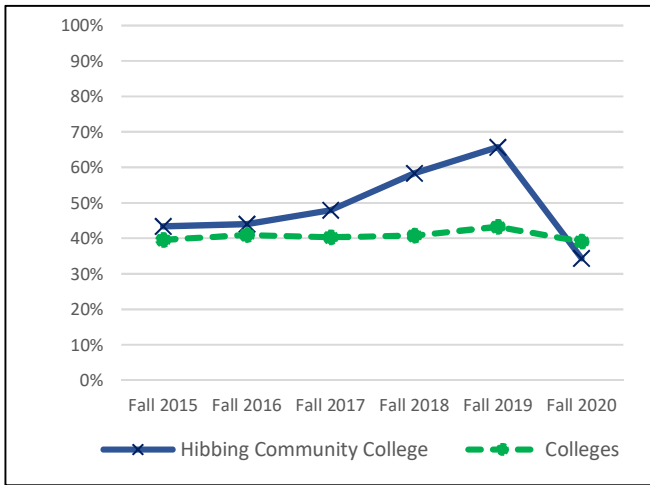
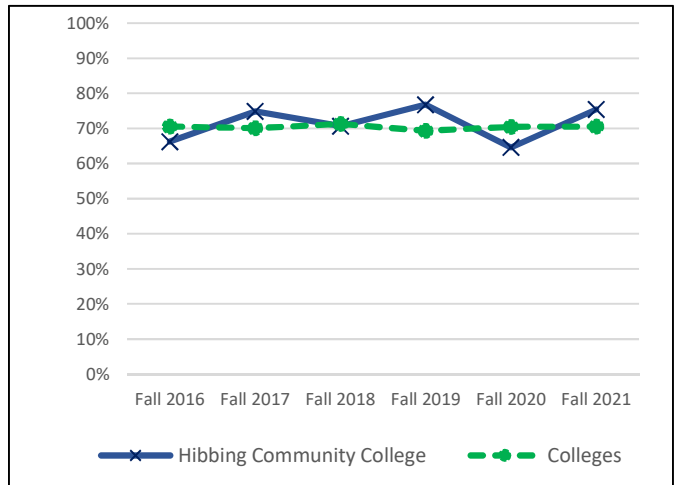


Student Success - Accountability Metrics Measures at a Glance Hibbing Community College

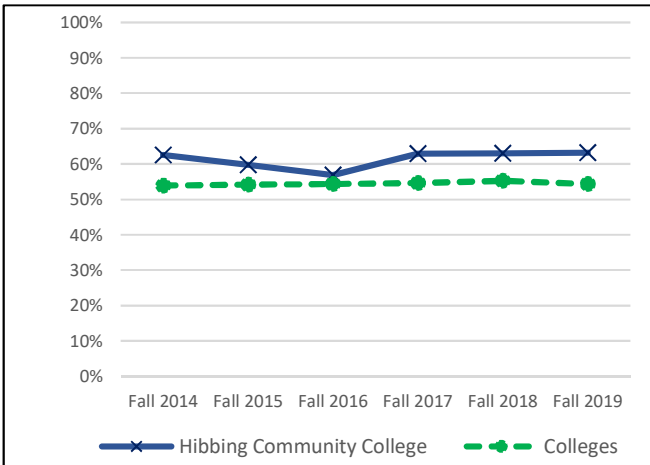
**Developmental Education One-Year Completion Rate
Full and Part Time**



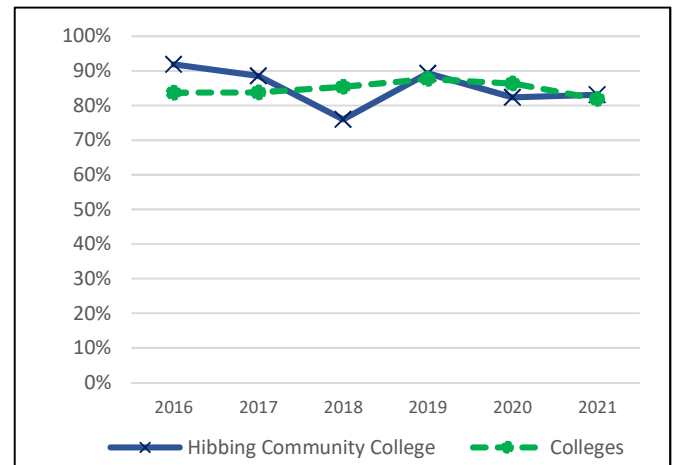
**Second Fall Student Persistence and Completion Rate
Full Time**



