

IHCC Adult Learner Report Spring 2020

Success Measures

Persistence and completion success measures include fall-to-fall retention, transfer, graduation, and transfer-graduation. Adult learners for the purposes of this report are considered to be age 25 and older, traditional students are age 18 to 24.

Success

Success includes students who are retained, graduated, transfer, or transfer-graduated at the completion of the second fall semester. See Table 1.

Table 1. Fall-to-Fall Success of Entering Adult and Traditional Students

Entering Term	Adult Students	Adult Success	Traditional Students	Traditional Success	Success Difference (Percentage Points)
Fall 2011	686	64.3%	1,294	63.0%	1.3
Fall 2012	695	65.0%	1,311	66.1%	-1.0
Fall 2013	540	61.1%	1,248	63.9%	-2.8
Fall 2014	526	63.7%	1,191	66.1%	-2.4
Fall 2015	468	62.4%	1,152	67.4%	-5.0
Fall 2016	409	68.5%	1,066	64.4%	4.1
Fall 2017	378	63.0%	913	68.7%	-5.7
Fall 2018	380	68.4%	928	69.6%	-1.2

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, APPSODS.V_STUDENT_PERSISTENCE_DTL3

Retention

Retention is measured at the beginning of the semester (note that this will not match other reporting if retention was measured at the end of the semester because students will be moved into other categories, such as graduation). Students are considered retained if they were enrolled the fall semester following their entering fall term. See Table 2.

Table 2. Fall-to-Fall Retention of Entering Adult and Traditional Students

Entering Term	Adult Students	Adult Retention	Traditional Students	Traditional Retention	Retention Difference (Percentage Points)
Fall 2011	686	41.4%	1,294	40.3%	1.1
Fall 2012	695	35.5%	1,311	42.6%	-7.1
Fall 2013	540	38.5%	1,248	41.6%	-3.1
Fall 2014	526	36.9%	1,191	41.3%	-4.4
Fall 2015	468	32.9%	1,152	42.3%	-9.4
Fall 2016	409	37.4%	1,066	39.9%	-2.5
Fall 2017	378	28.3%	913	41.2%	-12.9
Fall 2018	380	33.9%	928	40.6%	-6.7

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, APPSODS.V_STUDENT_PERSISTENCE_DTL3

Graduation

Graduation within 150% expected completion time (3 years) is measured at the end of the third spring semester for fall starting cohorts. Students who enrolled in courses and graduated by that semester are counted as graduated. See Table 3.

Table 3. Third Spring Graduation of Entering Adult and Traditional Students

Entering Term	Adult Students	Adult Graduation	Traditional Students	Traditional Graduation	Graduation Difference (Percentage Points)
Fall 2010	723	17.8%	1,381	14.7%	3.1
Fall 2011	686	16.9%	1,294	16.2%	0.8
Fall 2012	695	16.1%	1,311	15.5%	0.6
Fall 2013	540	16.5%	1,248	17.5%	-1.0
Fall 2014	526	16.2%	1,191	17.8%	-1.6
Fall 2015	468	16.0%	1,152	17.6%	-1.6
Fall 2016	409	17.8%	1,066	19.5%	-1.7
Fall 2017	378	16.1%	913	21.1%	-5.0

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, APPSODS.V_STUDENT_PERSISTENCE_DTL3

Transfer and Transfer-Graduation

Transfer and transfer-graduation within 150% expected completion time (3 years) is measured at the end of the third spring semester for fall starting cohorts. Students are counted as transferred in semesters where they are enrolled at another institution and not at DCTC. If a transferred student graduates from their new institution, they are categorized as transfer-graduated. See Table 4.

Table 4. Third Spring Transfer and Transfer-Graduation of Entering Adult and Traditional Students

Entering Term	Adult Students	Adult Transfer	Adult Transfer-Graduation	Traditional Students	Traditional Transfer	Traditional Transfer-Graduation	Transfer Difference (Percentage Points)	Transfer-Graduation Difference (Percentage Points)
Fall 2010	723	21.3%	10.2%	1,381	25.2%	6.0%	-3.9	4.2
Fall 2011	686	18.8%	8.9%	1,294	23.6%	6.8%	-4.8	2.1
Fall 2012	695	17.6%	13.7%	1,311	24.8%	6.7%	-7.2	7.0
Fall 2013	540	16.9%	12.0%	1,248	24.4%	6.5%	-7.5	5.5
Fall 2014	526	16.7%	13.7%	1,191	22.9%	9.4%	-6.2	4.3
Fall 2015	468	18.8%	15.2%	1,152	26.5%	7.9%	-7.7	7.3
Fall 2016	409	16.1%	17.8%	1,066	24.9%	7.8%	-8.7	10.1
Fall 2017	378	16.9%	19.8%	913	25.3%	9.9%	-8.4	10.0

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, APPSODS.V_STUDENT_PERSISTENCE_DTL3

Third Spring Success by Credit Load

Success within 150% of expected completion time was also examined based on students' credit loads (full-time = 12 credits or more, part-time = 11 credits or fewer) in their first fall semester. Adult student data is shown in Table 5, and traditional student data is shown in Table 6.

Table 5. Third-Spring Success of Entering Adult Students by Credit Load

Entering Term	Credit Load	Adult Students	Adult Retention	Adult Transfer	Adult Graduation	Adult Transfer-Graduation	Adult Success
Fall 2010	Full Time	191	11.0%	16.8%	26.2%	6.8%	60.7%
	Part Time	532	10.9%	22.9%	14.8%	11.5%	60.2%
Fall 2011	Full Time	154	16.2%	13.0%	25.3%	2.6%	57.1%
	Part Time	532	16.2%	20.5%	14.5%	10.7%	61.8%
Fall 2012	Full Time	125	12.0%	21.6%	27.2%	4.8%	65.6%

Entering Term	Credit Load	Adult Students	Adult Retention	Adult Transfer	Adult Graduation	Adult Transfer-Graduation	Adult Success
	Part Time	570	13.3%	16.7%	13.7%	15.6%	59.3%
Fall 2013	Full Time	114	10.5%	11.4%	29.8%	5.3%	57.0%
	Part Time	426	12.0%	18.3%	12.9%	13.8%	57.0%
Fall 2014	Full Time	114	14.9%	12.3%	25.4%	6.1%	58.8%
	Part Time	412	10.7%	18.0%	13.6%	15.8%	58.0%
Fall 2015	Full Time	96	9.4%	12.5%	29.2%	2.1%	53.1%
	Part Time	372	8.9%	20.4%	12.6%	18.5%	60.5%
Fall 2016	Full Time	71	9.9%	22.5%	29.6%	5.6%	67.6%
	Part Time	338	10.7%	14.8%	15.4%	20.4%	61.2%
Fall 2017	Full Time	62	11.3%	14.5%	24.2%	1.6%	51.6%
	Part Time	316	7.6%	17.4%	14.6%	23.4%	63.0%

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, APPSODS.V_STUDENT_PERSISTENCE_DTL3

Table 6. Third-Spring Success of Entering Traditional Students by Credit Load

Entering Term	Credit Load	Traditional Students	Traditional Retention	Traditional Transfer	Traditional Graduation	Traditional Transfer-Graduation	Traditional Success
Fall 2010	Full Time	855	14.5%	25.8%	17.9%	2.7%	60.9%
	Part Time	526	14.6%	24.1%	9.5%	11.4%	59.7%
Fall 2011	Full Time	755	12.2%	24.2%	20.7%	4.0%	61.1%
	Part Time	539	16.0%	22.6%	9.8%	10.8%	59.2%
Fall 2012	Full Time	684	15.8%	25.9%	21.5%	2.6%	65.8%
	Part Time	627	16.1%	23.6%	8.9%	11.2%	59.8%
Fall 2013	Full Time	688	14.4%	23.5%	23.1%	3.1%	64.1%
	Part Time	560	12.1%	25.4%	10.5%	10.7%	58.8%
Fall 2014	Full Time	673	12.8%	23.5%	24.5%	3.7%	64.5%
	Part Time	518	10.0%	22.2%	9.1%	16.8%	58.1%
Fall 2015	Full Time	647	13.0%	29.2%	22.3%	3.4%	67.9%

Entering Term	Credit Load	Traditional Students	Traditional Retention	Traditional Transfer	Traditional Graduation	Traditional Transfer-Graduation	Traditional Success
	Part Time	505	11.7%	23.0%	11.7%	13.7%	60.0%
Fall 2016	Full Time	625	10.6%	28.0%	25.0%	3.0%	66.6%
	Part Time	441	11.3%	20.4%	11.8%	14.5%	58.0%
Fall 2017	Full Time	550	10.4%	24.0%	28.0%	4.7%	67.1%
	Part Time	363	9.1%	27.3%	10.7%	17.6%	64.7%

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, APPSODS.V_STUDENT_PERSISTENCE_DTL3

Enrollment

Total Adult and Traditional Students Enrolled by Fiscal Year

Unduplicated headcount and percentage of adult students (age 25 and over) and traditional students (age 18 to 24) enrolled for credit is shown in Table 7.

