



Date: 08/04/2026

Institutional Effectiveness Dashboard (PDP Data)

Office of Assessment and Institutional Research

2026-2030



Home Page	Executive Summary	Student Map	Tribal Enrollment Data	First Year Enrollment	Enrollment Type	Credential Type	Race/Ethnicity	Age Group	Gender	Cohort Term	Past Dual/Summer...	English Prep	Math Prep	GPA Range	Attendance	IPEDS Resources	Community Survey Data 24..	Community Survey Data 2	Community Survey Data 3	Community Survey Data 4	Community Survey Data 5	Institutional Effectiv...
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Date: 08/05/2026



Current Enrollment = 87 FA 2026 Enrollment Goal = 160

FTE FT Enrollment = 65 Full-Time Retention = 52%

FTE PT Enrollment = 22 Part-Time Retention = 54%

Students Receiving Grant Aid = 80%

Pell Grant Recipients =74%

Graduation Rate : 27% at 150% of normal program time (9 out of 33 cohort students): 2024
Average: : 27% also graduated within 200% of normal program time.

Vision: The Office of Assessment and Institutional Research envision a college community where data, assessment, and Indigenous ways of knowing work together to support student achievement, strengthen institutional effectiveness, and guide informed decisions that honor the mission, culture, and future of Leech Lake Tribal College.

Mission: The mission of the Office of Assessment and Institutional Research is to support student success and institutional excellence through the collection, analysis, and use of data. We provide leadership in assessment, institutional research, strategic planning, and reporting to ensure informed decision-making, continuous improvement, and alignment with the mission and values of Leech Lake Tribal College.

- Goals:**
- Support Student Success:** Use OCAP ® and Cares Indigenous Data Assessment protocols, data, and assessment results to identify opportunities that improve student learning, retention, persistence, and completion.
 - Promote Continuous Improvement:** Partner with departments across the college to evaluate programs, assess outcomes, and strengthen institutional effectiveness.
 - Inform Strategic Decision-Making:** Provide reliable data, research, and reporting that guide planning, accreditation, accountability, and resource stewardship.



Date: 08/04/2026

Institutional Effectiveness Dashboard (PDP Data) Office of Assessment and Institutional Research

2026-2030



Executive Summary

LLTC Strategic Plan:

LLTC Strategic Plan 2026-2030: At a Glance

Mino-Bimaadiziwin in Action (Living a Good Life in Balance)

- Vision: Where being Anishinaabe and being educated are one and the same, empowering students to achieve both cultural and career success.
- Guided by the Seven Grandfather Teachings: Wisdom, Love, Respect, Courage, Honesty, Humility, and Truth.

Five Strategic Priorities

1. Student Pathways: Expand educational opportunities, student support, wellness services, and accessibility to improve student success.
2. Anishinaabe Lifeways: Preserve and strengthen Anishinaabe culture, language, and traditional knowledge throughout the educational experience.
3. Community Partnerships & Engagement: Build strong relationships, increase community visibility, and support workforce and community development.
4. Organizational Capacity & Commitment: Strengthen leadership, employee development, collaboration, shared governance, and data-informed decision making.
5. Financial & Facilities Commitment: Ensure long-term sustainability through strategic resource management, diversified revenue, and improved facilities and infrastructure.

Student Pathways

- Tracks retention, persistence, completion, transfer, and stop-out rates.
- Identifies barriers to student success and informs interventions to improve student outcomes.
- Measures progress toward increasing credential attainment and transfer success.

Anishinaabe Lifeways

- Evaluates outcomes for students participating in culturally grounded programs and support services.
- Helps determine whether culturally relevant practices contribute to persistence and completion.

Community Partnerships & Engagement

- Measures student transfer patterns and educational pathways beyond LLTC.
- Demonstrates LLTC's role in preparing students for careers, further education, and community leadership.

Organizational Capacity & Commitment

- Provides reliable, benchmarked student success data for strategic planning and institutional assessment.
- Strengthens evidence-based decision making and accreditation reporting.

Financial & Facilities Commitment

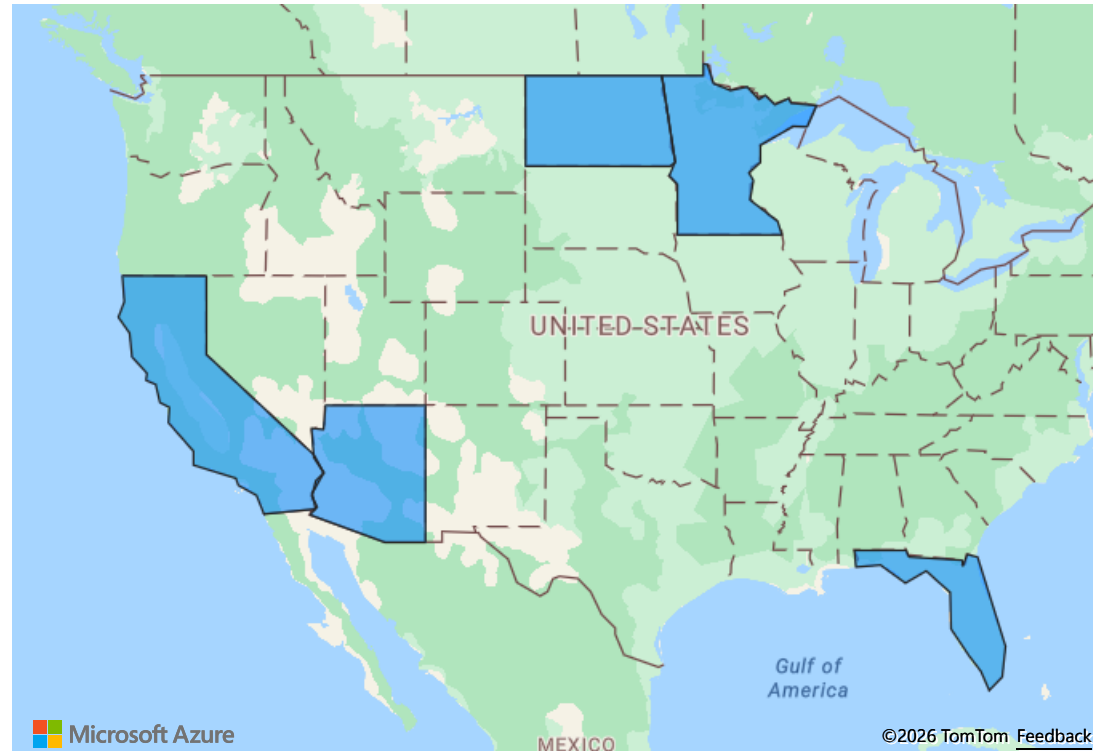
- Links student success outcomes to resource allocation and strategic investments.
- Supports evaluation of initiatives designed to improve retention, completion, and enrollment growth.

National Student Clearinghouse PDP data provides comprehensive student success metrics that help LLTC monitor retention, completion, transfer, and persistence outcomes, supporting data-informed decision making across all five Strategic Plan priorities.

Town	State	Total Count
Bullhead City	Arizona	7
Signal Hill	California	2
Venice	Florida	3
Akeley	Minnesota	6
Bemidji	Minnesota	284
Bena	Minnesota	6
Blackduck	Minnesota	2
Cass Lake	Minnesota	409
Deer River	Minnesota	40
Eagan	Minnesota	9
Farmington	Minnesota	10
Federal Dam	Minnesota	31
Glyndon	Minnesota	2
Grand Rapids	Minnesota	10
Laporte	Minnesota	7
Leonard	Minnesota	1
Longville	Minnesota	13
Minneapolis	Minnesota	4
Morton	Minnesota	5
Mount Pleasant	Minnesota	7
Plymouth	Minnesota	4
Ponsford	Minnesota	4
Squaw Lake	Minnesota	6
Walker	Minnesota	13
Waubun	Minnesota	5
Wilton	Minnesota	4
Grand Forks	North Dakota	3
Total		897

LLTC Student Enrollment Map 2019-2026

Total Count by State



LLTC enrolled 897 students between 2019 -2026 communities primarily located in northern Minnesota, with a strong concentration in the Leech Lake Reservation service area. (NCSPDP)

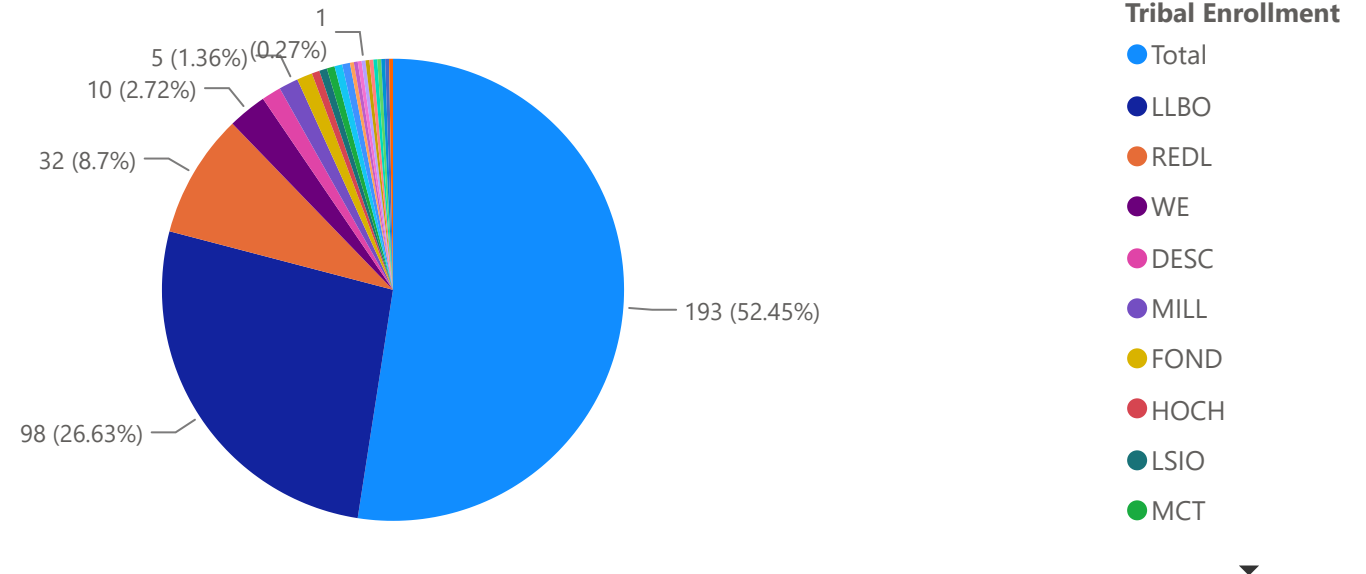
- Cass Lake represents the largest student population with 409 students (45.6%).
- Bemidji is the second-largest community with 284 students (31.7%).
- Approximately 77% of all students come from Cass Lake and Bemidji, demonstrating LLTC's central role in serving the local and regional community.
- The student population includes learners from across Minnesota and a small number from other states, including Arizona, California, Florida, and North Dakota, reflecting LLTC's expanding geographic reach.
- Overall, the data highlight LLTC's importance as a community-centered institution that primarily serves students in the Leech Lake Reservation region while also attracting learners from beyond Minnesota.



LLTC Student Tribal Enrollment Map 2022-2025

Tribal Description	Value
Bad River Band of the Lake Superior Tribe WI	BR
Bois Forte-Nett Lake (MN Chippewa Tribe)	BF
Cheyenne River Sioux Tribe, SD	CHEY
Cheyenne-Arapaho Tribes OK	CHAR
Citizens of Potawatomi Nation	CPN
Couchiching 1st	COUC
Descendant	DESC
Eastern Band of Cherokee Indians NC	EAST
Fond du Lac Band (MN Chippewa Tribe)	FOND
Fort Berthold	BERT
Grand Portage Band (MN Chippewa Tribe)	GRAN
Ho-Chunk Nation WI (Formerly Winnebago)	HOCH
Kuskokwim Corporation	KUSK
Lac Courte Oreilles Band WI	LAC
Lac La Croix First Nation	LACL
Leech Lake Band (MN Chippewa Tribe)	LLBO
Lower Sioux Indian Community MN	LSIO
Menominee Nation	MEN
Mille Lacs Band (MN Chippewa Tribe)	MILL
Minnesota Chippewa Tribe -Not Specific	MCT
Minnesota Mdewakanton Sioux/Prairie Island In	MSPI
Nisichawayasihk Cree Nation (Canadian Tribe)	NISI
Nooksack Indian Tribe	NOOK
Northern Arapaho Tribe, Fort Washakie, WY	NAR
Oglala Sioux Tribe SD	OGL
Ohkay Owingeh Tribe of New Mexico	OHKA

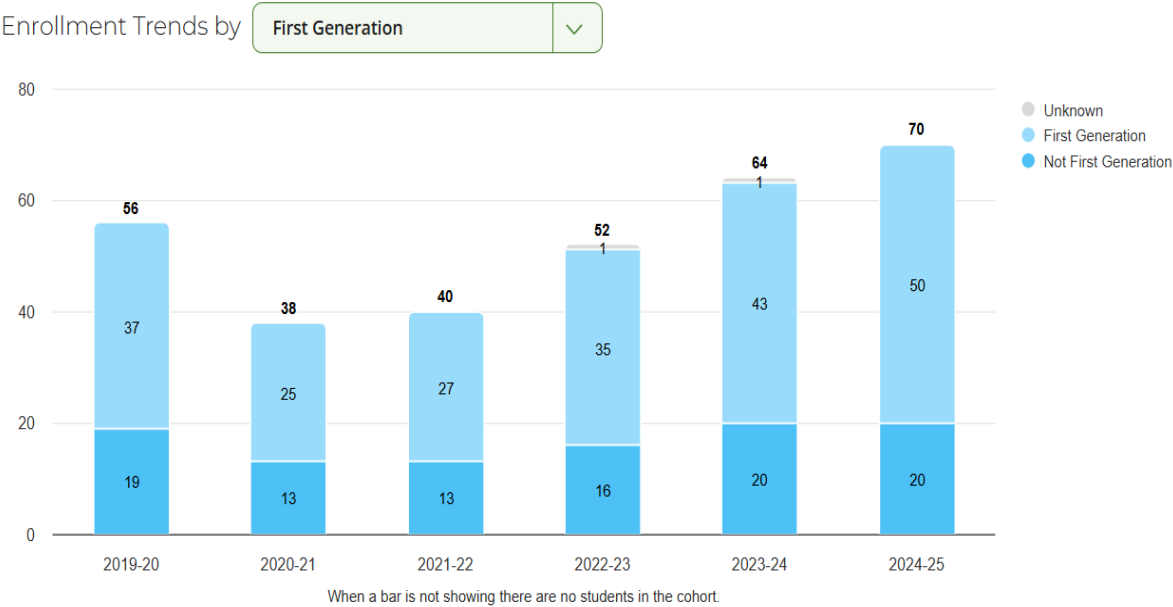
FA 22, FA 23, FA 24 and FA 25 by Tribal Enrollment



The tribal enrollment data show that LLTC primarily serves students from Ojibwe and other Indigenous communities, with a particularly strong connection to the Leech Lake Band of Ojibwe and neighboring Tribal Nations.