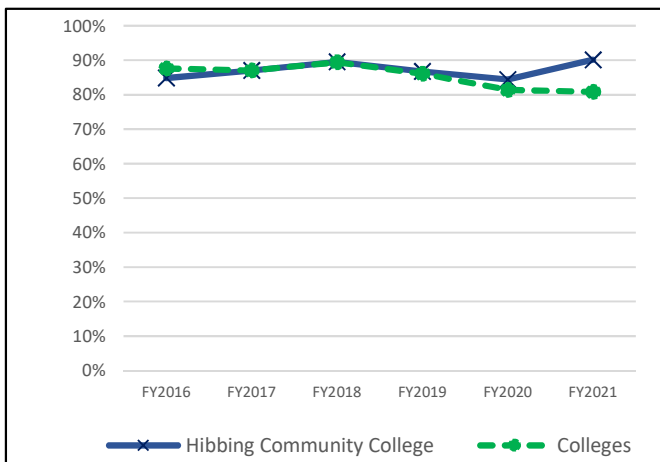
**Completion Rate
Full Time**



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



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

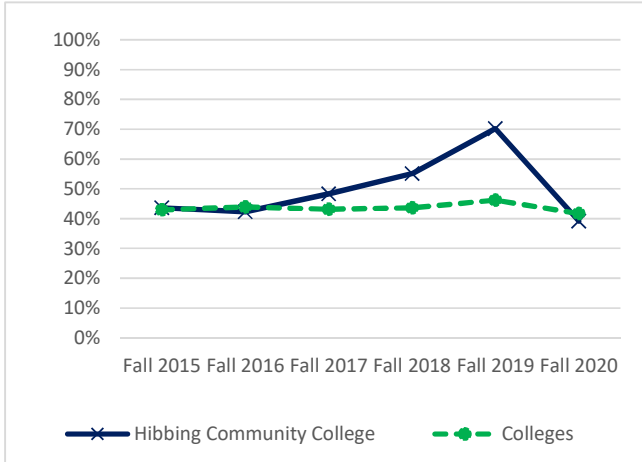


NOTE: Due to COVID-19 circumstances, the standard 80-85% response rate to the graduate follow-up survey was not met for the FY2019 cohort of graduates from Lake Superior College and Minneapolis College. The standard 80-85% response rate was not met for the FY2020 cohort of graduates from Hennepin Technical College, Pine Technical and Community College, and Rochester Community and Technical College, and for the FY2021 cohort of graduates from Minnesota West Community and Technical College and Saint Paul College. Caution should be exercised in interpreting survey results in that they may not be fully representative of the graduates' outcomes at large.

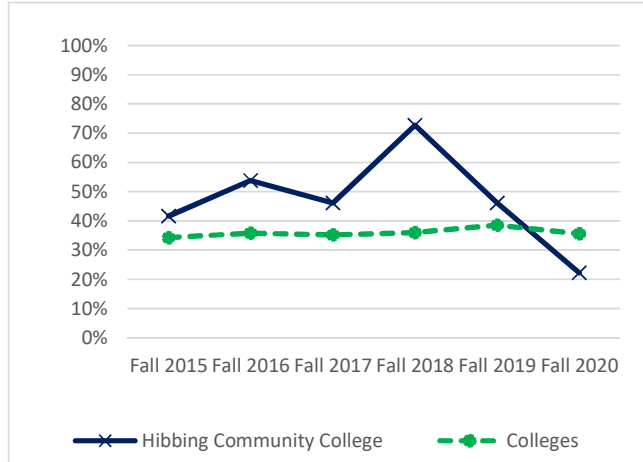


**Developmental Education One-Year Completion Rate
Measure Summary
Hibbing Community College**

Full Time Students



Part Time Students



FULL TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hibbing Community College	43.6%	42.3%	48.3%	55.1%	70.2%	39.1%
Colleges	42.9%	43.9%	43.2%	43.6%	46.2%	41.7%

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hibbing Community College	78	71	58	49	57	23
Colleges	7,286	7,238	6,894	6,268	5,476	3,143

PART TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hibbing Community College	41.7%	53.8%	46.2%	72.7%	46.2%	22.2%
Colleges	34.3%	35.8%	35.2%	36.0%	38.5%	35.6%

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hibbing Community College	12	13	13	11	13	9
Colleges	4,641	4,141	3,803	3,652	3,376	2,380

ALL STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hibbing Community College	43.3%	44.0%	47.9%	58.3%	65.7%	34.4%
Colleges	39.5%	41.0%	40.3%	40.8%	43.3%	39.1%

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hibbing Community College	90	84	71	60	70	32
Colleges	11,927	11,379	10,697	9,920	8,852	5,523

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.

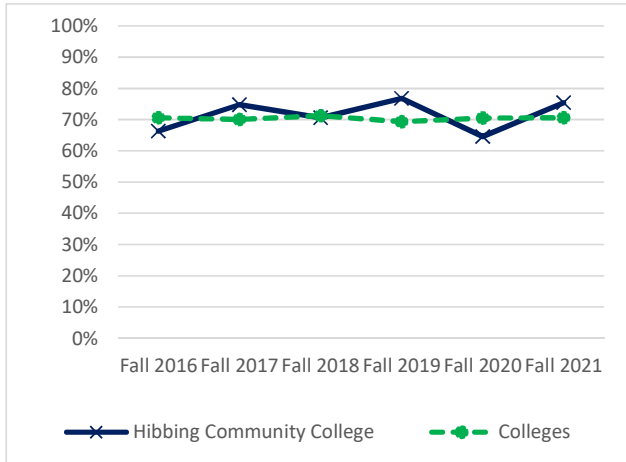
**The Developmental Education Analysis Tool is located on the Institutional Research SharePoint site (Documents section, titled Developmental Education Analysis Tool). Because the level of drill-down detail in the tool can result in small cell sizes with the potential for revealing individually-identifiable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

