

System-Level Accountability Framework:

Report to the Legislature

February 15, 2007



Minnesota
STATE COLLEGES
& UNIVERSITIES

The cost of preparing this report was approximately \$10,000, including writing, printing and mailing.

Executive Summary

This document is the second composite report on the system's progress toward implementation of the Board of Trustees' accountability framework. The report includes 26 component measures in nine of the twelve indicator categories that comprise the framework. Five of the measures reported were defined by the Legislature.

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 accountability 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 to assess the system's progress in each area.

The Board of Trustees of Minnesota State Colleges and Universities adopted a system-level accountability framework in June 2003. The purpose of the framework is to inform stakeholders and enable the Board of Trustees to evaluate system performance and direct strategic improvements by aligning:

- Planning assumptions and scans of higher education's external environment;
- Assessments of the system's progress on strategic directions and goals relative to benchmarks, targets and stakeholder satisfaction; and
- Assurances that the system meets expectations of statutes, laws, policies and ethical standards.

The system-level accountability framework is envisioned as a primary governance tool for the Minnesota State Colleges and Universities Board of Trustees. It will be used to develop common expectations for the board and stakeholders about expected outcomes. The chancellor has begun to use the framework to manage system performance by setting targets for improvement on several measures. The framework also is serving as an information management tool to ensure that attention is focused on strategic issues.

College, university and system staff members have been working since April 2003 to define and develop the component measures within the framework. To date, 28 measures have been developed. Staff also has developed a Board of Trustees Web Site for public reporting on the three components of the accountability framework and four interactive Web-based dashboards to report the measures. A Board of Trustees Scorecard and additional dashboards are being developed. Figure 1 on the following page is an image of a design for the main scorecard on the accountability framework Web site.

Board of Trustees adopted a new system strategic plan in January 2006. Three of the four *strategic* directions from the previous plan were retained in the new plan. One strategic direction, *fully integrate the system*, was replaced with a new direction, *innovate to meet current and future educational needs efficiently*. Although the accountability framework is being revised to align with the new strategic plan, this report uses the

four strategic directions from the previous plan. Future reports will be aligned to the new strategic plan.

A summary of the findings regarding the system's accountability measures are presented in this section.

Indicator 1: Access to Programs & Courses

- Minnesota residents enrolled in credit courses at system institutions during fiscal year 2005 represented 5.5 percent of the state's population aged 15 to 84, the same as in fiscal year 2004.
 - Participation rates were highest among the traditional 18- to 24-year-old age group, with 20.5 percent of the population in this group enrolled.
 - Contextual information on participation rates in higher education indicate that Minnesota ranks ninth nationally on a measure of enrollment as a percent of the population aged 18 to 64.
 - The Board of Trustees adopted a target in September 2006 for increasing the number of adult students enrolled in credit courses.
- System graduates in fiscal year 2004 who borrowed to finance their post-secondary education had a median debt burden of 4.3 percent of their monthly income.
 - Black, Hispanic and low income state university graduates and more than one-third of state university graduates had median debt burdens that were higher than the National Association of Student Financial Aid Administrators threshold of eight percent.
 - The U.S. median debt burden for graduates of non-doctoral universities in 2000 was 5.8 percent, compared to the 6.5 percent figure for state university graduates.
- System students, on average, paid 68 percent of their total cost of attendance in fiscal year 2006, net of federal, state, institutional and private financial aid.
 - Financial aid applicants paid 56 percent of their costs, up from 53 percent in 2003, while non-applicants paid 97 percent of their costs.
 - Part-time students paid a larger percent of their total costs of attendance than full-time students in 2006.
 - The net cost as a percent of total cost for system students in 2006 was slightly higher than U.S. average figures for comparable institutions in 2003, the most recent year available national data.
- Success rates, the percent of students who have graduated, transferred or been retained, for full-time entering undergraduate students have remained relatively stable during the last five years.
- The Board of Trustees adopted targets in September 2006 for improvement of retention and success rates.
- The percentage of first-generation students decreased from 36 percent in 2003 to 31 percent in 2006, as the completeness of the system's data on parental education improved.
 - The percentage of first-generation students at system colleges in 2004 was comparable to figure for U. S. public two-year colleges, while the percentage

at the state universities was above the average for U.S. public four-year universities.

Indicator 2: Financial Resources Availability

- System institutions received substantially lower amounts of state and local appropriations per FYE than similar U. S. public institutions in 2005.
- System colleges received more private gift, grant and contract revenue per FYE than similar U.S. public two-year colleges in fiscal year 2005 while system universities received less than similar U.S. public universities.
- The Board of Trustees adopted targets in September 2006 for increasing the amount of institutional support from public grants and private gifts and grants and for increasing alumni participation.

Indicator 3: Fiscal & Physical Capital Utilization

- The system's fully allocated instructional expenditures per full-year-equivalent student increased by 6.7 percent between fiscal years 2001 and 2005, compared to a 16.0 percent increase in the Higher Education Price Index and 9.4 percent increase in the Consumer Price Index.
- The system's facilities condition index decreased from 14 percent in fiscal year 2005 to 13 percent in 2006, moving toward the target of seven percent.
- Resources for facilities renewal increased from \$3.71 per square foot in fiscal year 2002 to \$4.90 per square foot in 2005 and decreased to \$3.91 in 2006.
- The percent of the system's course sections offered online grew from 1.5 percent in 2002 to 6.4 percent in 2006.
- Online registration in credit courses increased from 52.9 percent in fiscal year 2002 to 77.2 percent in fiscal year 2006.
- Seventy-five percent of available Web functionality has been implemented by the colleges and universities as of December 2006.
- The Board of Trustees adopted a target in September 2006 for increasing the number of students enrolled in online courses.
- System colleges and universities reallocated \$19.5 million in fiscal year 2006 and another \$19.5 million in fiscal year 2007.

Indicator 4: Human Resources

- The ratio of students to faculty and staff increased between fiscal year 2002 and 2004 and decreased between fiscal year 2004 and 2006.
- The ratio of students to faculty increased between fiscal year 2002 and 2004 and decreased between fiscal year 2004 and 2006.
- The percentage of system operating expenditures for employee professional development dropped slightly in 2003 and increased between 2003 and 2005.

Indicator 5: Planning and Resource Alignment

- At the system level, 76.1 percent of credits were accepted in transfer in fiscal year 2005, up from 75.8 percent in fiscal year 2002.

- The percent of credits accepted in transfer at system universities is comparable to figures from four transfer studies in other states.

Indicator 6: Student Learning

- System nursing graduate licensure pass rates have decreased slightly in recent years as the size of nursing programs has grown.
- System licensed practical nursing graduates had licensure pass rates that were higher than national pass rates while associate and bachelor's degree nursing graduates had pass rates that were lower than national pass rates.
- System peace officer training graduate licensure pass rates have decreased slightly in recent years as the number of graduates from the colleges has increased.
- Applicants to system teacher education programs had improved pass rates on the Pre-Professional Skills Examinations in 2005 compared to 2004.
- System teacher education students had an average pass rate of 98 percent on the Principles of Learning and Teaching and 96 percent on the subject exams.
- 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.
- Despite the lower pass rates on the pre-professional tests, system teacher education students had pass rates on the Knowledge and Subject Exams that were comparable to those of students at other public and private colleges and universities.
- System transfer students have initial GPAs that are comparable to those of non-transfer students.
- System transfer students have cumulative credits earned at graduation that are similar or slightly higher than non-transfer students.
- System transfer students have persistence rates, enrollment in subsequent terms, that are higher than non-transfer students.
- 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.
- The combined graduation and transfer-out rates at the state colleges fluctuated between 54.3 and 56.2 percent between 2001 and 2005.
- The graduation rates at the state universities increased from 42.3 percent in 2001 to 47.8 percent in 2005.
- The 2005 graduation and transfer-out rates for both the state colleges and universities were substantially higher than those of similar U.S. public institutions.

Indicator 9: Program Development

- System institutions awarded 80 percent of sub-baccalaureate awards, 33 percent of bachelor's degrees, 14 percent of master's degrees, and 50 percent of post-masters certificates in Minnesota in 2005.
- The majority of system instructional programs are in the five high priority program areas in fiscal year 2007.

- The majority of system graduates also were in the five high priority program areas in fiscal year 2005 and the system provided the majority of the State's graduates in all of the high priority program areas.
- The Board of Trustees adopted targets in September 2006 for increasing the number of students and graduates in high priority programs in science, technology, engineering and mathematics.

Indicator 10: External Partnerships

- Customized training revenues have increased from \$20.3 million in fiscal year 2002 to \$30.5 million in 2006.
- The Board of Trustees adopted a target in September 2006 for increasing the amount of customized training.

Indicator 11: Economic Development

- The related employment rate for system graduates in fiscal year 2005 was 88.5 percent.
- The continued education rate, the percent graduates who continue their education after graduation, was 27.4 percent for fiscal year 2005 graduates, up from 17.5 percent for fiscal year 2001 graduates.
- The fiscal year 2006 median wage rate earned by fiscal year 2005 system graduates was \$15.60, up from \$14.79 for 2004 graduates in 2005.

Table of Contents

| | |
|---|-----|
| Executive Summary | i |
| Table of Contents | vii |
| Introduction | 1 |
| Background on the Framework | 3 |
| Strategic Direction One: Access and Opportunity | 7 |
| Indicator 1: Access to Programs & Courses | 7 |
| Indicator 2: Financial Resources Availability | 14 |
| Strategic Direction Two: Fully Integrate the System | 19 |
| Indicator 3: Fiscal & Physical Capital Utilization | 19 |
| Indicator 4: Human Resources..... | 22 |
| Indicator 5: Planning and Resource Alignment | 22 |
| Strategic Direction Three: Expand High Quality Learning Programs & Services | 27 |
| Indicator 6: Student Learning | 27 |
| Indicator 9: Program Development..... | 33 |
| Strategic Direction Four: Community Development & Economic Vitality | 39 |
| Indicator 10: External Partnerships..... | 39 |
| Indicator 11: Economic Development..... | 39 |
| Appendix A..... | 43 |

Introduction

This document is the second composite report on the system's progress toward implementation of the Board of Trustees' accountability framework. The report includes 26 component measures in nine 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 accountability 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. 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 also is 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.

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 be used to develop common expectations for the board and stakeholders about expected outcomes. The chancellor has begun to use the framework to manage system performance by setting targets for improvement on several measures. It is serving as an information management tool to ensure that attention is focused on strategic issues.





College, university and system staff members have been working since April 2003 to define and develop the component measures within the framework. To date, 28 measures have been developed. Staff also has developed a Board of Trustees Web Site for public reporting on the three components of the accountability framework and four interactive web-based dashboards to report the measures. A Board of Trustees Scorecard and additional dashboards are being developed. Figure 1 is an image of the design for the main dashboard from the accountability framework Web Site.

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; text-align: center;">Monitoring</div> <p style="text-align: center;"><i>Required Reports</i></p> | | <div style="border: 1px solid black; padding: 5px; text-align: center;">Innovations</div> <p style="text-align: center;">Innovation 1 Innovation 2</p> | | <div style="border: 1px solid black; padding: 5px; text-align: center;">Policy Compliance</div> <p style="text-align: center;"> 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.

Board of Trustees adopted a new system strategic plan in January 2006. Three of the four *strategic* directions from the previous plan were retained in the new plan. One strategic direction, *fully integrate the system*, was replaced with a new direction, *innovate to meet current and future educational needs efficiently*. Although the accountability framework is being revised to align with the new strategic plan, this report uses the four strategic directions from the previous plan. Future reports will be aligned to the new strategic plan.

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 2005 represented 7.4 percent of the state's population aged 15 to 84. Participation in credit courses was 5.5 percent in fiscal year 2005, the same as in fiscal year 2004. Participation in noncredit courses was 1.9 percent, down slightly from 2.1 percent in 2004.

Context: Contextual information on participation rates in higher education indicate that Minnesota ranks ninth nationally on a measure of enrollment as a percent of the population aged 18 to 64. The state's rate is 15 percent above the national average. Minnesota's college going rate for high school graduates ranks fifth nationally and is 17 percent above the national average. The contextual information is from the National Center for Higher Education Management Systems Information Center for State Higher Education Policymaking and Analysis.

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 20.5 percent of the population in this age group enrolled, as shown in Figure 1A-1.1. The participation rate was 3.6

Figure 1A-1.1
SYSTEM CREDIT PARTICIPATION RATE
IS HIGHEST AMONG 18- TO 24-YEAR-

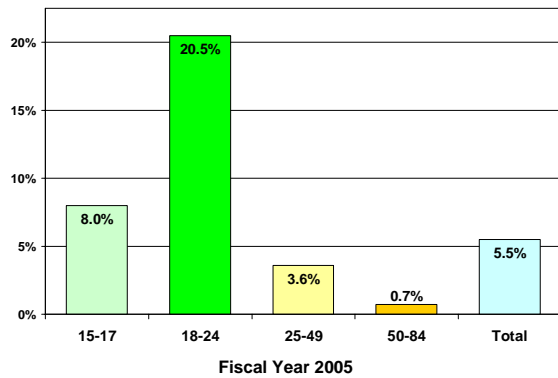
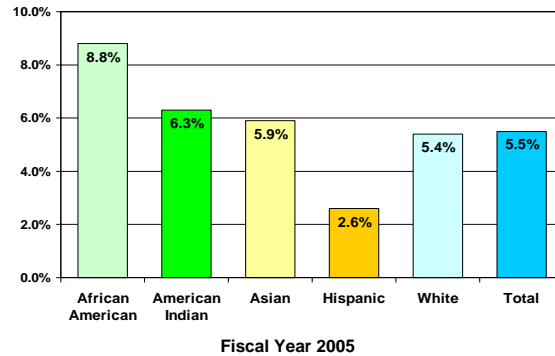


Figure 1A-1.2
SYSTEM PARTICIPATION RATES BY
RACIAL-ETHNIC GROUP



percent in the 25- to 49-year-old age group and 8.0 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-1.2. Hispanics had a lower participation rate than whites. The system has the largest market share among the 15- to 17-year-old age group with 83.9, as shown in Figure 1A-2.1. The system market share for African Americans and American Indians was higher than for whites, as shown in Figure 1A-2.2.

Figure 1A-2.1
SYSTEM HAS A LARGER SHARE OF
STUDENTS IN YOUNGEST AGE GROUP

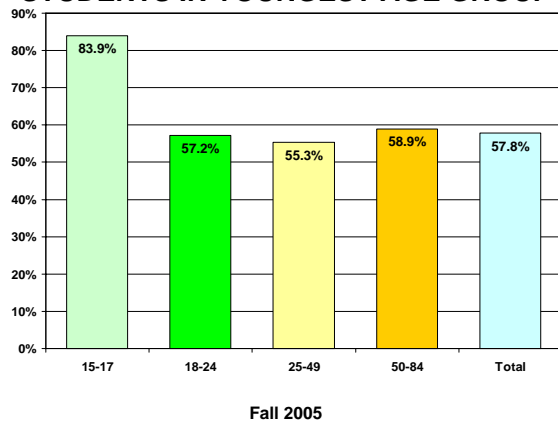
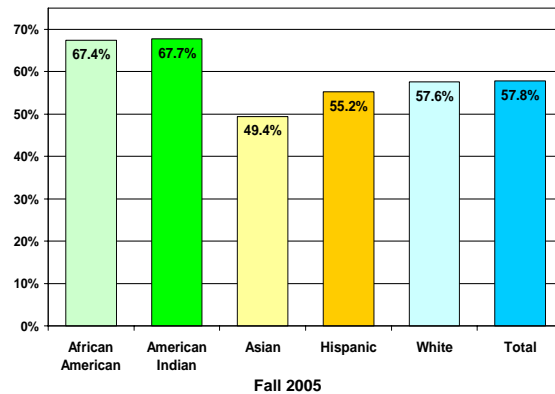


Figure 1A-2.2
SYSTEM HAS LARGER SHARE IN TWO
RACIAL-ETHNIC GROUPS



Targets: The Board of Trustees adopted a target in September 2006 for increasing the number of adult students enrolled in credit courses. The target calls for a 7.4 percent increase in the number of students between the ages of 25 and 44 that are enrolled in credit courses between fiscal years 2005 and 2009.

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

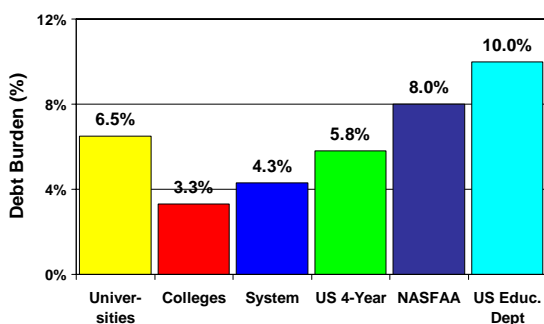
on their student loans. Graduates' loan balances include borrowing from federal and Minnesota state student loan programs at all colleges and/or universities they attended.

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.

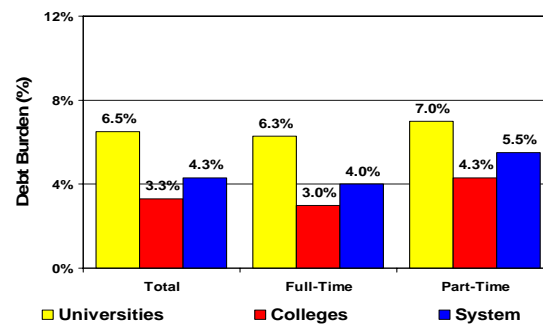
Measure: System graduates in fiscal year 2004 who borrowed to finance their post-secondary education had a median debt burden of 4.3 percent of the monthly income, as shown in Figure 1B-1. The median debt burden was 6.5 percent for state university graduates and 3.3 percent for state college graduates. The figures are from an analysis of 7,306 system graduates during 2004 who were determined to be repaying their student loans.

Context: The U.S. median debt burden for graduates of non-doctoral universities in 2000 was 5.8 percent, compared to the 6.5 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
SYSTEM GRADUATES EMPLOYED PART-TIME
HAVE HIGHER DEBT BURDENS**



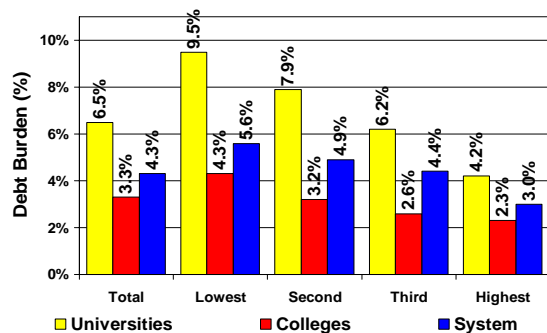
System graduates employed part-time had higher debt burdens than graduates employed full-time, as shown in Figure 1B-2. Graduates in the lowest income quartile after graduation had higher debt burdens (5.6 percent) than did graduates in the highest income quartile (3.0 percent), as shown in Figure 1B-3. State university graduates in the lowest income quartile had a median debt burden of 9.5 percent, which is higher than the NASFAA threshold and approaching the U.S. Education Department threshold.

More than one-third of the 3,316 state university graduates who were repaying their federal and/or state loans had debt burdens above the NASFAA threshold of eight

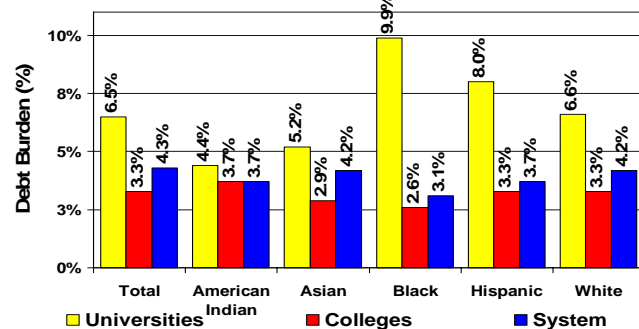
percent, and one-quarter of them were above the U.S. Education Department threshold of ten percent. Eight percent of the 3,990 state college graduates who were repaying their federal and/or state loans had debt burdens above the NASFAA threshold, and four percent were above the U.S. Education Department threshold.

Black and Hispanic university graduates had higher debt burdens (9.9 and 8.0 percent) than white (6.6 percent), American Indian (4.4 percent) or Asian (5.2 percent) university graduates, as shown in Figure 1B-4. Black and Hispanic graduates from state universities had median debt burdens that exceed or equal the NASFAA threshold.

