



Fact Book

2023-2024



ABOUT THE FACT BOOK

The South Central College Fact Book is a rich source of detailed information about the college, designed to support South Central College's planning activities, assessment efforts, grant and reporting requirements, accreditation needs, and other areas that directly support the College's mission. In addition, it serves as a quick source of information about South Central College, and brings together the results of studies conducted by the Office of Strategic Enrollment and Institutional Effectiveness.

The data provided in this Fact Book covers the last five years and is the most recent available. Data are generally provided by fiscal year, which is July 1 – June 30, however in some cases a calendar year is used, and cohort tracking (such as Fall 20XX starts) is also utilized.

While attempts have been made to align reporting in this document to other Minnesota State reports, there may be some differences due to the use of different sources, data definitions, or reporting dates or time periods. Definitions of terms are included in the appendix at the end of the document. Please be sure to refer to it for questions or concerns.

You may also contact the staff in the Office of Strategic Enrollment and Institutional Effectiveness for any questions or concerns. We welcome your questions, comments and suggestions about the content and format of the Fact Book.

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SOUTH CENTRAL COLLEGE QUICK FACTS

Measures reported in the Quick Facts are the most recent data available at the time of publication for the particular item being reported. In some cases, data reflects FY 2023, or FY 2022, or in other cases FY 2021 or earlier. Student Success metrics are considered Lagging Indicators, per their definitions. For example, persistence is defined as first fall to second fall success, and completion is defined as completion by the third year of enrollment in South Central College.

Tuition & fees per semester per credit – FY 2022-23

Face to Face	\$205.03
Online	\$237.03
Source: SCC website	

Demographics - FY 2023

Headcount - unduplicated	4,238
Full Year Equivalent (FYE)	1,835
FYE/FTE ratio (Full year equivalent/Full time equivalent)	13.20
Average age of students (including FBM students)	24.9
Percent Students of age 18 or less	23.5%
Percent of Students age 19-24	34.1%
Percent Students age 25+	41.0%
Percent Students Male/Female	48.3%/49.2%
Percent students Full-time/Part-time	50.01%/47.99%
Average credit load – Full time	14.3
Average credit load – Part time	7.0
Average class size	Lecture - 18; Lab - 8
Top Sending Cities – Faribault campus	Faribault, Owatonna, Northfield, Montgomery, Medford
Top Sending Cities – North Mankato campus	Mankato/North Mankato, Faribault, New Ulm, St. Peter
Percent Students of Color	22.3% Students of color, 5.3% unknown
Percent Students Pell Eligible	27.3% Yes; 16.6% Not Pell eligible
Percent Students First Generation (Federal)	53.4% Yes; 28.9% Not First Gen (Fed)
Percent Students First Generation (MN)	22.3% Yes; 61.8% Not First Gen (MN)
Percent Students Underrepresented	43.9% Yes; 11.8% Not Underrepresented
Veterans	60 students (unduplicated headcount)
PSEO	637 students (unduplicated headcount)

Source: ISRS/ Minn State ASA All Access Reports

Awards - FY 2023

Students Graduated	562
Degrees awarded	380
Certificates awarded	119
Diplomas awarded	105

Top Degrees Granted:

AA Associate of Arts	100
AS Professional Nursing	49
AAS Dental Assisting	35

Top Certificates Granted:

Welding	26
Mechanical Industrial Maintenance	17
Early Childhood Education	15

Top Diplomas Granted:

Welding and Machining Technology	22
Machine Tool Technology	15
Practical Nursing	14

Source: ISRS/ASA All Access reporting

Employees - FY 2023

Average Years of Service	8.53
Unduplicated Headcount – All Employees (Faculty/Staff)	352
Headcount – Faculty	198
Headcount - Staff	142
Headcount - Administrators	10
FTE (full time equivalent) Faculty	138.97

Appointment Status:

Headcount - FTE:

Customized Training – Exclusive	1 – 1.25
Fixed Term/TFT	1 – 1.04
Full-time Probationary	19 – 19.51
Part-time Probationary	2 – 1.4
Part-time Temporary/Adjunct	98 – 30.13
Unlimited Full-time	65 – 78.6
Unlimited Part-time 40% to 80%	3 / 2.25

Source: ISRS

Financial Aid - FY 2020-21

Percent receiving Financial Aid awards	9.0%
Dollar amount average aid	\$4,485

Source: IPEDS DFR 2022

Student Success (lagging indicators)

Persistence and Completion: Percent of fall 2021 cohort of entering full-time students who have graduated, transferred or retained to the second fall

SCC	64.7%
Minnesota Colleges	70.5%

Source: Minn State Persistence and Completion and Enrollment dashboard

Completion/Transfer Rate: Percent of fall 2020 cohort of fall-entering full-time students who have completed or transferred by the third spring:

SCC	53.0%
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Source: Minn State Executive Evaluation dashboard

Continuing Education: Percent of FY 2022 graduates reporting continuing their education during the year after graduation

SCC	32.6%
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Source: Graduate Follow-up Survey

Related Employment of Graduates: Percent of FY 2022 graduates (of those available for employment) reporting employment during the year after graduation in a job that was related to their program or major

SCC	92.5%
Minnesota Colleges	81.6%

Source: Graduate Follow-up Survey

INSTITUTIONAL OVERVIEW

MISSION, VISION, STRATEGIC GOALS

Mission

South Central College provides an accessible and inclusive learning environment that cultivates student success and advances regional economic development.

Vision

South Central College will be the region's leading institution in preparing students for the global marketplace by creating an inclusive environment and providing academic, technical, and professional resources to pursue their chosen career, educational and personal goals.

Strategic Goals

- Just 1 More
- Regional and Cultural Partnerships and Innovation
- Curricular Pathways
- Institutional Effectiveness



INSTITUTIONAL CORE COMPETENCIES

Institutional Core Competencies (ICCs) are campus-wide competencies.

The assumption is these are taught, supported, practiced, and assessed throughout the curricular and co-curricular programs of the college. The ICCs at SCC are:

Communication:

Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking:

Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating ideas.

Civic Engagement and Social Responsibility:

Students will be able to demonstrate the ability to engage in the social responsibilities expected of a community member.

Cultural Competence:

Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.

HISTORY OF SCC

South Central College's North Mankato campus, founded in 1946 as Mankato Vocational School, was the first public post-secondary vocational technical school in Minnesota. At that time, Mankato School District governed it. In 1992, the school merged with another institution to become the Albert Lea-Mankato Technical College.

The Faribault campus began in the 1940s, offering practical nursing programs aligned with a hospital on the grounds. It became part of the Faribault School District in 1964, which governed it until 1992. Faribault merged with two technical colleges in Austin and Rochester, Minnesota and became eligible to award degrees as Minnesota Riverland Technical College.

In 1995, Minnesota legislation created the Minnesota State Colleges and Universities (MnSCU) system, putting all state community colleges, technical colleges, and universities under a single governing board. This legislation led to the North Mankato and Faribault campuses joining forces thus creating South Central Technical College.

In 2005, South Central College received approval to expand its mission and become a comprehensive community and technical college under the name of South Central College. This approval allowed SCC to provide an Associate of Arts Degree in Liberal Arts and Sciences in addition to more than 50 career and professional programs.

South Central College reaffirmed its mission and vision through a new strategic planning process which started as part of the college's 2015-2017 strategic planning process. In 2016 the strategic plan was extended to 2019.

In 2018, South Central College embarked on a yearlong strategic planning process designed to engage internal and external stakeholders, leveraging a mixed method research approach to gain feedback and buy-in throughout. In 2019, the college community affirmed the new strategic plan, its priorities, goals, key performance indicators and mission, vision, and value statements.

The revised mission and vision statements, designed to meet the criteria identified in Board Policy 3.24 Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements was ratified by the BOT on November 21, 2019.

ACCREDITATION

South Central College (SCC) is accredited by the Higher Learning Commission (HLC).

info@hlcommission.org

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
1-800-621-7440

Several programs at SCC have accreditation and certifications by external agencies. These agencies have published standards, evaluation criteria, and established methods of evaluation.

Automotive Services: Automotive Service Excellence (ASE) Education Foundation

Auto Body and Collision Technology – Automotive Service Excellence (ASE) and Inter-industry Conference on Auto Collision Repair (I-CAR) student certification 6H rule spray certification

Carpentry – OSHA Training

Culinary Arts – ServSafe Foodservice Manager Certification

Dental Assisting: Commission on Dental Accreditation (CODA)

Emergency Medical Technician: National Registry of EMT

Heating, Ventilation, Air Conditioning/Refrigeration – EPA certification

Intensive Care Paramedic: National Registry of EMT, Commission on Accreditation of Allied Health Education Programs, and Committee on Accreditation of Educational Programs for the EMS Professions

Machine Tool Technology:

- OSHA 10-hour certification
- National Institute for Metalworking Skills (NIMS) credentials certify a student's skills as measured against NIMS standards. Credentials include:
 - CNC Milling: Operator
 - CNC Milling: Programming Setup & Operations
 - CNC Turning: Operator
 - CNC Turning: Programming Setup & Operations
 - Drill Press Skills I
 - Grinding Skills I
 - Job Planning, Benchwork & Layout
 - Manual Milling Skills I
 - Measurement, Materials & Safety
 - Turning Operations: Turning Between Centers
 - Turning Operations: Turning Chucking Skills

Mechatronics Engineering Technology - Certified Production Technology, Fanuc Robotics Programming Level 1 CERT, ABB Robotics SMART Certification, KUKA Robotics KORE Certification

Medical Assisting: Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Medical Laboratory Technician: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

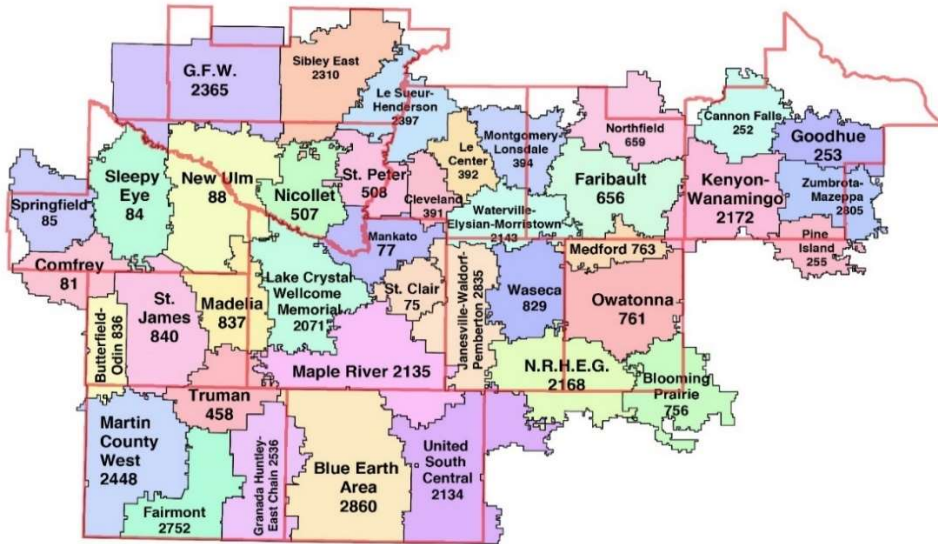
Nursing – Accrediting Commission for Education in Nursing (ACEN) and Minnesota Board of Nursing

Nursing Assistant – Minnesota Department of Health

Welding – American Welding Society (AWS) D1.1 Qualification

SOUTH CENTRAL COLLEGE REGION

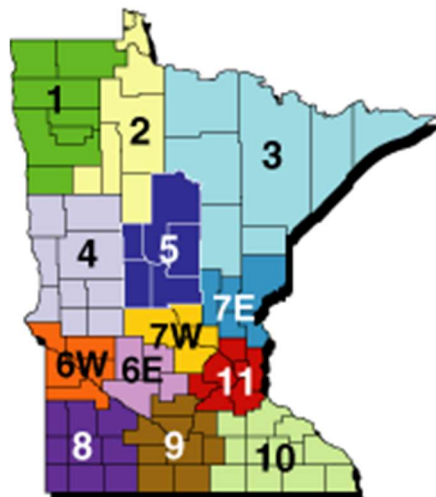
South Central College delivers academic programming on campus, online and via interactive television to students primarily from a twelve-county area surrounding the Faribault and North Mankato campuses. In addition, SCC operates Farm Business Management offices in approximately 10 area cities. Customized Workforce Education provides southern Minnesota businesses with customized training.



The SCC surrounding area includes the following 12 counties (outlined in red in the map above): Blue Earth, Brown, Faribault, Goodhue, LeSueur, Martin, Nicollet, Rice, Sibley, Steele, Waseca and Watonwan.

The Top Ten feeder school districts include Mankato/North Mankato, Faribault, Montgomery, New Ulm, Saint Peter, and Owatonna. This area also covers 39 school districts.

The 12 counties in the SCC surrounding area are located within Minnesota Economic Development Regions (EDR) 9 and 10:



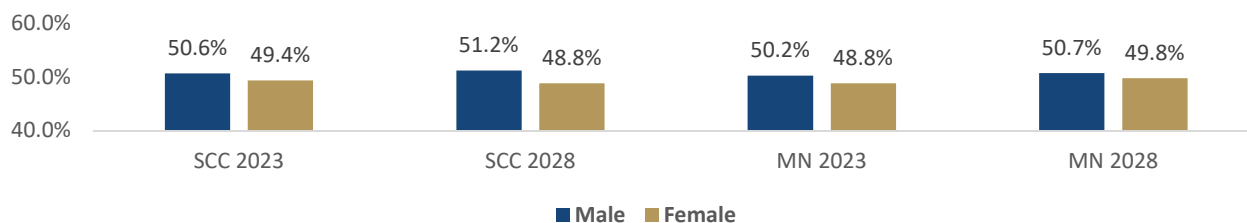
SCC SURROUNDING AREA DEMOGRAPHICS

South Central College utilizes Lightcast, a labor market analytics tool, to review current and projected demographic information for the geographic area served. The ability to study demographic trends and future projections provides SCC a better context to drive meaningful decisions.

Population by Gender – SCC Area and Minnesota

	SCC Surrounding Area:				Minnesota:			
	2023 Population	2028 Population	% Change 2023-28	2028 % of Cohort	2023 Population	2028 Population	% Change 2023-28	2028 % of Cohort
Males	200,752	209,733	4%	51.18%	2,901,117	2,995,566	3%	50.71%
Females	195,694	200,024	2%	48.82%	2,873,750	2,911,997	1%	49.29%
Total	396,446	409,758	3%	100.00%	5,774,868	5,907,563	2%	100.00%

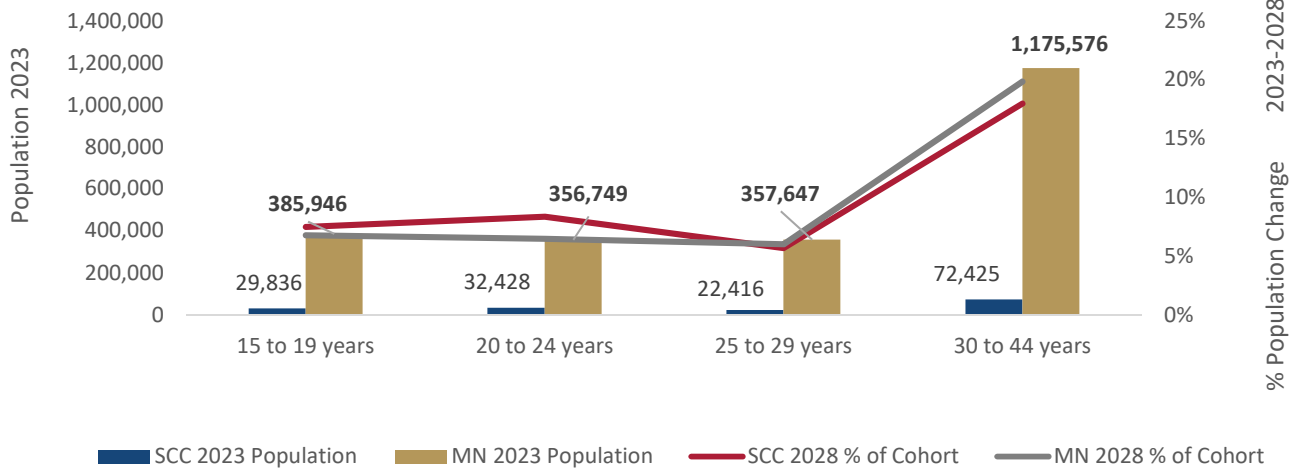
Percent of Population by Gender, SCC & MN, 2023 & 2028



Population by Age Group – SCC Area and Minnesota

	SCC Surrounding Area			Minnesota		
	SCC 2023 Population	SCC 2028 Population	SCC 2028 % of Cohort	MN 2023 Population	MN 2028 Population	MN 2028 % of Cohort
Under 5 to 14 years	70,711	70,532	17.21%	1,083,922	1,061,963	17.98%
15 to 19 years	29,836	30,610	7.47%	385,946	400,004	6.77%
20 to 24 years	32,428	34,247	8.36%	356,749	382,527	6.48%
25 to 29 years	22,416	23,257	5.68%	357,647	354,356	6.00%
30 to 44 years	72,425	73,663	17.98%	1,175,576	1,173,016	19.86%
45+ years	168,629	177,449	43.31%	2,415,027	2,535,697	42.92%
Total	396,446	409,758	100.00%	5,774,868	5,907,563	100.00%

