

**Oglala Lakota College**  
**Office of Institutional Research and Assessment**



# **FACTBOOK 2023-24**

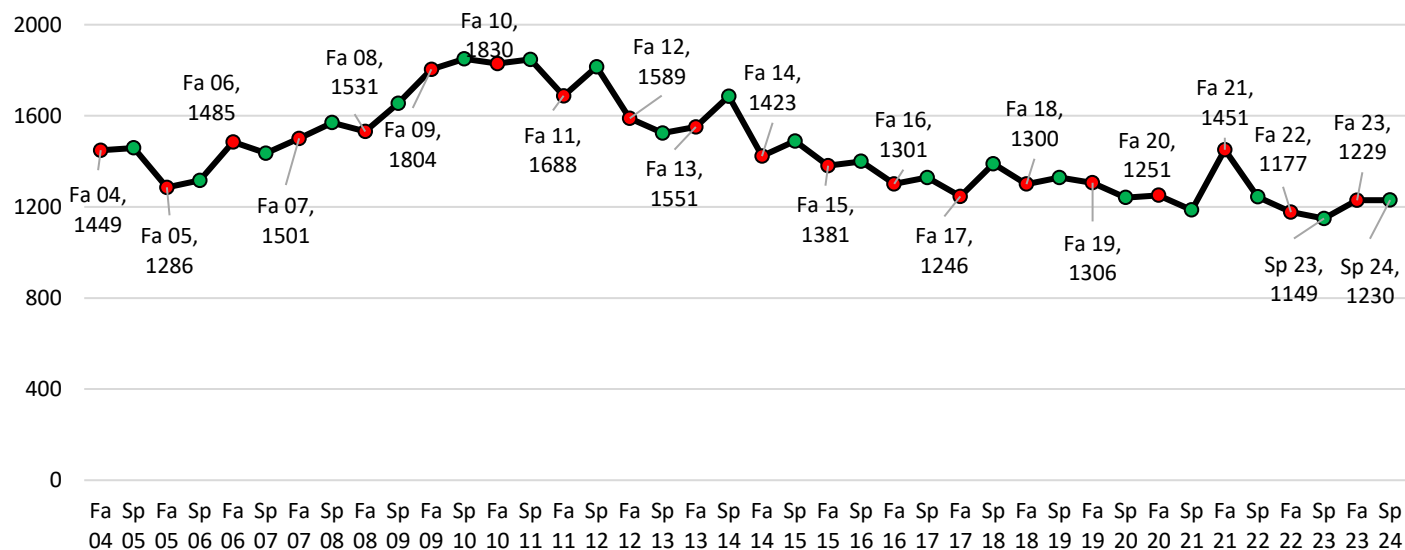
December 18, 2024

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## 1. Student Demographics

### a. All Students

#### i. 20-Year Total Enrollment: Fall 2004-Spring 2024



#### ii. Enrollment by Class and Enrollment Status

	Summer 2023		Fall 2023				Spring 2024				Summer 2024	
	Total	%	Full-Time	Part-Time	Total	%	Full-Time	Part-Time	Total	%	Total	%
Early Entry	0	0%	0	3	3	0%	0	5	5	0%	2	1%
Entering Freshmen	6	3%	61	55	116	9%	27	34	61	5%	4	2%
Freshmen	52	24%	164	200	364	30%	186	220	406	33%	42	22%
Sophomores	51	23%	122	122	244	20%	101	127	228	19%	35	19%
Juniors	26	12%	73	98	171	14%	92	93	185	15%	38	20%
Seniors	60	27%	90	153	243	20%	102	140	242	20%	30	16%
Graduate Students	10	5%	32	9	41	3%	21	17	38	3%	15	8%
Non-Degree-Seeking	14	6%	7	40	47	4%	4	61	65	5%	22	12%
<b>TOTAL</b>	<b>219</b>	<b>100%</b>	<b>549</b>	<b>680</b>	<b>1229</b>	<b>100%</b>	<b>533</b>	<b>697</b>	<b>1230</b>	<b>100%</b>	<b>188</b>	<b>100%</b>
<b>%</b>			<b>45%</b>	<b>55%</b>	<b>100%</b>		<b>43%</b>	<b>57%</b>	<b>100%</b>			

*Early Entry = High school students taking college courses*  
*Entering Freshmen = First-semester students, no prior college experience*  
*Freshmen: 0-30 credits*

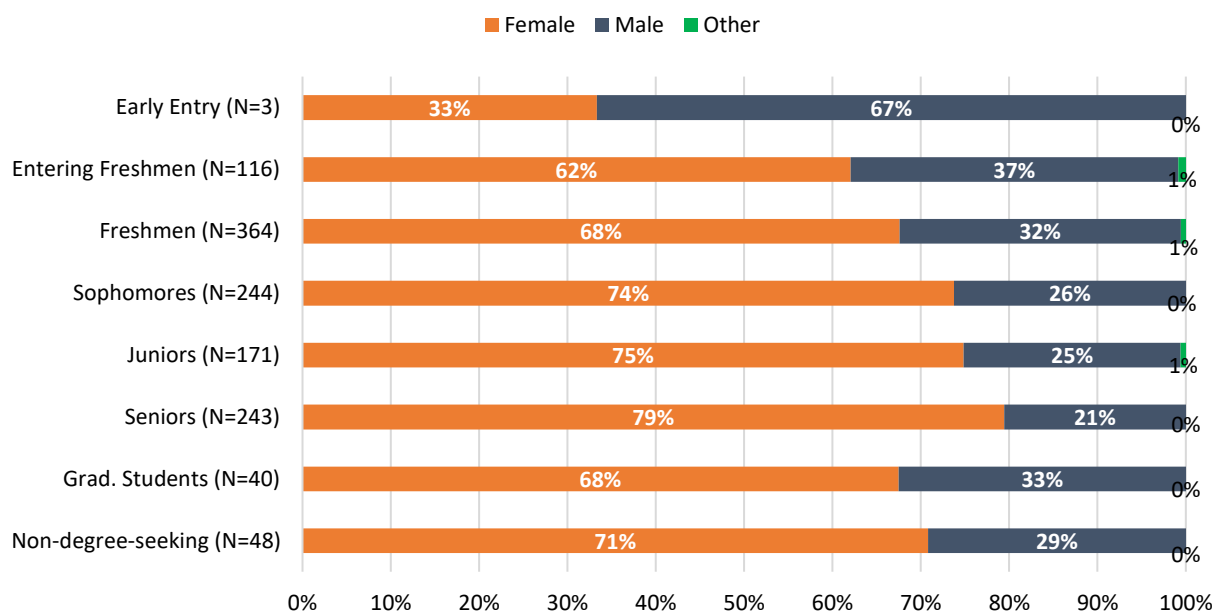
*Sophomores: 31-60 credits*  
*Juniors: 61-90 credits*  
*Seniors: 91 or more credits*  
*Non-Degree-Seeking = Students not pursuing a degree and students who*

*have already earned a bachelor's degree and are taking undergraduate courses*  
*Full-time = 12 or more credits (6 or more for graduate students)*

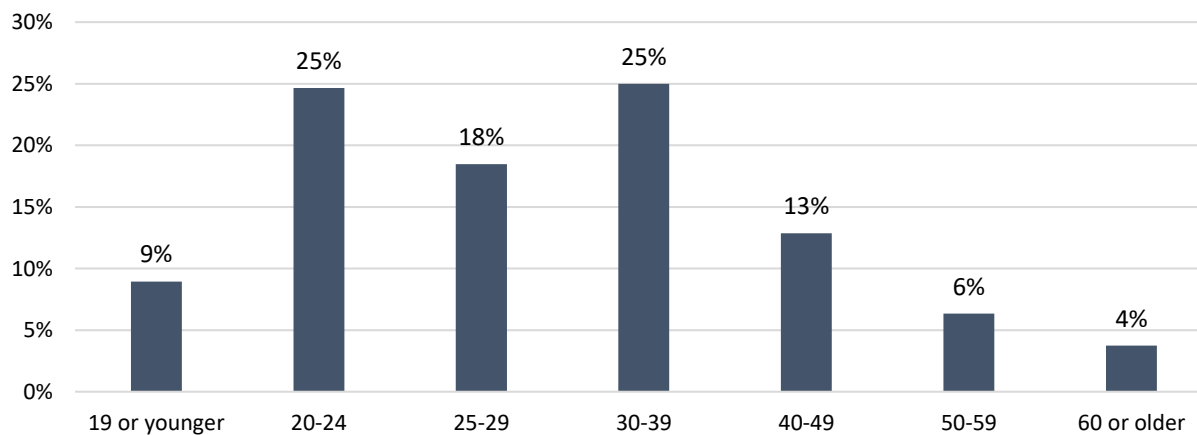
## iii. Gender of 2023-24 Students

	Summer 2023		Fall 2023		Spring 2024		Summer 2024	
Female	157	72%	881	72%	862	70%	139	26%
Male	62	28%	344	28%	363	30%	49	26%
Other	0	0%	4	0%	5	0%	0	0%

