



DAKOTA COUNTY

TECHNICAL COLLEGE

FACT BOOK FY 2022



Strategic Framework for Minnesota State Colleges and Universities

Minnesota State Colleges and Universities (Minnesota State) play an essential role in growing Minnesota's economy and opening the doors of educational opportunity to all Minnesotans. To that end, we will:

1. Ensure access to an extraordinary education for all Minnesotans.
2. Be the partner of choice to meet Minnesota's workforce and community needs.
3. Deliver to students, employers, communities, and taxpayers the highest value/most affordable option.

Dakota County Technical College (DCTC) Mission, Vision, and Values

Mission (Updated Fall 2021)

Learn, discover, and build a better future: DCTC is dedicated to education for employment and life-long growth.

Vision (Updated Fall 2021)

At DCTC, we aspire to create a transformational education for every student founded on belonging, learning, support, clear pathways, and community engagement.

Students at DCTC will say of their education:

- Belonging "*I am valued for who I am.*"
- Learning "*I am engaged in meaningful learning.*"
- Support "*I have the support I need.*"
- Clear Pathways "*I know where I am going and how to get there.*"
- Community Engagement "*I am engaged in community.*"

Values (Updated Fall 2021)

- **Student Centered:** We recognize and build on students' strengths and perspectives. We support them in taking an active role in their learning and in navigating our college. We provide inclusive, high-quality, and timely services. We also design our services and programs with our diverse students' needs in mind.
- **Equity Minded:** We take responsibility for creating an inclusive learning and working environment where our students and colleagues can thrive. We identify and address patterns of inequity, informed by a social and historical understanding of exclusionary practices in American higher education.
- **Community Engaged:** We collaborate with employers, educational institutions, and community organizations to enhance our respective missions and strengthen our communities.

About the Fact Book

The Dakota County Technical College Fact Book aims to serve as a reference tool to provide general information about the college for use in planning, assessment, writing grant proposals, preparing reports, and other projects. **Data is shown by fiscal year (July 1 – June 30) unless otherwise noted.** Data is based on final records unless otherwise indicated.

Every effort is made to ensure that data are accurate, yet data used here may differ slightly from other college and system reports due to the use of different sources, the reporting time period from which the data was collected, dates on which a report was generated, or use of different data definitions/data parameters. Questions about the data in this document should be directed to Institutional Effectiveness.

Minnesota State Colleges and Universities provides Enrollment and Student Reporting Standards, and they are followed where noted beginning with fiscal year (FY) 2012.

NOTE: Students who were enrolled exclusively in credit-bearing customized training courses such as ASEP courses numbered 2500 or higher, CHRY courses, and MFGM courses are excluded from the data.

Explanation of Sources:

Below each table, a source is listed describing where the data in the table originated. The following sources are most frequently used:

- **Operational Data** – This is data obtained from REPL, Minnesota State’s Oracle database. Data were obtained by querying one or more tables. Tables used will be listed where possible.
- **Enrollment Analytic Tool** – This tool is created by the Research group at Minnesota State to allow enrollment data to be “cut” according to specified variables, providing more detailed information about student enrollment.
- **IPEDS Feedback Reports*** – IPEDS (Integrated Postsecondary Education Data System) data are collected, compiled and reported by Minnesota State on a rolling calendar to the IES (Institute of Education Sciences, an agency of the Federal Government), who compiles our data along with that of institutions across the country.

*Links to data at end of Fact Book

Explanation of Terms:

There is a glossary at the end of the Fact Book explaining the terms used that are unique to this kind of data reporting. Beginning in the FY 2017 Fact Book, in response to a Title III Grant focused on serving adult students, age groups have been changed from previous Fact Books to define traditional age students as 18-24 and adult students as 25 and over. All reporting of age groups has been adjusted so that there is a split between students aged 24 and 25 to reflect this definition of traditional/adult students.

Questions?

Questions about the data contained in this document should be directed to [Institutional Effectiveness](#).

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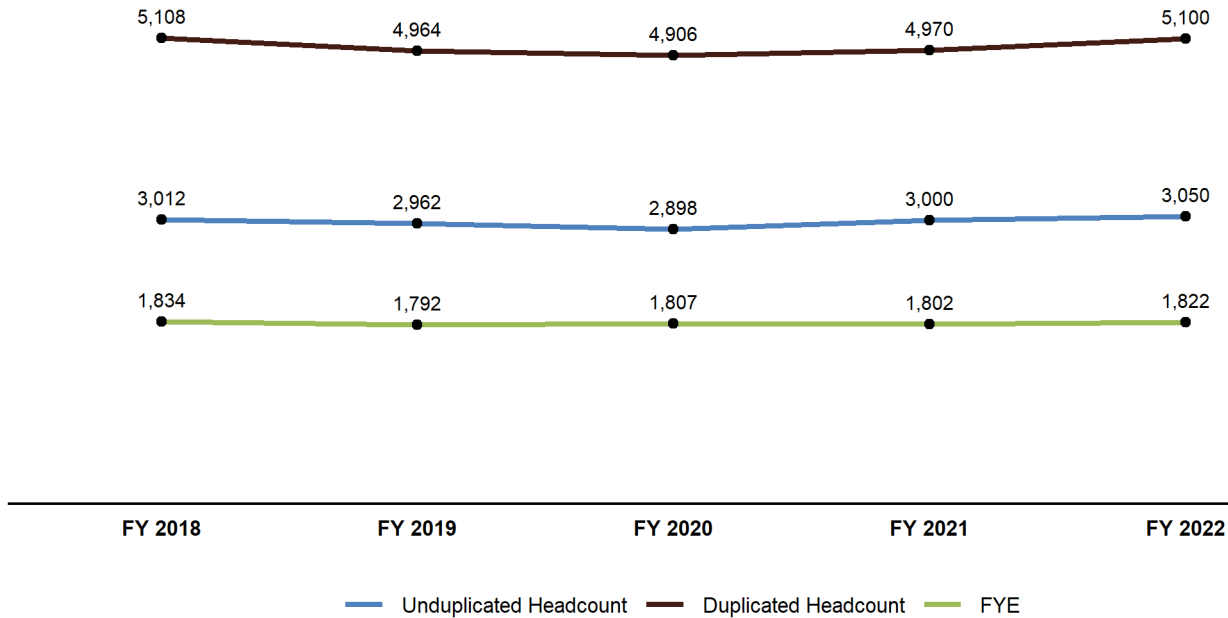
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Enrollment Trends

Credit Enrollment (FY): Headcount and FYE

Figure 1 shows for-credit enrollment by headcount (duplicated and unduplicated) and full-year equivalent (FYE) for the last five fiscal years (FY). Unduplicated headcounts count students once per FY, regardless of how many semesters in that FY they were enrolled. Duplicated headcounts count students once per semester they were enrolled in a FY. FYE is calculated by dividing total credits attempted by 30.

Figure 1. Enrollment (FY)



Source: ODS.CT_ST_MULTIYEAR

Credit Enrollment (Semester)

Table 1 shows for-credit enrollment by full-time (fall/spring: 12 or more credits; summer: six or more credits) and part-time students and total unduplicated headcount by semester for the past five FYs. Seats sold are the number of total course enrollments for all students. Figures 2 through 4 show total unduplicated headcount (full-time and part-time) and seats sold for the past five FYs by semester.

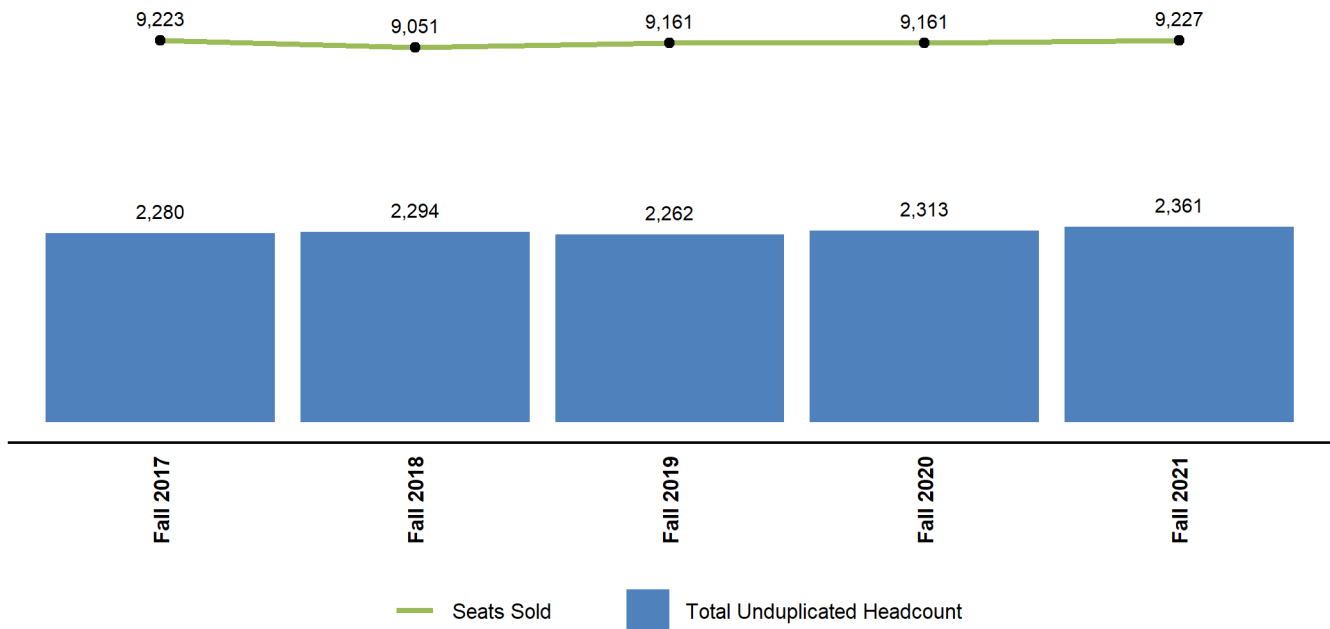
Table 1. Credit Enrollment (Semester)

Semester	Full-Time	Part-Time	Total Unduplicated Headcount	Seats Sold	Average Seats Sold Per Student
Fall 2017	1,383	897	2,280	9,223	4.05
Fall 2018	1,343	951	2,294	9,051	3.95
Fall 2019	1,370	892	2,262	9,161	4.05
Fall 2020	1,327	986	2,313	9,161	3.96
Fall 2021	1,286	1,075	2,361	9,227	3.91
Spring 2018	1,241	946	2,187	8,262	3.78
Spring 2019	1,198	922	2,120	7,994	3.77
Spring 2020	1,226	887	2,113	8,024	3.80

Semester	Full-Time	Part-Time	Total Unduplicated Headcount	Seats Sold	Average Seats Sold Per Student
Spring 2021	1,136	979	2,115	7,996	3.78
Spring 2022	1,143	977	2,120	8,149	3.84
Summer 2017	249	392	641	991	1.55
Summer 2018	228	322	550	906	1.65
Summer 2019	235	296	531	919	1.73
Summer 2020	216	326	542	900	1.66
Summer 2021	319	300	619	1,064	1.72

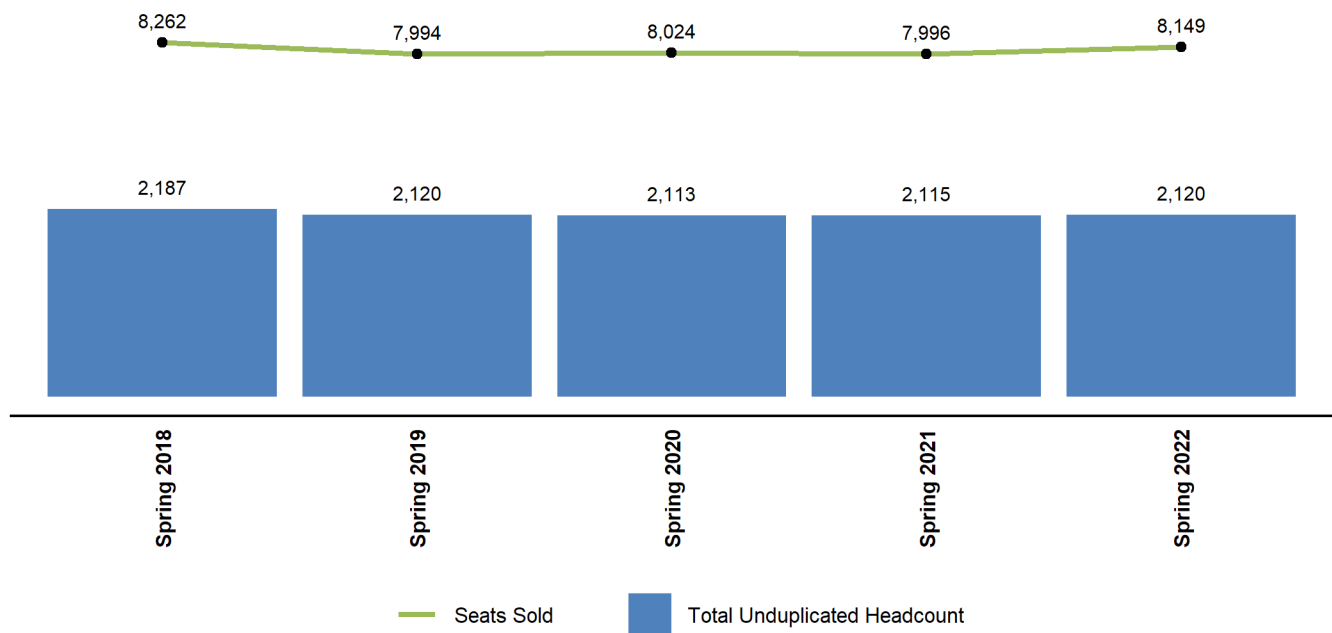
Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Figure 2. Unduplicated Headcount and Seats Sold (Fall Semesters)



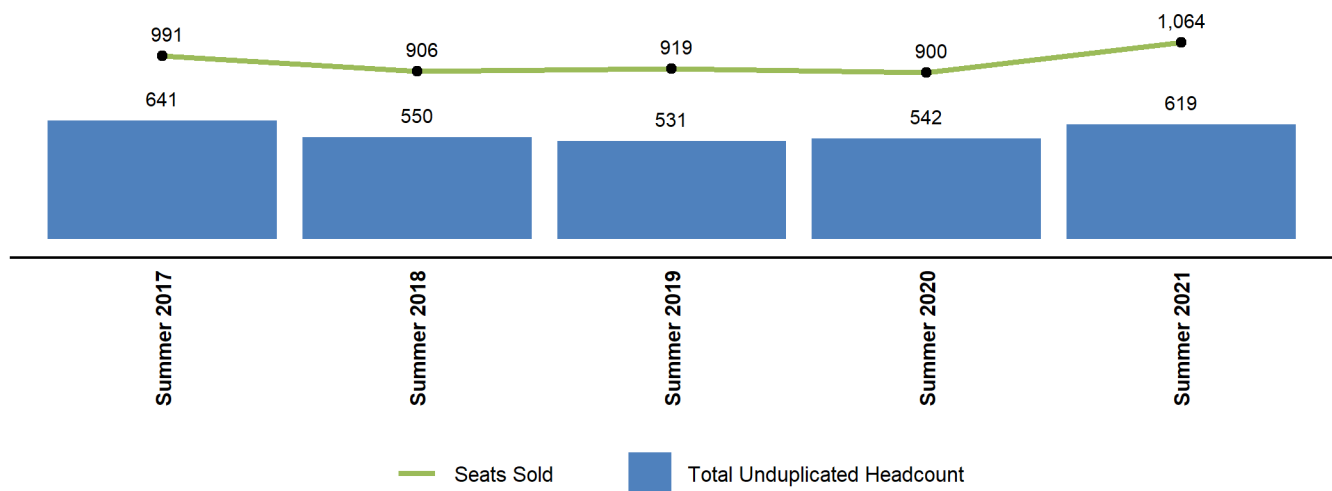
Source: ODS.CT_ST_MULTIYEAR

Figure 3. Unduplicated Headcount and Seats Sold (Spring Semesters)



Source: ODS.CT_ST_MULTIYEAR

Figure 4. Unduplicated Headcount and Seats Sold (Summer Semesters)

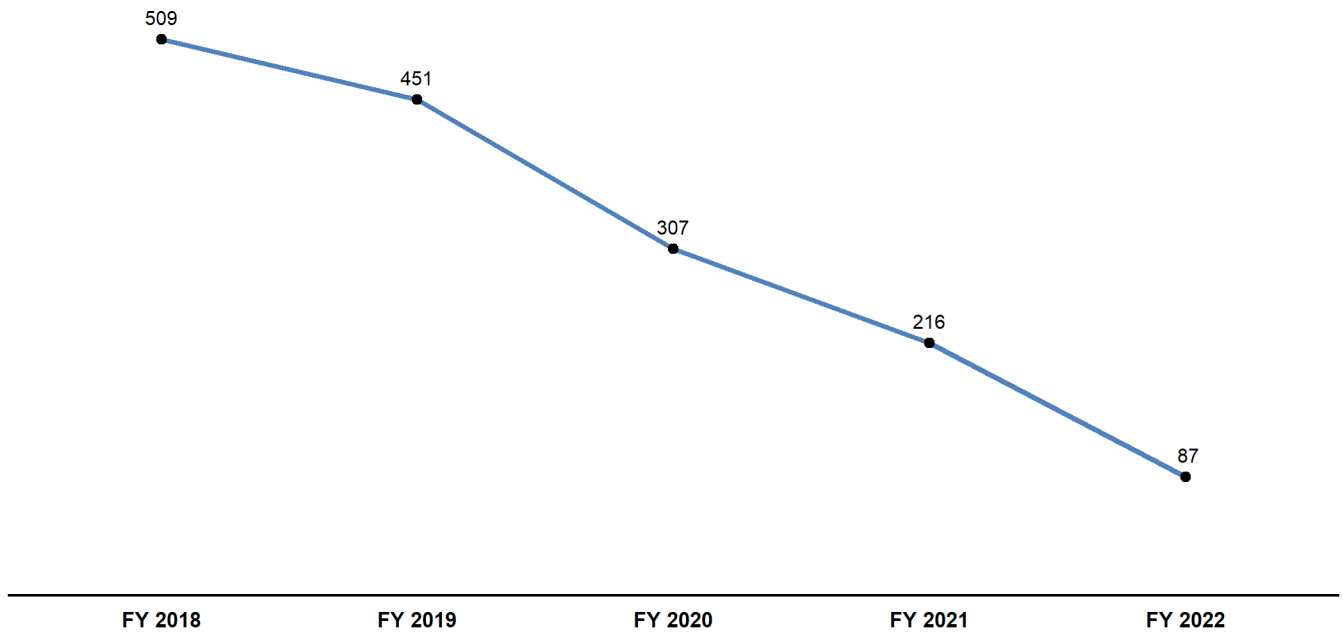


Source: ODS.CT_ST_MULTIYEAR

Enrollment in Developmental-Level Courses

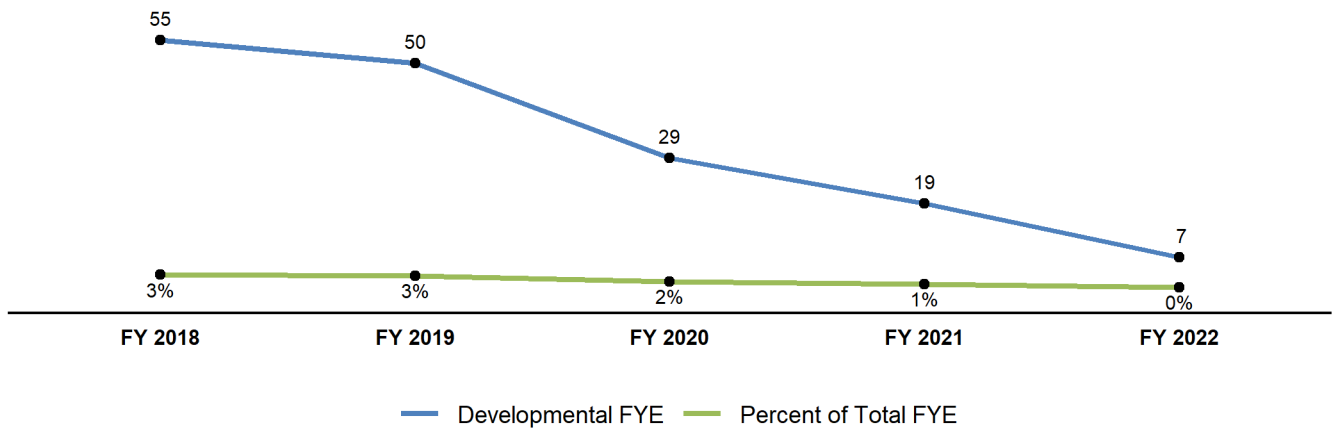
Seats sold and FYE in developmental-level courses (courses numbered below 1000 in English, Math, and Reading subjects) are shown in Figures 5 and Figure 6.

Figure 5. Seats Sold - Developmental-Level Courses (FY)



Source: ODS.CT_ST_MULTIYEAR

Figure 6. FYE - Developmental-Level Courses (FY)

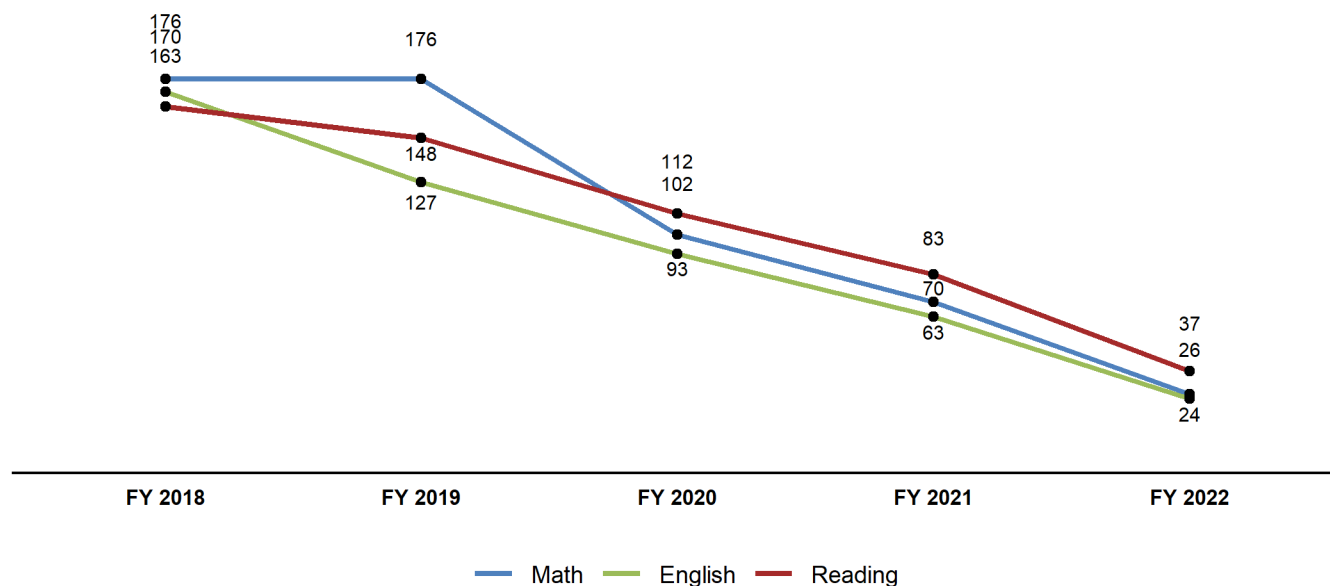


Source: ODS.CT_ST_MULTIYEAR

Enrollment in Developmental-Level Courses by Subject

Developmental courses are either English, Math, or Reading courses with course numbers below 1000. Figure 7 shows the number of developmental seats sold in each subject.

Figure 7. Seats Sold - English, Math, and Reading Developmental-Level Courses (FY)

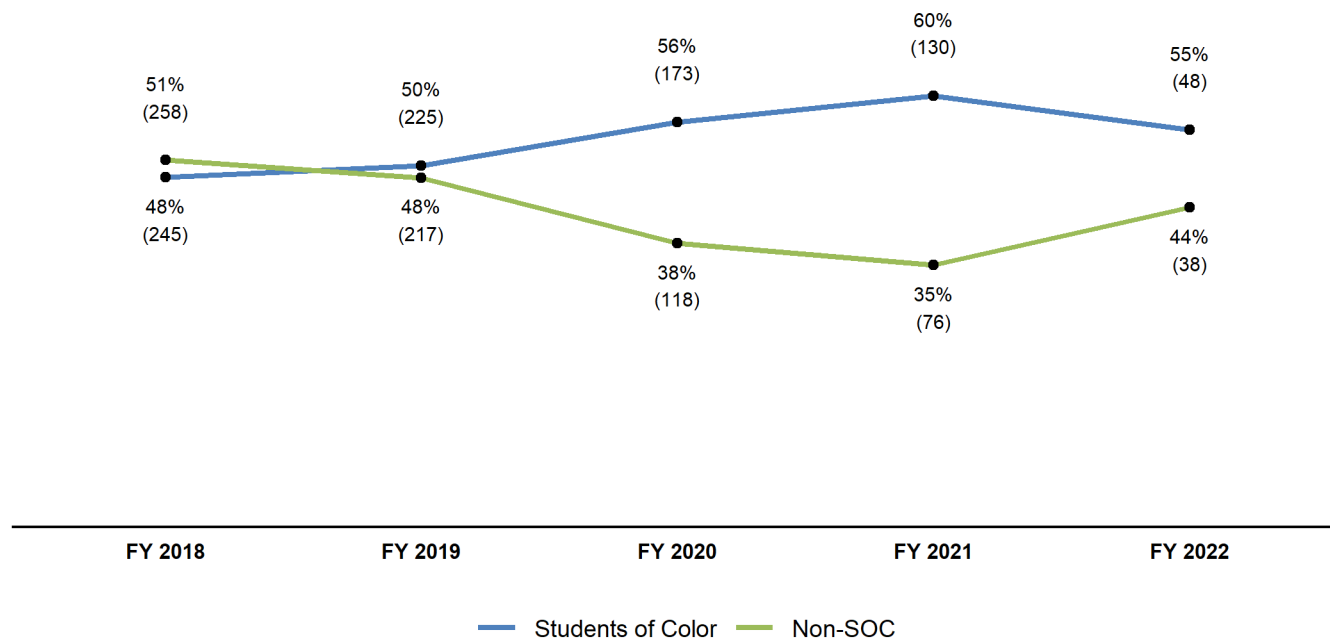


Source: ODS.CT_ST_MULTIYEAR

Enrollment in Developmental-Level Courses, Student of Color (SOC) Split

Figure 8 shows the number and percentage of developmental seats sold to SOC and non-SOC students. Percentages might not add to 100% because developmental seats sold to students of unknown race/ethnicity are included in the total, but not shown in Figure 8.

