

# DMACC DATA WORKBOOK



**ANKENY**



**BOONE**



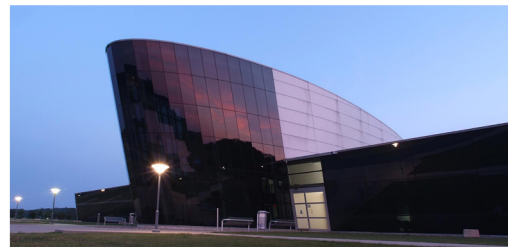
**CARROLL**



**NEWTON**



**URBAN/DES MOINES**



**WEST DES MOINES**



**AMES HUNZIKER**



**DMACC AT SOUTHRIDGE**



**PERRY VANKIRK  
CAREER ACADEMY**



**DMACC CAPITOL CENTER**



**DMACC TRANSPORTATION  
INSTITUTE**



**EVELYN K. DAVIS CENTER  
FOR WORKING FAMILIES**

**FALL 2021**

**WWW.DMACC.EDU**

**DMACC**  
DES MOINES AREA  
COMMUNITY COLLEGE  
**Life's Calling™**

Table of Contents

Strategic Plan.....2

Accreditations.....3

Program Inventory.....4

DMACC Organizational Chart.....5

Enrollment – Degree- and Credential-Seeking Students

    Table 1. New Students.....6

    Table 2. Student Persistence and Completion by Gender, Race & Ethnicity.....7

    Table 3. Continuing Students.....16

    Table 4. Total Students .....17

    Table 5. Prior Credits Earned.....18

    Table 6. Age and Financial Aid Awarded.....19

Enrollment – High School Students

    Table 7. Total High School Student Enrollment.....20

Enrollment - Online Students

    Table 8. Online Student Enrollment.....21

Other

    Table 9. Comparisons with Heartland AEA.....22

    Table 10. Student, Faculty and Staff Ratios.....23

Glossary.....24

## DMACC Strategic Plan

### Mission, Vision, 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.

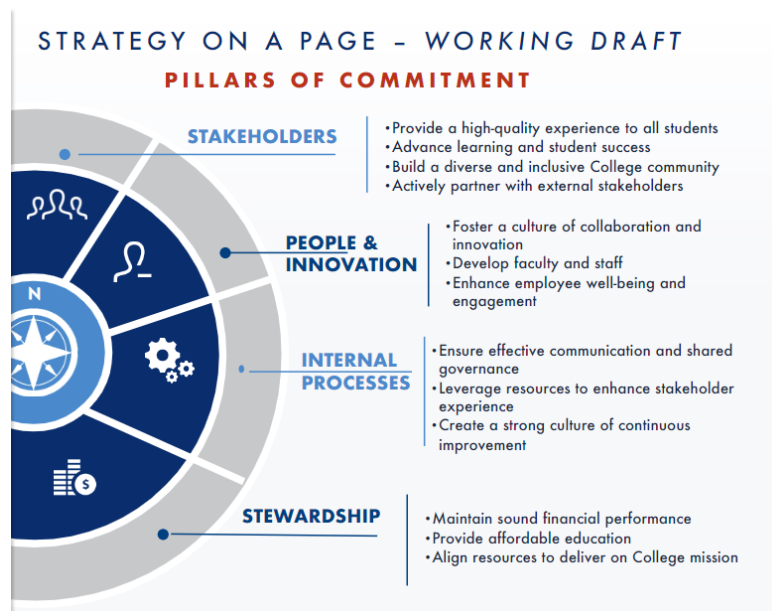
*Quality & Excellence.* DMACC delivers high-quality instruction and services utilizing standards of excellence, ethics, and professionalism.

*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.

#### High-Level Initiatives:

1. Academic Pathways
2. Diversity, Equity, and Inclusion



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	2014
Dental Hygiene	Commission on Dental Accreditation	2014
Des Moines Area Community College	Higher Learning Commission (HLC)	2017
Diesel Technology	AED Foundation Technical Training	2015
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
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)	2015
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	2015