## Fall 2023 Enrollment by Gender and Class Code

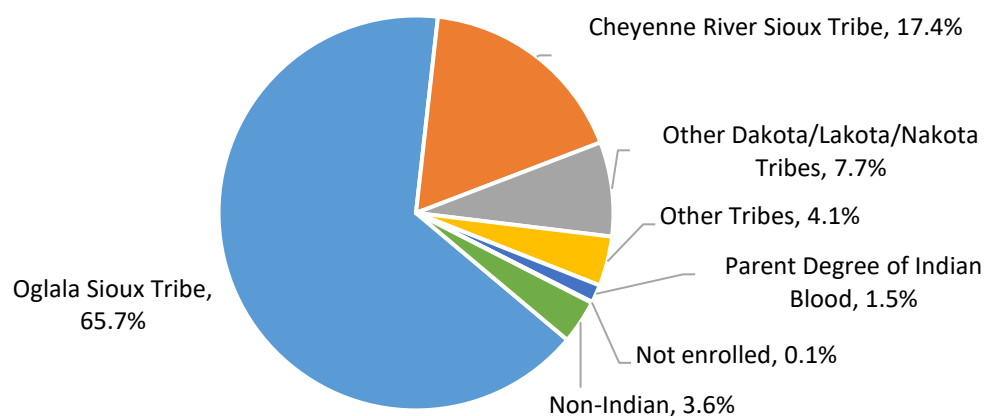


## iv. Age of Fall 2023 Students



## v. Ethnicity of Fall 2023 Students

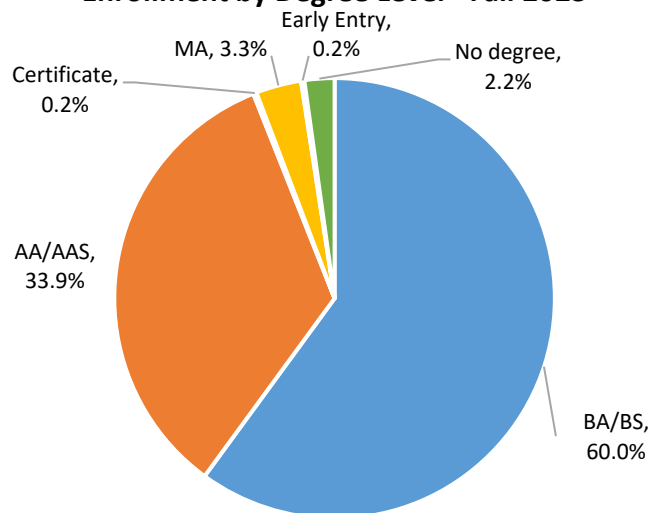
Tribe	Fall 2023	Tribe	Fall 2023
Oglala Sioux Tribe	807 (66%)	Chippewa-Cree Indians of the Rocky Boy's Reservation of MT	1 (0%)
Cheyenne River Sioux Tribe of the Cheyenne River Reservation, SD	214 (17%)	Choctaw Nation of OK	1 (0%)
Rosebud Sioux Tribe of the Rosebud Indian Reservation, SD	53 (4%)	Fort Belknap Indian Community of the Fort Belknap Reservation of MT	1 (0%)
Navajo Nation, AZ, NM & UT	15 (1%)	Hopi Tribe of AZ	1 (0%)
Standing Rock Sioux Tribe of ND & SD	14 (1%)	Kiowa Tribe of OK	1 (0%)
Arapaho Tribe of the Wind River Reservation, WY	9 (1%)	Lac Courte Oreilles Band of Lake Superior Chippewa Indians of WI	1 (0%)
Lower Brule Tribe of the Lower Brule Reservation, SD	8 (1%)	Minnesota Chippewa Tribe, MN: Mille Lacs Band	1 (0%)
Crow Creek Sioux Tribe of the Crow Creek Reservation, SD	7 (1%)	Omaha Tribe of NE	1 (0%)
Yankton Sioux Tribe of SD	4 (0%)	Oneida Tribe of Indians of WI	1 (0%)
Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, MT	3 (0%)	Ponca Tribe of NE	1 (0%)
Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, MT	3 (0%)	Prairie Band Potawatomi Nation, KS	1 (0%)
Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, SD	3 (0%)	Prairie Island Indian Community of the State of MN	1 (0%)
Three Affiliated Tribes of the Fort Berthold Reservation, ND	3 (0%)	The Muscogee (Creek) Nation	1 (0%)
Shoshone Tribe of the Wind River Reservation, WY	2 (0%)	Turtle Mountain Band of Chippewa Indians of ND	1 (0%)
Spirit Lake Tribe, ND	2 (0%)	Yurok Tribe of the Yurok Reservation, CA	1 (0%)
Bay Mills Indian Community, MI	1 (0%)	Parent Degree of Indian Blood (PDIB)	18 (1%)
Blackfeet Tribe of the Blackfeet Indian Reservation of MT	1 (0%)	Not enrolled (no PDIB)	1 (0%)
Cherokee Nation	1 (0%)	Non-Indian	44 (4%)
Cheyenne and Arapaho Tribes, OK	1 (0%)	Total	1229



## vi. Declared Degree – Fall 2023

	Fall 2023	
Certificate	3	0.2%
Associate of Art	336	27.3%
Associate of Applied Science	81	6.6%
Bachelor of Art	205	16.7%
Bachelor of Science	532	43.3%
Master of Art	42	3.4%
Non-Degree-Seeking: Early Entry	3	0.2%
Non-Degree-Seeking: Recertification	4	0.3%
Non-Degree-Seeking: Other	23	1.9%
Total	1229	100.0%

Enrollment by Degree Level - Fall 2023



<b>Business Dept.</b>	<b>293 (24%)</b>	<b>Math, Science, and Technology Dept.</b>	<b>157 (13%)</b>
AA in General Business	51	AA in Life Sciences	18
BS in Business Administration	242	AA in Pre-Engineering	20
Accounting	42	AA in Science, Engineering and Math*	1
Entrepreneurship	48	AAS in Information Technology	15
Management	133	BS in Information Technology	57
Tribal Management	19	BS in Natural Science	46
<b>Education Dept.</b>	<b>167 (14%)</b>	Conservation Biology	33
AA in Early Childhood	30	Earth Science	13
AA in Elementary Education	11	<b>Nursing Dept.</b>	<b>111 (9%)</b>
BA in Early Childhood	52	AA in Nursing	111
BS in Elementary Education	55	<b>Social Work Dept.</b>	<b>113 (9%)</b>
BS in K-12 Lakota Studies Education	16	BS in Social Work	113
BS in Sec. Education Physical Science	3	<b>Vocational Education Dept.</b>	<b>66 (5%)</b>
<b>Humanities &amp; Social Science Dept.</b>	<b>75 (6%)</b>	AAS in Automotive Technology	20
AA in Graphic Arts	29	AAS in Electrical Technology	8
BA in Leadership & Communications	46	AAS in General Construction	27
<b>Lakota Studies Dept.</b>	<b>175 (14%)</b>	AAS in Office Technology	11
Lakota Language Certificate	3	<b>Graduate Studies Dept.</b>	<b>42 (3%)</b>
AA in Lakota Studies	29	MA in Lakota Leadership & Mngmt	32
AA in Tribal Law	36	MA in Lakota Leadership and Mngmt	10
BA in Lakota Studies	107	– Education Administration	
Indian Law	43	<b>Non-degree-seeking, undeclared, early entry</b>	<b>30 (2%)</b>
Lakota Arts	24		
Lakota Culture*	1		
Lakota Language	34		
Tourism/Cultural Interpretation	5		
		<b>TOTAL</b>	<b>1229</b>

