North Hennepin Community College

Student Fact Book FY2023

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About the Student Fact Book

The North Hennepin Community College (NHCC) Student Fact Book aims to serve as a reference tool to provide general information about the college for use in planning, assessment, grant writing, preparing reports, and other projects.

The data provides the most recent fiscal year completed and, in most cases, looks back nine years. Most of the data is provided by fiscal year (July 1-June 30), however calendar year (January 1-December 31) and cohort tracking (Fall 20XX) is also utilized and noted as such. Operational data reported here for 2021 is subject to modification in future updates.

Care has been taken to align the data in the fact book to other Minnesota State Colleges and Universities System reports. Despite these attempts the data may still differ slightly from other college or system reports due to use of different sources, reporting time periods, reporting dates, or data definitions. Please refer to the Glossary for definitions of terms.

Please contact NHCC Institutional Research and Effectiveness Office staff with questions or concerns about the data reported in the Fact Book.

NHCC Mission and Strategic Directions

Mission

Engaging Students, Changing Lives

North Hennepin Community College creates opportunities for students to reach their academic goals, succeed in their chosen professions, and make a difference in the world.

Vision

Opportunity without limits, learning without end, and achievement beyond expectation

Strategic Directions

Branding

The goal of branding is to define and articulate who we are as a college and our relationship within the broader community.

Community Partnerships

The goal of community partnerships is to become a trusted and valued partner in the region and state, integrated into the fabric of the community and regarded as a respected community asset.

Comprehensive Student Experience

The goal of comprehensive student experience is to provide a stellar academic and co-curricular experience that challenges and prepares our students for a complex, fast-paced, and diverse world.

Diversity

The goal of diversity is to foster an inclusive, collaborative and equity-minded teaching and learning environment that is reflective of the diverse students we serve and focused on student success and closing the opportunity gap.

Employee Satisfaction

The goal of employee satisfaction is for all employees to feel respected and valued for their contributions and empowered to advance the mission of the college.

NHCC Quick Facts - FY2023

All data on this page refers to credit enrollment in fiscal year 2023 unless otherwise noted.

Enrollment
7,121 unduplicated headcounts
2,893 FYE students

Demographics
29% full-time students, 71% part-time (Fall 2022)
50% new students, 50% returning
59% female, 40% male
50% age 18-25, 24% age 26-older
23 average age
20 median age
55% students of color
31% low income (Pell eligible)
50% first generation (federal definition)
22% first generation (MN definition)
64% underrepresented (MN definition)
41.5% Caucasian
25.4% Black or African American
14.9% Asian
8.4% Hispanic
5.5% Two or More Races
1.3% Non-Resident Alien
0.3% Native American
0.01% Pacific Islander
23 International students
152 EAP students (beginning English class)

Average Credit Load (Fall 2022)
13.4 credits Full-time students
6.3 credits Part-time students
8.4 credits all students

Average Class Size
18.8 Students

Course Sections Offered:
1,468 totals
34% Traditional/classroom
49% Online
17% Hybrid/Blended

Top 5 Cities – Student Residence (Fall 2022)
Brooklyn Park
Maple Grove
Minneapolis
Brooklyn Center
Plymouth

Top 5 Sending High Schools
(Fall 2022 First Time Students)
Park Center Ib World High School
Champlin Park High School
Osseo Senior High School
Maple Grove Senior High School
Robbinsdale Cooper High School

Top 5 Declared Majors
Liberal Arts
Pre-Nursing
Computer Science Transfer Pathway
Business Transfer Pathway
Biology Transfer Pathway

Top 3 Degrees Granted
Liberal Arts and Sciences
Nursing (MANE)
Nursing

Top 3 Certificates Granted
Communication and Computer Skills
Accounting Mgt and Computer Info Systems
Building Inspection

Retention Rates
(Fall 2020 entering first-time full-time students)
73.8% retained to first spring
53.1% retained to second fall

IPEDS 3-Year Graduation & Transfer Rates
(Fall 2019 entering first-time full-time students; 150% of normal time)
13% graduated
33% transferred

Financial Aid (Undergraduates)
Based on 2023 Award Year (Fall 2022 to Summer 2023)
4,044 Potentially Eligible Students
2,077 (51.4%) Students received Grants*
898 (22.2%) Students received Loans
401 (9.9%) Students received Scholarships
2,264 (56.0%) of Potentially Eligible Students received Grants* or Scholarships or both
$4,046 Average Grant* aid
2.5 official cohort default rate for FY2020 cohort
**COVID-related Grants were not included*

Enrollment Snapshot

The table below and on the next page contains an enrollment breakdown for the last three years, and a 10-year comparison.

NHCC Credit Enrollment		FY2021		FY2022		FY2023		# Inc./Dec.	% Change	# Inc./Dec.	% Change
AY 2021 to 2023		Count	% of Ttl.	Count	% of Ttl.	Count	% of Ttl.	'21 to '23	'21 to '23	'13 to '23	'13 to '23
Full Year Equivalent (FYE)		3,563	100.0%	3,089	100.0%	2,893	100.0%	-670	-18.8%	-2,063	-41.6%
RACE/ETHNICITY	Students of Color	4,218	49.9%	3,963	52.4%	3,890	54.6%	-328	-7.8%	-660	-14.5%
	Black or African American	1,968	23.3%	1,869	24.7%	1,812	25.4%	-156	-7.9%	-506	-21.8%
	Asian	1,179	13.9%	1,078	14.3%	1,063	14.9%	-116	-9.8%	-110	-9.4%
	Hispanic or Latino (any race)	639	7.6%	607	8.0%	597	8.4%	-42	-6.6%	97	19.4%
	American Indian or Alaska Native	21	0.2%	29	0.4%	24	0.3%	3	14.3%	-27	-52.9%
	Native Hawaiian/ Pacific Islander	3	0.0%	4	0.1%	1	0.0%	-2	-66.7%	-4	-80.0%
	Two or more Races	408	4.8%	376	5.0%	393	5.5%	-15	-3.7%	-110	-21.9%
	Caucasian	3,943	46.6%	3,336	44.1%	2,956	41.5%	-987	-25.0%	-3,225	-52.2%
	Non-Resident Alien	126	1.5%	108	1.4%	95	1.3%	-31	-24.6%	8	9.2%
	Not Reported	168	2.0%	156	2.1%	180	2.5%	12	7.1%	-24	-11.8%
	Total	8,455	100.0%	7,563	100.0%	7,121	100.0%	-1334	-15.8%	-3,901	-35.4%
GENDER	Female	5,163	61.1%	4,597	60.8%	4,232	59.4%	-931	-18.0%	-1,941	-31.4%
	Male	3,233	38.2%	2,926	38.7%	2,841	39.9%	-392	-12.1%	-1,902	-40.1%
	Not Reported	59	0.7%	40	0.5%	48	0.7%	-11	-18.6%	-58	-54.7%
	Total	8,455	100.0%	7,563	100.0%	7,121	100.0%	-1334	-15.8%	-3,901	-35.4%
FT/PT	Full-time	1,377	16.3%	1,162	15.4%	1,049	14.7%	-328	-23.8%	-748	-41.6%
	Part-time	7,078	83.7%	6,401	84.6%	6,072	85.3%	-1006	-14.2%	-3,153	-34.2%
	Total	8,455	100.0%	7,563	100.0%	7,121	100.0%	-1334	-15.8%	-3,901	-35.4%
ADMISSIONS STATUS	Undergraduate Regular	2,488	29.4%	2,257	29.8%	2,134	30.0%	-354	-14.2%	-1,868	-46.7%
	Undergraduate Transfer	2,562	30.3%	2,266	30.0%	2,055	28.9%	-507	-19.8%	-2,782	-57.5%
	Undergraduate Previous Degree	247	2.9%	211	2.8%	183	2.6%	-64	-25.9%	-201	-52.3%
	PSEO	1,786	21.1%	1,734	22.9%	1,711	24.0%	-75	-4.2%	1126	192.5%
	High School non-PSEO	24	0.3%	29	0.4%	114	1.6%	90	375.0%	69	153.3%
	Undergraduate Unclassified/Uncoded	1,345	15.9%	1,065	14.1%	924	13.0%	-421	-31.3%	-245	-21.0%
	Total	8,452	100.0%	7,562	100.0%	7,121	100.0%	-1331	-15.7%	-3,901	-35.4%

Continue to on the next page.

AGE	17 and younger	1800	21.3%	1750	23.1%	1803	25.3%	3	0.2%	1163	181.7%
	18 to 21	2,955	34.9%	2,655	35.1%	2,554	35.9%	-401	-13.6%	-876	-25.5%
	22 to 25	1,425	16.9%	1,169	15.5%	1,016	14.3%	-409	-28.7%	-1067	-51.2%
	26 to 30	884	10.5%	743	9.8%	624	8.8%	-260	-29.4%	-1182	-65.4%
	31 to 35	498	5.9%	475	6.3%	413	5.8%	-85	-17.1%	-698	-62.8%
	36 to 40	350	4.1%	289	3.8%	258	3.6%	-92	-26.3%	-413	-61.5%
	41 to 45	213	2.5%	206	2.7%	177	2.5%	-36	-16.9%	-353	-66.6%
	46 and older	300	3.5%	264	3.5%	262	3.7%	-38	-12.7%	-445	-62.9%
	Not Reported	30	0.4%	12	0.2%	14	0.2%	-16	-53.3%	-30	-68.2%
	Total	8,455	100.0%	7,563	100.0%	7,121	100.0%	-1334	-15.8%	-3,901	-35.4%
MN DEF.	Underrepresented	5,133	60.7%	4,728	62.5%	4,578	64.3%	-555	-10.8%	-2,538	-35.7%
	Not Underrepresented	624	7.4%	501	6.6%	442	6.2%	-182	-29.2%	-813	-64.8%
	Status Unknown	2,698	31.9%	2,334	30.9%	2,101	29.5%	-597	-22.1%	-550	-20.7%
	Total	8,455	100.0%	7,563	100.0%	7,121	100.0%	-1334	-15.8%	-3,901	-35.4%
PELL ELIG.	Pell Eligible	2,545	30.1%	2,290	30.3%	2,175	30.5%	-370	-14.5%	-2,794	-56.2%
	Not Pell Eligible	1,380	16.3%	1,226	16.2%	1,145	16.1%	-235	-17.0%	-1012	-46.9%
	Status Unknown	4,530	53.6%	4,047	53.5%	3,801	53.4%	-729	-16.1%	-95	-2.4%
	Total	8,455	100.0%	7,563	100.0%	7,121	100.0%	-1334	-15.8%	-3,901	-35.4%
Students with Disabilities (fall enrollment)		290	5.0%	275	5.3%	302	6.2%	12	4.1%	302	100.0%
Veterans (fall enrollment)		130	2.3%	110	2.1%	88	1.8%	-42	-32.3%	88	100.0%

Minnesota State Strategic Framework Performance Measures

Minnesota State established a set of performance measures for all institutions. The focus of these measures is on Student Success. The accountability data is updated each May.

Student Success Accountability Metrics

Student Success - Accountability Metrics

Developmental Education One-Year Completion Rate (All Students)

Percent of students taking developmental reading, writing or math who completed all developmental coursework within one year.

Second Fall Student Persistence and Completion Rate (Part Time Students)

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

Completion Rate (Part Time Students)

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

Licensure Exam Pass Rate (All Students)

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

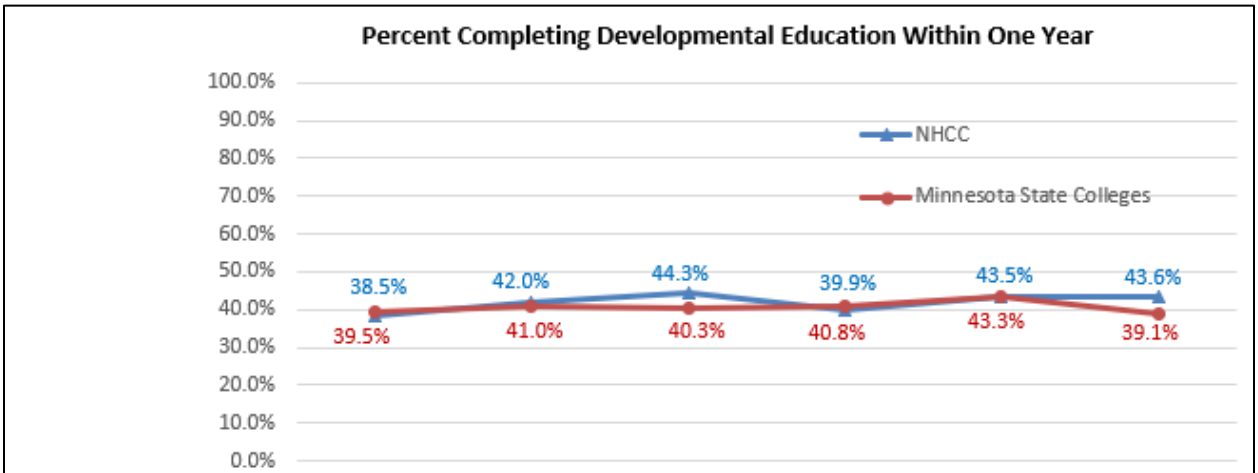
Related Employment Rate for Graduates (All Students)

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

The graphs on the next five pages illustrate NHCC performance compared with all community colleges in Minnesota State.

Developmental Education One-Year Completion Rate

Measure Definition: Percent of all students (full time and part time) who took developmental reading, writing, or math within two years of their fall entering cohort term, those who completed all developmental coursework within one year.

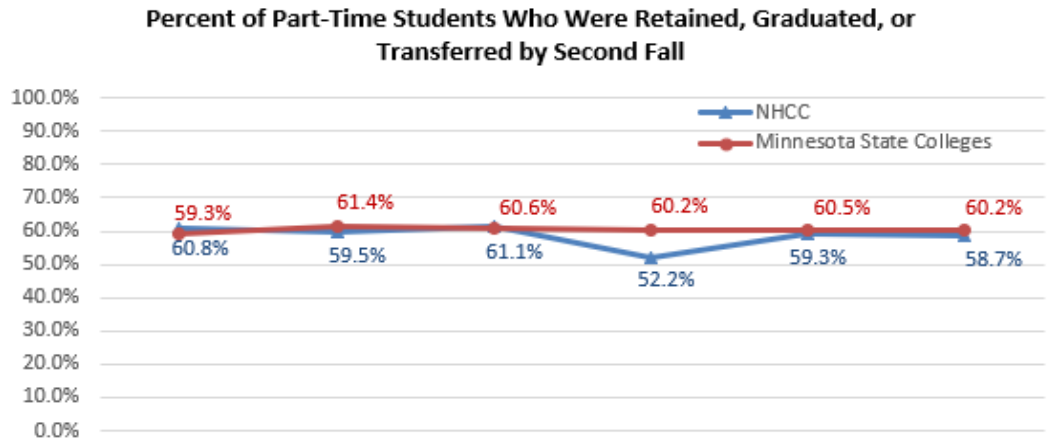


Percent of Entering Cohort Completing Developmental Education in First Year						
Measurement Term	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
NHCC	38.5%	42.0%	44.3%	39.9%	43.5%	43.6%
Minnesota State Colleges	39.5%	41.0%	40.3%	40.8%	43.3%	39.1%
Entering Cohort: Number of All Students Taking Developmental Reading, Writing, or Math within Two Years of Entry						
Entering Cohort Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
NHCC	860	815	800	730	717	445
Minnesota State Colleges	11,927	11,379	10,697	9,920	8,852	5,523

Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20230515.

Second Fall Student Persistence and Completion Rate

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

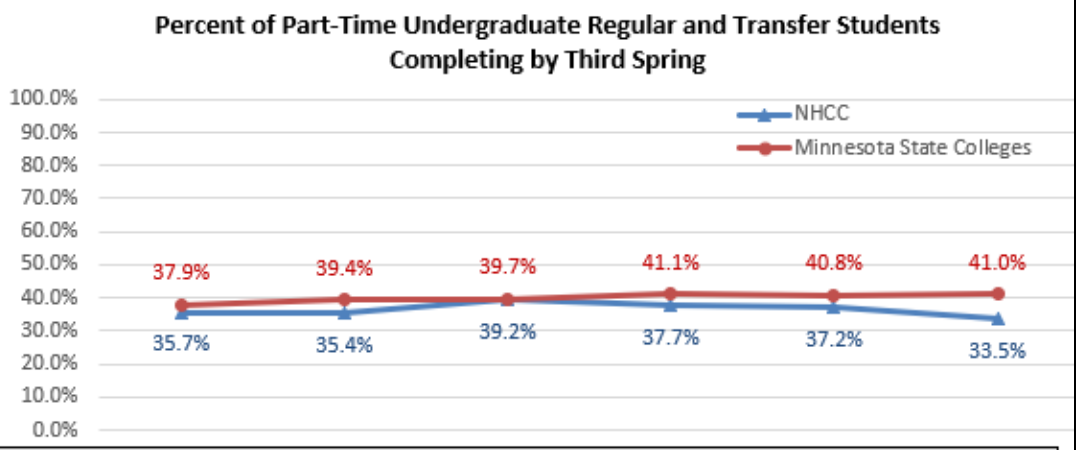


Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)						
Measurement Term	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
NHCC	60.8%	59.5%	61.1%	52.2%	59.3%	58.7%
Minnesota State Colleges	59.3%	61.4%	60.6%	60.2%	60.5%	60.2%
Entering Cohort: Number of Fall Term Part-Time Students (denominator of the reported rate)						
Entering Cohort Term	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
NHCC	910	822	823	785	651	555
Minnesota State Colleges	11,319	10,958	10,814	10,793	10,276	9,885

Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20230515.

Completion Rate

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

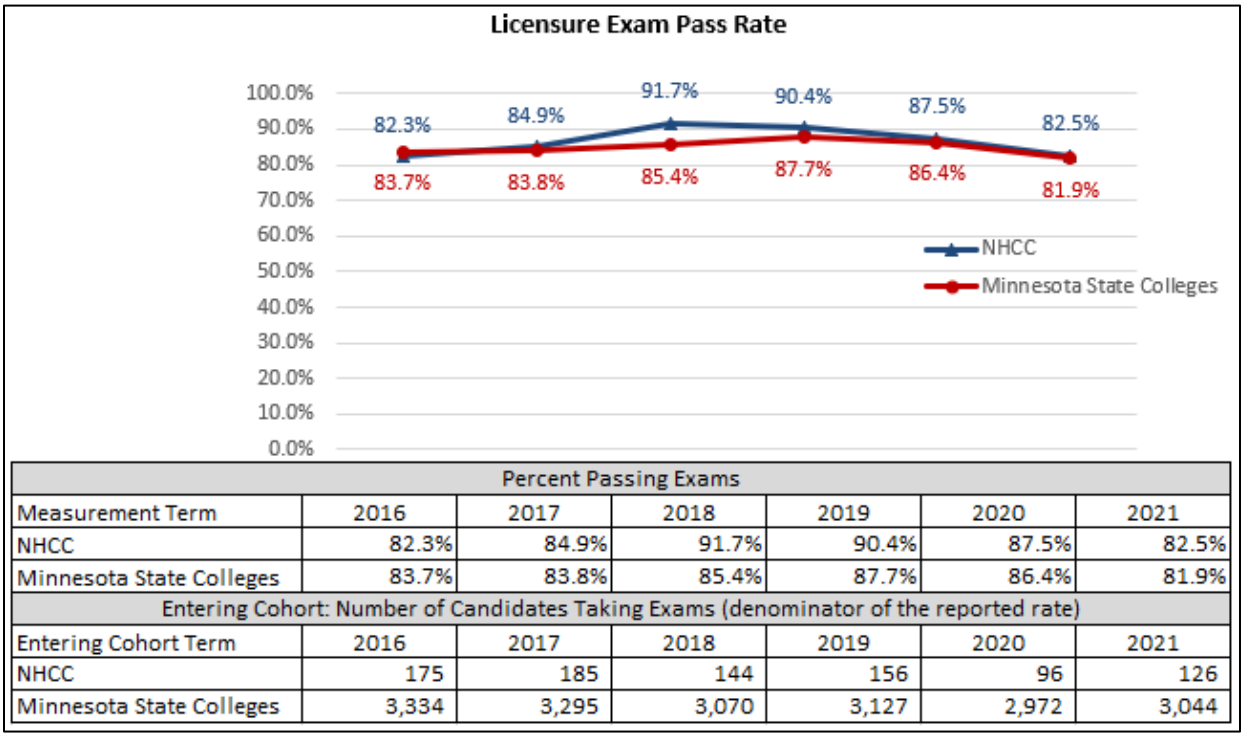


Percent of Entering Cohort Completing (by third spring)						
Measurement Term	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
NHCC	35.7%	35.4%	39.2%	37.7%	37.2%	33.5%
Minnesota State Colleges	37.9%	39.4%	39.7%	41.1%	40.8%	41.0%
Entering Cohort: Number of Part-Time Undergraduate and Transfer Students (denominator of the reported rate)						
Entering Cohort Term	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
NHCC	1,047	1,063	910	822	823	785
Minnesota State Colleges	12,983	11,975	11,319	10,958	10,814	10,793

Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20230515.

Licensure Exam Pass Rate

Measure Definition: Percent of a cohort of full time and part time students or graduates that passed a state or national licensure examination. The measure is a weighted average pass rate, and the Minnesota State College rate is currently based on four licensing exams: nursing, teaching, peace officer, and radiography. At North Hennepin Community College this measure is focused only on Nursing.

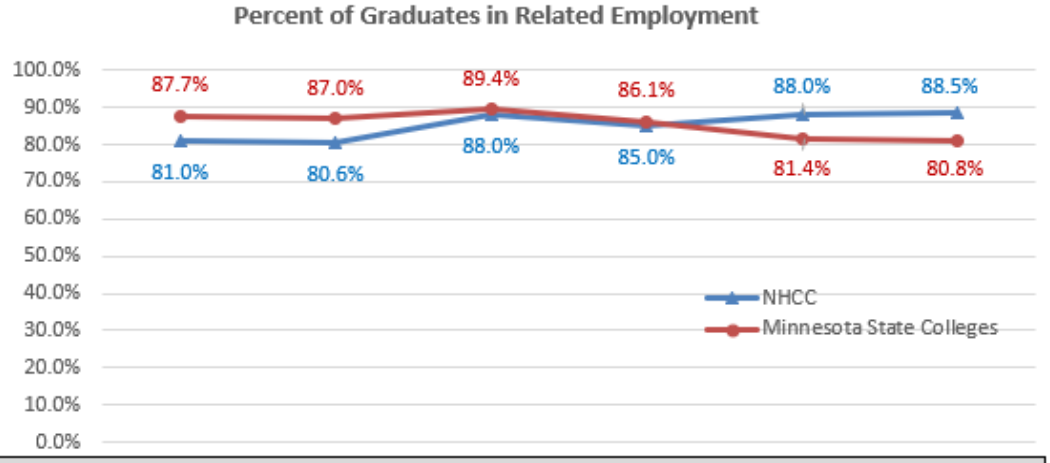


Percent Passing Exams						
Measurement Term	2016	2017	2018	2019	2020	2021
NHCC	82.3%	84.9%	91.7%	90.4%	87.5%	82.5%
Minnesota State Colleges	83.7%	83.8%	85.4%	87.7%	86.4%	81.9%
Entering Cohort: Number of Candidates Taking Exams (denominator of the reported rate)						
Entering Cohort Term	2016	2017	2018	2019	2020	2021
NHCC	175	185	144	156	96	126
Minnesota State Colleges	3,334	3,295	3,070	3,127	2,972	3,044

Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20230515.

Related Employment Rate for Graduates

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



Percent of Graduates Available for Related Employment Who Are in Related Employment						
Measurement Date	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
NHCC	81.0%	80.6%	88.0%	85.0%	88.0%	88.5%
Minnesota State Colleges	87.7%	87.0%	89.4%	86.1%	81.4%	80.8%
Number Available for Related Employment (denominator of the reported rate)						
FY Graduated	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
NHCC	306	325	342	286	408	234
Minnesota State Colleges	12,250	11,794	11,082	10,335	9,321	10,112

Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20230515.

Institution Performance Measures

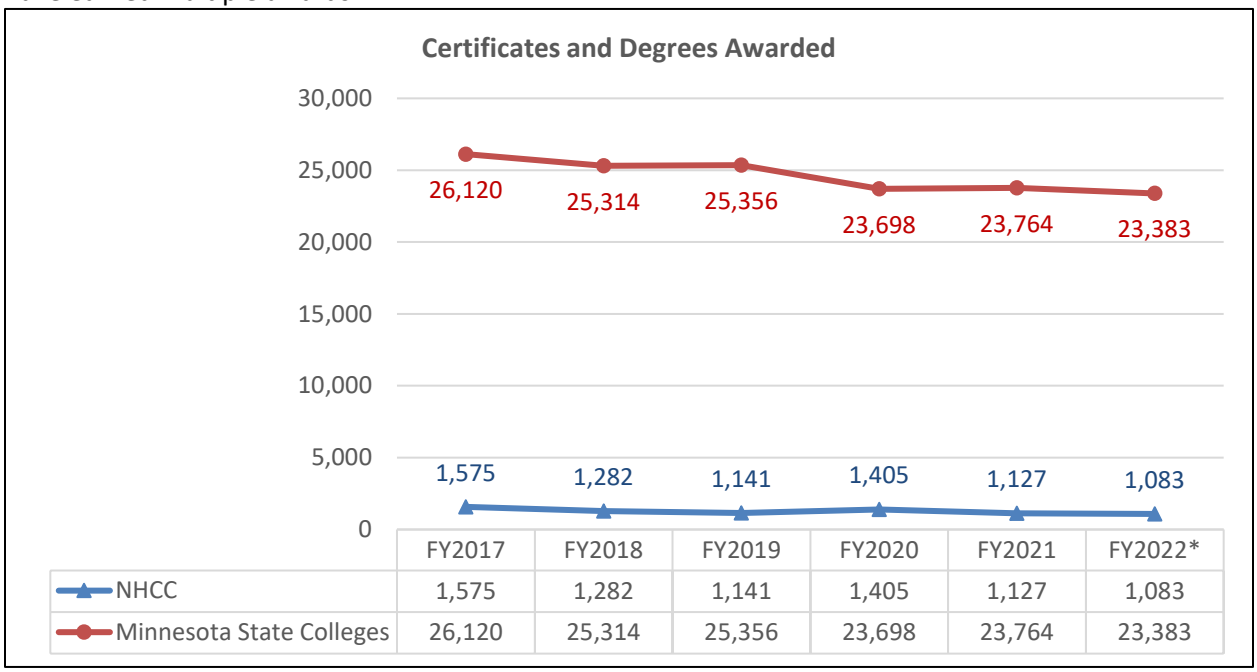
Minnesota State annually provides institutions a supplemental report of additional Institutional Performance Measures.

Institution Performance Measures	
Certificates and Degrees Awarded The number of certificates, diplomas and degrees awarded each fiscal year.	**Composite Financial Index (CFI)** Weighted composition of four financial measures: Primary Reserve Ratio, Viability Ratio, Return on Net Assets, and Operating Margin.
Student Diversity Students of color credit students as a percent of total credit headcount.	**Facilities Condition Index (FCI)** The dollar value of deferred maintenance as a proportion of facility replacement value at each college and university.
Employee Diversity Employees of color as a percent of total employees.	**Space Utilization** The Percent of available academic room time that is utilized for credit courses.
Institutional Support Expenses Institutional support expenses as a percent of total expenses.	**Private Giving - Ratio of Dollars Raised to Dollars Invested** A Ratio of funds raised by the Foundation to the net funds provided by the institution to the Foundation.
Instructional Cost Per FYE The ratio of the Actual to Expected Value of the Fully-allocated instructional expenditures per full-year equivalent enrollment.	**Grants** The Grant revenues received by the institution in the fiscal year.

The graphs on the next five pages illustrate NHCC performance compared with all colleges in Minnesota State.

Certificates and Degrees Awarded

The count of each award conferred. This is not a distinct count of graduates, as some graduates may have earned multiple awards.



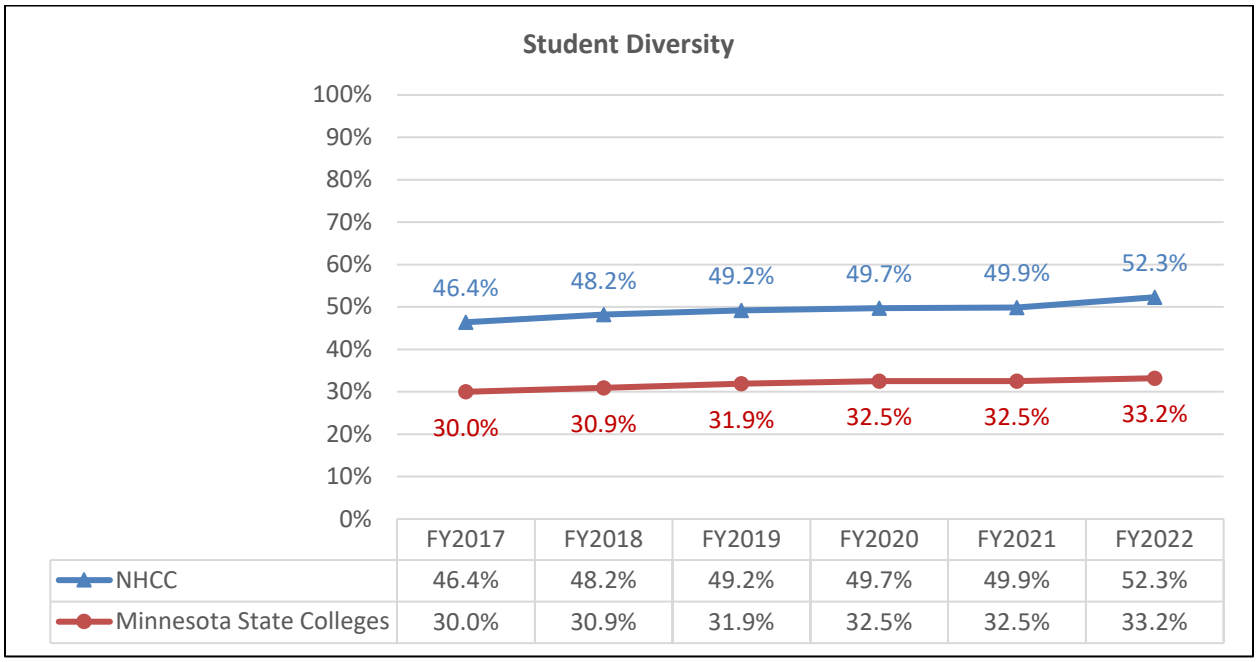
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022*
NHCC	1,575	1,282	1,141	1,405	1,127	1,083
Minnesota State Colleges	26,120	25,314	25,356	23,698	23,764	23,383

*Latest year is preliminary

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Student Diversity-% Student of Color

Credit students of color as a percent of total credit headcount.

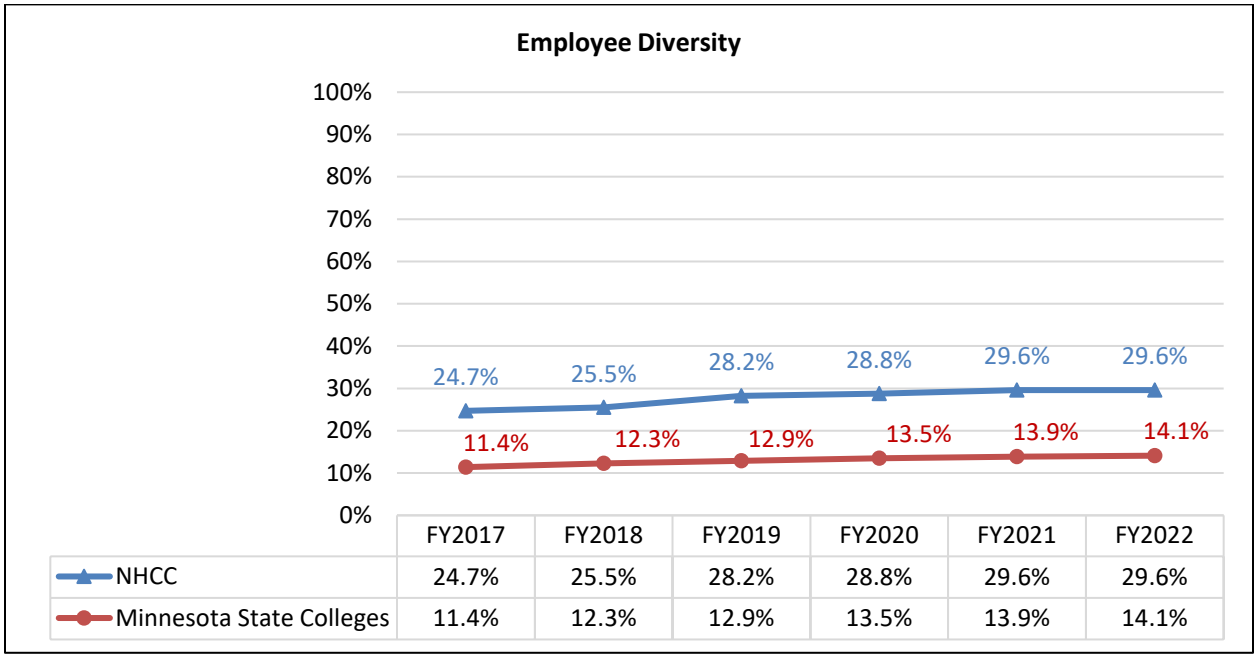


	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
NHCC	46.4%	48.2%	49.2%	49.7%	49.9%	52.3%
Minnesota State Colleges	30.0%	30.9%	31.9%	32.5%	32.5%	33.2%

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Employee Diversity-%Employees of Color

Employees of color as a percent of total employees.

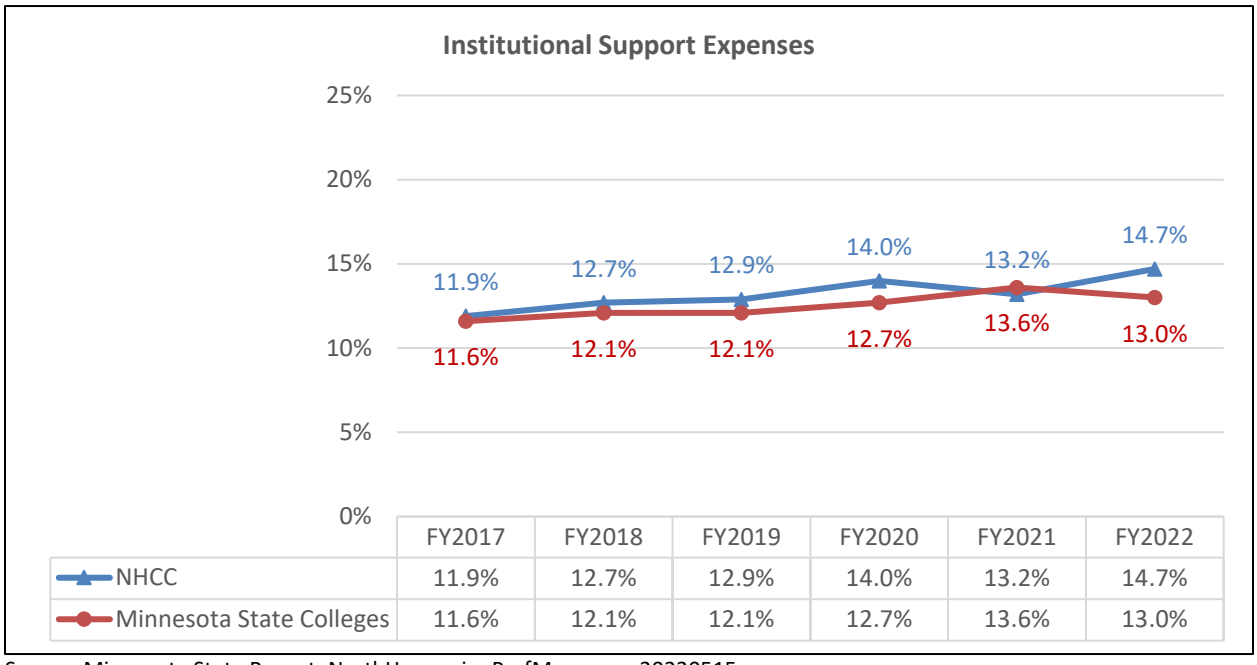


	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
NHCC	24.7%	25.5%	28.2%	28.8%	29.6%	29.6%
Minnesota State Colleges	11.4%	12.3%	12.9%	13.5%	13.9%	14.1%

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Institutional Support Expenses

Institutional support expenses as a percent of total expenses.

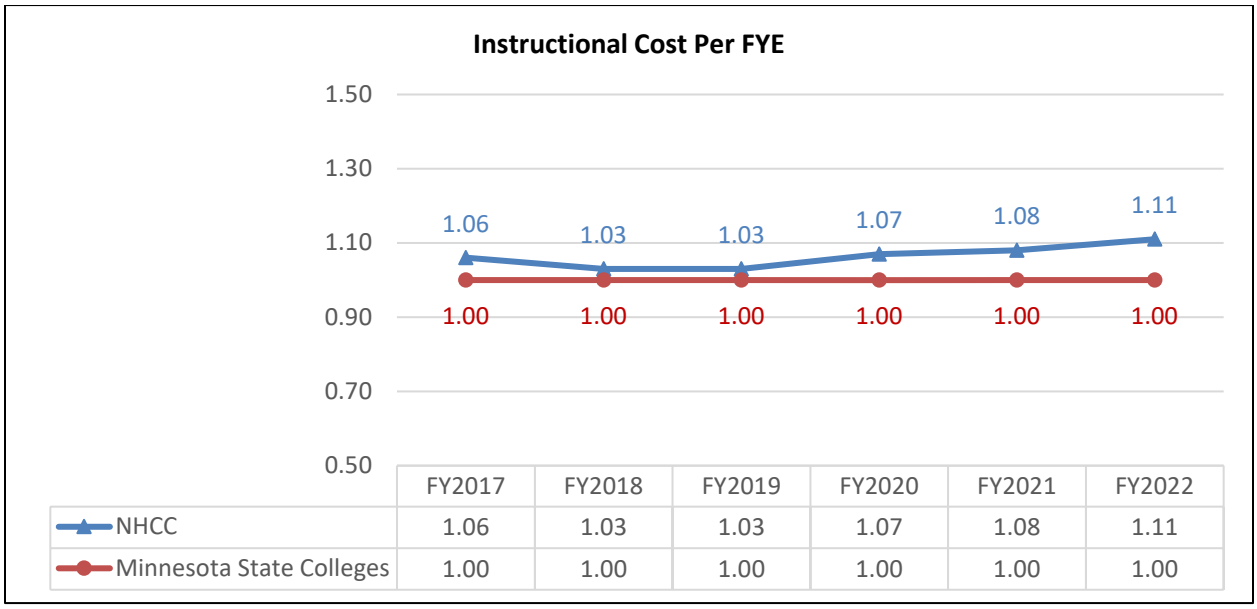


	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
NHCC	11.9%	12.7%	12.9%	14.0%	13.2%	14.7%
Minnesota State Colleges	11.6%	12.1%	12.1%	12.7%	13.6%	13.0%

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Instructional Cost Per FYE

The ratio of the actual to expected value of the fully-allocated instructional expenditures per full-year equivalent enrollment (FYE).

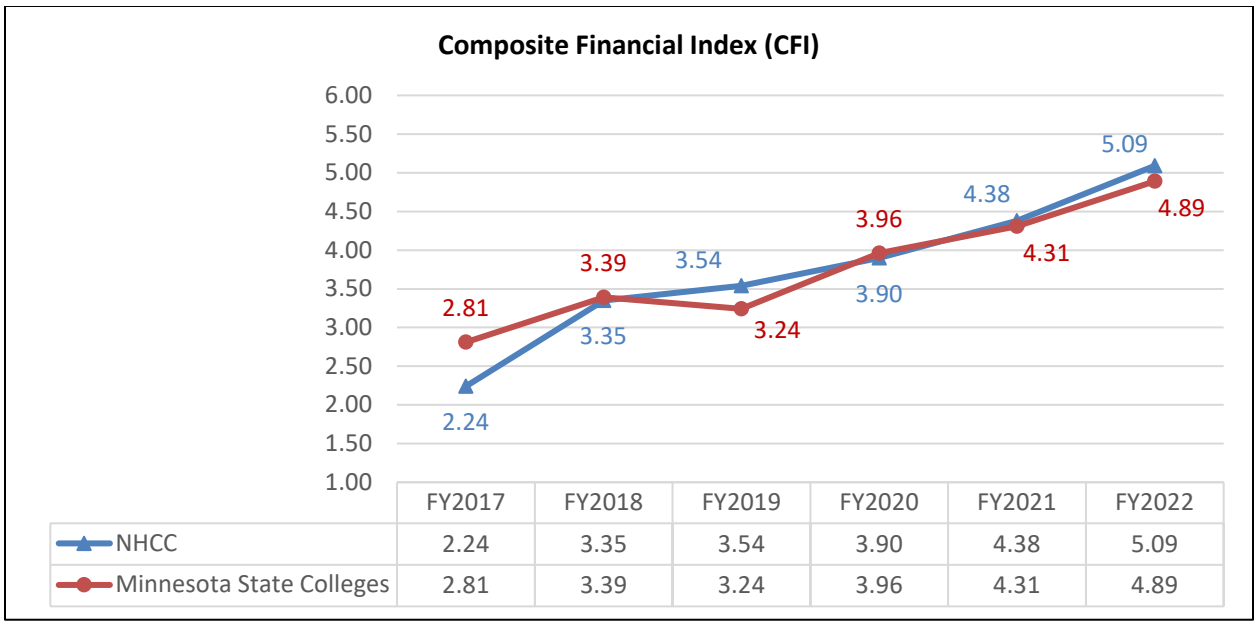


	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
NHCC	1.06	1.03	1.03	1.07	1.08	1.11
Minnesota State Colleges	1.00	1.00	1.00	1.00	1.00	1.00

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Composite Financial Index (CFI)

Weighted composition of four financial measures: Primary Reserve Ratio, Viability Ratio, Return on Net Assets, and Operating Margin.

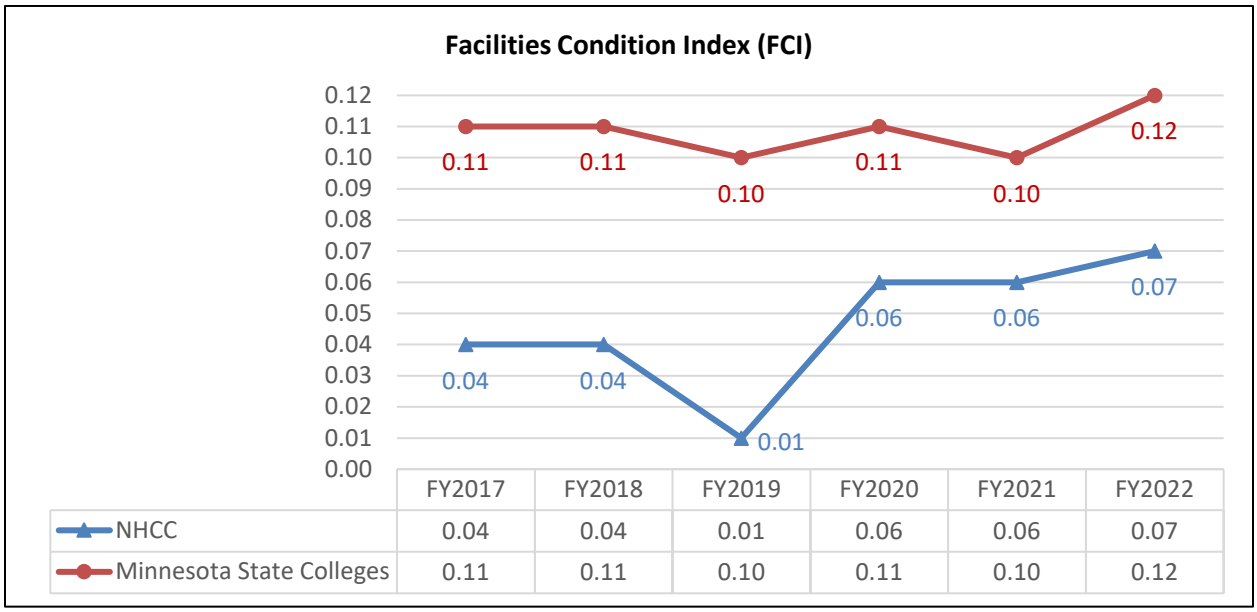


	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
NHCC	2.24	3.35	3.54	3.90	4.38	5.09
Minnesota State Colleges	2.81	3.39	3.24	3.96	4.31	4.89

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Facilities Condition Index (FCI)

The dollar value of deferred maintenance as a proportion of facility replacement value at each college and university.

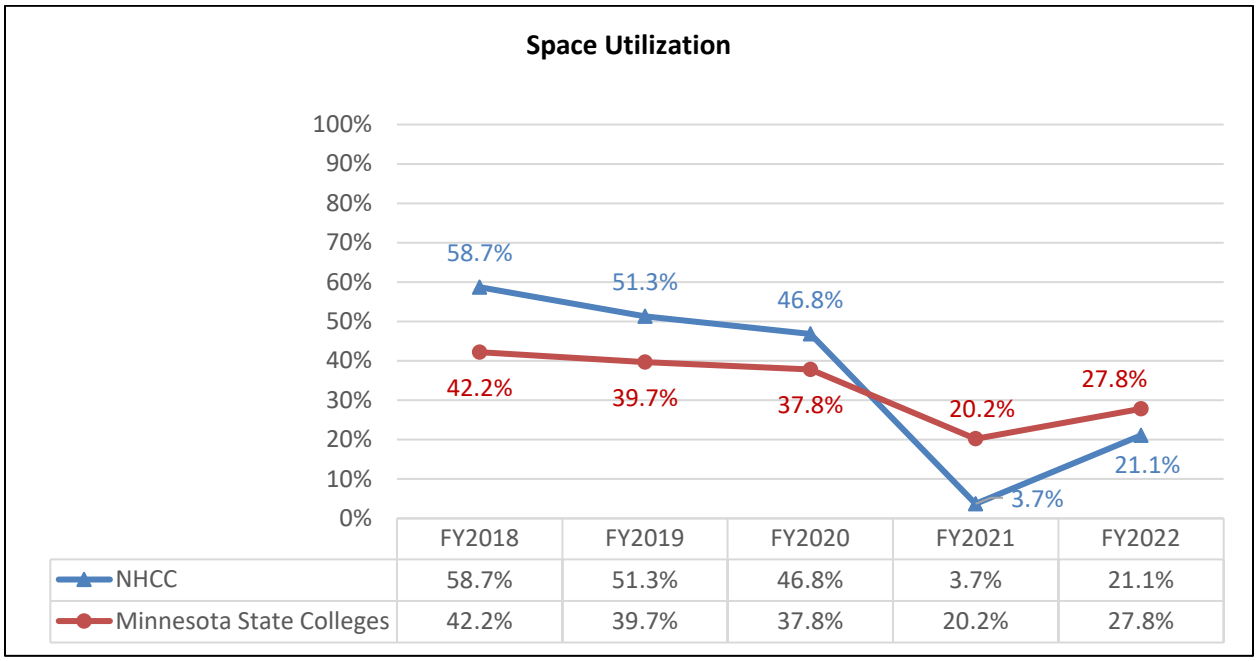


	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
NHCC	0.04	0.04	0.01	0.06	0.06	0.07
Minnesota State Colleges	0.11	0.11	0.10	0.11	0.10	0.12

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Space Utilization

Percent of available academic room time that is utilized for credit courses.

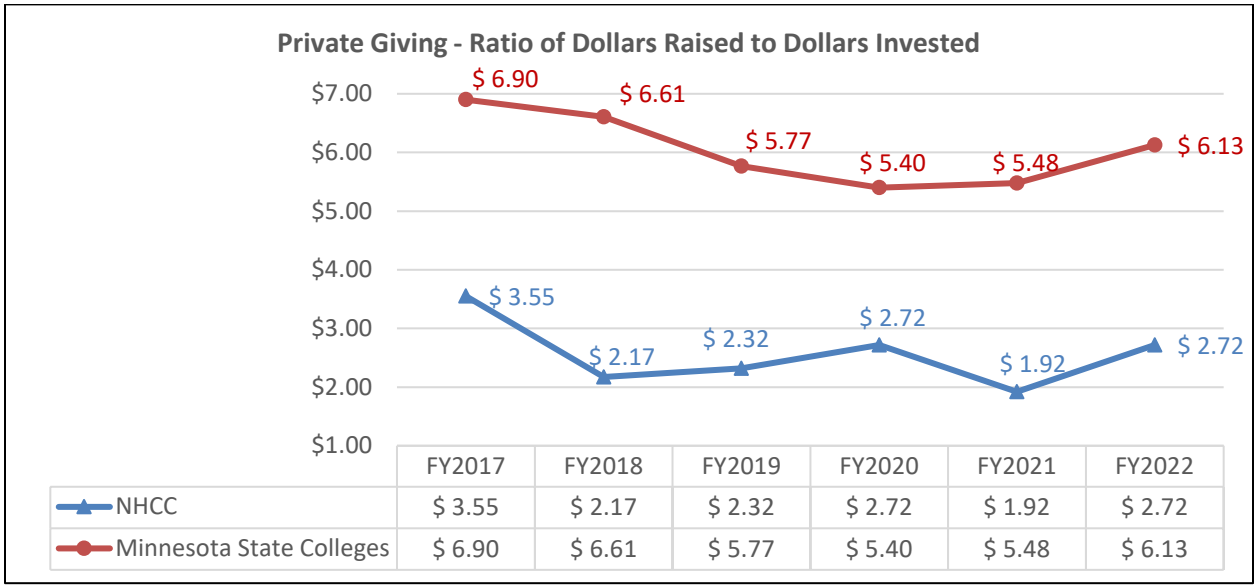


	FY2018	FY2019	FY2020	FY2021	FY2022
NHCC	58.7%	51.3%	46.8%	3.7%	21.1%
Minnesota State Colleges	42.2%	39.7%	37.8%	20.2%	27.8%

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Private Giving - Ratio of Dollars Raised to Dollars Invested

Ratio of funds raised by the foundation to the net funds provided by the institution to the foundation.

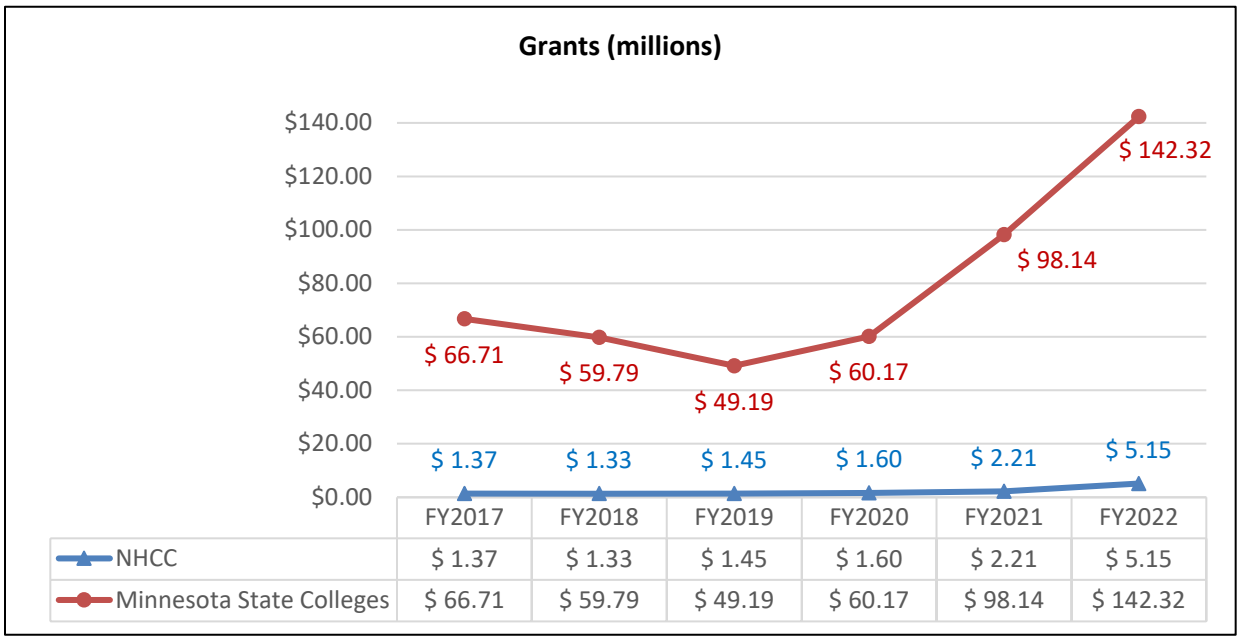


	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
NHCC	$ 3.55	$ 2.17	$ 2.32	$ 2.72	$ 1.92	$ 2.72
Minnesota State Colleges	$ 6.90	$ 6.61	$ 5.77	$ 5.40	$ 5.48	$ 6.13

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Grants

Grant revenues received by the institution in the fiscal year.



	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
NHCC	$ 1.37	$ 1.33	$ 1.45	$ 1.60	$ 2.21	$ 5.15
Minnesota State Colleges	$ 66.71	$ 59.79	$ 49.19	$ 60.17	$ 98.14	$ 142.32

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20230515.

Enrollment

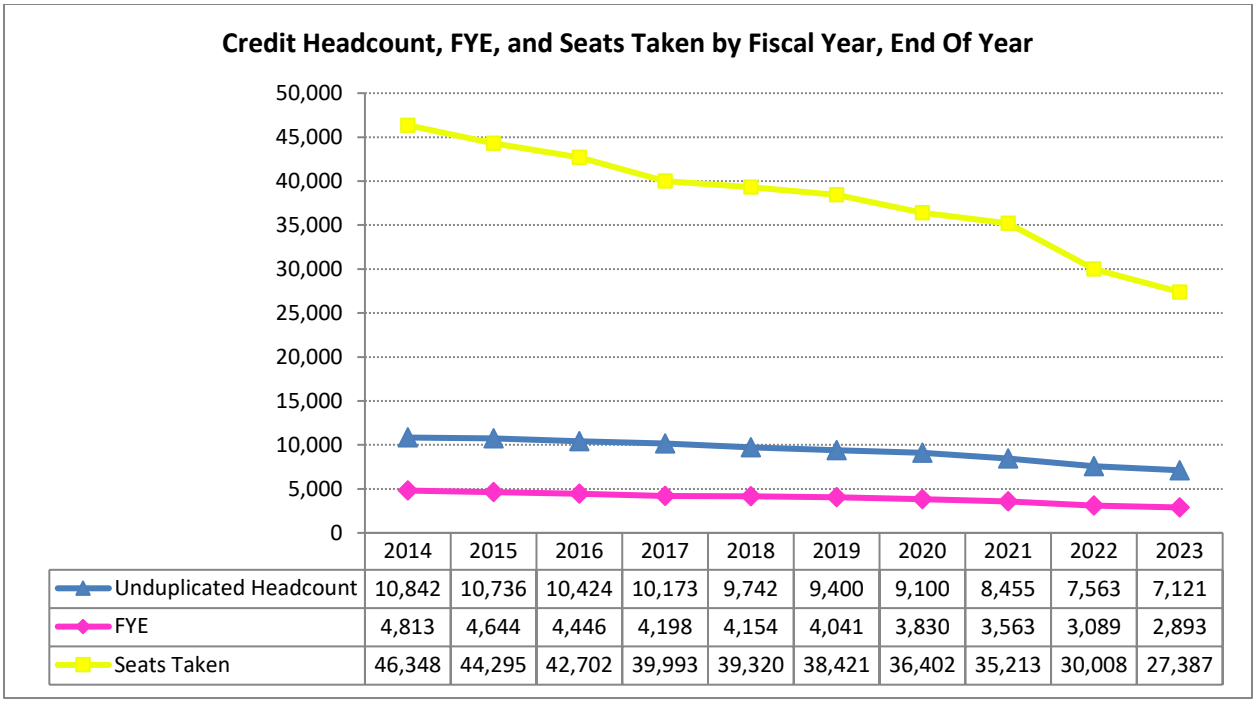
Enrollment Trends

Credit Students Enrollment by Fiscal Year: Headcount, FYE, and Seats Taken

Enrollment continues to decrease; however, the rate of decline has reduced. NHCC's unduplicated headcount for FY2023 (July 1, 2022-June 30, 2023) was 7,121 students. That was a 5.8 percent decrease from FY2022 compared with a 10.5 percent decrease between the 2021 and 2022 fiscal years.

The full-year equivalent (FYE, calculated by dividing total student credit hours by the number of credit hours constituting a full load, i.e., 30) declined by 6.3 percent from FY2022 to FY2023. The FY2022 FYE was 13.3 percent below the FY2021 level. FYE has declined 34.3 percent since FY2014.

The seats taken decreased by 8.7 percent in FY2023.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Unduplicated Headcount	10,842	10,736	10,424	10,173	9,742	9,400	9,100	8,455	7,563	7,121
FYE	4,813	4,644	4,446	4,198	4,154	4,041	3,830	3,563	3,089	2,893
Seats Taken	46,348	44,295	42,702	39,993	39,320	38,421	36,402	35,213	30,008	27,387

Source: Minnesota State REPL operational database.

Credit Students Enrollment by Semester: Headcount, FYE, and Seats Taken

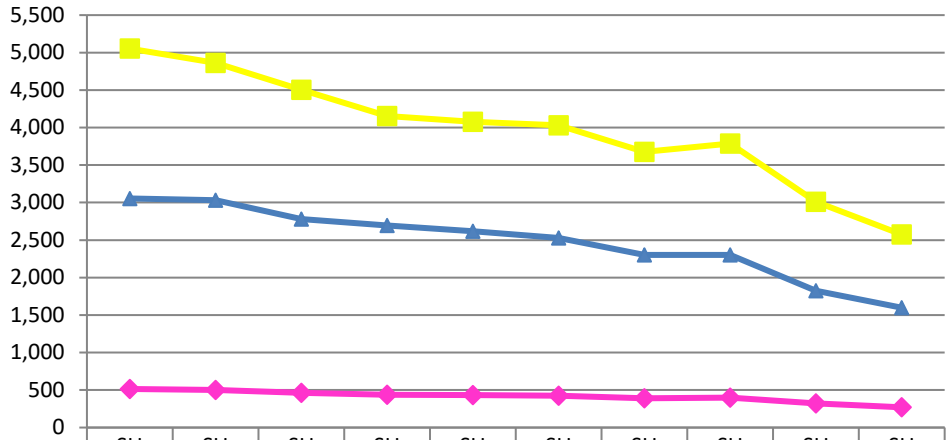
Summer Semester

The unduplicated headcount in the summer of 2022 was 1,598, about 12.4 percent less than the previous summer. Between the summer of 2020 and 2021, the college lost 20.8 percent of students. The summer 2022 headcount was 47.7 percent below the high point in 2013.

The full-year equivalent (FYE) in summer 2022 was 270, a 16.0 percent decrease from the previous summer. Between the summer of 2020 and 2021, the college lost 19.1 percent of FYE. The summer 2022 FYE declined by 47.5 percent from the past decade's high end in 2013.

Seats taken also decreased by 14.5 percent from the previous summer. However, between the summer of 2020 and 2021, the college lost 20.5 percent of seats.

Summer Semester: Credit Students Headcount, FYE, and Seats Taken by Term



	SU 2013	SU 2014	SU 2015	SU 2016	SU 2017	SU 2018	SU 2019	SU 2020	SU 2021	SU 2022
Unduplicated Headcount	3,055	3,031	2,779	2,695	2,618	2,529	2,302	2,303	1,824	1,598
FYE	514	502	463	436	432	427	390	397	322	270
Seats Taken	5,053	4,861	4,505	4,154	4,077	4,029	3,678	3,786	3,011	2,574

Source: Minnesota State REPL operational database.

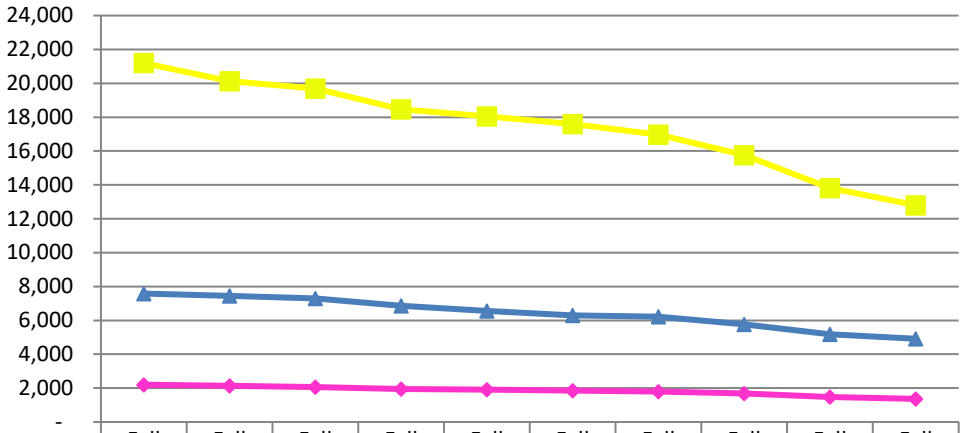
Fall Semester

The unduplicated headcount in fall 2022 was 4,916, which decreased by 5.2 percent from the previous fall. Between fall 2020 and 2021, headcount dropped by 10.0 percent. The fall 2022 headcount is 35.2 percent below the past decade's high point in fall 2013.

The full-year equivalent (FYE) also declined in fall 2022 by 7.7 percent to 1,365 FYE. However, it is 4.4 points less than the FYE decreasing between the previous fall of 2021. The fall 2022 FYE is 38.0 percent lower than the past decade's high point in fall 2013.

The fall 2022 seats taken were 12,803, a 7.4 percent decrease from the previous fall and a 39.6 percent decrease from fall 2013, the maximum value over the last ten years.

Fall Semester: Credit Students Headcount, FYE, and Seats Taken by Term



	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Unduplicated Headcount	7,585	7,455	7,305	6,865	6,566	6,297	6,218	5,765	5,186	4,916
FYE	2,203	2,133	2,058	1,947	1,918	1,861	1,798	1,683	1,479	1,365
Seats Taken	21,196	20,122	19,685	18,462	18,054	17,602	16,975	15,762	13,819	12,803

Source: Minnesota State REPL operational database.

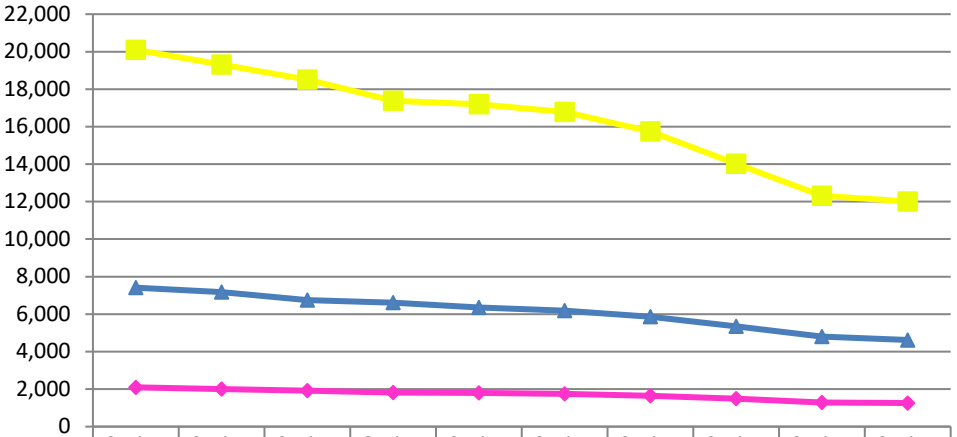
Spring Semester

The unduplicated headcount in spring 2023 was 4,621, a 3.9 percent decrease from the previous spring. Between spring 2021 and 2022, the college lost 10.1 percent of students. The unduplicated headcount in spring 2023 is 37.6 percent less than the decade's high point in spring 2014.

The full-year equivalent (FYE) also declined in spring 2023 by 2.4 percent from the previous spring. The previous spring, 2022, the college lost 13.1 percent, which is much more. The spring 2023 FYE is 39.9 percent lower than spring 2014 when FYE was the maximum in the past decade.

The seats in spring 2023 were 12,010, a 2.4 percent decrease from the previous spring. College lost 12.2 percent of seats between spring 2021 and 2022. Spring 2023 seats taken is 40.2 percent lower than spring 2014, the decade's high point.

