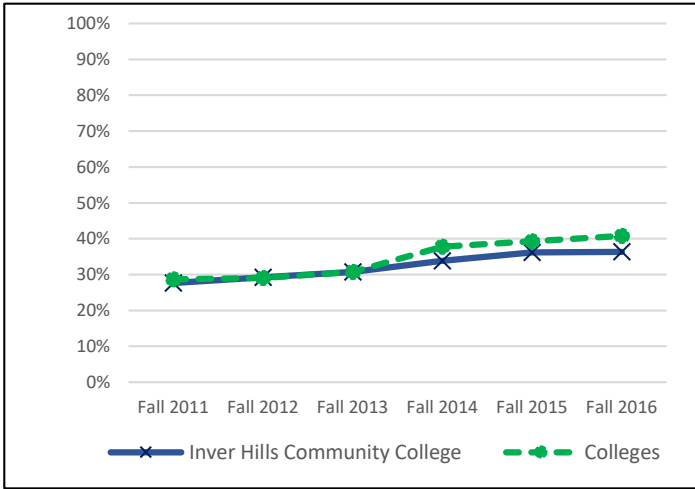
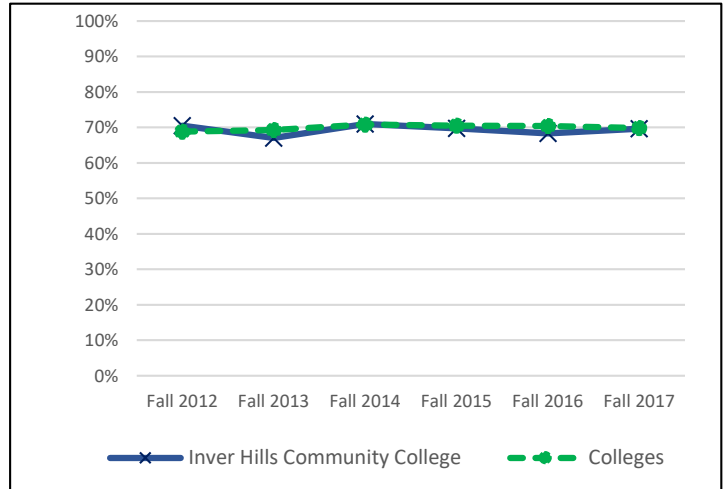


Student Success - Accountability Metrics Measures at a Glance Inver Hills Community College

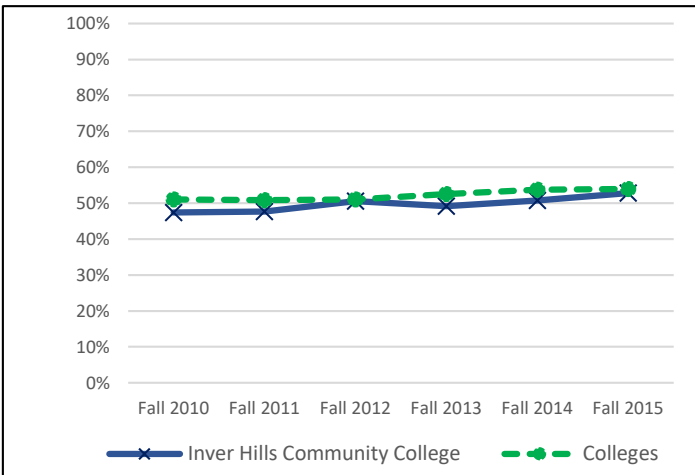
**Developmental Education One-Year Completion Rate
Full and Part Time**



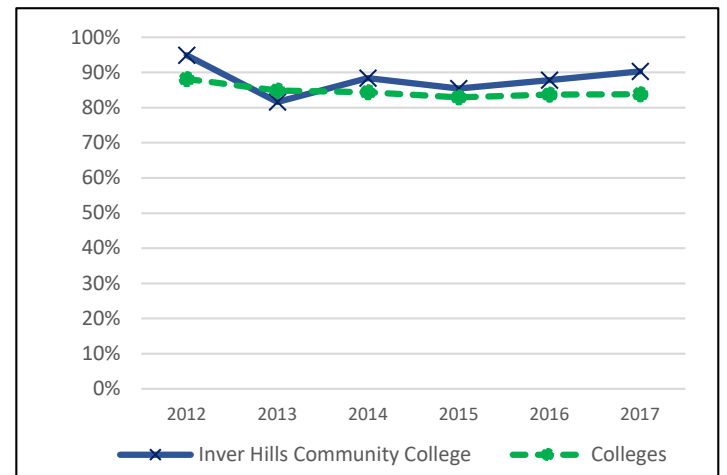
**Second Fall Student Persistence and Completion Rate
Full Time**



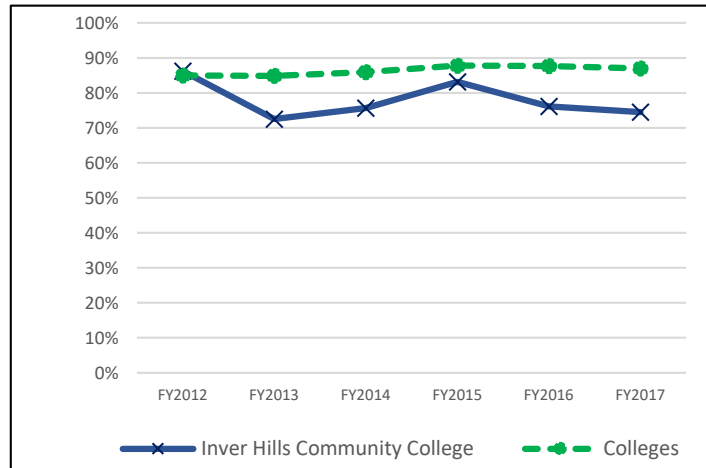
**Completion Rate
Full Time**



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



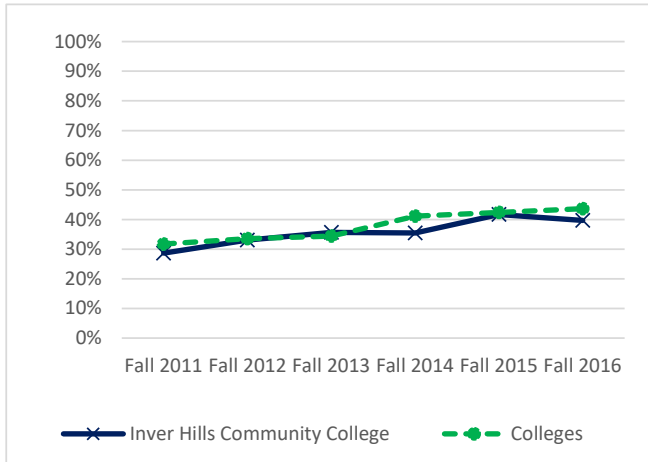
**Related Employment Rate for Graduates
Full and Part Time**