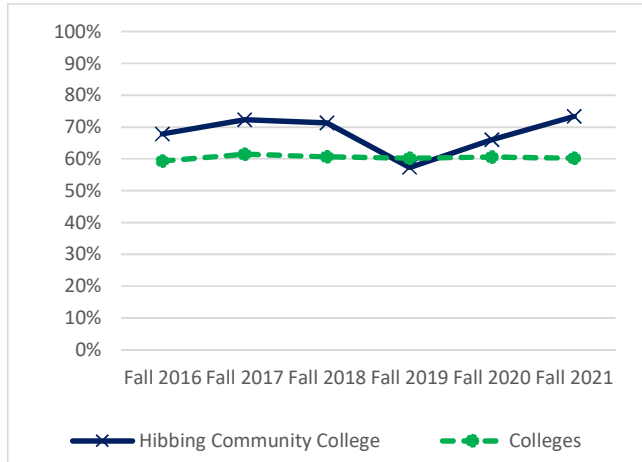


**Second Fall Student Persistence and Completion Rate
Measure Summary
Hibbing Community College**

Full Time Students



Part Time Students



FULL TIME STUDENTS

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Hibbing Community College	66.3%	74.8%	70.6%	76.8%	64.6%	75.4%
Colleges	70.6%	70.0%	71.3%	69.3%	70.5%	70.5%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Hibbing Community College	329	286	262	280	192	236
Colleges	18,870	18,543	18,403	17,602	14,773	14,688

PART TIME STUDENTS

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Hibbing Community College	67.8%	72.3%	71.3%	57.3%	66.0%	73.3%
Colleges	59.3%	61.4%	60.6%	60.2%	60.5%	60.2%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Hibbing Community College	90	101	101	89	103	90
Colleges	11,319	10,958	10,814	10,793	10,276	9,885

ALL STUDENTS

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Hibbing Community College	66.6%	74.2%	70.8%	72.1%	65.1%	74.8%
Colleges	66.3%	66.9%	67.3%	65.9%	66.4%	66.4%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Hibbing Community College	419	387	363	369	295	326
Colleges	30,189	29,501	29,217	28,395	25,049	24,573

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](#).

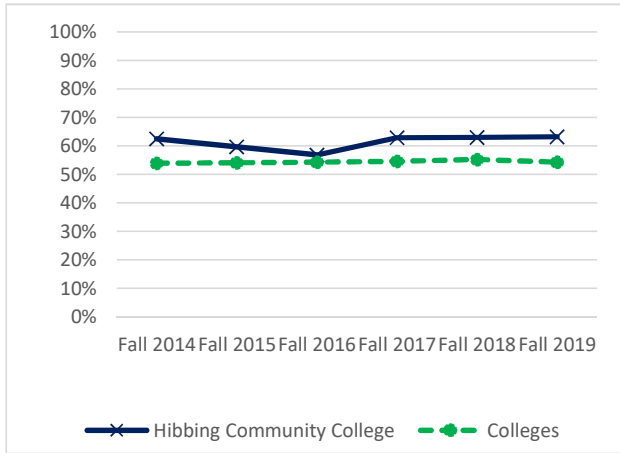
[IPEDS "Use the Data" - Data Feedback Reports](#)

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.

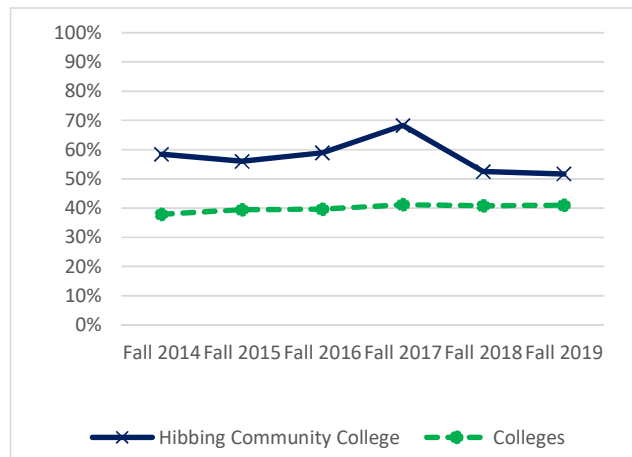
Additional disaggregations of this measure (e.g., by subject area, course, major, etc.) can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff. These datasets include data on transfers, enrollments and graduation from 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
Hibbing Community 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 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hibbing Community College	62.5%	59.7%	56.8%	62.9%	63.0%	63.2%
Colleges	53.9%	54.1%	54.3%	54.6%	55.2%	54.3%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hibbing Community College	344	335	329	286	262	280
Colleges	19,697	18,967	18,870	18,543	18,403	17,602

PART TIME STUDENTS

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hibbing Community College	58.4%	56.0%	58.9%	68.3%	52.5%	51.7%
Colleges	37.9%	39.4%	39.7%	41.1%	40.8%	41.0%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hibbing Community College	113	100	90	101	101	89
Colleges	12,983	11,975	11,319	10,958	10,814	10,793

ALL STUDENTS

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hibbing Community College	61.5%	58.9%	57.3%	64.3%	60.1%	60.4%
Colleges	47.6%	48.4%	48.8%	49.6%	49.9%	49.2%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hibbing Community College	457	435	419	387	363	369
Colleges	32,680	30,942	30,189	29,501	29,217	28,395

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" .

