

FALL 2024 / FIRST OF TERM ENROLLMENT REPORT



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NORTHERN NEW MEXICO COLLEGE

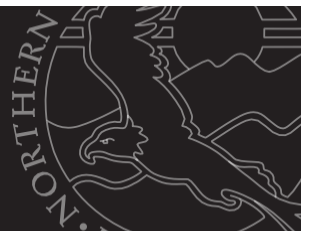


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INTRODUCTION

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 census (3rd Friday) of the semester to reflect the first 8-week, and 16-week enrollments. End of Term (EOT) report is prepared at the end of each semester and focuses on the first 8-week, the second 8-week and 16-week enrollments.

Table 6, First-Generation Statistics, has not been updated yet due to changes in our database because of the new FAFSA form. This table will be updated once the information is available.

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@nmmc.edu .

Table 1:
Unduplicated Declared Majors per Academic Department

Analysis of FTE				
Academic Departments	FTE (Fall 2024 FOT)	Head Counts (Fall 2024 FOT)	Head Counts (Spring 2024 EOT)	% of Declared Students (Fall 2024 FOT)
Arts & Human Sciences	87.5	106	97	8%
Biology, Chemistry, and ES	80.3	104	99	8%
Business Administration	206.5	268	254	19%
Teacher Education	111.5	167	136	12%
Engineering & Technology	55.0	74	68	5%
Language & Letters	27.5	32	18	2%
Math & Physical Sciences	2.2	4	0	0%
Nursing & Health Sciences	104.0	136	112	10%
Technical Trades	17.3	23	26	2%
Undeclared	57.7	201	210	15%
Undeclared Dual Credit	87.3	271	255	20%
Total	836.8	1386	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
 (16 and 1st 8-week courses)*

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Arts & Human Sciences	1972	21%
Biology, Chemistry, and ES	885	9%
Business Administration	1427	15%
Teacher Education	800	8%
Engineering & Technology	490	5%
Language & Letters	999	11%

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Math & Physical Sciences	1142	12%
Nursing & Health Sciences	621	7%
Technical Trades	1079	11%
Total	9415	100%

Note: Here unique CRN values were considered.

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

Degree	Number	Percent
Associate	268	19%
Bachelor	559	40%
Certificate	87	6%
Undeclared	201	15%
Undeclared Dual Credit	271	20%

Table 4:
Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Academic Departments	Gender		
	F	M	Total
Arts & Human Sciences	74	32	106
Biology, Chemistry, and ES	71	33	104
Business Administration	185	83	268
Teacher Education	140	26	167*
Engineering & Technology	22	52	74
Language & Letters	21	11	32
Math & Physical Sciences	2	2	4
Nursing & Health Sciences	121	15	136
Technical Trades	1	22	23
Undeclared	29	171	201*
Undeclared Dual Credit	130	141	271
Total	796	588	1386
Percentage	57.43%	42.42%	100%

*Total includes students who responded as Neutral Gender

Table 5:
Financial Aid Statistics

Pell Eligible
31% of total headcount
38% 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)	
% First generation	TBD
% Non-first-generation	TBD
% Unknown	TBD

