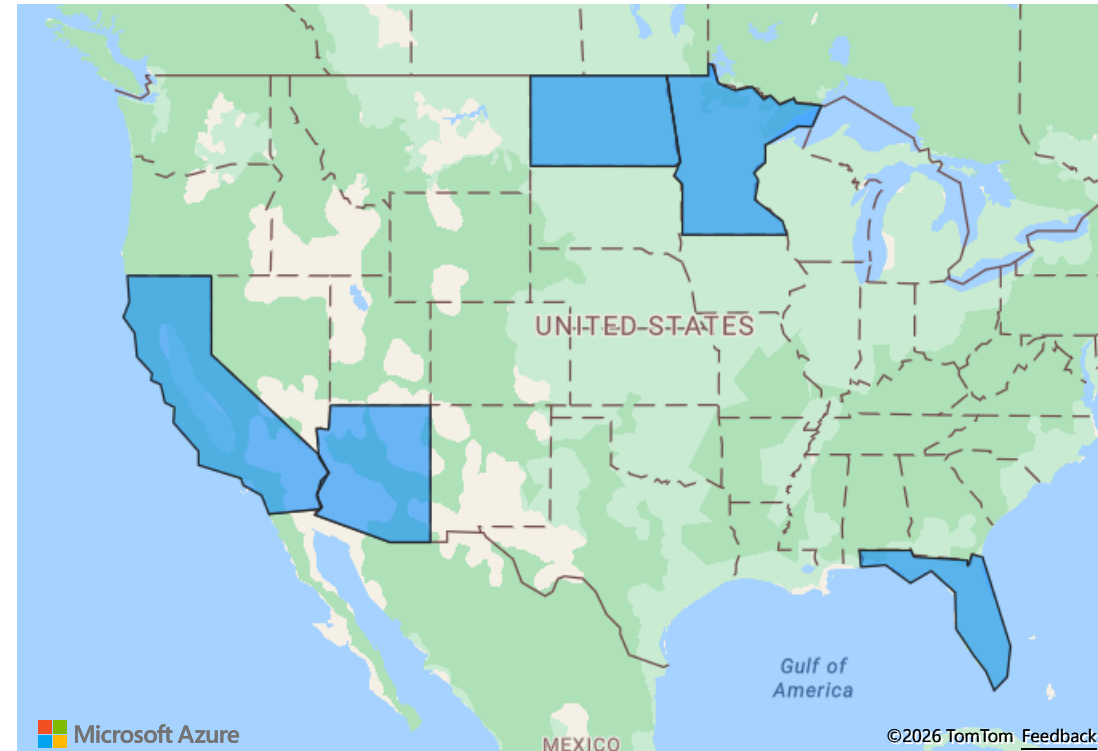


| Town           | State        | Total Count |
|----------------|--------------|-------------|
| Bullhead City  | Arizona      | 7           |
| Signal Hill    | California   | 2           |
| Venice         | Florida      | 3           |
| Akeley         | Minnesota    | 6           |
| Bemidji        | 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           |
| <b>Total</b>   |              | <b>897</b>  |

## 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)

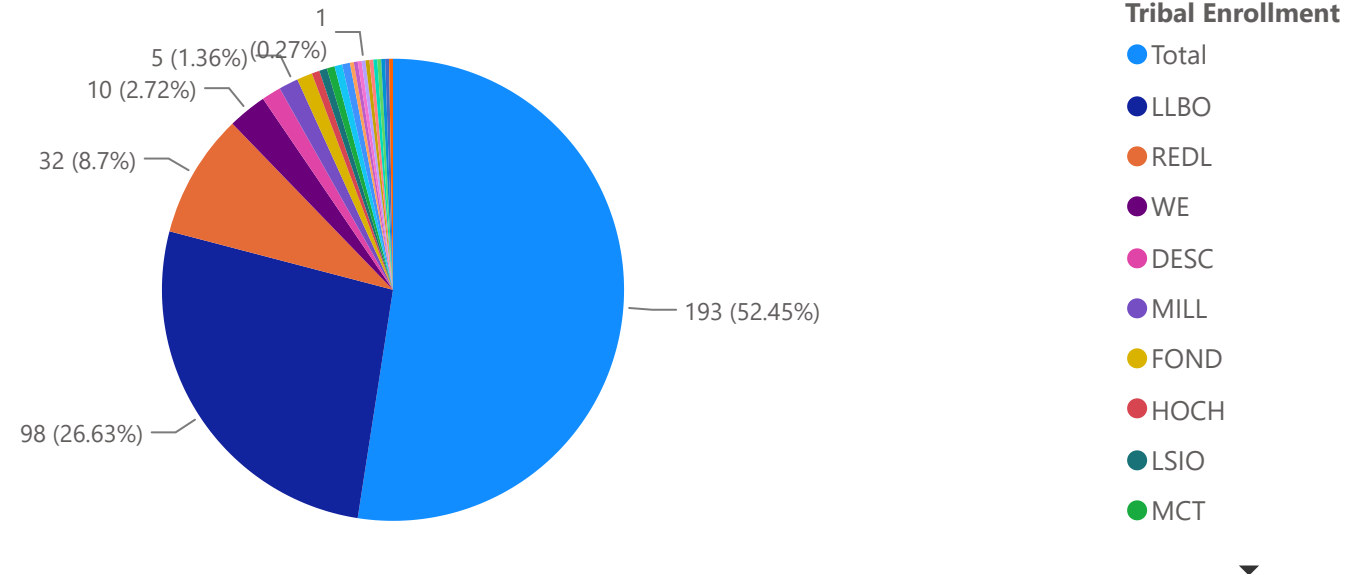
- Cass Lake represents the largest student population with 409 students (45.6%).
- Bemidji is the second-largest community with 284 students (31.7%).
- Approximately 77% of all students come from Cass Lake and Bemidji, demonstrating LLTC's central role in serving the local and regional community.
- The 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 Enrollment                             |       |
|-----------------------------------------------|-------|
| 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  |