Table 7. Enrollment by Fiscal Year

Fiscal Year	Adult Students	Traditional Students	Total Students
2016	2,868 (41.3%)	4,077 (58.7%)	6,945
2017	2,544 (40.4%)	3,751 (59.6%)	6,295
2018	2,345 (40.1%)	3,500 (59.9%)	5,845
2019	2,101 (39.3%)	3,243 (60.7%)	5,344
2020	1,880 (38.4%)	3,019 (61.6%)	4,899

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Students Enrolled by Age Group

Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). Ages 18 - 20 and ages 20 - 24 are defined as traditional students, and ages 25 and over are defined as adult students. See Table 8.

Table 8. Enrollment by Age Group

Fiscal Year	Traditional		Adult			
	18-20	21-24	25-34	35-44	45-54	55 or Greater
2016	2,293 (56.2%)	1,784 (43.8%)	1,783 (62.2%)	690 (24.1%)	316 (11.0%)	79 (2.8%)
2017	2,165 (57.7%)	1,586 (42.3%)	1,570 (61.7%)	645 (25.4%)	250 (9.8%)	79 (3.1%)
2018	2,022 (57.8%)	1,478 (42.2%)	1,471 (62.7%)	561 (23.9%)	246 (10.5%)	67 (2.9%)
2019	1,868 (57.6%)	1,375 (42.4%)	1,319 (62.8%)	508 (24.2%)	205 (9.8%)	69 (3.3%)
2020	1,813 (60.1%)	1,206 (39.9%)	1,161 (61.8%)	495 (26.3%)	173 (9.2%)	51 (2.7%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Gender

Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 9.

Table 9. Enrollment by Gender

Fiscal Year	Age Group	Female	Male	Unknown
2016	Adult	1,777 (62.0%)	1,079 (37.6%)	12 (0.4%)
	Traditional	2,322 (57.0%)	1,722 (42.2%)	33 (0.8%)
2017	Adult	1,533 (60.3%)	1,005 (39.5%)	6 (0.2%)
	Traditional	2,118 (56.5%)	1,611 (42.9%)	22 (0.6%)
2018	Adult	1,431 (61.0%)	904 (38.6%)	10 (0.4%)
	Traditional	1,952 (55.8%)	1,524 (43.5%)	24 (0.7%)
2019	Adult	1,293 (61.5%)	792 (37.7%)	16 (0.8%)
	Traditional	1,885 (58.1%)	1,321 (40.7%)	37 (1.1%)
2020	Adult	1,167 (62.1%)	699 (37.2%)	14 (0.7%)
	Traditional	1,755 (58.1%)	1,235 (40.9%)	29 (1.0%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Race/Ethnicity

Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 10.

Table 10. Enrollment by Race/Ethnicity

Fiscal Year	Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident Alien	Unknown
2016	Adult	23 (0.8%)	157 (5.5%)	434 (15.1%)	193 (6.7%)	8 (0.3%)	1,858 (64.8%)	124 (4.3%)	20 (0.7%)	51 (1.8%)
	Traditional	9 (0.2%)	245 (6.0%)	376 (9.2%)	455 (11.2%)	7 (0.2%)	2,686 (65.9%)	208 (5.1%)	27 (0.7%)	64 (1.6%)
2017	Adult	29 (1.1%)	177 (7.0%)	369 (14.5%)	192 (7.5%)	5 (0.2%)	1,621 (63.7%)	107 (4.2%)	11 (0.4%)	33 (1.3%)
	Traditional	15 (0.4%)	236 (6.3%)	315 (8.4%)	455 (12.1%)	6 (0.2%)	2,443 (65.1%)	221 (5.9%)	26 (0.7%)	34 (0.9%)
2018	Adult	25 (1.1%)	162 (6.9%)	342 (14.6%)	193 (8.2%)	6 (0.3%)	1,480 (63.1%)	94 (4.0%)	11 (0.5%)	32 (1.4%)
	Traditional	15 (0.4%)	201 (5.7%)	313 (8.9%)	425 (12.1%)	4 (0.1%)	2,295 (65.6%)	181 (5.2%)	24 (0.7%)	42 (1.2%)
2019	Adult	23 (1.1%)	122 (5.8%)	294 (14.0%)	176 (8.4%)	6 (0.3%)	1,349 (64.2%)	93 (4.4%)	13 (0.6%)	25 (1.2%)
	Traditional	18 (0.6%)	190 (5.9%)	362 (11.2%)	413 (12.7%)	2 (0.1%)	1,987 (61.3%)	177 (5.5%)	31 (1.0%)	63 (1.9%)
2020	Adult	15 (0.8%)	121 (6.4%)	269 (14.3%)	162 (8.6%)	2 (0.1%)	1,191 (63.4%)	76 (4.0%)	16 (0.9%)	28 (1.5%)
	Traditional	13 (0.4%)	161 (5.3%)	351 (11.6%)	390 (12.9%)	1 (0.0%)	1,858 (61.5%)	171 (5.7%)	31 (1.0%)	43 (1.4%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Student of Color/Indigenous Status

Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 11.

Table 11. Enrollment by Student of Color Status

Fiscal Year	Age Group	SOC	Not SOC	Unknown
2016	Adult	939 (32.7%)	1,878 (65.5%)	51 (1.8%)
	Traditional	1,300 (31.9%)	2,713 (66.5%)	64 (1.6%)
2017	Adult	879 (34.6%)	1,632 (64.2%)	33 (1.3%)
	Traditional	1,248 (33.3%)	2,469 (65.8%)	34 (0.9%)
2018	Adult	822 (35.1%)	1,491 (63.6%)	32 (1.4%)
	Traditional	1,139 (32.5%)	2,319 (66.3%)	42 (1.2%)
2019	Adult	714 (34.0%)	1,362 (64.8%)	25 (1.2%)
	Traditional	1,162 (35.8%)	2,018 (62.2%)	63 (1.9%)

Fiscal Year	Age Group	SOC	Not SOC	Unknown
2020	Adult	645 (34.3%)	1,207 (64.2%)	28 (1.5%)
	Traditional	1,087 (36.0%)	1,889 (62.6%)	43 (1.4%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Federal First-Generation Status

The federal definition of a 1st generation college students is that neither parent has attained a bachelor's degree. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 13.

Table 12. Enrollment by Federal First-Generation Status

Fiscal Year	Age Group	First-Generation	Not First-Generation	Unknown
2016	Adult	1,773 (61.8%)	957 (33.4%)	138 (4.8%)
	Traditional	2,079 (51.0%)	1,891 (46.4%)	107 (2.6%)
2017	Adult	1,532 (60.2%)	872 (34.3%)	140 (5.5%)
	Traditional	1,879 (50.1%)	1,793 (47.8%)	79 (2.1%)
2018	Adult	1,369 (58.4%)	853 (36.4%)	123 (5.2%)
	Traditional	1,644 (47.0%)	1,774 (50.7%)	82 (2.3%)
2019	Adult	1,208 (57.5%)	774 (36.8%)	119 (5.7%)
	Traditional	1,517 (46.8%)	1,628 (50.2%)	98 (3.0%)
2020	Adult	1,081 (57.5%)	707 (37.6%)	92 (4.9%)
	Traditional	1,401 (46.4%)	1,542 (51.1%)	76 (2.5%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by MN First Generation Status

The Minnesota definition of a 1st generation college students is that neither parent has received any postsecondary education. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 13.

