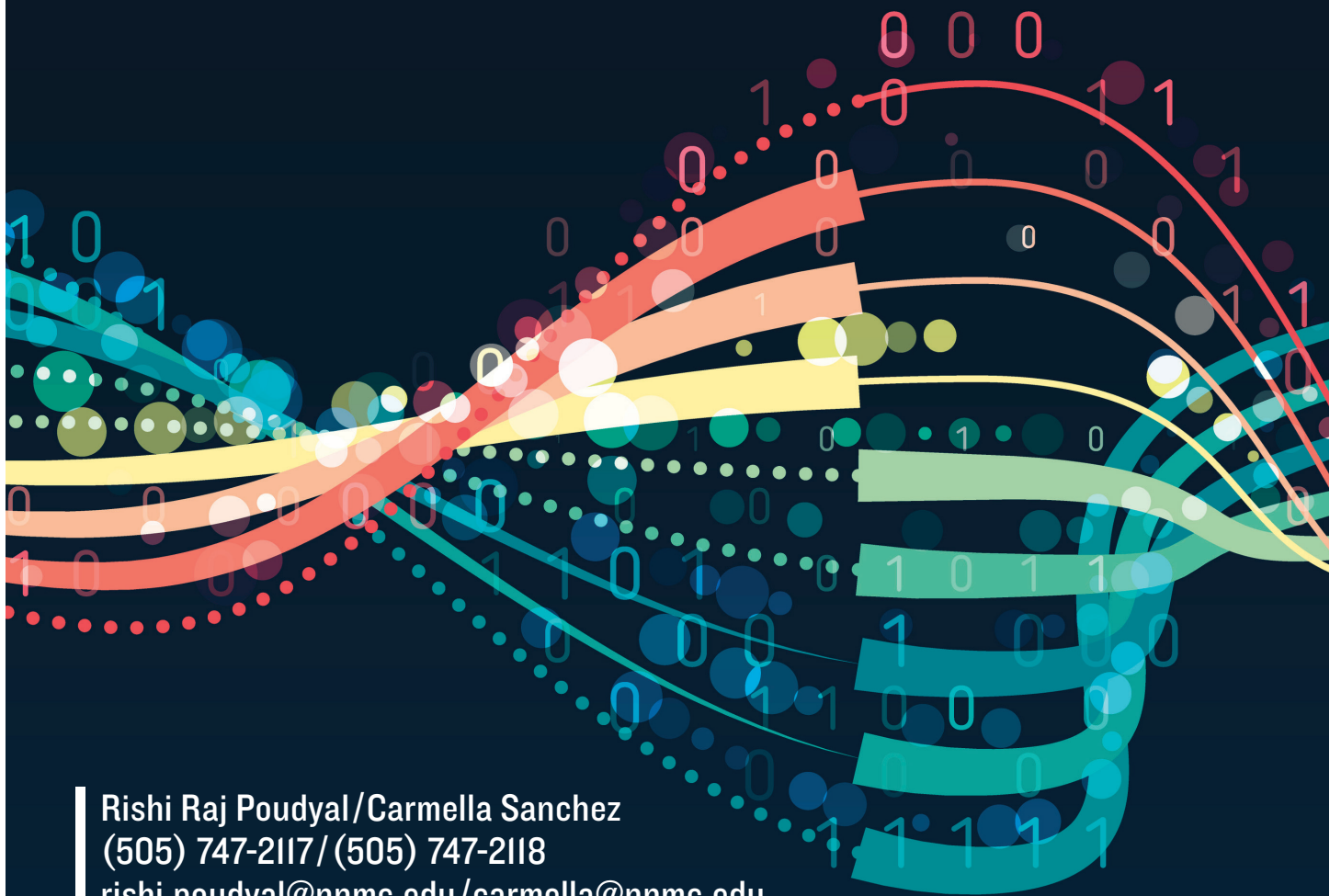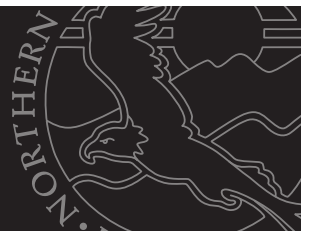# SPRING 2022 / END OF TERM
ENROLLMENT REPORT

