

Strategic Direction Three: Expand High Quality Learning Programs & Services

The Minnesota State Colleges and Universities will provide students with a full range of high-quality learning programs and services that respond to student needs and document student achievement.

Rationale - A key legislative objective for higher education is to “provide a level of excellence that is competitive on a national and international level, through high-quality teaching, scholarship and learning in a broad range of arts and sciences, technical education and professional fields.” (M.S. Section 135A.053, Subdivision 1.) The rapid pace of change in society and the workplace requires the system to continuously evaluate and revise programs and services to offer students innovative and high-quality learning experiences to meet this legislative objective.

Indicator 6: Student Learning

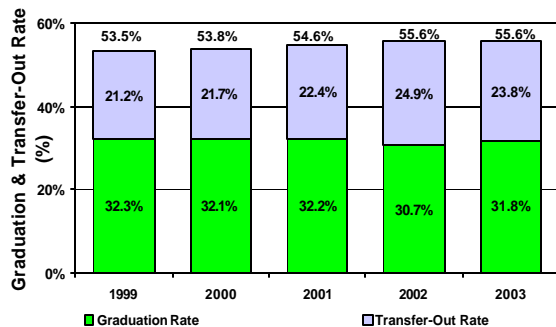
Measure 6C: IPEDS Graduation and Transfer-Out Rates

Definition: Measure 6C is the graduation and transfer-out rates that are reported to the National Center for Education Statistics on the Integrated Postsecondary Education Data System Survey. The graduation rate is the percent of full-time, first-time certificate-seeking, diploma-seeking or degree-seeking undergraduate students who graduate within 150 percent of the time it would take a full-time student to complete the award. The transfer-out rate is the percent of full-time, first-time certificate-seeking, diploma-seeking or degree-seeking undergraduate students who do not graduate within 150 percent of the time it would take a full-time student, but do transfer to another college or university.

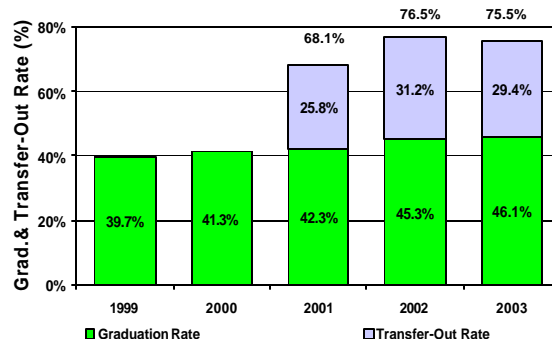
Significance: Measure 6C is significant in that it indicates the effectiveness of colleges and universities at enabling degree-seeking students to meet their educational goals.

Measure 6C: The combined graduation and transfer-out rates at the state colleges increased from 53.5 percent in 1999 to 55.6 percent in 2003, as shown in Figure 6C-1. The graduation rates at the state universities increased from 39.7 percent in 1999 to 46.1 percent in 2003, as shown in Figure 6C-2. Reporting transfer-out rates is optional, and these rates were not reported by the universities in 1999 and 2000.

**Figure 6C-1
COLLEGE GRADUATION &
TRANSFER-OUT RATES INCREASING**



**Figure 6C-2
UNIVERSITY GRADUATION
RATES INCREASING**



Context: The 2003 combined graduation and transfer-out rate for the state colleges, 55.6 percent, was substantially higher than the rate for similar U.S. public two-year colleges, as shown in Figure 6C-3. The graduation and transfer-out rate for the state universities, 75.5 percent, was substantially higher than the rate for similar U.S. public four-year universities, as shown in Figure 6C-4.

Figure 6C-3
COLLEGE GRADUATION & TRANSFER-OUT RATES ARE HIGHER THAN SIMILAR U.S. INSTITUTIONS

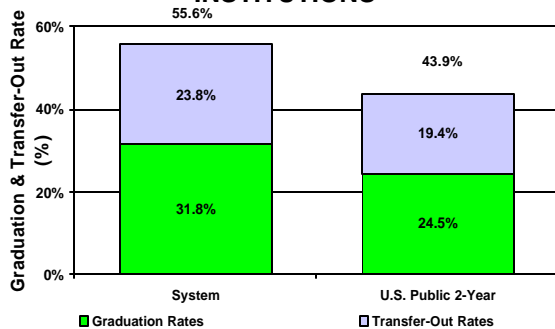
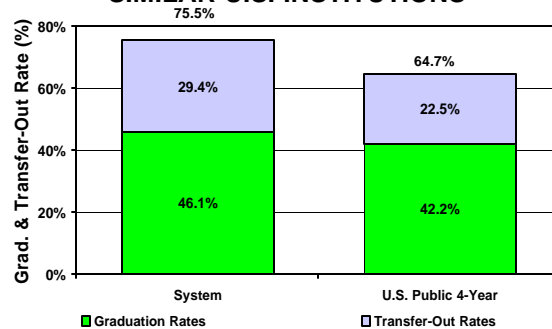


Figure 6C-4
UNIVERSITY GRADUATION & TRANSFER-OUT RATES ARE HIGHER THAN SIMILAR U.S. INSTITUTIONS



Drill-Downs: The combined graduation and transfer-out rates for students of color at the state colleges were substantially lower than for white students, but the rates for all groups increased between 2001 and 2003, as shown in Figure 6C-5. The combined graduation and transfer-out rates for students of color at the state universities also were lower than for white students, and the rates for most groups increased between 2001 and 2003, as shown in Figure 6C-6. Appendix A contains institutional level reports.

Figure 6C-5
COLLEGE GRAD/TRANSFER-OUT RATES LOWER FOR STUDENTS OF COLOR BUT INCREASING IN ALL GROUPS

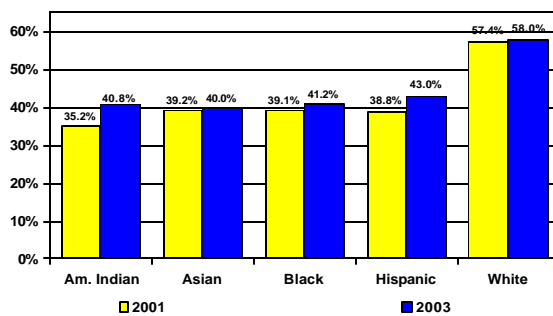


Figure 6C-6
UNIVERSITY GRAD/TRANSFER-OUT RATES LOWER FOR STUDENTS OF COLOR BUT INCREASING IN MOST GROUPS