Spring Semester: Credit Students Headcount, FYE, and Seats Taken by Term

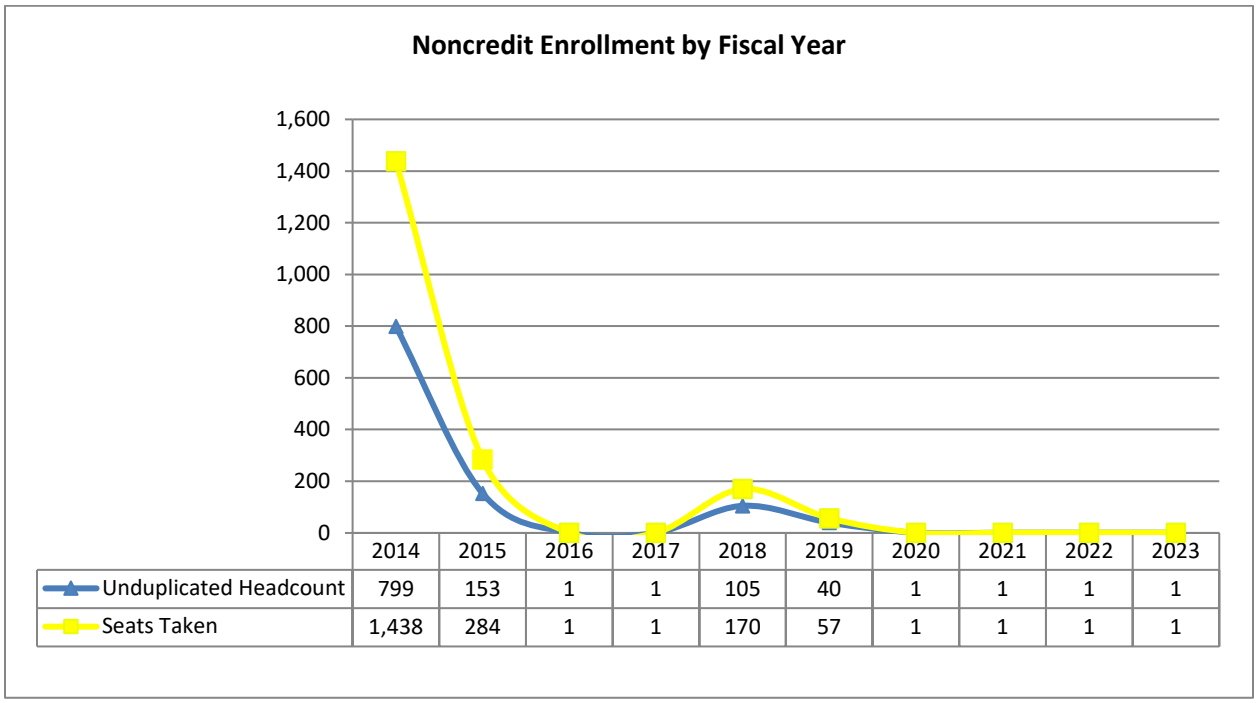


	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Unduplicated Headcount	7,411	7,170	6,751	6,615	6,352	6,178	5,863	5,348	4,808	4,621
FYE	2,095	2,008	1,924	1,815	1,803	1,753	1,642	1,483	1,289	1,259
Seats Taken	20,099	19,312	18,512	17,377	17,189	16,790	15,749	14,027	12,311	12,010

Source: Minnesota State REPL operational database.

Noncredit Students Enrollment by Fiscal Year

Noncredit courses ended in FY2015. However, courses for community-based music groups and high school summer bridge programs were classified as noncredit courses in FY2018, while an appropriate classification was in development.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Unduplicated Headcount	799	153	1	1	105	40	1	1	1	1
Seats Taken	1,438	284	1	1	170	57	1	1	1	1

Source: Minnesota State REPL operational database.

Credit Students Enrollment by Fiscal Year

Tables below provide student enrollment and registrations (seat taken) by FY and semester.

Enrollment and Number of Registrations by Fiscal Year				
Fiscal Year	Full-Time Students (Duplicated Headcount)	Part-Time Students (Duplicated Headcount)	All Students (Duplicated Headcount)	Number of Registrations (Seats Taken)
2014	4,093	13,958	18,051	46,348
2015	3,930	13,726	17,656	44,295
2016	4,040	12,795	16,835	42,702
2017	3,791	12,384	16,175	39,993
2018	4,022	11,514	15,536	39,320
2019	3,954	11,050	15,004	38,421
2020	3,752	10,631	14,383	36,402
2021	3,424	9,992	13,416	35,213
2022	2,822	8,996	11,818	30,008
2023	2,654	8,482	11,136	27,387

Source: Minnesota State REPL operational database.

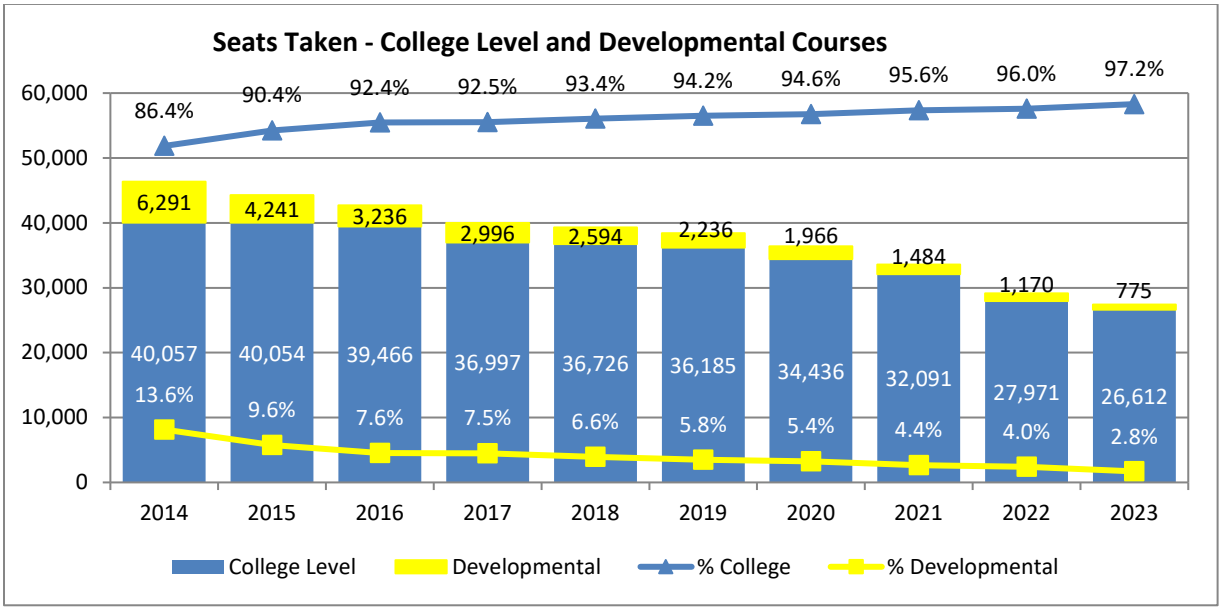
Credit Students Enrollment by Semester

Enrollment and Number of Registrations by Semester					
Fiscal Year	Semester	Full-Time Students (Duplicated Headcount)	Part-Time Students (Duplicated Headcount)	All Students (Duplicated Headcount)	Number of Registrations (Seats Taken)
2014	Summer 2013	52	3,003	3,055	5,053
	Fall 2013	2,126	5,459	7,585	21,196
	Spring 2014	1,915	5,496	7,411	20,099
2015	Summer 2014	51	2,980	3,031	4,861
	Fall 2014	2,034	5,421	7,455	20,122
	Spring 2015	1,845	5,325	7,170	19,312
2016	Summer 2015	55	2,724	2,779	4,505
	Fall 2015	2,073	5,232	7,305	19,685
	Spring 2016	1,912	4,839	6,751	18,512
2017	Summer 2016	49	2,646	2,695	4,154
	Fall 2016	2,005	4,860	6,865	18,462
	Spring 2017	1,737	4,878	6,615	17,377
2018	Summer 2017	68	2,550	2,618	4,077
	Fall 2017	2,079	4,487	6,566	18,054
	Spring 2018	1,875	4,477	6,352	17,189
2019	Summer 2018	58	2,471	2,529	4,029
	Fall 2018	2,064	4,233	6,297	17,602
	Spring 2019	1,832	4,346	6,178	16,790
2020	Summer 2019	72	2,230	2,302	3,678
	Fall 2019	1,976	4,242	6,218	16,975
	Spring 2020	1,704	4,159	5,863	15,749
2021	Summer 2020	66	2,237	2,303	4,421
	Fall 2020	1,875	3,890	5,765	15,773
	Spring 2021	1,483	3,865	5,348	15,019
2022	Summer 2021	53	1,771	1,824	3,253
	Fall 2021	1,543	3,643	5,186	14,410
	Spring 2022	1,226	3,582	4,808	12,345
2023	Summer 2022	27	1,571	1,598	2,574
	Fall 2022	1,428	3,489	4,917	12,803
	Spring 2023	1,199	3,422	4,621	12,010

Source: Minnesota State REPL operational database.

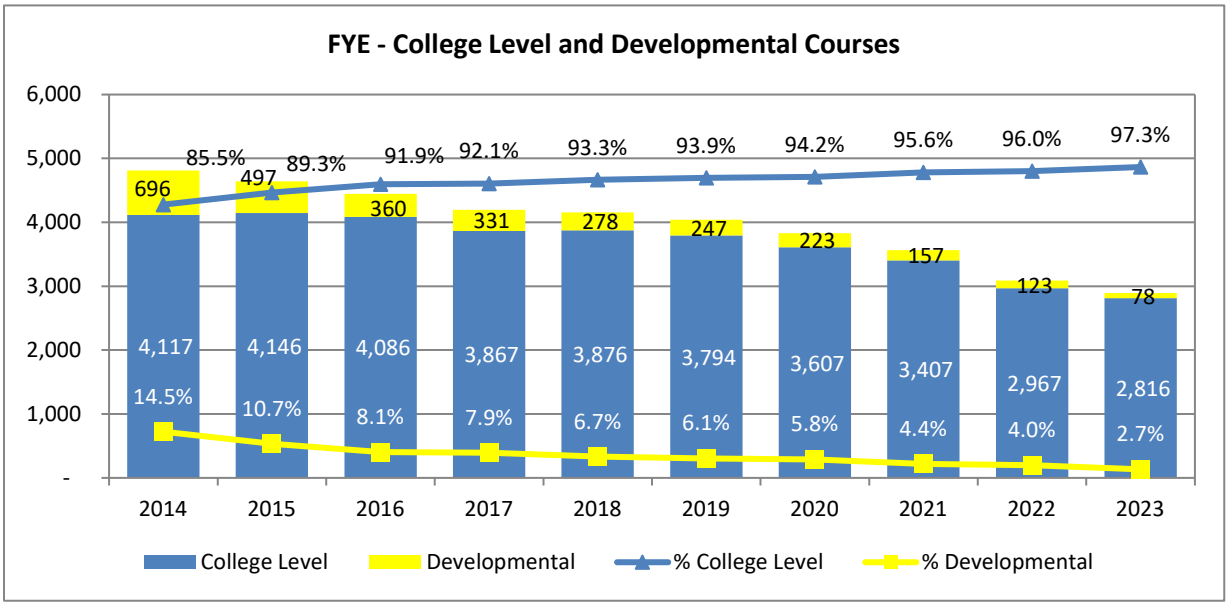
Enrollment by Level – College-Level and Developmental Courses

The number of college-level and developmental course seats declined between FY2014 and FY2023. This drop reflects a general downward trend in college enrollment. On the other hand, the proportion of college-level course seats has been increasing since FY2014 and was 97.2 percent in FY2023. Developmental course seats represented 2.8 percent of all seats taken during FY2023.



Source: Minnesota State REPL operational database.

In FY2023, the full-year equivalent (FYE) attributed to college-level courses decreased by 5.1 percent from the previous fiscal year. Despite the decline, the proportion of FYE obtained from college-level courses increased to 97.3 percent. Developmental course FYE declined by 45 FYE (or 6.8 percent) between FY2022 and FY2023. The proportion also declined and made up 2.7 percent in FY2023.



Source: Minnesota State REPL operational database.

Number of Sections Offered by Type

The overall number of course sections offered at NHCC decreased from 1,522 to 1,468 or 3.5 percent between FY2022 and FY2023. The sections decreased by 28.3 percent compared to those provided in fiscal year 2014.

Course sections were predominantly offered online during FY2021 and FY2022 due to COVID-19 restrictions and college safety protocols. Online course sections made up 63.0 percent of all sections offered in FY2022. However, the number of online course sections dropped in FY2023 to 48.6 percent.

After the COVID limitations were partially lifted, Classroom and Hybrid/Blended course sections increased.

The percentage of Classroom sections increased by 11.9 from 22.1 the previous year to 34.0 in FY2023.

Similarly, the percentage of Hybrid/Blended course sections increased from 14.8 in FY2022 to 17.4 in FY2023, which is 2.6.

Sections Offered by Type of Course

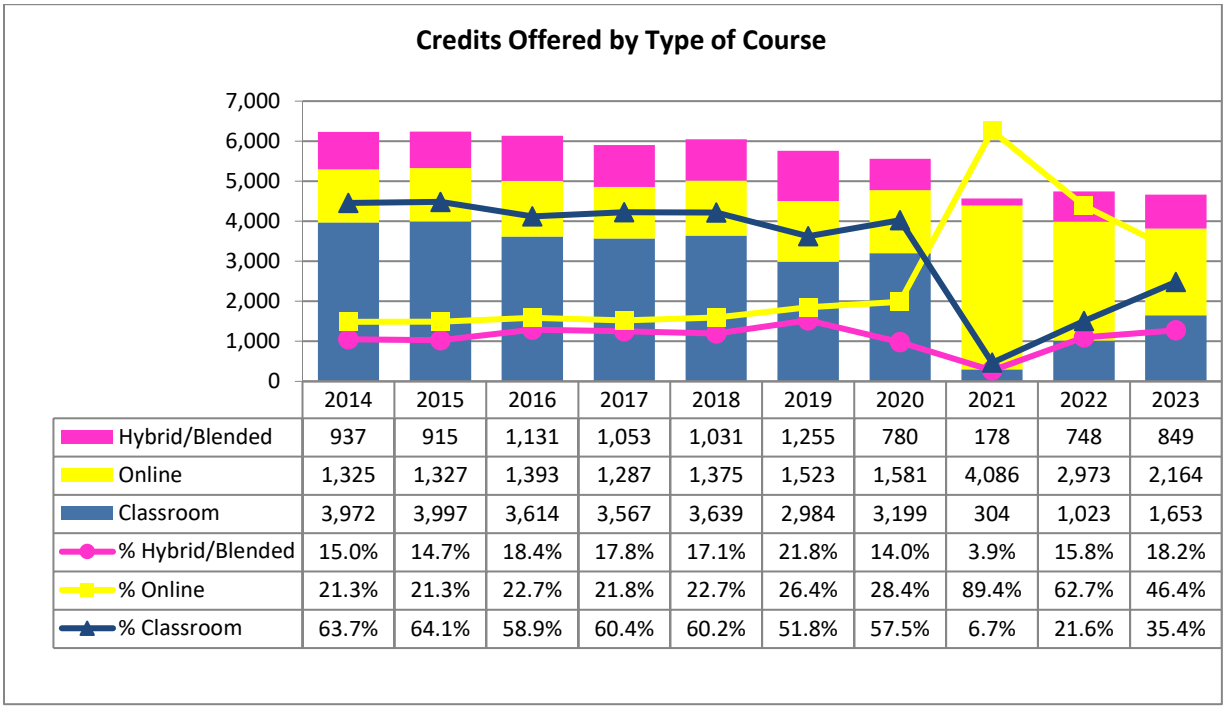
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Hybrid/Blended	295	292	355	319	313	374	248	66	226	255
Online	445	439	465	434	458	503	519	1,289	959	714
Classroom	1,306	1,283	1,174	1,164	1,162	981	1,028	102	337	499
% Hybrid/Blended	14.4%	14.5%	17.8%	16.6%	16.2%	20.1%	13.8%	4.5%	14.8%	17.4%
% Online	21.7%	21.8%	23.3%	22.6%	23.7%	27.1%	28.9%	88.5%	63.0%	48.6%
% Classroom	63.8%	63.7%	58.9%	60.7%	60.1%	52.8%	57.3%	7.0%	22.1%	34.0%

Source: Minnesota State REPL operational database.

Credits Offered by Type

NHCC offered 4,666 credits in FY2023, a 1.6 percent decrease from FY2022 total credits. Of these credits, 46.4 percent were online, 35.4 percent were provided in classrooms, and 18.2 percent were in a hybrid/blended fashion.

Credits were predominantly offered in an online format during FY2021 and FY2022 due to COVID-19 restrictions and college safety protocols.



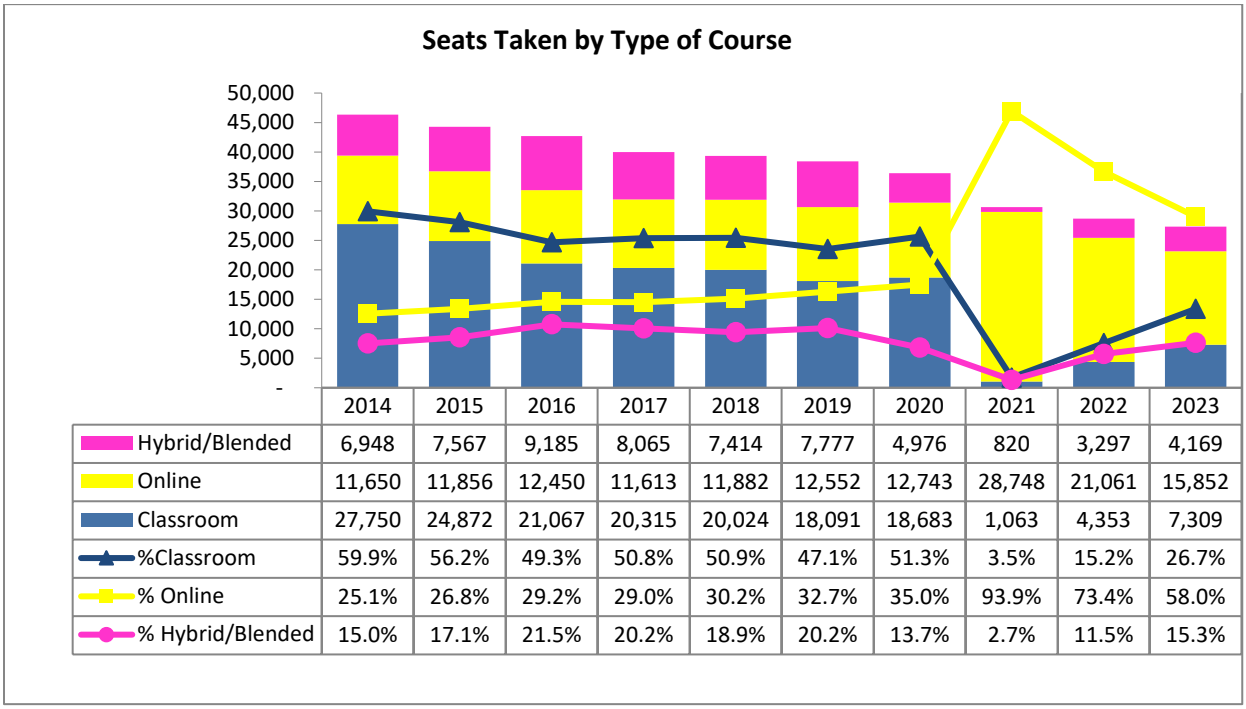
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Hybrid/Blended	937	915	1,131	1,053	1,031	1,255	780	178	748	849
Online	1,325	1,327	1,393	1,287	1,375	1,523	1,581	4,086	2,973	2,164
Classroom	3,972	3,997	3,614	3,567	3,639	2,984	3,199	304	1,023	1,653
% Hybrid/Blended	15.0%	14.7%	18.4%	17.8%	17.1%	21.8%	14.0%	3.9%	15.8%	18.2%
% Online	21.3%	21.3%	22.7%	21.8%	22.7%	26.4%	28.4%	89.4%	62.7%	46.4%
% Classroom	63.7%	64.1%	58.9%	60.4%	60.2%	51.8%	57.5%	6.7%	21.6%	35.4%

Source: Minnesota State REPL operational database.

Seats Taken by Type

Since 2014, the total number of seats taken has decreased by 41.0 percent. The most dramatic shift occurred between FY2020 and FY2021 as the college faced the COVID-19 pandemic. In this period, the total seats taken decreased from 36,402 to 30,631, representing a 15.9 percent decline. Between FY2022 and FY2023, the total number of seats decreased by 4.8 percent from 28,711 to 27,330.

In FY2023, online seats dropped compared with FY2022, making up 58.0 percent of seats taken. However, the classroom and hybrid/blended seats increased in two consecutive years, reaching 26.7 and 15.3 percent, respectively.



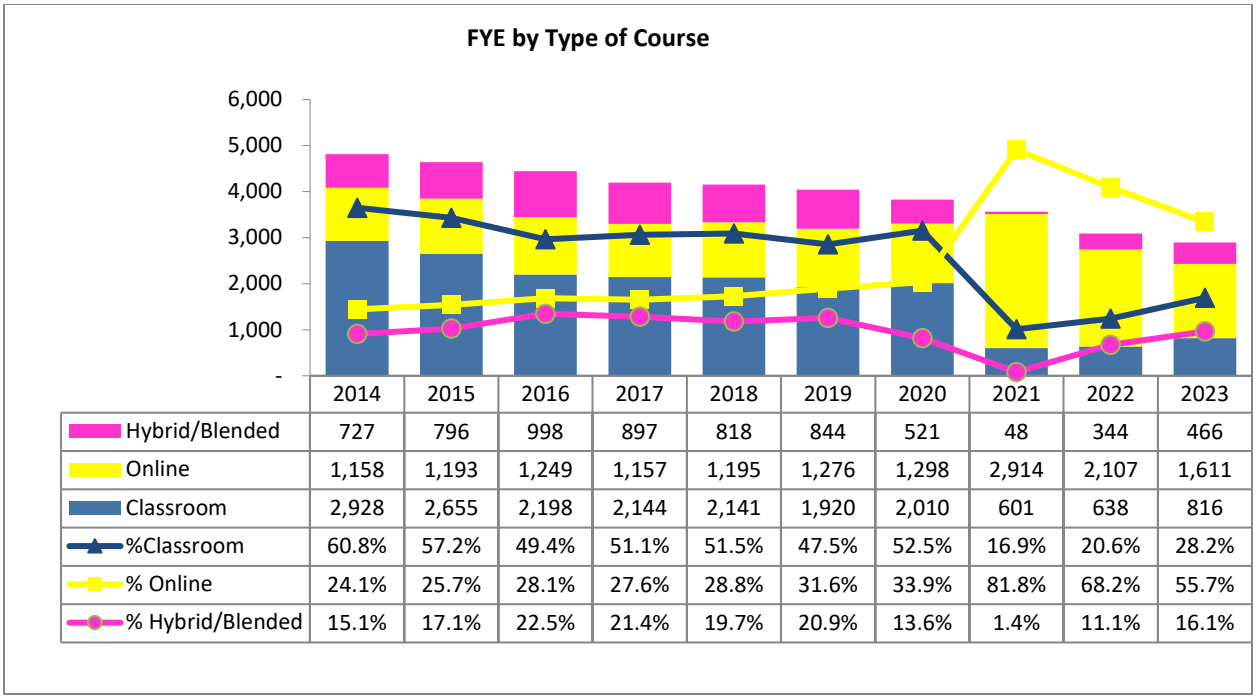
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Hybrid/Blended	6,948	7,567	9,185	8,065	7,414	7,777	4,976	820	3,297	4,169
Online	11,650	11,856	12,450	11,613	11,882	12,552	12,743	28,748	21,061	15,852
Classroom	27,750	24,872	21,067	20,315	20,024	18,091	18,683	1,063	4,353	7,309
%Classroom	59.9%	56.2%	49.3%	50.8%	50.9%	47.1%	51.3%	3.5%	15.2%	26.7%
% Online	25.1%	26.8%	29.2%	29.0%	30.2%	32.7%	35.0%	93.9%	73.4%	58.0%
% Hybrid/Blended	15.0%	17.1%	21.5%	20.2%	18.9%	20.2%	13.7%	2.7%	11.5%	15.3%

Source: Minnesota State REPL operational database.

FYE by Type

Historically, the majority of full-year equivalent (FYE) was achieved from courses in the classroom. The FYE generated by courses taught in the classroom in FY2023 comprised 28.2 percent of the total. This proportion declined to 16.9% due to COVID-19 in FY2021.

Online courses gradually grew as a proportion of the total FYE until FY2021, when they jumped to 81.8 percent as the college responded to the pandemic. Since FY2021, the proportion of online courses has decreased and was 55.7 percent in FY2023.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Hybrid/Blended	727	796	998	897	818	844	521	48	344	466
Online	1,158	1,193	1,249	1,157	1,195	1,276	1,298	2,914	2,107	1,611
Classroom	2,928	2,655	2,198	2,144	2,141	1,920	2,010	601	638	816
%Classroom	60.8%	57.2%	49.4%	51.1%	51.5%	47.5%	52.5%	16.9%	20.6%	28.2%
% Online	24.1%	25.7%	28.1%	27.6%	28.8%	31.6%	33.9%	81.8%	68.2%	55.7%
% Hybrid/Blended	15.1%	17.1%	22.5%	21.4%	19.7%	20.9%	13.6%	1.4%	11.1%	16.1%

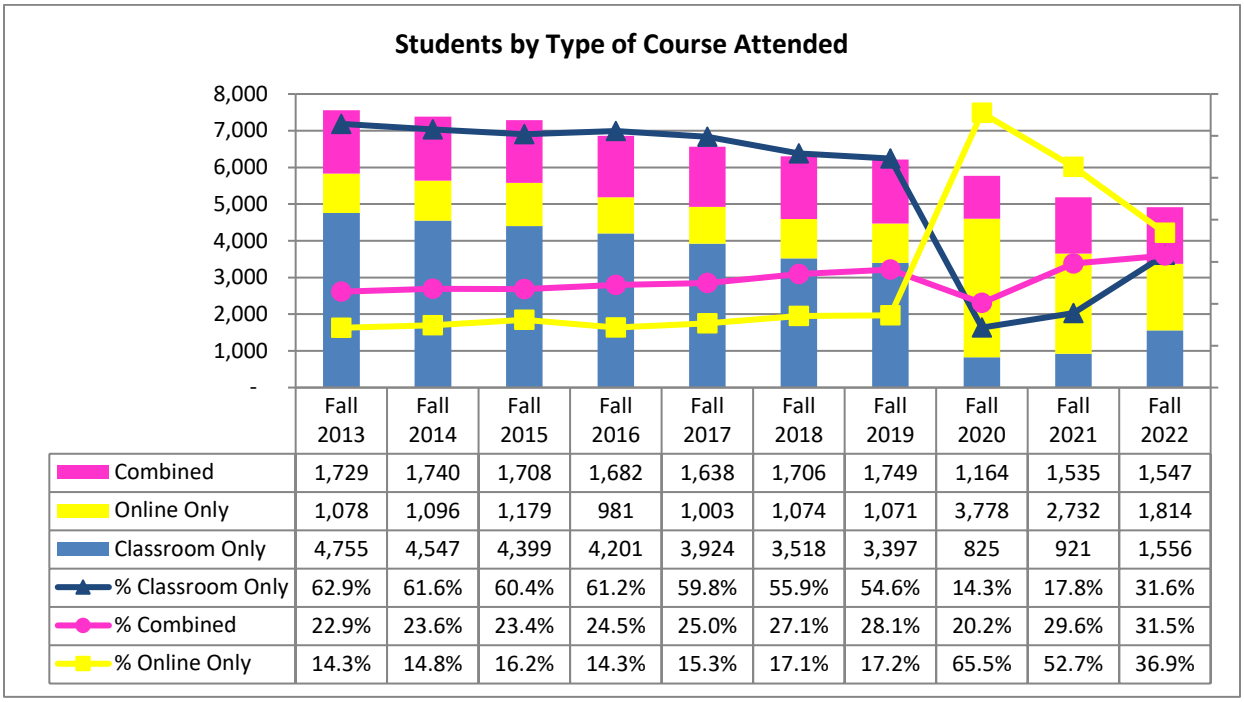
Source: Minnesota State REPL operational database.

Enrollment in Classroom and Online Courses by Fall Term

In the fall of 2013, 62.9 percent of students took courses only in the classroom. This percentage has generally dropped slowly over the past ten years to 54.6 percent in the fall of 2019 and rapidly down to 14.3 percent in the fall of 2020 as part of the pandemic response. Since that time, there has been an increase of 17.8 percent in fall 2021 and 31.6 percent in fall 2022.

The proportion of students taking online classes increased to 65.5 percent during the pandemic and has reduced since that point, reaching 36.9 percent in fall 2022.

The percentage of students taking combined online and classroom courses increased to 31.5 in fall 2022.

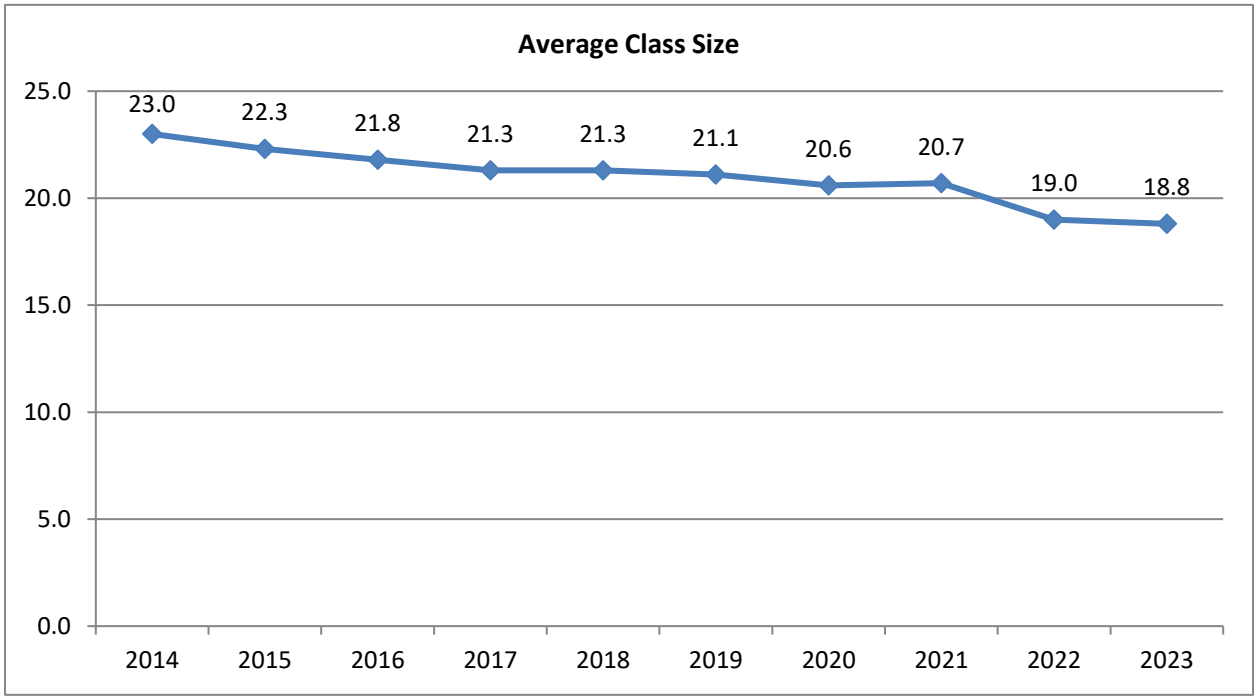


	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Combined	1,729	1,740	1,708	1,682	1,638	1,706	1,749	1,164	1,535	1,547
Online Only	1,078	1,096	1,179	981	1,003	1,074	1,071	3,778	2,732	1,814
Classroom Only	4,755	4,547	4,399	4,201	3,924	3,518	3,397	825	921	1,556
% Classroom Only	62.9%	61.6%	60.4%	61.2%	59.8%	55.9%	54.6%	14.3%	17.8%	31.6%
% Combined	22.9%	23.6%	23.4%	24.5%	25.0%	27.1%	28.1%	20.2%	29.6%	31.5%
% Online Only	14.3%	14.8%	16.2%	14.3%	15.3%	17.1%	17.2%	65.5%	52.7%	36.9%

Source: Minnesota State REPL operational database.

Average Class Size

The average class size over the past ten years has generally decreased from 23.0 in FY2014 to 18.8 in FY2023.



Source: Minnesota State REPL operational database.

Students by Major

The following tables only include majors ranked as the students' primary majors. If a student has more than one primary major, the student is counted once for each fiscal year that the student was enrolled in credit courses and during which the major was current. This list includes only majors that were valid since FY2014. An empty cell means no students selected the corresponding major in that fiscal year.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
AA: Associate of Arts	3,528	4,187	4,098	3,718	3,577	3,462	3,115	2,329	1,943	2,176
Biology	2		2							
Business Transfer Pathway										1
Chemistry						1	4			
Communication Studies					21	35		2	20	
Communication Studies Transfer Pathway						13	34	20		25
Criminal Justice	1				1	1				
Economics				2	10	13	10	5	3	3
Economics Transfer Pathway							6	4	3	9
English Transfer Pathway							3	8	8	14
Film	31	27	32	17	18	28	29	16	10	20
Gender and Women's Studies										1
Health Science Broad Field				1	1					
History	28	29	21	20	27	28	20	5	3	1
History Transfer Pathway							3	2	7	13
Histotechnology		1	1							
Liberal Arts	3,044	2,765	2,681	2,407	2,182	1,932	1,672	1,252	1,017	1,157
Literature				7	11	11	11	3		
Management	1	1								
Mathematics Transfer Pathway						3	9	7	7	11
Medical Laboratory Technology	2		1	1	1					
Nursing	5	1								
Political Science Transfer Pathway							8	18	23	20
Pre Nursing	394	1,285	1,272	1,121	1,087	1,136	1,068	794	648	710
Pre Nursing Mobility	19	75	84	63	44	35	19	14	6	5
Pre-Engineering	1	3	4	4	3	1	1			
Psychology				75	171	178	96	53	33	13
Psychology Transfer Pathway						47	122	126	155	170
Sociology Transfer Pathway										3
AFA: Associate of Fine Art	189	172	143	134	114	129	116	89	74	87
Art Transfer Pathway									17	19
Creative Writing	57	51	36	35	32	32	34	24	17	28
Music	63	56	53	47	34	44	36	18	16	13
Studio Arts	44	46	39	32	24	28	31	34	16	13
Theatre	25	19	15	20	24	16				
Theatre Transfer Pathway						9	15	13	8	14

Continue to on the next page.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
AS: Associate of Science	3,616	3,391	3,405	3,402	3,352	3,314	3,071	2,388	1,978	2,311
Accounting	277	245	207	199	171	124	61	27	10	7
Accounting Technology	1	1		1	1	1				
Accounting Transfer Pathway						26	62	80	67	76
Biology	221	180	180	199	216	211	113	67	21	14
Biology Transfer Pathway						46	155	169	142	171
Building Inspection Technology				1						
Business Administration	394	475	532	523	522	314	153	72	24	13
Business Computer Systems & Management	91	87	92	76	71	72	52	44	38	55
Business Management	293	142	67	40						
Business Transfer Pathway						148	250	196	192	224
Chemistry	97	90	97	71	78	80	59	38	26	9
Chemistry Transfer Pathway						5	11	16	16	20
Computer Science	410	420	430	428	484	453	324	245	139	95
Computer Science Transfer Pathway						37	128	124	188	348
Construction Management	80	78	69	68	58	63	54	30	31	39
Construction Technology							4	3	3	3
Corporate Wellness				4	5	7	6	3	3	1
Corrections									8	7
Criminal Justice	346	298	282	249	216	205	169	111	78	92
Data Science							4	17	26	39
Education	6	65	122	167	162	176	173	128	121	75
Elementary Education Ed Transfer Pathway										24
Engineering Broadfield										33
Environmental Science									8	13
Exercise Science				41	66	48	24	2		
Exercise Science Transfer Pathway						6	30	61	46	60
Fitness	7	23	30	17	13	9	7	1		
Graphic Design	152	113	110	117	116	111	106	83	78	100
Health						10	45	44	38	37
Health Science Broad Field			59	104	125	134	146	110	95	108
Human Services				65	153	181	205	159	126	121
Individual Studies - Operations Mgmt.	1	1								
Individualized Studies	36	30	30	23	13	11	11	1	4	8
Law Enforcement	328	322	266	235	225	227	153	74	35	24
Law Enforcement Transfer Pathway						1	69	71	75	95
Liberal Arts										1
Management							28			
Marketing	31	12	4	1	2					
Mathematics	50	46	50	45	40	42		22	12	7
Medical Laboratory Technology	1	1	1							
Nursing	259	244	293	261	214	186	164	130	115	160
Nursing Mobility	28	37	43	37	21	16	7		1	1
Nutrition								8	16	26
Paralegal	236	215	163	157	134	122	107	102	79	82
Physical Education	62	43	32	19	15	7	10	5	1	
Pre Nursing	3	8	13	18	2	1				1
Pre Nursing Mobility			2							
Pre-Engineering	206	215	231	236	229	234	181	145	116	98
Pre-Social Work Transfer Pathway										24

Continue to on the next page.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
AAS: Associate of Applied Science	674	669	608	573	543	558	546	427	389	392
Accounting Technology	63	76	93	88	97	98	100	90	69	80
Building Inspection Technology	8	4	3	4	1	1	1			
Business Administration	1	1	3	2	2	1				
Business Computer Systems & Management	52	66	61	61	51	53	46	39	45	46
Business Management	138	92	46	28						
Construction Technology						2	5	4	4	4
Entrepreneurship	37	41	30	35	36	33	37	23	30	37
Finance Management	40	41	41	36	38	47	41	41	31	38
Histotechnology	24	24	15	2	3	1	1			
Management	44	77	86	97	102	118	120	85	70	61
Marketing	42	53	61	73	83	78	75	54	59	47
Marketing Specialist										8
Medical Laboratory Technology	216	190	169	147	130	126	120	91	81	71
Small Business Management	9	4								
CERT: Certificate	421	384	348	315	302	261	286	237	254	321
.NET Programming	6	6	2	4	4	6	9	2	1	6
Accounting	15	10	5	2	3	1				
Accounting Essentials	2	3	4	2						
Accounting Skills						1	7	6	8	5
Accounting,Management & Computer Systems									3	4
American Sign Language	22	23	16	15	17	14	24	19	15	16
Application Programming	2	4	6	5	8	3	2	1	3	7
Building Inspection Technology	14	13	20	16	22	41	42	35	45	28
Building Inspection Technology CORE	2									
Business Administration		1	1							
Business Communications Essentials	4	5	6	8	4	5	6	6	8	11
Business Computer Systems & Management	11	5	1	1	1	1	1	1		1
Business Management	16	14	9							
Business Principles	3	10	7	12	23	14	20	12	16	33
Chemistry Laboratory Assistant	3	3	5	4	4	2				
Communication and Computer Skills								1	1	5
Construction Quality Assurance & Control								1	3	
Construction Management	21	10	10	19	18	7	10	7	8	13
Corporate Wellness					2	1		1		
Corrections									1	
Desktop Publishing Essentials	1		1	1		1				
Digital Knowledge Analysis										2
E-Commerce Essentials	1	1	1	1		1	1			1
E-Commerce Professional	1	2	3	1	2					
English For Academic Proficiency					6	9	11	12	8	2
English Speakers of Other Languages	14	15	11	6						
Entrepreneurship	9	3	5	6	5	7	5	4	3	6
Exercise Science				1						
Finance							15			
Finance and Investment	4	5	8	4	7	9		13	15	19

Continue to on the next page.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
CERT: Certificate	Continue									
Game Programming	17	16	22	16	9	10	9	11	9	14
General Accounting	17	8	7	8	6	4	1			
General Management	2	3	2		1	1				
General Marketing	2									
Internet Programming	13	11	7	9	3	4	5	4	1	7
Law Enforcement		1	1	1	1					
Management	35	15	10	10	10	15	16	18	10	8
Marketing	5	2	4							
Marketing and Sales		3	5	6	10	11	9	13	10	10
Medical Laboratory Technology	1	1	1							
Microsoft Office Administrative Profess	2	10	12	7	6	1	2	1		
Microsoft Office Essentials					4	2	1			
Microsoft Office Fundamentals	1	2	1	1	1					
Microsoft Office Principles							1			3
Microsoft Office Specialist	3			1	1		1	1	1	2
Microsoft Office Technical Professional		2	1		2	1			1	
Object-Oriented Programming	4	1	1	3	2	2	1	3	1	9
Paralegal	70	65	60	62	42	48	48	40	50	58
Personal Trainer	35	31	29	19	16	14	16	10	7	10
Phlebotomy Technician								1	8	19
Pre-Ophthalmic Technician							1			
Project Management Essentials	2	2	2		2	1	2		2	1
Public Works	46	51	41	45	42					
Racial Justice and Social Transformation										2
Small Business Accounting	1	3	2	2	1	3	1			
Small Business Management	1									
Spanish Language	2	10	8	5	2	7	8	5	4	2
Video Game Studies										2
Web Graph Design & Programming & eCommerce	11	14	11	11	12	12	3	6	6	11
Wellness Coach				1	3	2	6	3	5	1
Written Communication Technologies							2		1	3
Not seeking degree/Undecided	268	432	644	555	686	280	183	70	65	64
Grand Total	8,696	9,235	9,246	8,697	8,574	8,004	7,317	5,540	4,703	5,351

Source: Minnesota State REPL operational database.

Course Fill Rate by Subject

This table includes course fill rate by subject and by fiscal year.

Course Fill Rate by Subject (%)										
SUBJ	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACCT	80.6	83.5	77.2	78.3	74.2	72.2	67.0	63.0	64.5	49.2
ADEV	83.8	82.7	82.8	81.3	64.5	78.3	70.7	74.1	72.2	49.3
ALTH	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	70.0	61.3
ANTH	76.5	82.1	79.6	82.2	75.1	71.3	56.4	84.3	68.2	69.3
ARBC	51.2	62.1	63.8	62.1	61.0	62.9	65.2	70.9	68.2	83.5
ART	68.6	66.9	66.1	63.3	61.0	58.5	60.4	77.0	79.7	74.2
ASL	46.2	57.1	58.5	47.9	43.4	62.5	68.4	68.0	74.6	52.1
BIOL	80.4	79.3	79.3	82.4	82.6	84.3	83.6	89.7	78.8	81.6
BIT	50.6	62.0	92.5	95.6	93.8	70.5	47.0	76.1	64.3	29.3
BUS	69.2	79.4	76.6	64.2	77.7	70.3	63.1	62.4	57.3	52.5
CHEM	67.8	67.1	72.4	72.9	82.8	87.5	83.1	90.7	80.4	75.8
CIS	74.8	84.1	76.3	71.1	78.9	60.8	61.8	59.7	52.5	47.2
CMSV	54.6	47.7	36.5	31.8	49.0	39.9	26.0	20.4	38.1	40.9
COMM	91.9	94.1	90.4	88.8	88.8	83.2	86.0	86.4	82.4	80.7
CRD	93.3	92.8	80.5	77.0	80.6	74.0	93.1	0.0	0.0	0.0
CSCI	76.6	81.0	75.8	77.1	79.8	76.4	66.6	70.7	67.3	79.9
DSCI	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.3	15.8	21.1
EAP	73.8	63.9	70.7	78.8	65.2	76.0	71.2	72.0	68.8	49.3
ECON	91.4	90.8	94.6	92.4	95.8	90.0	82.3	82.9	79.2	84.7
EDUC	50.9	100.0	81.7	75.7	85.5	77.1	56.3	61.9	42.4	34.4
EEVS	0.0	0.0	0.0	0.0	0.0	31.8	17.6	45.0	34.2	22.3
ENGL	87.4	86.7	88.2	90.9	89.8	84.9	85.4	87.4	82.0	83.0
ENGR	83.8	93.2	94.6	86.5	79.6	76.2	88.0	86.8	81.4	86.9
EXSC	60.2	64.5	69.8	66.4	68.8	65.9	71.2	69.5	69.8	70.3
FYE	81.9	76.7	82.6	72.0	64.0	56.0	58.7	53.8	46.4	45.3
GCST	0.0	67.8	79.7	68.2	67.4	67.5	66.3	67.5	44.2	50.6
GEOG	70.0	81.1	87.7	84.7	81.4	86.6	83.1	90.3	71.2	65.2
GEOL	39.6	47.7	40.3	33.2	30.5	0.0	0.0	0.0	0.0	0.0
GWS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.4	35.0
HCCC	0.0	0.0	0.0	26.7	0.0	0.0	0.0	32.0	0.0	0.0
HIST	70.2	82.6	73.5	76.2	70.4	72.2	71.3	70.7	67.5	67.5
HLTH	70.1	79.2	81.6	81.6	72.6	76.2	69.1	74.6	69.4	65.0
HONR	0.0	0.0	53.3	61.6	71.7	51.7	72.1	52.9	59.0	53.8
HSEM	70.5	64.8	70.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HSER	0.0	0.0	0.0	35.3	58.6	79.3	72.2	59.2	50.3	38.7
HTN	69.8	44.9	33.3	33.3	33.3	0.0	0.0	0.0	0.0	0.0

Continue to the next page.

Course Fill Rate by Subject (%)										
SUBJ	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
INTD	47.6	72.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MATH	76.8	73.3	68.6	69.6	71.4	69.4	73.8	77.8	66.8	69.8
MLT	67.2	52.1	46.1	39.0	48.1	44.8	45.6	64.4	61.6	58.2
MUSC	55.8	58.2	52.7	49.5	43.7	50.4	52.1	43.3	46.5	44.2
NSCI	34.0	40.4	52.1	49.6	45.2	46.4	49.1	39.8	42.4	46.7
NURS	87.7	69.3	59.4	81.1	85.3	87.0	80.8	72.0	68.3	71.1
PHIL	88.5	85.8	83.7	82.1	82.4	84.1	79.9	84.4	72.3	77.2
PHYS	35.8	41.5	42.2	45.9	47.2	46.7	42.4	57.0	51.5	39.6
PLA	100.0	14.3	25.0	17.9	0.0	0.0	0.0	0.0	0.0	0.0
PLEG	56.9	61.6	57.2	64.0	60.0	53.6	45.7	51.4	49.0	44.1
POLS	86.4	89.0	89.3	88.8	85.3	89.3	81.8	87.3	76.2	72.4
PSYC	76.0	79.4	83.8	87.8	85.4	83.7	86.8	87.7	79.3	72.6
PUBW	86.6	54.2	95.8	64.7	84.7	0.0	0.0	0.0	0.0	0.0
SOC	81.7	84.2	79.4	83.2	86.3	86.5	77.9	76.2	67.1	66.3
SPAN	51.5	50.6	57.0	72.3	58.9	66.1	65.4	68.4	71.8	55.8
TFT	68.7	71.6	63.1	50.3	48.3	53.3	48.6	33.2	46.4	59.8

Source: Minnesota State REPL operational database.

Subject descriptions

Subject	Description
ACCT	Accounting
ADEV	Academic Development
ALTH	Allied Health
ANTH	Anthropology
ARBC	Arabic
ART	Art and Design
ASL	American Sign Language
BIOL	Biology
BIT	Building Inspection Technology Departmen
BUS	Business/Marketing/ Retailing
CHEM	Chemistry
CIS	Computer Information Systems Mgmt
CMSV	Construction Mgmt/Supervision
COMM	Communication Studies
CRD	Career Development
CSCI	Computer Science

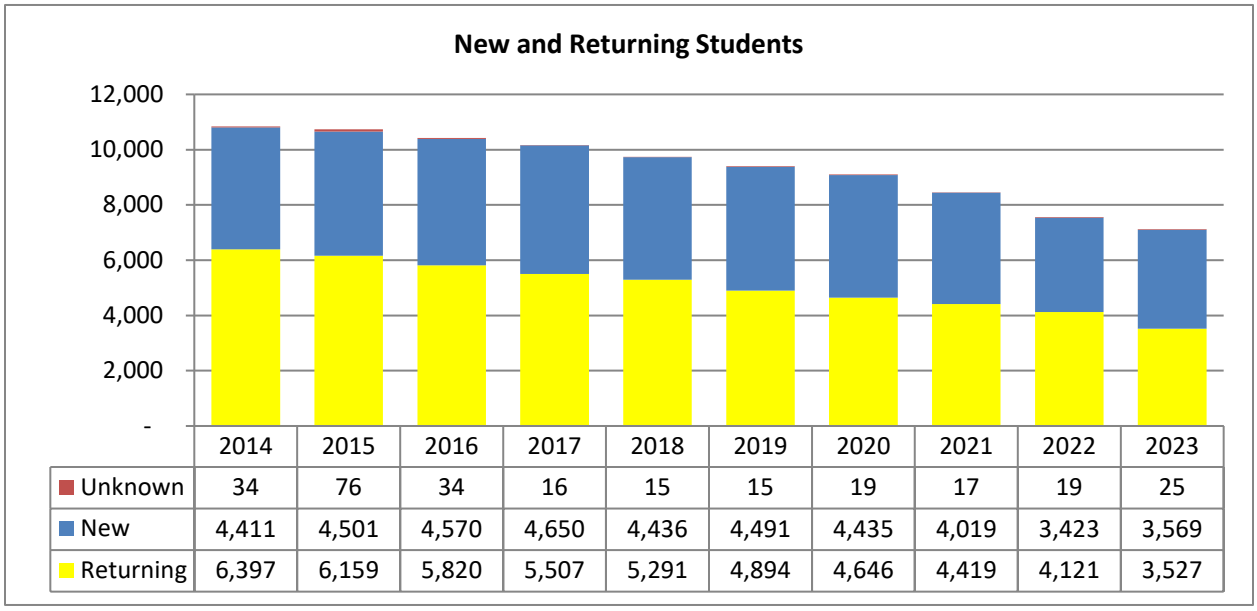
Subject	Description
DSCI	Data Science
EAP	English Language for Academic Purposes
ECON	Economics
EDUC	Education
EEVS	Earth and Environmental Science
ENGL	English
ENGR	Engineering
EXSC	Exercise Science
FYE	First Year Experience
GCST	Global and Cultural Studies
GEOG	Geography
GEOL	Geology
GWS	Gender and Women's Studies
HCCC	Health Care Core Curriclulum
HIST	History
HLTH	Health
HONR	Honors
HSEM	Honors Seminar

Subject	Description
HSER	Human Services
HTN	Histotechnology
INTD	Interdisciplinary Studies
MATH	Mathematics
MLT	Medical Lab Technician
MUSC	Music
NSCI	Natural Science
NURS	Nursing
PHIL	Philosophy
PHYS	Physics
PLA	Prior Learning Assessment
PLEG	Paralegal
POLS	Political Science
PSYC	Psychology
PUBW	Public Works
SOC	Sociology
SPAN	Spanish
TFT	Theater, Film, and Television

Student Profile – Credit Students

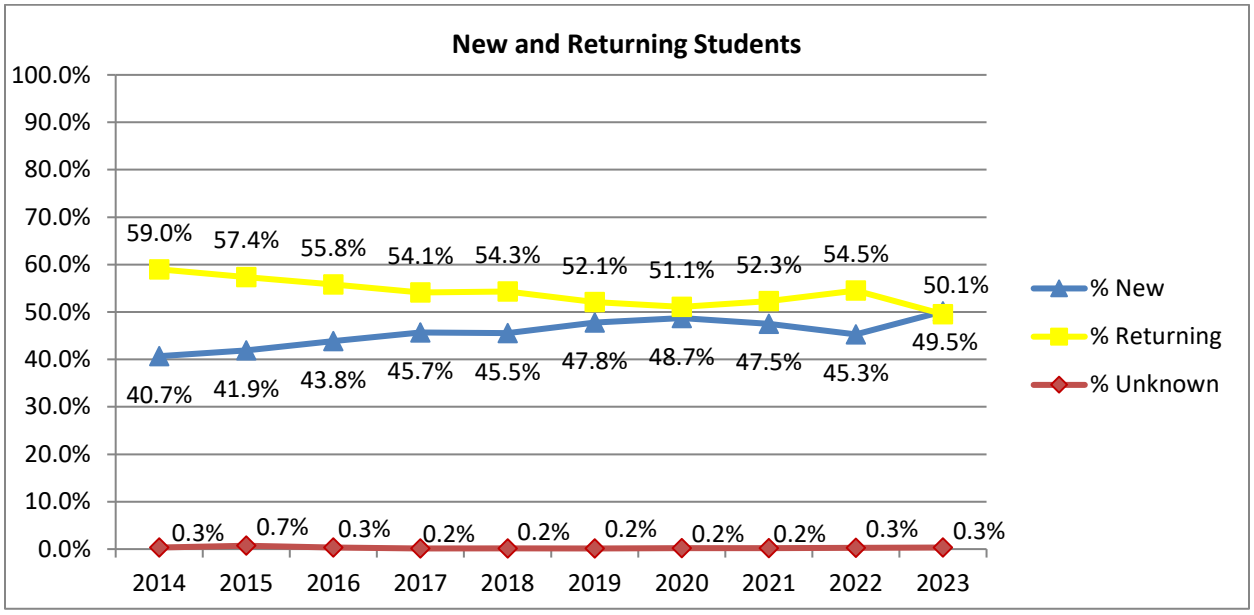
New and Returning Students

In FY2023, 49.5 percent, or 3,569 North Hennepin students, were new to the college. Approximately half were continuing or returning students, and 0.3 percent were of unknown status.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Unknown	34	76	34	16	15	15	19	17	19	25
New	4,411	4,501	4,570	4,650	4,436	4,491	4,435	4,019	3,423	3,569
Returning	6,397	6,159	5,820	5,507	5,291	4,894	4,646	4,419	4,121	3,527

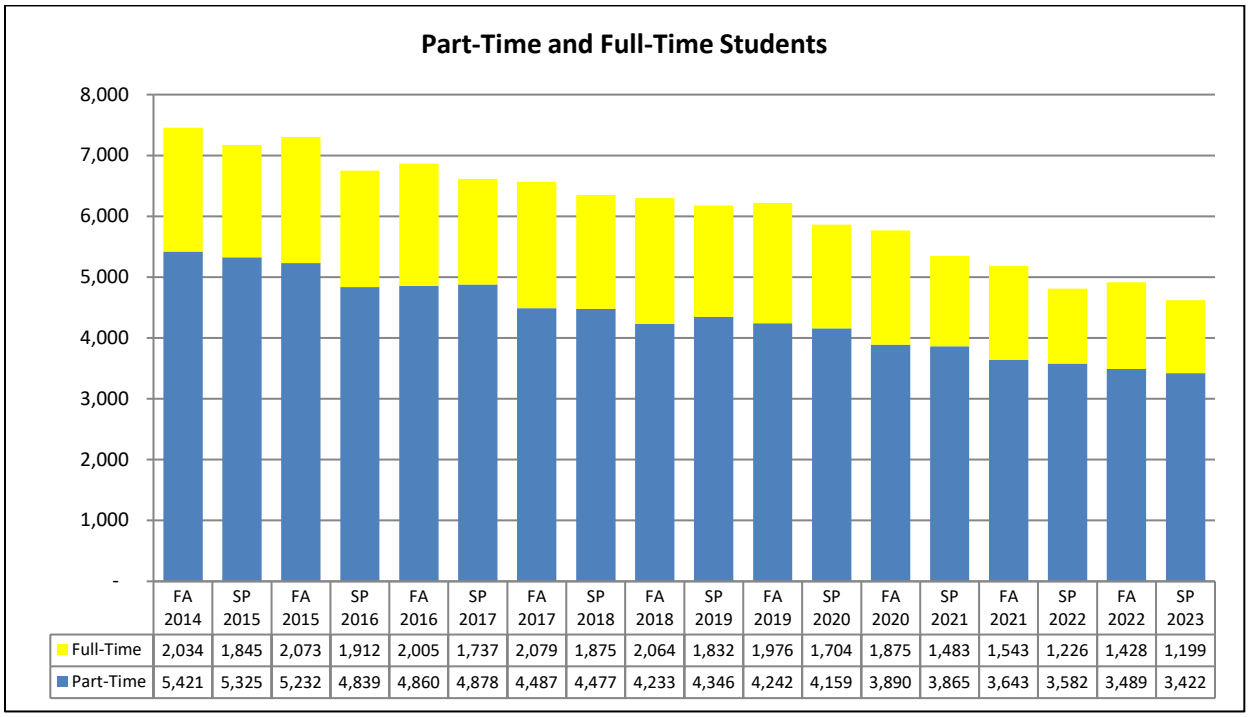
Source: Minnesota State REPL operational database.



Source: Minnesota State REPL operational database.

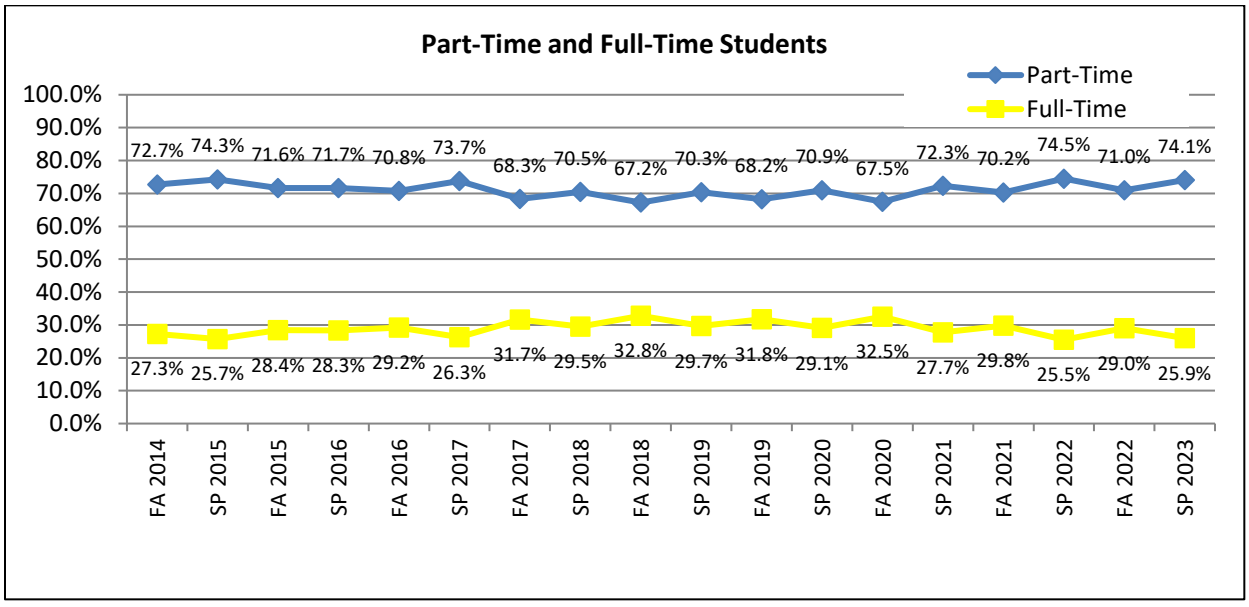
Full-Time and Part-Time Status

Part-time students represent the vast majority of North Hennepin Community College enrollment across both fall and spring terms.



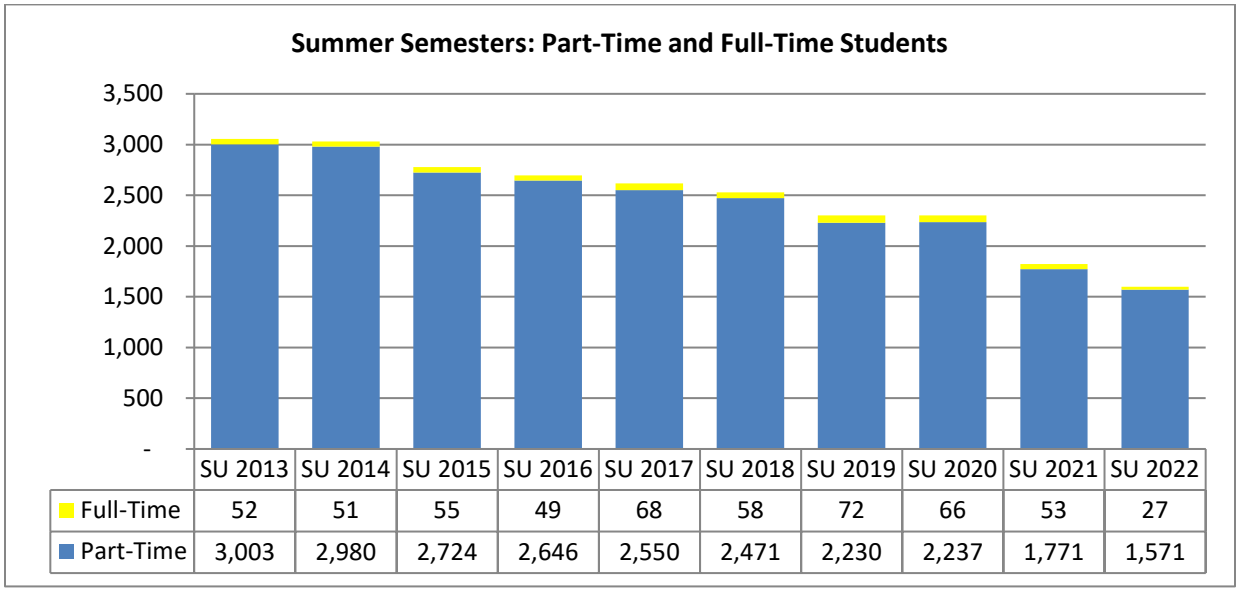
	FA 2014	SP 2015	FA 2015	SP 2016	FA 2016	SP 2017	FA 2017	SP 2018	FA 2018	SP 2019	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023
Full-Time	2,034	1,845	2,073	1,912	2,005	1,737	2,079	1,875	2,064	1,832	1,976	1,704	1,875	1,483	1,543	1,226	1,428	1,199
Part-Time	5,421	5,325	5,232	4,839	4,860	4,878	4,487	4,477	4,233	4,346	4,242	4,159	3,890	3,865	3,643	3,582	3,489	3,422

Source: Minnesota State REPL operational database.
Note: FA-fall term, SP-spring term.



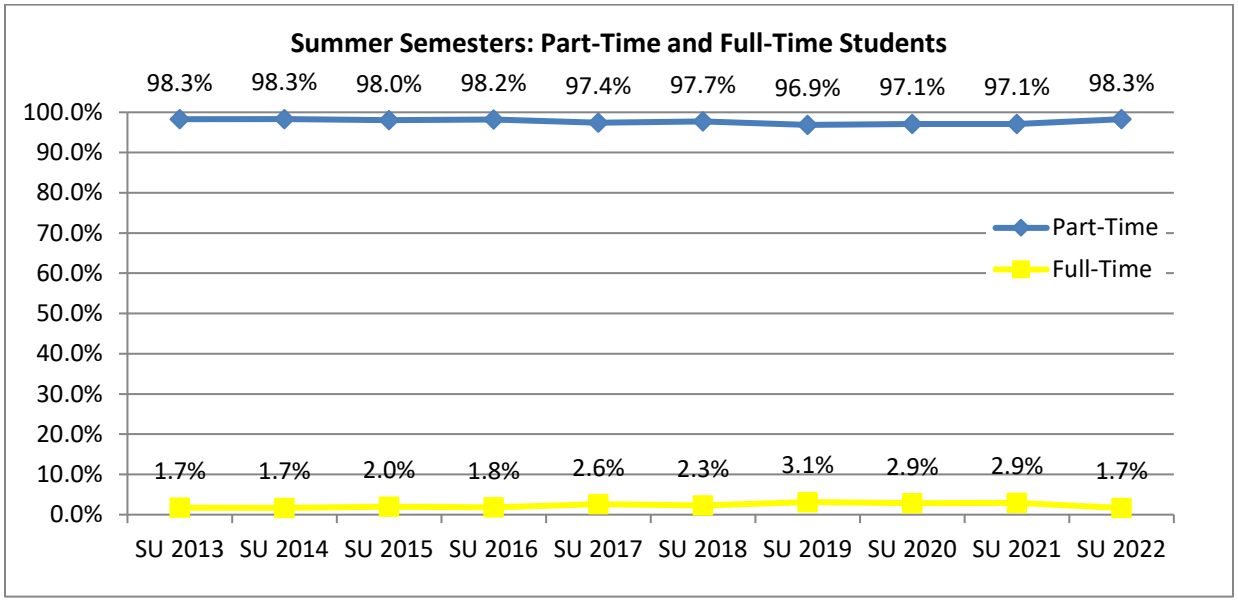
Source: Minnesota State REPL operational database.
Note: FA-fall term, SP-spring term.

The following three graph pairs present part-time and full-time student enrollment by Summer, Fall, and Spring terms.