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Office of Institutional Research
NORTHERN NEW MEXICO COLLEGE

INTRODUCTION

The Northern New Mexico College Enrollment Report is an analysis of the end of the term data. This document is compiled by the Office of Institutional Research in order 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 report is prepared at census date (3rd Friday), and focuses on first 8-week, and 16-week enrollment. This end of term enrollment report is prepared at the end of the semester in order to capture second 8-week information. Table 2 and tables 9-16 which contain Student Credit Hour (SCH) statistics have been updated to include first 8-week, second 8-week, and 16-week course information. The tables (indicated with an *) with student's headcount information are not updated and contain the same information as reported at semester census date (3rd Friday).

Fifty-Eight (58) students were identified as enrolled at end of term but were not enrolled at the beginning (census). Of these "new" students, 57% are female, 60% are Hispanic, 60% are dual credit, and 21% are transfer students.

Similarly, nine (9) students who were enrolled at the census date are now no longer enrolled at the end of term. Of these nine who left, three (3) were dual credit, one (1) of them were undergraduate non-degree seeking, two (2) student were junior, two (2) were Sophomore, and one (1) was an Alternative Licensure.

The data in this publication is compiled using the most recent enrollment, schedules, and faculty assignments. All data is collected and maintained using Banner. The intent of this report is to provide an accurate and consistent reference for use by various internal and external stakeholders as well. This effort intends to not only provide quick and easy access to institutional data but also to open-up new ideas and questions. If you have questions or comments regarding this report, please feel free to contact us by email at **rishi.poudyal@nnmc.edu**.

*Unduplicated Declared Majors per Academic Department

Analysis of FTE					
Academic Departments	**FTE (Spring 2022)**	**Head Counts (Spring 2022)**	**Head Counts (Fall 2021)**	**% of Declared Students (Spring 2022)**	**% I&G Academic Affairs Budget ($5.1approx.)**
AFM/HSS	79.00	97	112	10%	17.1%
Biology, Chemistry, and ES	67.67	82	110	9%	11.6%
Business Administration	151.58	174	227	19%	13.3%
Education	53.83	70	83	8%	9.5%
Engineering and Tech	58.08	68	84	7%	13.6%
HPER	0	0	0	0%	0.4%
Language & Letters	15.42	18	30	2%	8.7%
Mathematics/Physics	1.00	1	1	0%	7.9%
Nursing and HS	77.08	94	106	10%	17.7%
Technical Trade	19.12	51	108	5%	*
Undeclared	38.92	126	43	14%	NA
Undeclared Dual Credit	61.42	151	207	16%	NA
Total	623.12	932	1111	100%	100%

Table 1: Unduplicated data consider only the primary major/degree that students have declared. (* This program is not funded by I & G)

Student Credit Hours (SCH) generated per Academic Department (Now including 2nd 8-week courses)

Analysis Variable: SCH			
Academic Departments	**SCH**	**%SCH**	**% I&G Academic Affairs Budget ($5.1M approx.)**
AFM/HSS	1809	21%	17.1%
Biology, Chemistry, and ES	922	11%	11.6%
Business Administration	1846	22%	13.3%
Education	613	7%	9.5%
Engineering and Tech	510	6%	13.6%
HPER	4	0%	0.4%
Language & Letters	1171	14%	8.7%
Mathematics/Physics	712	8%	7.9%
Nursing and HS	354	4%	17.7%
Technical Trade	536.5	6%	*
Total	8477.5	100%	100%

Table 2: Here only unique CRN values were considered. (* This program is not funded by I & G)

