

SPRING 2024 / FIRST OF TERM ENROLLMENT REPORT

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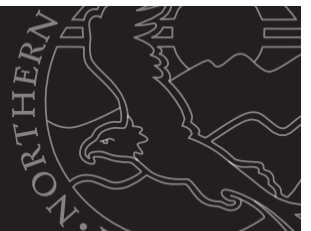


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INTRODUCTION

This, Northern New Mexico College (NNMC) Enrollment Report, is an analysis of the First-of-term **student enrollment data**. This document is compiled by the Office of Institutional Research to inform Academic Department Chairs primarily regarding the current semester student enrollment and course loads. It is intended for both planning and strategic decision-making. This First of Term (FOT) Enrollment report is prepared after the census date (3rd Friday of classes) of each semester and focuses on the first 8-week and 16-week enrollments. An End of Term (EOT) report is prepared at the end of the semester to reflect the 2nd 8-week enrollments. Three additional tables have been added this year to the report. The “**Enrollment by High School (Dual Credit Students)**” table contains dual credit students’ enrollment from different high schools; the “**Course Division (Lower or Upper) VS Faculty Type**” contains lower and upper division courses taught by full-time and adjunct faculty; and the “**Students Enrollment by Campus Location**” contain student’s enrollment at different locations from NNMC. A new graph named “**Students Enrollment by Distance (miles) Traveled to Campus**”, is also added to provide the enrollment of students by distance they traveled to the campus.

In the departmental tables, PHED (Physical Education) is not an academic department but the courses are disaggregated to analyze these courses separately from the Academic Departments.

The data in this publication is compiled using the most recent enrollment files, course schedules, and faculty assignments data. All data is collected and maintained using Banner. This report intends to provide an accurate and consistent reference for use by various internal and external stakeholders as well. This effort intends to provide quick and easy access to institutional data and open up new ideas and questions. If you have any questions or comments regarding this report, please feel free to contact us by email at rishi.poudyal@nnmc.edu .

Table 1:
Unduplicated Declared Majors per Academic Department

Analysis of FTE				
Academic Departments	FTE (Spring 2024 FOT)	Head Counts (Spring 2024 FOT)	Head Counts (Fall 2023 EOT)	% of Declared Students (Spring 2024 FOT)
Arts, Humanities, and SS	73.5	94	106	8%
Biology, Chemistry, and ES	70.6	96	90	8%
Business Administration	201.2	244	272	19%
Education	88.3	131	139	10%
Engineering and Tech	54.3	69	68	6%
Language & Letters	17.5	19	24	2%
Mathematics/Physics	0	0	2	0%
Nursing and HS	74.6	109	129	9%
Technical Trade	15.9	26	32	2%
Undeclared	47.9	208	229	17%
Undeclared Dual Credit	85.4	256	220	20%
Total	729.2	1252	1311	100%

Note: Unduplicated data consider only the primary major/degree that students have declared. FTE is calculated by dividing total student credit hours (SCH) by 15 (SCH/15).

Table 2:
*Student Credit Hours (SCH) generated per Academic Department
 (16 and 1st 8-week courses)*

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Arts, Humanities, and SS	1538	19%
Biology, Chemistry, and ES	953	12%
Business Administration	1462	18%
Education	668	8%
Engineering and Tech	395	5%
PHED	12	0%
Language & Letters	812	10%

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Mathematics/Physics	860	11%
Nursing and HS	493	6%
Technical Trade	862.5	11%
Total	8055.5	100%

Note: Here unique CRN values were considered.

