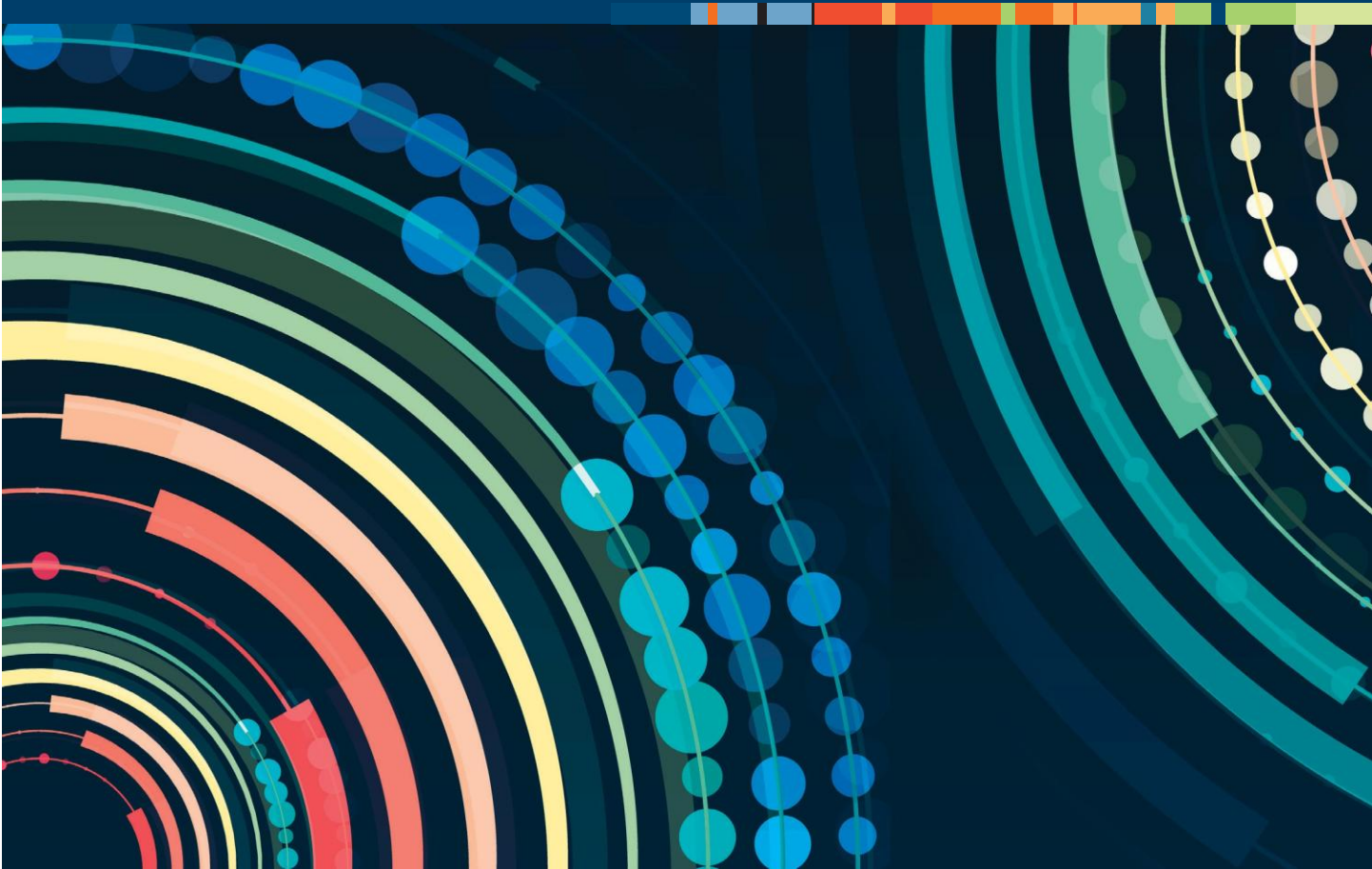# FALL 2024 / END OF TERM ENROLLMENT REPORT

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Office of Institutional Research
NORTHERN NEW MEXICO COLLEGE

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INTRODUCTION

This, Northern New Mexico College (NNMC) Enrollment Report, is an analysis of the End-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 End of Term (EOT) Enrollment report is prepared at the end of the semester to reflect the first 8-week, second 8-week and 16-week enrollments. First of Term (FOT) report was prepared after census and focused on the first 8-week, and 16-week enrollments.

