

North Hennepin
Community College

Student Fact Book FY2024

Table of Contents

About the Student Fact Book.....	4
NHCC Mission and Strategic Directions	5
NHCC Quick Facts - FY2023	6
Enrollment Snapshot.....	7
Minnesota State Strategic Framework Performance Measures.....	9
Student Success Accountability Metrics	9
Institution Performance Measures	15
Enrollment	21
Enrollment Trends.....	21
Credit Students Enrollment by Fiscal Year: Headcount, FYE, and Seats Taken	21
Credit Students Enrollment by Semester: Headcount, FYE, and Seats Taken	22
Noncredit Students Enrollment by Fiscal Year.....	25
Credit Students Enrollment by Fiscal Year	26
Credit Students Enrollment by Semester.....	26
Enrollment by Level – College-Level and Developmental Courses.....	27
Number of Sections Offered by Type.....	28
Credits Offered by Type	29
Seats Taken by Type.....	30
FYE by Type	31
Enrollment in Classroom and Online Courses by Fall Term.....	32
Average Class Size	33
Students by Major.....	34
Course Fill Rate by Subject.....	38
Student Profile – Credit Students	40
New and Returning Students	40
Full-Time and Part-Time Status.....	41
Admission Status.....	45
Gender	46
Race/Ethnicity	47
Age	49
Disability Status.....	51

Veterans	52
Low-Income Status/Pell Eligibility.....	53
First Generation Status	54
Underrepresented Status.....	56
Average Credit	57
Top Cities - Student Primary Residence	60
Top Sending High Schools	61
Academic Placement.....	63
Student Engagement	66
Student Success	68
Student Outcomes	68
Outcomes for All Students	68
Outcomes by First Generation Status	72
Outcomes by Pell Eligibility Status	90
Outcomes by Race/Ethnicity	99
Underrepresented Student Second Fall and Third Spring Persistence and Completion Rates	112
Status of Graduates within One Year of Graduation by Program.....	114
Awards Granted	119
Financial Aid Awarded	123
Total Financial Aid Recipients	123
Pell Grants.....	124
Minnesota State Grants	125
Subsidized Stafford Loan.....	126
Unsubsidized Stafford Loan	127
Federal, State, and Institutional Work-Study	128
Glossary.....	129

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 provide the most recent fiscal year completed and, in most cases, the past nine years of data. Most of the data are provided by fiscal year (July 1-June 30), however award year (July 1-June 30) and cohort tracking (Fall 20XX) are also utilized and noted as such. Operational data reported here 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 differ slightly from other reports due to different sources, reporting periods, dates, or 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 - FY2024

All data on this page refers to credit enrollment in fiscal year 2024 unless otherwise noted.

Enrollment

7,229 unduplicated headcounts

3,011 FYE students

Demographics

29% full-time students, 71% part-time (Fall 2023)

52% new students, 47% returning

59% female, 40% male

51% age 18-25, 25% age 26-older

23 average age

20 median age

56% BIPOC

32% low income (Pell eligible)

50% first generation (federal definition)

22% first generation (MN definition)

65% underrepresented (MN definition)

39.8% Caucasian

26.5% Black or African American

14.5% Asian

8.7% Hispanic

5.6% Two or More Races

2.1% Non-Resident Alien

0.4% Native American

0.01% Pacific Islander

28 International students

198 EAP students (beginning English class)

Average Credit Load (Fall 2023)

13.5 credits Full-time students

6.2 credits Part-time students

8.3 credits all students

Average Class Size

21.4 Students

Course Sections Offered:

1,336 total course sections

33% Traditional/classroom

50% Online

17% Hybrid/Blended

Top 5 Cities – Student Residence (Fall 2023)

Brooklyn Park

Maple Grove

Minneapolis

Brooklyn Center

Plymouth

Top 5 Sending High Schools

(Fall 2023 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 2021 entering first-time full-time students)

76.1% retained to first Spring

52.5% retained to second Fall

IPEDS 3-Year Graduation & Transfer Rates

(Fall 2020 entering first-time full-time students; 150% of normal time)

16% graduated

39% transferred

Financial Aid (Undergraduates)

Based on 2024 Award Year (Fall 2023 to Summer 2024)

4,169 Potentially Eligible Students

2,204 (52.9%) Students received Grants*

939 (22.5%) Students received Loans

502 (12.0%) Students received Scholarships

2,492 (59.8%) of Potentially Eligible Students received Grants* or Scholarships or both

\$4,367 Average Grant* aid

0.0% 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		FY2022		FY2023		FY2024		# Inc./Dec.	% Change	# Inc./Dec.	% Change
Fiscal Years 2022 to 2024		Count	% of Ttl.	Count	% of Ttl.	Count	% of Ttl.	'22 to '24	'22 to '24	'14 to '24	'14 to '24
Full Year Equivalent (FYE)		3,089	100.0%	2,893	100.0%	3,011	100.0%	-78	-2.5%	-1,801	-37.4%
RACE/ETHNICITY	Students of Color	3,969	52.5%	3,911	54.9%	4,028	55.7%	59	1.5%	-716	-15.1%
	Black or African American	1,872	24.8%	1,817	25.5%	1,916	26.5%	44	2.4%	-472	-19.8%
	Asian	1,078	14.3%	1,068	15.0%	1,048	14.5%	-30	-2.8%	-180	-14.7%
	Hispanic or Latino (any race)	609	8.1%	605	8.5%	632	8.7%	23	3.8%	87	16.0%
	American Indian or Alaska Native	27	0.4%	23	0.3%	29	0.4%	2	7.4%	-20	-40.8%
	Native Hawaiian/ Pacific Islander	4	0.1%	1	0.0%	1	0.0%	-3	-75.0%	-5	-83.3%
	Two or more Races	379	5.0%	397	5.6%	402	5.6%	23	6.1%	-126	-23.9%
	Caucasian	3,338	44.1%	2,965	41.6%	2,876	39.8%	-462	-13.8%	-2,944	-50.6%
	Non-Resident Alien	104	1.4%	91	1.3%	152	2.1%	48	46.2%	73	92.4%
	Not Reported	152	2.0%	154	2.2%	173	2.4%	21	13.8%	-26	-13.1%
	Total	7,563	100.0%	7,121	100.0%	7,229	100.0%	-334	-4.4%	-3,613	-33.3%
GENDER	Female	4,597	60.8%	4,235	59.5%	4,280	59.2%	-317	-6.9%	-1,940	-31.2%
	Male	2,927	38.7%	2,843	39.9%	2,894	40.0%	-33	-1.1%	-1,639	-36.2%
	Not Reported	39	0.5%	43	0.6%	55	0.8%	16	41.0%	-34	-38.2%
	Total	7,563	100.0%	7,121	100.0%	7,229	100.0%	-334	-4.4%	-3,613	-33.3%
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	2,257	29.8%	2,134	30.0%	2,163	29.9%	-94	-4.2%	-1,676	-43.7%
	Undergraduate Transfer	2,266	30.0%	2,055	28.9%	2,089	28.9%	-177	-7.8%	-2,662	-56.0%
	Undergraduate Previous Degree	211	2.8%	183	2.6%	208	2.9%	-3	-1.4%	-104	-33.3%
	PSEO	1,734	22.9%	1,711	24.0%	1,692	23.4%	-42	-2.4%	1082	177.4%
	High School non-PSEO	29	0.4%	114	1.6%	121	1.7%	92	317.2%	84	227.0%
	Undergraduate Unclassified/Uncoded	1,065	14.1%	924	13.0%	954	13.2%	-111	-10.4%	-338	-26.2%
	Total	7,562	100.0%	7,121	100.0%	7,227	100.0%	-335	-4.4%	-3,614	-33.3%

Continued on the next page.

NHCC Credit Enrollment		FY2022		FY2023		FY2024		# Inc./Dec.	% Change	# Inc./Dec.	% Change
Fiscal Years 2022 to 2024		Count	% of Ttl.	Count	% of Ttl.	Count	% of Ttl.	'22 to '24	'22 to '24	'14 to '24	'14 to '24
AGE	17 and younger	1750	23.1%	1804	25.3%	1782	24.7%	32	1.8%	1139	177.1%
	18 to 21	2,655	35.1%	2,553	35.9%	2,642	36.5%	-13	-0.5%	-912	-25.7%
	22 to 25	1,169	15.5%	1,016	14.3%	1,018	14.1%	-151	-12.9%	-1003	-49.6%
	26 to 30	743	9.8%	624	8.8%	656	9.1%	-87	-11.7%	-966	-59.6%
	31 to 35	475	6.3%	413	5.8%	405	5.6%	-70	-14.7%	-728	-64.3%
	36 to 40	289	3.8%	258	3.6%	269	3.7%	-20	-6.9%	-408	-60.3%
	41 to 45	206	2.7%	177	2.5%	185	2.6%	-21	-10.2%	-286	-60.7%
	46 and older	264	3.5%	262	3.7%	257	3.6%	-7	-2.7%	-435	-62.9%
	Not Reported	12	0.2%	14	0.2%	15	0.2%	3	25.0%	-14	-48.3%
	Total	7,563	100.0%	7,121	100.0%	7,229	100.0%	-334	-4.4%	-3,613	-33.3%
MN DEF.	Underrepresented	4,737	62.6%	4,597	64.6%	4,707	65.1%	-30	-0.6%	-2,410	-33.9%
	Not Underrepresented	500	6.6%	442	6.2%	453	6.3%	-47	-9.4%	-727	-61.6%
	Status Unknown	2,326	30.8%	2,082	29.2%	2,069	28.6%	-257	-11.0%	-476	-18.7%
	Total	7,563	100.0%	7,121	100.0%	7,229	100.0%	-334	-4.4%	-3,613	-33.3%
PELLELIG.	Pell Eligible	2,290	30.3%	2,175	30.5%	2,282	31.6%	-8	-0.3%	-2,659	-53.8%
	Not Pell Eligible	1,226	16.2%	1,145	16.1%	1,146	15.9%	-80	-6.5%	-918	-44.5%
	Status Unknown	4,047	53.5%	3,801	53.4%	3,801	52.6%	-246	-6.1%	-36	-0.9%
	Total	7,563	100.0%	7,121	100.0%	7,229	100.0%	-334	-4.4%	-3,613	-33.3%
Students with Disabilities (fall enrollment)		276	5.3%	303	6.2%	296	5.7%	20	7.2%	296	100.0%
Veterans (fall enrollment)		115	2.2%	95	1.9%	97	1.9%	-18	-15.7%	97	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.

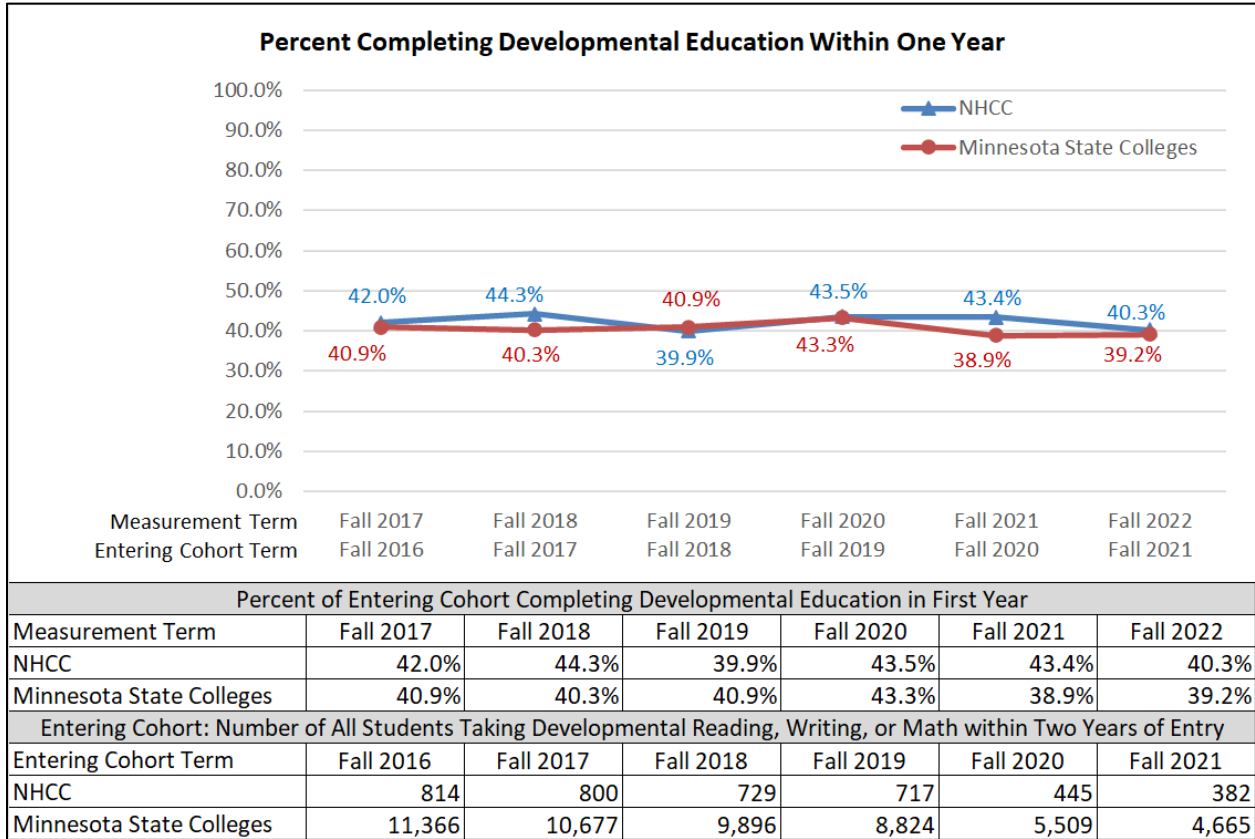
Related Employment Rate for Graduates (All Students)

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

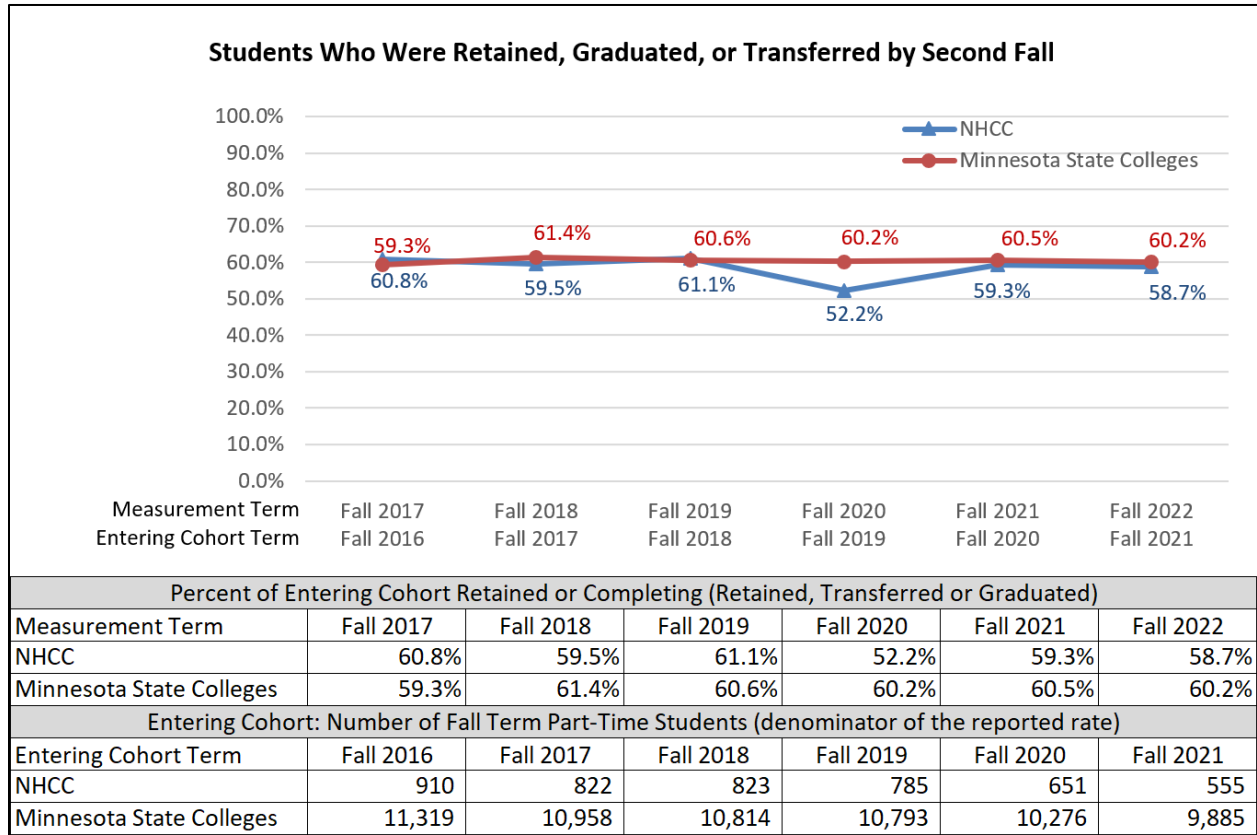
Measure Definition: Percent of all students (full time and part time) who took developmental reading, writing, or math within two years of their Fall entering cohort term. Additionally, the number and percent of, those who completed all developmental coursework within one year is provided.



Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20240227.

Second Fall Student Persistence and Completion Rate

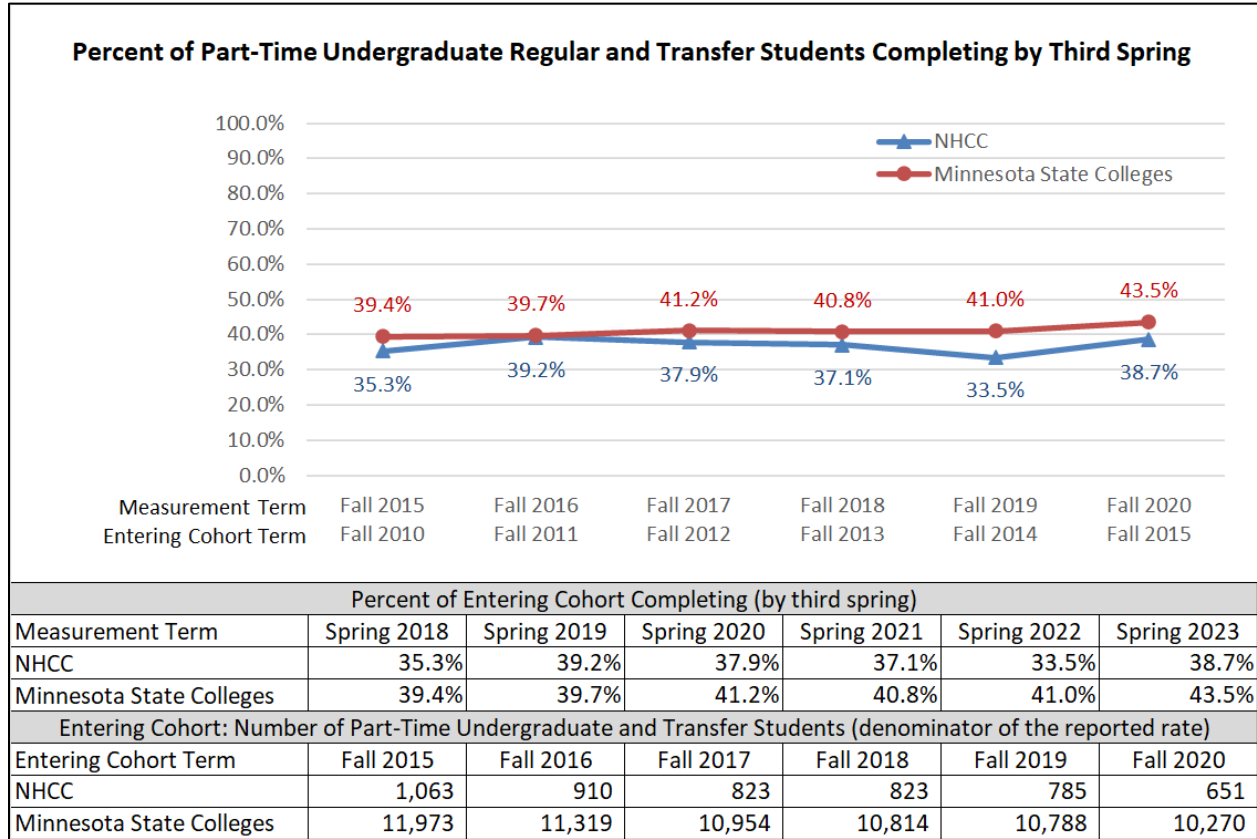
Measure Definition: Percent of a Fall entering cohort of regular and transfer part time students who have been retained, graduated, or transferred by the second Fall term following original Fall enrollment.



Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20240227.

Completion Rate

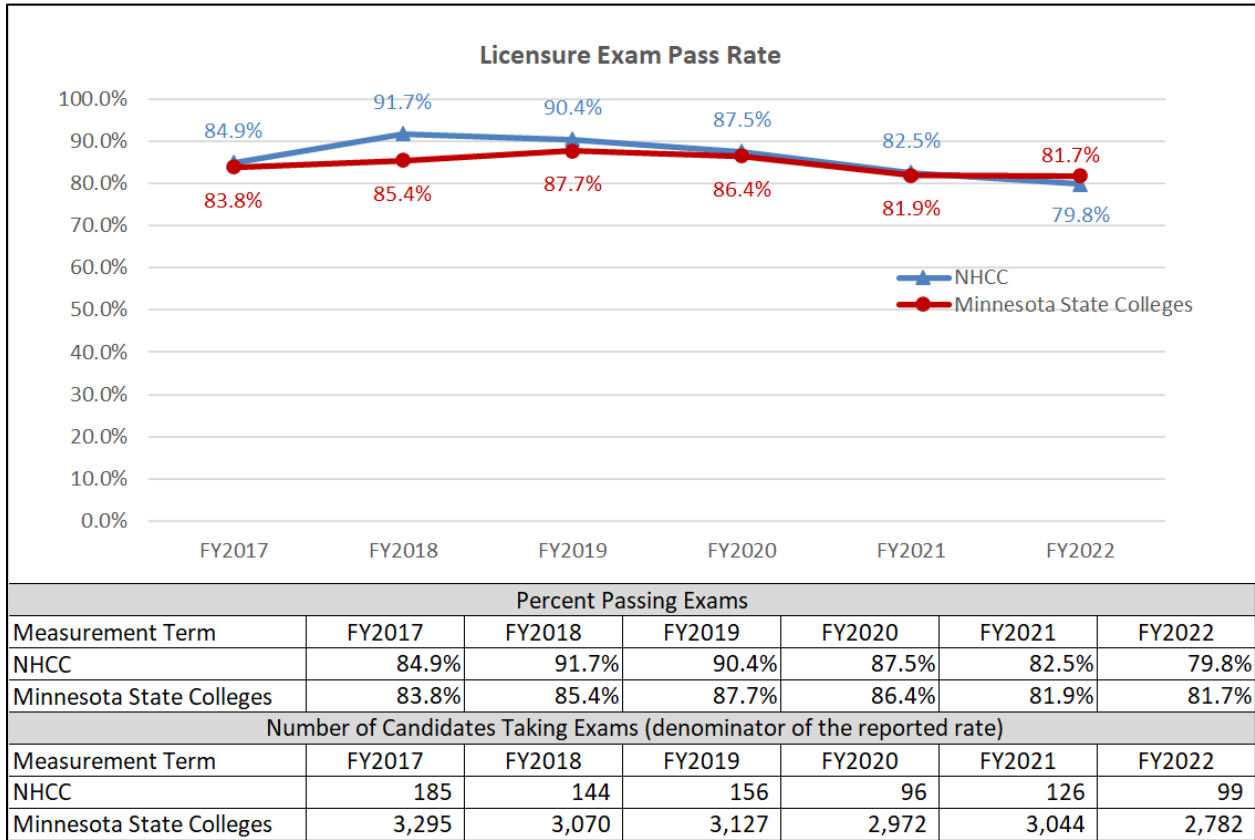
Measure Definition: Percent of an entering cohort of part time undergraduate regular and transfer students that has completed. Completion is defined as graduation or transfer by the end of the third Spring after entry at the colleges.



Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20240227.

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.

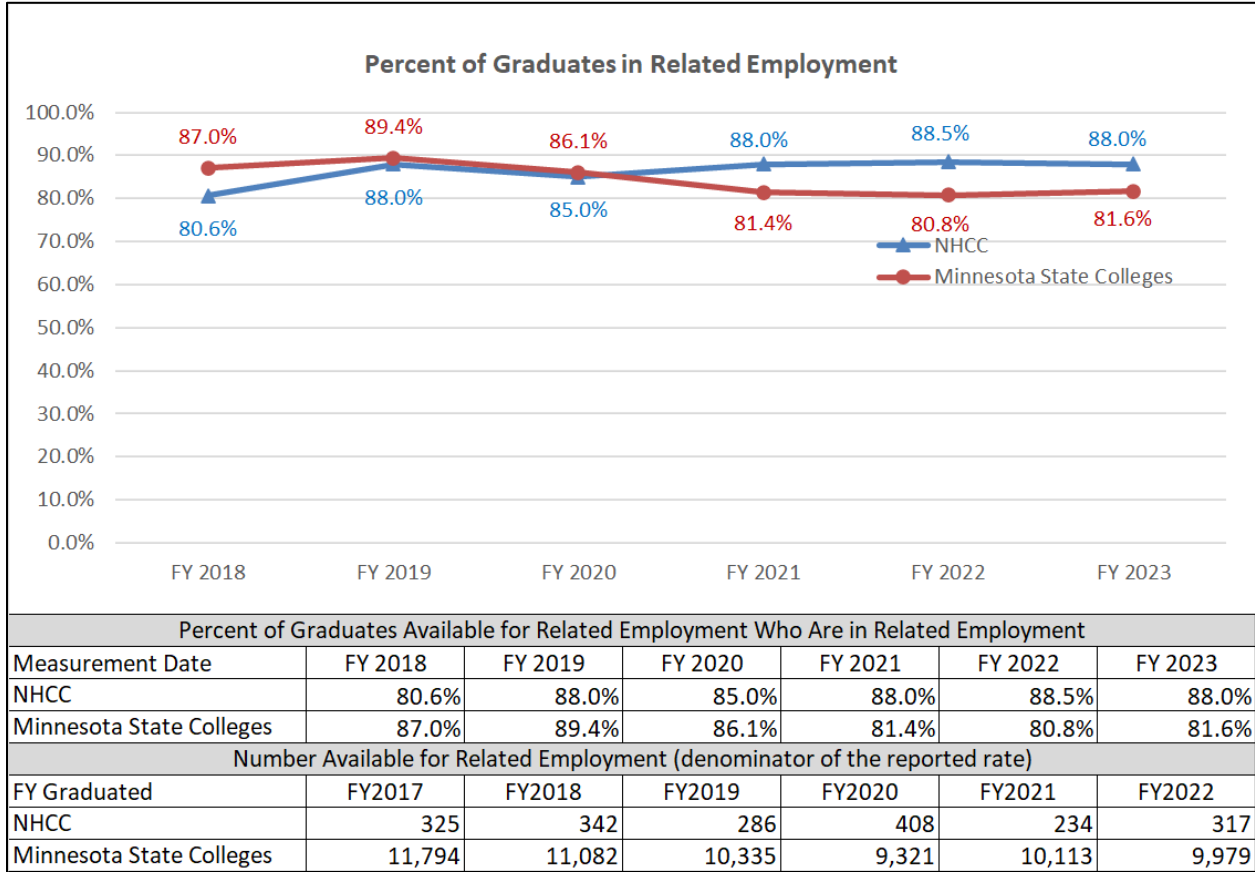


Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20240227.

NOTE: As of FY2024, licensure data for teaching is no longer available due to changes in Title II reporting requirements. The last teaching licensure data received are for those who tested in the 2020-2021 academic year. This impacts the overall trends for those with teaching programs.

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.



Source: Minnesota State Report: NorthHennepin_StudentSuccessReport_20240227.

Institution Performance Measures

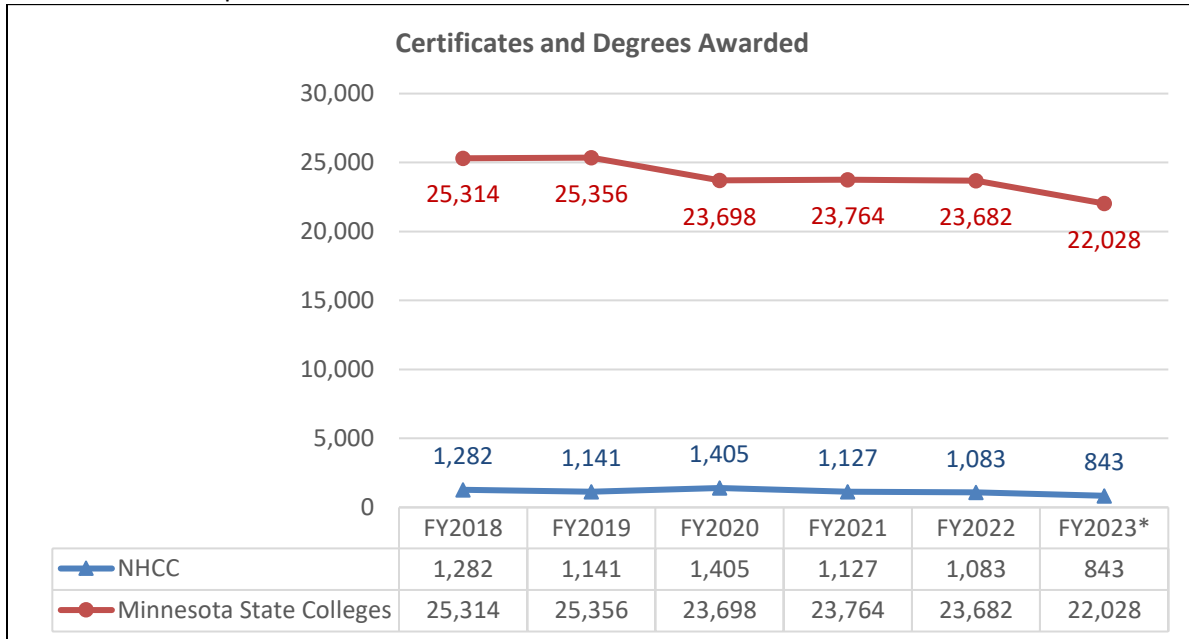
Minnesota State annually provides institutions a supplemental report of additional Institutional Performance Measures.

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

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.

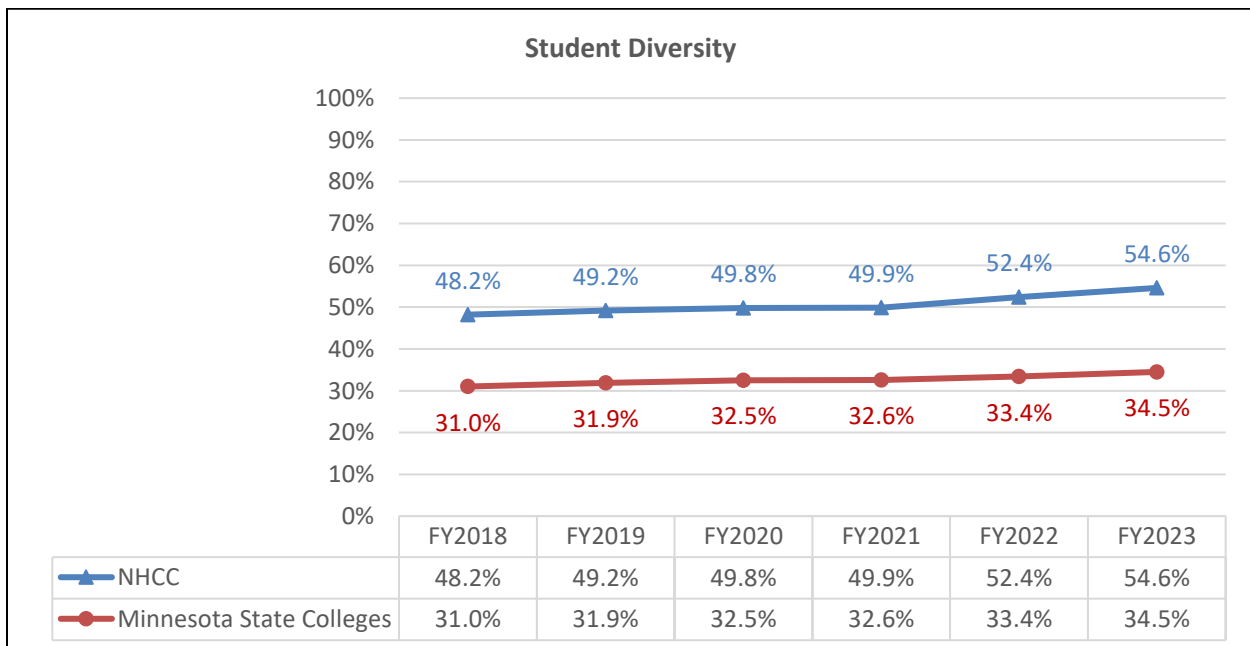


*Latest year is preliminary

Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Student Diversity-% BIPOC

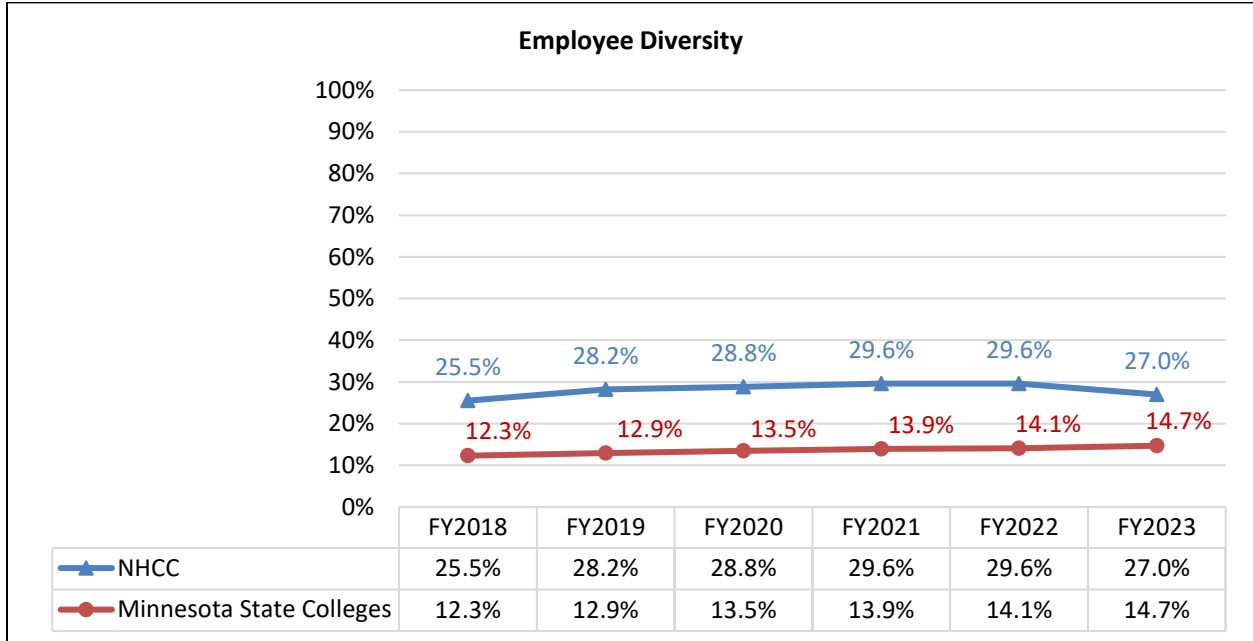
Credit BIPOC students as a percent of total credit headcount.



Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Employee Diversity-% BIPOC EMPLOYEES

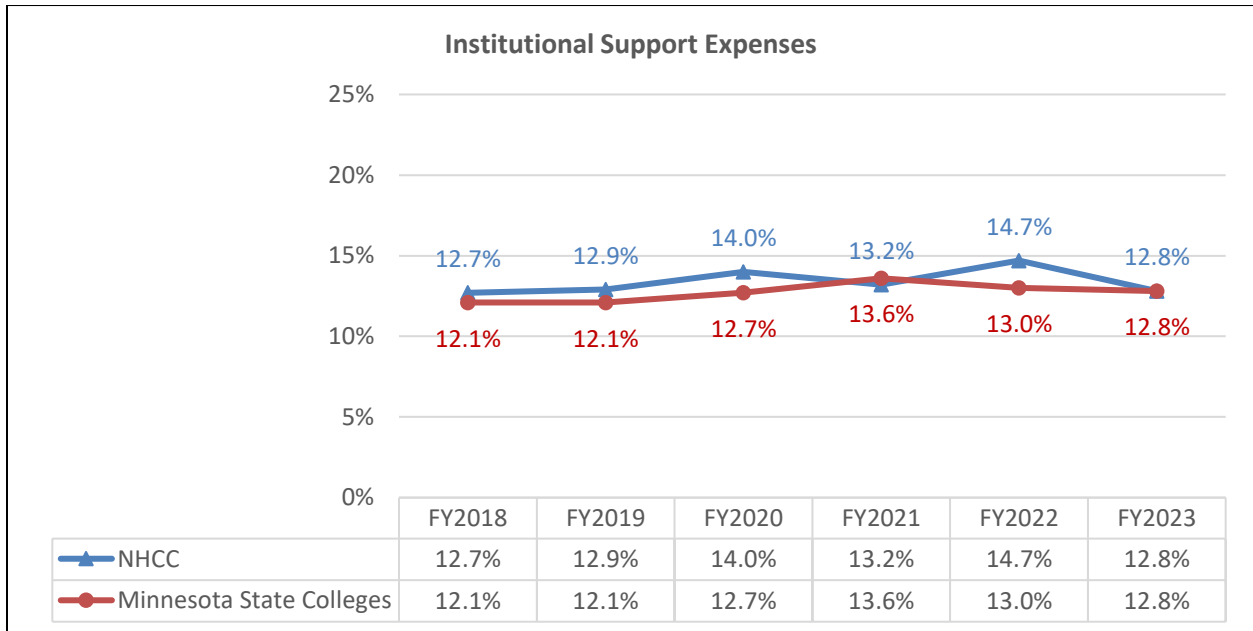
BIPOC employees as a percent of total employees.



Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Institutional Support Expenses

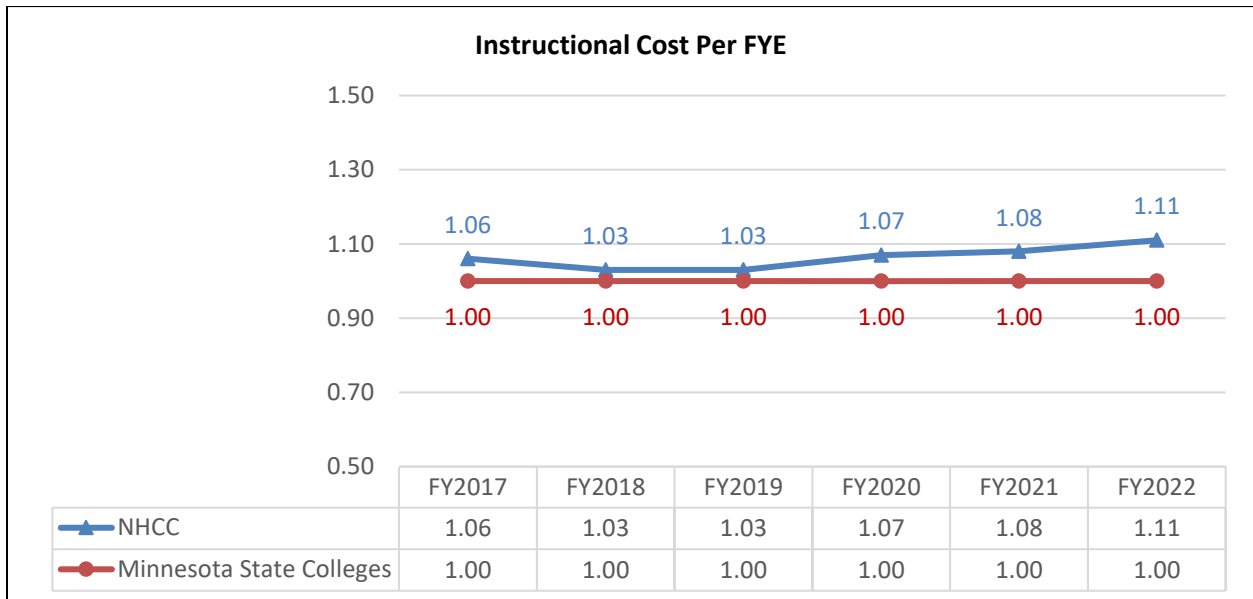
Institutional support expenses as a percent of total expenses.



Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Instructional Cost Per FYE

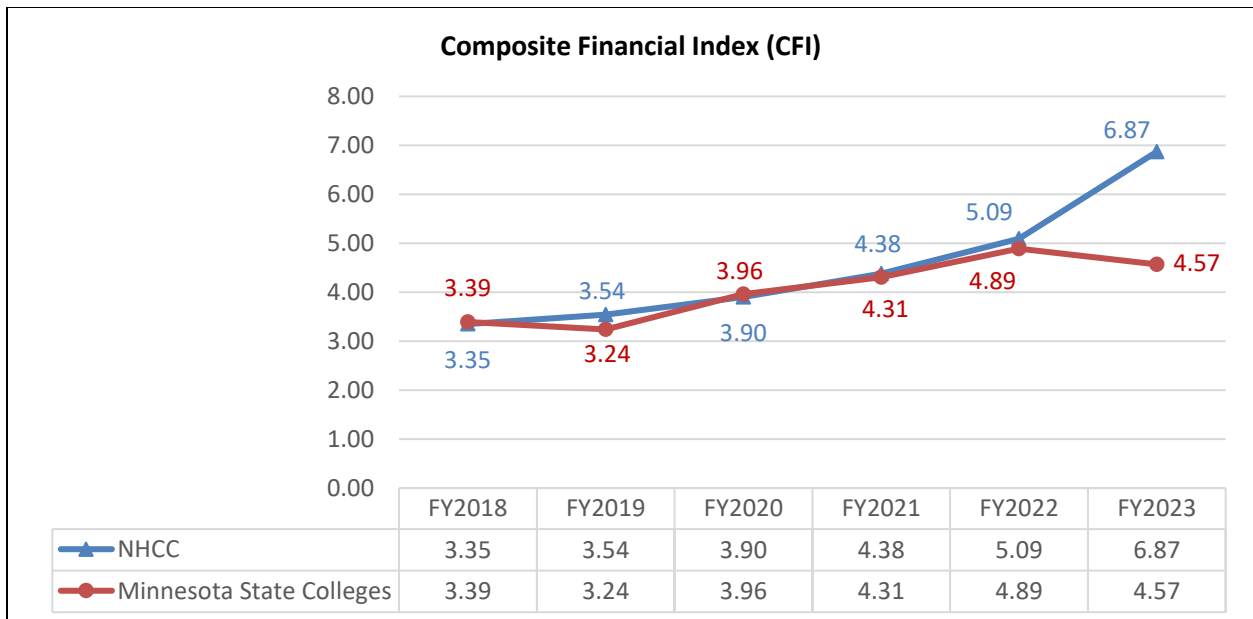
The ratio of the actual to expected value of the fully-allocated instructional expenditures per full-year equivalent enrollment (FYE).



Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Composite Financial Index (CFI)

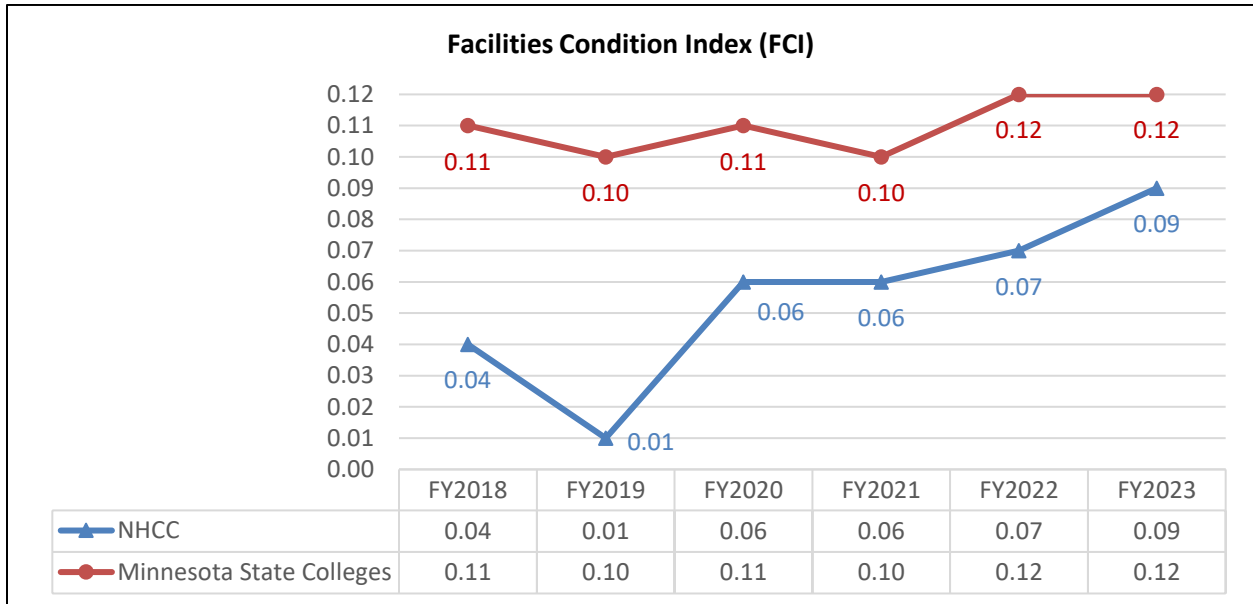
Weighted composition of four financial measures: Primary Reserve Ratio, Viability Ratio, Return on Net Assets, and Operating Margin.



Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Facilities Condition Index (FCI)

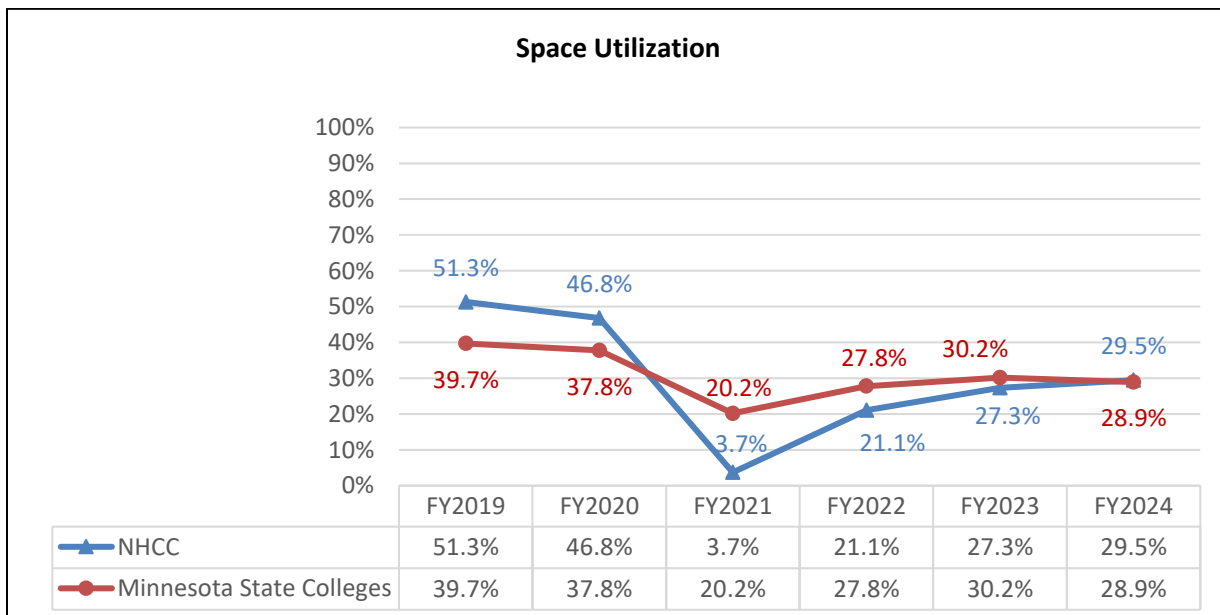
The dollar value of deferred maintenance as a proportion of facility replacement value at each college and university.



Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Space Utilization

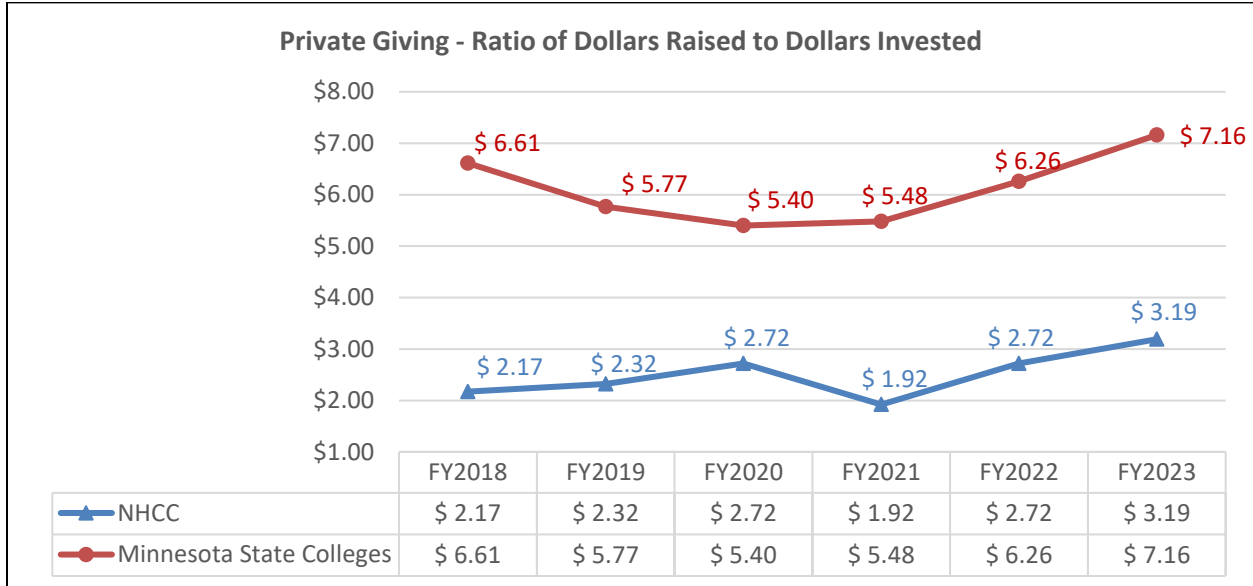
Percent of available academic room time that is utilized for credit courses.



Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Private Giving - Ratio of Dollars Raised to Dollars Invested

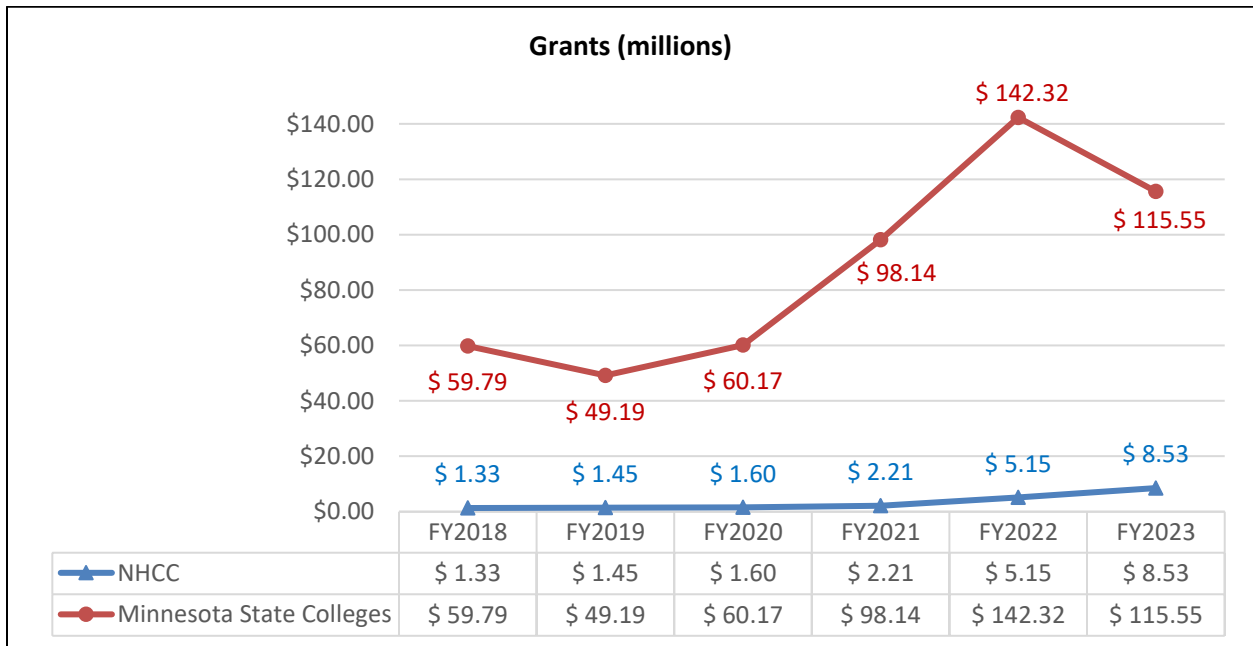
Ratio of funds raised by the foundation to the net funds provided by the institution to the foundation.



Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Grants

Grant revenues received by the institution in the fiscal year.



Source: Minnesota State Report: NorthHennepin_PerfMeasures_20240228.

Enrollment

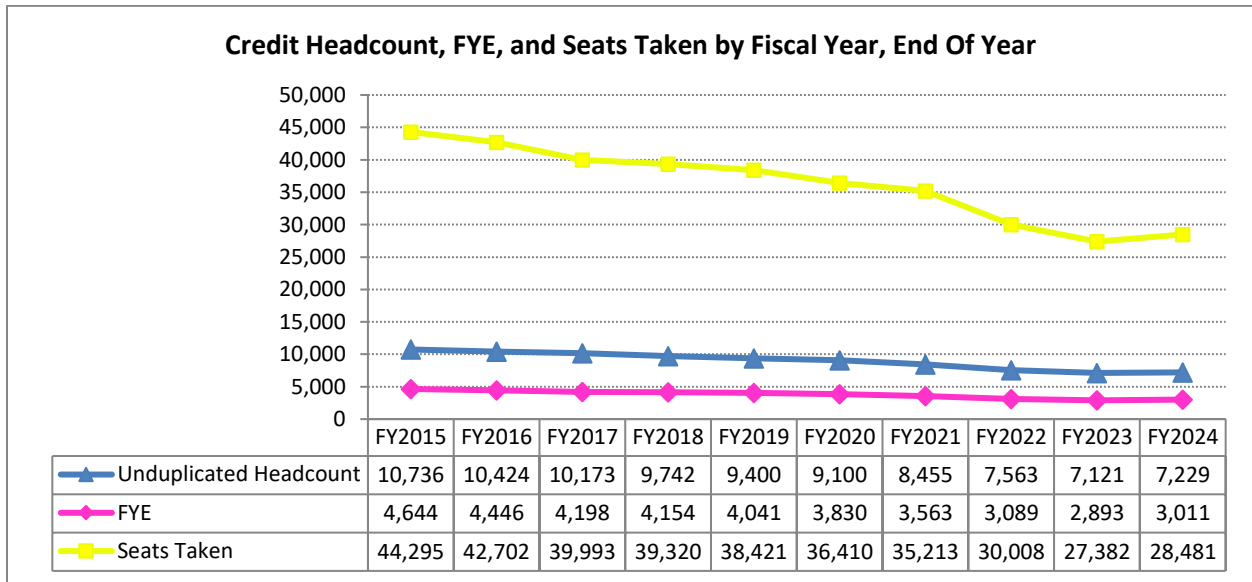
Enrollment Trends

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

Enrollment increased in FY2024 over FY2023. This was NHCC’s first fiscal year enrollment increase in ten years. NHCC’s unduplicated headcount for FY2024 (July 1, 2023 to June 30, 2024) was 7,229 students. That was a 1.5 percent increase from FY2023 compared with a -5.8 percent decrease between the 2022 and 2023 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) increased by 4.1 percent from FY2023 to FY2024. The FY2023 FYE was 6.3 percent below the FY2022 level. FYE has declined 35.2 percent since FY2015.

The seats taken increased by 4.0 percent in FY2024 over FY2023.



Source: Minnesota State REPL operational database.

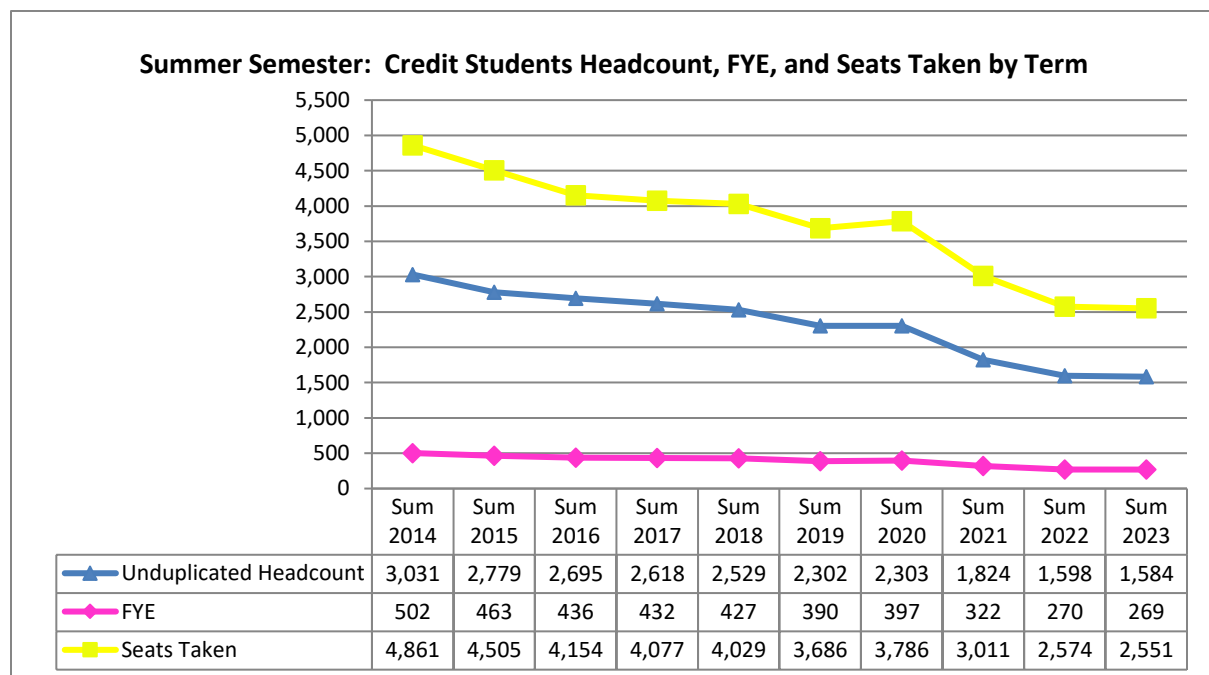
Credit Students Enrollment by Semester: Headcount, FYE, and Seats Taken

Summer Semester

The unduplicated headcount in the Summer of 2023 was 1,584, about 0.9 percent less than the previous Summer. Between the Summer of 2021 and Summer of 2022, the college lost 12.4 percent of students. The Summer of 2023 headcount was 47.7 percent below that of the Summer 2014.

The full-year equivalent (FYE) in Summer of 2023 was 269, a 0.6 percent decrease from the previous Summer. Between the Summer of 2021 and Summer of 2022, the college lost 15.9 percent of FYE. The Summer of 2023 FYE declined by 46.5 percent from that of the Summer of 2014.

Seats taken also decreased by only 0.9 percent from the previous Summer. However, between the Summer of 2021 and that of the Summer of 2022, the college lost 14.5 percent of seats.



