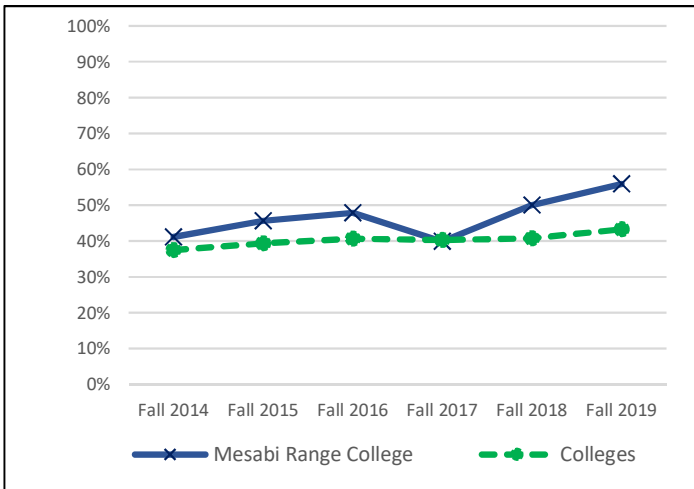
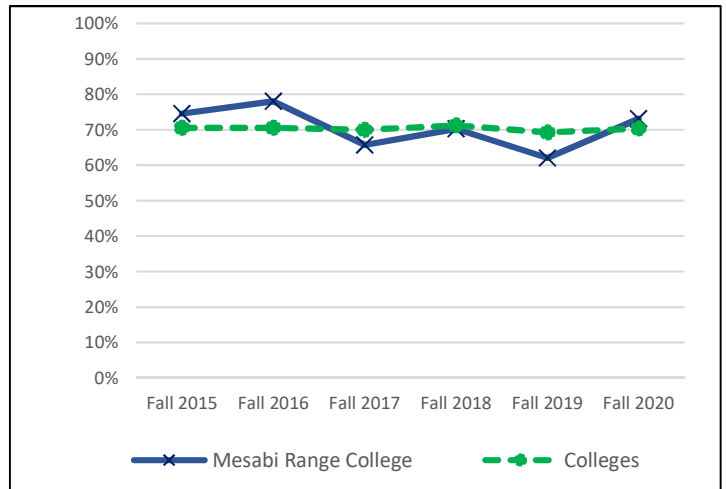


## Student Success - Accountability Metrics Measures at a Glance Mesabi Range College

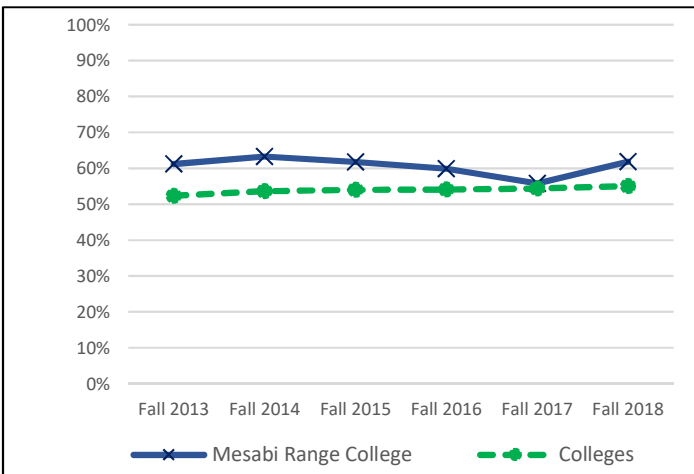
**Developmental Education One-Year Completion Rate  
Full and Part Time**



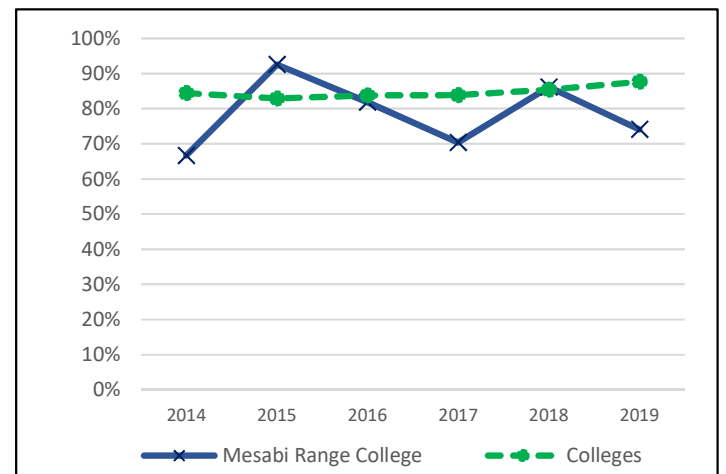
**Second Fall Student Persistence and Completion Rate  
Full Time**