*Types of Degrees (based on unduplicated enrollment)

Degree	Number	Percentage
Associate	219	23%
Bachelor	387	42%
Certificate	49	5%
Undeclared	126	14%
Undeclared Dual Credit	151	16%

Table 3

*Gender Distribution (based on unduplicated enrollment)

Table of Academic Department by Gender			
Academic Departments	Gender		
	F	M	Total
AFM/HSS	65	32	97
Biology, Chemistry, and ES	47	35	82
Business Administration	114	60	174
Education	62	8	70
Engineering and Tech	23	45	68
HPER	0	0	0
Language & Letters	10	8	18
Mathematics/Physics	0	1	1
Nursing and HS	86	8	94
Technical Trade	4	47	51
Undeclared	27	98	126*
Undeclared Dual Credit	90	61	151
Total	528	403	932
Percentage	57%	43%	100%

*One student responded neutral   Table 4

*Financial Aid & First-Generation Statistics:

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*. Pell Eligible and First generation are determined only if they fill Financial Aid.

Pell Eligible
37% of total headcount
44.5% without dual credit students

Table 5

First Generation (non-dual credit)
26.5% first generation
73.5% Unknown

Table 6

*Ethnic Distribution (based on unduplicated enrollment)

Ethnicity	Number	Percentage
American Indian or Alaskan Nat	95	10.19
Asian	19	2.04

Ethnicity	Number	Percentage
Black or African American	27	2.90
Hispanic of any race	644	69.10
Native Hawaiian/Pacific Island	1	0.11
White Non-Hispanic	114	12.23
Non-Resident Alien	8	0.86
Unknown / No Response	24	2.58
Total	932	100.00%

Table 7

*Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	Mean	Median	Maximum
14	27	23	74

Table 8

*Distribution of Student's Age
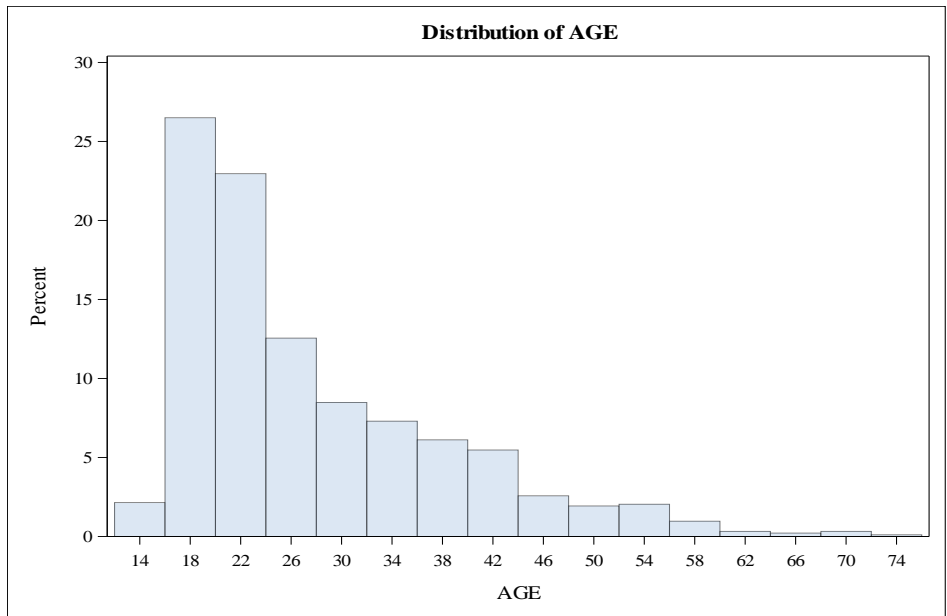
Graph 1: Histogram of age distribution of unduplicated enrolled students

Courses offered per Academic Department (Now including 2nd 8-week courses)