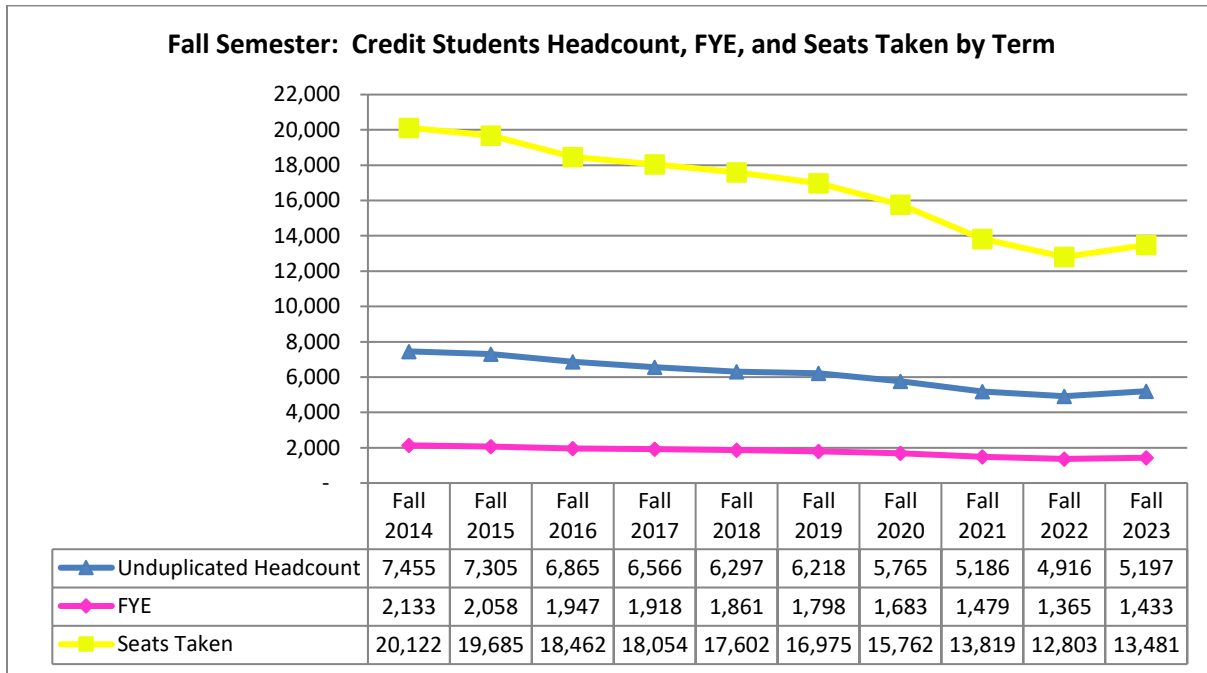
Source: Minnesota State REPL operational database.

Fall Semester

The unduplicated headcount in Fall of 2023 was 5,197, which increased by 5.7 percent from the previous Fall. Between Fall of 2021 and 2022, headcount dropped by 5.2 percent. The Fall of 2023 headcount is 30.3 percent below that of the Fall of 2014.

The full-year equivalent (FYE) also increased in Fall of 2023 by 5.0 percent to 1,433 FYE. This is 12.7 points higher than the FYE decrease between the Fall of 2021 and the Fall of 2022. The Fall of 2023 FYE is 32.8 percent lower than that of the Fall of 2014.

The Fall of 2023 seats taken were 13,481, a 5.3 percent increase from the previous Fall and a 33.0 percent decrease from Fall of 2014.



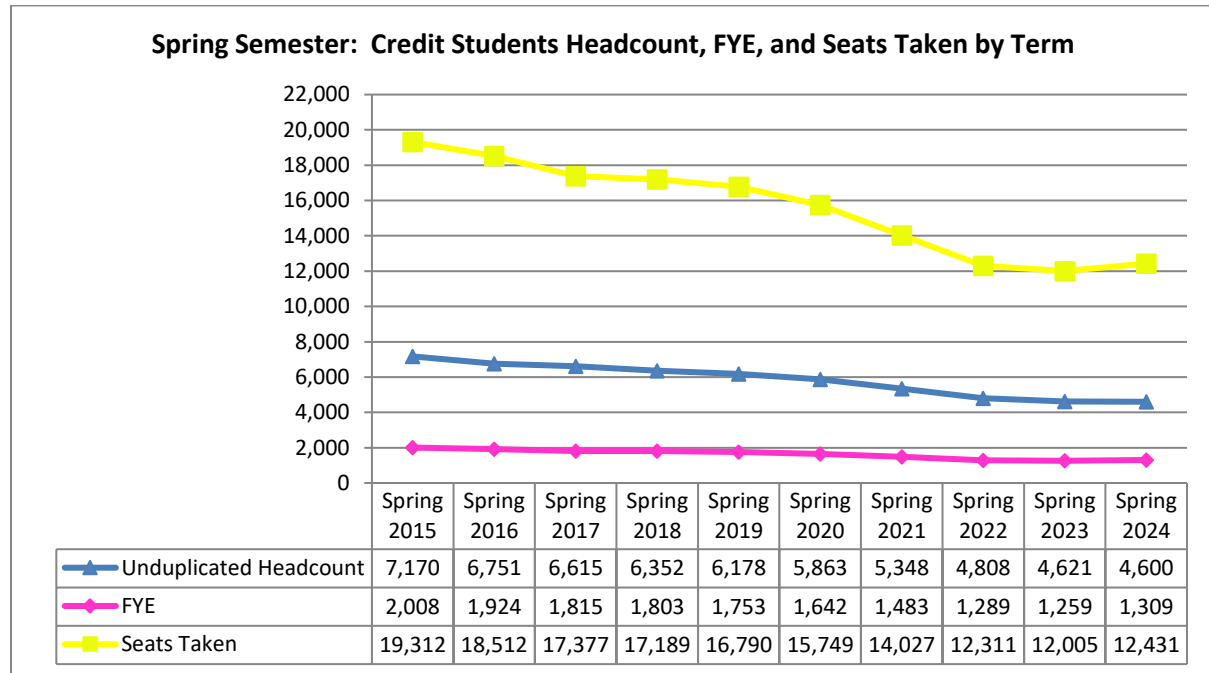
Source: Minnesota State REPL operational database.

Spring Semester

The unduplicated headcount in the Spring of 2024 was 4,600, a 0.5 percent decrease from the previous Spring. Between the Spring of 2022 and the Spring of 2023, the college lost 3.9 percent of students. The unduplicated headcount in the Spring of 2023 is 35.8 percent less than that of the Spring of 2015.

The full-year equivalent (FYE) increased in the Spring of 2023 by 4.0 percent from the previous Spring. The Spring of 2024 FYE is 34.8 percent lower than the Spring of 2015.

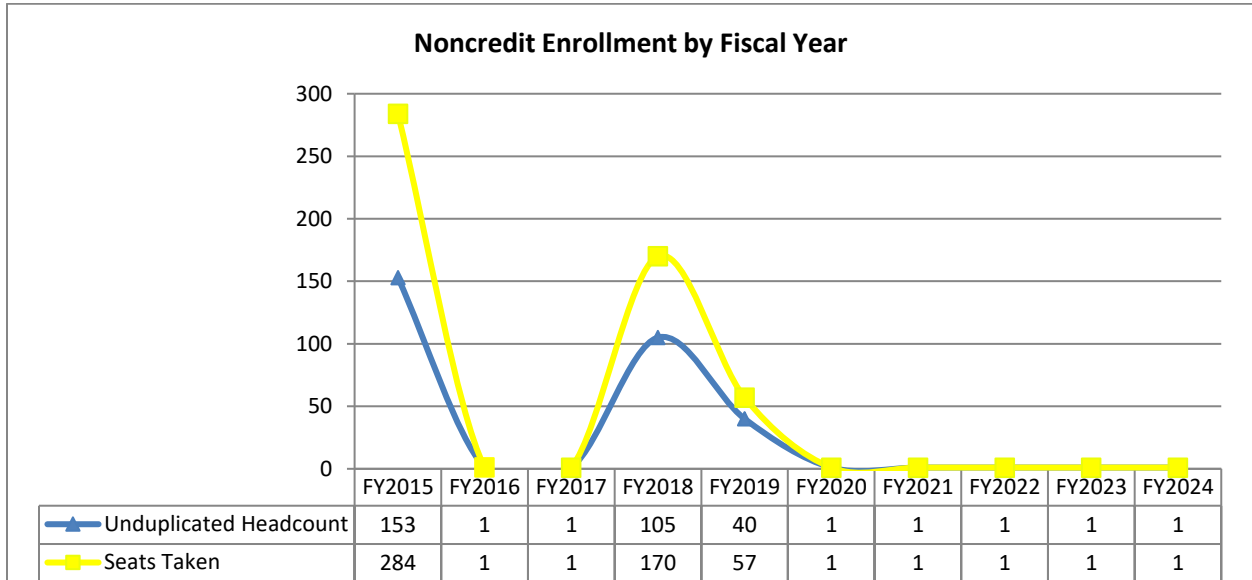
The seats in the Spring of 2024 were 12,431, a 3.5 percent increase from the previous Spring, whereas the college lost 2.5 percent of seats between the Spring of 2022 and the Spring of 2023. The Spring of 2024 seats taken is 35.6 percent lower than the Spring of 2015.



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.



Source: Minnesota State REPL operational database.

Credit Students Enrollment by Fiscal Year

The 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)
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	36,410
2021	3,424	9,992	13,416	33,575
2022	2,822	8,996	11,818	29,141
2023	2,654	8,481	11,135	27,382
2024	2,851	8,530	11,381	28,463

Source: Minnesota State REPL operational database.

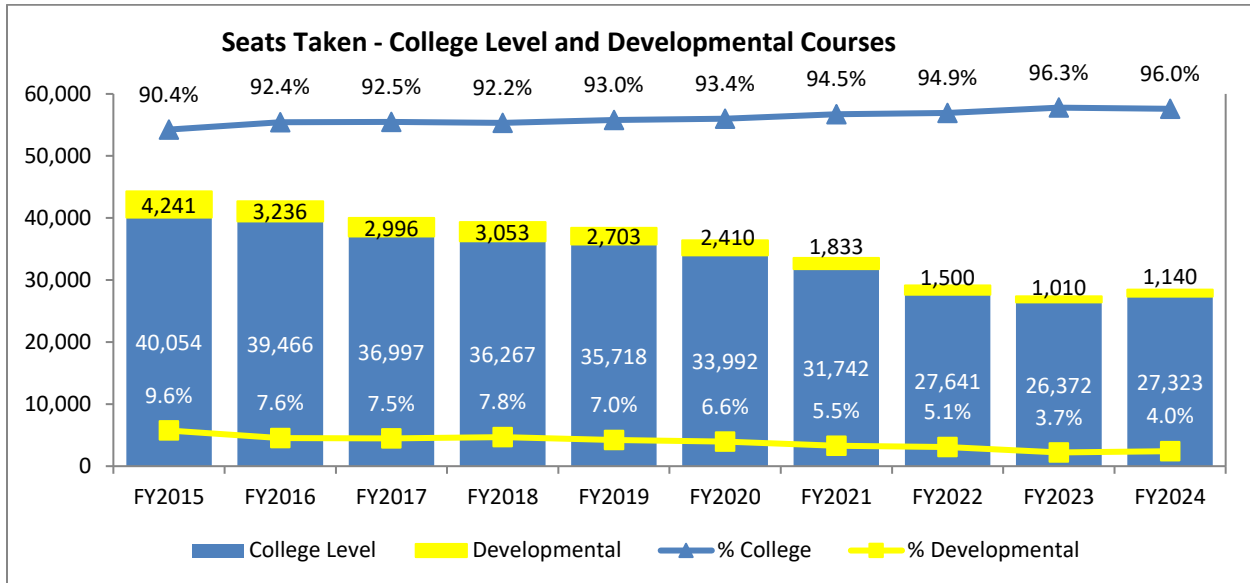
Credit Students Enrollment by Semester

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)
2015	Summer 2014	51	2980	3031	4861
	Fall 2014	2034	5421	7455	20122
	Spring 2015	1845	5325	7170	19312
2016	Summer 2015	55	2724	2779	4505
	Fall 2015	2073	5232	7305	19685
	Spring 2016	1912	4839	6751	18512
2017	Summer 2016	49	2646	2695	4154
	Fall 2016	2005	4860	6865	18462
	Spring 2017	1737	4878	6615	17377
2018	Summer 2017	68	2550	2618	4077
	Fall 2017	2079	4487	6566	18054
	Spring 2018	1875	4477	6352	17189
2019	Summer 2018	58	2471	2529	4029
	Fall 2018	2064	4233	6297	17602
	Spring 2019	1832	4346	6178	16790
2020	Summer 2019	72	2230	2302	3686
	Fall 2019	1976	4242	6218	16975
	Spring 2020	1704	4159	5863	15749
2021	Summer 2020	66	2237	2303	3786
	Fall 2020	1875	3890	5765	15762
	Spring 2021	1483	3865	5348	14027
2022	Summer 2021	53	1771	1824	3011
	Fall 2021	1543	3643	5186	13819
	Spring 2022	1226	3582	4808	12311
2023	Summer 2022	27	1571	1598	2574
	Fall 2022	1428	3488	4916	12803
	Spring 2023	1199	3422	4621	12005
2024	Summer 2023	32	1552	1584	2551
	Fall 2023	1495	3702	5197	13481
	Spring 2024	1324	3276	4600	12431

Source: Minnesota State REPL operational database.

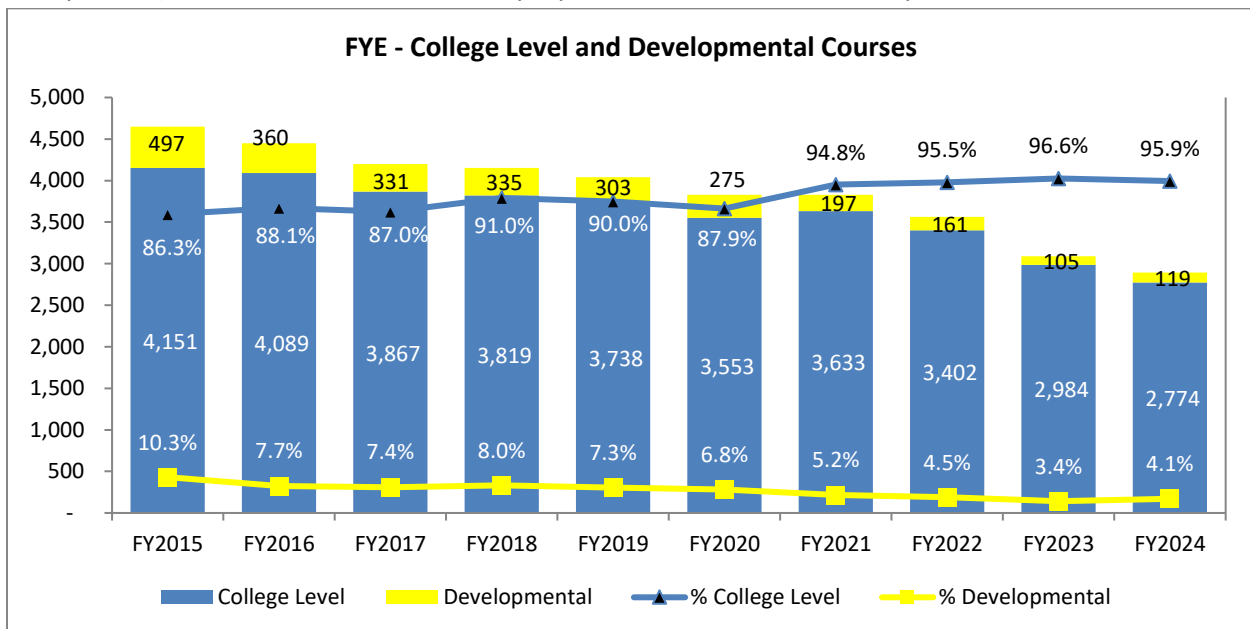
Enrollment by Level – College-Level and Developmental Courses

All course seats declined between FY2015 and FY2024. This mirrors a downward trend in college enrollment. However, the proportion of college-level course seats has been increasing and was 96.0 percent in FY2024. Developmental course seats were 4.0 percent of all seats taken during FY2024.



Source: Minnesota State REPL operational database.¹

In FY2024, college-level courses decreased by 210 FYE (or 7.0 percent). The proportion of FYE from college-level courses also decreased to 95.9 percent. Developmental course FYE increased by 14 FYE (or 13.3 percent) from FY2023 to FY2024. The proportion also increased to 4.1 percent in FY2024.



Source: Minnesota State REPL operational database.¹

¹ Data from 2018 on was revised from previous reports to include EAP courses as developmental courses.

Number of Sections Offered by Type

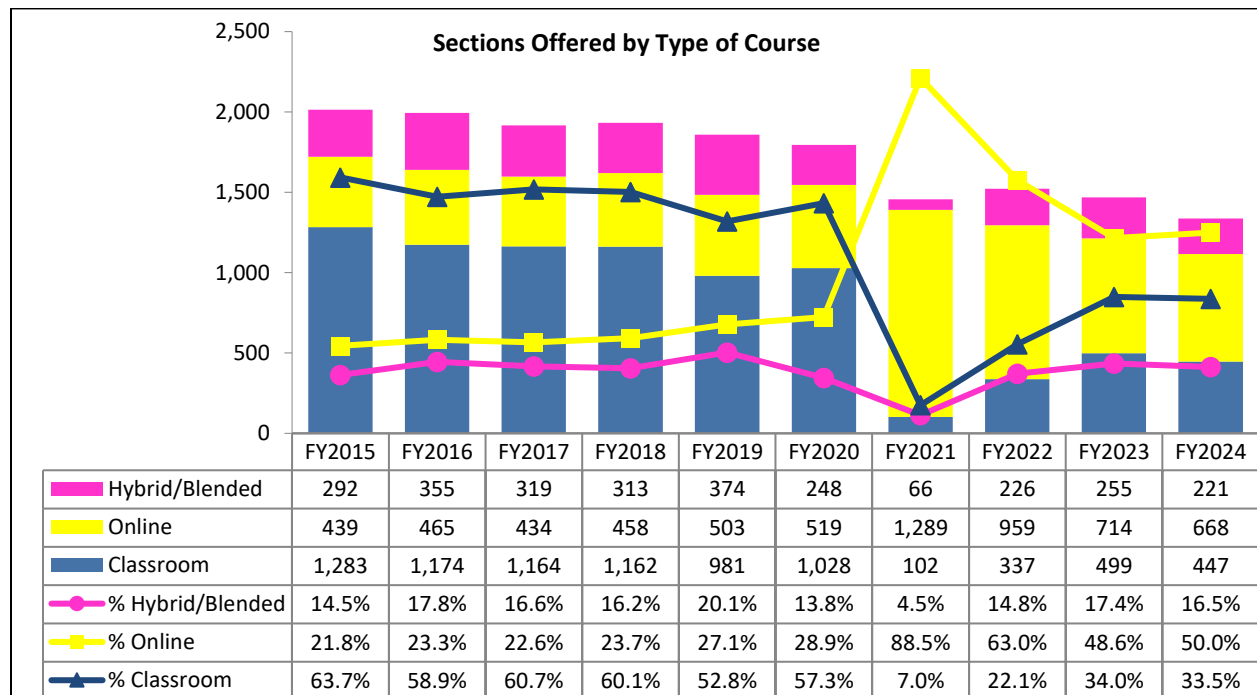
The overall number of course sections offered at NHCC decreased from 1,468 to 1,336 or 9.0 percent between FY2023 and FY2024. The number of sections decreased by 33.7 percent compared to those provided in fiscal year 2015.

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 FY2024 to 50.0 percent.

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

The percentage of Classroom sections decreased by 0.5 from 34.0 the previous year to 33.5 in FY2024.

Similarly, the percentage of Hybrid/Blended course sections decreased by 0.9 from 17.4 in FY2023 to 16.5 in FY2024.

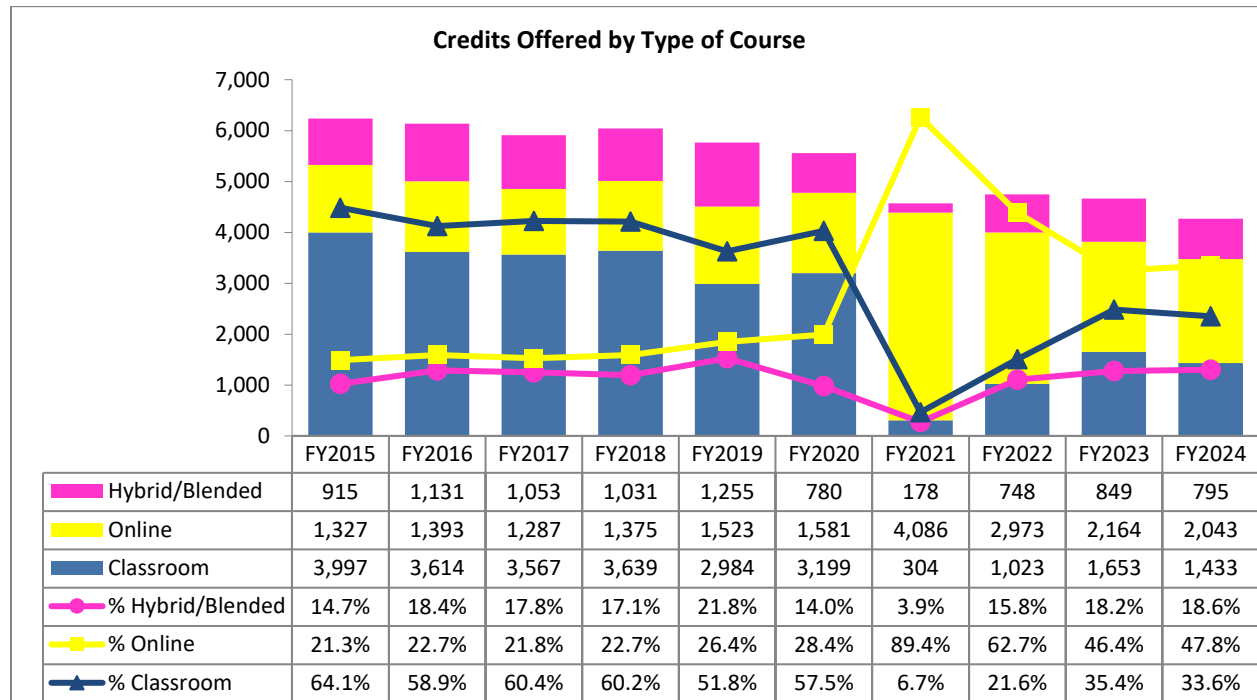


Source: Minnesota State REPL operational database.

Credits Offered by Type

NHCC offered 4,271 credits in FY2024, an 8.5 percent decrease from FY2023 total credits. Of these credits, 47.8 percent were online, 33.6 percent were provided in classrooms, and 18.6 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.

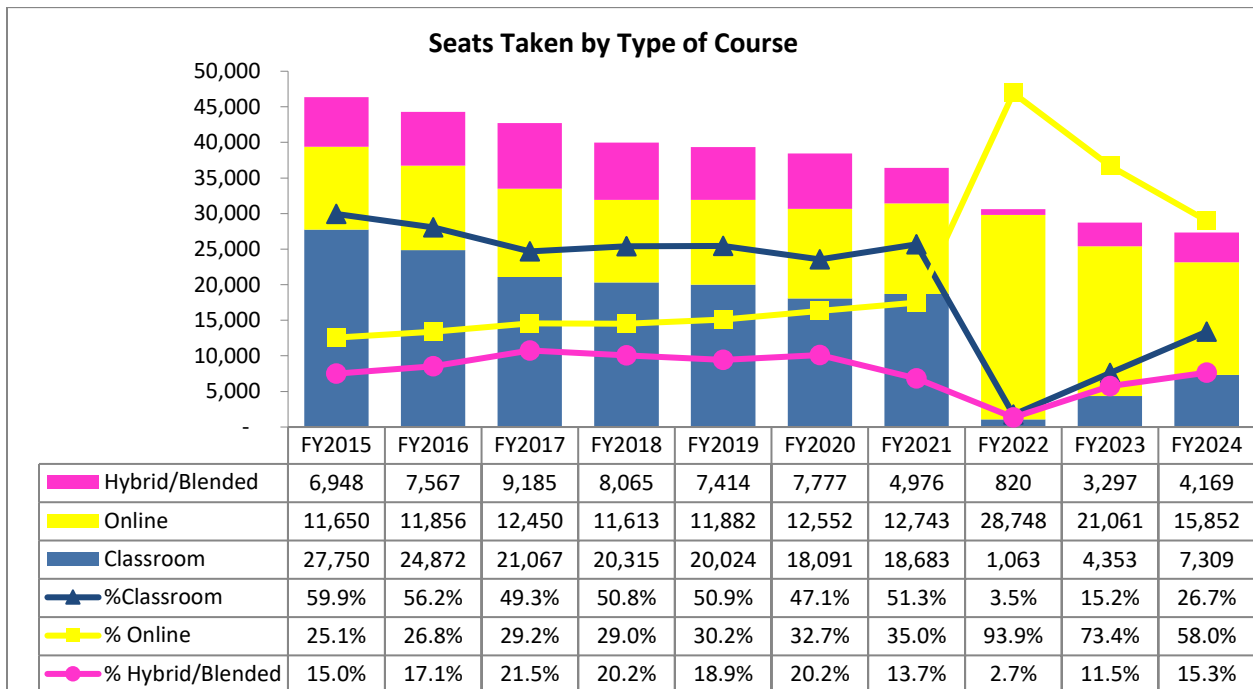


Source: Minnesota State REPL operational database.

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.

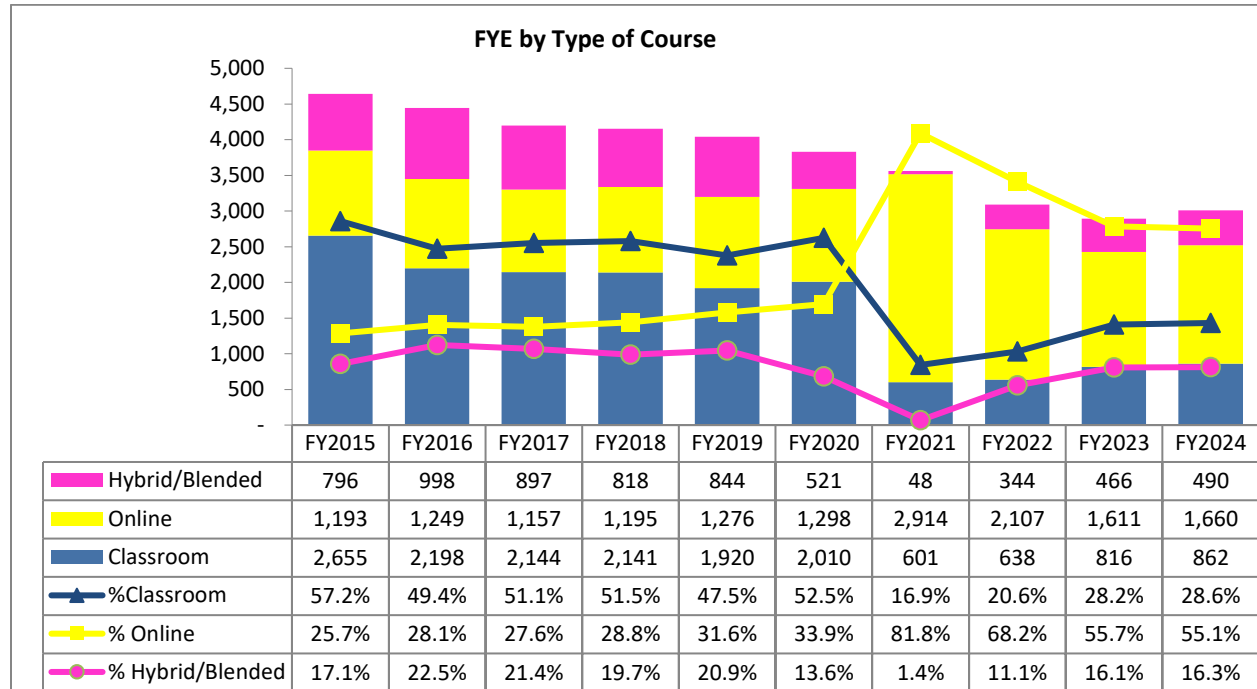


Source: Minnesota State REPL operational database.

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 FY2024 comprised 28.6 percent of the total. This proportion declined from 52.5% in FY2020 to 16.9% due to COVID-19 pandemic in FY2021 but has been slowly increasing.

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 COVID-19 pandemic. Since FY2021, the proportion of online courses has decreased and was 55.1 percent in FY2024.



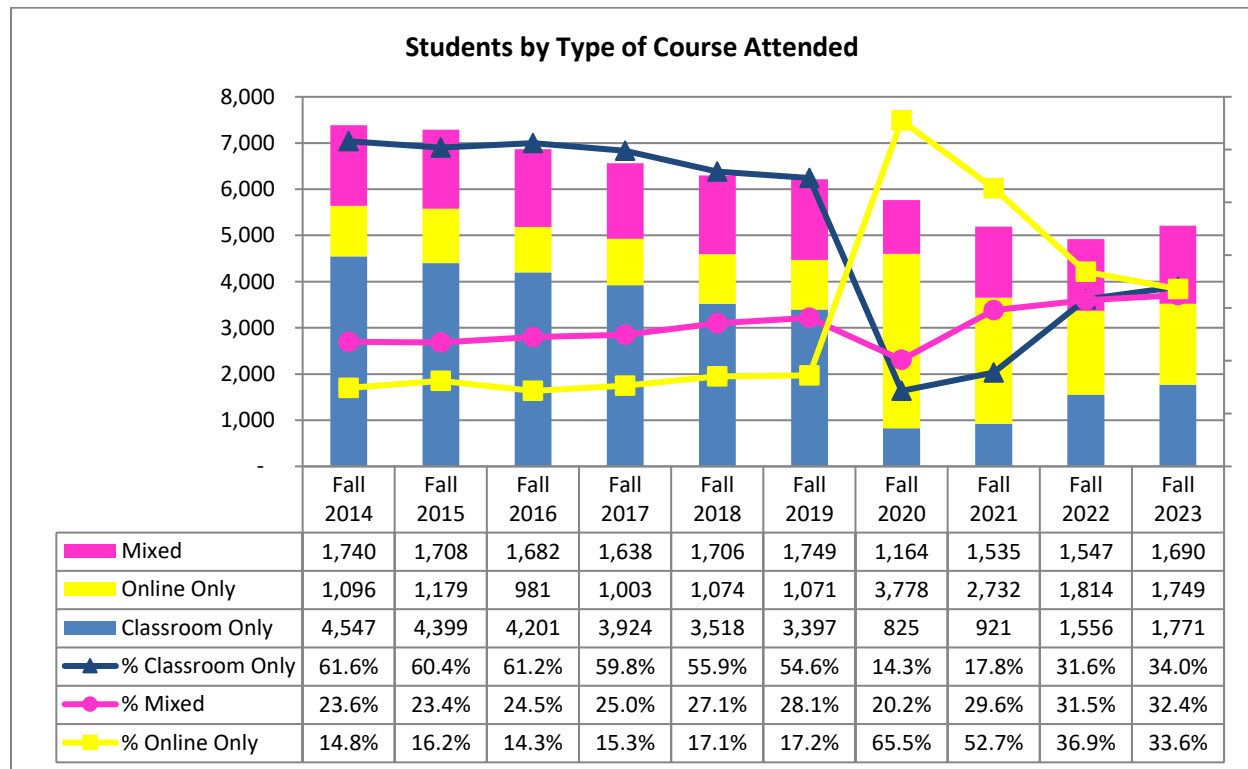
Source: Minnesota State REPL operational database.

Enrollment in Classroom and Online Courses by Fall Term

In the Fall of 2014, 61.6 percent of students took courses only in the classroom. This percentage has generally dropped slowly to 54.6 percent in the Fall of 2019 and then 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 to 34.0% in the Fall of 2023.

The proportion of students taking solely online classes increased to 65.5 percent during the pandemic in the Fall of 2020, and has decreased since that point, reaching 33.6 percent in the Fall of 2023.

The percentage of students taking a mix of online and classroom courses (Mixed) has generally increased over time to 32.4% in the Fall of 2023.



Source: Minnesota State REPL operational database.

NOTE: The delivery modes included in each category are listed below and described at [Class Delivery Options](#).

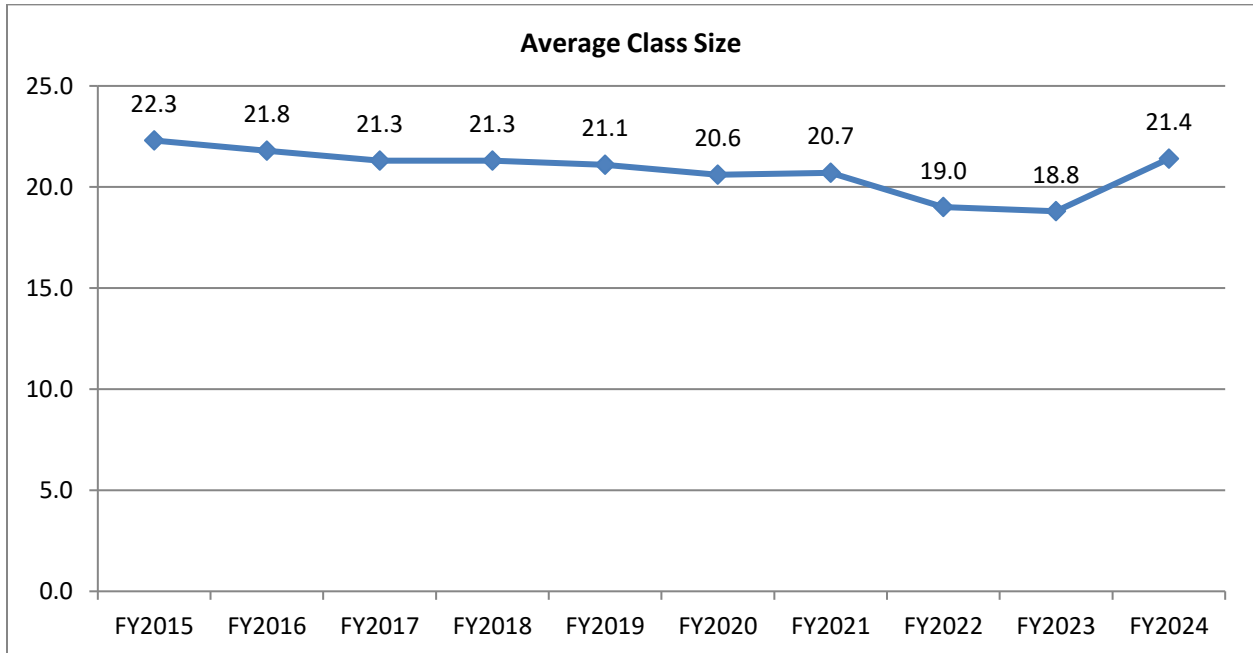
Classroom Only includes students who took courses with only delivery modes of Face to Face, Blended/Hybrid, Arranged, Flexible, Remote Teaching Limited In-Person, or Remote Teaching No In-Person.

Online Only includes students who took courses with only delivery modes of Mostly Online, Completely Online-Asynchronous, and Completely Online – Synchronous.

Mixed represents students who took courses spanning a mixtures of delivery modes.

Average Class Size

The average class size generally decreased from 22.3 in FY2015 to 21.4 in FY2024.



Source: Minnesota State REPL operational database.

Students by Major

The following tables 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 FY2015. 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									
	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
AA: Associate of Arts	4,187	4,098	3,718	3,577	3,462	3,115	2,329	1,943	2,176	1,887
Biology		2								
Business Management									1	
Chemistry					1	4				
Communication Studies				21	35		2	20		
Communication Studies Transfer Pathway					13	34	20		25	31
Criminal Justice				1	1					
Economics			2	10	13	10	5	3	3	1
Economics Transfer Pathway						6	4	3	9	6
English Transfer Pathway						3	8	8	14	14
Ethnic Studies										2
Film	27	32	17	18	28	29	16	10	20	18
Gender and Women's Studies										2
Graphic Design									1	
Health Science Broad Field			1	1						
History	29	21	20	27	28	20	5	3	1	1
History Transfer Pathway						3	2	7	13	19
Histotechnology	1	1								
Liberal Arts	2,765	2,681	2,407	2,182	1,932	1,672	1,252	1,017	1,157	1,404
Literature			7	11	11	11	3			
Mass Communication Transfer Pathway										2
Management	1									
Mathematics Transfer Pathway					3	9	7	7	11	14
Medical Laboratory Technology		1	1	1						
Nursing	1									
Political Science Transfer Pathway						8	18	23	20	27
Pre Nursing	1,285	1,272	1,121	1,087	1,136	1,068	794	648	710	139
Pre Nursing Mobility	75	84	63	44	35	19	14	6	5	4
Pre-Engineering	3	4	4	3	1	1				
Psychology			75	171	178	96	53	33	13	14
Psychology Transfer Pathway					47	122	126	155	170	186
Sociology Transfer Pathway									3	3
AFA: Associate of Fine Art	172	143	134	114	129	116	89	74	87	101
Art Transfer Pathway								17	19	29
Creative Writing	51	36	35	32	32	34	24	17	28	29
Music	56	53	47	34	44	36	18	16	13	27
Studio Arts	46	39	32	24	28	31	34	16	13	3
Theatre	19	15	20	24	16					
Theatre Transfer Pathway					9	15	13	8	14	13

Continued on the next page.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
AS: Associate of Science	3,391	3,405	3,402	3,352	3,314	3,071	2,388	1,978	2,311	2,420
Accounting	245	207	199	171	124	61	27	10	7	
Accounting Technology	1		1	1	1					
Accounting Transfer Pathway					26	62	80	67	76	85
Biology	180	180	199	216	211	113	67	21	14	8
Biology Transfer Pathway					46	155	169	142	171	190
Building Inspection Technology			1							
Business Administration	475	532	523	522	314	153	72	24	13	7
Business Computer Systems & Management	87	92	76	71	72	52	44	38	55	61
Business Management	142	67	40							
Business Transfer Pathway					148	250	196	192	224	253
Chemistry	90	97	71	78	80	59	38	26	9	7
Chemistry Transfer Pathway					5	11	16	16	20	26
Computer Science	420	430	428	484	453	324	245	139	95	42
Computer Science Transfer Pathway					37	128	124	188	348	416
Construction Management	78	69	68	58	63	54	30	31	39	
Construction Management and Supervision										57
Construction Technology						4	3	3	3	2
Corporate Wellness			4	5	7	6	3	3	1	
Corrections								8	7	
Criminal Justice	298	282	249	216	205	169	111	78	92	79
Criminal Justice Transfer Pathway										14
Data Science						4	17	26	39	54
Education	65	122	167	162	176	173	128	121	75	37
Elementary Education Ed Transfer Pathway									24	60
Engineering Broadfield									33	65
Environmental Science								8	13	
Exercise Science			41	66	48	24	2			
Exercise Science Transfer Pathway					6	30	61	46	60	47
Fitness	23	30	17	13	9	7	1			
Graphic Design	113	110	117	116	111	106	83	78	100	107
Health					10	45	44	38	37	45
Health Science Broad Field		59	104	125	134	146	110	95	108	130
Human Services			65	153	181	205	159	126	121	115
Individual Studies - Operations Mgmt.	1									
Individualized Studies	30	30	23	13	11	11	1	4	8	3
Law Enforcement	322	266	235	225	227	153	74	35	24	13
Law Enforcement Transfer Pathway					1	69	71	75	95	80
Liberal Arts									1	
Management						28				
Marketing	12	4	1	2						
Mathematics	46	50	45	40	42		22	12	7	4
Medical Laboratory Technology	1	1								
Nursing	244	293	261	214	186	164	130	115	160	176
Nursing Mobility	37	43	37	21	16	7		1	1	5
Nutrition							8	16	26	30
Paralegal	215	163	157	134	122	107	102	79	82	95
Peace Officer/Public Safety Transfer Pathway										13
Physical Education	43	32	19	15	7	10	5	1		
Pre Nursing	8	13	18	2	1				1	
Pre Nursing Mobility		2								
Pre-Engineering	215	231	236	229	234	181	145	116	98	46
Pre-Social Work Transfer Pathway									24	48

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Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
AAS: Associate of Applied Science	669	608	573	543	558	546	427	389	392	431
Accounting Technology	76	93	88	97	98	100	90	69	80	78
Building Inspection Technology	4	3	4	1	1	1				
Business Administration	1	3	2	2	1					
Business Computer Systems & Management	66	61	61	51	53	46	39	45	46	44
Business Management	92	46	28							
Construction Technology					2	5	4	4	4	5
Entrepreneurship	41	30	35	36	33	37	23	30	37	34
Finance Management	41	41	36	38	47	41	41	31	38	46
Histotechnology	24	15	2	3	1	1				
Management	77	86	97	102	118	120	85	70	61	87
Marketing	53	61	73	83	78	75	54	59	47	24
Marketing Specialist									8	29
Medical Laboratory Technology	190	169	147	130	126	120	91	81	71	84
Small Business Management	4									
CERT: Certificate	384	348	315	302	261	286	237	254	321	355
.NET Programming	6	2	4	4	6	9	2	1	6	6
Accounting	10	5	2	3	1					
Accounting Essentials	3	4	2							
Accounting Skills					1	7	6	8	5	11
Accounting, Management & Computer Systems								3	4	2
American Sign Language	23	16	15	17	14	24	19	15	16	9
Application Programming	4	6	5	8	3	2	1	3	7	11
Building Inspection Technology	13	20	16	22	41	42	35	45	28	30
Business Administration	1	1								
Business Communications Essentials	5	6	8	4	5	6	6	8	11	6
Business Computer Systems & Management	5	1	1	1	1	1	1		1	
Business Management	14	9								
Business Principles	10	7	12	23	14	20	12	16	33	28
Chemistry Laboratory Assistant	3	5	4	4	2					
Communication and Computer Skills							1	1	5	4
Construction Management	10	10	19	18	7	10	7	8	13	
Construction Management and Supervision										24
Construction Quality Assurance & Control							1	3		3
Corporate Wellness				2	1		1			
Corrections										5
Desktop Publishing Essentials		1	1		1			1		
Digital Knowledge Analysis									2	2
E-Commerce Essentials	1	1	1		1	1			1	1
E-Commerce Professional	2	3	1	2						
English For Academic Proficiency				6	9	11	12	8	2	16
English Speakers of Other Languages	15	11	6							
Entrepreneurship	3	5	6	5	7	5	4	3	6	8
Exercise Science			1							
Finance						15				
Finance and Investment	5	8	4	7	9		13	15	19	11

Continued on the next page.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
CERT: Certificate										
Game Programming	16	22	16	9	10	9	11	9	14	12
General Accounting	8	7	8	6	4	1				
General Management	3	2		1	1					
Internet Programming	11	7	9	3	4	5	4	1	7	8
Law Enforcement	1	1	1	1						
Management	15	10	10	10	15	16	18	10	8	19
Marketing	2	4								
Marketing and Sales	3	5	6	10	11	9	13	10	10	7
Marketing Specialist										3
Medical Laboratory Technology	1	1								
Microsoft Office Administrative Profess	10	12	7	6	1	2	1			
Microsoft Office Essentials				4	2	1				
Microsoft Office Fundamentals	2	1	1	1						
Microsoft Office Principles						1			3	
Microsoft Office Specialist			1	1		1	1	1	2	2
Microsoft Office Technical Professional	2	1		2	1			1		6
Object-Oriented Programming	1	1	3	2	2	1	3	1	9	7
Paralegal	65	60	62	42	48	48	40	50	58	59
Personal Trainer	31	29	19	16	14	16	10	7	10	5
Phlebotomy Technician							1	8	19	29
Pre-Ophthalmic Technician						1				
Project Management Essentials	2	2		2	1	2		2	1	1
Public Works	51	41	45	42						
Racial Justice and Social Transformation									2	
Small Business Accounting	3	2	2	1	3	1				
Spanish Language	10	8	5	2	7	8	5	4	2	
Video Game Studies									2	3
Web Graph Design & Programming & eCommerce	14	11	11	12	12	3	6	6	11	7
Wellness Coach			1	3	2	6	3	5	1	3
Written Communication Technologies						2		1	3	7
Not seeking degree/Undecided	432	644	555	686	280	183	70	65	64	51
Grand Total	9,235	9,246	8,697	8,574	8,004	7,317	5,540	4,703	5,351	5,245

Source: Minnesota State REPL operational database.

Course Fill Rate by Subject

This table includes course fill rate by subject and by fiscal year. Fill Rate is defined as the number of enrolled students divided by the maximum capacity of the subject courses.

Course Fill Rate by Subject										
Subject	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
ACCT	83.5	77.2	78.3	74.2	72.2	67	63	64.5	49.2	63.5
ADEV	82.7	82.8	81.3	64.5	78.3	70.7	74.1	72.2	49.3	61.6
ALTH	0	0	0	0	0	0	0	70	61.3	45.8
ANTH	82.1	79.6	82.2	75.1	71.3	56.4	84.3	68.2	69.3	77.6
ARBC	62.1	63.8	62.1	61	62.9	65.2	70.9	68.2	83.5	92.2
ART	66.9	66.1	63.3	61	58.5	60.4	77	79.7	74.2	73.5
ASL	57.1	58.5	47.9	43.4	62.5	68.4	68	74.6	52.1	61
BIOL	79.3	79.3	82.4	82.6	84.3	83.6	89.7	78.8	81.6	86.3
BIT	62	92.5	95.6	93.8	70.5	47	76.1	64.3	29.3	35.2
BUS	79.4	76.6	64.2	77.7	70.3	63.1	62.4	57.3	52.5	65.3
CHEM	67.1	72.4	72.9	82.8	87.5	83.1	90.7	80.4	75.8	73.2
CIS	84.1	76.3	71.1	78.9	60.8	61.8	59.7	52.5	47.2	63.3
CMSV	47.7	36.5	31.8	49	39.9	26	20.4	38.1	40.9	51
COMM	94.1	90.4	88.8	88.8	83.2	86	86.4	82.4	80.7	88.8
CRD	92.8	80.5	77	80.6	74	93.1	0	0	0	0
CSCI	81	75.8	77.1	79.8	76.4	66.6	70.7	67.3	79.9	84
DSCI	0	0	0	0	0	0	8.3	15.8	21.1	15.6
EAP	63.9	70.7	78.8	65.2	76	71.2	72	68.8	49.3	66.2
ECON	90.8	94.6	92.4	95.8	90	82.3	82.9	79.2	84.7	85.9
EDUC	100	81.7	75.7	85.5	77.1	56.3	61.9	42.4	34.4	33.8
EEVS	47.7	40.3	33.2	30.5	31.8	17.6	45	34.2	22.3	0
ENGL	86.7	88.2	90.9	89.8	84.9	85.4	87.4	82	83	91.1
ENGR	93.2	94.6	86.5	79.6	76.2	88	86.8	81.4	86.9	79.4
EXSC	64.5	69.8	66.4	68.8	65.9	71.2	69.5	69.8	70.3	80.3
FYE	76.7	82.6	72	64	56	58.7	53.8	46.4	45.3	62.2
GCST	67.8	79.7	68.2	67.4	67.5	66.3	67.5	44.2	50.6	70.3
GEOG	81.1	87.7	84.7	81.4	86.6	83.1	90.3	71.2	65.2	90
GWS	0	0	0	0	0	0	0	50.4	35	83.8
HCCC	0	0	26.7	0	0	0	32	0	0	0
HIST	82.6	73.5	76.2	70.4	72.2	71.3	70.7	67.5	67.5	83.6
HLTH	79.2	81.6	81.6	72.6	76.2	69.1	74.6	69.4	65	78.2
HONR	0	53.3	61.6	71.7	51.7	72.1	52.9	59	53.8	58.5
HSEM	64.8	70.7	0	0	0	0	0	0	0	0
HSER	0	0	35.3	58.6	79.3	72.2	59.2	50.3	38.7	57.5

Continue to the next page.

Course Fill Rate by Subject										
Subject	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
HTN	44.9	33.3	33.3	33.3	0	0	0	0	0	0
INTD	72	0	0	0	0	0	0	0	0	0
MATH	73.3	68.6	69.6	71.4	69.4	73.8	77.8	66.8	69.8	77.8
MLT	52.1	46.1	39	48.1	44.8	45.6	64.4	61.6	58.2	70
MUSC	58.2	52.7	49.5	43.7	50.4	52.1	43.3	46.5	44.2	52
NSCI	40.4	52.1	49.6	45.2	46.4	49.1	39.8	42.4	46.7	64.6
NURS	69.3	59.4	81.1	85.3	87	80.8	72	68.3	71.1	87.2
PHIL	85.8	83.7	82.1	82.4	84.1	79.9	84.4	72.3	77.2	85.9
PHYS	41.5	42.2	45.9	47.2	46.7	42.4	57	51.5	39.6	56.9
PLA	14.3	25	17.9	0	0	0	0	0	0	0
PLEG	61.6	57.2	64	60	53.6	45.7	51.4	49	44.1	56.4
POLS	89	89.3	88.8	85.3	89.3	81.8	87.3	76.2	72.4	82.5
PSYC	79.4	83.8	87.8	85.4	83.7	86.8	87.7	79.3	72.6	85.9
PUBW	54.2	95.8	64.7	84.7	0	0	0	0	0	0
SOC	84.2	79.4	83.2	86.3	86.5	77.9	76.2	67.1	66.3	72.3
SPAN	50.6	57	72.3	58.9	66.1	65.4	68.4	71.8	55.8	42.4
TFT	71.6	63.1	50.3	48.3	53.3	48.6	33.2	46.4	59.8	56.6

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 Department
BUS	Business/Marketing/Retailing
CHEM	Chemistry
CIS	Computer Information Systems Mgmt
CMSV	Construction Mgmt/Supervision
COMM	Communication Studies
CRD	Career Development
CSCI	Computer Science

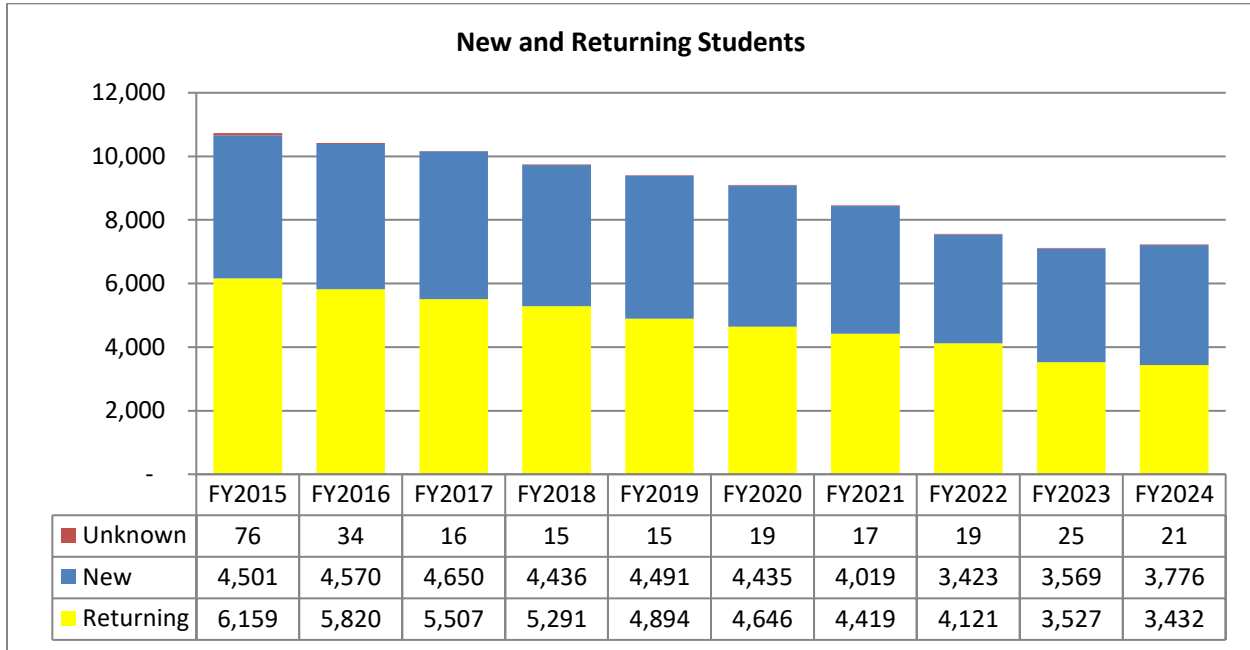
Subject	Description
DSCI	Data Science
EAP	English Language for Academic Purposes
ECON	Economics
EDUC	Education
EEVS	Earth and Environmental Science
ENGL	English
ENGR	Engineering
EXSC	Exercise Science
FYE	First Year Experience
GCST	Global and Cultural Studies
GEOG	Geography
GWS	Gender and Women's Studies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

Subject	Description
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

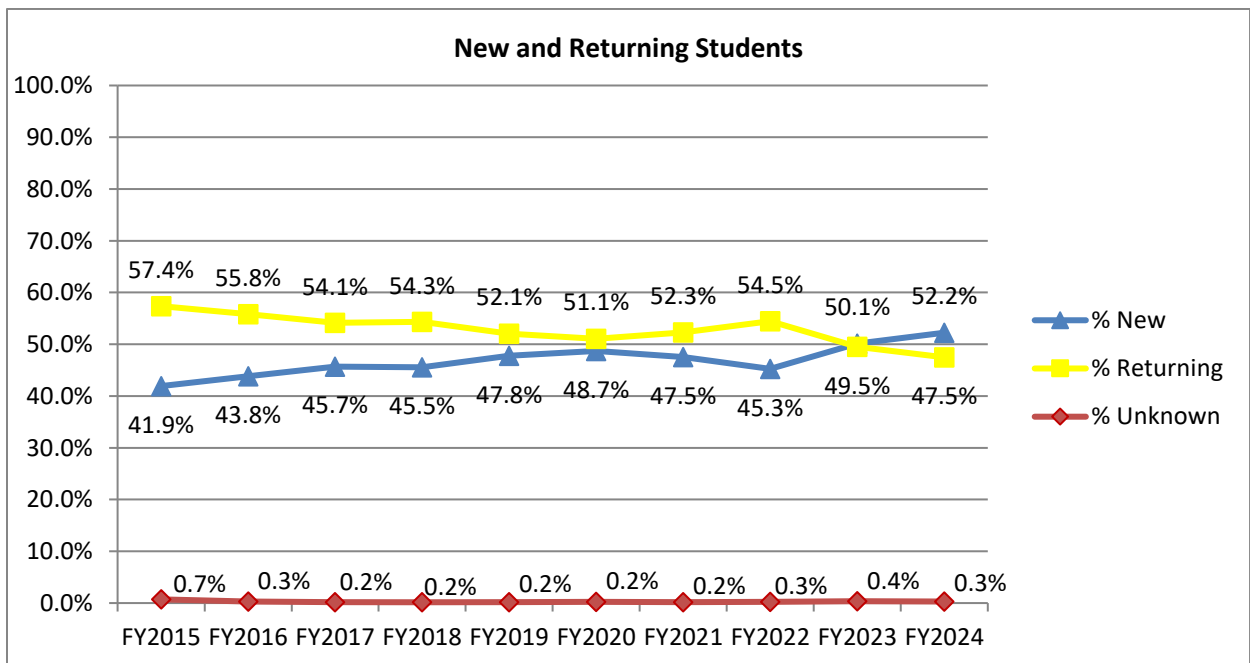
Student Profile – Credit Students

New and Returning Students

In FY2024, 52.2 percent, or 3,776 North Hennepin students, were new to the college. Less than half were continuing or returning students, and 0.3 percent were of unknown status.



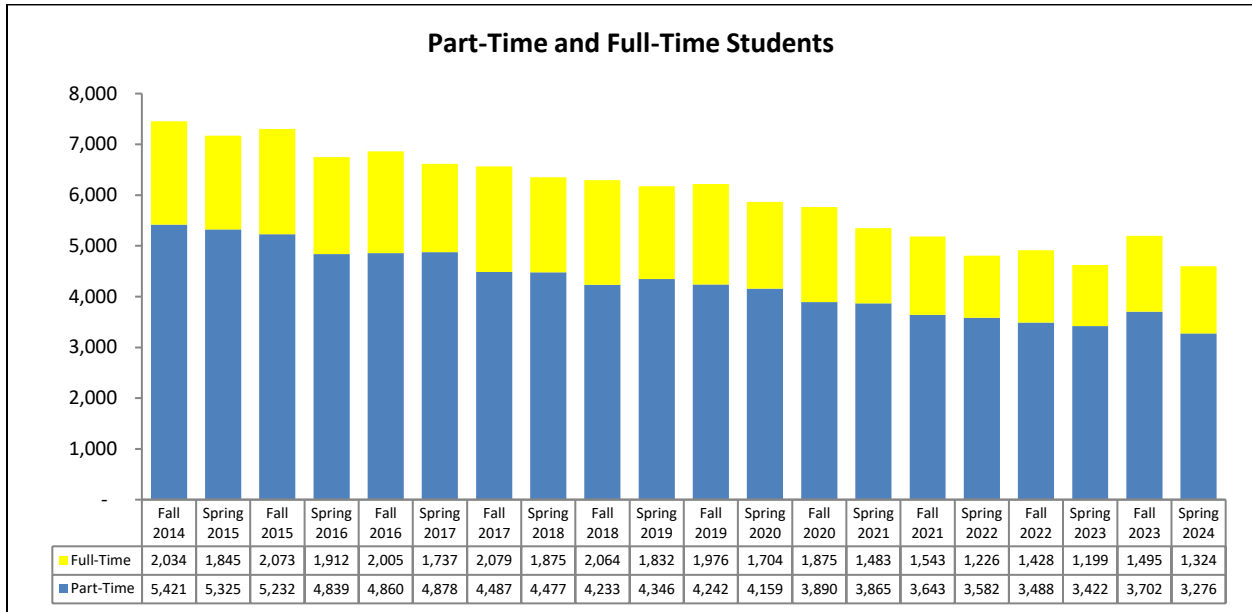
Source: Minnesota State REPL operational database.



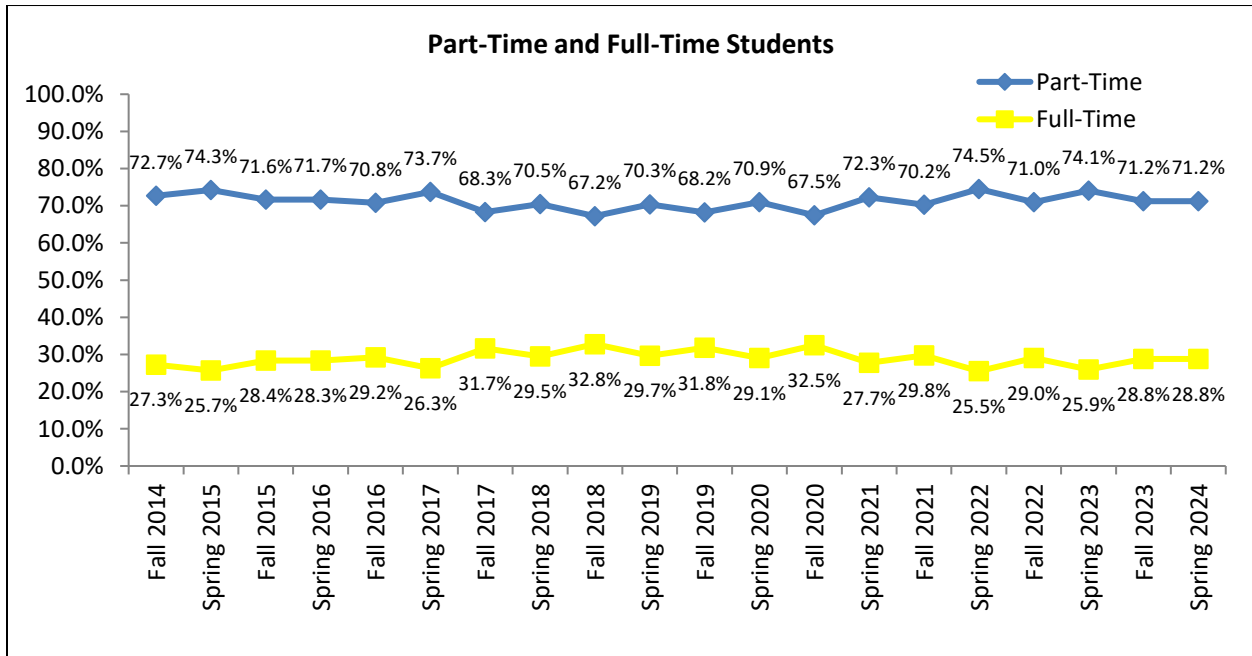
Source: Minnesota State REPL operational database.

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.

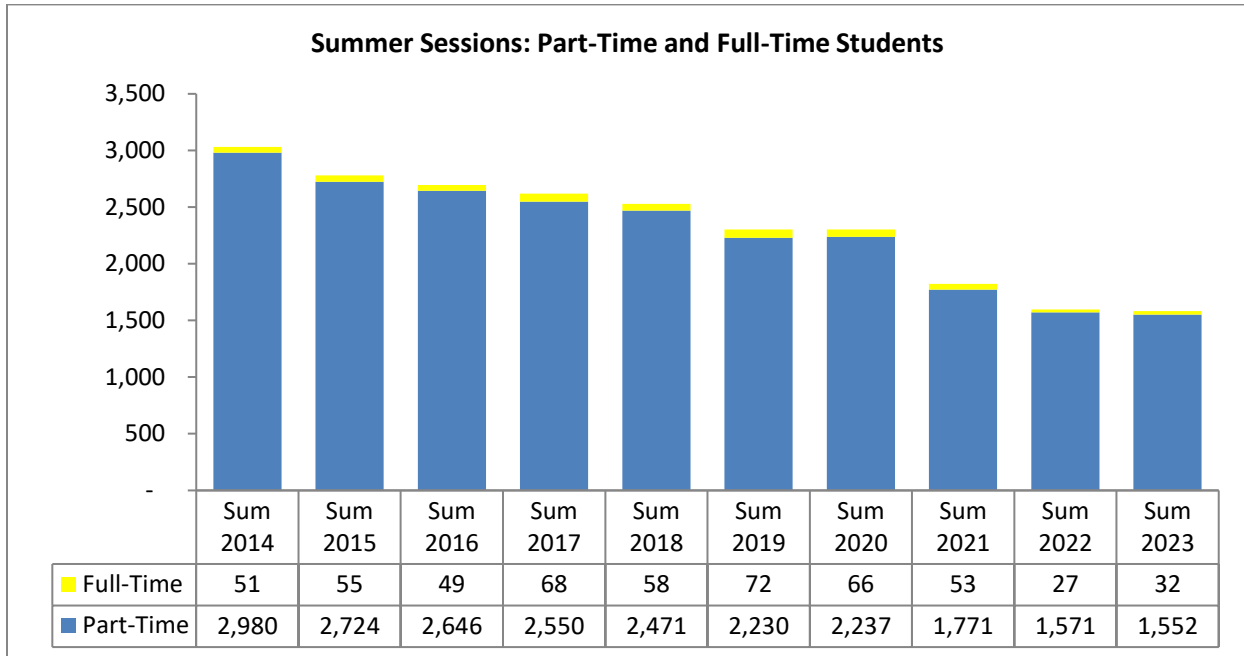


Source: Minnesota State REPL operational database.

