DMACC
DATA BOOK

D

DMACC

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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.

Annual Unduplicated Enrollments (includes all students taking courses for credit)

	2018-2019*	2019-2020	2020-2021	2021-2022	2022-2023
Full-Time, Men		3,193	2,711	2,825	2,754
Full-Time, Women		3,492	3,418	3,223	3,118
Part-Time Men		13,519	12,008	11,950	12,636
Part-Time, Women		16,757	15,343	15,207	15,698
Total	35,938	36,961	33,480	33,205	34,206

*Data comes from official IPEDS Reports. Full-time and part-time were not distinguished in the report for the 2018-2019 academic year
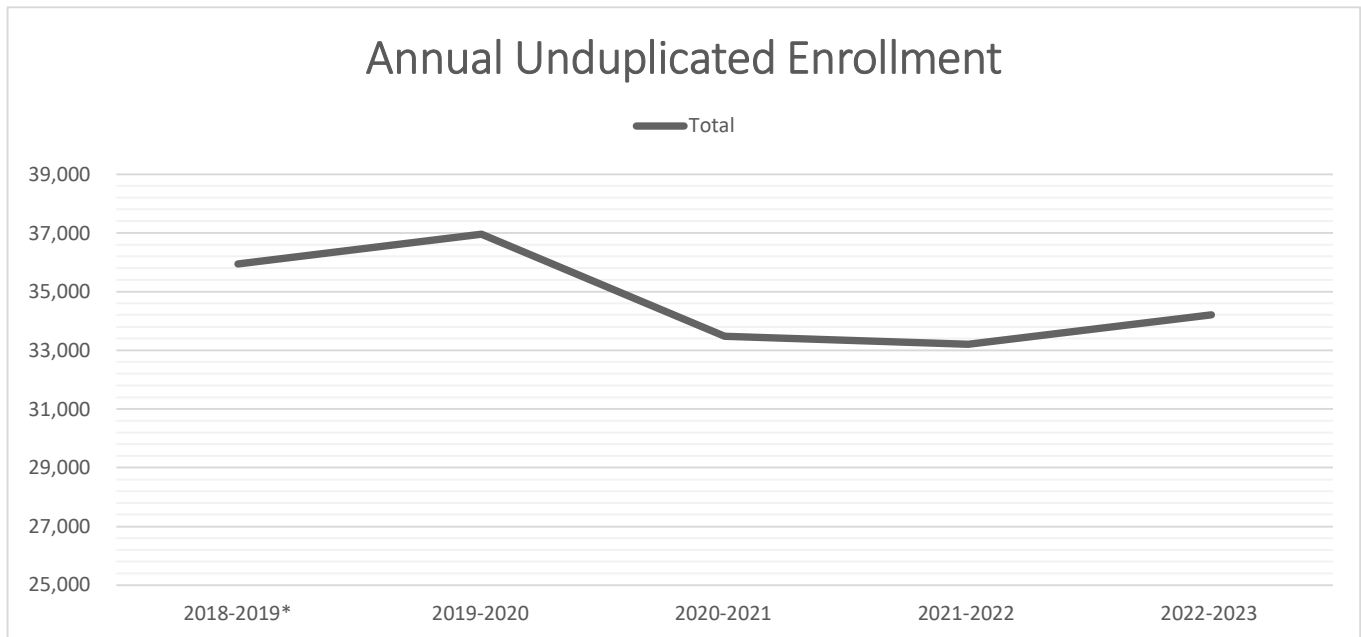
Annual Unduplicated Enrollment

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Full-Time Students	6,123	5,950	5,957	5,741	5,253	5,060	4,831	4,971
Part-Time Students	5,989	6,571	5,944	5,771	5,481	5,115	5,279	5,435
Total Degree-Seeking Students	12,112	12,521	11,901	11,512	10,734	10,175	10,110	10,406

Degree-Seeking Students
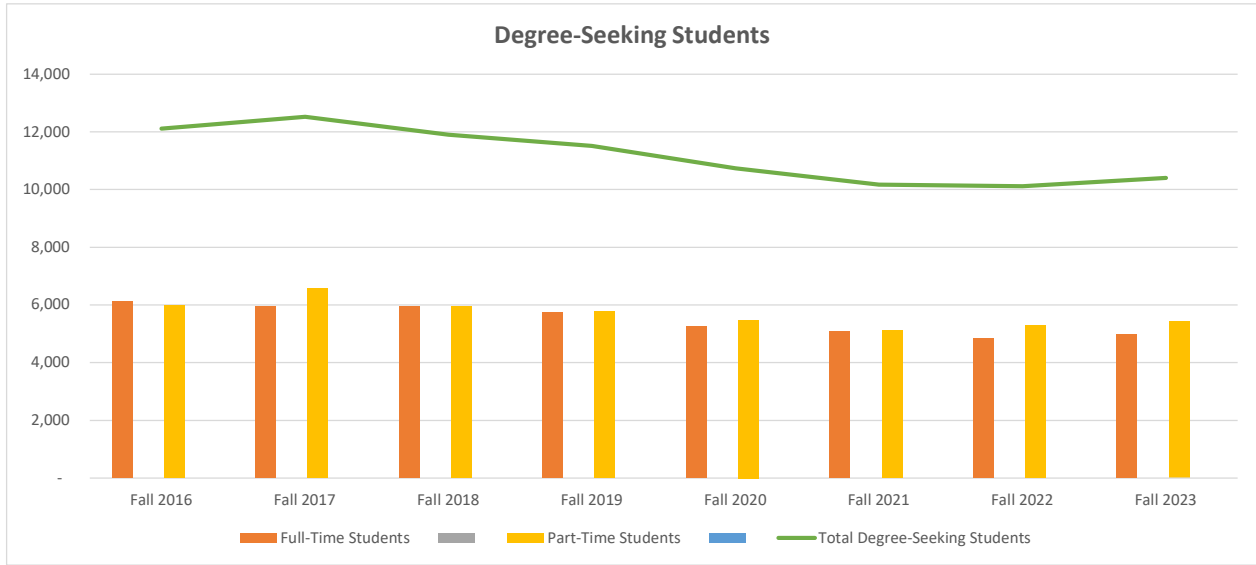
*These numbers do not include high school dual enrolled students or guest students.

Table 2 Total Fall Semester All Regular College Students

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Full-Time Students	6,157	6,108	5,834	5,312	5,111	4,887	5,051
Part-Time Students	7,025	6,974	7,182	6,914	6,209	6,335	6,604
Total Regular College Students	**13,182**	**13,082**	**13,016**	**12,226**	**11,320**	**11,222**	**11,655**

All Regular College Students
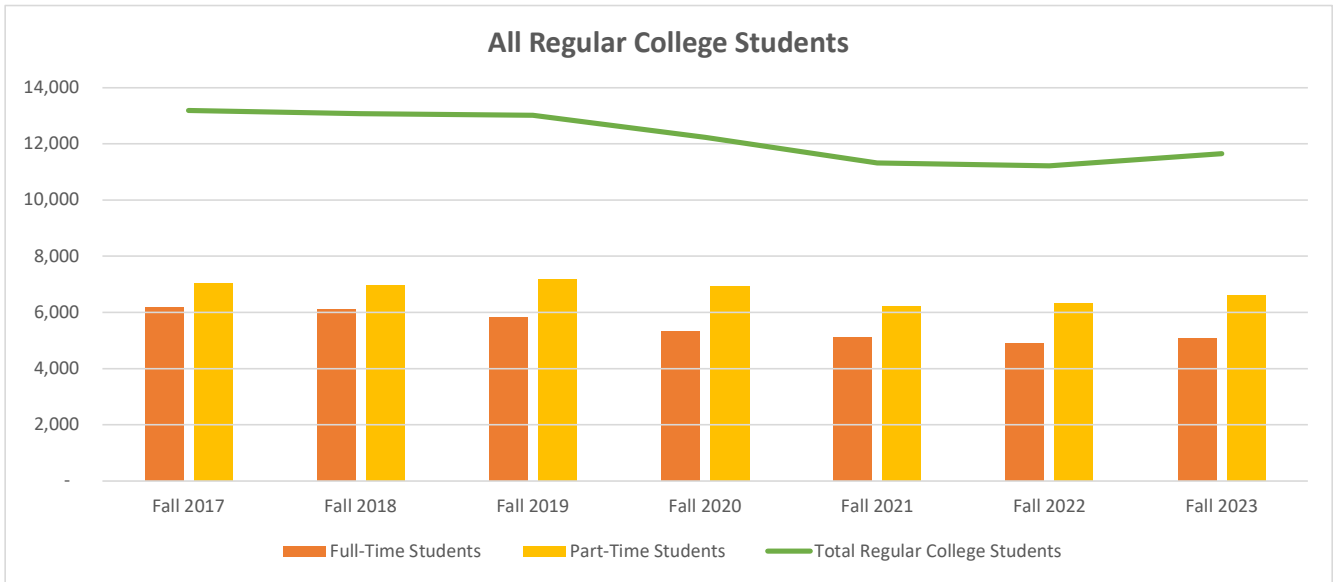
*This table includes both degree-seeking students and guest students

Table 3. New Students (Degree-Seeking, Fall Semesters Only)