Population by Age Group 2023 & 2028 - SCC Area and Minnesota



Population by Race/Ethnicity – SCC Area and Minnesota

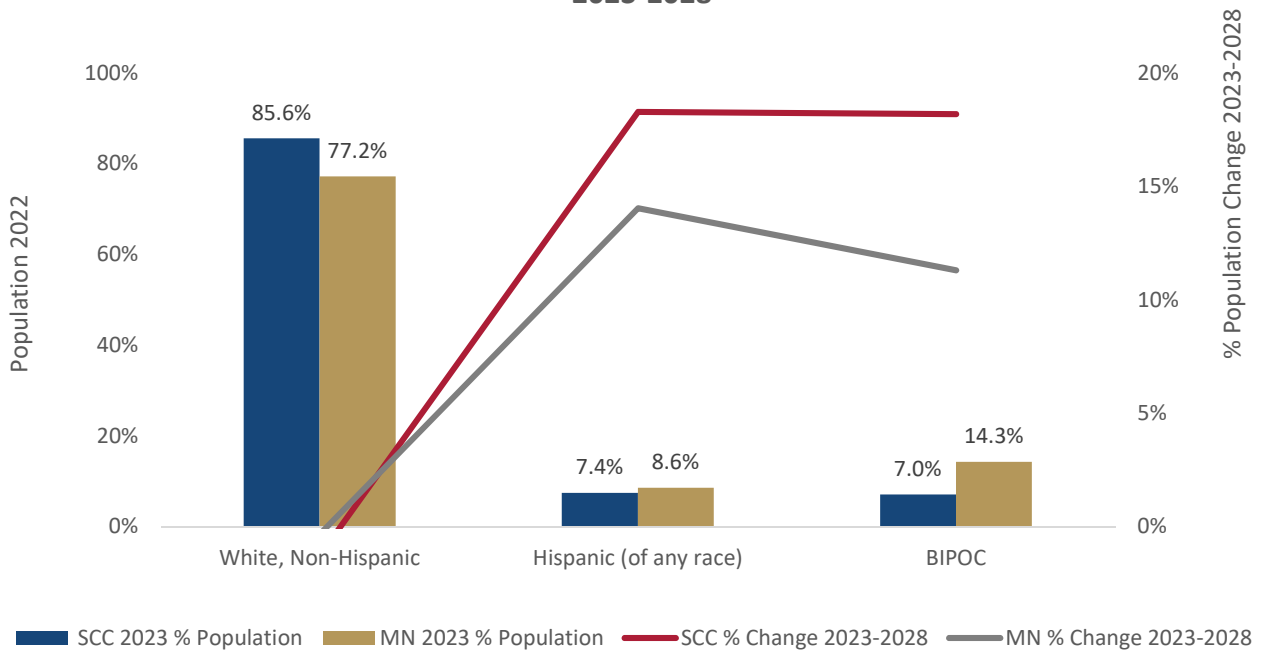
SCC Surrounding area:

	SCC 2023 Population	SCC 2023 % of Population	SCC 2028 Population	SCC 2028 % of Population	SCC % Change 2023-2028
White, Non-Hispanic	339,225	85.6%	342,100	83.5%	0.8%
Black, Non-Hispanic	25,767	6.5%	29,738	7.3%	15.4%
Asian, Non-Hispanic	13,267	3.3%	15,263	3.7%	15.0%
White, Hispanic	6,607	1.7%	8,243	2.0%	24.8%
Two or More Races, Non-Hispanic	5,703	1.4%	6,582	1.6%	15.4%
American Indian or Alaskan Native, Non-Hispanic	1,999	0.5%	2,375	0.6%	18.8%
American Indian or Alaskan Native, Hispanic	1,218	0.3%	1,585	0.4%	30.1%
Two or More Races, Hispanic	1,072	0.3%	1,514	0.4%	41.2%
Black, Hispanic	799	0.2%	1,119	0.3%	40.1%
Asian, Hispanic	359	0.1%	543	0.1%	51.4%
Native Hawaiian or Pacific Islander, Non-Hispanic	324	0.1%	513	0.1%	58.4%
Native Hawaiian or Pacific Islander, Hispanic	104	0.0%	184	0.0%	76.1%
Total	396,446	100.0%	409,758	100.0%	3.4%

Minnesota:

	MN 2023 Population	MN 2023 % of Population	MN 2028 Population	MN 2028 % of Population	MN % Change 2023-2028
White, Non-Hispanic	4,457,053	77.2%	4,427,184	74.9%	-0.7%
Black, Non-Hispanic	433,592	7.5%	490,673	8.3%	13.2%
Asian, Non-Hispanic	315,388	5.5%	342,557	5.8%	8.6%
White, Hispanic	293,245	5.1%	330,212	5.6%	12.6%
Two or More Races, Non-Hispanic	148,496	2.6%	172,027	2.9%	15.8%
American Indian or Alaskan Native, Non-Hispanic	62,443	1.1%	66,535	1.1%	6.6%
American Indian or Alaskan Native, Hispanic	19,613	0.3%	22,681	0.4%	15.6%
Two or More Races, Hispanic	19,202	0.3%	23,512	0.4%	22.4%
Black, Hispanic	15,252	0.3%	18,285	0.3%	19.9%
Asian, Hispanic	4,743	0.1%	5,948	0.1%	25.4%
Native Hawaiian or Pacific Islander, Non-Hispanic	4,078	0.1%	5,486	0.1%	34.5%
Native Hawaiian or Pacific Islander, Hispanic	1,765	0.0%	2,461	0.0%	39.5%
Total	5,774,868	100.0%	5,907,563	100.0%	2.3%

Population by Race/Ethnicity - SCC Surrounding Area and Minnesota - 2023-2028



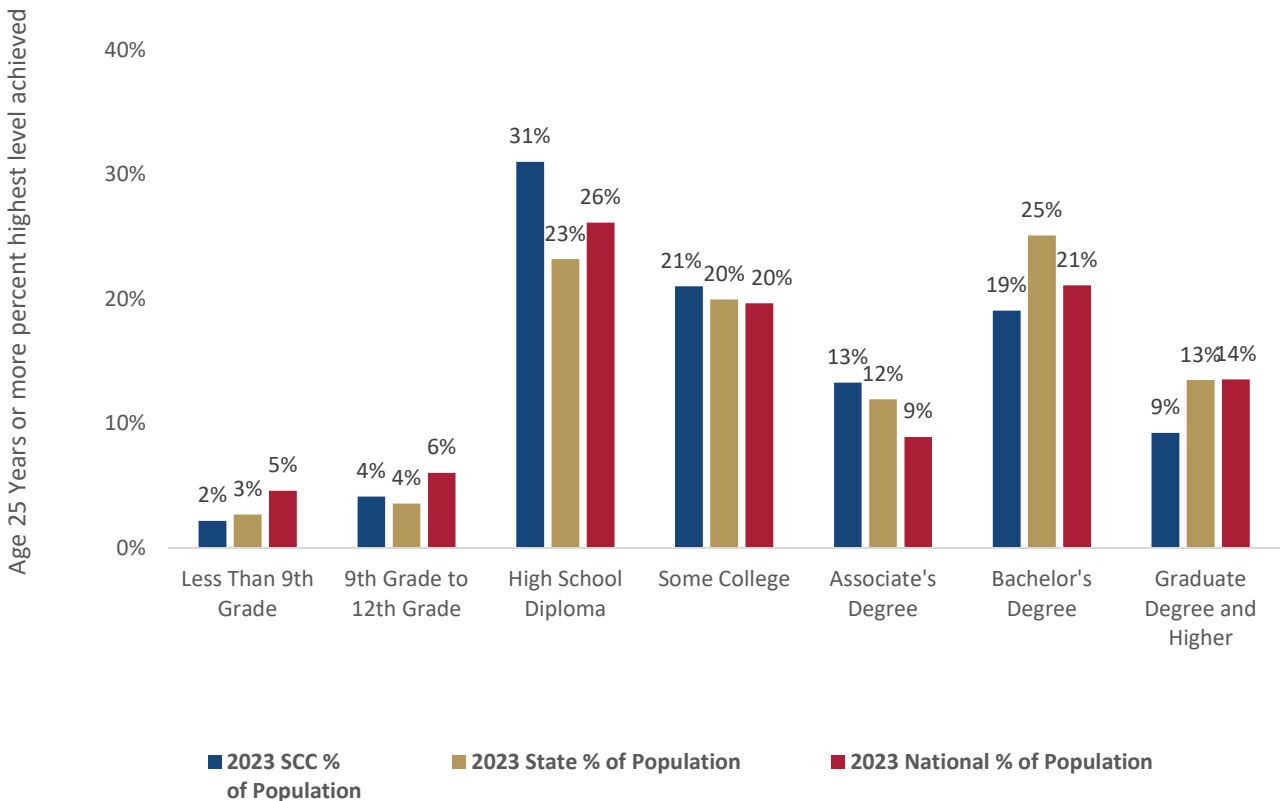
Note: BIPOC = Black, Indigenous, People of Color

Educational Attainment – SCC Surrounding Area, Minnesota, National

Educational attainment data cover only the population aged 25 years or more and indicate the highest level achieved.

	SCC 2023 Population	SCC 2028 Population	2023 SCC % of Population	2023 State % of Population	2023 National % of Population
Less Than 9th Grade	5,815	5,169	2%	3%	5%
9th Grade to 12th Grade	10,931	10,884	4%	4%	6%
High School Diploma	81,723	82,725	31%	23%	26%
Some College	55,372	56,172	21%	20%	20%
Associate's Degree	35,000	38,430	13%	12%	9%
Bachelor's Degree	50,211	53,907	19%	25%	21%
Graduate Degree and Higher	24,418	27,084	9%	13%	14%
Total:	263,470	274,369	100%	100%	100%

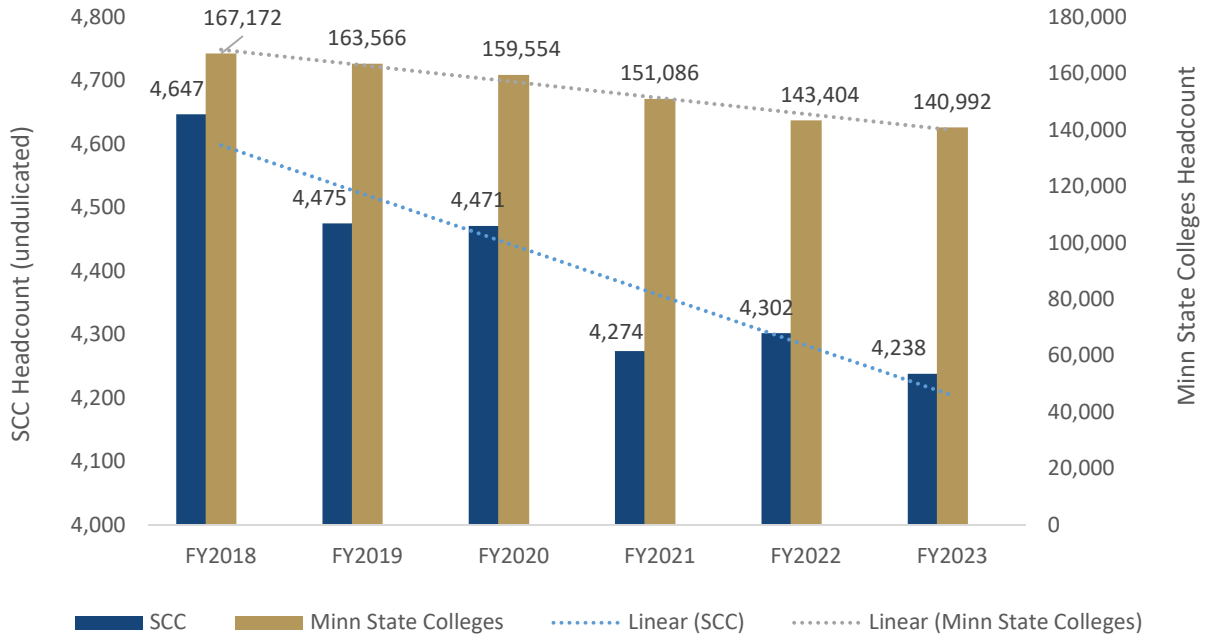
Educational Attainment - SCC Area, Minnesota, National



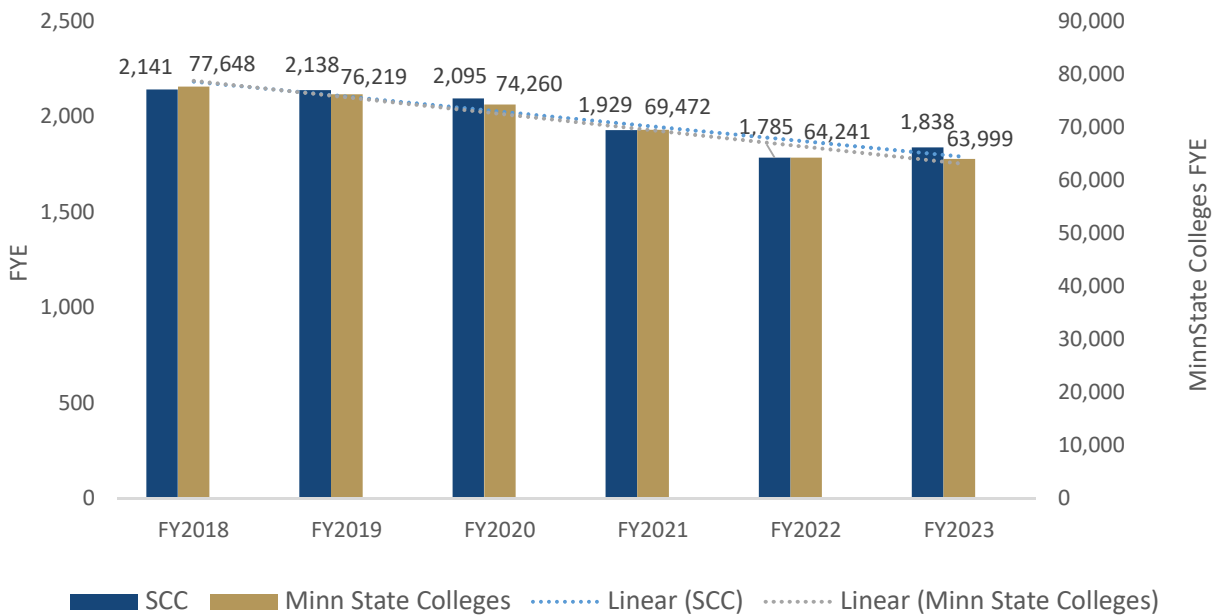
Source: Lightcast Q3 2022

STUDENT ENROLLMENT

Headcount (unduplicated)

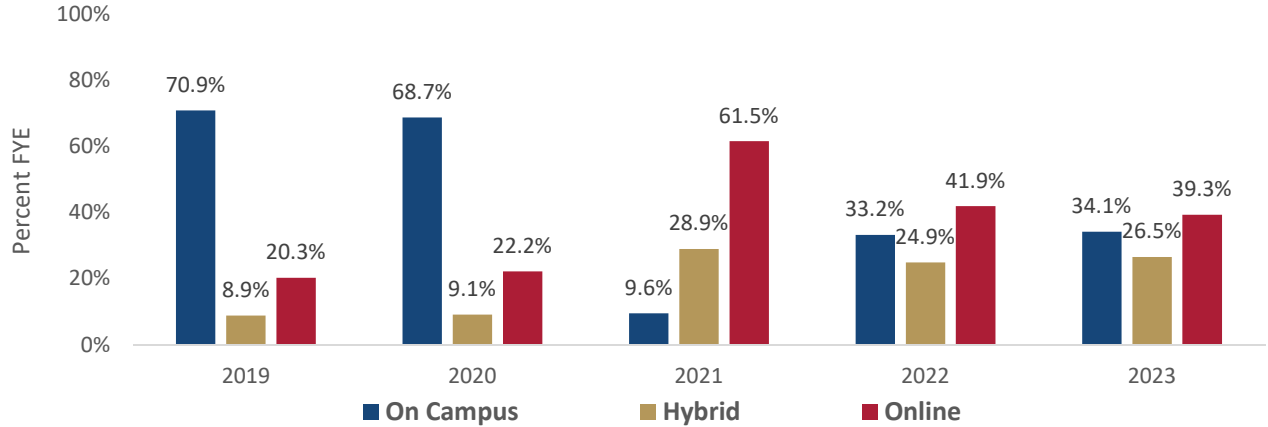


Full Year Equivalent (FYE)