Table 3:
Types of Degrees (based on unduplicated enrollment)

Degree	Number	Percent
Associate	254	20%
Bachelor	474	38%
Certificate	60	5%
Undeclared	208	17%
Undeclared Dual Credit	256	20%

Table 4:
Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Academic Departments	Gender		
	F	M	Total
Arts, Humanities, and SS	59	35	94
Biology, Chemistry, and ES	60	36	96
Business Administration	165	79	244
Education	113	17	131*
Engineering and Tech	19	50	69
Language & Letters	12	7	19
Mathematics/Physics	0	0	0
Nursing and HS	100	9	109
Technical Trade	1	25	26
Undeclared	49	159	208
Undeclared Dual Credit	131	125	256
Total	709	542	1252
Percentage	57%	43%	100%

*Total includes students who responded as Neutral Gender

Table 5:
Financial Aid Statistics

Pell Eligible
31% of total headcount
40% of Non-dual credit students

Note: Pell Eligible is determined only if they complete a FAFSA

Table 6:
First-Generation Statistics

First Generation (non-dual credit)
33% first generation
26% Non-first generation
41% Unknown

Note: A first-generation college student is defined as being the first person in the immediate family to attend college—i.e.: *neither parent has a college degree.*

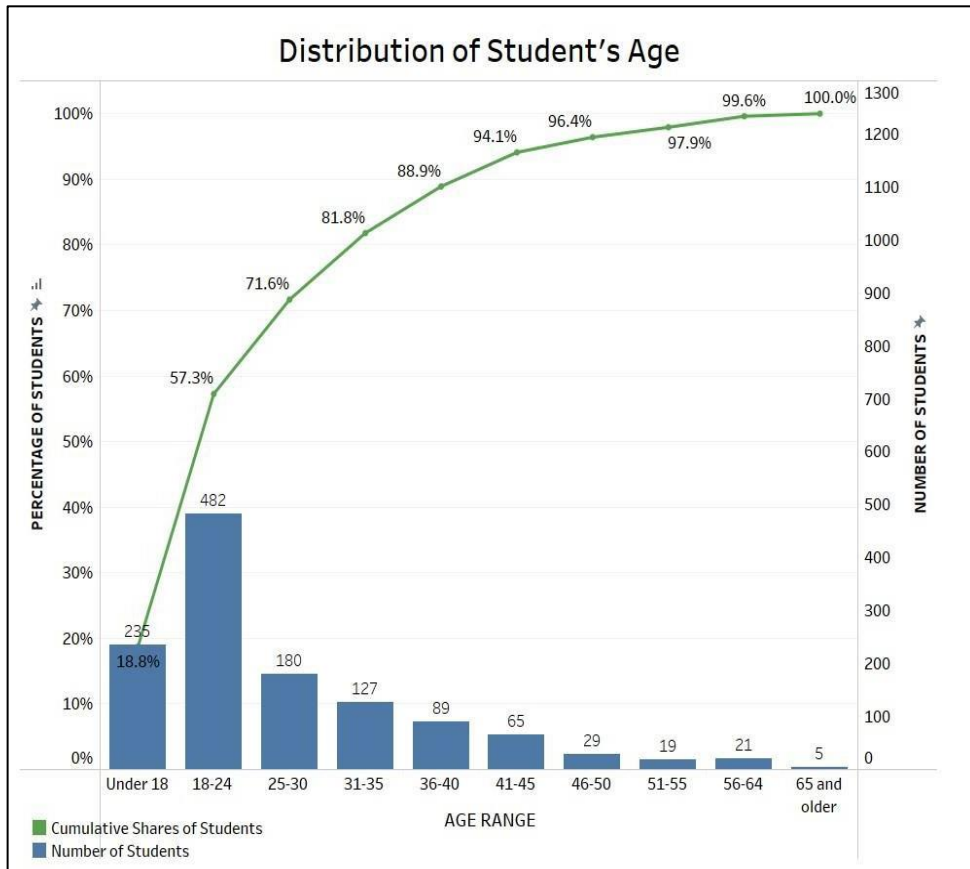
Table 7:
Ethnic Distribution (based on unduplicated enrollment)

