



# **SOUTH CENTRAL COLLEGE**

# **FACT BOOK**

## **FY 2016**

## ABOUT THE FACT BOOK

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

The data provided 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 MnSCU reports, there may yet be some differences due to use of different sources, data definitions, or reporting dates or time periods. Included in the appendix are definitions of terms. Please be sure to refer to it for questions or concerns.

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

## TABLE OF CONTENTS

About the Fact Book .....	2
Table of Contents .....	3
Vision, Mission, Strategic Goals .....	4
Institutional Core Competencies .....	5
History of SCC .....	6
Accreditation .....	7
Service Area .....	8
Campus Area Demographics .....	9
Quick Facts .....	12
Student Enrollment .....	14
Student Achievement .....	17
Quality of Graduates – Licensure Exam Pass Rate .....	18
Student Success - Persistence and Completion .....	19
Academic Support Center .....	24
Center for Business and Industry .....	26
Financial Aid .....	27
Finances .....	27
Foundation .....	28
Grants .....	29
Employee Demographics .....	30
Institutional Surveys Overview.....	31
Glossary .....	36
List of Useful Data Sources .....	38

## VISION, MISSION, STRATEGIC GOALS

### Vision

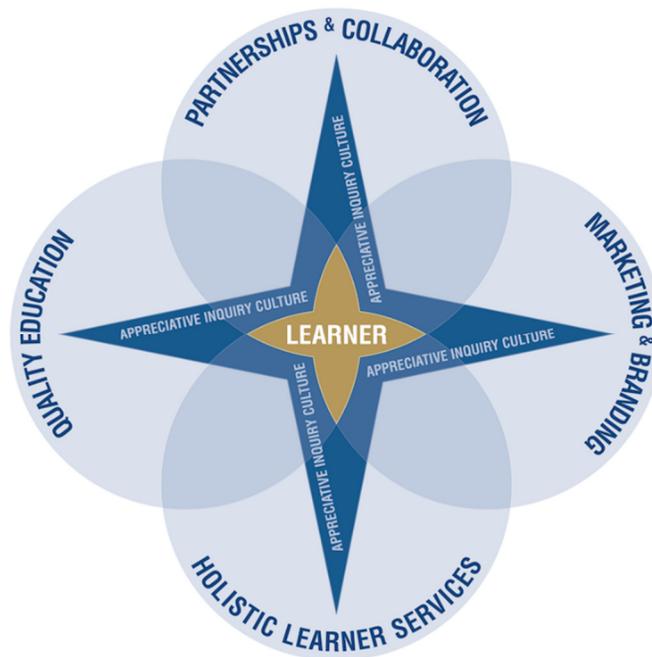
South Central College will be the region's leading institution for transitioning individuals into the college environment, educating students for technical careers, and building student capacity for future study through inclusive student-centered programs and services. The college will be a committed partner in the regional economy, helping individuals and organizations compete in the global marketplace.

### Mission

South Central College provides accessible higher education to promote student growth and regional economic development.

### Strategic Goals

- Partnerships & Collaboration
- Marketing & Branding
- Holistic Learner Services
- Quality Education



## INSTITUTIONAL CORE COMPETENCIES

SCC students who have completed a diploma or a degree of 45 or more credits will demonstrate:

### **Personal, social, and ethical responsibility**

- Civic knowledge and engagement – local and global: Students will understand the richness and challenge of local and world cultures and the effects of globalization, and will develop the skills and attitudes to function as “global citizens.”
- Intercultural knowledge and competence: Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.
- Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.
- Foundations and skills for lifelong learning: Students will display an understanding of learning as a lifelong process through demonstration of a desire to learn, the willingness to apply learning to other areas of their lives, the ability to think and act independently, be willing to take the initiative to get projects done, and demonstrate the ability to reflect upon what has occurred and how it impacts the student and others.

### **Intellectual and practical skills**

- Teamwork and problem-solving: Students will demonstrate the ability to work together cohesively with diverse groups of persons, including working as a group to resolve any issues that arise.
- Analysis and inquiry: Students will demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.
- Critical and creative thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.
- Written and oral communication: Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication.

## HISTORY OF SCC

Mankato Vocational School was founded in 1946 as the first public post-secondary vocational-technical school in Minnesota governed by the Mankato School District. The Kline Garage, in downtown Mankato, became the site for the vocational school that offered programs in electrical careers, machine tool, and auto mechanics. In 1950, classes moved into the new Mankato Vocational school building, sharing a campus with the new Mankato High School. Classes moved to the new 45-acre North Mankato campus (1920 Lee Boulevard) in the fall of 1968.

The Minnesota State Board of Education approved a \$6 million construction project which was completed 1988-1989 to address needs of the college brought on by enrollment growth. The 100,000 sq. ft. addition (added to the original 200,000 sq. ft. building) was completed in 1989. At the same time, the mission changed to a degree-granting college (Associate of Applied Science), resulting in an institutional name change: Mankato Technical College.

A merger joined Mankato Technical College with Albert Lea Technical College in order to create the new Albert Lea-Mankato Technical College in July of 1992. The new Institution was governed by a regional board. Three years later, the college became part of the new Minnesota State Colleges and Universities (MnSCU) system. The Legislature combined all public community colleges, technical colleges, and state universities (except the University of Minnesota) under one governing body, and dissolved the existing governance by regional boards. The Mankato campus was realigned with the Faribault campus (formerly Minnesota Riverland Technical College), and the college became South Central Technical College. To depict the larger region of south central Minnesota.

The Faribault campus received its official designation in July 1964, based on the Faribault School District's (District #656) long history of providing technical education. In the 1940's, one of Minnesota's first occupational programs in practical nursing was started in partnership with the hospital on the Faribault campus. The Minnesota State Board of Education approved a \$2 million construction project during the 1987 school year. The college was governed by the school district until June 30, 1992. On that date, Faribault Technical College merged with the technical colleges in Austin and Rochester to form the Joint vocational District #2501, named Minnesota Riverland Technical College. At the same time, the mission changed to make Faribault a degree-granting college. On July 1, 1995, the Faribault campus, along with all colleges and universities in Minnesota, became part of the MnSCU system. Just one year later, the Faribault campus merged with the North Mankato campus to become South Central Technical College. (SCTC). For ten years (July 1 1995 – June 30, 2005) SCTC's Faribault camps provided programming for the Minnesota Correctional Facility located in that community.

On March 16, 2005, the MnSCU Board of Trustees approved SCTC's request to expand its mission to become a comprehensive community and technical college. On May 18, 2005, the name of the institution changed to South Central College: A Minnesota Community and Technical College. The system approval allowed the college to provide an Associate of Arts degree in Liberal Arts and Sciences in addition to its 50+ career and technical degrees and diplomas.

## ACCREDITATION

South Central College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

30 North LaSalle Street, Suite 2400  
Chicago, IL 60602  
1-800-621-7440

SCC was granted a full 10-year reaccreditation in 2010. To promote our belief in the continuous quality improvement model, SCC is utilizing HLC's Academic Quality Improvement Program (AQIP).

AQIP Accomplishments:

	FY12	FY13	FY14	FY15	FY16
Approved as an AQIP Institution	X				
Established Charter and Bylaws		X			
Action Project Guide developed		X			
AQIP tagline created		X			
AQIP logo developed		X			
AQIP Poster Sessions		X			
Action Project: Large Capital Equipment Purchase Process			X		
Action Project: First Year Initiative			X		
Action Project: Program Review			X	X	
Action Project: First Year Initiative – Phase 2				X	
Action Project: Increasing Student Participation in Tutoring				X	
Action Project: Credit for Prior Learning Initiative					X
Systems Portfolio submitted and Feedback Report received					X

Some programs at SCC also have accreditation and certifications by external agencies which have published standards, evaluation criteria, and methods for evaluating if criteria are met.

**Automotive Services:** National Automotive Technicians Education Foundation

**Dental Assisting:** American Dental Association

**Emergency Medical Technician:** National Registry of EMT

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

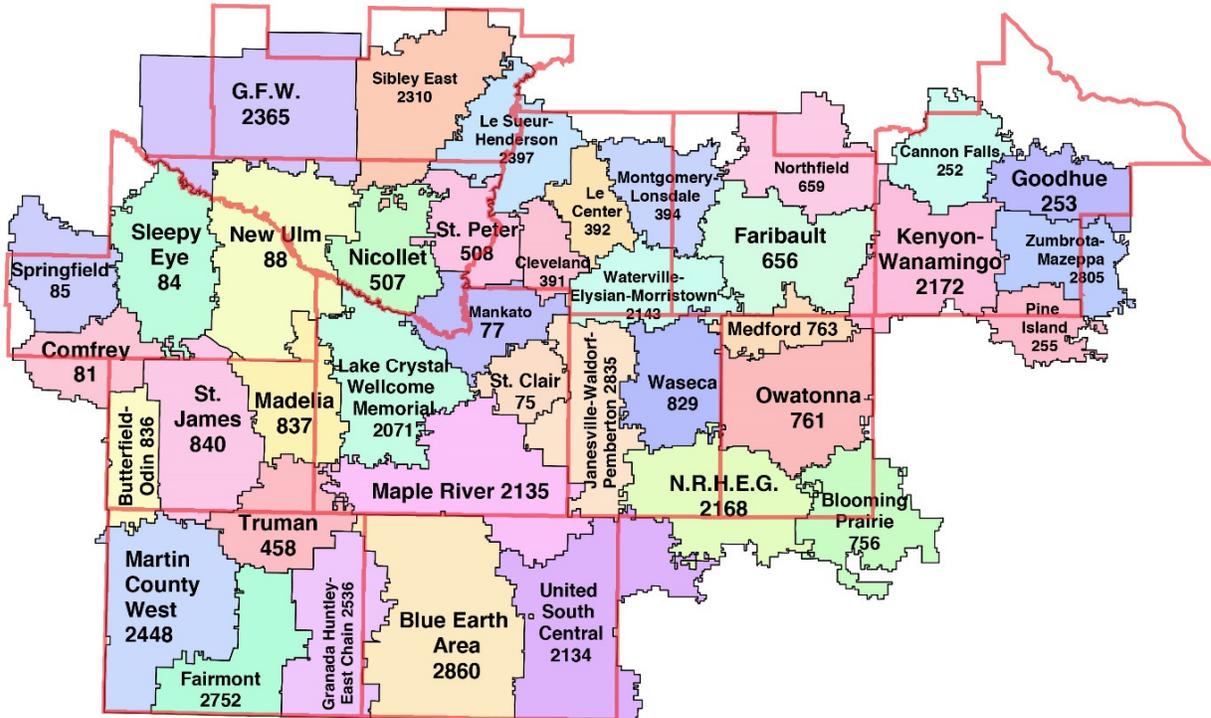
**Pharmacy Technician:** American Society of Health-System Pharmacists

**Medical Assisting:** Commission on Accreditation of Allied Health Education Programs

**Medical Laboratory Technician:** National Accrediting Agency for Clinical Laboratory Sciences

## SOUTH CENTRAL COLLEGE SERVICE AREA

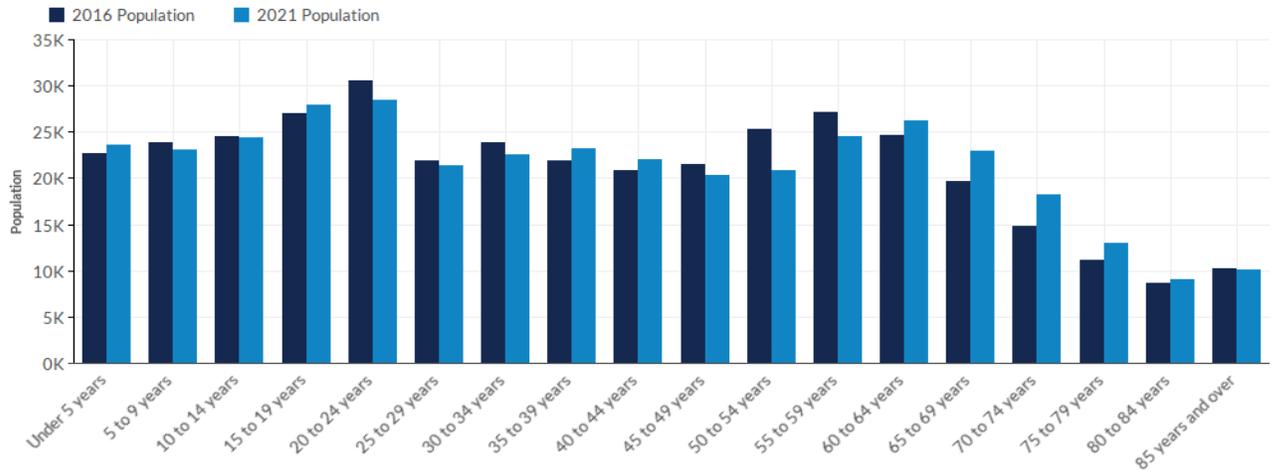
South Central College delivers academic programming on campus, online and via interactive television to students primarily from a twelve county area surrounding the Faribault and North Mankato campuses. In addition, SCC operates Farm Business Management offices in approximately 10 area cities. Small Business Management offices are located in approximately 4 local cities as well. The Center of Business and Industry serves over 1,000 southern Minnesota businesses annually.



