Education

CHAPTER 6

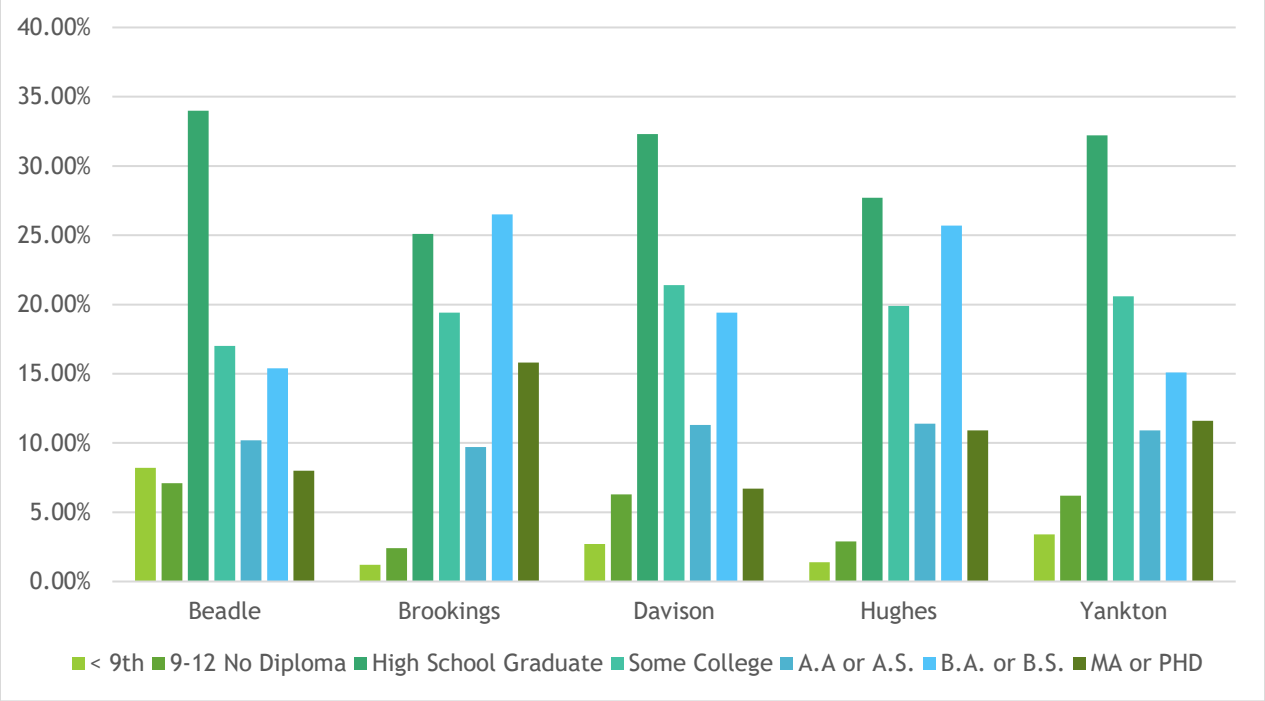
Education may be reviewed from three perspectives:

1) Educational attainment;
2) Overall status of the existing systems; and
3) Opportunities for residents.

There are factors which may be difficult to quantify yet are related to education, such as: on-the-job training, specific professional development opportunities, military training, and work experience. Since comprehensive and accurate data addressing these activities are not readily available, they will not be addressed.

The level of traditional educational attainment is presented in **Figure 6.1** and **Tables 6.1 and 6.2** for the years 2010, and 2020 respectively.

Figure 6.1; Educational Attainment, 2020



American Community Survey, 2020

TABLE 6.1
Educational Attainment - 2010

Entity	< 9th	9-12 No Diploma	High School Graduate	Some College	A.A or A.S.	B.A. or B.S.	MA or PHD	% High School Plus	% B.A./B.S. Plus
Beadle	10.1%	6.2%	35.2%	21.2%	7.9%	14.6%	4.8%	83.7%	19.4%
Brookings	3.3%	4.3%	28.1%	17.7%	8.3%	25.5%	12.7%	92.4%	38.2%
Davison	**5.0%**	**6.1%**	**30.9%**	**21.6%**	**13.2%**	**17.5%**	**5.6%**	**88.9%**	**23.1%**
Hughes	3.8%	2.9%	28.5%	23.1%	8.3%	24.9%	8.4%	93.3%	33.3%
Yankton	6.0%	5.0%	33.9%	21.7%	7.4%	17.9%	8.0%	89.0%	25.9%
South Dakota	4.6%	5.6%	32.1%	22.1%	9.7%	18.2%	7.6%	89.8%	25.8%

Source: American Community Survey, 2010

Table 6.2
Educational Attainment - 2020

Entity	< 9th	9-12 No Diploma	High School Graduate	Some College	A.A or A.S.	B.A. or B.S.	MA or PHD	% High School Plus	% B.A./B.S. Plus
Beadle	8.2%	7.1%	34.0%	17.0%	10.2%	15.4%	8.0%	8.2%	7.1%
Brookings	1.2%	2.4%	25.1%	19.4%	9.7%	26.5%	15.8%	1.2%	2.4%
Davison	**2.7%**	**6.3%**	**32.3%**	**21.4%**	**11.3%**	**19.4%**	**6.7%**	**2.7%**	**6.3%**
Hughes	1.4%	2.9%	27.7%	19.9%	11.4%	25.7%	10.9%	1.4%	2.9%
Yankton	3.4%	6.2%	32.2%	20.6%	10.9%	15.1%	11.6%	3.4%	6.2%
South Dakota	2.8%	5.0%	30.2%	21.1%	11.6%	20.1%	9.2%	2.8%	5.0%

Source: American Community Survey, 2020

Tables 6.1 and 6.2 reveal a trend toward a higher percentage of residents attaining a higher level of education between 2010 and 2020. The County does exceed the level of higher educational attainment that Brookings and Hughes County have due to the fact that that these counties are home to institutions; university and state government. The remaining classifications reflect varied results across the reporting years and levels of education. In comparing Davison County to the selected counties throughout the State for the year 2020, only Beadle County had a higher percentage of high school graduates.

