

FALL 2022

DMACC Data Book



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DMACC
DES MOINES AREA
COMMUNITY COLLEGE
Life's Calling™

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Changing lives. Empowering communities.

Strategic Plan 2023-2028

Overview of Strategic Planning Process

Des Moines Area Community College (DMACC) began the process of revising its Strategic Plan in 2020 by establishing High Level Initiatives (Diversity, Equity, and Inclusion, and Guided Pathways) through its "Strategy on a Page" document. This document guided individual departments as they completed balanced scorecards. These scorecards were completed by the Physical Plant, Counseling, Student Conduct, Orientation, Continuing Education, Work Based Learning, Assessment, Student Activities, the Business Office, and Student Affairs. Goals generated through this process informed the creation of an enterprise-level scorecard and a draft Strategic Plan in 2022.

In addition to the departments listed above, the following groups provided feedback on the Strategic Plan during the drafting process: DMACC Executive Council; Guided Pathways co-directors; the Director of Diversity, Equity, and Inclusion; a faculty focus group representing all campuses; the Office of Planning, Assessment, and Data; and ICCLI/LINC alumni. This Strategic Plan incorporates survey feedback from students and community members. Finally, ten campus SWOT analysis sessions were conducted with faculty, staff, and administration during the Fall 2022 term. Results from these SWOT sessions informed the drafting process and will be rolled into future Strategic Plan cycles.

Des Moines Area Community College Strategic Plan 2023-2028

This Strategic Plan is reflective of DMACC's mission, vision, and values.

Mission:

DMACC provides quality, affordable, student-centered education and training to empower our diverse communities and to serve as a catalyst for economic development.

Vision:

Improving quality of life, supporting our communities, and cultivating a prosperous Iowa.

Values:

Accessible Learning: DMACC provides accessible and affordable life-long learning opportunities.

Diversity & Inclusion: DMACC embraces the differences of individuals, champions mutual respect, and provides enriching environments for growth and understanding.

Quality & Excellence: DMACC delivers high-quality instruction and services utilizing standards of excellence, ethics, and professionalism.

Service: DMACC educates, supports, and provides resources to develop skills and talent for a competitive workforce.

Engagement: DMACC fosters partnerships in and with the communities we serve.

DMACC's Strategic Goals

The *Changing Lives. Empowering Communities: 2023-2028 Strategic Plan* sets DMACC's institutional direction for the next five years, enabling the institution to progress through a series of changes necessary to its mission. Goals are directly tied to DMACC's high-level initiatives and the *Strategy on a Page* document. The strategic goals and associated indicators are numbered to assist with tracking and references, not to imply hierarchy.

Strategic Goal 1: DMACC will change lives by improving student success with Guided Pathways

Within the Guided Pathways model, students who are still deciding on a degree program can explore their options within a pathway without losing time, credits, or money. DMACC will support career exploration and help students gain clarity on their futures, including career planning and/or successful transfer. In Guided Pathways, students become part of a community, with resources and a success team to support them, ensuring an effective way to learn, explore, and succeed.

Key Strategies for Student Success

1.1: Through Guided Pathways, advance student success.

1.1.a: Increase degree-seeking student progression by increasing the percentage of students who earn 15+ credit hours in the first semester and increasing the percentage of students who earn 30+ credit hours in the first year.

1.1.b: Increase part time degree-seeking student progress by increasing the credit hours earned for those enrolled in less than 12 credit hours during their first semester.

1.1.c: Increase Fall-to-Fall retention of degree-seeking students across all racial groups.

1.1.d: Increase student proficiency on Essential Learning Outcomes by pathway.

Strategic Goal 2: DMACC will create a diverse and inclusive community committed to leveraging resources to dismantle structural barriers.

Diversity, Equity, and Inclusion (DEI) is central to our mission of empowering all communities. DMACC must ensure equitable access and success to serve underrepresented populations. Staff and faculty should reflect the student population, and the campus culture should foster inclusion and belonging. DMACC will respond to the changing demographics of Iowa by expanding support for diverse populations.

Key Strategies for Diversity, Equity & Inclusion

2.1: Increase the diversity demographics of all DMACC employees. Ensure the staff and faculty reflect the diversity present in our student population at the campuses and centers across the district.

2.2: Expand resources and support for diverse and underrepresented populations.

2.3: Create and foster an inclusive campus climate where all students, faculty, and staff experience a strong sense of belonging and are equipped with the resources they need to be successful.

2.4: Through strategic and systemic training, development, and resourcing, advance an inclusive environment where DEI is embedded throughout every area of the institution.

Strategic Goal 3: DMACC will provide quality and excellence in all areas across the district.

DMACC continues to improve the quality and excellence of its educational and student services offerings. Providing a quality student experience also requires efficient and effective institutional operations. Operational excellence is achieved when institutional resources are aligned with the core mission, and high performance is matched with fiscal stewardship on the behalf of stakeholders. The college also recognizes that investing in the quality and excellence of its staff and faculty through professional development is vital to its mission.

Key Strategies for Quality and Excellence:

3.1: Continue to be a preferred employer in the region where employees are fully equipped to perform their job responsibilities at high levels.

3.2: Bolster student enrollment, success, and completion to help students move in and move on.

3.3: Provide quality, student-centered education to improve the quality of life for our students and communities.

3.4: Increase funding for student scholarships, and facility and program enhancements through the Foundation.

3.5: Build and maintain a culture of analysis-informed decision-making across the institution.

3.6: Provide sound fiscal management to ensure the financial integrity of the College and its supportive services to meet the needs of our stakeholders.

3.7: Strengthen internal communication, district operations, and facilities planning.

Strategic Goal 4: DMACC will educate, support, and provide resources to develop skills and talent for a competitive workforce. To meet this challenge, DMACC will improve its financial stewardship and economic development efforts.

DMACC exists in a vibrant sector of Iowa and receives significant financial support from students and families, state and federal funding, and property taxpayers. The college's financial strength and stewardship allows it to provide education and training opportunities for all communities and to partner in initiatives that further the mission. DMACC will continue to serve as a catalyst for economic development by maintaining a responsible allocation of resources.

Key Strategies for Financial Stewardship

- 4.1: Maintain sound financial performance.
- 4.2: Align financial resources to its strategic goals.
- 4.3: Achieve greater agility and efficiency by streamlining processes and establishing clear organizational roles, responsibilities, and accountabilities.

Key Strategies for Economic Development

- 4.4: Develop and use a transparent and data-informed process to identify high-demand, labor market needs appropriate to the mission of the College, whether credit or non-credit, and will develop or revise programs to meet those needs.
- 4.5: Actively partner with external stakeholders, including businesses, organizations, donors, alumni, and governing bodies.

Strategic Goal 5: DMACC will foster partnerships in and with the communities we serve.

DMACC is a full partner in community growth and development across the district. The college provides opportunities for community education and engagement consistent with its mission to empower diverse communities. In order to strengthen its partnerships, DMACC will improve communication and collaboration with community organizations.

Key Strategies for Community Outreach and Engagement

- 5.1: Create goals aligned with DMACC's mission to guide community outreach.
- 5.2: Identify and partner with community organizations that share DMACC's mission to create mutually beneficial outcomes.
- 5.3: Establish a centralized resource for community outreach and partnership information to improve tracking and collaboration with the public.
- 5.4: Strengthen relationships with local school districts to create seamless pathways for more students to enter DMACC.
- 5.5: Partner with social service organizations to identify and meet the needs of underserved communities and populations.

Accreditations		
Program/Area	Accrediting Agency	Most Recent Accreditation
Auto Mechanics Technology	National Institute for Automotive Service Excellence (ASE/NATEF)	2016
CAP Chrysler	National Institute for Automotive Service Excellence (ASE/NATEF)	2016
Career Advantage (Dual/Concurrent Enrollment)	National Alliance of Concurrent Enrollment Partnerships (NACEP)	2016
Culinary Arts	American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)	2018
Cybersecurity	National Centers of Academic Excellence in Cyber Defense	2021
Dental Assistant	Commission on Dental Accreditation	2022
Dental Hygiene	Commission on Dental Accreditation	2022
Des Moines Area Community College	Higher Learning Commission (HLC)	2017
Diesel Technology	AED Foundation Technical Training	2021
Early Childhood Center	National Association for the Education of Young Children (NAEYC)	2016
Fire Science	Fire Service Accreditation Congress (IFSAC)	2018
Ford Asset	National Institute for Automotive Service Excellence (ASE/NATEF)	2021
General Motors ASEP	National Institute for Automotive Service Excellence (ASE/NATEF)	2016
Honda PACT	ASE Education Foundation	2022
Hotel & Restaurant Management	American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)	2018
Legal Assistant	American Bar Association	2019
Medical Assistant	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2019
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2016
Mortuary Science	American Board of Funeral Service Education (ABFSE)	2022
Nursing: Advance Standing	Iowa Board of Nursing - Accreditation Commission for Education in Nursing	2019/2017
Nursing: Associate Degree	Iowa Board of Nursing - Accreditation Commission for Education in Nursing	2019/2017
Nursing: LP	Iowa Board of Nursing	2019
Paramedic	Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) with oversight by Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2016
Real Time Reporting	National Court Reporting Association (NCRA)	2020
Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)	2012
Surgical Technology	Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) with oversight by Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2017
Veterinary Technology	American Veterinary Medical Association	2021