The SCC surrounding area includes the following counties: Blue Earth, Brown, Faribault, Goodhue, LeSueur, Martin, Nicollet, Rice, Sibley, Steele, Waseca and Watonwan (outlined here in red). The Top Ten feeder school districts include (in order of enrollment) Mankato, Faribault, New Ulm, St. Peter, Waseca, Maple River, Montgomery Lonsdale, Owatonna, United South Central, and Lake Crystal Wellcome Memorial.

## SCC SURROUNDING AREA DEMOGRAPHICS

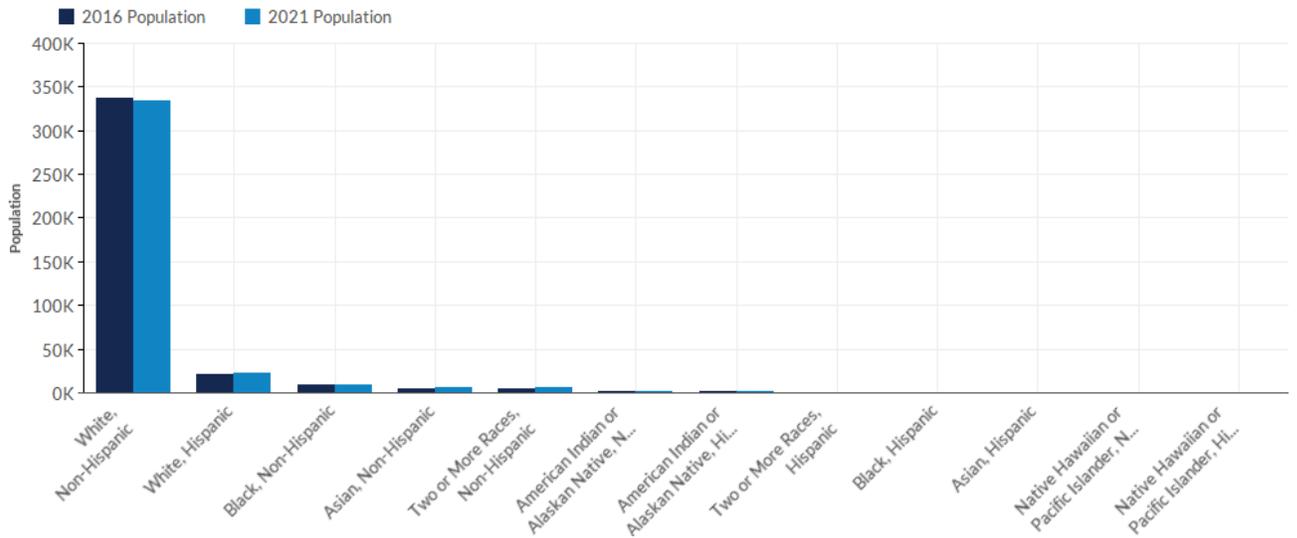
### Population by Age



Age Cohort	2016 Population	2021 Population	Change	% Change	2016 % of Cohort
Under 5 years	22,619	23,583	964	4%	5.95%
5 to 9 years	23,897	23,078	-819	-3%	6.29%
10 to 14 years	24,488	24,395	-93	0%	6.44%
15 to 19 years	27,012	27,881	869	3%	7.11%
20 to 24 years	30,536	28,479	-2,057	-7%	8.03%
25 to 29 years	21,921	21,399	-522	-2%	5.77%
30 to 34 years	23,808	22,577	-1,231	-5%	6.26%
35 to 39 years	21,939	23,245	1,306	6%	5.77%
40 to 44 years	20,825	21,994	1,169	6%	5.48%
45 to 49 years	21,459	20,298	-1,161	-5%	5.65%
50 to 54 years	25,326	20,898	-4,428	-17%	6.66%
55 to 59 years	27,180	24,499	-2,681	-10%	7.15%
60 to 64 years	24,600	26,238	1,638	7%	6.47%
65 to 69 years	19,679	22,875	3,196	16%	5.18%
70 years and over	44,803	50,461	5,658	13%	11.80%
<b>Total</b>	<b>380,092</b>	<b>381,899</b>	<b>1,807</b>	<b>0%</b>	<b>100.00%</b>

Source: QCEW Employees, Non-QCEW Employees & Self-Employed - Emsi 2016.2 Class of Worker

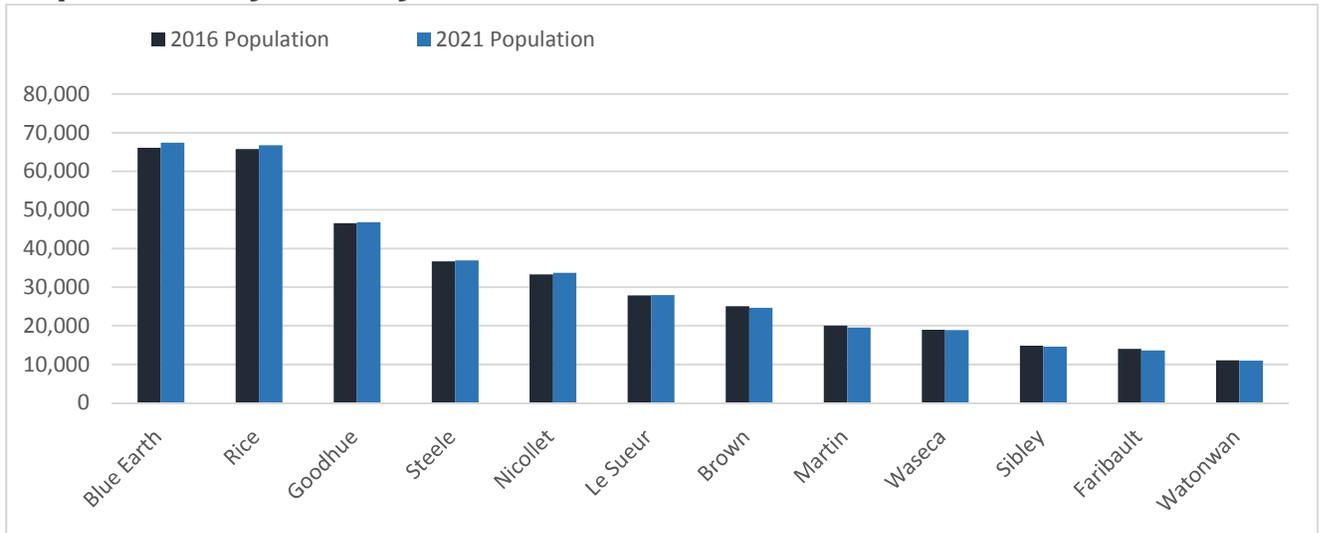
# Population by Race/Ethnicity



Race/Ethnicity	2016 Population	2021 Population	Change	% Change	2016 % of Cohort
White, Non-Hispanic	336,962	334,742	-2,220	-1%	88.65%
White, Hispanic	20,531	21,978	1,447	7%	5.40%
Black, Non-Hispanic	8,595	9,654	1,059	12%	2.26%
Asian, Non-Hispanic	5,101	5,502	401	8%	1.34%
Two or More Races, Non-Hispanic	4,827	5,373	546	11%	1.27%
American Indian or Alaskan Native, Non-Hispanic	1,674	1,820	146	9%	0.44%
American Indian or Alaskan Native, Hispanic	821	952	131	16%	0.22%
Two or More Races, Hispanic	638	743	105	16%	0.17%
Black, Hispanic	563	697	134	24%	0.15%
Asian, Hispanic	178	206	28	16%	0.05%
Native Hawaiian or Pacific Islander, Non-Hispanic	147	172	25	17%	0.04%
Native Hawaiian or Pacific Islander, Hispanic	55	61	6	11%	0.01%
Total	380,092	381,899	1,807	0%	100.00%

Source: QCEW Employees, Non-QCEW Employees & Self-Employed - Emsi 2016.2 Class of Worker

## Population by County



County Name	2016 Population	2021 Population	Change	% Change
Blue Earth County, MN	66,104	67,430	1,326	2%
Rice County, MN	65,763	66,791	1,028	2%
Goodhue County, MN	46,581	46,830	249	1%
Steele County, MN	36,658	36,927	269	1%
Nicollet County, MN	33,307	33,718	411	1%
Le Sueur County, MN	27,818	27,966	148	1%
Brown County, MN	25,042	24,671	-371	-1%
Martin County, MN	19,996	19,553	-443	-2%
Waseca County, MN	18,983	18,866	-117	-1%
Sibley County, MN	14,823	14,609	-214	-1%
Faribault County, MN	13,984	13,619	-365	-3%
Watonwan County, MN	11,031	10,919	-112	-1%

Source: EMSI

## SCC QUICK FACTS – FISCAL YEAR 2016\*

\* (unless otherwise noted)

Average age (including FBM/SBM students):	29.56
Percent Students of traditional age (18-24):	54.0%
Percent Students returning adults (age 25+):	44.9%
Percent Students Male/Female	47.0%/51.0% (1.5% unknown)
Average credit load – Full time	14
Average credit load – Part time	6.2
Headcount - unduplicated	4,793
Full Year Equivalent (FYE)	2,213
Students graduated	683
Top Sending Cities – Faribault campus	Faribault, Owatonna, Northfield, Montgomery, Waseca
Top Sending Cities – North Mankato campus	Mankato/North Mankato, New Ulm, St. Peter, Mapleton, Waseca
Percent students Full-time/Part-time	58.0%/42.0%
Students Graduated	579
Degrees awarded	456
Certificates awarded	115
Diplomas awarded	62
Percent Students of Color	19.2% Students of color, 4.1% unknown
Percent Students Pell Eligible	39.5% Pell Eligible, 40.2% unknown
Percent Students First Generation (Federal)	59.5% First Generation (Federal) 14.9% unknown
Percent Students First Generation (MN)	23.3% First Generation (MN), 13.1% unknown
Percent Students Underrepresented	52.5% Underrepresented, 32.5% unknown
Veterans	107 students (unduplicated headcount)
PSEO – Fall 2015 Enrollment	183 students (unduplicated headcount)

Source: EPM 11/ISRS

### Persistence and Completion:

Percent of Fall 2014 cohort of entering Full-time students who have graduated, transferred or retained to the second fall:	70.7%
<i>Minnesota State Goal for SCC :</i>	72.2%

### Completion Rate:

Percent of Fall 2013 cohort of entering Full-time students who have completed:	52.2%
<i>Minnesota State Goal for SCC:</i>	55.2%

**Related Employment of Graduates:**

Percent of FY 2015 graduates reporting employment during the year after graduation in a job that was related to their program or major:	87.8%
<i>Minnesota State Goal for SCC:</i>	83.3%

Source: Minnesota State Accountability Dashboard 12/29/16

**Financial Aid FY15:**

Percent receiving Financial Aid awards	66.0%
Dollar amount average aid	\$3,588

Source: IPEDS

**Top Degrees Granted:**

AA Liberal Arts & Sciences	125
AS Nursing	39
AAS Business Management	29
AAS Computer Careers	24
AAS Child Development	23

**Top Certificates Granted:**

Office Administration and Technology	29
Welding	26
Health Unit Coordinator	18
Child Development	13
Computer Careers	7

**Top Diplomas Granted:**

Nursing - Practical	19
Heating, Ventilation, Air Conditioning/Refrigeration	9
Auto Body and Collision Technology	6
Computer Integrated Machining	5
Agribusiness - Production	5

Source: ISRS

**Center for Business and Industry:**

Unduplicated Headcount	10,810
Sections	756
Duplicated Headcount	13,716
Seats Sold	13,731
Hour Based	93,709

Source: MnSCU Management Reports

---

**Employees\*:**

Faculty	513
Staff	169
Average Age	49
Average Years of Service	11
Gender	52% Female; 48% Male
Ethnicity	96% White; 3% People of Color