DMACC 2021-2022 Programs

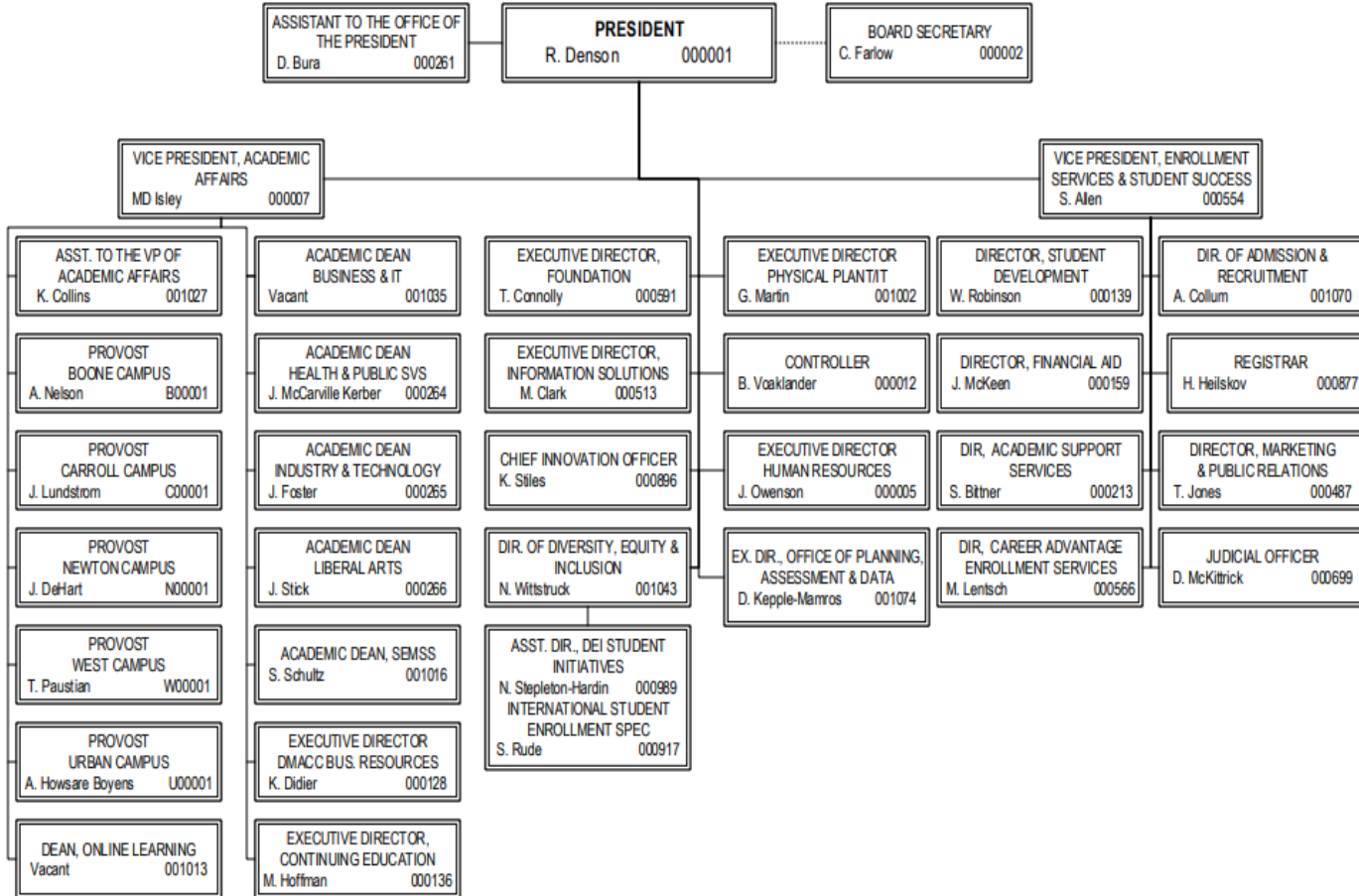
Accounting and Bookkeeping, Diploma	Cybersecurity, Diploma	Management, AAS
Accounting, Certificate	Data Science, Certificate	Management and Leadership, Certificate
Accounting for Entrepreneurs, Certificate	Dental Assistant, Diploma	Marketing, AAS
Accounting Payroll, Certificate	Dental Hygiene, AAS	Mathematics: 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