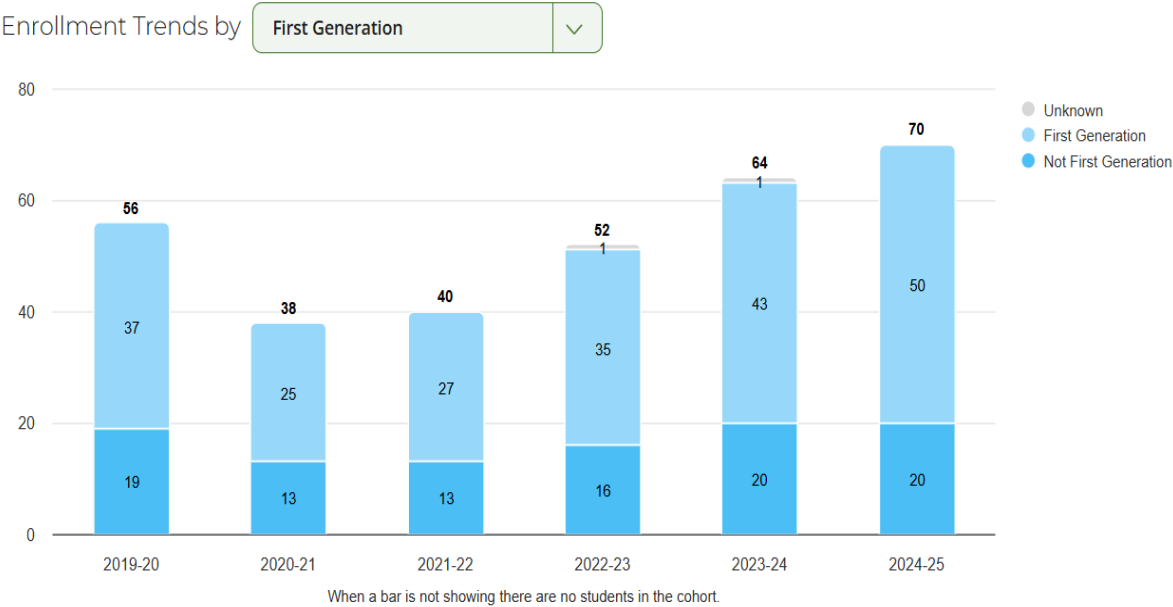
FA 22, FA 23, FA 24 and FA 25 by Tribal Enrollment



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.

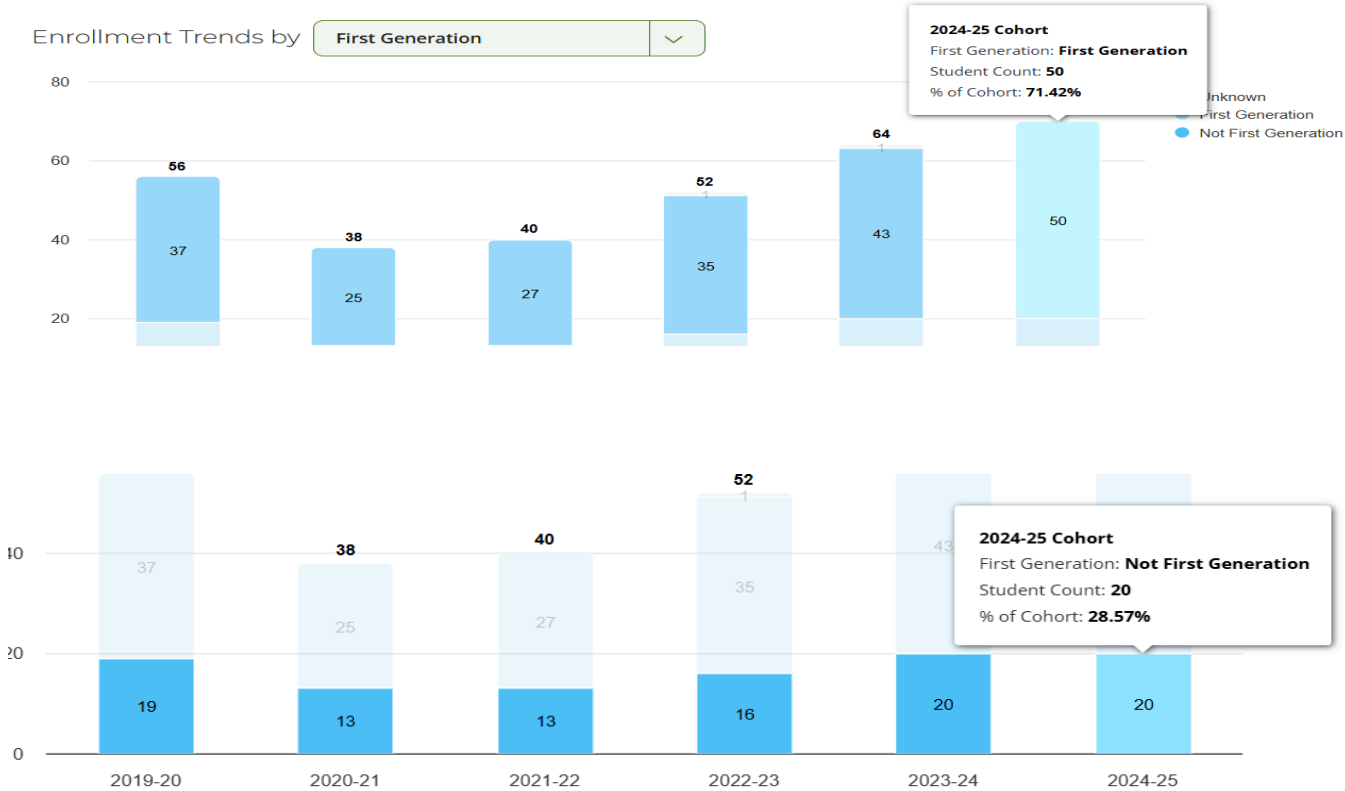
- More than half of enrolled students (52.5%, n=193) are affiliated with LLBO represented in the data. This reflects LLTC's central role in serving its primary tribal community.
- The second-largest tribal affiliation (Red Lake Nation) accounts for 26.6% (n=98) of students, demonstrating strong regional 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