A second issue to consider in reviewing education is the status of existing educational systems. Please note the change in comparative entities. In discussing the data in previous chapters, the comparative entities were chosen for two reasons:

1) They hosted a Class I municipality or
2) They shared borders with a rapidly developing area.

This same group should provide "fair" comparisons, as these same areas play host to the largest (Class AA) school districts, with Mount Vernon and Ethan districts included to better represent the county statistics.

Table 6.3 provides a statistical overview of the aforementioned school districts. The acronym A.D.M. represents "average daily membership" or enrollment, which is calculated by the South Dakota Department of Education in an effort to establish a baseline for state financial assistance.

The information in **Tables 6.3 and 6.4** provide some of the measurements currently utilized within the State. One area in which these or similar statistics play a role is salary and benefit negotiations on behalf of the teaching staff. The Mitchell School District has one of the highest average salaries per teacher, not including benefits such as medical insurance. An impressive fact, more importantly than salary is that the Mitchell School District employs the second highest number of teachers with advanced degrees. The $9,090 dollars spent per student for educational costs is one of the lowest of the study areas. **Figure 6.2** shows the boundaries of school districts in Davison County.

Figure 6.2 – Davison County School Districts

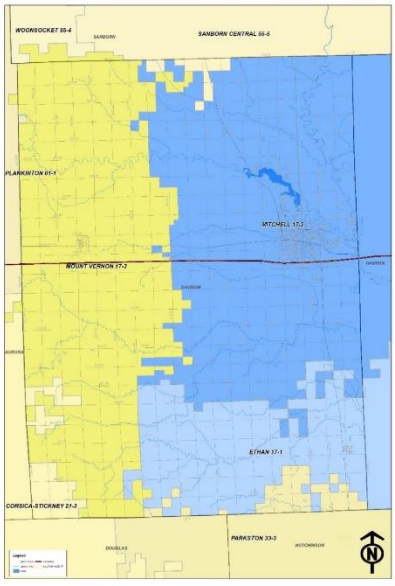


TABLE 6.3
School District Profiles 2020-2021

School District	PK-12 Enrolled	Student-Staff Ratio	ACT Score*	K-12 Certified Teachers	Average Salary	Avg. Years Exp.	Advanced Degrees %	Dollars per ADM	General Fund Balance
Aberdeen	4,477	14.9	22.0	299.8	$50,220	13.3	47.5%	$9,477	$7,304,248
Brookings	3,344	14.1	23.7	235.6	$47,870	14.4	41.7%	$9,159	$5,944,169
Huron	2,775	16.2	21.6	170.9	$51,257	12.9	37.6%	$9,966	$4,758,625
Pierre	2,767	16.1	22.5	171.4	$50,526	13.2	29.2%	$8,680	$7,645,503
Watertown	3,951	16.6	21.9	237.9	$51,414	14.5	34.6%	$8,629	$8,885,677
Yankton	2,952	17.3	21.8	170.4	$52,957	16.9	49.1%	$9,238	$6,821,192
Ethan	283	13.9	21.4	20.3	$47,683	13.9	27.3%	$9,864	$732,839
Mitchell	2,791	15.1	21.9	184.2	$52,344	15.2	44.7%	$9,090	$7,503,741
Mount Vernon	234	12.6	22.9	17.6	$45,216	12.0	36.8%	$11,869	$1,036,343

Source: Education in South Dakota: A statistical profile 2020-2021

Table 6.4 - School District Enrollments by, Facility, Type, and Grade, 2020

School Name	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL KG-12	TOTAL PK-12
Ethan High School	0	0	0	0	0	0	0	0	0	0	17	24	16	17	74	74
Ethan Elementary	14	27	18	24	21	16	20	20	0	0	0	0	0	0	146	160
Ethan Jr. High	0	0	0	0	0	0	0	0	25	24	0	0	0	0	49	49
Mitchell High School	0	0	0	0	0	0	0	0	0	0	275	196	215	176	866	866
Mitchell Middle School	0	0	0	0	0	0	0	205	227	237	0	0	0	0	669	669
L B Williams Elementary	0	82	72	65	76	76	75	0	0	0	0	0	0	0	442	442
Gertie Belle Rogers Elem	0	92	68	58	59	77	57	0	0	0	0	0	0	0	411	411
Longfellow Elementary	0	70	48	49	56	51	50	0	0	0	0	0	0	0	324	324
Abbott House Elementary	0	0	0	0	0	0	1	1	6	4	0	0	0	0	12	12
Abbott House HS	0	0	0	0	0	0	0	0	0	0	4	7	6	7	24	24
Rockport Colony Elem	0	3	0	4	0	3	0	2	1	3	0	0	0	0	16	16
Rosedale Colony Elem	0	5	4	3	3	2	2	3	2	3	0	0	0	0	27	27
Mount Vernon High School	0	0	0	0	0	0	0	0	0	0	22	18	19	14	73	73
Mount Vernon Elementary	16	17	15	13	14	12	14	0	0	0	0	0	0	0	85	101
Mount Vernon MS	0	0	0	0	0	0	0	16	21	23	0	0	0	0	60	60
Non-Public Schools	**PK**	**KG**	**01**	**02**	**03**	**04**	**05**	**06**	**07**	**08**	**09**	**10**	**11**	**12**	**TOTAL KG-12**	
John Paul II Elem	28	14	18	9	16	14	25	13	0	0	0	0	0	0	109	
LifeQuest	0	0	0	0	0	0	0	0	0	0	0	0	2	8	10	
Mitchell Christian	0	8	8	8	14	13	12	10	9	9	4	5	11	9	120	
Home Schooled	**PK**	**KG**	**01**	**02**	**03**	**04**	**05**	**06**	**07**	**08**	**09**	**10**	**11**	**12**	**TOTAL KG-12**	
Ethan		1	1	2	0	0	1	2	0	0	0	0	0	0	7	
Mitchell		3	7	3	4	3	2	5	3	2	7	3	4	2	48	
Mount Vernon		0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Open Enrollment	**Out**	**In**														
Ethan	10	93														
Mitchell	140	66														
Mount Vernon	22	67														

