

System-Level Accountability Framework:

Report to the Legislature

February 15, 2005



Minnesota
STATE COLLEGES
& UNIVERSITIES

Introduction

This document is the first composite report on the system's progress toward implementation of the Board of Trustees' Accountability Framework. The report includes 17 component measures in six of the twelve indicator categories that comprise the framework. Five of the measures reported are those that were defined by the Legislature.

The Legislature defined the following five accountability measures for the system in Laws of Minnesota 2001, First Special Session Chapter 1, Article 1, Section 3, Subdivision 3b:

By February 15, 2002, and each odd-numbered year thereafter, the board of trustees of the Minnesota state colleges and universities must submit a report to the commissioner of finance and the chairs of the higher education finance committees delineating:

- (1) the five undergraduate degree programs determined to be of highest priority to the system, and the revenue necessary to advance each program to be a center of excellence;
- (2) the reallocation of money and curricular and staffing changes, by campus and program, made to advance the system's priorities;
- (3) baseline data, and the methodology used to measure the number of first-generation students admitted systemwide, together with a plan to increase both the recruitment and retention through graduation of these students;
- (4) progress towards increasing the percentage of students at four-year institutions graduating within four, five, and six years and the percentage of students at two-year institutions completing a program or transferring to a four-year institution, as reported in IPEDS. Data should be provided for each institution by race, ethnicity, and gender. Data provided should include information on successful retention strategies and the money allocated to enhance student retention; and
- (5) progress towards increasing the revenue generated from contracts with employers for customized training.

The Board of Trustees submitted reports on these five measures in 2002 and 2003. The 2003 Legislature directed the Board to include the five measures in its accountability report.

This report includes a background chapter on the development of the Framework. It also includes a chapter for each of the four strategic directions that provide the organizing principle for the Accountability Framework along with the measures that have been developed in each area.

Background on the Framework

The Board of Trustees of Minnesota State Colleges and Universities is responsible for balancing the various and sometimes competing interests of system stakeholders. Accordingly, the board is uniquely positioned to provide a comprehensive vantage point for serving the information needs that stakeholders have about system performance. Accordingly, the board adopted a system-level accountability framework¹ in June of 2003.

The purpose of the accountability framework is as follows:

Emanating from the system mission and vision, the purpose of the system-level accountability framework is to inform stakeholders and enable the Board of Trustees to evaluate system performance and direct strategic improvements by aligning (1) planning assumptions and scans of higher education's external environment, (2) assessments of the system's progress on strategic directions and goals relative to benchmarks, targets, and stakeholder satisfaction and (3) assurances that the system meets expectations of statutes, laws, policies, and ethical standards,

The "Assumptions" and "Assessment" components of the purpose were developed from standard principles of strategic planning and are concerned with **performance** outcomes. These two components of the scorecard are intended to place performance issues at the foreground of the board's attention. The "Assurances" component of the purpose is concerned with **process** issues that are not governance responsibilities, but that the board has delegated to management. It is intended to bring only exceptions to the board's attention. If the board has assurance about management carrying out its responsibilities properly, then it is able to focus primary attention on matters of governance and strategic importance.

ASSUMPTIONS: Strategy Alignment with External Environment

The "Assumptions" component focuses on the external environment that is outside of the direct control of the system. It illustrates whether existing strategies remain aligned with the macro-environmental (demographics, economics, government, and technology) and competitive forces that influence the system. In essence this component addresses the question, "*Does the system have the right strategies in place to address threats and opportunities presented by the external environment?*" It has an external focus for judging performance. When environmental conditions change significantly and deviate from planning assumptions, strategies must be reconsidered.

¹ A cross-functional task force of system employees designed the framework. The design was influenced by the work of Dr. David Norton and Dr. Robert Kaplan, creators of the "balanced scorecard" concept, Dr. John Carver, creator of the "Policy Governance" concept, and Dr. Robert Behn, author of Rethinking Democratic Accountability.

ASSESSMENTS: Progress toward Strategic Directions

The “Assessments” component showcases the system’s strategic plan and the critical priorities of the annual work plan. In essence the indicators in this component address the question, *“Is the system making sufficient progress toward its strategic directions?”* This component has an internal focus for judging performance. It may use internal benchmarks and targets as a basis for determining whether expectations are being met, but professional judgment is also required.

This component is the heart of the scorecard. It is organized according to the four strategic directions contained in the system strategic plan. Twelve composite indicators have been created to assist with developing common expectations for the adequacy of progress toward implementing the strategic plan. Indicators were developed by asking the question, **“How will we know if a strategic direction is being attained?”** Each indicator is a composite in that it is supported by one or more core measures of quantifiable data, e.g., participation rates, retention, graduate related employment rates. The five legislative accountability measures have been integrated into the appropriate indicator categories. The objective data must be interpreted and complemented with the judgment of system leadership to assess the sufficiency of progress.

ASSURANCES: Meeting Legal & Policy Expectations















The assurances component of the scorecard is intended to have a much more muted presence. It is concerned with process responsibilities that the board has delegated to the Chancellor through board policies. While it is important that the board have assurances that these management responsibilities are being executed effectively, it does not need extensive evidence. Thus, the component is designed to bring matters to the board’s attention only on an “exception” basis. Then the board is free to focus primarily on strategic and governance matters and only secondarily on process issues when an exception merits their attention.

IMPLEMENTATION

The system-level accountability framework is envisioned as a primary governance tool for the Minnesota State Colleges and Universities Board of Trustees. It will develop common expectations for the board and stakeholders about expected outcomes. The chancellor will use the framework to manage system performance. Furthermore, it will serve as an information management tool and ensure that attention is focused on important strategic issues.





College, university and system staff members have been working since April 2003 to define and develop the component measures within the Framework. Staff also is developing a Board of Trustees website for public reporting on the three components of the Accountability Framework. Figure 1 on the following page is an image of the design for the main dashboard from the Accountability Framework website.

Figure 1

SYSTEM-LEVEL ACCOUNTABILITY SCORECARD			
I. Assumptions: Strategy Alignment with External Environment			
	Demographics	Economics	Government Technology Competition
II. Assessments: Progress Toward Strategic Directions			
Access & Opportunity	Fully Integrate the System	High Quality Learning Programs & Services	Community & Economic Vitality
<ul style="list-style-type: none">  1. Access to Programs & Courses  2. Financial Resources Availability 	<ul style="list-style-type: none">  3. Fiscal & Physical Capital Utilization  4. Human Resources  5. Planning & Resource Alignment 	<ul style="list-style-type: none">  6. Student Learning  7. Student Satisfaction  8. Student Engagement  9. Program Development 	<ul style="list-style-type: none">  10. External Partnerships  11. Economic Development  12. Community Engagement
III. Assurances: Meeting Legal & Policy Expectations			
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Monitoring</div> <p><i>Required Reports</i></p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Innovations</div> <p>Innovation 1 Innovation 2</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Policy Compliance</div> <p> Compliance Issue 1 Compliance Issue 2</p>	

Symbol

Meaning

-  Gray cells indicate that core and contextual measurement data supports the indicator, but no measurable targets have been set to assess progress.
-  Blank cells indicate that measurement data has not yet been developed for the indicator.
-  Colored cells (green, yellow, red) indicate that measurable targets have been established in either the System work plan or strategic plan and that core measurement data is available to assess progress.
-  New indicate that new information has been posted since the last Board of Trustees meeting.

Supporting Processes

Target Setting - Accountability ultimately requires establishing and communicating measurable goals or targets. A process for establishing targets should include a careful selection of priorities, thorough analysis of contextual data such as benchmarks and baselines, agreement between the Chancellor and presidents on each institution's expected contribution to the goal, and acceptance by the Board of Trustees. The likely vehicle for communicating targets is the System work plan or strategic plan.

Continuous Improvement - The array of indicators and measures must be subject to ongoing scrutiny to assure that the system is measuring the "right things." A continuous improvement process must be developed to serve this purpose.

Strategic Direction One: Access & Opportunity

The Minnesota State Colleges and Universities will provide more people from different backgrounds with the opportunity to experience the benefits of higher education.

Rationale - Minnesota has a long history of investing in higher education and providing accessible education for all people who want to improve themselves and their communities. As Minnesota's diversity increases through immigration and growing communities of color, the system has an obligation to provide the benefits of education to people from all ethnic, cultural and economic backgrounds, as well as those with disabilities.

Indicator 1: Access to Programs & Courses

Measure 1A: System Participation Rate

Definition: Measure 1A-1 reports Minnesota resident students enrolled at a state college or university as a percent Minnesota population. The numerator is Minnesota resident students aged 15 to 84 enrolled at a Minnesota State college or university. The denominator is Minnesota population aged 15 to 84. Measure 1A-2 reports the system's percentage market share of resident students at all higher education institutions in the state.

Significance: Measure 1A-1 and 1A-2 are significant in that they indicate the extent to which Minnesota State Colleges and Universities are providing higher education access to the residents of the state.

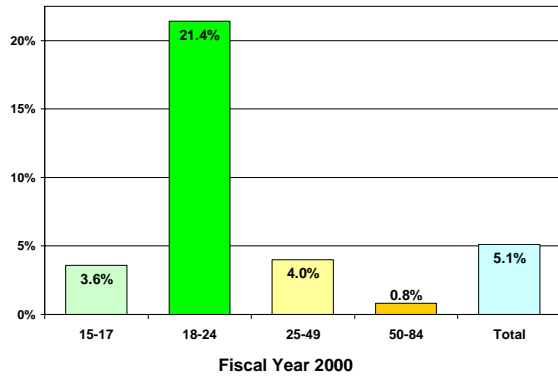
Measure: Minnesota residents enrolled in system institutions during Fiscal Year 2000 represented 7.1 percent of the state's population aged 15 to 84. Participation in credit courses was 5.1 percent and participation in non-credit courses was 1.9 percent.

Context: Contextual information on participation rates in higher education indicate that Minnesota ranks 11th nationally on a measure of enrollment as a percent of the population aged 18 to 64. The state's rate is 10 percent above the national average. Minnesota's college going rate for high school graduates ranks ninth nationally and is 13 percent above the national average.

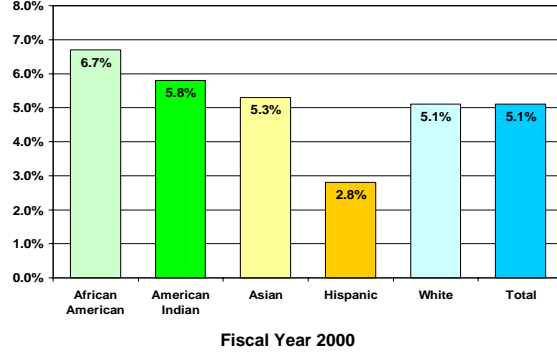
Drill-Downs:

Participation rates in credit courses at system colleges and universities are highest among the traditional 18- to 24-year-old age group, with 21.4 percent of the population in this age group enrolled, as shown in Figure 1A-1. The participation rate was 4 percent in the 25- to 49-year-old age group and 3.6 percent in the 15- to 17-year-old group. Three racial-ethnic minority groups, African Americans, American Indians and Asians had participation rates in the system that were higher than whites, as shown in Figure 1A-2. Hispanics had a lower participation rate.

**Figure 1A-1
CREDIT PARTICIPATION RATE IS
HIGHEST AMONG 18- TO 24-YEAR-OLDS**

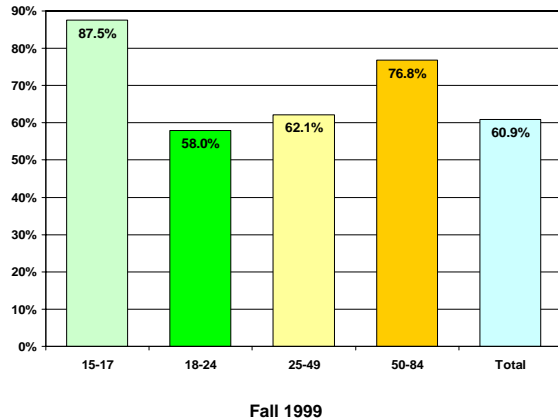


**Figure 1A-2
THREE RACIAL-ETHNIC MINORITY
GROUPS HAVE PARTICIPATION RATES
THAT ARE HIGHER THAN WHITES**

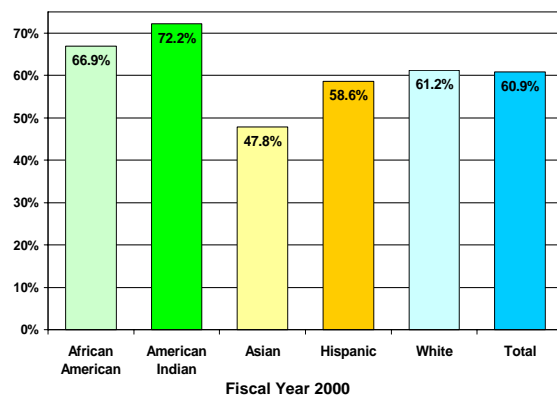


The system has the largest market shares among the 15- to 17-year-old age group with 87.5 percent and the 50- to 84-year-old age group with 76.8 percent, as shown in Figure 1A-3. The system market share for African Americans, American Indians and Asians was higher than for whites, as shown in Figure 1A-4.

