

# North Hennepin Community College

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## Student Fact Book FY2022

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## About the Student Fact Book

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

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

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

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

# NHCC Mission and Strategic Directions

## *Mission*

*Engaging Students, Changing Lives*

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

## *Vision*

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

## *Strategic Directions*

### *Branding*

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

### *Community Partnerships*

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

### *Comprehensive Student Experience*

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

### *Diversity*

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

North Hennepin Community College is dedicated to upholding anti-racist and inclusive work practices and moving toward systems that benefit us all. We acknowledge that we are on Indigenous land, the traditional territories of the Dakota people. We recognize that human diversity is a fundamental strength of our community and that racism and oppression have caused the long-lasting and grievous harm of historical trauma. North Hennepin Community College, together with historically marginalized communities, is committed to advancing racial equity, closing the opportunity gap, and improving college access to communities that experience racial inequities. North Hennepin Community College will incorporate racial equity as a standard part of decision-making processes as we strive for a complete state of physical, mental, and social wellbeing across the student and employee experience.

### *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 - FY2022

*All data on this page refers to credit enrollment in fiscal year 2022 unless otherwise noted.*

### Enrollment

7,563 unduplicated headcounts

3,089 FYE students

### Demographics

30% full-time students, 70% part-time (Fall 2021)

45% new students, 55% returning

61% female, 39% male

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

24 average age

20 median age

52% students of color

30% low income (Pell eligible)

51% first generation (federal definition)

22% first generation (MN definition)

62% underrepresented (MN definition)

44% Caucasian

25% Black or African American

14% Asian

8% Hispanic

5% Two or More Races

2% Non-Resident Alien

<1% Native American

<1% Pacific Islander

29 International students

157 EAP students (beginning English class)

### Average Credit Load (Fall 2021)

Full-time students: 13.6 credits

Part-time students: 6.4 credits

All students: 8.6 credits

### Average Class Size

19.0 Students

### Course Sections Offered: 1,457

22% Traditional/classroom

63% Online

15% Hybrid/Blended

### Top 5 Cities – Student Residence (Fall 2021)

Brooklyn Park

Maple Grove

Minneapolis

Brooklyn Center

Plymouth

### Top 5 Sending High Schools

*(Fall 2021 First Time Students)*

Champlin Park High School

Park Center Ib World High School

Osseo Senior High School

Maple Grove Senior High School

Robbinsdale Cooper High School

### Top 5 Declared Majors

Liberal Arts

Pre-Nursing

Business Transfer Pathway

Computer Science Transfer Pathway

Psychology Transfer Pathway

### Top 3 Degrees Granted

Liberal Arts and Sciences

Nursing (MANE)

Business Transfer Pathway

### Top 3 Certificates Granted

Business Principles

Accounting Mgmt and Computer Info Systems

Communication and Computer Skills

### Retention Rates

*(Fall 2020 entering first-time full-time students)*

80% retained to first spring

53% retained to second fall

### IPEDS 3-Year Graduation & Transfer Rates

*(Fall 2018 entering first-time full-time students; 150% of normal time)*

14% graduated

32% transferred

### Financial Aid (Undergraduates)

*Based on 2022 Award Year (Fall to Summer)*

4,352 Potentially Eligible Students

4,297 (98.7%) Students received Grants

976 (22.4%) Students received Loans

422 (9.7%) Students received Scholarships

4305 (98.9%) of Potentially Eligible Students

received Grants or Scholarships or both

\$3,033 average grant aid

2.5% 3-year (fiscal year) official cohort default rate (2019 cohort)

## 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		FY2020		FY2021		FY2022		# Inc./Dec.	% Change	# Inc./Dec.	% Change
AY 2020 to 2022		Count	% of Ttl.	Count	% of Ttl.	Count	% of Ttl.	'20 to '22	'20 to '22	'12 to '22	'12 to '22
Full Year Equivalent (FYE)		3,830	100.0%	3,563	100.0%	3,089	100.0%	-741	-19.3%	-1,839	-37.3%
RACE/ETHNICITY	Students of Color	4,524	49.7%	4,220	49.9%	3,952	52.3%	-572	-12.6%	-309	-7.3%
	Black or African American	2,058	22.6%	1,966	23.3%	1,863	24.6%	-195	-9.5%	-279	-13.0%
	Asian	1,253	13.8%	1,177	13.9%	1,070	14.1%	-183	-14.6%	-73	-6.4%
	Hispanic or Latino (any race)	723	7.9%	639	7.6%	602	8.0%	-121	-16.7%	158	35.6%
	American Indian or Alaska Native	25	0.3%	22	0.3%	28	0.4%	3	12.0%	-14	-33.3%
	Native Hawaiian/ Pacific Islander	6	0.1%	3	0.0%	4	0.1%	-2	-33.3%	-4	-50.0%
	Two or more Races	459	5.0%	413	4.9%	385	5.1%	-74	-16.1%	-97	-20.1%
	Caucasian	4,235	46.5%	3,926	46.4%	3,313	43.8%	-922	-21.8%	-2,887	-46.6%
	Non-Resident Alien	153	1.7%	127	1.5%	110	1.5%	-43	-28.1%	33	42.9%
	Not Reported	188	2.1%	182	2.2%	188	2.5%	0	0.0%	56	42.4%
	Total	9,100	100.0%	8,455	100.0%	7,563	100.0%	-1537	-16.9%	-3,107	-29.1%
GENDER	Female	5,445	59.8%	5,163	61.1%	4,598	60.8%	-847	-15.6%	-1,441	-23.9%
	Male	3,593	39.5%	3,235	38.3%	2,924	38.7%	-669	-18.6%	-1,670	-36.4%
	Not Reported	62	0.7%	57	0.7%	41	0.5%	-21	-33.9%	4	10.8%
	Total	9,100	100.0%	8,455	100.0%	7,563	100.0%	-1537	-16.9%	-3,107	-29.1%
FT/PT	Full-time	1,515	16.6%	1,377	16.3%	1,162	15.4%	-353	-23.3%	-762	-39.6%
	Part-time	7,585	83.4%	7,078	83.7%	6,401	84.6%	-1184	-15.6%	-2,345	-26.8%
	Total	9,100	100.0%	8,455	100.0%	7,563	100.0%	-1537	-16.9%	-3,107	-29.1%
ADMISSIONS STATUS	Undergraduate Regular	2,710	29.8%	2,488	29.4%	2,257	29.8%	-453	-16.7%	-1,924	-46.0%
	Undergraduate Transfer	2,907	31.9%	2,562	30.3%	2,266	30.0%	-641	-22.1%	-2,409	-51.5%
	Undergraduate Previous Degree	246	2.7%	247	2.9%	211	2.8%	-35	-14.2%	-181	-46.2%
	PSEO	1,639	18.0%	1,786	21.1%	1,734	22.9%	95	5.8%	1240	251.0%
	High School non-PSEO	55	0.6%	24	0.3%	29	0.4%	-26	-47.3%	-12	-29.3%
	Undergraduate Unclassified/Uncoded	1,543	17.0%	1,345	15.9%	1,065	14.1%	-478	-31.0%	180	20.3%
	Total	9,100	100.0%	8,452	100.0%	7,562	100.0%	-1538	-16.9%	-3,106	-29.1%

Continue to on the next page.

NHCC Credit Enrollment		FY2020		FY2021		FY2022		# Inc./Dec.	% Change	# Inc./Dec.	% Change
AY 2020 to 2022		Count	% of Ttl.	Count	% of Ttl.	Count	% of Ttl.	'20 to '22	'20 to '22	'12 to '22	'12 to '22
AGE	17 and younger	1680	18.5%	1799	21.3%	1750	23.1%	70	4.2%	1218	228.9%
	18 to 21	3,277	36.0%	2,954	34.9%	2,655	35.1%	-622	-19.0%	-803	-23.2%
	22 to 25	1,551	17.0%	1,425	16.9%	1,169	15.5%	-382	-24.6%	-839	-41.8%
	26 to 30	983	10.8%	886	10.5%	743	9.8%	-240	-24.4%	-996	-57.3%
	31 to 35	642	7.1%	497	5.9%	474	6.3%	-168	-26.2%	-564	-54.3%
	36 to 40	380	4.2%	350	4.1%	290	3.8%	-90	-23.7%	-394	-57.6%
	41 to 45	213	2.3%	213	2.5%	206	2.7%	-7	-3.3%	-314	-60.4%
	46 and older	351	3.9%	300	3.5%	263	3.5%	-88	-25.1%	-386	-59.5%
	Not Reported	23	0.3%	31	0.4%	13	0.2%	-10	-43.5%	-29	-69.0%
	Total	9,100	100.0%	8,455	100.0%	7,563	100.0%	-1537	-16.9%	-3,107	-29.1%
MIN DEF.	Underrepresented	5,622	61.8%	5,130	60.7%	4,719	62.4%	-903	-16.1%	-2,155	-31.4%
	Not Underrepresented	657	7.2%	622	7.4%	499	6.6%	-158	-24.0%	-754	-60.2%
	Status Unknown	2,821	31.0%	2,703	32.0%	2,345	31.0%	-476	-16.9%	-198	-7.8%
	Total	9,100	100.0%	8,455	100.0%	7,563	100.0%	-1537	-16.9%	-3,107	-29.1%
PELL ELIG.	Pell Eligible	3,000	33.0%	2,545	30.1%	2,289	30.3%	-711	-23.7%	-2,496	-52.2%
	Not Pell Eligible	1,459	16.0%	1,379	16.3%	1,225	16.2%	-234	-16.0%	-870	-41.5%
	Status Unknown	4,641	51.0%	4,531	53.6%	4,049	53.5%	-592	-12.8%	259	6.8%
	Total	9,100	100.0%	8,455	100.0%	7,563	100.0%	-1537	-16.9%	-3,107	-29.1%
Students with Disabilities (fall enrollment)		323	5.2%	290	5.0%	276	5.3%	-47	-14.6%	36	13.0%
Veterans (fall enrollment)		144	2.3%	127	2.2%	109	2.1%	-35	-24.3%	-155	-142.2%



## 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.

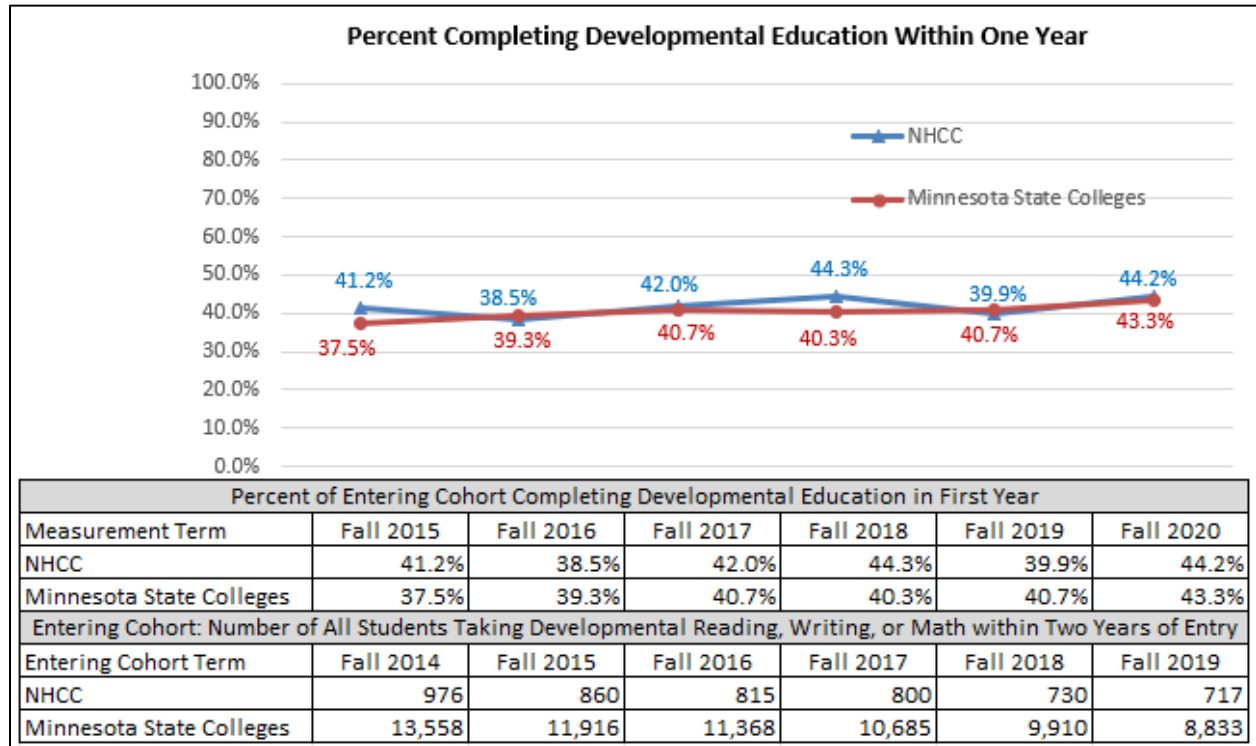
### Student Success Accountability Metrics

Student Success - Accountability Metrics	
<b>Developmental Education One-Year Completion Rate (All Students)</b>	<b>Second Fall Student Persistence and Completion Rate (Part Time Students)</b>
Percent of students taking developmental reading, writing or math who completed all developmental coursework within one year.	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.
<b>Completion Rate (Part Time Students)</b>	<b>Licensure Exam Pass Rate (All Students)</b>
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.	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.
<b>Related Employment Rate for Graduates (All Students)</b>	
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 colleges in Minnesota State.

### Developmental Education One-Year Completion Rate

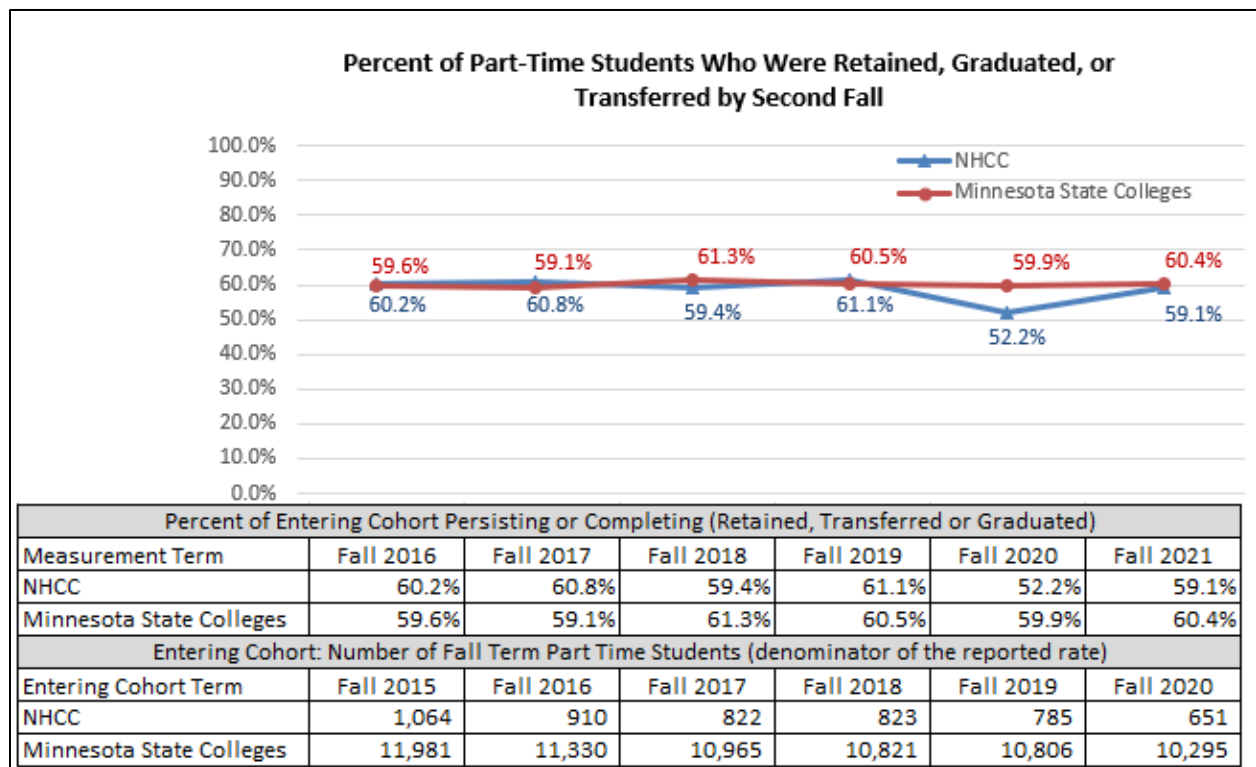
Measure Definition: Percent of all students (full time and part time) who took developmental reading, writing, or math within two years of their fall entering cohort term, those who completed all developmental coursework within one year.



Source: Minnesota State Report: NorthHennepin\_StudentSuccessReport\_20220415.

### Second Fall Student Persistence and Completion Rate

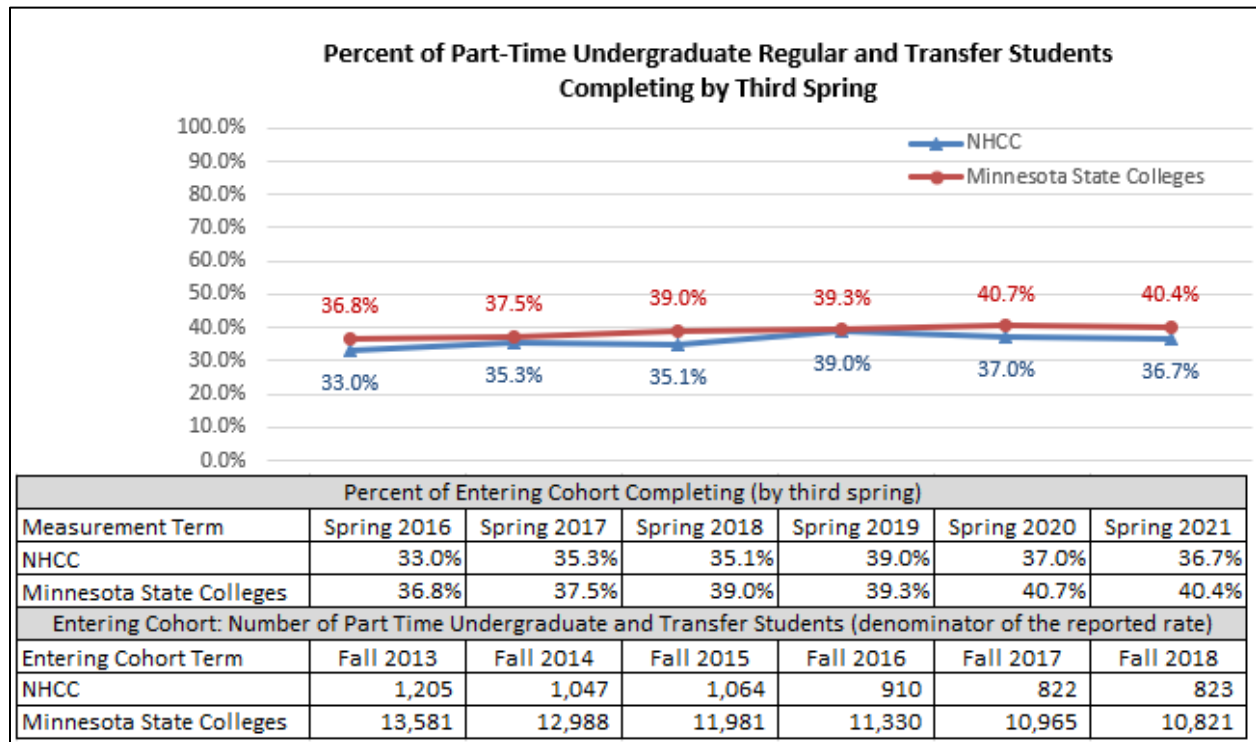
Measure Definition: Percent of a fall entering cohort of regular and transfer part time students who have been retained, graduated, or transferred by the second fall term following original fall enrollment.



Source: Minnesota State Report: NorthHennepin\_StudentSuccessReport\_20220415.

### Completion Rate

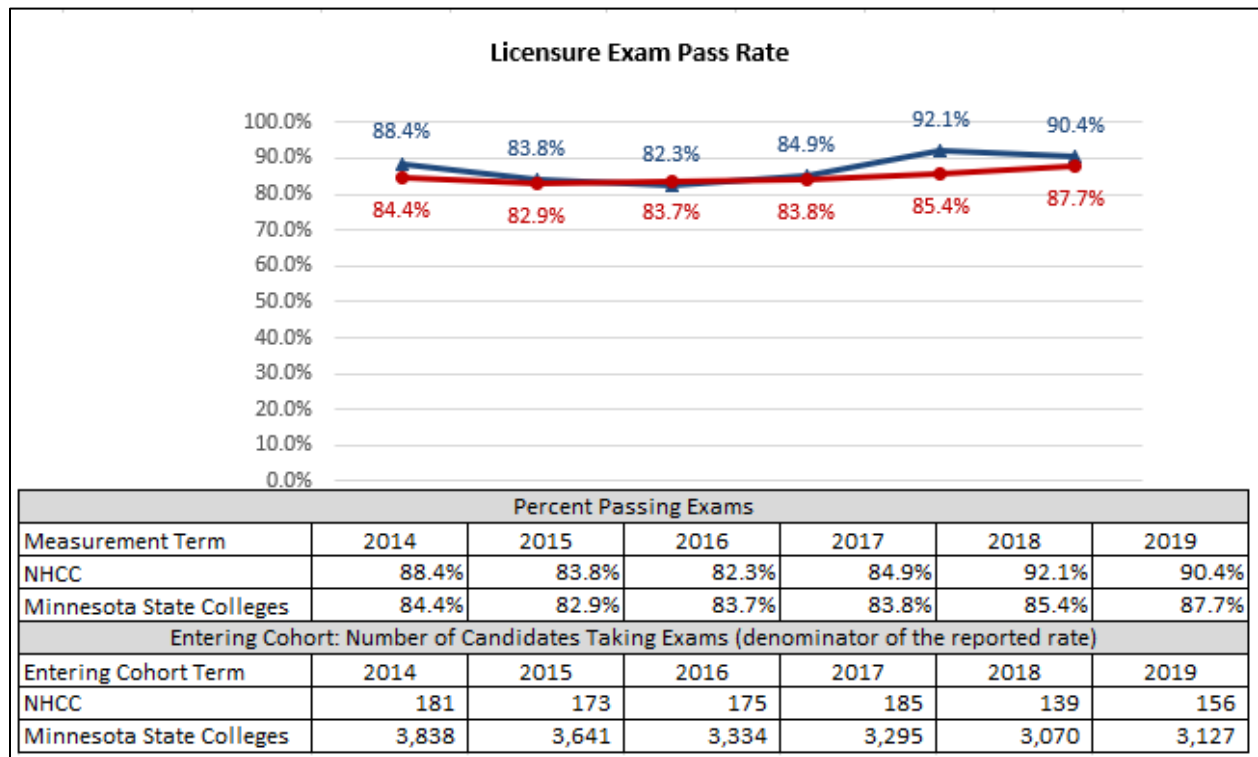
Measure Definition: Percent of an entering cohort of part time undergraduate regular and transfer students that has completed. Completion is defined as graduation or transfer by the end of the third spring after entry at the colleges.



Source: Minnesota State Report: NorthHennepin\_StudentSuccessReport\_20220415.

### 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.

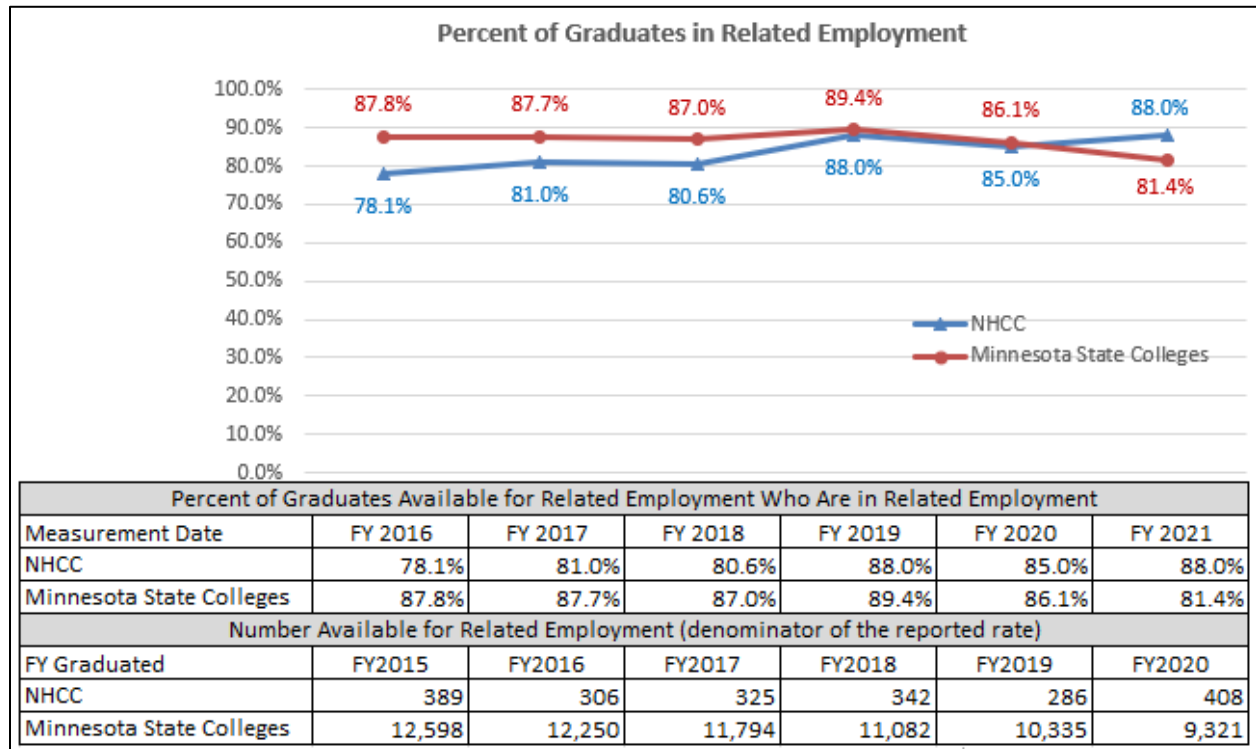


Source: Minnesota State Report: NorthHennepin\_StudentSuccessReport\_20220415.

Note: Data not updated to include 2020 due to unavailability of teacher licensure data.

### 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\_20220415.

## Institution Performance Measures

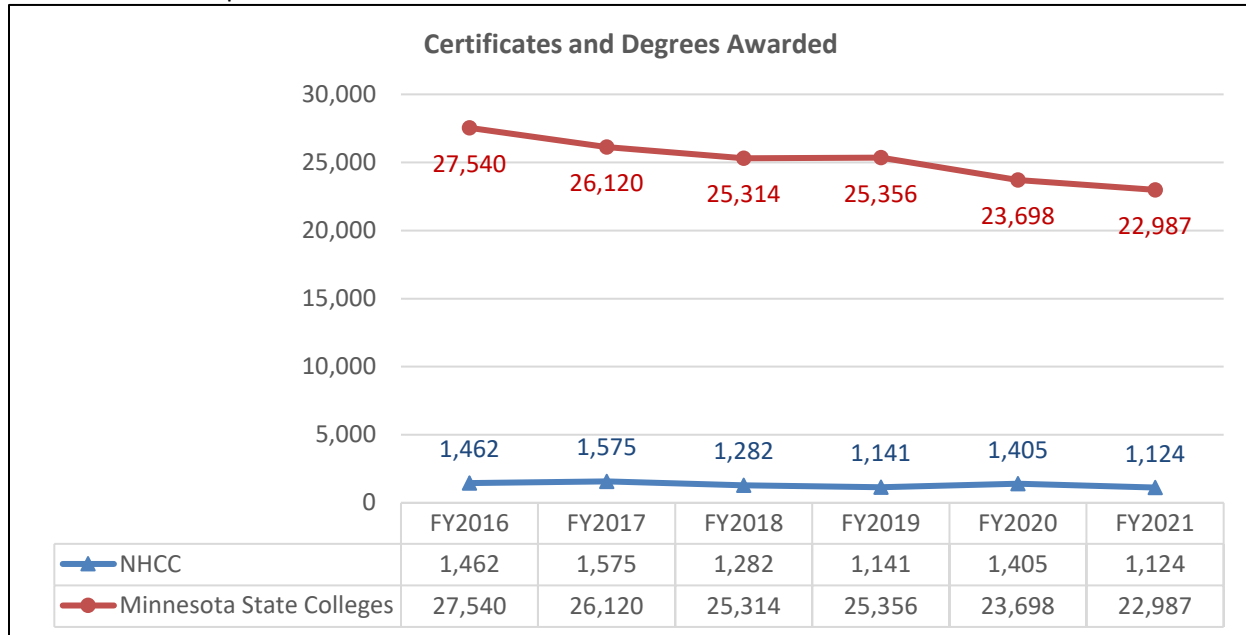
Minnesota State annually provides institutions a supplemental report of additional Institutional Performance Measures.

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

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

### Certificates and Degrees Awarded

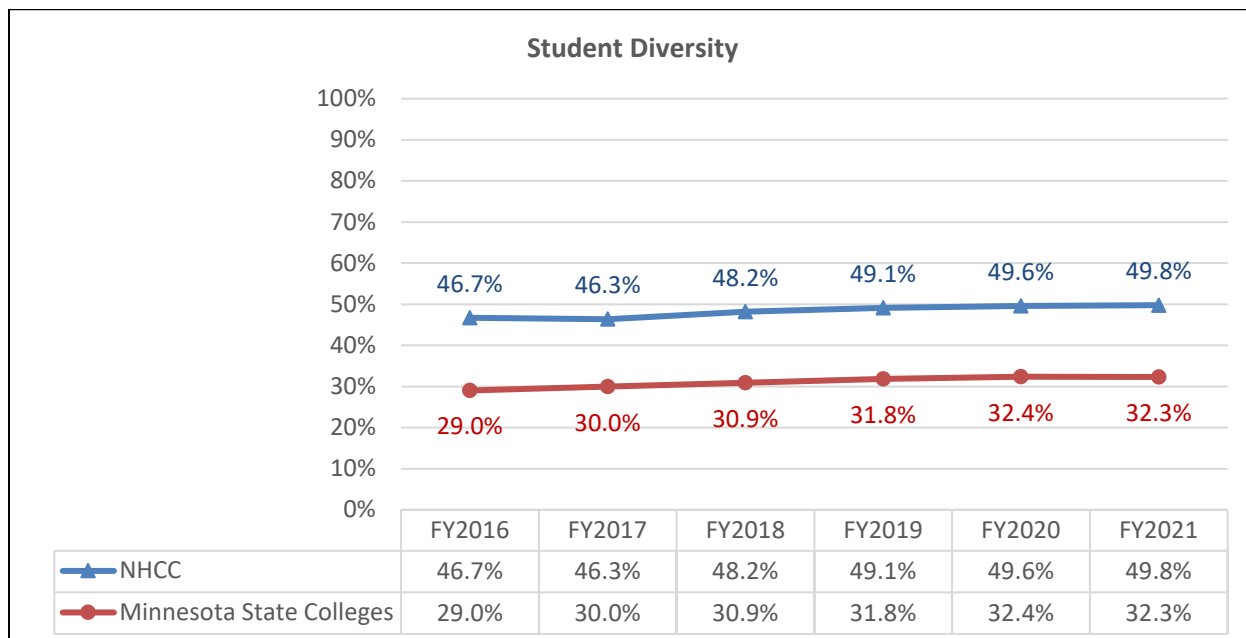
The count of each award conferred. This is not a distinct count of graduates, as some graduates may have earned multiple awards.



Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.

### Student Diversity-% Student of Color

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

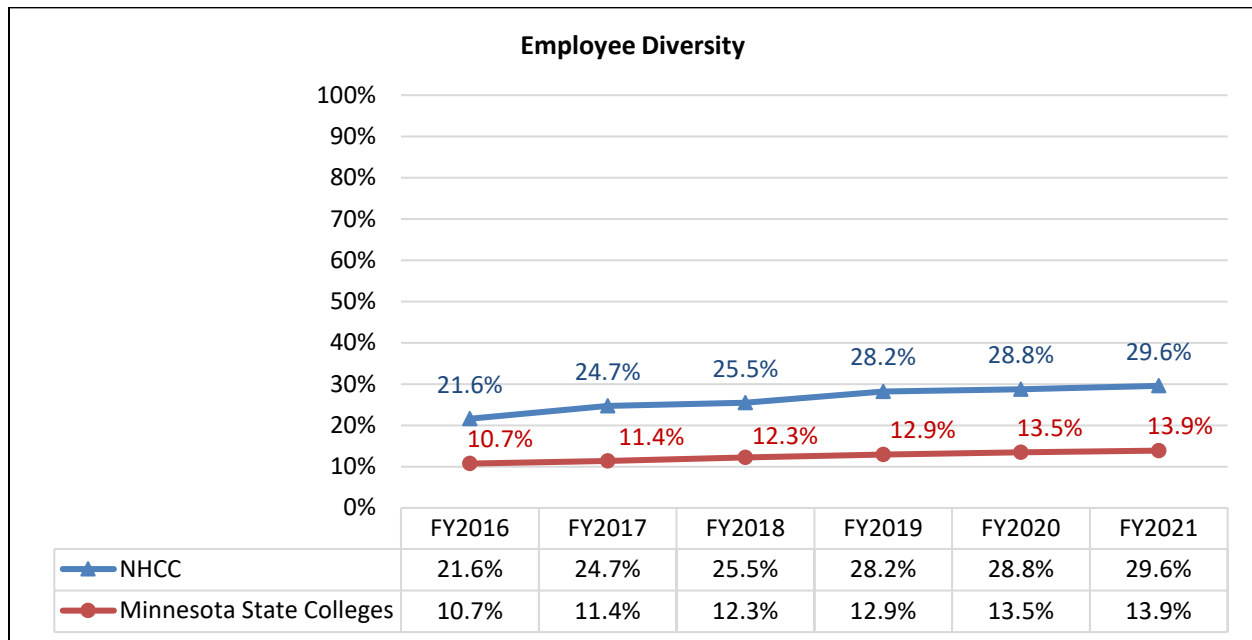


Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.



### Employee Diversity-Employees of Color

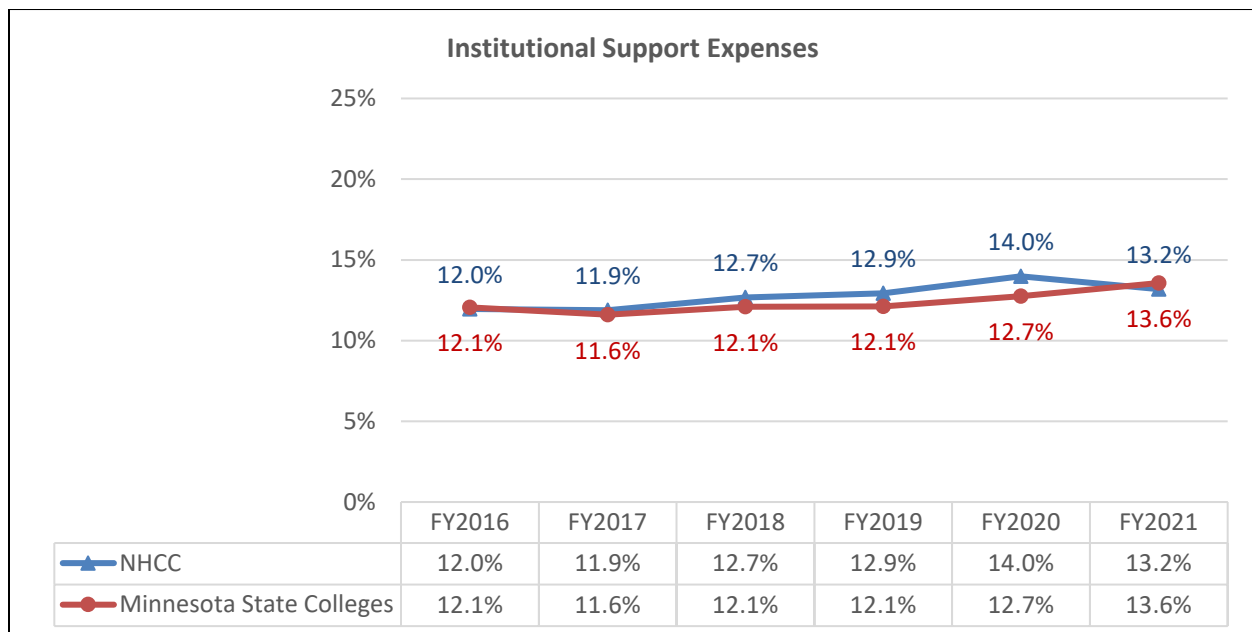
Employees of color as a percent of total employees.



Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.

### Institutional Support Expenses

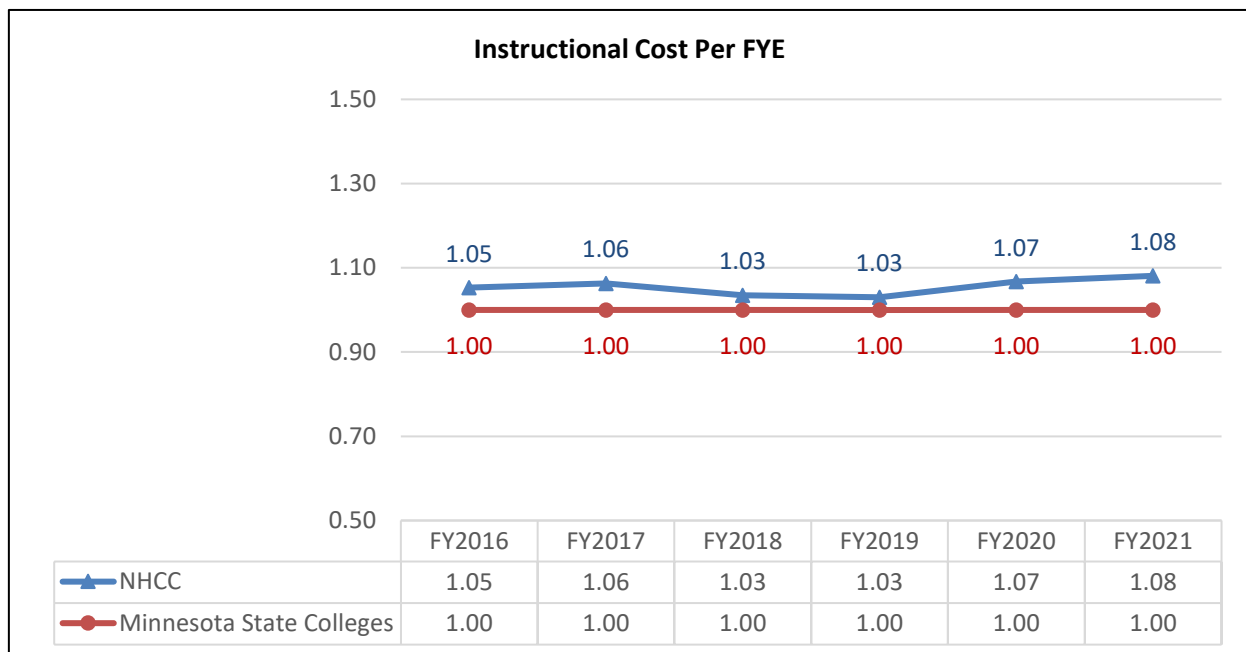
Institutional support expenses as a percent of total expenses.



Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.

### Instructional Cost Per FYE

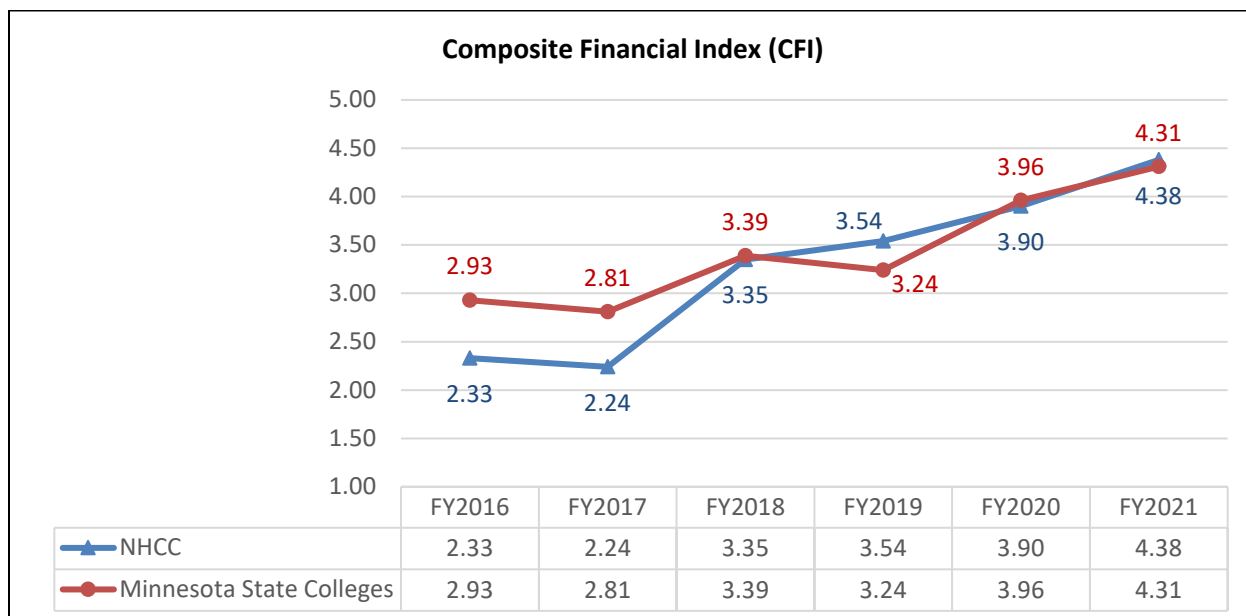
The ratio of the actual to expected value of the fully-allocated instructional expenditures per full-year equivalent enrollment (FYE).



Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.

### Composite Financial Index (CFI)

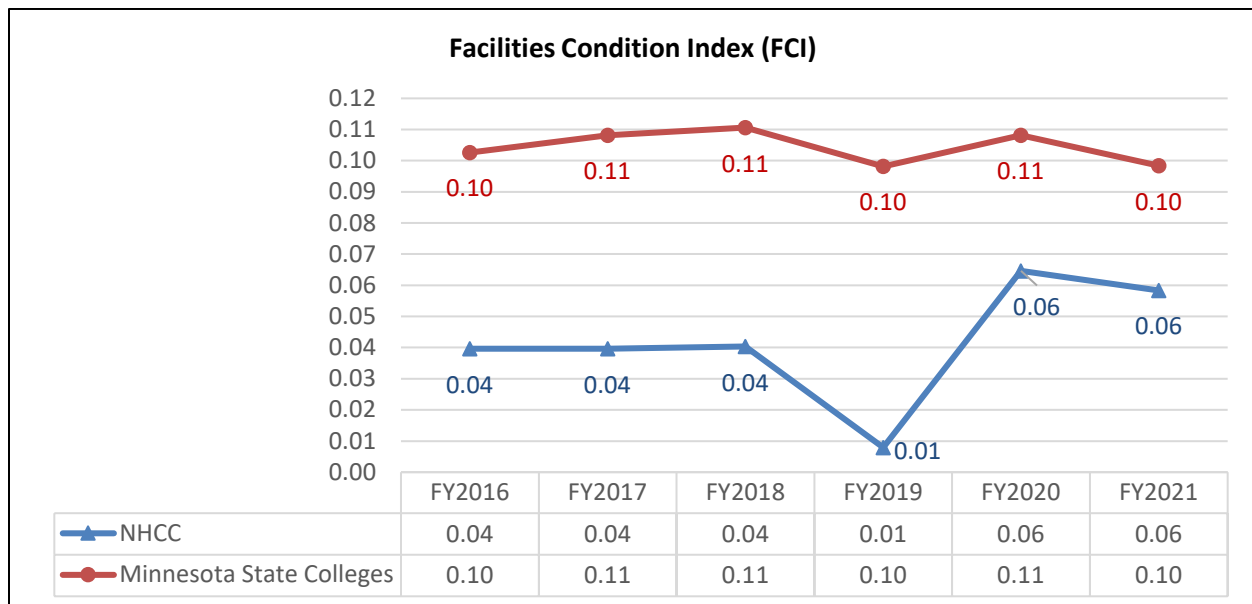
Weighted composition of four financial measures: Primary Reserve Ratio, Viability Ratio, Return on Net Assets, and Operating Margin.



Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.

### Facilities Condition Index (FCI)

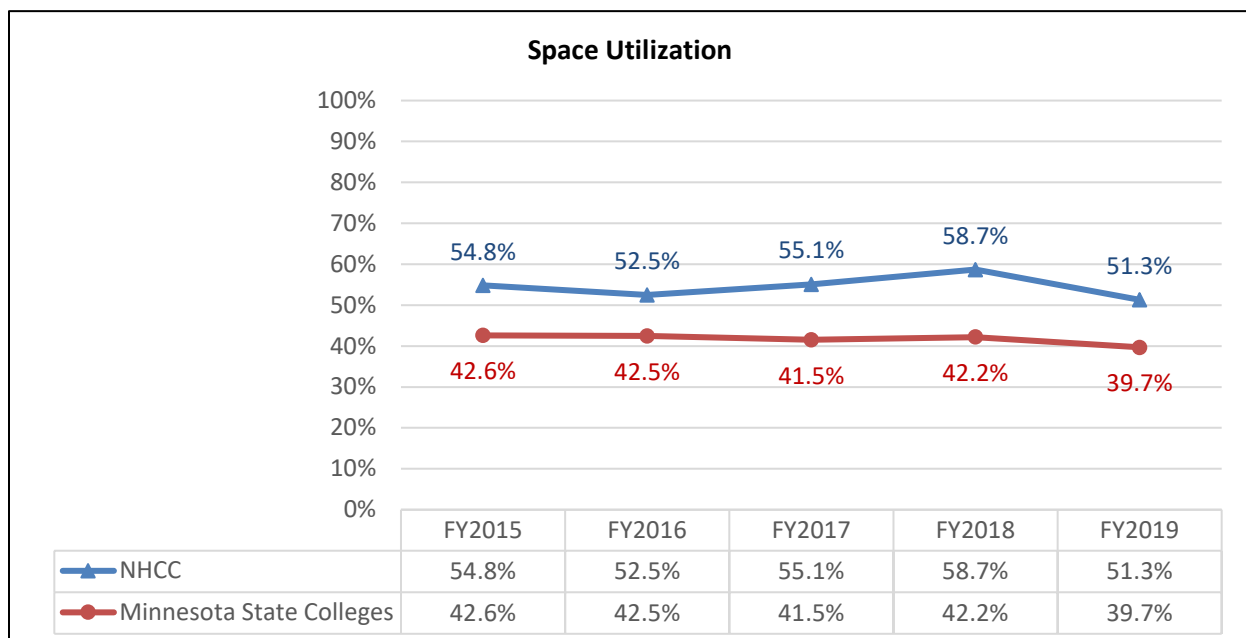
The dollar value of deferred maintenance as a proportion of facility replacement value at each college and university.



Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.

### Space Utilization

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

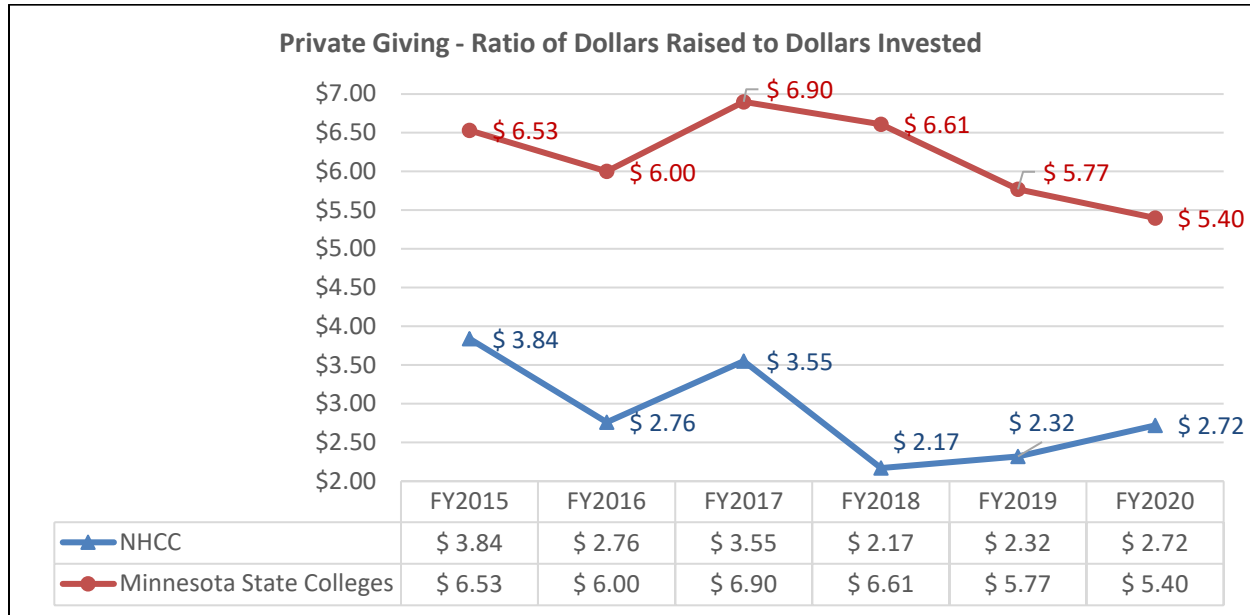


Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.

Note: Due to technical issues these data have not been updated since 2019

### 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.

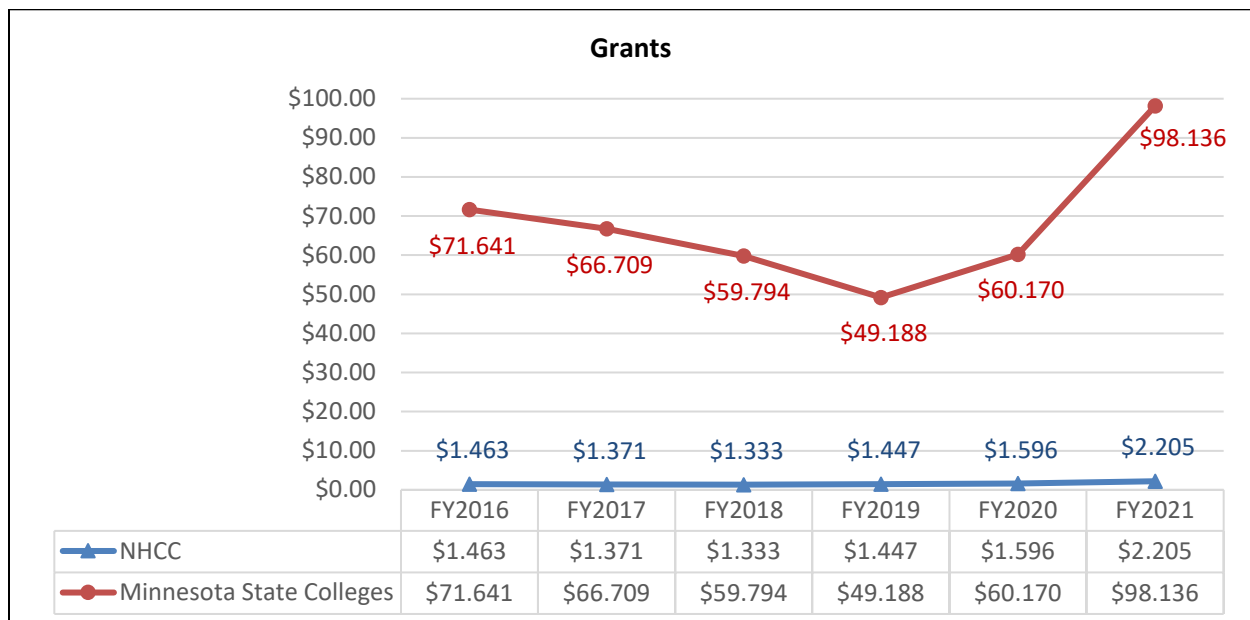


Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.

Note: Data not updated with FY2021 due to IRS 990 extension.

### Grants

Grant revenues received by the institution in the fiscal year.



Source: Minnesota State Report: NorthHennepin\_PerfMeasures\_04182022.

# Enrollment

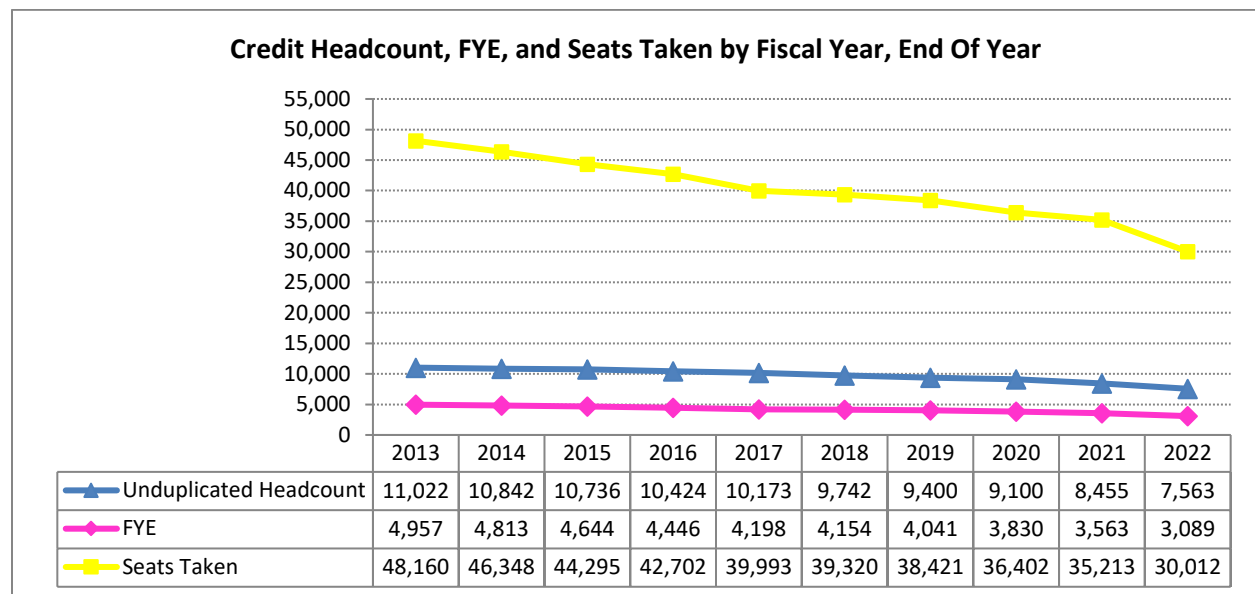
## Enrollment Trends

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

Enrollment continues to decrease. NHCC's unduplicated headcount for FY2022 (July 1, 2021-June 30, 2022) was 7,563 students. This was a 10.5 percent decrease from FY2021 compared with a 7.1 percent decrease between the 2020 and 2021 fiscal years.

The full year equivalent (FYE, calculated by dividing total student credit hours by the number of credit hours constituting a full load, i.e. 30) declined by 13.3 percent from FY2021 to FY2022. The FY2021 FYE was 7.0 percent below the FY2020 level. The FY2022 FYE has declined 37.7 percent since FY2013.

The seats taken decreased in FY2022 by 14.8 percent. It is almost 4.5 times more than the decreasing percentage between FY2021 and FY2020.



Source: Minnesota State REPL operational database.

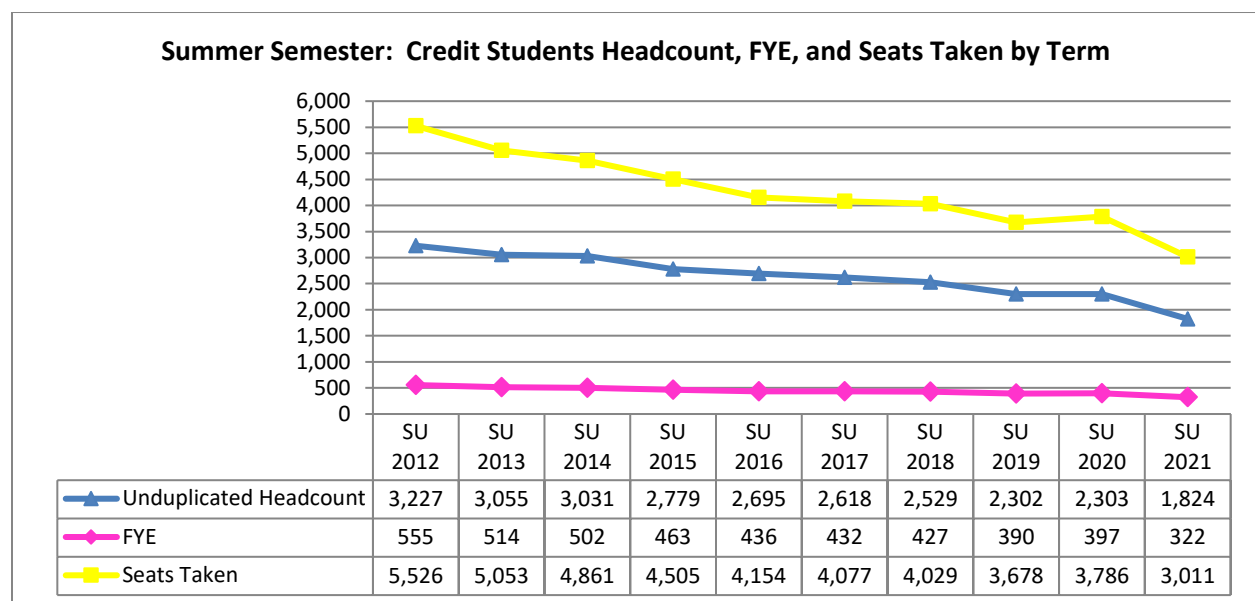
## Credit Enrollment by Semester: Headcount, FYE, and Seats Taken

### Summer Semester

The unduplicated headcount in summer 2021 was 1,824, about 21 percent less than the previous summer. The summer 2021 headcount was 43.5 percent below the high point in summer 2012.

The full year equivalent (FYE) in summer 2021 was 322 a 19.1 percent decrease from the previous summer. The summer 2021 FYE declined by 42.1 percent from the past decade's high point in summer 2012.

Seats taken also decreased by 20.5 percent from the previous summer. This is 45.5 percent lower than the past decade's high point in summer 2012.



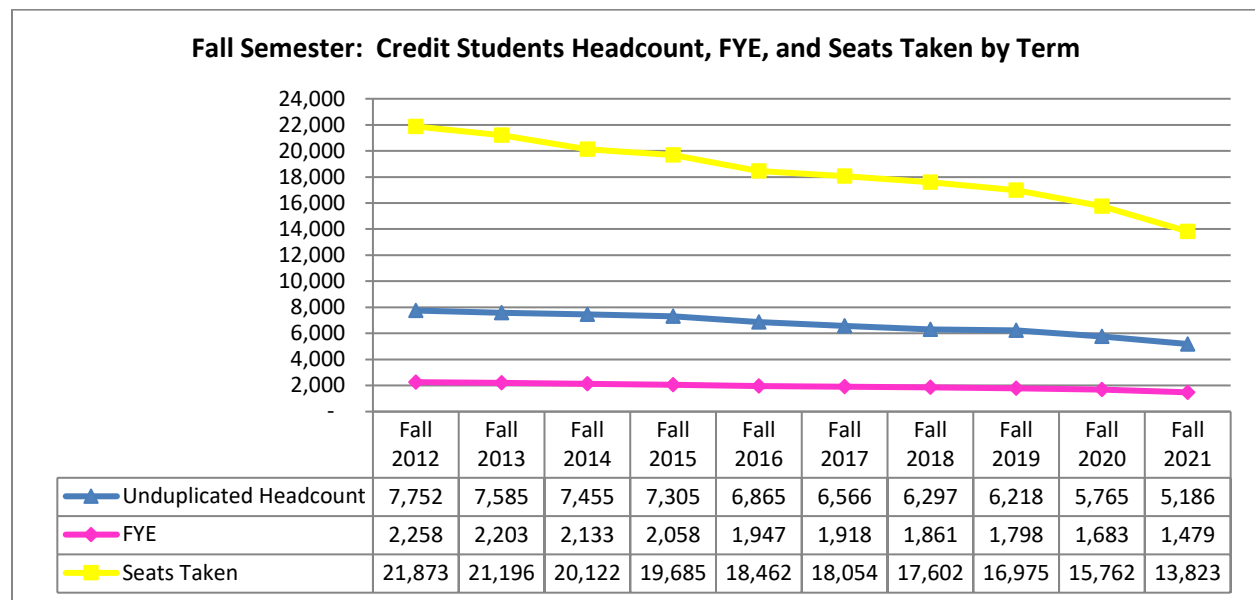
Source: Minnesota State REPL operational database.