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.*

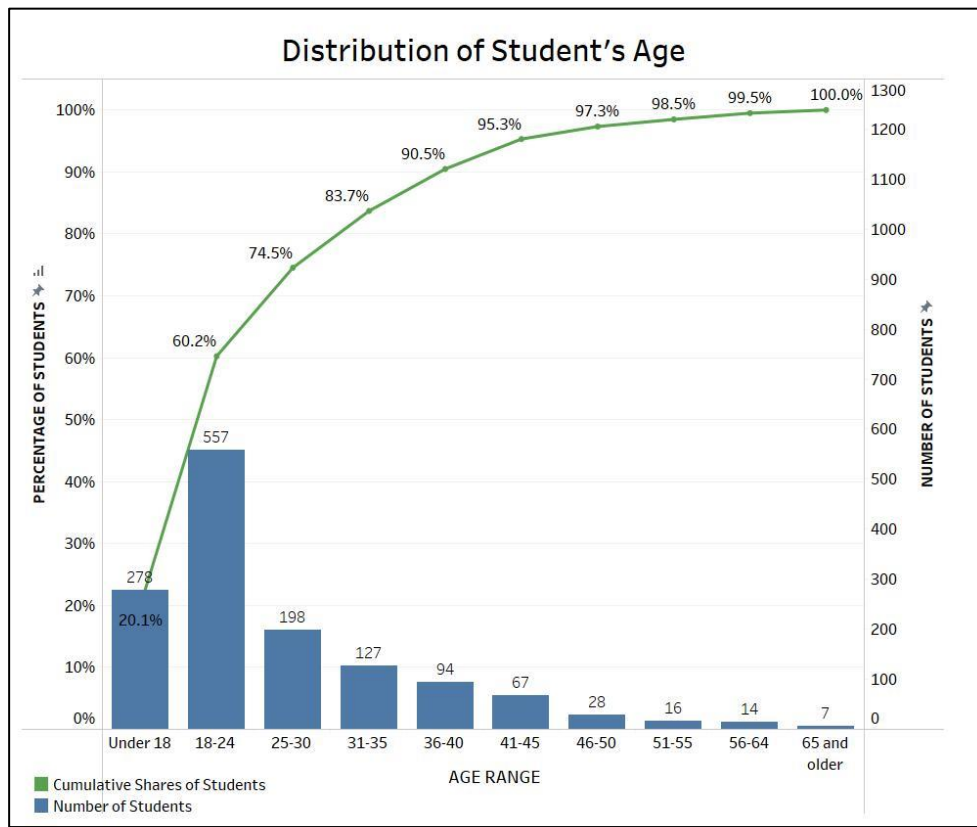
Table 7:
Ethnic Distribution (based on unduplicated enrollment)

Ethnicity	Number	Percent
American Indian or Alaskan Nat	129	9.31%
Asian	15	1.08%
Black or African American	33	2.38%
Hispanic of any race	1010	72.87%
Native Hawaiian/Pacific Island	0	0%
White non-Hispanic	167	12.05%
Non-Resident Alien	9	0.65%
Unknown / No Response	23	1.66%
Total	1386	100.00%

Table 8:
Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	Mean	Median	Maximum
13	25.5	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 (16 and 1st 8-week courses)

Academic Departments	# Courses offered	Percent
Arts & Human Sciences	55	20.83%
Biology, Chemistry, and ES	34	12.88%
Business Administration	21	7.95%
Teacher Education	26	9.85%
Engineering & Technology	19	7.20%
Language & Letters	23	8.71%
Math & Physical Sciences	34	12.88%
Nursing & Health Sciences	19	7.20%
Technical Trades	33	12.50%
Total	264	100.00%

Table 10:

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

Academic Departments	Division		
	Lower	Upper	Total
Arts & Human Sciences	42	13	55
Biology, Chemistry, and ES	20	14	34
Business Administration	14	7	21
Teacher Education	7	19	26
Engineering & Technology	11	8	19
Language & Letters	22	1	23
Math & Physical Sciences	32	2	34
Nursing & Health Sciences	15	4	19
Technical Trades	33	0	33
Total	196	68	264
Percentage	74%	26%	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 & Human Sciences	27	49%
Biology, Chemistry, and ES	16	47%
Business Administration	10	48%
Teacher Education	5	19%
Engineering & Technology	14	74%
Language & Letters	4	17%
Math & Physical Sciences	15	44%
Nursing & Health Sciences	7	37%
Technical Trades	14	42%
Total	112	42%

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 & Human Sciences	12	9
Biology, Chemistry, ES	16	5
Business Administration	16	20
Teacher Education	15	10
Engineering & Technology	11	5
Language & Letters	15	5
Math & Physical Sciences	12	1
Nursing & Health Sciences	13	6
Technical Trades	11	0
Total	13	9
General Average	12	

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 & Human Sciences	12	8	22	13	55
Biology, Chemistry, and ES	3	2	2	27	34
Business Administration	0	7	12	2	21
Teacher Education	4	0	16	6	26
Engineering & Technology	2	2	4	11	19
Language & Letters	5	5	6	7	23
Math & Physical Sciences	11	2	1	20	34
Nursing & Health Sciences	0	1	4	14	19
Technical Trades	0	0	0	33	33
Total	37	27	67	133	264
Percentage	14.0%	10.2%	25.4%	50.4%	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 (16 and 1st 8-week courses)

Faculty Types	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Adjunct	19*	4	34	52	109
Full time	18	23	33	81	155
Total	37	27	67	133	264

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 69 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	97	12*	109
Full-time	99	56	155
Total	196	68	264

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	11
BTR	9
OL/OLP	16
TR	11

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 and 1st 8-week courses)