\* Degree/degree option no longer in catalog

## vii. Departmental Enrollment Summer 2023, Fall 2023, Spring 2024

Department	Face-to-Face		Room-Based Audio-Video		Cloud-Based Audio-Video		Online		Hybrid		Alternative Site Delivery		Graduation Requirement Course		Internship, Practicum		Special Projects		Test-out	Total	
	Sections (S)	Enrollment (E)	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E		S	E
Business	18	143	7	91	22	357	18	152			1	18	5	6						71	767
Education	10	53	3	25	17	168	9	113					6	6	3	15	1	19		49	397
Foundational Studies					21	230														21	230
Graduate Studies					22	160							2	3	1	1				25	164
Humanities and Social Science	51	628	4	52	70	1081							6	6						131	1767
Lakota Studies	72	770	11	120	50	920							7	12	4	54			13	167	1953
Math, Science, and Technology	30	375	19	245	45	697			12	77	2	48	7	8	1	1	1	2	18	127	1471
Nursing	13	198																		13	198
Social Work	1	1	19	167									1	1	2	24				23	193
Vocational Education	21	83	1	4	21	200	4	21					2	2	2	3				51	313
<b>Total</b>	<b>216</b>	<b>2251</b>	<b>64</b>	<b>704</b>	<b>268</b>	<b>3813</b>	<b>31</b>	<b>286</b>	<b>12</b>	<b>77</b>	<b>3</b>	<b>66</b>	<b>36</b>	<b>44</b>	<b>13</b>	<b>98</b>	<b>2</b>	<b>21</b>	<b>31</b>	<b>678</b>	<b>7453</b>

### Course Delivery Modes:

Face-to-face: Courses held in person at the college center

Room-Based Audio-Video: Courses taught and attended in a smart classroom connecting multiple college centers

Cloud-Based Audio-Video: Courses taught via Zoom; neither students nor faculty are required to join the class from a college center

Online: Asynchronous courses (not attended in real time)

Hybrid: Combination of face-to-face and distance learning

Alternative Site Delivery: Method used to allow individual students to connect virtually from off-site to a class that otherwise meets on-site

Graduation Requirement Course: Independent study in a course needed for graduation that is not offered

Internship, Practicum: Individualized courses in which students work in their field

Special Projects: Courses not scheduled as part of OLC's regular sessions to provide "special" educational opportunities.

Test-out: Credit by examination

## viii. College Center Statistics

College Center Statistics Fall 2023								
	Indian Students	Non-Indian Students	Total Students	Indian Cr. Hrs.	Non-Indian Cr. Hrs.	Total Credit Hours	Full-Time Equivalence (FTE)	Indian Student Count (ISC)
Cheyenne River	184	6	190	1787	42	1829	152.4	148.9
Eagle Nest	73	1	74	564	3	567	47.3	47.0
East Wakpamni	23	1	24	195	12	207	17.3	16.3
He Sapa	260	23	283	2550	169	2719	226.6	212.5
LaCreek	36		36	337		337	28.1	28.1
Oglala	72		72	583		583	48.6	48.6
Pahin Sinte	81	3	84	628	36	664	55.3	52.3
Pass Creek	31	1	32	263	6	269	22.4	21.9
Pejuta Haka	150	1	151	1277	12	1289	107.4	106.4
Pine Ridge	217	8	225	1872	59	1931	160.9	156.0
Wounded Knee	57	1	58	462	9	471	39.3	38.5
Totals	1184	45	1229	10518	348	10866	905.5	876.5

College Center Statistics Spring 2024								
	Indian Students	Non-Indian Students	Total Students	Indian Cr. Hrs.	Non-Indian Cr. Hrs.	Total Credit Hours	Full-Time Equivalence (FTE)	Indian Student Count (ISC)
Cheyenne River	163	5	168	1583	46	1629	135.8	131.9
Eagle Nest	76	3	79	555	9	564	47.0	46.3
East Wakpamni	26	1	27	242	12	254	21.2	20.2
He Sapa	286	39	325	2814	222	3036	253.0	234.5
LaCreek	40	1	41	385	6	391	32.6	32.1
Oglala	56	2	58	478	21	499	41.6	39.8
Pahin Sinte	70	4	74	581	33	614	51.2	48.4
Pass Creek	30	1	31	254	7	261	21.8	21.2
Pejuta Haka	148	1	149	1215	12	1227	102.3	101.3
Pine Ridge	208	7	215	1838	68	1906	158.8	153.2
Wounded Knee	61	2	63	467	21	488	40.7	38.9
Totals	1164	66	1230	10412	457	10869	905.8	867.7

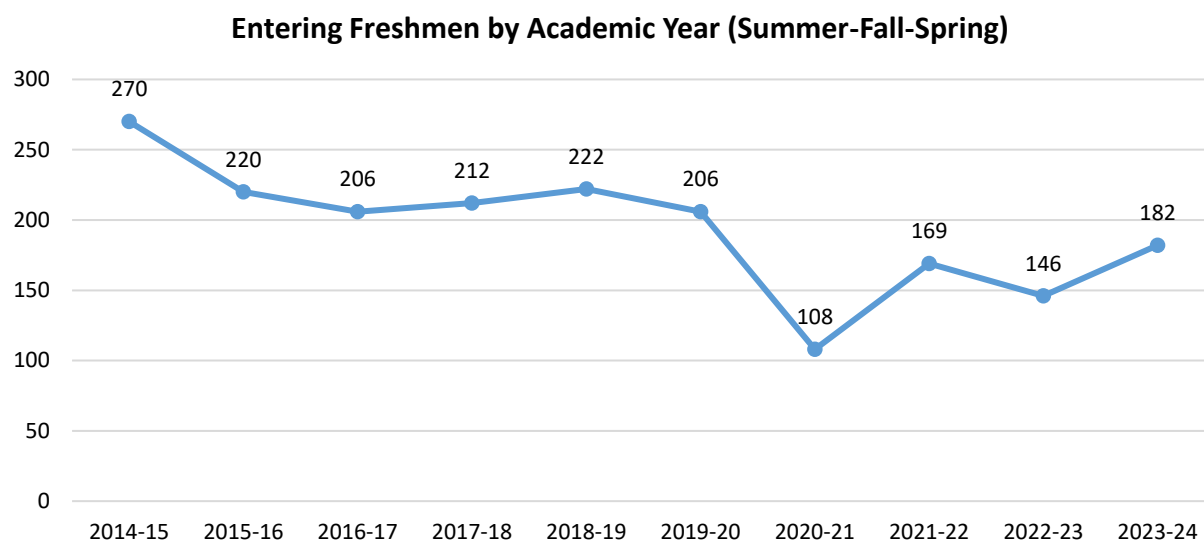
Full-time equivalence (FTE) = Total Credit Hours / 12