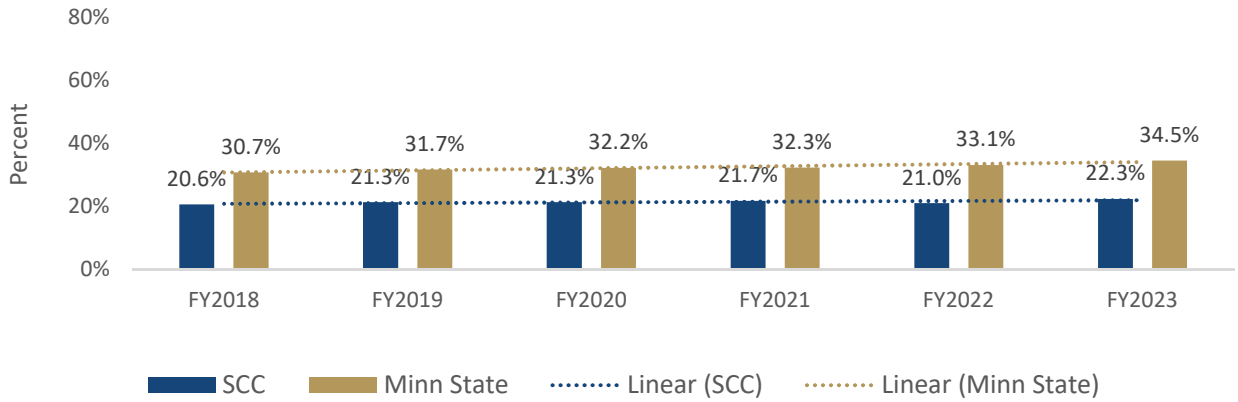


Source: ASA All Access Reporting

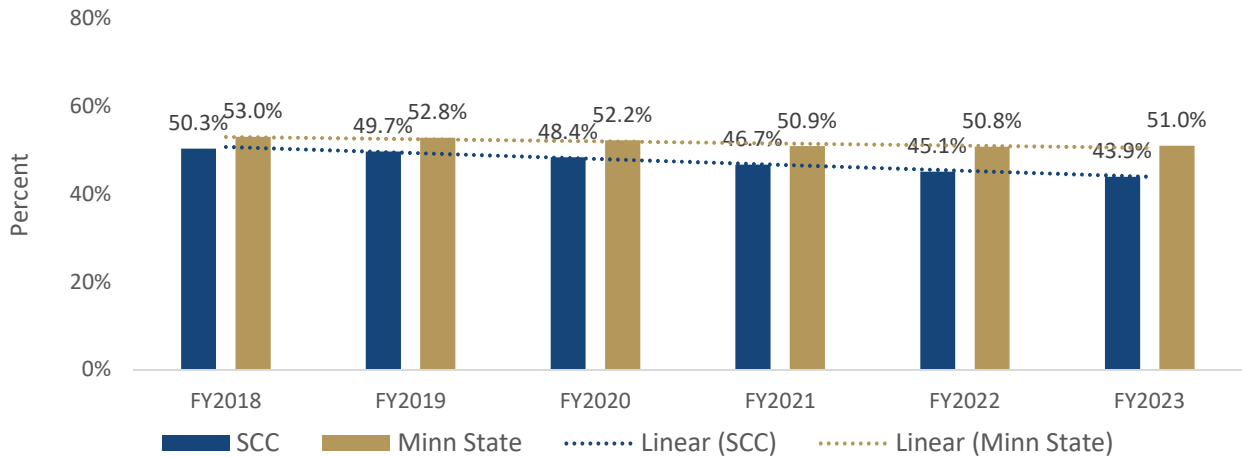
FYE by Delivery Method



Percent of Headcount - Student of Color

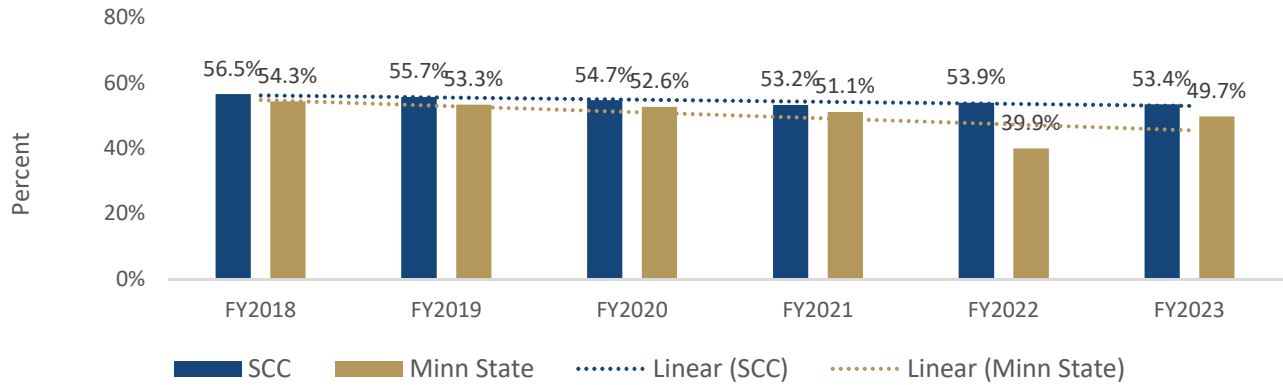


Percent of Headcount - Underrepresented

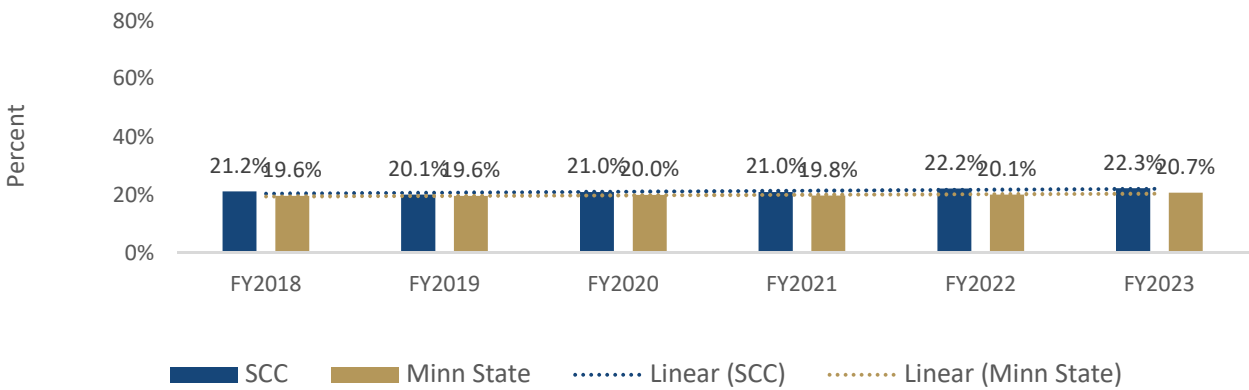


Source: ASA All Access Report

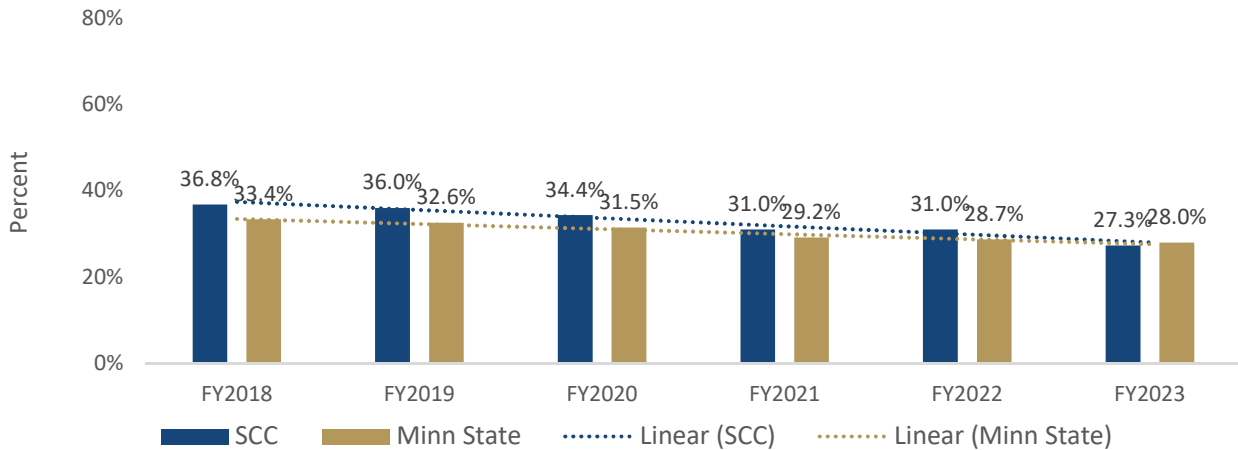
Percent of Headcount - First Generation: Federal Definition



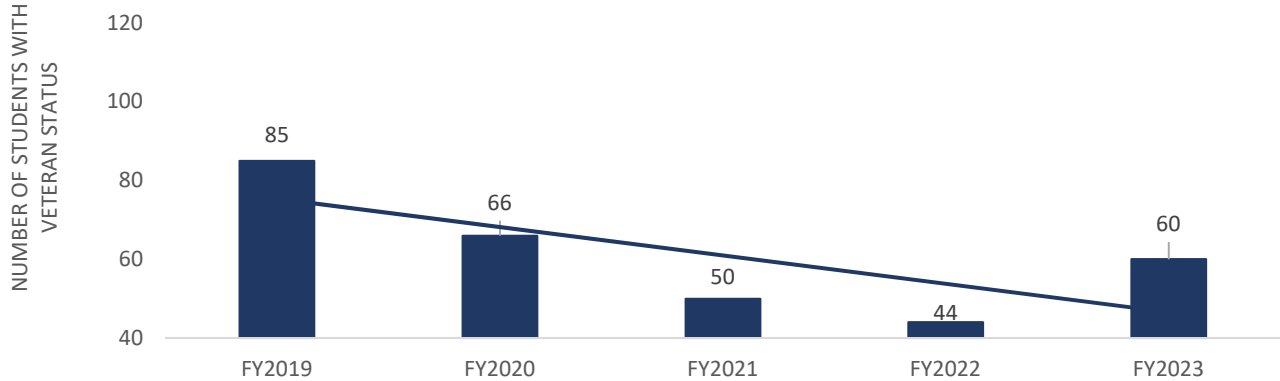
Percent of Headcount - First Generation: Minn Definition



Percent of Headcount - Pell Eligible



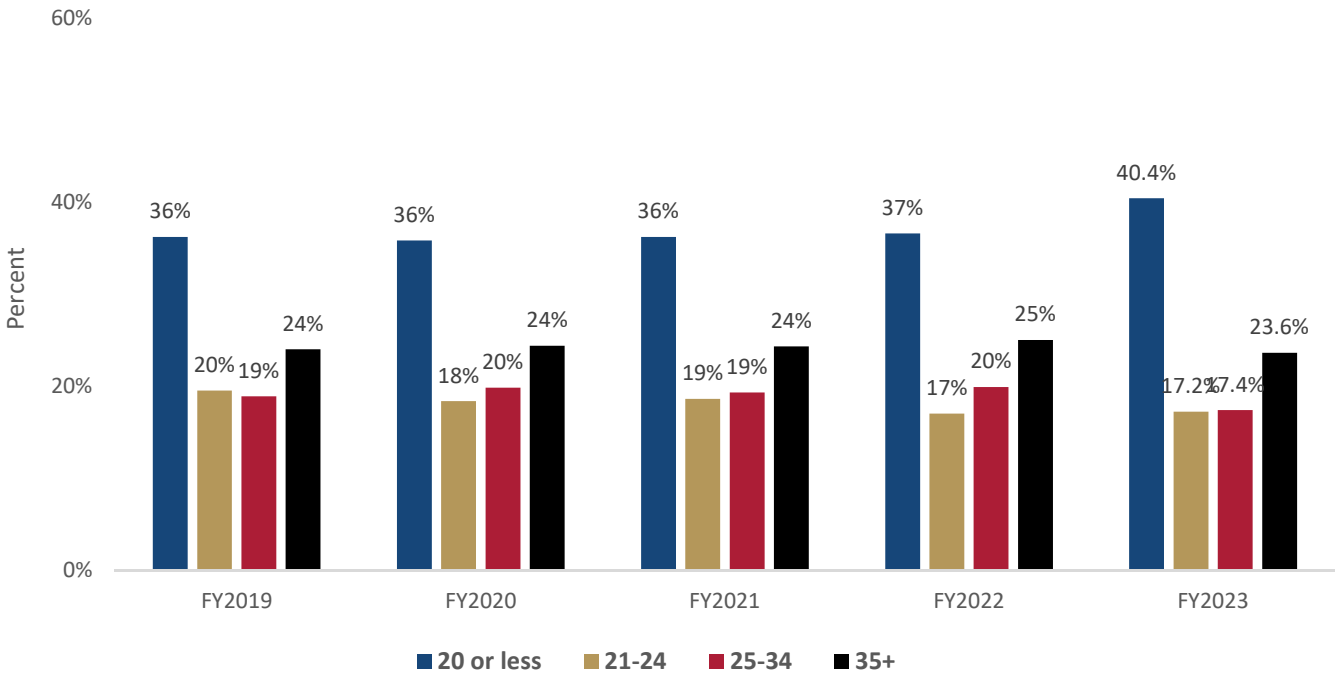
Number of Students with Veteran Status



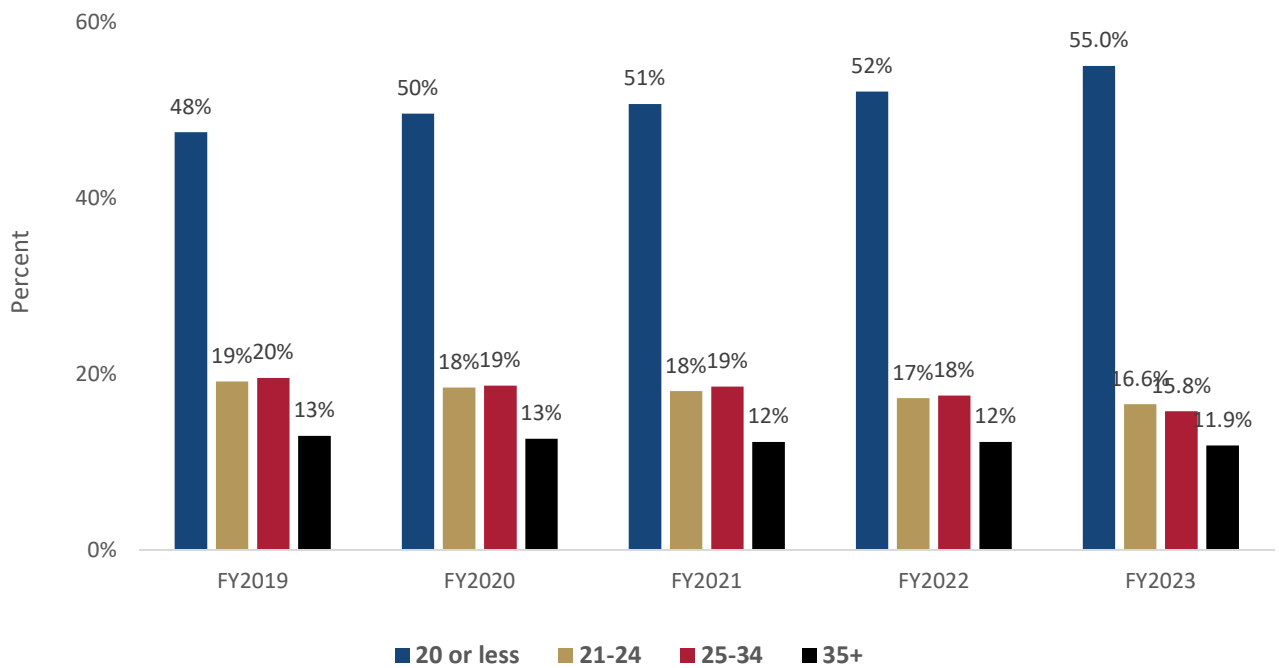
Enrollment by Age

	FY2019		FY2020		FY2021		FY2022		FY2023	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
South Central College										
18 or less	709	15.8%	715	16.0%	768	18.0%	811	18.9%	994	23.5%
19 - 20	911	20.4%	886	19.8%	779	18.2%	763	17.7%	715	16.9%
21 - 24	872	19.5%	821	18.4%	796	18.6%	732	17.0%	728	17.2%
25 - 34	845	18.9%	886	19.8%	827	19.3%	857	19.9%	739	17.4%
35 - 44	460	10.3%	506	11.3%	496	11.6%	545	12.7%	469	11.1%
45 - 54	297	6.6%	291	6.5%	275	6.4%	268	6.2%	252	5.9%
55+	302	6.7%	293	6.6%	269	6.3%	264	6.1%	278	6.6%
Unknown	79	1.8%	73	1.6%	64	1.5%	62	1.4%	63	1.5%
Total	4,475	100.0%	4,471	100.0%	4,274	99.9%	4,302	99.90%	4,238	100.00%
Minn State Colleges										
18 or less	47,034	28.8%	49,158	30.8%	48,427	32.1%	48,540	33.8%	51,733	36.7%
19 - 20	30,544	18.7%	29,988	18.8%	28,037	18.6%	26,234	18.3%	25,738	18.3%
21 - 24	31,479	19.2%	29,479	18.5%	27,275	18.1%	24,841	17.3%	23,450	16.6%
25 - 34	31,980	19.6%	29,856	18.7%	28,067	18.6%	25,302	17.6%	22,339	15.8%
35 - 44	12,641	7.7%	11,906	7.5%	11,139	7.4%	10,722	7.5%	9,976	7.1%
45 - 54	5,681	3.5%	5,212	3.3%	4,617	3.1%	4,336	3.0%	4,153	2.9%
55+	3,219	2.0%	3,107	1.9%	2,671	1.8%	2,641	1.8%	2,661	1.9%
Unknown	988	0.6%	848	0.5%	852	0.6%	788	0.5%	902	0.6%
Total	163,566	100.0%	159,554	100.0%	151,085	100.0%	143,404	99.8%	140,952	99.9%

