DACC Strategic Planning

Key Performance Indicators: 2019-2025 TARGETS

Enrollment

Retention

Graduation/Transition to NMSU

Employment/Earnings

Non-credit Programs

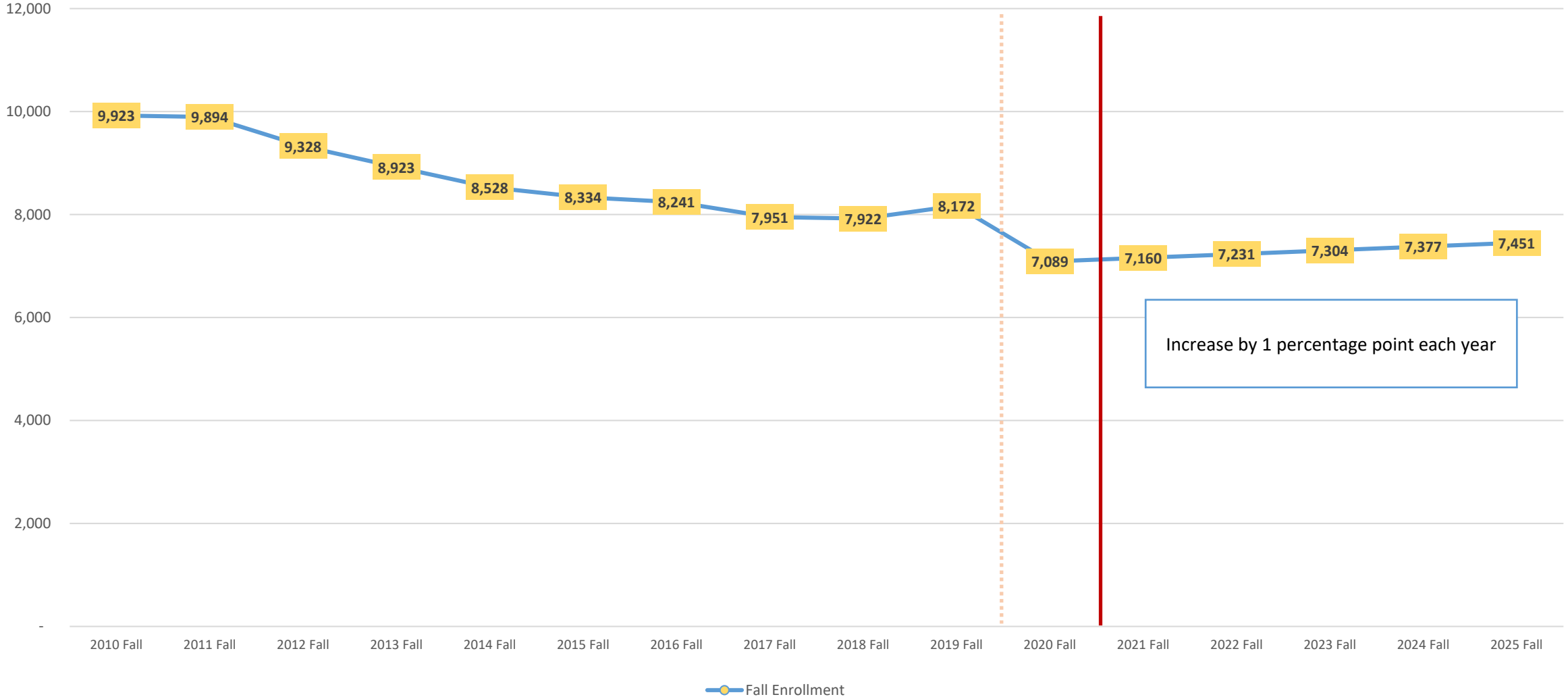Community Engagement

Student Satisfaction

Employee Satisfaction

Enrollment: Majors

- headcount: total students ✓
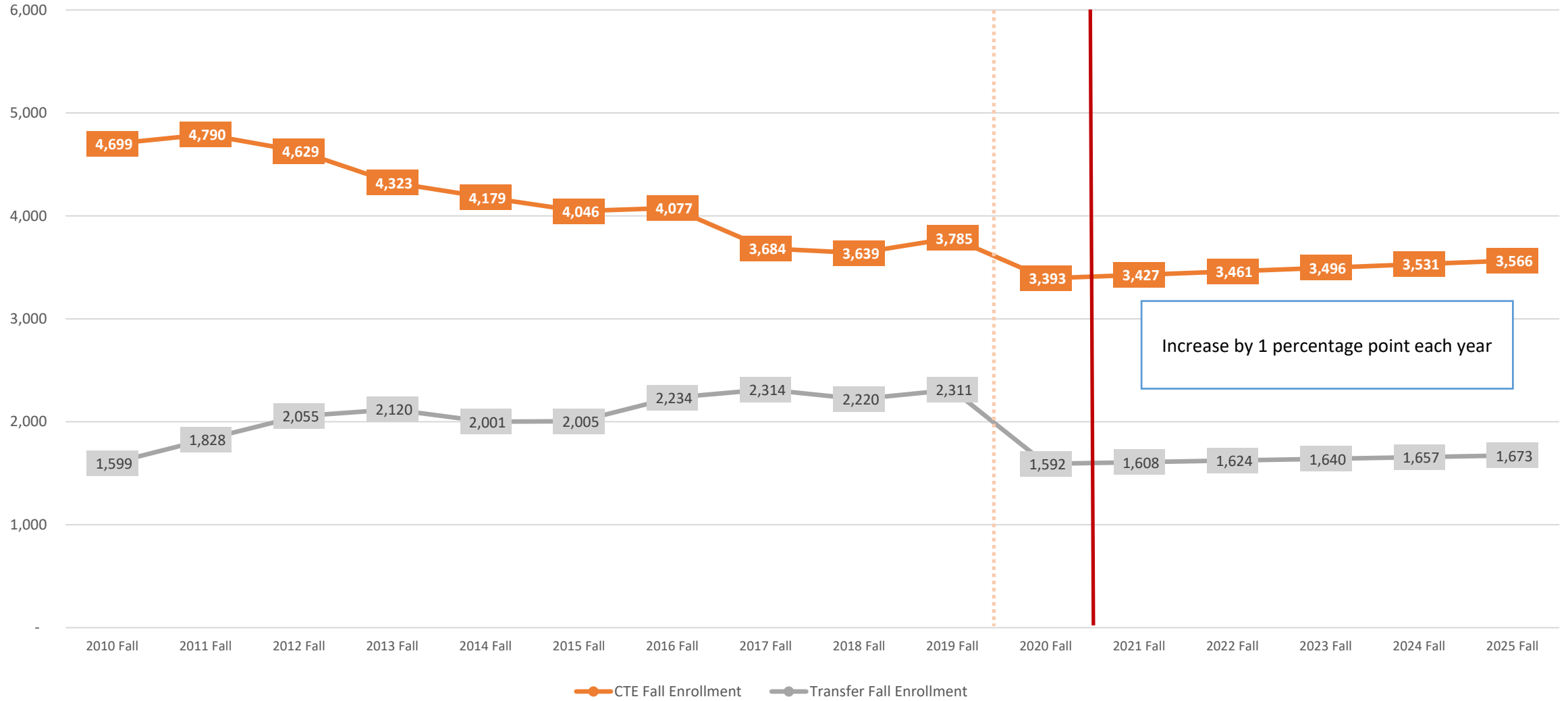- headcount: CTE majors ✓
- headcount: transfer majors ✓