Table 13. Enrollment by Federal First-Generation Status

Fiscal Year	Age Group	First-Generation	Not First-Generation	Unknown
2016	Adult	743 (25.9%)	2010 (70.1%)	115 (4.0%)
	Traditional	662 (16.2%)	3334 (81.8%)	81 (2.0%)
2017	Adult	596 (23.4%)	1833 (72.1%)	115 (4.5%)
	Traditional	592 (15.8%)	3100 (82.6%)	59 (1.6%)
2018	Adult	517 (22.0%)	1725 (73.6%)	103 (4.4%)
	Traditional	515 (14.7%)	2926 (83.6%)	59 (1.7%)
2019	Adult	430 (20.5%)	1576 (75.0%)	95 (4.5%)
	Traditional	532 (16.4%)	2637 (81.3%)	74 (2.3%)
2020	Adult	395 (21.0%)	1410 (75.0%)	75 (4.0%)
	Traditional	516 (17.1%)	2443 (80.9%)	60 (2.0%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Pell-Eligible Status (Summer)

Eligibility to receive Pell grant is determined based on a student's FAFSA. Students who do not complete a FAFSA have an unknown Pell eligibility. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 14.

Table 14. Enrollment by Pell-Eligible Status (Summer)

Summer Term	Age Group	Pell-Eligible	Not Pell-Eligible	Unknown
2015	Adult	400 (39.6%)	198 (19.6%)	412 (40.8%)
	Traditional	281 (21.9%)	274 (21.3%)	731 (56.8%)
2016	Adult	355 (41.3%)	177 (20.6%)	327 (38.1%)
	Traditional	211 (18.3%)	273 (23.7%)	667 (57.9%)
2017	Adult	265 (31.4%)	154 (18.2%)	425 (50.4%)
	Traditional	232 (19.4%)	236 (19.7%)	727 (60.8%)
2018	Adult	248 (33.2%)	160 (21.4%)	338 (45.3%)
	Traditional	214 (20.6%)	188 (18.1%)	635 (61.2%)

Summer Term	Age Group	Pell-Eligible	Not Pell-Eligible	Unknown
2019	Adult	229 (34.0%)	122 (18.1%)	322 (47.8%)
	Traditional	177 (16.6%)	188 (17.6%)	701 (65.8%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Pell-Eligible Status (Fall)

Eligibility to receive Pell grant is determined based on a student's FAFSA. Students who do not complete a FAFSA have an unknown Pell eligibility. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 15.

Table 15. Enrollment by Pell-Eligible Status (Fall)

Fall Term	Age Group	Pell-Eligible	Not Pell-Eligible	Unknown
2015	Adult	898 (45.7%)	447 (22.7%)	620 (31.6%)
	Traditional	1,007 (36.8%)	935 (34.2%)	791 (28.9%)
2016	Adult	709 (41.5%)	388 (22.7%)	610 (35.7%)
	Traditional	922 (35.2%)	907 (34.6%)	789 (30.1%)
2017	Adult	583 (38.4%)	334 (22.0%)	600 (39.6%)
	Traditional	781 (34.2%)	744 (32.6%)	758 (33.2%)
2018	Adult	540 (38.2%)	328 (23.2%)	545 (38.6%)
	Traditional	723 (33.3%)	666 (30.7%)	782 (36.0%)
2019	Adult	464 (37.8%)	315 (25.7%)	448 (36.5%)
	Traditional	668 (34.3%)	586 (30.1%)	693 (35.6%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Pell-Eligible Status (Spring)

Eligibility to receive Pell grant is determined based on a student's FAFSA. Students who do not complete a FAFSA have an unknown Pell eligibility. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 16.

Table 16. Enrollment by Pell-Eligible Status (Spring)

Spring Term	Age Group	Pell-Eligible	Not Pell-Eligible	Unknown
2016	Adult	773 (42.4%)	423 (23.2%)	628 (34.4%)
	Traditional	878 (34.1%)	873 (33.9%)	827 (32.1%)
2017	Adult	658 (41.1%)	345 (21.5%)	599 (37.4%)
	Traditional	834 (35.2%)	774 (32.7%)	760 (32.1%)
2018	Adult	528 (36.6%)	333 (23.1%)	581 (40.3%)
	Traditional	738 (33.6%)	690 (31.4%)	771 (35.1%)
2019	Adult	516 (38.9%)	313 (23.6%)	497 (37.5%)
	Traditional	649 (32.8%)	573 (29.0%)	756 (38.2%)
2020	Adult	410 (36.3%)	270 (23.9%)	450 (39.8%)
	Traditional	627 (35.9%)	521 (29.8%)	599 (34.3%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Underrepresented Status (Summer)

Students are considered to be underrepresented if they fit into at least one of the following categories: (1) Student of Color student; (2) low income (Pell-eligible); or (3) first generation. Minnesota State institutions define underrepresented status using the Minnesota definition of 1st generation. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 17 for summer term data.

Table 17. Enrollment by Underrepresented Status (Summer)

Summer Term	Age Group	Underrepresented	Not Underrepresented	Unknown
2015	Adult	647 (64.1%)	112 (11.1%)	251 (24.9%)
	Traditional	523 (40.7%)	193 (15.0%)	570 (44.3%)
2016	Adult	558 (65.0%)	109 (12.7%)	192 (22.4%)
	Traditional	450 (39.1%)	179 (15.6%)	522 (45.4%)
2017	Adult	492 (58.3%)	98 (11.6%)	254 (30.1%)
	Traditional	488 (40.8%)	150 (12.6%)	557 (46.6%)
2018	Adult	448 (60.1%)	94 (12.6%)	204 (27.3%)
	Traditional	469 (45.2%)	123 (11.9%)	445 (42.9%)

Summer Term	Age Group	Underrepresented	Not Underrepresented	Unknown
2019	Adult	407 (60.5%)	70 (10.4%)	196 (29.1%)
	Traditional	414 (38.8%)	134 (12.6%)	518 (48.6%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Underrepresented Status (Fall)

Students are considered to be underrepresented if they fit into at least one of the following categories: (1) Student of Color student; (2) low income (Pell-eligible); or (3) first generation. Minnesota State institutions define underrepresented status using the Minnesota definition of 1st generation. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 18 for fall term data.

Table 18. Enrollment by Underrepresented Status (Fall)

Fall Term	Age Group	Underrepresented	Not Underrepresented	Unknown
2015	Adult	1,367 (69.6%)	250 (12.7%)	348 (17.7%)
	Traditional	1,519 (55.6%)	640 (23.4%)	574 (21.0%)
2016	Adult	1,132 (66.3%)	225 (13.2%)	350 (20.5%)
	Traditional	1,405 (53.7%)	619 (23.6%)	594 (22.7%)
2017	Adult	964 (63.5%)	201 (13.2%)	352 (23.2%)
	Traditional	1,203 (52.7%)	528 (23.1%)	552 (24.2%)
2018	Adult	884 (62.6%)	190 (13.4%)	339 (24.0%)
	Traditional	1,185 (54.6%)	454 (20.9%)	532 (24.5%)
2019	Adult	768 (62.6%)	189 (15.4%)	270 (22.0%)
	Traditional	1,080 (55.5%)	385 (19.8%)	482 (24.8%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Underrepresented Status (Spring)

Students are considered to be underrepresented if they fit into at least one of the following categories: (1) Student of Color student; (2) low income (Pell-eligible); or (3) first generation. Minnesota State institutions define underrepresented status using the Minnesota definition of 1st generation. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 19 for spring term data.

Table 19. Enrollment by Underrepresented Status (Spring)

Spring Term	Age Group	Underrepresented	Not Underrepresented	Unknown
2016	Adult	1,207 (66.2%)	248 (13.6%)	369 (20.2%)
	Traditional	1,371 (53.2%)	593 (23.0%)	614 (23.8%)
2017	Adult	1,060 (66.2%)	198 (12.4%)	344 (21.5%)
	Traditional	1,282 (54.1%)	531 (22.4%)	555 (23.4%)
2018	Adult	900 (62.4%)	198 (13.7%)	344 (23.9%)
	Traditional	1,182 (53.8%)	473 (21.5%)	544 (24.7%)
2019	Adult	846 (63.8%)	182 (13.7%)	298 (22.5%)
	Traditional	1,091 (55.2%)	384 (19.4%)	503 (25.4%)
2020	Adult	700 (61.9%)	164 (14.5%)	266 (23.5%)
	Traditional	1,005 (57.5%)	333 (19.1%)	409 (23.4%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Admission Category (Summer)

Undergraduate regular students (admission status 11) have not attended a post-secondary institution previously. Undergraduate transfer students (admission status 12) attended a post-secondary institution previously and include students with a previous degree (admission status 14). Undergraduate other students are non-degree seeking (admission status 31). Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 20 for summer term data.