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 institutional.research@nnmc.edu .

Table 1:

Unduplicated Declared Majors per Academic Department

Analysis of FTE				
Academic Departments	**FTE (Fall 2024 EOT)**	**Head Counts (Fall 2024 EOT)**	**Head Counts (Spring 2024 EOT)**	**% of Declared Students (Fall 2024 EOT)**
Arts & Human Sciences	89.5	109	97	8%
Biology, Chemistry, and ES	80.3	105	99	7%
Business Administration	205.1	271	254	19%
Teacher Education	112.4	171	136	12%
Engineering & Technology	56.6	76	68	5%
Language & Letters	23.4	28	18	2%
Math & Physical Sciences	2.2	4	0	0%
Nursing & Health Sciences	101.8	138	112	10%
Technical Trades	18.6	25	26	2%
Undeclared	57.2	206	210	14%
Undeclared Dual Credit	94.2	290	255	20%
Total	841.3	1423	1275	100%

Note: Unduplicated data considers 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 (Including all Parts of Term)

Analysis Variable: Student Credit Hours		
Academic Departments	**SCH**	**%SCH**
Arts & Human Sciences	2417	19%
Biology, Chemistry, and ES	1008	8%
Business Administration	2360	19%
Teacher Education	1282	10%
Engineering & Technology	490	4%
Language & Letters	1695	13%

Analysis Variable: Student Credit Hours		
Academic Departments	**SCH**	**%SCH**
Math & Physical Sciences	1235	10%
Nursing & Health Sciences	825	7%
Technical Trades	1343	11%
Total	12655	100%

Note: Here unique CRN values were considered.

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

Degree	**Number**	**Percent**
Associate	270	19%
Bachelor	572	40%
Certificate	85	6%
Undeclared	206	15%
Undeclared Dual Credit	290	20%

Table 4:
Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Academic Departments	**Gender**		
	F	**M**	**Total**
Arts & Human Sciences	72	37	109
Biology, Chemistry, and ES	69	36	105
Business Administration	188	83	271
Teacher Education	143	27	171*
Engineering & Technology	22	54	76
Language & Letters	20	8	28
Math & Physical Sciences	2	2	4
Nursing & Health Sciences	123	15	138
Technical Trades	1	24	25
Undeclared	27	178	206*
Undeclared Dual Credit	136	154	290
Total	803	618	1423
Percentage	56.43%	43.43%	100%

*Total includes students who responded as Neutral Gender

Table 5:

Financial Aid Statistics

Pell Eligible
33% of total headcount
41% of non-dual credit students

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

Table 6:

First-Generation Statistics (to be determined: TBD)

First Generation (non-dual credit)
40% First generation
24% Non-first generation
36% 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. Compared to last year's data, there is a difference in the percentages because of the change in FAFSA application form.

Table 7:

Ethnic Distribution (based on unduplicated enrollment)

Ethnicity	Number	Percent
American Indian or Alaskan Nat	137	9.63%
Asian	15	1.05%
Black or African American	35	2.46%
Hispanic of any race	1035	72.73%
Native Hawaiian/Pacific Island	0	0%
White non-Hispanic	167	11.74%
Non-Resident Alien	9	0.63%
Unknown / No Response	25	1.76%
Total	1423	100.00%

Table 8:

Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	Mean	Median	Maximum
13	25.6	22	75

Graph 1:

Distribution of Student's Age
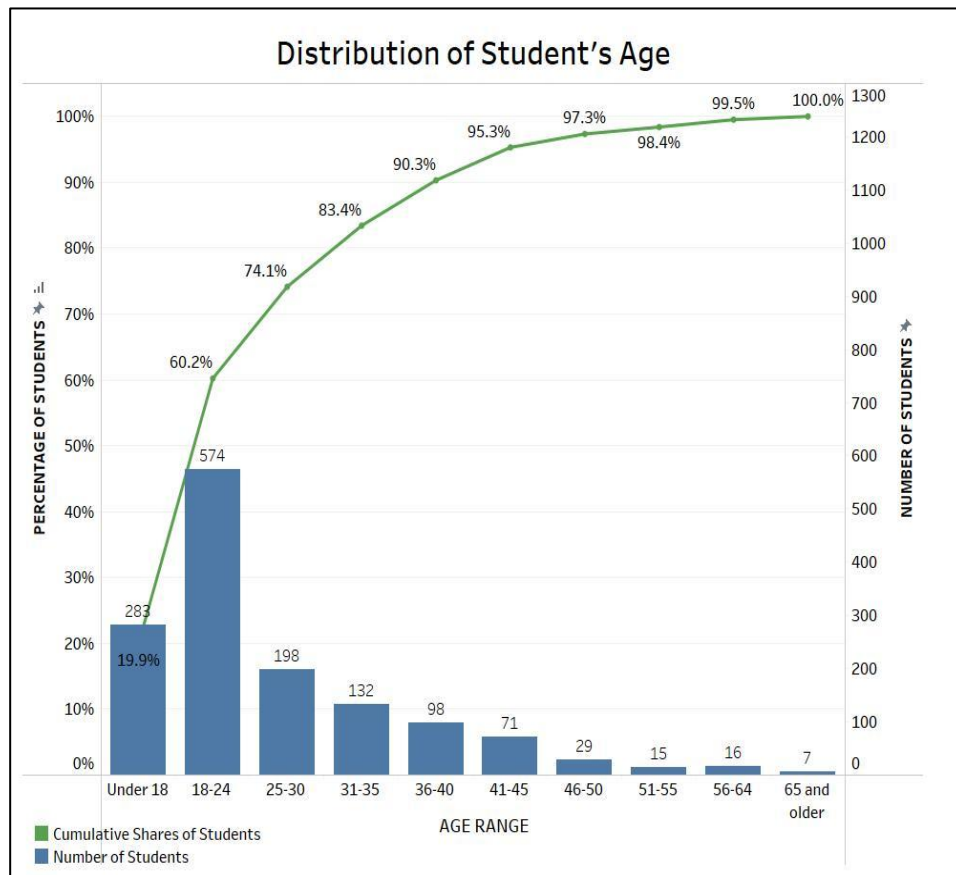
Note: combo chart showing students' age distribution with cumulative percentage

Table 9:

Courses offered per Academic Department (Including all Parts of Term)

Academic Departments	# Courses offered	Percent
Arts & Human Sciences	67	18.82%
Biology, Chemistry, and ES	38	10.67%
Business Administration	37	10.39%
Teacher Education	39	10.96%
Engineering & Technology	19	5.34%
Language & Letters	40	11.24%
Math & Physical Sciences	36	10.11%
Nursing & Health Sciences	31	8.71%
Technical Trades	49	13.76%
Total	356	100.00%

Table 10:

Courses per Academic Department (Including all Parts of Term) by Division.

Academic Departments	Division		
	Lower	**Upper**	**Total**
Arts & Human Sciences	49	18	67
Biology, Chemistry, and ES	24	14	38
Business Administration	20	17	37
Teacher Education	12	27	39
Engineering & Technology	11	8	19
Language & Letters	39	1	40
Math & Physical Sciences	34	2	36
Nursing & Health Sciences	24	7	31
Technical Trades	49	0	49
Total	262	94	356
Percentage	74%	26%	100%

Table 11:

Low Enrolled Courses per Academic Department (Including all Parts of Term)

Analysis Variable: Enrollment		
Academic Departments	**Low Enrolled Courses (n<10)**	**Percent Low Enrolled Courses (n<10)**
Arts & Human Sciences	33	49%
Biology, Chemistry, and ES	17	45%
Business Administration	16	43%
Teacher Education	7	18%
Engineering & Technology	14	74%
Language & Letters	7	18%
Math & Physical Sciences	15	42%
Nursing & Health Sciences	11	35%
Technical Trades	20	41%
Total	140	39%

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 (Including all Parts of Term)

