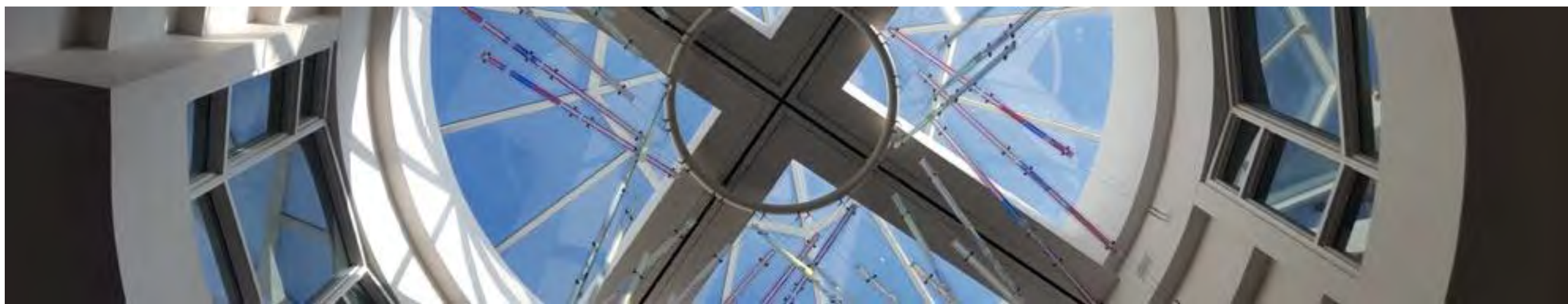# Internal Environmental Scan
Rochester Community & Technical College
2017 - 2022

RCTC Student Focus Group Results

Talk about your first semester and the classes you took in that first term that were part of your program. If you needed any kind of help, what kind of support was available to you?

In that first semester, did you feel welcome in the class and college environment?

❑ The most mentioned overall response was that professors were responsive and helpful.

❑ Health profession students also mentioned professors as their top source of support.

❑ CTE students mentioned the Learning Center as their number one support choice in the first year.

Eighty-nine percent of the participants across all focus groups responded that they felt welcome at the college in their first semester. Some of the reasons mentioned included:
- Professors and advisors were helpful and encouraging
- TRIO and the Learning Center were helpful
- People were friendly, smiled, and available to help connect students to resources or find classrooms
- There were opportunities to be involved in clubs and events

Of the ten percent that felt somewhat welcome, their reasons included:
- College was confusing
- People were not responsive
- They missed interaction that was absent in asynchronous classes
- Weird change from high school

Were you able to access the spaces you needed/wanted to on campus and/or access needed materials online? If so (or if not), what were those spaces or materials

- ❑ Ninety-four percent of the participants across all focus groups responded that they had access to the spaces and materials on campus that they needed.

- ❑ Of the six percent that responded regarding little or no access, one respondent indicated that notetakers were hard to find and another was not sure where to find services. The remainder indicated no help for email support, dark walking paths and the need for better signage on campus.

What major did you choose when you started in college? How did you decide?

The respondents listed majors from all academic pathways offered at the college. The reasons for the choice of major varied, with the most commonly mentioned including:

- ❑ That they had a passion for caring for people or animals or had family in the field (vet tech, nursing)

- ❑ The field was related to their current job or prior experience (accounting, cancer registry, office admin professional)

- ❑ They wanted more exciting work (law enforcement)

- ❑ It paid well or gainful employment (computer information systems, office admin professional)

**Have you changed your major since you started and why?**

- ❑ Seventy-seven percent of students indicated they had not changed their major since starting at the college.

- ❑ Of the twenty-three percent who did change, they were typically moving into something else related, such as vet tech to biology, nursing to dental assisting, or alcohol and drug counseling to social work.

- ❑ There were two students who moved from nursing to Liberal Studies and one that moved from engineering to nursing.

In your first year, did you have an opportunity to talk to someone about your interests or careers? If so, where and with whom?

Top Responses	Number of Mentions
Advisor	19
Family	18
Friends	10
Professor	10
Didn't talk to anyone	7

When you **started** at the college, how confident were you in your career choice? (1 being not very confident, 5 being extremely confident). Explain your answer.

How confident are you **now** in your career choice? (1 being not very confident, 5 being extremely confident).

Confident in Career Choice

Rating	At Start	Now
5	24	29
4	19	23
3	12	8
2	5	2
1	3	1

■ At Start   ■ Now
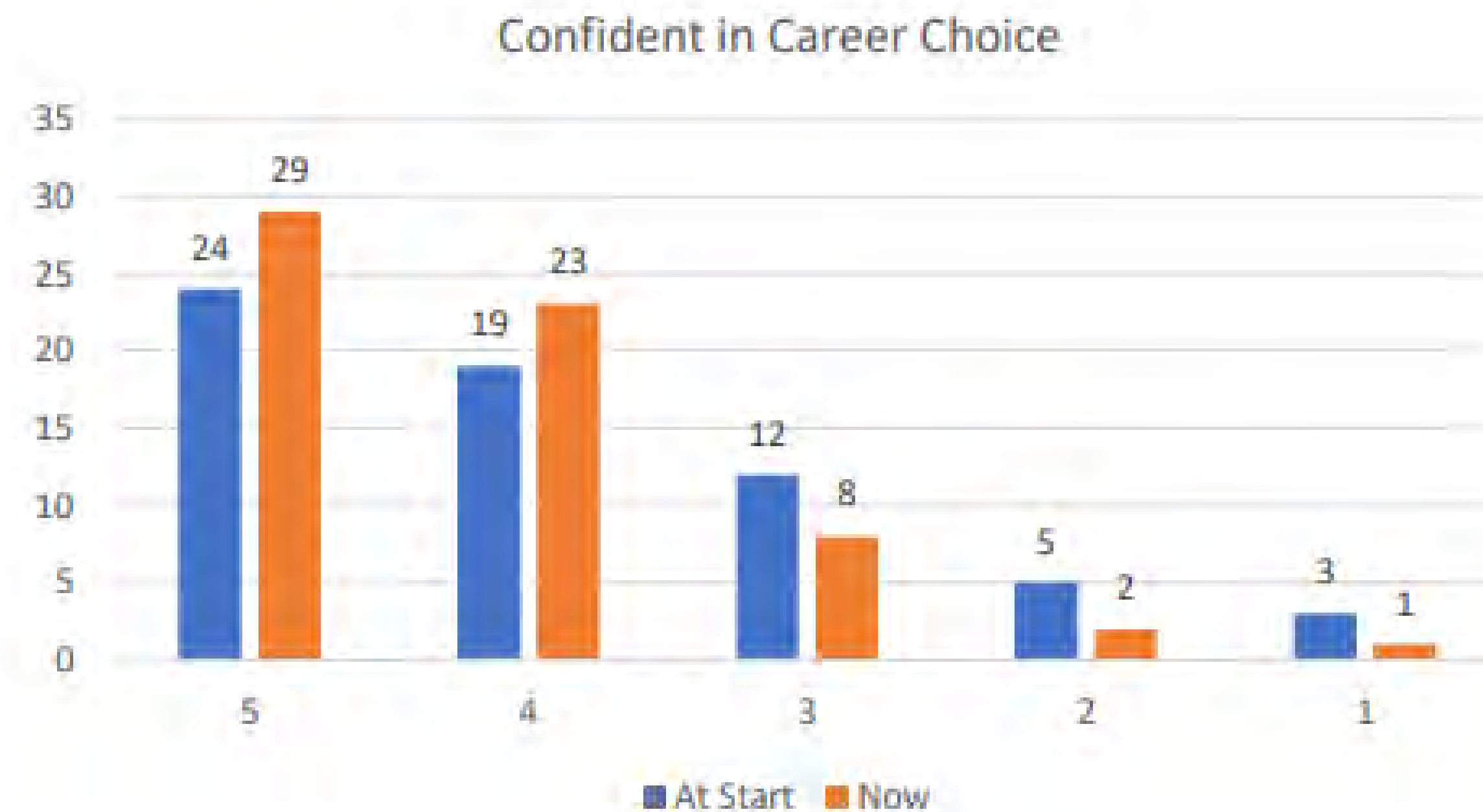
Most of the participants were extremely or very confident in their career choice. Overall students were more confident in their career choice now than when they started. Most students moved up in their level of confidence. Of those who went down or stayed the same, they shared the following reasons:

• Lack of available positions and pay
• Field is a good fit, but working hours for older students are not
• Field is harder than expected
• Personal situations
• Undecided, would like to learn more about careers or have volunteer opportunities

Still thinking about your first year as a RCTC student, did anyone talk to you about making a plan that lays out specifically what classes you will have to take each semester – and in what sequence - to reach your goals?

Of the sixty-one percent of students across all focus groups who answered YES, the top responses and their mentions are listed in the table below:

Response	Number of Mentions
Advisor	25
Professor	4

Of the thirty-nine percent of students across all focus groups who answered NO, the top responses and their mentions are listed in table below:

Response	Number of Mentions
Looked at recommended course sequence on website	10
Advisor did first semester but not beyond	4

Talked to Someone About Education Plan
in First Year

39% 61%

▪ Yes ▪ No
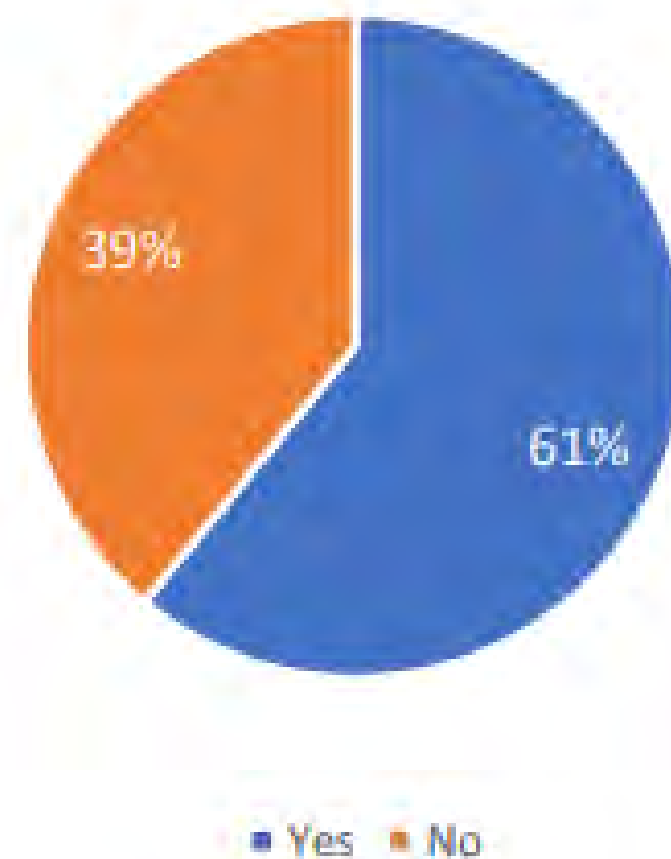
What circumstances affect the timing of your registration for classes?

The most mentioned response was a student's desire to get their first choice of classes.

Response	Number of Mentions
Desire to get first choice on classes	31
After advisor appointment	7

Other top responses are listed below:

- Finances
- Waiting to see if they passed current classes
- Forgot
- Computer issues
- Didn't understand the process at first

How do you make sure that you are making progress toward reaching your college goal?

The most mentioned response was checking with an advisor.

Other top responses are listed below:

Response	Number of Mentions
Check with advisor	22
Check DARS	18
Use map/list/plan of course sequence and check off	18
Keep track of grades and/or GPA	14

Other mentions included:
• Professor updates on status in class
• Own plan developed in Excel
• Check with D2L and coaches

Both CTE and health profession students mentioned checking off a plan document or map as
their top choice

How confident are you that you will stay at this college and complete your academic goals?
(1 being not very confident, 5 being extremely confident).
Explain your answer.

Eighty-eight percent of the students were extremely (70%) or very (18%) confident that
they would stay at the college and complete their academic goals.