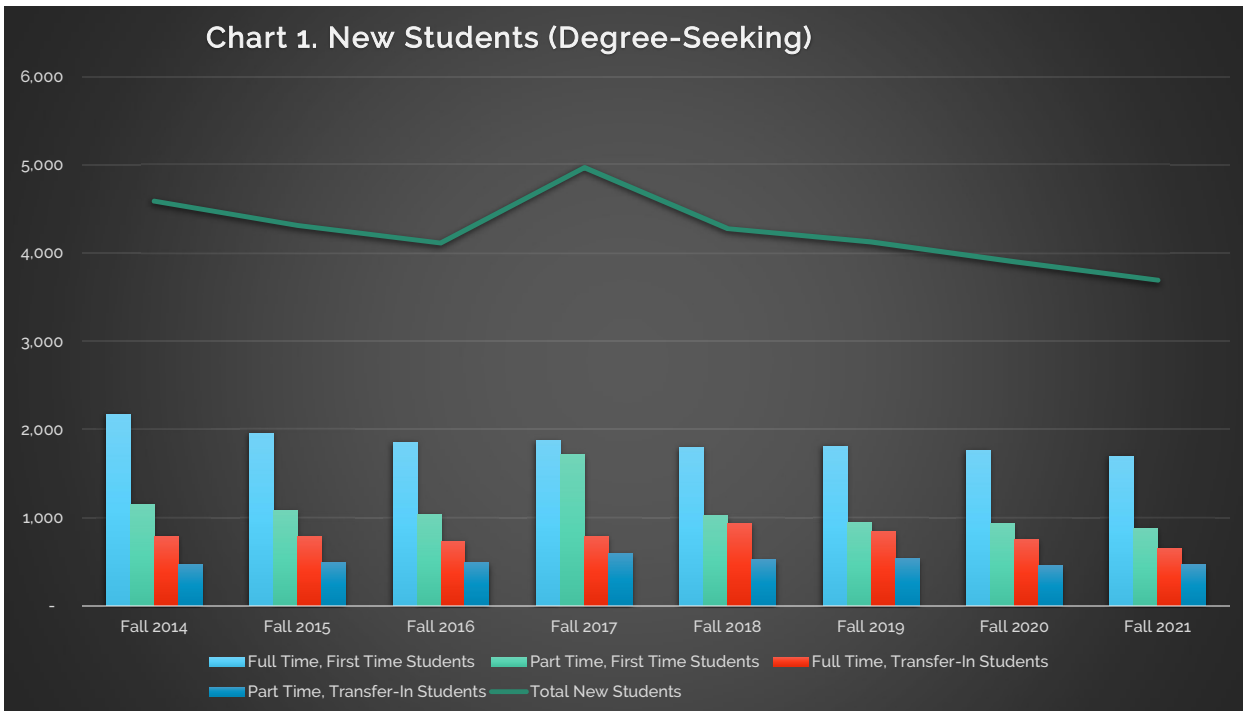


This chart is accurate as of August 2022

Organizational Chart

Table 1. New Students (Degree-Seeking\*)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full Time, First Time Students	2,171	1,954	1,855	1,870	1,793	1,811	1,765	1,695
Part Time, First Time Students	1,155	1,084	1,039	1,712	1,026	941	933	879
Full Time, Transfer-In Students	791	783	730	793	938	842	752	654
Part Time, Transfer-In Students	470	494	489	594	521	533	452	464
<b>Total New Students</b>	<b>4,587</b>	<b>4,315</b>	<b>4,113</b>	<b>4,969</b>	<b>4,278</b>	<b>4,127</b>	<b>3,902</b>	<b>3,692</b>



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

Table 2. Student Persistence and Completion Rates of First Time Full Time + Part Time, Degree Seeking Students by Gender and Race

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

Year Enrolled (Fall Semester)	Gender	Enrolled	Persisted to 2nd Year	%	Completed or Transferred within 3 years	%
2011	Male	2,069	868	42%	528	26%
	Female	2,009	896	45%	564	28%
	Total	4,078	1,764	43%	1,092	27%
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%



\* 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	Enrolled	Persisted to 2nd Year	%	Completed or Transferred within 3 years	%
2011	Male	9	-	-	-	-
	Female	13	-	-	-	-
	Total	22	-	-	-	-
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	-	-	-	-

\* 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	Persisted to 2nd Year	%	Completed or Transferred within 3 years	%
2011	Male	45	25	56%	13	29%
	Female	42	15	36%	-	-
	Total	87	40	46%	13	15%
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%

\* 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	Enrolled	Persisted to 2nd Year	%	Completed or Transferred within 3 years	%
2011	Male	349	55	16%	43	12%
	Female	363	67	18%	70	19%
	Total	712	122	17%	113	16%
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%

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

Year Enrolled (Fall Semester)	Native Hawaiian or Pacific Islander	Enrolled	Persisted to 2nd Year	%	Completed or Transferred within 3 years	%
2011	Male	4	-	-	-	-
	Female	1	-	-	-	-
	Total	5	-	-	-	-
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	-	-	-	-

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

Year Enrolled (Fall Semester)	White	Enrolled	Persisted to 2nd Year	%	Completed or Transferred within 3 years	%
2011	Male	1,409	674	48%	415	29%
	Female	1,325	702	53%	434	33%
	Total	2,734	1,376	50%	849	31%
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%

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

Year Enrolled (Fall Semester)	Hispanic Ethnicity with any race	Enrolled	Persisted to 2nd Year	%	Completed or Transferred within 3 years	%
2011	Male	108	53	49%	20	19%
	Female	138	61	44%	28	20%
	Total	246	114	46%	48	20%
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	135	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%

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

Year Enrolled (Fall Semester)	Non-Resident	Enrolled	Persisted to 2nd Year	%	Completed or Transferred within 3 years	%
2011	Male	11	-	-	-	-
	Female	11	-	-	-	-
	Total	22	10	45%	-	-
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%	-	-