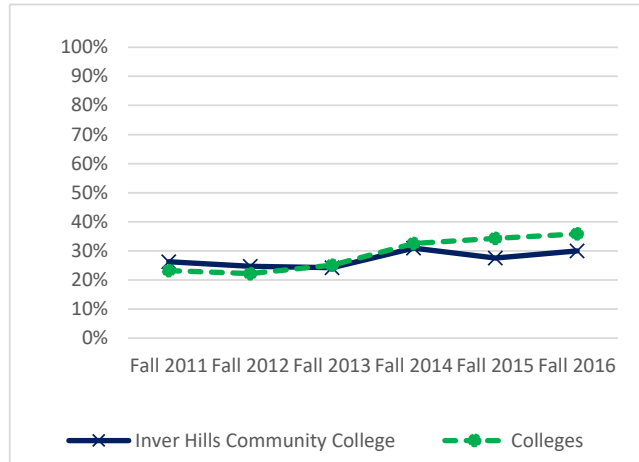


**Developmental Education One-Year Completion Rate
Measure Summary
Inver Hills Community College**

Full Time Students



Part Time Students



FULL TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Inver Hills Community College	28.7%	33.1%	35.7%	35.5%	41.7%	39.7%
Colleges	31.7%	33.5%	34.4%	41.2%	42.4%	43.6%

Number Taking Developmental Reading, Writing or Math

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Inver Hills Community College	534	481	426	448	384	320
Colleges	11,774	11,049	9,774	8,207	7,285	7,229

PART TIME STUDENTS

Percent of Entering Completing Developmental Education in One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Inver Hills Community College	26.2%	24.7%	24.2%	30.9%	27.6%	30.0%
Colleges	23.3%	22.2%	25.1%	32.6%	34.3%	35.8%

Number Taking Developmental Reading, Writing or Math

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Inver Hills Community College	370	401	318	265	243	170
Colleges	6,627	7,055	6,385	5,365	4,648	4,158

ALL STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Inver Hills Community College	27.7%	29.3%	30.8%	33.8%	36.2%	36.3%
Colleges	28.7%	29.1%	30.7%	37.8%	39.2%	40.8%

Number Taking Developmental Reading, Writing or Math

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Inver Hills Community College	904	882	744	713	627	490
Colleges	18,401	18,104	16,159	13,572	11,933	11,387

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

Data Exploration: Contextual/Progression Measures and Additional Analysis Developmental Education

Measures to consider for further exploring context and progression related to the Developmental Education Completion in First Year include:

- **Percent of students taking and completing developmental education by subject area** (Resource: *Developmental Education and Completion Analysis Tool*)
- **Placement test score category** (Resource: *Developmental Education and Completions Analysis Tool*)
- **Credit completion in the first year** (Resource: *Developmental Education and Completions Analysis Tool*)
- **Contextual Data on Secondary Enrollment, Academics and Graduation** (Resources listed below)
 - [Minnesota Statewide Longitudinal Education Data System \(SLEDS\)](#)
Data are available on Minnesota high school graduates by school, district and region. Data include test scores and transitions to post secondary education and the workforce.
 - [Minnesota Department of Education Data Center and Minnesota Report Card Data](#)
Includes data on attendance, demographics, graduation rates and languages and academics.
 - [Minnesota Office of Higher Education - Statewide High School Graduate Projections](#)

[Degree and Certificate Completion Report to the Legislature](#)

This is an annual report to the legislature required by the 2015 Higher Education Appropriations Act (2015 Minnesota Session Law, Chapter 3, Article 3, Section 16). The report is produced in January each year and is based on data in the Developmental Education and Completions Analysis Tool (see below).

[Developmental Education and Completions Analysis Tool**](#)

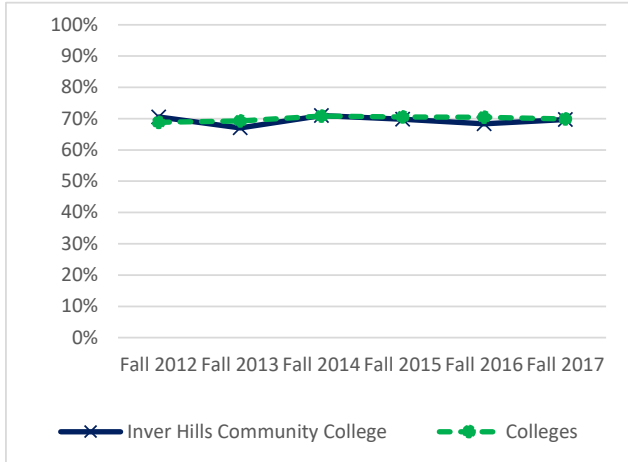
- Measures:
 - Developmental Education Course-taking Rates (% taking developmental education)
 - Developmental Education Completion Time (% completing in 1 year, 2 years)
 - Persistence and Completion (at second fall for fall entering cohorts)
 - Credit Completion (30, 20 credits in Year 1, Year 2)
 - Completion Rate (Term 6 at colleges, Term 12 at universities)
 - Average Credits Earned by Graduation
 - College-Level Course Completion (at 1 year, 2 years)
- Breakouts/Filters/Drill-downs:
 - Developmental course type (reading, writing, math, ESL)
 - Drill downs / breakouts: age, race, gender, Pell eligible, underrepresented, student of color, first generation, admission category, degree pursuing, student load (full-time, part-time)
 - Breakout/drill-down variables can be cross-combined with each other for intersectional analysis.
- Comparison Groups:
 - Compare students who took developmental education to students who did not take developmental education.
 - Compare institution to system totals for all Minnesota State colleges and universities
- Updated/refreshed twice per year, January and April.

**The Developmental Education Analysis Tool is located on the Institutional Research SharePoint site (Documents section, titled Developmental Education Analysis Tool). Because the level of drill-down detail in the tool can result in small cell sizes with the potential for revealing individually-identifiable student-level data, this tool is available only to campus institutional research staff who have been granted access to the SharePoint site. Campus IR staff can run a version of the tool for data specific to their campus.