Academic Departments	# Courses offered	Percent
AFM/HSS	61	21.18
Biology, Chemistry, and ES	47	16.32
Business Administration	37	12.85
Education	23	7.99
Engineering and Tech	27	9.38

Academic Departments	# Courses offered	Percent
HPER	1	0.35
Language & Letters	34	11.81
Mathematics/Physics	22	7.64
Nursing and HS	16	5.56
Technical Trade	20	6.94
Total	288	100%

Table 9

Courses per Academic Department (Now including 2nd 8-week courses) by Division

Table of Academic Departments by Division			
Academic Departments	Division		
	Lower	Upper	Total
AFM/HSS	44	17	61
Biology, Chemistry, and ES	27	20	47
Business Administration	22	15	37
Education	8	15	23
Engineering and Tech	13	14	27
HPER	1	0	1
Language & Letters	33	1	34
Mathematics/Physics	21	1	22
Nursing and HS	12	4	16
Technical Trade	20	0	20
Total	201	87	288
Percentage	70%	30%	100%

Table 10

Low Enrolled Courses per Academic Department (Now including 2nd 8-week courses)

Analysis Variable: Enrollment		
Academic Departments	Low Enrolled Courses (n<10)	Percent Low Enrolled Courses (n<10)
AFM/HSS	34	56%
Biology, Chemistry, and ES	32	68%
Business Administration	13	35%
Education	12	52%
Engineering and Tech	19	70%
HPER	1	100%
Language & Letters	11	32%
Mathematics/Physics	15	68%

Academic Departments	Low Enrolled Courses (n<10)	Percent Low Enrolled Courses (n<10)
Nursing and HS	9	56%
Technical Trade	10	50%
Total	156	54%

Table 11: Percentages in this table are based on total numbers per Academic Department (**Note:** *Clinical Sessions and Capstone have a cap of 8 students*). Here, Unique CRN values were considered. (ECED 4479, 4480 and EDUC 4479 ,4480 have cap 6-8)

Average Student Enrollment per Course (Now including 2nd 8-week courses)

Academic Departments	Average Number of Students Lower Division	Average Number of Students Upper Division
AFM/HSS	10.2	9.2
Biology, Chemistry, ES	10.7	4.5
Business Administration	10.6	21.3
Education	6.9	9.8
Engineering and Tech	10.2	5.0
HPER	4.0	0.0
Language & Letters	11.5	2.0
Mathematics/Physics	9.3	8.0
Nursing and HS	8.9	7.3
Technical Trade	9.8	0.0
Total	10.2	9.5
General Average	9.9	

Table 12

Courses: Method of Instruction/Delivery (Now including 2nd 8-week courses)

Table of Academic Departments by Instruction Methods					
	Instruction Methods				
Academic Departments	HYB	REMOTE	TR	WEB	Total
AFM/HSS	16	27	3	15	61
Biology, Chemistry, and ES	4	26	8	9	47
Business Administration	0	30	0	7	37
Education	0	5	6	12	23
Engineering and Tech	0	20	1	6	27
HPER	0	1	0	0	1
Language & Letters	0	20	0	14	34
Mathematics/Physics	0	15	3	4	22
Nursing and HS	0	1	8	7	16

Academic Departments	HYB	REMOTE	TR	WEB	Total
Technical Trade	0	6	14	0	20
Total	20	151	43	74	288
Percentage	7%	52%	15%	26%	100%

Table 13: TR means face-to-face/traditional, WEB and REMOTE mean online delivery, and HYB means both face to face and online delivery. This table measures CRNS and does not consider the combined in AFM.

Courses: Method of Instruction/Delivery vs Type of Faculty (Now including 2nd 8-week courses)

Table of Faculty Types by Instruction Methods					
Faculty Types	Instruction Methods				
	HYB	REMOTE	TR	WEB	Total
Adjunct	3	78	22	42	145
Full time	17	73	21	32	143
Total	20	151	43	74	288

Table 14: TR means face-to-face/traditional, WEB and REMOTE mean online delivery, and HYB means both face to face and online delivery. This table consider CRNs and does not consider the combined AFM. If we consider unique faculties, 37 are full time and 72 are adjunct.

