



MISSION: Provide dynamic learning for living, working and serving. VISION: A success story for every student and stakeholder.

National Community College Benchmarking Project (NCCBP) Summary

School Information:

School draws from a small population area (18th percentile) with a high percentage of first-generation student (86th percentile) with high relative rates of American Indian and Pacific Islanders (95th and 84th percentile respectively). Unrestricted operating funds are extremely low (8th percentile) however the relative ratio of contribution from the state is high (76th percentile).

Student Completion and Transfer:

Overall, student completion and transfer rate is high when compared to national aggregated data. All marks are above the 50th percentile with all but two above the 85th percentile.

Student Performance at Transfer Institution

No data

Credit Student Enrollment

Fall to fall and next term persistence rate fall at the 77th and 96th percentile respectively. Fall to fall persistence was reported at 51.90%.

Student Satisfaction and Engagement (Most Recent Data) – CCSE Benchmarks

Support for learners was the institutions greatest strength when compared to peer institutions. However, there are several categories that scored below the 50th percentile. Ranking from the bottom:

- Student Effort (21st percentile)
- Academic Challenge (40th percentile)
- Active and Collaborative Learning (44th percentile)
- Student-Faculty Interaction (49th percentile)

Student Goal Attainment

No Data

Credit College-level Retention, Success (Fall 2011)

Retention rate is recorded at better-than-average 62nd percentile while both enrollee and completer success rate were at the 90th percentile.

Credit Development Retention, Success (Fall 2011 and Fall 2010)

Developmental retention rates were very low for the Fall 2011 cohort. Math, Writing, and Reading/Writing, and reading retention rates were in the following respective percentiles: 3rd, 6th, 4th, and 10th. Success rates did fall mostly within the low middle 50% (22nd-42nd percentile), mostly due to high completer success rates (71st-78th percentiles). This is a significant drop from the Fall 2010 cohort



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where math and writing retention rates were at the 67th and 36th percentiles respectively. In 2010, completer success rates were a full 15% higher than in Fall 2011.

Career Program Completers (Most Recent Data)

Data appears skewed compared to MnSCU data. Further analysis of placement rate is required.

Retention and Success Core Academic Skills (Fall 2011)

Overall, success rates proved very strong in comparison to peer institutions. However, the actual retention rates, especially in Composition I, Composition II, and Speech, fell below the 50th percentile (retention rates in the low 80-85% range). The success rates for both enrollment and completion rates exceeded the 50th percentile in all cases except the speech enrollee success rate.

Institution-wide credit grades (Fall 2011)

Grades at the institution are relatively high as the percent of A&B grades are at the 93rd percentile and completer and enrollee success rates are also in a 90's percentile ranking. The percent of students completing and the percent of student who withdraw are in the middle 50%.

Minority Participation Rates (Fall 2011)

This area need verification of data to ensure integrity. However it does appear that M State falls just below the median in percent of minority credit students and minority employee to population ration while the percent of minority employees is at the 17th percentile.

Market Penetration and Business and Industry Productivity

Penetration into the high schools is a comparative strength for M State while general market penetration falls between the median and the 75th percentile. Likewise the Business and Industry productivity falls within the same range.

Credit Section Size, Credit Course Student / Faculty Ration and Instructional Faculty Load

This section requires additional research as reported values may not have been reported correctly.

Distance Learning

The percent of credit hours and total credit sections taught through distance learning fall at the 57th and 61st percentile. Meanwhile, the success rates of the students is exceptionally strong when compared to peer institutions (top 5%). The completion rate and withdrawal rates are both slightly better than the median.

Costs

Cost per credit hour per FTE student is higher than peer institutions, ranking at the 74th percentile, meanwhile expenditures per FTE employee is lower than the median at the 38th percentile.