**Figure 1A-3
SYSTEM HAS A LARGER SHARE OF
NON-TRADITIONAL AGE GROUPS**



**Figure 1A-4
SYSTEM HAS A LARGER SHARE OF
TWO RACIAL-ETHNIC GROUPS**



Measure 1B: Graduate Debt Burden

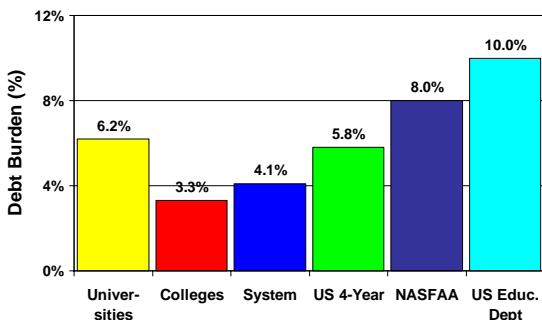
Definition: Measure 1B reports system graduates’ student loan principal and interest payments as a percent of their average monthly income. Average monthly income was measured in the year that begins with the third calendar quarter after the quarter of graduation. This is typically the point in time when graduates begin to make payments on their student loans. Graduates’ loan balances include borrowing from federal and Minnesota state student loan programs at all colleges and/or universities they attended.

Significance: Measure 1B is significant in that it indicates the percent of income that graduates must commit to their education costs at a time when many are establishing households and beginning families. This measure is complementary to Measure 1C, Affordability Index, which indicates the proportion of the costs of attendance paid by students and their families while they are attending.

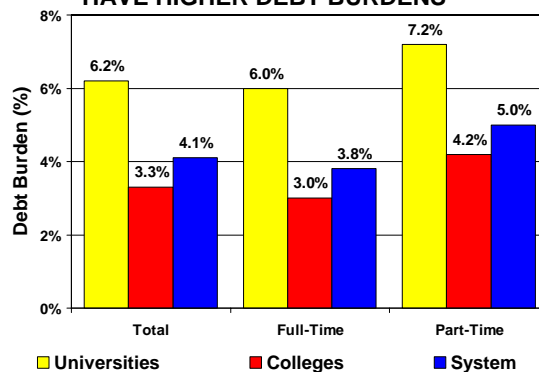
Measure: System graduates in Fiscal Year 2002 who borrowed to finance their postsecondary education had a median debt burden of 4.1 percent of the monthly income, as shown in Figure 1B-1. The median debt burden was 6.2 percent for state university graduates and 3.3 percent for state college graduates.

Context: The U.S. median debt burden for graduates of non-doctoral universities in 2000 was 5.8 percent, compared to the 6.2 percent figure for state university graduates, as shown in Figure 1B-1. Two organizations have established thresholds to indicate the level of debt burden that is of concern to policy makers. The National Association of Student Financial Aid Administrators (NASFAA) indicates that debt burdens should be below 8 percent to reduce the risk of loan defaults. The U.S. Education Department has established a goal of keeping the federal student loan debt burden below 10 percent.

**Figure 1B – 1
SYSTEM GRADUATES'
DEBT BURDEN IS SLIGHTLY BELOW
U.S. AVERAGE**



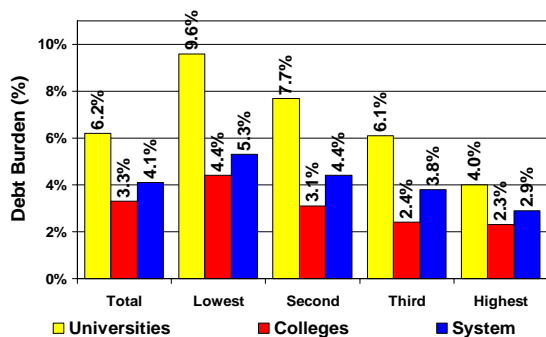
**Figure 1B – 2
GRADUATES EMPLOYED PART-TIME
HAVE HIGHER DEBT BURDENS**



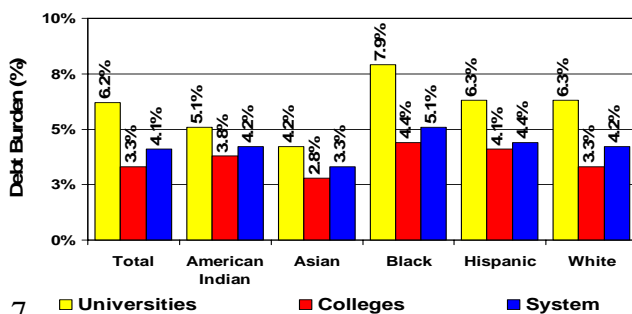
Graduates employed part-time had higher debt burdens than graduates employed full-time, as shown in Figure 1B-2. Graduates in the lowest income quartile after graduation had higher debt burdens (5.3 percent) than did graduates in the highest income quartile (2.9 percent), as shown in Figure 1B-3. State university graduates in the lowest income quartile had a median debt burden of 10 percent which is higher than the NASFAA threshold and equal to the U.S. Education Department threshold.

Black graduates had higher debt burdens (5.1 percent) than did white graduates (4.2 percent), American Indian graduates (4.2 percent), Asian graduates (3.3 percent) or Hispanic graduates (4.4 percent), as shown in Figure 1B-4. Black graduates from state universities had a median debt burden of 8 percent, which was almost equal to the NASFAA threshold.

**Figure 1B – 3
LOWEST-INCOME GRADUATES
HAVE DEBT BURDENS NEAR THRESHOLD**

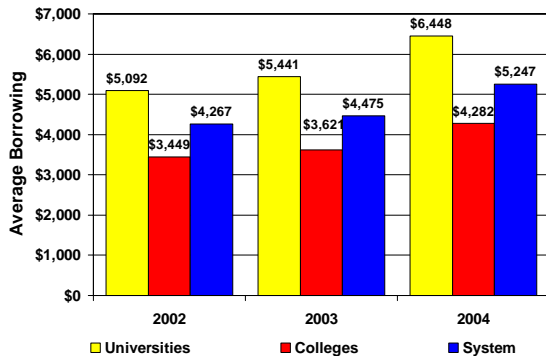


**Figure 1B – 4
BLACK GRADUATES
HAVE HIGHER DEBT BURDENS**

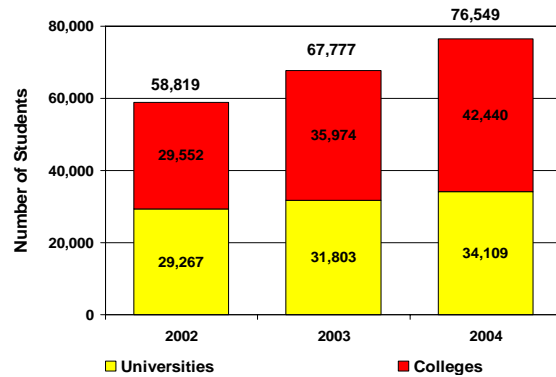


Trends: Recent trends in student borrowing suggest that the system will see increases in graduate debt burden and in the number of graduates with student loan debt during the next several years. The average amount that students borrowed increased by 23 percent or \$1,000 between Fiscal Years 2002 and 2004, as shown in Figure 1B-5. During the same time period, the number of students borrowing increased by 30 percent from 58,819 to 76,549, as shown in Figure 1B-6. The number of students borrowing at the state colleges increased by 45 percent. The combination of increased borrowing and more students borrowing resulted in a 60 percent increase in total borrowing from \$250.1 million in Fiscal Year 2002 to \$401.7 million in Fiscal Year 2004.

**Figure 1B – 5
AVERAGE BORROWING INCREASED BY
23 PERCENT OR \$1,000 IN TWO YEARS**



**Figure 1B – 6
NUMBER OF STUDENTS BORROWING HAS
INCREASED BY 30 PERCENT IN TWO YEARS**



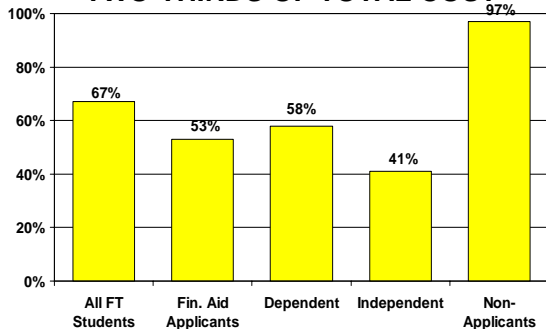
Measure 1C: Affordability

Definition: Measure 1C reports the percent of the cost of attendance that system students pay after subtracting federal, state, institutional and private financial aid (Net Cost 3). The numerator is the net cost of attendance paid by students. The denominator is total cost of attendance.

Significance: Measure 1C is significant in that it indicates the extent to which a Minnesota State Colleges and Universities education is affordable.

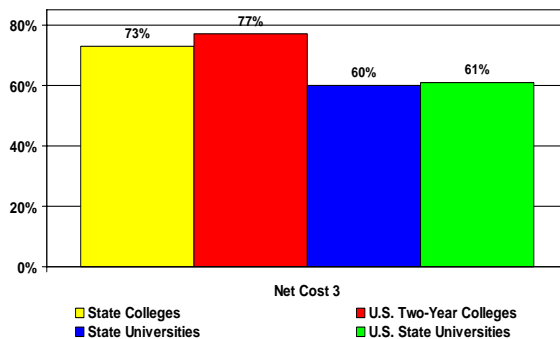
Measure: System students, on average, paid 67 percent of their total cost of attendance, as shown in Figure 1C-1. Financial aid applicants paid 53 percent of their costs and non-applicants paid 97 percent of their costs.

**Figure 1C-1
FULL-TIME STUDENTS' NET COST IS
TWO-THIRDS OF TOTAL COST**



Measure 1C1
Average Total Budget = \$12,297

**Figure 1C-2
SYSTEM STUDENTS' NET COST IS
SLIGHTLY BELOW U.S. AVERAGE**



Measure 1C1.1

Context: The net cost as a percent of total cost for system students is slightly lower than U.S. average figures for comparable institutions, as shown in Figure 1C-2. State college students pay 73 percent of total costs, while the average for U.S. public two-year colleges is 77 percent. State university students pay 60 percent of total costs, while the average for U.S. public four-year universities is 61 percent.

Drill-Downs: Part-time students pay a larger percent of their total costs of attendance than full-time students, as shown in Figure 1C-3. The lowest-income part-time financial aid applicants taking either six to eight credits or nine to 11 credits paid 60 and 67 percent of their cost of attendance, compared to 43 percent for the lowest-income full-time financial aid applicants. After subtracting parental and family contributions, lowest-income part-time financial aid applicants had net costs of \$7,087 (9 to 11 credits) and \$7,532 (6 to 8 credits) compared to \$5,007 for full-time students, as shown in Figure 1C-4.

Figure 1C-3
LOWEST-INCOME PART-TIME STUDENTS
PAY A MUCH LARGER SHARE
OF THEIR COSTS

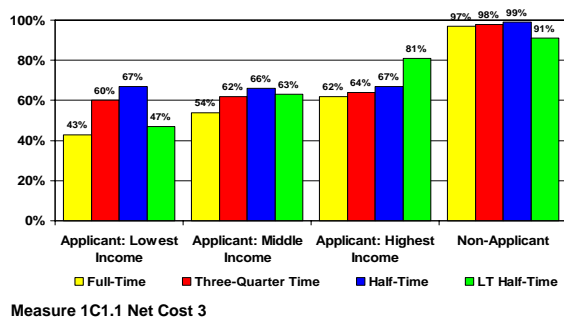
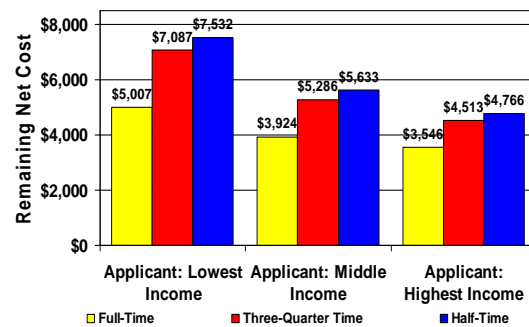


Figure 1C-4
LOWEST-INCOME PART-TIME STUDENTS
HAVE HIGHEST REMAINING NET COST



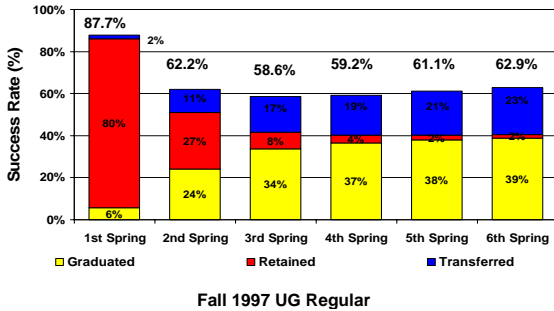
Measure 1D: Retention, Graduation, Transfer and Success Rates

Definition: Measure 1D, success rate, reports percentage of a cohort of entering students that have either graduated, been retained or transferred to another institution. The numerator is the number of entering students in the cohort or entry term who have graduated, were retained or transferred, and the number of graduated and transferred are cumulative across terms. The denominator is the total number of entering students in the cohort term. The measure and its components are reported for each term in the six years following the entry term.

