



NMSU | DOÑA ANA COMMUNITY COLLEGE **DACC Institutional Student Success Report**

The Office of Institutional Analysis pleased to present the DACC Institutional Student Success Report (ISSR), focused on DACC fall first-time, degree-seeking students, is produced by the Institutional Analysis office annually, due one week after the fall census date. The data respond to the following thirteen questions:

1. What is the demographic profile of our first-time degree-seeking students?
2. What is the demographic profile of our first-time Aggie Pathway students?
3. Persistence: What percent of students return the following spring?
4. Retention: What percent of students return the following fall?
5. What percent of new students enroll in and pass their developmental mathematics and English requirements within the first semester?
6. What percent of new students complete their developmental mathematics and English requirements within the first year?
7. What percent of new students complete gateway mathematics and English courses within 1 year?
8. What percent of new students complete gateway mathematics and English courses within 2 years?
9. What percent of full-time students who have not graduated earn more than 20 credits each year?
10. What percent of part-time students who have not graduated earn more than 10 credits each year?
11. What percent of new students earn a certificate or degree within 100%, 150%, 200%, and 250% of time?
12. What percent of students transfer to a 4-year institution upon completing a college credential?
13. What percent of students transfer to a 4-year institution before completing a college credential?

We used our SIRS data warehouse and other data sources to obtain the best available data. We welcome your questions, comments, and suggestions in assisting us to improve this publication. A copy of this document this document is also available at <http://dacc.nmsu.edu/iep/>.

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DACC New Degree-Seeking Students

	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall	2016 Fall
New Student Headcount	1,632	1,511	1,338	1,214	1,116	1,338
Full-time	1,227	1,202	1,077	1,001	937	1,127
Percent Full-time	75%	80%	80%	82%	84%	84%
Part-time	405	309	261	213	179	211
Percent Part-time	25%	20%	20%	18%	16%	16%

	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall	2016 Fall
Female	50%	51%	52%	51%	54%	53%
Male	50%	49%	48%	49%	46%	47%
Hispanic	80%	80%	83%	82%	82%	82%
Not Hispanic	20%	20%	17%	18%	18%	18%

	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall	2016 Fall
Pell Recipient	1,196	1,053	962	830	754	861
Percent Pell Recipient	73%	70%	72%	68%	68%	64%
Percent of Pell who are FT	77%	83%	84%	87%	87%	88%
Percent of Pell who are PT	23%	17%	16%	13%	13%	12%

	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall	2016 Fall
First Generation	985	907	814	707	657	757
Percent First Generation	60%	60%	61%	58%	59%	57%
Percent of First Gen who are FT	75%	79%	81%	83%	84%	85%
Percent of First Gen who arePT	25%	21%	19%	17%	16%	15%

	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall	2016 Fall
Placed in Dev. Math or Dev. English	94%	93%	94%	93%	91%	92%
Placed in Dev. English	78%	77%	79%	79%	78%	81%
Placed in Dev. Math	89%	87%	90%	86%	82%	84%



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DACC New Aggie Pathway Students

	2016 Fall
Aggie Pathway New Students	252
Full-time	95%
Part-time	5%
Female	50%
Male	50%
Hispanic	83%
Not Hispanic	17%

DACC Institutional Student Success Report

New Student Fall-to-Spring Persistence and Fall-to-Fall Retention Rates

	N	Fall-Spring Persistence		Fall-Fall Retention	
		Persisted	% Persisted	Retained	% Retained
01 New Students					
2011 Fall	1,632	1,203	74%	916	56%
2012 Fall	1,511	1,087	72%	832	55%
2013 Fall	1,338	984	74%	749	56%
2014 Fall	1,214	910	75%	735	61%
2015 Fall	1,116	794	71%	649	58%
02 Full-Time					
2011 Fall	1,227	972	79%	755	62%
2012 Fall	1,202	935	78%	712	59%
2013 Fall	1,077	854	79%	652	61%
2014 Fall	1,001	793	79%	646	65%
2015 Fall	937	699	75%	566	60%
03 Part-Time					
2011 Fall	405	231	57%	161	40%
2012 Fall	309	152	49%	120	39%
2013 Fall	261	130	50%	97	37%
2014 Fall	213	117	55%	89	42%
2015 Fall	179	95	53%	83	46%
04 Females					
2011 Fall	816	640	78%	499	61%
2012 Fall	778	594	76%	471	61%
2013 Fall	694	534	77%	430	62%
2014 Fall	618	496	80%	404	65%
2015 Fall	598	430	72%	355	59%
05 Males					
2011 Fall	816	563	69%	417	51%
2012 Fall	733	493	67%	361	49%
2013 Fall	644	450	70%	319	50%
2014 Fall	596	414	69%	331	56%
2015 Fall	518	364	70%	294	57%