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

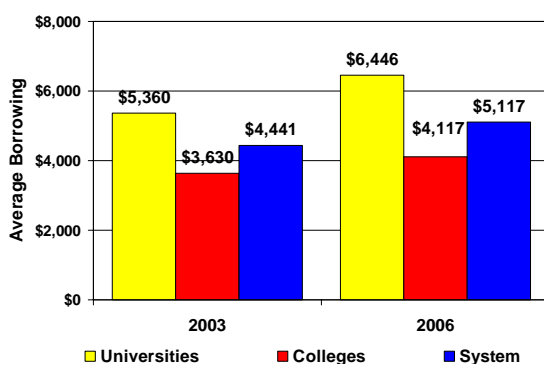


**Figure 1B – 4
SYSTEM BLACK AND HISPANIC GRADUATES
HAVE HIGHER DEBT BURDENS**

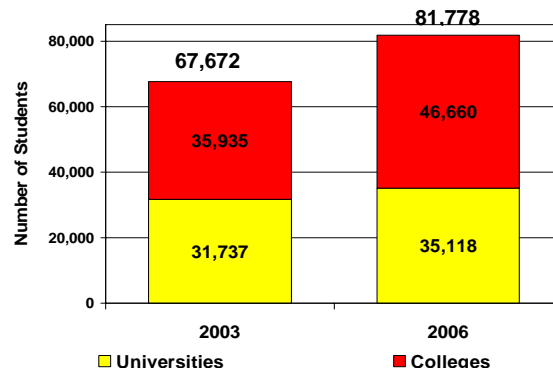


Trends: Recent trends in student borrowing suggest that the system will see increases in graduate debt burden and in the number of graduates with student loan debt during the next several years. The average amount that students borrowed increased by 15 percent or \$676 between fiscal years 2003 and 2006, as shown in Figure 1B-5. During the same time period, the number of students borrowing increased by 21 percent from 67,672 to 81,778, as shown in Figure 1B-6. The number of students borrowing at the state colleges increased by 30 percent. The combination of increased borrowing and more students borrowing resulted in a 39 percent increase in total student borrowing from \$300.6 million in fiscal year 2003 to \$418.5 million in fiscal year 2006. This increase is below the 48 percent increase in U. S. student borrowing reported by the College Board in Trends in Student Aid, 2006.

**Figure 1B – 5
SYSTEM STUDENTS' AVERAGE BORROWING
INCREASED BY 15 %**



**Figure 1B – 6
NUMBER OF SYSTEM STUDENTS
BORROWING INCREASED BY 21 %**

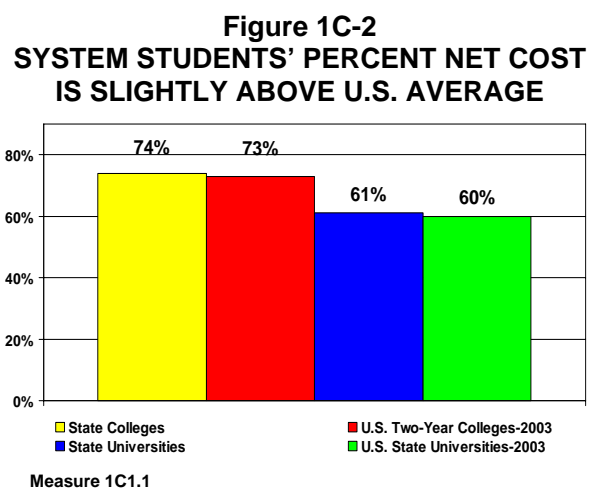
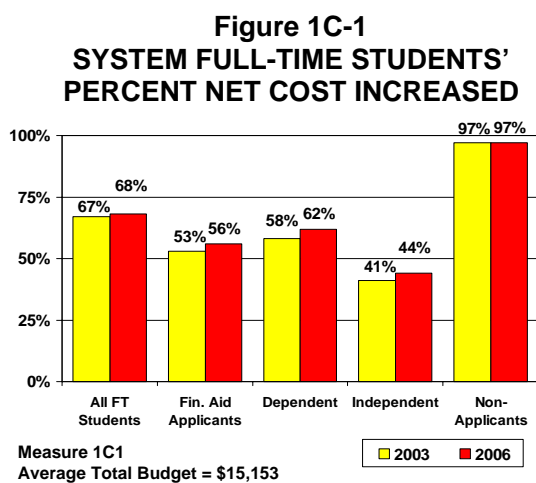


Measure 1C: Affordability

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.

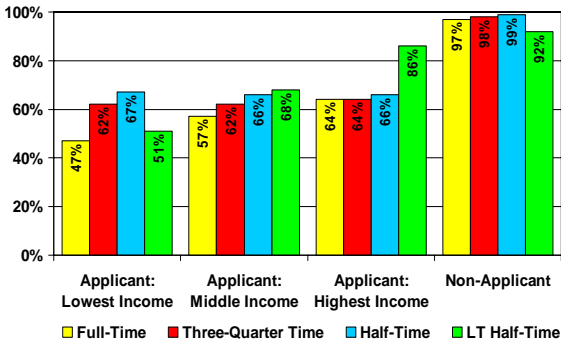
Measure: System students, on average, paid 68 percent of their total cost of attendance in fiscal year 2006, as shown in Figure 1C-1. Financial aid applicants paid 56 percent of their costs, up from 53 percent in 2003. Non-applicants paid 97 percent of their costs.



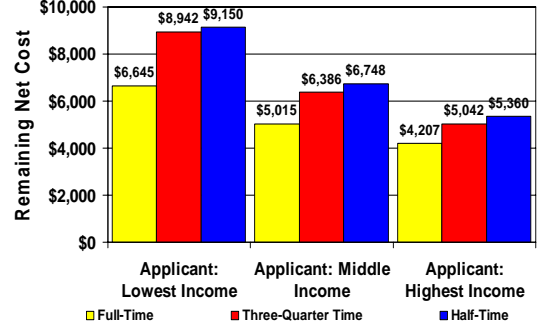
Context: The net cost as a percent of total cost for system students in 2006 was slightly higher than U.S. average figures for comparable institutions in 2003, the most recent year available national data. State college students pay 74 percent of total costs, while the average for U.S. public two-year colleges is 73 percent. State university students pay 61 percent of total costs, while the average for U.S. public four-year universities is 60 percent as shown in Figure 1C-2.

Drill-Downs: Part-time students paid a larger percent of their total costs of attendance than full-time students in 2006, as shown in Figure 1C-3. The lowest-income part-time financial aid applicants enrolled either half-time (six to eight credits) or three-quarter time (nine to 11 credits) paid 67 and 62 percent of their cost of attendance, compared to 47 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 \$8,942 (9 to 11 credits) and \$9,150 (6 to 8 credits) compared to \$6,645 for full-time students, as shown in Figure 1C-4.

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



**Figure 1C-4
SYSTEM'S LOWEST-INCOME PART-TIME STUDENTS HAVE HIGHEST REMAINING NET COST**



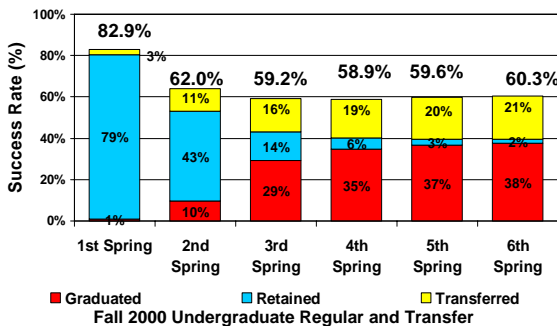
Measure 1D: Retention, Graduation, Transfer and Success Rates

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.

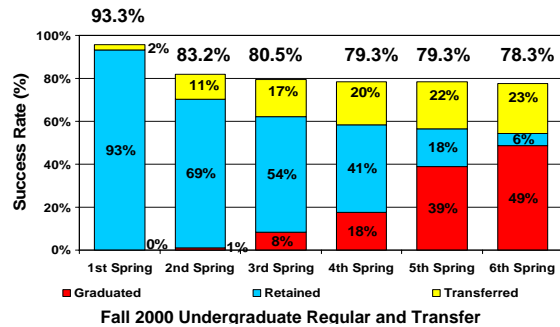
Significance: Measure 1D is significant in that it indicates the extent to which students who enroll in system colleges or universities achieve success by graduating, being retained or transferring to another higher education institution.

Measure: Success rates for entering students are the highest in the spring semester after fall entry, with a rate of 82.9 percent for full-time state college students and 93.3 percent for full-time 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
COLLEGES SUCCESS RATE FOR FALL 2000 FULL-TIME STUDENTS DECLINES AND STABILIZES**



**Figure 1D-2
UNIVERSITIES SUCCESS RATE FOR FALL 2000 FULL-TIME STUDENTS DECLINES AND STABILIZES**



Drill-Downs: Success rates for full-time entering undergraduate students at the colleges and at the universities have remained relatively stable during the last five years, as

Figure 1D-3
COLLEGE FULL-TIME STUDENTS: STABLE SECOND YEAR SUCCESS RATES

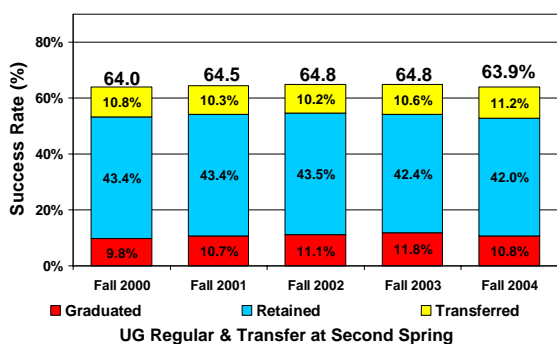
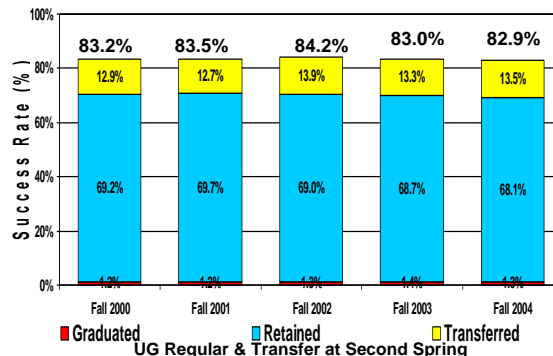


Figure 1D-4
UNIVERSITY FULL-TIME STUDENTS: STABLE SECOND YEAR SUCCESS RATES



shown in Figures 1D-3 and 1D-4. The two-year or second spring success rate for full-time state college students ranged from 64.0 percent for fall 2000 entering students to 63.9 percent for fall 2004 entering students. The comparable rate for full-time state university undergraduate students ranged from 83.2 percent for fall 2000 entering students to 82.9 percent for fall 2004 entering students.

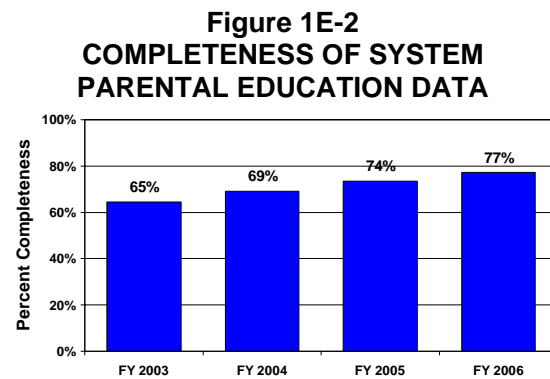
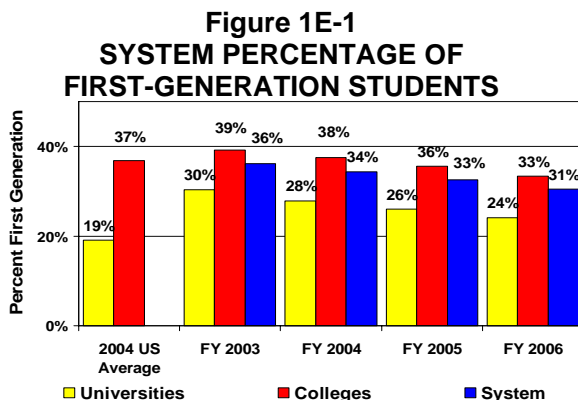
Targets: The Board of Trustees adopted targets in September 2006 for improvement of retention and success rates. The retention rate target calls for a 9.2 percent increase in the number of retained students between fall 2005 and fall 2011. The success rate target calls for a 1.0 percent increase in the number of successful students of color between fall 2005 and fall 2007.

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 undergraduate students with known levels of parental education are first-generation students, as shown in Figure 1E-1. First-generation students constituted 31 percent of undergraduate students in fiscal year 2006. The colleges had 33 percent and the state universities 24 percent first generation students in 2006. The percentage of first-generation students has decreased as the completeness of the system’s data on parental education improved from 65 to 77 percent in 2006, as shown in Figure 1E-2.



Context: The percentage of first-generation students at system colleges in 2004, (38 percent) was comparable to figure for U. S. public two-year colleges (37 percent), as shown in Figure 1E-1. The percentage of first-generation students at the state universities in that year, (24 percent) was above the average (19 percent) for U.S. public four-year universities.

Indicator 2: Financial Resources Availability

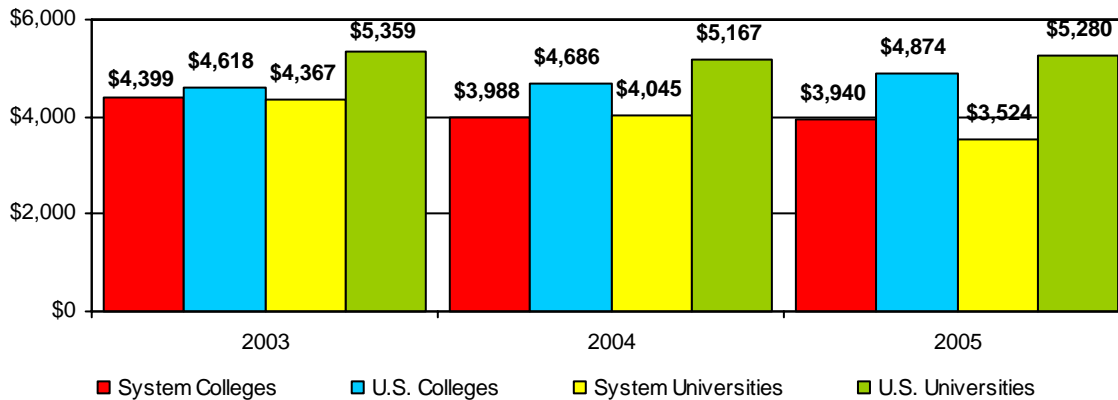
Measure 2A: State and Local Appropriations per FYE

Definition: Measure 2A reports the amount of state and local appropriations per full year equivalent enrollment for system colleges and universities. State appropriations are amounts received by institutions through acts of a state legislative body, except grants and contracts and capital appropriations. Funds reported in this category are for current operating expenses, not for specific projects or programs. Local appropriations include appropriations from local governments, education district taxes and similar support and are amounts received from property or other taxes assessed directly by or for an institution below the state level. Local appropriations include any other similar general support provided to the institution from governments below the state level, including local government appropriations. Local appropriations are included because some states use both state and local appropriations to support public two-year colleges.

Significance: Measure 2A is significant in that it provides an indication of how system institutions compare to similar public institutions across the nation in the amount of state and local appropriations, as related to the full-year-equivalent enrollment. This information may also be helpful as context for interpreting other measures in the accountability framework.

Measure: The difference between system institutions and similar U. S. public institutions in state and local appropriations per FYE increased substantially between fiscal years 2003 and 2005, as shown in Figure 2A. System colleges received \$4,399 per FYE, or \$219 less than similar U. S. public two-year colleges in 2003, and \$3,940 per FYE, or \$934 less in 2005. System universities received \$4,367 per FYE, or \$992 less than

Figure 2A
STATE AND LOCAL APPROPRIATIONS PER FYE TO SYSTEM AND U.S.
COLLEGES AND UNIVERSITIES: FY 2003 TO 2005



similar U. S. public universities in 2003, and \$3,524 per FYE, or \$1,724 less in 2005. The declines in appropriations per FYE for the state colleges (10.4 percent) and universities (19.4 percent) came during a period when the Higher Education Price Index increased by 8.2 percent and the Consumer Price Index increased by 9.4 percent.

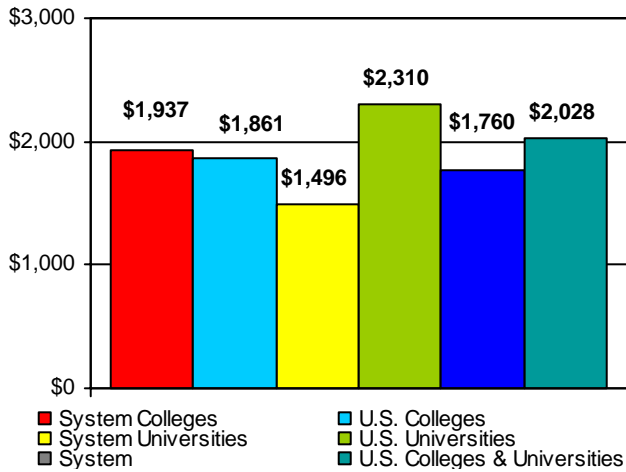
Measure 2B: Private Gift, Grant and Contract Revenue

Definition: Measure 2B reports the amount of revenue received through private gifts and through state, federal, local and private grants and contracts. The numerator is the amount of gift, grant and contract revenue. The denominator for measure 2B-1 is the full-year-equivalent enrollment, while for measure 2B-2 the denominator is the amount of revenue from tuition, fees, and state and local appropriations. Private gifts are revenues from private donors for which no legal consideration is provided and include contributions from affiliated organizations. They include all gifts or contributions to the institution except those classified as additions to permanent endowments or capital grants and gifts. Grants and contracts are revenues from federal, state and local government agencies and local/private organizations that are for specific research projects or other types of programs and that are classified as operating revenues.

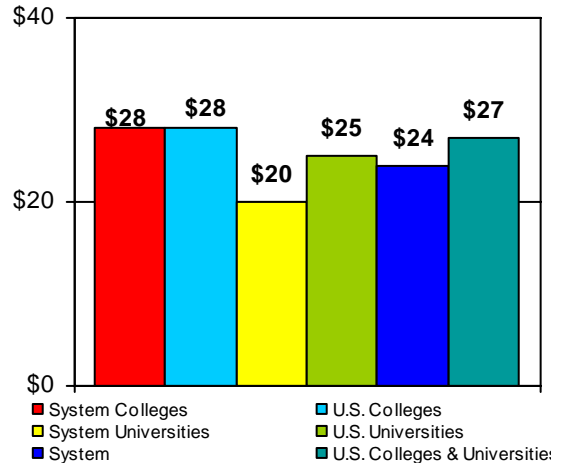
Significance: Measure 2B is significant in that it provides an indication of how system institutions compare to other public institutions across the nation in the amount of gift, grant and contract revenues, as related to the full-year equivalent enrollment and as related to tuition and state and local appropriations. This information may also be helpful as context for interpreting other measures in the accountability framework.

Measure: As shown in Figure 2B-1, system colleges received \$1,937 per FYE, or \$76 more than similar U. S. public two-year colleges in fiscal year 2005. System universities received \$1,496 per FYE, or \$814 less than similar U. S. public universities. Figure 2B-2 shows that system colleges received amounts comparable to those of similar public colleges and universities received less in gift, grant and contract revenue per \$100 of tuition, fees and appropriations than did similar public universities in fiscal year 2005.