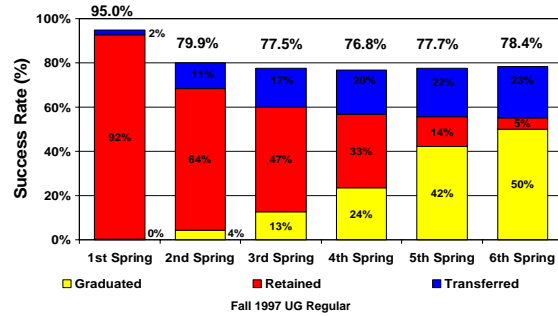
Significance: Measure 1D is significant in that it indicates the extent to which students who enroll in system colleges or universities achieve success by graduating, being retained or transferring to another higher education institution.

Measure: Success rates for entering students are the highest in the spring semester after fall entry, with a rate of 87.7 percent for state college students and 95.0 percent for state university students, as shown in Figures 1D-1 and 1D-2. The rates generally decline between entry term and the second spring semester and are relatively stable for subsequent terms as students shift from being retained to the graduated or transferred statuses.

**Figure 1D-1
SUCCESS RATE OF FALL 1997 COHORT
DECLINES AND THEN RISES:
COLLEGES FULL-TIME**

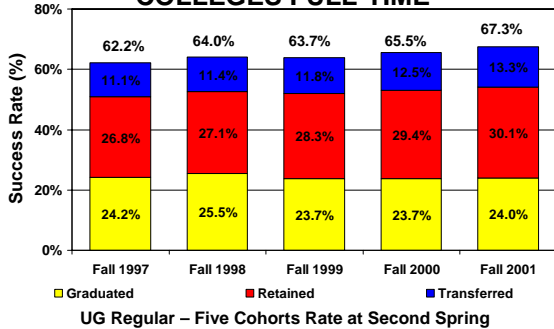


**Figure 1D-2
SUCCESS RATE OF FALL 1997 COHORT
DECLINES AND STABILIZES:
UNIVERSITIES FULL-TIME**

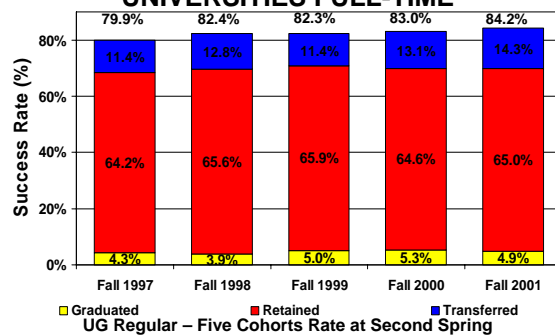


Drill-Downs: Success rates for full-time entering undergraduate students at the colleges and at the universities have increased during the last five years, as shown in Figures 1D-3 and 1D-4. The two-year success rate for full-time state college students increased from 62.2 percent for Fall 1997 entering students to 67.3 percent for Fall 2001 entering students. The comparable rate for full-time state university undergraduate students increased from 79.9 percent for Fall 1997 entering students to 84.2 percent for Fall 2001 entering students.

**Figure 1D-3
INCREASING RETENTION & SUCCESS
RATES AFTER TWO YEARS:
COLLEGES FULL-TIME**



**Figure 1D-4
INCREASING RETENTION & SUCCESS
RATES AFTER TWO YEARS:
UNIVERSITIES FULL-TIME**



Measure 1E: First Generation Students

Definition: Measure 1E reports number and percent of the system’s students in credit courses who are first-generation college students. First-generation students are those whose parents did not attend college.

Significance: Measure 1E is significant in that research on student preparation, enrollment and persistence in higher education suggests that students whose parents did not attend college are less well prepared for college, less likely to enroll in college and less likely to persist and graduate from college than students with at least one parent that has earned a bachelor’s degree.

Measure: Approximately one-third of the system’s entering undergraduate students with known levels of parental education are first-generation students, as shown in

Figure 1E-1. First-generation students constituted 36 percent of entering undergraduate students in Fiscal Year 2003 and 33 percent in Fiscal Year 2004.

Figure 1E-1
PERCENTAGE OF FIRST-GENERATION STUDENTS IS BELOW US AVERAGE

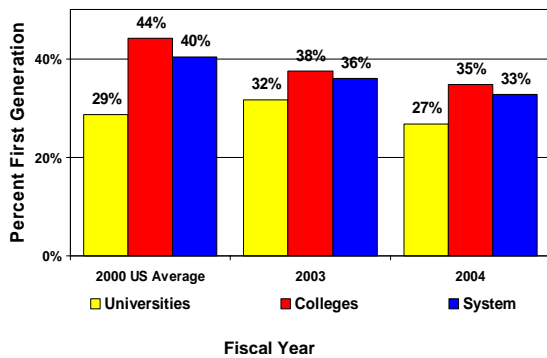
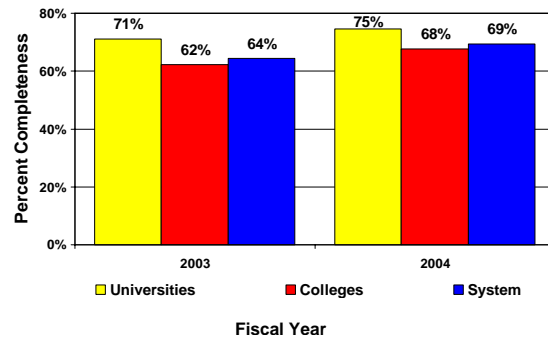


Figure 1E-2
COMPLETENESS OF PARENTAL EDUCATION DATA IMPROVING



Context: The percentage of first-generation students in the system is lower than that of similar U.S. institutions, as shown in Figure 1E-1. The system average of 33 percent in Fiscal Year 2004 was lower than the 40 percent average for U.S. public two-year and four-year institutions in Fiscal Year 2000. The state university students, at 27 percent first-generation, were slightly below the 29 percent figure for U.S. public four-year universities. The state college students, at 35 percent first-generation, were below the 44 percent figure for U.S. public two-year universities. The completeness of the system's data on parental education improved to 69 percent in Fiscal Year 2004, as shown in Figure 1E-2.

Strategic Direction Two: Fully Integrate the System

The Minnesota State Colleges and Universities will become a more fully coordinated and integrated system of distinct higher education institutions that provide high-quality education.

Rationale - A primary reason for creating the Minnesota State Colleges and Universities System was to coordinate programs and services, providing students with easy and seamless access to higher education. The system has a public responsibility to fully integrate its programs and services to provide students with access to the collective programs, services and strengths of its distinct institutions.

Indicator 3: Fiscal & Physical Capital Utilization

Measure 3A: Fiscal Measures

Definition: Measure 3A1 is fully allocated instructional expenditures per full-year-equivalent student. The numerator is direct instructional expenditures plus support expenditures attributable to instruction in a fiscal year. The denominator is full-year-equivalent enrollment for that fiscal year. Measure 3A2 is the percent distribution of education and general expenditures among functional categories.

Significance: Measures 3A1 and 3A2 are key measures of the system's fiscal resource utilization.

Measure: The system's fully allocated instructional expenditures per full-year-equivalent student in Fiscal Year 2003 were \$7,028. The system spent 49.4 percent of its total educational and general expenditures on instruction and 14.3 percent for academic support in Fiscal Year 2003.

Measure 3B: Facilities Measures

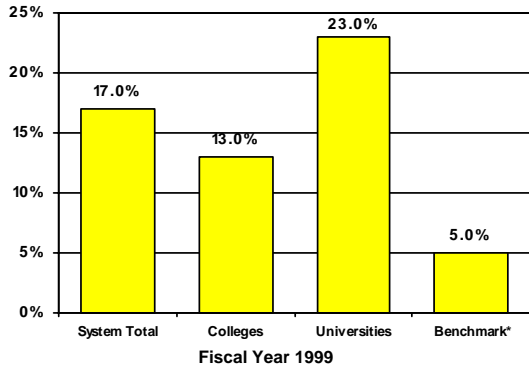
Definition: Measure 3B-1 is the facilities condition index. The numerator is the total dollar amount of existing major maintenance repairs and replacements as identified by a comprehensive facilities condition audit. The denominator is the current replacement value for all college and university educational and general facilities. Measure 3B-2 is the expenditures for facilities renewal per gross square foot of space. The numerator includes expenditures for repair and replacement, Higher Education Asset Preservation and Renewal Allocation, capital renewal and campus maintenance. The denominator is gross square feet of academic space.

Significance: Measures 3B-1 and 3B-2 are key measures of the system's facilities resource stewardship.

Measure: The system's facilities condition index was 17 percent in 1999, the last time a facilities condition audit was conducted, as shown in Figure 3B-1. This compares to a

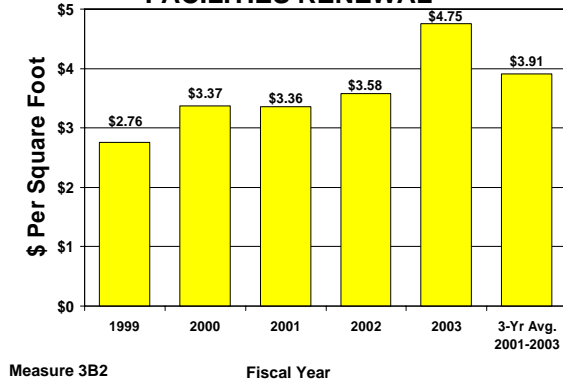
breakpoint between good and excellent of 5 percent. Resources for facilities renewal increased from \$2.76 per square foot in Fiscal Year 1999 to \$4.75 per square foot in Fiscal Year 2003, as shown in Figure 3B-2.

**Figure 3B-1
FACILITIES CONDITION INDEX
EXCEEDS BENCHMARK**



Measure 3B1 * 5% is breakpoint between good and excellent.

**Figure 3B-2
INCREASING RESOURCES FOR
FACILITIES RENEWAL**



Measure 3B2 Fiscal Year

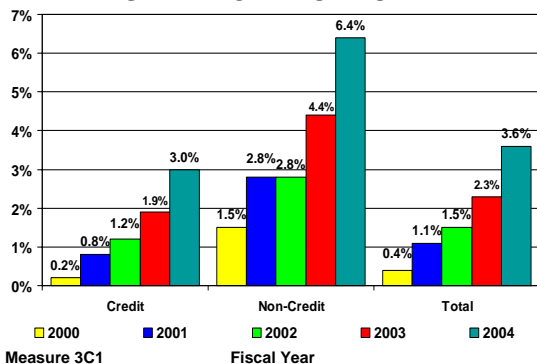
Measure 3C: Technology Measures

Definition: Measure 3C-1 is the utilization of technology in instruction. The numerator is the number of Internet-based course sections offered. The denominator is the total number of course sections offered. Measure 3C-2 is the percent of Web functionality in the Integrated Statewide Record System that has been implemented by the colleges and universities. Measure 3C-3 is the percent of student course registrations that completed on the internet. Measure 3C4 is the percent of customers that reported satisfaction with the system's Information Technology Services Division.

Significance: Measures 3C-1 through 3C-4 are significant in that they measure the system's efforts to utilize technology in instruction and support services and customers satisfaction with IT services.

Measure: The percent of the system's course sections offered online grew from 0.4 percent in 2000 to 3.6 percent in 2004, as shown in Figure 3C-1. The system had 25,228

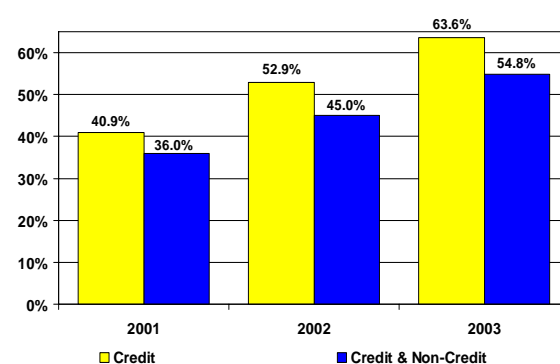
**Figure 3C-1
INTERNET COURSES GROWING
AS A PERCENT OF TOTAL**



Measure 3C1

Fiscal Year

**Figure 3C-2
INCREASING PERCENT OF COURSE
REGISTRATIONS USING THE WEB**



Measure 3C3

Fiscal Year

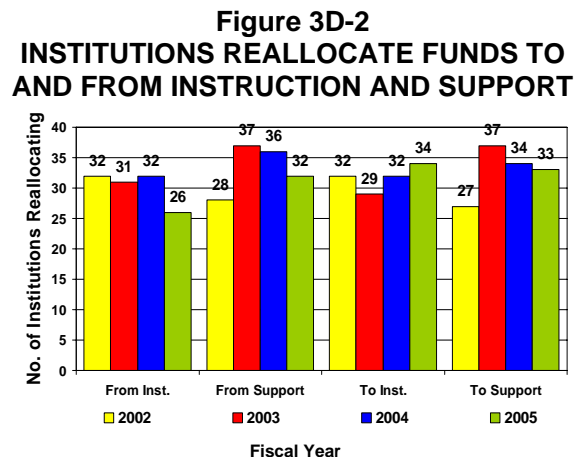
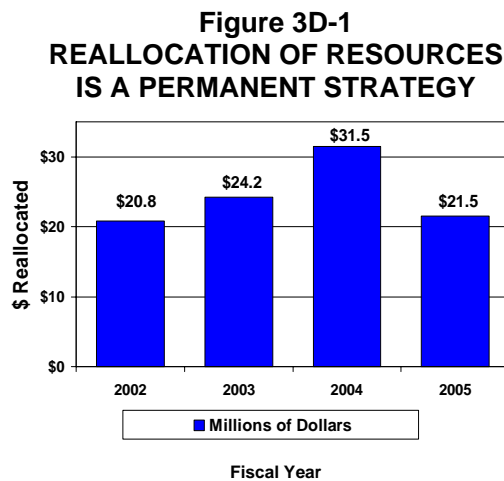
students enrolled in its 3,589 Internet course sections in 2004. Fifty-four percent of available Web functionality has been implemented by the colleges and universities. Online registration in credit courses increased from 40.9 percent in Fiscal Year 2001 to 63.6 percent in Fiscal Year 2003, as shown in Figure 3C-2. Forty-two percent of system Information Technology Services' customers indicated that they were completely or very satisfied with its services in a 2002 survey.