Percent of Headcount by Age - South Central College

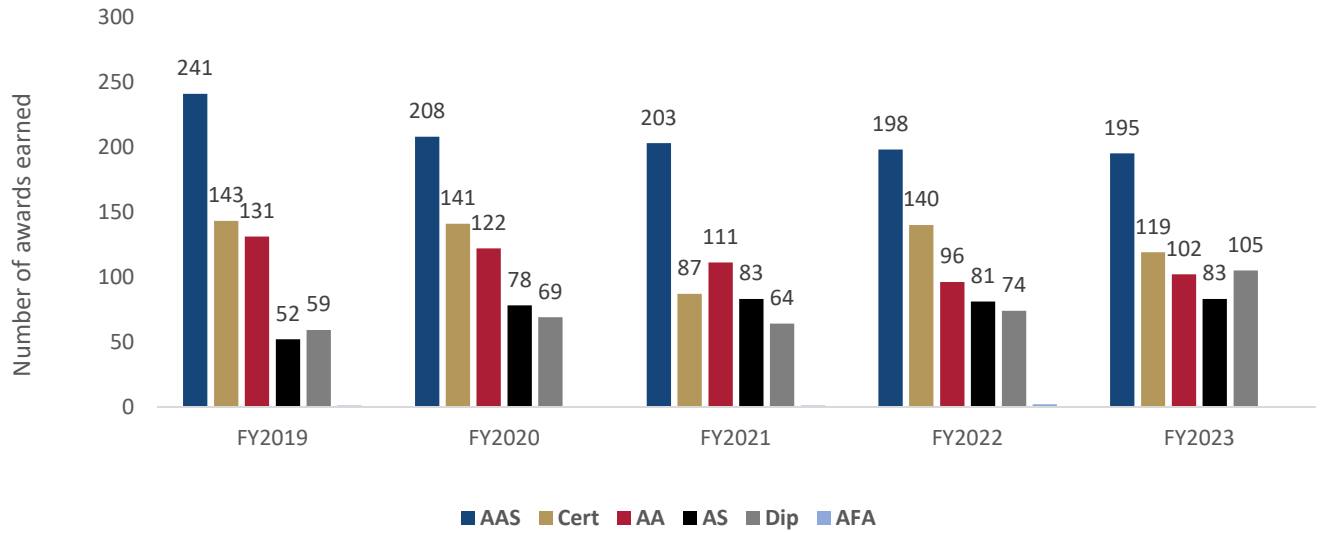


Percent of Headcount by Age - Minn State Colleges

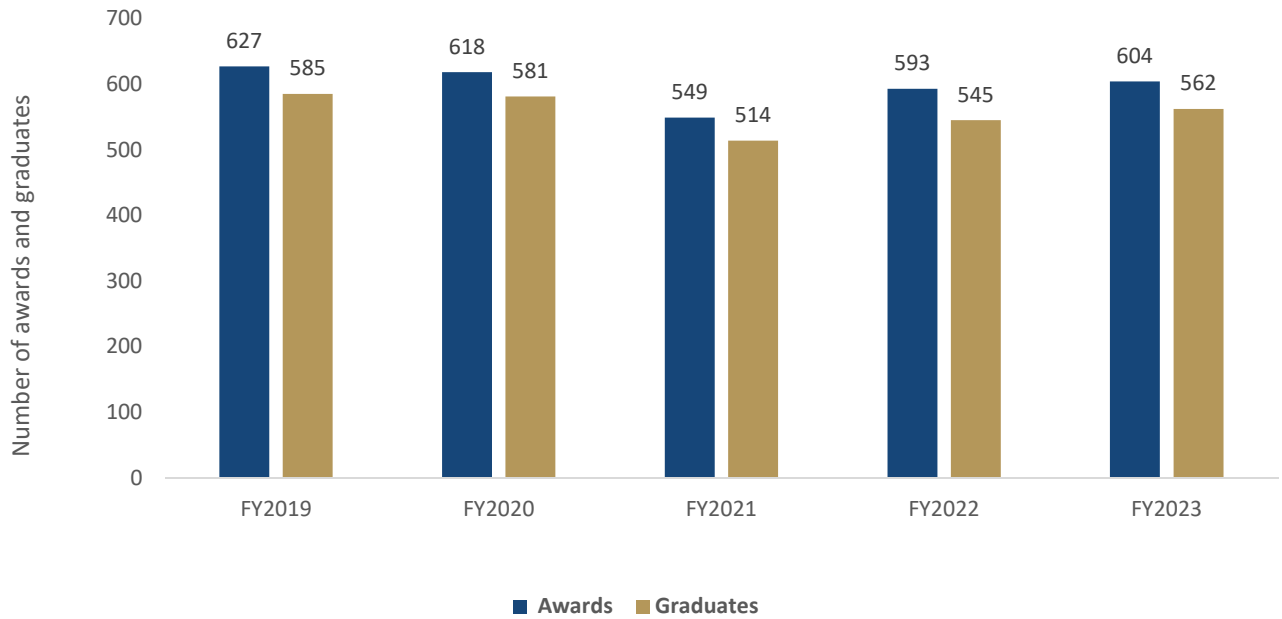


STUDENT ACHIEVEMENT

Number of Awards Earned by Fiscal Year



Total Number of Awards and Graduates



SOURCE: ASA ALL ACCESS REPORTING

STUDENT SUCCESS

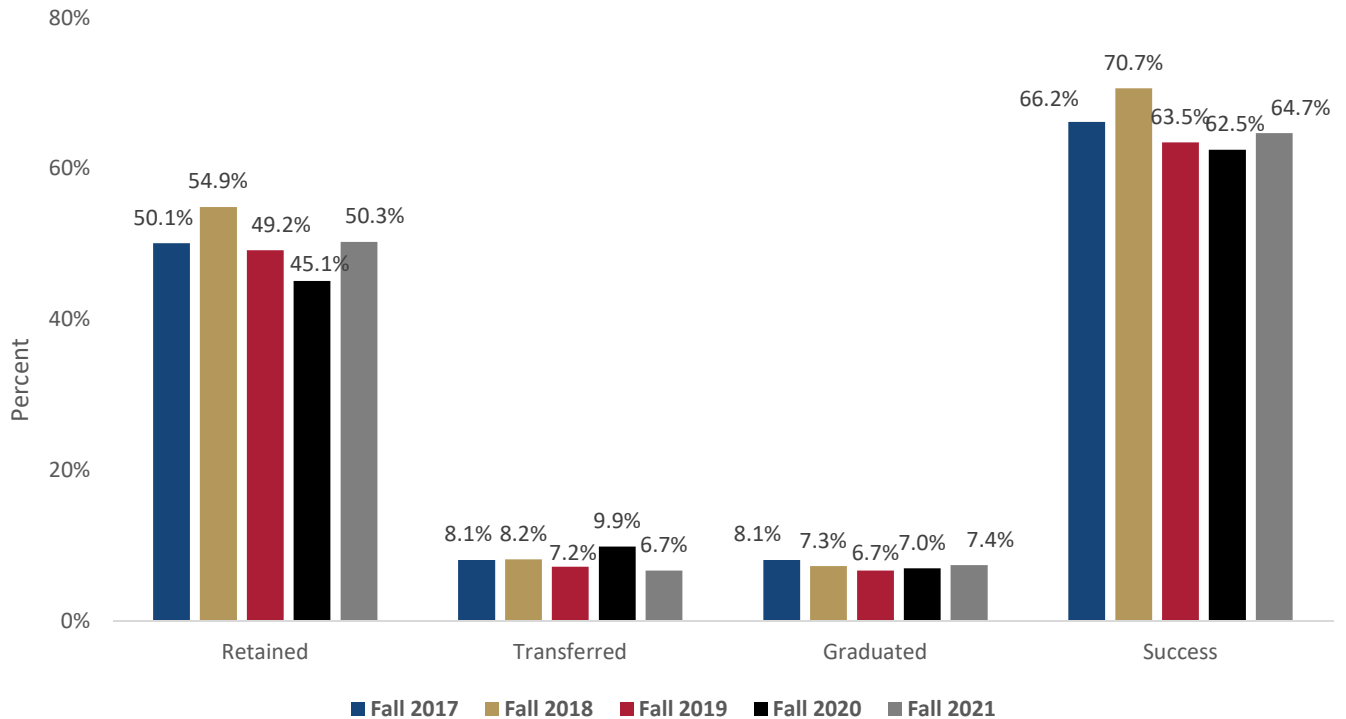
Student Persistence and Completion (a lagging indicator of student success):

Students are grouped in cohorts to facilitate the tracking of retention, transfer, graduation and transfer/graduation rates. Each cohort refers to the Fall semester that the student first enrolled at South Central College. The definition of a successful student is a student who is either retained, transferred, graduated, or transferred and then subsequently graduated from another institution by the second fall term following original fall enrollment.

Entering cohort	# of students	Retained	Transferred	Graduated	Transfer Graduated	Success
Fall 2017	621	50.1%	8.1	8.1%	*	66.2%
Fall 2018	661	54.9%	8.2%	7.3%	0.3%	70.7%
Fall 2019	594	49.2%	7.2%	6.7%	0.2%	63.5%
Fall 2020	525	45.1%	9.9%	7.0%	0.4%	62.5%
Fall 2021	431	50.3%	6.7%	7.4%	0.2%	64.7%

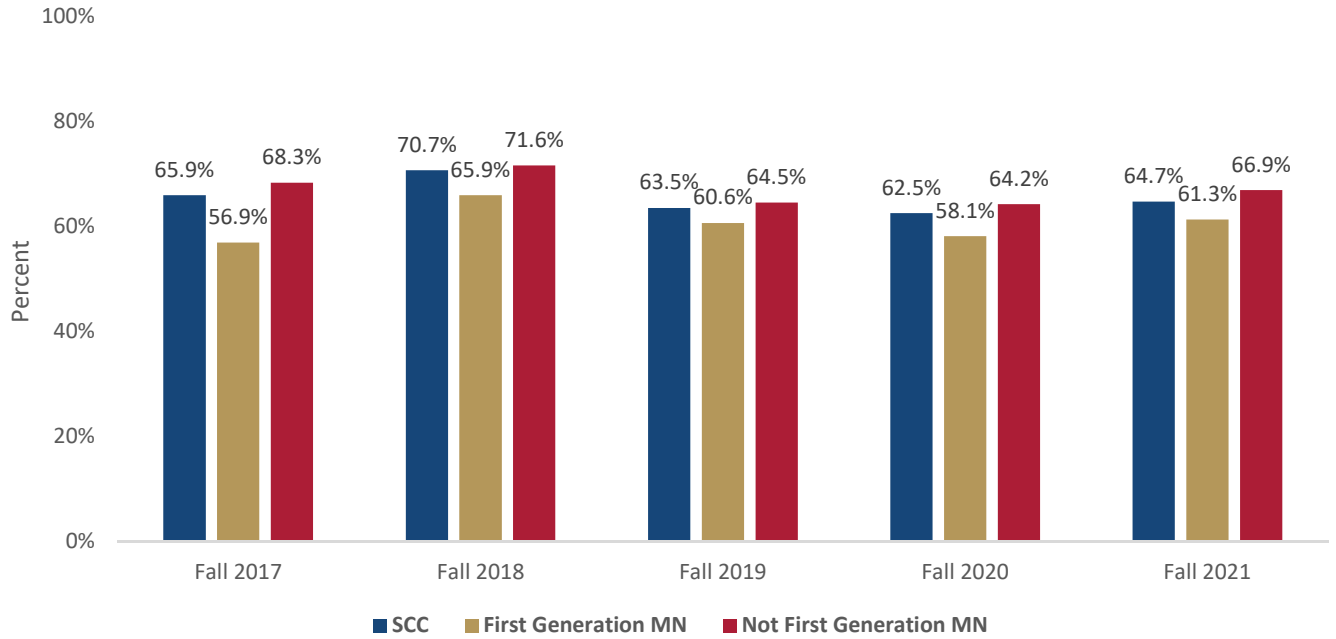
SOURCE: MINN STATE STUDENT PERSISTENCE AND COMPLETION AND ENROLLMENT REPORT

Retention, Transfer, Graduation, and Success Rates

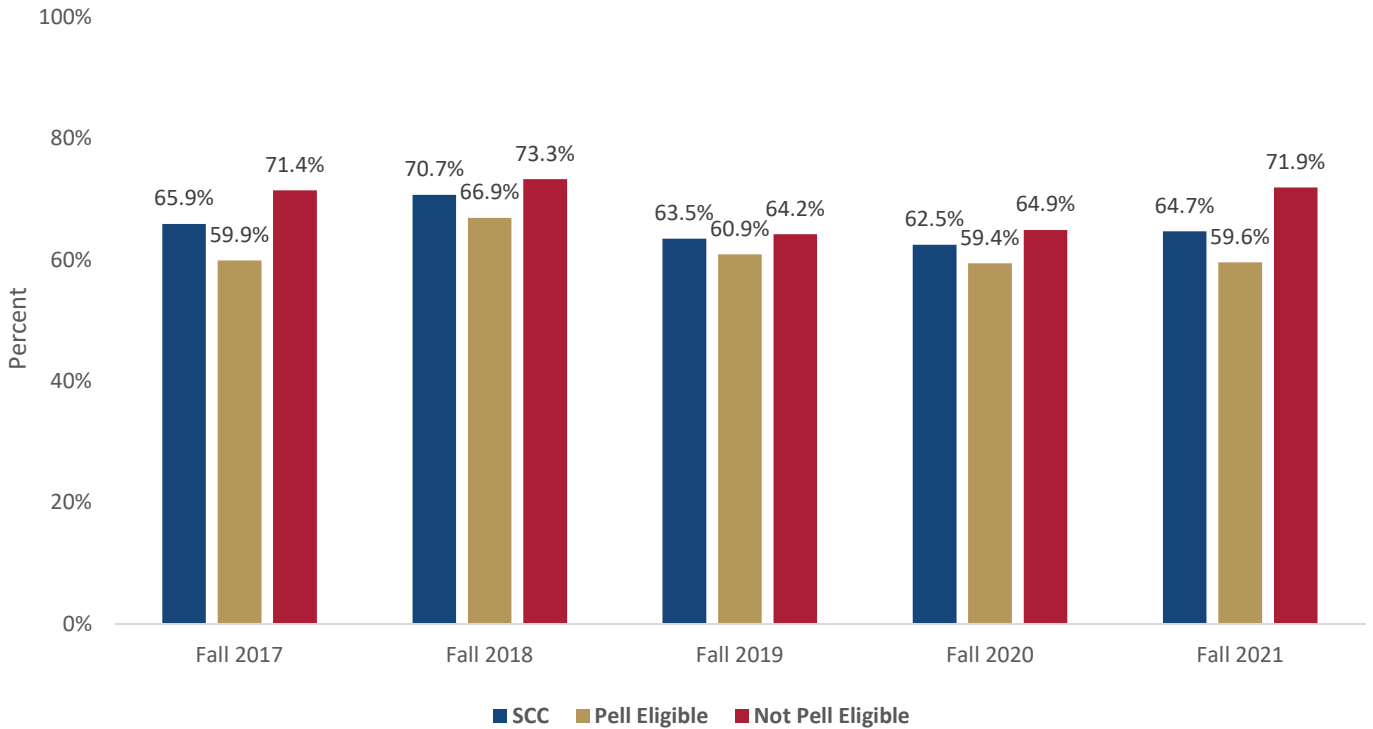


Student success by populations:

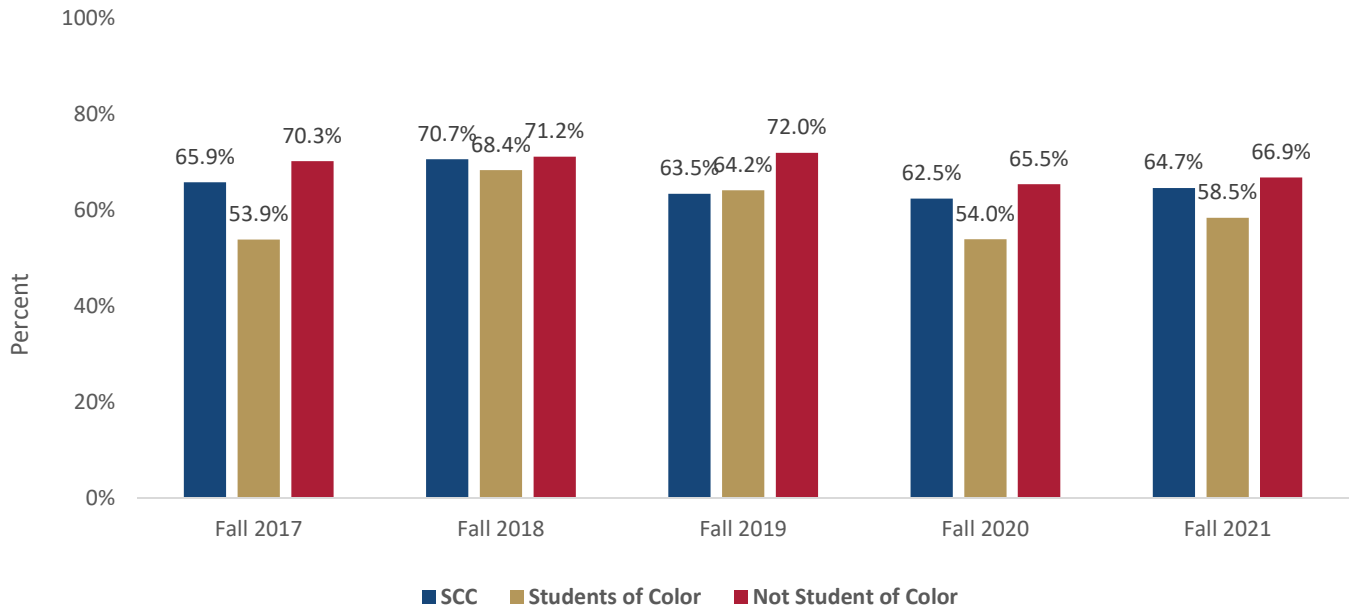
Student Success - First Generation - MN



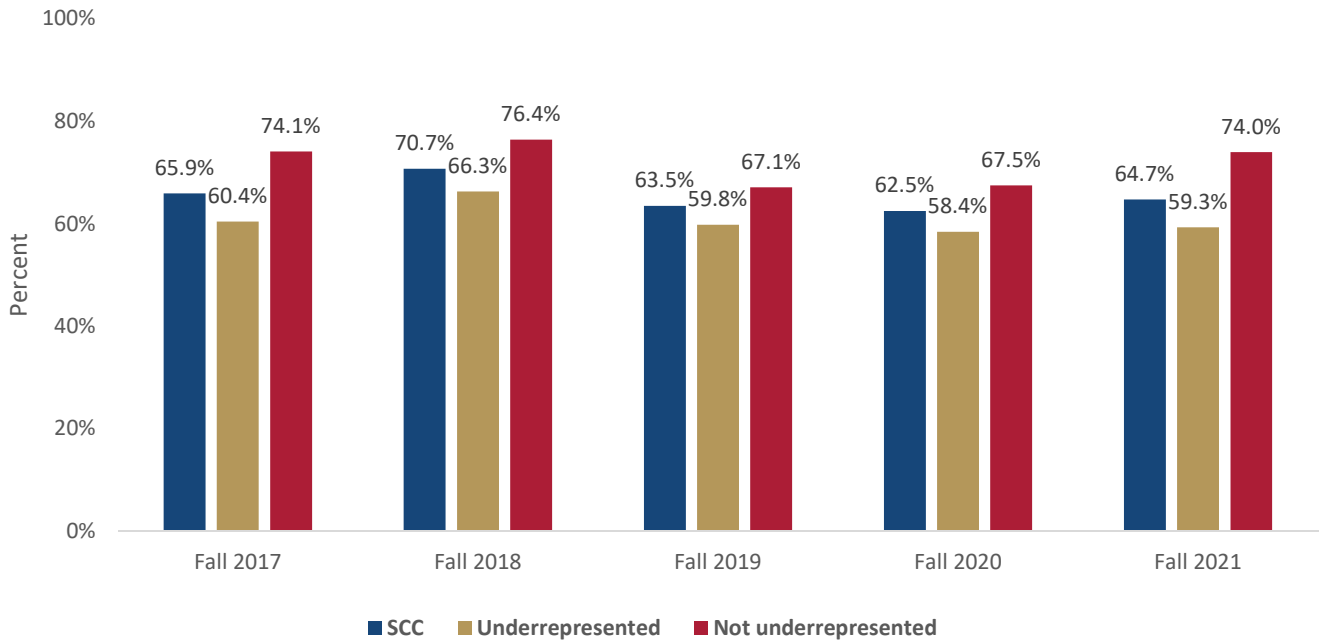
Student Success - Pell Eligible



Student Success - Student of Color



Student Success - Underrepresented



Source: Student Persistence and Completion Power BI Reporting

THREE-YEAR COMPLETION/TRANSFER RATE – The three-year completion/transfer rate is the percentage of an entering cohort of full-time undergraduate regular and transfer students that has persisted or completed. It is measured as fall-entering students who have completed or transfer by the end of the third Spring after entry into the college. Completion/transfer is also a lagging indicator of student success.

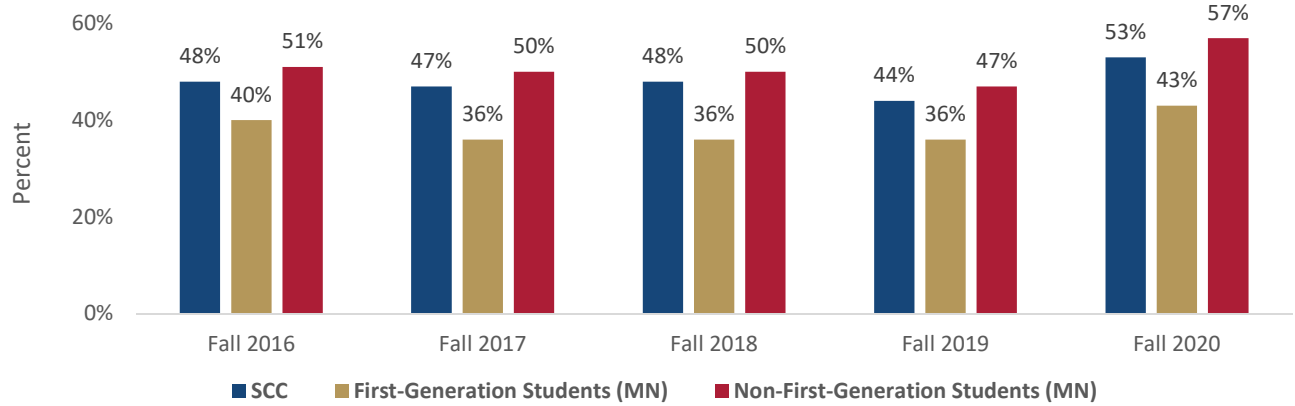
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
SCC	48%	47%	48%	44%	53%
First-Generation Students (MN)	40%	36%	36%	36%	43%
Non-First-Generation Students (MN)	51%	50%	50%	47%	57%
Pell-Eligible Students	44%	39%	42%	40%	49%
Non-Pell-Eligible Students	49%	55%	54%	48%	54%
Am Indian/Alaska Native	*	80%	50%	*	*
Asian	25%	50%	33%	53%	50%
Black or African American	48%	39%	35%	38%	48%
Hispanic of any race	38%	34%	43%	39%	37%
Hawaiian or Pac Islander	50%	*	*	*	*
Two or more races	36%	46%	48%	23%	27%
White	50%	50%	50%	46%	57%

* suppressed due to small numbers

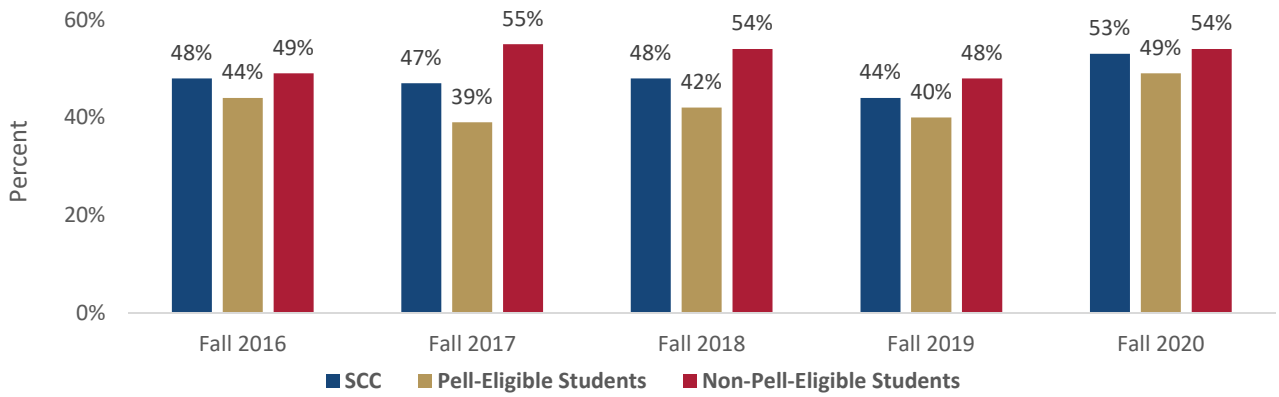
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
SCC	48%	47%	48%	44%	53%
Female	48%	43%	47%	46%	55%
Male	48%	51%	48%	42%	50%
18 or less	50%	48%	46%	42%	52%
19-20	46%	44%	46%	44%	55%
21-24	44%	52%	51%	49%	57%
25-34	42%	46%	49%	46%	43%
35-44	53%	45%	63%	42%	55%
45-54	67%	56%	22%	73%	50%
55+	100%	40%	33%	*	*

* suppressed due to small numbers

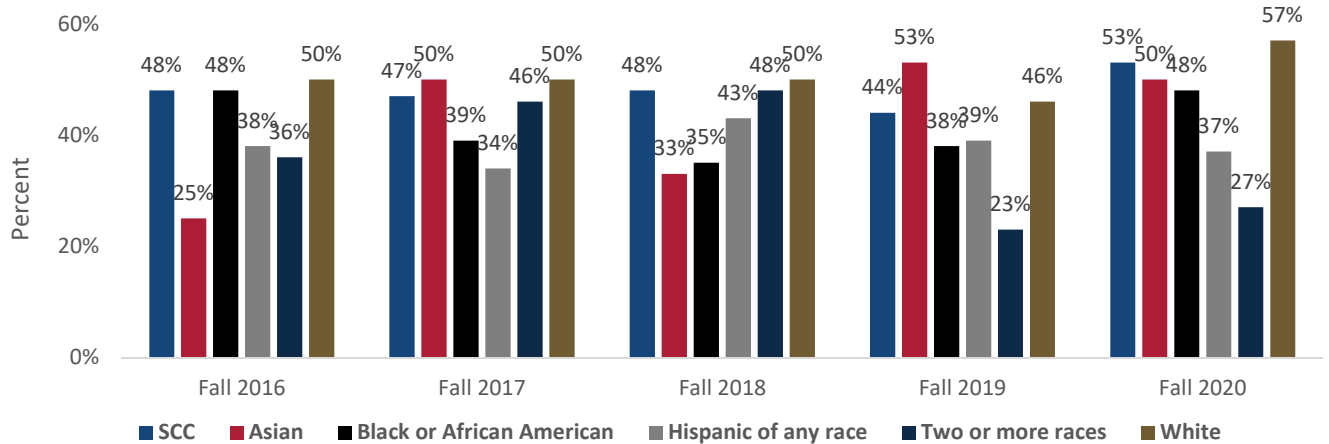
Three-Year Completion/Transfer Rate by First Generation Status



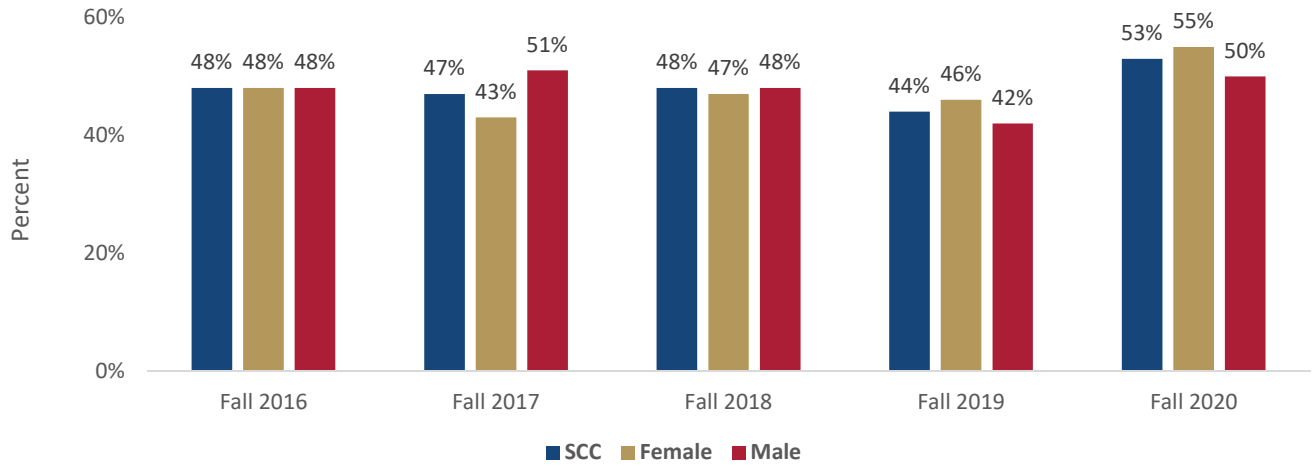
Three-Year Completion/Transfer Rate by Pell Eligibility Status



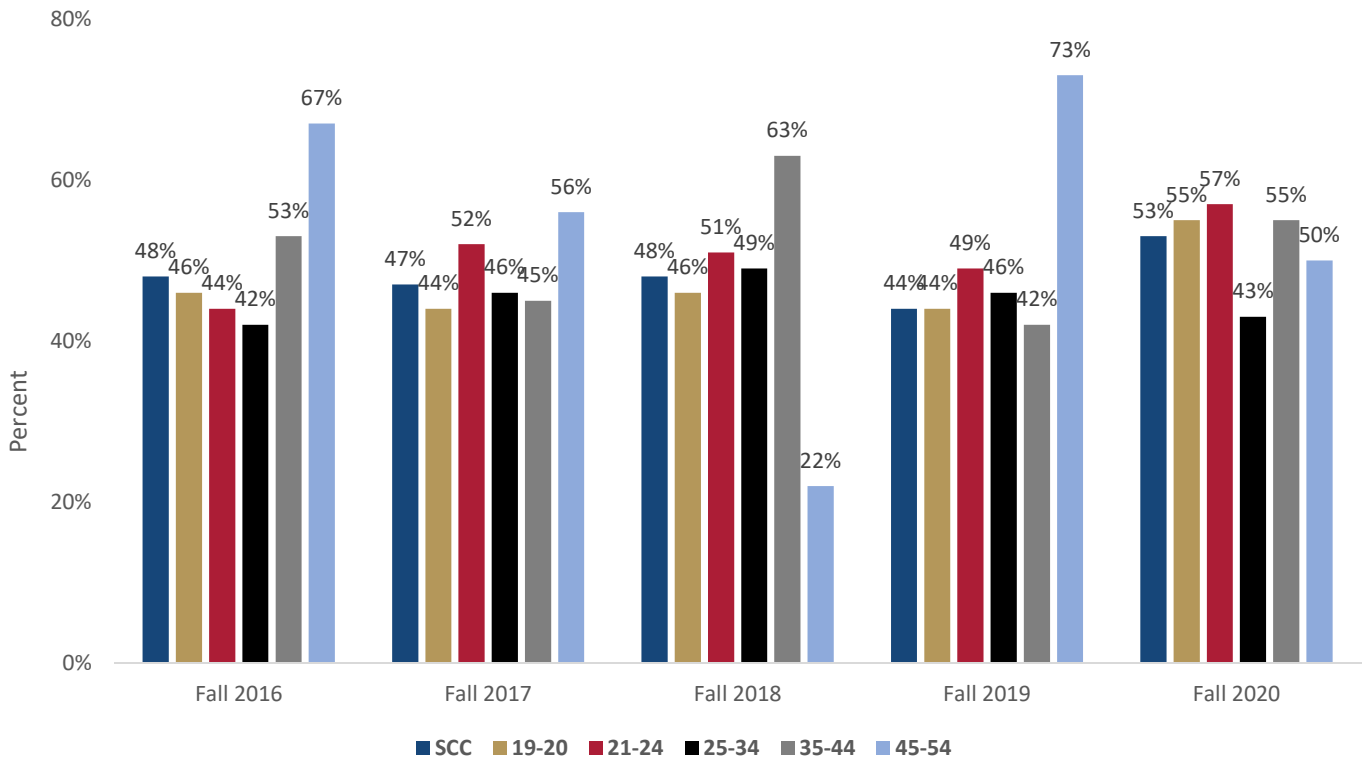
Three-Year Completion/Transfer Rate by Race/Ethnicity



Three-Year Completion/Transfer Rate by Gender

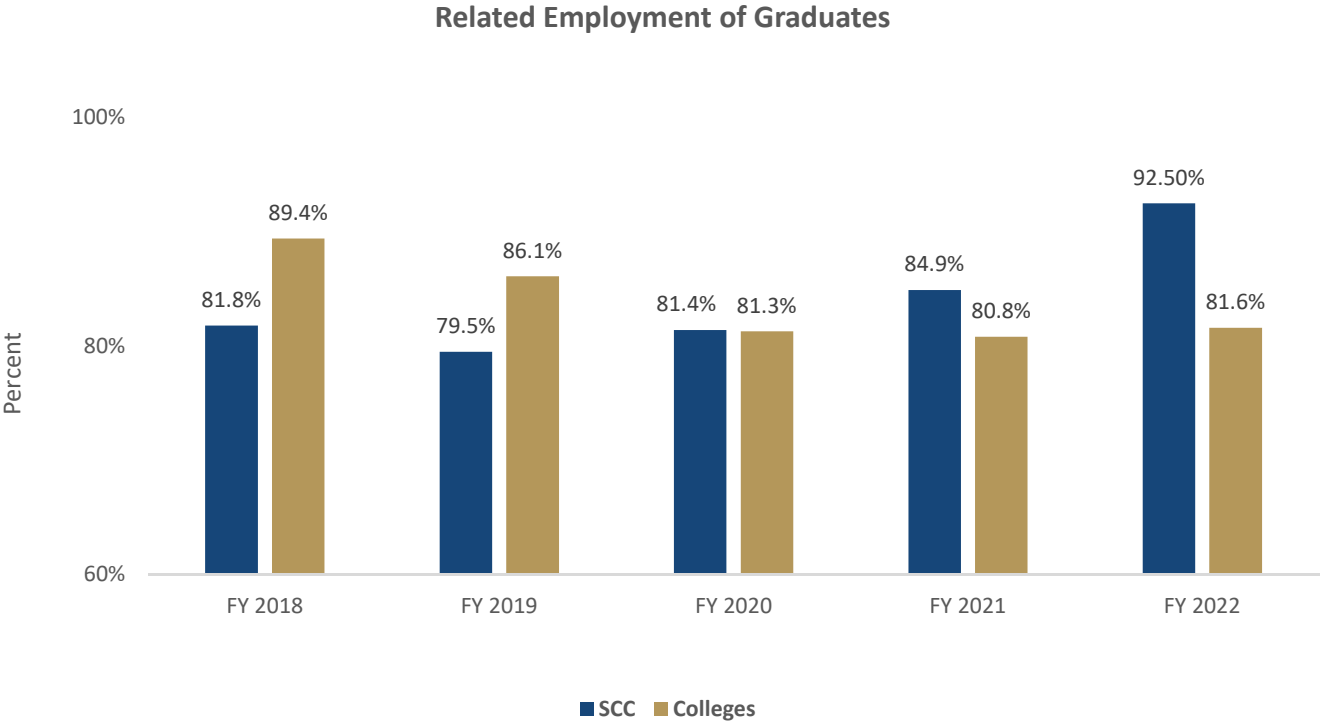


Three-Year Completion/Transfer Rate by Select Age Groups



Source: Minn State Executive Evaluation Power BI dashboard

RELATED EMPLOYMENT OF GRADUATES – The Related Employment Rate is defined as the percentage of an institution graduates who were available for employment in the year after graduation who reported they were employed during the year after graduation in a job that was related to their program major.