DMACC 2022-2023 Programs

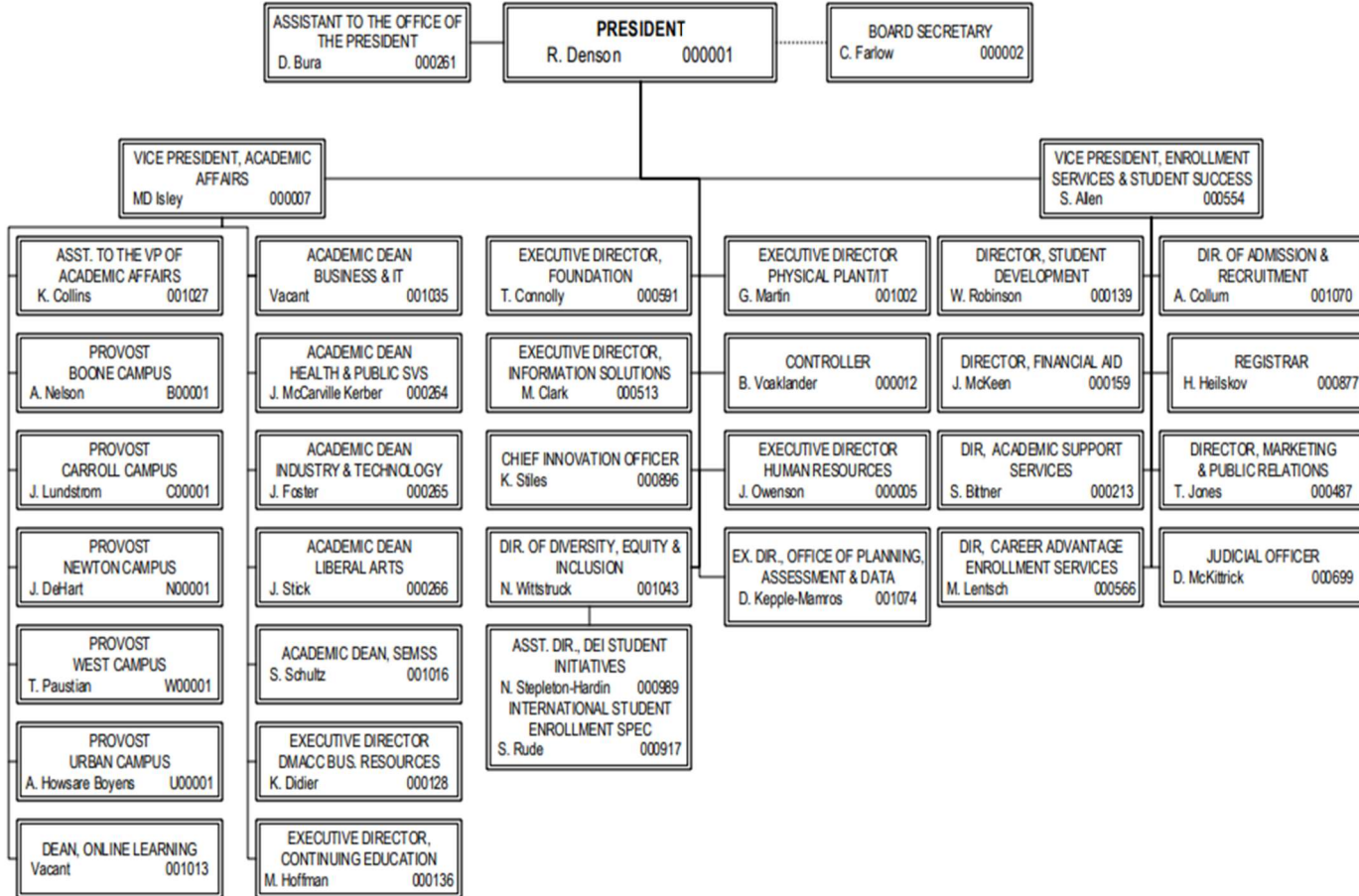
Accounting and Bookkeeping, Diploma	Cybersecurity, Diploma	Management, AAS
Accounting, Certificate	Data Science, Certificate	Management and Leadership, Certificate
Accounting for Entrepreneurs, Certificate	Dental Assistant, Diploma	Marketing, AAS
Accounting Payroll, Certificate	Dental Hygiene, AAS	Mathematics: Transfer Major AS
Accounting Specialist, AAS	Die making, Diploma	Medical Assistant, Diploma
Acting, Certificate	Diesel Technology, AAS	Medical Billing and Coding, Diploma
Administrative Assistant, Diploma	Diesel Technology, Diploma	Medical Laboratory Technology, AAS
Adult Services Specialist, Certificate	Dietary Manager, Certificate	Medical Office Specialist, AAS
Advanced Manufacturing Technology, AAS	Digital Forensic Investigation, Certificate	Mortuary Science, Advanced Standing Diploma
Advanced Nurse Aide, Certificate	Digital Illustration, Certificate	Network Technology-Telecommunications/Data Communications, AAS
Aging Services Management Adult Services, AAS	Digital Marketing, Certificate	Network Technology-Telecommunications, Certificate
Aging Services Management Long-Term Care, AAS	Digital Marketing, Diploma	Nurse Aide, Certificate
Agribusiness, AAS	Early Childhood Education, AAS	Nursing, AAS
Agribusiness-Agronomy, Certificate	Early Childhood Education, Certificate	Nursing-Practical, Diploma
Agribusiness-Animal Science, Certificate	Early Childhood Education, Diploma	Office Support, Certificate
Agribusiness-Farm Management, Certificate	Early Childhood Program Administration, Certificate	Paralegal, AAS
Agribusiness-Sales/Service, Certificate	E-Discovery, Certificate	Paralegal, Certificate
Agribusiness-Sustainable Agriculture, Certificate	Education Elementary: Transfer Major AA	Paramedic, Certificate
Animation & Rich Media, Illustration for Animation, Certificate	Education Secondary: Transfer Major AA	Paramedic, Clinical Concentration, AAS
Animation & Rich Media, Introduction to 3D Animation, Certificate	Electrical Trades, Diploma	Paramedic, Fire Science Concentration, AAS
Animation & Rich Media, Introduction to Animation & Rich Media, Certificate	Electro-Mechanical Technology, Certificate	Paramedic, Public Administration Concentration, AAS
Animation & Rich Media, Introduction to Motion Graphics, Certificate	Electronics Engineering Technology, AAS	Patient Access Specialist, Certificate
Animation and Rich Media, AAS	Electronics Fundamentals, Diploma	Phlebotomy, Certificate
Animation and Rich Media, Diploma	Emergency Medical Technician, Certificate	Photography, AAS
Applied Engineering Technology - Electro-Mechanical Technologies, AAS	Engineering: Transfer Major AS	Photography Advanced, Certificate
Applied Engineering Technology - Wind Turbine Technologies, AAS	English: Transfer Major AA	Photography Basic, Certificate
Applied Engineering Technology, Diploma	Entrepreneurship, Certificate	Physics: Transfer Major AS
Architectural Technologies, AAS	Exercise Science & Kinesiology: Transfer Major AA	Political Science: Transfer Major AA
Architectural Technologies, Diploma	Fashion, AAS	Psychology: Transfer Major AA
ASEP - General Motors, AAS	Fashion, Diploma	Python Application Developer, Certificate
ASSET - Ford, AAS	Fashion Styling, Certificate	Real Time Court Reporting, AAS
Associate of Arts (AA)	Fire Protection Technology, Certificate	Renewable Energy Technology, AAS
Associate of Science (AS)	Fire Science Technology, AAS	Respiratory Therapy, AAS
Athletic Coaching, Certificate	Fitness Specialist Certificate	Retail Management, Certificate
Auto Chassis & Power Train, Diploma	Fitness/Exercise Management, AAS	Retail Management, Diploma
Auto Collision Technology, AAS	Fluid Power Technology, AAS	Robotics & Control Systems Engineering Technology, AAS
Auto Collision Technology, Diploma	Fluid Power Technology, Diploma	Sales and Management, Diploma
Auto Engines and Tune-Up, Diploma	Funeral Services, AAS	Sales, Certificate
Auto Minor Repair & Vehicle Maintenance, Certificate	Gerontology Specialist, Certificate	Sociology: Transfer Major AA
Automotive Maintenance & Light Repair Technology, Diploma	Graphic Design, AAS	SQL Application Developer, Certificate
Automotive Mechanics Technology, AAS	Health Info Tech for Healthcare Professional, Certificate	Supply Chain Management, Certificate
Baking, Diploma	Health Info Tech for Information Technology Professional, Certificate	Surgical Technology, AAS
Biology: Transfer Major AS	Health Information Technology, AAS	Technical Studies, AAS
Biotechnology Agronomy Concentration, AAS	Heating, Air Conditioning, Refrigeration Technology, AAS	Theatre: Transfer Major AA
Biotechnology Animal Science Concentration, AAS	Heating, Air Conditioning, Refrigeration Technology, Diploma	Tool & Die Making, AAS
Biotechnology Bio-Mass Operations Technology, AAS	History: Transfer Major AA	Veterinary Technology, AAS
Biotechnology Greenhouse Production Concentration, AAS	Homeland Security, Certificate	Video Production, AAS
Biotechnology Laboratory Methods, Certificate	Honda PACT, AAS	Video Production, Certificate
Building Maintenance, Certificate	Honda PACT Maintenance & Light Repair, Certificate	Video Production, Diploma
Building Trades, Diploma	Horticulture Arboriculture, Certificate	Visual Communication, Certificate
Business Administration Entrepreneurship, AAS	Horticulture Greenhouse Production, Certificate	Visual Communications, Diploma
Business: Transfer Major AA	Horticulture Landscape & Turf Concentration, AAS	Wastewater Treatment and Collection System Technology, Diploma
C# Application Developer, Certificate	Horticulture Landscape, Certificate	Wastewater Treatment Apprenticeship, Certificate
C++ Application Developer, Certificate	Horticulture Plant Production Concentration, AAS	Wastewater Treatment Technology, Certificate
CAP Chrysler, AAS	Horticulture Turf, Certificate	Wastewater Collection System Technology, Certificate
Chemistry: Transfer Major AS	Hospitality Business, Diploma	Water Distribution System Technology, Certificate
Civil Engineering Technology, AAS	Hospitality Business, Restaurant Management, Diploma	Water Environmental Technology, AAS
Civil Engineering Technology, Certificate	Hospitality Management, Hotel Concentration, AAS	Water Treatment and Distribution System Technology, Diploma
CNC Operator/Programmer, Certificate	Hospitality Management, Restaurant Concentration, AAS	Water Treatment Apprenticeship, Certificate
CNC Setup/Operator, Certificate	Human and Family Services: Transfer Major AA	Water Treatment Technology, Certificate
Communication: Transfer Major AA	Human Resources Management, Certificate	Web Developer Advanced, Certificate
Computer Information Systems, AAS	Human Services, AAS	Web Developer, Certificate
Computer Languages, Diploma	Human Services, Certificate	Web Developer, Diploma
Computer-Aided Design Technology, AAS	InDesign, Certificate	Web Development, AAS
Computer-Aided Design Technology, Diploma	Information Technology/Network Administration, Certificate	Welding Blueprint Reading, Certificate
Construction Management, AAS	Information Technology/Network Administration, AAS	Welding, Diploma
Crime Scene Investigation, Certificate	Insurance Services, Certificate	Welding Gas Metal Arc Welding, Certificate
Criminal Justice, AAS	Interactive Media for Graphic Design, Certificate	Welding Gas Tungsten Arc Welding, Certificate
Criminal Justice Emergency Management, Certificate	Interior Design Consultant, Certificate	Welding GMAW Advanced AWS, Certificate
Criminal Justice: Transfer Major AA	Java Application Developer, Certificate	Welding Production MIG Welding, Certificate
Culinary Arts, AAS	Journalism: Transfer Major AA	Welding Shielded-Metal Arc Welding, Certificate
Culinary Arts, Diploma	Long Term Care Administrator, Certificate	Welding SMAW Advanced AWS Certification
Cybersecurity, AAS	Long Term Care Administrator-Practicum, Certificate	Welding Thermal Cutting Certificate
Cybersecurity, Certificate	Machinist Technology, Diploma	

DMACC

DES MOINES AREA
COMMUNITY COLLEGE

Organization Chart

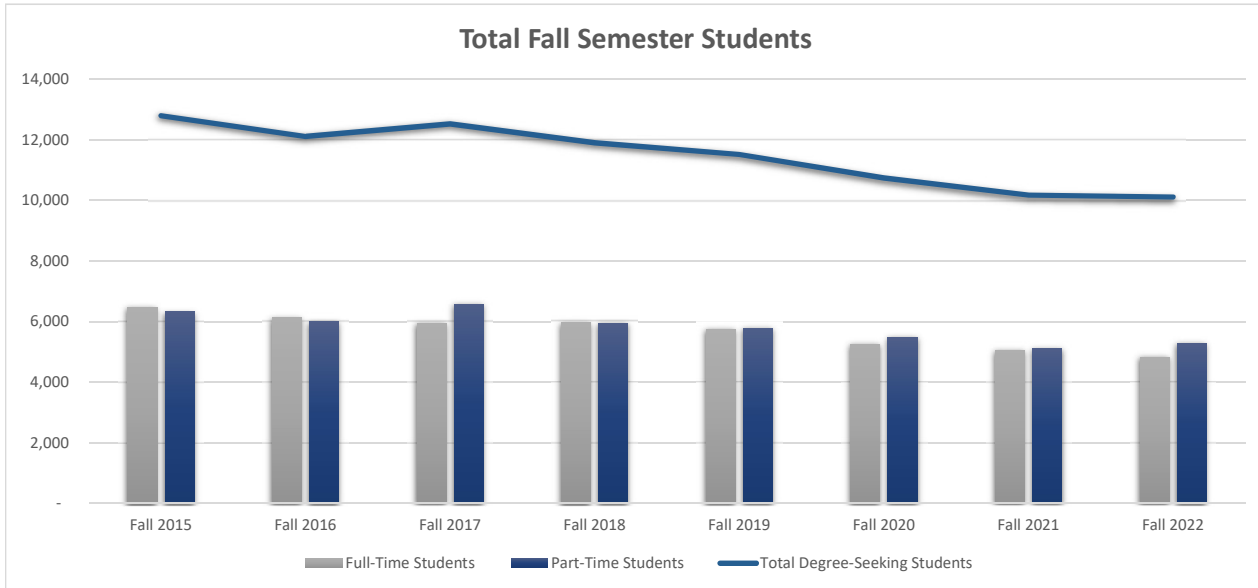
BOARD OF DIRECTORS



This chart is accurate as of August 2022

Table 1. Total Fall Semester Students (Credential/Degree-Seeking or Transfer-Intending)

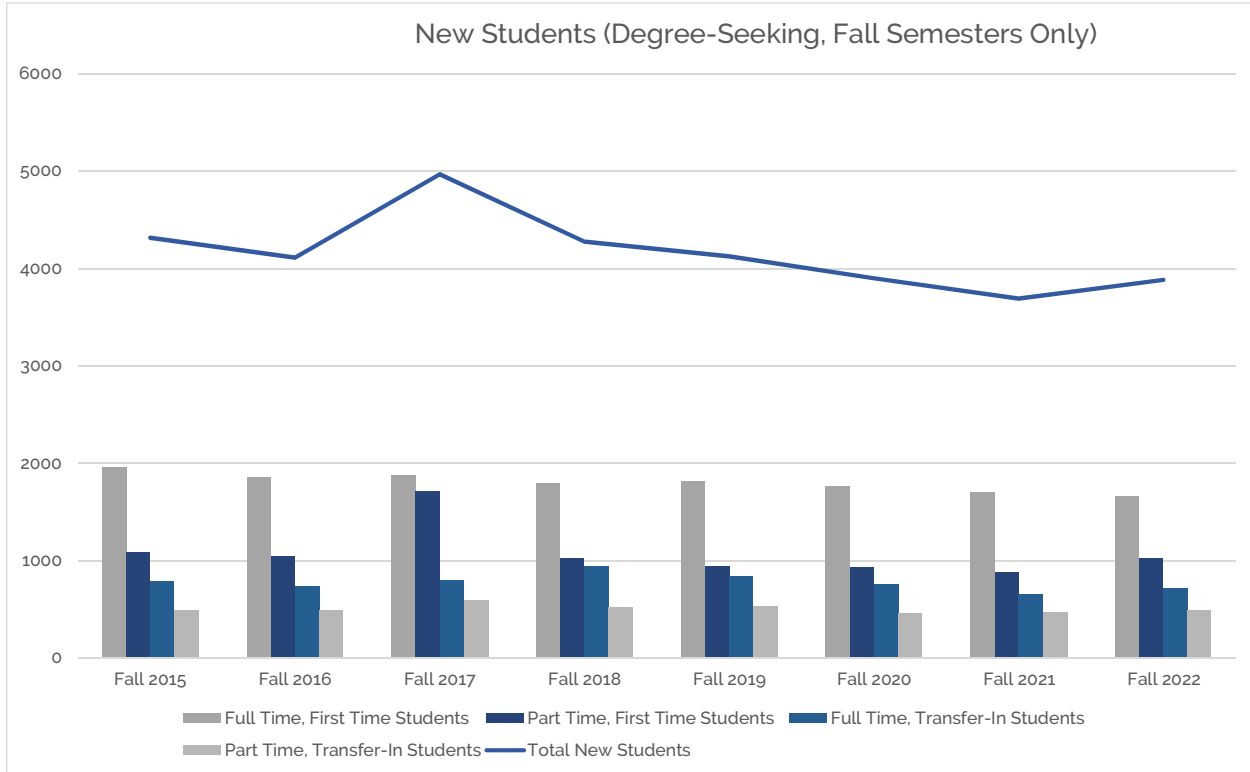
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-Time Students	6,479	6,123	5,950	5,957	5,741	5,253	5,060	4,831
Part-Time Students	6,314	5,989	6,571	5,944	5,771	5,481	5,115	5,279
Total Degree-Seeking Students	12,793	12,112	12,521	11,901	11,512	10,734	10,175	10,110