### Fall Semester

The unduplicated headcount in fall 2021 was 5,186 thereby decreased by 10.0 percent from the previous fall. The fall 2021 headcount is 33.1 percent below than the past decade's high point in fall 2012.

The full year equivalent (FYE) also declined in fall 2021 by 12.1 percent to 1,479 FYE. The fall 2021 FYE is 34.5 percent lower than the past decade's high point in fall 2012.

Fall 2021 seats taken was 13,823 that also decreased by 12.3 percent from the previous fall, and was 36.8 percent lower than 21,873 (fall 2012) that is the maximum value over the last 10 years.



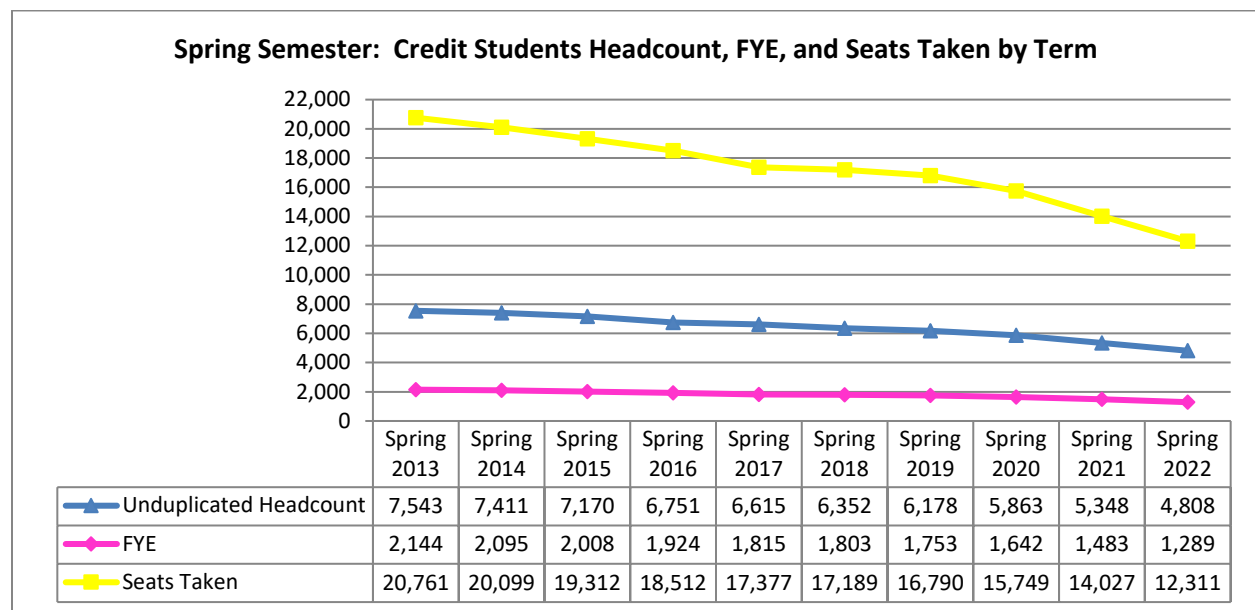
Source: Minnesota State REPL operational database.

### Spring Semester

The unduplicated headcount in spring 2022 was 4,808, a 10.1 percent decrease from the previous spring. The unduplicated headcount in spring 2022 is 36.9 percent less than the decade's high point in spring 2013.

The full year equivalent (FYE) also declined in spring 2022 by 13.1 percent from the previous spring. The spring 2022 FYE is 39.9 percent lower than spring 2013 (FYE was the maximum number).

The seats taken in spring 2022 was 12,311 and decreased 12.2 percent from the previous spring. Spring 2021 is 40.7 percent lower than spring 2012 - the decade's high point.

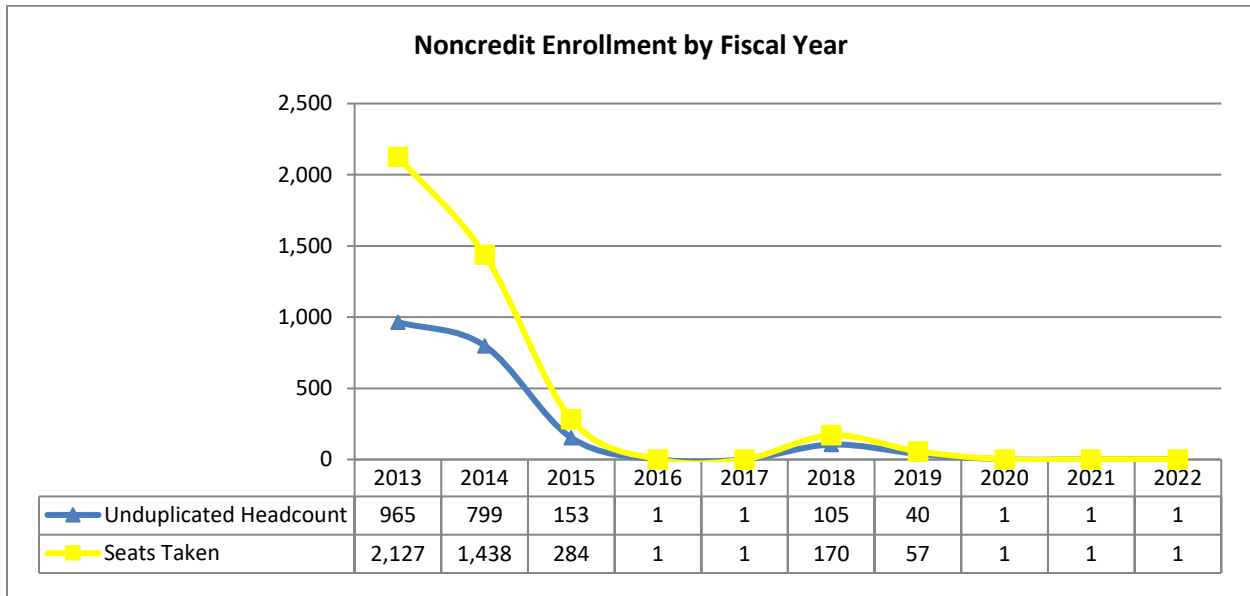


Source: Minnesota State REPL operational database.



## Noncredit 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 Enrollment by Fiscal Year and Semester

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)
2013	4,324	14,198	18,522	48,160
2014	4,093	13,958	18,051	46,348
2015	3,930	13,726	17,656	44,295
2016	4,040	12,795	16,835	42,702
2017	3,791	12,384	16,175	39,993
2018	4,022	11,514	15,536	39,320
2019	3,954	11,050	15,004	38,421
2020	3,752	10,631	14,383	36,402
2021	3,424	9,992	13,416	35,213
2022	2,822	8,996	11,818	30,012

Source: Minnesota State REPL operational database.

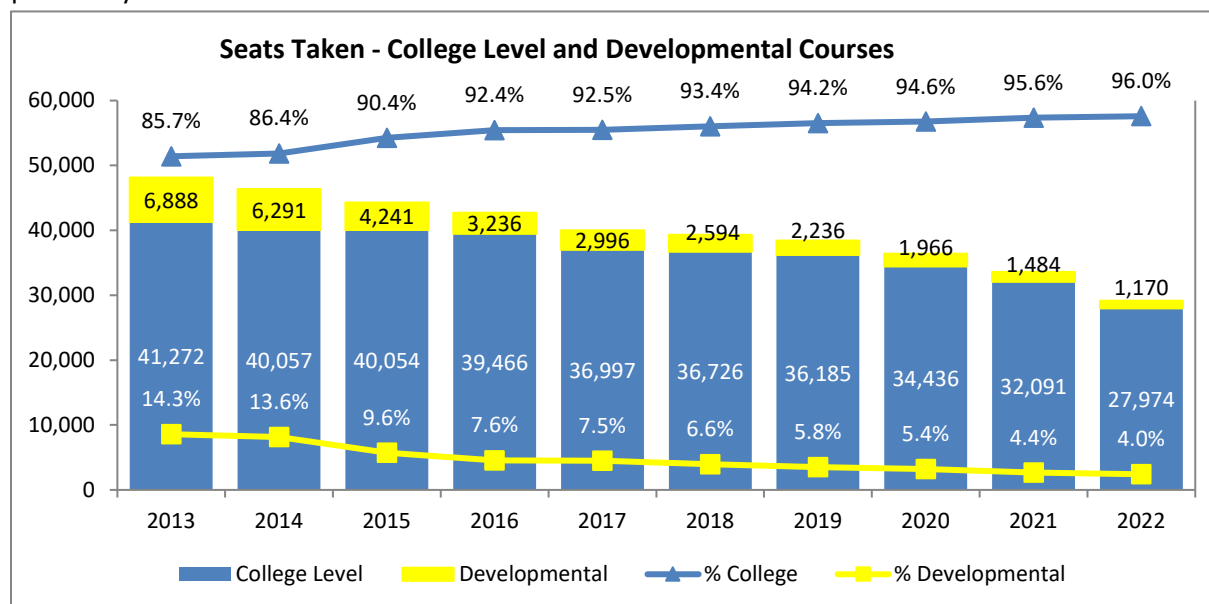
## Credit Enrollment by Semester

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)
2013	Summer 2012	78	3,149	3,227	5,526
	Fall 2012	2,264	5,488	7,752	21,873
	Spring 2013	1,982	5,561	7,543	20,761
2014	Summer 2013	52	3,003	3,055	5,053
	Fall 2013	2,126	5,459	7,585	21,196
	Spring 2014	1,915	5,496	7,411	20,099
2015	Summer 2014	51	2,980	3,031	4,861
	Fall 2014	2,034	5,421	7,455	20,122
	Spring 2015	1,845	5,325	7,170	19,312
2016	Summer 2015	55	2,724	2,779	4,505
	Fall 2015	2,073	5,232	7,305	19,685
	Spring 2016	1,912	4,839	6,751	18,512
2017	Summer 2016	49	2,646	2,695	4,154
	Fall 2016	2,005	4,860	6,865	18,462
	Spring 2017	1,737	4,878	6,615	17,377
2018	Summer 2017	68	2,550	2,618	4,077
	Fall 2017	2,079	4,487	6,566	18,054
	Spring 2018	1,875	4,477	6,352	17,189
2019	Summer 2018	58	2,471	2,529	4,029
	Fall 2018	2,064	4,233	6,297	17,602
	Spring 2019	1,832	4,346	6,178	16,790
2020	Summer 2019	72	2,230	2,302	3,678
	Fall 2019	1,976	4,242	6,218	16,975
	Spring 2020	1,704	4,159	5,863	15,749
2021	Summer 2020	66	2,237	2,303	4,421
	Fall 2020	1,875	3,890	5,765	15,773
	Spring 2021	1,483	3,865	5,348	15,019
2022	Summer 2021	53	1,771	1,824	3,253
	Fall 2021	1,543	3,643	5,186	14,414
	Spring 2022	1,226	3,582	4,808	12,345

Source: Minnesota State REPL operational database.

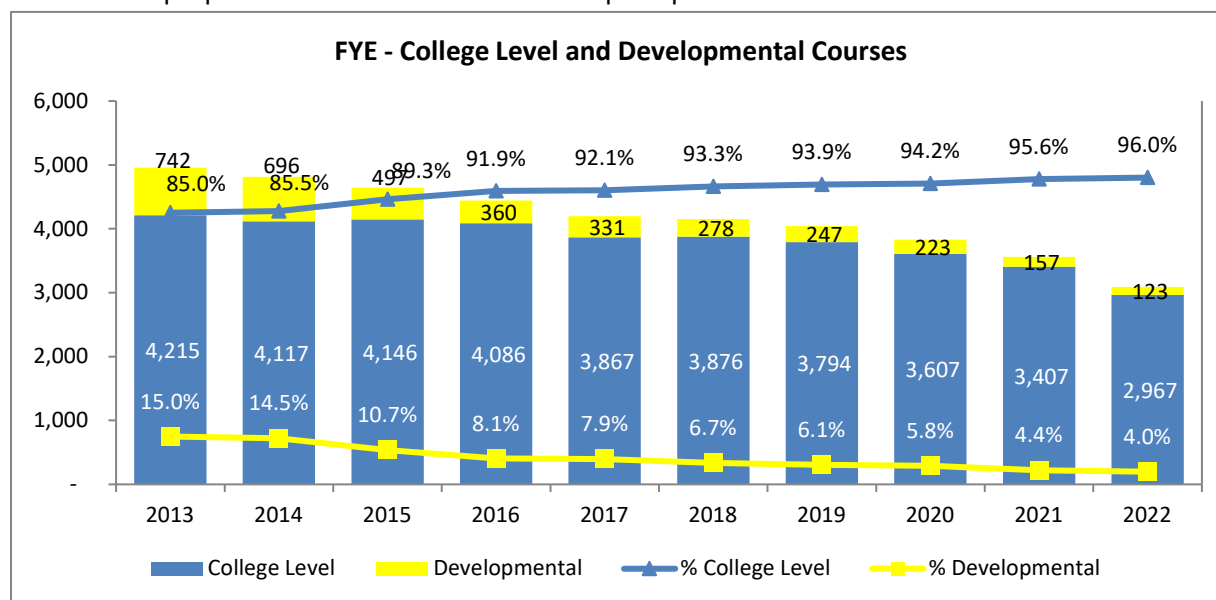
## Enrollment by Level – College-Level and Developmental Courses

The number of college-level and developmental course seats declined between FY2013 and FY2022. This reflects a general downward trend in college enrollment. On the other hand, the proportion of college-level course seats has been increasing since FY2013 and was 96.0 percent in FY2022. Developmental course seats represented 4.0 percent of all seats taken during FY2022, four percent less than the previous year.



Source: Minnesota State REPL operational database.

In FY2022, the full-year equivalent (FYE) attributed to college-level courses decreased by 13 percent from the previous fiscal year. Despite the decline, the proportion of FYE obtained from college-level courses increased to 96.0 percent. Developmental course FYE declined by 34 FYE between FY2020 and FY2021. The proportion also declined and made-up 4.0 percent in FY2022.



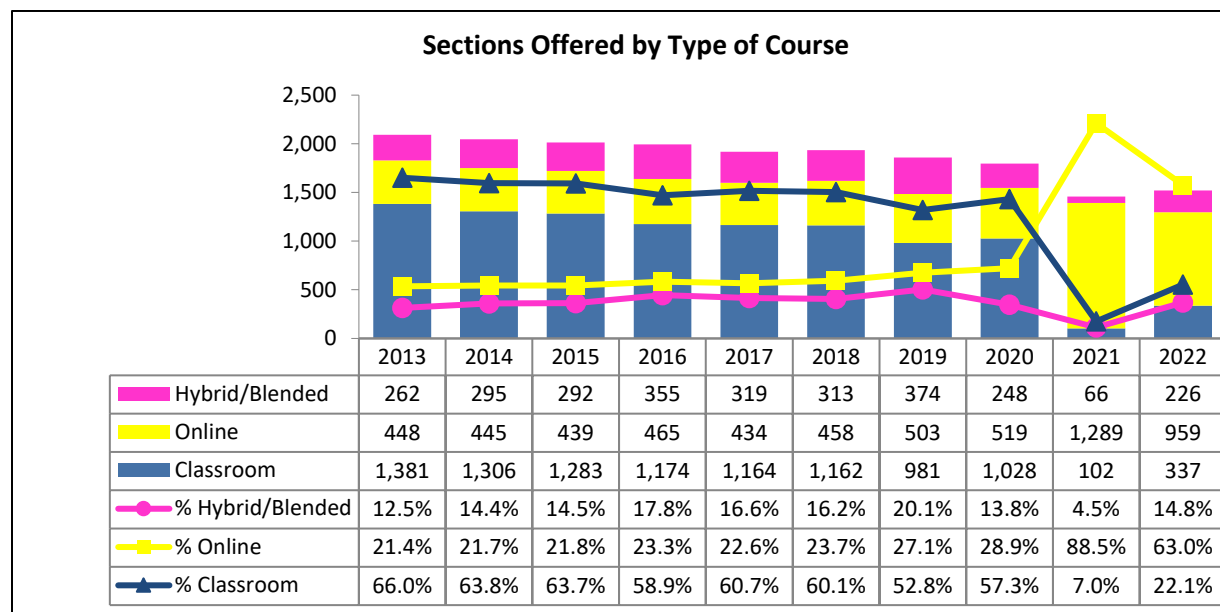
Source: Minnesota State REPL operational database.

## Number of Sections Offered by Type

The overall number of course sections offered at NHCC increased from 1,457 to 1,522 or 4.5 percent between FY2021 and FY2022. The number of sections decreased by 27.2 percent compared with the number of sections offered in fiscal year 2013.

Course sections were predominantly offered in an online format 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, after the COVID limitations were partially lifted, Classroom and Hybrid/Blended course sections increased and represented 22.1 and 14.8 percent of FY2022 course sections respectively.

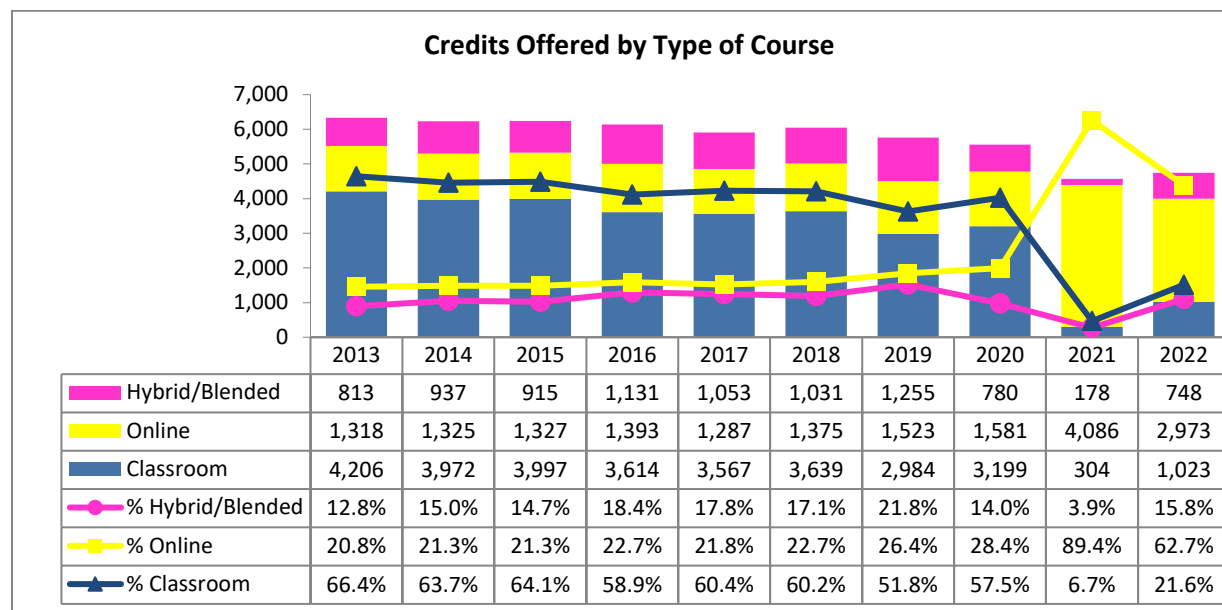


Source: Minnesota State REPL operational database.

## Credits Offered by Type

NHCC offered a total of 4,744 credits in FY2022, a 3.9 percent increase from FY2021 total credits. Of these credits, 62.7 percent online and 21.6 percent were offered in classrooms and 15.8 percent 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

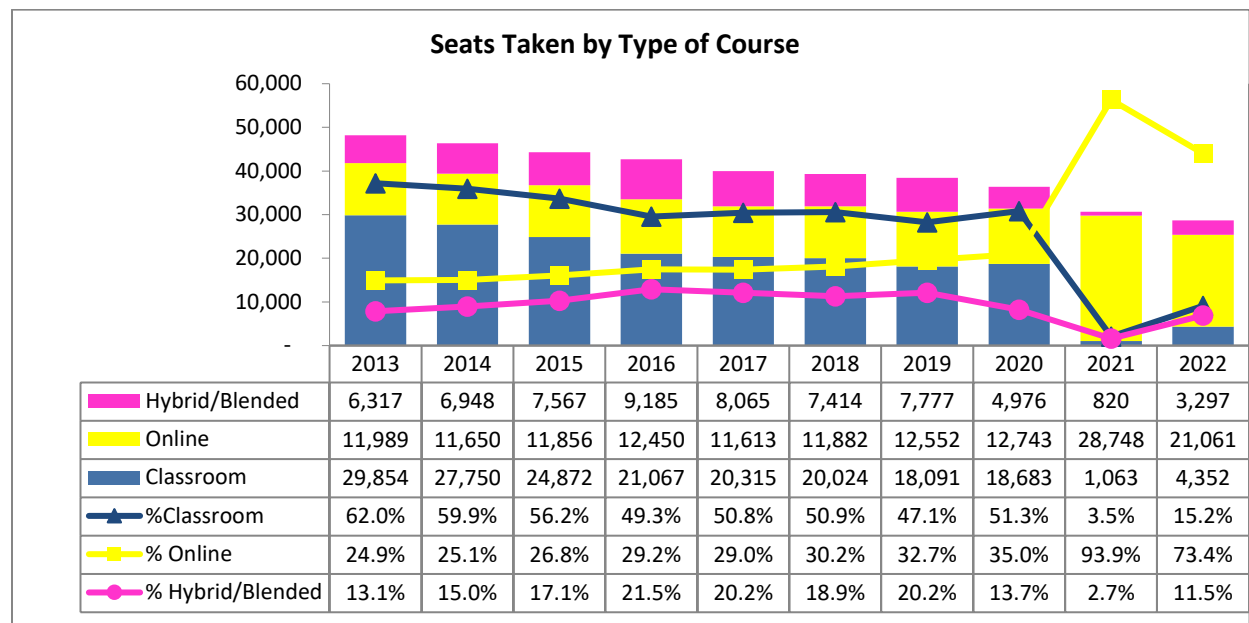


Source: Minnesota State REPL operational database.

## Seats Taken by Type

Since 2013 the total number of seats taken has decreased by 40.4 percent. The most dramatic shift occurred between FY2020 and FY2021 as the college faced COVID-19 pandemic. In this period the total number of seats taken decreased from 36,402 to 30,631 representing a 15.9 percent decline.

In FY2022, the proportion of seats taken by type changed in response to eliminating the COVID-19 pandemic restrictions. In FY2022, online seats dropped compared with FY2021 and made up 73.4 percent of seats taken, while classroom and hybrid/blended seats increased to 15.2 and 11.5 percent, respectively.

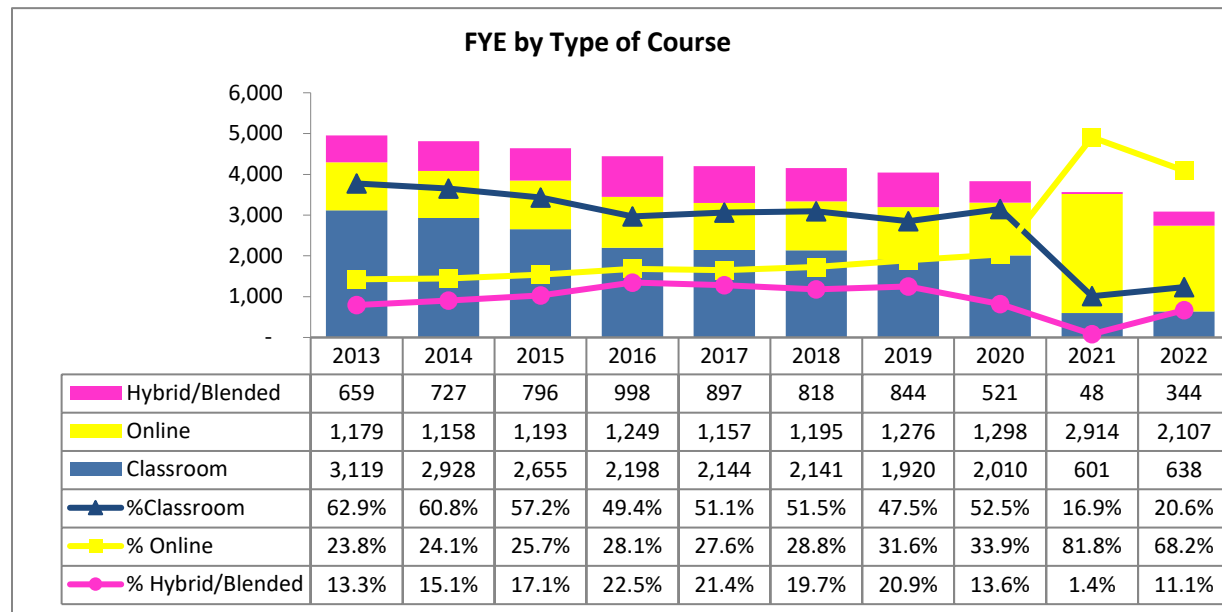


Source: Minnesota State REPL operational database.

## 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 FY2022 made up 20.6 percent of the total. This proportion declined to 16.9% due to COVID-19 in FY2021, increasing to 20.6% in FY2022.

Online courses gradually grew as a proportion of the total FYE until FY2021, when they jumped to 81.8 percent as the college responded to the pandemic. After that, however, online course FYE and its percentage moved down to 68.2 percent in FY2022.

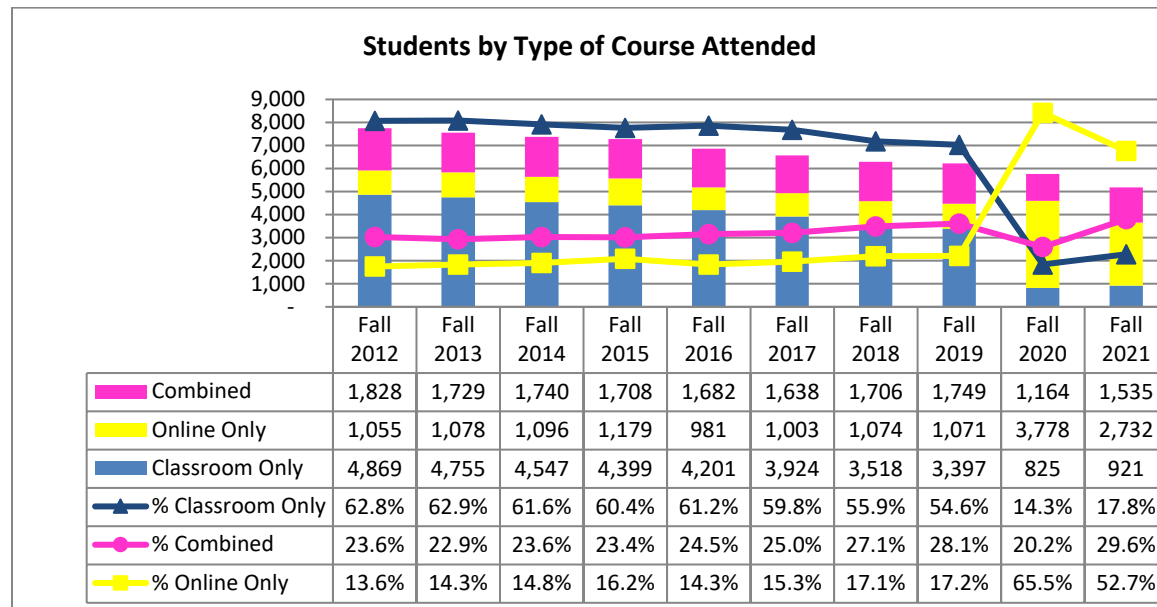


Source: Minnesota State REPL operational database.

## Enrollment in Classroom and Online Courses by Fall Term

In fall 2012, 62.8 percent of students took courses only in the classroom. This percentage has generally dropped slowly over the past ten years to 54.6 percent in fall 2019 and rapidly down to 14.3 percent in fall 2020 as part of the pandemic response. Over the same period, there has been an increase from 13.6 percent (fall 2012) to 17.2 percent (fall 2019) and 65.6 percent in fall 2020 of students taking only online courses.

The number of students taking online classes decreased to 52.7 percent after the pandemic. The percentage of students taking a combination of online and classroom courses increased from 23.6 to 28.1 in the last eight years, from fall 2012 to fall 2019 and fell, between fall 2019 and 2020, and grew up to 29.6 percent in fall 2021.

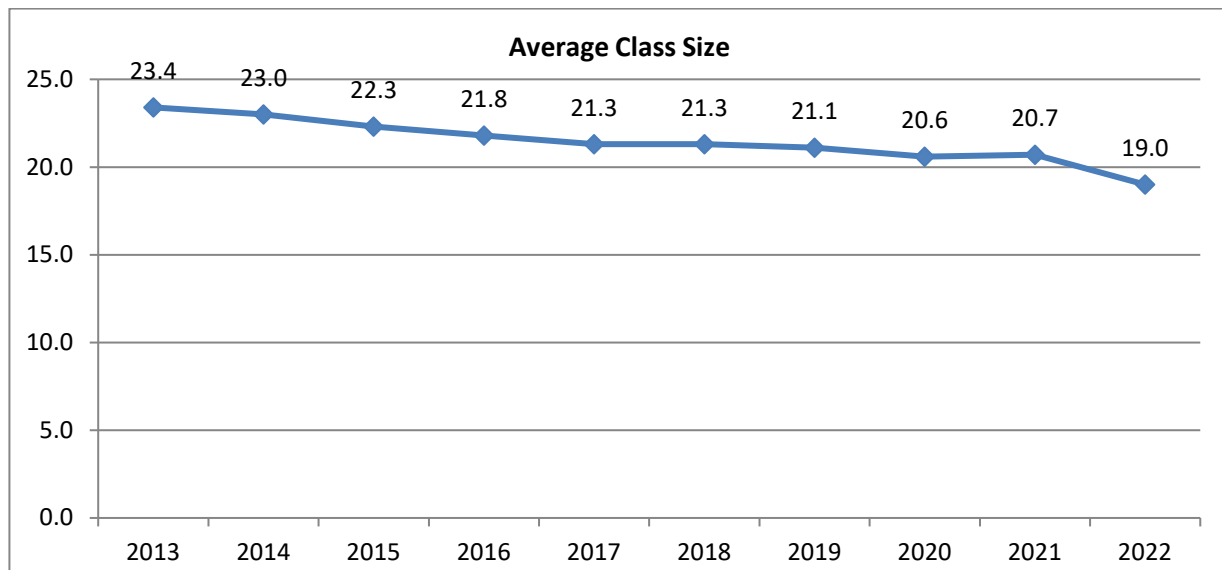


Source: Minnesota State REPL operational database.



### Average Class Size

The average class size over the past ten years has generally decreased from 23.4 in FY2013 to 19.0 in FY2022.



Source: Minnesota State REPL operational database.

## Students by Major

The following tables only include majors ranked as the student's primary major. 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 FY2013. An empty cell means that no students selected the corresponding major in that fiscal year.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>AA: Associate of Arts</b>	<b>3,509</b>	<b>3,528</b>	<b>4,187</b>	<b>4,098</b>	<b>3,718</b>	<b>3,577</b>	<b>3,462</b>	<b>3,115</b>	<b>2,329</b>	<b>1,943</b>
Biology	1	2		2						
Business Management	1									
Chemistry							1	4		
Communication Studies						21	35		2	20
Communication Studies Transfer Pathway							13	34	20	
Criminal Justice	1	1				1	1			
Economics					2	10	13	10	5	3
Economics Transfer Pathway								6	4	3
English Transfer Pathway								3	8	8
Film	31	31	27	32	17	18	28	29	16	10
Graphic Design	1									
Health Science Broad Field					1	1				
History	38	28	29	21	20	27	28	20	5	3
History Transfer Pathway								3	2	7
Histotechnology			1	1						
Liberal Arts	3016	3044	2765	2681	2407	2182	1932	1,672	1252	1017
Literature					7	11	11	11	3	
Management		1	1							
Mathematics Transfer Pathway							3	9	7	7
Medical Laboratory Technology	2	2		1	1	1				
Nursing	28	5	1							
Political Science Transfer Pathway								8	18	23
Pre Nursing	377	394	1285	1272	1121	1087	1136	1,068	794	648
Pre Nursing Mobility	13	19	75	84	63	44	35	19	14	6
Pre-Engineering		1	3	4	4	3	1	1		
Psychology					75	171	178	96	53	33
Psychology Transfer Pathway							47	122	126	155
<b>AFA: Associate of Fine Art</b>	<b>160</b>	<b>189</b>	<b>172</b>	<b>143</b>	<b>134</b>	<b>114</b>	<b>129</b>	<b>116</b>	<b>89</b>	<b>74</b>
Art Transfer Pathway										17
Creative Writing	53	57	51	36	35	32	32	34	24	17
Music	25	63	56	53	47	34	44	36	18	16
Studio Arts	50	44	46	39	32	24	28	31	34	16
Theatre	32	25	19	15	20	24	16			
Theatre Transfer Pathway							9	15	13	8

Continue to on the next page.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
AS: Associate of Science	3,812	3,616	3,391	3,405	3,402	3,352	3,314	3,071	2,388	1,978
Accounting	260	277	245	207	199	171	124	61	27	10
Accounting Technology	1	1	1		1	1	1			
Accounting Transfer Pathway							26	62	80	67
Biology	253	221	180	180	199	216	211	113	67	21
Biology Transfer Pathway							46	155	169	142
Building Inspection Technology					1					
Business Administration	196	394	475	532	523	522	314	153	72	24
Business Computer Systems & Management	123	91	87	92	76	71	72	52	44	38
Business Management	510	293	142	67	40					
Business Transfer Pathway							148	250	196	192
Chemistry	120	97	90	97	71	78	80	59	38	26
Chemistry Transfer Pathway							5	11	16	16
Computer Science	379	410	420	430	428	484	453	324	245	139
Computer Science Transfer Pathway							37	128	124	188
Construction Management	79	80	78	69	68	58	63	54	30	31
Construction Technology								4	3	3
Corporate Wellness					4	5	7	6	3	3
Corrections										8
Criminal Justice	362	346	298	282	249	216	205	169	111	78
Data Science								4	17	26
Education		6	65	122	167	162	176	173	128	121
Environmental Science										8
Exercise Science					41	66	48	24	2	
Exercise Science Transfer Pathway							6	30	61	46
Fitness	3	7	23	30	17	13	9	7	1	
Graphic Design	157	152	113	110	117	116	111	106	83	78
Health							10	45	44	38
Health Science Broad Field				59	104	125	134	146	110	95
Human Services					65	153	181	205	159	126
Individual Studies - Operations Mgmt.	1	1	1							
Individualized Studies	42	36	30	30	23	13	11	11	1	4
Law Enforcement	356	328	322	266	235	225	227	153	74	35
Law Enforcement Transfer Pathway							1	69	71	75
Management	1							28		
Marketing	64	31	12	4	1	2				
Mathematics	64	50	46	50	45	40	42		22	12
Medical Laboratory Technology	1	1	1	1						
Non-Invasive Cardiology Technology	2									
Nursing	245	259	244	293	261	214	186	164	130	115
Nursing Mobility	28	28	37	43	37	21	16	7		1
Nutrition									8	16
Paralegal	263	236	215	163	157	134	122	107	102	79
Physical Education	65	62	43	32	19	15	7	10	5	1
Pre Nursing	1	3	8	13	18	2	1			
Pre Nursing Mobility				2						
Pre-Business Management	1									
Pre-Engineering	235	206	215	231	236	229	234	181	145	116

Continue to on the next page.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>AAS: Associate of Applied Science</b>	<b>765</b>	<b>674</b>	<b>669</b>	<b>608</b>	<b>573</b>	<b>543</b>	<b>558</b>	<b>546</b>	<b>427</b>	<b>389</b>
Accounting Technology	91	63	76	93	88	97	98	100	90	69
Building Inspection Technology	11	8	4	3	4	1	1	1		
Business Administration	1	1	1	3	2	2	1			
Business Computer Systems & Management	51	52	66	61	61	51	53	46	39	45
Business Management	193	138	92	46	28					
Construction Technology							2	5	4	4
Entrepreneurship	27	37	41	30	35	36	33	37	23	30
Finance Management	34	40	41	41	36	38	47	41	41	31
Histotechnology	33	24	24	15	2	3	1	1		
Management	31	44	77	86	97	102	118	120	85	70
Marketing	37	42	53	61	73	83	78	75	54	59
Medical Laboratory Technology	246	216	190	169	147	130	126	120	91	81
Radiologic Technology	2									
Small Business Management	8	9	4							
<b>CERT: Certificate</b>	<b>450</b>	<b>421</b>	<b>384</b>	<b>348</b>	<b>315</b>	<b>302</b>	<b>261</b>	<b>286</b>	<b>237</b>	<b>254</b>
.NET Programming	5	6	6	2	4	4	6	9	2	1
Accounting	40	15	10	5	2	3	1			
Accounting Essentials	1	2	3	4	2					
Accounting Skills							1	7	6	8
Accounting, Management & Computer Systems										3
American Sign Language	28	22	23	16	15	17	14	24	19	15
Application Programming	3	2	4	6	5	8	3	2	1	3
Building Inspection Technology	9	14	13	20	16	22	41	42	35	45
Building Inspection Technology CORE	7	2								
Building Permit Technician	1									
Business Administration			1	1						
Business Communications Essentials	10	4	5	6	8	4	5	6	6	8
Business Computer Systems & Management	16	11	5	1	1	1	1	1	1	
Business Management	50	16	14	9						
Business Principles	2	3	10	7	12	23	14	20	12	16
Chemistry Laboratory Assistant	2	3	3	5	4	4	2			
Child Development										
Communication and Computer Skills									1	1
Construction Quality Assurance & Control									1	3
Construction Management	9	21	10	10	19	18	7	10	7	8
Corporate Wellness						2	1		1	
Corrections										1
Desktop Publishing Essentials	1	1		1	1		1			
E-Commerce Essentials		1	1	1	1		1	1		
E-Commerce Professional		1	2	3	1	2				
English For Academic Proficiency						6	9	11	12	8
English Speakers of Other Languages	13	14	15	11	6					
Entrepreneurship	2	9	3	5	6	5	7	5	4	3
Exercise Science					1					
Finance								15		
Finance and Investment		4	5	8	4	7	9		13	15

Continue to on the next page.

Degree/Certificate and Program Name	Number of Enrolled Students by Fiscal Year									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>CERT: Certificate</b>										
Game Programming	14	17	16	22	16	9	10	9	11	9
General Accounting	4	17	8	7	8	6	4	1		
General Management	2	2	3	2		1	1			
General Marketing	1	2								
Housing Inspection	2									
Internet Programming	14	13	11	7	9	3	4	5	4	1
Law Enforcement			1	1	1	1				
Management	2	35	15	10	10	10	15	16	18	10
Marketing	8	5	2	4						
Marketing and Sales			3	5	6	10	11	9	13	10
Medical Laboratory Technology		1	1	1						
Microsoft Office Administrative Profess		2	10	12	7	6	1	2	1	
Microsoft Office Essentials	1					4	2	1		
Microsoft Office Fundamentals		1	2	1	1	1				
Microsoft Office Principles								1		
Microsoft Office Specialist	2	3			1	1		1	1	1
Microsoft Office Technical Professional			2	1		2	1			1
Object-Oriented Programming	4	4	1	1	3	2	2	1	3	1
Paralegal	87	70	65	60	62	42	48	48	40	50
Personal Trainer	41	35	31	29	19	16	14	16	10	7
Phlebotomy Technician									1	8
Pre-Ophthalmic Technician								1		
Project Management Essentials	1	2	2	2		2	1	2		2
Public Works	52	46	51	41	45	42				
Sales	1									
Small Business Accounting	3	1	3	2	2	1	3	1		
Small Business Management	3	1								
Spanish Language		2	10	8	5	2	7	8	5	4
Web Graph Design & Programming & eCommerce	9	11	14	11	11	12	12	3	6	6
Wellness Coach					1	3	2	6	3	5
Written Communication Technologies								2		1
Not seeking degree/Undecided	526	268	432	644	555	686	280	183	70	65
<b>Grand Total</b>	<b>9,222</b>	<b>8,696</b>	<b>9,235</b>	<b>9,246</b>	<b>8,697</b>	<b>8,574</b>	<b>8,004</b>	<b>7,317</b>	<b>5,540</b>	<b>4,703</b>

Source: Minnesota State REPL operational database.

## Course Fill Rate by Subject

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

Course Fill Rate by Subject (%)										
SUBJ	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACCT	76.1	80.6	83.5	77.2	78.3	74.2	72.2	67.0	63.0	64.5
ADEV	88.5	83.8	82.7	82.8	81.3	64.5	78.3	70.7	74.1	72.2
ALTH	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	70.0
ANTH	70.3	76.5	82.1	79.6	82.2	75.1	71.3	56.4	84.3	68.2
ARBC	69.6	51.2	62.1	63.8	62.1	61.0	62.9	65.2	70.9	68.2
ART	70.0	68.6	66.9	66.1	63.3	61.0	58.5	60.4	77.0	79.7
ASL	61.9	46.2	57.1	58.5	47.9	43.4	62.5	68.4	68.0	74.6
BIOL	74.6	80.4	79.3	79.3	82.4	82.6	84.3	83.6	89.7	78.8
BIT	33.6	50.6	62.0	92.5	95.6	93.8	70.5	47.0	76.1	64.3
BUS	64.8	69.2	79.4	76.6	64.2	77.7	70.3	63.1	62.4	57.3
CHEM	78.5	67.8	67.1	72.4	72.9	82.8	87.5	83.1	90.7	80.4
CIS	78.6	74.8	84.1	76.3	71.1	78.9	60.8	61.8	59.7	52.5
CMSV	23.6	54.6	47.7	36.5	31.8	49.0	39.9	26.0	20.4	38.1
COMM	88.5	91.9	94.1	90.4	88.8	88.8	83.2	86.0	86.4	82.4
CRD	0.0	93.3	92.8	80.5	77.0	80.6	74.0	93.1	0.0	0.0
CSCI	77.5	76.6	81.0	75.8	77.1	79.8	76.4	66.6	70.7	67.3
DSCI	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.3	15.8
EAP	80.8	73.8	63.9	70.7	78.8	65.2	76.0	71.2	72.0	68.8
ECON	86.7	91.4	90.8	94.6	92.4	95.8	90.0	82.3	82.9	79.2
EDUC	64.3	50.9	100.0	81.7	75.7	85.5	77.1	56.3	61.9	42.4
EEVS	0.0	0.0	0.0	0.0	0.0	0.0	31.8	17.6	45.0	34.2
ENGL	88.8	87.4	86.7	88.2	90.9	89.8	84.9	85.4	87.4	82.0
ENGR	78.4	83.8	93.2	94.6	86.5	79.6	76.2	88.0	86.8	81.4
EXSC	66.2	60.2	64.5	69.8	66.4	68.8	65.9	71.2	69.5	69.8
FYE	93.8	81.9	76.7	82.6	72.0	64.0	56.0	58.7	53.8	46.4
GCST	0.0	0.0	67.8	79.7	68.2	67.4	67.5	66.3	67.5	44.2
GEOG	92.5	70.0	81.1	87.7	84.7	81.4	86.6	83.1	90.3	71.2
GEOL	35.3	39.6	47.7	40.3	33.2	30.5	0.0	0.0	0.0	0.0
GWS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.4
HCCC	0.0	0.0	0.0	0.0	26.7	0.0	0.0	0.0	32.0	0.0
HIST	81.1	70.2	82.6	73.5	76.2	70.4	72.2	71.3	70.7	67.5
HLTH	72.0	70.1	79.2	81.6	81.6	72.6	76.2	69.1	74.6	69.3
HONR	0.0	0.0	0.0	53.3	61.6	71.7	51.7	72.1	52.9	59.0
HSEM	43.8	70.5	64.8	70.7	0.0	0.0	0.0	0.0	0.0	0.0
HSER	0.0	0.0	0.0	0.0	35.3	58.6	79.3	72.2	59.2	50.3
HTN	76.5	69.8	44.9	33.3	33.3	33.3	0.0	0.0	0.0	0.0

Continue to on the next page.

Course Fill Rate by Subject										
SUBJ	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
INTD	75.6	47.6	72.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MATH	78.5	76.8	73.3	68.6	69.6	71.4	69.4	73.8	77.8	66.8
MLT	72.2	67.2	52.1	46.1	39.0	48.1	44.8	45.6	64.4	61.6
MUSC	53.8	55.8	58.2	52.7	49.5	43.7	50.4	52.1	43.3	46.5
NSCI	35.9	34.0	40.4	52.1	49.6	45.2	46.4	49.1	39.8	42.4
NURS	94.9	87.7	69.3	59.4	81.1	85.3	87.0	80.8	72.0	68.3
PHIL	86.0	88.5	85.8	83.7	82.1	82.4	84.1	79.9	84.4	72.3
PHYS	48.5	35.8	41.5	42.2	45.9	47.2	46.7	42.4	57.0	51.5
PLA	53.6	100.0	14.3	25.0	17.9	0.0	0.0	0.0	0.0	0.0
PLEG	61.6	56.9	61.6	57.2	64.0	60.0	53.6	45.7	51.4	49.0
POLS	84.1	86.4	89.0	89.3	88.8	85.3	89.3	81.8	87.3	76.2
PSYC	78.2	76.0	79.4	83.8	87.8	85.4	83.7	86.8	87.7	79.3
PUBW	99.1	86.6	54.2	95.8	64.7	84.7	0.0	0.0	0.0	0.0
SOC	78.3	81.7	84.2	79.4	83.2	86.3	86.5	77.9	76.2	67.1
SPAN	58.4	51.5	50.6	57.0	72.3	58.9	66.1	65.4	68.4	71.8
TFT	54.8	68.7	71.6	63.1	50.3	48.3	53.3	48.6	33.2	46.4

Source: Minnesota State REPL operational database.

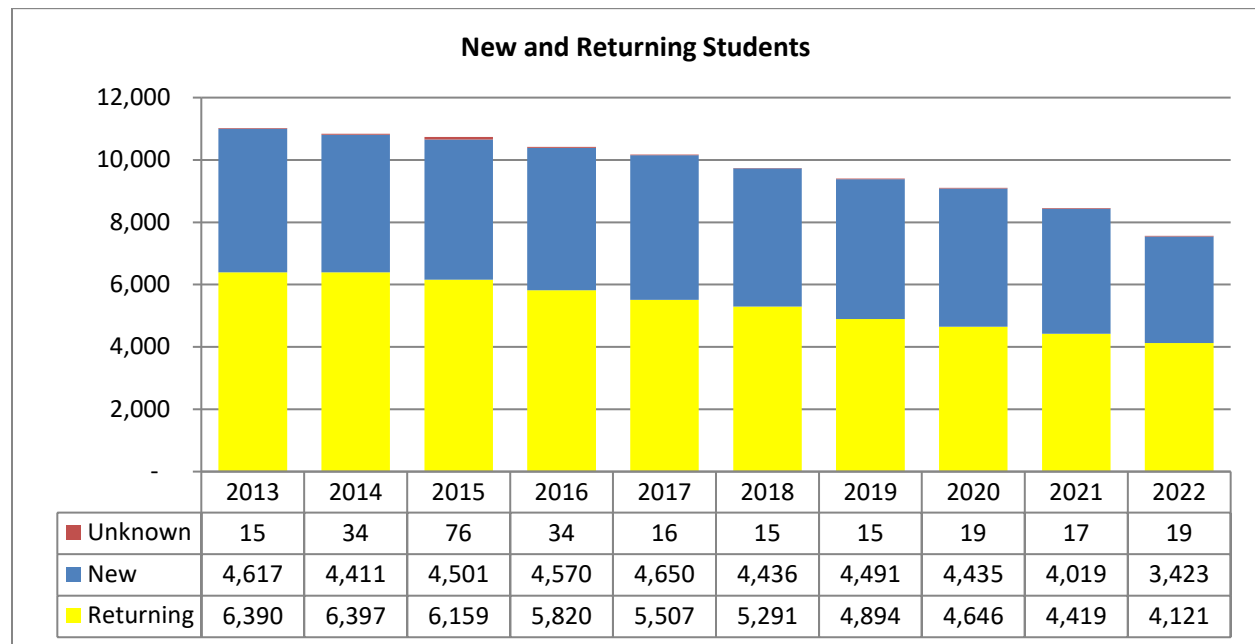
#### Subject descriptions

Subject	Description	Subject	Description	Subject	Description
ACCT	Accounting	DSCI	Data Science	HSER	Human Services
ADEV	Academic Development	EAP	English Language for Academic Purposes	HTN	Histotechnology
ALTH	Allied Health	ECON	Economics	INTD	Interdisciplinary Studies
ANTH	Anthropology	EDUC	Education	MATH	Mathematics
ARBC	Arabic	EEVS	Earth and Environmental Science	MLT	Medical Lab Technician
ART	Art and Design	ENGL	English	MUSC	Music
ASL	American Sign Language	ENGR	Engineering	NSCI	Natural Science
BIOL	Biology	EXSC	Exercise Science	NURS	Nursing
BIT	Building Inspection Technology Department	FYE	First Year Experience	PHIL	Philosophy
BUS	Business/Marketing/Retailing	GCST	Global and Cultural Studies	PHYS	Physics
CHEM	Chemistry	GEOG	Geography	PLA	Prior Learning Assessment
CIS	Computer Information Systems Mgmt	GEOG	Geography	PLEG	Paralegal
CMSV	Construction Mgmt/Supervision	GEOL	Geology	POLS	Political Science
COMM	Communication Studies	GWS	Gender and Women's Studies	PSYC	Psychology
CRD	Career Development	HCCC	Health Care Core Curriculum	PUBW	Public Works
CSCI	Computer Science	HIST	History	SOC	Sociology
		HLTH	Health	SPAN	Spanish
		HONR	Honors		
		HSEM	Honors Seminar	TFT	Theater, Film, and Television

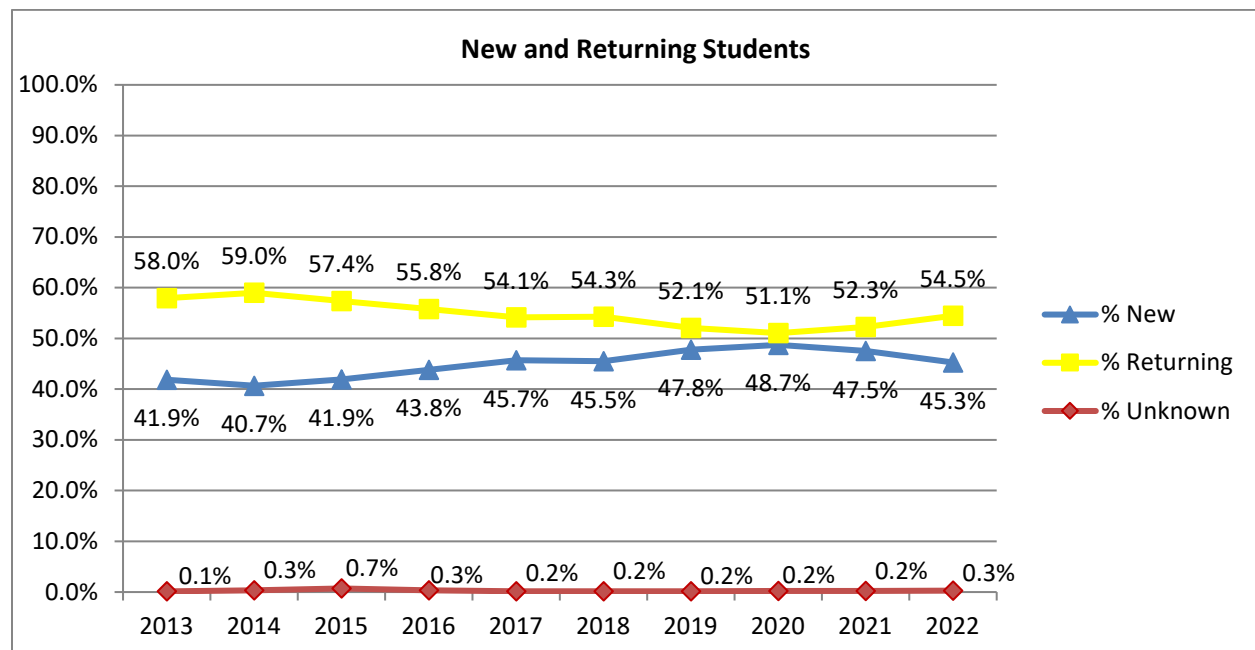
## Student Profile – Credit Students

### New and Returning Students

In the fiscal year 2022, 45.3 percent, or 3,423 North Hennepin students were new to the college, 54.5 percent were continuing or returning students, and 0.3 percent were of unknown status. Since FY2020, the proportion of returning students has increased.



Source: Minnesota State REPL operational database.

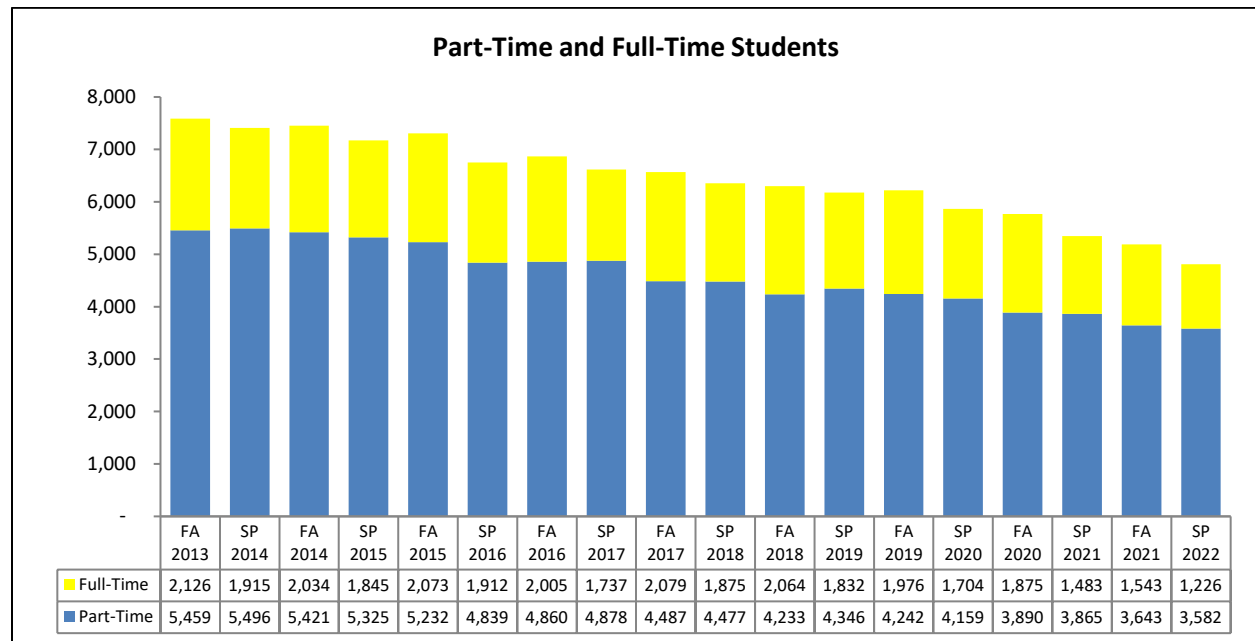


Source: Minnesota State REPL operational database.



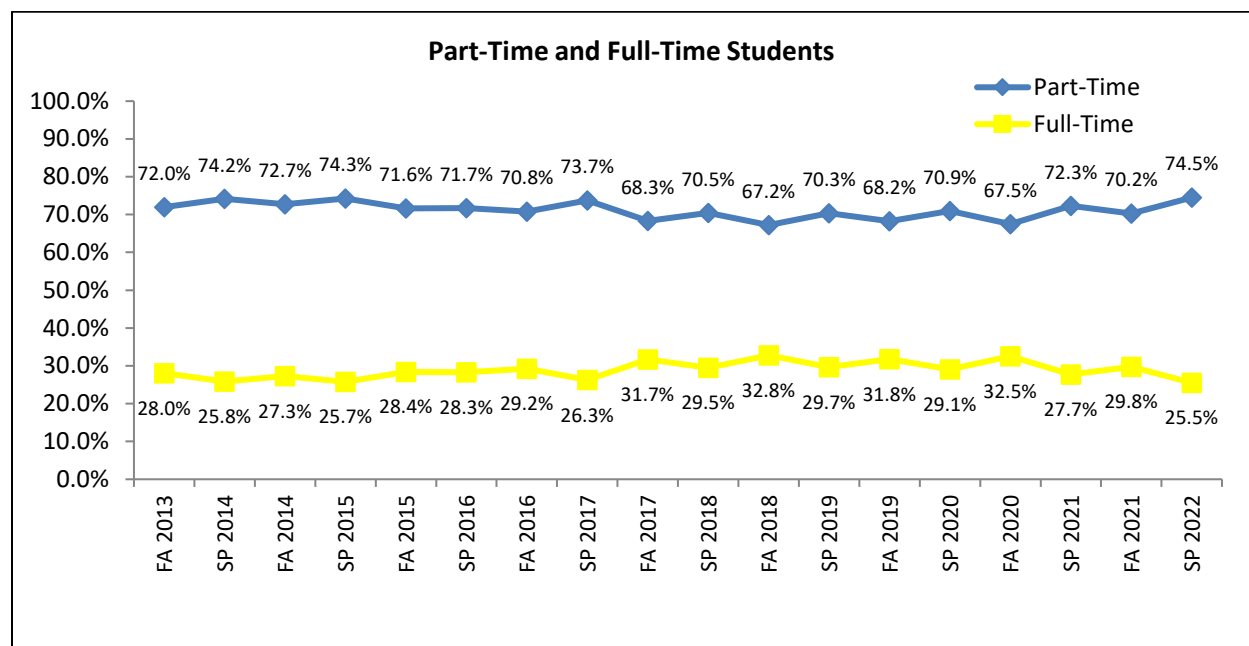
## Full-Time and Part-Time Status

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



Source: Minnesota State REPL operational database.

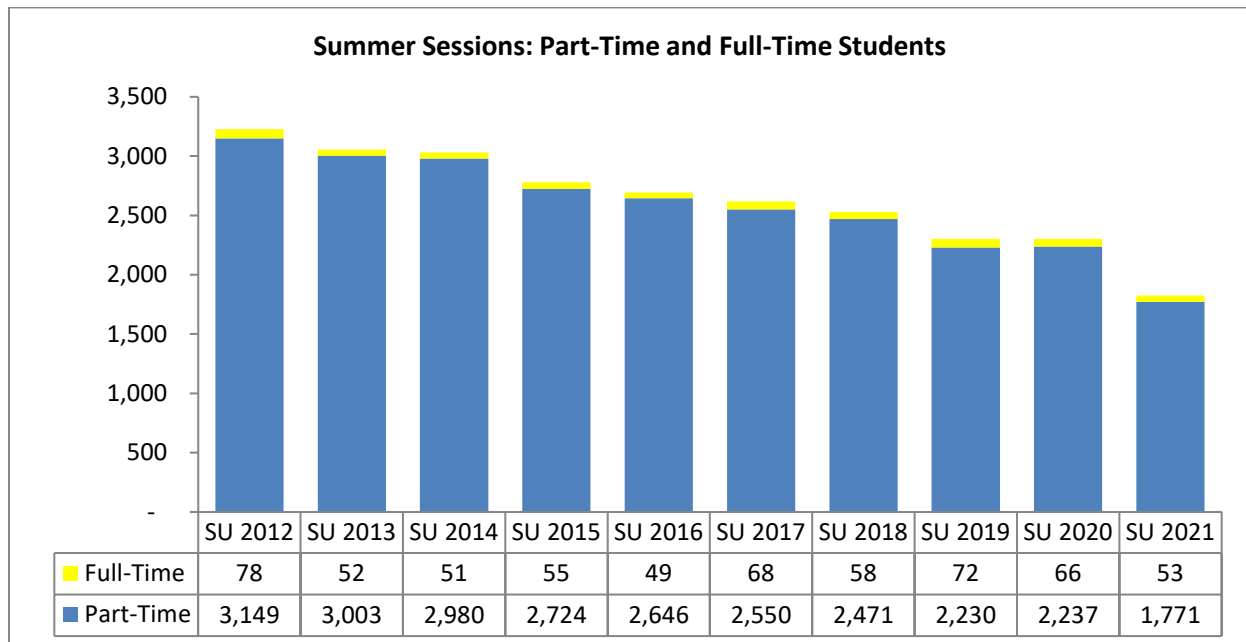
Note: FA-fall term, SP-spring term.



Source: Minnesota State REPL operational database.