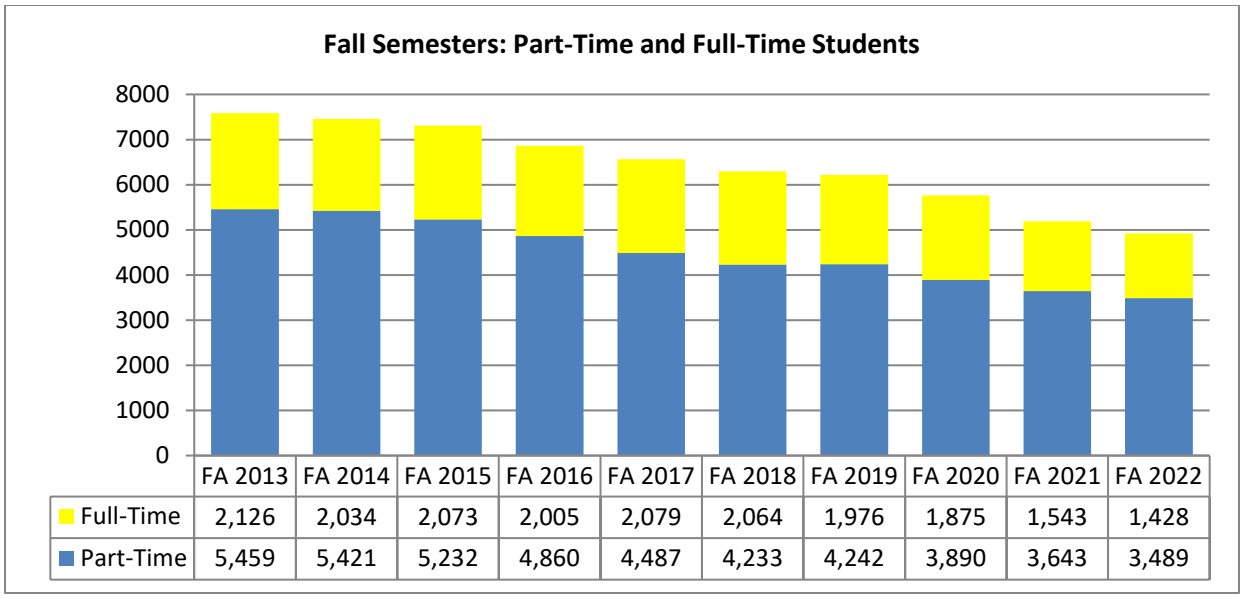


	SU 2013	SU 2014	SU 2015	SU 2016	SU 2017	SU 2018	SU 2019	SU 2020	SU 2021	SU 2022
Full-Time	52	51	55	49	68	58	72	66	53	27
Part-Time	3,003	2,980	2,724	2,646	2,550	2,471	2,230	2,237	1,771	1,571

Source: Minnesota State REPL operational database.
Note: SU-summer term.

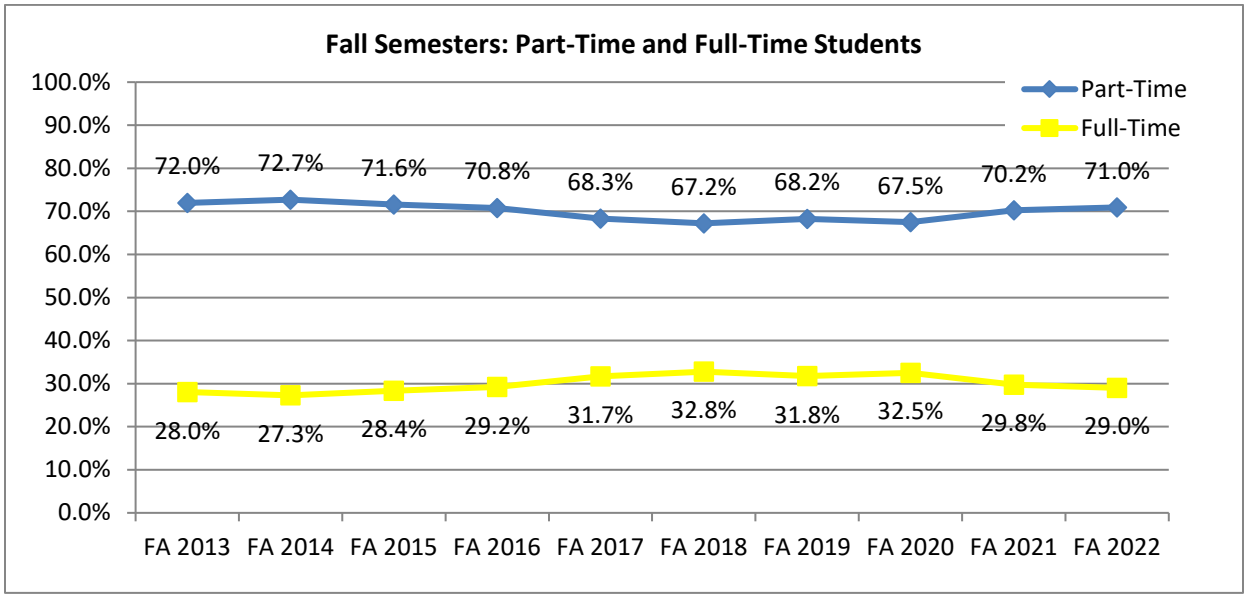


Source: Minnesota State REPL operational database.
Note: SU-summer term.

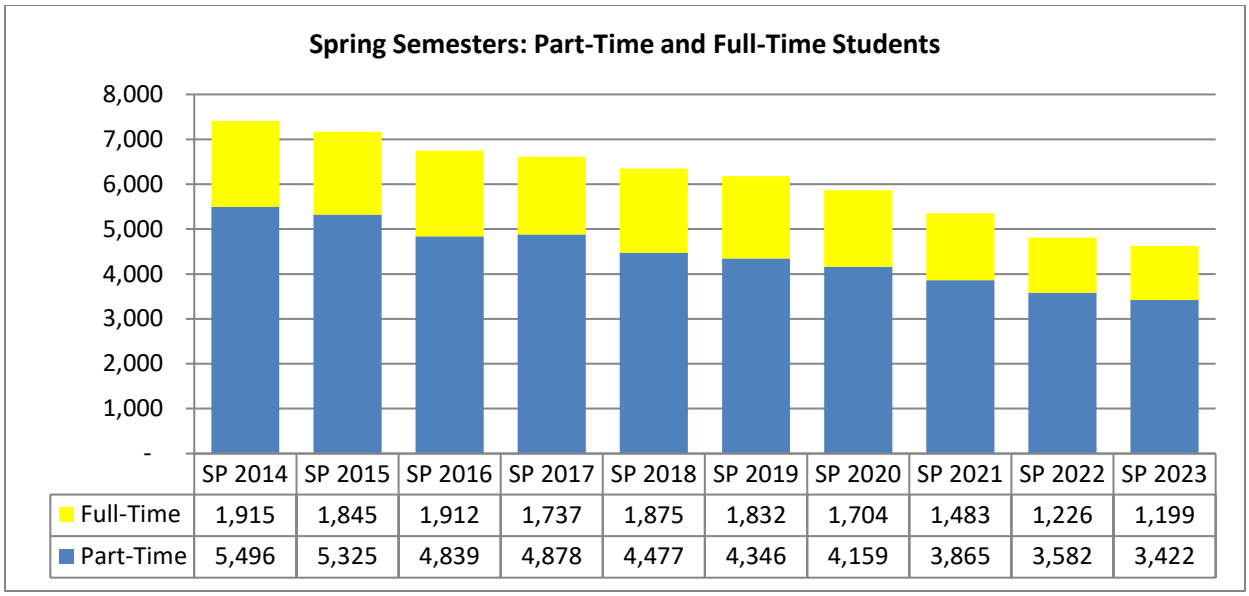


	FA 2013	FA 2014	FA 2015	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020	FA 2021	FA 2022
Full-Time	2,126	2,034	2,073	2,005	2,079	2,064	1,976	1,875	1,543	1,428
Part-Time	5,459	5,421	5,232	4,860	4,487	4,233	4,242	3,890	3,643	3,489

Source: Minnesota State REPL operational database.
Note: FA-fall term.



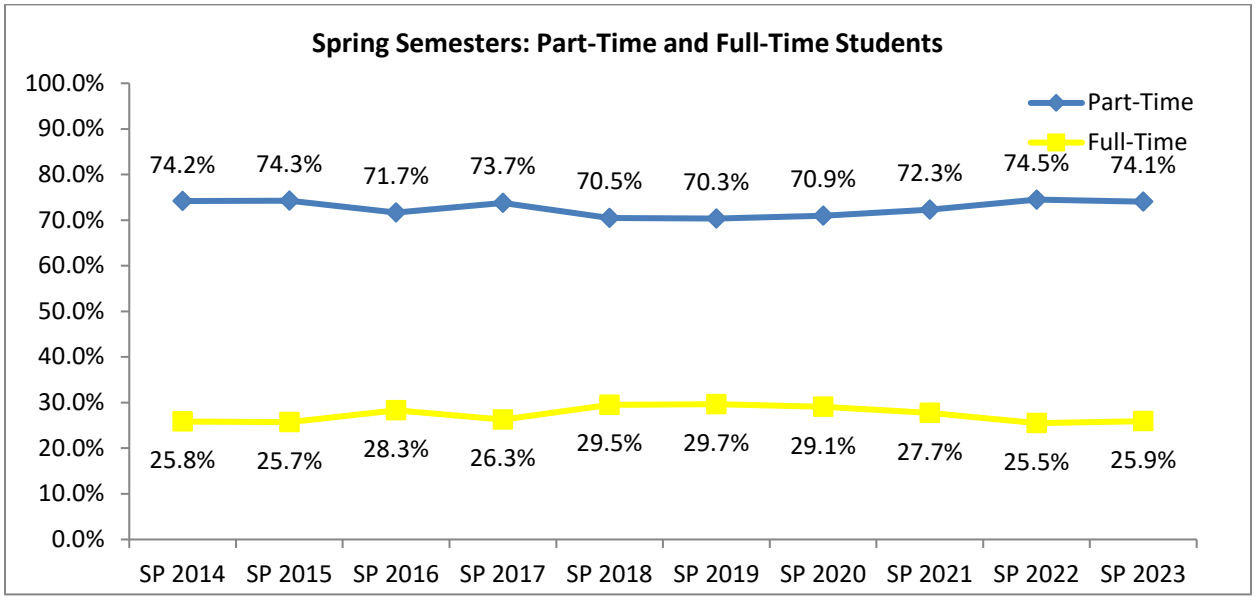
Source: Minnesota State REPL operational database.
Note: FA-fall term.



	SP 2014	SP 2015	SP 2016	SP 2017	SP 2018	SP 2019	SP 2020	SP 2021	SP 2022	SP 2023
Full-Time	1,915	1,845	1,912	1,737	1,875	1,832	1,704	1,483	1,226	1,199
Part-Time	5,496	5,325	4,839	4,878	4,477	4,346	4,159	3,865	3,582	3,422

Source: Minnesota State REPL operational database.

Note: SP-spring term.

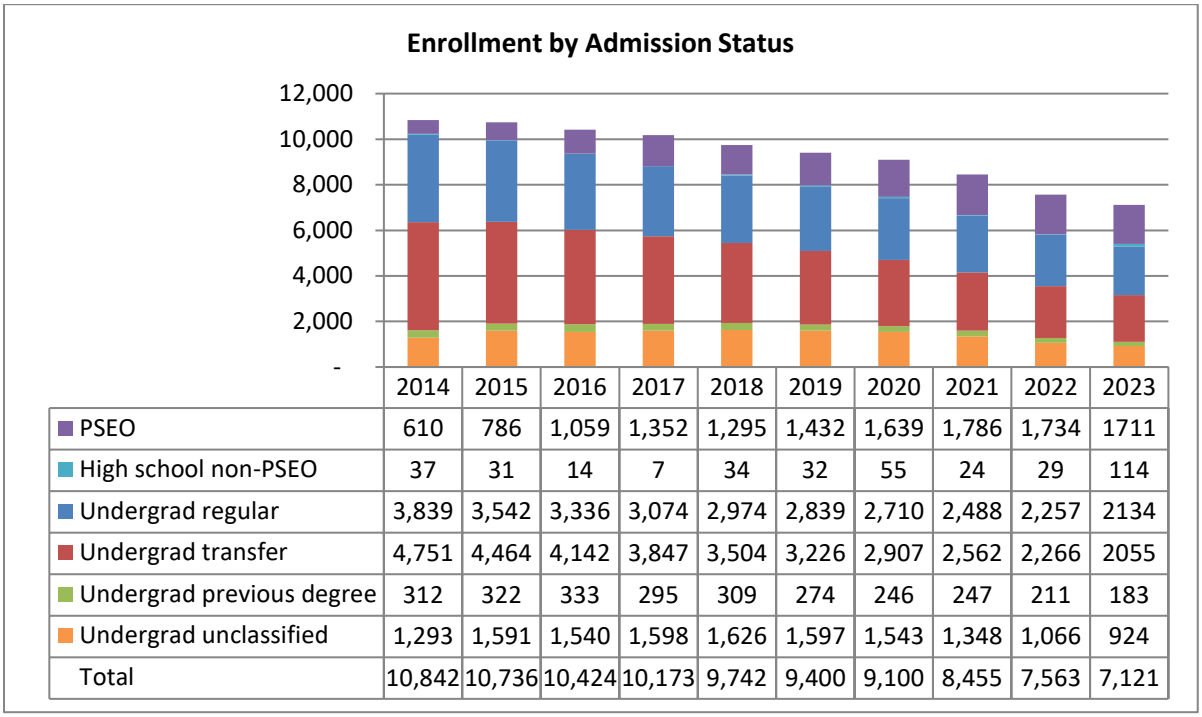


Source: Minnesota State REPL operational database.

Note: SP-spring term.

Admission Status

Undergraduate transfer and Undergraduate regular students represent the two most significant proportions of NHCC student enrollment in FY2023. They have 28.9 and 30.0 percent, respectively. The percentage of enrolled undergraduate regular students has stayed relatively the same since FY2017; the proportion of enrolled undergraduate transfer students declined from 37.8 in FY2017 to 28.9 in FY2023. The proportion of students representing PSEO admissions status has steadily grown over the past decade and reached 24.0 percent in FY2023.

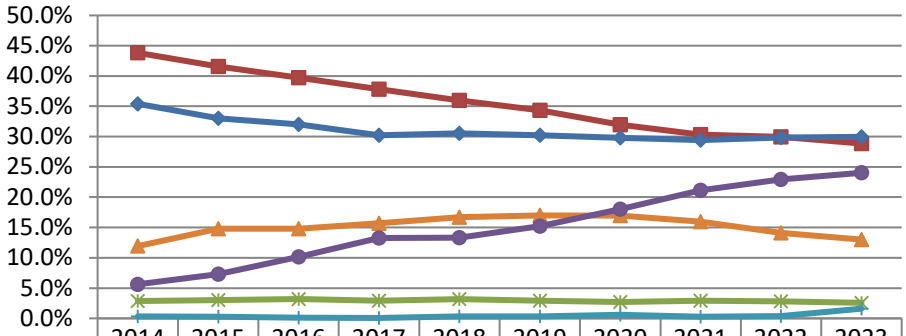


	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
PSEO	610	786	1,059	1,352	1,295	1,432	1,639	1,786	1,734	1711
High school non-PSEO	37	31	14	7	34	32	55	24	29	114
Undergrad regular	3,839	3,542	3,336	3,074	2,974	2,839	2,710	2,488	2,257	2134
Undergrad transfer	4,751	4,464	4,142	3,847	3,504	3,226	2,907	2,562	2,266	2055
Undergrad previous degree	312	322	333	295	309	274	246	247	211	183
Undergrad unclassified	1,293	1,591	1,540	1,598	1,626	1,597	1,543	1,348	1,066	924
Total	10,842	10,736	10,424	10,173	9,742	9,400	9,100	8,455	7,563	7,121

Source: Minnesota State REPL operational database.

Continue to the next page.

Note the scale is limited

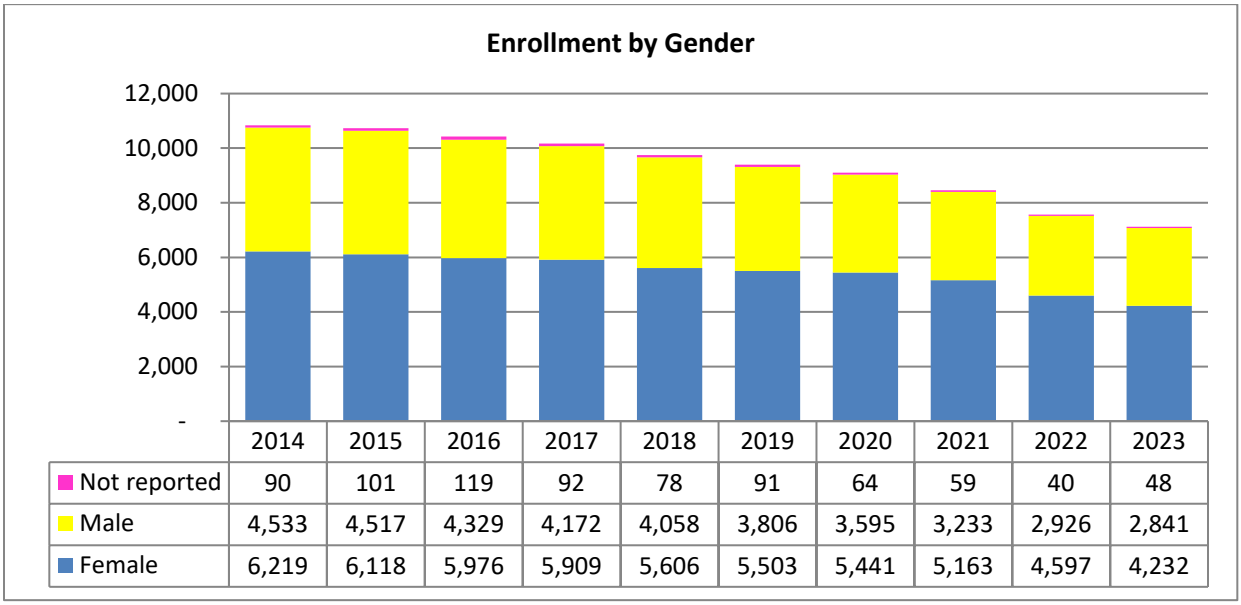


	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Undergrad unclassified	11.9%	14.8%	14.8%	15.7%	16.7%	17.0%	17.0%	15.9%	14.1%	13.0%
Undergrad previous degree	2.9%	3.0%	3.2%	2.9%	3.2%	2.9%	2.7%	2.9%	2.8%	2.6%
Undergrad transfer	43.8%	41.6%	39.7%	37.8%	36.0%	34.3%	31.9%	30.3%	30.0%	28.9%
Undergrad regular	35.4%	33.0%	32.0%	30.2%	30.5%	30.2%	29.8%	29.4%	29.8%	30.0%
High school non-PSEO	0.3%	0.3%	0.1%	0.1%	0.3%	0.3%	0.6%	0.3%	0.4%	1.6%
PSEO	5.6%	7.3%	10.2%	13.3%	13.3%	15.2%	18.0%	21.1%	22.9%	24.0%

Source: Minnesota State REPL operational database.

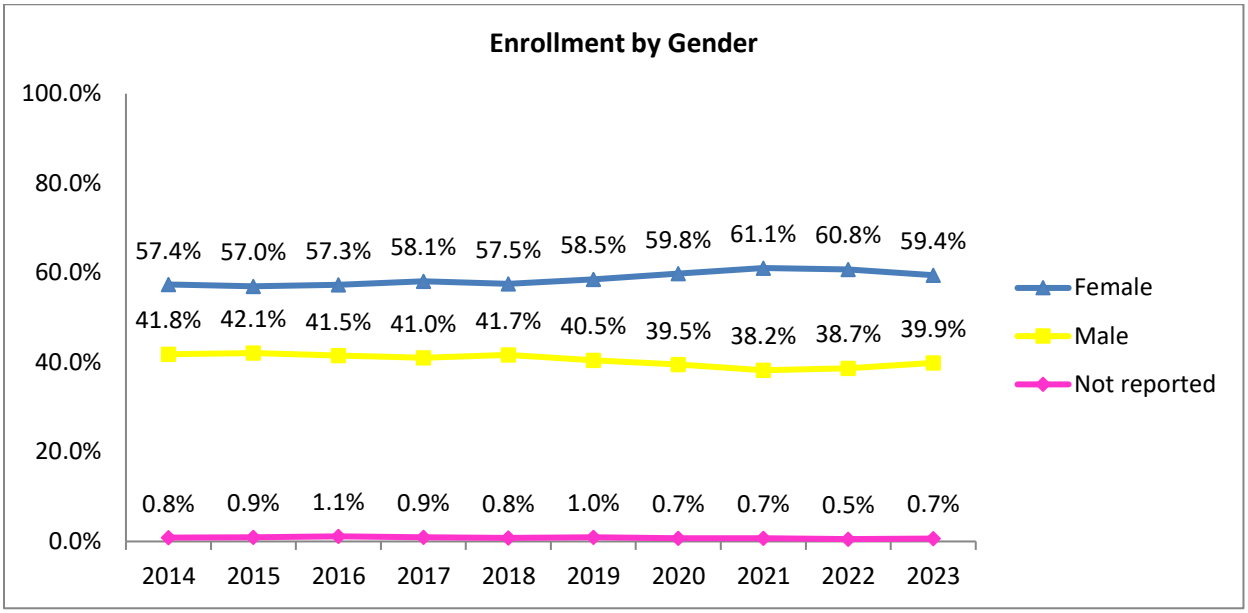
Gender

In FY2023, 59.4 percent of NHCC's students were female, and 39.9 percent were male.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Not reported	90	101	119	92	78	91	64	59	40	48
Male	4,533	4,517	4,329	4,172	4,058	3,806	3,595	3,233	2,926	2,841
Female	6,219	6,118	5,976	5,909	5,606	5,503	5,441	5,163	4,597	4,232

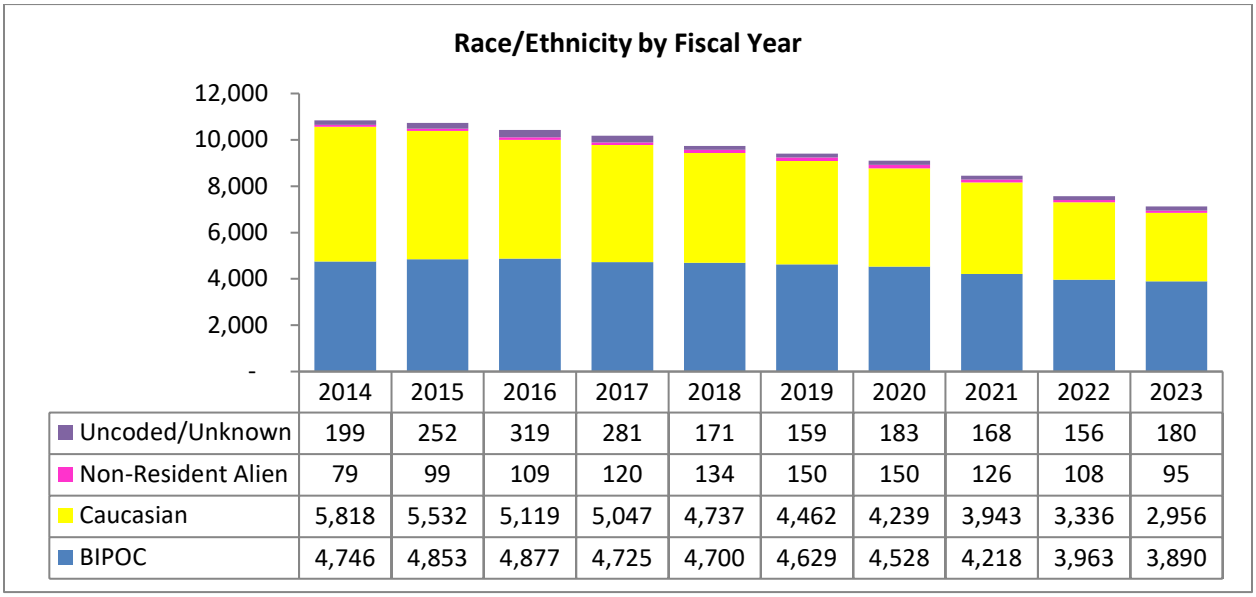
Source: Minnesota State REPL operational database.



Source: Source: Minnesota State REPL operational database.

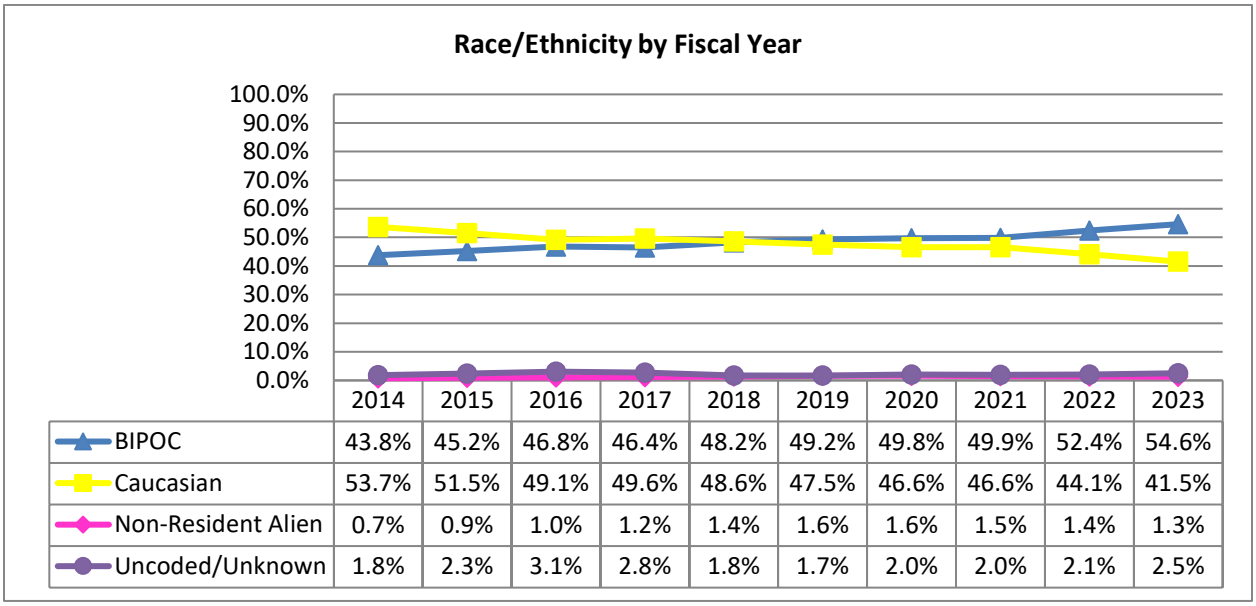
Race/Ethnicity

As illustrated below, North Hennepin's enrollment has become more diverse over the ten years. The population of BIPOC students increased from 43.8 percent in FY2014 to 54.6 percent in FY2023.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Uncoded/Unknown	199	252	319	281	171	159	183	168	156	180
Non-Resident Alien	79	99	109	120	134	150	150	126	108	95
Caucasian	5,818	5,532	5,119	5,047	4,737	4,462	4,239	3,943	3,336	2,956
BIPOC	4,746	4,853	4,877	4,725	4,700	4,629	4,528	4,218	3,963	3,890

Source: Minnesota State REPL operational database.

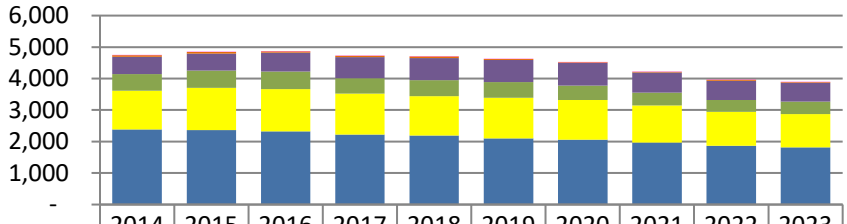


	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
BIPOC	43.8%	45.2%	46.8%	46.4%	48.2%	49.2%	49.8%	49.9%	52.4%	54.6%
Caucasian	53.7%	51.5%	49.1%	49.6%	48.6%	47.5%	46.6%	46.6%	44.1%	41.5%
Non-Resident Alien	0.7%	0.9%	1.0%	1.2%	1.4%	1.6%	1.6%	1.5%	1.4%	1.3%
Uncoded/Unknown	1.8%	2.3%	3.1%	2.8%	1.8%	1.7%	2.0%	2.0%	2.1%	2.5%

Source: Minnesota State REPL operational database.

BIPOC students encompass six different race/ethnic groups. In FY2023, Black or African American students comprised the most significant portion of NHCC's students of color at 25.4 percent, followed by Asian students at 14.9 percent. The proportion of Hispanic students have generally grown since FY2014 and currently represents 8.4 percent. Students identifying multiple races hover at 5.5 percent of students. Native American and Native Hawaiian or Pacific Islander students represent less than one percent of the student body.

BIPOC Enrollment by Fiscal Year

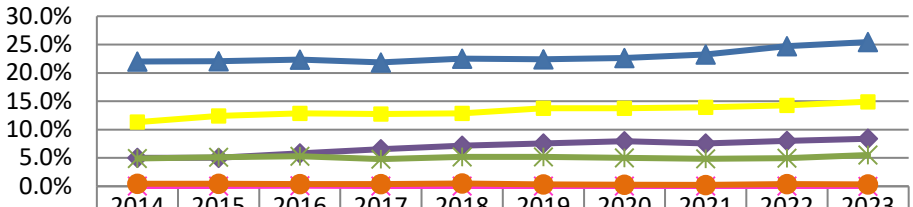


	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Native Hawaiian or Pacific Islander	6	7	10	7	3	7	6	3	4	1
Native American	50	51	40	40	48	29	27	21	29	24
Hispanic	547	541	605	666	696	709	722	639	607	597
Two or More Races*	530	549	553	488	508	488	457	408	376	393
Asian	1,227	1,336	1,341	1,300	1,253	1,292	1,254	1,179	1,078	1,063
Black or African American	2,386	2,369	2,328	2,224	2,192	2,104	2,062	1,968	1,869	1,812

Source: Minnesota State REPL operational database

Notes: The data is based on primary race/ethnicity. *Two or more races was included as a category only in 2012.

BIPOC Enrollment by Fiscal Year (% of Total Enrollment)



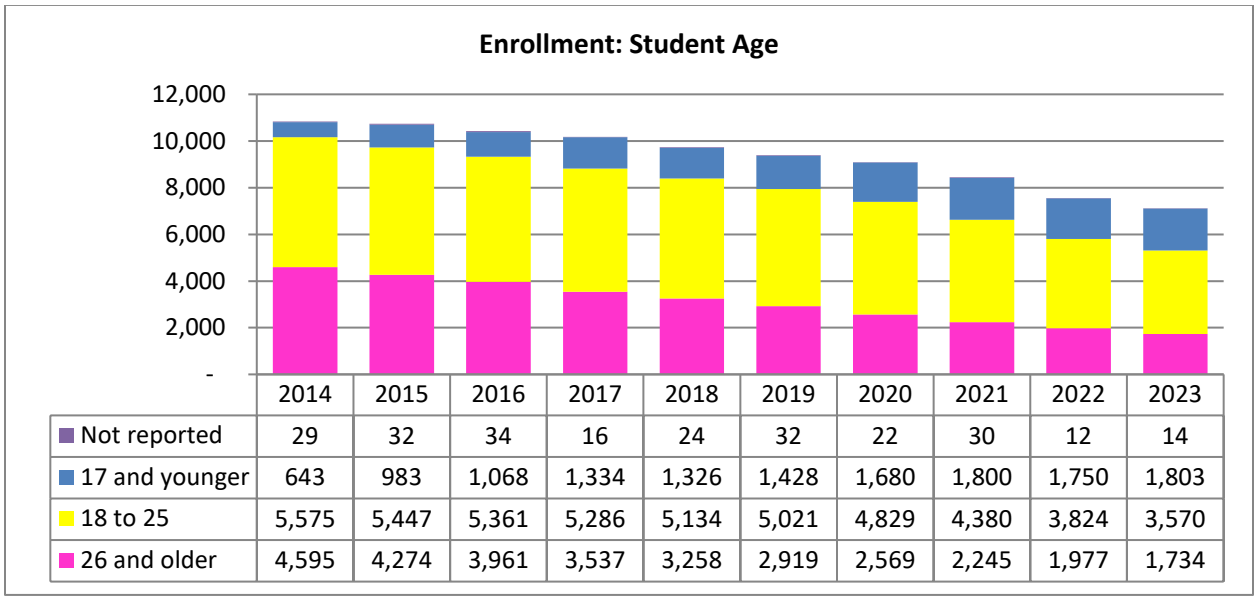
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.0%
Native American	0.5%	0.5%	0.4%	0.4%	0.5%	0.3%	0.3%	0.2%	0.4%	0.3%
Hispanic	5.0%	5.0%	5.8%	6.5%	7.1%	7.5%	7.9%	7.6%	8.0%	8.4%
Two or More Races	4.9%	5.1%	5.3%	4.8%	5.2%	5.2%	5.0%	4.8%	5.0%	5.5%
Asian	11.3%	12.4%	12.9%	12.8%	12.9%	13.7%	13.8%	13.9%	14.3%	14.9%
Black or African American	22.0%	22.1%	22.3%	21.9%	22.5%	22.4%	22.7%	23.3%	24.7%	25.4%

Source: Minnesota State REPL operational database

Notes: The data is based on primary race/ethnicity. *Two or more races was included as a category only in 2012.

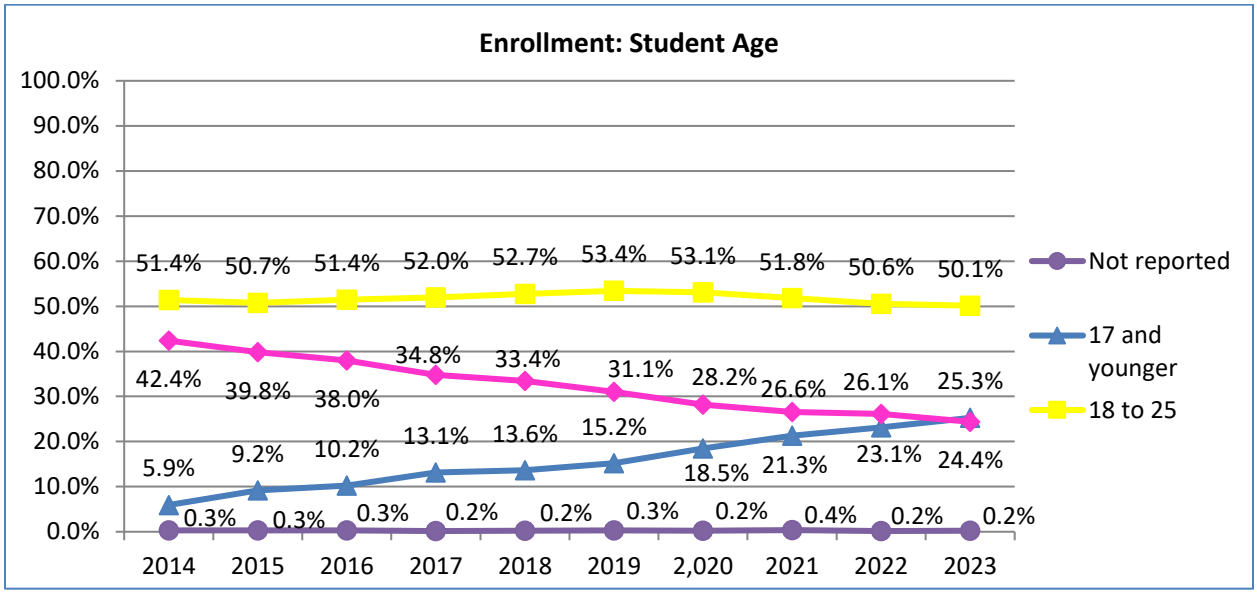
Age

NHCC enrolled 3,570 students age 18 to 25 in FY2023. Generally, the number of students age 26 or older has decreased across the decade. The proportion of the student body age 26 or older has declined since FY2014 from 42.4 percent of students to 24.4 percent in FY2023. Students 17 years and younger have increased since FY2014 from 5.9 to 25.3 percent of the student body in FY2023.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Not reported	29	32	34	16	24	32	22	30	12	14
17 and younger	643	983	1,068	1,334	1,326	1,428	1,680	1,800	1,750	1,803
18 to 25	5,575	5,447	5,361	5,286	5,134	5,021	4,829	4,380	3,824	3,570
26 and older	4,595	4,274	3,961	3,537	3,258	2,919	2,569	2,245	1,977	1,734

Source: Minnesota State REPL operational database.



Source: Minnesota State REPL operational database.

The two tables below present the counts and percentages for specific age categories.

Enrollment by Age										
Age Range	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
17 and younger	643	983	1,068	1,334	1,326	1,428	1,680	1,800	1,750	1,803
18 to 21	3,554	3,401	3,444	3,372	3,313	3,380	3,279	2,955	2,655	2,554
22 to 25	2,021	2,046	1,917	1,914	1,821	1,641	1,550	1,425	1,169	1,016
26 to 30	1,622	1,547	1,440	1,287	1,196	1,143	982	884	743	624
31 to 35	1,133	1,007	959	867	770	684	643	498	475	413
36 to 40	677	631	570	522	517	429	380	350	289	258
41 to 45	471	461	420	362	320	266	213	213	206	177
46 to 50	363	311	279	239	208	182	140	132	107	111
51 to 55	190	171	154	133	126	110	92	79	68	70
56 to 60	87	87	81	85	70	62	63	47	35	27
Greater than 60	52	59	58	42	51	43	56	42	54	54
Not reported	29	32	34	16	24	32	22	30	12	14
Total	**10,842**	**10,736**	**10,424**	**10,173**	**9,742**	**9,400**	**9,100**	**8,455**	**7,563**	**7,121**

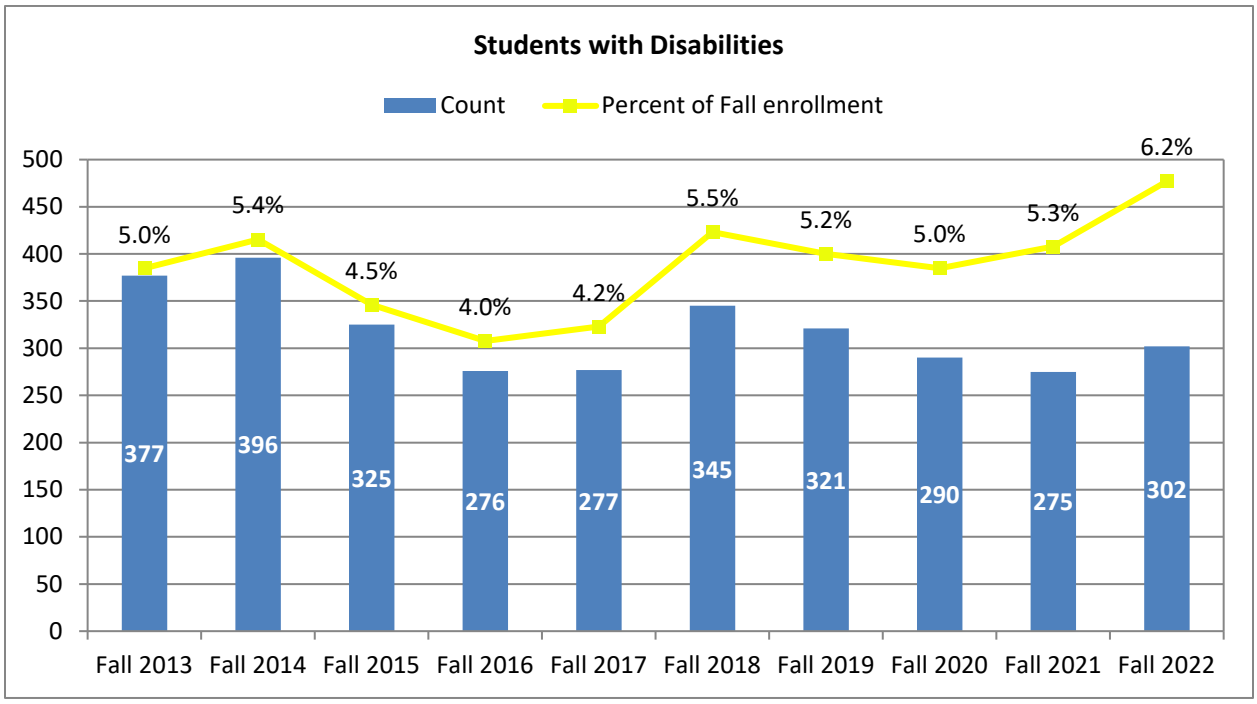
Source: Minnesota State REPL operational database.

Enrollment by Age										
Age Range	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
17 and younger	6%	9%	10%	13%	14%	15%	18%	21%	23%	25%
18 to 21	33%	32%	33%	33%	34%	36%	36%	35%	35%	36%
22 to 25	19%	19%	18%	19%	19%	17%	17%	17%	15%	14%
26 to 30	15%	14%	14%	13%	12%	12%	11%	10%	10%	9%
31 to 35	10%	9%	9%	9%	8%	7%	7%	6%	6%	6%
36 to 40	6%	6%	5%	5%	5%	5%	4%	4%	4%	4%
41 to 45	4%	4%	4%	4%	3%	3%	2%	3%	3%	2%
46 to 50	3%	3%	3%	2%	2%	2%	2%	2%	1%	2%
51 to 55	2%	2%	1%	1%	1%	1%	1%	1%	1%	1%
56 to 60	1%	1%	1%	1%	1%	1%	1%	1%	0%	0%
Greater than 60	0%	1%	1%	0%	1%	0%	1%	0%	1%	1%
Not reported	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: Minnesota State REPL operational database.

Disability Status

The percentage of North Hennepin students receiving services for a documented disability has varied since the fall of 2013 and, generally, increased from 5.0 percent to 6.2 percent in fall 2022.



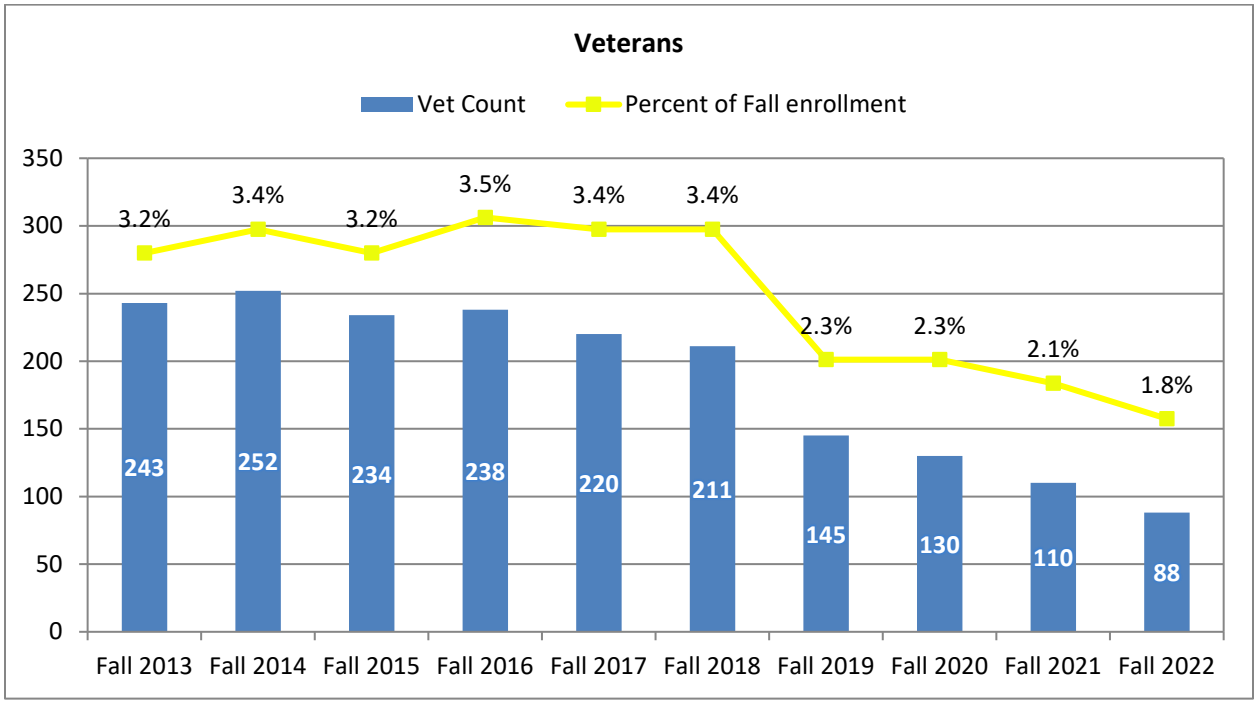
Source: Minnesota State REPL operational database.

Veterans

In fall 2022, 88 students identified themselves as a veteran. That number represented a 20 percent decline from fall 2021 numbers.

In fall of 2022, veterans represented 1.8 percent of the student body. Overall, the historical trend went down from 3.2 percent in the fall 2013 to 1.8 percent in the fall 2022, having passed the maximum of 3.5 percent reached in the fall of 2016.

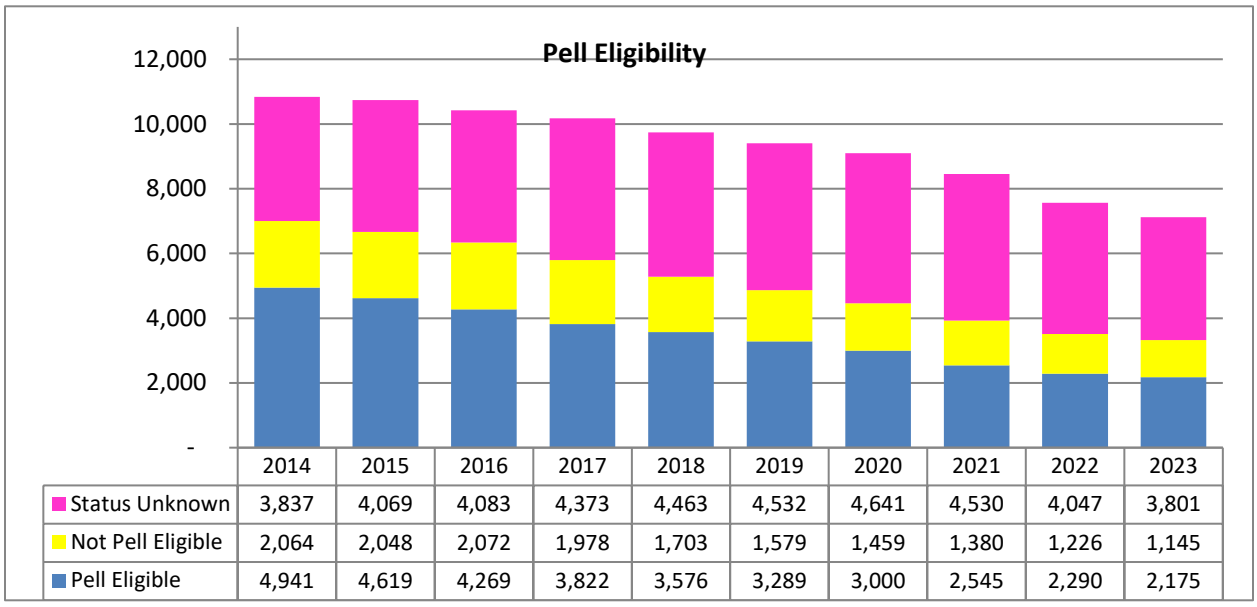
It is important to note that this only includes students who have self-identified as veterans on the admission application. Therefore, the actual number may be higher.



Source: Minnesota State REPL operational database.
Note: This represents self-reported data from the application for admission.

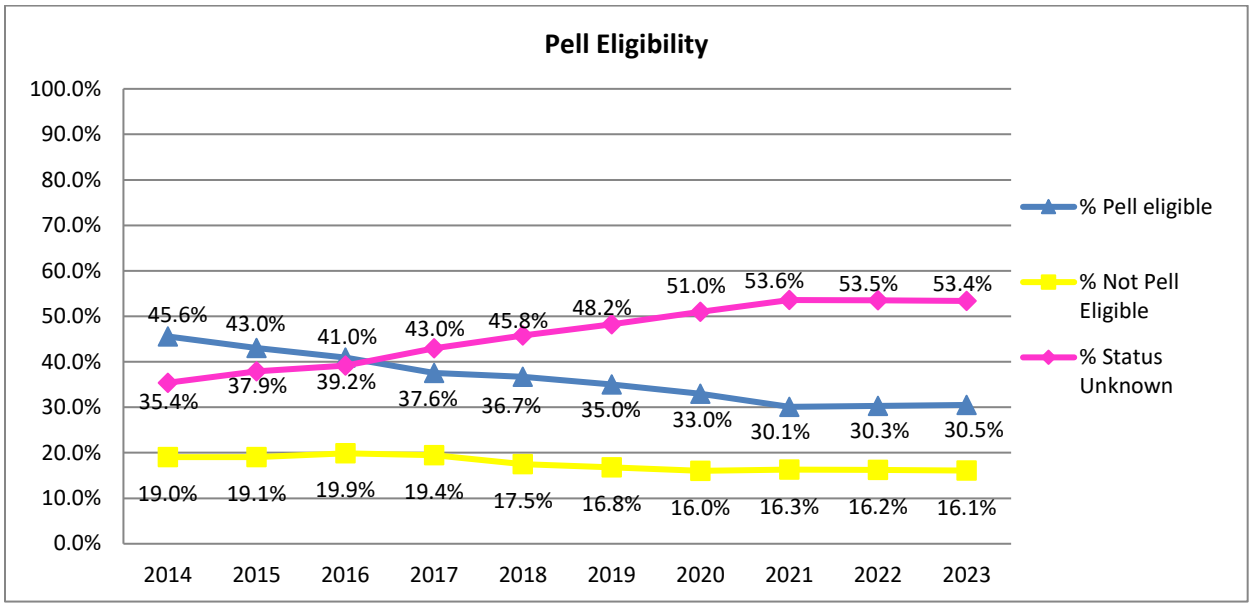
Low-Income Status/Pell Eligibility

Pell eligibility is often used to identify low-income students. In the FY2023 year, 2,175 students were Pell eligible, representing 30.5% of the student population. Non-Pell-eligible students made up 16.1% of the enrollment. The proportion of students whose Pell eligibility status is unknown was 53.4% in FY2023.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Status Unknown	3,837	4,069	4,083	4,373	4,463	4,532	4,641	4,530	4,047	3,801
Not Pell Eligible	2,064	2,048	2,072	1,978	1,703	1,579	1,459	1,380	1,226	1,145
Pell Eligible	4,941	4,619	4,269	3,822	3,576	3,289	3,000	2,545	2,290	2,175

Source: Minnesota State REPL operational database.



Source: Minnesota State REPL operational database.

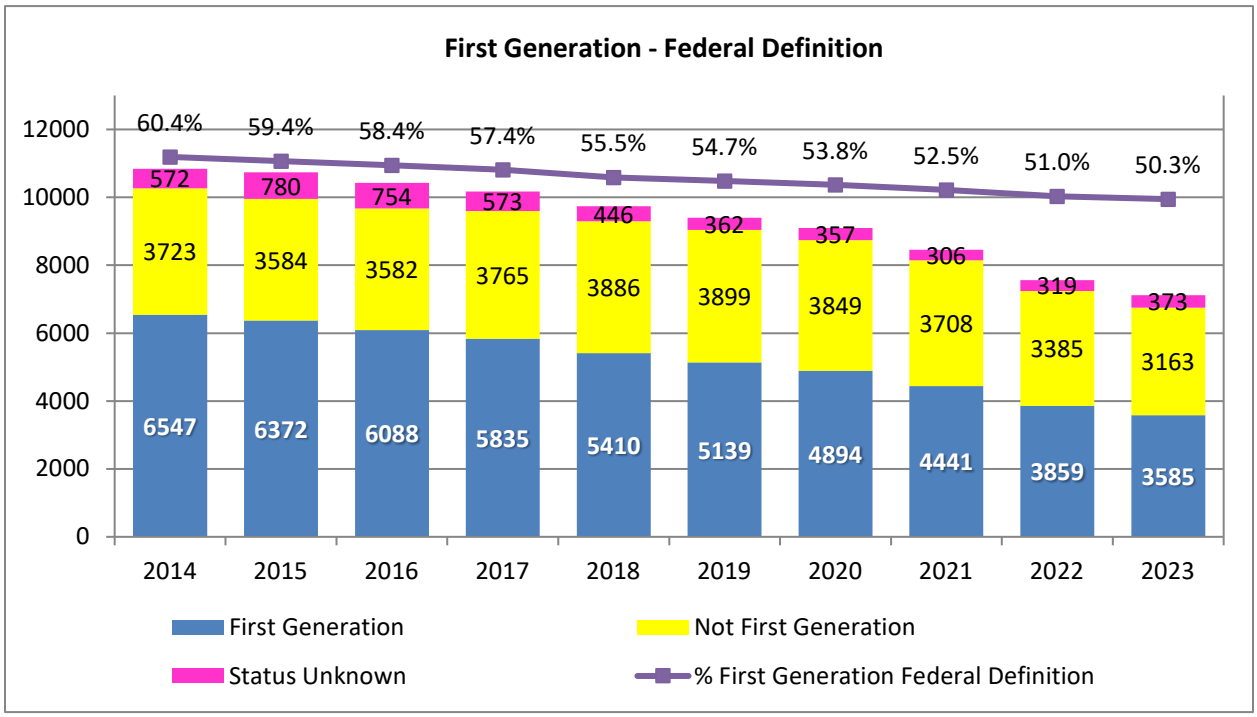
First Generation Status

First-generation status essentially describes the educational attainment of a student's parents or guardians. A first-generation student is a student whose parents or guardians did not go to college or did not complete a four-year degree.

As shown in the following few sections, state and federal definitions exist for the term *first generation.* The federal definition is that neither parent has a bachelor's degree, while the Minnesota definition is that neither parent received any post-secondary education (see Glossary for more information).

First Generation Federal Definition: Neither parent has a bachelor's degree

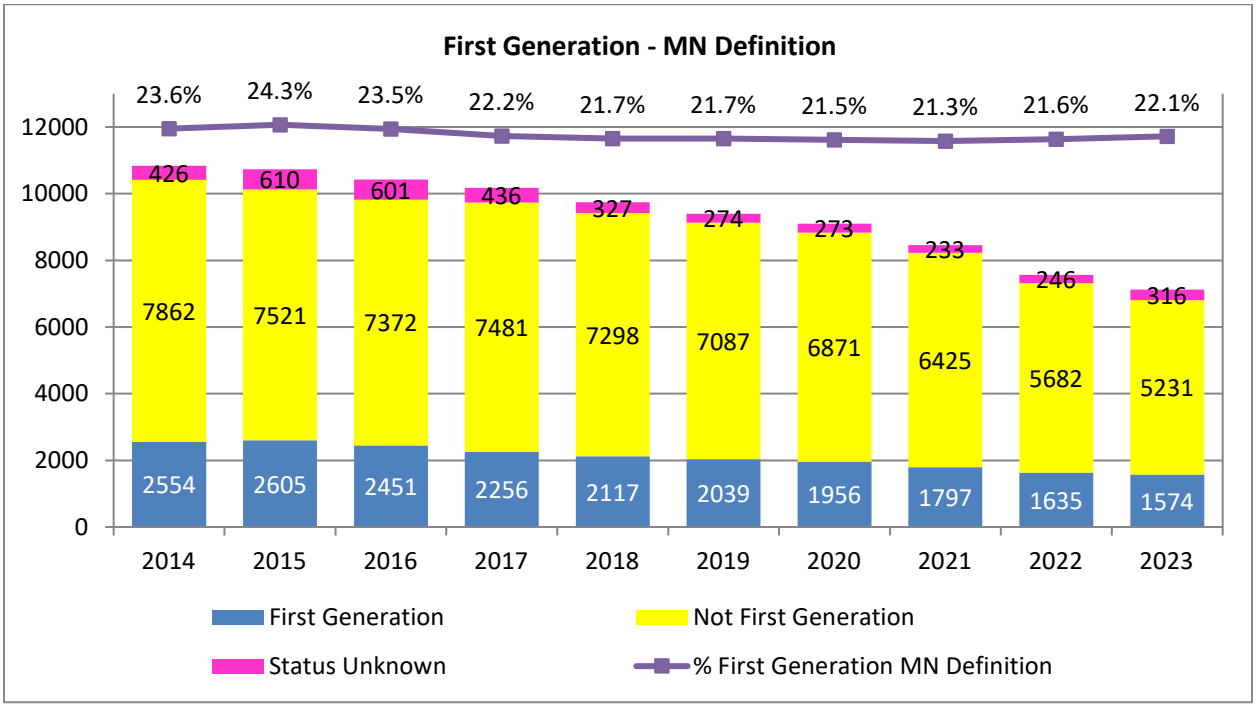
Between fiscal years 2014 and 2023, the percentage of students identified as meeting the federal first-generation definition decreased slightly from 60.4 percent to 50.3 percent. The number of students identified as meeting the federal first-generation definition in the fiscal year 2023 is 3585, the lowest over the last ten years.



Source: Minnesota State REPL operational database.

First Generation Minnesota Definition: Neither parent attended any college

The percentage of North Hennepin students who met the Minnesota definition for first-generation has consistently hovered between 21.3 and 24.3 percent over the past ten years. In the last three years, the percentage of first-generation students has increased from 21.3 to 22.1 percent.



Source: Minnesota State REPL operational database.

Underrepresented Status

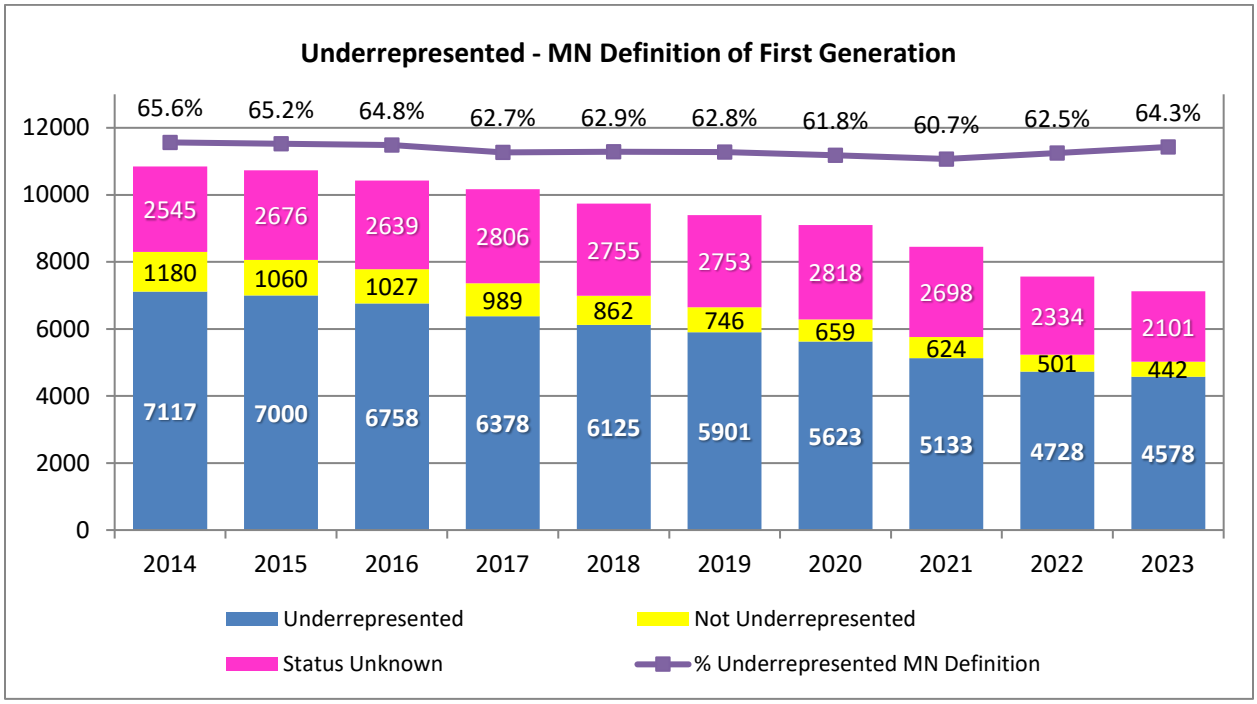
A student is considered underrepresented if he or she fits into one or more of the following categories: (1) student of color, (2) low income, or (3) first generation.

Note that while there are two definitions of first generation, only the Minnesota definition is used for underrepresented (see Appendix for more information).

The percent of students who are underrepresented is calculated as a percent of all students.

Underrepresented – Minnesota Definition of First Generation

Of all students at North Hennepin, 64.3 percent met the underrepresented definition (e.g., student of color, low income, or Minnesota first generation) in fiscal year 2023. The proportion of North Hennepin students who meet the underrepresented definition has a small fluctuation from 65.6 percent in FY2014 to 64.3 percent in FY2023.

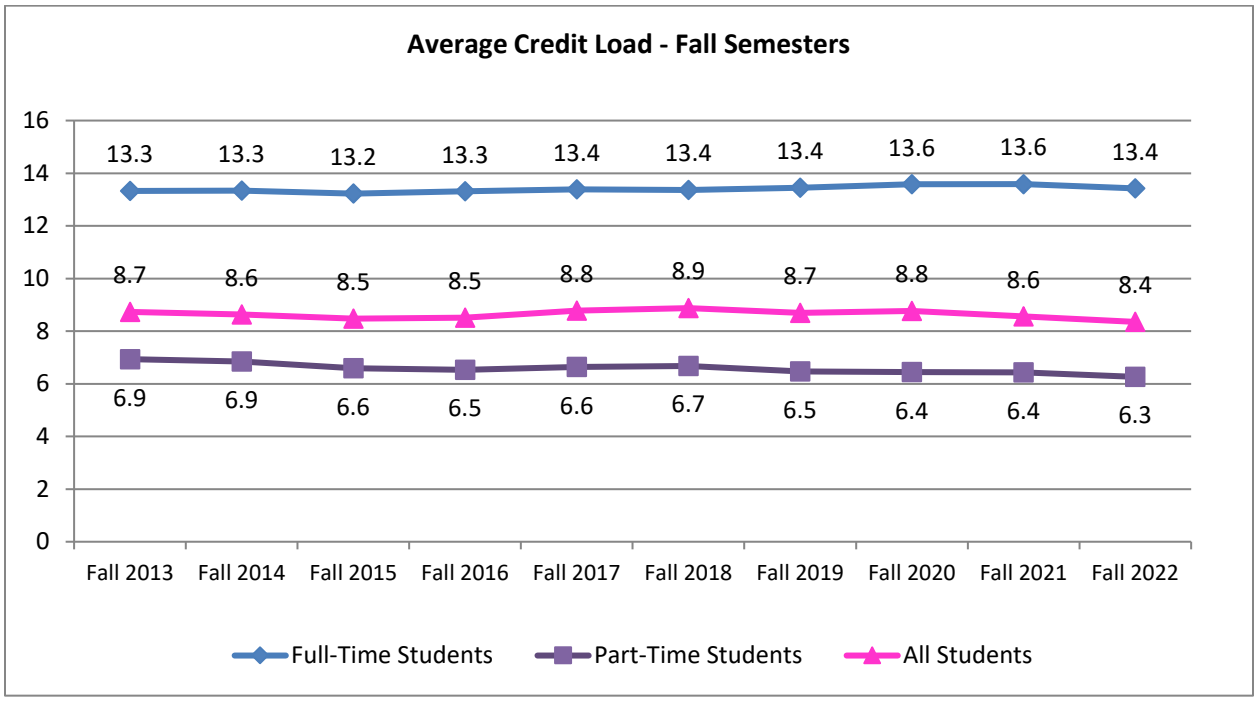


Source: Minnesota State REPL operational database.

Average Credit

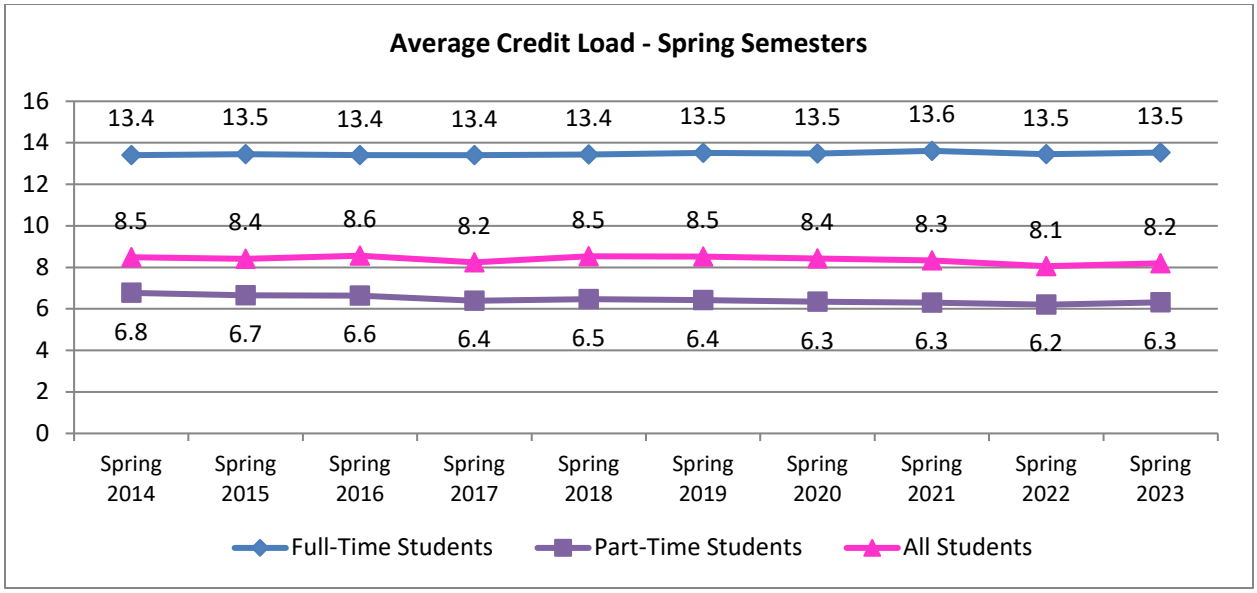
Average Credit Load by Semester

The average credit load is the average number of credits that NHCC students register for each semester. The three graphs below present the average credit load for fall, spring, and summer semesters. The average credit load has remained relatively constant for full and part-time students each term across the timeframe from fall 2013 through fall 2022.