**Completion Rate  
Full Time**

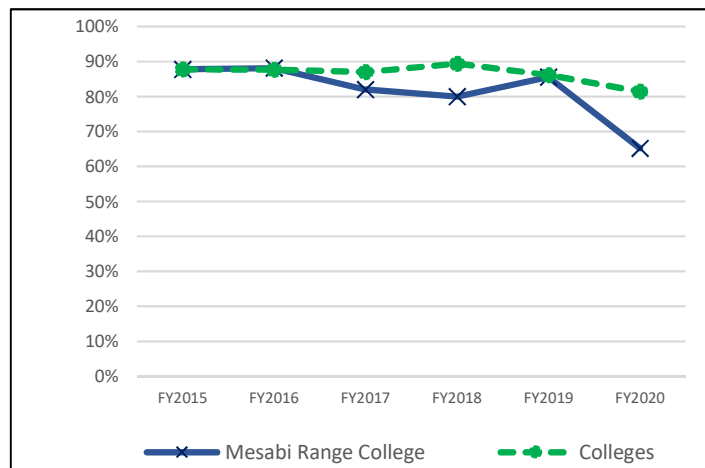


**Licensure Exam Pass Rate\*  
Full and Part Time**



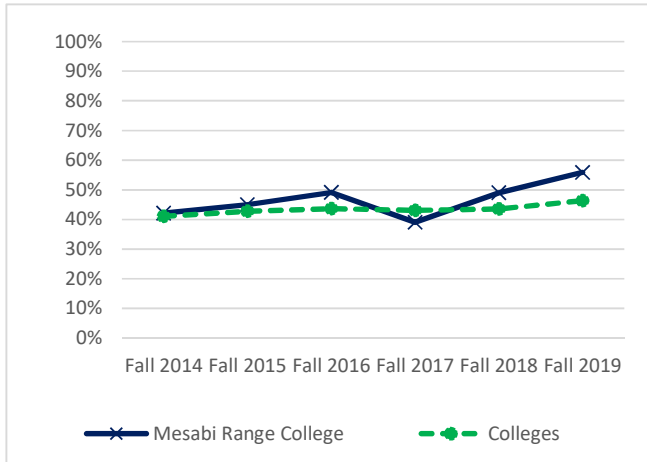
\*Data not updated to include 2020 due to unavailability of teacher licensure data.

**Related Employment Rate for Graduates  
Full and Part Time**

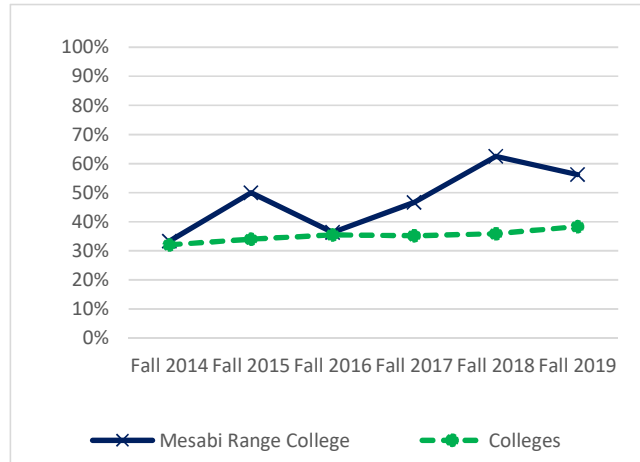


**Developmental Education One-Year Completion Rate  
Measure Summary  
Mesabi Range College**

Full Time Students



Part Time Students



**FULL TIME STUDENTS**

*Percent of Entering Cohort Completing Developmental Education in One Year*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Mesabi Range College	42.1%	45.0%	49.1%	39.0%	49.0%	55.8%
Colleges	41.0%	42.7%	43.7%	43.1%	43.6%	46.3%

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Mesabi Range College	126	120	106	123	98	77
Colleges	8,197	7,278	7,228	6,885	6,259	5,462

**PART TIME STUDENTS**

*Percent of Entering Cohort Completing Developmental Education in One Year*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Mesabi Range College	33.3%	50.0%	36.4%	46.7%	62.5%	56.3%
Colleges	32.0%	34.0%	35.5%	35.2%	35.9%	38.4%

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Mesabi Range College	15	16	11	15	8	16
Colleges	5,361	4,638	4,140	3,800	3,651	3,371

**ALL STUDENTS**

*Percent of Entering Cohort Completing Developmental Education in One Year*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Mesabi Range College	41.1%	45.6%	47.9%	39.9%	50.0%	55.9%
Colleges	37.5%	39.3%	40.7%	40.3%	40.7%	43.3%

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Mesabi Range College	141	136	117	138	106	93
Colleges	13,558	11,916	11,368	10,685	9,910	8,833

**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.

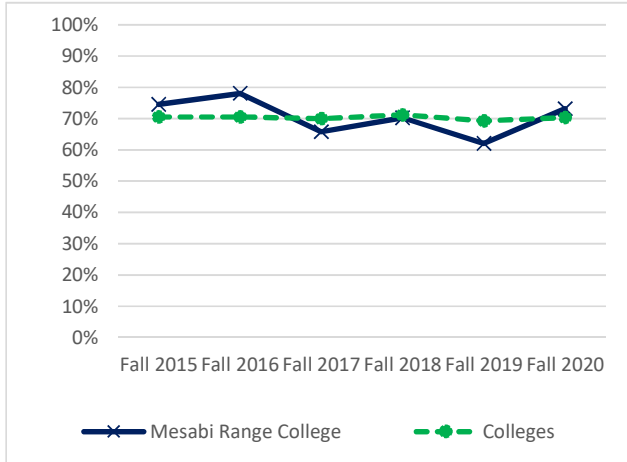
\*\*The Developmental Education Analysis Tool is located on the Institutional Research SharePoint site (Documents section, titled Developmental Education Analysis Tool). Because the level of drill-down detail in the tool can result in small cell sizes with the potential for revealing individually-identifiable 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.