*As required by the state and federal departments of education, Fall Semester Students are officially counted on Census Day. For definition of Census Day, see Glossary

Table 2. New Students (Degree-Seeking*, Fall Semesters Only)

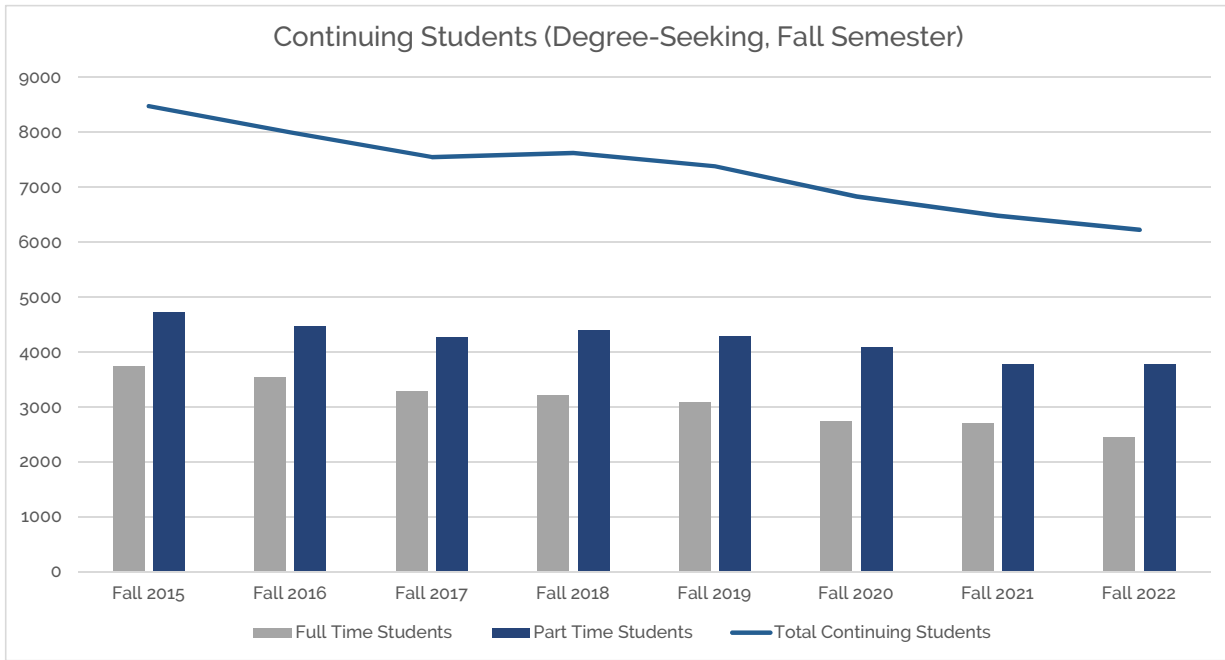
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-Time, First-Time Students	1,954	1,855	1,870	1,793	1,811	1,765	1,695	1,662
Part-Time, First-Time Students	1,084	1,039	1,712	1,026	941	933	879	1,023
Full-Time, Transfer-In Students	783	730	793	938	842	752	654	716
Part-Time, Transfer-In Students	494	489	594	521	533	452	464	484
Total New Students	4,315	4,113	4,969	4,278	4,127	3,902	3,692	3,885



*See glossary for full definition of a Degree-Seeking Student.

Table 3. Continuing and Returning Students (Degree-Seeking, Fall Semester)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-Time Students	3,742	3,538	3,287	3,226	3,088	2,736	2,711	2,453
Part-Time Students	4,736	4,461	4,265	4,397	4,297	4,096	3,772	3,772
Total Continuing Students	8,478	7,999	7,552	7,623	7,385	6,832	6,483	6,225



*Includes those intending to transfer to a 4-year institution prior to earning a degree from DMACC. Excludes high school students. See glossary for details.

Table 4. Total High School Students (Fall Semester)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Total	8,875	9,628	9,800	10,392	10,242	5,975	9,216	10,415

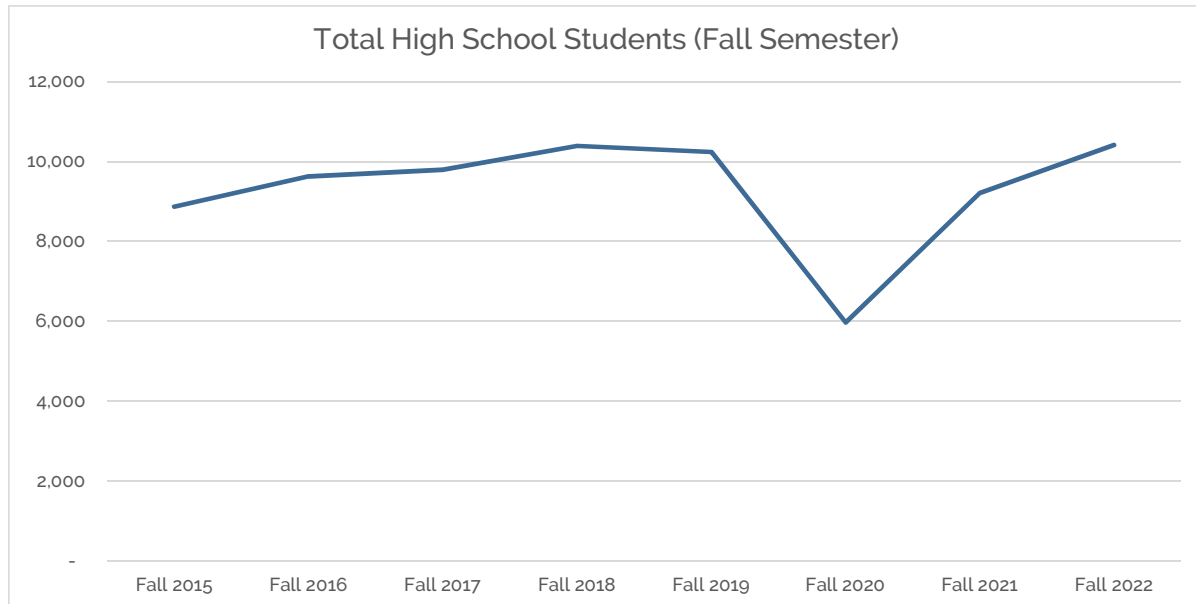


Table 5: Campus and Modality Enrollments*

Red = decline Green = growth

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1-year change	5-year change
Ames Hunziker-F2F*	1,042	949	1,021	905	839	773	303	409	491	20.0%	45.8%
Ankeny-F2F	7,612	7,200	7,063	7,003	7,192	6,938	1,822	5,470	5,462	0.2%	22.0%
Boone-F2F	1,330	1,103	964	864	865	765	326	675	720	6.7%	16.7%
Carroll-F2F	445	529	518	550	524	508	323	388	388	-	29.5%
Newton-F2F	548	542	521	504	532	464	219	332	330	0.6%	34.5%
Perry-F2F	244	239	319	261	210	232	130	159	177	11.3%	32.2%
Southridge-F2F	849	752	788	730	648	505	224	257	258	0.4%	64.7%
Urban-F2F	3,052	2,574	2,428	2,373	2,258	2,093	460	872	1,072	22.9%	54.8%
West-F2F	892	836	794	799	731	683	112	419	396	5.5%	50.4%
Online (both degree-seeking and high school students)	5,044	5,076	5,296	5,886	6,160	6,873	12,818	8,942	8,793	1.7%	49.4%
Off-Campus, Not-High School	15	32	9	17	47	93	32	77	38	50.6%	123.5%
In the High Schools	7,421	7,197	7,680	7,930	8,683	8,403	4,333	7,676	8,726	13.7%	10.0%

*F2F means Face-to-Face

**These are head counts on each campus. They are duplicative, meaning that students appear in each of the locations/modalities that they have courses associated with.

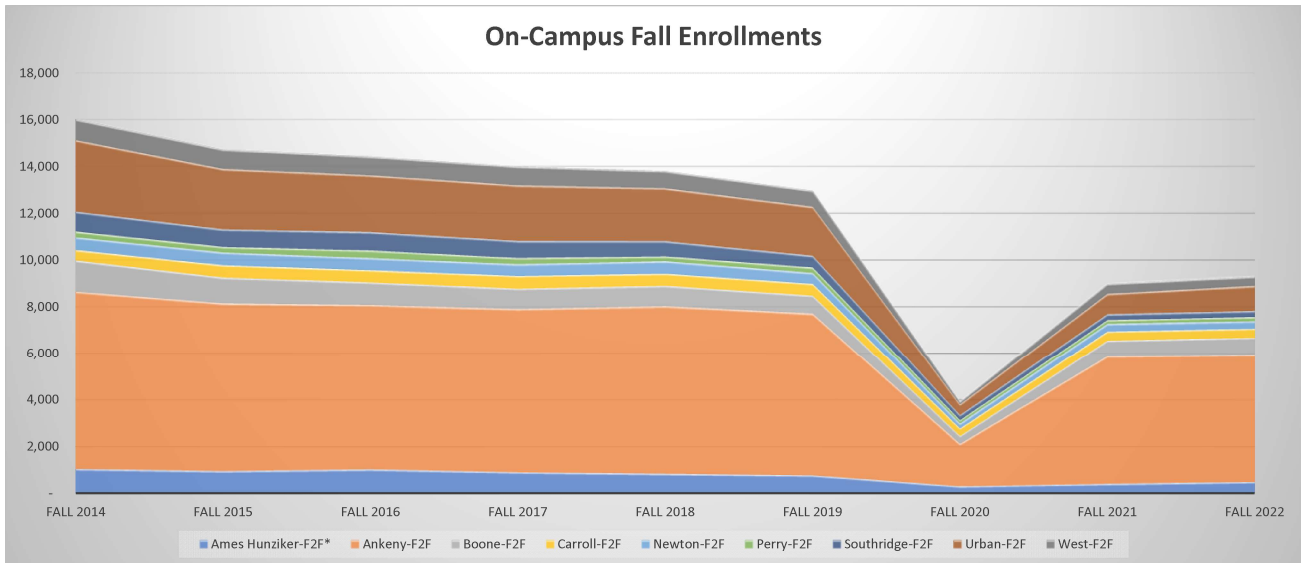


Table 6. Online/Distance Education Students

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
100% online	1,771	1,782	2,274	1,738	1,749	8,254	3,235	3,894
Enrolled in some <i>but not all</i> online courses	2,658	2,756	2,532	2,918	3,048	2,132	3,639	3,448
Total	4,429	4,538	4,806	4,656	4,797	10,386	6,874	7,342

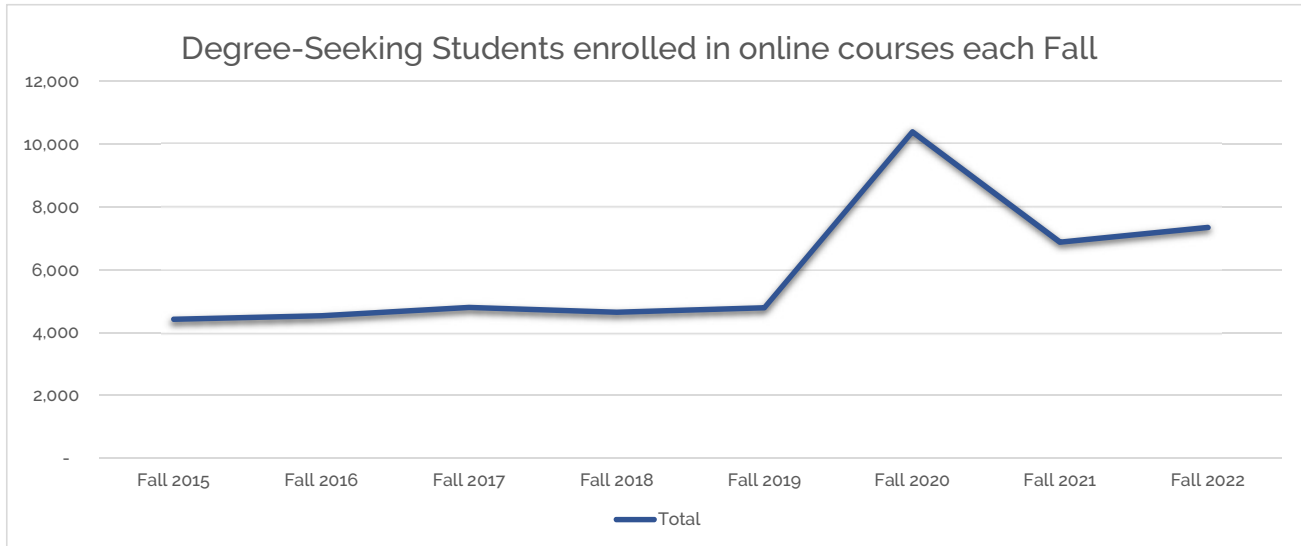


Table 7a. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students by Gender

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	Gender	Number Enrolled	Number Retained to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	1,839	834	45%	568	31%
	Female	1,785	875	49%	561	31%
	Total	3,624	1,709	47%	1,129	31%
2013	Male	1,750	800	46%	598	34%
	Female	1,711	853	50%	560	33%
	Total	3,461	1,653	48%	1,158	33%
2014	Male	1,594	757	47%	574	36%
	Female	1,732	887	51%	634	37%
	Total	3,326	1,644	49%	1,208	36%
2015	Male	1,559	763	49%	586	38%
	Female	1,479	761	51%	545	37%
	Total	3,038	1,524	50%	1,131	37%
2016	Male	1,450	700	48%	528	36%
	Female	1,444	754	52%	550	38%
	Total	2,894	1,454	50%	1,078	37%
2017	Male	1,780	806	45%	633	36%
	Female	1,802	877	49%	625	35%
	Total	3,582	1,683	47%	1,258	35%
2018	Male	1,412	678	48%	513	36%
	Female	1,407	749	53%	498	35%
	Total	2,819	1,427	51%	1,011	36%
2019	Male	1,297	609	47%	465	36%
	Female	1,455	795	55%	550	38%
	Total	2,752	1,404	51%	1,015	37%
2020	Male	1,269	657	52%	297	23%
	Female	1,440	784	54%	308	21%
	Total	2,709	1,441	53%	605	22%