Reasons mentioned for staying included:
• Almost finished with classes
• Good programs
• Ready to transfer
• Academics and athletics are motivating
• Determined to complete

Reasons students mentioned for not staying
included:
• Still in high school
• Moving to another state
• Things happen
• Family conditions to consider
• Concern about ability to succeed
• Classes more difficult than expected
• Nursing program dropout rate
• Still exploring options and timing to continue college or gain life experience

Confident Will Stay at College and Finish

2
0% 2%
1

3
11%

4
18%

5
70%
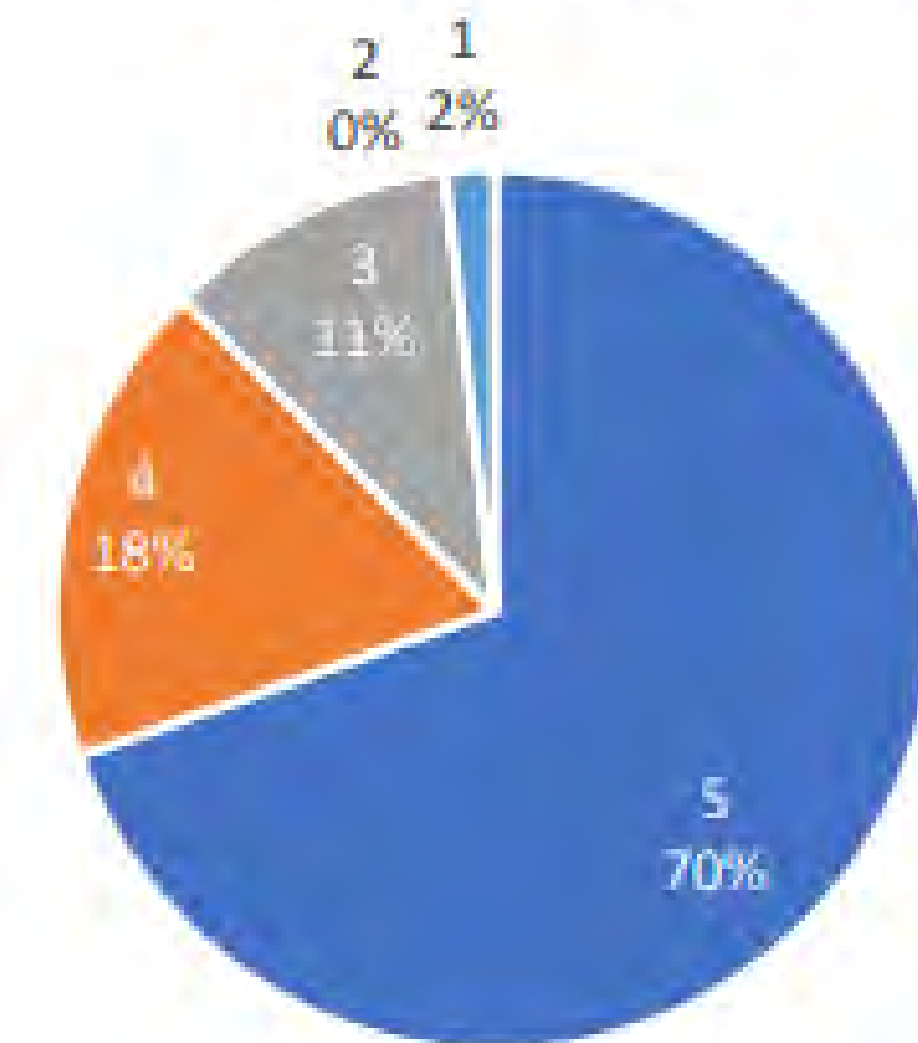
If you were giving advice to a friend who was planning to attend this college about how to be successful at this college, what advice would you give?

The most mentioned response across all focus groups was to talk with an advisor.
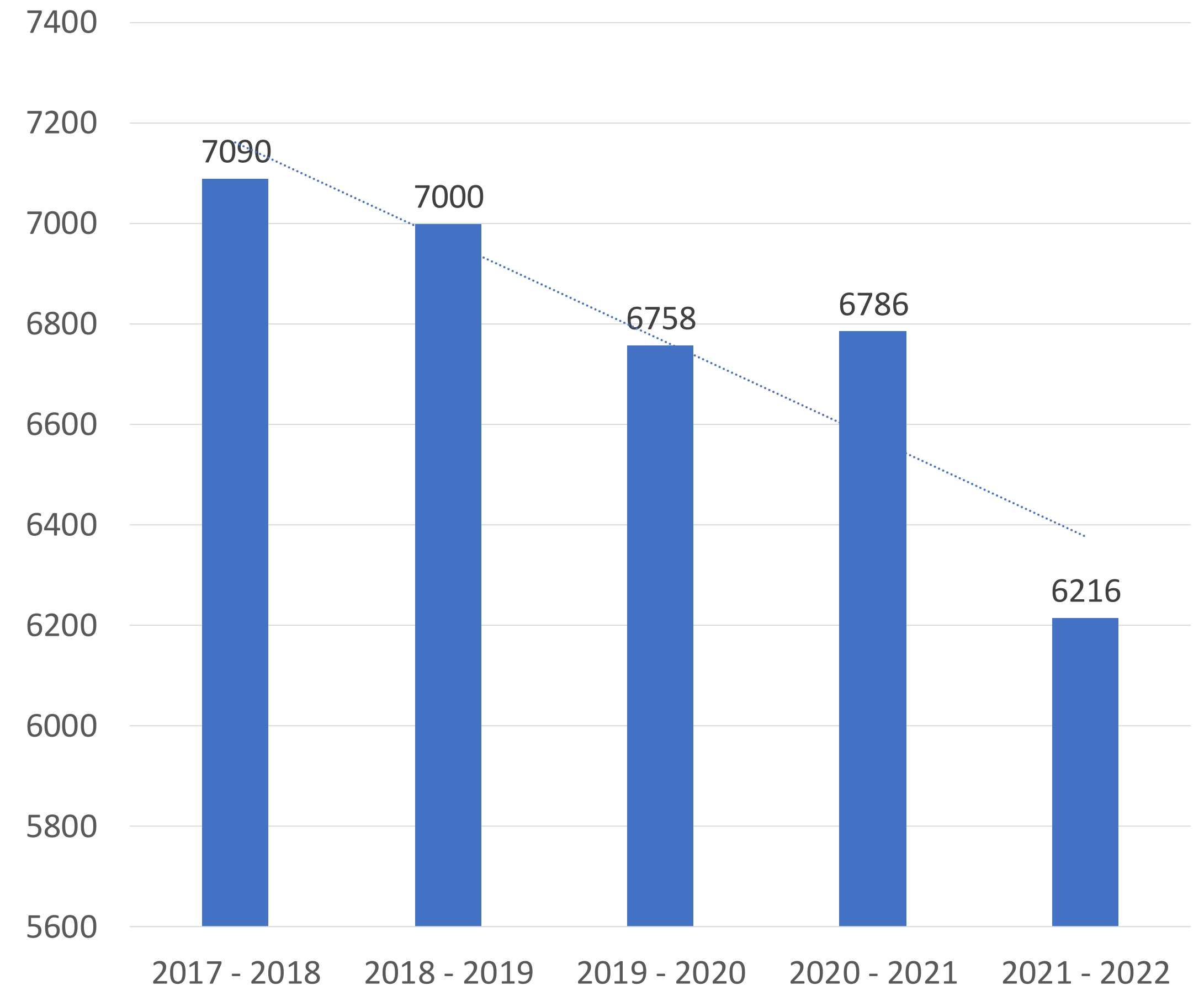
Other top responses are listed in the table below:

Response	Number of Mentions
Talk to advisor	15
Use tutoring/learning center	11
Know how much time you can commit (consider work/life balance)	11
Talk to your professors	10
Don't procrastinate, stay on task	8
Ask questions	7

Other mentions included:
• Connect with fellow students
• Know what you want to do/take time to figure things out
• Get a head start on onboarding
• Ask for support early
• Engage in events and groups on campus
• Take college success class
• Talk to people in your area of interest
• Don't come to this college

Enrollment Headcount

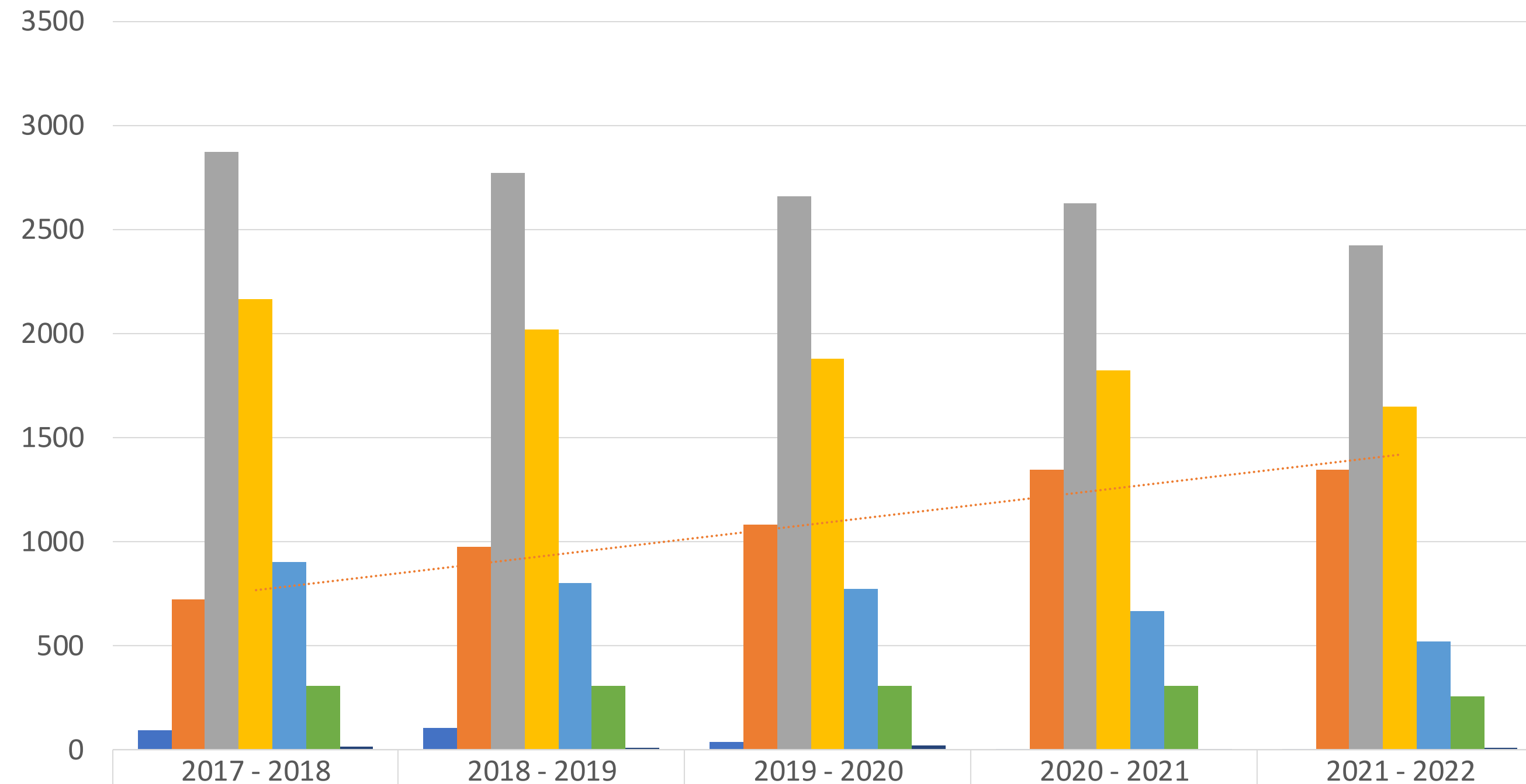| Year	Enrollment
2017 - 2018	7090
2018 - 2019	7000
2019 - 2020	6758
2020 - 2021	6786
2021 - 2022	6216

Enrollment Headcount: Students enrolled at any time during an academic year taking one or more courses.