Ethnicity	Number	Percent
American Indian or Alaskan Nat	123	9.82%
Asian	25	2.00%
Black or African-American	23	1.84%
Hispanic of any race	908	72.52%
Native Hawaiian/Pacific Island	0	0%
White Non-Hispanic	145	11.58%
Non-Resident Alien	8	0.64%
Unknown / No Response	20	1.60%
Total	1252	100.00%

Table 8:
Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	Mean	Median	Maximum
14	26	23	74

Graph 1:
Distribution of Student's Age



Note: combo chart showing students' age distribution with cumulative percentage

Table 9:
Courses offered per Academic Department (16 and 1st 8-week courses)

Academic Departments	# Courses offered	Percent
Arts, Humanities, and SS	52	19.85%
Biology, Chemistry, and ES	45	17.18%
Business Administration	26	9.92%
Education	25	9.54%
Engineering and Tech	25	9.54%
PHED	4	1.53%
Language & Letters	20	7.63%
Mathematics/Physics	22	8.40%
Nursing and HS	17	6.49%
Technical Trade	26	9.92%
Total	262	100.00%

Table 10:

Courses per Academic Department (16 and 1st 8-week courses) by Division

Academic Departments	Division		
	Lower	Upper	Total
Arts, Humanities, and SS	37	15	52
Biology, Chemistry, and ES	28	17	45
Business Administration	17	9	26
Education	5	20	25
Engineering and Tech	12	13	25
PHED	4	0	4
Language & Letters	20	0	20
Mathematics/Physics	21	1	22
Nursing and HS	12	5	17
Technical Trade	26	0	26
Total	182	80	262
Percentage	69%	31%	100%

Table 11:

Low Enrolled Courses per Academic Department (16 and 1st 8-week courses)

Analysis Variable: Enrollment		
Academic Departments	Low Enrolled Courses (n<10)	Percent Low Enrolled Courses (n<10)
Arts, Humanities, and SS	28	54%
Biology, Chemistry, and ES	29	64%
Business Administration	10	38%
Education	5	20%
Engineering and Tech	19	76%
PHED	4	100%
Language & Letters	3	15%
Mathematics/Physics	9	41%
Nursing and HS	9	53%
Technical Trade	15	58%
Total	131	50%

The table displays the percentage per academic department. Please note that NURS clinical (lab) sessions have a maximum of 8 students, except NURS 1100L. Additionally, ECED 4479, 4480, and EDUC 4479, 4480, 4499 (sections 201 and 202) have a maximum of 6 students. The values used in the table are based on unique CRN numbers.

Table 12:

Average Student Enrollment per Course by Academic Departments (16 and 1st 8-week courses)

Academic Departments	Average Number of Students Lower Division	Average Number of Students Upper Division
Arts, Humanities, and SS	10	7
Biology, Chemistry, ES	13	4
Business Administration	12	20
Education	13	8
Engineering and Tech	7	5
PHED	3	0
Language & Letters	13	0
Mathematics/Physics	12	6
Nursing and HS	13	4
Technical Trade	11	0
Total	11	8
General Average	10	

Table 13:

Courses: Method of Instruction/Delivery (16 and 1st 8-week courses)

Table of Academic Departments by Instruction Methods					
Academic Departments	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Arts, Humanities, and SS	14	9	16	13	52
Biology, Chemistry, and ES	4	4	8	29	45
Business Administration	0	7	14	5	26
Education	8	0	9	8	25
Engineering and Tech	0	0	2	23	25
PHED	2	0	0	2	4
Language & Letters	5	3	6	6	20
Mathematics/Physics	12	4	0	6	22
Nursing and HS	0	1	6	10	17
Technical Trade	0	0	0	26	26
Total	45	28	61	128	262
Percentage	17%	11%	23%	49%	100%

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional.

Table 14:

Courses: Method of Instruction/Delivery vs. Type of Faculty (16 and 1st 8-week courses)

Faculty Types	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Adjunct	19*	8	33	47	107
Full time	26	20*	28	81	155
Total	45	28	61	128	262

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional. If we consider unique faculty members, 47 are full-time and 76 are adjuncts. *The faculty who co-taught a course are treated as 0.5 in the calculation of Faculty Types.