Table 7b. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students who identify as American Indian or Alaska Native only

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	American Indian or Alaskan Native	Number Enrolled	Number Retained to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	11	-		-	
	Female	7	-		-	
	Total	18	-		-	
2013	Male	7	-		-	
	Female	3	-		-	
	Total	10	-		-	
2014	Male	6	-		-	
	Female	8	-		-	
	Total	14	-		-	
2015	Male	9	-		-	
	Female	10	-		-	
	Total	19	-		-	
2016	Male	8	-		-	
	Female	7	-		-	
	Total	15	-		-	
2017	Male	8	-		-	
	Female	6	-		-	
	Total	14	-		-	
2018	Male	6	-		-	
	Female	6	-		-	
	Total	12	-		-	
2019	Male	1	-		-	
	Female	5	-		-	
	Total	6	-		-	
2020	Male	3	-		-	
	Female	4	-		-	
	Total	7	-		-	

Table 7c. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students who identify as Asian only

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	Asian	Number Enrolled	Number Retained to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	43	27	63%	14	33%
	Female	50	33	66%	16	32%
	Total	93	60	65%	30	32%
2013	Male	55	27	49%	16	29%
	Female	59	37	63%	14	24%
	Total	114	64	56%	30	26%
2014	Male	68	34	50%	27	40%
	Female	61	29	48%	22	36%
	Total	129	63	49%	49	38%
2015	Male	50	24	48%	18	36%
	Female	63	35	56%	22	35%
	Total	113	59	52%	40	35%
2016	Male	63	40	63%	25	40%
	Female	54	41	76%	21	39%
	Total	117	81	69%	46	39%
2017	Male	79	34	43%	16	20%
	Female	77	48	62%	24	31%
	Total	156	82	53%	40	26%
2018	Male	45	26	58%	17	38%
	Female	56	34	61%	17	30%
	Total	101	60	59%	34	34%
2019	Male	37	22	59%	13	35%
	Female	50	28	56%	16	32%
	Total	87	50	57%	29	33%
2020	Male	48	30	63%		
	Female	54	39	72%		
	Total	102	69	68%	18	18%

Table 7d. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students who identify as Black or African American only

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	Black or African American	Number Enrolled	Number Retained to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	204	57	28%	38	19%
	Female	153	53	35%	34	22%
	Total	357	110	31%	72	20%
2013	Male	162	48	30%	32	20%
	Female	160	52	33%	22	14%
	Total	322	100	31%	54	17%
2014	Male	141	43	30%	21	15%
	Female	130	49	38%	30	23%
	Total	271	92	34%	51	19%
2015	Male	126	33	26%	15	12%
	Female	125	41	33%	19	15%
	Total	251	74	29%	34	14%
2016	Male	130	47	36%	24	18%
	Female	112	42	38%	24	21%
	Total	242	89	37%	48	20%
2017	Male	161	58	36%	49	30%
	Female	205	74	36%	48	23%
	Total	366	132	36%	97	27%
2018	Male	83	31	37%	16	19%
	Female	128	54	42%	30	23%
	Total	211	85	40%	46	22%
2019	Male	91	23	25%	13	14%
	Female	147	66	45%	37	25%
	Total	238	89	37%	50	21%
2020	Male	79	30	38%	-	
	Female	105	43	41%	-	
	Total	184	73	40%	15	9%

Table 7e. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students who identify as Hawaiian or Pacific Islander only

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	Hawaiian or Pacific Islander	Number Enrolled	Number Retained to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	-	-		-	
	Female	2	-		-	
	Total	2	-		-	
2013	Male	2	-		-	
	Female	-	-		-	
	Total	2	-		-	
2014	Male	-	-		-	
	Female	2	-		-	
	Total	2	-		-	
2015	Male	2	-		-	
	Female	3	-		-	
	Total	5	-		-	
2016	Male	1	-		-	
	Female	3	-		-	
	Total	4	-		-	
2017	Male	2	-		-	
	Female	1	-		-	
	Total	3	-		-	
2018	Male	-	-		-	
	Female	-	-		-	
	Total	-	-		-	
2019	Male	2	-		-	
	Female	1	-		-	
	Total	3	-		-	
2020	Male	1	-		-	
	Female	1	-		-	
	Total	2	-		-	

Table 7f. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students who identify as Hispanic of Any Race

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	Hispanic of Any Race	Number Enrolled	Number Persisted to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	123	45	37%	25	20%
	Female	136	74	54%	29	21%
	Total	259	119	46%	54	21%
2013	Male	108	63	58%	30	28%
	Female	145	65	45%	28	19%
	Total	253	128	51%	58	23%
2014	Male	127	56	44%	30	24%
	Female	164	85	52%	36	22%
	Total	291	141	48%	66	23%
2015	Male	135	79	59%	48	36%
	Female	145	76	52%	37	26%
	Total	280	155	55%	85	30%
2016	Male	136	66	49%	44	33%
	Female	136	71	52%	37	27%
	Total	271	137	51%	81	30%
2017	Male	189	82	43%	59	31%
	Female	215	97	45%	61	28%
	Total	404	179	44%	120	30%
2018	Male	113	51	45%	35	31%
	Female	133	64	48%	30	23%
	Total	246	115	47%	65	26%
2019	Male	95	41	43%	25	26%
	Female	129	64	50%	39	30%
	Total	224	105	47%	64	29%
2020	Male	98	46	47%	16	16%
	Female	148	71	48%	24	16%
	Total	246	117	48%	40	16%

Table 7g. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students who identify as White only

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	White	Number Enrolled	Number Persisted to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	1,329	648	49%	445	33%
	Female	1,297	653	50%	451	35%
	Total	2,626	1,301	50%	896	34%
2013	Male	1,264	589	47%	472	37%
	Female	1,216	641	53%	455	37%
	Total	2,480	1,230	50%	927	37%
2014	Male	1,148	573	50%	459	40%
	Female	1,259	678	54%	510	41%
	Total	2,407	1,251	52%	969	40%
2015	Male	1,129	578	51%	467	41%
	Female	1,037	564	54%	438	42%
	Total	2,166	1,142	53%	905	42%
2016	Male	1,023	503	49%	398	39%
	Female	1,011	544	54%	427	42%
	Total	2,034	1,047	51%	825	41%
2017	Male	1,213	586	48%	464	38%
	Female	1,158	599	52%	447	39%
	Total	2,371	1,185	50%	911	38%
2018	Male	936	458	49%	373	40%
	Female	885	495	56%	360	41%
	Total	1,821	953	52%	733	40%
2019	Male	845	416	49%	344	41%
	Female	884	507	57%	368	42%
	Total	1,729	923	53%	712	41%
2020	Male	860	463	54%	233	27%
	Female	923	508	55%	222	24%
	Total	1,783	971	54%	455	26%

Table 7h. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students who identify as Two or More Races

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	Two or More Races	Number Enrolled	Number Persisted to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	45	21	47%	8	18%
	Female	72	26	36%	14	19%
	Total	117	47	40%	22	19%
2013	Male	51	25	49%	12	24%
	Female	60	22	37%	13	22%
	Total	111	47	42%	25	23%
2014	Male	46	25	54%	20	43%
	Female	56	16	29%	15	27%
	Total	102	41	40%	35	34%
2015	Male	42	13	31%	7	17%
	Female	44	14	32%	10	23%
	Total	86	27	31%	17	20%
2016	Male	37	19	51%	14	38%
	Female	44	18	41%	17	39%
	Total	81	37	46%	31	38%
2017	Male	34	14	41%	13	38%
	Female	56	27	48%	17	30%
	Total	90	41	46%	30	33%
2018	Male	64	30	47%	19	30%
	Female	56	26	46%	19	34%
	Total	120	56	47%	38	32%
2019	Male	46	13	28%	14	30%
	Female	75	33	44%	20	27%
	Total	121	46	38%	34	28%
2020	Male	36	20	56%	12	33%
	Female	67	36	54%	11	16%
	Total	103	56	54%	23	22%

Table 7i. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students who are Non-US residents

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	Non-US Residents	Number Enrolled	Number Persisted to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	17	10	59%	-	
	Female	8	-		-	
	Total	25	15	60%	11	44%
2013	Male	23	-		16	70%
	Female	17	-		-	
	Total	40	16	40%	25	63%
2014	Male	9	-		-	
	Female	11	-		-	
	Total	20	-		-	
2015	Male	22	14	64%	11	50%
	Female	9	-		-	
	Total	31	22	71%	15	48%
2016	Male	9	-		-	
	Female	17	10	59%	-	
	Total	26	18	69%	10	38%
2017	Male	15	-		-	
	Female	6	-		-	
	Total	21	-		-	
2018	Male	6	-		-	
	Female	8	-		-	
	Total	14	-		-	
2019	Male	9	-		-	
	Female	11	-		-	
	Total	20	15	75%	-	
2020	Male	5	-		-	
	Female	4	-		-	
	Total	9	-		-	

Table 7i. Student Retention and Graduation Rates of First-Time, Full-Time + Part-Time, Degree-Seeking Students of unknown race or ethnicity

* In order to comply with FERPA, any results that number less than 10 students are hidden with a - (dash).

Year Enrolled (Fall Semester)	Unknown Race or Ethnicity	Number Enrolled	Number Persisted to 2nd Year	%	Number Completed or Transferred in 3 years or less	%
2012	Male	67	24	36%	24	36%
	Female	60	27	45%	11	18%
	Total	127	51	40%	35	28%
2013	Male	78	34	44%	19	24%
	Female	51	28	55%	17	33%
	Total	129	62	48%	36	28%
2014	Male	49	19	39%	15	31%
	Female	41	23	56%	12	29%
	Total	90	42	47%	27	30%
2015	Male	44	18	41%	17	39%
	Female	43	18	42%	10	23%
	Total	87	36	41%	27	31%
2016	Male	44	13	30%	14	32%
	Female	60	24	40%	20	33%
	Total	104	37	36%	34	33%
2017	Male	79	26	33%	27	34%
	Female	78	28	36%	24	31%
	Total	157	54	34%	51	32%
2018	Male	159	79	50%	47	30%
	Female	135	72	53%	36	27%
	Total	294	151	51%	83	28%
2019	Male	171	88	51%	55	32%
	Female	153	86	56%	63	41%
	Total	324	174	54%	118	36%
2020	Male	139	63	45%	29	21%
	Female	133	83	62%	34	26%
	Total	272	146	54%	63	23%

Table 8: Credit Hours and Average Credits Enrolled per Student by Location/Modality

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Credit Changes	
	Students	Credits	Students	Credits	Students	Credits	Students	Credits	Students	Credits	Students	Credits	Students	Credits	Students	Credits	Students	Credits	1-year change	5-year change
Ames Hunziker-F2F	1,042	6,610	949	6,137	1,021	6,311	905	5,539	839	5,313	773	4,665	303	1,766	409	2,178	491	2,726	25.2%	50.8%
Ankeny-F2F	7,612	69,696	7,200	67,805	7,063	65,757	7,003	65,834	7,192	66,998	6,938	64,447	1,822	9,061	5,470	46,501	5,462	47,558	2.3%	27.8%
Boone-F2F	1,330	12,299	1,103	10,324	964	8,918	864	7,968	865	7,811	765	7,065	326	1,299	675	5,126	720	5,566	8.6%	30.1%
Carroll-F2F	445	2,831	529	3,485	518	3,468	550	3,780	524	3,220	508	3,319	323	1,713	388	2,244	388	2,337	4.1%	38.2%
Newton-F2F	548	4,827	542	4,404	521	4,275	504	4,190	532	4,131	464	3,831	219	1,453	332	2,539	330	2,545	0.2%	39.3%
Perry-F2F	244	1,386	239	1,355	319	1,984	261	1,641	210	1,391	232	1,530	130	809	159	913	177	975	6.8%	40.6%
Southridge-F2F	849	4,861	752	4,649	788	4,870	730	4,444	648	3,793	505	3,033	224	1,303	257	1,624	258	1,625	6.1%	65.7%
Urban-F2F	3,052	21,687	2,574	17,282	2,428	16,162	2,373	15,943	2,258	15,392	2,093	13,895	460	2,054	872	4,788	1,072	6,141	28.3%	60.1%
West-F2F	892	6,632	836	6,093	794	5,685	799	5,271	731	5,057	683	4,691	112	428	419	2,846	396	2,711	4.7%	48.6%
Online (both degree-seeking and high school students)	5,044	26,936	5,076	26,107	5,296	26,589	5,886	28,413	6,160	29,350	6,873	33,994	12,818	109,855	8,942	54,127	8,793	50,022	7.6%	76.1%
Off-Campus, Not High School	15	-	32	69	9	-	17	33	47	165	93	66	32	62	77	246	38	341	38.6%	933.3%
In the High Schools	7,421	33,150	7,197	31,483	7,680	35,622	7,930	36,619	8,683	40,066	8,403	38,061	4,333	20,417	7,676	33,261	8,726	37,388	12.4%	2.1%