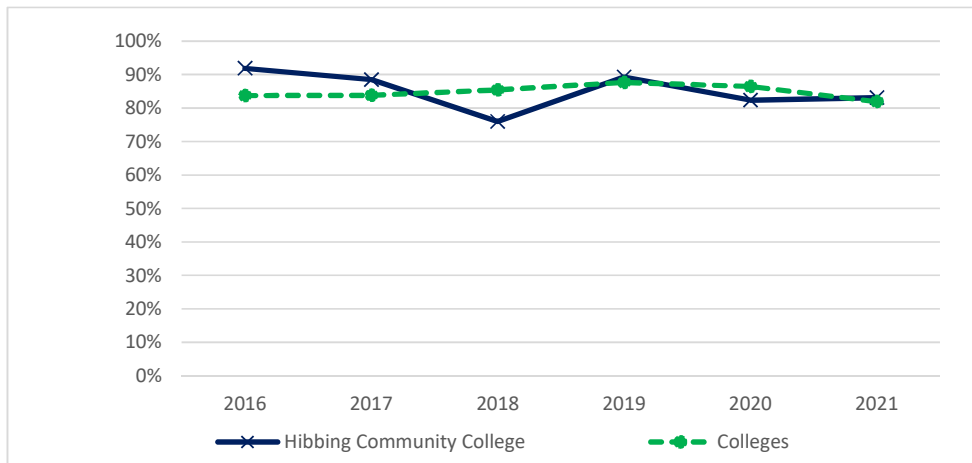
**This tool is in Power BI. Permissions and login/password are required. Instructions are available on [IT Connect](#).

[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
Hibbing Community College



Percent Passing Exams

	2016	2017	2018	2019	2020	2021
Hibbing Community College	91.9%	88.5%	76.0%	89.3%	82.4%	83.1%
Colleges	83.7%	83.8%	85.4%	87.7%	86.4%	81.9%

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

	2016	2017	2018	2019	2020	2021
Hibbing Community College	86	87	75	84	85	71
Colleges	3,334	3,295	3,070	3,127	2,972	3,044

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

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 \(POST\)](#)

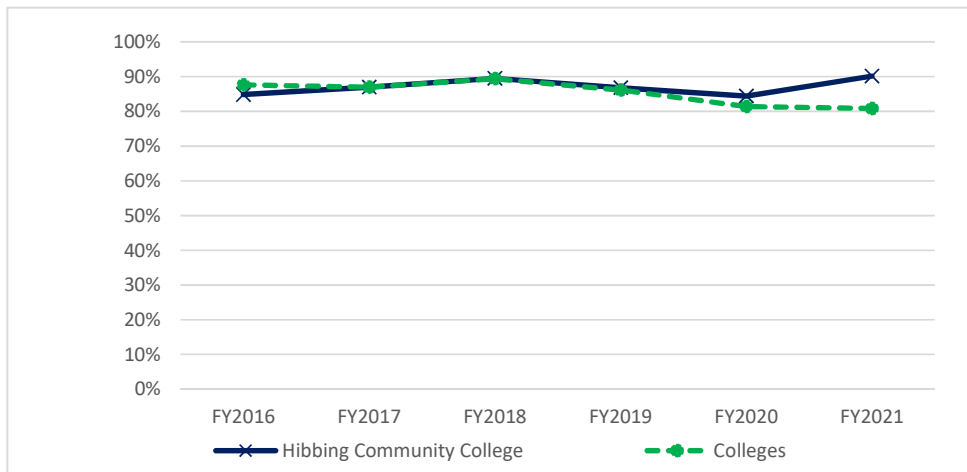
[The American Registry of Radiologic Technologists \(ARRT\)](#)

[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
Hibbing Community College**



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

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Hibbing Community College	84.9%	87.0%	89.5%	86.8%	84.4%	90.1%
Colleges	87.7%	87.0%	89.4%	86.1%	81.4%	80.8%

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

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Hibbing Community College	185	200	172	159	141	142
Colleges	12,250	11,794	11,082	10,335	9,321	10,112

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: Due to COVID-19 circumstances, the standard 80-85% response rate to the graduate follow-up survey was not met for the FY2019 cohort of graduates from Lake Superior College and Minneapolis College. The standard 80-85% response rate was not met for the FY2020 cohort of graduates from Hennepin Technical College, Pine Technical and Community College, and Rochester Community and Technical College. The established standard for obtaining an 80-85% response rate to the graduate follow-up survey was not met for the FY2021 cohort of graduates from Minnesota West Community and Technical College and Saint Paul College. Caution should be exercised in interpreting survey results in that they may not be fully representative of the graduates' outcomes at large.

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](#)

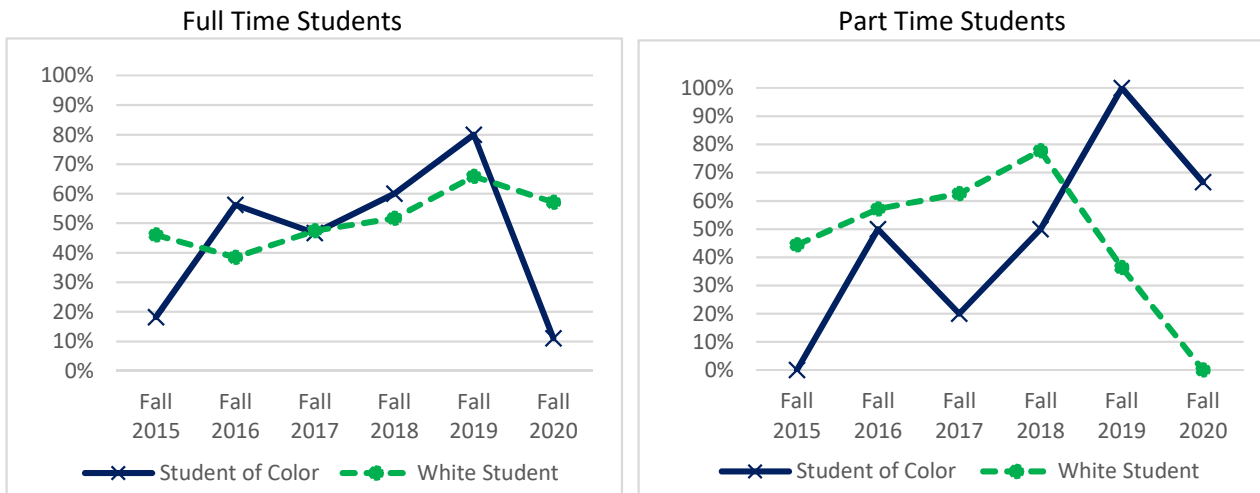
Explore each region's labor market. Find comprehensive Regional Profiles you can download in PDF, as well as links to articles and data tools.