Table 20. Enrollment by Admission Category (Summer)

Summer Term	Age Group	Undergraduate Regular	Undergraduate Transfer	Undergraduate Other	Visiting
2016	Adult	186 (18.9%)	575 (58.5%)	177 (18.0%)	54 (5.5%)
	Traditional	383 (30.0%)	390 (30.5%)	387 (30.3%)	114 (8.9%)
2017	Adult	162 (19.4%)	493 (59.1%)	154 (18.5%)	33 (4.0%)
	Traditional	365 (32.3%)	334 (29.5%)	358 (31.7%)	81 (7.2%)
2018	Adult	132 (14.5%)	443 (48.5%)	209 (22.9%)	52 (5.7%)
	Traditional	337 (27.0%)	338 (27.1%)	413 (33.1%)	83 (6.7%)
2019	Adult	119 (15.3%)	417 (53.7%)	156 (20.1%)	47 (6.1%)
	Traditional	307 (29.7%)	294 (28.4%)	317 (30.6%)	107 (10.3%)

Summer Term	Age Group	Undergraduate Regular	Undergraduate Transfer	Undergraduate Other	Visiting
2020	Adult	101 (14.4%)	383 (54.6%)	136 (19.4%)	47 (6.7%)
	Traditional	288 (25.1%)	275 (24.0%)	382 (33.3%)	109 (9.5%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Admission Category (Fall)

Undergraduate regular students (admission status 11) have not attended a post-secondary institution previously. Undergraduate transfer students (admission status 12) attended a post-secondary institution previously and include students with a previous degree (admission status 14). Undergraduate other students are non-degree seeking (admission status 31). Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 21 for fall term data.

Table 21. Enrollment by Admission Category (Fall)

Fall Term	Age Group	Undergraduate Regular	Undergraduate Transfer	Undergraduate Other	Visiting
2016	Adult	351 (31.6%)	744 (66.9%)	155 (13.9%)	58 (5.2%)
	Traditional	1,223 (117.9%)	756 (72.9%)	118 (11.4%)	45 (4.3%)
2017	Adult	291 (28.5%)	648 (63.5%)	160 (15.7%)	53 (5.2%)
	Traditional	1,155 (115.7%)	736 (73.7%)	111 (11.1%)	40 (4.0%)
2018	Adult	221 (23.5%)	574 (61.1%)	153 (16.3%)	59 (6.3%)
	Traditional	1,007 (121.8%)	586 (70.9%)	92 (11.1%)	57 (6.9%)
2019	Adult	195 (22.1%)	548 (62.2%)	135 (15.3%)	63 (7.2%)
	Traditional	936 (105.9%)	591 (66.9%)	114 (12.9%)	65 (7.4%)
2020	Adult	167 (21.2%)	510 (64.9%)	114 (14.5%)	48 (6.1%)
	Traditional	827 (104.8%)	531 (67.3%)	92 (11.7%)	74 (9.4%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Admission Category (Spring)

Undergraduate regular students (admission status 11) have not attended a post-secondary institution previously. Undergraduate transfer students (admission status 12) attended a post-secondary institution previously and include students with a previous degree (admission status 14). Undergraduate other students are non-degree seeking (admission status 31). Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 22 for spring term data.

Table 22. Enrollment by Admission Category (Spring)

Spring Term	Age Group	Undergraduate Regular	Undergraduate Transfer	Undergraduate Other	Visiting
2016	Adult	88 (14.3%)	273 (44.4%)	135 (22.0%)	72 (11.7%)
	Traditional	194 (33.3%)	290 (49.7%)	116 (19.9%)	61 (10.5%)
2017	Adult	89 (14.8%)	253 (42.0%)	142 (23.5%)	66 (10.9%)
	Traditional	164 (32.1%)	243 (47.6%)	104 (20.4%)	60 (11.7%)
2018	Adult	79 (14.6%)	242 (44.8%)	117 (21.7%)	64 (11.9%)
	Traditional	181 (35.5%)	230 (45.1%)	104 (20.4%)	72 (14.1%)
2019	Adult	64 (14.4%)	216 (48.8%)	86 (19.4%)	55 (12.4%)
	Traditional	156 (33.0%)	162 (34.2%)	117 (24.7%)	77 (16.3%)
2020	Adult	47 (11.4%)	183 (44.3%)	86 (20.8%)	58 (14.0%)
	Traditional	127 (33.5%)	179 (47.2%)	65 (17.2%)	70 (18.5%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Credit Load (Summer)

Full-time enrollment is 6 or more credits in summer semesters; part-time enrollment is fewer than 6 credits in summer semesters. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 23 for summer term data.

Table 23. Enrollment by Credit Load (Summer)

Summer Term	Age Group	Full Time	Part Time
2015	Adult	414 (41.0%)	596 (59.0%)
	Traditional	471 (36.6%)	815 (63.4%)
2016	Adult	307 (35.7%)	552 (64.3%)
	Traditional	400 (34.8%)	751 (65.2%)
2017	Adult	266 (31.5%)	578 (68.5%)
	Traditional	414 (34.6%)	781 (65.4%)
2018	Adult	278 (37.3%)	468 (62.7%)
	Traditional	333 (32.1%)	704 (67.9%)

Summer Term	Age Group	Full Time	Part Time
2019	Adult	230 (34.2%)	443 (65.8%)
	Traditional	362 (34.0%)	704 (66.0%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Credit Load (Fall)

Full-time enrollment is 6 or more credits in fall semesters; part-time enrollment is fewer than 6 credits in fall semesters. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 24 for fall term data.

Table 24. Enrollment by Credit Load (Fall)

Fall Term	Age Group	Full Time	Part Time
2015	Adult	392 (19.9%)	1,573 (80.1%)
	Traditional	1,382 (50.6%)	1,351 (49.4%)
2016	Adult	345 (20.2%)	1,362 (79.8%)
	Traditional	1,280 (48.9%)	1,338 (51.1%)
2017	Adult	301 (19.8%)	1,216 (80.2%)
	Traditional	1,157 (50.7%)	1,126 (49.3%)
2018	Adult	329 (23.3%)	1,084 (76.7%)
	Traditional	1,114 (51.3%)	1,057 (48.7%)
2019	Adult	272 (22.2%)	955 (77.8%)
	Traditional	976 (50.1%)	971 (49.9%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Credit Load (Spring)

Full-time enrollment is 6 or more credits in spring semesters; part-time enrollment is fewer than 6 credits in spring semesters. Percentages are calculated out of the subgroup total (percent of traditional students enrolled, percent of adult students enrolled). See Table 25 for spring term data.

Table 25. Enrollment by Credit Load (Spring)

Spring Term	Age Group	Full Time	Part Time
2016	Adult	358 (19.6%)	1,466 (80.4%)
	Traditional	1,190 (46.2%)	1,388 (53.8%)
2017	Adult	324 (20.2%)	1,278 (79.8%)
	Traditional	1,048 (44.3%)	1,320 (55.7%)
2018	Adult	293 (20.3%)	1,149 (79.7%)
	Traditional	998 (45.4%)	1,201 (54.6%)
2019	Adult	273 (20.6%)	1,053 (79.4%)
	Traditional	927 (46.9%)	1,051 (53.1%)
2020	Adult	219 (19.4%)	911 (80.6%)
	Traditional	798 (45.7%)	949 (54.3%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by New/Continuing Status (Summer)

Table 26 shows the number and percentage of new and continuing students per summer semester. Note that students who originally enrolled in a summer semester and also enrolled in the following fall are considered to be new students in each semester.

Table 26. Enrollment by New/Continuing Status (Summer)

Summer Term	Age Group	New Student	Continuing Student	Unknown
2015	Adult	241 (23.9%)	769 (76.1%)	0 (0.0%)
	Traditional	519 (40.4%)	767 (59.6%)	0 (0.0%)
2016	Adult	146 (17.0%)	713 (83.0%)	0 (0.0%)
	Traditional	453 (39.4%)	698 (60.6%)	0 (0.0%)
2017	Adult	191 (22.6%)	653 (77.4%)	0 (0.0%)
	Traditional	511 (42.8%)	684 (57.2%)	0 (0.0%)
2018	Adult	164 (22.0%)	582 (78.0%)	0 (0.0%)
	Traditional	437 (42.1%)	600 (57.9%)	0 (0.0%)

Summer Term	Age Group	New Student	Continuing Student	Unknown
2019	Adult	142 (21.1%)	531 (78.9%)	0 (0.0%)
	Traditional	528 (49.5%)	538 (50.5%)	0 (0.0%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by New/Continuing Status (Fall)

Table 27 shows the number and percentage of new and continuing students per fall semester. Note that students who originally enrolled in a summer semester and also enrolled in the following fall are considered to be new students in each semester.