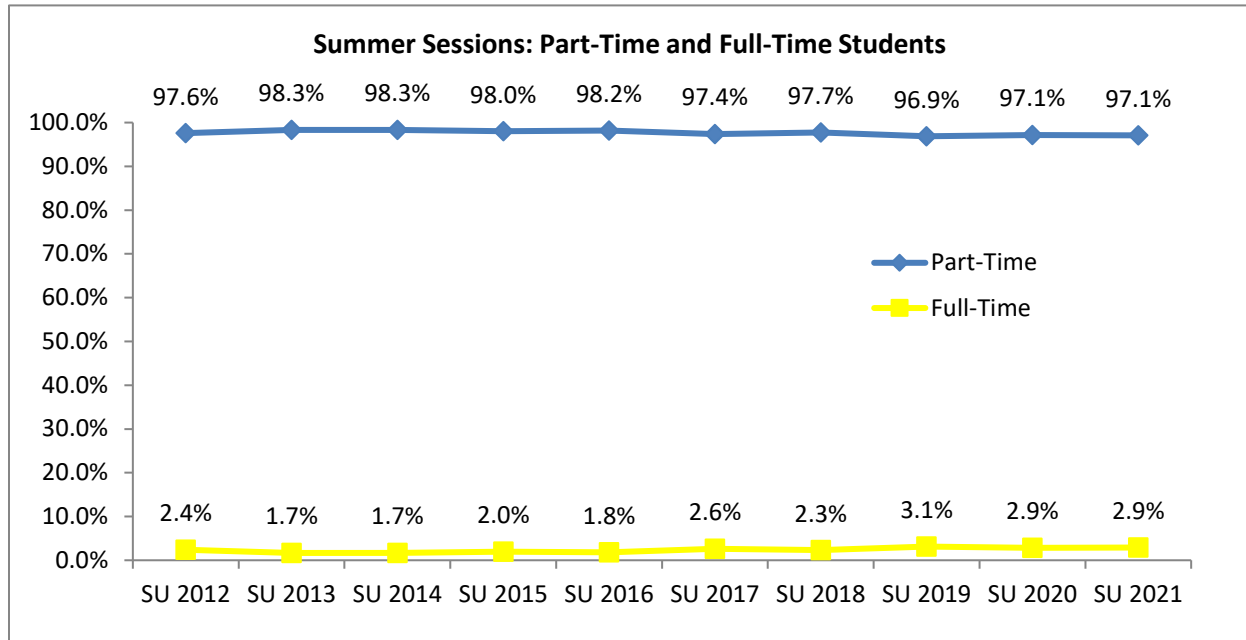
Note: FA-fall term, SP-spring term.

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



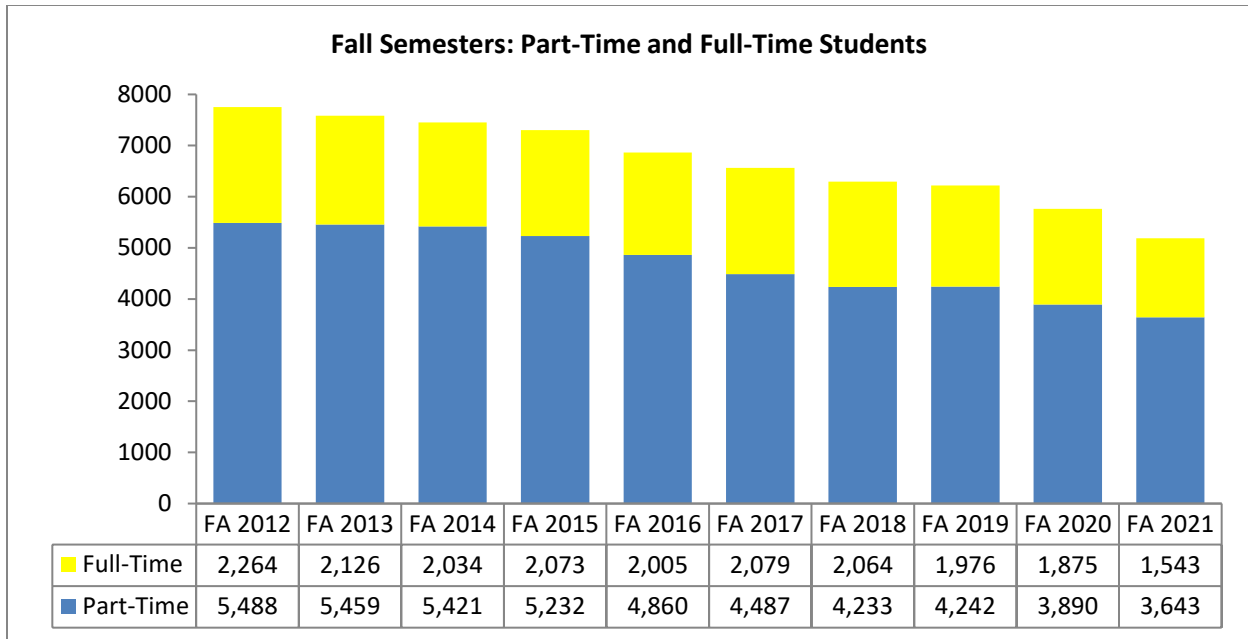
Source: Minnesota State REPL operational database.

Note: SU-summer term.



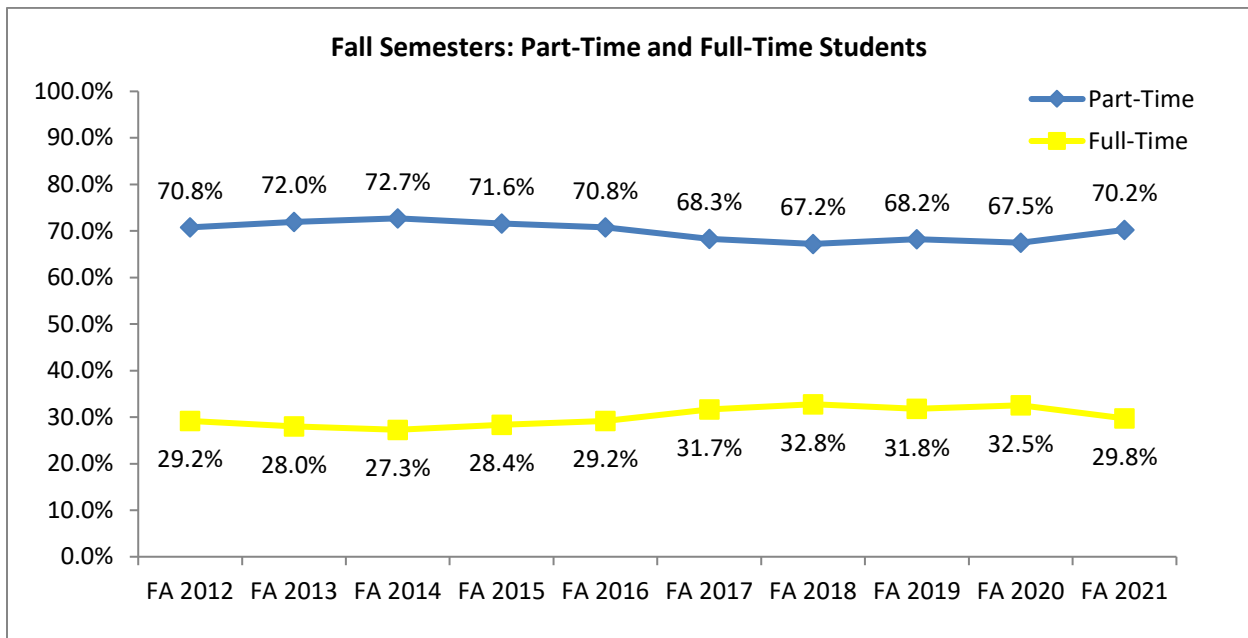
Source: Minnesota State REPL operational database.

Note: SU-summer term.



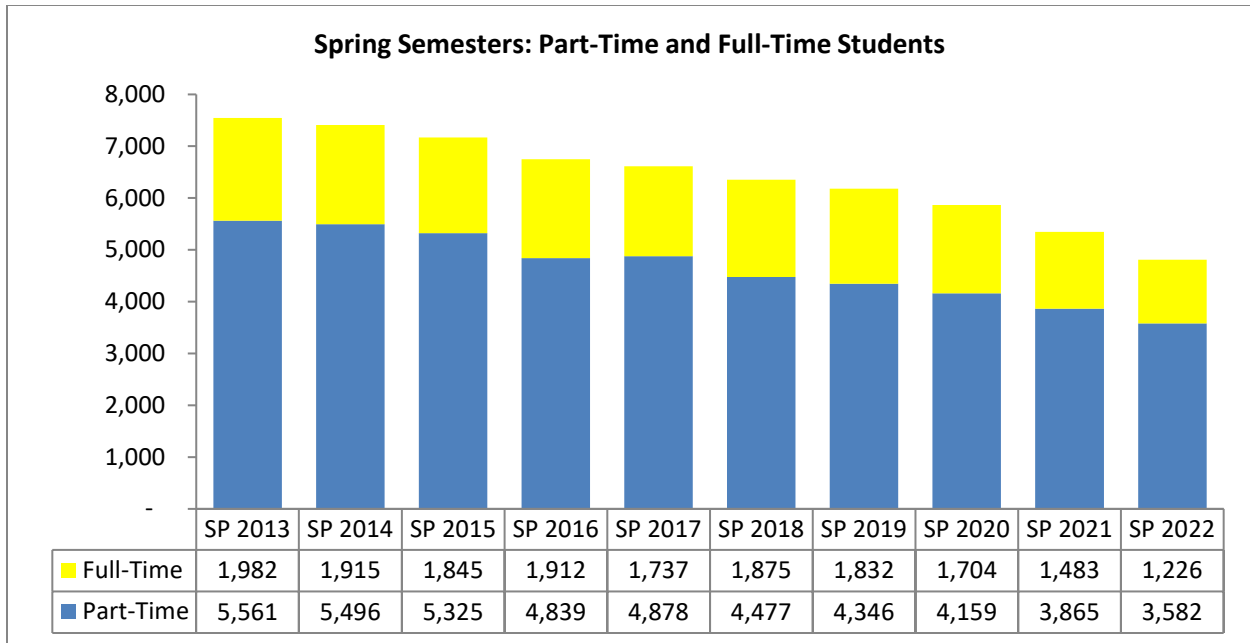
Source: Minnesota State REPL operational database.

Note: FA-fall term.



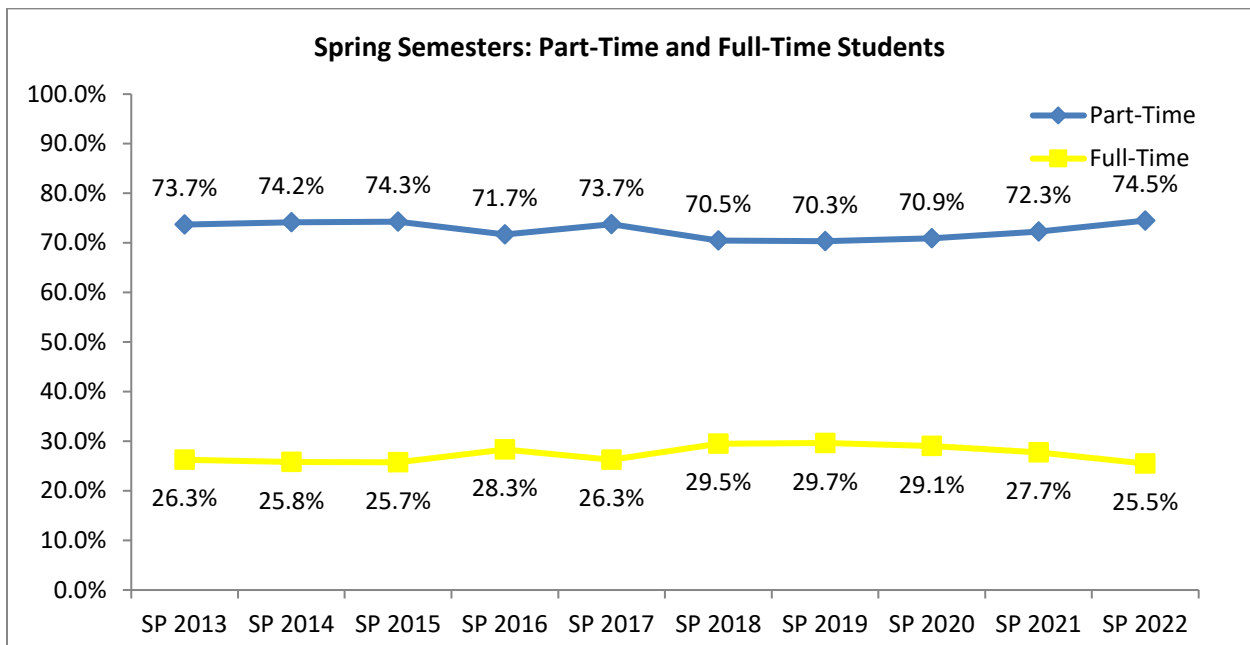
Source: Minnesota State REPL operational database.

Note: FA-fall term.



Source: Minnesota State REPL operational database.

Note: SP-spring term.

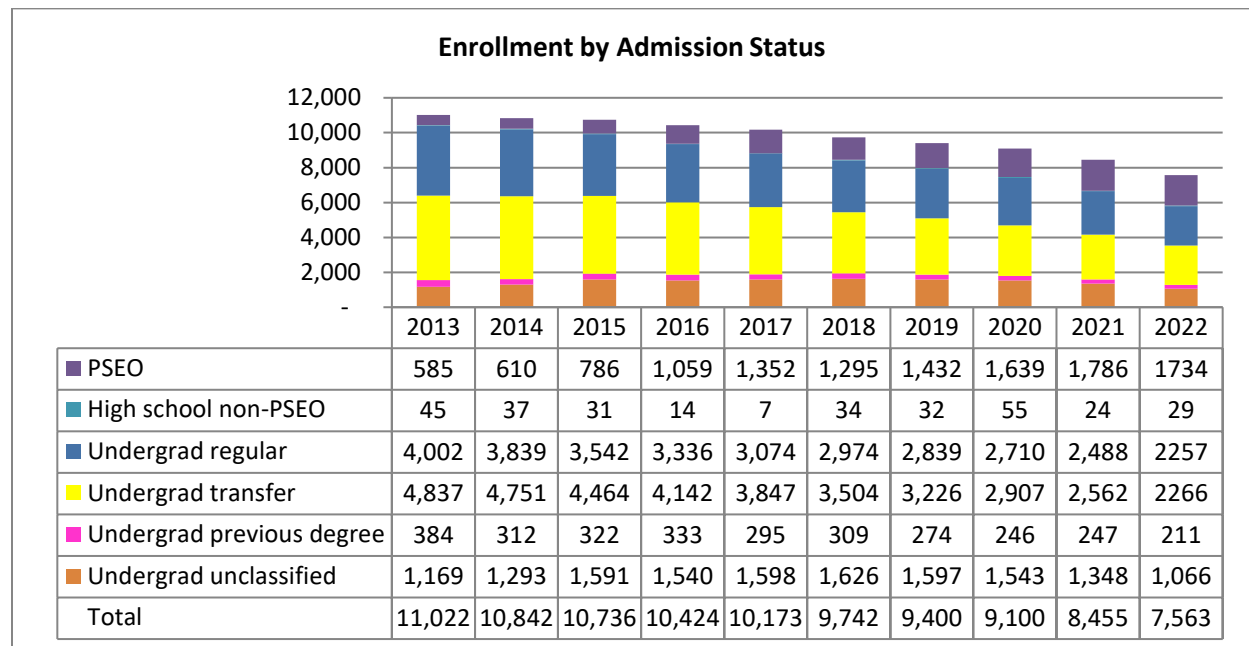


Source: Minnesota State REPL operational database.

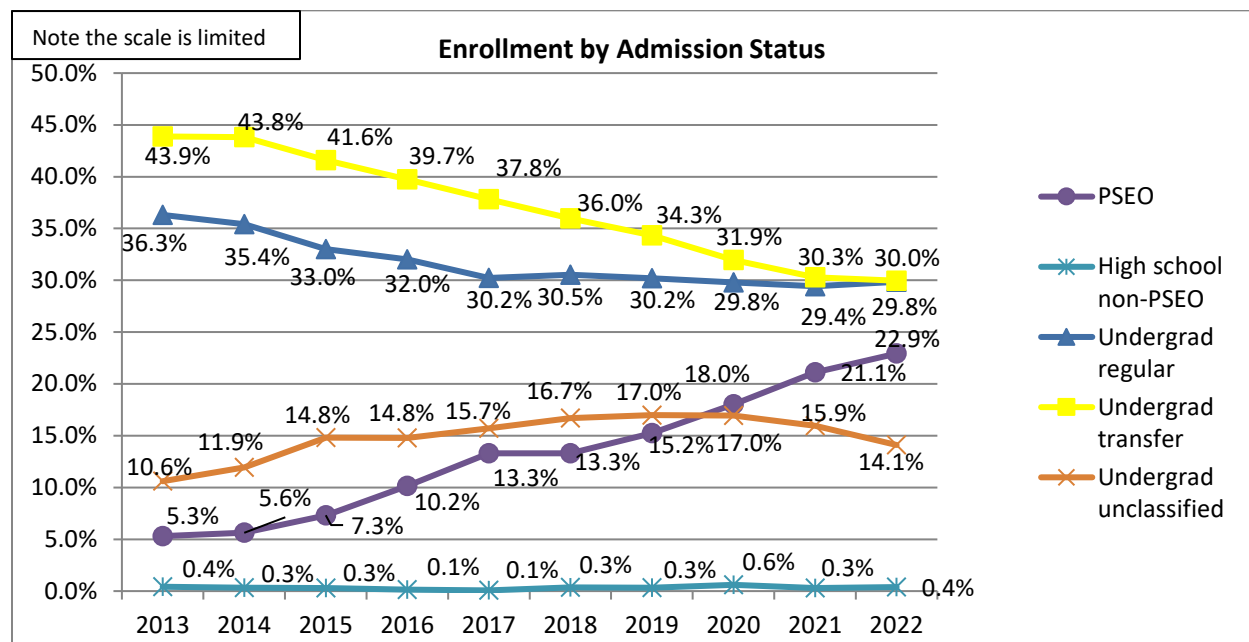
Note: SP-spring term.

## Admission Status

Undergraduate transfer and Undergraduate regular students represent the two most significant proportions of NHCC student enrollment in FY2022. They have 30.0 and 29.8 percent respectively and practically do not change in the past two years. The proportion of students representing PSEO admissions status has steadily grown over the past decade. This proportion reached 22.9 percent in FY2022.



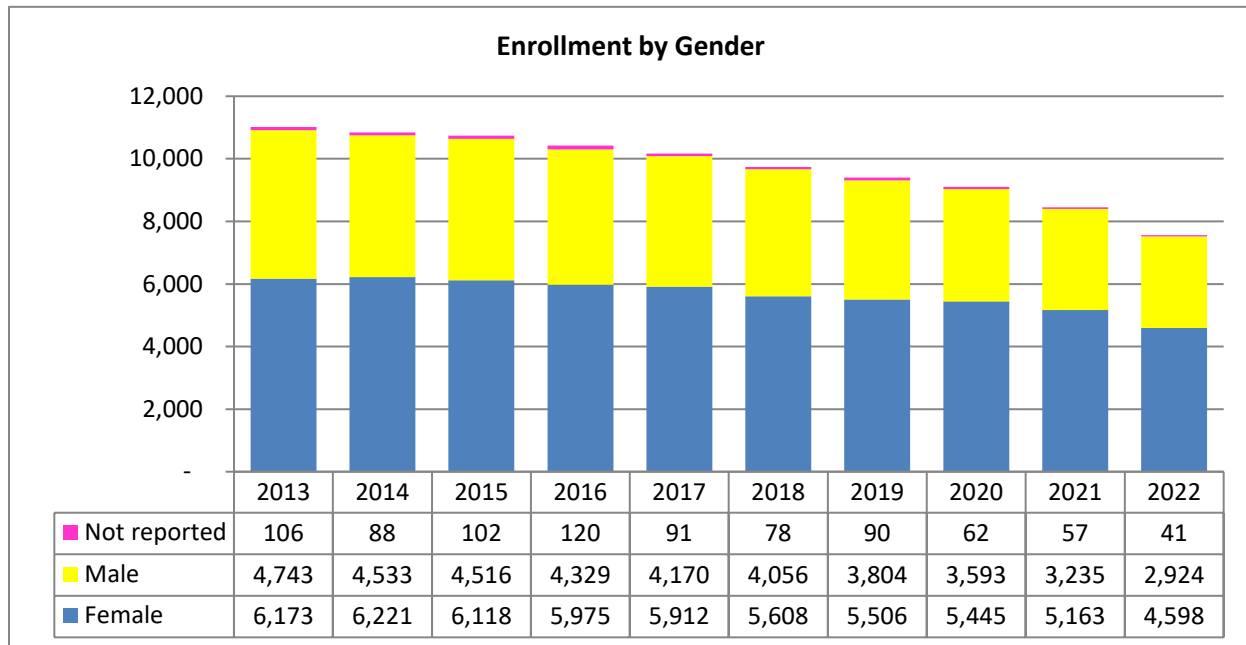
Source: Minnesota State REPL operational database.



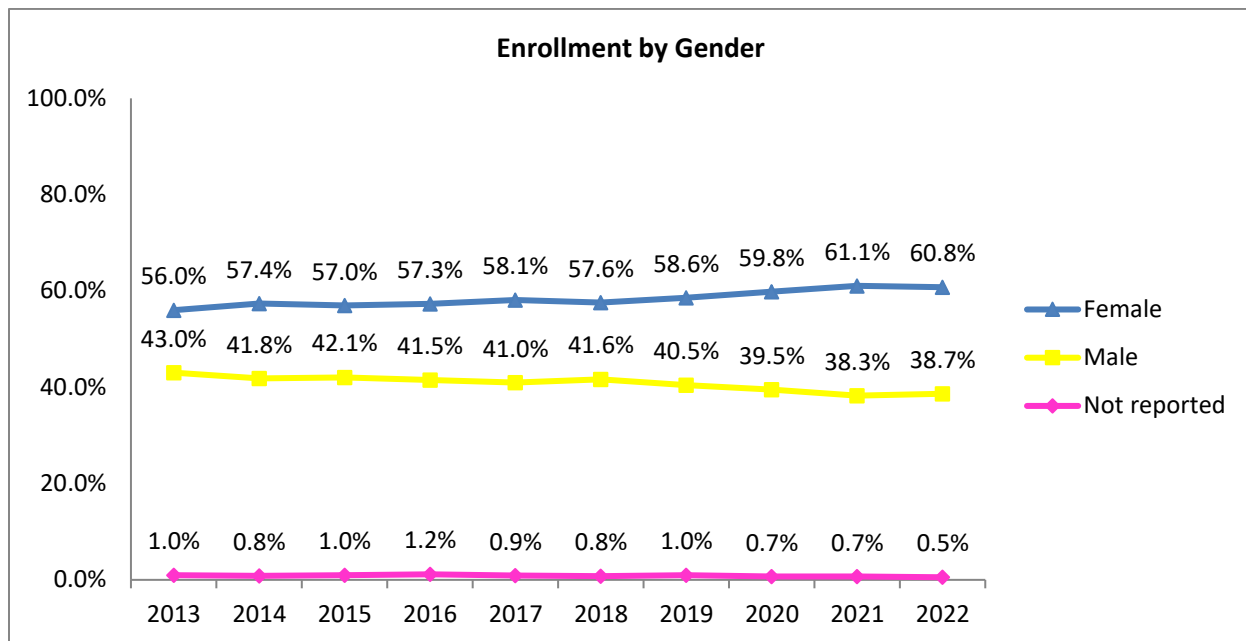
Source: Minnesota State REPL operational database.

## Gender

In FY2022 60.8 percent of NHCC's students were female and 38.7 percent were male.



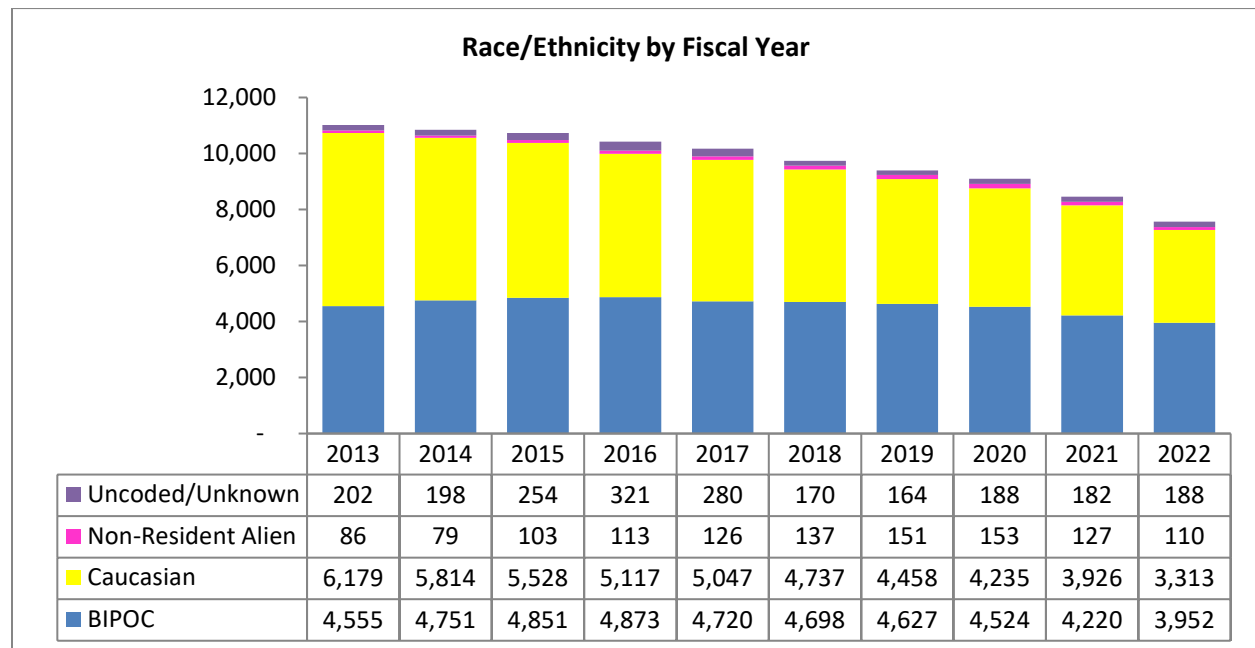
Source: Minnesota State REPL operational database.



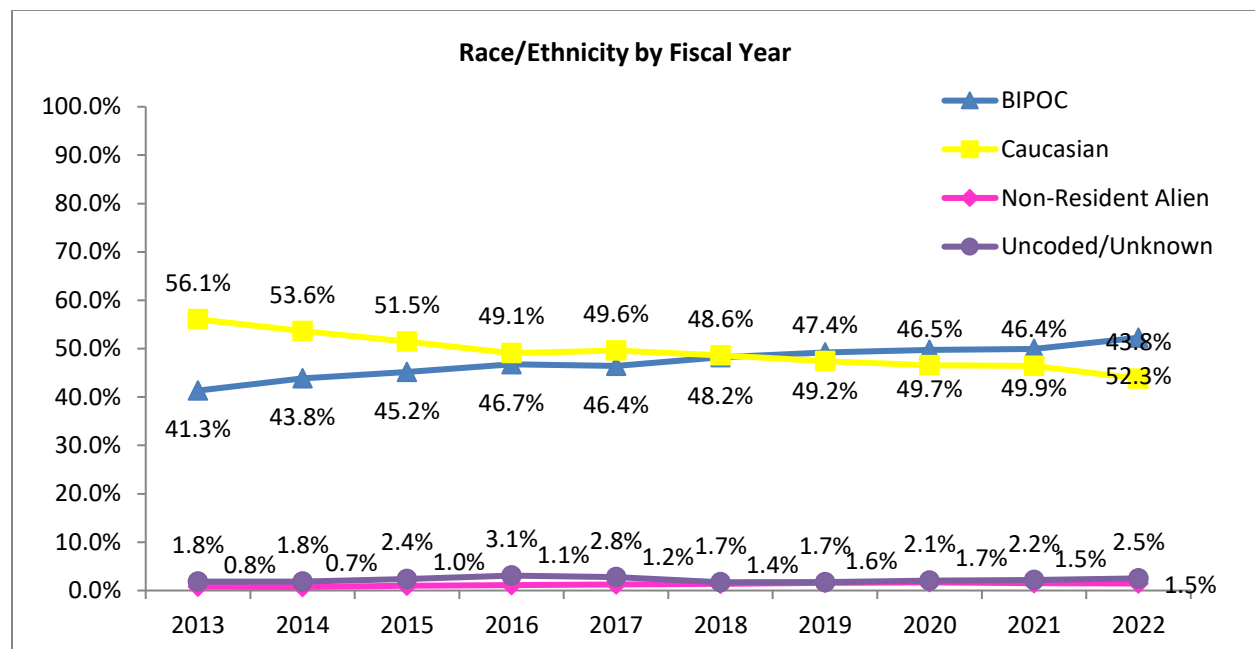
Source: Source: Minnesota State REPL operational database.

## Race/Ethnicity

As illustrated below, North Hennepin's enrollment has become more diverse over the ten years. The population of BIPOC students increased from 41.3 percent in FY2013 to 52.3 percent in FY2022.

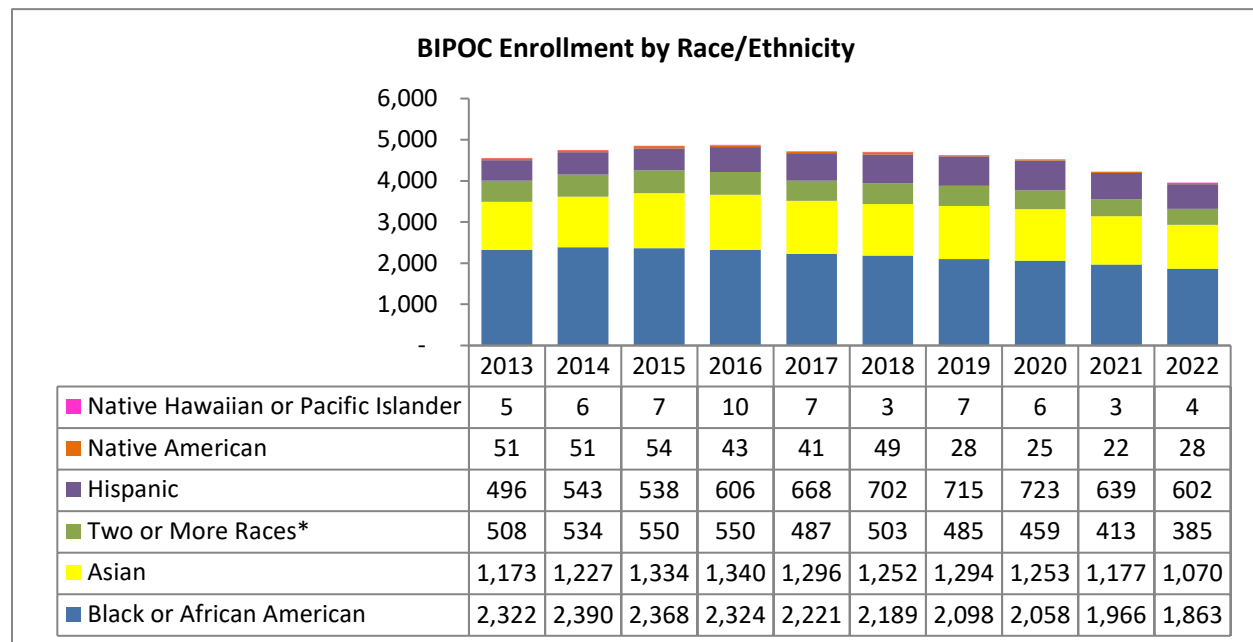


Source: Minnesota State REPL operational database.



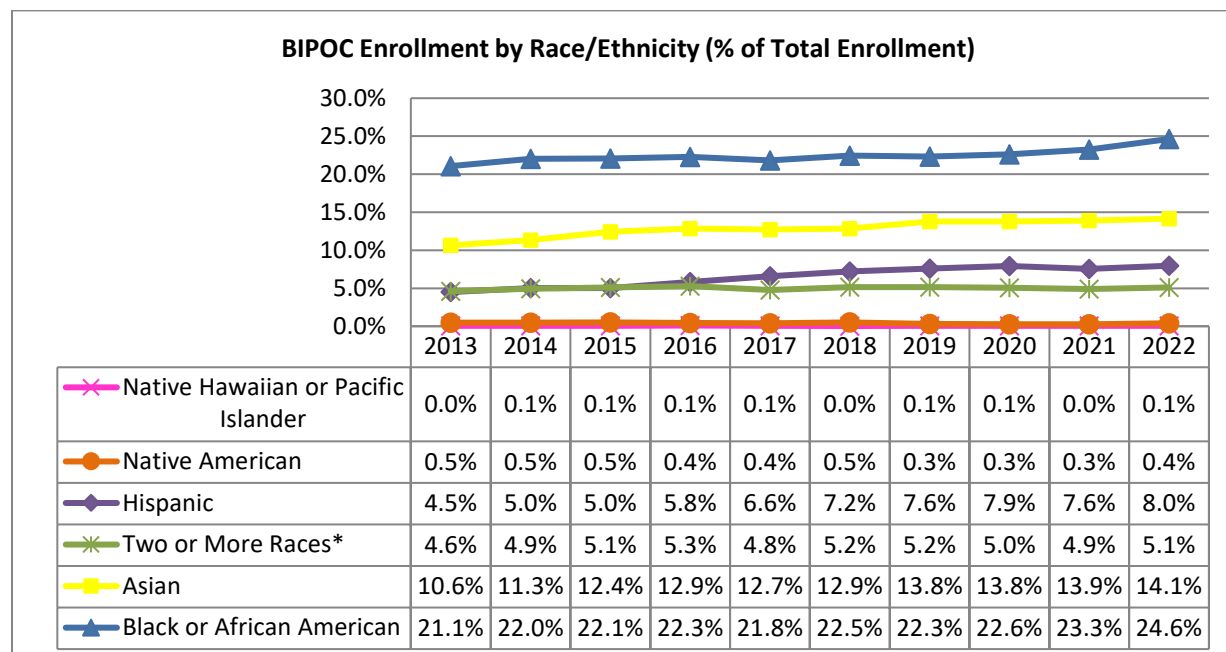
Source: Minnesota State REPL operational database.

BIPOC students encompass six different race/ethnic groups. In FY2022, Black or African American students comprised the most significant number of NHCC's students of color at 24.6 percent, followed by Asian students at 14.1 percent. The number and proportion of Hispanic students have grown since FY2013 (except FY2021) and is currently felt at 8.0 percent. Students identifying multiple races hover at 5.1 percent of students. Native American and Native Hawaiian or Pacific Islander students 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.



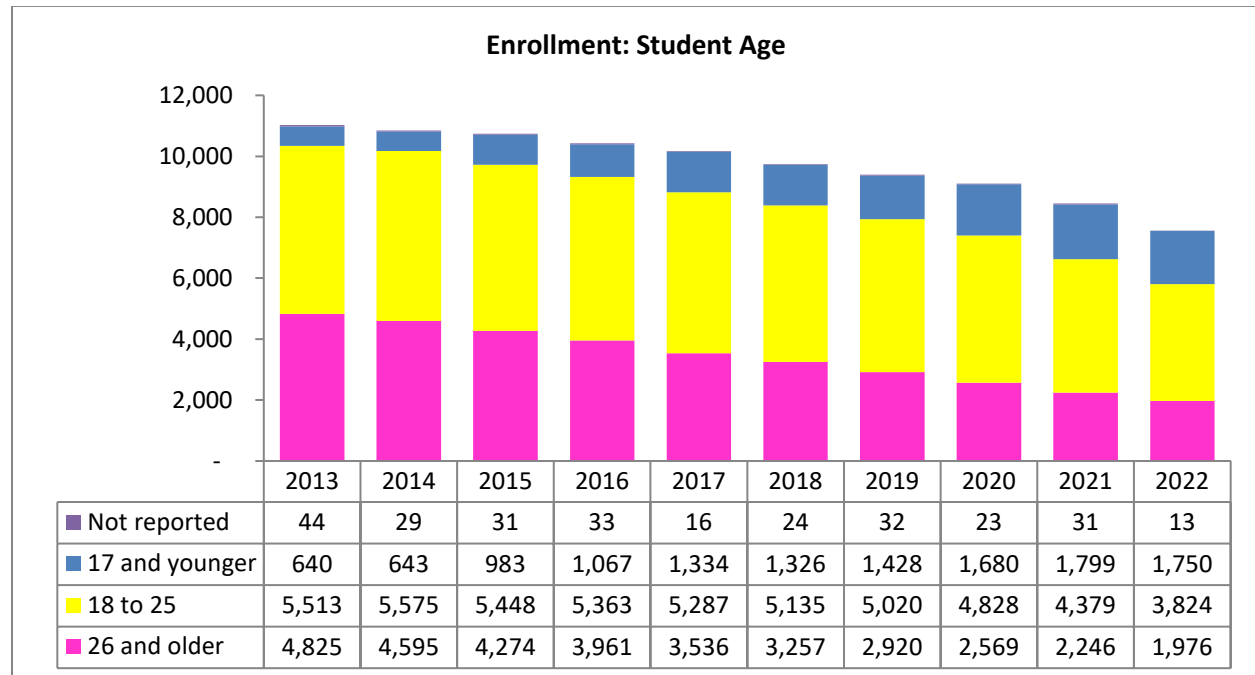
Source: Minnesota State REPL operational database

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

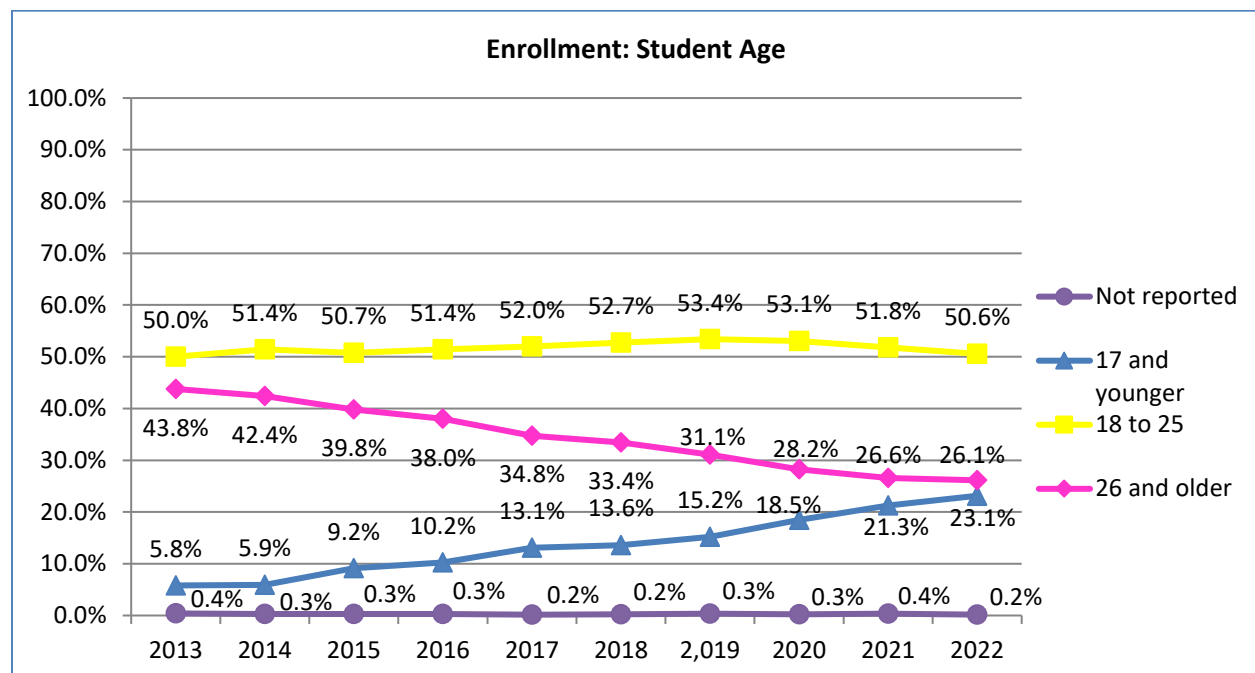


## Age

NHCC enrolled 3,824 students age 18 to 25 in FY2022. Generally, the number of students aged 26 or older has decreased across the decade. The proportion of the student body age 26 or older has declined since FY2013 from 43.8 percent of students to 26.1 percent in FY2022. Students 17 years and younger have increased since FY2013 from 5.8 to 23.1 percent of the student body in FY2022.



Source: Minnesota State REPL operational database.



Source: Minnesota State REPL operational database.

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

Enrollment by Age										
Age Range	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
17 and younger	640	643	983	1,067	1,334	1,326	1,428	1,680	1,799	1,750
18 to 21	3,430	3,554	3,402	3,446	3,372	3,313	3,379	3,277	2,954	2,655
22 to 25	2,083	2,021	2,046	1,917	1,915	1,822	1,641	1,551	1,425	1,169
26 to 30	1,806	1,622	1,547	1,440	1,287	1,196	1,144	983	886	743
31 to 35	1,110	1,132	1,007	959	866	769	684	642	497	474
36 to 40	671	677	631	570	522	517	429	380	350	290
41 to 45	531	472	461	420	362	320	266	213	213	206
46 to 50	361	363	311	279	239	208	182	140	132	107
51 to 55	212	190	171	154	133	126	110	92	79	67
56 to 60	78	87	87	81	85	70	62	63	47	35
Greater than 60	56	52	59	58	42	51	43	56	42	54
Not reported	44	29	31	33	16	24	32	23	31	13
<b>Total</b>	<b>11,022</b>	<b>10,842</b>	<b>10,736</b>	<b>10,424</b>	<b>10,173</b>	<b>9,742</b>	<b>9,400</b>	<b>9,100</b>	<b>8,455</b>	<b>7,563</b>

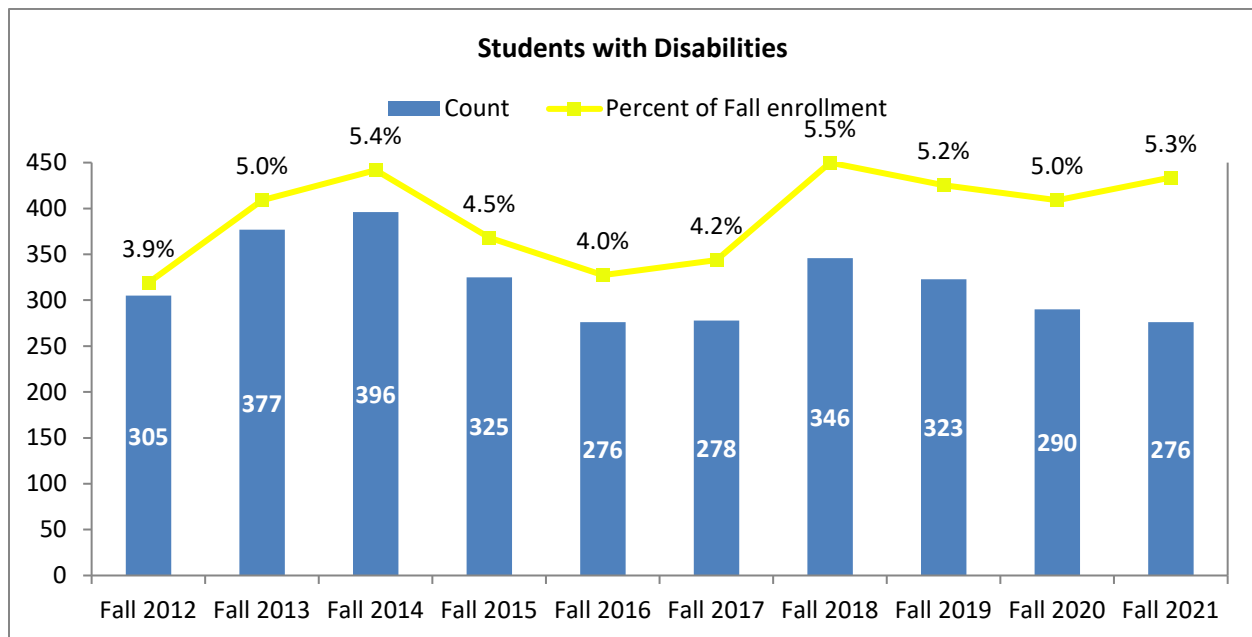
Source: Minnesota State REPL operational database.

Enrollment by Age										
Age Range	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
17 and younger	6%	6%	9%	10%	13%	14%	15%	18%	21%	23%
18 to 21	31%	33%	32%	33%	33%	34%	36%	36%	35%	35%
22 to 25	19%	19%	19%	18%	19%	19%	17%	17%	17%	15%
26 to 30	16%	15%	14%	14%	13%	12%	12%	11%	10%	10%
31 to 35	10%	10%	9%	9%	9%	8%	7%	7%	6%	6%
36 to 40	6%	6%	6%	5%	5%	5%	5%	4%	4%	4%
41 to 45	5%	4%	4%	4%	4%	3%	3%	2%	3%	3%
46 to 50	3%	3%	3%	3%	2%	2%	2%	2%	2%	1%
51 to 55	2%	2%	2%	1%	1%	1%	1%	1%	1%	1%
56 to 60	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
Greater than 60	1%	0%	1%	1%	0%	1%	0%	1%	0%	1%
Not reported	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Minnesota State REPL operational database.

## Disability Status

The percentage of North Hennepin students receiving services for a documented disability has varied since fall 2012 and, generally, increased from 3.9 percent to 5.3 percent in fall 2021.



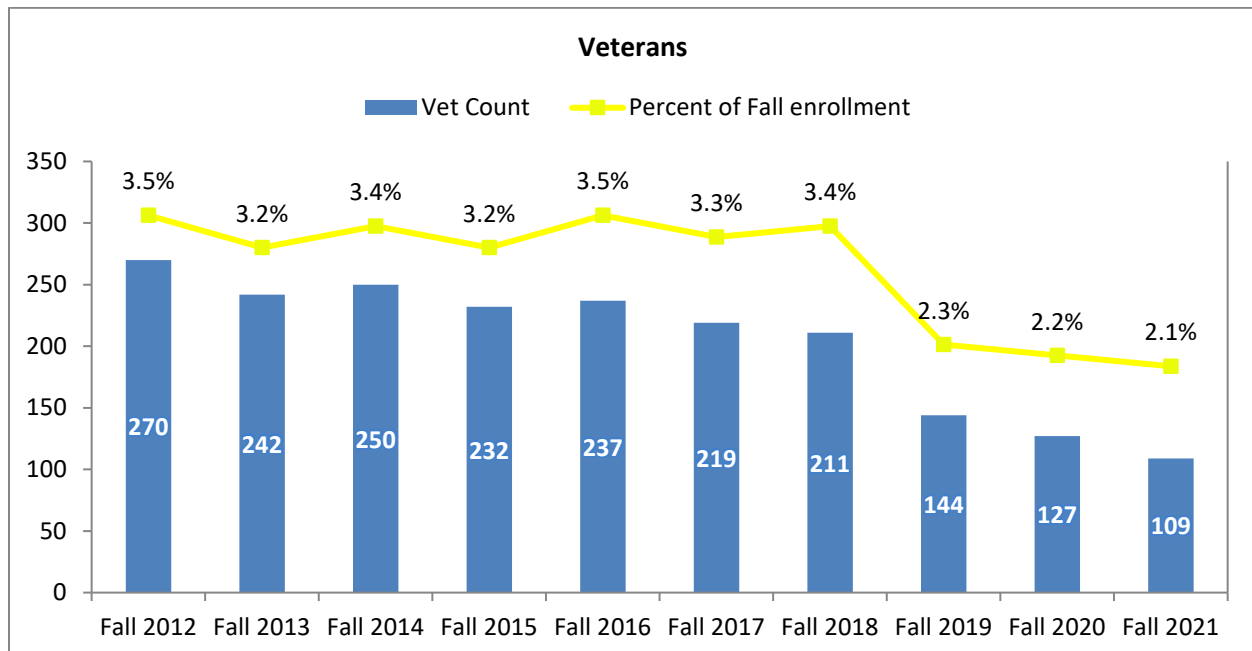
Source: Minnesota State REPL operational database.

## Veterans

In fall 2021, 109 students identified themselves as a veteran. This represented a 14.2 percent decline from fall 2020 numbers.

In fall 2021, veterans represented 2.1 percent of the student body. Overall, the historical trend went down from 3.5 percent in fall 2012 to 2.1 percent in fall 2021.

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.

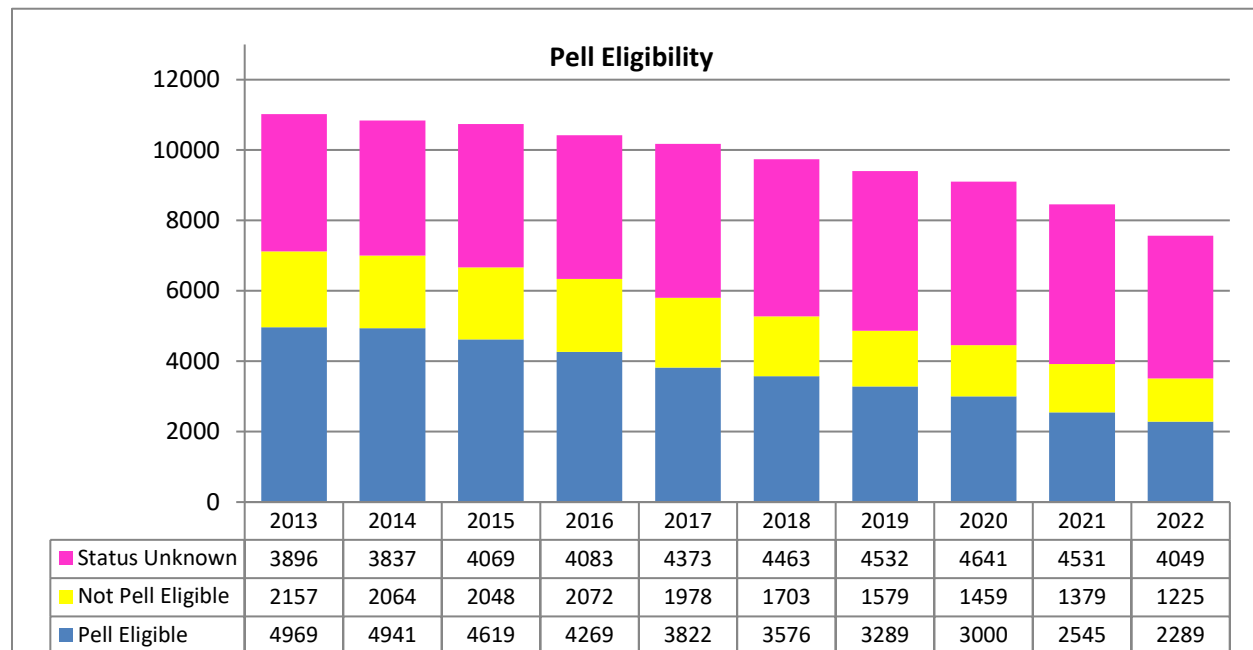


Source: Minnesota State REPL operational database.

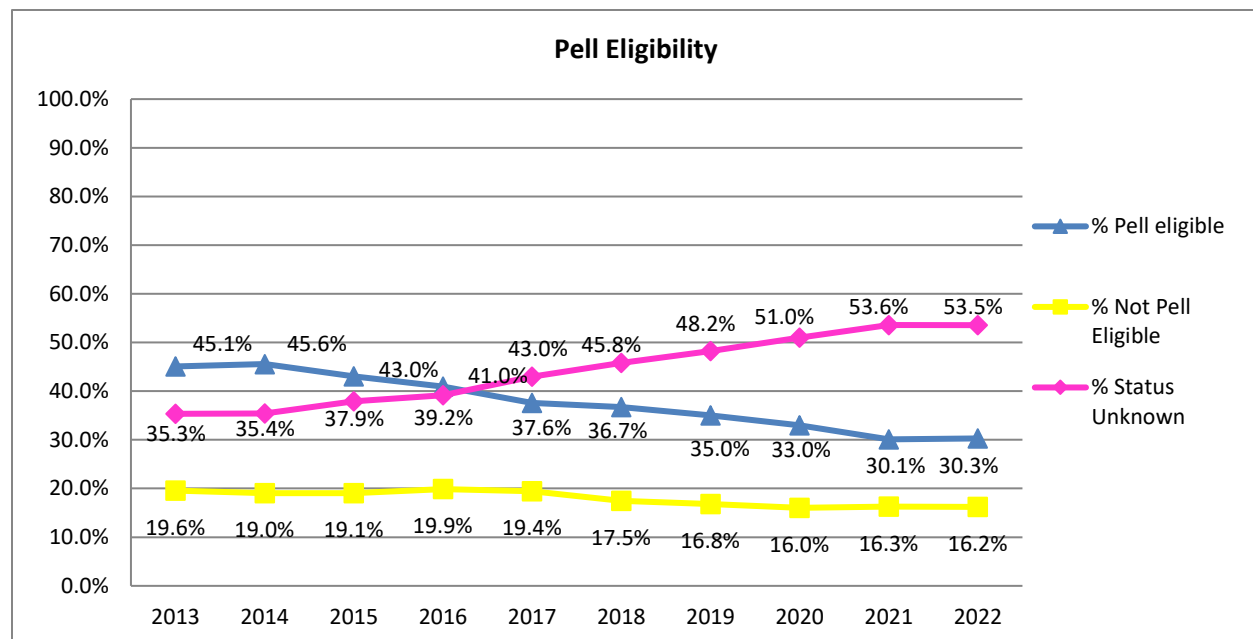
Note: This represents self-reported data from the application for admission.

## Low-Income Status/Pell Eligibility

Pell eligibility is often used to identify low-income students. In FY2022 year 2,289 students were Pell eligible, or 30.3% of the student population. Non-Pell eligible students made up 16.2% of the enrollment. The percentage of students whose Pell eligibility status is unknown made up 53.5% of students in FY2022. While the proportion of students not eligible has remained relatively flat since FY2013 at 16-20 percent. The percentage of Pell eligible and not eligible students was relatively the same in FY2021 and FY2022.



Source: Minnesota State REPL operational database.



Source: Minnesota State REPL operational database.

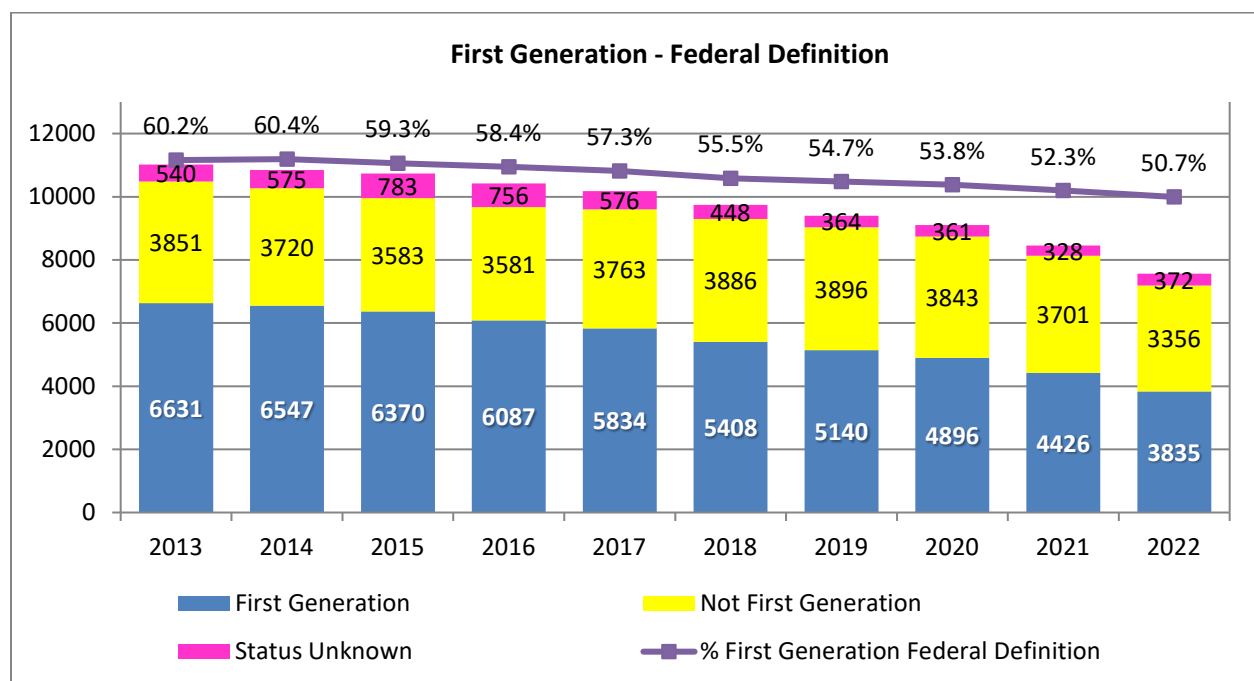
## First Generation Status

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 next few sections, there are state and federal definitions 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). Because of the difference, the federal definition of the term includes more students than the Minnesota definition.

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

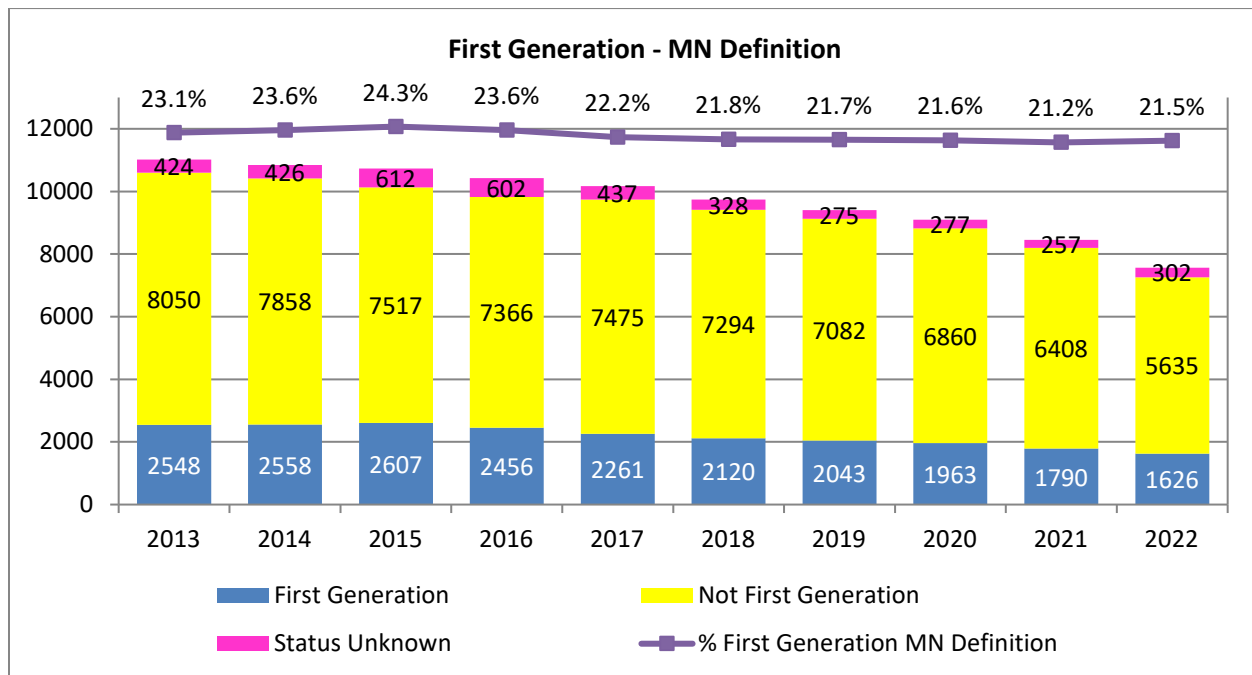
Between fiscal years 2013 and 2022, the percent of students identified as meeting the federal first generation definition decreased slightly from 60.2 percent to 50.7 percent. The number of students identified as meeting the federal first generation definition in the fiscal year 2022 is 3835, the lowest it has been over the last ten years.



Source: Minnesota State REPL operational database.

### *First Generation Minnesota Definition: Neither parent attended any college*

The percent of North Hennepin students who met the Minnesota definition for first generation has been consistently hovering between about 21-24 percent over the past ten years.



Source: Minnesota State REPL operational database.