Table 15:

Course Division (Lower or Upper) VS Faculty Type (16 and 1st 8-week courses)

Faculty Types	DIVISION		
	LOWER (1000 and 2000)	UPPER (3000 and 4000)	Total
Adjunct	88	19*	107
Full-time	94*	61	155
Total	182	80	262

Note: *The faculty who co-taught a course are treated as 0.5 in the calculation

Table 16:

Average Student Enrollment per Method of Delivery (16 and 1st 8-week courses)

Instruction Methods	Mean
BOL	9
BTR	8
OL/OLP	16
TR	9

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional.

Table 17:

Courses & Student Credit Hours (SCH): Adjunct vs. Full Time (16-week and 1st 8-week courses)

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH Offered by Full-Time
Arts, Humanities, and SS	32*	20	1127*	411
Biology, Chemistry, and ES	9	36	259	694
Business Administration	11	15	558	904
Education	9	16	318	350
Engineering and Tech	8	17	158	237
PHED	4	0	12	0
Language and Letters	10	10	482	330
Mathematics/Physics	9	13	496	364
Nursing and HS	3	14*	96	397*
Technical Trade	12	14	588	274.5
Total	107	155	4094	3961.5
Percentage (%)	41%	59%	51%	49%

Note: *The faculty who co-taught a course are treated as 0.5 in the calculation of Faculty Types.

Table 18:

Unduplicated Declared Majors by Field and Degree

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Management	0	70	0	70
Nursing	0	68	0	68
Project Management	0	60	4	64
Early Childhood Education	5	48	0	53
Business Administration	51	0	0	51
Biology	10	30	0	40
Elementary Education	7	32	0	39
Nursing (AND)	37	0	0	37
Psychology	0	37	0	37
Accounting	0	31	0	31
Information Engineering and Tech	3	23	0	26
Electromechanical Engr Tech	0	25	0	25
Environmental Science	8	15	0	23
Radiation Protection	23	0	0	23
Criminal Justice	3	16	0	19
Liberal Arts	19	0	0	19
Cosmetology	10	0	7	17
ALT Secondary (7-12)	0	0	14	14
Electrical Technology	10	0	4	14
ALT Special Education	0	0	13	13

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Film and Digital Media Arts	13	0	0	13
ALT Elementary (K-8)	0	0	12	12
Self-Design	0	10	0	10
Software Engineering	10	0	0	10
Barbering	7	0	0	7
Plumbing Apprenticeship	7	0	0	7
Nuclear Operations Technology	5	0	0	5
Plumbing	5	0	0	5
Pre-Engineering	5	0	0	5
Substance Abuse Counselor	5	0	0	5
Allied Health	4	0	0	4
Media and Art	0	4	0	4
Radiation Control Technician	0	0	4	4
General Psychology	3	0	0	3
Humanities	0	3	0	3
Office Administration	3	0	0	3
Mechanical Engineering	0	2	0	2
Chemistry	1	0	0	1
Cyber Security	0	0	1	1
Entrepreneurship	0	0	1	1
Non-Degree	0	0	0	464
Total	254	474	60	1252

Table 19:
Unduplicated Majors Declared by Gender

Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	10	1	12*
ALT Secondary (7-12)	7	7	14
ALT Special Education	12	1	13
Accounting	19	12	31
Allied Health	4	0	4
Barbering	2	5	7
Biology	36	4	40
Business Administration	34	17	51
Chemistry	0	1	1
Cosmetology	17	0	17
Criminal Justice	13	6	19
Cyber Security	0	1	1
Early Childhood Education	52	1	53
Electrical Technology	1	13	14
Electromechanical Engr Tech	7	18	25
Elementary Education	32	7	39
Entrepreneurship	0	1	1