*F2F means students who enrolled in face-to-face courses

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1-year change	5-year change
	Credits per student	Credits per student	Credits per student	Credits per student	Credits per student	Credits per student	Credits per student	Credits per student	Credits per student		
Ames Hunziker-F2F	6.34	6.47	6.18	6.12	6.33	6.03	5.83	5.33	5.55	4.1%	9.3%
Ankeny-F2F	9.16	9.42	9.31	9.40	9.32	9.29	4.97	8.50	8.71	2.5%	7.3%
Boone-F2F	9.25	9.36	9.25	9.22	9.03	9.24	3.98	7.59	7.73	1.8%	16.2%
Carroll-F2F	6.36	6.59	6.69	6.87	6.15	6.53	5.30	5.78	6.02	4.2%	12.4%
Newton-F2F	8.81	8.13	8.21	8.31	7.77	8.26	6.63	7.65	7.71	0.8%	7.2%
Perry-F2F	5.68	5.67	6.22	6.29	6.62	6.59	6.22	5.74	5.51	4.0%	12.4%
Southridge-F2F	5.73	6.18	6.18	6.09	5.85	6.01	5.82	6.32	5.91	6.5%	3.0%
Urban-F2F	7.11	6.71	6.66	6.72	6.82	6.64	4.47	5.49	5.73	4.4%	14.7%
West-F2F	7.43	7.29	7.16	6.60	6.93	6.87	3.82	6.79	6.85	0.9%	3.8%
Online (both degree-seeking and high school students)	5.34	5.14	5.02	4.83	4.76	4.95	8.57	6.05	5.69	6.0%	17.8%
Off-Campus, Not High School	0	2.16	0	1.94	3.51	0.71	1.94	3.19	8.97	181.2%	362.4%
In the High Schools	4.47	4.37	4.64	4.62	4.61	4.53	4.71	4.33	4.28	1.2%	7.4%

Table 9: Fall 2022 Part-Time Students - Not In High School

Credit Hours Enrolled at Census Day*		
	Number	Percentage
3 or fewer	1,494	23.6%
4 to 6	1,834	29.0%
7 to 9	1,921	30.3%
10 to 11	1,086	17.1%
Total	6,335	100.0%

*See Glossary for definition of Census Day

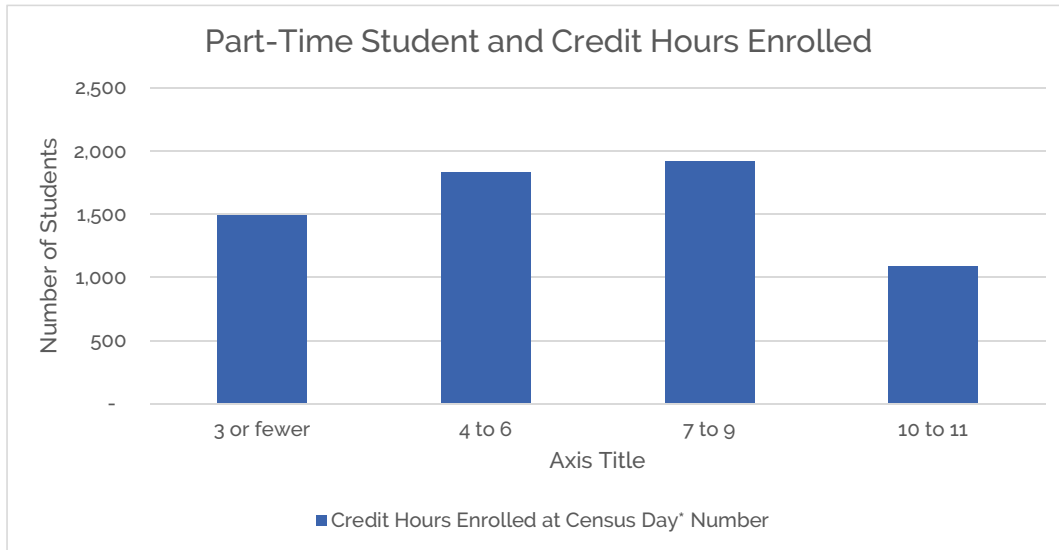
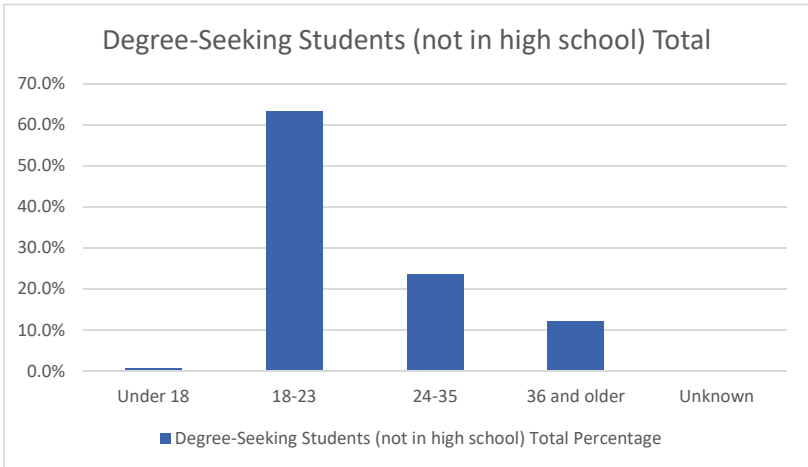
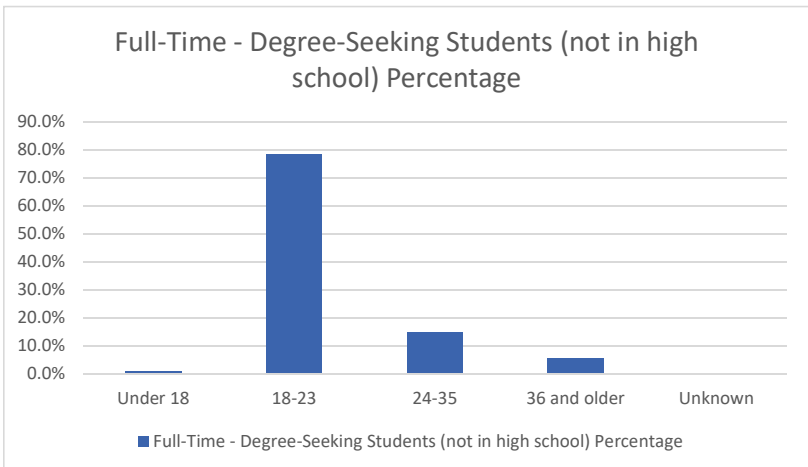


Table 10. Degree-Seeking Students by Age for Fall 2022

Degree-Seeking Students (not in high school) Total		
Age Range	Number	Percentage
Under 18	95	0.8%
18-23	7,105	63.3%
24-35	2,655	23.7%
36 and older	1,357	12.1%
Unknown	10	0.1%
Total	11,222	100.0%



Full-Time - Degree-Seeking Students (not in high school)		
Age Range	Number	Percentage
Under 18	51	1.0%
18-23	3,842	78.6%
24-35	729	14.9%
36 and older	263	5.4%
Unknown	2	0.1%
Total	4,887	100.0%



Part-Time - Degree-Seeking Students (not in high school)		
Age Range	Number	Percentage
Under 18	44	0.7%
18-23	3,263	51.5%
24-35	1,926	30.4%
36 and older	1,094	17.3%
Unknown	8	0.1%
Total	6,335	100.0%

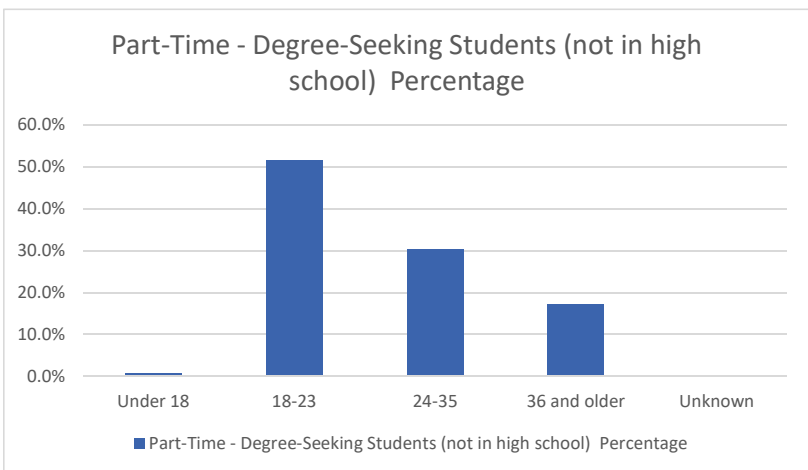
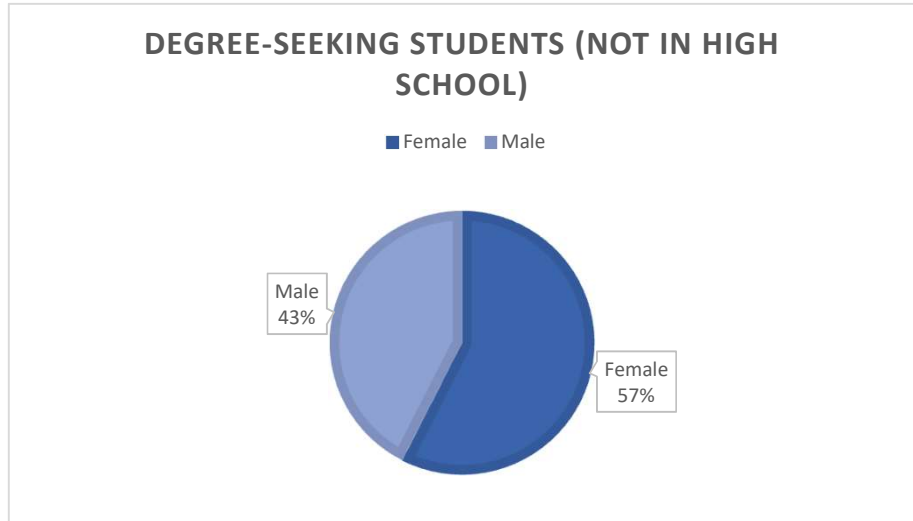


Table 11. Students by Gender for Fall 2022

Degree-Seeking Students (not in high school)		
	Number	Percentage
Female	6,448	57.5%
Male	4,774	42.5%
Total	11,222	100%



Dual Enrollment (high school students)		
	Number	Percentage
Female	5,751	55.2%
Male	4,664	44.8%
Total	10,415	100%

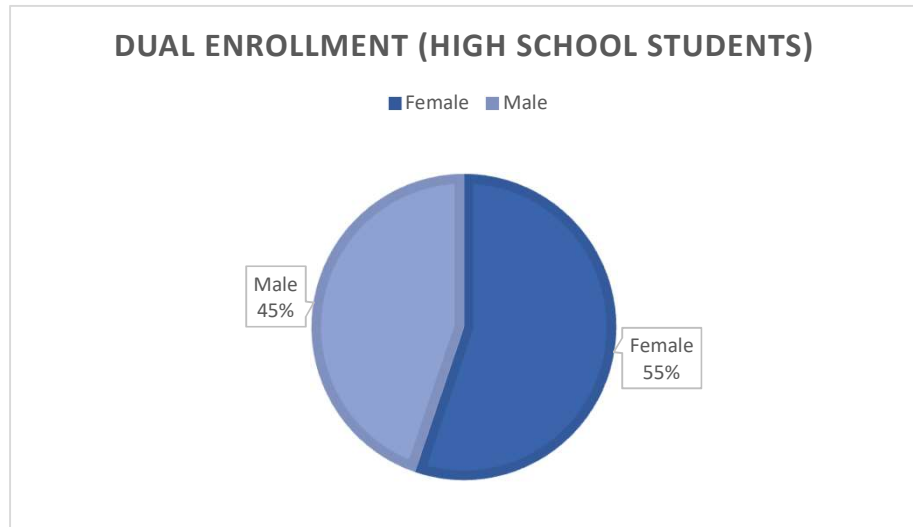


Table 12. Fall 2022 Race and Ethnicity of Students

Degree-Seeking + High School Students		
Race or Ethnicity	Percentage	Number
American Indian/AK Native (Alone)	0.3%	72
Asian (Alone)	4.2%	905
Black or African American (Alone)	6.0%	1,288
Hispanic or Latinx (of any race)	8.9%	1,929
Native HI / Pacific Islander (alone)	0.0%	8
Two or more races	2.2%	470
Unknown	14.1%	3,053
White (alone)	64.3%	13,912
Total	100%	21,637

Degree-Seeking Students Only		
Race or Ethnicity	Percentage	Number
American Indian/AK Native (Alone)	0.4%	39
Asian (Alone)	4.4%	439
Black or African American (Alone)	8.5%	831
Hispanic or Latinx (of any race)	10.1%	936
Native HI / Pacific Islander (alone)	0.1%	6
Two or more races	3.8%	381
Unknown	3.0%	267
White (alone)	69.8%	7,211
Total	100.00%	10,110

27.3% of degree-seeking students are students of color.