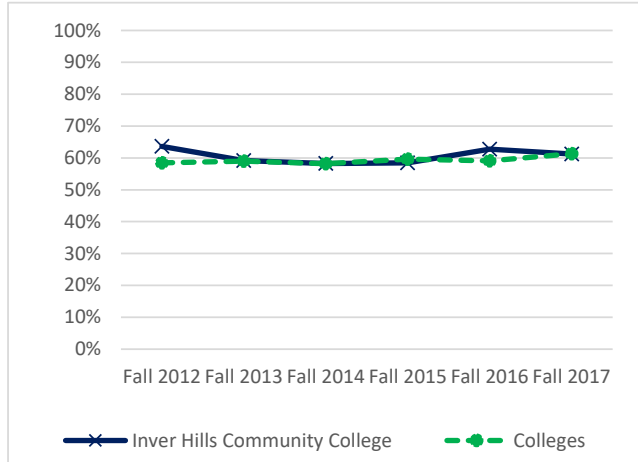
Additional disaggregations of this measure (e.g., by subject area, course, major, etc.) can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff. Campus IR staff may contact System Office Research for questions related to these tables.

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

Full Time Students



Part Time Students



FULL TIME STUDENTS

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

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Inver Hills Community College	70.5%	67.0%	71.0%	69.8%	68.3%	69.7%
Colleges	68.8%	69.3%	70.8%	70.5%	70.4%	69.9%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Inver Hills Community College	807	801	796	748	701	617
Colleges	22,310	20,896	19,740	19,031	18,948	18,644

PART TIME STUDENTS

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

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Inver Hills Community College	63.6%	59.2%	58.2%	58.4%	62.8%	61.2%
Colleges	58.4%	59.0%	58.2%	59.6%	59.1%	61.3%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Inver Hills Community College	841	745	637	594	508	410
Colleges	14,640	13,609	13,016	12,019	11,374	11,019

ALL STUDENTS

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

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Inver Hills Community College	67.0%	63.3%	65.3%	64.8%	66.0%	66.3%
Colleges	64.7%	65.2%	65.8%	66.3%	66.2%	66.7%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Inver Hills Community College	1,648	1,546	1,433	1,342	1,209	1,027
Colleges	36,950	34,505	32,756	31,050	30,322	29,663

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

Data Exploration: Contextual/Progression Measures and Additional Analysis Student Persistence and Completion

This measure is the *second fall* persistence and completion for fall entering cohorts. A **progression measure** would be the *first spring* persistence and completion rate for fall entering cohorts, which is available in the tools listed below.

This measure includes undergraduate regular and undergraduate transfer students in the entering cohort (denominator). However, because some transfer students enter with a significant number of earned credits, a more refined understanding of this measure can be obtained by looking at the rates **by admission category**, which can be found on the "Disaggregations" tabs of this workbook and in the tools listed below. The other demographic disaggregations included in this workbook and in the tools listed below (age, gender, first generation, pell/low income, etc.) provide additional context for exploring institutional performance on this measure.

[Student Persistence and Completion Reporting Tool](#)

- Measures:
 - Student retention, transfer, graduation, and transfer-graduation up to 16 terms after entry.
- Breakouts/Filters/Drill-downs:
 - Fall and Spring entering cohorts
 - Measure student status (retained, transfer, graduated, transfer-graduated) as of the beginning or end of a specific tracking term.)
 - Drill downs / breakouts: age, gender, underrepresented, student of color, first generation, admission category, student load (full-time, part-time)
- Comparison Groups
 - Allows for comparison to other system institutions and to totals for all Minnesota State colleges and universities
- Updated/refreshed twice per year, generally November and April.

[Student Persistence and Completion Analytic Tool**](#)

- Measures and analyses are the same as above for the Student Persistence and Completion Reporting Tool, with the addition of Pell eligible and first generation status.
- Breakout/drill-down variables can be cross-combined with each other for intersectional analysis.
- Comparison groups are limited to system totals for colleges and universities.

Note: when running reports from the above-listed tools for persistence and completion rates, select to measure student's status as of "Beginning of Term".

**This tool is in EPM 11. *You must be using the Internet Explorer browser for proper functionality of EPM11 data tools.* Permissions and login/password are required for EPM11.

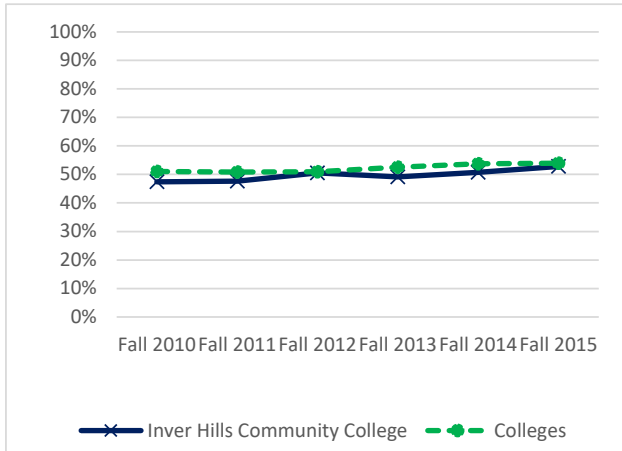
[IPEDS "Use the Data" - Data Feedback Reports](#)

The IPEDS Data Feedback Report (DFR) allows an institution to compare and benchmark their reported Integrated Postsecondary Education Data System (IPEDS) data with a peer institution comparison group. Each year the National Center for Education Statistics (NCES) sends a link to the institution's DFR to the CEO or President. All current and previous DFRs are stored in the 'Data Feedback Reports' tool on the IPEDS "Use the Data" website. Although IPEDS definitions are different than those used in Minnesota State's Student Success Accountability Metrics, the IPEDS DFR can provide context for Student Persistence and Completion, and the Completion Rate measures.

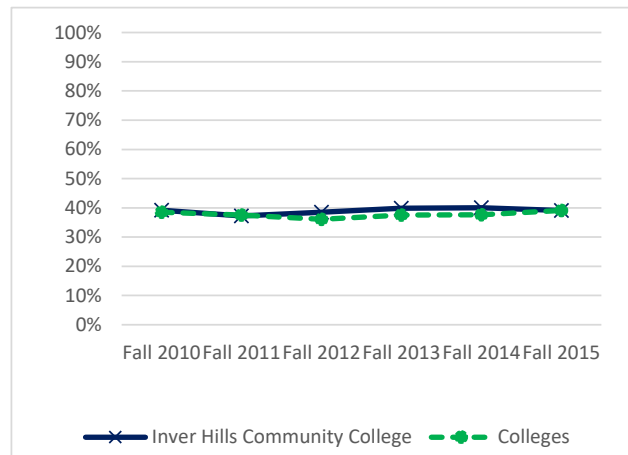
Additional disaggregations of this measure (e.g., by subject area, course, major, etc.) can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff. These datasets include data on transfers, enrollments and graduation from other institutions, including non-system institutions from National Student Clearinghouse. Campus IR staff may contact System Office Research for questions related to these tables.