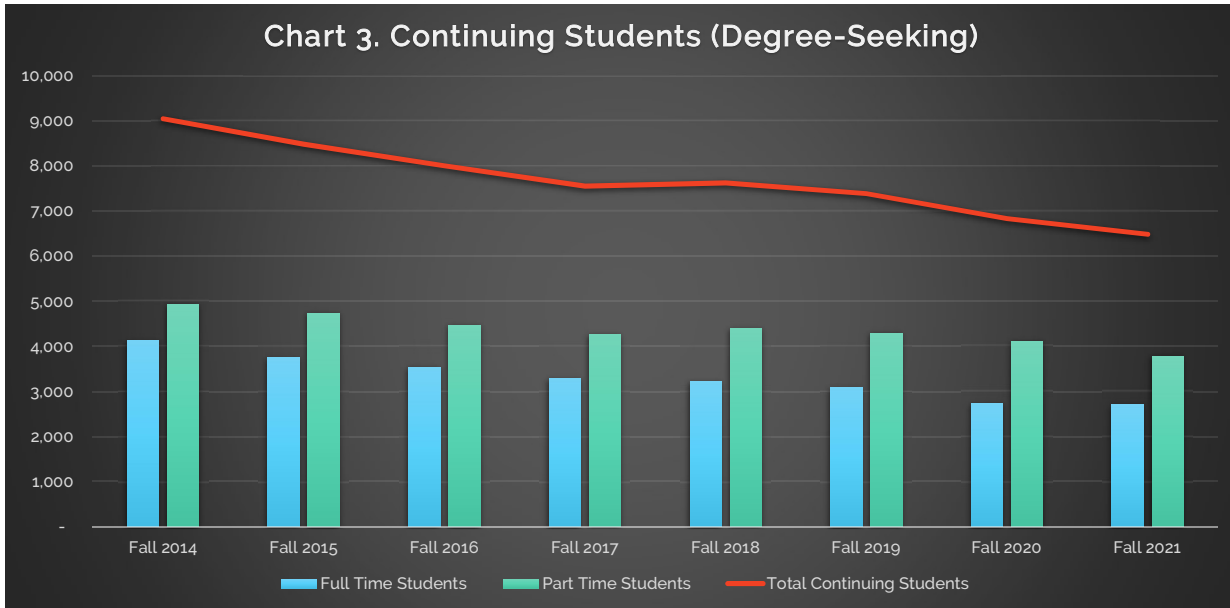
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Year Enrolled (Fall Semester)	Race/Ethnicity Unknown	Enrolled	Persisted to 2nd Year	%	Completed or Transferred within 3 years	%
2011	Male	87	35	40%	20	23%
	Female	77	25	32%	-	0%
	Total	164	60	37%	29	18%
2012	Male	67	24	36%	24	36%
	Female	60	27	45%	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%



Table 3. Continuing Students (Degree-Seeking\*)

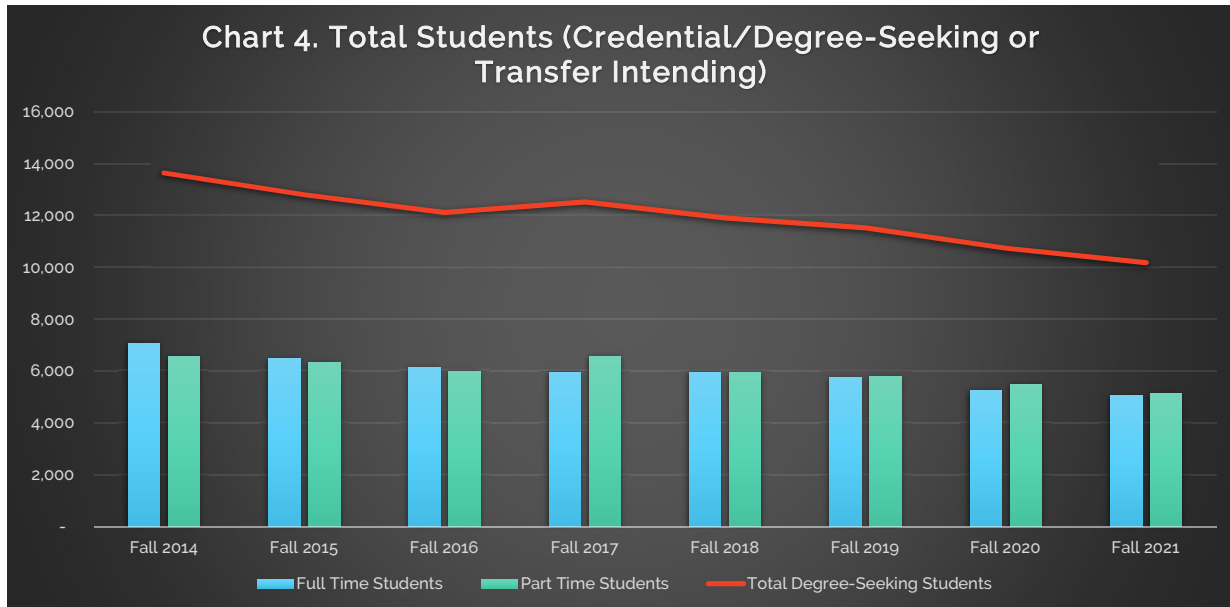
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full Time Students	4,121	3,742	3,538	3,287	3,226	3,088	2,736	2,711
Part Time Students	4,922	4,736	4,461	4,265	4,397	4,297	4,096	3,772
<b>Total Continuing Students</b>	<b>9,043</b>	<b>8,478</b>	<b>7,999</b>	<b>7,552</b>	<b>7,623</b>	<b>7,385</b>	<b>6,832</b>	<b>6,483</b>