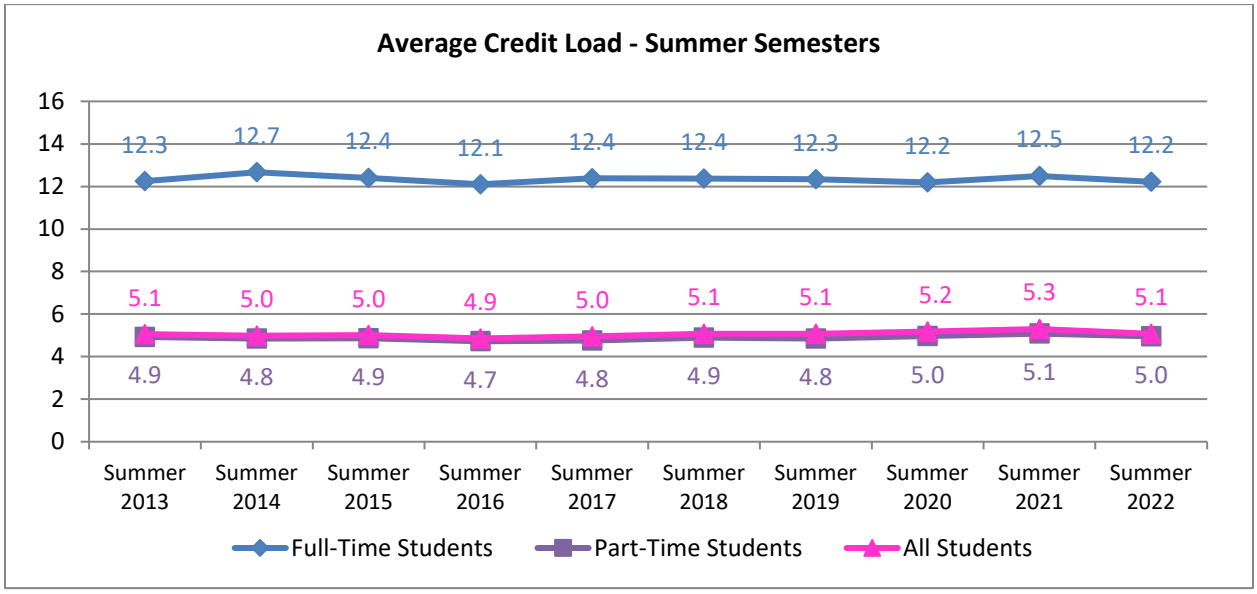


Source: Minnesota State REPL operational database.

Similarly, the average credit load has remained relatively constant for full and part-time students each term from spring 2014 through spring 2023 and summer 2013 through summer 2022.



Source: Minnesota State REPL operational database.



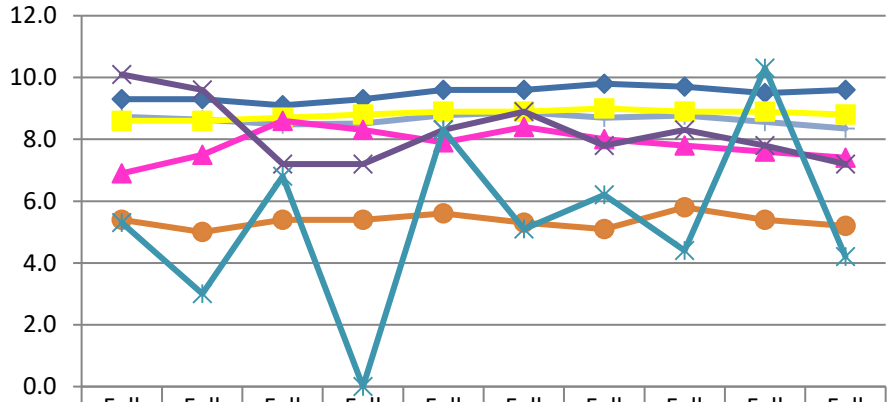
Source: Minnesota State REPL operational database.

Average Credit Load by Admission Status

Students carried an average of 8.4 credits in fall 2022. Looking more closely at fall 2022, undergrad regular status students carried the highest average credit load with 9.6 credits and transfer students carried 8.8 credits.

Students with an admission status of undergrad previous degree or undergrad unclassified historically enroll in fewer courses. Over the past ten years, there has been considerable variation in the average credit load for high school non-PSEO students. This fluctuation has happened because there is a small number of students, and this number fluctuates over the years. PSEO students reduced their average credit in the last three consecutive years from 8.3 to 7.2.

Average Credit Load by Admission Status for Fall Semesters



	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
All students	8.7	8.6	8.5	8.5	8.8	8.9	8.7	8.8	8.6	8.4
Undergrad regular	9.3	9.3	9.1	9.3	9.6	9.6	9.8	9.7	9.5	9.6
Undergrad transfer	8.6	8.6	8.7	8.8	8.9	8.9	9.0	8.9	8.9	8.8
Undergrad previous degree	6.9	7.5	8.6	8.3	7.9	8.4	8.0	7.8	7.6	7.4
Undergrad unclassified	5.4	5.0	5.4	5.4	5.6	5.3	5.1	5.8	5.4	5.2
PSEO	10.1	9.6	7.2	7.2	8.3	8.9	7.8	8.3	7.8	7.2
High school non-PSEO	5.3	3.0	6.8	0.0	8.3	5.1	6.2	4.4	10.3	4.2

Source: Minnesota State REPL operational database.

Top Cities - Student Primary Residence

The cities listed below represent the top 25 cities where North Hennepin students live based on ten-year averages of fall student enrollment. Students living in these cities comprise 83 - 86 percent of the student population each fall. In fall 2022, about twenty-two percent of all students listed Brooklyn Park as their current city of residence.

Top 25 Cities - Student Residence										
City	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Brooklyn Park	1,618	1,633	1,640	1,452	1,493	1,473	1,419	1,162	1,039	1,044
Maple Grove	718	659	579	529	542	557	591	576	527	470
Minneapolis	582	650	625	587	522	539	541	523	455	449
Brooklyn Center	532	535	522	497	468	440	411	356	324	261
Plymouth	401	414	417	355	379	353	385	368	345	274
Champlin	304	276	253	232	245	252	233	196	191	203
New Hope	256	242	251	224	220	185	201	170	136	145
Crystal	237	219	190	182	198	174	165	155	127	104
Coon Rapids	205	171	160	153	150	138	126	143	133	117
Blaine	130	150	151	159	149	134	151	145	123	114
Buffalo	125	105	95	197	169	123	160	159	80	149
Fridley	124	115	115	134	106	125	97	89	100	73
Rogers	92	85	82	98	113	108	79	89	84	78
Robbinsdale	124	130	109	89	71	78	71	76	69	55
St. Michael	99	99	102	88	77	76	63	87	102	73
St. Paul	90	83	87	75	65	72	74	80	71	45
Golden Valley	67	73	101	69	61	65	56	60	56	56
Columbia Heights	66	72	74	66	72	65	55	58	50	39
Otsego	66	57	61	56	64	62	49	57	45	70
Minnetonka	49	63	120	84	58	40	40	33	36	30
Andover	83	89	69	65	45	49	44	31	32	36
St. Louis Park	64	70	72	62	45	47	46	47	33	18
Ramsey	77	57	56	64	44	51	44	35	35	36
New Brighton	64	62	48	52	48	51	51	53	35	18
Elk River	71	55	53	44	36	44	38	47	27	32

Source: Minnesota State REPL operational database.

Note: Data shown here takes into account city names that are misspelled where identifiable.
This list is sorted by the 10-year average.

Top Sending High Schools

The following tables show the numbers of new first-time and PSEO students enrolled at NHCC each fall by high school attended, in descending order, for the top high schools that students come from as determined by ten-year student enrollment averages.

First-Time Students

In fall 2022, 57 new first-time students attended Park Center International Baccalaureate World High School, 54 attended Champlin Park High School, and 55 attended Osseo High School. Graduates from these three high schools have a consistent pattern of enrollment at NHCC who represented a total of 166 students in fall 2022. However, this number is 37 fewer students than the previous fall 2021.

Top 25 High Schools - First-Time Students										
High School	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Park Center Ib World Hs	76	94	82	65	85	82	87	77	59	57
Champlin Park High School	84	70	79	56	90	95	81	67	88	54
Osseo Senior High School	73	69	80	68	68	90	89	73	56	55
Maple Grove Senior High Sch	48	51	49	35	56	50	51	52	43	33
Robbinsdale Cooper High School	45	48	51	38	40	45	37	45	35	34
Robbinsdale Armstrong High Sch	45	62	45	35	35	39	41	28	27	24
Rogers High School	11	15	17	15	19	27	12	17	7	15
Wayzata High School	6	18	11	16	21	21	10	14	20	14
St Michael-Albertville Hs	11	15	17	12	12	14	15	18	13	20
Buffalo High School	24	12	11	15	13	13	8	14	7	7
Brooklyn Center Middle Hs	17	15	15	13	15	8	16	12	6	5
Fridley High School	10	14	10	8	10	14	20	12	9	12
Blaine High School	10	17	11	10	14	8	7	10	10	7
Spring Lake Park High School	12	6	7	7	5	11	5	12	6	15
Patrick Henry High School	11	8	15	3	4	8	12	7	4	6
Prairie Seeds Academy	7	6	6	8	10	13	6	7	6	1
Rockford High School	8	10	9	9	13	5	6	1	5	3
Irondale Senior High School	3	4	6	3	2	10	5	14	6	5
Hopkins High School	2	10	3	8	5	2	10	3	4	9
Columbia Heights High School	4	7	4	4	4	5	9	4	8	7
Coon Rapids High School	2	2	4	9	6	1	5	10	9	8
Anoka High School	7	0	7	3	1	6	7	8	3	4
Monticello High School	3	0	3	4	2	4	6	5	5	4
Elk River High School	3	3	2	4	3	1	5	4	1	2
Saint Louis Park High School	2	3	4	2	4	1	2	3	4	3

Source: Minnesota State REPL operational database.

Note: This list is sorted by the 10-year average.

PSEO Students

In fall 2022, Champlin Park High School had the most PSEO students attending North Hennepin with 241 students. Seven high schools had, on average, over 50 students enrolled as PSEO students at NHCC from fall 2013 through fall 2022. In fall 2022, 56 percent of total PSEO students were from the top five schools listed.

Top 25 High Schools - PSEO Students										
High School	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Champlin Park High School	62	66	65	68	98	109	136	157	186	241
Osseo Senior High School	29	41	60	42	81	98	212	163	153	160
Wayzata High School	34	29	89	87	110	96	152	168	165	104
Buffalo High School	15	8	10	177	144	95	128	167	80	151
Park Center Ib World Hs	33	34	56	46	90	114	90	103	87	63
Robbinsdale Armstrong High Sch	38	40	34	40	39	67	97	132	91	97
Maple Grove Senior High Sch	36	37	22	27	36	69	79	88	87	93
Robbinsdale Cooper High School	49	47	39	27	31	46	46	49	45	44
Rogers High School	23	22	22	44	57	47	20	21	37	57
Hopkins High School	1	17	176	88	2	9	4	2	8	5
Brooklyn Center Middle Hs	10	35	39	48	41	30	26	36	17	16
St Michael-Albertville Hs	29	15	24	18	19	20	24	55	44	42
Other - Home School	40	36	24	28	22	22	25	30	35	17
Orono High School	2	21	11	24	39	27	38	11	14	9
Blaine High School	6	3	6	4	7	14	15	32	21	14
Delano Senior High School	5	4	4	10	7	5	6	16	22	16
Spring Lake Park High School	1	4	5	3	7	10	14	23	13	12
Rockford High School	7	6	16	9	7	6	12	7	5	6
Fridley High School	3	1	4	5	6	12	11	11	9	3
Irondale Senior High School	0	2	5	6	7	7	1	8	11	5
Coon Rapids High School	2	2	0	0	1	3	8	16	10	5
Al-Amal School	2	3	6	5	6	10	2	0	1	2
Minnesota Connections Academy	2	3	0	2	1	4	4	4	6	5
Parnassus Preparatory School	0	0	0	0	1	2	3	5	8	6
Patrick Henry High School	0	0	0	0	1	3	2	11	4	3

Source: Minnesota State REPL operational database.
Note: This list is sorted by the 10-year average.

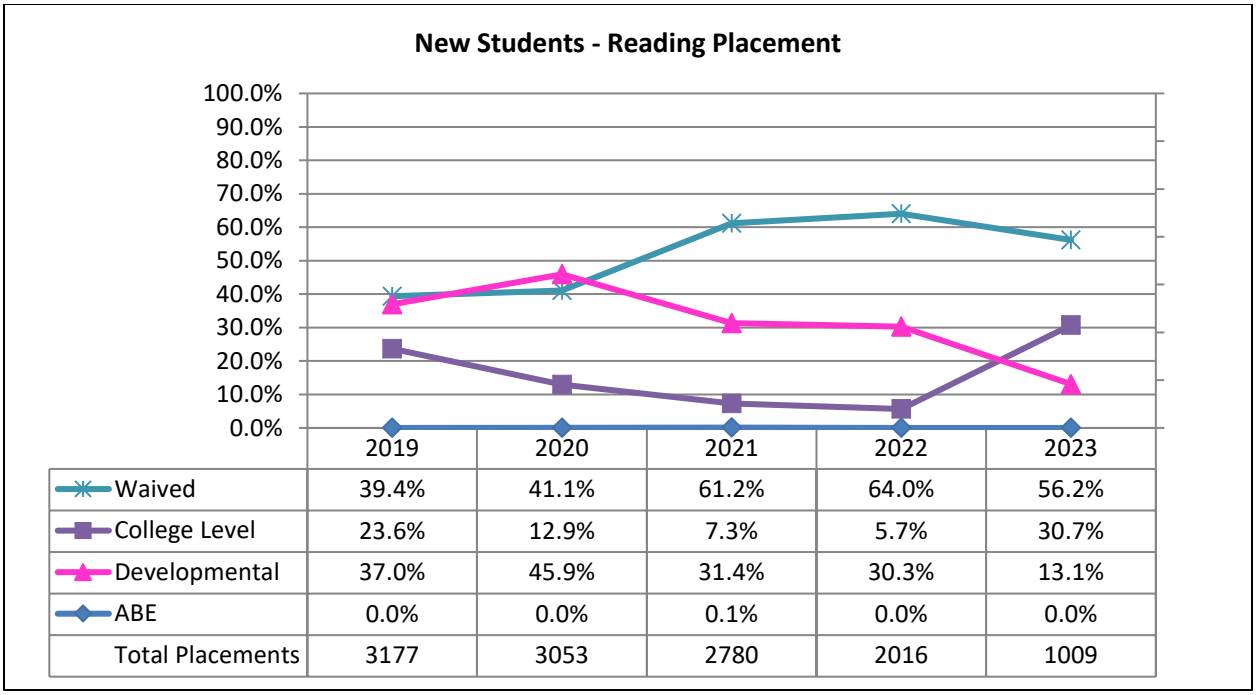
Academic Placement

The graphs below show the course placement of new students at different academic levels in the areas of Reading, English, Math, and English Language for Academic Purposes (EAP) through the administration of Accuplacer tests at NHCC. The placement results represent the highest placement of a student within the testing periods of a fiscal year when multiple tests were available. The percentages in the graphs are the proportion of students who placed at each academic level. The academic levels, from highest to lowest, are: Waived and College Level (equivalent), Developmental, EAP, and ABE (Adult Basic Education). Students classified as Waived are those provided other information for College Level placement, eliminating the need for Acculplacer testing. Not all areas have all placement levels. Any placement in a 1000+ level class (e.g. ENGL 1201) resulted in a classification of "college level."

The data below only represents placements made by the NHCC Testing Center. Since FY2019, the Test Center has used different testing approaches. First, the Next Generation Accuplacer test was implemented mid FY2019. During the COVID-19 pandemic (FY2020), student academic placement was mainly based on school GPA. And finally, beginning FY2022, the Accuplacer tests were changed on the Multiple Measurement System. Therefore, the data sequences on the graphs below reflect the difference in testing methods and the initial training of students.

The Reading placements show growth in Developmental placements since 2019 and a decline in FY2021 by FY2023. The college-level placement has also declined since FY2019, becoming 5.7 percent in FY2022 and growing up to 30.7% in the next FY2023.

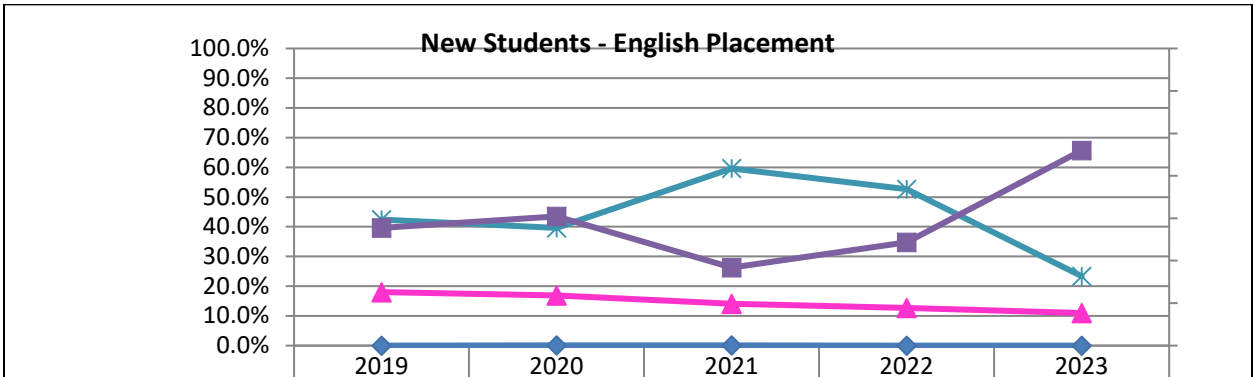
The proportion of students who provided other test scores or documentation waived for reading was almost the same in FY2019 and FY2020 and has increased in the following two fiscal years; however, it dropped in FY2023 to 56.2%.



	2019	2020	2021	2022	2023
Waived	39.4%	41.1%	61.2%	64.0%	56.2%
College Level	23.6%	12.9%	7.3%	5.7%	30.7%
Developmental	37.0%	45.9%	31.4%	30.3%	13.1%
ABE	0.0%	0.0%	0.1%	0.0%	0.0%
Total Placements	3177	3053	2780	2016	1009

Source: Minnesota State REPL operational database.

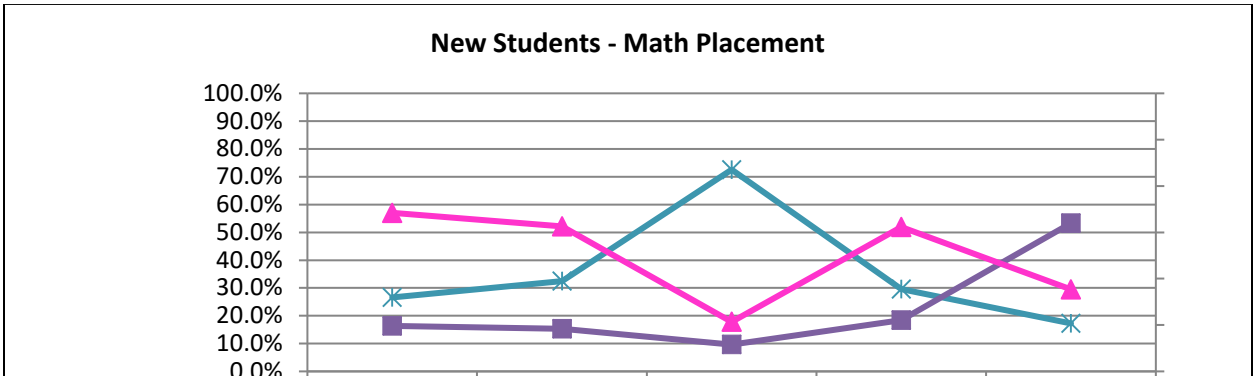
The English placements show a decline in Developmental placements since FY2019, along with a rise in College Level placements with a gap in FY2021.



	2019	2020	2021	2022	2023
Waived	42.4%	39.6%	59.6%	52.6%	23.4%
College Level	39.6%	43.5%	26.3%	34.7%	65.7%
Developmental	18.0%	16.9%	14.0%	12.7%	11.0%
ABE	0.0%	0.0%	0.1%	0.0%	0.0%
Total Placements	3127	2805	2563	1973	903

Source: Minnesota State REPL operational database.

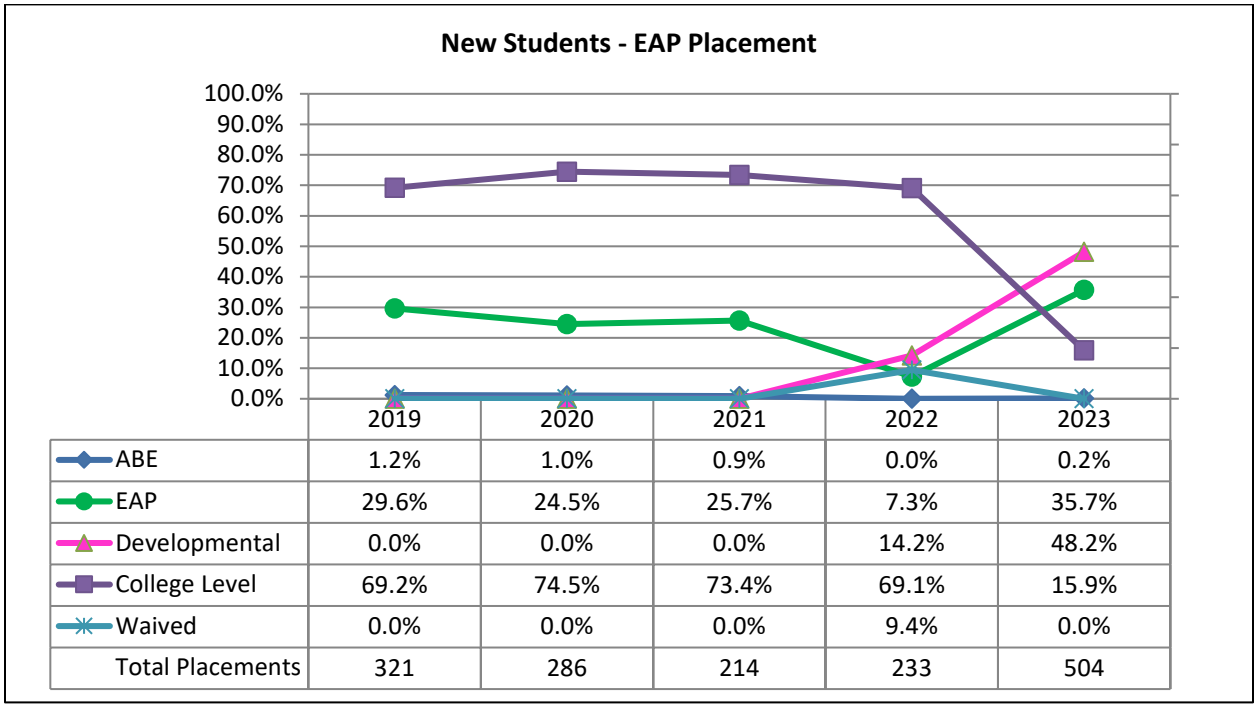
The Math placements also show a decline in Developmental placements since FY2019, with a concurrent rise in Waived. However, this tendency changed in FY2022, where developmental placement was raised almost two times and waived was dropped. In addition, college-level placement slowly decreased in the last four years, starting from 16.4 percent in FY2019 to 9.6 in FY2021; however, it increased by 18.5 percent in FY2022, jumped in FY2023 and ended at 53.3 percent.



	2019	2020	2021	2022	2023
Waived	26.6%	32.5%	72.6%	29.6%	17.2%
College Level	16.4%	15.4%	9.6%	18.5%	53.3%
Developmental	57.0%	52.2%	17.8%	51.9%	29.4%
Total Placements	2846	2381	955	1407	1148

Source: Minnesota State REPL operational database.

The EAP College Level test result of new college students has been almost the same for the first four years, ranging between 69 and 75 percent, and dropped in the last FY2023 to 15.9 percent.
The developmental test level was zero percent for three consecutive years from FY2019 through FY2021 and quickly raised in FY2022 and FY2023, ending at 48.2 percent.



	2019	2020	2021	2022	2023
ABE	1.2%	1.0%	0.9%	0.0%	0.2%
EAP	29.6%	24.5%	25.7%	7.3%	35.7%
Developmental	0.0%	0.0%	0.0%	14.2%	48.2%
College Level	69.2%	74.5%	73.4%	69.1%	15.9%
Waived	0.0%	0.0%	0.0%	9.4%	0.0%
Total Placements	321	286	214	233	504

Source: Minnesota State REPL operational database.

Student Engagement

Community College Survey of Student Engagement

The Community College Survey of Student Engagement (CCSSE) is a national survey focusing on student engagement, or the amount of time and energy that students invest in meaningful educational practices. The survey is overseen by the Center for Community College Student Engagement at the University of Texas at Austin.

At NHCC the survey is administered by Office of Institutional Research & Effectiveness every other spring from FY2007 to FY2019. The last survey was administered at spring 2022 due to COVID-19 limitations.

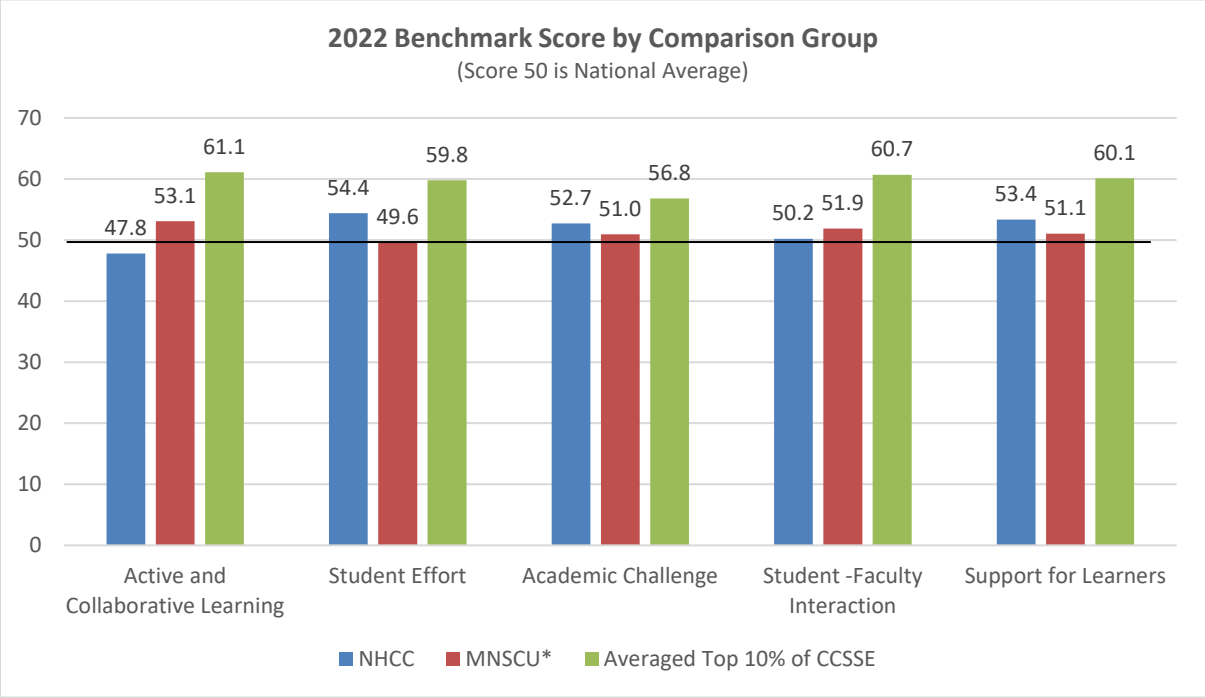
There are two variants of the CCSSE survey- paper and online. The paper survey is distributed in randomly selected courses (credit courses only), so the total sample size of students is about 600, which is needed to reduce sampling error and to ensure valid results. The online survey is offered to all current eligible students (that is, age 18+, not PSEO students, do not have ESL classes, not incarcerated students). In spring 2022, the college administered the survey online for the first time.

The final CCSSE report is calculated by the Center for Community College Student Engagement. The report includes five benchmarks calculated from conceptually related survey items to provide an overview of critical student behavior and institutional practice necessary to promote and support student engagement. The CCSSE benchmarks include active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

Benchmark scores are computed by averaging scores for survey items that comprise the benchmark. Data is weighted by full-time and part-time enrollment status to compensate for disproportionately large numbers of full-time students taking the survey.

Benchmark scores are standardized to compare with a national mean of 50 for all national wide community colleges. In this way standardized benchmark scores are useful for comparing one college to a comparison group of colleges. However, these scores are not appropriate to use for longitudinal analysis, at the same institution.

The graph below presents fiscal year 2022 survey benchmark scores by comparison group including NHCC, MNSCU-Minnesota State (Minnesota State Colleges and Universities), and top 10% of CCSSE (national wide community colleges and universities).



* The comparison group include NHCC.
Source: CCSSE Institutional Report.

Student Success

Student Outcomes

Outcomes for All Students

Students are placed in cohorts as they enter Minnesota State to facilitate tracking student retention, transfer, graduation, and transfer graduation rates. Each cohort refers to the semester the student entered North Hennepin Community College. Cohorts are tracked each subsequent term and students who are retained, transferred, graduated, and transfer graduated are flagged as successes.

Data in these tables are labeled to include both the year term that the student cohort entered the college and the census point when student status is measured such as 2nd fall or 3rd spring. For example, data reporting Status at the Beginning of Second Fall shows data indicating the status of students one year after these students entered the college (e.g., data for Fall 2019 entering cohort students displays the status of those same students at the beginning of Fall 2020). This measure allows the college to monitor student persistence of its entering cohorts into their second year. Another example, data reporting Status at the End of Third Spring shows data indicating the status of entering groups of students at the end of the third year since they entered the college. This measure focuses on a completion definition used federally which allows students 150 percent of the expected time to complete an Associates' degree.

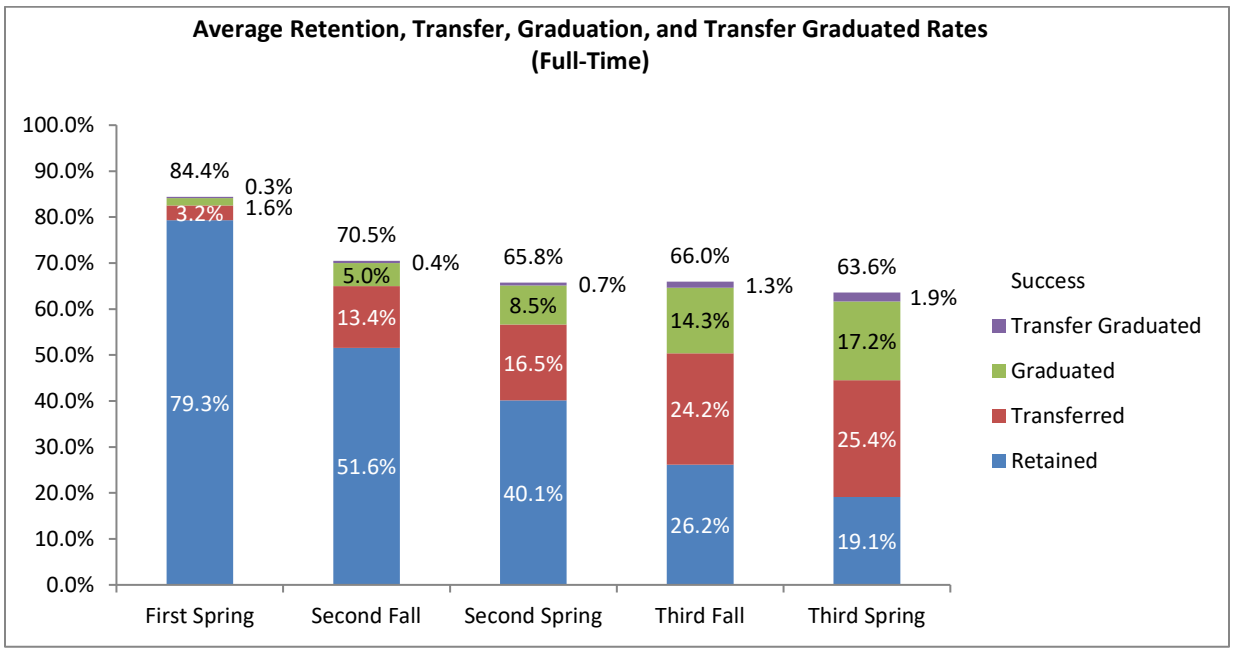
All averages in the following sections are calculated from the five most recent cohorts that have advanced to the third spring since they entered the college. The averages are calculated by using student status for the beginning of First Spring, Second Fall, Second Spring, Third Fall, and Third Spring. These moving averages include entering cohorts from fall 2016 through fall 2020. However, individual cohort values are provided for Second Fall and Third Spring over the last ten years of available data.

Given North Hennepin's strong contingent of part-time students, outcomes data are provided for part-time as well as full-time students in these graphics.

Data is also utilized in the Minnesota State Strategic Framework Metrics for persistence and completion.

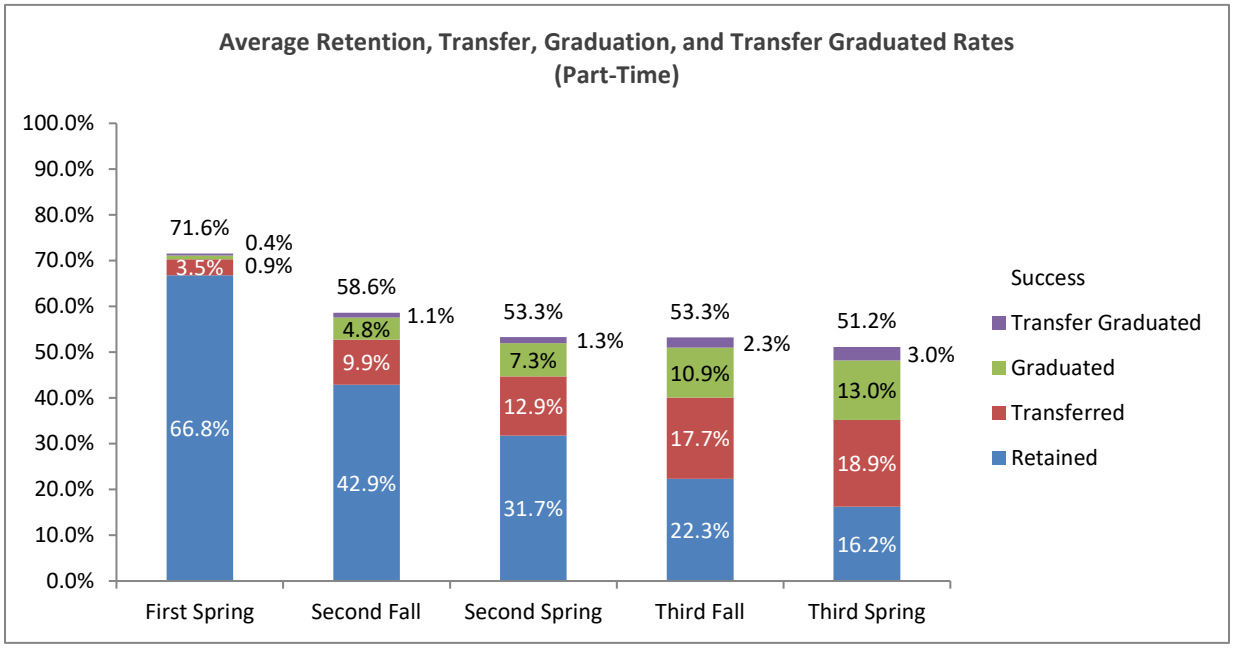
Average Retention, Transfer, Graduation, Transfer Graduated, and Success Rates

The graphs below present an average of students' status for the five most recent consecutive years, 2016 through 2020. The entering cohort student status is for the beginning of the first spring, second fall, second spring, third fall and third spring. Cohorts form at the beginning of the first fall.



Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



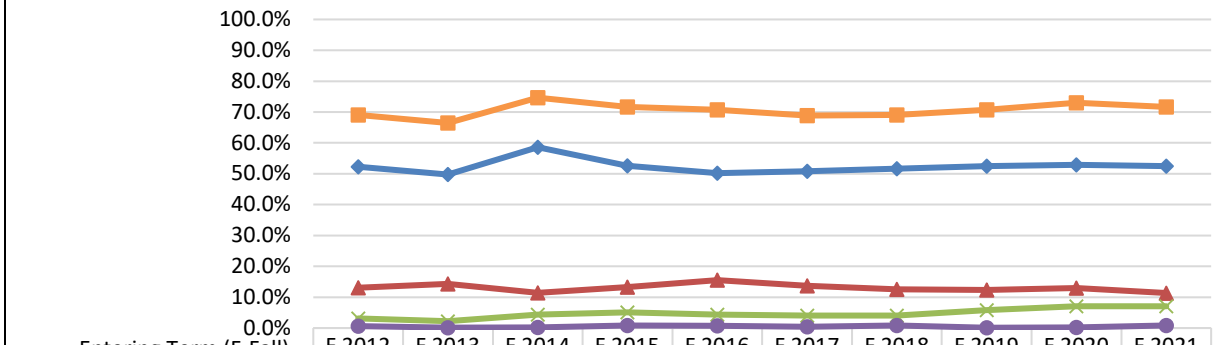
Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

Changes Over Time: Status at the Beginning of Second Fall

The graphs here depict the cohort entering fall term and the cohort status in the beginning of second fall, or one year after entering the college.

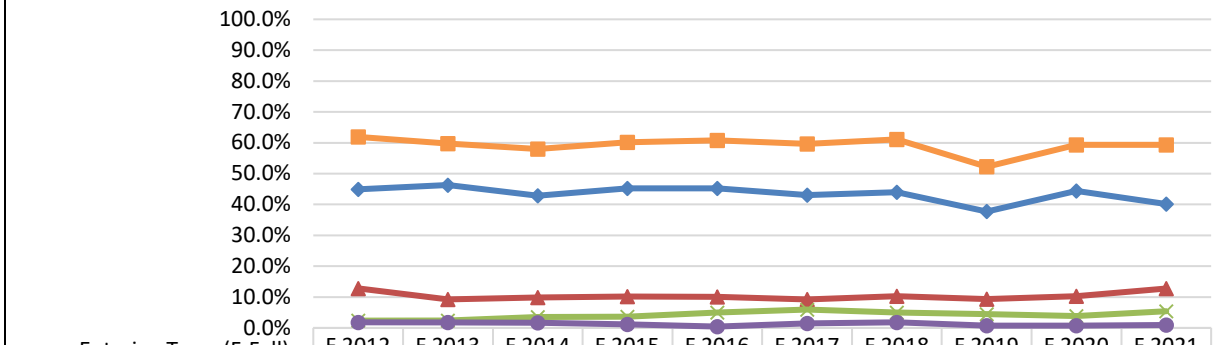
Status at the Beginning of Second Fall by Entering Cohort (Full-Time)



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	52.2%	49.7%	58.6%	52.5%	50.1%	50.8%	51.7%	52.5%	52.8%	52.5%
Transferred	13.1%	14.4%	11.4%	13.3%	15.5%	13.6%	12.6%	12.3%	12.9%	11.4%
Graduated	3.1%	2.2%	4.4%	5.1%	4.3%	4.0%	4.0%	5.8%	7.1%	7.1%
Transfer Graduated	0.6%	0.1%	0.3%	0.8%	0.7%	0.4%	0.8%	0.1%	0.2%	0.8%
Success	69.0%	66.5%	74.7%	71.7%	70.7%	68.8%	69.1%	70.7%	73.0%	71.6%

Source: Minnesota State REPL operational database.

Status at the Beginning of Second Fall by Entering Cohort (Part-Time)



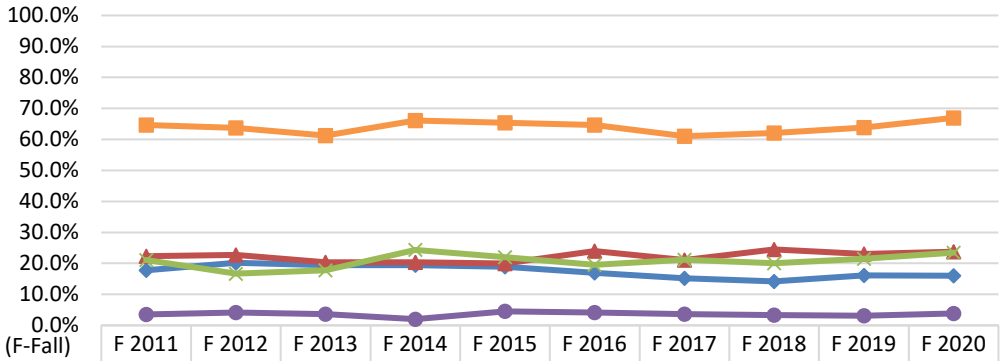
Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	44.9%	46.3%	42.9%	45.3%	45.3%	43.0%	44.0%	37.7%	44.4%	40.2%
Transferred	12.8%	9.3%	9.8%	10.2%	10.1%	9.2%	10.3%	9.3%	10.3%	12.8%
Graduated	2.4%	2.4%	3.5%	3.7%	5.0%	6.0%	5.0%	4.5%	3.8%	5.4%
Transfer Graduated	1.8%	1.7%	1.7%	1.1%	0.4%	1.5%	1.8%	0.8%	0.8%	0.9%
Success	61.9%	59.8%	58.0%	60.2%	60.8%	59.7%	61.1%	52.2%	59.3%	59.3%

Source: Minnesota State REPL operational database.

Changes Over Time: Status at the End of Third Spring

The graphs below reflect the status of each cohort's students during the third spring (e.g., after three years). Data is provided for part-time as well as full-time students from each cohort.

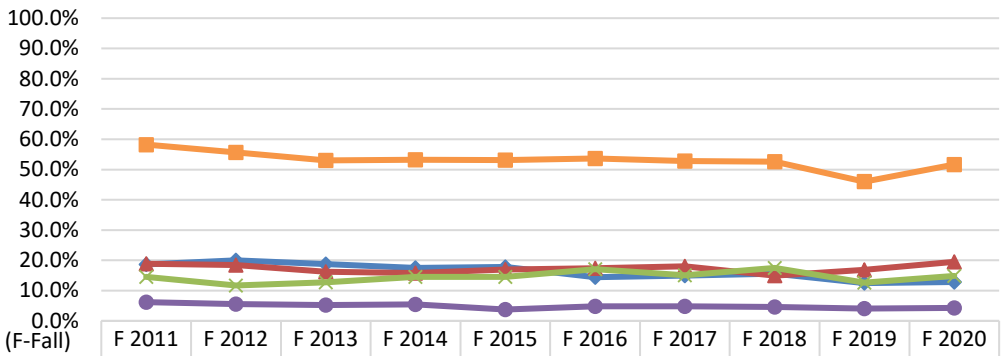
Status at the End of Third Spring by Entering Cohort (Full-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	17.7%	20.2%	19.5%	19.5%	18.9%	17.0%	15.2%	14.2%	16.1%	16.0%
Transferred	22.3%	22.7%	20.4%	20.3%	20.0%	24.0%	21.0%	24.5%	23.1%	23.8%
Graduated	21.0%	16.7%	17.8%	24.3%	22.0%	19.5%	21.2%	20.1%	21.5%	23.4%
Transfer Graduated	3.6%	4.1%	3.7%	2.0%	4.5%	4.2%	3.6%	3.4%	3.1%	3.8%
Success	64.7%	63.7%	61.2%	66.1%	65.4%	64.7%	61.0%	62.1%	63.8%	67.0%

Source: Minnesota State REPL operational database.

Status at the End of Third Spring by Entering Cohort (Part-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	18.7%	20.0%	18.8%	17.5%	17.9%	14.4%	15.0%	15.6%	12.5%	12.9%
Transferred	18.8%	18.4%	16.3%	15.8%	16.9%	17.4%	18.0%	15.0%	16.8%	19.5%
Graduated	14.6%	11.7%	12.8%	14.5%	14.6%	17.0%	15.1%	17.5%	12.6%	14.9%
Transfer Graduated	6.2%	5.5%	5.2%	5.4%	3.8%	4.8%	4.9%	4.6%	4.1%	4.3%
Success	58.2%	55.7%	53.0%	53.2%	53.1%	53.6%	52.9%	52.6%	46.0%	51.6%

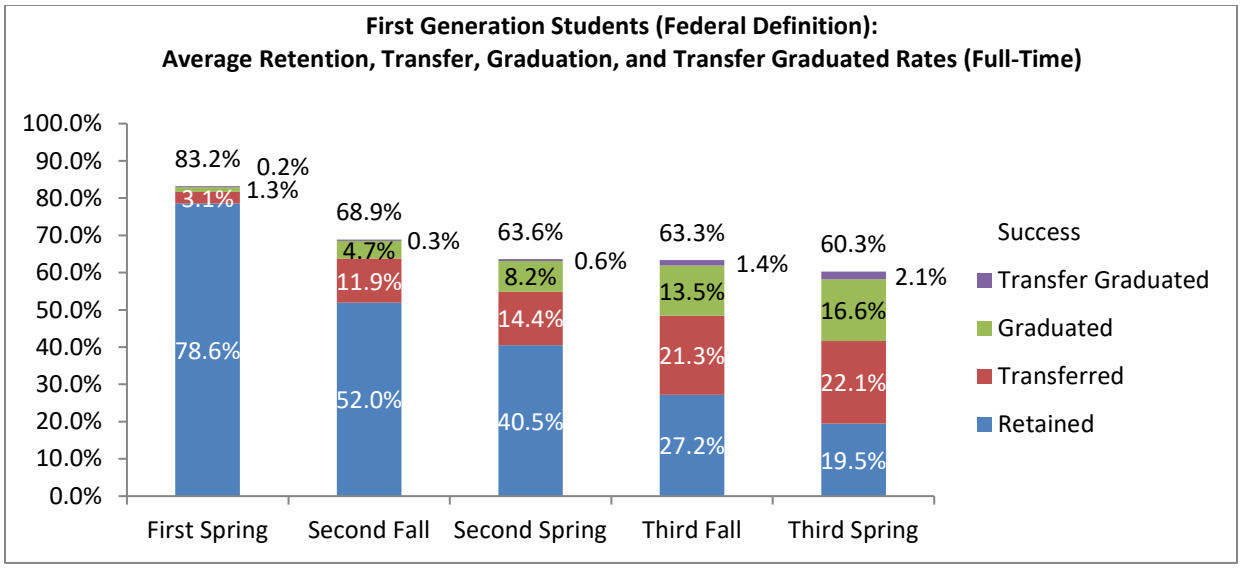
Source: Minnesota State REPL operational database.

Outcomes by First Generation Status

Federal Definition: Average Retention, Transfer, Graduation, and Success Rates by First Generation Status

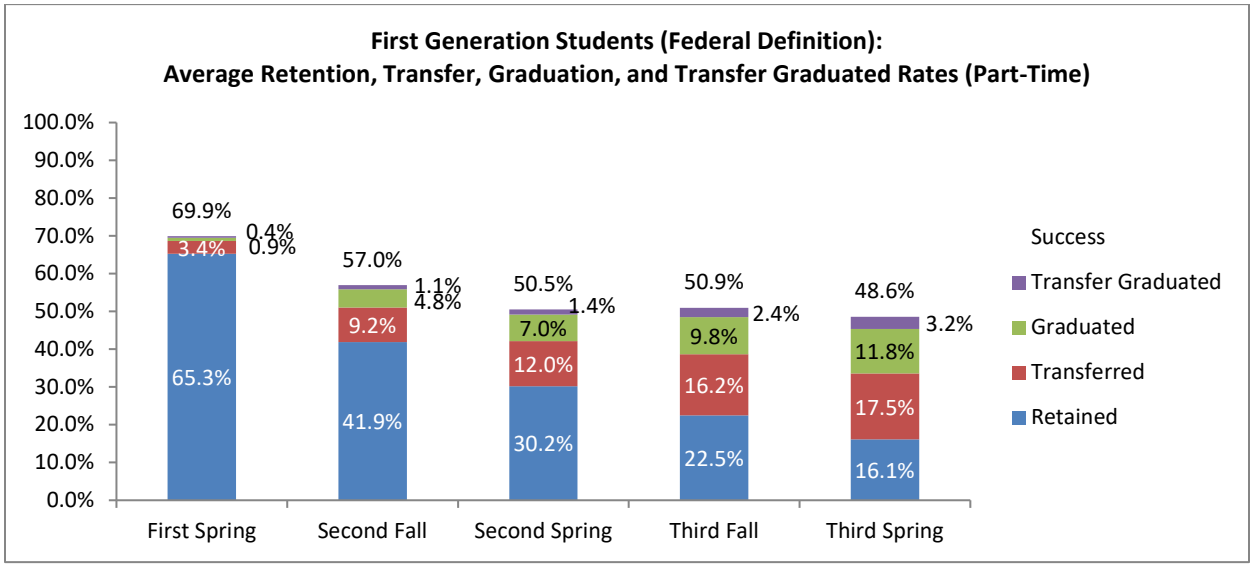
The graphs in this section depict the status of cohorts of first generation students using the federal definition of First Generation (neither parent has a bachelor's degree; determined at the beginning of the entering term).

First Generation Students



Source: Minnesota State REPL operational database.

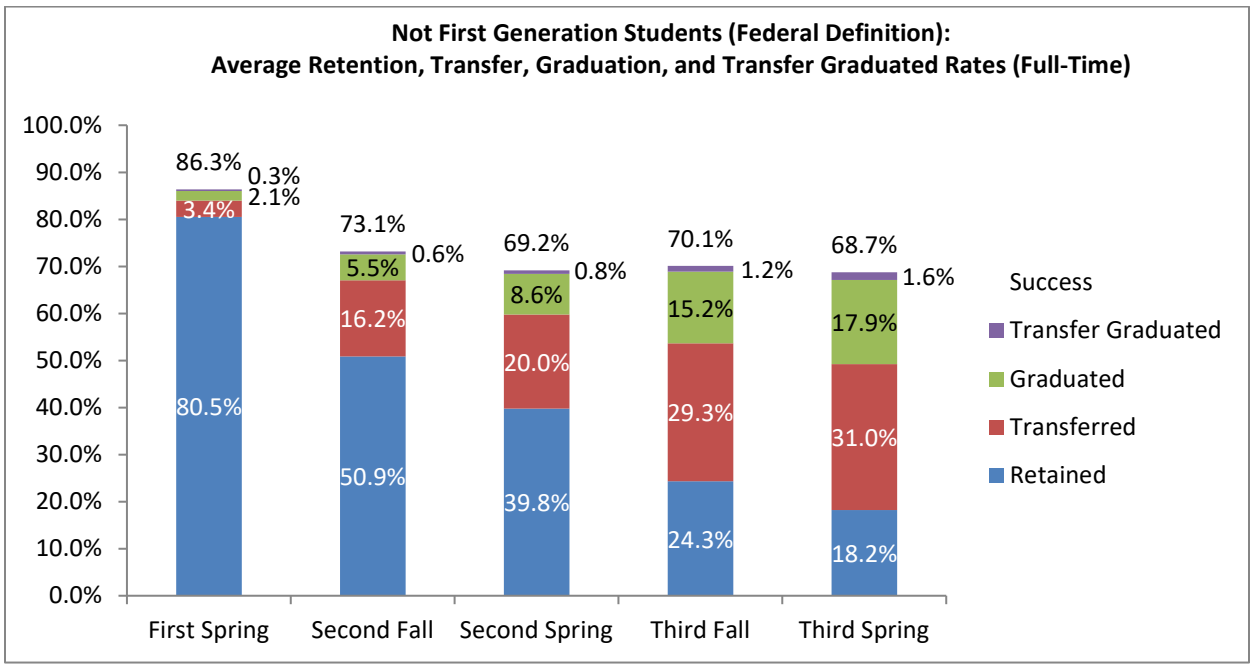
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

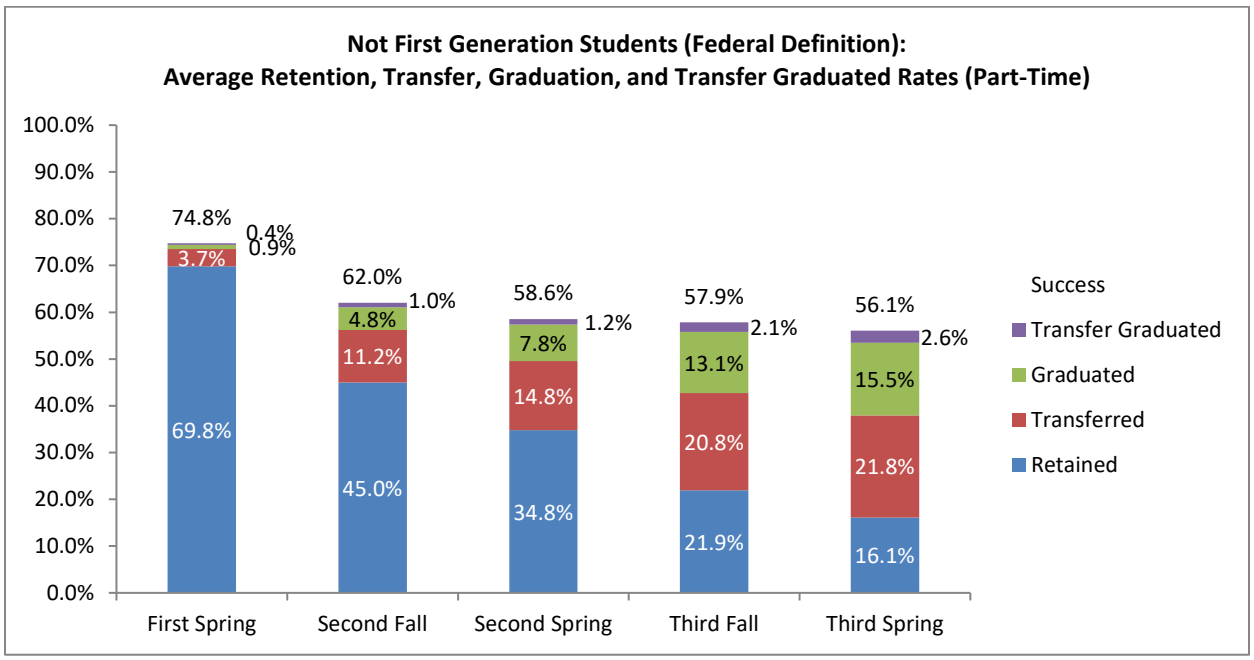
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

Not First Generation Students



Source: Minnesota State REPL operational database.

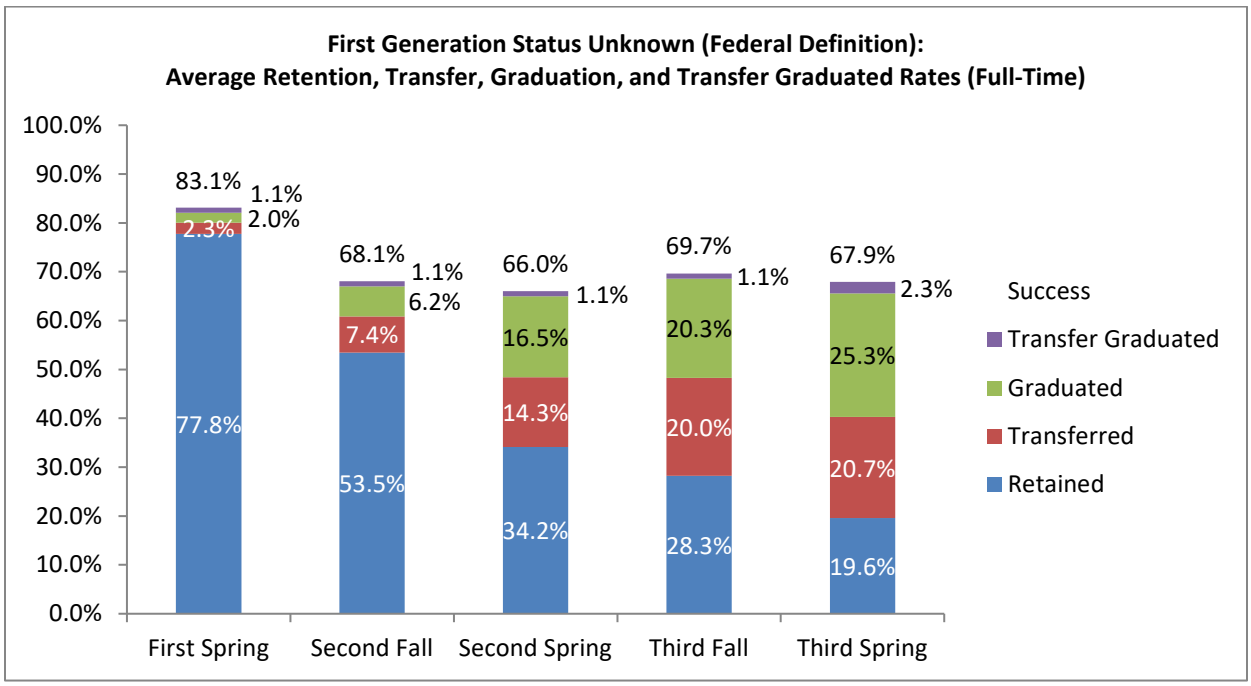
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring



Source: Minnesota State REPL operational database.

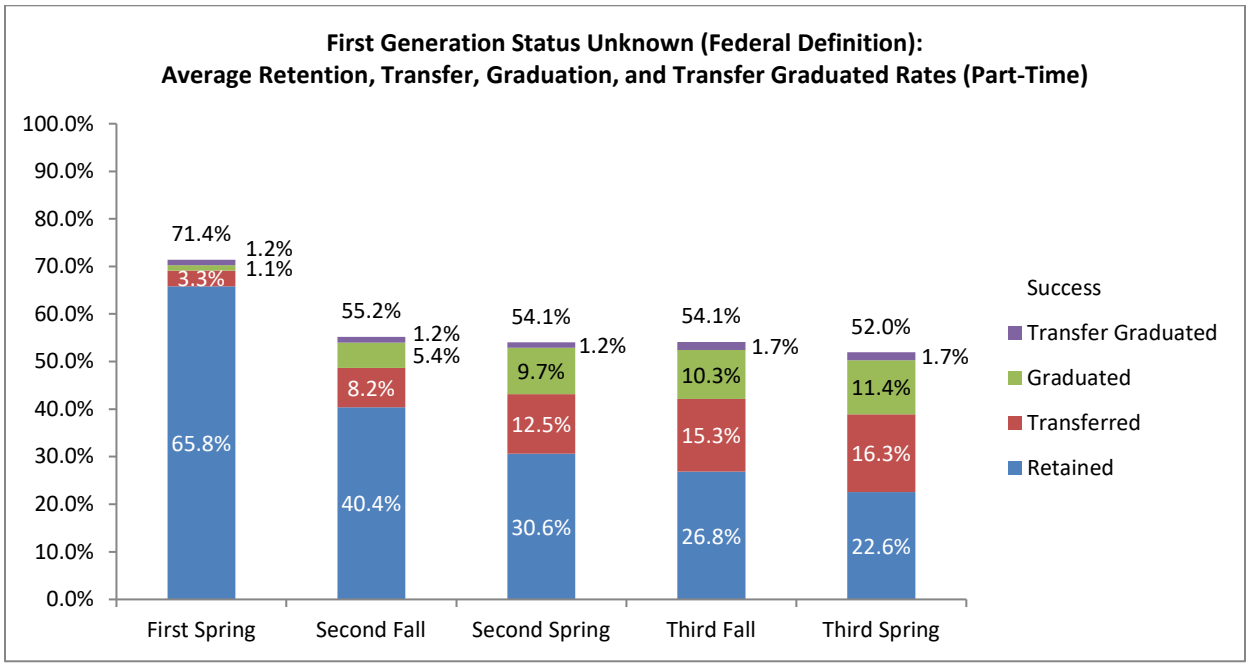
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring

First Generation Status Unknown Students



Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

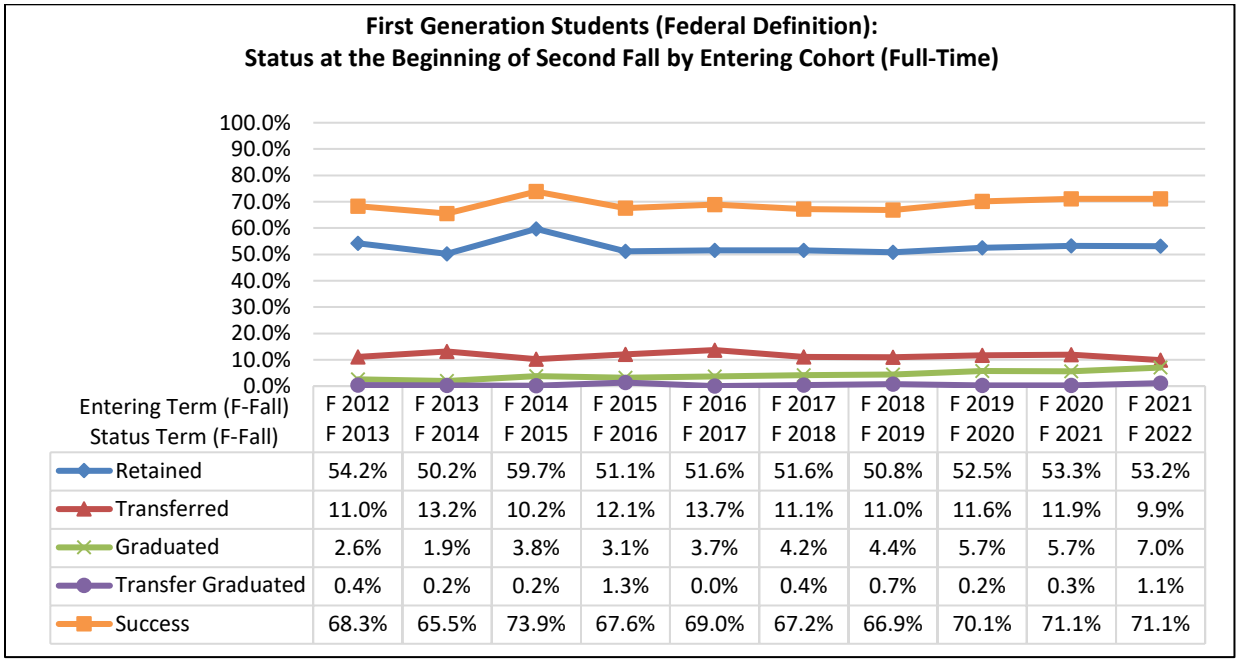


Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

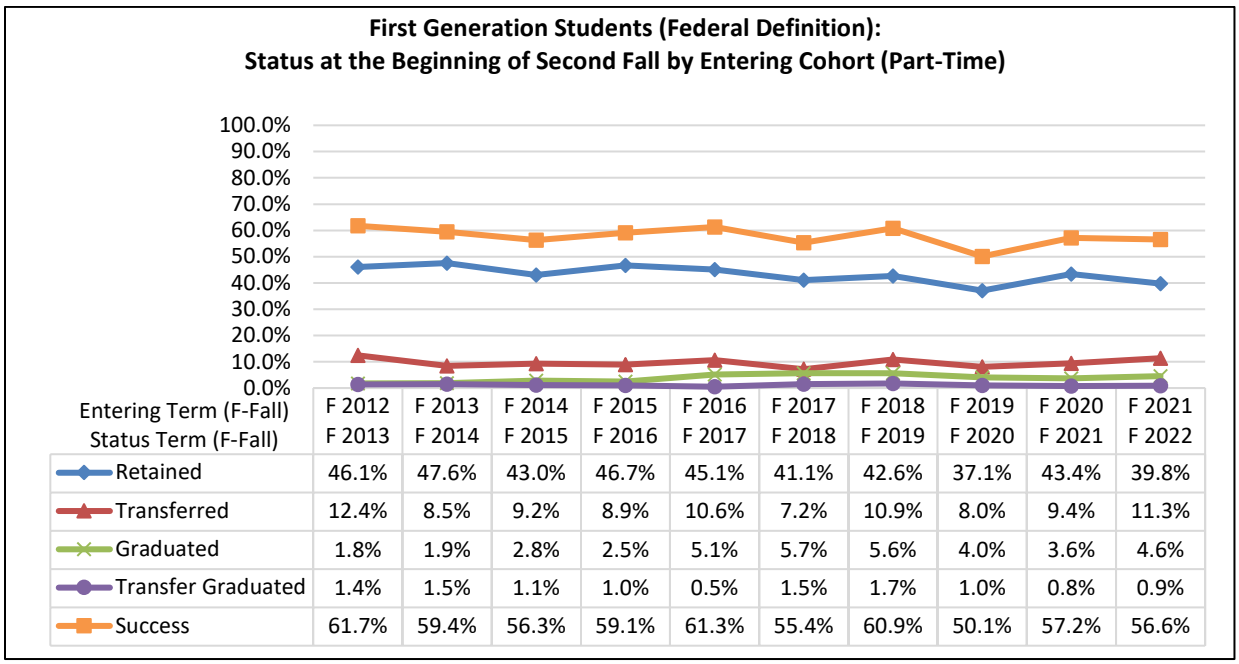
Changes over Time: Status at the Beginning of Second Fall by First Generation Status – Federal Definition

First Generation Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	54.2%	50.2%	59.7%	51.1%	51.6%	51.6%	50.8%	52.5%	53.3%	53.2%
Transferred	11.0%	13.2%	10.2%	12.1%	13.7%	11.1%	11.0%	11.6%	11.9%	9.9%
Graduated	2.6%	1.9%	3.8%	3.1%	3.7%	4.2%	4.4%	5.7%	5.7%	7.0%
Transfer Graduated	0.4%	0.2%	0.2%	1.3%	0.0%	0.4%	0.7%	0.2%	0.3%	1.1%
Success	68.3%	65.5%	73.9%	67.6%	69.0%	67.2%	66.9%	70.1%	71.1%	71.1%

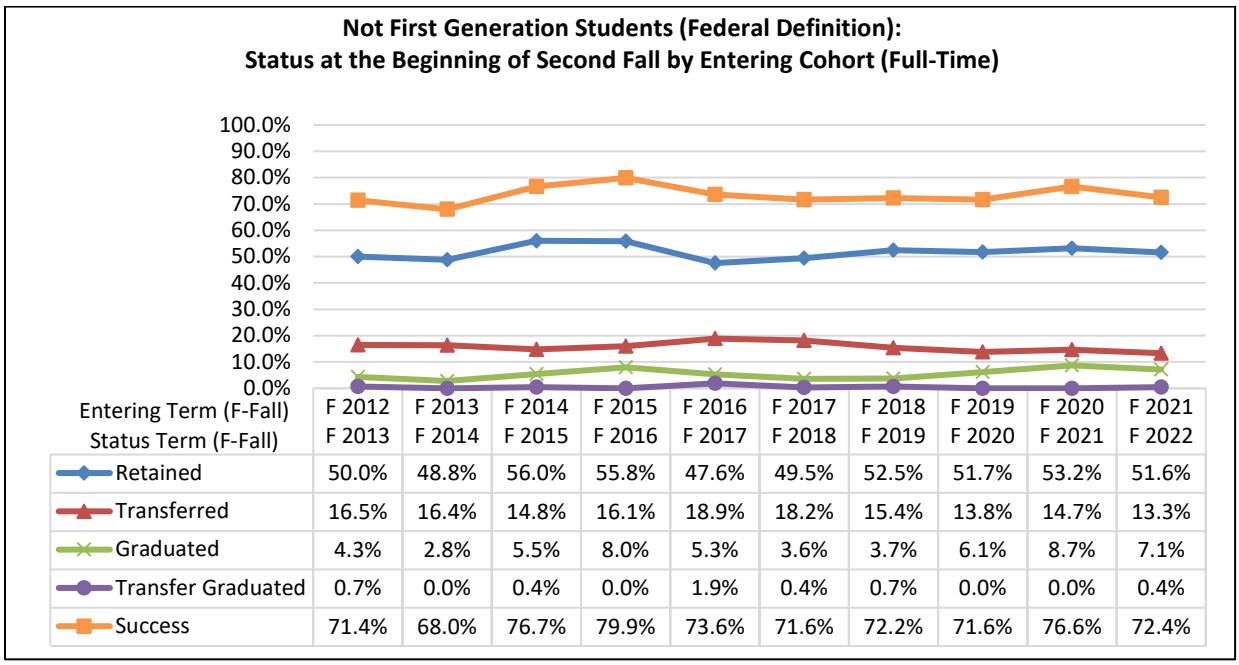
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	46.1%	47.6%	43.0%	46.7%	45.1%	41.1%	42.6%	37.1%	43.4%	39.8%
Transferred	12.4%	8.5%	9.2%	8.9%	10.6%	7.2%	10.9%	8.0%	9.4%	11.3%
Graduated	1.8%	1.9%	2.8%	2.5%	5.1%	5.7%	5.6%	4.0%	3.6%	4.6%
Transfer Graduated	1.4%	1.5%	1.1%	1.0%	0.5%	1.5%	1.7%	1.0%	0.8%	0.9%
Success	61.7%	59.4%	56.3%	59.1%	61.3%	55.4%	60.9%	50.1%	57.2%	56.6%

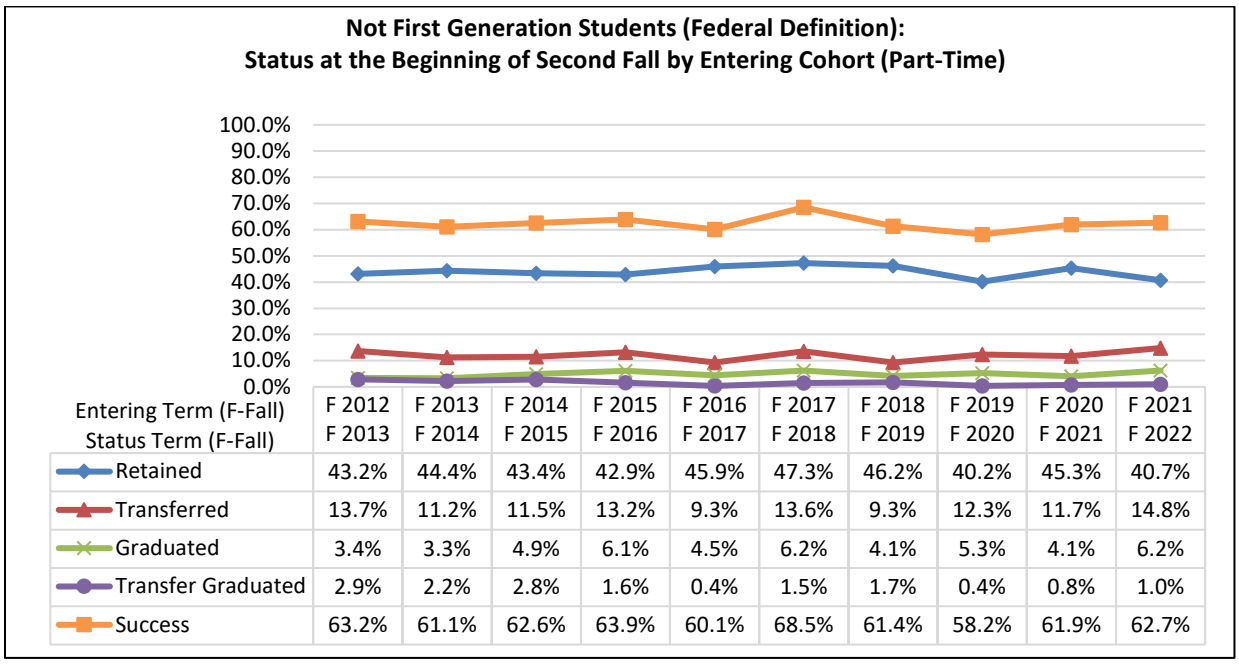
Source: Minnesota State REPL operational database.