Measure 3D: Reallocation of Resources

Definition: Measure 3D is the amount of money that was reallocated to advance system priorities.

Significance: Measure 3D is significant in that it measures system efforts to advance its priorities and respond to changing demands for instructional and support programs through reallocation of resources.

Measure: System colleges and universities reallocated \$32 million in Fiscal Year 2004 and \$22 million in Fiscal Year 2005, as shown in Figure 3D-1. The majority of colleges and universities reduce expenditures in both instructional and support programs and reallocate those funds to higher priority instructional and support programs, as shown in Figure 3D-2. Appendix A contains institutional level detail on this measure.



Strategic Direction Three: Expand High Quality Learning Programs & Services

The Minnesota State Colleges and Universities will provide students with a full range of high-quality learning programs and services that respond to student needs and document student achievement.

Rationale - A key legislative objective for higher education is to “provide a level of excellence that is competitive on a national and international level, through high-quality teaching, scholarship and learning in a broad range of arts and sciences, technical education and professional fields.” (Minnesota State Statute Section 135A.053, Subdivision 1.) The rapid pace of change in society and the workplace requires the system to continuously evaluate and revise programs and services to offer students innovative and high-quality learning experiences to meet this legislative objective.

Indicator 6: Student Learning

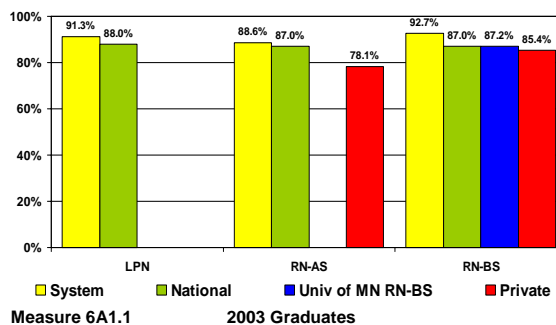
Measure 6A: Student or Graduate Pass Rates on Licensure Exams

Definition: Measure 6A, student or graduate pass rates, reports percentage of a cohort of students or graduates that passed a state or national licensure examination. Pass rates are reported for graduates of nursing (6A-1) and peace officer training (6A-2) programs. Pass rates also are reported for students entering teacher education programs (Praxis I) and for students about to graduate from teacher education programs (Praxis II) (6A-3).

Significance: Measure 6A is significant in that it indicates the effectiveness of college and university instructional programs at preparing students or graduates for professional licensure. Tests administered at entry indicate the readiness of students for the professional program.

Measure 6A-1: System licensed practical nursing graduates in 2003 had a pass rate of 91.3 percent on the national nursing examination. Associate degree registered nursing graduates in 2003 had a pass rate of 88.6 percent on the national nursing examination. Bachelor’s degree registered nursing graduates in 2003 had a pass rate of 92.7 percent on the national nursing examination, as shown in Figure 6A-1.

**Figure 6A-1
SYSTEM NURSING GRADUATE
PASS RATES ARE ABOVE
NATIONAL RATES**

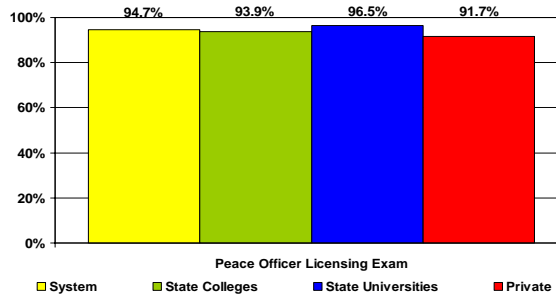


Context: System nursing graduates at all levels had licensure pass rates that were higher than those of graduates from other nursing programs at both public and private colleges and universities.

Measure 6A-2: System peace officer training graduates in 2003 had a pass rate of 94.7 percent on the state licensing examination, as shown in Figure 6A-2.

Context: System peace officer graduates had licensure pass rates that were higher than those of graduates from other peace officer training programs at private colleges and universities.

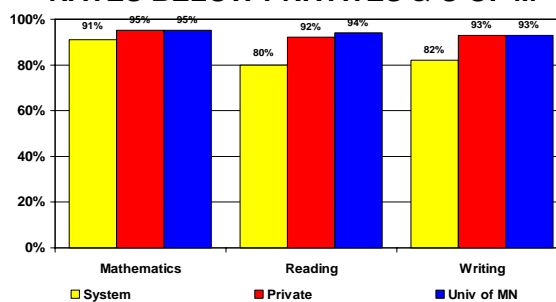
Figure 6A-2
SYSTEM LAW ENFORCEMENT GRADUATE PASS RATES ARE ABOVE PRIVATE GRADUATES



Measure 6A-3.1: Applicants to system teacher education programs had pass rates on the Pre-Professional Skills Examinations (Praxis I) of 91 percent on the mathematics exam, 80 percent on the reading exam and 82 percent on the writing exam, as shown in Figure 6A-3.

Context: Applicants to system teacher education programs had pass rates on the Pre-Professional Skills Examination that were lower than those of applicants to programs at other public and private colleges and universities, as shown in Figure 6A-3.

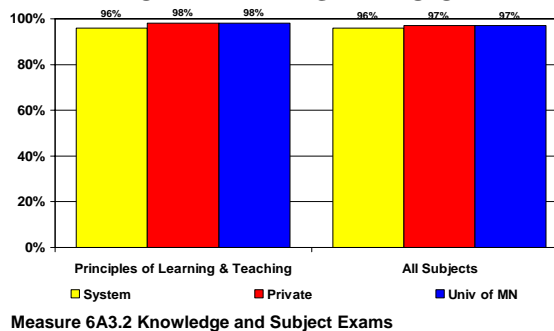
Figure 6A-3
TEACHER EDUCATION STUDENT PRE-PROFESSIONAL SKILLS PASS RATES BELOW PRIVATES & U OF M



Measure 6A-3.2: System teacher education students had pass rates on the Knowledge and Subject Exams (Praxis II) of 96 percent.

Context: System teacher education students had pass rates on the Knowledge and Subject Exams that were only slightly below those of students at other public and private colleges and universities, as shown in Figure 6A-4.

Figure 6A-4
SYSTEM TEACHER EDUCATION STUDENT PASS RATES SLIGHTLY BELOW PRIVATES AND U OF M



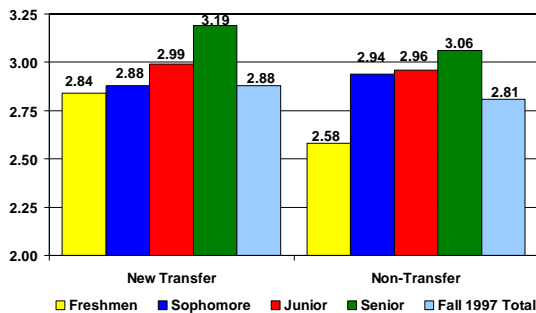
Measure 6B: Transfer Student Success

Definition: Measure 6B, transfer student success, compares the performance of transfer students to that of non-transfer students. The two groups are compared on grade point average (6B-1), cumulative credits earned at graduation (6B-2), persistence rates (6B-3) and graduation rates (6B-4).

Significance: Measure 6B is significant in that it indicates the effectiveness of the system’s colleges and universities at preparing students for transfer.

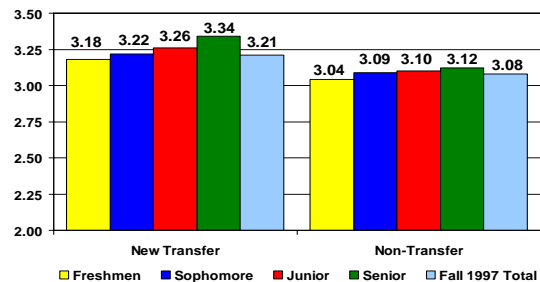
Measure 6B-1: System transfer students have initial GPAs that are comparable to those of non-transfer students, as shown in Figure 6B-1.1. Transfer student GPAs are higher than those of non-transfer students at graduation, as shown in Figure 6B-1.2.

Figure 6B-1.1
TRANSFER STUDENT GPAS ARE SIMILAR TO NON-TRANSFER STUDENTS



Measure 6B1.1

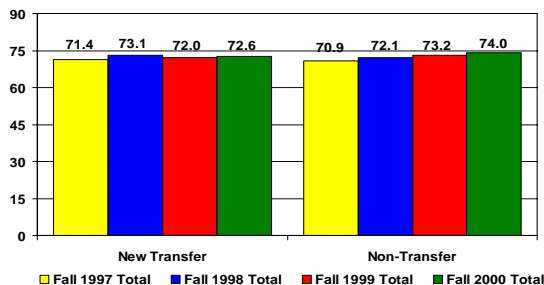
Figure 6B-1.2
TRANSFER STUDENT GPA AT GRADUATION IS HIGHER THAN NON-TRANSFER



Measure 6B1.2

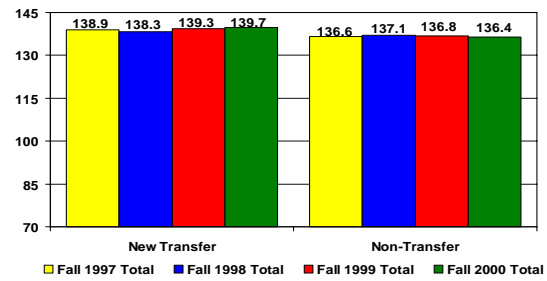
Measure 6B-2: System transfer students at state colleges have cumulative credits earned at graduation that are similar to non-transfer students, as shown in Figure 6B-2.1. Transfer student at state universities have slightly higher cumulative credits earned than non-transfer students, as shown in Figure 6B-2.2.

Figure 6B-2.1
CUMULATIVE CREDITS EARNED AT GRADUATION SIMILAR FOR BOTH GROUPS AT COLLEGES



Measure 6B2.1

Figure 6B-2.2
TRANSFERS HAVE SLIGHTLY HIGHER CUMULATIVE CREDITS EARNED AT UNIVERSITIES

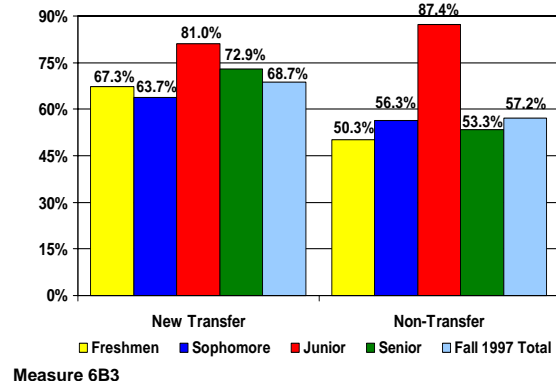


Measure 6B2.2

Measure 6B-3: System transfer students have persistence rates, enrollment in subsequent terms, that are higher than non-transfer students, as shown in Figure 6B-3.

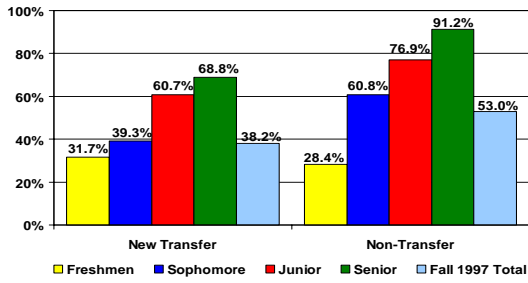
Measure 6B-4: System transfer students have three-year graduation rates at the state colleges and six-year graduation rates at the state universities that are lower than those of non-transfer students, as shown in Figures 6B-4.1 and 6B-4.2.

Figure 6B-3
TRANSFER STUDENT PERSISTENCE IS HIGHER THAN NON-TRANSFER



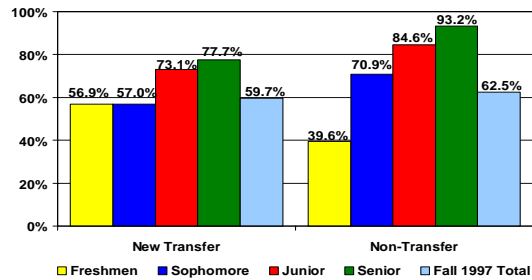
Measure 6B3

Figure 6B-4.1
TRANSFER STUDENTS HAVE LOWER 3-YEAR GRADUATION RATE THAN NON-TRANSFER AT COLLEGES



Measure 6B4.1

Figure 6B-4.2
TRANSFER STUDENTS HAVE LOWER 6-YEAR GRADUATION RATE THAN NON-TRANSFER AT UNIVERSITIES



Measure 6B4.2

Measure 6C: IPEDS Graduation and Transfer-Out Rates

Definition: Measure 6C is the graduation and transfer-out rates that are reported to the National Center for Education Statistics on the Integrated Postsecondary Education Data System Survey. The graduation rate is the percent of full-time, first-time certificate-seeking, diploma-seeking or degree-seeking undergraduate students who graduate within 150 percent of the time it would take a full-time student to complete the award. The transfer-out rate is the percent of full-time, first-time certificate-seeking, diploma-seeking or degree-seeking undergraduate students who do not graduate within 150 percent of the time it would take a full-time student, but do transfer to another college or university.

