

FALL 2025 / FIRST OF TERM ENROLLMENT REPORT



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TABLE OF CONTENTS:

Introduction	2
Table 1: <i>Unduplicated Declared Majors per Academic Department</i>	3
Table 2: <i>Student Credit Hours (SCH) generated by the Academic Department (16 and 1st 8-week courses)</i>	3
Table 3: <i>Types of Degrees (based on unduplicated enrollment)</i>	4
Table 4: <i>Gender Distribution (based on unduplicated enrollment)</i>	4
Table 5: <i>Financial Aid Statistics</i>	5
Table 6: <i>First-Generation Statistics</i>	5
Table 7: <i>Ethnic Distribution (based on unduplicated enrollment)</i>	5
Table 8: <i>Age Statistics and Distribution (based on unduplicated enrollment)</i>	5
Graph 1: <i>Distribution of Student's Age</i>	6
Table 9: <i>Courses offered per Academic Department (16 and 1st 8-week courses)</i>	6
Table 10: <i>Courses per Academic Department (16 and 1st 8-week courses) by Division</i>	7
Table 11: <i>Low Enrolled Courses per Academic Department (16 and 1st 8-week courses)</i>	7
Table 12: <i>Average Student Enrollment per Course by Academic Departments (16 and 1st 8-week courses)</i>	8
Table 13: <i>Courses: Method of Instruction/Delivery (16 and 1st 8-week courses)</i>	8
Table 14: <i>Courses: Method of Instruction/Delivery vs. Type of Faculty (16 and 1st 8-week courses)</i>	9
Table 15: <i>Course Division (Lower or Upper) VS Faculty Type (16 and 1st 8-week courses)</i>	9
Table 16: <i>Average Student Enrollment per Method of Delivery (16 and 1st 8-week courses)</i>	9
Table 17: <i>Courses & Student Credit Hours (SCH): Adjunct vs Full Time (16 and 1st 8-week courses)</i>	10
Table 18: <i>Unduplicated Declared Majors by Field and Degree</i>	10
Table 19: <i>Unduplicated Majors Declared by Gender</i>	11
Table 20: <i>Unduplicated Declared Majors by Ethnicity</i>	13
Graph 2: <i>Distribution of SCHs enrolled by students</i>	14
Table 21: <i>Enrollment by Location (City)</i>	14
Table 22: <i>Enrollment by High School (First-Time Any College)</i>	15
Table 23: <i>Enrollment by High School (Dual Credit Students)</i>	16
Graph 3: <i>Students Enrollment by Distance (miles) Traveled to Campus</i>	16
Table 24: <i>Student Enrollment by Campus Location</i>	17
GLOSSARY	18

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, reflecting both the 1st 8-week and 16-week enrollments. The End of Term (EOT) report is prepared at the end of each semester and focuses on all parts of the term.

The data in this publication is compiled using the most recent enrollment files, course schedules, and faculty assignments data, all collected and maintained using Banner. This report intends to provide an accurate and consistent reference to use for various internal and external stakeholders as well. This effort is intended to provide quick and easy access to institutional data and to encourage 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 2025 FOT)	Head Counts (Fall 2025 FOT)	Head Counts (Spring 2025 EOT)	% of Declared Students (Fall 2025 FOT)
Arts & Human Sciences	94.0	114	114	7%
Biology, Chemistry, and ES	93.7	117	97	8%
Business Administration	212.6	269	257	17%
Teacher Education	153.9	229	204	15%
Engineering & Technology	64.4	84	64	5%
Language & Letters	28.4	33	14	2%
Math & Physical Sciences	2.6	4	3	0%
Nursing & Health Sciences	108.3	143	138	9%
Technical Trades	31.6	41	24	3%
Undeclared	52.3	196	163	13%
Undeclared Dual Credit	116.5	328	317	21%
Total	958.3	1558	1395	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

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Arts & Human Sciences	1410	10%
Biology, Chemistry, and ES	1405	10%
Business Administration	3189	22%
Teacher Education	2309.5	16%
Engineering & Technology	966	7%
Language & Letters	426	3%