[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
Hibbing Community College**



FULL TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	18.2%	56.3%	46.7%	60.0%	80.0%	11.1%
White Student	46.0%	38.5%	47.5%	51.7%	65.9%	57.1%

Number Taking Developmental Reading, Writing or Math

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	11	16	15	20	15	9
White Student	63	52	40	29	41	14

PART TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	0.0%	50.0%	20.0%	50.0%	100.0%	66.7%
White Student	44.4%	57.1%	62.5%	77.8%	36.4%	0.0%

Number Taking Developmental Reading, Writing or Math

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	2	6	5	2	2	3
White Student	9	7	8	9	11	6

ALL STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

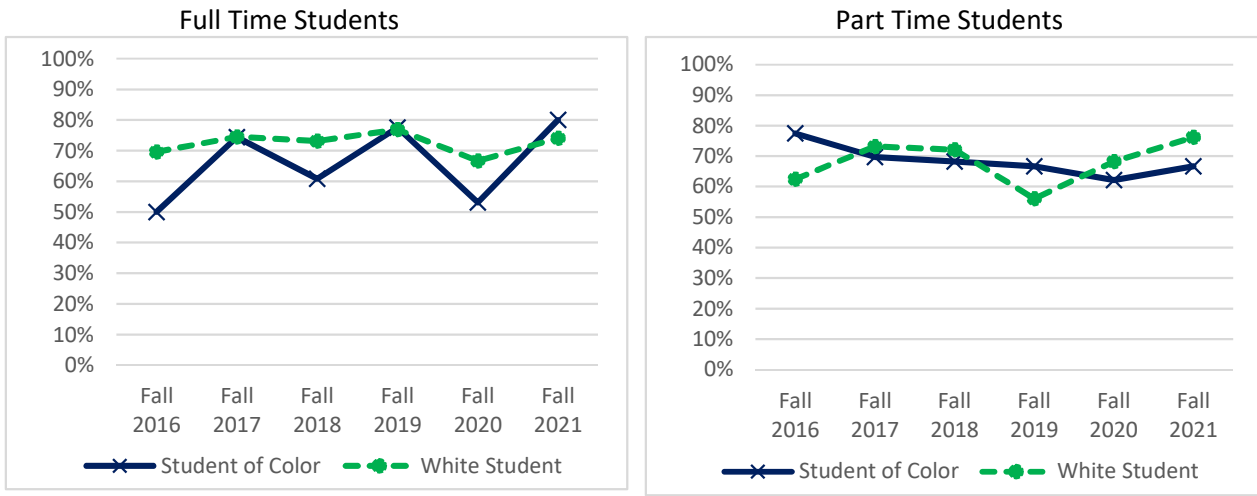
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	15.4%	54.5%	40.0%	59.1%	82.4%	25.0%
White Student	45.8%	40.7%	50.0%	57.9%	59.6%	40.0%

Number Taking Developmental Reading, Writing or Math

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	13	22	20	22	17	12
White Student	72	59	48	38	52	20

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
Hibbing Community College**



FULL TIME STUDENTS

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	50.0%	74.4%	60.8%	77.5%	53.1%	80.0%
White Student	69.6%	74.5%	73.2%	76.9%	66.7%	74.1%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	46	43	51	40	32	50
White Student	276	239	205	238	159	185

PART TIME STUDENTS

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	77.4%	69.7%	68.2%	66.7%	62.2%	66.7%
White Student	62.5%	73.1%	72.2%	56.1%	68.2%	76.2%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	31	33	22	21	37	27
White Student	56	67	79	66	66	63