Significance: Measure 6C is significant in that it indicates the effectiveness of colleges and universities at enabling degree-seeking students to meet their educational goals.

Measure 6C: The combined graduation and transfer-out rates at the state colleges increased from 53.5 percent in 1999 to 55.6 percent in 2003, as shown in Figure 6C-1. The graduation rates at the state universities increased from 39.7 percent in 1999 to 46.1 percent in 2003, as shown in Figure 6C-2. Reporting transfer-out rates is optional, and these rates were not reported by the universities in 1999 and 2000.

Figure 6C-1
COLLEGE GRADUATION & TRANSFER-OUT RATES INCREASING

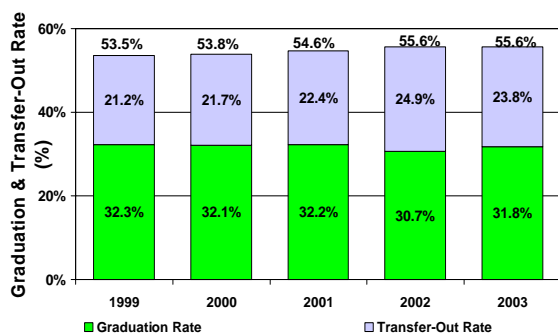
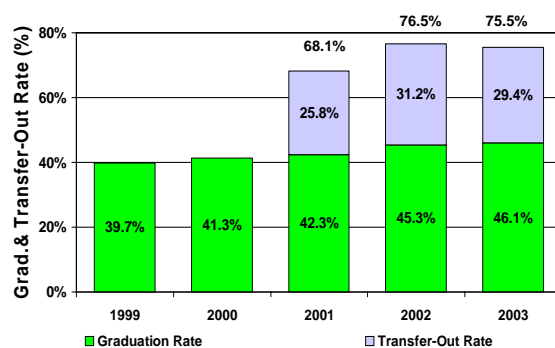


Figure 6C-2
UNIVERSITY GRADUATION RATES INCREASING



Context: The 2003 combined graduation and transfer-out rate for the state colleges, 55.6 percent, was substantially higher than the rate for similar U.S. public two-year colleges, as shown in Figure 6C-3. The graduation and transfer-out rate for the state universities, 75.5 percent, was substantially higher than the rate for similar U.S. public four-year universities, as shown in Figure 6C-4.

Figure 6C-3
COLLEGE GRADUATION & TRANSFER-OUT RATES ARE HIGHER THAN SIMILAR U.S. INSTITUTIONS

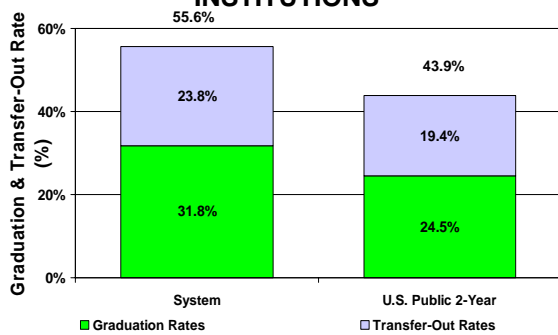
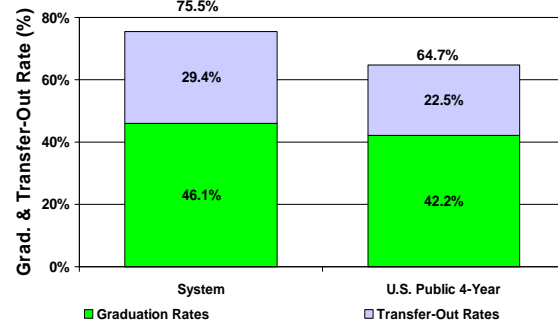


Figure 6C-4
UNIVERSITY GRADUATION & TRANSFER-OUT RATES ARE HIGHER THAN SIMILAR U.S. INSTITUTIONS



Drill-Downs: The combined graduation and transfer-out rates for students of color at the state colleges were substantially lower than for white students, but the rates for all groups increased between 2001 and 2003, as shown in Figure 6C-5. The combined graduation and transfer-out rates for students of color at the state universities also were lower than for white students, and the rates for most groups increased between 2001 and 2003, as shown in Figure 6C-6. Appendix A contains institutional level reports.

Figure 6C-5
COLLEGE GRAD/TRANSFER-OUT RATES LOWER FOR STUDENTS OF COLOR BUT INCREASING IN ALL GROUPS

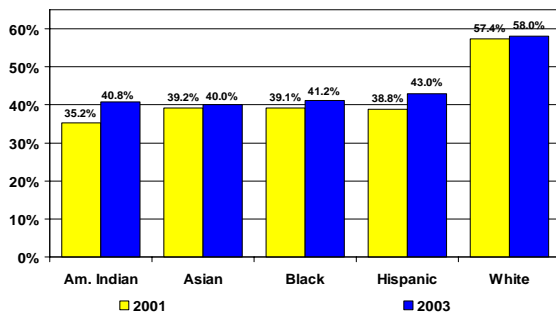
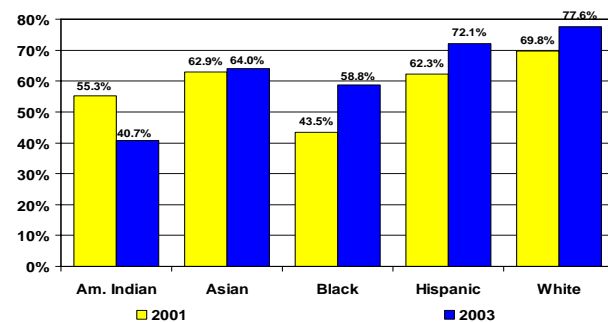


Figure 6C-6
UNIVERSITY GRAD/TRANSFER-OUT RATES LOWER FOR STUDENTS OF COLOR BUT INCREASING IN MOST GROUPS



Indicator 9: Program Development

Measure 9D: Five High Priority Programs

Definition: Measure 9D reports the number and percent of system instructional programs and graduates in five high priority undergraduate program areas. The five areas were chosen by system leadership in response to a legislative directive and include business and information technology, education, engineering and manufacturing technology, health care and law enforcement.

Significance: Measure 9D is significant in that it indicates the extent to which the colleges and universities are offering instructional programs and producing graduates in these five program areas that provide an educated workforce for Minnesota private- and public-sector employers. The liberal arts and sciences, because they are integral to the higher education enterprise, provide the foundation for the program areas.

Measure: The majority of system instructional programs are in the five high priority program areas in Fiscal Year 2005, as shown in Figure 9D-1. The majority of system graduates also were in the five high priority program areas in Fiscal Year 2003, as shown in Figure 9D-2.

Figure 9D-1
MAJORITY OF SYSTEM PROGRAMS ARE IN FIVE HIGH PRIORITY AREAS IN 2005

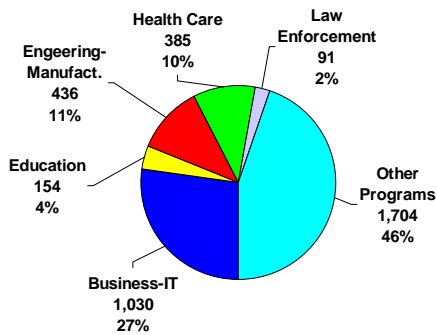
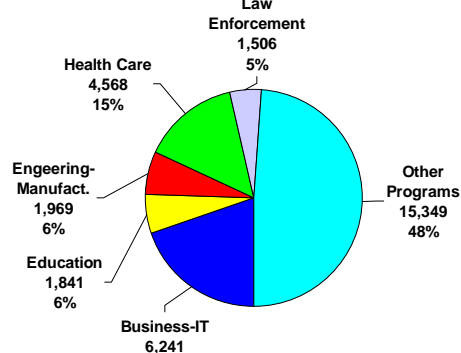
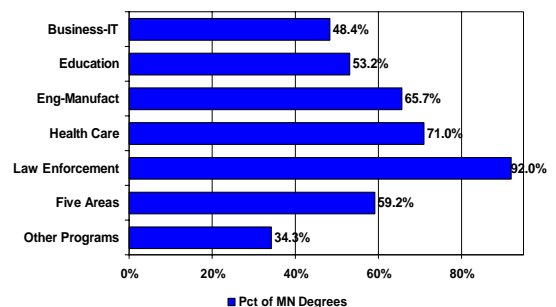


Figure 9D-2
MAJORITY OF SYSTEM DEGREES ARE IN FIVE HIGH PRIORITY AREAS IN 2003



Context: The system provides the majority of the State's graduates in four of the five high priority program areas, as shown in Figure 9D-3.

Figure 9D-3
SYSTEM PROVIDES MAJORITY OF DEGREES IN 4 OF 5 AREAS



Strategic Direction Four: Community Development & Economic Vitality

The Minnesota State Colleges and Universities will work in new and collaborative ways to maintain and build vital communities and economies at the local, regional and state level.

Rationale - Minnesota's higher education systems should "assist the state in being competitive in the world market and to prepare a highly skilled and adaptable workforce that meets Minnesota's opportunities and needs." (Minnesota State Statute Section 135A.053, Subdivision 1.) The Minnesota State Colleges and Universities System is in a unique and important position to help Minnesotans develop the knowledge and skills they need to create strong communities and economies.

Indicator 10: External Partnerships

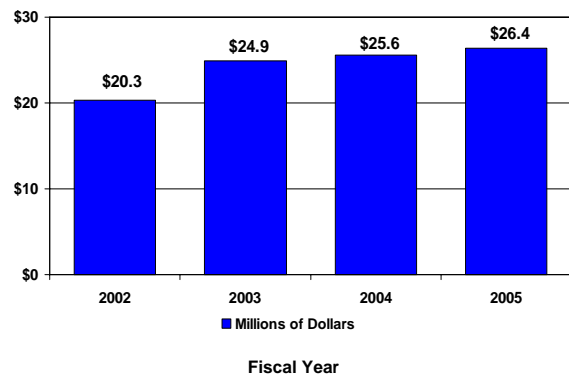
Measure 10B: Customized Training Revenues

Definition: Measure 10B reports system's customized training revenue.

Significance: Measure 10B is significant in that it indicates the extent to which the colleges and universities are providing instruction and related services to employers.

Measure: Customized training revenues have increased from \$20.3 million in Fiscal Year 2002 to an estimated \$26.4 million in Fiscal Year 2005, as shown in Figure 10B-1.

**Figure 10B-1
CUSTOMIZED TRAINING REVENUES
ARE INCREASING**



Indicator 11: Economic Development

Measure 11A: Graduate Related Employment Rate

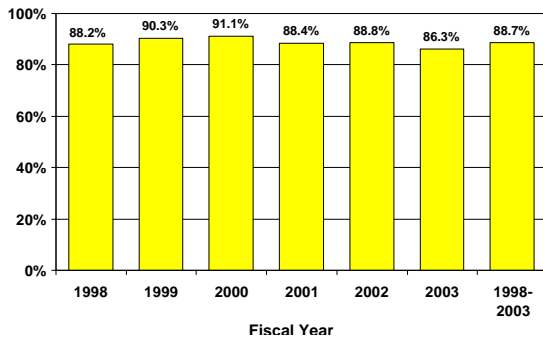
Definition: Measure 11A reports system graduates' employment rate during the year after graduation in occupations that they report were related to their program or major. The numerator is the number of graduates that reported related employment. The denominator is the number of graduates in related employment plus those seeking related employment.

Significance: Measure 11A is significant in that it indicates the extent to which college and university instructional programs are providing graduates with the knowledge and skills that employers are seeking. This measure is complementary to Measure 11B, Graduate Continued Education Rate, which indicates the proportion of graduates that continued their education.

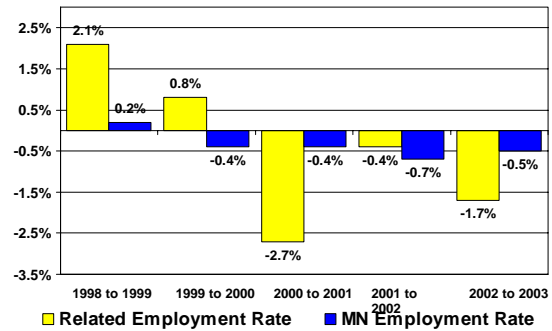
Measure: The related employment rate for system graduates in Fiscal Year 2003 was 86.3 percent, as shown in Figure 11A-1. This rate is down from a high of 91.1 percent for Fiscal Year 2000 graduates and at its lowest point during the period from 1998 to 2003.

Context: The annual change in the related employment rate tends to exceed the change in the Minnesota unadjusted employment rate. When rates are increasing, the related rate increases faster than the Minnesota rate. When rates are decreasing, the related rate also decreases faster than the Minnesota rate.

