



USING NSC PDP DATA AND AR FILES TO INFORM STUDENT SUCCESS AND ACADEMIC PROCESSES

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Our students, Our story

Our College

PDP and Institutional Data
Challenges

Assets

Outcomes: Demonstration

A. PDP-Informed SEM

B. PDP-Informed Program
Review

C. PDP-Informed Institutional
Effectiveness

The background of the slide is a photograph of a person in traditional Native American regalia, likely a dancer. The regalia is highly colorful, featuring a blue and yellow patterned skirt, a red and white beaded necklace, and a large, colorful feathered headdress. The person is standing on grass.

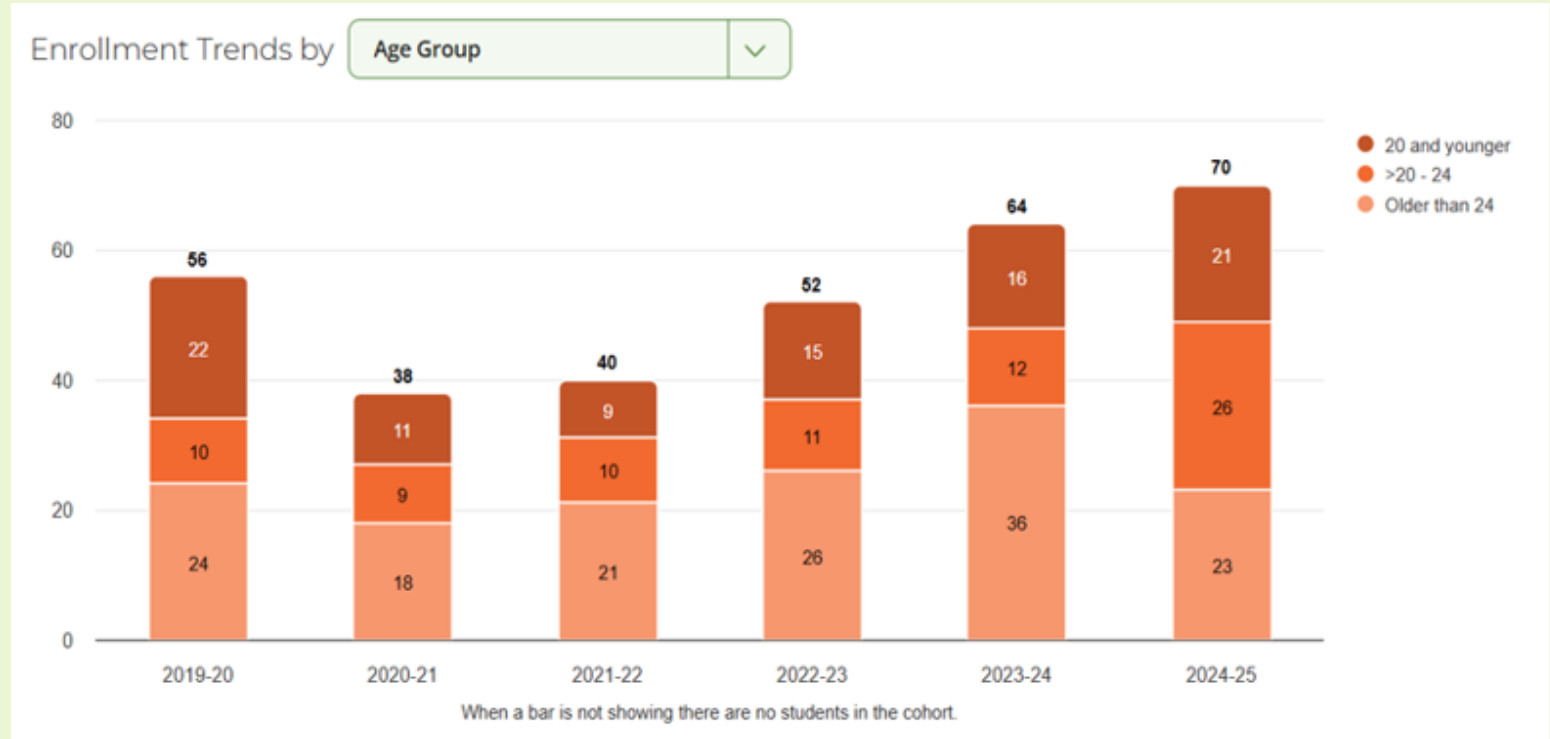
AGENDA

The background of the image is a photograph of a Native American dancer in traditional regalia. The dancer is wearing a large, flowing blue and yellow robe with red star-like patterns. They are also wearing a large, ornate headdress with blue and red feathers. The dancer is captured in motion, with the robe and feathers blurred, suggesting a dynamic performance. The background is a bright blue sky with scattered white clouds.