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH Offered by Full-Time
Arts & Human Sciences	27*	28	1274	698
Biology, Chemistry, and ES	9	25	310	575
Business Administration	7	14	462	965
Teacher Education	12	14	413	387
Engineering & Technology	5	14	112	378
Language and Letters	12	11	540	459
Math & Physical Sciences	17	17	537	605
Nursing & Health Sciences	4	15	103	518
Technical Trades	16	17	814.5	264.5
Total	109	155	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	81	0	81
Management	0	79	0	79
Project Management	0	71	4	75
Early Childhood Teacher Education	4	60	0	64
Business Administration	54	0	0	54
Elementary Teacher Education	3	50	0	53
Nursing (AND)	49	0	0	49
Psychology	0	44	0	44
Biology	4	34	0	38
Liberal Arts	32	0	0	32
Electromechanical Engr Tech	0	31	0	31
Radiation Protection	28	0	0	28
Accounting	0	27	0	27
Environmental Science	9	18	0	27
Criminal Justice	5	21	0	26
Information Engineering & Technology	2	20	0	22
Cosmetology	16	0	5	21
ALT Elementary (K-8)	0	0	20	20
Electrical Technology	7	0	11	18
ALT Secondary (7-12)	0	0	17	17

Majors	Degree			
	Associate	Bachelor	Certificate	Total
ALT Special Teacher Education	0	0	13	13
Film and Digital Media Arts	13	0	0	13
Software Engineering	11	0	0	11
Self-Design	0	10	0	10
Barbering	5	0	3	8
Radiation Control Technician	0	0	6	6
Allied Health	5	0	0	5
Nuclear Operations Technology	5	0	0	5
Pre-Engineering	5	0	0	5
Mathematics	0	4	0	4
Media and Art	0	4	0	4
Plumbing	3	0	1	4
Eng Draw Com Aid Design	0	0	3	3
General Psychology	3	0	0	3
Humanities	0	3	0	3
Substance Abuse Counselor	3	0	0	3
Mechanical Engineering	0	2	0	2
Microsoft Office Suite	0	0	2	2
Office Administration	2	0	0	2
Practical Nurse	0	0	1	1
Welding Technology	0	0	1	1
Non-Degree	0	0	0	472
Total	268	559	87	1386

Table 19:
Unduplicated Majors Declared by Gender

Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	16	4	20
ALT Secondary (7-12)	8	9	17
ALT Special Teacher Education	10	3	13
Accounting	18	9	27
Allied Health	5	0	5
Barbering	2	6	8
Biology	34	4	38
Business Administration	38	16	54
Cosmetology	20	1	21
Criminal Justice	21	5	26
Early Childhood Teacher Education	62	1	64*
Electrical Technology	1	17	18
Electromechanical Engr Tech	8	23	31
Elementary Teacher Education	44	9	53
Eng Draw Com Aid Design	1	2	3
Environmental Science	13	14	27