\*Includes those seeking a credential or 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 Students (Credential/Degree-Seeking or Transfer Intending)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full Time Students	7,083	6,479	6,123	5,950	5,957	5,741	5,253	5,060
Part Time Students	6,547	6,314	5,989	6,571	5,944	5,771	5,481	5,115
<b>Total Degree-Seeking Students</b>	<b>13,630</b>	<b>12,793</b>	<b>12,112</b>	<b>12,521</b>	<b>11,901</b>	<b>11,512</b>	<b>10,734</b>	<b>10,175</b>



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

Table 5. 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 2014	Number	2,171		1,155
	Average per Student	8		5
Fall 2015	Number	1,954		1,084
	Average per Student	9		5
Fall 2016	Number	1,855		1,039
	Average per Student	8		5
Fall 2017	Number	1,870		1,712
	Average per Student	9		4
Fall 2018	Number	1,793		1,026
	Average per Student	10		7
Fall 2019	Number	1,811		941
	Average per Student	10		7
Fall 2020	Number	1,765		933
	Average per Student	10		7
Fall 2021	Number	1,695		879
	Average per Student	10		7

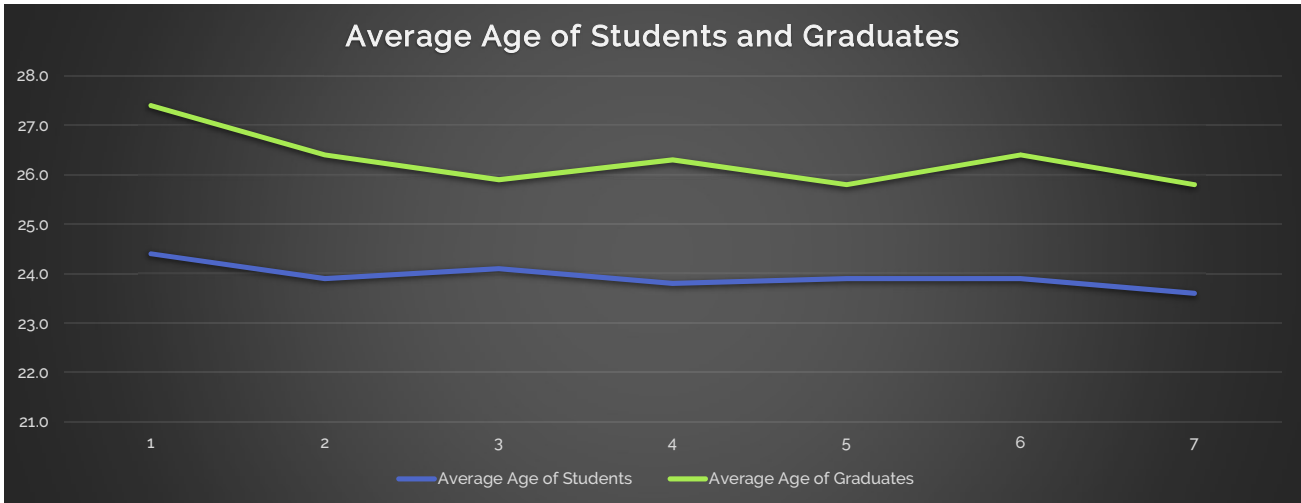
		Full-Time, Transfer-In* Students		Part-Time, Transfer-In Students
Fall 2014	Number	791		470
	Average per Student	10		7
Fall 2015	Number	783		494
	Average per Student	11		9
Fall 2016	Number	730		489
	Average per Student	10		9
Fall 2017	Number	793		594
	Average per Student	11		9
Fall 2018	Number	938		521
	Average per Student	9		11
Fall 2019	Number	842		533
	Average per Student	10		8
Fall 2020	Number	752		452
	Average per Student	10		9
Fall 2021	Number	654		464
	Average per Student	11		10