Indian Student Count (ISC) = Indian Credit Hours / 12

## b. Entering Freshmen

### i. 10-Year Entering Freshmen Enrollment: 2014-15 – 2023-24

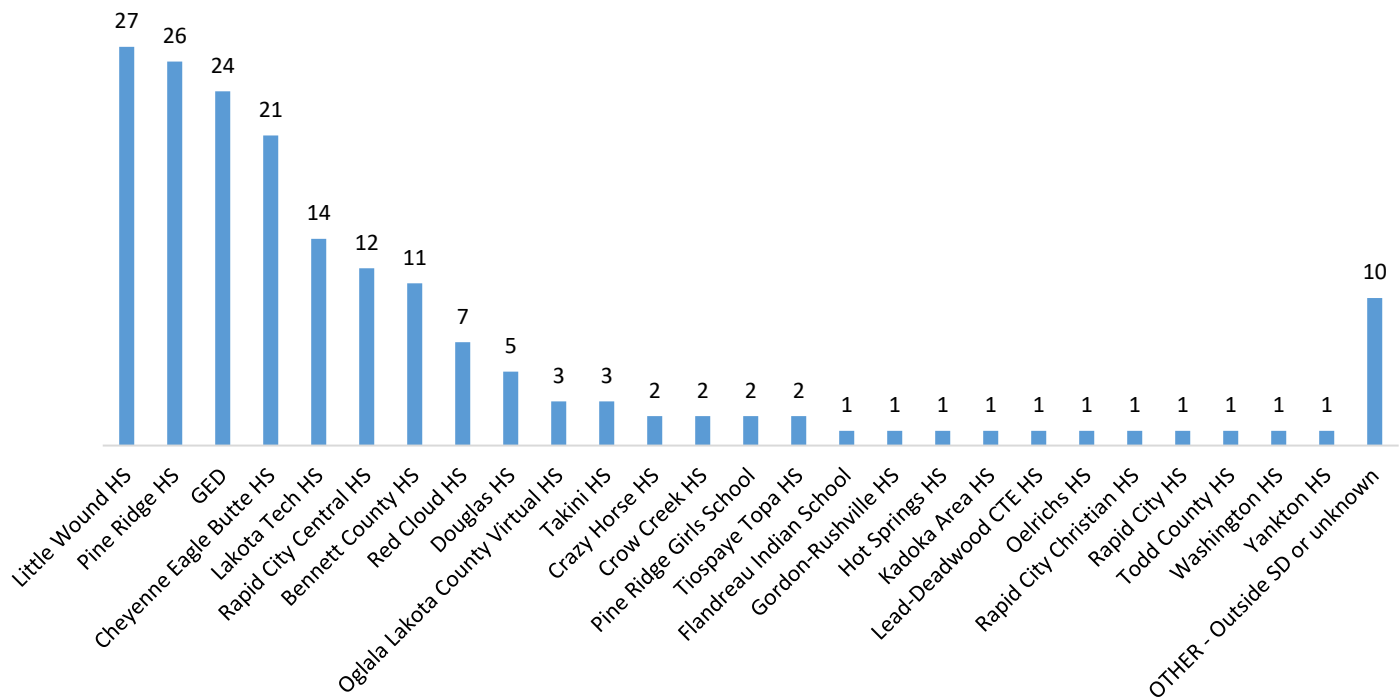
The number of new entering freshmen, students in their first semester in college, decreased in the past ten years but it was stable until the COVID-19 pandemic. In Fall 2020, a much smaller number of students started taking college classes for the first time, not only at OLC but at many other colleges and universities as well. By 2023-24, the number of entering freshmen has not quite yet reached pre-pandemic levels, though it was significantly higher than in the previous two academic years.



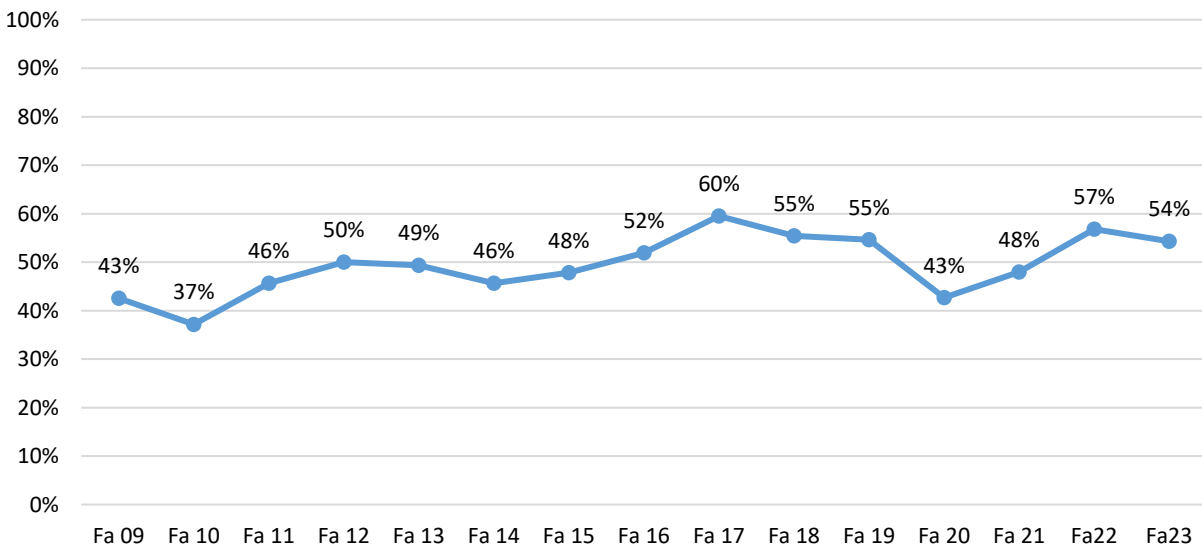
### ii. 2023-24 Entering Freshmen by College Center

	Summer 2023	Fall 2023	Spring 2024	2023-24 Total	% of all Entering Freshmen
Cheyenne River, Eagle Butte		22	9	31	17%
Eagle Nest, Wanblee		3	1	4	2%
East Wakpamni, Batesland		3	1	4	2%
He Sapa, Rapid City	1	25	18	44	24%
LaCreek, Martin		7	5	12	7%
Oglala, Oglala	1	3	3	7	4%
Pahin Sinte, Porcupine	1	6	8	15	8%
Pass Creek, Allen		2		2	1%
Pejuta Haka, Kyle	2	13	5	20	11%
Pine Ridge, Pine Ridge		26	8	34	19%
Wounded Knee, Manderson		6	3	9	5%
<b>Total</b>	<b>5</b>	<b>116</b>	<b>61</b>	<b>182</b>	<b>100%</b>

### iii. 2023-24 Entering Freshmen by High School



### iv. Enrollment Within One Year of High School Graduation



## 2. Student Achievement

### a. Fall-to-Fall Retention

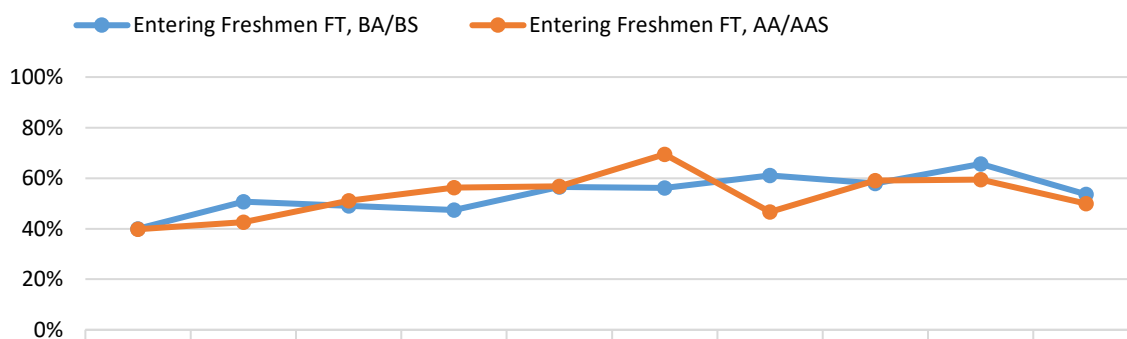
#### i. Fall 2022 to Fall 2023 Retention by Class and Enrollment Status

OLC monitors fall-to-fall retention of degree-seeking students by class and enrollment status (full-time vs. part-time). Using retention of full-time juniors from Fall 2022 to Fall 2023 as an example, retention is calculated as follows:  $(\# \text{ of Fall 2022 full-time juniors who return in Fall 2023 } [53] + \# \text{ of full-time juniors who graduated during 2022-23 } [8]) \div (\# \text{ of juniors enrolled full-time in Fall 2022 } [83] - \# \text{ Exclusions (e.g., deaths) } [0]) * 100 = 73\%$ . In general, full-time students are retained at a higher rate than students with part-time enrollment. Retention increases by class: OLC retains juniors and seniors at higher rates than freshmen.

Class Code	Full-Time Students					Part-Time Students					All Students				
	Fa 22	Fa 23 Re-turn	22-23 Grad.	Exclusions	Retention Rate	Fa 22	Fa 23 Re-turn	22-23 Grad.	Exclusions	Retention Rate	Fa 22	Fa 23 Re-turn	22-23 Grad.	Exclusions	Retention Rate
Entering Freshmen	56	29	0	0	52%	32	14	0	0	44%	88	43	0	0	49%
Freshmen	157	102	1	0	66%	183	97	0	0	53%	340	199	1	0	59%
Sophomores	101	66	11	0	76%	114	60	7	0	59%	215	126	18	0	67%
Juniors	83	53	8	0	73%	128	71	9	0	63%	211	124	17	0	67%
Seniors	81	48	20	0	84%	144	81	25	0	74%	225	129	45	0	77%
Total Degree-Seeking UG	478	298	40	0	71%	601	323	41	0	61%	1079	621	81	0	65%

#### ii. Fall-to-Fall Retention of Full-Time Entering Freshmen

For external reporting, retention of full-time entering freshmen, particularly those pursuing a Bachelor's degree, is most relevant. OLC was able to increase retention of full-time entering freshmen pursuing a bachelor's degree from 40% (Fall 2013 to Fall 2014) to 66% (Fall 2021 to Fall 2022), though the Fall 2022 cohort was retained to Fall 2023 at a lower rate.