## Underrepresented Status

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

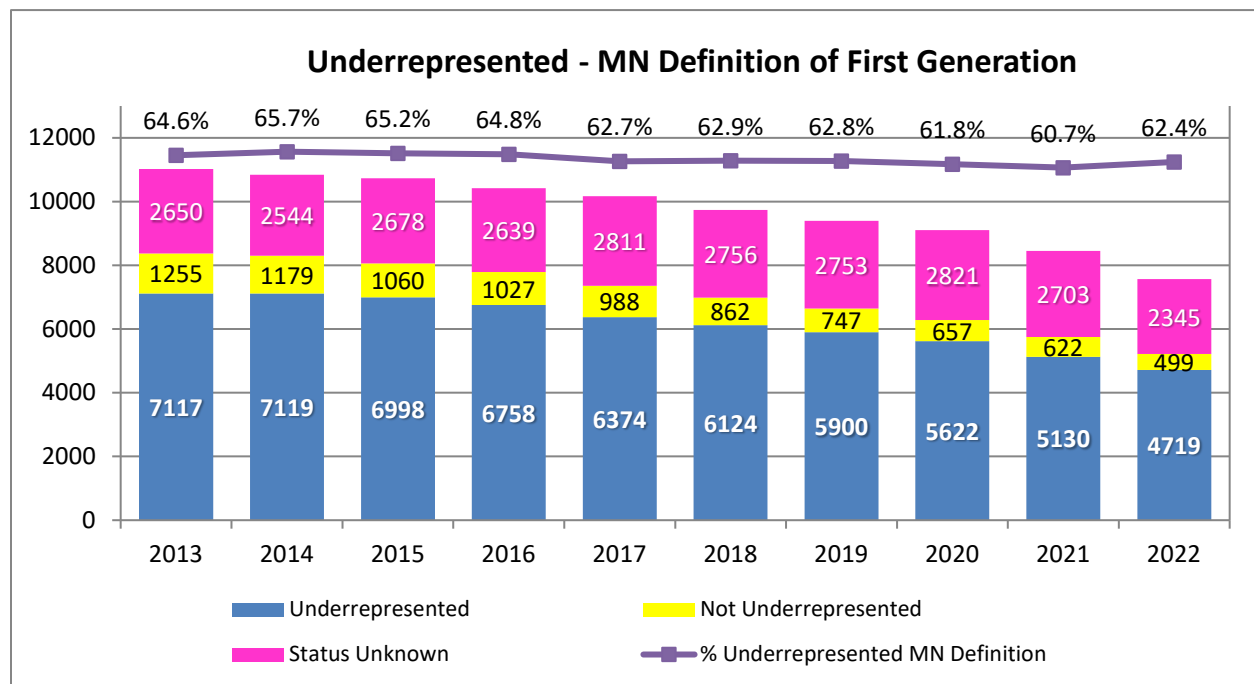
Note that while there are two definitions of first generation, only the Minnesota definition is used for underrepresented (see Appendix for more information).

Approximately one quarter to one third of NHCC students each year have an unknown status— that is, the college is missing data about their race, Pell eligibility status, or parents' educational attainment and cannot determine whether they are underrepresented students or not.

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, 62.4 percent met the underrepresented definition (e.g., student of color, low income, or Minnesota first generation) in fiscal year 2022. The proportion of North Hennepin students who meet the underrepresented definition has a small fluctuation from 64.6 percent in FY2013 to 62.4 percent in FY2022.



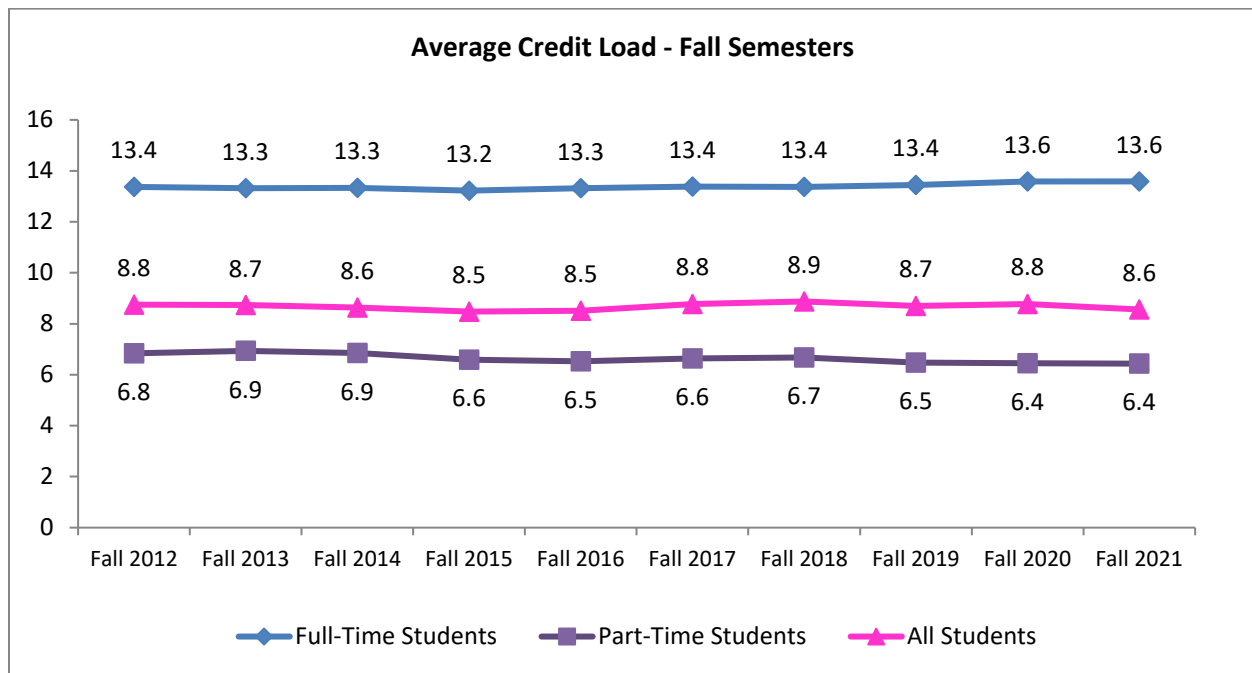
Source: Minnesota State REPL operational database.



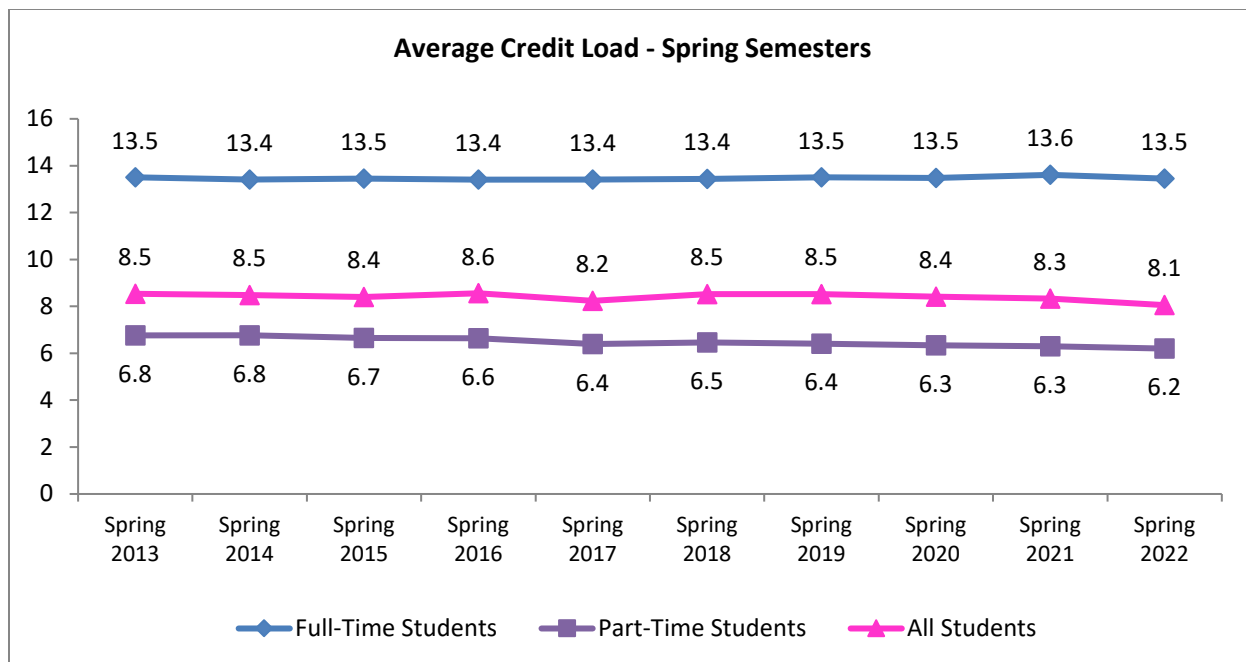
## Average Credit

### Average Credit Load by Semester

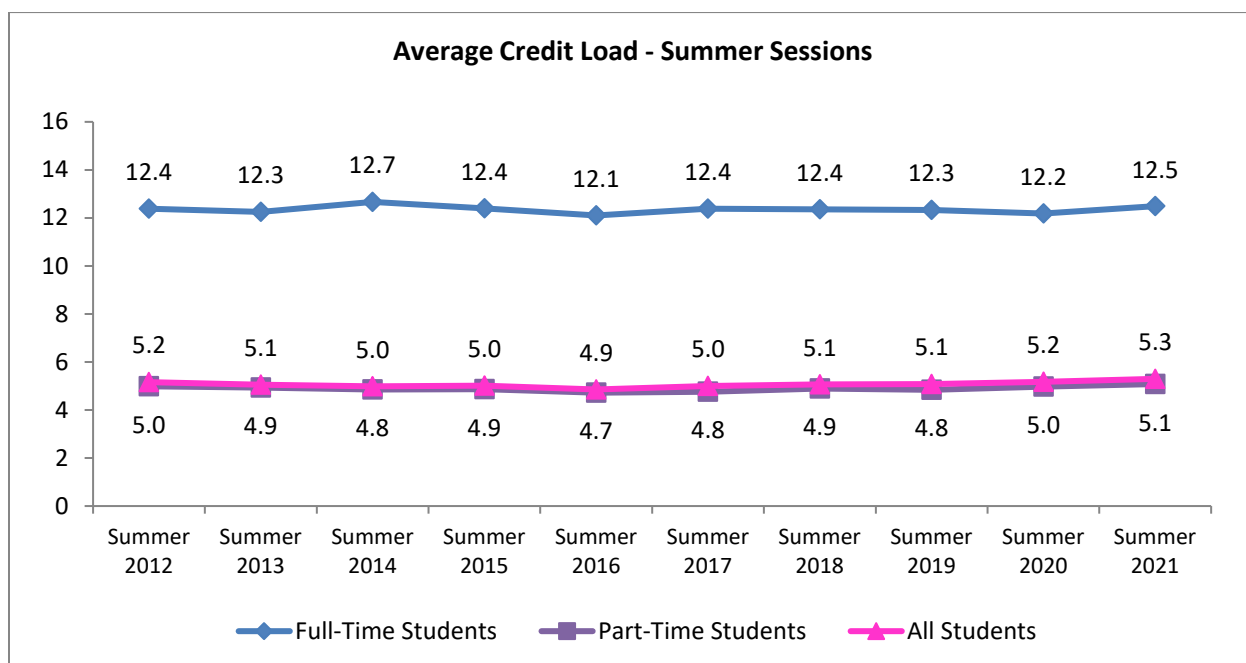
The average credit load is the average number of credits that NHCC students register for each semester. The three graphs below present the average credit load for different fall, spring, and summer semesters. The average credit load has remained relatively constant for full and part-time students each term across the timeframe from fall 2012 through fall 2021.



Source: Minnesota State REPL operational database.



Source: Minnesota State REPL operational database.

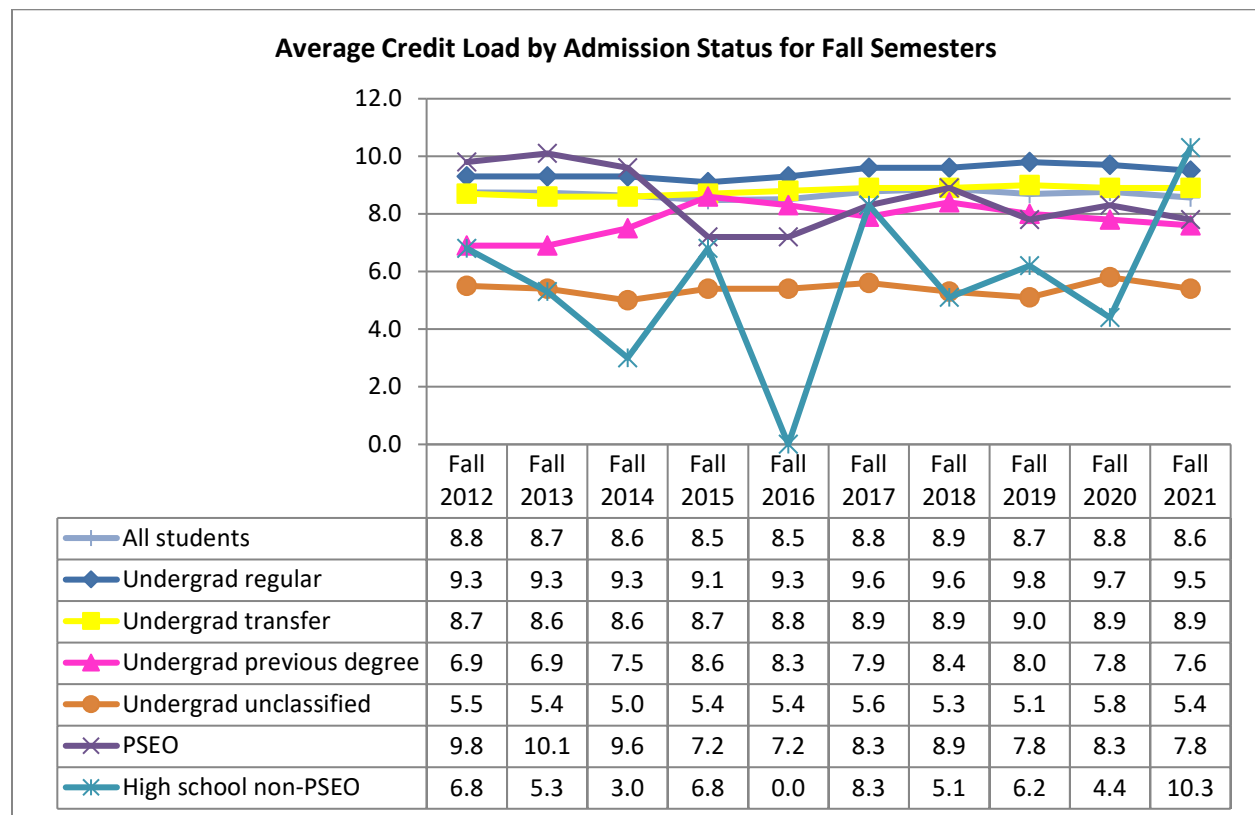


Source: Minnesota State REPL operational database.

### Average Credit Load by Admission Status

Students carried an average of 8.6 credits in fall 2021. Looking more closely at fall 2021, undergrad regular status students carried the highest average credit load with 9.5 credits and transfer students carried 8.9 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 average credit load for high school non-PSEO students. It is mainly due to the fact that there are a small number of students, and this number fluctuates over the years. High school non-PSEO students increased their average credit by 5.9 points compared with fall 2020.



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 make up between 83 - 86 percent of the student population each fall. Twenty-one percent of all students listed Brooklyn Park as their current city of residence in fall 2021.

Top 25 Cities - Student Residence										
City	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Brooklyn Park	1,640	1,618	1,633	1,640	1,452	1,493	1,473	1,419	1,162	1,039
Maple Grove	736	718	659	579	529	542	557	591	576	527
Minneapolis	574	582	650	625	587	522	539	541	523	455
Brooklyn Center	508	532	535	522	497	468	440	411	356	324
Plymouth	454	401	414	417	355	379	353	385	368	345
Champlin	311	304	276	253	232	245	252	233	196	191
New Hope	252	256	242	251	224	220	185	201	170	136
Crystal	249	237	219	190	182	198	174	165	155	127
Coon Rapids	208	205	171	160	153	150	138	126	143	133
Blaine	143	130	150	151	159	149	134	151	145	123
Buffalo	149	125	105	95	197	169	123	160	159	80
Fridley	133	124	115	115	134	106	125	97	89	100
Robbinsdale	113	124	130	109	89	71	78	71	76	69
Rogers	95	92	85	82	98	113	108	79	89	84
St. Michael	117	99	99	102	88	77	76	63	87	102
St. Paul	97	90	83	87	75	65	72	74	80	71
Golden Valley	85	67	73	101	69	61	65	56	60	56
Columbia Heights	67	66	72	74	66	72	65	55	58	50
Andover	91	83	89	69	65	45	49	44	31	32
Otsego	70	66	57	61	56	64	62	49	57	45
Minnetonka	53	49	63	120	84	58	40	40	33	36
St. Louis Park	70	64	70	72	62	45	47	46	47	33
Ramsey	80	77	57	56	64	44	51	44	35	35
New Brighton	56	64	62	48	52	48	51	51	53	35
Elk River	73	71	55	53	44	36	44	38	47	27

Source: Minnesota State REPL operational database.

Note: Data shown here takes into account city names that are misspelled where identifiable.

This list is sorted by the 10 year average.

## Top Sending High Schools

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

### First-Time Students

In fall 2021 59 new first-time students attended Park Center International Baccalaureate World High School, 88 attended Champlin Park High School, and 56 attended Osseo High School. Graduates from these three high schools have a consistent pattern of enrollment at NHCC who represented a total of 203 students in fall 2021.

Top 25 High Schools - First-Time Students										
High School	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Park Center Ib World Hs	82	76	94	82	65	85	82	87	77	59
Champlin Park High School	67	84	70	79	56	90	95	81	67	88
Osseo Senior High School	77	73	69	80	68	68	90	89	73	56
Maple Grove Senior High Sch	32	48	51	49	35	56	50	51	52	43
Robbinsdale Cooper High School	34	45	48	51	38	40	45	37	45	35
Robbinsdale Armstrong High Sch	43	45	62	45	35	35	39	41	28	27
Rogers High School	13	11	15	17	15	19	27	12	17	7
Wayzata High School	12	6	18	11	16	21	21	10	14	20
Buffalo High School	26	24	12	11	15	13	13	8	14	7
St Michael-Albertville Hs	14	11	15	17	12	12	14	15	18	13
Brooklyn Center Middle Hs	13	17	15	15	13	15	8	16	12	6
Fridley High School	4	10	14	10	8	10	14	20	12	9
Blaine High School	6	10	17	11	10	14	8	7	10	10
Patrick Henry High School	9	11	8	15	3	4	8	12	7	4
Prairie Seeds Academy	9	7	6	6	8	10	13	6	7	6
Spring Lake Park High School	6	12	6	7	7	5	11	5	12	6
Rockford High School	3	8	10	9	9	13	5	6	1	5
Irondale Senior High School	7	3	4	6	3	2	10	5	14	6
Columbia Heights High School	8	4	7	4	4	4	5	9	4	8
Coon Rapids High School	7	2	2	4	9	6	1	5	10	9
Anoka High School	12	7	0	7	3	1	6	7	8	3
Hopkins High School	3	2	10	3	8	5	2	10	3	4
Monticello High School	4	3	0	3	4	2	4	6	5	5
Saint Louis Park High School	8	2	3	4	2	4	1	2	3	4
Elk River High School	3	3	3	2	4	3	1	5	4	1

Source: Minnesota State REPL operational database.

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

### PSEO Students

In fall 2021 Champlin Park High School had the most PSEO students attending North Hennepin with 186 students. Seven high schools had, on average, over 50 students enrolled as PSEO students at NHCC in fall 2012 through fall 2021.

Top 25 High Schools - PSEO Students										
High School	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Champlin Park High School	58	62	66	65	68	98	109	136	157	186
Wayzata High School	43	34	29	89	87	110	96	152	168	165
Osseo Senior High School	31	29	41	60	42	81	98	212	163	153
Buffalo High School	13	15	8	10	177	144	95	128	167	80
Park Center Ib World Hs	28	33	34	56	46	90	114	90	103	87
Robbinsdale Armstrong High Sch	32	38	40	34	40	39	67	97	132	91
Maple Grove Senior High Sch	38	36	37	22	27	36	69	79	88	87
Robbinsdale Cooper High School	24	49	47	39	27	31	46	46	49	45
Hopkins High School	1	1	17	176	88	2	9	4	2	8
Rogers High School	14	23	22	22	44	57	47	20	21	37
Other - Home School	38	40	36	24	28	22	22	25	30	35
Brooklyn Center Middle Hs	12	10	35	39	48	41	30	26	36	17
St Michael-Albertville Hs	26	29	15	24	18	19	20	24	55	44
Orono High School	20	2	21	11	24	39	27	38	11	14
Blaine High School	9	6	3	6	4	7	14	15	32	21
Rockford High School	9	7	6	16	9	7	6	12	7	5
Spring Lake Park High School	3	1	4	5	3	7	10	14	23	13
Delano Senior High School	2	5	4	4	10	7	5	6	16	22
Fridley High School	2	3	1	4	5	6	12	11	11	9
Irondale Senior High School	2	0	2	5	6	7	7	1	8	11
Coon Rapids High School	1	2	2	0	0	1	3	8	16	10
Al-Amal School	1	2	3	6	5	6	10	2	0	1
Prairie Seeds Academy	5	7	0	1	0	4	1	5	3	1
Minnesota Connections Academy	1	2	3	0	2	1	4	4	4	6
Columbia Heights High School	3	0	0	2	3	1	1	5	3	5

Source: Minnesota State REPL operational database.

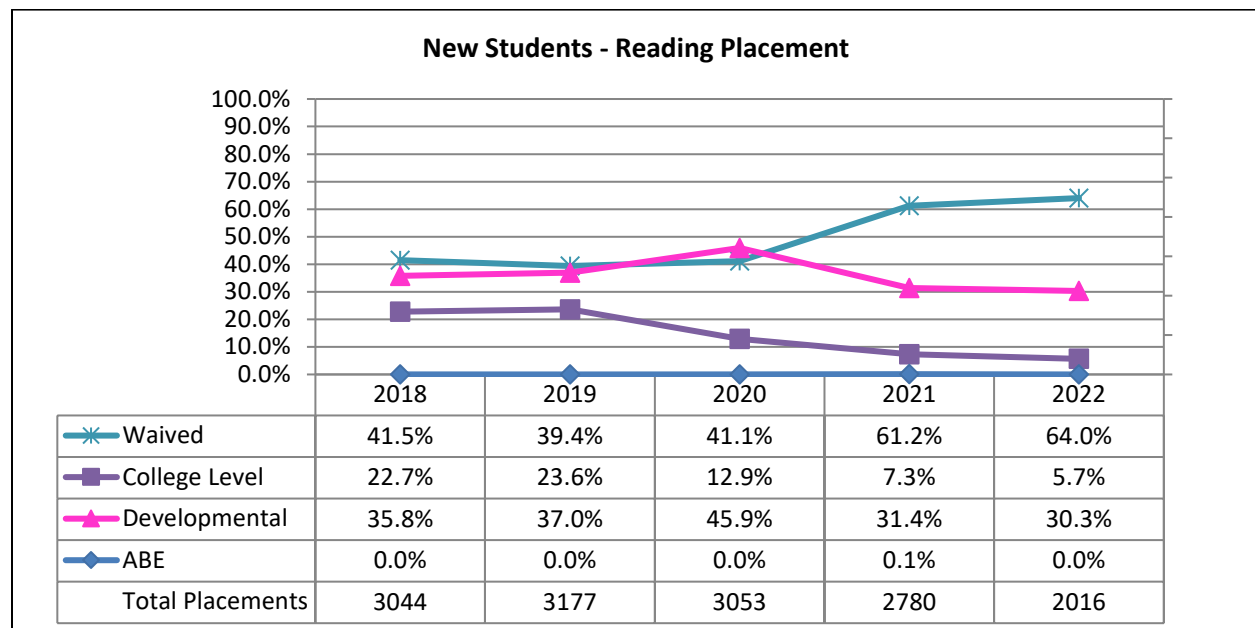
Note: This list is sorted by the 10 year average.

## 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.”

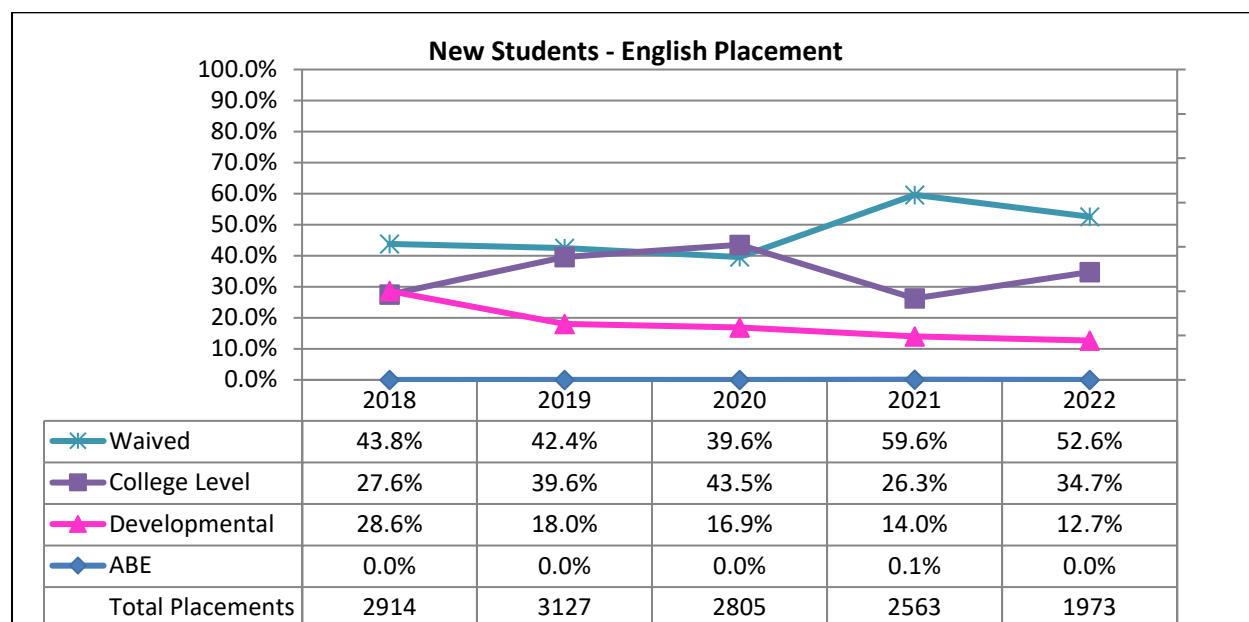
The data below only represents placements made by the NHCC Testing Center. Since FY2019, the Test Center has used different testing approaches. First, the Next Generation Accuplacer test was implemented mid FY2019. During the COVID-19 pandemic (FY2020), student academic placement was mainly based on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

The Reading placements show growth in Developmental placements since 2018 and a decline in FY2021 by FY2022. The College level placement also has declined since FY2019, becoming 5.7 percent in FY2022. The proportion of students who provided other test scores or documentation waived for reading was almost the same in FY2018 through FY2020 and has increased in the last two fiscal years.



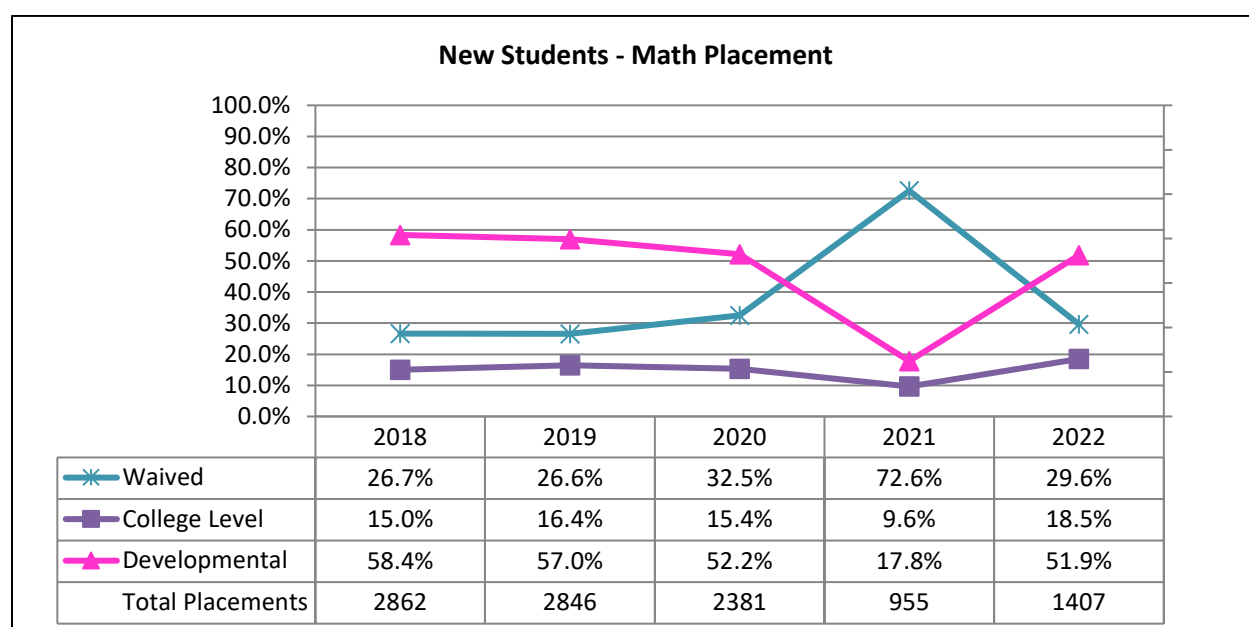
Source: Minnesota State REPL operational database.

The English placements show a decline in Developmental placements since FY2018, along with a rise in College Level placements with a gap in FY2021.



Source: Minnesota State REPL operational database.

The Math placements also show a decline in Developmental placements since FY2018, with a concurrent rise in Waived. However, this tendency was changed in FY2022, where Developmental placement was raised almost two times and Waived dropped. In addition, the College level placement did not vary noticeably last five years, starting from 15.0 percent in FY2018 and ending at 18.5 percent last fiscal year.

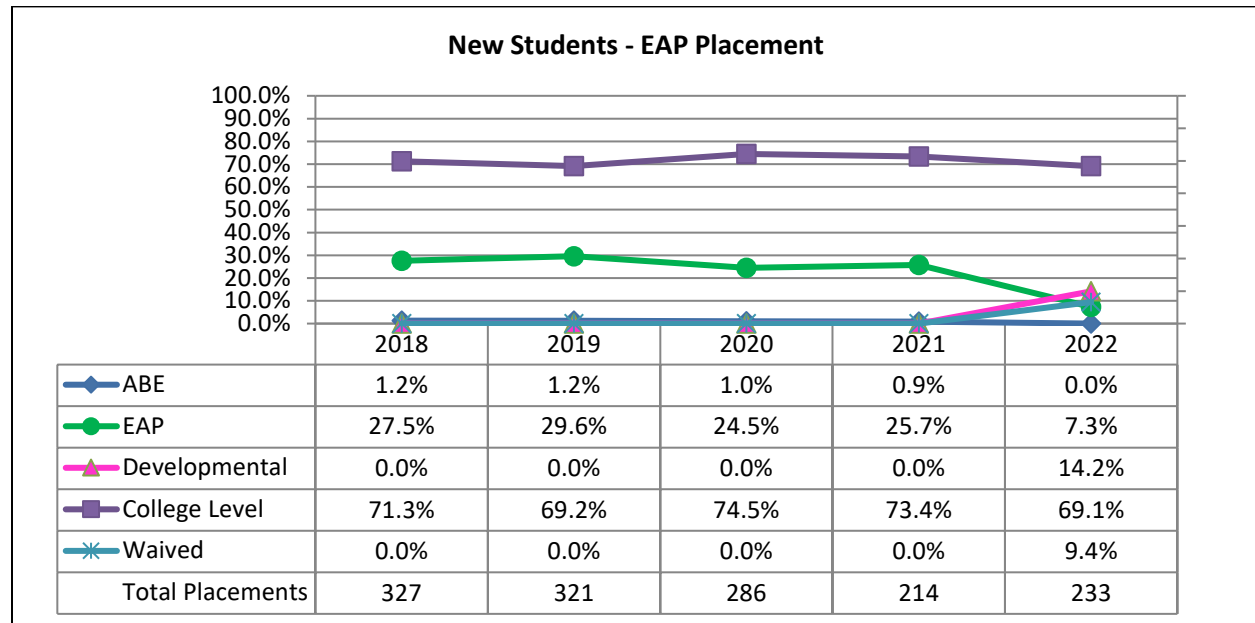


Source: Minnesota State REPL operational database.



The EAP College Level test result of new college students has been almost the same for the last five years, ranging between 69 and 75 percent.

In 2022 placement results shows zero percent of students tested at the ABE level, and 9.4 percent of students were waived, which did not happen before.



Source: Minnesota State REPL operational database.

## Student Engagement

### *Community College Survey of Student Engagement*

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

At NHCC the survey is administered by Office of Institutional Research & Effectiveness every over spring since fiscal year 2007. However, the last survey was administered at spring 2022 due to COVID-19 limitations.

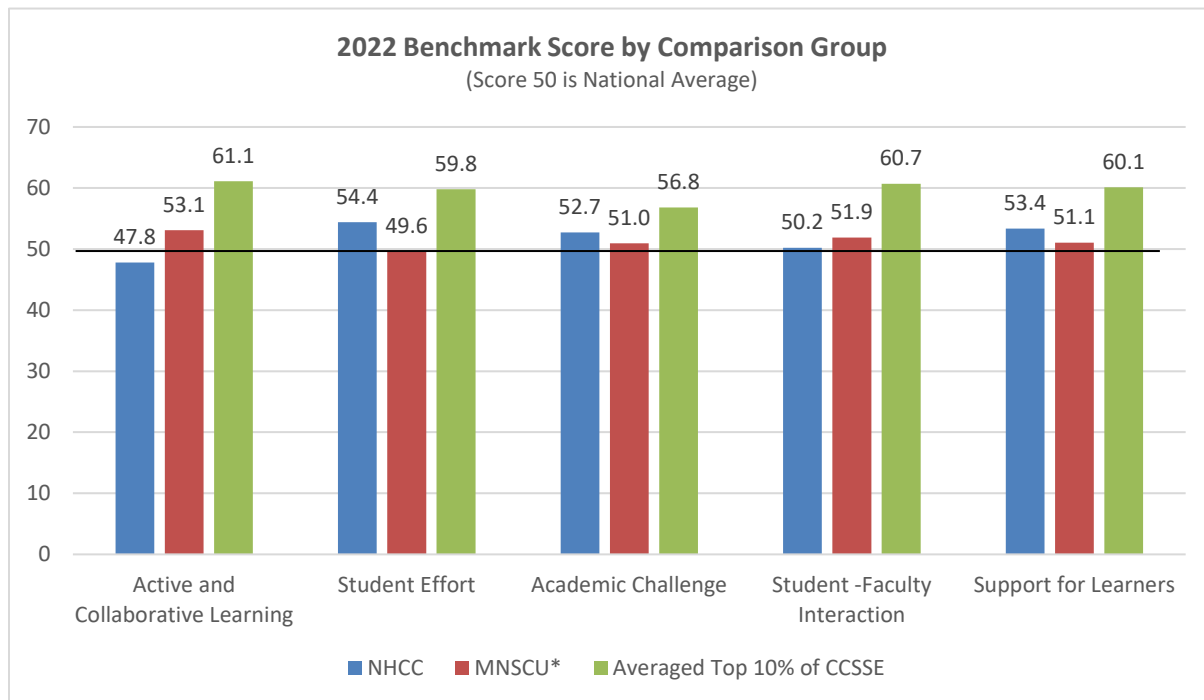
There are two variants of the CCSSE survey- paper and online. The paper survey is distributed in randomly selected courses (credit courses only), so the total sample size of students is about 600, which is needed to reduce sampling error and to ensure valid results. The online survey is offered to all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

Note, the Transfer Graduated category was added in 2016.

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.

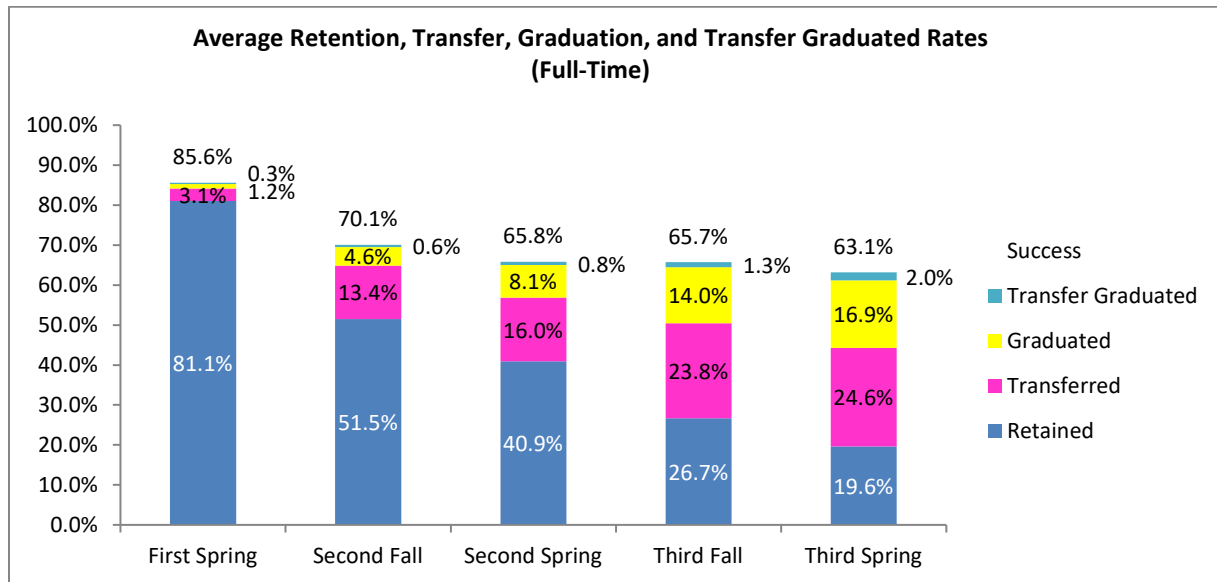
All averages in the following sections are calculated from the five most recent cohorts that have advanced to the third spring since they entered the college. The averages are calculated by using student status for the beginning of First Spring, Second Fall, Second Spring, Third Fall, and Third Spring. These moving averages presently include entering cohorts from fall 2015 through fall 2019. 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 and growing 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 several of the Minnesota State Strategic Framework Metrics.

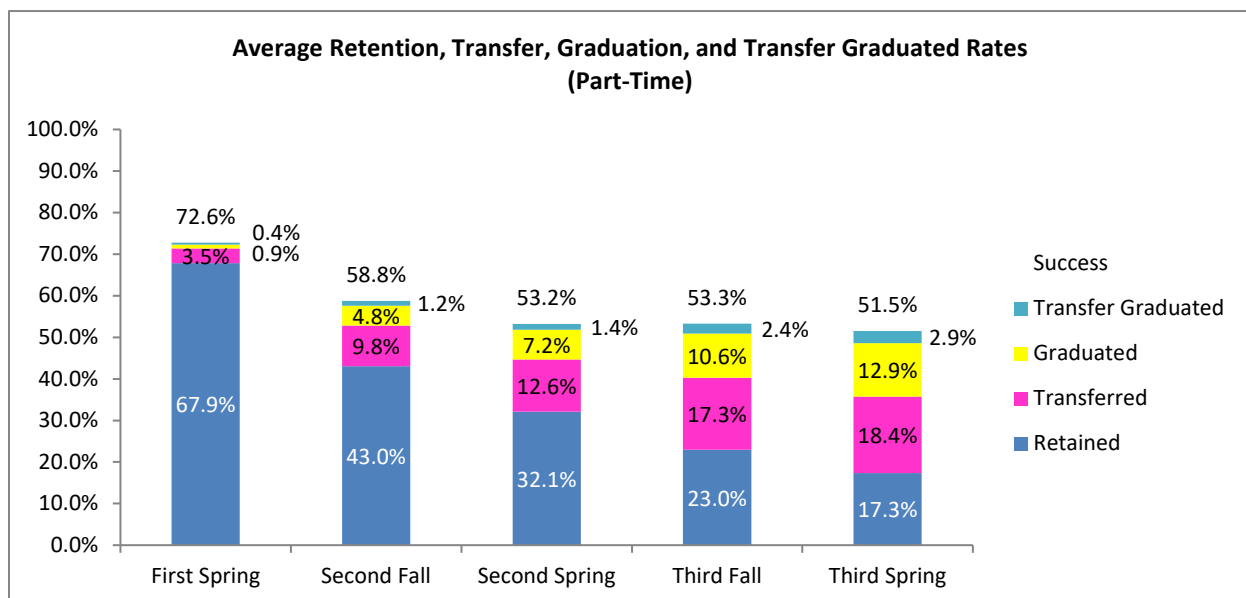
### Average Retention, Transfer, Graduation, Transfer Graduated, and Success Rates

The graphs below present an average of students' status for the five most recent consecutive years, 2015 through 2019. 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.

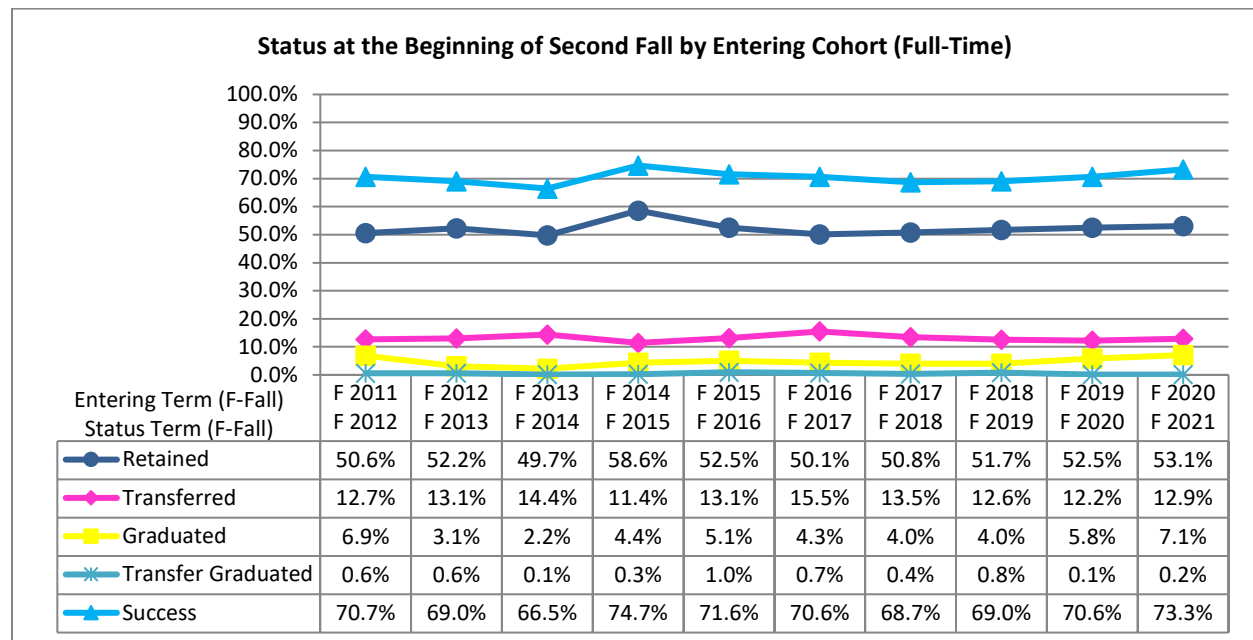


Source: Minnesota State REPL operational database.

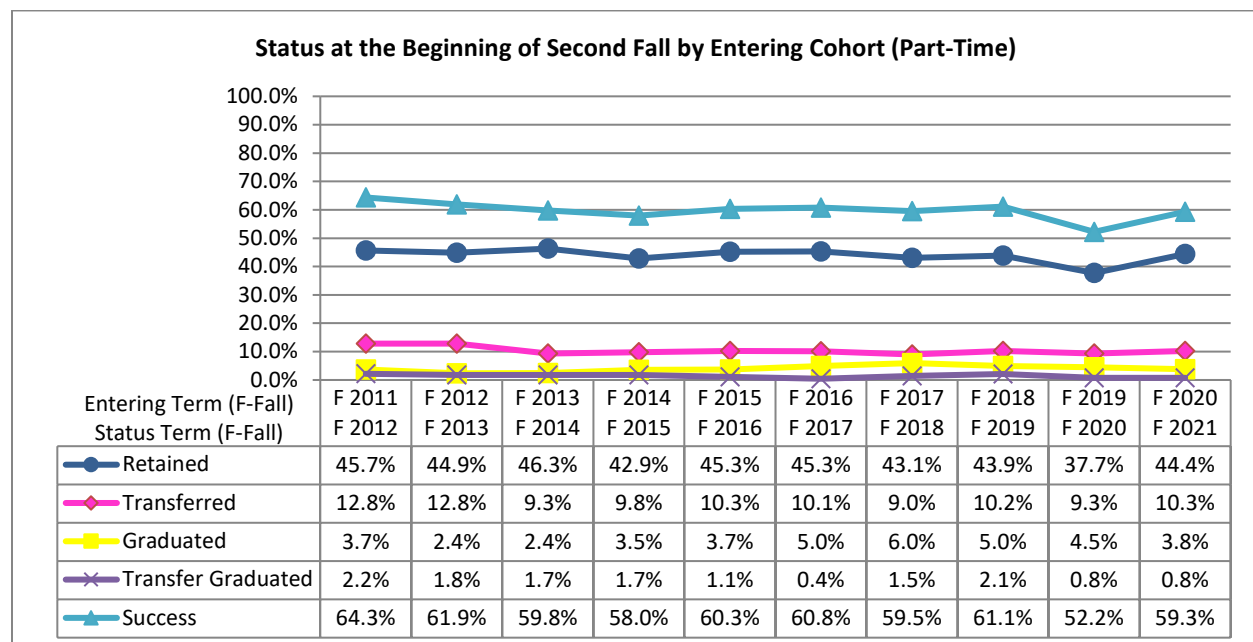
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

### 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.



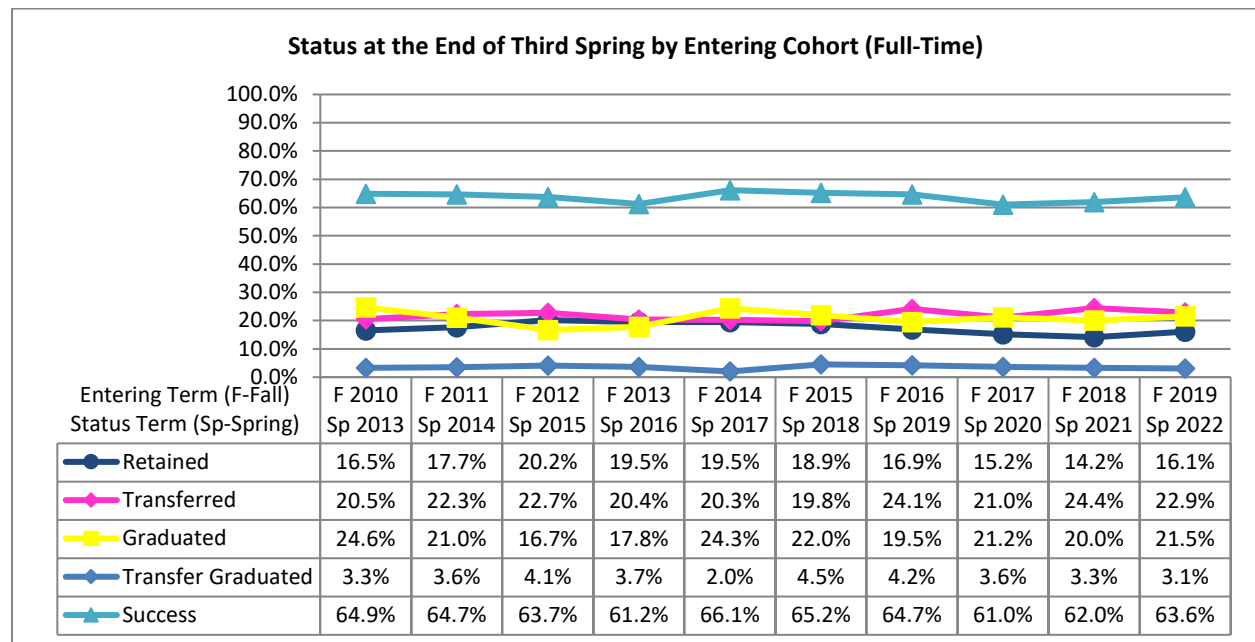
Source: Minnesota State REPL operational database.



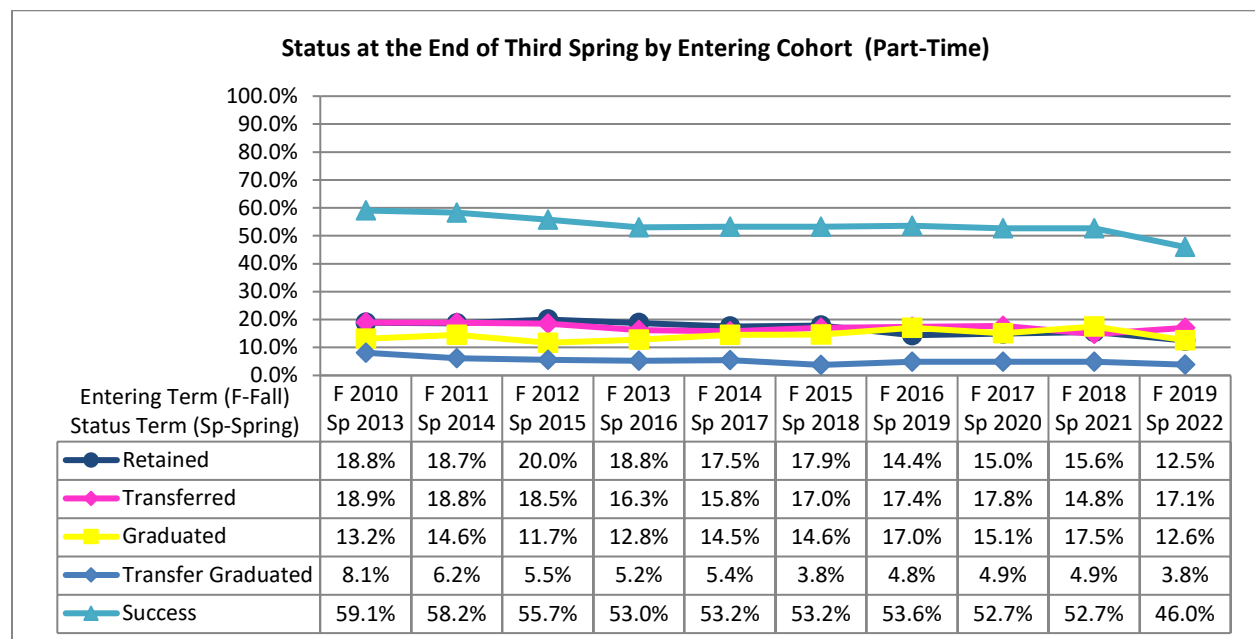
Source: Minnesota State REPL operational database.

### 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.



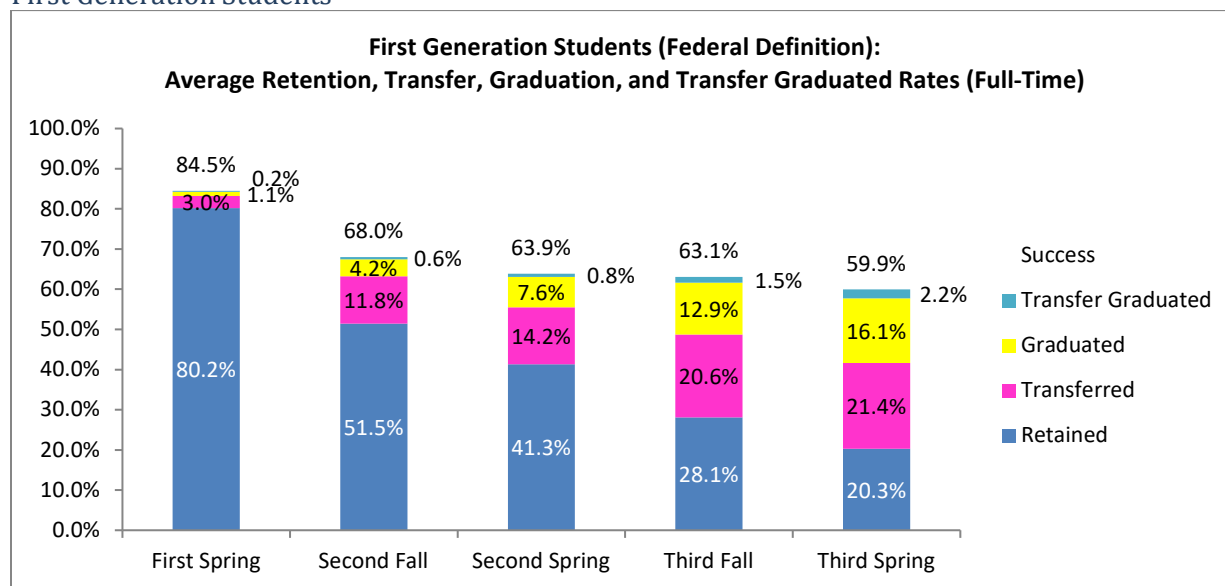
Source: Minnesota State REPL operational database.

## Outcomes by First Generation Status

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

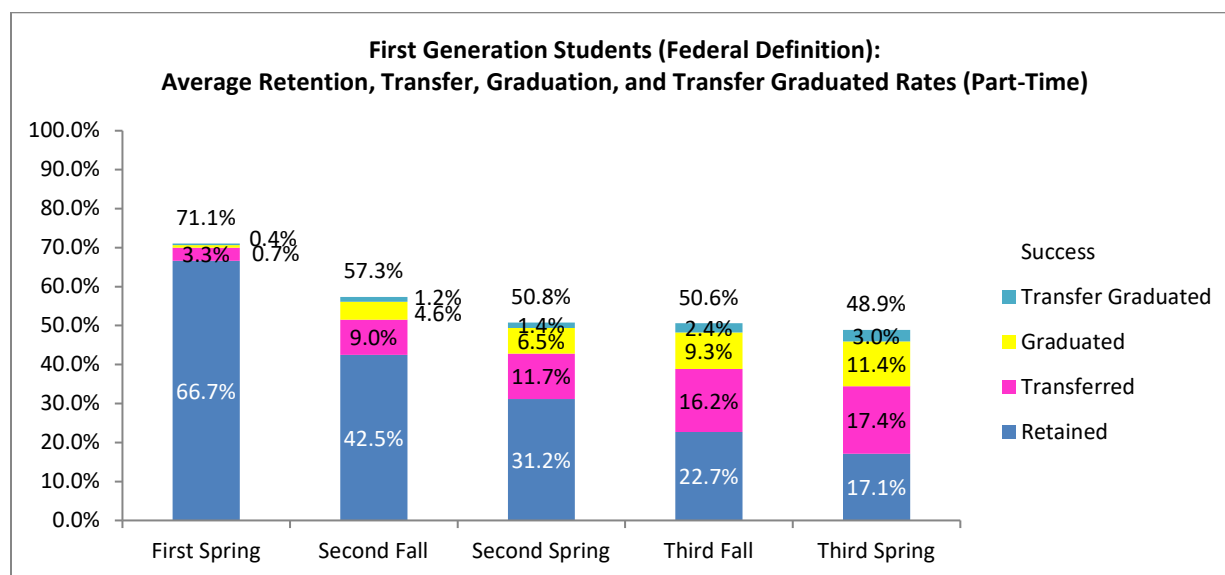
The graphs in this section depict the status of cohorts of first generation students using the federal definition of First Generation (neither parent has a bachelor's degree; determined at the beginning of the entering term).

#### 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.

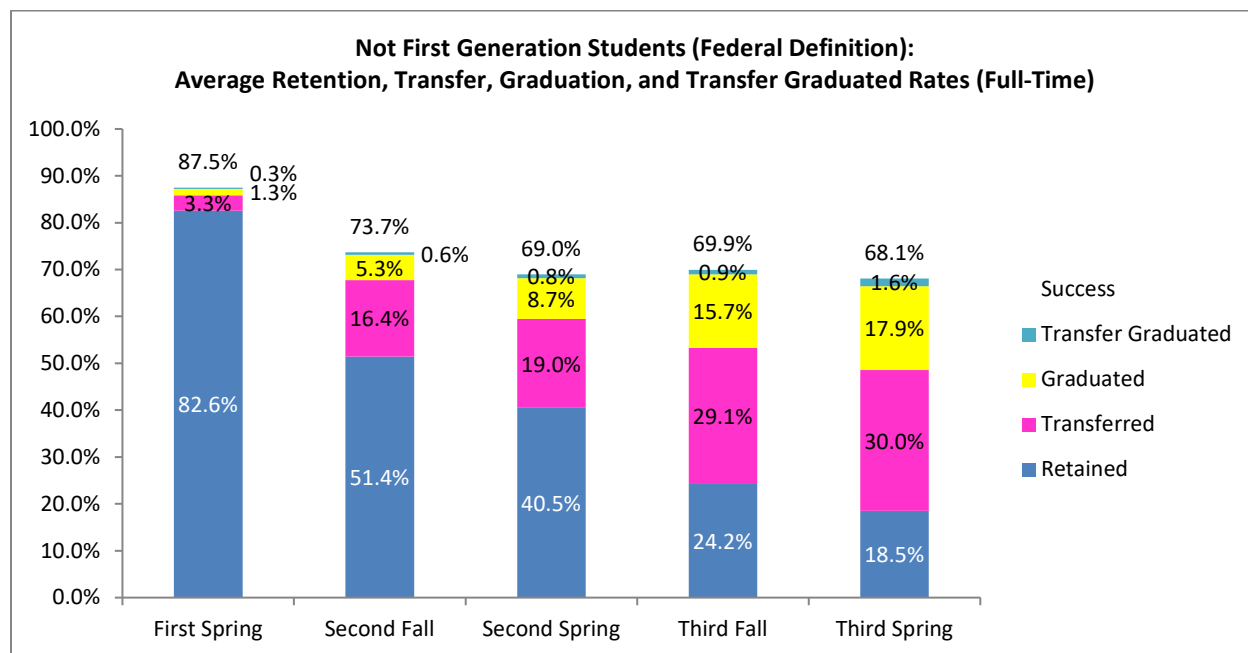


Source: Minnesota State REPL operational database.

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.

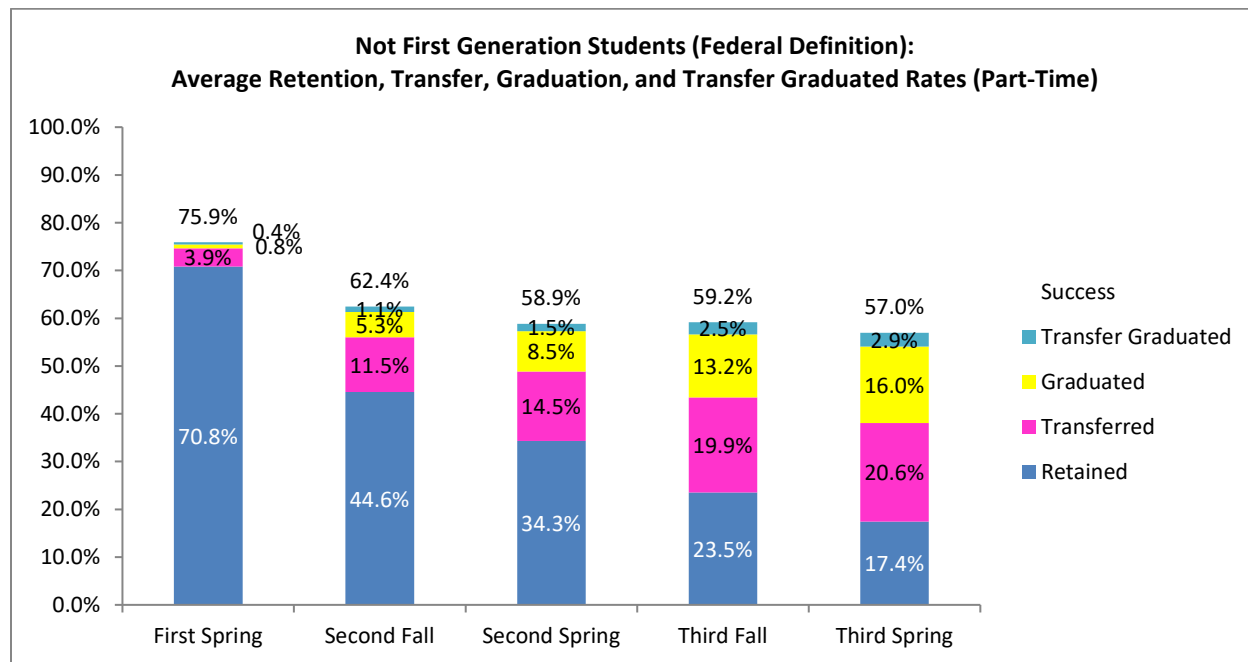


## Not First Generation Students



Source: Minnesota State REPL operational database.