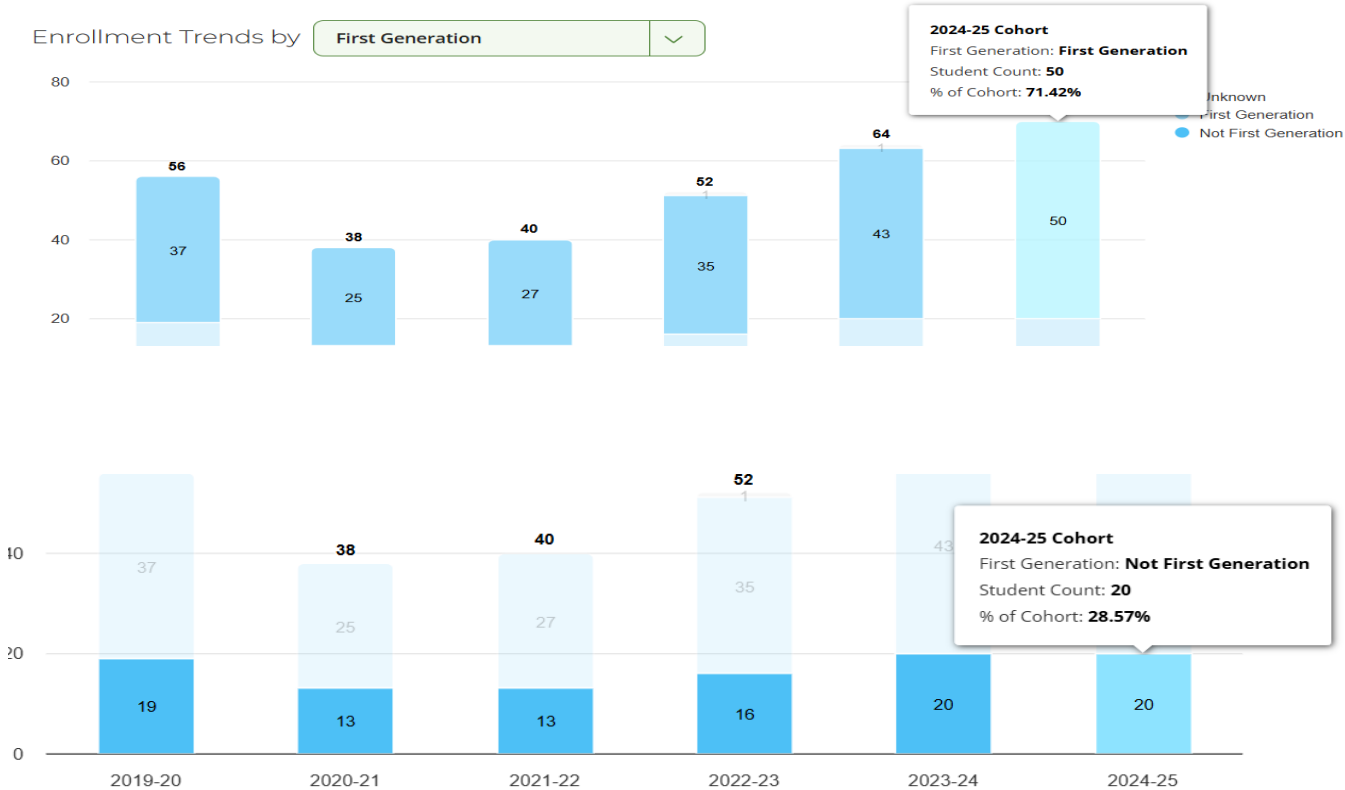
- More than half of enrolled students (52.5%, n=193) are affiliated with LLBO represented in the data. This reflects LLTC's central role in serving its primary tribal community.
- The second-largest tribal affiliation (Red Lake Nation) accounts for 26.6% (n=98) of students, demonstrating strong regional engagement across Tribal Nations.
- The diversity of tribal affiliations highlights LLTC's reach beyond the Leech Lake Reservation while maintaining a strong commitment to serving Indigenous learners.
- The data demonstrate LLTC's success in providing culturally grounded higher education that attracts students from multiple Tribal Nations and communities.

First Generation Enrollment Trends 2019-2025



For the 2024-25 cohort (70 students):

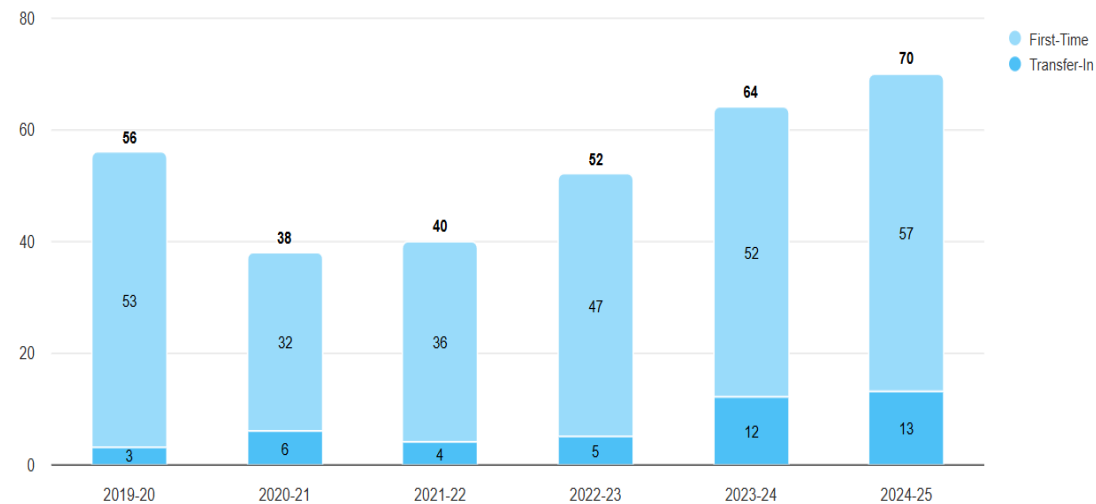
- 50 students (71.4%) identified as First Generation.
- 20 students (28.6%) identified as Not First Generation.
- There were no students with an unknown first-generation status, indicating complete data collection for this characteristic.



Enrollment Type: First-Time, Transfer-In 2019-2025

Enrollment Trends by

Enrollment Type

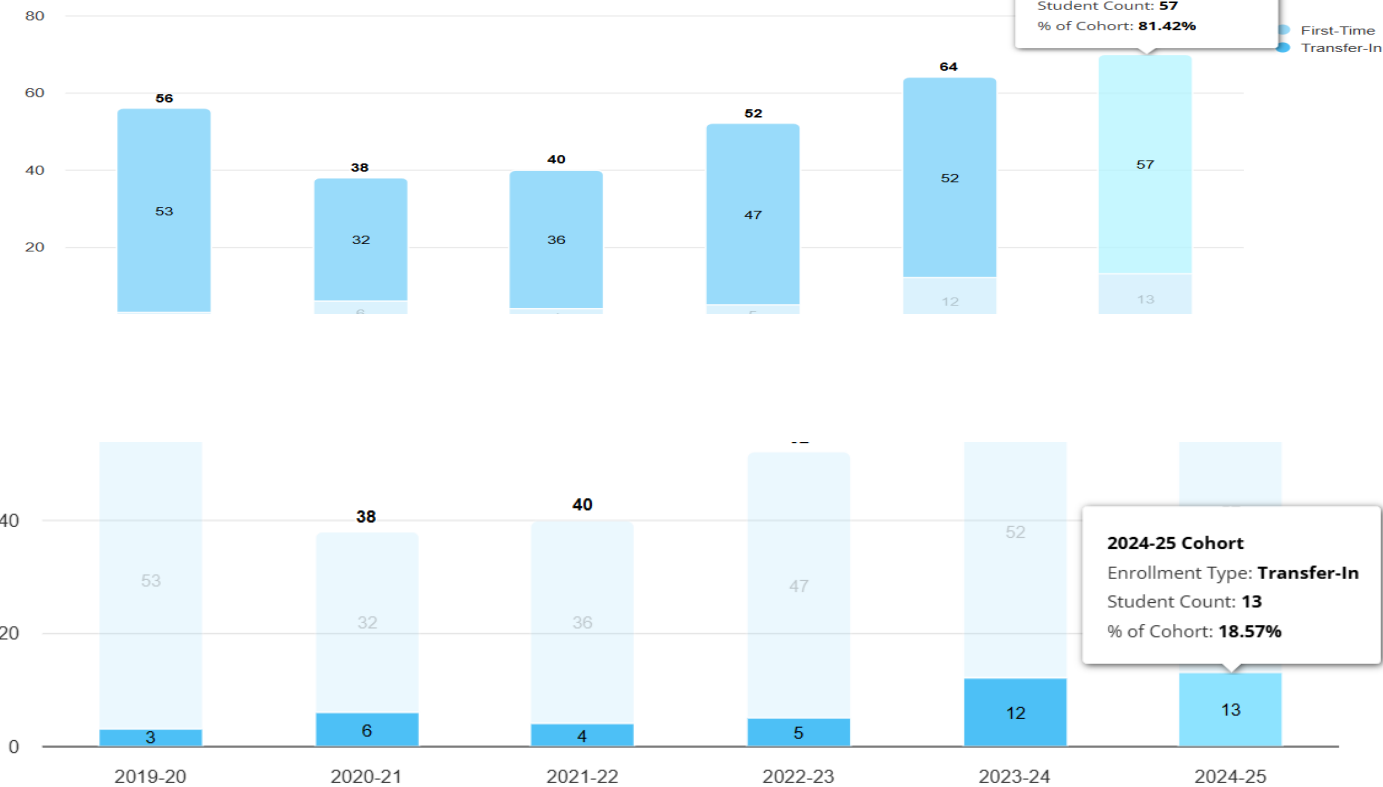


- For the 2024-25 cohort (70 students):
- 57 students (81.4%) were First-Time students.
 - 13 students (18.6%) were Transfer-In students.

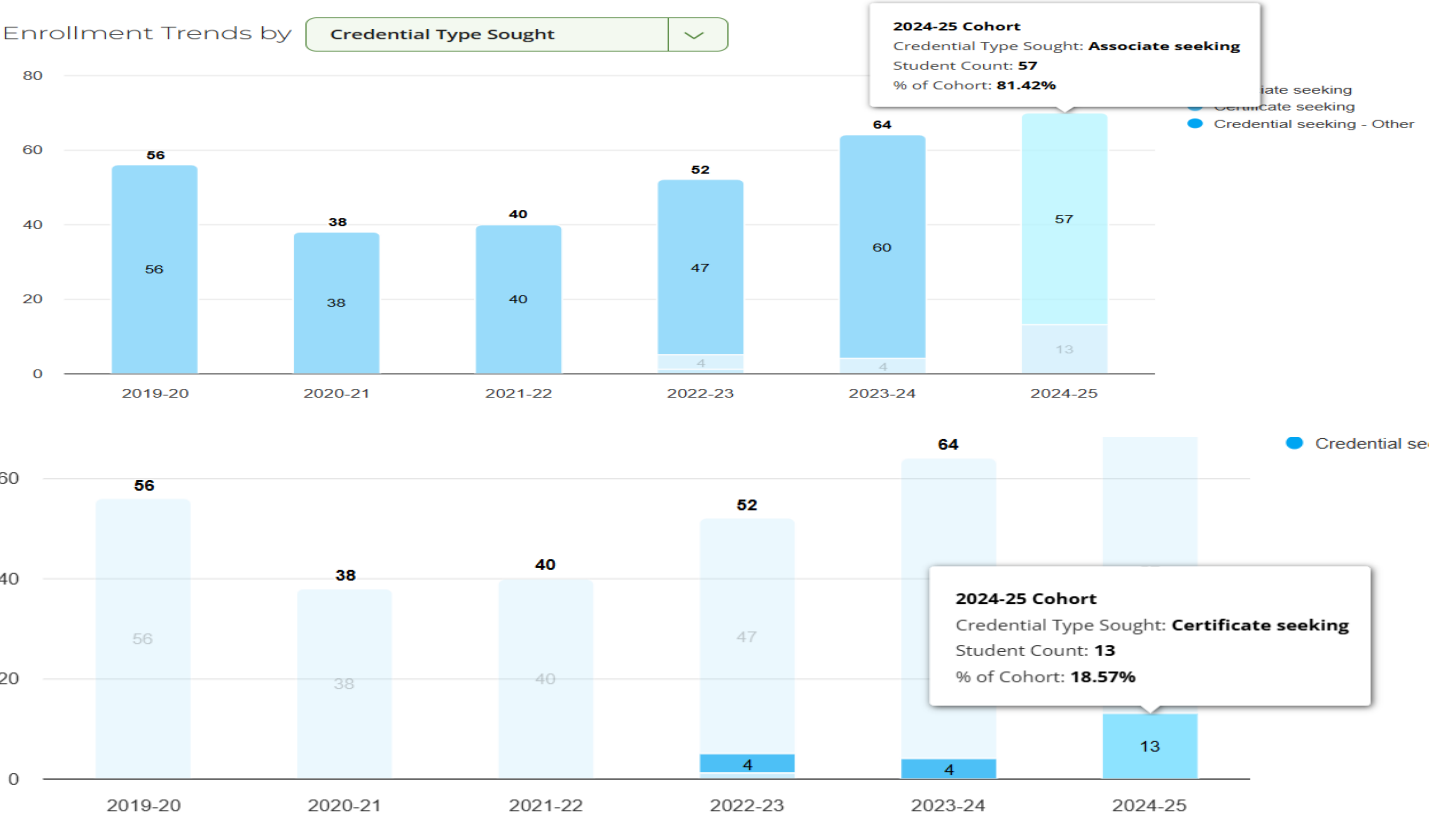
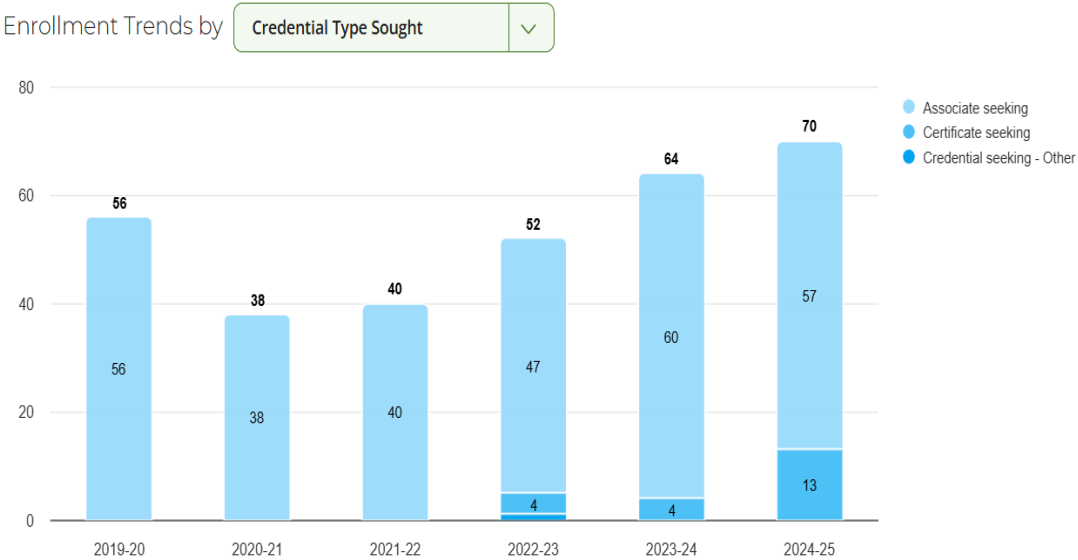
The data indicate that LLTC continues to attract predominantly first-time college students, who make up more than 80% of the 2024-25 cohort. At the same time, the steady increase in transfer-in enrollment suggests expanding opportunities for students entering from other colleges and universities. This trend may reflect strengthened transfer pathways and growing institutional appeal to students seeking to continue their education after beginning elsewhere.