DACC Institutional Student Success Report

New Student Fall-to-Spring Persistence and Fall-to-Fall Retention Rates

	N	Fall-Spring Persistence		Fall-Fall Retention	
		Persisted	% Persisted	Retained	% Retained
06 Hispanics					
2011 Fall	1,301	949	73%	726	56%
2012 Fall	1,214	880	72%	681	56%
2013 Fall	1,106	823	74%	627	57%
2014 Fall	1,000	764	76%	630	63%
2015 Fall	910	642	71%	531	58%
07 Not Hispanic					
2011 Fall	331	254	77%	190	57%
2012 Fall	297	207	70%	151	51%
2013 Fall	232	161	69%	122	53%
2014 Fall	214	146	68%	105	49%
2015 Fall	206	152	74%	118	57%
08 Pell Recipients					
2011 Fall	1,196	936	78%	703	59%
2012 Fall	1,053	820	78%	627	60%
2013 Fall	962	745	77%	547	57%
2014 Fall	830	669	81%	533	64%
2015 Fall	754	576	76%	466	62%
09 First Generation					
2011 Fall	985	734	75%	565	57%
2012 Fall	907	657	72%	507	56%
2013 Fall	814	598	73%	437	54%
2014 Fall	707	543	77%	438	62%
2015 Fall	657	458	70%	370	56%

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New students who enroll in developmental English in the first semester and their pass-rates

	Placed in Dev. ENGL			Enrolled in Dev. English		Passed Dev English	
	N	# Placed	% Placed	# Enrolled	% Enrolled	# Passed	% Passed
01 New Students							
2011 Fall	1,632	1,275	78%	588	46%	409	70%
2012 Fall	1,511	1,164	77%	588	51%	424	72%
2013 Fall	1,338	1,056	79%	617	58%	451	73%
2014 Fall	1,214	957	79%	601	63%	446	74%
2015 Fall	1,116	874	78%	511	58%	387	76%
02 Full-Time							
2011 Fall	1,227	938	76%	491	52%	360	73%
2012 Fall	1,202	918	76%	516	56%	380	74%
2013 Fall	1,077	843	78%	550	65%	419	76%
2014 Fall	1,001	779	78%	532	68%	403	76%
2015 Fall	937	724	77%	469	65%	361	77%
03 Part-Time							
2011 Fall	405	337	83%	97	29%	49	51%
2012 Fall	309	246	80%	72	29%	44	61%
2013 Fall	261	213	82%	67	31%	32	48%
2014 Fall	213	178	84%	69	39%	43	62%
2015 Fall	179	150	84%	42	28%	26	62%
04 Females							
2011 Fall	816	625	77%	321	51%	239	74%
2012 Fall	778	596	77%	326	55%	252	77%
2013 Fall	694	548	79%	340	62%	259	76%
2014 Fall	618	480	78%	316	66%	257	81%
2015 Fall	598	476	80%	299	63%	235	79%
05 Males							
2011 Fall	816	650	80%	267	41%	170	64%
2012 Fall	733	568	77%	262	46%	172	66%
2013 Fall	644	508	79%	277	55%	192	69%
2014 Fall	596	477	80%	285	60%	189	66%
2015 Fall	518	398	77%	212	53%	152	72%

DACC Institutional Student Success Report

New students who enroll in developmental English in the first semester and their pass-rates

	Placed in Dev. ENGL			Enrolled in Dev. English		Passed Dev English	
	N	# Placed	% Placed	# Enrolled	% Enrolled	# Passed	% Passed
06 Hispanics							
2011 Fall	1,301	1,046	80%	484	46%	337	70%
2012 Fall	1,214	977	80%	517	53%	376	73%
2013 Fall	1,106	907	82%	538	59%	393	73%
2014 Fall	1,000	812	81%	526	65%	400	76%
2015 Fall	910	733	81%	444	61%	338	76%
07 Not Hispanic							
2011 Fall	331	229	69%	104	45%	72	69%
2012 Fall	297	187	63%	71	38%	48	68%
2013 Fall	232	149	64%	79	53%	58	73%
2014 Fall	214	145	68%	75	52%	46	61%
2015 Fall	206	141	68%	67	48%	49	73%
08 Pell Recipients							
2011 Fall	1,196	935	78%	442	47%	318	72%
2012 Fall	1,053	832	79%	438	53%	333	76%
2013 Fall	962	769	80%	474	62%	350	74%
2014 Fall	830	662	80%	443	67%	335	76%
2015 Fall	754	607	81%	376	62%	293	78%
09 First Generation							
2011 Fall	985	795	81%	370	47%	262	71%
2012 Fall	907	740	82%	379	51%	283	75%
2013 Fall	814	667	82%	412	62%	291	71%
2014 Fall	707	575	81%	370	64%	280	76%
2015 Fall	657	546	83%	335	61%	250	75%