Figure 8. Seats Sold - Developmental-Level Courses by SOC and non-SOC (FY)

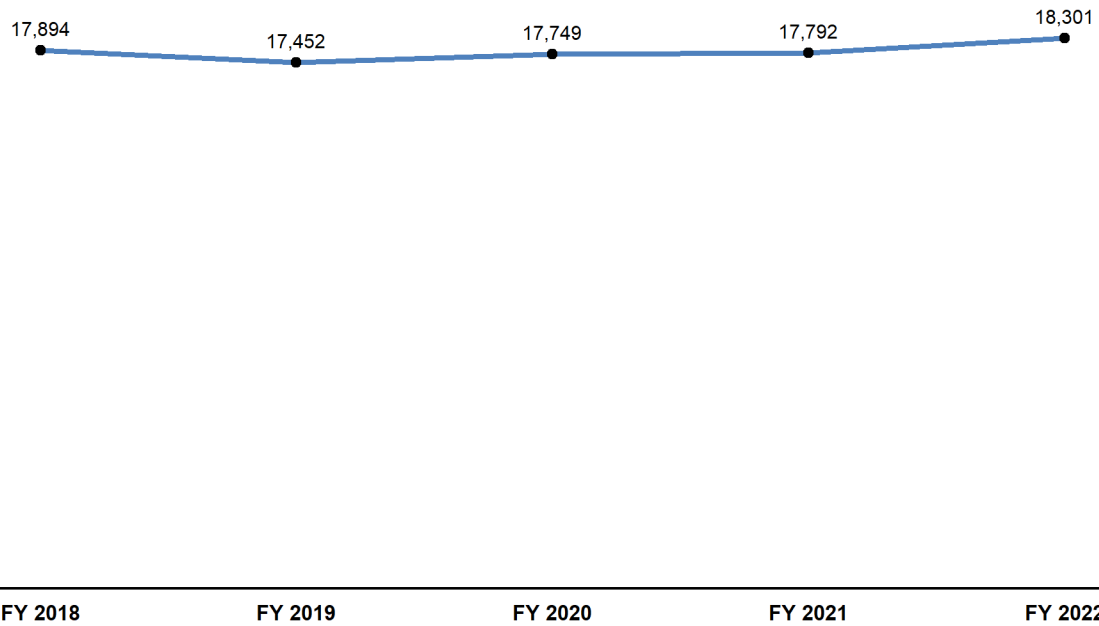


Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Enrollment in College-Level Courses

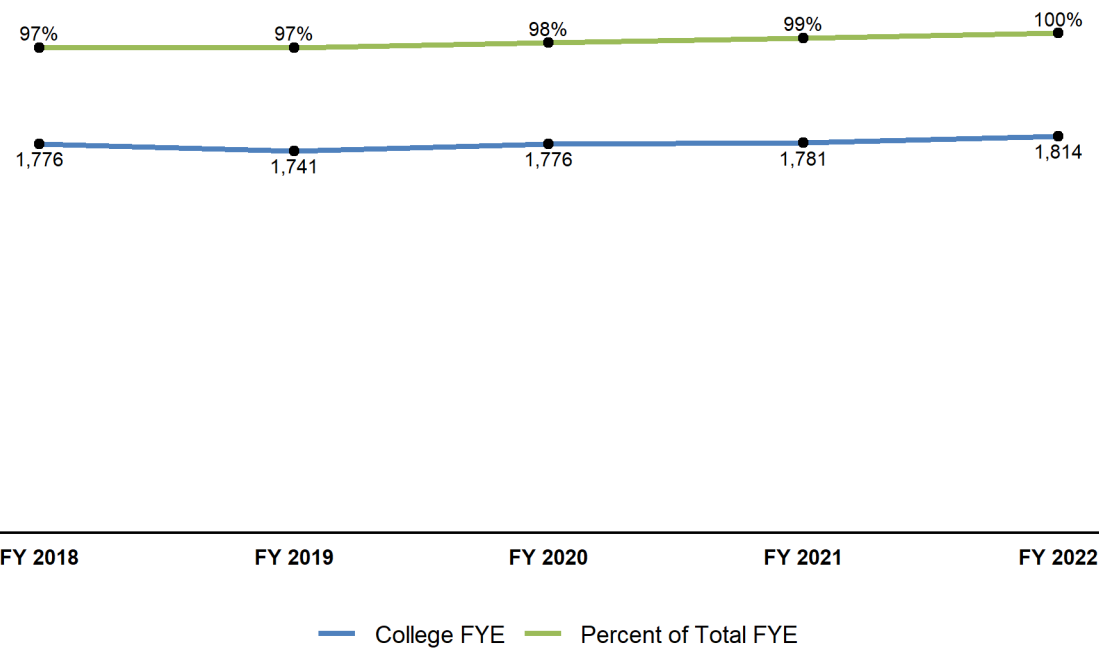
Seats sold and FYE in college-level courses (courses numbered 1000 or above) are shown in Figures 9 and 10.

Figure 9. Seats Sold - College-Level Courses (FY)



Source: ODS.CT_ST_MULTIYEAR

Figure 10. FYE - College-Level Courses (FY)

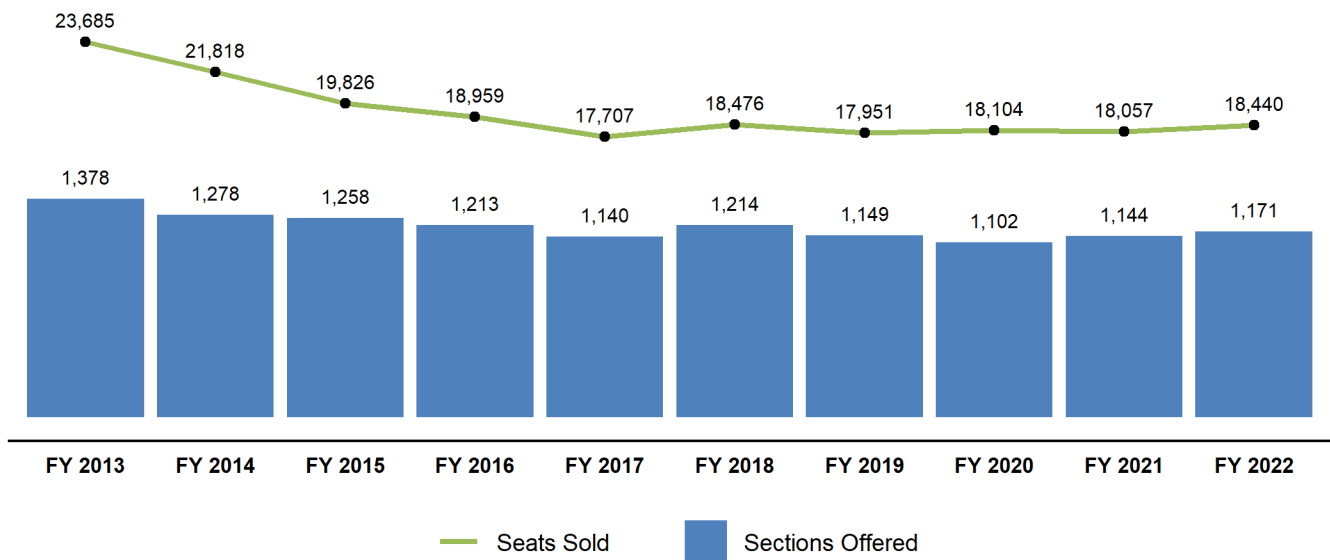


Source: ODS.CT_ST_MULTIYEAR

Course Offerings and Enrollment

Figure 11 and Table 2 show the change in the number of course sections offered, and seats sold over the past ten FYs.

Figure 11. Total Number of Course Sections Offered and Seats Sold (FY)



Source: ODS.CT_ST_MULTIYEAR

Table 2. Total Number of Sections Offered, Seats Sold, Credits Sold, and FYE (FY)

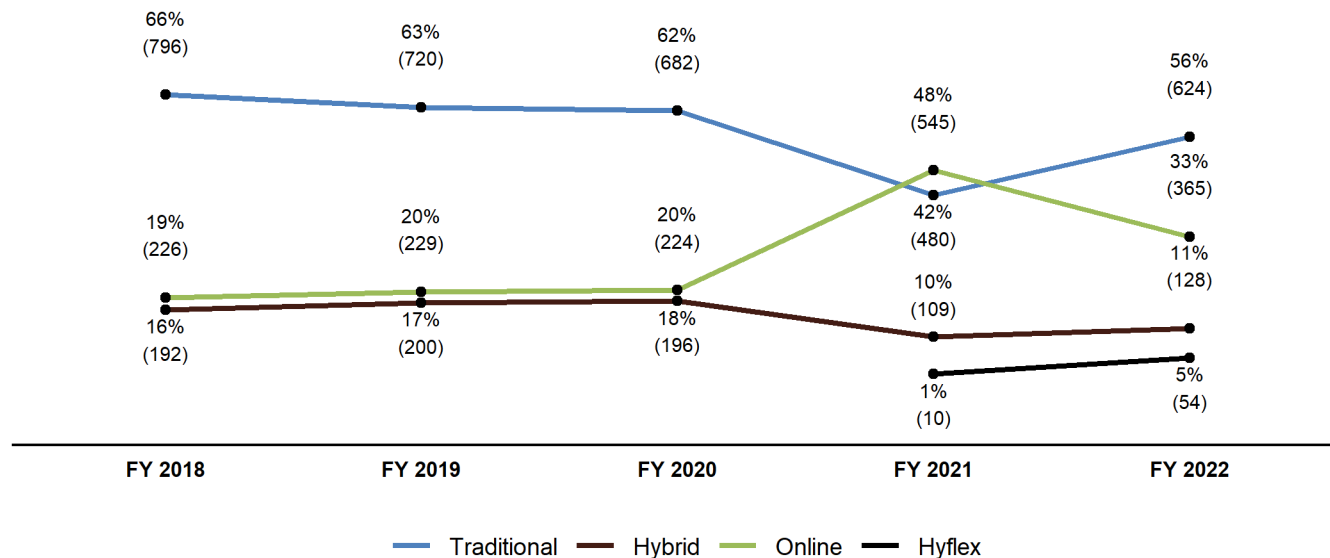
Fiscal Year	Sections Offered	Seats Sold	Total Credits Sold	Total FYE
FY 2013	1,378	23,685	68,664	2,289
FY 2014	1,278	21,818	63,533	2,118
FY 2015	1,258	19,826	58,504	1,950
FY 2016	1,213	18,959	56,410	1,880
FY 2017	1,140	17,707	52,816	1,761
FY 2018	1,214	18,476	55,005	1,834
FY 2019	1,149	17,951	53,773	1,792
FY 2020	1,102	18,104	54,220	1,807
FY 2021	1,144	18,057	54,058	1,802
FY 2022	1,171	18,440	54,673	1,822

Source: ODS.CT_ST_MULTIYEAR

Course Offerings and Enrollment by Delivery Method (FY)

Courses are delivered by traditional (in-person, classroom), hybrid (a combination of online and traditional), and online (predominantly online, online-synchronous, and online-asynchronous) means. Independent study courses have been included with traditional courses when no information about the delivery method was available. Figure 12 shows the number and percentage of course sections offered by delivery method and FY. The Hy-flex delivery method, a combination of in-person and/or online delivery distinct from Hybrid courses, was introduced in FY 2021.

Figure 12. Number and Percentage of Course Sections Offered by Delivery Method (FY)

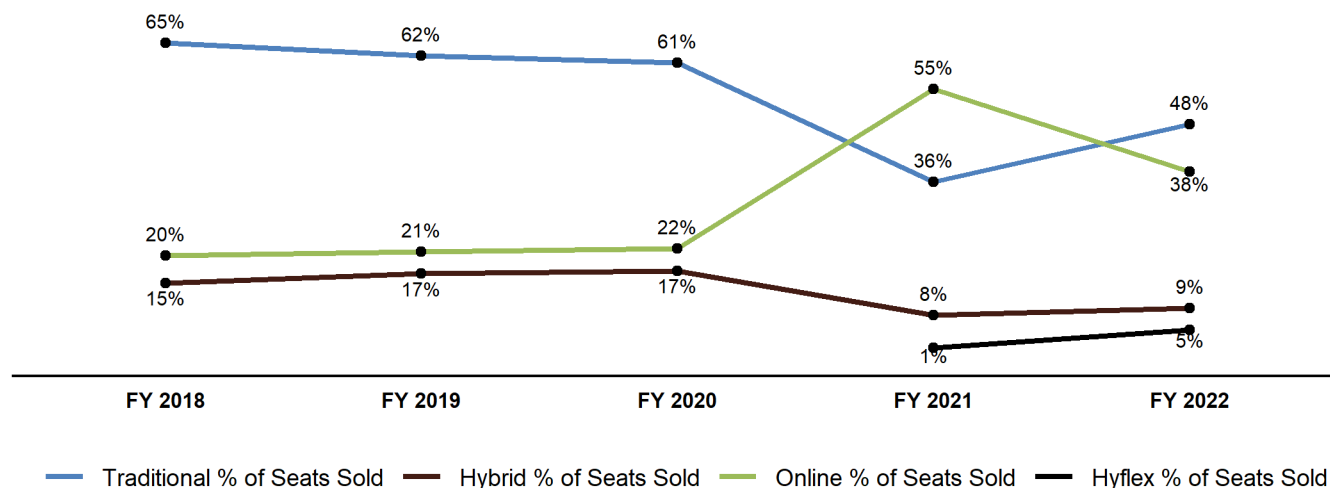


Source: ODS.CT_ST_MULTIYEAR

Sections Offered and Seats Sold by Delivery Method (FY)

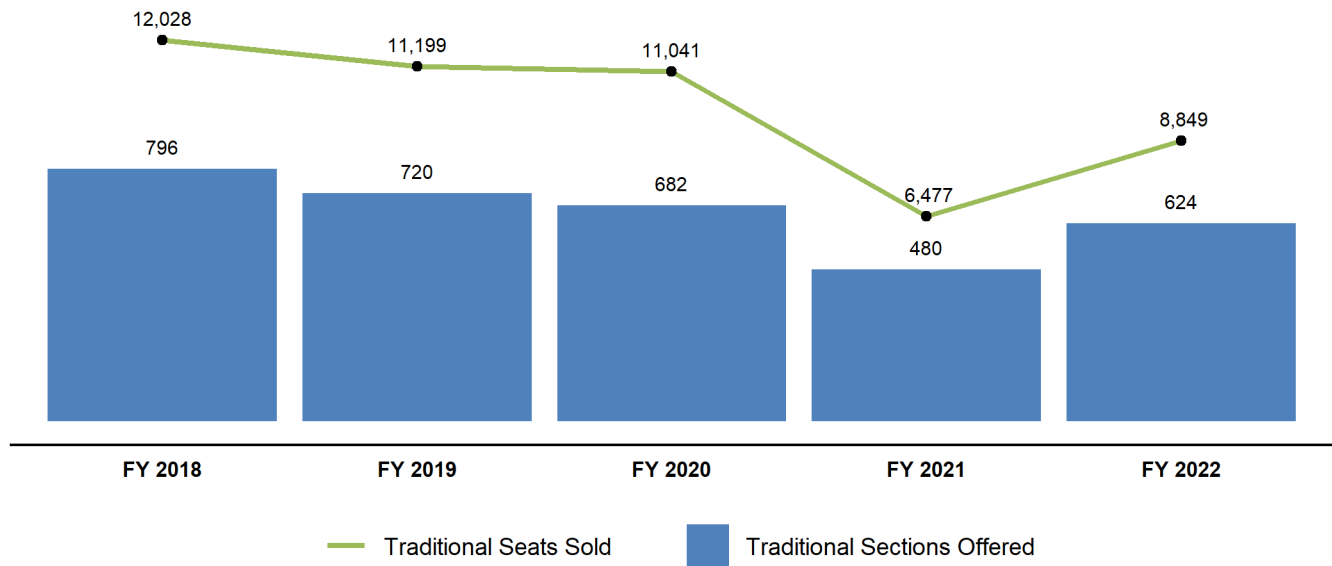
Figure 13 through Figure 17 show the percentage and number of seats sold and the number of sections offered by delivery method over the past five FYs.

Figure 13. Percentage of Seats Sold by Delivery Method (FY)



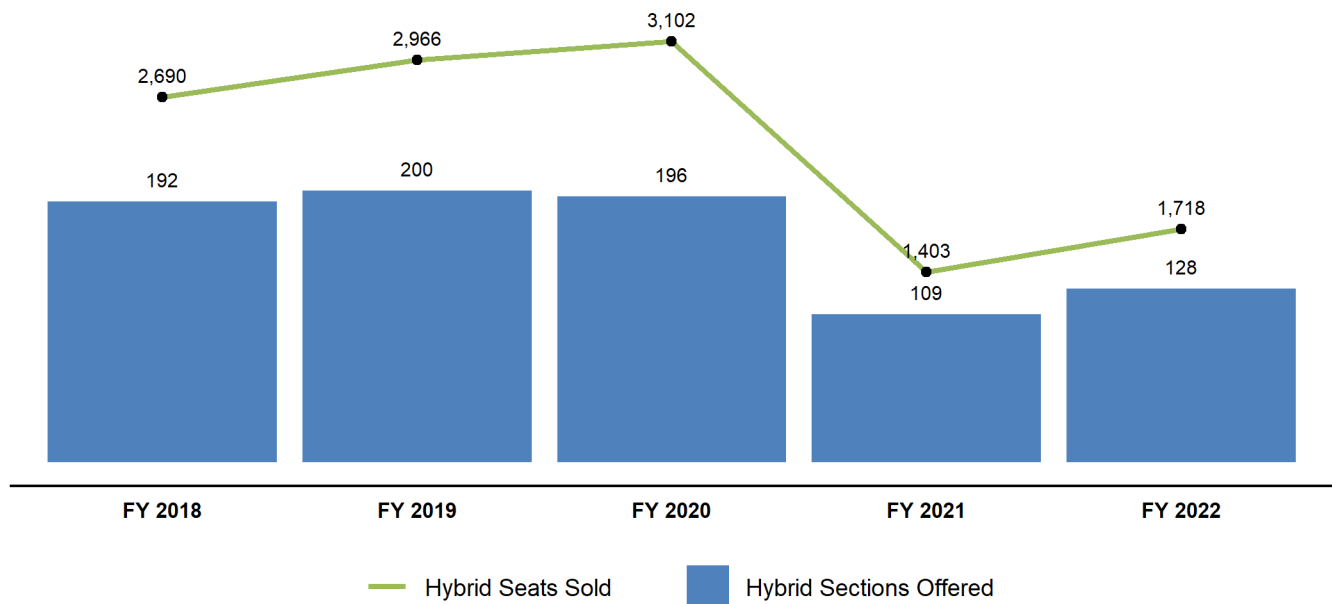
Source: ODS.CT_ST_MULTIYEAR

Figure 14. Number of Traditional Course Sections and Seats Sold (FY)



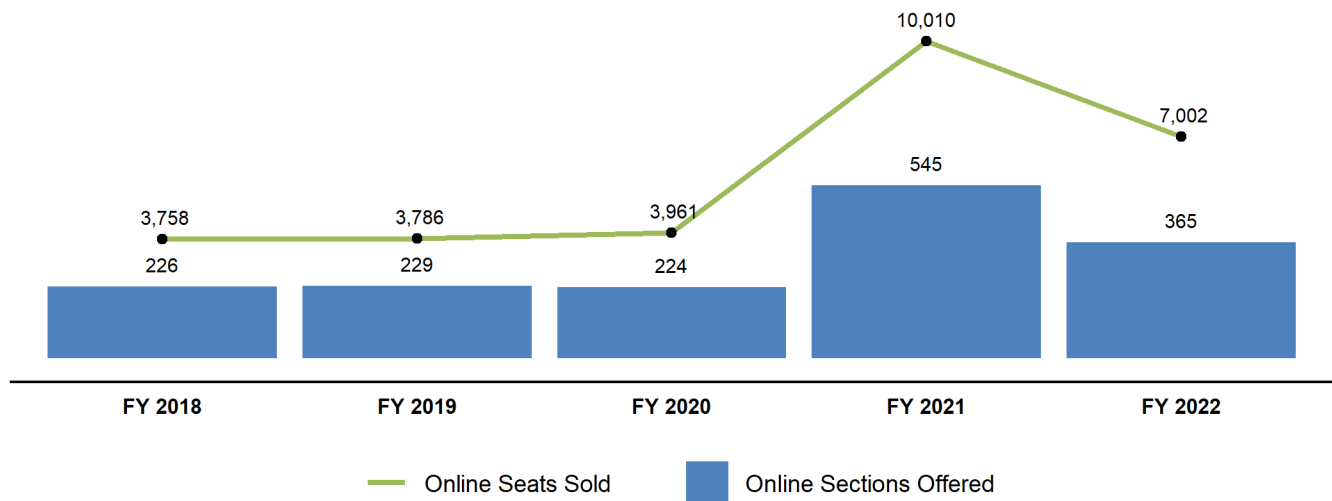
Source: ODS.CT_ST_MULTIYEAR

Figure 15. Number of Hybrid Course Sections and Seats Sold (FY)



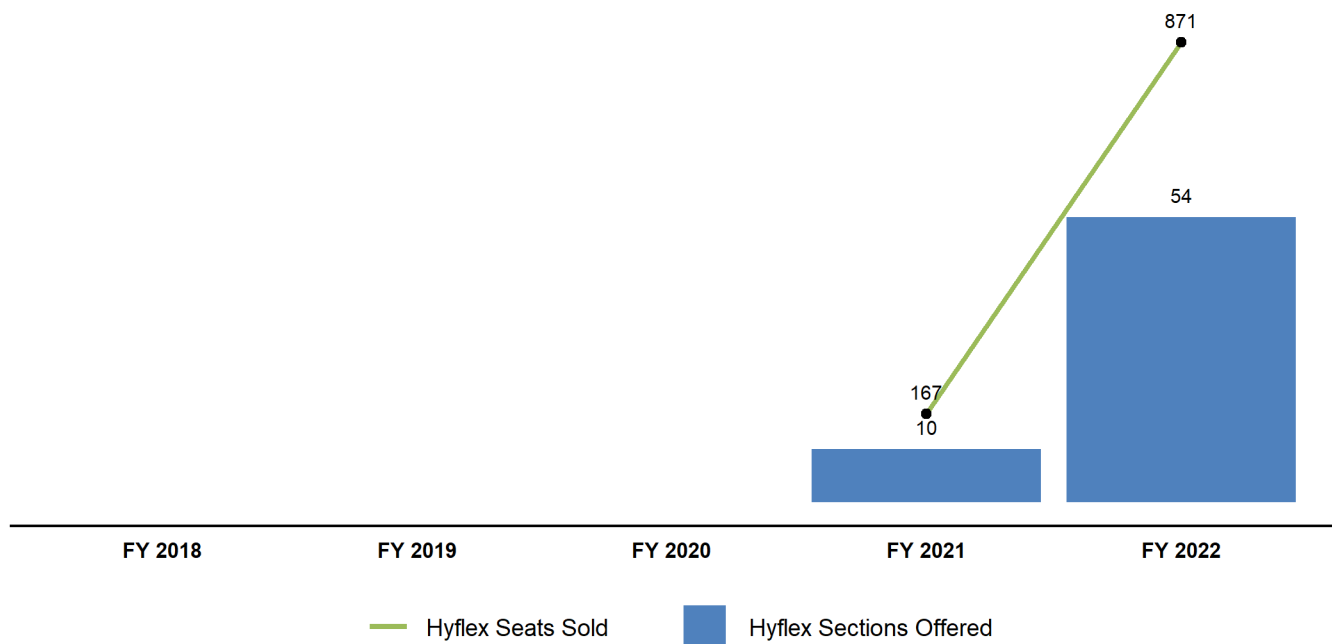
Source: ODS.CT_ST_MULTIYEAR

Figure 16. Number of Online Course Sections and Seats Sold (FY)



Source: ODS.CT_ST_MULTIYEAR

Figure 17. Number of Hyflex Course Sections and Seats Sold (FY)

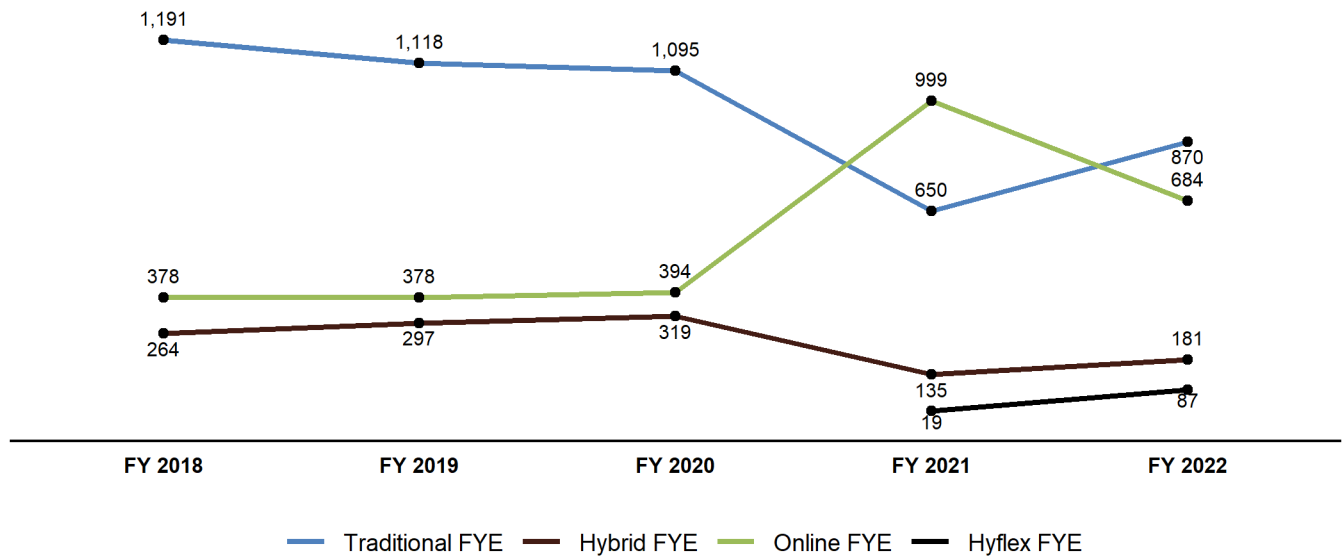


Source: ODS.CT_ST_MULTIYEAR

FYE by Delivery Method (FY)

Full year equivalent (FYE) is a standardized measure of course enrollment calculated by dividing the total credits sold by 30. FYE by delivery method is shown below in Figure 18.

Figure 18. FYE by Delivery Method (FY)



Source: ODS.CT_ST_MULTIYEAR

Table 3 shows the number and percentage of course sections run by delivery method and semester.

Table 3. Sections by Delivery Method (Semester)

Semester	Traditional Sections	Hybrid Sections	Online Sections	Hyflex Sections	Total Sections
Fall 2017	397 (69%)	84 (15%)	95 (16%)	0 (0%)	576
Fall 2018	371 (66%)	91 (16%)	98 (18%)	0 (0%)	560
Fall 2019	351 (65%)	92 (17%)	95 (18%)	0 (0%)	538
Fall 2020	246 (44%)	47 (8%)	262 (47%)	7 (1%)	562
Fall 2021	311 (56%)	63 (11%)	159 (29%)	23 (4%)	556
Spring 2018	361 (64%)	102 (18%)	104 (18%)	0 (0%)	567
Spring 2019	326 (62%)	97 (18%)	107 (20%)	0 (0%)	530
Spring 2020	305 (61%)	90 (18%)	104 (21%)	0 (0%)	499
Spring 2021	211 (41%)	59 (11%)	246 (47%)	3 (1%)	519
Spring 2022	288 (53%)	62 (11%)	168 (31%)	30 (5%)	548
Summer 2017	38 (54%)	6 (8%)	27 (38%)	0 (0%)	71
Summer 2018	23 (39%)	12 (20%)	24 (41%)	0 (0%)	59
Summer 2019	26 (40%)	14 (22%)	25 (38%)	0 (0%)	65
Summer 2020	23 (37%)	3 (5%)	37 (59%)	0 (0%)	63
Summer 2021	25 (37%)	3 (4%)	38 (57%)	1 (1%)	67

Source: ODS.CT_ST_MULTIYEAR

Table 4 shows the number and percentage of course seats sold by delivery method and semester.