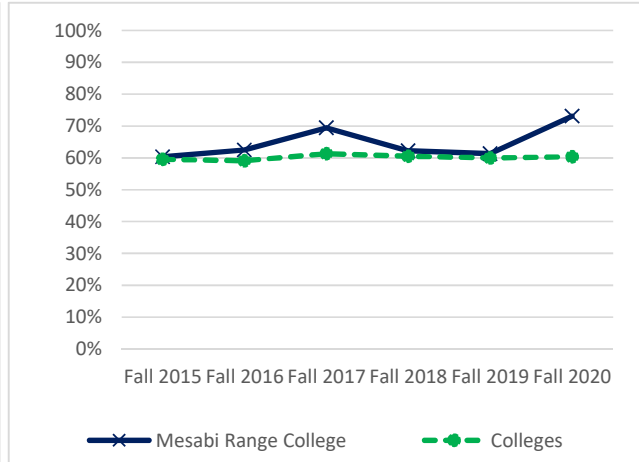


**Second Fall Student Persistence and Completion Rate  
Measure Summary  
Mesabi Range College**

**Full Time Students**



**Part Time Students**



**FULL TIME STUDENTS**

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Mesabi Range College	74.5%	78.1%	65.8%	70.3%	62.1%	73.1%
Colleges	70.6%	70.5%	70.0%	71.2%	69.3%	70.3%

*Number in Entering Cohort (denominator of the reported rate)*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Mesabi Range College	259	237	260	249	261	175
Colleges	18,975	18,882	18,560	18,429	17,631	14,788

**PART TIME STUDENTS**

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Mesabi Range College	60.3%	62.5%	69.5%	62.2%	61.3%	73.1%
Colleges	59.6%	59.1%	61.3%	60.5%	59.9%	60.4%

*Number in Entering Cohort (denominator of the reported rate)*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Mesabi Range College	63	56	59	45	75	93
Colleges	11,981	11,330	10,965	10,821	10,806	10,295

**ALL STUDENTS**

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Mesabi Range College	71.7%	75.1%	66.5%	69.0%	61.9%	73.1%
Colleges	66.3%	66.2%	66.8%	67.3%	65.7%	66.3%

*Number in Entering Cohort (denominator of the reported rate)*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Mesabi Range College	322	293	319	294	336	268
Colleges	30,956	30,212	29,525	29,250	28,437	25,083

**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:
  - 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 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](#).

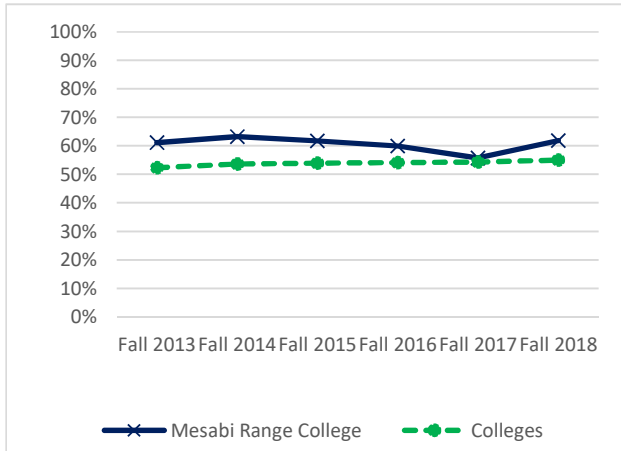
### [IPEDS "Use the Data" - Data Feedback Reports](#)

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.

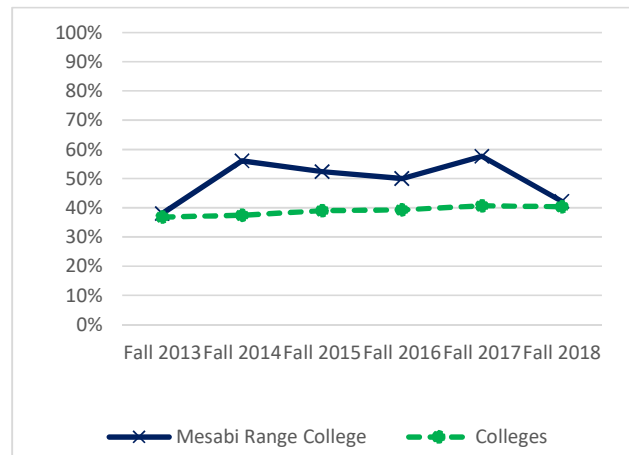
Additional disaggregations of this measure (e.g., by subject area, course, major, etc.) can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff. These datasets include data on transfers, enrollments and graduation from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

**Completion Rate  
Measure Summary  
Mesabi Range College**

Full Time Students



Part Time Students



**FULL TIME STUDENTS**

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

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Mesabi Range College	61.2%	63.3%	61.8%	59.9%	55.8%	61.8%
Colleges	52.3%	53.7%	53.9%	54.1%	54.4%	55.0%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Mesabi Range College	327	275	259	237	260	249
Colleges	20,864	19,706	18,975	18,882	18,560	18,429

**PART TIME STUDENTS**

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

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Mesabi Range College	38.0%	56.1%	52.4%	50.0%	57.6%	42.2%
Colleges	36.8%	37.5%	39.0%	39.3%	40.7%	40.4%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Mesabi Range College	50	66	63	56	59	45
Colleges	13,581	12,988	11,981	11,330	10,965	10,821

**ALL STUDENTS**

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

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Mesabi Range College	58.1%	61.9%	59.9%	58.0%	56.1%	58.8%
Colleges	46.2%	47.2%	48.1%	48.6%	49.3%	49.6%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Mesabi Range College	377	341	322	293	319	294
Colleges	34,445	32,694	30,956	30,212	29,525	29,250

**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.

## Data Exploration: Contextual/Progression Measures and Additional Analysis Completion Rate

**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" .

\*\*This tool is in Power BI. Permissions and login/password are required. Instructions are available on [IT Connect](#).