**OUR STUDENTS, OUR
STORY...**

OUR STUDENTS ARE...

1. FIRST GENERATION (70%)
2. WORKING YOUNG ADULTS (20-24) (TREND IS CHANGING)
3. CAREGIVERS
4. FIRST TIME PARENTS
5. FULL-TIME- MAJORITY
6. ELDERS AND SOLE PROVIDERS
7. KNOWLEDGE SEEKERS
8. KNOWLEDGE CARRIERS
9. 93% PELL RELIANT
10. 84% EMERGENCY AID RELIANT
11. FROM 26 DIFFERENT TRIBAL NATIONS
12. SEEKING THE AA DEGREE AND CERTIFICATES IN TRADES TO STAY AT HOME AND WORK IN THE TRIBAL NATION REGION.
13. PRIMARILY MALE WITH AVERAGE 3.4 GPA



OUR COLLEGE...

- Located in Cass Lake MN, Home of the Leech Lake Band of Ojibwe
- Enrollment 150 to 250 range from spring to fall
- 95% reliant on grant funding for operations and student support.
- Focused on preserving language and culture and helping our students find themselves...sense of belonging.
- Focused on student success...faculty professional development, and programming to meet the needs of our community.
- Works together despite the challenges!





PDP AND INSTITUTIONAL DATA CHALLENGES

1. Incomplete student matching: Students appear multiple times (duplicate matches) or not match due to missing SSNs, name changes, Jr. Sr., III resulting in undercounting outcomes or double-counting students.
2. Not all institutions report equally: Causes delayed or incomplete data resulting in gaps in transfer, completion, or persistence tracking.
3. Timing and Data Freshness: PDP files are not real-time: Enrollment and degree completions may lag. Resulting in misalignment with internal institutional dashboards, difficulty using PDP for operational (near-term) decision-making.
4. Complex data structure and interpretation (Term-level, enrollment, award, cohort files can be complex.
5. Cohort definition challenges: PDP allows customization, but it can be tricky (first-time vs non, first-time).
6. Keeping PDP cohorts aligned with IPEDS reporting, Institutional KPIs, and Grant Reporting definitions.

PDP AND INSTITUTIONAL DATA ASSETS

1. PDP data helps LLTC capture the full student journey (not just those that leave).
2. Provides more accurate completion and success measurement.
3. Provides insights into transfer pathways: (Allowing LLTC to focus on programming geared towards student goals, and workforce patterns once degrees are completed).
4. Provides an ability to understand stop-out and re-entry patterns. (Helped LLTC identify funding patterns for emergency aid, predicting a greater student need in key emergency aid areas, or matching program enrollments with the economy and community needs).
5. Provides equity-focused analysis: Indigenous student outcomes and compare outcomes across first-time vs adult learners, and full-time vs. part time.
6. Supports Indigenous data sovereignty goals: Retaining control over cohort definitions, and interpretation grounded in LLTC values. We can frame success on community impact, education mobility and long-term student success and wellbeing (not just conventional metrics).
7. *** PROVIDES STRONG EVIDENCE FOR ACCREDITATION AND PROGRAM REVIEW*** (Longitudinal, external validation of outcomes).



OUTCOMES: THE PDP-INFORMED SEM (STRATEGIC ENROLLMENT MANAGEMENT PLAN)



PDP and LLTC Strategic Enrollment Management Plan (SEM) 2026-2030)

Approved by:

Date:



THE DATA...