Academic Departments	Average Number of Students Lower Division	Average Number of Students Upper Division
Arts & Human Sciences	13	7
Biology, Chemistry, ES	16	5
Business Administration	18	19
Teacher Education	14	11
Engineering & Technology	11	5
Language & Letters	14	5
Math & Physical Sciences	12	1
Nursing & Health Sciences	12	5
Technical Trades	10	0
Total	13	10
General Average	12	

Table 13:

Courses: Method of Instruction/Delivery (Including all Parts of Term)

Table of Academic Departments by Instruction Methods					
Academic Departments	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Arts & Human Sciences	15	10	27	15	67
Biology, Chemistry, and ES	3	3	4	28	38
Business Administration	0	7	25	5	37
Teacher Education	4	0	29	6	39
Engineering & Technology	2	2	4	11	19
Language & Letters	11	9	13	7	40
Math & Physical Sciences	12	2	2	20	36
Nursing & Health Sciences	0	2	8	21	31
Technical Trades	0	0	0	49	49
Total	47	35	112	162	356
Percentage	13.2%	9.8%	31.5%	45.5%	100.0%

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 (Including all Parts of Term)

Faculty Types	Instruction Methods				
	BOL	**BTR**	**OL/OLP**	**TR**	**Total**
Adjunct	24*	5	51	61	141
Full time	23	30	61	101	215
Total	47	35	112	162	356

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional. If we consider unique faculty members, 55 are full-time and 74 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 (Including all Parts of Term)

Faculty Types	DIVISION		
	LOWER (1000 and 2000)	**UPPER (3000 and 4000)**	**Total**
Adjunct	122	19*	141
Full-time	140	75	215
Total	262	94	356

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 (Including all Parts of Term)

Instruction Methods	Mean
BOL	11
BTR	9
OL/OLP	17
TR	10

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 (Including all Parts of Term)

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH Offered by Full-Time
Arts & Human Sciences	31*	36	1544	873
Biology, Chemistry, and ES	9	29	310	698
Business Administration	13	24	777	1583
Teacher Education	17	22	602	680
Engineering & Technology	5	14	112	378
Language and Letters	20	20	828	867
Math & Physical Sciences	19	17	630	605
Nursing & Health Sciences	9	22	153	672
Technical Trades	18	31	835.5	507.5
Total	141	215	4565	4849
Percentage (%)	41%	59%	48%	52%

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**
Nursing	0	82	0	82
Project Management	0	78	4	82
Management	0	77	0	77
Early Childhood Teacher Education	5	61	0	66
Business Administration	51	0	0	51
Elementary Teacher Education	3	51	0	54
Nursing (AND)	50	0	0	50
Psychology	0	50	0	50
Biology	5	33	0	38
Electromechanical Engr Tech	0	33	0	33
Radiation Protection	30	0	0	30
Environmental Science	10	18	0	28
Liberal Arts	28	0	0	28
Accounting	0	27	0	27
Criminal Justice	6	20	0	26
Information Engineering & Technology	3	20	0	23
Cosmetology	16	0	6	22
ALT Secondary (7-12)	0	0	19	19
Electrical Technology	9	0	10	19
ALT Elementary (K-8)	0	0	18	18

Majors	Degree			
	Associate	Bachelor	Certificate	Total
ALT Special Teacher Education	0	0	14	14
Film and Digital Media Arts	13	0	0	13
Software Engineering	11	0	0	11
Self-Design	0	9	0	9
Barbering	6	0	2	8
Allied Health	5	0	0	5
Media and Art	0	5	0	5
Nuclear Operations Technology	5	0	0	5
Plumbing	3	0	2	5
Pre-Engineering	5	0	0	5
Mathematics	0	4	0	4
Radiation Control Technician	0	0	4	4
Eng Draw Com Aid Design	0	0	2	2
General Psychology	2	0	0	2
Humanities	0	2	0	2
Mechanical Engineering	0	2	0	2
Microsoft Office Suite	0	0	2	2
Office Administration	2	0	0	2
Substance Abuse Counselor	2	0	0	2
Practical Nurse	0	0	1	1
Welding Technology	0	0	1	1
Non-Degree	0	0	0	496
Total	270	572	85	1423

Table 19:

Unduplicated Majors Declared by Gender

Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	16	2	18
ALT Secondary (7-12)	8	11	19
ALT Special Teacher Education	11	3	14
Accounting	18	9	27
Allied Health	5	0	5
Barbering	2	6	8
Biology	33	5	38
Business Administration	37	14	51
Cosmetology	21	1	22
Criminal Justice	20	6	26
Early Childhood Teacher Education	64	1	66*
Electrical Technology	1	18	19
Electromechanical Engr Tech	8	25	33
Elementary Teacher Education	44	10	54
Eng Draw Com Aid Design	1	1	2
Environmental Science	13	15	28

| Majors	Gender		
	F	**M**	**Total**
Film and Digital Media Arts	6	7	13
General Psychology	2	0	2
Humanities	1	1	2
Information Engineering Tech	6	17	23
Liberal Arts	20	8	28
Management	57	20	77
Mathematics	2	2	4
Mechanical Engineering	0	2	2
Media and Art	2	3	5
Microsoft Office Suite	1	1	2
Nuclear Operations Technology	1	4	5
Nursing	74	8	82
Nursing (ADN)	44	6	50
Office Administration	1	1	2
Plumbing	0	5	5
Practical Nurse	0	1	1
Pre-Engineering	1	4	5
Project Management	51	31	82
Psychology	37	13	50
Radiation Control Technician	3	1	4
Radiation Protection	19	11	30
Self-Design	4	5	9
Software Engineering	6	5	11
Substance Abuse Counselor	0	2	2
Welding and Technology	0	1	1
Non-Degree	163	332	496*
Total	803	618	1423

*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)	2	1	0	9	0	1	5	18
ALT Secondary (7-12)	1	0	1	10	0	0	7	19
ALT Special Teacher Education	0	1	0	7	0	0	6	14
Accounting	4	0	0	23	0	0	0	27
Allied Health	0	0	0	5	0	0	0	5
Barbering	2	0	0	5	0	0	1	8
Biology	1	2	1	29	0	0	5	38
Business Administration	5	0	1	44	0	1	0	51
Cosmetology	0	0	0	18	0	1	3	22
Criminal Justice	1	0	0	24	0	0	1	26
Early Childhood Teacher Education	9	1	1	47	0	2	6	66
Electrical Technology	1	0	0	15	0	0	3	19
Electromechanical Engr Tech	3	1	1	23	0	2	3	33
Elementary Teacher Education	5	1	1	37	0	0	10	54
Eng Draw Com Aid Design	0	0	0	2	0	0	0	2
Environmental Science	5	0	0	21	0	0	2	28
Film and Digital Media Arts	1	0	0	11	0	0	1	13
General Psychology	2	0	0	0	0	0	0	2
Humanities	0	0	0	1	1	0	0	2
Information Engineering Tech	5	1	0	14	1	0	2	23
Liberal Arts	3	0	1	22	0	1	1	28
Management	11	0	4	57	0	1	4	77
Mathematics	0	0	0	2	0	0	2	4
Mechanical Engineering	0	0	0	2	0	0	0	2
Media and Art	0	1	0	3	0	1	0	5
Microsoft Office Suite	0	0	0	2	0	0	0	2
Nuclear Operational Technology	0	0	0	4	0	0	1	5
Nursing	6	2	0	57	1	0	16	82
Nursing (ADN)	3	0	2	39	0	0	6	50
Office Administration	1	0	0	1	0	0	0	2
Plumbing	2	0	0	2	0	0	1	5
Practical Nurse	0	0	0	0	0	0	1	1
Pre-Engineering	1	0	0	4	0	0	0	5
Project Management	6	0	3	63	1	2	7	82
Psychology	2	0	6	34	4	0	4	50
Radiation Control Technician	0	0	0	3	0	0	1	4
Radiation Protection	0	2	5	17	0	2	4	30
Self-Design	1	0	1	2	1	1	3	9
Software Engineering	1	0	0	8	0	0	2	11
Substance Abuse Counselor	0	0	0	1	0	0	1	2
Welding Technology	0	0	0	1	0	0	0	1
Non-Degree	53	2	7	366	0	10	58	496
Total	137	15	35	1035	9	25	167	1423

Graph 2:
Distribution of SCHs enrolled by students.