Table 27. Enrollment by New/Continuing Status (Fall)

Fall Term	Age Group	New Student	Continuing Student	Unknown
2015	Adult	483 (24.6%)	1,481 (75.4%)	1 (0.1%)
	Traditional	1,184 (43.3%)	1,549 (56.7%)	0 (0.0%)
2016	Adult	420 (24.6%)	1,287 (75.4%)	0 (0.0%)
	Traditional	1,105 (42.2%)	1,513 (57.8%)	0 (0.0%)
2017	Adult	384 (25.3%)	1,133 (74.7%)	0 (0.0%)
	Traditional	942 (41.3%)	1,341 (58.7%)	0 (0.0%)
2018	Adult	391 (27.7%)	1,022 (72.3%)	0 (0.0%)
	Traditional	959 (44.2%)	1,212 (55.8%)	0 (0.0%)
2019	Adult	314 (25.6%)	913 (74.4%)	0 (0.0%)
	Traditional	889 (45.7%)	1,058 (54.3%)	0 (0.0%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by New/Continuing Status (Spring)

Table 28 shows the number and percentage of new and continuing students per spring semester.

Table 28. Enrollment by New/Continuing Status (Spring)

Spring Term	Age Group	New Student	Continuing Student	Unknown
2016	Adult	343 (18.8%)	1480 (81.1%)	1 (0.1%)
	Traditional	493 (19.1%)	2085 (80.9%)	0 (0.0%)

Spring Term	Age Group	New Student	Continuing Student	Unknown
2017	Adult	340 (21.2%)	1262 (78.8%)	0 (0.0%)
	Traditional	436 (18.4%)	1932 (81.6%)	0 (0.0%)
2018	Adult	257 (17.8%)	1185 (82.2%)	0 (0.0%)
	Traditional	445 (20.2%)	1754 (79.8%)	0 (0.0%)
2019	Adult	224 (16.9%)	1102 (83.1%)	0 (0.0%)
	Traditional	378 (19.1%)	1600 (80.9%)	0 (0.0%)
2020	Adult	213 (18.8%)	917 (81.2%)	0 (0.0%)
	Traditional	317 (18.1%)	1430 (81.9%)	0 (0.0%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Online Credit Ratio (Summer)

Table 29 shows the online enrollment of students per summer semester. Online course ratio groups are based on the percentage of courses students take in an online format (online asynchronous, online synchronous, and predominantly online).

Table 29. Enrollment by Online Credit Ratio (Summer)

Summer Term	Age Group	100% Online	50% or More Online	Less than 50% Online	100% Face to Face
2015	Adult	420 (41.6%)	89 (8.8%)	64 (6.3%)	437 (43.3%)
	Traditional	664 (51.6%)	85 (6.6%)	70 (5.4%)	467 (36.3%)
2016	Adult	402 (46.8%)	69 (8.0%)	48 (5.6%)	340 (39.6%)
	Traditional	612 (53.2%)	76 (6.6%)	57 (5.0%)	406 (35.3%)
2017	Adult	399 (47.3%)	54 (6.4%)	31 (3.7%)	360 (42.7%)
	Traditional	634 (53.1%)	72 (6.0%)	64 (5.4%)	425 (35.6%)
2018	Adult	372 (49.9%)	54 (7.2%)	35 (4.7%)	285 (38.2%)
	Traditional	569 (54.9%)	61 (5.9%)	52 (5.0%)	355 (34.2%)
2019	Adult	374 (55.6%)	51 (7.6%)	22 (3.3%)	226 (33.6%)
	Traditional	642 (60.2%)	60 (5.6%)	46 (4.3%)	318 (29.8%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Online Credit Ratio (fall)

Table 30 shows the online enrollment of students per fall semester. Online course ratio groups are based on the percentage of courses students take in an online format (online asynchronous, online synchronous, and predominantly online).

Table 30. Enrollment by Online Credit Ratio (Fall)

Fall Term	Age Group	100% Online	50% or More Online	Less than 50% Online	100% Face to Face
2015	Adult	498 (25.3%)	252 (12.8%)	303 (15.4%)	912 (46.4%)
	Traditional	354 (13.0%)	273 (10.0%)	539 (19.7%)	1,567 (57.3%)
2016	Adult	498 (29.2%)	223 (13.1%)	213 (12.5%)	773 (45.3%)
	Traditional	354 (13.5%)	267 (10.2%)	486 (18.6%)	1,511 (57.7%)
2017	Adult	453 (29.9%)	158 (10.4%)	173 (11.4%)	733 (48.3%)
	Traditional	347 (15.2%)	222 (9.7%)	448 (19.6%)	1,266 (55.5%)
2018	Adult	392 (27.7%)	163 (11.5%)	208 (14.7%)	650 (46.0%)
	Traditional	372 (17.1%)	212 (9.8%)	458 (21.1%)	1,129 (52.0%)
2019	Adult	336 (27.4%)	131 (10.7%)	174 (14.2%)	586 (47.8%)
	Traditional	363 (18.6%)	216 (11.1%)	404 (20.7%)	964 (49.5%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by Online Credit Ratio (Spring)

Table 31 shows the online enrollment of students per spring semester. Online course ratio groups are based on the percentage of courses students take in an online format (online asynchronous, online synchronous, and predominantly online).

Table 31. Enrollment by Online Credit Ratio (Spring)

Spring Term	Age Group	100% Online	50% or More Online	Less than 50% Online	100% Face to Face
2016	Adult	492 (27.0%)	253 (13.9%)	235 (12.9%)	844 (46.3%)
	Traditional	432 (16.8%)	271 (10.5%)	537 (20.8%)	1338 (51.9%)
2017	Adult	466 (29.1%)	175 (10.9%)	201 (12.5%)	760 (47.4%)
	Traditional	401 (16.9%)	225 (9.5%)	515 (21.7%)	1227 (51.8%)
2018	Adult	440 (30.5%)	153 (10.6%)	188 (13.0%)	661 (45.8%)
	Traditional	429 (19.5%)	246 (11.2%)	472 (21.5%)	1052 (47.8%)

Spring Term	Age Group	100% Online	50% or More Online	Less than 50% Online	100% Face to Face
2019	Adult	383 (28.9%)	146 (11.0%)	154 (11.6%)	643 (48.5%)
	Traditional	409 (20.7%)	219 (11.1%)	466 (23.6%)	884 (44.7%)
2020	Adult	371 (32.8%)	114 (10.1%)	154 (13.6%)	491 (43.5%)
	Traditional	385 (22.0%)	208 (11.9%)	405 (23.2%)	749 (42.9%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL

Adult and Traditional Students Enrolled by SAP Status (Summer)

Satisfactory Academic Progress (SAP) is calculated using a cumulative GPA of 2.0 or higher and completion of 2/3 or more of all local and transfer credits attempted. The difference between adult and traditional students' rates of being in good academic standing was calculated by subtracting the percentage of traditional students in good academic standing from the percentage of adult students in good academic standing. The same was done to calculate the difference between adult and traditional students' rates of not meeting SAP. The ratio of adult to traditional students' rates of being in good academic standing was calculated by dividing the percentage of traditional students achieving SAP from the percentage of adult students achieving SAP. The same was done to calculate the ratio of adult to traditional students' rates of not meeting SAP. See Table 32 for data by summer semester.

Table 32. Enrollment by SAP Status (Summer)

Summer Term	Age Group	Good Academic Standing	Not SAP
2015	Adult	884 (87.5%)	126 (12.5%)
	Traditional	1,082 (84.1%)	204 (15.9%)
	Difference (Ratio)	3.4% (1.04)	-3.4% (0.79)
2016	Adult	754 (87.8%)	105 (12.2%)
	Traditional	1,002 (87.1%)	149 (12.9%)
	Difference (Ratio)	0.7% (1.01)	-0.7% (0.94)
2017	Adult	741 (87.8%)	103 (12.2%)
	Traditional	1,030 (86.2%)	165 (13.8%)
	Difference (Ratio)	1.6% (1.02)	-1.6% (0.88)
2018	Adult	649 (87.0%)	97 (13.0%)
	Traditional	881 (85.0%)	156 (15.0%)
	Difference (Ratio)	2.0% (1.02)	-2.0% (0.86)

Summer Term	Age Group	Good Academic Standing	Not SAP
2019	Adult	589 (87.5%)	84 (12.5%)
	Traditional	919 (86.2%)	147 (13.8%)
	Difference (Ratio)	1.3% (1.02)	-1.3% (0.91)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.PS_HOLD

Adult and Traditional Students Enrolled by SAP Status (Fall)

Satisfactory Academic Progress (SAP) is calculated using a cumulative GPA of 2.0 or higher and completion of 2/3 or more of all local and transfer credits attempted. The difference between adult and traditional students' rates of being in good academic standing was calculated by subtracting the percentage of traditional students in good academic standing from the percentage of adult students in good academic standing. The same was done to calculate the difference between adult and traditional students' rates of not meeting SAP. The ratio of adult to traditional students' rates of being in good academic standing was calculated by dividing the percentage of traditional students achieving SAP from the percentage of adult students achieving SAP. The same was done to calculate the ratio of adult to traditional students' rates of not meeting SAP. See Table 33 for data by fall semester.