Enrollment by Admit Status

FY 2018 - 2022

	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
■ Non-PSEO High School Enrollment	94	106	39	5	5
■ Post Secondary Enrollment Option	723	975	1083	1348	1346
■ Undergraduate Regular	2876	2773	2659	2627	2424
■ Undergraduate Transfer	2168	2023	1878	1824	1652
■ Undergraduate Unclassified	901	800	774	665	519
■ Undergraduate with Previous Degree	311	310	306	310	260
■ Visiting Student	17	13	19	7	10

PSEO Student Admission: Attending RCTC while an MN high school junior or senior
Undergraduate Regular: New first-time degree seeking student in credit courses at RCTC
Undergraduate Transfer: New degree-seeking student in credit courses at the undergraduate level who has previously attended another postsecondary institution
(other than the one at which they are enrolled) at the undergraduate level regardless of whether or not transfer credits are accepted.
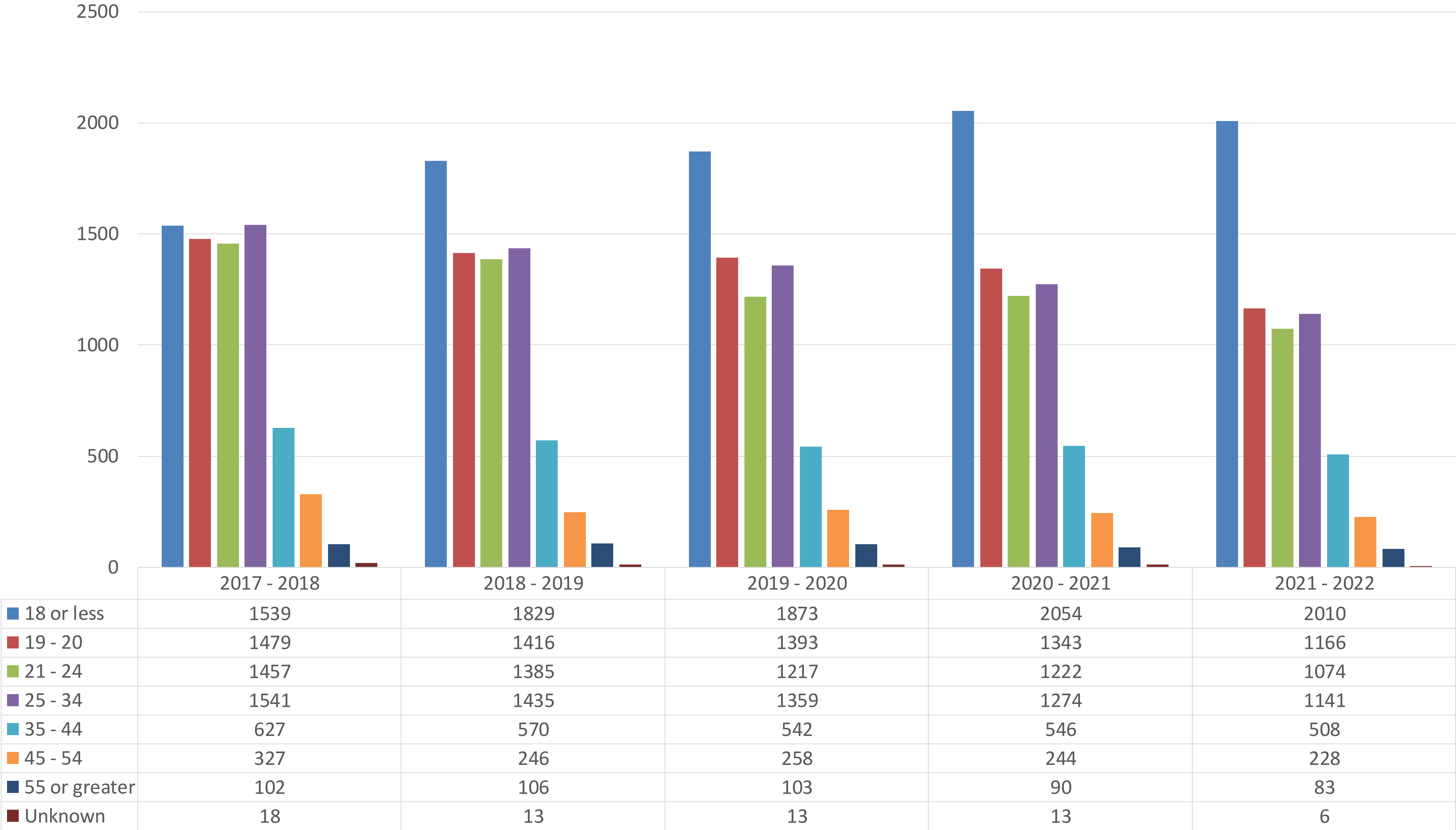*Undergraduate Unclassified*: Non-degree seeking students
Undergraduate with Previous Degree: Student who completed a degree prior to attending RCTC
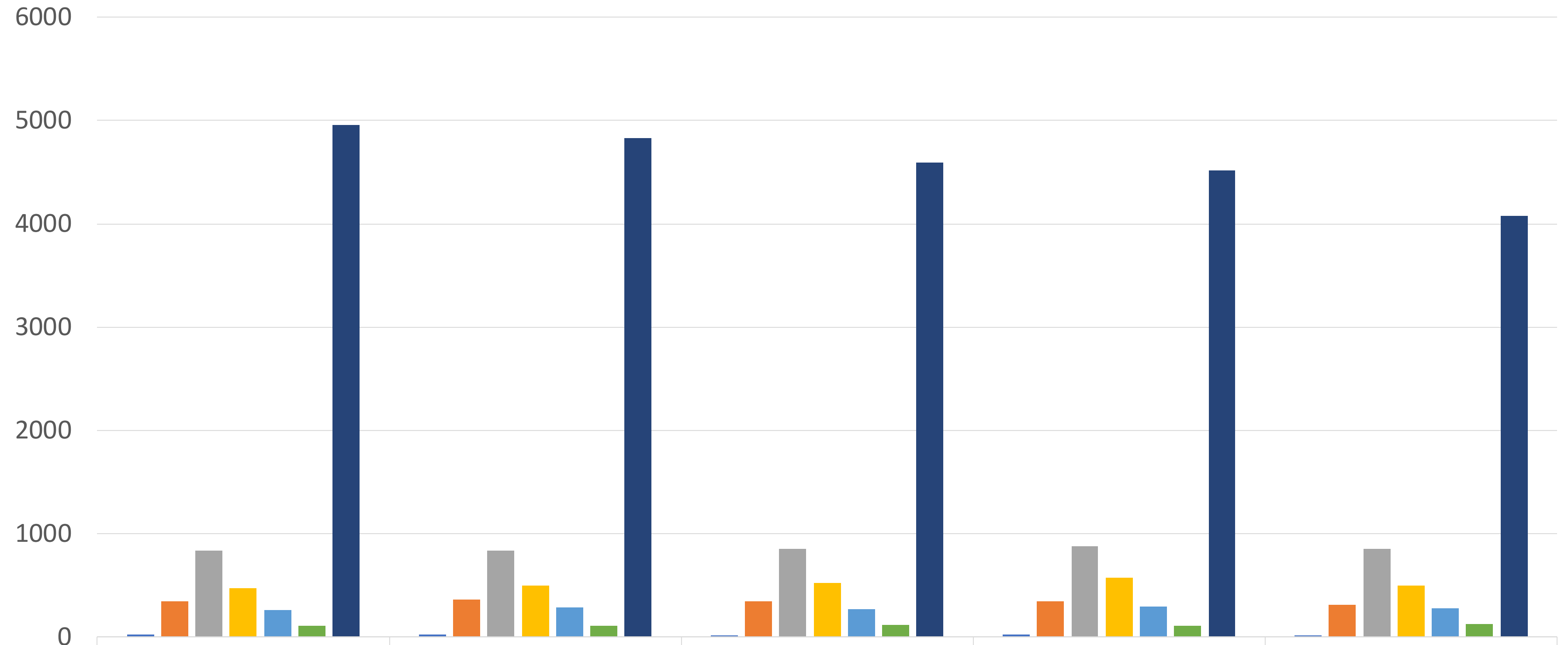*Visiting Student*: Students taking courses for other institutions and not intending to graduate from RCTC

Enrollment by Age

FY 2018 - 2022

	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
18 or less	1539	1829	1873	2054	2010
19 - 20	1479	1416	1393	1343	1166
21 - 24	1457	1385	1217	1222	1074
25 - 34	1541	1435	1359	1274	1141
35 - 44	627	570	542	546	508
45 - 54	327	246	258	244	228
55 or greater	102	106	103	90	83
Unknown	18	13	13	13	6

Enrollment by Ethnicity

FY 2017 - 2022

	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
American Indian or Alaska Native	25	20	15	19	17
Asian	342	356	341	346	311
Black or African American	831	835	852	874	853
Hispanic of any race	472	495	517	568	495
Two or more races	262	287	268	294	278
Unknown race and ethnicity	109	104	111	110	127
White	4955	4834	4591	4520	4077

Enrollment by Gender

FY 2017 -2022

Year	Female	Male
2017 - 2018	4344	2673
2018 - 2019	4283	2649
2019 - 2020	4125	2563
2020 - 2021	4255	2480
2021 - 2022	3969	2190