Set and Meet Enrollment Targets: Fall Headcount for Credit Students

DOÑA ANA COMMUNITY COLLEGE
New Mexico State University

Year	Fall Enrollment
2010 Fall	9,923
2011 Fall	9,894
2012 Fall	9,328
2013 Fall	8,923
2014 Fall	8,528
2015 Fall	8,334
2016 Fall	8,241
2017 Fall	7,951
2018 Fall	7,922
2019 Fall	8,172
2020 Fall	7,089
2021 Fall	7,160
2022 Fall	7,231
2023 Fall	7,304
2024 Fall	7,377
2025 Fall	7,451

Increase by 1 percentage point each year

Source: Doña Ana Community College. (2020). DACC Student Information Files: Final. Las Cruces, NM: DACC Office of Institutional Analysis. Unpublished raw data.

Set and Meet Enrollment Targets: Fall Headcount for Credit Students by Major Type

Increase by 1 percentage point each year

CTE Fall Enrollment values: 4,699 (2010 Fall), 4,790 (2011 Fall), 4,629 (2012 Fall), 4,323 (2013 Fall), 4,179 (2014 Fall), 4,046 (2015 Fall), 4,077 (2016 Fall), 3,684 (2017 Fall), 3,639 (2018 Fall), 3,785 (2019 Fall), 3,393 (2020 Fall), 3,427 (2021 Fall), 3,461 (2022 Fall), 3,496 (2023 Fall), 3,531 (2024 Fall), 3,566 (2025 Fall)

Transfer Fall Enrollment values: 1,599 (2010 Fall), 1,828 (2011 Fall), 2,055 (2012 Fall), 2,120 (2013 Fall), 2,001 (2014 Fall), 2,005 (2015 Fall), 2,234 (2016 Fall), 2,314 (2017 Fall), 2,220 (2018 Fall), 2,311 (2019 Fall), 1,592 (2020 Fall), 1,608 (2021 Fall), 1,624 (2022 Fall), 1,640 (2023 Fall), 1,657 (2024 Fall), 1,673 (2025 Fall)

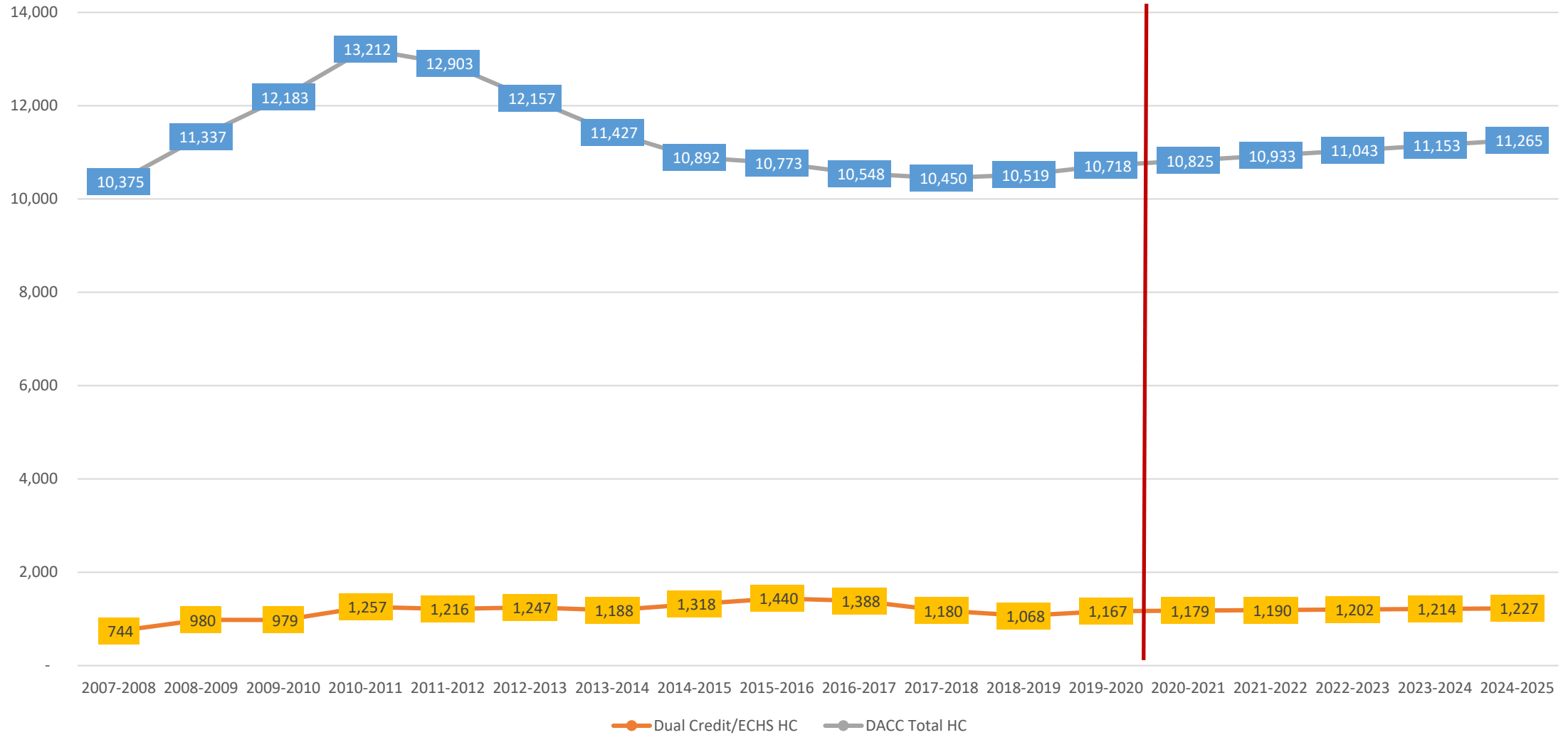Legend: CTE Fall Enrollment, Transfer Fall Enrollment

