article 3, Section 16). The report is produced in January each year and is based on data in the Developmental Education and Completions Analysis Tool (see below).

Developmental Education and Completions Analysis Tool**

- Measures:
    - Developmental Education Course-taking Rates (% taking developmental education)
    - Developmental Education Completion Time (% completing in 1 year, 2 years)
    - Persistence and Completion (at second fall for fall entering cohorts)
    - Credit Completion (30, 20 credits in Year 1, Year 2)
    - Completion Rate (Term 6 at colleges, Term 12 at universities)
    - Average Credits Earned by Graduation
    - College-Level Course Completion (at 1 year, 2 years)
- Breakouts/Filters/Drill-downs:
    - Developmental course type (reading, writing, math, ESL)
    - Drill downs / breakouts: age, race, gender, Pell eligible, underrepresented, student of color, first generation, admission category, degree pursuing, student load (full-time, part-time)
    - Breakout/drill-down variables can be cross-combined with each other for intersectional analysis.
- Comparison Groups:
    - Compare students who took developmental education to students who did not take developmental education.
    - Compare institution to system totals for all Minnesota State colleges and universities
- Updated/refreshed in November each year.

**The Developmental Education Analysis Tool is located on the Institutional Research SharePoint site (Documents section, titled Developmental Education Analysis Tool). Because the level of drill-down detail in the tool can result in small cell sizes with the potential for revealing individually-identifiable student-level data, this tool is available only to campus institutional research staff who have been granted access to the SharePoint site. Campus IR staff can run a version of the tool for data specific to their campus.
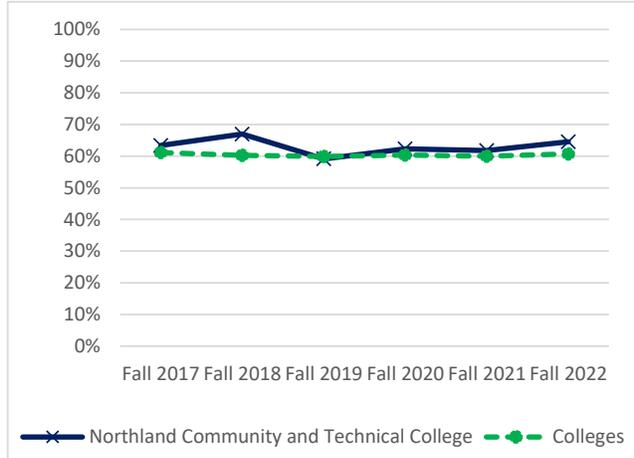
Additional disaggregations of this measure (e.g., by subject area, course, major, etc.) can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff. Campus IR staff may contact System Office Research for questions related to these tables.

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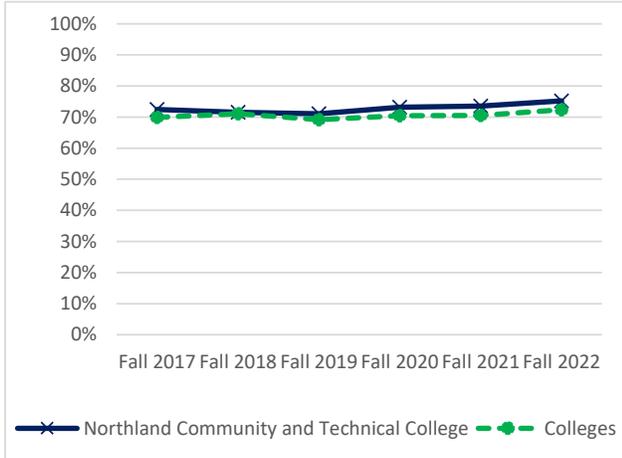
Full Time Students

Part Time Students

FULL TIME STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	72.4%	71.5%	71.1%	73.2%	73.6%	75.2%
Colleges	69.9%	71.1%	69.2%	70.4%	70.5%	72.4%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	515	579	553	392	363	335
Colleges	18,525	18,383	17,569	14,745	14,669	14,511

PART TIME STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	63.4%	67.0%	59.1%	62.3%	61.7%	64.5%
Colleges	61.1%	60.2%	59.9%	60.3%	59.9%	60.7%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	273	212	208	199	183	186
Colleges	10,943	10,801	10,771	10,254	9,876	9,763

ALL STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	69.3%	70.3%	67.8%	69.5%	69.6%	71.4%
Colleges	66.7%	67.1%	65.7%	66.3%	66.3%	67.7%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Northland Community and Technical College	788	791	761	591	546	521
Colleges	29,468	29,184	28,340	24,999	24,545	24,274

Measure Definition: Percent of a fall entering cohort of regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment.

Data Exploration: Contextual/Progression Measures and Additional Analysis
Student Persistence and Completion

This measure is the *second fall* persistence and completion for fall entering cohorts. A **progression measure** would be the *first spring* persistence and completion rate for fall entering cohorts, which is available in the tools listed below.

This measure includes undergraduate regular and undergraduate transfer students in the entering cohort (denominator). However, because some transfer students enter with a significant number of earned credits, a more refined understanding of this measure can be obtained by looking at the rates **by admission category**, which can be found on the "Disaggregations" tabs of this workbook and in the tools listed below. The other demographic disaggregations included in this workbook and in the tools listed below (age, gender, first generation, Pell/low income, etc.) provide additional context for exploring institutional performance on this measure.