Table 13. Fall 2022 Students Identifying as American Indian or Alaska Native

	Degree-Seeking Students Identifying as American Indian or Alaska Native
2017	51
2018	59
2019	44
2020	39
2021	35
2022	39

	Dual-Enrolled High School Students Identifying as American Indian or Alaska Native
2017	31
2018	34
2019	19
2020	9
2021	15
2022	30

	Non-Degree-Seeking Students Identifying as American Indian or Alaska Native
2017	0
2018	0
2019	0
2020	0
2021	0
2022	3

	All Students Identifying as American Indian or Alaska Native
2017	82
2018	93
2019	63
2020	48
2021	50
2022	72

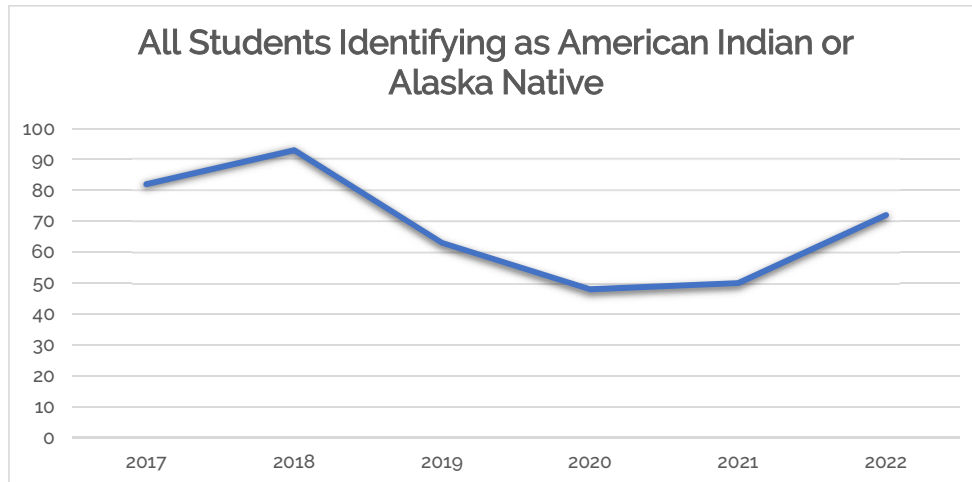


Table 14. Fall 2022 Students Identifying as Asian

	Degree-Seeking Students Identifying as Asian
2017	626
2018	568
2019	570
2020	542
2021	498
2022	427

	High School Students Identifying as Asian
2017	416
2018	485
2019	507
2020	227
2021	354
2022	411

	Non-Degree-Seeking Students Identifying as Asian
2017	1
2018	0
2019	5
2020	0
2021	1
2022	67

	Total All Students Identifying as Asian
2017	1,043
2018	1,053
2019	1,082
2020	769
2021	853
2022	905

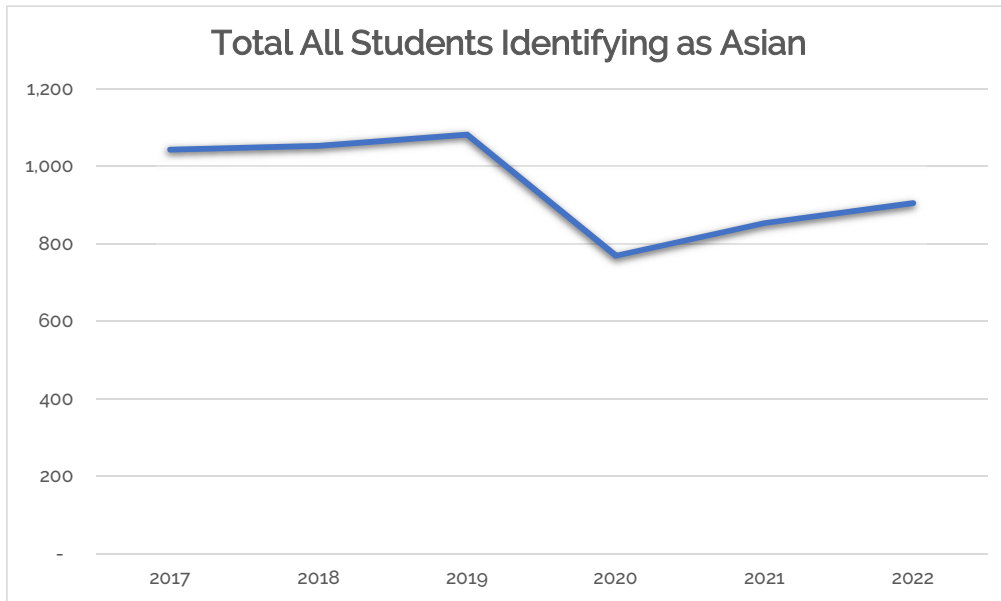


Table 15. Fall 2022 Students Identifying as Black or African American

	Degree-Seeking Students Identifying as Black or African American
2017	1,108
2018	1,072
2019	1,127
2020	985
2021	876
2022	827

	High School Students Identifying as Black or African American
2017	318
2018	411
2019	391
2020	112
2021	284
2022	338

	Non-Degree-Seeking Students Identifying as Black or African American
2017	3
2018	0
2019	3
2020	0
2021	0
2022	123

	Total All Students Identifying as Black or African American
2017	1,429
2018	1,483
2019	1,521
2020	1,097
2021	1,160
2022	1,288

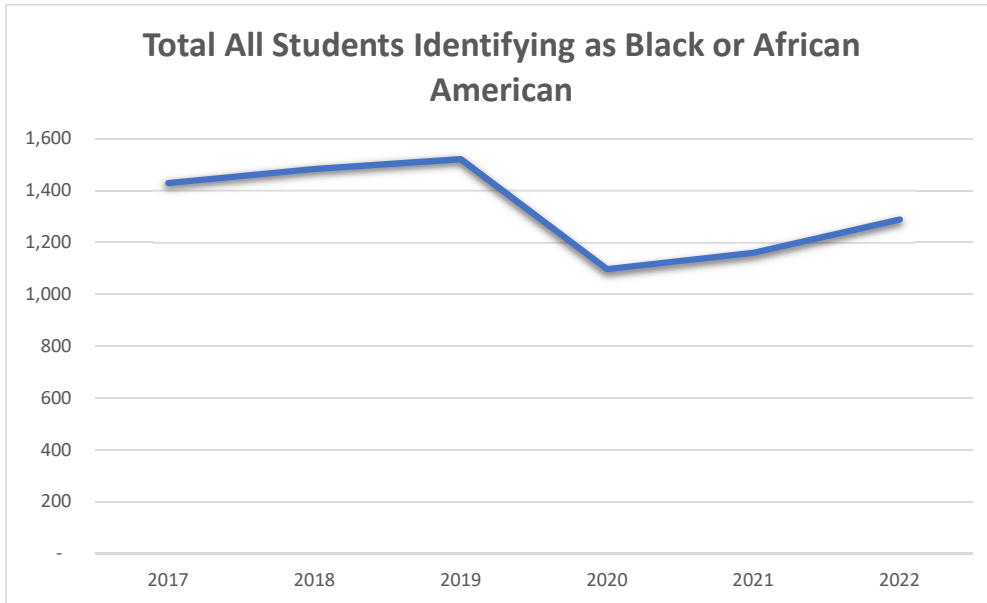


Table 16. Fall 2022 Students Identifying as Hawaiian or Pacific Islander

	Degree-Seeking Students Identifying as Hawaiian or Pacific Islander
2017	11
2018	8
2019	7
2020	8
2021	10
2022	6

	High School Students Identifying as Hawaiian or Pacific Islander
2017	3
2018	3
2019	6
2020	2
2021	1
2022	2

	Non-Degree-Seeking Students Identifying as Hawaiian or Pacific Islander
2017	0
2018	0
2019	0
2020	0
2021	0
2022	0

	Total All Students Identifying as Hawaiian or Pacific Islander
2017	14
2018	11
2019	13
2020	10
2021	11
2022	8

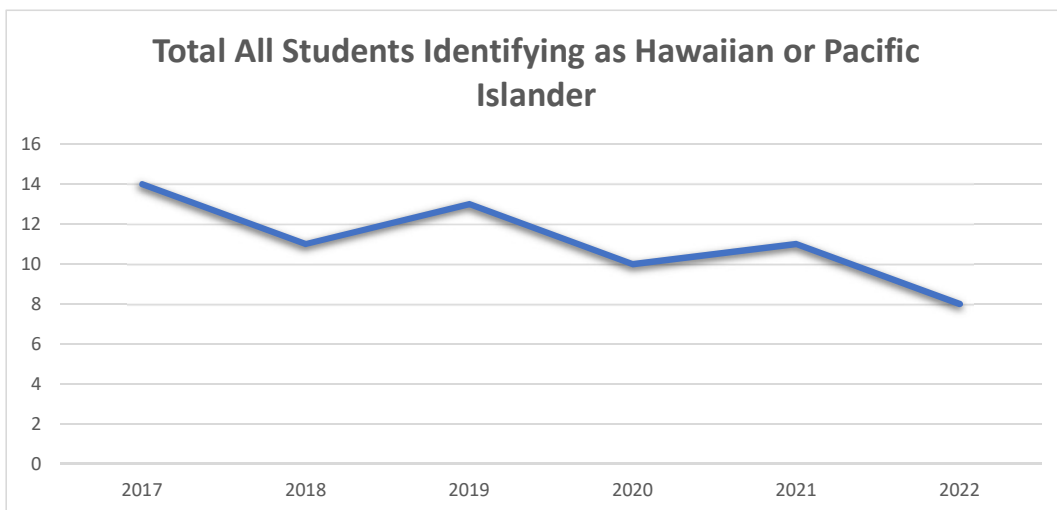


Table 17. Fall 2022 Students Identifying as Hispanic

	Degree-Seeking Students Identifying as Hispanic
2017	1,221
2018	1,149
2019	1,096
2020	1,124
2021	1,029
2022	936

	High School Students Identifying as Hispanic
2017	637
2018	824
2019	879
2020	265
2021	533
2022	790

	Non-Degree-Seeking Students Identifying as Hispanic
2017	3
2018	1
2019	3
2020	0
2021	4
2022	203

	Total All Students Identifying as Hispanic
2017	1,861
2018	1,974
2019	1,978
2020	1,389
2021	1,566
2022	1,929

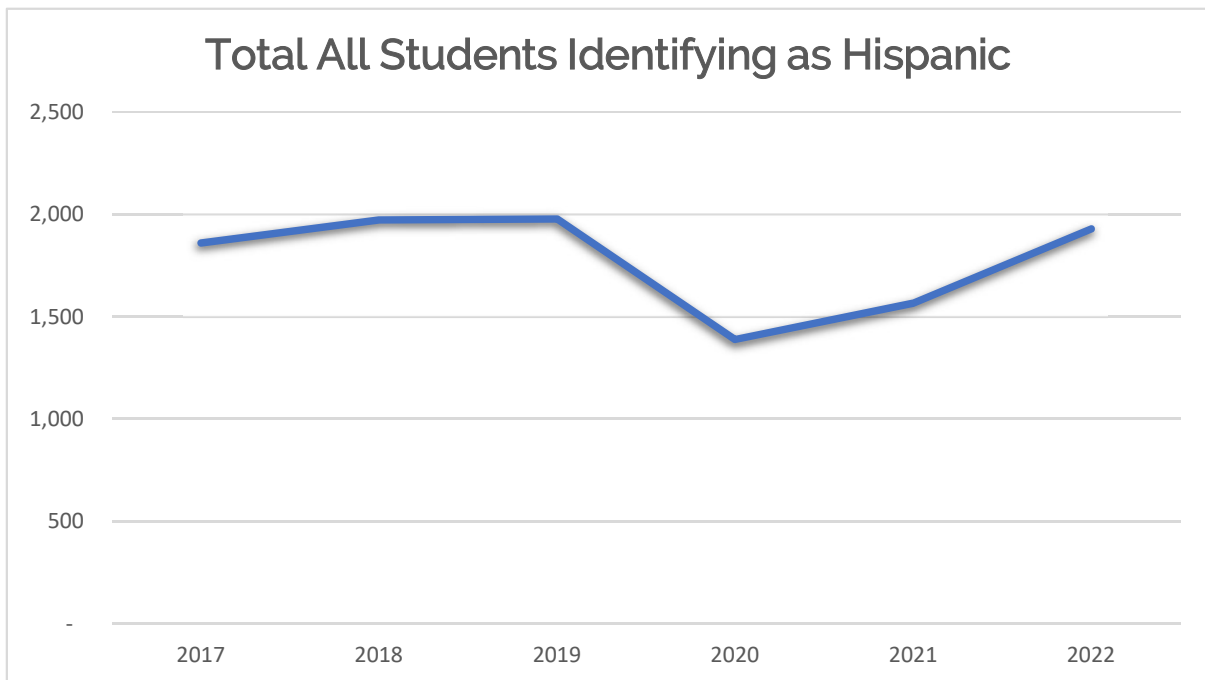


Table 18. Fall 2022 Students Identifying as White

	Degree-Seeking Students Identifying as White
2017	9,301
2018	9,415
2019	9,262
2020	8,794
2021	8,128
2022	7,211