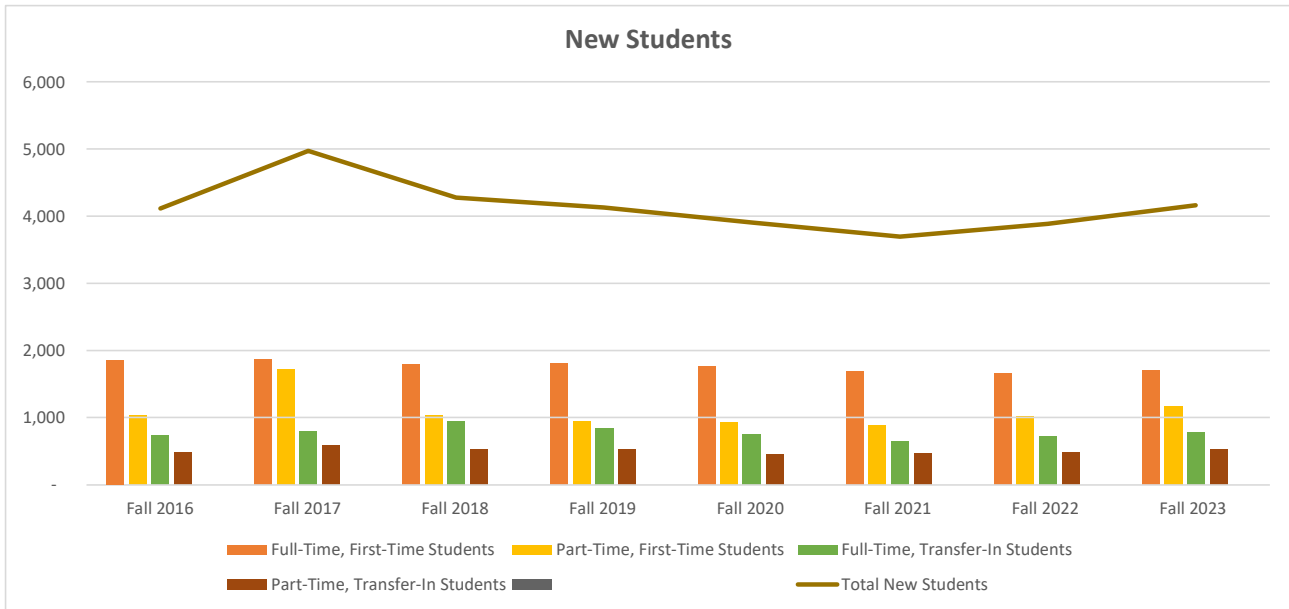|	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Full-Time, First-Time Students	1,855	1,870	1,793	1,811	1,765	1,695	1,662	1702
Part-Time, First-Time Students	1,039	1,712	1,026	941	933	879	1,023	1166
Full-Time, Transfer-In Students	730	793	938	842	752	654	716	773
Part-Time, Transfer-In Students	489	594	521	533	452	464	484	520
Total New Students	4,113	4,969	4,278	4,127	3,902	3,692	3,885	4,161

New Students

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Table 4. Total High School Students (Fall Semester)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total	9,628	9,800	10,392	10,242	5,975	9,216	10,415	12763

Total High School Students (Fall Semester)
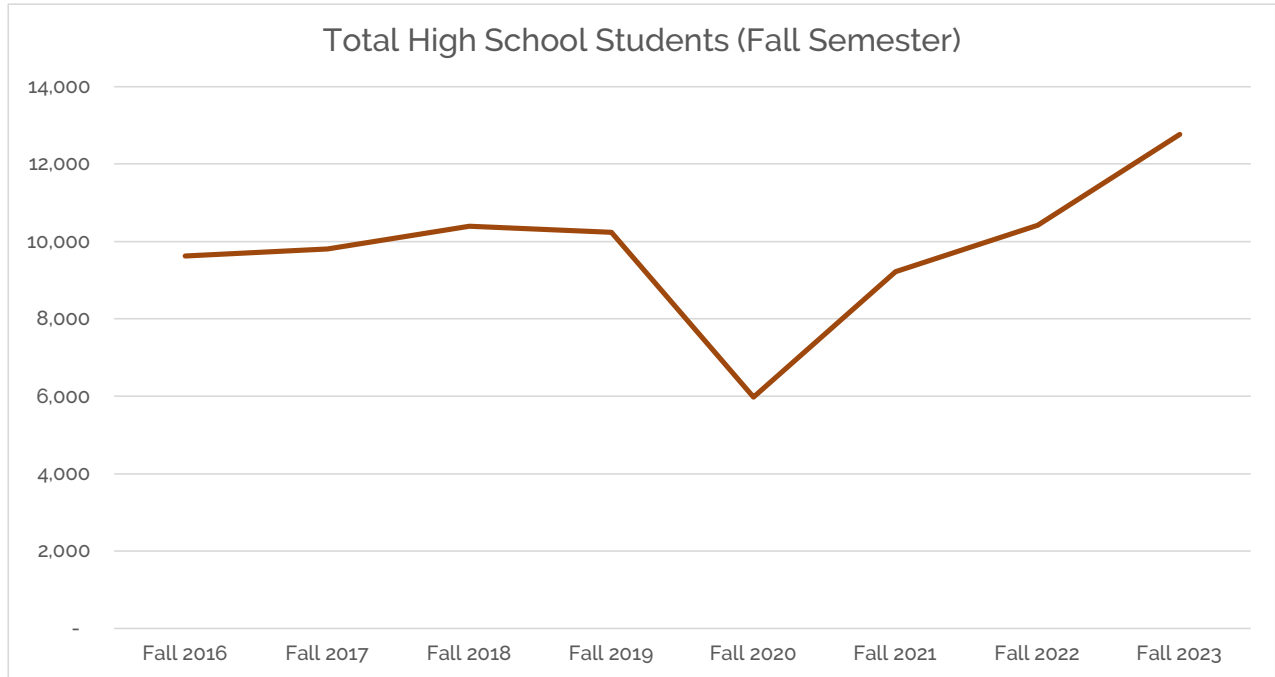
Table 5. Fall 2023 All Students taking Credit Courses

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Regular College Students	13,182	13,082	13,016	12,226	11,320	11,222	11655
High School Students	9,800	10,392	10,242	5,975	9,216	10,415	12763
Total Fall Students	22,982	23,474	23,258	18,201	20,536	21,637	24,418

Fall 2023 All Students taking Credit Courses
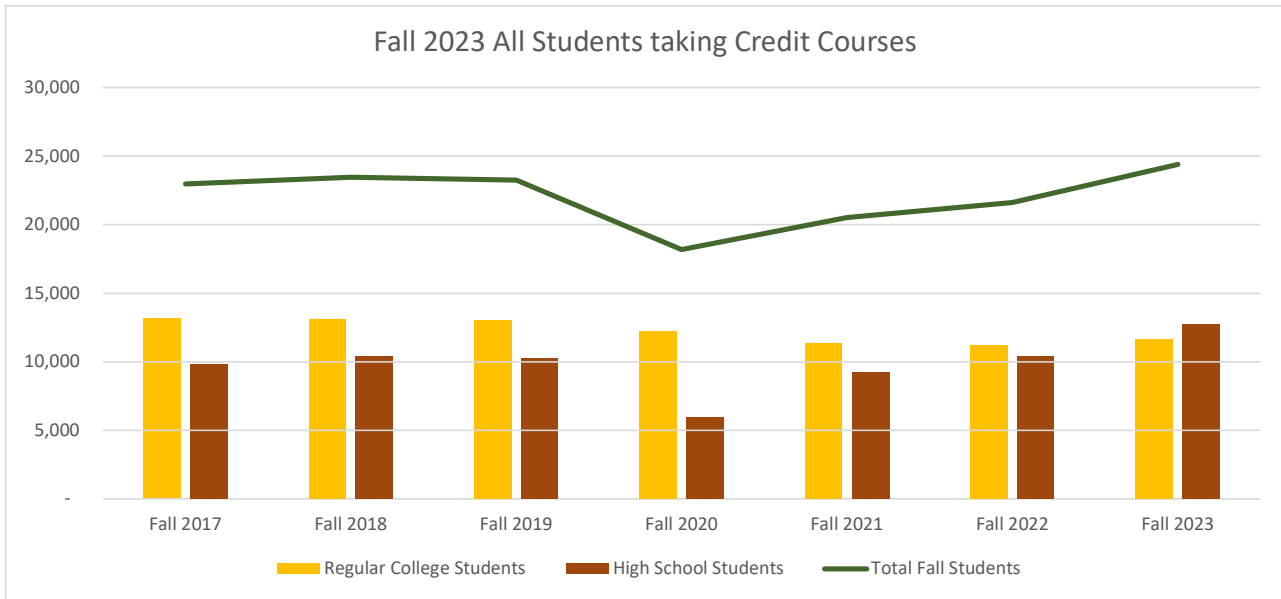
*This table includes all degree-seeking, guest and high school students

Table 6. Online/Distance Education Students

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
100% online	1,782	2,274	1,738	1,749	8,254	3,235	3,894	3917
Enrolled in some *but not all* online courses	2,756	2,532	2,918	3,048	2,132	3,639	3,448	3621
Total	4,538	4,806	4,656	4,797	10,386	6,874	7,342	7,538

Regular College Students enrolled in online courses each Fall
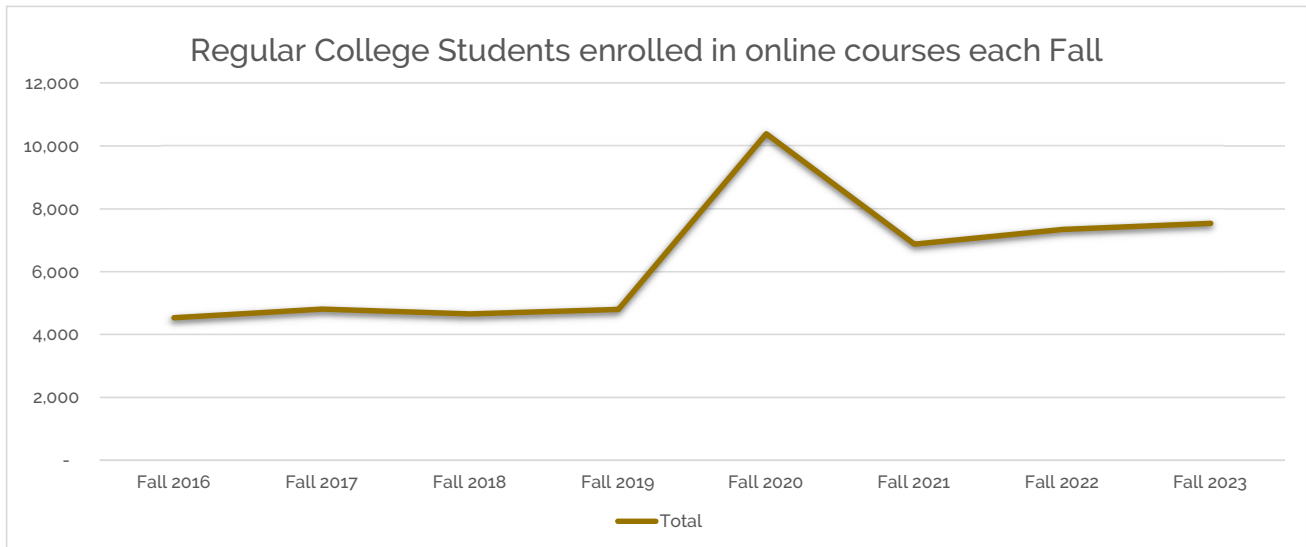
Table 7: Campus Enrollments*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	1-year change	5-year change
Ames Hunziker-F2F*	1,021	905	839	773	303	409	491	467	4.9%	44.3%
Ankeny-F2F	7,063	7,003	7,192	6,938	1,822	5,470	5,462	5,668	3.8%	21.2%
Boone-F2F	964	864	865	765	326	675	720	715	0.7%	17.3%
Carroll-F2F	518	550	524	508	323	388	388	401	3.4%	23.5%
Newton-F2F	521	504	532	464	219	332	330	353	7.0%	33.6%
Perry-F2F	319	261	210	232	130	159	177	212	19.8%	1.0%
Southridge-F2F	788	730	648	505	224	257	258	271	5.0%	58.2%
Templeton - F2F	-	-	-	-	-	-	24	69	187.5%	n/a
Urban-F2F	2,428	2,373	2,258	2,093	460	872	1,072	1,217	13.5%	46.1%
West-F2F	794	799	731	683	112	419	396	554	50.1%	24.2%