Source: South Dakota Department of Education

Taxes and taxation were addressed at length in an earlier chapter but dealt primarily with county levies. **Table 6.5** illustrates the mill levies for the comparative school districts. When reviewing the information, note the consistencies within the mill levies for the first three columns, Ag., Owner Occupied, and Non Ag./Other. These levies are established by the State of South Dakota and are mandated by the State of South Dakota unless an opt out is approved by the local voters; whereas, the final four columns allow individual districts some discretion. There are state mandated limitations or caps in three of the four categories, which are identified in the final line.

TABLE 6.5
School District Educational Mil Levies (per thousand)

School District	Ag.	Owner Occupied	Other Non-Ag or Utilities	Special Education	Capital Outlay	Bond Redemption	Pension Fund
Aberdeen	1.473	3.296	6.821	1.416	3.000	0.688	.30
Brookings	1.615	3.614	7.479	1.616	2.947	0.892	.30
Huron	1.473	3.296	6.821	1.616	2.380	1.080	.30
Pierre	1.473	3.296	6.821	1.416	2.830	0.727	.30
Watertown	1.473	3.296	6.821	1.616	2.816	0.000	.30
Yankton	1.473	3.296	6.821	1.616	2.837	0.000	.30
Ethan	1.473	3.296	6.821	1.616	2.782	0.000	.30
Mitchell	1.473	3.296	6.821	1.616	2.832	0.000	.30
Mount Vernon	2.076	4.645	9.613	1.616	2.354	0.000	.30

Source: South Dakota Department of Education: Profile Data for 2020

An example of calculating the dollar amount of taxes paid to three school districts within the county is presented below. A comparison of taxes paid to the Ethan, Mount Vernon and Mitchell School Districts assumes the taxable value of an owner-occupied residence is equal to $200,000.

Ethan:

$$\frac{200{,}000\ (3.296) + 200{,}000\ (1.616+2.782+0.00+.3)}{1{,}000} = \frac{\$1{,}598{,}800}{1{,}000} = \$1{,}598.80$$

Mount Vernon:

$$\frac{200{,}000\ (4.645) + 200{,}000\ (1.616+2.354+0.00+.3)}{1{,}000} = \frac{\$1{,}783{,}000}{1{,}000} = \$1{,}783.00$$

Mitchell:

$$\frac{200{,}000\ (3.296) + 200{,}000\ (1.505+2.832+0.0+.3)}{1{,}000} = \frac{\$1{,}608{,}800}{1{,}000} = \$1{,}608.80$$

In the example calculated, a house situated in the Mount Vernon School District will pay $184.20 more in property taxes for education purposes than a similar home in the Ethan School District and $174.20 more than the same home in the Mitchell School District. While this is accurate on a mathematical level, the example does not reflect the whole picture. **Table 6.6** provides the taxable values of properties by category in each of the selected districts.

TABLE 6.6
School District Taxable Valuations (Dollars) - 2019 Payable 2020

School District	Agricultural	Owner Occupied	Non- Ag Z
Aberdeen	$383,519,652	$1,305,502,288	$726,897,869
Brookings	$231,120,557	$922,229,334	$656,824,720
Huron	$493,269,275	$505,072,818	$329,166,789
Pierre	$207,527,878	$802,505,559	$408,435,052
Watertown	$312,996,414	$1,255,951,874	$742,663,372
Yankton	$234,877,675	$874,966,239	$469,234,171
Ethan	$124,789,037	$29,601,750	$8,040,741
Mitchell	$281,076,744	$714,344,735	$493,973,043
Mount Vernon	$209,156,742	$29,713,761	$12,699,460

Source: South Dakota Department of Education: Profile Data for 2020

As shown in the previous exercises calculating tax revenues, the taxable values are multiplied by the various mill levies. **Table 6.7** lists the revenues for the districts. There is a significant gap in local revenue between the Mount Vernon School District at $878,105 million and Ethan at $404,120. This huge difference is due to the information in **Table 6.6** with the Mount Vernon School District's taxable valuation at more than $209 million versus just under $125 million within the Ethan District.

TABLE 6.7
School District General Fund Revenues (Dollars) - 2020

School District	Local	County	State	Federal	Total
Aberdeen	$11,370,312	$302,864	$16,388,984	$1,431,300	$29,493,460
Brookings	$9,843,155	$327,089	$12,207,363	$833,594	$23,211,202
Huron	$4,890,078	$186,983	$13,064,561	$2,239,811	$20,381,434
Pierre	$6,650,695	$139,942	$11,094,632	$1,320,588	$19,205,858
Watertown	$10,438,177	$426,742	$13,361,360	$1,562,842	$25,789,121
Yankton	$7,130,312	$380,223	$9,827,833	$781,509	$18,119,878
Ethan	$404,120	$14,566	$1,576,707	$80,315	$2,075,708
Mitchell	$7,569,221	$229,730	$10,766,480	$1,272,979	$19,838,408
Mount Vernon	$878,105	$13,031	$1,135,658	$71,755	$2,098,549

Source: South Dakota Department of Education: Profile Data for 2020

A general fund revenue amount of $19.8 million in 2020 places the Mitchell School District fifth when compared to "similar" districts while there are significant differences in variation from district to district. The data within **Table 6.8** provides an overview of school district expenses for the 2020 school year. The Mitchell School District expended a comparable amount of in all fund sources to the other districts.

During the same period, Ethan School District had revenues of $2,075,708 and expenditures of $2,805,613 or 135% of the District's revenue; this is nearly the same as Mount Vernon with general fund revenues of $2,098,549 and expenditures of $3,091,093 or 147%. A negative revenue/expenditure ratio is the result of state legislation limiting school district reserves.