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Math & Physical Sciences	40	0%
Nursing & Health Sciences	1624.5	11%
Technical Trades	475	3%
Undeclared	784.5	5%
Undeclared Dual Credit	1747	12%
Total	14376.5	100%

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

Degree	Number	Percent
Associate	292	19%
Bachelor	641	41%
Certificate	101	6%
Undeclared	196	13%
Undeclared Dual Credit	328	21%

Table 4:
Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Academic Departments	Gender		
	F	M	Total
Arts & Human Sciences	70	44	114
Biology, Chemistry, and ES	79	38	117
Business Administration	192	77	269
Teacher Education	204	25	229
Engineering & Technology	24	59	84*
Language & Letters	21	12	33
Math & Physical Sciences	2	2	4
Nursing & Health Sciences	126	16	143*
Technical Trades	6	35	41
Undeclared	35	160	196*
Undeclared Dual Credit	152	176	328
Total	911	644	1558
Percentage	58.47%	41.34%	100%

*Total includes students who responded as Neutral Gender

Table 5:
Financial Aid Statistics

Pell Eligible
31% of total headcount
39% 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)
39% First generation
23% Non-first generation
38% 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.

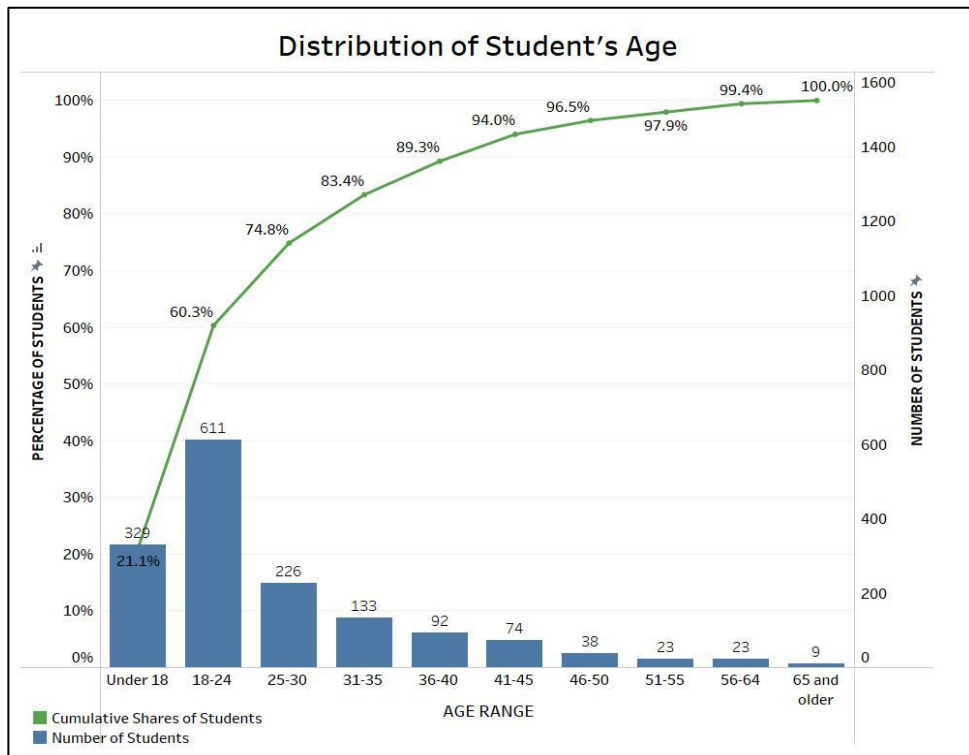
Table 7:
Ethnic Distribution (based on unduplicated enrollment)

Ethnicity	Number	Percent
American Indian or Alaskan Nat	156	10.01%
Asian	20	1.28%
Black or African American	33	2.12%
Hispanic of any race	1146	73.56%
Native Hawaiian/Pacific Island	0	0%
White non-Hispanic	170	10.91%
Non-Resident Alien	8	0.51%
Unknown / No Response	25	1.60%
Total	1558	100.00%