**Figure 2B-1
PRIVATE GIFT, GRANT AND
CONTRACT REVENUE PER FYE: FY 2005**

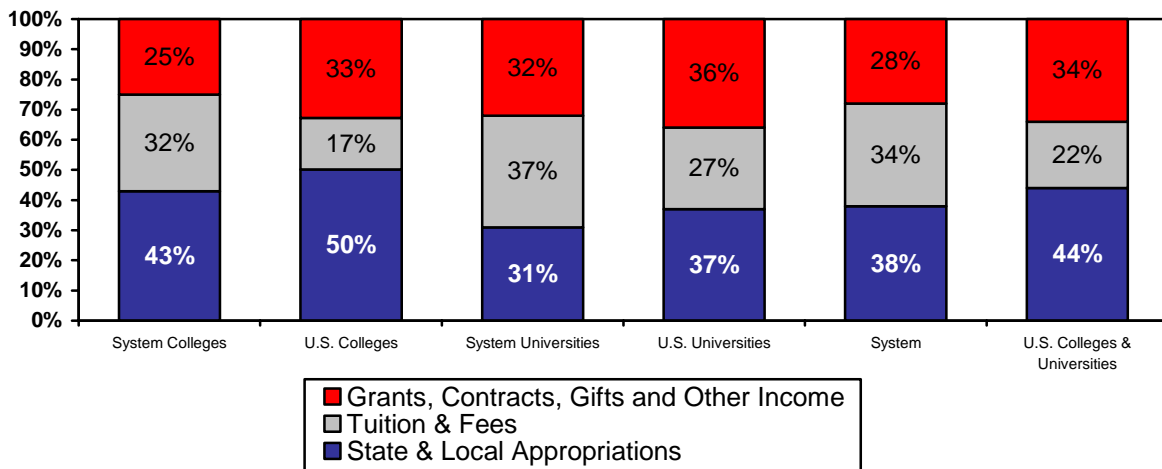


**Figure 2B-2
PRIVATE GIFT, GRANT AND CONTRACT
REVENUE PER \$100 OF TUITION, FEES
AND APPROPRIATIONS: FY 2005**



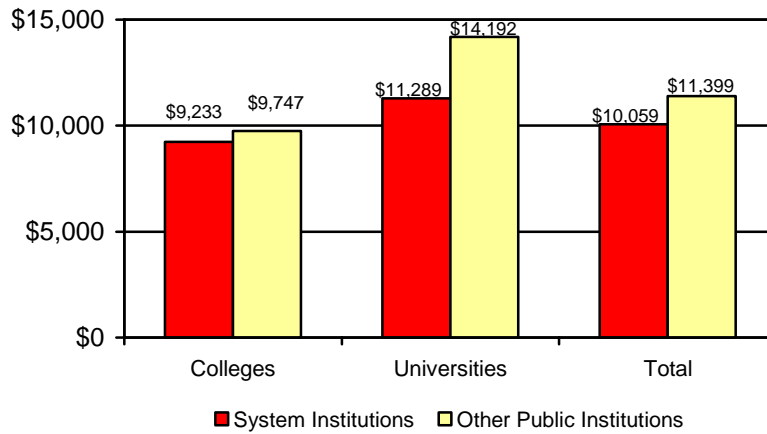
Context: Figures 2C-1 and 2C-2 provide additional context for the primary financial measures. Figure 2C-1 displays the distribution of revenue sources as a percent of total operating and non-operating revenues. System institutions receive a larger percentage of their revenues from tuition and fees and other sources than do similar U. S. institutions. Figure 2C-2 provides the total operating and non-operating revenue per FYE. System colleges received \$9,233 per FYE or \$514 less than similar U. S. public two-year colleges in 2005. System universities received \$10,059 per FYE or \$1,340 less than similar U. S. public universities.

**Figure 2C-1
REVENUE SOURCES AS PERCENT OF TOTAL OPERATING AND NON-OPERATING
REVENUE, FISCAL YEAR 2005**



Targets: The Board of Trustees adopted targets in September 2006 for increasing the amount of institutional support from public grants and private gifts and grants and for increasing alumni participation or contributions. The institutional support target calls

Figure 2C-2
TOTAL OPERATING AND NON-OPERATING
REVENUE PER FYE, FY 2005



for a 20.3 percent increase in the public grant dollars and a 23.1 percent increase in the private gift and grant dollars between fiscal years 2005 and 2010. The alumni target calls for a 87.9 percent increase in participating alumni between fiscal years 2005 and 2010.

**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

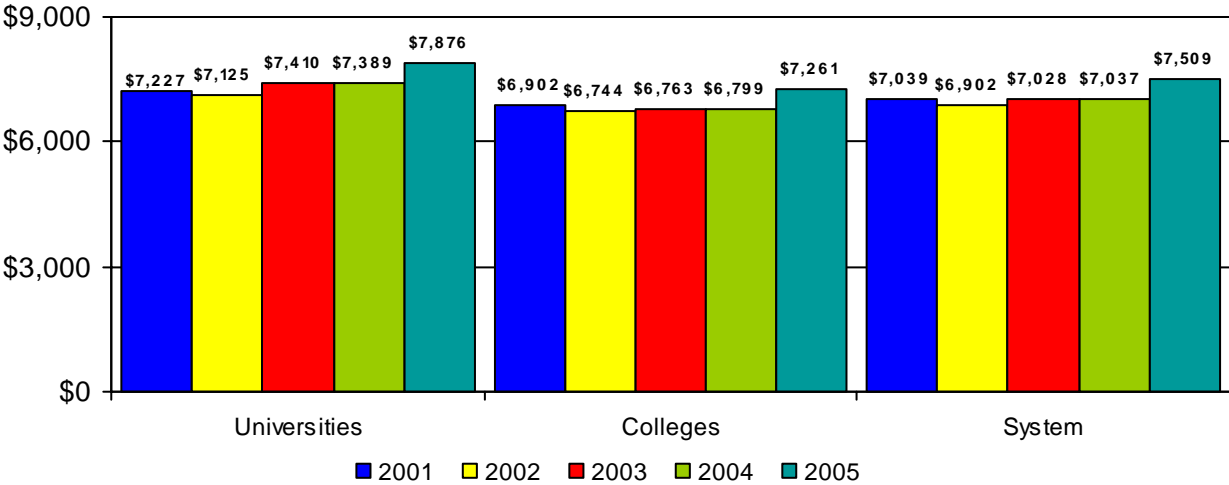
Measure 3A: Fiscal Measures

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 increased from \$7,039 to \$7,509, or 6.7 percent, between fiscal years 2001 and 2005, as shown in Figure 3A-1. The 6.7 percent increase is lower than the 16.0

**Figure 3A-1
SYSTEM FULLY ALLOCATED EXPENDITURES PER FYE
FY 2001 TO 2005**



percent increase in the Higher Education Price Index and 9.4 percent increase in the Consumer Price Index during the same period. The system spent 48.2 percent of its total educational and general expenditures on instruction and 13.7 percent for academic support in fiscal year 2005.

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 declined from 14 percent in fiscal year 2005 to 13 percent in 2006, as shown in Figure 3B-1. The system’s target is to reduce the index to seven percent. Resources for facilities renewal increased from \$3.71 per square foot in fiscal year 2002 to \$4.90 per square foot in 2005 and decreased to \$3.91 in 2006, as shown in Figure 3B-2.

Figure 3B-1
SYSTEM FACILITIES CONDITION INDEX
EXCEEDS BENCHMARK

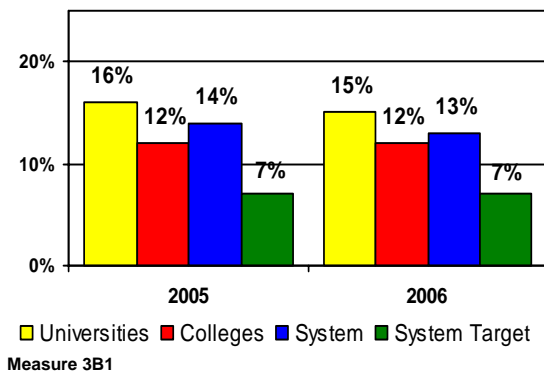
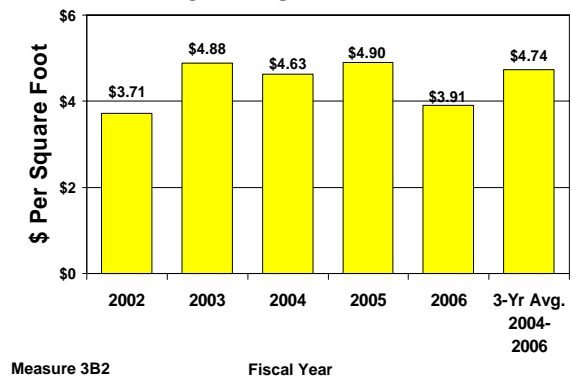


Figure 3B-2
SYSTEM RESOURCES FOR
FACILITIES RENEWAL



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.

Significance: Measures 3C-1 through 3C-3 are significant in that they measure the system’s efforts to utilize technology in instruction and support services.

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

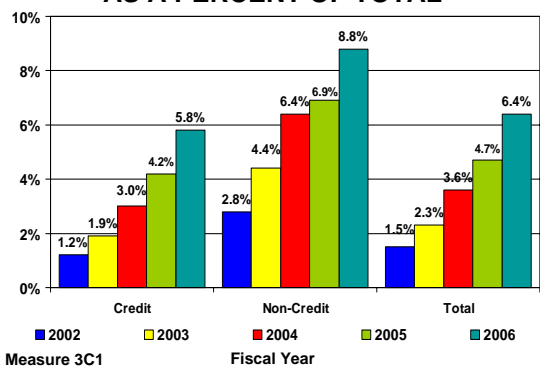
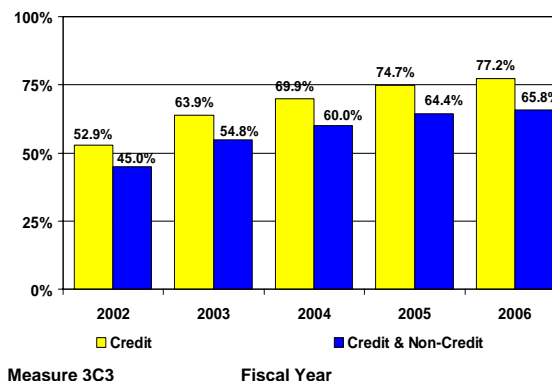


Figure 3C-2
SYSTEM INCREASING PERCENT OF COURSE REGISTRATIONS ON WEB



Measure: The percent of the system’s course sections offered online grew from 1.5 percent in 2002 to 6.4 percent in 2006, as shown in Figure 3C-1. The system had 42,120 students enrolled in its 6,471 online course sections in 2006. Online registration in credit courses increased from 52.9 percent in fiscal year 2002 to 77.2 percent in fiscal year 2006, as shown in Figure 3C-2. Seventy-five percent of available Web functionality has been implemented by the colleges and universities as of December 2006.

Targets: The Board of Trustees adopted a target in September 2006 for increasing the number of students enrolled in online courses. The target calls for a 59.7 percent increase in the number of students enrolled in online courses between fiscal years 2005 and 2009.

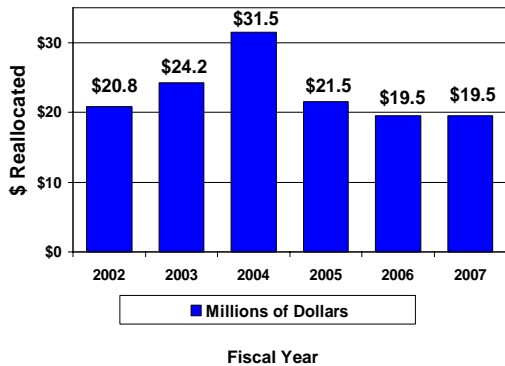
Measure 3D: Reallocation of Resources

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

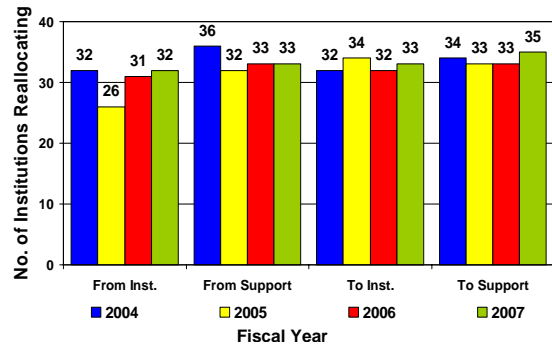
Significance: Measure 3D is significant in that it measures system efforts to advance its priorities and respond to changing demands for instructional and support programs through reallocation of resources.

Measure: System colleges and universities reallocated \$19.5 million in fiscal year 2006 and another \$19.5 million in fiscal year 2007, 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.

**Figure 3D-1
REALLOCATION OF RESOURCES
IS A PERMANENT STRATEGY**



**Figure 3D-2
INSTITUTIONS REALLOCATE FUNDS TO
AND FROM INSTRUCTION AND SUPPORT**



Indicator 4: Human Resources

Human Resources: The system is effectively and efficiently utilizing its human resources.

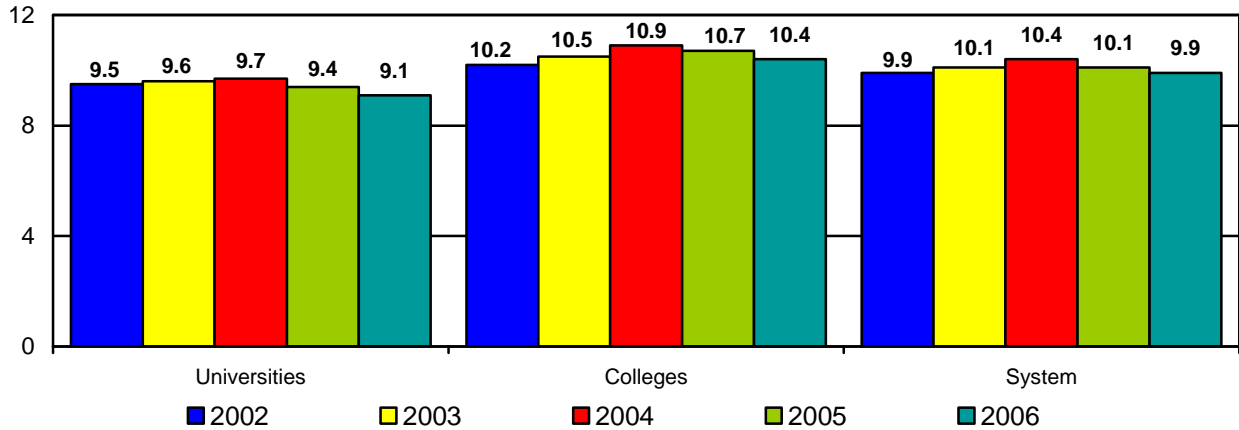
Measure 4A: Ratio of Student FYE to Faculty and Staff FTE

Definition: Measure 4A reports the ratio of students to faculty and staff. The numerator is the total annual FYE enrollment. FYE converts all registered student credit hours to full-time full year equivalent basis. The denominator is the annual FTE faculty and staff positions considered attributable to credit instruction. This figure excludes about 5 percent of system faculty and staff FTE positions that are attributable to non-credit instruction.

Significance: Measure 4A is significant in that it indicates efficiency in the use of faculty and staff resources within the system to deliver credit instruction. This measure is complimentary to Measure 4B, student to instructional faculty ratio and Measure 3A1, fully allocated instructional expenditures per student. Efficiency measures combined with effectiveness measures can be used to assess the changes in system productivity over time.

Measure: As shown in Figure 4A, the student to faculty and staff ratio increased between fiscal year 2002 and 2004 and decreased between fiscal year 2004 and 2006. This pattern was displayed for the system as a whole, for the universities and for the colleges. The system ratio increased from 9.9 to 1 in 2002 to 10.4 to 1 in 2004 and decreased to 9.9 to 1 in 2006.

**Figure 4A
STUDENT TO FACULTY & STAFF RATIO
FY 2002 TO 2006**



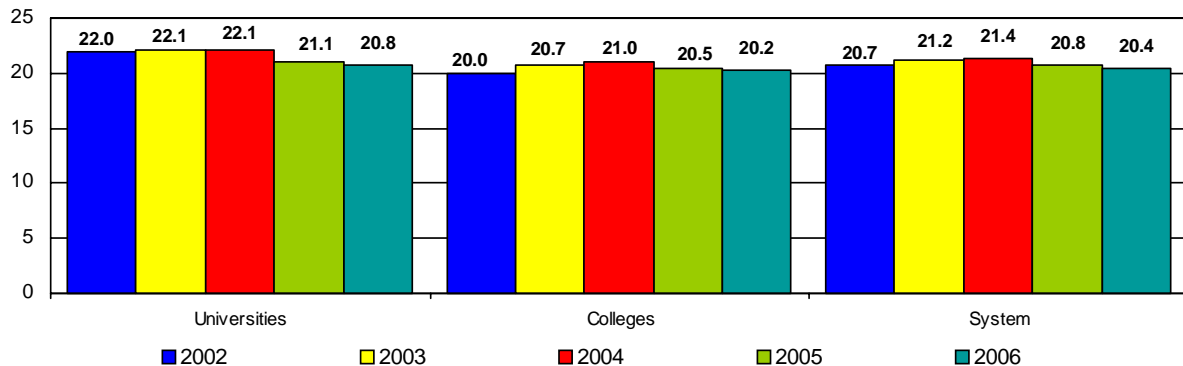
Measure 4B: Ratio of Student FYE to Instructional Faculty FTE

Definition: Measure 4B reports the ratio of students to instructional faculty for the system. The numerator is the total annual FYE enrollment. The denominator is the annual FTE for faculty teaching credit courses. This figure excludes FTE for faculty teaching non-credit courses.

Significance: Measure 4B is significant in that it indicates efficiency in the use of instructional faculty resources to deliver credit instruction. This measure is complimentary to Measure 4A, student to faculty and staff ratio and Measure 3A1, fully allocated instructional expenditures per student.

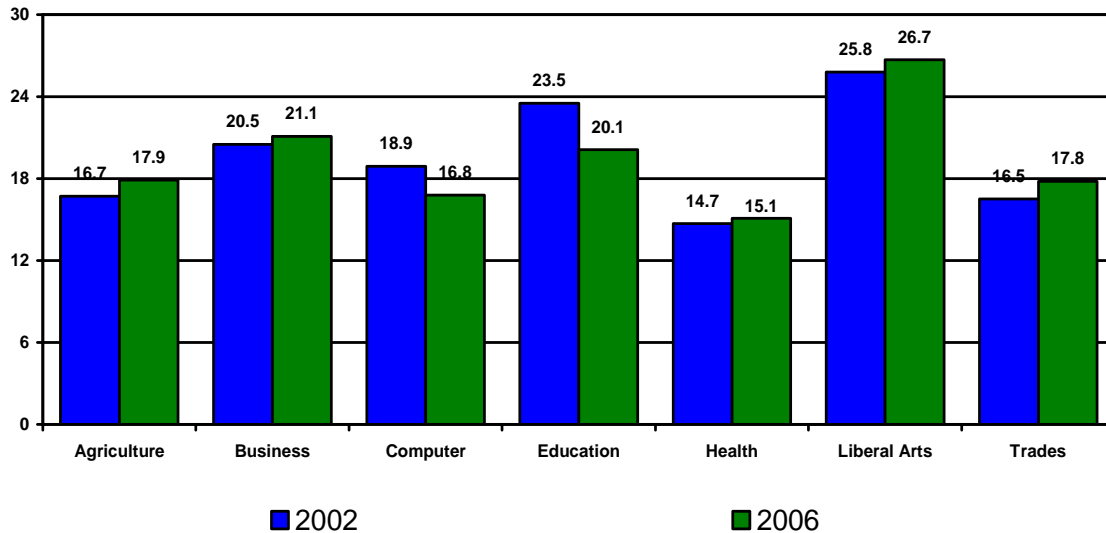
Measure: As shown in Figure 4B-1, the student to faculty ratio increased between fiscal year 2002 and 2004 and decreased between fiscal year 2004 and 2006. This pattern was displayed for the system as a whole, for the universities and for the colleges. The system ratio increased from 20.7 to 1 in 2002 to 21.4 to 1 in 2004 and decreased to 20.4 to 1 in 2006.

**Figure 4B-1
STUDENT TO FACULTY RATIO
FY 2002 TO 2006**



Drill-Downs: Figure 4B-2 illustrates the variation in lower division student to faculty ratios on the basis of program or discipline. The 2006 ratio ranges from a low of 15.1 to 1 for courses in health-related fields to a high of 26.7 to 1 for courses in the liberal arts and sciences.

**Figure 4B-2
STUDENT TO FACULTY RATIO
BY PROGRAM CLUSTER-LOWER DIVISION
FY 2002 TO 2006**



Context: No contextual information is currently available for Measures 4A or 4B. There are no national data sets on student to faculty ratios.