Students of Color

2017 -2022

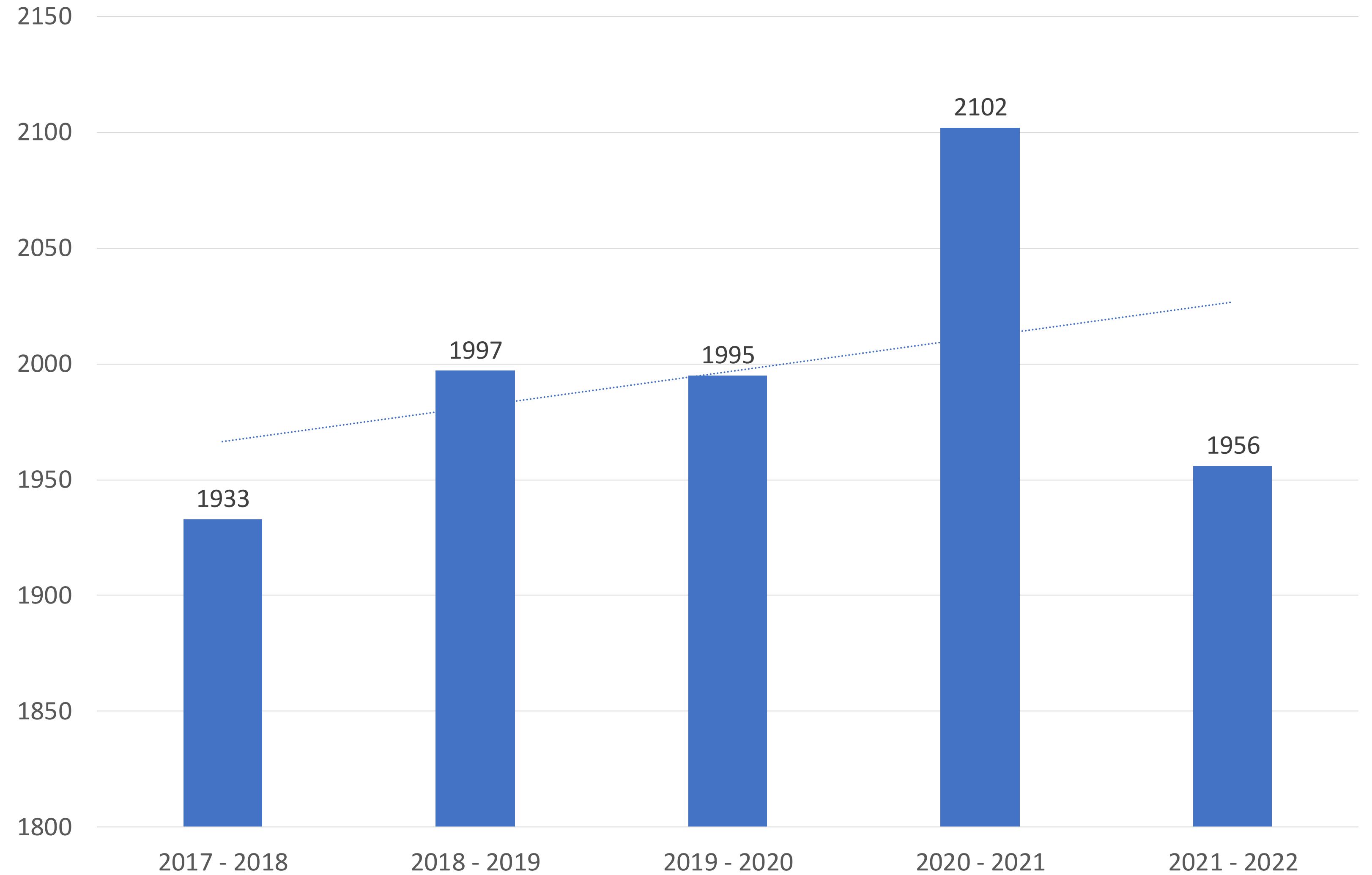| Year	Students of Color
2017 - 2018	1933
2018 - 2019	1997
2019 - 2020	1995
2020 - 2021	2102
2021 - 2022	1956
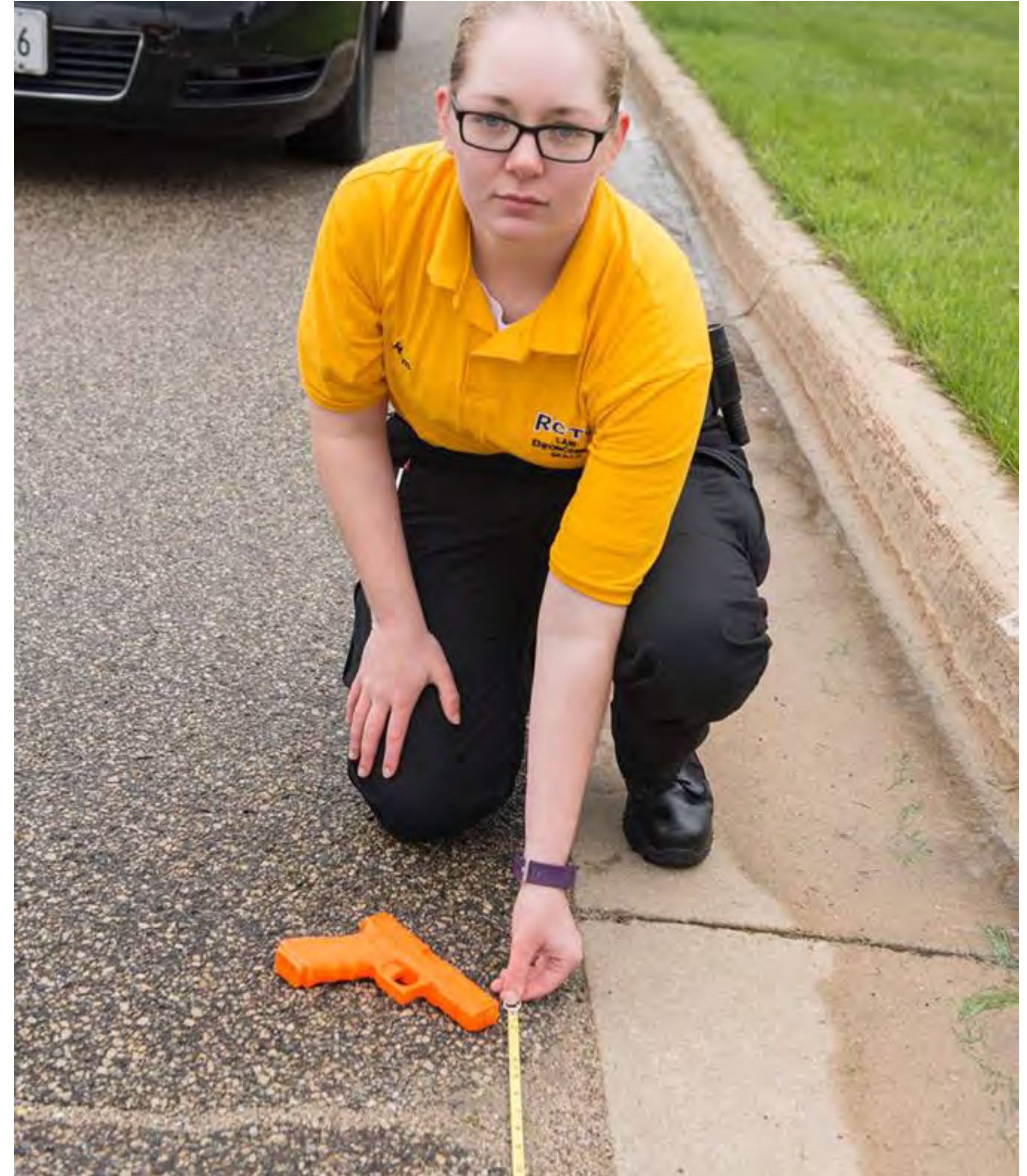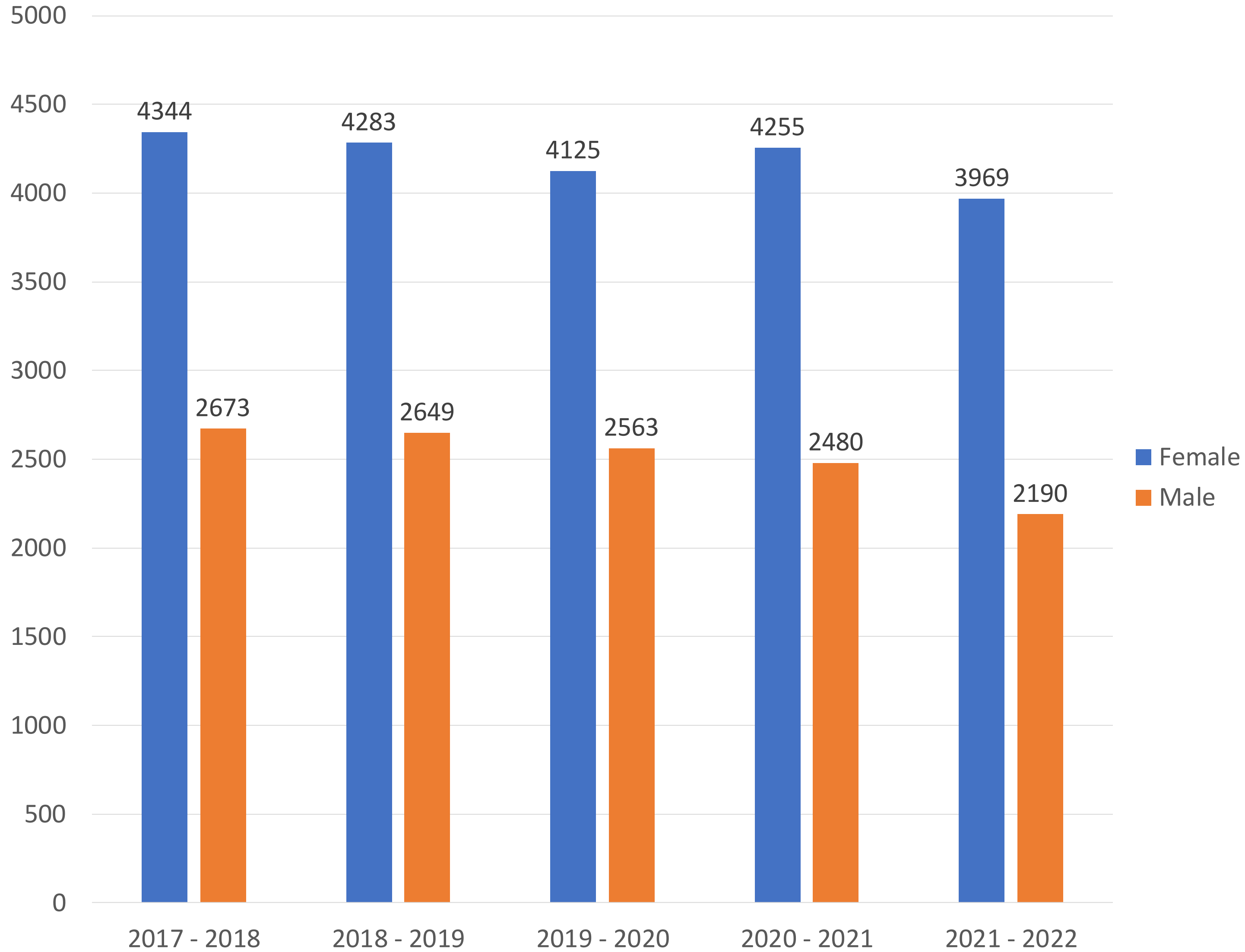
***Students of Color**: Students (U.S. only) that identify a race or ethnicity of American Indian/Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, Asian and Two or More Races. Students that are International, identify as White, or have a race/ethnicity that is "unknown" are not included as Students of Color.*