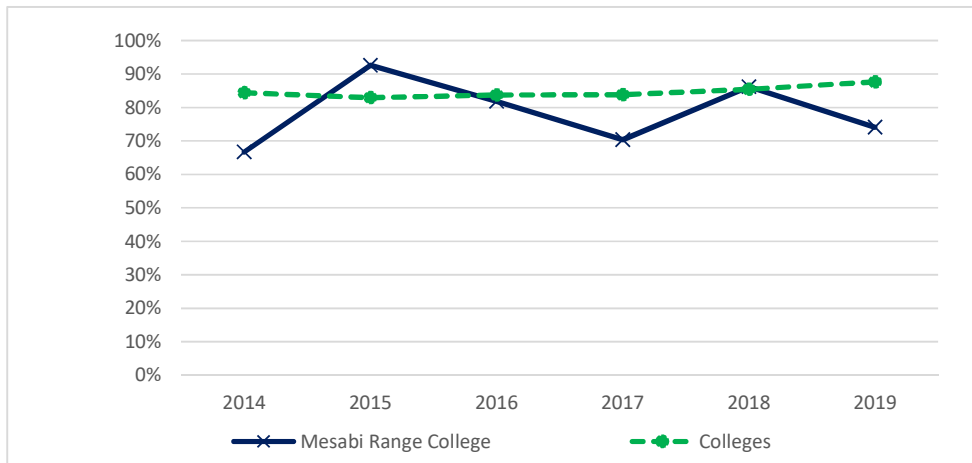
### [IPEDS "Use the Data" - Data Feedback Reports](#)

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.

Licensure Exam Pass Rate\*  
 Measure Summary  
 Mesabi Range College

\*Data not updated to include 2020 due to unavailability of teacher licensure data.



Percent Passing Exams

	2014	2015	2016	2017	2018	2019
Mesabi Range College	66.7%	92.6%	81.8%	70.4%	86.2%	74.1%
Colleges	84.4%	82.9%	83.7%	83.8%	85.4%	87.7%

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

	2014	2015	2016	2017	2018	2019
Mesabi Range College	36	27	33	27	29	27
Colleges	3,838	3,641	3,334	3,295	3,070	3,127

**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.



## Data Exploration: Contextual Measures and Additional Analysis

### Licensure Exam Pass Rate

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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 \(POST\)](#)

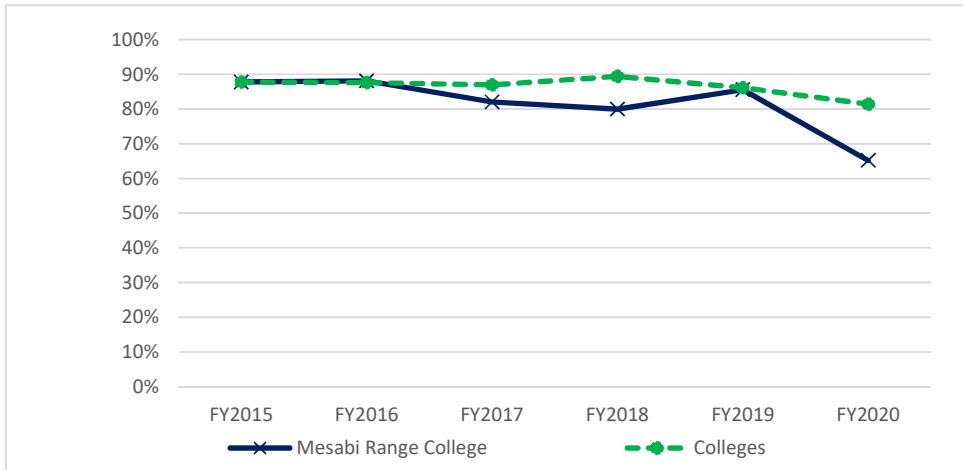
[The American Registry of Radiologic Technologists \(ARRT\)](#)

[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 20xx".

**Related Employment Rate for Graduates  
Measure Summary  
Mesabi Range College**



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

	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Mesabi Range College	87.8%	88.1%	82.0%	80.0%	85.6%	65.2%
Colleges	87.8%	87.7%	87.0%	89.4%	86.1%	81.4%

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

	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Mesabi Range College	123	101	128	90	97	112
Colleges	12,598	12,250	11,794	11,082	10,335	9,321

**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.

## Data Exploration: Contextual/Progression Measures and Additional Analysis Graduate Related Employment Rate

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](#)

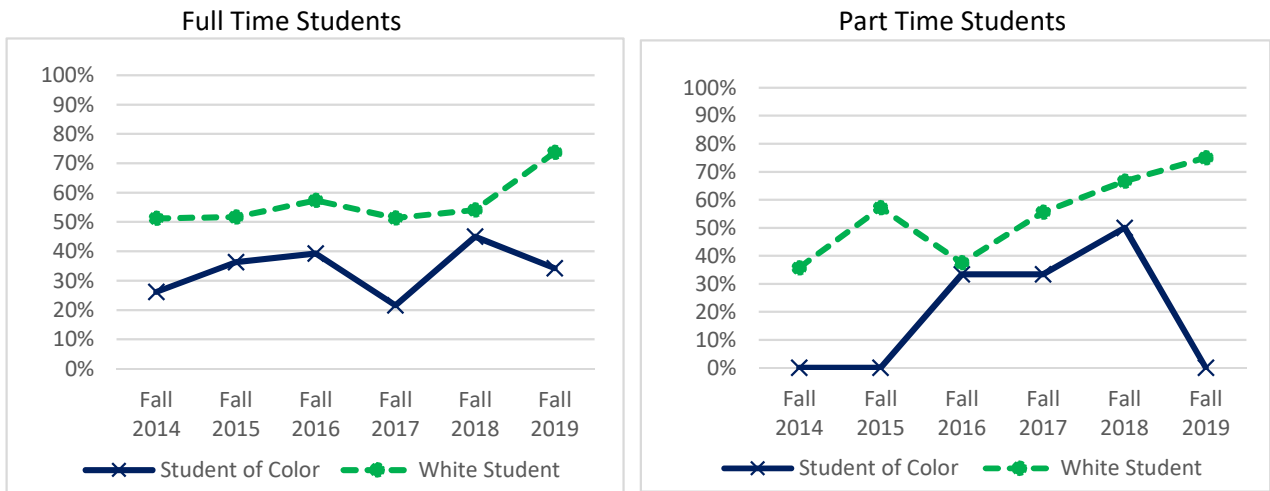
Explore each region's labor market. Find comprehensive Regional Profiles you can download in PDF, as well as links to articles and data tools.