Face-to-Face Enrollment
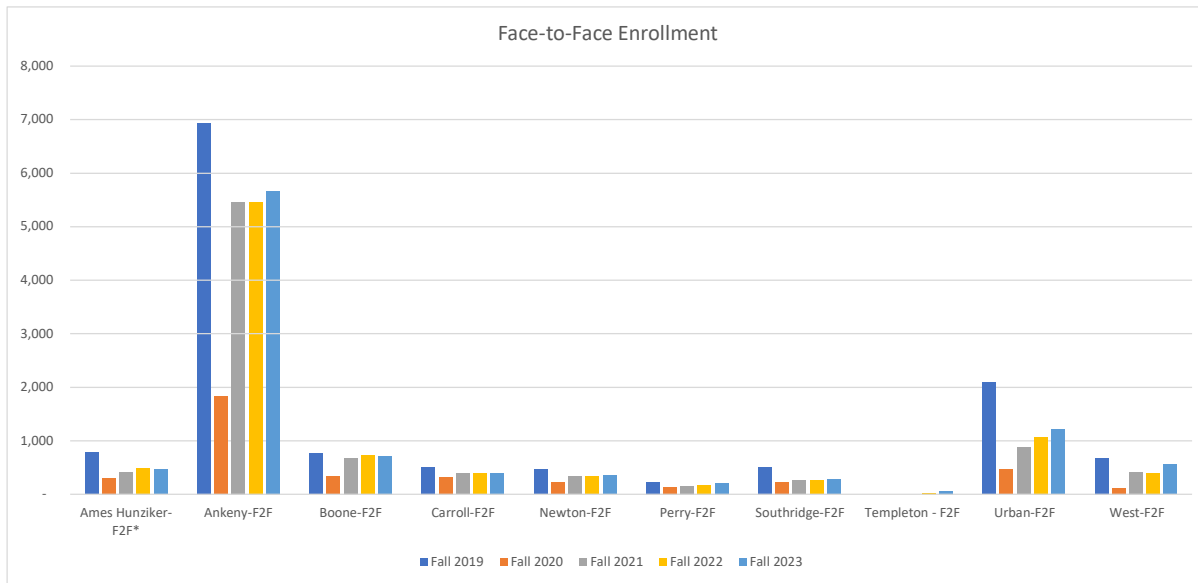
*F2F means Face-to-Face

**These are head counts on each campus. They are duplicative, meaning that students appear in each of the locations where they have a in-person course.

***Online courses are not counted in any campus counts

Table 8. Credit Hour Production, Fall Semesters

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Full-Time Regular College Students	80,306	73,619	70,582	67,391	69,973
Part-Time Regular College Students	46,159	44,288	40,402	40,992	42,579
Full-Time High School Students	4,178	3,479	4,089	5,126	6,973
Part-Time High School Students	47,954	28,834	41,320	46,326	56,175
Total Credit Hours	178,597	150,220	156,393	159,835	175,700

Credit Hours
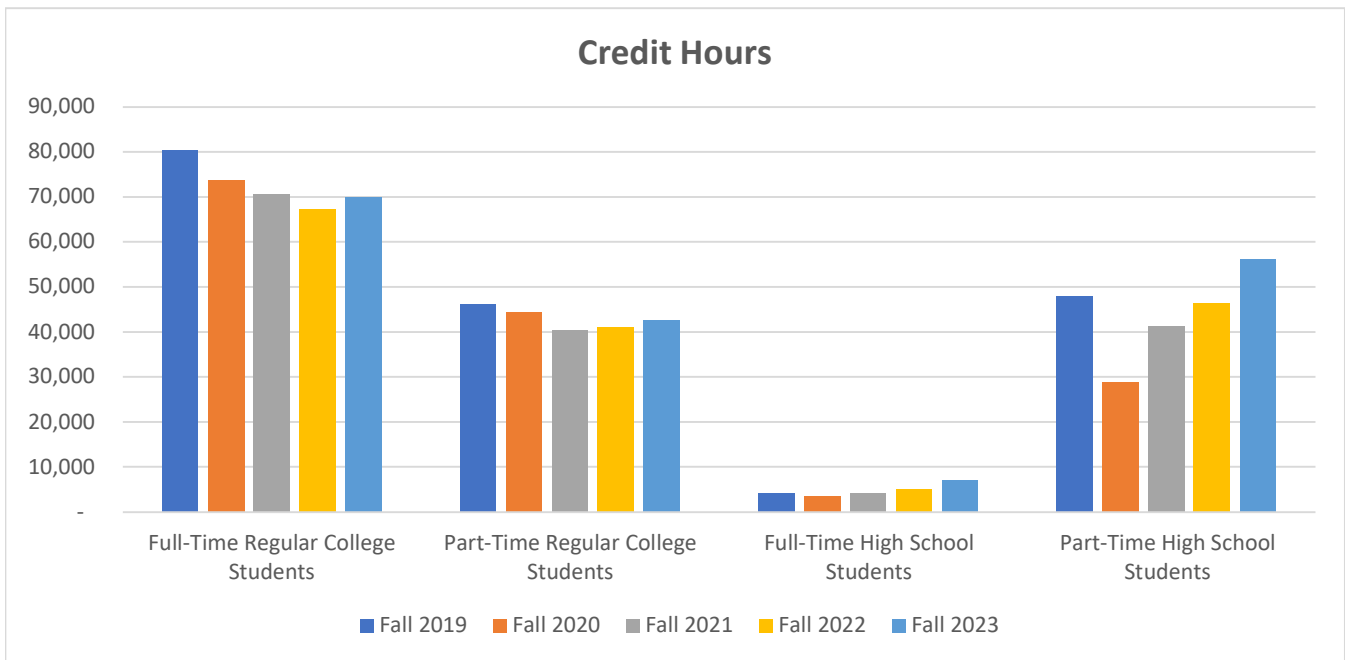
Table 9 Degree-Seeking Students by Age for Fall 2023

Regular College Students (not in high school) Total		
Age Range	Number	Percentage
Under 18	137	1.2%
18-23	7,181	61.6%
24-35	2,754	23.6%
36 and older	1,572	13.5%
Unknown	11	0.1%
Total	11,655	100.0%
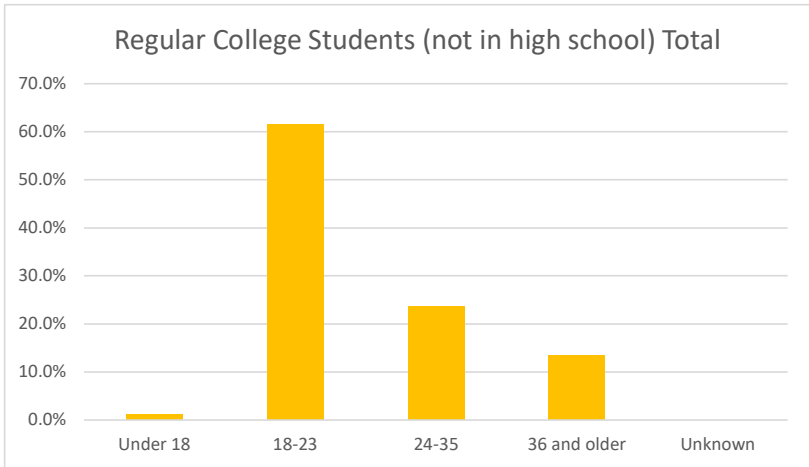
Regular College Students (not in high school) Total

Full-Time - Regular College Students (not in high school)		
Age Range	Number	Percentage
Under 18	65	1.3%
18-23	3,929	77.8%
24-35	768	15.2%
36 and older	285	5.6%
Unknown	4	0.1%
Total	5,051	100.0%
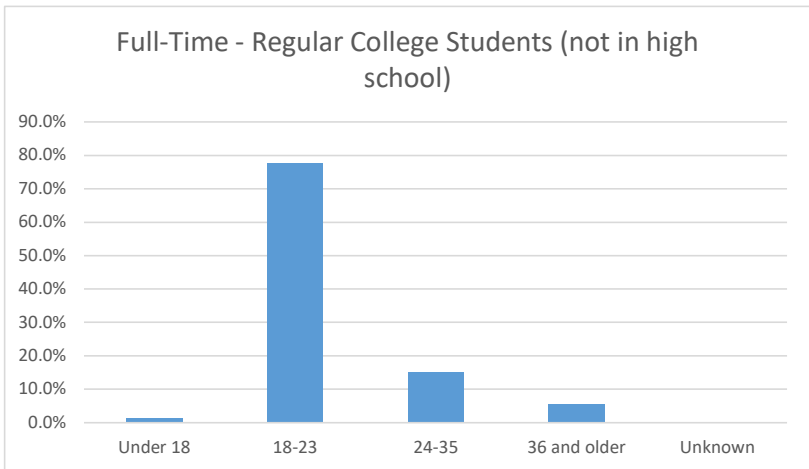
Full-Time - Regular College Students (not in high school)

Part-Time - Regular College Students (not in high school)		
Age Range	Number	Percentage
Under 18	72	1.1%
18-23	3,252	49.2%
24-35	1,986	30.1%
36 and older	1,287	19.5%
Unknown	7	0.1%
Total	6,604	100.0%