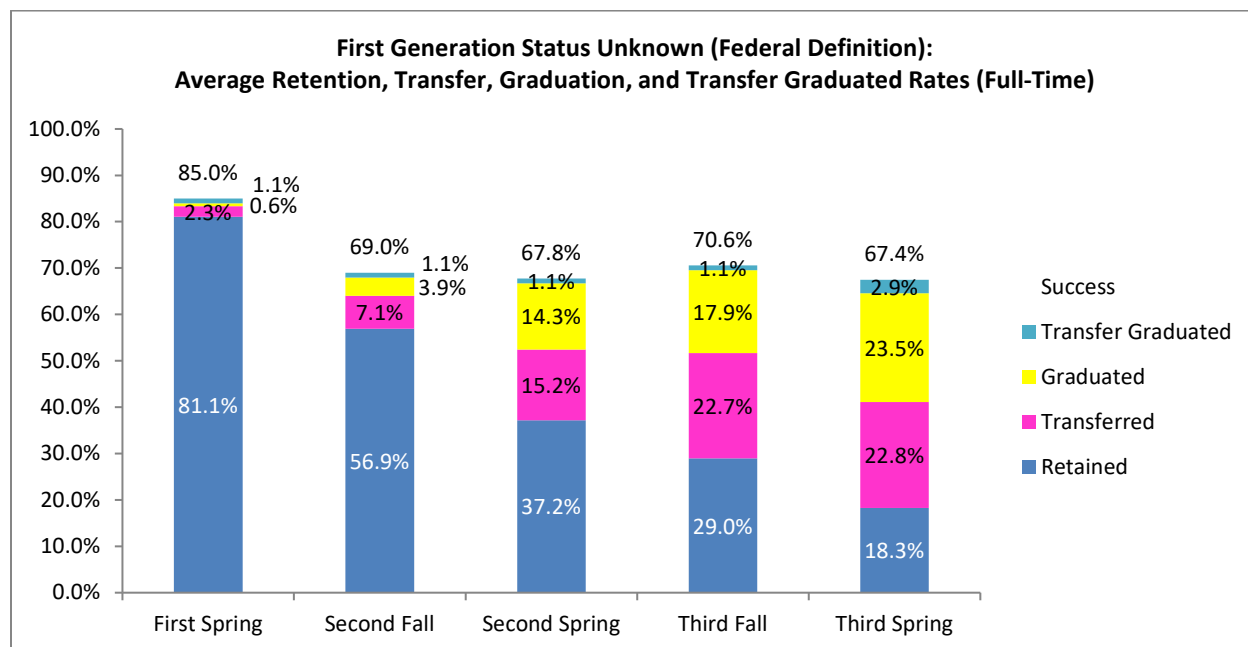
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring



Source: Minnesota State REPL operational database.

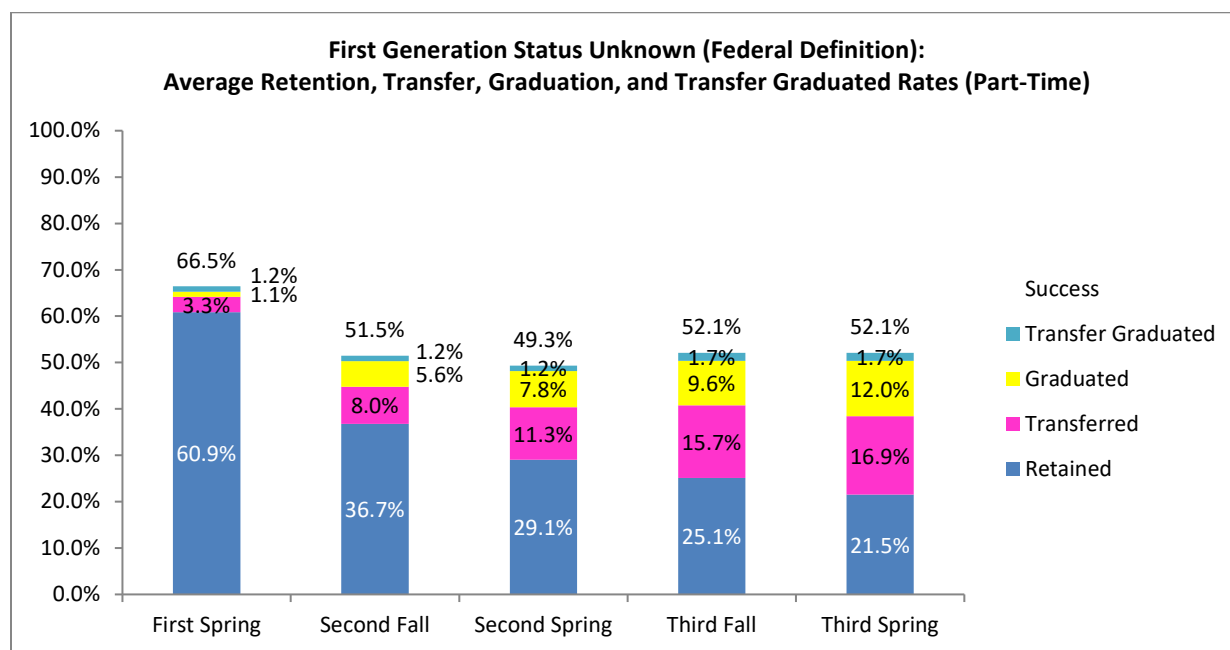
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring

## 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.

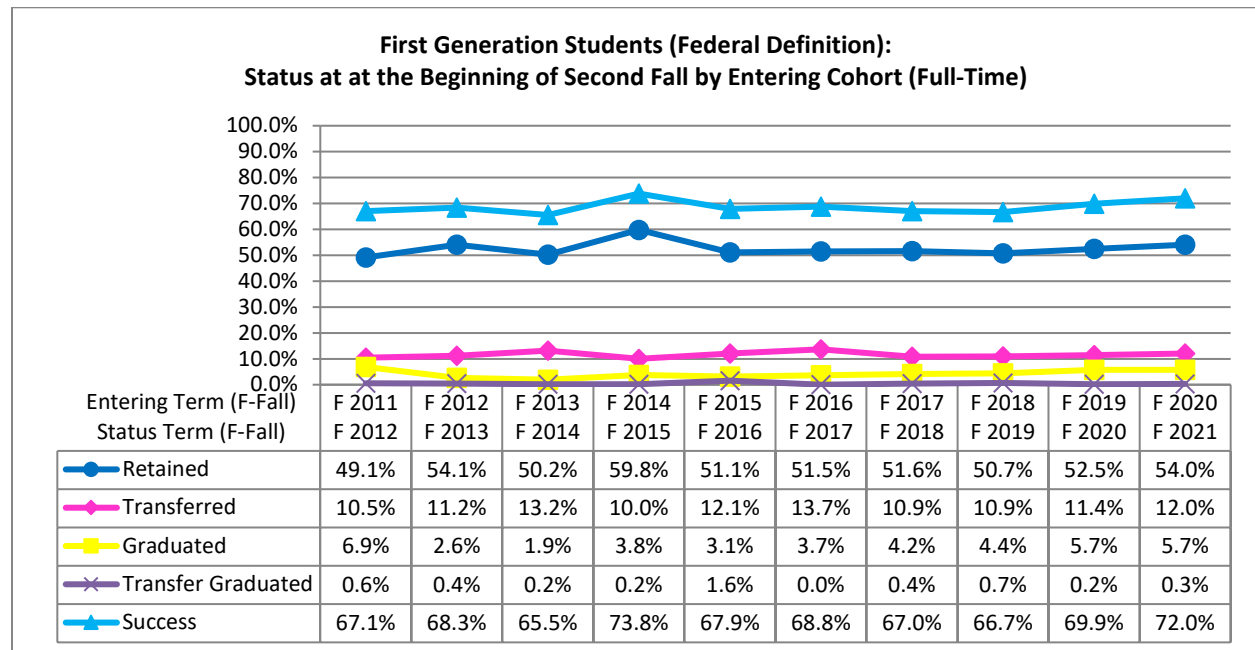


Source: Minnesota State REPL operational database.

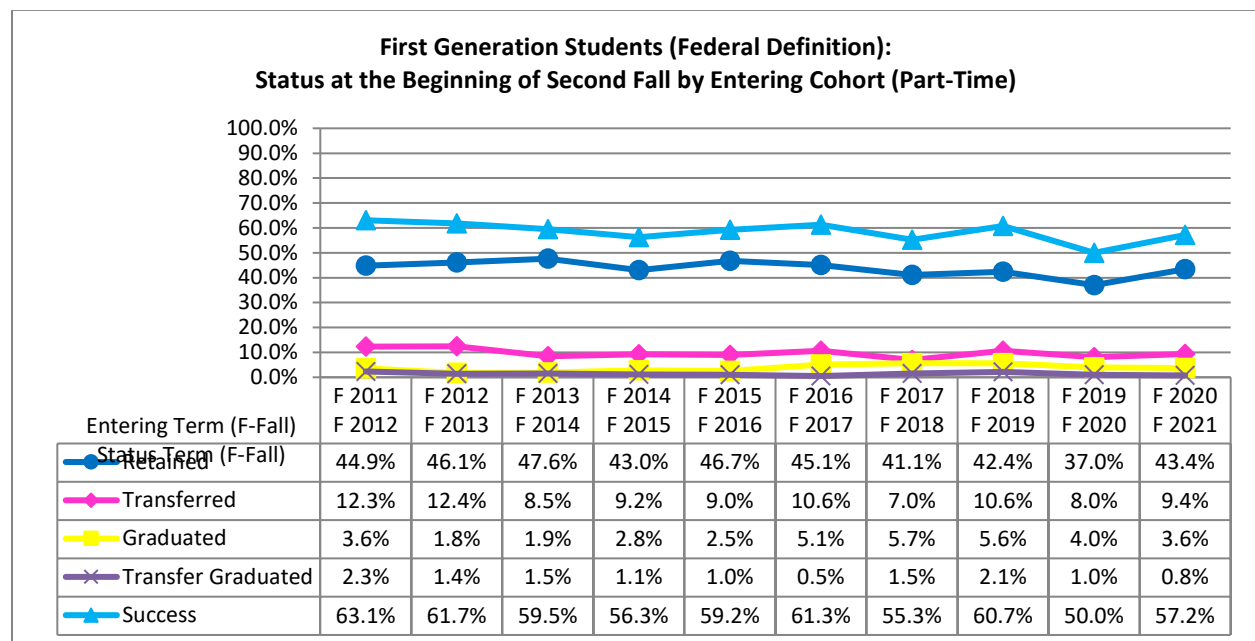
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

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

### First Generation Students

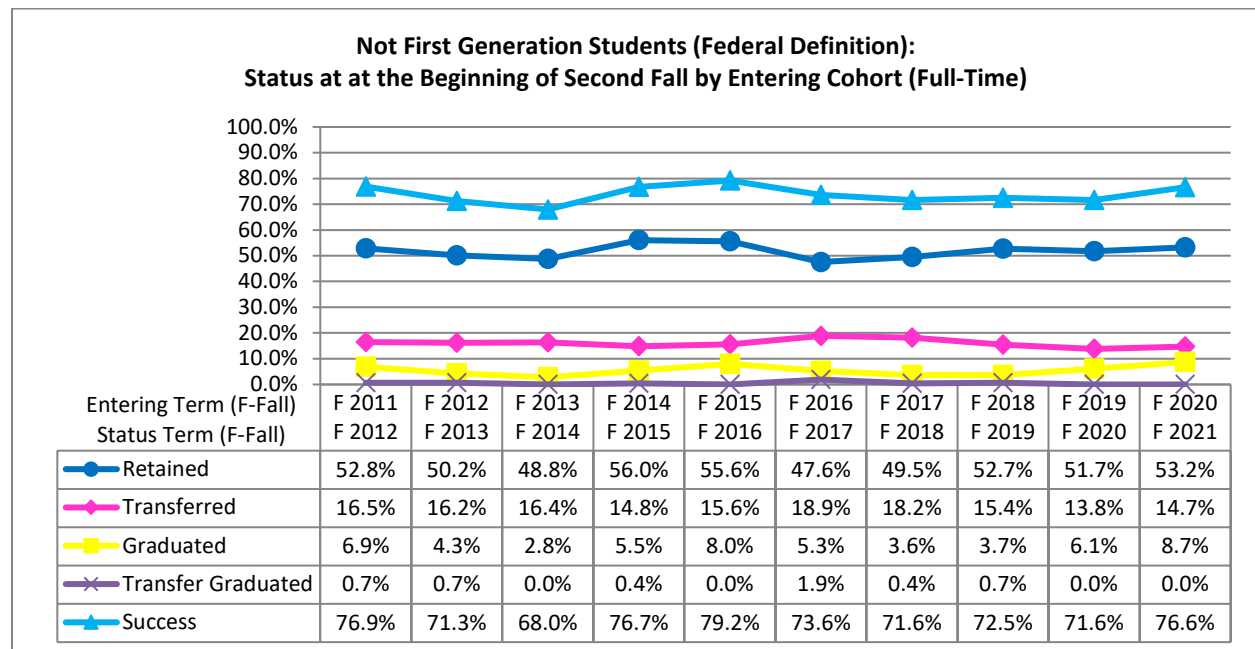


Source: Minnesota State REPL operational database.

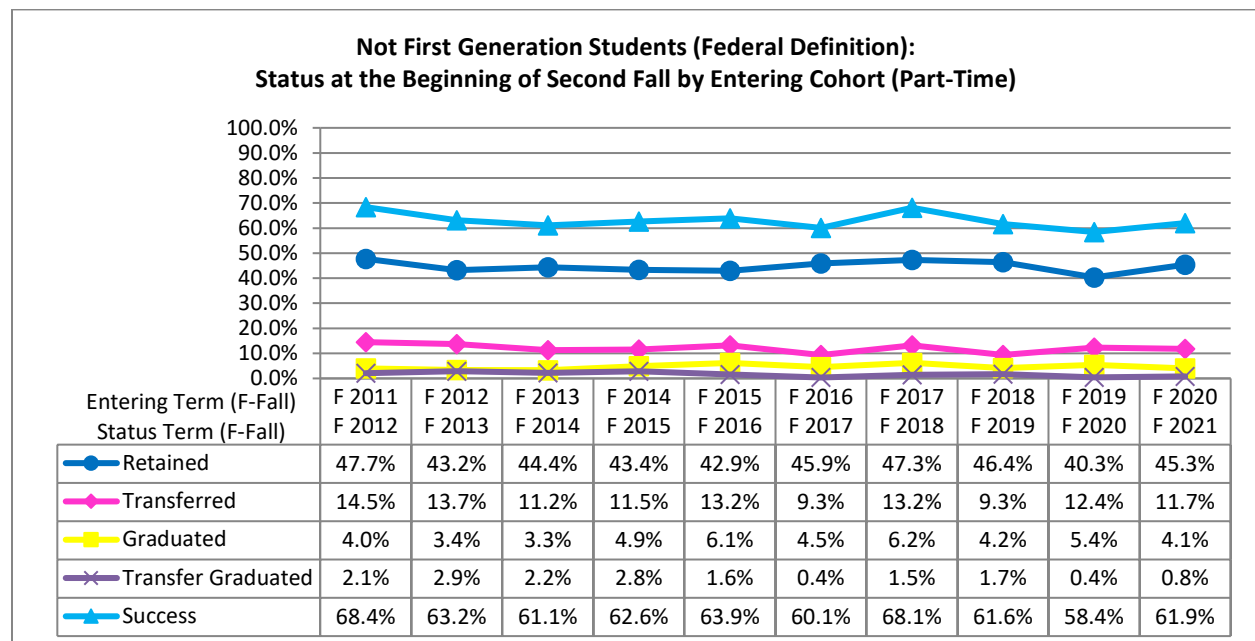


Source: Minnesota State REPL operational database.

## Not First Generation Students

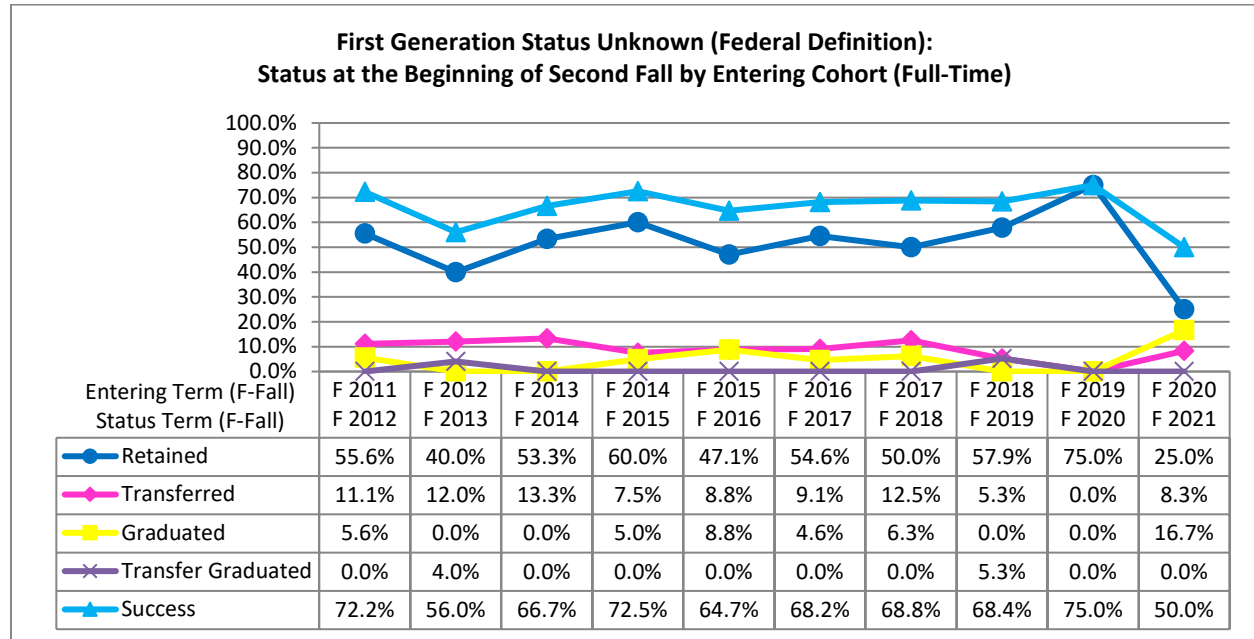


Source: Minnesota State REPL operational database.

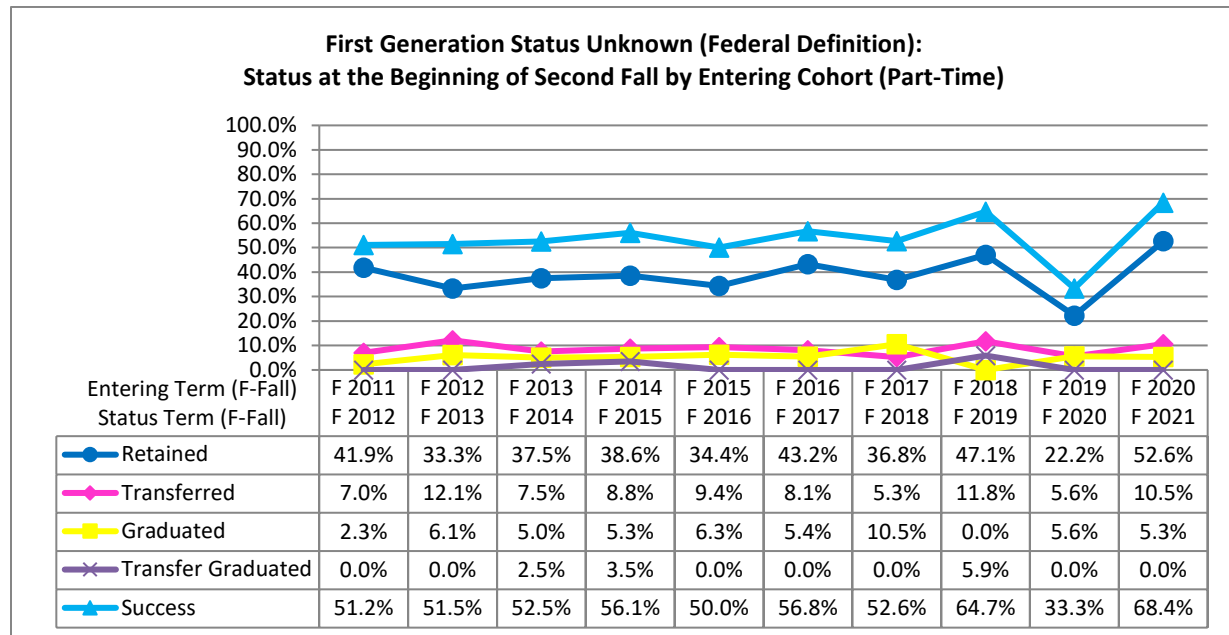


Source: Minnesota State REPL operational database.

## First Generation Status Unknown Students



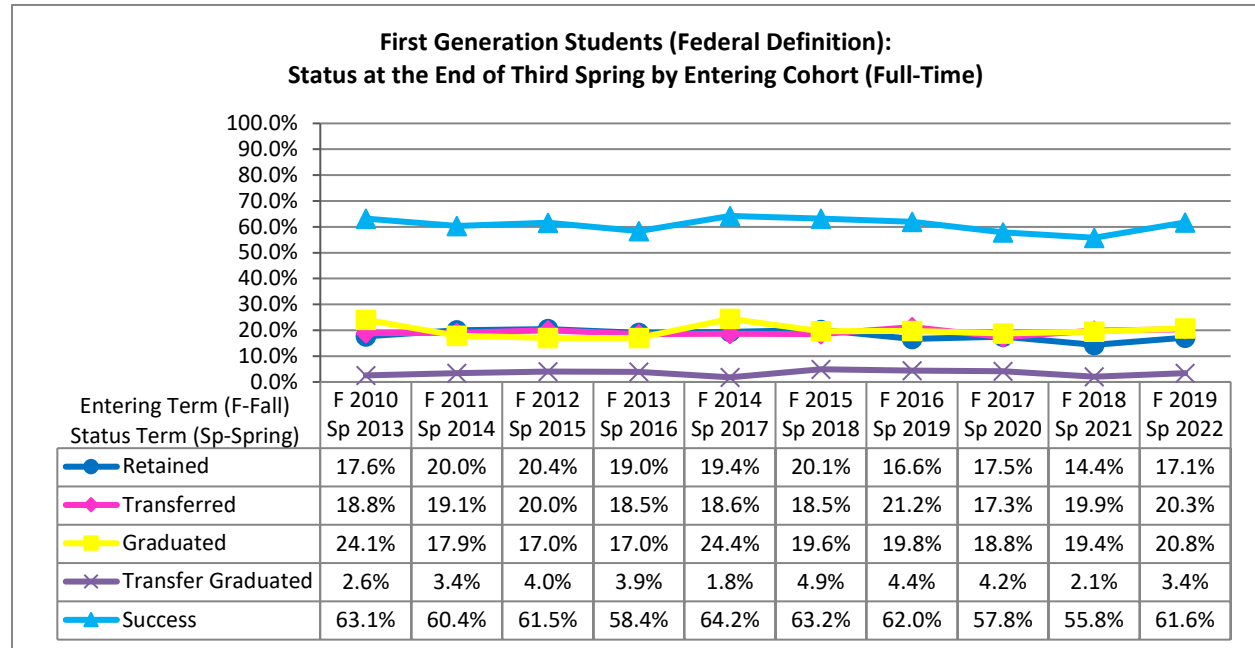
Source: Minnesota State REPL operational database.



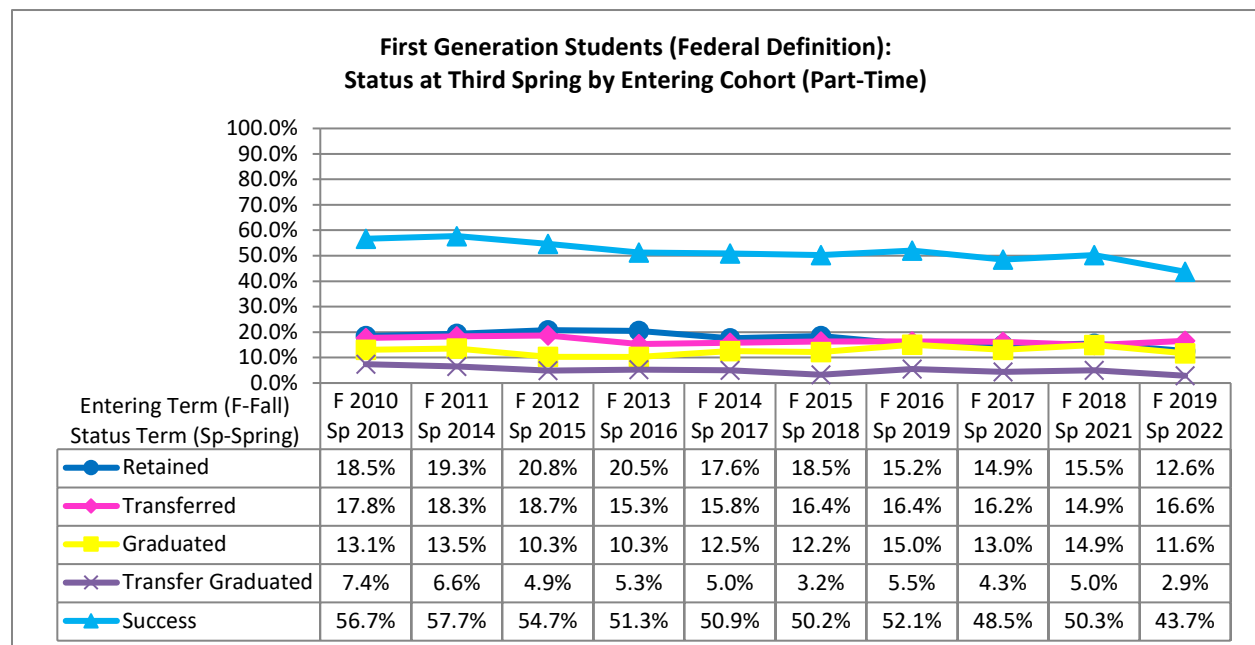
Source: Minnesota State REPL operational database.

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

### First Generation Students

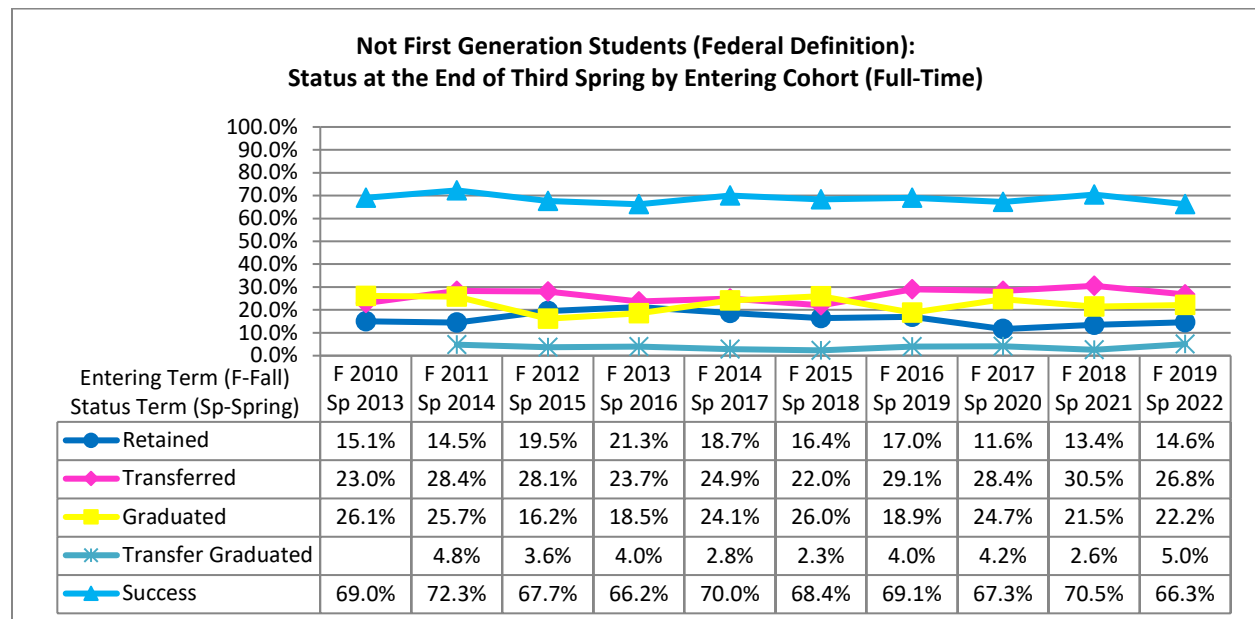


Source: Minnesota State REPL operational database.

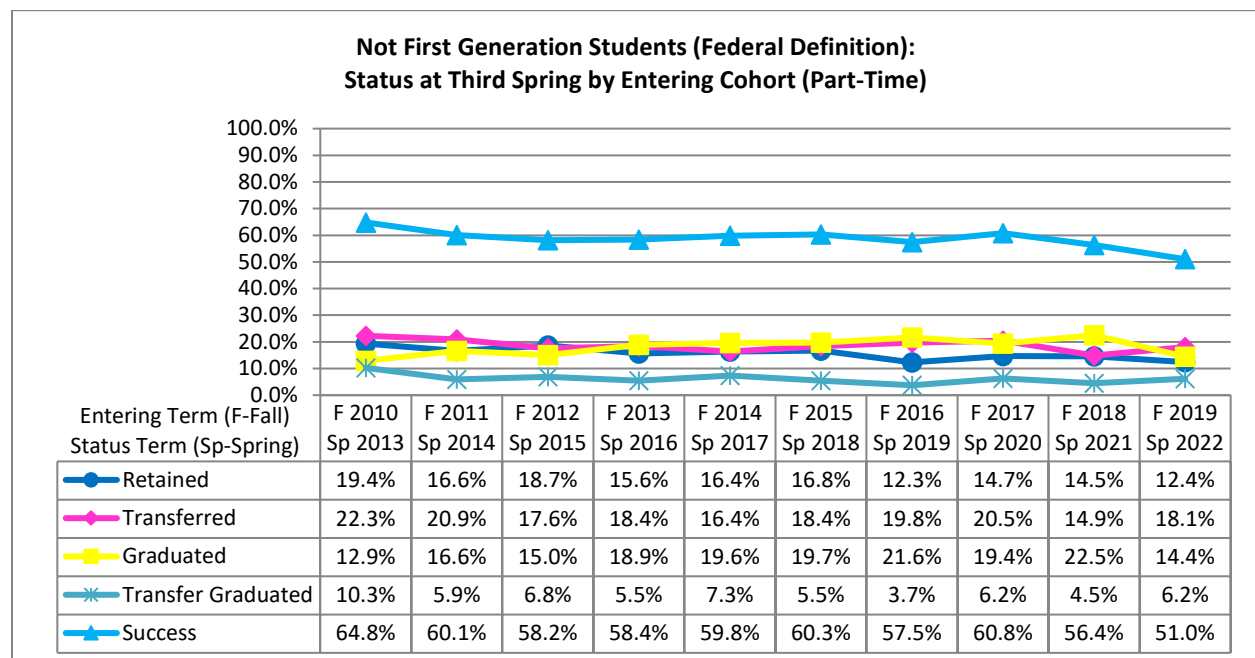


Source: Minnesota State REPL operational database.

## Not First Generation Students

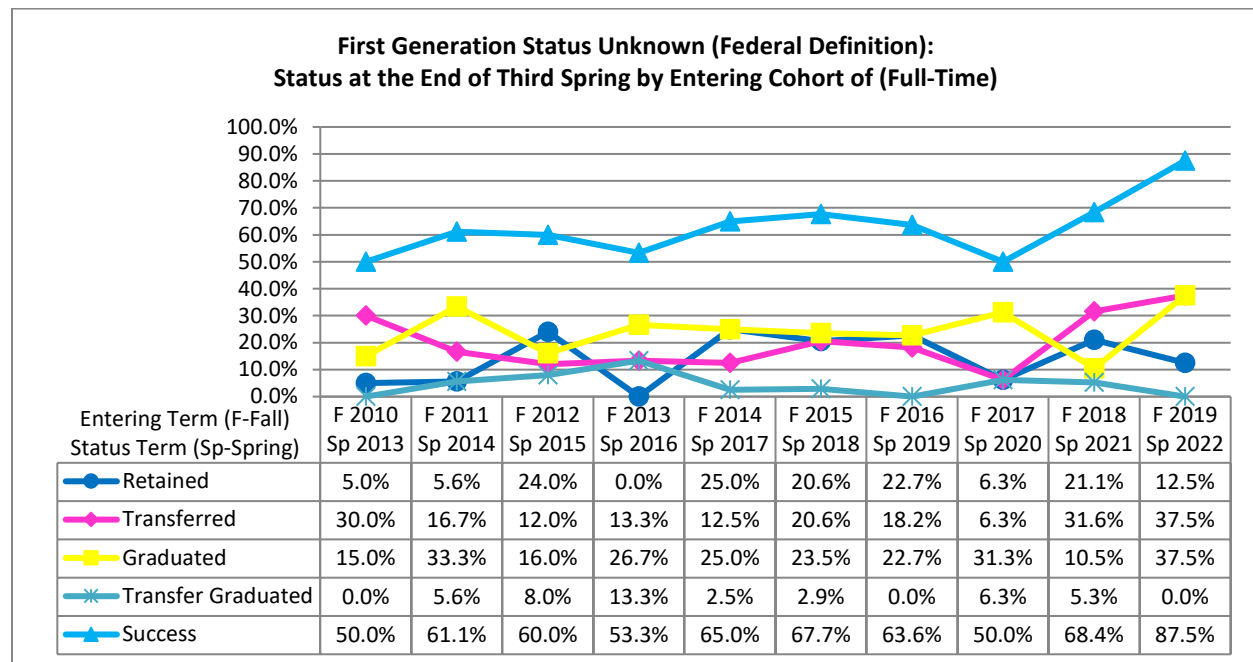


Source: Minnesota State REPL operational database.

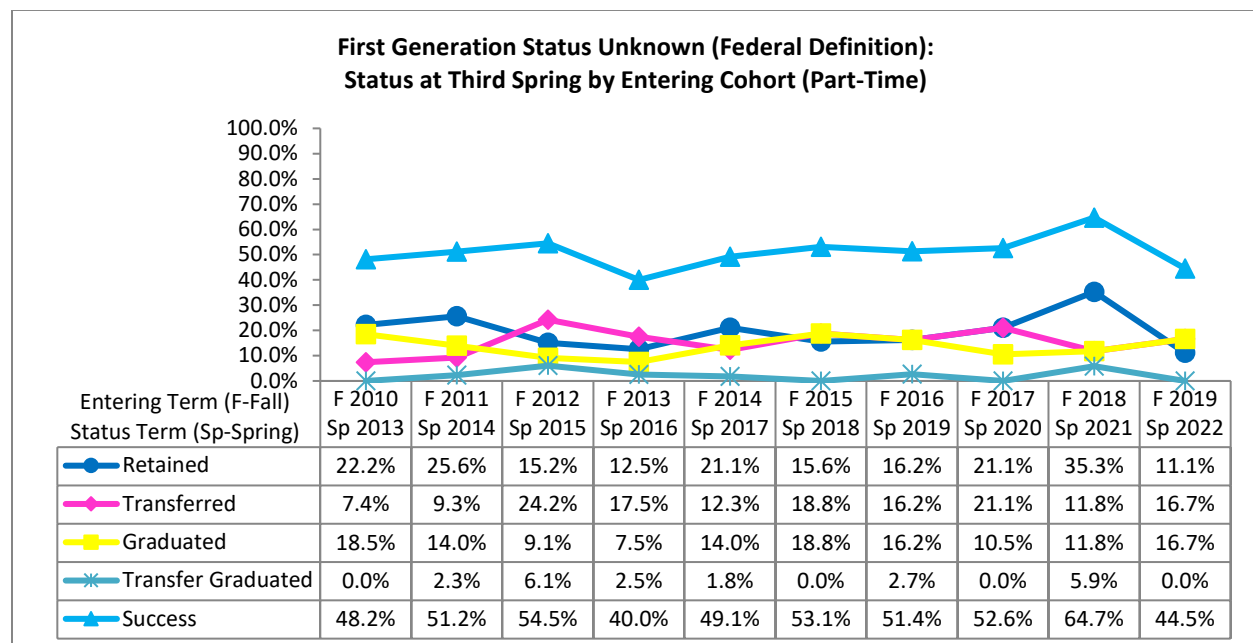


Source: Minnesota State REPL operational database.

## First Generation Status Unknown Students



Source: Minnesota State REPL operational database.



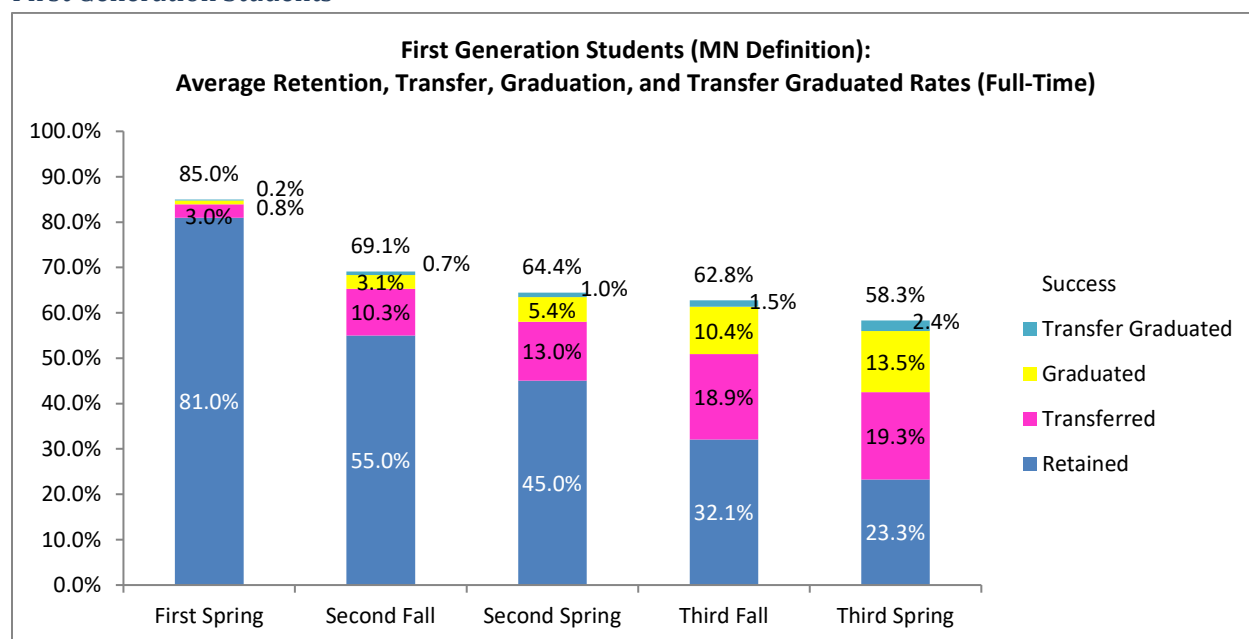
Source: Minnesota State REPL operational database.



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

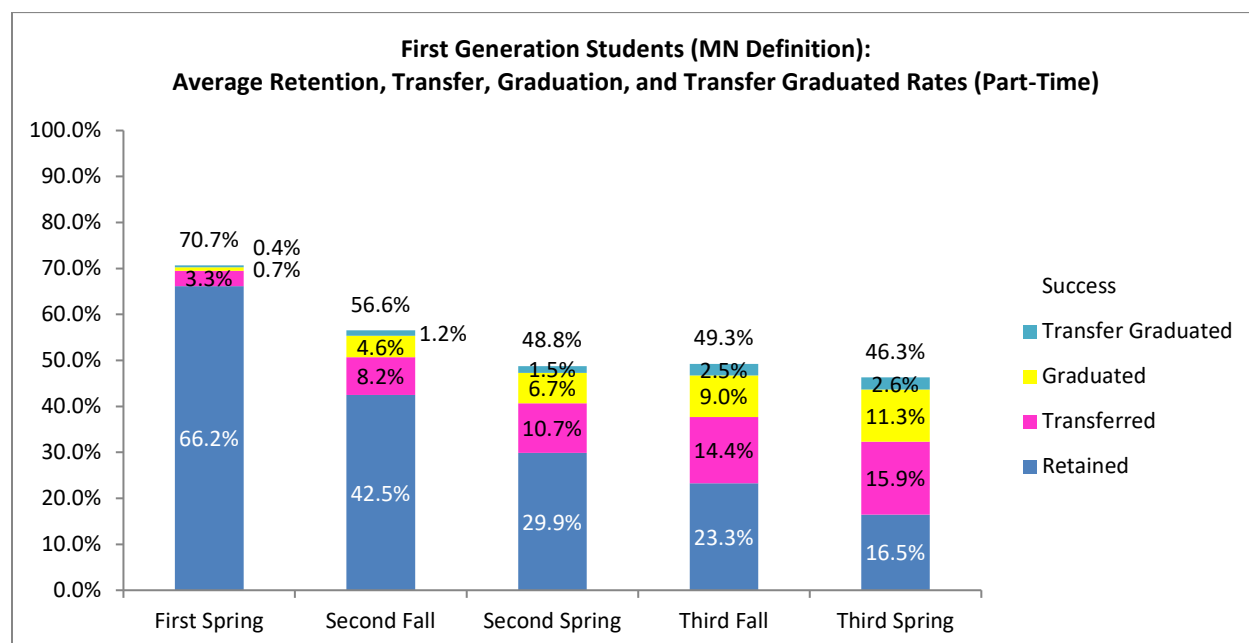
The next graphics are broken out by first generation status using the Minnesota definition (neither parent received any postsecondary education; determined at the beginning of the entering term).

#### **First Generation Students**



Source: Minnesota State REPL operational database.

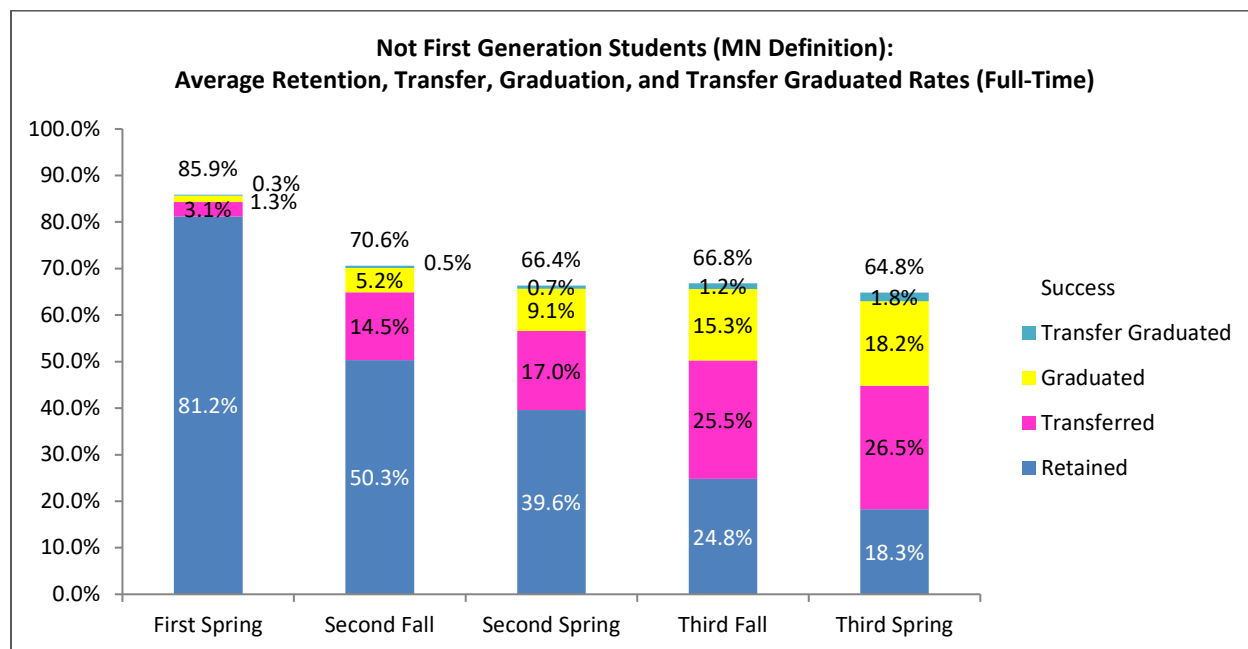
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

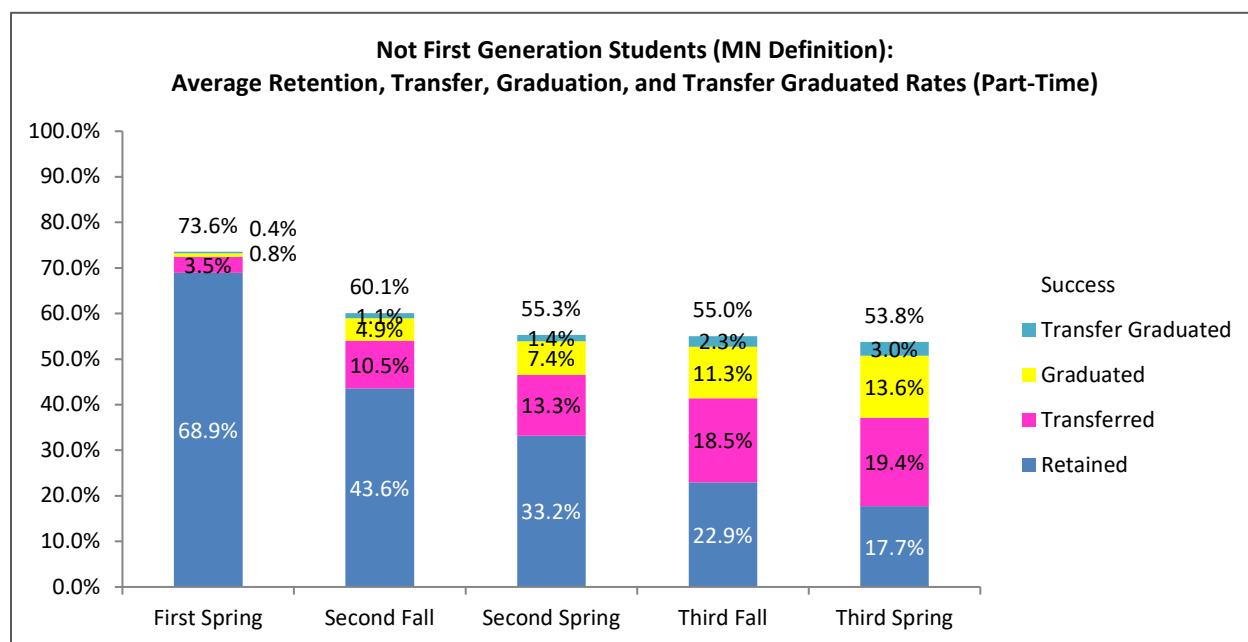
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

## Not First Generation Students



Source: Minnesota State REPL operational database.

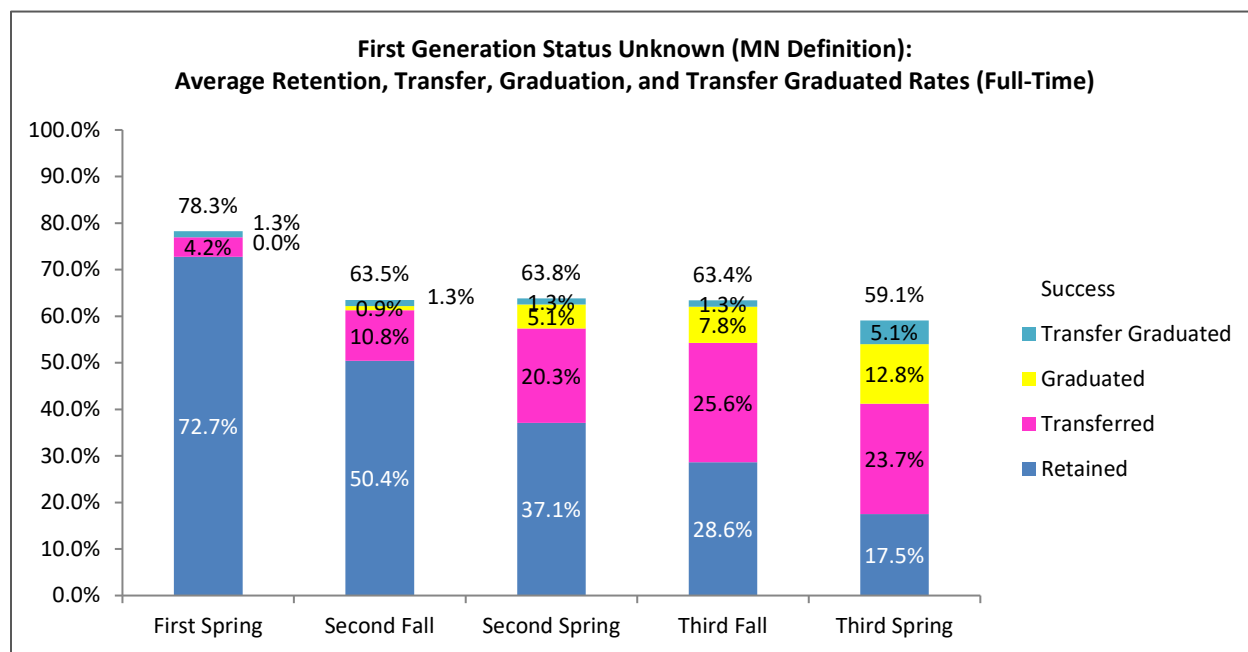
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

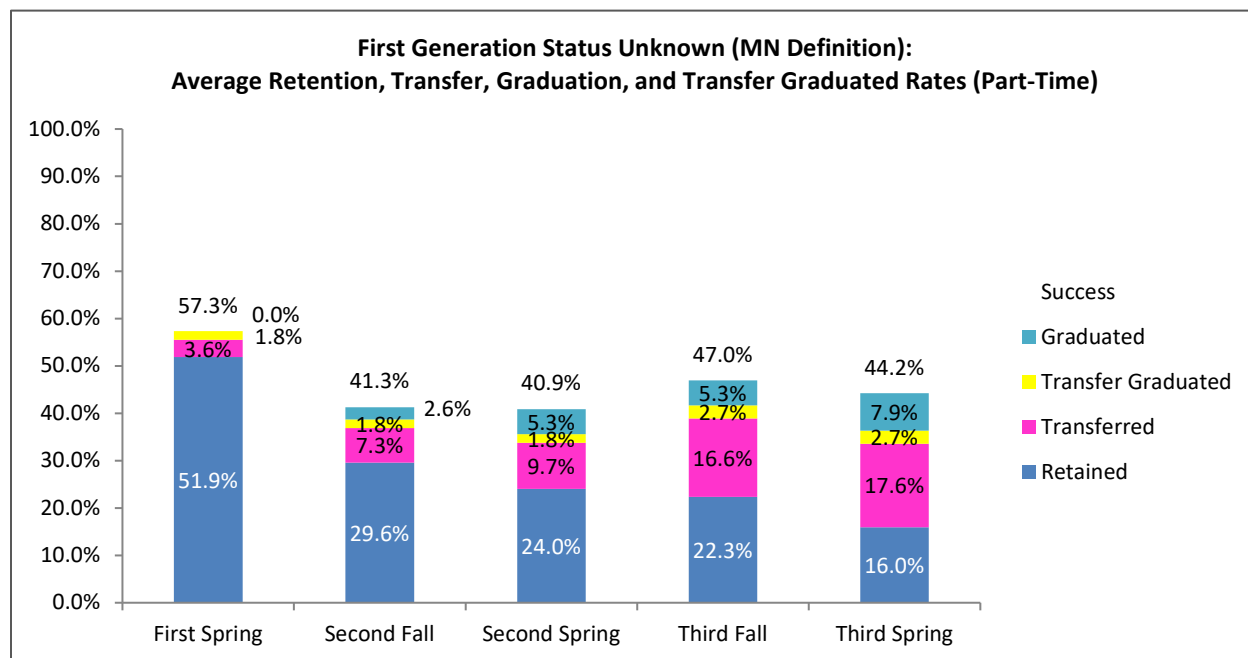
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

## 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.

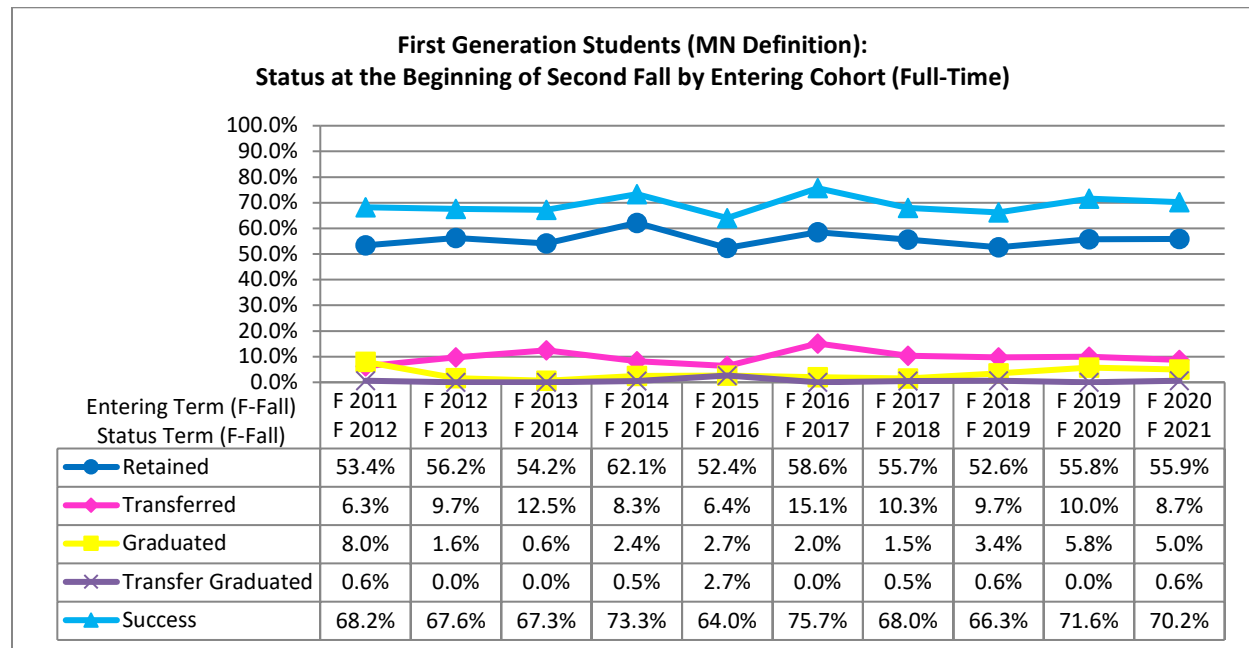


Source: Minnesota State REPL operational database.

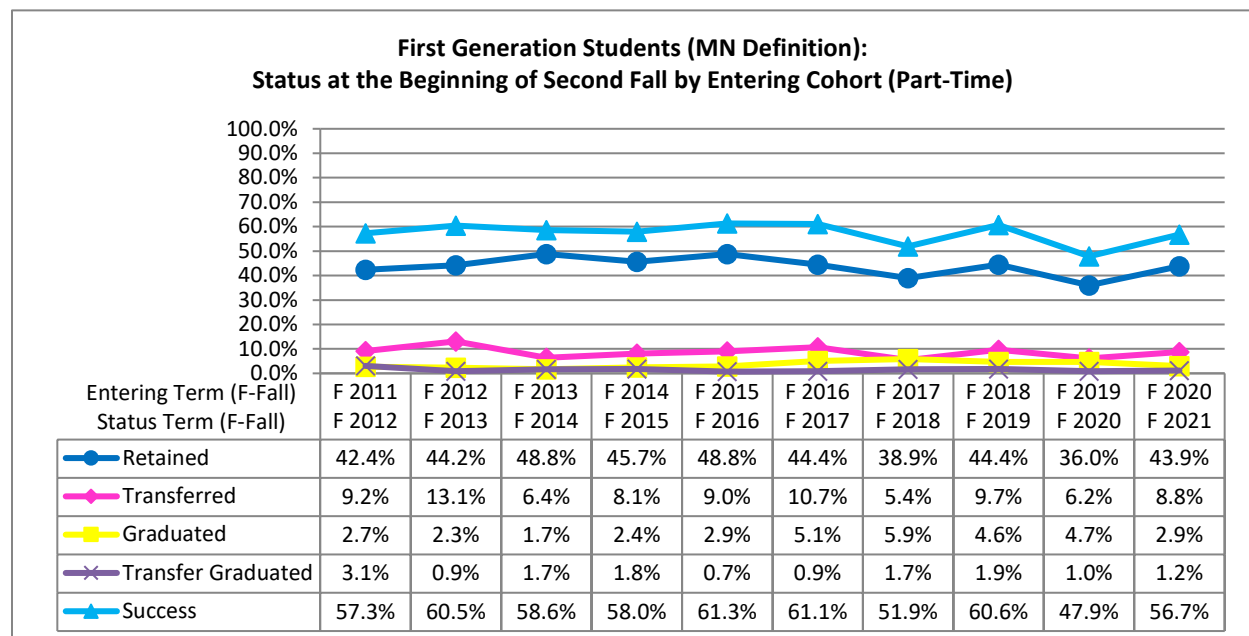
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

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

### First Generation Students

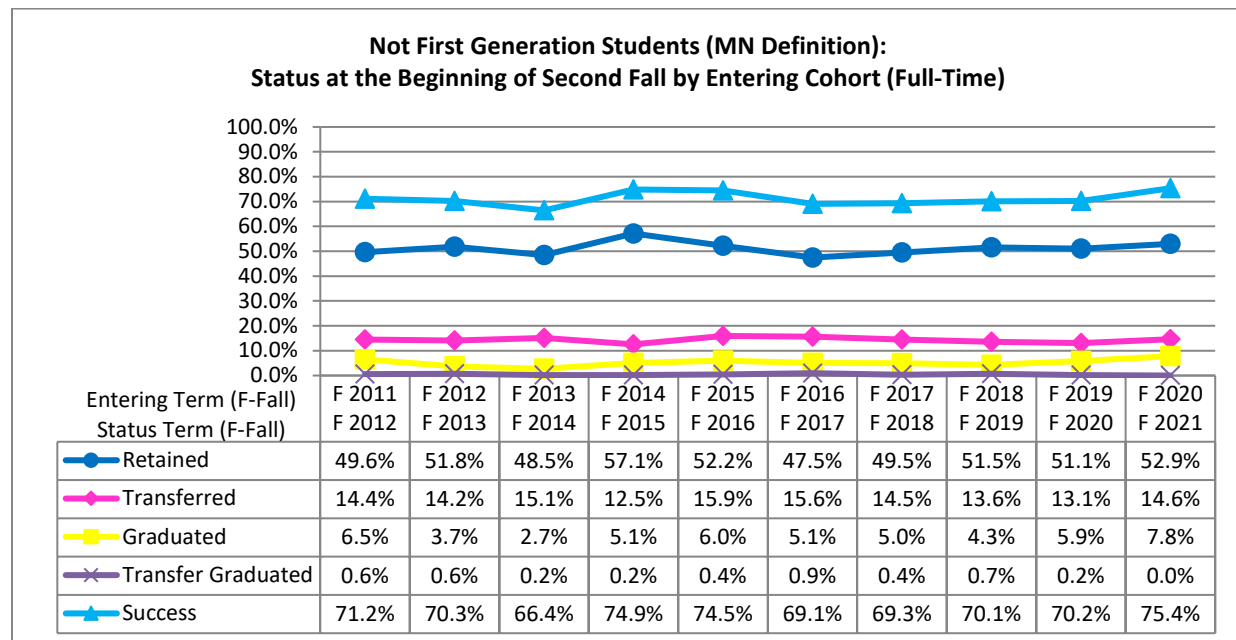


Source: Minnesota State REPL operational database.