\*Faculty/Staff is a duplicated count

Source: MnSCU Management Reports

---

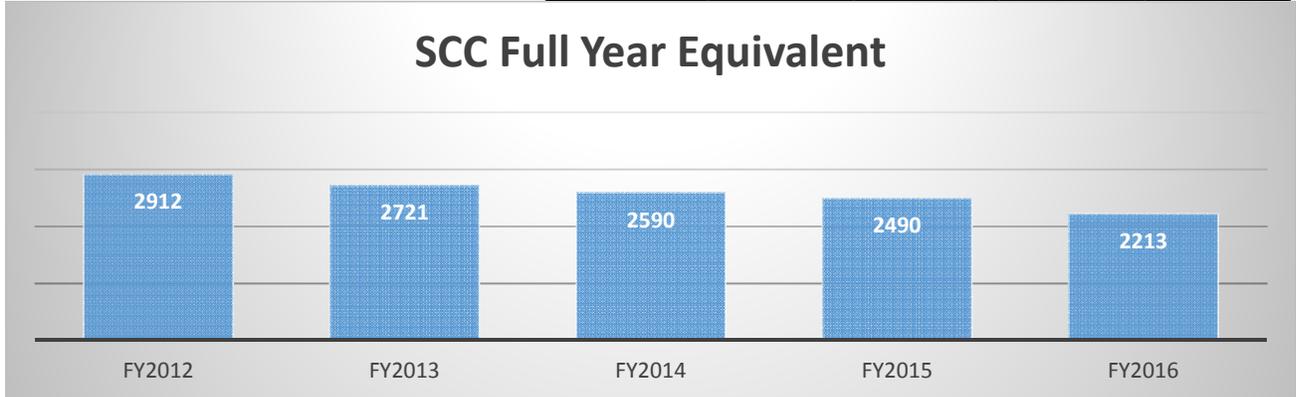
**Tuition – per semester per credit, FY 2016:**

Face to Face	\$179.30
Online and Hybrid	\$211.80

## STUDENT ENROLLMENT

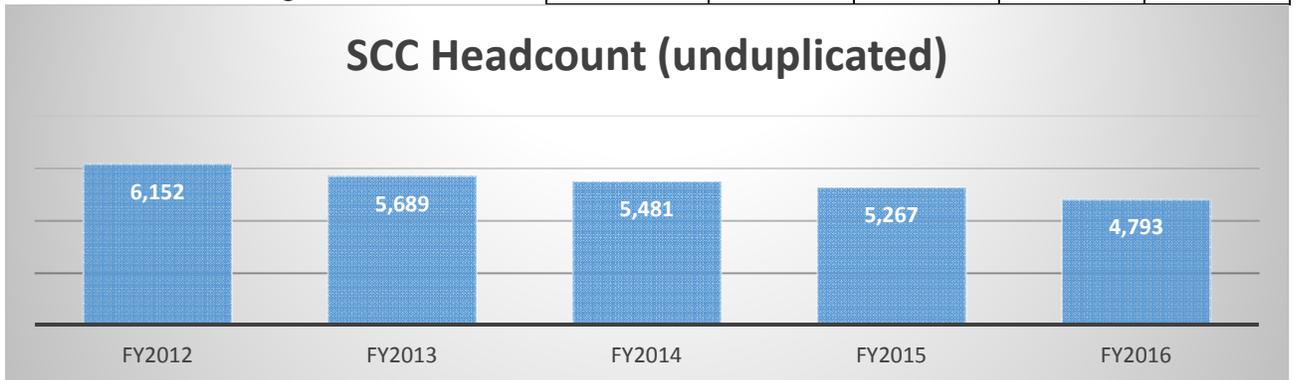
### Full Year Equivalent (FYE)

	FY2012	FY2013	FY2014	FY2015	FY2016
SCC	2912	2721	2590.2	2490	2213



### Headcount (unduplicated)

	FY2012	FY2013	FY2014	FY2015	FY2016
SCC	6,152	5,689	5,481	5,267	4,793
Minnesota State Colleges & Universities	191,986	190,249	183,131	179,221	254,207



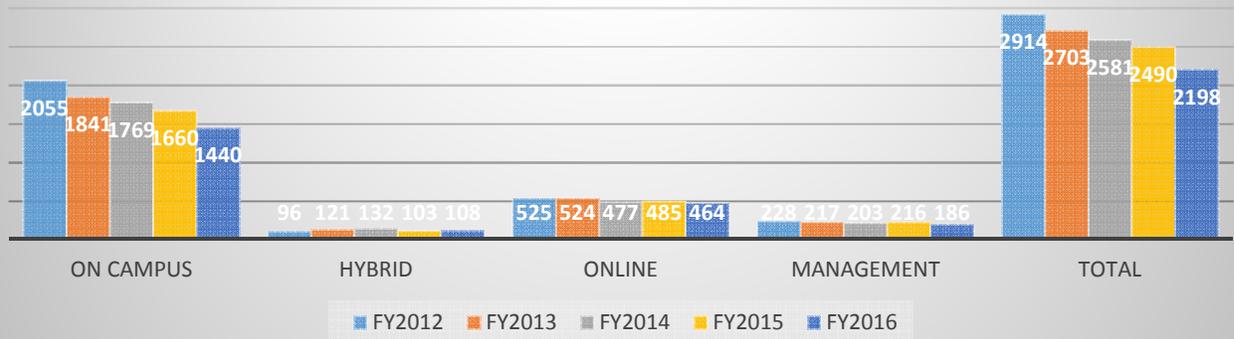
### FYE by Delivery Method

	FY2012	FY2013	FY2014	FY2015	FY2016
On Campus	2055	1841	1769	1660	1440
Hybrid	96	121	132	103	108
Online	525	524	477	485	464
Management	228	217	203	216	186
Other*	10	18	9	26	17
<b>Total</b>	<b>2914</b>	<b>2721</b>	<b>2590</b>	<b>2490</b>	<b>2215</b>

\*Other includes CBI and Consortium/Dual Enrollment Credits

(Source: ISRS)

## FYE by Delivery Method



### FYE Distribution by Delivery Method

Mostly classroom

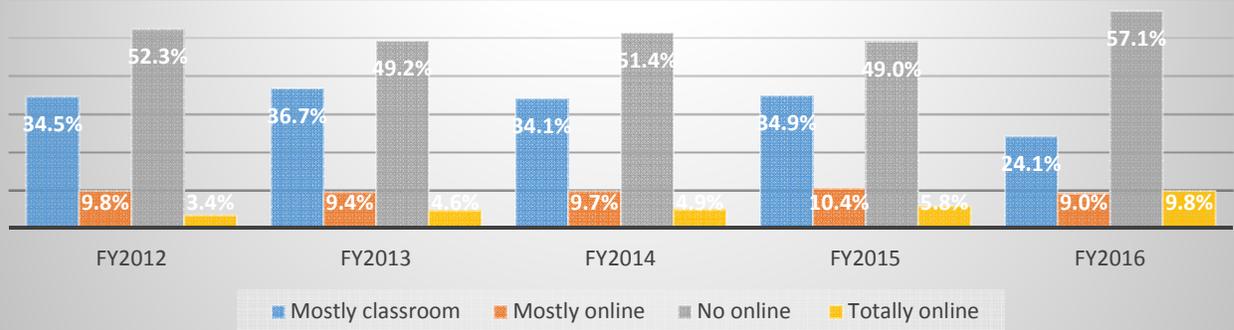
Mostly online

No online

Totally online

	FY2012	FY2013	FY2014	FY2015	FY2016
Mostly classroom	34.5%	36.7%	34.1%	34.9%	24.1%
Mostly online	9.8%	9.4%	9.7%	10.4%	9.0%
No online	52.3%	49.2%	51.4%	49.0%	57.1%
Totally online	3.4%	4.6%	4.9%	5.8%	9.8%

## FYE Distribution by Delivery Method



### Headcount by Student of Color:

%

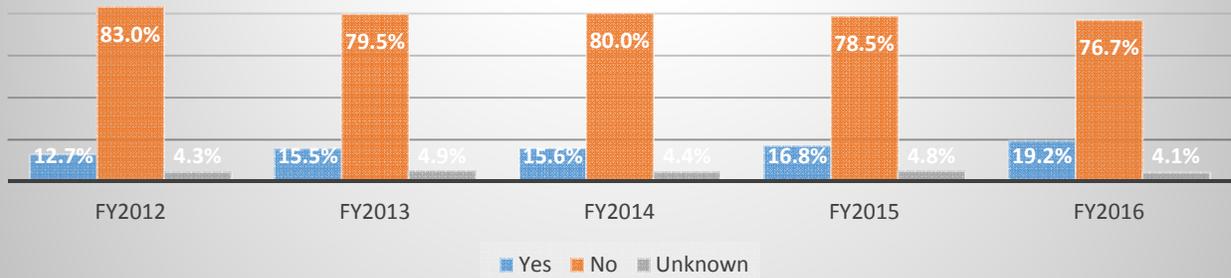
Yes

No

Unknown

	FY2012	FY2013	FY2014	FY2015	FY2016
Yes	12.7%	15.5%	15.6%	16.8%	19.2%
No	83.0%	79.5%	80.0%	78.5%	76.7%
Unknown	4.3%	4.9%	4.4%	4.8%	4.1%

## Headcount by Student of Color



### Headcount by Underrepresented:

%

Yes

No

Unknown

	FY2012	FY2013	FY2014	FY2015	FY2016
Yes	50.6%	52.2%	51.7%	51.6%	52.5%
No	14.4%	13.7%	13.3%	13.9%	15.0%
Unknown	35.1%	34.1%	35.0%	34.6%	32.5%

### Headcount by First Generation (Fed)

%

Yes

No

Unknown

	FY2012	FY2013	FY2014	FY2015	FY2016
Yes	58.9%	59.3%	57.6%	57.3%	59.5%
No	20.5%	21.5%	22.5%	23.8%	25.6%
Unknown	20.6%	19.2%	19.9%	19.0%	14.9%

### Headcount by First Generation (State)

%

Yes

No

Unknown

	FY2012	FY2013	FY2014	FY2015	FY2016
Yes	22.3%	22.7%	22.1%	22.4%	23.3%
No	58.7%	59.7%	59.8%	60.3%	63.7%
Unknown	19.0%	17.6%	18.1%	17.3%	13.1%

### Headcount by Pell Eligible

%

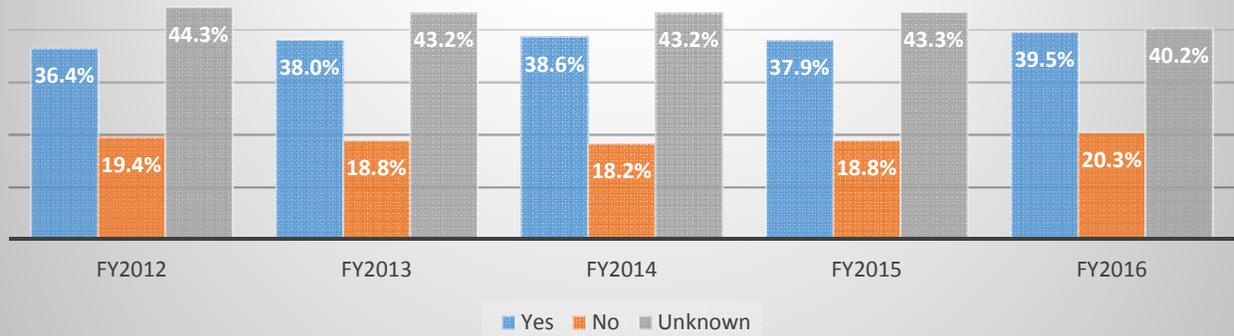
Yes

No

Unknown

	FY2012	FY2013	FY2014	FY2015	FY2016
Yes	36.4%	38.0%	38.6%	37.9%	39.5%
No	19.4%	18.8%	18.2%	18.8%	20.3%
Unknown	44.3%	43.2%	43.2%	43.3%	40.2%

## Headcount by Pell Eligible



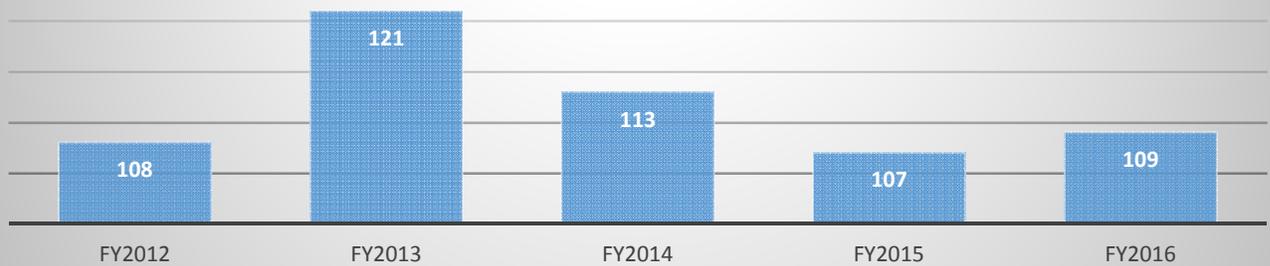
## Headcount by Veteran Status

Veteran (unduplicated headcount)