Source: Doña Ana Community College. (2020). DACC Student Information Files: Final. Las Cruces, NM: DACC Office of Institutional Analysis. Unpublished raw data.
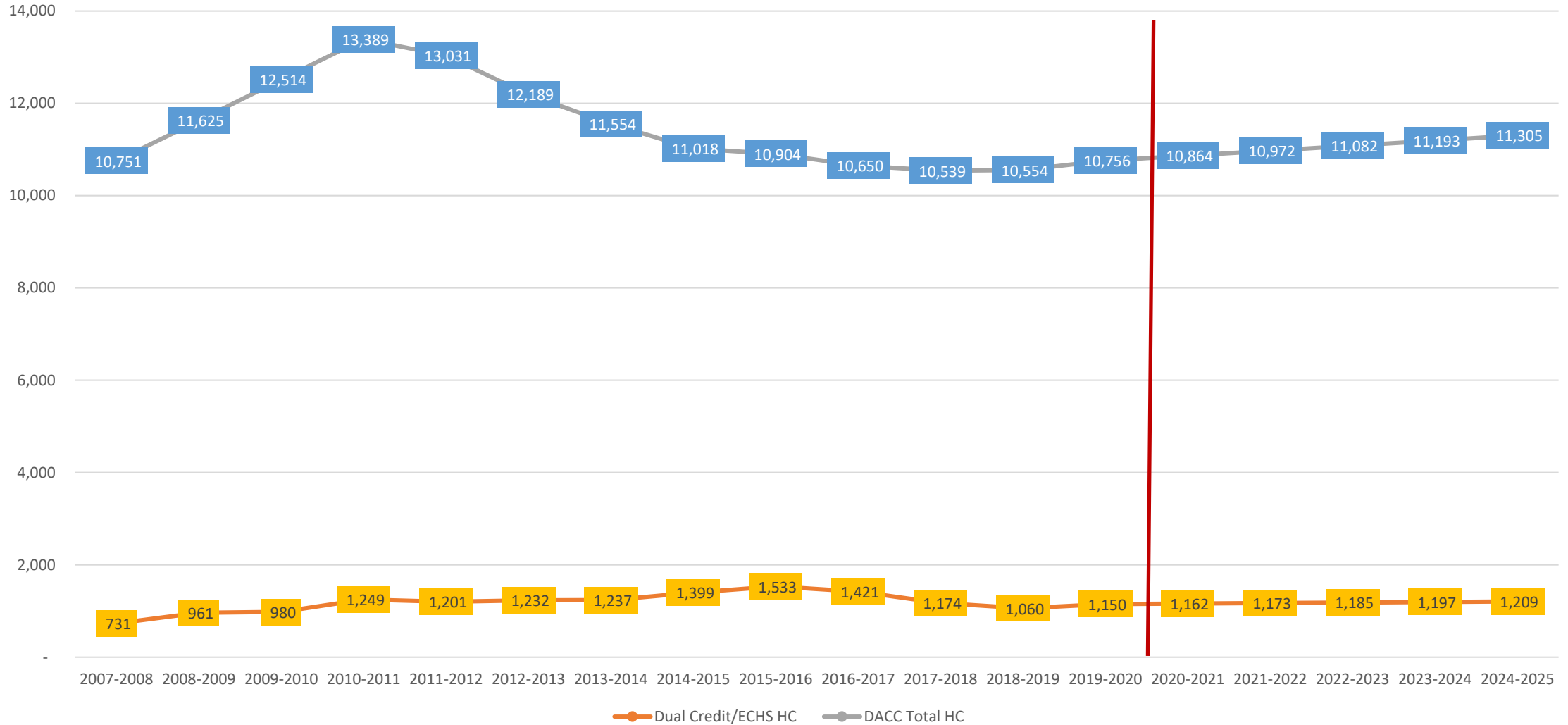
Enrollment: Headcount/SCH

- HC at census : total dual credit ✓

- HC at EOC : total dual credit ✓

- SHC at census : total dual credit ✓
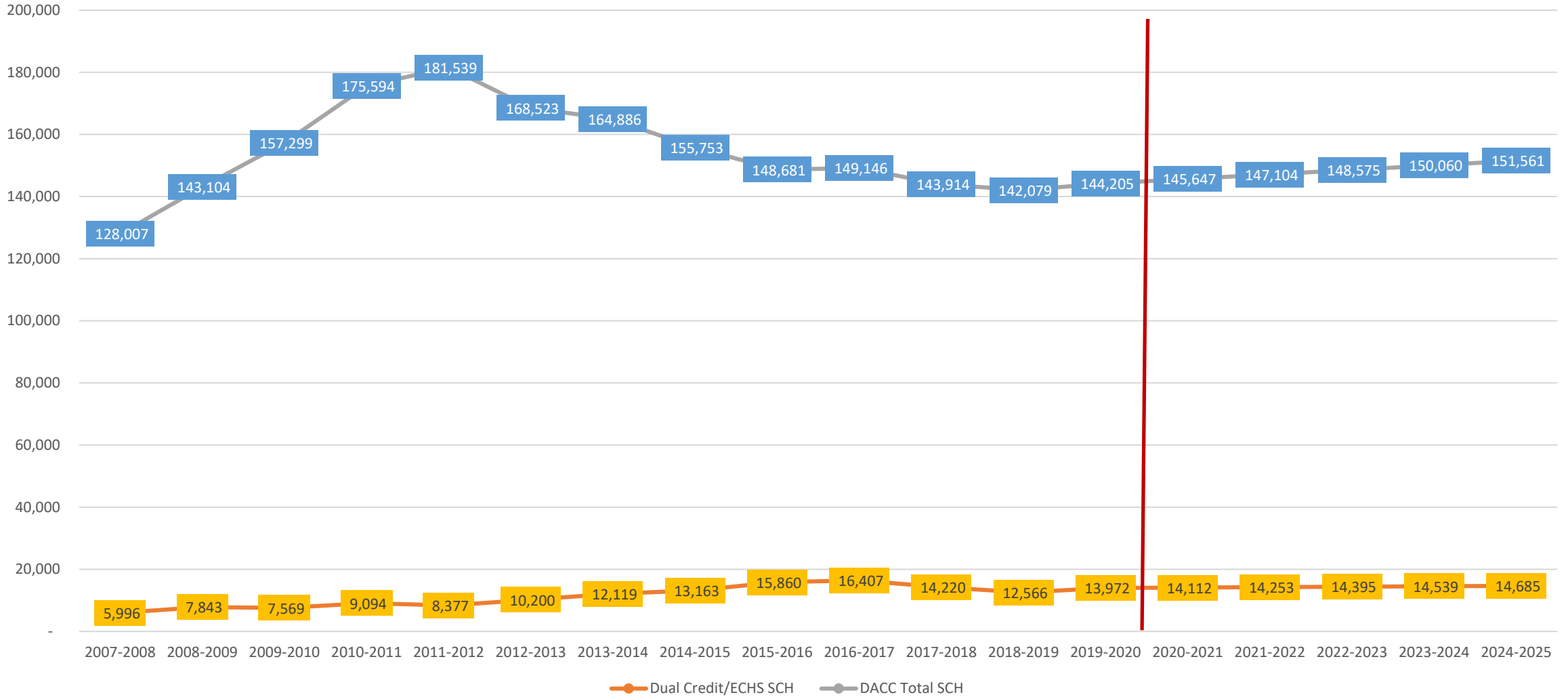
- SCH at EOC : total dual credit ✓
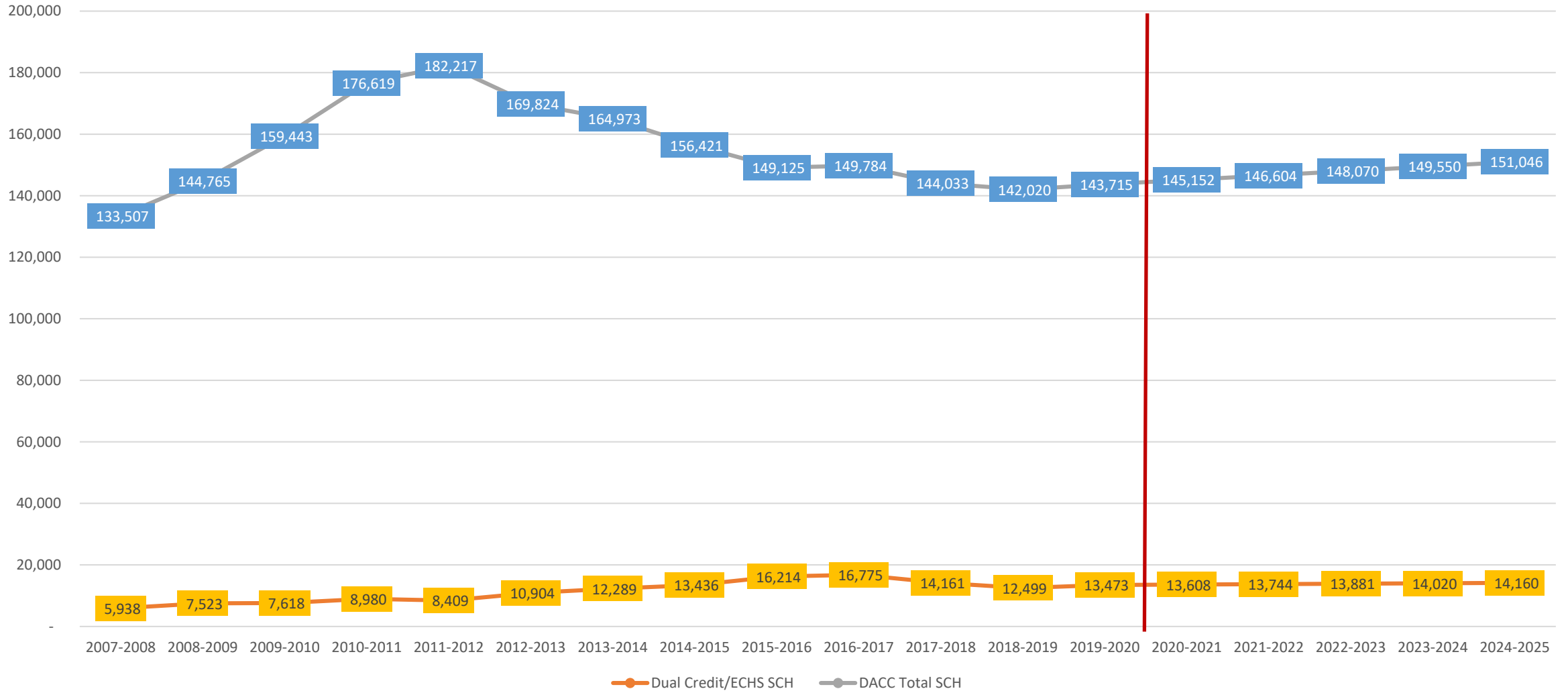
Enrollment: Census Annual Headcount