Average Student Enrollment per Method of Delivery (Now including 2nd 8-week courses)

Table of average enrollment per Instruction Method	
Instruction Methods	Mean
HYB	6.1
REMOTE	9.2
TR	7.8
WEB	13.8

Table 15

Courses & Student Credit Hours (SCH): Adjunct vs Full Time (Now including 2nd 8-week courses)

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH offered by Full Time
AFM/HSS	37	24	1392	525
Biology, Chemistry, and ES	10	37	278	644
Business Administration	17	20	825	1021
Education	18	5	407	217

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH offered by Full Time
Engineering and Tech	9	18	220	347
HPER	1	0	4	0
Language and Letters	23	11	802	369
Mathematics/Physics	6	16	226	486
Nursing and HS	4	12	114	279
Technical Trade	20	0	545	0
Total	145	143	4813	3888
Percentage (%)	50.3%	49.7%	55%	45%

Table 16

*Unduplicated Declared Majors by Field and Degree

Table of Major by Degree				
Majors	**Degree**			
	Associate	Bachelor	Certificate	Total
ALT Special Education	0	0	3	3
ALT-Elementary(K-8)	0	0	12	12
Accounting	0	17	0	17
Administrative Assistant	0	0	0	0
Allied Health	7	0	0	7
Alt Secondary (7-12)	0	0	3	3
Art	0	0	0	0
Barbering	3	0	4	7
Biology	6	25	0	31
Bookkeeper	0	0	1	1
Business Administration	22	82	0	104
Chemistry	1	0	0	1
Cosmetology	5	0	1	6
Criminal Justice	5	16	0	21
Early Childhood Education	7	21	0	28
Electrical Technology	4	0	4	8
Electromechanical Engr Tech	0	20	0	20
Elementary Education	2	22	0	24
Environmental Science	3	15	0	18
Film and Digital Media Arts	11	0	0	11
General Psychology	7	0	0	7
Humanities	0	3	0	3
Information Engineering Tech	9	31	0	40
Liberal Arts	18	0	0	18
Mathematics	0	1	0	1
Mechanical Engineering	0	1	0	1
Microsoft Office	0	0	0	0
Nursing (ADN)	28	0	0	28
Office Administration	4	0	0	4
Pluming	1	0	1	2
Plumbing Apprenticeship	41	0	0	41

Majors	Associate	Bachelor	Certificate	Total
Pre-Engineering	5	0	0	5
Project Management	0	23	12	35
Psychology	0	42	0	42
Pueblo Indian Studies	0	0	0	0
RN to BSN	0	59	0	59
Radiation Control Technician	0	0	8	8
Radiation Protection	24	0	0	24
Self-Design	0	9	0	9
Software Engineering	2	0	0	2
Substance Abuse Counselor	4	0	0	4
Non-Degree	0	0	0	277
Total	219	387	49	932

Table 17

*Unduplicated Majors declared by Gender

Table of Major by Gender			
Majors	Gender		
	F	M	Total
ALT Special Education	1	2	3
ALT-Elementary(K-8)	10	2	12
Accounting	12	5	17
Administrative Assistant	0	0	0
Allied Health	6	1	7
Alt Secondary (7-12)	2	1	3
Art	0	0	0
Barbering	3	4	7
Biology	20	11	31
Bookkeeper	1	0	1
Business Administration	67	37	104
Chemistry	1	0	1
Cosmetology	6	0	6
Criminal Justice	12	9	21
Early Childhood Education	28	0	28
Electrical Technology	1	7	8
Electromechanical Engr Tech	7	13	20
Elementary Education	21	3	24
Environmental Science	8	10	18
Film and Digital Media Arts	4	7	11
General Psychology	7	0	7
Humanities	2	1	3
Information Engineering Tech	15	25	40
Liberal Arts	10	8	18
Mathematics	0	1	1
Mechanical Engineering	0	1	1
Microsoft Office Suite	0	0	0
Nursing (ADN)	25	3	28
Office Administration	3	1	4
Plumbing	0	2	2
Plumbing Apprenticeship	3	38	41
Pre-Engineering	1	4	5
Project Management	22	13	35
Psychology	34	8	42