Not First Generation Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	50.0%	48.8%	56.0%	55.8%	47.6%	49.5%	52.5%	51.7%	53.2%	51.6%
Transferred	16.5%	16.4%	14.8%	16.1%	18.9%	18.2%	15.4%	13.8%	14.7%	13.3%
Graduated	4.3%	2.8%	5.5%	8.0%	5.3%	3.6%	3.7%	6.1%	8.7%	7.1%
Transfer Graduated	0.7%	0.0%	0.4%	0.0%	1.9%	0.4%	0.7%	0.0%	0.0%	0.4%
Success	71.4%	68.0%	76.7%	79.9%	73.6%	71.6%	72.2%	71.6%	76.6%	72.4%

Source: Minnesota State REPL operational database.

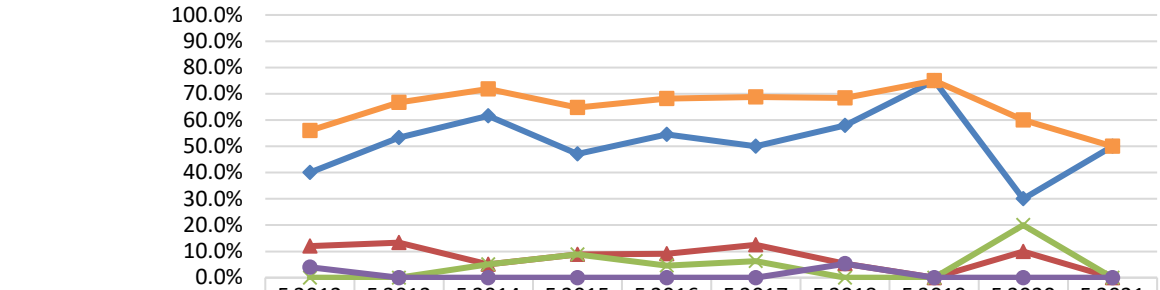


Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	43.2%	44.4%	43.4%	42.9%	45.9%	47.3%	46.2%	40.2%	45.3%	40.7%
Transferred	13.7%	11.2%	11.5%	13.2%	9.3%	13.6%	9.3%	12.3%	11.7%	14.8%
Graduated	3.4%	3.3%	4.9%	6.1%	4.5%	6.2%	4.1%	5.3%	4.1%	6.2%
Transfer Graduated	2.9%	2.2%	2.8%	1.6%	0.4%	1.5%	1.7%	0.4%	0.8%	1.0%
Success	63.2%	61.1%	62.6%	63.9%	60.1%	68.5%	61.4%	58.2%	61.9%	62.7%

Source: Minnesota State REPL operational database.

First Generation Status Unknown Students

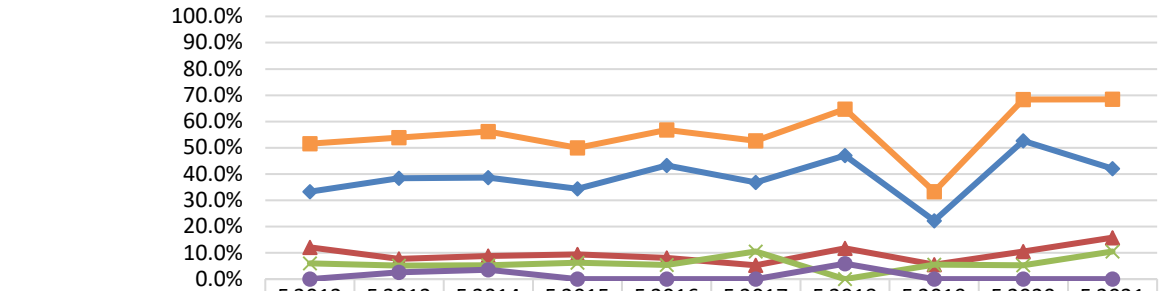
First Generation Status Unknown (Federal Definition):
Status at the Beginning of Second Fall by Entering Cohort (Full-Time)



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	40.0%	53.3%	61.5%	47.1%	54.6%	50.0%	57.9%	75.0%	30.0%	50.0%
Transferred	12.0%	13.3%	5.1%	8.8%	9.1%	12.5%	5.3%	0.0%	10.0%	0.0%
Graduated	0.0%	0.0%	5.1%	8.8%	4.6%	6.3%	0.0%	0.0%	20.0%	0.0%
Transfer Graduated	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	0.0%	0.0%	0.0%
Success	56.0%	66.7%	71.8%	64.7%	68.2%	68.8%	68.4%	75.0%	60.0%	50.0%

Source: Minnesota State REPL operational database.

First Generation Status Unknown (Federal Definition):
Status at the Beginning of Second Fall by Entering Cohort (Part-Time)



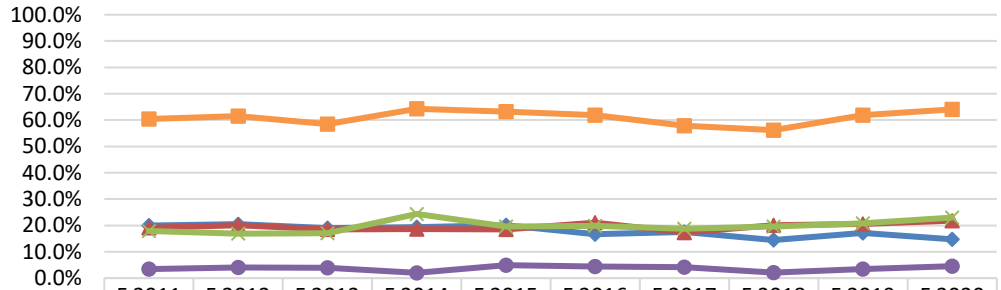
Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	33.3%	38.5%	38.6%	34.4%	43.2%	36.8%	47.1%	22.2%	52.6%	42.1%
Transferred	12.1%	7.7%	8.8%	9.4%	8.1%	5.3%	11.8%	5.6%	10.5%	15.8%
Graduated	6.1%	5.1%	5.3%	6.3%	5.4%	10.5%	0.0%	5.6%	5.3%	10.5%
Transfer Graduated	0.0%	2.6%	3.5%	0.0%	0.0%	0.0%	5.9%	0.0%	0.0%	0.0%
Success	51.5%	53.8%	56.1%	50.0%	56.8%	52.6%	64.7%	33.3%	68.4%	68.4%

Source: Minnesota State REPL operational database.

Changes over Time: Status at the End of Third Spring by First Generation Status – Federal Definition

First Generation Students

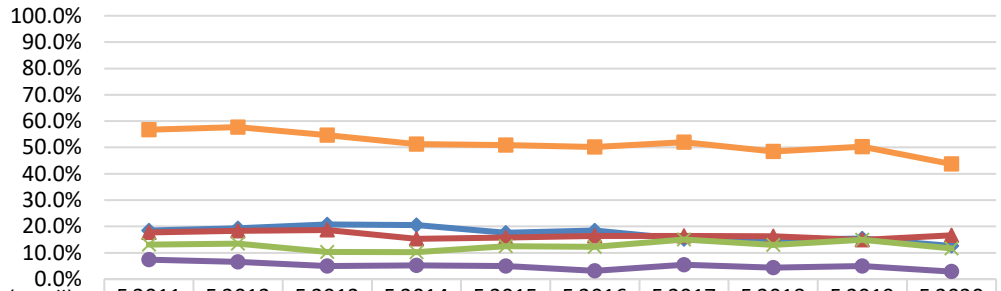
First Generation Students (Federal Definition):
Status at the End of Third Spring by Entering Cohort (Full-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	20.0%	20.5%	19.0%	19.4%	20.1%	16.6%	17.5%	14.5%	17.1%	14.7%
Transferred	19.1%	20.1%	18.5%	18.6%	18.5%	21.0%	17.3%	20.1%	20.6%	21.8%
Graduated	17.9%	16.9%	17.0%	24.4%	19.6%	19.8%	18.8%	19.6%	20.8%	23.0%
Transfer Graduated	3.4%	4.0%	3.9%	2.0%	4.9%	4.4%	4.2%	2.1%	3.4%	4.5%
Success	60.4%	61.5%	58.4%	64.3%	63.2%	61.9%	57.8%	56.2%	61.9%	64.0%

Source: Minnesota State REPL operational database.

First Generation Students (Federal Definition):
Status at Third Spring by Entering Cohort (Part-Time)

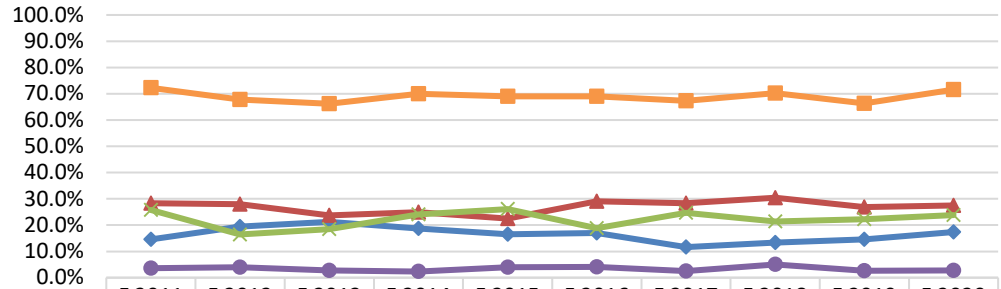


Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	18.5%	19.3%	20.8%	20.5%	17.6%	18.5%	15.2%	14.9%	15.5%	12.6%
Transferred	17.8%	18.3%	18.7%	15.3%	15.8%	16.4%	16.4%	16.2%	14.9%	16.6%
Graduated	13.1%	13.5%	10.3%	10.3%	12.5%	12.2%	15.0%	13.0%	14.9%	11.6%
Transfer Graduated	7.4%	6.6%	4.9%	5.3%	5.0%	3.2%	5.5%	4.3%	5.0%	2.9%
Success	56.7%	57.7%	54.7%	51.3%	50.9%	50.2%	52.1%	48.5%	50.3%	43.7%

Source: Minnesota State REPL operational database.

Not First Generation Students

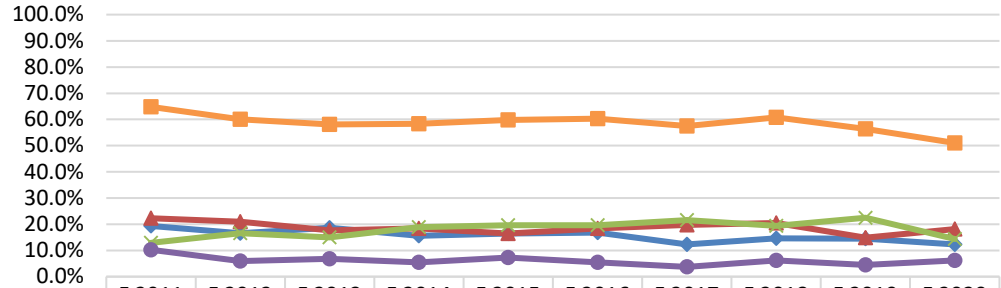
Not First Generation Students (Federal Definition):
Status at the End of Third Spring by Entering Cohort (Full-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	14.5%	19.4%	21.3%	18.7%	16.5%	17.0%	11.6%	13.4%	14.6%	17.4%
Transferred	28.4%	28.0%	23.7%	24.9%	22.5%	29.1%	28.4%	30.4%	26.8%	27.5%
Graduated	25.7%	16.5%	18.5%	24.1%	26.1%	18.9%	24.7%	21.4%	22.2%	23.9%
Transfer Graduated	3.6%	4.0%	2.8%	2.3%	4.0%	4.2%	2.6%	5.0%	2.7%	2.8%
Success	72.3%	67.8%	66.2%	70.0%	69.1%	69.1%	67.3%	70.2%	66.3%	71.6%

Source: Minnesota State REPL operational database.

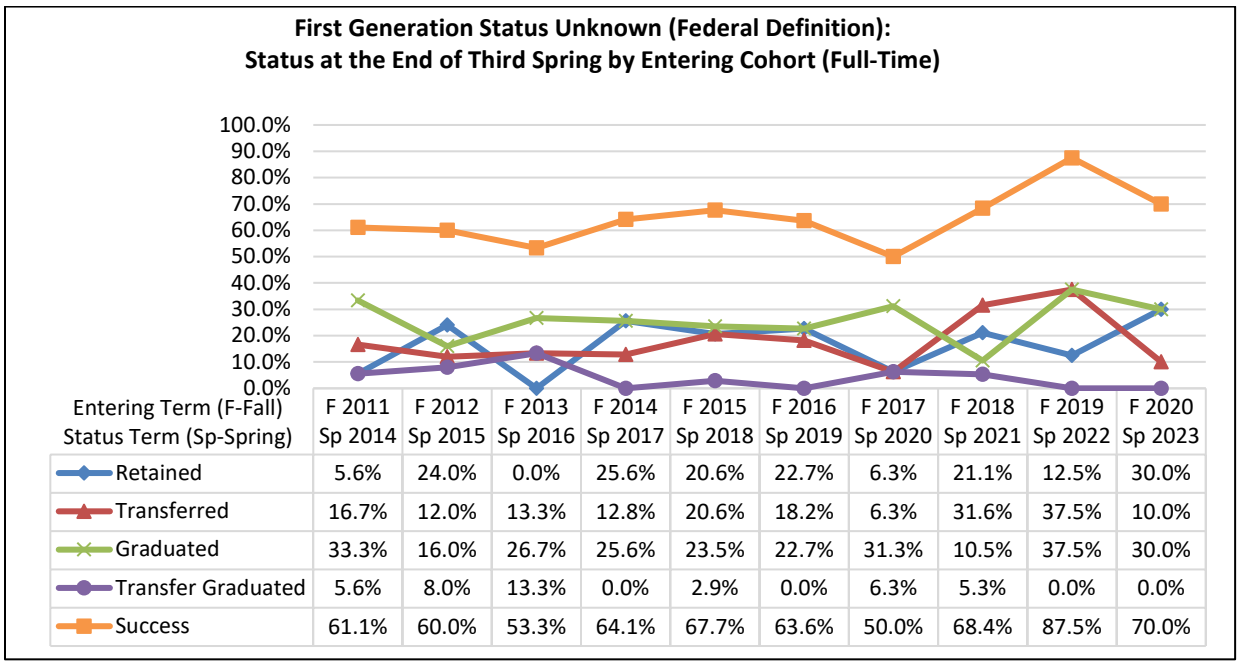
Not First Generation Students (Federal Definition):
Status at Third Spring by Entering Cohort (Part-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	19.4%	16.6%	18.7%	15.6%	16.4%	16.8%	12.3%	14.7%	14.5%	12.4%
Transferred	22.3%	20.9%	17.6%	18.4%	16.4%	18.4%	19.8%	20.5%	14.9%	18.1%
Graduated	12.9%	16.6%	15.0%	18.9%	19.6%	19.7%	21.6%	19.4%	22.5%	14.4%
Transfer Graduated	10.3%	5.9%	6.8%	5.5%	7.3%	5.5%	3.7%	6.2%	4.5%	6.2%
Success	64.8%	60.1%	58.2%	58.4%	59.8%	60.3%	57.5%	60.8%	56.4%	51.0%

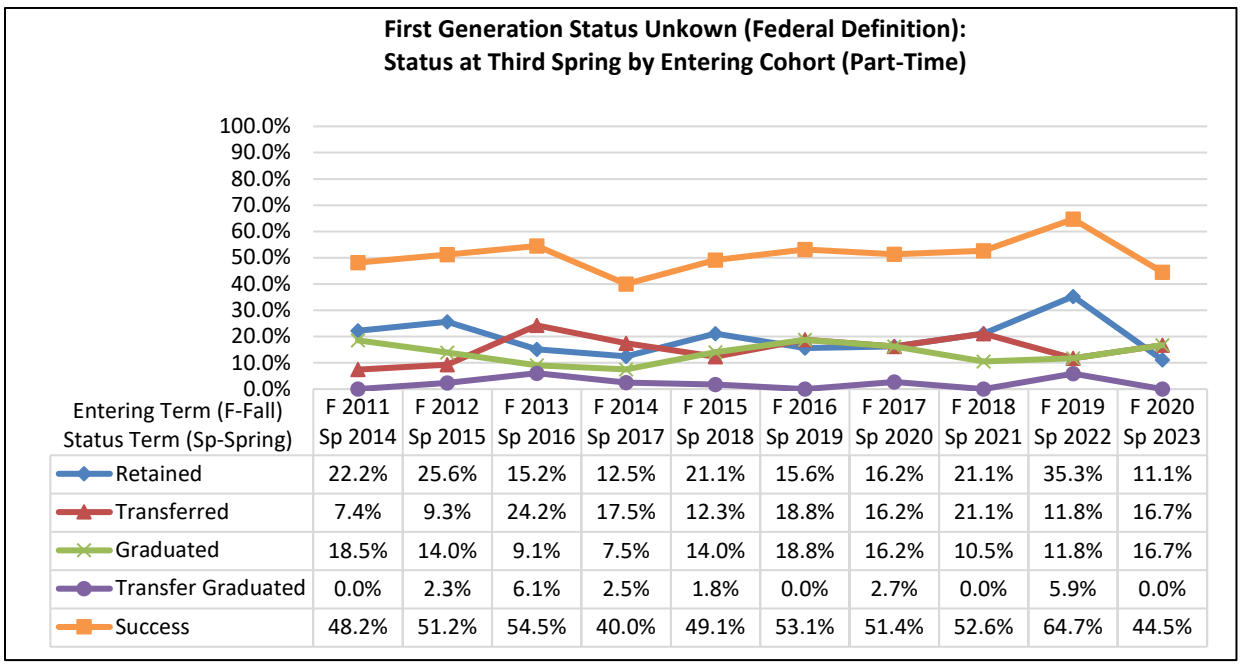
Source: Minnesota State REPL operational database.

First Generation Status Unknown Students



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	5.6%	24.0%	0.0%	25.6%	20.6%	22.7%	6.3%	21.1%	12.5%	30.0%
Transferred	16.7%	12.0%	13.3%	12.8%	20.6%	18.2%	6.3%	31.6%	37.5%	10.0%
Graduated	33.3%	16.0%	26.7%	25.6%	23.5%	22.7%	31.3%	10.5%	37.5%	30.0%
Transfer Graduated	5.6%	8.0%	13.3%	0.0%	2.9%	0.0%	6.3%	5.3%	0.0%	0.0%
Success	61.1%	60.0%	53.3%	64.1%	67.7%	63.6%	50.0%	68.4%	87.5%	70.0%

Source: Minnesota State REPL operational database.



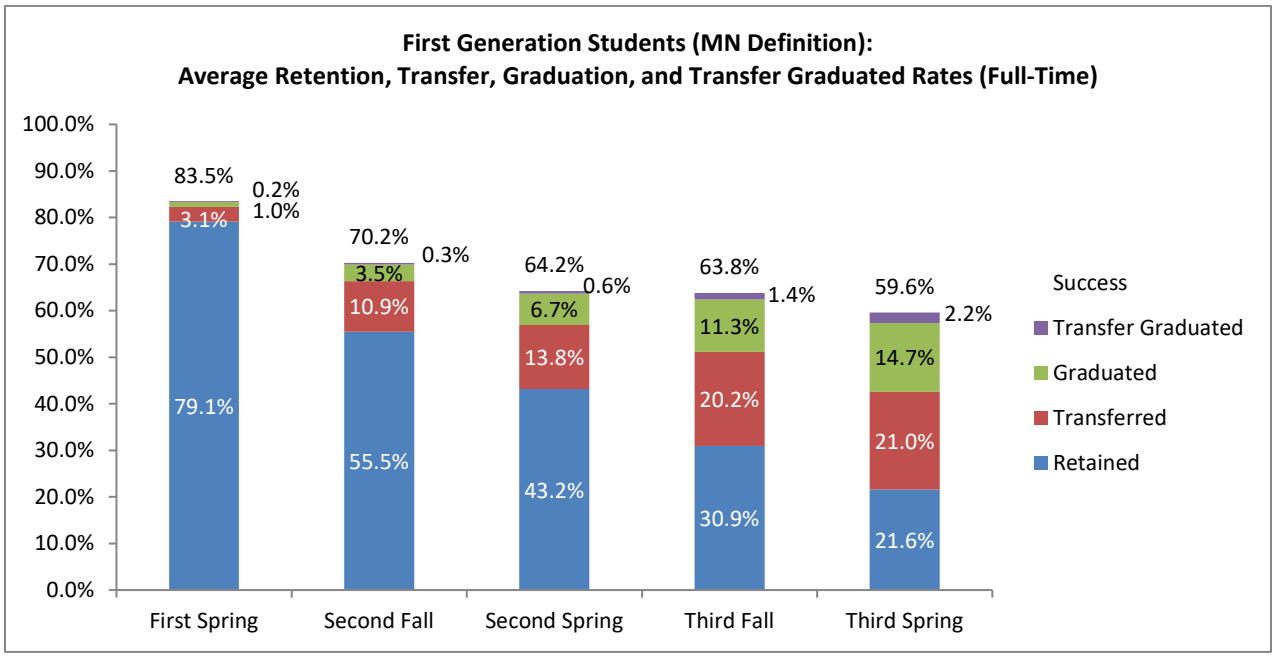
Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	22.2%	25.6%	15.2%	12.5%	21.1%	15.6%	16.2%	21.1%	35.3%	11.1%
Transferred	7.4%	9.3%	24.2%	17.5%	12.3%	18.8%	16.2%	21.1%	11.8%	16.7%
Graduated	18.5%	14.0%	9.1%	7.5%	14.0%	18.8%	16.2%	10.5%	11.8%	16.7%
Transfer Graduated	0.0%	2.3%	6.1%	2.5%	1.8%	0.0%	2.7%	0.0%	5.9%	0.0%
Success	48.2%	51.2%	54.5%	40.0%	49.1%	53.1%	51.4%	52.6%	64.7%	44.5%

Source: Minnesota State REPL operational database.

MN Definition: Average Retention, Transfer, Graduation, Transfer Graduated, and Success Rates by First Generation Status – MN Definition

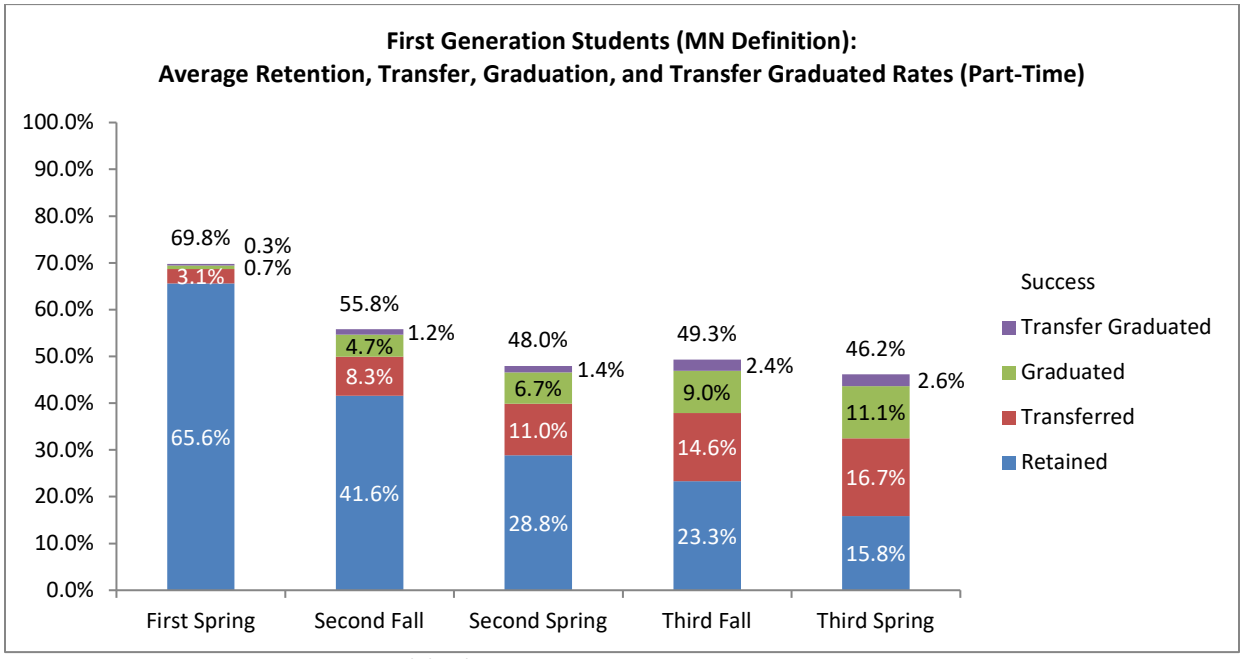
The next graphics are broken out by first generation status using the Minnesota definition (neither parent received any postsecondary education; determined at the beginning of the entering term).

First Generation Students



Source: Minnesota State REPL operational database.

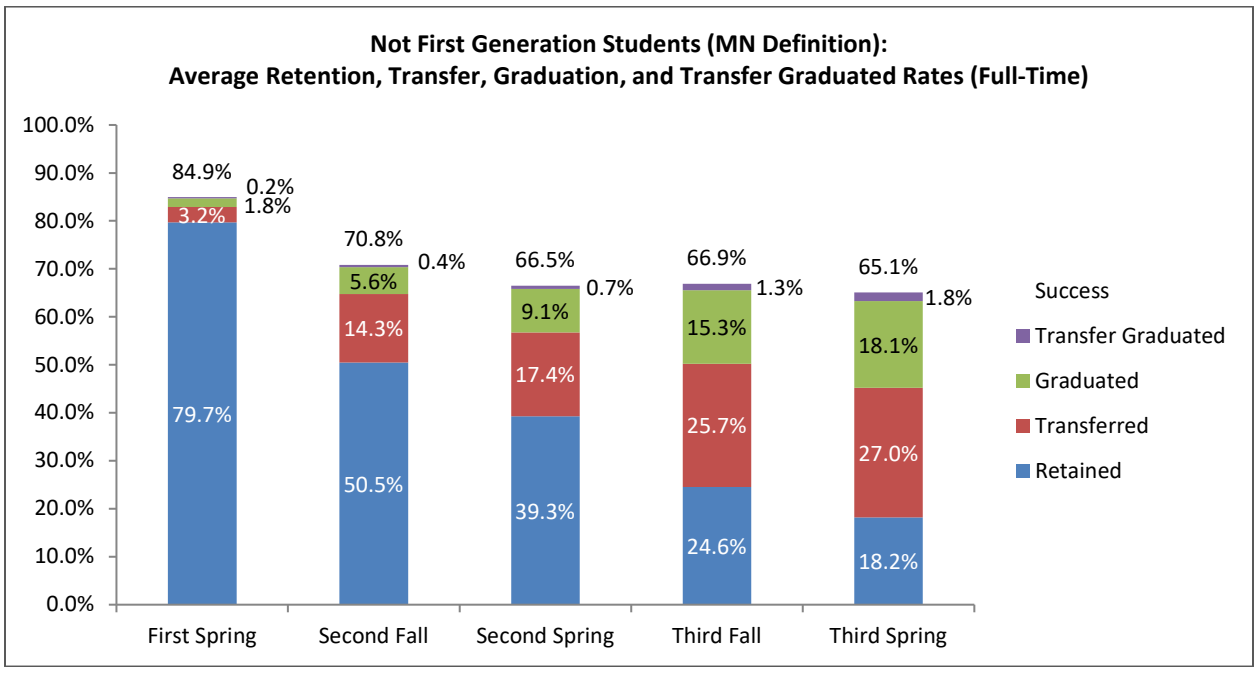
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

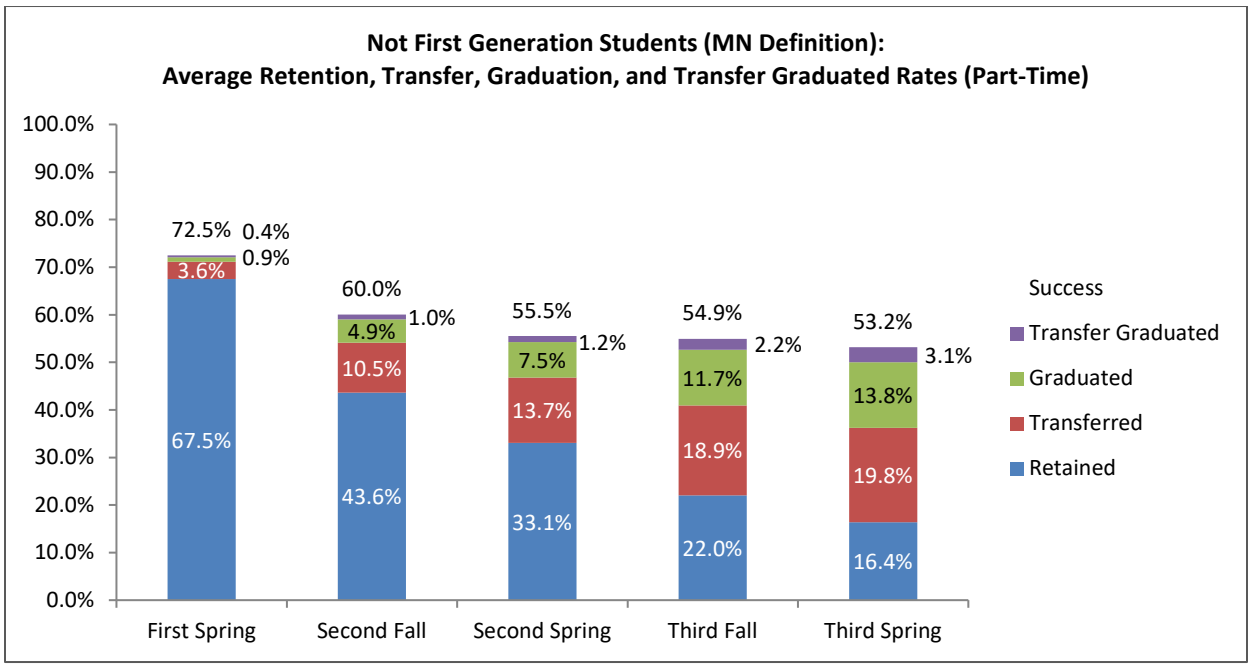
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

Not First Generation Students



Source: Minnesota State REPL operational database.

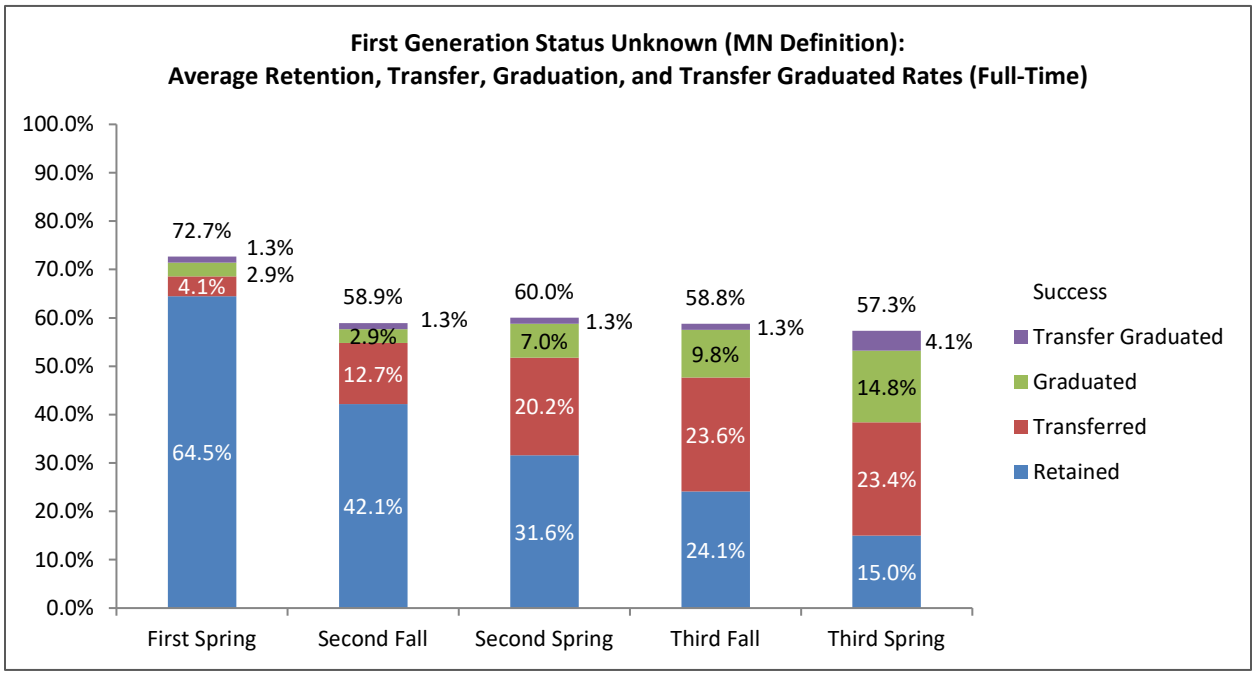
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



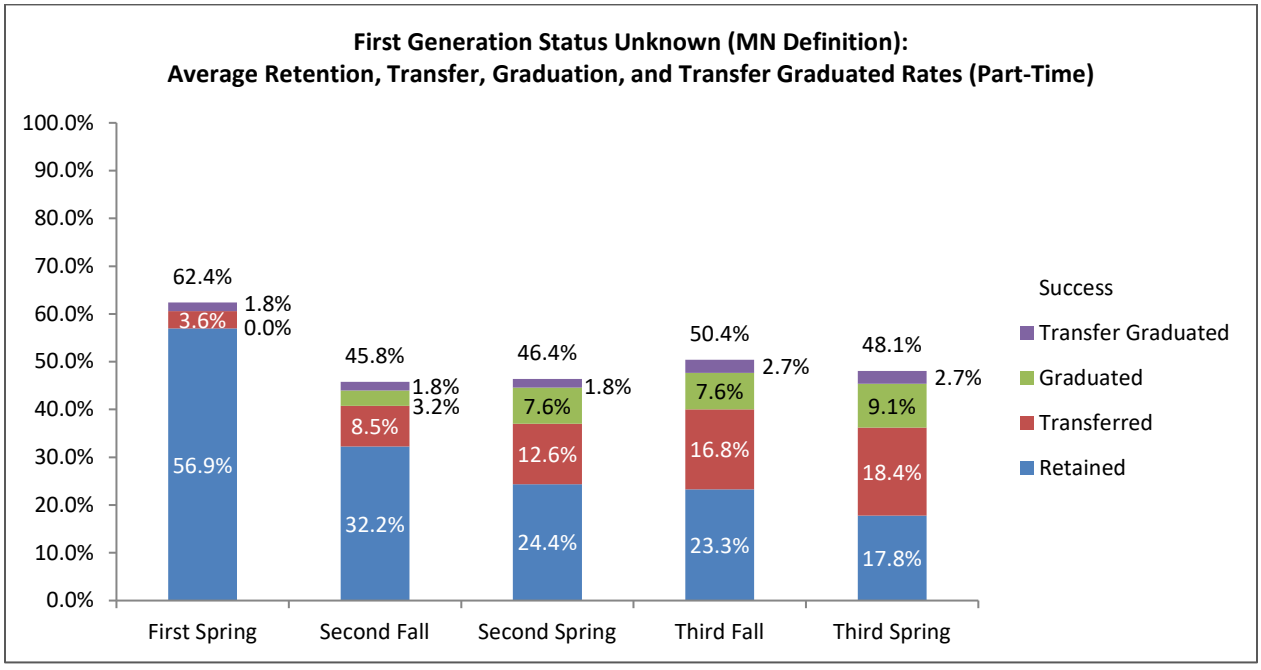
Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

First Generation Status Unknown Students



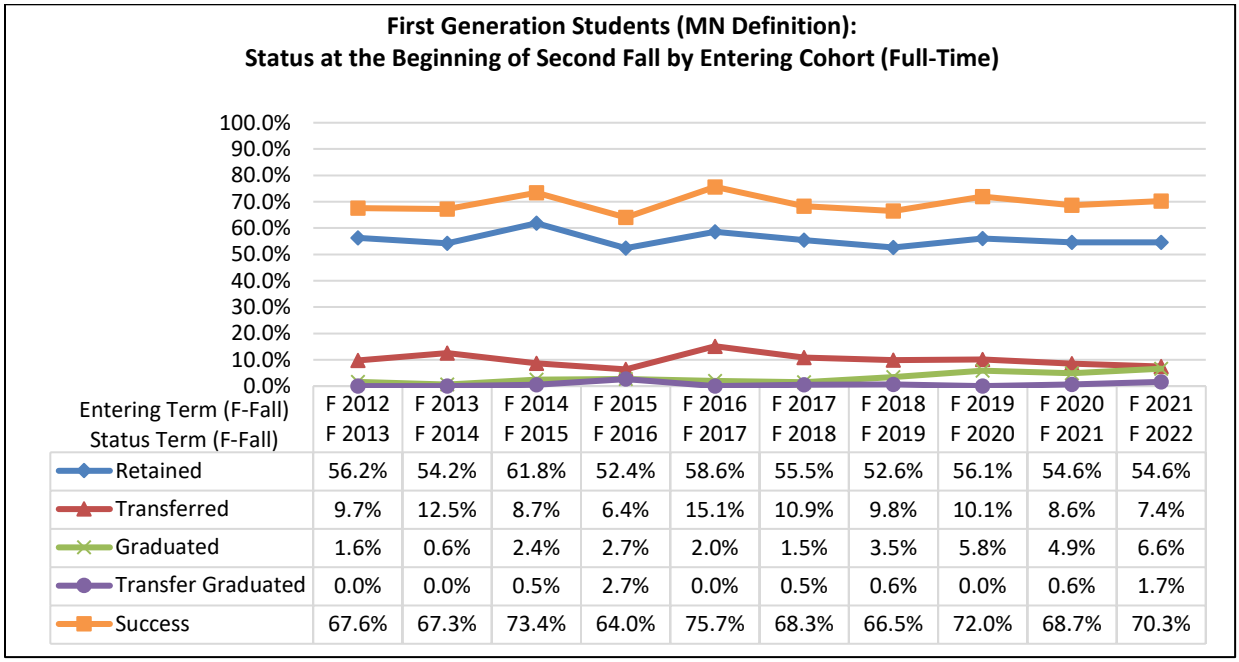
Source: Minnesota State REPL operational database.
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

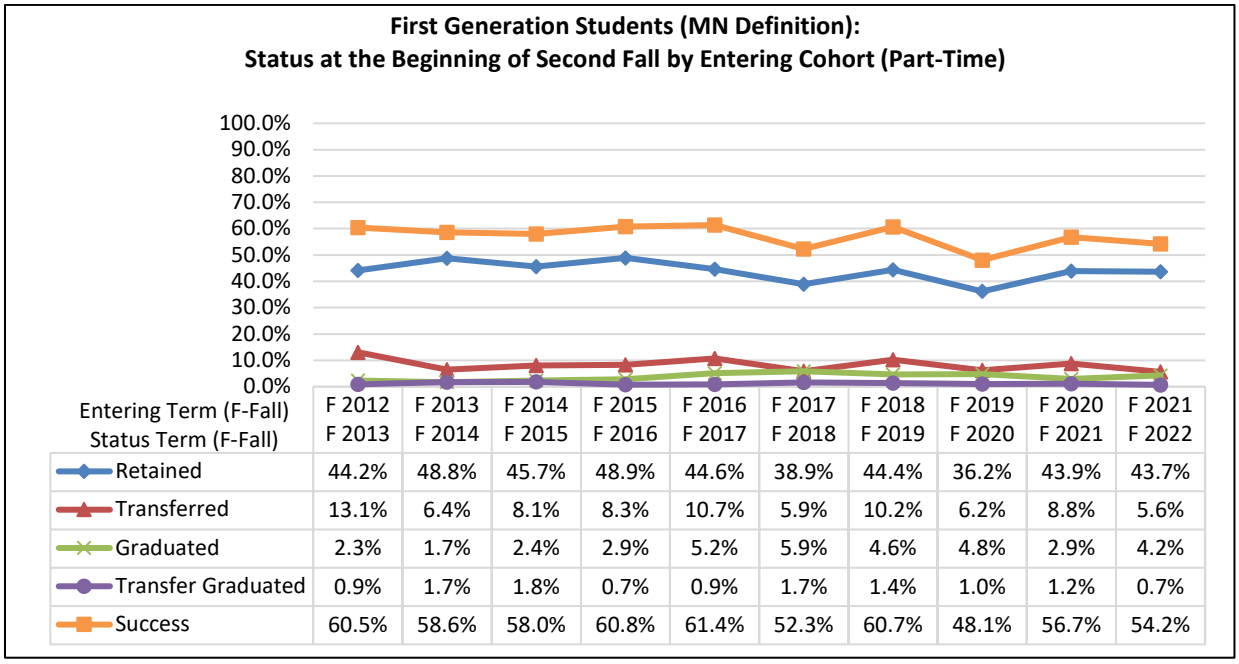
Changes over Time: Status at the Beginning of Second Fall by First Generation Status – MN Definition

First Generation Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	56.2%	54.2%	61.8%	52.4%	58.6%	55.5%	52.6%	56.1%	54.6%	54.6%
Transferred	9.7%	12.5%	8.7%	6.4%	15.1%	10.9%	9.8%	10.1%	8.6%	7.4%
Graduated	1.6%	0.6%	2.4%	2.7%	2.0%	1.5%	3.5%	5.8%	4.9%	6.6%
Transfer Graduated	0.0%	0.0%	0.5%	2.7%	0.0%	0.5%	0.6%	0.0%	0.6%	1.7%
Success	67.6%	67.3%	73.4%	64.0%	75.7%	68.3%	66.5%	72.0%	68.7%	70.3%

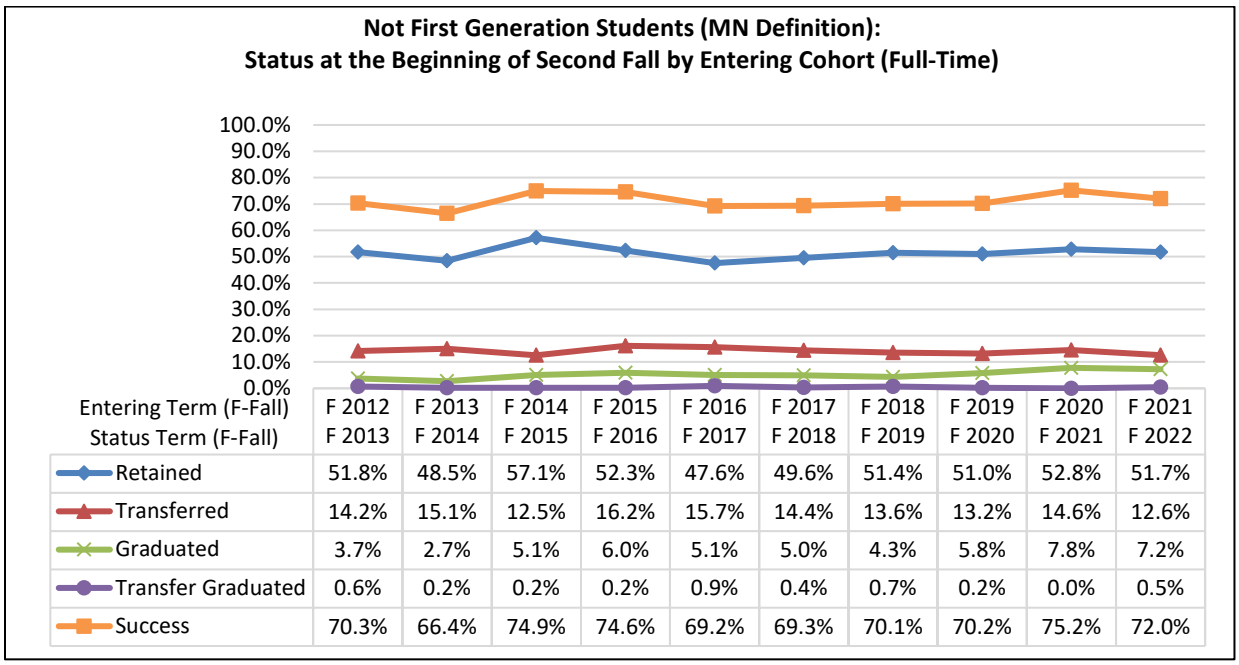
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	44.2%	48.8%	45.7%	48.9%	44.6%	38.9%	44.4%	36.2%	43.9%	43.7%
Transferred	13.1%	6.4%	8.1%	8.3%	10.7%	5.9%	10.2%	6.2%	8.8%	5.6%
Graduated	2.3%	1.7%	2.4%	2.9%	5.2%	5.9%	4.6%	4.8%	2.9%	4.2%
Transfer Graduated	0.9%	1.7%	1.8%	0.7%	0.9%	1.7%	1.4%	1.0%	1.2%	0.7%
Success	60.5%	58.6%	58.0%	60.8%	61.4%	52.3%	60.7%	48.1%	56.7%	54.2%

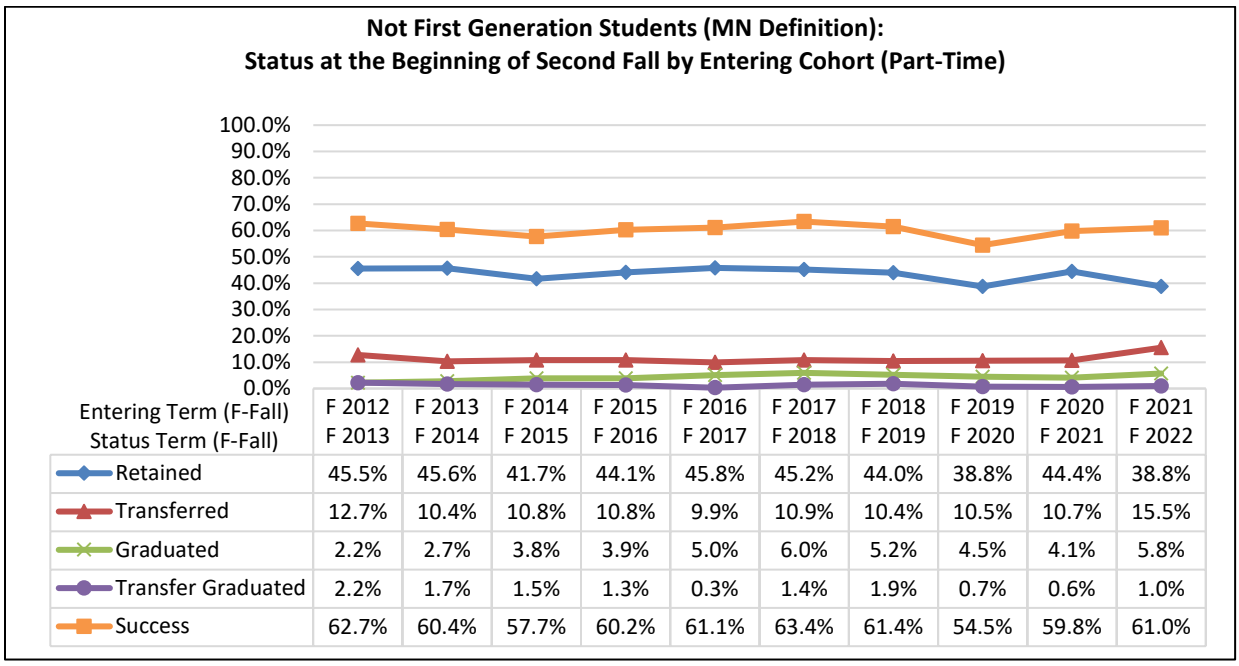
Source: Minnesota State REPL operational database.

Not First Generation Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	51.8%	48.5%	57.1%	52.3%	47.6%	49.6%	51.4%	51.0%	52.8%	51.7%
Transferred	14.2%	15.1%	12.5%	16.2%	15.7%	14.4%	13.6%	13.2%	14.6%	12.6%
Graduated	3.7%	2.7%	5.1%	6.0%	5.1%	5.0%	4.3%	5.8%	7.8%	7.2%
Transfer Graduated	0.6%	0.2%	0.2%	0.2%	0.9%	0.4%	0.7%	0.2%	0.0%	0.5%
Success	70.3%	66.4%	74.9%	74.6%	69.2%	69.3%	70.1%	70.2%	75.2%	72.0%

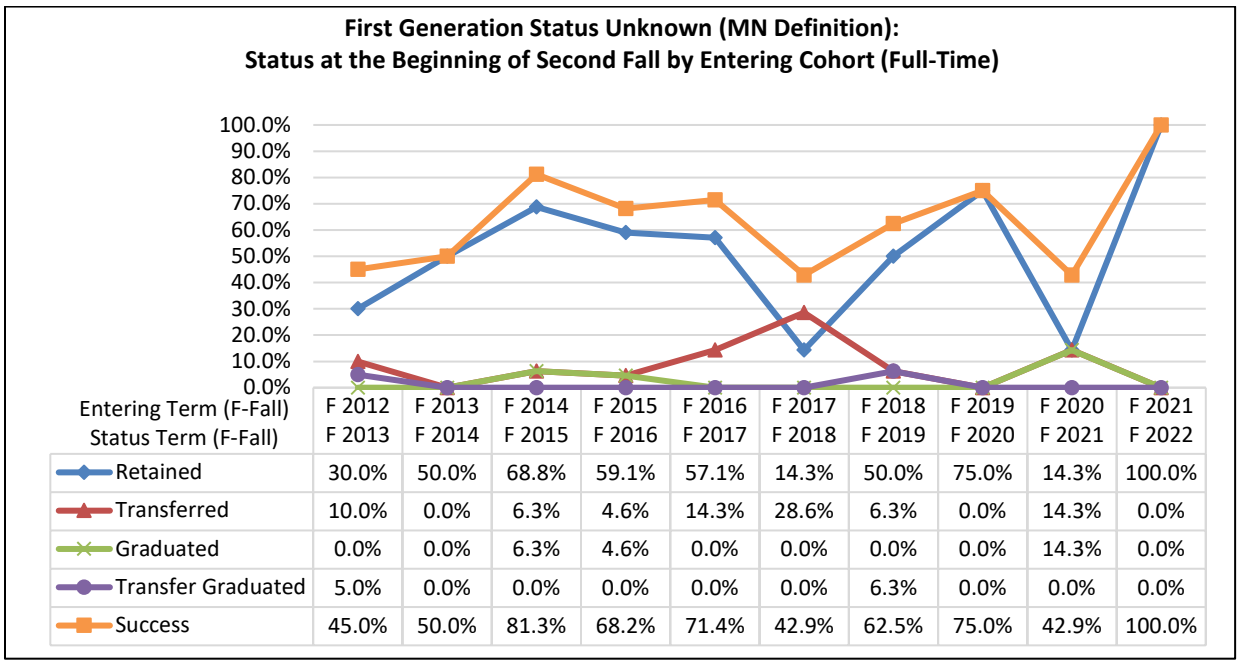
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	45.5%	45.6%	41.7%	44.1%	45.8%	45.2%	44.0%	38.8%	44.4%	38.8%
Transferred	12.7%	10.4%	10.8%	10.8%	9.9%	10.9%	10.4%	10.5%	10.7%	15.5%
Graduated	2.2%	2.7%	3.8%	3.9%	5.0%	6.0%	5.2%	4.5%	4.1%	5.8%
Transfer Graduated	2.2%	1.7%	1.5%	1.3%	0.3%	1.4%	1.9%	0.7%	0.6%	1.0%
Success	62.7%	60.4%	57.7%	60.2%	61.1%	63.4%	61.4%	54.5%	59.8%	61.0%

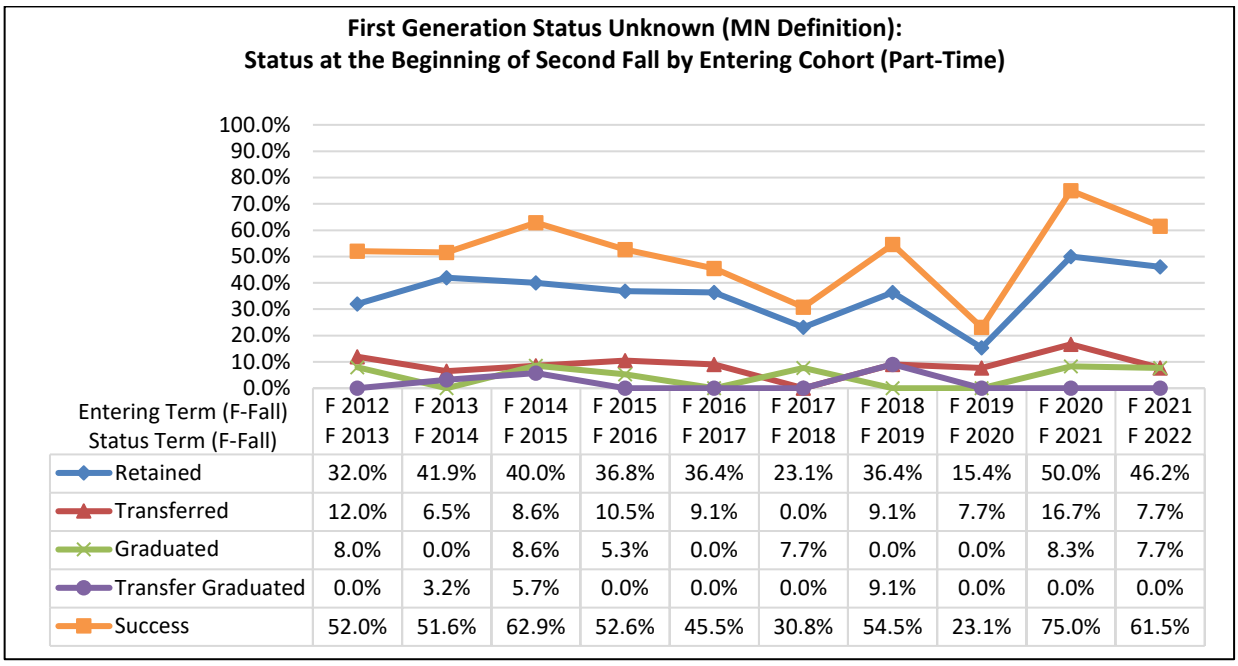
Source: Minnesota State REPL operational database.

First Generation Status Unknown Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	30.0%	50.0%	68.8%	59.1%	57.1%	14.3%	50.0%	75.0%	14.3%	100.0%
Transferred	10.0%	0.0%	6.3%	4.6%	14.3%	28.6%	6.3%	0.0%	14.3%	0.0%
Graduated	0.0%	0.0%	6.3%	4.6%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%
Transfer Graduated	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%	0.0%	0.0%
Success	45.0%	50.0%	81.3%	68.2%	71.4%	42.9%	62.5%	75.0%	42.9%	100.0%

Source: Minnesota State REPL operational database.

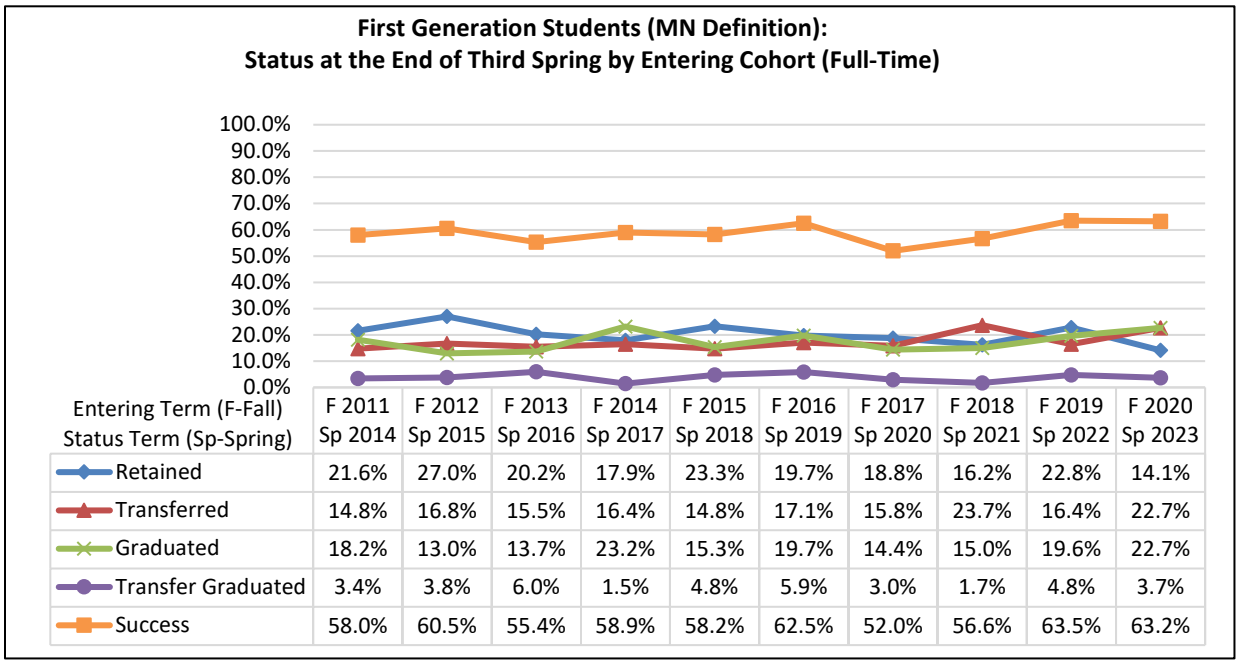


Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	32.0%	41.9%	40.0%	36.8%	36.4%	23.1%	36.4%	15.4%	50.0%	46.2%
Transferred	12.0%	6.5%	8.6%	10.5%	9.1%	0.0%	9.1%	7.7%	16.7%	7.7%
Graduated	8.0%	0.0%	8.6%	5.3%	0.0%	7.7%	0.0%	0.0%	8.3%	7.7%
Transfer Graduated	0.0%	3.2%	5.7%	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%
Success	52.0%	51.6%	62.9%	52.6%	45.5%	30.8%	54.5%	23.1%	75.0%	61.5%

Source: Minnesota State REPL operational database.