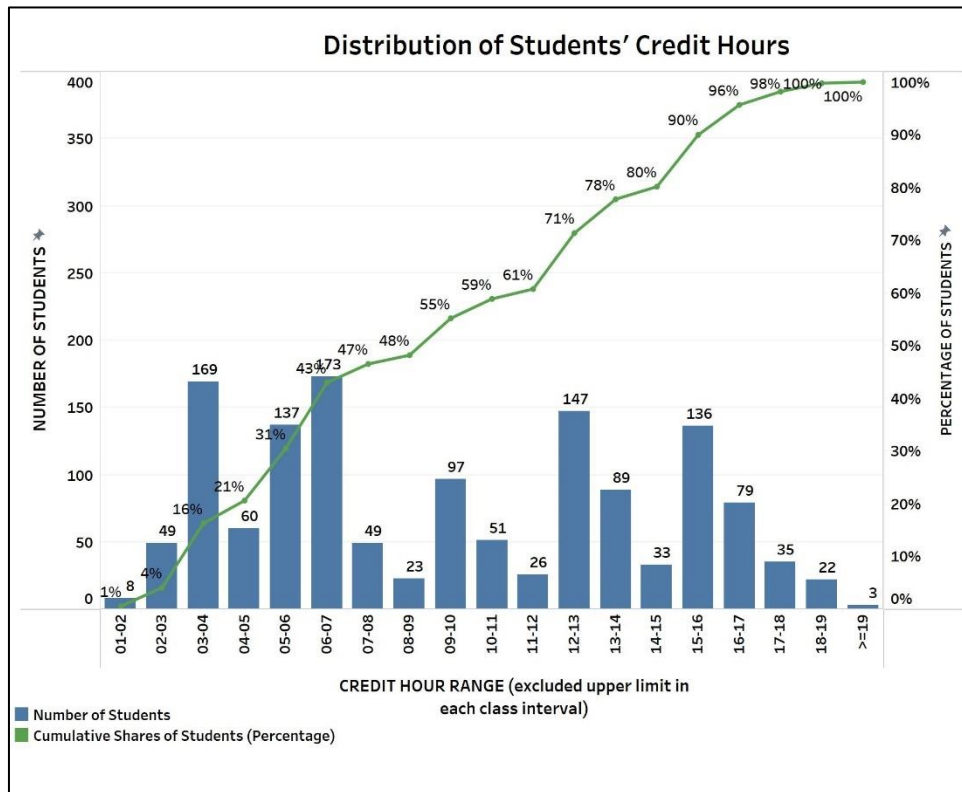
Majors	Gender		
	F	M	Total
Film and Digital Media Arts	6	7	13
General Psychology	3	0	3
Humanities	2	1	3
Information Engineering Tech	6	16	22
Liberal Arts	21	11	32
Management	58	21	79
Mathematics	2	2	4
Mechanical Engineering	0	2	2
Media and Art	2	2	4
Microsoft Office Suite	1	1	2
Nuclear Operations Technology	1	4	5
Nursing	73	8	81
Nursing (ADN)	43	6	49
Office Administration	1	1	2
Plumbing	0	4	4
Practical Nurse	0	1	1
Pre-Engineering	1	4	5
Project Management	47	28	75
Psychology	35	9	44
Radiation Control Technician	4	2	6
Radiation Protection	19	9	28
Self-Design	4	6	10
Software Engineering	6	5	11
Substance Abuse Counselor	1	2	3
Welding and Technology	0	1	1
Non-Degree	159	312	472*
Total	796	588	1386

*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	0	0	10	0	1	7	20
ALT Secondary (7-12)	1	0	1	10	0	0	5	17
ALT Special Teacher Education	0	1	0	6	0	0	6	13
Accounting	4	0	0	23	0	0	0	27
Allied Health	0	0	0	5	0	0	0	5
Barbering	2	0	1	4	0	0	1	8
Biology	1	2	1	29	0	0	5	38
Business Administration	5	0	1	47	0	1	0	54
Cosmetology	0	0	0	17	0	1	3	21
Criminal Justice	2	0	0	23	0	0	1	26
Early Childhood Teacher Education	10	1	1	45	0	1	6	64
Electrical Technology	1	0	0	14	0	0	3	18
Electromechanical Engr Tech	3	1	1	22	0	2	2	31
Elementary Teacher Education	5	2	1	35	0	1	9	53
Eng Draw Com Aid Design	0	0	0	3	0	0	0	3
Environmental Science	5	0	0	20	0	0	2	27
Film and Digital Media Arts	1	0	0	11	0	0	1	13
General Psychology	3	0	0	0	0	0	0	3
Humanities	1	0	0	1	1	0	0	3
Information Engineering Tech	5	1	0	13	1	0	2	22
Liberal Arts	3	0	1	25	0	1	2	32
Management	11	0	4	58	0	1	5	79
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	0	0	4
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	56	1	0	16	81
Nursing (ADN)	4	0	2	37	0	0	6	49
Office Administration	1	0	0	1	0	0	0	2
Plumbing	1	0	0	2	0	0	1	4
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	57	1	2	6	75
Psychology	1	0	3	32	4	0	4	44
Radiation Control Technician	0	0	0	5	0	0	0	5
Radiation Protection	0	2	5	15	0	2	4	28
Self-Design	1	0	1	2	1	2	3	10
Software Engineering	1	0	0	8	0	0	2	11
Substance Abuse Counselor	0	0	0	2	0	0	1	3
Welding Technology	0	0	0	1	0	0	0	1
Non-Degree	42	2	7	364	0	8	59	472
Total	129	15	33	1020	9	23	167	1386

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 **90%** 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	349	25.18%
Santa Fe	152	10.97%
Albuquerque	108	7.79%
Santa Cruz	100	7.22%
Ohkay Owingeh	62	4.47%
Alcalde	54	3.90%
Chimayo	51	3.68%
Rio Rancho	33	2.38%
Fairview	27	1.95%
Velarde	26	1.88%
Los Alamos	25	1.80%
Hernandez	24	1.73%
White Rock	22	1.59%