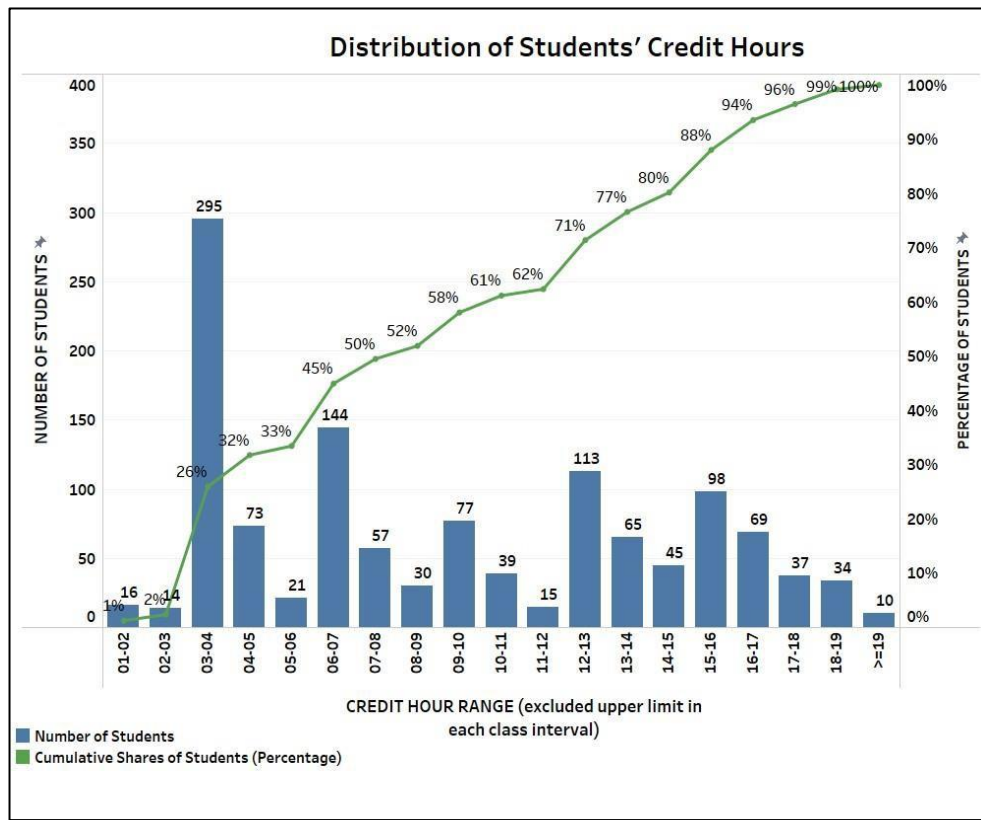
Majors	Gender		
	F	M	Total
Environmental Science	10	13	23
Film and Digital Media Arts	5	8	13
General Psychology	2	1	3
Humanities	2	1	3
Information Engineering Tech	7	19	26
Liberal Arts	12	7	19
Management	52	18	70
Mechanical Engineering	0	2	2
Media and Art	0	4	4
Nuclear Operations Technology	1	4	5
Nursing	65	3	68
Nursing (ADN)	31	6	37
Office Administration	2	1	3
Plumbing	0	5	5
Plumbing Apprenticeship	0	7	7
Pre-Engineering	0	5	5
Project Management	39	25	64
Psychology	30	7	37
Radiation Control Technician	2	2	4
Radiation Protection	11	12	23
Self-Design	5	5	10
Software Engineering	5	5	10
Substance Abuse Counselor	2	3	5
Non-Degree	180	284	464
Total	709	542	1252

*Total includes students who responded as Neutral Gender.