Enrollment Trends by

Enrollment Type



Credential Type Sought: 2019-2025



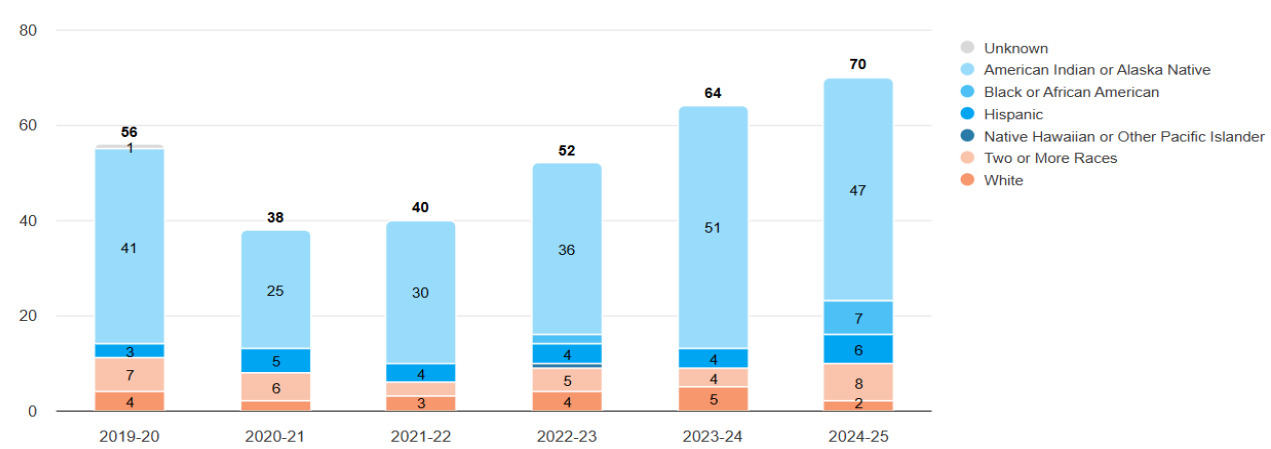
For the 2024-25 cohort (70 students):

- 57 students (81.4%) were Associate Degree Seeking.
- 13 students (18.6%) were Certificate Seeking.
- No students were classified in the Credential Seeking - Other category.

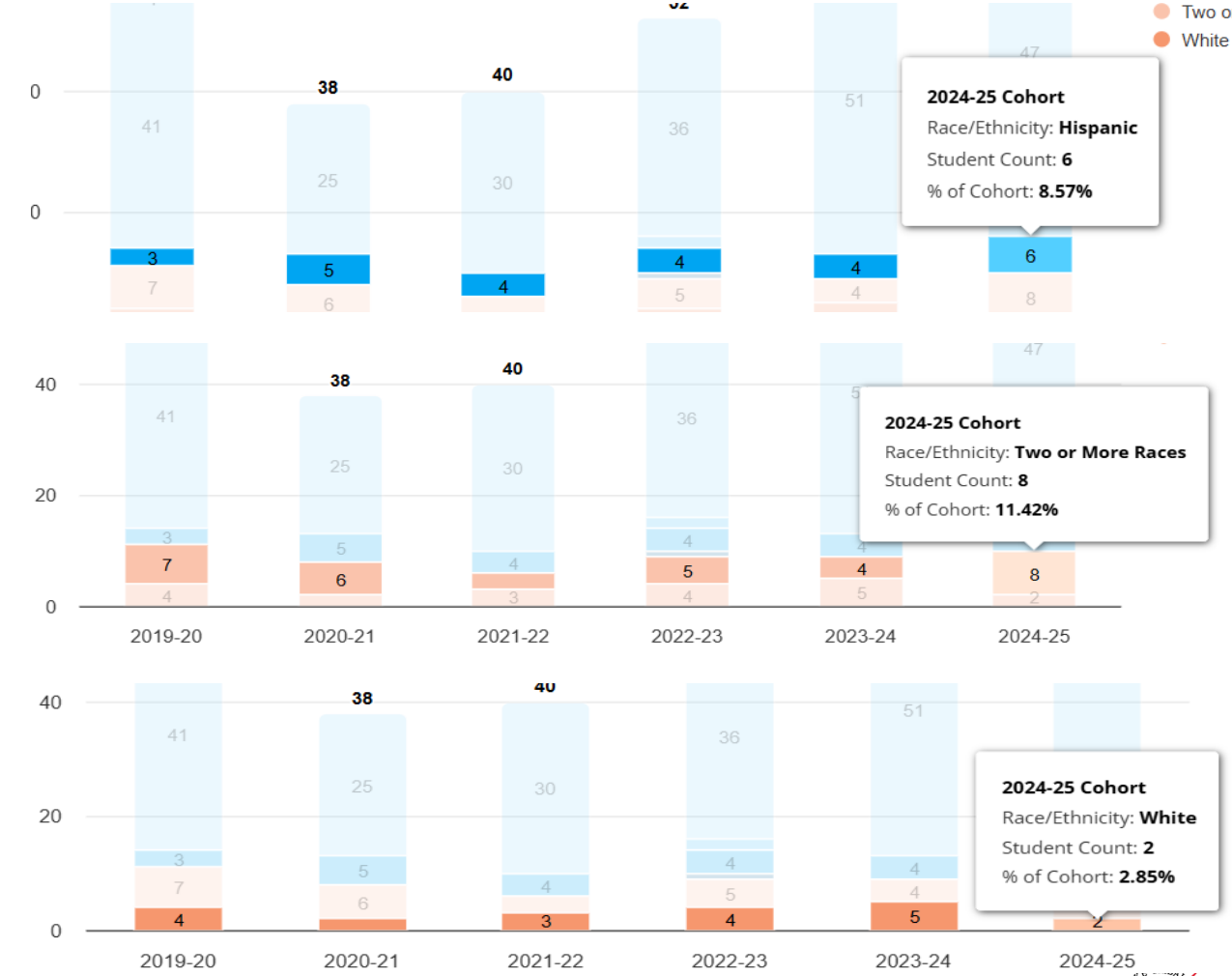
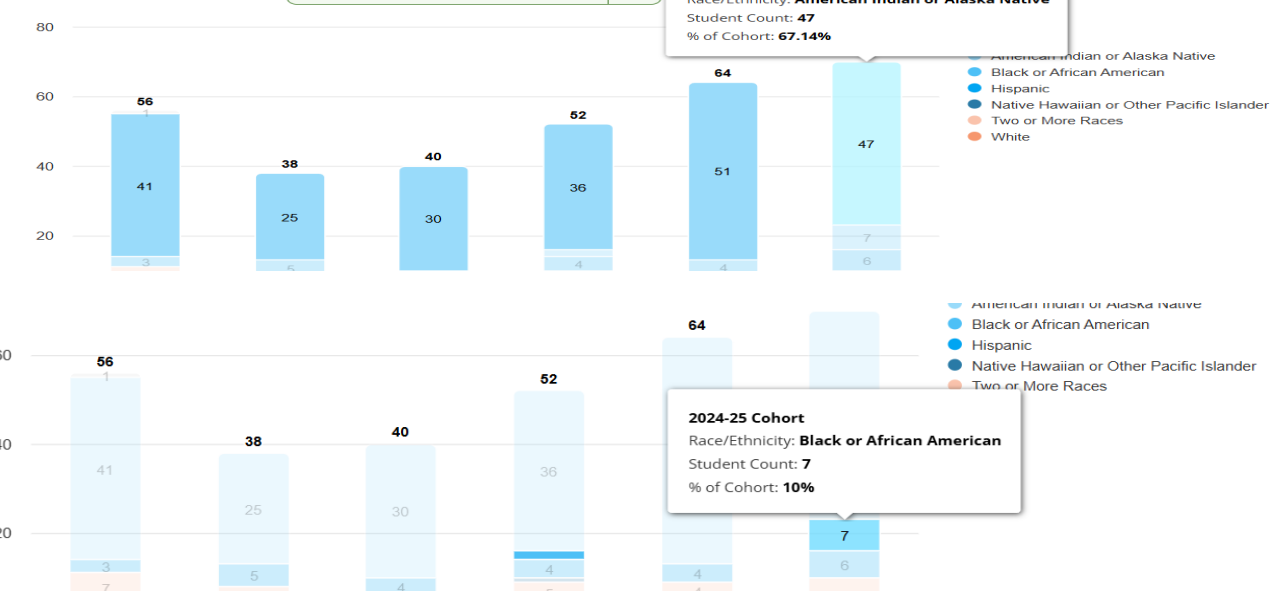


Race/Ethnicity: 2019-2025

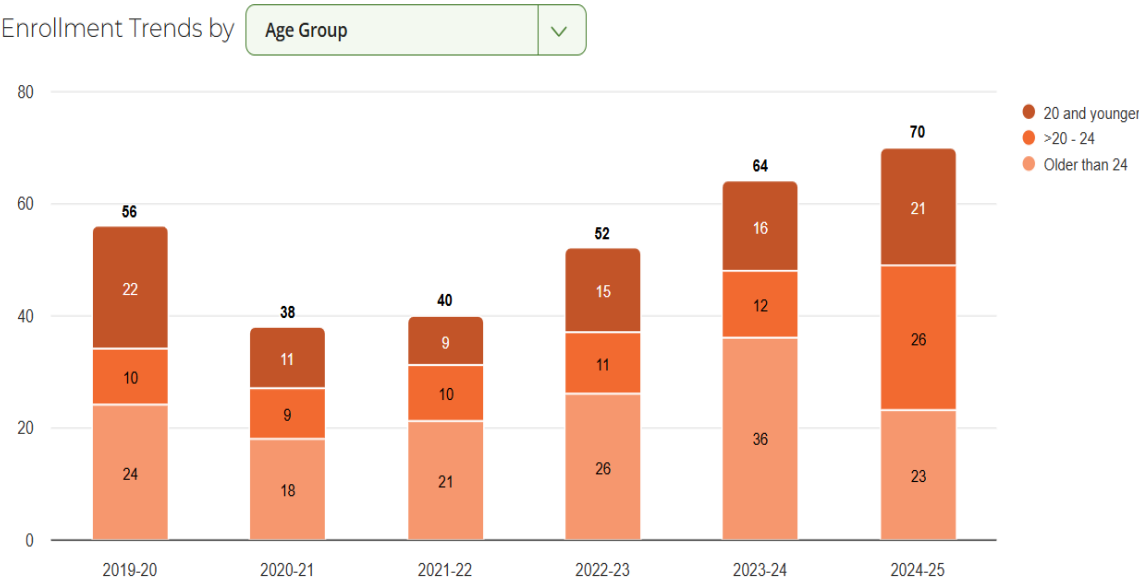
Enrollment Trends by Race/Ethnicity



Enrollment Trends by Race/Ethnicity



Race/Ethnicity: 2019-2025

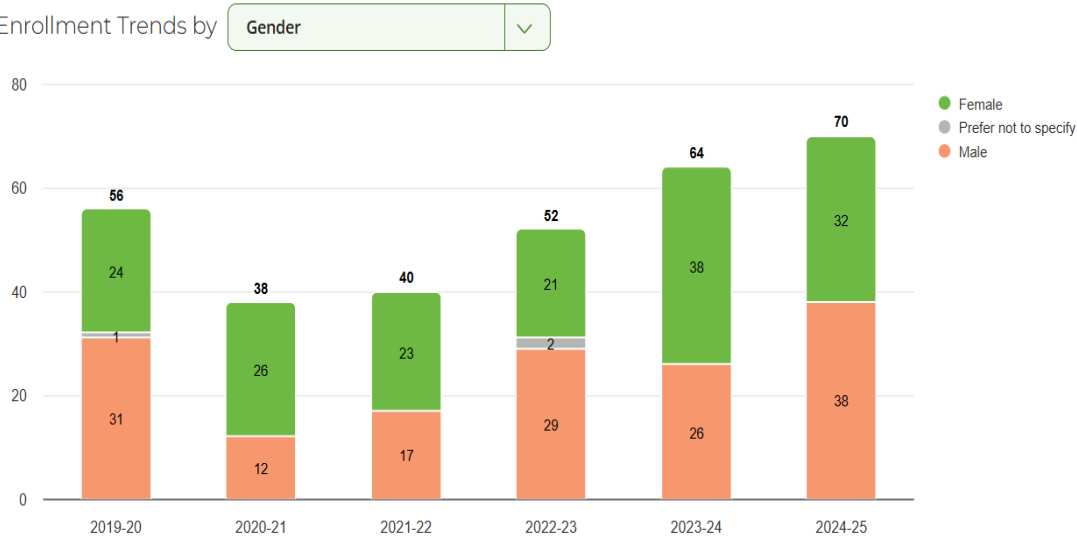


For the 2024-25 cohort (70 students):

- 21 students (30.0%) were 20 and younger.
- 26 students (37.1%) were 20-24 years old.
- 23 students (32.9%) were older than 24.