New Fall Cohort Enrollment
Persistence and Retention

New Student Fall Cohort Enrollment
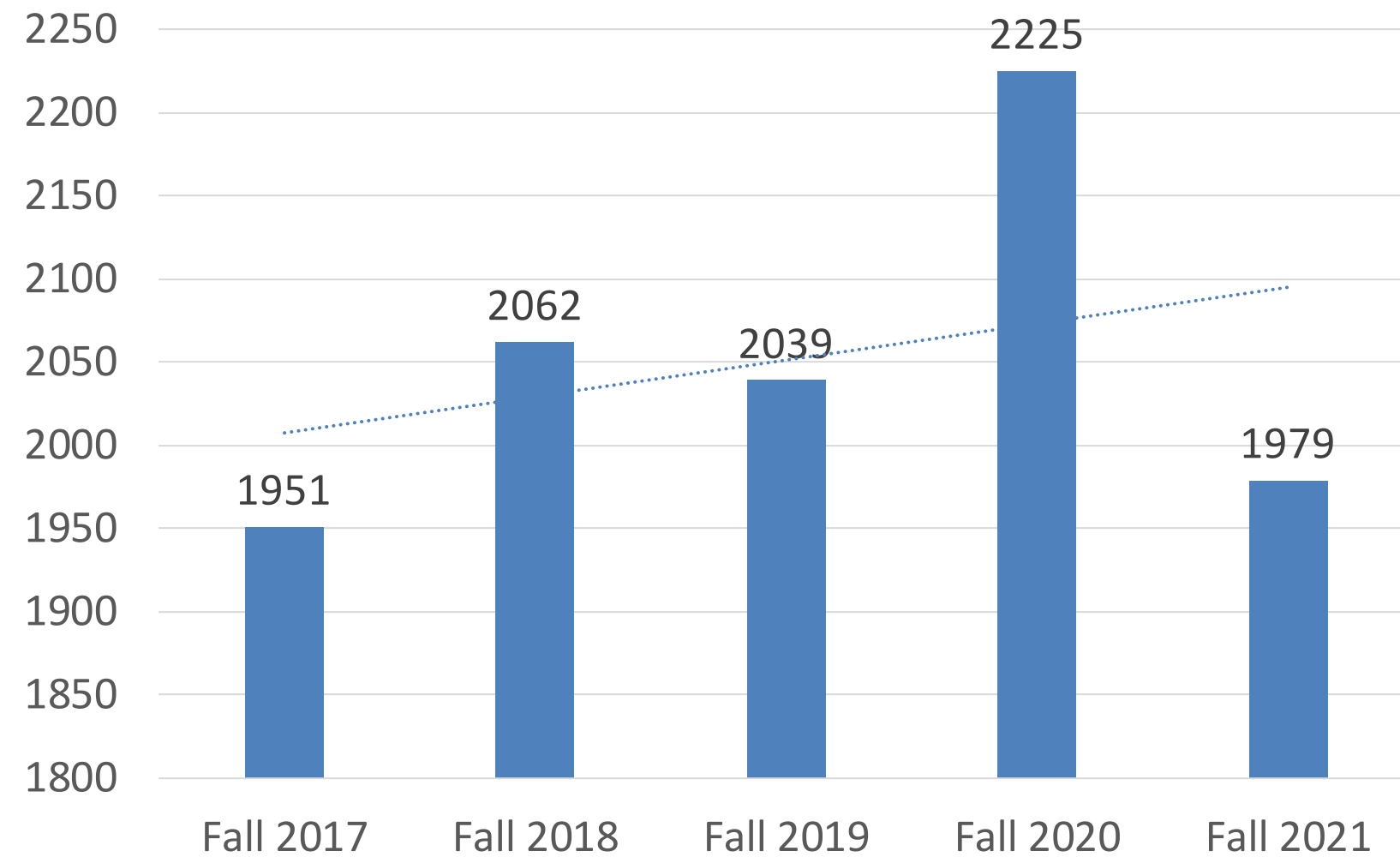
New Fall Cohort Persistence
Fall to Spring
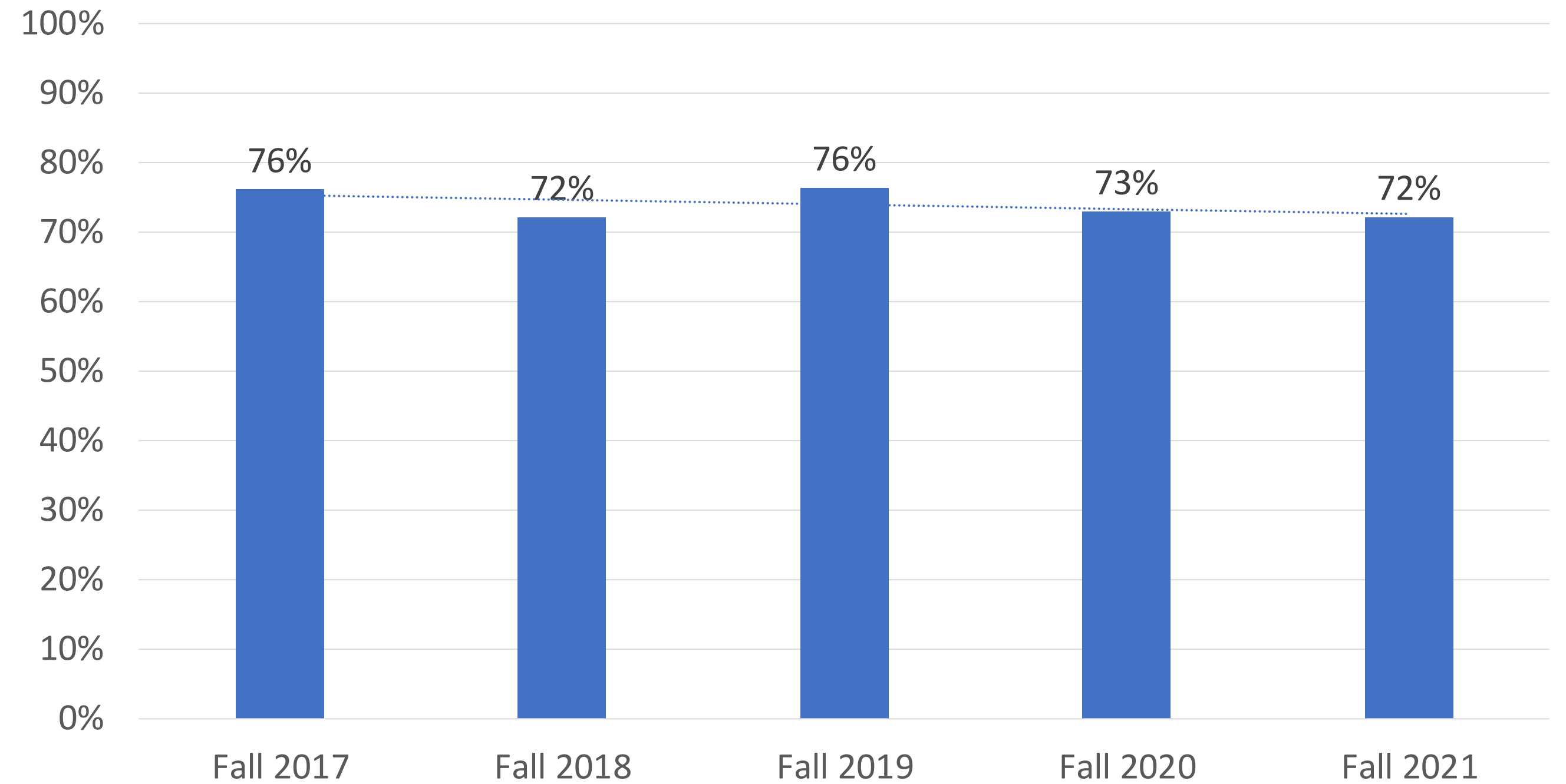
New Fall Cohort Retained
Fall to Fall
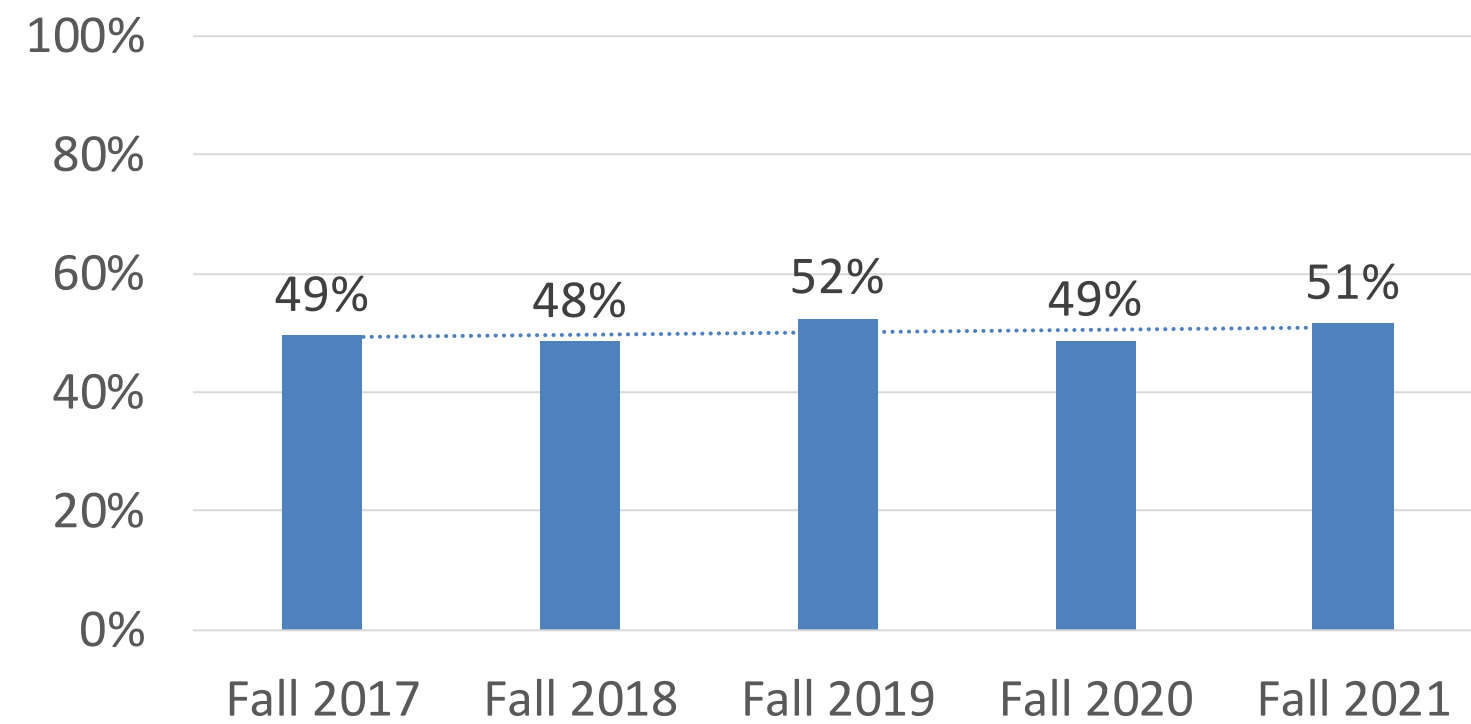
Retention: Students who are still enrolled in the second fall following their initial term of enrollment.

Persistence Rate: The percent of students from the cohort who are still enrolled in the term after their initial term of enrollment; commonly measured as New, Fall enrolled student that enrolls in the following Spring.

Enrollment by Student Load

FY 2017 - 2022

	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Full Time	2524	2421	2240	2172	1989
Part Time	4566	4579	4518	4614	4227
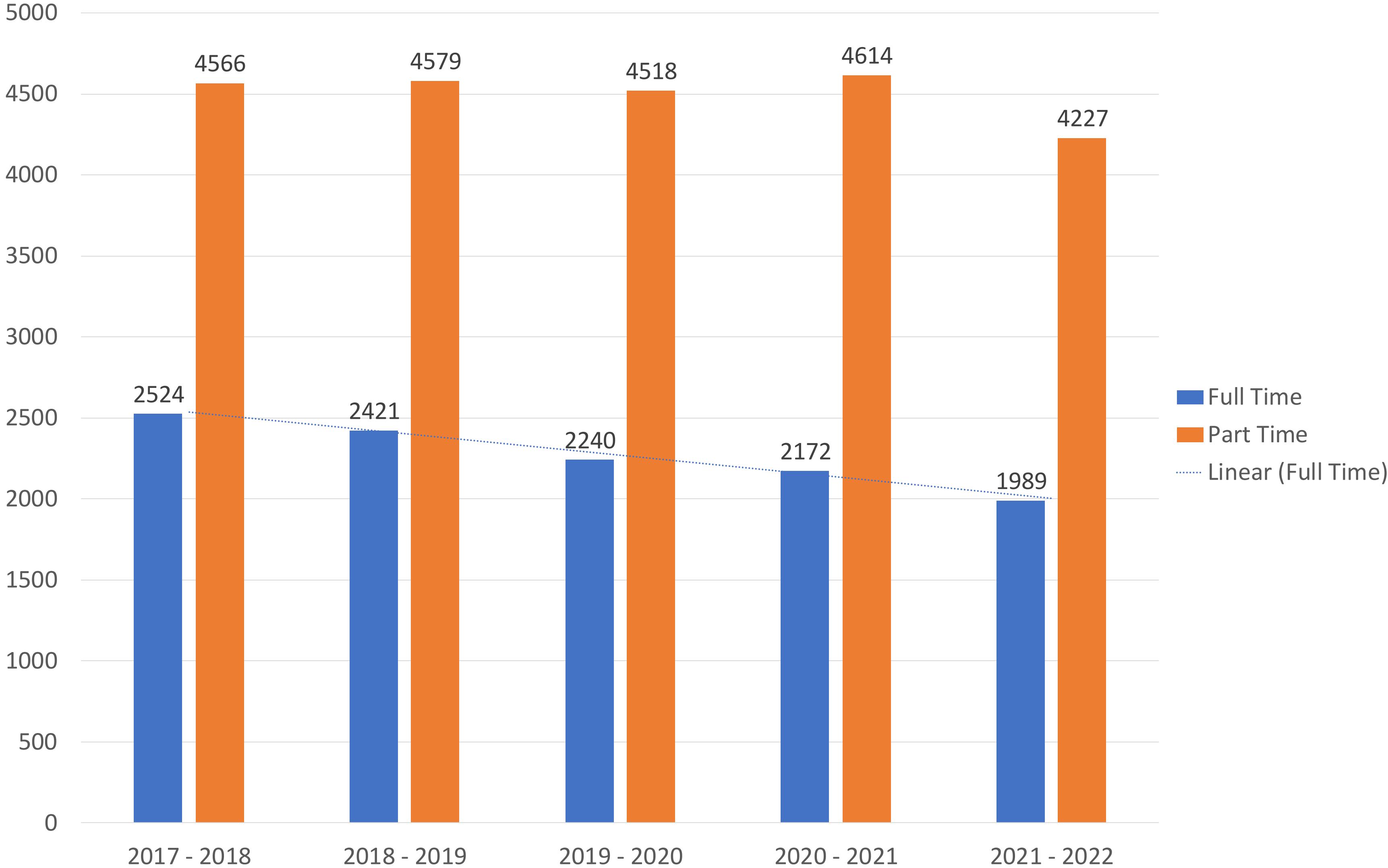
Underrepresented Enrollment