TABLE 6.8
School District Expenditure by Fund (Dollars) - 2020

School District	General	Capital Outlay	Special Education	Pension
Aberdeen	$31,278,690	$4,834,134	$8,512,797	$0
Brookings	$24,781,034	$4,005,793	$5,889,689	$0
Huron	$21,232,768	$6,849,680	$4,721,421	$0
Pierre	$18,750,252	$2,117,603	$3,826,964	$0
Watertown	$27,420,589	$4,618,180	$6,625,179	$445,654
Yankton	$19,687,589	$3,109,297	$4,261,466	$0
Ethan	$2,067,101	$405,450	$333,062	$0
Mitchell	$20,047,068	$2,524,901	$4,637,449	$75,106
Mount Vernon	$2,267,938	$205,825	$617,330	$0

Source: Education in South Dakota: A statistical profile 2020

School Facility Planning

Although schools are not necessarily central to all types of residential development plans, they are still important considerations, especially for areas where the number of children are projected to increase. The types and locations of schools are determined by a mix of education policy and land use principles, with education policy being the primary factor.

The amount of land and building size required by each school district is determined by the size of enrollment, facilities needed, and school system standards The service area for each school is determined at least partly by land use, however, including density of the school age populations, housing densities, and traditional accessibility standards of land use education planning.

The first step in the planning process is to forecast future enrollments according to anticipated future grade-level organization by planning district. In the case of Davison County, future residential growth areas were analyzed for housing capacity and youth generation rates. **Tables 6.9 and 6.10** show the areas and housing capacities for the growth areas around Mitchell, Ethan, and Mount Vernon. The growth areas are listed in 5-year increments and include the subareas found in each time period.

All of the growth areas in the table correspond to the future growth areas map highlighted in **Chapter 8, Land Use.** Each column shows the size of each area in gross acres, the net developable acres (once limitations, current development and rights of way are factored), and net unit capacity. Population projections for each area are based on household size assumptions. Projected youth populations are based on an assumed youth generation rate per household.

Table 6.9
Estimated Youth Population in Mitchell Growth Areas (2020-2040)

	2021-2025			2026-2030			2031-2035			2036-2040		2040+		
RESIDENTIAL AREAS	A	B	C	A	B	C	A	B	C	A	B	A	B	C
Gross Acres	583.0	645.0	328.0	638.0	80.0	0.0	1,884.0	522.0	871.0	933.0	1,428.0	1,734.0	1,232.0	1,485.0
Limitations (Acres)	109.0	46.0	64.0	33.0	22.0	0.0	38.0	10.0	157.0	148.0	279.0	574.0	167.0	136.0
Developed Acres	140.0	263.0	126.0	65.0	32.0	0.0	437.0	137.0	248.0	142.0	498.0	475.0	378.0	243.0
Developable Acres	334.0	336.0	138.0	540.0	26.0	0.0	1,409.0	375.0	466.0	643.0	651.0	685.0	687.0	1,106.0
% ROW, Public, Etc.	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%	35.0%	35.0%	35.0%	35.0%	35.0%	35.0%	35.0%	40.0%
Net Acres	233.8	235.2	96.6	378.0	18.2	0.0	915.9	243.8	302.9	418.0	423.2	445.3	446.6	663.6
Unit Density	2.5	2.5	2.5	2.5	2.5	2.5	0.8	0.8	0.8	0.5	0.5	0.5	0.5	2.0
Unit Capacity	584.0	588.0	241.0	945.0	45.0	0.0	686.0	182.0	227.0	208.0	211.0	222.0	223.0	1,327.0
Units/Lots Sold-Built	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	30.0	0.0	0.0	0.0
Net Unit Capacity	584.0	588.0	241.0	945.0	45.0	0.0	686.0	182.0	227.0	208.0	181.0	222.0	223.0	1,327.0
People/Household	2.15	2.15	2.15	2.15	2.15	2.15	2.10	2.10	2.10	2.10	2.10	2.10	2.10	2.15
Population Projection	1,255.0	1,264.0	518.0	2,031.0	96.0	0.0	1,440.0	382.0	476.0	436.0	380.0	466.0	468.0	2,853.0
Youth Projection (.45/HH)	263	265	108	425	20	0	309	82	102	94	81	100	100	597

A noteworthy amount of the projected youth population would be generated in the next five years in growth areas in Mitchell, Mount Vernon, and Ethan. In the phases of 2026-2030 and 2031-2035, two areas will contribute significantly to the future youth population. This is mainly due to the areas' larger size in terms of acres. An area in the 2040+ growth area west of

Mitchell may generate a substantial number of children to the area's population. However, the metrics of areas beyond 2040 are not factored into the school building analysis table **(Table 6.11).** It is important to include these areas, however, to illustrate the potential long-term demand for school facilities as they may influence the number and location of those facilities.

Table 6.10
Estimated Youth Population in Mount Vernon & Ethan (2020-2040)