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

Table 6. 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

	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

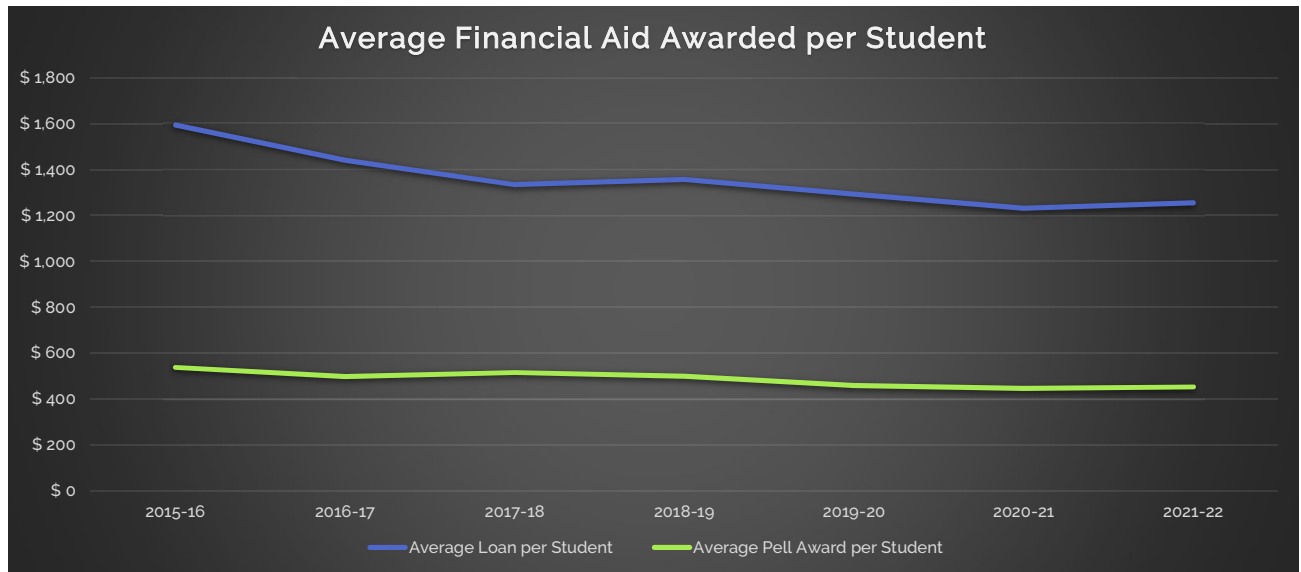


Table 7. Total High School Students

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total	9,170	8,875	9,628	9,800	10,392	10,242	10,844	9,216

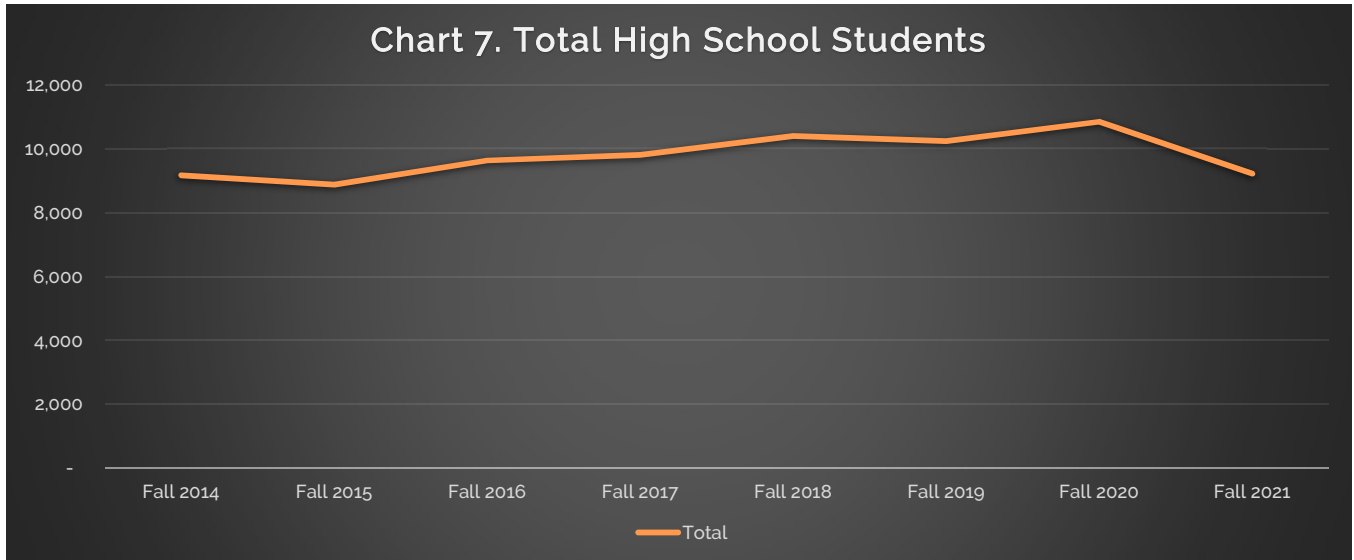


Table 8. Online/Distance Education Students\*

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

\*These counts are duplicative. This table and chart are solely to be used to understand trends in online enrollment.