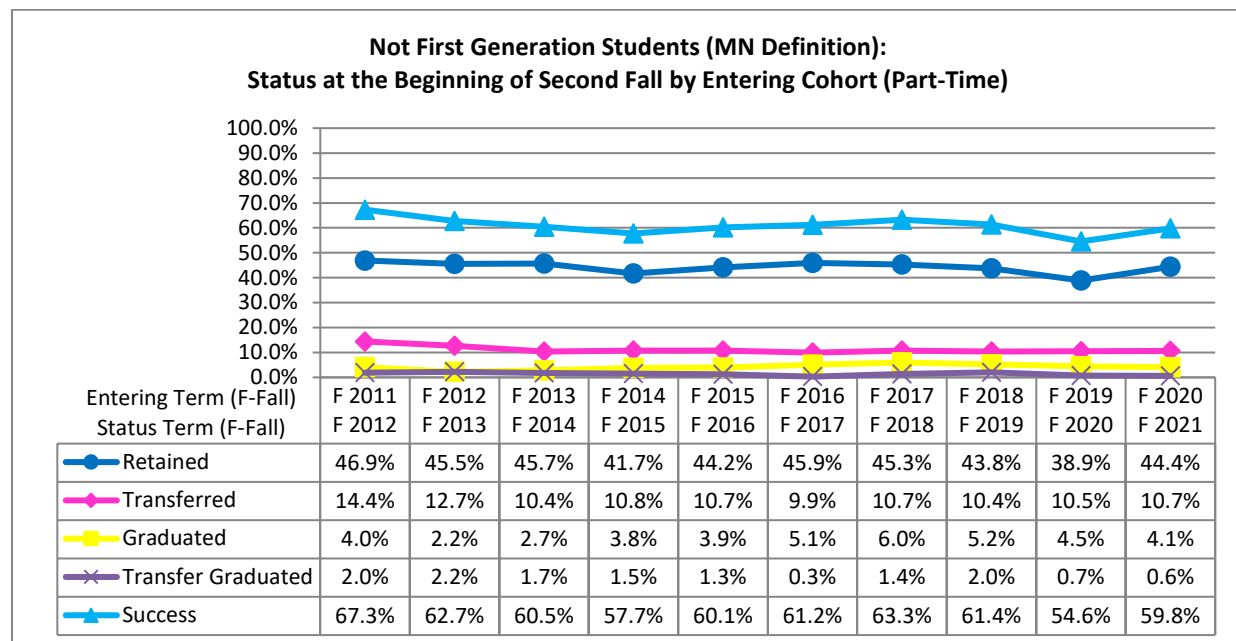


Source: Minnesota State REPL operational database.

## Not First Generation Students

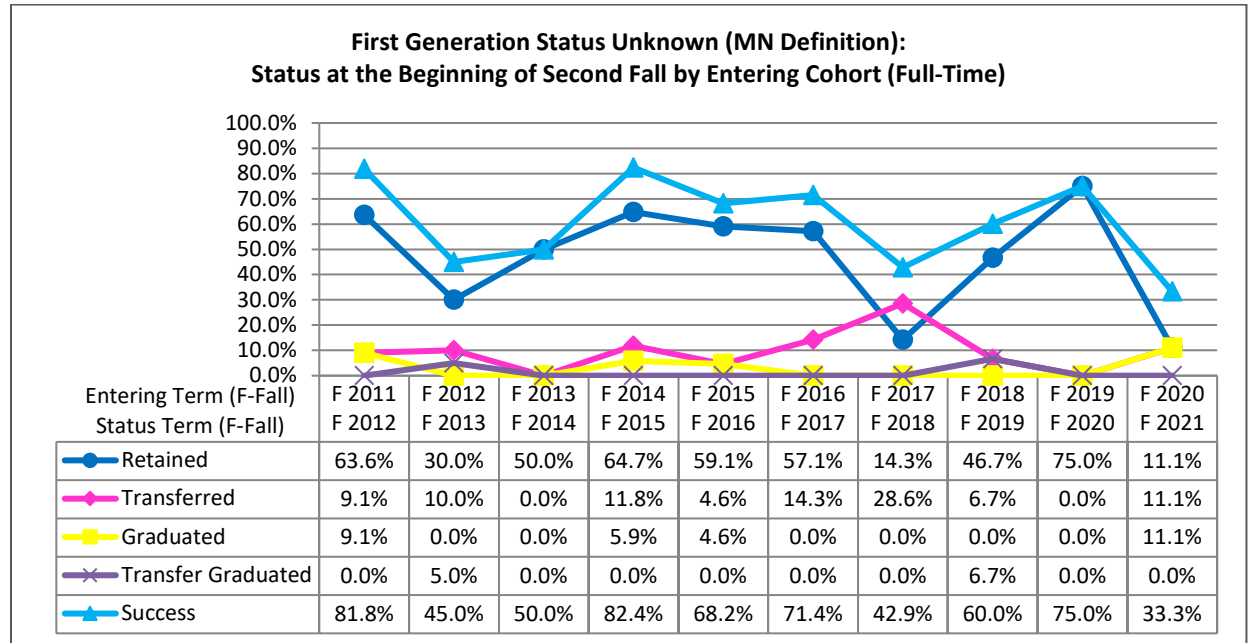


Source: Minnesota State REPL operational database.

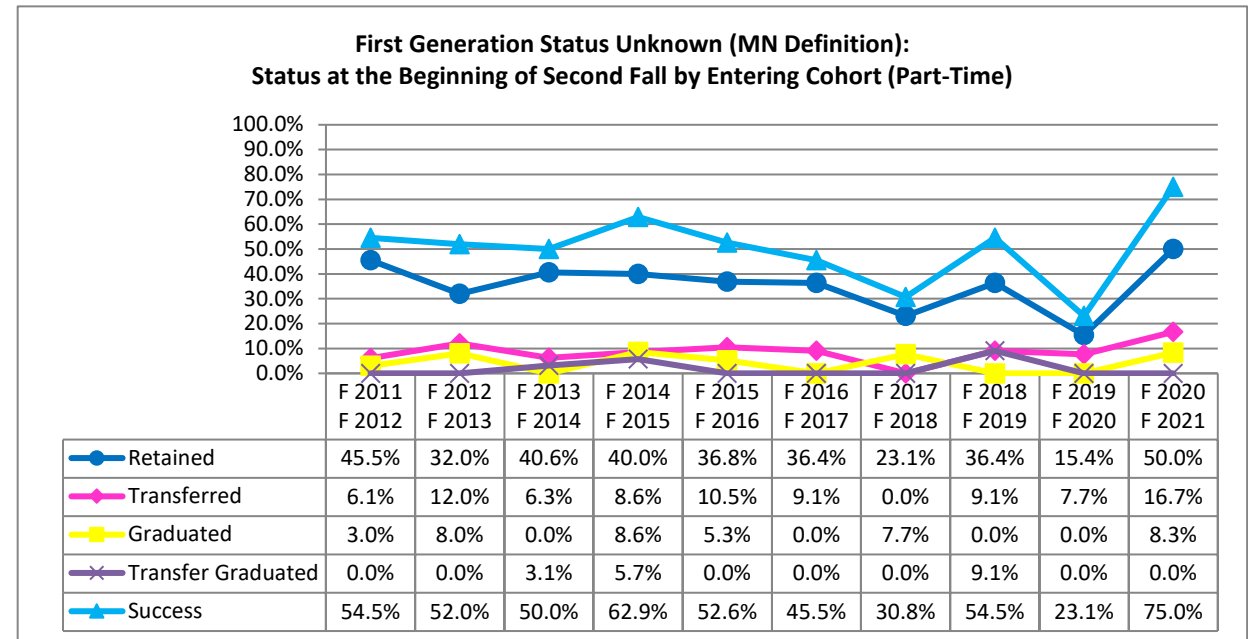


Source: Minnesota State REPL operational database.

## First Generation Status Unknown Students



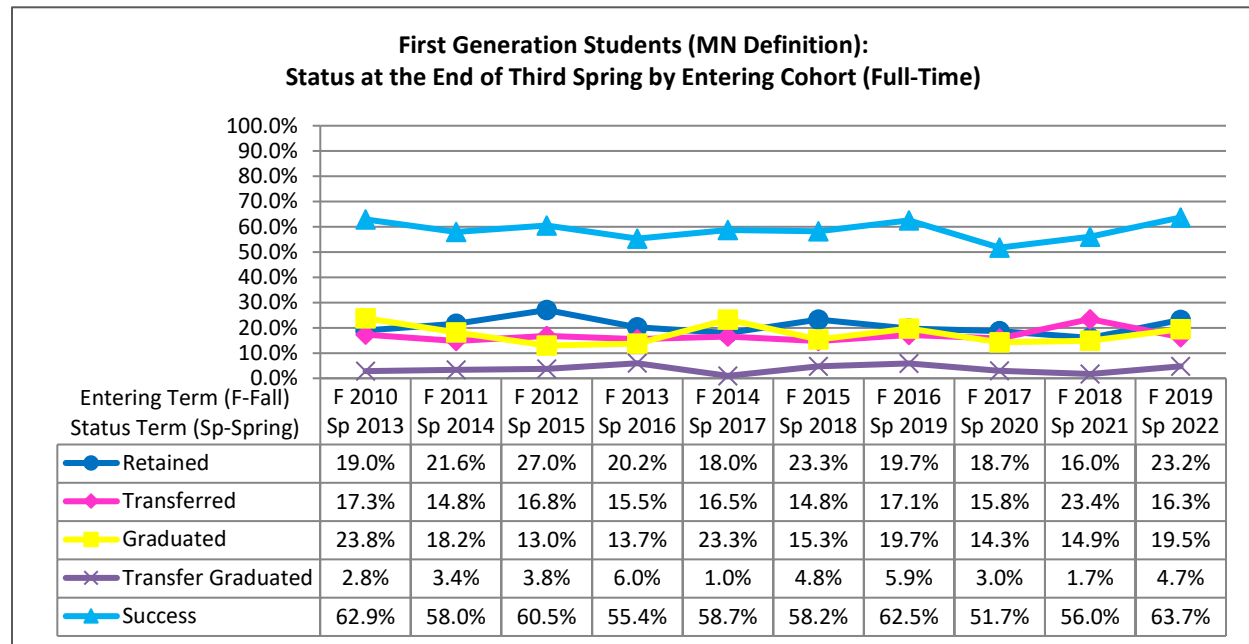
Source: Minnesota State REPL operational database.



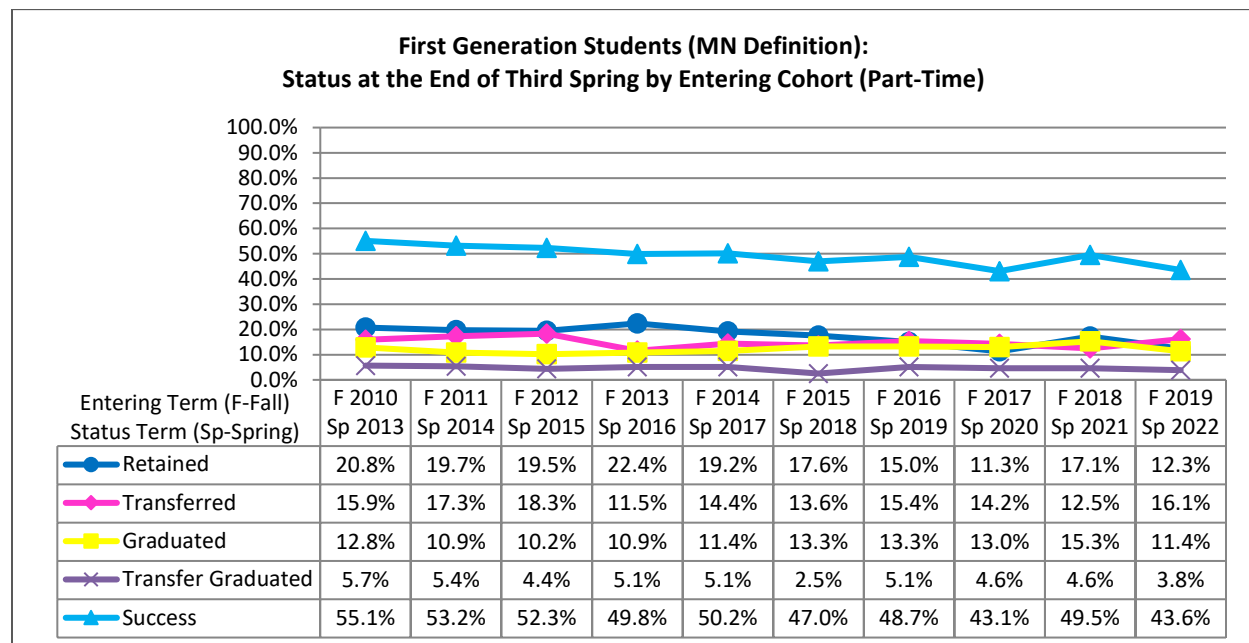
Source: Minnesota State REPL operational database.

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

### First Generation Students

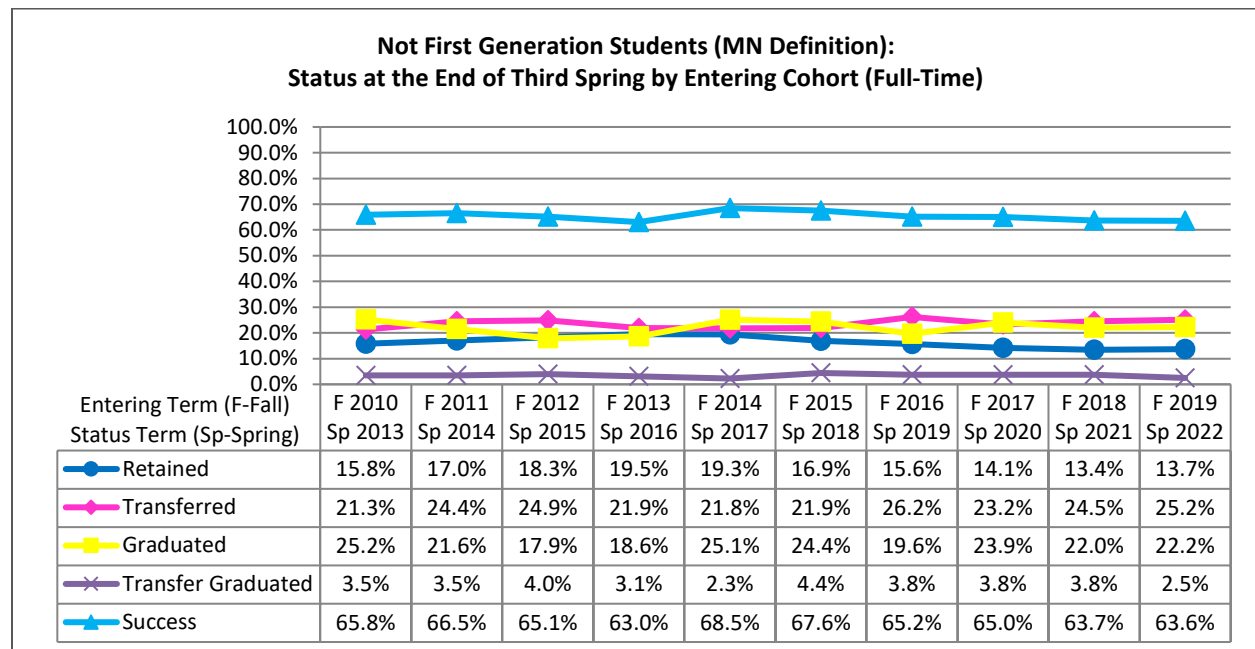


Source: Minnesota State REPL operational database.

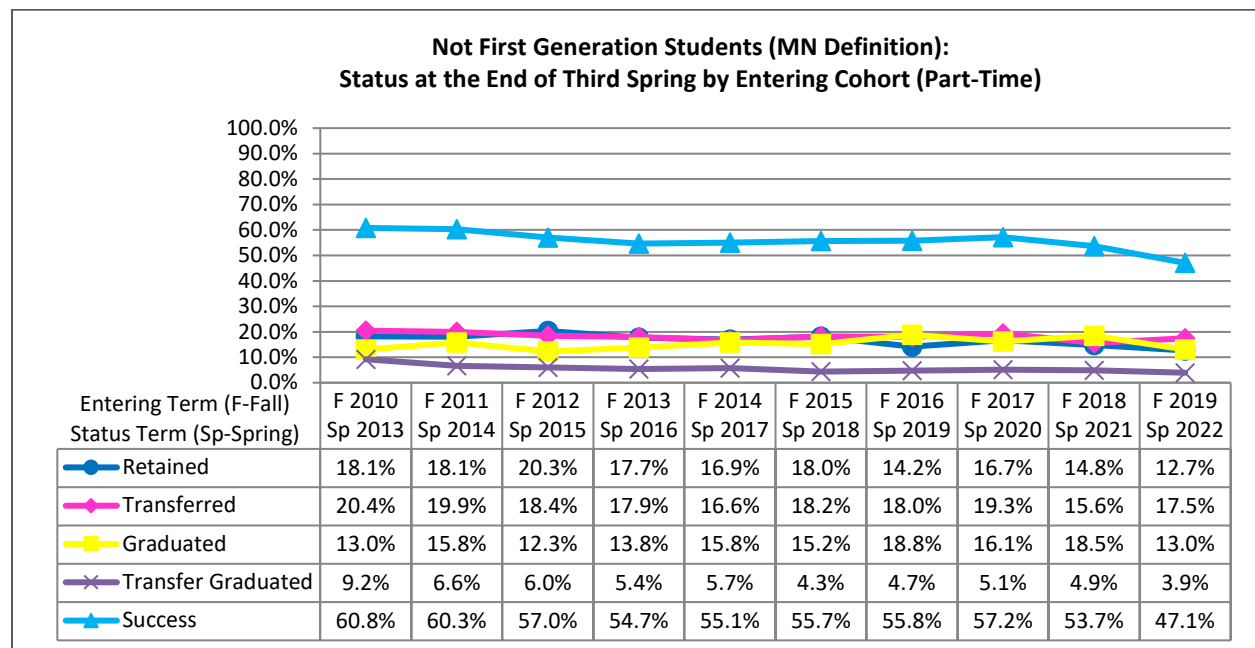


Source: Minnesota State REPL operational database.

## Not First Generation Students



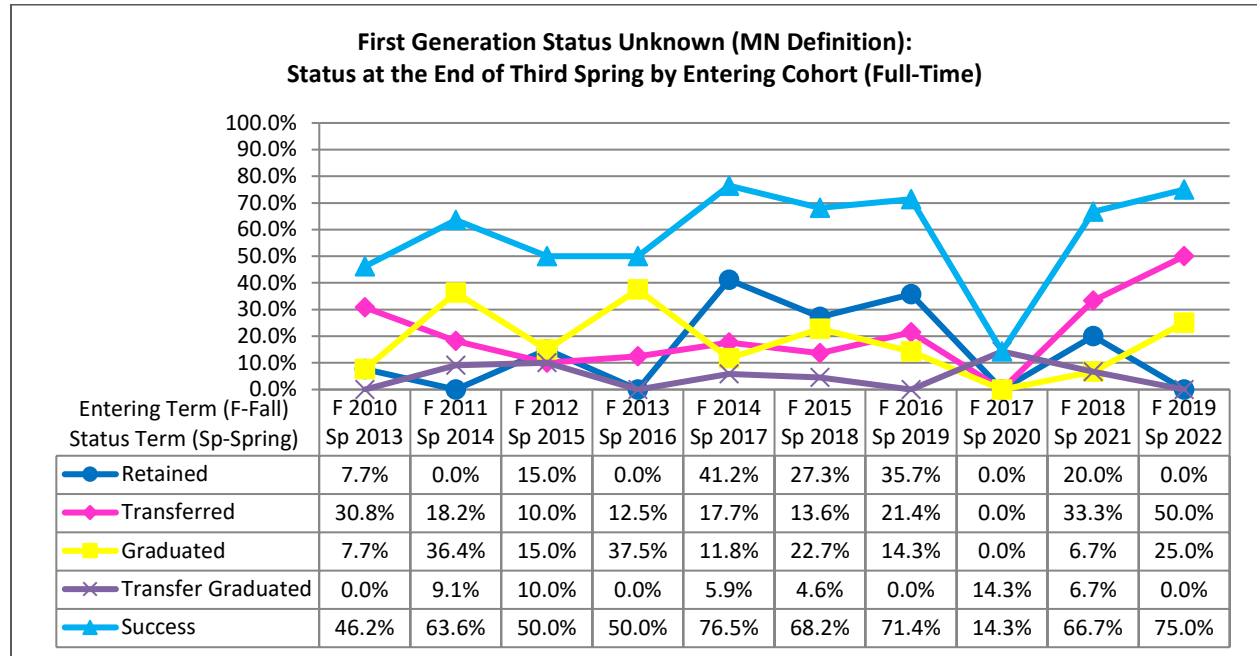
Source: Minnesota State REPL operational database.



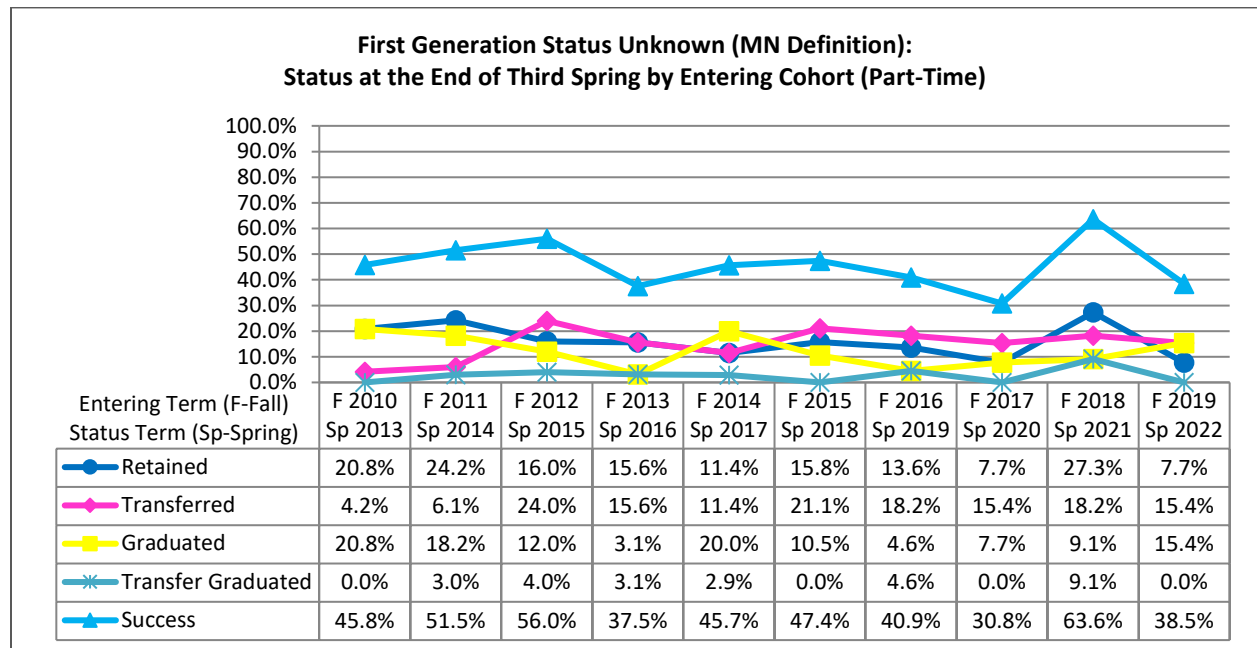
Source: Minnesota State REPL operational database.



## First Generation Status Unknown Students



Source: Minnesota State REPL operational database.

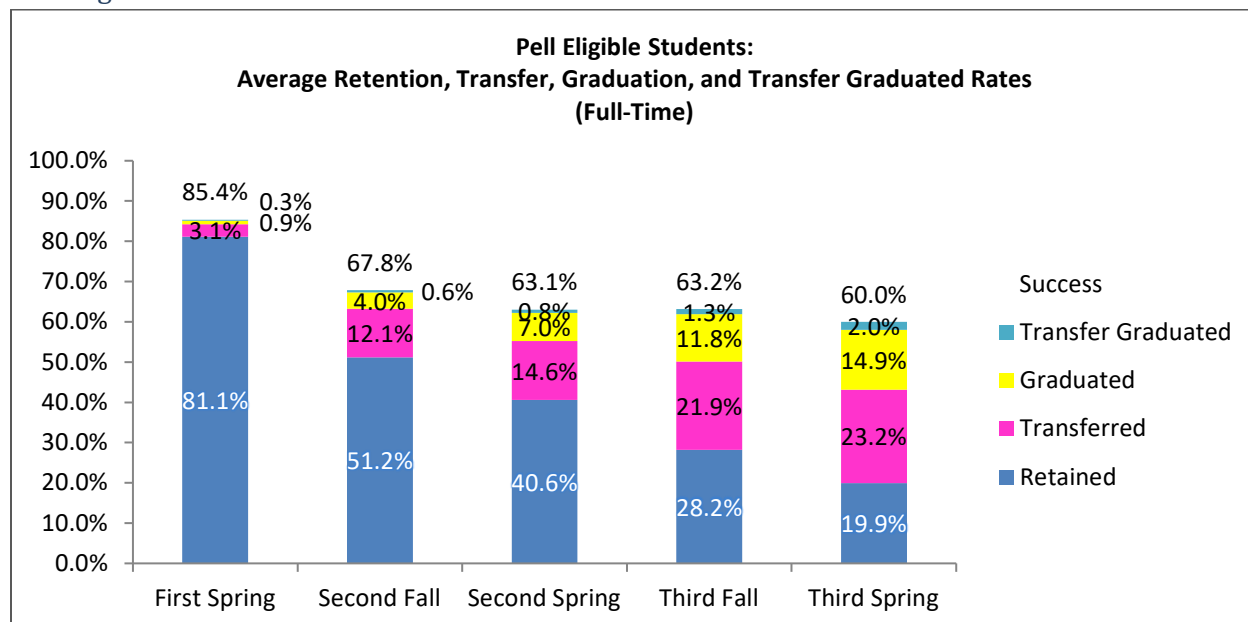


Source: Minnesota State REPL operational database.

## Outcomes by Pell Eligibility Status

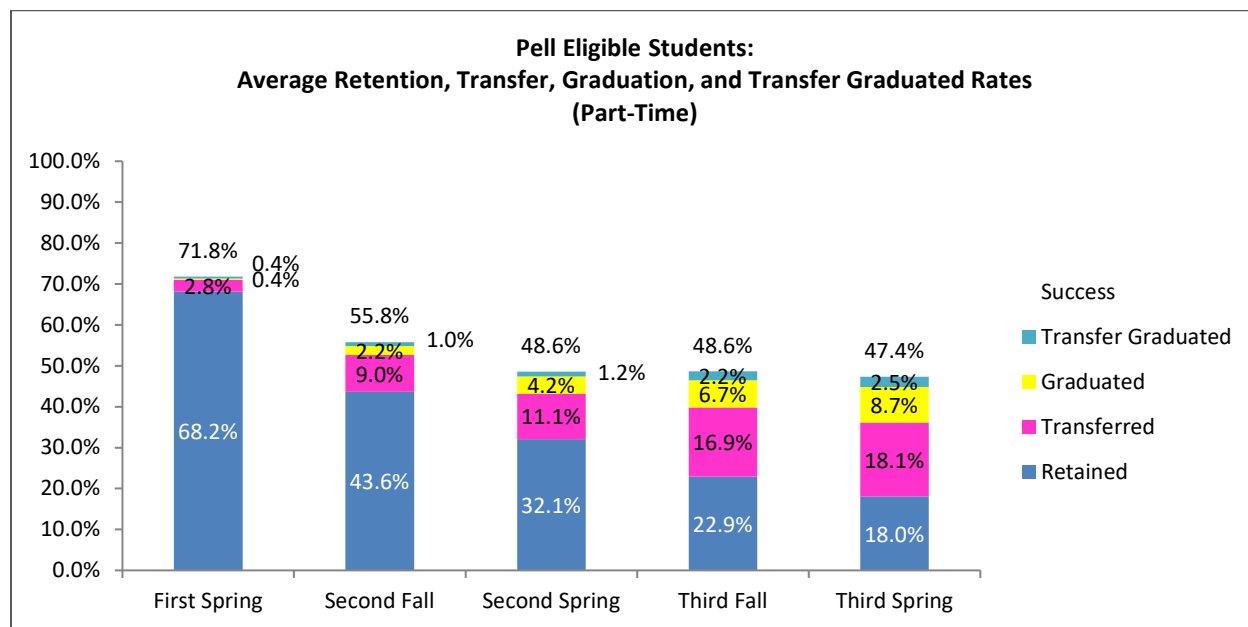
### Average Retention, Transfer, Graduation, Transfer Graduation and Success Rates by Pell Eligibility Status

#### Pell Eligible Students



Source: Minnesota State REPL operational database.

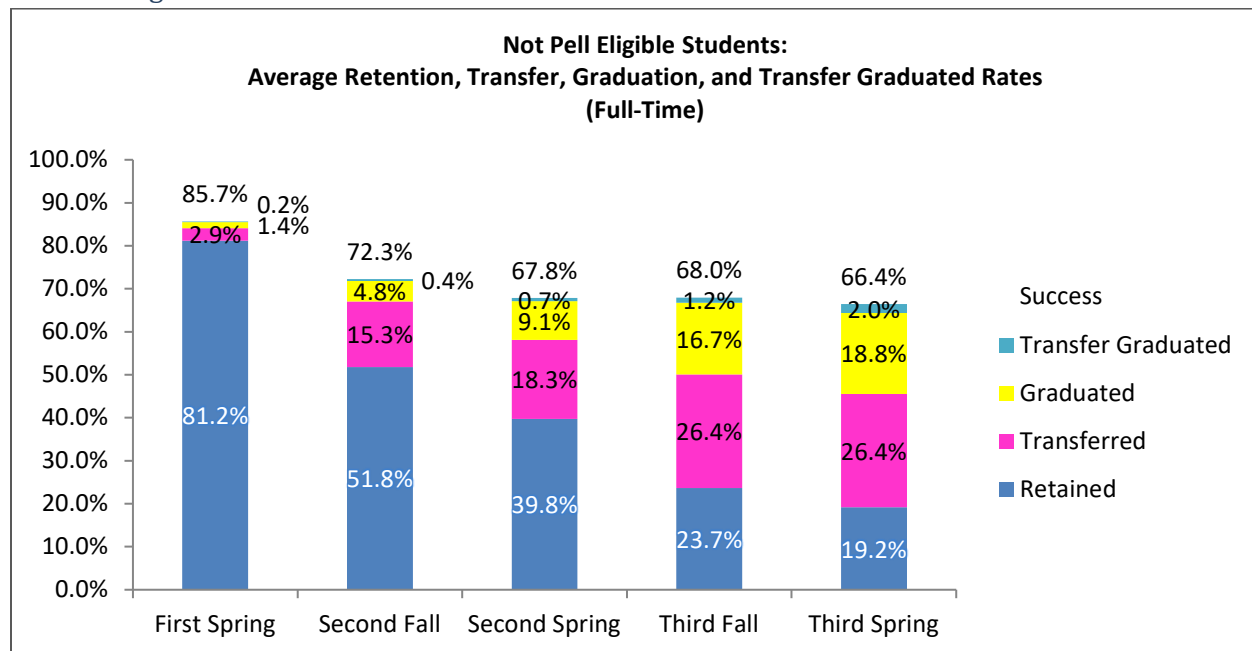
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

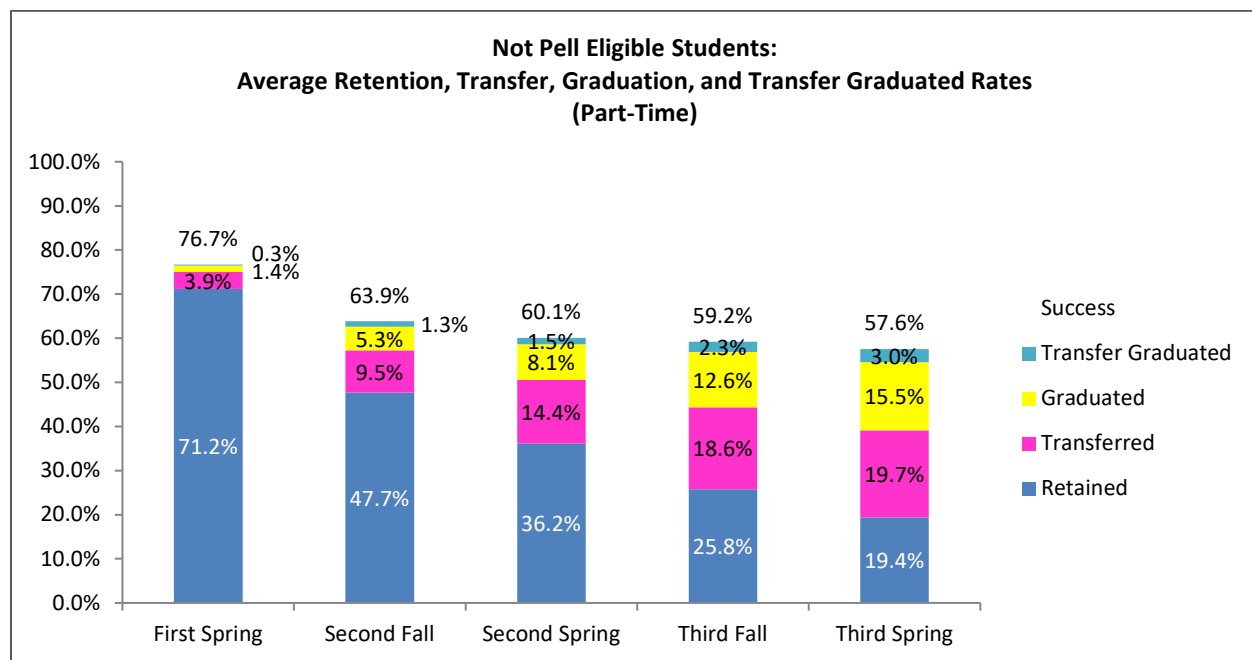
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

## Not Pell Eligible Students



Source: Minnesota State REPL operational database.

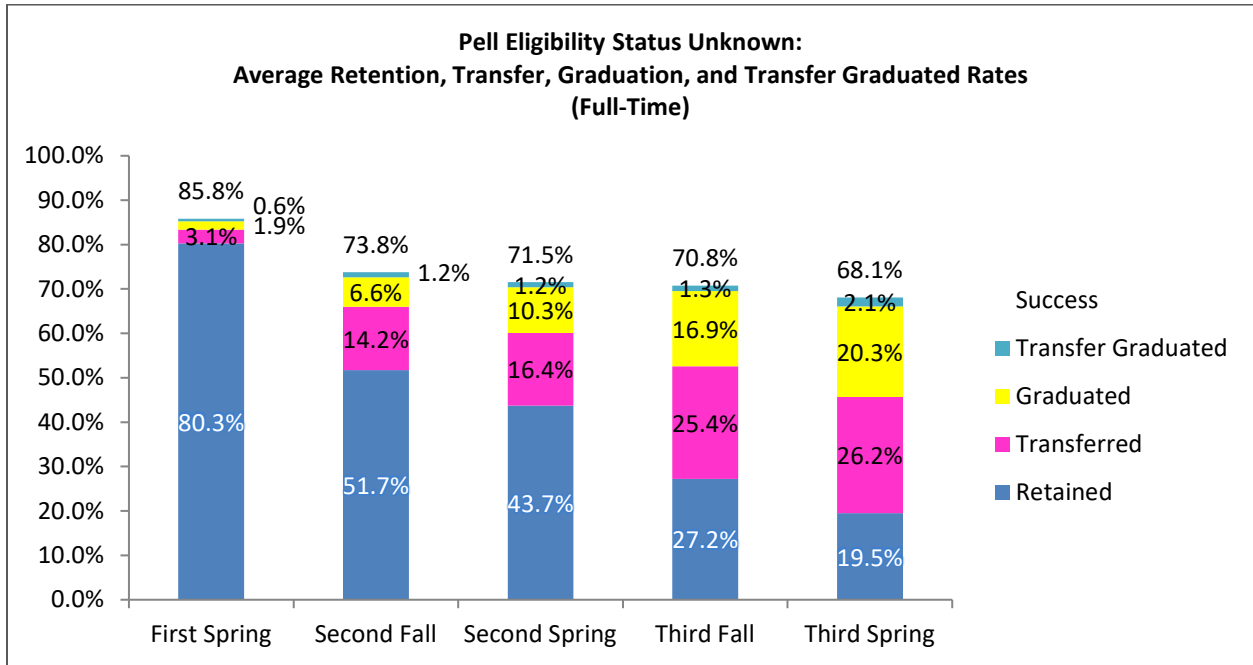
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.



Source: Minnesota State REPL operational database.

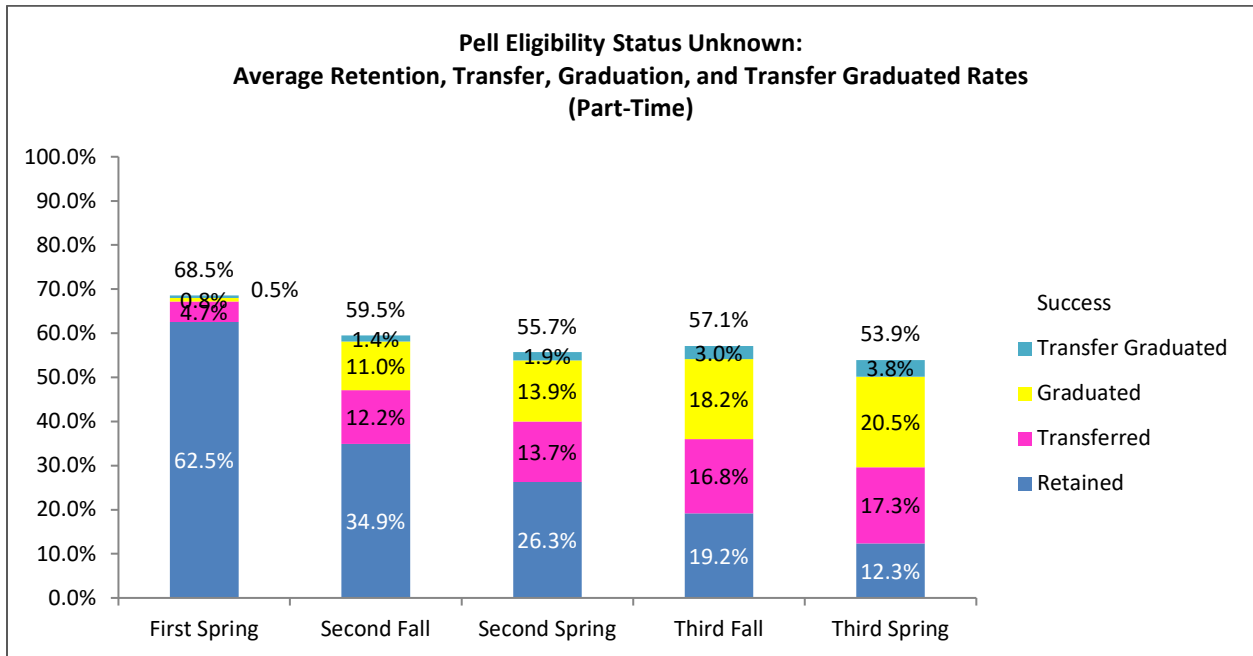
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

## 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.

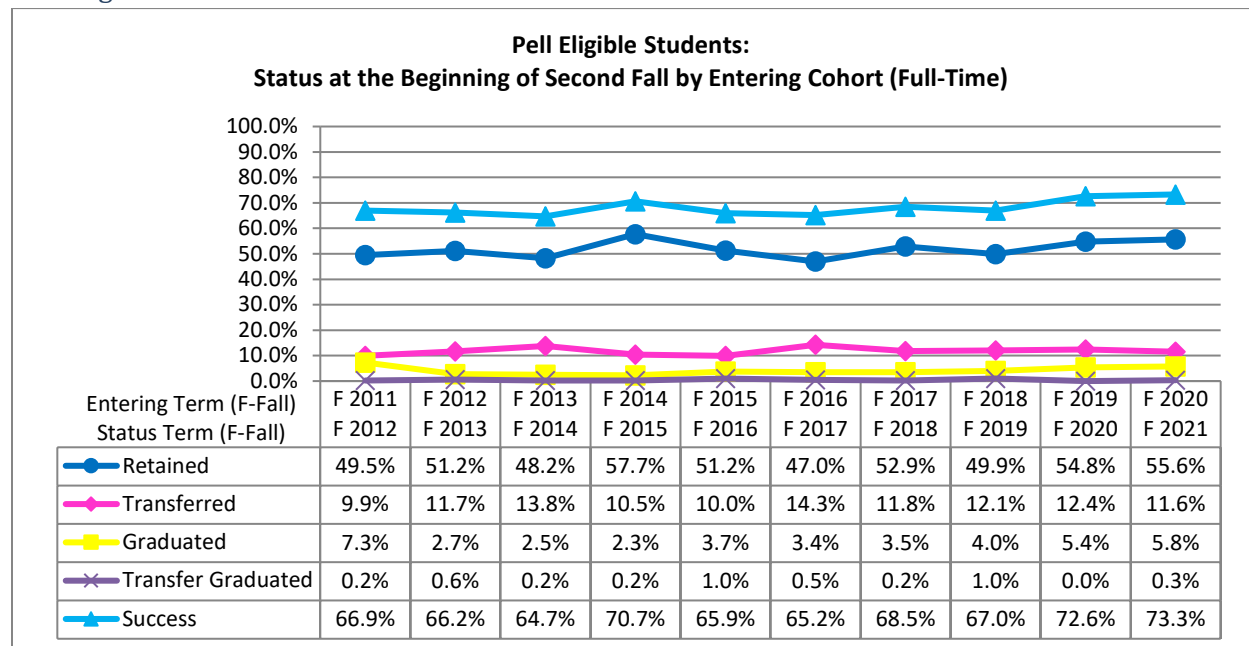


Source: Minnesota State REPL operational database.

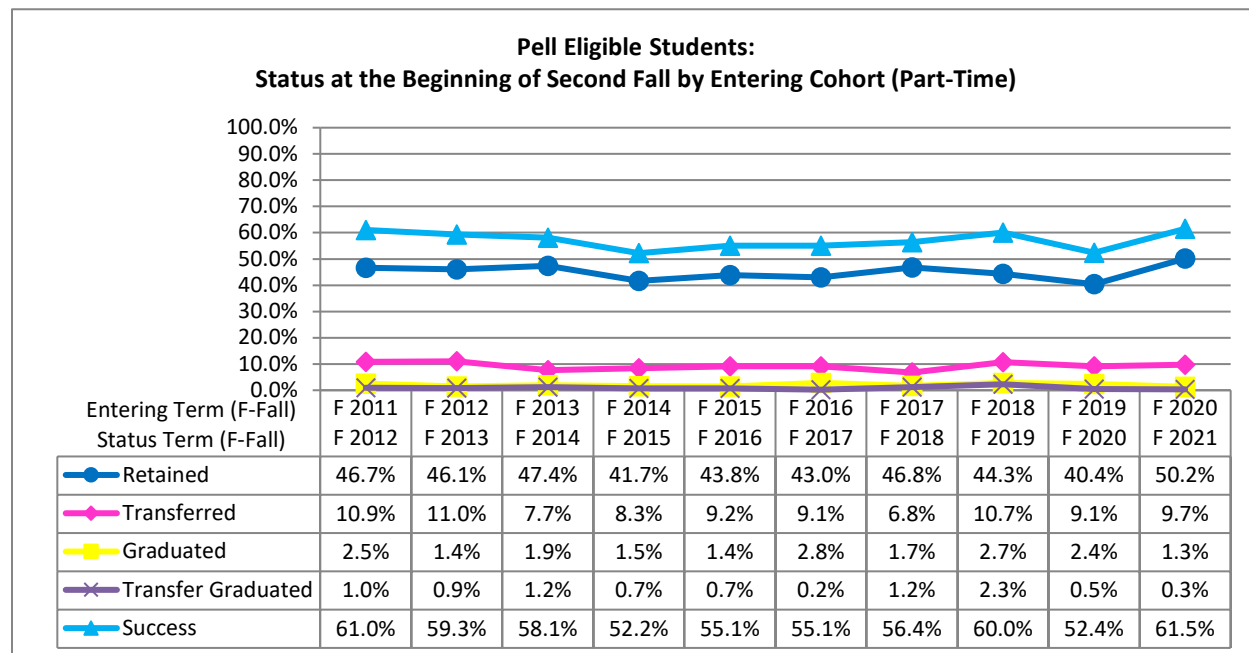
Note: All averages are calculated from the five most recent cohorts that have advanced to the third spring since entering the college. The entering cohort student status is for the beginning of First Spring through the beginning of the Third Spring.

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

### Pell Eligible Students

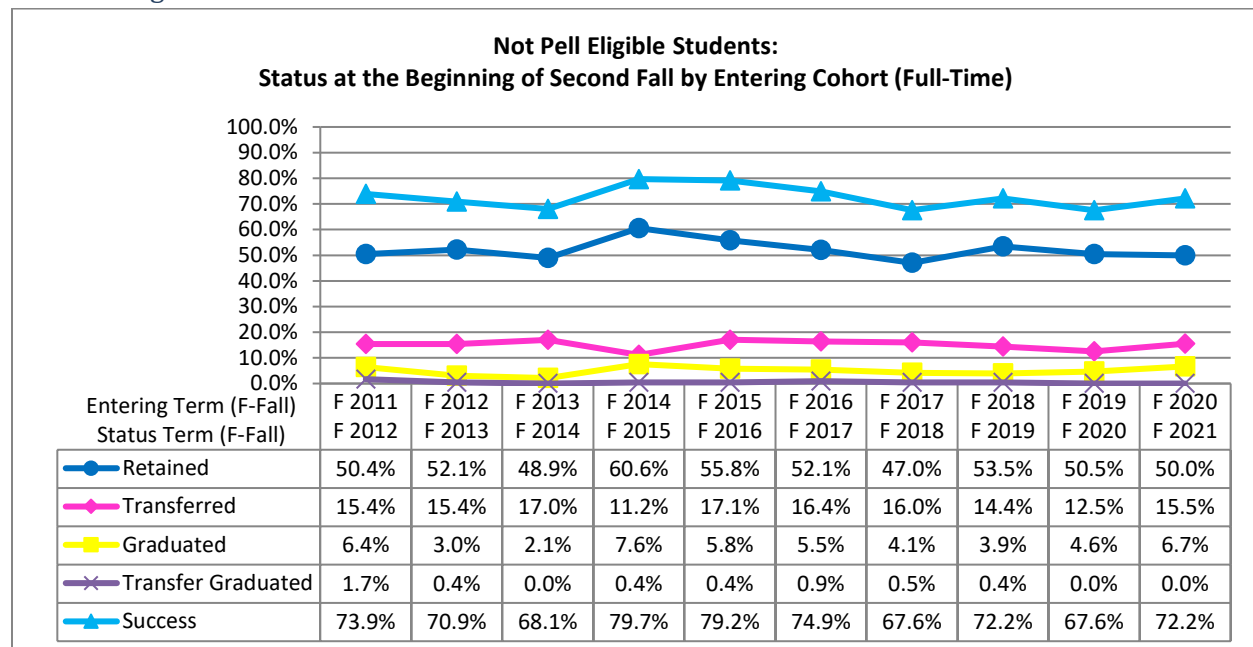


Source: Minnesota State REPL operational database.

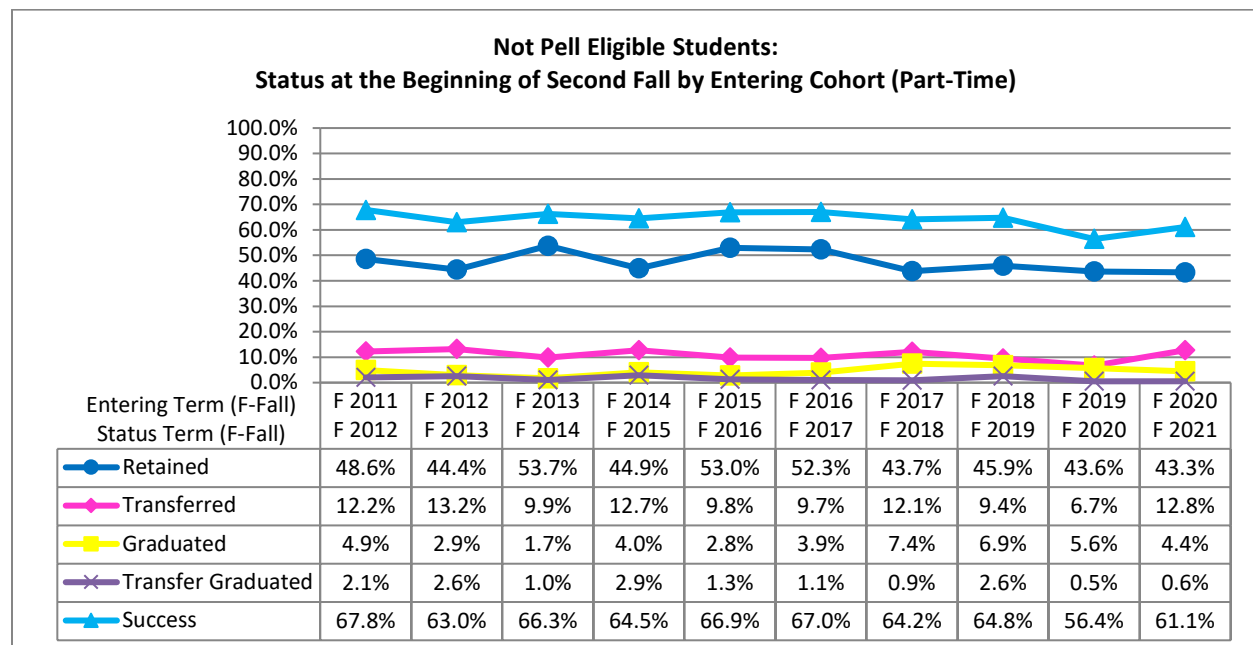


Source: Minnesota State REPL operational database.

## Not Pell Eligible Students

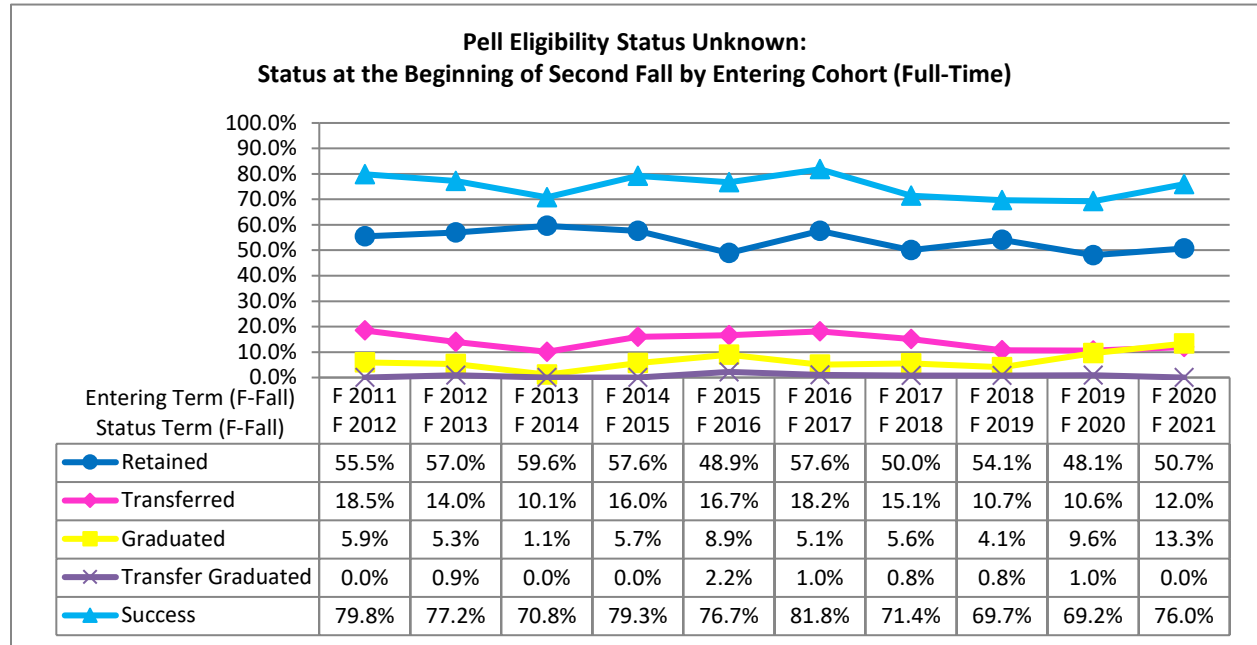


Source: Minnesota State REPL operational database.

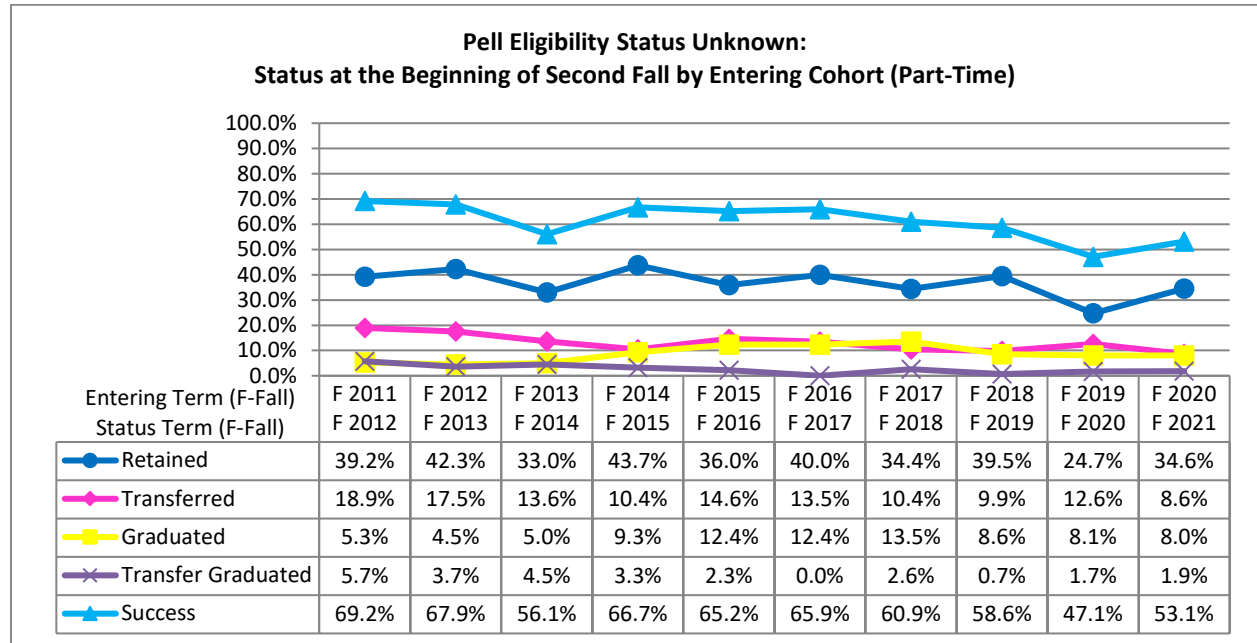


Source: Minnesota State REPL operational database.

## Pell Eligibility Status Unknown Students



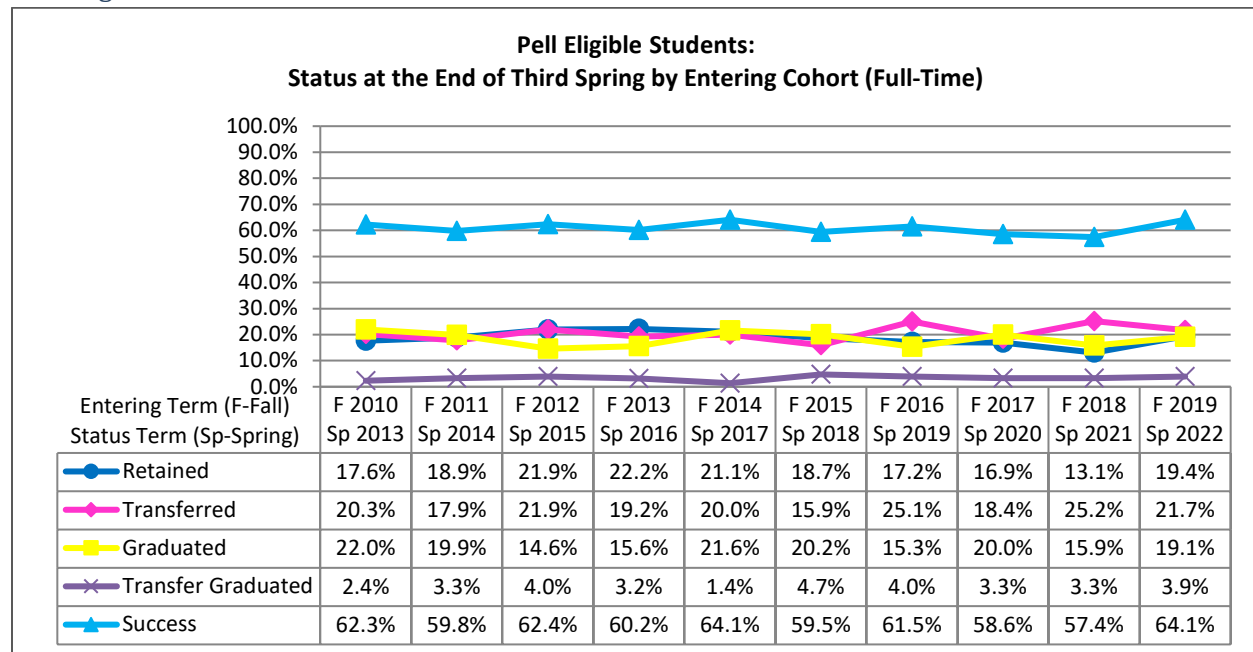
Source: Minnesota State REPL operational database.



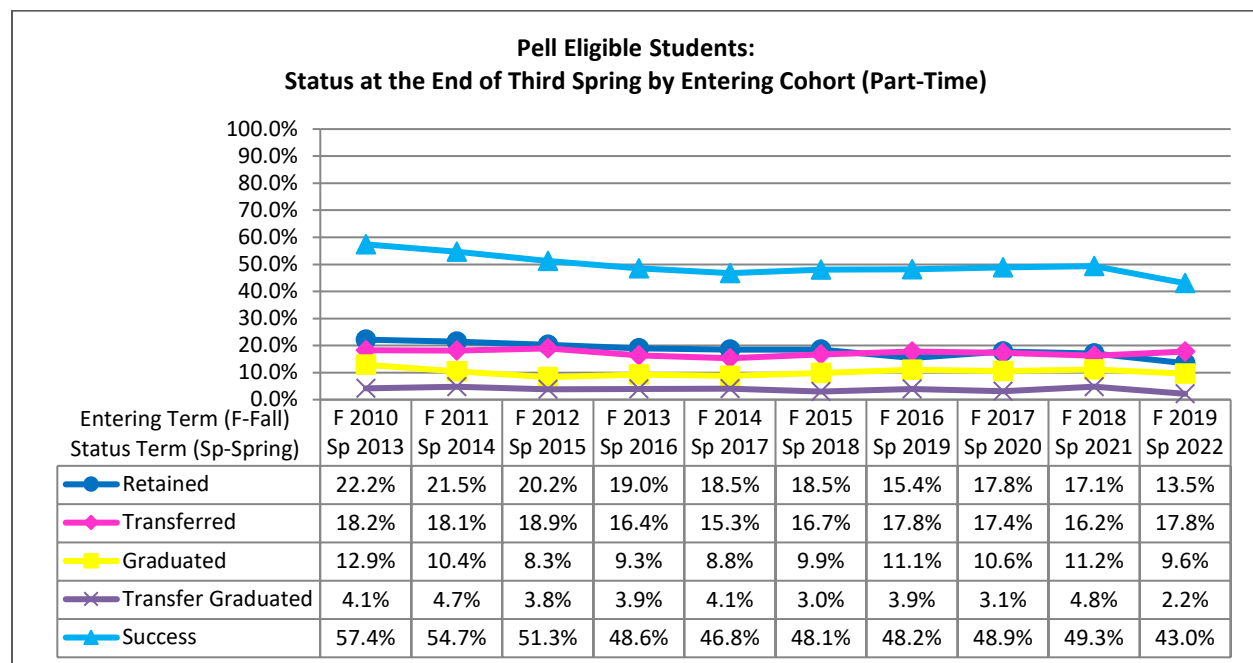
Source: Minnesota State REPL operational database.