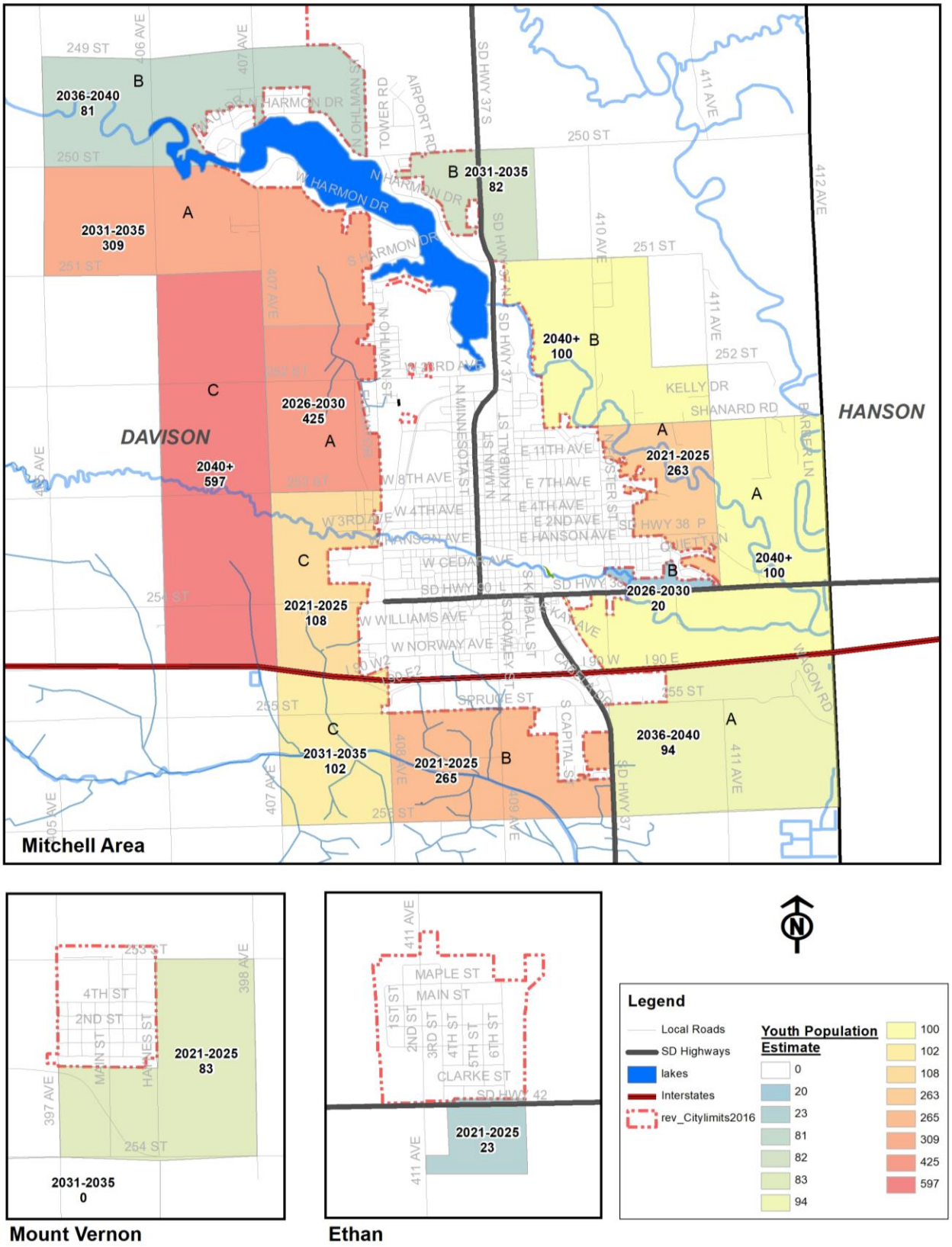
	Mount Vernon	Ethan
Gross Acres	322.0	39.0
Limitations (Acres)	17.0	0.0
Developed Acres	20.0	0.0
Developable Acres	285.0	39.0
% ROW, Public, Etc.	35.0%	35.0%
Net Acres	**185.3**	**25.4**
Unit Density	1.0	2.0
Unit Capacity	185.0	50.0
Units/Lots Sold-Built	0.0	0.0
Net Unit Capacity	**185.0**	**50.0**
People/Household	2.10	2.10
Population Projection	388.0	105.0
Youth Projection (.45/HH)	**83**	**23**

Mount Vernon has prospects for future growth on the south and east side of town. The area may produce 185 housing units between 2021 and 2025 and beyond. Assuming a modest household size and youth generation rate, the area could see 83 youth in the future.

Ethan has set aside an area of about 40 acres that may accommodate future growth. This area may yield 50 housing units and 23 youth.

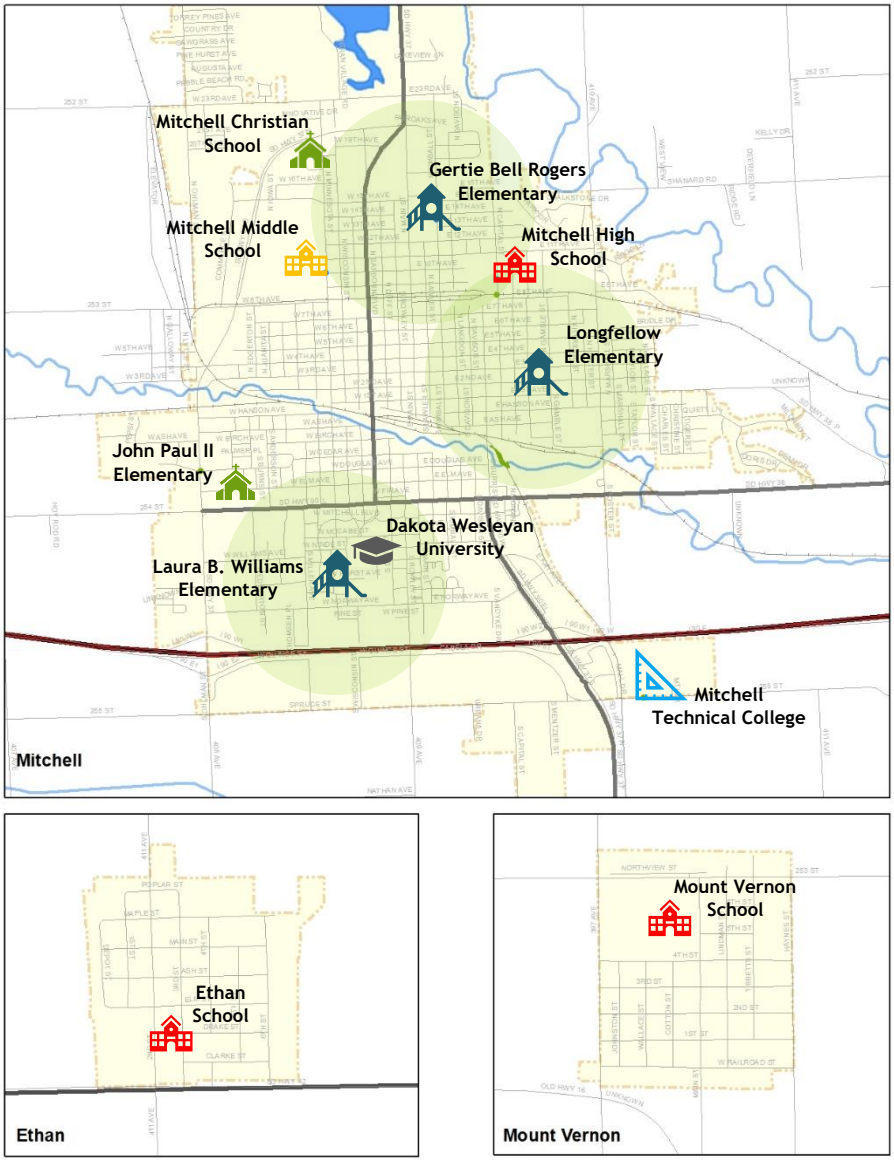
Figure 6.3 shows the areas and phases of growth in Mitchell, Ethan, and Mount Vernon. The areas are shaded and labeled according to the estimated youth population in the growth areas' timeframe. The map reveals that the northern and western areas of Mitchell will generate the most youth by 2040 and beyond. Some areas that appear large geographically show fewer youth. This is due to the lower potential for residential development because of physical limitations, current development and other uses projected for the area.