**Figure 11A – 1
GRADUATE RELATED
EMPLOYMENT RATE**

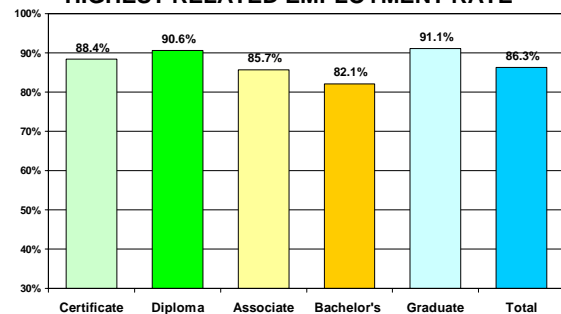


**Figure 11A – 2
CHANGES IN RELATED EMPLOYMENT
RATE EXCEED
MN EMPLOYMENT RATE**



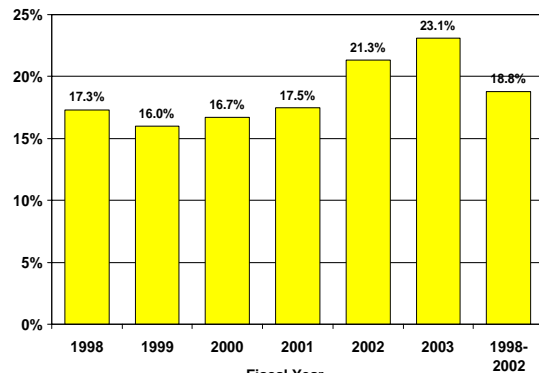
Drill-Downs: Related employment rates for Fiscal Year 2003 graduates were highest at graduate and diploma levels, as shown in Figure 11A-3.

**Figure 11A – 3
GRADUATE & DIPLOMA LEVELS HAVE
HIGHEST RELATED EMPLOYMENT RATE**



Measure 11B: Continuing Education Rate
Definition: Measure 11B reports system graduates' continued education rate during the year after graduation. The numerator is the number of graduates that reported continuing their education. The denominator is the number of graduates that responded to the follow-up survey.

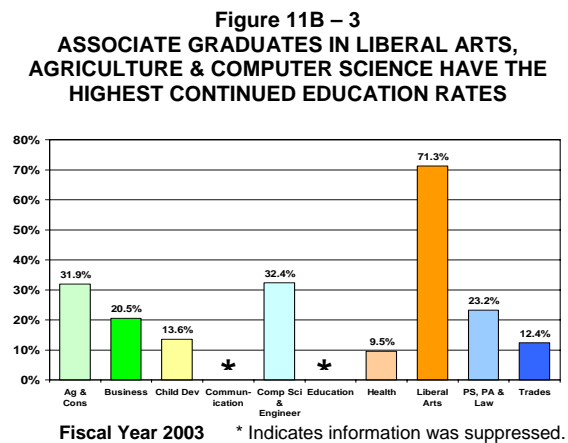
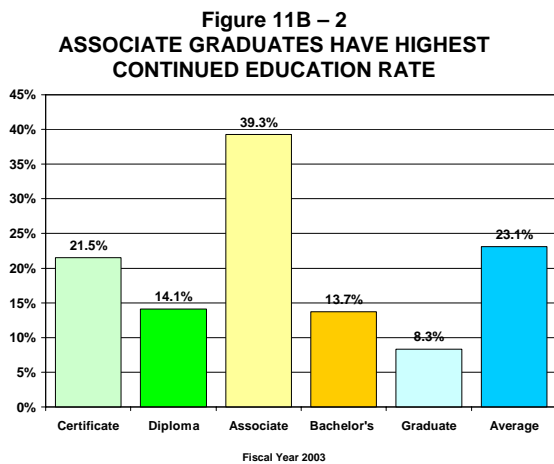
**Figure 11B – 1
GRADUATE CONTINUED
EDUCATION RATES ARE INCREASING**



Significance: Measure 11B is significant in that it indicates the extent to which college and university instructional programs prepare graduates for continued education at the undergraduate or graduate level. This measure is complementary to Measure 11A, Graduate Related Employment Rate.

Measure: The continued education rate for system graduates in Fiscal Year 2003 was 23.1 percent, as shown in Figure 11B-1. This rate is up from 21.3 percent for Fiscal Year 2002 graduates and at its highest point for the period 1998 to 2003.

Drill-Downs: Continued education rates for Fiscal Year 2003 graduates were highest at associate degree level, as shown in Figure 11B-3. Associate graduates in the liberal arts, agriculture and computer science and engineering have the highest continued education rates, as shown in Figure 11B-3.

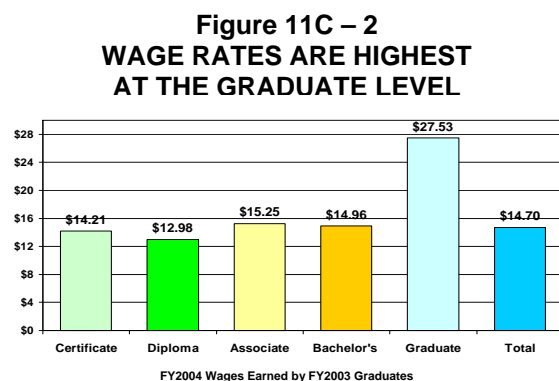
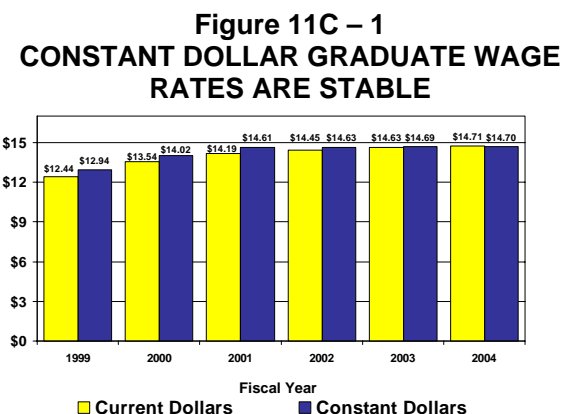


Measure 11C: Graduates Median Wage Rates

Definition: Measure 11C reports the median wage rate earned by system graduates with related employment during the year after graduation. The numerator is total dollars earned by each graduate during the fiscal year. The denominator is the total number of hours worked by each graduate during the fiscal year. Median wage rates are reported to reduce the influence of extreme values at the top and bottom of the wage distribution.

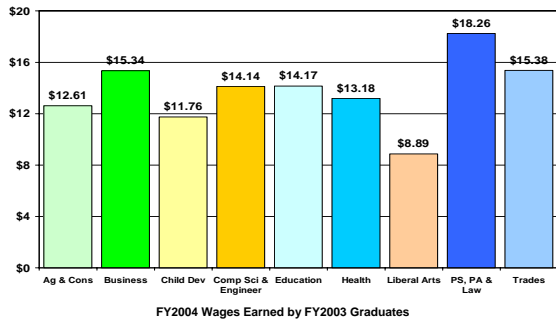
Significance: Measure 11C is significant in that it indicates graduates' economic returns to their college and university education during the first year after graduation. This measure is complementary to Measure 11A, Graduate Related Employment Rate.

Measure: The Fiscal Year 2004 median wage rate earned by Fiscal Year 2003 system graduates was \$14.70, as shown in Figure 11C-1. The constant dollar wage rate has been stable at this level for the last three years.

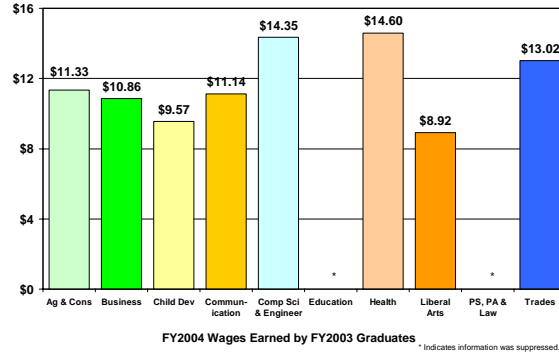


Drill-Downs: Median wage rates for Fiscal Year 2003 graduates were highest at the graduate level, as shown in Figure 11C-2. This reflects the fact that many graduate students have been in the workforce for several years and are using the graduate degree to advance in their careers. Certificate graduates in the law enforcement, the trades and business have the highest median wage rates, as shown in Figure 11C-3. Bachelor's graduates in the health fields and computer science and engineering have the highest median wage rates, as shown in Figure 11C-4.

**Figure 11C – 3
CERTIFICATE WAGE RATES
ARE HIGHEST IN LAW, TRADES & BUSINESS**



**Figure 11C – 4
BACHELOR'S WAGE RATES
ARE HIGHEST IN HEALTH & COMPUTER SCIENCE**



Appendix A

Measure 3D: Reallocation of Resources - Institutional Level Detail

Measure 6C: IPEDS Graduation and Transfer-Out Rates - Institutional Level Detail

Measure 3D
Reallocation of Resources to Advance System Priorities
Minnesota State Colleges and Universities
Fiscal Years 2002 through 2005

Colleges	FY2002	FY2003	FY2004	FY2005
Alexandria Technical College	\$408,150	\$720,770	\$873,200	\$486,000
Anoka-Ramsey Community College	\$540,000	\$421,619	\$1,596,100	\$250,000
Anoka Technical College	\$637,666	\$1,145,708	\$954,346	\$559,750
Central Lakes College	\$700,000	\$1,030,664	\$1,014,110	\$293,891
Century College	\$428,319	\$709,167	\$905,300	\$459,178
Dakota County Technical College	\$714,666	\$777,309	\$390,978	\$0
Fond du Lac Tribal and Community College	\$267,000	\$145,890	\$57,000	\$85,000
Hennepin Technical College	\$813,239	\$935,657	\$593,700	\$655,933
Inver Hills Community College	\$367,797	\$515,125	\$434,661	\$330,370
Lake Superior College	\$549,000	\$782,000	\$1,225,000	\$1,525,000
Minneapolis Community and Technical College	\$250,000	\$225,000	\$1,045,000	\$230,000
Minnesota State College - Southeast Technical	\$997,500	\$410,500	\$128,000	\$248,000
Minnesota State Community and Technical College				\$455,361
Fergus Falls Community College (Now Minnesota State Community and Technical College)	\$186,659	\$261,110	\$284,079	
Minnesota West Community and Technical College	\$160,000	\$395,800	\$523,500	\$234,000
Normandale Community College	\$903,000	\$911,641	\$898,000	\$697,800
North Hennepin Community College	\$301,757	\$1,264,400	\$344,400	\$510,000
Northeast Higher Education District	\$1,652,915	\$2,142,406	\$1,334,500	\$982,626
Hibbing Community College	\$303,000	\$630,767	\$176,566	\$363,295
Itasca Community College	\$485,000	\$90,000	\$358,800	\$120,000
Mesabi Range Community and Technical College	\$432,000	\$837,840	\$309,052	\$195,750
Rainy River Community College	\$265,915	\$276,123	\$324,000	\$273,581
Vermilion Community College	\$167,000	\$307,676	\$166,082	\$30,000
Northland Community and Technical College (Now including the East Grand Forks campus)				\$303,000
Northland Community and Technical College	\$196,570	\$245,164	\$398,000	
Northwest Technical College	\$451,000	\$871,871	\$779,276	
Northwest Technical College - Bemidji				\$195,900
Pine Technical College	\$103,500	\$262,000	\$240,000	\$227,000
Ridgewater College	\$640,000	\$1,004,537	\$615,861	\$453,250
Riverland Community College	\$340,000	\$290,997	\$0	\$70,000
Rochester Community and Technical College	\$243,000	\$465,270	\$902,848	\$0
St. Cloud Technical College	\$380,000	\$1,038,087	\$153,396	\$960,786
Saint Paul College	\$450,000	\$371,014	\$1,686,800	\$836,000
South Central Technical College	\$300,000	\$304,600	\$185,000	\$221,000
Subtotal: Colleges	\$12,981,738	\$17,648,306	\$17,563,055	\$11,269,845
Universities				
Bemidji State University	\$798,200	\$629,000	\$1,646,200	\$901,783
Metropolitan State University	\$293,500	\$438,000	\$2,303,087	\$268,579
Minnesota State University, Mankato	\$1,491,000	\$709,025	\$1,716,748	\$2,424,380
Minnesota State University Moorhead	\$2,000,000	\$900,109	\$1,859,448	\$2,631,942
St. Cloud State University	\$1,525,000	\$1,520,000	\$3,574,608	\$1,256,785
Southwest Minnesota State University	\$685,000	\$845,000	\$1,635,000	\$1,300,000
Winona State University	\$1,000,000	\$1,486,506	\$1,200,000	\$1,447,000
Subtotal: Universities	\$7,792,700	\$6,527,640	\$13,935,091	\$10,230,469
System Total	\$20,774,438	\$24,175,946	\$31,498,146	\$21,500,314
Average	\$561,471	\$653,404	\$851,301	\$581,090

Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2000 and Four-Year University Fall 1997 First-time, Full-time, Degree Seeking Students
Minnesota State Colleges and Universities