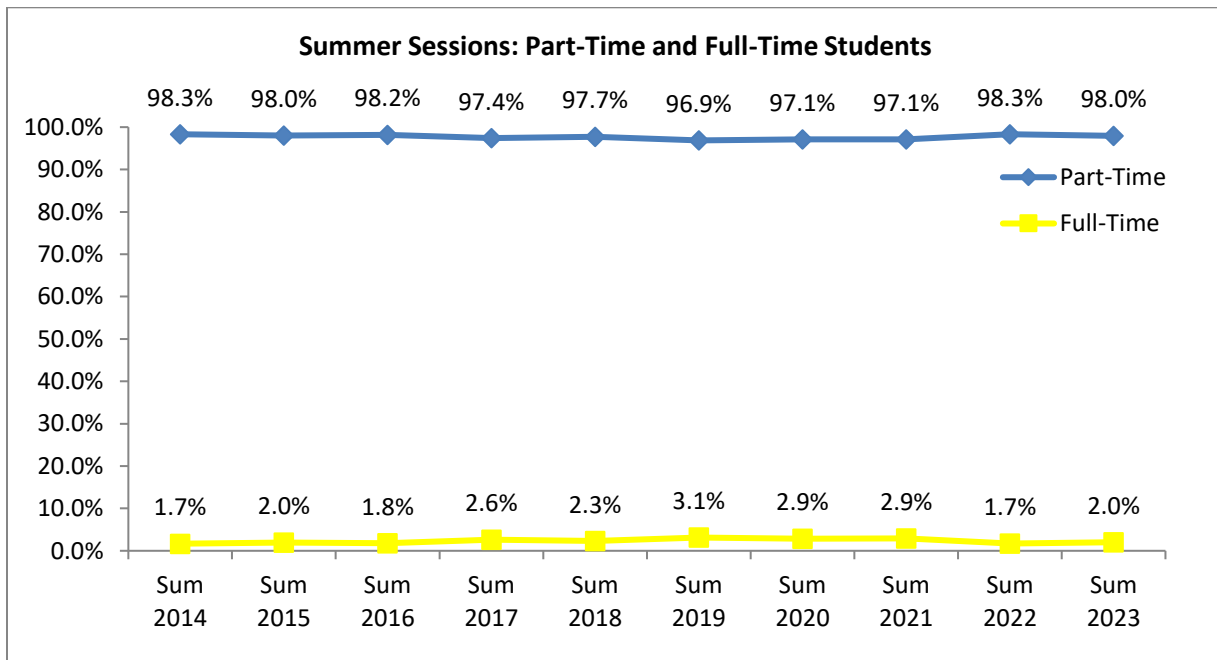


Source: Minnesota State REPL operational database.

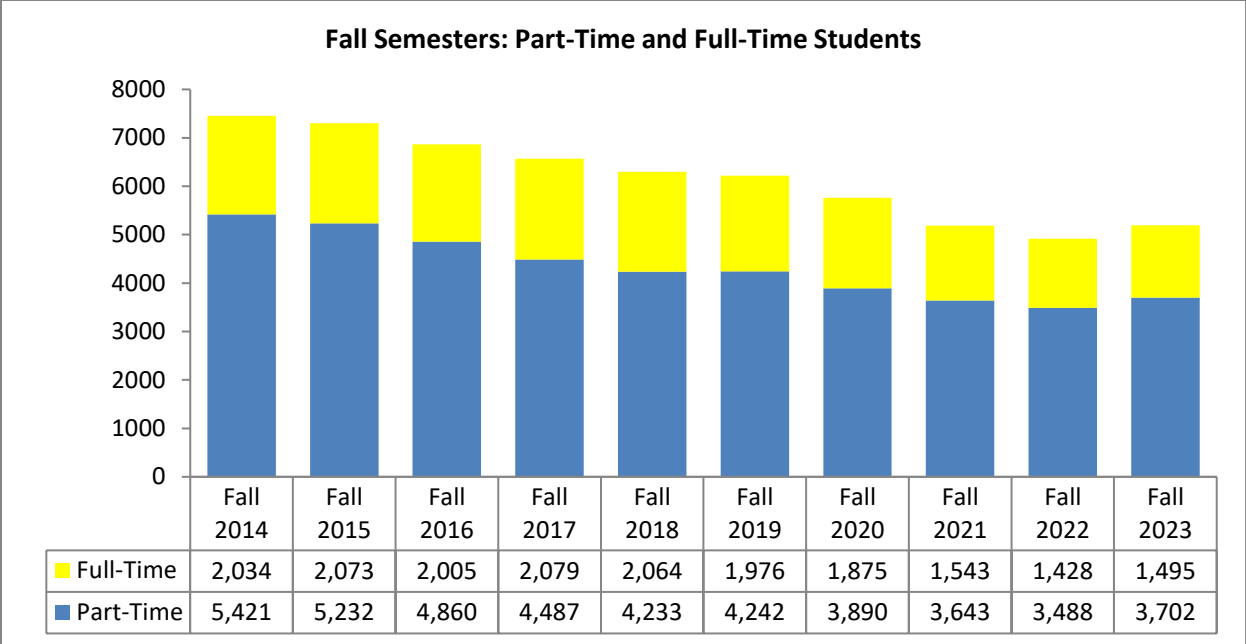
The following three graph pairs present part-time and full-time student enrollment by Summer, Fall, and Spring terms.



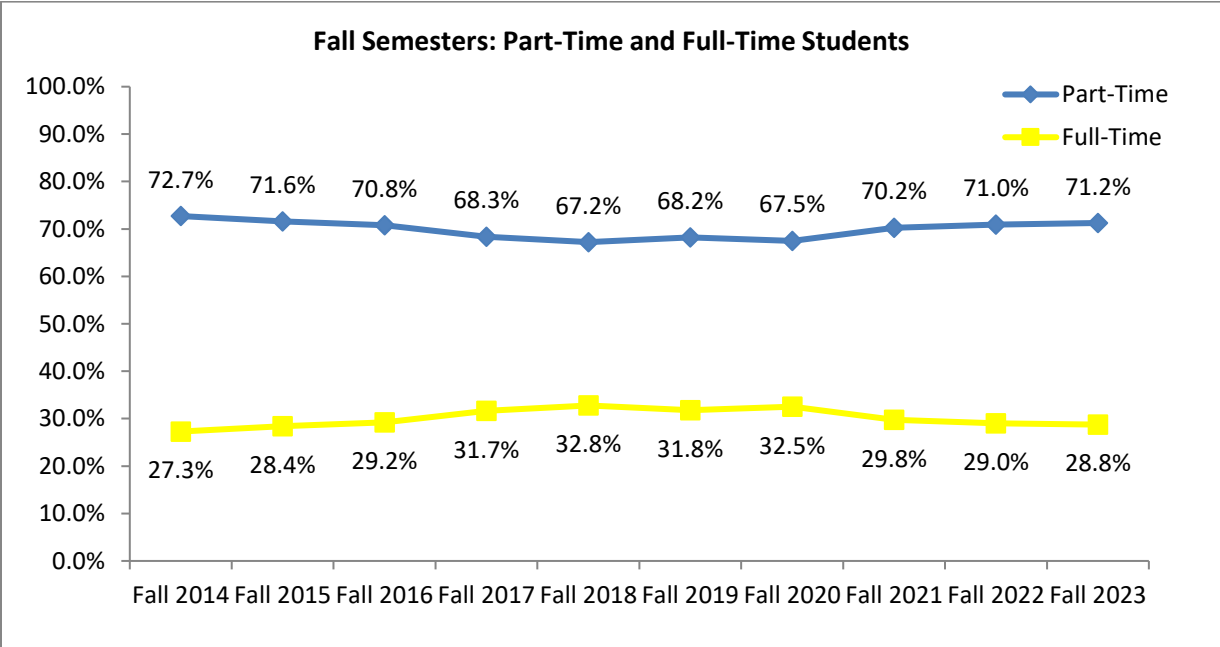
Source: Minnesota State REPL operational database.
 Note: Sum-Summer term.



Source: Minnesota State REPL operational database.
 Note: Sum-Summer term.

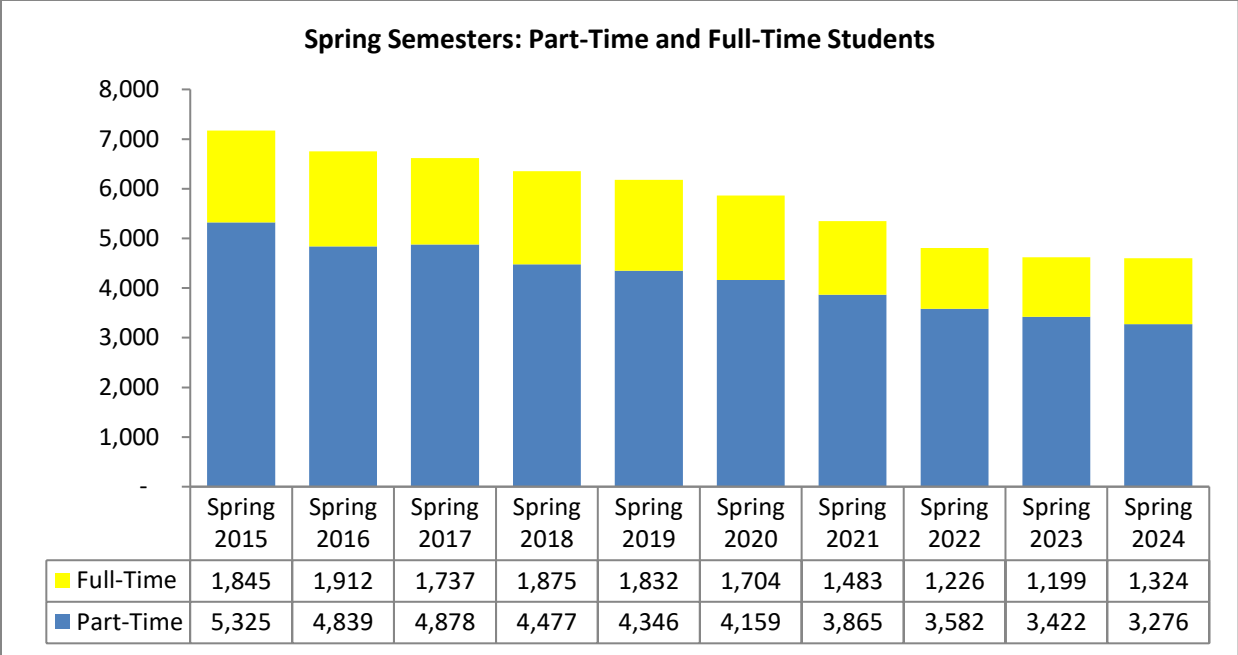


Source: Minnesota State REPL operational database.

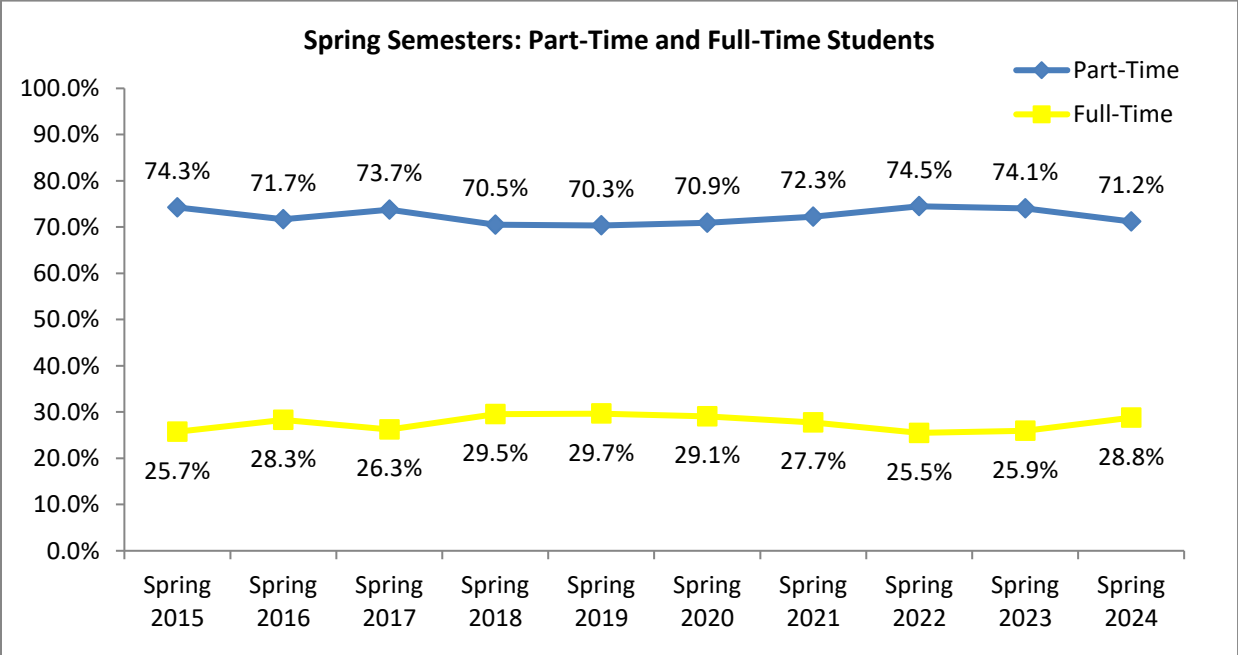


Source: Minnesota State REPL operational database.

Note: FA-Fall term.



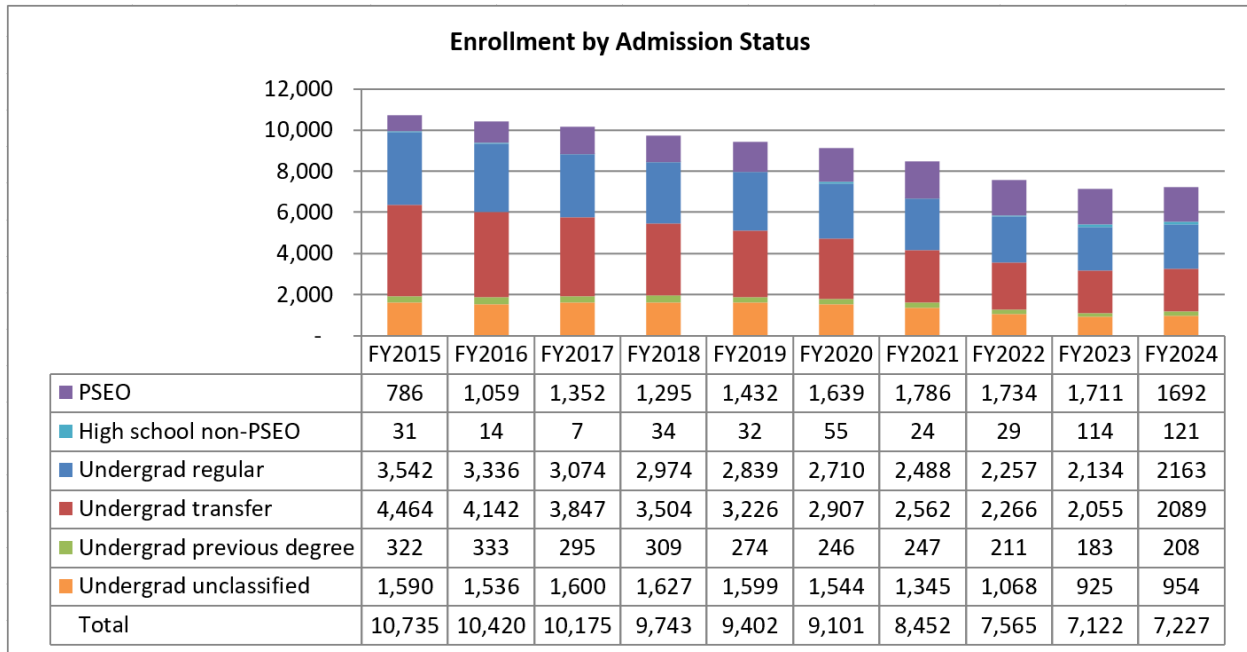
Source: Minnesota State REPL operational database.



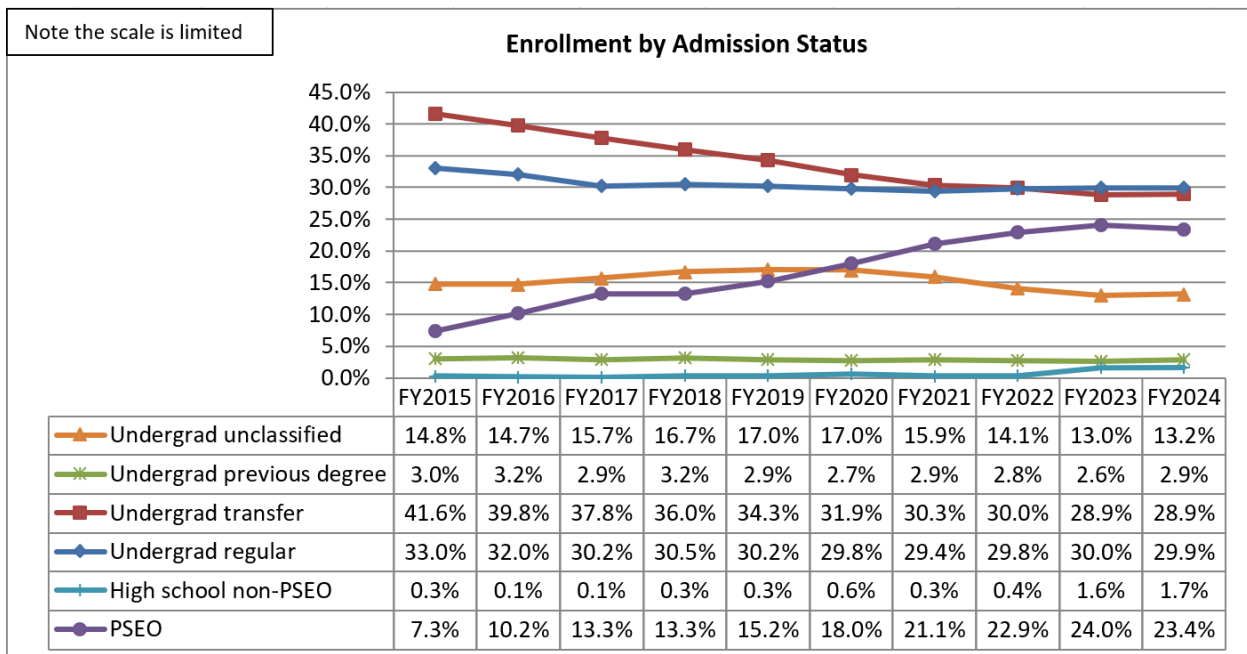
Source: Minnesota State REPL operational database.

Admission Status

Undergraduate transfer and Undergraduate regular students represent the two most significant proportions of NHCC student enrollment in FY2024. They have 28.9 and 29.9 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 FY2024. The proportion of students representing PSEO admissions status has steadily grown over the past decade and reached 24.0 percent in FY2023, declining slightly to 23.4% in FY2024.



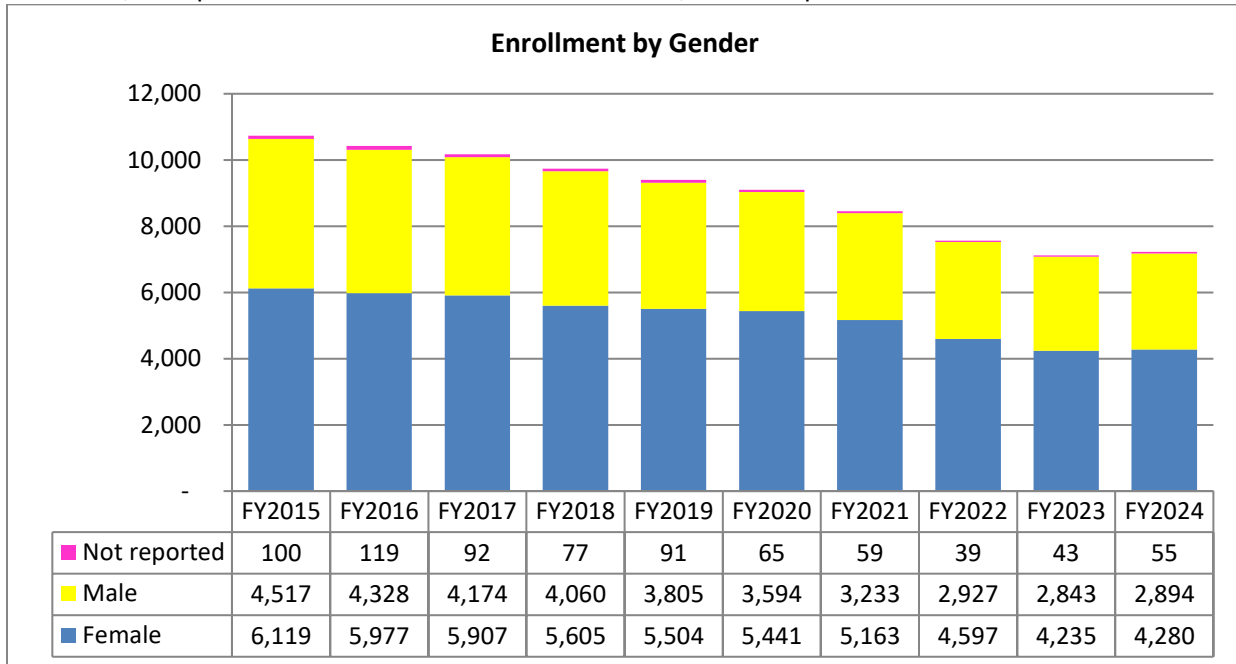
Source: Minnesota State REPL operational database.



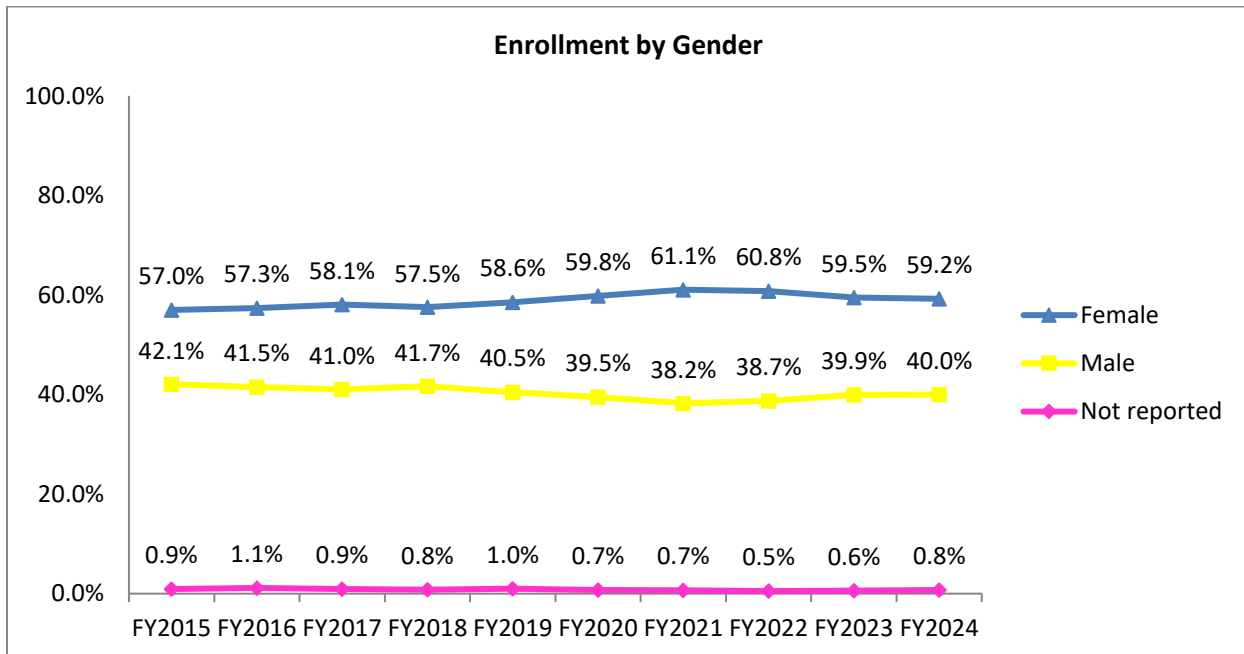
Source: Minnesota State REPL operational database.

Gender

In FY2024, 59.2 percent of NHCC's students were female, and 40.0 percent were male.



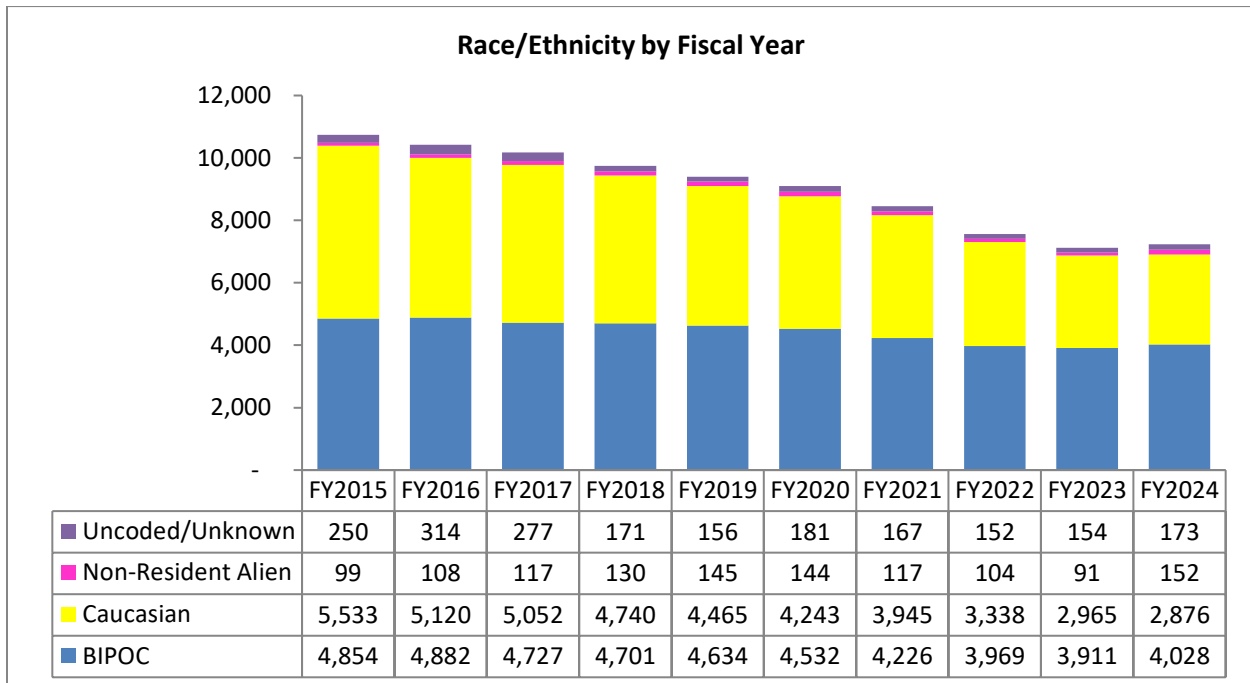
Source: Minnesota State REPL operational database.



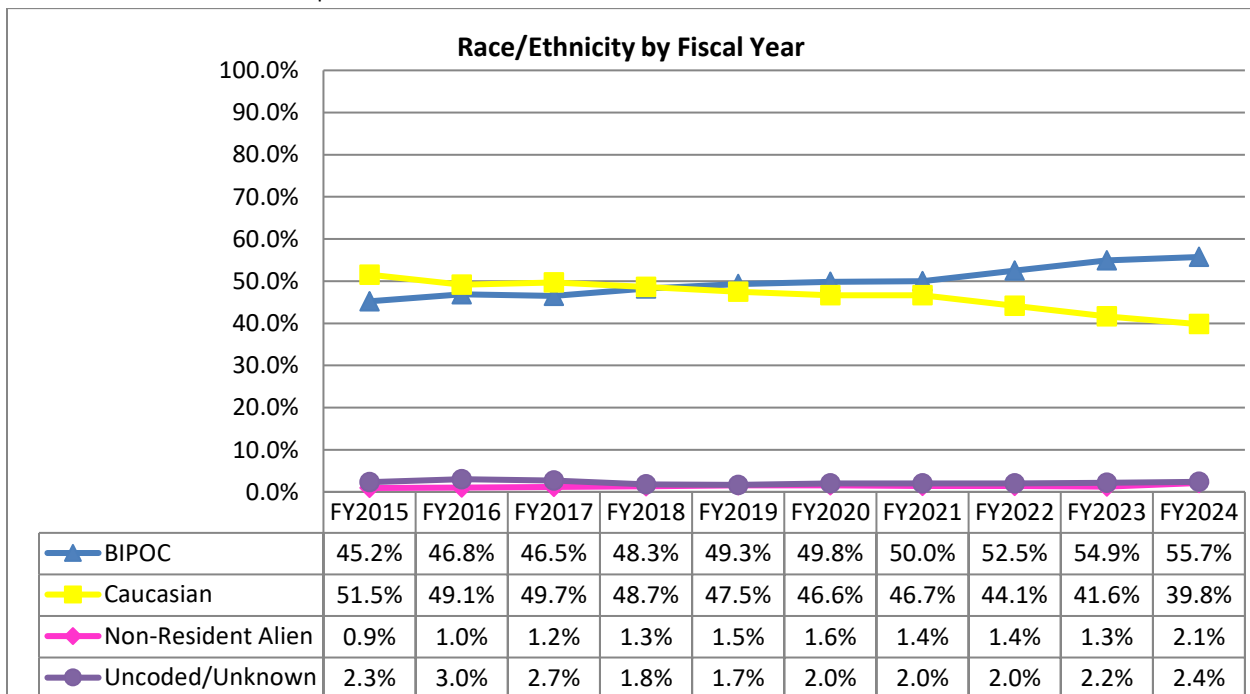
Source: Minnesota State REPL operational database.

Race/Ethnicity

As illustrated below, North Hennepin’s enrollment has become more diverse over the ten years. The population of BIPOC students increased from 45.2 percent in FY2015 to 55.7 percent in FY2024.

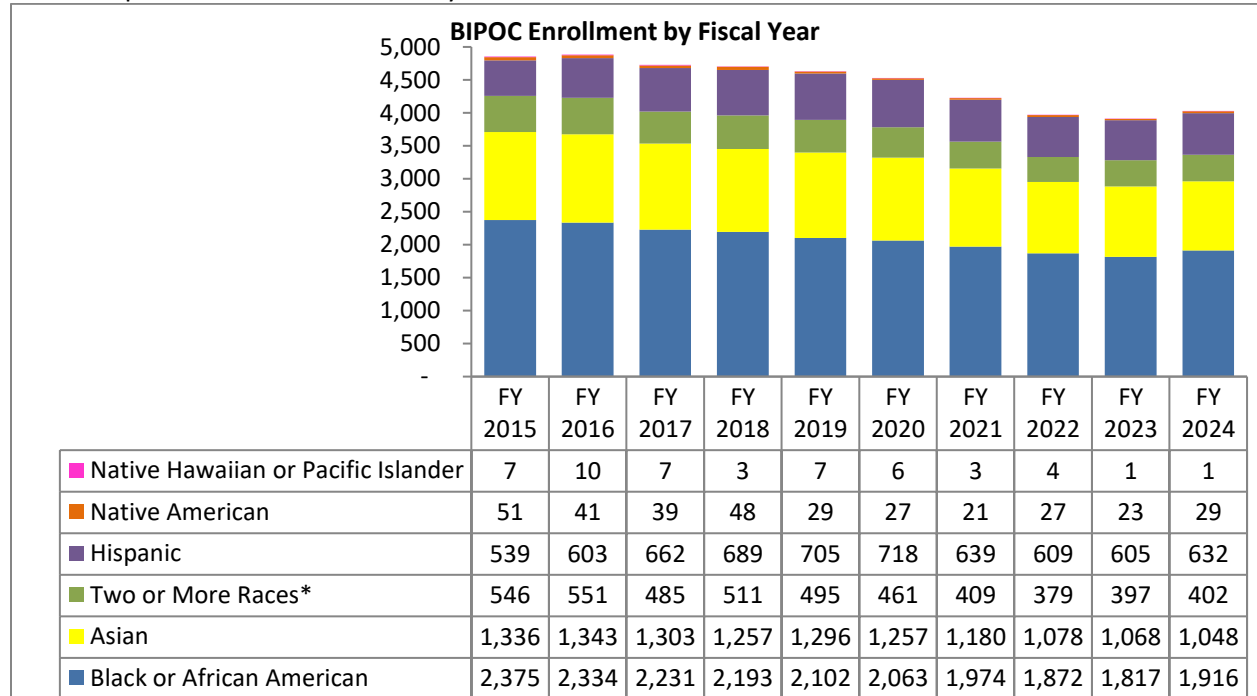


Source: Minnesota State REPL operational database.



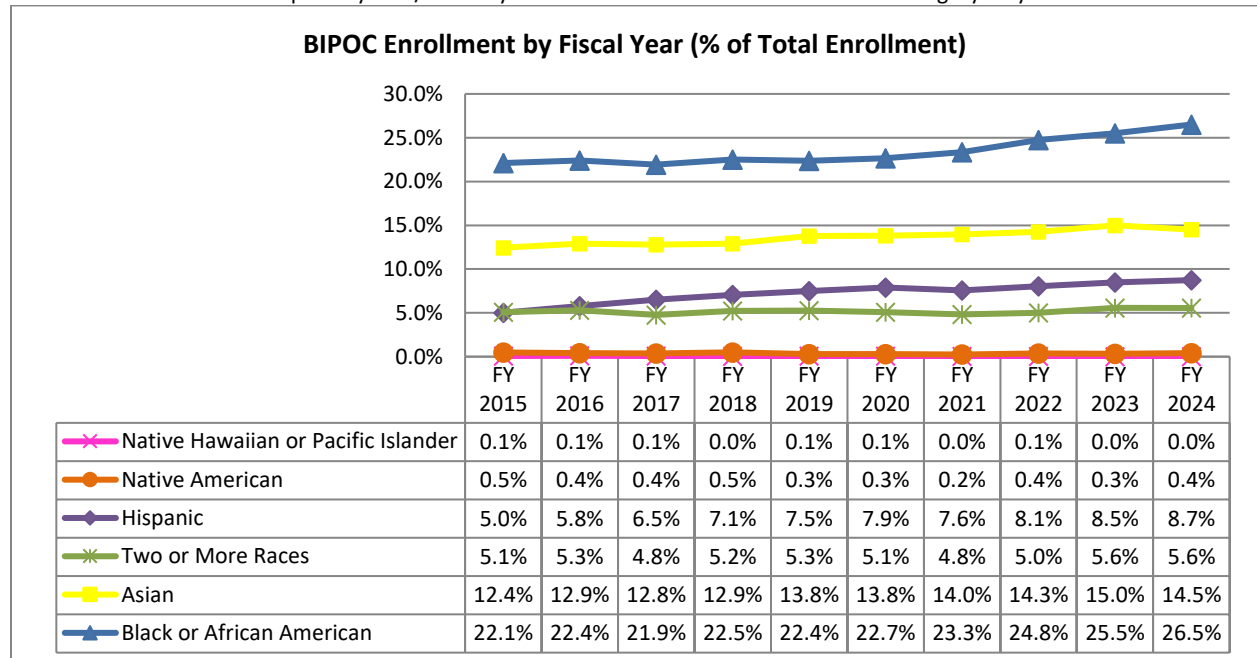
Source: Minnesota State REPL operational database.

BIPOC students encompass six different race/ethnic groups. In FY2024, Black or African American students comprised the most significant portion of NHCC’s BIPOC students at 26.5 percent, followed by Asian students at 14.5 percent. The proportion of Hispanic students have generally grown since FY2015 and currently represents 8.7 percent. Students identifying Two or More Races hover around 5.5 percent of students. Native American and Native Hawaiian or Pacific Islander students combined represent less than one percent of the student body.



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.

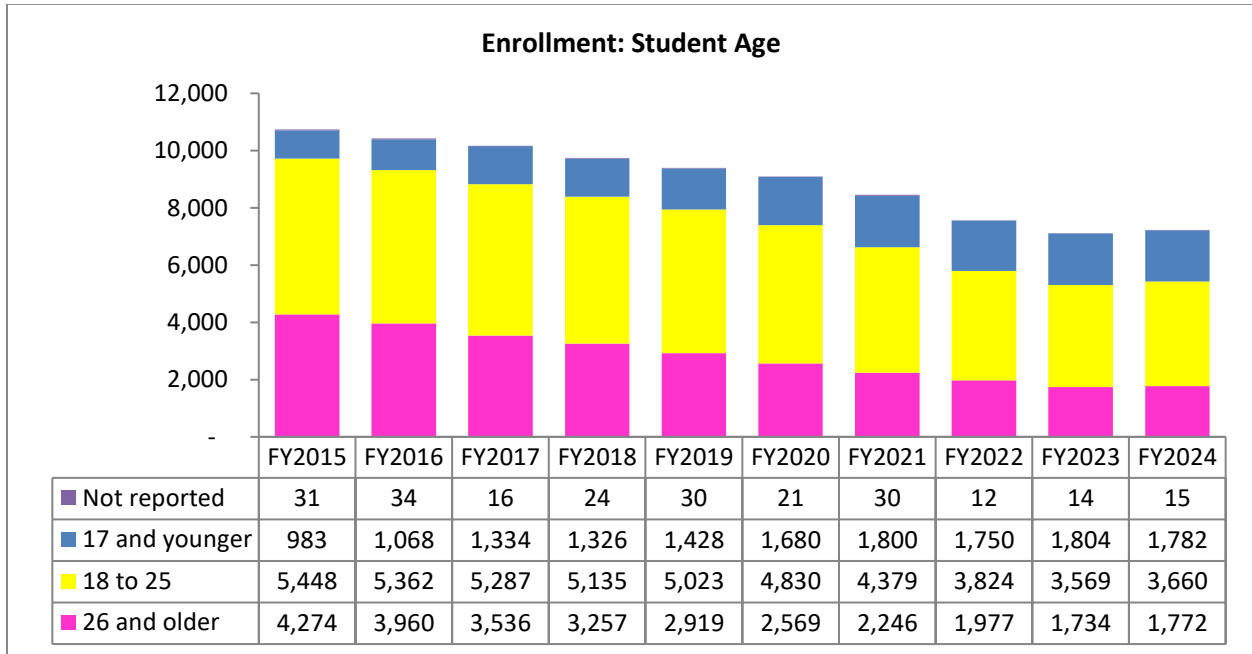


Source: Minnesota State REPL operational database

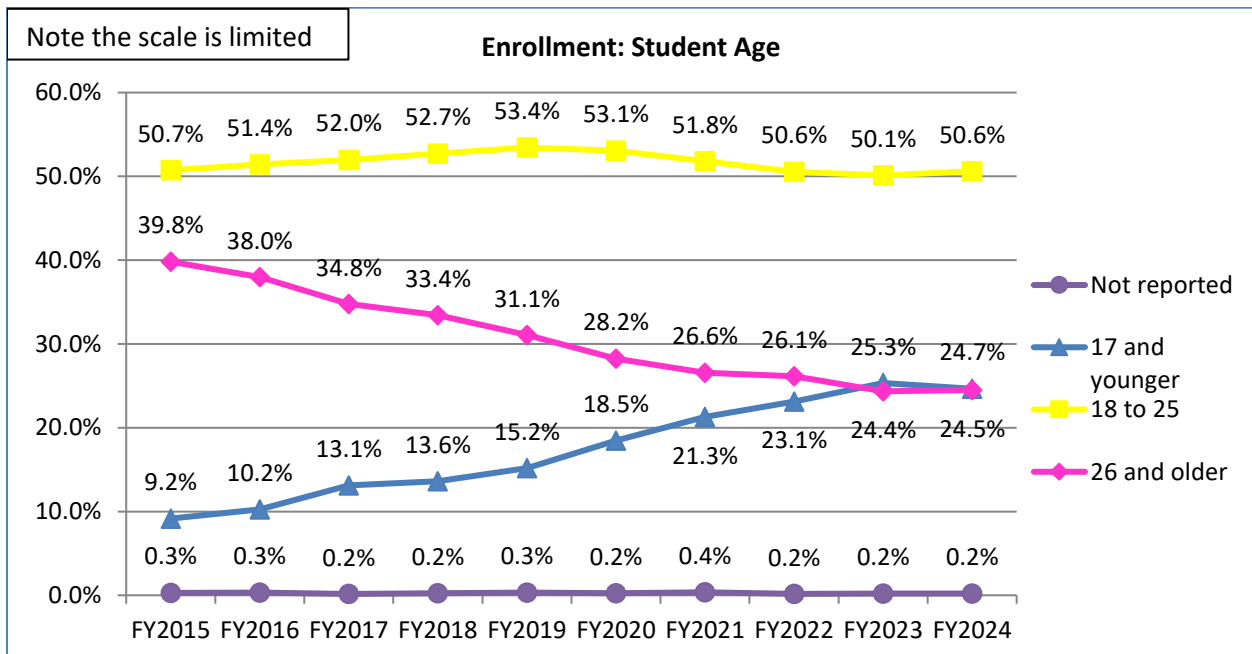
Notes: The data is based on primary race/ethnicity. *Two or more races was included as a category only in 2012.

Age

NHCC enrolled 3,660 students aged 18 to 25 in FY2024. The proportion of the student body aged 26 or older has declined since FY2015 but increased from 1,734 in FY 2023 to 1,772 in FY2024. Students 17 years and younger have increased since FY2015 from 9.2 to 25.3 percent of the student body in FY2023. Less than one percent of students have not reported their age over the years.



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	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
17 and younger	983	1,068	1,334	1,326	1,428	1,680	1,800	1,750	1,804	1,783
18 to 21	3,402	3,445	3,372	3,313	3,381	3,279	2,953	2,655	2,553	2,642
22 to 25	2,046	1,917	1,915	1,822	1,642	1,550	1,425	1,169	1,016	1,018
26 to 30	1,547	1,440	1,287	1,196	1,143	982	885	743	624	656
31 to 35	1,007	958	867	770	684	643	499	475	413	405
36 to 40	631	570	521	516	429	380	350	289	258	269
41 to 45	461	420	362	320	266	213	213	206	177	185
46 to 50	311	279	239	208	182	140	132	107	111	99
51 to 55	171	154	133	126	110	92	79	68	70	70
56 to 60	87	81	85	70	62	63	47	35	27	32
Greater than 60	59	58	42	51	43	56	42	54	54	56
Not responded	31	34	16	24	30	22	30	12	14	14
Total	10,736	10,424	10,173	9,742	9,400	9,100	8,455	7,563	7,121	7,229

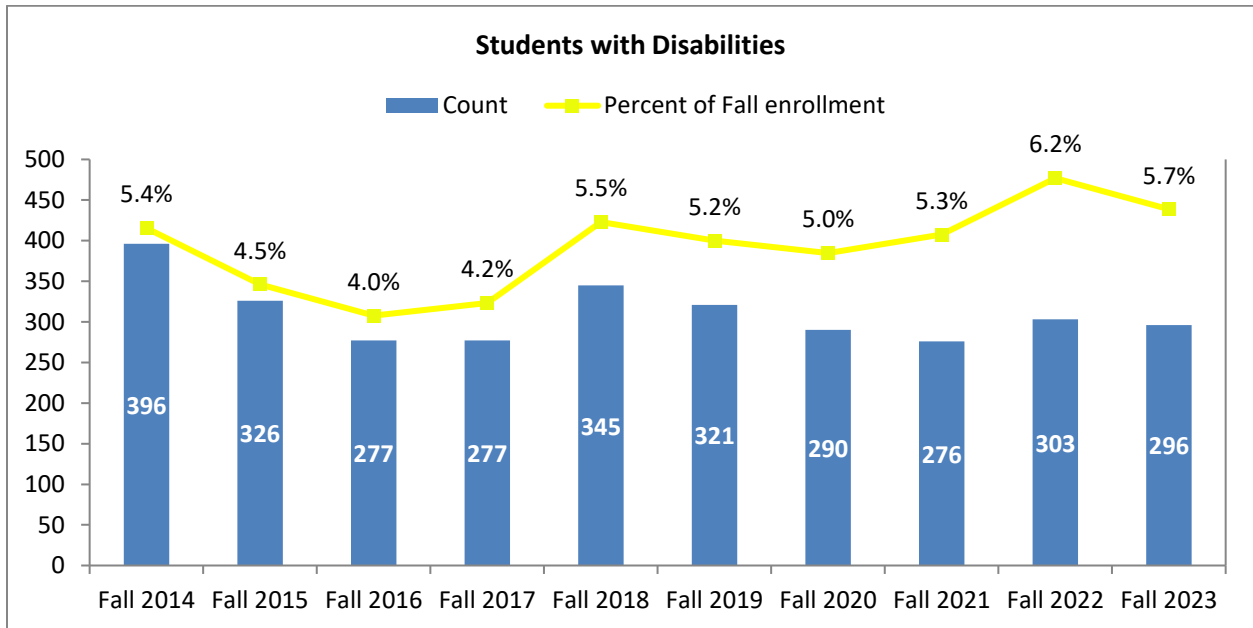
Source: Minnesota State REPL operational database.

Percent Enrollment by Age										
AGE_RANGE	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
17 and younger	9%	10%	13%	14%	15%	18%	21%	23%	25%	25%
18 to 21	32%	33%	33%	34%	36%	36%	35%	35%	36%	37%
22 to 25	19%	18%	19%	19%	17%	17%	17%	15%	14%	14%
26 to 30	14%	14%	13%	12%	12%	11%	10%	10%	9%	9%
31 to 35	9%	9%	9%	8%	7%	7%	6%	6%	6%	6%
36 to 40	6%	5%	5%	5%	5%	4%	4%	4%	4%	4%
41 to 45	4%	4%	4%	3%	3%	2%	3%	3%	2%	3%
46 to 50	3%	3%	2%	2%	2%	2%	2%	1%	2%	1%
51 to 55	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
56 to 60	1%	1%	1%	1%	1%	1%	1%	0%	0%	0%
Greater than 60	1%	1%	0%	1%	0%	1%	0%	1%	1%	1%
Not responded	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 2014. The proportion peaked in Fall 2022 at 6.2 percent and decreased to 5.7 percent in Fall 2023.



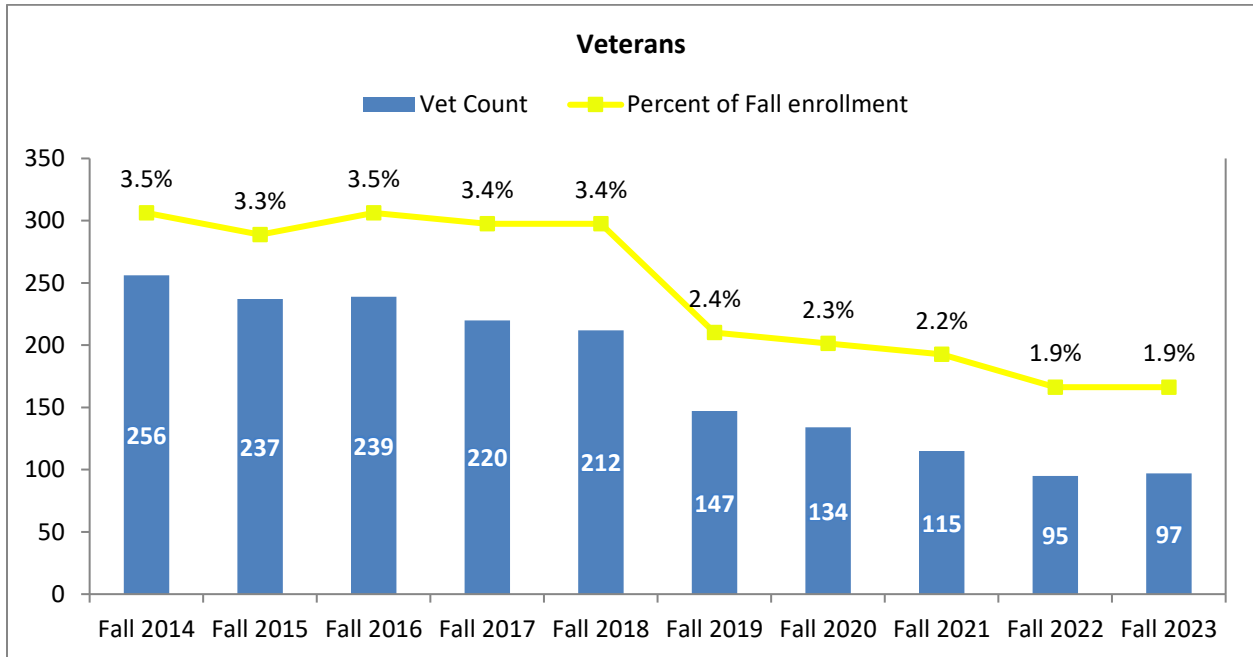
Source: Minnesota State REPL operational database.

Veterans

In Fall 2023, 97 students identified themselves as a veteran. That number represented a 2.1 percent increase from Fall 2022 numbers.

In Fall of 2023, veterans represented 1.9 percent of the student body. Overall, the historical trend went down from 3.5 percent in the Fall 2014 to 1.9 percent in the Fall 2023.

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.

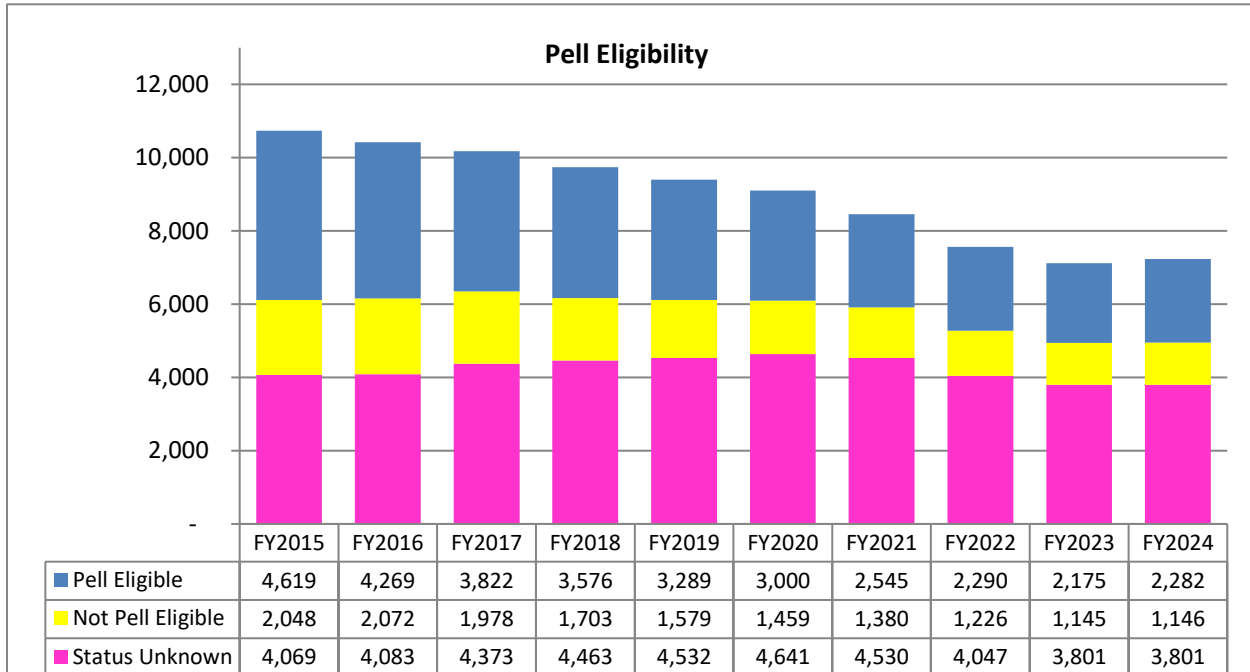


Source: Minnesota State REPL operational database.

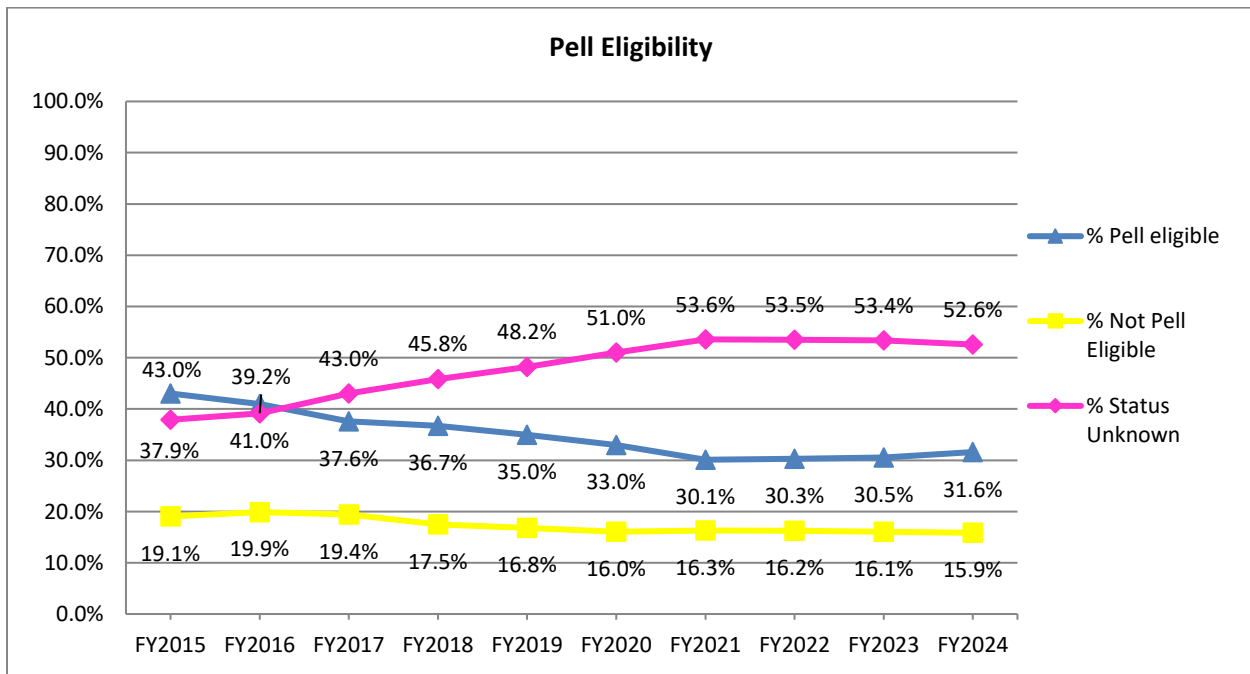
Note: This represents self-reported data from the application for admission.

Low-Income Status/Pell Eligibility

Pell eligibility is often used to identify low-income students. In the FY2024 year, 2,282 students were Pell eligible, representing 31.6% of the student population. Not Pell Eligible students made up 15.9% of the enrollment. The proportion of students whose Pell eligibility status is unknown was 52.6% in FY2024.



Source: Minnesota State REPL operational database.



Source: Minnesota State REPL operational database.

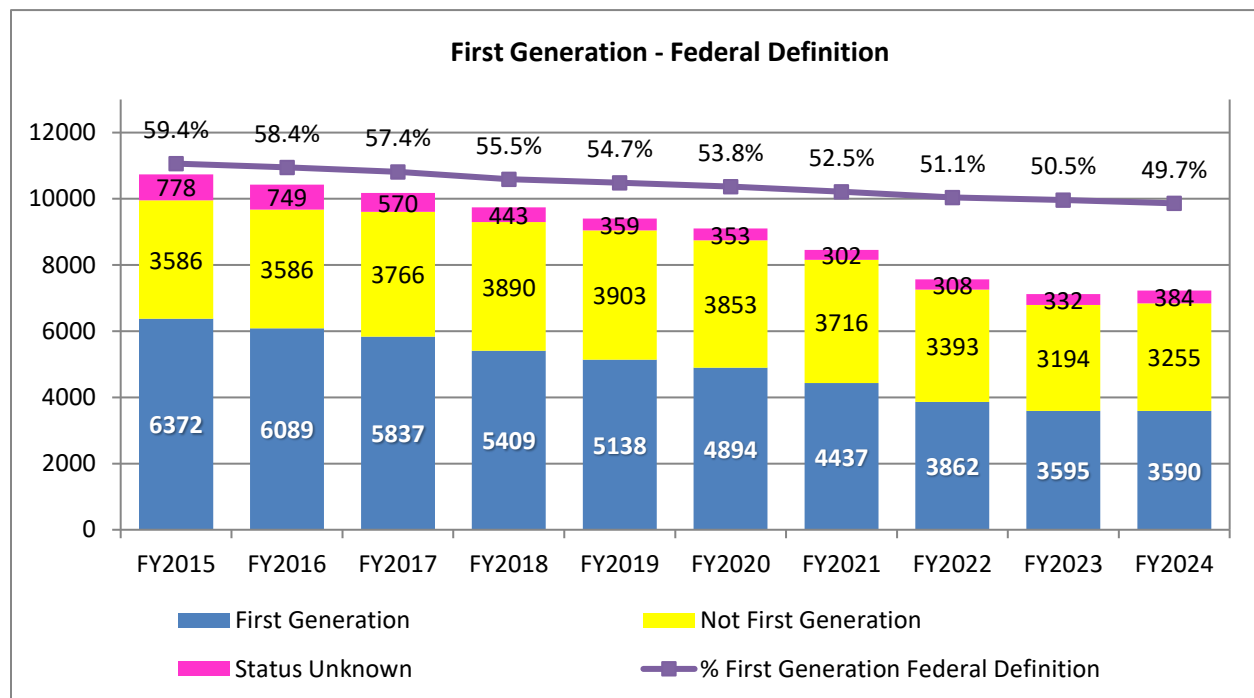
First Generation Status

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

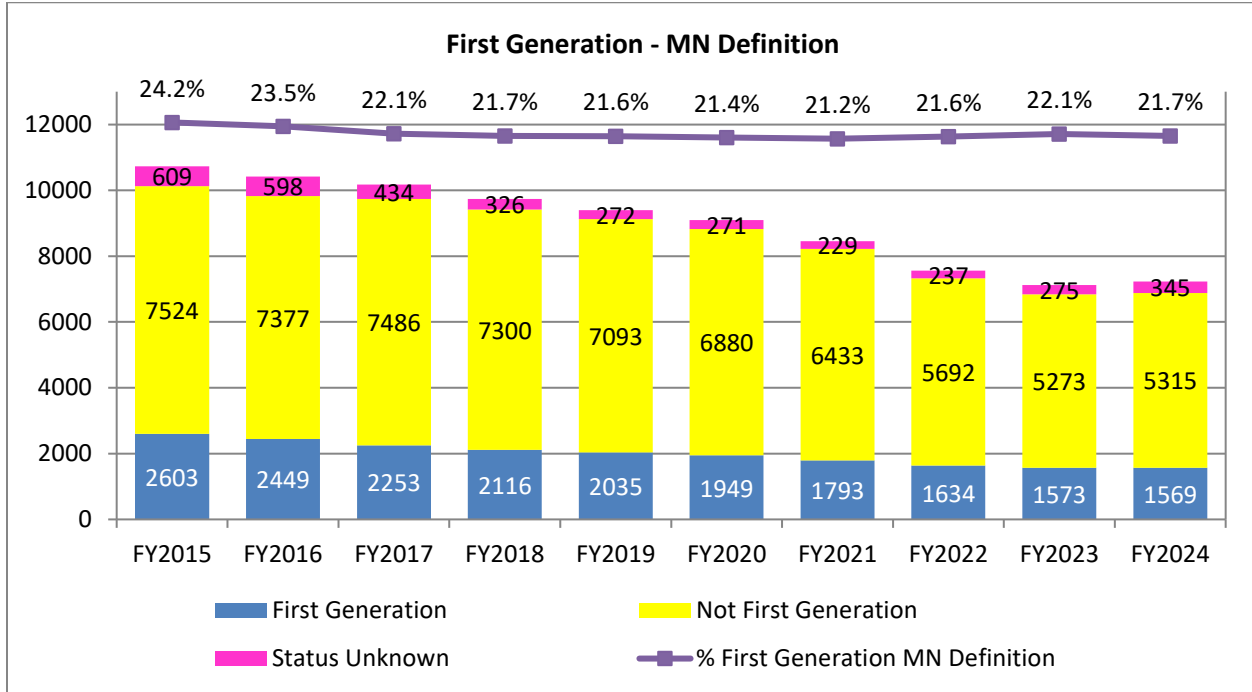
Between fiscal years 2015 and 2024, the percentage of students identified as meeting the federal first-generation definition decreased from 59.4 percent to 49.7 percent. The number of students identified as meeting the federal first-generation definition in the fiscal year 2024 is 3590, the lowest over 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 21.2 and 24.2 percent over the past ten years. The percentage of first-generation students has decreased slightly from 22.1 percent in FY2023 to 21.7 percent in FY2024.