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

### Pell Eligible Students



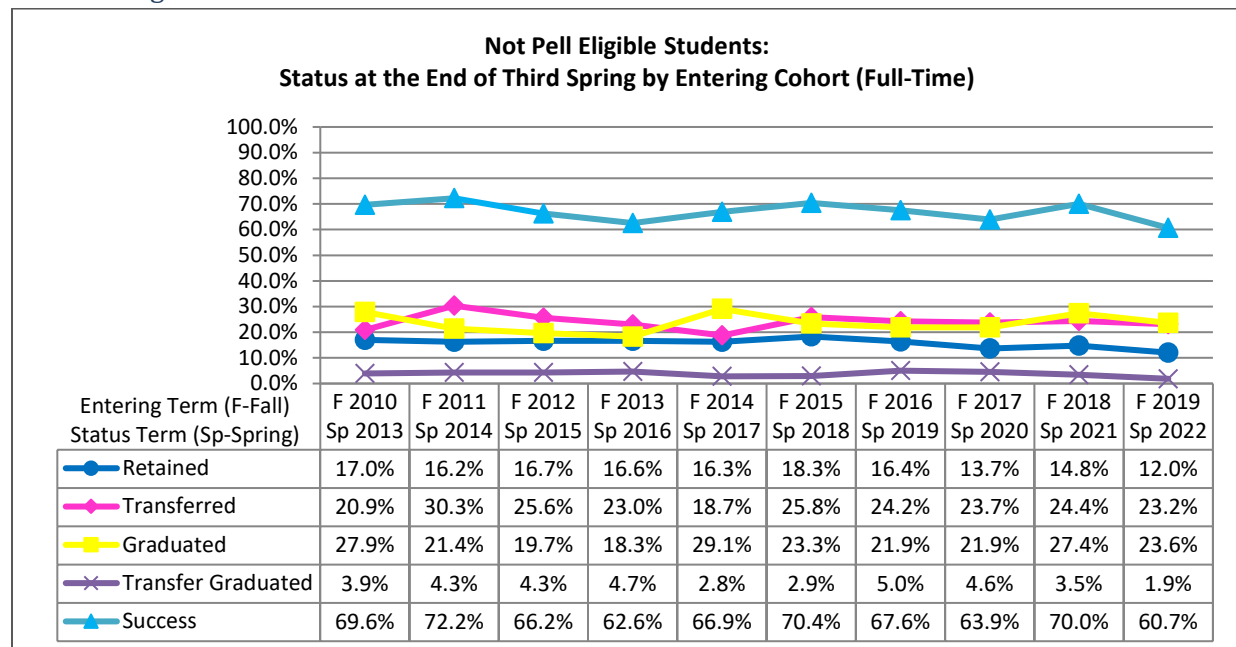
Source: Minnesota State REPL operational database.



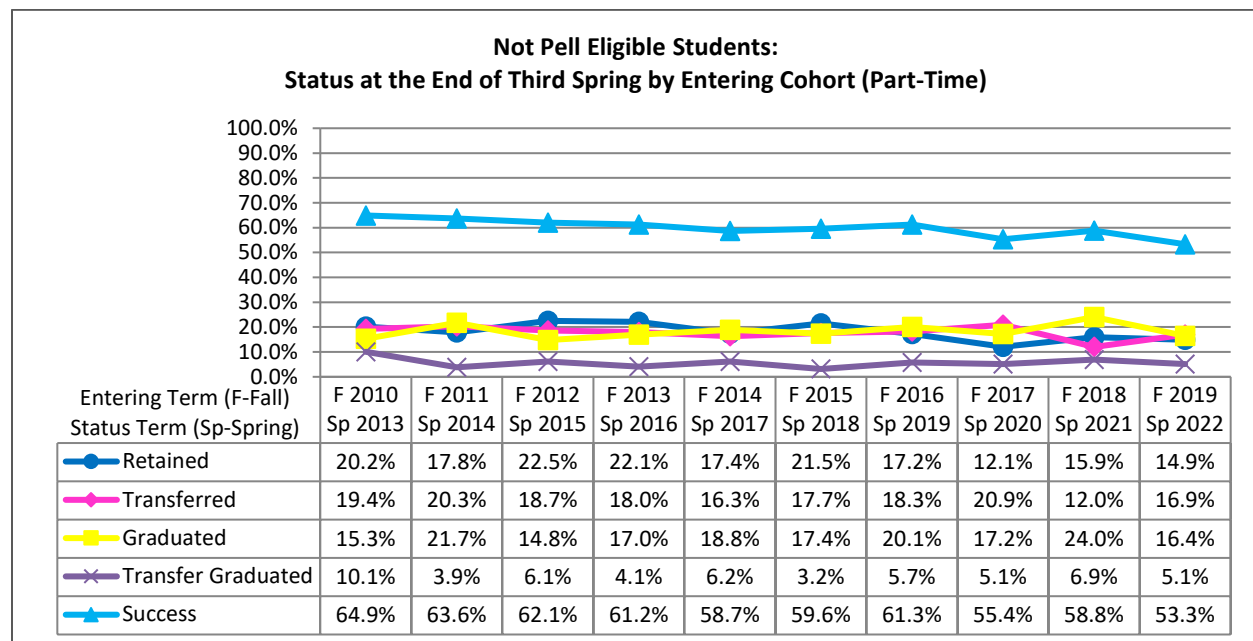
Source: Minnesota State REPL operational database.



## Not Pell Eligible Students

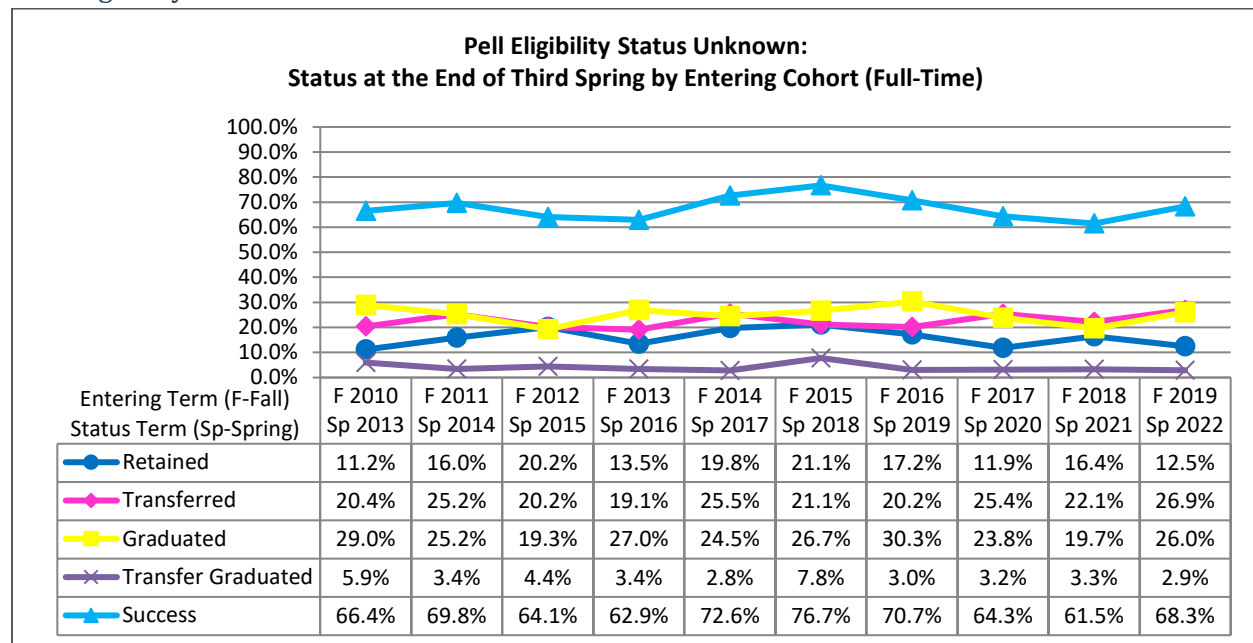


Source: Minnesota State REPL operational database.

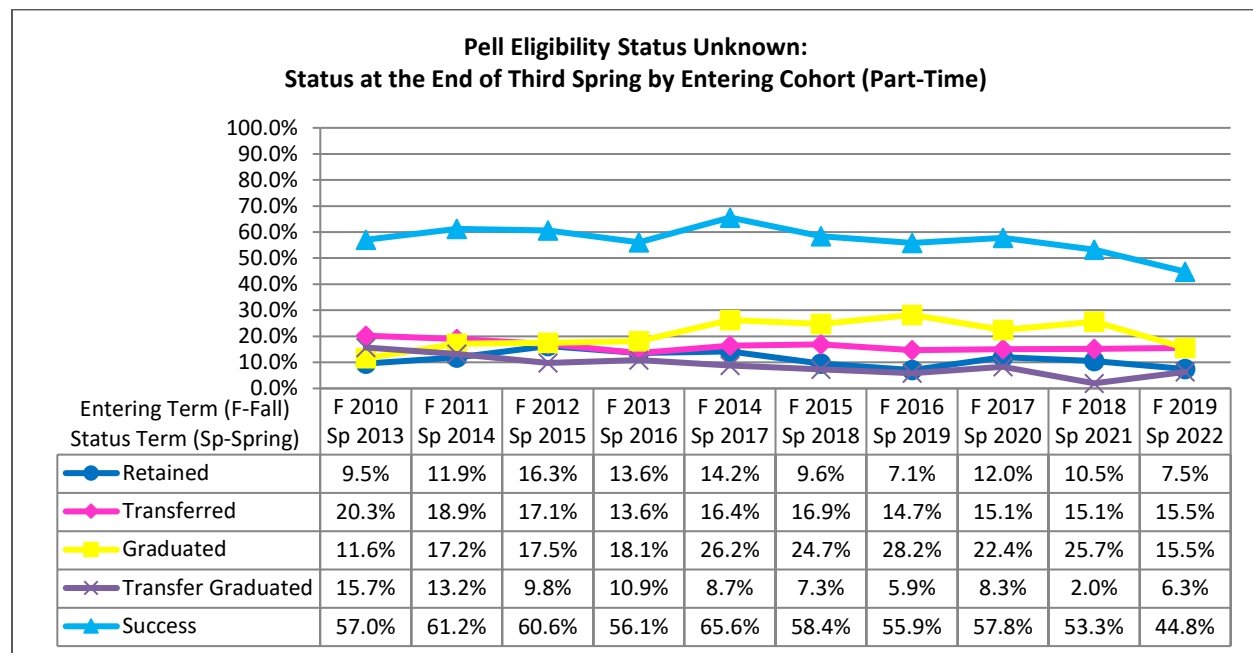


Source: Minnesota State REPL operational database.

## Pell Eligibility Status Unknown Students



Source: Minnesota State REPL operational database.

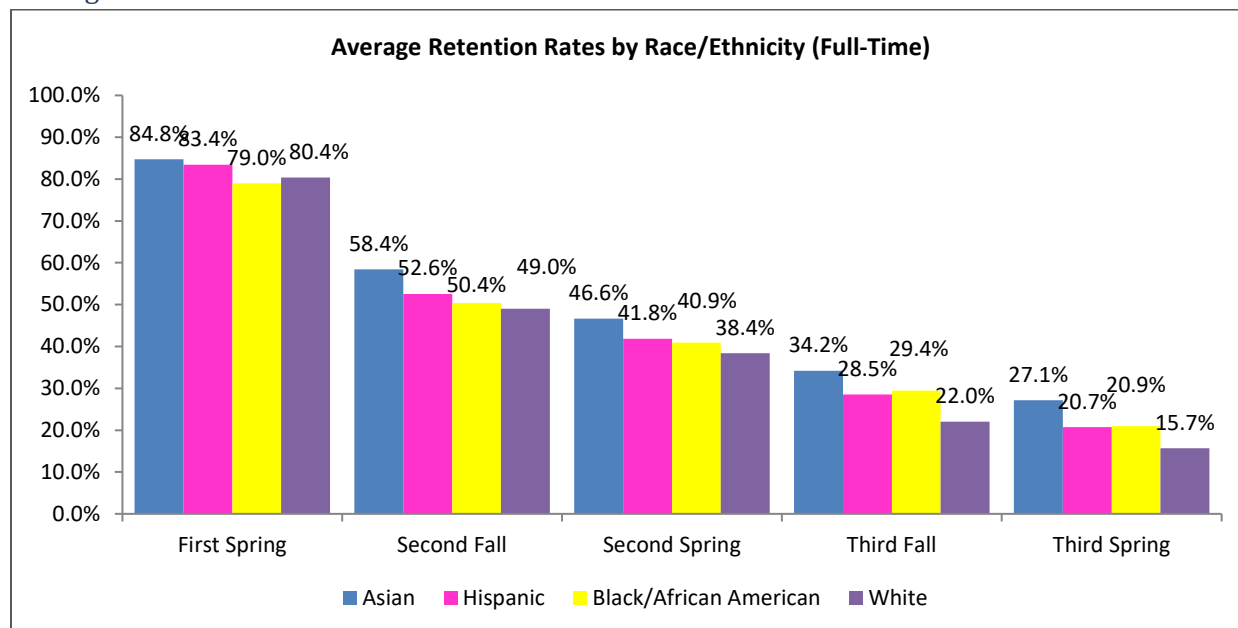


Source: Minnesota State REPL operational database

## Outcomes by Race/Ethnicity

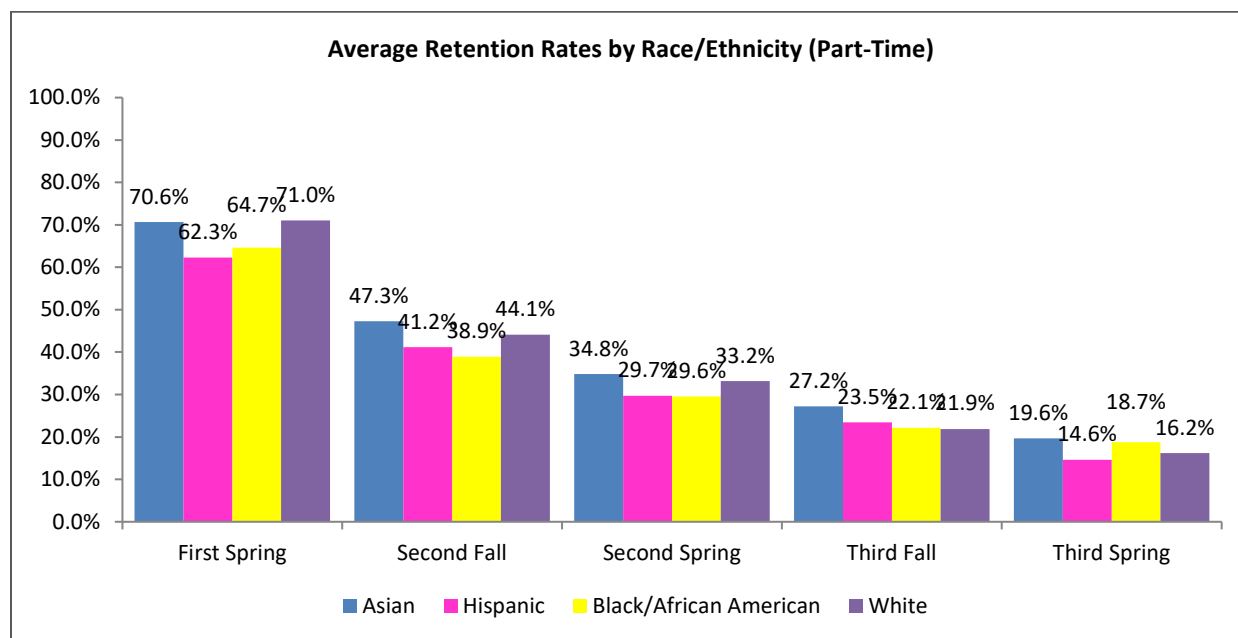
### Average Retention, Transfer, Graduation, Transfer Graduated and Success Rates by Race/Ethnicity

#### 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.

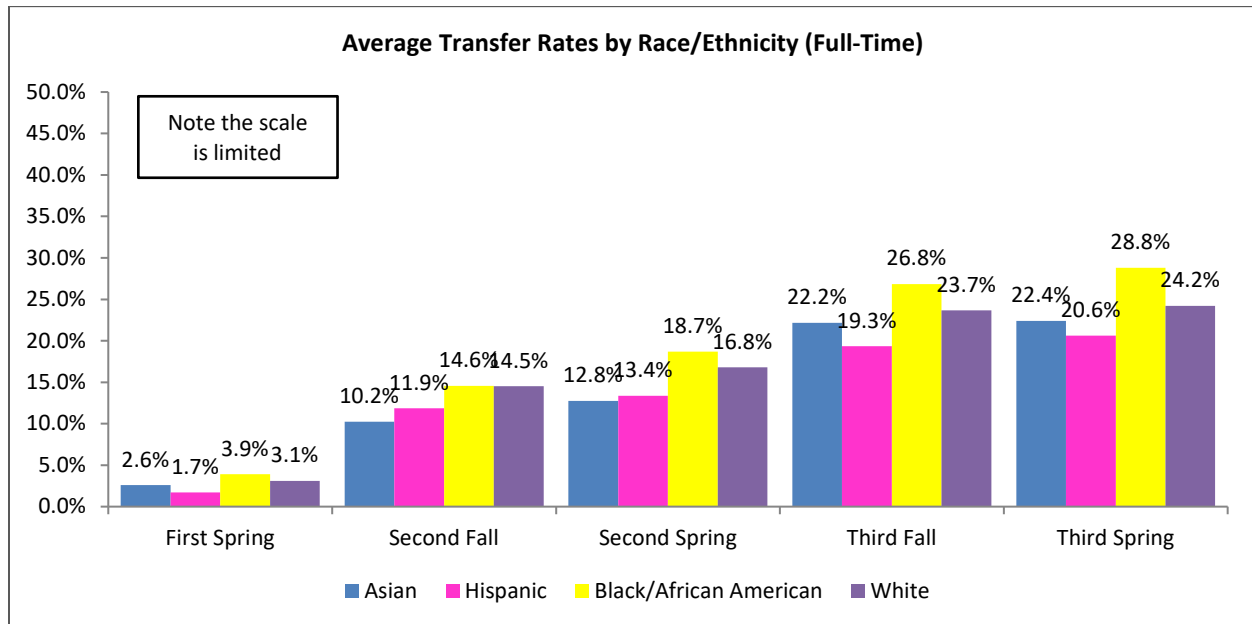


Source: Minnesota State REPL operational database.

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.

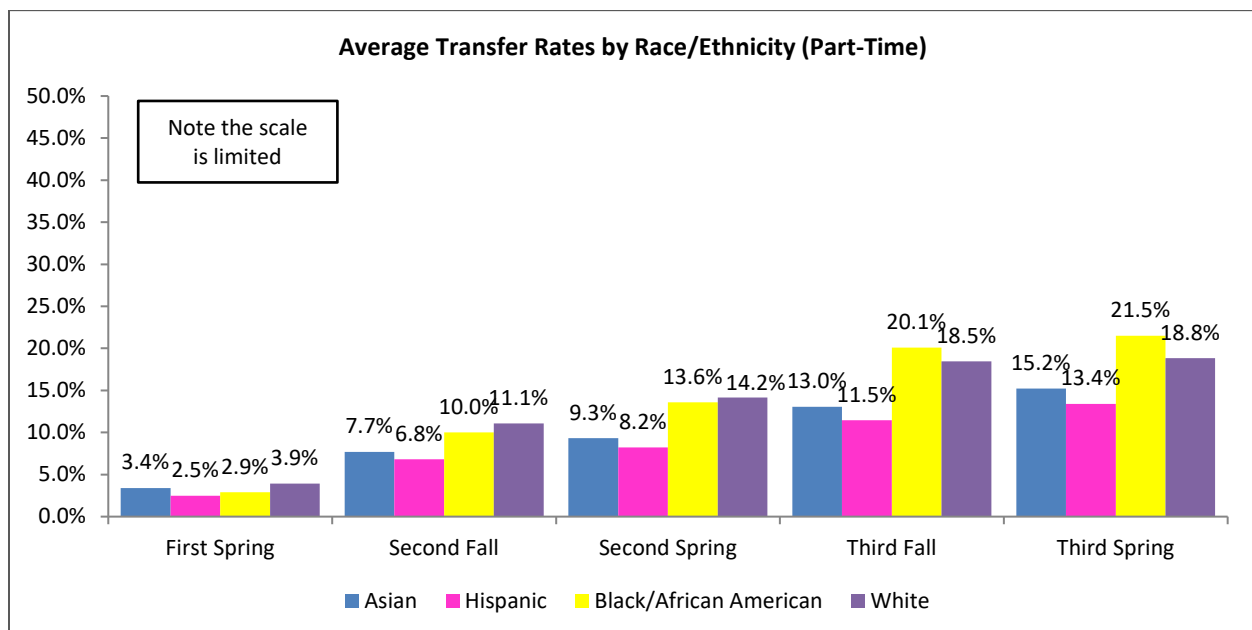
## Average Transfer Rates

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.

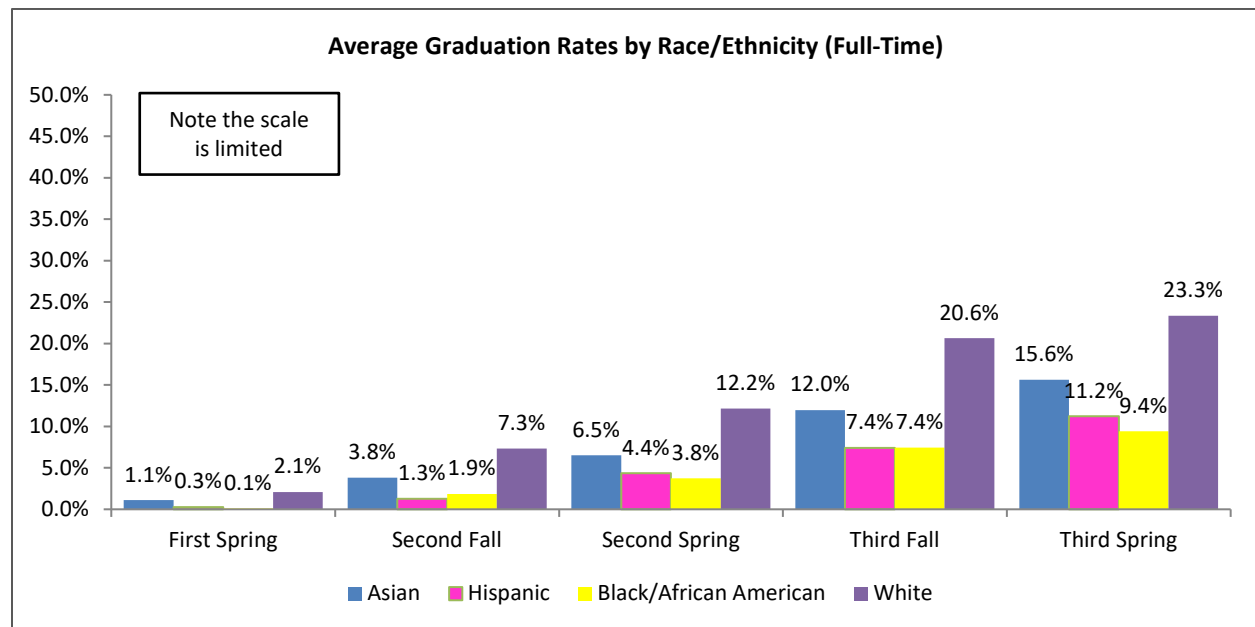


Source: Minnesota State REPL operational database.

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.

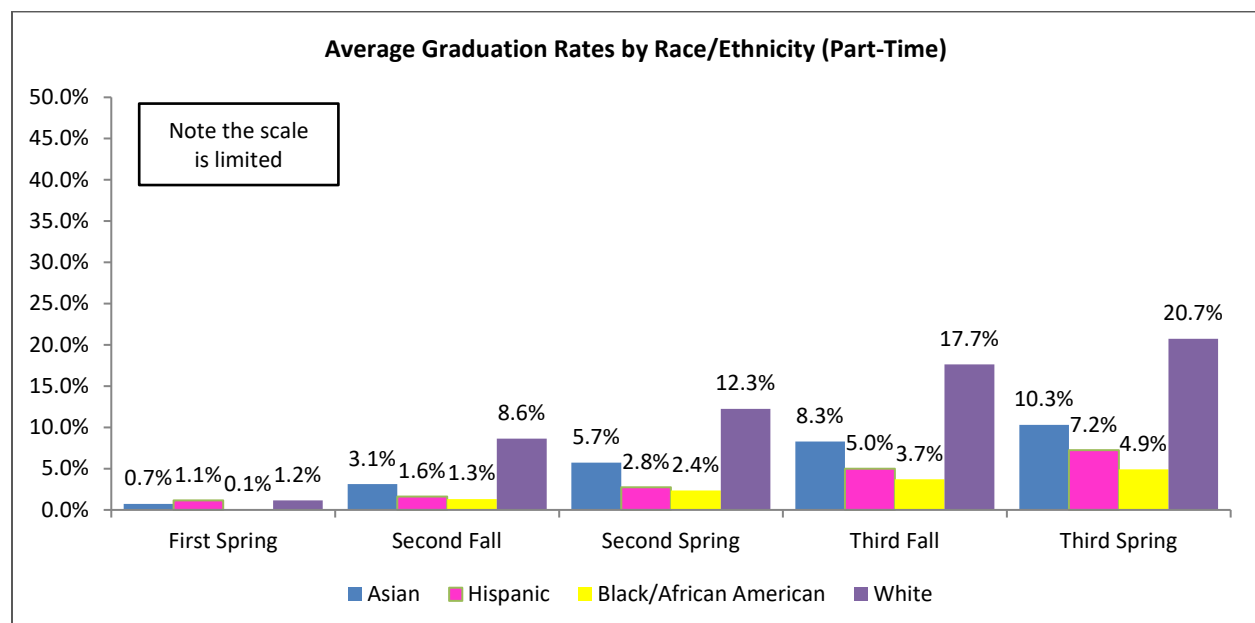
## Average Graduation Rates

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.

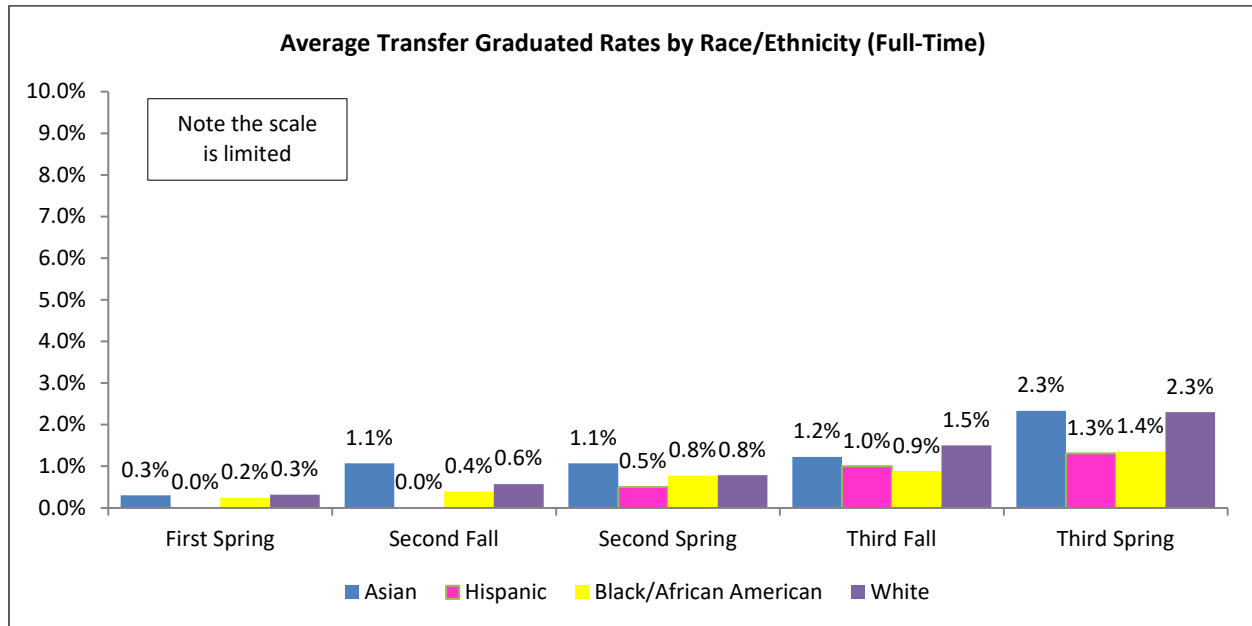


Source: Minnesota State REPL operational database.

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.

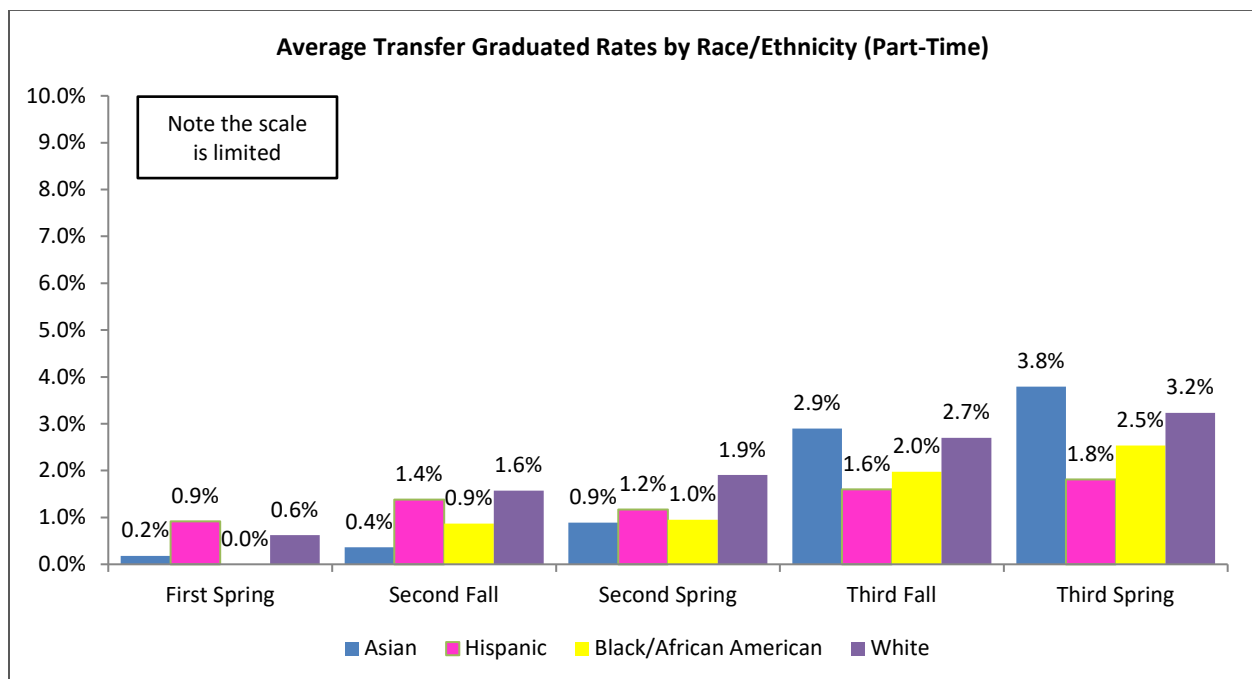
## Average Transfer Graduated Rates

Transfer Graduated rates by third fall and beyond are very low overall ( $\leq 1.5\%$  for full-time students and  $\leq 2.9\%$  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.

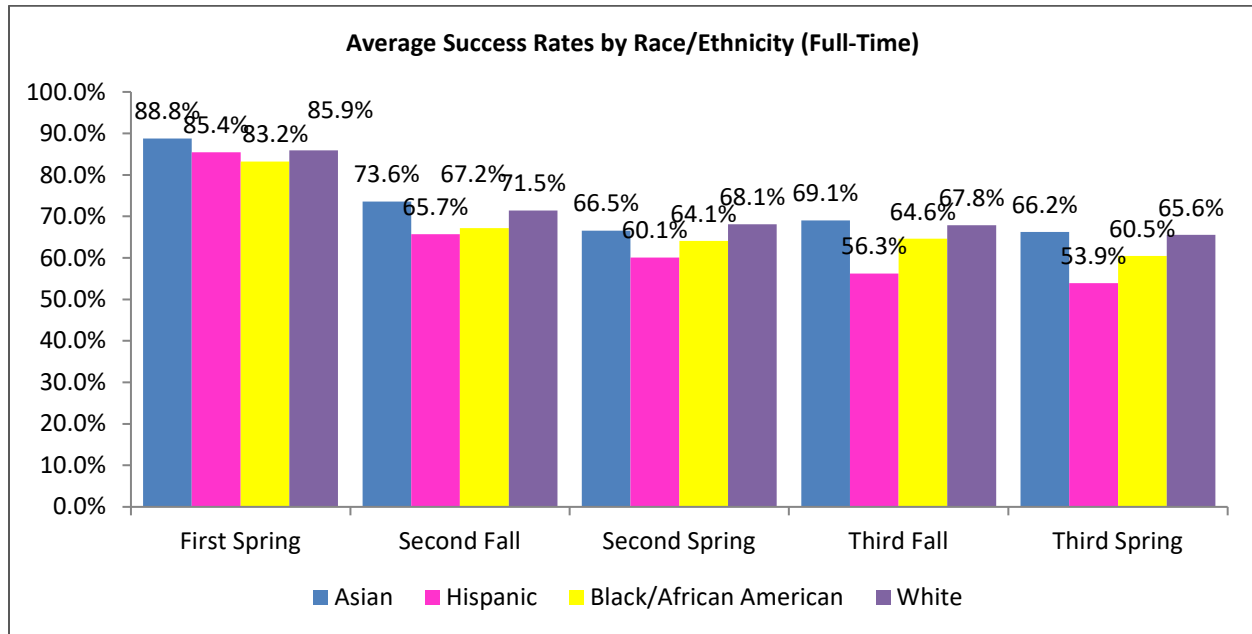


Source: Minnesota State REPL operational database.

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.

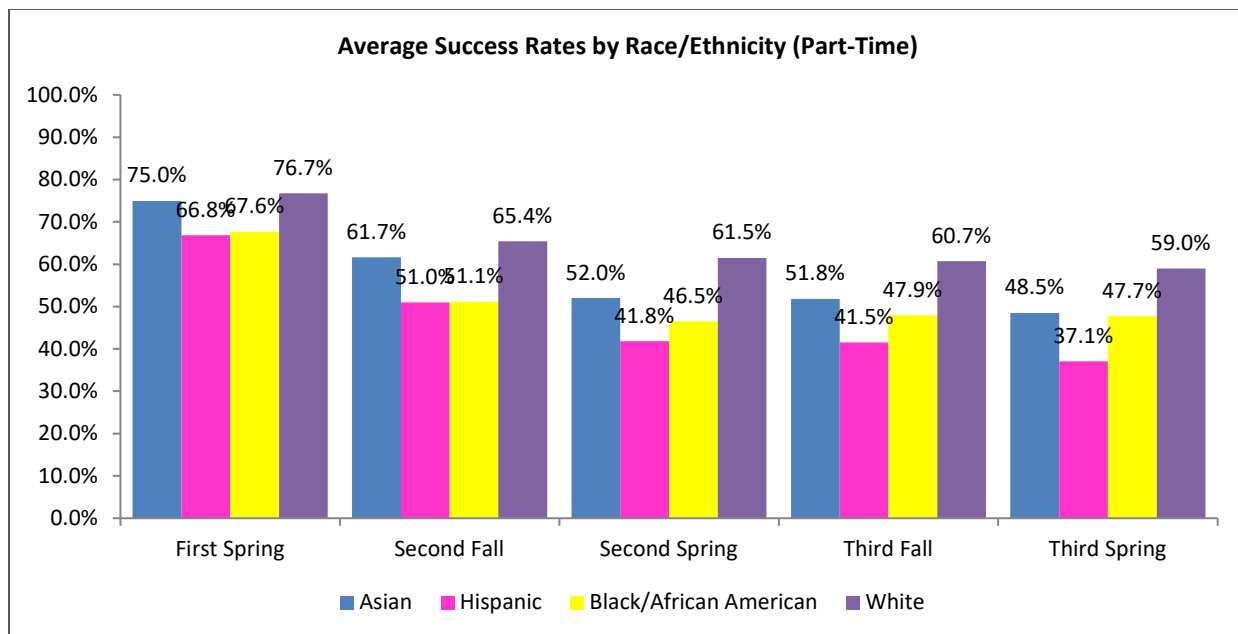
## Average Success Rates

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 Black/African students for full-time students.



Source: Minnesota State REPL operational database.

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



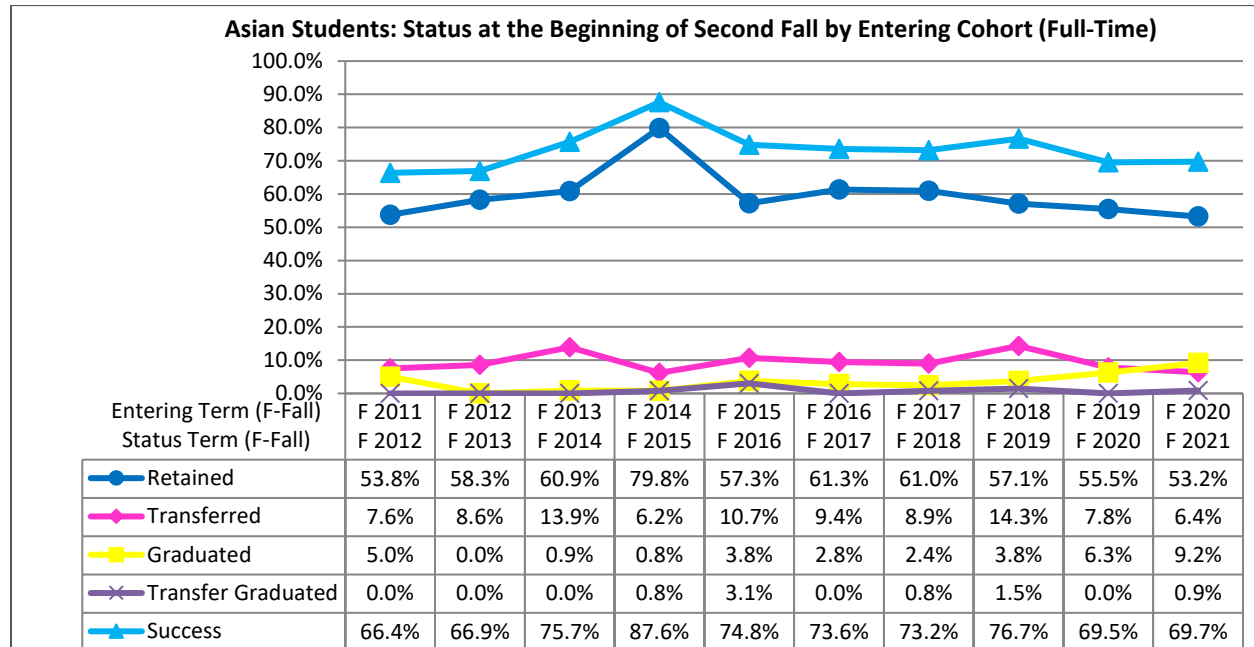
Source: Minnesota State REPL operational database.

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

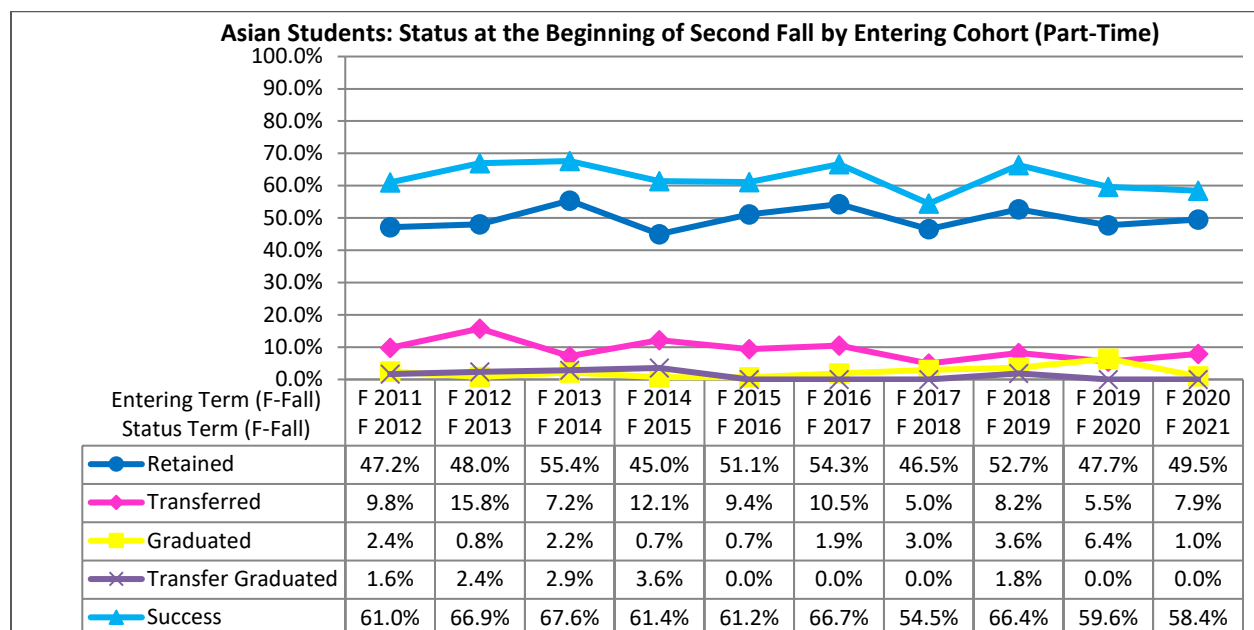
### Changes over Time: Status at the Beginning of Second Fall by Race/Ethnicity

The graphs below are broken out by race/ethnicity and show how retention, transfer, graduation, transfer graduated, and success rates at the second fall (i.e. after one year) compare for the past ten student cohorts, from the cohort entering in fall 2011 to the cohort entering in fall 2020. Caution should be used in interpreting results for some student groups, as the cohort sizes can be relatively small (<50).

#### Asian Students



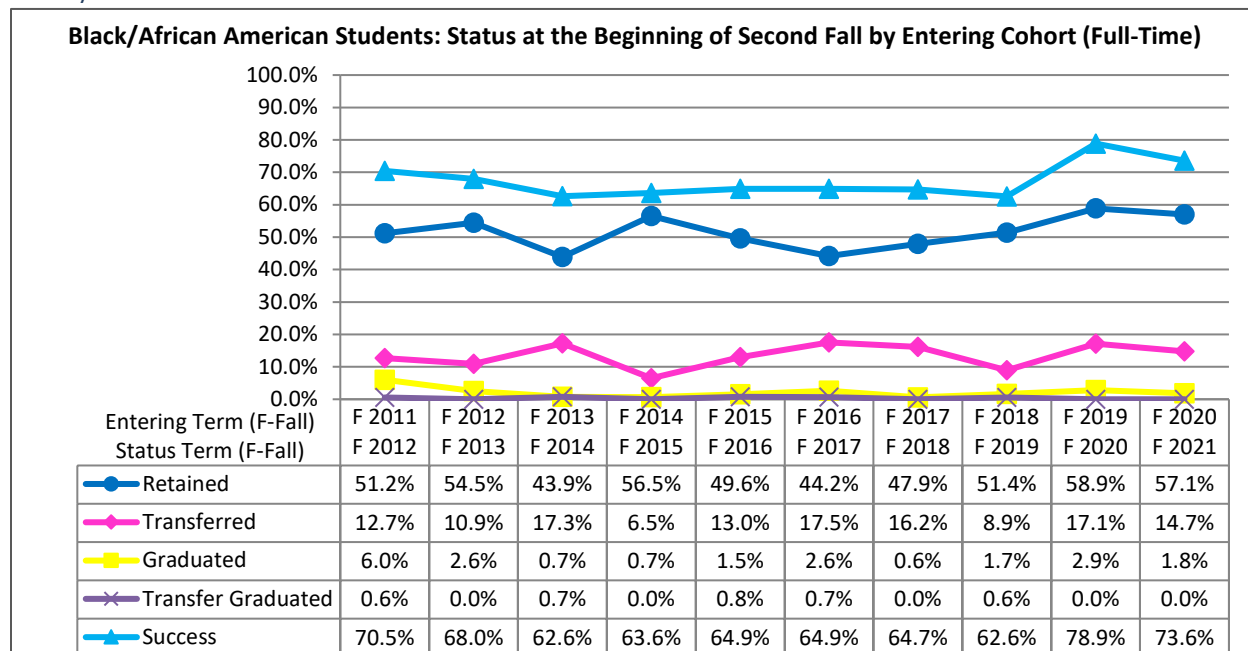
Source: Minnesota State REPL operational database.



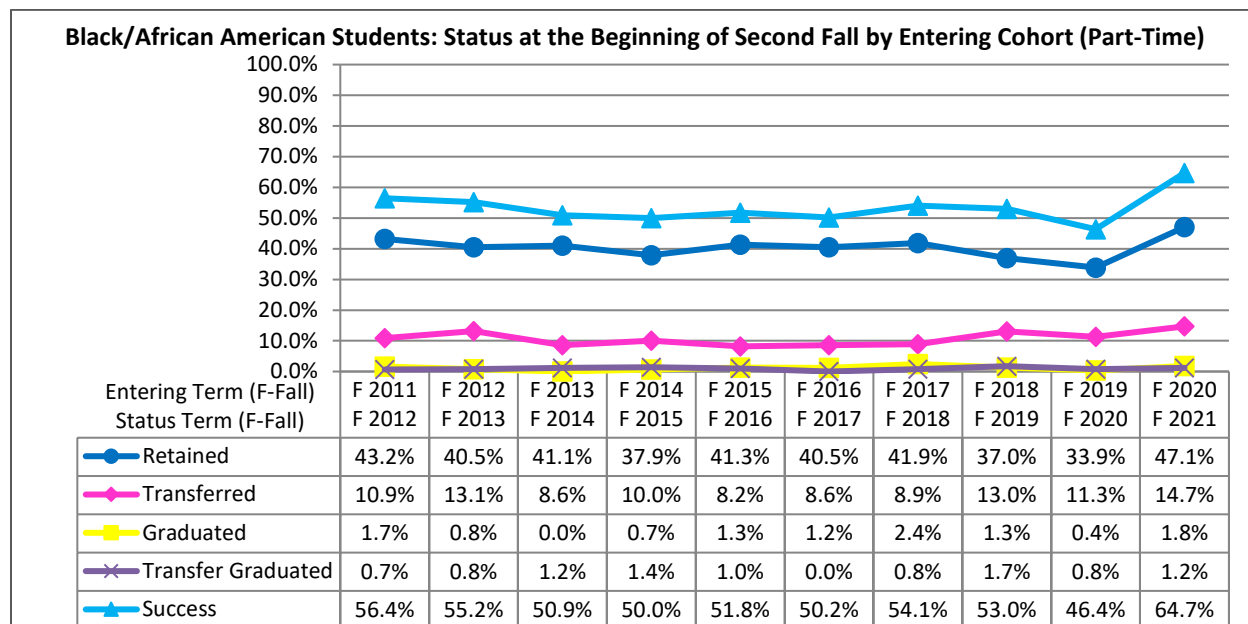
Source: Minnesota State REPL operational database.



## Black/African American Students

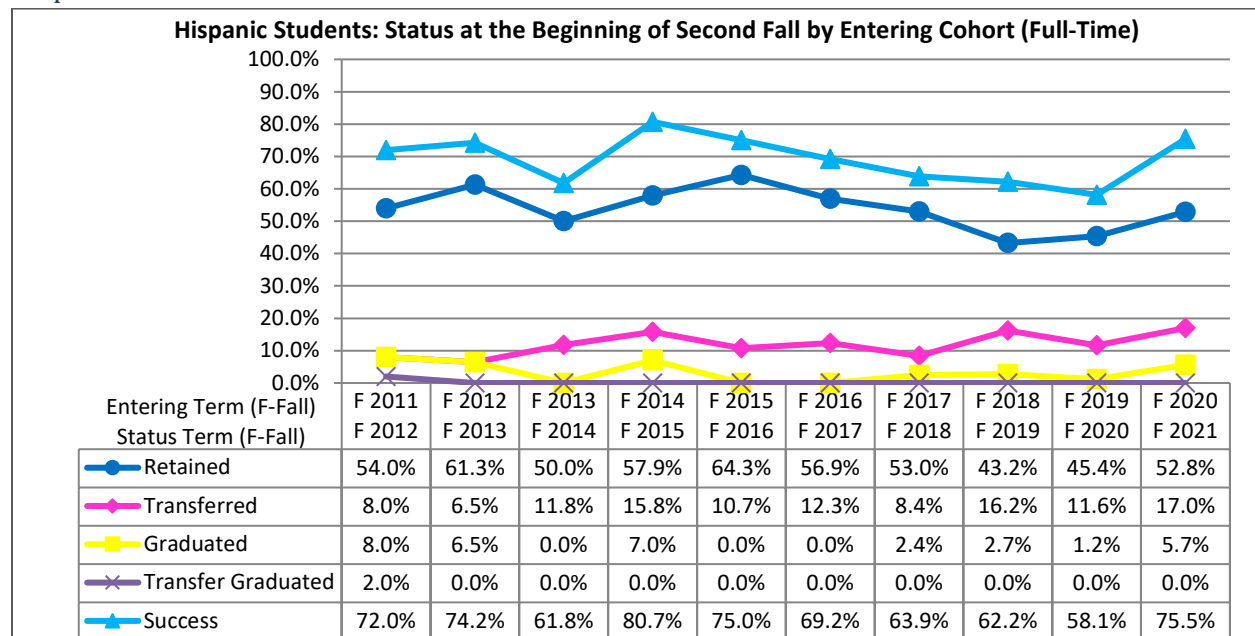


Source: Minnesota State REPL operational database.

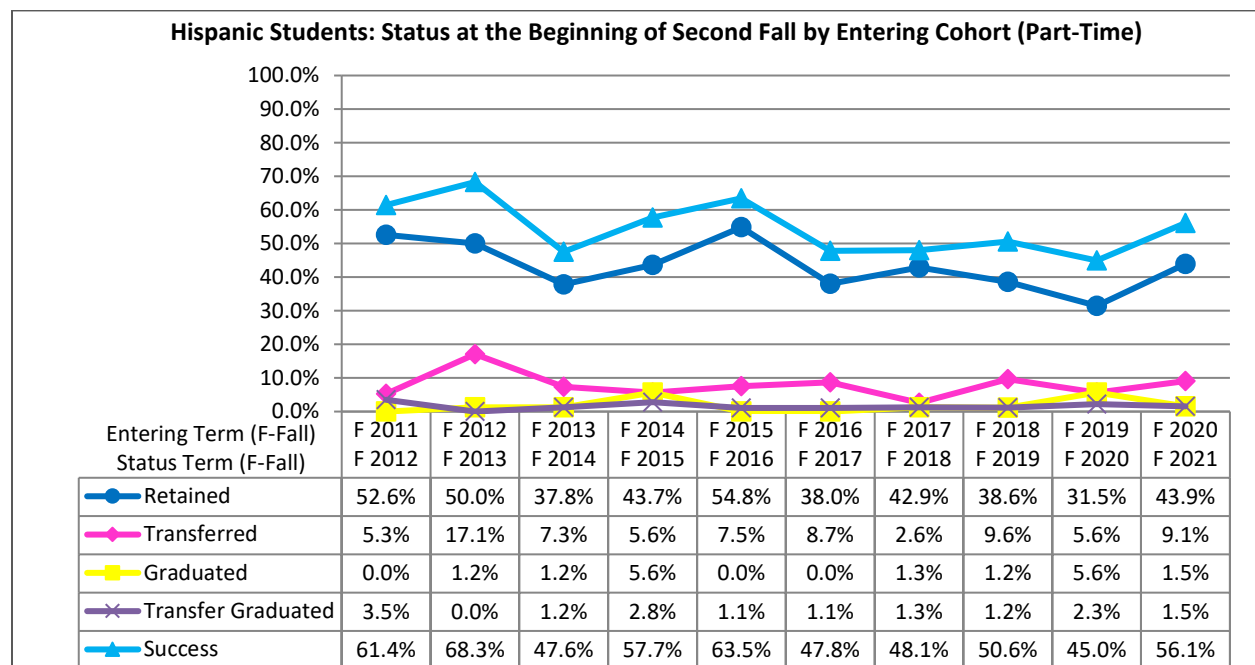


Source: Minnesota State REPL operational database.

## Hispanic Students

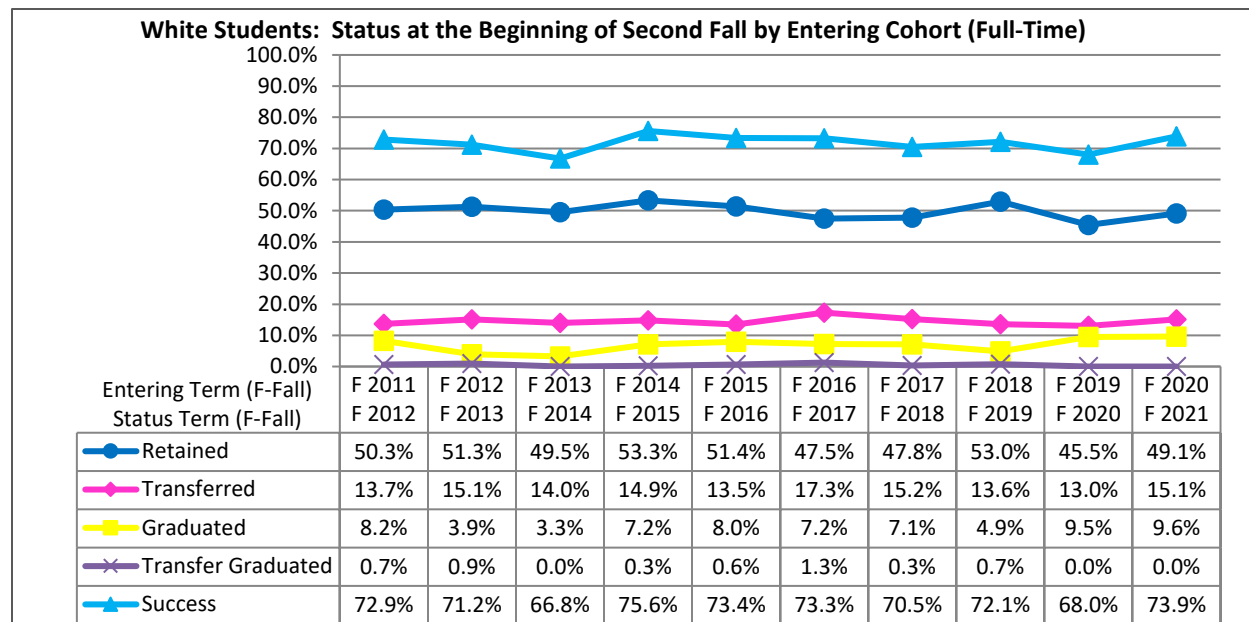


Source: Minnesota State REPL operational database.

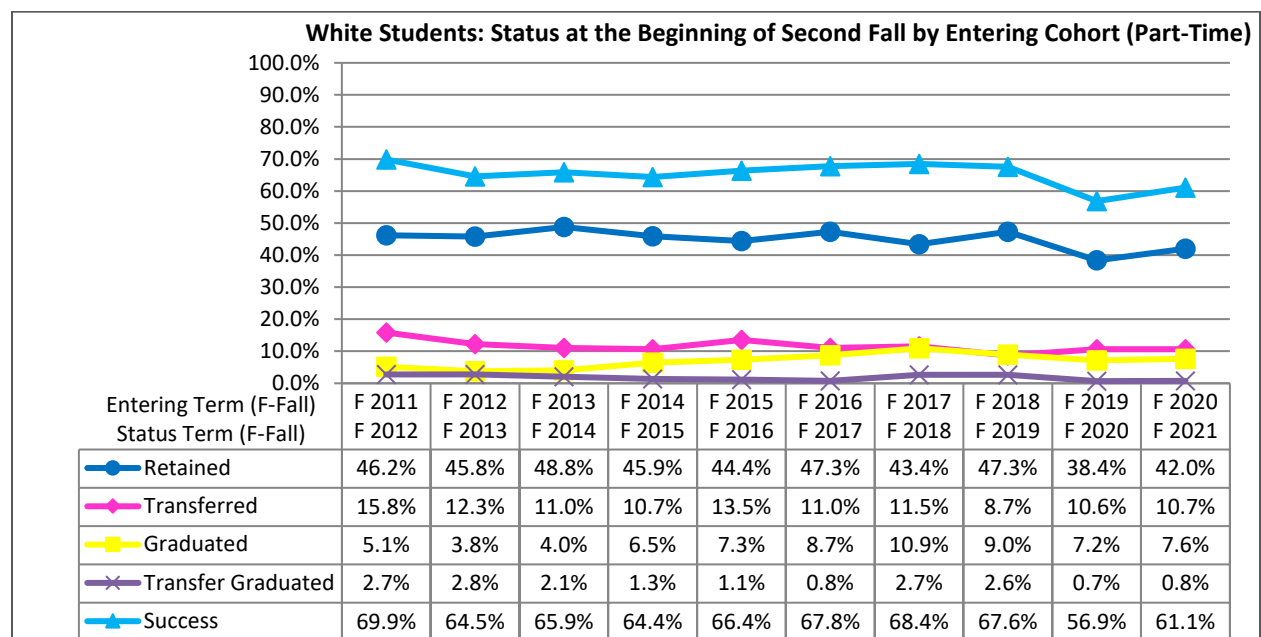


Source: Minnesota State REPL operational database.

## White Students



Source: Minnesota State REPL operational database.



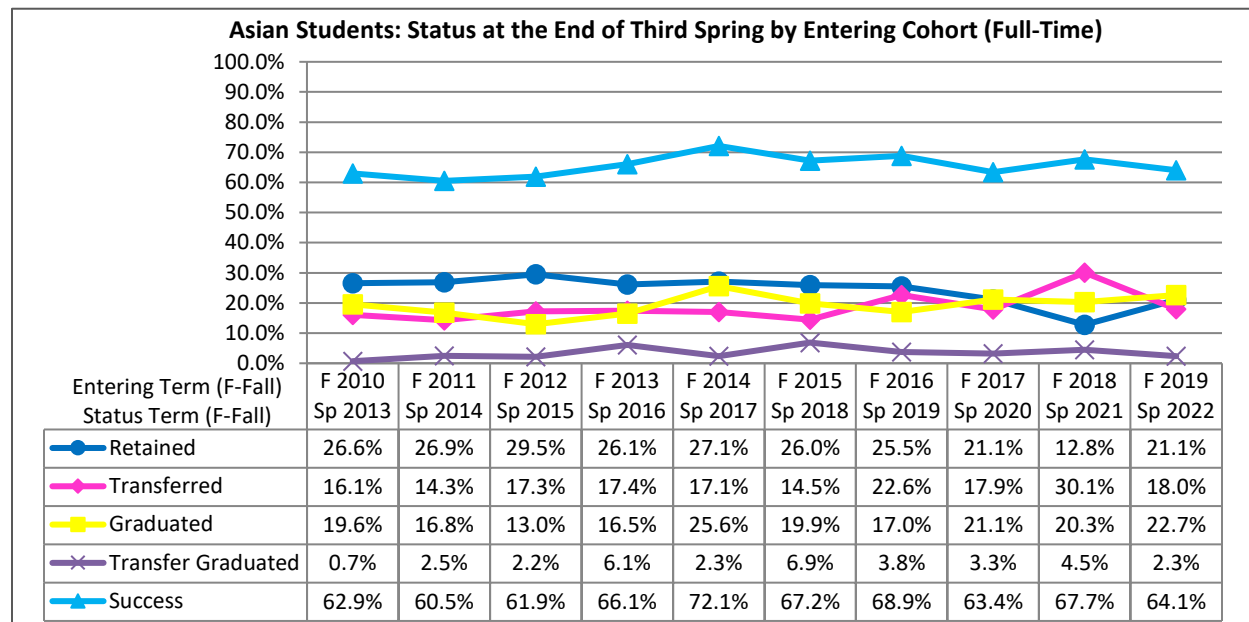
Source: Minnesota State REPL operational database.

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

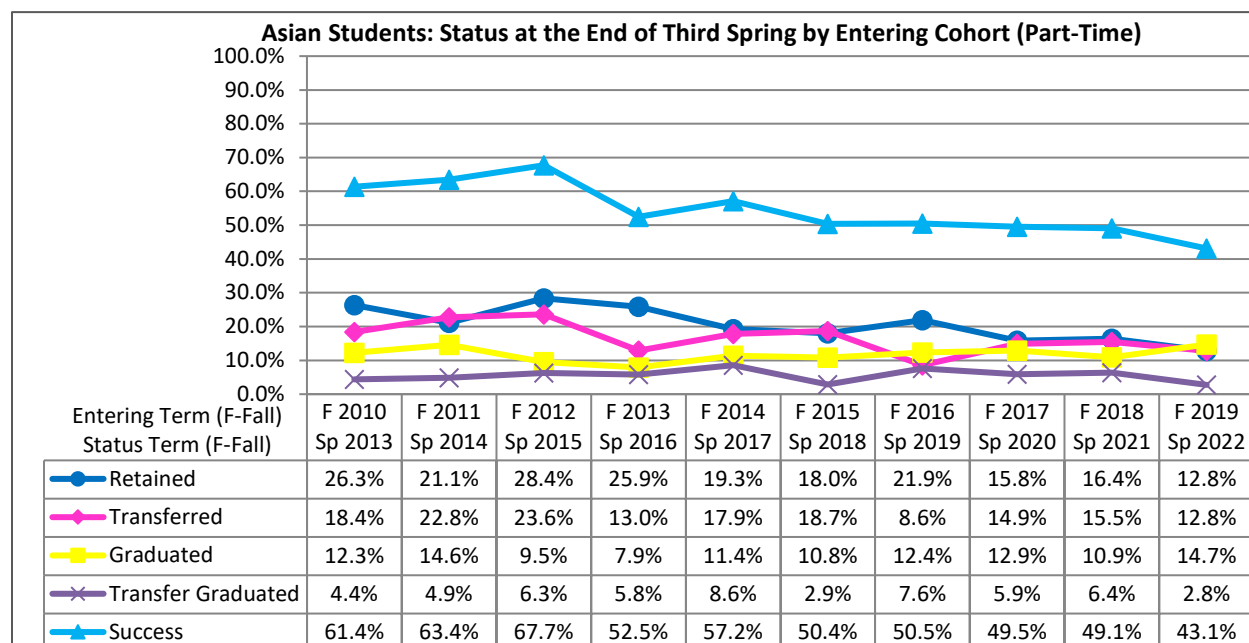
The graphs below are broken out by race/ethnicity and full-time/part-time status and show how retention, transfer, graduation, transfer graduated, and success rates at third spring (i.e. after three years) compare for the past ten student cohorts, from the cohort entering in fall 2010 to the cohort entering in fall 2019.