### [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.

**Developmental Education One-Year Completion Rate  
Comparison of Students of Color to White Students  
Mesabi Range College**



**FULL TIME STUDENTS**

*Percent of Entering Cohort Completing Developmental Education in One Year*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	26.2%	36.4%	39.2%	21.6%	45.0%	34.3%
White Student	51.2%	51.7%	57.4%	51.4%	54.1%	73.7%

*Number Taking Developmental Reading, Writing or Math*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	42	55	51	51	60	35
White Student	82	60	54	72	37	38

**PART TIME STUDENTS**

*Percent of Entering Cohort Completing Developmental Education in One Year*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	0.0%	0.0%	33.3%	33.3%	50.0%	0.0%
White Student	35.7%	57.1%	37.5%	55.6%	66.7%	75.0%

*Number Taking Developmental Reading, Writing or Math*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	1	1	3	6	2	4
White Student	14	14	8	9	6	12

**ALL STUDENTS**

*Percent of Entering Cohort Completing Developmental Education in One Year*

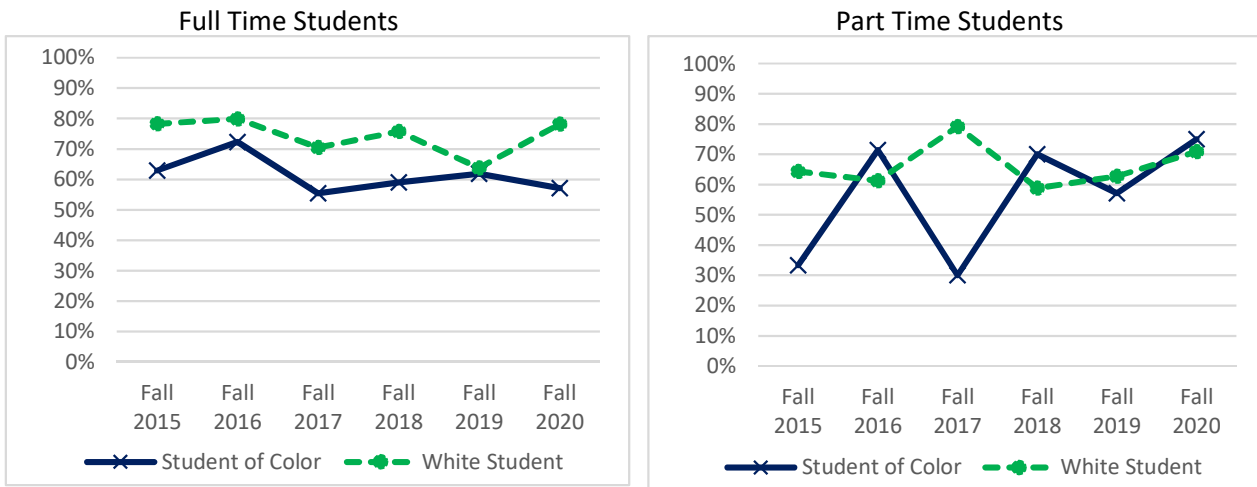
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	25.6%	35.7%	38.9%	22.8%	45.2%	30.8%
White Student	49.0%	52.7%	54.8%	51.9%	55.8%	74.0%

*Number Taking Developmental Reading, Writing or Math*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	43	56	54	57	62	39
White Student	96	74	62	81	43	50

**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  
Mesabi Range College**



**FULL TIME STUDENTS**

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	62.9%	72.3%	55.4%	59.0%	61.9%	57.1%
White Student	78.2%	79.9%	70.5%	75.8%	63.8%	78.2%

*Number in Entering Cohort (Denominator of the Reported Rate)*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	70	65	83	83	63	42
White Student	179	169	176	165	185	133

**PART TIME STUDENTS**

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	33.3%	71.4%	30.0%	70.0%	57.1%	75.0%
White Student	64.3%	61.2%	79.2%	58.8%	62.7%	70.8%

*Number in Entering Cohort (Denominator of the Reported Rate)*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	6	7	10	10	14	44
White Student	56	49	48	34	59	48