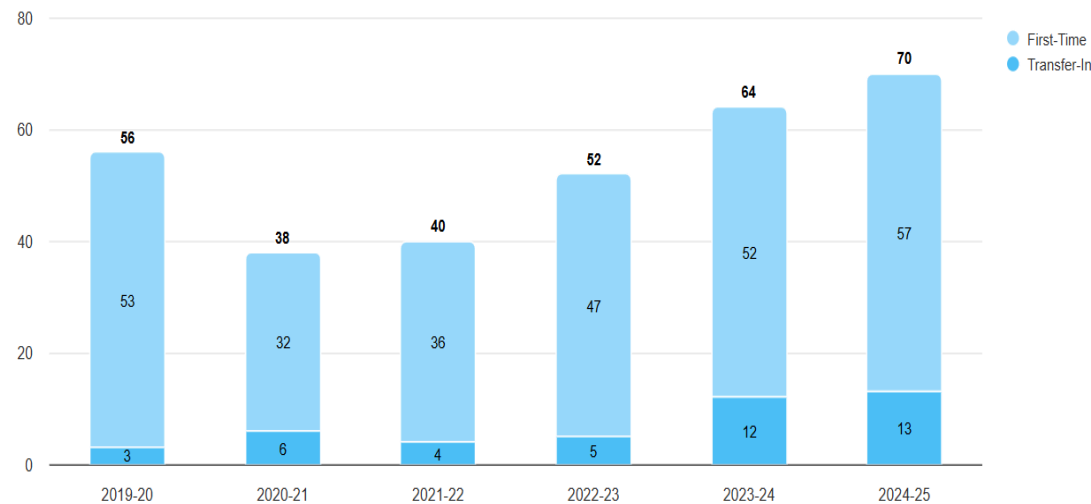
For the 2024-25 cohort (70 students):