[Student Persistence and Completion ASA All Access Dashboard](#)

- Measures:
    - Student retention, transfer, graduation, and transfer-graduation up to 16 terms after entry.
- Breakouts/Filters/Drill-downs:
    - o Fall and Spring entering cohorts
    - o Measure student status (retained, transfer, graduated, transfer-graduated) as of the beginning or end of a specific tracking term.)
    - o Drill downs / breakouts: age, gender, underrepresented, student of color, first generation, admission category, student load (full-time, part-time)
- Comparison Groups
    - o Allows for comparison to other system institutions and to totals for all Minnesota State colleges and universities
- Updated/refreshed twice per year, generally November and April.

[Student Persistence and Completion Analytic Tool**](#)

- Measures and analyses are the same as above for the Student Persistence and Completion Reporting Tool, with the addition of Pell eligible and first generation status.
- Breakout/drill-down variables can be cross-combined with each other for intersectional analysis.
- Comparison groups are limited to system totals for colleges and universities.

Note: when running reports from the above-listed tools for persistence and completion rates, select to measure student's status as of "Beginning of Term".

**This tool is in Power BI. Permissions and login/password are required. Instructions are available on [IT Connect.](#)
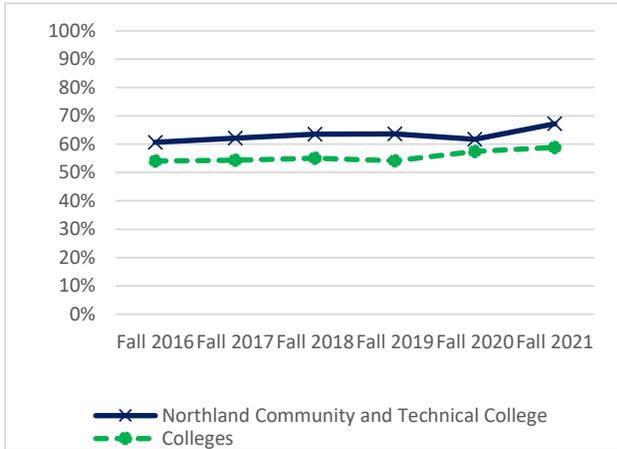
[IPEDS "Use the Data" - Data Feedback Reports](#)

The IPEDS Data Feedback Report (DFR) allows an institution to compare and benchmark their reported Integrated Postsecondary Education Data System (IPEDS) data with a peer institution comparison group. Each year the National Center for Education Statistics (NCES) sends a link to the institution's DFR to the CEO or President. All current and previous DFRs are stored in the 'Data Feedback Reports' tool on the IPEDS "Use the Data" website. Although IPEDS definitions are different than those used in Minnesota State's Student Success Accountability Metrics, the IPEDS DFR can provide context for Student Persistence and Completion, and the Completion Rate measures.

Additional disaggregations of this measure (e.g., by subject area, course, major, etc.) can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff. These datasets include data on transfers, enrollments and graduation from other institutions, including non-system institutions from National Student Clearinghouse. Campus IR staff may contact System Office Research for questions related to these tables.

Full Time Students

Part Time Students

FULL TIME STUDENTS

Percent of Entering Cohort Completing (by third spring for colleges; sixth spring for universities)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Northland Community and Technical College	60.7%	62.1%	63.6%	63.7%	61.7%	67.2%
Colleges	54.1%	54.4%	55.0%	54.1%	57.4%	58.9%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Northland Community and Technical College	608	515	579	553	392	363
Colleges	18,853	18,525	18,383	17,569	14,745	14,669

PART TIME STUDENTS

Percent of Entering Cohort Completing (by third spring for colleges; sixth spring for universities)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Northland Community and Technical College	44.2%	46.5%	50.9%	49.5%	50.3%	45.4%
Colleges	39.2%	40.6%	40.1%	40.5%	43.1%	42.1%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Northland Community and Technical College	301	273	212	208	199	183
Colleges	11,313	10,943	10,801	10,771	10,254	9,876

ALL STUDENTS

Percent of Entering Cohort Completing (by third spring for colleges; sixth spring for universities)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Northland Community and Technical College	55.2%	56.7%	60.2%	59.8%	57.9%	59.9%
Colleges	48.5%	49.3%	49.5%	48.9%	51.5%	52.1%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Northland Community and Technical College	909	788	791	761	591	546
Colleges	30,166	29,468	29,184	28,340	24,999	24,545

Measure Definition: Percent of an entering cohort of undergraduate regular and transfer students that has completed. Completion is measured as graduation by the end of the sixth spring after entry at the universities and as graduation or transfer by the end of the third spring after entry at the colleges.

Progression measures for the Completion Rate can be found in the tools listed below. These measures would include the retention, transfer and completion status of the student cohorts at various terms following their entering fall term, tracked up to 16 terms after the entering term (i.e., up to 8th spring for fall entrants).

This measure includes undergraduate regular and undergraduate transfer students in the entering cohort (denominator). However, because some transfer students enter with a significant number of earned credits, a more refined understanding of this measure can be obtained by looking at the rates **by admission category**, which can be found on the "Disaggregations" tabs of this workbook. The other demographic disaggregations included in this workbook, as well as in the tools listed below, provide additional context for exploring institutional performance on this measure.

[Student Persistence and Completion ASA All Access Dashboard](#)

- Measures:
    - Student retention, transfer, graduation, and transfer-graduation up to 16 terms after entry.
- Breakouts/Filters/Drill-downs:
    - Fall and Spring entering cohorts
    - Measure student status (retained, transfer, graduated, transfer-graduated) as of the beginning or end of a specific tracking term.)
    - Drill downs / breakouts: age, gender, underrepresented, student of color, first generation, admission category, student load (full-time, part-time)
- Comparison Groups
    - Allows for comparison to other system institutions and to totals for all Minnesota State colleges and universities.
- Updated/refreshed twice per year, generally November and April.