FY 2017 - 2020

3863	3780	3641	3601	3334
2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
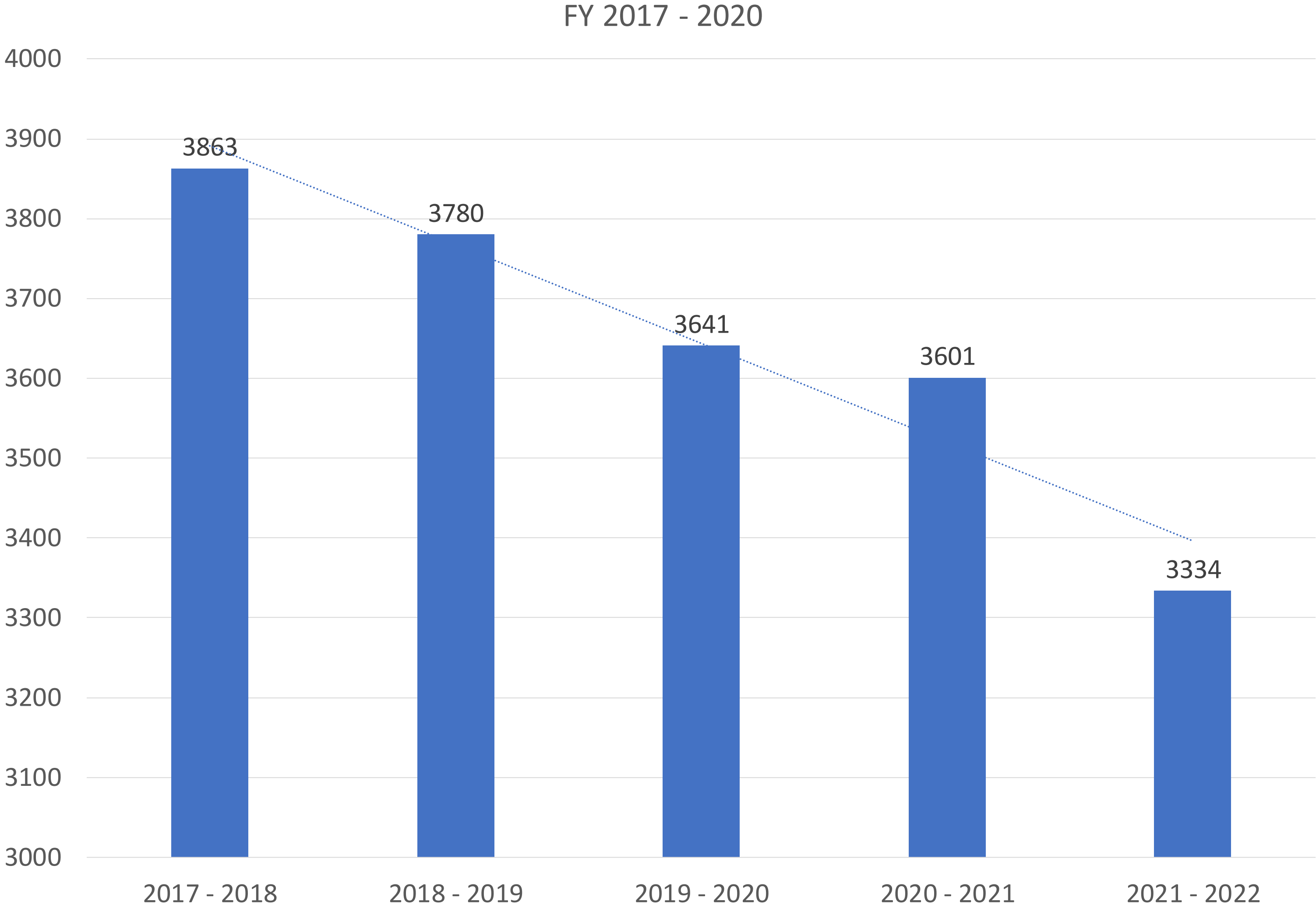
*Underrepresented *Students*: A cohort of students including Student of Color, or Pell Eligible (i.e. low income), or a First-Generation student according to the Minnesota definition of first generation.

*First Generation MN: *Parents never enrolled at a postsecondary education institution (MN state statute, Chapter 133, Article 1, Section 3, Subdivision 3).

First Generation Enrollment

First Generation - MN Definition

Year	Value
2017 - 2018	1442
2018 - 2019	1413
2019 - 2020	1425
2020 - 2021	1412
2021 - 2022	1299
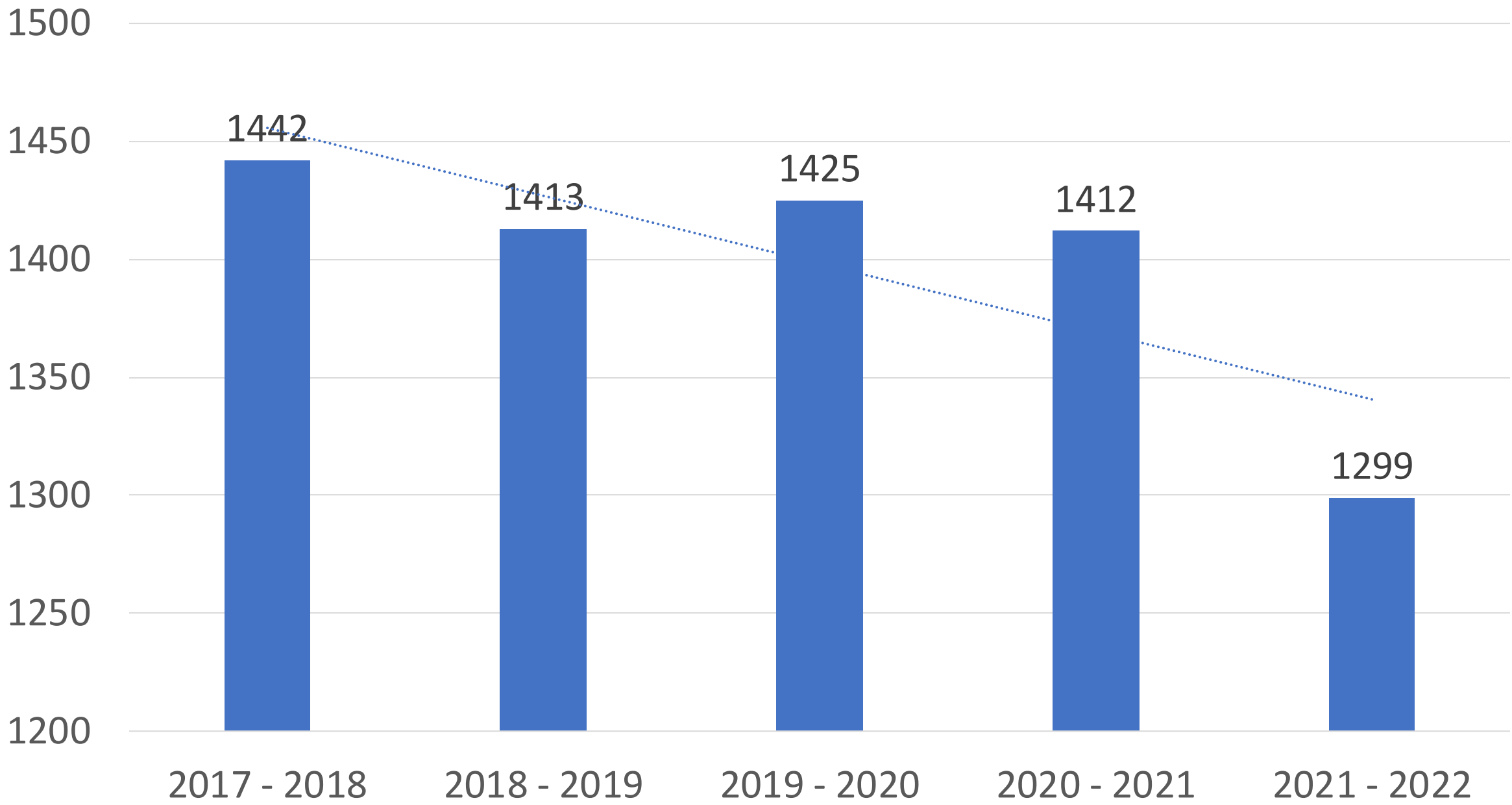
First Generation - Federal Definition

Year	Value
2017 - 2018	4092
2018 - 2019	3912
2019 - 2020	3734
2020 - 2021	3649
2021 - 2022	3261
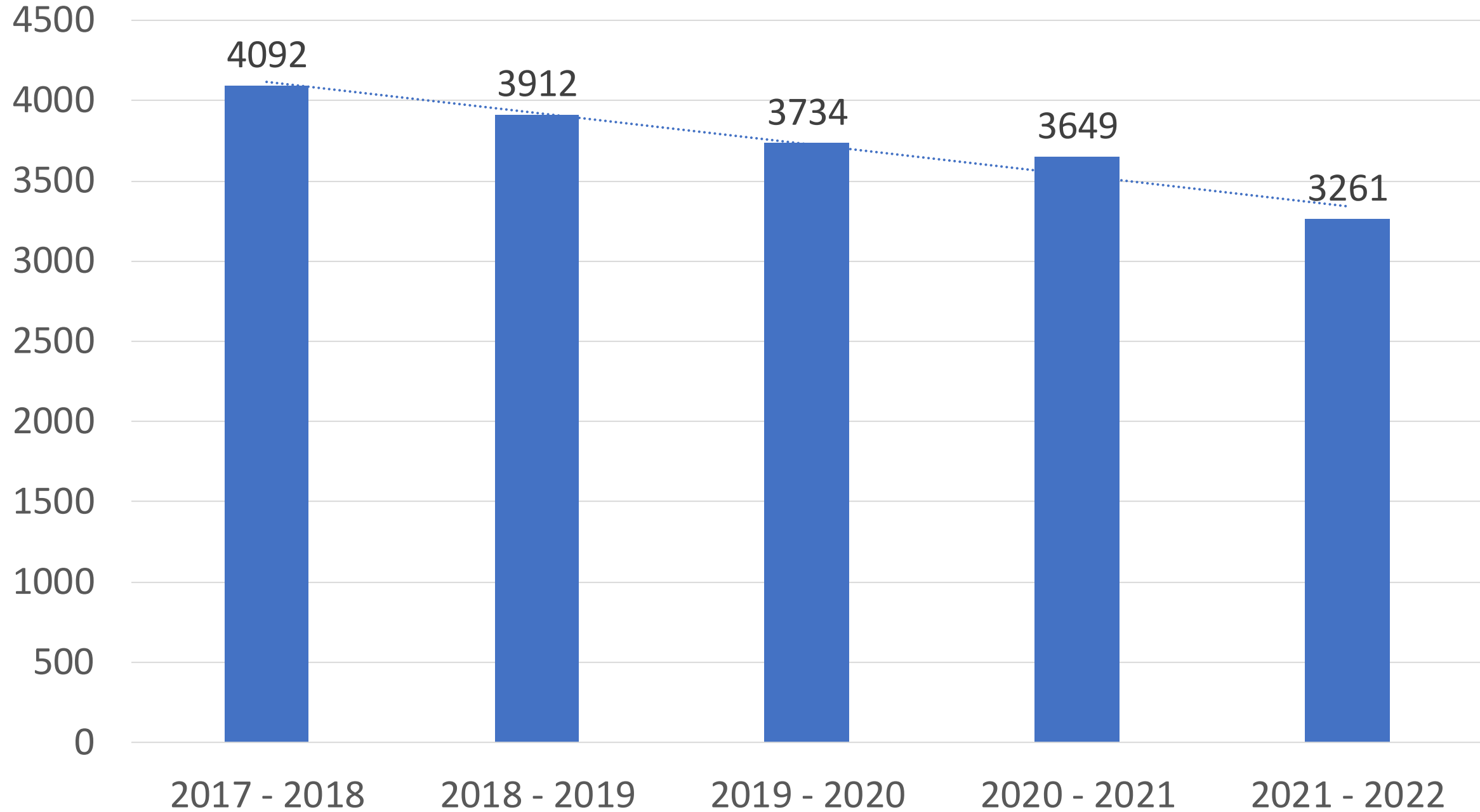
First Generation FED: Neither parent has a bachelor's degree (Federal TRIO definition).
First Generation MN: Parents never enrolled at a postsecondary education institution (MN state statute, Chapter 133, Article 1, Section 3, Subdivision 3).