New students who complete developmental English series in the first year

	Placed into Dev. English			Attempted CCDE110 N		Completed Dev English	
	N	# Placed	% Placed	# Attp	% Attp	# Compl.	% Compl.
01 New Students							
2011 Fall	1,632	1,275	78%	552	43%	399	31%
2012 Fall	1,511	1,164	77%	557	48%	416	36%
2013 Fall	1,338	1,056	79%	574	54%	441	42%
2014 Fall	1,214	957	79%	561	59%	445	46%
2015 Fall	1,116	874	78%	576	66%	443	51%
02 Full-Time							
2011 Fall	1,227	938	76%	463	49%	342	36%
2012 Fall	1,202	918	76%	496	54%	372	41%
2013 Fall	1,077	843	78%	513	61%	408	48%
2014 Fall	1,001	779	78%	497	64%	402	52%
2015 Fall	937	724	77%	510	70%	399	55%
03 Part-Time							
2011 Fall	405	337	83%	89	26%	57	17%
2012 Fall	309	246	80%	61	25%	44	18%
2013 Fall	261	213	82%	61	29%	33	15%
2014 Fall	213	178	84%	64	36%	43	24%
2015 Fall	179	150	84%	66	44%	44	29%
04 Females							
2011 Fall	816	625	77%	310	50%	236	38%
2012 Fall	778	596	77%	319	54%	250	42%
2013 Fall	694	548	79%	321	59%	253	46%
2014 Fall	618	480	78%	311	65%	262	55%
2015 Fall	598	476	80%	327	69%	264	55%
05 Males							
2011 Fall	816	650	80%	242	37%	163	25%
2012 Fall	733	568	77%	238	42%	166	29%
2013 Fall	644	508	79%	253	50%	188	37%
2014 Fall	596	477	80%	250	52%	183	38%
2015 Fall	518	398	77%	249	63%	179	45%

DACC Institutional Student Success Report

New students who complete developmental English series in the first year

	Placed into Dev. English			Attempted CCDE110 N		Completed Dev English	
	N	# Placed	% Placed	# Attp	% Attp	# Compl.	% Compl.
06 Hispanics							
2011 Fall	1,301	1,046	80%	443	42%	323	31%
2012 Fall	1,214	977	80%	492	50%	366	37%
2013 Fall	1,106	907	82%	497	55%	380	42%
2014 Fall	1,000	812	81%	490	60%	398	49%
2015 Fall	910	733	81%	493	67%	382	52%
07 Not Hispanic							
2011 Fall	331	229	69%	109	48%	76	33%
2012 Fall	297	187	63%	65	35%	50	27%
2013 Fall	232	149	64%	77	52%	61	41%
2014 Fall	214	145	68%	71	49%	47	32%
2015 Fall	206	141	68%	83	59%	61	43%
08 Pell Recipients							
2011 Fall	1,196	935	78%	427	46%	311	33%
2012 Fall	1,053	832	79%	426	51%	327	39%
2013 Fall	962	769	80%	448	58%	344	45%
2014 Fall	830	662	80%	419	63%	338	51%
2015 Fall	754	607	81%	430	71%	339	56%
09 First Generation							
2011 Fall	985	795	81%	344	43%	253	32%
2012 Fall	907	740	82%	358	48%	273	37%
2013 Fall	814	667	82%	381	57%	286	43%
2014 Fall	707	575	81%	352	61%	280	49%
2015 Fall	657	546	83%	369	68%	284	52%

DACC Institutional Student Success Report

New students who enroll in developmental math in the first year and their pass-rates

	Placed in Dev. Math			Enrolled in Dev. Math		Passed Dev Math	
	N	# Placed	% Placed	# Enr.	% Enr.	# Passed	% Passed
01 New Students							
2011 Fall	1,632	1,456	89%	871	60%	521	60%
2012 Fall	1,511	1,320	87%	808	61%	500	62%
2013 Fall	1,338	1,199	90%	683	57%	412	60%
2014 Fall	1,214	1,040	86%	629	60%	383	61%
2015 Fall	1,116	920	82%	530	58%	326	62%
02 Full-Time							
2011 Fall	1,227	1,062	87%	703	66%	433	62%
2012 Fall	1,202	1,030	86%	693	67%	443	64%
2013 Fall	1,077	950	88%	580	61%	358	62%
2014 Fall	1,001	839	84%	562	67%	353	63%
2015 Fall	937	755	81%	461	61%	285	62%
03 Part-Time							
2011 Fall	405	394	97%	168	43%	88	52%
2012 Fall	309	290	94%	115	40%	57	50%
2013 Fall	261	249	95%	103	41%	54	52%
2014 Fall	213	201	94%	67	33%	30	45%
2015 Fall	179	165	92%	69	42%	41	59%
04 Females							
2011 Fall	816	735	90%	479	65%	307	64%
2012 Fall	778	675	87%	449	67%	298	66%
2013 Fall	694	626	90%	366	58%	228	62%
2014 Fall	618	534	86%	335	63%	224	67%
2015 Fall	598	504	84%	306	61%	192	63%
05 Males							
2011 Fall	816	721	88%	392	54%	214	55%
2012 Fall	733	645	88%	359	56%	202	56%
2013 Fall	644	573	89%	317	55%	184	58%
2014 Fall	596	506	85%	294	58%	159	54%
2015 Fall	518	416	80%	224	54%	134	60%

DACC Institutional Student Success Report

New students who enroll in developmental math in the first year and their pass-rates