- 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

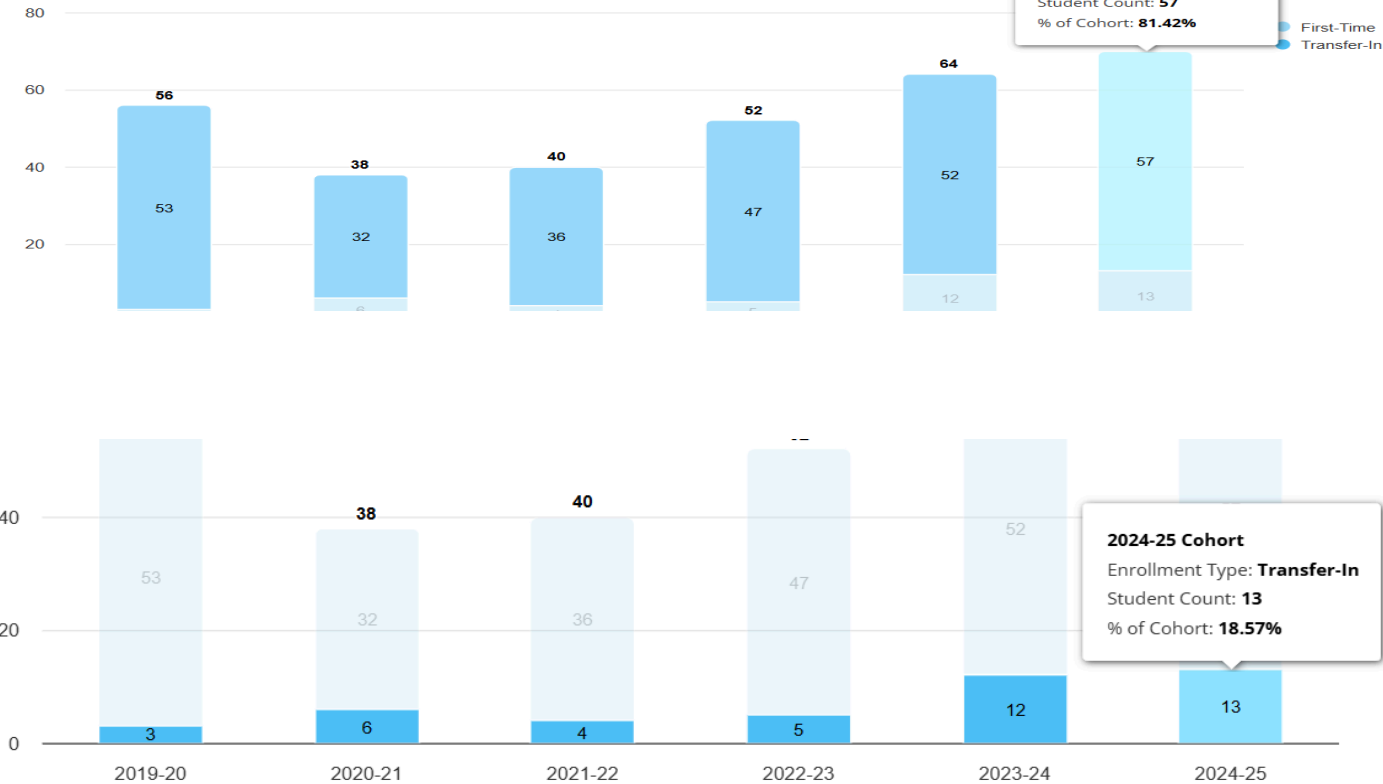
Enrollment Trends by Enrollment Type ▼



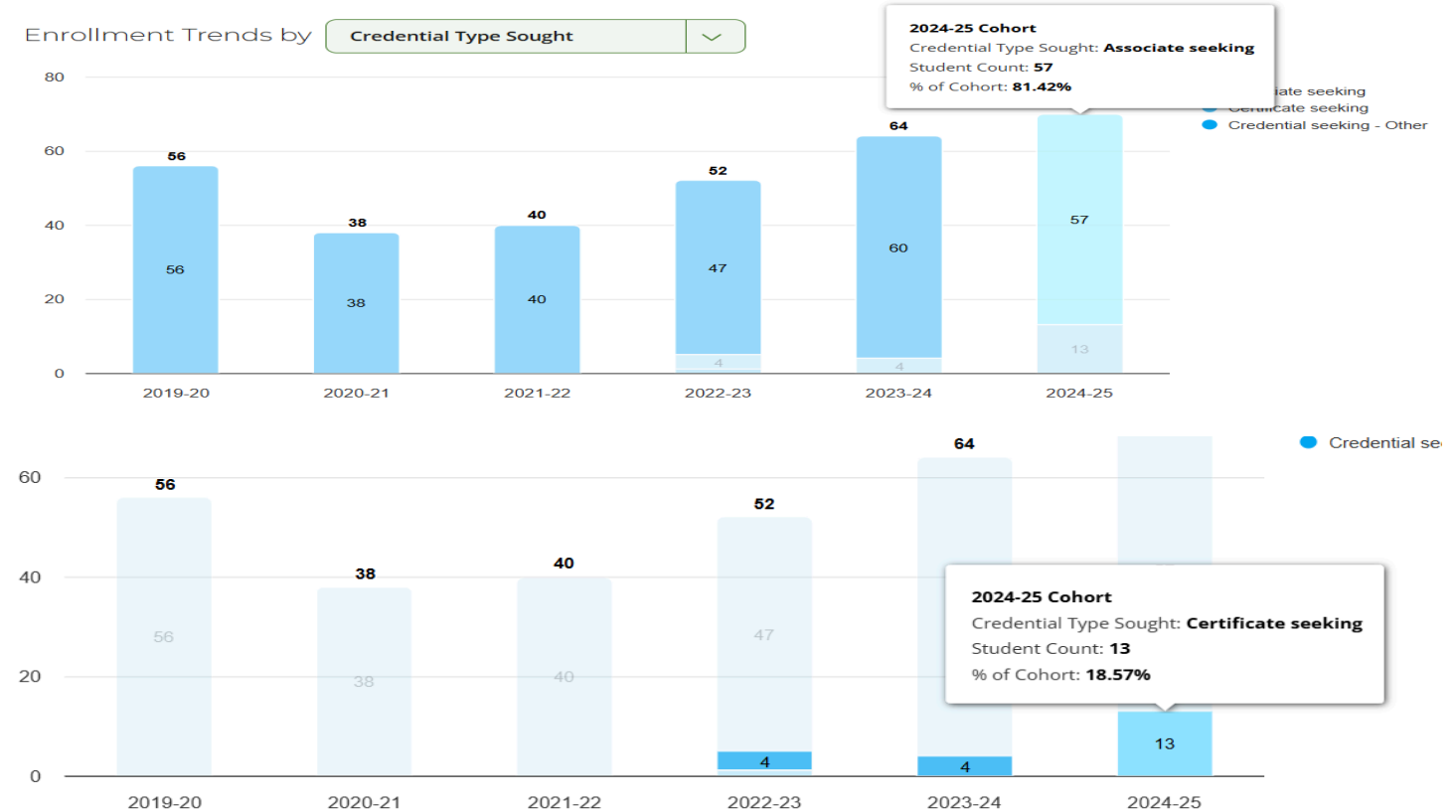
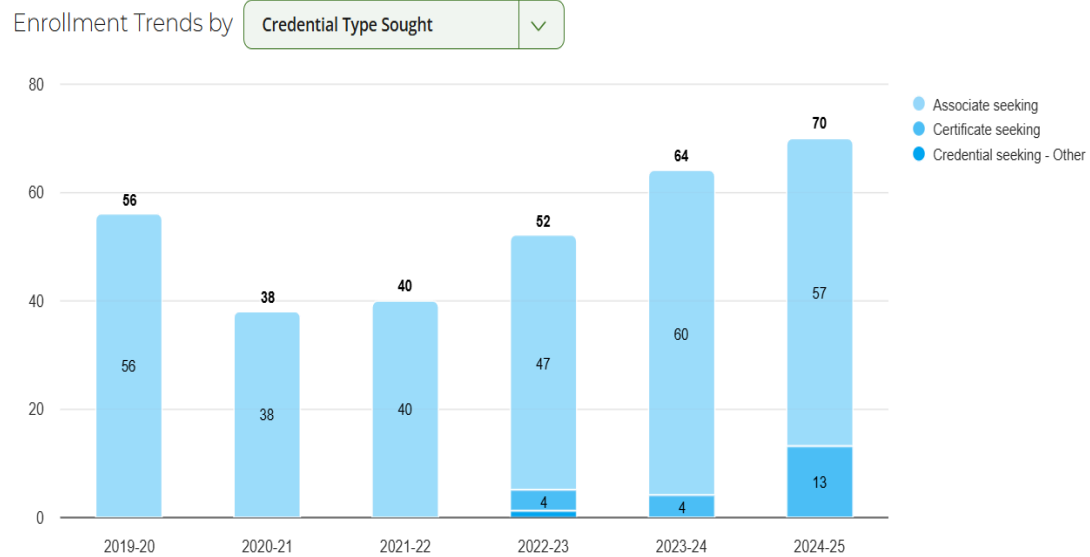
- For the 2024-25 cohort (70 students):
- 57 students (81.4%) were First-Time students.
  - 13 students (18.6%) were Transfer-In students.