Enrollment Trend by High School
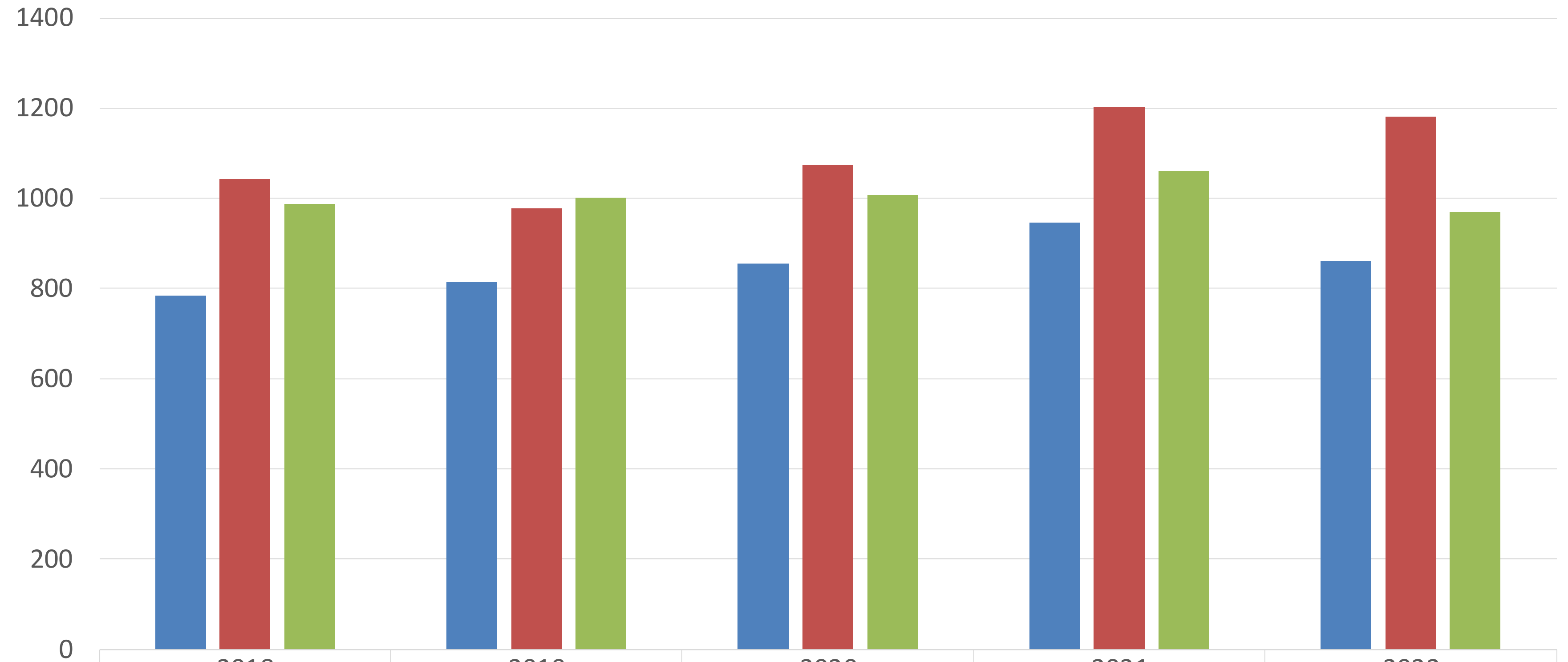
	2018	2019	2020	2021	2022
Century High School	785	813	856	946	861
John Marshall High School	1042	977	1075	1203	1181
Mayo High School	988	1002	1008	1061	969

New/Returning Students
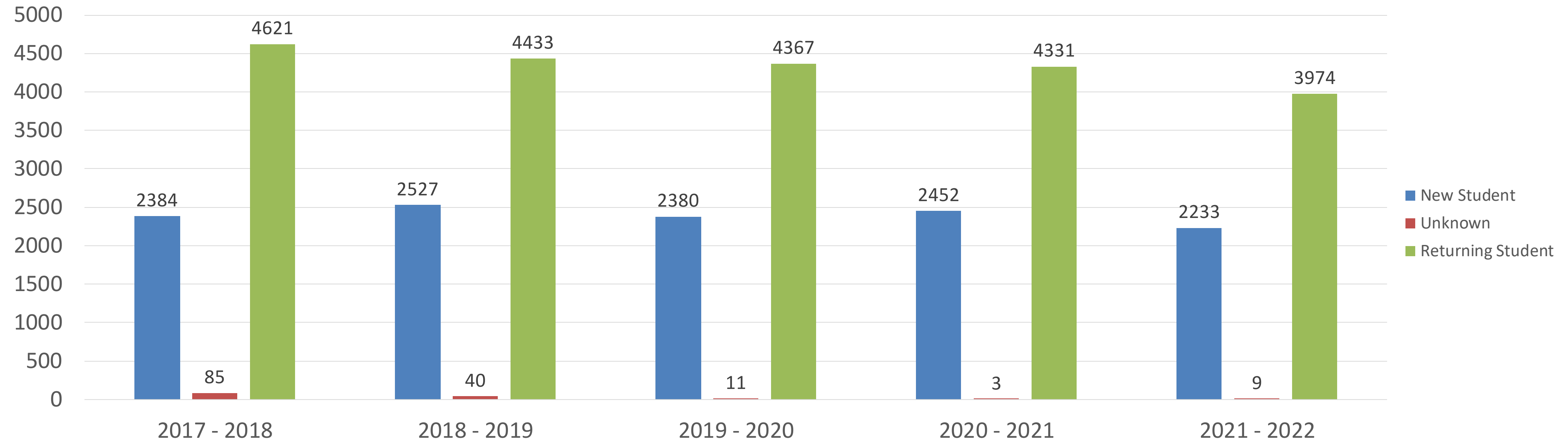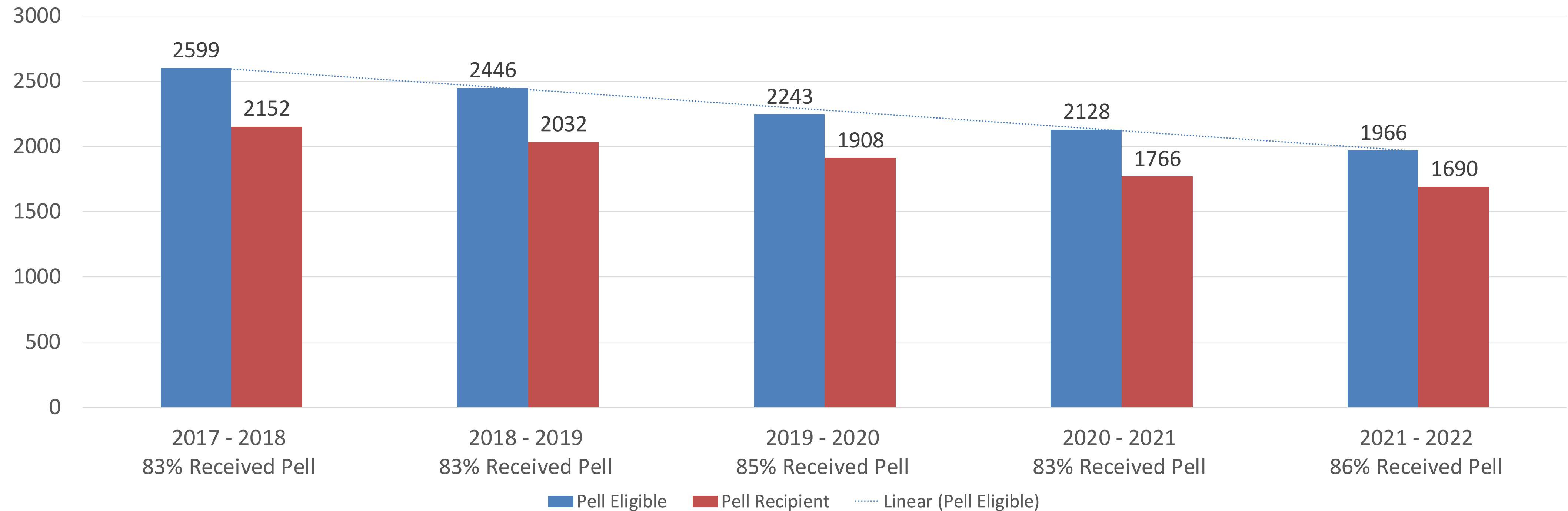
AVERAGE CLASS FILL RATE BETWEEN FY18-22

Course Delivery Options	Average of Class Fill Rate
Blended/Hybrid	74%
Completely Online - Synchronous	74%
Completely Online – Asynchronous	80%
Hyflex	79%
Mostly Online	84%
On-campus	75%
Remote Teaching Limited In-Person	79%
Remote Teaching No In-Person	76%
Videoconferencing Remote Site	33%

COURSE SUCCESS RATE BETWEEN FY18-22

Course Delivery Options	Successful	Non-Successful
Blended/Hybrid	76%	24%
Completely Online - Synchronous	78%	22%
Completely Online – Asynchronous	79%	21%
Hyflex	76%	24%
Mostly Online	66%	34%
On-campus	80%	20%
Remote Teaching Limited In-Person	83%	17%
Remote Teaching No In-Person	82%	18%
Videoconferencing Remote Site	89%	11%

Profile of Drop-outs by New Student Cohorts

New Student Cohort:

New Students only

▶ **Drop-outs**: New students who have not been retained, graduated, or transferred

▶ **First Time in College (FTIC)**: New students with no previous credits or transfer in credits