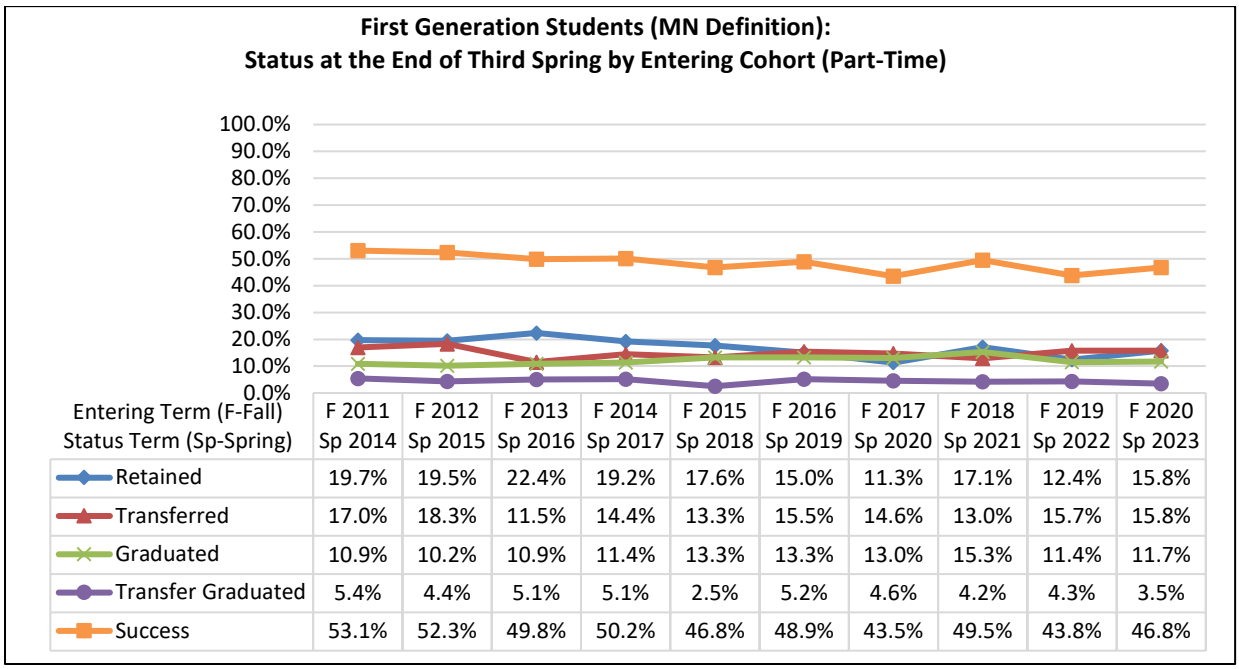
Changes over Time: Status at the End of Third Spring by First Generation Status – MN Definition

First Generation Students



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	21.6%	27.0%	20.2%	17.9%	23.3%	19.7%	18.8%	16.2%	22.8%	14.1%
Transferred	14.8%	16.8%	15.5%	16.4%	14.8%	17.1%	15.8%	23.7%	16.4%	22.7%
Graduated	18.2%	13.0%	13.7%	23.2%	15.3%	19.7%	14.4%	15.0%	19.6%	22.7%
Transfer Graduated	3.4%	3.8%	6.0%	1.5%	4.8%	5.9%	3.0%	1.7%	4.8%	3.7%
Success	58.0%	60.5%	55.4%	58.9%	58.2%	62.5%	52.0%	56.6%	63.5%	63.2%

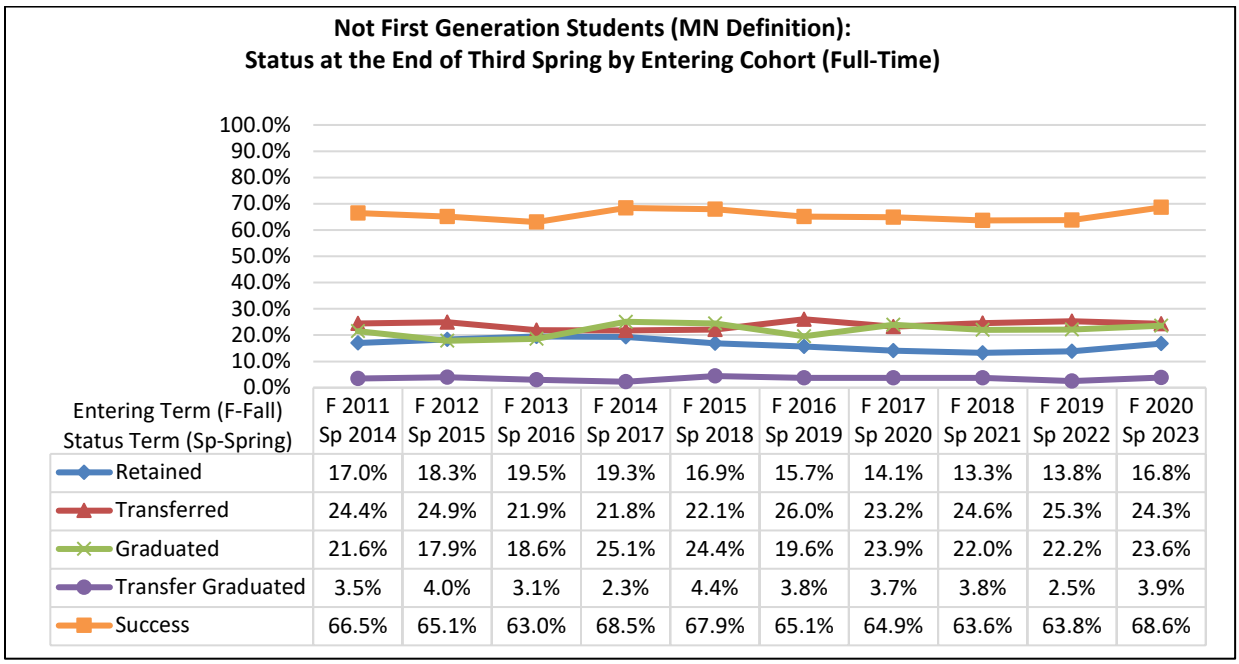
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	19.7%	19.5%	22.4%	19.2%	17.6%	15.0%	11.3%	17.1%	12.4%	15.8%
Transferred	17.0%	18.3%	11.5%	14.4%	13.3%	15.5%	14.6%	13.0%	15.7%	15.8%
Graduated	10.9%	10.2%	10.9%	11.4%	13.3%	13.3%	13.0%	15.3%	11.4%	11.7%
Transfer Graduated	5.4%	4.4%	5.1%	5.1%	2.5%	5.2%	4.6%	4.2%	4.3%	3.5%
Success	53.1%	52.3%	49.8%	50.2%	46.8%	48.9%	43.5%	49.5%	43.8%	46.8%

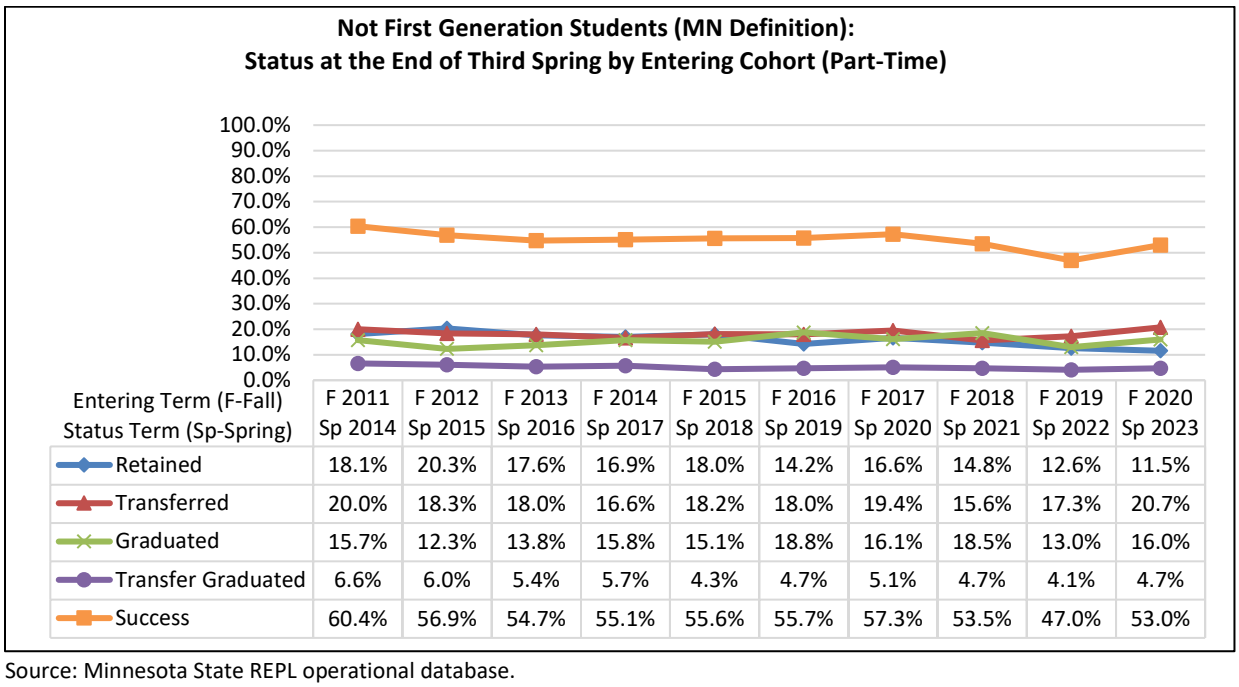
Source: Minnesota State REPL operational database.

Not First Generation Students



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	17.0%	18.3%	19.5%	19.3%	16.9%	15.7%	14.1%	13.3%	13.8%	16.8%
Transferred	24.4%	24.9%	21.9%	21.8%	22.1%	26.0%	23.2%	24.6%	25.3%	24.3%
Graduated	21.6%	17.9%	18.6%	25.1%	24.4%	19.6%	23.9%	22.0%	22.2%	23.6%
Transfer Graduated	3.5%	4.0%	3.1%	2.3%	4.4%	3.8%	3.7%	3.8%	2.5%	3.9%
Success	66.5%	65.1%	63.0%	68.5%	67.9%	65.1%	64.9%	63.6%	63.8%	68.6%

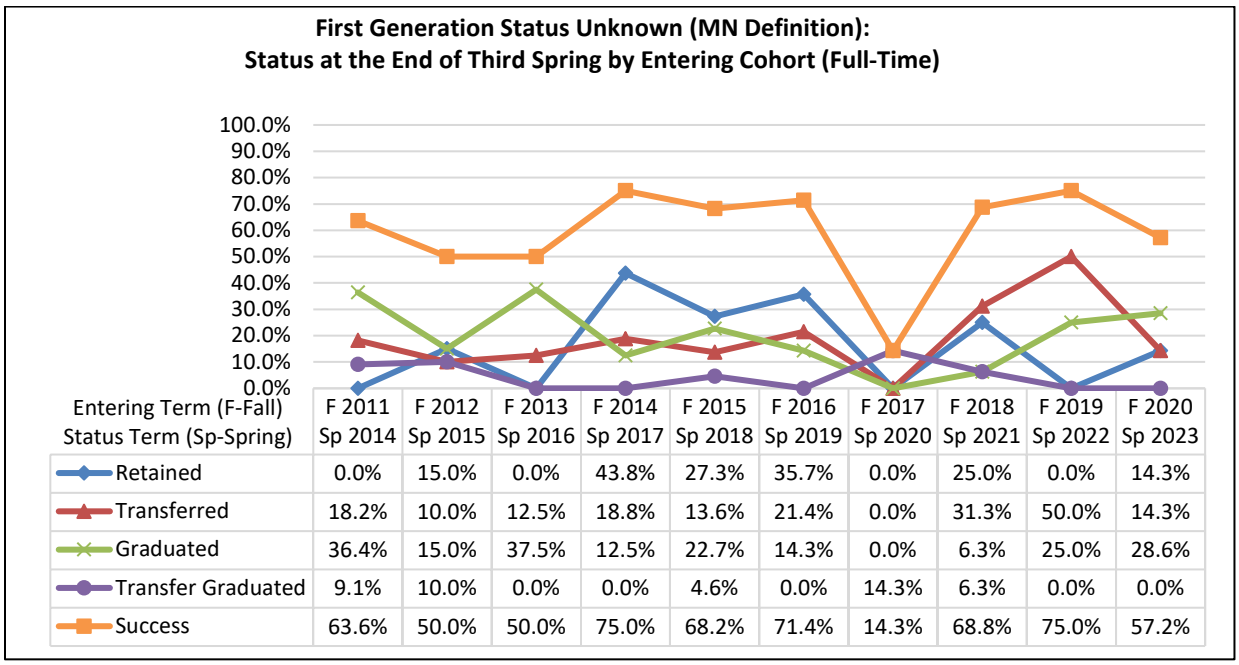
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	18.1%	20.3%	17.6%	16.9%	18.0%	14.2%	16.6%	14.8%	12.6%	11.5%
Transferred	20.0%	18.3%	18.0%	16.6%	18.2%	18.0%	19.4%	15.6%	17.3%	20.7%
Graduated	15.7%	12.3%	13.8%	15.8%	15.1%	18.8%	16.1%	18.5%	13.0%	16.0%
Transfer Graduated	6.6%	6.0%	5.4%	5.7%	4.3%	4.7%	5.1%	4.7%	4.1%	4.7%
Success	60.4%	56.9%	54.7%	55.1%	55.6%	55.7%	57.3%	53.5%	47.0%	53.0%

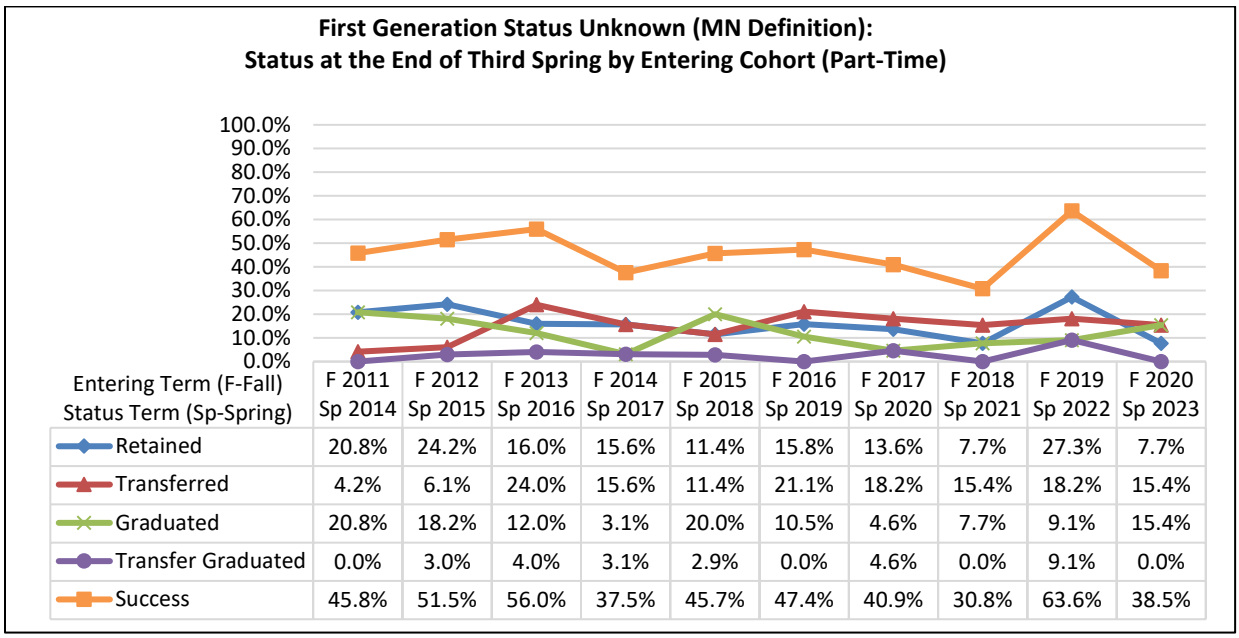
Source: Minnesota State REPL operational database.

First Generation Status Unknown Students



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	0.0%	15.0%	0.0%	43.8%	27.3%	35.7%	0.0%	25.0%	0.0%	14.3%
Transferred	18.2%	10.0%	12.5%	18.8%	13.6%	21.4%	0.0%	31.3%	50.0%	14.3%
Graduated	36.4%	15.0%	37.5%	12.5%	22.7%	14.3%	0.0%	6.3%	25.0%	28.6%
Transfer Graduated	9.1%	10.0%	0.0%	0.0%	4.6%	0.0%	14.3%	6.3%	0.0%	0.0%
Success	63.6%	50.0%	50.0%	75.0%	68.2%	71.4%	14.3%	68.8%	75.0%	57.2%

Source: Minnesota State REPL operational database.



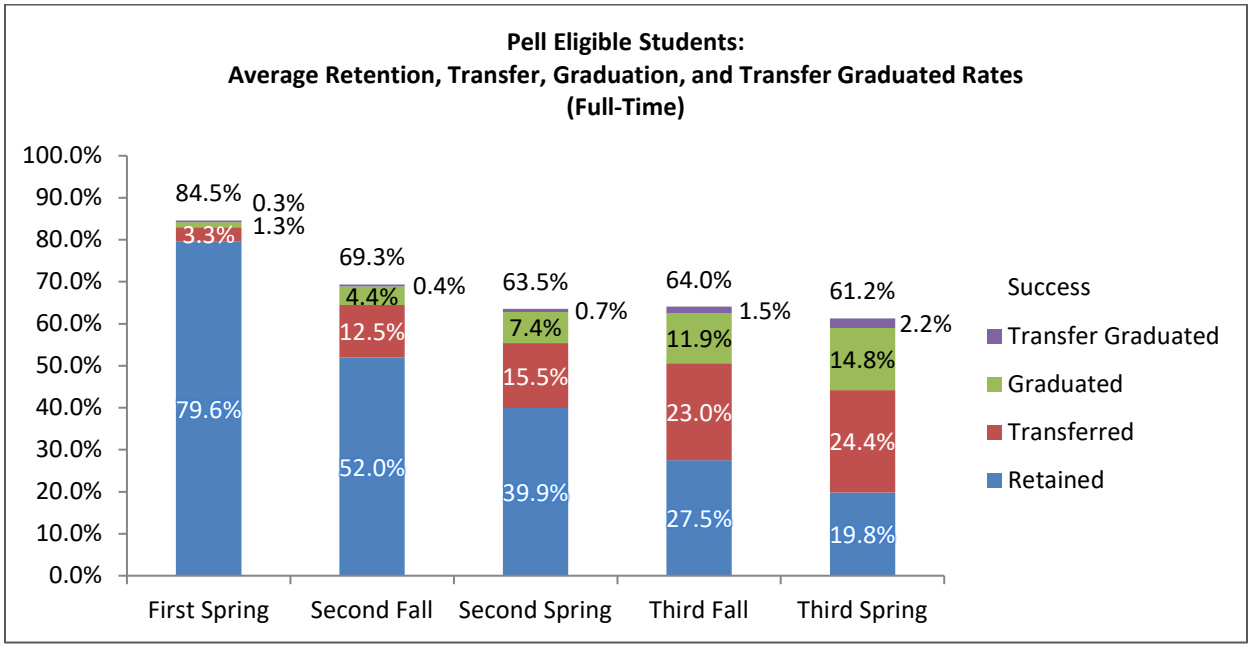
Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	20.8%	24.2%	16.0%	15.6%	11.4%	15.8%	13.6%	7.7%	27.3%	7.7%
Transferred	4.2%	6.1%	24.0%	15.6%	11.4%	21.1%	18.2%	15.4%	18.2%	15.4%
Graduated	20.8%	18.2%	12.0%	3.1%	20.0%	10.5%	4.6%	7.7%	9.1%	15.4%
Transfer Graduated	0.0%	3.0%	4.0%	3.1%	2.9%	0.0%	4.6%	0.0%	9.1%	0.0%
Success	45.8%	51.5%	56.0%	37.5%	45.7%	47.4%	40.9%	30.8%	63.6%	38.5%

Source: Minnesota State REPL operational database.

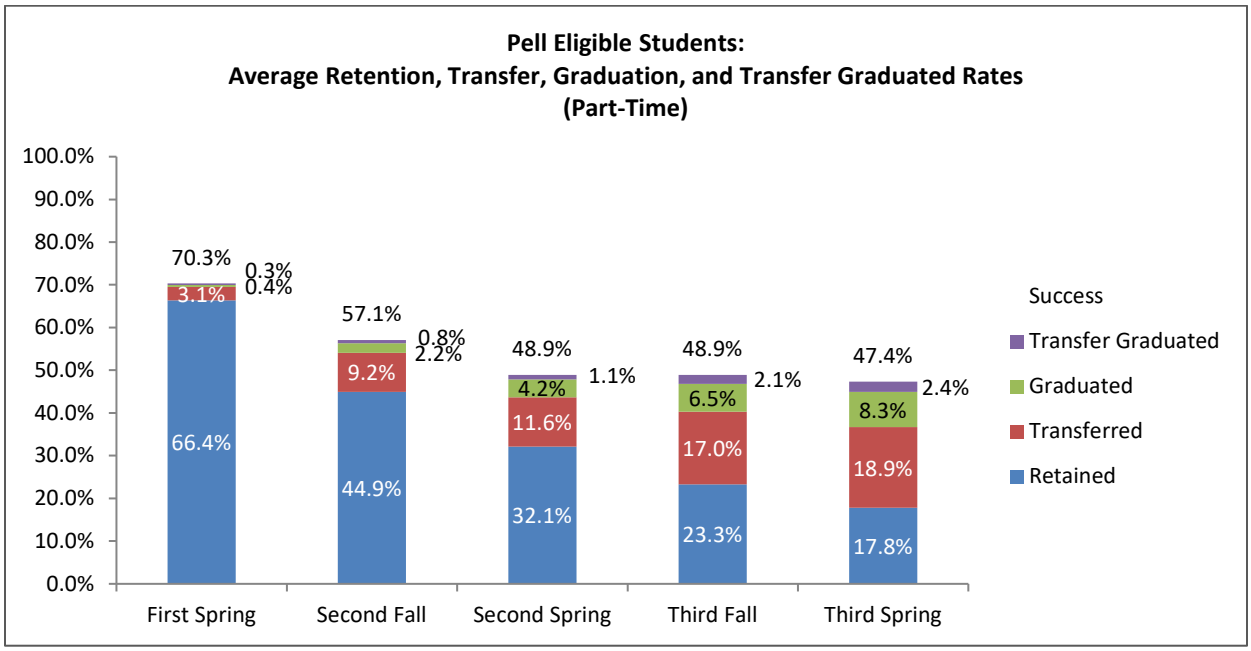
Outcomes by Pell Eligibility Status

Average Retention, Transfer, Graduation, Transfer Graduation and Success Rates by Pell Eligibility Status

Pell Eligible Students

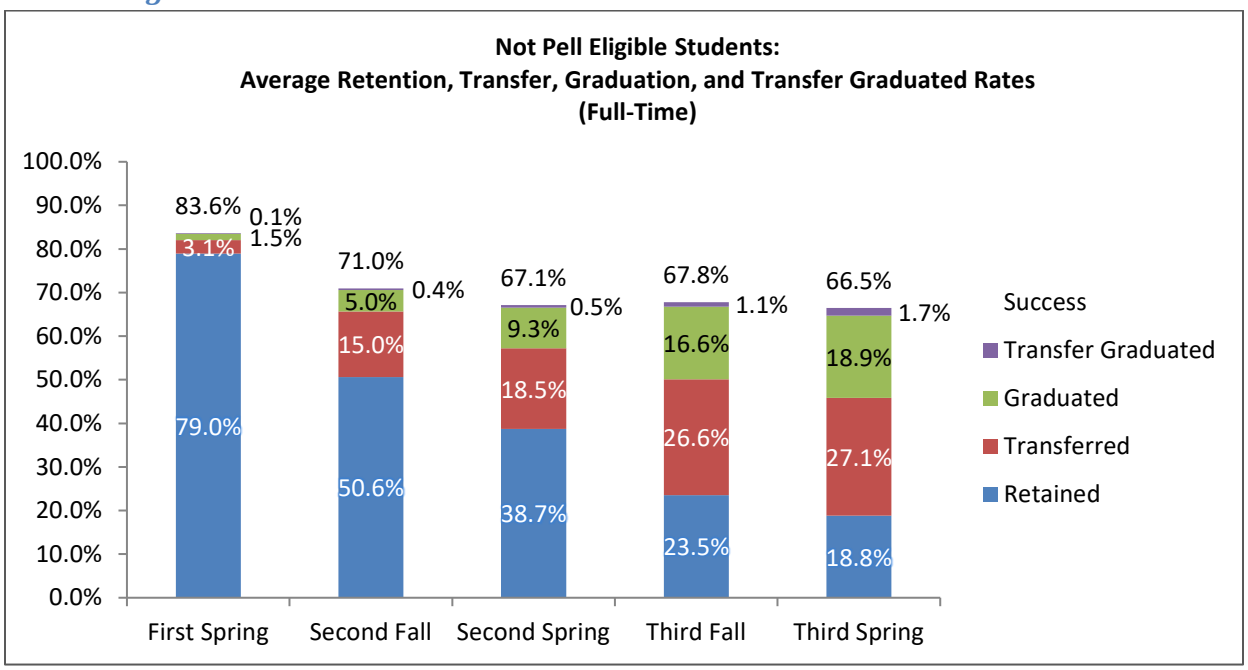


Source: Minnesota State REPL operational database.
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



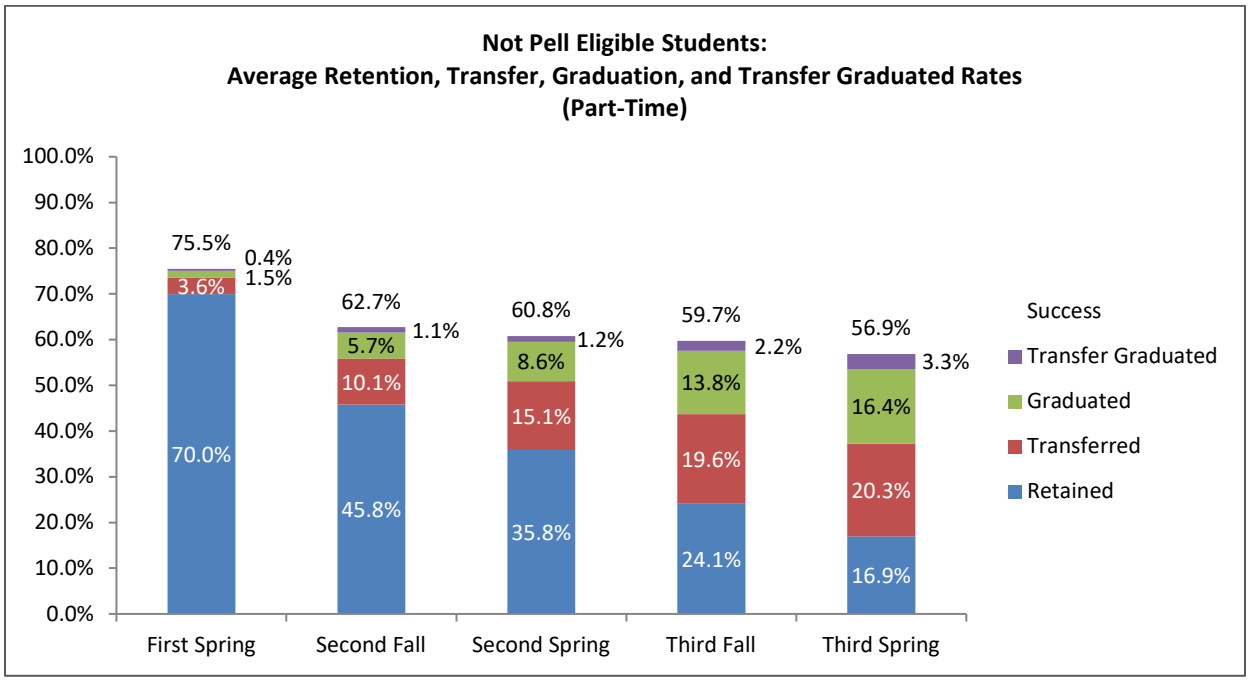
Source: Minnesota State REPL operational database.
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

Not Pell Eligible Students



Source: Minnesota State REPL operational database.

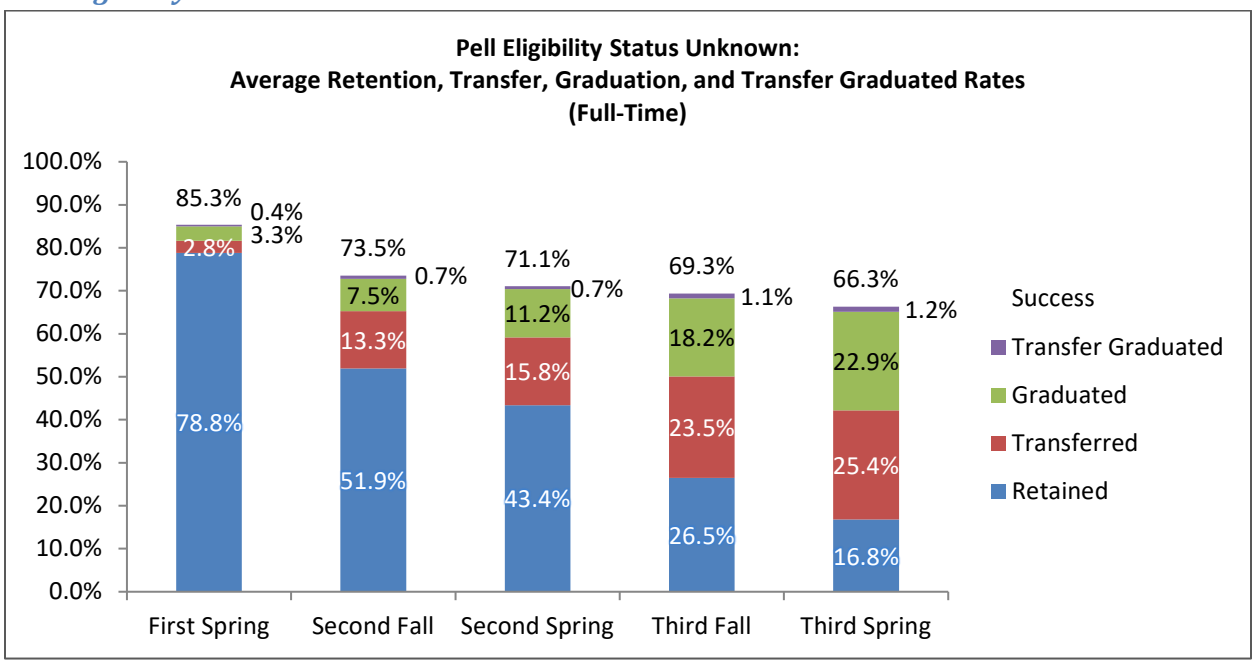
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

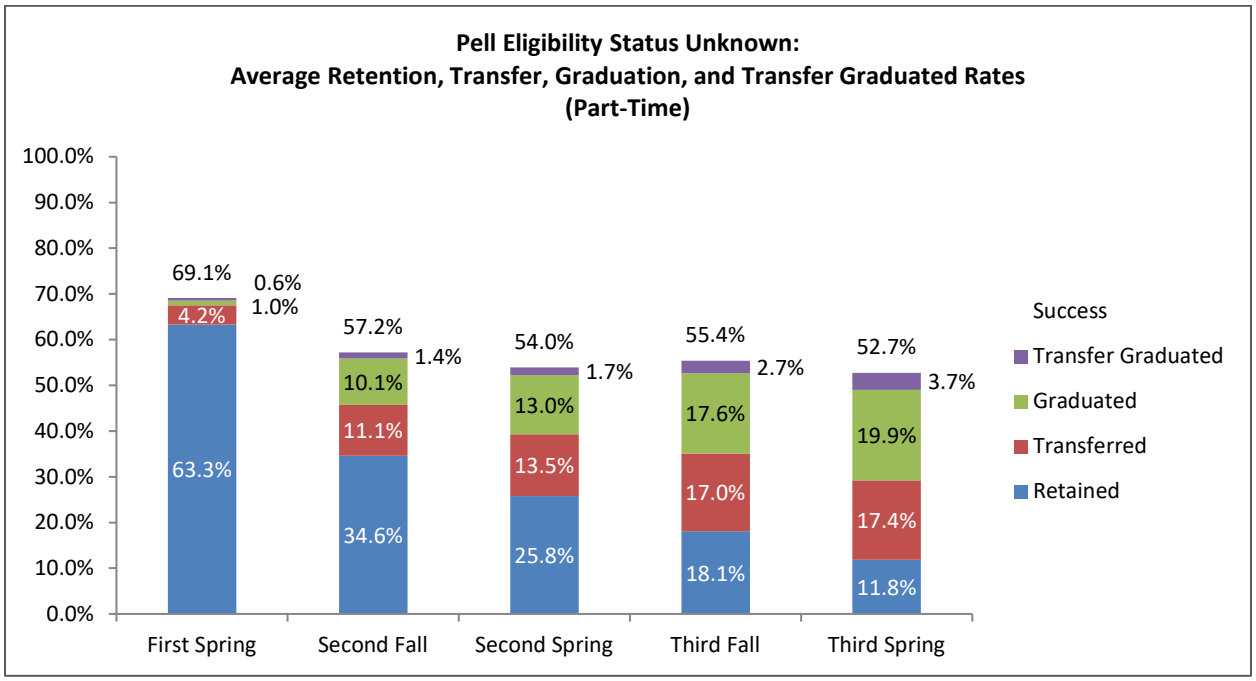
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

Pell Eligibility Status Unknown Students



Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

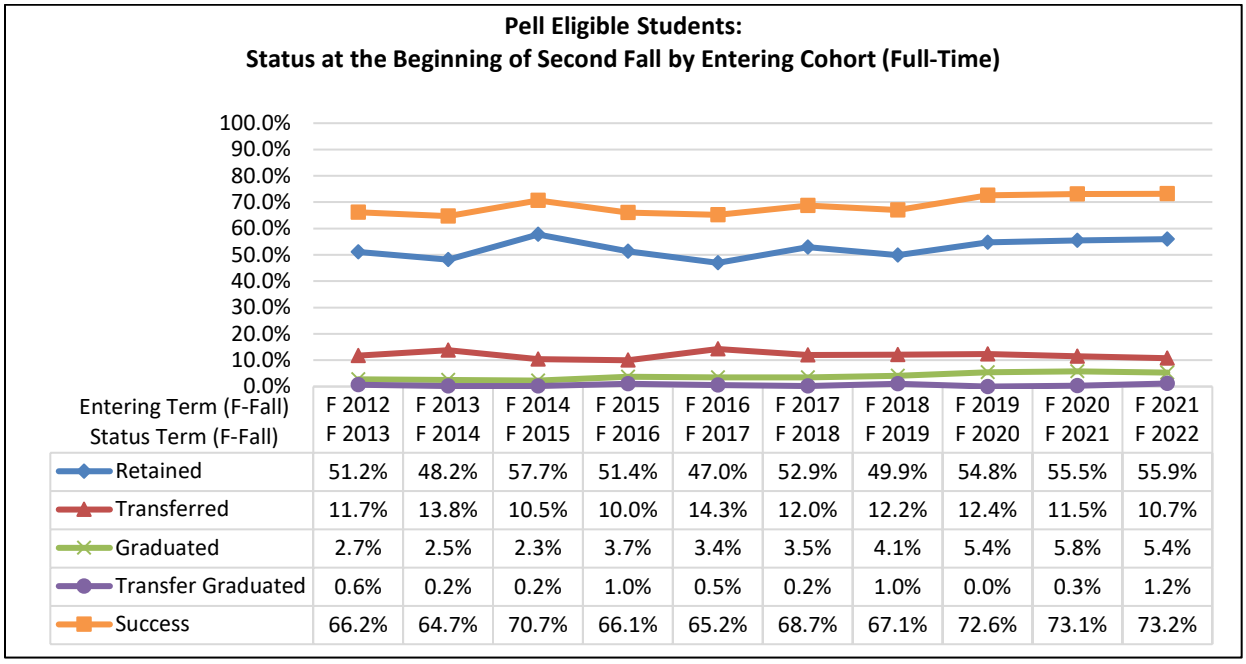


Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

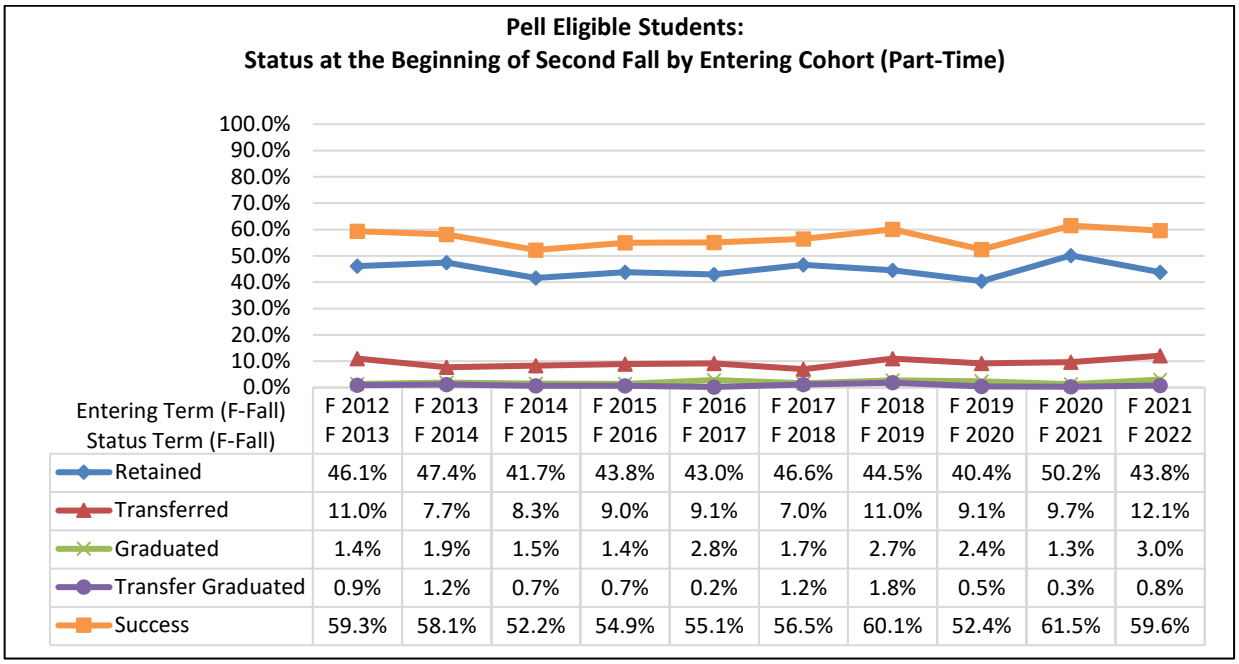
Changes over Time: Status at the Beginning of Second Fall by Pell Eligibility Status

Pell Eligible Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	51.2%	48.2%	57.7%	51.4%	47.0%	52.9%	49.9%	54.8%	55.5%	55.9%
Transferred	11.7%	13.8%	10.5%	10.0%	14.3%	12.0%	12.2%	12.4%	11.5%	10.7%
Graduated	2.7%	2.5%	2.3%	3.7%	3.4%	3.5%	4.1%	5.4%	5.8%	5.4%
Transfer Graduated	0.6%	0.2%	0.2%	1.0%	0.5%	0.2%	1.0%	0.0%	0.3%	1.2%
Success	66.2%	64.7%	70.7%	66.1%	65.2%	68.7%	67.1%	72.6%	73.1%	73.2%

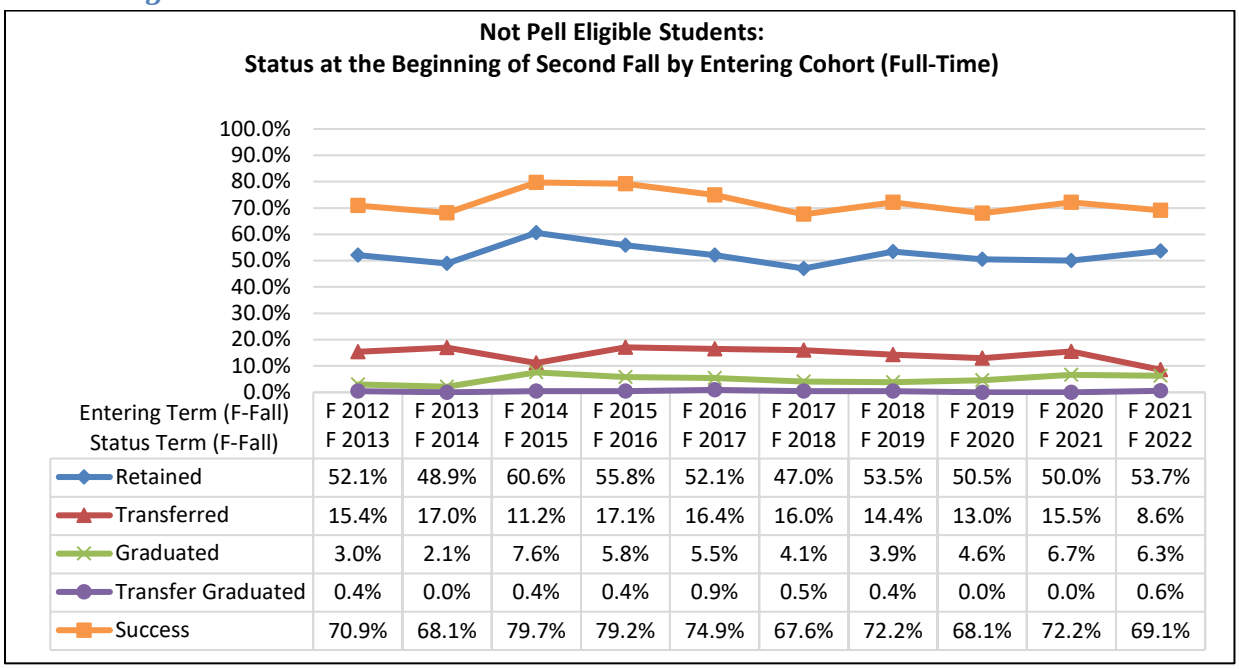
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	46.1%	47.4%	41.7%	43.8%	43.0%	46.6%	44.5%	40.4%	50.2%	43.8%
Transferred	11.0%	7.7%	8.3%	9.0%	9.1%	7.0%	11.0%	9.1%	9.7%	12.1%
Graduated	1.4%	1.9%	1.5%	1.4%	2.8%	1.7%	2.7%	2.4%	1.3%	3.0%
Transfer Graduated	0.9%	1.2%	0.7%	0.7%	0.2%	1.2%	1.8%	0.5%	0.3%	0.8%
Success	59.3%	58.1%	52.2%	54.9%	55.1%	56.5%	60.1%	52.4%	61.5%	59.6%

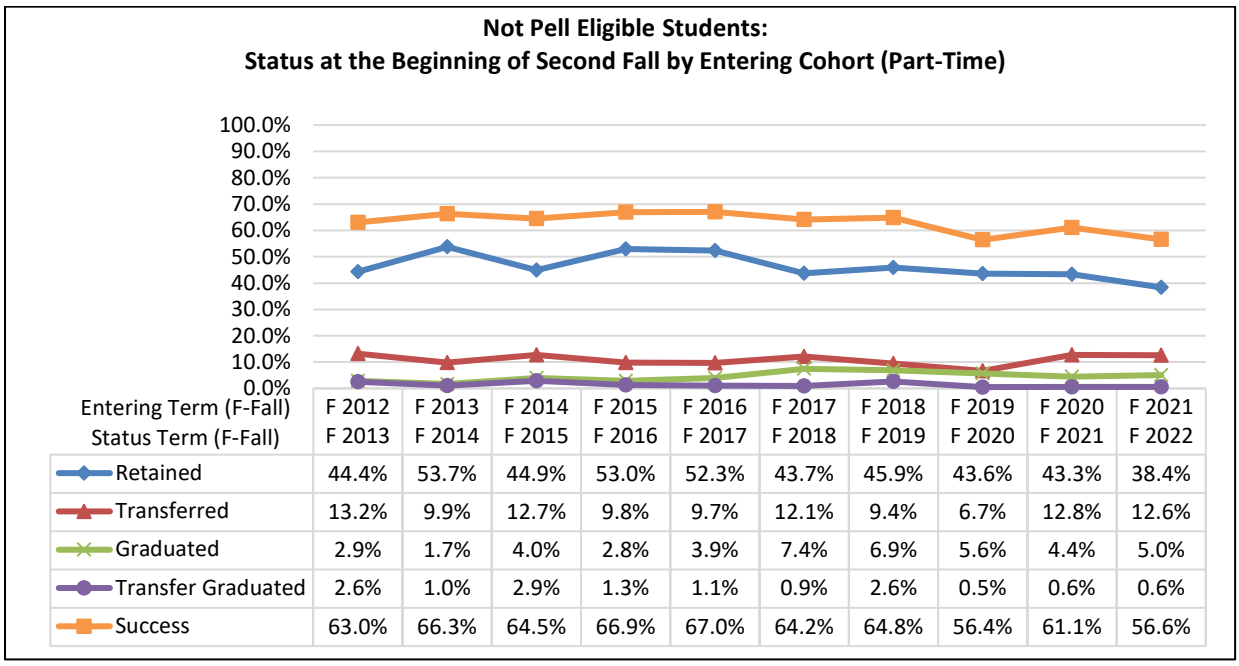
Source: Minnesota State REPL operational database.

Not Pell Eligible Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	52.1%	48.9%	60.6%	55.8%	52.1%	47.0%	53.5%	50.5%	50.0%	53.7%
Transferred	15.4%	17.0%	11.2%	17.1%	16.4%	16.0%	14.4%	13.0%	15.5%	8.6%
Graduated	3.0%	2.1%	7.6%	5.8%	5.5%	4.1%	3.9%	4.6%	6.7%	6.3%
Transfer Graduated	0.4%	0.0%	0.4%	0.4%	0.9%	0.5%	0.4%	0.0%	0.0%	0.6%
Success	70.9%	68.1%	79.7%	79.2%	74.9%	67.6%	72.2%	68.1%	72.2%	69.1%

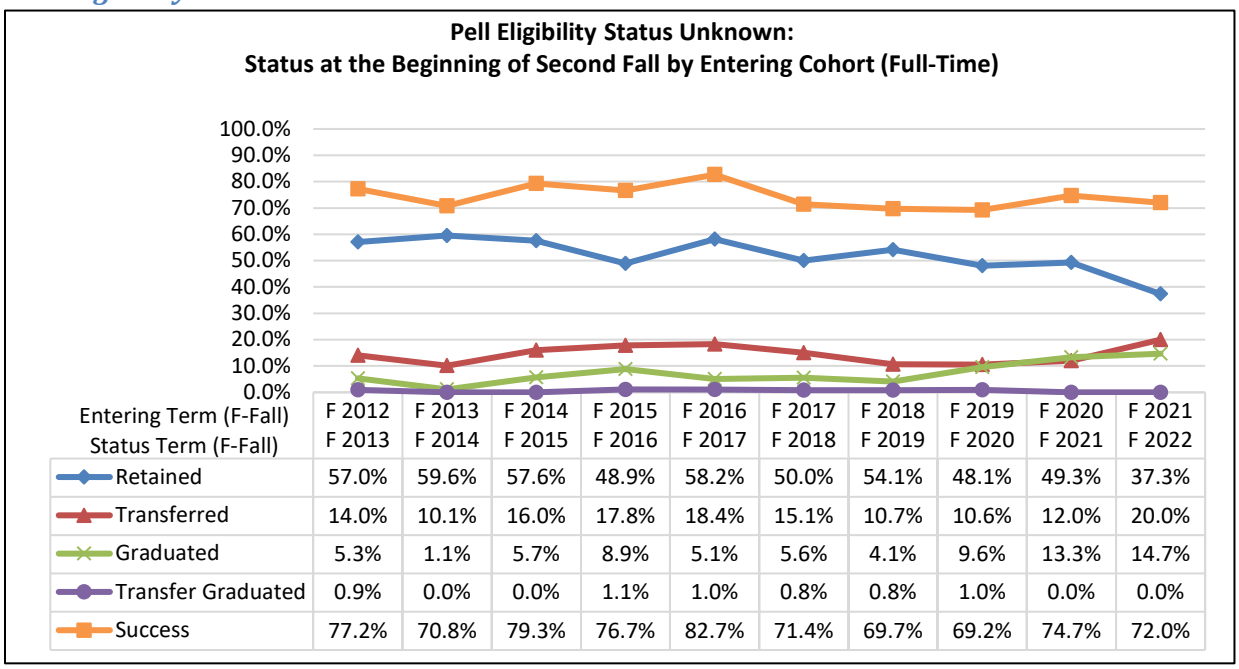
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	44.4%	53.7%	44.9%	53.0%	52.3%	43.7%	45.9%	43.6%	43.3%	38.4%
Transferred	13.2%	9.9%	12.7%	9.8%	9.7%	12.1%	9.4%	6.7%	12.8%	12.6%
Graduated	2.9%	1.7%	4.0%	2.8%	3.9%	7.4%	6.9%	5.6%	4.4%	5.0%
Transfer Graduated	2.6%	1.0%	2.9%	1.3%	1.1%	0.9%	2.6%	0.5%	0.6%	0.6%
Success	63.0%	66.3%	64.5%	66.9%	67.0%	64.2%	64.8%	56.4%	61.1%	56.6%

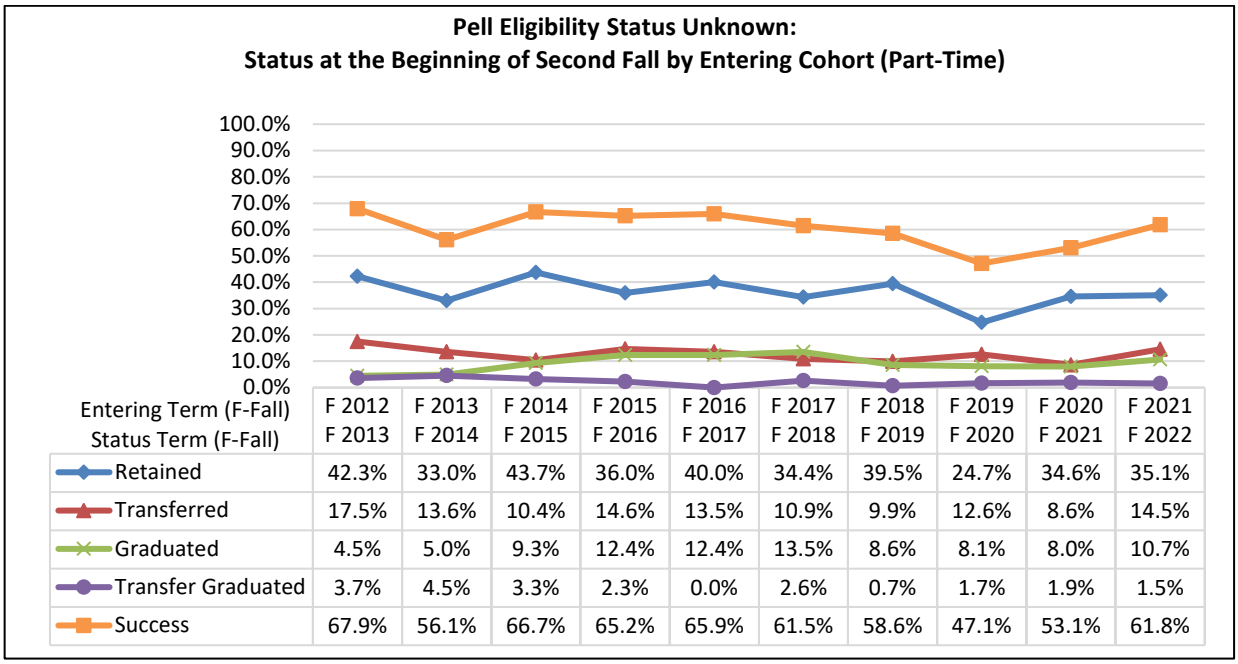
Source: Minnesota State REPL operational database.

Pell Eligibility Status Unknown Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	57.0%	59.6%	57.6%	48.9%	58.2%	50.0%	54.1%	48.1%	49.3%	37.3%
Transferred	14.0%	10.1%	16.0%	17.8%	18.4%	15.1%	10.7%	10.6%	12.0%	20.0%
Graduated	5.3%	1.1%	5.7%	8.9%	5.1%	5.6%	4.1%	9.6%	13.3%	14.7%
Transfer Graduated	0.9%	0.0%	0.0%	1.1%	1.0%	0.8%	0.8%	1.0%	0.0%	0.0%
Success	77.2%	70.8%	79.3%	76.7%	82.7%	71.4%	69.7%	69.2%	74.7%	72.0%

Source: Minnesota State REPL operational database.

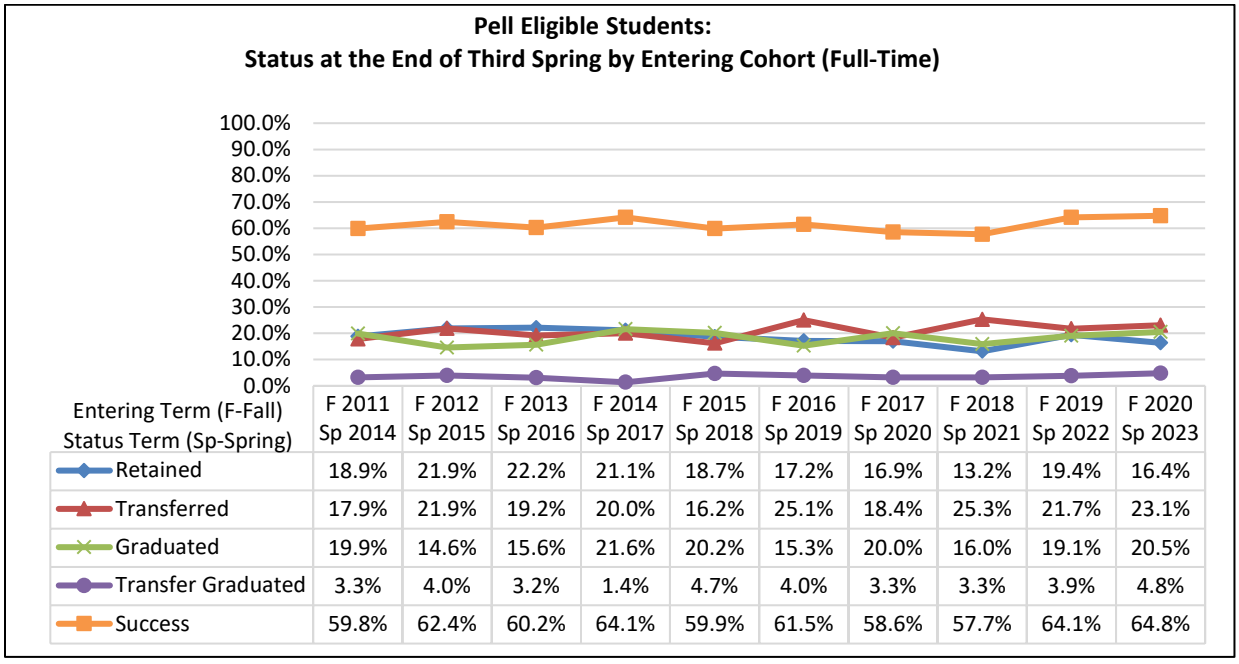


Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	42.3%	33.0%	43.7%	36.0%	40.0%	34.4%	39.5%	24.7%	34.6%	35.1%
Transferred	17.5%	13.6%	10.4%	14.6%	13.5%	10.9%	9.9%	12.6%	8.6%	14.5%
Graduated	4.5%	5.0%	9.3%	12.4%	12.4%	13.5%	8.6%	8.1%	8.0%	10.7%
Transfer Graduated	3.7%	4.5%	3.3%	2.3%	0.0%	2.6%	0.7%	1.7%	1.9%	1.5%
Success	67.9%	56.1%	66.7%	65.2%	65.9%	61.5%	58.6%	47.1%	53.1%	61.8%

Source: Minnesota State REPL operational database.

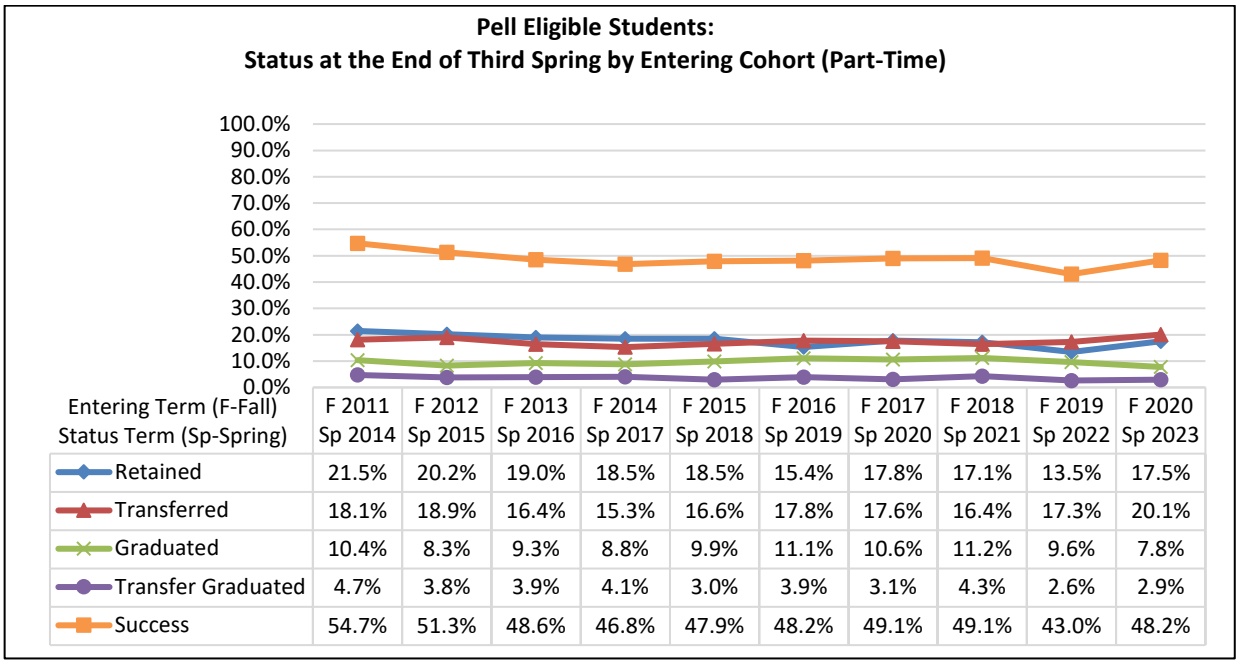
Changes over Time: Status at the End of Third Spring by Pell Eligibility Status

Pell Eligible Students



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	18.9%	21.9%	22.2%	21.1%	18.7%	17.2%	16.9%	13.2%	19.4%	16.4%
Transferred	17.9%	21.9%	19.2%	20.0%	16.2%	25.1%	18.4%	25.3%	21.7%	23.1%
Graduated	19.9%	14.6%	15.6%	21.6%	20.2%	15.3%	20.0%	16.0%	19.1%	20.5%
Transfer Graduated	3.3%	4.0%	3.2%	1.4%	4.7%	4.0%	3.3%	3.3%	3.9%	4.8%
Success	59.8%	62.4%	60.2%	64.1%	59.9%	61.5%	58.6%	57.7%	64.1%	64.8%

Source: Minnesota State REPL operational database.

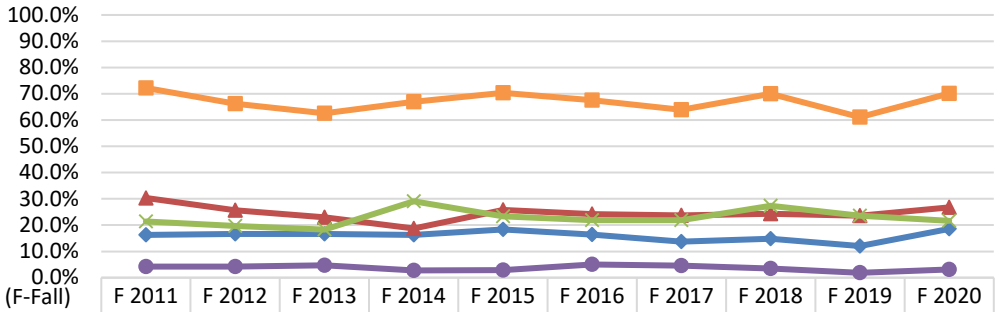


Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	21.5%	20.2%	19.0%	18.5%	18.5%	15.4%	17.8%	17.1%	13.5%	17.5%
Transferred	18.1%	18.9%	16.4%	15.3%	16.6%	17.8%	17.6%	16.4%	17.3%	20.1%
Graduated	10.4%	8.3%	9.3%	8.8%	9.9%	11.1%	10.6%	11.2%	9.6%	7.8%
Transfer Graduated	4.7%	3.8%	3.9%	4.1%	3.0%	3.9%	3.1%	4.3%	2.6%	2.9%
Success	54.7%	51.3%	48.6%	46.8%	47.9%	48.2%	49.1%	49.1%	43.0%	48.2%

Source: Minnesota State REPL operational database.

Not Pell Eligible Students

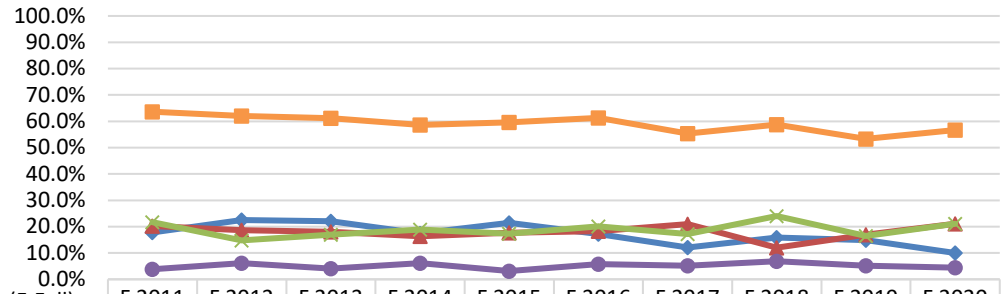
Not Pell Eligible Students:
Status at the End of Third Spring by Entering Cohort (Full-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	16.2%	16.7%	16.6%	16.3%	18.3%	16.4%	13.7%	14.8%	12.0%	18.6%
Transferred	30.3%	25.6%	23.0%	18.7%	25.8%	24.2%	23.7%	24.4%	23.6%	26.8%
Graduated	21.4%	19.7%	18.3%	29.1%	23.3%	21.9%	21.9%	27.4%	23.6%	21.7%
Transfer Graduated	4.3%	4.3%	4.7%	2.8%	2.9%	5.0%	4.6%	3.5%	1.9%	3.1%
Success	72.2%	66.2%	62.6%	66.9%	70.4%	67.6%	63.9%	70.0%	61.1%	70.1%

Source: Minnesota State REPL operational database.

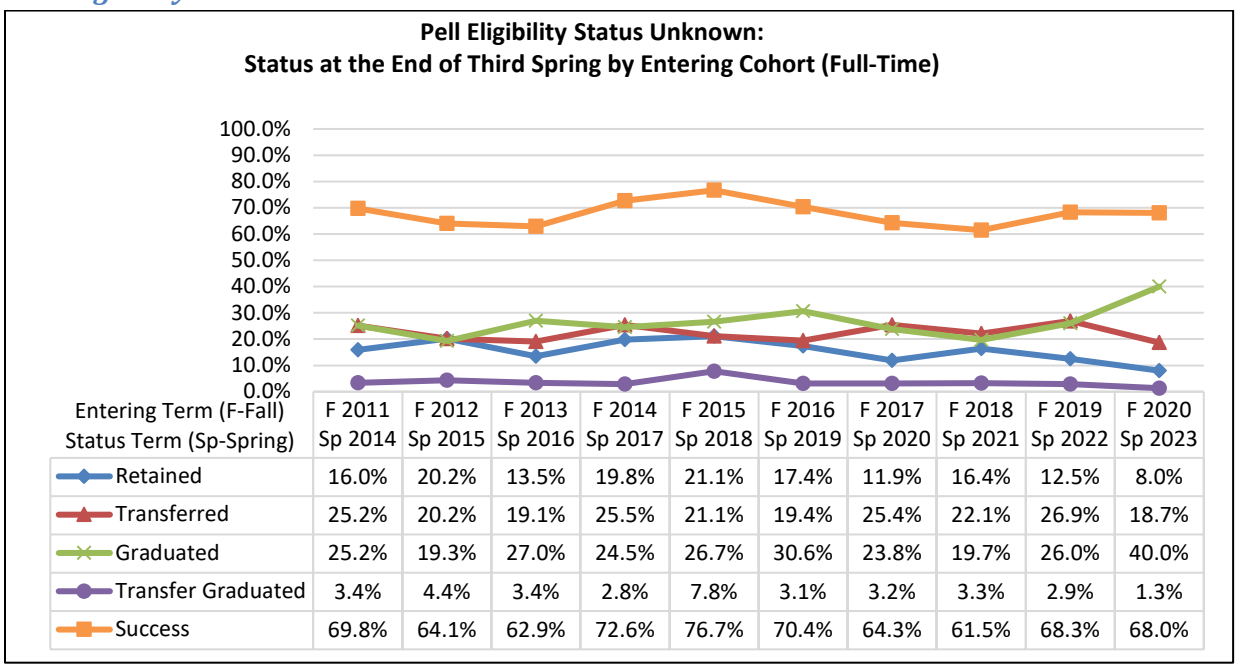
Not Pell Eligible Students:
Status at the End of Third Spring by Entering Cohort (Part-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	17.8%	22.5%	22.1%	17.4%	21.5%	17.2%	12.1%	15.9%	14.9%	10.0%
Transferred	20.3%	18.7%	18.0%	16.3%	17.7%	18.3%	20.9%	12.0%	16.9%	21.1%
Graduated	21.7%	14.8%	17.0%	18.8%	17.4%	20.1%	17.2%	24.0%	16.4%	21.1%
Transfer Graduated	3.9%	6.1%	4.1%	6.2%	3.2%	5.7%	5.1%	6.9%	5.1%	4.4%
Success	63.6%	62.1%	61.2%	58.7%	59.6%	61.3%	55.4%	58.8%	53.3%	56.7%

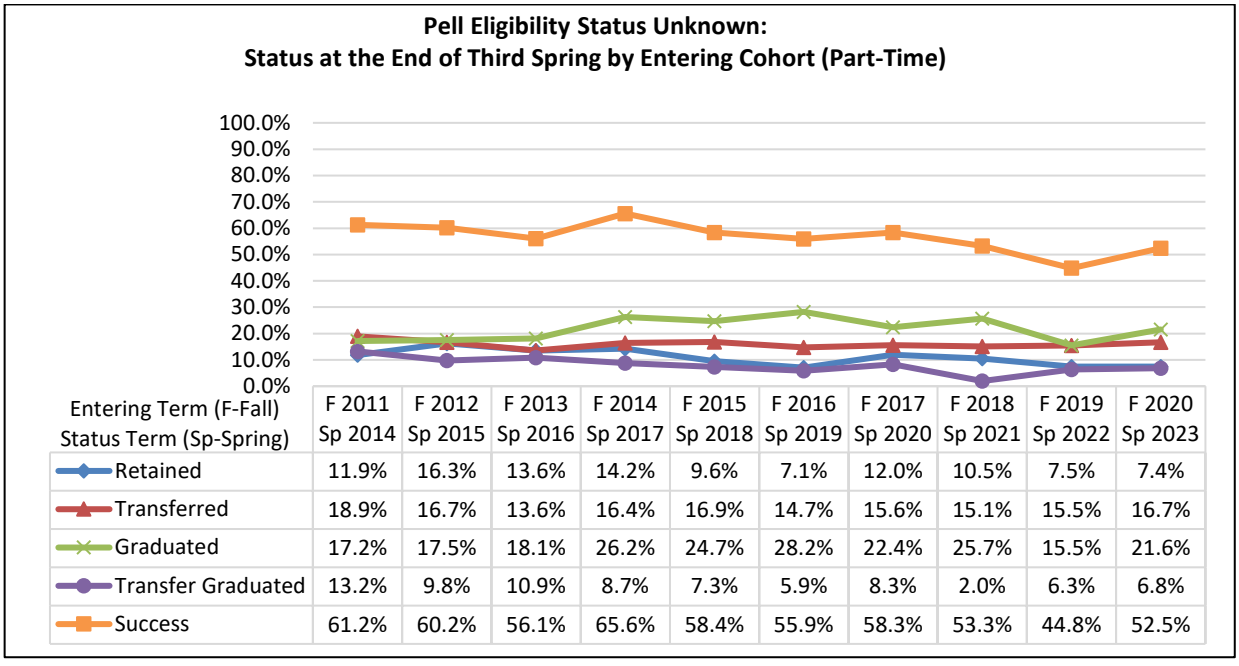
Source: Minnesota State REPL operational database.