Table 20:
Unduplicated Declared Majors by Ethnicity

Majors	American Indian or Alaskan Nat	Asian	Black or African American	Hispanic of any race	Non-Resident Alien	Unknown / No Response	White non-Hispanic	Total
ALT Elementary(K-8)	3	1	0	5	0	0	3	12
ALT Secondary (7-12)	0	0	2	6	0	0	6	14
ALT Special Education	1	0	0	4	0	0	8	13
Accounting	5	1	0	22	0	1	2	31
Allied Health	0	0	0	4	0	0	0	4
Barbering	0	1	0	5	0	0	1	7
Biology	3	2	0	28	0	0	7	40
Business Administration	4	0	3	43	0	0	1	51
Chemistry	0	0	0	1	0	0	0	1
Cosmetology	1	0	0	15	0	0	1	17
Criminal Justice	2	0	0	16	0	0	1	19
Cyber Security	0	0	0	1	0	0	0	1
Early Childhood Education	10	1	1	36	0	0	5	53
Electrical Technology	0	0	1	10	0	1	2	14
Electromechanical Engr Tech	2	1	1	18	0	1	2	25
Elementary Education	5	1	0	27	0	0	6	39
Entrepreneurship	0	0	0	1	0	0	0	1
Environmental Science	4	0	0	17	0	0	2	23
Film and Digital Media Arts	2	0	1	10	0	0	0	13
General Psychology	2	0	0	0	1	0	0	3
Humanities	1	0	0	1	1	0	0	3
Information Engineering Tech	2	2	1	16	1	0	4	26
Liberal Arts	1	1	0	13	1	0	3	19
Management	9	0	1	55	0	1	4	70
Mechanical Engineering	0	0	0	2	0	0	0	2
Media and Art	2	0	0	2	0	0	0	4
Nuclear Operational Technology	0	0	0	5	0	0	0	5
Nursing	3	3	0	50	1	0	11	68
Nursing (ADN)	4	0	1	29	0	0	3	37
Office Administration	0	0	0	3	0	0	0	3
Plumbing	1	0	0	3	0	0	1	5
Plumbing Apprenticeship	0	0	0	4	0	1	2	7
Pre-Engineering	1	1	0	2	0	0	1	5
Project Management	6	0	0	51	2	1	4	64
Psychology	1	0	1	28	1	0	6	37
Radiation Control Technician	0	0	0	4	0	0	0	4
Radiation Protection	0	2	1	14	0	2	4	23
Self-Design	1	0	1	4	0	2	2	10
Software Engineering	2	0	0	8	0	0	0	10
Substance Abuse Counselor	0	0	0	4	0	0	1	5
Non-Degree	45	8	8	341	0	10	52	464
Total	123	25	23	908	8	20	145	1252

Graph 2:
Distribution of SCHs enrolled by students



Note: Students who take between 12 and 18 credits are only charged tuition for the first 12 credits. Because of this distribution and the attendance of dual credit students, about **89%** of the SCHs generated are eligible for tuition. Employee tuition waivers decrease this number even further.

Table 21:
Enrollment by Location (City)

City	Frequency	Percent
Espanola	325	25.98%
Santa Fe	107	8.55%
Albuquerque	99	7.91%
Santa Cruz	97	7.75%
Alcalde	56	4.48%
Ohkay Owingeh	54	4.32%
Chimayo	38	3.04%
Rio Rancho	35	2.80%
Fairview	31	2.48%
Hernandez	30	2.39%
Los Alamos	28	2.24%
Velarde	24	1.92%
El Rito	23	1.84%

City	Frequency	Percent
White Rock	22	1.76%
Medanales	20	1.60%
Los Lunas	14	1.12%
Abiquiu	12	1.00%
Dulce	12	1.00%
Gallina	12	1.00%
Ojo Caliente	12	1.00%

Note: Here only locations with 1% and more contributions were considered

Table 22:

Enrollment by High School (First-Time Any College)

High School	Percent
High School Equivalency Program	39.13%
Espanola Valley High School	21.74%
Pojoaque High School	13.04%
Colorado	4.35%
Foreign High School	4.35%
Albuquerque High School	2.17%
Highland High School	2.17%
Los Alamos High School	2.17%
Non-NM High School Equivalency Program	2.17%
Penasco Jr-Sr High School	2.17%
Santa Fe High School	2.17%
Santa Fe Indian School	2.17%
Taos High School	2.17%

Note: This table shows the enrollment of FTAC students by high school.