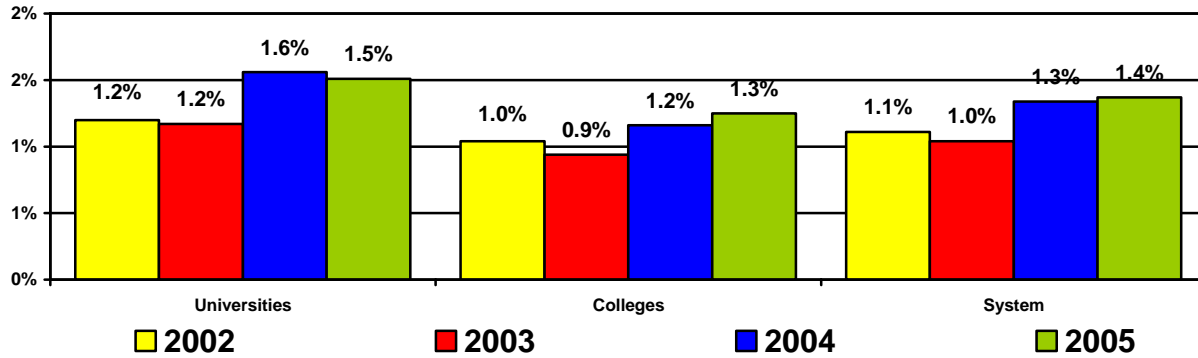
Measure 4C: Percent of Expenditures for Professional Development

Definition: Measure 4C reports the percent of system operating expenditures that are for employee professional development. The numerator is the total annual expenditures for academic personnel development and staff development. The denominator is system operating expenditures excluding federal and state financial aid and the agency and clearing funds.

Significance: Measure 4C is significant in that it indicates the system’s commitment of resources for employee development.

Measure: The percentage system operating expenditures for employee professional development dropped slightly in 2003 and increased between 2003 and 2005, as shown in Figure 4C. This pattern was displayed for the system as a whole, for the universities and for the colleges. The system measure increased from 1.1 percent in 2002 to 1.4 percent in 2005.

Figure 4C
PERCENT OF EXPENDITURES FOR EMPLOYEE PROFESSIONAL DEVELOPMENT
FY 2002 TO 2005



Indicator 5: Planning and Resource Alignment

Measure 5B: Course Transfer

Definition: Measure 5B reports the percentage of college-level credits earned at a system institution that are accepted in transfer by a receiving system institution. The denominator (sending credits) is the cumulative college-level credits earned at the sending institution, including credits from courses with “D” grade. College-level credits exclude credits in developmental or remedial courses. The numerator (credits accepted) is the total credits accepted in transfer at receiving institution.

Significance: Measure 5B, is significant in that it provides an indication of the extent to which the system institutions are accepting credits in transfer, preparing students for transfer and consequently engaged in effective planning, collaboration, and integration across institutions and sectors.

Measure: Figure 5B-1 shows that, at the system level, credits accepted in transfer increased from 75.8 percent of credits earned in fiscal year 2002 to 76.1 percent in fiscal

Figure 5B-1
PERCENT OF CREDITS ACCEPTED IN
TRANSFER – SYSTEM SUMMARY
FY 2002 TO 2005

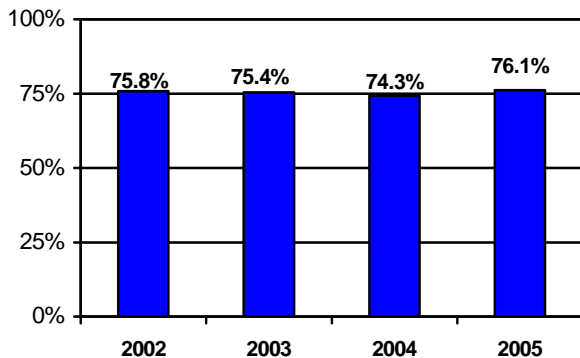
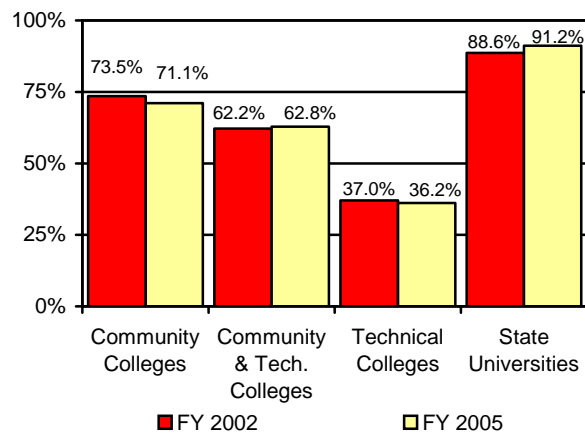


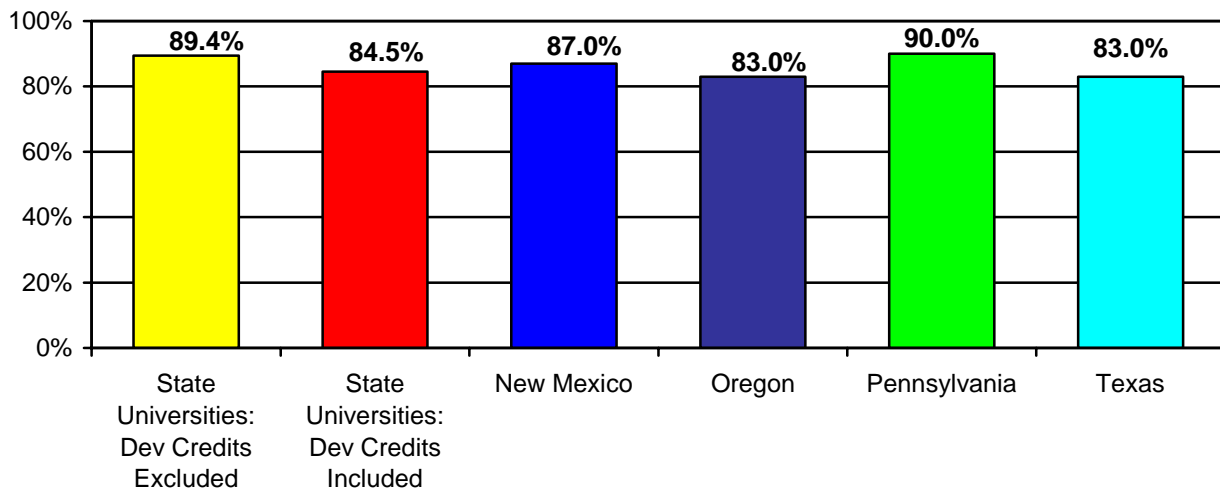
Figure 5B-2
PERCENT OF CREDITS ACCEPTED IN
TRANSFER BY RECEIVING SECTOR
FY 2002 AND FY 2005



year 2006. Figure 5B-2 shows that the percent of credits accepted in transfer by the receiving sector during fiscal year 2005 ranged from 36.2 percent at technical colleges to 91.2 percent at the state universities.

Context: Figure 5B-3 shows that the percent of credits accepted in transfer at system universities is comparable to figures from four transfer studies in other states. Although the system measure excludes developmental credits from the denominator, the four studies in other states included these credits in the denominator. Consequently, the credit acceptance percentage for system universities also is reported including developmental credits in the denominator. The four state studies reported credit acceptance percentages ranging from 83 percent to 90 percent. The Pennsylvania study, which reported a 90 percent acceptance percentage, included only those students who earned either an Associate in Arts or an Associate in Science degree.

**Figure 5B-3
CONTEXT: PERCENT OF CREDITS ACCEPTED IN TRANSFER AT
UNIVERSITIES IN MINNESOTA AND OTHER STATES**



A variety of reasons why credits are not accepted in transfer were identified by institution staff and in the four studies of credit transfer. Credits from developmental or remedial courses are typically not accepted in transfer since they do not satisfy degree requirements. Credits from courses that do not apply to the program or major that the student is pursuing at the receiving institution is a significant reason for non-acceptance. This includes occupational or vocational credits and upper division credits transferred from state universities. Credits from courses that the student repeated or in which the student earned a "D" grade often are not accepted in transfer. Finally, students sometimes submit transcripts for transfer evaluation before all course grades have been posted. Credits for courses without final grades also are not accepted in transfer.

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.

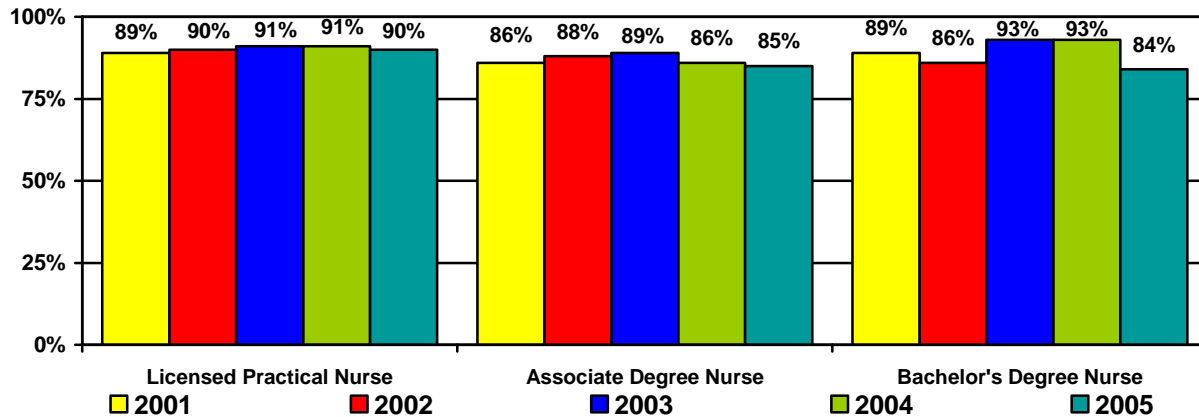
Indicator 6: Student Learning

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

Definition: Measure 6A, student or graduate pass rates, report a cohort of students or graduates that passed a state or national licensure examination as a percentage of those taking the exam. 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, 6A-3) and for students about to graduate from teacher education programs (Praxis II, 6A-3).

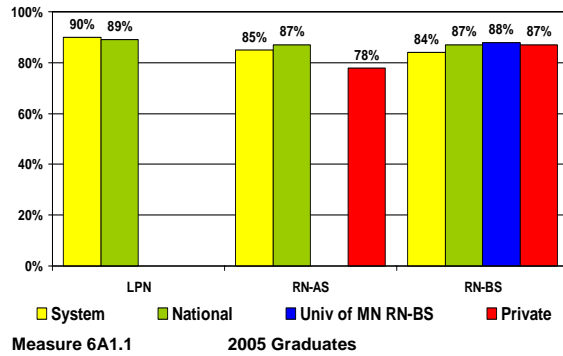
Significance: Measure 6A is significant in that it indicates the effectiveness of college and university instructional programs at preparing students or graduates for professional licensure. Tests administered at program entry indicate the readiness of students for the professional program.

**Figure 6A-1.1
TREND IN SYSTEM NURSING GRADUATE LICENSURE PASS RATES
FY 2002 TO 2005**



Measure 6A-1: System nursing graduate licensure pass rates have decreased slightly in recent years as the size of nursing programs has grown, as shown in Figure 6A-1.1. System licensed practical nursing graduates in 2005 had a pass rate of 90 percent on the national nursing examination, as shown in Figure 6A-1.2. Associate degree registered nursing graduates had a pass rate of 85 percent on the national nursing examination. Bachelor's degree registered nursing graduates in 2005 had a pass rate of 84 percent on the national nursing examination.

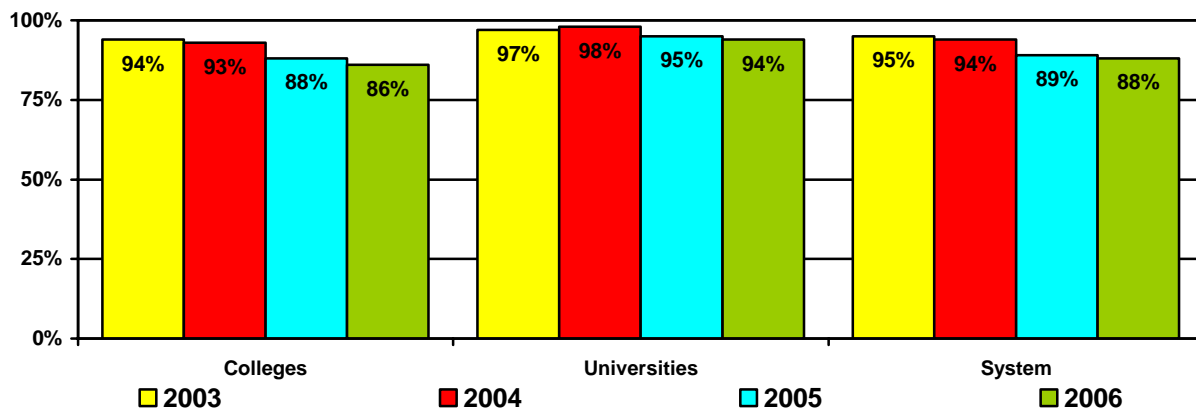
**Figure 6A-1.2
COMPARISON OF NURSING
GRADUATE PASS RATES**



Context: System licensed practical nursing graduates had licensure pass rates that were higher than national pass rates. Associate degree nursing graduates had pass rates that were higher than those of graduates from nursing programs at private colleges and universities, but lower than national pass rates. Bachelor's degree nursing graduates had pass rates that were lower than those of graduates from Minnesota baccalaureate nursing programs and lower than national pass rates.

Measure 6A-2: System peace officer training graduate licensure pass rates also have decreased slightly in recent years as the number of graduates from the colleges has increased, as shown in Figure 6A-2. College law enforcement graduates' pass rates declined from 94 percent to 86 percent and university graduates' pass rates declined from 97 to 94 percent between 2003 and 2006. The number of graduates from the state colleges who took the peace officer test increased by 32 percent between 2003 and 2006.

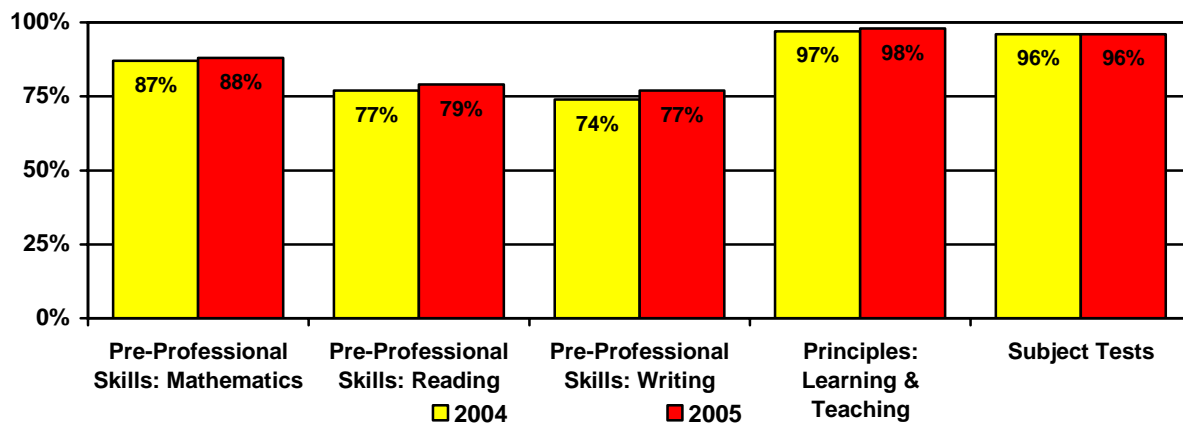
**Figure 6A-2
TREND IN SYSTEM PEACE OFFICER GRADUATE LICENSURE PASS RATES
FY 2003 TO 2006**



Context: There is no useful contextual information on pass rates for the state peace officers licensure exam because the system produced 99 percent of the tested graduates in 2006.

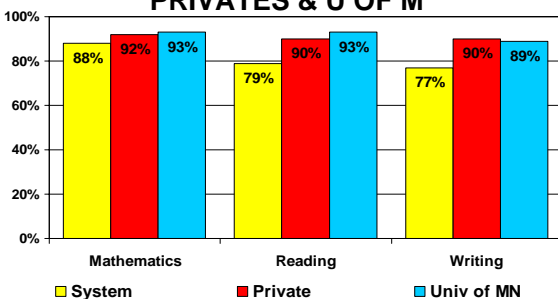
Measure 6A-3: Applicants to system teacher education programs had improved pass rates on the Pre-Professional Skills Examinations in 2005 compared to 2004. In 2005, the average pass rate was 88 percent on the mathematics exam, 79 percent on the reading exam and 77 percent on the writing exam, as shown in Figure 6A-3.1. System teacher education students had an average pass rate of 98 percent on the Principles of Learning and Teaching and 96 percent on the subject exams.

**Figure 6A-3.1
TREND IN UNIVERSITY TEACHER EDUCATION STUDENT
PRE-PROFESSIONAL, KNOWLEDGE AND SUBJECT EXAM PASS RATES
FY 2004 AND 2005**

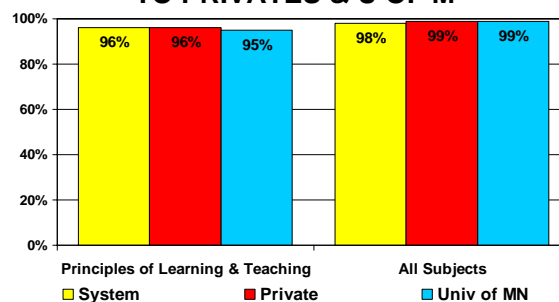


Context: Applicants to system teacher education programs had pass rates on the Pre-Professional Skills Examination that were lower than those of applicants to programs at other public and private colleges and universities, as shown in Figure 6A-3.2. Despite the lower pass rates on the pre-professional tests, system teacher education students had pass rates on the Knowledge and Subject Exams that were comparable to those of students at other public and private colleges and universities, as shown in Figure 6A-3.3.

**Figure 6A-3.2
SYSTEM STUDENT PRE-PROFESSIONAL
SKILLS PASS RATES BELOW
PRIVATES & U OF M**



**Figure 6A-3.3
SYSTEM STUDENT PRINCIPLES &
SUBJECTS PASS RATES COMPARABLE
TO PRIVATES & 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 also are higher than those of non-transfer students at graduation, as shown in Figure 6B-1.2.

Figure 6B-1.1
SYSTEM TRANSFER STUDENT INITIAL GPA IS SIMILAR TO NON-TRANSFER STUDENTS

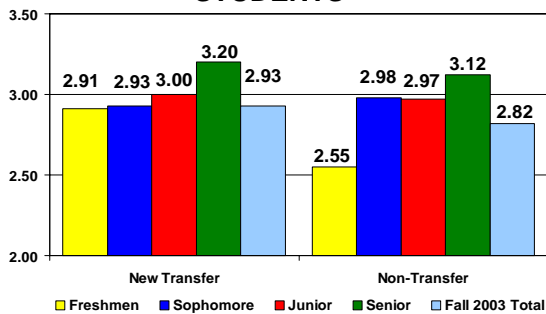
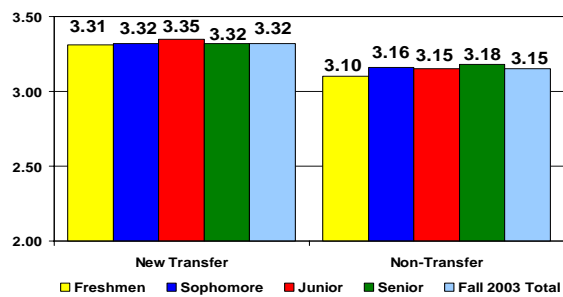


Figure 6B-1.2
SYSTEM TRANSFER STUDENT GPA AT GRADUATION IS HIGHER THAN NON-TRANSFER STUDENTS



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

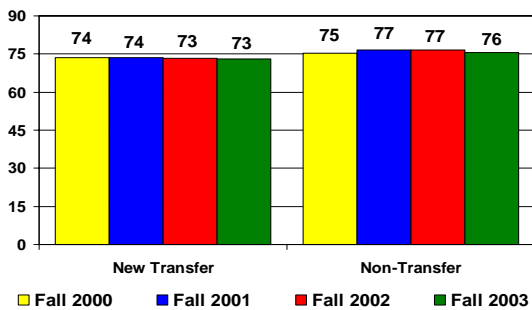
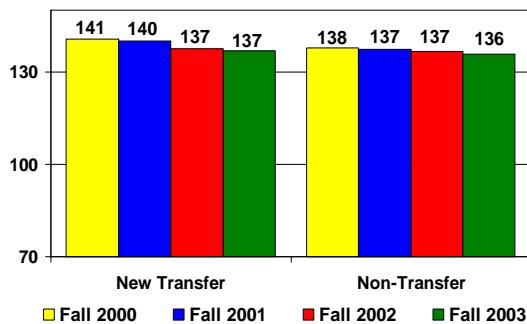
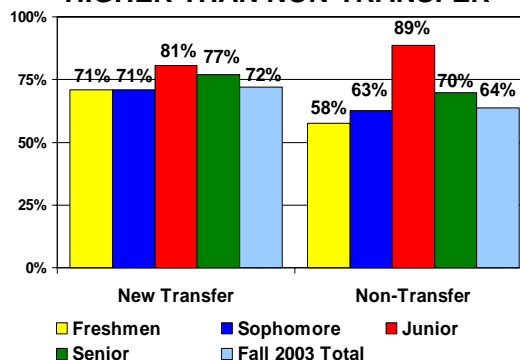


Figure 6B-2.2
TRANSFERS HAVE SLIGHTLY HIGHER CUMULATIVE CREDITS EARNED AT UNIVERSITIES



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.