Table 8:
Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	Mean	Median	Maximum
13	26	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	51	17.89%
Biology, Chemistry, and ES	39	13.68%
Business Administration	21	7.37%
Teacher Education	32	11.23%
Engineering & Technology	24	8.42%
Language & Letters	24	8.42%
Math & Physical Sciences	45	15.79%
Nursing & Health Sciences	21	7.37%
Technical Trades	28	9.82%
Total	285	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	39	12	51
Biology, Chemistry, and ES	29	10	39
Business Administration	13	8	21
Teacher Education	11	21	32
Engineering & Technology	11	13	24
Language & Letters	23	1	24
Math & Physical Sciences	39	6	45
Nursing & Health Sciences	17	4	21
Technical Trades	28	0	28
Total	248	107	355
Percentage	74%	26%	100%

Table 11:

Low Enrolled Courses by 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	17	33%
Biology, Chemistry, and ES	14	36%
Business Administration	10	48%
Teacher Education	4	13%
Engineering & Technology	18	75%
Language & Letters	6	25%
Math & Physical Sciences	21	47%
Nursing & Health Sciences	11	52%
Technical Trades	9	32%
Total	110	31%

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	17	7
Biology, Chemistry, ES	15	6
Business Administration	16	15
Teacher Education	12	11
Engineering & Technology	10	3
Language & Letters	14	7
Math & Physical Sciences	14	2
Nursing & Health Sciences	12	6
Technical Trades	14	0
Total	14	8
General Average	13	

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	4	6	29	12	51
Biology, Chemistry, and ES	1	4	10	24	39
Business Administration	0	7	13	1	21
Teacher Education	7	1	20	4	32
Engineering & Technology	0	1	4	19	24
Language & Letters	6	7	5	6	24
Math & Physical Sciences	12	5	4	24	45
Nursing & Health Sciences	0	0	5	16	21
Technical Trades	0	1	0	27	28
Total	30	32	90	133	285
Percentage	11%	11%	32%	47%	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	18	10	45	41	114
Full time	12	22	45	92	171
Total	30	32	90	133	285

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional. If we consider unique faculty members, 51 are full-time and 63 are adjuncts.

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	102	12	114
Full-time	108	63	171
Total	210	75	285

Table 16:

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

Instruction Methods	Mean
BOL	10
BTR	9
OL/OLP	17
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	24	1429	845
Biology, Chemistry, and ES	9	30	248	861
Business Administration	7	14	573	690
Teacher Education	13	19	475	551
Engineering & Technology	2	22	75	396
Language and Letters	13	11	567	405
Math & Physical Sciences	22	23	934	697
Nursing & Health Sciences	7	14	208	403
Technical Trades	14	14	725	586
Total	114	171	5234	5434
Percentage	40%	60%	49%	51%

Table 18:

Unduplicated Declared Majors by Field and Degree

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Early Childhood Education	14	99	0	113
Project Management	0	90	0	90
Nursing	0	80	0	80
Management	0	66	0	66
Elementary Education	5	60	0	65
Nursing (ADN)	49	0	0	49
Business Administration	45	0	0	45
Psychology	0	45	0	45
Biology	4	40	0	44
Electromechanical Engr Tech	0	38	0	38
Radiation Protection	35	0	0	35
Accounting	0	34	0	34
Electrical Technology	17	0	16	33
Liberal Arts	33	0	0	33
Criminal Justice	7	22	0	29
Environmental Science	2	27	0	29
Information Engineering Tech	5	21	0	26
ALT-Elementary(K-8)	0	0	21	21
Alt Secondary (7-12)	0	0	21	21
Cosmetology	14	0	5	19

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Film and Digital Media Arts	15	0	0	15
ALT Special Education	0	0	9	9
Self Design	0	9	0	9
Software Engineering	9	0	0	9
Allied Health	8	0	0	8
Barbering	3	0	5	8
Eng Draw Com Aid Design	0	0	7	7
General Psychology	7	0	0	7
Media and Art	0	6	0	6
Office Administration	5	0	0	5
Mathematics	1	3	0	4
Phlebotomy Technician/Phleboto	0	0	4	4
Plumbing	0	0	4	4
Pre-Engineering	4	0	0	4
Welding Technology	2	0	2	4
Chemistry	3	0	0	3
Nuclear Operations Technology	3	0	0	3
Radiation Control Technician	0	0	3	3
Practical Nurse	0	0	2	2
Substance Abuse Counselor	2	0	0	2
Administrative Assistant	0	0	1	1
Humanities	0	1	0	1
Microsoft Office Suite	0	0	1	1
Non-Degree	0	0	0	524
Total	292	641	101	1558