[Student Persistence and Completion Analytic Tool**](#)

- Measures and analyses are the same as above for the Student Persistence and Completion Reporting Tool, with the addition of Pell eligible and first generation status.
- Breakout/drill-down variables can be cross-combined with each other for intersectional analysis.
- Comparison groups are limited to system totals for colleges and universities

Note: when running reports from the above-listed tools for completion rate, select to measure student's status as of "End of Term" .
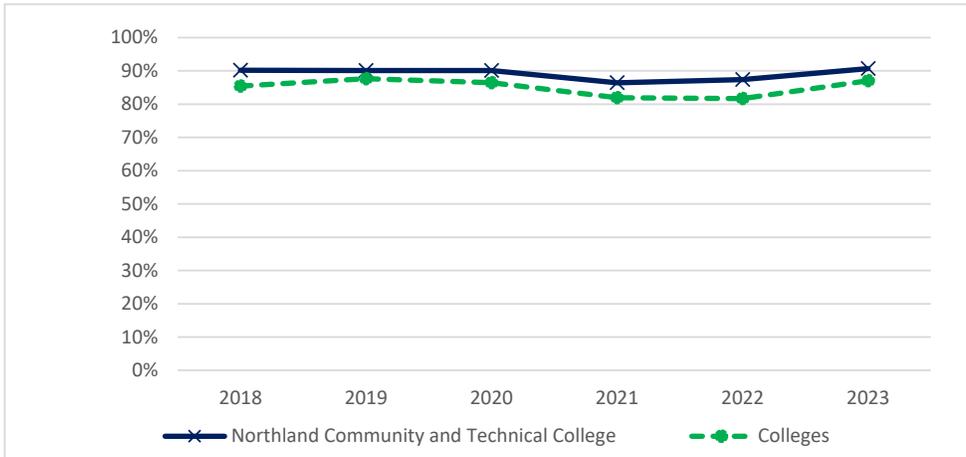
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[IPEDS "Use the Data" - Data Feedback Reports](#)

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Additional disaggregations of this measure (e.g., by subject area, course, major, etc.) can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff. These datasets include data on transfers, enrollments and graduation from other institutions, including non-system institutions from National Student Clearinghouse. Campus IR staff may contact System Office Research for questions related to these tables.

MINNESOTA STATE

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Percent Passing Exams

	2018	**2019**	**2020**	**2021**	**2022**	**2023**
Northland Community and Technical College	90.2%	90.1%	90.1%	86.4%	87.4%	90.7%
Colleges	85.4%	87.7%	86.4%	81.9%	81.7%	87.0%

Number of Candidates Taking Exams (denominator of the reported rate)

	2018	**2019**	**2020**	**2021**	**2022**	**2023**
Northland Community and Technical College	224	222	213	206	198	161
Colleges	3,070	3,127	2,972	3,044	2,782	2,432

Measure Definition: Percent of a cohort of students or graduates that passed a state or national licensure examination. This measure is a weighted average pass rate and currently includes four licensing exams: nursing, teaching, peace officer, and radiography.

NOTE: As of FY2024, licensure data for teaching is no longer available due to changes in Title II reporting requirements. The last teaching licensure data received are for those who tested in the 2020-2021 academic year. This may impact overall trends for those with teaching programs.

Data Exploration: Contextual Measures and Additional Analysis
Licensure Exam Pass Rate

The Licensure Exam Pass Rate represents a pooling of the licensure exams for which data are available including nursing, peace officer, radiography and teaching.   While this pooled rate is useful as a high-level summary statistic, it should be interpreted in the context of performance on the component exams.   The data by individual licensure exam is available in the *Disaggregations FTandPT* tab of this workbook, along with comparisons to system totals by specific exam.

Because the exam pass rate data are obtained from external sources (licensure organizations) and are available from these sources only as summary data and not at the student level nor broken down by demographics, disaggregated analysis or further investigation into those who pass or fail exams is not available.

Licensure organizations:

[Minnesota Board of Peace Officer Standards (POST)](#)

[The American Registry of Radiologic Technologists (ARRT)](#)

[Minnesota Board of Teaching - Professional Educator Licensing and Standards Board (PELSB)](#)

[Minnesota Board of Nursing](#)

For annual program reports on statewide nursing licensure exam results for any particular year, search the Internet for "annual nursing education program report 20*xx*".

MINNESOTA STATE
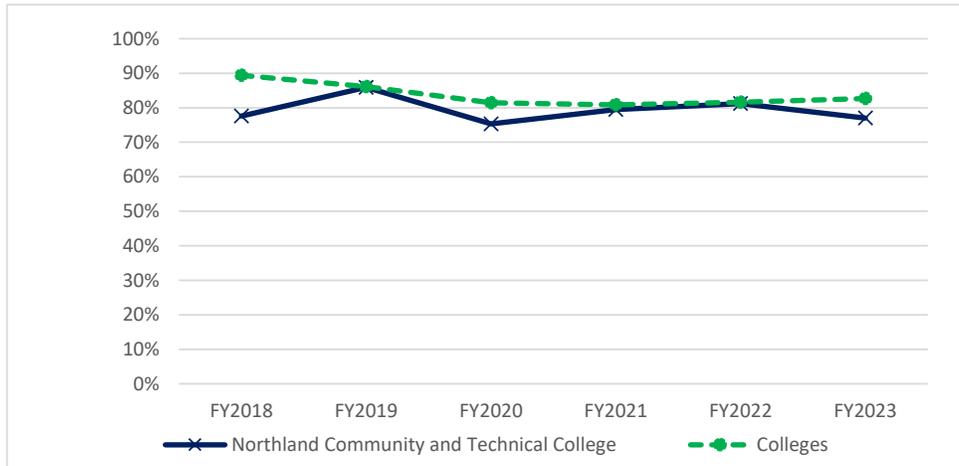
Percent of Graduates Available for Related Employment Who Are in Related Employment (reported by FY of graduation)