Distribution of Students' Credit Hours
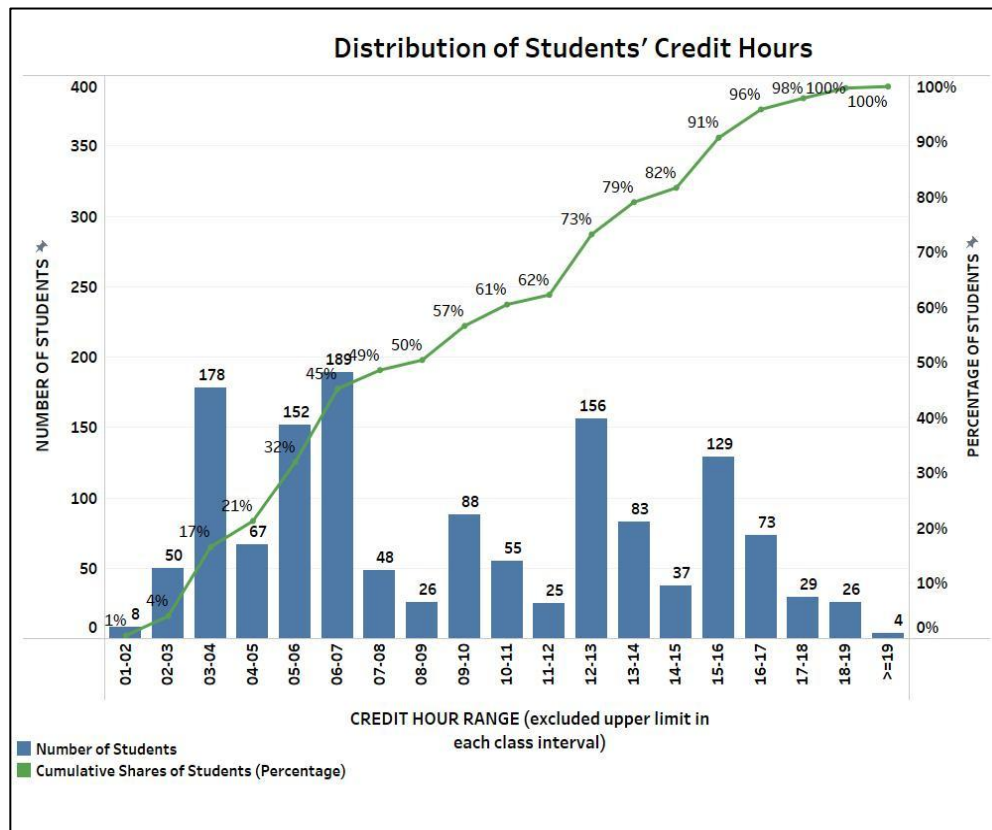
Note: Students who take between 12 and 18 credits are only charged tuition for the first 12 credits. Because of this distribution and the attendance of dual credit students, about **91%** of the SCHs generated are eligible for tuition. Employee tuition waivers decrease this number even further.

Table 21:
Enrollment by Location (City)

City	Frequency	Percent
Espanola	363	25.51%
Santa Fe	152	10.68%
Albuquerque	109	7.66%
Santa Cruz	103	7.24%
Ohkay Owingeh	62	4.36%
Alcalde	54	3.80%
Chimayo	50	3.51%
Rio Rancho	32	2.25%
Fairview	27	1.90%
Velarde	28	1.97%
Los Alamos	27	1.90%
Hernandez	26	1.83%
White Rock	22	1.55%

City	Frequency	Percent
Abiquiu	20	1.41%
Gallina	20	1.41%
Medanales	17	1.19%
El Rito	16	1.12%
Penasco	16	1.12%
Cordova	14	1.00%
Las Cruces	14	1.00%
Ojo Caliente	14	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
Espanola Valley High School	20.8%
Pojoaque High School	14.6%
High School Equivalency Program	14.6%
McCurdy High School	7.6%
Los Alamos High School	3.8%
Albuquerque High School	2.8%
Santa Fe Indian School	2.4%
Mesa Vista High School	2.4%
Texas	2.4%
Capital High School	1.9%
Moriarty High School	1.9%
Penasco Jr-Sr High School	1.9%
Santa Fe High School	1.9%
Bernalillo High School	1.4%
Coronado High School	1.4%
Rio Rancho High School	1.4%
Californian	1.0%
Foreign High School	1.0%
NM High School	1.0%
Valley Baptist Academy	1.0%
Volcano Vista High School	1.0%