PDP-INFORMED SEM OVERVIEW

1

Current Performance

- Strategic Plan Alignment
- Key Accomplishments and Metrics
- Student Enrollment Data Profile and Success Metrics

2

Future Market Assessment

- Enrollment
- Market Forces Summary
- Market Demographics
- Feeder Institutions
- Labor Market Trends
- Competitors
- Public Policy Impact
- Market Segment Assessments

3

Outcomes

- Market Prioritization
- Implementation Timeline
- Performance Scorecard
- Supplementary Resources

Leech Lake Tribal College recognizes that recruitment and retention are shared responsibilities across faculty, staff, and administration. The College is committed to a holistic, culturally grounded approach to student success that reflects Anishinaabe values and supports students academically, socially, and personally throughout their educational journey. Student success is achieved through relationship-based engagement, culturally responsive practices, and a coordinated system of academic instruction and student support services.

THE DATA...



Enrollment Calculator

Calculate New Enrollment Potential Based on Marketing Gains (Double click in the calculator to get to the excel template to add values.)

New Enrollment Potential					
Traditional-Aged Enrollment					150
Adult Enrollment					175
Dual Enrollment					4
% of Traditional-Aged Increase					1
% of Adult Increase					15
% of Dual Enrollment Increase					2
<u>Traditional-Aged Not Enrolled</u>					220
<u>Adults Not Enrolled</u>					680
<u>Dual Enrollment</u>					2
Traditional-Aged Opportunity Win Rate			0.006818182		
Adult Opportunity Win Rate			0.038602941		
Dual Enrollment Win Rate			0.04		
New Traditional-Aged Enrollments			1.5		
New Adult Enrollments			26.25		

Fill in based on current enrollment data

Meet with campus stakeholders to determine likely enrollment increase based on current capacity and expected investment

Use Census and National Center for Education data (linked here) to determine size of opportunity market.
Enter in regional information (e.g., zip code) in search bar, and select 2017 American Community Survey for most up-to-date population data.

Minnesota High School Graduates by District Totals: MN OHE (2024-2025)

- Detroit Lakes District Total: 239
- Bemidji Public School District Total: 352
- Blackduck Public School District: 38
- Cass Lake-Bena Public Schools: 76
- Bagley Public Schools: 66
- Deer River Public School District: 47
- Fosston Public School District: 38
- Clearbrook-Gonvick School District: 31
-

Total Counts: 887

High school look up tool:

[Public school enrollment | KIDS COUNT Data Center](#) (Raw Data Files)

To Edit the Graph: To edit the calculator, right click on the chart below, select "Worksheet Object" and then "Edit"

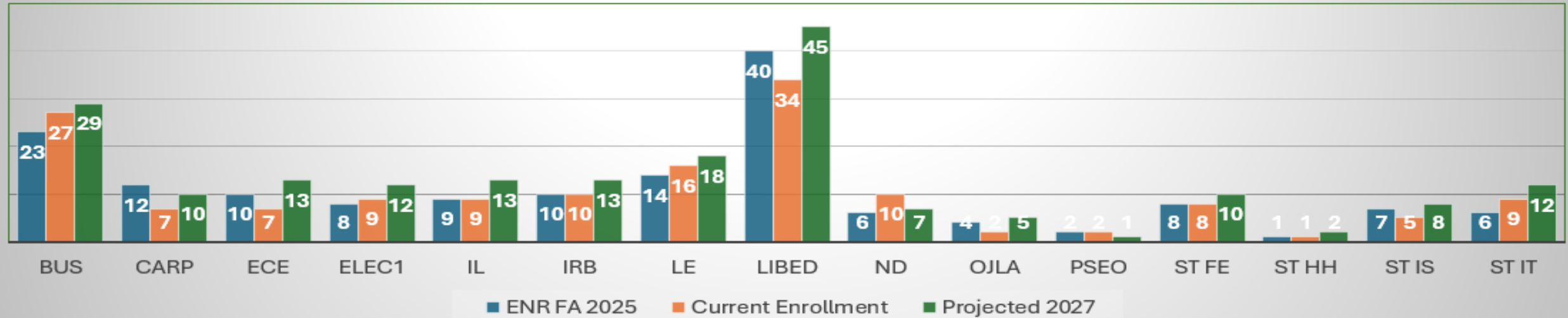
Cass County has 4, 400 students, Hubbard County has: 2,498

THE DATA...