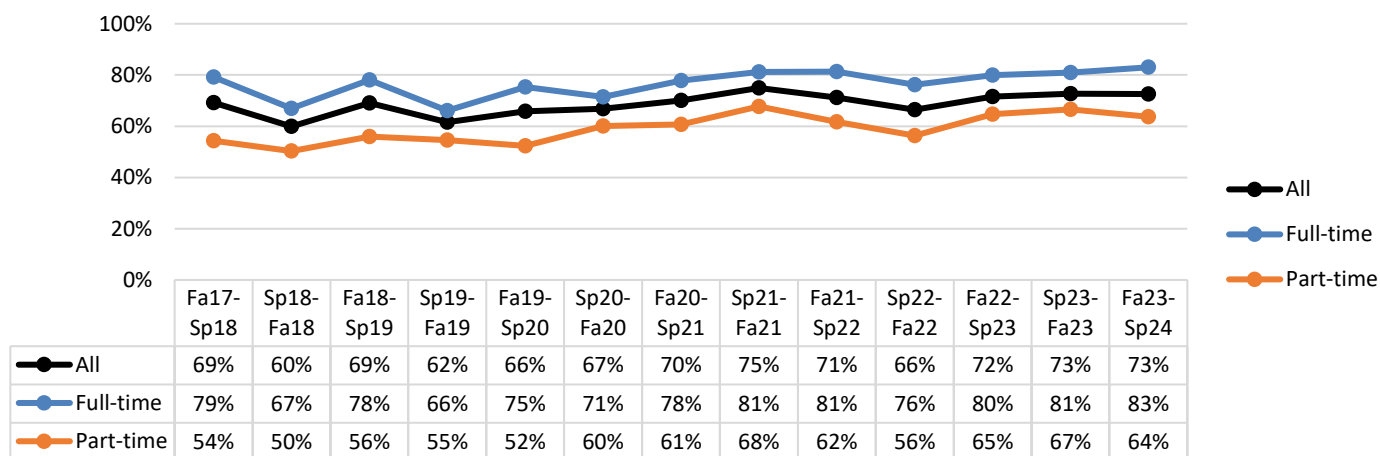


	Fa13 - Fa14	Fa14 - Fa15	Fa15 - Fa16	Fa16 - Fa17	Fa17 - Fa18	Fa18 - Fa19	Fa19 - Fa20	Fa20 - Fa21	Fa21 - Fa22	Fa22 - Fa23
Entering Freshmen FT, BA/BS	40%	51%	49%	47%	57%	56%	61%	58%	66%	54%
Entering Freshmen FT, AA/AAS	40%	43%	51%	56%	57%	69%	47%	59%	59%	50%

## b. Semester-to-Semester Persistence

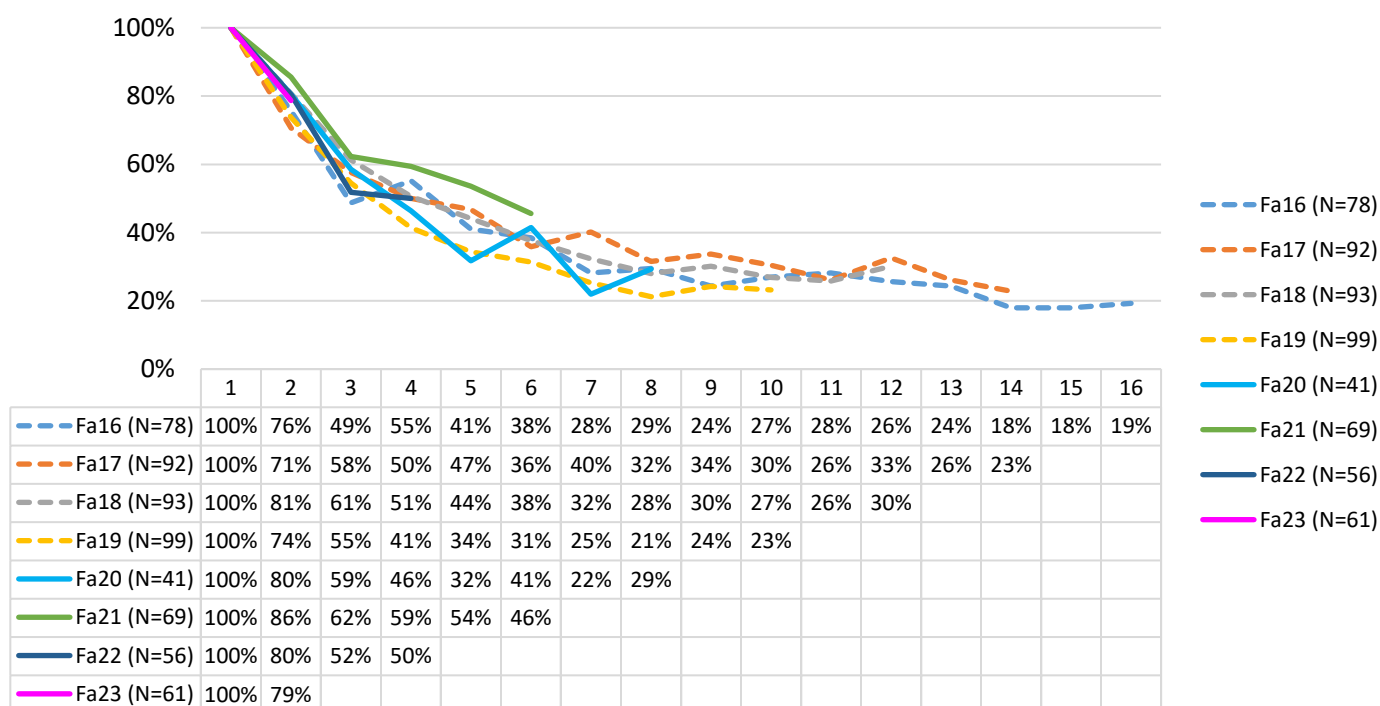
### i. Persistence of Full-Time and Part-Time Degree-Seeking Students

OLC also tracks re-enrollment from semester to semester (persistence). In the past, more students persist from the fall to the spring semester than from the spring to the fall. This was not the case in two of the past three years. Generally, persistence has increased slightly, with full-time students persisting at a higher rate than part-time students.



### ii. Cohort Persistence of Fall Full-Time Entering Freshmen

Additionally, OLC uses a cohort-based approach to look at what happens to students who start at the same time term after term. The chart below shows the Fall 2016 to Fall 2023 full-time entering freshmen cohorts and the percentage who were still enrolled or who graduated in the subsequent semesters.



### c. Completion

#### i. Completion Rates

OLC tracks cohorts of Entering Freshment to determine how many students graduate from a cohort in 4-,6- and 8-year increments. This data is reported to a national database called IPEDS (Integrated Postsecondary Education Data System). It is important to keep in mind that the IPEDS completion rates are only looking at students who entered OLC without prior college experience and registered full-time in their first semester. In order to graduate with a Bachelor's within 4 years, students would need to take 15 credits per semester, which generally less than 10% of the degree-seeking students do.

Fall Full-Time BA/BS-degree-seeking Cohort		100% - 4yrs		150% - 6yrs		200% - 8yrs	
		#	%	#	%	#	%
2009	37	0	0%	3	8%	4	11%
2010	58	0	0%	5	9%	7	12%
2011	87	0	0%	2	2%	4	5%
2012	95	0	0%	6	6%	8	8%
2013	70	1	1%	4	6%	5	7%
2014	69	0	0%	2	3%	3	4%
2015	62	0	0%	4	6%	5	8%
2016	49	0	0%	2	4%	5	10%
2017	52	0	0%	2	4%	-	-
2018	57	0	0%	6	11%	-	-
2019	54	0	0%	-	-	-	-
2020	19	0	0%	-	-	-	-

The associate-degree equivalents to graduating with a bachelor's in 4 (100%), 6 (150%), or 8 year (200%) are 2, 3, and 4 years.