	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Northland Community and Technical College	77.6%	85.9%	75.3%	79.5%	81.2%	77.0%
Colleges	89.4%	86.1%	81.4%	80.8%	81.6%	82.7%

Number Available for Related Employment (denominator of the reported rate)

	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Northland Community and Technical College	420	461	377	405	325	239
Colleges	11,082	10,335	9,321	10,113	9,979	9,812

Measure Definition: The percent of institution graduates who were available for related employment in the year after graduation who reported they were employed during the year after graduation in a job that was related to their program or major.

NOTE: The standard 80-85% response rate for the graduate follow-up survey was not met for the following cohorts of graduates at the named institutions: FY2019: Lake Superior College and Minneapolis College. FY2020: Hennepin Technical College, Pine Technical and Community College, and Rochester Community and Technical College. FY2021: Minnesota West Community and Technical College and Saint Paul College. FY2022: Minnesota West Community and Technical College and Normandale Community College. FY2023: Normandale Community College and Winona State University. Caution should be exercised in interpreting survey results in that they may not be fully representative of the graduates' outcomes at large.

When interpreting this rate, it is important to consider that related employment data on *all* graduates are not available and the data used in the measure are self-reported. The related employment status is based on information from a follow-up survey about employment and continued education in the year after graduation. Graduates for whom no survey information is available are excluded. The related employment rate also excludes graduates who: are not seeking employment, are unavailable for work, are continuing their education and not seeking related employment, are employed in an unrelated job and not seeking related employment.

Progression measures for the Graduate Related Employment Rate include the other measures in this student success report which track student success through an educational chronology from the start of student's experience in developmental education (one-year completion rate) to the persistence & completion rate and overall completion/graduation rate and licensure exam pass rates. All of these measures, and the disaggregated analyses and references provided throughout this report, can lend insight into student progression towards this final success outcome of related employment.

Contextual data related to this measure can be found in the following resources:

DEED Graduate Employment Outcomes Tool

This tool uses data from the Statewide Longitudinal Education Data System (SLEDS) and includes reports by CIP (2 digit and 4 digit) that show (1) Employment Status, (2) Annual Wage and Employment, and (3) Hourly Wage Trend for graduates from Minnesota postsecondary institutions. The tool allows users to filter by graduation year, location (metro/greater Minnesota), award type (certificate/diploma, Associates, Bachelors and Graduate awards), institution type, specific college or university and instructional program.

DEED Job Vacancy Survey

Job vacancy survey data can be viewed by occupation, industry and firm-size, by part-time/full-time and by geographic areas.

Labor Market Participation Projections (Minnesota State Demographic Center)

Labor Force Participation Projections by Age and by County/Age.

DEED Regional Labor Market Reports and Profiles

Explore each region's labor market. Find comprehensive Regional Profiles you can download in PDF, as well as links to articles and data tools.

Minnesota State Economic Contribution Analysis
An economic contribution analysis conducted by Parker Philips, a nationally recognized consulting firm specializing in economic impact analysis.

Additional graduate follow-up data and further disaggregations of this measure, as well as employment and continuing education rates for all graduates for which survey data are available, can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff and graduate follow-up contacts on campus. Contact System Office Research with questions related to these resources.
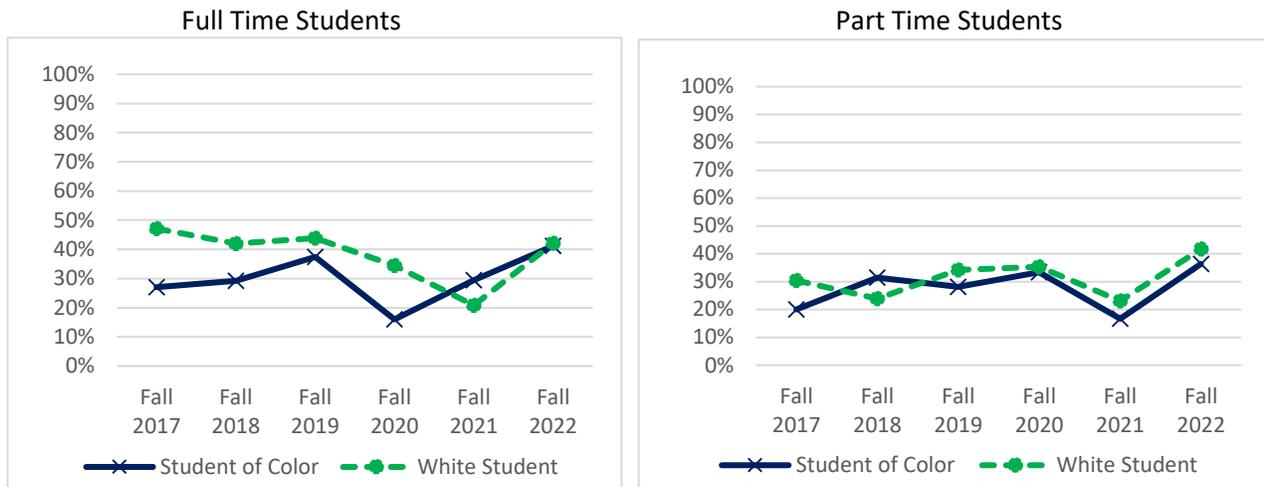
FULL TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	27.0%	29.3%	37.3%	16.0%	29.4%	41.2%
White Student	47.1%	42.0%	43.8%	34.5%	20.8%	42.1%