Source: Minnesota State REPL operational database.

Underrepresented Status

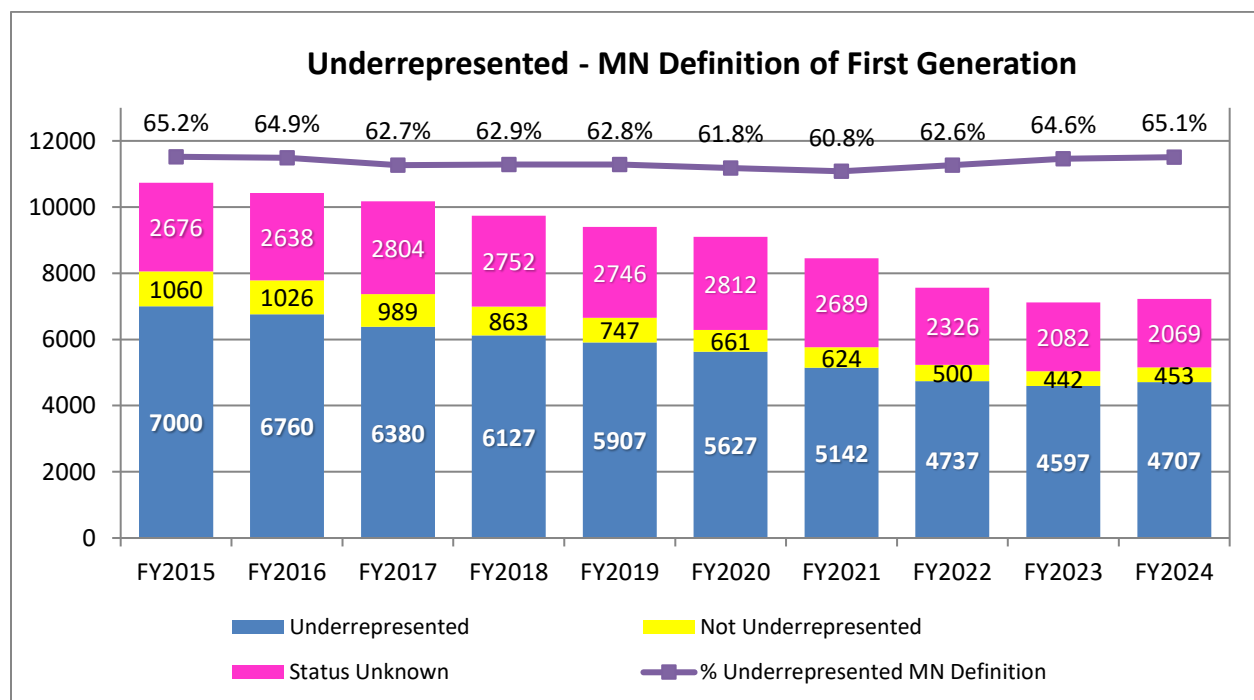
A student is considered underrepresented if he or she fits into one or more of the following categories: (1) BIPOC, (2) low income, or (3) first generation.

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, 65.1 percent met the underrepresented definition (e.g., BIPOC student, low income, or Minnesota first generation) in fiscal year 2024. The proportion of North Hennepin students who meet the underrepresented definition has a small fluctuation from 65.2 percent in FY2015 to 65.1 percent in FY2024.

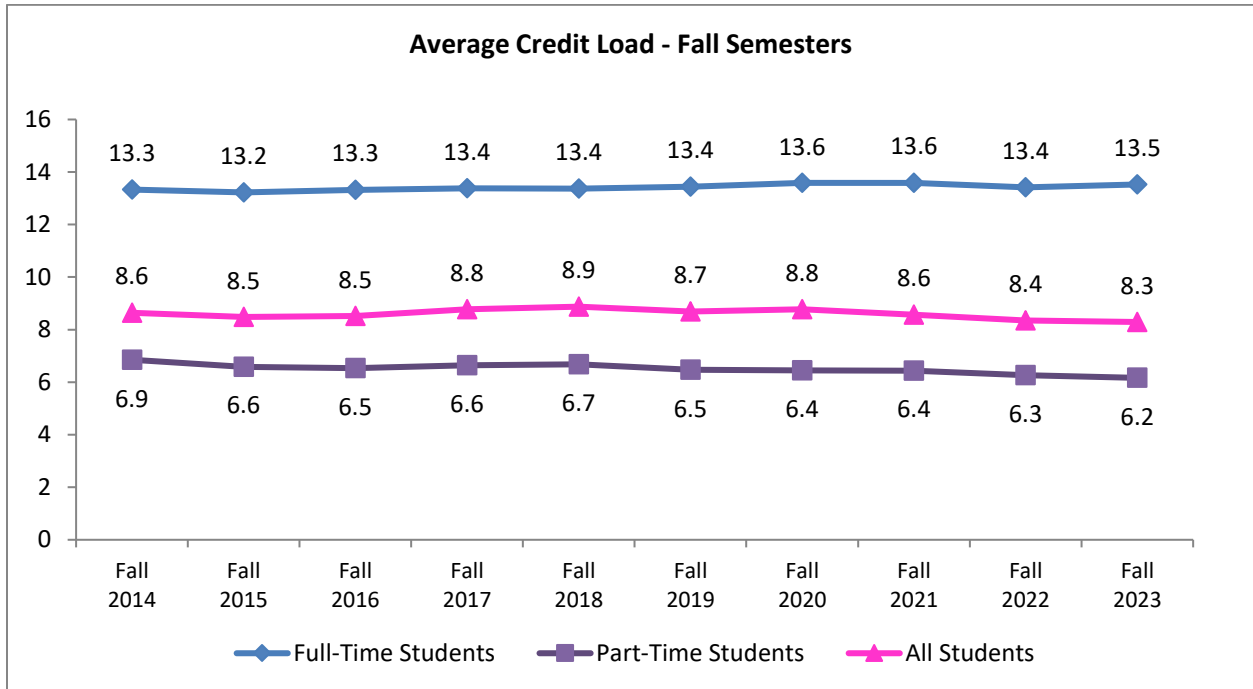


Source: Minnesota State REPL operational database.

Average Credit

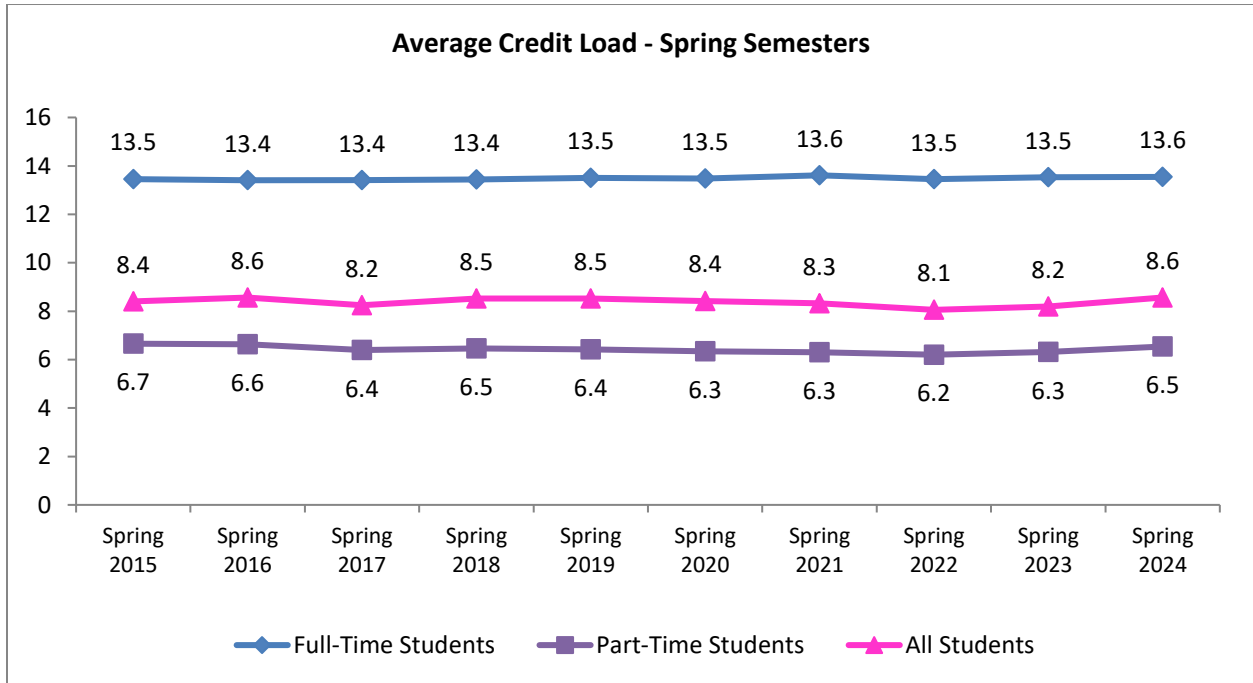
Average Credit Load by Semester

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-time students across the timeframe from Fall 2014 through Fall 2023. The average credit load for part-time students has decreased slightly across the same timeframe.

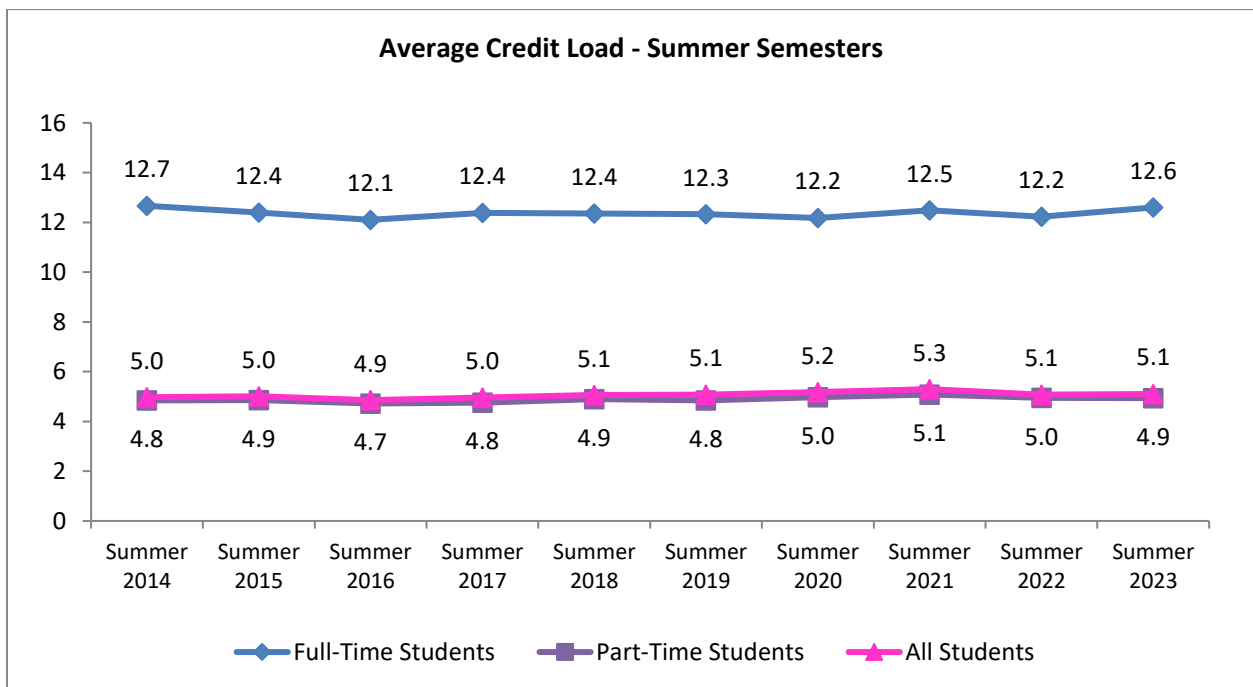


Source: Minnesota State REPL operational database.

Similarly, the average credit load has remained relatively constant for full and part-time students each term from Spring 2014 through Spring 2024 and Spring 2014 through Spring 2024.



Source: Minnesota State REPL operational database.

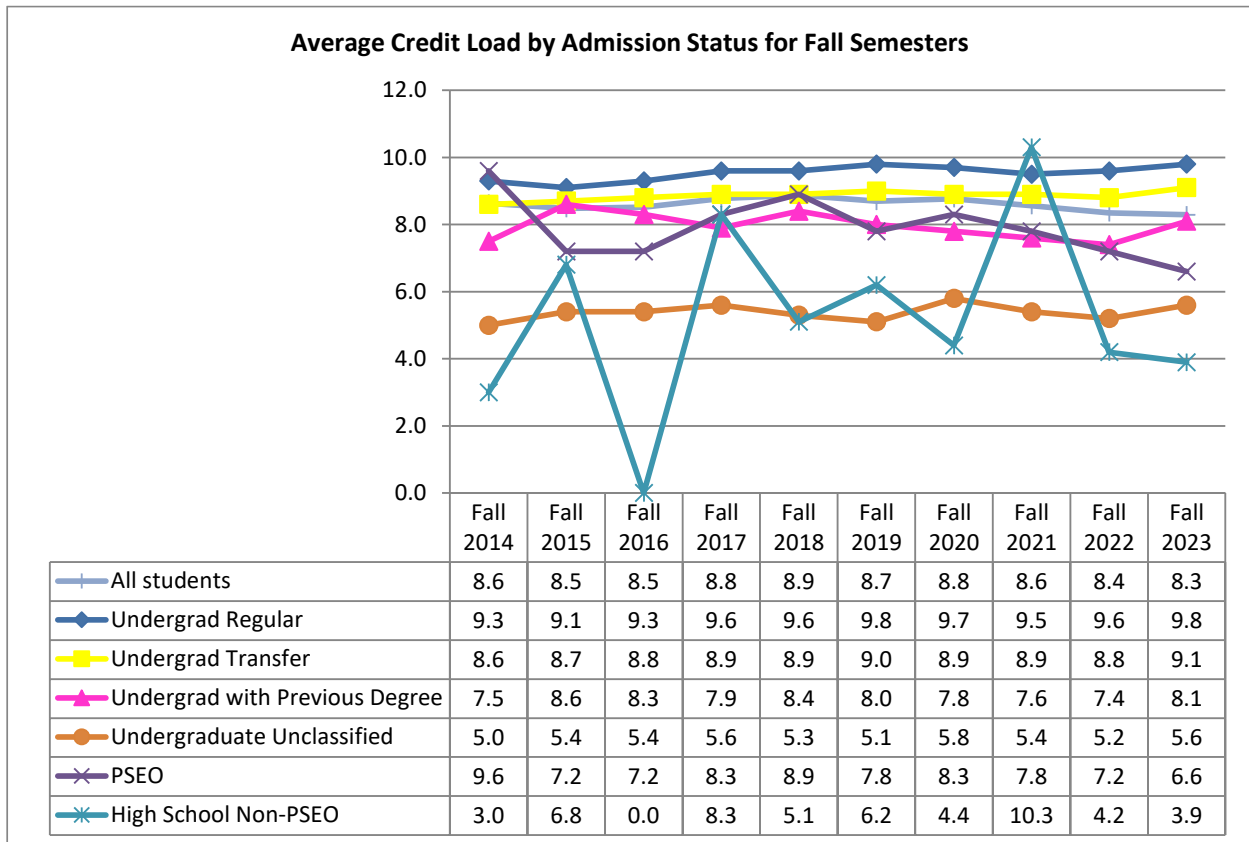


Source: Minnesota State REPL operational database.

Average Credit Load by Admission Status

Students carried an average of 8.3 credits in Fall 2023. Looking more closely at Fall 2023, undergrad regular status students carried the highest average credit load with 9.8 credits and transfer students carried 9.1 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 7.8 to 6.6 credits.



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 2023, about twenty-two percent of all students listed Brooklyn Park as their current city of residence.

Top 25 Cities - Student Residence											
City	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	10yr Avg
Brooklyn Park	1633	1640	1452	1493	1473	1419	1162	1039	1045	1109	1346.5
Maple Grove	659	579	529	542	557	591	576	527	470	510	554.0
Minneapolis	650	625	587	522	539	541	523	455	449	439	533.0
Brooklyn Center	535	522	497	468	440	411	356	324	261	296	411.0
Plymouth	414	417	355	379	353	385	368	345	274	260	355.0
Champlin	276	253	232	245	252	233	196	191	203	207	228.8
New Hope	242	251	224	220	185	201	170	136	145	132	190.6
Crystal	219	190	182	198	174	165	155	127	104	113	162.7
Buffalo	105	95	197	169	123	160	159	80	149	242	147.9
Blaine	150	151	159	149	134	151	145	123	114	125	140.1
Coon Rapids	171	160	153	150	138	126	143	133	117	100	139.1
Fridley	115	115	134	106	125	97	89	100	73	58	101.2
Rogers	85	82	98	113	108	79	89	84	78	80	89.6
St. Michael	99	102	88	77	76	63	87	102	73	106	87.3
Robbinsdale	130	109	89	71	78	71	76	69	55	53	80.1
St. Paul	83	87	75	65	72	74	80	71	45	57	70.9
Golden Valley	73	101	69	61	65	56	60	56	56	42	63.9
Columbia Heights	72	74	66	72	65	55	58	50	39	46	59.7
Otsego	57	61	56	64	62	49	57	45	70	73	59.4
Minnetonka	63	120	84	58	40	40	33	36	30	25	52.9
Andover	89	69	65	45	49	44	31	32	36	28	48.8
St. Louis Park	70	72	62	45	47	46	47	33	18	21	46.1
Ramsey	57	56	64	44	51	44	35	35	36	36	45.8
New Brighton	62	48	52	48	51	51	53	35	18	12	43.0
Elk River	55	53	44	36	44	38	47	27	32	27	40.3

Source: Minnesota State REPL operational database.

Notes: 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 2023, 79 new first-time students attended Champlin Park High School, 52 attended Park Center International Baccalaureate World High School, and 67 attended Osseo High School. Graduates from these three high schools have a consistent pattern of enrollment at NHCC who represented a total of 198 students in Fall 2023. This number is 32 more students than the previous Fall 2022 from these three top sending high schools.

Top 25 High Schools - First-Time Students											
High School	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	10yr Avg
Champlin Park High School	70	79	56	90	95	81	67	88	54	79	75.9
Park Center Ib World Hs	94	82	65	85	82	87	77	59	57	52	74.0
Osseo Senior High School	69	80	68	68	90	89	73	56	55	67	71.5
Maple Grove Senior High Sch	51	49	35	56	50	51	52	43	33	34	45.4
Robbinsdale Cooper High School	48	51	38	40	45	37	45	35	34	40	41.3
Robbinsdale Armstrong High Sch	62	45	35	35	39	41	28	27	24	37	37.3
Rogers High School	15	17	15	19	27	12	17	7	15	19	16.3
Wayzata High School	18	11	16	21	21	10	14	20	14	15	16.0
St Michael-Albertville Hs	15	17	12	12	14	15	18	13	20	15	15.1
Fridley High School	14	10	8	10	14	20	12	9	12	3	11.2
Buffalo High School	12	11	15	13	13	8	14	7	7	11	11.1
Brooklyn Center Middle Hs	15	15	13	15	8	16	12	6	5		10.5
Blaine High School	17	11	10	14	8	7	10	10	7	9	10.3
Spring Lake Park High School	6	7	7	5	11	5	12	6	15	8	8.2
Patrick Henry High School	8	15	3	4	8	12	7	4	6	3	7.0
Rockford High School	10	9	9	13	5	6	1	5	3	9	7.0
Prairie Seeds Academy	6	6	8	10	13	6	7	6	1	6	6.9
Columbia Heights High School	7	4	4	4	5	9	4	8	7	11	6.3
Irondale Senior High School	4	6	3	2	10	5	14	6	5	4	5.9
Coon Rapids High School	2	4	9	6	1	5	10	9	8	3	5.7
Hopkins High School	10	3	8	5	2	10	3	4	9	3	5.7
Anoka High School		7	3	1	6	7	8	3	4	2	4.1
Cristo Rey Jesuit High School						7	3	2		1	1.3
279 Online									3	7	1.0
279 Online Learning Program										3	0.3

Source: Minnesota State REPL operational database.

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

PSEO Students

In Fall 2023, Buffalo High School had the most PSEO students attending North Hennepin with 323, but Champlin Park High School had the highest 10 year average of PSEO students attending North Hennepin with an average of 244 students. Eight high schools had a 10 year average over 50 students enrolled as PSEO students at NHCC from Fall 2014 through Fall 2023. In Fall 2023, 62 percent of all PSEO students were from the schools with the top 10 year averages listed.

Top 25 High Schools - PSEO Students											
High School	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	10yr Avg
Champlin Park High School	66	65	68	98	109	136	157	186	241	244	137.0
Buffalo High School	8	10	177	144	95	128	167	80	151	323	128.3
Osseo Senior High School	41	60	42	81	98	212	163	153	160	185	119.5
Wayzata High School	29	89	87	110	96	152	168	165	104	98	109.8
Park Center Ib World Hs	34	56	46	90	114	90	103	87	63	89	77.2
Robbinsdale Armstrong High Sch	40	34	40	39	67	97	132	91	97	124	76.1
Maple Grove Senior High Sch	37	22	27	36	69	79	88	87	93	98	63.6
Robbinsdale Cooper High School	47	39	27	31	46	46	49	45	44	25	39.9
Rogers High School	22	22	44	57	47	20	21	37	57	26	35.3
St Michael-Albertville Hs	15	24	18	19	20	24	55	44	42	55	31.6
Hopkins High School	17	176	88	2	9	4	2	8	5	3	31.4
Brooklyn Center Middle Hs	35	39	48	41	30	26	36	17	16	7	29.5
Other - Home School	36	24	28	22	22	25	30	35	17	23	26.2
Orono High School	21	11	24	39	27	38	11	14	9	39	23.3
Wellstone International Hs					22						22.0
Blaine High School	3	6	4	7	14	15	32	21	14	24	14.0
Delano High School	4	4	10	7	5	6	16	22	16	16	10.6
Spring Lake Park High School	4	5	3	7	10	14	23	13	12	6	9.7
Fairmont Jr Sr High School		8									8.0
Other Minnesota		8									8.0
Rockford High School	6	16	9	7	6	12	7	5	6	4	7.8
Fridley High School	1	4	5	6	12	11	11	9	3	8	7.0
Coon Rapids High School	2			1	3	8	16	10	5	7	6.5
North Education Center						6					6.0
279 Online Learning Program								2	13	1	5.3

Source: Minnesota State REPL operational database.

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

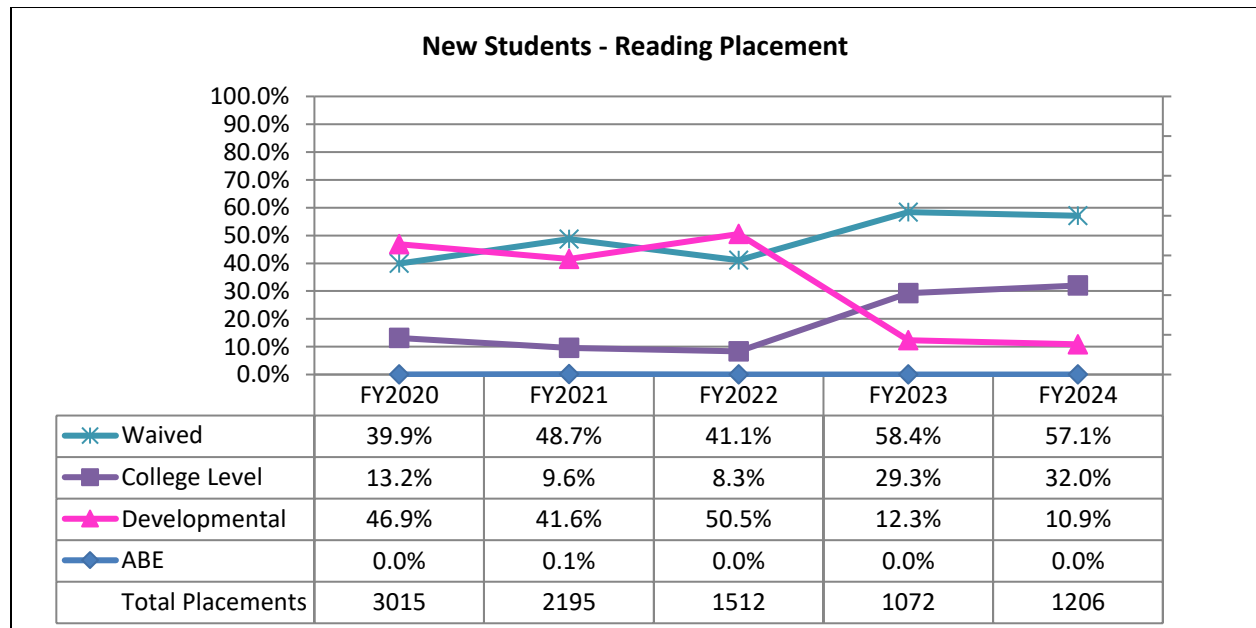
Academic Placement

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 Accuplacer 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 FY2020, the Testing Center has used different testing approaches. The Next Generation Accuplacer test was implemented mid FY2019. However, during the COVID-19 pandemic (FY2020), student academic placement was mainly based on high school GPA. Beginning FY2022, multiple measures including the Accuplacer test and high school GPA were used. Therefore, the data sequences on the graphs below reflect the difference in testing methods and the initial training of students.

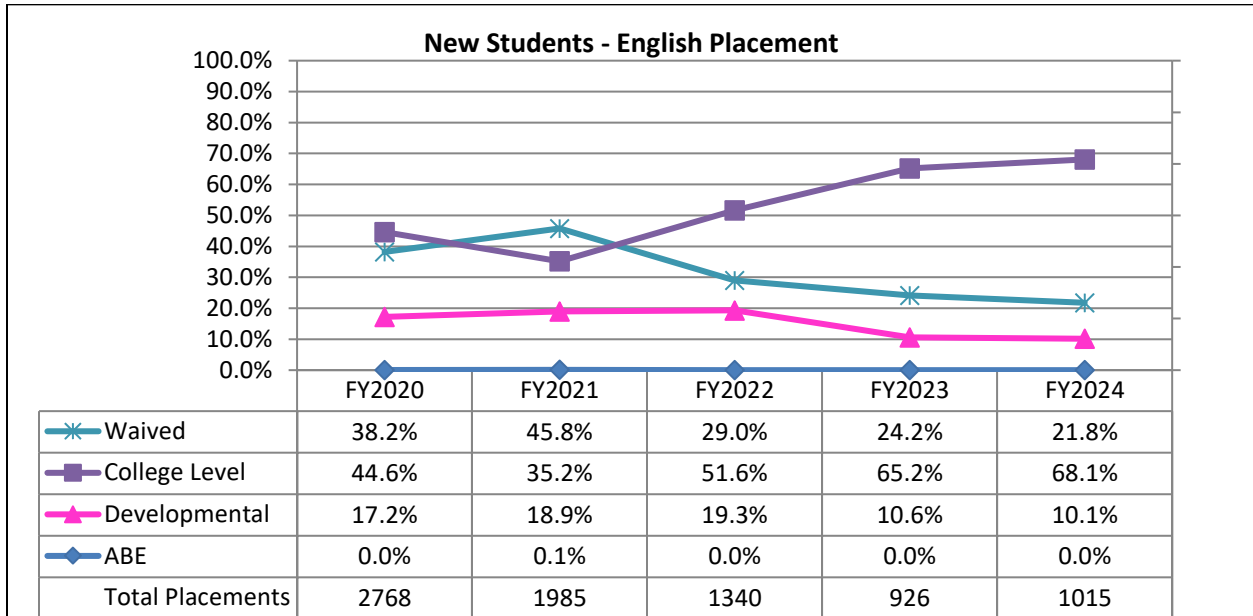
The Reading placements show growth in Developmental placements since FY2020 and then a decline from FY2022 to FY2024. The college-level placement also declined since FY2020, becoming 8.3 percent in FY2022, but then increasing up to 32.0% in FY2024.

The proportion of students who provided other test scores or documentation that results in a waiver for reading was relatively steady from FY2020 through FY2022, but has increased sharply in FY2023 to 28.4% with a slight decline from this in FY 2024 to 57.1%.



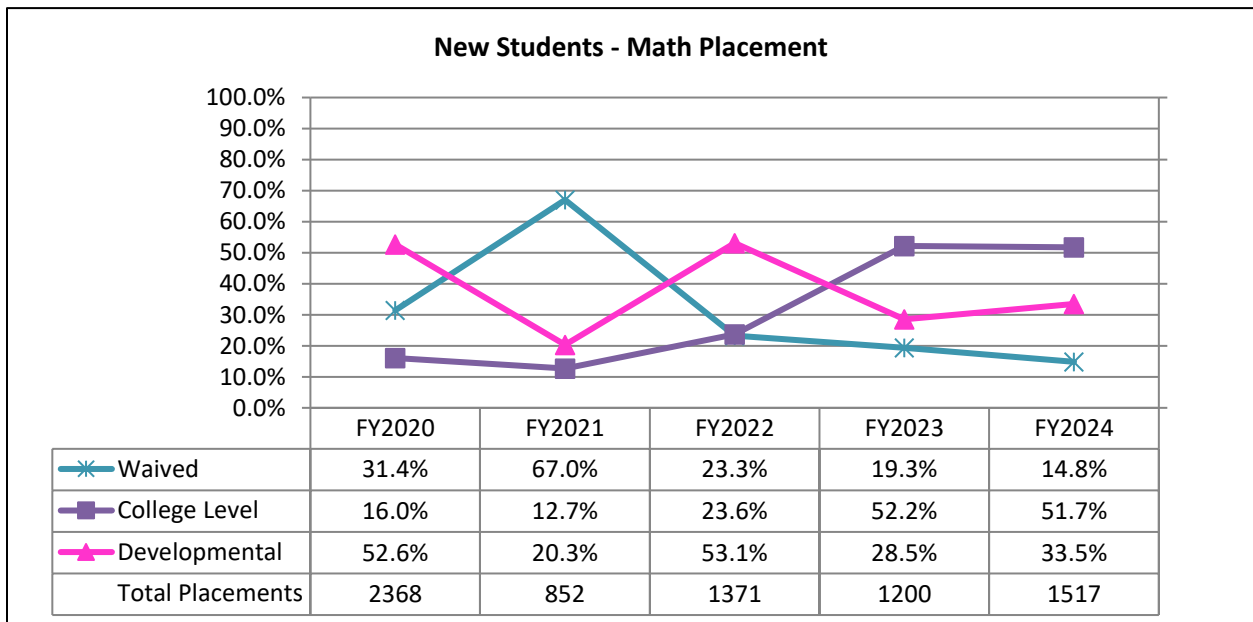
Source: Minnesota State REPL operational database.

The English placements show a slight increase in Developmental placements from FY2020 through FY2022, and then a decline along with a conensurate rise in College Level placements.



Source: Minnesota State REPL operational database.

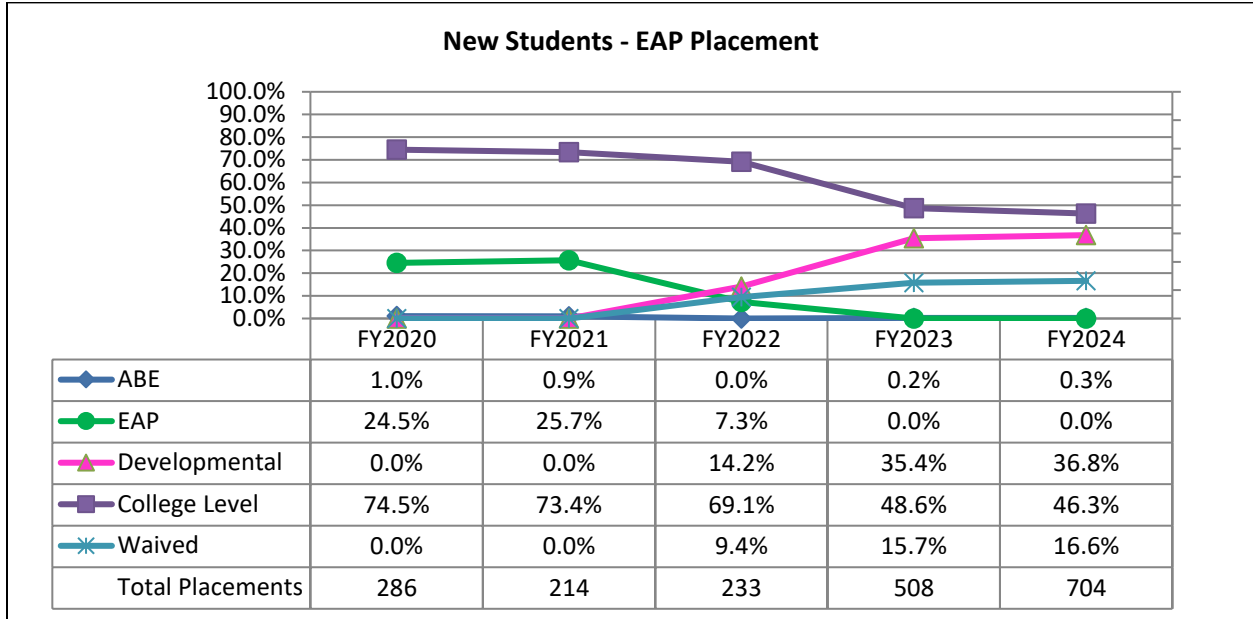
The Math placements also show a decline in Developmental placements since FY2020, with a concurrent rise in Waived. However, this tendency changed in FY2022, where developmental placement was raised almost two-fold and waived dropped similarly. College-level placement has increased over the last four years, starting from 12.7 percent in FY2021 to 51.7 in FY2024. This is the result of the change to the Mutiple Measures Math placement ment in Spring of 2022. The high percentage of Waived and low Developmental in FY 2021 is due to Math placement methods being in flux during the pandemic.



Source: Minnesota State REPL operational database.

The EAP College Level test results of new college students was almost the same for FY2020 and FY2021 around 74 percent, and decreases from FY2022 on to 46.3 percent in FY2024.

The EAP Developmental Level test results were zero percent for FY2020 and FY2021 and sharply increased from FY2022 on, ending at 46.3 percent in FY2024.



Source: Minnesota State REPL operational database.

NOTE: The EAP data for 2023 was in error last year and correct in this document.

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.

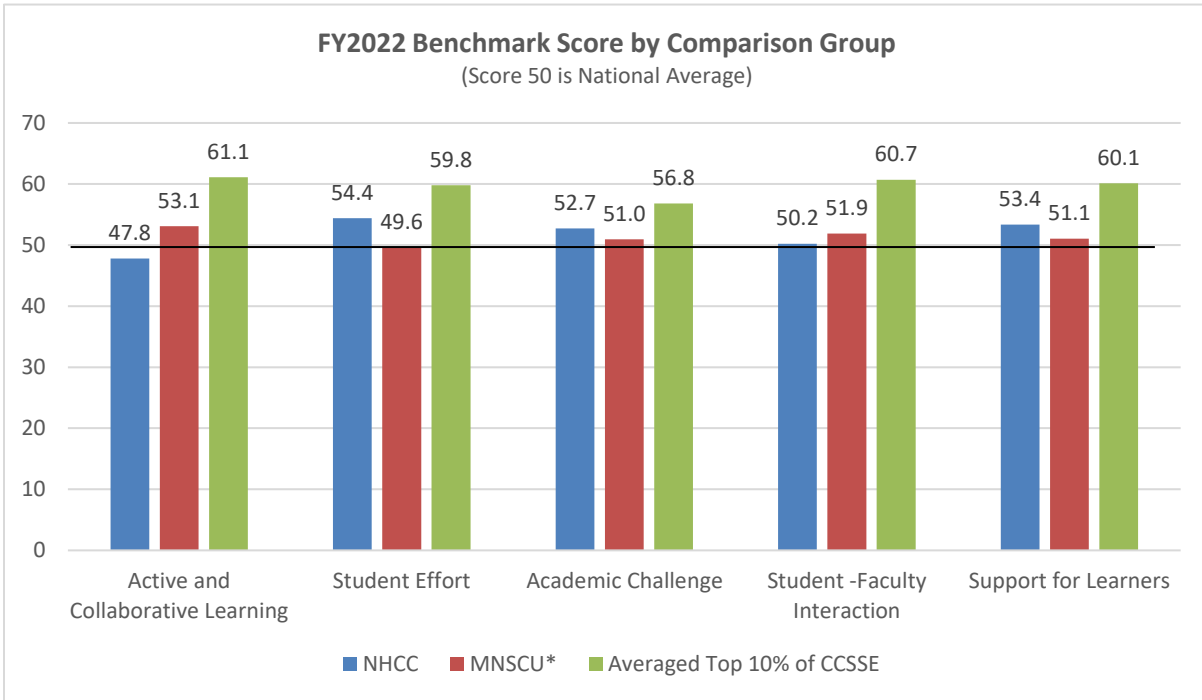
There are two variants of the CCSSE survey- paper and online. The paper survey is distributed in randomly selected courses (credit courses only), so the total sample size of students is about 600, which is needed to reduce sampling error and to ensure valid results. The online survey is offered to all 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.

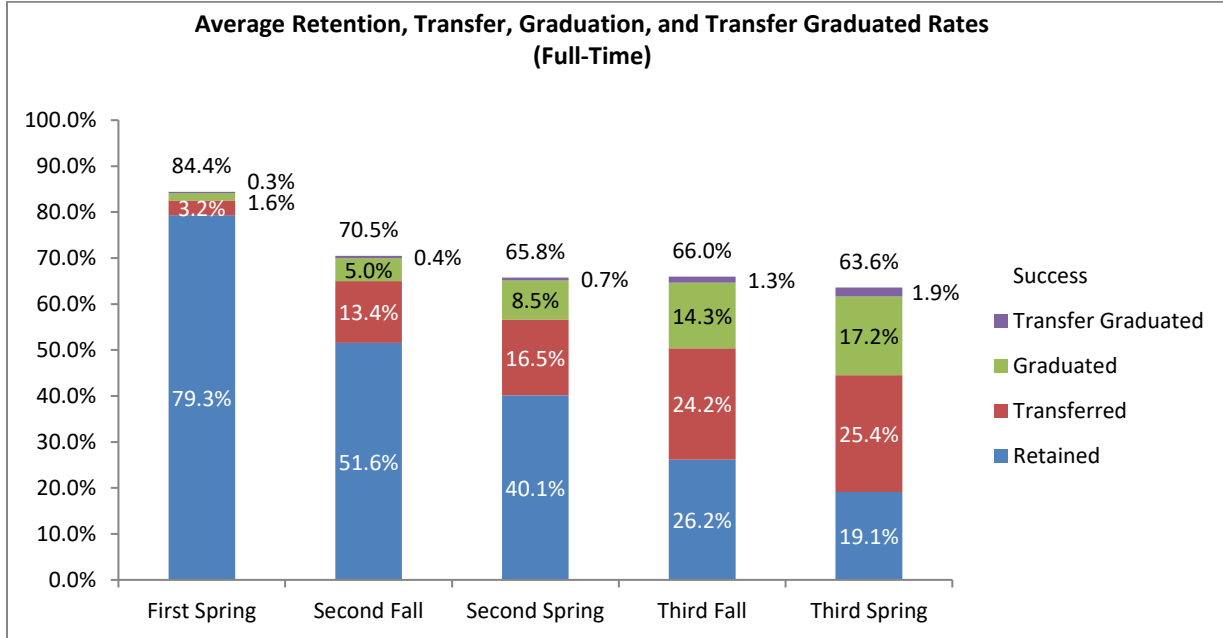
All averages in the following sections are calculated from the five most recent cohorts that have advanced to the third Spring since they entered the college. The averages are calculated by using student status for the beginning of First Spring, Second Fall, Second Spring, Third Fall, and Third Spring. 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.

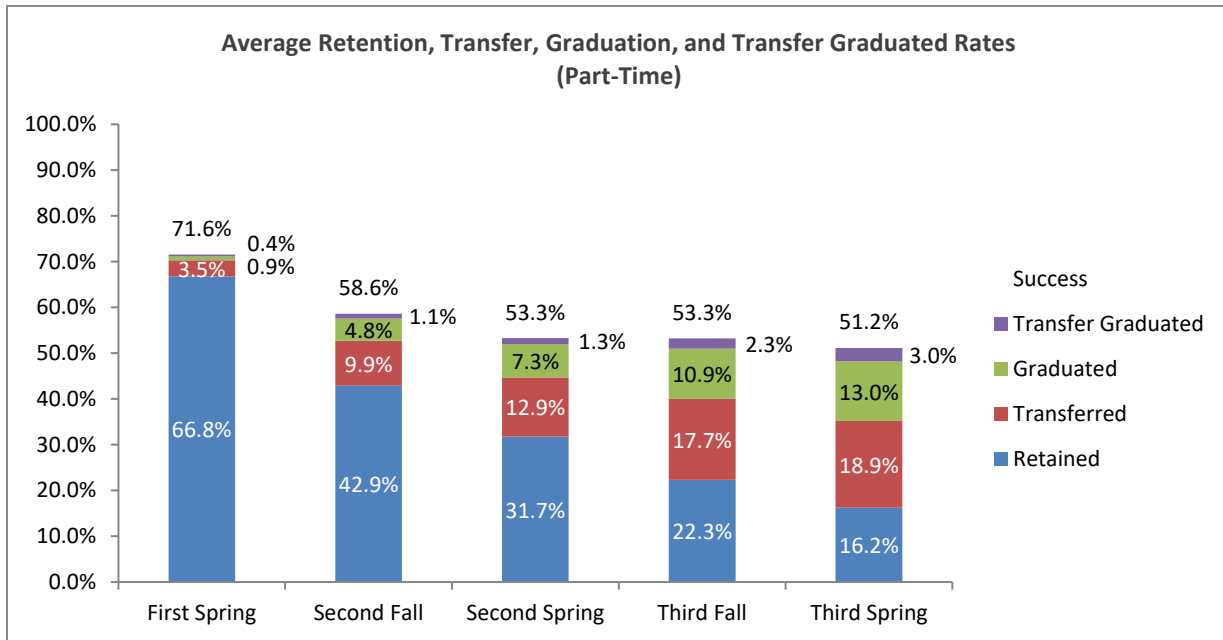
Average Retention, Transfer, Graduation, Transfer Graduated, and Success Rates

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.

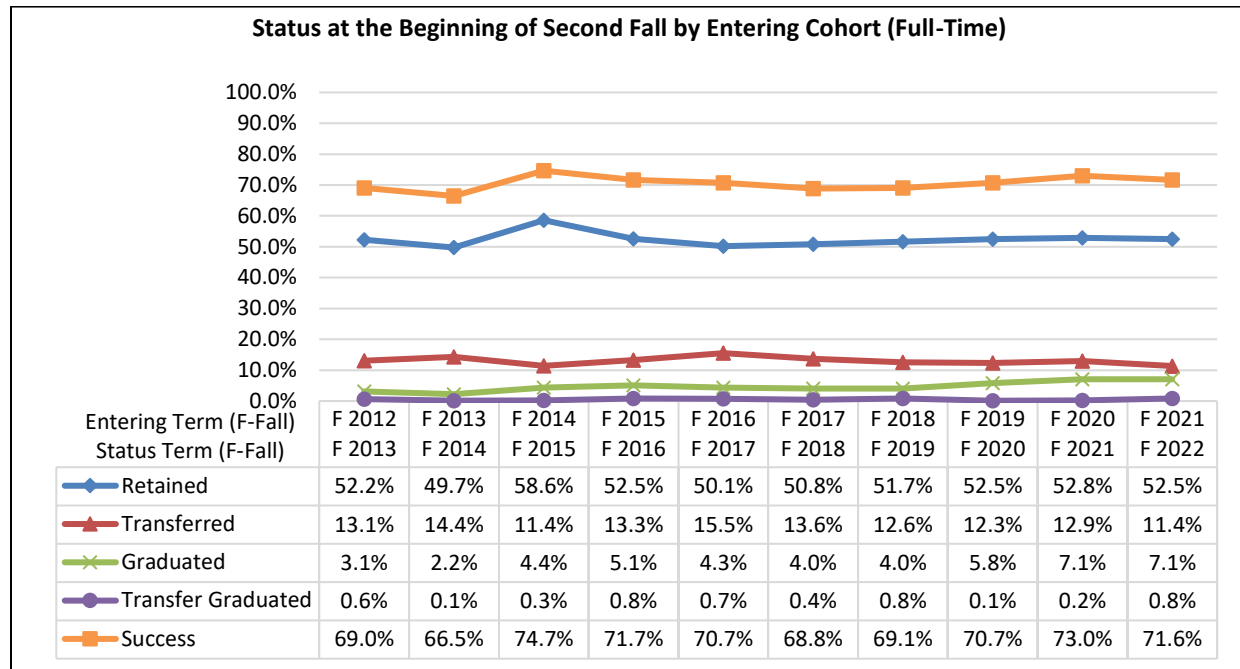


Source: Minnesota State REPL operational database.

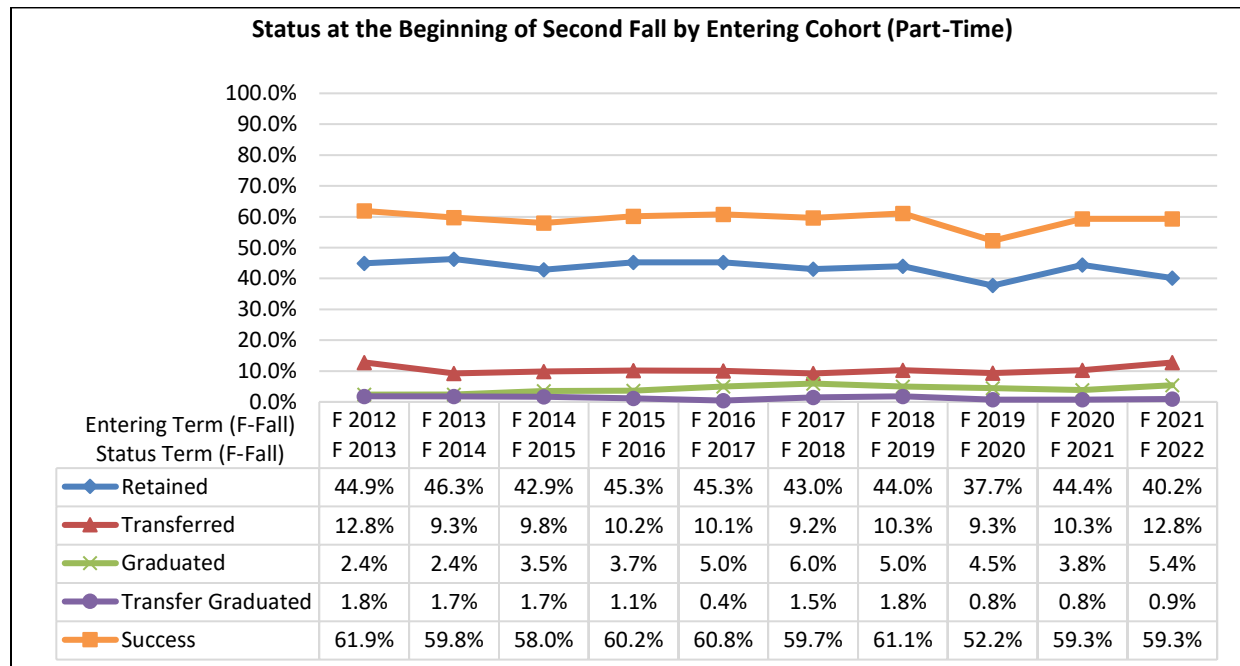
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

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.



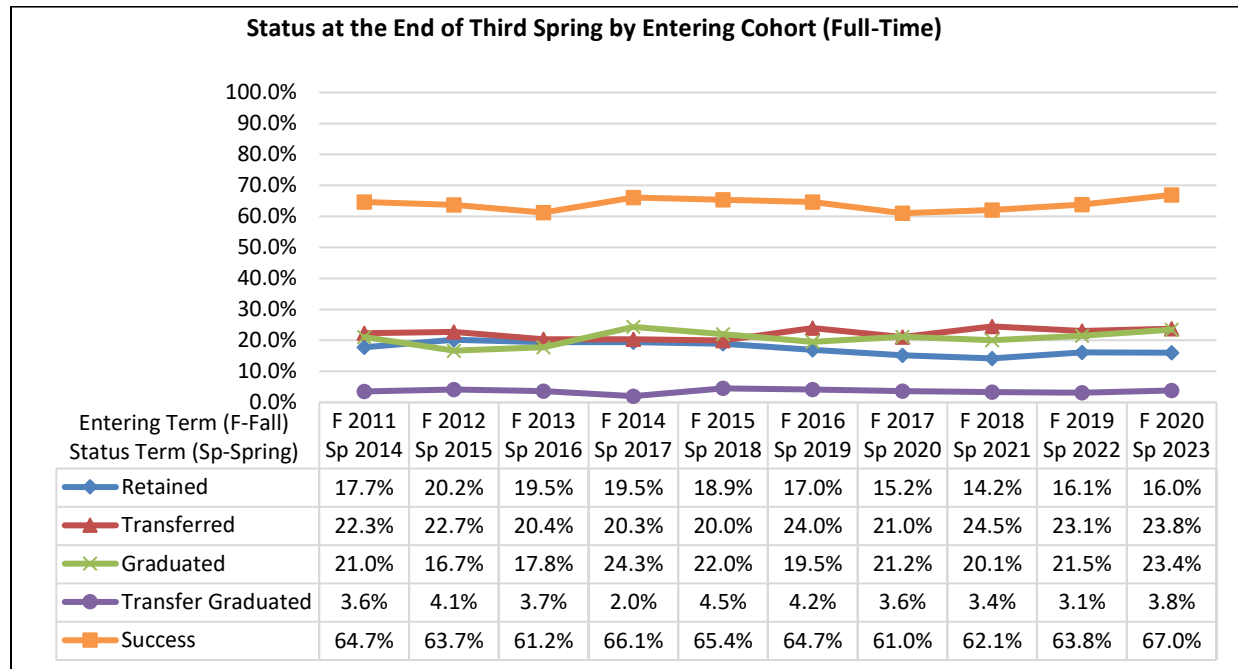
Source: Minnesota State REPL operational database.



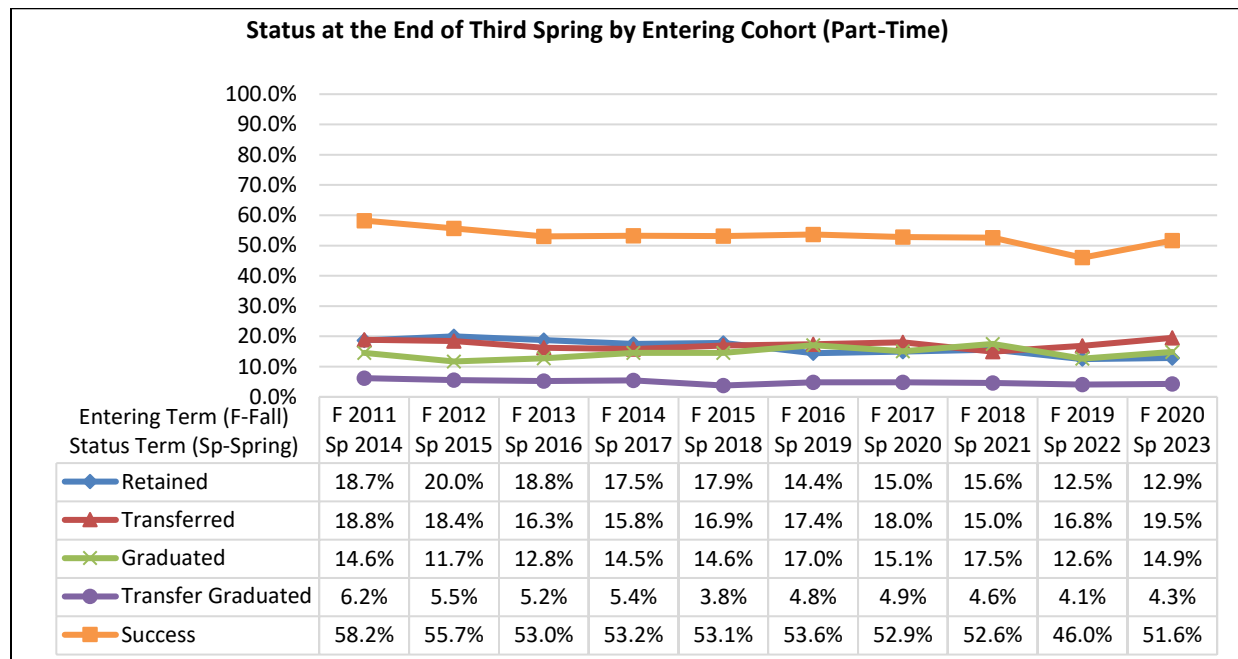
Source: Minnesota State REPL operational database.

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.



Source: Minnesota State REPL operational database.



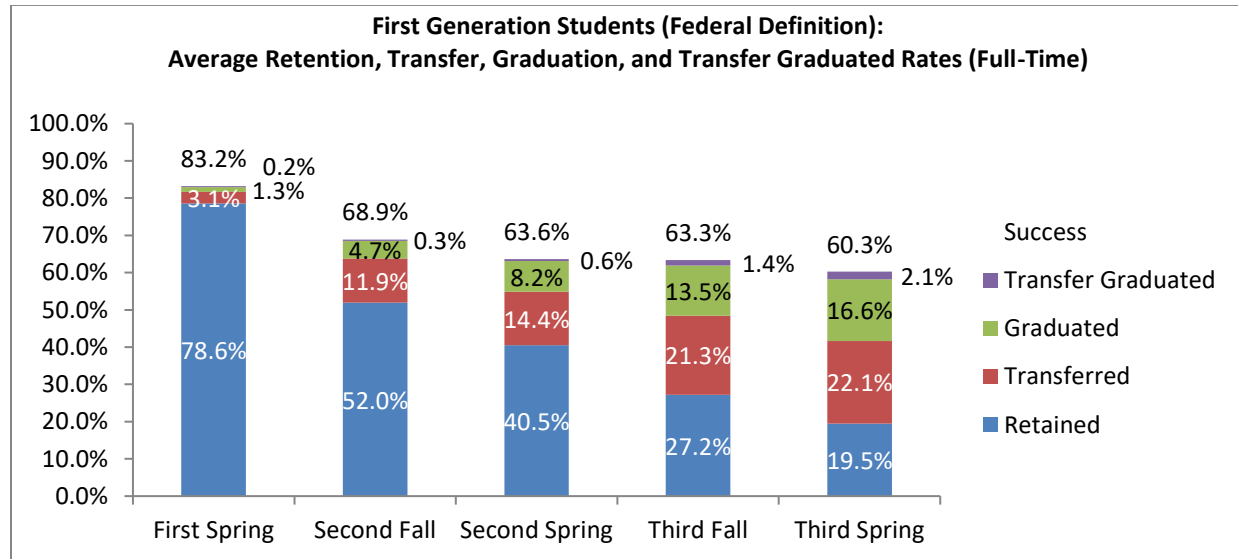
Source: Minnesota State REPL operational database.

Outcomes by First Generation Status

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

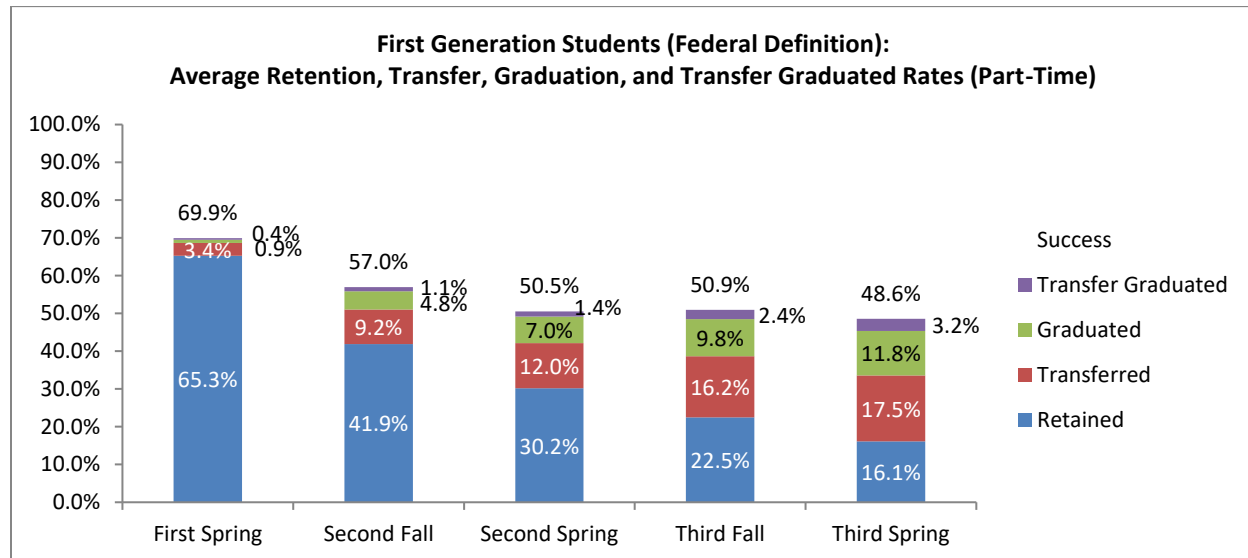
The graphs in this section depict the status of cohorts of first generation students using the federal definition of First Generation (neither parent has a bachelor's degree; determined at the beginning of the entering term).

First Generation Students



Source: Minnesota State REPL operational database.

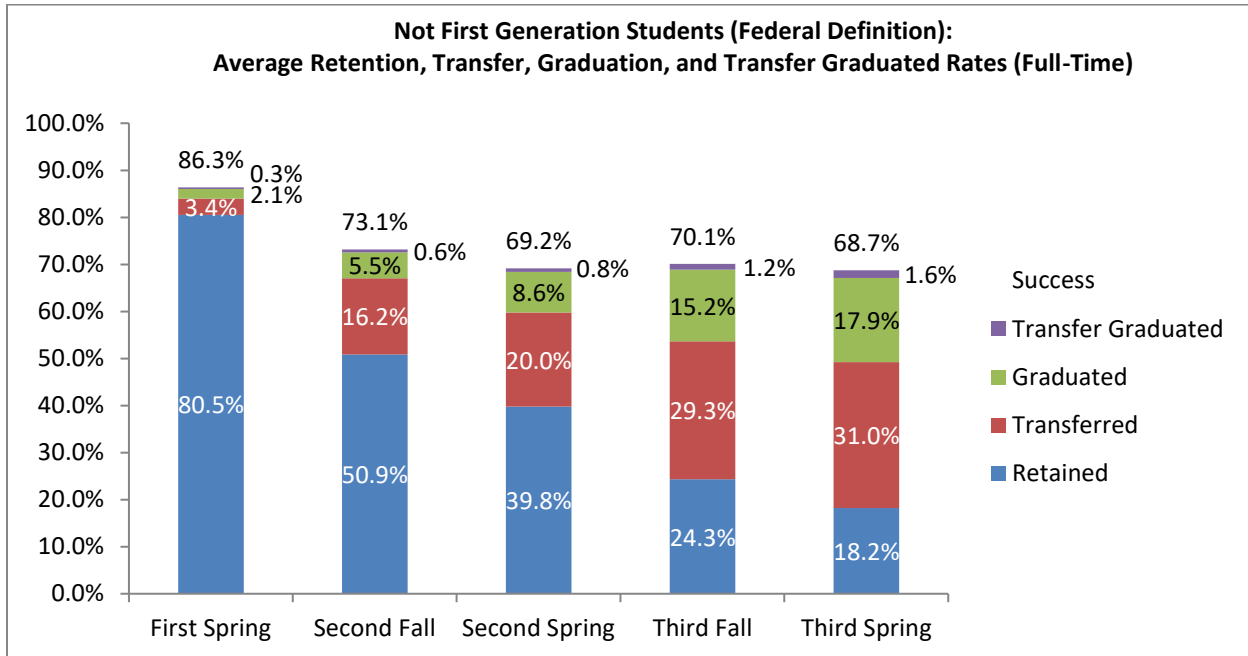
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

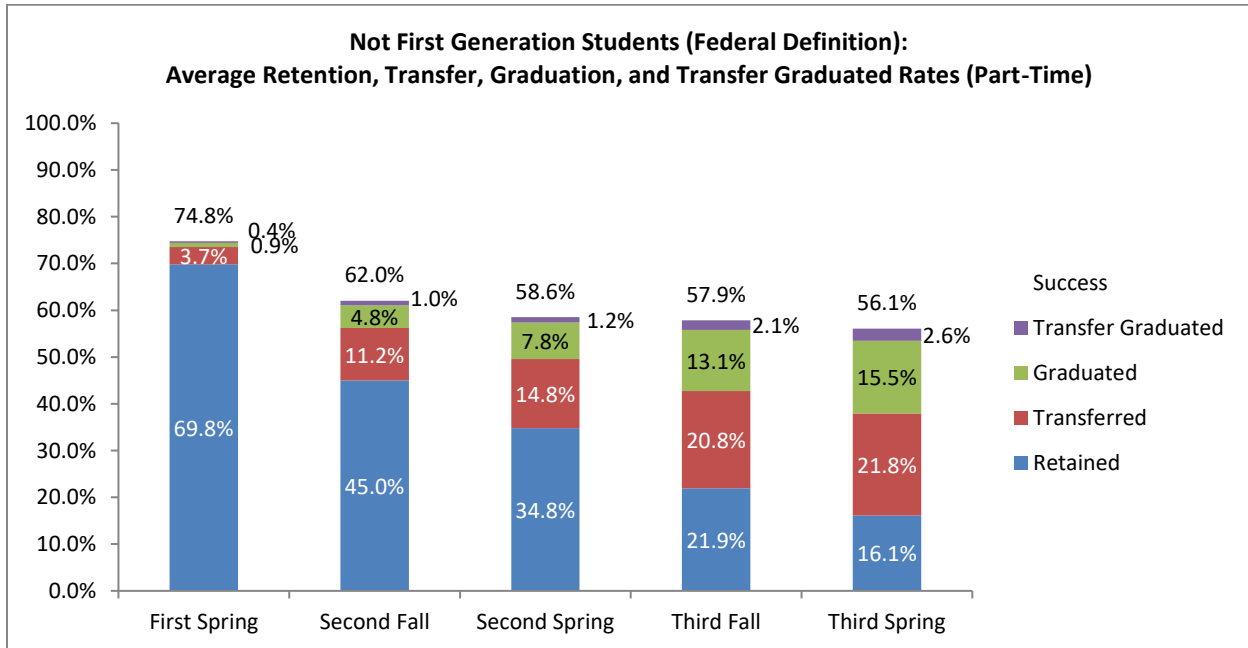
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

Not First Generation Students



Source: Minnesota State REPL operational database.