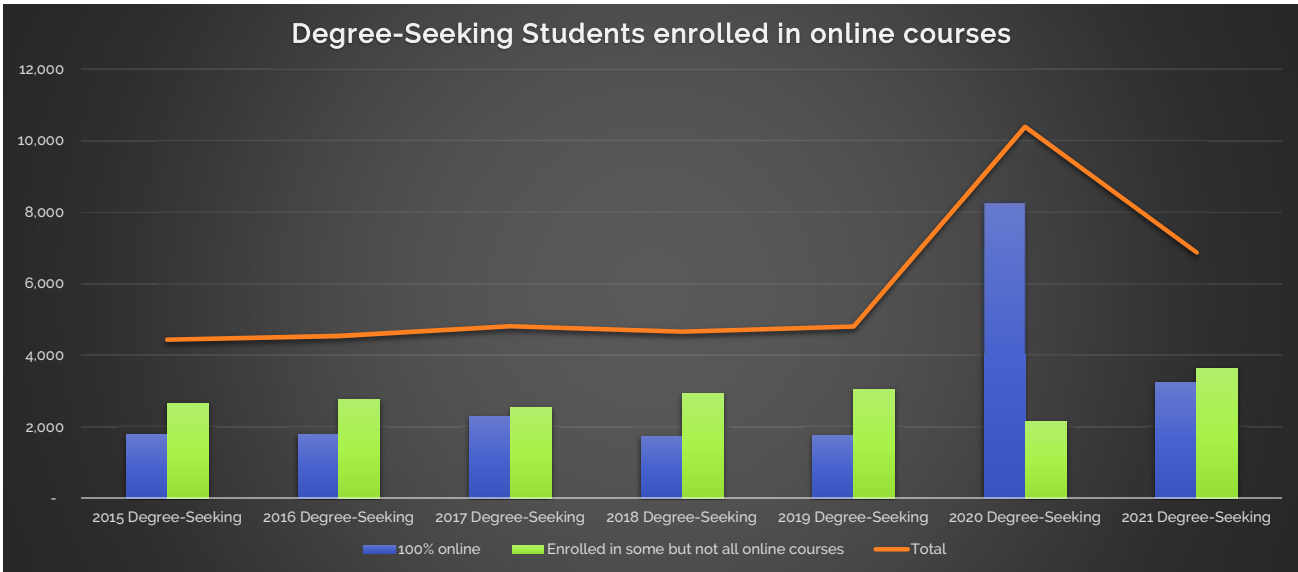
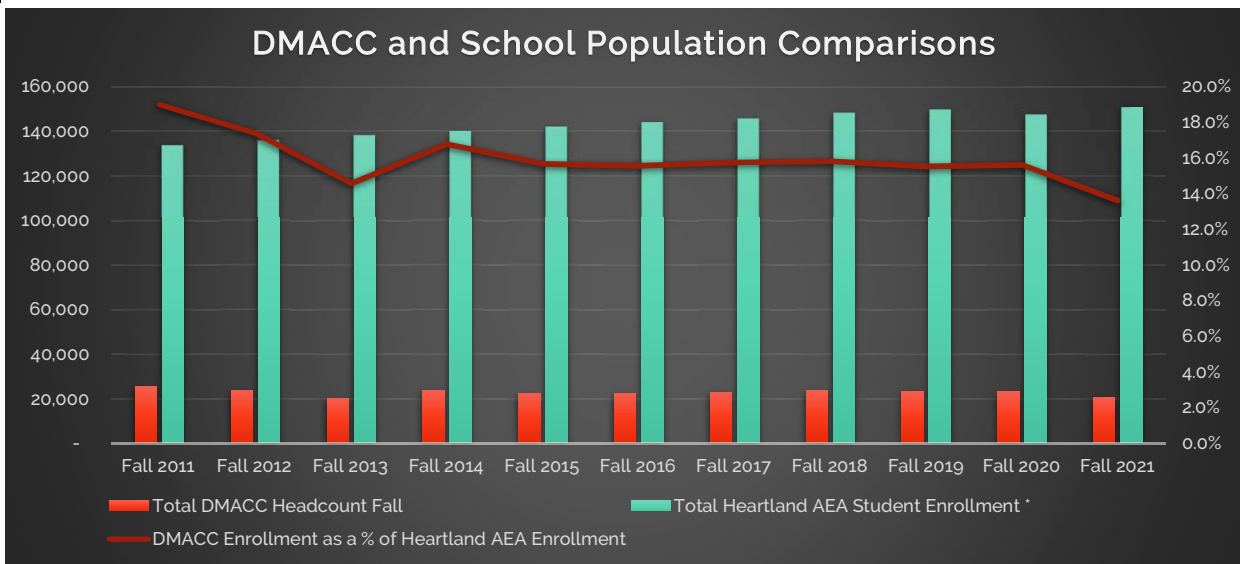


Table 9. DMACC Student Enrollment compared to Heartland AEA Enrollment

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%



This report can be used to understand how many potential traditional-aged students DMACC might be able to recruit now and in the future. As can be seen, the school-age population in the region has been growing while DMACC's enrollment has been shrinking.