Table 33. Enrollment by SAP Status (Fall)

Fall Term	Age Group	Good Academic Standing	Not SAP
2015	Adult	1,635 (83.2%)	330 (16.8%)
	Traditional	1,925 (70.4%)	808 (29.6%)
	Difference (Ratio)	12.8% (1.18)	-12.8% (0.57)
2016	Adult	1,429 (83.7%)	278 (16.3%)
	Traditional	1,828 (69.8%)	790 (30.2%)
	Difference (Ratio)	13.9% (1.20)	-13.9% (0.54)
2017	Adult	1,265 (83.4%)	252 (16.6%)
	Traditional	1,669 (73.1%)	614 (26.9%)
	Difference (Ratio)	10.3% (1.14)	-10.3% (0.62)
2018	Adult	1,204 (85.2%)	209 (14.8%)
	Traditional	1,534 (70.7%)	637 (29.3%)
	Difference (Ratio)	14.6% (1.21)	-14.6% (0.50)

Fall Term	Age Group	Good Academic Standing	Not SAP
2019	Adult	1,046 (85.2%)	181 (14.8%)
	Traditional	1,365 (70.1%)	582 (29.9%)
	Difference (Ratio)	15.1% (1.22)	-15.1% (0.49)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.PS_HOLD

Adult and Traditional Students Enrolled by SAP Status (Spring)

Satisfactory Academic Progress (SAP) is calculated using a cumulative GPA of 2.0 or higher and completion of 2/3 or more of all local and transfer credits attempted. The difference between adult and traditional students' rates of being in good academic standing was calculated by subtracting the percentage of traditional students in good academic standing from the percentage of adult students in good academic standing. The same was done to calculate the difference between adult and traditional students' rates of not meeting SAP. The ratio of adult to traditional students' rates of being in good academic standing was calculated by dividing the percentage of traditional students achieving SAP from the percentage of adult students achieving SAP. The same was done to calculate the ratio of adult to traditional students' rates of not meeting SAP. See Table 34 for data by spring semester.

Table 34. Enrollment by SAP Status (Spring)

Spring Term	Age Group	Good Academic Standing	Not SAP
2016	Adult	1,530 (83.9%)	294 (16.1%)
	Traditional	1,892 (73.4%)	686 (26.6%)
	Difference (Ratio)	10.5% (1.14)	-10.5% (0.61)
2017	Adult	1,360 (84.9%)	242 (15.1%)
	Traditional	1,754 (74.1%)	614 (25.9%)
	Difference (Ratio)	10.8% (1.15)	-10.8% (0.58)
2018	Adult	1,258 (87.2%)	184 (12.8%)
	Traditional	1,619 (73.6%)	580 (26.4%)
	Difference (Ratio)	13.6% (1.18)	-13.6% (0.48)
2019	Adult	1,139 (85.9%)	187 (14.1%)
	Traditional	1,471 (74.4%)	507 (25.6%)
	Difference (Ratio)	11.5% (1.16)	-11.5% (0.55)

Spring Term	Age Group	Good Academic Standing	Not SAP
2020	Adult	989 (87.5%)	141 (12.5%)
	Traditional	1,323 (75.7%)	424 (24.3%)
	Difference (Ratio)	11.8% (1.16)	-11.8% (0.51)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.PS_HOLD

Adult and Traditional Students Enrolled by Major

Table 35 shows the number of adult and traditional students enrolled in each major. Students are only counted once per FY per major no matter how many semesters they were enrolled (unduplicated headcount). Students with multiple majors are counted under their highest ranked major (Major 1), however, if a student changed their highest ranked major during a FY they are counted under both majors. Majors are listed alphabetically.

Table 35. Enrollment by Major

Major	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020	
	Adult	Traditional	Adult	Traditional	Adult	Traditional	Adult	Traditional	Adult	Traditional
AA- Associate of Arts (Liberal Arts)	598 (21%)	1,019 (25%)	538 (21%)	892 (24%)	467 (20%)	782 (22%)	436 (21%)	584 (18%)	251 (13%)	372 (12%)
Accounting	52 (2%)	61 (1%)	45 (2%)	57 (2%)	42 (2%)	44 (1%)	29 (1%)	25 (1%)	9 (0%)	10 (0%)
Accounting Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	16 (1%)	10 (0%)	24 (1%)	16 (1%)
Advanced Emergency Medical Technician	0 (0%)	2 (0%)	0 (0%)	5 (0%)	1 (0%)	3 (0%)	1 (0%)	2 (0%)	0 (0%)	1 (0%)
Advanced Network Security	3 (0%)	1 (0%)	1 (0%)	4 (0%)	0 (0%)	4 (0%)	0 (0%)	1 (0%)	0 (0%)	2 (0%)
Advanced Network Technology	2 (0%)	1 (0%)	1 (0%)	3 (0%)	1 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (0%)
Anthropology Emphasis--AA degree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Architecture	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Art	14 (0%)	38 (1%)	14 (1%)	44 (1%)	13 (1%)	27 (1%)	10 (0%)	23 (1%)	8 (0%)	16 (1%)
Biology	34 (1%)	97 (2%)	33 (1%)	90 (2%)	32 (1%)	67 (2%)	8 (0%)	19 (1%)	4 (0%)	6 (0%)
Biology Emphasis--AA degree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	1 (0%)
Biology Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (0%)	22 (1%)	11 (1%)	51 (2%)	15 (1%)	46 (2%)
Business Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	38 (2%)	65 (2%)	57 (3%)	118 (4%)	46 (2%)	99 (3%)
Chemistry	20 (1%)	34 (1%)	13 (1%)	32 (1%)	10 (0%)	23 (1%)	9 (0%)	19 (1%)	8 (0%)	5 (0%)