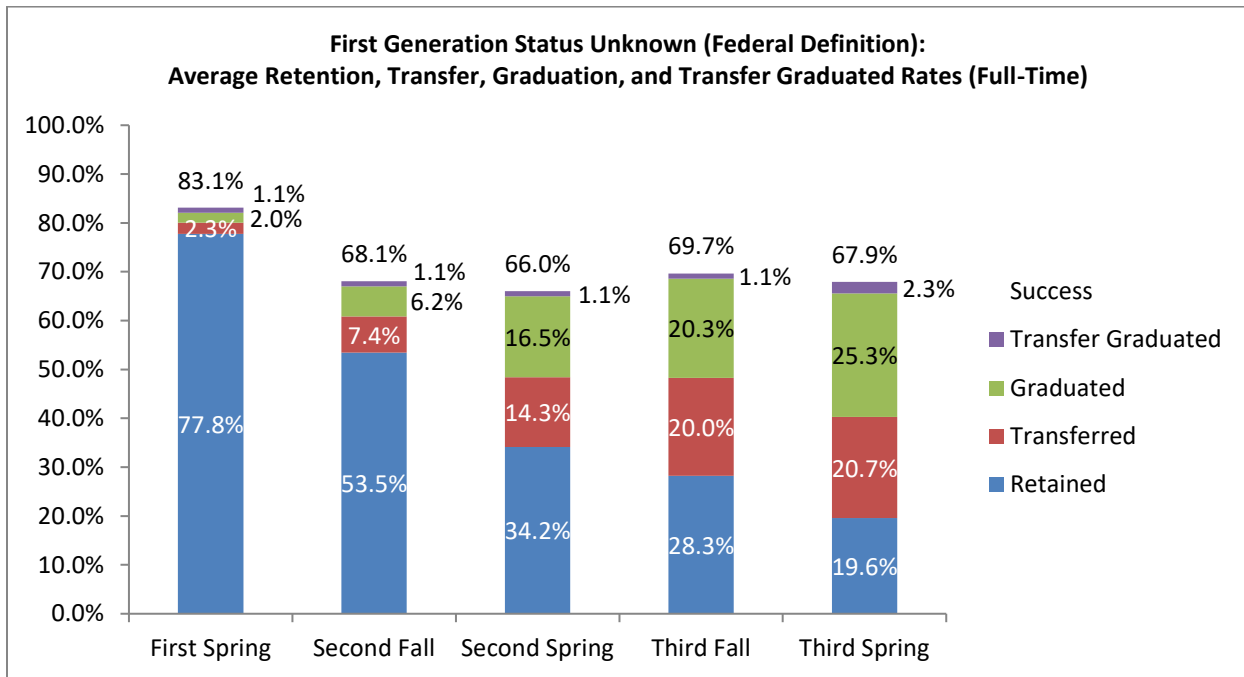
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring



Source: Minnesota State REPL operational database.

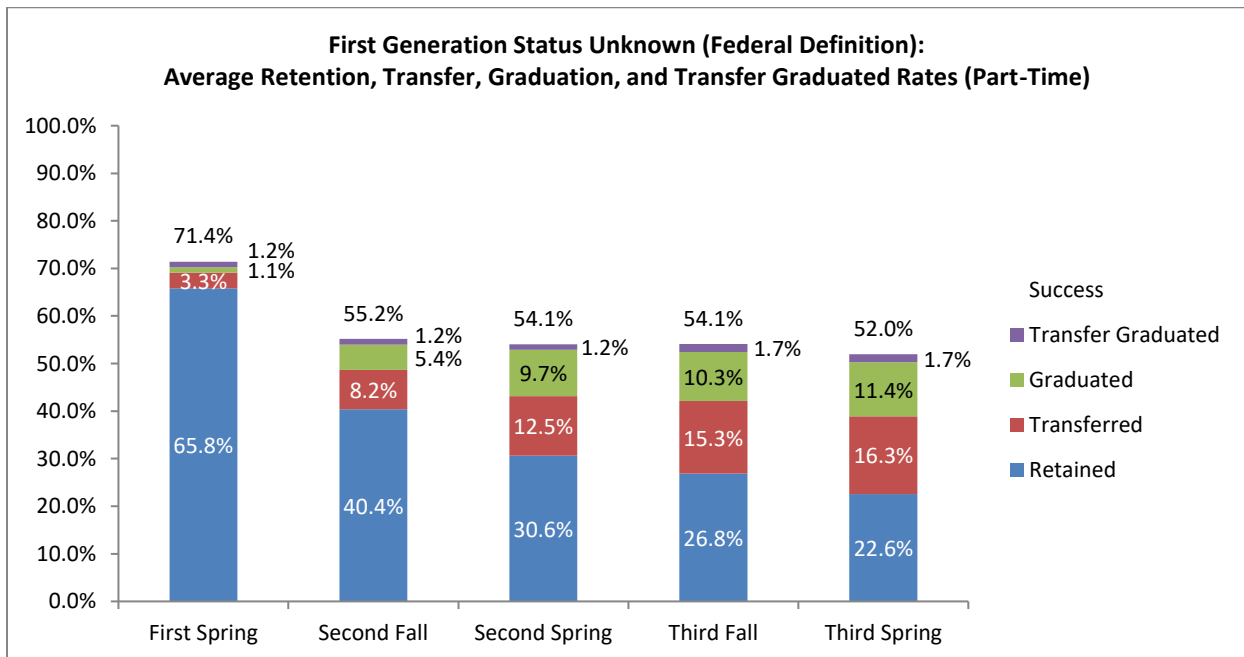
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring

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.

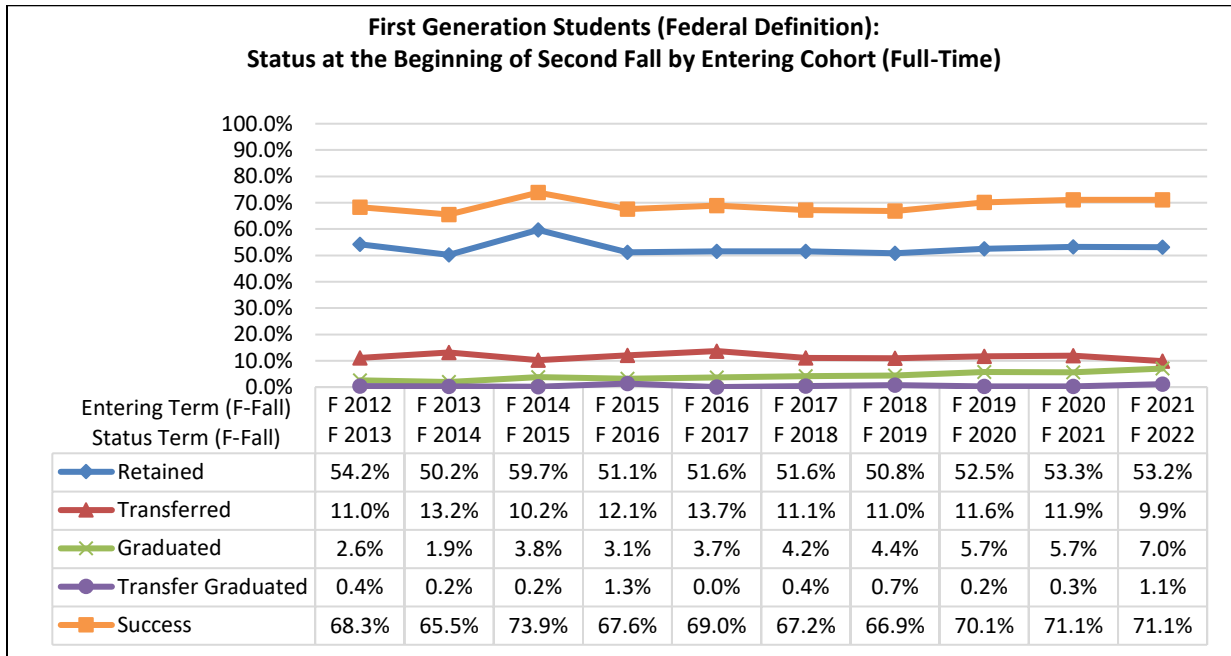


Source: Minnesota State REPL operational database.

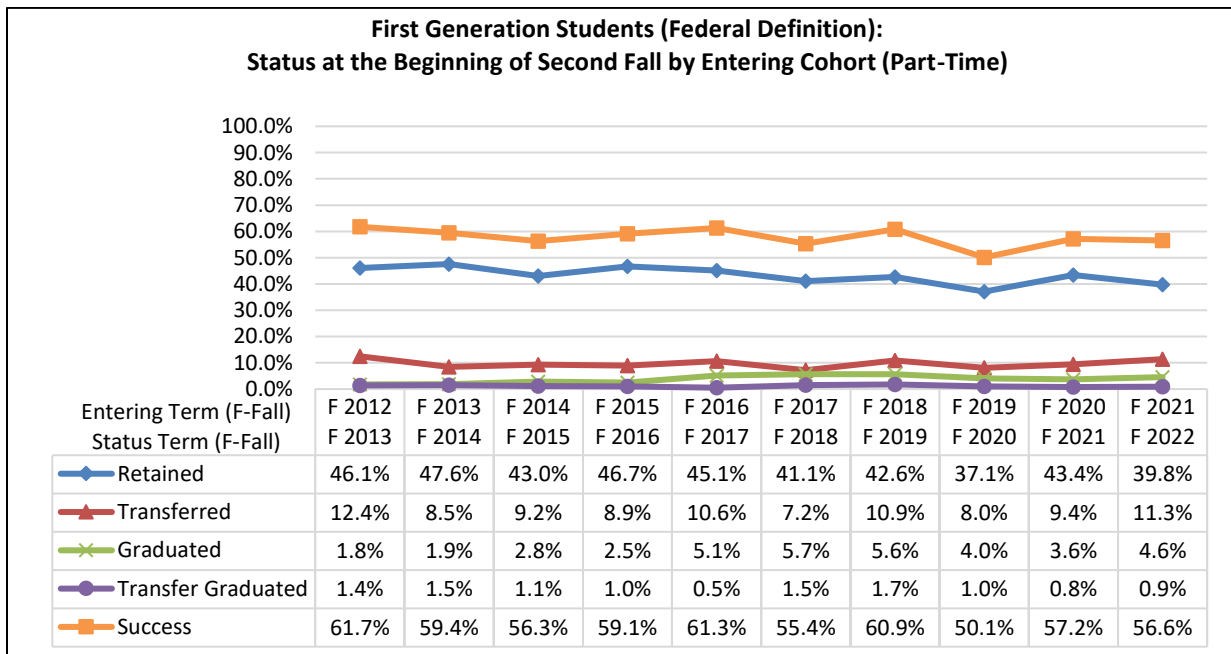
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

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

First Generation Students

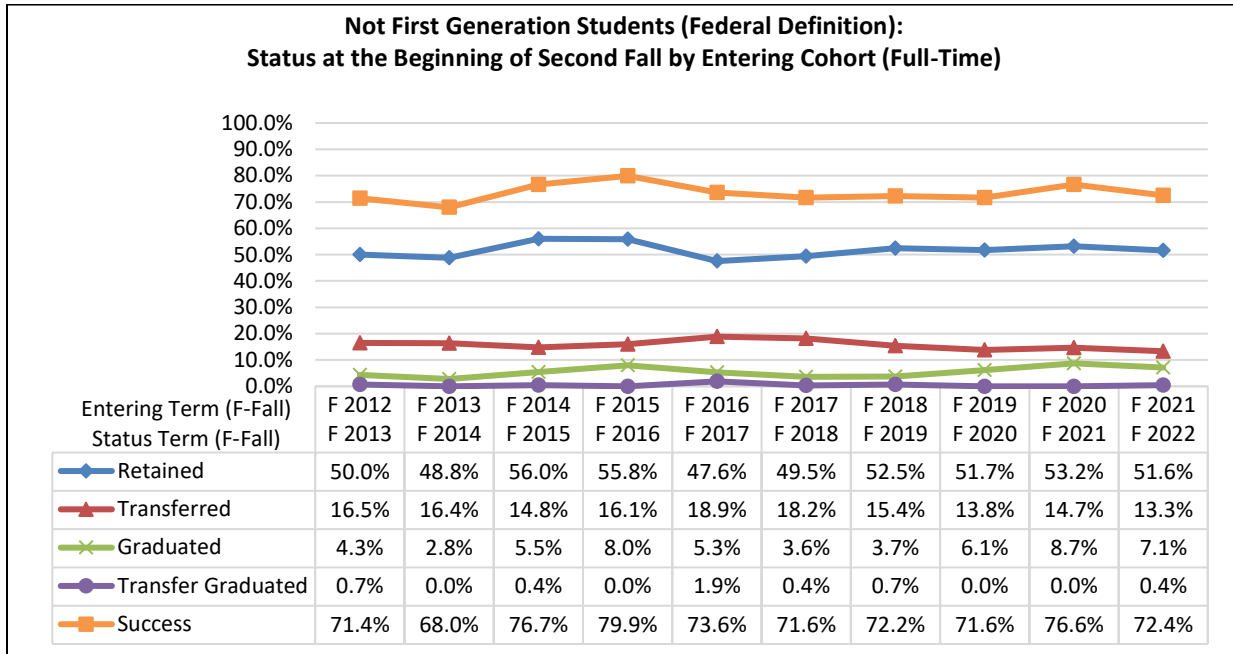


Source: Minnesota State REPL operational database.

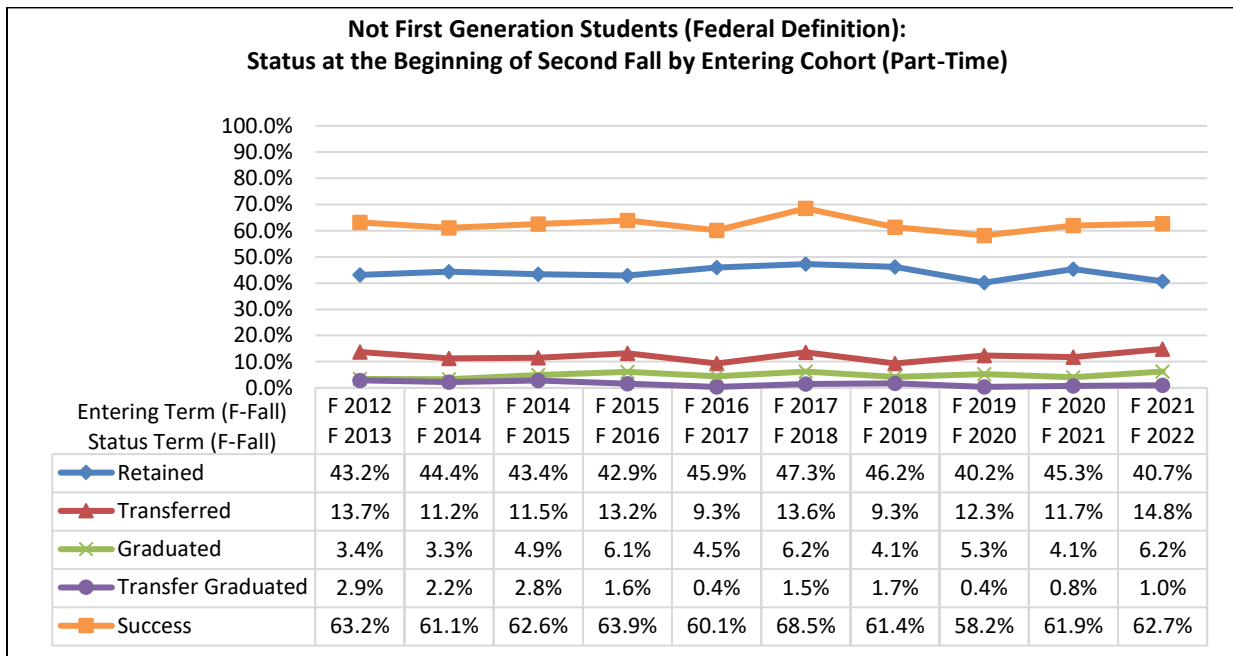


Source: Minnesota State REPL operational database.

Not First Generation Students

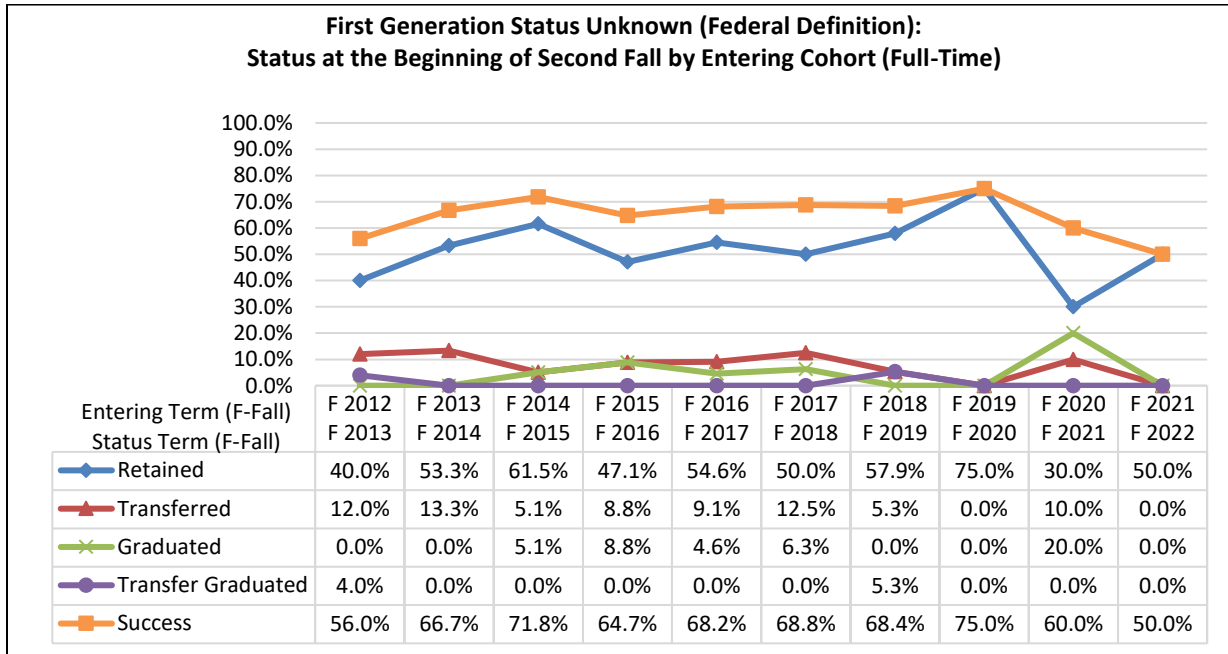


Source: Minnesota State REPL operational database.

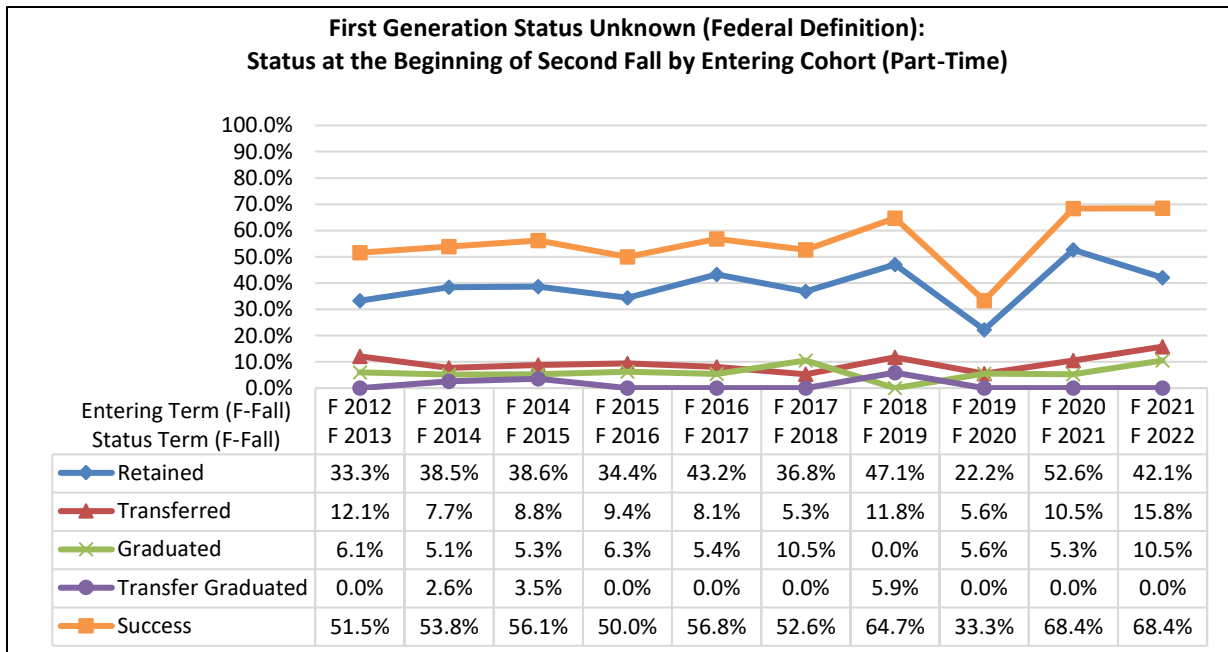


Source: Minnesota State REPL operational database.

First Generation Status Unknown Students



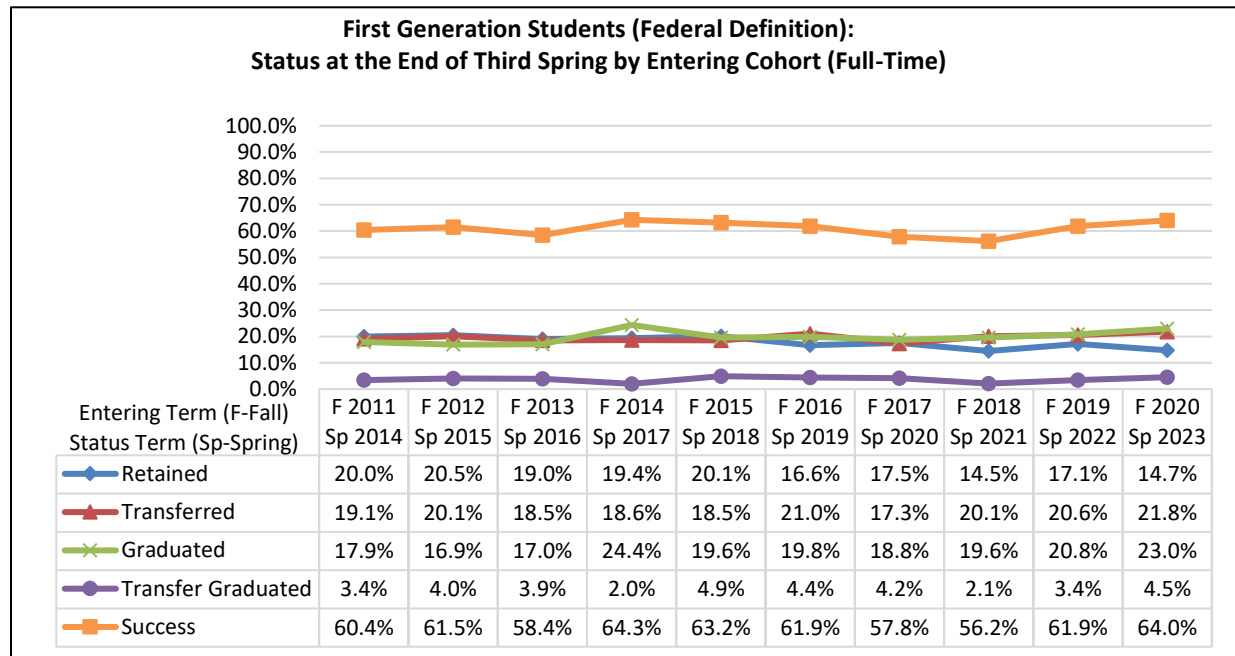
Source: Minnesota State REPL operational database.



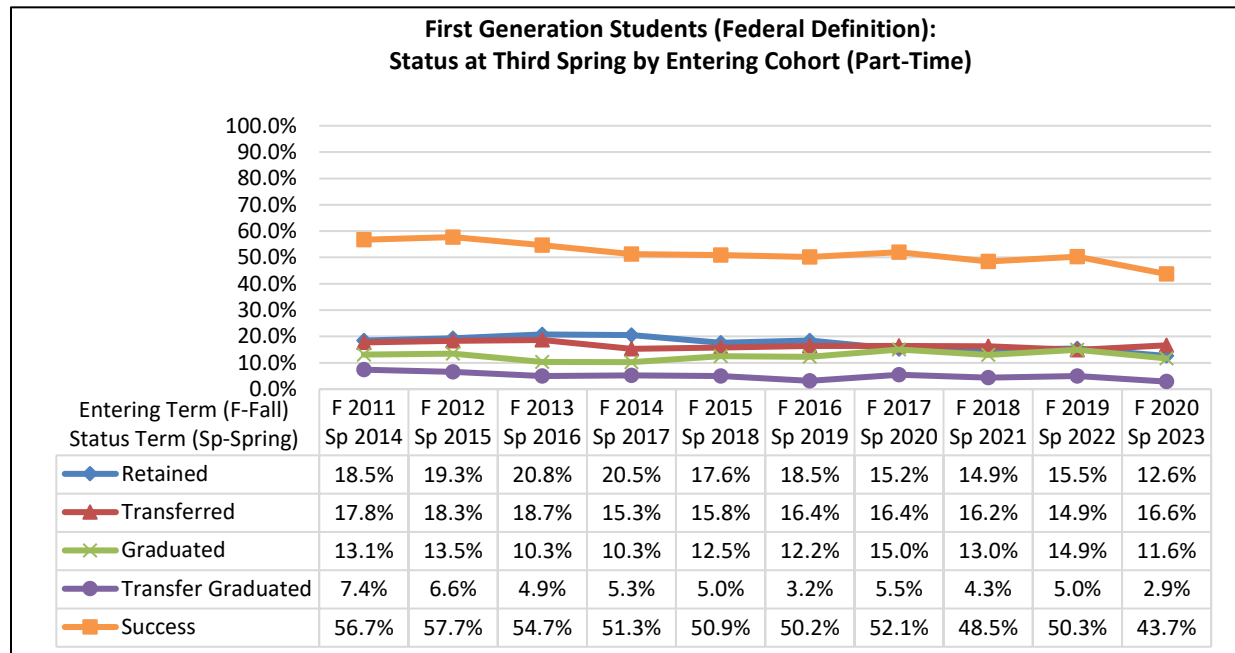
Source: Minnesota State REPL operational database.

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

First Generation Students

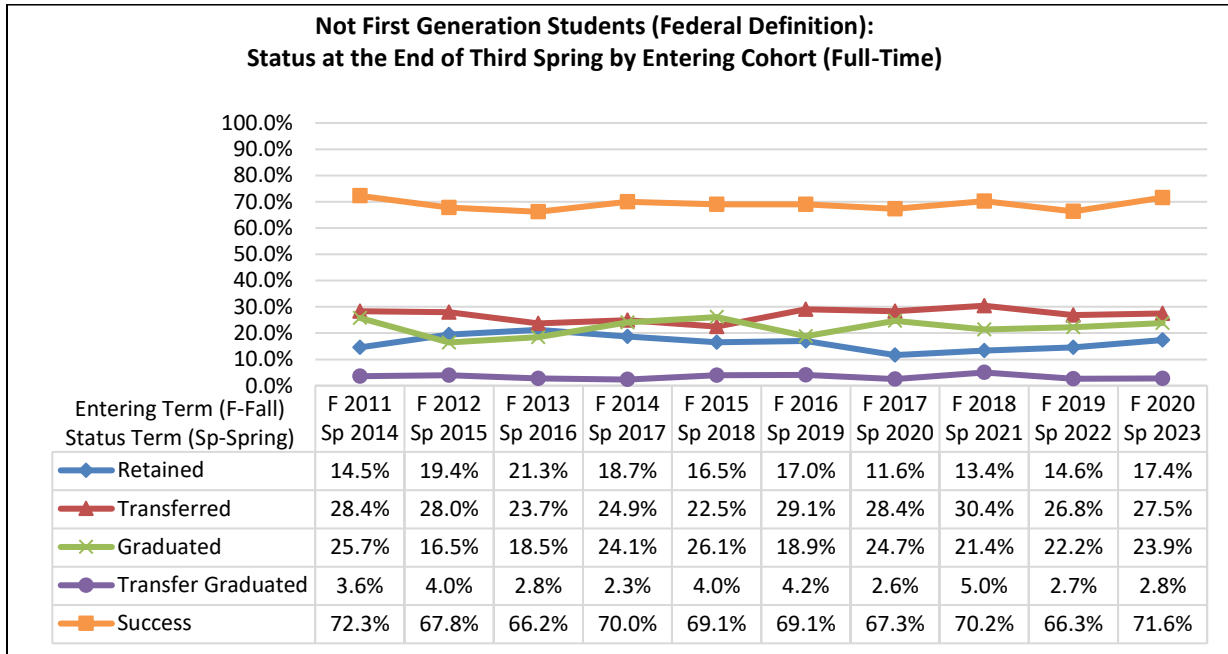


Source: Minnesota State REPL operational database.

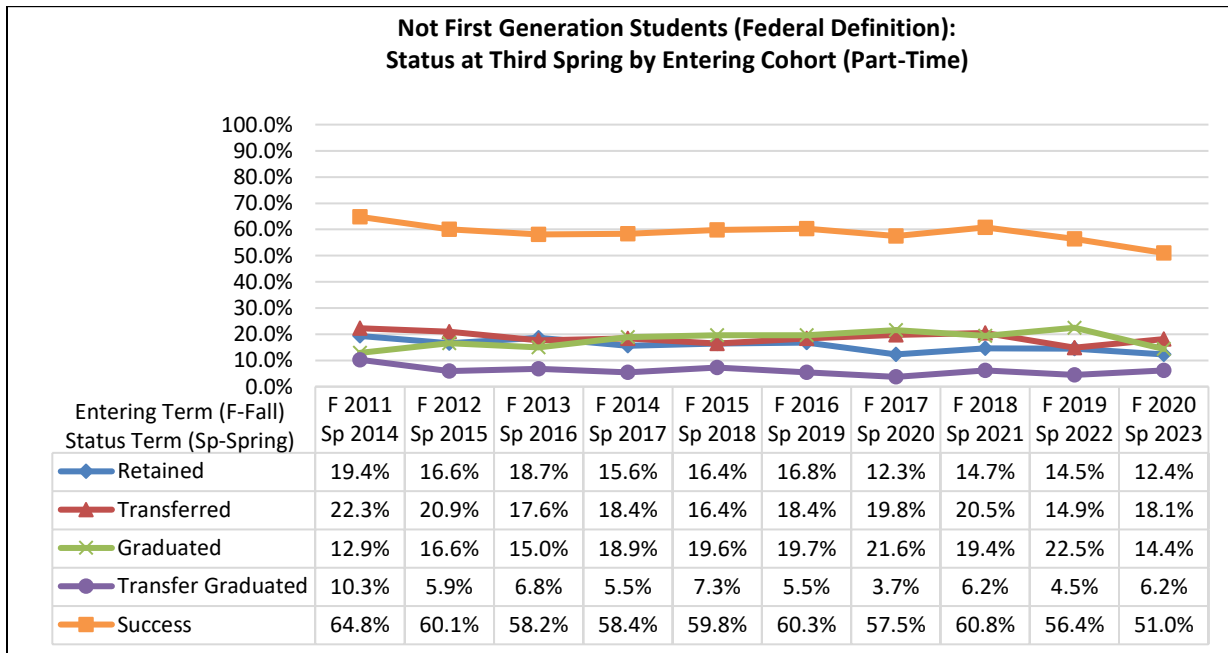


Source: Minnesota State REPL operational database.

Not First Generation Students

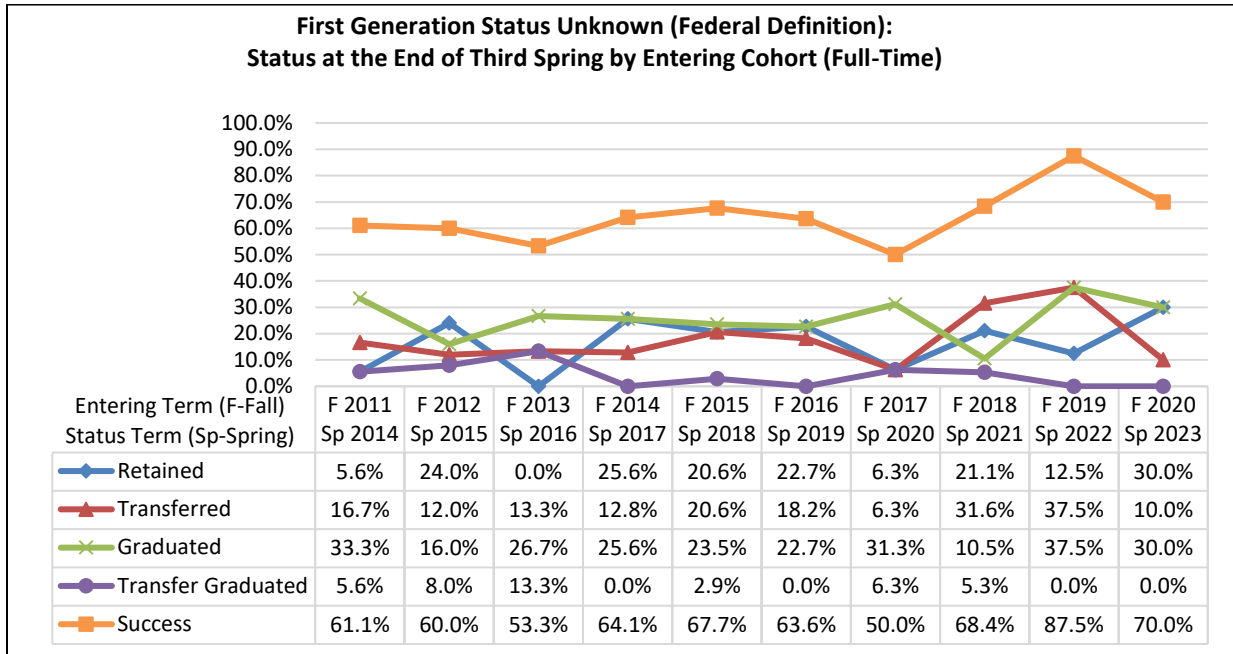


Source: Minnesota State REPL operational database.

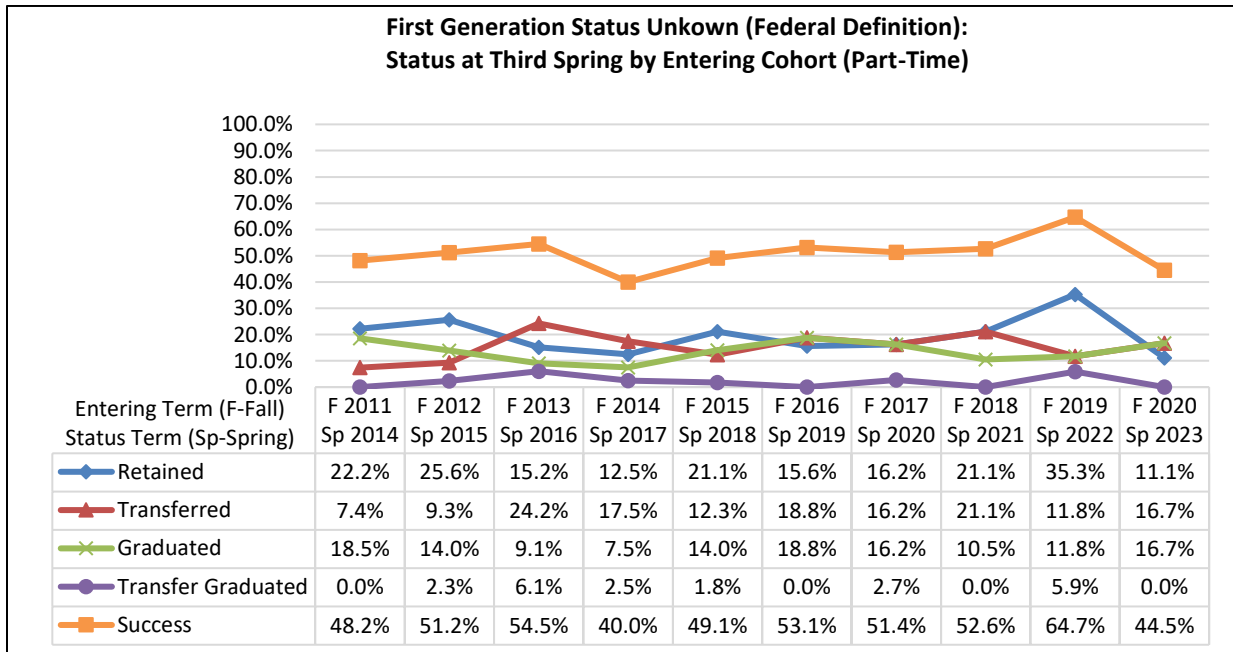


Source: Minnesota State REPL operational database.

First Generation Status Unknown Students



Source: Minnesota State REPL operational database.

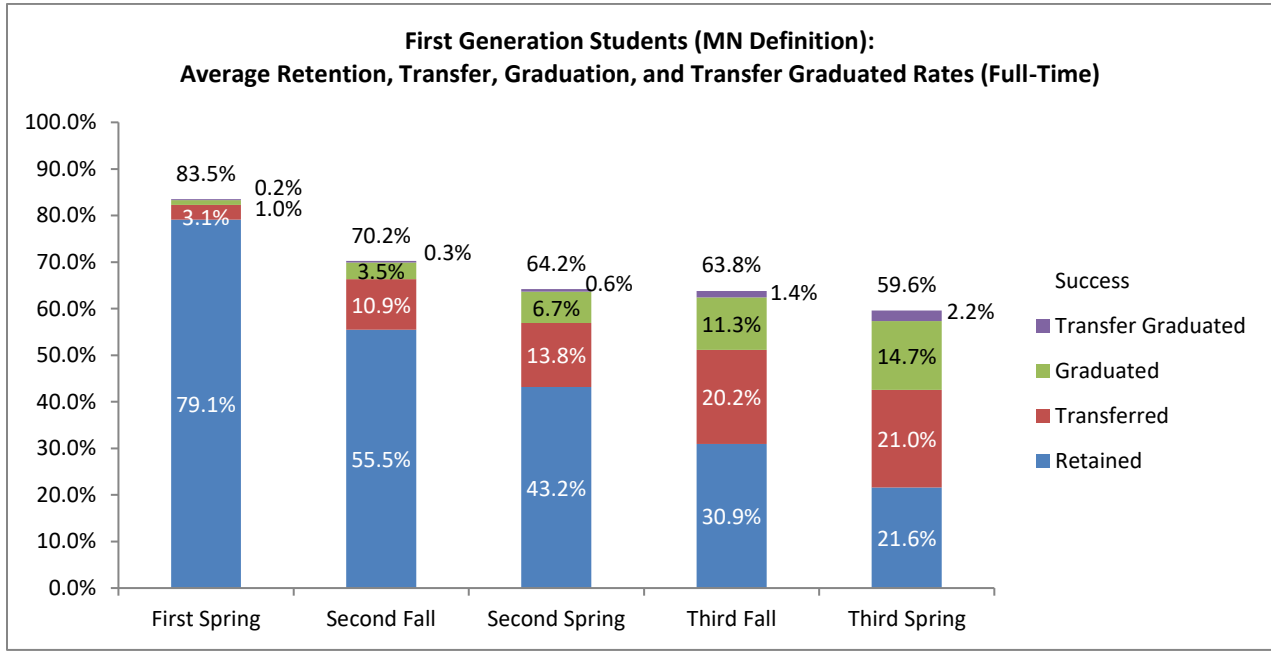


Source: Minnesota State REPL operational database.

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

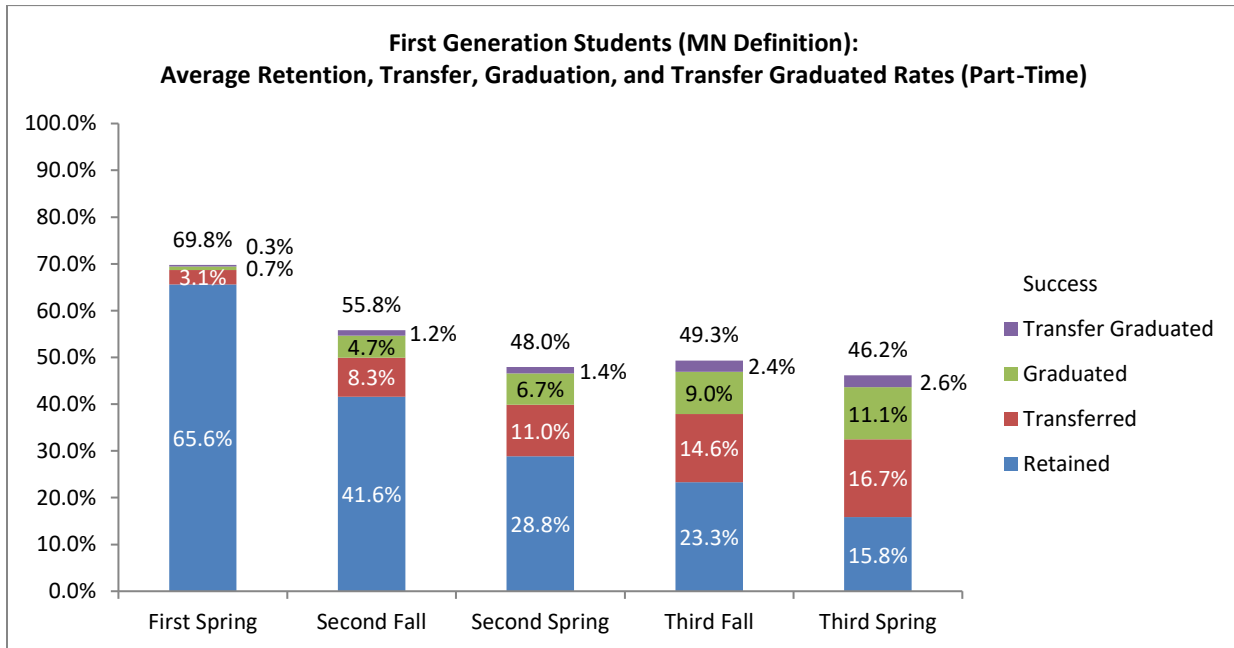
The next graphics are broken out by first generation status using the Minnesota definition (neither parent received any postsecondary education; determined at the beginning of the entering term).

First Generation Students



Source: Minnesota State REPL operational database.

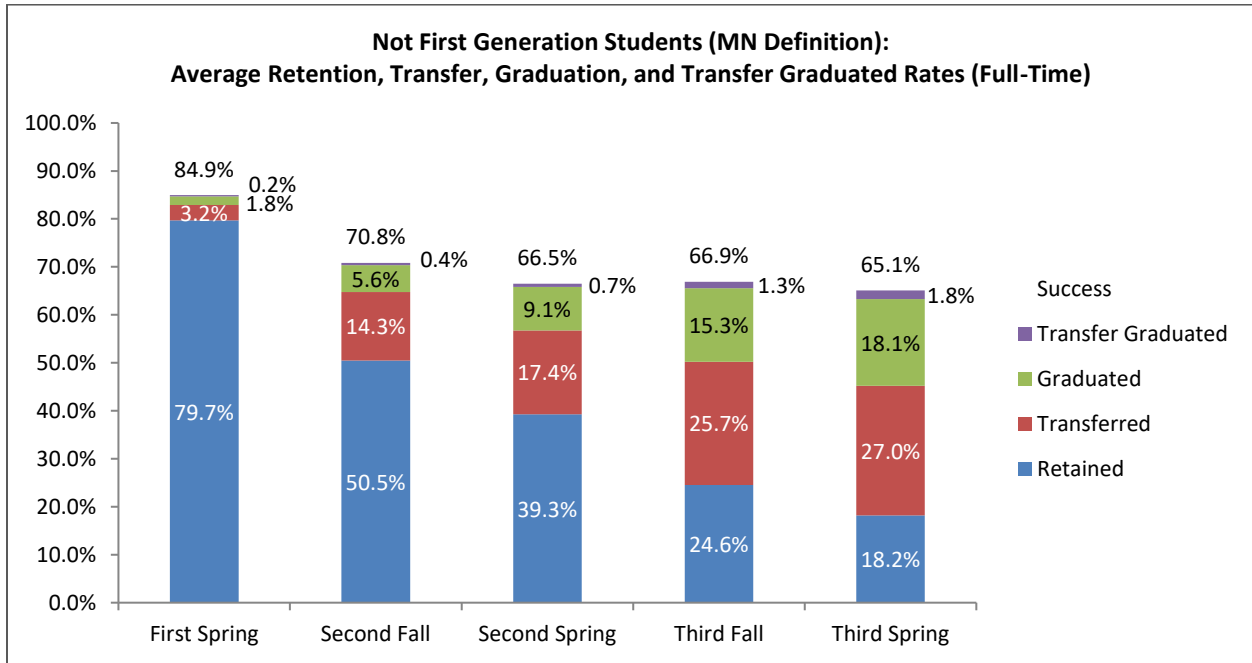
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

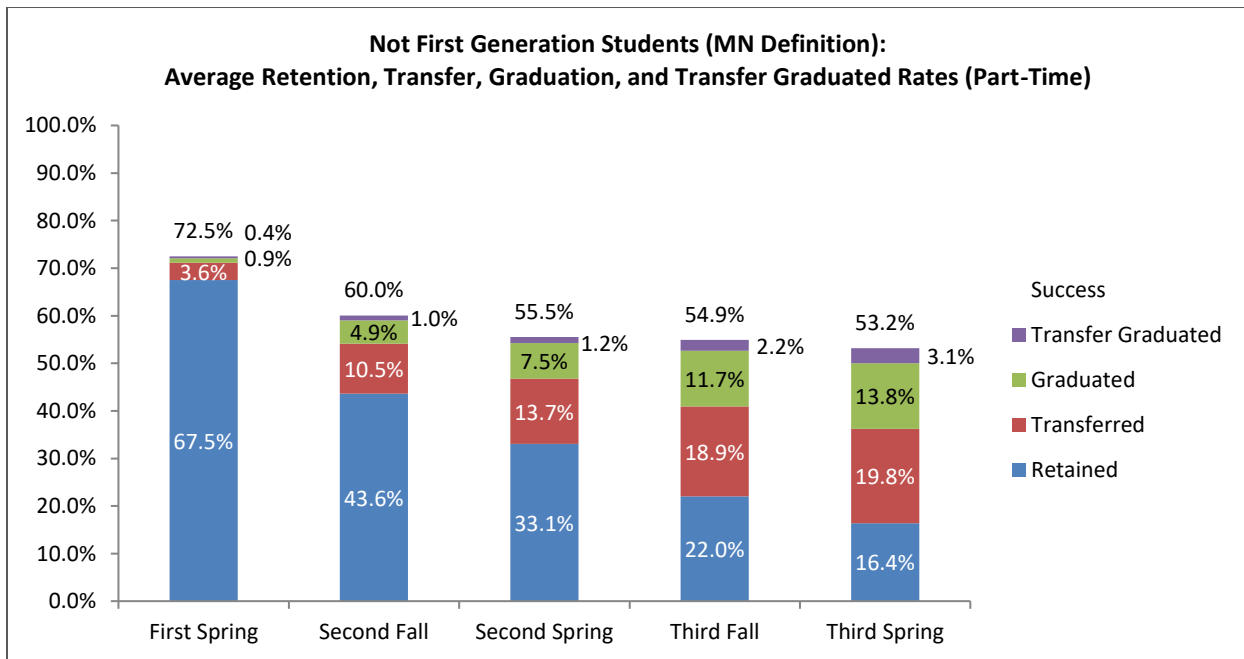
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

Not First Generation Students



Source: Minnesota State REPL operational database.

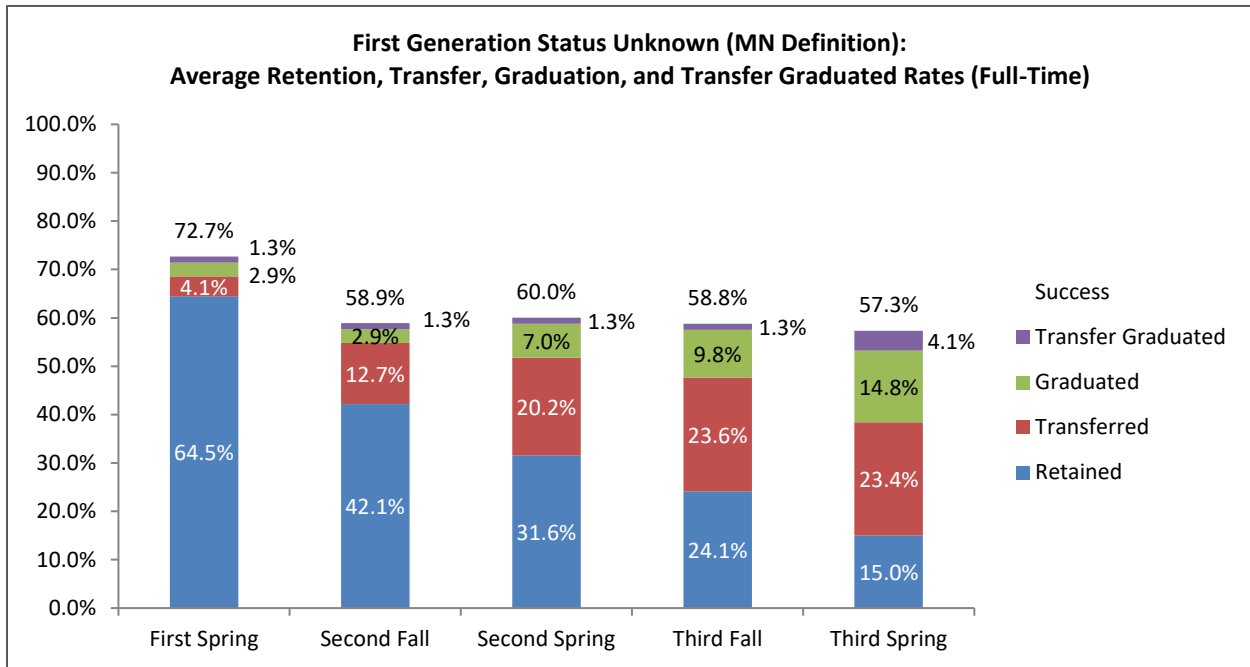
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

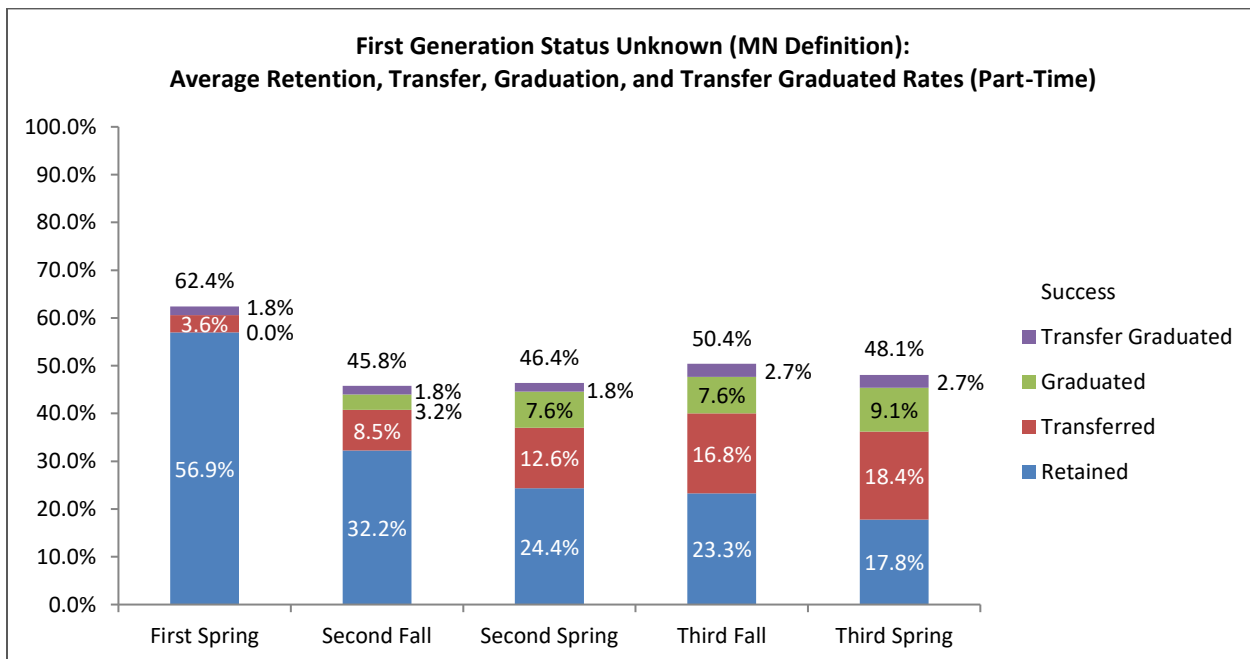
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

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.

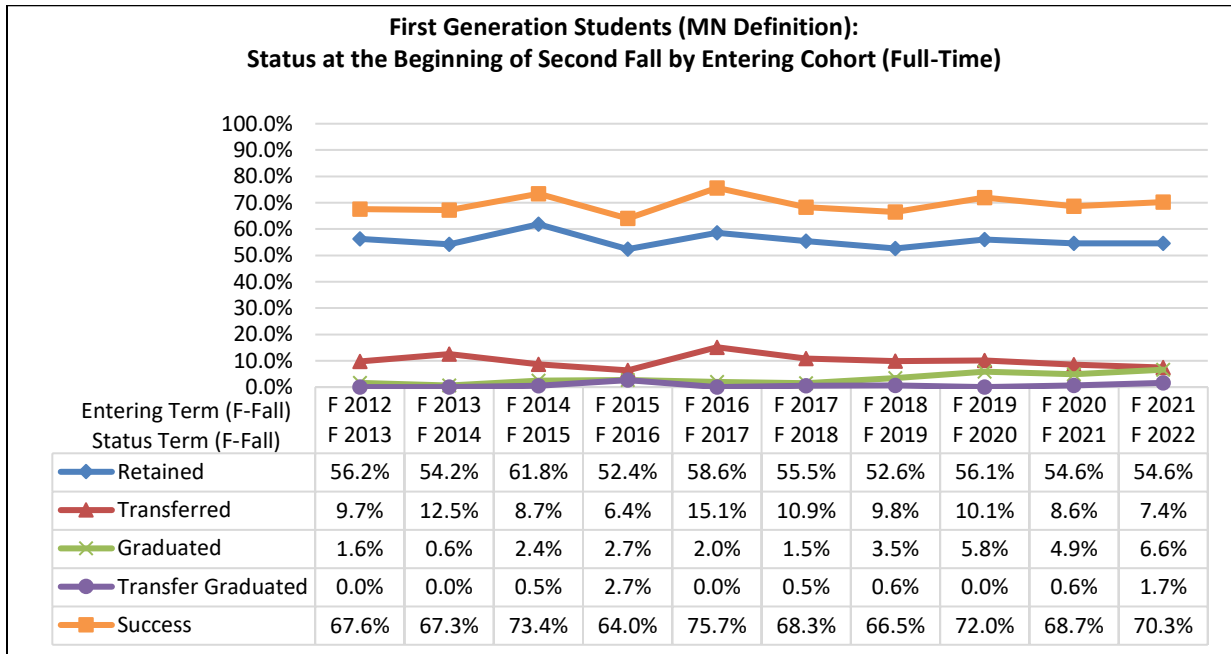


Source: Minnesota State REPL operational database.

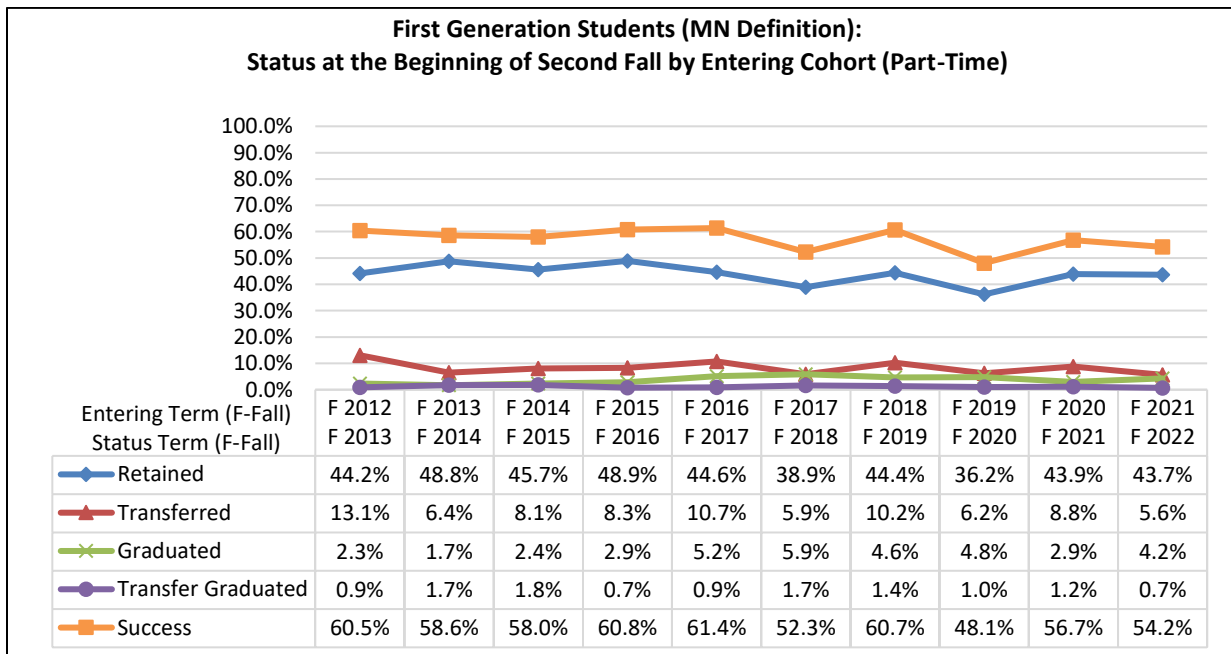
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

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

First Generation Students

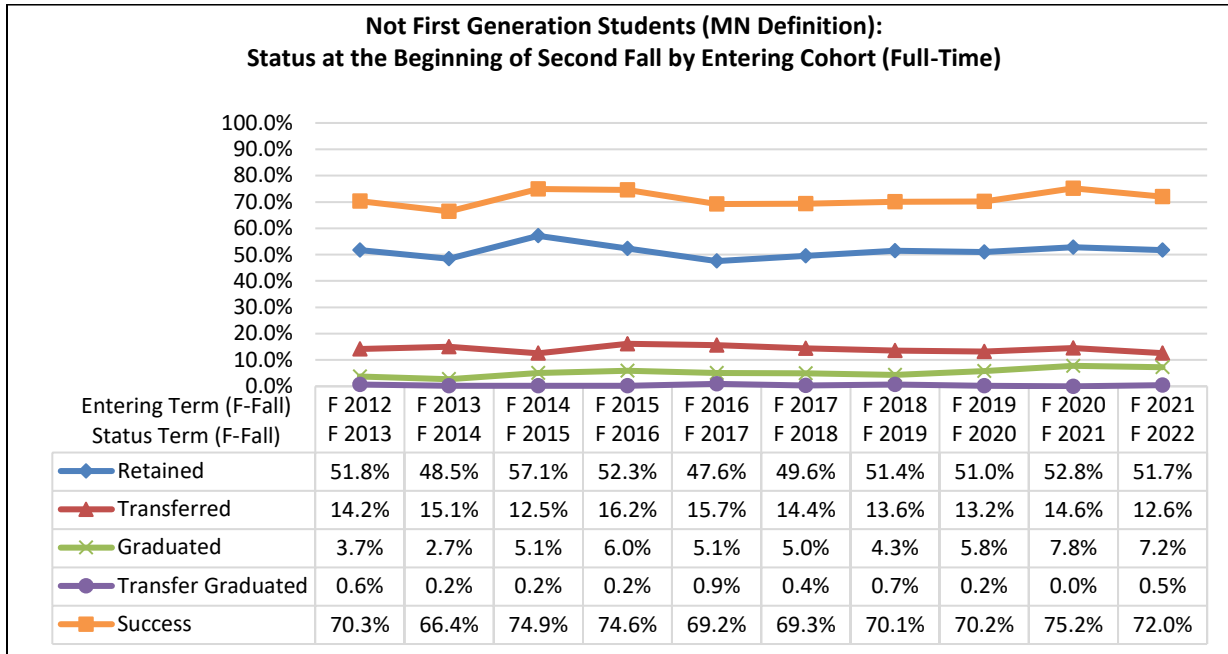


Source: Minnesota State REPL operational database.