**ALL STUDENTS**

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

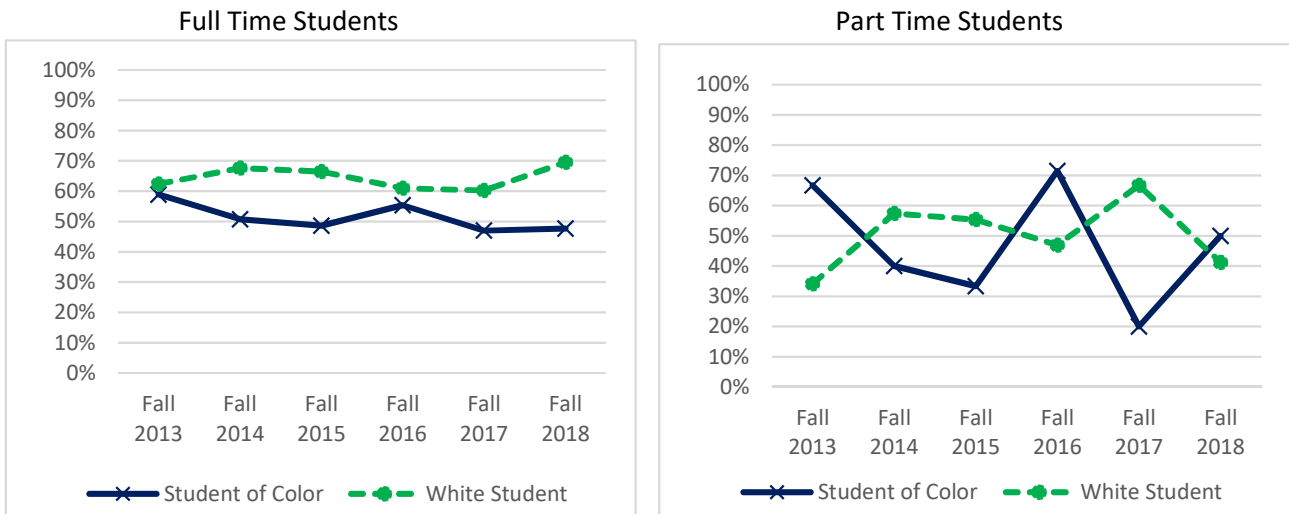
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	60.5%	72.2%	52.7%	60.2%	61.0%	66.3%
White Student	74.9%	75.7%	72.3%	72.9%	63.5%	76.2%

*Number in Entering Cohort (Denominator of the Reported Rate)*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	76	72	93	93	77	86
White Student	235	218	224	199	244	181

**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 Mesabi Range College



### FULL TIME STUDENTS

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

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	58.9%	50.7%	48.6%	55.4%	47.0%	47.6%
White Student	62.3%	67.6%	66.5%	60.9%	60.2%	69.5%

*Number in Entering Cohort (denominator of the reported rate)*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	73	67	70	65	83	84
White Student	252	204	179	169	176	164

### PART TIME STUDENTS

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

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	66.7%	40.0%	33.3%	71.4%	20.0%	50.0%
White Student	34.1%	57.4%	55.4%	46.9%	66.7%	41.2%

*Number in Entering Cohort (denominator of the reported rate)*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	6	5	6	7	10	10
White Student	44	61	56	49	48	34

### ALL STUDENTS

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

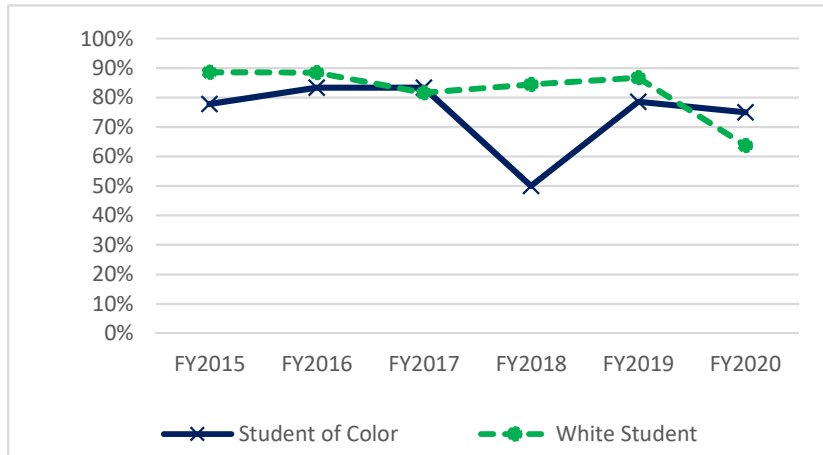
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	59.5%	50.0%	47.4%	56.9%	44.1%	47.9%
White Student	58.1%	65.3%	63.8%	57.8%	61.6%	64.6%

*Number in Entering Cohort (denominator of the reported rate)*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	79	72	76	72	93	94
White Student	296	265	235	218	224	198

**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  
Mesabi Range College**



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

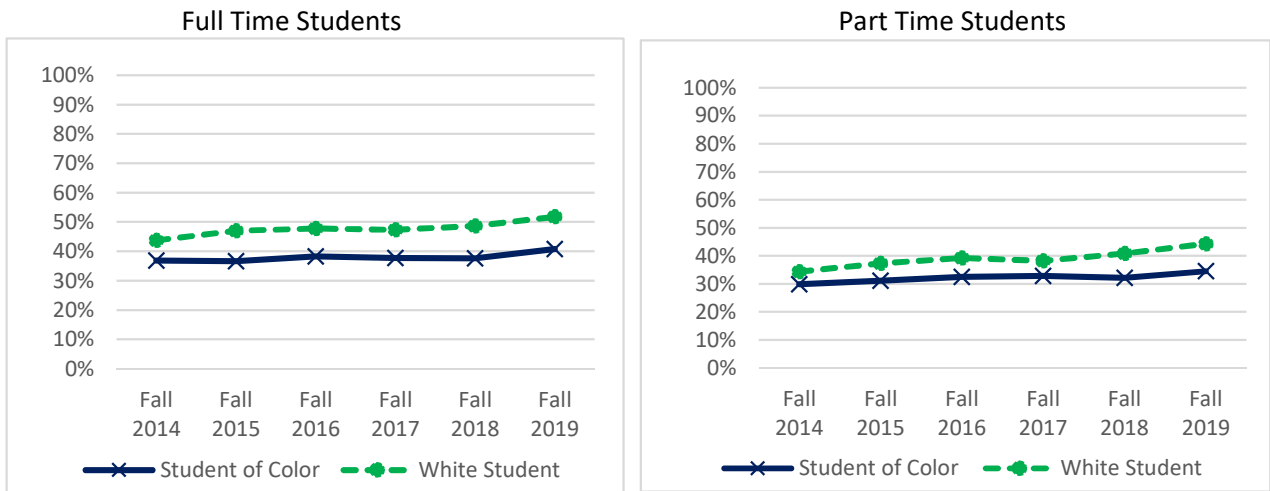
	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Student of Color	77.8%	83.3%	83.3%	50.0%	78.6%	75.0%
White Student	88.6%	88.4%	81.7%	84.4%	86.7%	63.7%