	High School Students Identifying as White
2017	7,231
2018	7,521
2019	7,395
2020	4,248
2021	5,794
2022	6,082

	Non-Degree-Seeking Students Identifying as White
2017	11
2018	6
2019	77
2020	19
2021	29
2022	619

	Total All Students Identifying as White
2017	16,543
2018	16,942
2019	16,734
2020	13,061
2021	13,951
2022	13,912

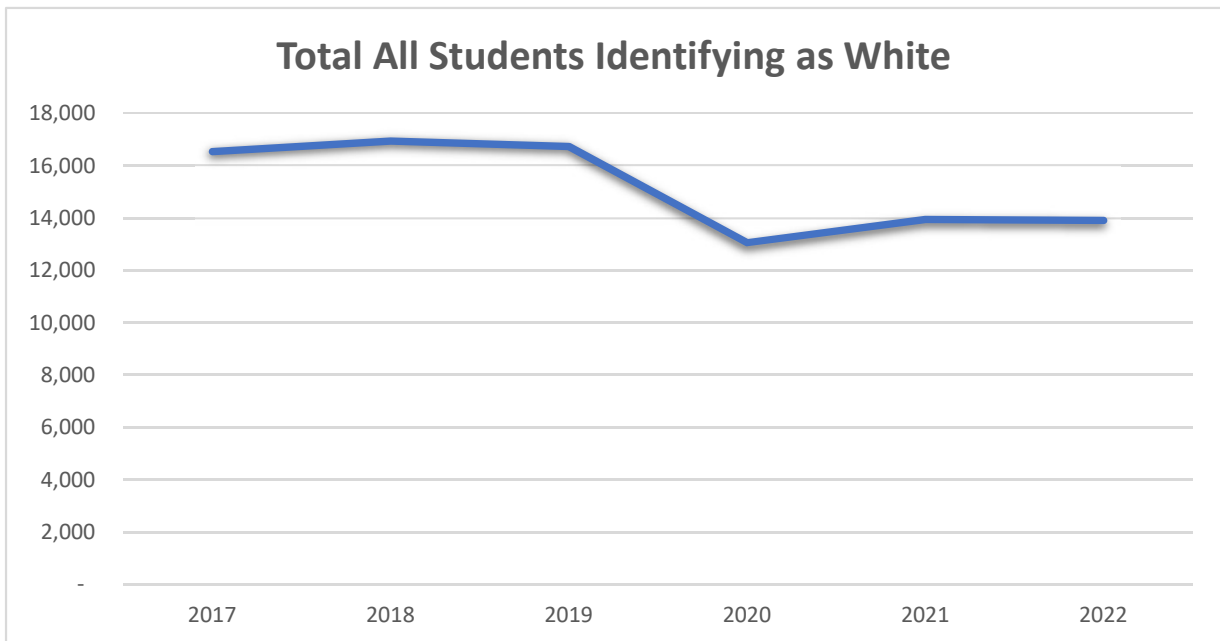


Table 19. Fall 2022 Students Identifying as Two or More Races

	Degree-Seeking Students Identifying as Two or More Races
2017	318
2018	444
2019	474
2020	474
2021	468
2022	381

	High School Students Identifying as Two or More Races
2017	108
2018	122
2019	80
2020	44
2021	47
2022	54

	Non-Degree-Seeking Students Identifying as Two or More Races
2017	0
2018	0
2019	2
2020	0
2021	1
2022	35

	Total All Students Identifying as Two or More Races
2017	426
2018	566
2019	556
2020	518
2021	516
2022	470

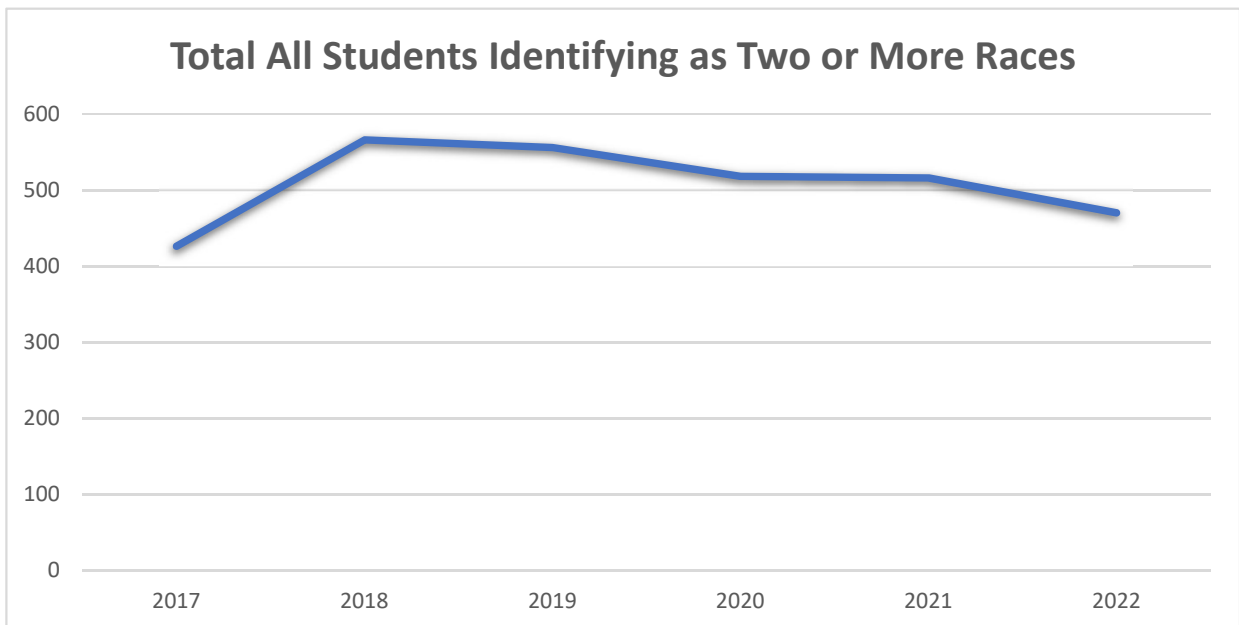


Table 20. Fall 2022 Students who did not identify a race or ethnicity

	Degree-Seeking Students who did not identify a race or ethnicity
2017	526
2018	360
2019	332
2020	241
2021	228
2022	267

	High School Students who did not identify a race or ethnicity
2017	1,056
2018	992
2019	965
2020	1,068
2021	2,188
2022	2,718

	Non-Degree-Seeking Students who did not identify a race or ethnicity
2017	2
2018	0
2019	14
2020	0
2021	13
2022	68

	Total All Students who did not identify a race or ethnicity
2017	1,584
2018	1,352
2019	1,311
2020	1,309
2021	2,429
2022	3,053

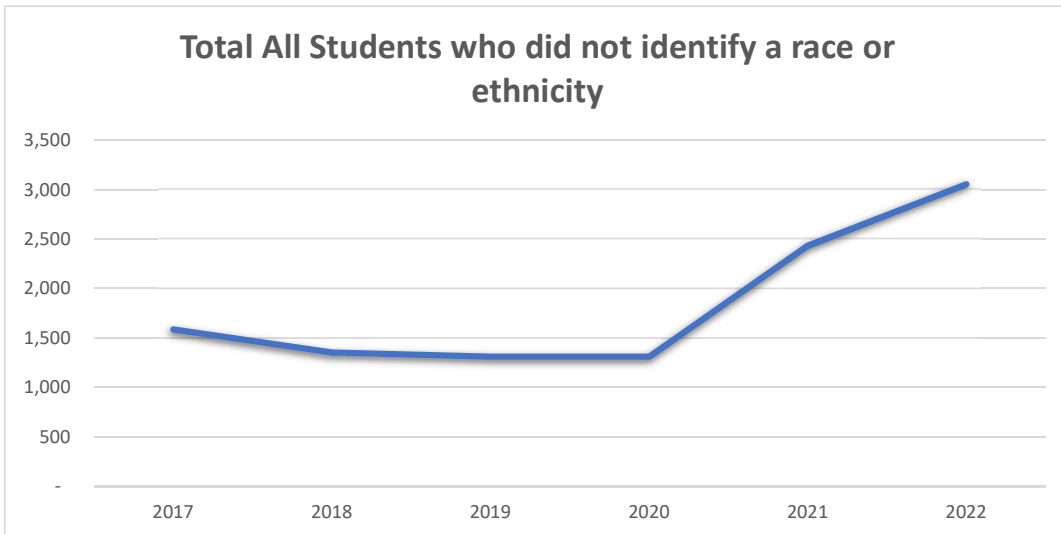


Table 21. Percentage of Students by Race or Ethnicity over time (Fall Semester Data)

	American Indian or Alaska Native	Asian	Black or African American	Hawaiian or Pacific Islander	Hispanic	White	Two or More Races	Unknown
2017	0.4%	4.5%	6.2%	0.1%	8.1%	72.0%	1.9%	6.9%
2018	0.4%	4.5%	6.3%	0.0%	8.4%	72.2%	2.4%	5.8%
2019	0.3%	4.7%	6.5%	0.1%	8.5%	71.9%	2.4%	5.6%
2020	0.3%	4.2%	6.0%	0.1%	7.6%	71.8%	2.8%	7.2%
2021	0.2%	4.2%	5.6%	0.1%	7.6%	67.9%	2.5%	11.8%
2022	0.3%	4.2%	6.0%	0.0%	8.9%	64.3%	2.2%	14.1%

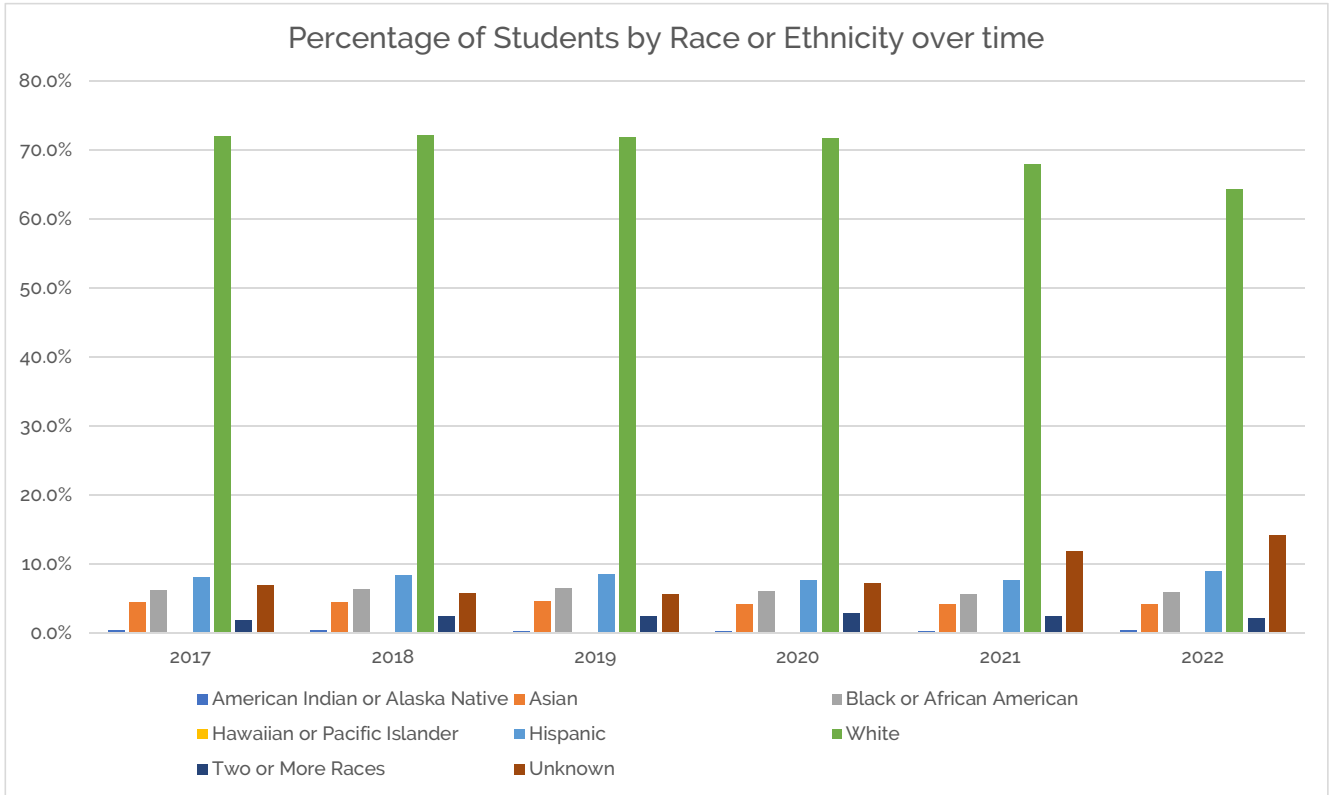


Table 22. Number of Credit Hours Earned Prior to DMACC Enrollment for New Students (Degree-Seeking)