	Placed in Dev. Math			Enrolled in Dev. Math		Passed Dev Math	
	N	# Placed	% Placed	# Enr.	% Enr.	# Passed	% Passed
06 Hispanics							
2011 Fall	1,301	1,162	89%	701	60%	420	60%
2012 Fall	1,214	1,063	88%	671	63%	418	62%
2013 Fall	1,106	1,007	91%	577	57%	350	61%
2014 Fall	1,000	862	86%	542	63%	330	61%
2015 Fall	910	756	83%	440	58%	265	60%
07 Not Hispanic							
2011 Fall	331	294	89%	170	58%	101	59%
2012 Fall	297	257	87%	137	53%	82	60%
2013 Fall	232	192	83%	106	55%	62	58%
2014 Fall	214	178	83%	87	49%	53	61%
2015 Fall	206	164	80%	90	55%	61	68%
08 Pell Recipients							
2011 Fall	1,196	1,079	90%	659	61%	403	61%
2012 Fall	1,053	943	90%	584	62%	378	65%
2013 Fall	962	880	91%	520	59%	325	63%
2014 Fall	830	727	88%	444	61%	280	63%
2015 Fall	754	635	84%	375	59%	234	62%
09 First Generation							
2011 Fall	985	888	90%	530	60%	328	62%
2012 Fall	907	810	89%	501	62%	317	63%
2013 Fall	814	749	92%	434	58%	268	62%
2014 Fall	707	626	89%	391	62%	240	61%
2015 Fall	657	568	86%	328	58%	189	58%

DACC Institutional Student Success Report

New students who complete their developmental mathematics requirements within the first year

	Placed into Dev. Math			Attempted CCDM114		Completed Dev Math	
	N	# Placed	% Placed	# Attp	% Attp	# Compl.	% Compl.
01 New Students							
2011 Fall	1,632	1,456	89%	523	36%	331	23%
2012 Fall	1,511	1,320	87%	517	39%	334	25%
2013 Fall	1,338	1,199	90%	451	38%	275	23%
2014 Fall	1,214	1,040	86%	409	39%	273	26%
2015 Fall	1,116	920	82%	353	38%	254	28%
02 Full-Time							
2011 Fall	1,227	1,062	87%	460	43%	297	28%
2012 Fall	1,202	1,030	86%	454	44%	300	29%
2013 Fall	1,077	950	88%	411	43%	257	27%
2014 Fall	1,001	839	84%	375	45%	248	30%
2015 Fall	937	755	81%	320	42%	231	31%
03 Part-Time							
2011 Fall	405	394	97%	63	16%	34	9%
2012 Fall	309	290	94%	63	22%	34	12%
2013 Fall	261	249	95%	40	16%	18	7%
2014 Fall	213	201	94%	34	17%	25	12%
2015 Fall	179	165	92%	33	20%	23	14%
04 Females							
2011 Fall	816	735	90%	282	38%	191	26%
2012 Fall	778	675	87%	276	41%	193	29%
2013 Fall	694	626	90%	257	41%	162	26%
2014 Fall	618	534	86%	225	42%	163	31%
2015 Fall	598	504	84%	207	41%	151	30%
05 Males							
2011 Fall	816	721	88%	241	33%	140	19%
2012 Fall	733	645	88%	241	37%	141	22%
2013 Fall	644	573	89%	194	34%	113	20%
2014 Fall	596	506	85%	184	36%	110	22%
2015 Fall	518	416	80%	146	35%	103	25%

DACC Institutional Student Success Report

New students who complete their developmental mathematics requirements within the first year

	Placed into Dev. Math			Attempted CCDM114		Completed Dev Math	
	N	# Placed	% Placed	# Attp	% Attp	# Compl.	% Compl.
06 Hispanics							
2011 Fall	1,301	1,162	89%	407	35%	257	22%
2012 Fall	1,214	1,063	88%	418	39%	271	25%
2013 Fall	1,106	1,007	91%	380	38%	233	23%
2014 Fall	1,000	862	86%	352	41%	239	28%
2015 Fall	910	756	83%	282	37%	204	27%
07 Not Hispanic							
2011 Fall	331	294	89%	116	39%	74	25%
2012 Fall	297	257	87%	99	39%	63	25%
2013 Fall	232	192	83%	71	37%	42	22%
2014 Fall	214	178	83%	57	32%	34	19%
2015 Fall	206	164	80%	71	43%	50	30%
08 Pell Recipients							
2011 Fall	1,196	1,079	90%	389	36%	247	23%
2012 Fall	1,053	943	90%	374	40%	243	26%
2013 Fall	962	880	91%	330	38%	207	24%
2014 Fall	830	727	88%	288	40%	189	26%
2015 Fall	754	635	84%	259	41%	185	29%
09 First Generation							
2011 Fall	985	888	90%	308	35%	190	21%
2012 Fall	907	810	89%	310	38%	202	25%
2013 Fall	814	749	92%	271	36%	164	22%
2014 Fall	707	626	89%	242	39%	162	26%
2015 Fall	657	568	86%	209	37%	145	26%