Source: ISRS

FY2012	FY2013	FY2014	FY2015	FY2016
108	121	113	107	109

## Headcount by Veteran Status



## Enrollment by Age

FY2012		FY2013		FY2014		FY2015		FY2016	
Number	Percent								

### South Central College

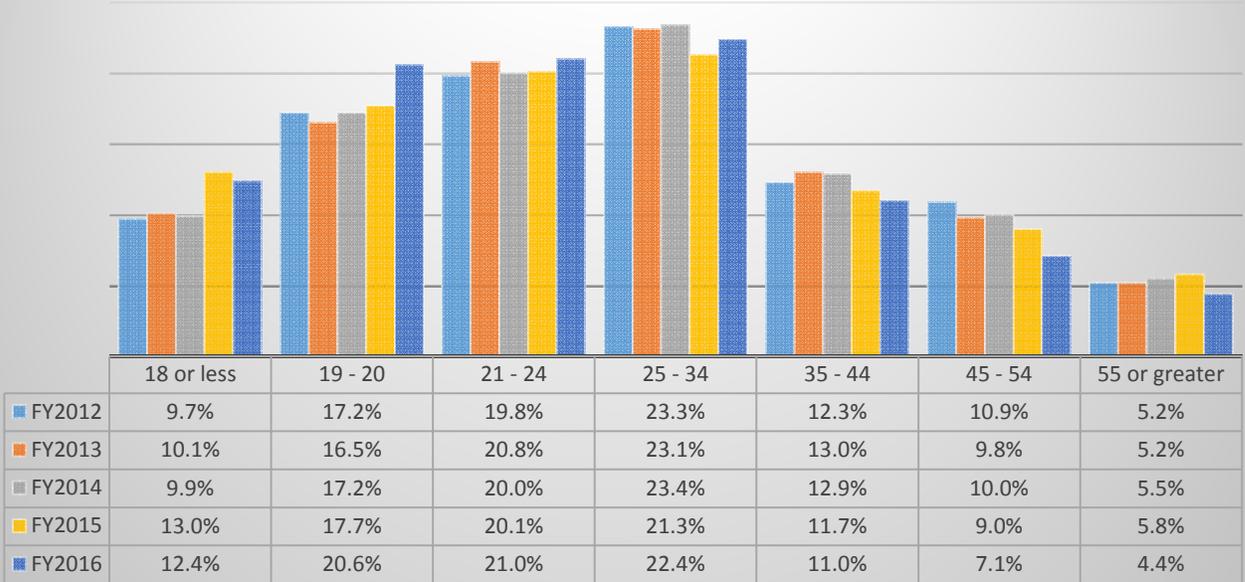
18 or less	595	9.7%	572	10.1%	543	9.9%	685	13.0%	546	12.4%
19 - 20	1,060	17.2%	937	16.5%	944	17.2%	932	17.7%	902	20.6%
21 - 24	1,219	19.8%	1,184	20.8%	1,096	20.0%	1,061	20.1%	919	21.0%
25 - 34	1,431	23.3%	1,317	23.1%	1,281	23.4%	1,122	21.3%	984	22.4%
35 - 44	759	12.3%	738	13.0%	706	12.9%	618	11.7%	483	11.0%
45 - 54	672	10.9%	556	9.8%	547	10.0%	474	9.0%	311	7.1%
55 +	322	5.2%	295	5.2%	301	5.5%	307	5.8%	193	4.4%
Unknown	94	1.5%	90	1.6%	63	1.1%	68	1.3%	48	1.1%
<b>Total</b>	<b>6,152</b>	<b>100.0%</b>	<b>5,689</b>	<b>100.0%</b>	<b>5,481</b>	<b>100.0%</b>	<b>5,267</b>	<b>100.0%</b>	<b>4,386</b>	<b>100.0%</b>

### Minnesota State System (Colleges and Universities)

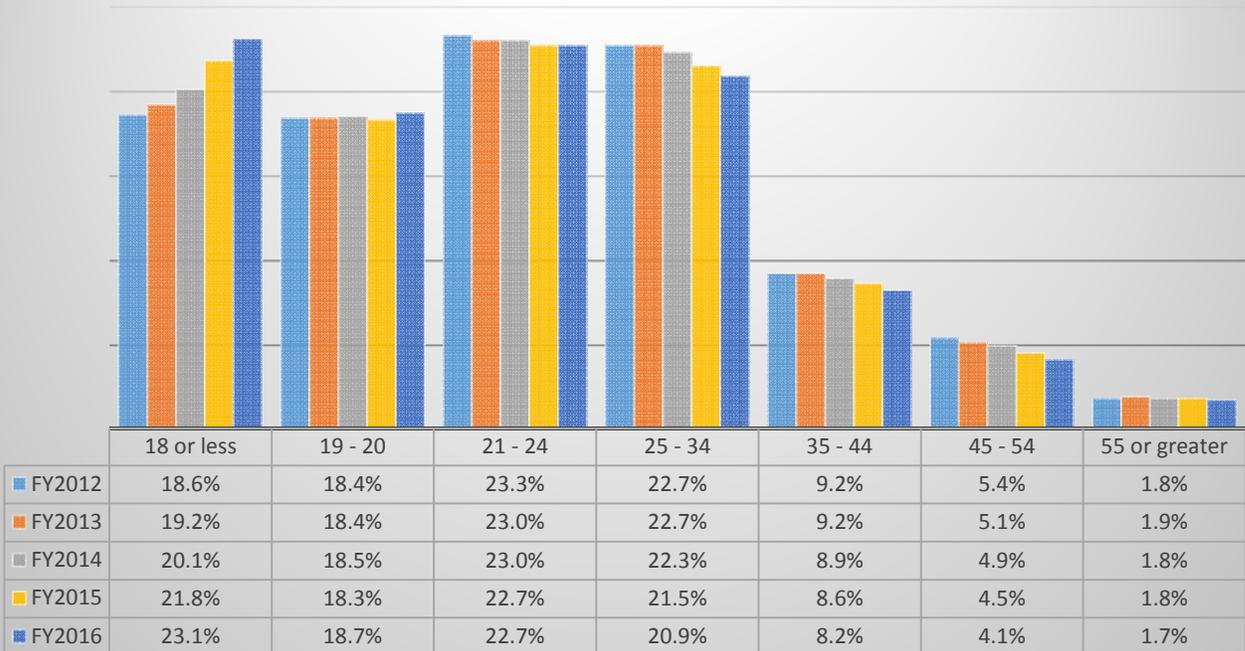
18 or less	51,177	18.6%	52,294	19.2%	53,276	20.1%	56,705	21.8%	57,930	23.1%
19 - 20	50,842	18.4%	50,150	18.4%	48,822	18.5%	47,624	18.3%	46,823	18.7%
21 - 24	64,137	23.3%	62,604	23.0%	60,759	23.0%	58,973	22.7%	56,856	22.7%
25 - 34	62,666	22.7%	61,832	22.7%	58,965	22.3%	55,926	21.5%	52,446	20.9%
35 - 44	25,457	9.2%	25,029	9.2%	23,662	8.9%	22,386	8.6%	20,530	8.2%
45 - 54	14,797	5.4%	13,983	5.1%	12,988	4.9%	11,744	4.5%	10,365	4.1%
55 +	4,878	1.8%	5,102	1.9%	4,761	1.8%	4,790	1.8%	4,325	1.7%
Unknown	1,779	0.6%	1,507	0.6%	1,277	0.5%	1,401	0.5%	1,140	0.5%
<b>Total</b>	<b>275,733</b>	<b>100.0%</b>	<b>272,501</b>	<b>100.0%</b>	<b>264,510</b>	<b>100.0%</b>	<b>259,549</b>	<b>100.0%</b>	<b>250,415</b>	<b>99.9%</b>

Source: EPM 11

## SCC - Enrollment by Age



## Minnesota State System - Enrollment by Age

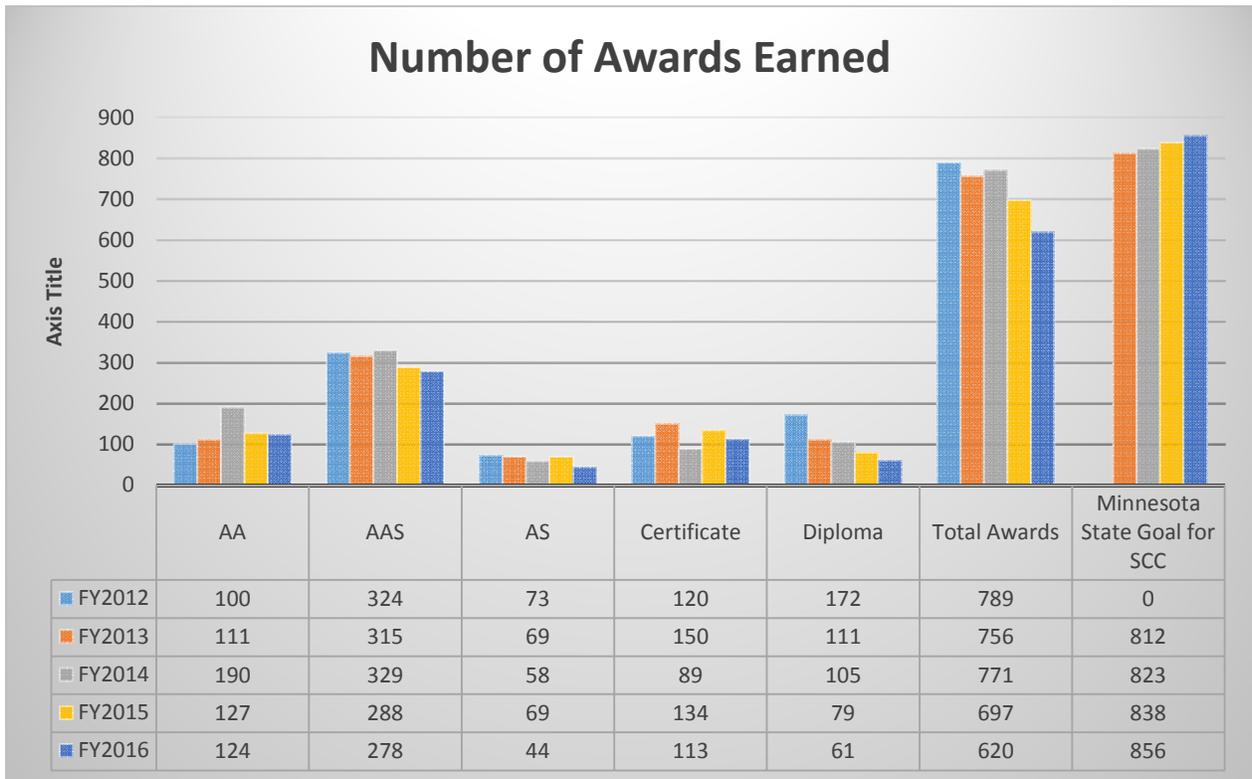


## STUDENT ACHIEVEMENT

### Number of Awards Earned

AA	
AAS	
AS	
Certificate	
Diploma	
<b>Total Awards</b>	
<i>Minnesota State Goal for SCC</i>	