ALL STUDENTS

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

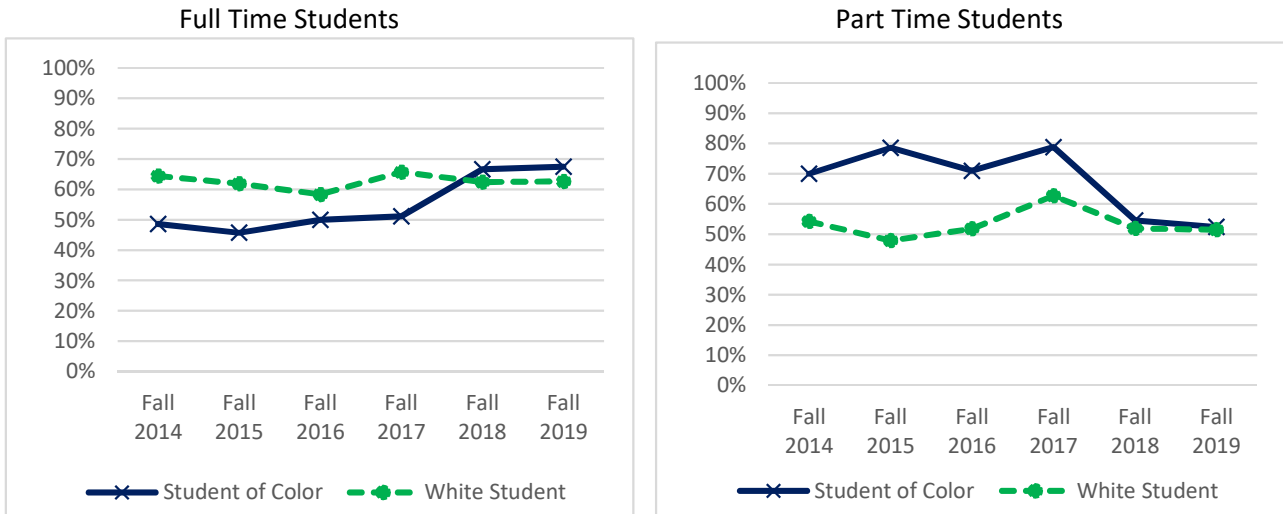
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	61.0%	72.4%	63.0%	73.8%	58.0%	75.3%
White Student	68.4%	74.2%	72.9%	72.4%	67.1%	74.6%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	77	76	73	61	69	77
White Student	332	306	284	304	225	248

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 Hibbing Community College



FULL TIME STUDENTS

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	48.6%	45.7%	50.0%	51.2%	66.7%	67.5%
White Student	64.5%	61.9%	58.3%	65.7%	62.4%	62.6%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	37	35	46	43	51	40
White Student	301	294	276	239	205	238

PART TIME STUDENTS

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	70.0%	78.6%	71.0%	78.8%	54.5%	52.4%
White Student	54.2%	47.9%	51.8%	62.7%	51.9%	51.5%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	30	28	31	33	22	21
White Student	83	71	56	67	79	66

ALL STUDENTS

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

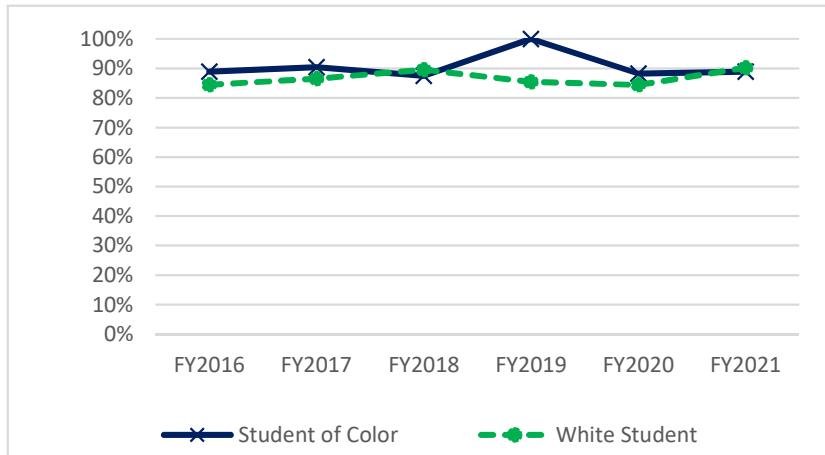
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	58.2%	60.3%	58.4%	63.2%	63.0%	62.3%
White Student	62.2%	59.2%	57.2%	65.0%	59.5%	60.2%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	67	63	77	76	73	61
White Student	384	365	332	306	284	304

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
Hibbing Community College**



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

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Student of Color	88.9%	90.5%	87.5%	100.0%	88.2%	88.9%
White Student	84.5%	86.5%	89.5%	85.4%	84.4%	90.2%

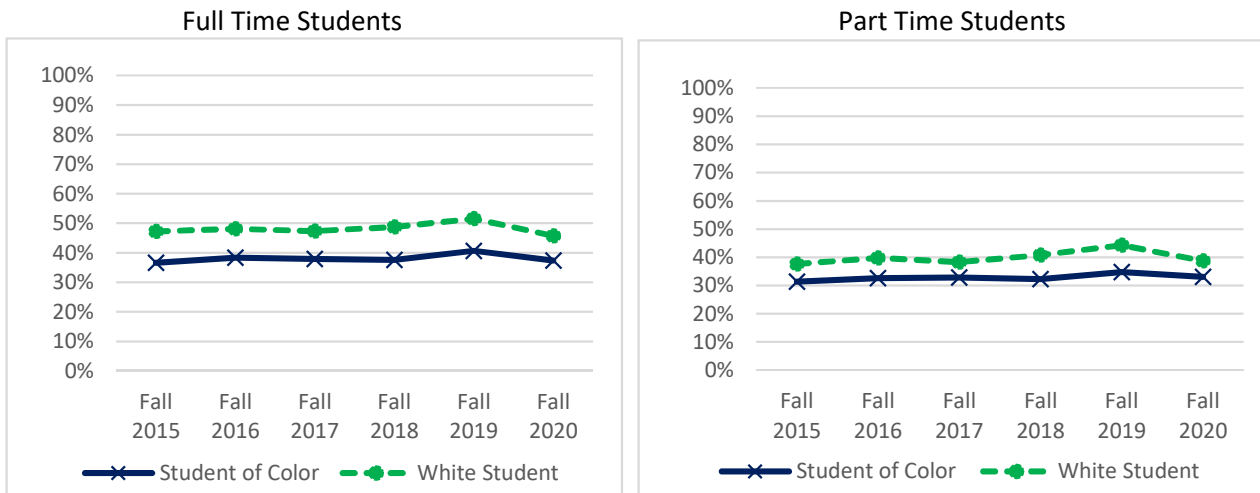
Number Available for Related Employment (denominator of the reported rate)