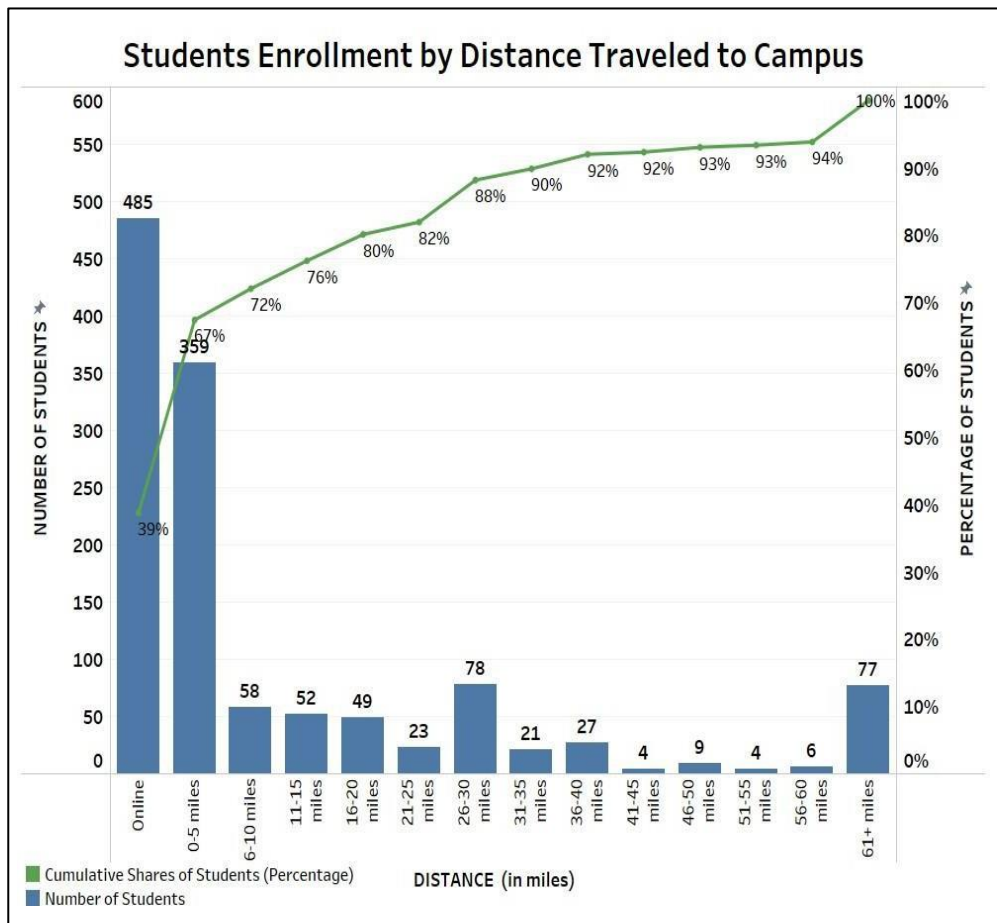
Table 23:

Enrollment by High School (Dual Credit Students)

High School	Count
Espanola Valley High	141
McCurdy High	32
Coronado High School	23
Mesa Vista High	13
Jemez Valley High School	12
Penasco Jr-Sr High School	11
Pojoaque High School	7

High School	Count
High School Equivalency Program	6
Walatowa Charter High School	5
NM Home Schools	2
Iowa	1
Los Alamos High School	1
NM School for Arts	1
New Mexico Connections Academy	1
Total	256

**Graph 3:
Students Enrollment by Distance (miles) Traveled to Campus**



Note: The combo chart shows the distance students traveled to campus and the cumulative percentage of students. Of students traveling from more than 50 miles, 17 are from Albuquerque.