Year	Dual Credit/ECHS HC	DACC Total HC
2007-2008	744	10,375
2008-2009	980	11,337
2009-2010	979	12,183
2010-2011	1,257	13,212
2011-2012	1,216	12,903
2012-2013	1,247	12,157
2013-2014	1,188	11,427
2014-2015	1,318	10,892
2015-2016	1,440	10,773
2016-2017	1,388	10,548
2017-2018	1,180	10,450
2018-2019	1,068	10,519
2019-2020	1,167	10,718
2020-2021	1,179	10,825
2021-2022	1,190	10,933
2022-2023	1,202	11,043
2023-2024	1,214	11,153
2024-2025	1,227	11,265

Enrollment: End of Course Annual Headcount

Year	DACC Total HC	Dual Credit/ECHS HC
2007-2008	10,751	731
2008-2009	11,625	961
2009-2010	12,514	980
2010-2011	13,389	1,249
2011-2012	13,031	1,201
2012-2013	12,189	1,232
2013-2014	11,554	1,237
2014-2015	11,018	1,399
2015-2016	10,904	1,533
2016-2017	10,650	1,421
2017-2018	10,539	1,174
2018-2019	10,554	1,060
2019-2020	10,756	1,150
2020-2021	10,864	1,162
2021-2022	10,972	1,173
2022-2023	11,082	1,185
2023-2024	11,193	1,197
2024-2025	11,305	1,209

Dual Credit/ECHS HC   DACC Total HC

Enrollment: Census Annual Student Credit Hours

DACC Total SCH: 128,007; 143,104; 157,299; 175,594; 181,539; 168,523; 164,886; 155,753; 148,681; 149,146; 143,914; 142,079; 144,205; 145,647; 147,104; 148,575; 150,060; 151,561

Dual Credit/ECHS SCH: 5,996; 7,843; 7,569; 9,094; 8,377; 10,200; 12,119; 13,163; 15,860; 16,407; 14,220; 12,566; 13,972; 14,112; 14,253; 14,395; 14,539; 14,685

Years: 2007-2008; 2008-2009; 2009-2010; 2010-2011; 2011-2012; 2012-2013; 2013-2014; 2014-2015; 2015-2016; 2016-2017; 2017-2018; 2018-2019; 2019-2020; 2020-2021; 2021-2022; 2022-2023; 2023-2024; 2024-2025

Legend: Dual Credit/ECHS SCH, DACC Total SCH

Enrollment: End of Course Annual Student Credit Hours

Retention

- Fall to Spring persistence ✓
- Fall to Fall retention ✓
- Fall to 3rd Fall Retention ✓

Set and Meet Retention Targets: Persistence & Retention Rate for First-time, Full-time DACC Degree-Seeking Students