City	Frequency	Percent
Abiquiu	20	1.44%
Gallina	20	1.44%
Medanales	18	1.30%
El Rito	16	1.15%
Penasco	15	1.08%
Cordova	14	1.01%
Las Cruces	14	1.01%

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

Table 22:

Enrollment by High School (First-Time Any College)

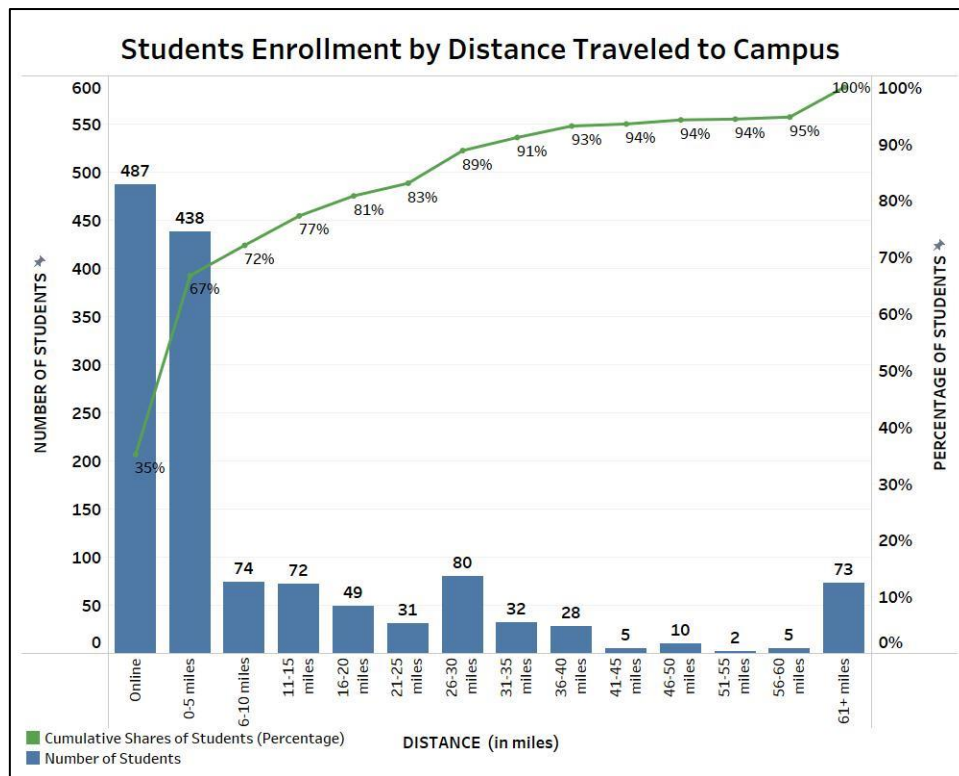
High School	Percent
Espanola Valley High School	21.9%
Pojoaque High School	15.4%
High School Equivalency Program	10.0%
McCurdy High School	8.0%
Los Alamos High School	4.0%
Albuquerque High School	3.0%
Santa Fe Indian School	2.5%
Capital High School	2.0%
Mesa Vista High School	2.0%
Moriarty High School	2.0%
Penasco Jr-Sr High School	2.0%
Santa Fe High School	2.0%
Texas	2.0%
Bernalillo High School	1.5%
Coronado High School	1.5%
Rio Rancho High School	1.5%
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	93
McCurdy High	76
Coronado High School	35
Santa Fe High School	29
Penasco Jr-Sr High School	13
Pojoaque High School	9
Mesa Vista High School	6
Escalante High School	5
Jemez Valley High School	2
NM Home Schools	2
New Mexico Connections Academy	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.

Table 24:
Student enrollment by Campus Location

Location	Percent
Only Albuquerque	10.9%
Only El Rito	0.1%
Only Espanola	78.1%
Only Gallina	1.1%
Only Los Alamos	1.9%
Only Jemez Valley	0.1%
Only Santa Fe	2.1%
Only Chama	0.4%
Both Espanola and El Rito	1.4%
Both Espanola and Gallina	2.1%
Both Espanola and Santa Fe	1.7%
Espanola, Chama and Gallina	0.1%

There were 178 (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.

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.