Table 4. Seats Sold by Delivery Method (Semester)

Semester	Traditional Seats	Hybrid Seats	Online Seats	Hy-flex Seats	Total Seats
Fall 2017	6,399 (69%)	1,191 (13%)	1,633 (18%)	0 (0%)	9,223
Fall 2018	6,031 (67%)	1,442 (16%)	1,578 (17%)	0 (0%)	9,051
Fall 2019	5,967 (65%)	1,555 (17%)	1,639 (18%)	0 (0%)	9,161
Fall 2020	3,487 (38%)	609 (7%)	4,939 (54%)	126 (1%)	9,035
Fall 2021	4,659 (50%)	874 (9%)	3,286 (36%)	408 (4%)	8,819
Spring 2018	5,167 (63%)	1,411 (17%)	1,684 (20%)	0 (0%)	8,262
Spring 2019	4,814 (60%)	1,359 (17%)	1,821 (23%)	0 (0%)	7,994
Spring 2020	4,743 (59%)	1,392 (17%)	1,889 (24%)	0 (0%)	8,024
Spring 2021	2,760 (35%)	747 (9%)	4,448 (56%)	41 (1%)	7,955
Spring 2022	3,883 (48%)	805 (10%)	3,009 (37%)	452 (6%)	7,697
Summer 2017	462 (47%)	88 (9%)	441 (45%)	0 (0%)	991
Summer 2018	354 (39%)	165 (18%)	387 (43%)	0 (0%)	906
Summer 2019	331 (36%)	155 (17%)	433 (47%)	0 (0%)	919
Summer 2020	230 (26%)	47 (5%)	623 (69%)	0 (0%)	900
Summer 2021	307 (29%)	39 (4%)	707 (66%)	11 (1%)	1,053

Source: ODS.CT_ST_MULTIYEAR

Table 5 shows the number and percentage of credits sold by delivery method and semester.

Table 5. Credits Sold by Delivery Method (Semester)

Semester	Traditional Credits	Hybrid Credits	Online Credits	Hy-flex Credits	Total Credits
Fall 2017	18,810 (69%)	3,467 (13%)	4,893 (18%)	0 (0%)	27,170
Fall 2018	17,902 (67%)	4,203 (16%)	4,682 (17%)	0 (0%)	26,787
Fall 2019	17,563 (65%)	4,697 (17%)	4,911 (18%)	0 (0%)	27,171
Fall 2020	10,458 (38%)	1,658 (6%)	14,848 (54%)	416 (2%)	27,380
Fall 2021	13,633 (50%)	2,646 (10%)	9,557 (35%)	1,224 (5%)	27,060
Spring 2018	15,658 (63%)	4,227 (17%)	5,003 (20%)	0 (0%)	24,888
Spring 2019	14,488 (60%)	4,255 (18%)	5,382 (22%)	0 (0%)	24,125
Spring 2020	14,368 (59%)	4,402 (18%)	5,625 (23%)	0 (0%)	24,395
Spring 2021	8,392 (35%)	2,237 (9%)	13,237 (55%)	140 (1%)	24,006
Spring 2022	11,494 (47%)	2,640 (11%)	8,798 (36%)	1,356 (6%)	24,288
Summer 2017	1,266 (43%)	229 (8%)	1,452 (49%)	0 (0%)	2,947
Summer 2018	1,138 (40%)	454 (16%)	1,269 (44%)	0 (0%)	2,861
Summer 2019	907 (34%)	469 (18%)	1,278 (48%)	0 (0%)	2,654
Summer 2020	641 (24%)	141 (5%)	1,890 (71%)	0 (0%)	2,672
Summer 2021	976 (29%)	156 (5%)	2,160 (65%)	33 (1%)	3,325

Table 6 shows FYE by delivery method and semester. Note that, due to rounding, Total FYE for the semesters in a FY might not match Total FYE for the FYs reported elsewhere.

Table 6. FYE by Delivery Method (Semester)

Semester	Traditional FYE	Hybrid FYE	Online FYE	Hy-flex FYE	Total FYE
Fall 2017	627 (69%)	116 (13%)	163 (18%)	0 (0%)	906
Fall 2018	597 (67%)	140 (16%)	156 (17%)	0 (0%)	893
Fall 2019	585 (65%)	157 (17%)	164 (18%)	0 (0%)	906
Fall 2020	349 (38%)	55 (6%)	495 (54%)	14 (2%)	913
Fall 2021	454 (50%)	88 (10%)	319 (35%)	41 (5%)	902
Spring 2018	522 (63%)	141 (17%)	167 (20%)	0 (0%)	830
Spring 2019	483 (60%)	142 (18%)	179 (22%)	0 (0%)	804
Spring 2020	479 (59%)	147 (18%)	188 (23%)	0 (0%)	813
Spring 2021	280 (35%)	75 (9%)	441 (55%)	5 (1%)	800
Spring 2022	383 (47%)	88 (11%)	293 (36%)	45 (6%)	810
Summer 2017	42 (43%)	8 (8%)	48 (49%)	0 (0%)	98
Summer 2018	38 (40%)	15 (16%)	42 (44%)	0 (0%)	95
Summer 2019	30 (34%)	16 (18%)	43 (48%)	0 (0%)	88
Summer 2020	21 (24%)	5 (6%)	63 (71%)	0 (0%)	89
Summer 2021	33 (30%)	5 (5%)	72 (65%)	1 (1%)	111

Source: ODS.CT_ST_MULTIYEAR

Courses by Day and Time

Table 7 through Table 9 show credit courses offered Monday through Friday during the day (starting before 5:00 PM) Monday through Friday in the evening (starting at 5:00 PM or later), and on Saturday for fall, spring, and summer semesters. Courses with arranged meeting times are not included.

Table 7. Number and Percentage of Courses and Offering Schedule (Summer Semesters)

Course Time	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
Day	31 (91%)	31 (94%)	29 (91%)	13 (76%)	16 (89%)
Evening	3 (9%)	2 (6%)	2 (6%)	4 (24%)	2 (11%)
Saturday	0 (0%)	0 (0%)	1 (3%)	0 (0%)	0 (0%)
Total	34	33	32	17	18

Source: ODS.CT_ST_MULTIYEAR, ISRS.CT_MTG

Table 8. Number and Percentage of Courses and Offering Schedule (Fall Semesters)

Course Time	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Day	384 (87%)	367 (86%)	384 (89%)	357 (91%)	363 (92%)
Evening	54 (12%)	53 (12%)	44 (10%)	33 (8%)	31 (8%)
Saturday	3 (1%)	5 (1%)	4 (1%)	2 (1%)	2 (1%)
Total	441	425	432	392	396

Source: ODS.CT_ST_MULTIYEAR, ISRS.CT_MTG

Table 9. Number and Percentage of Courses and Offering Schedule (Spring Semesters)

Course Time	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Day	372 (86%)	345 (87%)	330 (88%)	301 (89%)	335 (91%)
Evening	59 (14%)	47 (12%)	40 (11%)	35 (10%)	31 (8%)
Saturday	3 (1%)	3 (1%)	3 (1%)	3 (1%)	2 (1%)
Total	434	395	373	339	368

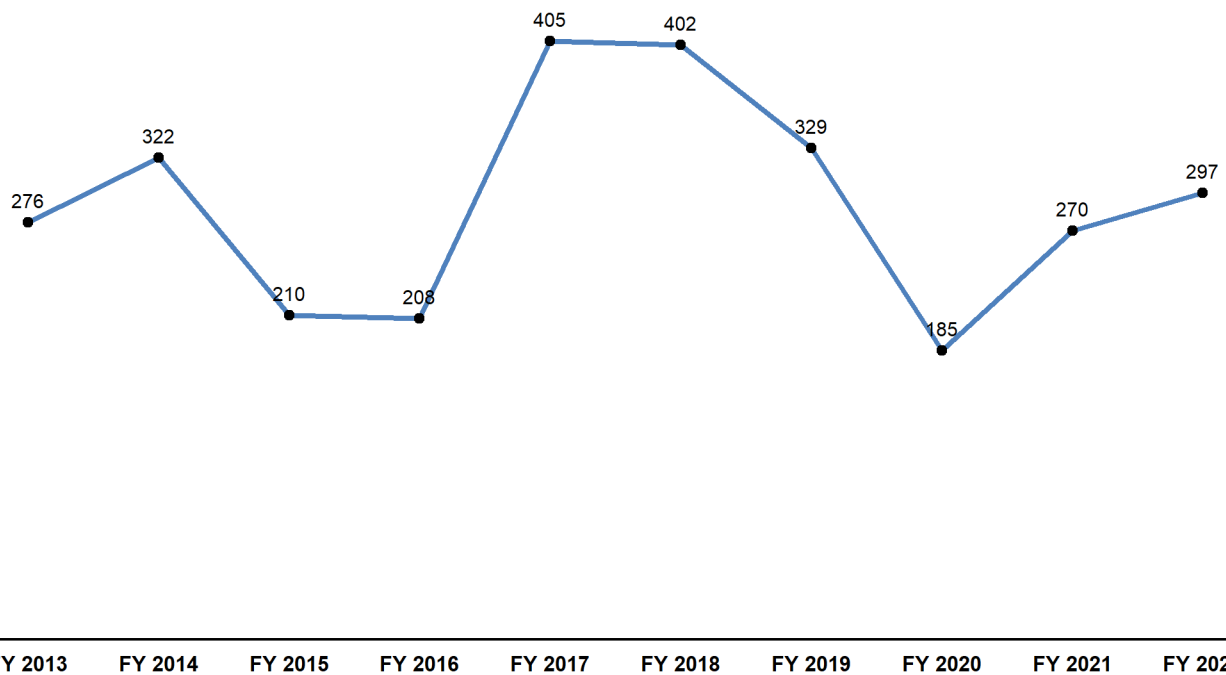
Source: ODS.CT_ST_MULTIYEAR, ISRS.CT_MTG

Prior Learning Assessment

The prior learning assessment (PLA) process helps adult students match learning gained outside the classroom to college courses. First, students are enrolled in a course to identify courses that may be completed via PLA - demonstrating their skills and knowledge for academic credit. Then, students are assessed to determine if an individual PLA is right for them based on their experience and proposed educational goal. The demonstration process varies by course but is usually in the form of written papers and/or projects following specific guidelines as well as one-on-one or group meetings with an evaluator for the specific PLA. This process allows students to demonstrate knowledge and skills gained via work/life experiences. Credit is obtained using pass/no credit grading. PLA credits can also be earned through tests, such as CLEP.

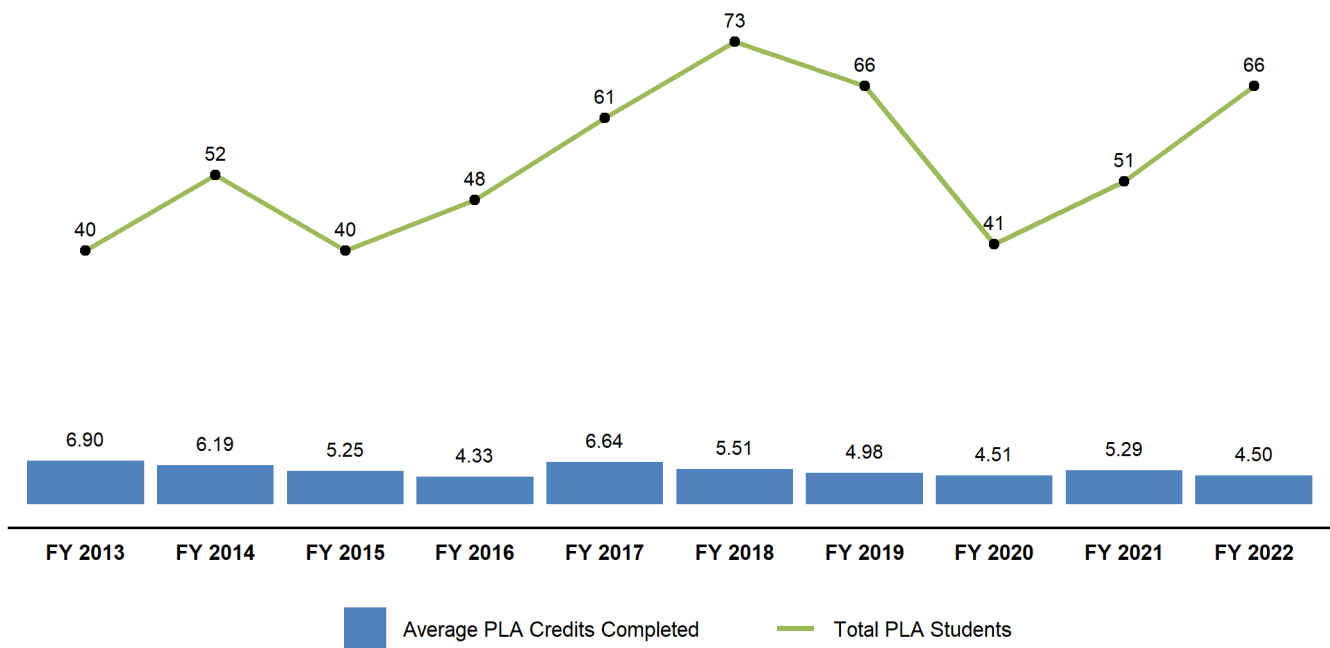
Figure 19 shows the total PLA credits completed by students over the past ten FYs. Figure 20 shows the average number of PLA credits completed per student and the unduplicated headcount of students completing PLA credits.

Figure 19. Total PLA Credits Completed (FY)



Source: ISRS.CT_COU, ISRS.ST_COU, ISRS.PERSON_TRSF_UNIV, ISRS.VAL_ST_SPL_CR_TYPE

Figure 20. Average PLA Credits Completed per Student and Headcount of Students Completing PLA Credits (FY)



Source: ISRS.CT_COU, ISRS.ST_COU, ISRS.PERSON_TRSF_UNIV, ISRS.VAL_ST_SPL_CR_TYPE

Student Profile

Students by Major

Table 10 shows the number of students enrolled for credit per FY by major. Students are only counted once per FY per major no matter how many semesters they were enrolled (unduplicated headcount). Students with multiple majors are counted under their highest ranked major (Major 1), however, if a student changed their highest ranked major during a FY they are counted under both majors. Majors are listed alphabetically. Not counting students with an unknown major or who are undecided, the top five majors in FY 2022 are Veterinary Technician AAS, Practical Nursing DIP, Electrical Construction and Maintenance Technology AAS, Individualized Studies AS, and Automotive Technician AAS.

Table 10. Majors (FY)

Major	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Accountant AAS	90	90	88	74	64
Accountant DIP	5	4	5	9	11
Accounting Clerk DIP	6	7	2	1	4
Administrative Assistant DIP	1	10	13	11	7
Architectural Drafting CERT	0	2	1	4	3
Architectural Technology AAS	45	33	36	41	42
Auto Body Collision Technology AAS	22	29	29	27	22
Auto Body Collision Technology DIP	5	6	5	6	7
Automotive Chassis CERT	0	0	0	0	3
Automotive Electronics CERT	0	0	0	0	1
Automotive Engine Performance CERT	0	0	0	0	2
Automotive Powertrain CERT	0	0	0	0	1
Automotive Service Ed Prog (ASEP) AAS	38	36	35	24	22
Automotive Technician AAS	118	122	119	96	121
Automotive Technician DIP	14	17	14	21	10
Biomedical Equipment Technology AAS	45	38	32	34	39
Body Technician CERT	1	0	1	0	4
Brewing and Beer Steward Technology CERT	22	13	30	12	20
Business Administration AS	53	51	42	47	44
Business Management AAS	90	75	67	64	72
Business Marketing AS	14	11	17	26	18
Child and Family Studies AS	0	0	6	18	22
Child Development DIP	10	6	5	10	12
Civil Engineering and Land Survey AAS	0	0	0	36	35
Civil Engineering and Land Survey CERT	0	0	0	1	1
Construction Codes and Inspection CERT	0	0	0	0	3
Construction Management AAS	0	0	10	26	37
Construction Management AS	0	18	23	24	29

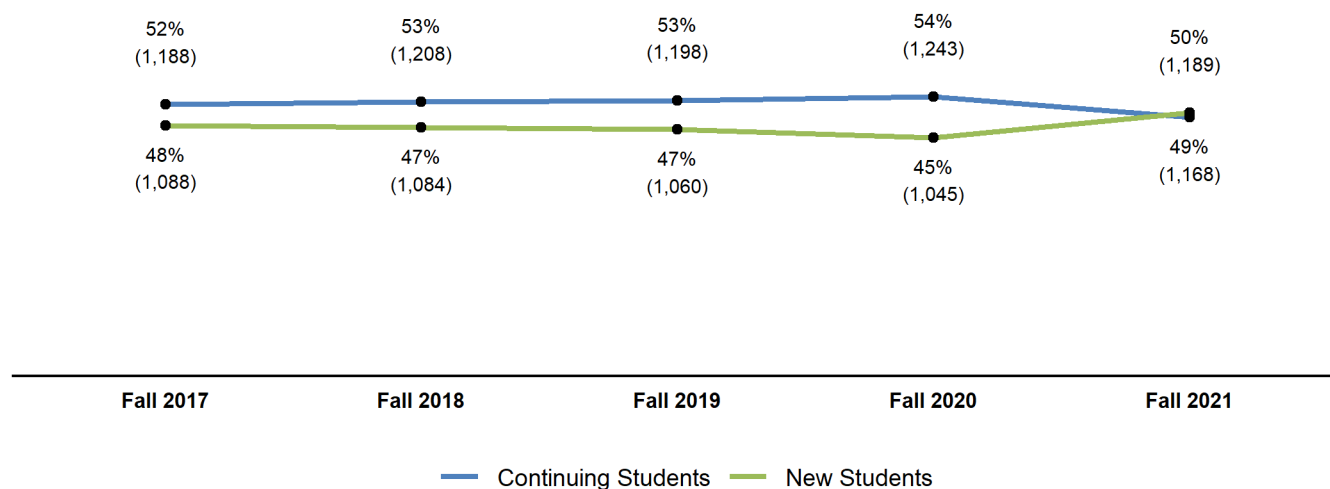
Major	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Dental Assistant AAS	37	31	37	49	64
Dental Assistant DIP	17	14	13	33	19
Desktop Programming CERT	7	3	3	4	6
Digital Marketing Specialist AAS	5	16	24	30	28
Early Childhood and Youth Development AAS	50	41	42	34	19
Early Childhood and Youth Development CERT	12	12	7	2	7
Early Childhood Educ Transfer Pathway AS	0	0	0	26	35
Electrical Construction and Maintenance Technology AAS	123	141	146	141	137
Electrical Construction and Maintenance Technology DIP	11	9	13	10	13
Electrical Lineworker AAS	25	35	29	39	33
Electrical Lineworker DIP	50	23	27	24	30
Executive Administrative Specialist AAS	11	6	1	4	6
Exercise and Sport Science AAS	16	13	15	20	17
Exercise Science Transfer Pathway AS	0	0	2	19	22
Graphic Design Technology AAS	56	52	58	73	77
Heating, Ventilating, AC and Refrigeration AAS	0	0	0	0	6
Heating, Ventilating, AC and Refrigeration DIP	23	21	27	25	22
Heavy Construction Equip Technology AAS	46	44	52	43	38
Heavy Construction Equipment Maintenance CERT	0	1	0	2	2
Heavy Construction Equipment Mechanic DIP	2	2	4	0	2
Heavy Duty Truck AAS	0	0	0	34	65
Heavy Duty Truck DIP	0	0	0	5	4
Heavy Duty Truck Technology AAS	59	68	74	45	11
Heavy Duty Truck Technology DIP	5	8	11	4	2
Human Resources Management CERT	9	10	13	12	14
Individualized Studies AS	182	193	203	183	127
Industrial Engineering Technician AAS	0	0	0	0	16
Industrial Engineering Technician DIP	0	0	15	13	9
Information Systems Management AAS	48	34	36	29	28
Information Systems Management DIP	3	2	4	3	2
Interior Design AAS	0	0	34	38	47
Interior Design DIP	23	43	9	1	1
Interior Design: NCIDQ Pathway Cert CERT	0	0	0	5	3
Legal Administrative Assistant AAS	7	8	8	8	9
Legal Administrative Assistant DIP	0	0	0	1	1
Medical Administrative Specialist AAS	14	5	0	6	3

Major	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Medical Administrative Specialist DIP	6	15	11	11	4
Medical Assistant AAS	56	50	34	38	35
Medical Assistant DIP	19	19	15	32	35
Medical Coding Specialist AAS	12	12	24	47	63
Medical Coding Specialist DIP	24	37	36	28	28
Multi Cultural Quality Management DIP	0	0	0	0	1
Multicultural Human Resources DIP	1	5	4	3	1
Multicultural Leadership DIP	1	2	4	1	3
Multicultural Supervision CERT	2	2	0	0	1
Networking Administration AAS	128	123	104	72	64
Networking Administration DIP	3	13	7	7	5
Nursing Assistant CERT	58	57	38	54	20
PC Technician CERT	7	6	12	7	3
Personal Training CERT	8	2	3	3	3
Photography DIP	0	22	11	15	10
Post Secondary Options (PSEO) UKN	46	64	75	67	77
Practical Nursing DIP	232	226	224	211	215
Professional Photography AAS	0	0	19	23	25
Quality Improvement CERT	0	2	2	2	5
Sales Specialist CERT	0	0	1	5	7
Small Business Accounting CERT	8	8	7	6	13
Small Business Entrepreneur CERT	18	10	17	24	22
Software Development AAS	106	90	83	65	72
Software Development DIP	5	6	6	6	5
Sport Management AS	0	0	0	0	9
Sport Management DIP	13	12	8	8	3
Supervisory Leadership CERT	6	7	15	18	14
Technical Management AAS	60	48	40	39	42
Truck Fleet Maintenance CERT	0	0	0	0	5
Undeclared UKN	25	26	24	14	9
Veterinary Technician AAS	74	95	154	211	219
Web Design AAS	32	22	9	1	1
Web Design CERT	0	0	0	12	12
Web Programming CERT	5	6	7	7	6
Welding Technology DIP	68	72	72	64	70

New and Continuing Students

Figure 21 shows the percentage of new and continuing students for the past five fall semesters. New students are defined as students that started at DCTC in either that fall semester or the previous summer; continuing students are defined as students who attended DCTC prior to that FY's summer. Students who only enrolled in audited courses in their first term do not have a known entry term.

Figure 21. New and Continuing Students by Fall Semester

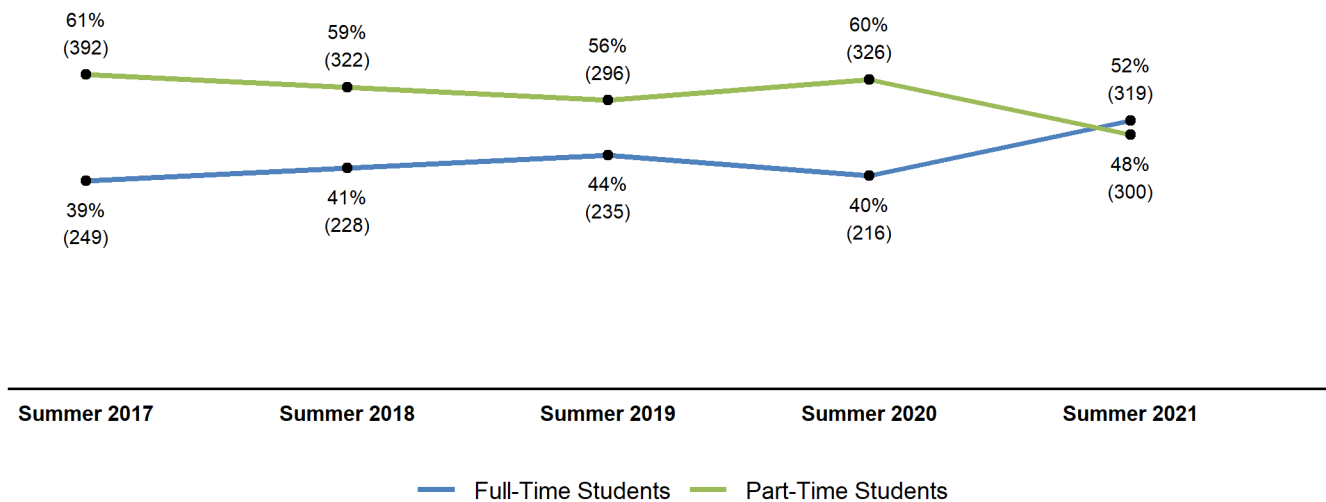


Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Full-Time and Part-Time Students

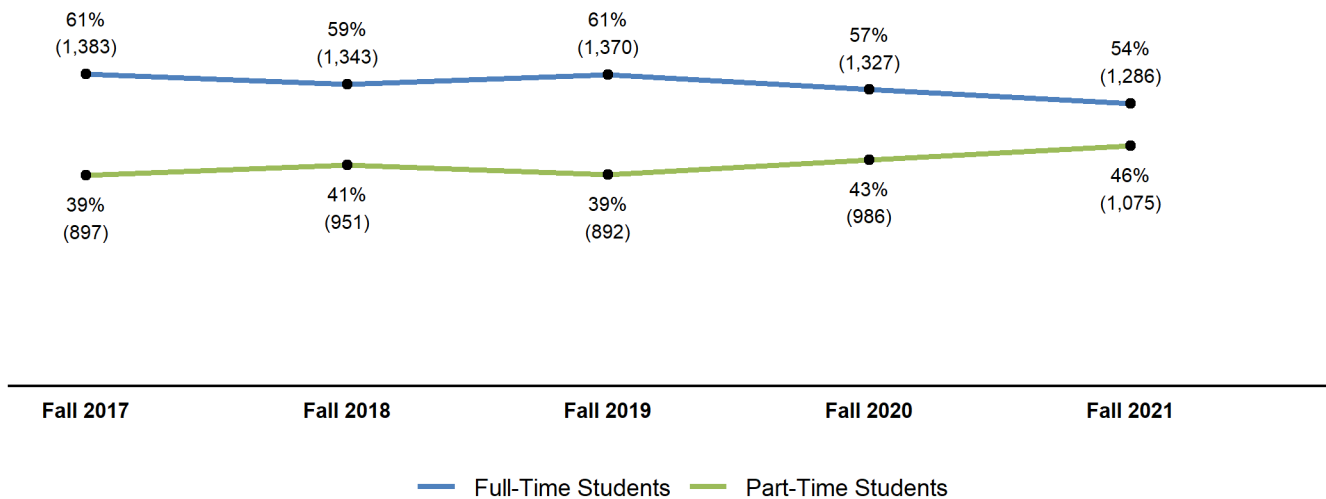
Figure 22 through 24 shows the percentage and number of full-time and part-time students for the past five FYs by semester (summer, fall, and spring). To be considered full-time, students need to be enrolled in at least 12 credits in fall/spring semesters and six in summer.