New students who complete gateway math and English courses by the end of the first year

	Gateway English			Gateway Math	
	N	# Passed ENGL	% Passed ENGL	# Passed MATH	% Passed MATH
01 New Students					
2011 Fall	1,632	321	20%	142	9%
2012 Fall	1,511	392	26%	152	10%
2013 Fall	1,338	398	30%	162	12%
2014 Fall	1,214	415	34%	198	16%
2015 Fall	1,116	409	37%	205	18%
02 Full-time					
2011 Fall	1,227	286	23%	133	11%
2012 Fall	1,202	365	30%	145	12%
2013 Fall	1,077	372	35%	154	14%
2014 Fall	1,001	386	39%	188	19%
2015 Fall	937	388	41%	192	20%
03 Part-time					
2011 Fall	405	35	9%	9	2%
2012 Fall	309	27	9%	7	2%
2013 Fall	261	26	10%	8	3%
2014 Fall	213	29	14%	10	5%
2015 Fall	179	21	12%	13	7%
04 Females					
2011 Fall	816	200	25%	79	10%
2012 Fall	778	246	32%	93	12%
2013 Fall	694	236	34%	94	14%
2014 Fall	618	247	40%	117	19%
2015 Fall	598	246	41%	104	17%
05 Males					
2011 Fall	816	121	15%	63	8%
2012 Fall	733	146	20%	59	8%
2013 Fall	644	162	25%	68	11%
2014 Fall	596	168	28%	81	14%
2015 Fall	518	163	31%	101	19%

New students who complete gateway math and English courses by the end of the first year

	Gateway English			Gateway Math	
	N	# Passed ENGL	% Passed ENGL	# Passed MATH	% Passed MATH
06 Hispanic					
2011 Fall	1,301	241	19%	109	8%
2012 Fall	1,214	310	26%	121	10%
2013 Fall	1,106	319	29%	129	12%
2014 Fall	1,000	342	34%	167	17%
2015 Fall	910	336	37%	165	18%
07 Not Hispanic					
2011 Fall	331	80	24%	33	10%
2012 Fall	297	82	28%	31	10%
2013 Fall	232	79	34%	33	14%
2014 Fall	214	73	34%	31	14%
2015 Fall	206	73	35%	40	19%
08 Pell Recipient					
2011 Fall	1,196	247	21%	98	8%
2012 Fall	1,053	278	26%	98	9%
2013 Fall	962	293	30%	112	12%
2014 Fall	830	292	35%	129	16%
2015 Fall	754	288	38%	136	18%
09 First Generation					
2011 Fall	985	182	18%	76	8%
2012 Fall	907	219	24%	81	9%
2013 Fall	814	227	28%	79	10%
2014 Fall	707	233	33%	106	15%
2015 Fall	657	225	34%	108	16%

Note: ENGL Includes ENGL111G

Note: MATH Includes MATH120, MATH121G, MATH142G, MATH190, MATH210G, MATH112G, STAT251G, A ST 251G

DACC Institutional Student Success Report

New students who complete gateway math and English courses within 2 years

	Gateway English			Gateway Math	
	N	# Passed ENGL	% Passed ENGL	# Passed Math	% Passed Math
01 New Students					
2011 Fall	1,632	534	33%	287	18%
2012 Fall	1,511	595	39%	309	20%
2013 Fall	1,338	555	41%	304	23%
2014 Fall	1,214	560	46%	334	28%
2015 Fall	1,116	478	43%	268	24%
02 Full-time					
2011 Fall	1,227	472	38%	265	22%
2012 Fall	1,202	534	44%	286	24%
2013 Fall	1,077	510	47%	280	26%
2014 Fall	1,001	512	51%	314	31%
2015 Fall	937	443	47%	249	27%
03 Part-time					
2011 Fall	405	62	15%	22	5%
2012 Fall	309	61	20%	23	7%
2013 Fall	261	45	17%	24	9%
2014 Fall	213	48	23%	20	9%
2015 Fall	179	35	20%	19	11%
04 Females					
2011 Fall	816	330	40%	174	21%
2012 Fall	778	371	48%	192	25%
2013 Fall	694	330	48%	182	26%
2014 Fall	618	335	54%	204	33%
2015 Fall	598	282	47%	148	25%
05 Males					
2011 Fall	816	204	25%	113	14%
2012 Fall	733	224	31%	117	16%
2013 Fall	644	225	35%	122	19%
2014 Fall	596	225	38%	130	22%
2015 Fall	518	196	38%	120	23%