Source: Minn State Graduate Follow Up Survey

FINANCIAL AID

A “Financial Aid” year includes Fall, Spring, and Summer semesters. An academic and fiscal year includes Summer, Fall and Spring.

Student Financial Aid

Full-time, first-time, degree/certificate-seeking undergraduate students receiving aid:

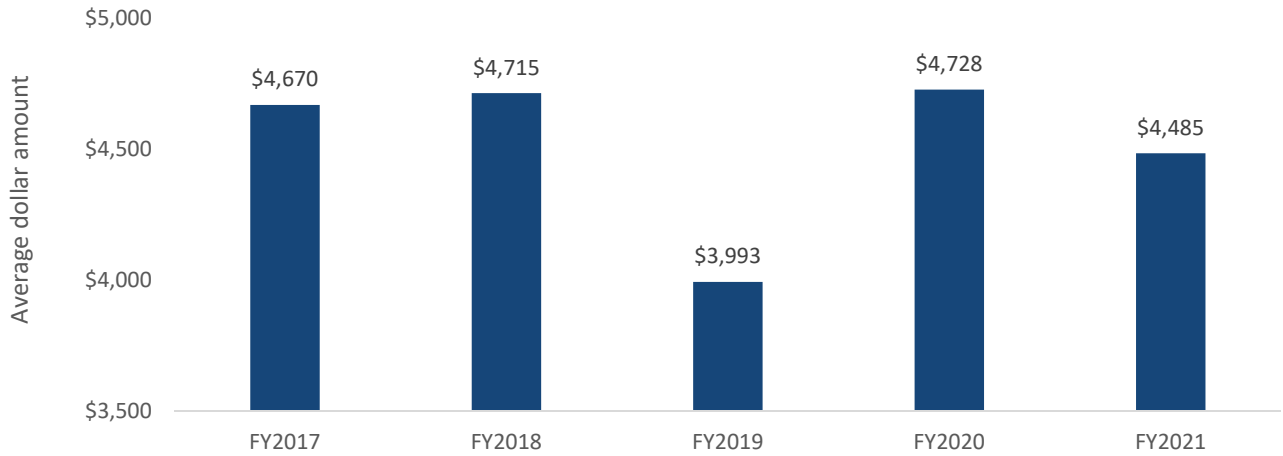
<i>Average amount:</i>	2016-17	2017-18	2018-19	2019-20	2020-21
	(DFR 2018)	(DFR 2019)	(DFR 2020)	(DFR 2021)	(DFR 2022)
	Ave \$	Ave \$	Ave \$	Ave \$	Ave \$
Any grants or scholarship aid*	\$4,670	\$4,715	\$3,993	\$4,728	\$4,485
Federal grants	\$4,278	\$4,458	\$4,659	\$3,810	\$3,547
Pell grants	\$4,211	\$4,351	\$4,594	\$4,555	\$4,023
State/local grants & scholarships	\$1,504	\$1,216	\$1,608	\$1,508	\$1,412
Institutional grants & scholarships	\$811	\$933	\$945	\$868	\$1,102
Student loan aid	\$5,419	\$4,708	\$4,888	\$5,174	\$4,787
Federal student loans	\$5,275	\$4,557	\$1,881	\$5,006	\$4,564
Other student loans	\$5,067	\$5,500	\$4,075	\$4,656	\$6,600

<i>percent receiving:</i>	2016-17	2017-18	2018-19	2019-20	2020-21
	(DFR 2018)	(DFR 2019)	(DFR 2020)	(DFR 2021)	(DFR 2022)
	%	%	%	%	%
Any grants or scholarship aid*	70%	71%	65%	85%	95%
Federal grants	54%	57%	52%	77%	86%
Pell grants	54%	57%	52%	56%	50%
State/local grants & scholarships	55%	56%	53%	60%	60%
Institutional grants & scholarships	14%	14%	19%	19%	19%
Student loan aid	41%	37%	31%	34%	32%
Federal student loans	41%	37%	30%	34%	31%
Other student loans	1%	1%	1%	1%	1%

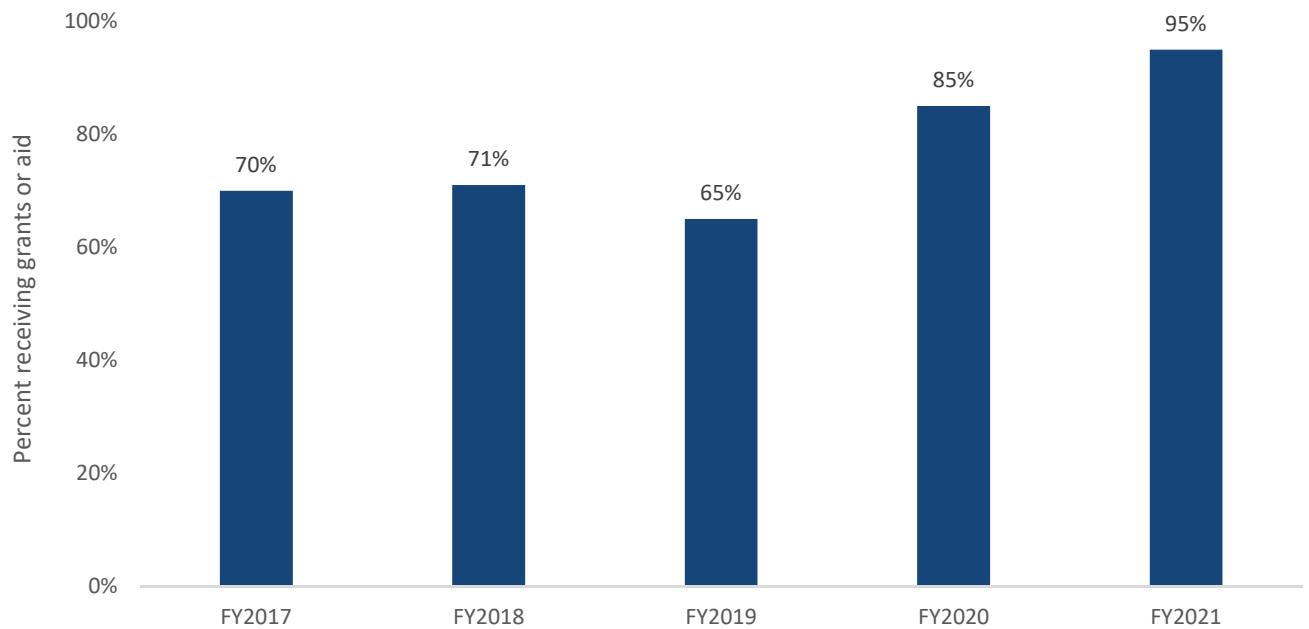
*grant or scholarship aid from the federal, state/local government, the institution, and other sources known to the institution

Source: IPEDs Data Feedback Report (DFR)

For Full-time, first time, degree/certificate seeking undergraduate student receiving aid: Average dollar amount of any grants or scholarship aid



For Full time, first-time degree/certificate seeking undergraduate student receiving aid: Percent receiving any grants or scholarship aid



ACADEMIC SUPPORT CENTER

Academic support to students is readily available from the Academic Support Center (ASC). Three types of services are available to assist students with their course work:

- *Disability Services* – Academic accommodations are available to students who have current documentation of a qualifying disability.
- *SCC Tutoring Services* – Both staff and peer tutors are available in the Academic Support Center and online. Tutoring for Math, Science, English, Computers and other topics is available via the Write Spot, Math Center, Science Center and Faribault ASC.
- *Tutor.com* – online tutoring available 24/7 to SCC students.

An *unduplicated headcount* is defined as the actual count of students who were assisted by the Academic Support Center. Each student is counted only once within the measurement period.

Disability Students:

	FY2022	FY2023
Unduplicated headcount	136	170
Eligible Students unduplicated headcount	167	191

SCC Tutoring:

	FY2022	FY2023
Unduplicated headcount	383	510
Appointments	2,718	4,604
Hours	3,552	7,242

Tutor.com:

	FY2022	FY2023
Unduplicated headcount	188	210
Appointments	836	955
Hours	442	492

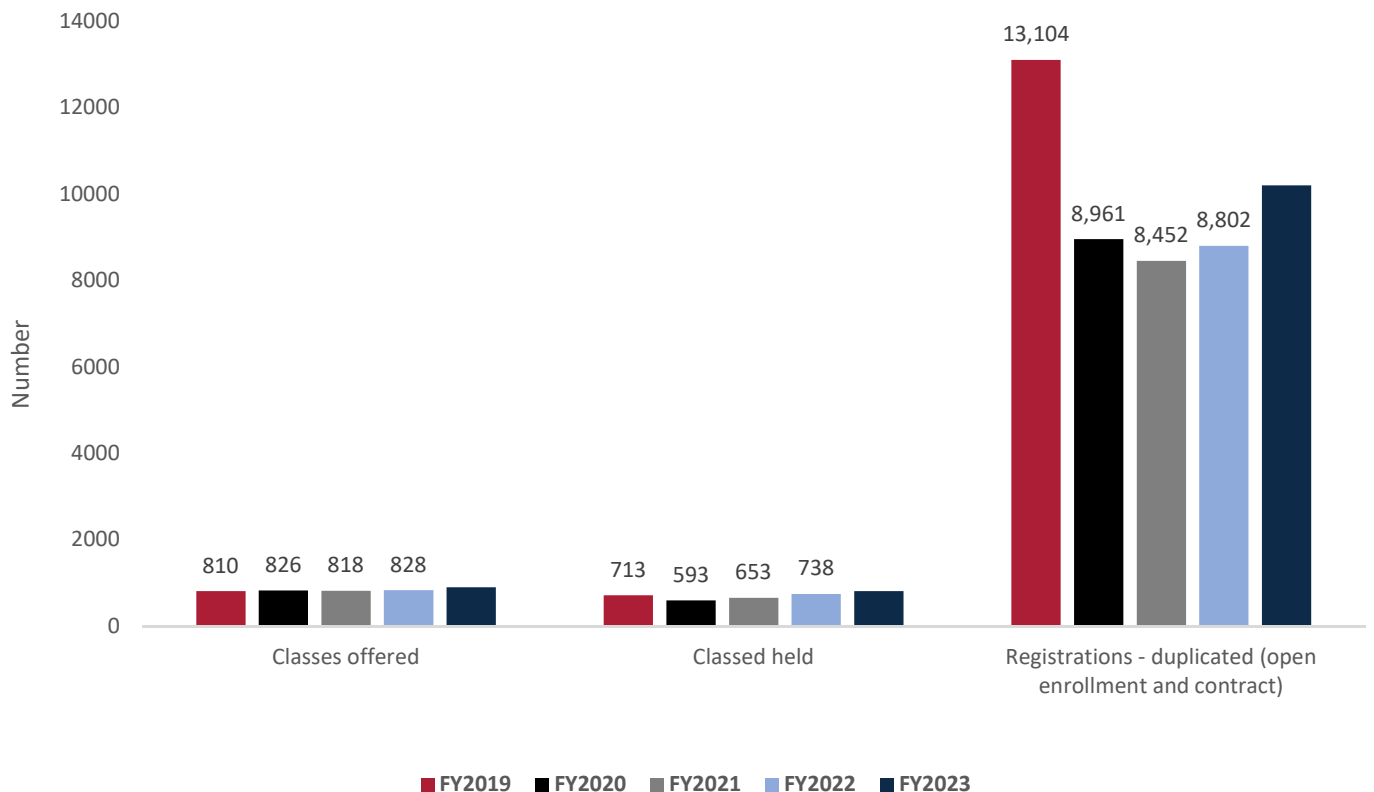
Source: ASC

CUSTOMIZED WORKFORCE EDUCATION – NON-CREDIT STUDENTS

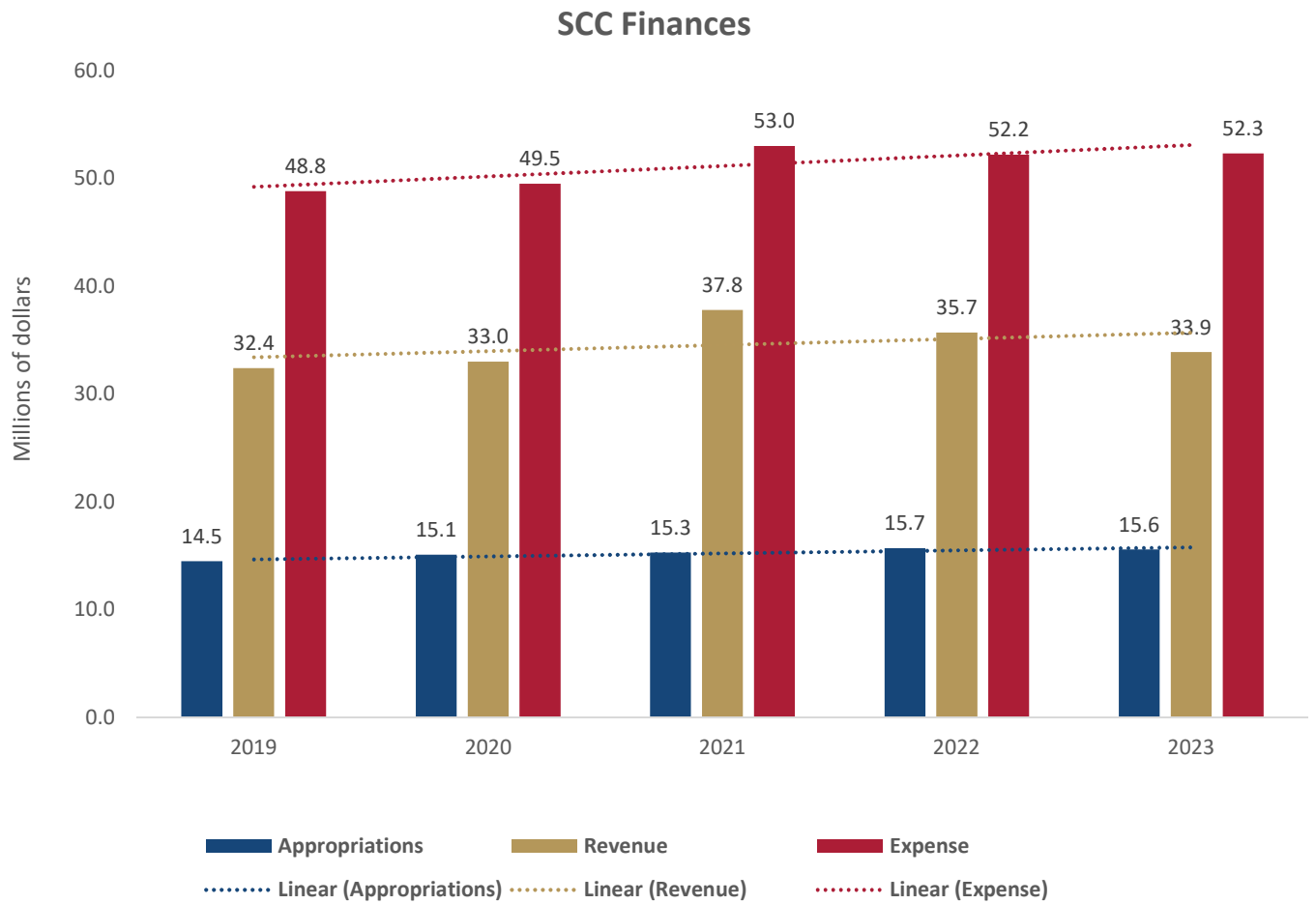
Customized Workforce Education (CWE) is a division of South Central College that offers diverse services to professionals and organizations including workforce training and continuing education. For over 40 years, CWE has worked with businesses and individuals to meet their training needs.

	FY2019	FY2020	FY2021	FY2022	FY2023
Classes offered	810	826	818	828	897
Classed held	713	593	653	738	811
Registrations - duplicated (open enrollment and contract)	13,104	8,961	8,452	8,802	10,201
Registrations - Open enrollment only	\$508,584	\$381,807	\$360,809	\$327,034	\$371,108

**Customized Workforce Education -
Number of Classes Offered, Classes Held, and Registrations**



FINANCES



Millions of dollars

SOURCE: MINN STATE FINANCE ALL ACCESS POWER BI REPORT

SOUTH CENTRAL COLLEGE FOUNDATION

The Foundations on the Faribault and North Mankato Campuses award scholarships to students annually. Funds for these scholarships are raised in a variety of ways, including regional fund drives, faculty, staff and alumni contributions, earnings on endowed funds, grants and special fundraising events. Foundation volunteers work hard each year to raise funds for these scholarships. SCC has overwhelming support from the businesses and individuals in Mankato, North Mankato, Faribault and our South Central Minnesota communities.