Figure 22. Full-Time and Part-Time Students (Summer Semester)



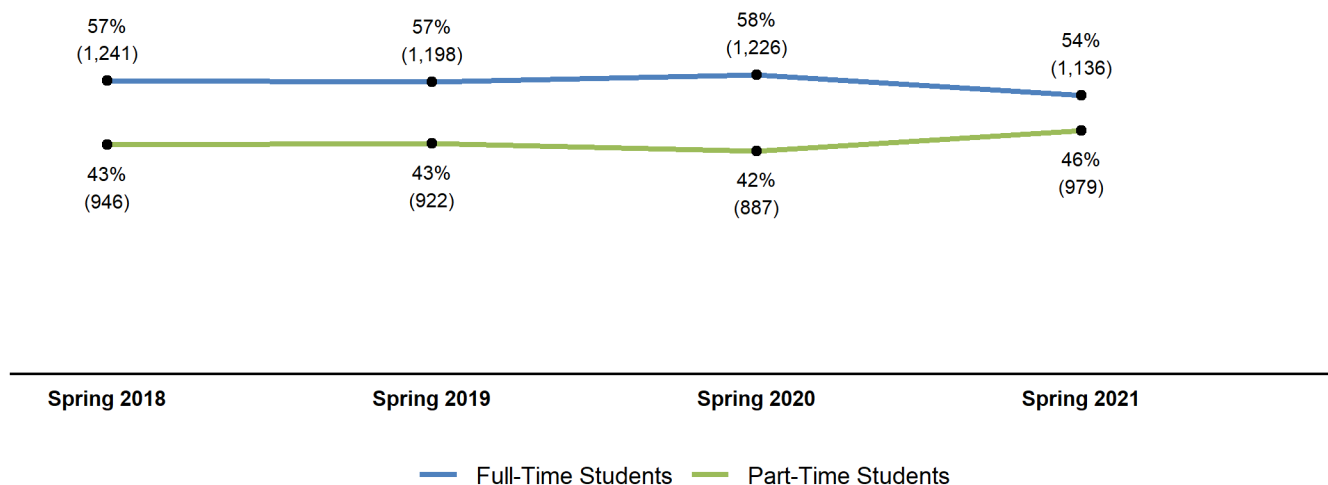
Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Figure 23. Full-Time and Part-Time Students (Fall Semester)



Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Figure 24. Full-Time and Part-Time Students (Spring Semester)

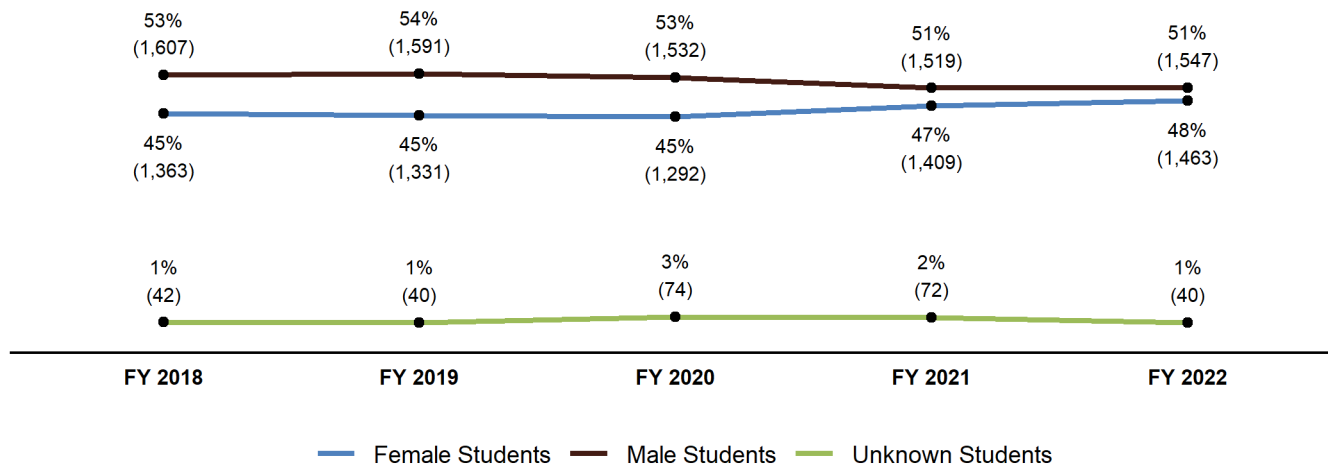


Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Gender

Figure 25 shows the percentage and number of female, male, and unknown gender students for the past five FYs.

Figure 25. Students by Gender (FY)

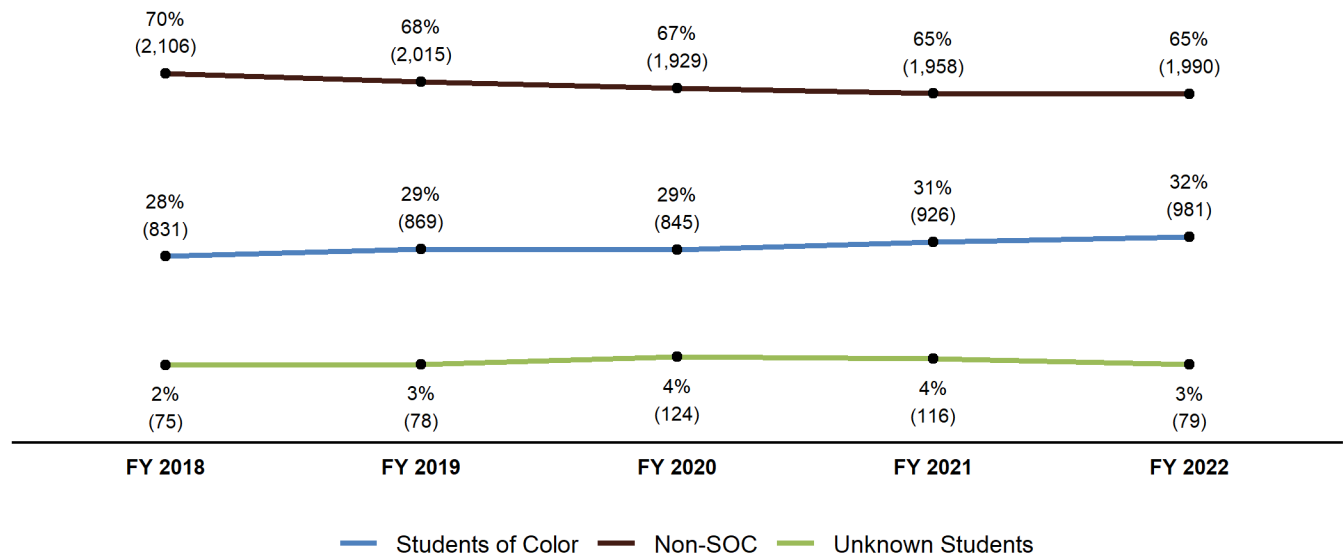


Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Students of Color (SOC)

Figure 26 shows the percentage and number of SOC, non-SOC, and Unknown students for the past five FYs. SOC includes students who identify as American Indian/Alaska Native, Asian, Black/African American, Hispanic, Native Hawaiian/Pacific Islander, or two or more races. Non-SOC includes White students and nonresident alien students.

Figure 26. Students by SOC Group (FY)

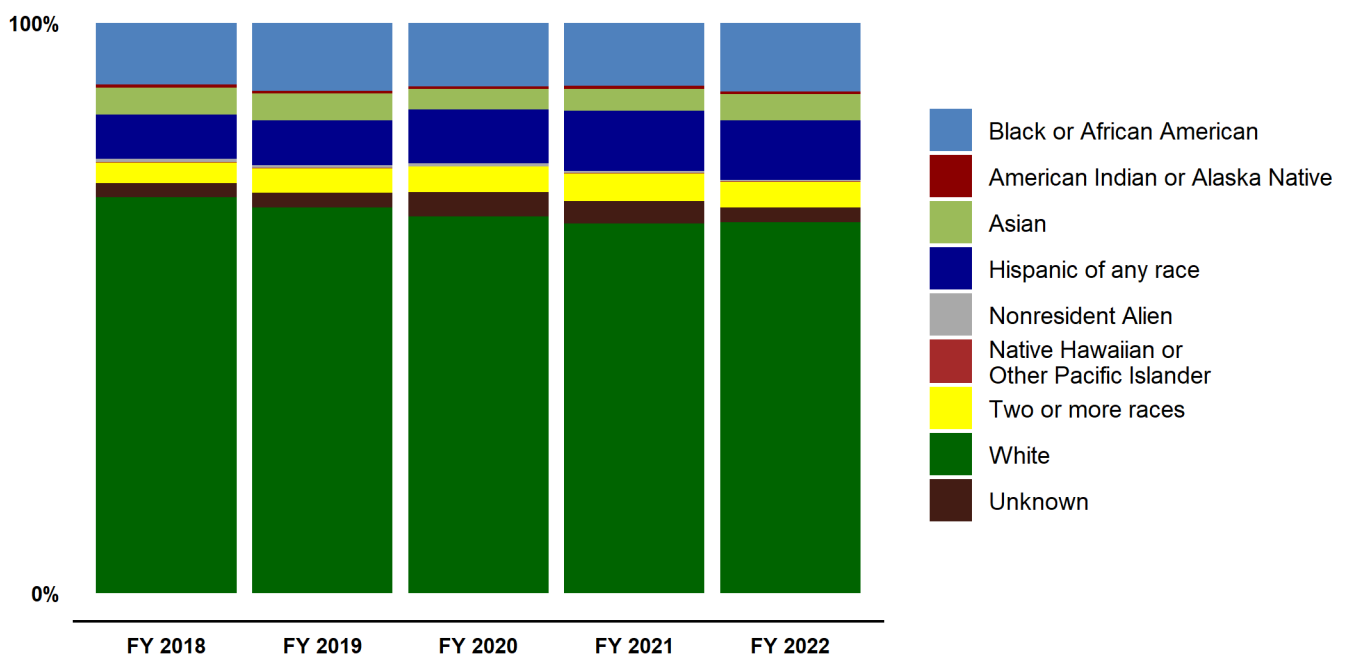


Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Race/Ethnicity

Figure 27 and Table 11 show the number and percentage of students by IPEDS reporting race/ethnicity for the past five FYs.

Figure 27. Students by Race/Ethnicity (FY)



Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 11. Students by Race/Ethnicity (FY)

Race/Ethnicity	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
American Indian/Alaska Native	14 (<1%)	13 (<1%)	13 (<1%)	16 (1%)	15 (<1%)
Asian	143 (5%)	139 (5%)	105 (4%)	114 (4%)	142 (5%)
Black/African American	327 (11%)	354 (12%)	323 (11%)	331 (11%)	366 (12%)
Hispanic/Latino	234 (8%)	235 (8%)	273 (9%)	317 (11%)	317 (10%)
Native Hawaiian/Pacific Islander	5 (<1%)	3 (<1%)	2 (<1%)	1 (<1%)	1 (<1%)
White	2,090 (69%)	2,002 (68%)	1,914 (66%)	1,945 (65%)	1,982 (65%)
Two or More Races	108 (4%)	125 (4%)	129 (4%)	147 (5%)	140 (5%)
Nonresident Alien	16 (1%)	13 (<1%)	15 (1%)	13 (<1%)	8 (<1%)
Unknown	75 (2%)	78 (3%)	124 (4%)	116 (4%)	79 (3%)
Total	3,012	2,962	2,898	3,000	3,050

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

International Students

Table 12 shows DCTC fall enrolled international students by birth country or country of citizenship. Data is sorted alphabetically. If DCTC received no students from a country in the most recent fall the country is not included in the list, however the total headcount includes students from countries not listed.

Table 12. DCTC International Student Home Country (Fall Semesters)

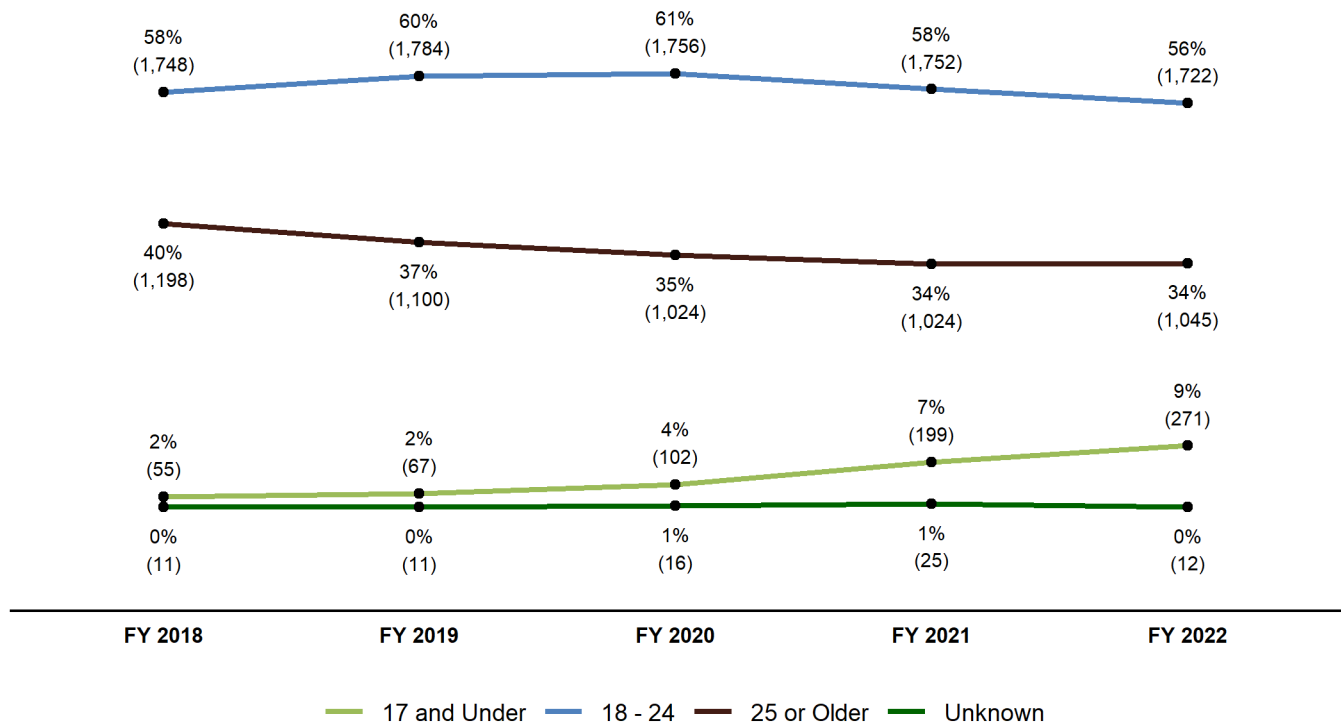
Country	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Brazil	2	1	2	1	3
Canada	2	2	2	2	1
Kenya	2	2	1	1	1
Nepal	1	0	0	0	1
Pakistan	0	0	1	1	1
Total	19	15	14	8	7

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.PS_INTL_DEMO, ISRSVAL.VAL_CNTRY, ODS.CT_ST_MULTIYEAR

Age

Figure 28 shows the number and percentage of students by age group over the past five FYs for students 17 and under, 18-24 (traditional), 25 and older (adult), and unknown age.

Figure 28. Percentage and Number of Students by Age Range (FY)



Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 13 shows the number and percentage of students by age group over the past five FYs for students 17 and under, 18-24, and 25 and over by five-year intervals.

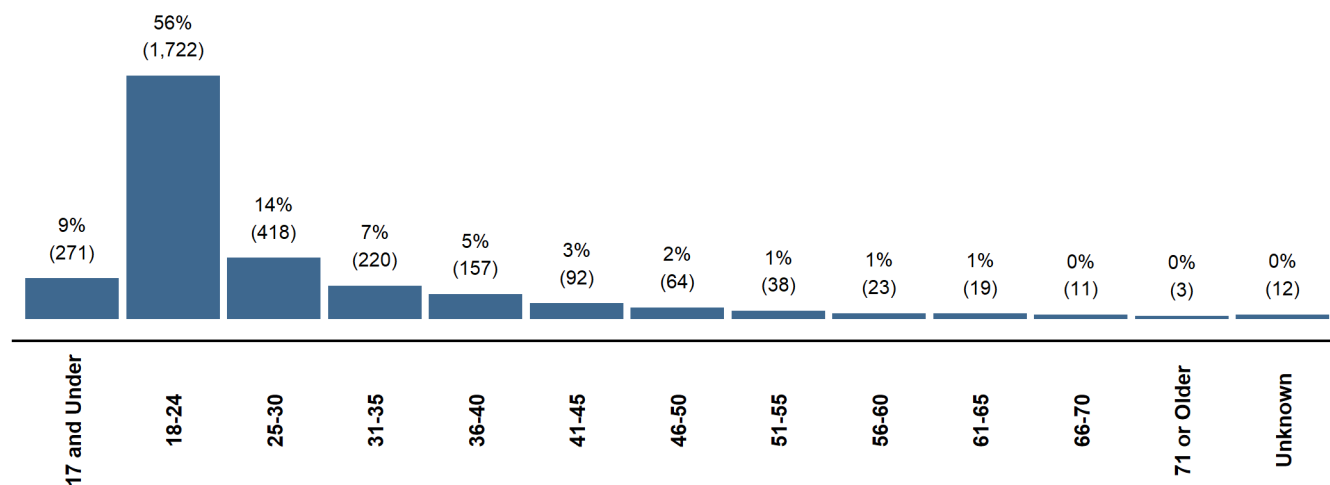
Table 13. Percentage and Number of Students by Age Range (FY)

Age Group	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
17 and Under	55 (2%)	67 (2%)	102 (4%)	199 (7%)	271 (9%)
18-24	1,748 (58%)	1,784 (60%)	1,756 (61%)	1,752 (58%)	1,722 (56%)
25-30	492 (16%)	478 (16%)	442 (15%)	441 (15%)	418 (14%)
31-35	220 (7%)	196 (7%)	200 (7%)	202 (7%)	220 (7%)
36-40	161 (5%)	135 (5%)	126 (4%)	138 (5%)	157 (5%)
41-45	112 (4%)	110 (4%)	92 (3%)	91 (3%)	92 (3%)
46-50	97 (3%)	83 (3%)	56 (2%)	60 (2%)	64 (2%)
51-55	50 (2%)	47 (2%)	48 (2%)	41 (1%)	38 (1%)
56-60	32 (1%)	31 (1%)	35 (1%)	30 (1%)	23 (1%)
61-65	19 (1%)	12 (0%)	11 (0%)	12 (0%)	19 (1%)
66-70	10 (0%)	6 (0%)	8 (0%)	7 (0%)	11 (0%)
71 or Older	5 (0%)	2 (0%)	6 (0%)	2 (0%)	3 (0%)
Unknown	11 (0%)	11 (0%)	16 (1%)	25 (1%)	12 (0%)

Source: APPSODS.V_DASH_ENROLLMENT_DTL

Figure 29 shows the age distribution in FY 2022 for students age 17 and under, 18-24 (traditional), and 25 and over (adult) by five-year increment groups to students over age 70.

Figure 29. Distribution of Student Age (FY 2022)

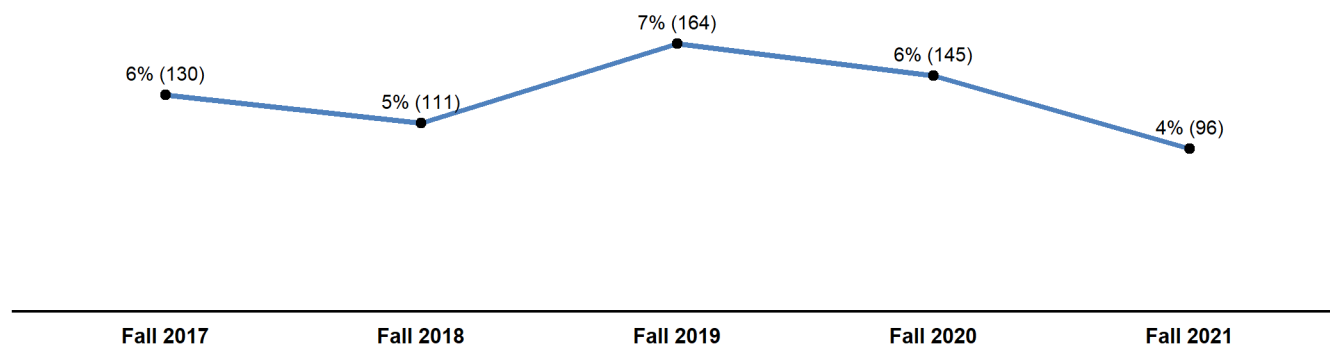


Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Disability Status

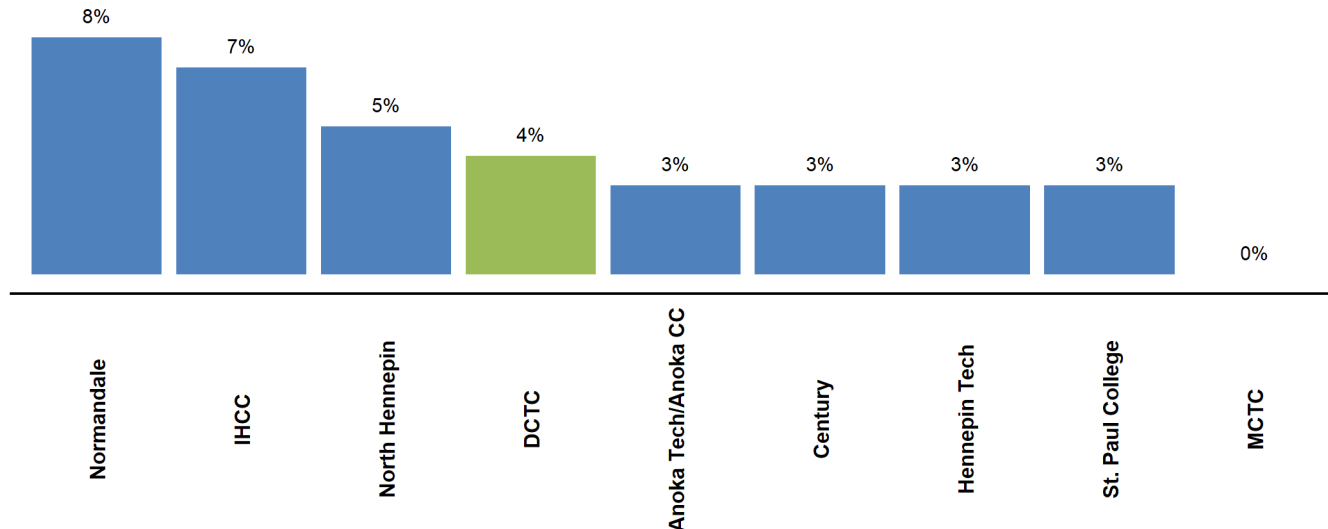
Figure 30 shows the percentage and number of students with disabilities on record over the past five fall semesters. Figure 31 shows the percentage of students with disabilities at Metro Colleges in fall 2021.

Figure 30. Percentage and Number of Students with Disabilities (Fall Semesters)



Source: ISRS.PS_DISAB_NEED, APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Figure 31. Percentage of Students with Disabilities at Metro Colleges in Fall 2021



Source: System Office Research

Veterans

Figure 32 shows the percentage of known veteran students at DCTC over the past five falls. Figure 33 shows the estimated number of veteran students at Metro Colleges in fall 2021. The DCTC Veteran Services Office estimates that there are many more veterans enrolled who have not been identified because they have not interacted with the office. The Minnesota State system reports an estimated number of veterans, active military personnel, and National Guard members by campus.

Figure 32. Percentage of Veterans Enrolled (Fall Semesters)

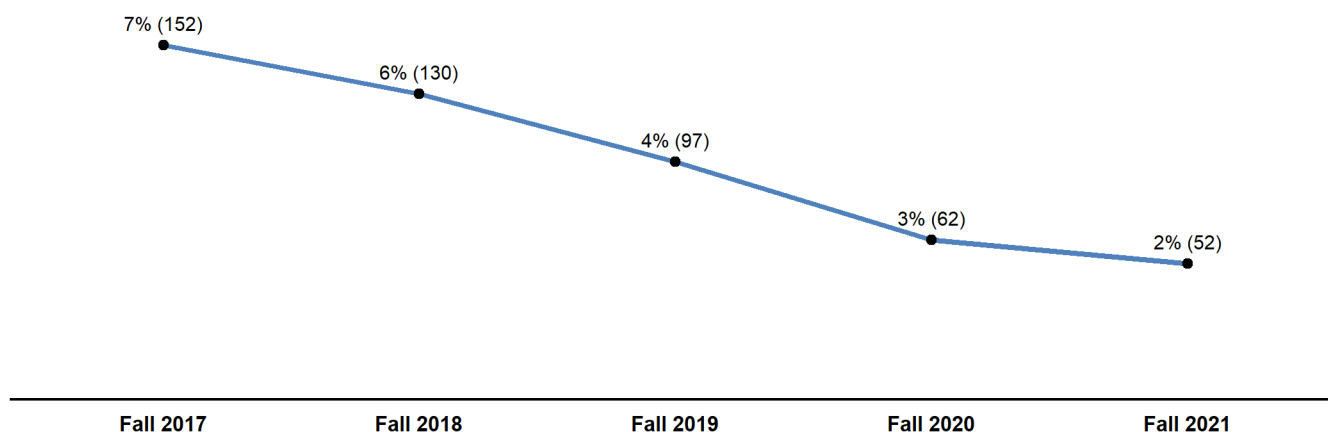
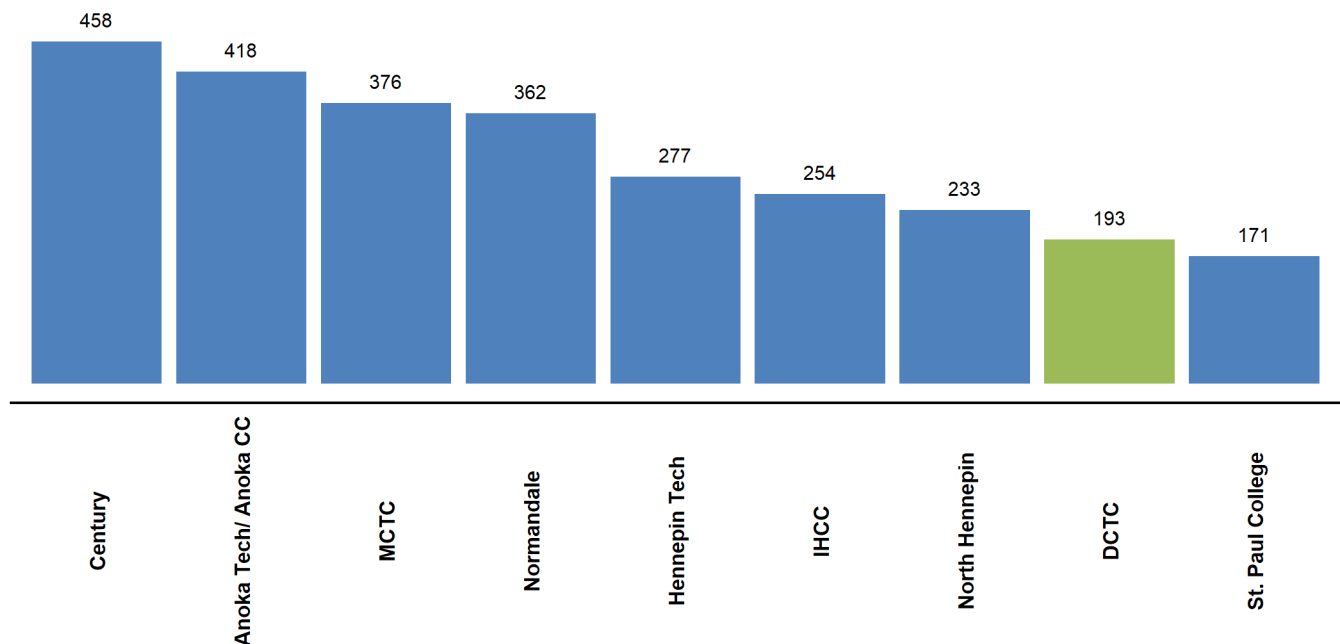


Figure 33. Estimated Number of Military Personnel at Metro Colleges (Fall 2021)



Source: System Office Research

Low Income Status/Pell Eligibility

Pell eligibility is often used as a proxy for low-income status. Pell eligibility is determined per academic year based on a student's Free Application for Federal Student Aid (FAFSA). Students who do not submit a FAFSA have an unknown Pell eligibility status. Table 14 through Table 16 show the percentage and number of students who were Pell eligible, not Pell eligible, and unknown by semester.