Table 24:*Student enrollment by Campus Location*

Location	Percent
Only Albuquerque	10.6%
Only El Rito	0.3%
Only Espanola	79.6%
Only Gallina	0.6%
Only Los Alamos	2.6%
Only Jemez Valley	1.4%
Only Los Vegas	0.1%
Both Espanola and El Rito	2.3%
Both Espanola and Gallina	1.0%
Both Espanola and Santa Fe	1.0%
Both Espanola and Los Vegas	0.5%

There were 165 (13%) total unduplicated students enrolled in the PLAP courses (courses offered at the Local 412 training centers).

GLOSSARY

Traditional (TR):

Student Facing: A traditional course involves face-to-face class session(s) with the instructor through lecture-based or hands-on class activities, with potential supplemental course materials provided by the instructor or through other technologies. All class sessions take place on campus.

Faculty Facing: 100% of the instructional delivery sessions are scheduled and occur synchronously in a physical classroom. The learning management system may be used but will not be the main vehicle for learning activities and instructional materials.

Notes for staff:

- If a TR is cross-listed with a BOL, the TR will be scheduled in a classroom with enhanced technology.

Blended Traditional (BTR)

Student Facing: A blended course involves face-to-face class sessions that are accompanied by online materials and activities--essentially a “blend” of both live and online learning. These online materials are not intended to “replace” face-to-face class time; rather, they are meant to supplement and build upon the content discussed in the classroom. Expect to spend at least one class session per week on campus.

Faculty Facing: All instructional delivery sessions are scheduled and occur synchronously in a combination of a virtual environment (such as Zoom) and/or in a physical location. Independent student work is completed asynchronously through a learning management system. Synchronous instructor-led hours may be fewer than the hours in an equivalent TR course. Expect to spend at least one class session per week on campus, or a minimum of 30% of your class time, on campus.

Notes for staff:

- If a BTR class is cross-listed with BOL, students in the BTR attend on campus. The BTR will be scheduled in a classroom with enhanced technology.
- Future: Course Development Matrix Provided

Blended Online (BOL)

Student Facing: A blended online course uses a combination of mandatory scheduled Zoom meetings (synchronous) and Blackboard assignments (asynchronous). Attendance at each synchronous class session is mandatory and students will attend virtually as indicated on the syllabus.

Faculty Facing: A blended online course uses a combination of mandatory scheduled Zoom meetings (synchronous) and Blackboard assignments (asynchronous). A minimum of 30% of class time occurs in synchronous sessions. Student attendance at each synchronous class session is mandatory and students will attend virtually as indicated on the syllabus.

Notes for staff:

- This qualifies as an online course with HLC.
- If a BOL class is cross-listed with BTR, students in the BOL attend remotely and students in the BTR attend on campus.
- Future: Course Development Matrix Provided
- If a BOL class is cross-listed with a TR, students in the BOL attend remotely and students in the TR attend on campus.
 - All students, regardless of location, receive the same amount of real-time contact hours.
 - These courses must be scheduled in an enhanced classroom.

Online (OL)

Student Facing: An online class is a course conducted over the Internet. They are generally conducted through a learning management system such as Blackboard, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructors. Most online course activities are asynchronous, although the course could involve scheduled activities such as online office hours, chats, or other presentations.

Faculty Facing: 100% of the instructional delivery, independent learning activities, and assessments occur asynchronously within a virtual environment, such as a learning management system.

Notes for staff:

- Distance Learning fee applies.
- Requires QM Review

Online Programs (OLP): A fully online program may be available by individual departments.

Internal Facing: This designation is reserved for programs that are offered entirely online. It has the characteristics of an Online (OL) course, except that the technology costs are included as a part of the program, and it does not require a “per course” fee.