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



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-4.1
TRANSFER STUDENTS HAVE SLIGHTLY LOWER 3-YEAR GRADUATION RATE THAN NON-TRANSFER AT COLLEGES

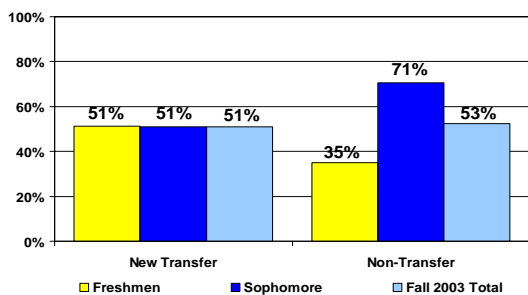
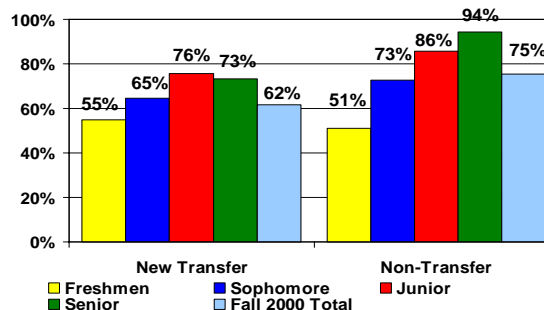


Figure 6B-4.2
TRANSFER STUDENTS HAVE LOWER 6-YEAR GRADUATION RATE THAN NON-TRANSFER AT UNIVERSITIES



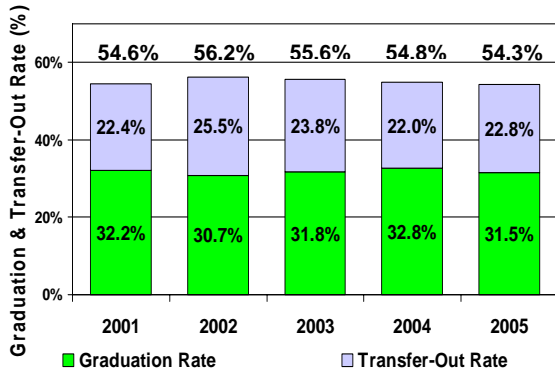
Measure 6C: IPEDS Graduation and Transfer-Out Rates

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 did transfer to another college or university.

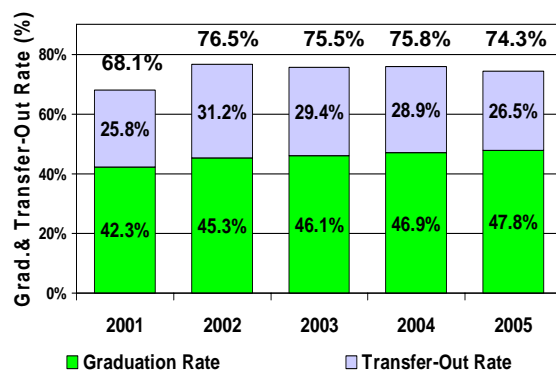
Significance: Measure 6C is significant in that it indicates the effectiveness of colleges and universities at enabling degree-seeking students to meet their educational goals.

Measure 6C: The combined graduation and transfer-out rates at the state colleges fluctuated between 54.3 and 56.2 percent between 2001 and 2005, as shown in Figure 6C-1. The graduation rates at the state universities increased from 42.3 percent in 2001 to 47.8 percent in 2005, as shown in Figure 6C-2. University transfer-out rates have fluctuated between 25.8 percent in 2001 and 31.2 percent in 2002.

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

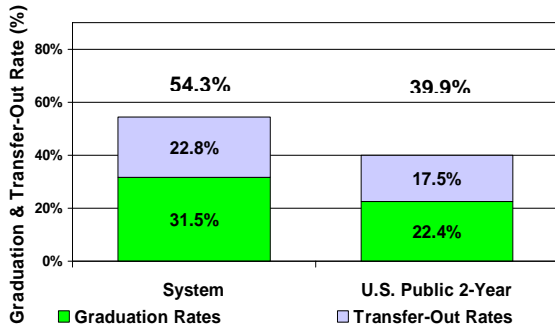


**Figure 6C-2
UNIVERSITY GRADUATION
RATES INCREASING**

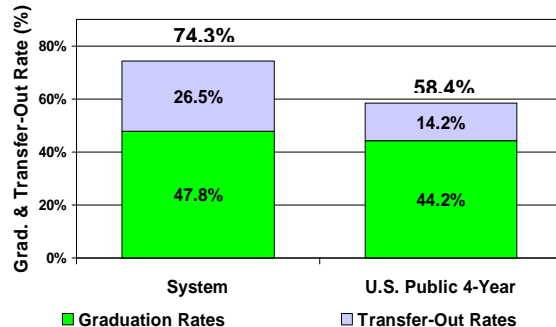


Context: Both the 2005 graduation and transfer-out rates for the state colleges, 31.5 percent and 22.8 percent, were substantially higher than those of similar U.S. public two-year colleges, as shown in Figure 6C-3. Likewise, the 2005 graduation and transfer-out rates for the state universities, 47.8 percent and 26.5 percent, were substantially higher than those of 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**

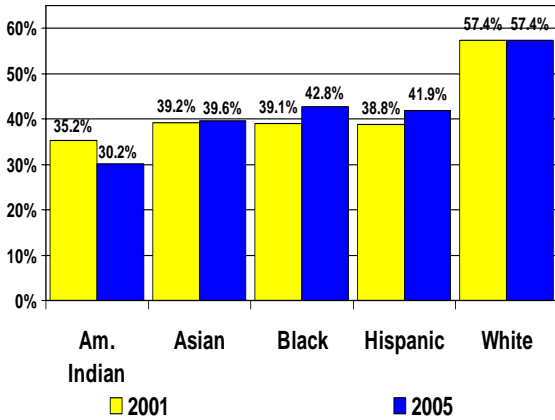


**Figure 6C-4
UNIVERSITY GRADUATION & TRANSFER-
OUT RATES ARE HIGHER THAN
SIMILAR U.S. INSTITUTIONS**

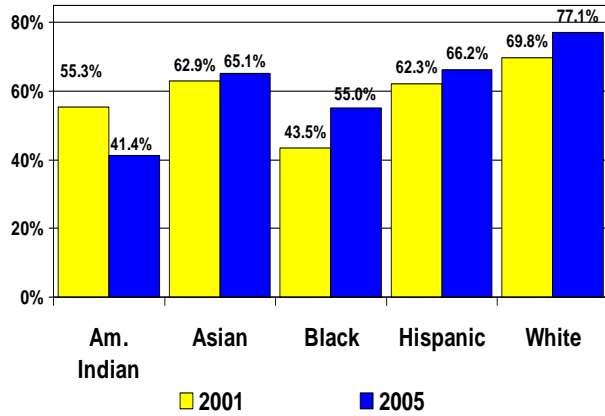


Drill-Downs: The combined graduation and transfer-out rates for students of color at the state colleges were substantially lower than for white students, but the rates for all groups except American Indians increased between 2001 and 2005, as shown in Figure 6C-5. The combined graduation and transfer-out rates for students of color at the state universities also were lower than for white students, and the rates for all groups except American Indians increased between 2001 and 2005, 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 MOST GROUPS**



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



Indicator 9: Program Development

Measure 9A: Program Planning Gap Analysis

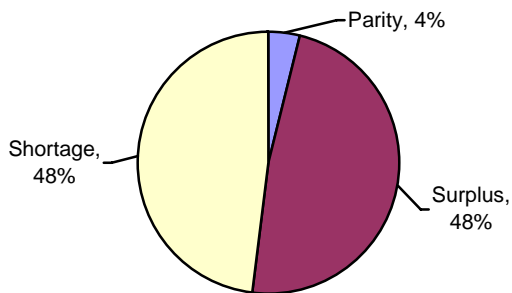
Definition: Measure 9A reports the gap between the labor market supply in academic program areas and labor demand in occupational areas related to these programs. Academic programs are identified by the national Classification of Instructional Programs (CIP) taxonomy and occupations are based on the national Standard Occupational Classification (SOC). For analysis purposes, one or more academic programs and one or more occupations have been directly linked to each other. The resulting set of programs and occupations is called a “unit of analysis”. The gap is the difference between labor market supply and demand, computed as: (Unemployed + Completers) minus (Job Vacancies + Average Annual Growth + Average Annual Replacement Openings). For the currently reported data, unemployed supply and job vacancy demand data are from 4th quarter 2003 and 2nd quarter 2004, while completer supply is from fiscal year 2002. The numerator of the reported measure is the number of units of analysis in which there is a labor market shortage, surplus, or parity (with parity defined as a labor market supply within plus-or-minus 5 percent of labor market demand). The denominator is the total number of units of analysis (N=221). To ensure optimal statistical validity and practical meaningfulness, units of analysis with a labor market demand of less than 20 are excluded from the denominator, as are units where the system is not authorized to provide training (e.g., medical doctors).

Significance: Measure 9A is significant in that it indicates the extent to which colleges and universities are aligning instructional programs and providing an educated workforce to meet the needs of Minnesota employers.

Measure: With parity defined as a labor supply within plus-or-minus 5 percent of labor market demand, 48 percent of the units of analysis are in shortage, 48 percent are in surplus and 4 percent are in parity, as shown in Figure 9A-1. Figure 9A-2 displays a

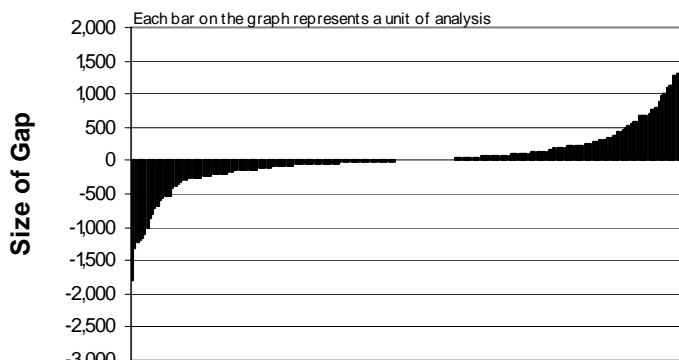
frequency distribution of the size of the gaps (supply minus demand), with each bar representing a unit of analysis.

Figure 9A-1
PERCENT OF UNITS OF ANALYSIS WITH STATEWIDE SHORTAGE, SURPLUS, PARITY
 N=221 units of analysis



*Parity is defined as supply being within plus-or-minus 5% of demand

Figure 9A-2
FREQUENCY DISTRIBUTION: SIZE OF PROGRAM PLANNING GAPS



Each bar on the graph represents a unit of analysis
 Two extreme outlying units have been excluded in order to optimally scale the graph. These are: Sales, Merchandising and Marketing Operations (Gap of -6434) and Food Service Mgmt, Waiter/Waitress, Bartending (Gap of -3638).

Measure 9B: Market Share

Definition: Measure 9B reports overall market share by award level for Minnesota sectors of higher education: Minnesota State Colleges and Universities, University of Minnesota, private four-year colleges and universities, and other two-year colleges. The comparative market share for these sectors is expressed in terms of the absolute number of awards and as a percent of awards within each level. For the percentage measure, the numerator is the number of awards for the sector, and the denominator is the total awards across all sectors.

Significance: Measure 9B is significant in that it indicates the overall market presence of system institutions relative to other institutions that are providing the same types of awards.

Measure: Figure 9B-1 shows the total number of awards from Minnesota sectors of higher education for fiscal year 2005. Figure 9B-2 reports market share of awards conferred for each sector. Among the various sectors, system colleges and universities awarded 81 percent of sub-baccalaureate awards, 32 percent of bachelor's degrees, 12 percent of master's degrees, and 28 percent of post-masters certificates.

Figure 9B-1
NUMBER OF AWARDS BY LEVEL, FY 2005
MINNESOTA SECTORS OF HIGHER EDUCATION

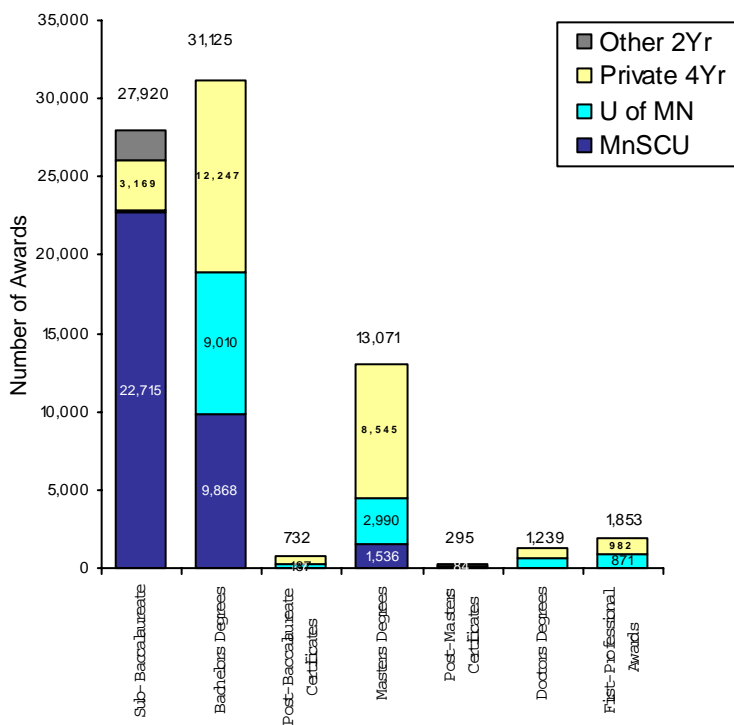
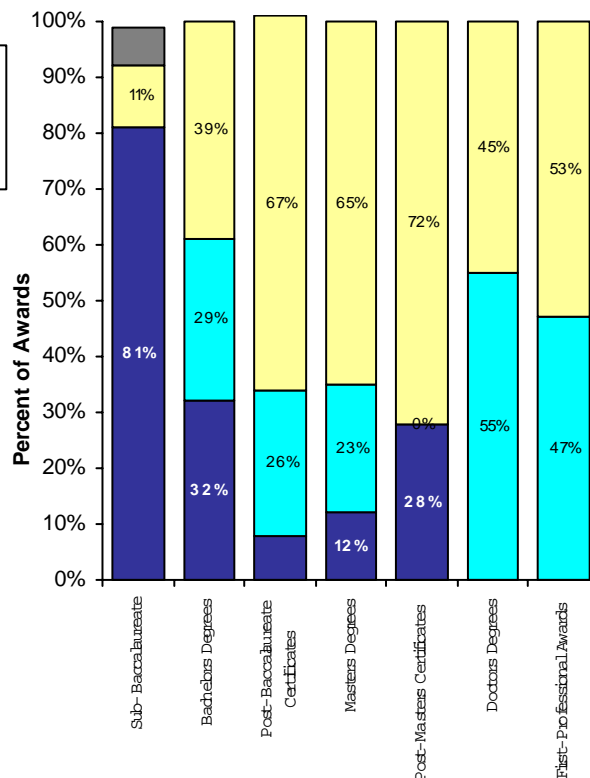


Figure 9B-2
PERCENT OF AWARDS BY LEVEL, FY2003
MINNESOTA SECTORS OF HIGHER EDUCATION



Measure 9C: Course Delivery Methods

Definition: Measure 9C reports the various methods by which courses are delivered to students: type of instruction, times of day, days of week, and types of media for course sections delivered through special media. For both day of week and time of day measures, the denominator is the total number of course sections. For the day of week measure, the numerator is the number of course sections with meetings in each day of the week. For the time of day measure the numerator is the number of course sections with a start time on or within each hour of the day. For the media measure the denominator is the total number of *media* sections, and the numerator is the number of sections using specific types of media.

Significance: Measure 9C is significant in that it indicates the extent of diversity in course delivery methods that are offered to meet the needs of system students.

Measure 9C-1: Figures 9C-1a shows the percentage distribution of instructional types across all credit course sections for fiscal year 2006. Figure 9C-1b shows this distribution for non-credit courses. An instructional type is displayed if it represented at least 5 percent of total sections in the system. Instructional types that represented less than 5 percent of all sections in all institution categories are aggregated into "All Other Types". The data show that, for system credit courses, 56 percent of all sections are Lecture, while for non-credit courses, Lecture represents only 10 percent of course

sections. Contract/Custom Training represents a significant proportion of non-credit instructional types (40 percent of university sections and 46 percent of college sections).

Figure 9C-1a
COURSE SECTIONS BY INSTRUCTIONAL TYPE
CREDIT COURSES - FY2006

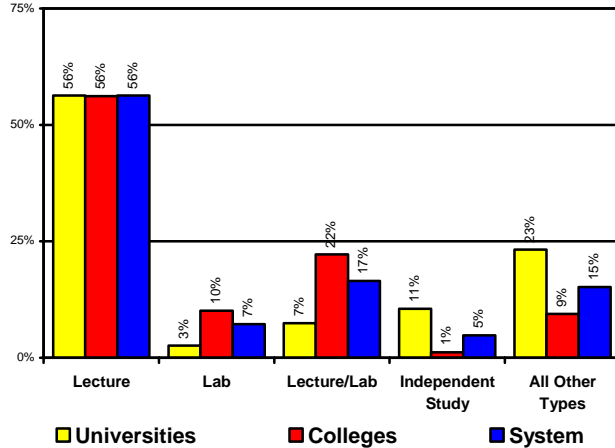
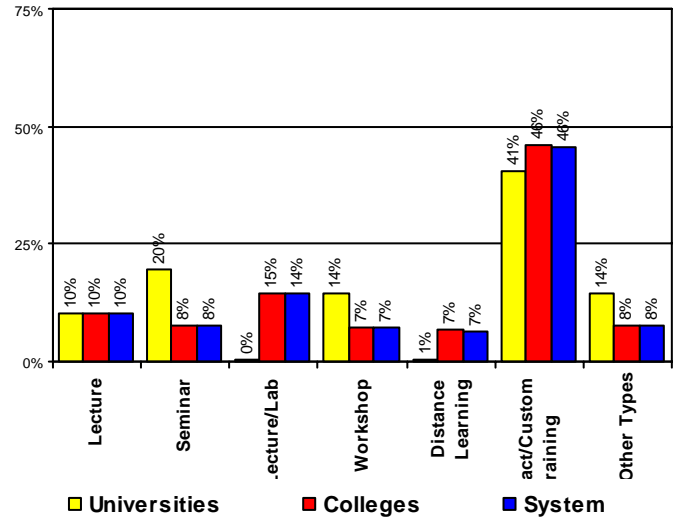


Figure 9C-1b
COURSE SECTIONS BY INSTRUCTIONAL TYPE
NON-CREDIT COURSES - FY2006



Measure 9C-2: Figures 9C-2a through 9C-2d show the percentage distribution of the times of day course sections are offered, for fiscal year 2006. The analysis includes courses with instructional types of lecture, lab and lecture/lab. For credit courses, Monday through Thursday are the most prevalent days, with 40 percent to 50 percent of sections having meeting times these days. Less than 2 percent of credit courses at colleges and universities have meeting days on weekends; however, for non-credit courses, 16 percent of sections meet on Saturday and 7 percent meet on Sunday. For credit courses, at the system level, the most prevalent start times are the 8AM and 9AM hours, with 12 percent of sections starting on or within this hour followed by the 6PM hour with 11 percent of sections starting in this hour. Non-credit courses are concentrated during the 8AM and 6PM hours.