Table 14. Pell Eligibility (Summer Semesters)

Pell Eligibility	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
Pell Eligible	197 (31%)	194 (35%)	187 (35%)	158 (29%)	206 (33%)
Not Pell Eligible	172 (27%)	124 (23%)	148 (28%)	155 (29%)	181 (29%)
Unknown	272 (42%)	232 (42%)	196 (37%)	229 (42%)	232 (37%)
Total	641	550	531	542	619

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 15. Pell Eligibility (Fall Semesters)

Pell Eligibility	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Pell Eligible	862 (38%)	831 (36%)	809 (36%)	742 (32%)	776 (33%)
Not Pell Eligible	751 (33%)	722 (31%)	730 (32%)	764 (33%)	685 (29%)
Unknown	667 (29%)	741 (32%)	723 (32%)	807 (35%)	900 (38%)
Total	2,280	2,294	2,262	2,313	2,361

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 16. Pell Eligibility (Spring Semesters)

Pell Eligibility	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Pell Eligible	820 (37%)	772 (36%)	748 (35%)	680 (32%)	704 (33%)
Not Pell Eligible	692 (32%)	666 (31%)	690 (33%)	666 (31%)	643 (30%)
Unknown	675 (31%)	682 (32%)	675 (32%)	769 (36%)	773 (36%)
Total	2,187	2,120	2,113	2,115	2,120

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Pell Recipients

Table 17 through Table 19 show the percentage and number of Pell-eligible students who received a Pell grant.

Table 17. Pell Recipients (Summer Semesters)

Pell Status	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
Pell Eligible	197	194	187	158	206
Pell Recipients	92 (47%)	118 (61%)	125 (67%)	108 (68%)	161 (78%)

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 18. Pell Recipients (Fall Semesters)

Pell Status	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Pell Eligible	862	831	809	742	776
Pell Recipients	760 (88%)	752 (90%)	737 (91%)	667 (90%)	715 (92%)

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 19. Pell Recipients (Spring Semesters)

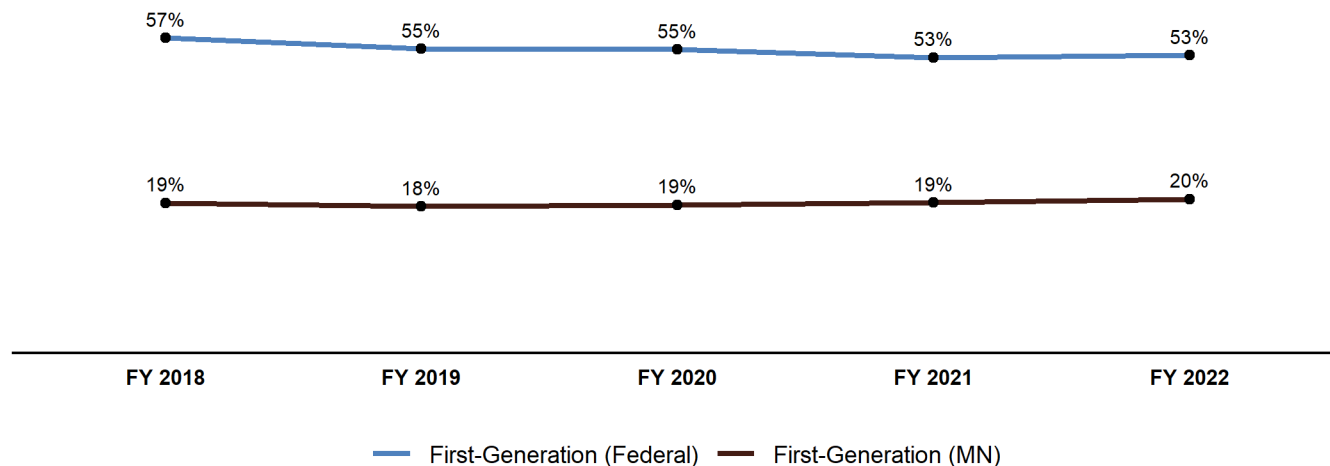
Pell Status	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Pell Eligible	820	772	748	680	704
Pell Recipients	715 (87%)	713 (92%)	689 (92%)	620 (91%)	656 (93%)

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

First-Generation Status

First-generation status describes the educational attainment of a student's parents or guardians. There are two definitions of first-generation. The federal definition considers students who come from families where neither parent has attained a bachelor's degree to be first-generation. The Minnesota definition considers students who come from families where neither parent has had any college education to be first-generation. Figure 34 compares the percentage of enrolled students (FY) who meet each definition. Table 20 shows the number and percentage of students by federal first-generation status (FY) for the past five FYs. Table 21 shows the number and percentage of students by MN first generation status (FY) for the past five FYs.

Figure 34. Comparison of First-Generation Students by Federal and Minnesota Definition (FY)



Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 20. Federal First-Generation Status (FY)

First-Generation (Fed)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
First-Generation	1,729 (57%)	1,626 (55%)	1,587 (55%)	1,587 (53%)	1,631 (53%)
Not First-Generation	1,136 (38%)	1,211 (41%)	1,194 (41%)	1,270 (42%)	1,269 (42%)
Unknown	147 (5%)	125 (4%)	117 (4%)	143 (5%)	150 (5%)
Total	3,012	2,962	2,898	3,000	3,050

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 21. MN First-Generation Status (FY)

First-Generation (MN)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
First-Generation	580 (19%)	546 (18%)	544 (19%)	579 (19%)	614 (20%)
Not First-Generation	2,313 (77%)	2,324 (78%)	2,268 (78%)	2,321 (77%)	2,330 (76%)
Unknown	119 (4%)	92 (3%)	86 (3%)	100 (3%)	106 (3%)
Total	3,012	2,962	2,898	3,000	3,050

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Underrepresented Status

Students are considered underrepresented if they fit into at least one of the following categories: (1) student of color, (2) low income, or (3) first-generation. Because there are two definitions of first generation, there are two definitions of underrepresented. Minnesota State reports underrepresented status using the MN definition of first generation. Table 22 shows the number and percentage of students by underrepresented status for the past five FYs.

Table 22. Underrepresented Status (FY)

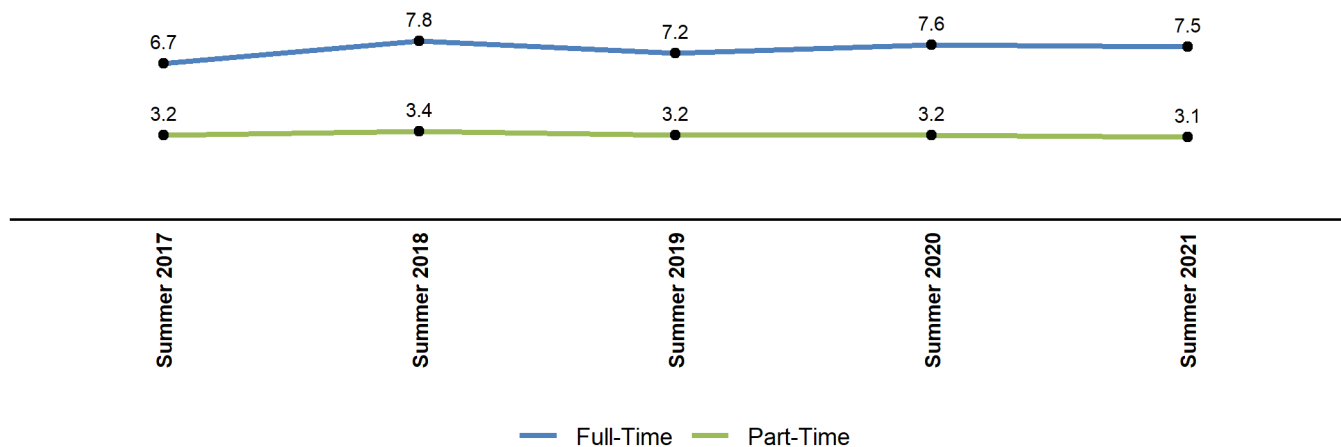
Underrepresented Status	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Underrepresented	1,624 (54%)	1,601 (54%)	1,542 (53%)	1,551 (52%)	1,613 (53%)
Not Underrepresented	611 (20%)	588 (20%)	576 (20%)	575 (19%)	548 (18%)
Unknown	777 (26%)	773 (26%)	780 (27%)	874 (29%)	889 (29%)
Total	3,012	2,962	2,898	3,000	3,050

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Average Credit Load

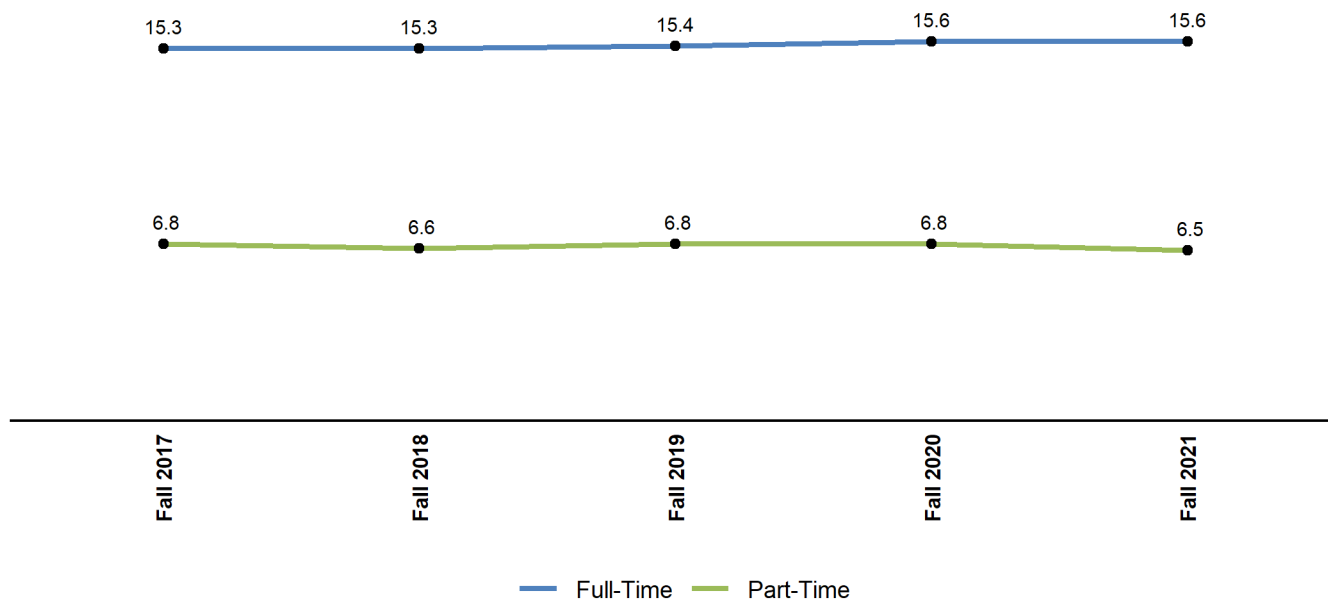
Average credit load is the average number of credits students register for during a semester. Figure 35 through Figure 37 show the average credit load of students enrolled in summer, fall, and spring terms over the past five FYs.

Figure 35. Average Credit Load (Summer Semesters)



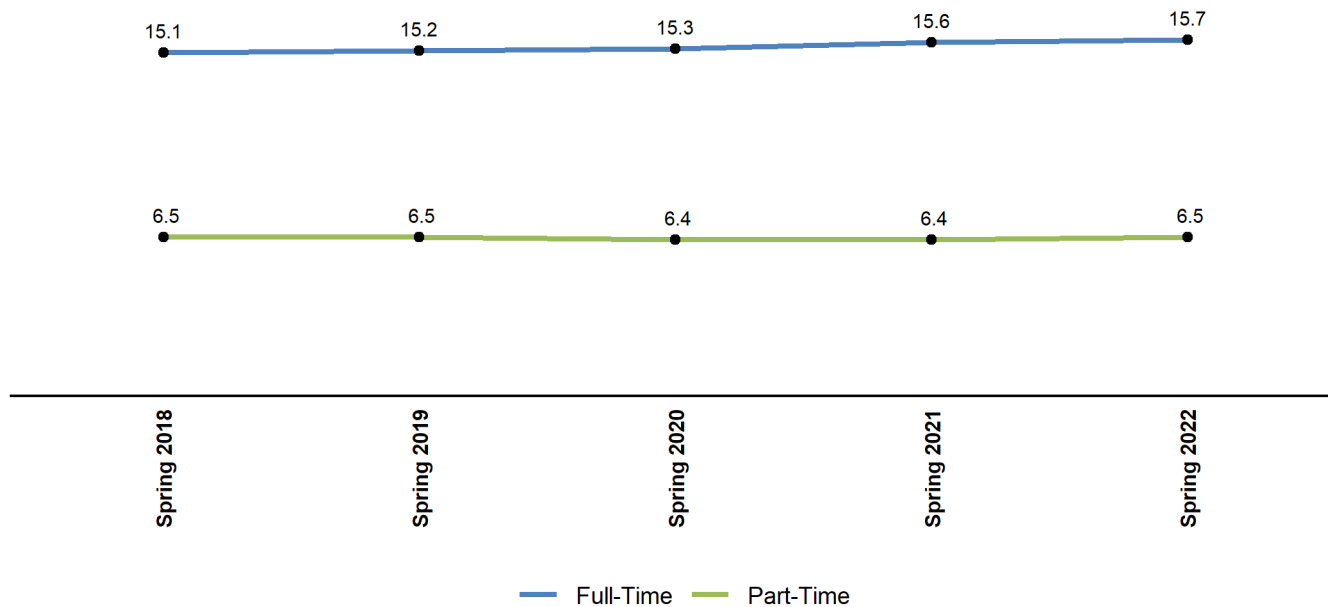
Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Figure 36. Average Credit Load (Fall Semesters)



Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Figure 37. Average Credit Load (Spring Semesters)



Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

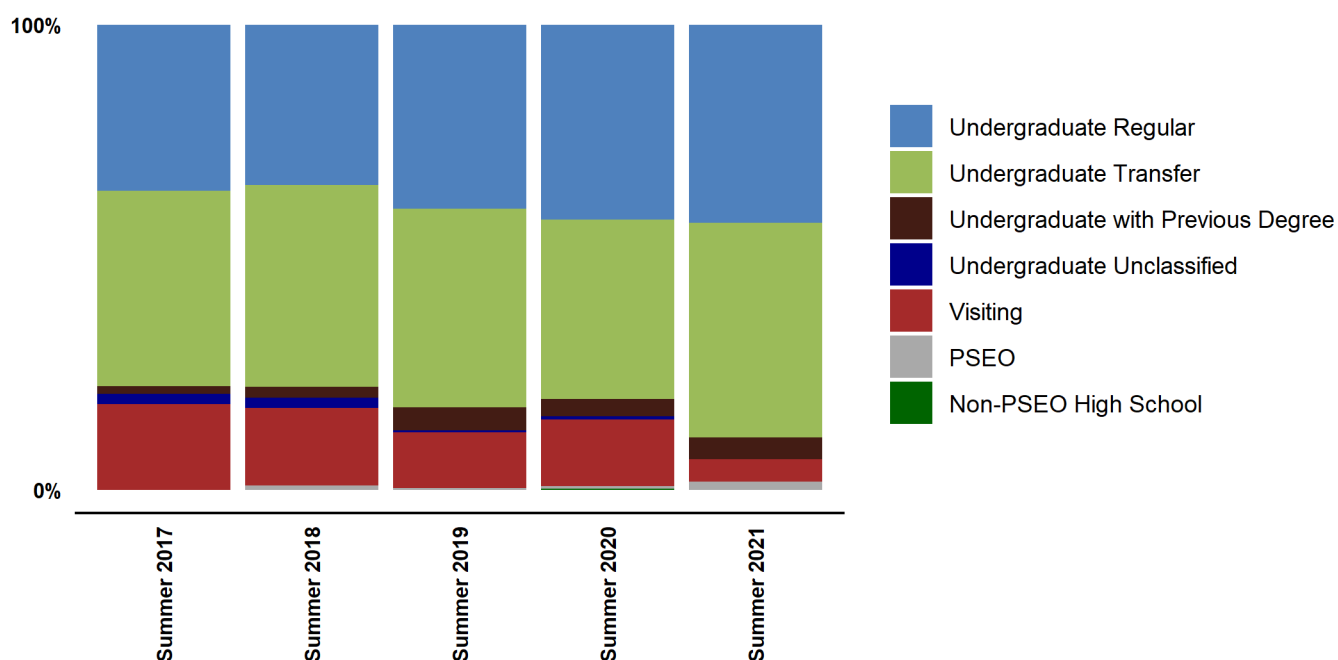
Admission Status

Figure 38 through Figure 40 and Table 23 through Table 25 show enrollment by admission status. The admission statuses used are:

- **Undergraduate regular** - students who are pursuing their undergraduate degree without having previously enrolled in another post-secondary institution, first time students.

- **Undergraduate transfer** - students who have transferred to DCTC with credits from another institution, but who have not previously received an award.
- **Undergraduate previous degree** - students who already hold a baccalaureate degree.
- **Undergraduate unclassified** - students not seeking an award but taking college credits.
- **Visiting** - students who are not seeking an award with DCTC but taking college credits and enrolled at another college/university.
- **PSEO (Post-Secondary Enrollment Option)**- students in high school who are earning credit towards high school graduation while simultaneously earning college credit. These students' tuition is paid for by the Minnesota Department of Education (MDE) or through the high school.
- **Non-PSEO High School** - students in high school who are earning credit towards high school graduation while simultaneously earning college credit. However, they are paying out of pocket.

Figure 38. Admission Status (Summer Semesters)

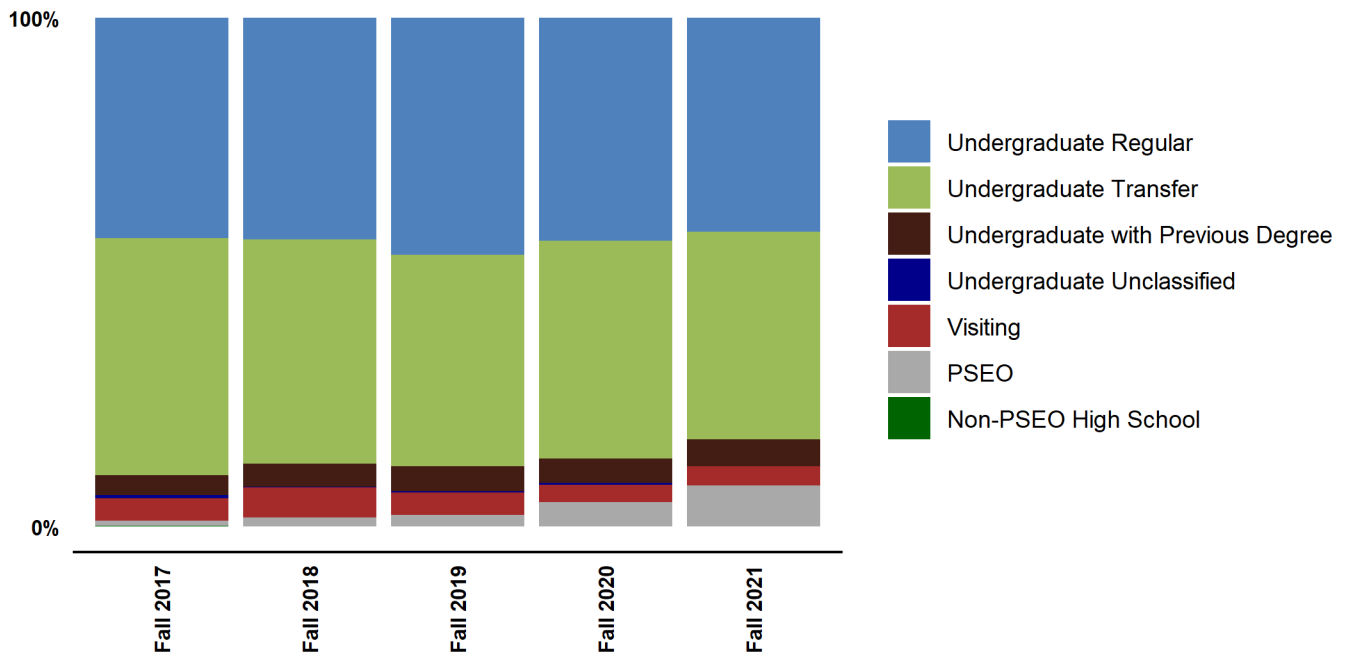


Source: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.ST_ADM_STAT, ODS.CT_ST_MULTIYEAR

Table 23. Admission Status (Summer Semesters)

Admission Status	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
Undergraduate Regular	229 (36%)	190 (35%)	210 (40%)	227 (42%)	264 (43%)
Undergraduate Transfer	269 (42%)	238 (43%)	227 (43%)	209 (39%)	285 (46%)
Undergraduate Previous Degree	11 (2%)	13 (2%)	26 (5%)	20 (4%)	29 (5%)
Undergraduate Unclassified	14 (2%)	12 (2%)	2 (0%)	4 (1%)	0 (0%)
Visiting	118 (2%)	92 (2%)	64 (0%)	78 (1%)	30 (0%)
PSEO	0 (0%)	5 (1%)	2 (0%)	3 (1%)	11 (2%)
Non-PSEO High School	0 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)
Total	641	550	531	542	619

Figure 39. Admission Status (Fall Semesters)



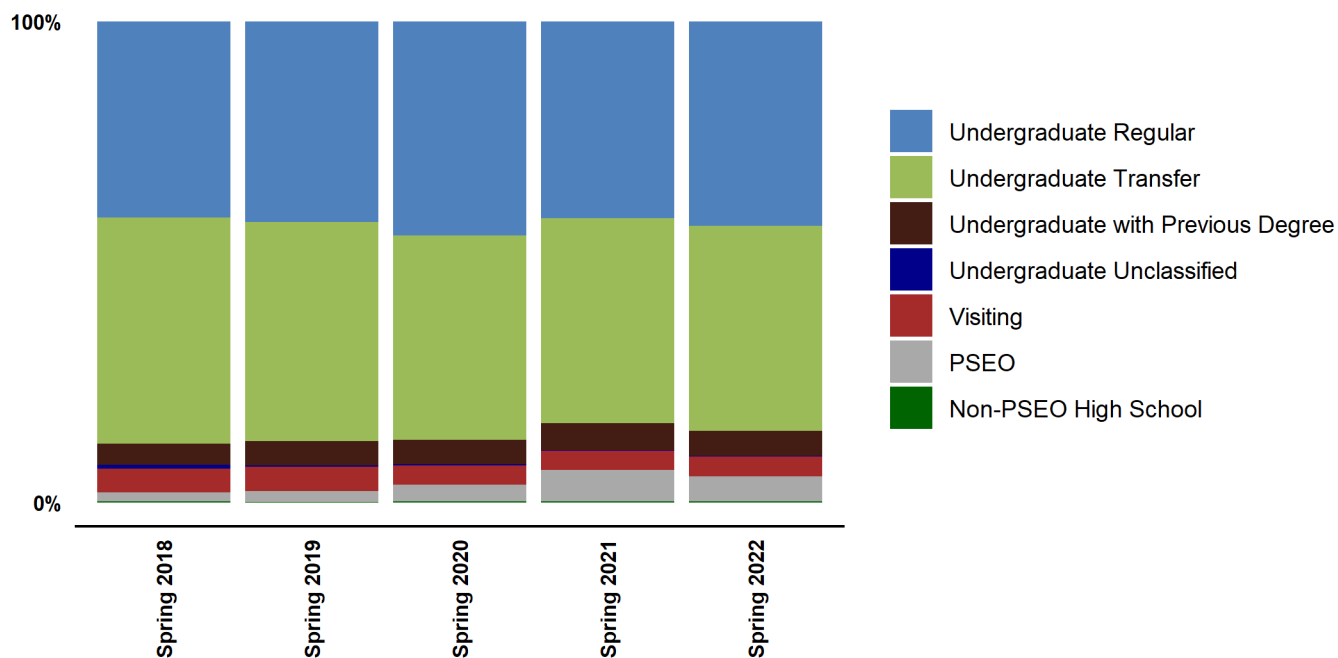
Source: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.ST_ADM_STAT, ODS.CT_ST_MULTIYEAR

Table 24. Admission Status (Fall Semesters)

Admission Status	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergraduate Regular	987 (43%)	999 (44%)	1,054 (47%)	1,014 (44%)	994 (42%)
Undergraduate Transfer	1,063 (47%)	1,012 (44%)	939 (42%)	989 (43%)	963 (41%)
Undergraduate Previous Degree	89 (4%)	103 (4%)	112 (5%)	112 (5%)	123 (5%)
Undergraduate Unclassified	14 (1%)	3 (0%)	5 (0%)	7 (0%)	1 (0%)
Visiting	99 (1%)	134 (0%)	100 (0%)	79 (0%)	88 (0%)
PSEO	25 (1%)	43 (2%)	52 (2%)	110 (5%)	190 (8%)
Non-PSEO High School	3 (0%)	0 (0%)	0 (0%)	2 (0%)	2 (0%)
Total	2,280	2,294	2,262	2,313	2,361

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.ST_ADM_STAT, ODS.CT_ST_MULTIYEAR

Figure 40. Admission Status (Spring Semesters)



Source: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.ST_ADM_STAT, ODS.CT_ST_MULTIYEAR

Table 25. Admission Status (Spring Semesters)

Admission Status	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Undergraduate Regular	892 (41%)	884 (42%)	940 (44%)	864 (41%)	901 (42%)
Undergraduate Transfer	1,028 (47%)	966 (46%)	899 (43%)	902 (43%)	903 (43%)
Undergraduate Previous Degree	97 (4%)	108 (5%)	107 (5%)	118 (6%)	112 (5%)
Undergraduate Unclassified	17 (1%)	5 (0%)	5 (0%)	3 (0%)	1 (0%)
Visiting	108 (1%)	106 (0%)	83 (0%)	85 (0%)	89 (0%)
PSEO	41 (2%)	48 (2%)	75 (4%)	138 (7%)	109 (5%)
Non-PSEO High School	4 (0%)	3 (0%)	4 (0%)	5 (0%)	5 (0%)
Total	2,187	2,120	2,113	2,115	2,120

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.ST_ADM_STAT, ODS.CT_ST_MULTIYEAR

Table 26 through Table 28 show average credit load by admission status, the average number of credits students register for per semester.