Part-Time - Regular College Students (not in high school)
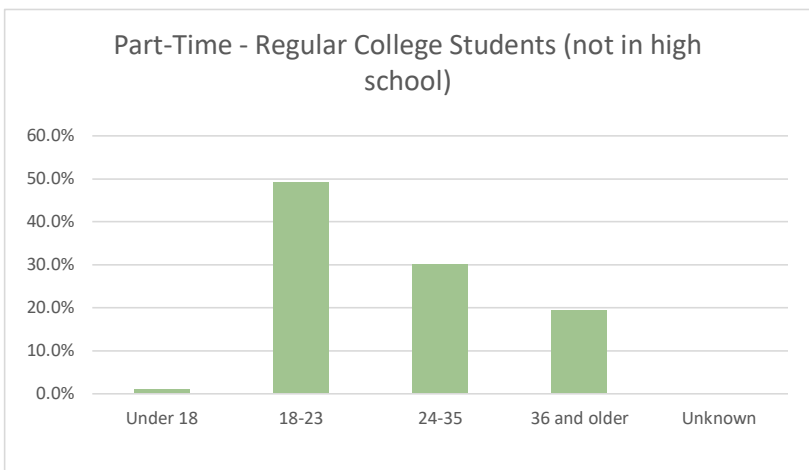
Table 10. Students by Gender for Fall 2023

Regular College Students (not in high school)		
	Number	Percentage
Female	6,750	57.9%
Male	4,905	42.1%
Total	11,655	100%

REGULAR COLLEGE STUDENTS (NOT IN HIGH SCHOOL)

■ Female ■ Male

Male 42%
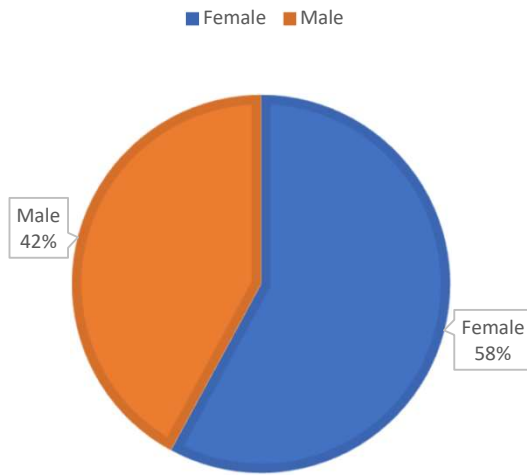
Female 58%

Dual Enrollment (high school students)		
	Number	Percentage
Female	6,880	53.9%
Male	5,883	46.1%
Total	12,763	100%

DUAL ENROLLMENT (HIGH SCHOOL STUDENTS)

■ Female ■ Male

Male 46%

Female 54%
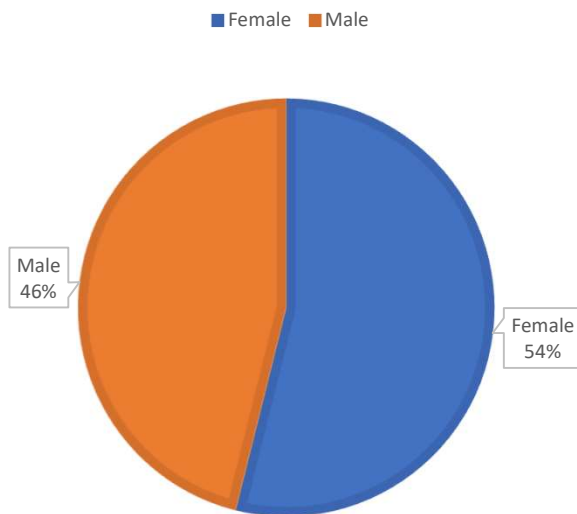
Table 11. Fall 2023 Race and Ethnicity of Students

Regular College Students Only		
Race or Ethnicity	Percentage	Number
American Indian/AK Native (Alone)	0.4%	49
Asian (Alone)	4.3%	506
Black or African American (Alone)	10.0%	1,170
Hispanic (of any race)	11.7%	1,358
Native HI / Pacific Islander (alone)	0.1%	12
Two or more races	3.6%	417
Unknown	3.5%	405
White (alone)	65.6%	7,650
International	0.8%	88
Total	100.00%	11,655

Regular College Students

Legend:
- American Indian/AK Native (Alone)
- Asian (Alone)
- Black or African American (Alone)
- Hispanic (of any race)
- Native HI / Pacific Islander (alone)
- Two or more races
- Unknown
- White (alone)
- International
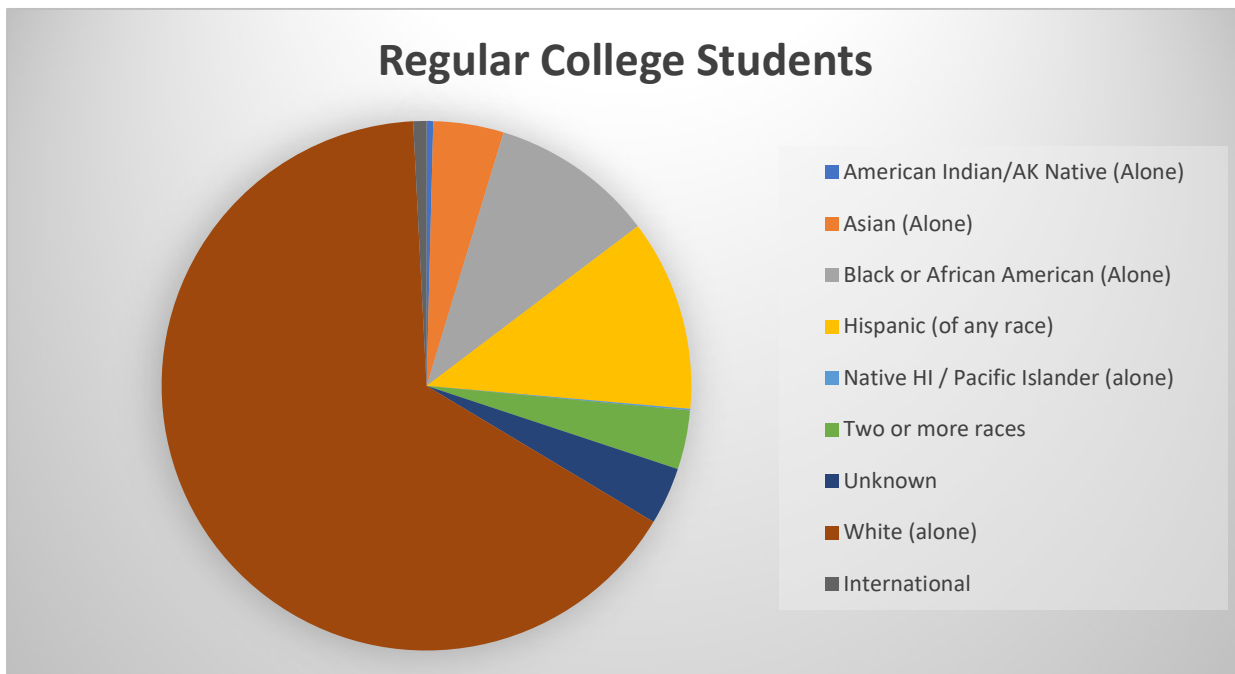
30.3% of regular college students are students of color.

High School Students		
Race or Ethnicity	Percentage	Number
American Indian/AK Native (Alone)	0.3%	41
Asian (Alone)	3.5%	450
Black or African American (Alone)	3.3%	415
Hispanic or Latinx (of any race)	7.9%	1,002
Native HI / Pacific Islander (alone)	0.0%	4
Two or more races	0.4%	56
Unknown	18.6%	2,380
White (alone)	65.9%	8,412
International	0.0%	3
Total	100%	12,763
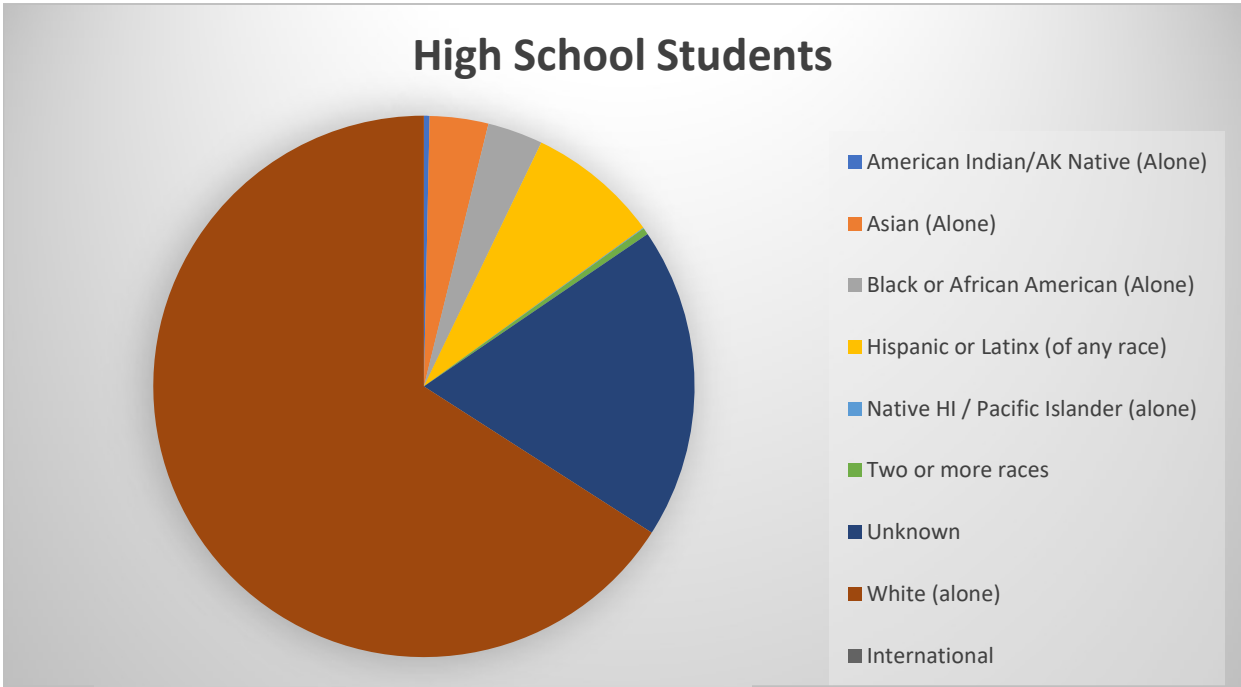
15.5% of high school students are students of color.