**Completion Rate
Measure Summary
Inver Hills Community College**

Full Time Students



Part Time Students



FULL TIME STUDENTS

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inver Hills Community College	47.4%	47.6%	50.6%	49.2%	50.8%	52.8%
Colleges	51.0%	50.8%	51.0%	52.5%	53.7%	53.9%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inver Hills Community College	1,023	905	807	801	796	748
Colleges	25,549	22,831	22,310	20,896	19,740	19,031

PART TIME STUDENTS

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inver Hills Community College	39.1%	37.2%	38.5%	39.9%	40.0%	39.1%
Colleges	38.5%	37.5%	36.1%	37.5%	37.7%	39.1%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inver Hills Community College	792	795	841	745	637	594
Colleges	14,633	14,164	14,640	13,609	13,016	12,019

ALL STUDENTS

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inver Hills Community College	43.8%	42.8%	44.4%	44.7%	46.0%	46.7%
Colleges	46.5%	45.7%	45.1%	46.6%	47.3%	48.2%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inver Hills Community College	1,815	1,700	1,648	1,546	1,433	1,342
Colleges	40,182	36,995	36,950	34,505	32,756	31,050

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

Data Exploration: Contextual/Progression Measures and Additional Analysis Completion Rate

Progression measures for the Completion Rate can be found in the tools listed below. These measures would include the retention, transfer and completion status of the student cohorts at various terms following their entering fall term, tracked up to 16 terms after the entering term (i.e., up to 8th spring for fall entrants).

This measure includes undergraduate regular and undergraduate transfer students in the entering cohort (denominator). However, because some transfer students enter with a significant number of earned credits, a more refined understanding of this measure can be obtained by looking at the rates **by admission category**, which can be found on the "Disaggregations" tabs of this workbook. The other demographic disaggregations included in this workbook, as well as in the tools listed below, provide additional context for exploring institutional performance on this measure.

[Student Persistence and Completion Reporting Tool](#)

- Measures:
 - Student retention, transfer, graduation, and transfer-graduation up to 16 terms after entry.
- Breakouts/Filters/Drill-downs:
 - Fall and Spring entering cohorts
 - Measure student status (retained, transfer, graduated, transfer-graduated) as of the beginning or end of a specific tracking term.)
 - Drill downs / breakouts: age, gender, underrepresented, student of color, first generation, admission category, student load (full-time, part-time)
- Comparison Groups
 - Allows for comparison to other system institutions and to totals for all Minnesota State colleges and universities.
- Updated/refreshed twice per year, generally November and April.

[Student Persistence and Completion Analytic Tool**](#)

- Measures and analyses are the same as above for the Student Persistence and Completion Reporting Tool, with the addition of Pell eligible and first generation status.
- Breakout/drill-down variables can be cross-combined with each other for intersectional analysis.
- Comparison groups are limited to system totals for colleges and universities

Note: when running reports from the above-listed tools for completion rate, select to measure student's status as of "End of Term" .

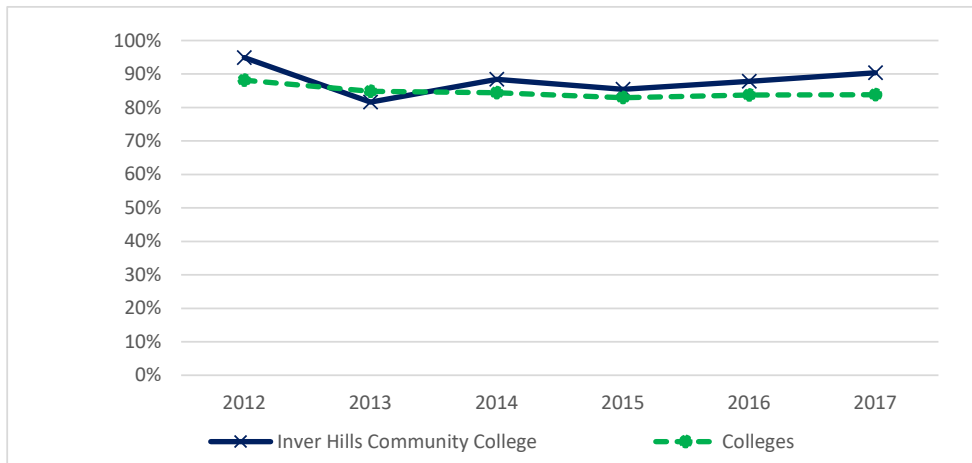
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[IPEDS "Use the Data" - Data Feedback Reports](#)

The IPEDS Data Feedback Report (DFR) allows an institution to compare and benchmark their reported Integrated Postsecondary Education Data System (IPEDS) data with a peer institution comparison group. Each year the National Center for Education Statistics (NCES) sends a link to the institution's DFR to the CEO or President. All current and previous DFRs are stored in the 'Data Feedback Reports' tool on the IPEDS "Use the Data" website. Although IPEDS definitions are different than those used in Minnesota State's Student Success Accountability Metrics, the IPEDS DFR can provide context for Student Persistence and Completion, and the Completion Rate measures.

Additional disaggregations of this measure (e.g., by subject area, course, major, etc.) can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff. These datasets include data on transfers, enrollments and graduation from other institutions, including non-system institutions from National Student Clearinghouse. Campus IR staff may contact System Office Research for questions related to these tables.

Licensure Exam Pass Rate
Measure Summary
Inver Hills Community College



Percent Passing Exams

	2012	2013	2014	2015	2016	2017
Inver Hills Community College	94.9%	81.6%	88.4%	85.4%	87.8%	90.4%
Colleges	88.2%	84.8%	84.4%	82.9%	83.7%	83.8%

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

	2012	2013	2014	2015	2016	2017
Inver Hills Community College	157	125	129	144	123	114
Colleges	4,000	3,935	3,838	3,641	3,334	3,295

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

Data Exploration: Contextual Measures and Additional Analysis

Licensure Exam Pass Rate

The Licensure Exam Pass Rate represents a pooling of the licensure exams for which data are available including nursing, peace officer, radiography and teaching. While this pooled rate is useful as a high-level summary statistic, it should be interpreted in the context of performance on the component exams. The data by individual licensure exam is available in the *Disaggregations FTandPT* tab of this workbook, along with comparisons to system totals by specific exam.

Because the exam pass rate data are obtained from external sources (licensure organizations) and are available from these sources only as summary data and not at the student level nor broken down by demographics, disaggregated analysis or further investigation into those who pass or fail exams is not available.