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown Race/Ethnicity	Total Male	Total Female	Grand Total
Colleges Total											
	Graduation Rate	21.4%	12.7%	20.1%	21.3%	21.9%	38.4%	24.6%	34.6%	34.6%	34.6%
	Transfer Out Rate	13.1%	29.5%	20.6%	21.4%	21.6%	21.0%	30.2%	21.4%	24.0%	22.5%
	Combined Rate	34.5%	42.2%	40.7%	42.7%	43.5%	59.4%	54.7%	56.0%	58.6%	57.2%
Metro Area Community Colleges Total											
	Graduation Rate	19.5%	4.9%	12.5%	11.8%	3.3%	16.5%	10.0%	10.0%	17.2%	13.9%
	Transfer Out Rate	22.0%	40.9%	31.3%	30.7%	48.3%	36.3%	46.9%	40.6%	37.7%	39.0%
	Combined Rate	41.5%	45.8%	43.8%	42.5%	51.7%	52.8%	56.9%	50.6%	54.9%	53.0%
Anoka-Ramsey Community College											
	Initial Cohort	**	7	**	18	9	355	637	425	607	1032
	Total Completers	**		**	2		83	66	35	118	153
	Transfers Out	**	2	**	6	5	115	320	198	252	450
	Graduation Rate	**		**	11.1%		23.4%	10.4%	8.2%	19.4%	14.8%
	Transfer Out Rate	**	28.6%	**	33.3%	55.6%	32.4%	50.2%	46.6%	41.5%	43.6%
	Combined Rate	**	28.6%	**	44.4%	55.6%	55.8%	60.6%	54.8%	61.0%	58.4%
Inver Hills Community College											
	Initial Cohort	10	19	4	18	24	453	114	281	361	642
	Total Completers	2	1		1	1	61	6	24	48	72
	Transfers Out	2	11	3	4	10	161	43	109	125	234
	Graduation Rate	20.0%	5.3%		5.6%	4.2%	13.5%	5.3%	8.5%	13.3%	11.2%
	Transfer Out Rate	20.0%	57.9%	75.0%	22.2%	41.7%	35.5%	37.7%	38.8%	34.6%	36.5%
	Combined Rate	40.0%	63.2%	75.0%	27.8%	45.8%	49.0%	43.0%	47.3%	47.9%	47.7%
Normandale Community College											
	Initial Cohort	17	62	4	71	17	852	83	546	560	1106
	Total Completers	3	3	1	10		109	3	47	82	129
	Transfers Out	5	27		24	10	363	36	231	234	465
	Graduation Rate	17.7%	4.8%	25.0%	14.1%		12.8%	3.6%	8.6%	14.6%	11.7%
	Transfer Out Rate	29.4%	43.6%		33.8%	58.8%	42.6%	43.4%	42.3%	41.8%	42.0%
	Combined Rate	47.1%	48.4%	25.0%	47.9%	58.8%	55.4%	47.0%	50.9%	56.4%	53.7%
North Hennepin Community College											
	Initial Cohort	**	54	**	46	10	549	107	362	420	782
	Total Completers	**	3	**	5	1	112	19	56	86	142
	Transfers Out	**	18	**	13	4	162	42	117	124	241
	Graduation Rate	**	5.6%	**	10.9%	10.0%	20.4%	17.8%	15.5%	20.5%	18.2%
	Transfer Out Rate	**	33.3%	**	28.3%	40.0%	29.5%	39.3%	32.3%	29.5%	30.8%
	Combined Rate	**	38.9%	**	39.1%	50.0%	49.9%	57.0%	47.8%	50.0%	49.0%

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Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2000 and Four-Year University Fall 1997 First-time, Full-time, Degree Seeking Students
Minnesota State Colleges and Universities

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown Race/Ethnicity	Total Male	Total Female	Grand Total
Metro Area Community and Technical Colleges Total											
	Graduation Rate	9.3%	7.1%	12.1%	6.4%	10.0%	18.1%	8.1%	12.2%	14.1%	13.1%
	Transfer Out Rate	24.1%	26.2%	33.3%	20.0%	13.3%	25.7%	33.7%	26.4%	28.2%	27.3%
	Combined Rate	33.3%	33.3%	45.5%	26.4%	23.3%	43.8%	41.8%	38.5%	42.3%	40.4%
Century College											
	Initial Cohort	26	46	10	59	11	653	357	563	599	1162
	Total Completers	4	9	3	2	3	132	34	84	103	187
	Transfers Out	7	9	2	14		176	114	140	182	322
	Graduation Rate	15.4%	19.6%	30.0%	3.4%	27.3%	20.2%	9.5%	14.9%	17.2%	16.1%
	Transfer Out Rate	26.9%	19.6%	20.0%	23.7%		27.0%	31.9%	24.9%	30.4%	27.7%
	Combined Rate	42.3%	39.1%	50.0%	27.1%	27.3%	47.2%	41.5%	39.8%	47.6%	43.8%
Minneapolis Community and Technical College											
	Initial Cohort	28	164	23	81	19	371	148	439	395	834
	Total Completers	1	6	1	7		53	7	38	37	75
	Transfers Out	6	46	9	14	4	87	56	124	98	222
	Graduation Rate	3.6%	3.7%	4.4%	8.6%		14.3%	4.7%	8.7%	9.4%	9.0%
	Transfer Out Rate	21.4%	28.1%	39.1%	17.3%	21.1%	23.5%	37.8%	28.3%	24.8%	26.6%
	Combined Rate	25.0%	31.7%	43.5%	25.9%	21.1%	37.7%	42.6%	36.9%	34.2%	35.6%
Metro Area Technical Colleges Total											
	Graduation Rate	35.0%	27.6%	46.2%	35.2%	27.1%	41.9%	49.1%	41.5%	40.3%	41.1%
	Transfer Out Rate	15.0%	19.7%	23.1%	11.4%	18.8%	12.8%	15.6%	11.3%	18.2%	13.8%
	Combined Rate	50.0%	47.4%	69.2%	46.7%	45.8%	54.7%	64.6%	52.8%	58.5%	54.9%
Anoka Technical College											
	Initial Cohort		**	**	8	**	280	7	193	112	305
	Total Completers		**	**	4	**	125	1	87	45	132
	Transfers Out		**	**	1	**	42	3	27	19	46
	Graduation Rate		**	**	50.0%	**	44.6%	14.3%	45.1%	40.2%	43.3%
	Transfer Out Rate		**	**	12.5%	**	15.0%	42.9%	14.0%	17.0%	15.1%
	Combined Rate		**	**	62.5%	**	59.6%	57.1%	59.1%	57.1%	58.4%
Dakota County Technical College											
	Initial Cohort	**	**	**	5	11	261	249	329	213	542
	Total Completers	**	**	**	1	2	115	126	152	98	250
	Transfers Out	**	**	**	1	5	33	36	38	38	76
	Graduation Rate	**	**	**	20.0%	18.2%	44.1%	50.6%	46.2%	46.0%	46.1%
	Transfer Out Rate	**	**	**	20.0%	45.5%	12.6%	14.5%	11.6%	17.8%	14.0%
	Combined Rate	**	**	**	40.0%	63.6%	56.7%	65.1%	57.8%	63.9%	60.2%

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Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2000 and Four-Year University Fall 1997 First-time, Full-time, Degree Seeking Students
Minnesota State Colleges and Universities

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown Race/Ethnicity	Total Male	Total Female	Grand Total
Hennepin Technical College											
	Initial Cohort	**	32		29	**	698	3	530	243	773
	Total Completers	**	11		6	**	243		173	91	264
	Transfers Out	**	8		6	**	95	1	60	51	111
	Graduation Rate	**	34.4%		20.7%	**	34.8%		32.6%	37.5%	34.2%
	Transfer Out Rate	**	25.0%		20.7%	**	13.6%	33.3%	11.3%	21.0%	14.4%
	Combined Rate	**	59.4%		41.4%	**	48.4%	33.3%	44.0%	58.4%	48.5%
Saint Paul College											
	Initial Cohort	15	102	9	63	27	278	4	297	201	498
	Total Completers	6	25	5	26	7	153	2	148	76	224
	Transfers Out	2	21	3	4	4	24	1	27	32	59
	Graduation Rate	40.0%	24.5%	55.6%	41.3%	25.9%	55.0%	50.0%	49.8%	37.8%	45.0%
	Transfer Out Rate	13.3%	20.6%	33.3%	6.4%	14.8%	8.6%	25.0%	9.1%	15.9%	11.9%
	Combined Rate	53.3%	45.1%	88.9%	47.6%	40.7%	63.7%	75.0%	58.9%	53.7%	56.8%
Greater Minnesota Community Colleges Total											
	Graduation Rate	5.9%	6.8%	10.1%			32.2%	19.1%	22.4%	36.5%	28.4%
	Transfer Out Rate		29.6%	23.2%	25.0%	22.2%	32.7%	32.6%	34.9%	27.0%	31.5%
	Combined Rate	5.9%	36.4%	33.3%	25.0%	22.2%	65.0%	51.7%	57.3%	63.5%	60.0%
Fergus Falls Community College											
	Initial Cohort		10	**		**	363	13	208	182	390
	Total Completers			**		**	105		36	69	105
	Transfers Out		6	**		**	147	7	97	66	163
	Graduation Rate			**		**	28.9%		17.3%	37.9%	26.9%
	Transfer Out Rate		60.0%	**		**	40.5%	53.9%	46.6%	36.3%	41.8%
	Combined Rate		60.0%	**		**	69.4%	53.9%	63.9%	74.2%	68.7%
Fond du Lac Tribal and Community College											
	Initial Cohort		**	46	**		75	3	57	69	126
	Total Completers		**	2	**		18		9	11	20
	Transfers Out		**	9	**		15		10	15	25
	Graduation Rate		**	4.4%	**		24.0%		15.8%	15.9%	15.9%
	Transfer Out Rate		**	19.6%	**		20.0%		17.5%	21.7%	19.8%
	Combined Rate		**	23.9%	**		44.0%		33.3%	37.7%	35.7%

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Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2000 and Four-Year University Fall 1997 First-time, Full-time, Degree Seeking Students
Minnesota State Colleges and Universities

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown Race/Ethnicity	Total Male	Total Female	Grand Total
Itasca Community College											
	Initial Cohort	**		8	**	**	280	29	191	147	338
	Total Completers	**		3	**	**	108	6	55	63	118
	Transfers Out	**		1	**	**	87	12	67	34	101
	Graduation Rate	**		37.5%	**	**	38.6%	20.7%	28.8%	42.9%	34.9%
	Transfer Out Rate	**		12.5%	**	**	31.1%	41.4%	35.1%	23.1%	29.9%
	Combined Rate	**		50.0%	**	**	69.6%	62.1%	63.9%	66.0%	64.8%
Rainy River Community College											
	Initial Cohort	**	**	11	**	**	105		57	68	125
	Total Completers	**	**	2	**	**	42		18	27	45
	Transfers Out	**	**	3	**	**	31		23	14	37
	Graduation Rate	**	**	18.2%	**	**	40.0%		31.6%	39.7%	36.0%
	Transfer Out Rate	**	**	27.3%	**	**	29.5%		40.4%	20.6%	29.6%
	Combined Rate	**	**	45.5%	**	**	69.5%		71.9%	60.3%	65.6%
Vermilion Community College											
	Initial Cohort		29	**		**	176	44	192	60	252
	Total Completers		2	**		**	49	11	40	22	62
	Transfers Out		4	**		**	47	10	49	13	62
	Graduation Rate		6.9%	**		**	27.8%	25.0%	20.8%	36.7%	24.6%
	Transfer Out Rate		13.8%	**		**	26.7%	22.7%	25.5%	21.7%	24.6%
	Combined Rate		20.7%	**		**	54.6%	47.7%	46.4%	58.3%	49.2%
Greater Minnesota Community and Technical Colleges Total											
	Graduation Rate	27.5%	8.6%	31.2%	30.4%	26.5%	40.9%	28.1%	36.7%	40.2%	38.2%
	Transfer Out Rate	7.5%	32.1%	16.4%	16.1%	14.3%	19.8%	25.3%	20.7%	20.3%	20.5%
	Combined Rate	35.0%	40.7%	47.5%	46.4%	40.8%	60.6%	53.4%	57.3%	60.5%	58.7%
Central Lakes College											
	Initial Cohort	**	5	**	4	**	779	10	439	363	802
	Total Completers	**	2	**	1	**	337	2	184	160	344
	Transfers Out	**		**		**	134	3	81	56	137
	Graduation Rate	**	40.0%	**	25.0%	**	43.3%	20.0%	41.9%	44.1%	42.9%
	Transfer Out Rate	**		**		**	17.2%	30.0%	18.5%	15.4%	17.1%
	Combined Rate	**	40.0%	**	25.0%	**	60.5%	50.0%	60.4%	59.5%	60.0%

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Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2000 and Four-Year University Fall 1997 First-time, Full-time, Degree Seeking Students
Minnesota State Colleges and Universities