Fall Full-Time AA/AAS-degree-seeking Cohort		100% - 2yrs		150% - 3yrs		200% - 4yrs	
		#	%	#	%	#	%
2010	115	0	0%	5	4%	8	7%
2011	85	1	1%	2	2%	3	4%
2012	74	0	0%	3	4%	3	4%
2013	103	0	0%	1	1%	6	6%
2014	47	0	0%	3	6%	5	11%
2015	46	0	0%	3	7%	6	13%
2016	29	1	3%	4	14%	5	17%
2017	40	0	0%	8	20%	12	30%
2018	36	0	0%	0	0%	3	8%
2019	45	0	0%	0	0%	1	2%
2020	22	0	0%	2	9%	3	14%
2021	37	0	0%	5	14%	-	-
2022	42	1	2%	-	-	-	-

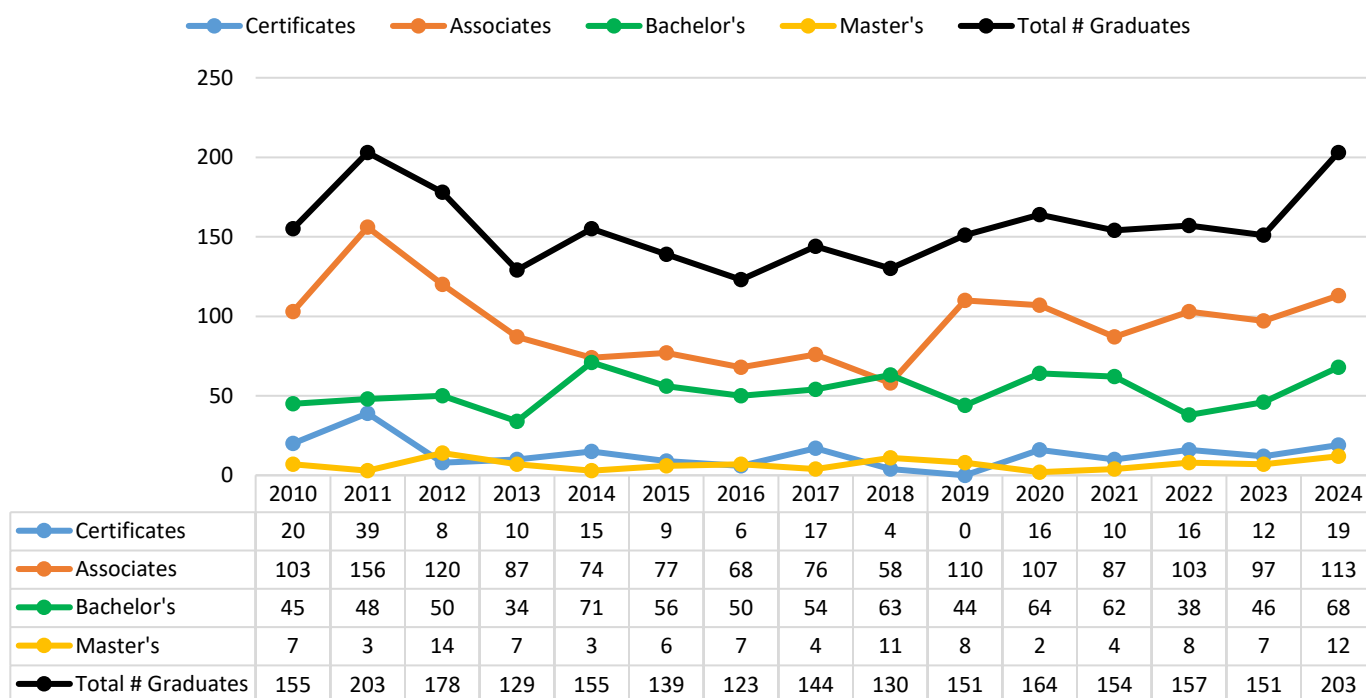
## ii. 2023-24 Awarded Degrees

In June 2024, OLC awarded 212 degrees to 203 students.

Department	CERT	AA	AAS	BA	BS	MA	TOTAL
Business	-	29	-	-	18	-	47
Education	-	7	-	2	8	-	17
Graduate Studies	-	-	-	-	-	12	12
Humanities and Social Science	-	5	-	3	-	-	8
Lakota Studies	19	43	-	18	-	-	80
Math, Science and Technology	-	0	1	-	9	-	10
Nursing	-	17	-	-	-	-	17
Social Work	-	-	-	-	10	-	10
Vocational Education	-	-	11	-	-	-	11
<b>TOTAL</b>	<b>19</b>	<b>101</b>	<b>12</b>	<b>23</b>	<b>45</b>	<b>12</b>	<b>212</b>

## iii. Awards by Degree Level: 2010-2024

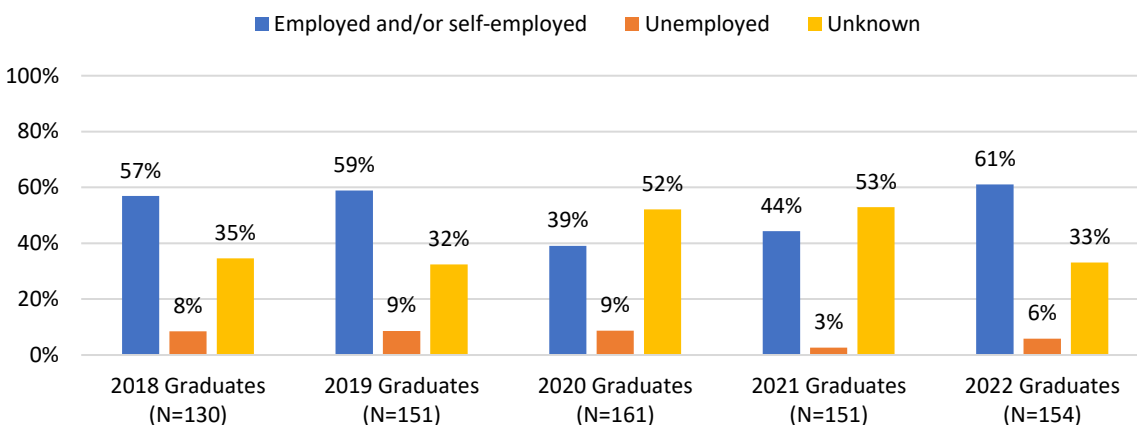
The number of degrees awarded per year has fluctuates partly because of changes to degree offerings: In 2012, the number of associate programs was consolidated to encourage students to work toward a bachelor's instead of accumulating multiple AAs. Before this change has gone into effect, students were encouraged to complete their AAs, resulting in a peak in AA/AAS awards, followed by an increase in bachelor's degrees. In 2019, the number of AAs awarded increased once again due to the reintroduction of two AA programs. In 2024, 203 students graduated with a credential, the largest graduating class tied with 2011.