ENROLLMENTS OF FOCUS

Expected Enrollment Change by 2026-2027



Implications of Changes in Enrollment

The projected FA 2027 enrollment indicates overall institutional stability, with modest net growth concentrated in specific programs rather than uniform expansion across the college. This pattern suggests that broad enrollment growth at LLTC will be driven by intentional program-level strategies, not generalized recruitment alone. Maintaining stability near current headcount levels while selectively strengthening high-demand programs aligns with LLTC's capacity, mission, and community context.

Implication: SEM efforts should focus on program-specific recruitment, retention, and scheduling strategies, rather than institution-wide growth targets that may overextend limited resources in specific programs (ELEC1, RC, IRB).



OUTCOMES: DEMONSTRATION OF THE PDP INFORMED STRATEGIC ENROLLMENT MANAGEMENT PLAN

1. Defines “Enrollment Success” more broadly:

The traditional SEM focus: Recruitment to Retention and Graduation.

The PDP-Informed SEM Focus: Tracks persistence, transfer, and completion anywhere (redefines success metrics to include: Transfer-out with success, delayed completion, multi-institutional Indigenous student pathways).

2. Helps improve the enrollment funnel analysis: Where lost students actually go, whether they persist elsewhere, when they stop-out vs transfer. (Inquiry, enrollment, persistence, mobility, completion)
3. Informs the Recruitment Strategy: PDP helps identify: Geographic patterns of student mobility, Institutions your students eventually attend, and programs that lead to transfer or completion.



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OUTCOMES: DEMONSTRATION OF THE PDP INFORMED STRATEGIC ENROLLMENT MANAGEMENT PLAN

4. Strengthens Retention Strategy with Real Behavior Data (when students are most likely to stop-out, transfer, or permanently withdraw). (Tailors retention strategies for advising, early alert, and flexible scheduling for known stop-out groups). **Avoids over investing in retention where mobility is needed or expected.

5. Informs program mix and academic planning: Identifying which programs lead to transfer success, lead to completion, and credit accumulation before transfer.

6. Strengthens Transfer and Partnership Strategy (PDP data shows top destination institutions and student success rates at those institutions).

Impact on SEM:

- Guides the development of articulation agreements, dual admission programs, and advising pathways.



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OUTCOMES: DEMONSTRATION OF THE PDP INFORMED STRATEGIC ENROLLMENT MANAGEMENT PLAN

7. Enables smarter segmentation of student populations: (part-time vs. full-time, adult vs. traditional, Pell status, race/ethnicity).

Impact on SEM: Differentiated Strategies for adult learners, (stop-out and re-entry programming), first-time students (momentum building), and highly mobile students.

8. Identifies “momentum metrics” for persistence. (Credit thresholds, continuous enrollment patterns)

9. Strengthens forecasting and enrollment projections: Model (retention patterns, transfer behavior, enrollment cycles).

10. Enhances KPI development for the SEM (Moves beyond first to second year retention and focuses on holistic student success metrics (also used in the program review)).

11. Aligns SEM with LLTC’s mission and community impact: The PDP informed SEM reflects student mobility, community responsibilities and needs, and nonlinear education pathways. (Lifelong learning).