Table 12 - First Generation and Pell Eligible by Race and Enthicity - Regular College Students					
Race or Ethnicity	Pell	First Generation	Pell & First Generation	Neither Pell nor First Generation	Total
American Indian/AK Native (Alone)	13	21	11	26	49
Asian (Alone)	179	333	151	145	506
Black or African American (Alone)	554	801	464	279	1,170
Hispanic (of any race)	481	895	409	391	1,358
Native HI / Pacific Islander (alone)	6	9	6	3	12
Two or more races	169	244	123	127	417
Unknown	127	207	87	158	405
White (alone)	2,047	3,861	1,365	3,107	7,650
International	-	4	-	84	88
Total	3,576	6,375	2,616	4,320	11,655
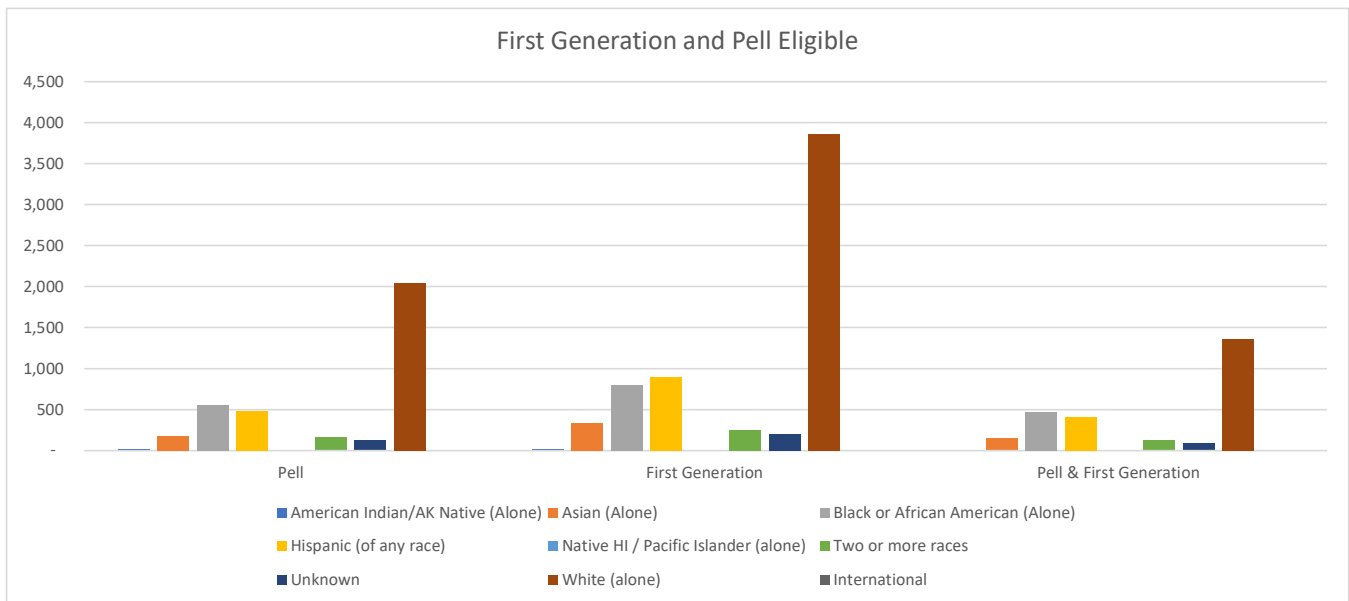
First Generation and Pell Eligible

	Regular College Students Identifying as American Indian or Alaska Native
2018	59
2019	44
2020	39
2021	35
2022	39
2023	49

Regular College Students Identifying as American Indian or Alaska Native
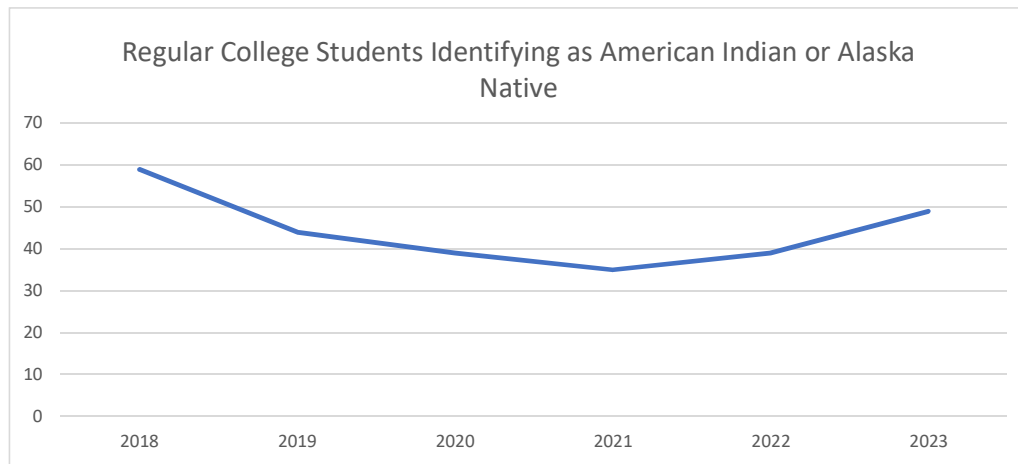
	Dual-Enrolled High School Students Identifying as American Indian or Alaska Native
2018	34
2019	19
2020	9
2021	15
2022	30
2023	41

Table 14. Fall 2023 Students Identifying as Asian

	Regular College Students Identifying as Asian
2018	568
2019	570
2020	542
2021	498
2022	427
2023	506

Regular College Students Identifying as Asian
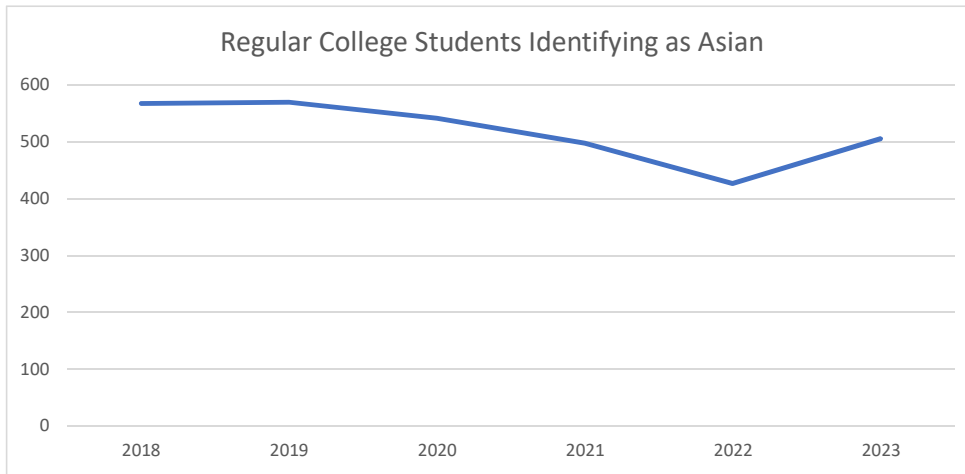
	High School Students Identifying as Asian
2018	485
2019	507
2020	227
2021	354
2022	411
2023	450

Table 15. Fall 2023 Students Identifying as Black or African American

	Regular College Students Identifying as Black or African American
2018	1,072
2019	1,127
2020	985
2021	876
2022	827
2023	1,170

Regular College Students Identifying as Black or African American
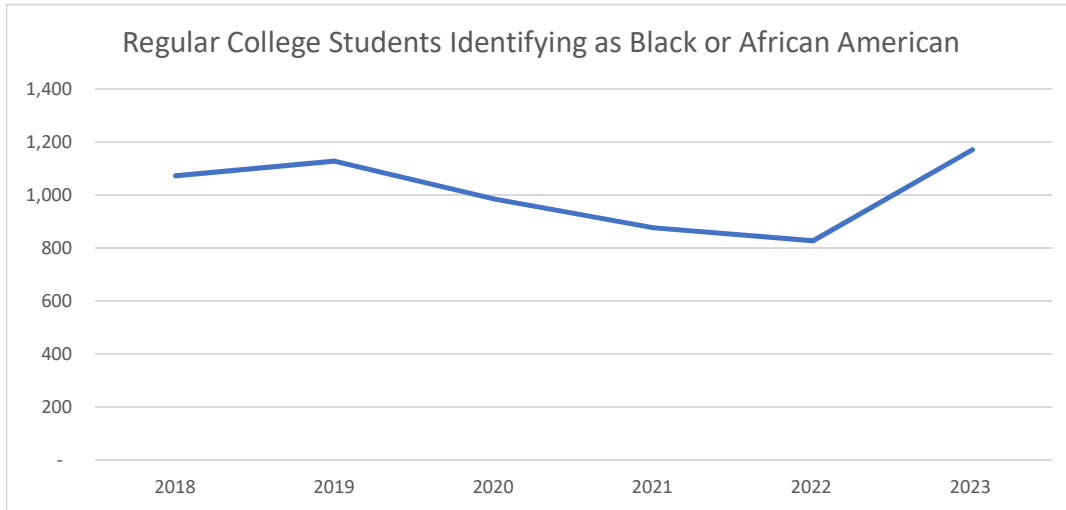
	High School Students Identifying as Black or African American
2018	411
2019	391
2020	112
2021	284
2022	338
2023	415

	Regular College Students Identifying as Hawaiian or Pacific Islander
2018	8
2019	7
2020	8
2021	10
2022	6
2023	12

Regular College Students Identifying as Hawaiian or Pacific Islander
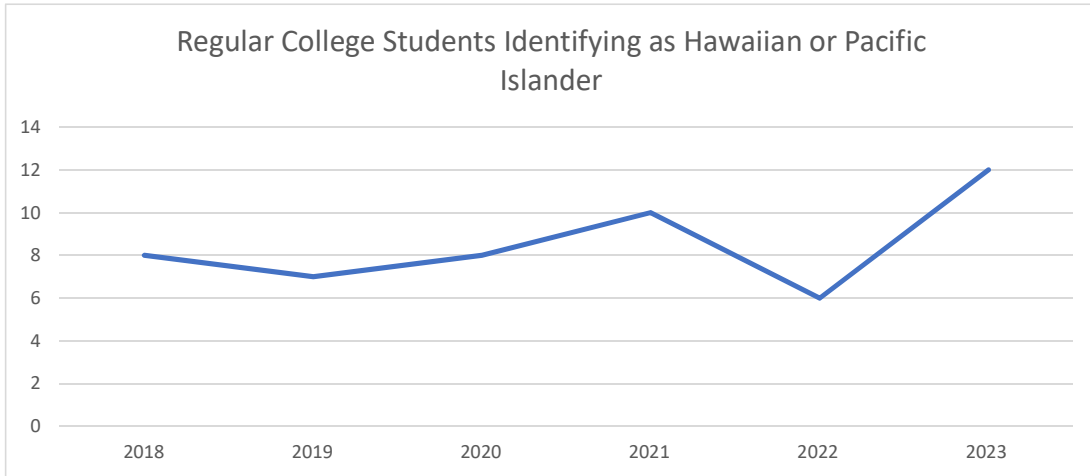
	High School Students Identifying as Hawaiian or Pacific Islander
2018	3
2019	6
2020	2
2021	1
2022	2
2023	4