Table 26. Average Credit Load by Admission Status (Summer Semesters)

Admission Status	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
Undergraduate Regular	4.8	5.4	4.8	5.1	5.3
Undergraduate Transfer	4.5	5.2	5.3	5.0	5.6
Undergraduate Previous Degree	6.0	4.8	4.8	4.7	4.6
Undergraduate Unclassified	4.7	4.3	5.5	2.7	0.0
Visiting	4.2	4.4	4.0	3.7	4.0

Admission Status	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
PSEO	Na	6.2	2.3	7.0	2.8
Non-PSEO High School	Na	Na	Na	7.0	3.0
Total Average	4.0	4.0	4.0	4.0	6.0

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.ST_ADM_STAT, ODS.CT_ST_MULTIYEAR

Table 27. Average Credit Load by Admission Status (Fall Semesters)

Admission Status	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergraduate Regular	13.0	12.8	13.3	13.0	13.0
Undergraduate Transfer	11.7	11.7	11.6	11.5	11.5
Undergraduate Previous Degree	10.5	10.1	9.9	11.0	11.0
Undergraduate Unclassified	5.2	4.8	5.5	5.9	6.0
Visiting	4.1	4.0	3.6	4.5	4.3
PSEO	8.2	9.4	8.7	7.5	5.5
Non-PSEO High School	5.5	0.0	3.5	8.0	5.2
Total Average	12.0	12.0	12.0	12.0	12.0

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.ST_ADM_STAT, ODS.CT_ST_MULTIYEAR

Table 28. Average Credit Load by Admission Status (Spring Semesters)

Admission Status	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Undergraduate Regular	12.6	12.4	12.9	12.5	12.5
Undergraduate Transfer	11.3	11.3	11.2	11.7	11.6
Undergraduate Previous Degree	10.0	9.8	9.6	10.3	10.0
Undergraduate Unclassified	3.6	3.5	5.8	3.7	2.5
Visiting	3.7	4.0	4.2	3.6	4.0
PSEO	8.3	8.3	7.0	5.4	6.2
Non-PSEO High School	4.6	4.7	7.6	4.4	3.6
Total Average	12.0	12.0	12.0	12.0	12.0

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.ST_ADM_STAT, ODS.CT_ST_MULTIYEAR

Online Credit Ratio

Table 29 through Table 31 show the online credit ratios of students over the past five FYs by semester. Students can be enrolled 100% offline (Totally Classroom), less than 50% online (Mostly Classroom), 50% or more online (Mostly Online), or 100% online (Totally Online).

Table 29. Online Credit Ratio (Summer Semesters)

Online Credit Ratio	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
Totally Classroom	304 (47%)	259 (47%)	233 (44%)	190 (35%)	160 (26%)
Mostly Classroom	6 (1%)	16 (3%)	39 (7%)	30 (6%)	20 (3%)

Online Credit Ratio	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
Mostly Online	67 (10%)	40 (7%)	42 (8%)	42 (8%)	37 (6%)
Totally Online	264 (41%)	235 (43%)	217 (41%)	280 (52%)	402 (65%)
Total	641	550	531	542	619

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 30. Online Credit Ratio (Fall Semesters)

Online Credit Ratio	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Totally Classroom	1,401 (61%)	1,428 (62%)	1,406 (62%)	464 (20%)	894 (38%)
Mostly Classroom	423 (19%)	402 (18%)	377 (17%)	399 (17%)	512 (22%)
Mostly Online	180 (8%)	176 (8%)	180 (8%)	414 (18%)	328 (14%)
Totally Online	276 (12%)	288 (13%)	299 (13%)	1,036 (45%)	627 (27%)
Total	2,280	2,294	2,262	2,313	2,361

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Table 31. Online Credit Ratio (Spring Semesters)

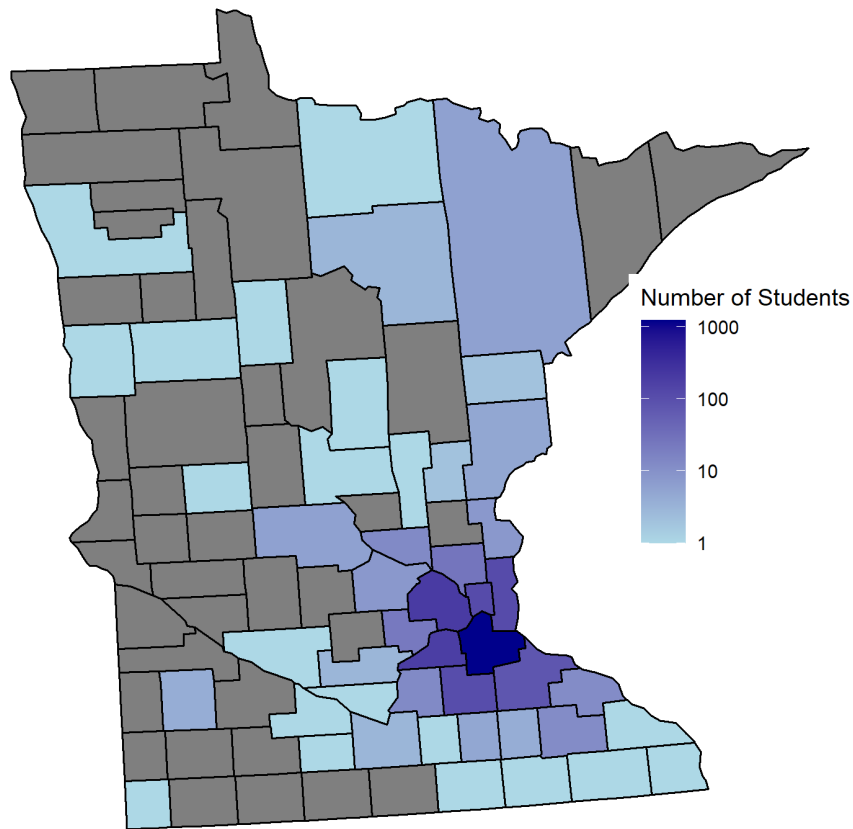
Online Credit Ratio	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Totally Classroom	1,236 (57%)	1,128 (53%)	1,093 (52%)	356 (17%)	703 (33%)
Mostly Classroom	439 (20%)	453 (21%)	427 (20%)	478 (23%)	541 (26%)
Mostly Online	200 (9%)	224 (11%)	234 (11%)	242 (11%)	250 (12%)
Totally Online	312 (14%)	315 (15%)	359 (17%)	1,039 (49%)	626 (30%)
Total	2,187	2,120	2,113	2,115	2,120

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Student Residence

Figure 41 shows the counties of residence for students attending DCTC in fall 2021. Darker colors indicate counties with higher numbers of student residents; gray indicates counties that no students reside in. Table 32 shows the top 50 ZIP codes with city and county names by Fall 2021 enrollment.

Figure 41. Student County Residence in Fall 2021



Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR, ODS.CT_ST_MULTIYEAR

Table 32. Student County, City, and ZIP Residence (Fall Semesters)

County	City	ZIP	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Dakota County	Lakeville	55044	137	160	155	153	166
Dakota County	Apple Valley	55124	188	190	195	193	163
Dakota County	Rosemount	55068	156	134	153	144	149
Dakota County	Farmington	55024	175	176	188	174	147
Dakota County	Hastings	55033	133	125	115	119	98
Dakota County	Burnsville	55337	136	130	108	87	97
Dakota County	Inver Grove Heights	55076	44	51	61	82	72
Dakota County	Eagan	55122	54	55	59	65	60
Washington County	Cottage Grove	55016	53	54	38	51	56
Scott County	Shakopee	55379	25	30	32	37	52
Dakota County	Eagan	55123	44	48	39	50	48
Scott County	Savage	55378	40	45	38	42	48
Rice County	Northfield	55057	44	58	60	60	46
Dakota County	Burnsville	55306	58	58	51	43	39
Scott County	Shakopee	55372	53	46	44	43	39
Dakota County	Mendota Heights	55118	25	21	30	40	38

County	City	ZIP	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Dakota County	Inver Grove Heights	55077	24	18	29	32	34
Dakota County	South St. Paul	55075	36	34	31	22	34
Goodhue County	Cannon Falls	55009	33	25	25	29	26
Ramsey County	Maplewood	55106	16	25	21	17	26
Carver County	Chaska	55318	7	5	6	7	25
Goodhue County	Red Wing	55066	21	17	17	28	24
Hennepin County	Edina	55423	19	15	19	15	23
Dakota County	Eagan	55121	22	29	22	15	21
Rice County	Faribault	55021	25	26	25	16	19
Scott County	New Prague	56071	19	31	18	24	19
Ramsey County	Maplewood	55117	12	11	9	14	16
Ramsey County	Maplewood	55119	12	16	17	16	16
Scott County	Belle Plaine	56011	8	3	6	10	15
Hennepin County	Bloomington	55420	17	13	12	15	14
Rice County	Lonsdale	55046	6	8	17	13	14
Washington County	Woodbury	55125	28	25	24	17	14
Scott County	Jordan	55352	9	16	11	8	13
Washington County	Stillwater	55082	8	14	5	3	12
Ramsey County	Maplewood	55109	10	10	3	4	11
Scott County	Elko New Market	55020	10	7	11	11	11
Dakota County	Hampton	55031	6	14	11	7	10
Ramsey County	St. Paul	55116	6	7	9	4	10
Hennepin County	Eden Prairie	55343	10	6	8	7	9
Hennepin County	St. Louis Park	55426	5	4	4	4	9
Ramsey County	Roseville	55113	6	5	5	7	9
Washington County	Oakdale	55128	5	8	10	12	9
Carver County	Chanhassen	55317	1	3	3	6	8
Hennepin County	Bloomington	55425	9	8	6	9	8
Hennepin County	Bloomington	55437	6	5	6	7	8
Hennepin County	Minneapolis	55407	4	8	2	8	8
Sherburne County	Ramsey	55330	2	1	1	6	8
Washington County	Woodbury	55129	7	7	5	6	8
Anoka County	Blaine	55449	3	5	5	4	7
Goodhue County	Zumbrota	55992	5	8	10	6	7

Source: APPSODS.V_DASH_ENROLLMENT_DTL, ODS.CT_ST_MULTIYEAR

Top Feeder High Schools

Table 33 shows the top 25 feeder high schools in the last five fall semesters and the number of new, first-time, degree-seeking students who enrolled at DCTC within one year of their high school graduation. Schools are sorted by the number of students enrolling in the most recent fall.

Table 33. New First-time Students Within 1 Year of High School Graduation – Top Feeder High Schools (Fall Semesters)

Feeder High School	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Hastings High School	26	20	29	26	17
Apple Valley High School	19	21	22	13	16
Eastview High School	16	7	16	10	16
Farmington Senior High School	22	20	32	24	16
Northfield High School	13	7	12	9	16
Lakeville South High School	10	6	13	8	15
Rosemount High School	14	13	28	19	14
Prescott High School	7	1	8	5	12
New Prague High School	9	16	14	15	11
Park High School	8	6	5	10	11
Burnsville Senior High School	7	14	8	11	8
Prior Lake High School	5	11	9	16	8
Cannon Falls Jr-Sr High School	7	10	4	5	7
Eagan High School	7	13	7	8	7
Dakota Cty Alc	1	2	4	1	6
Lakeville North Sr Hs	10	10	13	11	6
Randolph High School	4	5	5	3	6
Stillwater Area Senior Hs	3	2	0	3	6
Two Rivers High School	9	3	6	7	6
Other Minnesota	0	1	3	4	5
School Of Environmental Study	4	3	3	2	5
Minnesota Connections Academy	1	2	1	0	4
South Saint Paul High School	5	5	6	4	4
Tri-City United High School	1	2	4	4	4
Belle Plaine Sr High School	1	1	1	4	3

Source: ISRS.V_ST_TERM_DATA, ISRSVAL.MNSCU_HEB_HIGH_SCHOOL, ODS.CT_ST_MULTIYEAR

Table 34 shows the top 25 feeder high schools and the number of new, first-time, degree-seeking students regardless of when they graduated high school.

Table 34. New First-time Students – Top Feeder High Schools (Fall Semesters)

Feeder High School	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Farmington Senior High School	27	27	42	27	24
Hastings High School	26	26	31	28	21

Feeder High School	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Lakeville South High School	13	11	15	12	19
Eastview High School	18	11	19	10	18
Northfield High School	16	10	15	10	18
Rosemount High School	20	16	33	21	18
Apple Valley High School	20	24	24	16	16
Park High School	9	8	6	13	14
Prescott High School	7	2	8	5	14
Burnsville Senior High School	13	15	12	14	13
New Prague High School	9	18	15	18	11
Eagan High School	8	17	7	9	10
Lakeville North Sr Hs	14	13	16	11	9
Cannon Falls Jr-Sr High School	7	10	5	5	8
Prior Lake High School	6	12	11	18	8
Other Minnesota	0	2	4	6	7
School Of Environmental Study	4	4	3	2	7
Two Rivers High School	9	7	7	8	7
Dakota Cty Alc	1	2	5	1	6
Randolph High School	4	5	5	3	6
South Saint Paul High School	7	5	9	4	6
Stillwater Area Senior Hs	4	2	0	3	6
Minnesota Connections Academy	1	2	1	0	5
Central High School	1	3	1	2	4
East Ridge High School	3	6	1	1	4

Source: ISRS.V_ST_TERM_DATA, ISRSVAL.MNSCU_HEB_HIGH_SCHOOL, ODS.CT_ST_MULTIYEAR

Table 35 shows the number of new, first-time students enrolled in the past five falls who came with a GED, from home schooling, or from an international high school.

Table 35. Other New, First-Time Student Sources (Fall Semesters)

Feeder High School	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
International	14	16	18	11	15
GED	16	16	14	15	14
Home School	10	12	3	12	10

Source: ISRS.V_ST_TERM_DATA, ISRSVAL.MNSCU_HEB_HIGH_SCHOOL, ODS.CT_ST_MULTIYEAR

PSEO Students

PSEO students are high school students enrolled in college-level courses at the college. Table 36 shows the top 25 feeder high schools for PSEO students. Table 37 shows home-schooled PSEO students.

Table 36. PSEO Student Sources (Fall Semesters)

Feeder High School	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Simley High School	1	0	0	23	34
Chaska High School	0	0	0	0	25
Two Rivers High School	0	0	1	0	22
South Saint Paul High School	0	1	0	0	12
Chanhassen High School	0	0	0	0	7
Farmington Senior High School	2	0	2	3	5
Lakeville South High School	1	2	2	2	5
Rosemount High School	2	1	4	0	5
Shakopee Senior High School	0	0	0	0	5
Burnsville Senior High School	0	0	1	0	4
Belle Plaine Sr High School	0	0	0	0	3
Hastings High School	1	4	4	2	3
Jordan High School	0	0	0	0	3
Minnesota Connections Academy	1	0	1	1	3
Eastview High School	1	6	6	2	2
Lakeville North Sr Hs	0	1	1	3	2
Link 12 Lakeville Online Sch	0	0	1	0	2
Apple Valley High School	2	4	2	0	1
Central High School	0	0	0	0	1
Columbia Heights High School	0	0	0	0	1
Eagan High School	1	0	0	2	1
Fit Academy	0	0	0	0	1
Harvest Christian School	0	0	0	0	1
Iq Academy Minnesota	0	0	0	0	1
Monticello High School	0	0	0	0	1

Source: ISRS.V_ST_TERM_DATA, ISRSVAL.MNSCU_HEB_HIGH_SCHOOL, ODS.CT_ST_MULTIYEAR

Table 37. PSEO Students – Home School (Fall Semesters)

Feeder High School	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Home School	3	1	3	11	14

Source: ISRS.V_ST_TERM_DATA, ISRSVAL.MNSCU_HEB_HIGH_SCHOOL, ODS.CT_ST_MULTIYEAR

Concurrent Students

DCTC implemented a Concurrent Enrollment program in FY 2021. Concurrent students are high school students who take college level courses at their high school. Table 38 shows the number of concurrent students from the top feeder schools broken down by year. The table is sorted in descending order based on the most recent data. Schools which previously had Concurrent Enrollment students, but which had no students in the most recent fall have been excluded.

Table 38. Concurrent Student Sources (Fall Semesters)

Feeder High School	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Simley High School	0	0	0	27	48
Chaska High School	0	0	0	0	26
Two Rivers High School	0	0	0	17	25
South Saint Paul High School	0	0	0	0	12
Chanhasen High School	0	0	0	0	8
Shakopee Senior High School	0	0	0	0	5
Belle Plaine Sr High School	0	0	0	0	3
Jordan High School	0	0	0	0	3
Unknown	0	0	0	0	2
Central High School	0	0	0	0	1
Simley Alt Prg	0	0	0	0	1
Southwest Metro Intmd Dst 288	0	0	0	0	1

Source: ISRS.V_ST_TERM_DATA, ISRSVAL.MNSCU_HEB_HIGH_SCHOOL

High School Market Share

High school market share is calculated by dividing the number of recent high school graduates enrolling in a semester by the total number of graduates from that high school in the past year. Table 39 shows DCTC's top 10 feeder schools and the market share of the previous year's graduates that enrolled at DCTC in the fall following their high school graduation. The five-year change is calculated on the percentage of market's share between fall 2016 (not shown) and fall 2021.

Table 39. Top 10 Feeder High Schools by Market Share (Fall Semesters)

Feeder High School	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Five Year Change (Fall 16-Fall 21)
Cannon Falls Jr-Sr High School	5.1%	8.0%	4.8%	8.0%	9.4%	92.2%
Randolph High School	Na	Na	Na	7.7%	5.3%	Na
Northfield High School	4.3%	1.8%	3.5%	2.7%	4.3%	8.6%
Lakeville South High School	2.8%	1.1%	3.3%	2.4%	3.5%	263.9%
Hastings High School	6.2%	4.3%	6.1%	8.8%	3.3%	-21.3%
Apple Valley High School	4.5%	5.9%	6.8%	3.5%	3.3%	47.7%
New Prague High School	2.6%	5.5%	4.7%	4.1%	3.2%	-20.7%
Farmington Senior High School	5.0%	4.5%	5.9%	5.3%	3.0%	-12.8%
Eastview High School	1.5%	0.8%	2.9%	2.2%	2.7%	71.4%
South Saint Paul High School	2.4%	3.2%	3.6%	1.8%	2.6%	-38.0%

Source: ISRS.V_ST_TERM_DATA, ISRSVAL.MNSCU_HEB_HIGH_SCHOOL, Statewide Longitudinal Educational Data System

Student Outcomes

Number of Awards Offered

Table 40 shows the number of awards DCTC offered by award type in FY 2022. Data reflects the program inventory as of 11/22/2022.

Table 40. Number of Awards Offered (FY 2022)

Award Type	Number Offered
AAS	33
AS	9
CERT	30
DIP	28

Source: ISRSVAL.PROG_INV

Awards Granted

Table 41 shows the number and percentage of awards granted each fiscal year by type (regardless of whether or not their program is currently active). Table 42 through Table 44 show the associate, diploma, and certificate awards granted, respectively, by FY (note that awards are only shown if their program is currently active and if those awards were granted in the most recent FY). These awards are sorted by the number granted in the most recent FY.

Table 41. Awards Granted by Type (FY)

Award Type	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
AAS	373 (42%)	374 (43%)	345 (41%)	333 (41%)	381 (44%)
AS	30 (3%)	38 (4%)	48 (6%)	64 (8%)	45 (5%)
Total Associate Degrees	403	412	393	397	426
Certificate	212 (24%)	168 (19%)	185 (22%)	172 (21%)	216 (25%)
Diploma	273 (31%)	288 (33%)	263 (31%)	242 (30%)	233 (27%)
Total Certificates and Diplomas	485	456	448	414	449
Total Awards	888	868	841	811	875

Source: ODS.ST_AWARDS

The number of degrees (see Table 42), diplomas (see Table 43), and certificates (see Table 44) granted are shown below sorted in descending order by the most recent FY. Programs are listed only if they were active during FY 2022 and only if there were awards granted during the most recent FY.

Table 42. Associate Degrees Granted by Program (FY)

Program	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Electrical Construction and Maintenance Technology AAS	22	39	41	39	53
Interior Design AAS	0	0	10	10	23
Automotive Technician AAS	26	32	24	22	22
Heavy Duty Truck Technology AAS	11	17	20	24	22
Accountant AAS	19	26	22	19	20
Heavy Construction Equipment Technology AAS	20	14	20	20	18

Program	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Technical Management AAS	19	19	12	11	17
Architectural Technology AAS	12	12	11	10	15
Dental Assistant AAS	14	7	8	9	15
Individualized Studies AS	11	21	32	40	15
Veterinary Technician AAS	0	18	19	23	15
Civil Engineering and Land Survey Technology AAS	0	0	0	9	14
Software Development AAS	10	15	12	9	14
Business Management AAS	11	13	5	7	13
Medical Coding Specialist AAS	4	7	6	7	13
Networking Administration AAS	30	22	26	19	13
Electrical Lineworker AAS	6	13	9	9	11
Biomedical Equipment Technology AAS	14	13	13	10	10
Auto Body Collision Technology AAS	7	6	8	7	9
Digital Marketing Specialist AAS	1	0	2	6	9
Medical Assistant AAS	15	13	7	3	9
Early Childhood Education Transfer Pathway AS	0	0	0	3	8
Graphic Design Technology AAS	8	6	3	9	8
Automotive Service (ASEP) AAS	13	16	10	14	7
Information Systems Management AAS	9	5	7	6	7
Professional Photography AAS	0	0	2	2	6
Construction Management AS	0	1	1	6	5
Exercise Science Transfer Pathway AS	0	0	0	3	5
Child and Family Studies AS	0	0	0	1	4
Business Administration AS	3	6	4	2	3
Legal Administrative Assistant AAS	2	2	2	0	3
Marketing AS	5	0	1	5	3
Social Media Specialist AAS	0	0	0	0	3
Business Management AS	2	0	1	0	2
Construction Management AAS	0	0	0	4	2
Exercise and Sport Science AAS	0	4	0	3	2
HVAC/R AAS	0	0	0	0	2
Early Childhood and Youth Development AAS	7	8	6	4	1
Executive Assistant AAS	5	3	1	1	1
Industrial Engineering Technology AAS	0	0	0	0	1
Medical Administrative Specialist AAS	5	3	0	4	1
Multi-Media and Web Page Design AAS	5	1	2	0	1

Program	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Web Design AAS	2	2	2	0	1

Source: ODS.ST_AWARDS

Table 43. Diplomas Granted by Program (FY)

Program	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Welding Technology DIP	61	57	58	50	58
Practical Nursing DIP	61	60	55	46	48
Electrical Lineworker DIP	38	22	33	29	29
Dental Assistant DIP	26	42	32	28	22
Medical Assistant DIP	26	30	16	11	22
Heating, Ventilation, Air Conditioning, and Refrig DIP	17	17	17	17	11
Multi-Cultural Leadership DIP	3	1	2	5	7
Electrical Construction and Maintenance Technology DIP	3	9	5	11	5
Medical Coding Specialist DIP	0	3	9	6	5
Early Childhood and Youth Development DIP	3	1	0	3	3
Multi-Cultural Human Resource Management DIP	3	2	3	2	3
Multi-Cultural Quality Management DIP	0	0	0	0	3
Administrative Assistant DIP	0	2	4	4	2
Auto Body Collision Technology DIP	2	1	3	0	2
Automotive Technician DIP	2	4	1	2	2
Heavy Duty Truck Technology DIP	3	2	2	2	2
Medical Administrative Specialist DIP	0	1	2	0	2
Photography DIP	0	3	2	1	2
Accountant DIP	0	1	0	0	1
Accounting Clerk DIP	2	3	3	1	1
Industrial Engineering Technology DIP	0	0	0	12	1
Networking Administration DIP	1	3	2	2	1
Software Development DIP	1	1	0	2	1

Source: ODS.ST_AWARDS

Table 44. Certificates Granted by Program (FY)

Program	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Nursing Assistant CERT	121	79	99	68	68
Supervisory Leadership CERT	18	11	10	29	25
Brewing & Beer Steward Technology CERT	15	10	24	8	19
Quality Improvement CERT	4	5	5	7	15
Human Resource Development CERT	14	12	5	9	14

Program	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Small Business Entrepreneur CERT	1	5	6	6	11
Multi-Cultural Supervision CERT	6	3	4	8	8
Early Childhood and Youth Development CERT	5	6	2	3	5
Small Business Accounting CERT	2	1	5	2	5
Web Design CERT	0	0	0	3	5
Automotive Chassis CERT	0	0	0	0	4
Automotive Powertrain CERT	0	0	0	0	4
Truck Fleet Maintenance CERT	1	0	1	0	4
Architectural Drafting CERT	0	1	1	0	3
Automotive Electronics CERT	0	0	0	0	3
Automotive Engine Performance CERT	0	0	0	0	3
Body Technician CERT	2	0	2	2	3
Estimator CERT	1	0	2	2	2
Heavy Construction Equipment Maintenance CERT	0	1	0	1	2
Human Resource Management CERT	0	4	2	0	2
Paint Preparation CERT	1	0	2	2	2
Sales Specialist CERT	0	1	0	2	2
Automotive Vehicle Maintenance CERT	0	2	0	0	1
Business Entrepreneur CERT	2	1	1	4	1
Civil Engineering and Land Survey Technology CERT	0	0	0	1	1
Desktop Programming CERT	3	1	1	0	1
Interior Design: NCIDQ Pathway CERT	0	0	0	4	1
PC Technician CERT	1	5	4	3	1
Personal Training CERT	0	2	0	2	1

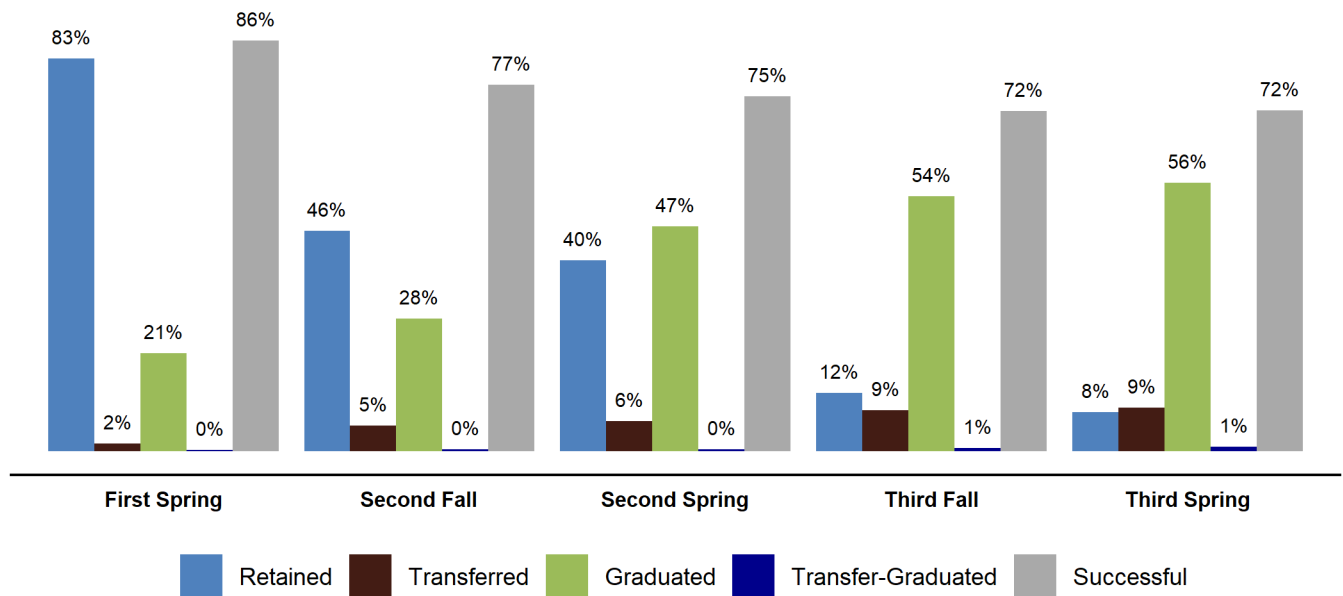
Source: ODS.ST_AWARDS

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

Average success measures are shown for the five most recent cohorts for which data is available - FY 2017 through 2021 (see Figure 42 through Figure 45). Averages beyond the second semester (first spring for fall start, first fall for spring start) do not include all cohorts, as that data is not yet available for recent cohorts. Outcome rates are split by starting semester (fall/spring) and credit load (FT/PT). Only data from degree-seeking students are included.