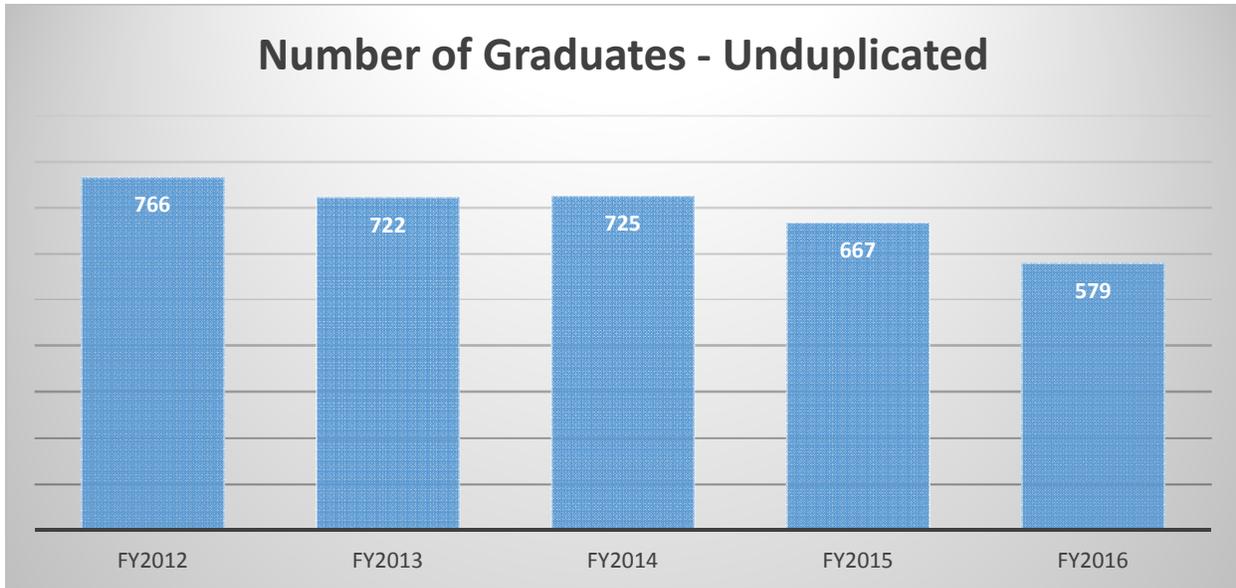
	FY2012	FY2013	FY2014	FY2015	FY2016
AA	100	111	190	127	124
AAS	324	315	329	288	278
AS	73	69	58	69	44
Certificate	120	150	89	134	113
Diploma	172	111	105	79	61
<b>Total Awards</b>	<b>789</b>	<b>756</b>	<b>771</b>	<b>697</b>	<b>620</b>
<i>Minnesota State Goal for SCC</i>	<i>na</i>	<i>812</i>	<i>823</i>	<i>838</i>	<i>856</i>



**Number of Graduates - Unduplicated**

FY2012	FY2013	FY2014	FY2015	FY2016
766	722	725	667	579

Source: EPM 11 Management Reports



**Related Employment of Graduates**

Related Employment Percent  
# Surveyed & Available for Related  
Employment

FY2009	FY2010	FY2011	FY2012	FY2013
78.4%	93.7%	87.1%	86.8%	84.6%
301	301	404	423	479

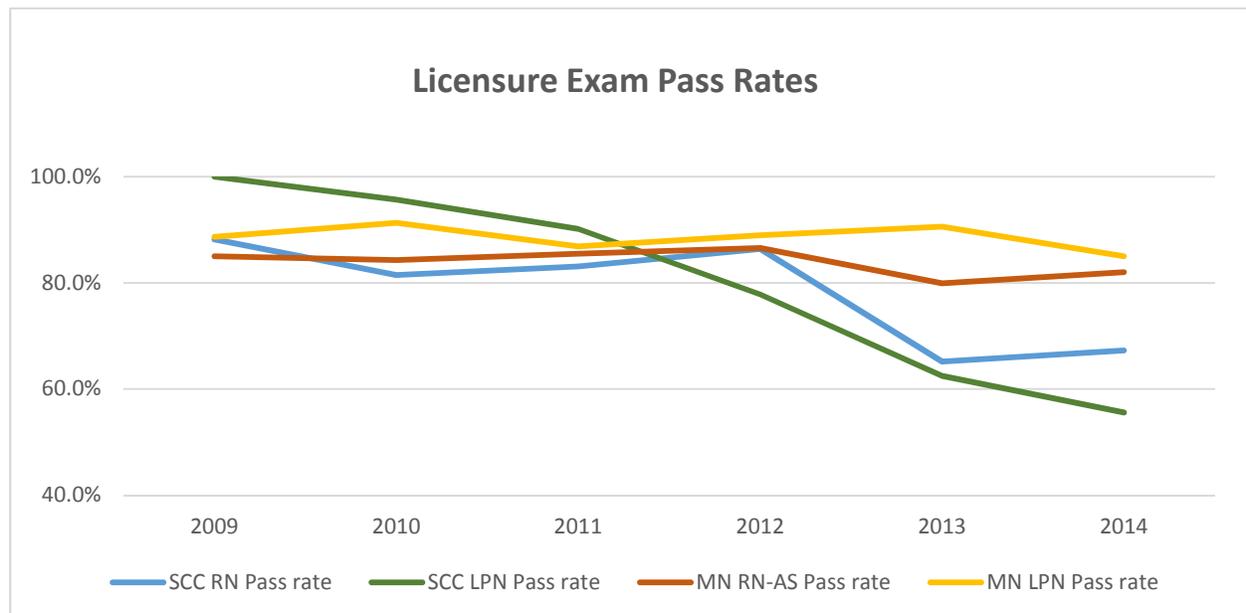
Source: Strategic Framework Performance Measures MnSCU

## QUALITY OF GRADUATES

### LICENSURE EXAM PASS RATE:

FY	SCC RN-AS			MN Total		
	Candidates	Passing	Pass rate	Candidates	Passing	Pass rate
2009	85	75	88.2%	2955	2506	84.8%
2010	81	66	81.5%	2928	2503	85.5%
2011	65	54	83.1%	3133	2681	85.6%
2012	66	57	86.4%	1490	1326	89.0%
2013	69	45	65.2%	1766	1411	79.9%
2014	49	33	67.3%	1717	1408	82.0%

FY	SCC LPN			MN Total		
	Candidates	Passing	Pass rate	Candidates	Passing	Pass rate
2009	51	51	100.0%	2955	2506	84.8%
2010	46	44	95.7%	2928	2503	85.5%
2011	51	46	90.2%	3133	2681	85.6%
2012	27	21	77.8%	3250	2871	88.3%
2013	40	25	62.5%	3250	2871	88.3%
2014	45	25	55.6%	1504	1362	90.6%



Source: Strategic Framework Performance Measures Minnesota State

## STUDENT SUCCESS

### STUDENT PERSISTENCE AND COMPLETION:

FULL-TIME, UNDERGRADUATE REGULAR & TRANSFER STUDENTS, FALL ENTERING COHORT,  
STATUS AT BEGINNING OF TERM TO SECOND FALL:

Entering Term	Value	# Students	Retained	Transferred	Graduated	Transferred Graduated	Success
Fall 2009	Total	912	60.2%	8.3%	2.9%	0.4%	71.8%
Fall 2010	Total	879	52.0%	10.0%	3.3%	0.6%	65.9%
Fall 2011	Total	715	52.4%	10.6%	2.9%	0.6%	66.5%
Fall 2012	Total	680	57.9%	7.7%	4.9%	0.3%	70.7%
Fall 2013	Total	666	57.9%	8.3%	4.2%	0.2%	70.4%

#### By Gender:

Fall 2009	Male	491	60.7%	4.7%	1.6%	0.4%	67.4%
	Female	421	59.9%	12.6%	4.5%	0.5%	77.4%
Fall 2010	Male	495	49.3%	8.9%	3.0%	0.4%	61.6%
	Female	383	55.9%	11.5%	3.7%	0.8%	71.8%
Fall 2011	Male	338	50.0%	8.0%	1.8%	0.0%	59.8%
	Female	377	54.6%	12.7%	4.0%	1.1%	72.4%
Fall 2012	Male	375	57.9%	7.7%	2.9%	0.3%	65.9%
	Female	303	61.4%	7.6%	7.3%	0.3%	76.6%
Fall 2013	Male	357	59.1%	7.0%	1.4%	0.0%	67.5%
	Female	307	56.4%	9.8%	7.5%	0.3%	73.9%

#### By Student of Color:

Fall 2009	Student of Color - Yes	105	47.1%	9.6%	1.9%	0.0%	58.7%
	Student of Color - No	791	61.8%	8.0%	3.1%	0.5%	73.5%
Fall 2010	Student of Color - Yes	132	44.3%	11.5%	1.5%	0.8%	58.0%
	Student of Color - No	744	53.5%	9.7%	3.6%	0.5%	67.3%
Fall 2011	Student of Color - Yes	113	47.8%	8.8%	7.1%	0.0%	63.7%
	Student of Color - No	595	53.4%	11.1%	2.2%	0.7%	67.3%
Fall 2012	Student of Color - Yes	141	44.3%	7.9%	9.3%	0.0%	61.4%
	Student of Color - No	536	61.4%	7.6%	3.7%	0.4%	73.1%
Fall 2013	Student of Color - Yes	138	47.4%	12.0%	4.4%	0.0%	64.2%
	Student of Color - No	519	60.7%	7.3%	4.0%	0.2%	72.2%

Entering Term	Value	# Students	Retained	Transferred	Graduated	Transferred Graduated	Success
<b>By First Generation – Federal Definition:</b>							
Fall 2009	Fed First Gen - Yes	657	61.3%	7.5%	2.7%	0.5%	72.0%
	Fed First Gen - No	239	56.5%	11.3%	2.9%	0.4%	71.1%
Fall 2010	Fed First Gen - Yes	637	51.8%	9.1%	3.6%	0.8%	65.3%
	Fed First Gen - No	230	53.0%	12.6%	2.6%	0.0%	68.3%
Fall 2011	Fed First Gen - Yes	514	53.3%	8.0%	3.1%	0.4%	64.8%
	Fed First Gen - No	191	49.2%	18.3%	2.1%	1.0%	70.7%
Fall 2012	Fed First Gen - Yes	454	58.1%	8.1%	4.5%	0.0%	71.1%
	Fed First Gen - No	209	57.4%	7.2%	5.3%	1.0%	70.8%
Fall 2013	Fed First Gen - Yes	453	55.4%	7.3%	4.4%	0.2%	67.3%
	Fed First Gen - No	200	62.5%	11.0%	4.0%	0.0%	77.5%
<b>By First Generation – MN Definition:</b>							
Fall 2009	MN First Gen - Yes	219	60.3%	5.5%	2.7%	0.9%	69.4%
	MN First Gen - No	685	60.0%	9.3%	2.8%	0.3%	72.4%
Fall 2010	MN First Gen - Yes	213	54.0%	8.0%	3.3%	0.9%	66.2%
	MN First Gen - No	659	51.9%	10.6%	3.3%	0.5%	66.3%
Fall 2011	MN First Gen - Yes	143	48.3%	6.3%	6.3%	0.7%	61.5%
	MN First Gen - No	566	53.2%	11.8%	1.9%	0.5%	67.5%
Fall 2012	MN First Gen - Yes	154	49.4%	4.5%	9.1%	0.0%	63.0%
	MN First Gen - No	517	60.2%	8.7%	3.7%	0.4%	72.9%
Fall 2013	MN First Gen - Yes	152	56.6%	5.3%	3.3%	0.7%	65.8%
<b>By Underrepresented:</b>							
Fall 2009	Underrep - Yes	505	58.0%	7.9%	3.2%	0.6%	69.7%
	Underrep - No	309	62.5%	9.1%	2.6%	0.3%	74.4%
Fall 2010	Underrep - Yes	564	50.7%	8.7%	3.4%	0.7%	63.5%
	Underrep - No	234	52.1%	12.4%	3.0%	0.4%	67.9%
Fall 2011	Underrep - Yes	445	52.6%	8.8%	3.6%	0.4%	65.4%
	Underrep - No	217	52.1%	14.7%	1.8%	0.5%	69.1%
Fall 2012	Underrep - Yes	429	53.6%	5.8%	6.3%	0.2%	66.0%
	Underrep - No	183	67.8%	10.4%	2.7%	0.5%	81.4%
Fall 2013	Underrep - Yes	432	55.1%	7.4%	3.9%	0.2%	66.7%
	Underrep - No	179	64.8%	9.5%	2.8%	0.0%	77.1%

Source: EPM 11 MnSCU

## Student Success - Diversity

### Student Success - Students of Color

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Persistence & Completion Rate-Students of Color	57.1%	57.6%	64.6%	61.7%	63.8%
# of Students of Color in Fall Entering Cohort	105	132	113	141	138
Persistence & Completion Rate-White Students	73.7%	66.8%	66.7%	72.8%	72.3%
# of White Students in Fall Entering Cohort	791	744	595	536	519

#### Ratio: Persistence and Completion Rate for Students of Color to White Students

Actual			0.97	0.85	0.88
Goal			0.87	0.88	0.89

### Student Success - Pell Eligible Students

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Persistence & Completion Rate - Pell-Eligible Students	67.4%	63.2%	64.7%	66.6%	66.3%
# of Pell-Eligible Students in Fall Entering Cohort	383	484	380	371	368
Persistence & Completion Rate - non-Pell-Eligible Students	74.8%	66.0%	67.8%	77.7%	76.2%
# of non-Pell-Eligible Students in Fall Entering Cohort	400	297	273	224	227