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

	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Student of Color	9	6	6	12	14	8
White Student	114	95	120	77	83	102

**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.

## Developmental Education One-Year Completion Rate Comparison of Students of Color to White Students Colleges



### FULL TIME STUDENTS

*Percent of Entering Cohort Completing Developmental Education in One Year*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	36.9%	36.6%	38.2%	37.8%	37.6%	40.8%
White Student	43.7%	47.0%	47.7%	47.3%	48.7%	51.8%

*Number Taking Developmental Reading, Writing or Math*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	3,218	3,005	3,088	3,134	2,998	2,759
White Student	4,833	4,114	3,982	3,638	3,148	2,595

### PART TIME STUDENTS

*Percent of Entering Cohort Completing Developmental Education in One Year*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	29.9%	31.1%	32.5%	32.8%	32.1%	34.5%
White Student	34.3%	37.2%	39.3%	38.2%	40.8%	44.3%

*Number Taking Developmental Reading, Writing or Math*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	2,756	2,457	2,234	2,131	2,100	1,993
White Student	2,563	2,113	1,885	1,648	1,522	1,335

### ALL STUDENTS

*Percent of Entering Cohort Completing Developmental Education in One Year*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	33.6%	34.1%	35.8%	35.8%	35.3%	38.2%
White Student	40.5%	43.7%	45.0%	44.5%	46.1%	49.2%

*Number Taking Developmental Reading, Writing or Math*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	5,974	5,462	5,322	5,265	5,098	4,752
White Student	7,396	6,227	5,867	5,286	4,670	3,930

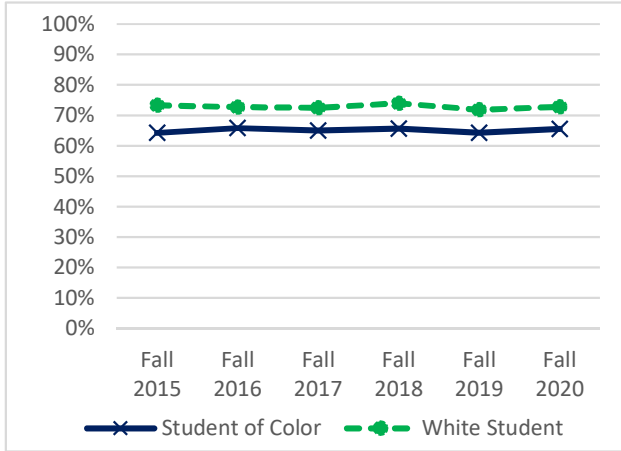
**Measure Definition: Of students who took developmental reading, writing or math within two years of the fall entering cohort term, those who completed all developmental coursework within one year.**



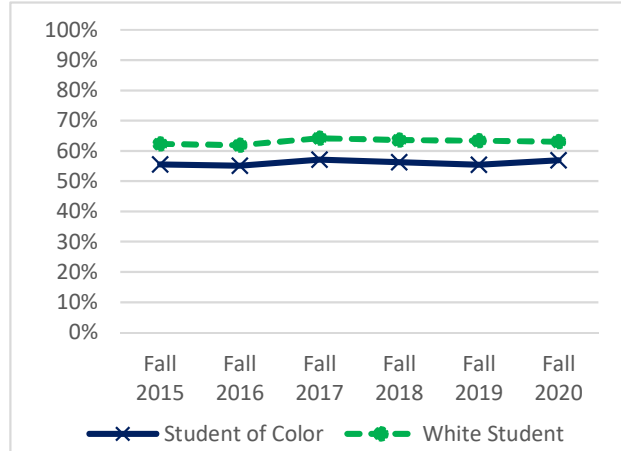


## Second Fall Student Persistence and Completion Rate Comparison of Students of Color to White Students Colleges

Full Time Students



Part Time Students



### FULL TIME STUDENTS

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	64.2%	65.8%	65.0%	65.7%	64.3%	65.6%
White Student	73.3%	72.7%	72.4%	74.0%	71.8%	72.7%

*Number in Entering Cohort (Denominator of the Reported Rate)*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	5,706	5,918	6,194	6,360	6,170	4,993
White Student	12,884	12,563	12,031	11,747	11,113	9,539

### PART TIME STUDENTS

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	55.6%	55.1%	57.1%	56.2%	55.5%	56.9%
White Student	62.3%	61.9%	64.2%	63.6%	63.4%	63.0%

*Number in Entering Cohort (Denominator of the Reported Rate)*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	4,808	4,582	4,499	4,617	4,699	4,350
White Student	7,009	6,630	6,358	6,067	5,949	5,796