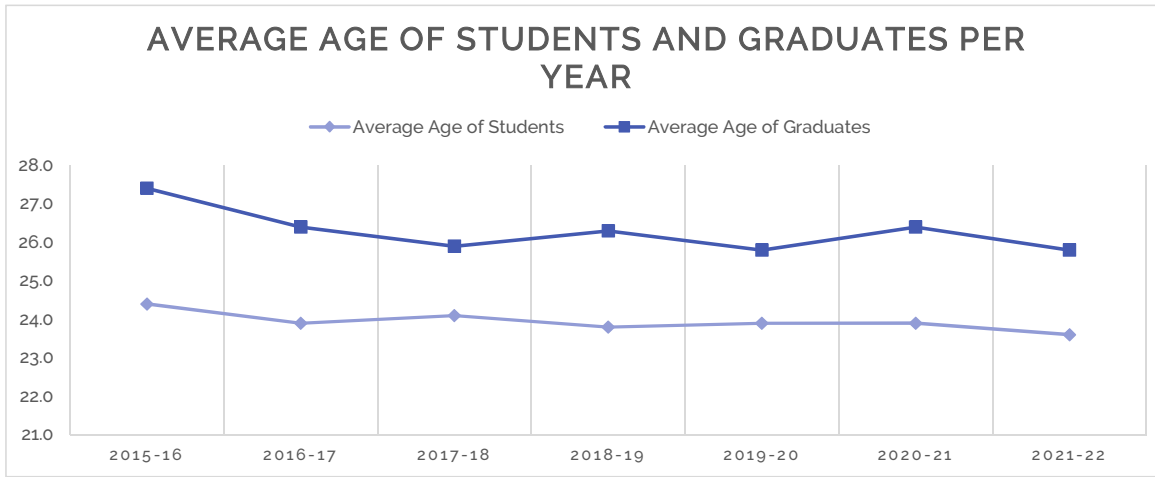
		Full-Time, First-Time* Students	Part-Time, First-Time Students
Fall 2015	Number of Students	1,954	1,084
	Average per Student	8.7	5.1
Fall 2016	Number of Students	1,855	1,039
	Average per Student	8.4	5.1
Fall 2017	Number of Students	1,870	1,712
	Average per Student	8.8	3.8
Fall 2018	Number of Students	1,793	1,026
	Average per Student	9.6	6.6
Fall 2019	Number of Students	1,811	941
	Average per Student	10.0	6.6
Fall 2020	Number of Students	1,765	933
	Average per Student	10.4	7.3
Fall 2021	Number of Students	1,695	879
	Average per Student	9.8	7.1
Fall 2022	Number of Students	1,662	1,023
	Average per Student	9.0	6.0

		Full-Time, Transfer-In* Students	Part-Time, Transfer-In Students
Fall 2014	Number	791	470
	Average per Student	9.5	7.3
Fall 2015	Number	783	494
	Average per Student	10.6	9.0
Fall 2016	Number	730	489
	Average per Student	9.5	9.3
Fall 2017	Number	793	594
	Average per Student	10.6	8.8
Fall 2018	Number	938	521
	Average per Student	9.1	10.8
Fall 2019	Number	842	533
	Average per Student	9.9	8.1
Fall 2020	Number	752	452
	Average per Student	10.4	9.4
Fall 2021	Number	654	464
	Average per Student	11.2	9.9
Fall 2022	Number	716	484
	Average per Student	10.0	11.0

*See glossary for definitions of first-time and transfer-in students

Table 23. Age and Financial Aid Awarded

Average Age of Students and Graduates per Academic Year							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Average Age of Students	24.4	23.9	24.1	23.8	23.9	23.9	23.6
Average Age of Graduates	27.4	26.4	25.9	26.3	25.8	26.4	25.8



Average Financial Aid Awarded per Student who received each aid type							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Average Loan per Student	\$ 1,594	\$ 1,441	\$ 1,334	\$ 1,357	\$ 1,293	\$ 1,231	\$ 1,255
Average Pell Award per Student	\$ 537	\$ 497	\$ 515	\$ 498	\$ 458	\$ 446	\$ 452

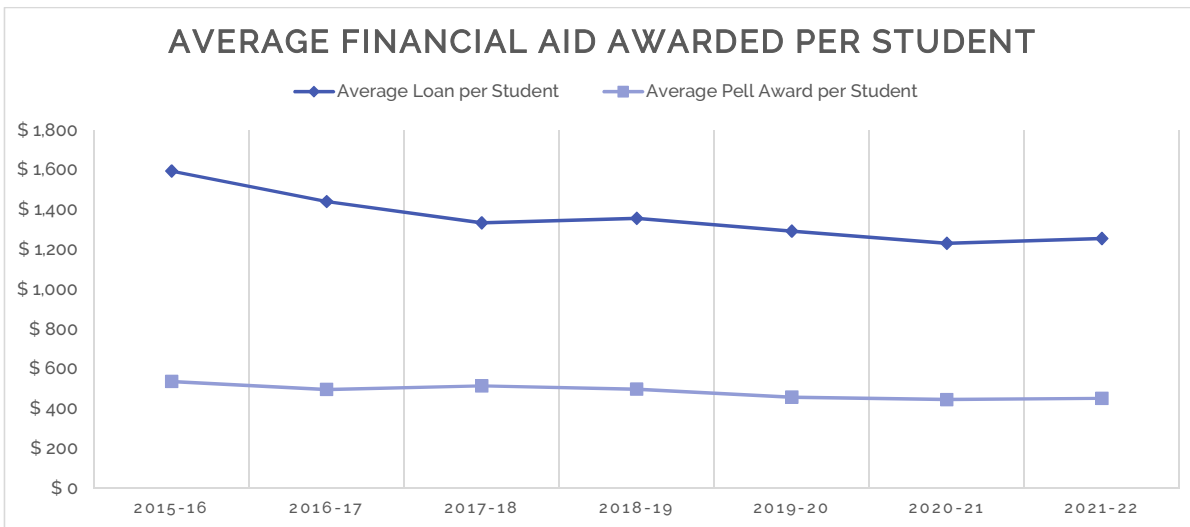


Table 24. Student, Faculty and Staff Ratios

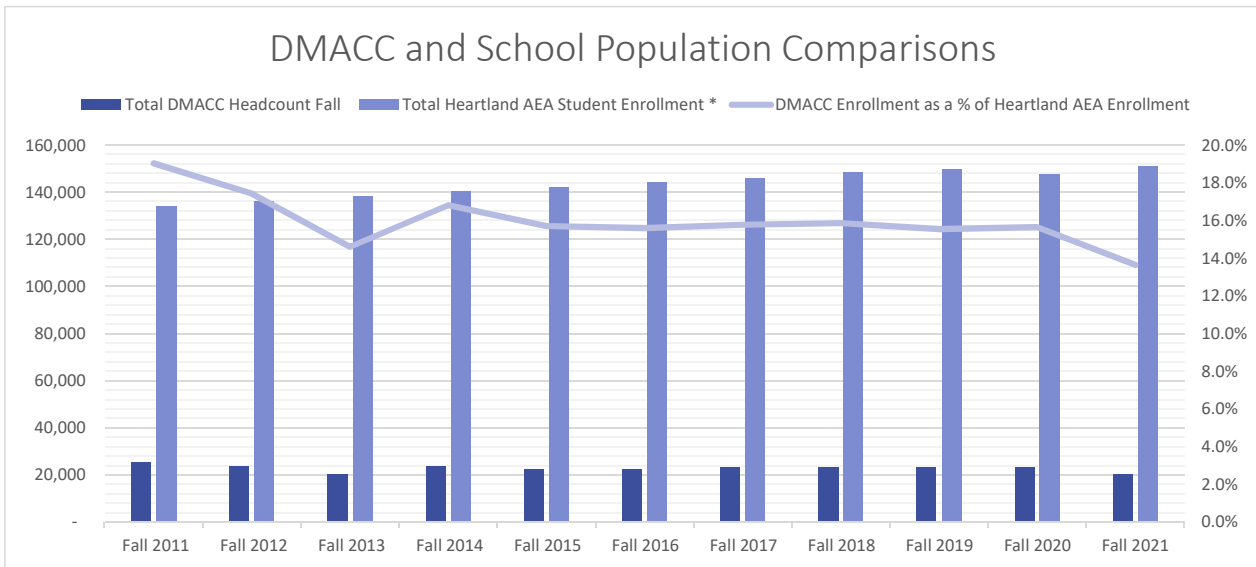
Term and Year	Total DMACC Headcount Fall	DMACC Headcount Concurrent Enrollment**	Total non-Concurrent Enrollment	Total Fall FTE Employees	Total Fall FTE Instructors	Student : Faculty Ratio*
Fall 2013	23,685	4,526	15,641	1,097	627	19
Fall 2014	20,167	8,360	15,166	1,105	634	20
Fall 2015	23,526	8,023	14,275	1,090	614	17
Fall 2016	22,298	8,595	13,851	1,095	607	20
Fall 2017	22,446	8,816	14,166	1,096	610	20
Fall 2018	22,982	9,380	14,094	1,109	627	19
Fall 2019	23,474	9,227	14,031	1,131	629	19
Fall 2020	18,201	4,978	13,223	1,078	577	20
Fall 2021	20,536	8,037	12,499	1,074	566	19
Fall 2022	21,637	10,415	11,222	1097	567	19

* The student-to faculty ratio is a ratio comparing the FTE (full-time equivalent) of students to the FTE of faculty in a given term. See glossary for FTE.

** Concurrent enrollment is defined as students who's credits are 100% dual credits. A dual credit course is a course starting with delivery method 'DU'

Table 25. DMACC Student Enrollment compared to Heartland AEA Enrollment

Term and Year	Total DMACC Headcount Fall	Headcount Concurrent Enrollment (included in total headcount)	Total Heartland AEA Student Enrollment *	DMACC Enrollment as a % of Heartland AEA Enrollment
Fall 2011	25,425	7,291	133,734	19.0%
Fall 2012	23,685	7,233	136,040	17.4%
Fall 2013	20,167	4,526	138,218	14.6%
Fall 2014	23,526	8,360	140,122	16.8%
Fall 2015	22,298	8,023	142,110	15.7%
Fall 2016	22,446	8,595	144,056	15.6%
Fall 2017	22,982	8,816	145,731	15.8%
Fall 2018	23,474	9,380	148,219	15.8%
Fall 2019	23,258	9,227	149,718	15.5%
Fall 2020	23,051	9,821	147,480	15.6%
Fall 2021	20,536	8,037	150,714	13.6%



* Heartland AEA Enrollments obtained from https://educateiowa.gov/data-reporting/data-reporting-pk-12/certified-enrollment/public-school-district-certified-enrollment#Certified_Enrollment_by_District_by_AEA
See glossary for Heartland AEA

Glossary

American Indian or Alaskan Native –

A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian –

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Island, Thailand, and Vietnam.

Black or African American –

A person having origins in any of the black racial groups of Africa.

Census Day –

Date at which the "snapshot" of enrollment and student credit hours is taken. Generally, the 14th day of the term.

Completed/Graduated –

A student who receives a degree, diploma, certificate or other recognized postsecondary credential.

Continuing Student –

A student who is not new to DMACC in the fall, but instead is continuing their studies at the institution.

Credential/Degree-Seeking or Transfer Intending Student –

Students enrolled in courses for credits who are seeking a degree, certificate or other recognized postsecondary credential. This includes students seeking to transfer to another institution to complete their credential. High school students enrolled in postsecondary courses for credit are not considered degree/certificate-seeking students.

Degree-Seeking Student-

Students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.

Faculty –

A DMACC employee with a primary job function to teach.

First Time Student –

A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attending college for the first time the prior summer session and students who enter with college credit earned before graduation from high school.

FTE – Full-Time Equivalent

A calculation of full-time plus 1/3 part-time. For example, to calculate the FTE faculty you would add the number of full-time faculty plus 1/3 of the total number of part-time faculty. This calculation is applied to staff and students as well.

Full Time Student –

An undergraduate enrolled in 12 or more credits for the semester.

Heartland AEA –

The Area 11 Iowa Area Education Agency that includes 53 public school districts and 30 accredited non-public schools in central Iowa, and covers a similar geographic region as DMACC's service area.

Hispanic –

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

IPEDS –

Integrated Postsecondary Education Data System. This system is part of the Institute of Education Sciences, which is an arm of the US Department of Education. All higher education institutions that receive Title IV funding must submit data to IPEDS through various surveys annually.

Native Hawaiian or Pacific Islander –

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Non-Resident –

A person who is not a citizen or national of the US and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Part Time Student –

An undergraduate student enrolled for less than 12 credits for the semester.

Persistence –

A student-centered term that refers to a student's progress in their program. This is different than Retention, which is an institution-centered term that refers to whether the student re-enrolled from fall to fall semesters.

Retention –

Retention refers to a student who was enrolled at the institution the previous fall *and* who either re-enrolls at the institution or who complete their program prior to the current fall being measured. Retention is usually expressed as a percent.

Staff –

A DMACC employee with a primary job function of something other than teaching. Includes administrators.

Student –

A person enrolled in and attending classes or completing coursework as of the census date for the given term. This includes students registered for classes for a given term that do not start until after the census date.

Transfer-in Student –

A student entering DMACC for the first time but known to have previously attended a postsecondary institution at the undergraduate level. The student may transfer in with or without credit.

White –

A person having origins in any of the original peoples of Europe, the Middle East or North Africa.