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

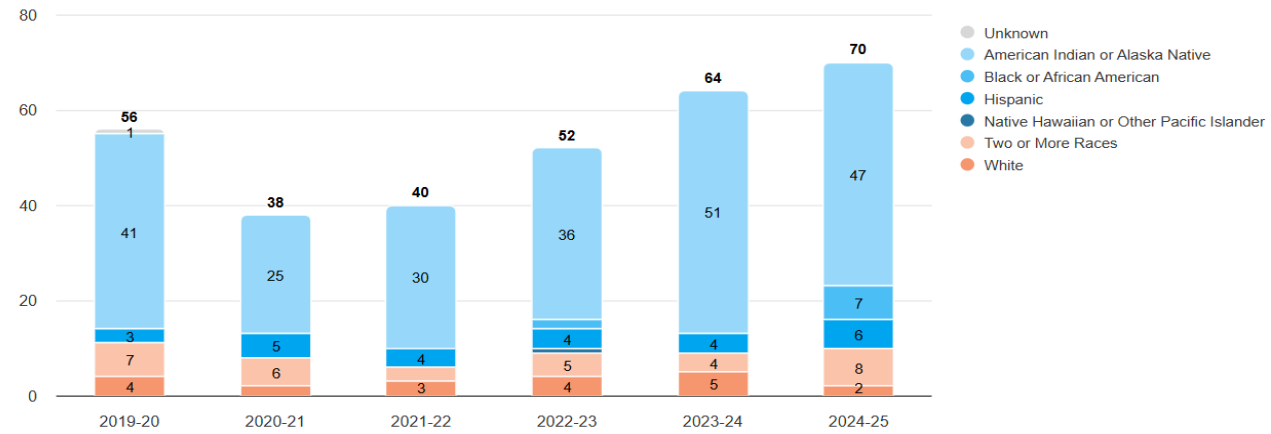


For the 2024-25 cohort (70 students):