Figure 6.3, Projected Youth Population in Future Growth Areas



The next step in the planning process includes examining the inventory of existing school locations with respect for their capacity, condition, and accessibility for the distribution of projected future enrollment. Land use plans can address the potential for expanding and otherwise adapting school buildings and sites and also assess the availability and suitability of vacant or renewable land for new sites. A planning task force will need to establish guidelines in terms of enrollment, site size and location, service area, and the type of improvements needed based on building size and condition as well as the need for new buildings. **Figure 6.4** shows the locations of all educational facilities in Mitchell, Ethan, and Mount Vernon.

Figure 6.4, Educational Facility Locations



The number of estimated youths in each growth area were delineated into school-age groups; 5-9, 10-14, and 15-19 years of age. The population for each age group was based on the current population figures for the County and the percentage of each age group is applied to the population projection for each growth area. The resulting populations are then assigned as potential elementary, middle or high school students based on their ages.

The building capacities of the existing school facilities in Mitchell, Ethan and Mount Vernon were analyzed to determine if the existing buildings could accommodate future students. Growth area projections were compared to elementary school service areas in order to assign younger students to the proper school building.

Table 6.11 below shows the current enrollments in Davison County School District facilities and each building's student capacity. The table lists the enrollments compared to the capacities for each school building. The middle column of the table displays the number of estimated students from the growth areas that are assigned to each facility. The columns to the right of the projections illustrate the enrollment and capacity scenarios in 2040 for each school facility.

The column titled "Enrollment to Capacity" shows whether the projected 2040 enrollments at each school building exceed each building's capacity. A positive number indicates over-capacity at the school. A negative number shows that school maintains its capacity to accommodate the projected future enrollment. The final two columns analyze the possible actions to address school capacity issues. If a positive number is shown in the Enrollment/Capacity column, then the additional square footage needed to accommodate the estimated enrollment is calculated based on the following assumptions: 100 square feet per student at elementary schools, 130 square feet per student at middle schools, and 140 square feet per student at high schools.