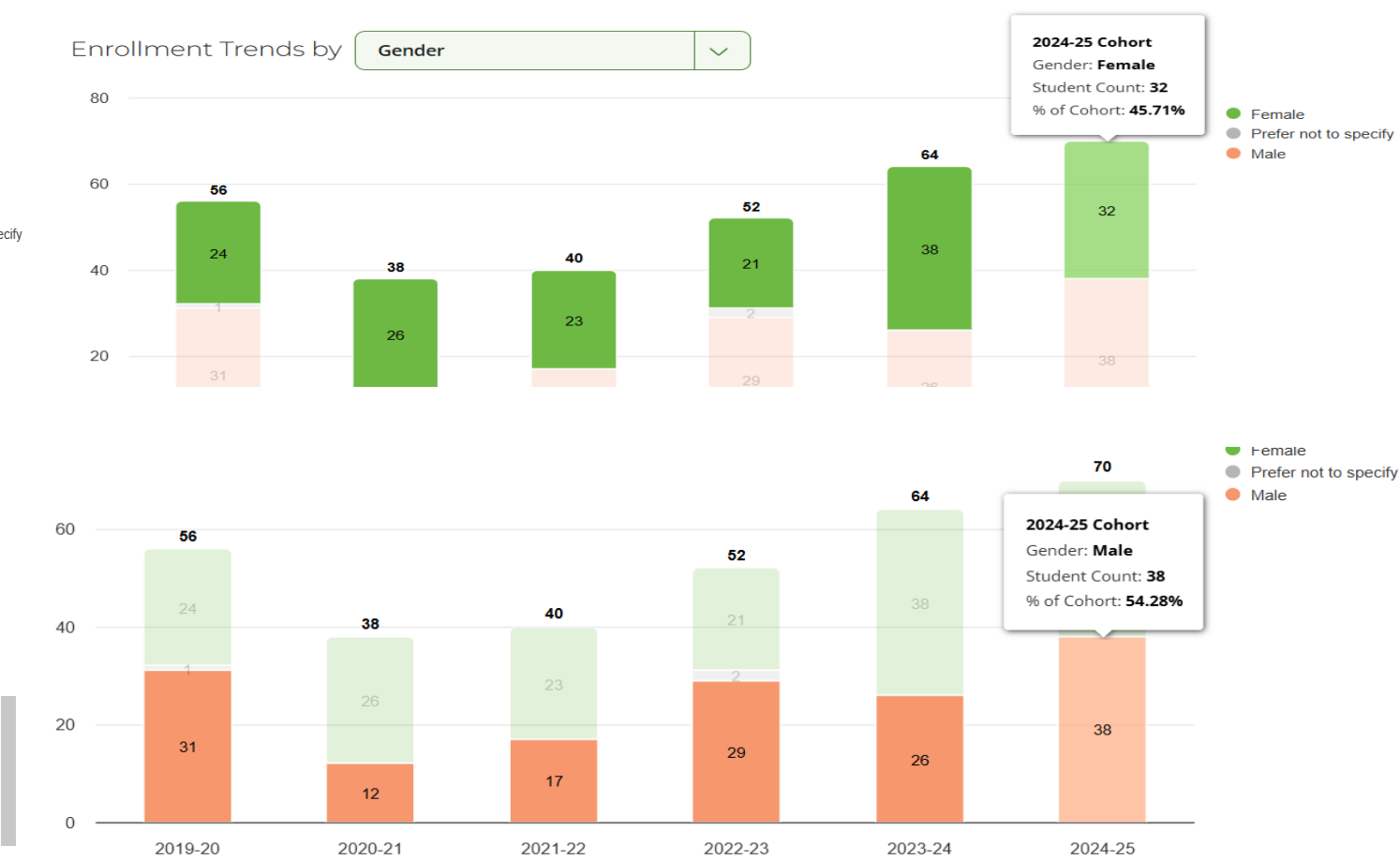


Gender: 2019-2025

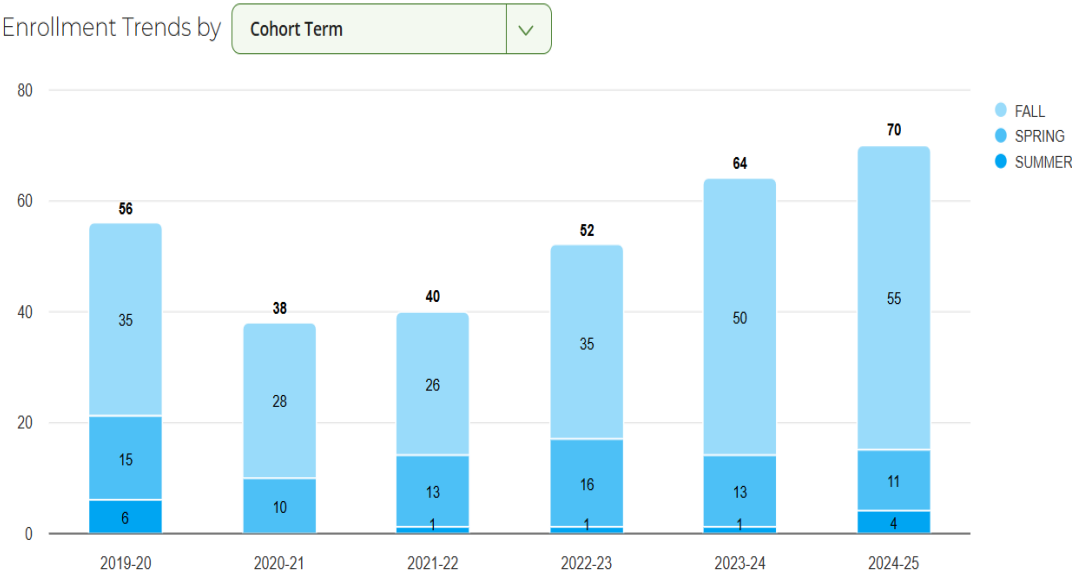


For the 2024-25 cohort (70 students):

- 38 students (54.3%) identified as Male.
- 32 students (45.7%) identified as Female.
- No students selected Prefer Not to Specify.



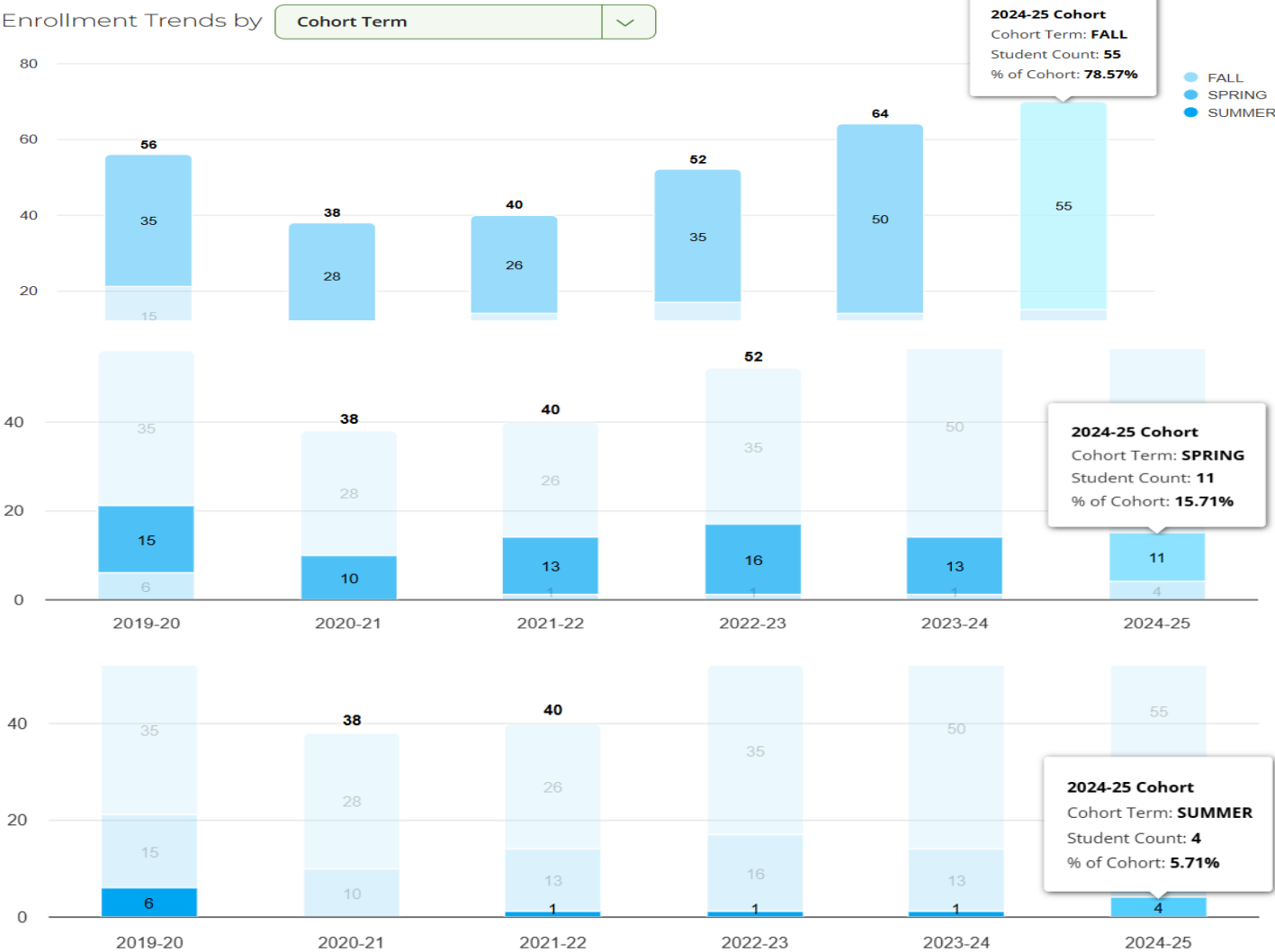
Cohort Term: 2019-2025



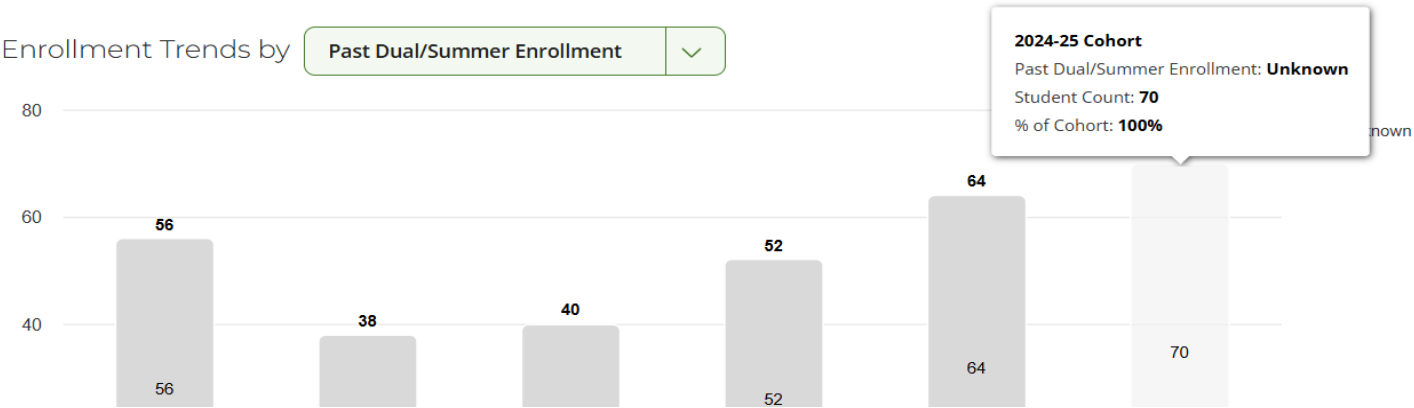
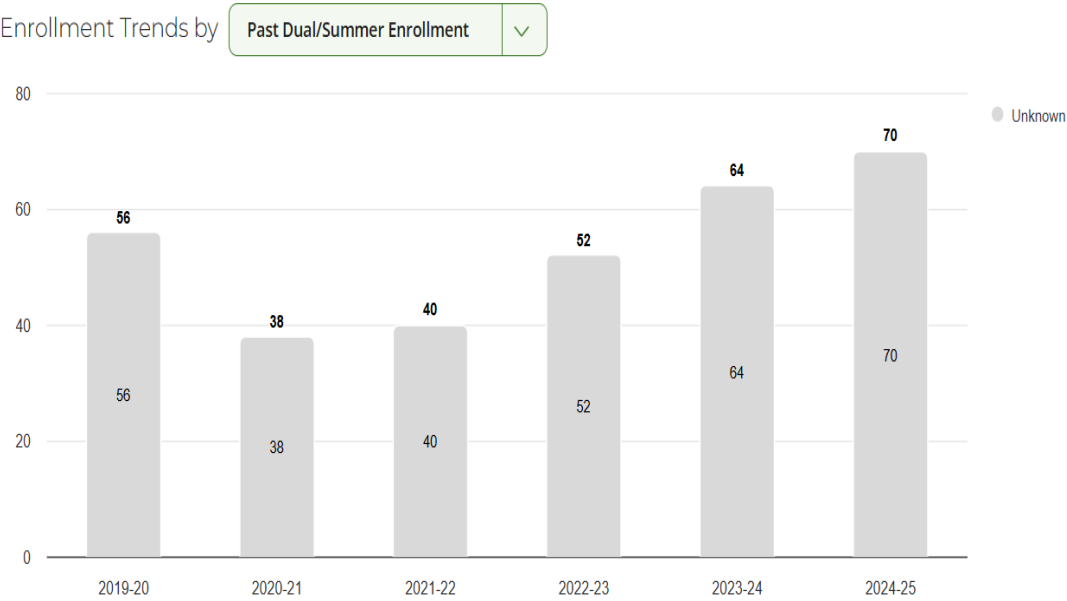
For the 2024-25 cohort (70 students):

- 55 students (78.6%) entered in Fall.
- 11 students (15.7%) entered in Spring.
- 4 students (5.7%) entered in Summer.

Fall has consistently been the primary entry term, accounting for the majority of enrollments each year. Spring enrollment remained relatively stable, ranging from 10 to 16 students between 2020-21 and 2024-25, with 11 students entering in Spring 2024-25. Summer enrollment remained the smallest cohort each year, fluctuating between 1 and 6 students and accounting for less than 6% of enrollment in 2024-25.



Past Dual/Summer Enrollment: 2019-2025



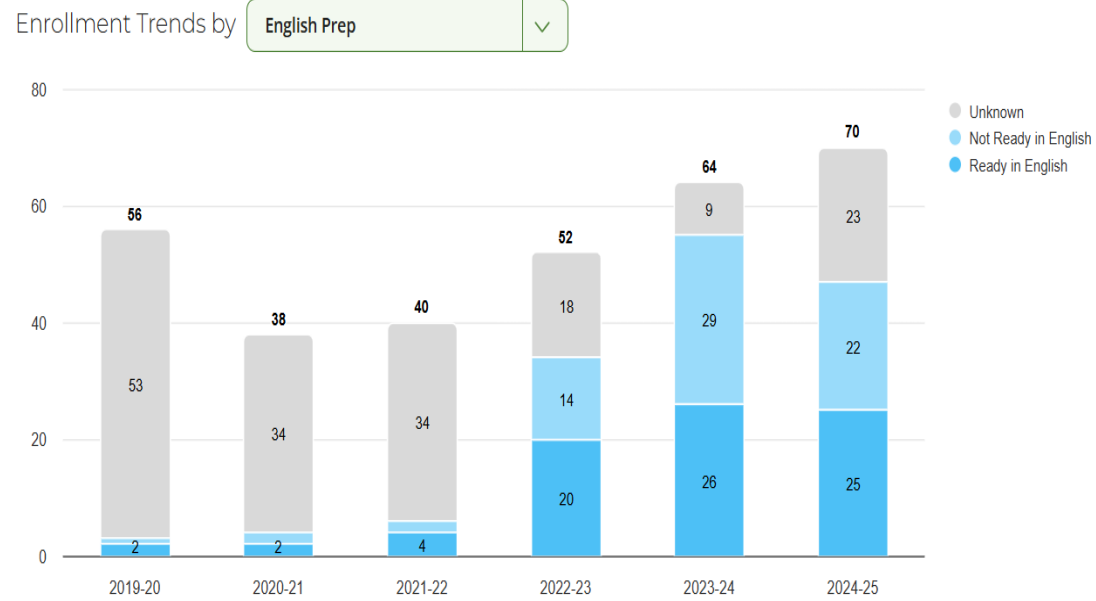
Key Findings

- In every year analyzed, 100% of students are classified in the Unknown category for past dual enrollment or summer enrollment status.
- For the 2024-25 cohort, all 70 students (100%) are recorded as Unknown.
- No students are identified as having or not having prior dual enrollment or summer enrollment experience.
- Because all records are classified as unknown, meaningful trend analysis of dual enrollment or summer enrollment participation is not possible.