#### Ratio: Persistence and Completion Rate for Pell-Eligible Students to non-Pell-Eligible Students

Actual	0.9	0.96	0.96	0.86	0.87
--------	-----	------	------	------	------

### Student Success - First Generation Students

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Persistence & Completion Rate - First Generation Students	68.6%	65.9%	60.8%	63.5%	65.4%
# of First Generation Students in Fall Entering Cohort	220	214	143	156	156
Persistence & Completion Rate - non-First Generation Students	72.7%	65.8%	67.4%	72.5%	71.9%
# of non-First Generation Students in Fall Entering Cohort	680	657	564	516	506

#### Ratio: Persistence and Completion Rate for First Generation Students to non-First Generation Students

Actual	0.94	1	0.9	0.88	0.91
--------	------	---	-----	------	------

### Student Success – Diverse Populations

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Persistence & Completion Rate - Underrepresented Students	69.3%	63.3%	65.3%	66.1%	66.5%
# of Underrepresented Students in Fall Entering Cohort	505	564	447	431	433
Persistence & Completion Rate - non-Underrepresented Students	75.1%	66.7%	68.4%	80.8%	77.0%
# of non-Underrepresented Students in Fall Entering Cohort	305	234	215	182	178

#### Ratio: Persistence and Completion Rate for Underrepresented Students to non-Underrepresented Students

Actual	0.92	0.95	0.96	0.82	0.86
--------	------	------	------	------	------

## Completion Rate

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Percent Completing in Three Years</b>					
Actual	45.2%	43.7%	47.1%		
Goal		45.9%	46.8%	48.0%	49.5%
# of students in Fall Entering Cohort	912	879	715		

### Completion Rate - Students of Color

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Completion Rate - Students of Color	28.6%	31.8%	39.8%		
# of Students of Color in Fall Entering Cohort	105	132	113		
Completion Rate - White Students	47.3%	45.8%	48.9%		
# of White Students in Fall Entering Cohort	791	744	595		

#### Ratio: Completion Rate for Students of Color to White Students

Actual	0.6	0.69	0.81		
Goal		0.63	0.68	0.74	0.81

### Completion Rate - Pell Eligible Students

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Completion Rate - Pell-Eligible Students	40.5%	39.7%	41.1%		
# of Pell-Eligible Students in Fall Entering Cohort	383	484	380		
Completion Rate - Non-Pell-Eligible Students	50.5%	47.5%	53.9%		
# of non-Pell-Eligible in Fall Entering Cohort	400	297	273		

#### Ratio: Completion Rate for Pell-Eligible to non-Pell-Eligible

Actual	0.8	0.84	0.76	0.76	
--------	-----	------	------	------	--

### Completion Rate - First Generation Students

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Completion Rate - First-Generation Students	43.2%	43.9%	35.7%		
# of First-Generation Students in Fall Entering Cohort	220	214	143		
Completion Rate - non-First-Generation Students	45.9%	43.8%	49.8%		
# of non-First-Generation in Fall Entering Cohort	680	657	564		

#### Ratio: Completion Rate for First-Generation to non-First-Generation

Actual	0.94	1	0.72		
--------	------	---	------	--	--

## Completion Rate - Diverse Populations

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Completion Rate - Underrepresented Students	42.2%	39.9%	42.7%		
# of Underrepresented Students in Fall Entering Cohort	505	564	447		
Completion Rate - non-Underrepresented Students	51.2%	48.3%	54.9%		
# of non-Underrepresented in Fall Entering Cohort	305	234	215		
<b>Ratio: Completion Rate for Underrepresented to non-Underrepresented</b>					
Actual	0.82	0.83	0.78		

Source: Strategic Framework Performance Measures

## ACADEMIC SUPPORT CENTER

Academic Support to students is readily available from the Academic Support Center. 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.
- *Tutoring Services* – Both staff and peer tutors are available in the Academic Support Center. Tutoring for Math, Science, English, Computers and other topics is available.
- *Study Skills Training* – includes presentations at the GPS LifePlan Workshops as well as individual assistance with time management and other study strategies.

### Disability Students:

	2012	2013	2014	2015	2016
Unduplicated headcount	162	167	164	169	160
Hours (not including sign language interpreters)	4760	4180	4793	3062	3003
Gender (female/male)	97/65	84/73	101/63	106/63	93/67
Ethnicity (Student of Color/White)	20/139	20/143	23/137	19/146	27/129

### Tutoring:

	2012	2013	2014	2015	2016
Duplicated	2361	2442	3328	3295	2456
Unduplicated Headcount	1243	1166	1286	1232	1737
Hours	8954	7834	8952	9490	7106

Gender (female/male)	856/383	817/348	843/443	811/418	1087/647
Ethnicity (Student of Color/White)	291/937	322/830	329/938	432/768	881/825

### Study Skills Training:

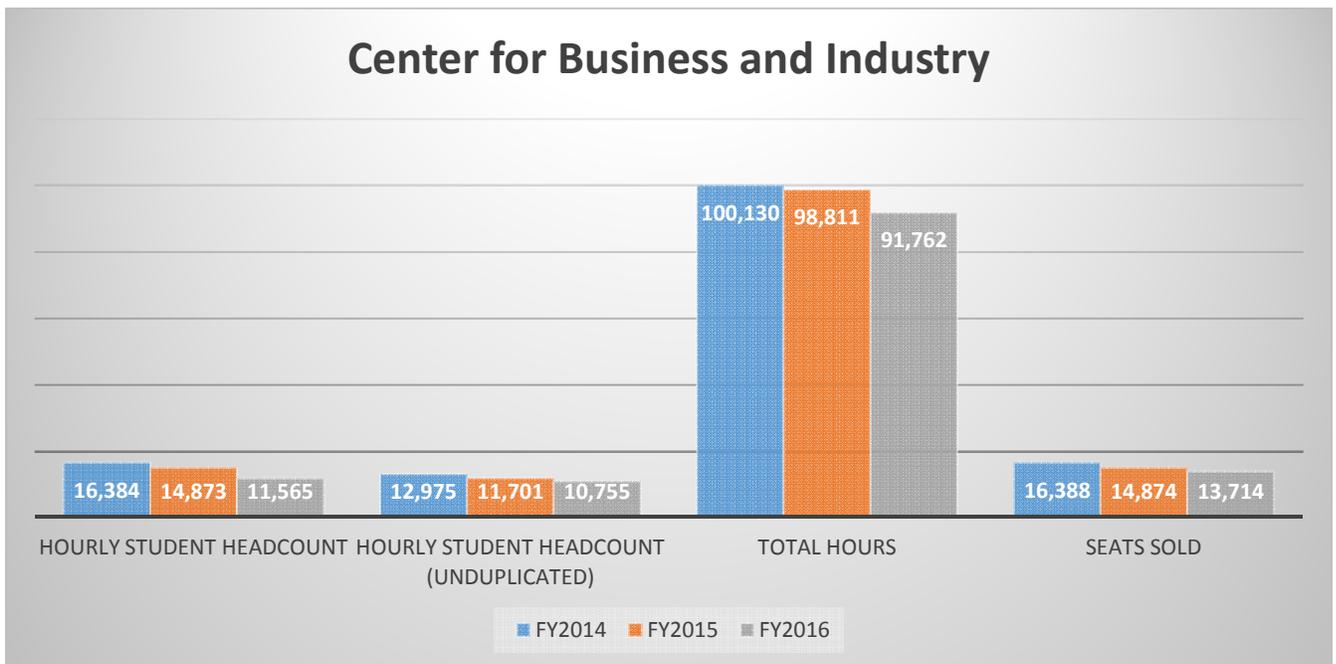
	2012	2013	2014	2015	2016
Duplicated headcount	689	629	218	231	137
Hours	83	77	20	24	14

## CENTER FOR BUSINESS AND INDUSTRY (CBI)

South Central College established the CBI to help businesses, non-profit and government organizations improve their performance to meet the challenges of the global and local economies.

### Enrollment:

	FY2012	FY2013	FY2014	FY2015	FY2016
Hourly Student Headcount	17,245	17,118	16,384	14,873	13,716
Hourly Student Headcount (unduplicated)	13,738	13,456	12,975	11,701	10,810
Total Hours	120,869	113,131	100,130	98,811	93,709
Seats Sold	17,267	17,125	16,388	14,874	13,731
Section	1,038	971	891	794	756



### Financial Summary:

#### Financial Summary

	2012	2013	2014	2015	2016*
Appropriation	\$333,051	\$327,661	\$175,668	\$171,029	\$117,734
Revenue	\$2,323,707	\$2,252,058	\$1,947,948	\$1,541,872	\$1,606,454
Committed	\$2,728,907	\$2,559,496	\$1,838,893	\$1,681,311	\$1,676,675

Source: EPM 11

as of 10/19/16

## FINANCIAL AID

<b>Fall entering cohort:</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>	<b>FY2015</b>
All Undergraduates	4091	4083	3904	3410	3387
Number awarded aid*	2476	2415	2343	2328	2235
Percent awarded aid	61%	59%	60%	68%	66%
Average amount of aid awarded	\$3,384	\$3,226	\$3,445	\$3,464	\$3,588
Number Pell grants	1349	1620	1671	1628	1528
Percent Pell grants	33%	40%	41%	48%	45%
Average amount of Pell grant awarded	\$3,436	\$3,286	\$3,363	\$3,378	\$3,435
Number Federal student loans	1821	1993	1886	1836	1638
Percent Federal student loans	45%	49%	48%	54%	48%
Average amount of Federal student loan	\$5,956	\$6,070	\$5,969	\$5,825	\$5,740

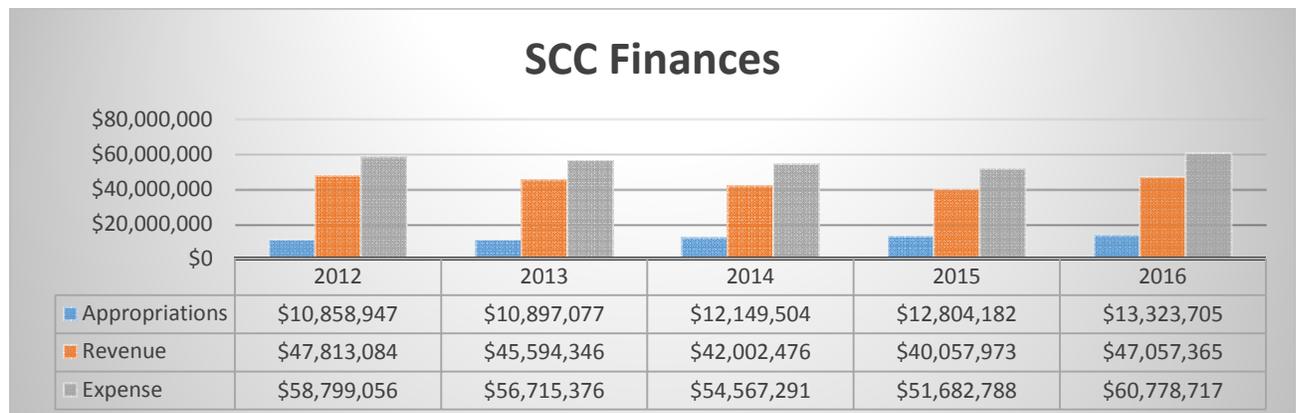
\*grant or scholarship aid from the federal, state/local government, the institution, and other sources known to the institution

Source: IPEDS

## FINANCES

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Appropriations	\$10,858,947	\$10,897,077	\$12,149,504	\$12,804,182	\$13,323,705
Revenue	\$47,813,084	\$45,594,346	\$42,002,476	\$40,057,973	\$47,057,365
Expense	\$58,799,056	\$56,715,376	\$54,567,291	\$51,682,788	\$60,778,717

SOURCE: EPM 11



## FOUNDATION

The Foundations on the Faribault and North Mankato Campuses award scholarships to students every year. 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. We have overwhelming support from the businesses and individuals in Mankato, North Mankato, Faribault and our South Central Minnesota communities.