Table 6.11 - Davison County School Building Analysis

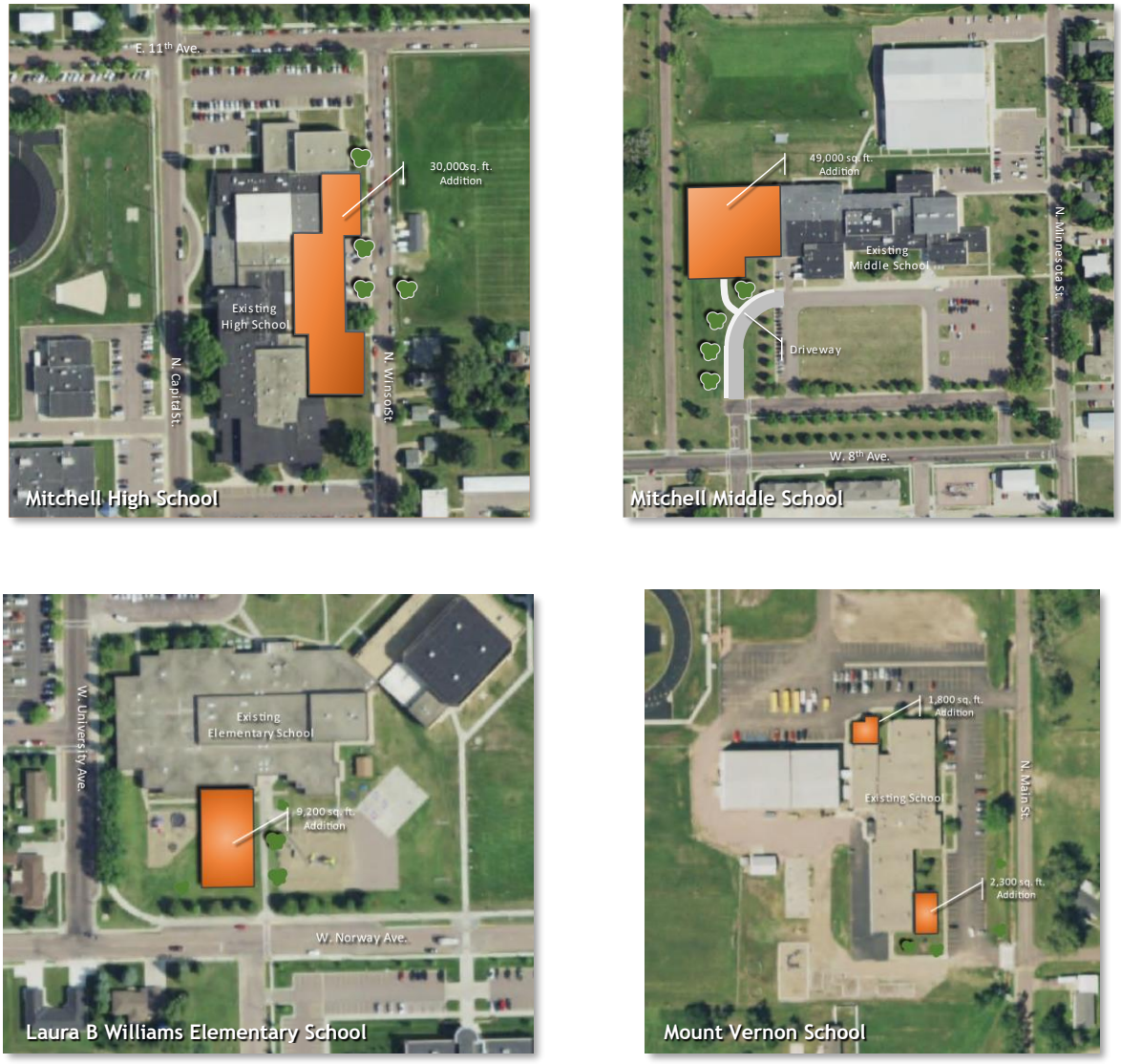
	2020			2020-2040	2040			
	Enrollment	Building Capacities (Students)	Remaining Capacity	Projections Assigned To School	Projected Enrollment	Enrollment to Capacity	New School Needed?	Additional Sq. Ft. Needed
Mitchell Schools								
Elementary								
LB Williams	513	600	87	180	693	93	Possible Addition	9,277
Gertie Bell Rogers	424	500	76	294	718	218	Possible	28,303
Longfellow	347	450	103	91	438	(12)	No	
Middle School	638	800	162	540	1178	378	Possible Addition	49,133
High School	777	1200	423	644	1421	221	Possible Addition	30,983
Ethan and Mount Vernon Schools								
Elementary								
Ethan	150	200	50	8	158	(43)	No	
Mount Vernon	110	125	15	33	143	18	Possible Addition	1,789
Middle School								
Ethan	40	50	10	9	49	(1)	No	
Mount Vernon	53	60	7	25	78	18	Possible Addition	2,363
High School								
Ethan	78	100	22	6	84	(16)	No	
Mount Vernon	67	100	33	25	92	(8)	No	

Source: Planning & Development District III

It is difficult to determine at which point does deficient capacity triggers the need for an entirely new school building. The Mitchell Middle School and High School buildings need enough square feet in order to serve future enrollments that a sizeable addition may be warranted. There are enough projected elementary students in the north and western areas of Mitchell that it may be more economical to construct a new elementary school building to relieve growing pressure on Gertie Bell Rogers Elementary.

If the growth area by Mount Vernon were to build out according to projections, the school district there may need to consider adding space on to the existing school building. The images in **Figure 6.5** are spatial representations of the possible additions to the school buildings referenced in **Table 6.11** above.

Figure 6.5 School Addition Concepts



Post-Secondary Education

Davison County is fortunate to have two distinct alternatives for higher education available to the population base and within a relatively short commuting distance. The City of Mitchell is home to Dakota Wesleyan University and Mitchell Technical Institute.

In 2017, universities in Mitchell, SD awarded 799 degrees. The student population of Mitchell, SD is skewed towards men, with 1,170 male students and 925 female students. The schools in Mitchell, SD with degrees awarded are Mitchell Technical College (543) and Dakota Wesleyan University (256). The most popular majors in Mitchell, SD are Line worker (82 / 10.3%), Registered Nursing (71 / 8.89%), and Farm & Ranch Management (55 / 6.88%).

Dakota Wesleyan University

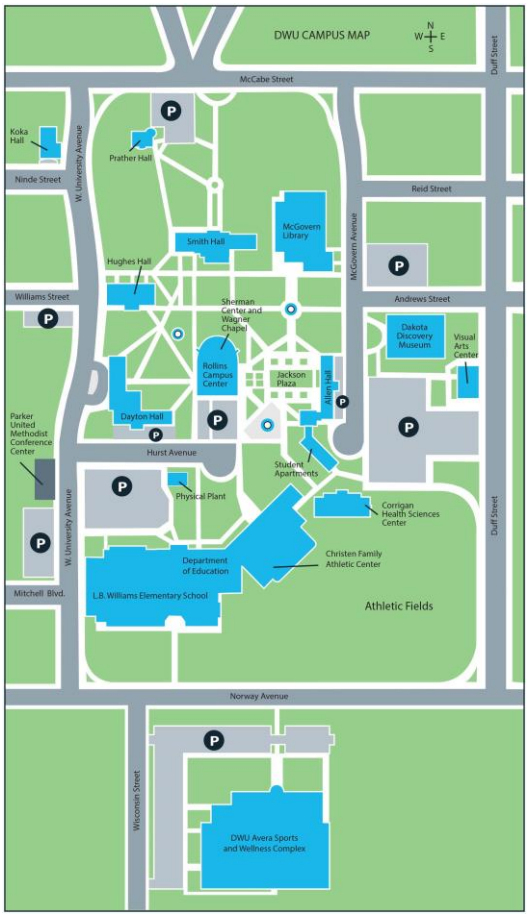
Dakota Wesleyan University is a private 4-year institution sponsored by the Methodist church. The College offers 34 majors through three divisions including:

- Healthcare, Fitness, and Sciences
- Arts and Humanities
- Leadership and Public Service

In addition to the undergraduate degrees, the College offers eleven minors, pre-professional programs in five disciplines and graduate degrees in education. Dakota Wesleyan sponsors a total of seventeen athletic teams from which both male and female students may choose.