Table 19:
Unduplicated Majors Declared by Gender

Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	19	2	21
ALT Secondary (7-12)	12	9	21
ALT Special Teacher Education	7	2	9
Accounting	26	8	34
Administrative Assistant	1	0	1
Allied Health	7	1	8
Barbering	2	6	8
Biology	38	6	44
Business Administration	32	13	45
Chemistry	2	1	3
Cosmetology	19	0	19
Criminal Justice	19	10	29
Early Childhood Teacher Education	110	3	113
Electrical Technology	6	27	33
Electromechanical Engr Tech	7	31	38
Elementary Teacher Education	56	9	65

Majors	Gender		
	F	M	Total
Eng Draw Com Aid Design	5	1	7*
Environmental Science	15	14	29
Film and Digital Media Arts	6	9	15
General Psychology	6	1	7
Humanities	1	0	1
Information Engineering Tech	6	20	26
Liberal Arts	21	12	33
Management	45	21	66
Mathematics	2	2	4
Media and Art	1	5	6
Microsoft Office Suite	1	0	1
Nuclear Operations Technology	1	2	3
Nursing	72	8	80
Nursing (ADN)	42	6	49*
Office Administration	4	1	5
Phlebotomy Technician/Phlebotomy	4	0	4
Plumbing	0	4	4
Practical Nurse	1	1	2
Pre-Engineering	2	2	4
Project Management	62	28	90
Psychology	34	11	45
Radiation Control Technician	2	1	3
Radiation Protection	21	14	35
Self-Design	3	6	9
Software Engineering	4	5	9
Substance Abuse Counselor	0	2	2
Welding and Technology	0	4	4
Non-Degree	187	336	524*
Total	911	644	1558

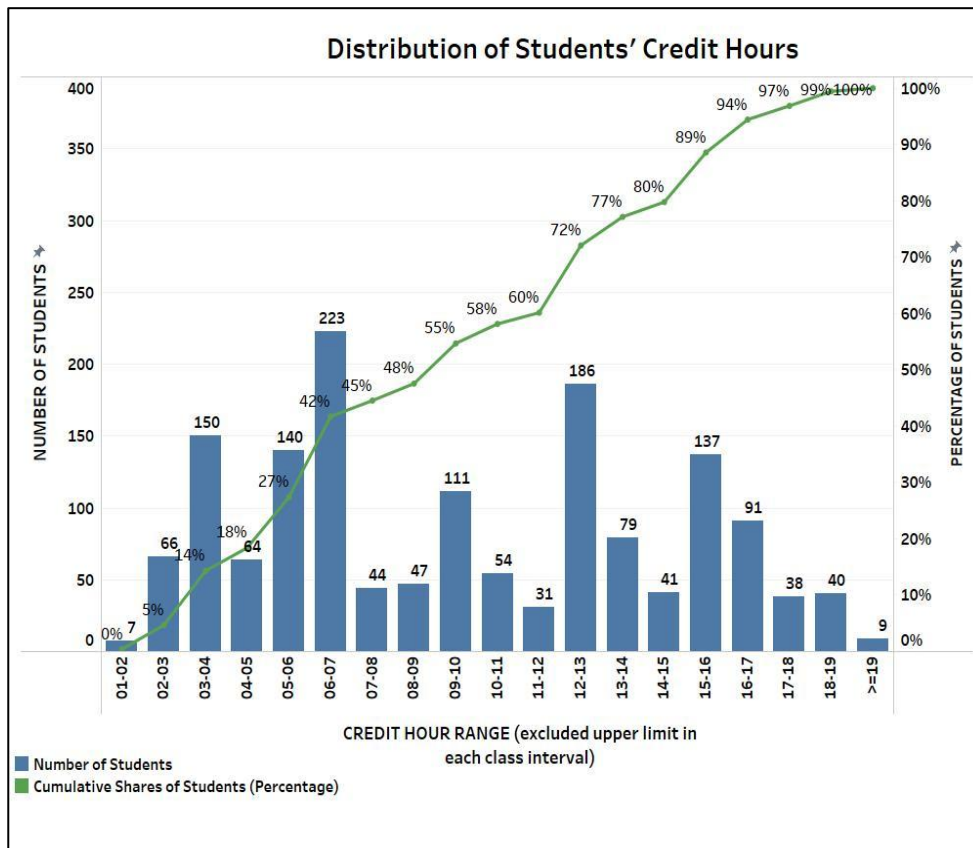
*Total includes students who responded as Neutral Gender.