Pell Eligibility Status Unknown Students



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	16.0%	20.2%	13.5%	19.8%	21.1%	17.4%	11.9%	16.4%	12.5%	8.0%
Transferred	25.2%	20.2%	19.1%	25.5%	21.1%	19.4%	25.4%	22.1%	26.9%	18.7%
Graduated	25.2%	19.3%	27.0%	24.5%	26.7%	30.6%	23.8%	19.7%	26.0%	40.0%
Transfer Graduated	3.4%	4.4%	3.4%	2.8%	7.8%	3.1%	3.2%	3.3%	2.9%	1.3%
Success	69.8%	64.1%	62.9%	72.6%	76.7%	70.4%	64.3%	61.5%	68.3%	68.0%

Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	11.9%	16.3%	13.6%	14.2%	9.6%	7.1%	12.0%	10.5%	7.5%	7.4%
Transferred	18.9%	16.7%	13.6%	16.4%	16.9%	14.7%	15.6%	15.1%	15.5%	16.7%
Graduated	17.2%	17.5%	18.1%	26.2%	24.7%	28.2%	22.4%	25.7%	15.5%	21.6%
Transfer Graduated	13.2%	9.8%	10.9%	8.7%	7.3%	5.9%	8.3%	2.0%	6.3%	6.8%
Success	61.2%	60.2%	56.1%	65.6%	58.4%	55.9%	58.3%	53.3%	44.8%	52.5%

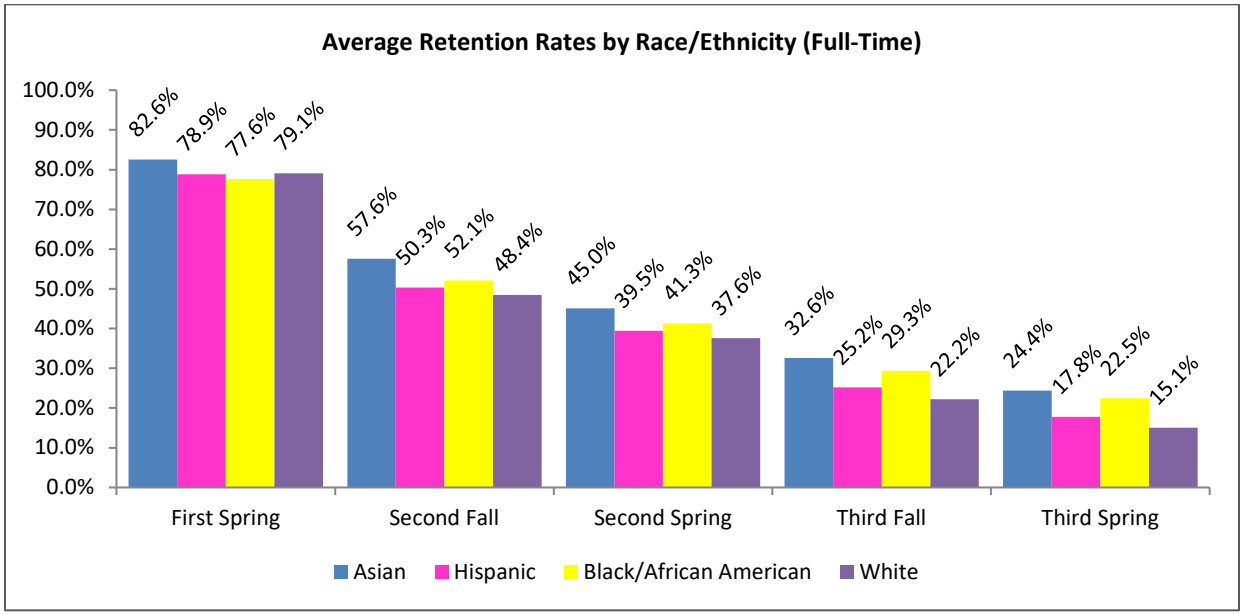
Source: Minnesota State REPL operational database

Outcomes by Race/Ethnicity

Average Retention, Transfer, Graduation, Transfer Graduated and Success Rates by Race/Ethnicity

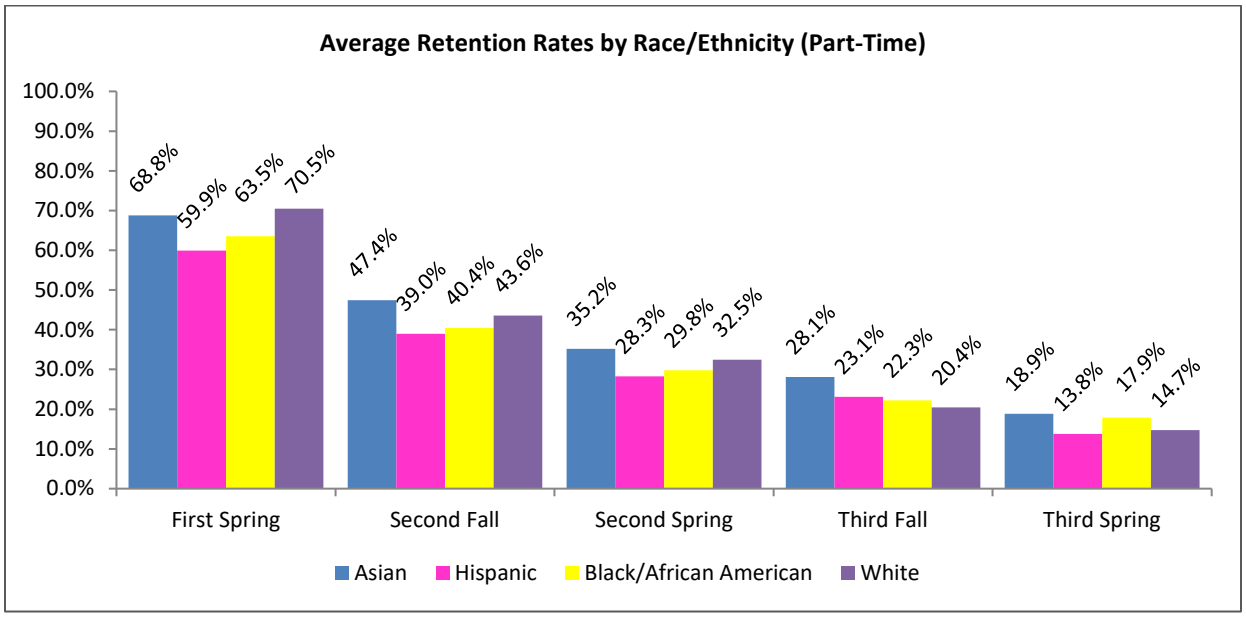
The next graphics are broken out by student rice/ethnicity.

Average Retention Rates



Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

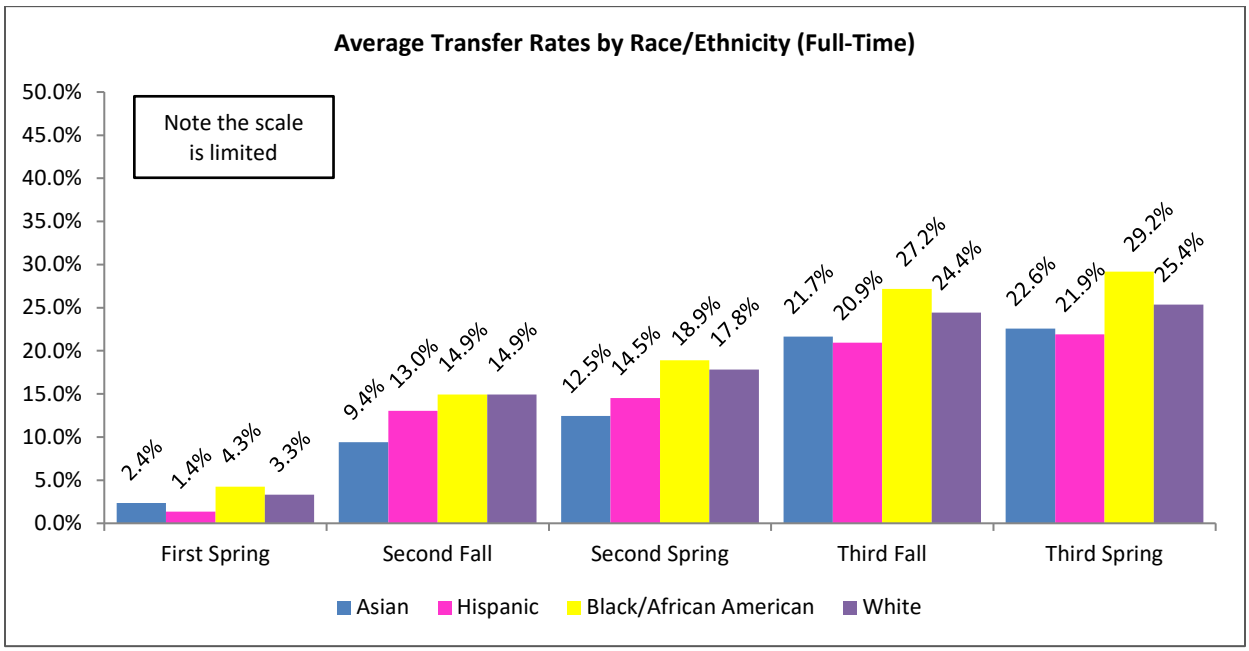


Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

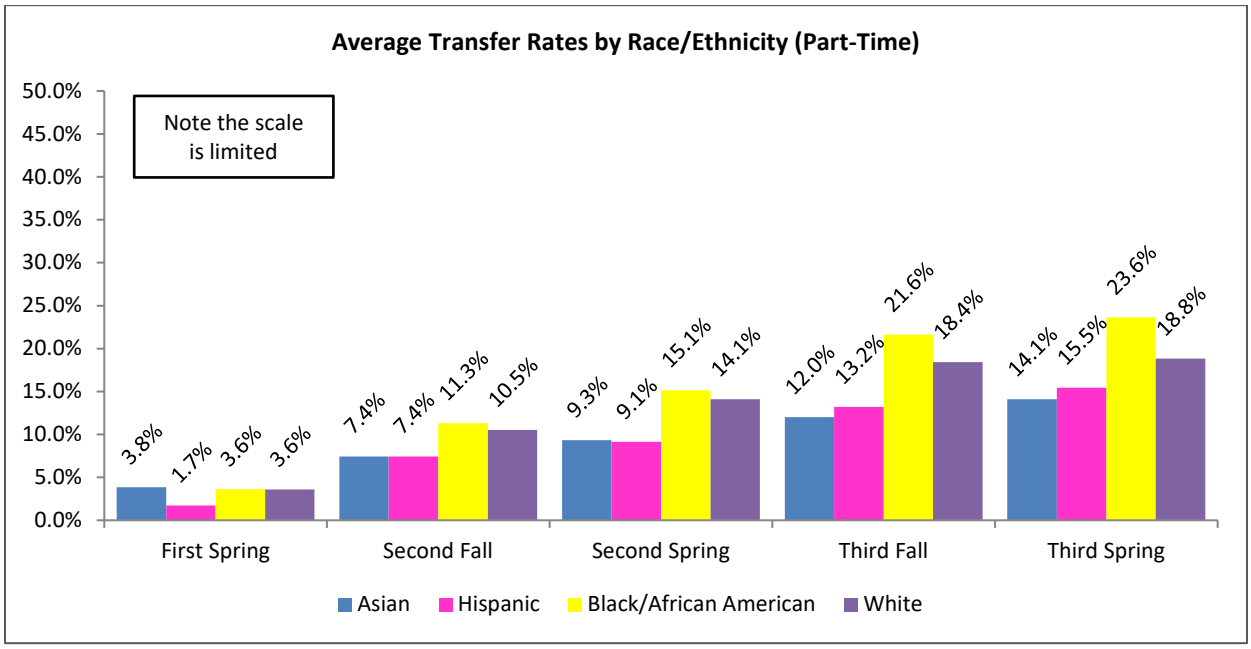
Average Transfer Rates

Transfer rates for full-time students are highest among Black/African American students.



Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

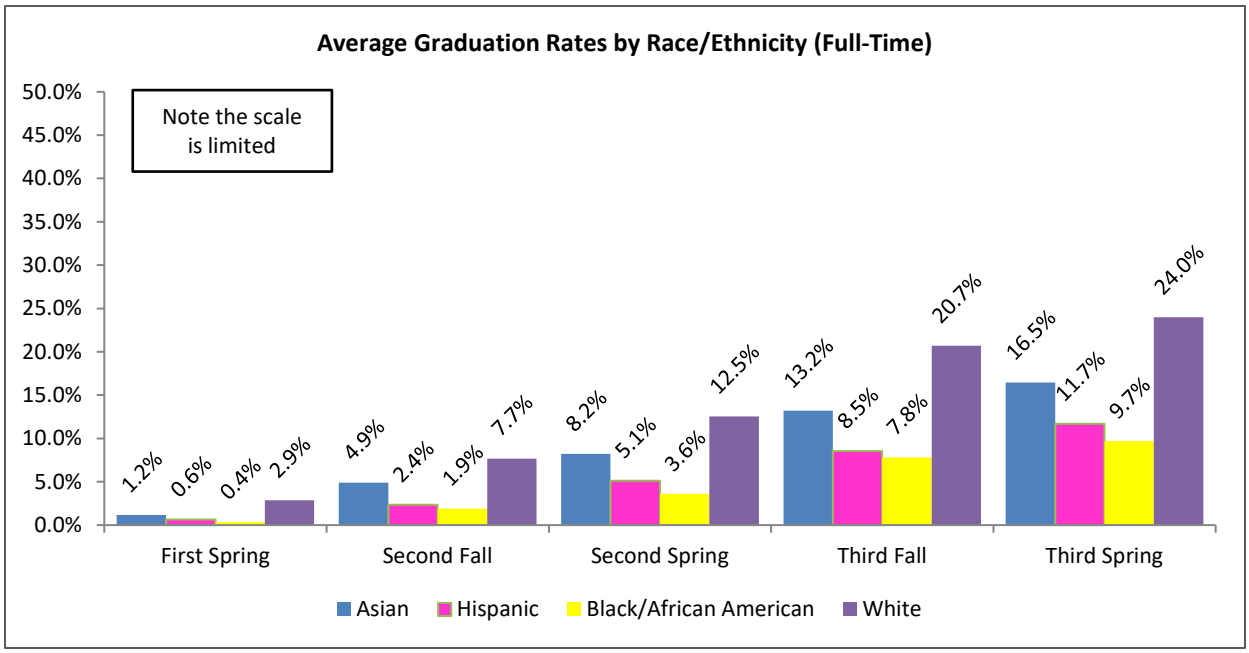


Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

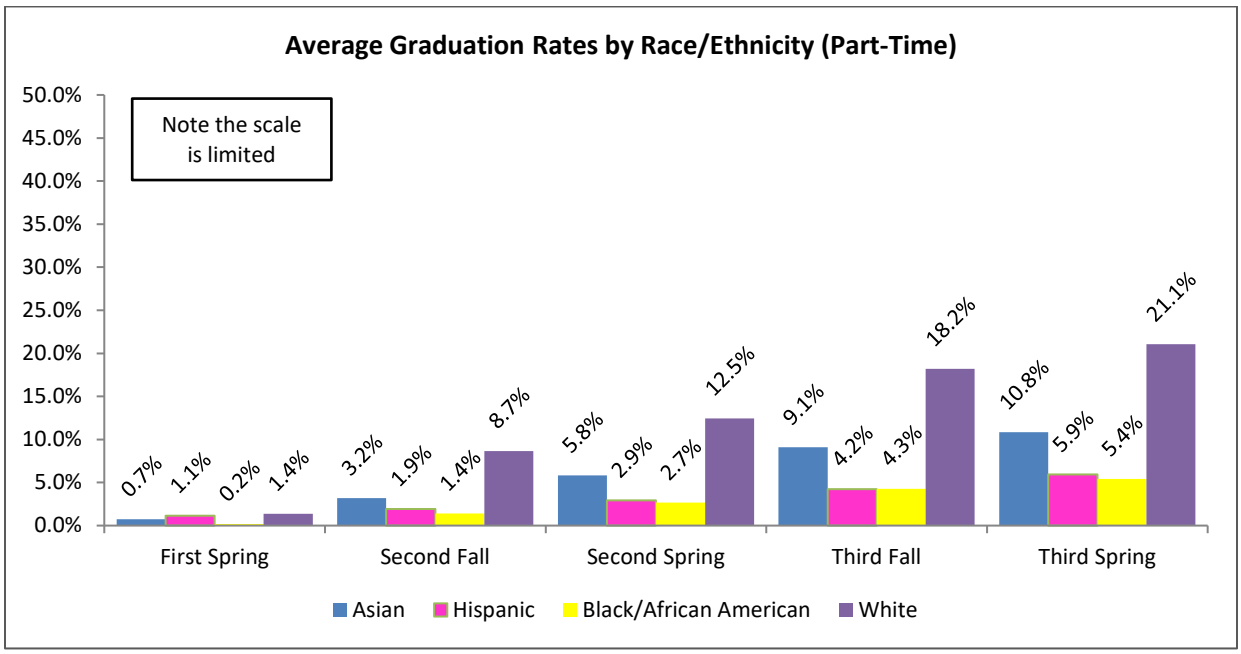
Average Graduation Rates

Graduation rates by second fall and beyond for both full- and part-time students are highest among white students, and lowest among Black/African American students.



Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

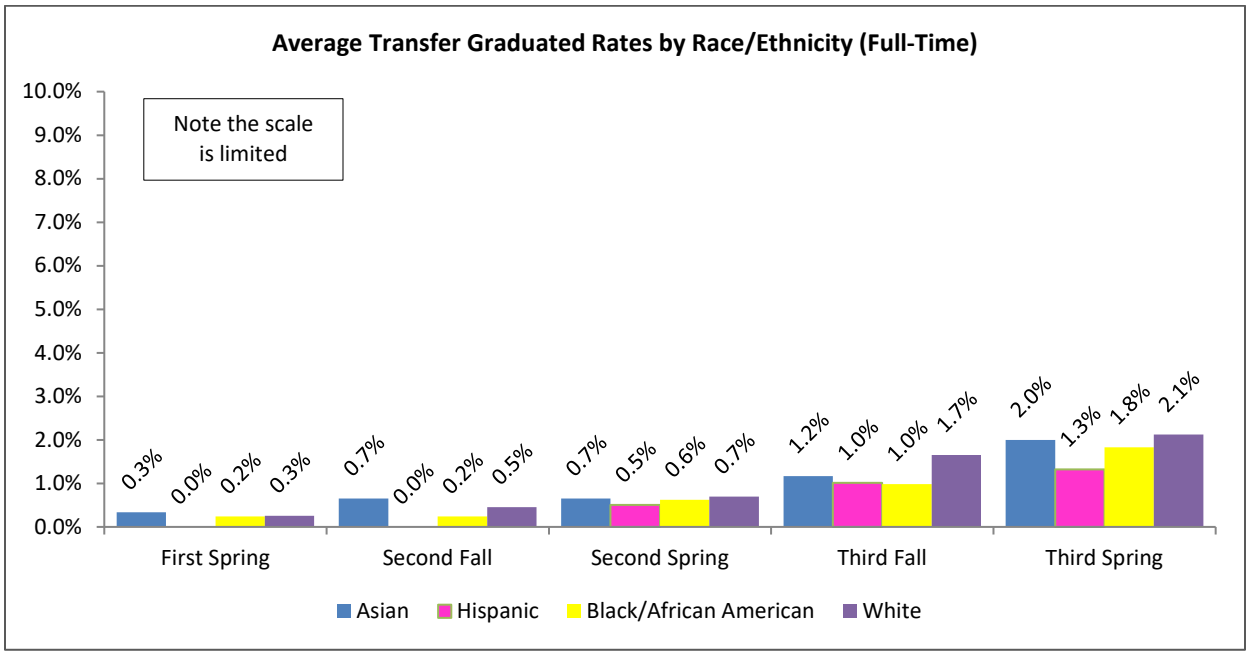


Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

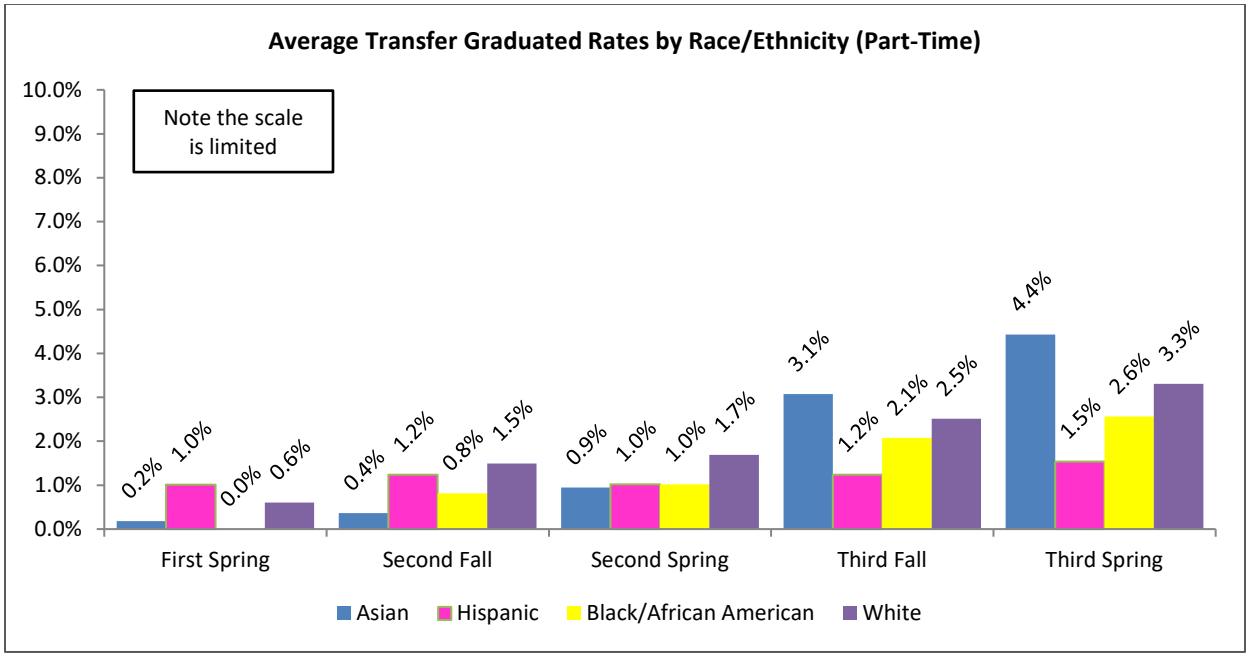
Average Transfer Graduated Rates

Transfer Graduated rates by third fall are very low overall (≤1.7% for full-time students and ≤3.1% for part-time students). They are highest among White full-time students, equally low among the other ethnicities for full-time students, and lowest among Hispanic for part-time students.



Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

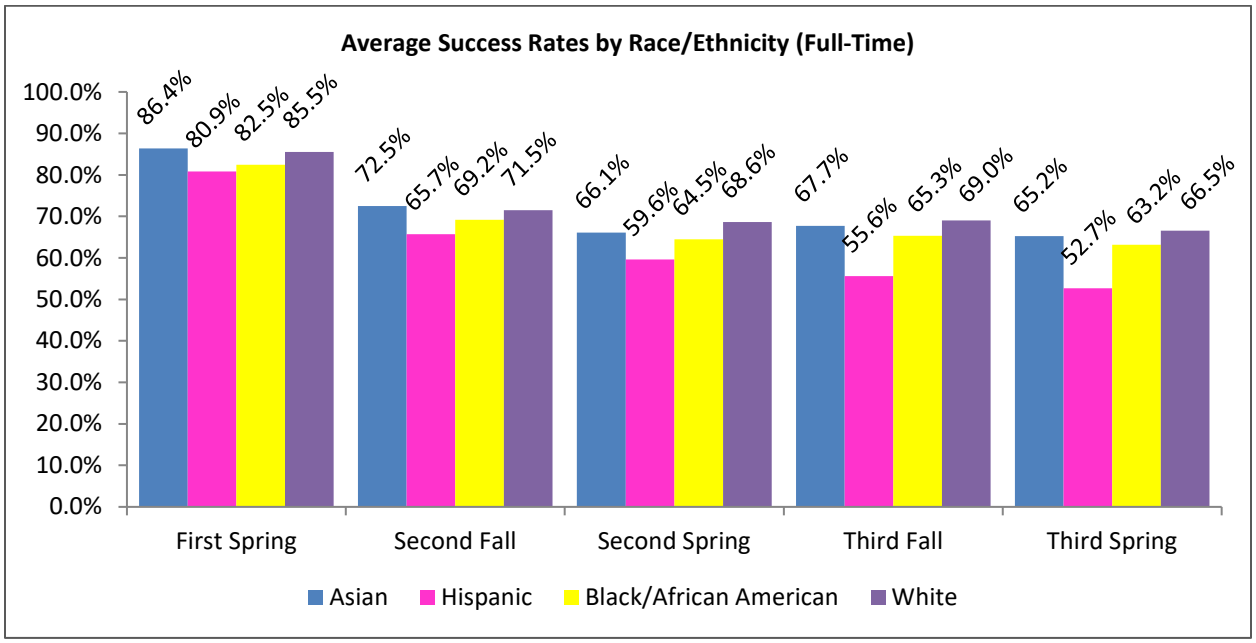


Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

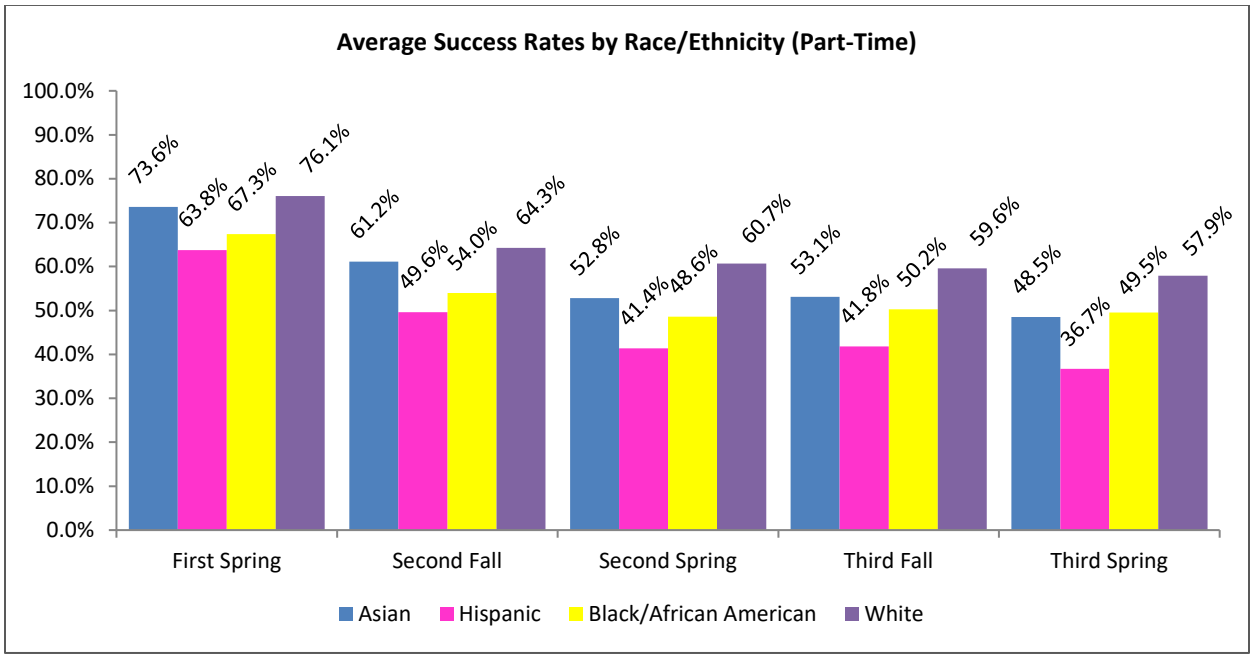
Average Success Rates

The success rate is the percentage of students who have either been retained, transferred, graduated or transfer graduated. At the first spring, the success rates are highest among Asian students and lowest among Hispanic students for full-time students.



Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



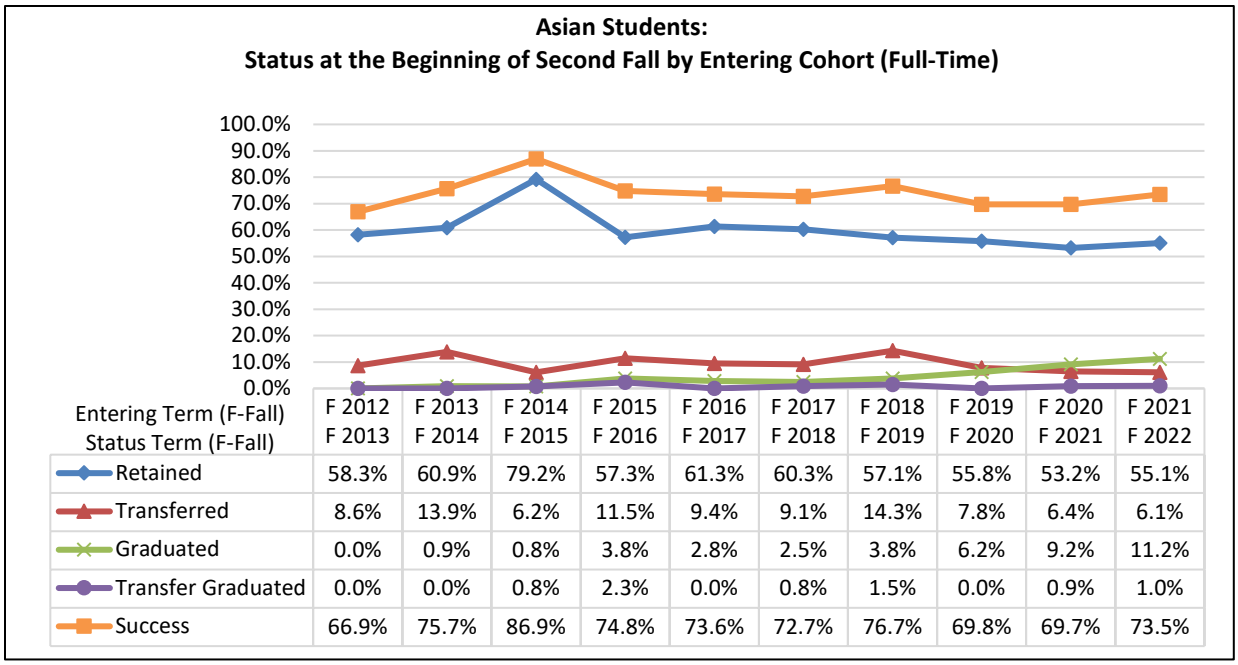
Source: Minnesota State REPL operational database.

Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

Changes over Time: Status at the Beginning of Second Fall by Race/Ethnicity

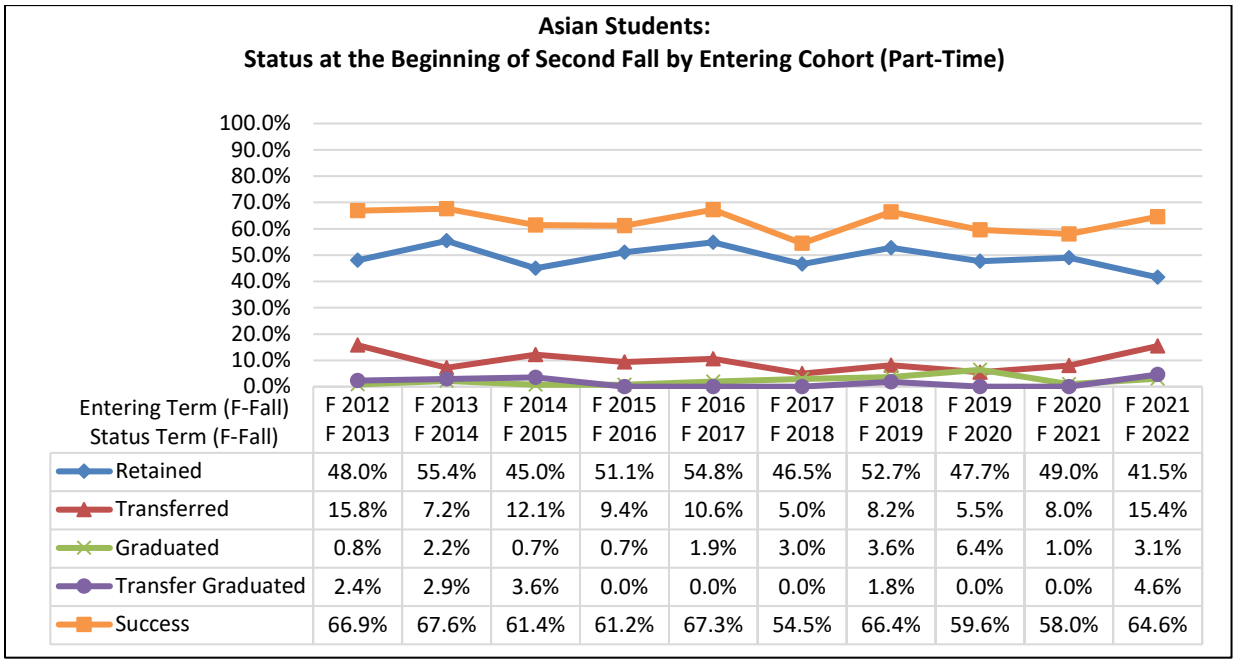
The graphs below are broken out by race/ethnicity and show how retention, transfer, graduation, transfer graduated, and success rates at the second fall (i.e. after one year) compare for the past ten student cohorts, from the cohort entering in fall 2012 to the cohort entering in fall 2021. Caution should be used in interpreting results for some student groups, as the cohort sizes can be relatively small (<50).

Asian Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	58.3%	60.9%	79.2%	57.3%	61.3%	60.3%	57.1%	55.8%	53.2%	55.1%
Transferred	8.6%	13.9%	6.2%	11.5%	9.4%	9.1%	14.3%	7.8%	6.4%	6.1%
Graduated	0.0%	0.9%	0.8%	3.8%	2.8%	2.5%	3.8%	6.2%	9.2%	11.2%
Transfer Graduated	0.0%	0.0%	0.8%	2.3%	0.0%	0.8%	1.5%	0.0%	0.9%	1.0%
Success	66.9%	75.7%	86.9%	74.8%	73.6%	72.7%	76.7%	69.8%	69.7%	73.5%

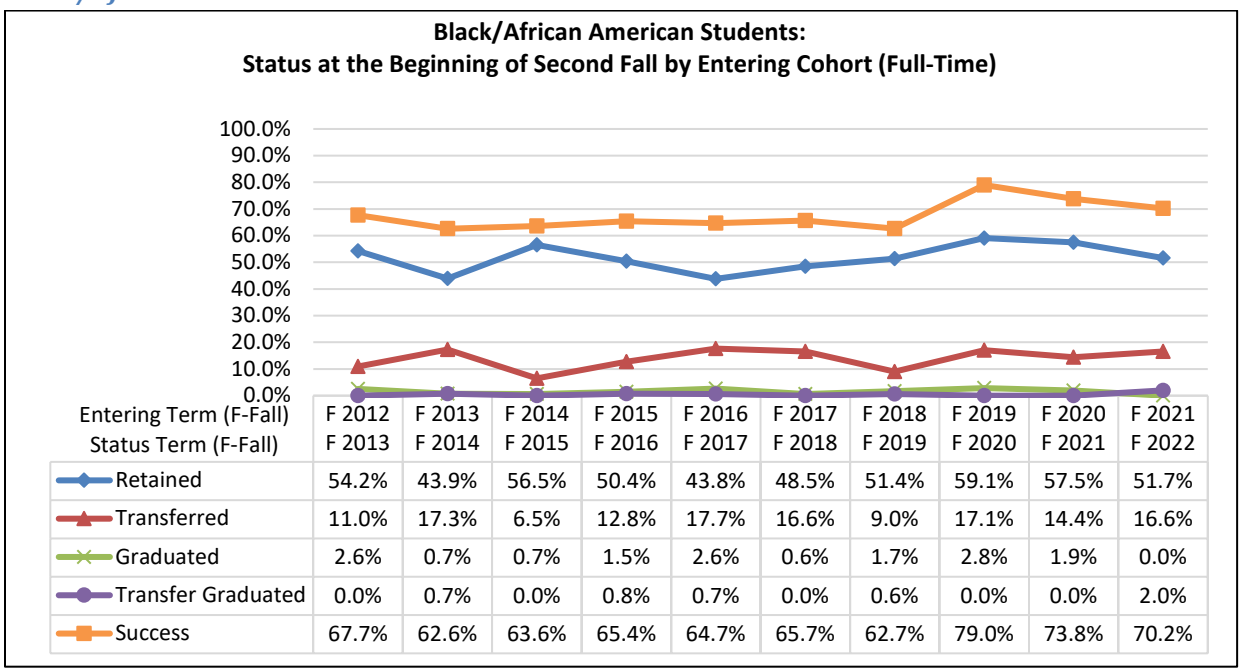
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	48.0%	55.4%	45.0%	51.1%	54.8%	46.5%	52.7%	47.7%	49.0%	41.5%
Transferred	15.8%	7.2%	12.1%	9.4%	10.6%	5.0%	8.2%	5.5%	8.0%	15.4%
Graduated	0.8%	2.2%	0.7%	0.7%	1.9%	3.0%	3.6%	6.4%	1.0%	3.1%
Transfer Graduated	2.4%	2.9%	3.6%	0.0%	0.0%	0.0%	1.8%	0.0%	0.0%	4.6%
Success	66.9%	67.6%	61.4%	61.2%	67.3%	54.5%	66.4%	59.6%	58.0%	64.6%

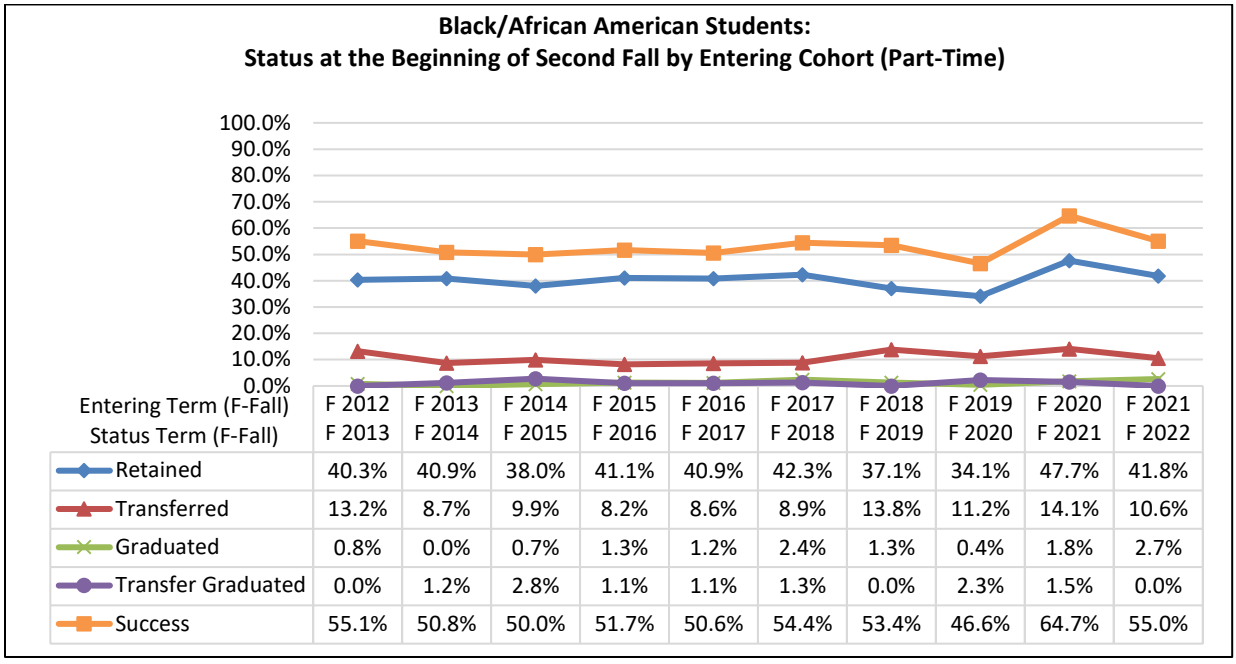
Source: Minnesota State REPL operational database.

Black/African American Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	54.2%	43.9%	56.5%	50.4%	43.8%	48.5%	51.4%	59.1%	57.5%	51.7%
Transferred	11.0%	17.3%	6.5%	12.8%	17.7%	16.6%	9.0%	17.1%	14.4%	16.6%
Graduated	2.6%	0.7%	0.7%	1.5%	2.6%	0.6%	1.7%	2.8%	1.9%	0.0%
Transfer Graduated	0.0%	0.7%	0.0%	0.8%	0.7%	0.0%	0.6%	0.0%	0.0%	2.0%
Success	67.7%	62.6%	63.6%	65.4%	64.7%	65.7%	62.7%	79.0%	73.8%	70.2%

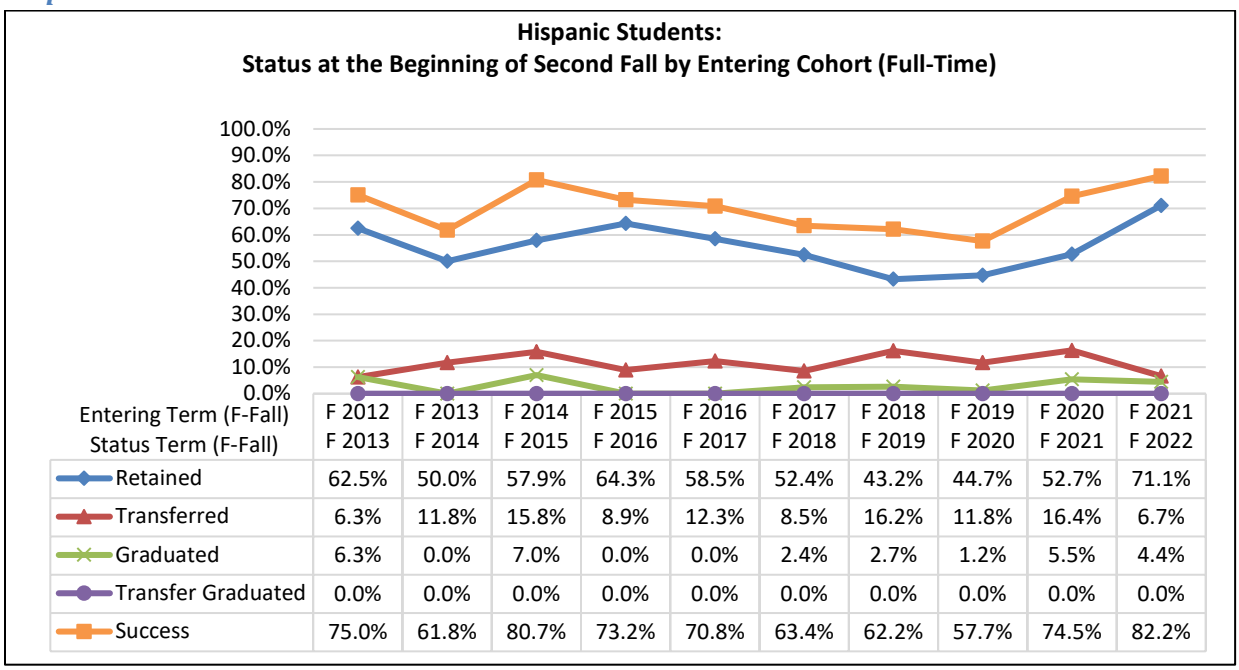
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	40.3%	40.9%	38.0%	41.1%	40.9%	42.3%	37.1%	34.1%	47.7%	41.8%
Transferred	13.2%	8.7%	9.9%	8.2%	8.6%	8.9%	13.8%	11.2%	14.1%	10.6%
Graduated	0.8%	0.0%	0.7%	1.3%	1.2%	2.4%	1.3%	0.4%	1.8%	2.7%
Transfer Graduated	0.0%	1.2%	2.8%	1.1%	1.1%	1.3%	0.0%	2.3%	1.5%	0.0%
Success	55.1%	50.8%	50.0%	51.7%	50.6%	54.4%	53.4%	46.6%	64.7%	55.0%

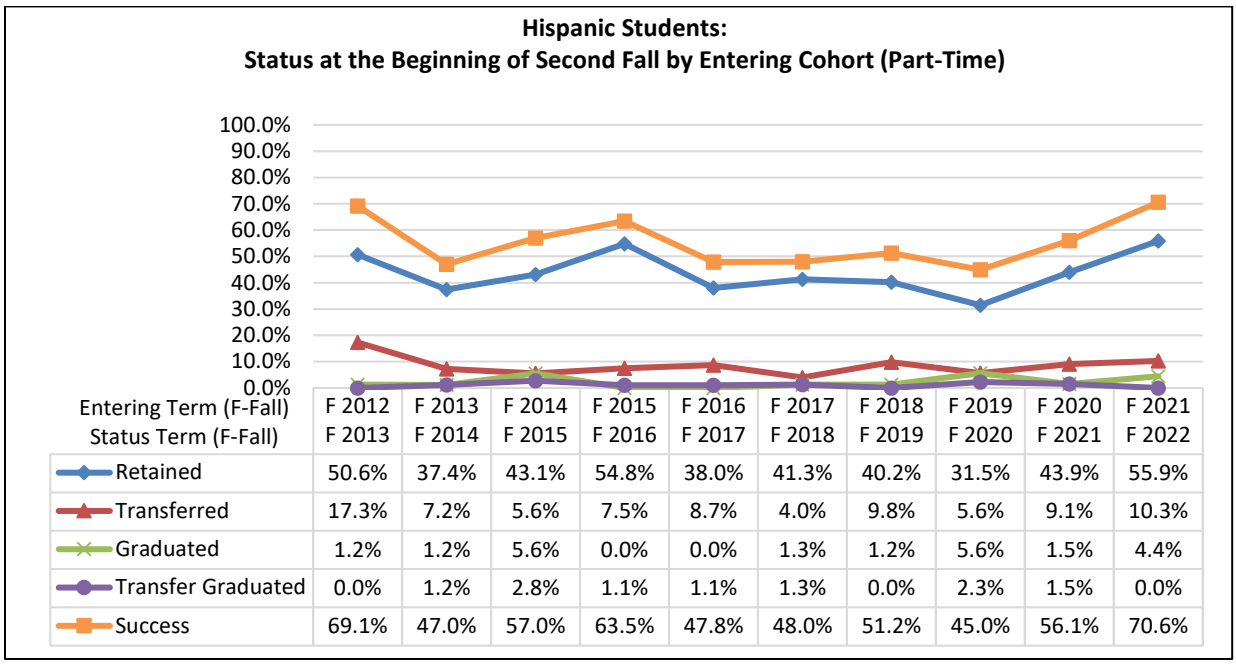
Source: Minnesota State REPL operational database.

Hispanic Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	62.5%	50.0%	57.9%	64.3%	58.5%	52.4%	43.2%	44.7%	52.7%	71.1%
Transferred	6.3%	11.8%	15.8%	8.9%	12.3%	8.5%	16.2%	11.8%	16.4%	6.7%
Graduated	6.3%	0.0%	7.0%	0.0%	0.0%	2.4%	2.7%	1.2%	5.5%	4.4%
Transfer Graduated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Success	75.0%	61.8%	80.7%	73.2%	70.8%	63.4%	62.2%	57.7%	74.5%	82.2%

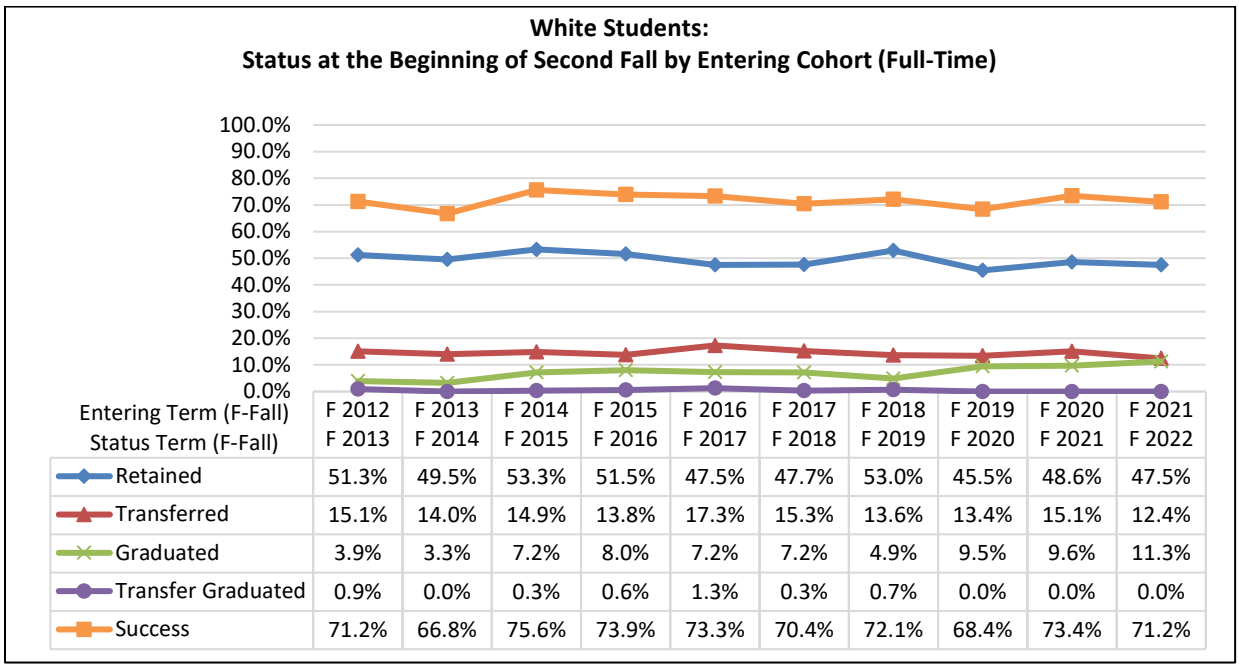
Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	50.6%	37.4%	43.1%	54.8%	38.0%	41.3%	40.2%	31.5%	43.9%	55.9%
Transferred	17.3%	7.2%	5.6%	7.5%	8.7%	4.0%	9.8%	5.6%	9.1%	10.3%
Graduated	1.2%	1.2%	5.6%	0.0%	0.0%	1.3%	1.2%	5.6%	1.5%	4.4%
Transfer Graduated	0.0%	1.2%	2.8%	1.1%	1.1%	1.3%	0.0%	2.3%	1.5%	0.0%
Success	69.1%	47.0%	57.0%	63.5%	47.8%	48.0%	51.2%	45.0%	56.1%	70.6%

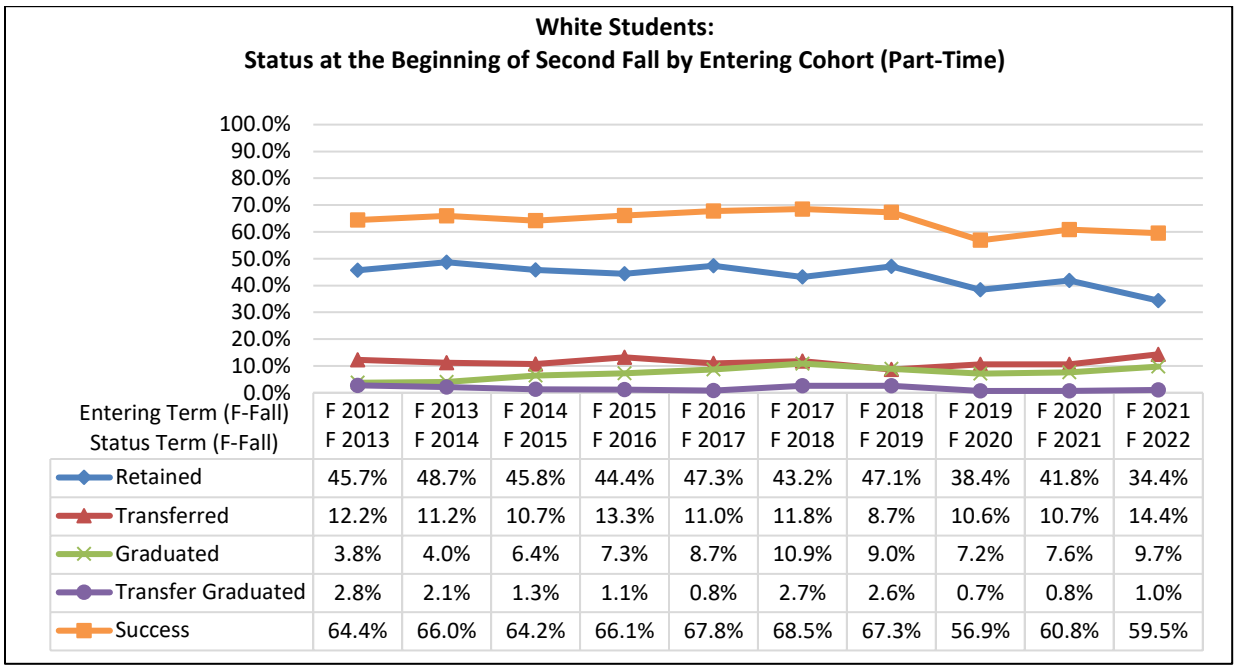
Source: Minnesota State REPL operational database.

White Students



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	51.3%	49.5%	53.3%	51.5%	47.5%	47.7%	53.0%	45.5%	48.6%	47.5%
Transferred	15.1%	14.0%	14.9%	13.8%	17.3%	15.3%	13.6%	13.4%	15.1%	12.4%
Graduated	3.9%	3.3%	7.2%	8.0%	7.2%	7.2%	4.9%	9.5%	9.6%	11.3%
Transfer Graduated	0.9%	0.0%	0.3%	0.6%	1.3%	0.3%	0.7%	0.0%	0.0%	0.0%
Success	71.2%	66.8%	75.6%	73.9%	73.3%	70.4%	72.1%	68.4%	73.4%	71.2%

Source: Minnesota State REPL operational database.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
Retained	45.7%	48.7%	45.8%	44.4%	47.3%	43.2%	47.1%	38.4%	41.8%	34.4%
Transferred	12.2%	11.2%	10.7%	13.3%	11.0%	11.8%	8.7%	10.6%	10.7%	14.4%
Graduated	3.8%	4.0%	6.4%	7.3%	8.7%	10.9%	9.0%	7.2%	7.6%	9.7%
Transfer Graduated	2.8%	2.1%	1.3%	1.1%	0.8%	2.7%	2.6%	0.7%	0.8%	1.0%
Success	64.4%	66.0%	64.2%	66.1%	67.8%	68.5%	67.3%	56.9%	60.8%	59.5%

Source: Minnesota State REPL operational database.

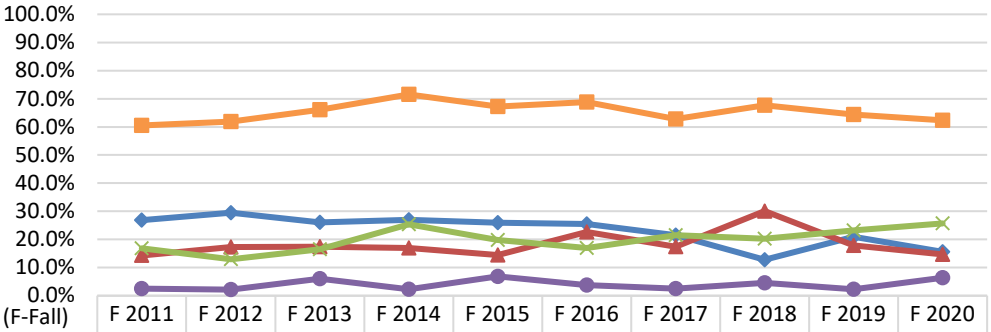
Changes over Time: Status at the End of Third Spring by Race/Ethnicity

The graphs below are broken out by race/ethnicity and full-time/part-time status and show how retention, transfer, graduation, transfer graduated, and success rates at third spring (i.e. after three years) compare for the past ten student cohorts, from the cohort entering in fall 2011 to the cohort entering in fall 2020.

Asian Students

Success rates for Asian students range from 60.5 percent to 71.5 percent across the full-time cohorts and between 43.1 and 67.7 percent for part-time cohorts.

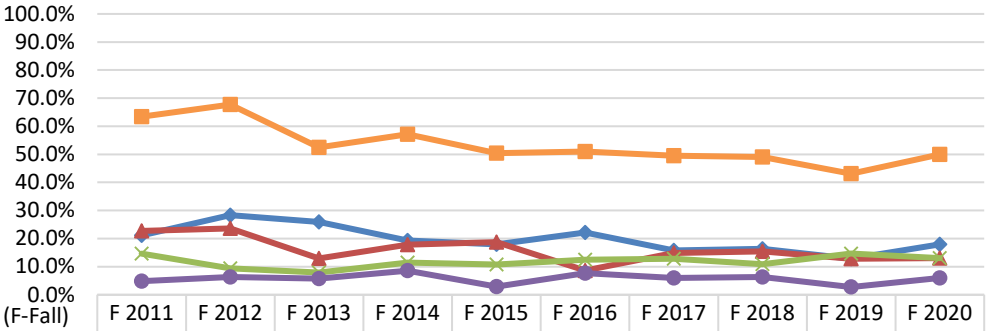
Asian Students:
Status at the End of Third Spring by Entering Cohort (Full-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	26.9%	29.5%	26.1%	26.9%	26.0%	25.5%	21.5%	12.8%	20.9%	15.6%
Transferred	14.3%	17.3%	17.4%	16.9%	14.5%	22.6%	17.4%	30.1%	17.8%	14.7%
Graduated	16.8%	13.0%	16.5%	25.4%	19.9%	17.0%	21.5%	20.3%	23.3%	25.7%
Transfer Graduated	2.5%	2.2%	6.1%	2.3%	6.9%	3.8%	2.5%	4.5%	2.3%	6.4%
Success	60.5%	61.9%	66.1%	71.5%	67.2%	68.9%	62.8%	67.7%	64.4%	62.4%

Source: Minnesota State REPL operational database

Asian Students:
Status at the End of Third Spring by Entering Cohort (Part-Time)

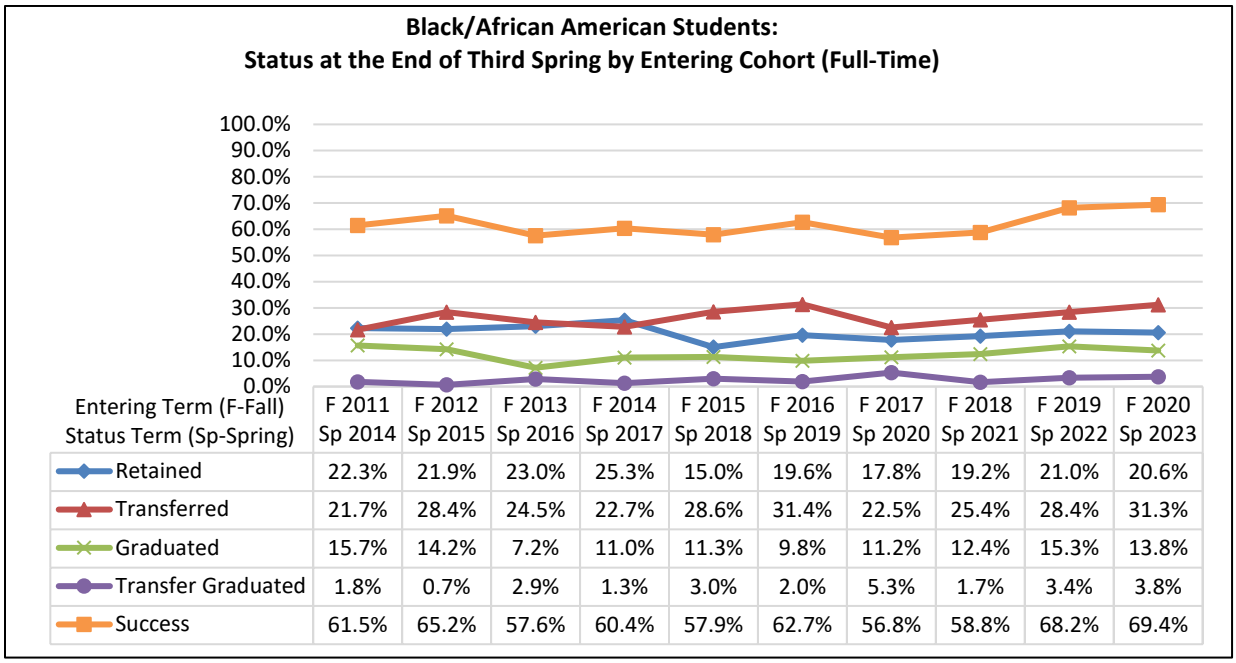


Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	21.1%	28.4%	25.9%	19.3%	18.0%	22.1%	15.8%	16.4%	12.8%	18.0%
Transferred	22.8%	23.6%	13.0%	17.9%	18.7%	8.7%	14.9%	15.5%	12.8%	13.0%
Graduated	14.6%	9.5%	7.9%	11.4%	10.8%	12.5%	12.9%	10.9%	14.7%	13.0%
Transfer Graduated	4.9%	6.3%	5.8%	8.6%	2.9%	7.7%	5.9%	6.4%	2.8%	6.0%
Success	63.4%	67.7%	52.5%	57.2%	50.4%	51.0%	49.5%	49.1%	43.1%	50.0%

Source: Minnesota State REPL operational database

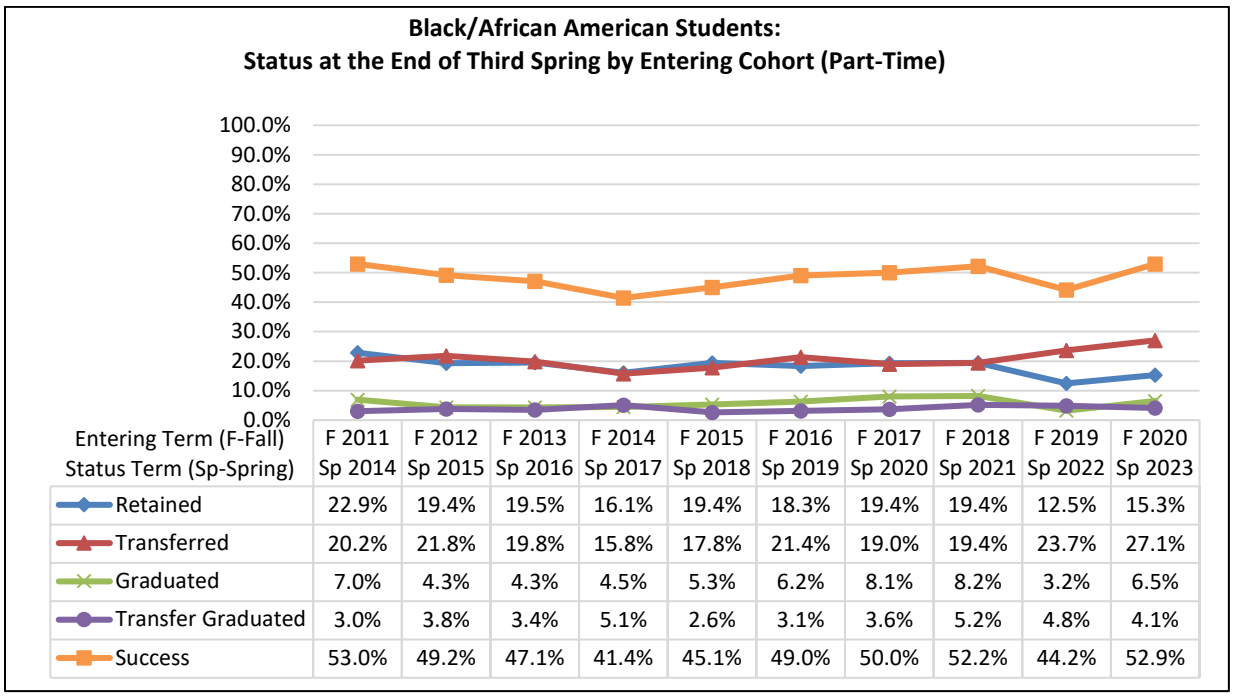
Black/African American Students

Success rates for Black/African American full-time students range from 57.6 percent to 69.4 percent across the cohorts. Part-time students ranged from 41.4 percent to 53.0 percent.