Number Taking Developmental Reading, Writing or Math

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	74	82	83	25	17	17
White Student	121	112	121	58	24	19

PART TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	20.0%	31.4%	28.1%	33.3%	16.7%	36.4%
White Student	30.4%	23.9%	34.1%	35.3%	23.1%	41.7%

Number Taking Developmental Reading, Writing or Math

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	45	35	32	21	12	11
White Student	56	46	41	34	13	12

ALL STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	24.4%	29.9%	34.8%	23.9%	24.1%	39.3%
White Student	41.8%	36.7%	41.4%	34.8%	21.6%	41.9%

Number Taking Developmental Reading, Writing or Math

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	119	117	115	46	29	28
White Student	177	158	162	92	37	31

Measure Definition: Of students who took developmental reading, writing or math within two years of the fall entering cohort term, those who completed all developmental coursework within one year.

Second Fall Student Persistence and Completion Rate
Comparison of Students of Color to White Students
Northland Community and Technical College

Full Time Students
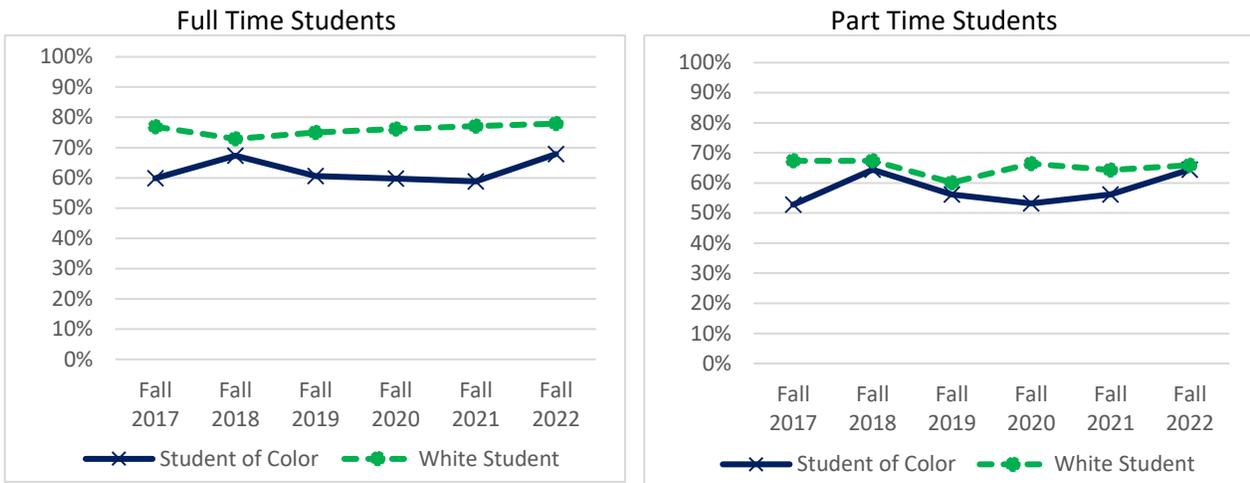
Part Time Students

FULL TIME STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Student of Color	59.9%	67.3%	60.6%	59.7%	58.8%	67.9%
White Student	76.9%	72.9%	75.0%	76.2%	77.1%	77.9%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Student of Color	137	162	155	67	68	84
White Student	368	413	392	323	293	249

PART TIME STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Student of Color	52.8%	64.4%	56.1%	53.2%	56.1%	64.4%
White Student	67.4%	67.3%	60.1%	66.4%	64.3%	65.9%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Student of Color	72	59	57	62	57	45
White Student	193	150	148	137	126	135

ALL STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Student of Color	57.4%	66.5%	59.4%	56.6%	57.6%	66.7%
White Student	73.6%	71.4%	70.9%	73.3%	73.3%	73.7%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Student of Color	209	221	212	129	125	129
White Student	561	563	540	460	419	384

Measure Definition: Percent of a fall entering cohort of regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment.

Completion Rate
Comparison of Students of Color to White Students
Northland Community and Technical College