North Mankato Foundation

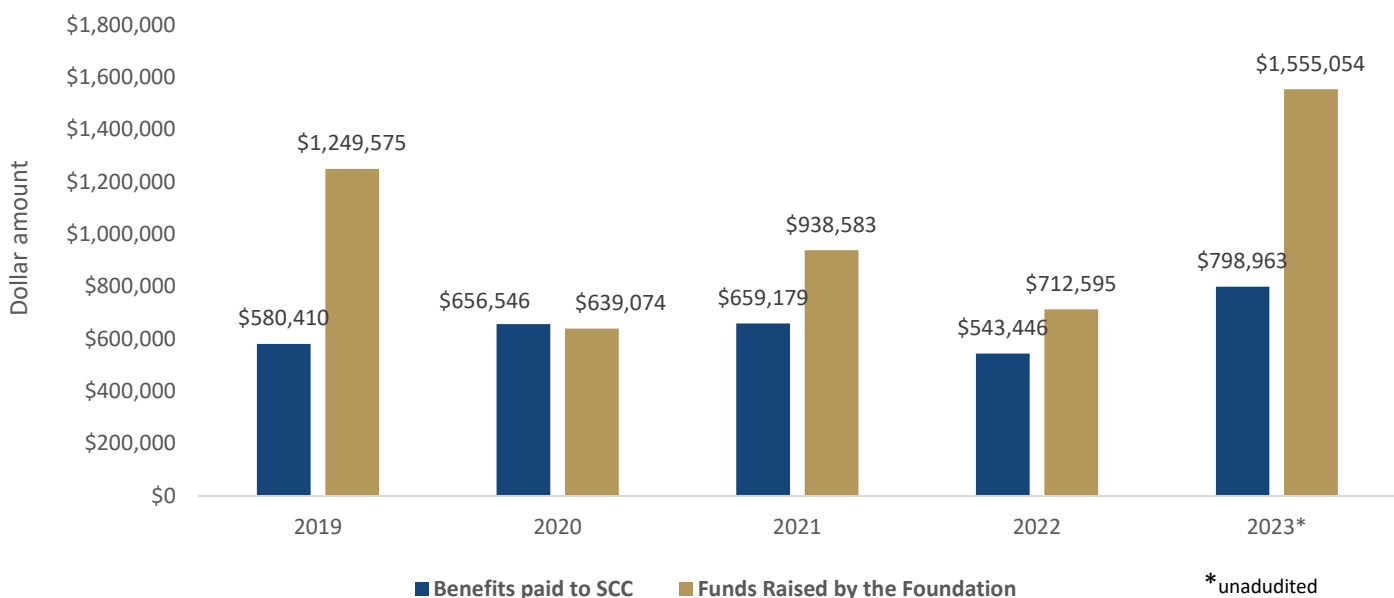
Benefits paid to SCC:	2019	2020	2021	2022	2023*
Scholarship funding	\$275,541	\$316,662	\$391,321	\$368,028	\$378,789
Programs	\$138,958	\$133,354	\$157,365	\$72,447	\$188,534
Capital	\$0	\$121,379	\$106,193	\$47,504	\$112,129
In-Kind	\$165,911	\$85,151	\$4,300	\$55,467	\$119,511
Total	\$580,410	\$656,546	\$659,179	\$543,446	\$798,963

Funds Raised by the Foundation	2019	2020	2021	2022	2023*
Unrestricted	\$177,510	\$92,627	\$169,614	\$158,102	\$129,473
Temporarily Restricted	\$890,792	\$447,795	\$755,169	\$478,231	\$1,295,449
Permanently Restricted	\$15,362	\$11,653	\$9,500	\$20,795	\$10,621
Other/In-Kind:	\$165,911	\$85,151	\$4,300	\$55,467	\$119,511
Total	\$1,249,575	\$637,226	\$938,583	\$712,595	\$1,555,054

Source: North Mankato Foundation

*unaudited

North Mankato Foundation - benefits paid to SCC and funds raised by Foundation



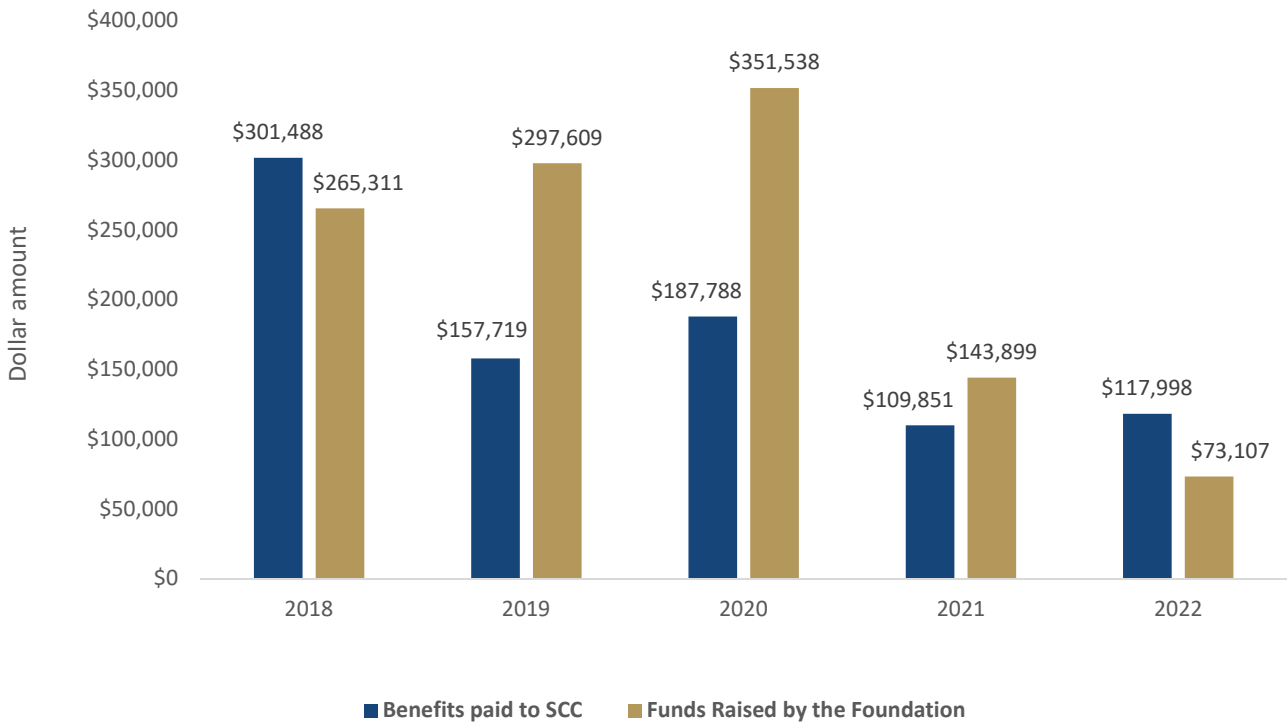
Faribault Foundation

Benefits paid to SCC:	2018	2019	2020	2021	2022*
Scholarship funding	\$119,905	\$119,994	\$132,425	\$94,619	\$107,998
Programs	\$86,349	\$13,775	\$11,880	\$5,232	\$5,000
Capital	\$0	\$0	\$0	\$0	\$0
In-Kind	\$95,234	\$23,950	\$10,767	\$10,000	\$5,000
Other	\$0	\$0	\$0	\$0	\$0
Total	\$301,488	\$157,719	\$187,788	\$109,851	\$117,998

Funds Raised by the Foundation	2018	2019	2020	2021	2022*
Unrestricted	\$54,356	\$61,349	\$34,898	\$27,544	\$19,179
Temporarily Restricted	\$97,655	\$111,120	\$130,276	\$86,101	\$23,979
Permanently Restricted	\$18,066	\$101,190	\$186,364	\$30,254	\$29,949
Other/In-Kind:	\$95,234	\$23,950	\$0	\$0	\$0
Total	\$265,311	\$297,609	\$351,538	\$143,899	\$73,107

Source: Faribault Foundation
*2022 unaudited

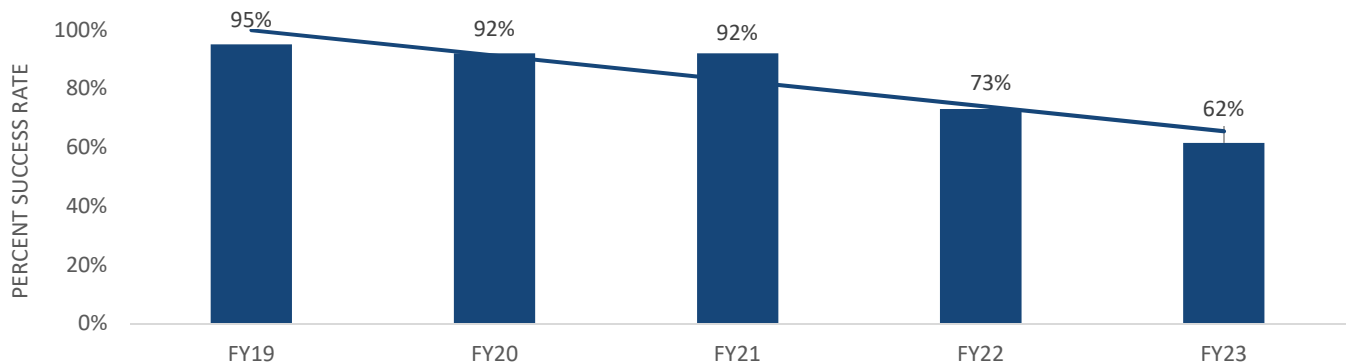
Faribault Foundation - benefits paid to SCC and funds raised by the Foundation



GRANTS

	2019	2020	2021	2022	2023
Number of Grants Submitted	21	25	26	11	13
Number of Grants Awarded	20	23	24	8	8
Success Rate (awards/applications)	95%	92%	92%	73%	62%
Total Dollars Awarded	\$1,362,594	\$3,646,111	\$4,864,071	\$1,329,309	\$896,551

SCC Grants Success Rate (awards/applications)



Source: SCC Grants Office

EMPLOYEE DEMOGRAPHICS

	2019	2020	2021	2022	2023
Average Years of Service	9.84	9.89	9.58	9.05	8.53
Unduplicated Headcount:					
- all employees	308	310	315	312	352
- instructional faculty	174	173	185	180	198
- staff	124	126	120	122	142
- administrators	10	11	10	10	10
FTE (full time equivalent) faculty	133.87	136.40	134.39	130.43	138.97

Faculty Appointment - Headcount/FTE:

	2019	2020	2021	2022	2023
Customized Training-Exclusive	5/0.24	3/0.13	1/0.05	0/0	1/0.25
Fixed Term/TFT	13/14.71	17/17.56	1/1.62	0/0	1/1.04
Full-Time Probationary	3/1.68	2/1.36	20/18.56	20/21.04	19/19.51
Part-Time Probationary	70/23.74	72/25.88	3/2.19	2/1.19	2/1.4
Part-Time Temporary/Adjunct	1/0.20	1/0.20	87/28.66	91/29.97	98/30.13
Unlimited Full-Time	76/88.03	75/88.38	70/81.00	61/73.62	65/78.6
Unlimited Part-Time 40% to 80%	5/5.28	3/2.90	3/2.30	3/2.30	3/2.25

Source: ISRS

INSTITUTIONAL SURVEYS OVERVIEW

South Central College has a consistent history of gathering student input for the purpose of continuous improvement. From 2005 - 2017, Minnesota State required college participation in the Community College Survey of Student Engagement (CCSSE) one time per biennium for inclusion in accountability and performance measures. In years the CCSSE is not administered, alternate surveys are distributed to SCC students to gather information to help improve the quality of student life and learning.

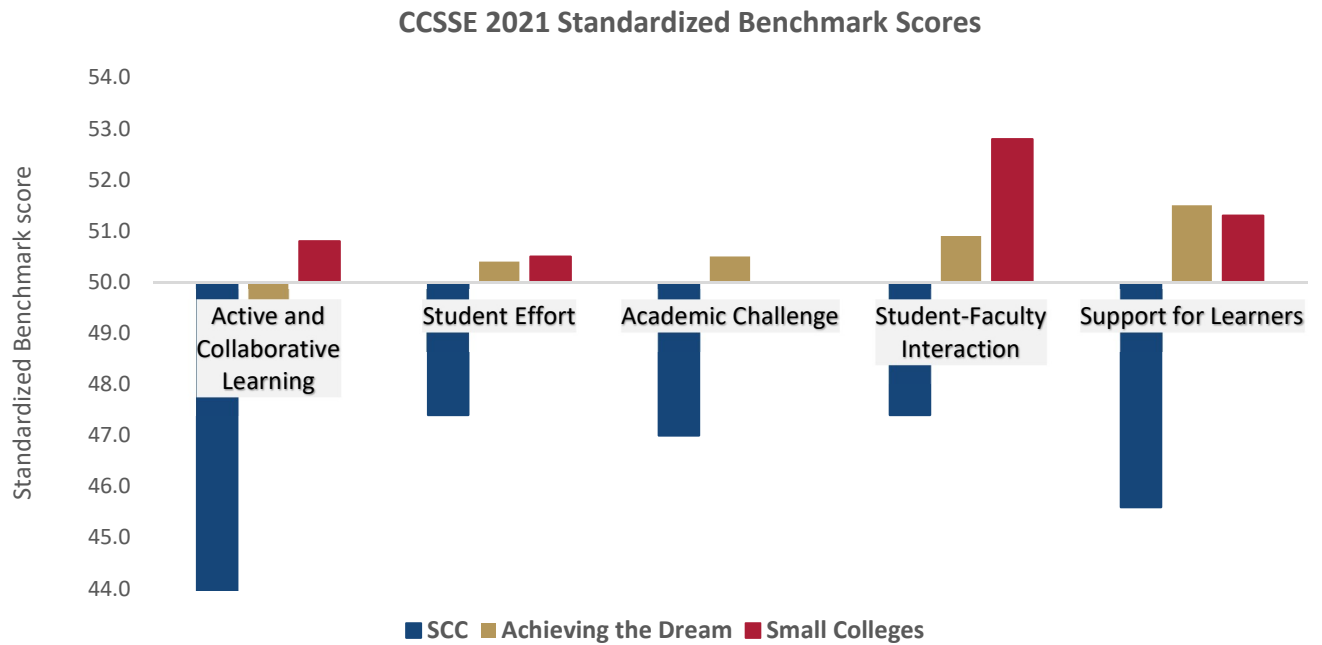
Fiscal Year	Institutional Survey Administered
2011	Community College Survey of Student Engagement (CCSSE)
2012	Student Satisfaction Inventory (SSI)
2013	Community College Survey of Student Engagement (CCSSE)
2014	Priorities Survey for Online Learners (PSOL)
2015	Community College Survey of Student Engagement (CCSSE) Adult Learner Inventory (ALI)
2016	Student Satisfaction Inventory (SSI) Survey of Entering Student Engagement (SENSE) ECAR Student Technology Survey
2017	Community College Survey of Student Engagement (CCSSE)
2018	ECAR Student Technology Survey
2019	Community College Survey of Student Engagement (CCSSE)
2020	Student Satisfaction Inventory (SSI)
2021	Community College Survey of Student Engagement (CCSSE)
2022	Student Satisfaction Inventory (SSI)
2023	HEDS Diversity & Equity Campus Climate Survey

Community College Survey of Student Engagement (CCSSE)

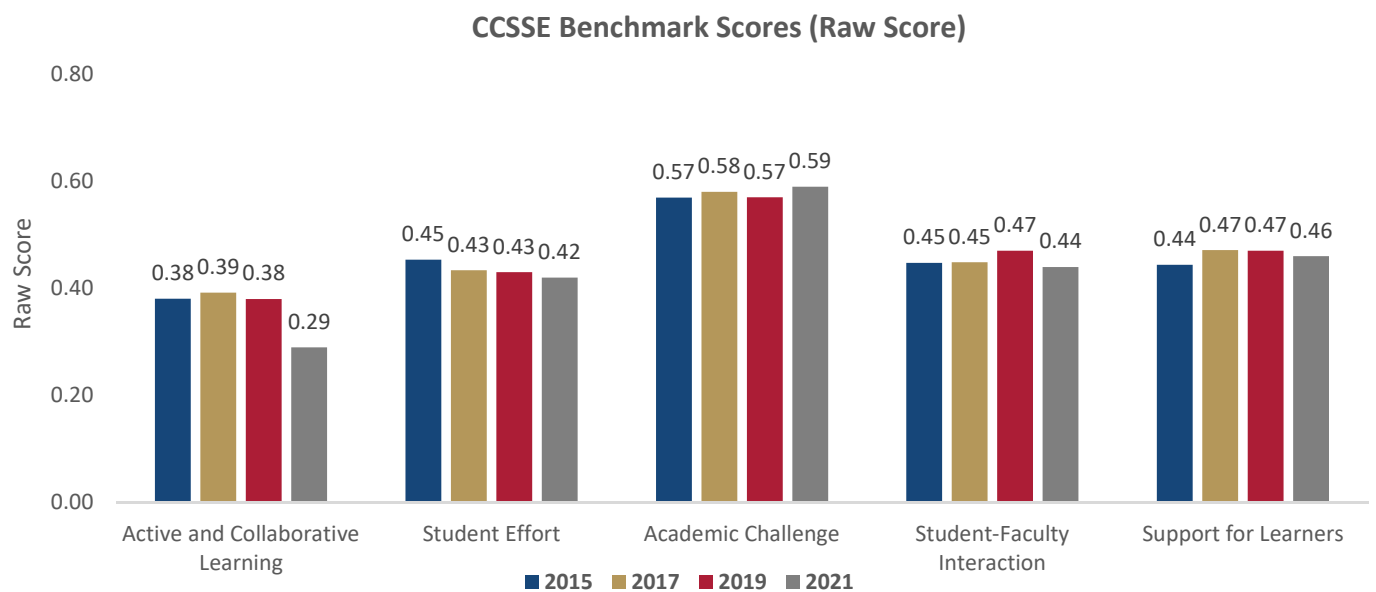
The **Community College Survey of Student Engagement (CCSSE)** asks about institutional practices and student behaviors that are highly correlated with student learning and retention. CCSSE is a validated national instrument that helps SCC focus on good educational practice and identify areas in which we can improve programs and services for students.