Major	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020	
	Adult	Traditional	Adult	Traditional	Adult	Traditional	Adult	Traditional	Adult	Traditional
Chemistry Emphasis--AA degree	0 (0%)	0 (0%)	1 (0%)	0 (0%)	2 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
Chemistry Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (0%)	8 (0%)	1 (0%)	8 (0%)
Child Care Teacher	3 (0%)	12 (0%)	3 (0%)	9 (0%)	2 (0%)	6 (0%)	0 (0%)	1 (0%)	1 (0%)	0 (0%)
China Studies	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Communication Studies Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (0%)	6 (0%)	3 (0%)	7 (0%)
Community Health Worker	2 (0%)	3 (0%)	0 (0%)	1 (0%)	1 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	1 (0%)
Community Paramedic	1 (0%)	3 (0%)	0 (0%)	1 (0%)	1 (0%)	2 (0%)	0 (0%)	1 (0%)	0 (0%)	1 (0%)
Computer Programmer	9 (0%)	30 (1%)	3 (0%)	23 (1%)	1 (0%)	9 (0%)	3 (0%)	17 (1%)	2 (0%)	15 (0%)
Computer Science	23 (1%)	57 (1%)	13 (1%)	33 (1%)	8 (0%)	20 (1%)	6 (0%)	17 (1%)	3 (0%)	7 (0%)
Computer Science Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (0%)	8 (0%)	10 (1%)	29 (1%)
Construction Management	26 (1%)	16 (0%)	21 (1%)	16 (0%)	16 (1%)	15 (0%)	8 (0%)	7 (0%)	5 (0%)	1 (0%)
Construction Management Certificate	0 (0%)	0 (0%)	2 (0%)	0 (0%)	3 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
Contemporary Business	134 (5%)	143 (4%)	126 (5%)	84 (2%)	94 (4%)	61 (2%)	52 (2%)	30 (1%)	27 (1%)	8 (0%)
Contemporary Business Practice	35 (1%)	49 (1%)	29 (1%)	50 (1%)	20 (1%)	26 (1%)	20 (1%)	9 (0%)	23 (1%)	7 (0%)
Corrections Certificate	0 (0%)	0 (0%)	0 (0%)	2 (0%)	2 (0%)	2 (0%)	0 (0%)	2 (0%)	0 (0%)	1 (0%)
Criminal Justice	63 (2%)	103 (3%)	52 (2%)	100 (3%)	44 (2%)	66 (2%)	28 (1%)	72 (2%)	15 (1%)	43 (1%)
Criminal Justice Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (0%)	6 (0%)	9 (0%)	23 (1%)
Customer Service	1 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	2 (0%)	0 (0%)	0 (0%)	3 (0%)	0 (0%)
E-Marketing	0 (0%)	2 (0%)	0 (0%)	1 (0%)	1 (0%)	1 (0%)	1 (0%)	1 (0%)	0 (0%)	1 (0%)
Economics Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Education Foundations	33 (1%)	103 (3%)	29 (1%)	87 (2%)	15 (1%)	72 (2%)	16 (1%)	66 (2%)	21 (1%)	41 (1%)
Emergency Med Serv (seeking admission)	49 (2%)	59 (1%)	29 (1%)	36 (1%)	21 (1%)	28 (1%)	21 (1%)	34 (1%)	13 (1%)	25 (1%)
Emergency Medical Services	21 (1%)	19 (0%)	21 (1%)	11 (0%)	25 (1%)	16 (0%)	16 (1%)	11 (0%)	7 (0%)	2 (0%)
Emergency Medical Technician Cert.	11 (0%)	13 (0%)	5 (0%)	16 (0%)	11 (0%)	20 (1%)	16 (1%)	28 (1%)	5 (0%)	16 (1%)
Engineering Fundamentals	43 (1%)	100 (2%)	30 (1%)	104 (3%)	33 (1%)	101 (3%)	26 (1%)	80 (2%)	28 (1%)	53 (2%)

Major	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020	
	Adult	Traditional	Adult	Traditional	Adult	Traditional	Adult	Traditional	Adult	Traditional
Executive Secretary	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Exercise Science	6 (0%)	34 (1%)	5 (0%)	28 (1%)	7 (0%)	22 (1%)	4 (0%)	16 (0%)	1 (0%)	5 (0%)
Exercise Science Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (0%)	8 (0%)	3 (0%)	13 (0%)
History Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (0%)	1 (0%)	2 (0%)	3 (0%)
Human Resource Management	10 (0%)	12 (0%)	7 (0%)	4 (0%)	2 (0%)	4 (0%)	3 (0%)	3 (0%)	5 (0%)	2 (0%)
Human Service Worker	96 (3%)	69 (2%)	86 (3%)	45 (1%)	64 (3%)	43 (1%)	37 (2%)	26 (1%)	17 (1%)	8 (0%)
Human Services Assistant	3 (0%)	6 (0%)	2 (0%)	4 (0%)	2 (0%)	1 (0%)	3 (0%)	1 (0%)	1 (0%)	0 (0%)
I.T. Help Desk	1 (0%)	3 (0%)	1 (0%)	6 (0%)	4 (0%)	2 (0%)	3 (0%)	1 (0%)	1 (0%)	1 (0%)
Individualized Professional Studies AS	67 (2%)	0 (0%)	44 (2%)	3 (0%)	41 (2%)	1 (0%)	30 (1%)	2 (0%)	21 (1%)	1 (0%)
Information Technology Support	21 (1%)	22 (1%)	25 (1%)	21 (1%)	14 (1%)	20 (1%)	15 (1%)	26 (1%)	20 (1%)	17 (1%)
International Business	12 (0%)	22 (1%)	7 (0%)	25 (1%)	11 (0%)	24 (1%)	5 (0%)	8 (0%)	2 (0%)	3 (0%)
IP Telephony	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
Law Enforcement	47 (2%)	115 (3%)	38 (1%)	86 (2%)	37 (2%)	92 (3%)	41 (2%)	73 (2%)	14 (1%)	31 (1%)
Law Enforcement Certificate	9 (0%)	8 (0%)	6 (0%)	9 (0%)	4 (0%)	14 (0%)	10 (0%)	10 (0%)	9 (0%)	12 (0%)
Law Enforcement Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0%)	10 (0%)	7 (0%)	15 (0%)
Legal Administrative Assistant	9 (0%)	3 (0%)	5 (0%)	4 (0%)	2 (0%)	3 (0%)	4 (0%)	0 (0%)	1 (0%)	0 (0%)
Legal Administrative Assistant Cert	1 (0%)	0 (0%)	1 (0%)	0 (0%)	1 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
Marketing and Sales	6 (0%)	19 (0%)	9 (0%)	23 (1%)	9 (0%)	25 (1%)	6 (0%)	21 (1%)	1 (0%)	13 (0%)
Mathematics Emphasis-AA degree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)
Mathematics Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (0%)	0 (0%)	8 (0%)
Microsoft Certified IT Professional	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Minnesota Transfer Curriculum	13 (0%)	47 (1%)	20 (1%)	46 (1%)	19 (1%)	36 (1%)	11 (1%)	30 (1%)	8 (0%)	18 (1%)
Music	5 (0%)	9 (0%)	2 (0%)	13 (0%)	1 (0%)	9 (0%)	3 (0%)	20 (1%)	3 (0%)	13 (0%)
Network Technology and Security	67 (2%)	31 (1%)	71 (3%)	44 (1%)	52 (2%)	41 (1%)	39 (2%)	39 (1%)	33 (2%)	27 (1%)
Nursing	128 (4%)	53 (1%)	84 (3%)	40 (1%)	49 (2%)	39 (1%)	53 (3%)	36 (1%)	50 (3%)	21 (1%)
Nursing (seeking admission-Accel LPN)	17 (1%)	2 (0%)	17 (1%)	5 (0%)	14 (1%)	4 (0%)	11 (1%)	4 (0%)	8 (0%)	1 (0%)

Major	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020	
	Adult	Traditional	Adult	Traditional	Adult	Traditional	Adult	Traditional	Adult	Traditional
Nursing (seeking admission to Nursing)	382 (13%)	304 (7%)	300 (12%)	285 (8%)	281 (12%)	247 (7%)	308 (15%)	260 (8%)	232 (12%)	228 (8%)
Nursing Assistant	7 (0%)	44 (1%)	11 (0%)	36 (1%)	10 (0%)	25 (1%)	8 (0%)	24 (1%)	4 (0%)	13 (0%)
Office Technology	3 (0%)	0 (0%)	2 (0%)	0 (0%)	0 (0%)	4 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Paralegal	127 (4%)	56 (1%)	91 (4%)	52 (1%)	85 (4%)	44 (1%)	68 (3%)	39 (1%)	60 (3%)	21 (1%)
Paralegal Certificate	56 (2%)	14 (0%)	47 (2%)	14 (0%)	52 (2%)	8 (0%)	57 (3%)	9 (0%)	37 (2%)	7 (0%)
Paramedic	11 (0%)	10 (0%)	6 (0%)	6 (0%)	3 (0%)	4 (0%)	11 (1%)	11 (0%)	6 (0%)	6 (0%)
Physical Education	4 (0%)	8 (0%)	2 (0%)	8 (0%)	3 (0%)	2 (0%)	2 (0%)	0 (0%)	0 (0%)	2 (0%)
Post Secondary Enrollment Options	1 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Professional Writing	1 (0%)	0 (0%)	0 (0%)	3 (0%)	0 (0%)	3 (0%)	0 (0%)	2 (0%)	0 (0%)	0 (0%)
Project Management	2 (0%)	4 (0%)	3 (0%)	4 (0%)	2 (0%)	6 (0%)	8 (0%)	0 (0%)	6 (0%)	0 (0%)
Psychology - 2+2 with Metro State	2 (0%)	1 (0%)	10 (0%)	31 (1%)	12 (1%)	20 (1%)	9 (0%)	13 (0%)	6 (0%)	8 (0%)
Psychology Emphasis-AA degree	0 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)	4 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)
Psychology Transfer Pathway	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (0%)	25 (1%)	14 (1%)	72 (2%)	14 (1%)	86 (3%)
seeking admission Acc NUR-Param Track	4 (0%)	2 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)	1 (0%)	0 (0%)	1 (0%)	0 (0%)
Small Business Development	5 (0%)	6 (0%)	4 (0%)	5 (0%)	2 (0%)	7 (0%)	3 (0%)	2 (0%)	3 (0%)	3 (0%)
Supervision	2 (0%)	0 (0%)	1 (0%)	0 (0%)	1 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
Theatre	0 (0%)	9 (0%)	0 (0%)	11 (0%)	1 (0%)	9 (0%)	2 (0%)	9 (0%)	2 (0%)	9 (0%)
Undecided	0 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Undecided about which degree to pursue	224 (8%)	667 (16%)	234 (9%)	682 (18%)	231 (10%)	694 (20%)	223 (11%)	642 (20%)	135 (7%)	502 (17%)
Unknown	504 (18%)	726 (18%)	491 (19%)	673 (18%)	518 (22%)	743 (21%)	383 (18%)	722 (22%)	643 (34%)	1,077 (36%)
Urban Teacher Program	0 (0%)	1 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Workplace Writing Certificate	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (0%)	1 (0%)	0 (0%)	1 (0%)
Total	2,868	4,077	2,544	3,751	2,345	3,500	2,101	3,243	1,880	3,019