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Student of Color	9	21	16	15	17	18
White Student	174	178	153	144	122	123

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: Due to COVID-19 circumstances, the standard 80-85% response rate to the graduate follow-up survey was not met for the FY2019 cohort of graduates from Lake Superior College and Minneapolis College. The standard 80-85% response rate was not met for the FY2020 cohort of graduates from Hennepin Technical College, Pine Technical and Community College, and Rochester Community and Technical College. The established standard for obtaining an 80-85% response rate to the graduate follow-up survey was not met for the FY2021 cohort of graduates from Minnesota West Community and Technical College and Saint Paul College. 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 Comparison of Students of Color to White Students Colleges



FULL TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	36.6%	38.4%	37.9%	37.6%	40.7%	37.4%
White Student	47.2%	48.1%	47.3%	48.8%	51.5%	45.7%

Number Taking Developmental Reading, Writing or Math

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	3,007	3,090	3,139	2,999	2,766	1,598
White Student	4,120	3,990	3,642	3,156	2,601	1,487

PART TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	31.4%	32.6%	32.8%	32.3%	34.8%	33.1%
White Student	37.6%	39.7%	38.2%	40.8%	44.3%	38.7%

Number Taking Developmental Reading, Writing or Math

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	2,458	2,234	2,132	2,100	1,993	1,405
White Student	2,115	1,886	1,650	1,523	1,340	933

ALL STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

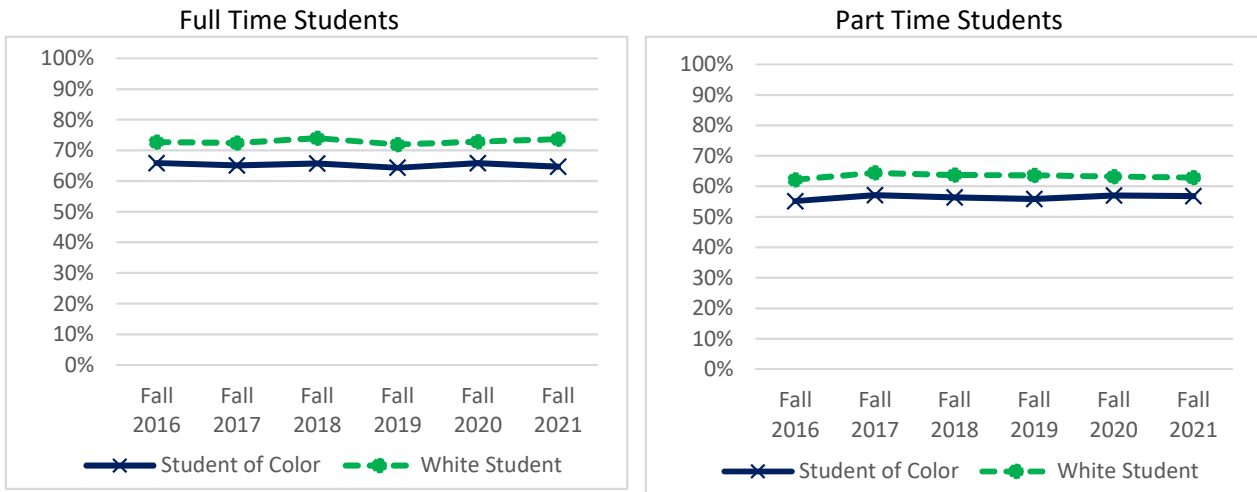
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	34.3%	36.0%	35.8%	35.4%	38.2%	35.4%
White Student	44.0%	45.4%	44.5%	46.2%	49.0%	43.0%

Number Taking Developmental Reading, Writing or Math

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student of Color	5,465	5,324	5,271	5,099	4,759	3,003
White Student	6,235	5,876	5,292	4,679	3,941	2,420

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

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	65.9%	65.1%	65.8%	64.3%	65.8%	64.7%
White Student	72.7%	72.5%	74.0%	71.9%	72.8%	73.7%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	5,914	6,194	6,354	6,166	4,999	5,116
White Student	12,559	12,021	11,735	11,105	9,527	9,276

PART TIME STUDENTS

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	55.2%	57.1%	56.4%	55.8%	57.0%	56.8%
White Student	62.2%	64.4%	63.7%	63.6%	63.2%	62.9%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	4,578	4,496	4,616	4,701	4,353	4,259
White Student	6,624	6,357	6,065	5,946	5,787	5,447

ALL STUDENTS

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	61.2%	61.7%	61.8%	60.6%	61.7%	61.1%
White Student	69.1%	69.7%	70.5%	69.0%	69.2%	69.7%