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OUTCOMES: THE PDP-INFORMED PROGRAM REVIEW DASHBOARD

Page 1
Program
Review Home

Page 2
Program
Overview

Page 4 PLO
Results and
Trends

Page 5
Assessment of
Student
Learning

Page 6 Course
Learning
Outcomes
Analysis

Page 7
Curriculum
Map

Page 8
Program Data
Trends

Page 8A
Program Data
Trends

Page 8B
Program Data
Trends

Page 9
Student
Survey Trends

Page 10
Workplan
Goals

Page 11
Closing the
Loop

Page 12:
Program
Effectiveness
Summary



Leech Lake Tribal College Program Review Dashboard 2026-2027



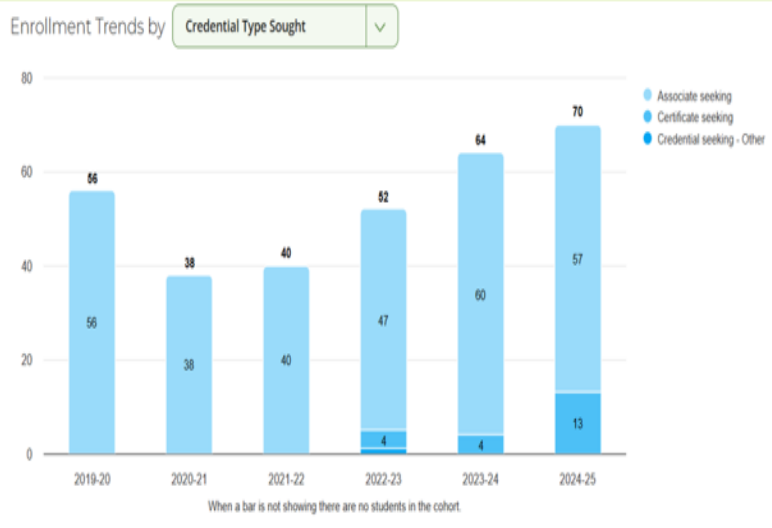
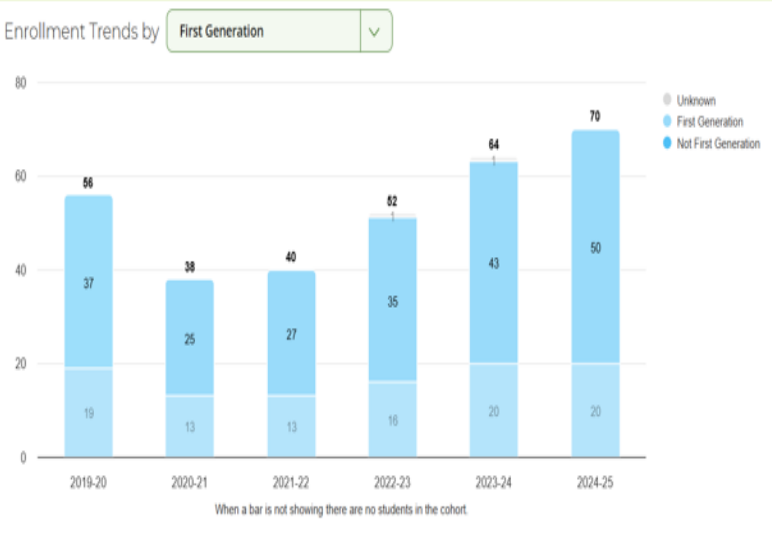
2026 Annual Program Review
Survey



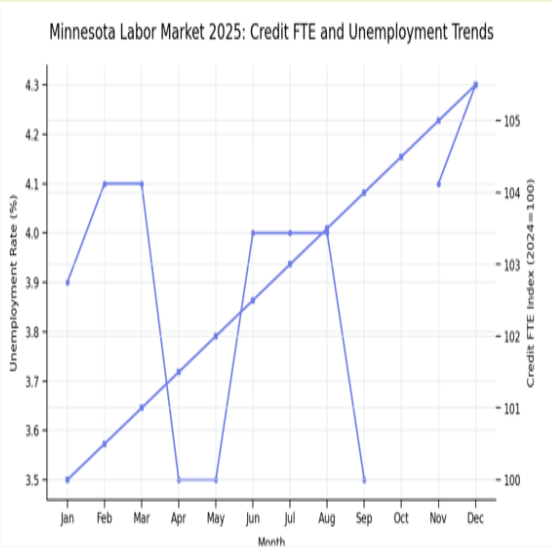


THE DATA...

ENROLLMENT PROFILE 2019-2026



LABOR MARKET 2025 ANALYSIS MINNESOTA



Industries		Occupations	
Top 5 Growing	Top 5 Declining	Top 5 Growing	Top 5 Declining
Healthcare and Social Assistance	Publishing, Telecommunications, Broadcasting	Wind Technologies Renewable Energy	Office administration workers: Automation
Construction	Finance: Banking, Insurance, and Real-Estate	Nurse Practitioners	Secretaries and admin assistance: Role Consolidation
Education Services	Professional and Business Services: Corporate offices, management, consulting, administrative support	Epidemiologists Public Health Analytics	Data Entry Keyers: Automated data systems
Government/State and Local	Manufacturing	Data Scientists	Sales: E-commerce cause
Personal and Repair Services	Leisure and Hospitality	Statisticians Research	Word processors and typists: AI

Proposed Institutional Response to Labor Market Changes: E.g. Certain areas of manufacturing are seeing a resurgence in our local economy, due to local and international automobile manufacturer investments. This economic growth provides opportunities through program review and PLA to provide pathways for those in the manufacturing, tech, and health industries to upskill in the machinist and other growing manufacturing trades.