Table 17. Fall 2023 Students Identifying as Hispanic

	Regular College Students Identifying as Hispanic
2018	1,149
2019	1,096
2020	1,124
2021	1,029
2022	936
2023	1,358

Regular College Students Identifying as Hispanic
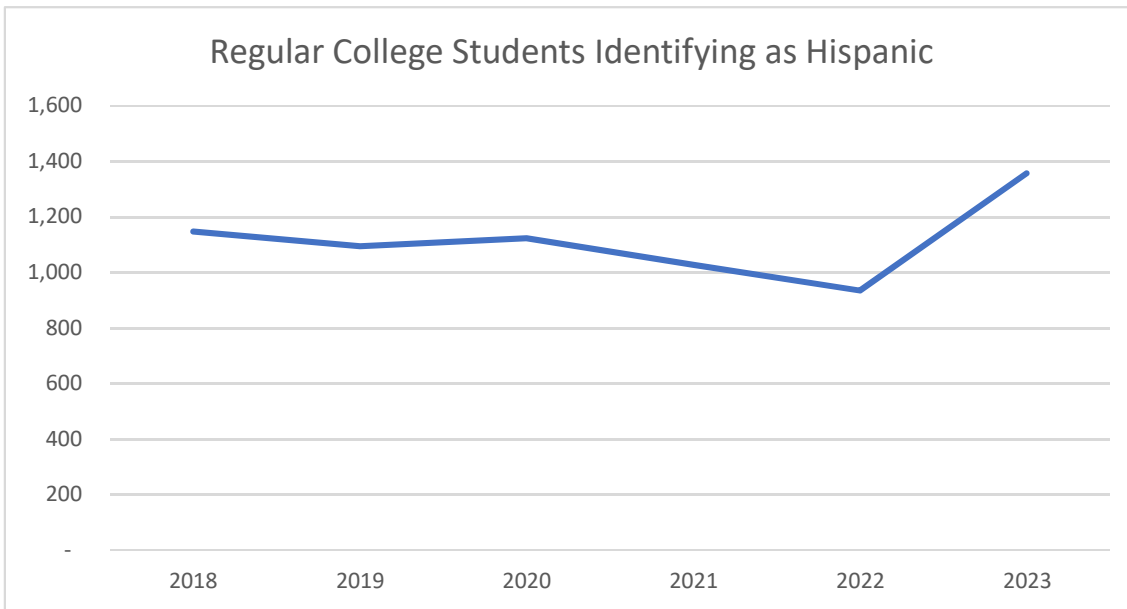
	High School Students Identifying as Hispanic
2018	824
2019	879
2020	265
2021	533
2022	790
2023	1,002

Table 18. Fall 2023 Students Identifying as White

	Regular College Students Identifying as White
2018	9,415
2019	9,262
2020	8,794
2021	8,128
2022	7,211
2023	7,650

Regular College Students Identifying as White
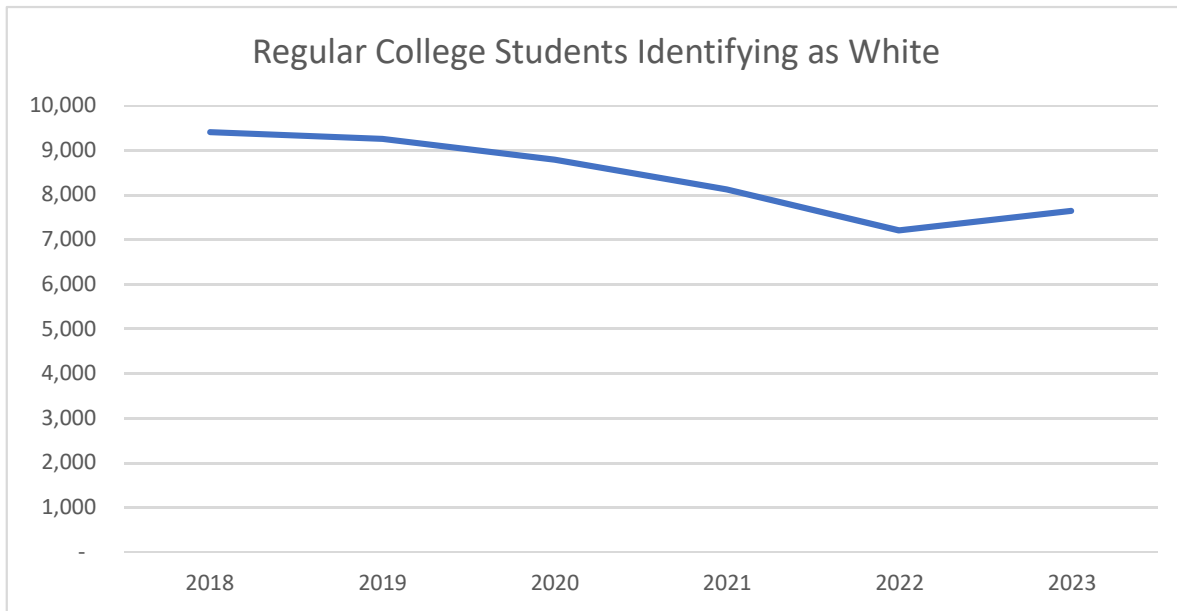
	High School Students Identifying as White
2018	7,521
2019	7,395
2020	4,248
2021	5,794
2022	6,082
2023	8,412

Table 19. Fall 2023 Students Identifying as Two or More Races

	Regular College Students Identifying as Two or More Races
2018	444
2019	474
2020	474
2021	468
2022	381
2023	417

Regular College Students Identifying as Two or More Races
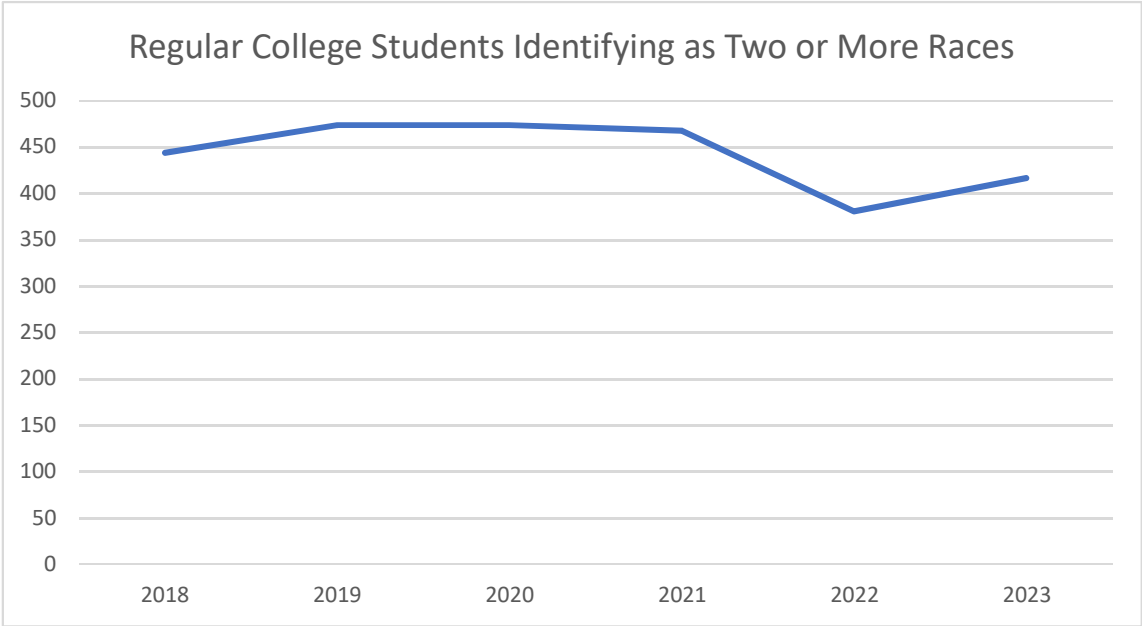
	High School Students Identifying as Two or More Races
2018	122
2019	80
2020	44
2021	47
2022	54
2023	56

Table 20. Fall 2023 Students who did not identify a race or ethnicity

	Regular College Students who did not identify a race or ethnicity
2018	360
2019	332
2020	241
2021	228
2022	267
2023	405

Regular College Students who did not identify a race or ethnicity
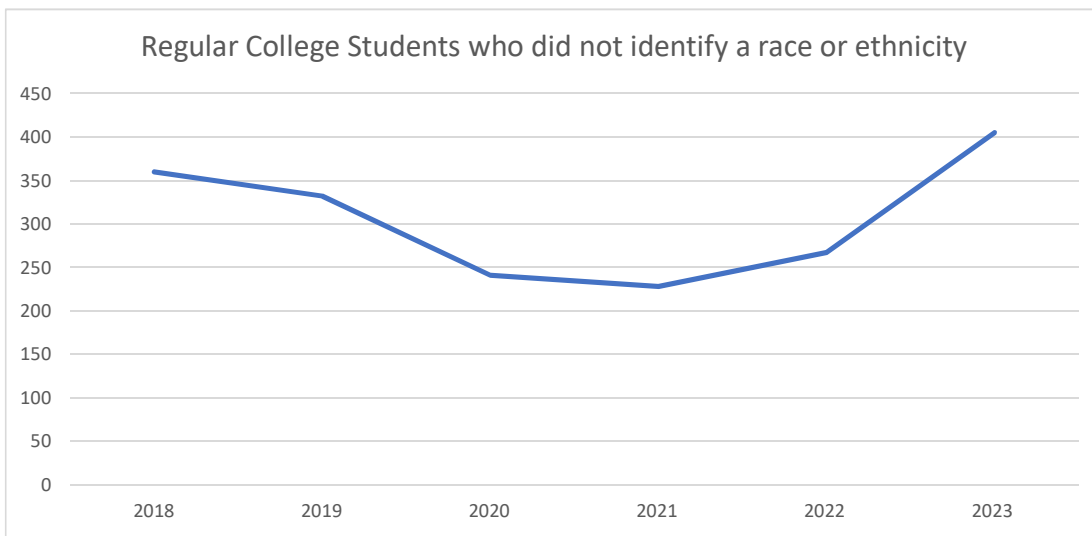
	High School Students who did not identify a race or ethnicity
2018	992
2019	965
2020	1,068
2021	2,188
2022	2,718
2023	2,380