<table>
<thead>
<tr><th colspan="4">Table of Major by Gender</th></tr>
<tr><th rowspan="2">Majors</th><th colspan="3">Gender</th></tr>
<tr><th>F</th><th>M</th><th>Total</th></tr>
</thead>
<tbody>
<tr><td>RN to BSN</td><td>55</td><td>4</td><td>59</td></tr>
<tr><td>Radiation Control Technician</td><td>5</td><td>3</td><td>8</td></tr>
<tr><td>Radiation Protection</td><td>13</td><td>11</td><td>24</td></tr>
<tr><td>Self-Design</td><td>4</td><td>5</td><td>9</td></tr>
<tr><td>Software Engineering</td><td>0</td><td>2</td><td>2</td></tr>
<tr><td>Substance Abuse Counselor</td><td>2</td><td>2</td><td>4</td></tr>
<tr><td>Non-Degree</td><td>117</td><td>159</td><td>277*</td></tr>
<tr><td>Total</td><td>528</td><td>403</td><td>932</td></tr>
</tbody>
</table>

*One non-degree student responded neutral   Table 18

## *Unduplicated Declared Majors by Ethnicity

<table>
<thead>
<tr><th colspan="10">Table of Major by Ethnicity</th></tr>
<tr><th>Majors</th><th>American Indian or Alaskan Nat</th><th>Asian</th><th>Black or African American</th><th>Hispanic of any race</th><th>Native Hawaiian /Pacific Island</th><th>Non-Resident Alien</th><th>Unknown / No Response</th><th>White non-Hispanic</th><th>Total</th></tr>
</thead>
<tbody>
<tr><td>ALT Special Education</td><td>0</td><td>0</td><td>0</td><td>2</td><td>0</td><td>1</td><td>0</td><td>0</td><td>3</td></tr>
<tr><td>ALT-Elementary(K-8)</td><td>0</td><td>1</td><td>0</td><td>6</td><td>0</td><td>0</td><td>1</td><td>4</td><td>12</td></tr>
<tr><td>Accounting</td><td>6</td><td>0</td><td>1</td><td>9</td><td>0</td><td>0</td><td>0</td><td>1</td><td>17</td></tr>
<tr><td>Administrative Assistant</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Allied Health</td><td>0</td><td>0</td><td>0</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td><td>7</td></tr>
<tr><td>Alt Secondary (7-12)</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>2</td><td>3</td></tr>
<tr><td>Art</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Barbering</td><td>0</td><td>0</td><td>0</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td><td>7</td></tr>
<tr><td>Biology</td><td>1</td><td>0</td><td>3</td><td>22</td><td>0</td><td>0</td><td>0</td><td>5</td><td>31</td></tr>
<tr><td>Bookkeeper</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr>
<tr><td>Business Administration</td><td>14</td><td>1</td><td>5</td><td>72</td><td>0</td><td>5</td><td>2</td><td>5</td><td>104</td></tr>
<tr><td>Chemistry</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr>
<tr><td>Cosmetology</td><td>1</td><td>0</td><td>0</td><td>5</td><td>0</td><td>0</td><td>0</td><td>0</td><td>6</td></tr>
<tr><td>Criminal Justice</td><td>4</td><td>0</td><td>1</td><td>15</td><td>0</td><td>0</td><td>0</td><td>1</td><td>21</td></tr>