Figure 9C-2a
COURSE SECTIONS BY DAY OF WEEK CREDIT COURSES - FY2006

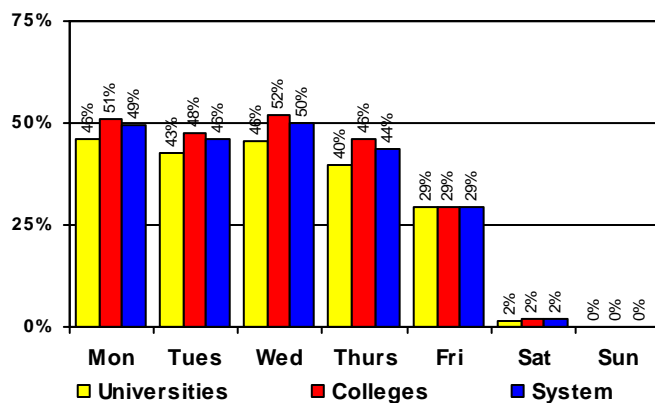


Figure 9C-2b
COURSE SECTIONS BY DAY OF WEEK NON-CREDIT COURSES - FY2006

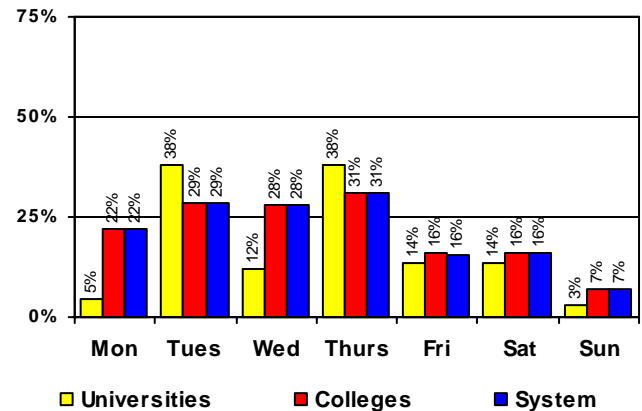


Figure 9C-2c
COURSE SECTIONS BY START TIME
CREDIT COURSES - FY2006

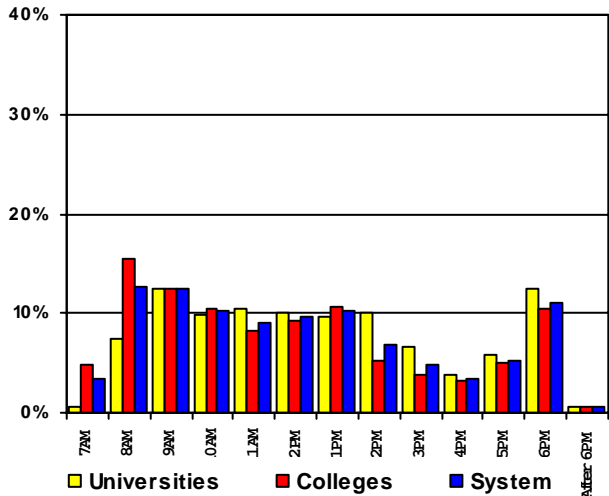
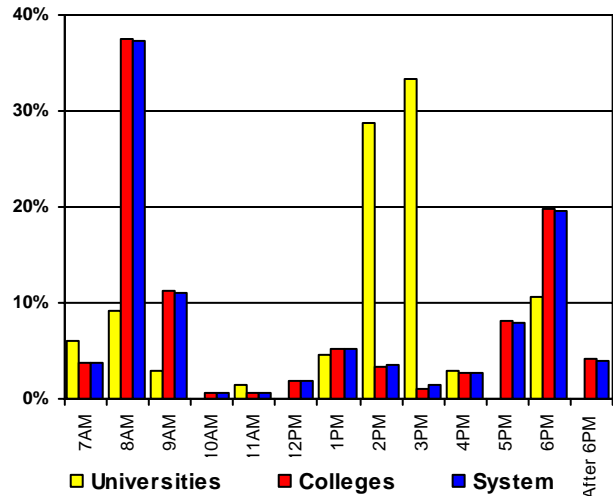


Figure 9C-2d
COURSE SECTIONS BY START TIME
NON-CREDIT COURSES - FY2006



Measure 9C-3: Figures 9C-3a and 9C-3b show the percentages of course sections that are offered using the various types of media. It is important to note that the denominator for the percentage is the number of course sections that use any type of media, not all course sections. In fiscal year 2006, 10.9 percent of credit course sections and 9.1 percent of non-credit course sections used one or more media types. Internet is the most prevalent form of media used with 53 percent of system media sections offered for credit, while 97 percent of non-credit media sections used Internet.

Figure 9C-3a
TYPES OF MEDIA USED IN COURSE SECTIONS
CREDIT COURSES - FY2006

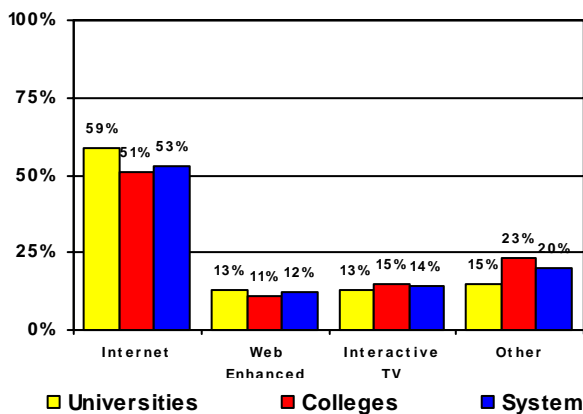
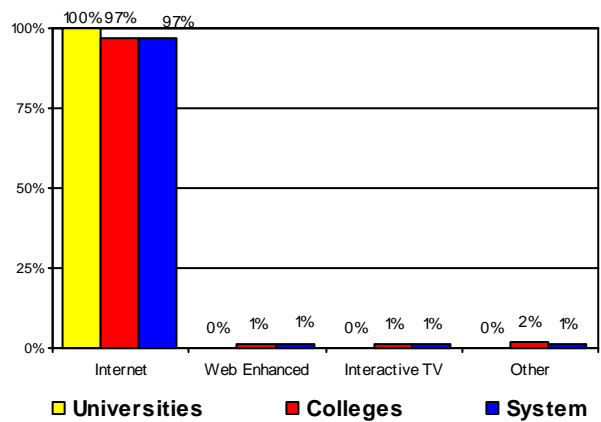


Figure 9C-3b
TYPES OF MEDIA USED IN COURSE SECTIONS
NON-CREDIT COURSES - FY 2006



Measure 9D: Five High Priority Programs

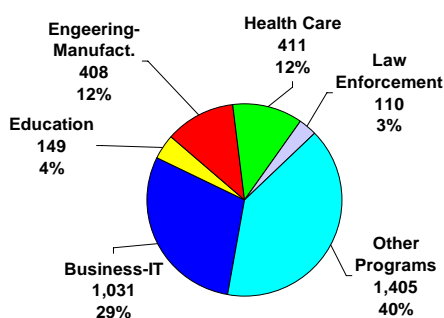
Definition: Measure 9D reports the number and percent of system instructional programs and graduates in five high priority undergraduate program areas. The five

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.

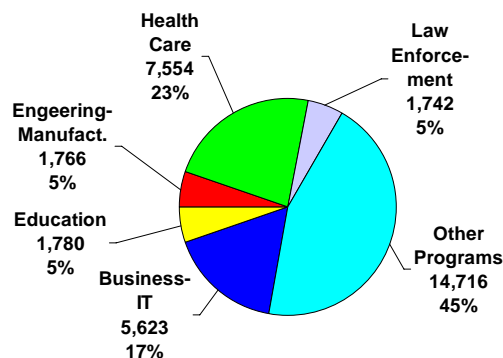
Significance: Measure 9D is significant in that it indicates the extent to which the colleges and universities are offering instructional programs and producing graduates in these five program areas that provide an educated workforce for Minnesota private- and public-sector employers. The liberal arts 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 2007, as shown in Figure 9D-1. The majority of system graduates also were in the five high priority program areas in fiscal year 2005, as shown in Figure 9D-2.

**Figure 9D-1
MAJORITY OF SYSTEM PROGRAMS
ARE IN FIVE HIGH PRIORITY AREAS IN 2007**



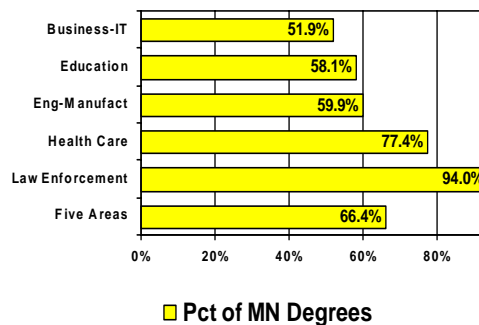
**Figure 9D-2
MAJORITY OF SYSTEM DEGREES
ARE IN FIVE HIGH PRIORITY AREAS IN 2005**



Context: The system provided the majority of the State’s graduates in all of the high priority program areas in fiscal year 2005, as shown in Figure 9D-3.

Targets: The Board of Trustees adopted targets in September 2006 for increasing the number of students and graduates in high priority programs. The enrollment target calls for a 6.4 percent increase in the number of students enrolled in one or more college level courses in science, technology, engineering or mathematics (STEM disciplines) between fiscal years 2005 and 2009. The graduate target calls for a 115.5 percent increase in the number of teacher education graduates in science or mathematics between fiscal years 2005 and 2011.

**Figure 9D-3
SYSTEM PROVIDES MAJORITY OF
DEGREES IN ALL FIVE 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

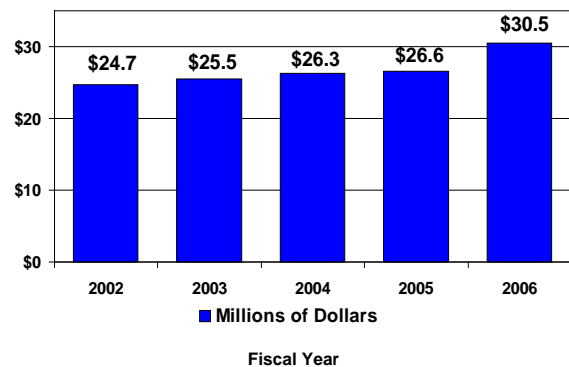
Definition: Measure 10B reports system's customized training revenue. The figure includes revenues from employers and other sources, but excludes state appropriations that support customized training.

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 increased by 23 percent from \$24.7 million in fiscal year 2002 to \$30.5 million in Fiscal Year 2006, as shown in Figure 10B-1.

Targets: The Board of Trustees adopted a target in September 2006 for increasing the amount of customized training. The target calls for a 10.5 percent increase in the number of students enrolled in customized training courses between fiscal years 2005 and 2009.

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



Indicator 11: Economic Development

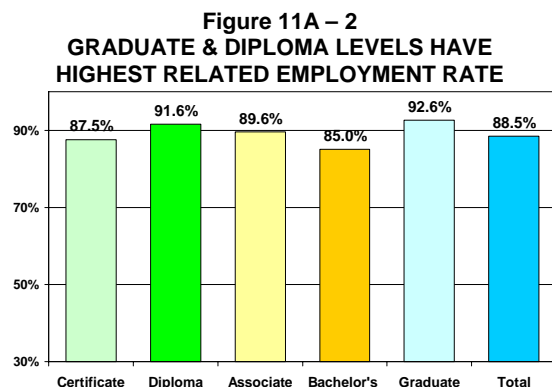
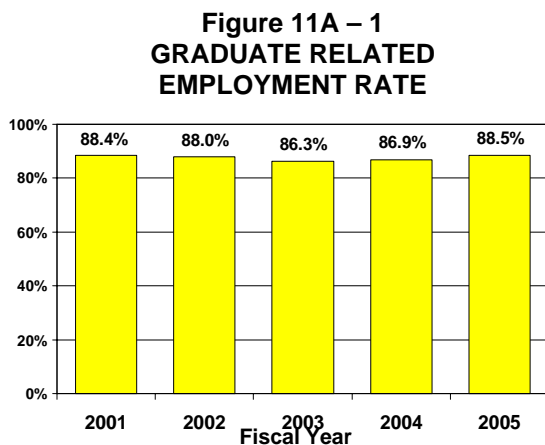
Measure 11A: Graduate Related Employment Rate

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 2005 was 88.5 percent, as shown in Figure 11A-1. This rate is up from a low of 86.3 percent for fiscal year 2003 graduates.



Drill-Downs: Related employment rates for fiscal year 2005 graduates were highest at graduate and diploma levels, as shown in Figure 11A-2.

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.

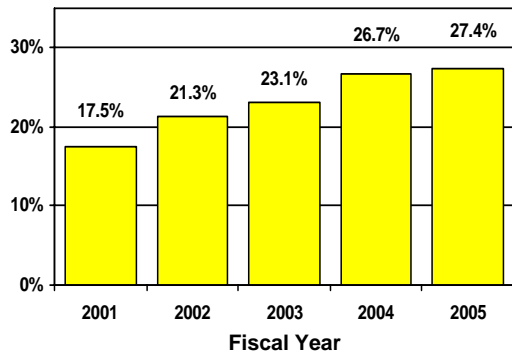
Significance: Measure 11B is significant in that it indicates the extent to which college and university instructional programs prepare graduates for continued education at the undergraduate or graduate level. This measure is complementary to Measure 11A, Graduate Related Employment Rate.

Measure: The continued education rate for system graduates in fiscal year 2005 was 27.4 percent, as shown in Figure 11B-1. This rate is up from 17.5 percent for fiscal year 2001 graduates.

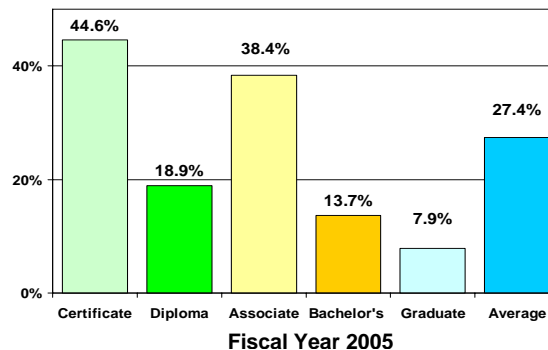
Drill-Downs: Continued education rates for fiscal year 2005 graduates were highest

at the certificate and associate degree level, as shown in Figure 11B-2. Associate graduates in the liberal arts, agriculture and computer science and engineering have the highest continued education rates, as shown in Figure 11B-2.

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



**Figure 11B – 2
CERTIFICATE & ASSOCIATE GRADUATES HAVE
HIGHEST CONTINUED EDUCATION RATE**



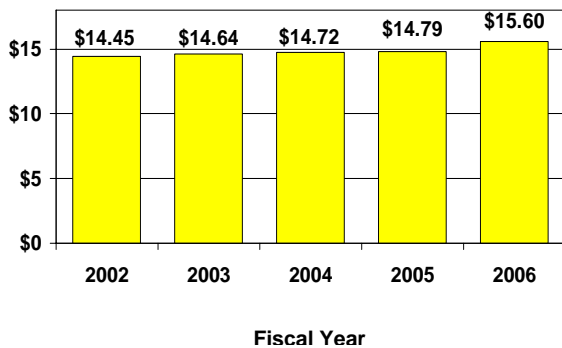
Measure 11C: Graduates Median Wage Rates

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.

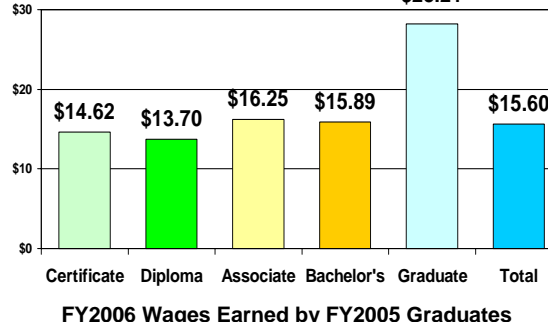
Significance: Measure 11C is significant in that it indicates graduates' economic returns to their college and university education during the first year after graduation. This measure is complementary to Measure 11A, Graduate Related Employment Rate.

Measure: The fiscal year 2006 median wage rate earned by fiscal year 2005 system graduates was \$15.60, as shown in Figure 11C-1. The median graduate wage rate had been stable for four years prior to 2006. Graduate certificate, master's and post master' level graduates have the highest median wage rate.

**Figure 11C – 1
GRADUATE WAGE RATES
INCREASE IN 2006**



**Figure 11C – 2
WAGE RATES ARE HIGHEST
AT THE GRADUATE LEVEL**



Appendix A

Measure 3D: Reallocation of Resources - Institutional Level Detail

Measure 6C: IPEDS Graduation and Transfer-Out Rates by Racial-Ethnic Status and Gender - Institutional Level Detail

Measure 3D: Reallocation of Resources to Advance System Priorities
Minnesota State Colleges and Universities
Fiscal Years 2004 through 2007

| Colleges | FY2004 | FY2005 | FY2006 | FY2007 |
|---|---------------------|---------------------|---------------------|---------------------|
| Alexandria Technical College | \$873,200 | \$486,000 | \$278,000 | \$479,000 |
| Anoka-Ramsey Community College | \$1,596,100 | \$250,000 | \$0 | \$120,000 |
| Anoka Technical College | \$954,346 | \$559,750 | \$279,310 | \$164,436 |
| Central Lakes College | \$1,014,110 | \$293,891 | \$634,760 | \$565,600 |
| Century College | \$905,300 | \$459,178 | \$1,190,000 | \$278,850 |
| Dakota County Technical College | \$390,978 | \$0 | \$275,329 | \$316,067 |
| Fond du Lac Tribal and Community College | \$57,000 | \$85,000 | \$35,932 | \$137,487 |
| Hennepin Technical College | \$593,700 | \$655,933 | \$491,575 | \$375,556 |
| Inver Hills Community College | \$434,661 | \$330,370 | \$588,765 | \$501,108 |
| Lake Superior College | \$1,225,000 | \$1,525,000 | \$300,500 | \$264,000 |
| Minneapolis Community and Technical College | \$1,045,000 | \$230,000 | \$430,000 | \$500,000 |
| Minnesota State College - Southeast Technical | \$128,000 | \$248,000 | \$117,000 | \$165,000 |
| Fergus Falls Community College (Now Minnesota State Community and Technical College) | \$284,079 | | | |
| Minnesota State Community and Technical College | | \$455,361 | \$466,890 | \$492,772 |
| Minnesota West Community and Technical College | \$523,500 | \$234,000 | \$295,000 | \$285,000 |
| Normandale Community College | \$898,000 | \$697,800 | \$853,953 | \$1,599,323 |
| North Hennepin Community College | \$344,400 | \$510,000 | \$388,120 | \$390,070 |
| Northeast Higher Education District | \$1,334,500 | \$982,626 | \$681,355 | \$631,720 |
| Hibbing Community College | \$176,566 | \$363,295 | \$383,355 | \$138,620 |
| Itasca Community College | \$358,800 | \$120,000 | \$109,000 | \$58,600 |
| Mesabi Range Community and Technical College | \$309,052 | \$195,750 | \$0 | \$236,000 |
| Rainy River Community College | \$324,000 | \$273,581 | \$83,000 | \$125,500 |
| Vermilion Community College | \$166,082 | \$30,000 | \$106,000 | \$73,000 |
| Northland Community and Technical College | \$398,000 | | | |
| Northland Community and Technical College (Now including the East Grand Forks campus) | | \$303,000 | \$539,977 | \$337,711 |
| Northwest Technical College | \$779,276 | | | |
| Northwest Technical College - Bemidji | | \$195,900 | \$713,000 | \$465,000 |
| Pine Technical College | \$240,000 | \$227,000 | \$26,100 | \$100,811 |
| Ridgewater College | \$615,861 | \$453,250 | \$278,101 | \$279,109 |
| Riverland Community College | \$0 | \$70,000 | \$171,331 | \$429,555 |
| Rochester Community and Technical College | \$902,848 | \$0 | \$175,000 | \$135,934 |
| St. Cloud Technical College | \$153,396 | \$960,786 | \$546,000 | \$896,000 |
| Saint Paul College | \$1,686,800 | \$836,000 | \$1,558,135 | \$938,326 |
| South Central College | \$185,000 | \$221,000 | \$715,994 | \$416,612 |
| Subtotal: Colleges | \$17,563,055 | \$11,269,845 | \$12,030,127 | \$11,265,047 |
| Universities | | | | |
| Bemidji State University | \$1,646,200 | \$901,783 | \$1,051,000 | \$2,084,000 |
| Metropolitan State University | \$2,303,087 | \$268,579 | \$1,200,000 | \$30,000 |
| Minnesota State University, Mankato | \$1,716,748 | \$2,424,380 | \$2,242,294 | \$2,867,803 |
| Minnesota State University Moorhead | \$1,859,448 | \$2,631,942 | \$528,639 | \$449,483 |
| St. Cloud State University | \$3,574,608 | \$1,256,785 | \$265,000 | \$451,000 |
| Southwest Minnesota State University | \$1,635,000 | \$1,300,000 | \$1,050,000 | \$1,645,000 |
| Winona State University | \$1,200,000 | \$1,447,000 | \$1,138,249 | \$697,340 |
| Subtotal: Universities | \$13,935,091 | \$10,230,469 | \$7,475,182 | \$8,224,626 |
| System Total | \$31,498,146 | \$21,500,314 | \$19,505,309 | \$19,489,673 |
| Average | \$851,301 | \$581,090 | \$541,814 | \$526,747 |

Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2002 and Four-Year University Fall 1999 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 | 18.0% | 12.9% | 15.7% | 22.6% | 17.7% | 36.0% | 19.4% | 32.4% | 30.4% | 31.5% |
| | Transfer-Out Rate | 19.9% | 29.9% | 14.6% | 17.1% | 24.2% | 21.4% | 30.1% | 21.6% | 24.3% | 22.8% |
| | Combined Rate | 37.8% | 42.8% | 30.2% | 39.6% | 41.9% | 57.4% | 49.5% | 54.0% | 54.7% | 54.3% |
| Metro Area Community Colleges Total | | | | | | | | | | | |
| | Graduation Rate | 27.8% | 7.1% | 7.4% | 14.6% | 11.9% | 15.7% | 10.0% | 12.1% | 15.4% | 13.9% |
| | Transfer-Out Rate | 30.6% | 42.4% | 29.6% | 25.2% | 39.0% | 36.6% | 41.8% | 36.3% | 38.7% | 37.6% |
| | Combined Rate | 58.3% | 49.4% | 37.0% | 39.8% | 50.9% | 52.3% | 51.9% | 48.4% | 54.0% | 51.4% |
| Anoka-Ramsey Community College | | | | | | | | | | | |
| | Initial Cohort | ** | 18 | ** | 17 | 13 | 792 | 178 | 441 | 582 | 1023 |
| | Total Completers | ** | 1 | ** | 3 | 2 | 124 | 18 | 56 | 93 | 149 |
| | Transfers-Out | ** | 10 | ** | 3 | 5 | 297 | 124 | 190 | 250 | 440 |
| | Graduation Rate | ** | 5.6% | ** | 17.7% | 15.4% | 15.7% | 10.1% | 12.7% | 16.0% | 14.6% |
| | Transfer-Out Rate | ** | 55.6% | ** | 17.7% | 38.5% | 37.5% | 69.7% | 43.1% | 43.0% | 43.0% |
| | Combined Rate | ** | 61.1% | ** | 35.3% | 53.9% | 53.2% | 79.8% | 55.8% | 58.9% | 57.6% |
| Inver Hills Community College | | | | | | | | | | | |
| | Initial Cohort | 10 | 5 | 4 | 10 | 3 | 164 | 570 | 358 | 408 | 766 |
| | Total Completers | 1 | 1 | | 2 | | 23 | 54 | 29 | 52 | 81 |
| | Transfers-Out | 4 | 1 | 1 | | 3 | 50 | 194 | 118 | 135 | 253 |
| | Graduation Rate | 10.0% | 20.0% | | 20.0% | | 14.0% | 9.5% | 8.1% | 12.8% | 10.6% |
| | Transfer-Out Rate | 40.0% | 20.0% | 25.0% | | 100.0% | 30.5% | 34.0% | 33.0% | 33.1% | 33.0% |
| | Combined Rate | 50.0% | 40.0% | 25.0% | 20.0% | 100.0% | 44.5% | 43.5% | 41.1% | 45.8% | 43.6% |
| Normandale Community College | | | | | | | | | | | |
| | Initial Cohort | 11 | 96 | 14 | 79 | 31 | 902 | 126 | 599 | 660 | 1259 |
| | Total Completers | 3 | 5 | 1 | 9 | 2 | 130 | 8 | 71 | 87 | 158 |
| | Transfers-Out | 3 | 34 | 4 | 24 | 11 | 335 | 57 | 205 | 263 | 468 |
| | Graduation Rate | 27.3% | 5.2% | 7.1% | 11.4% | 6.5% | 14.4% | 6.4% | 11.9% | 13.2% | 12.6% |
| | Transfer-Out Rate | 27.3% | 35.4% | 28.6% | 30.4% | 35.5% | 37.1% | 45.2% | 34.2% | 39.9% | 37.2% |
| | Combined Rate | 54.6% | 40.6% | 35.7% | 41.8% | 41.9% | 51.6% | 51.6% | 46.1% | 53.0% | 49.7% |
| North Hennepin Community College | | | | | | | | | | | |
| | Initial Cohort | 14 | 51 | 5 | 65 | 12 | 525 | 92 | 362 | 402 | 764 |
| | Total Completers | 6 | 5 | | 11 | 3 | 98 | 17 | 57 | 83 | 140 |
| | Transfers-Out | 4 | 27 | 2 | 16 | 4 | 190 | 29 | 126 | 146 | 272 |
| | Graduation Rate | 42.9% | 9.8% | | 16.9% | 25.0% | 18.7% | 18.5% | 15.8% | 20.7% | 18.3% |
| | Transfer-Out Rate | 28.6% | 52.9% | 40.0% | 24.6% | 33.3% | 36.2% | 31.5% | 34.8% | 36.3% | 35.6% |
| | Combined Rate | 71.4% | 62.8% | 40.0% | 41.5% | 58.3% | 54.9% | 50.0% | 50.6% | 57.0% | 53.9% |

47

* Minnesota State University, Mankato's calculation of graduation and transfer-out rates includes two allowable exclusions which were subtracted from the initial cohort to produce the rates.

** Indicates that information was suppressed to prevent disclosure of personally identifiable information.

Note: The graduation rate and transfer-out rate may not sum to the combined rate because of rounding.

Source: Office of the Chancellor Research and Planning

R:\R:\Accountability Framework\Indicators\Graduation Rates\GradRates_2004-05.mdb Measure 6C suppressed

Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2002 and Four-Year University Fall 1999 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 | 5.7% | 7.7% | 9.1% | 12.9% | 12.8% | 18.1% | 5.7% | 14.6% | 12.7% | 13.7% |
| | Transfer-Out Rate | 17.0% | 20.8% | 15.2% | 15.6% | 25.6% | 26.0% | 33.6% | 24.5% | 27.1% | 25.7% |
| | Combined Rate | 22.6% | 28.5% | 24.2% | 28.5% | 38.5% | 44.2% | 39.2% | 39.1% | 39.8% | 39.4% |
| Century College | | | | | | | | | | | |
| | Initial Cohort | 22 | 76 | 15 | 126 | 9 | 950 | 250 | 744 | 704 | 1448 |
| | Total Completers | 1 | 12 | 2 | 14 | 3 | 141 | 16 | 97 | 92 | 189 |
| | Transfers-Out | 4 | 17 | 1 | 20 | 3 | 277 | 93 | 210 | 205 | 415 |
| | Graduation Rate | 4.6% | 15.8% | 13.3% | 11.1% | 33.3% | 14.8% | 6.4% | 13.0% | 13.1% | 13.1% |
| | Transfer-Out Rate | 18.2% | 22.4% | 6.7% | 15.9% | 33.3% | 29.2% | 37.2% | 28.2% | 29.1% | 28.7% |
| | Combined Rate | 22.7% | 38.2% | 20.0% | 27.0% | 66.7% | 44.0% | 43.6% | 41.3% | 42.2% | 41.7% |
| Minneapolis Community and Technical College | | | | | | | | | | | |
| | Initial Cohort | 31 | 198 | 18 | 53 | 30 | 406 | 209 | 482 | 463 | 945 |
| | Total Completers | 2 | 9 | 1 | 9 | 2 | 105 | 10 | 82 | 56 | 138 |
| | Transfers-Out | 5 | 40 | 4 | 8 | 7 | 76 | 61 | 90 | 111 | 201 |
| | Graduation Rate | 6.5% | 4.6% | 5.6% | 17.0% | 6.7% | 25.9% | 4.8% | 17.0% | 12.1% | 14.6% |
| | Transfer-Out Rate | 16.1% | 20.2% | 22.2% | 15.1% | 23.3% | 18.7% | 29.2% | 18.7% | 24.0% | 21.3% |
| | Combined Rate | 22.6% | 24.8% | 27.8% | 32.1% | 30.0% | 44.6% | 34.0% | 35.7% | 36.1% | 35.9% |
| Metro Area Technical Colleges Total | | | | | | | | | | | |
| | Graduation Rate | 28.0% | 23.6% | 26.7% | 41.9% | 26.5% | 43.5% | 34.6% | 39.8% | 42.1% | 40.7% |
| | Transfer-Out Rate | 8.0% | 21.0% | 26.7% | 8.9% | 8.8% | 13.1% | 19.1% | 12.2% | 16.8% | 13.9% |
| | Combined Rate | 36.0% | 44.6% | 53.3% | 50.8% | 35.3% | 56.6% | 53.7% | 52.0% | 58.9% | 54.6% |
| Anoka Technical College | | | | | | | | | | | |
| | Initial Cohort | | 8 | 3 | 8 | 5 | 286 | 3 | 188 | 125 | 313 |
| | Total Completers | | 4 | 1 | 2 | 1 | 120 | 1 | 70 | 59 | 129 |
| | Transfers-Out | | | | 2 | 1 | 38 | 1 | 21 | 21 | 42 |
| | Graduation Rate | | 50.0% | 33.3% | 25.0% | 20.0% | 42.0% | 33.3% | 37.2% | 47.2% | 41.2% |
| | Transfer-Out Rate | | | | 25.0% | 20.0% | 13.3% | 33.3% | 11.2% | 16.8% | 13.4% |
| | Combined Rate | | 50.0% | 33.3% | 50.0% | 40.0% | 55.2% | 66.7% | 48.4% | 64.0% | 54.6% |
| Dakota County Technical College | | | | | | | | | | | |
| | Initial Cohort | ** | 17 | ** | 13 | 13 | 441 | 28 | 309 | 212 | 521 |
| | Total Completers | ** | 7 | ** | 2 | 3 | 195 | 14 | 135 | 87 | 222 |
| | Transfers-Out | ** | 3 | ** | 1 | 1 | 66 | 6 | 45 | 35 | 80 |
| | Graduation Rate | ** | 41.2% | ** | 15.4% | 23.1% | 44.2% | 50.0% | 43.7% | 41.0% | 42.6% |
| | Transfer-Out Rate | ** | 17.7% | ** | 7.7% | 7.7% | 15.0% | 21.4% | 14.6% | 16.5% | 15.4% |
| | Combined Rate | ** | 58.8% | ** | 23.1% | 30.8% | 59.2% | 71.4% | 58.3% | 57.6% | 58.0% |

48

* Minnesota State University, Mankato's calculation of graduation and transfer-out rates includes two allowable exclusions which were subtracted from the initial cohort to produce the rates.

** Indicates that information was suppressed to prevent disclosure of personally identifiable information.

Note: The graduation rate and transfer-out rate may not sum to the combined rate because of rounding.

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 2002 and Four-Year University Fall 1999 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 | 7 | 39 | 8 | 36 | 7 | 633 | 55 | 549 | 236 | 785 |
| | Total Completers | 4 | 9 | 3 | 20 | 2 | 261 | 12 | 198 | 113 | 311 |
| | Transfers-Out | | 12 | 2 | 2 | 1 | 75 | 13 | 68 | 37 | 105 |
| | Graduation Rate | 57.1% | 23.1% | 37.5% | 55.6% | 28.6% | 41.2% | 21.8% | 36.1% | 47.9% | 39.6% |
| | Transfer-Out Rate | | 30.8% | 25.0% | 5.6% | 14.3% | 11.9% | 23.6% | 12.4% | 15.7% | 13.4% |
| | Combined Rate | 57.1% | 53.9% | 62.5% | 61.1% | 42.9% | 53.1% | 45.5% | 48.5% | 63.6% | 53.0% |
| Saint Paul College | | | | | | | | | | | |
| | Initial Cohort | 10 | 93 | 3 | 67 | 9 | 238 | 76 | 285 | 211 | 496 |
| | Total Completers | 2 | 17 | | 28 | 3 | 119 | 29 | 127 | 71 | 198 |
| | Transfers-Out | | 18 | 1 | 6 | | 31 | 11 | 28 | 39 | 67 |
| | Graduation Rate | 20.0% | 18.3% | | 41.8% | 33.3% | 50.0% | 38.2% | 44.6% | 33.7% | 39.9% |
| | Transfer-Out Rate | | 19.4% | 33.3% | 9.0% | | 13.0% | 14.5% | 9.8% | 18.5% | 13.5% |
| | Combined Rate | 20.0% | 37.6% | 33.3% | 50.8% | 33.3% | 63.0% | 52.6% | 54.4% | 52.1% | 53.4% |
| Greater Minnesota Community Colleges Total | | | | | | | | | | | |
| | Graduation Rate | 13.3% | 4.9% | 12.5% | | | 32.8% | 37.9% | 26.0% | 34.6% | 29.3% |
| | Transfer-Out Rate | 26.7% | 61.0% | 15.3% | 33.3% | 50.0% | 31.7% | 22.7% | 36.2% | 23.3% | 31.2% |
| | Combined Rate | 40.0% | 65.9% | 27.8% | 33.3% | 50.0% | 64.5% | 60.6% | 62.1% | 57.9% | 60.5% |
| Fond du Lac Tribal and Community College | | | | | | | | | | | |
| | Initial Cohort | | | 54 | | ** | 106 | ** | 77 | 87 | 164 |
| | Total Completers | | | 6 | | ** | 24 | ** | 19 | 12 | 31 |
| | Transfers-Out | | | 6 | | ** | 23 | ** | 18 | 12 | 30 |
| | Graduation Rate | | | 11.1% | | ** | 22.6% | ** | 24.7% | 13.8% | 18.9% |
| | Transfer-Out Rate | | | 11.1% | | ** | 21.7% | ** | 23.4% | 13.8% | 18.3% |
| | Combined Rate | | | 22.2% | | ** | 44.3% | ** | 48.1% | 27.6% | 37.2% |
| Itasca Community College | | | | | | | | | | | |
| | Initial Cohort | ** | 5 | 12 | ** | 4 | 263 | 53 | 189 | 152 | 341 |
| | Total Completers | ** | | 1 | ** | | 105 | 24 | 61 | 70 | 131 |
| | Transfers-Out | ** | 2 | 2 | ** | 1 | 59 | 9 | 46 | 27 | 73 |
| | Graduation Rate | ** | | 8.3% | ** | | 39.9% | 45.3% | 32.3% | 46.1% | 38.4% |
| | Transfer-Out Rate | ** | 40.0% | 16.7% | ** | 25.0% | 22.4% | 17.0% | 24.3% | 17.8% | 21.4% |
| | Combined Rate | ** | 40.0% | 25.0% | ** | 25.0% | 62.4% | 62.3% | 56.6% | 63.8% | 59.8% |

49

* Minnesota State University, Mankato's calculation of graduation and transfer-out rates includes two allowable exclusions which were subtracted from the initial cohort to produce the rates.

** Indicates that information was suppressed to prevent disclosure of personally identifiable information.

Note: The graduation rate and transfer-out rate may not sum to the combined rate because of rounding.

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
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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 |
|---|-------------------|--------------------|------------------|-----------------|------------------------|----------|-------|------------------------|------------|--------------|-------------|
| Rainy River Community College | | | | | | | | | | | |
| | Initial Cohort | 7 | 22 | ** | | ** | 67 | | 57 | 45 | 102 |
| | Total Completers | 1 | 1 | ** | | ** | 25 | | 10 | 18 | 28 |
| | Transfers-Out | 2 | 16 | ** | | ** | 24 | | 32 | 13 | 45 |
| | Graduation Rate | 14.3% | 4.6% | ** | | ** | 37.3% | | 17.5% | 40.0% | 27.5% |
| | Transfer-Out Rate | 28.6% | 72.7% | ** | | ** | 35.8% | | 56.1% | 28.9% | 44.1% |
| | Combined Rate | 42.9% | 77.3% | ** | | ** | 73.1% | | 73.7% | 68.9% | 71.6% |
| Vermilion Community College | | | | | | | | | | | |
| | Initial Cohort | 6 | 14 | 4 | ** | ** | 207 | 10 | 197 | 46 | 243 |
| | Total Completers | | 1 | 1 | ** | ** | 57 | | 45 | 14 | 59 |
| | Transfers-Out | 2 | 7 | 2 | ** | ** | 98 | 6 | 92 | 25 | 117 |
| | Graduation Rate | | 7.1% | 25.0% | ** | ** | 27.5% | | 22.8% | 30.4% | 24.3% |
| | Transfer-Out Rate | 33.3% | 50.0% | 50.0% | ** | ** | 47.3% | 60.0% | 46.7% | 54.4% | 48.2% |
| | Combined Rate | 33.3% | 57.1% | 75.0% | ** | ** | 74.9% | 60.0% | 69.5% | 84.8% | 72.4% |
| Greater Minnesota Community and Technical Colleges Total | | | | | | | | | | | |
| | Graduation Rate | 22.7% | 15.7% | 17.7% | 28.8% | 22.1% | 40.5% | 29.8% | 37.9% | 37.9% | 37.9% |
| | Transfer-Out Rate | 13.6% | 33.8% | 9.4% | 15.2% | 19.8% | 19.1% | 19.8% | 20.0% | 18.7% | 19.4% |
| | Combined Rate | 36.4% | 49.5% | 27.1% | 43.9% | 41.9% | 59.6% | 49.6% | 57.9% | 56.6% | 57.3% |
| Central Lakes College | | | | | | | | | | | |
| | Initial Cohort | ** | 10 | 13 | 3 | ** | 727 | | 432 | 326 | 758 |
| | Total Completers | ** | | 2 | | ** | 278 | | 161 | 120 | 281 |
| | Transfers-Out | ** | 4 | 2 | 2 | ** | 138 | | 75 | 71 | 146 |
| | Graduation Rate | ** | | 15.4% | | ** | 38.2% | | 37.3% | 36.8% | 37.1% |
| | Transfer-Out Rate | ** | 40.0% | 15.4% | 66.7% | ** | 19.0% | | 17.4% | 21.8% | 19.3% |
| | Combined Rate | ** | 40.0% | 30.8% | 66.7% | ** | 57.2% | | 54.6% | 58.6% | 56.3% |
| Hibbing Community College | | | | | | | | | | | |
| | Initial Cohort | ** | 25 | 9 | | ** | 312 | 69 | 252 | 170 | 422 |
| | Total Completers | ** | 4 | 2 | | ** | 116 | 36 | 95 | 63 | 158 |
| | Transfers-Out | ** | 12 | 1 | | ** | 63 | 15 | 62 | 33 | 95 |
| | Graduation Rate | ** | 16.0% | 22.2% | | ** | 37.2% | 52.2% | 37.7% | 37.1% | 37.4% |
| | Transfer-Out Rate | ** | 48.0% | 11.1% | | ** | 20.2% | 21.7% | 24.6% | 19.4% | 22.5% |
| | Combined Rate | ** | 64.0% | 33.3% | | ** | 57.4% | 73.9% | 62.3% | 56.5% | 60.0% |

50

* Minnesota State University, Mankato's calculation of graduation and transfer-out rates includes two allowable exclusions which were subtracted from the initial cohort to produce the rates.

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Note: The graduation rate and transfer-out rate may not sum to the combined rate because of rounding.