Full Time Students
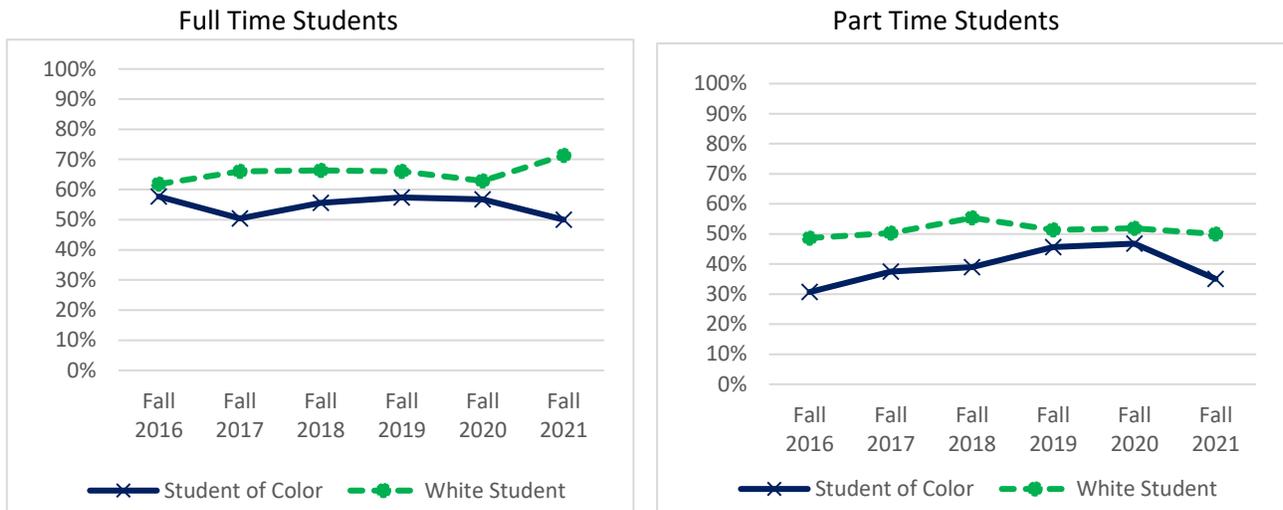
Part Time Students

FULL TIME STUDENTS

Percent of Entering Completing (by third spring for colleges; sixth spring for universities)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	57.7%	50.4%	55.6%	57.4%	56.7%	50.0%
White Student	61.8%	66.0%	66.3%	66.1%	62.8%	71.3%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	163	137	162	155	67	68
White Student	440	368	413	392	323	293

PART TIME STUDENTS

Percent of Entering Completing (by third spring for colleges; sixth spring for universities)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	30.7%	37.5%	39.0%	45.6%	46.8%	35.1%
White Student	48.6%	50.3%	55.3%	51.4%	51.8%	50.0%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	75	72	59	57	62	57
White Student	220	193	150	148	137	126

ALL STUDENTS

Percent of Entering Cohort Completing (by third spring for colleges; sixth spring for universities)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	49.2%	45.9%	51.1%	54.2%	51.9%	43.2%
White Student	57.4%	60.6%	63.4%	62.0%	59.6%	64.9%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	238	209	221	212	129	125
White Student	660	561	563	540	460	419

Measure Definition: Percent of an entering cohort of undergraduate regular and transfer students that has completed. Completion is measured as graduation by the end of the sixth spring after entry at the universities and as graduation or transfer by the end of the third spring after entry at the colleges.

Related Employment Rate for Graduates
Comparison of Students of Color to White Students
Northland Community and Technical College
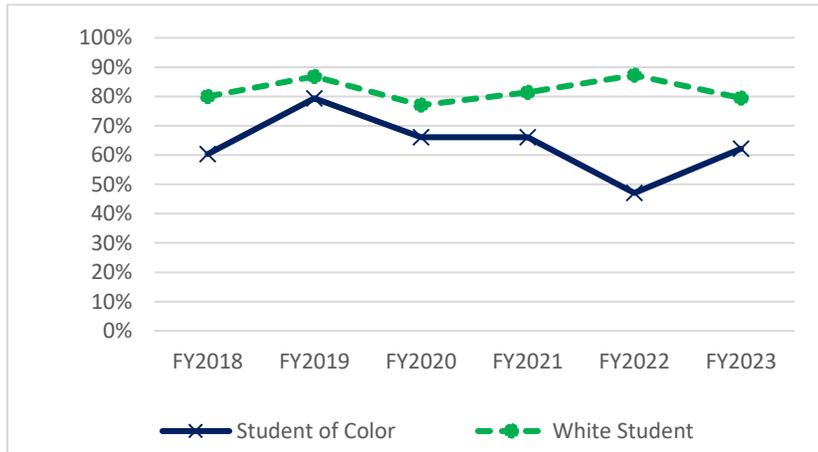
Percent of Graduates Available for Related Employment Who Are in Related Employment (by FY of graduation)

	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Student of Color	60.4%	79.4%	66.1%	66.0%	47.1%	62.2%
White Student	80.0%	86.9%	77.0%	81.4%	87.3%	79.5%

Number Available for Related Employment (denominator of the reported rate)

	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Student of Color	53	63	62	53	51	37
White Student	360	396	309	350	267	200

Measure Definition: The percent of institution graduates who were available for related employment in the year after graduation who reported they were employed during the year after graduation in a job that was related to their program or major.

NOTE: The standard 80-85% response rate for the graduate follow-up survey was not met for the following cohorts of graduates at the named institutions: FY2019: Lake Superior College and Minneapolis College. FY2020: Hennepin Technical College, Pine Technical and Community College, and Rochester Community and Technical College. FY2021: Minnesota West Community and Technical College and Saint Paul College. FY2022: Minnesota West Community and Technical College and Normandale Community College. FY2023: Normandale Community College and Winona State University. Caution should be exercised in interpreting survey results in that they may not be fully representative of the graduates' outcomes at large.

Full Time Students

Part Time Students

FULL TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	38.3%	38.2%	41.0%	37.2%	36.3%	37.3%
White Student	47.8%	49.1%	51.8%	46.2%	48.7%	44.8%

Number Taking Developmental Reading, Writing or Math

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	3,137	2,985	2,759	1,600	1,444	1,293
White Student	3,630	3,158	2,595	1,484	1,257	965

PART TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	32.9%	32.8%	34.9%	33.3%	31.3%	29.5%
White Student	38.8%	41.5%	44.6%	39.4%	41.5%	40.9%

Number Taking Developmental Reading, Writing or Math

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	2,127	2,099	1,990	1,407	1,191	1,091
White Student	1,643	1,517	1,340	929	703	541

ALL STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	36.1%	35.9%	38.4%	35.4%	34.0%	33.7%
White Student	45.0%	46.6%	49.4%	43.6%	46.1%	43.4%

Number Taking Developmental Reading, Writing or Math

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	5,264	5,084	4,749	3,007	2,635	2,384
White Student	5,273	4,675	3,935	2,413	1,960	1,506

Measure Definition: Of students who took developmental reading, writing or math within two years of the fall entering cohort term, those who completed all developmental coursework within one year.