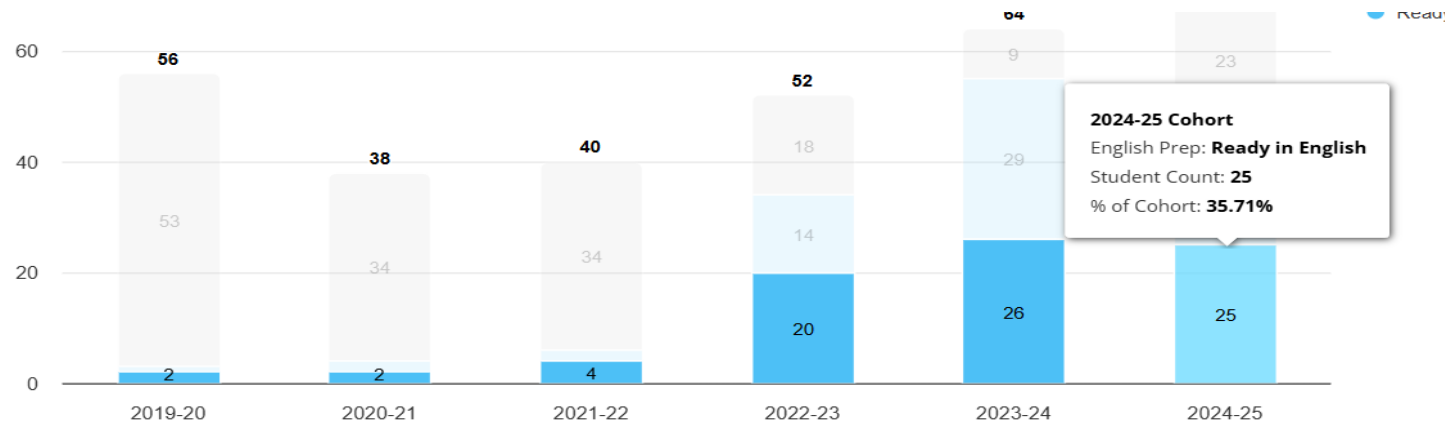
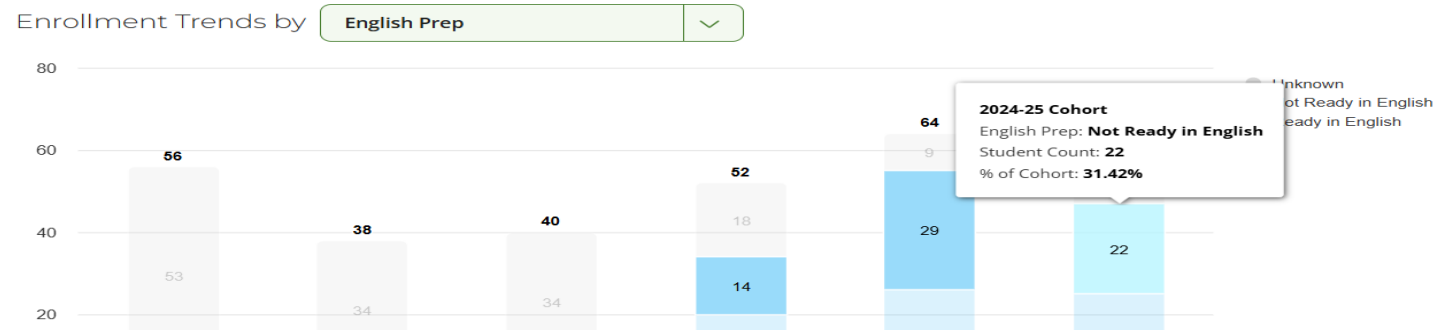
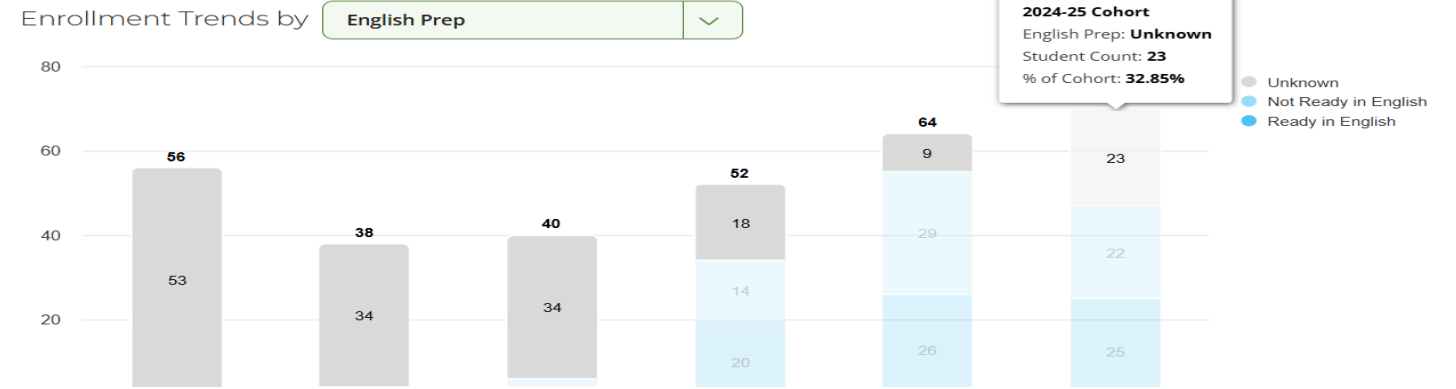


English Prep: 2019-2025



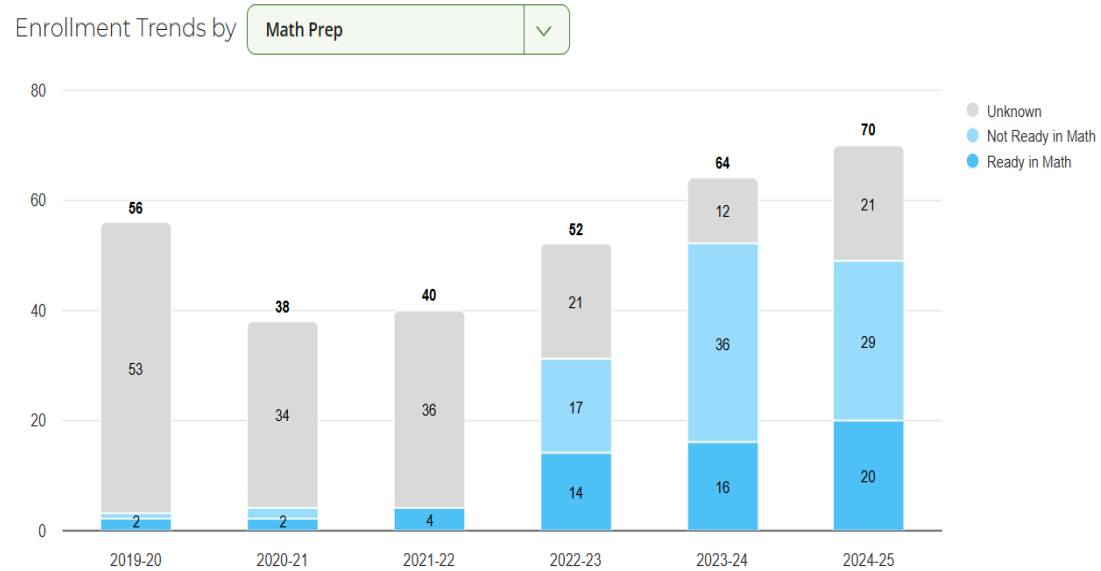
For the 2024-25 cohort (70 students):

- 25 students (35.7%) were classified as Ready in English.
- 22 students (31.4%) were classified as Not Ready in English.
- 23 students (32.9%) had an Unknown English preparation status.



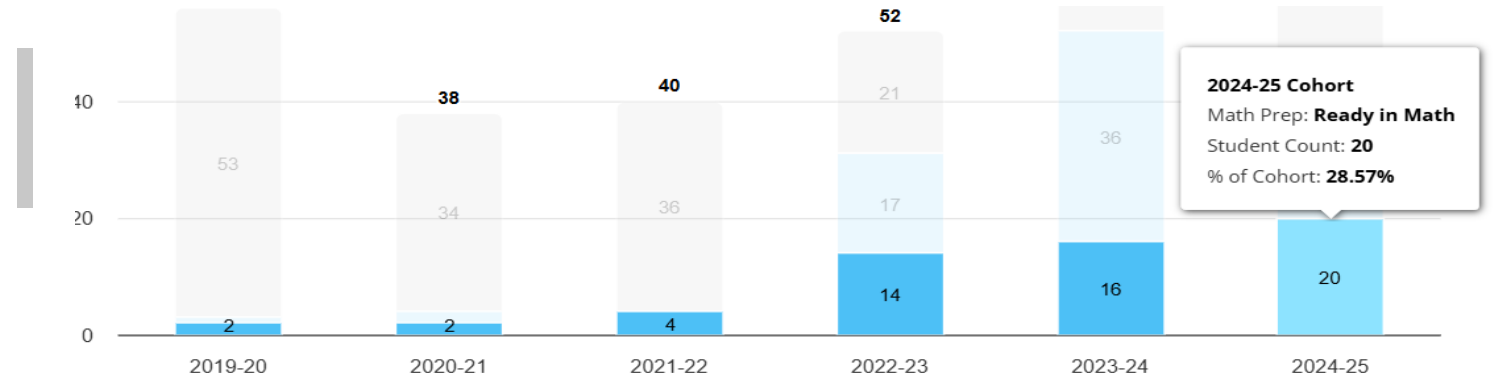
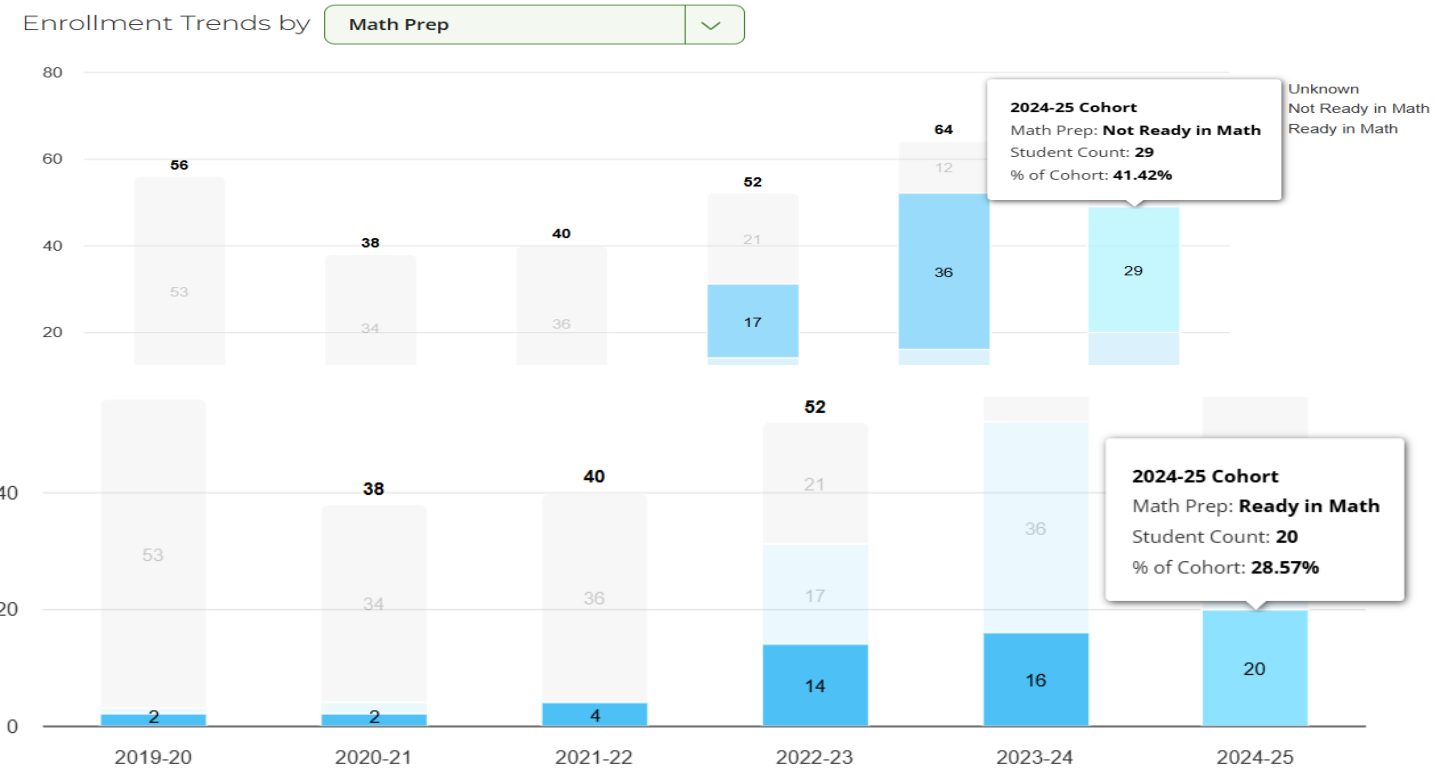
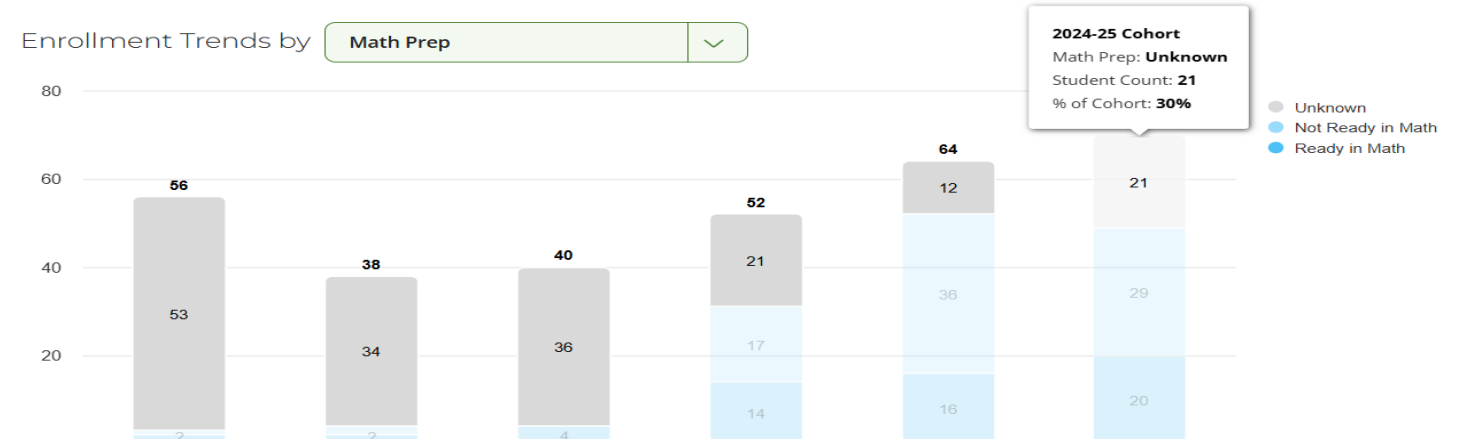