Source: Office of the Chancellor Research and Planning

R:\R:\Accountability Framework\Indicators\Graduation Rates\GradRates_2004-05.mdb Measure 6C suppressed

Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2002 and Four-Year University Fall 1999 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 |
|--|-------------------|--------------------|------------------|-----------------|------------------------|----------|-------|------------------------|------------|--------------|-------------|
| Lake Superior College | | | | | | | | | | | |
| | Initial Cohort | | 5 | 17 | ** | ** | 413 | 77 | 294 | 221 | 515 |
| | Total Completers | | | 3 | ** | ** | 91 | 14 | 57 | 52 | 109 |
| | Transfers-Out | | | 1 | ** | ** | 77 | 20 | 60 | 38 | 98 |
| | Graduation Rate | | | 17.7% | ** | ** | 22.0% | 18.2% | 19.4% | 23.5% | 21.2% |
| | Transfer-Out Rate | | | 5.9% | ** | ** | 18.6% | 26.0% | 20.4% | 17.2% | 19.0% |
| | Combined Rate | | | 23.5% | ** | ** | 40.7% | 44.2% | 39.8% | 40.7% | 40.2% |
| Mesabi Range Community and Technical College | | | | | | | | | | | |
| | Initial Cohort | ** | 27 | ** | ** | ** | 318 | | 211 | 138 | 349 |
| | Total Completers | ** | 4 | ** | ** | ** | 142 | | 80 | 66 | 146 |
| | Transfers-Out | ** | 15 | ** | ** | ** | 95 | | 72 | 39 | 111 |
| | Graduation Rate | ** | 14.8% | ** | ** | ** | 44.7% | | 37.9% | 47.8% | 41.8% |
| | Transfer-Out Rate | ** | 55.6% | ** | ** | ** | 29.9% | | 34.1% | 28.3% | 31.8% |
| | Combined Rate | ** | 70.4% | ** | ** | ** | 74.5% | | 72.0% | 76.1% | 73.6% |
| Minnesota State Community and Technical College | | | | | | | | | | | |
| | Initial Cohort | | 18 | 19 | 5 | 5 | 722 | 367 | 661 | 475 | 1136 |
| | Total Completers | | 7 | 3 | 3 | 2 | 355 | 118 | 286 | 202 | 488 |
| | Transfers-Out | | 5 | | 1 | 1 | 129 | 44 | 106 | 74 | 180 |
| | Graduation Rate | | 38.9% | 15.8% | 60.0% | 40.0% | 49.2% | 32.2% | 43.3% | 42.5% | 43.0% |
| | Transfer-Out Rate | | 27.8% | | 20.0% | 20.0% | 17.9% | 12.0% | 16.0% | 15.6% | 15.9% |
| | Combined Rate | | 66.7% | 15.8% | 80.0% | 60.0% | 67.0% | 44.1% | 59.3% | 58.1% | 58.8% |
| Minnesota West Community and Technical College | | | | | | | | | | | |
| | Initial Cohort | ** | 18 | 5 | ** | 12 | 466 | ** | 321 | 187 | 508 |
| | Total Completers | ** | 1 | 2 | ** | 3 | 253 | ** | 163 | 99 | 262 |
| | Transfers-Out | ** | 5 | 1 | ** | 3 | 66 | ** | 56 | 19 | 75 |
| | Graduation Rate | ** | 5.6% | 40.0% | ** | 25.0% | 54.3% | ** | 50.8% | 52.9% | 51.6% |
| | Transfer-Out Rate | ** | 27.8% | 20.0% | ** | 25.0% | 14.2% | ** | 17.5% | 10.2% | 14.8% |
| | Combined Rate | ** | 33.3% | 60.0% | ** | 50.0% | 68.5% | ** | 68.2% | 63.1% | 66.3% |
| Northland Community and Technical College | | | | | | | | | | | |
| | Initial Cohort | 4 | 23 | 18 | 6 | 9 | 549 | 6 | 338 | 277 | 615 |
| | Total Completers | 2 | 2 | 2 | 3 | 3 | 193 | | 107 | 98 | 205 |
| | Transfers-Out | 1 | 9 | 2 | 2 | 1 | 129 | | 87 | 57 | 144 |
| | Graduation Rate | 50.0% | 8.7% | 11.1% | 50.0% | 33.3% | 35.2% | | 31.7% | 35.4% | 33.3% |
| | Transfer-Out Rate | 25.0% | 39.1% | 11.1% | 33.3% | 11.1% | 23.5% | | 25.7% | 20.6% | 23.4% |
| | Combined Rate | 75.0% | 47.8% | 22.2% | 83.3% | 44.4% | 58.7% | | 57.4% | 56.0% | 56.8% |

51

* Minnesota State University, Mankato's calculation of graduation and transfer-out rates includes two allowable exclusions which were subtracted from the initial cohort to produce the rates.

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Note: The graduation rate and transfer-out rate may not sum to the combined rate because of rounding.

Source: Office of the Chancellor Research and Planning

R:\R:\Accountability Framework\Indicators\Graduation Rates\GradRates_2004-05.mdb Measure 6C suppressed

Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2002 and Four-Year University Fall 1999 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 |
|---|-------------------|--------------------|------------------|-----------------|------------------------|----------|-------|------------------------|------------|--------------|-------------|
| Ridgewater College | | | | | | | | | | | |
| | Initial Cohort | | 12 | | 6 | 19 | 858 | 47 | 530 | 412 | 942 |
| | Total Completers | | 6 | | 1 | 3 | 389 | 17 | 226 | 190 | 416 |
| | Transfers-Out | | 4 | | | 2 | 153 | 9 | 93 | 75 | 168 |
| | Graduation Rate | | 50.0% | | 16.7% | 15.8% | 45.3% | 36.2% | 42.6% | 46.1% | 44.2% |
| | Transfer-Out Rate | | 33.3% | | | 10.5% | 17.8% | 19.2% | 17.6% | 18.2% | 17.8% |
| | Combined Rate | | 83.3% | | 16.7% | 26.3% | 63.2% | 55.3% | 60.2% | 64.3% | 62.0% |
| Riverland Community College | | | | | | | | | | | |
| | Initial Cohort | 7 | 8 | ** | ** | 15 | 580 | 5 | 385 | 234 | 619 |
| | Total Completers | 2 | 2 | ** | ** | 4 | 281 | 3 | 204 | 91 | 295 |
| | Transfers-Out | | 1 | ** | ** | 1 | 71 | | 35 | 38 | 73 |
| | Graduation Rate | 28.6% | 25.0% | ** | ** | 26.7% | 48.5% | 60.0% | 53.0% | 38.9% | 47.7% |
| | Transfer-Out Rate | | 12.5% | ** | ** | 6.7% | 12.2% | | 9.1% | 16.2% | 11.8% |
| | Combined Rate | 28.6% | 37.5% | ** | ** | 33.3% | 60.7% | 60.0% | 62.1% | 55.1% | 59.5% |
| Rochester Community and Technical College | | | | | | | | | | | |
| | Initial Cohort | ** | 52 | ** | 35 | 16 | 677 | 196 | 498 | 485 | 983 |
| | Total Completers | ** | 5 | ** | 7 | 2 | 180 | 40 | 108 | 128 | 236 |
| | Transfers-Out | ** | 12 | ** | 5 | 5 | 152 | 64 | 137 | 103 | 240 |
| | Graduation Rate | ** | 9.6% | ** | 20.0% | 12.5% | 26.6% | 20.4% | 21.7% | 26.4% | 24.0% |
| | Transfer-Out Rate | ** | 23.1% | ** | 14.3% | 31.3% | 22.5% | 32.7% | 27.5% | 21.2% | 24.4% |
| | Combined Rate | ** | 32.7% | ** | 34.3% | 43.8% | 49.0% | 53.1% | 49.2% | 47.6% | 48.4% |
| Greater Minnesota Technical Colleges Total | | | | | | | | | | | |
| | Graduation Rate | 20.0% | 33.3% | 25.0% | 40.0% | 18.8% | 51.2% | 40.5% | 50.3% | 48.2% | 49.5% |
| | Transfer-Out Rate | 40.0% | 18.5% | 8.3% | 15.0% | 15.6% | 11.9% | 14.3% | 10.4% | 14.8% | 12.2% |
| | Combined Rate | 60.0% | 51.9% | 33.3% | 55.0% | 34.4% | 63.1% | 54.8% | 60.7% | 63.1% | 61.7% |
| Alexandria Technical College | | | | | | | | | | | |
| | Initial Cohort | | ** | 3 | ** | 6 | 643 | 82 | 486 | 251 | 737 |
| | Total Completers | | ** | 1 | ** | 3 | 385 | 36 | 292 | 134 | 426 |
| | Transfers-Out | | ** | 1 | ** | 1 | 53 | 12 | 38 | 29 | 67 |
| | Graduation Rate | | ** | 33.3% | ** | 50.0% | 59.9% | 43.9% | 60.1% | 53.4% | 57.8% |
| | Transfer-Out Rate | | ** | 33.3% | ** | 16.7% | 8.2% | 14.6% | 7.8% | 11.6% | 9.1% |
| | Combined Rate | | ** | 66.7% | ** | 66.7% | 68.1% | 58.5% | 67.9% | 64.9% | 66.9% |

52

* Minnesota State University, Mankato's calculation of graduation and transfer-out rates includes two allowable exclusions which were subtracted from the initial cohort to produce the rates.

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Note: The graduation rate and transfer-out rate may not sum to the combined rate because of rounding.

Source: Office of the Chancellor Research and Planning

R:\R:\Accountability Framework\Indicators\Graduation Rates\GradRates_2004-05.mdb Measure 6C suppressed

Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
Two-Year College Fall 2002 and Four-Year University Fall 1999 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 | | 5 | 6 | 4 | ** | 313 | ** | 202 | 130 | 332 |
| | Total Completers | | 3 | 2 | 2 | ** | 143 | ** | 90 | 60 | 150 |
| | Transfers-Out | | | | 1 | ** | 31 | ** | 21 | 12 | 33 |
| | Graduation Rate | | 60.0% | 33.3% | 50.0% | ** | 45.7% | ** | 44.6% | 46.2% | 45.2% |
| | Transfer-Out Rate | | | | 25.0% | ** | 9.9% | ** | 10.4% | 9.2% | 9.9% |
| | Combined Rate | | 60.0% | 33.3% | 75.0% | ** | 55.6% | ** | 55.0% | 55.4% | 55.1% |
| Northwest Technical College - Bemidji | | | | | | | | | | | |
| | Initial Cohort | | ** | 25 | ** | ** | 151 | 6 | 107 | 80 | 187 |
| | Total Completers | | ** | 5 | ** | ** | 73 | | 53 | 28 | 81 |
| | Transfers-Out | | ** | 2 | ** | ** | 33 | 1 | 12 | 24 | 36 |
| | Graduation Rate | | ** | 20.0% | ** | ** | 48.3% | | 49.5% | 35.0% | 43.3% |
| | Transfer-Out Rate | | ** | 8.0% | ** | ** | 21.9% | 16.7% | 11.2% | 30.0% | 19.3% |
| | Combined Rate | | ** | 28.0% | ** | ** | 70.2% | 16.7% | 60.8% | 65.0% | 62.6% |
| Pine Technical College | | | | | | | | | | | |
| | Initial Cohort | | | | | | 67 | 19 | 35 | 51 | 86 |
| | Total Completers | | | | | | 24 | 12 | 12 | 24 | 36 |
| | Transfers-Out | | | | | | 3 | | | 3 | 3 |
| | Graduation Rate | | | | | | 35.8% | 63.2% | 34.3% | 47.1% | 41.9% |
| | Transfer-Out Rate | | | | | | 4.5% | | | 5.9% | 3.5% |
| | Combined Rate | | | | | | 40.3% | 63.2% | 34.3% | 52.9% | 45.4% |
| South Central College | | | | | | | | | | | |
| | Initial Cohort | ** | 7 | ** | 6 | 18 | 589 | 24 | 376 | 271 | 647 |
| | Total Completers | ** | 3 | ** | 4 | 1 | 252 | 8 | 153 | 116 | 269 |
| | Transfers-Out | ** | 1 | ** | | 2 | 79 | 4 | 45 | 41 | 86 |
| | Graduation Rate | ** | 42.9% | ** | 66.7% | 5.6% | 42.8% | 33.3% | 40.7% | 42.8% | 41.6% |
| | Transfer-Out Rate | ** | 14.3% | ** | | 11.1% | 13.4% | 16.7% | 12.0% | 15.1% | 13.3% |
| | Combined Rate | ** | 57.1% | ** | 66.7% | 16.7% | 56.2% | 50.0% | 52.7% | 57.9% | 54.9% |
| St. Cloud Technical College | | | | | | | | | | | |
| | Initial Cohort | ** | 10 | ** | 8 | 5 | 669 | 35 | 436 | 295 | 731 |
| | Total Completers | ** | | ** | 1 | 2 | 368 | 12 | 226 | 158 | 384 |
| | Transfers-Out | ** | 4 | ** | 2 | 1 | 90 | 7 | 55 | 51 | 106 |
| | Graduation Rate | ** | | ** | 12.5% | 40.0% | 55.0% | 34.3% | 51.8% | 53.6% | 52.5% |
| | Transfer-Out Rate | ** | 40.0% | ** | 25.0% | 20.0% | 13.5% | 20.0% | 12.6% | 17.3% | 14.5% |
| | Combined Rate | ** | 40.0% | ** | 37.5% | 60.0% | 68.5% | 54.3% | 64.5% | 70.9% | 67.0% |

53

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Measure 6C
IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic Status and Gender
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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 |
|--|-------------------|--------------------|------------------|-----------------|------------------------|----------|-------|------------------------|------------|--------------|-------------|
| State Universities Total | | | | | | | | | | | |
| | Graduation Rate | 54.9% | 18.8% | 17.2% | 35.6% | 32.3% | 50.6% | 40.0% | 42.5% | 51.7% | 47.8% |
| | Transfer-Out Rate | | 42.5% | 24.1% | 29.5% | 33.9% | 27.5% | 23.2% | 26.0% | 26.9% | 26.5% |
| | Combined Rate | 54.9% | 61.3% | 41.4% | 65.1% | 66.2% | 78.2% | 63.1% | 68.5% | 78.6% | 74.3% |
| Bemidji State University | | | | | | | | | | | |
| | Initial Cohort | 30 | ** | 21 | ** | 5 | 517 | 24 | 294 | 307 | 601 |
| | Total Completers | 23 | ** | 4 | ** | | 274 | 6 | 134 | 174 | 308 |
| | Transfers-Out | | ** | 3 | ** | 3 | 102 | 6 | 53 | 61 | 114 |
| | Graduation Rate | 76.7% | ** | 19.1% | ** | | 53.0% | 25.0% | 45.6% | 56.7% | 51.3% |
| | Transfer-Out Rate | | ** | 14.3% | ** | 60.0% | 19.7% | 25.0% | 18.0% | 19.9% | 19.0% |
| | Combined Rate | 76.7% | ** | 33.3% | ** | 60.0% | 72.7% | 50.0% | 63.6% | 76.6% | 70.2% |
| Metropolitan State University | | | | | | | | | | | |
| | Initial Cohort | ** | 7 | ** | 13 | ** | 16 | 4 | 23 | 22 | 45 |
| | Total Completers | ** | 1 | ** | 2 | ** | 7 | | 9 | 2 | 11 |
| | Transfers-Out | ** | 2 | ** | 5 | ** | 4 | 2 | 8 | 7 | 15 |
| | Graduation Rate | ** | 14.3% | ** | 15.4% | ** | 43.8% | | 39.1% | 9.1% | 24.4% |
| | Transfer-Out Rate | ** | 28.6% | ** | 38.5% | ** | 25.0% | 50.0% | 34.8% | 31.8% | 33.3% |
| | Combined Rate | ** | 42.9% | ** | 53.9% | ** | 68.8% | 50.0% | 73.9% | 40.9% | 57.8% |
| Minnesota State University Moorhead | | | | | | | | | | | |
| | Initial Cohort | ** | ** | 12 | 9 | 16 | 895 | 195 | 420 | 718 | 1138 |
| | Total Completers | ** | ** | 3 | | 4 | 391 | 86 | 135 | 352 | 487 |
| | Transfers-Out | ** | ** | 3 | 2 | 4 | 206 | 36 | 107 | 144 | 251 |
| | Graduation Rate | ** | ** | 25.0% | | 25.0% | 43.7% | 44.1% | 32.1% | 49.0% | 42.8% |
| | Transfer-Out Rate | ** | ** | 25.0% | 22.2% | 25.0% | 23.0% | 18.5% | 25.5% | 20.1% | 22.1% |
| | Combined Rate | ** | ** | 50.0% | 22.2% | 50.0% | 66.7% | 62.6% | 57.6% | 69.1% | 64.9% |
| Minnesota State University, Mankato * | | | | | | | | | | | |
| | Initial Cohort | 3 | 14 | 5 | 34 | 10 | 1452 | 443 | 870 | 1091 | 1961 |
| | Total Completers | 2 | 3 | 1 | 16 | 3 | 735 | 204 | 394 | 570 | 964 |
| | Transfers-Out | | 10 | 1 | 12 | 4 | 430 | 140 | 260 | 337 | 597 |
| | Graduation Rate | 66.7% | 21.4% | 20.0% | 47.1% | 30.0% | 50.7% | 46.1% | 45.3% | 52.3% | 49.2% |
| | Transfer-Out Rate | | 71.4% | 20.0% | 35.3% | 40.0% | 29.7% | 31.6% | 29.9% | 30.9% | 30.5% |
| | Combined Rate | 66.7% | 92.9% | 40.0% | 82.4% | 70.0% | 80.3% | 77.7% | 75.3% | 83.2% | 79.7% |

54

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Measure 6C
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Minnesota State Colleges and Universities

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|---|-------------------|--------------------|------------------|-----------------|------------------------|----------|-------|------------------------|------------|--------------|-------------|
| Southwest Minnesota State University | | | | | | | | | | | |
| | Initial Cohort | 22 | 12 | ** | ** | ** | 425 | 10 | 239 | 243 | 482 |
| | Total Completers | 11 | 1 | ** | ** | ** | 172 | 3 | 71 | 119 | 190 |
| | Transfers-Out | | 4 | ** | ** | ** | 54 | | 33 | 27 | 60 |
| | Graduation Rate | 50.0% | 8.3% | ** | ** | ** | 40.5% | 30.0% | 29.7% | 49.0% | 39.4% |
| | Transfer-Out Rate | | 33.3% | ** | ** | ** | 12.7% | | 13.8% | 11.1% | 12.5% |
| | Combined Rate | 50.0% | 41.7% | ** | ** | ** | 53.2% | 30.0% | 43.5% | 60.1% | 51.9% |
| St. Cloud State University | | | | | | | | | | | |
| | Initial Cohort | 42 | 25 | 13 | 66 | 12 | 1723 | 668 | 1114 | 1435 | 2549 |
| | Total Completers | 23 | 6 | 2 | 26 | 6 | 846 | 298 | 485 | 722 | 1207 |
| | Transfers-Out | | 7 | 4 | 17 | 3 | 515 | 111 | 275 | 382 | 657 |
| | Graduation Rate | 54.8% | 24.0% | 15.4% | 39.4% | 50.0% | 49.1% | 44.6% | 43.5% | 50.3% | 47.4% |
| | Transfer-Out Rate | | 28.0% | 30.8% | 25.8% | 25.0% | 29.9% | 16.6% | 24.7% | 26.6% | 25.8% |
| | Combined Rate | 54.8% | 52.0% | 46.2% | 65.2% | 75.0% | 79.0% | 61.2% | 68.2% | 76.9% | 73.1% |
| Winona State University | | | | | | | | | | | |
| | Initial Cohort | 18 | 14 | 3 | 15 | 17 | 1224 | 150 | 512 | 929 | 1441 |
| | Total Completers | 5 | 3 | | 5 | 7 | 740 | | 247 | 513 | 760 |
| | Transfers-Out | | 11 | 2 | 6 | 6 | 410 | 51 | 166 | 320 | 486 |
| | Graduation Rate | 27.8% | 21.4% | | 33.3% | 41.2% | 60.5% | | 48.2% | 55.2% | 52.7% |
| | Transfer-Out Rate | | 78.6% | 66.7% | 40.0% | 35.3% | 33.5% | 34.0% | 32.4% | 34.5% | 33.7% |
| | Combined Rate | 27.8% | 100.0% | 66.7% | 73.3% | 76.5% | 94.0% | 34.0% | 80.7% | 89.7% | 86.5% |

55

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Source: Office of the Chancellor Research and Planning

R:\R:\Accountability Framework\Indicators\Graduation Rates\GradRates_2004-05.mdb Measure 6C suppressed



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