First Year New Student Cohort	Unduplicated HC
2018	790
2019	824
2020	757
2021	809
2022	943
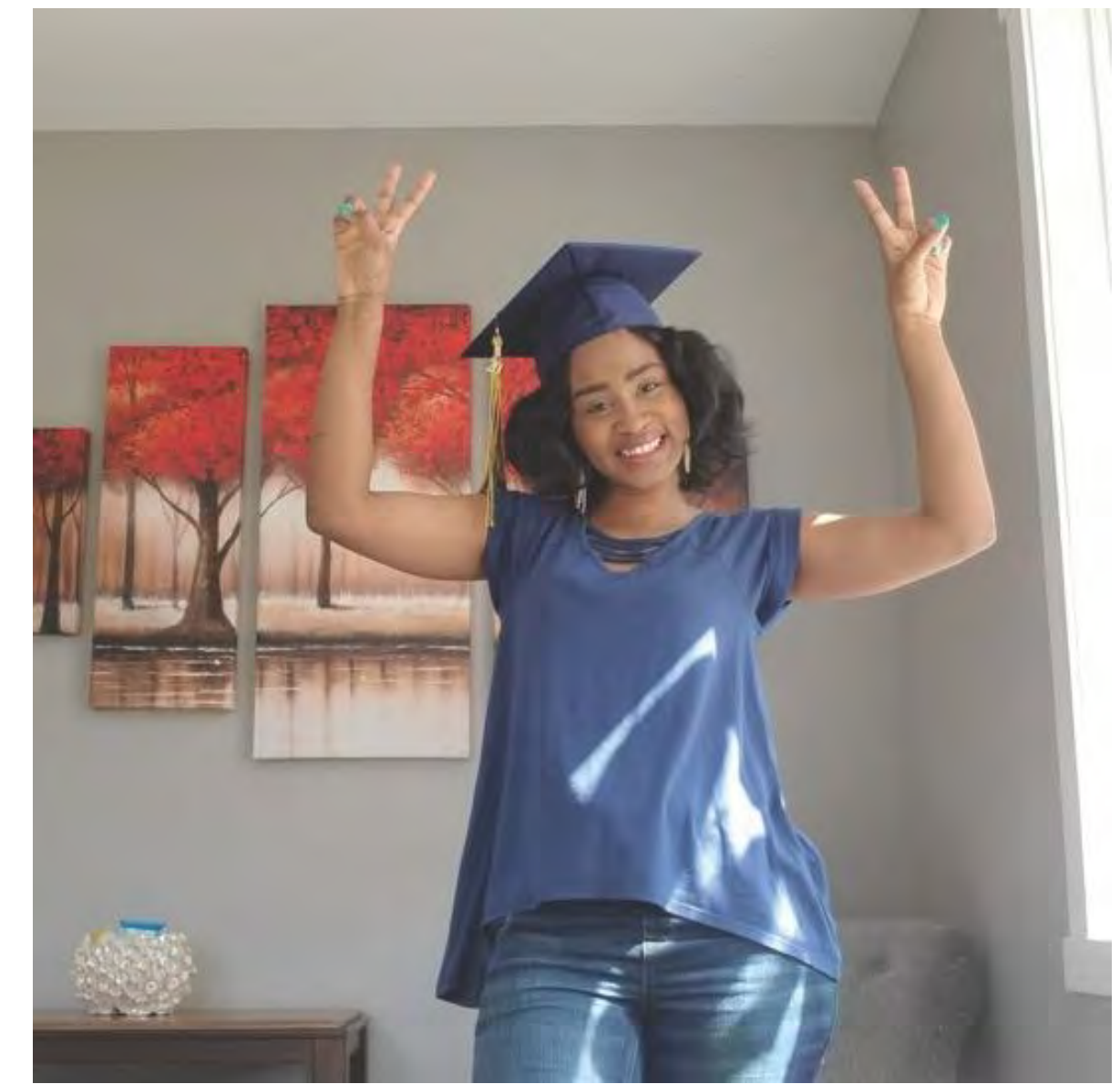
Drop-out rate: Drop-out/New student cohort	
2018	62%
2019	64%
2020	62%
2021	63%
2022	51%
All Cohorts (aggregated)	60%

Currently enrolled *as of 12/09/2022					
	2018	2019	2020	2021	2022
Currently enrolled	7	14	38	98	379

Drop outs					
	2018	2019	2020	2021	2022
Drop outs	487	527	469	512	478

Graduated					
	2018	2019	2020	2021	2022
Graduated	113	133	105	92	44

Transferred					
	2018	2019	2020	2021	2022
Transferred	183	150	145	107	42
Transferred and graduated	51	45	22	14	2
Transferred and currently enrolled	1	4	2	5	4
Did not transfer	555	625	588	683	895

Drop Outs by Gender

	2018	2019	2020	2021	2022
Female	47%	49%	48%	54%	57%
Male	53%	51%	52%	46%	42%
Unknown	0%	0%	0%	0%	1%

Drop Outs by Gender and Students of Color

	2018	2019	2020	2021	2022
Female	**47%**	**49%**	**48%**	**54%**	**57%**
Not a Student of Color	71%	64%	63%	64%	64%
Unknown	0%	0%	1%	1%	0%
Student of Color	29%	35%	36%	35%	36%
Male	**53%**	**51%**	**52%**	**46%**	**42%**
Not a Student of Color	65%	61%	57%	61%	53%
Unknown	1%	1%	0%	0%	0%
Student of Color	34%	38%	42%	39%	46%
Unknown Gender	**0%**	**0%**	**0%**	**0%**	**1%**
Not a Student of Color	100%			0%	40%
Unknown	0%			0%	40%
Student of Color	0%			100%	20%

Drop Outs by Students of Color

	2018	2019	2020	2021	2022
Students of Color	31%	37%	39%	37%	40%
Unknown	1%	1%	1%	1%	1%
Not Students of Color	68%	63%	60%	62%	59%

Drop Outs by Ethnicity

	2018	2019	2020	2021	2022
American Indian or Alaska Native	1%	1%	1%	1%	0%
Asian	4%	3%	5%	3%	4%
Black or African American	15%	15%	16%	15%	19%
Hispanic of any race	7%	12%	12%	12%	11%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%
Nonresident Alien	1%	1%	1%	1%	0%
Two or more races	4%	6%	5%	6%	6%
Unknown race and ethnicity	1%	1%	1%	1%	1%
White	67%	62%	59%	61%	59%

Drop Outs by Age and Gender	2018	2019	2020	2021	2022
18 or less	**26%**	**27%**	**33%**	**29%**	**33%**
Female	43%	42%	39%	43%	57%
Male	57%	58%	61%	57%	43%
Unknown	0%	0%	0%	0%	1%
19 - 20	**24%**	**23%**	**21%**	**24%**	**25%**
Female	45%	48%	42%	52%	48%
Male	55%	52%	58%	48%	50%
Unknown	0%	0%	0%	0%	2%
21 - 24	**20%**	**20%**	**15%**	**19%**	**17%**
Female	46%	53%	58%	59%	56%
Male	54%	47%	42%	40%	44%
Unknown	0%	0%	0%	1%	0%
25 - 34	**18%**	**19%**	**18%**	**18%**	**14%**
Female	53%	48%	60%	59%	60%
Male	46%	52%	40%	41%	38%
Unknown	1%	0%	0%	0%	1%
35 - 44	**6%**	**7%**	**7%**	**7%**	**6%**
Female	43%	64%	56%	70%	73%
Male	57%	36%	44%	30%	23%
Unknown	0%	0%	0%	0%	3%
45 - 54	**4%**	**3%**	**4%**	**3%**	**4%**
Female	65%	63%	50%	73%	68%
Male	35%	38%	50%	27%	32%
55 or greater	**2%**	**1%**	**1%**	**1%**	**1%**
Female	64%	57%	80%	0%	75%
Male	36%	43%	20%	100%	25%
Unknown age	**0%**	**0%**	**1%**	**0%**	**0%**
Female			0%	100%	
Male			100%	0%	

Student Load of Drop Outs

	2018	2019	2020	2021	2022
Full Time	53%	56%	54%	48%	52%
Part Time	47%	44%	46%	52%	48%

Drop Outs by Pell Recipients

	2018	2019	2020	2021	2022
Did not receive Pell	58%	57%	61%	60%	58%
Received Pell	42%	43%	39%	40%	42%

Drop Outs by First Generation

	2018	2019	2020	2021	2022
Not First Generation	33%	35%	33%	31%	35%
First Generation	63%	62%	65%	66%	63%
Unknown	4%	3%	1%	3%	3%

Drop Outs by First Time in College Students (FTIC)

First Time in College (FTIC): New students with no previous credits or transfer in credits

Drop Outs by First Time in College

	2018	2019	2020	2021	2022
First Time in College	50%	51%	52%	52%	53%
Non-First Time in College	50%	49%	48%	48%	47%

Drop Outs by First time in College and Students of Color

	2018	2019	2020	2021	2022
FTIC	50%	51%	52%	52%	53%
Non-First Time in College	63%	62%	53%	57%	55%
Unknown ethnicity	1%	1%	1%	2%	1%
First Time in College	36%	37%	46%	42%	44%
Non FTIC	50%	49%	48%	48%	47%
Non-First Time in College	73%	63%	68%	68%	64%
Unknown ethnicity	0%	0%	0%	0%	0%
First Time in College	27%	36%	32%	32%	36%

Drop Outs by First time in College and Gender

	2018	2019	2020	2021	2022
FTIC	50%	51%	52%	52%	53%
Female	37%	39%	42%	47%	51%
Male	63%	61%	58%	53%	48%
Unknown	0%	0%	0%	0%	1%
Non FTIC	50%	49%	48%	48%	47%
Female	57%	60%	54%	61%	63%
Male	43%	40%	46%	39%	36%
Unknown	0%	0%	0%	0%	1%

Drop Outs by First time in College and Ethnicity

	2018	2019	2020	2021	2022
First Time in College	50%	51%	52%	52%	53%
American Indian or Alaska Native	1%	1%	1%	0%	0%
Asian	4%	3%	4%	3%	4%
Black or African American	19%	17%	20%	16%	21%
Hispanic of any race	7%	12%	15%	14%	11%
Nonresident Alien	2%	1%	1%	0%	1%
Two or more races	5%	5%	6%	8%	7%
Unknown race and ethnicity	1%	1%	1%	2%	1%
White	62%	61%	52%	57%	54%
Non-First Time in College	50%	49%	48%	48%	47%
American Indian or Alaska Native	0%	0%	1%	1%	0%
Asian	5%	4%	5%	3%	4%
Black or African American	11%	13%	12%	14%	16%
Hispanic of any race	7%	11%	10%	10%	11%
Native Hawaiian or Other Pacific Islander	0%	1%	0%	0%	0%
Nonresident Alien	1%	0%	0%	2%	0%
Two or more races	4%	7%	4%	4%	5%
Unknown race and ethnicity	0%	0%	0%	0%	0%
White	71%	63%	67%	66%	64%

Transfer Students at RCTC

STUDENTS WHO DECIDED TO TRANSFER INTO RCTC FROM ANOTHER INSTITUTION

Transfer Institution	Credits transferred-in	Average credits over 5 years
Riverland Community College	774	154.8
Rochester Community and Technical College	596	119.2
Southwest Minnesota State University	568	113.6
Minnesota State College Southeast	492	98.4
Winona State University	472	94.4
Minnesota State University, Mankato	240	48

RCTC Program at time of transfer	Headcount	Avg over 5 years
LIBERAL ARTS & SCIENCES	284	56.8
NURSING	229	45.8
NON-DEGREE SEEKING	103	20.6
DENTAL HYGIENE	58	11.6
HEALTH SCIENCES BROAD FIELD	53	10.6
HEALTH INFORMATION TECHNOLOGY	31	6.2

STUDENTS WHO DECIDED TO TRANSFER OUT OF RCTC TO ANOTHER INSTITUTION

Term student started at RCTC	Amount of students who transferred out	Average credits at transfer
Fall 2017	506	25
Spring 2018	171	13
Fall 2018	632	23
Spring 2019	205	13
Fall 2019	34	44
Spring 2020	12	33
Fall 2020	18	36
Spring 2021	3	33
Fall 2021	53	7
Total	1634	21

The two highest enrolled majors of students who transferred out between 2017 and 2021 was Liberal Arts & Sciences and Nursing.

PSEO students who decide to attend RCTC after graduating from high school

TOP TEN MAJORS BETWEEN 2017 – 2021	
MAJORS	STUDENTS
LIBERAL ARTS & SCIENCES	238
NURSING	146
NON-DEGREE SEEKING	95
HEALTH SCIENCES BROAD FIELD	36
COMPUTER SCIENCE TRANSFER PATHWAY	31
BIOLOGY TRANSFER PATHWAY	29
PRE-SOCIAL WORK TRANSFER PATHWAY	28
DENTAL HYGIENE	25
BUSINESS MANAGEMENT	21
BUSINESS TRANSFER PATHWAY	21

PSEO students who do not enroll at RCTC after high school graduation		
	Students	Average earned credits as PSEO
Fall 2017	382	17
Fall 2018	346	10
Fall 2019	263	10
Fall 2020	329	13
Fall 2021	611	15

CONTACT US

Rochester
COMMUNITY AND TECHNICAL COLLEGE

Minnesota State

Rochester Community and Technical College,
A member of Minnesota State

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