DACC Institutional Student Success Report

New students who complete gateway math and English courses within 2 years

	Gateway English			Gateway Math	
	N	# Passed ENGL	% Passed ENGL	# Passed Math	% Passed Math
06 Hispanic					
2011 Fall	1,301	422	32%	222	17%
2012 Fall	1,214	486	40%	254	21%
2013 Fall	1,106	459	42%	246	22%
2014 Fall	1,000	472	47%	286	29%
2015 Fall	910	397	44%	219	24%
07 Not Hispanic					
2011 Fall	331	112	34%	65	20%
2012 Fall	297	109	37%	55	19%
2013 Fall	232	96	41%	58	25%
2014 Fall	214	88	41%	48	22%
2015 Fall	206	81	39%	49	24%
08 Pell Recipient					
2011 Fall	1,196	413	35%	209	17%
2012 Fall	1,053	432	41%	212	20%
2013 Fall	962	418	43%	214	22%
2014 Fall	830	405	49%	226	27%
2015 Fall	754	338	45%	185	25%
09 First Generation					
2011 Fall	985	317	32%	171	17%
2012 Fall	907	353	39%	174	19%
2013 Fall	814	330	41%	166	20%
2014 Fall	707	325	46%	192	27%
2015 Fall	657	272	41%	147	22%

Note: ENGL Includes ENGL111G

Note: MATH Includes MATH120, MATH121G, MATH142G, MATH190, MATH210G, MATH112G, STAT251G, A ST 251G

Full-time students who have not graduated earn more than 20 credits the first academic year

	N	Graduated	Earned 20 Credits or More (N)	Earned 20 Credits or More (%)
01 New Students				
2011 Fall	1,227	1	646	53%
2012 Fall	1,202	0	654	54%
2013 Fall	1,077	0	590	55%
2014 Fall	1,001	3	591	59%
2015 Fall	937	1	517	55%
02 Females				
2011 Fall	614	0	356	58%
2012 Fall	622	0	378	61%
2013 Fall	551	0	330	60%
2014 Fall	511	1	329	65%
2015 Fall	514	0	282	55%
03 Males				
2011 Fall	613	1	290	47%
2012 Fall	580	0	276	48%
2013 Fall	526	0	260	49%
2014 Fall	490	2	262	54%
2015 Fall	423	1	235	56%

Full-time students who have not graduated earn more than 20 credits the first academic year

	N	Graduated	Earned 20 Credits or More (N)	Earned 20 Credits or More (%)
04 Hispanics				
2011 Fall	973	1	505	52%
2012 Fall	973	0	534	55%
2013 Fall	898	0	485	54%
2014 Fall	838	3	511	61%
2015 Fall	765	1	414	54%
05 Not Hispanic				
2011 Fall	254	0	141	56%
2012 Fall	229	0	120	52%
2013 Fall	179	0	105	59%
2014 Fall	163	0	80	49%
2015 Fall	172	0	103	60%
06 Pell Recipients				
2011 Fall	923	1	494	54%
2012 Fall	878	0	486	55%
2013 Fall	806	0	447	55%
2014 Fall	720	2	433	60%
2015 Fall	659	1	373	57%
07 First Generation				
2011 Fall	743	1	401	54%
2012 Fall	721	0	379	53%
2013 Fall	658	0	351	53%
2014 Fall	586	2	348	60%
2015 Fall	554	0	285	51%

Part-time students who have not graduated earn more than 10 credits the first academic year

	N	Graduated	Earned 10 Credits or More (N)	Earned 10 Credits or More (%)
01 New Students				
2011 Fall	405	0	181	45%
2012 Fall	309	0	127	41%
2013 Fall	261	0	107	41%
2014 Fall	213	0	105	49%
2015 Fall	179	0	79	44%
02 Females				
2011 Fall	202	0	97	48%
2012 Fall	156	0	74	47%
2013 Fall	143	0	64	45%
2014 Fall	107	0	53	50%
2015 Fall	84	0	38	45%
03 Males				
2011 Fall	203	0	84	41%
2012 Fall	153	0	53	35%
2013 Fall	118	0	43	36%
2014 Fall	106	0	52	49%
2015 Fall	95	0	41	43%

Part-time students who have not graduated earn more than 10 credits the first academic year

	N	Graduated	Earned 10 Credits or More (N)	Earned 10 Credits or More (%)
04 Hispanics				
2011 Fall	328	0	147	45%
2012 Fall	241	0	100	41%
2013 Fall	208	0	85	41%
2014 Fall	162	0	80	49%
2015 Fall	145	0	64	44%
05 Not Hispanic				
2011 Fall	77	0	34	44%
2012 Fall	68	0	27	40%
2013 Fall	53	0	22	42%
2014 Fall	51	0	25	49%
2015 Fall	34	0	15	44%
06 Pell Recipients				
2011 Fall	273	0	137	50%
2012 Fall	175	0	96	55%
2013 Fall	156	0	72	46%
2014 Fall	110	0	69	63%
2015 Fall	95	0	54	57%
07 First Generation				
2011 Fall	242	0	108	45%
2012 Fall	186	0	89	48%
2013 Fall	156	0	67	43%
2014 Fall	121	0	68	56%
2015 Fall	103	0	47	46%

New students who earn a certificate or degree within 100%, 150%, and 250% of expected time