Math Prep: 2019-2025



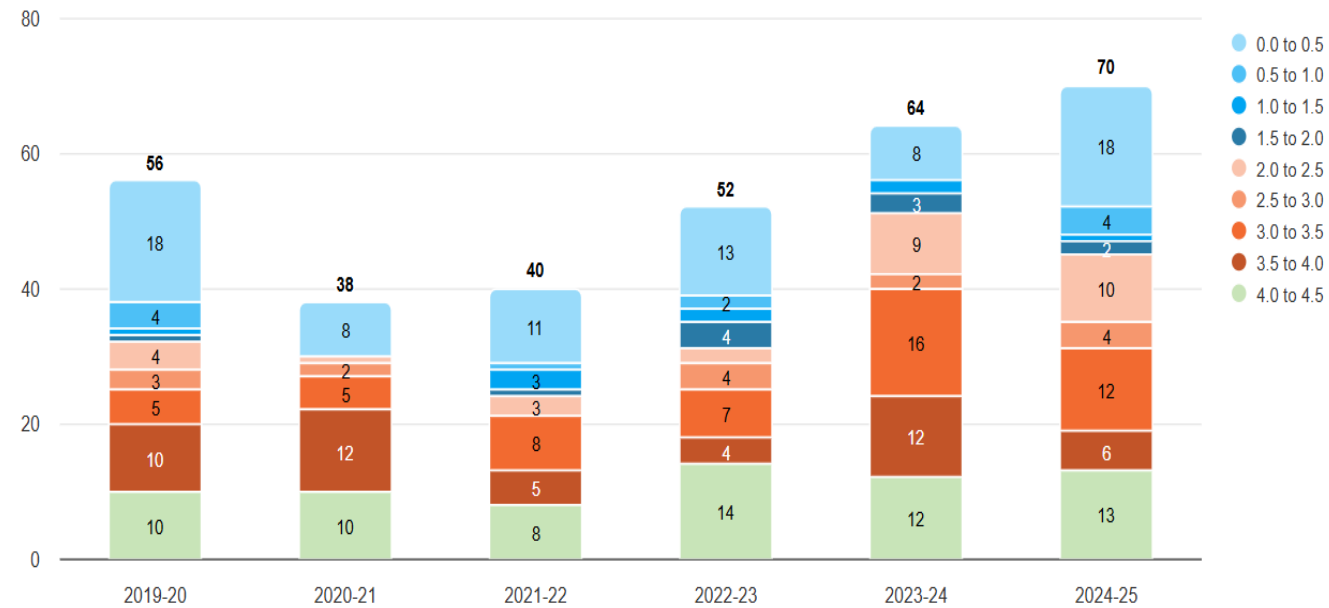
For the 2024-25 cohort (70 students):

- 20 students (28.6%) were classified as Ready in Math.
- 29 students (41.4%) were classified as Not Ready in Math.
- 21 students (30.0%) had an Unknown math preparation status.

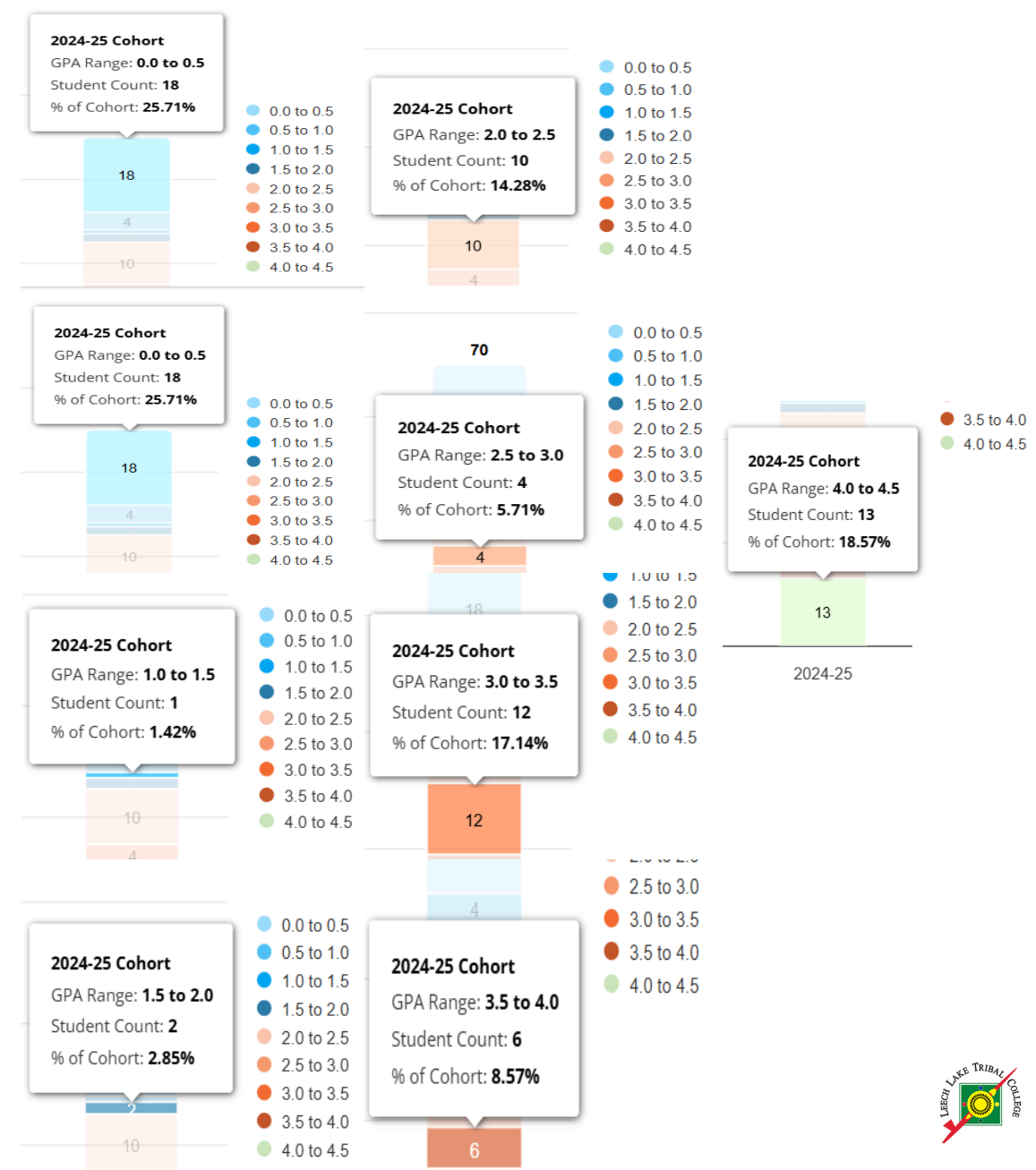


GAP Range

Enrollment Trends by GPA Range

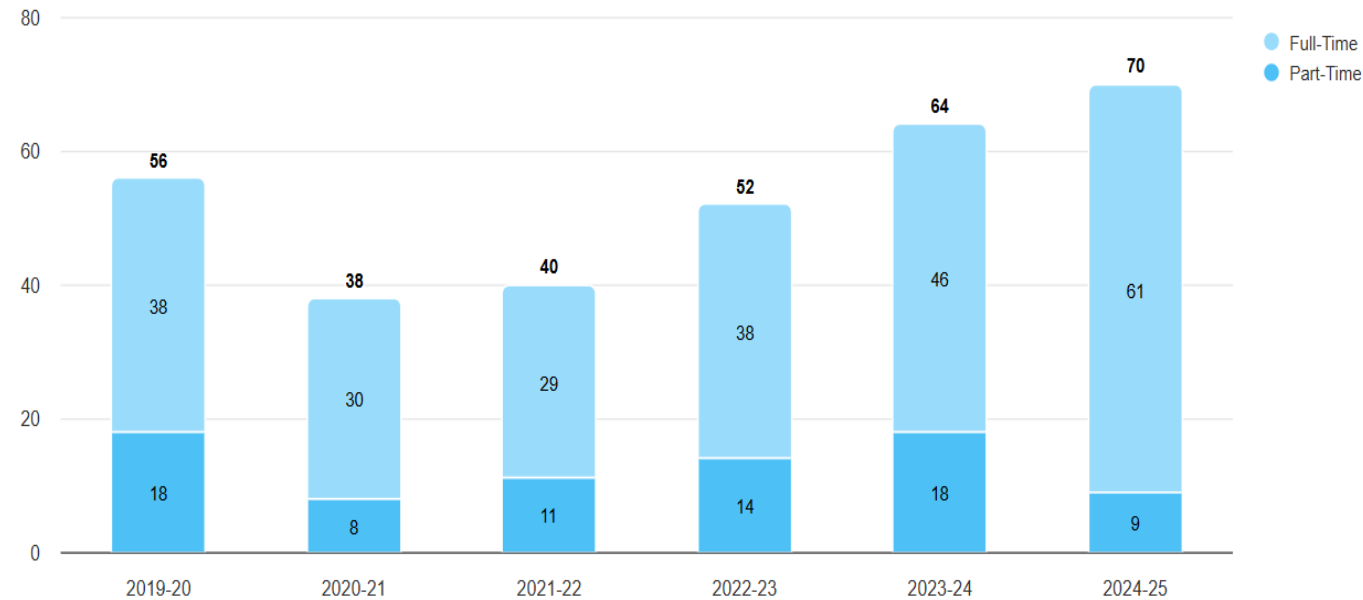


- For the 2024-25 cohort (70 students):
- 18 students (25.7%) had GPAs between 0.0 and 0.5, representing the largest GPA category.
 - 13 students (18.6%) had GPAs between 4.0 and 4.5.
 - 12 students (17.1%) had GPAs between 3.0 and 3.5.
 - 10 students (14.3%) had GPAs between 2.0 and 2.5.
 - Smaller proportions of students were distributed across the remaining GPA ranges:
 - 0.5-1.0: 4 students (5.7%)
 - 1.0-1.5: 1 student (1.4%)
 - 1.5-2.0: 2 students (2.9%)
 - 2.5-3.0: 4 students (5.7%)
 - 3.5-4.0: 6 students (8.6%)



Attendance Percentages: 2019-2025

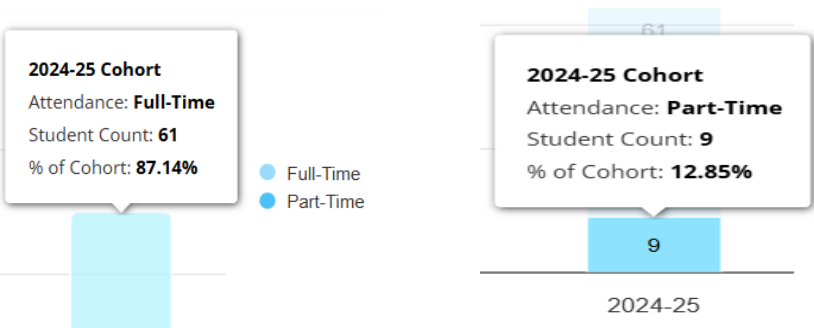
Enrollment Trends by Attendance Attendance ▼



Summary:

- Total enrollment grew by 84% from the pandemic low of 38 students in 2020-21 to 70 students in 2024-25.
- Full-time enrollment reached its highest level in 2024-25 with 61 students.
- The student body has become increasingly concentrated in full-time enrollment, rising from approximately 68% full-time in 2019-20 to 87% full-time in 2024-25.
- Part-time enrollment has declined over the long term and represents a much smaller share of total enrollment than in previous years.

These trends suggest that recent enrollment growth has been driven by increased full-time participation, while part-time enrollment continues to represent a relatively small portion of the student population.



Resources

IPEDS 2025 Data Feedback Report: [DFR Report PDF](#)

IPEDS 2024 Data Feedback Report: [DFR Report PDF](#)

IPEDS 2023 Data Feedback Report: [DFR Report PDF](#)

IPEDS 2022 Data Feedback Report: [DFR Report PDF](#)

IPEDS 2021 Data Feedback Report: [DFR Report PDF](#)

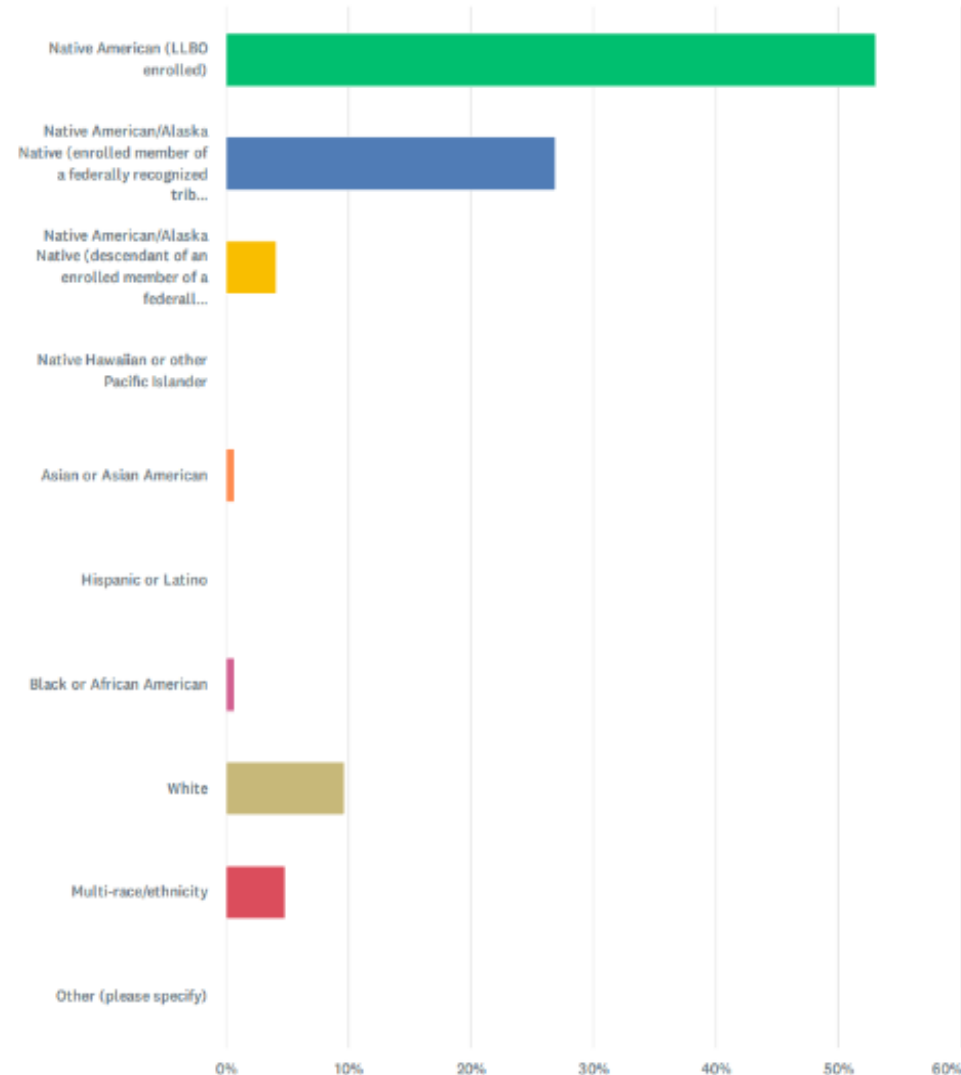




Community Survey Data: 2024-2025

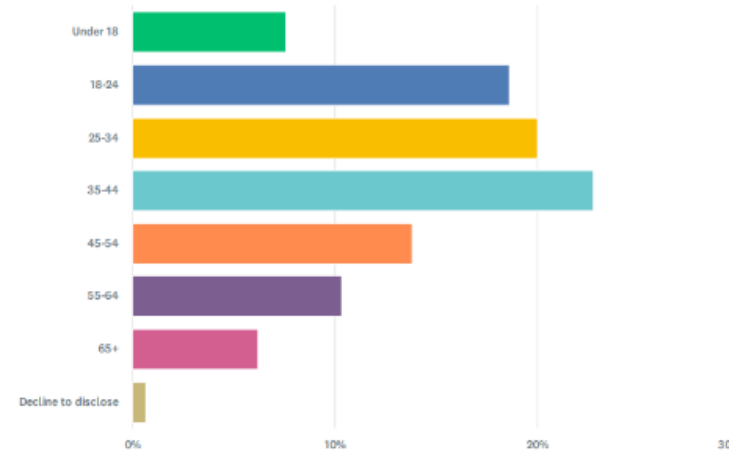
Ethnicity/Race of Respondents

What is your ethnicity/race?