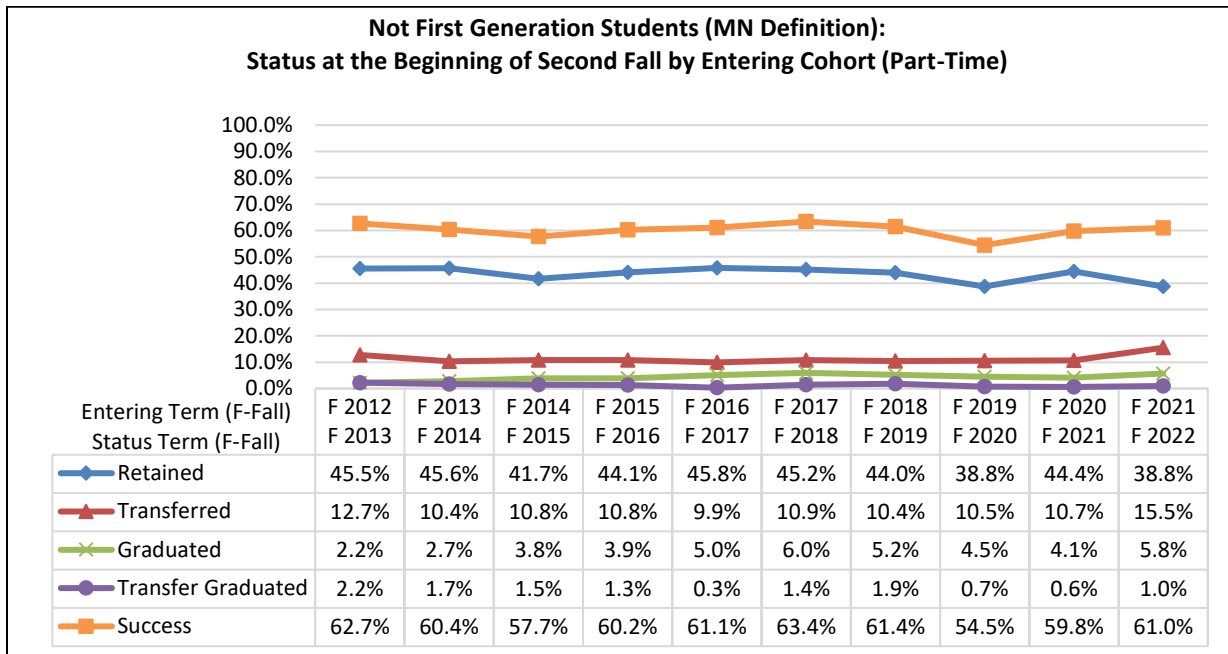


Source: Minnesota State REPL operational database.

Not First Generation Students

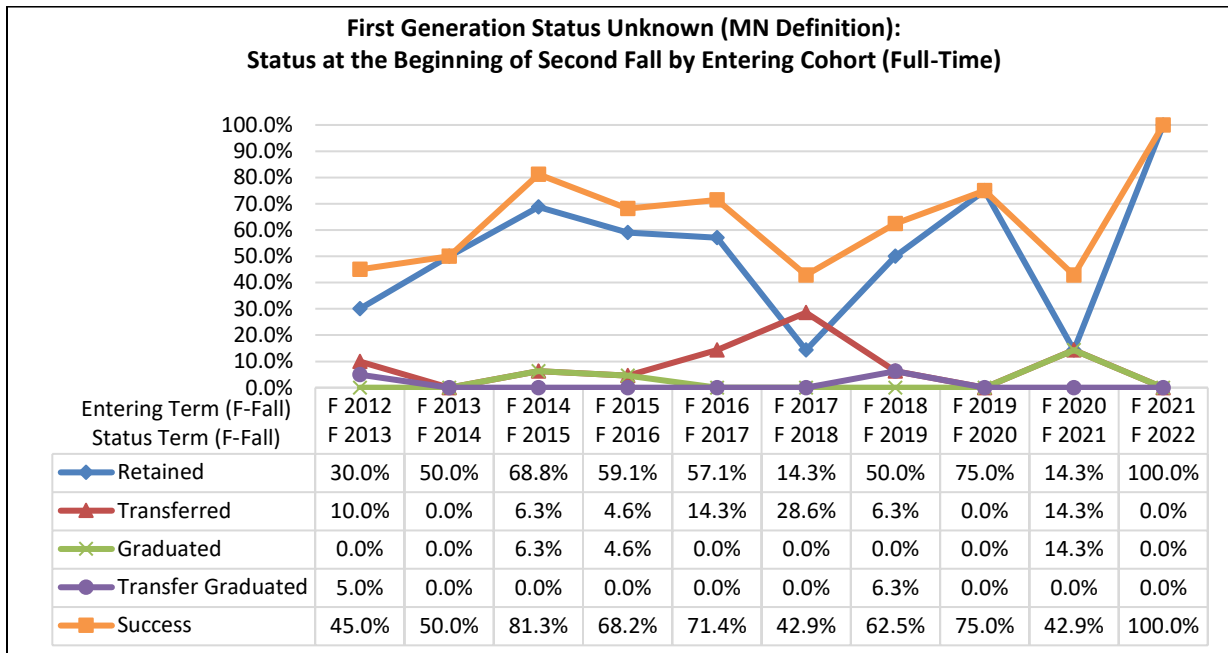


Source: Minnesota State REPL operational database.

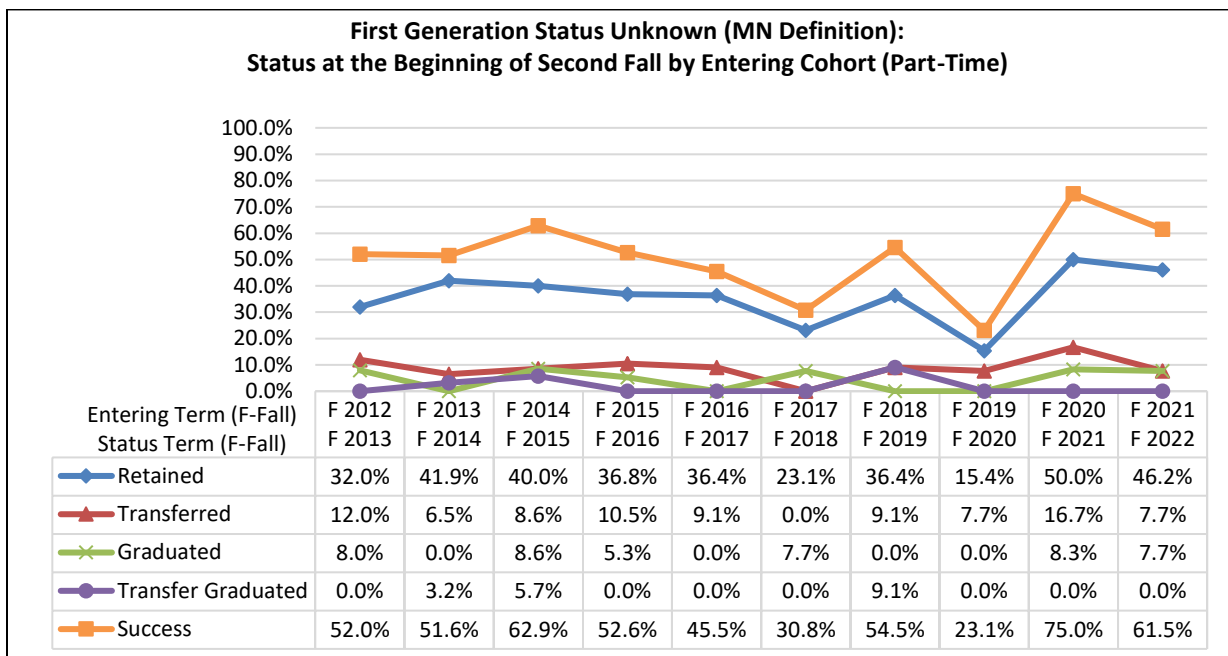


Source: Minnesota State REPL operational database.

First Generation Status Unknown Students



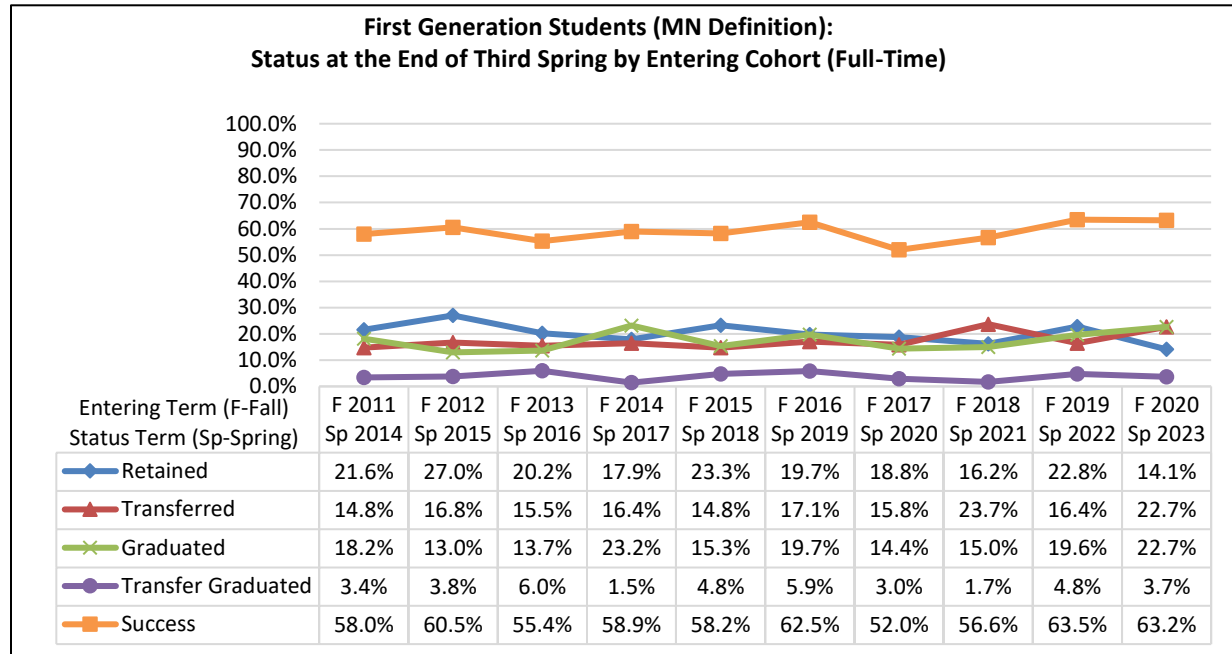
Source: Minnesota State REPL operational database.



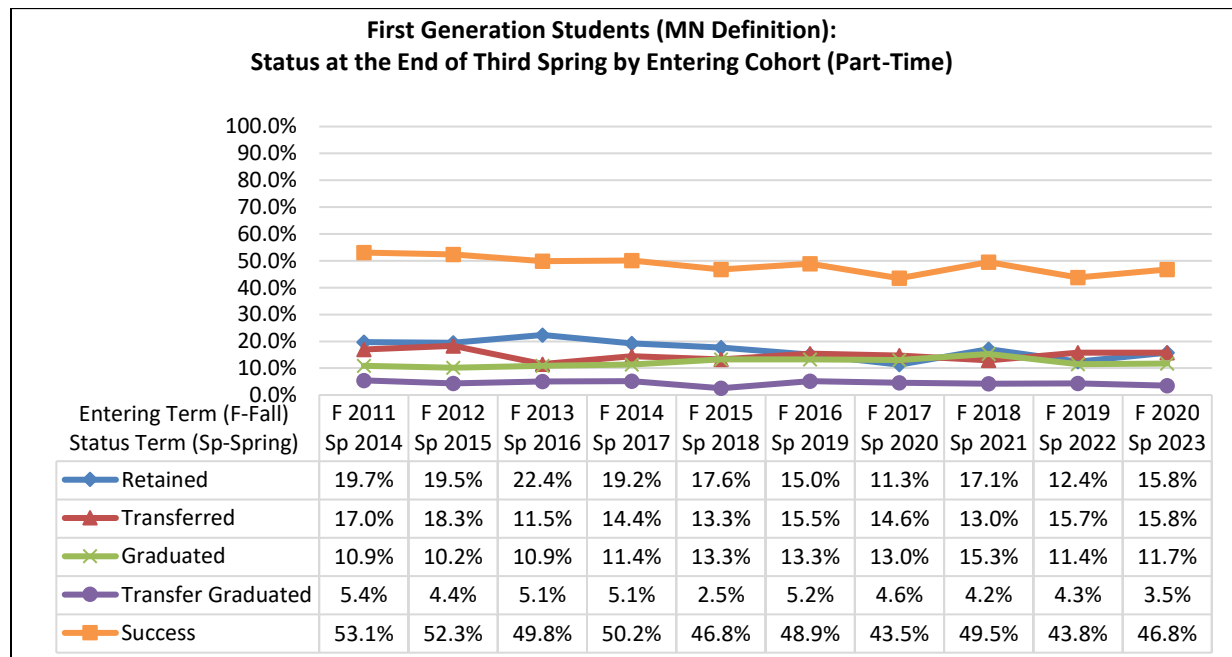
Source: Minnesota State REPL operational database.

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

First Generation Students

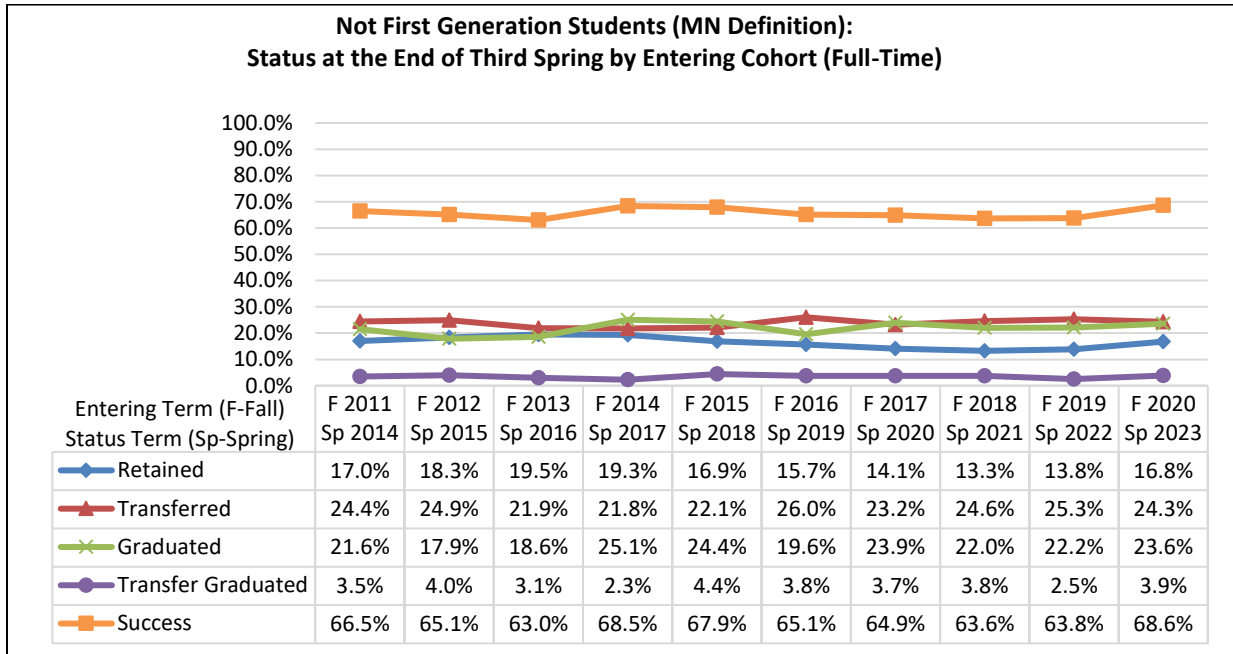


Source: Minnesota State REPL operational database.

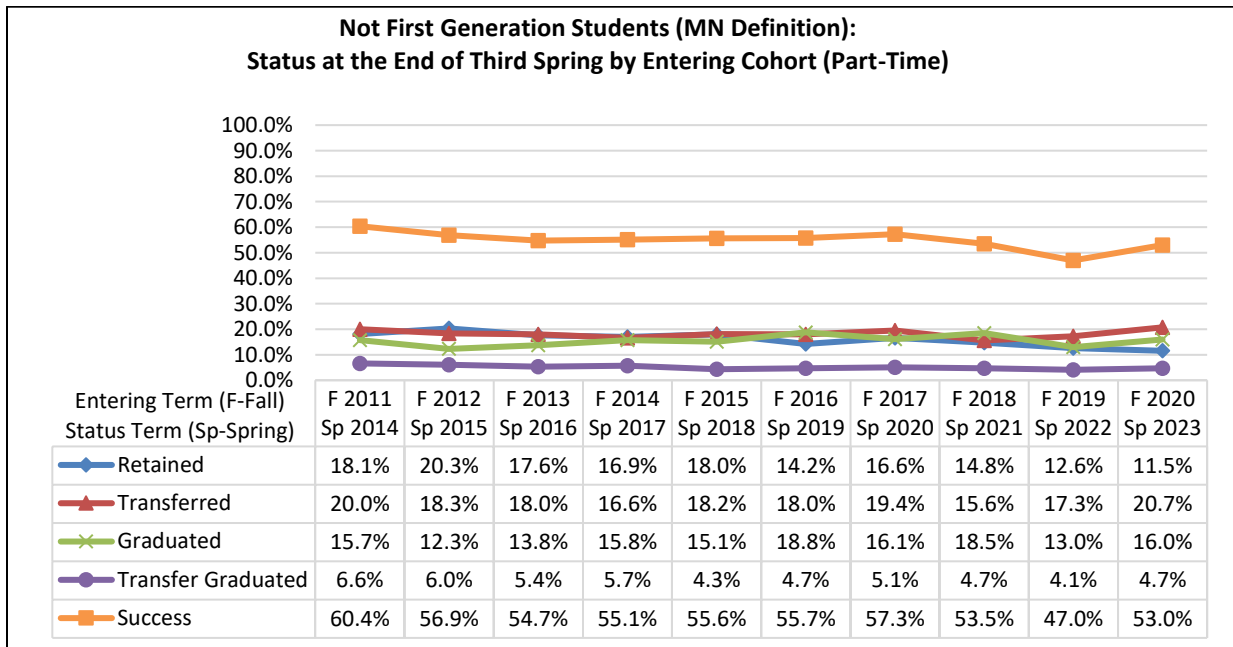


Source: Minnesota State REPL operational database.

Not First Generation Students

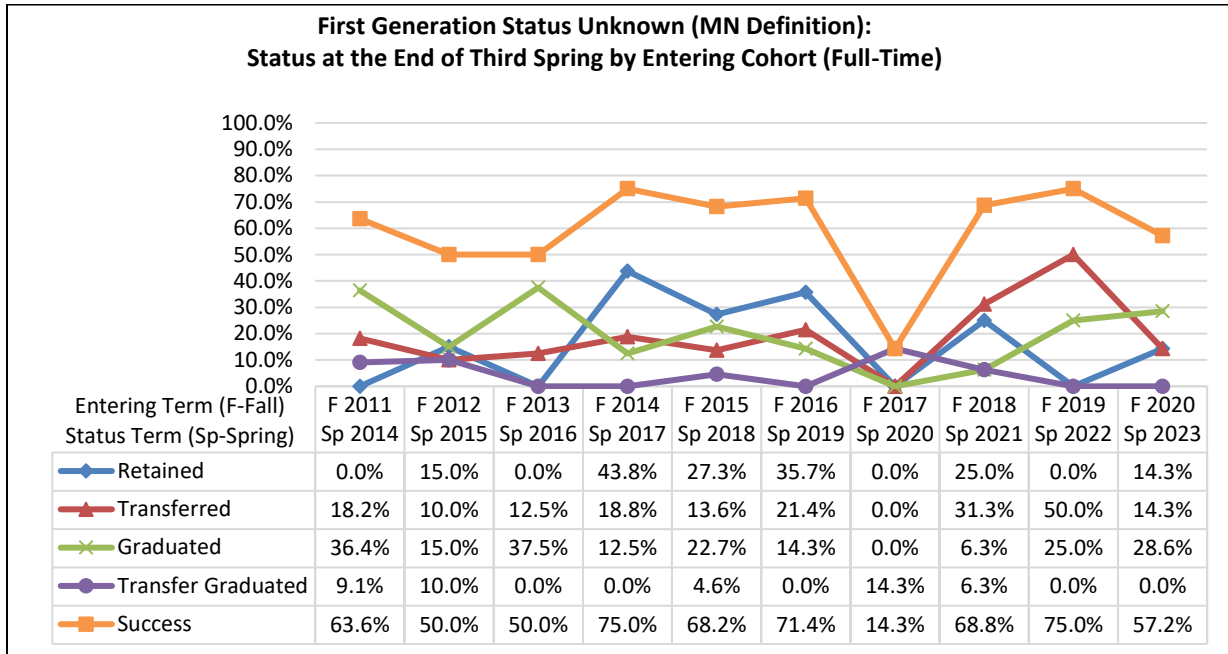


Source: Minnesota State REPL operational database.

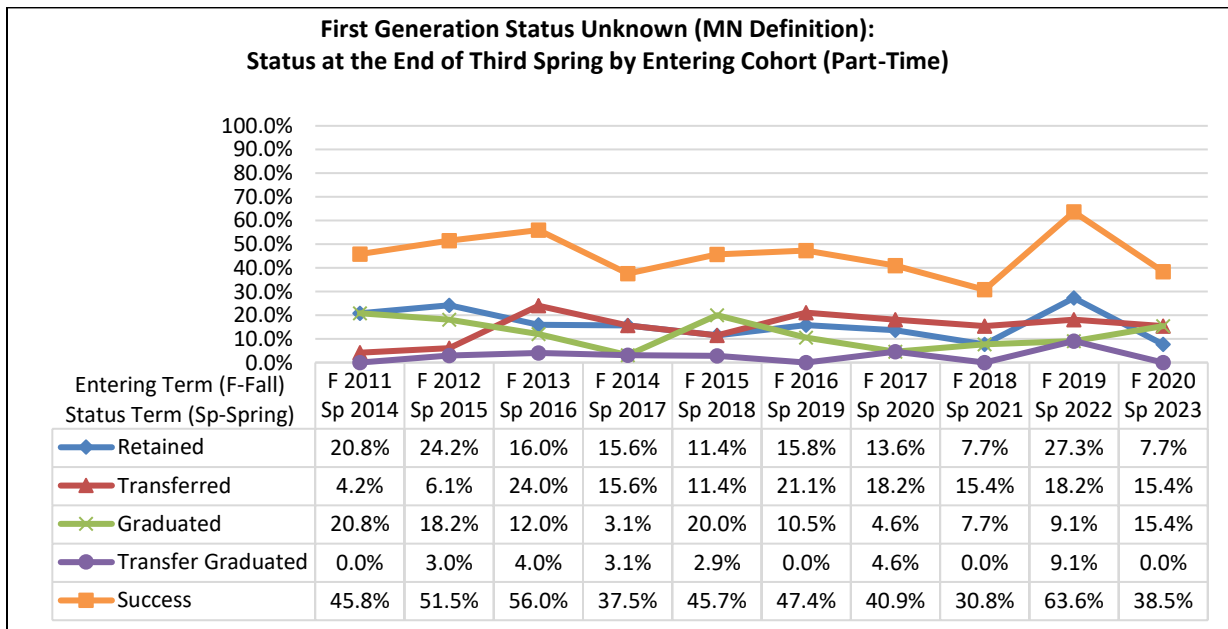


Source: Minnesota State REPL operational database.

First Generation Status Unknown Students



Source: Minnesota State REPL operational database.

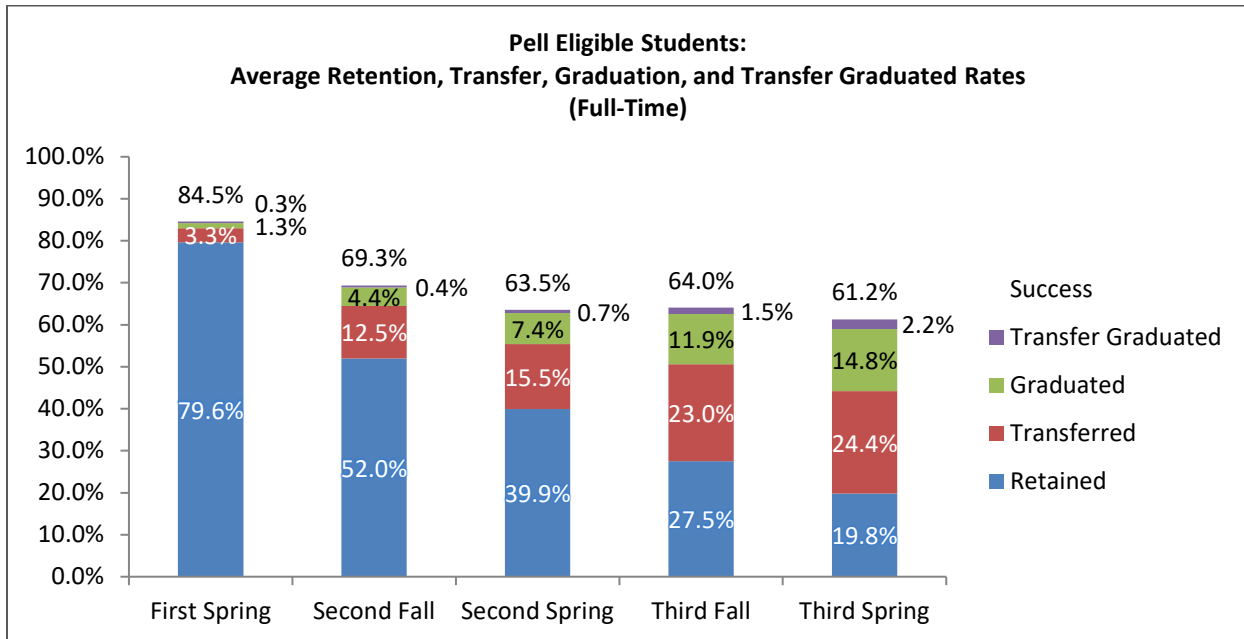


Source: Minnesota State REPL operational database.

Outcomes by Pell Eligibility Status

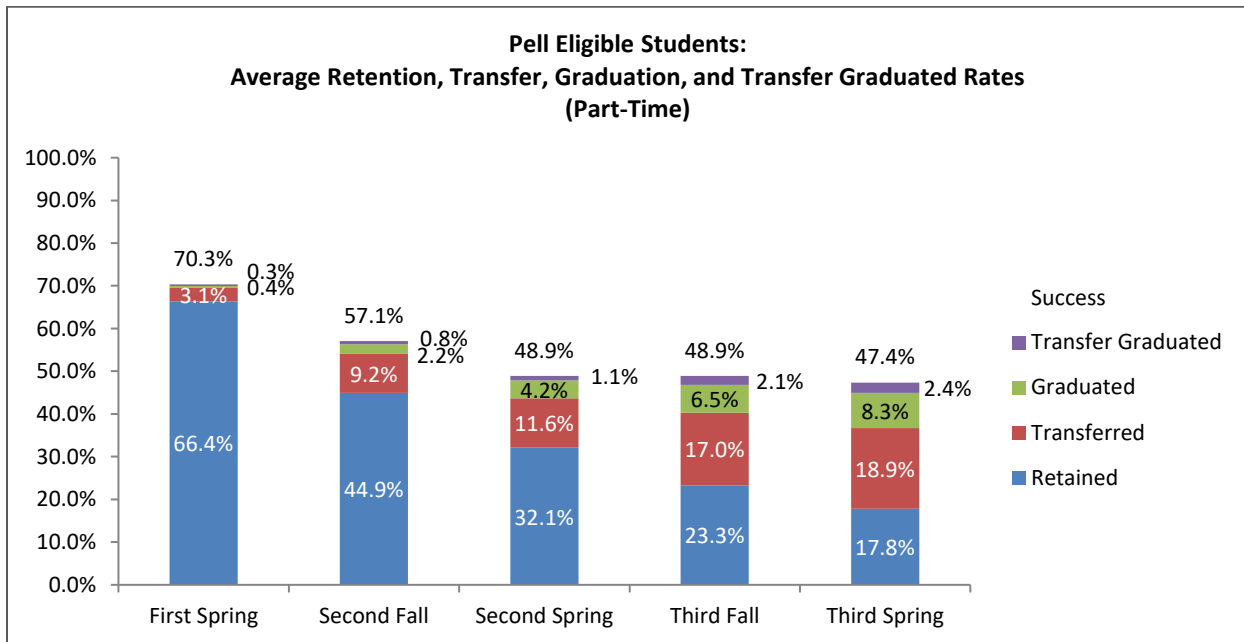
Average Retention, Transfer, Graduation, Transfer Graduation and Success Rates by Pell Eligibility Status

Pell Eligible Students



Source: Minnesota State REPL operational database.

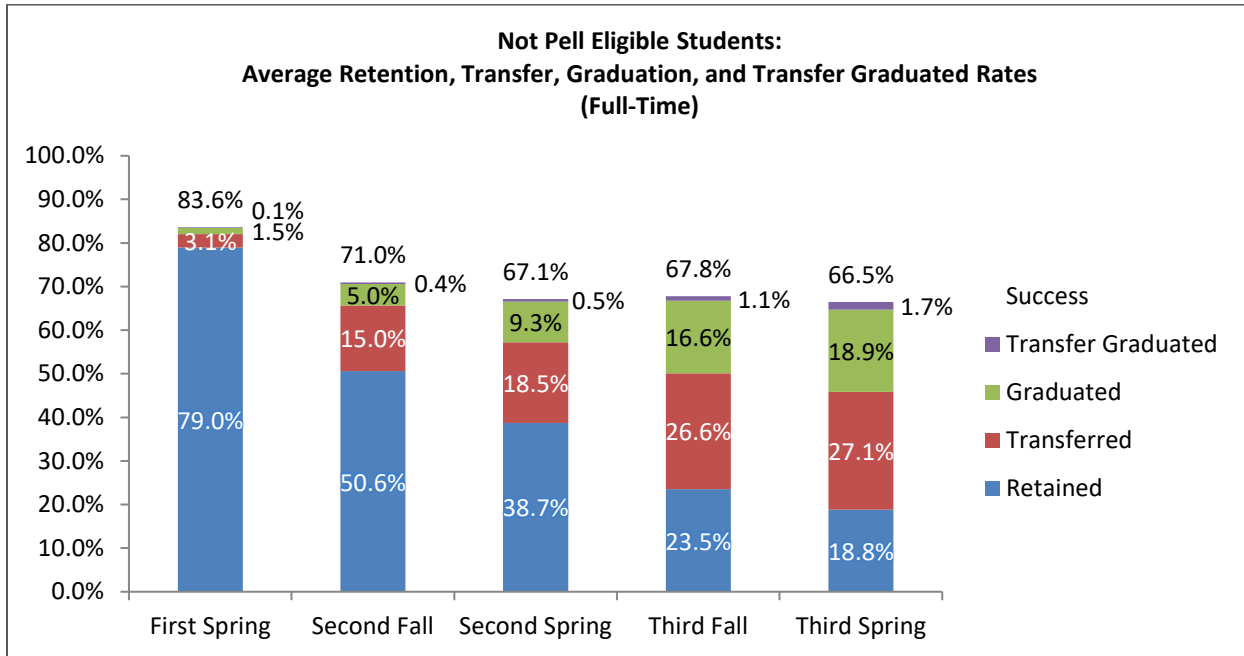
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

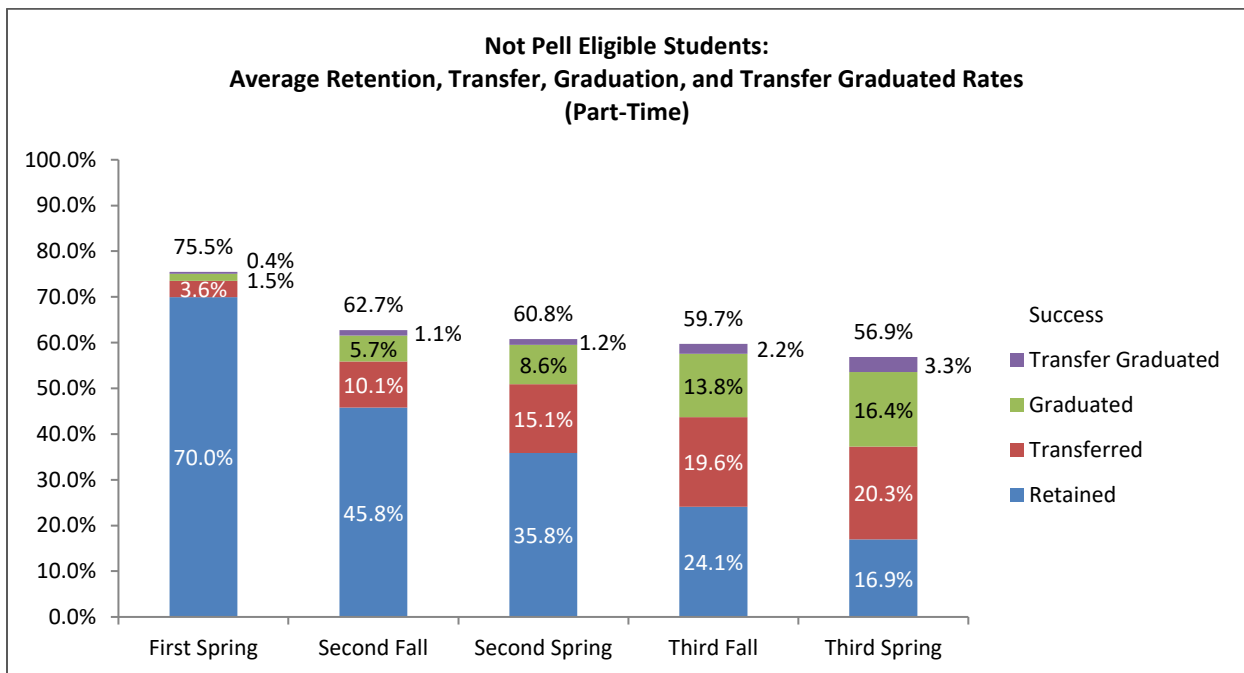
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

Not Pell Eligible Students



Source: Minnesota State REPL operational database.

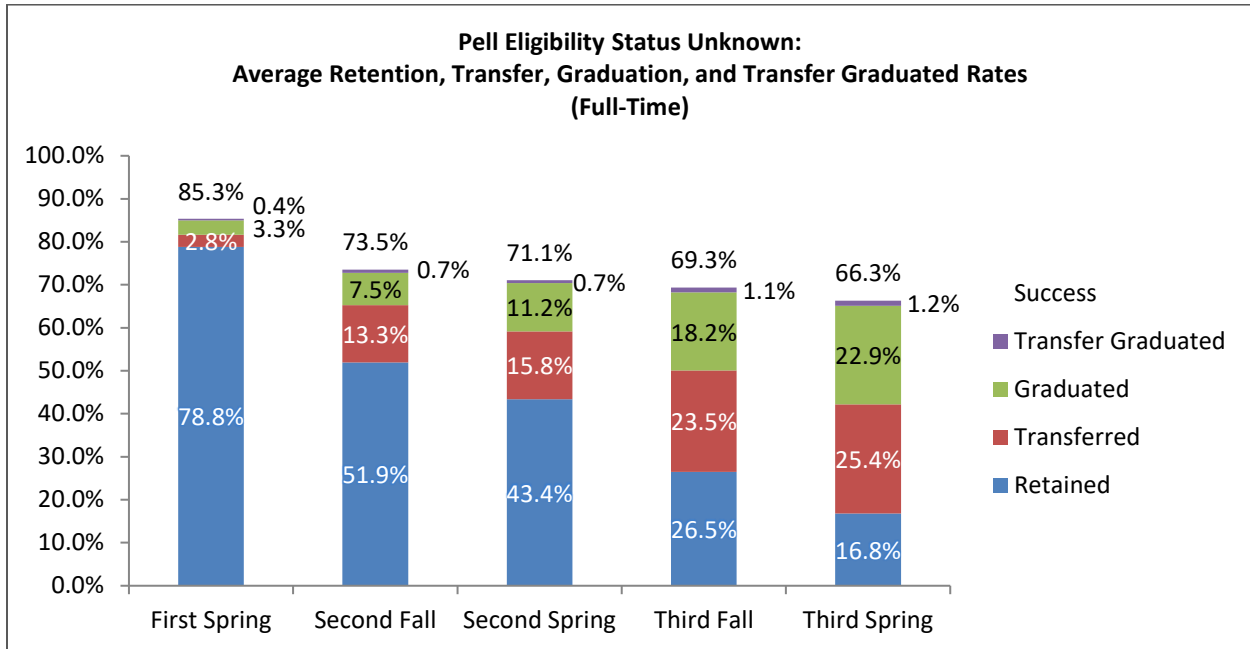
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

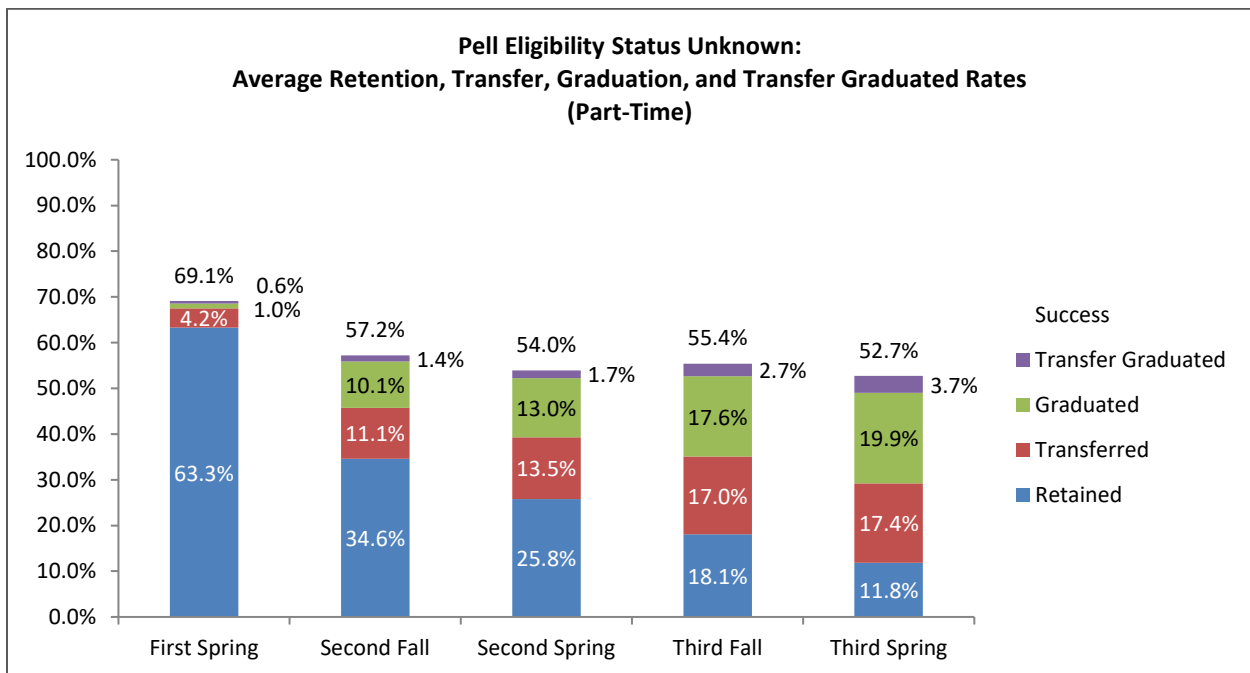
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

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.

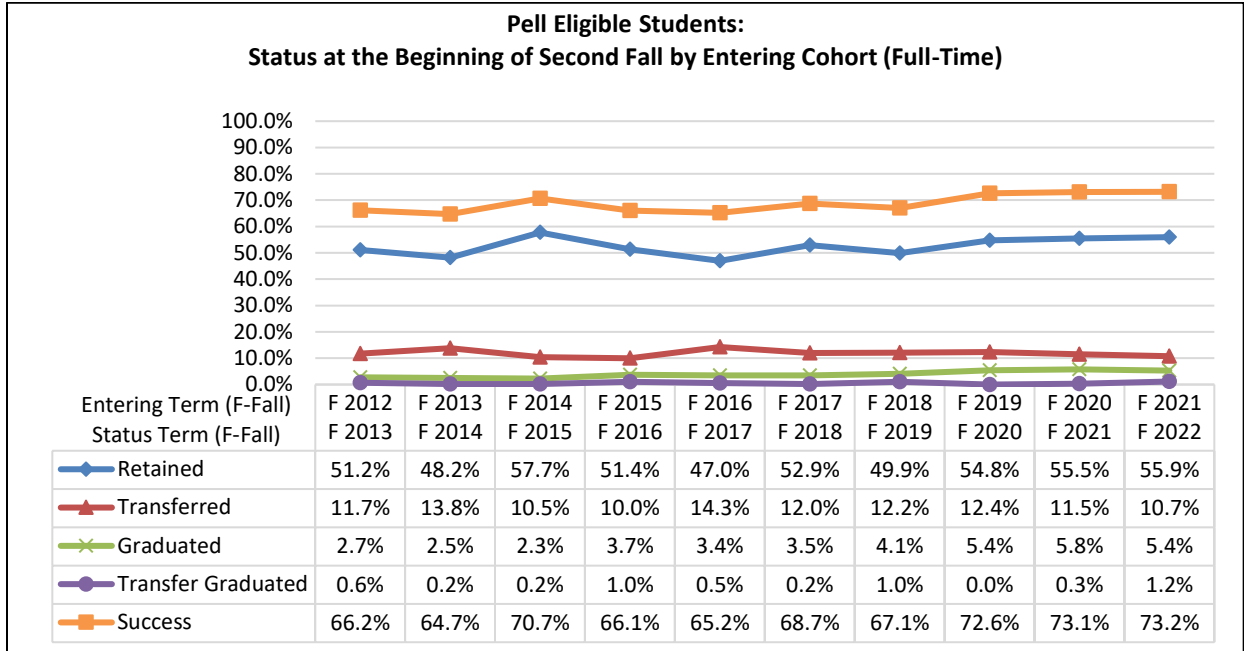


Source: Minnesota State REPL operational database.

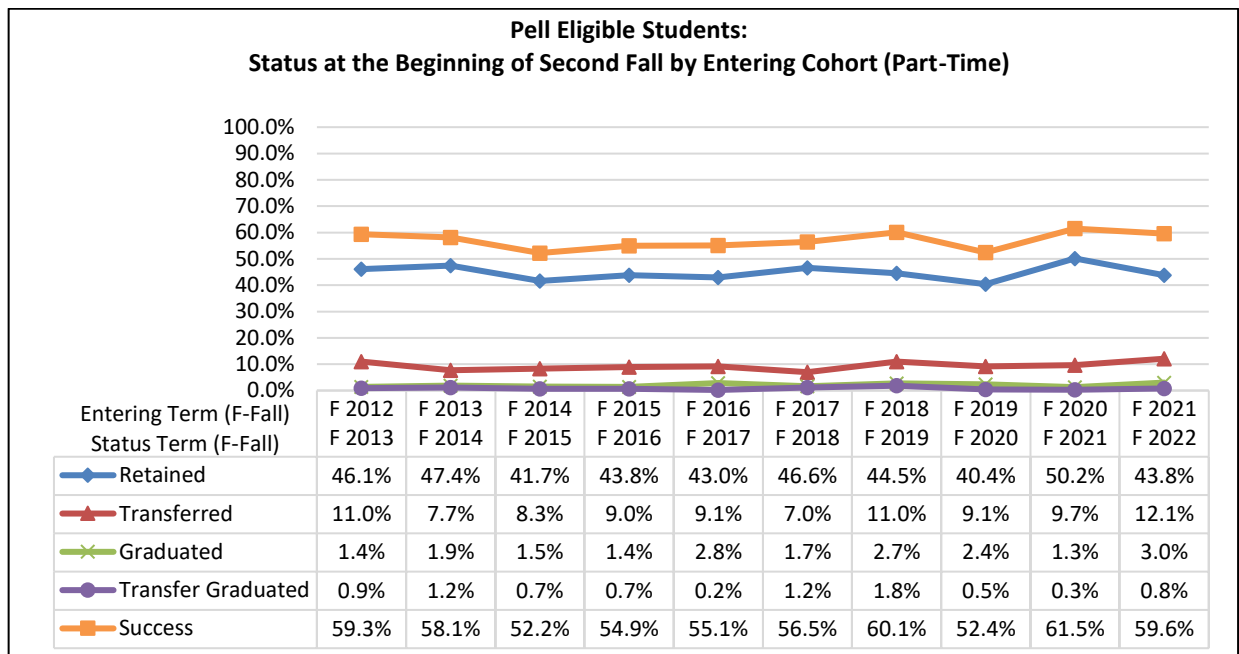
Note: All averages are calculated from the five most recent cohorts that have advanced to the third Spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

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

Pell Eligible Students

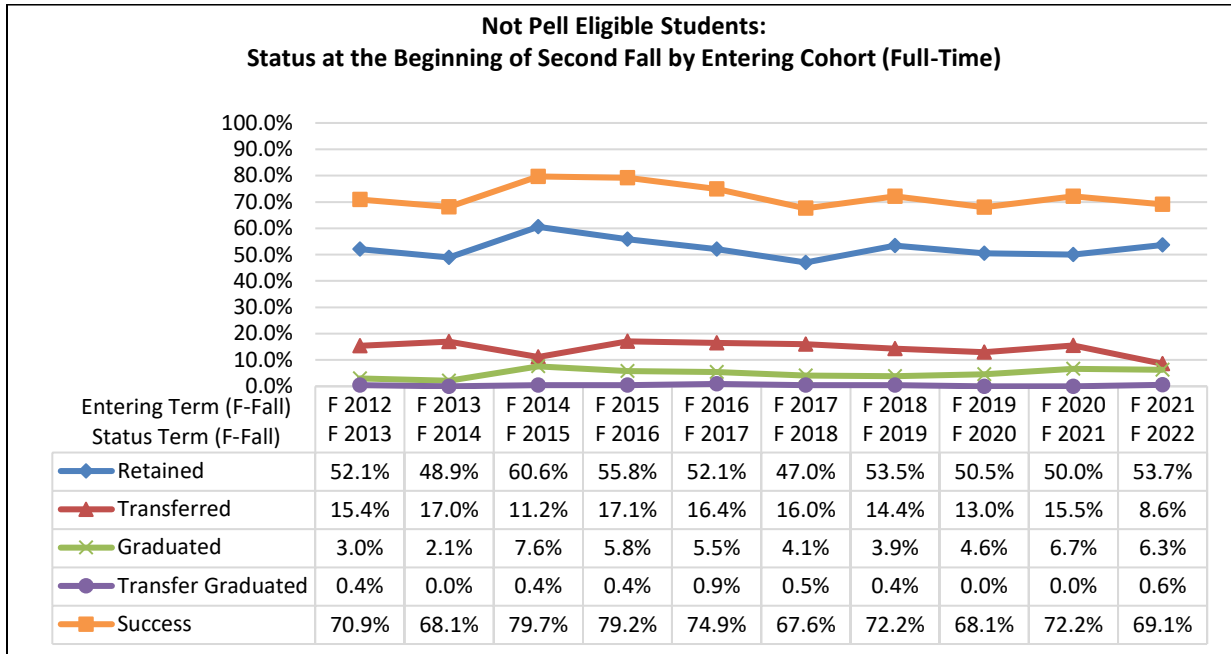


Source: Minnesota State REPL operational database.

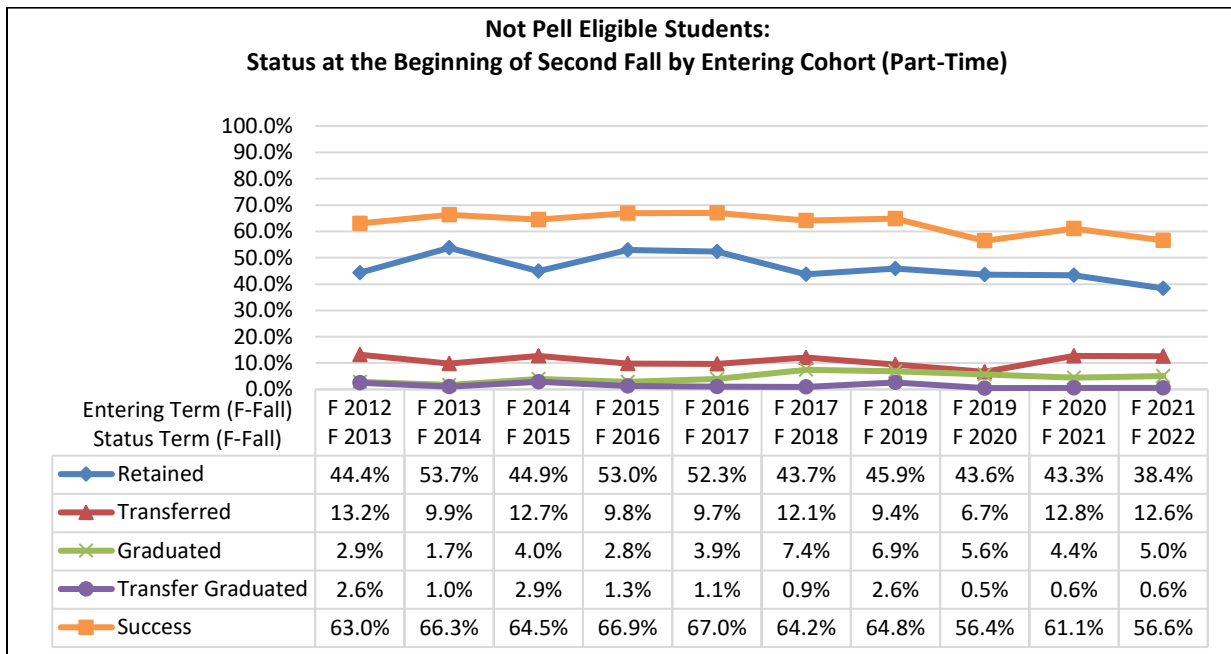


Source: Minnesota State REPL operational database.

Not Pell Eligible Students

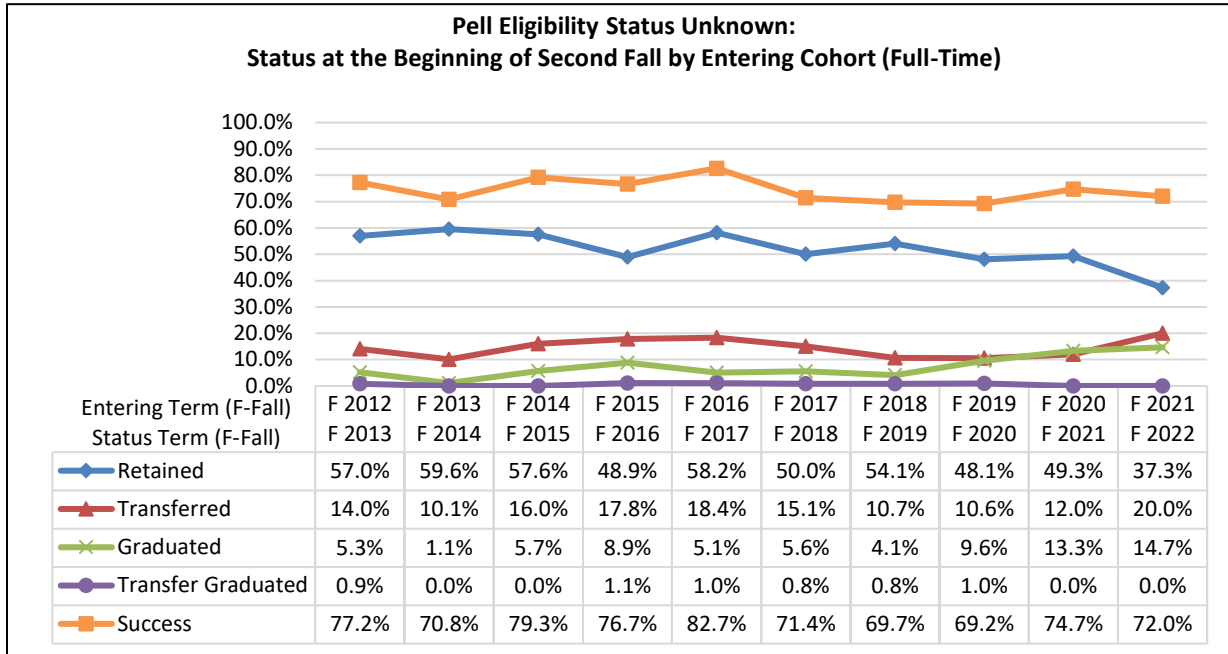


Source: Minnesota State REPL operational database.

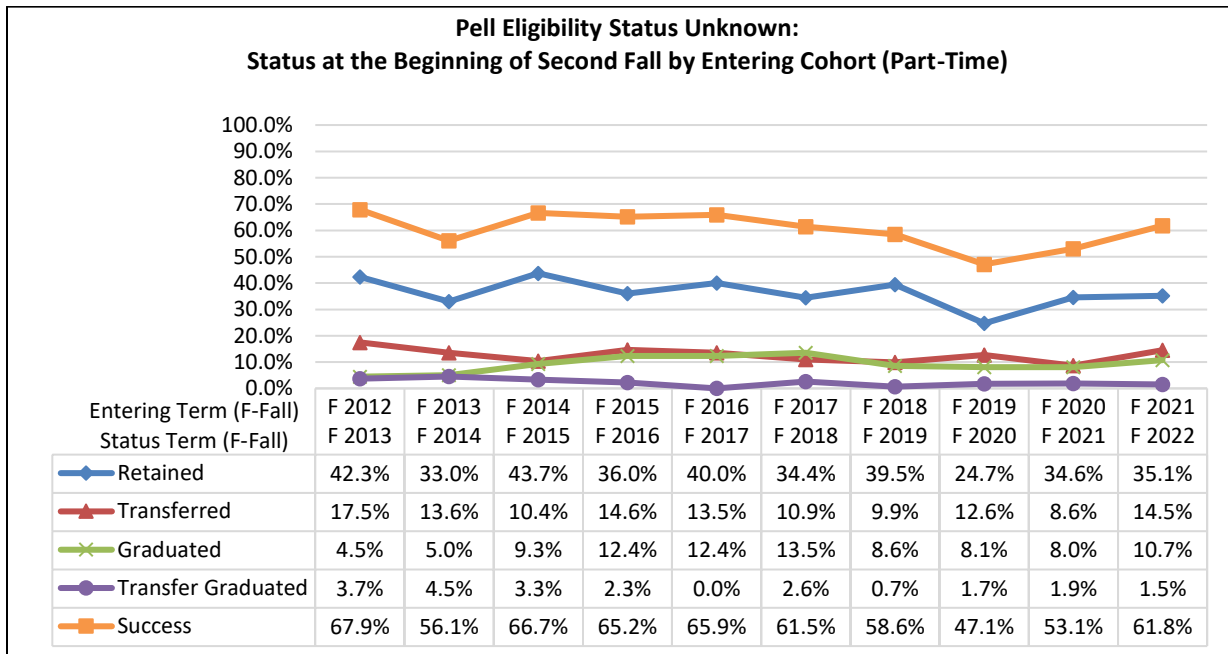


Source: Minnesota State REPL operational database.

Pell Eligibility Status Unknown Students



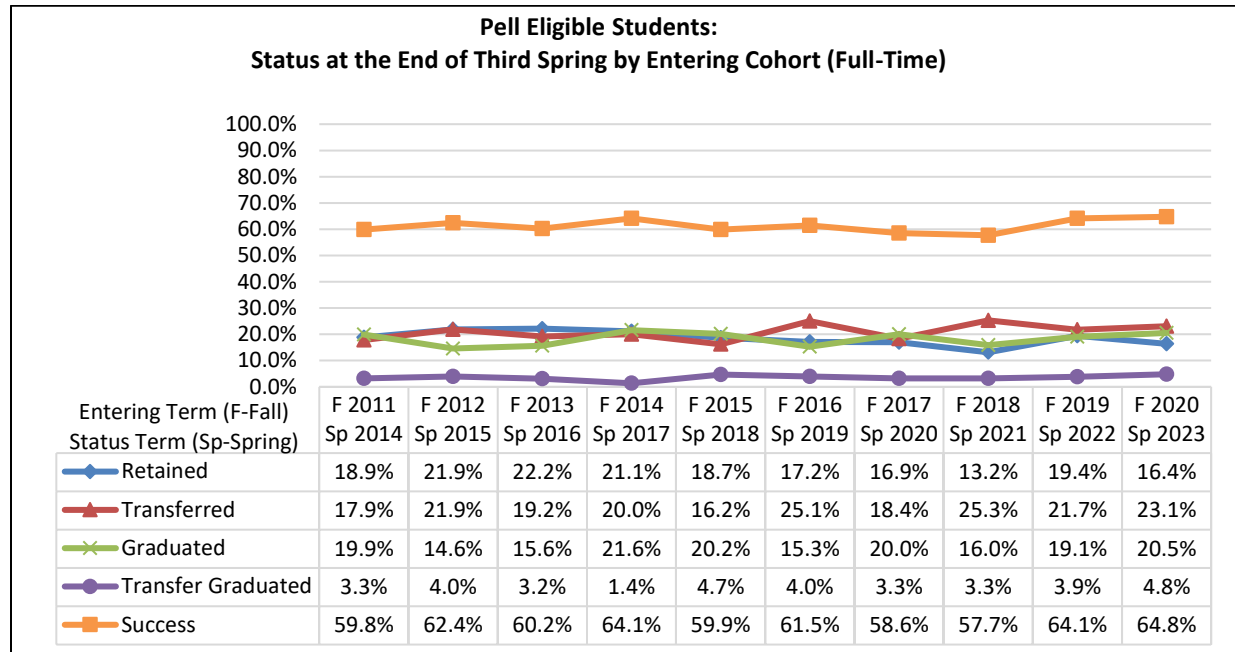
Source: Minnesota State REPL operational database.



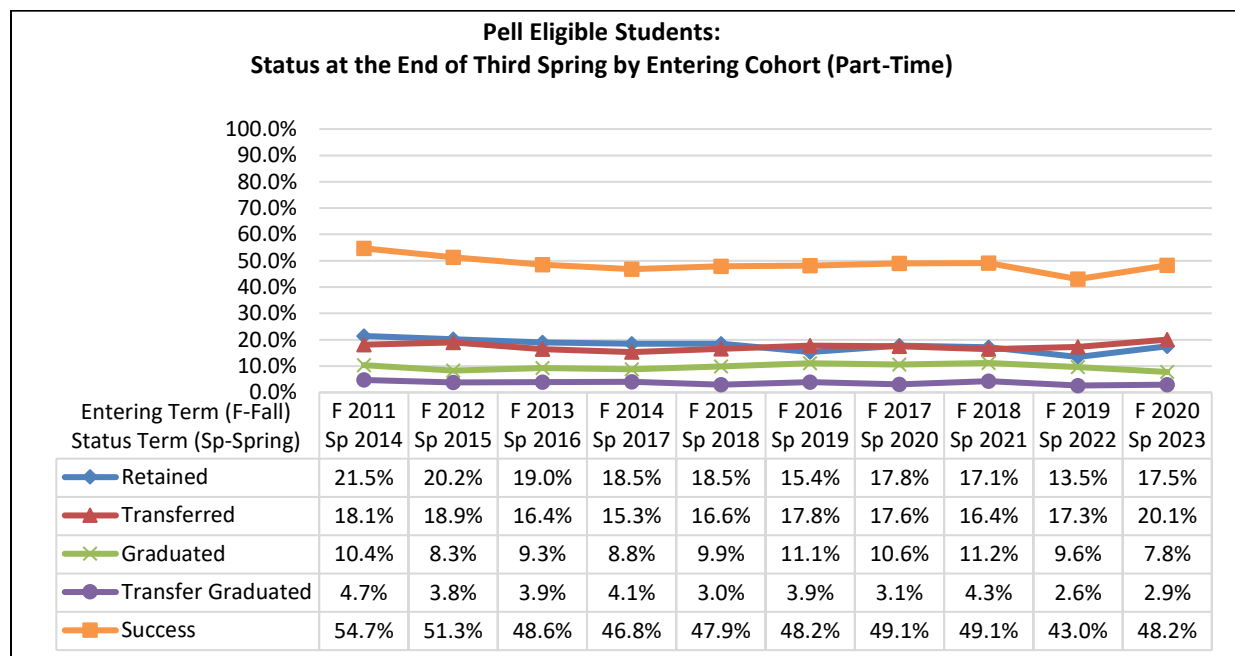
Source: Minnesota State REPL operational database.