Table 21. Fall 2023 International Students

	International Regular College Students
2018	141
2019	100
2020	77
2021	61
2022	65
2023	88

International Regular College Students

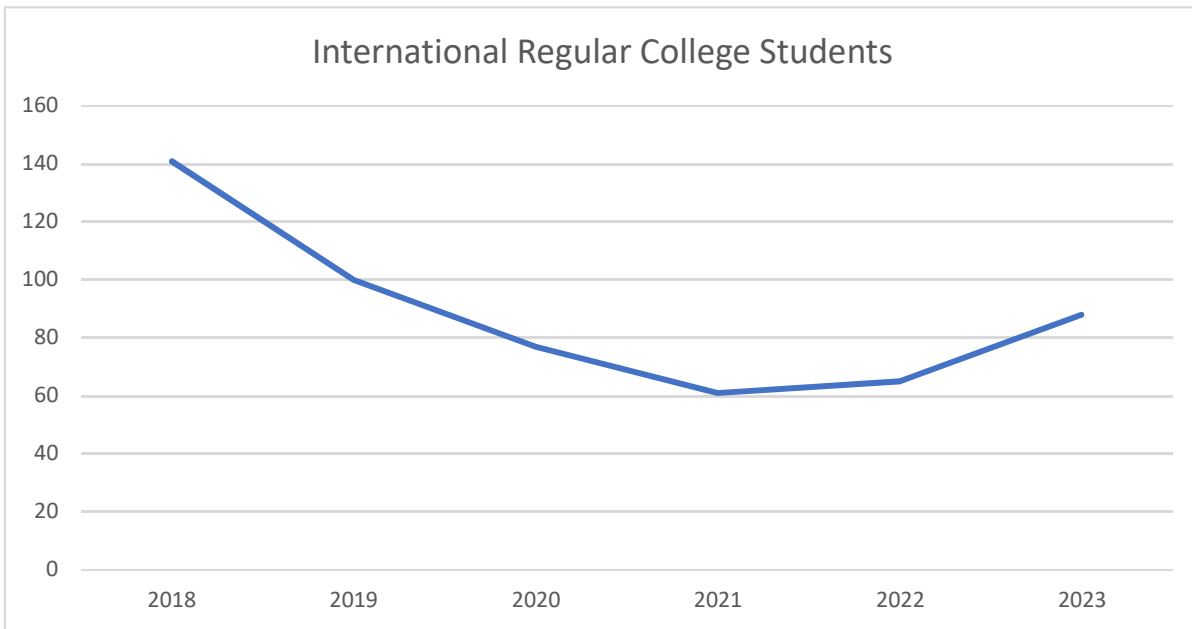| Race or Ethnicity	Ankeny F2F	Boone F2F	Carroll F2F	Newton F2F	Urban F2F	West F2F	Online (taking at least 1 online course)
American Indian/AK Native (Alone)	20	2	-	-	2	2	40
Asian (Alone)	210	8	2	8	101	19	326
Black or African American (Alone)	367	39	3	10	280	73	730
Hispanic (of any race)	577	44	5	14	190	64	881
Native HI / Pacific Islander (alone)	6	-	-	-	-	1	9
Two or more races	180	30	-	4	46	21	289
Unknown	166	15	4	4	51	11	265
White (alone)	3757	512	79	113	525	350	4935
International	53	9	4	-	15	3	57
Total	5,336	659	97	153	1,210	544	7,532

Table 22. Fall 2023 Race and Ethnicity of Students by Campus

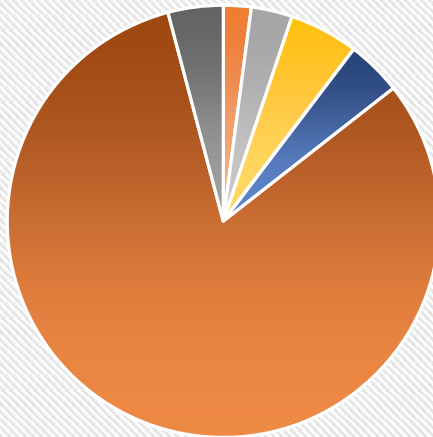Regular College Students Only

F2F = Face-to-Face

Ankeny F2F

- American Indian/AK Native (Alone)
- Asian (Alone)
- Black or African American (Alone)
- Hispanic (of any race)
- Native HI / Pacific Islander (alone)
- Two or more races
- Unknown
- White (alone)
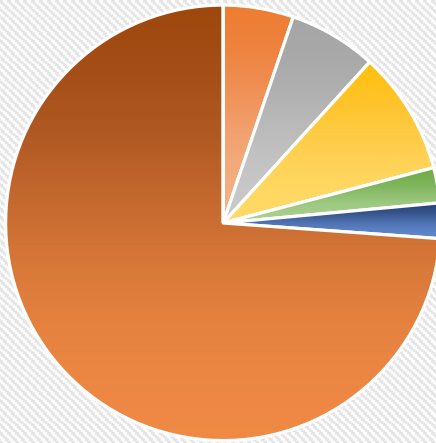- International

Boone F2F
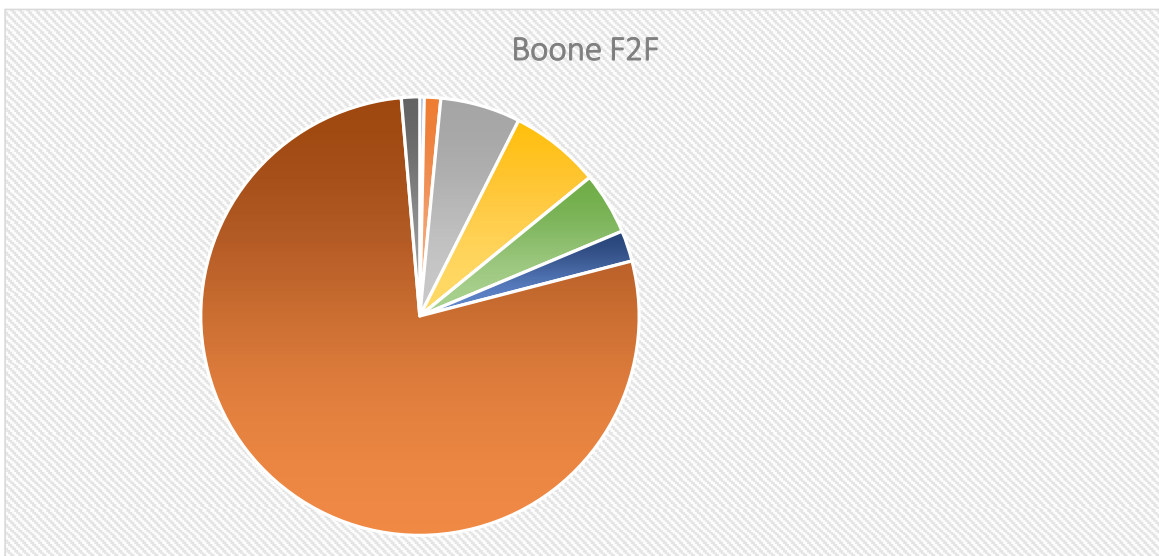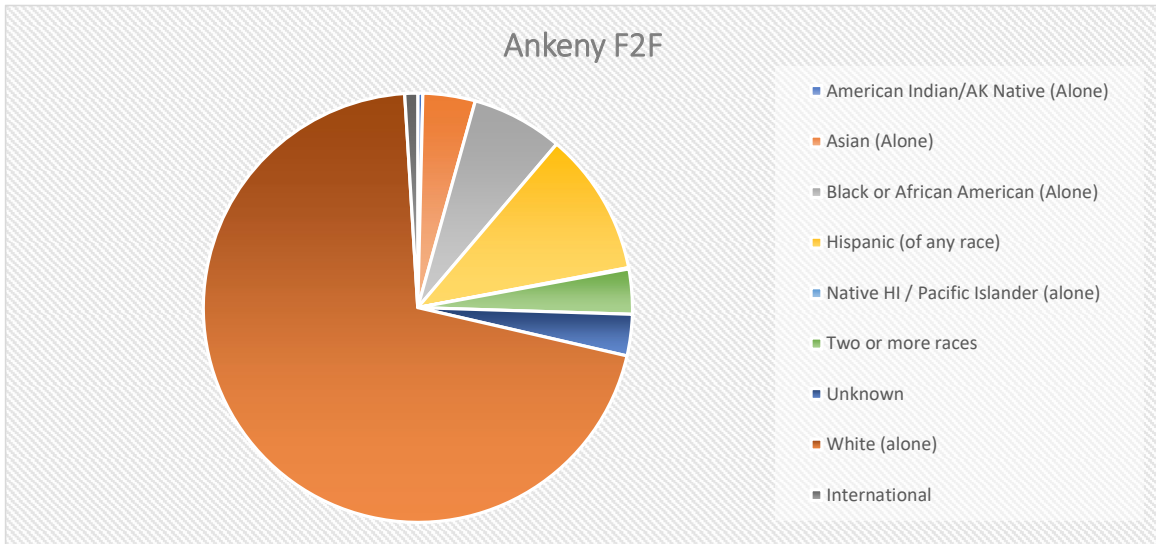
Carroll F2F

- American Indian/AK Native (Alone)
- Asian (Alone)
- Black or African American (Alone)
- Hispanic (of any race)
- Native HI / Pacific Islander (alone)
- Two or more races
- Unknown
- White (alone)
- International

Newton F2F

Urban F2F

- American Indian/AK Native (Alone)
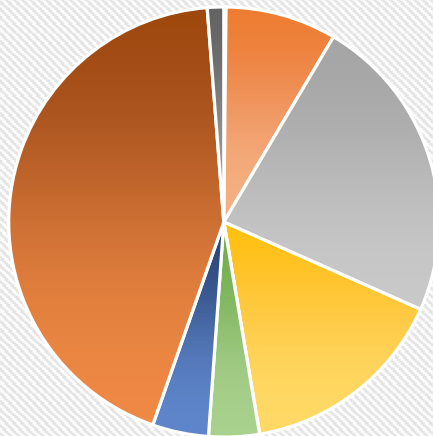- Asian (Alone)