	N	100% GRS	150% GRS	200% GRS	250% GRS
01 New Students					
2009 Fall	1,479	2%	9%	17%	20%
2010 Fall	1,545	4%	9%	15%	19%
2011 Fall	1,632	2%	9%	14%	17%
2012 Fall	1,511	1%	8%	15%	16%
2013 Fall	1,338	1%	10%	12%	12%
02 Full-time					
2009 Fall	1,088	2%	11%	19%	23%
2010 Fall	1,158	4%	11%	19%	23%
2011 Fall	1,227	2%	11%	17%	20%
2012 Fall	1,202	1%	9%	17%	18%
2013 Fall	1,077	1%	12%	14%	15%
03 Part-Time					
2009 Fall	391	1%	4%	10%	14%
2010 Fall	387	2%	3%	6%	8%
2011 Fall	405	2%	3%	6%	9%
2012 Fall	309	0%	2%	7%	7%
2013 Fall	261	0%	1%	3%	3%
04 Females					
2009 Fall	742	2%	12%	20%	23%
2010 Fall	811	5%	12%	18%	22%
2011 Fall	816	3%	11%	18%	21%
2012 Fall	778	1%	9%	16%	18%
2013 Fall	694	1%	11%	14%	14%
05 Males					
2009 Fall	737	2%	7%	14%	17%
2010 Fall	734	3%	6%	12%	15%
2011 Fall	816	1%	7%	11%	13%
2012 Fall	733	1%	7%	13%	14%
2013 Fall	644	1%	8%	10%	11%

New students who earn a certificate or degree within 100%, 150%, and 250% of expected time

	N	100% GRS	150% GRS	200% GRS	250% GRS
06 Hispanics					
2009 Fall	1,124	1%	9%	17%	21%
2010 Fall	1,230	3%	8%	15%	19%
2011 Fall	1,301	2%	9%	14%	17%
2012 Fall	1,214	1%	7%	15%	17%
2013 Fall	1,106	1%	10%	12%	12%
07 Not Hispanic					
2009 Fall	355	4%	10%	16%	19%
2010 Fall	315	5%	11%	16%	18%
2011 Fall	331	3%	8%	14%	16%
2012 Fall	297	2%	8%	12%	13%
2013 Fall	232	2%	11%	12%	12%
08 Pell Recipients					
2009 Fall	1,025	2%	10%	18%	22%
2010 Fall	1,139	4%	10%	17%	21%
2011 Fall	1,196	2%	9%	16%	19%
2012 Fall	1,053	1%	8%	17%	18%
2013 Fall	962	1%	10%	13%	13%
09 First Generation					
2010 Fall	967	3%	9%	16%	20%
2011 Fall	985	2%	10%	16%	19%
2012 Fall	907	1%	7%	15%	16%
2013 Fall	814	1%	10%	12%	13%



DACC Institutional Student Success Report

Transfer to a 4-year institution upon completing a college credential (Within 200% of time expected to graduate)

	N	Transfer and Asso.	Only Asso.	Only Transfer	Transfer or Asso.	Neither Transfer or Asso.
01 New Students						
2009 Fall	1,479	5%	10%	6%	21%	79%
2010 Fall	1,545	4%	9%	7%	19%	81%
2011 Fall	1,632	4%	8%	6%	18%	82%
2012 Fall	1,511	4%	10%	8%	21%	79%
2013 Fall	1,338	6%	5%	6%	17%	83%
02 Full-Time						
2009 Fall	1,088	5%	12%	8%	25%	75%
2010 Fall	1,158	4%	10%	8%	23%	77%
2011 Fall	1,227	5%	9%	7%	22%	78%
2012 Fall	1,202	4%	11%	9%	24%	76%
2013 Fall	1,077	7%	6%	7%	20%	80%
03 Part-Time						
2009 Fall	391	3%	5%	1%	9%	91%
2010 Fall	387	1%	3%	2%	6%	94%
2011 Fall	405	0%	4%	2%	6%	94%
2012 Fall	309	1%	5%	3%	9%	91%
2013 Fall	261	0%	2%	3%	5%	95%
04 Females						
2009 Fall	742	5%	12%	6%	23%	77%
2010 Fall	811	4%	10%	8%	22%	78%
2011 Fall	816	4%	10%	6%	21%	79%
2012 Fall	778	5%	10%	8%	24%	76%
2013 Fall	694	7%	6%	5%	18%	82%
05 Males						
2009 Fall	737	4%	9%	5%	18%	82%
2010 Fall	734	3%	7%	6%	16%	84%
2011 Fall	816	4%	6%	6%	15%	85%
2012 Fall	733	2%	9%	7%	19%	81%
2013 Fall	644	5%	5%	7%	16%	84%

Transfer to a 4-year institution upon completing a college credential (Within 200% of time expected to graduate)