Licensure organizations:

[Minnesota Board of Peace Officer Standards \(POST\)](#)

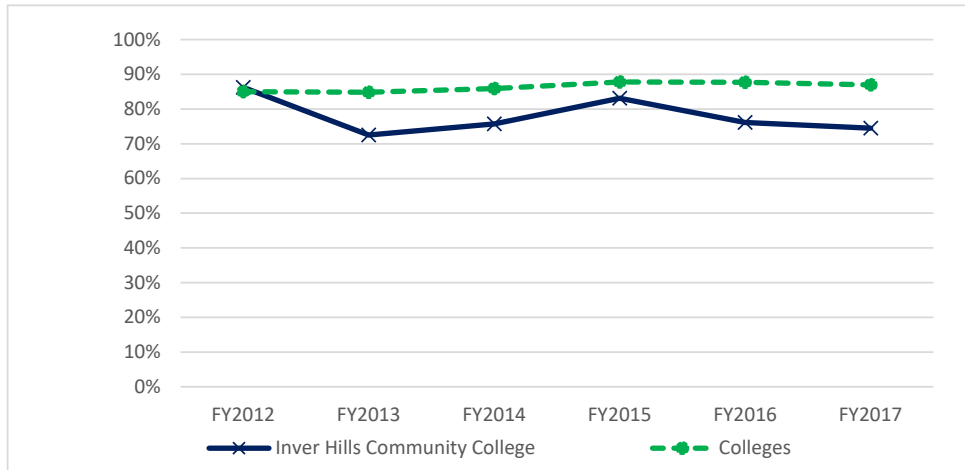
[The American Registry of Radiologic Technologists \(ARRT\)](#)

[Minnesota Board of Teaching - Professional Educator Licensing and Standards Board \(PELSB\)](#)

[Minnesota Board of Nursing](#)

For annual program reports on statewide nursing licensure exam results for any particular year, google "annual nursing education program report 20xx".

**Related Employment Rate for Graduates
Measure Summary
Inver Hills Community College**



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

	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
Inver Hills Community College	86.2%	72.5%	75.7%	83.1%	76.2%	74.5%
Colleges	85.0%	84.8%	85.9%	87.8%	87.7%	87.0%

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

	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
Inver Hills Community College	189	262	181	278	235	153
Colleges	13,211	12,718	13,102	12,594	12,246	11,793

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

Data Exploration: Contextual/Progression Measures and Additional Analysis Graduate Related Employment Rate

When interpreting this rate, it is important to consider that related employment data on *all* graduates are not available and the data used in the measure are self-reported. The related employment status is based on information from a follow-up survey about employment and continued education in the year after graduation. Graduates for whom no survey information is available are excluded. The related employment rate also excludes graduates who: are not seeking employment, are unavailable for work, are continuing their education and not seeking related employment, are employed in an unrelated job and not seeking related employment.

Progression measures for the Graduate Related Employment Rate include the other measures in this student success report which track student success through an educational chronology from the start of student's experience in developmental education (one-year completion rate) to the persistence & completion rate and overall completion/graduation rate and licensure exam pass rates. All of these measures, and the disaggregated analyses and references provided throughout this report, can lend insight into student progression towards this final success outcome of related employment.

Contextual data related to this measure can be found in the following resources:

[DEED Graduate Employment Outcomes Tool](#)

This tool uses data from the Statewide Longitudinal Education Data System (SLEDS) and includes reports by CIP (2 digit and 4 digit) that show (1) Employment Status, (2) Annual Wage and Employment, and (3) Hourly Wage Trend for graduates from Minnesota postsecondary institutions. The tool allows users to filter by graduation year, location (metro/greater Minnesota), award type (certificate/diploma, Associates, Bachelors and Graduate awards), institution type, specific college or university and instructional program.

[DEED Job Vacancy Survey](#)

Job vacancy survey data can be viewed by occupation, industry and firm-size, by part-time/full-time and by geographic areas.

[Labor Market Participation Projections \(Minnesota State Demographic Center\)](#)

Labor Force Participation Projections by Age and by County/Age.

[DEED Regional Labor Market Reports and Profiles](#)

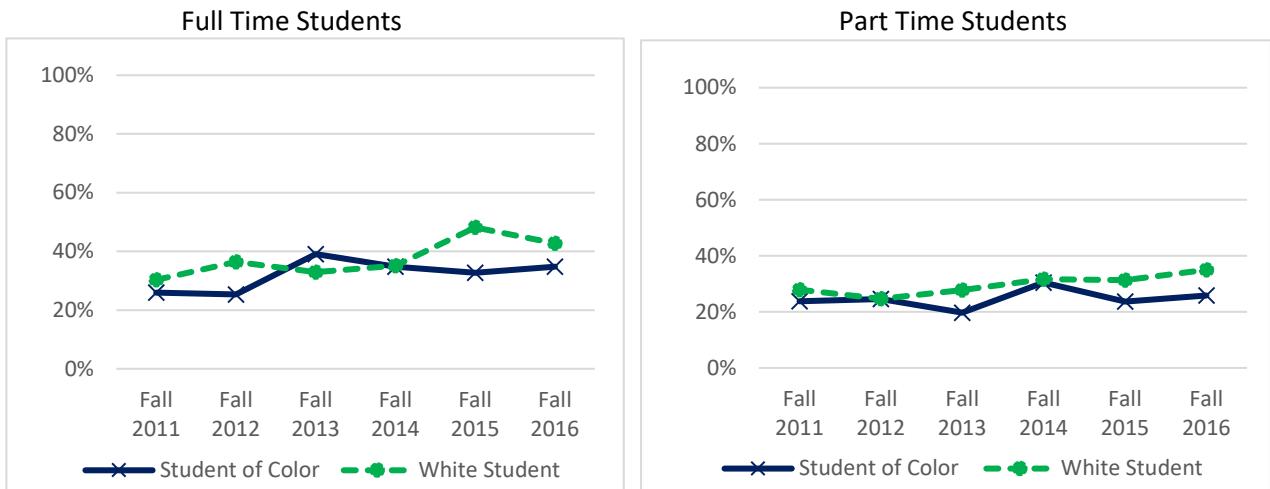
Explore each region's labor market. Find comprehensive Regional Profiles you can download in PDF, as well as links to articles and data tools.

[Minnesota State Economic Contribution Analysis](#)

An economic contribution analysis conducted by Parker Philips, a nationally recognized consulting firm specializing in economic impact analysis.

Additional graduate follow-up data and further disaggregations of this measure, as well as employment and continuing education rates for all graduates for which survey data are available, can be obtained from student-level data tables available on the Oracle Data Warehouse and accessible by campus Institutional Research staff and graduate follow-up contacts on campus. Contact System Office Research with questions related to these resources.