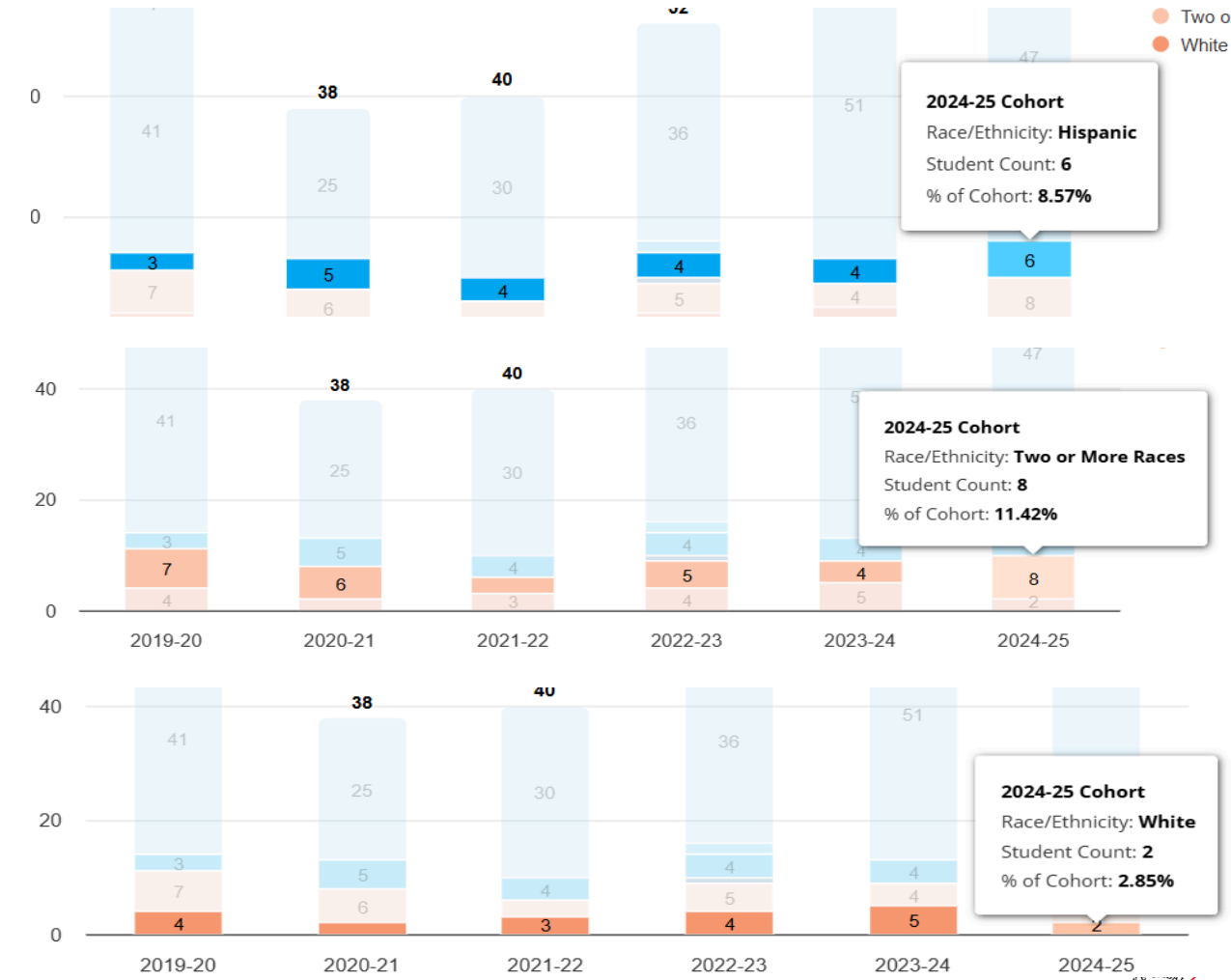
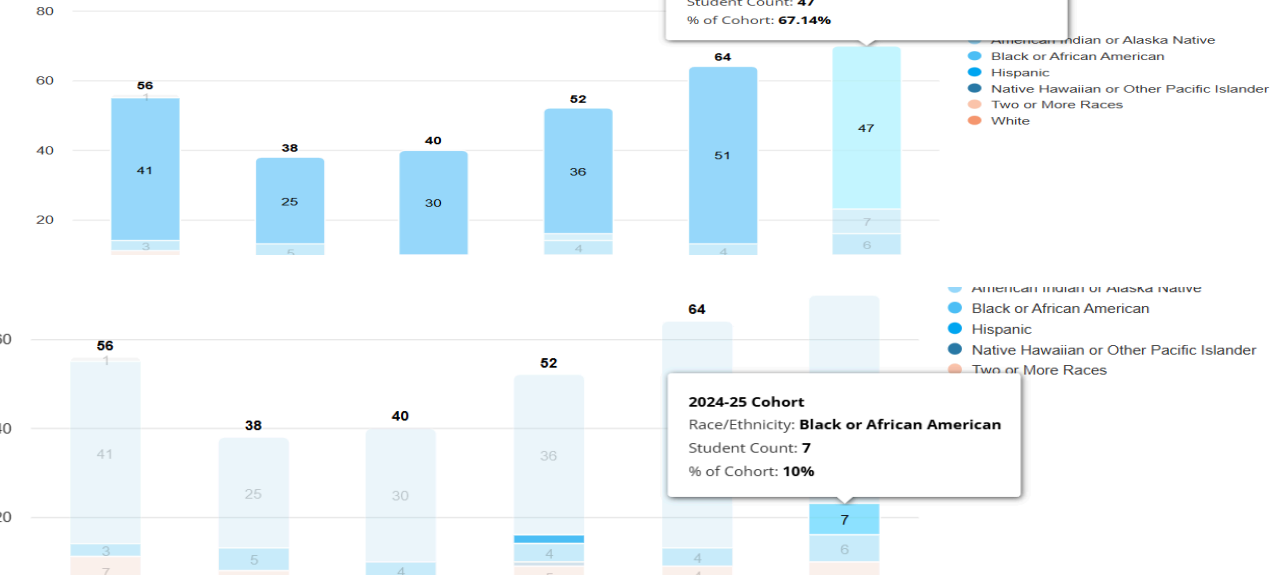
- 57 students (81.4%) were Associate Degree Seeking.
- 13 students (18.6%) were Certificate Seeking.
- No students were classified in the Credential Seeking - Other category.