#### Asian Students

Success rates for Asian students range from 60.5 percent to 72.1 percent across the full-time cohorts and between 43.1 and 67.7 percent for part-time cohorts.



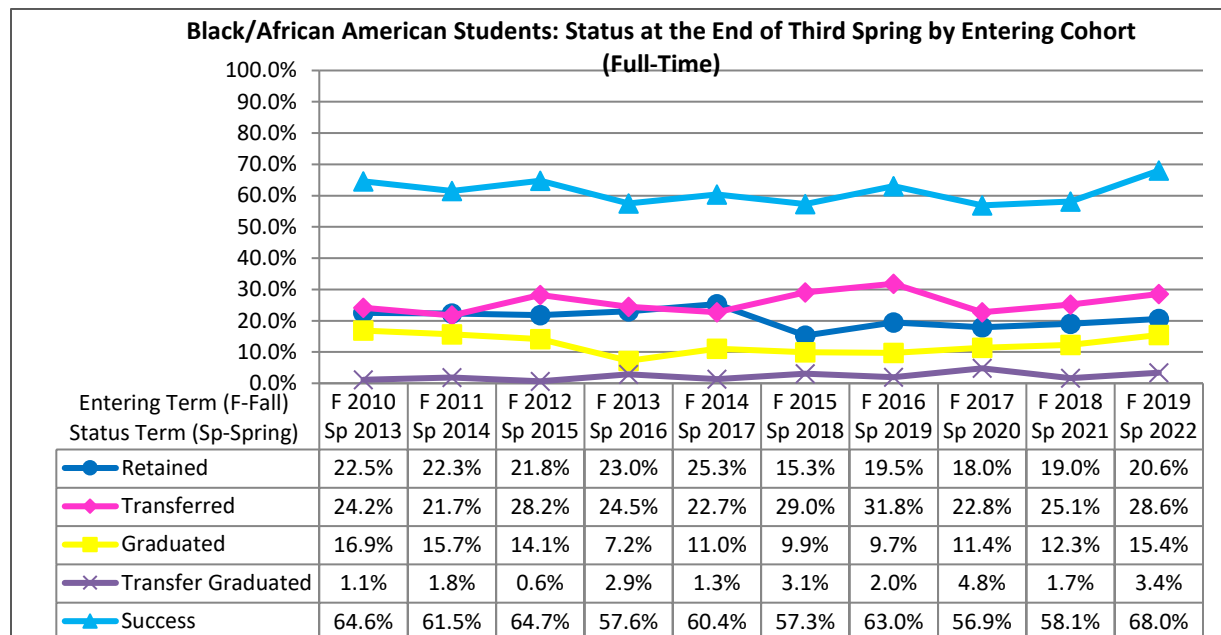
Source: Minnesota State REPL operational database



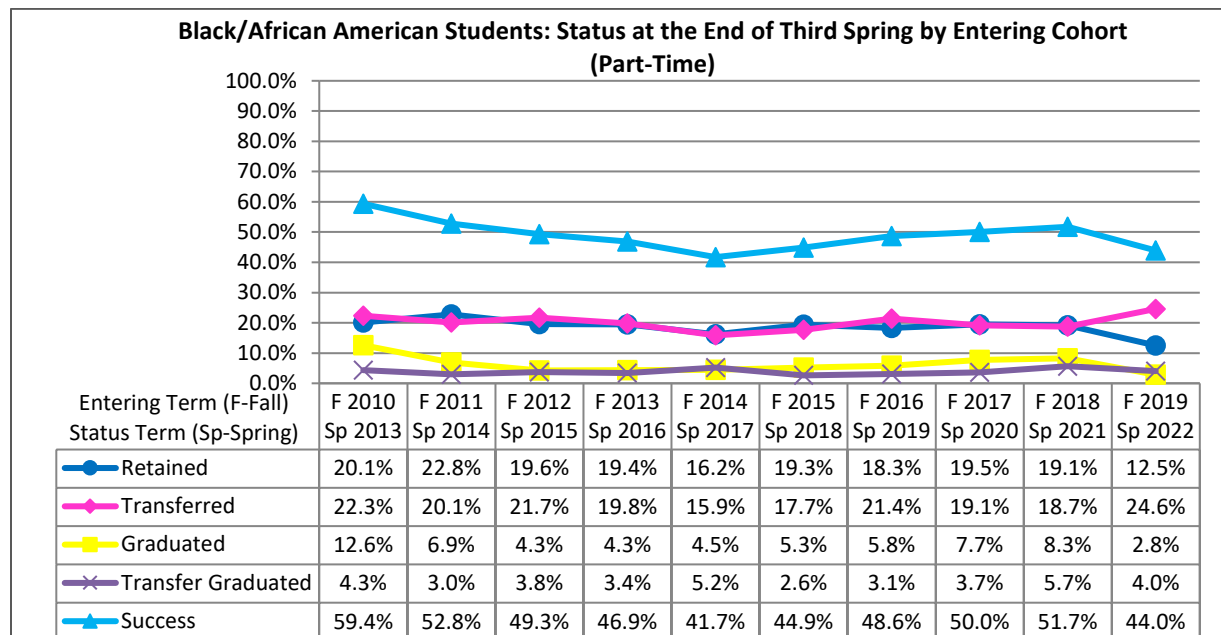
Source: Minnesota State REPL operational database

## Black/African American Students

Success rates for Black/African American full-time students range from 56.9 percent to 68.0 percent across the cohorts. Part-time students ranged from 41.7 percent to 59.4 percent.



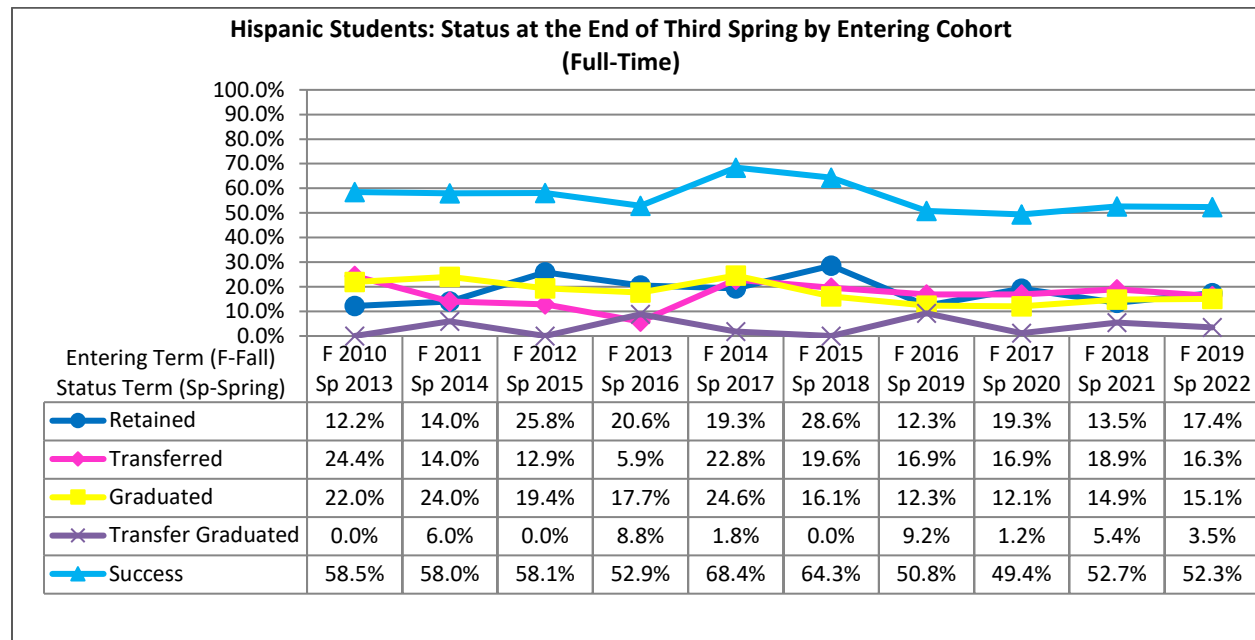
Source: Minnesota State REPL operational database



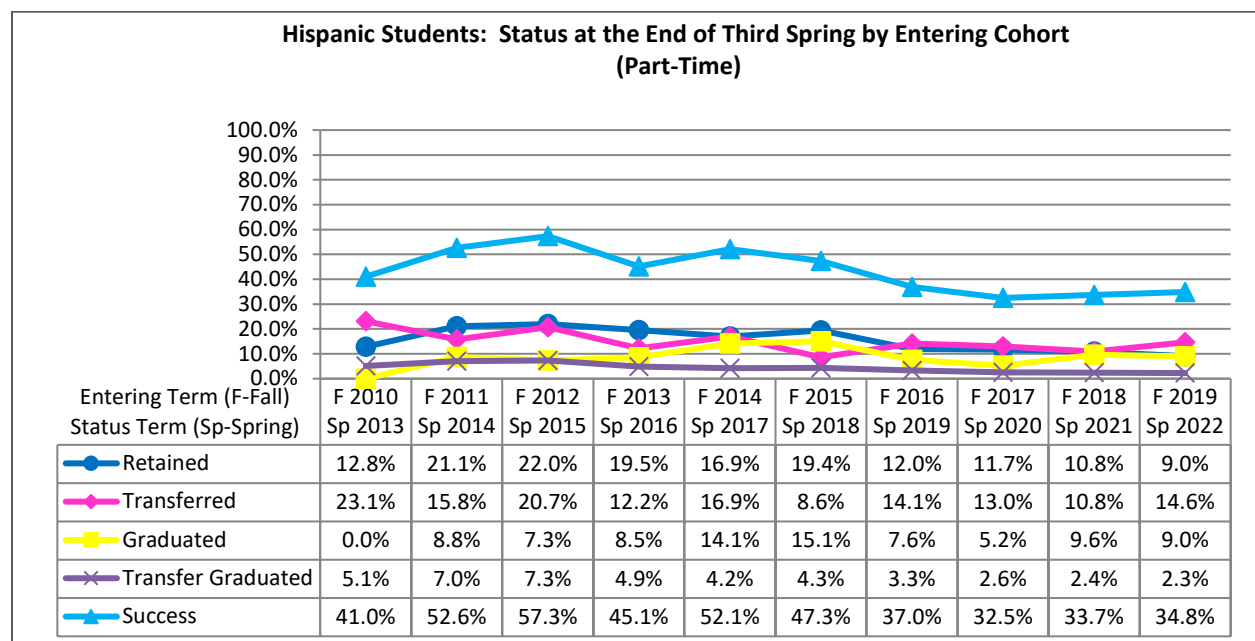
Source: Minnesota State REPL operational database

## Hispanic Students

Success rates for Hispanic students ranged from 49.4 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 32.5 to 57.3 percent across the cohorts.



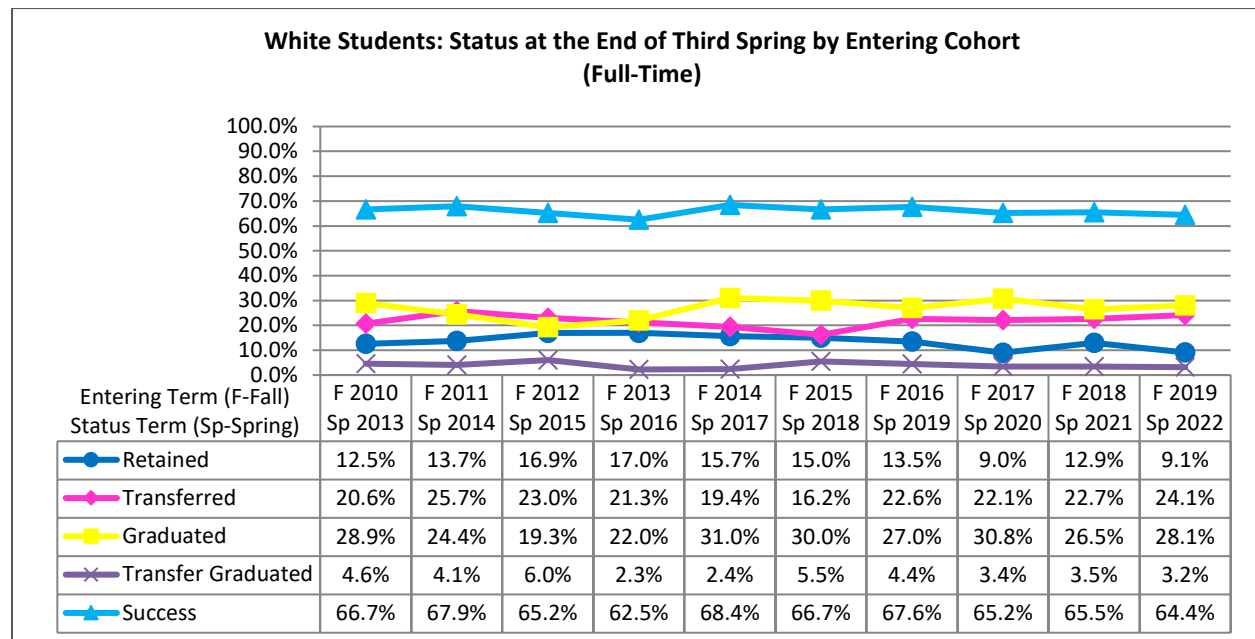
Source: Minnesota State REPL operational database



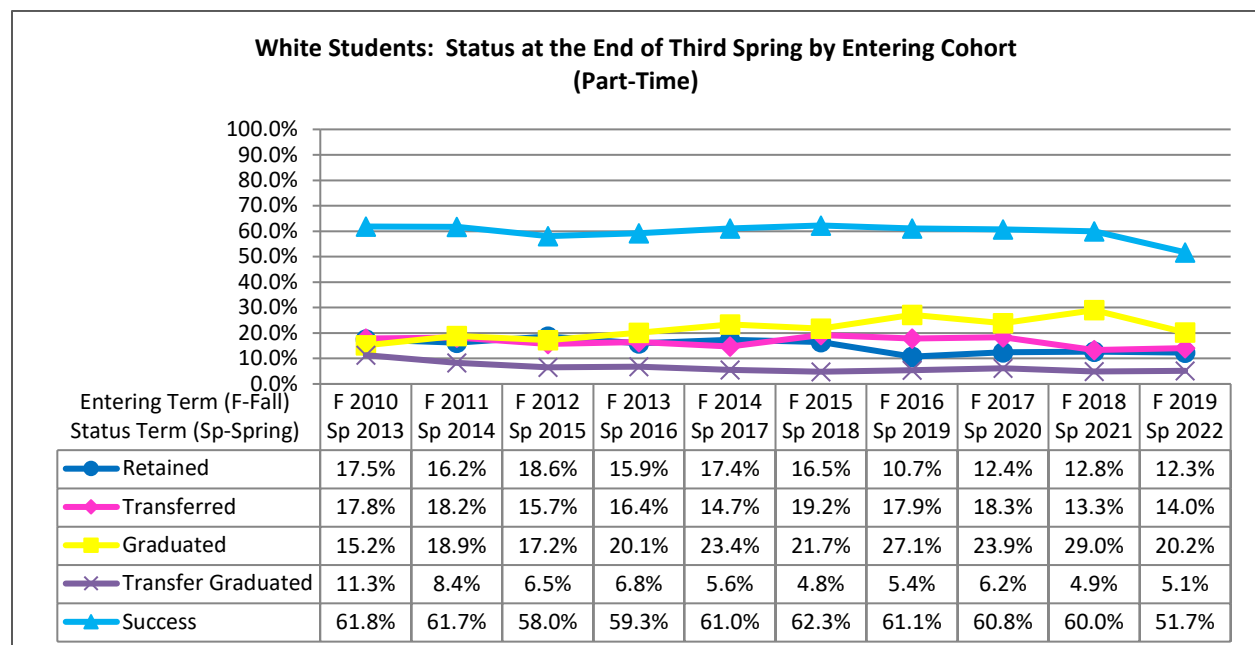
Source: Minnesota State REPL operational database

## White Students

Success rates for white students range from 62.5 percent to 68.4 percent across the full-time cohorts and from 51.7 to 61.8 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

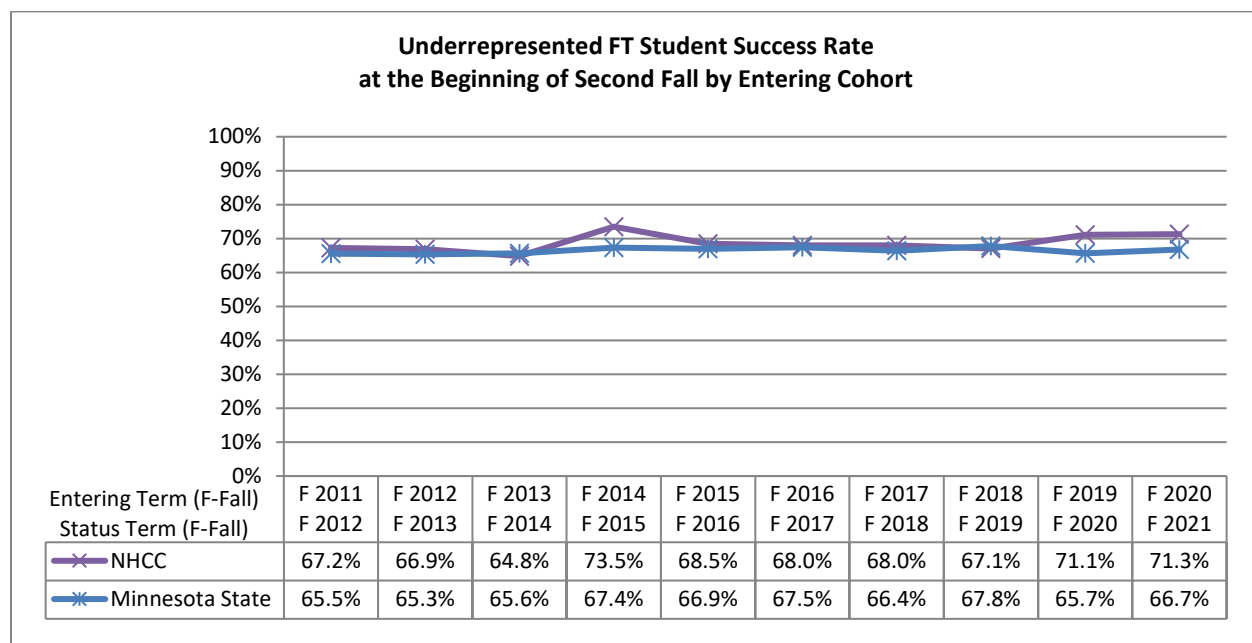


Source: Minnesota State REPL operational database

## Underrepresented Student Second Fall and Third Spring Persistence and Completion Rates

Underrepresented students have at least one of the following characteristics: (1) student of color, (2) low income, and/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.

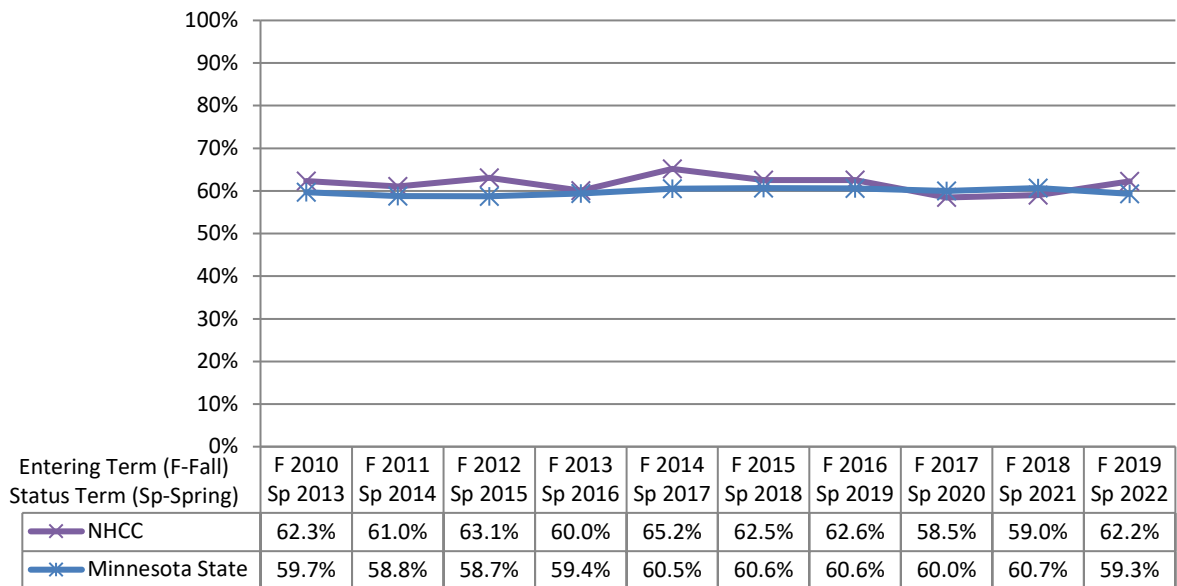


Source: Minnesota State REPL operational database.

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 2020-21 graduating class with suppression applied:

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

Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continue Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Employment	Related Employment Rate
Academic English Language Proficiency - Certificate (230101)											
<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%	*	*	*	
Accounting - Associate of Science (520301)											
<10	<10	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Accounting Skills - Certificate (520302)											
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%	
Accounting Technology - Associate of Applied Science (520302)											
<10	0	0	0	<10	0	0	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	
Accounting Transfer Pathway - Associate of Science (520301)											
<10	0	0	0	<10	0	0	<10	11	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	100.0%	*	*	
Accounting, Management, and Computer Information Systems - Certificate (520407)											
16	<10	0	0	103	0	<10	<10	135	21	21	100.0%
11.9%	*	0.0%	0.0%	76.3%	0.0%	*	*	100.0%	15.6%	15.6%	
American Sign Language - Certificate (161601)											
<10	0	0	<10	<10	0	0	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	*	*	0.0%	0.0%	*	*	*	*	
Application Programming - Certificate (110201)											
<10	<10	0	0	59	0	0	<10	69	<10	<10	100.0%
*	*	0.0%	0.0%	85.5%	0.0%	0.0%	*	100.0%	*	*	
Biology - Associate of Science (260101)											
<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%	*	*	*	
Biology Transfer Pathway - Associate of Science (260101)											
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%	*	*	*	
Building Inspection - Certificate (460403)											
<10	0	0	<10	<10	<10	0	<10	16	<10	<10	87.5%
*	0.0%	0.0%	*	*	*	0.0%	*	100.0%	*	*	
Business Administration - Associate of Science (520201)											
<10	0	0	0	<10	0	<10	<10	16	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	*	*	100.0%	*	*	
Business Communications and Technology Essentials - Certificate (520501)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Business Computer Systems and Management - Associate of Applied Science (521201)											
<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%	*	*	*	
Business Computer Systems and Management - Associate of Science (521201)											
<10	0	0	0	<10	<10	0	<10	10	<10	<10	50.0%
*	0.0%	0.0%	0.0%	*	*	0.0%	*	100.0%	*	*	
Business Principles - Certificate (520101)											
<10	0	0	0	59	0	0	<10	69	<10	<10	100.0%
*	0.0%	0.0%	0.0%	85.5%	0.0%	0.0%	*	100.0%	*	*	
Business Transfer Pathway - Associate of Science (520101)											
<10	<10	0	0	22	0	<10	<10	33	<10	<10	100.0%
*	*	0.0%	0.0%	66.7%	0.0%	*	*	100.0%	*	*	

Continue to on the next page.

Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continue Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Employment	Related Employment Rate
Communication and Computer Skills - Certificate (520407)**											
<10	<10	0	0	72	<10	<10	<10	95	<10	12	75.0%
0.0%	0.0%	0.0%	0.0%	75.8%	0.0%	0.0%	0.0%	100.0%	0.0%	12.6%	
Communication Studies Transfer Pathway - Associate of Arts (240101)											
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%	0.0%	0.0%	0.0%	0.0%	0.0%	
Computer Science - Associate of Science (110701)											
<10	0	0	0	11	<10	<10	<10	17	<10	<10	75.0%
0.0%	0.0%	0.0%	0.0%	64.7%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	
Computer Science Transfer Pathway - Associate of Science (110701)											
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%	0.0%	0.0%	0.0%	
Construction Management - Certificate (460412)											
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%	0.0%	0.0%	
Construction Management and Supervision - Associate of Science (522001)											
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%	0.0%	0.0%	0.0%	
Construction Technology - Associate of Applied Science (460415)											
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%	0.0%	0.0%	
Construction Technology - Associate of Science (469939)											
<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%	0.0%	0.0%	0.0%	0.0%	
Corporate Wellness - Associate of Science (510001)											
0	<10	0	0	0	<10	0	0	<10	<10	<10	50.0%
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Creative Writing - Associate of Fine Arts (231302)											
0	0	0	0	<10	<10	0	0	<10	0	<10	0.0%
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Criminal Justice - Associate of Science (430104)											
<10	<10	0	0	<10	<10	<10	<10	17	<10	<10	83.3%
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	
E-Commerce Essentials - Certificate (520208)											
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%	0.0%	0.0%	
Economics 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%	0.0%	0.0%	
Education - Associate of Science (130101)											
<10	<10	0	<10	<10	0	0	0	<10	<10	<10	100.0%
0.0%	0.0%	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%	0.0%	0.0%	
Entrepreneurship - Associate of Applied Science (520701)											
<10	0	0	0	<10	0	0	0	<10	<10	<10	100.0%
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Entrepreneurship - Certificate (520701)											
<10	0	0	0	0	0	0	0	<10	<10	<10	100.0%
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Exercise Science Transfer Pathway - Associate of Science (310505)											
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%	0.0%	0.0%	0.0%	0.0%	0.0%	
Finance Management - Associate of Applied Science (520801)											
<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%	0.0%	0.0%	0.0%	0.0%	0.0%	
Game Programming - Certificate (500411)											
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%	0.0%	0.0%	
Graphic Design - Associate of Science (500409)											
0	<10	0	<10	<10	<10	0	<10	13	<10	<10	66.7%
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	

Continue to on the next page.

Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continue Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Employment	Related Employment Rate
Health - Associate of Science (510000)											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Health Sciences Broad Field - Associate of Science (510000)											
0	<10	0	0	<10	0	0	<10	11	<10	<10	100.0%
0.0%	*	0.0%	0.0%	*	0.0%	0.0%	*	100.0%	*	*	
Human Services - Associate of Science (440000)											
<10	<10	0	0	11	<10	<10	<10	20	<10	<10	83.3%
*	*	0.0%	0.0%	55.0%	*	*	*	100.0%	*	*	
Individualized Studies - Associate of Science (309999)											
0	0	0	0	0	0	<10	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	
Law Enforcement - Associate of Science (430107)											
<10	<10	0	<10	0	0	<10	15	29	11	11	100.0%
*	*	0.0%	*	0.0%	0.0%	*	51.7%	100.0%	37.9%	37.9%	
Law Enforcement Transfer Pathway - Associate of Science (430107)											
<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%	*	*	*	
Liberal Arts and Sciences - Associate of Arts (240101)											
20	<10	<10	<10	159	<10	<10	39	237	25	30	83.3%
8.4%	*	*	*	67.1%	*	*	16.5%	100.0%	10.5%	12.7%	
Management - Associate of Applied Science (520201)											
<10	<10	0	0	<10	0	0	0	<10	<10	<10	100.0%
*	*	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Management - Certificate (520201)											
<10	0	0	0	21	0	<10	<10	25	<10	<10	100.0%
*	0.0%	0.0%	0.0%	84.0%	0.0%	*	*	100.0%	*	*	
Marketing - Associate of Applied Science (521401)											
<10	<10	0	0	<10	<10	<10	0	<10	<10	<10	66.7%
*	*	0.0%	0.0%	*	*	*	0.0%	*	*	*	
Marketing and Sales - Certificate (521801)											
0	0	0	0	0	<10	0	0	<10	0	<10	0.0%
0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	*	
Mathematics Transfer Pathway - Associate of Arts (240101)**											
0	0	0	0	<10	0	0	0	<10	0	0	N/A
0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	
Medical Lab Technology - Associate of Applied Science (511004)											
<10	<10	<10	0	<10	<10	0	<10	16	<10	11	81.8%
*	*	*	0.0%	*	*	0.0%	*	100.0%	*	68.8%	
Microsoft Office Essentials - 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%	
Microsoft Office Principles - Certificate (520407)											
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%	
Microsoft Office Specialist - Certificate (520407)											
0	0	<10	0	0	0	0	0	<10	0	<10	0.0%
0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	
Nursing (MANE) - Associate of Science (513801)											
13	<10	0	0	31	0	0	20	72	21	21	100.0%
18.1%	*	0.0%	0.0%	43.1%	0.0%	0.0%	27.8%	100.0%	29.2%	29.2%	
Object-Oriented Programming - Certificate (110201)											
<10	<10	0	0	48	<10	0	<10	59	<10	<10	83.3%
*	*	0.0%	0.0%	81.4%	*	0.0%	*	100.0%	*	*	
Paralegal - Associate of Science (220302)											
<10	<10	0	<10	<10	0	0	<10	14	<10	<10	100.0%
*	*	0.0%	*	*	0.0%	0.0%	*	100.0%	*	*	
Paralegal - Certificate (220302)											
<10	<10	0	0	0	<10	0	0	<10	<10	<10	71.4%
*	*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	
Personal Trainer - Certificate (131314)											
<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%	*	*	*	

Continue to on the next page.

Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continue Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Employment	Related Employment Rate
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)											
0	<10	<10	0	<10	0	0	0	<10	<10	<10	50.0%
0.0%	*	*	0.0%	*	0.0%	0.0%	0.0%	*	*	*	
Project Management Essentials – Certificate (520211)											
<10	0	0	0	<10	0	0	<10	<10	<10	<10	100.0%
*	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	
Psychology Transfer Pathway – Associate of Arts (240101)**											
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%	
Small Business Accounting – Certificate (520302)											
11	<10	<10	0	84	0	0	<10	107	15	16	93.8%
10.3%	*	*	0.0%	78.5%	0.0%	0.0%	*	100.0%	14.0%	15.0%	
Spanish Language – Certificate (160905)											
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%	
Studio Arts – Associate of Fine Arts (500702)											
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%	
Theatre Transfer Pathway – Associate of Fine Arts (500501)											
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%	*	*	*	
Wellness Coach – Certificate (510001)											
<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%	*	*	*	
Written Communication Technologies – 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%	

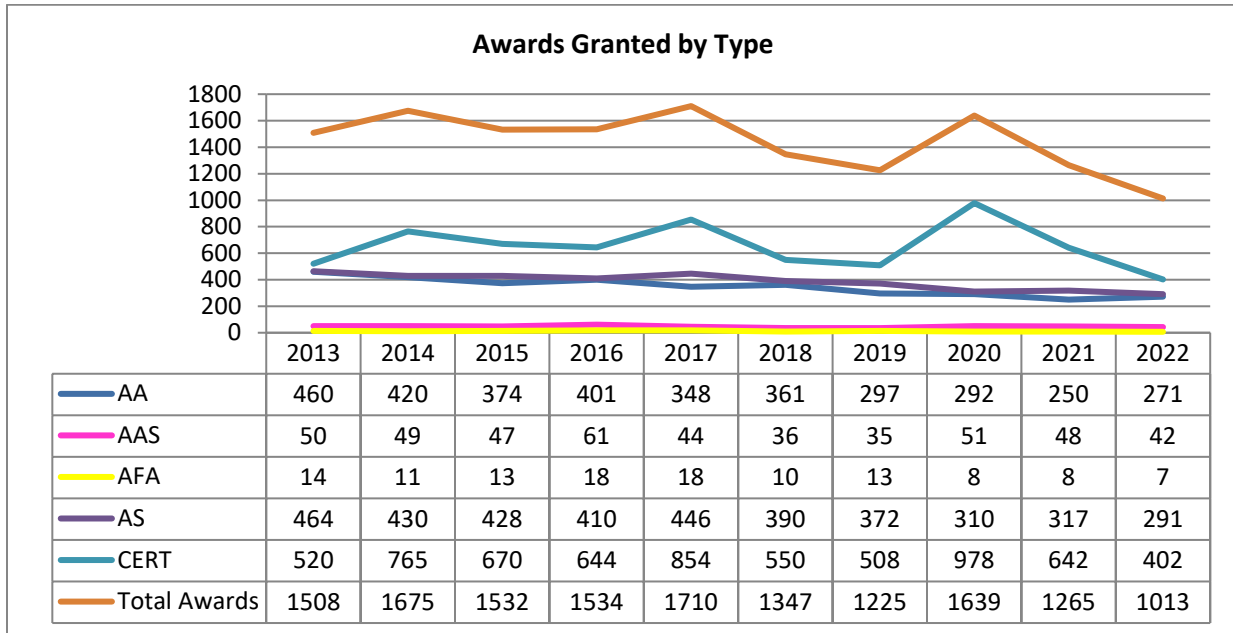
Source: Minnesota State Graduate Follow-up Survey

NOTES:

- 1) Graduates or individuals who know the graduates provided this information, including the relatedness of employment to the program of study.
- 2) Related Employment Part-time includes graduates who reported related employment but did not indicate the number of hours worked per week.
- 3) Unavailability for Employment includes graduates who chose not to seek work, were unable to work, or were international students who returned to their homelands.
- 4) Status Unknown includes graduates who could not be located or did not respond to requests for information.
- 5) Categories of employment can include some graduates who also reported continuing education but indicated that employment was their preferred classification.
- 6) Continuing Education can include some graduates who also reported employment but indicated that continuing education was their preferred classification.
- 7) Related Employment Rate has calculated as Total Related Work as a percent of Total Available for Related Employment.
- 8) Total Related Work is a sum of Related Work Full-time and Related Work Part-time (both come from the survey). Total Available for Related Employment is the sum of Related Work (FT or PT), Available for Work but Unemployed and Unrelated Work Seeking Related.
- 9) Sums of percentages might not equal total percentages due to rounding.
- 10) N/A ("Not Applicable") is displayed when there are no graduates available for Related Employment.
- 11) \*\* - This program is designed as a transfer degree to prepare students for further education and not necessarily employment.

## Awards Granted

NHCC awarded 291 AS degrees, 271 AA degrees, and 7 AFA degrees in FY2022. Additionally, 42 AAS degrees and 402 certificates were granted in FY2022.



Source: Minnesota State REPL operational database.

Note: Data as of 6/21/2022.

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

### Associate Degrees Granted by Program

Program	Associate Degrees Granted by FY									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Accounting	41	30	36	38	40	32	28	11	8	4
Accounting Technology	8	7	9	13	8	4	1	9	6	9
Accounting Transfer Pathway	0	0	0	0	0	0	0	1	11	13
Art Transfer Pathway	0	0	0	0	0	0	0	0	0	1
Biology	2	0	1	0	0	5	3	1	3	3
Biology Transfer Pathway	0	0	0	0	0	0	2	7	5	6
Building Inspection Technology	5	3	1	1	0	0	0	0	0	0
Business Administration	79	56	59	70	72	81	47	32	16	5
Business Computer Systems and Management	34	27	18	17	15	13	14	10	14	6
Business Transfer Pathway	0	0	0	0	0	0	4	21	33	40
Chemistry	2	3	3	2	3	1	3	2	0	0
Chemistry Transfer Pathway	0	0	0	0	0	0	0	0	0	1
Communication Studies Transfer Pathway	0	0	0	0	0	0	4	9	4	5
Computer Science	13	16	30	30	37	37	33	25	17	20
Computer Science Transfer Pathway	0	0	0	0	0	0	0	4	8	12
Construction Management	6	0	0	0	0	0	0	0	0	0
Construction Management and Supervision	0	4	5	4	4	6	2	6	5	2
Construction Technology	0	0	0	0	0	0	0	0	1	2
Corporate Wellness	0	0	0	0	0	0	1	0	2	0
Creative Writing	6	4	4	5	5	4	5	1	4	1
Criminal Justice	37	30	48	28	36	26	27	27	17	12
Data Science	0	0	0	0	0	0	0	0	0	3
Economics Transfer Pathway	0	0	0	0	0	0	0	3	1	1
Education	0	0	0	1	7	10	18	16	9	15
English Transfer Pathway	0	0	0	0	0	0	0	0	1	3
Entrepreneurship	0	3	3	6	1	2	3	5	3	2
Exercise Science	0	0	0	0	3	6	3	4	3	2
Exercise Science Transfer Pathway	0	0	0	0	0	0	0	1	0	1
Finance Management	1	1	4	3	4	1	4	2	3	4
Graphic Design	13	17	23	13	11	10	12	11	13	9
Health	0	0	0	0	0	0	0	0	1	1
Health Sciences Broad Field	0	0	0	0	6	6	8	9	11	14
Histotechnology	5	3	3	2	0	2	0	0	0	0
Human Services	0	0	0	0	0	3	15	14	20	19
Individualized Studies	7	8	6	3	2	3	3	1	1	0
Law Enforcement	52	56	43	39	30	30	34	36	29	13
Law Enforcement Transfer Pathway	0	0	0	0	0	0	0	0	1	11
Liberal Arts and Sciences	460	420	374	401	348	361	291	272	237	245
Management	7	7	5	9	9	5	7	8	8	8
Marketing	11	4	4	2	7	9	7	8	8	6
Mathematics	0	1	2	6	10	3	1	3	0	2
Mathematics Transfer Pathway	0	0	0	0	0	0	2	3	4	3
Medical Lab Technology	15	18	18	18	12	9	7	15	16	11
Music	2	0	1	6	4	1	2	4	0	1

Continue to on the next page.

Program	Associate Degrees Granted by FY									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Nursing	112	130	115	5	9	0	3	2	0	0
Nursing (MANE)	0	0	0	119	126	97	91	46	72	56
Nutrition	0	0	0	0	0	0	0	0	0	1
Paralegal	52	45	30	26	33	19	22	16	14	14
Physical Education	2	6	4	5	4	2	0	1	0	0
Political Science Transfer Pathway	0	0	0	0	0	0	0	2	1	1
Pre-Engineering	10	4	5	11	1	4	4	7	7	6
Psychology Transfer Pathway	0	0	0	0	0	0	0	3	2	13
Studio Arts	3	5	7	7	4	3	2	2	3	3
Theatre	3	2	1	0	5	2	2	0	0	0
Theatre Transfer Pathway	0	0	0	0	0	0	2	1	1	1

Source: Minnesota State REPL operational database.

### *Certificates Granted by Program*

MAJOR_NAME	Certificates Granted by FY									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
.NET Programming	7	6	14	3	1	1	3	6	0	1
Academic English Language Proficiency	69	61	9	12	23	2	3	2	2	1
Accounting Essentials	13	62	43	47	22	7	0	1	0	0
Accounting Management and Computer Info Systems	0	0	0	0	0	0	0	298	135	71
Accounting Skills	0	0	0	0	0	0	0	3	2	5
Advertising	10	16	0	0	0	0	0	0	0	0
American Sign Language	10	14	8	12	12	5	9	3	6	5
Application Programming	32	38	40	33	50	57	41	36	69	34
Building Inspection	1	5	9	24	36	36	25	16	16	33
Building Inspection Technology	13	6	19	0	0	0	0	0	0	0
Building Permit Technician	1	0	0	0	0	0	0	0	0	0
Business Communications	2	0	0	0	0	0	0	0	0	0
Business Communications and Technology Essentials	0	0	0	0	0	3	2	2	4	0
Business Communications Essentials	2	7	0	3	7	0	0	0	0	0
Business Principles	112	124	146	135	188	119	144	126	69	86
Chemical Laboratory Assistant	0	0	0	1	0	0	0	0	0	0
Communication and Computer Skills	0	0	0	0	0	0	0	210	95	49
Construction Management	2	4	3	3	3	0	0	4	1	2
Construction Quality Assurance and Quality Control	0	0	0	0	0	0	0	0	0	1
Desktop Publishing Essentials	3	6	0	0	0	0	2	0	0	0
E-Commerce Essentials	7	8	16	17	6	7	4	10	7	0
E-Commerce Professional	0	3	1	3	0	2	0	0	0	0
Entrepreneurship	3	60	57	70	54	3	3	2	1	2
Finance and Investments	1	0	1	4	0	2	1	0	0	1
Game Programming	2	0	0	0	1	1	0	0	1	0
General Accounting	2	3	1	1	0	0	0	0	0	0
General Management	21	0	0	0	0	0	0	0	0	0
General Marketing	0	32	0	0	0	0	0	0	0	0

Continue to on the next page.



MAJOR_NAME	Certificates Granted by FY									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Internet Programming	21	12	9	5	4	5	5	2	0	0
Leadership Essentials	12	21	2	0	0	0	0	0	0	0
Management	2	62	104	91	89	49	57	40	25	23
Marketing and Sales	0	17	19	12	12	3	2	3	1	0
Microsoft Office Administrative Professional	0	3	1	2	0	0	1	0	0	0
Microsoft Office Essentials	24	11	19	25	25	22	12	9	9	4
Microsoft Office Fundamentals	3	20	8	16	1	1	1	0	0	0
Microsoft Office Principles	0	0	0	0	0	0	7	15	7	7
Microsoft Office Specialist	5	4	1	5	4	2	0	4	1	1
Microsoft Office Technical Professional	0	0	0	0	0	0	1	0	0	0
Object-Oriented Programming	0	47	36	30	49	46	34	32	59	26
Paralegal	36	28	16	24	21	16	13	12	7	14
Personal Trainer	2	4	2	3	3	4	1	4	3	0
Phlebotomy Technician	0	0	0	0	0	0	0	0	0	24
Project Management Essentials	0	0	0	7	9	12	7	7	6	1
Public Works	8	16	36	21	15	7	0	0	0	0
Sales	8	14	27	13	0	0	0	0	0	0
Small Business Accounting	76	39	13	8	214	131	111	113	107	0
Small Business Management	4	0	0	0	0	0	0	0	0	0
Spanish Language	0	3	6	9	5	4	2	5	2	0
Web Graphic Design, Programming and e-Commerce	2	7	4	5	0	2	4	0	0	3
Wellness Coach	0	0	0	0	0	1	0	1	1	2
Word Processing Essentials	4	2	0	0	0	0	0	1	0	0
Written Communication Technologies	0	0	0	0	0	0	13	11	6	6

Source: Minnesota State REPL operational database.

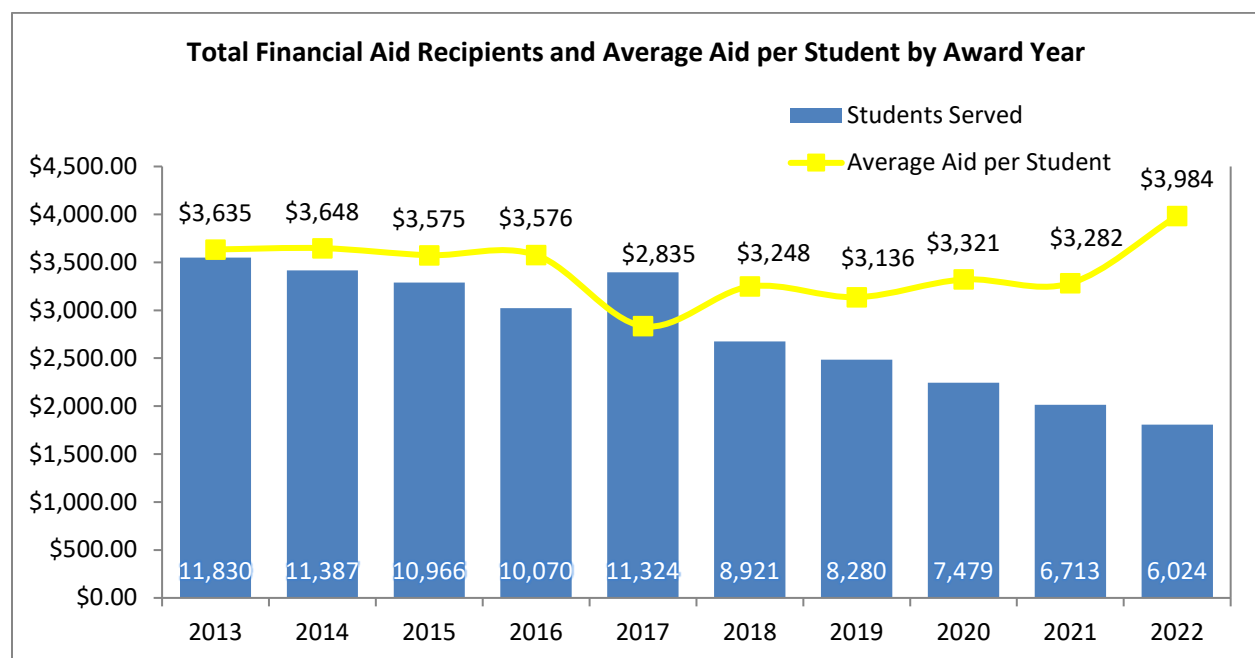
## Financial Aid Awarded

### Total Financial Aid Recipients

Financial aid awarded to students includes Pell grants, Minnesota State grants, subsidized, and unsubsidized Stafford loans. Along with listed, NHCC has received Federal COVID-19 relief funding for students. 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 with the following summer term. It is named for the calendar year in which the award year ends. For example, Award Year 2022 (AY2022) includes fall 2021, spring 2022 and summer 2022.

The total number of financial aid recipients was 6,024 in AY2022, a 9 percent decrease from the previous AY2021. The average aid per student increase by 21 percent from AY2021 to AY2022.

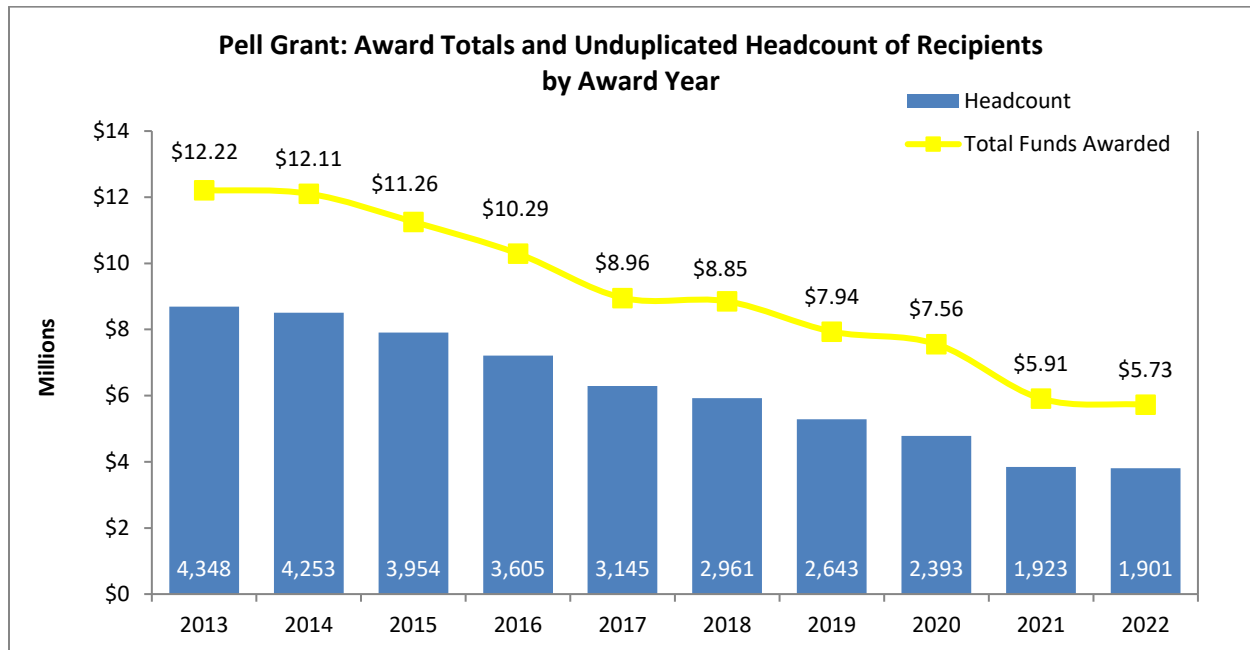


Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2022, Report ID FA0012CP.

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

## Pell Grants

Since AY2013, recipients' numbers and dollar amounts decreased by 56 and 53 percent, respectively. The economy, changes in eligibility criteria, and changing student demographics have all contributed to the overall decrease in Pell grants. About 1,900 students received a Pell grant with \$5.73 million distributed in AY2022.

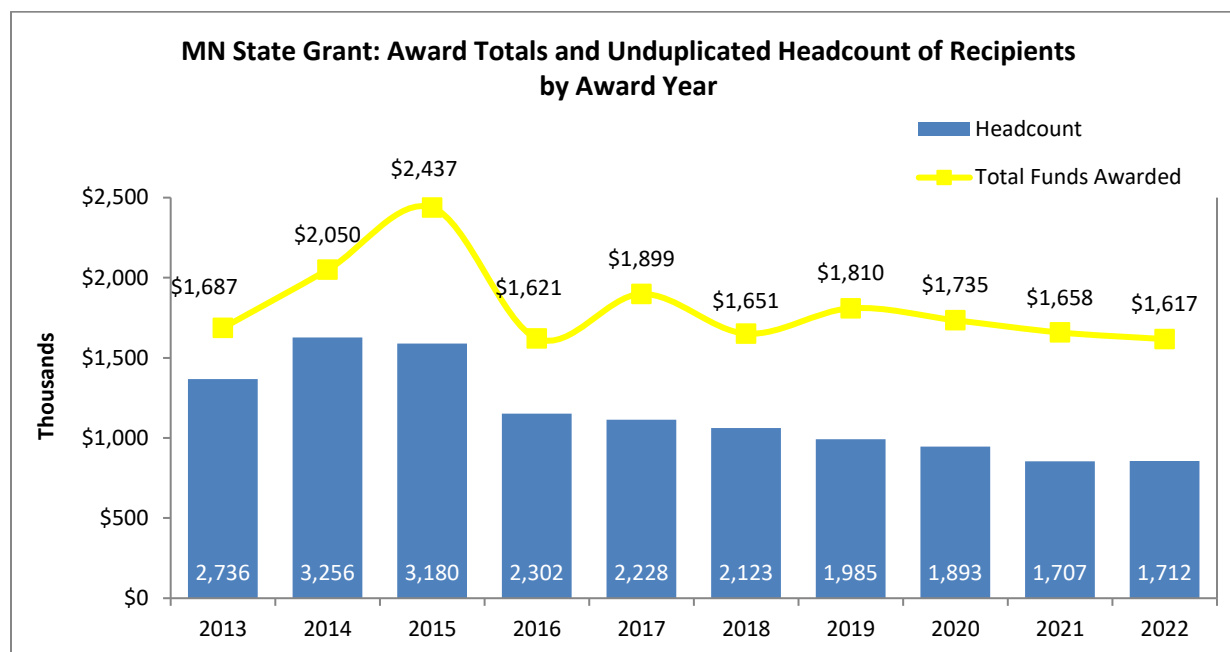


Source: Minnesota State Colleges and Universities, Financial Aid System, Award Summary for Award Year 2022, Report ID FA0012CP

## Minnesota State Grants

Over 1,700 students received MN State grants in the award year 2022, five students more than in AY2021. The total amount distributed in Minnesota state grants decreased by 2 percent. The unduplicated headcount of students receiving MN State grants decreased 37 percent between AY2013 and AY2022. However, at the same time frame, the total MN State grant dollars awarded each year decreased by only 4 percent.

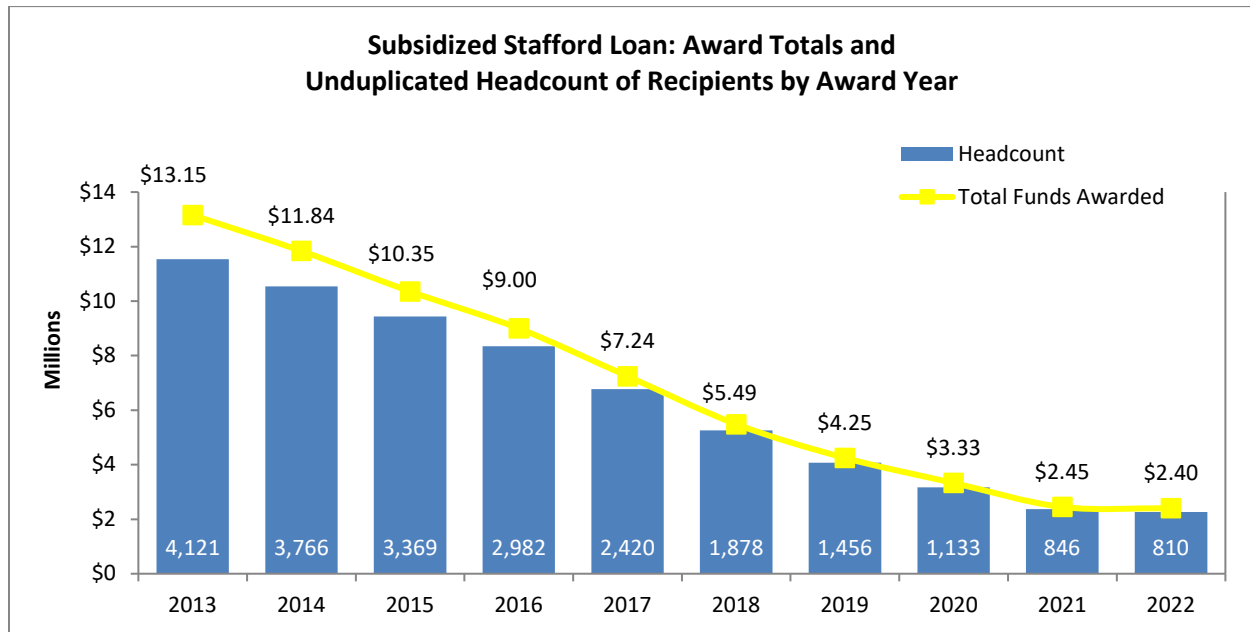
The economy, the level of state appropriations, changes in eligibility criteria, and changing student demographics have each contributed to the changes in MN State grants. The drop from AY2015 to AY2016 in number and amount is mostly the result of declining average credit lead, a general increase in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



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

## Subsidized Stafford Loan

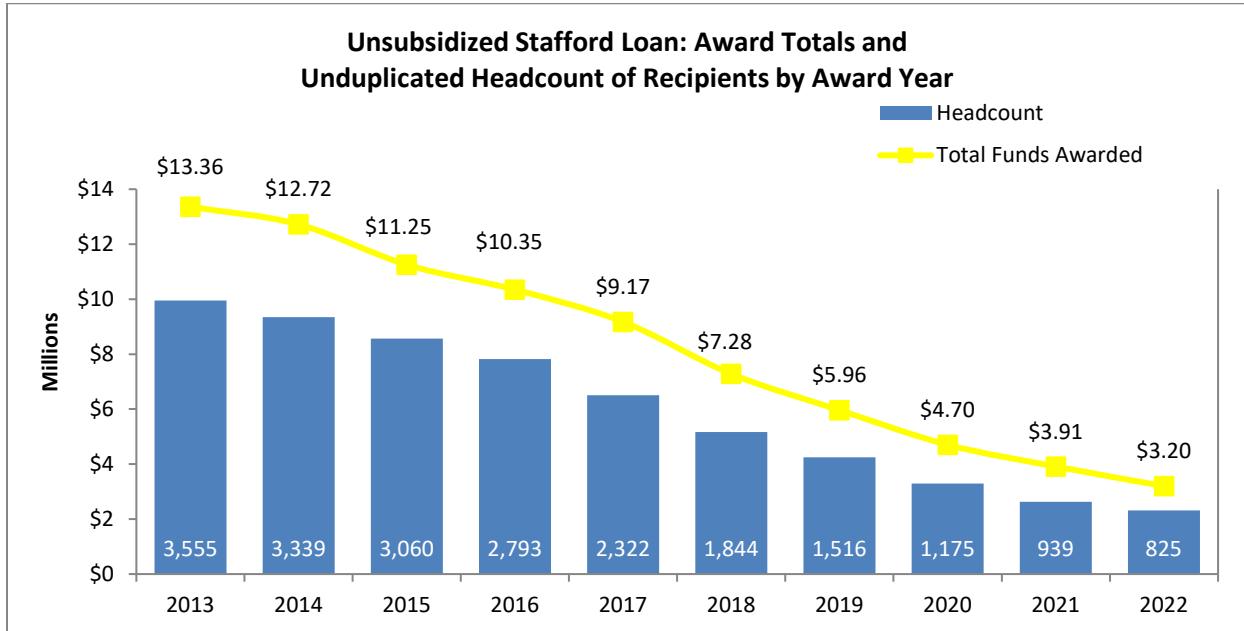
Over 800 students received subsidized Stafford loans in award year 2022. The total dollars distributed was \$2.40 million. These numbers are about the same as they were in AY2021. Overall, the number of students and the dollar amount distributed for subsidized Stafford loans has steadily decreased since AY2013.



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

## Unsubsidized Stafford Loan

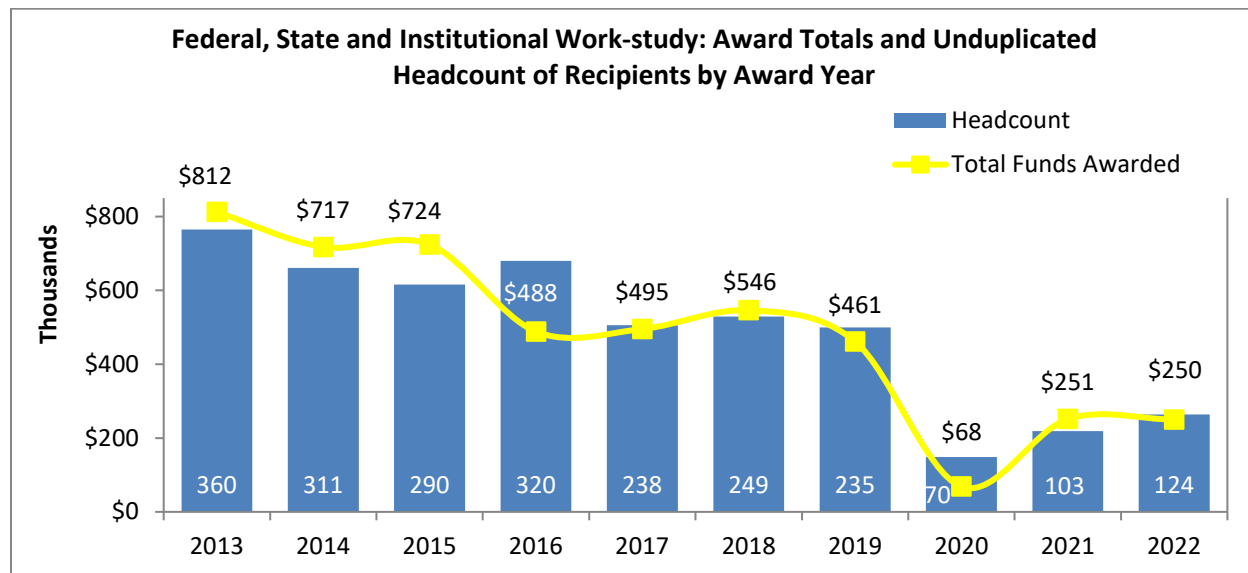
In the award year 2022, more than 800 students received unsubsidized Stafford loans totaling \$3.20 million. This represented a 12 percent decline from the previous award year. The total dollar amount distributed also declined by 18 percent from AY2021.



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

## Federal, State, and Institutional Work-Study

The following figures include federal, state, and institutional work-study recipients and amounts awarded. The number of all work-study recipients decreased 66 percent between AY2013 and AY2022. The total work-study award amount has decreased by 69 percent between AY2013 and AY2022. As shown below, there has been some variation over the past ten years, with increases and decreases in the amount of work-study and the number of recipients generally keeping pace with each other until AY2020. Unfortunately, the COVID-19 pandemic was a reason for the sharp drop in the total work-study award amount and the number of recipients in AY2020. However, both amounts awarded, and the number of recipients increase between AY2020 and AY2022 by 267 and 77 percent, respectively.



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

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

## Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Undergrad unclassified** – Non-degree-seeking student.

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

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