New Mexico State University
DOÑA ANA COMMUNITY COLLEGE
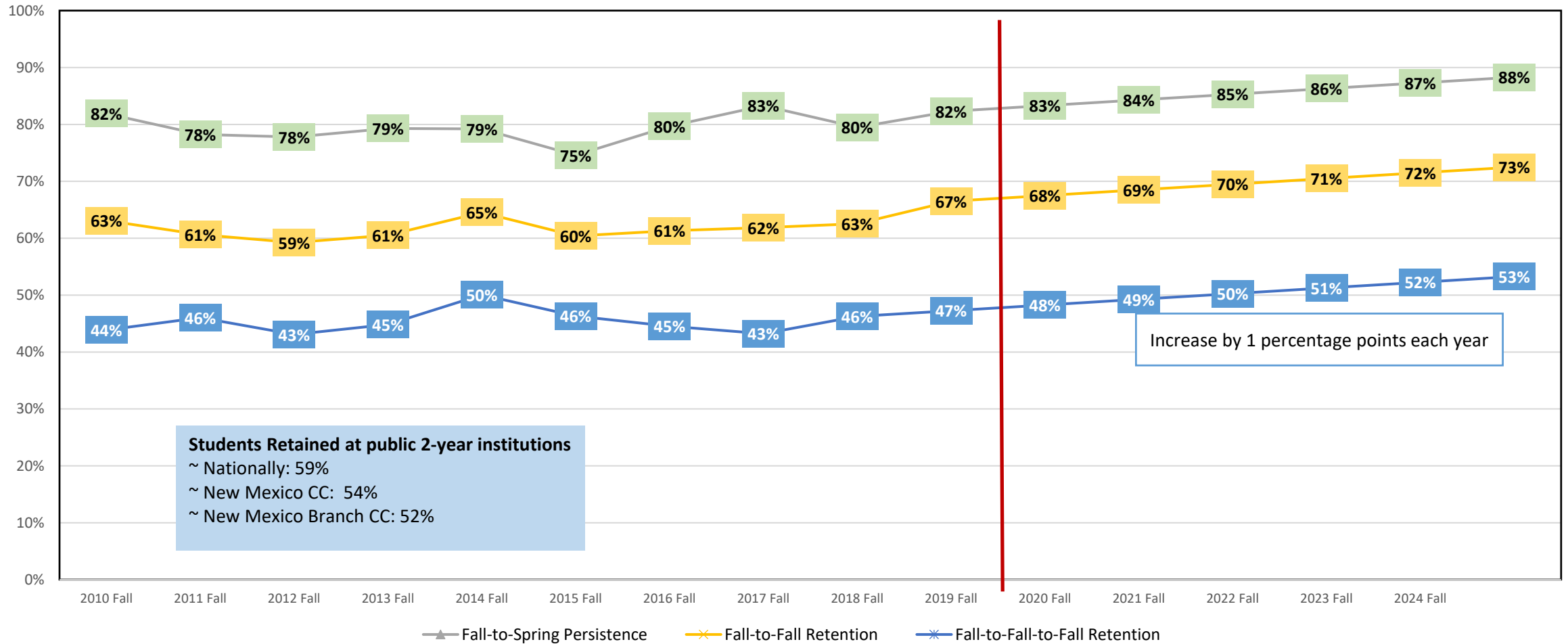
Increase by 1 percentage points each year

Students Retained at public 2-year institutions
~ Nationally: 59%
~ New Mexico CC: 54%
~ New Mexico Branch CC: 52%

Legend: Fall-to-Spring Persistence — Fall-to-Fall Retention — Fall-to-Fall-to-Fall Retention

Fall-to-Spring Persistence: 2010: 82%, 2011: 78%, 2012: 78%, 2013: 79%, 2014: 79%, 2015: 75%, 2016: 80%, 2017: 83%, 2018: 80%, 2019: 82%, 2020: 83%, 2021: 84%, 2022: 85%, 2023: 86%, 2024: 87%, 2025: 88%

Fall-to-Fall Retention: 2010: 63%, 2011: 61%, 2012: 59%, 2013: 61%, 2014: 65%, 2015: 60%, 2016: 61%, 2017: 62%, 2018: 63%, 2019: 67%, 2020: 68%, 2021: 69%, 2022: 70%, 2023: 71%, 2024: 72%, 2025: 73%

Fall-to-Fall-to-Fall Retention: 2010: 44%, 2011: 46%, 2012: 43%, 2013: 45%, 2014: 50%, 2015: 46%, 2016: 45%, 2017: 43%, 2018: 46%, 2019: 47%, 2020: 48%, 2021: 49%, 2022: 50%, 2023: 51%, 2024: 52%, 2025: 53%

Sources: 1. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2013-2017, Fall Enrollment. Retrieved from https://nces.ed.gov/ipeds/datacenter/ on August 14, 2019.
2. Doña Ana Community College. (2020). DACC Student Information Files: Final. Las Cruces, NM: DACC Office of Institutional Analysis. Unpublished raw data.

Graduation

- Awards Conferred ✓
- Graduation rate: 150% ✓
- Graduation rate: 200% ✓
- Transition to NMSU ✓
- Credits to degree ✓
- Time to degree ✓

DACC Leads 2025

Set and Meet Completion Targets: Associates and Certificates
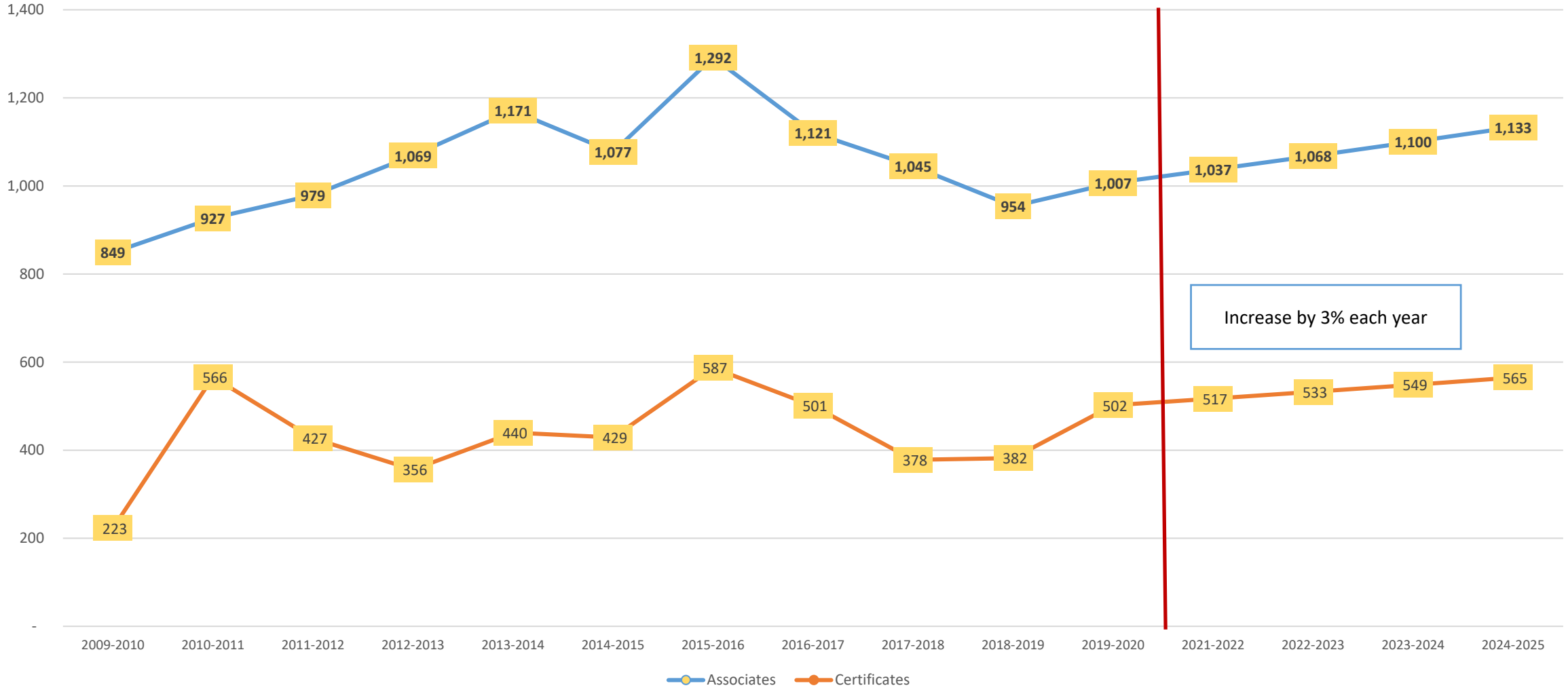
Source: Doña Ana Community College. (2020). DACC Student Information Files: Final. Las Cruces, NM: DACC Office of Institutional Analysis. Unpublished raw data.