Industry Implication	Minnesota is experiencing growth in healthcare, construction, renewable energy, and selective advanced manufacturing.
Occupation Implication	Demand is increasing for healthcare practitioners and support workers, skilled trades, data and technical roles and renewable energy technicians.
Answer to Shifts	LLTC will use program review, credential alignment, and prior learning assessment to expand, adapt, or streamline programs in high-growth fields while supporting displaced workers' transitions through stackable credentials and short-term training pathways.

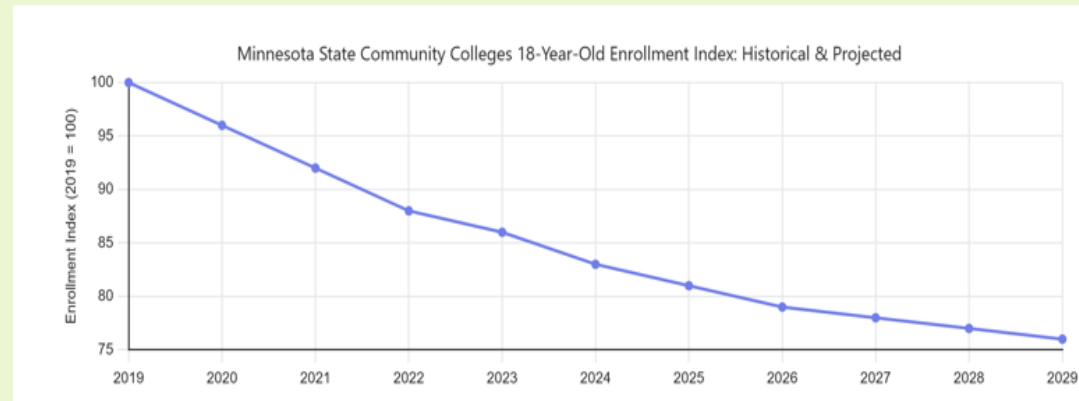
THE DATA...

1. The AR Files helped LLTC eliminate Data cleaning
2. Provided ready-to use cohort outcome data we can put into Power BI Dashboards
3. AR files track/capture completion anywhere (Not just LLTC).
4. Provided a historical baseline for a case study.