\* 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](https://educateiowa.gov/data-reporting/data-reporting-pk-12/certified-enrollment/public-school-district-certified-enrollment#Certified_Enrollment_by_District_by_AEA)

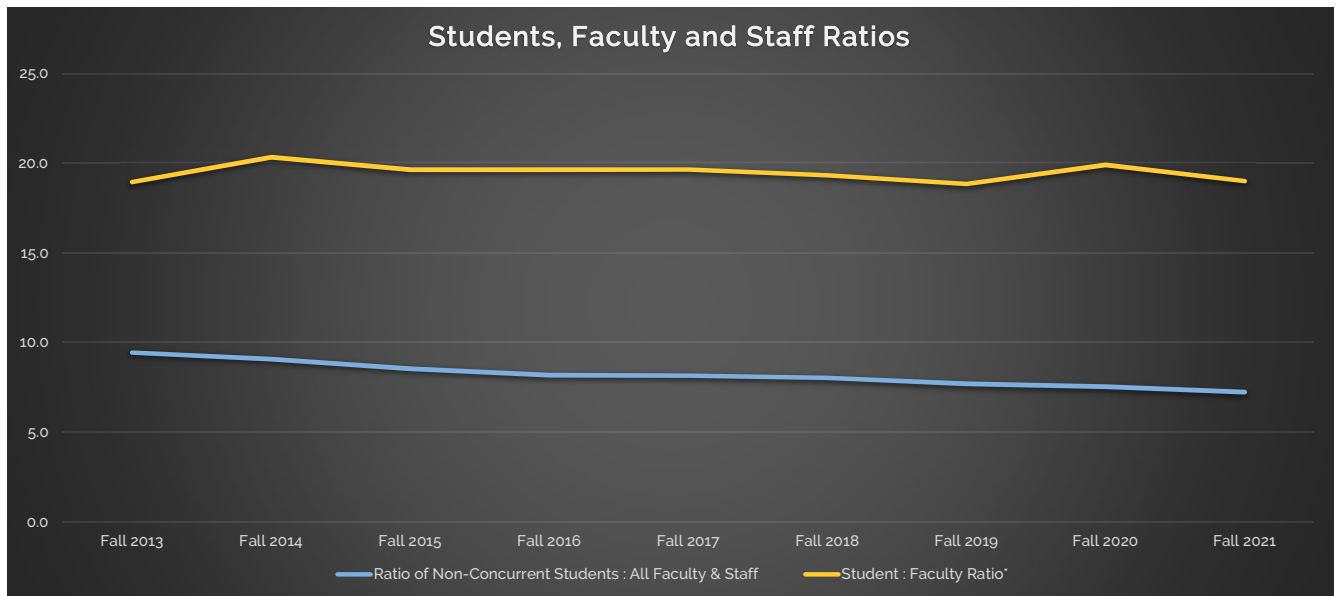
See glossary for Heartland AEA

Table 10. Students, Faculty and Staff Ratios

Term and Year	Total DMACC Headcount	Total DMACC FTE	DMACC Headcount Concurrent Enrollment	Total non-Concurrent Enrollment	Total non-Concurrent FTE Enrollment	Total Fall FTE Employees	Total Fall FTE Instructors	Ratio of Non-Concurrent Students : All Faculty & Staff	Student : Faculty Ratio*
Fall 2013	20,167	11,879	4,526	15,641	10,341	1,097	627	9.4	19
Fall 2014	23,526	12,886	8,360	15,166	10,010	1,105	634	9.1	20
Fall 2015	22,298	12,053	8,023	14,275	9,297	1,090	614	8.5	20
Fall 2016	22,446	11,911	8,595	13,851	8,936	1,095	607	8.2	20
Fall 2017	22,982	11,978	8,816	14,166	8,930	1,096	610	8.1	20
Fall 2018	23,474	12,111	9,380	14,094	8,886	1,109	627	8.0	19
Fall 2019	23,258	11,850	9,227	14,031	8,691	1,131	629	7.7	19
Fall 2020	23,051	11,486	9,821	13,230	8,116	1,078	577	7.5	20
Fall 2021	20,536	10,455	8,037	12,499	7,758	1,074	566	7.2	19

All ratio numbers are shown as the number of students compared to the FTE of either faculty or staff. See glossary for FTE explanation.

\* Prior to 2013, DMACC calculated student : faculty ratio using a different methodology than the one approved by IPEDS.





## 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.

### **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.

### **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.

### **Full Time Student –**

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

### **Heartland AEA –**

The 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.

## Office of Planning, Assessment & Data

### Mission

The mission of the Office of Planning, Assessment, Data and Continuous Improvement is to drive data-informed decisions to enrich the student experience.

### Vision

Our vision is to create a culture of partnerships, transparency and trust at DMACC that allows for true data-informed decisions to lead to becoming one of the country's premier community colleges.

A data workbook will be produced every fall semester for faculty and staff use. For suggestions on additional tables or data to include in future versions, please email [opad@dmacc.edu](mailto:opad@dmacc.edu)