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown Race/Ethnicity	Total Male	Total Female	Grand Total
Hibbing Community College											
	Initial Cohort		3	**		**	99	338	276	166	442
	Total Completers		2	**		**	40	108	94	56	150
	Transfers Out		1	**		**	19	92	63	51	114
	Graduation Rate		66.7%	**		**	40.4%	32.0%	34.1%	33.7%	33.9%
	Transfer Out Rate		33.3%	**		**	19.2%	27.2%	22.8%	30.7%	25.8%
	Combined Rate		100.0%	**		**	59.6%	59.2%	56.9%	64.5%	59.7%
Lake Superior College											
	Initial Cohort	**	5	10	8	**	266	208	292	209	501
	Total Completers	**		1	1	**	50	51	63	41	104
	Transfers Out	**		2	1	**	64	56	74	52	126
	Graduation Rate	**		10.0%	12.5%	**	18.8%	24.5%	21.6%	19.6%	20.8%
	Transfer Out Rate	**		20.0%	12.5%	**	24.1%	26.9%	25.3%	24.9%	25.2%
	Combined Rate	**		30.0%	25.0%	**	42.9%	51.4%	46.9%	44.5%	45.9%
Mesabi Range Community and Technical College											
	Initial Cohort	3	14	15	**	**	324	7	250	117	367
	Total Completers	1		5	**	**	132	2	91	49	140
	Transfers Out		6	1	**	**	78	2	59	28	87
	Graduation Rate	33.3%		33.3%	**	**	40.7%	28.6%	36.4%	41.9%	38.2%
	Transfer Out Rate		42.9%	6.7%	**	**	24.1%	28.6%	23.6%	23.9%	23.7%
	Combined Rate	33.3%	42.9%	40.0%	**	**	64.8%	57.1%	60.0%	65.8%	61.9%
Minnesota West Community and Technical College											
	Initial Cohort	**	**	11	8	4	496	49	356	215	571
	Total Completers	**	**	2	2	2	246	18	164	107	271
	Transfers Out	**	**	4	1		81	7	57	36	93
	Graduation Rate	**	**	18.2%	25.0%	50.0%	49.6%	36.7%	46.1%	49.8%	47.5%
	Transfer Out Rate	**	**	36.4%	12.5%		16.3%	14.3%	16.0%	16.7%	16.3%
	Combined Rate	**	**	54.6%	37.5%	50.0%	65.9%	51.0%	62.1%	66.5%	63.8%
Northland Community and Technical College											
	Initial Cohort	9	8	11		5	308		203	138	341
	Total Completers	3	1	5		1	159		94	75	169
	Transfers Out		4	2			53		37	22	59
	Graduation Rate	33.3%	12.5%	45.5%		20.0%	51.6%		46.3%	54.4%	49.6%
	Transfer Out Rate		50.0%	18.2%			17.2%		18.2%	15.9%	17.3%
	Combined Rate	33.3%	62.5%	63.6%		20.0%	68.8%		64.5%	70.3%	66.9%

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Measure 6C
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Minnesota State Colleges and Universities

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown Race/Ethnicity	Total Male	Total Female	Grand Total
Ridgewater College											
	Initial Cohort		**	9	**	21	770	68	454	419	873
	Total Completers		**	3	**	6	387	13	197	214	411
	Transfers Out		**		**	3	118	14	71	65	136
	Graduation Rate		**	33.3%	**	28.6%	50.3%	19.1%	43.4%	51.1%	47.1%
	Transfer Out Rate		**		**	14.3%	15.3%	20.6%	15.6%	15.5%	15.6%
	Combined Rate		**	33.3%	**	42.9%	65.6%	39.7%	59.0%	66.6%	62.7%
Riverland Community College											
	Initial Cohort		3		4	3	438	3	268	183	451
	Total Completers				2	1	201	2	134	72	206
	Transfers Out				2		74		34	42	76
	Graduation Rate				50.0%	33.3%	45.9%	66.7%	50.0%	39.3%	45.7%
	Transfer Out Rate				50.0%		16.9%		12.7%	23.0%	16.9%
	Combined Rate				100.0%	33.3%	62.8%	66.7%	62.7%	62.3%	62.5%
Rochester Community and Technical College											
	Initial Cohort	25	38	**	29	**	876	55	542	491	1033
	Total Completers	5	1	**	10	**	228	11	109	150	259
	Transfers Out	2	14	**	5	**	240	13	160	115	275
	Graduation Rate	20.0%	2.6%	**	34.5%	**	26.0%	20.0%	20.1%	30.6%	25.1%
	Transfer Out Rate	8.0%	36.8%	**	17.2%	**	27.4%	23.6%	29.5%	23.4%	26.6%
	Combined Rate	28.0%	39.5%	**	51.7%	**	53.4%	43.6%	49.6%	54.0%	51.7%
Greater Minnesota Technical Colleges Total											
	Graduation Rate	28.6%	25.8%	15.7%	31.8%	38.5%	48.4%	39.6%	48.8%	42.5%	46.4%
	Transfer Out Rate	14.3%	25.8%	18.6%	31.8%	10.3%	13.9%	18.5%	11.9%	18.9%	14.6%
	Combined Rate	42.9%	51.6%	34.3%	63.6%	48.7%	62.3%	58.0%	60.7%	61.4%	61.0%
Alexandria Technical College											
	Initial Cohort	**	**		**	3	557	171	489	246	735
	Total Completers	**	**		**	2	350	83	291	146	437
	Transfers Out	**	**		**		50	24	48	26	74
	Graduation Rate	**	**		**	66.7%	62.8%	48.5%	59.5%	59.4%	59.5%
	Transfer Out Rate	**	**		**		9.0%	14.0%	9.8%	10.6%	10.1%
	Combined Rate	**	**		**	66.7%	71.8%	62.6%	69.3%	69.9%	69.5%

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Two-Year College Fall 2000 and Four-Year University Fall 1997 First-time, Full-time, Degree Seeking Students
Minnesota State Colleges and Universities

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown Race/Ethnicity	Total Male	Total Female	Grand Total
Minnesota State College - Southeast Technical											
	Initial Cohort		**	**	**	**	268	**	187	88	275
	Total Completers		**	**	**	**	121	**	88	35	123
	Transfers Out		**	**	**	**	19	**	14	7	21
	Graduation Rate		**	**	**	**	45.2%	**	47.1%	39.8%	44.7%
	Transfer Out Rate		**	**	**	**	7.1%	**	7.5%	8.0%	7.6%
	Combined Rate		**	**	**	**	52.2%	**	54.6%	47.7%	52.4%
Northwest Technical College											
	Initial Cohort		11	62	4	23	955	130	679	506	1185
	Total Completers		3	8		8	426	48	325	168	493
	Transfers Out		4	11	2	2	184	26	97	132	229
	Graduation Rate		27.3%	12.9%		34.8%	44.6%	36.9%	47.9%	33.2%	41.6%
	Transfer Out Rate		36.4%	17.7%	50.0%	8.7%	19.3%	20.0%	14.3%	26.1%	19.3%
	Combined Rate		63.6%	30.7%	50.0%	43.5%	63.9%	56.9%	62.2%	59.3%	60.9%
Pine Technical College											
	Initial Cohort		4	**	**	**	77	**	50	43	93
	Total Completers		1	**	**	**	21	**	12	13	25
	Transfers Out		1	**	**	**	11	**	6	7	13
	Graduation Rate		25.0%	**	**	**	27.3%	**	24.0%	30.2%	26.9%
	Transfer Out Rate		25.0%	**	**	**	14.3%	**	12.0%	16.3%	14.0%
	Combined Rate		50.0%	**	**	**	41.6%	**	36.0%	46.5%	40.9%
South Central Technical College											
	Initial Cohort		**	**	6	7	559	28	376	231	607
	Total Completers		**	**	2	3	243	6	165	90	255
	Transfers Out		**	**	1	2	65	5	44	31	75
	Graduation Rate		**	**	33.3%	42.9%	43.5%	21.4%	43.9%	39.0%	42.0%
	Transfer Out Rate		**	**	16.7%	28.6%	11.6%	17.9%	11.7%	13.4%	12.4%
	Combined Rate		**	**	50.0%	71.4%	55.1%	39.3%	55.6%	52.4%	54.4%
St. Cloud Technical College											
	Initial Cohort	**	8	**	8	4	580	36	393	251	644
	Total Completers	**	4	**	4		289	10	180	128	308
	Transfers Out	**		**	2		86	14	50	55	105
	Graduation Rate	**	50.0%	**	50.0%		49.8%	27.8%	45.8%	51.0%	47.8%
	Transfer Out Rate	**		**	25.0%		14.8%	38.9%	12.7%	21.9%	16.3%
	Combined Rate	**	50.0%	**	75.0%		64.7%	66.7%	58.5%	72.9%	64.1%

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Source: Office of the Chancellor Research and Planning

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Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2000 and Four-Year University Fall 1997 First-time, Full-time, Degree Seeking Students
Minnesota State Colleges and Universities

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown Race/Ethnicity	Total Male	Total Female	Grand Total
State Universities Total											
	Graduation Rate	36.3%	20.6%	13.0%	33.7%	37.2%	47.3%	45.6%	43.1%	48.2%	46.1%
	Transfer Out Rate	6.6%	38.2%	27.8%	30.3%	34.9%	30.3%	25.7%	27.5%	30.8%	29.4%
	Combined Rate	42.9%	58.8%	40.7%	64.0%	72.1%	77.6%	71.3%	70.6%	79.0%	75.5%
Bemidji State University											
	Initial Cohort	21	**	29	**	6	442	29	266	265	531
	Total Completers	8	**	1	**	2	174	14	101	98	199
	Transfers Out	2	**	8	**	1	100	3	54	61	115
	Graduation Rate	38.1%	**	3.5%	**	33.3%	39.4%	48.3%	38.0%	37.0%	37.5%
	Transfer Out Rate	9.5%	**	27.6%	**	16.7%	22.6%	10.3%	20.3%	23.0%	21.7%
	Combined Rate	47.6%	**	31.0%	**	50.0%	62.0%	58.6%	58.3%	60.0%	59.1%
Metropolitan State University											
	Initial Cohort		**	**	9		21	**	26	12	38
	Total Completers		**	**	2		4	**	4	2	6
	Transfers Out		**	**	3		7	**	7	5	12
	Graduation Rate		**	**	22.2%		19.1%	**	15.4%	16.7%	15.8%
	Transfer Out Rate		**	**	33.3%		33.3%	**	26.9%	41.7%	31.6%
	Combined Rate		**	**	55.6%		52.4%	**	42.3%	58.3%	47.4%
Minnesota State University Moorhead											
	Initial Cohort	**	4	3	6	**	458	516	318	673	991
	Total Completers	**		1	3	**	202	248	135	321	456
	Transfers Out	**	1	2	2	**	148	112	90	175	265
	Graduation Rate	**		33.3%	50.0%	**	44.1%	48.1%	42.5%	47.7%	46.0%
	Transfer Out Rate	**	25.0%	66.7%	33.3%	**	32.3%	21.7%	28.3%	26.0%	26.7%
	Combined Rate	**	25.0%	100.0%	83.3%	**	76.4%	69.8%	70.8%	73.7%	72.8%
Minnesota State University, Mankato											
	Initial Cohort	17	11	5	25	12	1486	115	757	914	1671
	Total Completers	10	3		12	3	756	49	363	470	833
	Transfers Out	2	1	2	7	6	421	36	196	279	475
	Graduation Rate	58.8%	27.3%		48.0%	25.0%	50.9%	42.6%	48.1%	51.4%	49.9%
	Transfer Out Rate	11.8%	9.1%	40.0%	28.0%	50.0%	28.4%	31.3%	26.0%	30.5%	28.5%
	Combined Rate	70.6%	36.4%	40.0%	76.0%	75.0%	79.3%	73.9%	74.0%	82.0%	78.4%

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Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2000 and Four-Year University Fall 1997 First-time, Full-time, Degree Seeking Students
Minnesota State Colleges and Universities

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown Race/Ethnicity	Total Male	Total Female	Grand Total
Southwest Minnesota State University											
	Initial Cohort	22	6	4	**	**	355	**	192	217	409
	Total Completers	1	1	1	**	**	151	**	61	99	160
	Transfers Out		3		**	**	104	**	58	60	118
	Graduation Rate	4.6%	16.7%	25.0%	**	**	42.5%	**	31.8%	45.6%	39.1%
	Transfer Out Rate		50.0%		**	**	29.3%	**	30.2%	27.7%	28.9%
	Combined Rate	4.6%	66.7%	25.0%	**	**	71.8%	**	62.0%	73.3%	68.0%
St. Cloud State University											
	Initial Cohort	19	30	8	21	11	1408	157	725	929	1654
	Total Completers	11	6	2	3	5	603	62	285	407	692
	Transfers Out	1	13	3	8	4	452	49	216	314	530
	Graduation Rate	57.9%	20.0%	25.0%	14.3%	45.5%	42.8%	39.5%	39.3%	43.8%	41.8%
	Transfer Out Rate	5.3%	43.3%	37.5%	38.1%	36.4%	32.1%	31.2%	29.8%	33.8%	32.0%
	Combined Rate	63.2%	63.3%	62.5%	52.4%	81.8%	74.9%	70.7%	69.1%	77.6%	73.9%
Winona State University											
	Initial Cohort	**	11	**	23	7	1134	79	452	815	1267
	Total Completers	**	4	**	9	4	617	39	229	448	677
	Transfers Out	**	6	**	6	1	376	26	132	284	416
	Graduation Rate	**	36.4%	**	39.1%	57.1%	54.4%	49.4%	50.7%	55.0%	53.4%
	Transfer Out Rate	**	54.6%	**	26.1%	14.3%	33.2%	32.9%	29.2%	34.9%	32.8%
	Combined Rate	**	90.9%	**	65.2%	71.4%	87.6%	82.3%	79.9%	89.8%	86.3%

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Minnesota
STATE COLLEGES
& UNIVERSITIES

500 WELLS FARGO PLACE
30 EAST SEVENTH STREET
ST. PAUL, MN 55101-4946

ph 651.296-2430
fx 651.296-8488
www.internalauditing.mnscu.edu



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