Age of Respondents

What is your age?

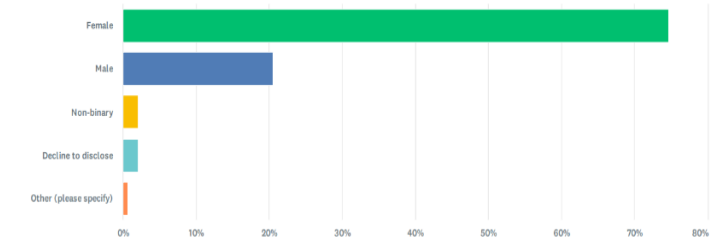


Strategic Planning Community Needs Survey Conducted for the 2024-2025 year.

Total 147 Respondents

Gender of Respondents

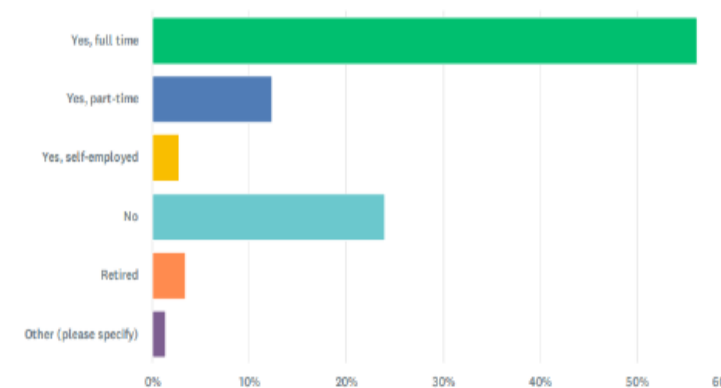
What is your gender?



Employment Status of Respondents

Q18 146 responses

Are you employed?

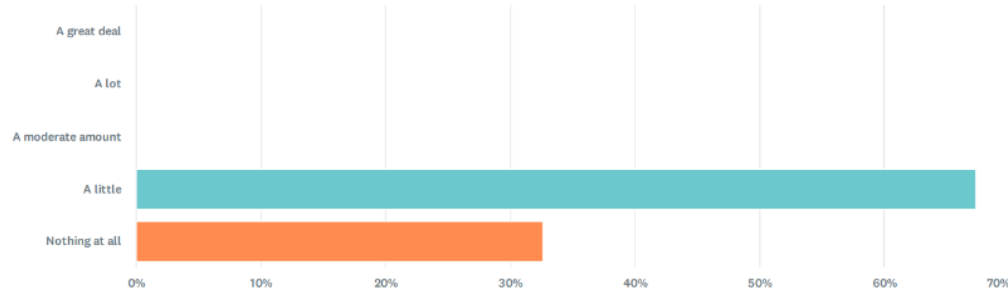




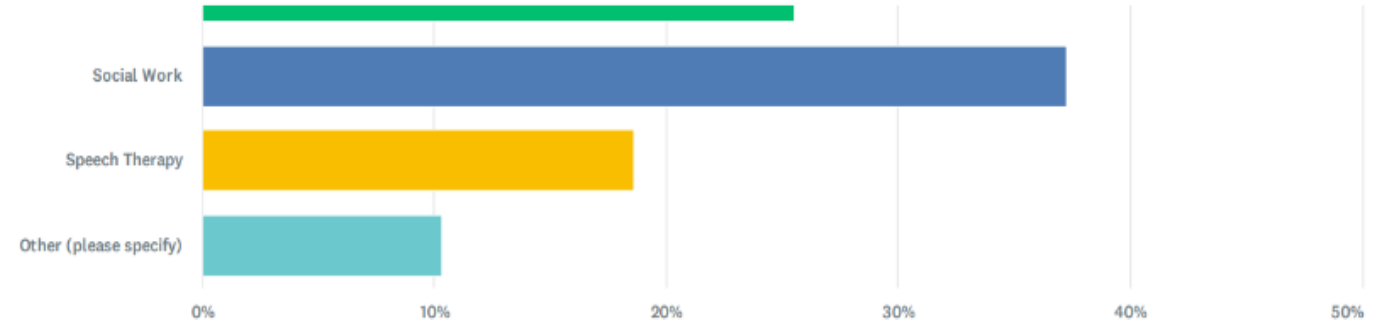
Community Survey Data: 2024-2025

Question1: How much do you know about current academic programming at LLTC?

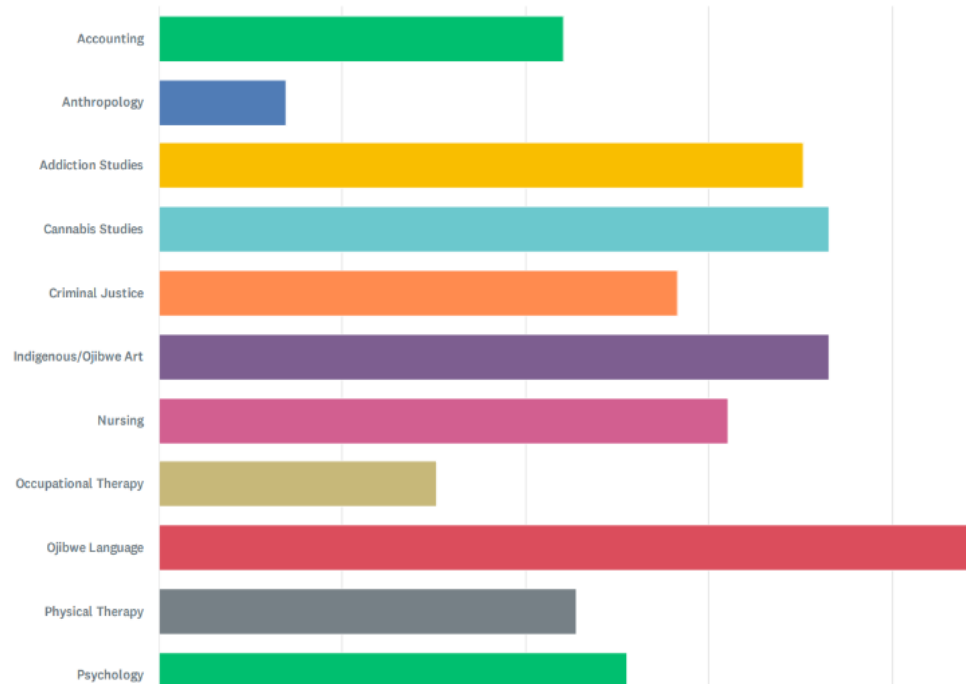
Overall, how much do you know about the current academic program offerings at LLTC?



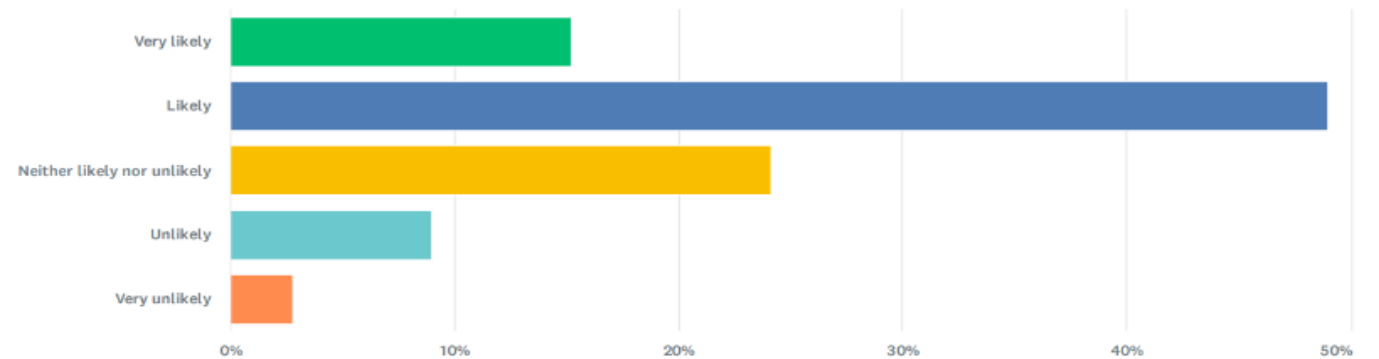
Question 2: What program would you like to see offered at LLTC? (A.A., A.A.S., A.S)



Question 2: What program would you like to see offered at LLTC? (A.A., A.A.S., A.S)



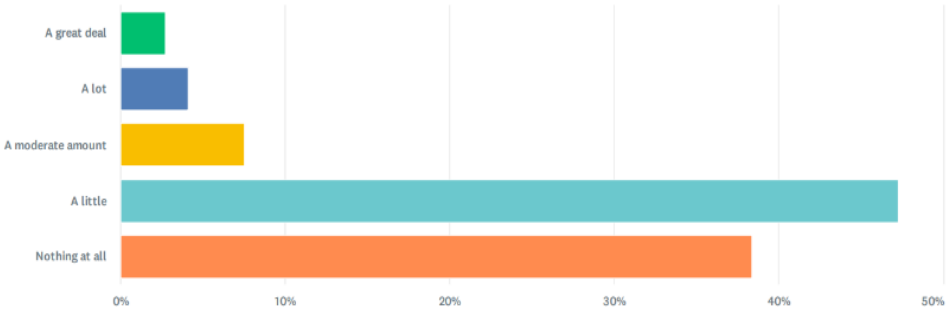
Question 3: How likely are you or someone you know in the community to enroll in a fully online Associate's degree program at LLTC?



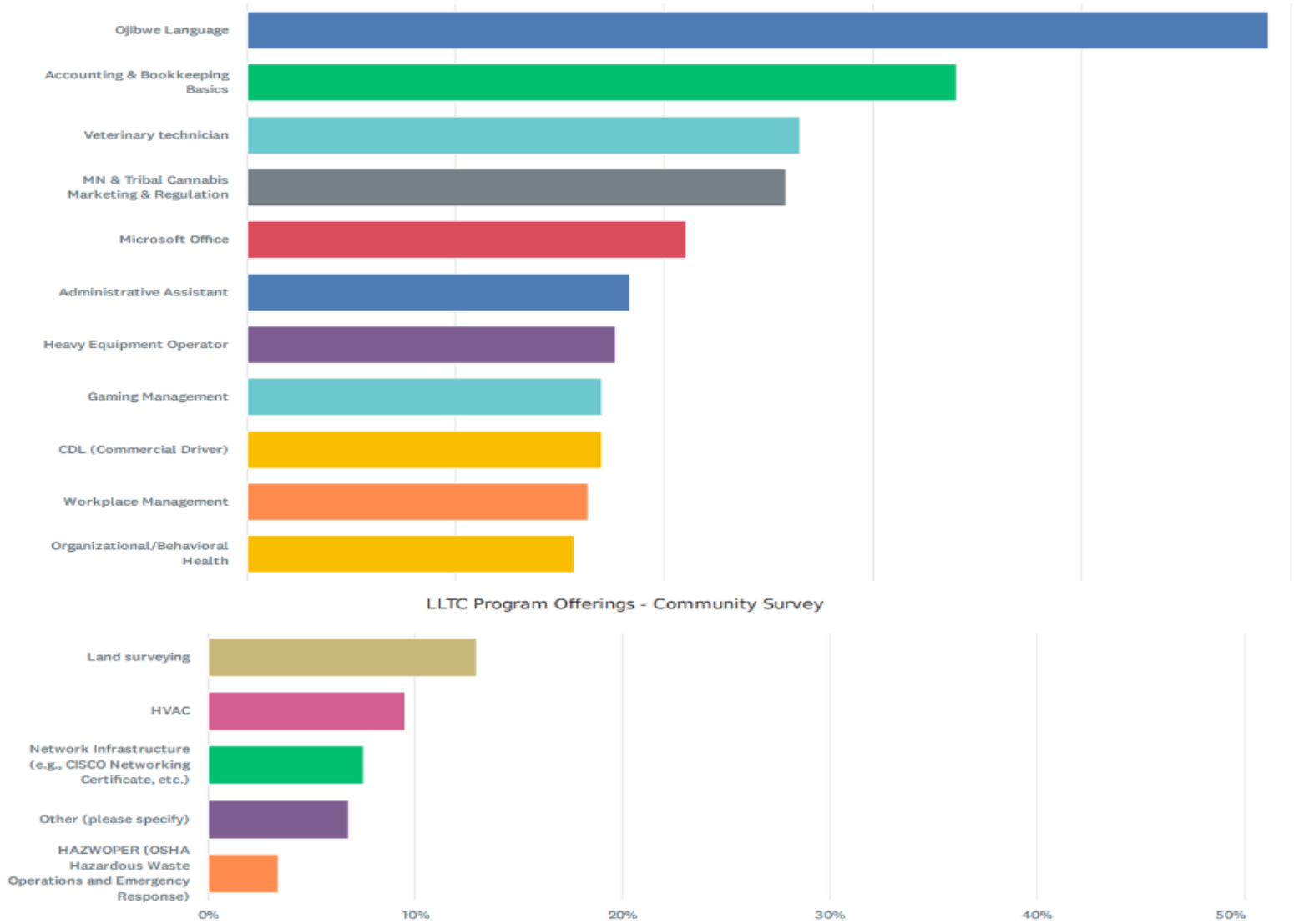


Community Survey Data: 2024-2025

Question 4: Overall, how much do you know about the current professional certificate offerings at LLTC?