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.VAL_MAJOR, ODS.ST_MAJOR3

Additional Credit Sources

Credits Transferred In

Table 36 and Table 37 show the number of adult and traditional students that transferred in credits by admission status. Only students who transferred in at least one credit in their entering term are shown. The mean number of credits transferred in is also shown, as well as the 25th, 50th, and 75th percentiles.

Table 36. Transfer Credits by Admission Status (Adult Students)

Fiscal Year	Admission Status	Number (%) of Adult Students	Mean Credits Transferred (25th/50th/75th Percentiles)
2016	Undergraduate Regular	1 (0.7%)	12.7 (13/13/13)
	Undergraduate Transfer	116 (83.5%)	41.5 (12/22/58)
	Undergraduate Other	21 (15.1%)	44.9 (9/37/43)
	Visiting	1 (0.7%)	61.0 (61/61/61)
2017	Undergraduate Regular	0 (0.0%)	NA
	Undergraduate Transfer	107 (86.3%)	42.1 (10/30/60)
	Undergraduate Other	16 (12.9%)	61.8 (21/64/87)
	Visiting	1 (0.8%)	33.3 (33/33/33)
2018	Undergraduate Regular	1 (1.0%)	8.0 (8/8/8)
	Undergraduate Transfer	90 (90.9%)	40.5 (10/27/60)
	Undergraduate Other	8 (8.1%)	39.8 (16/31/56)
	Visiting	0 (0.0%)	NA
2019	Undergraduate Regular	1 (1.0%)	17.0 (17/17/17)
	Undergraduate Transfer	94 (89.5%)	37.8 (9/26/61)
	Undergraduate Other	10 (9.5%)	51.0 (16/24/81)
	Visiting	0 (0.0%)	NA
2020	Undergraduate Regular	1 (0.9%)	22.0 (22/22/22)
	Undergraduate Transfer	96 (86.5%)	42.5 (11/30/62)
	Undergraduate Other	14 (12.6%)	33.3 (4/31/46)
	Visiting	0 (0.0%)	NA

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.V_ST_TERM_DATA

Table 37. Transfer Credits by Admission Status (Traditional Students)

Fiscal Year	Admission Status	Number (%) of Traditional Students	Mean Credits Transferred (25th/50th/75th Percentiles)
2016	Undergraduate Regular	6 (2.7%)	18.5 (16/20/20)
	Undergraduate Transfer	205 (91.9%)	23.3 (9/16/30)
	Undergraduate Other	11 (4.9%)	41.3 (6/24/65)
	Visiting	1 (0.4%)	126.0 (126/126/126)
2017	Undergraduate Regular	9 (4.4%)	20.1 (6/20/28)
	Undergraduate Transfer	172 (83.5%)	23.9 (10/18/32)
	Undergraduate Other	25 (12.1%)	38.9 (16/35/61)
	Visiting	0 (0.0%)	NA
2018	Undergraduate Regular	9 (4.5%)	8.2 (4/8/9)
	Undergraduate Transfer	184 (91.5%)	22.3 (8/18/31)
	Undergraduate Other	8 (4.0%)	42.0 (26/32/72)
	Visiting	0 (0.0%)	NA
2019	Undergraduate Regular	7 (3.9%)	8.9 (4/8/12)
	Undergraduate Transfer	163 (91.6%)	19.9 (6/15/26)
	Undergraduate Other	8 (4.5%)	21.4 (10/11/32)
	Visiting	0 (0.0%)	NA
2020	Undergraduate Regular	10 (5.9%)	13.0 (4/10/20)
	Undergraduate Transfer	155 (91.2%)	22.0 (8/18/28)
	Undergraduate Other	5 (2.9%)	25.8 (12/16/16)
	Visiting	0 (0.0%)	NA

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.V_ST_TERM_DATA

Credit for Prior Learning (CPL) Exam

Table 38 shows the number of adult and traditional students who completed an external Credit for Prior Learning (CPL) exam. Percentages are calculated over the number of total students completing CPL by exam in a fiscal year. The total number of credits students received through CPL exams are also shown. Examples of CPL exams include CLEP, DANTES, and ACE exams.

Table 38. Credits Completed Through External CPL Exams

Fiscal Year	Age Group	Number (%) of Students	Number (%) of Credits
2016	Adult	11 (20.4%)	87 (13.5%)
	Traditional	43 (79.6%)	556 (86.5%)
2017	Adult	11 (23.4%)	85 (12.7%)
	Traditional	36 (76.6%)	585 (87.3%)
2018	Adult	5 (9.8%)	44 (5.5%)
	Traditional	46 (90.2%)	758 (94.5%)
2019	Adult	17 (32.1%)	123 (17.6%)
	Traditional	36 (67.9%)	574 (82.4%)
2020	Adult	10 (20.0%)	61 (9.0%)
	Traditional	40 (80.0%)	620 (91.0%)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.PERSON_TRSF_UNIV

Prior Learning Assessment (PLA)

Table 39 and Table 40 show the number of adult and traditional students who completed an internal PLA exam in each subject by fiscal year as well as the number of credits they received.

Table 39. Credits Completed Through Internal PLA Exams by Subject (Adult Students)

Subject	FY 2016 Number of Students (Credits)	FY 2017 Number of Students (Credits)	FY 2018 Number of Students (Credits)	FY 2019 Number of Students (Credits)	FY 2020 Number of Students (Credits)
BUS	50 (227)	19 (69)	26 (112)	25 (98)	15 (61)
COMM	2 (6)	1 (3)	2 (6)	3 (9)	2 (6)
EDU	1 (4)	0 (0)	0 (0)	0 (0)	0 (0)
ENG	2 (6)	1 (3)	2 (6)	1 (3)	0 (0)
HSER	3 (14)	2 (8)	1 (3)	2 (4)	0 (0)
INTS	5 (16)	6 (18)	6 (19)	7 (20)	6 (18)
ITC	11 (31)	10 (26)	6 (18)	0 (0)	0 (0)
MUSC	2 (6)	0 (0)	0 (0)	0 (0)	0 (0)
OSYS	1 (2)	3 (6)	0 (0)	0 (0)	0 (0)
PHED	0 (0)	0 (0)	0 (0)	1 (1)	0 (0)

Subject	FY 2016 Number of Students (Credits)	FY 2017 Number of Students (Credits)	FY 2018 Number of Students (Credits)	FY 2019 Number of Students (Credits)	FY 2020 Number of Students (Credits)
PSYC	3 (9)	0 (0)	0 (0)	0 (0)	0 (0)
SOC	5 (24)	6 (21)	2 (6)	3 (9)	1 (3)
Total	67 (345)	36 (154)	37 (170)	34 (144)	20 (88)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.CT_COU, ISRS.ST_COU

Table 40. Credits Completed Through Internal PLA Exams by Subject (Traditional Students)

Subject	FY 2016 Number of Students (Credits)	FY 2017 Number of Students (Credits)	FY 2018 Number of Students (Credits)	FY 2019 Number of Students (Credits)	FY 2020 Number of Students (Credits)
BUS	1 (3)	0 (0)	0 (0)	0 (0)	0 (0)
Total	1 (3)	0 (0)	0 (0)	0 (0)	0 (0)

Sources: APPSODS.V_DASH_ENROLLMENT_DTL, ISRS.CT_COU, ISRS.ST_COU