Second Fall Student Persistence and Completion Rate
Comparison of Students of Color to White Students
Colleges

Full Time Students
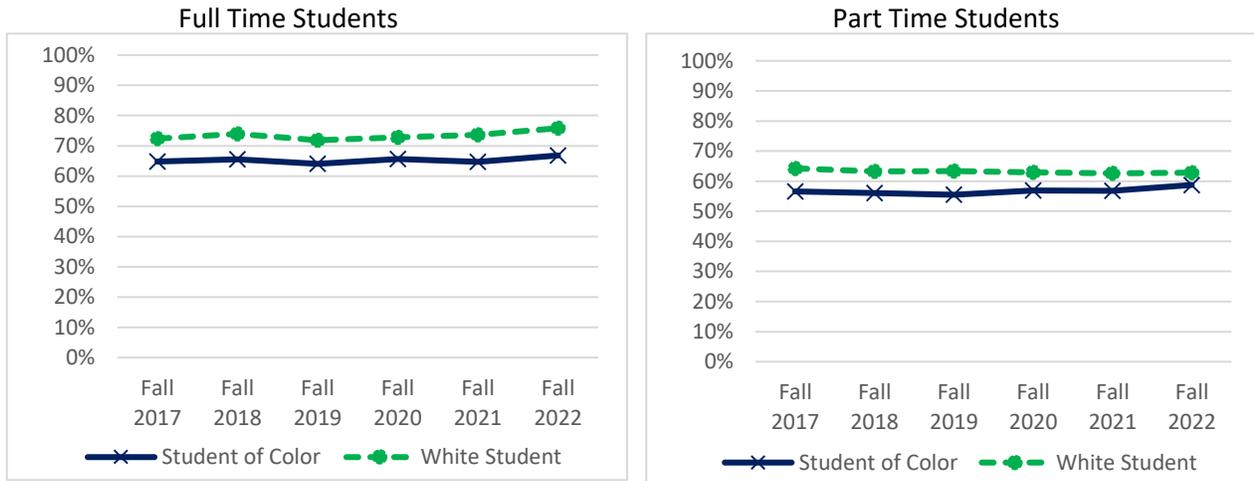
Part Time Students

FULL TIME STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	64.8%	65.6%	64.0%	65.7%	64.7%	66.8%
White Student	72.4%	73.9%	71.8%	72.8%	73.7%	75.8%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	6,195	6,356	6,157	5,005	5,128	5,475
White Student	12,011	11,730	11,096	9,507	9,261	8,655

PART TIME STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	56.6%	56.0%	55.5%	57.0%	56.8%	58.8%
White Student	64.3%	63.2%	63.3%	62.9%	62.6%	62.8%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	4,483	4,616	4,691	4,340	4,267	4,563
White Student	6,357	6,061	5,947	5,782	5,446	4,947

ALL STUDENTS

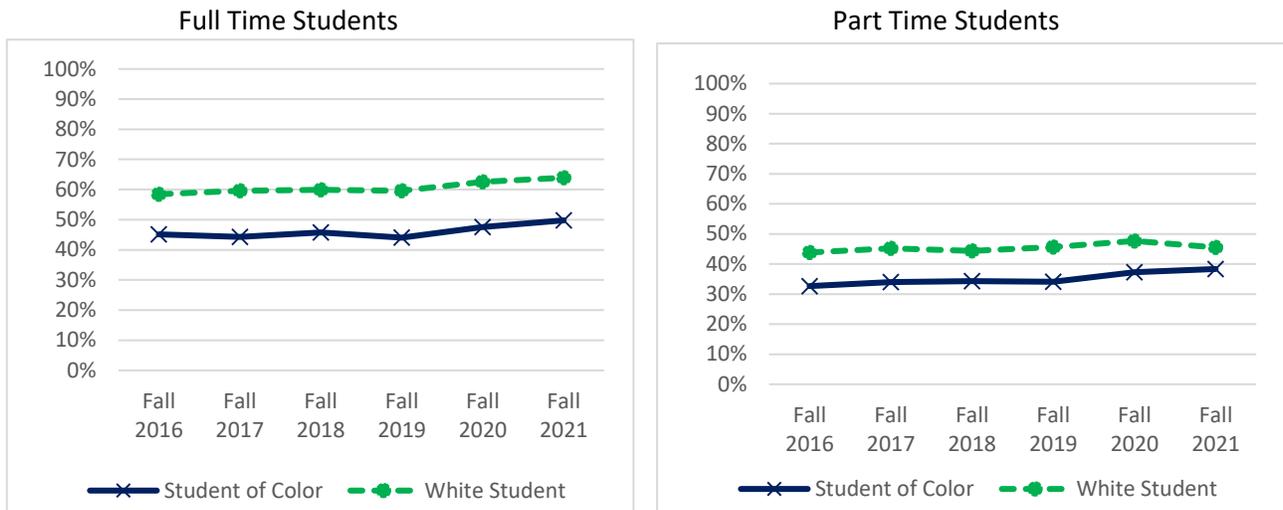*Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)*

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	61.4%	61.6%	60.3%	61.6%	61.1%	63.2%
White Student	69.6%	70.3%	68.9%	69.1%	69.6%	71.1%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student of Color	10,678	10,972	10,848	9,345	9,395	10,038
White Student	18,368	17,791	17,043	15,289	14,707	13,602

Measure Definition: Percent of a fall entering cohort of regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment.