# Race/Ethnicity: 2019-2025

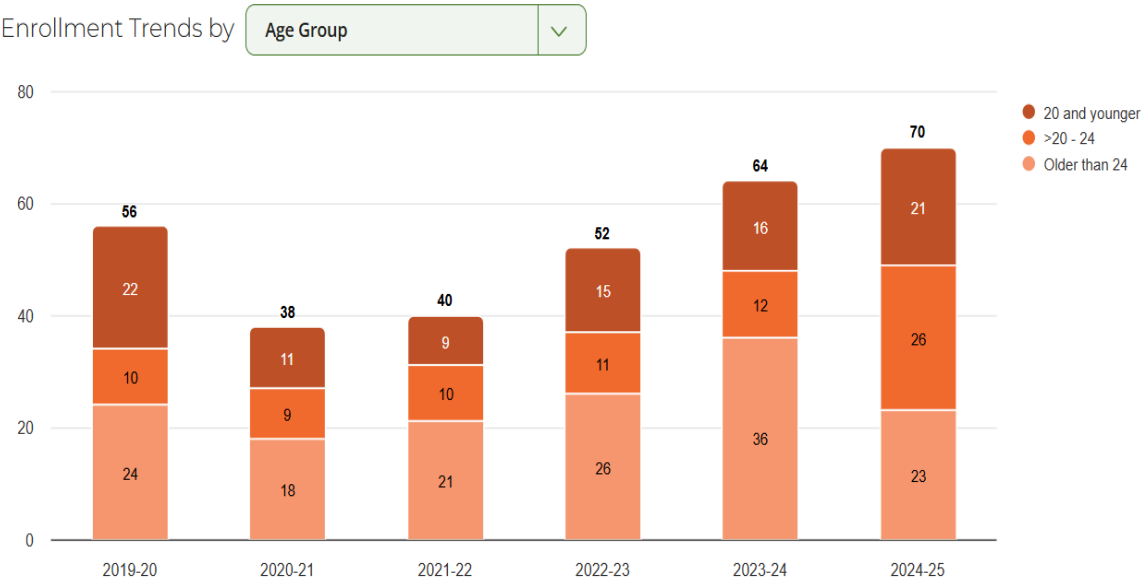
Enrollment Trends by Race/Ethnicity



Enrollment Trends by Race/Ethnicity



# Race/Ethnicity: 2019-2025

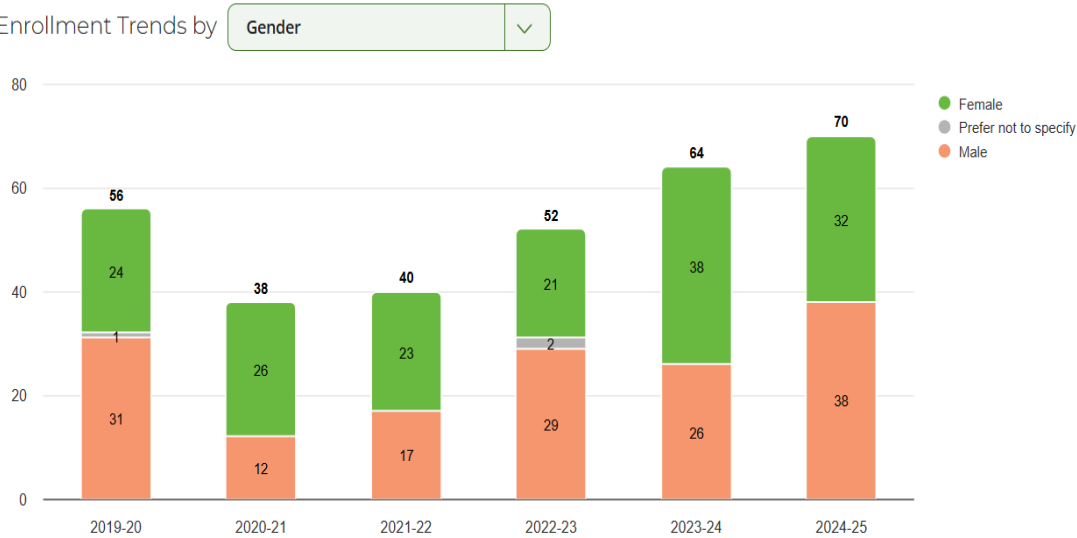


For the 2024-25 cohort (70 students):

- 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.