<tr><td>Early Childhood Education</td><td>11</td><td>0</td><td>0</td><td>16</td><td>0</td><td>0</td><td>0</td><td>1</td><td>28</td></tr>
<tr><td>Electrical Technology</td><td>0</td><td>0</td><td>1</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td><td>8</td></tr>
<tr><td>Electromechanical Engr Tech</td><td>0</td><td>0</td><td>1</td><td>15</td><td>0</td><td>0</td><td>1</td><td>3</td><td>20</td></tr>
<tr><td>Elementary Education</td><td>1</td><td>1</td><td>1</td><td>16</td><td>1</td><td>0</td><td>0</td><td>4</td><td>24</td></tr>
<tr><td>Environmental Science</td><td>3</td><td>1</td><td>0</td><td>12</td><td>0</td><td>0</td><td>0</td><td>2</td><td>18</td></tr>
<tr><td>Film and Digital Media Arts</td><td>3</td><td>0</td><td>1</td><td>5</td><td>0</td><td>0</td><td>0</td><td>2</td><td>11</td></tr>
<tr><td>General Psychology</td><td>1</td><td>0</td><td>0</td><td>6</td><td>0</td><td>0</td><td>0</td><td>0</td><td>7</td></tr>
<tr><td>Humanities</td><td>0</td><td>0</td><td>1</td><td>2</td><td>0</td><td>0</td><td>0</td><td>0</td><td>3</td></tr>
<tr><td>Information Engineering Tech</td><td>5</td><td>3</td><td>0</td><td>27</td><td>0</td><td>2</td><td>1</td><td>2</td><td>40</td></tr>
<tr><td>Liberal Arts</td><td>1</td><td>0</td><td>1</td><td>16</td><td>0</td><td>0</td><td>0</td><td>0</td><td>18</td></tr>
<tr><td>Mathematics</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr>
<tr><td>Mechanical Engineering</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr>
<tr><td>Microsoft Office Suite</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Nursing (ADN)</td><td>2</td><td>1</td><td>0</td><td>20</td><td>1</td><td>0</td><td>0</td><td>5</td><td>28</td></tr>
<tr><td>Office Administration</td><td>1</td><td>0</td><td>0</td><td>3</td><td>0</td><td>0</td><td>0</td><td>0</td><td>4</td></tr>
<tr><td>Plumbing</td><td>0</td><td>0</td><td>0</td><td>2</td><td>0</td><td>0</td><td>0</td><td>0</td><td>2</td></tr>
</tbody>
</table>

Table of Major by Ethnicity									
Majors	American Indian or Alaskan Nat	Asian	Black or African American	Hispanic of any race	Native Hawaiian /Pacific Island	Non-Resident Alien	Unknown / No Response	White non-Hispanic	Total
Plumbing Apprenticeship	5	1	1	18	0	0	1	15	41
Pre-Engineering	1	0	0	4	0	0	0	0	5
Project Management	2	0	1	24	0	0	0	8	35
Psychology	2	1	3	31	0	0	0	5	42
RN to BSN	7	3	1	42	0	0	0	6	59
Radiation Control Technician	1	0	0	5	0	0	0	2	8
Radiation Protection	4	1	0	16	0	0	0	3	24
Self-Design	3	0	1	5	0	0	0	0	9
Software Engineering	0	0	0	2	0	0	0	0	2
Substance Abuse Counselor	0	0	1	2	0	0	0	1	4
Non-Degree	15	5	3	199	0	0	18	37	277
Total	95	19	27	644	1	8	24	114	932