	N	Transfer and Asso.	Only Asso.	Only Transfer	Transfer or Asso.	Neither Transfer or Asso.
06 Hispanics						
2009 Fall	1,124	5%	10%	6%	21%	79%
2010 Fall	1,230	3%	9%	6%	18%	82%
2011 Fall	1,301	4%	8%	6%	18%	82%
2012 Fall	1,214	4%	10%	7%	21%	79%
2013 Fall	1,106	6%	5%	5%	16%	84%
07 Not Hispanic						
2009 Fall	355	4%	10%	5%	19%	81%
2010 Fall	315	5%	8%	9%	22%	78%
2011 Fall	331	5%	7%	8%	19%	81%
2012 Fall	297	2%	8%	13%	23%	77%
2013 Fall	232	6%	5%	10%	22%	78%
08 Pell Recipients						
2009 Fall	1,025	5%	12%	6%	22%	78%
2010 Fall	1,139	4%	10%	6%	20%	80%
2011 Fall	1,196	4%	9%	5%	19%	81%
2012 Fall	1,053	4%	11%	6%	22%	78%
2013 Fall	962	7%	5%	6%	17%	83%
09 First Generation						
2010 Fall	967	3%	10%	5%	19%	81%
2011 Fall	985	5%	9%	5%	19%	81%
2012 Fall	907	4%	10%	6%	19%	81%
2013 Fall	814	6%	5%	4%	15%	85%



Academic Year

For most reporting purposes at DACC the Academic Year begins with the summer semester and ends with the spring semester.

Aggie Pathway

A pathway for students who would have been granted admission under the previous admission requirements, but were no longer eligible due to the increased GPA requirement for regular admission to the NMSU Las Cruces campus.

Awards

DACC awards certificates and associate degrees upon successful completion of a course of study:

Certificate - A program of study that can be completed more quickly than associate degrees and often do not have general education requirements.

Associate Degree - The associate degree is offered to a student completing a two-year program of study. DACC offers Associate in Arts (AA) degrees, Associate in Science degrees (AS), Associate in Applied Science (AAS) and Associate in General Studies (A GS) degrees.

Federal Pell Grantⁱ

Federal Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or a professional degree and are limited to students with financial need. Unlike a loan, a Federal Pell Grant does not have to be repaid, except under certain circumstances.

First-Time Studentⁱⁱ

A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. It also includes students who entered with college credits earned before graduation from high school.

First Generation Student

A student is defined to be first generation if the student indicated on the FASFA application that neither parents attended any college or they did not know the status of both parents.



Full-time Student

Any DA student enrolled in 12 or more credit hours per semester within the NMSU system is considered to be a full-time student. A student enrolled in fewer than 12 credit hours is considered to be a part-time student.

Gateway Coursesⁱⁱⁱ

The first college-level or foundation courses for a program of study. Gateway courses are for college credit and apply to the requirements of a degree. For the purposes of the ISSR these courses include

- **English** - ENGL111G
- **Math** - MATH120, MATH121G, MATH142G, MATH190, MATH210G, MATH112G, STAT251G, A ST 251G

Gender^{iv}

The range of characteristics pertaining to, and differentiating between, masculinity and femininity. For the purposes of the ISSR the characteristic includes the biological state of being male or female.

Graduation Rate

The percentage of first-time, degree-seeking Fall students at DACC who complete their program within a percentage of the published time for the program.

- 100% for certificates it is 2 consecutive fall and spring semesters and for associate degrees it is 2 consecutive years.
- 150% for certificates it is 3 consecutive semesters and for associate degrees it is 3 consecutive years.
- 200% for certificates it is 4 consecutive semesters and for associate degrees it is 4 consecutive years.
- 250% for certificates it is 5 consecutive semesters and for associate degrees it is 5 consecutive years.

Headcount

The unduplicated count of individuals enrolled in credit courses at DACC during a specific time period.

Hispanic

See Race/Ethnicity.



New Student

See First Time Student.

Not Hispanic

See Race/Ethnicity.

Part-time Student

Any DA student enrolled in fewer than 12 credit hours per semester within the NMSU system is considered to be a part-time student. A student enrolled in 12 or more credit hours is considered to be a full-time student.

Pass-rate

For DACC reporting purposes a pass-rate is the percentage of credit students who complete courses with a grade of C or better.

Pell Recipient

Any student who receives a Federal Pell Grant for a specific semester.

Persistence Rate

The percentage of first-time credit students who continue their studies the next semester. The DACC persistence rate focuses on first-time students enrolling from fall-to-spring.

Race/Ethnicity^v

Categories developed in 1997 by the Office of Management and Budget (OMB) and adopted by the Integrated Postsecondary Education Data System (IPEDS) in 2007 that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Individuals are asked to first designate ethnicity as *Hispanic or Latino* or *Not Hispanic or Latino*; and second, individuals are asked to indicate one or more races that apply among the following: *American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White*



Retention Rate

The percentage of first-time credit students who continue their studies the next year. The DACC retention rate focuses on first-time students enrolling from fall-to-fall.

Semesters:

- Summer – typically begins on a Wednesday in May
- Fall – typically begins on a Wednesday in August
- Spring – typically begins on a Wednesday in January

ⁱ <https://studentaid.ed.gov/sa/types/grants-scholarships/pell>

ⁱⁱ https://definedterm.com/first_time_student_undergraduate

ⁱⁱⁱ http://completecollege.org/docs/CCA_joint_report-printer.pdf

^{iv} <https://en.wikipedia.org/wiki/Gender>

^v <https://nces.ed.gov/ipeds/Section/definitions>