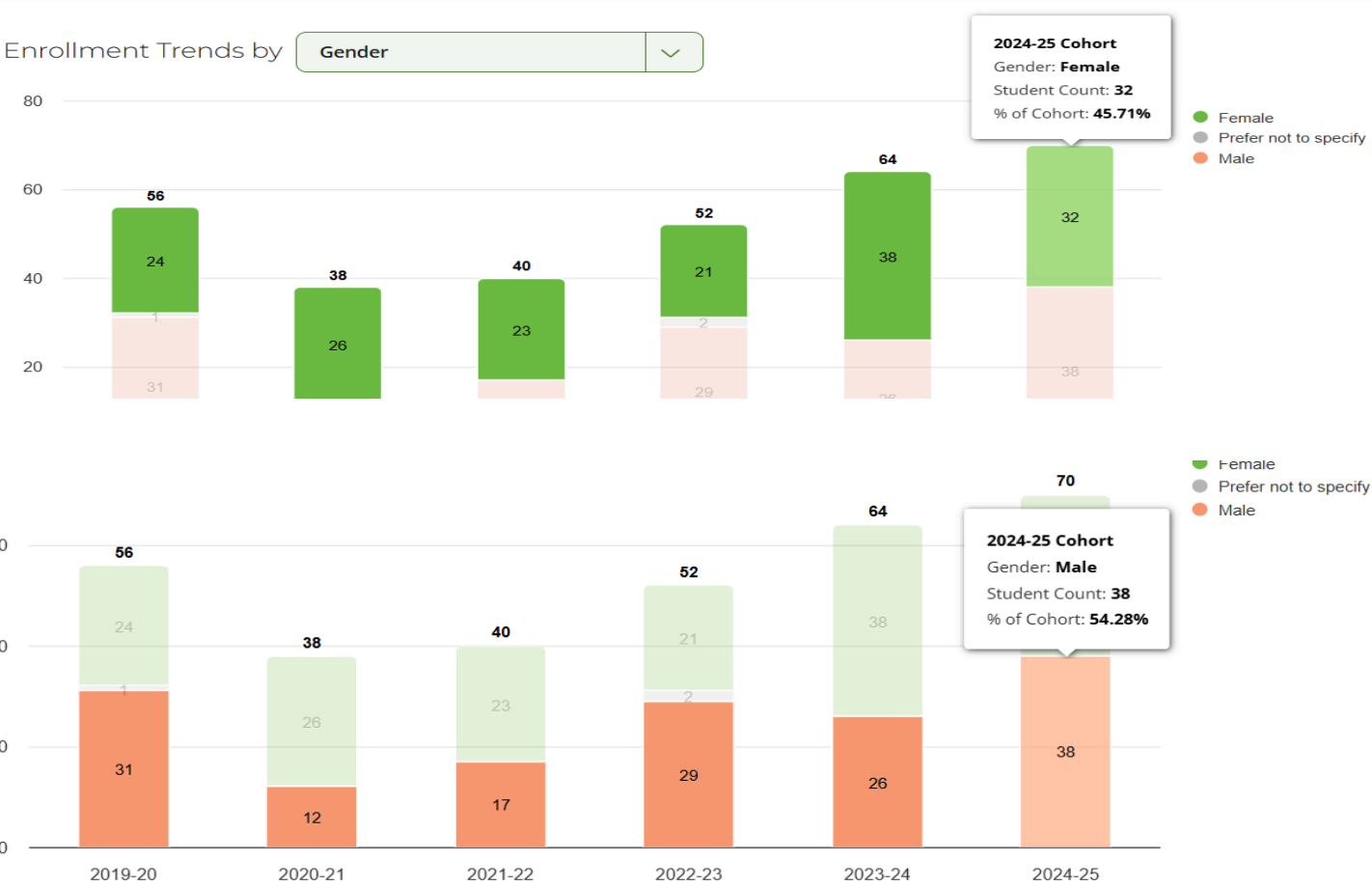


# Gender: 2019-2025



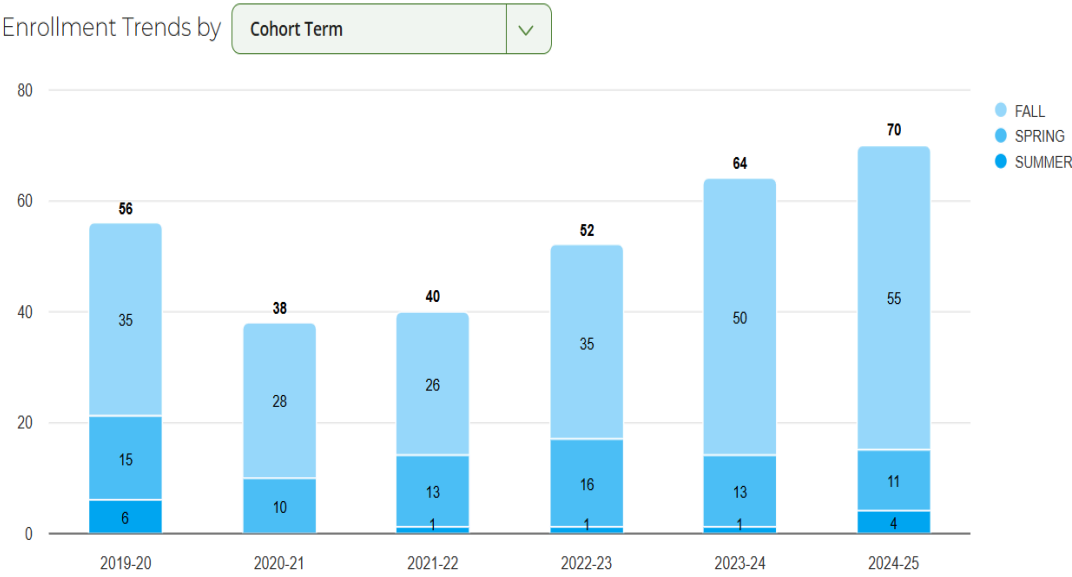
For the 2024-25 cohort (70 students):

- 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.