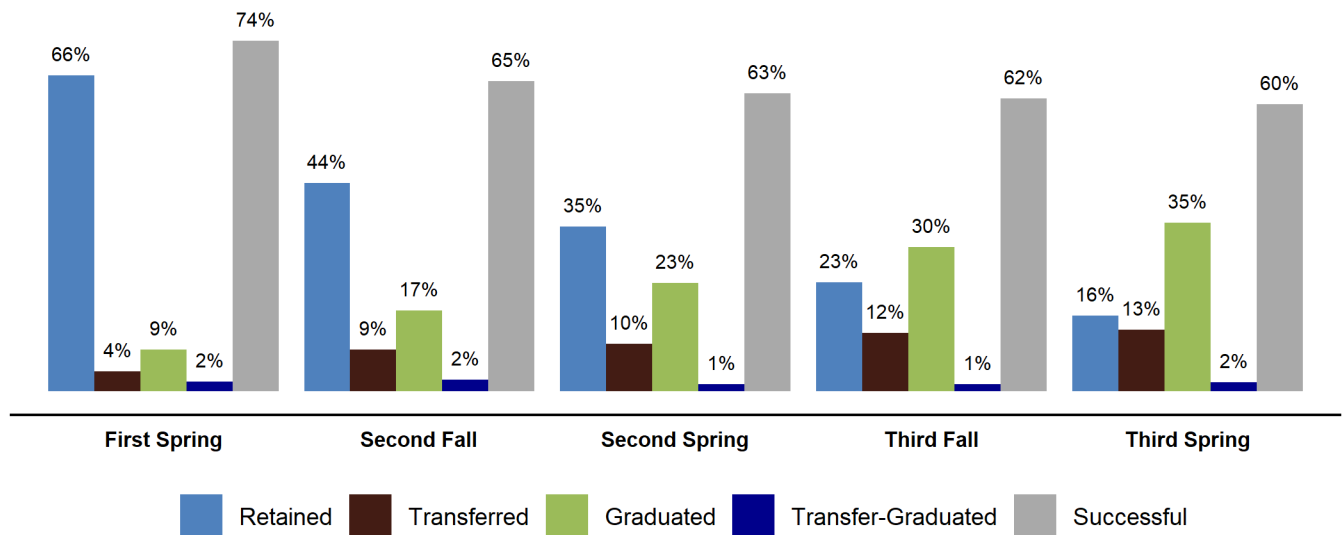
Entering students are grouped in cohorts to track retention, transfer, graduation, and transfer-graduation rates. Cohorts refer to the first semester of students entering DCTC. Retention is measured at the beginning of the semester; all other outcomes are measured at the end of the semester. Due to the different measurement points the percentages of individual outcomes will be higher than the total success percentage as some students will be counted as both retained and graduated.

Figure 42. Average Retention, Transfer, Graduation, Transfer-Graduation, and Success Rates - FT Fall Cohorts



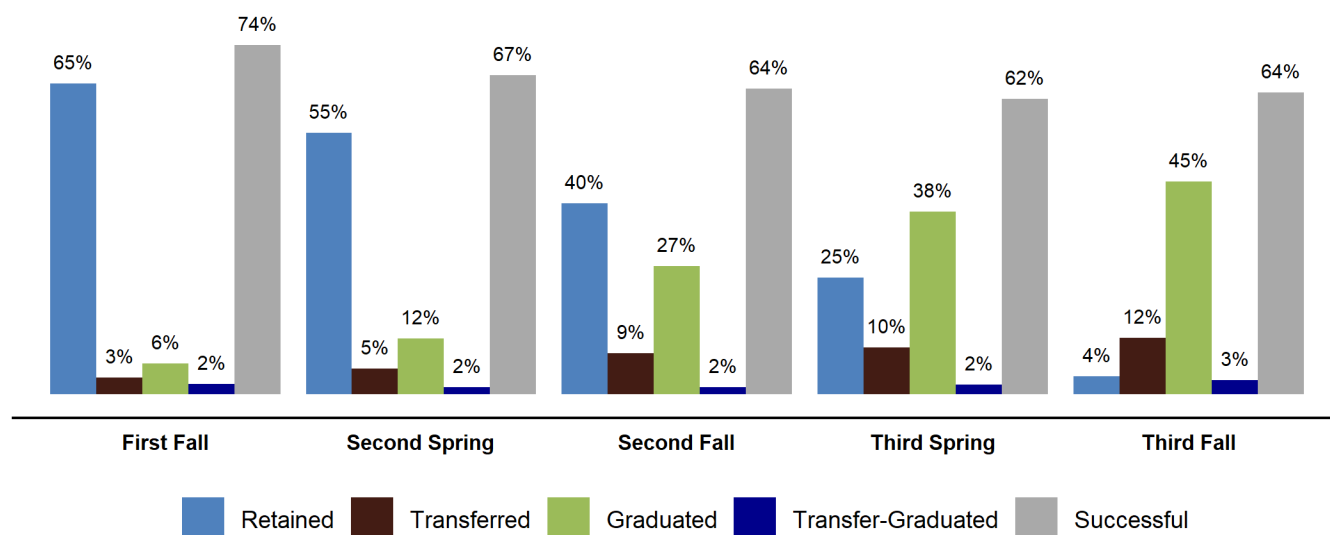
Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

Figure 43. Average Retention, Transfer, Graduation, Transfer-Graduation, and Success Rates - PT Fall Cohorts



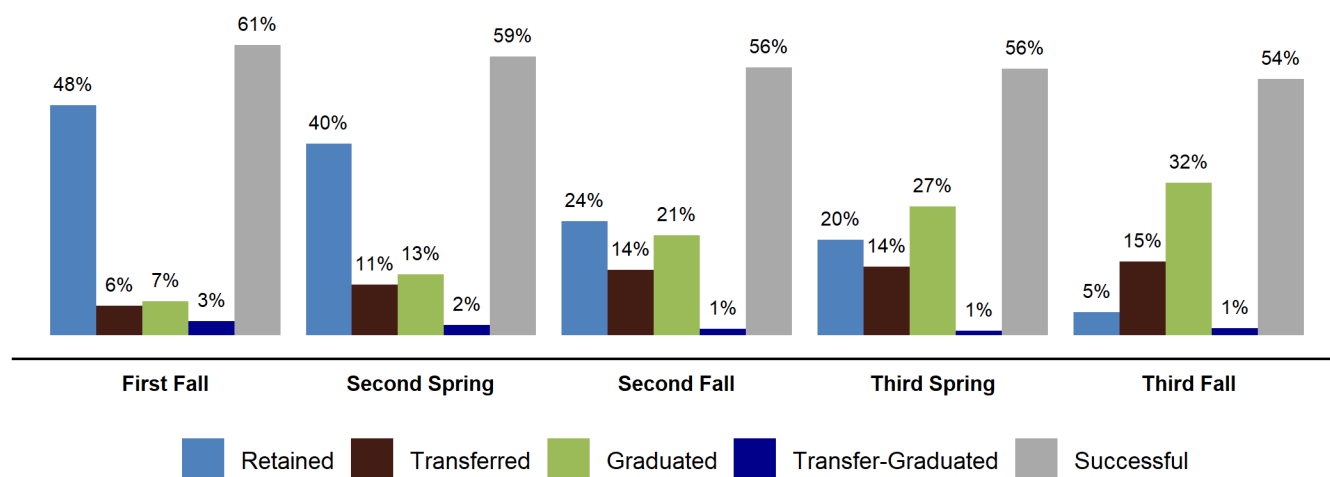
Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

Figure 44. Average Retention, Transfer, Graduation, Transfer-Graduation, and Success Rates - FT Spring Cohorts



Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

Figure 45. Average Retention, Transfer, Graduation, Transfer-Graduation, and Success Rates - PT Spring Cohorts



Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

Retention, Transfer, Graduation, Transfer - Graduation, and Success - Minnesota State Accountability Dashboard

Entering students are grouped in cohorts to track retention, transfer, graduation, and transfer-graduation rates. Cohorts refer to the first semester of students entering DCTC. The success rate is the percentage of students who have been retained, transferred, transfer-graduated, or graduated. Table 45 through Table 48 present outcomes for the five most recent cohorts for which data is available. Outcomes are shown from students' second semester (entering fall to first

spring or entering spring to first fall) through the end of their fourth year (fourth spring or fourth fall) which is 200% of expected time to an associate's award. Outcome rates are split by starting semester (fall/spring) and credit load (FT/PT). Only data for degree-seeking students is included. Due to the different measurement points, the percentages of individual outcomes, if totaled, will be higher than the success percentage as some students will be counted as both retained and graduated.

Table 45. Retention, Transfer, Graduation, Transfer-Graduation, and Success Rates - FT Fall Cohorts

Entering Cohort	Number of Students	Measure	First Spring	Second Fall	Second Spring	Third Fall	Third Spring	Fourth Fall	Fourth Spring
Fall 2017	700	Retained	83%	45%	39%	12%	8%	2%	2%
		Transferred	2%	5%	6%	8%	9%	10%	10%
		Graduated	20%	29%	46%	52%	55%	56%	57%
		Transfer-Graduated	0%	0%	0%	0%	0%	0%	1%
		Successful	86%	77%	73%	69%	69%	68%	68%
Fall 2018	665	Retained	83%	49%	43%	12%	7%	3%	2%
		Transferred	2%	6%	6%	8%	9%	9%	10%
		Graduated	18%	25%	47%	54%	58%	59%	59%
		Transfer-Graduated	0%	0%	1%	1%	1%	2%	2%
		Successful	86%	78%	74%	71%	71%	72%	73%
Fall 2019	647	Retained	83%	51%	40%	13%	9%	Na	Na
		Transferred	1%	4%	5%	7%	7%	Na	Na
		Graduated	19%	26%	47%	54%	54%	Na	Na
		Transfer-Graduated	0%	0%	0%	1%	1%	Na	Na
		Successful	86%	76%	71%	70%	71%	Na	Na
Fall 2020	624	Retained	79%	47%	41%	Na	Na	Na	Na
		Transferred	1%	6%	6%	Na	Na	Na	Na
		Graduated	18%	23%	23%	Na	Na	Na	Na
		Transfer-Graduated	0%	0%	0%	Na	Na	Na	Na
		Successful	83%	75%	70%	Na	Na	Na	Na
Fall 2021	619	Retained	81%	Na	Na	Na	Na	Na	Na
		Transferred	1%	Na	Na	Na	Na	Na	Na
		Graduated	1%	Na	Na	Na	Na	Na	Na
		Transfer-Graduated	0%	Na	Na	Na	Na	Na	Na
		Successful	83%	Na	Na	Na	Na	Na	Na

Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

Table 46. Retention, Transfer, Graduation, Transfer-Graduation, and Success Rates - PT Fall Cohorts

Entering Cohort	Number of Students	Measure	First Spring	Second Fall	Second Spring	Third Fall	Third Spring	Fourth Fall	Fourth Spring
Fall 2017	276	Retained	64%	42%	34%	21%	15%	8%	6%
		Transferred	4%	9%	11%	13%	13%	13%	13%
		Graduated	10%	17%	26%	34%	39%	41%	43%
		Transfer-Graduated	2%	3%	3%	3%	3%	3%	3%
		Successful	73%	63%	64%	65%	64%	64%	63%
Fall 2018	269	Retained	64%	45%	38%	25%	15%	6%	5%
		Transferred	6%	11%	10%	16%	16%	18%	18%
		Graduated	7%	12%	16%	25%	33%	35%	35%
		Transfer-Graduated	0%	0%	1%	1%	2%	3%	3%
		Successful	72%	64%	60%	57%	57%	60%	60%
Fall 2019	279	Retained	67%	51%	36%	28%	19%	Na	Na
		Transferred	5%	9%	10%	12%	14%	Na	Na
		Graduated	10%	15%	21%	30%	30%	Na	Na
		Transfer-Graduated	2%	2%	2%	1%	1%	Na	Na
		Successful	75%	72%	63%	66%	63%	Na	Na
Fall 2020	277	Retained	65%	44%	36%	Na	Na	Na	Na
		Transferred	2%	8%	9%	Na	Na	Na	Na
		Graduated	8%	16%	16%	Na	Na	Na	Na
		Transfer-Graduated	1%	1%	1%	Na	Na	Na	Na
		Successful	70%	63%	62%	Na	Na	Na	Na
Fall 2021	320	Retained	70%	Na	Na	Na	Na	Na	Na
		Transferred	2%	Na	Na	Na	Na	Na	Na
		Graduated	2%	Na	Na	Na	Na	Na	Na
		Transfer-Graduated	0%	Na	Na	Na	Na	Na	Na
		Successful	75%	Na	Na	Na	Na	Na	Na

Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

Table 47. Retention, Transfer, Graduation, Transfer-Graduation, and Success Rates - FT Spring Cohorts

Entering Cohort	Number of Students	Measure	First Fall	Second Spring	Second Fall	Third Spring	Third Fall	Fourth Spring	Fourth Fall
Spring 2017	113	Retained	60%	50%	31%	19%	5%	6%	3%
		Transferred	7%	11%	15%	16%	18%	18%	18%

Entering Cohort	Number of Students	Measure	First Fall	Second Spring	Second Fall	Third Spring	Third Fall	Fourth Spring	Fourth Fall
		Graduated	11%	20%	30%	42%	42%	44%	45%
		Transfer-Graduated	0%	1%	1%	2%	3%	4%	4%
		Successful	74%	71%	69%	66%	67%	69%	69%
Spring 2018	96	Retained	68%	55%	45%	25%	7%	4%	4%
		Transferred	1%	4%	6%	6%	8%	9%	9%
		Graduated	6%	7%	23%	40%	42%	43%	45%
		Transfer-Graduated	0%	0%	0%	0%	0%	0%	0%
		Successful	73%	66%	62%	55%	55%	55%	57%
Spring 2019	94	Retained	70%	62%	49%	30%	6%	7%	Na
		Transferred	3%	4%	7%	6%	10%	12%	Na
		Graduated	6%	13%	31%	48%	50%	50%	Na
		Transfer-Graduated	2%	2%	2%	2%	3%	3%	Na
		Successful	81%	74%	71%	69%	68%	72%	Na
Spring 2020	105	Retained	64%	58%	36%	24%	Na	Na	Na
		Transferred	2%	3%	6%	10%	Na	Na	Na
		Graduated	2%	11%	24%	24%	Na	Na	Na
		Transfer-Graduated	0%	0%	0%	0%	Na	Na	Na
		Successful	67%	63%	54%	58%	Na	Na	Na
Spring 2021	103	Retained	65%	50%	Na	Na	Na	Na	Na
		Transferred	4%	5%	Na	Na	Na	Na	Na
		Graduated	7%	7%	Na	Na	Na	Na	Na
		Transfer-Graduated	0%	0%	Na	Na	Na	Na	Na
		Successful	73%	62%	Na	Na	Na	Na	Na

Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

Table 48. Retention, Transfer, Graduation, Transfer-Graduation, and Success Rates – PT Spring Cohorts

Entering Cohort	Number of Students	Measure	First Fall	Second Spring	Second Fall	Third Spring	Third Fall	Fourth Spring	Fourth Fall
Spring 2017	124	Retained	48%	40%	23%	21%	10%	6%	2%
		Transferred	2%	8%	9%	10%	11%	11%	13%
		Graduated	7%	14%	19%	27%	29%	32%	32%
		Transfer-Graduated	0%	0%	0%	0%	1%	2%	2%

Entering Cohort	Number of Students	Measure	First Fall	Second Spring	Second Fall	Third Spring	Third Fall	Fourth Spring	Fourth Fall
		Successful	56%	55%	48%	49%	48%	48%	49%
Spring 2018	150	Retained	43%	38%	21%	15%	9%	5%	5%
		Transferred	8%	11%	15%	16%	19%	19%	20%
		Graduated	9%	17%	22%	25%	29%	32%	33%
		Transfer-Graduated	0%	0%	0%	1%	1%	1%	1%
		Successful	57%	57%	55%	53%	55%	56%	58%
Spring 2019	140	Retained	48%	39%	26%	23%	6%	4%	Na
		Transferred	6%	10%	16%	16%	16%	16%	Na
		Graduated	10%	19%	22%	34%	38%	38%	Na
		Transfer-Graduated	0%	0%	0%	1%	2%	2%	Na
		Successful	62%	59%	61%	61%	59%	61%	Na
Spring 2020	146	Retained	55%	43%	26%	22%	Na	Na	Na
		Transferred	10%	13%	16%	16%	Na	Na	Na
		Graduated	7%	11%	21%	21%	Na	Na	Na
		Transfer-Graduated	0%	1%	1%	1%	Na	Na	Na
		Successful	71%	63%	61%	61%	Na	Na	Na
Spring 2021	134	Retained	49%	43%	Na	Na	Na	Na	Na
		Transferred	5%	11%	Na	Na	Na	Na	Na
		Graduated	3%	3%	Na	Na	Na	Na	Na
		Transfer-Graduated	3%	3%	Na	Na	Na	Na	Na
		Successful	60%	60%	Na	Na	Na	Na	Na

Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

Second Fall Persistence and Completion Rates - Group Comparisons

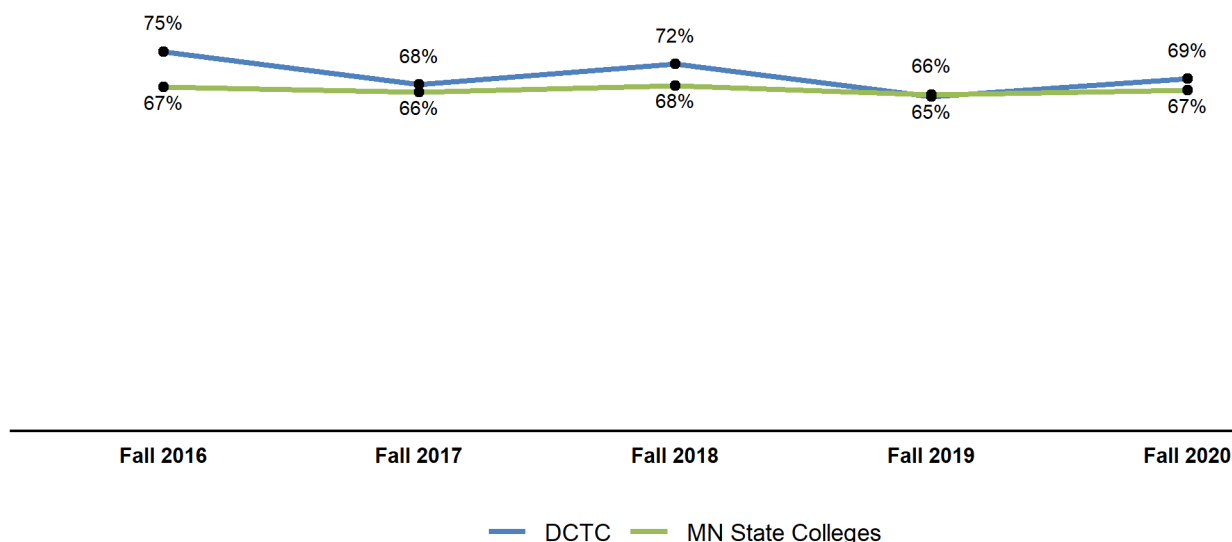
Underrepresented Students

The second fall persistence and completion rate for underrepresented students (MN definition) is a Minnesota State accountability measure. Also known as the success rate, it shows the percent of students who are either retained at DCTC, have transferred to another institution, or have graduated at the cohort's second fall semester. This measure includes only full-time degree-seeking students who are underrepresented and were new entering students in the indicated fall semester.

The point of measurement for student success is determined based on a student's entering (cohort) semester. At this time, cohorts are defined as new, full-time, degree-seeking students. DCTC's second fall success rate compared to that of all Minnesota State 2-year institutions is shown in Figure 46. Table 49 shows retention, transfer, graduation, transfer-graduation, and success rates for DCTC underrepresented students in comparison to those rates for Minnesota State 2-year colleges. Retention is measured at the beginning of the semester; all other outcomes are measured at the end of

the semester. Due to the different measurement points the percentages of individual outcomes, if totaled, will be higher than the success percentage as some students will be counted as both retained and graduated.

Figure 46. Underrepresented Students: Second Fall Success Rate



Source: Accountability Framework/Student Persistence and Completion, APPSODS.V_STUDENT_PERSISTENCE_DTL3

Table 49. Underrepresented Students: Second Fall Persistence and Completion for First-time Students

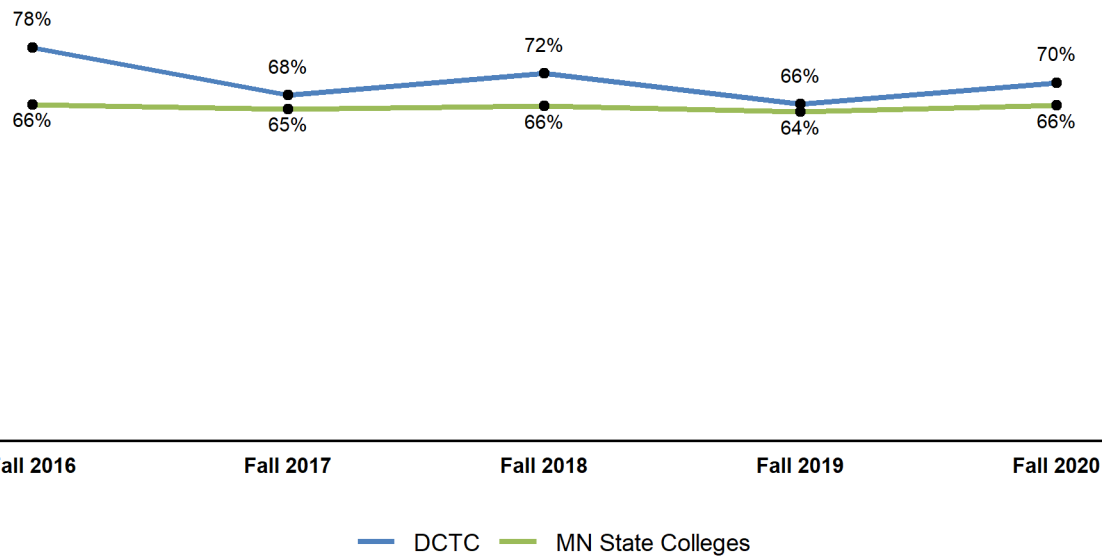
Cohort	Institution	Number of Students	Retained	Transferred	Graduated	Transfer-Graduated	Success
Fall 2016	DCTC	159	46%	7%	26%	0%	75%
	MN State Colleges	11,836	49%	9%	11%	7%	67%
Fall 2017	DCTC	218	43%	4%	22%	0%	68%
	MN State Colleges	11,847	47%	10%	12%	5%	66%
Fall 2018	DCTC	191	53%	5%	15%	1%	72%
	MN State Colleges	11,871	48%	10%	11%	6%	68%
Fall 2019	DCTC	211	48%	2%	18%	0%	65%
	MN State Colleges	11,221	45%	9%	11%	4%	66%
Fall 2020	DCTC	178	46%	7%	16%	0%	69%
	MN State Colleges	8,900	47%	9%	14%	3%	67%

Source: Accountability Framework/Student Persistence and Completion, APPSODS.V_STUDENT_PERSISTENCE_DTL3

Students of Color

Figure 47 compares the success rate at the end of the second fall of SOC at DCTC against that of the Minnesota State 2-year colleges for the last five entering cohorts for which this data is available. Table 50 shows this comparison for each outcome. Retention is measured at the beginning of the semester; all other outcomes are measured at the end of the semester. Due to the different measurement points the percentages of individual outcomes, if totaled, will be higher than the success percentage as some students will be counted as both retained and graduated.

Figure 47. Students of Color: Second Fall Success Rate



Source: Accountability Framework/Student Persistence and Completion, APPSODS.V_STUDENT_PERSISTENCE_DTL3

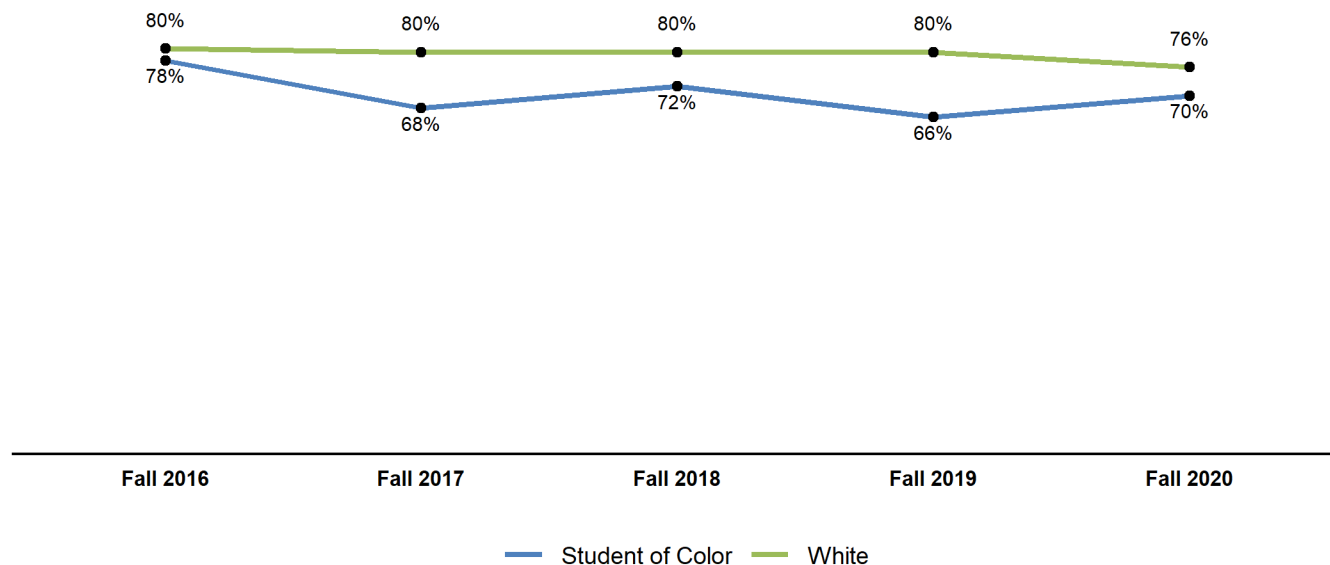
Table 50. Students of Color: Second Fall Persistence and Completion for First-time Students

Cohort	Institution	Number of Students	Retained	Transferred	Graduated	Transfer-Graduated	Success
Fall 2016	DCTC	131	38%	10%	33%	1%	78%
	MN State Colleges	5,920	48%	11%	8%	5%	66%
Fall 2017	DCTC	183	42%	6%	21%	1%	68%
	MN State Colleges	6,213	47%	11%	9%	6%	65%
Fall 2018	DCTC	181	43%	8%	23%	1%	72%
	MN State Colleges	6,383	47%	11%	9%	7%	66%
Fall 2019	DCTC	173	50%	5%	15%	0%	66%
	MN State Colleges	6,197	45%	11%	8%	4%	64%
Fall 2020	DCTC	159	44%	6%	22%	0%	70%
	MN State Colleges	4,993	48%	10%	10%	2%	66%

Source: Accountability Framework/Student Persistence and Completion, APPSODS.V_STUDENT_PERSISTENCE_DTL3

Success, also referred to as persistence and completion, counts students who have been retained, graduated, or transferred by the second fall after enrollment. Figure 48 compares success rates for SOC and White students at DCTC.