### ALL STUDENTS

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

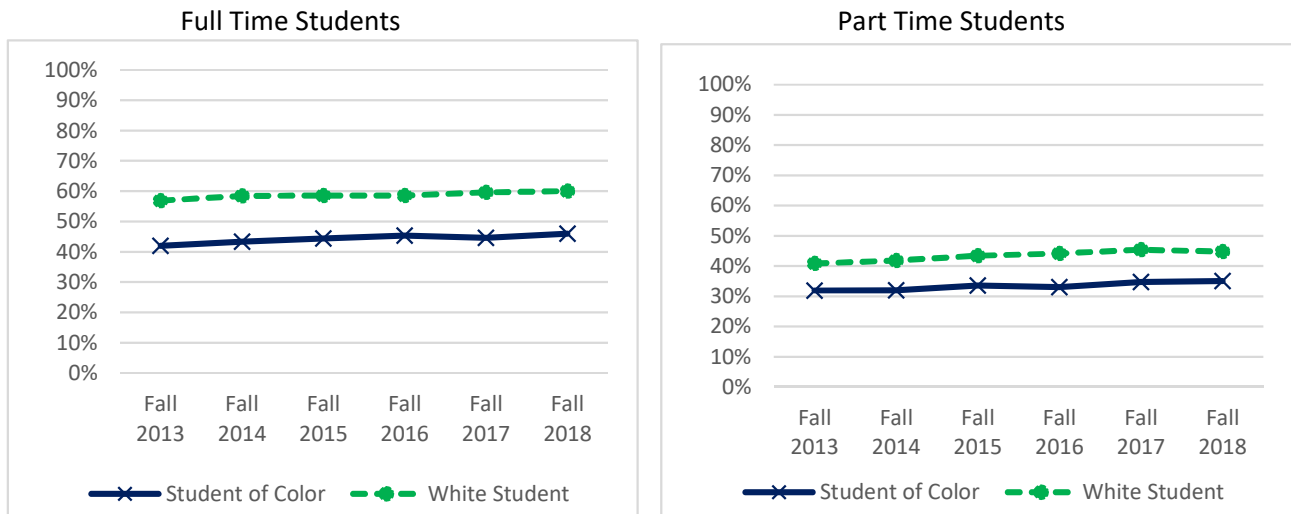
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	60.3%	61.1%	61.7%	61.7%	60.5%	61.6%
White Student	69.4%	69.0%	69.6%	70.4%	68.9%	69.1%

*Number in Entering Cohort (Denominator of the Reported Rate)*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	10,514	10,500	10,693	10,977	10,869	9,343
White Student	19,893	19,193	18,389	17,814	17,062	15,335

**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

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

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	41.9%	43.4%	44.4%	45.4%	44.6%	46.0%
White Student	56.9%	58.4%	58.5%	58.6%	59.6%	60.0%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	5,891	5,750	5,697	5,917	6,195	6,367
White Student	14,720	13,611	12,891	12,567	12,034	11,750

### PART TIME STUDENTS

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

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	31.9%	32.0%	33.5%	33.1%	34.8%	35.0%
White Student	40.8%	41.8%	43.4%	44.2%	45.4%	44.8%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	5,091	5,143	4,811	4,587	4,498	4,617
White Student	8,376	7,682	7,010	6,630	6,360	6,070

### ALL STUDENTS

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

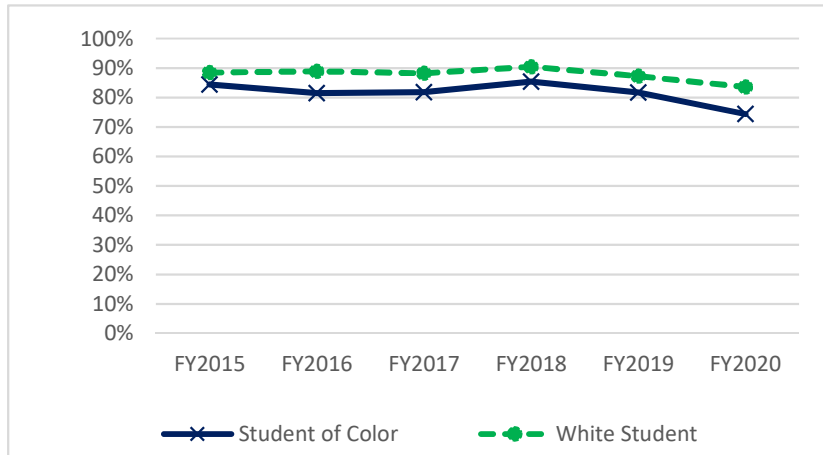
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	37.3%	38.0%	39.4%	40.0%	40.5%	41.4%
White Student	51.1%	52.4%	53.2%	53.6%	54.7%	54.8%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student of Color	10,982	10,893	10,508	10,504	10,693	10,984
White Student	23,096	21,293	19,901	19,197	18,394	17,820

**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 Colleges



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

	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Student of Color	84.4%	81.5%	81.9%	85.4%	81.7%	74.4%
White Student	88.4%	88.9%	88.3%	90.4%	87.3%	83.6%

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

	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Student of Color	2,076	2,197	2,269	2,275	2,235	2,090
White Student	10,388	9,789	9,380	8,686	7,997	7,141

**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.

**Student Success - Accountability Metrics  
Measure Definitions**

<b>Measure</b>	<b>Description</b>	<b>Numerator Definition</b>	<b>Denominator Definition</b>
<b>Developmental Education One-Year Completion Rate</b>	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.
<b>Second Fall Student Persistence and Completion Rate</b>	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.
<b>Completion Rate</b>	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.
<b>Related Employment Rate for Graduates</b>	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.
<b>Licensure Exam Pass Rate</b>	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.