DEMOGRAPHICS: PROJECTED STATE-WIDE GROWTH OF TRADITIONAL COMMUNITY COLLEGES AND OTHER TCU COLLEGE STUDENTS

Historical and Projected State Community College 18-Year-Old Enrollments

Minnesota Projections, 2012-2029

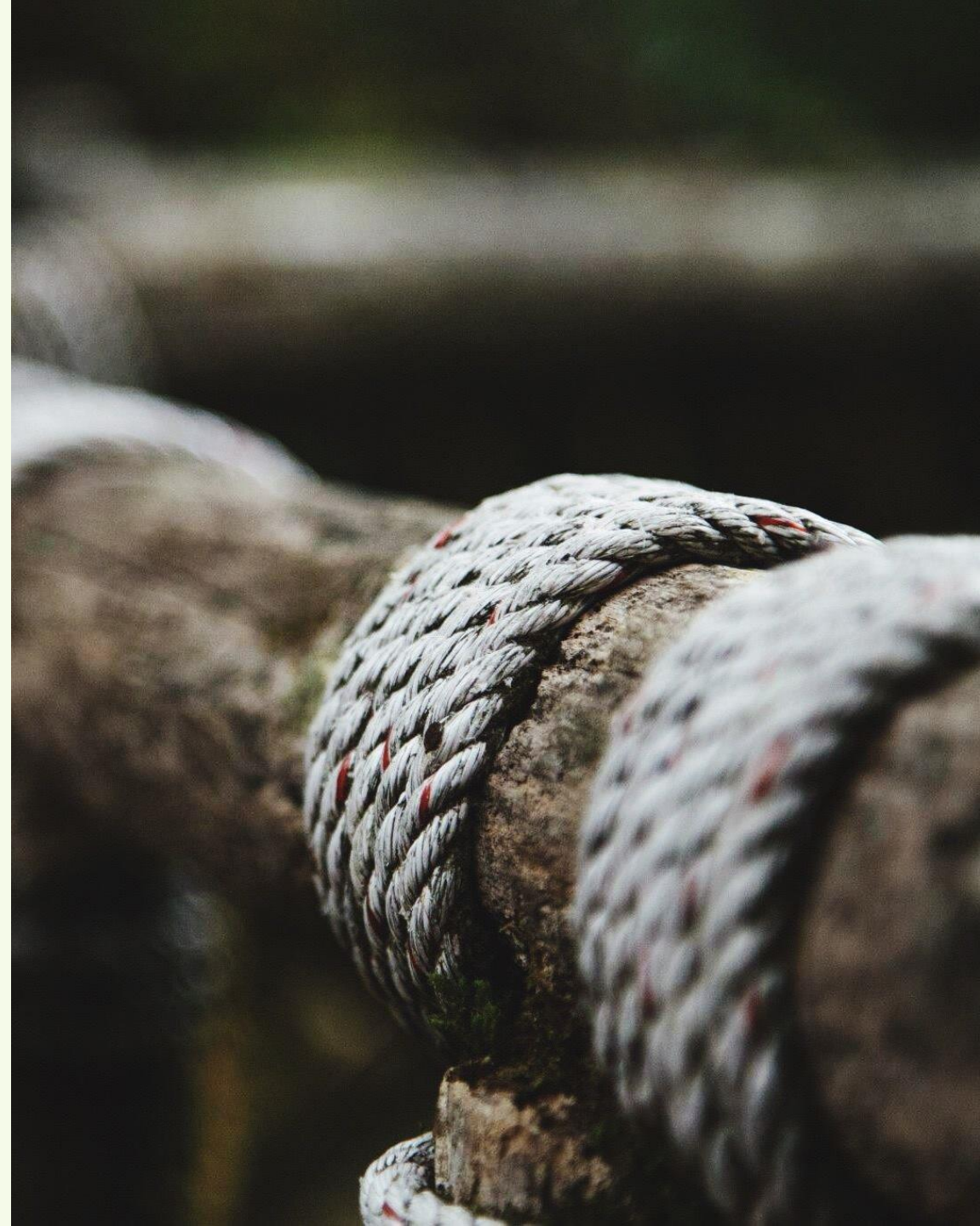


Proposed Institutional Response to Changes in Traditional Student Population: A smaller pool of traditional students requires the college to shift enrollment focus to different markets.

18-24 Year-Olds	2019-2024 shows documented declines in 18-year old college enrollment following demographic shifts, FAFSA disruptions, and pandemic post-impacts. Other factors are Minnesota's continued reporting of low birth -rate cohorts reaching college age (National Student Clearing House). The market shows an increase of older, working adults seeking career changes, advanced technical training, or trades skills development and certification (Minnesota Office of Higher Education, National Student Clearinghouse, 2019-2024).
New Market Segment	- Adults with some college but no credential (stop-out/drop-out) - Community members seeking short-term certificates or stackable credentials - Working adults balancing employment, family, and schooling, and learners motivated by career advancement, or local workforce needs.
Alternative Options for Response	- Expand PSEO and concurrent enrollment with structured transition pathways into associate or certificate programs. (Short-term stackable certificates) - Convert early college participation into guaranteed first-year enrollment through advising and a summer bridge program.

HOW DID WE TIE IT ALL TOGETHER...IN STEPS

1. Complete the PDP historical data loads and then term by term.
2. Pull the AR files and review the PDP dashboards.
3. Pull the trends, then compare with current student services, academics, and financial aid processes and practices.
4. Analyze practices and trends. Compare/Research
5. Build Power BI dashboards to reflect trends and living processes (Institutional Effectiveness, Program Review, Student Success, and Strategic Enrollment Planning): Align with Strategic Plan.
6. Update each term.
7. Train faculty and staff during in-service on the use of data.
8. Pull, Review, Inform, Assess, Action Planning: Continuous Improvement!



THANK YOU

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