Completion Rate
Comparison of Students of Color to White Students
Colleges

Full Time Students

Part Time Students

FULL TIME STUDENTS

Percent of Entering Cohort Completing (by third spring for colleges; sixth spring for universities)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	45.1%	44.3%	45.8%	44.0%	47.6%	49.8%
White Student	58.5%	59.6%	59.9%	59.6%	62.5%	63.9%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	5,917	6,195	6,356	6,157	5,005	5,128
White Student	12,547	12,011	11,730	11,096	9,507	9,261

PART TIME STUDENTS

Percent of Entering Cohort Completing (by third spring for colleges; sixth spring for universities)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	32.6%	34.0%	34.3%	34.1%	37.3%	38.3%
White Student	43.8%	45.2%	44.4%	45.6%	47.7%	45.5%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	4,582	4,483	4,616	4,691	4,340	4,267
White Student	6,618	6,357	6,061	5,947	5,782	5,446

ALL STUDENTS

Percent of Entering Cohort Completing (by third spring for colleges; sixth spring for universities)
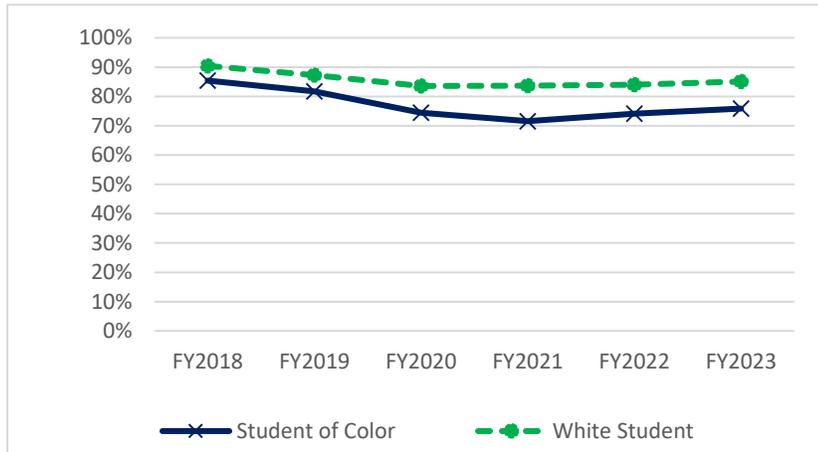
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	39.7%	40.0%	40.9%	39.8%	42.8%	44.6%
White Student	53.4%	54.6%	54.6%	54.7%	56.9%	57.1%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	10,499	10,678	10,972	10,848	9,345	9,395
White Student	19,165	18,368	17,791	17,043	15,289	14,707

Measure Definition: Percent of an entering cohort of undergraduate regular and transfer students that has completed. Completion is measured as graduation by the end of the sixth spring after entry at the universities and as graduation or transfer by the end of the third spring after entry at the colleges.

Percent of Graduates Available for Related Employment Who Are in Related Employment (by FY of graduation)

	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Student of Color	85.4%	81.7%	74.4%	71.6%	74.1%	75.9%
White Student	90.4%	87.3%	83.6%	83.7%	84.0%	85.1%

Number Available for Related Employment (denominator of the reported rate)

	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Student of Color	2,275	2,235	2,090	2,378	2,520	2,578
White Student	8,686	7,997	7,141	7,620	7,311	7,138

Measure Definition: The percent of institution graduates who were available for related employment in the year after graduation who reported they were employed during the year after graduation in a job that was related to their program or major.

NOTE: The standard 80-85% response rate for the graduate follow-up survey was not met for the following cohorts of graduates at the named institutions: Lake Superior College and Minneapolis College. FY2020: Hennepin Technical College, Pine Technical and Community College, and Rochester Community and Technical College. FY2021: Minnesota West Community and Technical College and Saint Paul College. FY2022: Minnesota West Community and Technical College and Normandale Community College. FY2023: Normandale Community College and Winona State University. Caution should be exercised in interpreting survey results in that they may not be fully representative of the graduates' outcomes at large.

Student Success - Accountability Metrics
Measure Definitions

Measure	Description	Numerator Definition	Denominator Definition
Developmental Education One-Year Completion Rate	Of students who took developmental reading, writing or math within two years of the fall entering cohort term, those who completed all developmental coursework within one year.	The number of students in the entering cohort (denominator) who completed all of their developmental education courses in reading, writing and/or math in their first year.	The total number of students in the fall entering cohort who took developmental reading, writing, and/or math courses within two years.
Second Fall Student Persistence and Completion Rate	Percent of a fall entering cohort of regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment.	The number of entering students in the cohort who have graduated, were retained or transferred by the second fall.	The total number of entering students in the fall entering cohort.
Completion Rate	Percent of an entering cohort of undergraduate regular and transfer students that has completed. Completion is measured as graduation by the end of the sixth spring after entry at the universities and as graduation or transfer by the end of the third spring after entry at the colleges.	The number of entering students in the cohort who have graduated by the sixth spring after entry at the universities and graduation or transferred by the third spring after entry at the colleges.	The total number of entering students in the fall entering cohort.
Related Employment Rate for Graduates	The percent of institution graduates who were available for related employment in the year after graduation who reported they were employed during the year after graduation in a job that was related to their program or major.	The number of graduates that were employed during the year after graduation in jobs they reported to be related to their program or major.	The number of graduates in related employment plus those seeking related employment and those available for work but unemployed. Students in prison programs, students in joint institution programs, and foreign national students are excluded.
Licensure Exam Pass Rate	Percent of a cohort of students or graduates that passed a state or national licensure examination. This measure is a weighted average pass rate and currently includes four licensing exams: nursing, teaching, peace officer, and radiography.	Total number of students or graduates that passed the exams included in the measure.	Total number of students or graduates taking the exams.