### North Mankato Foundation

FY

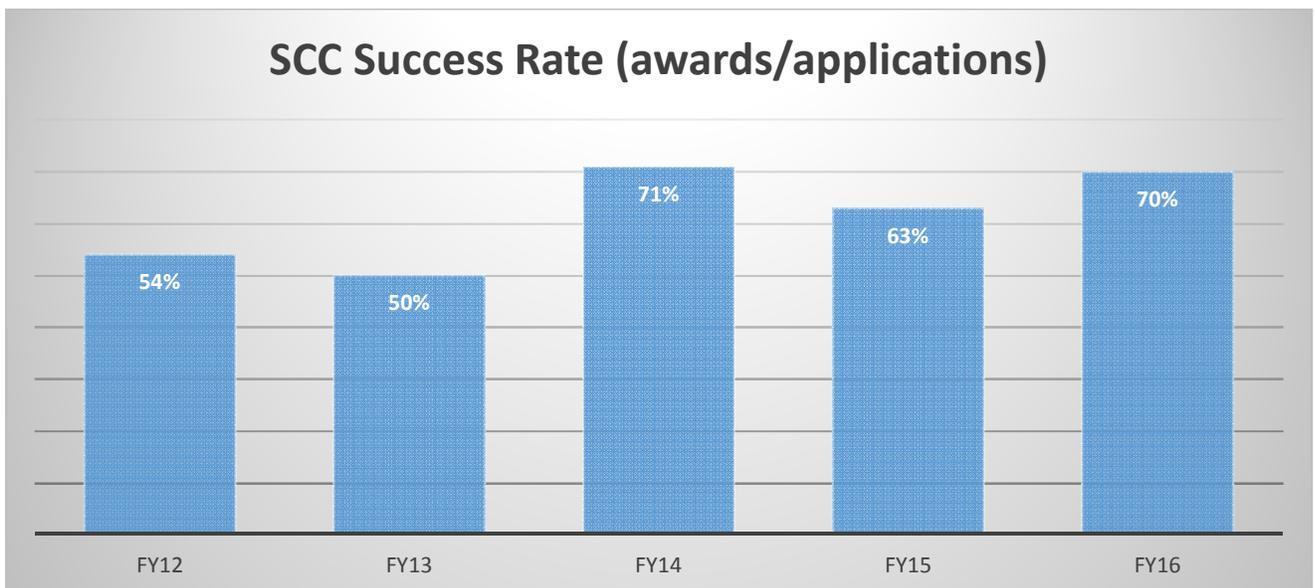
<b>Benefits paid to SCC:</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Scholarship funding	\$206,862.00	\$208,150.00	\$181,238.84	\$219,932.00	\$225,748.00
Programs	\$68,781.00	\$58,962.00	\$48,229.98	\$84,232.00	\$85,945.00
Capital	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
In-Kind	\$21,000.00	\$23,447.00	\$102,974.92	\$222,864.31	\$141,445.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$296,643.00	\$290,559.00	\$332,443.74	\$527,028.31	\$453,138.00
<b>Funds Raised by the Foundation</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Unrestricted	\$216,475.00	\$252,876.00	\$220,551.00	\$205,105.00	\$187,704.00
Temporarily Restricted	\$242,713.00	\$253,914.00	\$256,412.00	\$359,050.00	\$317,661.00
Permanently Restricted	\$11,455.00	\$6,483.00	\$7,689.00	\$327,290.00	\$33,875.00
Other/In-Kind:	\$21,000.00	\$23,477.00	\$102,974.92	\$222,864.31	\$141,445.00
Total	\$491,643.00	\$536,750.00	\$587,626.92	\$1,114,309.31	\$680,685.00

Source: North Mankato Foundation

## GRANTS

	FY12	FY13	FY14	FY15	FY16
Number of Grants Awarded	7	4	5	12	14
Success Rate (awards/applications)	54%	50%	71%	63%	70%
Total Dollars Awarded	\$217,461	\$1,071,687	\$116,340	\$16,812,824	\$1,104,392
<b>Source:</b>					
Federal		\$896,261		\$16,100,000	
State	\$204,961	\$29,401	\$116,340	\$166,251	\$999,167
Private	\$10,000	\$146,025		\$46,573	\$104,725
Foundation	\$2,500			\$22,460	\$500
County					
<b>Program Funded</b>					
Manufacturing	\$70,927	\$896,261	\$10,000	\$15,214,145	\$316,583
Student Access	\$146,534	\$146,025	\$25,000	\$1,108,748	\$67,200
Agriculture			\$67,600	\$12,391	\$718,584
Arts			\$4,000		\$2,025
Health Care			\$9,740		
Academics/Curriculum/Assessment		\$29,401			
Building and Design					

Source: SCC Grants Office



## EMPLOYEE DEMOGRAPHICS

**Unduplicated Headcount**

**Faculty\***

**Staff\***

**FTE**

**Average Age**

**Average Years of Service**

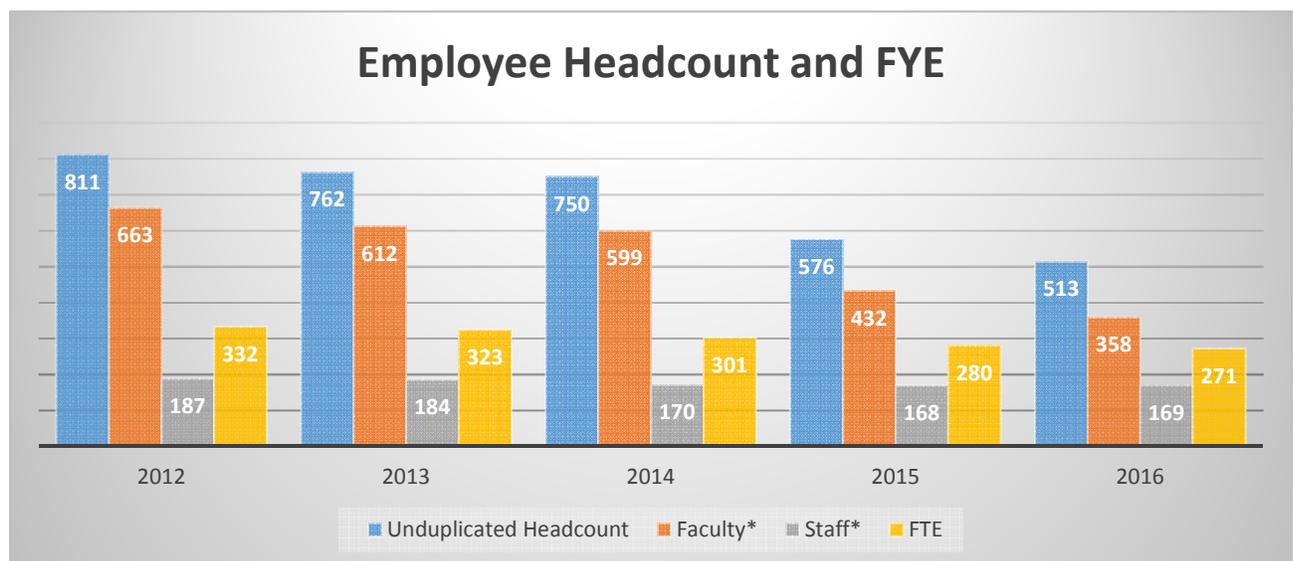
**Gender: % Female /Male**

**Ethnicity: % White/People of color**

	2012	2013	2014	2015	2016
Unduplicated Headcount	811	762	750	576	513
Faculty*	663	612	599	432	358
Staff*	187	184	170	168	169
FTE	332	323	301	280	271
Average Age	48	49	50	49	49
Average Years of Service	10	10	11	11	11
Gender: % Female /Male	39%/61%	40%/60%	42%/58%	49%/51%	52%/48%
Ethnicity: % White/People of color	97%/1%	97%/1%	98%/1%	97%/2%	96%/3%

\*Faculty/staff count is a duplicated count

Source: MnSCU Management Reports



\*Faculty/staff count is a duplicated count

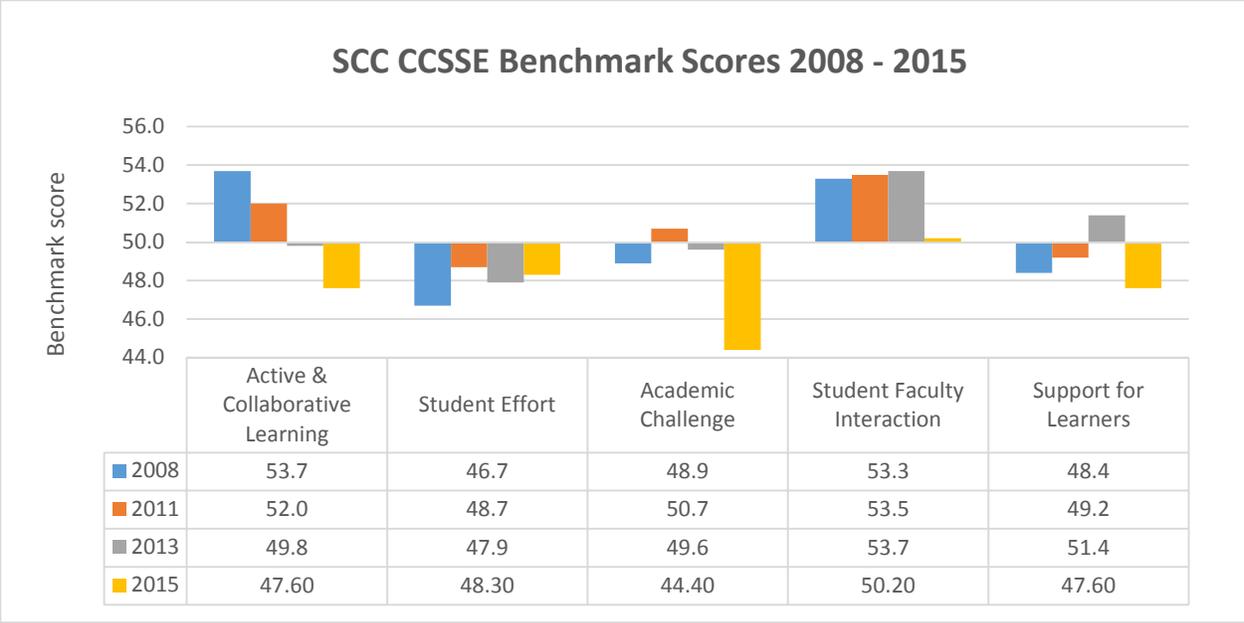
## INSTITUTIONAL SURVEY OVERVIEW

South Central College has a consistent history of gathering student input for the purpose of continuous improvement. Since 2005, MnSCU has 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 conducted, alternate surveys are administered with SCC students to gather information to help improve the quality of student life and learning.

<b>FY</b>	<b>Institutional Survey Administered</b>
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)
2015	Adult Learner Inventory (ALI)
2016	Student Satisfaction Inventory (SSI)
2016	Survey of Entering Student Engagement (SENSE)
2016	ECAR Student Technology Survey
2017	Community College Survey of Student Engagement (CCSSE)

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

CCSSE reports results using benchmarks, which are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement – and that are positively related to student learning and persistence. Benchmark scores are standardized to have a mean of 50 and standard deviation of 25.



The **Student Satisfaction Survey (SSI)** measures how satisfied students are as well as what issues are important to them. Findings are reported on the following scales:

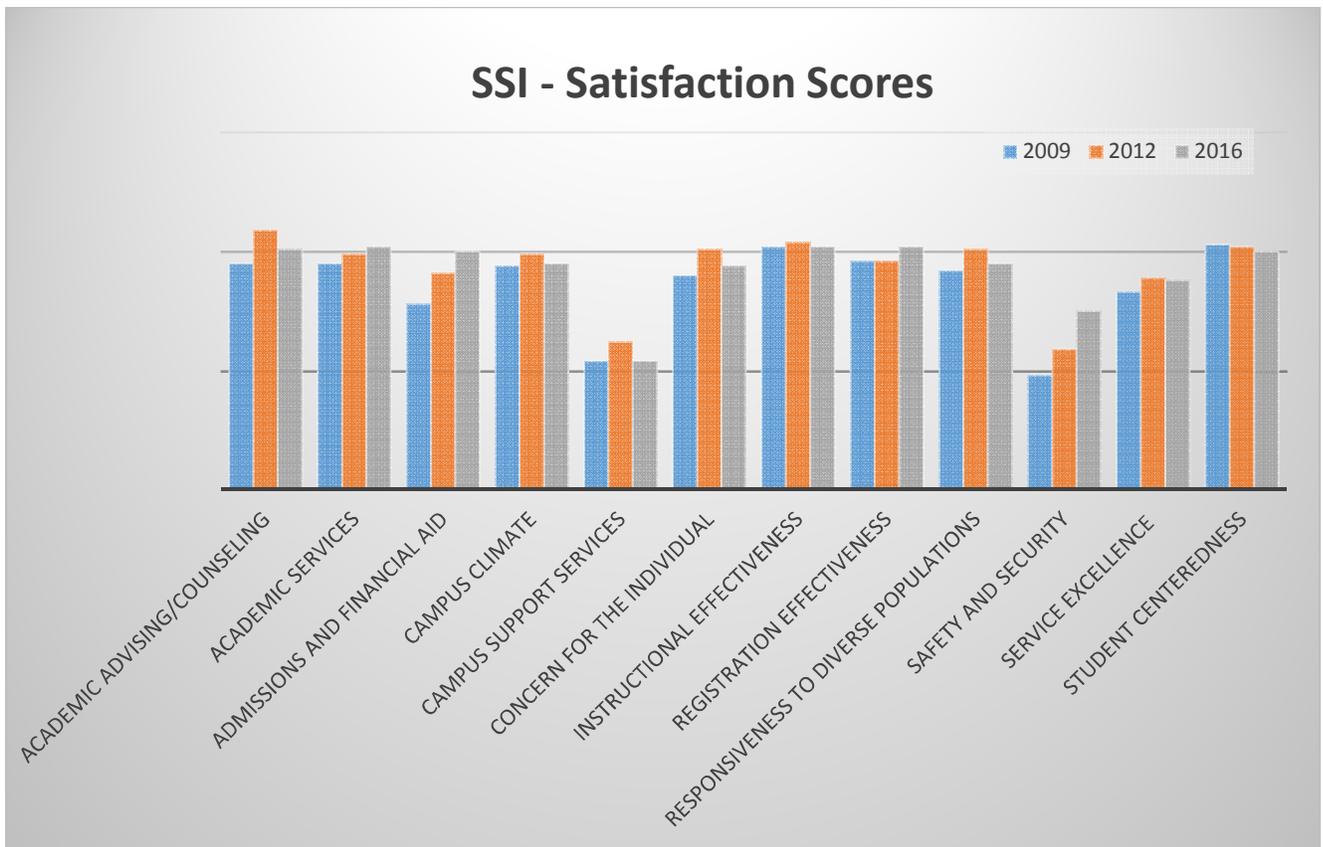
	Important			Satisfaction			Performance Gap		
	2009	2012	2016	2009	2012	2016	2009	2012	2016
<i>Total Responses</i>	824	824	608	824	824	608	824	824	608
<b>Scale</b>									
Academic Advising/Counseling	6.08	6.18	6.09	5.45	5.59	5.51	0.63	0.59	0.59
Academic Services	5.90	5.95	5.86	5.45	5.49	5.52	0.45	0.46	0.34
Admissions and Financial Aid	5.95	6.03	5.94	5.28	5.41	5.50	0.67	0.62	0.54
Campus Climate	5.94	5.97	5.93	5.44	5.49	5.45	0.50	0.48	0.48
Campus Support Services	5.37	5.51	5.36	5.04	5.12	5.04	0.33	0.39	0.32
Concern for the Individual	6.06	6.12	6.06	5.40	5.51	5.44	0.66	0.61	0.62
Instructional Effectiveness	6.14	6.18	6.12	5.52	5.54	5.52	0.62	0.64	0.60
Registration Effectiveness	6.06	6.09	6.01	5.46	5.46	5.52	0.60	0.63	0.49
Responsiveness to Diverse Populations	<i>na</i>	<i>na</i>	<i>na</i>	5.42	5.51	5.45	<i>na</i>	<i>na</i>	<i>na</i>
Safety and Security	5.81	5.85	5.78	4.98	5.09	5.25	0.83	0.76	0.53
Service Excellence	5.84	5.90	5.83	5.33	5.39	5.38	0.51	0.51	0.45
Student Centeredness	5.97	5.99	5.96	5.53	5.52	5.50	0.44	0.47	0.46

Importance: mean on a 7-point scale

Satisfaction: mean on a 7-point scale

Performance Gap: difference in mean Importance and Satisfaction scores

When reviewing the Performance Gap scores for the 11 scales, the gap in 2016 is less in 9 of the 11 scales compared to 2009.



Satisfaction: mean on a 7-point scale

**Strengths** are individual items with high importance and high satisfaction. The top 10 strengths our students identified at SCC include (listed in descending order of importance):

- Course grading systems are set up so that I can monitor my own grades during the semester.
- My academic advisor is knowledgeable about my program requirements.
- I am able to interpret my course progress (pass/fail) from the feedback I receive or can monitor.
- My instructors properly use technology in class.
- Nearly all of the faculty are knowledgeable in their fields.
- My academic advisor is approachable.
- I am able to experience intellectual growth here.
- Program requirements are clear and reasonable.
- The campus is safe and secure for all students.
- Faculty are usually available after class and during office hours.

**Challenges** are individual items that students care the most about, but they also feel the campus can improve in these areas. The top 10 challenges our students identified at SCC include (listed in descending order of importance) the following items:

- The quality of instruction I receive in most of my classes is excellent.
- Classes are scheduled at times that are convenient for me.
- I am able to register for classes I need with few conflicts.
- The quality of instruction in the vocational/technical programs is excellent.
- My academic advisor is concerned about my success as an individual.
- There is a good variety of courses provided on this campus.
- Faculty are fair and unbiased in their treatment of individual students.
- Faculty provide timely feedback about student progress in a course.
- Most of my "lecture" classes keep me actively involved during class time, (not just listening/taking notes).
- This school does whatever it can to help me reach my educational goals.

Online learners have different needs, expectations and priorities than traditional students. The **Priority Survey for Online Learners (PSOL)** measures how satisfied our online students are, and what issues are really important to them in five key areas:

	Importance			Satisfaction			Performance Gap		
	2009	2010	2014	2009	2010	2014	2009	2010	2014
<i>Total Responses:</i>	189	273	366	189	273	366	189	273	366
Scale									
<b>Academic Services</b>	6.22	6.37	6.24	5.75	5.74	5.68	0.47	0.63	0.56
<b>Enrollment Services</b>	6.43	6.46	6.41	5.88	6.10	6.09	0.55	0.36	0.32
<b>Institutional Perceptions</b>	6.20	6.26	6.20	5.86	5.84	5.61	0.34	0.42	0.59
<b>Instructional Services</b>	6.23	6.27	6.23	5.78	5.73	5.69	0.45	0.54	0.54
<b>Student Services</b>	6.19	6.26	6.18	5.57	5.69	5.67	0.62	0.57	0.51

Importance: mean on a 7-point scale

Satisfaction: mean on a 7-point scale

Performance Gap: difference in mean Importance and Satisfaction scores

The **strengths** reported by students in the PSOL in 2014 include:

- 28. Campus item: The online course delivery platform (Desire2Learn or D2L) is reliable
- 18. Registration for online courses is convenient.
- 31. Campus item: Taking an online course allowed me to stay on track with my educational goals.
- 14. I receive timely information on the availability of financial aid.
- 23. Billing and payment procedures are convenient for me.
- 35. Campus item: Technical assistance is appropriate for my needs.

Challenges reported by our online students in 2014 are:

- 25. Faculty are responsive to student needs.
- 6. Tuition paid is a worthwhile investment.
- 7. Program requirements are clear and reasonable.
- 20. The quality of online instruction is excellent.
- 4. Faculty provide timely feedback about student progress
- 10. This institution responds quickly when I request information.
- 12. There are sufficient offerings within my program of study.
- 5. My program advisor helps me work toward career goals.

The Adult Learner Inventory (ALI) is a web-based survey administered to students age 25 and older that shows how satisfied students are and what is important to them. This combination helps highlight the institution’s strengths and areas for improvement. It was first conducted at SCC spring 2015. Data is reported using eight scales:

Scale	South Central College - ALI			National Two-Year Adult Learners			Difference
	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap	
Outreach	6.47	5.73/1.19	0.74	6.44	5.75/1.08	0.69	-0.02
Life and Career Planning	6.39	5.29/1.4	1.10	6.31	5.34/1.32	0.97	-0.05
Financing	6.30	5.74/1.22	0.56	6.31	5.61/1.31	0.70	0.13
Assessment of Learning Outcomes	6.14	5.56/1.26	0.58	6.07	5.51/1.18	0.56	0.05
Teaching - Learning Process	6.38	5.74/1.29	0.64	6.28	5.74/1.13	0.54	0.00
Student Support Systems	6.18	5.59/1.18	0.59	6.17	5.54/1.18	0.63	0.05
Technology	6.34	5.93/1.07	0.41	6.25	5.84/1.02	0.41	0.09
Transitions	6.24	5.47/1.25	0.77	6.23	5.48/1.22	0.75	-0.01

Importance: mean on a 7-point scale

Satisfaction: mean on a 7-point scale

Performance Gap: difference in mean Importance and Satisfaction scores

Difference: SCC Satisfaction – Nat’l 2-year Satisfaction

**Strengths:**

- 33. This college explains what is needed for me to complete my program here.
- 21. My studies are closely related to my life and work goals.
- 32. Technology enables me to get the services I need when I need them.
- 46. The learning experiences within my program of study challenge me to reach beyond what I know already.
- 30. I am able to obtain information I need by phone, fax e-mail or online.
- 43. The frequency of interactions with my instructors is satisfactory.
- 29. My instructors respect student opinions and ideas that differ from their own.
- 13. Processes and procedures for enrolling here are convenient.

- 27. I am encouraged to apply the classes I've taken towards a degree or certificate.
- 18. This college uses technology on a regular basis to communicate with me.
- 23. I can make payments or inquiries about tuition at times that are convenient for me.
- 12. Technology support is available to me when I need it.

**Challenges:**

- 10. I have a clear understanding of what I'm expected to learn in my classes.
- 17. My instructor provide timely feedback about my academic progress.
- 26. I am able to choose course delivery that fits my life circumstances.
- 19. I receive timely responses to my requests for help and information.
- 2. Sufficient course offerings within my program are available each term.
- My program allows me to pace my studies to fit my life and work schedules.
- 8. This college provides students with the help they need to develop an education plan.
- 9. I receive adequate information about sources of financial assistance available to me.
- 14. I receive guidance on which classes will transfer to programs here and elsewhere.

## GLOSSARY

**Adult Learner** – Students who are 26 years old or older as of September 1 of the academic or fiscal year. Also known as a non-traditional student.

**Academic Year** – starts with the fall semester and ends with the following summer semester

**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** – Percent 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.

**Duplicated headcount** – The sum of enrollment for each semester. A student is counted for each semester in which they are enrolled within the academic year.

**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 2033, Chapter 133, Article 1, Section 3, Subdivision 3).

**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.

**Full Time Student** – In fall and spring semesters, it is defined as registered for 12 or more credits. For summer semester, it is defined as registered for six or more credits.

**FYE – Full-Year Equivalent** – Full Year enrollment. This is 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.

**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). <http://nces.ed.gov/ipeds/about/>

**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”.

**Part Time Student** – In fall and spring semesters, it is defined as registered for less than 12 credits. In summer semester, it is defined as registered for less than six credits.

**Pell eligible** – eligible to receive a Pell grant, a type of Federal grant targeted toward students from low income families. Pell edibility is often used to indicate a student is low-income.

**Persistence and Completion Rate** – the percentage of a group of students (a cohort) who have graduated from, or been retained at the same institution, or who transferred to another institution. Each cohort includes the students who entered in the fall semester as full-time new undergraduate or undergraduate transfer students and were therefore considered to be seeking a degree, diploma or certificate. Retention, graduation and transfer are measured as of the second fall after the group of students entered.

**PSEO** – Post-secondary enrollment option is a statewide program that allows 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students to earn college credit while still in high school, through enrollment in and successful completion of college-level courses.

**Retained** – Students enrolled for credit at an institution for more than one term who have not graduated or transferred out. Retention is measured according to the student's status as of the beginning of the term.

**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.

**Success Rate** – The sum of the number of students in the entering cohort who have graduated, transferred, or are retained at the college during the specified term.

**Traditional Age** – Students 18 and older, and younger than 25 years old as of September 1 of the academic of fiscal year. This term may be defined differently by organizations or sources.

**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 MnSCU institution, in which case the transfer-graduated status is changed to Graduated.

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

**Unduplicated headcount** – a count of actual individual student enrolled at the college during the course of one year. Students may be enrolled in more than one term but are only counted once.

## Links to Useful Data Sources

<http://nces.ed.gov/ipeds/about/>

**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.

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

**College Navigator** offers an efficient means to gather information on other programs and colleges.

<http://sleds.mn.gov/>

**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.

<http://mn.gov/deed/>

**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.

<http://www.edeps.org/>

**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.

<http://www.census.gov/quickfacts/#table/PST045215/00>

**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.

<http://www.southcentral.edu/Research-Planning-and-Grants/research-planning-and-grants-office.html>

**SCC Office of Research and Institutional Effectiveness Home Page**

<http://www.southcentral.edu/Research-Planning-and-Grants/program-profiles.html>

**SCC Program Portfolios** – The Program Portfolio is a collection of data determined by the college to be important indicators of a program's performance or overall health. Portfolios are developed annually for all academic programs, and are released at the beginning of fall semester. The data are reviewed by program faculty and college administration and are used to support program planning efforts.