**Developmental Education One-Year Completion Rate
Comparison of Students of Color to White Students
Inver Hills Community College**



FULL TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	26.0%	25.3%	39.1%	34.8%	32.7%	34.8%
White Student	30.3%	36.5%	33.0%	35.1%	48.1%	42.8%

Number Taking Developmental Reading, Writing or Math

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	177	150	151	184	165	141
White Student	350	329	267	259	216	173

PART TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	23.8%	24.6%	19.7%	30.5%	23.6%	25.8%
White Student	27.9%	24.7%	27.7%	31.6%	31.3%	35.0%

Number Taking Developmental Reading, Writing or Math

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	147	171	142	128	110	89
White Student	222	227	173	136	131	80

ALL STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	25.0%	24.9%	29.7%	33.0%	29.1%	31.3%
White Student	29.4%	31.7%	30.9%	33.9%	41.8%	40.3%

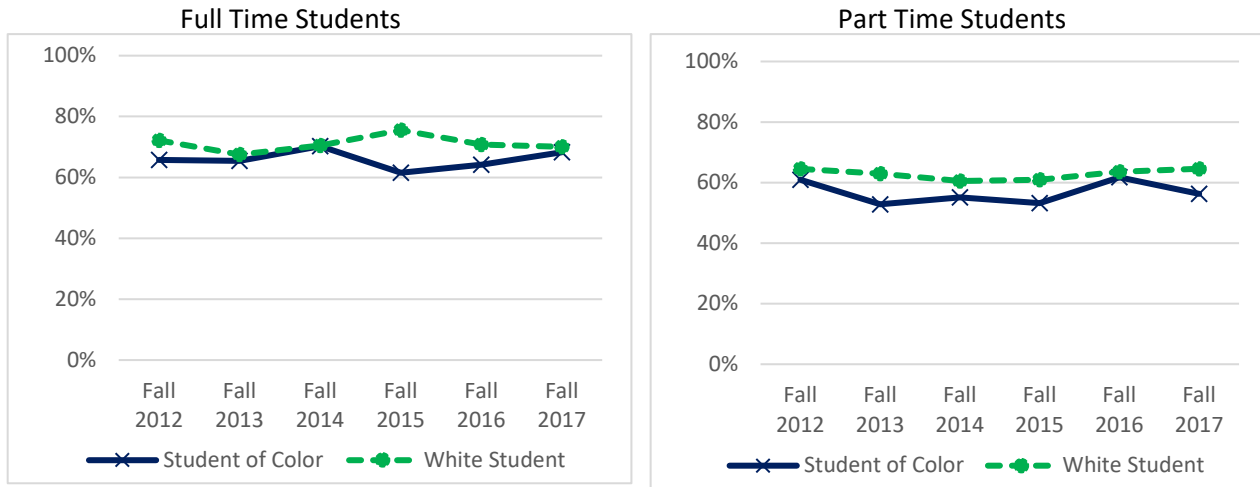
Number Taking Developmental Reading, Writing or Math

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	324	321	293	312	275	230
White Student	572	556	440	395	347	253

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



**Second Fall Student Persistence and Completion Rate
Comparison of Students of Color to White Students
Inver Hills Community College**



FULL TIME STUDENTS

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

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	65.7%	65.4%	70.3%	61.5%	64.1%	68.2%
White Student	72.2%	67.5%	70.5%	75.5%	70.8%	70.1%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	207	234	269	273	262	211
White Student	593	557	512	462	428	398

PART TIME STUDENTS

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

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	60.9%	52.8%	55.1%	53.2%	61.7%	56.3%
White Student	64.5%	63.0%	60.5%	61.0%	63.5%	64.6%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	289	282	254	220	196	151
White Student	541	459	380	369	310	254

ALL STUDENTS

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

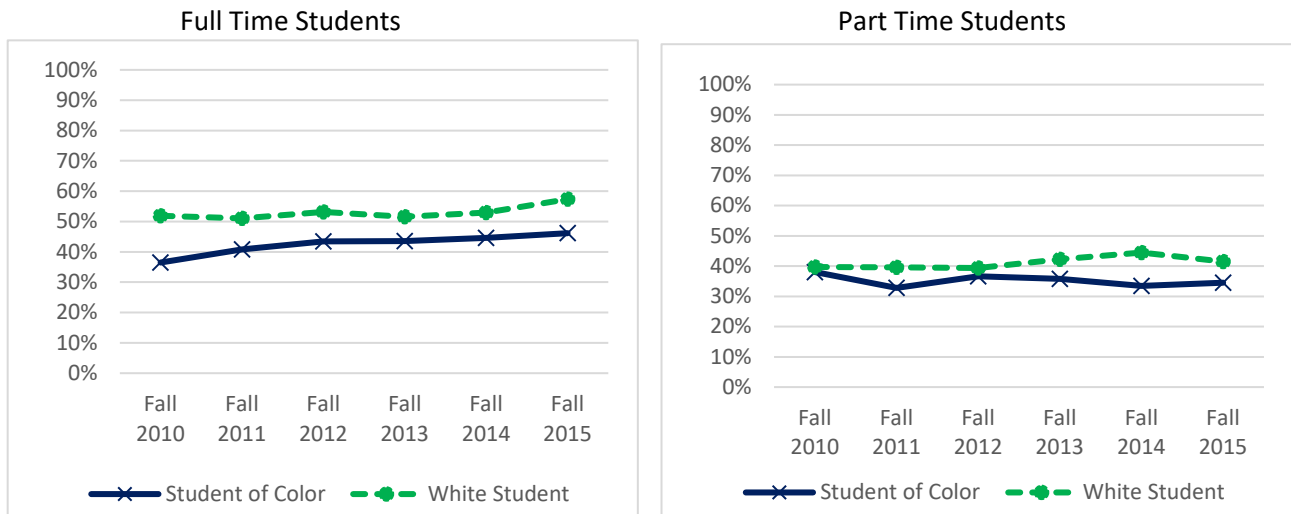
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	62.9%	58.5%	62.9%	57.8%	63.1%	63.3%
White Student	68.5%	65.5%	66.3%	69.1%	67.8%	67.9%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	496	516	523	493	458	362
White Student	1,134	1,016	892	831	738	652

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

Completion Rate Comparison of Students of Color to White Students Inver Hills Community College



FULL TIME STUDENTS

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	36.5%	40.8%	43.5%	43.6%	44.6%	46.2%
White Student	51.9%	51.0%	53.1%	51.5%	52.9%	57.4%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	296	267	207	234	269	273
White Student	713	623	593	557	512	462

PART TIME STUDENTS

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	38.0%	32.8%	36.7%	35.8%	33.5%	34.5%
White Student	39.7%	39.6%	39.4%	42.3%	44.5%	41.5%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	276	247	289	282	254	220
White Student	506	540	541	459	380	369