CCSSE reports five benchmarks, which are groups of conceptually related survey items that focus on institutional practices and student behaviors that relate to student engagement. Student engagement positively correlates to student learning and persistence. When reporting benchmark scores within the same administration period, to compare one college to a comparison group, or to determine how well subgroups within the college are doing relative to other subgroups, standardized scores are used. Standardized scales are recalculated to have a mean of 50 and standard deviation of 25.

The five benchmarks include: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.



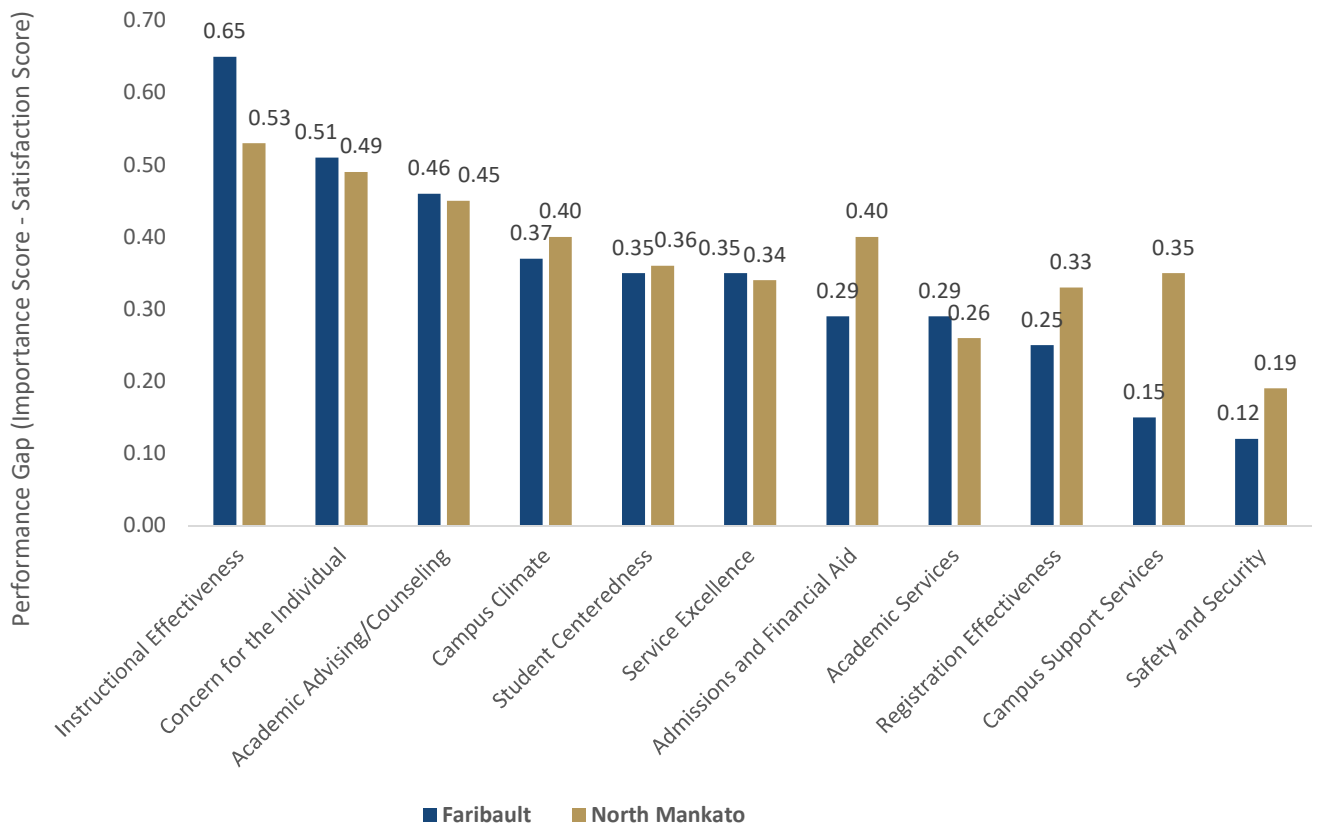
Raw benchmark scores are used to conduct longitudinal trend analysis, as they are not affected by fluctuations in the distribution of national responses from year to year. They are computed by averaging the rescaled scores of their related survey items. Raw benchmark scores have a scale of 0 - 1.



Student Satisfaction Survey (SSI)

The **SSI** measures students’ satisfaction and priorities, showing how satisfied students are as well as what issues are important to them. Similarly-themed questions are reported together as “scales” and the gap between the satisfaction scores and importance indicates areas of strength and areas to examine for improvement.

SSI 2022 - Performance Gap by Campus

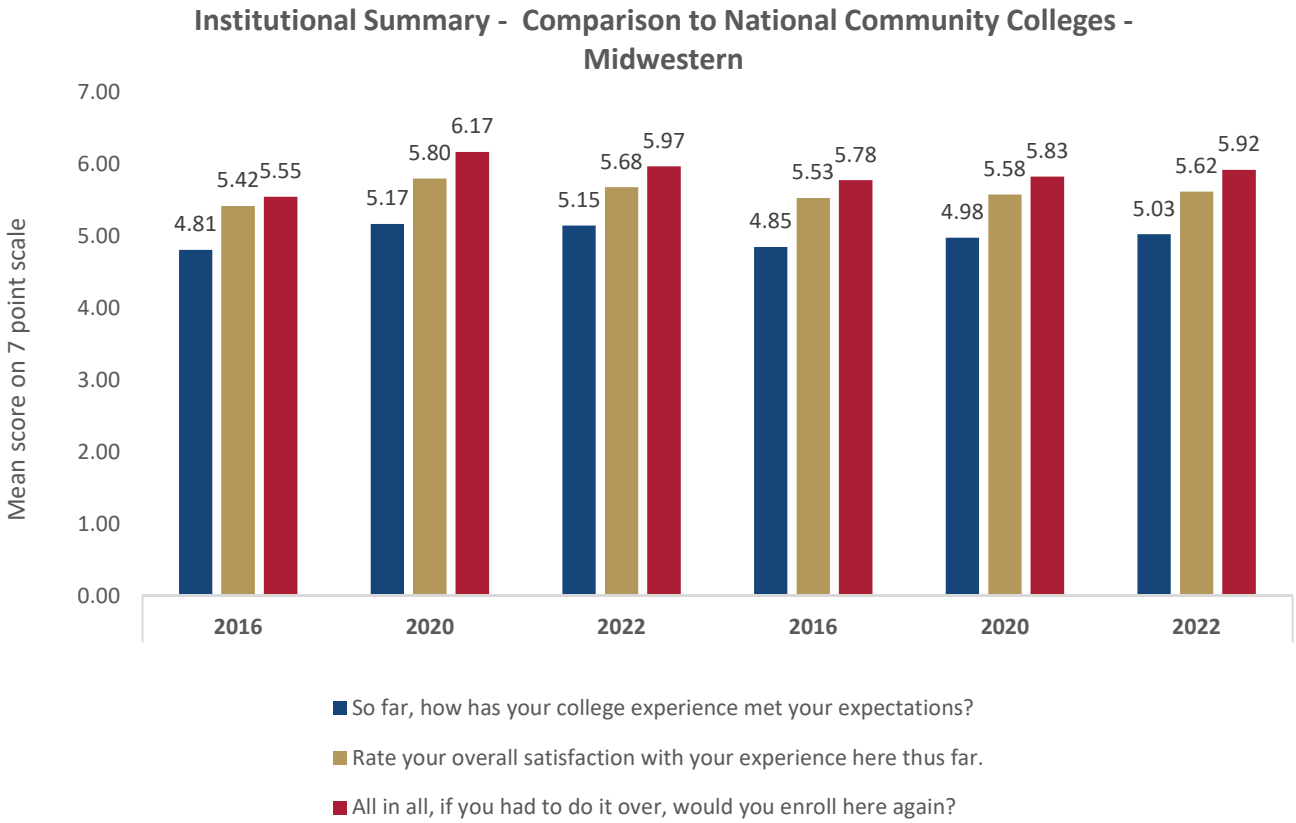


The larger the performance gap, the greater the discrepancy between students’ expectations and their level of satisfaction with the current situation on campus. The smaller the gap, the better SCC is doing at meeting our student’s expectations.

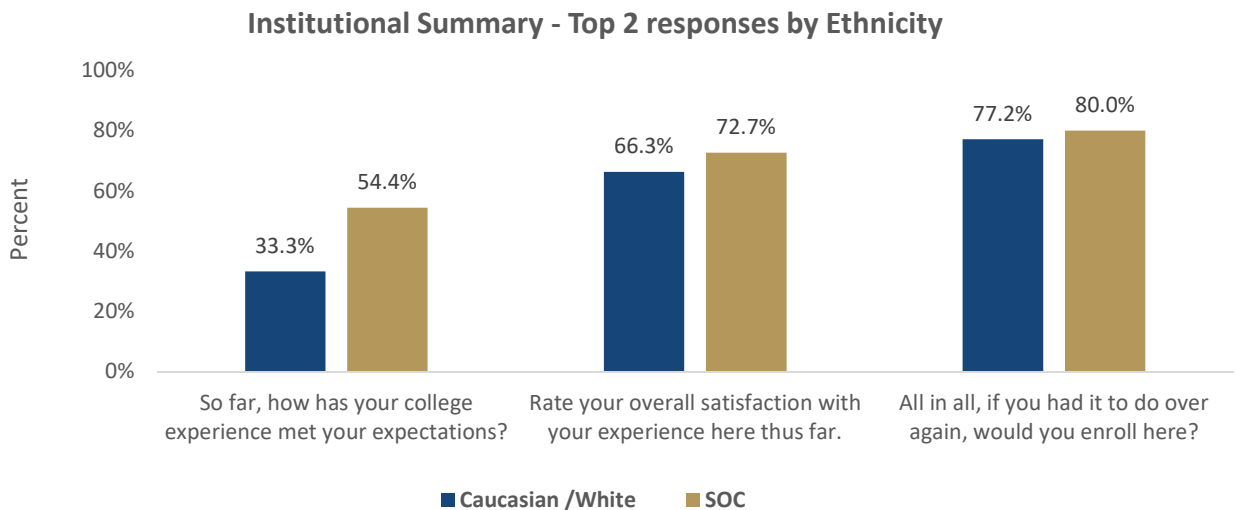
When reviewing SCC’s 2022 Performance Gap scores for the 11 scales, the smallest gaps for Faribault campus are Safety and Security and Campus Support Services and the smallest gaps for North Mankato campus are Safety and Security and Academic Services. The largest gaps are both campuses are Instructional Effectiveness, Concern for the Individual and Academic Advising/Counseling.

Bottom line indicators, including meeting student expectations, overall satisfaction and likelihood to enroll again if a student had to do it over, are important to review. SCC’s scores on all three of these

indicators have improved from 2016 to 2022 and are on par with the National Community Colleges – Midwestern group scores.



Students of Color reported higher marks for these bottom line indicators. The Top 2 responses (on 7-point scales) are shown here for Students of Color compared to White students.



SCC TERMS

Adult Learner – For the Adult Learner Inventory, students who are 25 years old or older as of September 1 of the academic or fiscal year. Also known as a non-traditional student.

Academic Year - The period of time generally extending from September to June; usually equated to 2 semesters or trimesters, 3 quarters, or the period covered by a 4-1-4 calendar system.

Age - Age categorized into groupings. Student age is based on their age as of September 1 of the fiscal year, computed from the birth date.

Completion Rate – Percentage of an entering cohort of full-time undergraduate regular and transfer students that has completed. Completion is measured as graduation or transfer by the end of the third spring after entry at the college.

Enrollment Status –

Full-Time Student: Includes undergraduate students enrolled and attempts 12 or more credits. For summer semester, it is defined as registered for six or more credits.

Part-Time Student: Includes undergraduate students enrolled and attempts less than 12. For summer semester, it is defined as registered for less than six credits.

First Generation – Federal – A student is considered to be First Generation by the Federal (TRIO) definition if neither parent has a bachelor's degree.

First Generation – Minnesota – A student neither of whose parents received any post-secondary education (MN 2003, Chapter 133, Article 1, Section 3, Subdivision 3).

Fiscal Year (FY) – Begins July 1st and ends June 30th. For measurement purposes, FY includes summer, fall and spring semesters. The calendar year wherein the fiscal year ends provides the FY nomenclature. For example, fiscal year 2017 includes summer 2016, fall 2016 and spring 2017.

Full Time Equivalent (FTE) Faculty – A measure of contractual work expended for courses taught by faculty in the academic year. Full-time employment corresponds to 1.00 FTE.

Full-Year Equivalent (FYE) – The total attempted student credit hours divided by a full-time student credit load for a year. The divisor for undergraduate credits is 30.

Graduated – For the specified term, students are reported as graduated if they received a certificate, diploma or degree in any previous term at the institution. "Graduated" is measured according to the student's status as of the beginning of the term.

Headcount -

Duplicated headcount: The sum of enrollment for each semester. If a student is enrolled during two semesters, he or she is counted twice.

Unduplicated headcount: A count of actual individual students enrolled at the college during the course of one year. Students enrolled in more than one term count once only within the measurement period.

IPEDS – Integrated Postsecondary Education Data System – the primary source of 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).

Low Income – Pell Eligible – Receipt of or eligibility for a federal need-based grant. This is used as a proxy for income status. Students who are eligible for a Pell Grant are considered “low-income”.

Pell eligible – 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 a student is low-income.

Persistence – Term to term continuation of enrollment of eligible students regardless of start term.

Post-Secondary Enrollment Option (PSEO) - A program allowing high school juniors and seniors to take courses, either full-time or part-time, at a postsecondary institution for high school and college credit. Students do not pay for tuition, fees, or for required textbooks. Abbreviated as PSEO. Colleges and universities have varying policies regarding the transfer of PSEO credit.

Retention rate – A measure of the rate at which students continue in their educational program at an institution, expressed as a percentage.

SCC Retention rate – Year to year continuance of enrollment of eligible students regardless of start term.

IPEDS Retention rate– The percentage of first-time full-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. (*source: IPEDS*)

Student of Color – Includes students from the following racial-ethnic categories: American Indian or Alaskan Native, Asian, Black or African American, Hispanic of any race, Native Hawaiian or Other Pacific Islander. Students who are "Two or more races" are also included in Students of Color. Nonresident Alien students and students whose race-ethnicity is unknown are not classified as Students of Color. Therefore, Students of Color and White Students will usually sum to less than the sum of all Students.

Student Persistence and Completion Rate – The percentage of a fall entering cohort of full-time regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment

Transfer-Graduated – Students who graduated from another institution during this or previous terms as indicated by the National Student Clearinghouse or system enrollment data. Once placed in the transfer-graduated category, the student remains in that category for all subsequent terms, unless the student subsequently receives an award from the original Minnesota State institution, in which case the transfer-graduated status changes to Graduated.

Underrepresented – A student with ONE or more of the following attributes: student of color, pell eligible, or first generation (MN definition).

Data Sources

[Integrated Postsecondary Education Data System - IPEDS](#) gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid program.

[College Navigator](#) offers an efficient means to gather information on other programs and colleges.

[Minnesota Statewide Longitudinal Education Data System \(SLEDS\)](#) matches student data from pre-kindergarten through completion of postsecondary education and into the workforce. By bridging existing data with the other incoming data, a range of education programmatic and delivery questions can be answered to gauge the effectiveness of current programs and design targeted improvement strategies to help students.

[Minnesota Department of Employment and Economic Development \(DEED\)](#) provides a plethora of data and data tools about employment, occupations, the economy, and living and working in Minnesota.

[Economic Development and Employer Planning System \(EDEPS\)](#) is an analytical tool for business, education, workforce and economic planners. EDEPS facilitates the analysis of economic health, industry performance, population trends, labor supply and demand, training resources, income characteristics, and market potential.

[US Census Bureau Quick Facts](#) – provides statistics for all states and counties, and for cities and towns with a population of 5,000 or more.

[US Census Bureau – Post-Secondary Employment Outcomes Explorer](#) – a data product containing earnings and employment flows for recent graduates. These statistics are generated by matching institution transcript data with a national database of jobs. Only graduates who earn at least the annual equivalent of full-time work at the prevailing federal minimum wage and work three or more quarters in a calendar year are included.

[SCC Office of Strategic Enrollment and Institutional Effectiveness \(formerly RIE\) Home Page](#)

[SCC Office of Strategic Enrollment and Institutional Effectiveness \(formerly RIE\) SharePoint Site](#)