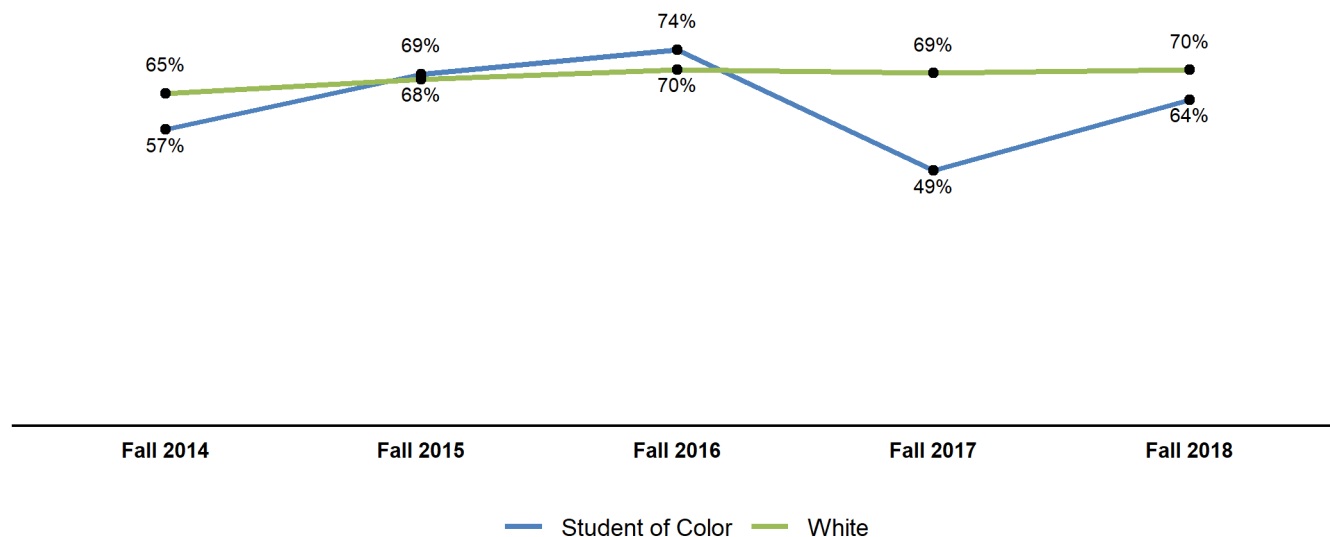
Figure 48. Students of Color: DCTC Second Fall Success



Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

The completion rate counts students who have graduated or transferred. Figure 49 compares the completion rates by the end of the third year after entry for SOC and White students at DCTC.

Figure 49. Students of Color: DCTC Third Year Completion Rate



Source: APPSODS.V_STUDENT_PERSISTENCE_DTL3

Transfer

Table 51 and Table 52 show the top 2-year and 4-year institutions (respectively) that DCTC students transferred to by the fall after their last FY of attendance at DCTC. Institutions are sorted and selected based on the number of students

transferring in the most recent FY. Lists represent the top ten institutions by number of transfers or the top institutions with five or more students transferring.

Table 51. Top 2-Year Institutions for DCTC Student Transfer

College Name	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Inver Hills Community College	71	62	38	67	59
Normandale Community College	33	37	31	18	33
Century College	13	7	12	12	16
Hennepin Technical College	12	17	4	7	16
Saint Paul College	19	20	13	12	12
Rochester Community and Technical College	8	2	3	2	9
Lake Superior College	8	3	4	3	8
South Central College	15	5	10	7	5

Source: ISRS.ST_TERM_MGMT, APPSODS.TRANSFERS

Table 52. Top 4-Year Institutions for DCTC Student Transfer

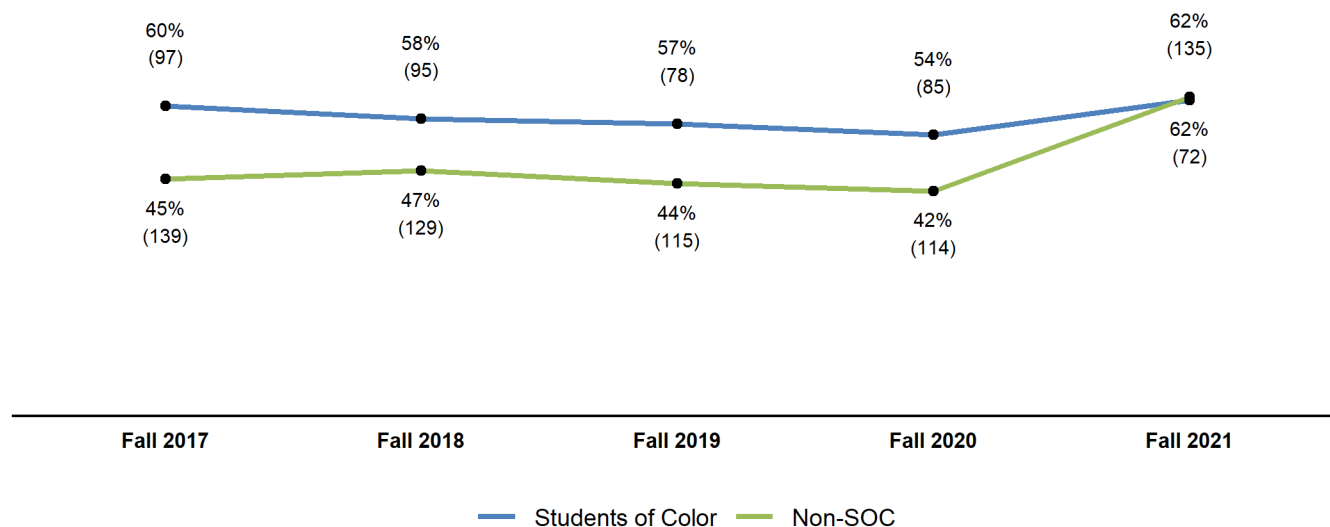
College Name	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Metropolitan State University	17	26	15	20	18
Minnesota State University, Mankato	19	15	18	14	17
Southwest Minnesota State University	8	5	14	3	14
Minnesota State University Moorhead	5	7	3	7	8
Winona State University	19	17	8	7	8
Concordia University - Saint Paul	9	9	11	7	5
St. Cloud State University	5	9	5	8	5
University of Minnesota - Twin Cities	36	21	22	21	5
University of St Thomas	4	7	6	7	5

Source: ISRS.ST_TERM_MGMT, APPSODS.TRANSFERS

SOC Transfer

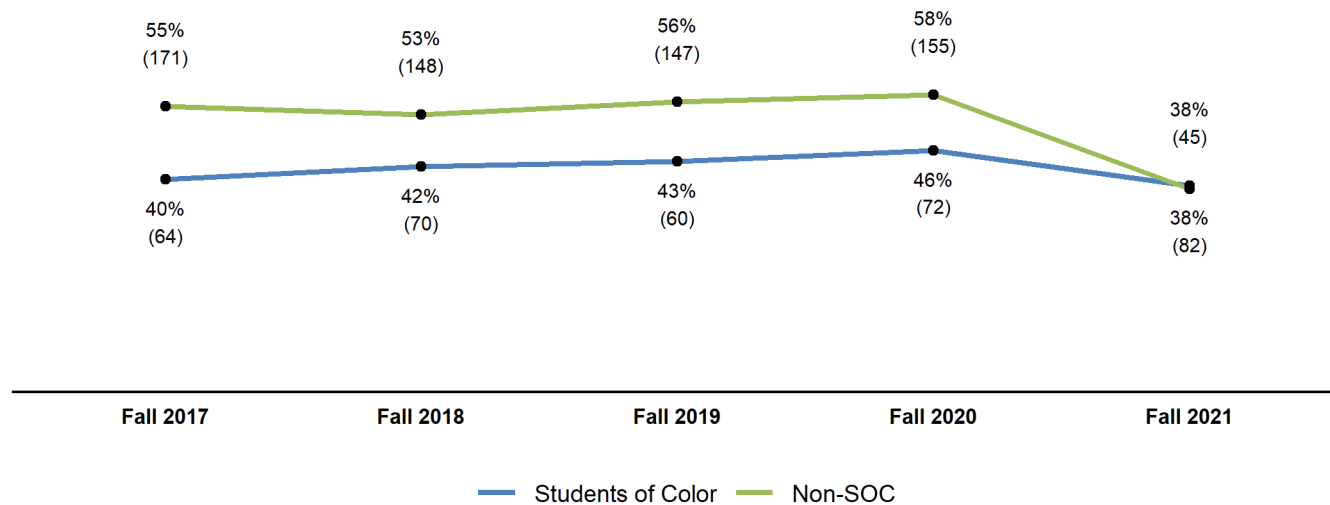
Figure 50 shows SOC and non-SOC students who transferred to two-year colleges as a number and as a percentage of all transfers within that demographic. Figure 51 shows SOC and non-SOC students who transferred to four-year colleges as a number and as a percentage of all transfers within that demographic.

Figure 50. Transfer to Two-Year Colleges - SOC vs. Non-SOC



Source: ISRS.ST_TERM_MGMT, APPSODS.TRANSFERS

Figure 51. Transfer to Four-Year Colleges and Universities - SOC vs. Non-SOC

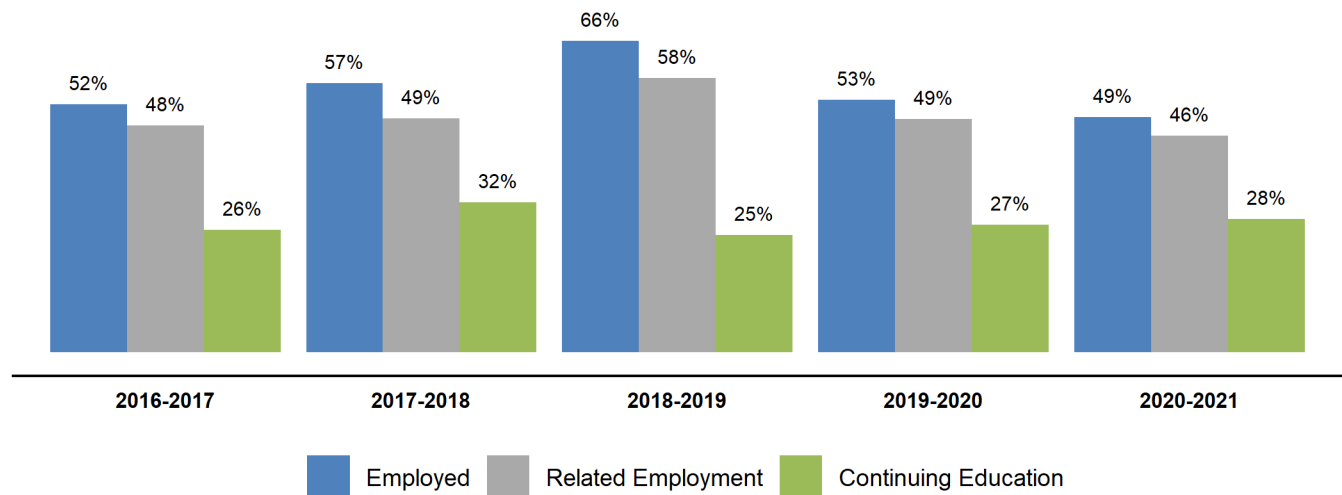


Source: ISRS.ST_TERM_MGMT, APPSODS.TRANSFERS

Graduate Follow-Up Survey

DCTC graduates are surveyed within one year of graduation to determine their employment status. Figure 52 and Table 53 show alumni responses for the past five years. Students reporting related employment are counted in both related employment and employment. All outcome rates are calculated out of the total graduates.

Figure 52. Graduate Follow-Up Survey - Status



Source: Status of Graduates within One Year of Graduation Report

Table 53. Graduate Follow-Up Survey - Status

Graduating Class	Total Graduates	Employed	Related Employment	Continuing Education
2016-2017	889	464 (52%)	424 (48%)	229 (26%)
2017-2018	885	501 (57%)	435 (49%)	279 (32%)
2018-2019	865	567 (66%)	499 (58%)	213 (25%)
2019-2020	841	447 (53%)	413 (49%)	225 (27%)
2020-2021	811	401 (49%)	370 (46%)	227 (28%)

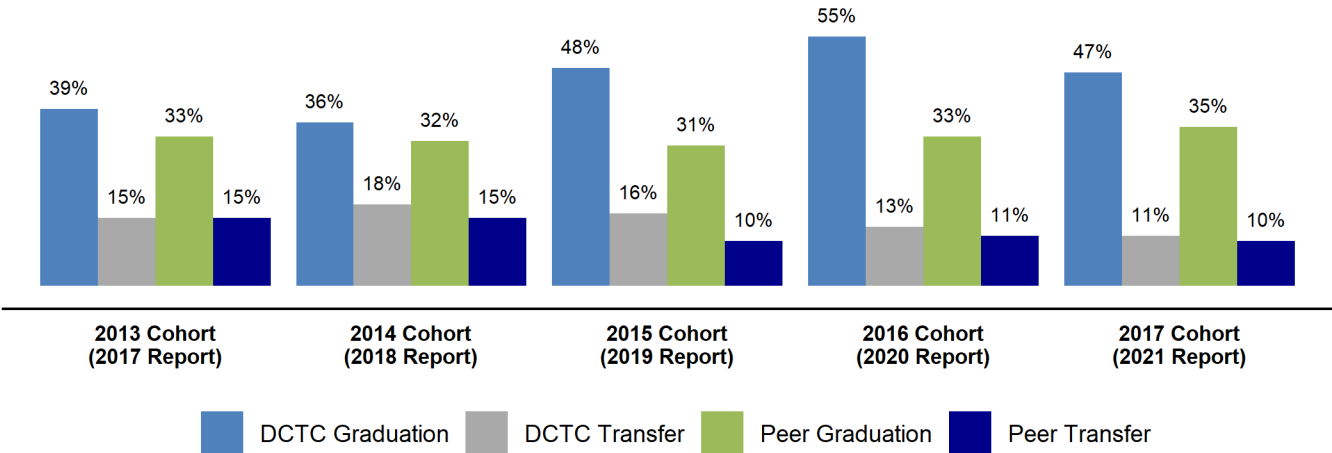
Source: Status of Graduates within One Year of Graduation Report

Federal Reporting

IPEDS Graduation and Transfer-Out Rates

Graduation and transfer-out rates within three years (150% of expected time to graduate) are calculated based on cohort groups for new, first-time, full-time, degree-and certificate-seeking students who enter DCTC each fall. Data is reported to the US Department of Education Integrated Postsecondary Education Data System (IPEDS) each year and is part of the student Right-to-Know information. Comparison data is provided for similar institutions. See Figure 53 below for graduation and transfer rates for DCTC and IPEDS-identified peer institutions.

Figure 53. IPEDS Graduation and Transfer-out Rates – DCTC Fall Cohorts & IPEDS Peer Group



Source: IPEDS Feedback Report

Glossary

Institutional Effectiveness (IE) provides support to several areas across the two colleges, and produces a wide variety of information, much of it containing its own terms, or jargon. This glossary began as part of the annual fact book and is being expanded to include terms from the work being done across the colleges to provide a common language and enhance understanding.

Where possible, the larger context for where the term is used is also included in parentheses.

- DWIP: Data Wise Improvement Process
- CRT: Culturally Responsive Teaching
- SP: Strategic Planning
- SEM: Strategic Enrollment Management

Academic year (AY)– Starts with the fall semester and ends with the following summer semester (fall-spring-summer).

ACE Habits of Mind (DWIP) – A disciplined way of working and thinking that forms the foundation of Data Wise.

- Shared commitment to **Action, Assessment, and Adjustment**
- Intentional **Collaboration** in support of ongoing adult learning
- Relentless focus on **Evidence** in all conversations

Action Plan – Created by a team in **step six** of the *Data Wise Improvement Process*. The action plan provides the instructional strategy the team will use to address the *problem of practice*, specifies who will be responsible for leading each part of the plan, and identifies the date by which each part of the plan should be completed.

Affirmation (CRT) – The practice of intentionally noticing and admiring the uniqueness of culturally and linguistically diverse students. It includes seeing as positive those elements that the dominant culture tries to portray as unattractive or undesirable, such as their hair, skin color, verbal agility, or energetic style.

Alliance (CRT)- It is the second part of the learning partnership equation. Alliance focuses on helping the dependent learner begin and stay on the arduous path toward independent learning. An alliance is more than a friendship. It is a relationship of mutual support as partners navigate through challenging situations.

Amygdala hijack (CRT) - The process when the amygdala is in an active state of stress, fear, or anxiety. It signals the body to release the stress hormone, cortisol. The cortisol blocks rational thinking and temporarily reduces the capacity of the working memory making learning difficult.

Assessment – deciding what we want our students to learn and making sure they learn it.

Award – diploma, certificate, degree received after successful completion of required program coursework.

Blended/Hybrid (delivery method) – 25-75% of instruction online with regularly scheduled in-person meetings

Capacity Building – the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world.

CCSSE – Community College Survey of Student Engagement

Classroom (delivery method) – Instruction is primarily in-person

Cognitive Insight (CRT) – the third part of the learning partnership. The instructor's ability to understand a student's internal learning process. Formative assessments and instructional conversation are key tools for gaining insight into a student's learning moves.

Completely Online-Asynchronous (delivery method) – 100% of instruction is online, no in-person meetings, no in-person synchronous proctored exams, no synchronous meetings.

Completely Online-Synchronous (delivery method) – 100% of instruction is online, no in-person meetings, no in-person proctored exams, course has required synchronous online meetings or activities.

Completion rate (students)– Percent of an entering cohort of full-time undergraduate regular and transfer students that has completed. Completion is measured as graduation or transfer at 150% of time (3 years). For students beginning in the fall, it would be their third spring, and for students beginning in the spring, it would be their third fall.

Completion rate (courses) – Number of students who earn a grade of A, B, C, P, or D divided by the original enrollment of the course following the five-day add/drop period.

Concurrent enrollment student – A high school student enrolled in Concurrent Enrollment Program through their high school. Students enroll in select college level courses taught at the high school, by high school faculty with a college faculty mentor.

Continuing student – A continuing student has attempted credits at IHCC prior to the semester of focus.

Culturally Responsive Teaching (CRT) – The process of using familiar cultural information and processes to scaffold learning. Emphasizes communal orientation. Focused on relationships, cognitive scaffolding, and critical social awareness.

D2L/Brightspace – Minnesota State’s Learning Management System (LMS)

Dashboard – A dynamic report with detailed data visualizations.

Data Overview (DWIP)– A limited number of compelling data charts created as part of **step 3** in the DWIP. The overview illustrates a story related to the *focus area* for collaborative inquiry and is used to engage teachers in working together to identify a *priority question* that they are committed to exploring.

Data Wise Improvement Process (DWIP) - A systematic approach to organizing the core work of schools around instructional improvement. The process includes eight steps for using a wide range of data sources to drive collaborative improvement of learning and teaching.

Department - The course designator used to group a set of classes together.

Duplicated headcount – The sum of the enrollment in that semester. If a student is enrolled during fall and spring semesters, they are counted twice.

Evaluation – an applied inquiry process for collecting and synthesizing evidence that culminates in conclusions about the value, merit, worth, significance, or quality of a program, product, person, policy, proposal, or plan.

First generation –Refers to whether a student is the first generation in their family to attend college. There are different definitions of first generation used by the Federal and Minnesota state governments.

First generation (Federal) –Neither parent has attained 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.

First generation (MN) –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) – Starts with the summer semester and ends with the following spring semester. It is named for the calendar year in which the fiscal year ends. It begins July 1st and ends June 30th. FY23 began on July 1, 2022 and ends June 30, 2023.

FN (grade) – Faculty-initiated withdrawal (student never attended)

Focus Area (DWIP) – A topic provided by leadership that provides guidance to instructional teams about how to narrow the scope of their collaborative inquiry. Examples of focus areas include “literacy”, “problem solving” and “college readiness”.

Formative assessment – Also called assessment for learning. The process of using simple tools to determine how well content has been learned such that the learner can make adjustments to their learning moves in the moment.

Formative evaluation – conducted during the development or delivery phase with the intention of providing feedback to improve the evaluand; it may also focus on the program plans or designs

Full-time student – Based on Federal Financial Aid guidelines, in fall and spring semesters full-time status is defined as registered for 12 or more credits; in summer semester, full time status is defined as registered for six or more credits.

Full-year equivalent (FYE) – The number of full-year equivalent students. This is calculated by dividing total student credit hours by 30.

FW (grade) – Denotes a faculty-initiated withdrawal (student partially attended) after the last day to drop the course, but before 80% of the course has elapsed.

Graduation rate – Number of students who have received a degree or certificate divided by total number of students in cohort. Minnesota State measures the student’s status at the end of the semester. IPEDS measures graduation as of August 31 three years after the fall entry date.

Growth mindset – In a growth mindset, students understand that their talents and abilities can be developed through effort, active learning, and persistence.

High school non-PSEO – The student is currently enrolled at both a high school and IHCC (or is homeschooled) and is not part of the PSEO program.

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. Differs from internet/online courses in that the class does have scheduled meetings beyond initial orientation sessions. In-person meeting time is less than for traditional sections of the course. Also known as a blended or web-enhanced course.

IPEDS – Integrated Postsecondary Education Data System – the primary source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States who participate in the Federal Financial Aid Program. Part of NCES (National Center for Educational Statistics). <http://nces.ed.gov/ipeds/Home/AboutIPEDS>

JIRA - workflow management tool used by Institutional effectiveness, IT, HR, and other services on campus.

Learned Helplessness (CRT) -The victim mentality a learner adopts when repeatedly subjected to negative stimulus. Over time the learner stops trying to avoid the stimulus and believes they are helpless to change the situation. Includes a lack of confidence in one’s ability and a belief that effort is useless.

Learner-Centered Problem (DWIP) – A statement about student learning that relates directly to the *priority question*, is based on multiple data sources, is within a school’s control, is a statement about student learning, and is specific and small. Identifying a learner-centered problem is part of **step 4 – dig into student data**.

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 IHCC prior to the semester of focus. Students who are new in the summer are also counted as new students in the fall cohort.

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 requires a course meeting at the beginning or once during the course. Also known as an internet course.

Part-time student – Based on Federal Financial Aid guidelines, in fall and spring semesters, part time status is defined as registered for less than 12 credits; in summer semester, part time status is defined as registered for less than six credits.

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.

Persistence (SEM)– Considered to be continuous enrollment from fall-spring or spring-fall for newly attending students.

Persistence rate (SEM): The number of new students in their second continuous semester of enrollment divided by the number of students in the cohort the previous semester

Predominantly Online (delivery method) – 75% or more of instruction is online with up to two possible in-person meetings and up to four required proctored exams, two of which may be administered during the in-person meetings. For proctored exams not included in the in-person meetings, students must have the option to arrange them locally. Course may have an online synchronous component.

Priority question (DWIP) – A specific question that instructors choose as the focus of their collaborative inquiry. The question arises from the *data overview* discussed in **step 3** and helps the team know what kind of data they will examine when they dig into data in **step 4**.

Problem of Practice (DWIP) A statement about teaching that is based on evidence found when examining instruction. It relates directly to the *learner-centered problem*, is within a school's control, is a statement about practice (not a question) and is specific and small. Identifying a problem of practice is the goal of **step five**, examine instruction.

Program: A series of courses that, when successfully completed, result in an award

PSEO student – A PSEO student is a high school junior or senior enrolled at IHCC 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.

Qualtrics – The college's survey and course evaluation software

Retention (SEM) – considered to be continuous enrollment from fall to following fall or spring to following spring for newly attending students. Students who begin summer semester are counted as new fall students. Retention is also captured at other points.

Retention rate (SEM) – The number of students in their third continuous semester of enrollment divided by the number of students in the cohort.

Schema (CRT) – A cognitive framework or concept that helps organize and interpret information. Schemas can be useful because they allow us to take shortcuts in interpreting the vast amount of information available in our environment. However, these mental frameworks also cause us to exclude pertinent information to instead focus only on things that confirm our preexisting beliefs and ideas.

Starfish – The college's student success software

Student persistence and completion (Minnesota State) – Number/percent of the entering cohort of full-time undergraduate regular and transfer students that have been retained, graduated, or transferred by the second fall semester following original fall enrollment or the second spring semester following original spring enrollment

Success rate (students) – The number of students in the entering cohort who have graduated, transferred, or are retained at the college during the specified semester. The difference between 100% and success rate represents the students who were lost, i.e., neither retained, transferred, nor graduated. Success is measured at the end of the semester.

Success rate (courses) – The number of students who earn a grade of A, B, C, or P divided by the course enrollment following the five-day add/drop period.

Traditional course – A 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).

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

Undergrad previous degree – Student has earned a previous baccalaureate degree.

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

Undergrad transfer – Student has previously completed coursework at other postsecondary institution(s).

Undergrad unclassified – non-degree-seeking student. Student can register for a maximum of 10 credits each semester. These students may be taking courses at multiple colleges/universities.

Underrepresented – A student is considered underrepresented if they fit into at least one of the following categories: (1) student of color; (2) low income; or (3) first generation. Because there are two definitions of first generation, there are two definitions of underrepresented. Here, underrepresented students are reported on using the Minnesota State definition of 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 different individual students were enrolled at the college over the course of the year. Each student is counted once.

Yield – Number of students who attend the semester for which they apply/all students who applied to attend that semester

YRTR – acronym for year-term. A five-digit number beginning with the fiscal year and ending with the semester. 1=summer, 3=fall, 5=spring. Fall semester 2022 is YRTR 20233.

Useful Links to Data Sources

<http://nces.ed.gov/ipeds/Home/AboutIPEDS>

Integrated Postsecondary Education Data System. All institutions whose students receive Federal Financial Aid are required to participate. There is a large amount of public information available on the site.

<http://nces.ed.gov/collegenavigator/>

College Navigator provides an easy way to find programs and other college data.

<https://collegescorecard.ed.gov/>

College Scorecard website