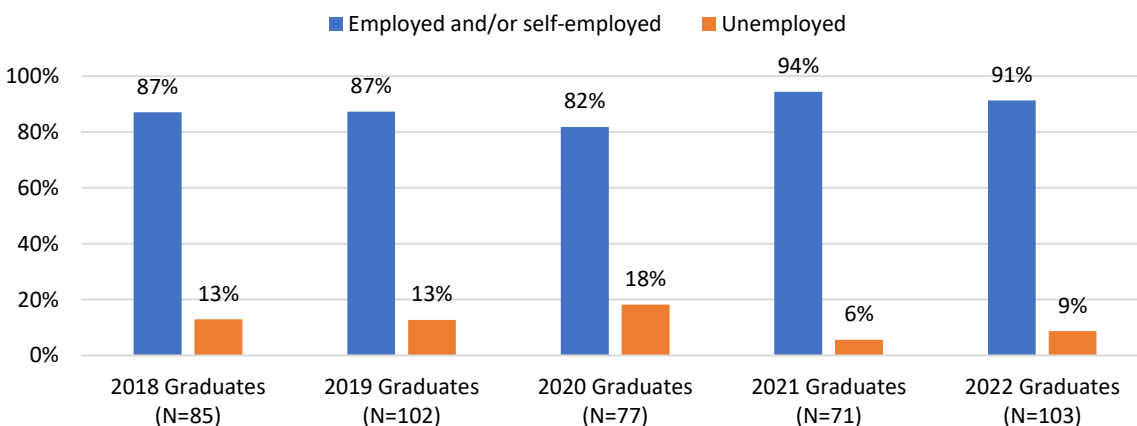
## 3. Success of OLC Graduates

### a. Employment One Year After Graduation – 2018-2022 Graduates

#### i. Employment Status of OLC Graduates Including Unknown Status



#### ii. Employment Status of OLC Graduates With Known Status

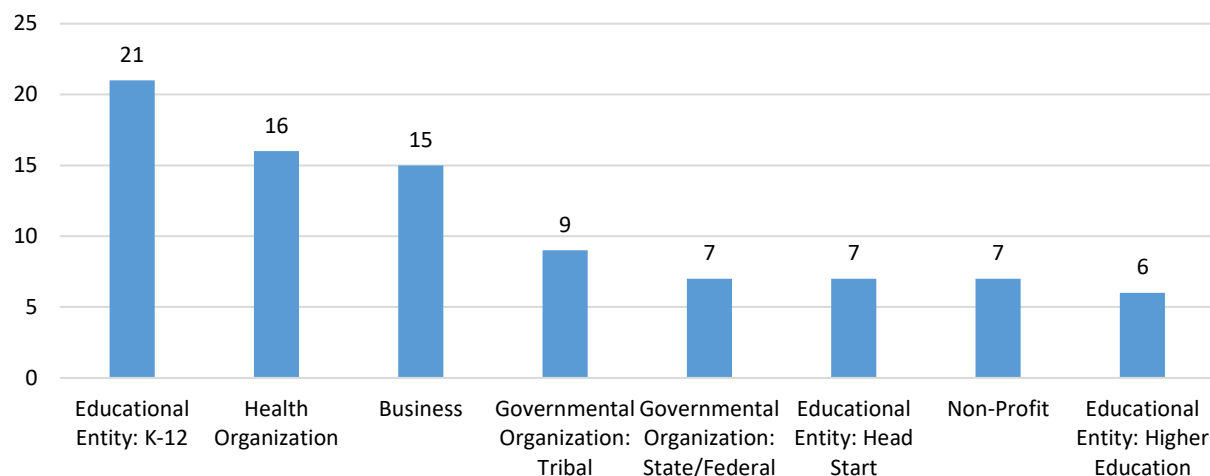


#### iii. Job Location of 2018-2022

	On a reservation		Pine Ridge Reservation		Cheyenne River Reservation		Other Reservation		Off reservation – Org. with Native mission*		Off reservation	
2018 Graduates	48	67%	40	56%	8	11%	0	0%	9	13%	15	21%
2019 Graduates	62	70%	46	52%	13	15%	3	3%	11	13%	15	17%
2020 Graduates	46	75%	36	59%	9	15%	1	2%	5	8%	10	16%
2021 Graduates	52	78%	40	60%	10	15%	2	3%	7	10%	8	12%
2022 Graduates	66	75%	54	61%	11	13%	1	1%	11	13%	11	13%
5-year average:	73%		58%		14%		2%		11%		16%	

\* Organization specifically geared toward Native Americans, e.g., Great Plains Tribal Leaders' Health Board, NDN Collective, Oglala Sioux Lakota Nursing Home

### b. Types of Organizations Employing 2022 OLC Graduates



### c. Graduate School Enrollment of 2023 Bachelor's Degree Graduates

Degree	# of Graduates	Enrolled at graduate level		Graduate level at OLC		Graduate level elsewhere	
	#	#	%	#	%	#	%
B.A. in Early Childhood	2	0	0%	N/A	N/A	N/A	N/A
B.A. in Lakota Studies – Indian Law	9	2	22%	0	0%	2	100%
B.A. in Lakota Studies – Lakota Arts	2	1	50%	1	100%	0	0%
B.A. in Lakota Studies – Lakota Culture	1	0	0%	N/A	N/A	N/A	N/A
B.A. in Lakota Studies – Lakota Language	2	0	0%	N/A	N/A	N/A	N/A
B.A. in Leadership and Communications	3	0	0%	N/A	N/A	N/A	N/A
B.S. in Business Administration – Entrepreneurship	4	0	0%	N/A	N/A	N/A	N/A
B.S. in Business Administration – Management	6	1	17%	1	100%	0	0%
B.S. in Information Technology	5	1	20%	0	0%	1	100%
B.S. in K-8 Elementary Education	4	0	0%	N/A	N/A	N/A	N/A
B.S. in Natural Science – Conservation Biology	2	0	0%	N/A	N/A	N/A	N/A
Bachelor of Social Work	6	0	0%	N/A	N/A	N/A	N/A
<b>All BA/BS graduates</b>	<b>46</b>	<b>5</b>	<b>9%</b>	<b>2</b>	<b>40%</b>	<b>3</b>	<b>60%</b>

Sources: National Student Clearinghouse Student Tracker, OLC Registrar's Office

#### d. Bachelor's Degree Enrollment of 2023 Associate Degree Graduates

	# of AA/AAS Graduates	Enrolled in BA/BS program		BA/BS program at OLC		BA/BS program elsewhere	
Department	#	#	%	#	%	#	%
A.A. in Early Childhood	9	7	78%	4	57%	3	43%
A.A. in Elementary Education	3	3	100%	3	100%	0	0%
A.A. in General Business	14	12	86%	8	67%		33%
A.A. in Graphic Arts	1	1	100%	1	100%	0	0%
A.A. in Lakota Studies	25	21	84%	19	90%	2	10%
A.A. in Life Sciences	2	2	100%	1	50%	1	50%
A.A. in Nursing	10	3	30%	0	0%	3	100%
A.A. in Pre-Engineering	2	2	100%	0	0%	2	100%
A.A. in Tribal Law	12	11	92%	9	82%	2	18%
A.A.S. in Automotive Technology	2	0	0%	N/A	N/A	N/A	N/A
A.A.S. in Electrical Technology	1	1	100%	1	100%	0	0%
A.A.S. in General Construction	3	0	0%	N/A	N/A	N/A	N/A
A.A.S. in Information Technology	4	0	0%	N/A	N/A	N/A	N/A
<b>All AA/AAS graduates</b>	<b>88</b>	<b>63</b>	<b>72%</b>	<b>46</b>	<b>73%</b>	<b>17</b>	<b>27%</b>

Sources: National Student Clearinghouse Student Tracker, OLC Registrar's Office

Note: One A.A. in Nursing graduate was awarded posthumously, and one A.A. in Tribal Law graduate passed away shortly after graduation. These graduates are not included in the table above.

### e. Licensure Exam Pass Rates

#### i) National Council Licensure Examination (NCLEX) Pass Rates of OLC AA in Nursing Graduates

Year	Annual Pass Rate of First-Time Test-Takers			% Pass
	Pass	Fail	Total FTTT	
2015	4	1	5	80%
2016	5	2	7	71%
2017	11	2	13	85%
2018	10	2	12	83%
2019	7	3	10	70%
2020	6	5	11	55%
2021	4	10	14	29%
2022	2	10	12	17%
2023	8	2	10	80%

Go to [Nursing NCLEX](#) For additional OLC Nursing NCLEX data.

#### ii) Teacher Certification Praxis Pass Rates of OLC Education Graduates

##### Title II Report 2022-2023 Academic Year

Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
All program completers, 2022-23	4	Number of graduates passing and the pass rate is not reported due to fewer than ten test-takers	
All program completers, 2021-22	2		
All program completers, 2020-21	3		
All program completers, combined 2020/21-2022/23	9		

*Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported. When two or more completer groups have fewer than ten completers, data is combined across the three completer years into an additional completer group for the Summary pass rates.*

Go to [Education Praxis](#) for additional OLC Education Praxis data.

## 4. Student Support

### a. Financial Aid

OLC supports students who have a financial need. The following tables show the amounts of financial aid distributed to students. OLC recognizes that many of our students have an unmet financial need even with federal financial aid and provides various in-house scholarships to provided further support. Federal support increased due to the COVID-19 pandemic.