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

Table 23:

Enrollment by High School (Dual Credit Students)

High School	Count
Espanola Valley High	100
McCurdy High	76
Coronado High School	35
Santa Fe High School	29
Jemez Valley High School	15
Penasco Jr-Sr High School	14
Mesa Vista High School	6
Pojoaque High School	6
Escalante High School	5
NM Home Schools	2
New Mexico Connections Academy	1
Taos High School	1

Graph 3:
Students Enrollment by Distance (miles) Traveled to Campus
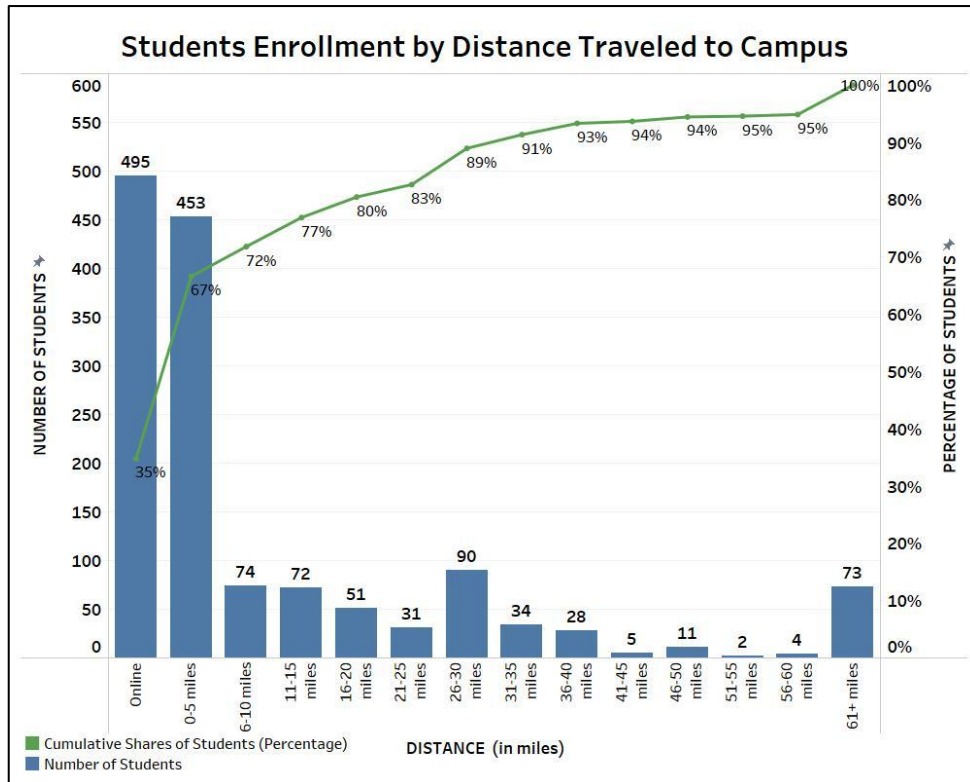
Note: The combo chart shows the distance students traveled to campus and the cumulative percentage of students. Of students traveling more than 50 miles, 10 are from Albuquerque.

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Table 24:

Student enrollment by Campus Location

Location	Percent
Only Albuquerque	10.6%
Only Chama	0.4%
Only El Rito	0.1%
Only Espanola	77.7%
Only Gallina	1.1%
Only Jemez Valley	1.1%
Only Los Alamos	1.9%
Only Santa Fe	2.0%
Both Espanola and El Rito	1.3%
Both Espanola and Gallina	2.0%
Both Espanola and Santa Fe	1.7%
Espanola, Chama and Gallina	0.1%

There were 178 (12.5%) 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) <u>and/or</u> 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.

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.
● 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.