Table 19

*Distribution of total SCHs enrolled by each student
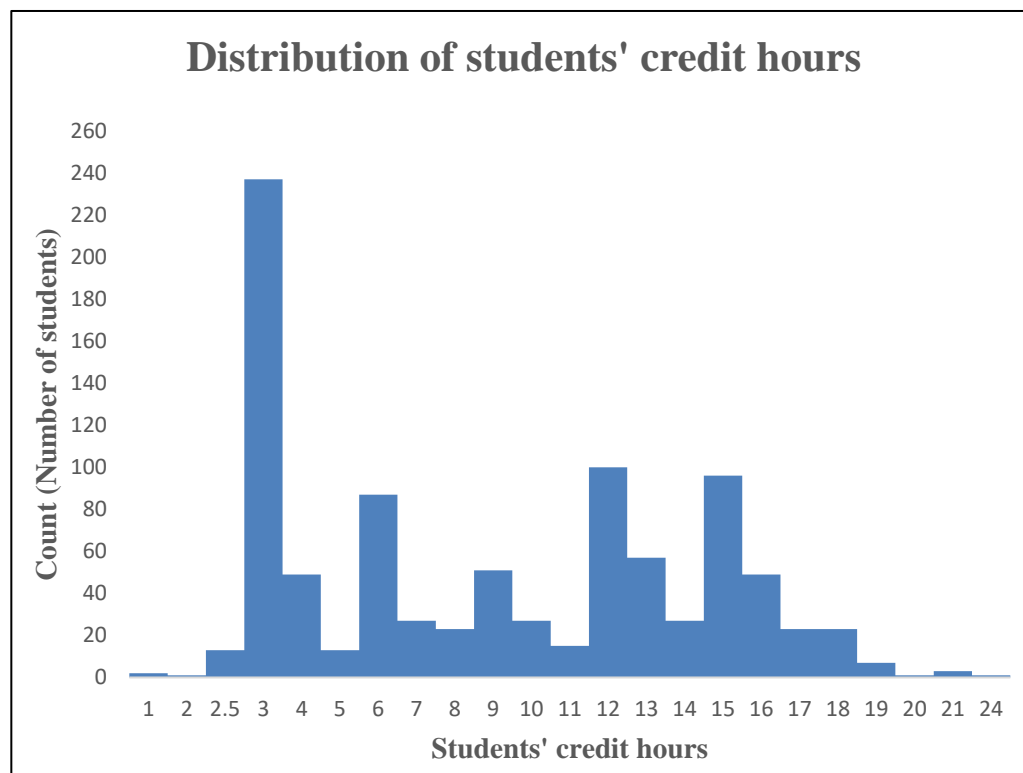
Graph 2: Histogram of the Student Credit Hours per student (the vertical axis is the number of students). Students who take between 12 and 18 credits are only charged tuition for the first 12 credits. Because of this distribution and the attendance of dual credit students, only 89% of the SCHs generated are eligible for tuition. Employee tuition waivers decrease this number even further

*Enrollment by Location

City	Frequency	Percent
Espanola	245	26.29
Albuquerque	89	9.55
Santa Cruz	78	8.37
Santa Fe	70	7.51
Ohkay Owingeh	35	3.76
Chimayo	30	3.22
Rio Rancho	29	3.11
Alcalde	28	3.00
Fairview	27	2.90
Velarde	23	2.47
White Rock	21	2.25
Hermandez	17	1.81
Los Alamos	16	1.72
El Rito	14	1.50
Ojo Caliente	14	1.50
Chamisal	12	1.29
Abiqui	10	1.07
Medanales	10	1.07

Table 20: Here only location with 1% and more contribution were considered.

*Enrollment by High School (First-Time Any College)

High School	Percent
Albuquerque High School	41.67
Capital High School	6.25
GED New Mexico	6.25
Rio Rancho High School	6.25
Espanola Valley High School	4.17
Los Lunas High School	4.17
Bernalillo High School	3.13
Los Alamos High School	3.13
Arizona	2.08
Farmington High School	2.08
Pojoaque High School	2.08
Texas	2.08
Alabama	1.04
Estancia High School	1.04
Florida	1.04

Table 21: This table shows enrollment of FTAC students by high school (taken only first top 15 HS by enrollment)