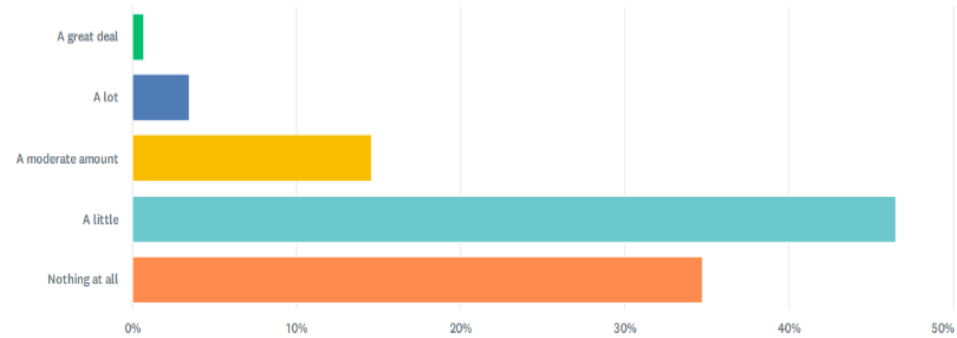
Question 5: What professional certificates would you be interested in? (These are certificate programs that would be designed to be completed in three weeks to one year, depending on the topic) - Please check all that apply



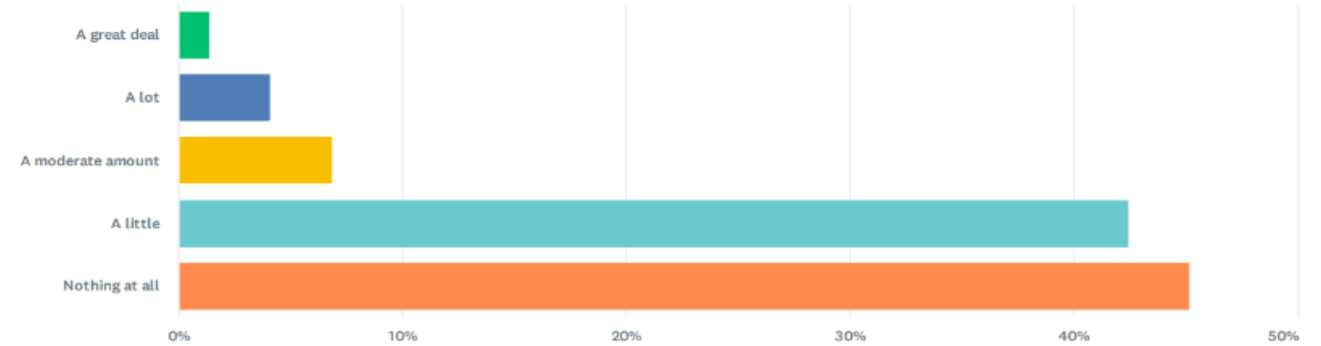


Community Survey Data: 2024-2025

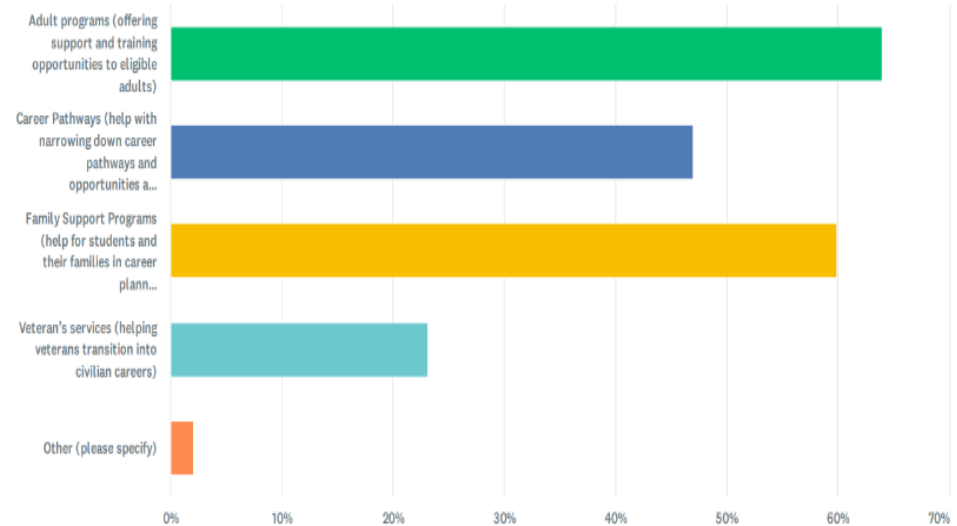
Question 6: Overall, how much do you know about the current workforce development offerings at LLTC?



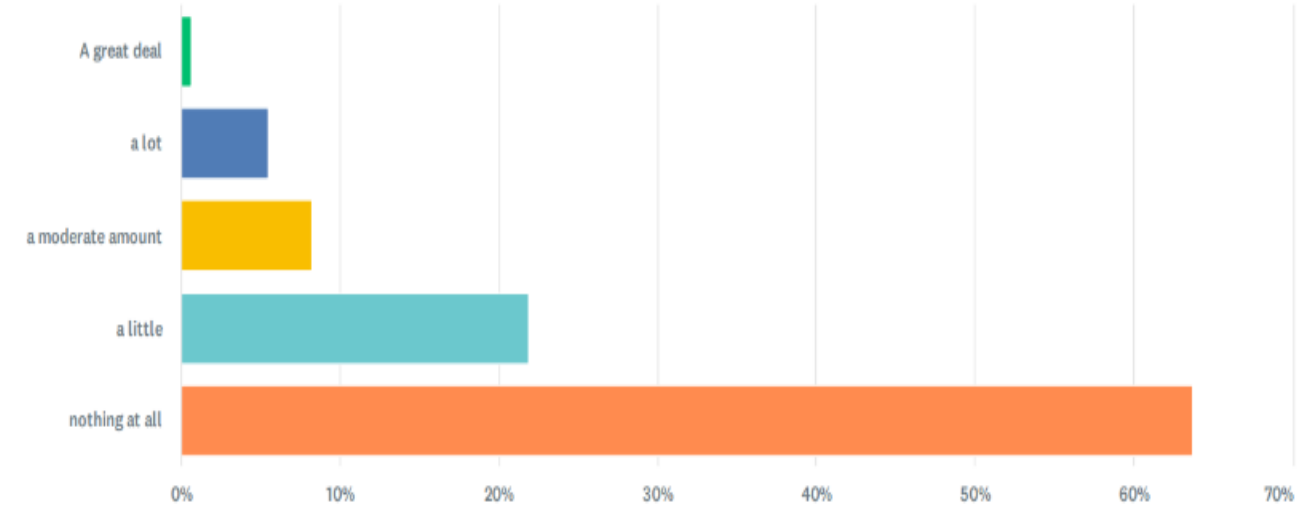
Question 8: Overall, how much do you know about the current Extension offerings at LLTC?



Question 7: What programming would you like to see from LLTC's new Workforce Development office? (check all that apply)



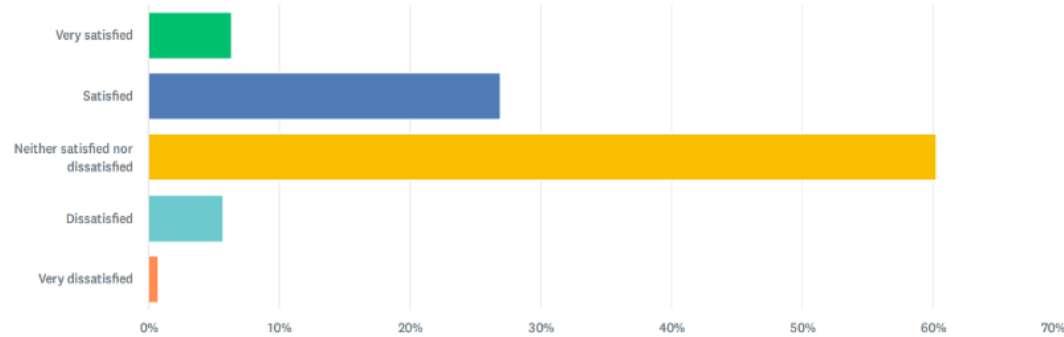
Question 9: Have you taken a class through the LLTC Community Extension program?



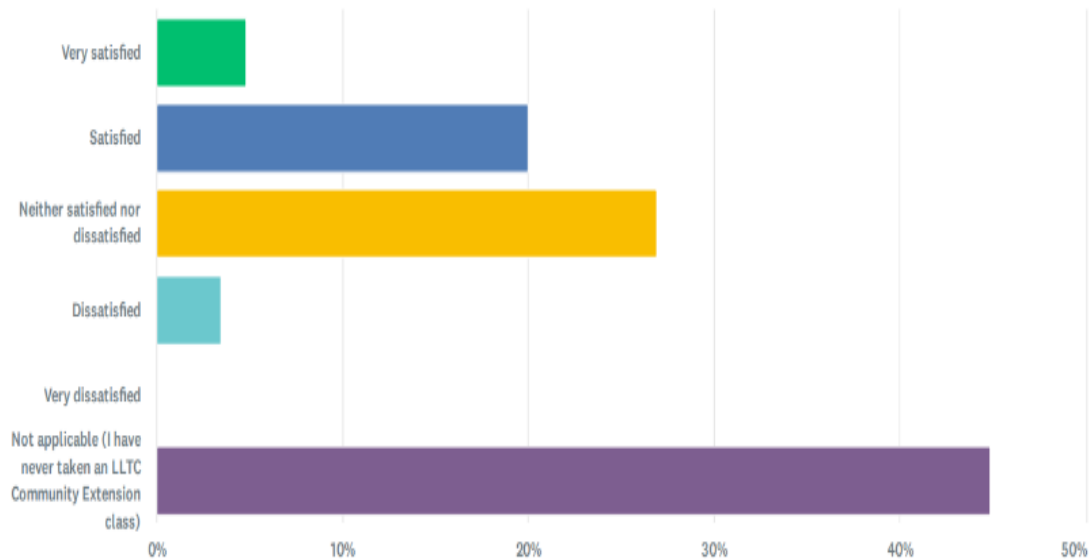


Community Survey Data: 2024-2025

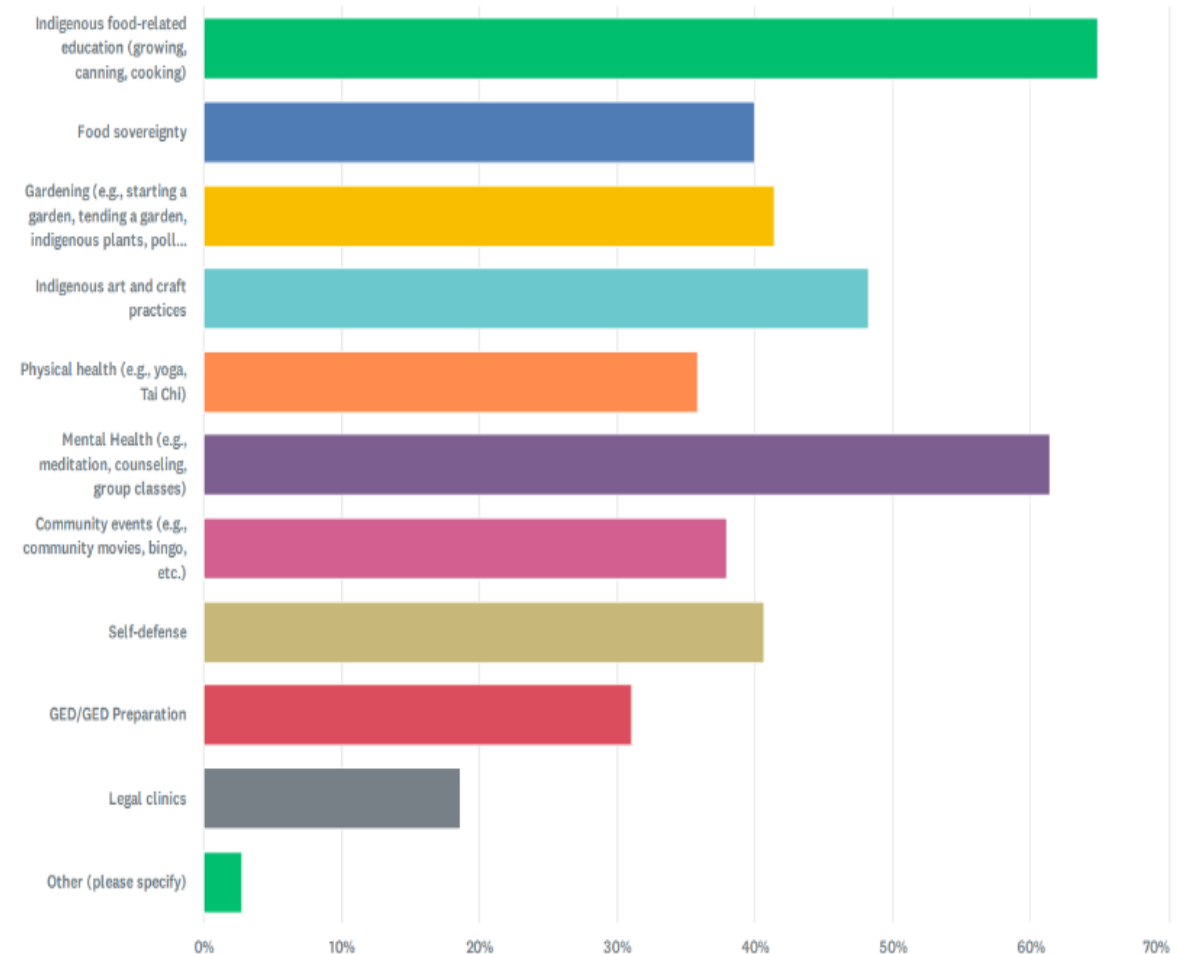
Question 10: Overall, how satisfied are you with the amount of LLTC Community Extension offerings right now?



Question 11: Overall, how satisfied are you with the quality of LLTC Community Extension offerings right now?



Question 12: What programming would you like to see through LLTC Community Extension? (check all that apply)





Institutional Effectiveness Summary

Leech Lake Tribal College (LLTC) demonstrates institutional effectiveness through a commitment to student success, cultural revitalization, community engagement, and continuous improvement. Data from the National Student Clearinghouse Postsecondary Data Partnership (PDP), IPEDS, and community surveys are used to evaluate outcomes, guide planning, and support evidence-based decision-making.

- Student Success & Achievement: PDP and IPEDS data provide insight into retention, persistence, completion, graduation, and transfer outcomes, allowing LLTC to monitor student progress and identify opportunities for improvement. These measures support ongoing efforts to increase student success and credential attainment.
- Community-Centered Education: Community survey results indicate strong support for LLTC's mission and vision, with respondents affirming the College's role in advancing Anishinaabe values, language, leadership, and community responsibility. Survey findings help ensure programs and services remain responsive to community needs.
- Regional Impact: Student demographic and enrollment data demonstrate that LLTC serves learners primarily from the Leech Lake Reservation region, while also attracting students from other Tribal Nations and communities throughout Minnesota and neighboring states.
- Strategic Plan Alignment: Institutional data are used to evaluate progress on the five Strategic Priorities:
 - a. Student Pathways
 - b. Anishinaabe Lifeways
 - c. Community Partnerships & Engagement
 - d. Organizational Capacity & Commitment
 - e. Financial & Facilities Commitment
- Continuous Improvement: Assessment findings, PDP metrics, community feedback, and IPEDS reporting inform planning, resource allocation, program review, accreditation activities, and institutional effectiveness efforts.

LLTC utilizes National Student Clearinghouse PDP data, IPEDS indicators, and community survey feedback to assess student success, strengthen institutional effectiveness, advance Anishinaabe values, and support data-informed decision-making aligned with the College's Strategic Plan and mission.