DOÑA ANA COMMUNITY COLLEGE
New Mexico State University

Set and Meet Completion Targets: Graduation Rates for First-time, Full-time DACC Degree-Seeking Students
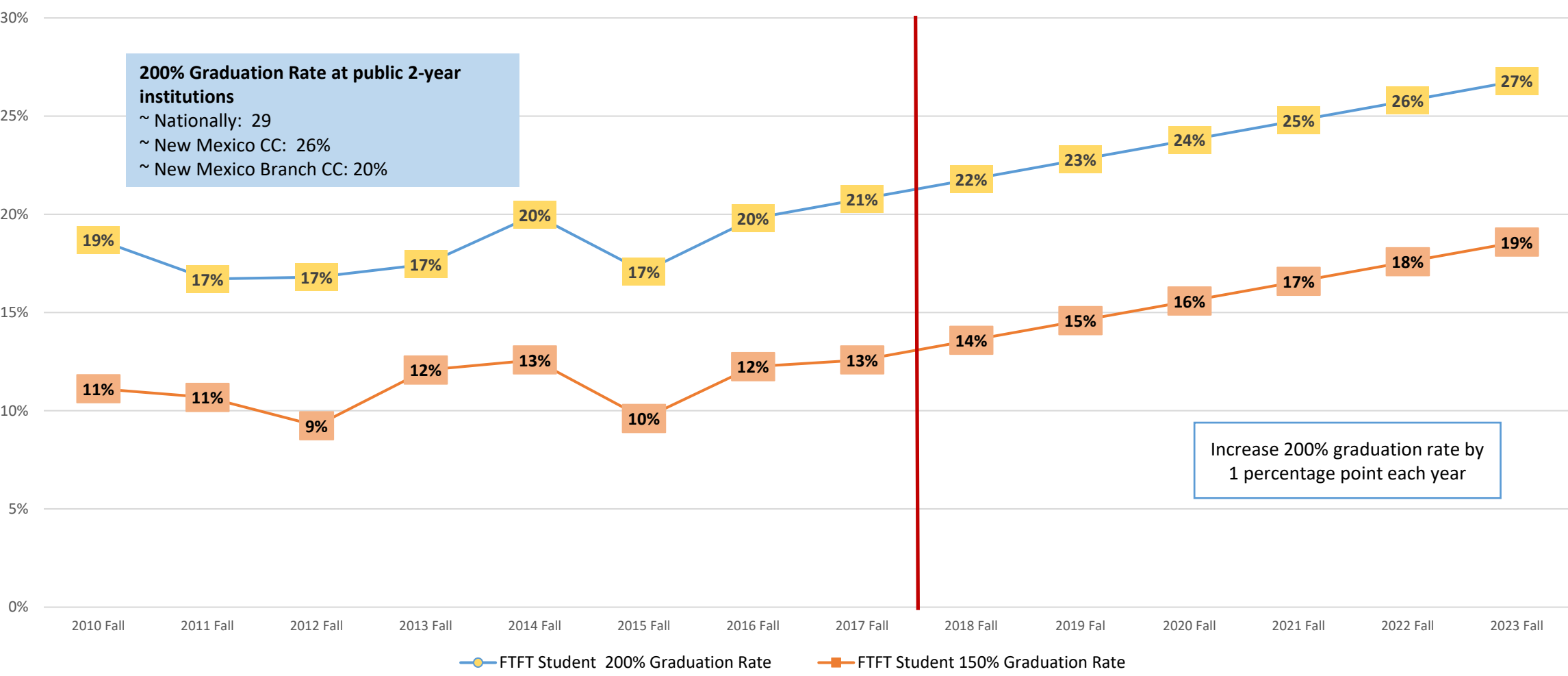
200% Graduation Rate at public 2-year institutions
~ Nationally: 29
~ New Mexico CC: 26%
~ New Mexico Branch CC: 20%

Increase 200% graduation rate by 1 percentage point each year

FTFT Student 200% Graduation Rate: 19%, 17%, 17%, 17%, 20%, 17%, 20%, 21%, 22%, 23%, 24%, 25%, 26%, 27%

FTFT Student 150% Graduation Rate: 11%, 11%, 9%, 12%, 13%, 10%, 12%, 13%, 14%, 15%, 16%, 17%, 18%, 19%

Years: 2010 Fall, 2011 Fall, 2012 Fall, 2013 Fall, 2014 Fall, 2015 Fall, 2016 Fall, 2017 Fall, 2018 Fall, 2019 Fal, 2020 Fall, 2021 Fall, 2022 Fall, 2023 Fall

— FTFT Student 200% Graduation Rate   — FTFT Student 150% Graduation Rate

Sources: 1. Doña Ana Community College. (2020). DACC Institutional Student Success Report. Las Cruces, NM: DACC Office of Institutional Analysis.
2. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2013-2017, 200% Graduation Rates. Retrieved from https://nces.ed.gov/ipeds/datacenter/ on August 14, 2019.