Dakota Wesleyan University

The total enrollment at Dakota Wesleyan University, both undergraduate and graduate, is 908 students. The full-time enrollment at Dakota Wesleyan University is 704 and the part-time enrollment is 204. This means that 77.5% of students enrolled at Dakota Wesleyan University are enrolled full-time compared with 80.6% at similar Baccalaureate Colleges.



Dakota Wesleyan University Campus Map

In 2017, the most common bachelor's degree concentration at Dakota Wesleyan University was Registered Nursing with 71 degrees awarded.

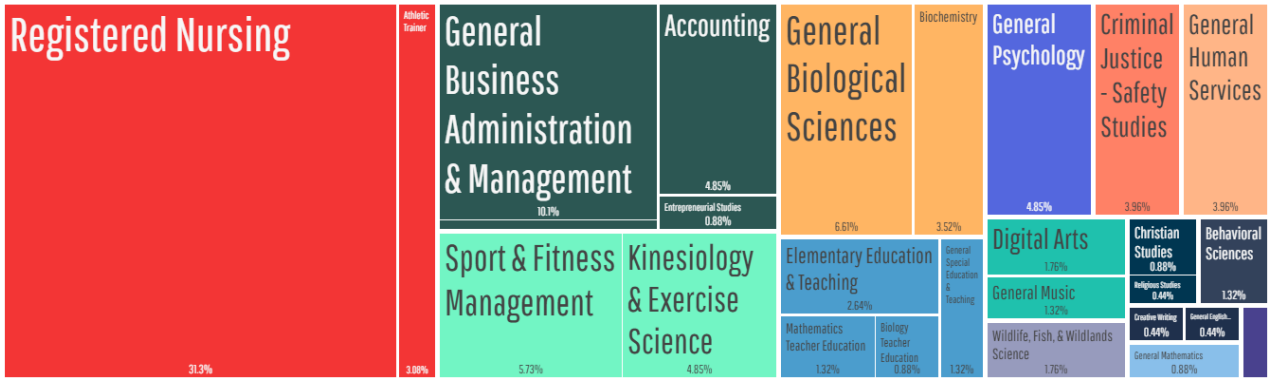
The most common jobs for people who hold a degree in one of the 5 most specialized majors at Dakota Wesleyan University are Physicians (394,536 people), Social workers, all other (166,304 people), Elementary & middle school teachers (154,333 people),

Other managers (149,920 people), and Postsecondary teachers (145,567 people).

The highest paying jobs for people who hold a degree in one of the 5 most specialized majors at Dakota Wesleyan University are Surgeons, Dentists, Physicians, Chief executives & legislators, and Securities, commodities, & financial services sales agents.

The following figure illustrates the percentage of degree recipients from bachelor's degree programs at Dakota Wesleyan University according to their major.

Dakota Wesleyan University Lab



Source: Data USA

Mitchell Technical College (MTC)

As an alternative to a four-year institution, Mitchell Technical College (MTC) was established in 1968 as part of a state-wide vocational education initiative that includes three other similar institutions. Since its operations began over 15,000 individuals have graduated from MTI. The institute is governed by the Mitchell Board of Education and operates within the rules prescribed by the State Board of Education. In addition to governance as required by statutes the institute has established advisory committees consisting of community and regional representatives who provide input and support.

Mitchell Technical College Aerial View

Mitchell Technical Institute has a total enrollment of 1,187 students. The full-time enrollment at Mitchell Technical Institute is 853 students and the part-time enrollment is 334. This means that 71.9% of students enrolled at Mitchell Technical Institute are enrolled full-time.

Retention rate measures the number of first-time students who began their studies the previous fall and returned to school the following fall. The retention rate for full-time undergraduates at Mitchell Technical Institute was 81%. Compared with the full-time retention rate at similar Associates Colleges (61%), Mitchell Technical Institute had a retention rate higher than its peers.

Mitchell Technical College Welding Lab

The most specialized majors across all degree types at Mitchell Technical Institute, meaning they have significantly more degrees awarded in that concentration than the national average across all institutions, are Construction (145 degrees awarded), Agriculture (127 degrees), and Engineering Technologies (66 degrees).

The most common jobs for people who hold a degree in one of the 5 most specialized majors at Mitchell Technical Institute are Social workers, all other (154,493 people), Other managers (78,706 people), Elementary & middle school teachers (44,210 people), Construction managers (42,031 people), and Sales representatives, wholesale & manufacturing (28,602 people). The highest paying jobs for people who hold a degree in one of the 5 most specialized majors at Mitchell Technical Institute are Physicians, Dentists, Marketing managers, Chief executives & legislators, and Information security analysts.

The most common industries for people who hold a degree in one of the 5 most specialized majors at Mitchell Technical Institute are Construction (109,049 people), Elementary & secondary schools (108,310 people), Individual & family services (87,109 people), General medical and surgical hospitals, and specialty (except psychiatric and substance abuse) hospitals (69,971 people), and Colleges, universities & professional schools, including junior colleges (66,445 people).

PLANNING CONSIDERATIONS

County Planning Challenges and Opportunities

The following educational issues are expected to arise over the next 10 years.

- ✓ Finding ways to maintain the quality and accessibility of education throughout the county;
- ✓ Supporting adult education and job training opportunities; and
- ✓ Sharing facilities or resources with school districts (example: joint purchases of supplies, vehicle maintenance etc.).

Assumptions

1) Educational opportunities are linked to workforce perceptions and private business investment decisions.
2) Job training initiatives need the active involvement of employers to be successful.

Policy Options

The Davison County Commission could consider the following options in response to the issues.

1) Establish better lines of communication with school boards and administrators; and
2) Support development activities that strengthen the county's education capacity
3) Encourage education providers, at all levels, to engage employers concerning career opportunities and training issues.