ALL STUDENTS

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

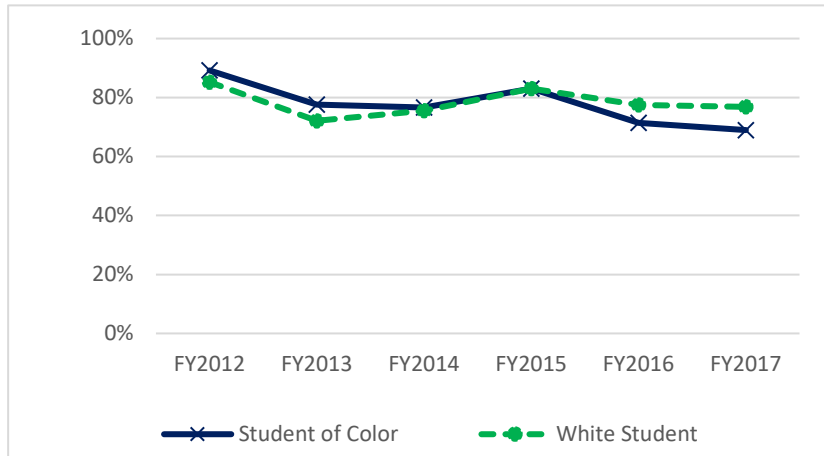
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	37.2%	37.0%	39.5%	39.3%	39.2%	41.0%
White Student	46.8%	45.7%	46.6%	47.3%	49.3%	50.3%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	572	514	496	516	523	493
White Student	1,219	1,163	1,134	1,016	892	831

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

**Related Employment Rate for Graduates
Comparison of Students of Color to White Students
Inver Hills Community College**



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

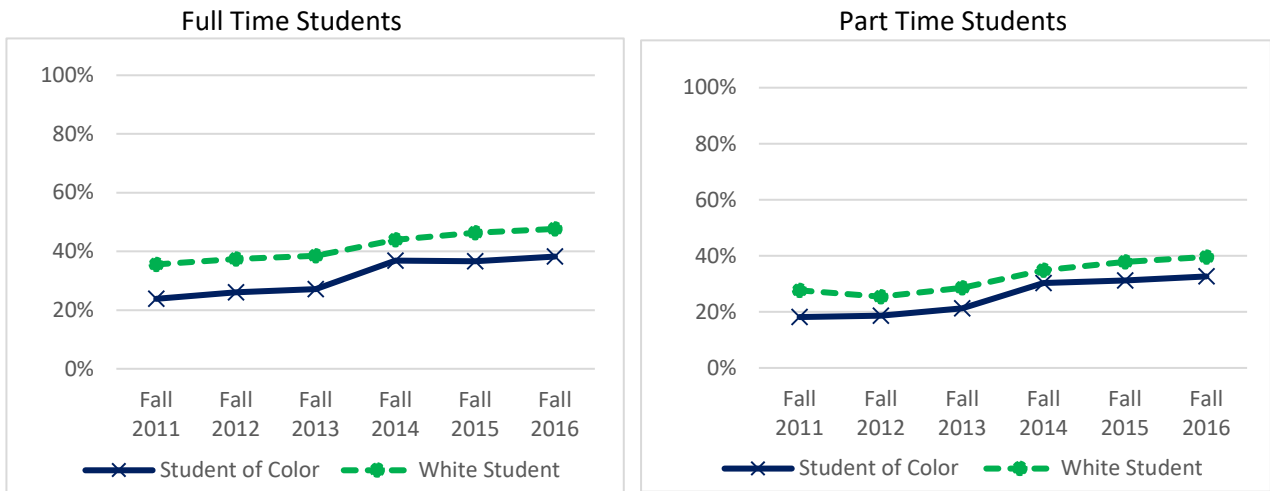
	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
Student of Color	89.2%	77.6%	76.7%	83.0%	71.4%	69.0%
White Student	85.2%	72.1%	75.5%	83.0%	77.5%	76.9%

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

	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
Student of Color	37	49	30	47	42	29
White Student	149	208	151	230	191	121

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

Developmental Education One-Year Completion Rate Comparison of Students of Color to White Students Colleges



FULL TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	23.8%	26.1%	27.2%	36.8%	36.6%	38.2%
White Student	35.6%	37.4%	38.5%	43.9%	46.3%	47.7%

Number Taking Developmental Reading, Writing or Math

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	3,897	3,849	3,632	3,216	2,998	3,081
White Student	7,758	7,093	6,025	4,836	4,115	3,983

PART TIME STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	18.2%	18.7%	21.3%	30.3%	31.3%	32.7%
White Student	27.6%	25.4%	28.5%	34.9%	37.8%	39.6%

Number Taking Developmental Reading, Writing or Math

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	3,002	3,368	3,083	2,746	2,448	2,245
White Student	3,579	3,645	3,275	2,561	2,124	1,886

ALL STUDENTS

Percent of Entering Cohort Completing Developmental Education in One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	21.4%	22.6%	24.5%	33.8%	34.2%	35.9%
White Student	33.1%	33.3%	35.0%	40.8%	43.4%	45.1%

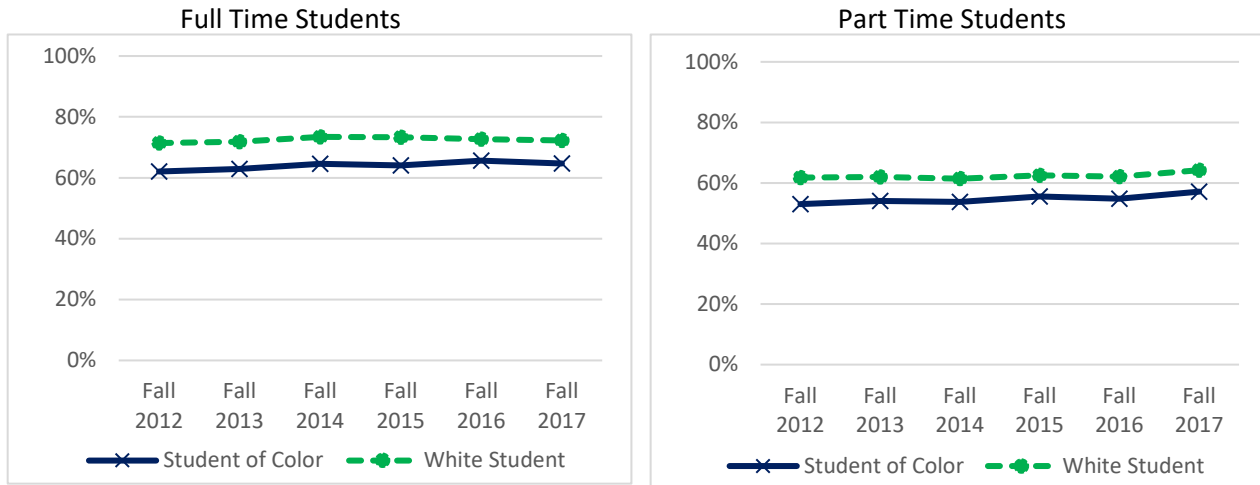
Number Taking Developmental Reading, Writing or Math