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	22.3%	21.9%	23.0%	25.3%	15.0%	19.6%	17.8%	19.2%	21.0%	20.6%
Transferred	21.7%	28.4%	24.5%	22.7%	28.6%	31.4%	22.5%	25.4%	28.4%	31.3%
Graduated	15.7%	14.2%	7.2%	11.0%	11.3%	9.8%	11.2%	12.4%	15.3%	13.8%
Transfer Graduated	1.8%	0.7%	2.9%	1.3%	3.0%	2.0%	5.3%	1.7%	3.4%	3.8%
Success	61.5%	65.2%	57.6%	60.4%	57.9%	62.7%	56.8%	58.8%	68.2%	69.4%

Source: Minnesota State REPL operational database



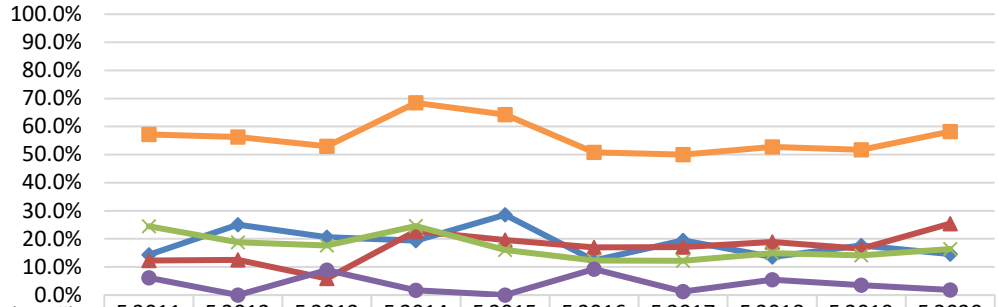
Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	22.9%	19.4%	19.5%	16.1%	19.4%	18.3%	19.4%	19.4%	12.5%	15.3%
Transferred	20.2%	21.8%	19.8%	15.8%	17.8%	21.4%	19.0%	19.4%	23.7%	27.1%
Graduated	7.0%	4.3%	4.3%	4.5%	5.3%	6.2%	8.1%	8.2%	3.2%	6.5%
Transfer Graduated	3.0%	3.8%	3.4%	5.1%	2.6%	3.1%	3.6%	5.2%	4.8%	4.1%
Success	53.0%	49.2%	47.1%	41.4%	45.1%	49.0%	50.0%	52.2%	44.2%	52.9%

Source: Minnesota State REPL operational database

Hispanic Students

Success rates for Hispanic students ranged from 50.8 percent to 68.4 percent across the full-time cohorts and the contributing measures have been more inconstant in part due to smaller numbers of students. Part-time student success rates range from 32.9 to 58.0 percent across the cohorts.

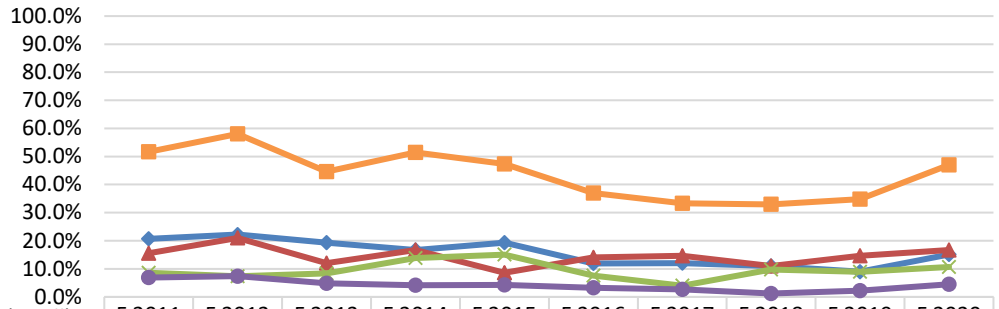
Hispanic Students:
Status at the End of Third Spring by Entering Cohort (Full-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	14.3%	25.0%	20.6%	19.3%	28.6%	12.3%	19.5%	13.5%	17.7%	14.6%
Transferred	12.2%	12.5%	5.9%	22.8%	19.6%	16.9%	17.1%	18.9%	16.5%	25.5%
Graduated	24.5%	18.8%	17.7%	24.6%	16.1%	12.3%	12.2%	14.9%	14.1%	16.4%
Transfer Graduated	6.1%	0.0%	8.8%	1.8%	0.0%	9.2%	1.2%	5.4%	3.5%	1.8%
Success	57.1%	56.3%	52.9%	68.4%	64.3%	50.8%	50.0%	52.7%	51.8%	58.2%

Source: Minnesota State REPL operational database

Hispanic Students:
Status at the End of Third Spring by Entering Cohort (Part-Time)



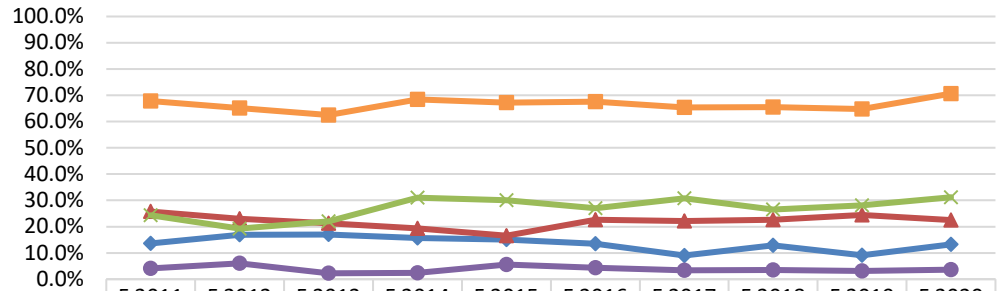
Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	20.7%	22.2%	19.3%	16.7%	19.4%	12.0%	12.0%	11.0%	9.0%	15.2%
Transferred	15.5%	21.0%	12.1%	16.7%	8.6%	14.1%	14.7%	11.0%	14.6%	16.7%
Graduated	8.6%	7.4%	8.4%	13.9%	15.1%	7.6%	4.0%	9.8%	9.0%	10.6%
Transfer Graduated	6.9%	7.4%	4.8%	4.2%	4.3%	3.3%	2.7%	1.2%	2.3%	4.6%
Success	51.7%	58.0%	44.6%	51.4%	47.3%	37.0%	33.3%	32.9%	34.8%	47.0%

Source: Minnesota State REPL operational database

White Students

Success rates for white students range from 62.5 percent to 70.6 percent across the full-time cohorts and from 51.7 to 61.7 percent across the part-time cohorts. Historically, the success rate has trended consistently, however there has been more recent fluctuation in the factors contributing to the success measurement (i.e., retention, transfer, graduation, and transfer graduated).

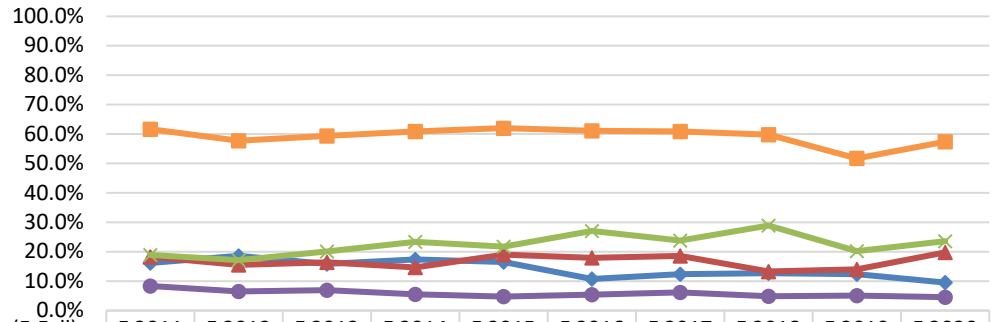
White Students:
Status at the End of Third Spring by Entering Cohort (Full-Time)



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	13.7%	16.9%	17.0%	15.7%	15.0%	13.5%	9.0%	12.9%	9.1%	13.3%
Transferred	25.7%	23.0%	21.3%	19.4%	16.6%	22.6%	22.1%	22.7%	24.5%	22.5%
Graduated	24.4%	19.3%	22.0%	31.0%	30.1%	27.0%	30.8%	26.5%	28.1%	31.2%
Transfer Graduated	4.1%	6.0%	2.3%	2.4%	5.5%	4.4%	3.4%	3.5%	3.2%	3.7%
Success	67.9%	65.2%	62.5%	68.4%	67.2%	67.6%	65.4%	65.5%	64.8%	70.6%

Source: Minnesota State REPL operational database

White American Students:
Status at the End of Third Spring by Entering Cohort (Part-Time)



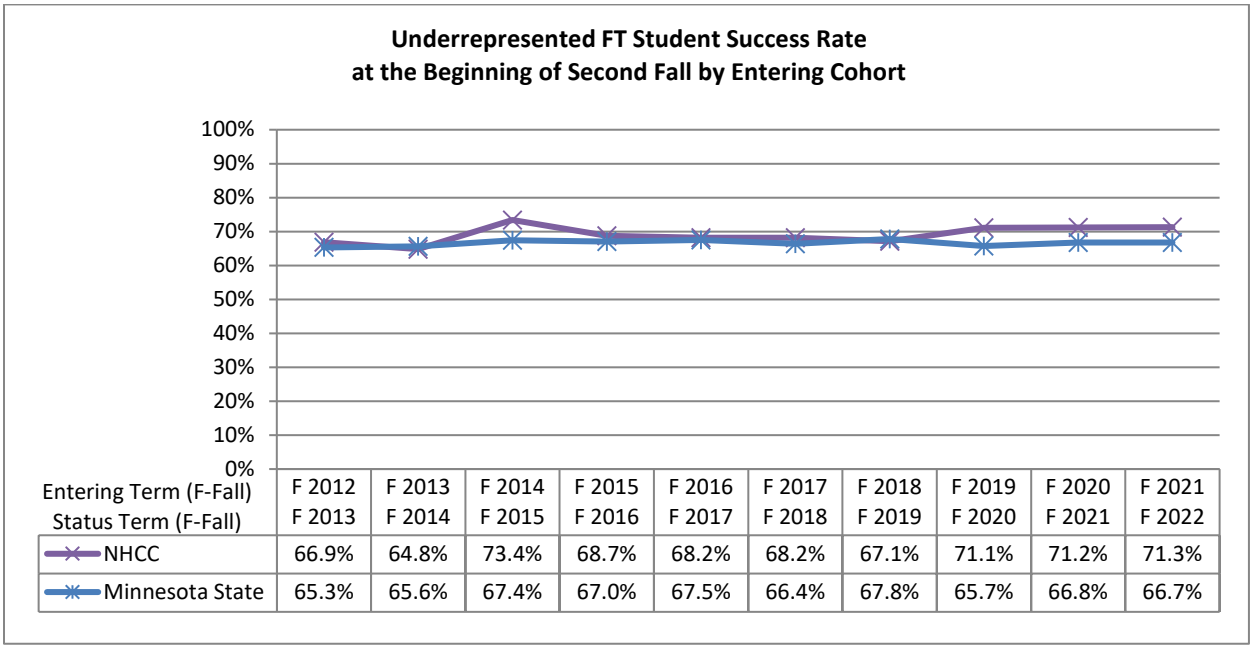
Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
Retained	16.2%	18.6%	15.9%	17.3%	16.5%	10.7%	12.4%	12.7%	12.3%	9.5%
Transferred	18.2%	15.5%	16.4%	14.7%	19.0%	17.9%	18.5%	13.3%	14.0%	19.8%
Graduated	18.9%	17.1%	20.1%	23.3%	21.7%	27.1%	23.8%	28.9%	20.2%	23.6%
Transfer Graduated	8.4%	6.5%	7.0%	5.6%	4.8%	5.4%	6.2%	4.9%	5.1%	4.6%
Success	61.7%	57.8%	59.3%	60.9%	62.0%	61.1%	60.9%	59.8%	51.7%	57.4%

Source: Minnesota State REPL operational database

Underrepresented Student Second Fall and Third Spring Persistence and Completion Rates

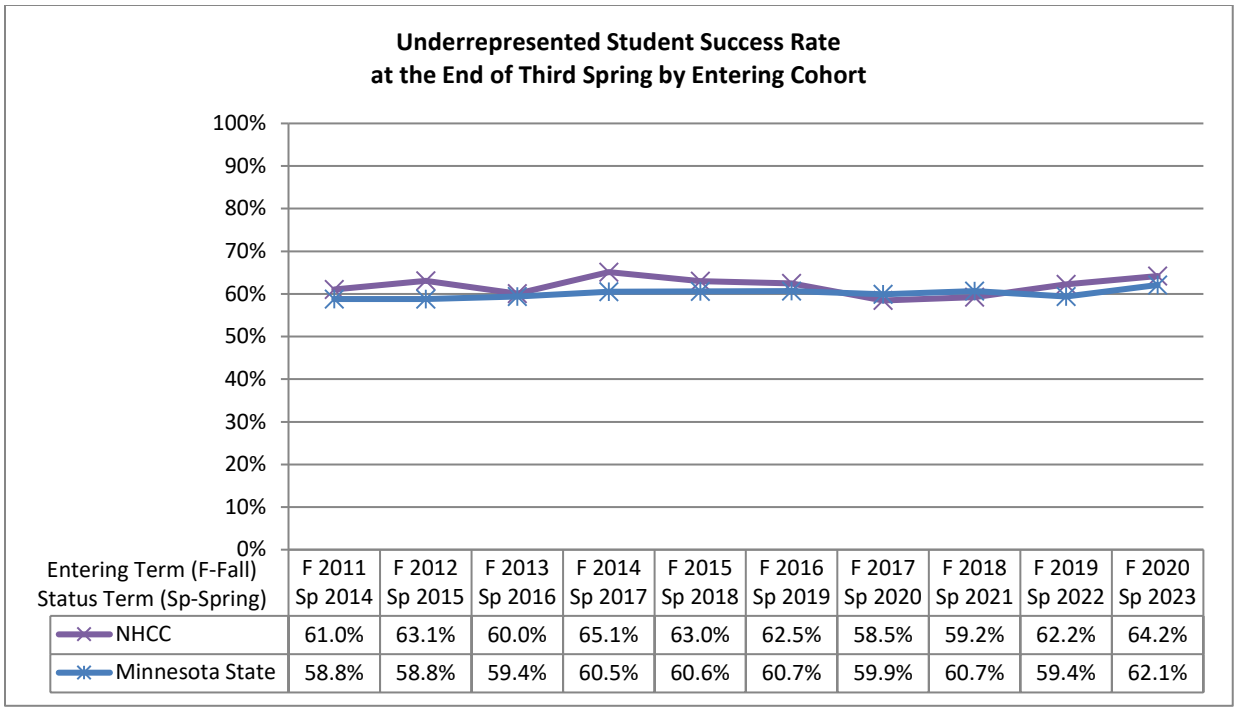
Underrepresented students have at least one of the following characteristics: (1) student of color, (2) low income or (3) first generation. The persistence and completion rate at second fall shows the percent of students who are either persisting at North Hennepin, have transferred to another institution, have graduated, or transfer graduated by the beginning of the cohort's second fall semester. This measure includes only full-time regular and transfer students who are underrepresented and entered the college in the fall semester. Comparison data is provided as an average for all Minnesota State two-year community colleges.

Two graphs below show underrepresented student persistence and completion rate at the beginning of second fall and at the end of third spring.



Entering Term (F-Fall) / Status Term (F-Fall)	F 2012 F 2013	F 2013 F 2014	F 2014 F 2015	F 2015 F 2016	F 2016 F 2017	F 2017 F 2018	F 2018 F 2019	F 2019 F 2020	F 2020 F 2021	F 2021 F 2022
NHCC	66.9%	64.8%	73.4%	68.7%	68.2%	68.2%	67.1%	71.1%	71.2%	71.3%
Minnesota State	65.3%	65.6%	67.4%	67.0%	67.5%	66.4%	67.8%	65.7%	66.8%	66.7%

Source: Minnesota State REPL operational database.
Minnesota State Student Persistence and Completion Analytic Tool.



Entering Term (F-Fall) / Status Term (Sp-Spring)	F 2011 Sp 2014	F 2012 Sp 2015	F 2013 Sp 2016	F 2014 Sp 2017	F 2015 Sp 2018	F 2016 Sp 2019	F 2017 Sp 2020	F 2018 Sp 2021	F 2019 Sp 2022	F 2020 Sp 2023
NHCC	61.0%	63.1%	60.0%	65.1%	63.0%	62.5%	58.5%	59.2%	62.2%	64.2%
Minnesota State	58.8%	58.8%	59.4%	60.5%	60.6%	60.7%	59.9%	60.7%	59.4%	62.1%

Source: Minnesota State REPL operational database
Minnesota State Student Persistence and Completion Analytic Tool

Status of Graduates within One Year of Graduation by Program

The table below shows employment status of NHCC graduates after one year of graduation. All information is gathered by using the MN State Graduate Follow-Up Survey distributed to all graduated students inside of one fiscal year. Survey responses were provided either by graduates or individuals who know the graduates and their employment relatedness to program of study.

The results below represent students from the 2021-22 graduating class with suppression applied:

- For counts: If counts are <10 then "<10" is displayed instead of the counts.
- For %'s: If counts are <10 then "*" is displayed instead of percent.

Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continue Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Employment	Related Employment Rate
.NET Programming - Certificate (110202)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Academic English Language Proficiency - Certificate (230101)											
0	0	0	<10	0	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Accounting - Associate of Science (520301)											
<10	<10	0	0	0	0	0	0	<10	<10	<10	100.0%
*	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	
Accounting Skills - Certificate (520302)											
<10	<10	0	0	<10	<10	0	0	<10	<10	<10	75.0%
*	*	0.0%	0.0%	*	*	0.0%	0.0%	*	*	*	
Accounting Technology - Associate of Applied Science (520302)											
<10	0	0	0	<10	0	0	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	
Accounting Transfer Pathway - Associate of Science (520301)**											
<10	0	0	0	<10	0	0	<10	13	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	100.0%	*	*	
Accounting, Management, and Computer Information Systems - Certificate (520407)											
13	<10	0	0	89	<10	0	<10	114	16	17	94.1%
11.4%	*	0.0%	0.0%	78.1%	*	0.0%	*	100.0%	14.0%	14.9%	
American Sign Language - Certificate (161601)											
<10	0	0	0	<10	<10	0	<10	<10	<10	<10	50.0%
*	0.0%	0.0%	0.0%	*	*	0.0%	*	*	*	*	
Application Programming - Certificate (110201)											
<10	0	0	0	47	0	0	<10	52	<10	<10	100.0%
*	0.0%	0.0%	0.0%	90.4%	0.0%	0.0%	*	100.0%	*	*	
Art Transfer Pathway - Associate of Fine Arts (500702)**											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Biology - Associate of Science (260101)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Biology Transfer Pathway - Associate of Science (260101)**											
0	0	0	0	<10	0	0	<10	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	
Building Inspection - Certificate (460403)											
14	0	<10	<10	<10	<10	0	12	33	14	19	73.7%
42.4%	0.0%	*	*	*	*	0.0%	36.4%	100.0%	42.4%	57.6%	
Business Administration - Associate of Science (520201)											
<10	0	0	0	0	0	0	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	
Business Communications and Technology Essentials - Certificate (520501)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Business Computer Systems and Management - Associate of Applied Science (521201)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Business Computer Systems and Management - Associate of Science (521201)											
0	<10	<10	0	<10	0	0	<10	<10	<10	<10	50.0%
0.0%	*	*	0.0%	*	0.0%	0.0%	*	*	*	*	

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Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continue Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Employment	Related Employment Rate
Business Principles - Certificate (520101)											
17	<10	<10	0	87	<10	0	<10	119	19	23	82.6%
14.3%	*	*	0.0%	73.1%	*	0.0%	*	100.0%	16.0%	19.3%	
Business Transfer Pathway - Associate of Science (520101)**											
10	<10	<10	0	24	0	0	<10	40	13	14	92.9%
25.0%	*	*	0.0%	60.0%	0.0%	0.0%	*	100.0%	32.5%	35.0%	
Chemistry Transfer Pathway - Associate of Science (400501)**											
<10	0	0	0	0	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	
Communication and Computer Skills - Certificate (520407)											
<10	<10	<10	0	74	<10	0	10	92	<10	<10	62.5%
*	*	*	0.0%	80.4%	*	0.0%	10.9%	100.0%	*	*	
Communication Studies Transfer Pathway - Associate of Arts (240101)**											
<10	<10	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Computer Science - Associate of Science (110701)											
10	<10	0	0	<10	<10	0	<10	20	11	12	91.7%
50.0%	*	0.0%	0.0%	*	*	0.0%	*	100.0%	55.0%	60.0%	
Computer Science Transfer Pathway - Associate of Science (110701)**											
0	0	0	0	10	0	0	<10	12	0	0	N/A
0.0%	0.0%	0.0%	0.0%	83.3%	0.0%	0.0%	*	100.0%	0.0%	0.0%	
Construction Management - Certificate (460412)											
<10	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Construction Management and Supervision - Associate of Science (522001)											
<10	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Construction Quality Assurance and Quality Control - Certificate (151001)											
<10	0	0	0	0	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	
Construction Technology - Associate of Science (469999)											
<10	0	0	0	0	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	
Creative Writing - Associate of Fine Arts (231302)											
0	0	0	0	0	0	<10	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	
Criminal Justice - Associate of Science (430104)											
<10	<10	<10	<10	<10	0	0	<10	12	<10	<10	66.7%
*	*	*	*	*	0.0%	0.0%	*	100.0%	*	*	
Data Science - Associate of Science (110401)											
<10	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
E-Commerce Essentials - Certificate (520208)											
0	0	0	0	<10	0	0	<10	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	
Economics Transfer Pathway - Associate of Arts (240101)**											
0	0	0	0	0	0	0	<10	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	
Education - Associate of Science (130101)											
0	<10	0	0	<10	0	<10	<10	15	<10	<10	100.0%
0.0%	*	0.0%	0.0%	*	0.0%	*	*	100.0%	*	*	
English Transfer Pathway - Associate of Arts (240101)**											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Entrepreneurship - Associate of Applied Science (520701)											
<10	0	0	0	0	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	
Entrepreneurship - Certificate (520701)											
<10	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Exercise Science Transfer Pathway - Associate of Science (310505)**											
0	<10	0	<10	<10	0	0	0	<10	<10	<10	100.0%
0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%	*	*	*	

Continue to on the next page.

Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continue Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Employment	Related Employment Rate
Finance and Investments - Certificate (520803)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Finance Management - Associate of Applied Science (520801)											
<10	0	0	0	0	0	0	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	
Graphic Design - Associate of Science (500409)											
<10	<10	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Health - Associate of Science (510000)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Health Sciences Broad Field - Associate of Science (510000)											
0	<10	0	0	11	0	0	<10	14	<10	<10	100.0%
0.0%	*	0.0%	0.0%	78.6%	0.0%	0.0%	*	100.0%	*	*	
Human Services - Associate of Science (440000)											
<10	<10	0	0	14	<10	0	0	19	<10	<10	80.0%
*	*	0.0%	0.0%	73.7%	*	0.0%	0.0%	100.0%	*	*	
Law Enforcement - Associate of Science (430107)											
<10	<10	0	0	<10	<10	0	<10	13	<10	<10	87.5%
*	*	0.0%	0.0%	*	*	0.0%	*	100.0%	*	*	
Liberal Arts and Sciences - Associate of Arts (240101)											
26	20	<10	<10	140	<10	<10	42	245	46	56	82.1%
10.6%	8.2%	*	*	57.1%	*	*	17.1%	100.0%	18.8%	22.9%	
Management - Associate of Applied Science (520201)											
<10	0	0	0	<10	0	0	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	
Management - Certificate (520201)											
<10	0	<10	0	29	0	0	<10	35	<10	<10	75.0%
*	0.0%	*	0.0%	82.9%	0.0%	0.0%	*	100.0%	*	*	
Marketing - Associate of Applied Science (521401)											
<10	0	<10	0	<10	0	0	<10	<10	<10	<10	75.0%
*	0.0%	*	0.0%	*	0.0%	0.0%	*	*	*	*	
Mathematics - Associate of Science (270101)											
<10	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Mathematics Transfer Pathway - Associate of Arts (240101)**											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Medical Lab Technology - Associate of Applied Science (511004)											
<10	0	0	0	<10	0	0	<10	11	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	100.0%	*	*	
Microsoft Office Essentials - Certificate (520407)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Microsoft Office Principles - Certificate (520407)											
<10	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Microsoft Office Specialist - Certificate (520407)											
<10	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Music - Associate of Fine Arts (500901)											
0	<10	0	0	0	0	0	0	<10	<10	<10	100.0%
0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	
Nursing (MANE) - Associate of Science (513801)											
13	16	<10	0	16	<10	0	10	57	29	31	93.5%
22.8%	28.1%	*	0.0%	28.1%	*	0.0%	17.5%	100.0%	50.9%	54.4%	
Nutrition - Associate of Science (190501)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Object-Oriented Programming - Certificate (110201)											
<10	0	0	0	47	0	0	<10	52	<10	<10	100.0%
*	0.0%	0.0%	0.0%	90.4%	0.0%	0.0%	*	100.0%	*	*	

Continue to on the next page.

Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continue Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Employment	Related Employment Rate
Paralegal - Associate of Science (220302)											
<10	<10	<10	<10	<10	0	0	<10	16	10	11	90.9%
*	*	*	*	*	0.0%	0.0%	*	100.0%	62.5%	68.8%	
Paralegal - Certificate (220302)											
12	0	0	0	<10	0	0	0	14	12	12	100.0%
85.7%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	100.0%	85.7%	85.7%	
Peace Officer/Public Safety Transfer Pathway - Associate of Science (430107)											
<10	<10	0	0	0	0	<10	<10	11	<10	<10	100.0%
*	*	0.0%	0.0%	0.0%	0.0%	*	*	100.0%	*	*	
Phlebotomy Technician - Certificate (511009)											
<10	<10	0	0	13	<10	0	<10	24	<10	<10	66.7%
*	*	0.0%	0.0%	54.2%	*	0.0%	*	100.0%	*	*	
Political Science Transfer Pathway - Associate of Arts (240101)**											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Pre-Engineering - Associate of Science (140102)											
<10	<10	0	0	<10	0	0	<10	<10	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	
Project Management Essentials - Certificate (520211)											
0	<10	0	0	<10	0	0	<10	<10	<10	<10	100.0%
0.0%	*	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	
Psychology Transfer Pathway - Associate of Arts (240101)**											
<10	0	0	0	<10	0	0	<10	13	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	100.0%	*	*	
Studio Arts - Associate of Fine Arts (500702)											
<10	0	0	0	<10	0	<10	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	*	*	*	
Theatre Transfer Pathway - Associate of Fine Arts (500501)**											
0	0	0	0	0	0	0	<10	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	
Web Graphic Design, Programming and e-Commerce - Certificate (110801)											
0	0	0	0	<10	0	0	<10	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	
Wellness Coach - Certificate (510001)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Written Communication Technologies - Certificate (520407)											
<10	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	

Source: Minnesota State Graduate Follow-up Survey

NOTES:

1) Graduates or individuals who know the graduates provided this information, including the relatedness of employment to the program of study.

2) Related Employment Part-time includes graduates who reported related employment but did not indicate the number of hours worked per week.

3) Unavailability for Employment includes graduates who chose not to seek work, were unable to work, or were international students who returned to their homelands.

4) Status Unknown includes graduates who could not be located or did not respond to requests for information.

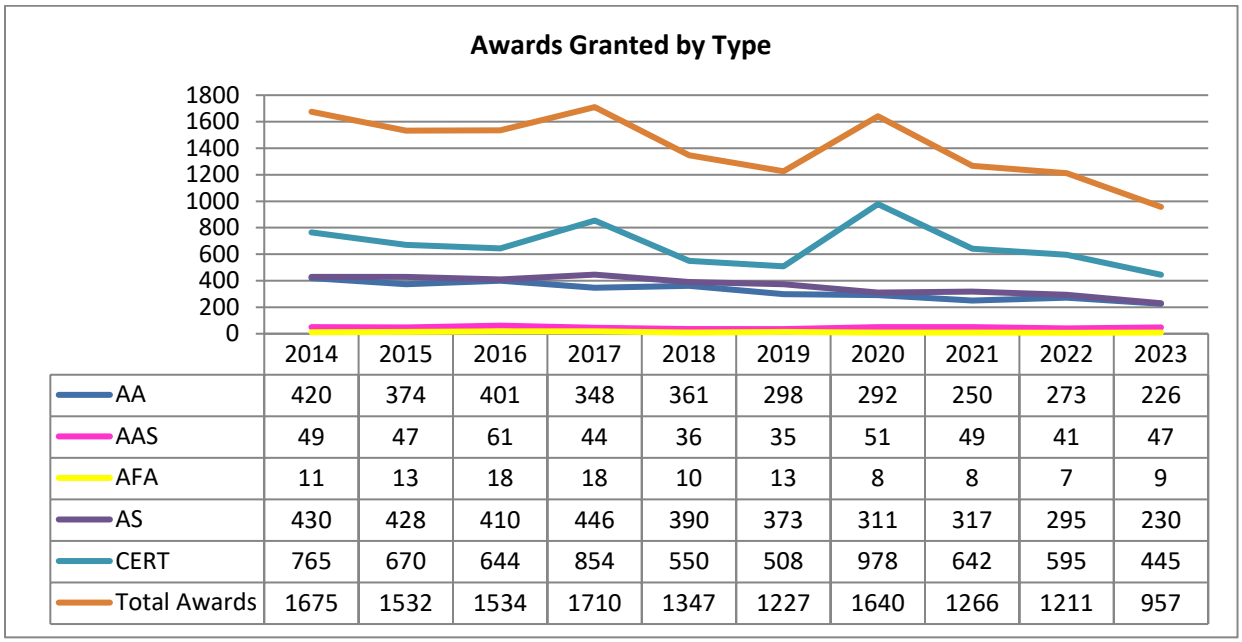
5) Categories of employment can include some graduates who also reported continuing education but indicated that employment was their preferred classification.

6) Continuing Education can include some graduates who also reported employment but indicated that continuing education was their preferred classification.

7) Related Employment Rate has calculated as Total Related Work as a percent of Total Available for Related Employment.
8) Total Related Work is a sum of Related Work Full-time and Related Work Part-time (both come from the survey). Total Available for Related Employment is the sum of Related Work (FT or PT), Available for Work but Unemployed and Unrelated Work Seeking Related.
9) Sums of percentages might not equal total percentages due to rounding.
10) N/A ("Not Applicable") is displayed when there are no graduates available for Related Employment.
11) **- This program is designed as a transfer degree to prepare students for further education and not necessarily employment.

Awards Granted

NHCC awarded 230 AS degrees, 226 AA degrees, and 9 AFA degrees in FY2023. Additionally, 47 AAS degrees and 445 certificates were granted in FY2023 (data as of 01/31/2024).



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
AA	420	374	401	348	361	298	292	250	273	226
AAS	49	47	61	44	36	35	51	49	41	47
AFA	11	13	18	18	10	13	8	8	7	9
AS	430	428	410	446	390	373	311	317	295	230
CERT	765	670	644	854	550	508	978	642	595	445
Total Awards	1675	1532	1534	1710	1347	1227	1640	1266	1211	957

Source: Minnesota State REPL operational database.
Note: Data as of 01/31/2024.

In the tables below, degrees and certificates by program are broken out for the past ten years.

Associate Degrees Granted by Program

Program	Associate Degrees Granted by FY									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Accounting	30	36	38	40	32	29	11	8	4	0
Accounting Technology	7	9	13	8	4	1	9	6	9	8
Accounting Transfer Pathway	0	0	0	0	0	0	1	11	13	12
Art Transfer Pathway	0	0	0	0	0	0	0	0	1	2
Biology	0	1	0	0	5	3	1	3	3	1
Biology Transfer Pathway	0	0	0	0	0	2	7	5	6	7
Building Inspection Technology	3	1	1	0	0	0	0	0	0	0
Business Administration	56	59	70	72	81	47	33	16	5	1
Business Computer Systems and Management	27	18	17	15	13	14	10	14	6	6
Business Transfer Pathway	0	0	0	0	0	4	21	33	40	21
Chemistry	3	3	2	3	1	3	2	0	0	1
Chemistry Transfer Pathway	0	0	0	0	0	0	0	0	1	1
Communication Studies Transfer Pathway	0	0	0	0	0	4	9	4	5	4
Computer Science	16	30	30	37	37	33	25	17	20	9
Computer Science Transfer Pathway	0	0	0	0	0	0	4	8	12	16
Construction Management and Supervision	4	5	4	4	6	2	6	5	2	1
Construction Technology	0	0	0	0	0	0	0	2	1	2
Corporate Wellness	0	0	0	0	0	1	0	2	0	0
Corrections	0	0	0	0	0	0	0	0	0	2
Creative Writing	4	4	5	5	4	5	1	4	1	4
Criminal Justice	30	48	28	36	26	27	27	17	12	12
Data Science	0	0	0	0	0	0	0	0	3	4
Economics Transfer Pathway	0	0	0	0	0	0	3	1	1	3
Education	0	0	1	7	10	18	16	9	16	10
Engineering Broad Field	0	0	0	0	0	0	0	0	0	1
English Transfer Pathway	0	0	0	0	0	0	0	1	3	1
Entrepreneurship	3	3	6	1	2	3	5	3	2	1
Environmental Science	0	0	0	0	0	0	0	0	0	1
Exercise Science	0	0	0	3	6	3	4	3	2	1
Exercise Science Transfer Pathway	0	0	0	0	0	0	1	0	1	0
Finance Management	1	4	3	4	1	4	2	3	4	5
Graphic Design	17	23	13	11	10	12	11	13	9	14
Health	0	0	0	0	0	0	0	1	1	0
Health Sciences Broad Field	0	0	0	6	6	8	9	11	14	6
Histotechnology	3	3	2	0	2	0	0	0	0	0
Human Services	0	0	0	0	3	15	14	20	19	11
Individualized Studies	8	6	3	2	3	3	1	1	0	1
Law Enforcement	56	43	39	30	30	34	36	29	13	9
Law Enforcement Transfer Pathway	0	0	0	0	0	0	0	1	11	10
Liberal Arts and Sciences	420	374	401	348	361	292	272	237	245	196
Management	7	5	9	9	5	7	8	8	8	11
Marketing	4	4	2	7	9	7	8	8	6	6
Mathematics	1	2	6	10	3	1	3	0	2	0
Mathematics Transfer Pathway	0	0	0	0	0	2	3	4	4	2

Continue to on the next page.

Program	Associate Degrees Granted by FY									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Medical Lab Technology	18	18	18	12	9	7	15	16	11	11
Music	0	1	6	4	1	2	4	0	1	2
Nursing	130	115	5	9	0	3	2	0	0	24
Nursing (MANE)	0	0	119	126	97	91	46	72	57	29
Nutrition	0	0	0	0	0	0	0	0	1	2
Paralegal	45	30	26	33	19	22	16	14	16	17
Physical Education	6	4	5	4	2	0	1	0	0	0
Political Science Transfer Pathway	0	0	0	0	0	0	2	1	2	1
Pre-Engineering	4	5	11	1	4	4	7	7	6	3
Psychology Transfer Pathway	0	0	0	0	0	0	3	2	13	18
Sociology Transfer Pathway	0	0	0	0	0	0	0	0	0	1
Studio Arts	5	7	7	4	3	2	2	3	3	0
Theatre	2	1	0	5	2	2	0	0	0	0
Theatre Transfer Pathway	0	0	0	0	0	2	1	1	1	1

Source: Minnesota State REPL operational database.

Certificates Granted by Program

Program	Certificates Granted by FY									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
.NET Programming	6	14	3	1	1	3	6	0	1	0
Academic English Language Proficiency	61	9	12	23	2	3	2	2	1	0
Accounting Essentials	62	43	47	22	7	0	1	0	0	0
Accounting Management and Computer Info Systems	0	0	0	0	0	0	298	135	114	107
Accounting Skills	0	0	0	0	0	0	3	2	5	4
Advertising	16	0	0	0	0	0	0	0	0	0
American Sign Language	14	8	12	12	5	9	3	6	5	14
Application Programming	38	40	33	50	57	41	36	69	52	68
Building Inspection	5	9	24	36	36	25	16	16	33	21
Building Inspection Technology	6	19	0	0	0	0	0	0	0	0
Business Communications and Technology Essentia	0	0	0	0	3	2	2	4	3	3
Business Communications Essentials	7	0	3	7	0	0	0	0	0	0
Business Principles	124	146	135	188	119	144	126	69	119	4
Chemical Laboratory Assistant	0	0	1	0	0	0	0	0	0	0
Communication and Computer Skills	0	0	0	0	0	0	210	95	92	73
Construction Management	4	3	3	3	0	0	4	1	2	0
Construction Quality Assurance and Quality Control	0	0	0	0	0	0	0	0	1	1
Desktop Publishing Essentials	6	0	0	0	0	2	0	0	0	0
Digital Knowledge Analysis	0	0	0	0	0	0	0	0	0	4
E-Commerce Essentials	8	16	17	6	7	4	10	7	5	0
E-Commerce Professional	3	1	3	0	2	0	0	0	0	0
Entrepreneurship	60	57	70	54	3	3	2	1	2	1
Finance and Investments	0	1	4	0	2	1	0	0	1	0
Game Programming	0	0	0	1	1	0	0	1	0	2
General Accounting	3	1	1	0	0	0	0	0	0	0
General Marketing	32	0	0	0	0	0	0	0	0	0
Internet Programming	12	9	5	4	5	5	2	0	0	0
Leadership Essentials	21	2	0	0	0	0	0	0	0	4

Continue to the next page.

Program	Certificates Granted by FY									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Management	62	104	91	89	49	57	40	25	35	15
Marketing and Sales	17	19	12	12	3	2	3	1	0	0
Marketing Specialist	0	0	0	0	0	0	0	0	0	1
Microsoft Office Administrative Professional	3	1	2	0	0	1	0	0	0	0
Microsoft Office Essentials	11	19	25	25	22	12	9	9	4	5
Microsoft Office Fundamentals	20	8	16	1	1	1	0	0	0	0
Microsoft Office Principles	0	0	0	0	0	7	15	7	9	0
Microsoft Office Specialist	4	1	5	4	2	0	4	1	2	1
Microsoft Office Technical Professional	0	0	0	0	0	1	0	0	0	0
Object-Oriented Programming	47	36	30	49	46	34	32	59	52	65
Paralegal	28	16	24	21	16	13	12	7	14	17
Personal Trainer	4	2	3	3	4	1	4	3	0	2
Phlebotomy Technician	0	0	0	0	0	0	0	0	24	23
Project Management Essentials	0	0	7	9	12	7	7	6	6	0
Public Works	16	36	21	15	7	0	0	0	0	0
Sales	14	27	13	0	0	0	0	0	0	0
Small Business Accounting	39	13	8	214	131	111	113	107	0	0
Spanish Language	3	6	9	5	4	2	5	2	0	1
Web Graphic Design, Programming and e-Commerce	7	4	5	0	2	4	0	0	3	1
Wellness Coach	0	0	0	0	1	0	1	1	2	0
Word Processing Essentials	2	0	0	0	0	0	1	0	0	0
Written Communication Technologies	0	0	0	0	0	13	11	6	8	8

Source: Minnesota State REPL operational database.

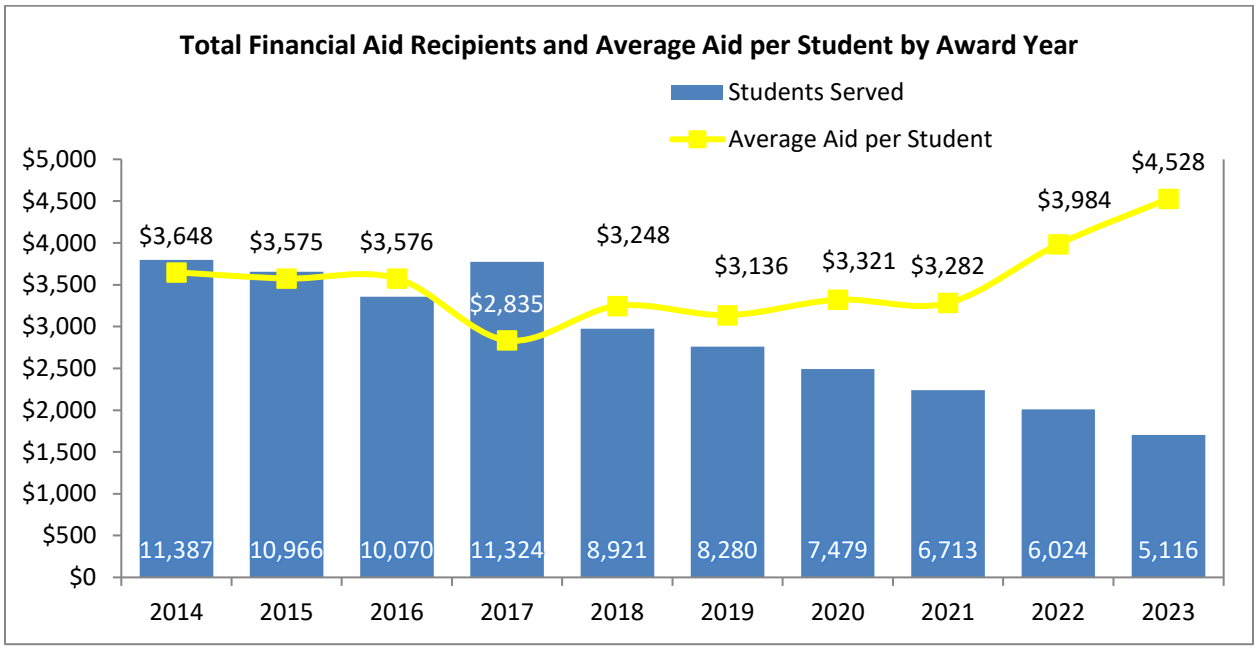
Financial Aid Awarded

Total Financial Aid Recipients

Financial aid awarded to students includes Pell grants, Minnesota State grants, and subsidized and unsubsidized Stafford loans. The details of these awards are described on the following pages.

The Financial Aid charts below show the total number of financial aid recipients and average aid by Award Year. The Award Year begins with the fall term and ends the following summer. It is named for the calendar year in which the award year ends. For example, Award Year 2023 (AY2023) includes fall 2022, spring 2023 and summer 2023.

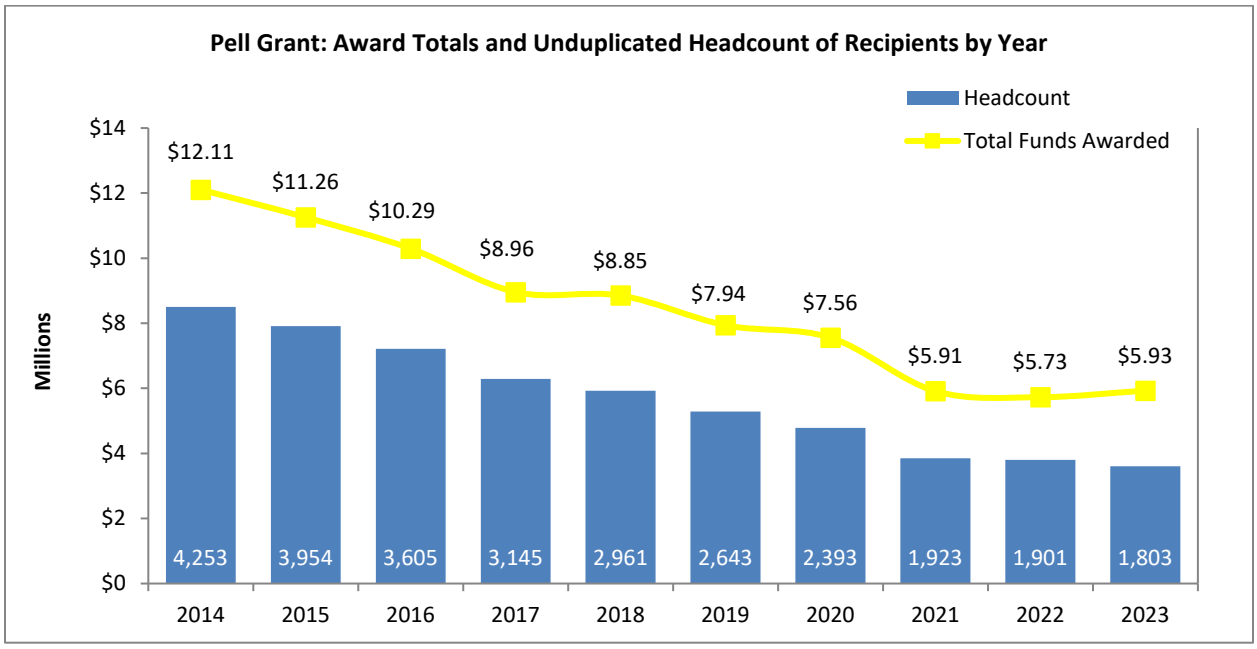
The total number of financial aid recipients was 5,116 in AY2023, a 15 percent decrease from the previous AY2022. The average aid per student increased to $4,528 in AY2023.



Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2022, Report ID FA0012CP.
MN State Colleges and Universities, Financial Aid System, FA Student Status Summary Report, Report ID FA0040CP.

Pell Grants

Since AY2014, recipients' numbers and dollar amounts have decreased by 58 and 51 percent, respectively. The economy, changes in eligibility criteria, and student demographics have all contributed to the overall decrease in Pell grants. About 1,800 students received a Pell Grant with $5.93 million distributed in AY2023.

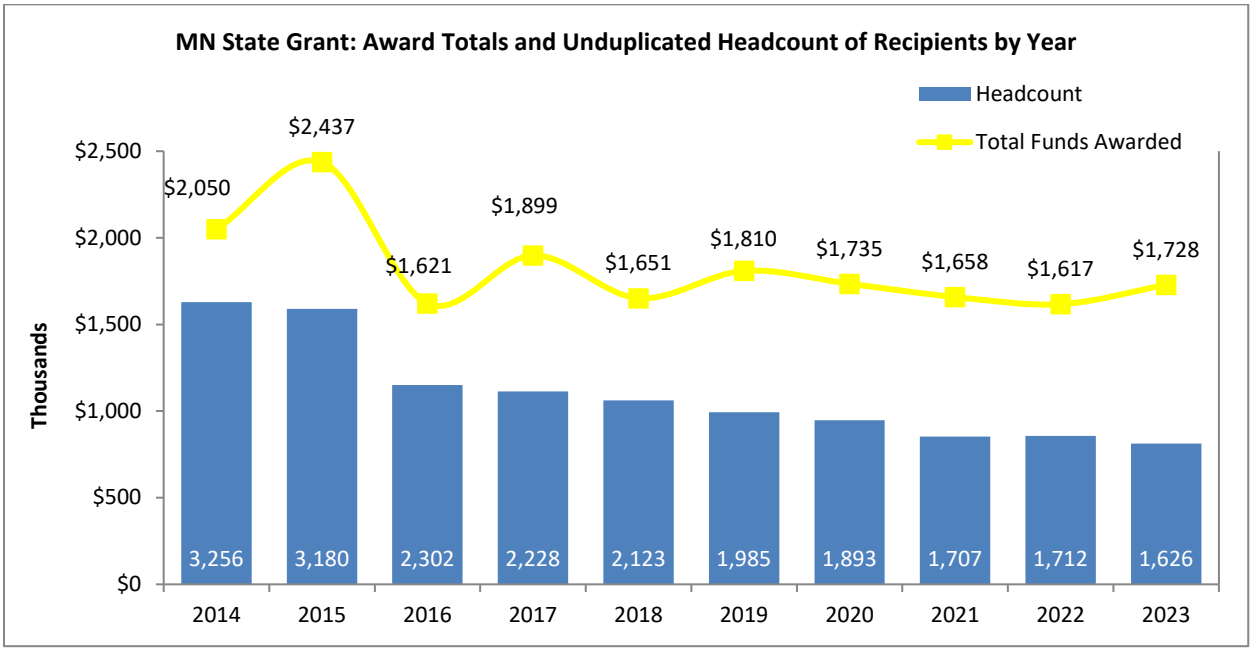


Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2022, Report ID FA0012CP

Minnesota State Grants

Over 1,600 students received MN State grants in the award year 2023, or 5 percent less than AY2022. The total amount distributed in Minnesota state grants increased by 7 percent. The unduplicated headcount of students receiving MN State grants decreased by 50 percent between AY2014 and AY2023. However, at the same time frame, the total MN State grant dollars awarded each year decreased by only 16 percent.

The economy, the level of state appropriations, changes in eligibility criteria, and changing student demographics have each contributed to the changes in MN State grants. The drop in number and amount from AY2015 to AY2016 is primarily the result of a declining average credit lead, a general increase in the percentage of part-time students, and an overall decrease in enrollment.

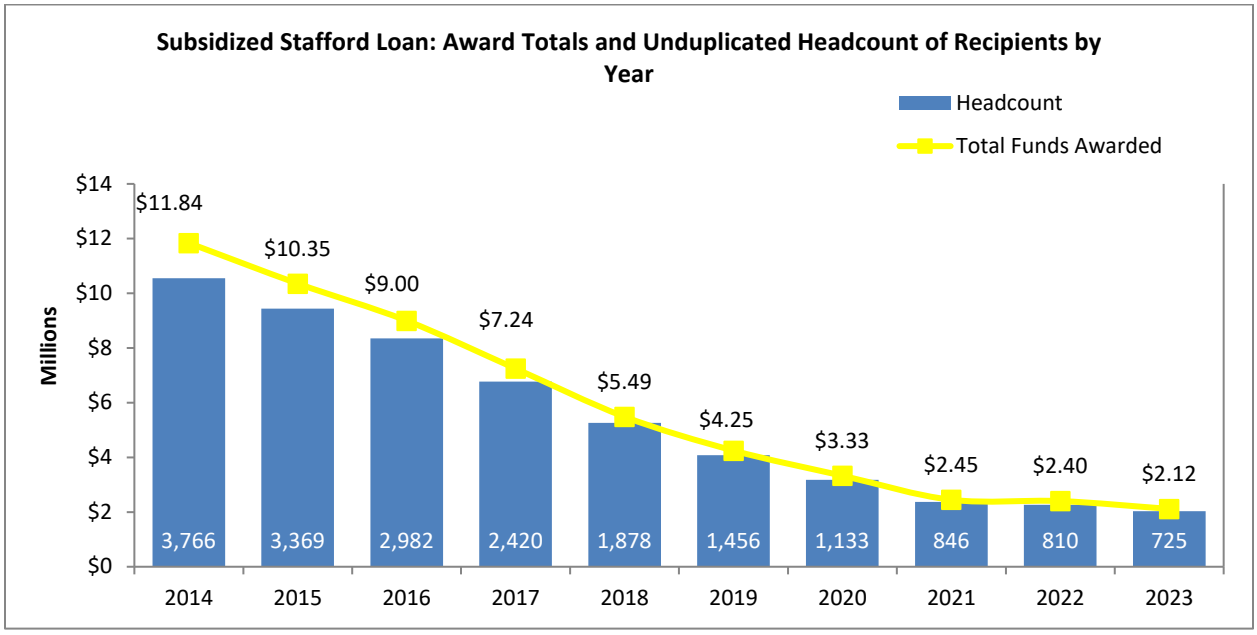


Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2022, Report ID FA0012CP

Subsidized Stafford Loan

In AY2023, 725 students received subsidized Stafford loans. The total dollars distributed was $2.12 million. These numbers are 10 and 12 percent, respectively, less than in AY2022.

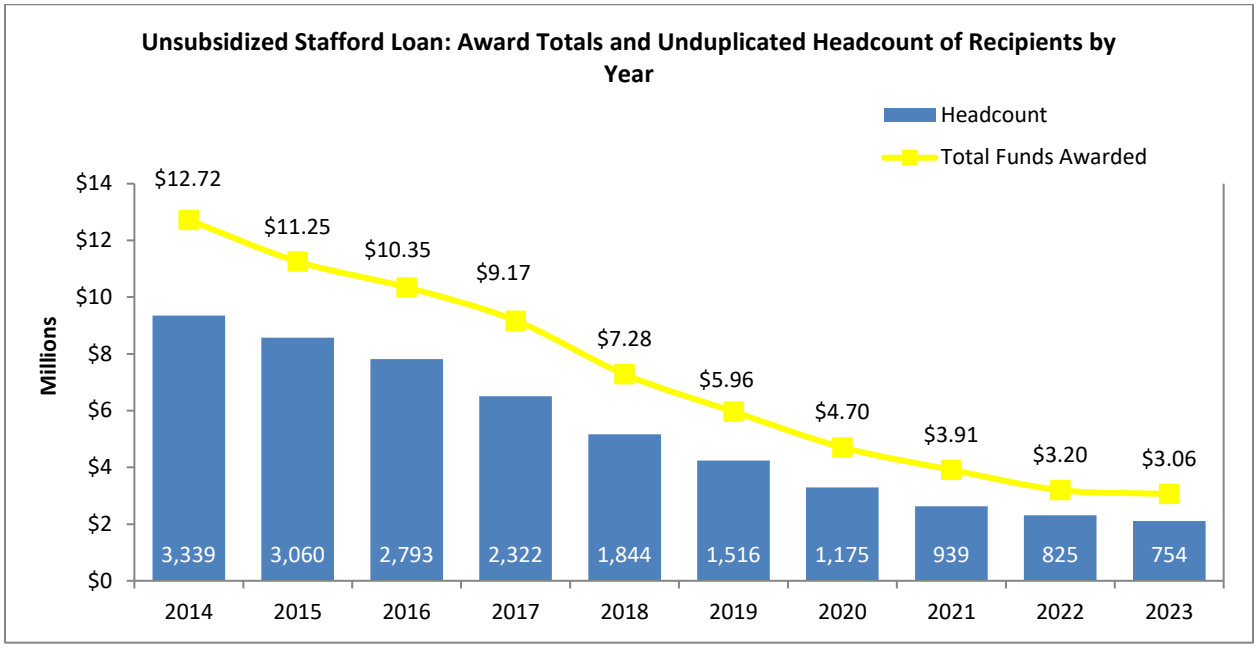
The number of students and the dollar amount distributed for subsidized Stafford loans has steadily decreased since AY2014. In AY2023, they dropped 10 percent and 12 percent, respectively, compared with AY2022.



Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2022, Report ID FA0012CP

Unsubsidized Stafford Loan

In the award year 2023, 754 students received unsubsidized Stafford loans totaling $3.06 million. This represented a 9 percent decline from the previous award year. The total dollar amount distributed also declined by 4 percent from AY2022.

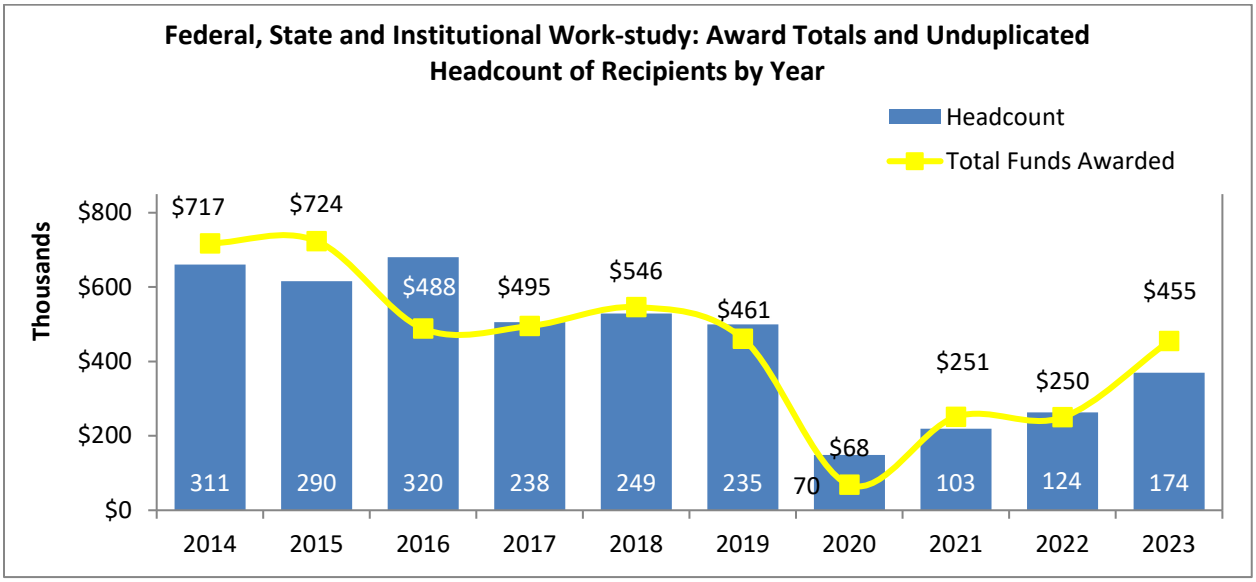


Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2022, Report ID FA0012CP

Federal, State, and Institutional Work-Study

The following figures include federal, state, and institutional work-study recipients and amounts awarded. The number of all work-study recipients decreased 66 percent between AY2014 and AY2023. The total work-study award amount has decreased by 44 percent between AY2014 and AY2023. As shown below, there has been some variation over the past ten years, with increases and decreases in the amount of work-study and the number of recipients generally keeping pace with each other until AY2023.

Unfortunately, the COVID-19 pandemic was a reason for the sharp drop in the total work-study award amount and the number of recipients in AY2020. However, both amounts awarded, and the number of recipients increase between AY2020 and AY2023.



Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2022, Report ID FA0012CP
MN State Colleges and Universities, Financial Aid System, FA Student Status Summary Report, Report ID FA0040CP

Glossary

Academic year (AY) – The academic year starts with the summer semester and ends with the following spring session, being equivalent to the fiscal year. It is named for the calendar year in which the academic year ends.

Adult learner – Students who are 26 years old or older as of September 1 of the academic or fiscal year. It should be noted that this term is defined differently by different organizations and sources. Also known as a non-traditional student.

Award year (AY) – The award year starts with the fall session and ends with the following summer semester. It is named for the calendar year in which the award year ends.

Calendar year (CY) – The calendar year starts with the spring session and ends with the following fall semester.

Continuing student – A continuing student has attempted credits at NHCC previous to the semester of focus.

Duplicated headcount – The sum of the unique enrollment each semester. If a student is enrolled during two or more semesters, he or she is counted multiple times.

EAP – English Language for Academic Purposes. Previously known as English As a Second Language.

Fill Rate – The total number of enrolled students divided by the sum of the maximum capacity of all courses in a program.

First generation – In general, first generation refers to whether a student is the first generation in his or her family to attend college. The federal definition is that neither parent has a bachelor's degree. This is the definition used by the federal government in funding many programs related to higher education; it is also the commonly accepted definition for private foundations and other organizations focused on college access. The Minnesota definition of first generation is that neither parent received any postsecondary education. This definition was established by the Minnesota Legislature and can be found in Laws of Minnesota 2003, Chapter 133, Article 1, Section 3, Subd. 3. This definition is commonly used by Minnesota State.

Fiscal year (FY) – The fiscal year starts with the summer session and ends with the following spring semester. It is named for the calendar year in which the fiscal year ends.

Full time student – Full time status is defined as registered for 12 or more credits during a semester.

FYE – The number of full year equivalent students. This is calculated by dividing total student credit hours by the number of credit hours constituting a full load. The Minnesota State full load is defined as 30 credit hours. The number of credits constituting a full load may defined differently by different organizations and sources.

Graduation rate – Number of students who have received a degree or certificate divided by total number of students in cohort. The Minnesota State Accountability Dashboard measures the student's status at the beginning of the term. IPEDS measures graduation as of August 31 three years after the fall entry date.

High school non-PSEO –The student is currently enrolled at both a high school (and homeschool) and NHCC and is not part of the PSEO program. An admission status.

Hybrid course – A hybrid course is a course that is web-enhanced with limited seat time. A significant portion of the course is delivered via the web. On-campus meeting time is less than for fully on-campus sections of the course. Also known as a blended or web-enhanced course.

Low income – For data shown here, low income is defined as Pell eligible. However, there are other definitions of low income that may be used for specific grants or other projects.

New student – A new student has not attempted credits at NHCC previous to the semester of focus. When calculating the number of new students in a fall semester, this includes students who were new in the summer semester and also enrolled in the fall semester.

Non-resident alien – A person who is not a US Citizen and does not have a Green Card. Typically, this refers to international students whose citizenship status allows them to live in the US temporarily.

Non-traditional student – See *adult learner.*

Online course – An online course is a course that is delivered entirely or predominantly online. Student participation may include synchronous or asynchronous activities which only require a cohort meeting at the beginning or once during the course. Also known as an internet course.

Part time student – Defined as registered for less than 12 credits in a given fall, spring, or summer term.

Pell eligible – The student is eligible to receive a Pell grant, a type of federal grant targeted toward students from low income families. Pell eligibility is often used to indicate that the student is from a low-income family.

PSEO student – A PSEO student is a high school junior or senior enrolled at NHCC through the Post-Secondary Enrollment Options (PSEO) program. PSEO is a statewide program through which high achieving high school students receive both high school and college credit for courses completed at colleges.

Retention rate – Number of students who registered for a semester divided by total number of students in a defined cohort. This refers to the student's status at the beginning of the term for the Minnesota State Accountability Dashboard.

Student of color – A student who identifies his or her race/ethnicity as Black or African American, Asian, Pacific Islander, Native American, or Hispanic. Non-resident aliens are excluded from this category regardless of race/ethnicity.

Success rate – The sum of the number of students in the entering cohort who have graduated, transferred, transfer graduated, or are retained at the college during the specified term. On bar graphs, the difference between 100 percent and the sum of the retained, graduated, transferred, and transfer graduated percentages represents the students who were neither retained, transferred, nor graduated. This refers to the student's status at the beginning of the term for the Minnesota State Accountability Dashboard.

Traditional age students – Students between the ages of ages of 18 and 25 years old as of September 1 of the academic or fiscal year. It should be noted that this term is defined differently by organizations and sources.

Traditional course – A traditional course is course in which all instruction is face to face in a classroom setting. The internet and/or the instructional management system (D2L) might be required for components of the course (e.g. grades, assignments, homework). Also known as a "classroom" course.

Transfer rate – Number of students enrolled at another post-secondary institution divided by total number of students in a defined cohort. The Minnesota State Accountability Dashboard measures the student's status at the beginning of the term. IPEDS measures transfer as of August 31 three years after the fall entry date.

Transfer-Graduated – Students who previously transferred and subsequently graduated from another institution during the current or previous terms as indicated by the National Student Clearinghouse or system enrollment data.

Undergrad previous degree – Student has earned a previous post-secondary degree of any type.

Undergrad regular – First time student, or a student who has not attended college previously.

Undergrad transfer – Student has completed coursework at another postsecondary institution previously.

Undergrad unclassified – Non-degree-seeking student.

Underrepresented – A student is considered underrepresented if he or she belongs to a category of students that is disproportionately low in comparison to an expected population. There are both Federal and Minnesota State system definitions of underrepresented students. However, only the Minnesota State definition is used for data in this report. According to this definition, a student is considered underrepresented if they into at least one of the following categories: (1) student of color; (2) low income; or (3) first generation. For data shown here, low income is defined as Pell eligible. However, there are other definitions of low income that may be used for specific grants or other projects.

Unduplicated headcount – A count of how many unique students were enrolled at the college over the course of the year. Each student is counted once.