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

Pell Eligible Students

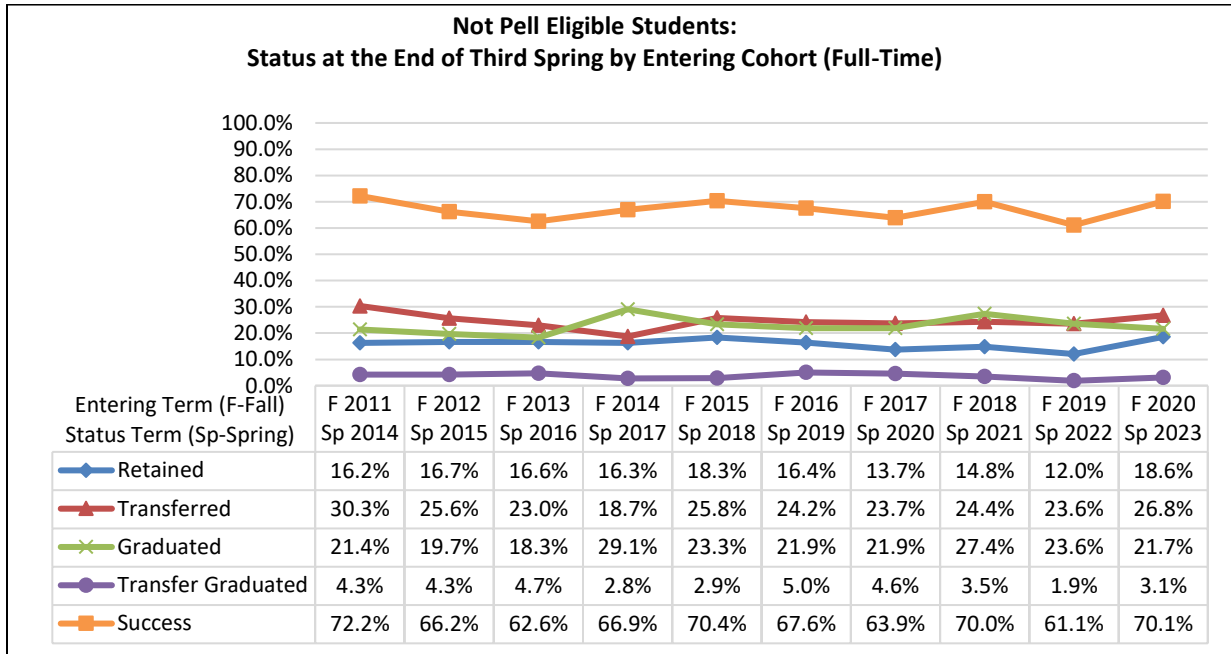


Source: Minnesota State REPL operational database.

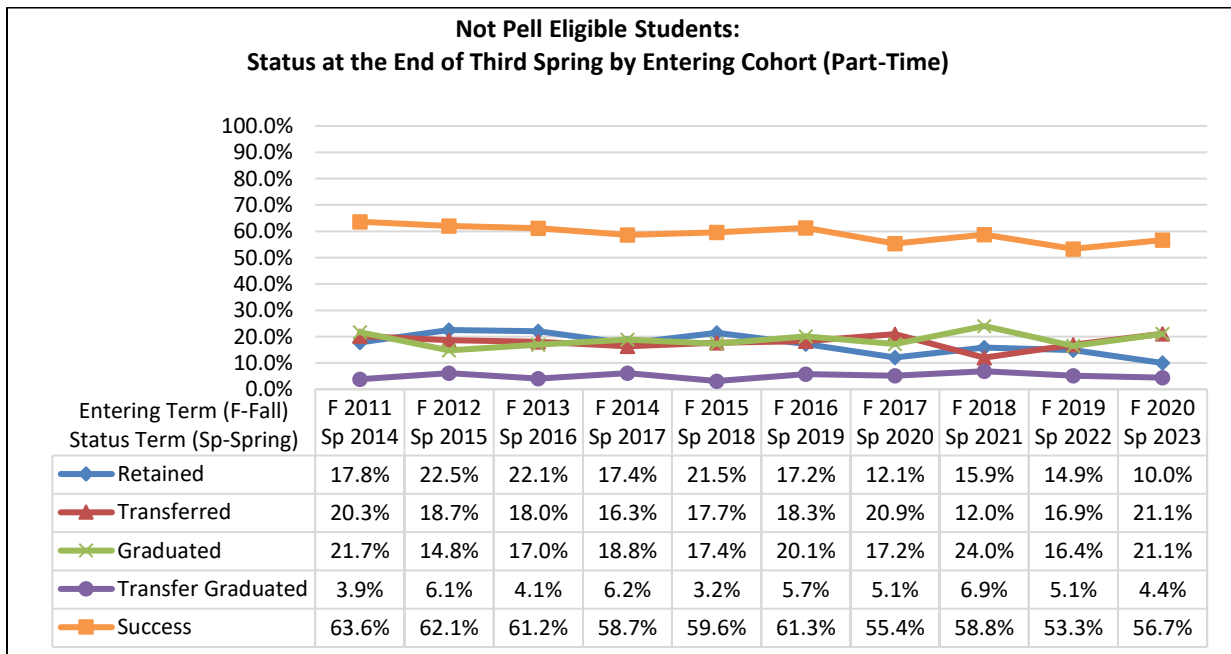


Source: Minnesota State REPL operational database.

Not Pell Eligible Students

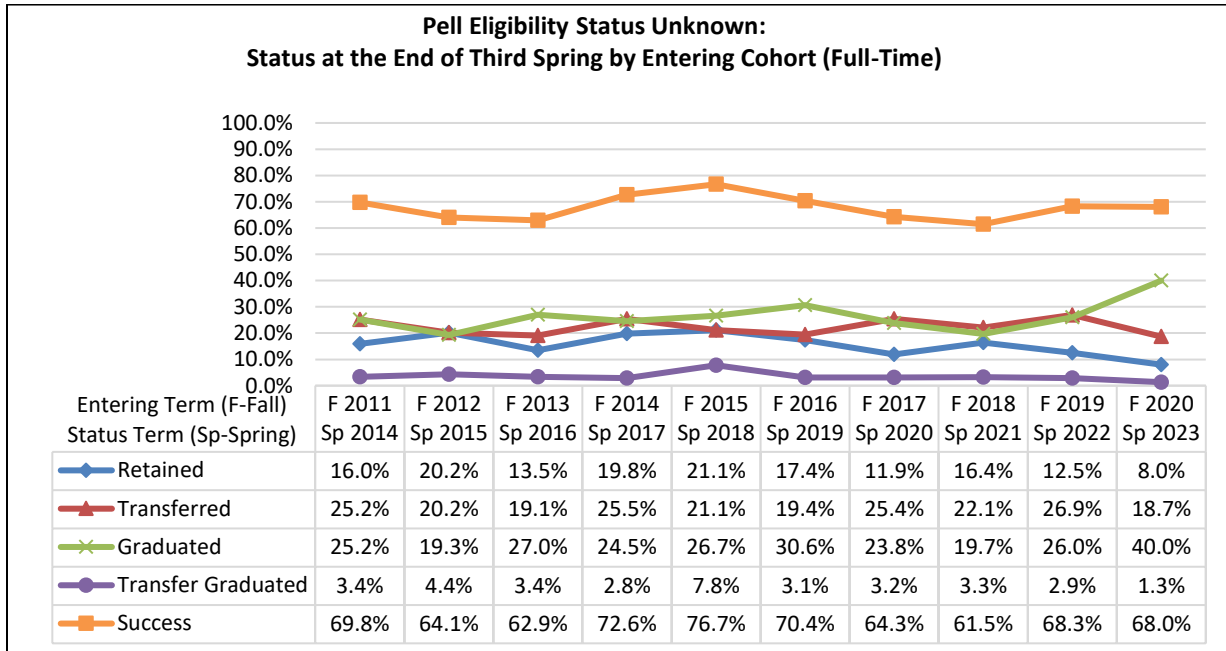


Source: Minnesota State REPL operational database.

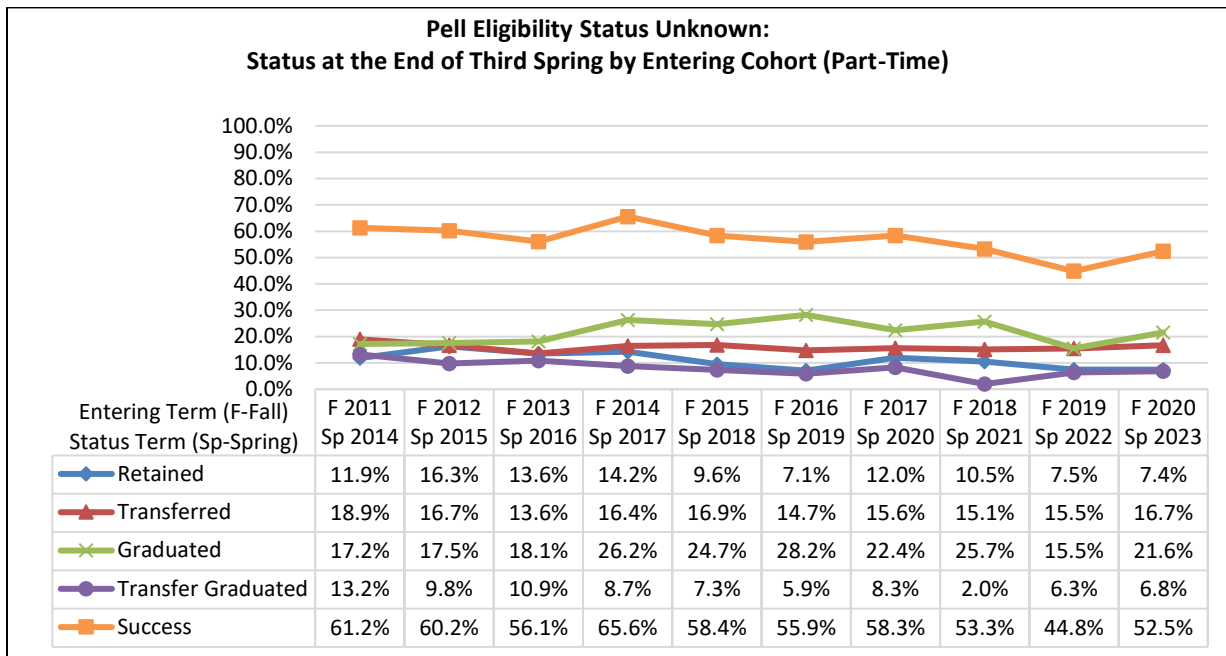


Source: Minnesota State REPL operational database.

Pell Eligibility Status Unknown Students



Source: Minnesota State REPL operational database.



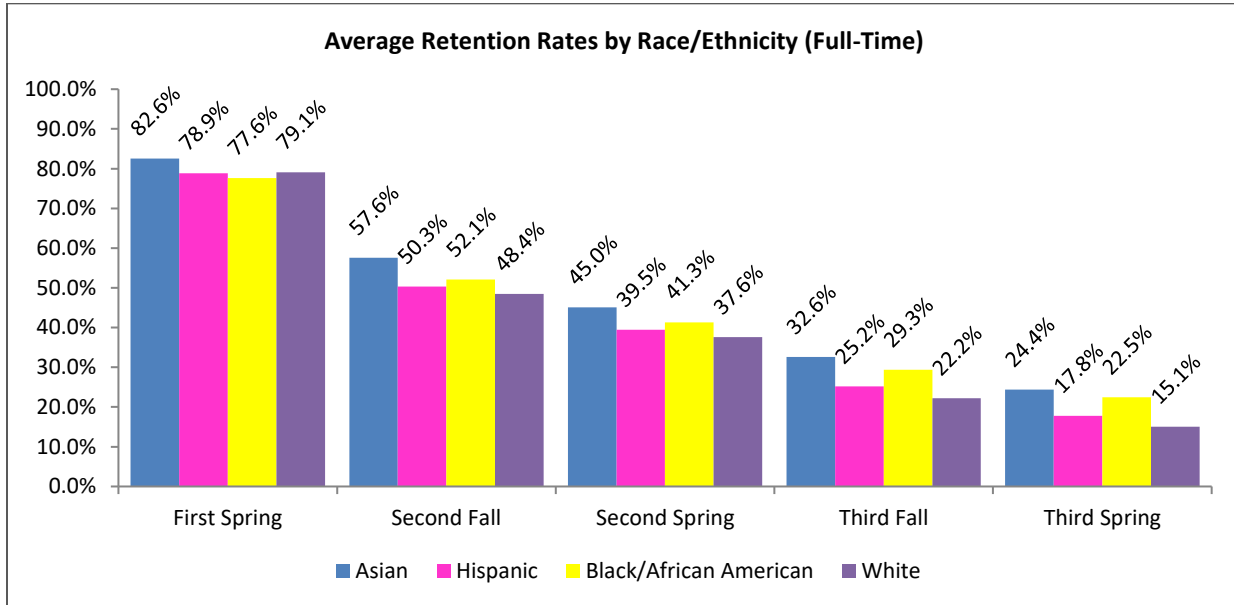
Source: Minnesota State REPL operational database.

Outcomes by Race/Ethnicity

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

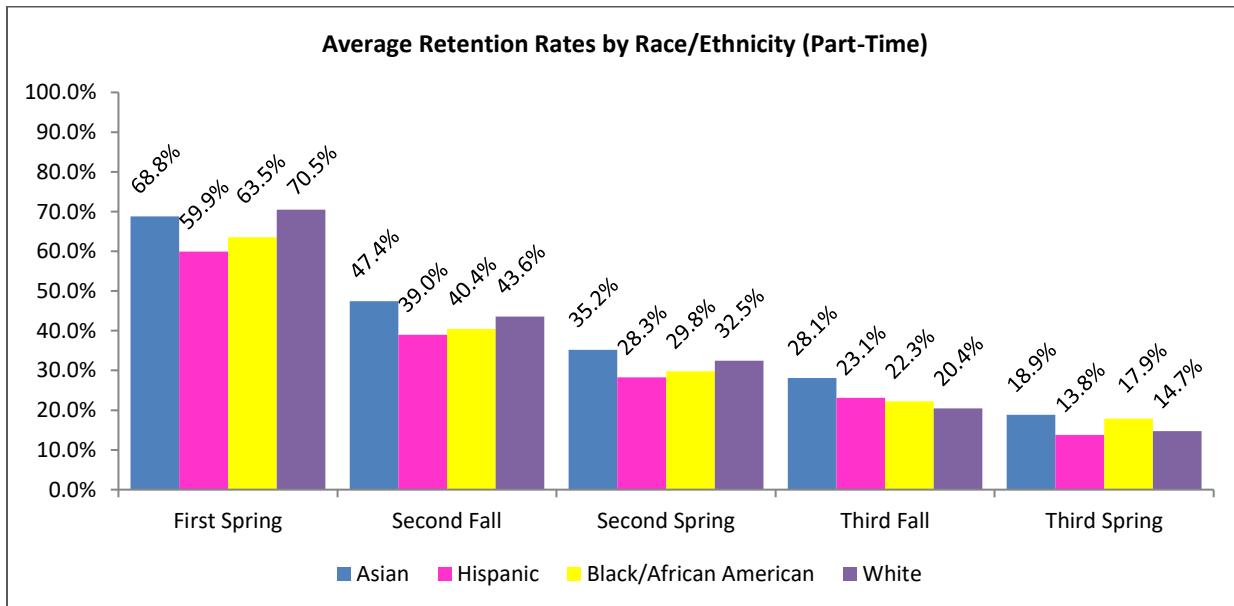
The next graphics are broken out by student race/ethnicity.

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.

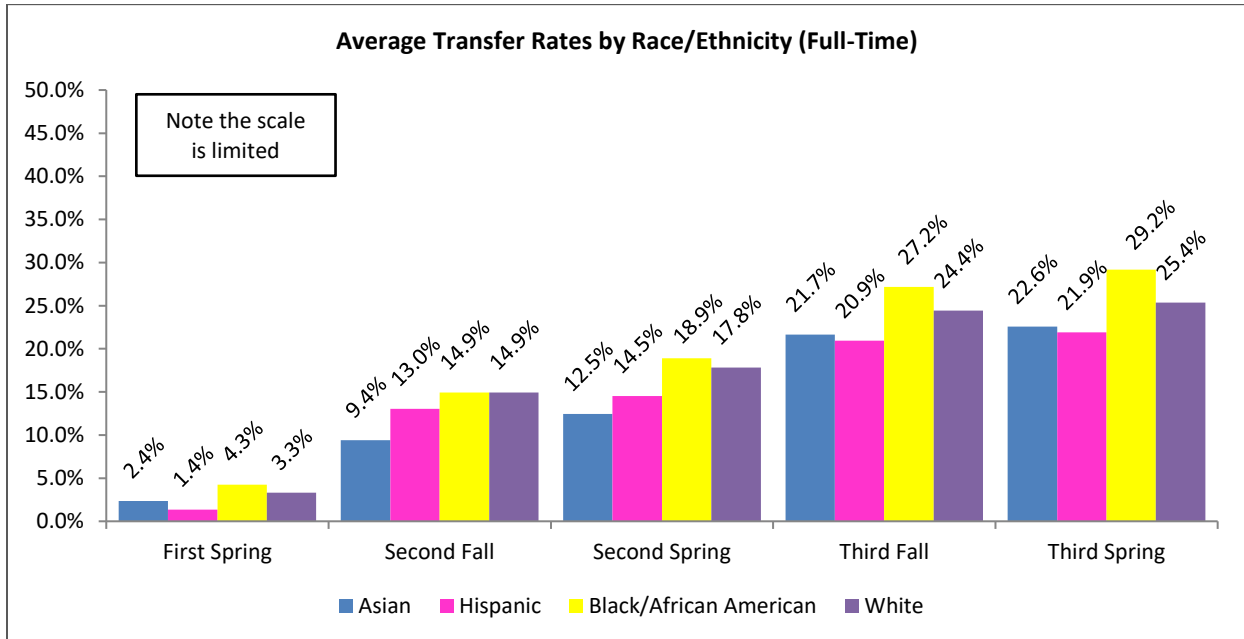


Source: Minnesota State REPL operational database.

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.

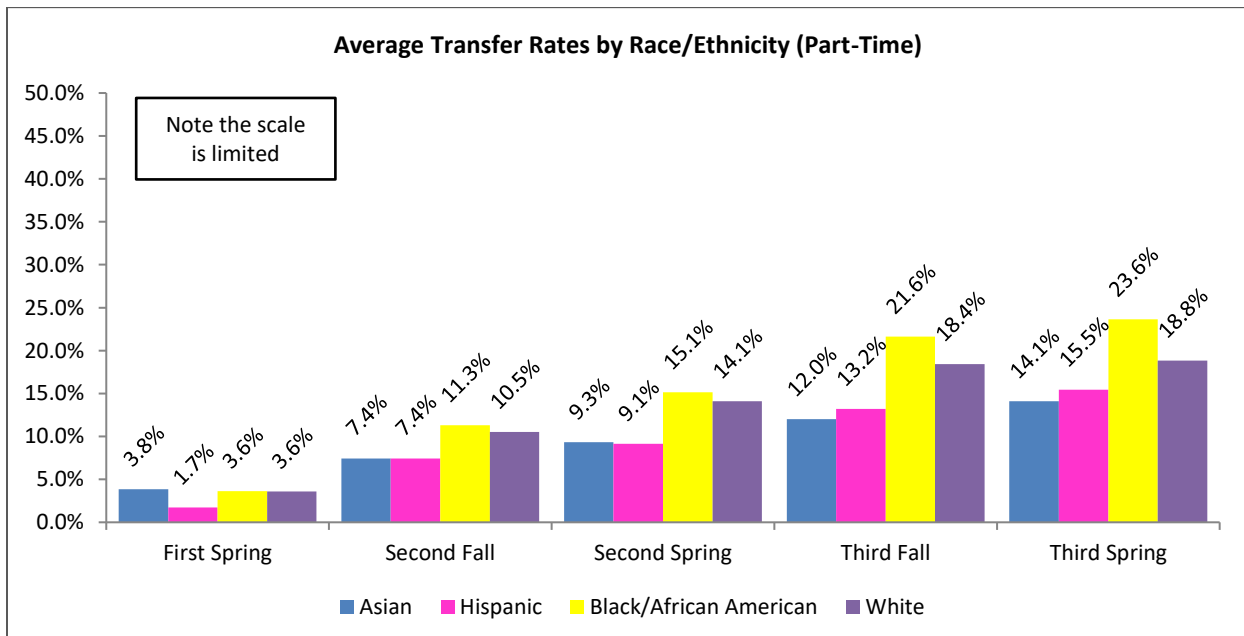
Average Transfer Rates

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.

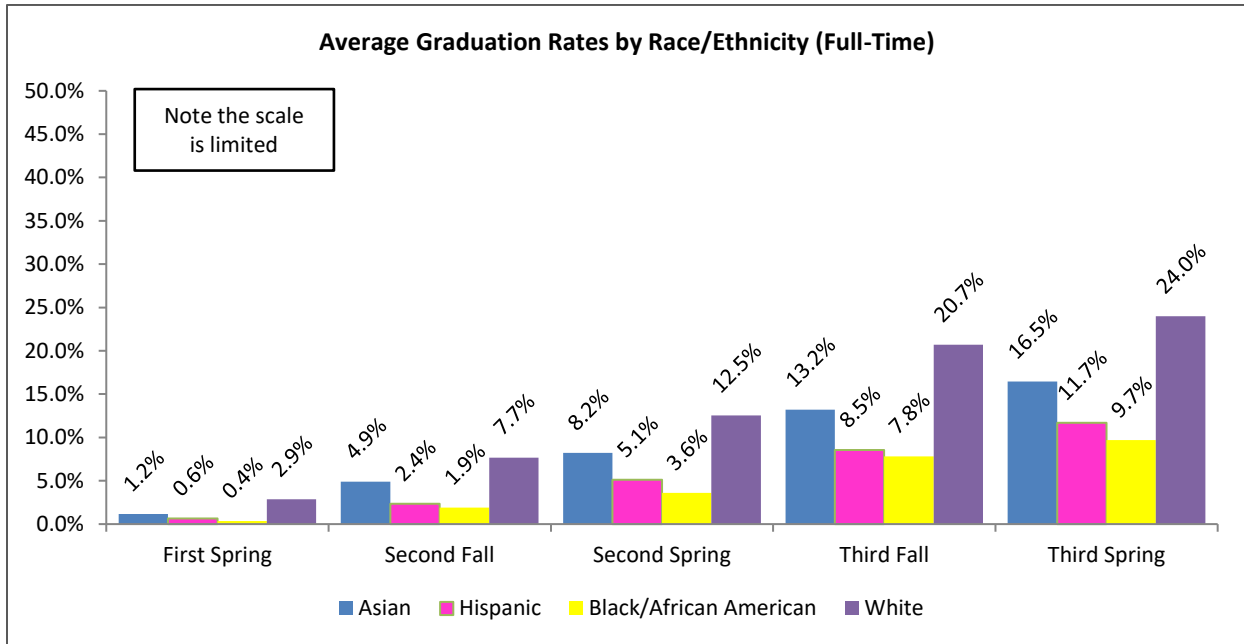


Source: Minnesota State REPL operational database.

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.

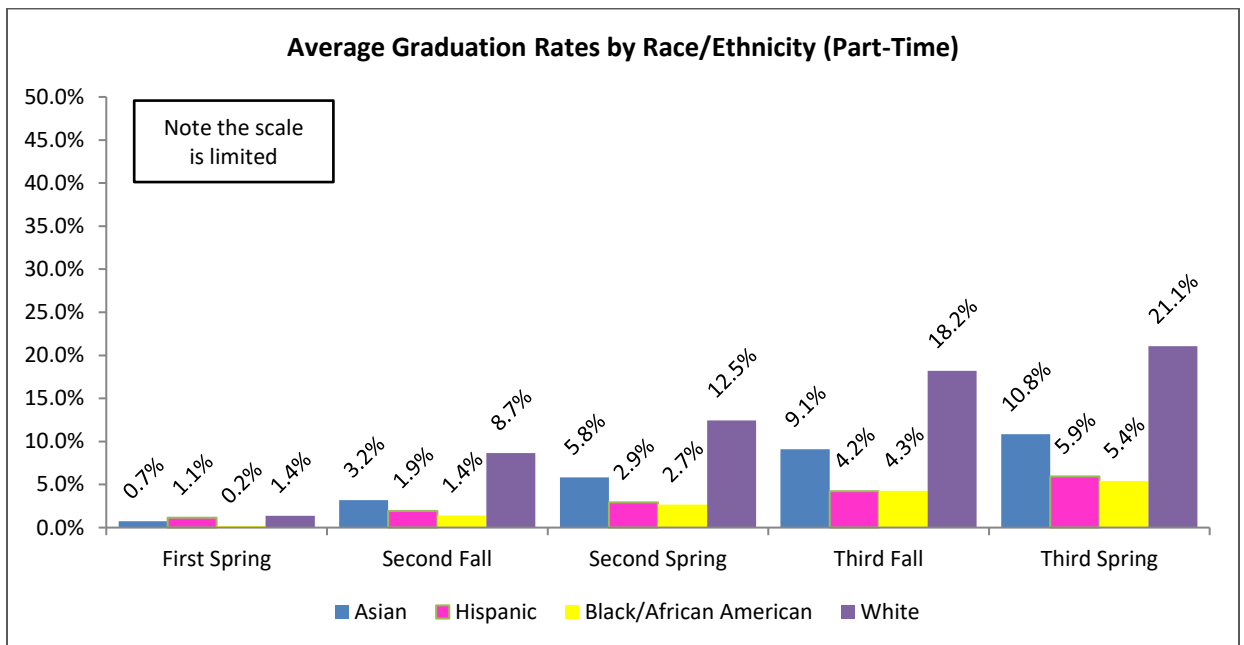
Average Graduation Rates

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.

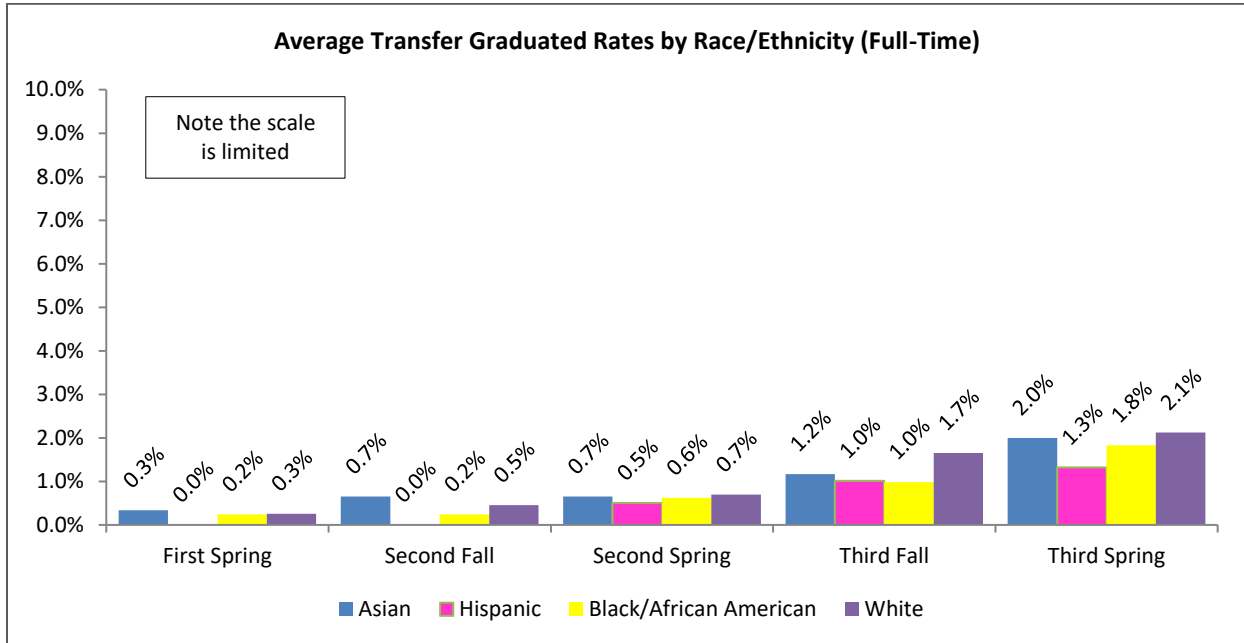


Source: Minnesota State REPL operational database.

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.

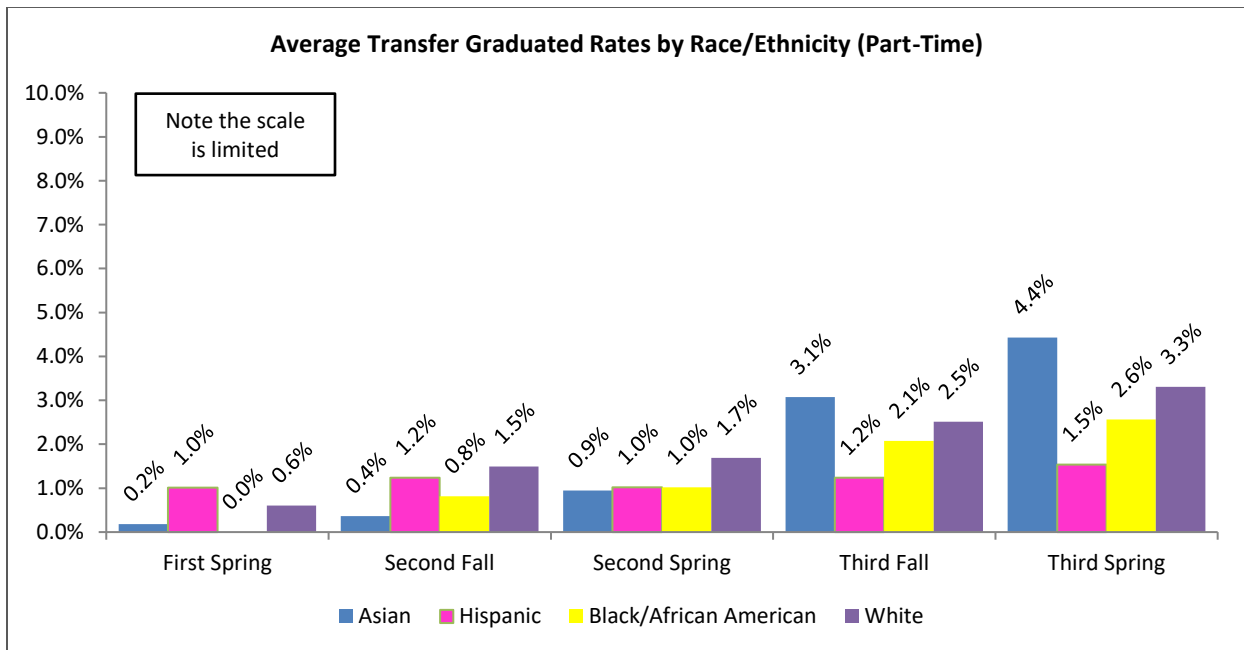
Average Transfer Graduated Rates

Transfer Graduated rates by third Fall are very low overall ($\leq 1.7\%$ for full-time students and $\leq 3.1\%$ 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.

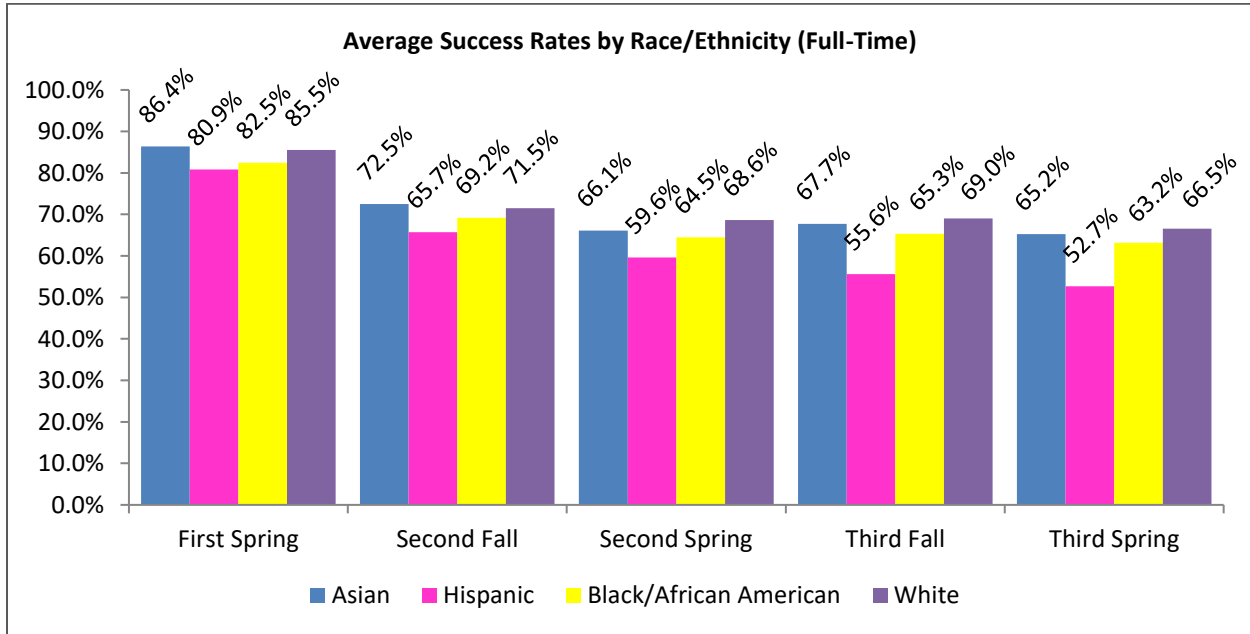


Source: Minnesota State REPL operational database.

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.

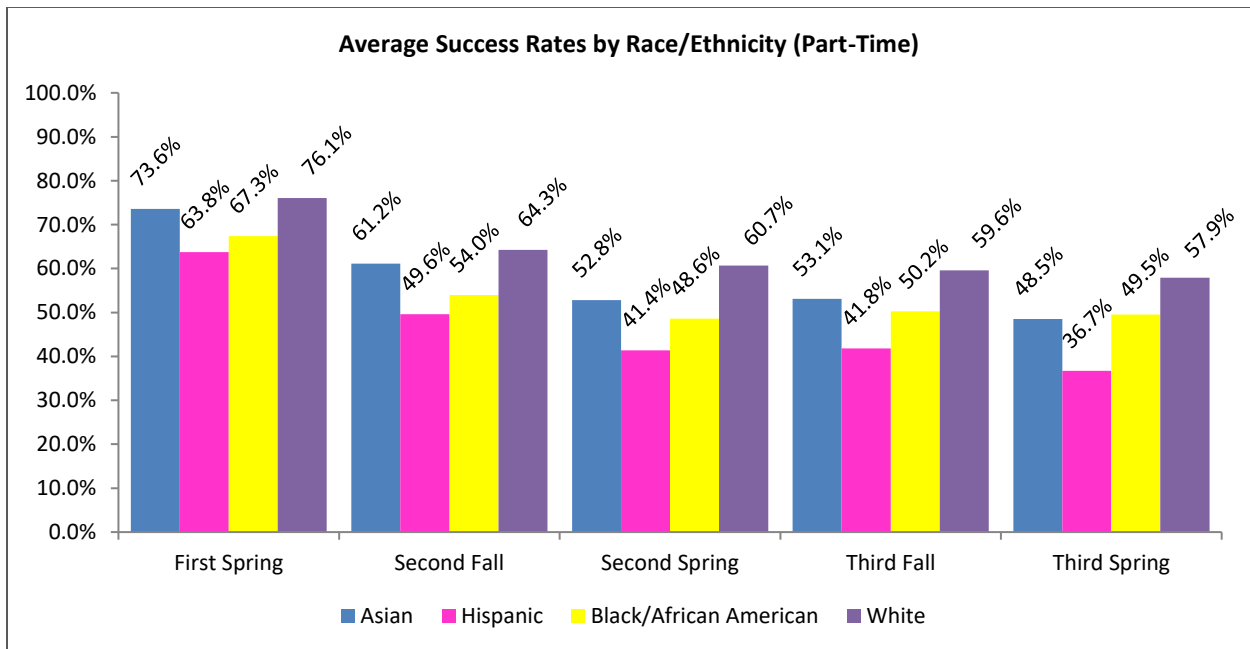
Average Success Rates

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.



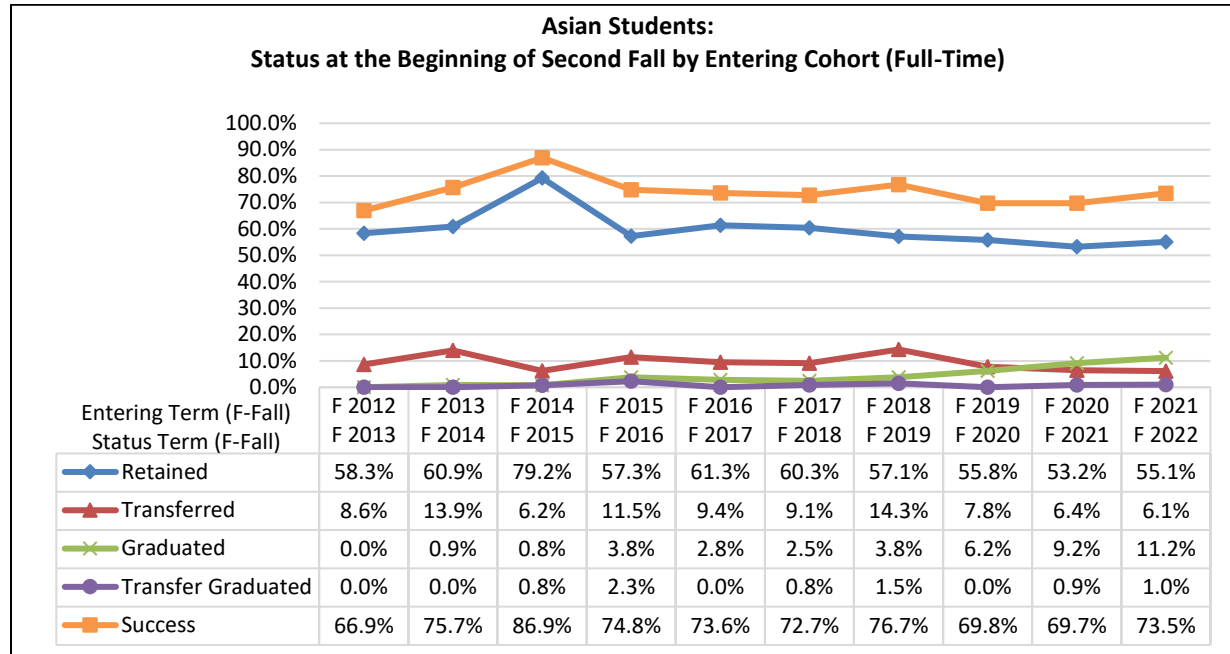
Source: Minnesota State REPL operational database.

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.

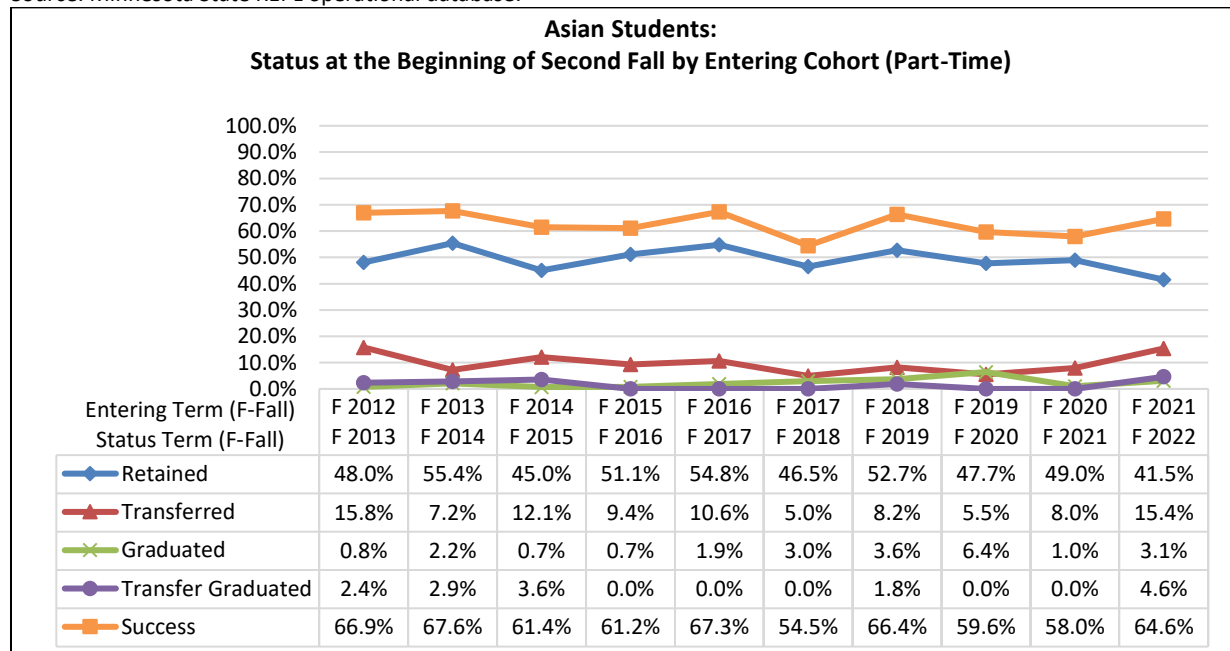
Changes over Time: Status at the Beginning of Second Fall by Race/Ethnicity

The graphs below are broken out by race/ethnicity and show how retention, transfer, graduation, 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

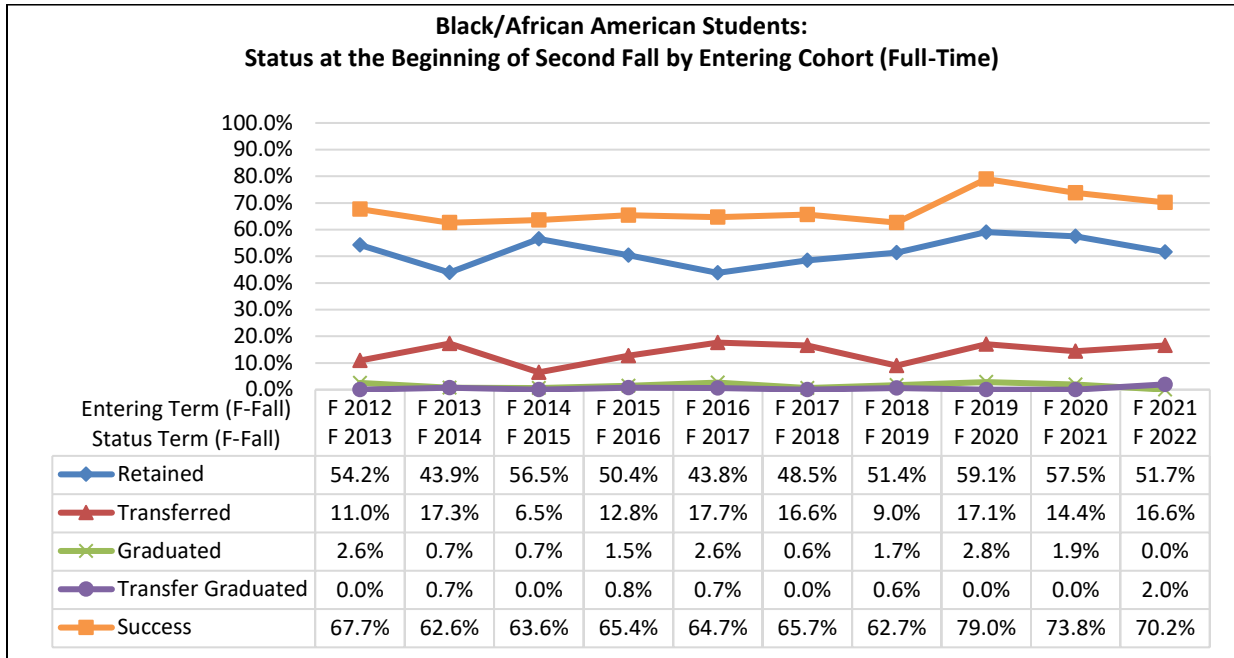


Source: Minnesota State REPL operational database.

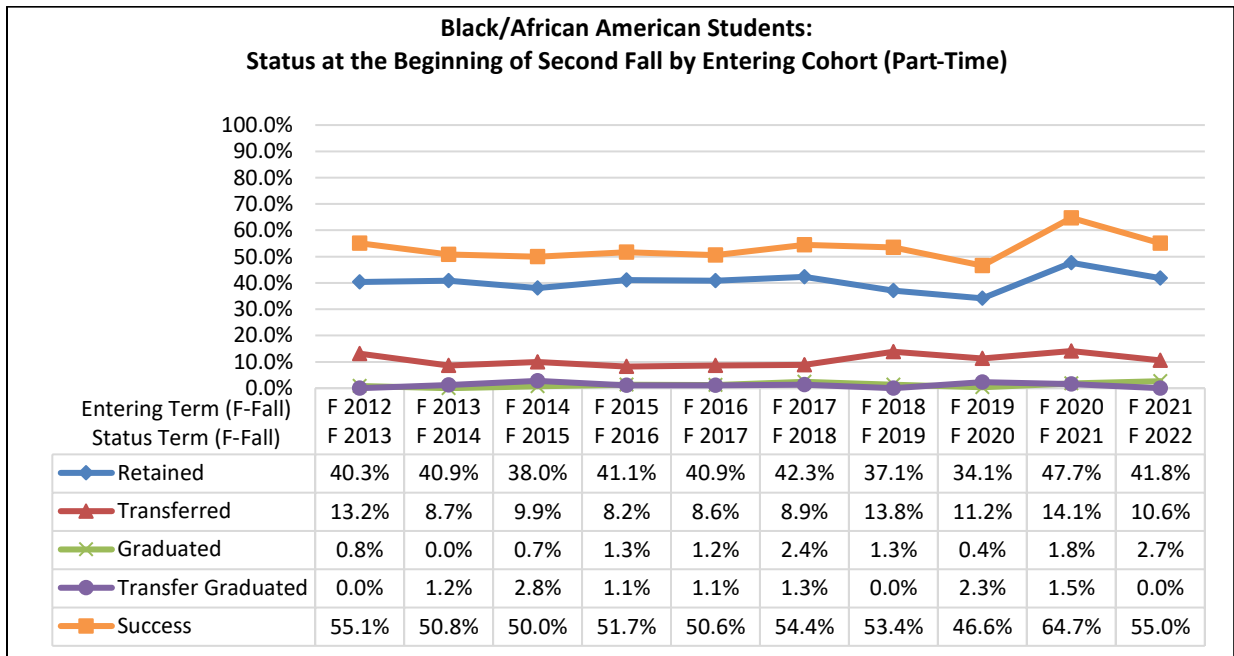


Source: Minnesota State REPL operational database.

Black/African American Students

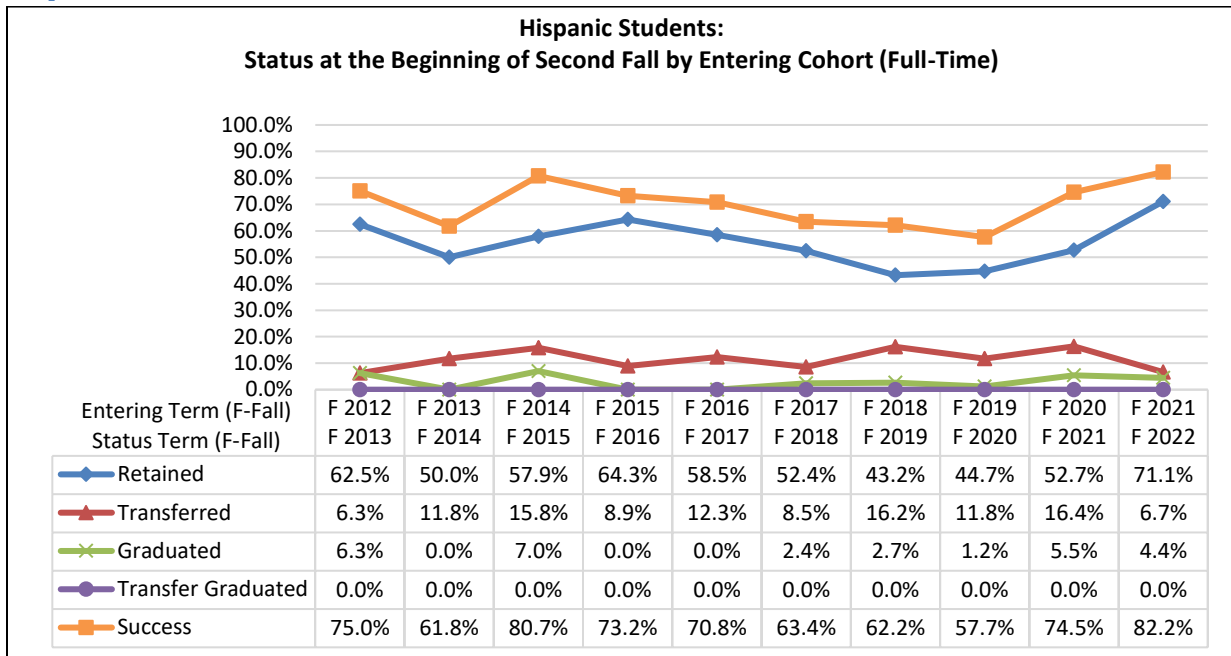


Source: Minnesota State REPL operational database.

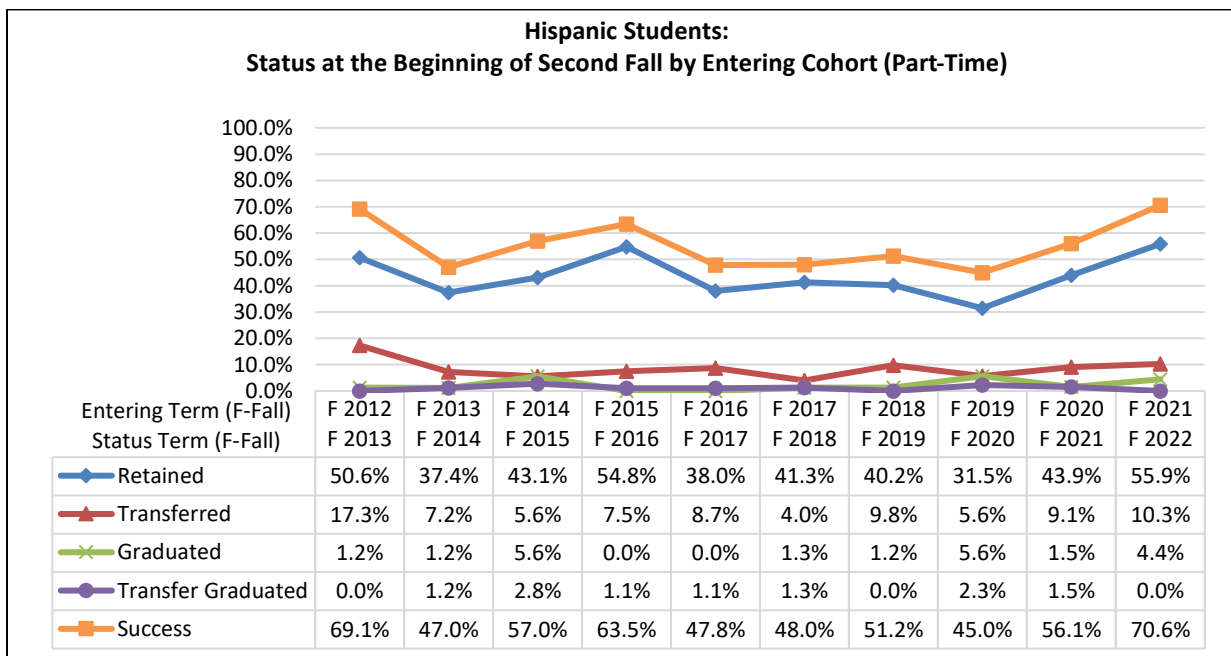


Source: Minnesota State REPL operational database.

Hispanic Students

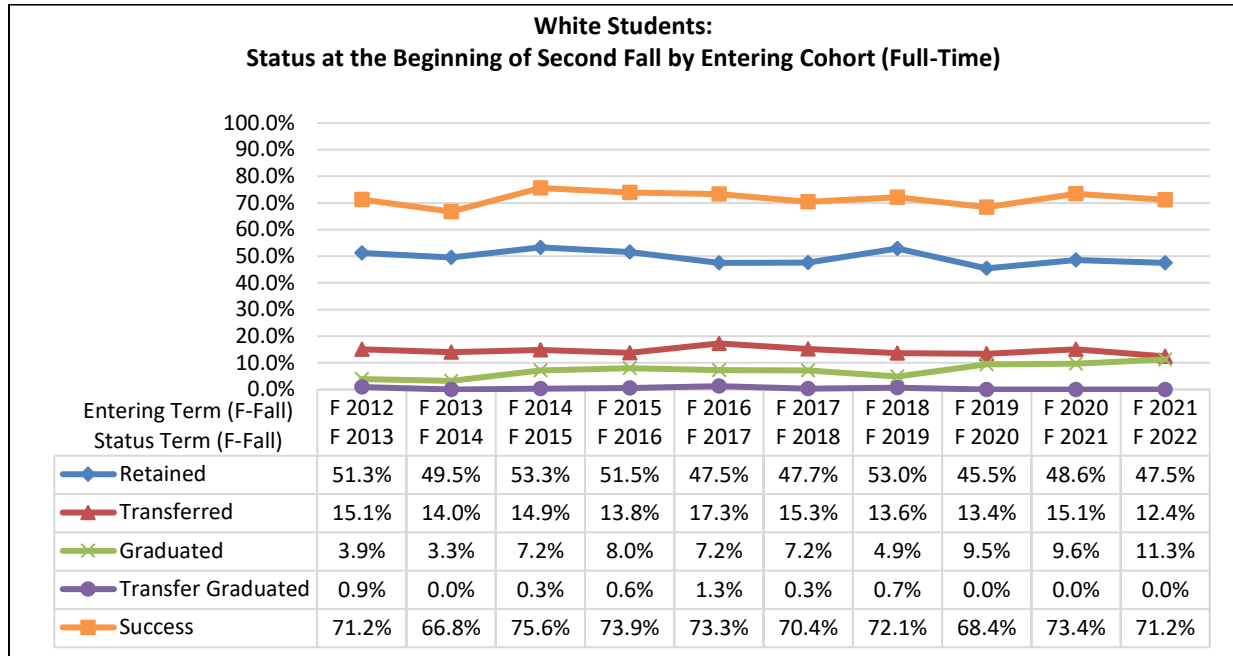


Source: Minnesota State REPL operational database.

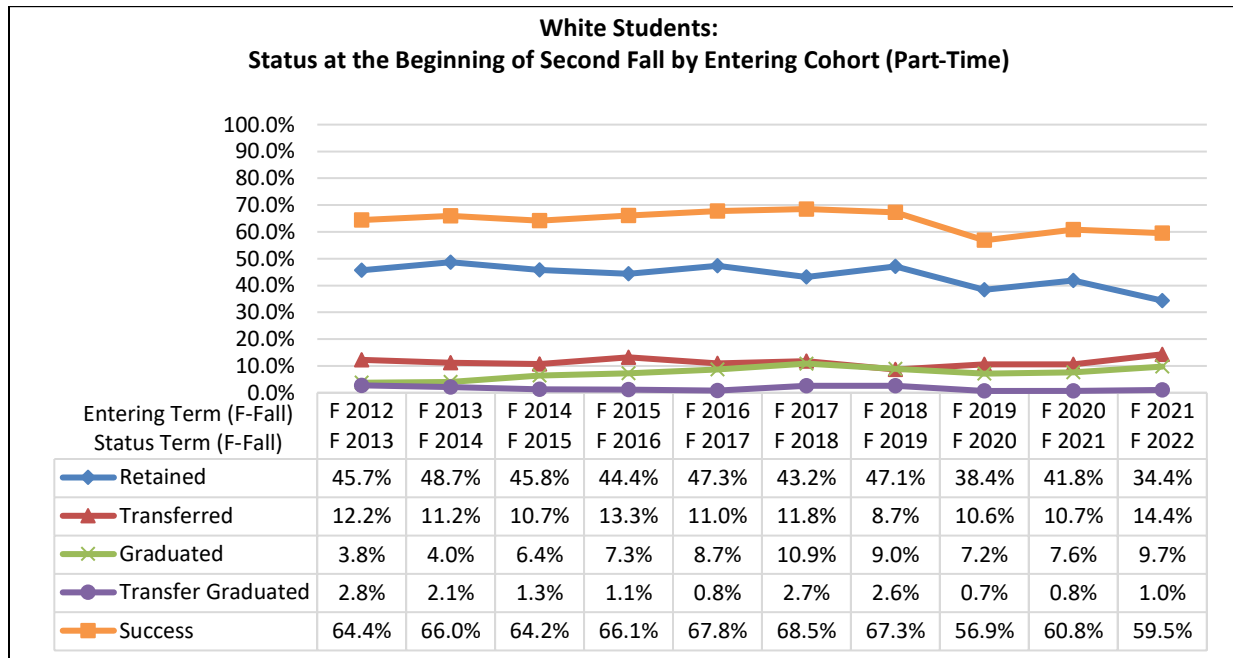


Source: Minnesota State REPL operational database.

White Students



Source: Minnesota State REPL operational database.



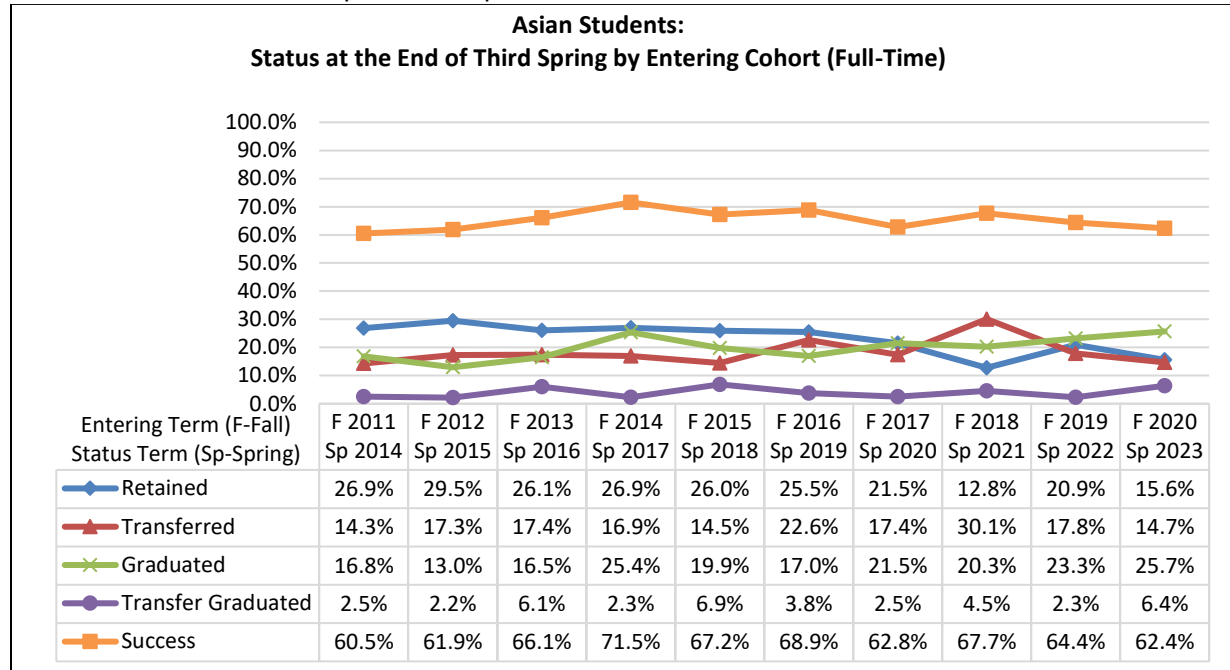
Source: Minnesota State REPL operational database.