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student of Color	6,899	7,217	6,715	5,962	5,446	5,326
White Student	11,337	10,738	9,300	7,397	6,239	5,869

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



Second Fall Student Persistence and Completion Rate Comparison of Students of Color to White Students Colleges



FULL TIME STUDENTS

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

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	62.1%	63.0%	64.6%	64.1%	65.6%	64.7%
White Student	71.4%	71.8%	73.4%	73.3%	72.6%	72.3%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	6,007	5,884	5,744	5,702	5,918	6,219
White Student	16,009	14,752	13,632	12,907	12,601	12,049

PART TIME STUDENTS

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

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	53.0%	54.1%	53.8%	55.6%	54.8%	57.1%
White Student	61.7%	62.0%	61.4%	62.5%	62.1%	64.2%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	5,425	5,099	5,146	4,806	4,604	4,514
White Student	9,063	8,389	7,683	7,035	6,643	6,385

ALL STUDENTS

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

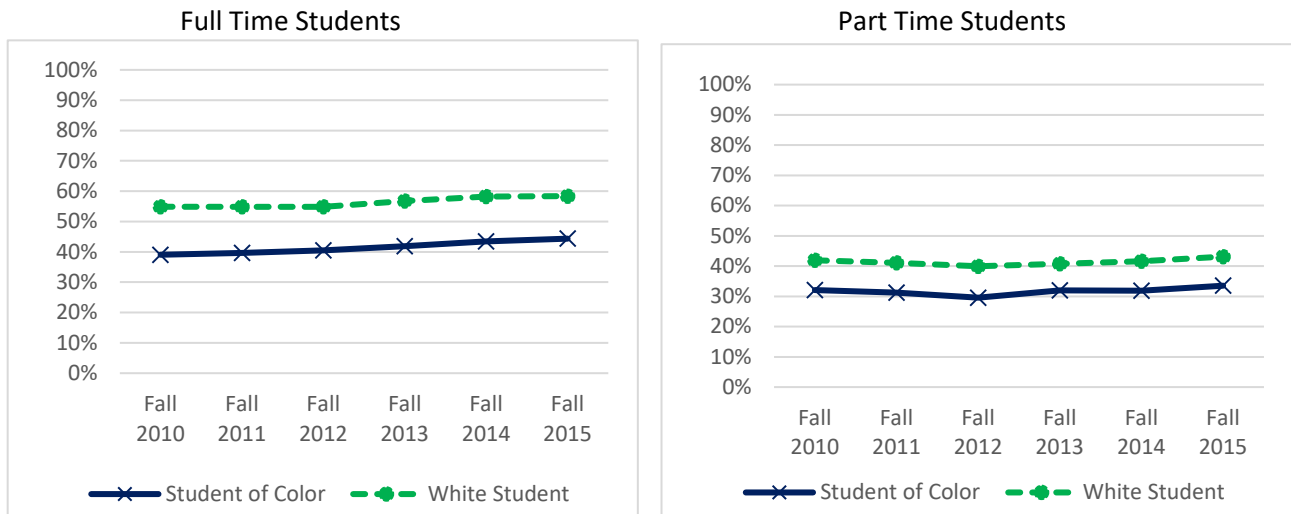
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	57.8%	58.8%	59.5%	60.2%	60.9%	61.5%
White Student	67.9%	68.3%	69.1%	69.5%	69.0%	69.5%

Number in Entering Cohort (Denominator of the Reported Rate)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student of Color	11,432	10,983	10,890	10,508	10,522	10,733
White Student	25,072	23,141	21,315	19,942	19,244	18,434

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

Completion Rate Comparison of Students of Color to White Students Colleges



FULL TIME STUDENTS

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	39.0%	39.6%	40.5%	41.9%	43.4%	44.4%
White Student	54.9%	54.9%	54.9%	56.8%	58.2%	58.4%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	6,182	5,935	6,007	5,884	5,744	5,702
White Student	19,044	16,600	16,009	14,752	13,632	12,907

PART TIME STUDENTS

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	32.1%	31.2%	29.6%	31.9%	31.9%	33.5%
White Student	41.9%	41.0%	40.0%	40.8%	41.7%	43.1%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	5,020	5,053	5,425	5,099	5,146	4,806
White Student	9,405	8,945	9,063	8,389	7,683	7,035

ALL STUDENTS

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

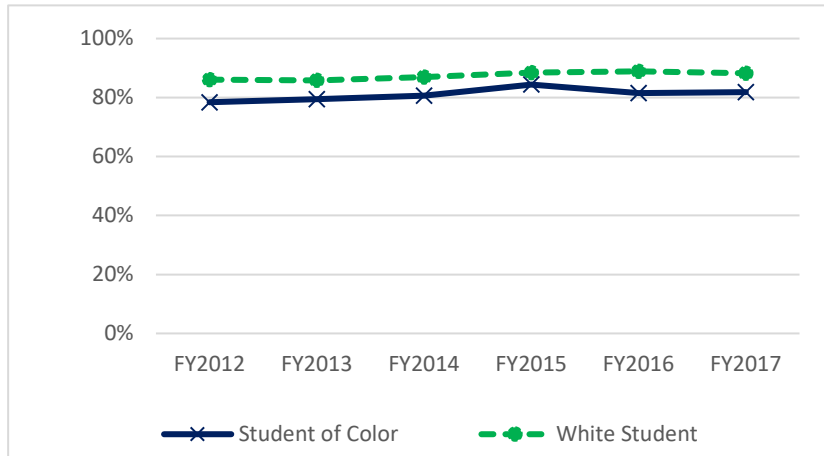
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	35.9%	35.8%	35.3%	37.3%	38.0%	39.4%
White Student	50.6%	50.0%	49.5%	51.0%	52.2%	53.0%

Number in Entering Cohort (denominator of the reported rate)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Student of Color	11,202	10,988	11,432	10,983	10,890	10,508
White Student	28,449	25,545	25,072	23,141	21,315	19,942

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

**Related Employment Rate for Graduates
Comparison of Students of Color to White Students
Colleges**



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

	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
Student of Color	78.4%	79.4%	80.7%	84.4%	81.5%	81.9%
White Student	86.1%	85.8%	86.9%	88.5%	88.9%	88.3%

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

	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
Student of Color	1,825	1,846	1,937	2,076	2,197	2,269
White Student	11,220	10,739	11,001	10,384	9,785	9,379

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