<i>(Summer-Fall-Spring)</i>	2021-2022		2022-2023		2023-2024	
<b>Unduplicated Enrollment</b>	<b>1757</b>		<b>1546</b>		<b>1628</b>	
<b>Type of Financial Aid</b>	<b># Students Awarded</b>	<b>\$ Amount Disbursed</b>	<b># Students Awarded</b>	<b>\$ Amount Disbursed</b>	<b># Students Awarded</b>	<b>\$ Amount Disbursed</b>
<b>FEDERAL GRANTS</b>						
Pell Grants	795	\$3,183,037	669	\$2,652,453	698	\$3,046,734
Federal Supplemental Educational Opportunity Grant (FSEOG)	250	\$178,339	127	\$70,000	92	\$70,000
Federal Work Study	7	\$11,814	10	\$20,134	19	\$40,582
Other Federal Grants*	1744	\$11,648,330	1541	\$5,402,477	1606	\$6,947,201
<b>Total Grant Funding</b>		<b>\$15,021,520</b>		<b>\$8,145,064</b>		<b>\$10,104,517</b>
<b>STATE AND TRIBAL FUNDING</b>						
State Funding	67	\$52,764	84	\$66,260	83	\$65,992
Tribal Funding	158	\$425,136	151	\$444,060	201	\$580,488
<b>Total State/Tribal Funding</b>		<b>\$477,900</b>		<b>\$510,320</b>		<b>\$646,480</b>
<b>INSTITUTION</b>						
Scholarships awarded by OLC	634	\$1,081,109	685	\$1,486,160	793	\$2,032,578
<b>Total In house scholarships</b>		<b>\$1,081,109</b>		<b>\$1,486,160</b>		<b>\$2,032,578</b>
<b>OUTSIDE FUNDING</b>						
Outside Scholarship funding	164	\$608,669	158	\$558,950	153	\$579,345
<b>Total outside scholarships</b>		<b>\$608,669</b>		<b>\$558,950</b>		<b>\$579,345</b>
<b>TOTAL GRANTS/SCHOLARSHIPS AWARDED</b>		<b>\$17,189,198</b>		<b>\$10,700,494</b>		<b>\$13,362,920</b>

\* Includes tuition, fees, or books paid by Cares funding ("Other Federal Grants"); excludes tuition waivers

## 5. Employees

### a. Faculty and Staff Ethnicity and Gender – Fall 2023

	American Indian		Non-Indian		Race Unknown		Total	% Female	% American Indian
	Female	Male	Female	Male	Female	Male			
Full-time Faculty	12	15	17	10	0	0	<b>54</b>	54%	50%
Staff, Administration	69	29	6	3	0	0	<b>107</b>	70%	92%
<b>Total Full-time Employees</b>	<b>81</b>	<b>44</b>	<b>23</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>161</b>	<b>65%</b>	<b>78%</b>
Adjunct Faculty	15	9	6	5	2	0	<b>37</b>	62%	65%
Part-time Staff	0	1	0	0	0	0	<b>1</b>	0%	100%

### b. Race and Gender Comparison of South Dakota Institutions – Fall 2022

The following table shows for each of South Dakota's public institutions of higher education the percentage of employees who are American Indian and the percentage who are women. This is based on the **Fall 2022** data the institutions reported to IPEDS (Integrated Postsecondary Education Data System; retrieved from <https://nces.ed.gov/ipeds/datacenter/>).

	% American Indian			% Women		
	FT Faculty	PT Faculty	Staff, Admin	FT Faculty	PT Faculty	Staff, Admin
Black Hills State University	2%	0%	1%	41%	62%	51%
Dakota State University	0%	0%	0%	35%	53%	58%
Lake Area Technical College	0%	0%	2%	42%	49%	69%
Mitchell Technical College	0%	0%	2%	40%	86%	74%
Northern State University	1%	0%	0%	49%	54%	55%
<b>Oglala Lakota College</b>	<b>50%</b>	<b>56%</b>	<b>91%</b>	<b>56%</b>	<b>64%</b>	<b>72%</b>
Sinte Gleska University	22%	48%	89%	61%	66%	48%
Sisseton Wahpeton College	53%	25%	77%	40%	75%	57%
South Dakota School of Mines and Technology	1%	0%	2%	23%	38%	51%
South Dakota State University	0%	3%	1%	47%	66%	56%
Southeast Technical College	0%	0%	0%	56%	67%	57%
University of South Dakota	1%	0%	2%	52%	69%	58%
Western Dakota Technical College	0%	6%	3%	44%	70%	78%

## c. Faculty-to-Student Ratio

OLC Determines Faculty-to-Student Ratio by dividing the number of enrolled students by Full-time Faculty. This is done to help the College monitor academic advisement loads.

Fall 2023 Enrollment	1,229
Full-time Faculty (54 for Fall 2023) to Student Ratio	1:23
Average Class Size (Fall 2023)	12.3 students / class

## d. Student-to-Faculty Ratio IPEDS – Comparison to Other Institutions

In addition to the calculation outlined above, OLC reports the student-to-faculty ratio to the federal government as part of the IPEDS (Integrated Postsecondary Education Data System) Fall Enrollment survey. Unlike the internal definition, the IPEDS ratio is not based on the number of students enrolled, but on the “full-time equivalence” of students. This measure is included as it allows comparison to other institutions. The following table shows the Fall 2022 student-to-faculty ratio of OLC and the other public 4-year institutions in South Dakota as retrieved from <https://nces.ed.gov/ipeds/datacenter/>.

Institution Name	Student-to-Faculty Ratio	Institution Name	Student-to-Faculty Ratio
Black Hills State University	18	Mitchell Technical College	13
Dakota State University	18	South Dakota School of Mines & Tech	12
South Dakota State University	18	Southeast Technical College	11
Lake Area Technical College	17	<b>Oglala Lakota College</b>	<b>10</b>
Northern State University	16	Western Dakota Technical College	9
Sinte Gleska University	16	Sisseton Wahpeton College	7
University of South Dakota	14		

## e. Faculty Retention 2023-24 to 2024-25

Spring 2024 full-time faculty (54) retained to Fall 2023	44	81.5%
Spring 2024 full-time faculty transferred to staff/admin position	0	0.0%
Spring 2024 full-time faculty who resigned/retired	10	18.5%

## f. Faculty Teaching Loads

The table below shows how many course sections and students OLC full-time faculty taught in 2023-24 by the department to which the faculty member belongs.

		Business	Education	Foundational Studies	Graduate Studies	Humanities & Social Science	Lakota Studies	Math, Science & Tech	Nursing	Social Work	Vocational Education
<b>Fall 2023</b>											
Chair	# of Regular Course Sections	5	1	N/A	2	3	4	N/A	1	3	N/A
	# of Preps	6	2	N/A	3	3	4	N/A	1	3	N/A
	# of Students	85	8	N/A	8	42	52	N/A	17	29	N/A
Full-time Faculty	Avg. # of Course Sections per Faculty	4.8	3.3	3.7	N/A	4.3	4.3	4.0	1.3	4.0	3.3
	Avg. # of Preps per Faculty	5.0	3.5	2.0	N/A	3.3	4.5	3.6	1.6	4.0	3.3
	Avg. # of Students per Faculty	53	33	50	N/A	58	55	47	19	47	20
<b>Spring 2024</b>											
Chair	# of Regular Course Sections	7	1	N/A	2	2	4	N/A	3	1	N/A
	# of Preps	8	3	N/A	2	2	4	N/A	3	1	N/A
	# of Students	83	3	N/A	23	37	75	N/A	41	11	N/A
Full-time Faculty	Avg. # of Course Sections per Faculty	5.0	3.5	3.3	N/A	4.0	4.7	3.6	2.3	5.0	3.5
	Avg. # of Preps per Faculty	5.4	4.3	2.0	N/A	3.8	4.5	3.3	2.0	5.5	4.0
	Avg. # of Students per Faculty	56	33	41	N/A	55	69	43	36	38	16

### Methodology and Notes:

- Graduation Requirement Courses are included in # of students and preps per faculty but not in # of course sections.
- Department listed based on instructor, not course (some faculty members teach courses for other departments).
- When the same instructor taught multiple course sections at the same course, this was only counted as 1 course.
- Test-outs are excluded
- The number of students is duplicated: If a student is enrolled in three classes, the student is counted three times.
- In some departments (e.g., Math, Science, and Technology), faculty members have a reduced teaching load because they have additional non-teaching duties, such as conducting research and managing grants
- This table does not take into consideration the number of credits of a course. Some of the vocational education courses, for instance, are twelve instead of the most common three credits.
- Course sections with two instructors are counted toward the load of both instructors.