West F2F

- ■ American Indian/AK Native (Alone)
- ■ Asian (Alone)
- ■ Black or African American (Alone)
- ■ Hispanic (of any race)
- ■ Native HI / Pacific Islander (alone)
- ■ Two or more races
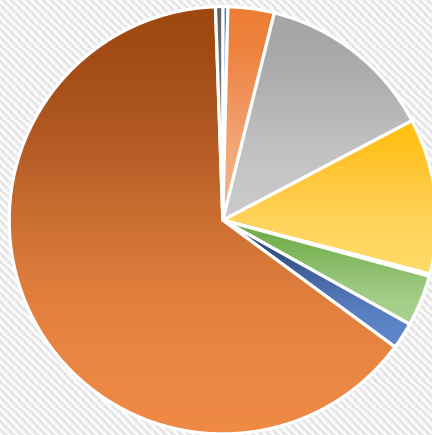- ■ Unknown
- ■ White (alone)
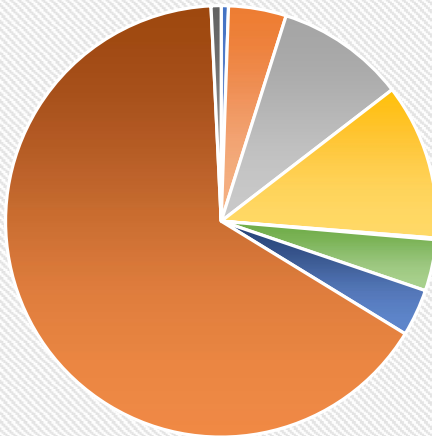- ■ International

Online (taking at least 1 online c

Table 23. DFW Rates - Regular College Students

The % of Ds, Fs or Withdrawals at the end of the term

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Face-to-Face Courses	24.3%	23.1%	16.9%	22.8%	22.4%
Online Courses	29.3%	29.2%	26.8%	26.7%	28.4%

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Pell Eligible Students	27.8%	29.0%	29.8%	28.1%	28.9%
Non-Pell Eligible Students	23.9%	22.1%	23.9%	22.9%	22.9%

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Male	27.6%	26.9%	27.2%	25.6%	26.1%
Female	23.3%	22.7%	24.8%	23.9%	23.9%

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian/AK Native (Alone)	34.9%	15.7%	22.4%	43.5%	34.8%
Asian (Alone)	23.4%	20.4%	24.0%	22.9%	26.6%
Black or African American (Alone)	36.9%	36.6%	40.7%	38.3%	38.1%
Hispanic (of any race)	29.1%	28.2%	31.5%	28.3%	30.0%
Native HI / Pacific Islander (alone)	15.8%	56.3%	36.7%	42.9%	9.5%
White (alone)	23.5%	23.2%	23.9%	22.7%	22.4%
Two or more races	34.4%	29.5%	30.4%	32.1%	34.1%
Unknown	24.4%	21.1%	25.7%	25.3%	28.0%

Table 24. Retention and Graduation Rates

Fall to Fall Retention	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Average
	46.8%	51.5%	52.4%	53.2%	56.2%	54.3%	52.4%

Graduation Rate	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Average
	23.6%	25.4%	28.2%	28.2%	23.8%	25.8%

Retention and Graduation Rates
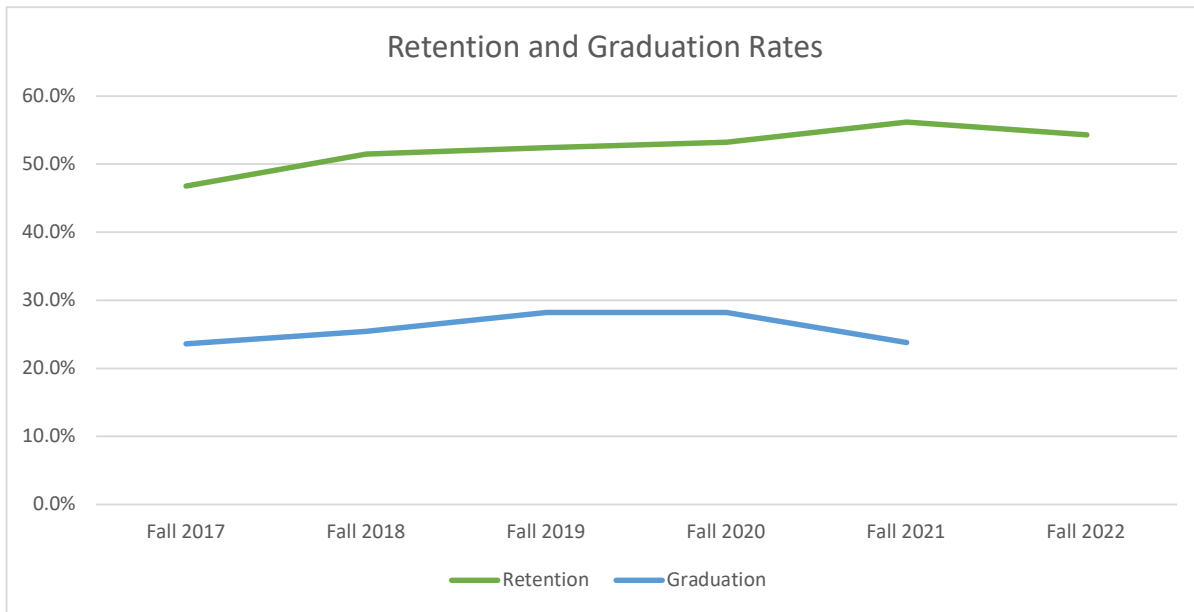
Table 25. Post Graduation Outcomes

Students Responses	Percentage
Working in Field Related to Program	37.8%
Continuing my Education	37.6%
Working in Field Unrelated to Program	12.1%
Unemployed but Seeking Employment	11.1%
Unemployed and Not Seeking Employment	1.2%
Military	0.3%

*Based on Graduates Responses to Survey

Post Graduation Outcomes

Legend:
- Working in Field Related to Program
- Continuing my Education
- Working in Field Unrelated to Program
- Unemployed but Seeking Employment
- Unemployed and Not Seeking Employment
- Military
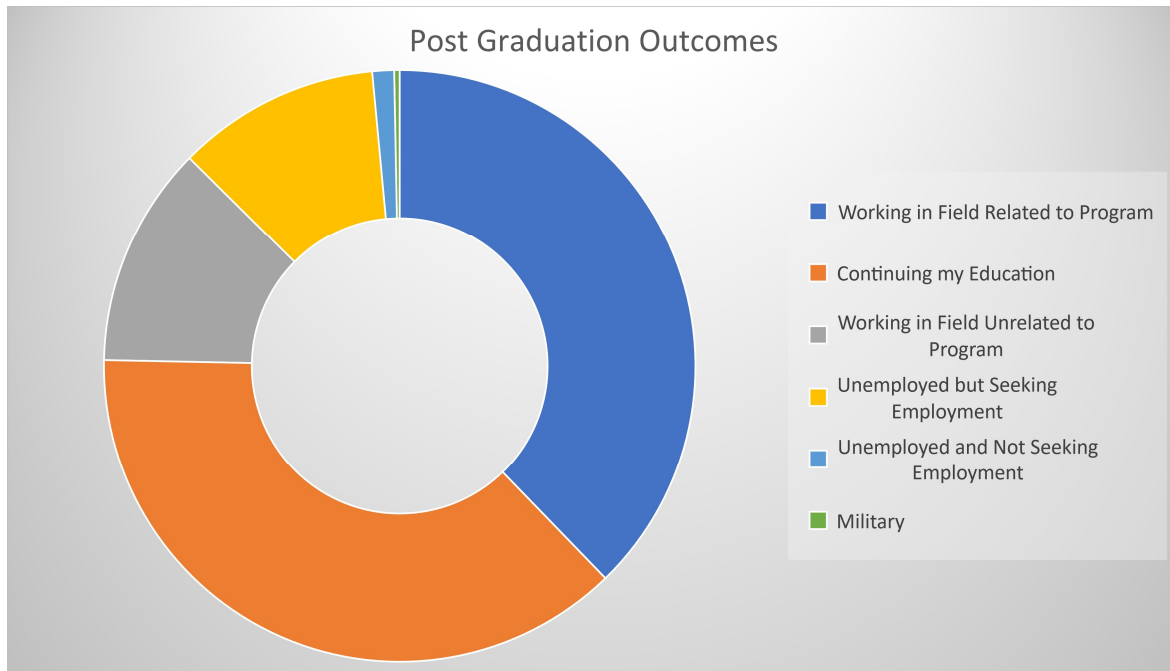
Glossary

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.

Annual Unduplicated Enrollment- Annual enrollment reported from July 1 through June 30. Each student is counted only once regardless of how many terms or semesters they enroll within that time period.

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.

DFW Rate – This is the percentage or rate of students who earn Ds, Fs, or Ws at the end of the term. Each registration, or grade awarded, is part of the calculation.

Faculty – A DMACC employee with a primary job function to teach.

First Generation – A student who is the first generation in their family to attend college.

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 are 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.

Graduation Rates – Per federal reporting requirements, graduation rates are calculated at 150% of the time it would normally take a full-time student to complete a program. For example, if a program is a 2-year program (or 4 semesters) the graduation rate is calculated at the end of 3 years. If it's a 1-year program, it's calculated at the end of a year and a half.

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

High School Student – Any student who is still enrolled in high school and is also enrolled in a DMACC course. The course itself may be at the high school, at a DMACC location or online. The course may or may not count for high school credit.

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.

Online – Courses which are completely available through the internet. For DMACC, these include sections with codes WEB9D, WEB9V and WEB9H for regular college students.

Part Time Student – An undergraduate student enrolled for less than 12 credits for the semester.

Pell Eligible – A student who is enrolled who has not yet earned a bachelor's degree, is a US citizen, and who completed the FAFSA where the results showed that they have significant financial need. This designation is used in data as a marker for low socio-economic status.

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.

Regular College Student – Student who has completed high school and is now enrolled in a credit-bearing course at the college.

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 completed their program prior to the current fall being measured. Retention is usually expressed as a percentage.

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.