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

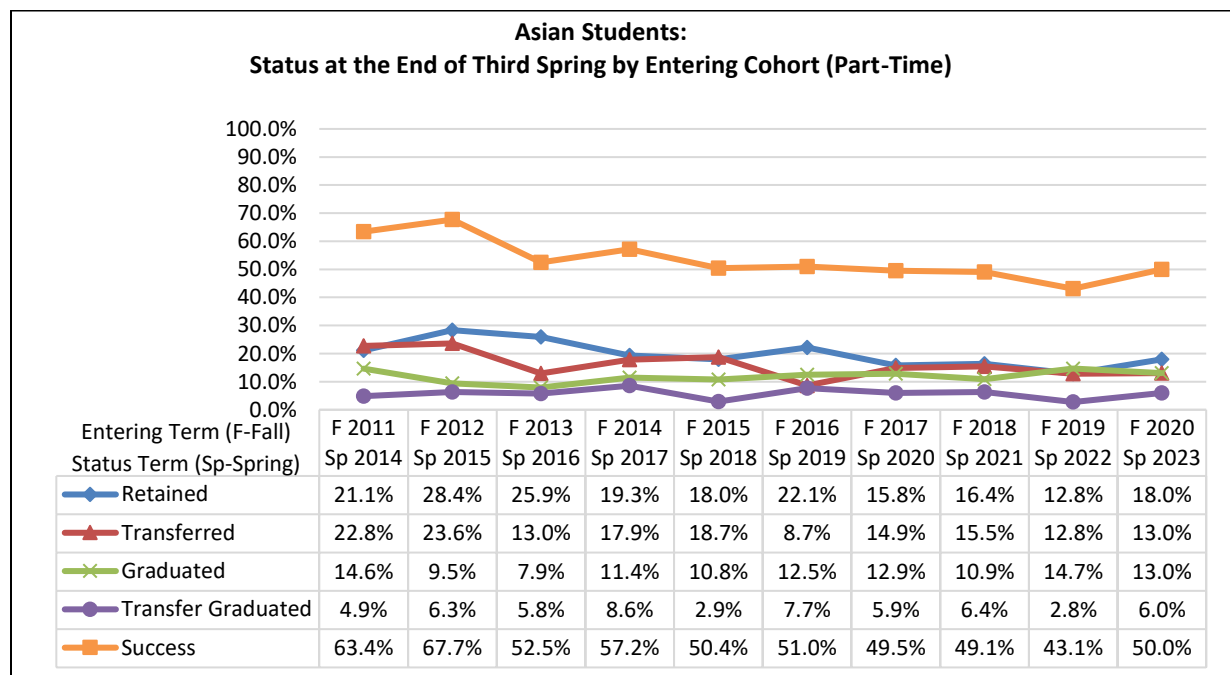
The graphs below are broken out by race/ethnicity and full-time/part-time status and show how retention, transfer, graduation, transfer graduated, and success rates at third Spring (i.e. after three years) compare for the past ten student cohorts, from the cohort entering in Fall 2011 to the cohort entering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



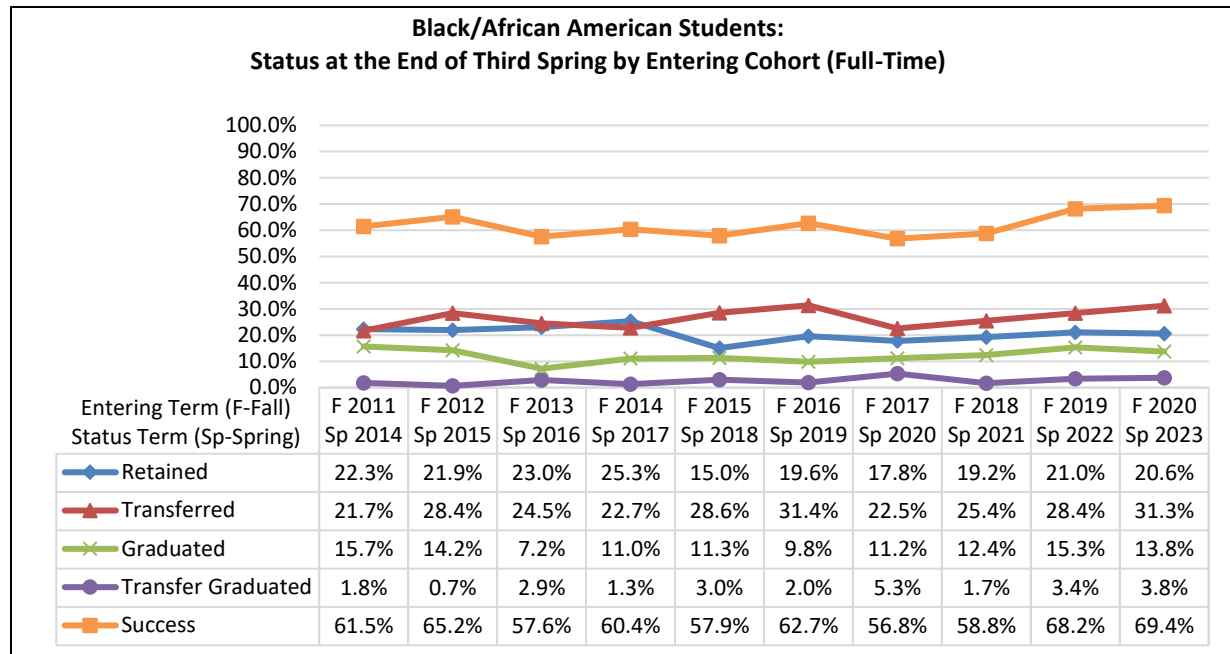
Source: Minnesota State REPL operational database



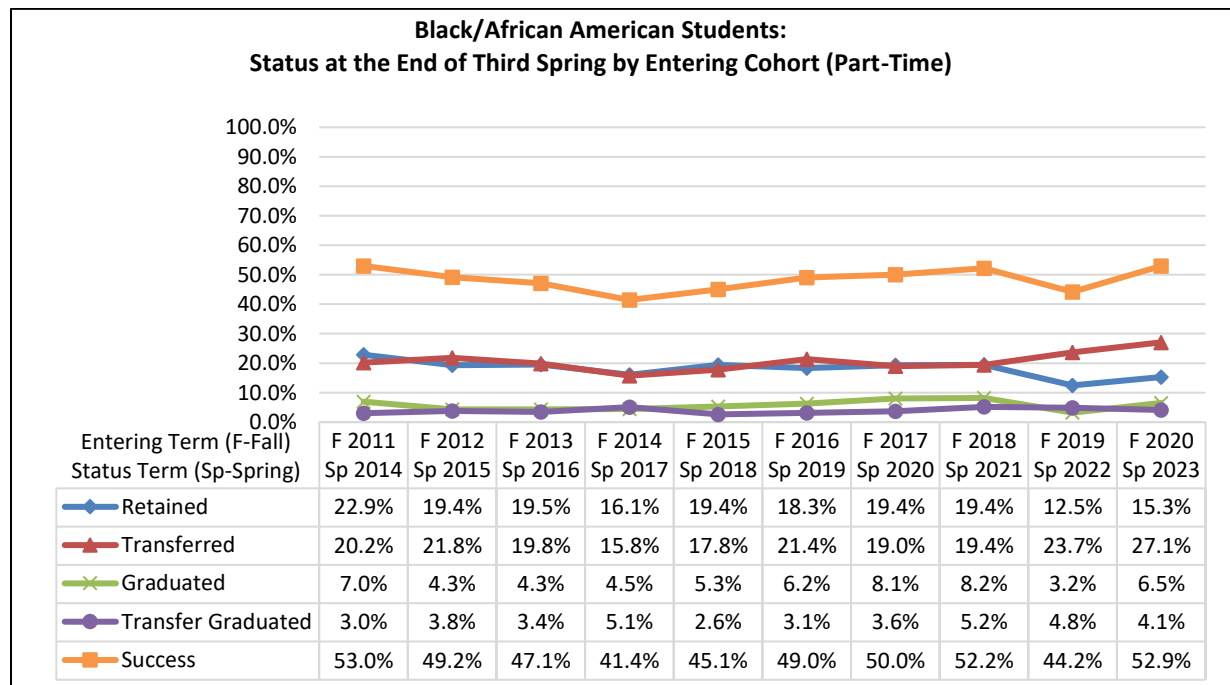
Source: Minnesota State REPL operational database

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.



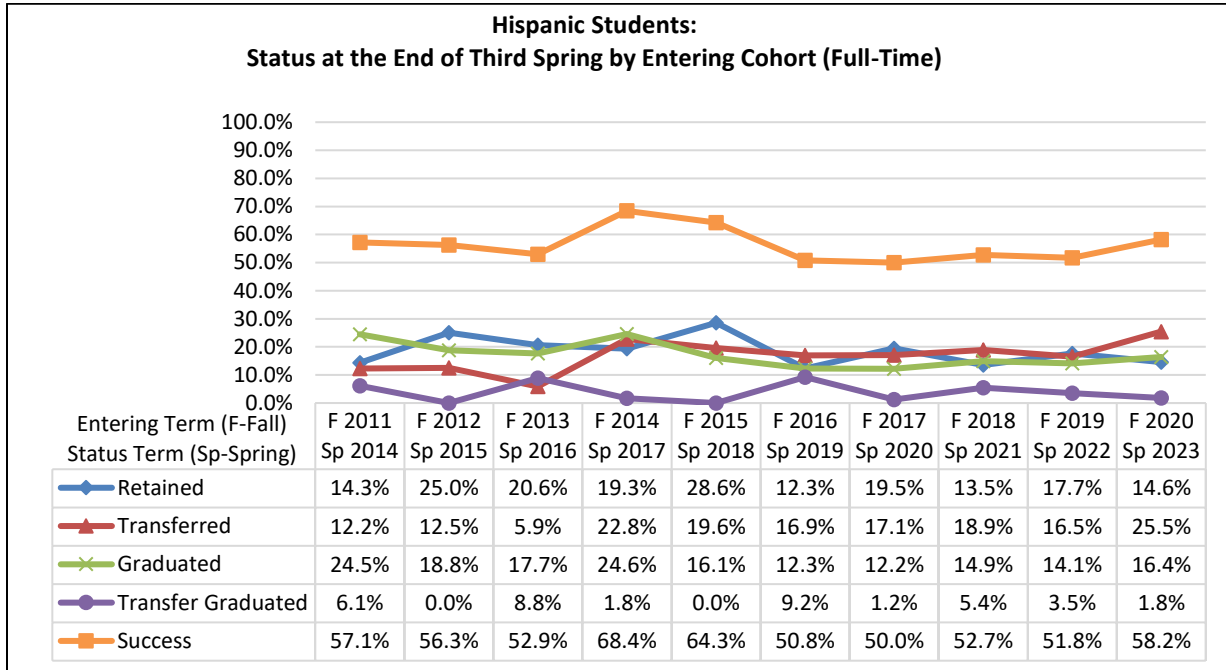
Source: Minnesota State REPL operational database



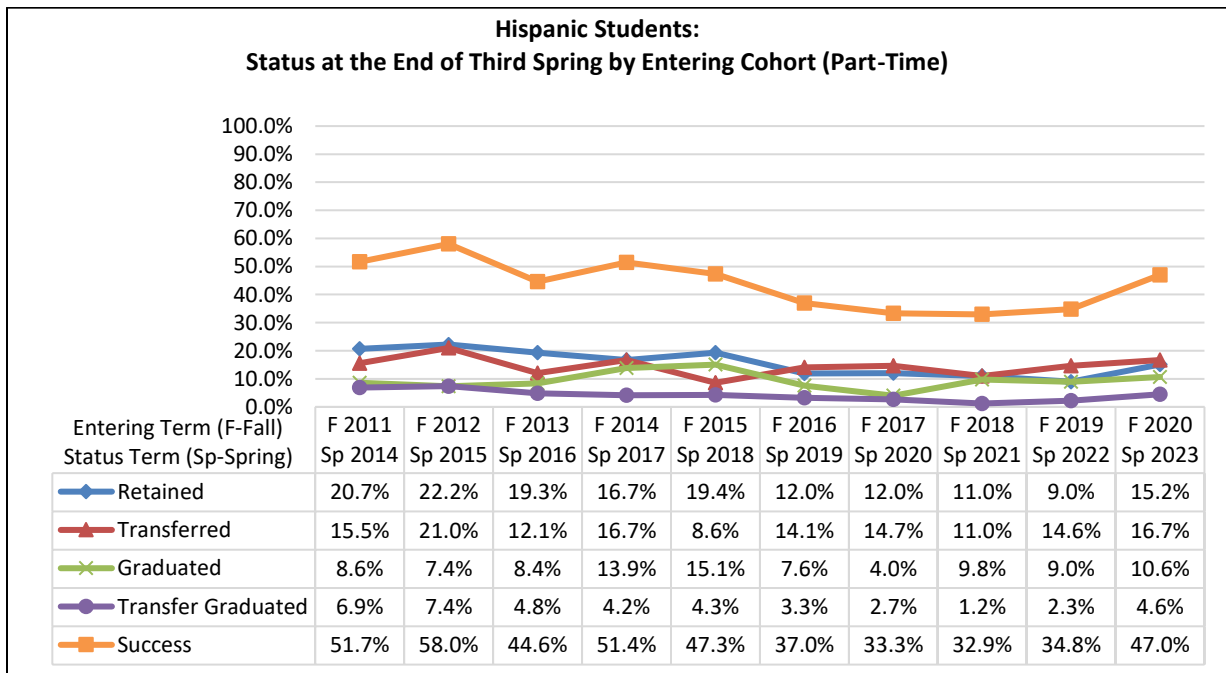
Source: Minnesota State REPL operational database

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.



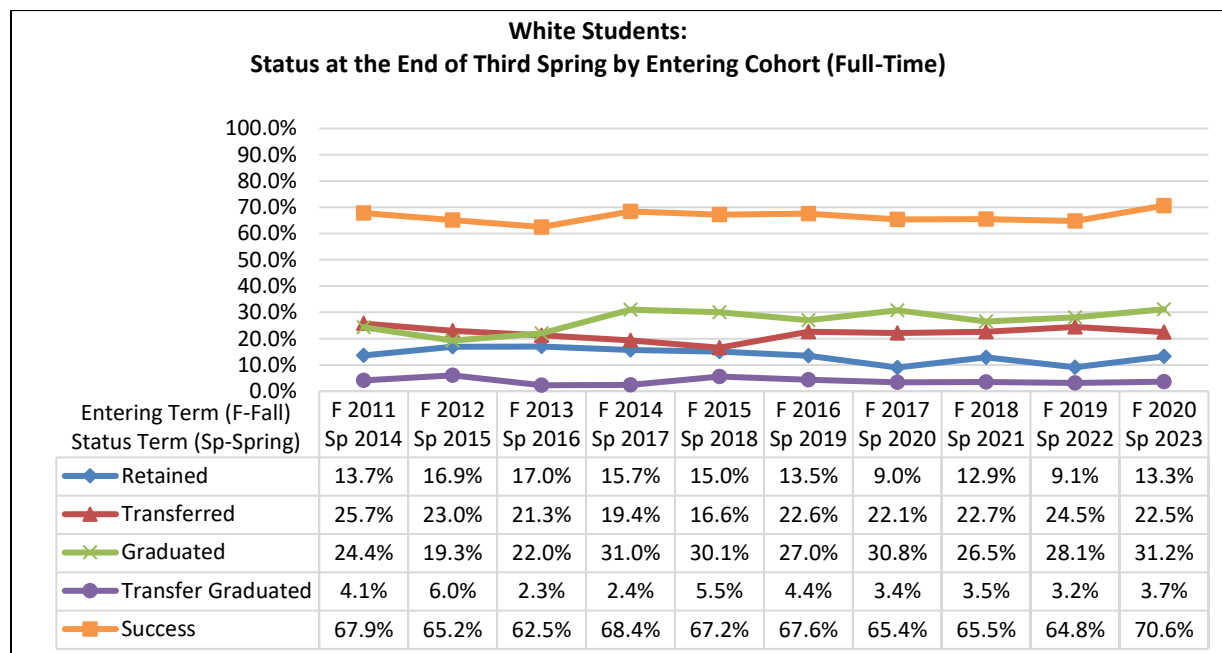
Source: Minnesota State REPL operational database



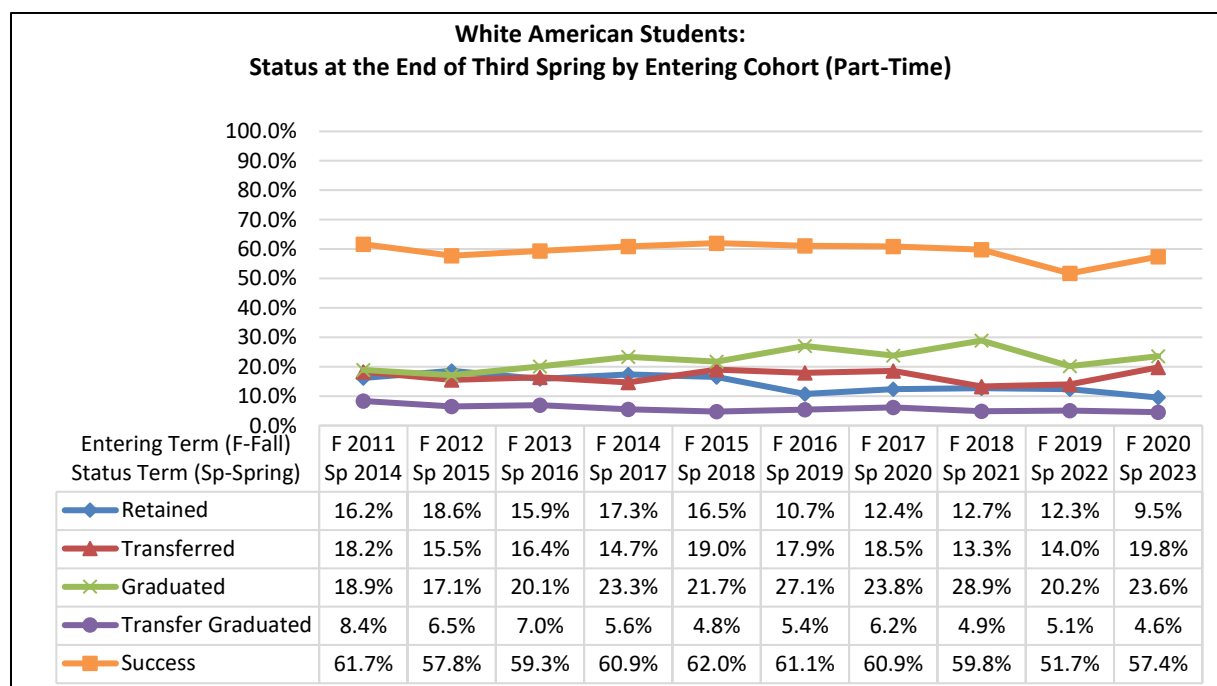
Source: Minnesota State REPL operational database

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).



Source: Minnesota State REPL operational database

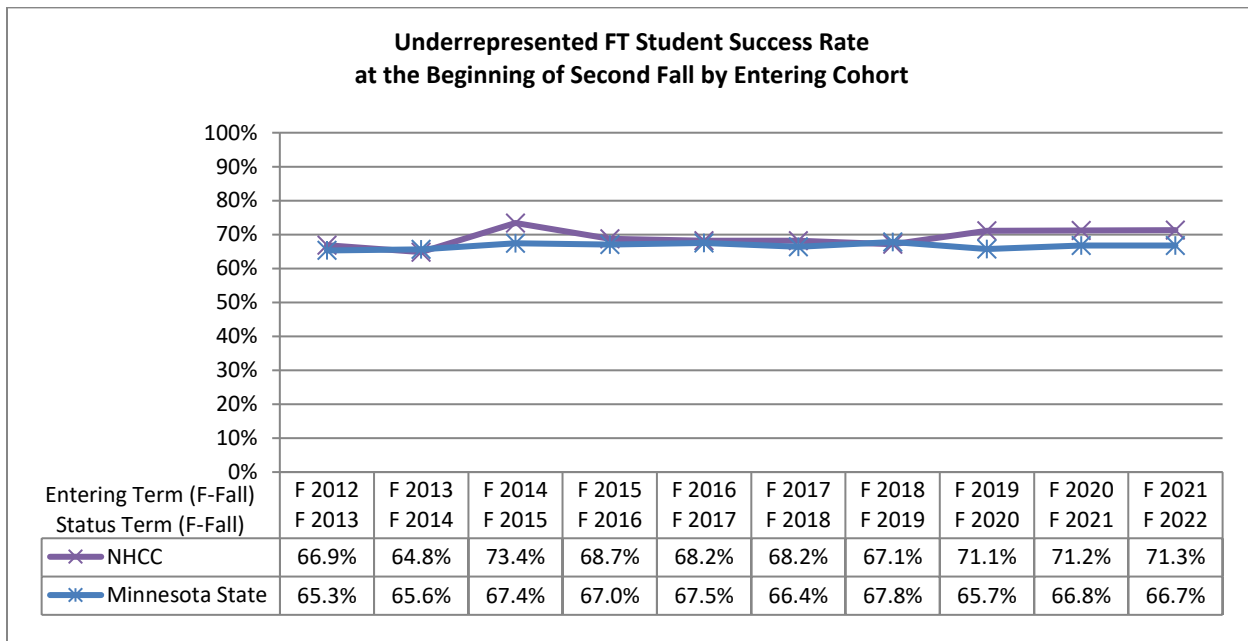


Source: Minnesota State REPL operational database

Underrepresented Student Second Fall and Third Spring Persistence and Completion Rates

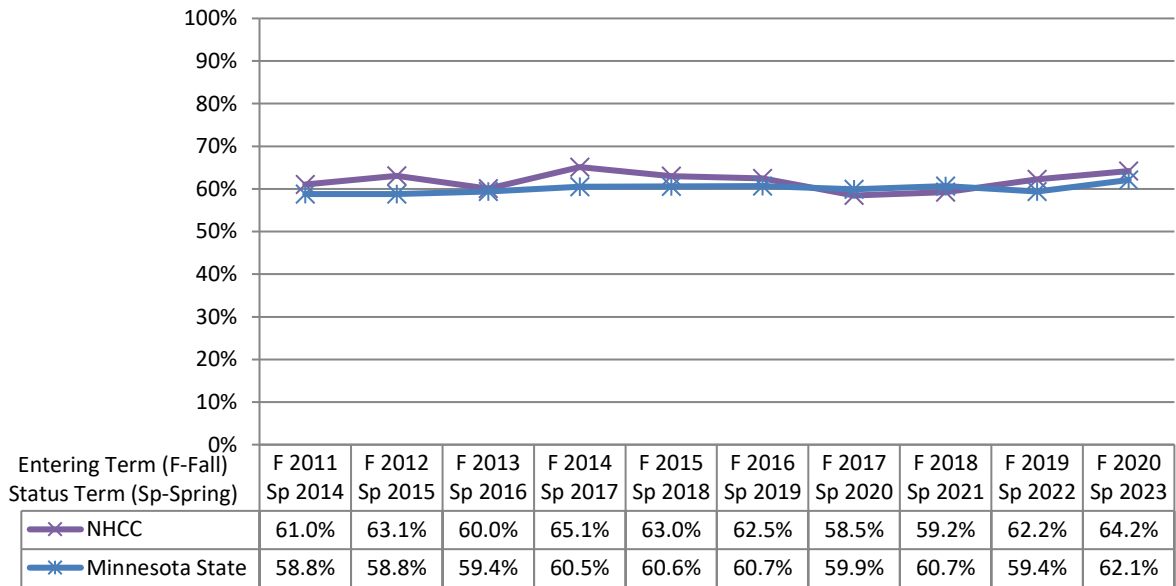
Underrepresented students have at least one of the following characteristics: (1) BIPOC student, (2) low income or (3) first generation. The persistence and completion rate at second Fall shows the percent of students who are either persisting at North Hennepin, have transferred to another institution, 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.



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

Underrepresented Student Success Rate at the End of Third Spring by Entering Cohort



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 FY2023 graduating class with suppression applied:

- For counts: If counts are >0 and <10 then "< 10" is displayed instead of the counts.
- For %'s: If counts are >0 and <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
Accounting Management and Computer Info Systems - Certificate (520407)											
<10	0	0	<10	86	0	0	11	107	<10	<10	100.0%
*	0.0%	0.0%	*	80.4%	0.0%	0.0%	10.3%	100.0%	*	*	
Accounting Skills - Certificate (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 Technology - Associate of Applied Science (520302)											
<10	0	0	<10	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	*	*	*	
Accounting Transfer Pathway - Associate of Science (520301)											
<10	<10	0	0	<10	0	0	<10	12	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	*	100.0%	*	*	
American Sign Language - Certificate (161601)											
<10	0	0	0	<10	<10	0	0	14	<10	<10	83.3%
*	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	100.0%	*	*	
Application Programming - Certificate (110201)											
<10	<10	0	0	63	<10	0	<10	68	<10	<10	66.7%
*	*	0.0%	0.0%	92.6%	*	0.0%	*	100.0%	*	*	
Art Transfer Pathway - Associate of Fine Arts (500702)											
0	0	0	<10	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%	
Biology - Associate of Science (260101)											
<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%	*	*	*	
Biology Transfer Pathway - Associate of Science (260101)											
<10	<10	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Building Inspection - Certificate (460403)											
<10	0	0	0	0	<10	0	10	21	<10	11	81.8%
*	0.0%	0.0%	0.0%	0.0%	*	0.0%	47.6%	100.0%	*	52.4%	
Business Administration - Associate of Science (520201)											
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%	
Business Communications and Technology Essentials - Certificate (520501)											
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%	
Business Computer Systems and Management - Associate of Applied Science (521201)											
<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%	*	*	*	
Business Computer Systems and Management - Associate of Science (521201)											
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%	
Business Principles - Certificate (520101)											
0	0	0	<10	<10	0	0	<10	<10	0	0	N/A
0.0%	0.0%	0.0%	*	*	0.0%	0.0%	*	*	0.0%	0.0%	

Continued 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
Business Transfer Pathway - Associate of Science (520101)											
<10	0	0	0	15	0	0	<10	21	<10	<10	100.0%
*	0.0%	0.0%	0.0%	71.4%	0.0%	0.0%	*	100.0%	*	*	
Chemistry - Associate of Science (400501)											
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%	
Chemistry Transfer Pathway - Associate of Science (400501)											
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%	
Communication and Computer Skills - Certificate (520407)											
<10	0	0	0	58	0	0	12	73	<10	<10	100.0%
*	0.0%	0.0%	0.0%	79.5%	0.0%	0.0%	16.4%	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	0	<10	0	<10	<10	0	<10	<10	<10	<10	40.0%
*	0.0%	*	0.0%	*	*	0.0%	*	*	*	*	
Computer Science Transfer Pathway - Associate of Science (110701)											
<10	<10	0	0	13	0	0	<10	16	<10	<10	100.0%
*	*	0.0%	0.0%	81.3%	0.0%	0.0%	*	100.0%	*	*	
Construction Management and Supervision - Associate of Science (522001)											
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%	
Construction Quality Assurance and Quality Control - Certificate (151001)											
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%	
Construction Technology - Associate of Applied Science (460415)											
<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%	*	*	*	
Corrections - Associate of Science (430102)											
0	<10	0	0	<10	0	0	0	<10	<10	<10	100.0%
0.0%	*	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Creative Writing - Associate of Fine Arts (231302)											
<10	0	0	0	<10	0	<10	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	*	*	*	*	*	
Criminal Justice - Associate of Science (430104)											
<10	<10	0	<10	<10	<10	0	<10	12	<10	<10	75.0%
*	*	0.0%	*	*	*	0.0%	*	100.0%	*	*	
Data Science - Associate of Science (110401)											
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%	
Digital Knowledge Analysis - Certificate (520407)											
<10	0	0	0	<10	0	0	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	
Economics Transfer Pathway - Associate of Arts (240101)											
<10	0	<10	0	<10	0	0	0	<10	<10	<10	50.0%
*	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Education - Associate of Science (130101)											
<10	<10	0	0	<10	0	0	<10	11	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	*	100.0%	*	*	
Engineering Broad Field - Associate of Science (140102)											
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%	
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%	

Continued 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
Entrepreneurship - Associate of Applied Science (520701)											
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%	
Entrepreneurship - Certificate (520701)											
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%	*	*	*	
Environmental Science - Associate of Science (030104)											
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%	
Exercise Science Transfer Pathway - Associate of Science (310505)											
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	<10	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Game Programming - Certificate (500411)											
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%	
Graphic Design - Associate of Science (500409)											
<10	<10	<10	0	<10	0	0	<10	14	<10	<10	85.7%
*	*	*	0.0%	*	0.0%	0.0%	*	100.0%	*	*	
Health Sciences Broad Field - Associate of Science (510000)											
<10	0	0	0	<10	0	0	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	
Human Services - Associate of Science (440000)											
<10	0	0	0	<10	0	0	0	11	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	100.0%	*	*	
Individualized Studies - Associate of Science (309999)											
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%	
Law Enforcement - Associate of Science (430107)											
<10	<10	0	0	<10	0	0	<10	<10	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	
Liberal Arts and Sciences - Associate of Arts (240101)											
24	<10	<10	<10	128	<10	0	25	198	29	38	76.3%
12.1%	*	*	*	64.6%	*	0.0%	12.6%	100.0%	14.6%	19.2%	
Management - Associate of Applied Science (520201)											
<10	0	0	0	<10	<10	0	<10	11	<10	<10	80.0%
*	0.0%	0.0%	0.0%	*	*	0.0%	*	100.0%	*	*	
Management - Certificate (520201)											
<10	<10	0	0	12	0	0	<10	15	<10	<10	100.0%
*	*	0.0%	0.0%	80.0%	0.0%	0.0%	*	100.0%	*	*	
Marketing - Associate of Applied Science (521401)											
<10	0	0	0	<10	<10	0	<10	<10	<10	<10	50.0%
*	0.0%	0.0%	0.0%	*	*	0.0%	*	*	*	*	
Marketing Specialist - Certificate (521401)											
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%	*	*	*	
Mathematics Transfer Pathway - Associate of Arts (240101)											
0	0	0	<10	<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%	
Medical Lab Technology - Associate of Applied Science (511004)											
<10	<10	0	0	<10	0	0	<10	11	<10	<10	100.0%
*	*	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%	

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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
Microsoft Office Specialist - 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%	
Music - Associate of Fine Arts (500901)											
<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%	*	*	*	
Nursing (MANE) - Associate of Science (513801)											
11	11	<10	0	22	<10	0	<10	53	22	25	88.0%
20.8%	20.8%	*	0.0%	41.5%	*	0.0%	*	100.0%	41.5%	47.2%	
Nutrition - Associate of Science (190501)											
0	<10	0	0	0	0	<10	0	<10	<10	<10	100.0%
0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	*	
Object-Oriented Programming - Certificate (110201)											
<10	<10	0	0	59	<10	0	<10	65	<10	<10	66.7%
*	*	0.0%	0.0%	90.8%	*	0.0%	*	100.0%	*	*	
Paralegal - Associate of Science (220302)											
11	0	<10	0	<10	0	0	<10	18	11	13	84.6%
61.1%	0.0%	*	0.0%	*	0.0%	0.0%	*	100.0%	61.1%	72.2%	
Paralegal - Certificate (220302)											
<10	<10	0	0	<10	0	<10	<10	17	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	*	*	100.0%	*	*	
Peace Officer/Public Safety Transfer Pathway - Associate of Science (430107)											
<10	<10	0	0	0	0	0	<10	10	<10	<10	100.0%
*	*	0.0%	0.0%	0.0%	0.0%	0.0%	*	100.0%	*	*	
Personal Training - Certificate (131314)											
<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%	*	*	*	
Phlebotomy Technician - Certificate (511009)											
<10	<10	<10	0	12	<10	0	<10	23	<10	<10	62.5%
*	*	*	0.0%	52.2%	*	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	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Project Management Essentials - Certificate (520211)											
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%	
Psychology Transfer Pathway - Associate of Arts (240101)											
<10	<10	<10	0	10	0	0	<10	18	<10	<10	83.3%
*	*	*	0.0%	55.6%	0.0%	0.0%	*	100.0%	*	*	
Sociology Transfer Pathway - Associate of Arts (240101)											
<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%	*	*	*	
Spanish Language - Certificate (160905)											
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%	*	*	*	
Theatre Transfer Pathway - Associate of Fine Arts (500501)											
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%	
Web Graphic Design, Programming and e-Commerce - Certificate (110801)											
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)											
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%	

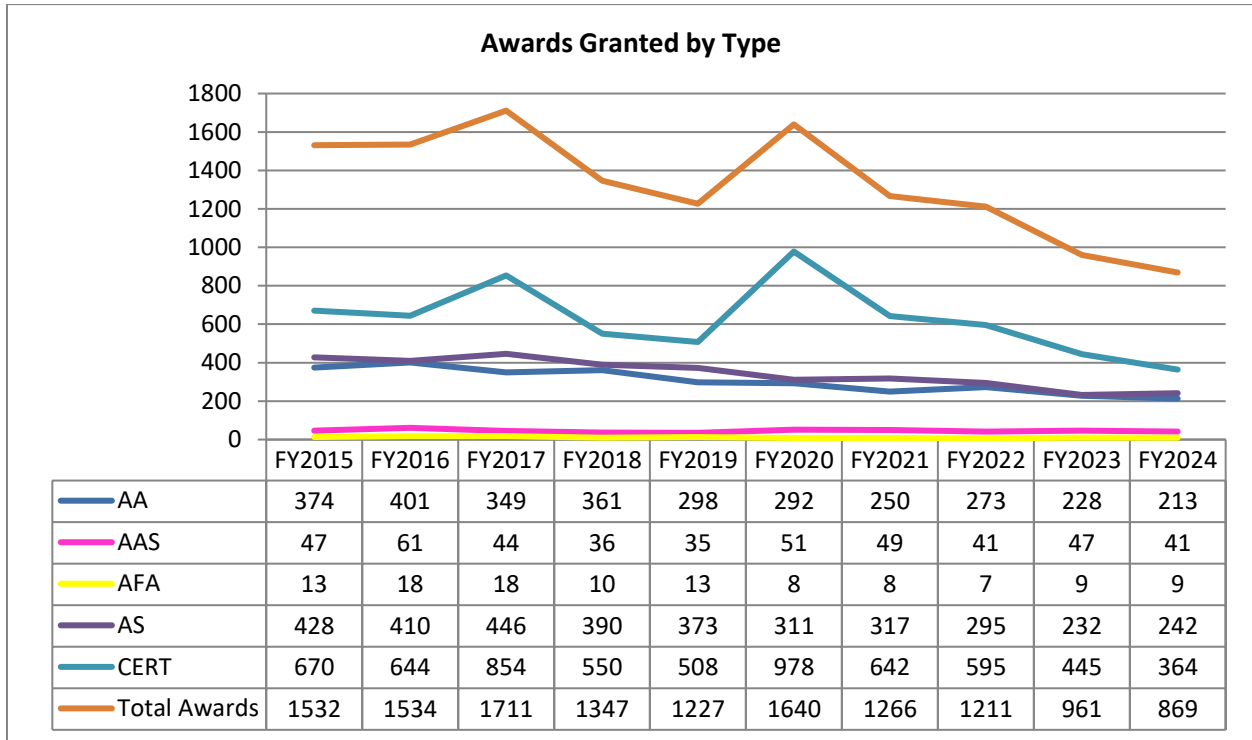
Source: Minnesota State Graduate Follow-up Survey

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** is calculated as a percentage of **Total Related Work** divided by **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).
- 9) **Total Available for Related Employment** is the sum of **Related Work (FT or PT)**, **Available for Work but Unemployed** and **Unrelated Work Seeking Related**.
- 10) Sums of percentages might not equal total percentages due to rounding.
- 11) N/A ("Not Applicable") is displayed when there are no graduates available for **Related Employment**.
- 12) Transfer Pathway programs are designed to prepare students for further education and not necessarily employment.

Awards Granted

NHCC awarded 241 AS degrees, 209 AA degrees, and 9 AFA degrees in FY2024. Additionally, 40 AAS degrees and 239 certificates were granted in FY2024 (data as of 7/18/2024). The number of most awards granted has been decreasing over the past five years following the trend of decreasing enrollment.



Source: Minnesota State REPL operational database.

Note: Data as of 9/10/2024.

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

Associate Degrees Granted by Program

Associate Degrees Granted by Program										
Program	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Accounting	36	38	40	32	29	11	8	4		
Accounting Technology	9	13	8	4	1	9	6	9	8	6
Accounting Transfer Pathway						1	11	13	12	8
Art Transfer Pathway								1	2	3
Biology	1			5	3	1	3	3	1	
Biology Transfer Pathway					2	7	5	6	7	10
Building Inspection Technology	1	1								
Business Administration	40	65	70	81	47	33	16	5	1	1
Business Computer Systems & Management	18	17	15	13	14	10	14	6	6	9
Business Management	21	8	3							
Business Transfer Pathway					4	21	33	40	21	25
Chemistry	3	2	3	1	3	2			1	
Chemistry Transfer Pathway								1	1	
Communication Studies				1	1					
Communication Studies Transfer Pathway					4	9	4	5	4	4
Computer Science	30	30	37	37	33	25	17	20	9	1
Computer Science Transfer Pathway						4	8	12	16	26
Construction Management and Supervision	5	4	4	6	2	6	5	2	1	3
Construction Technology							2	1	2	5
Corporate Wellness					1		2			
Corrections									2	
Creative Writing	4	5	5	4	5	1	4	1	4	3
Criminal Justice	48	28	36	26	27	27	17	12	12	11
Data Science								3	4	2
Economics							1			
Economics Transfer Pathway						3	1	1	3	3
Education		1	7	10	18	16	9	16	11	9
Elementary Education Ed Transfer Pathway										1
Engineering Broadfield									1	2
English Transfer Pathway							1	3	1	1
Entrepreneurship	3	6	1	2	3	5	3	2	1	3
Environmental Science									1	
Exercise Science			3	6	2	4	1			
Exercise Science Transfer Pathway					1	1	2	3	1	4
Film	1	1	3	1	2		5			
Finance Management	4	3	4	1	4	2	3	4	5	5
Fitness	1	3	1							
Graphic Design	23	13	11	10	12	11	13	9	14	15
Health							1	1		2
Health Science Broad Field			6	6	8	9	11	14	6	4
History	1		1		1	1				
Histotechnology	3	2		2						
Human Services				3	15	14	20	19	11	9
Individualized Studies	6	3	2	3	3	1	1		1	2
Law Enforcement	43	39	30	30	34	36	29	13	9	5
Law Enforcement Transfer Pathway							1	11	10	7
Liberal Arts	371	400	342	353	280	267	230	241	198	172
Management	3	6	8	5	7	8	8	8	11	3
Marketing	4	2	7	9	7	8	8	6	6	4
Marketing Specialist										1
Mathematics	2	6	10	3	1	3		2		

Continued on the next page.

Associate Degrees Granted by Program										
Program	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Mathematics	2	6	10	3	1	3		2		
Mathematics Transfer Pathway					2	3	4	4	2	4
Medical Laboratory Technology	18	18	12	9	7	15	16	11	11	12
Music	1	6	4	1	2	4		1	2	2
NULL			1							
Nursing	97	105	115	80	84	43	72	56	53	61
Nursing Mobility	18	19	20	17	10	5		1		
Nutrition								1	2	1
Paralegal	30	26	33	19	22	16	14	16	18	14
Peace Officer/Public Safety Transfer Pat										9
Physical Education	3	2	3	2		1				
Political Science Transfer Pathway						2	1	2	1	4
Pre Nursing	1									
Pre-Engineering	5	11	1	4	4	7	7	6	3	
Pre-Social Work Transfer Pathway										3
Psychology			2	6	8	4	1	4		1
Psychology Transfer Pathway						3	2	13	18	23
Sociology Transfer Pathway									1	1
Studio Arts	7	7	4	3	2	2	3	3		
Theatre	1		5	2	2					
Theatre Transfer Pathway					2	1	1	1	1	1

Source: Minnesota State REPL operational database.

Certificates Granted by Program

Certificates Granted by Program										
Program	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
.NET Programming	14	3	1	1	3	6		1		1
Accounting	1									
Accounting Essentials	43	47	22	7		1				
Accounting Skills						3	2	5	4	5
Accounting, Management & Computer Systems						298	135	114	107	97
American Sign Language	8	12	12	5	9	3	6	5	14	
Application Programming	40	33	50	57	41	36	69	52	68	59
Building Inspection Technology	19	24	36	36	25	16	16	33	21	12
Building Inspection Technology CORE	9									
Business Communications Essentials		3	7	3	2	2	4	3	3	2
Business Principles	146	135	188	119	144	126	69	119	4	6
Chemistry Laboratory Assistant		1								
Communication and Computer Skills						210	95	92	73	81
Construction Management and Supervision	3	3	3			4	1	2		2
Construction Quality Assurance & Control								1	1	
Desktop Publishing Essentials					2					
Digital Knowledge Analysis									4	
E-Commerce Essentials	16	17	6	7	4	10	7	5		
E-Commerce Professional	1	3		2						
English Language for Academic Purposes				1	3	2	2	1		
English Speakers of Other Languages	9	12	23	1						
Entrepreneurship	57	70	54	3	3	2	1	2	1	1

Continued on the next page.

Certificates Granted by Program										
Program	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Finance	1									
Finance and Investment		4		2	1			1		1
Game Programming			1	1			1		2	1
General Accounting		1								
General Management	103	91	89	49	57	40	25	35	15	13
Internet Programming	9	5	4	5	5	2				2
Management	1									
Marketing and Sales	19	12	12	3	2	3	1			
Marketing Specialist									1	
Microsoft Office Administrative Profess	1	2			1					
Microsoft Office Essentials	19	25	25	22	12	9	9	4	5	5
Microsoft Office Fundamentals	8	16	1	1						
Microsoft Office Principles					8	15	7	9		
Microsoft Office Specialist	1	5	4	2		4	1	2	1	
Microsoft Office Technical Professional					1					
Object-Oriented Programming	36	30	49	46	34	32	59	52	65	30
Paralegal	16	24	21	16	13	12	7	14	17	8
Personal Trainer	2	3	3	4	1	4	3		2	
Phlebotomy Technician								24	23	21
Project Management Essentials	2	7	9	12	7	7	6	6	4	10
Public Works	36	21	15	7						
Sales	27	13								
Small Business Accounting	13	8	214	131	111	113	107			
Spanish Language	6	9	5	4	2	5	2		1	
Web Graph Dsgn & Programming & eCommerce	4	5		2	4			3	1	
Wellness Coach				1		1	1	2		
Word Processing Essentials						1				
Written Communication Technologies					13	11	6	8	8	7

Source: Minnesota State REPL operational database.

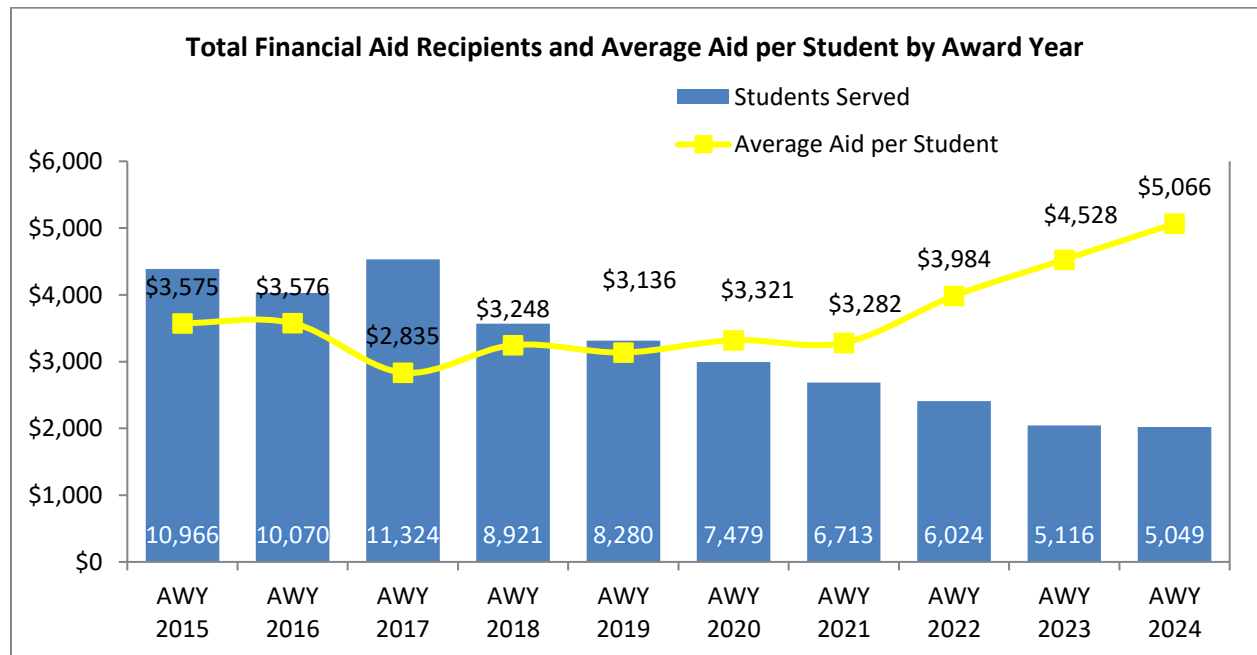
Financial Aid Awarded

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 2024 (AWY2024) includes Fall 2023, Spring 2023 and Summer 2024.

The total number of financial aid recipients was 5,049 in AWY2024, a 1 percent decrease from the previous AWY2023. The average aid per student increased to \$5,066 in AWY2024.

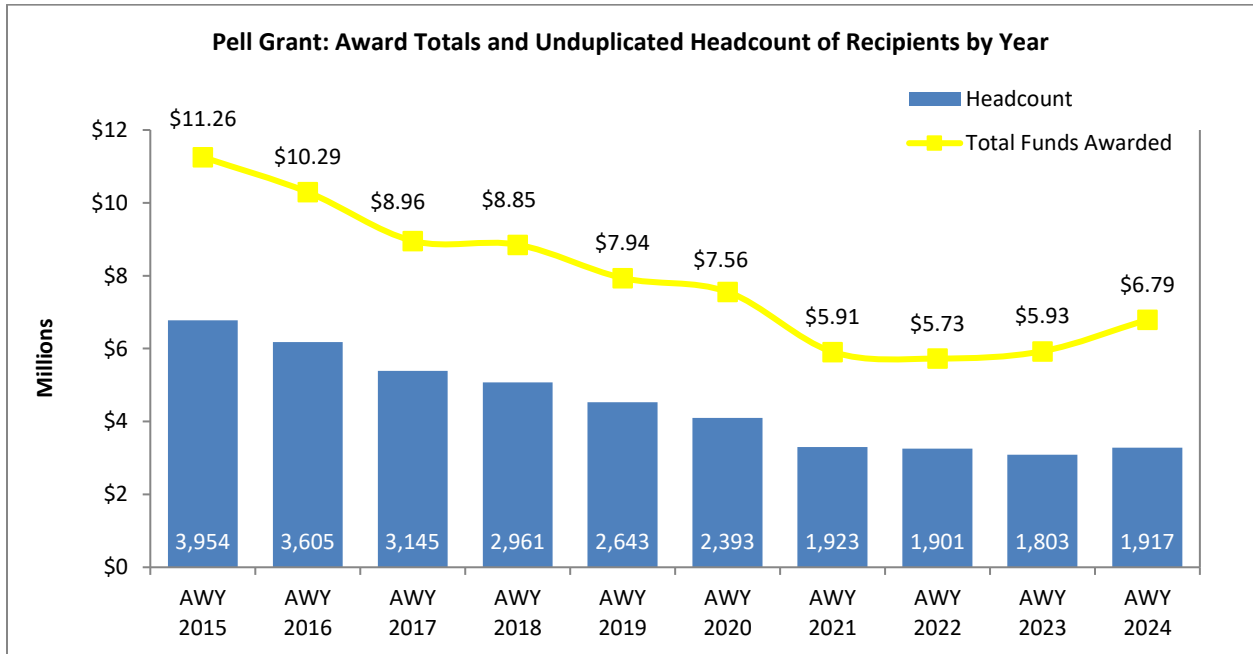


Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2024, Report ID FA0012CP.

MN State Colleges and Universities, Financial Aid System, FA Student Status Summary Report, Report ID FA0040CP.

Pell Grants

Since AWY2015, recipients' numbers and dollar amounts have decreased by 58 and 51 percent respectively through AWY2023. However, in AWY2024 both increased by 6 and 15 percent respectively. The economy, changes in eligibility criteria, and student demographics have all contributed to the changes in Pell grants. In AWY2024, 1,917 students received a Pell Grant with \$6.79 million distributed.

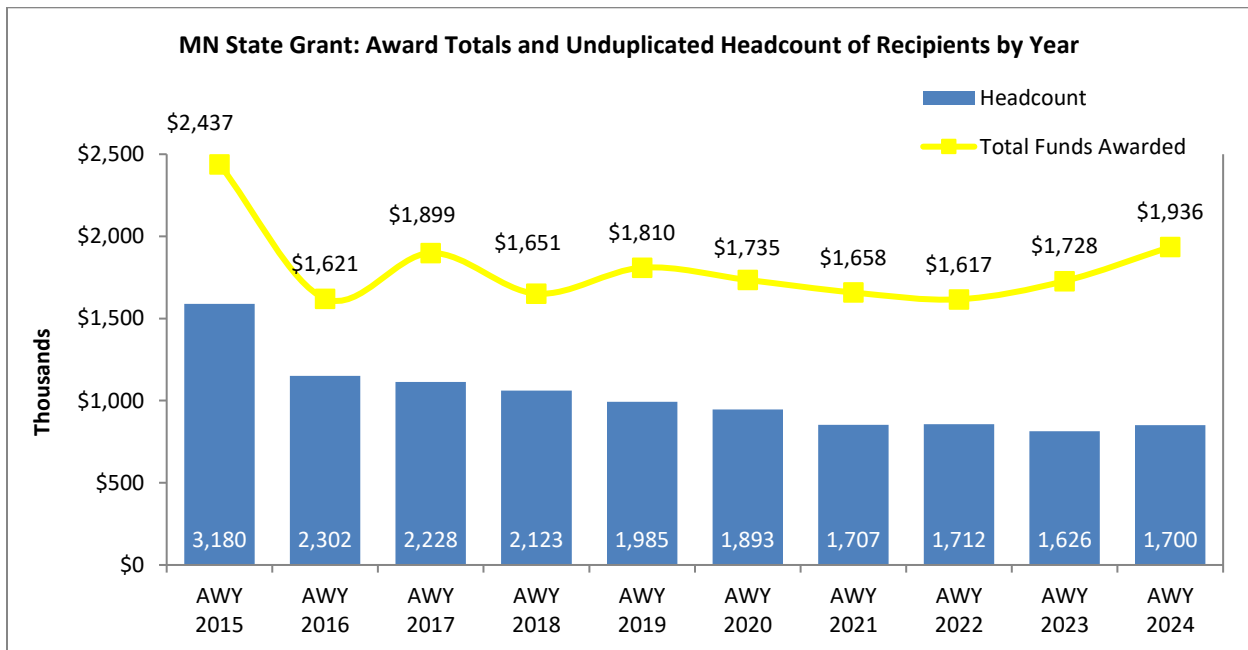


Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2024, Report ID FA0012CP

Minnesota State Grants

The number of students who received MN State grants in the award year 2024 increased by 5 percent from AWY2023 to 1,700 students. The total amount distributed in Minnesota state grants increased by 12 percent. The unduplicated headcount of students receiving MN State grants decreased by 47 percent between AWY2015 and AWY2024. However, at the same time frame, the total MN State grant dollars awarded each year decreased by only 12 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 AWY2015 to AWY2016 is primarily the result of a declining average credit load, a general increase in the percentage of part-time students, and an overall decrease in enrollment.

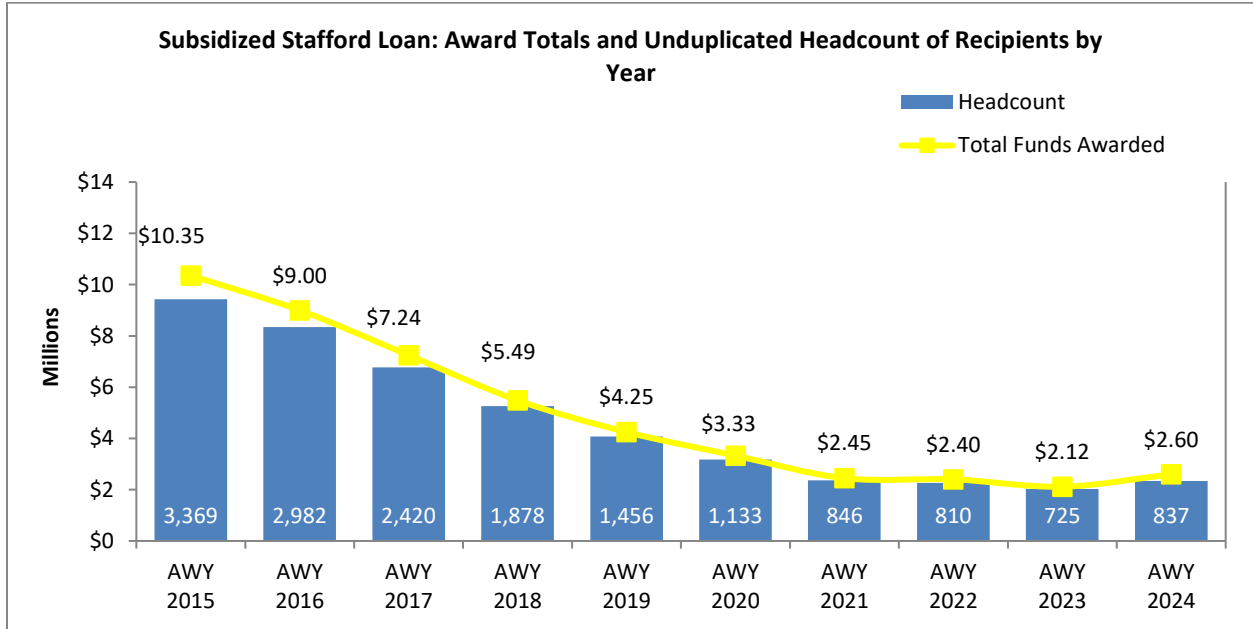


Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2024, Report ID FA0012CP

Subsidized Stafford Loan

In AWY2024, 837 students received subsidized Stafford loans. The total dollars distributed was \$2.60 million. These numbers are 15 and 23 percent, respectively, higher than in AWY2023.

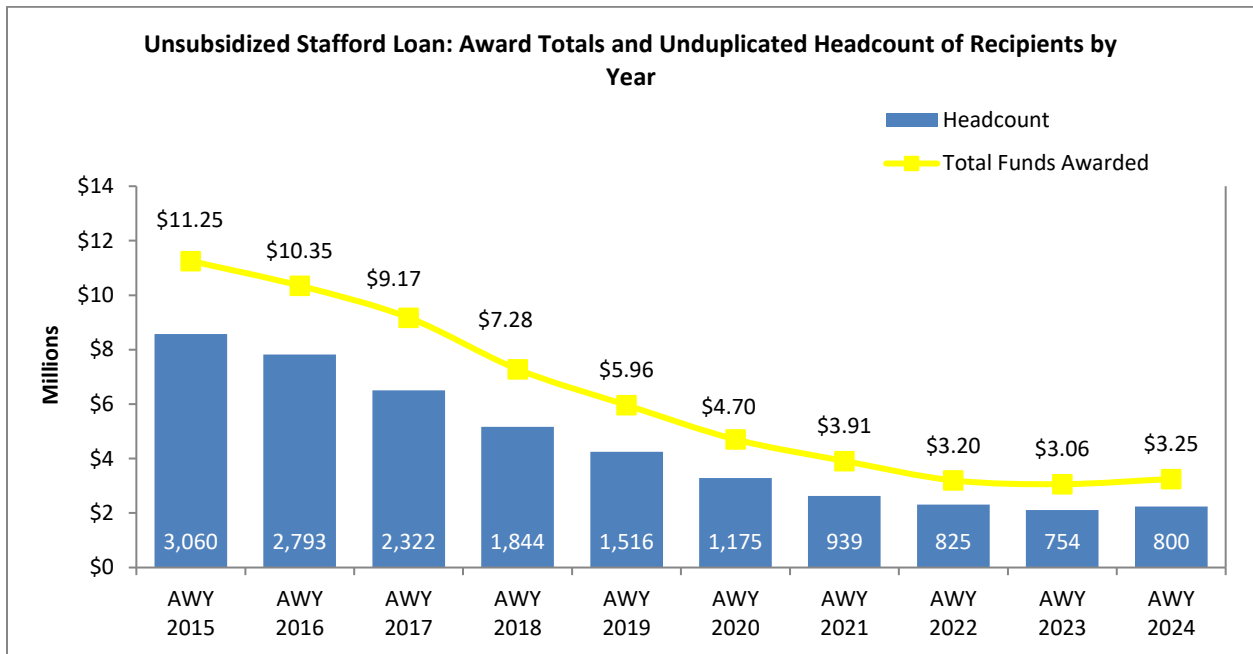
The number of students and the dollar amount distributed for subsidized Stafford loans steadily decreased between AWY2015 and AWY2024. Although both of the number of students receiving subsidized Stafford loans and the total dollars distributed increased in AWY2024, there are still both 75 percent less than those in AWY2015.



Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2024, Report ID FA0012CP

Unsubsidized Stafford Loan

In the award year 2024, 800 students received unsubsidized Stafford loans totaling \$3.25 million. This represented a 6 percent increase in students from the previous award year. The total dollar amount distributed also increased by 6 percent from AWY2023.

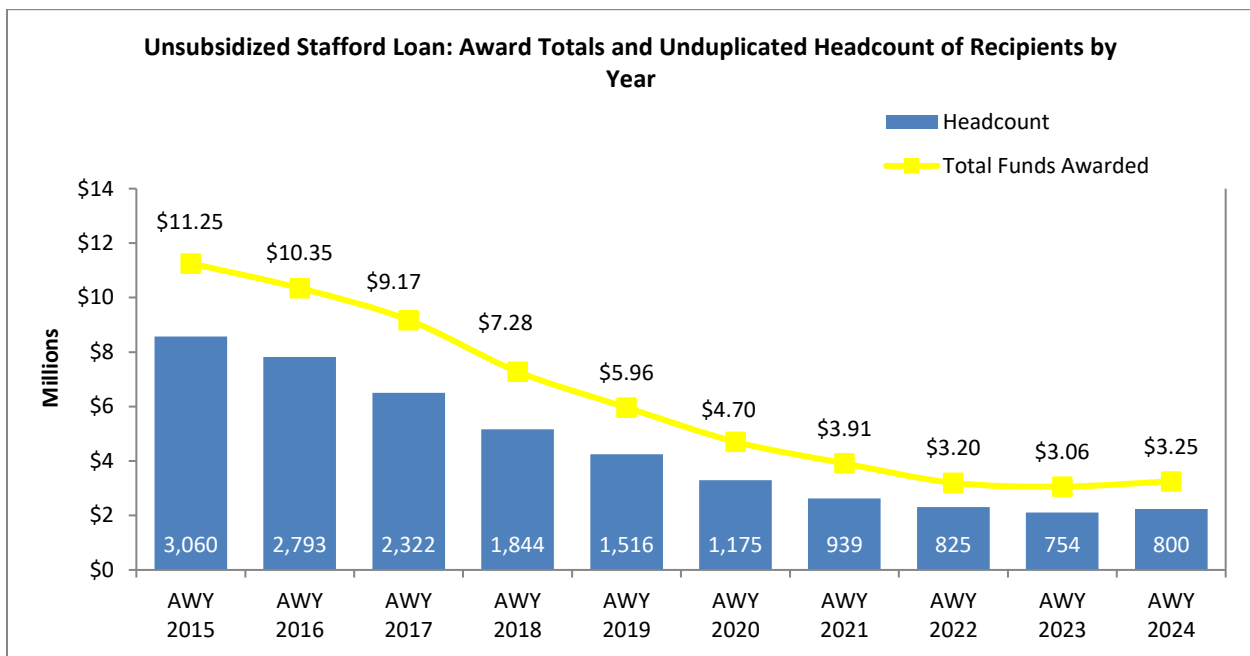


Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2024, Report ID FA0012CP

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 43 percent between AWY2015 and AWY2024. The total work-study award amount has decreased by 30 percent between AWY2015 and AWY2024. As shown below, there has been some variation over the past ten years, with increases and decreases in the Total Funds Awarded for work-study and the number of recipients generally keeping pace with each other until AWY2023. In AWY2024, the Total Funds Awarded increased by 12 percent from AWY2023, while the number of recipients decreased by 5 percent.

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 AWY2020. However, both amounts awarded, and the number of recipients generally increased between AWY2020 and AWY2024.



Source: NHCC Financial Aid Office

Glossary

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 (AWY) – 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.

BIPOC – An acronym for Black, Indigenous and People of Color and comprises students belonging to the following Reporting Race/Ethnicity Groups: American Indian or Alaskan Native, Asian, Black or African American, Hispanic of any race, Native Hawaiian or Pacific Islander, or Two or more races.

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 be 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.

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 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) BIPOC student; (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.