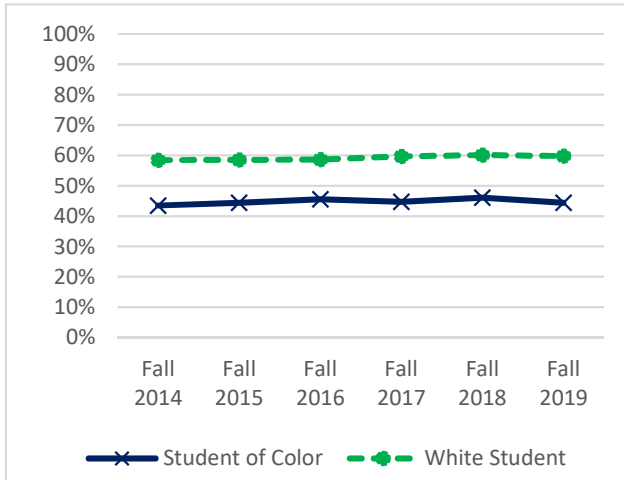
Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student of Color	10,492	10,690	10,970	10,867	9,352	9,375
White Student	19,183	18,378	17,800	17,051	15,314	14,723

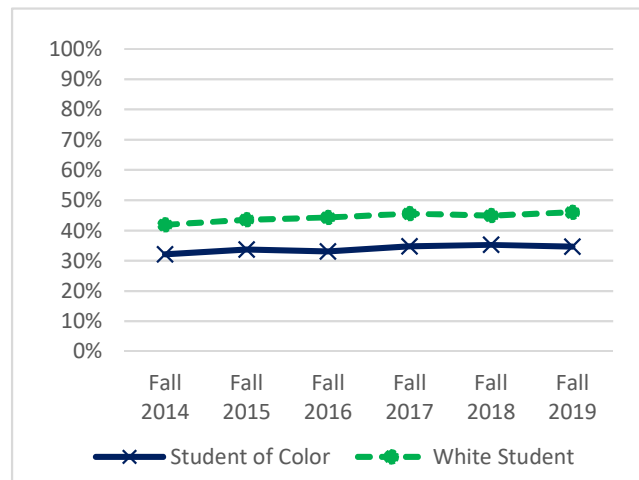
Measure Definition: Percent of a fall entering cohort of regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment.

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 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	43.5%	44.4%	45.5%	44.7%	46.1%	44.4%
White Student	58.4%	58.6%	58.6%	59.7%	60.1%	59.8%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	5,746	5,702	5,914	6,194	6,354	6,166
White Student	13,603	12,884	12,559	12,021	11,735	11,105

PART TIME STUDENTS

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	32.1%	33.7%	33.1%	34.7%	35.2%	34.7%
White Student	41.9%	43.5%	44.2%	45.5%	44.9%	46.0%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	5,143	4,810	4,578	4,496	4,616	4,701
White Student	7,674	7,004	6,624	6,357	6,065	5,946

ALL STUDENTS

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

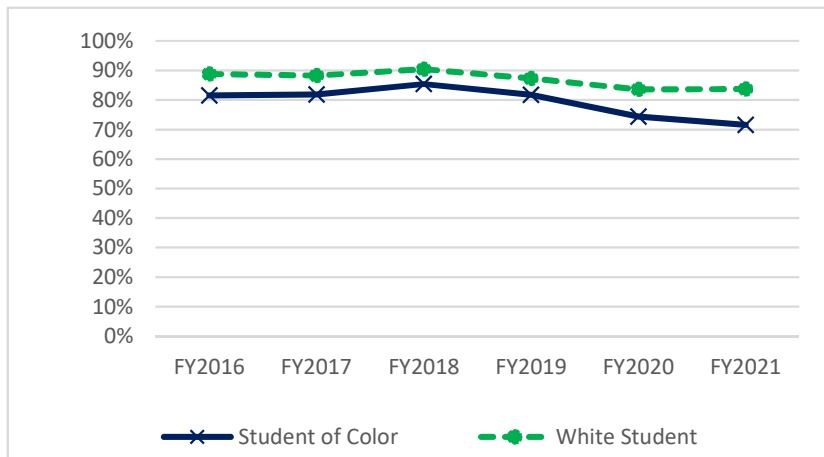
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	38.1%	39.5%	40.1%	40.5%	41.5%	40.2%
White Student	52.5%	53.3%	53.7%	54.8%	54.9%	55.0%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student of Color	10,889	10,512	10,492	10,690	10,970	10,867
White Student	21,277	19,888	19,183	18,378	17,800	17,051

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)

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Student of Color	81.5%	81.9%	85.4%	81.7%	74.4%	71.6%
White Student	88.9%	88.3%	90.4%	87.3%	83.6%	83.7%

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

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Student of Color	2,197	2,269	2,275	2,235	2,090	2,378
White Student	9,789	9,380	8,686	7,997	7,141	7,619

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: Due to COVID-19 circumstances, the standard 80-85% response rate to the graduate follow-up survey was not met for the FY2019 cohort of graduates from Lake Superior College and Minneapolis College. The standard 80-85% response rate was not met for the FY2020 cohort of graduates from Hennepin Technical College, Pine Technical and Community College, and Rochester Community and Technical College. The established standard for obtaining an 80-85% response rate to the graduate follow-up survey was not met for the FY2021 cohort of graduates from Minnesota West Community and Technical College and Saint Paul College. 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.