Set and Meet Completion Targets: Students Who Transitioned to NMSU
First-time, Full-time Degree-seeking Students
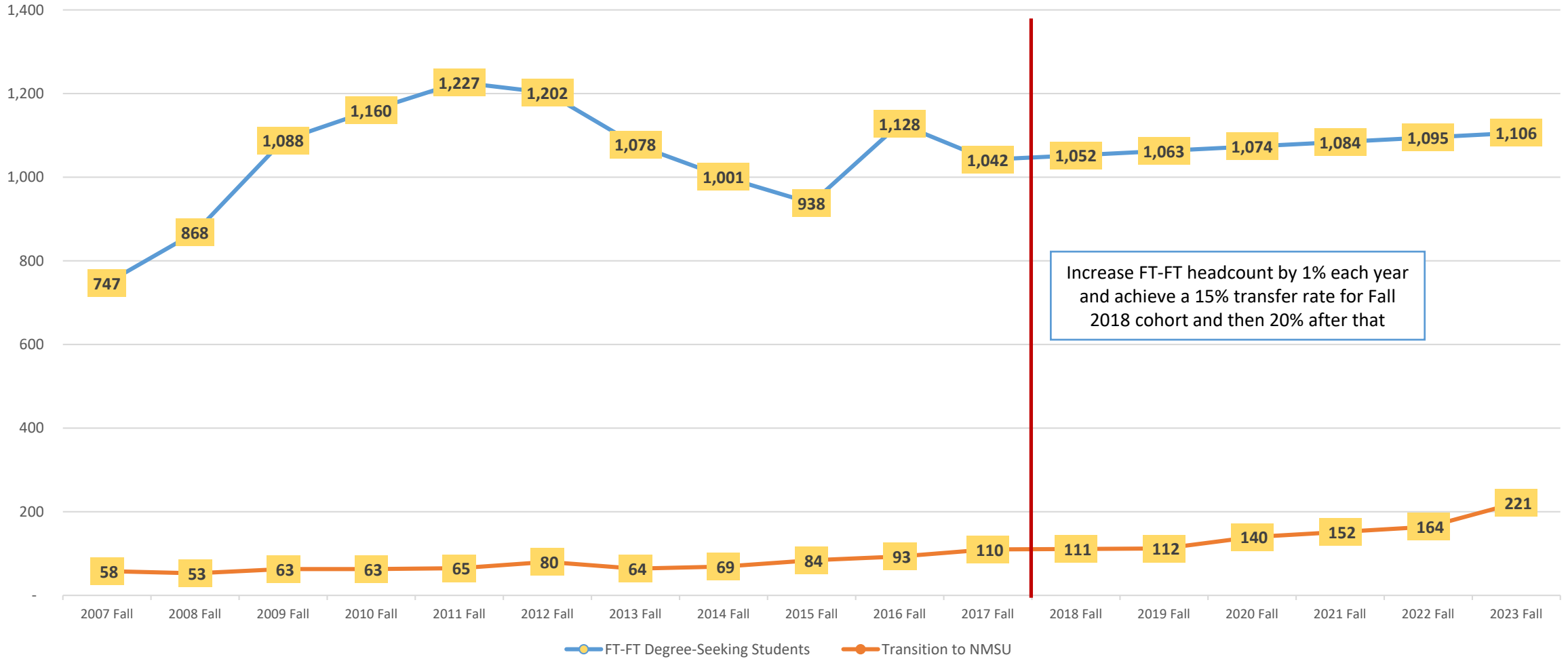
Increase FT-FT headcount by 1% each year and achieve a 15% transfer rate for Fall 2018 cohort and then 20% after that

	2007 Fall	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall	2016 Fall	2017 Fall	2018 Fall	2019 Fall	2020 Fall	2021 Fall	2022 Fall	2023 Fall
FT-FT Degree-Seeking Students	747	868	1,088	1,160	1,227	1,202	1,078	1,001	938	1,128	1,042	1,052	1,063	1,074	1,084	1,095	1,106
Transition to NMSU	58	53	63	63	65	80	64	69	84	93	110	111	112	140	152	164	221

Sources: Doña Ana Community College. (2020). DACC Institutional Student Success Report. Las Cruces, NM: DACC Office of Institutional Analysis.

Time to Degree and Credits to Degree

	Report Year		
	2018	**2019**	**2020**
Average number of years taken by degree-seeking first-time, full-time undergraduate students to complete an associate's degree	4.1	3.9	3.9
Average number of credits earned by degree-seeking undergraduate students to complete an associate's degree.	86.2	84.9	83.6

Source: New Mexico Department of Finance and Administration State Budget Division. (2020). *Accountability in Government Act Program and Performance* . Santa Fe, NM.

Employment/Earnings*

Students Who Passed IRC ✓

DACC Grad Survey Respondents: Number ✓

Employed: Number ✓

Employed FT: Number ✓

Employed PT: Number ✓

Employed FT/Field: Number ✓

Employed PT/Field: Number ✓

Students who Passed a Industry Recognized Credential
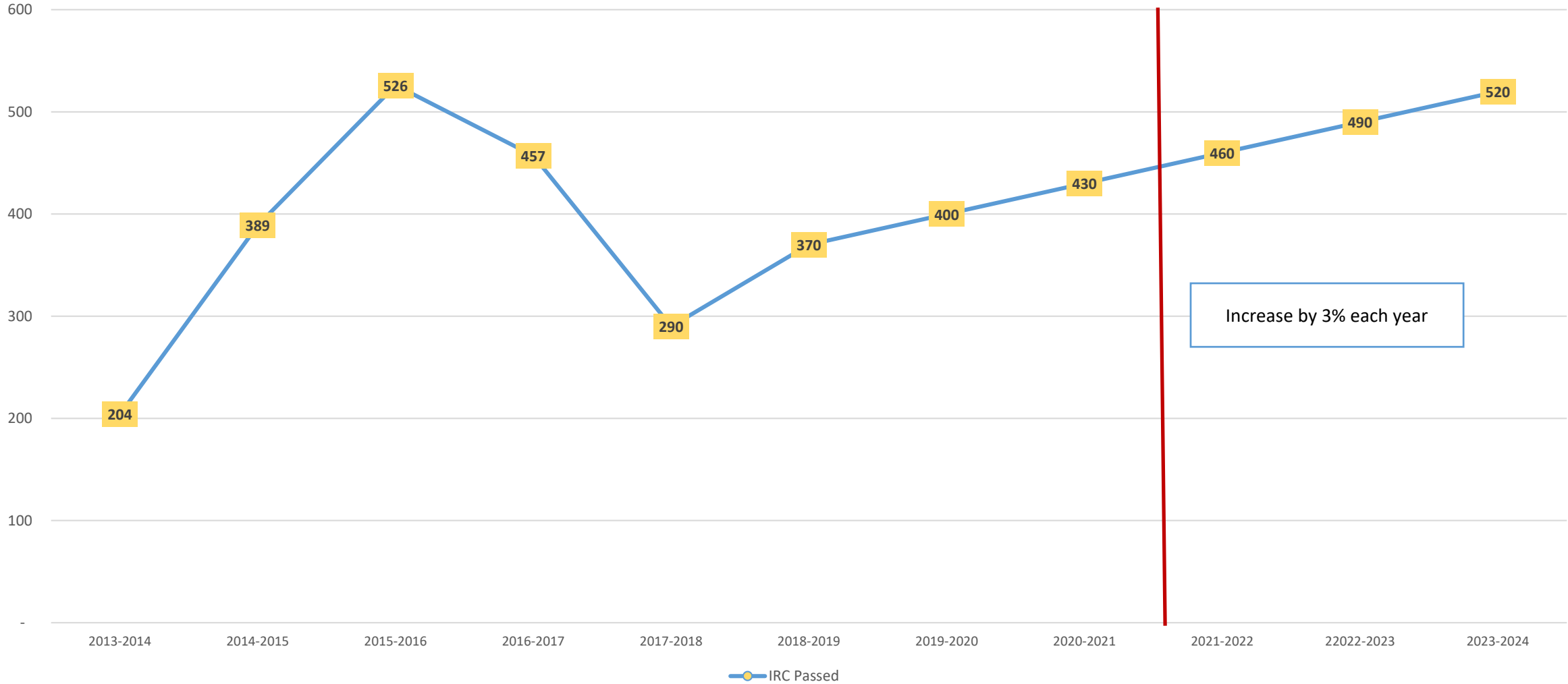
DACC Graduated Student Job Placement Survey

	Survey Year		
	2017	**2018**	**2019**
DACC Graduate Survey Respondents	**248**	**630**	**659**
Employed	67%	68%	67%
Employed Full-time	47%	54%	54%
Employed Part-time	20%	14%	13%
Employed in Award Field	38%	43%	40%
Employed Full-time in Award Field	32%	37%	36%
Employed Part-time in Award Field	6%	6%	5%

Note: Survey sent to any student who graduated between Fall 2013 and Spring 2019
Source: Doña Ana Community College. (2019). DACC Graduated Student Job Placement Survey. Las Cruces, NM: DACC Office of Institutional Analysis.

Other

- Non-Credit Programs ✓

Set and Meet Completion Targets: Non-Credit TBD

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Adult Basic Education	3,155	2,508	2,039	1,803	1,636	1,507	1,204
Customized Training	1,284	1,194	1,133	1,174	743	254	310
Community Education	1,043	1,245	1,133	846	478	155	197
Small Business Development	338	457	438	423	411	353	424
EMT Refresher (FR,B,I)	164	170	197	177	230	353	310

Legend: Adult Basic Education · Small Business Development · Customized Training · Community Education · EMT Refresher (FR,B,I)

Sources: Doña Ana Community College. (2019). DACC Meeting Our Mission. Las Cruces, NM: DACC Office of Institutional Analysis.

Community Engagement

- Partnerships with business/industry: number
- Partnerships with government/non-profits: number
- Donors: numbers/dollars
- Economic impact: ROI (cost-degree/econ impact)
- Faculty/staff engagement in community: hours ✓
- Community engagement on campus: number

Set and Meet Completion Targets: Non-Credit TBD

Count of Number of Public and Community Service hours for projects focusing on K-12 education

Year	Sum of Hours	Initiatives
2017-2018	1,071	23

Count of Number of Public and Community Service hours for projects focusing on Workforce Development

Year	Sum of Hours	Initiatives
2017-2018	3,687	12

Count of Number of Public and Community Service hours for projects focusing on Civic Engagement

Year	Sum of Hours	Initiatives
2017-2018	1,089	19
2018-2019	40	3
Grand Total	1,129	22

Sources HED Accountability Report Survey 2018 Dona Ana

Student Satisfaction ✓

- Student Centeredness
- Instructional Effectiveness
- Responsiveness to Diverse Populations
- Campus Support Services
- Safety and Security
- Academic Advising/Counseling
- Admissions and Financial Aid
- Academic Services
- Registration Effectiveness
- Service Excellence
- Concern for the Individual
- Campus Climate

Student Satisfaction Inventory

Scale / Item	Dec-2018				Dec-2016				Satisfaction
	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Difference
Student Centeredness	6.36	5.98	1.21	0.38	6.14	5.6	1.1	0.54	0.38***
Instructional Effectiveness	6.45	5.96	1.21	0.49	6.28	5.6	1.04	0.68	0.36***
Responsiveness to Diverse Populations		6.02	1.37			5.65	1.18		0.37***
Campus Support Services	6.24	5.79	1.35	0.45	5.77	5.16	1.14	0.61	0.63***
Safety and Security	6.33	5.76	1.3	0.57	6.15	5.2	1.21	0.95	0.56***
Academic Advising/Counseling	6.42	5.89	1.43	0.53	6.28	5.51	1.25	0.77	0.38***
Admissions and Financial Aid	6.36	5.8	1.41	0.56	6.19	5.34	1.2	0.85	0.46***
Academic Services	6.49	6.2	1.05	0.29	6.21	5.67	1.02	0.54	0.53***
Registration Effectiveness	6.43	5.97	1.15	0.46	6.28	5.61	1.03	0.67	0.36***
Service Excellence	6.35	5.92	1.19	0.43	6.1	5.46	1.06	0.64	0.46***
Concern for the Individual	6.37	5.81	1.36	0.56	6.16	5.45	1.15	0.71	0.36***
Campus Climate	6.35	5.91	1.2	0.44	6.12	5.5	1.05	0.62	0.41***

Gap = Importance Score minus Satisfaction Score
Difference = 2018 satisfaction minus 2016 satisfaction

*** Difference statistically significant at the .001 level

Employee Satisfaction ✓

Employee Satisfaction Inventory

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Dona Ana Community College			Comparison group			IMP Sign Diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
It is easy for me to get information at this institution	4.56	3.37	1.19	4.49	3.25	1.24	NS	NS
I learn about important campus events in a timely manner	4.26	3.61	0.65	4.22	3.50	0.72	NS	NS
I am empowered to resolve problems quickly	4.43	3.45	0.98	4.43	3.38	1.05	NS	NS
I am comfortable answering student questions about institutional policies and procedures	4.39	3.63	0.76	4.23	3.52	0.71	**	NS
I have the information I need to do my job well	4.63	3.73	0.90	4.61	3.65	0.96	NS	NS
My job responsibilities are communicated clearly to me	4.62	3.81	0.81	4.57	3.71	0.86	NS	NS
My supervisor pays attention to what I have to say	4.60	3.94	0.66	4.60	3.90	0.70	NS	NS
My supervisor helps me improve my job performance	4.54	3.85	0.69	4.47	3.75	0.72	NS	NS
My department or work unit has written, up-to-date objectives	4.43	3.69	0.74	4.26	3.56	0.70	**	NS
My department meets as a team to plan and coordinate work	4.46	3.67	0.79	4.36	3.67	0.69	NS	NS
My department has the budget needed to do its job well	4.63	3.27	1.36	4.52	3.06	1.46	*	*
My department has the staff needed to do its job well	4.62	3.24	1.38	4.57	3.02	1.55	NS	*
I am paid fairly for the work I do	4.72	2.95	1.77	4.56	3.13	1.43	**	NS
The employee benefits available to me are valuable	4.64	3.66	0.98	4.59	3.87	0.72	NS	*
I have adequate opportunities for advancement	4.46	3.24	1.22	4.24	3.01	1.23	**	*
I have adequate opportunities for training to improve my skills	4.52	3.60	0.92	4.40	3.40	1.00	*	*
I have adequate opportunities for professional development	4.51	3.61	0.90	4.37	3.44	0.93	*	NS
The type of work I do on most days is personally rewarding	4.66	4.19	0.47	4.59	4.10	0.49	NS	NS
The work I do is appreciated by my supervisor	4.62	3.94	0.68	4.46	3.90	0.56	**	NS
The work I do is valuable to the institution	4.64	3.80	0.84	4.56	3.95	0.61	NS	NS
I am proud to work at this institution	4.64	4.24	0.40	4.56	4.08	0.48	NS	*