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)	1	0	1	13	0	1	5	21
Alt Secondary (7-12)	2	1	0	10	0	1	7	21
ALT Special Education	0	1	0	5	0	1	2	9
Accounting	7	0	0	26	0	0	1	34
Administrative Assistant	0	0	0	1	0	0	0	1
Allied Health	0	0	0	8	0	0	0	8
Barbering	2	0	0	6	0	0	0	8
Biology	2	2	1	34	0	0	5	44
Business Administration	4	0	2	37	0	0	2	45
Chemistry	0	0	0	3	0	0	0	3
Cosmetology	2	0	0	14	0	0	3	19
Criminal Justice	2	0	3	22	1	0	1	29
Early Childhood Education	19	2	2	80	0	3	7	113
Electrical Technology	2	0	0	26	0	2	3	33
Electromechanical Engr Tech	2	1	1	26	1	1	6	38
Elementary Education	7	1	2	42	0	0	13	65
Eng Draw Com Aid Design	1	0	0	5	0	0	1	7
Environmental Science	4	0	0	19	0	0	6	29
Film and Digital Media Arts	1	0	1	11	0	0	2	15
General Psychology	0	0	0	7	0	0	0	7
Humanities	0	0	0	0	0	1	0	1
Information Engineering Tech	3	3	1	17	1	0	1	26
Liberal Arts	7	0	0	25	0	1	0	33
Management	13	0	2	47	0	0	4	66
Mathematics	1	0	0	2	0	0	1	4
Media and Art	1	0	0	4	0	1	0	6
Microsoft Office Suite	0	0	0	1	0	0	0	1
Nuclear Operations Technology	1	0	0	2	0	0	0	3
Nursing	7	1	1	57	0	1	13	80
Nursing (ADN)	2	0	1	40	1	0	5	49
Office Administration	1	0	0	4	0	0	0	5
Phlebotomy Technician/Phlebot	0	0	0	4	0	0	0	4
Plumbing	0	0	0	4	0	0	0	4
Practical Nurse	0	0	0	1	0	0	1	2
Pre-Engineering	2	0	0	2	0	0	0	4
Project Management	9	0	2	67	0	1	11	90
Psychology	5	1	2	34	2	0	1	45
Radiation Control Technician	0	0	0	3	0	0	0	3
Radiation Protection	0	1	2	19	0	1	12	35
Self-Design	1	0	1	2	2	1	2	9
Software Engineering	0	0	0	8	0	0	1	9
Substance Abuse Counselor	0	0	0	1	0	0	1	2
Welding Technology	0	0	0	4	0	0	0	4
Non-Degree	45	6	8	403	0	9	53	524
Total	156	20	33	1146	8	25	170	1558

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	385	24.71%
Santa Fe	134	8.60%
Albuquerque	126	8.09%
Santa Cruz	120	7.70%
Alcalde	69	4.43%
Ohkay Owingeh	51	3.27%
Los Alamos	41	2.63%
Chimayo	36	2.31%
Hernandez	36	2.31%
Rio Rancho	36	2.31%
Fairview	33	2.12%
Velarde	31	1.99%
Abiquiu	28	1.80%

City	Frequency	Percent
White Rock	25	1.60%
Medanales	21	1.35%
El Rito	20	1.28%
Chama	19	1.22%
Gallina	19	1.22%
Las Cruces	17	1.09%

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

Table 22:

Enrollment by High School (First-Time Any College)

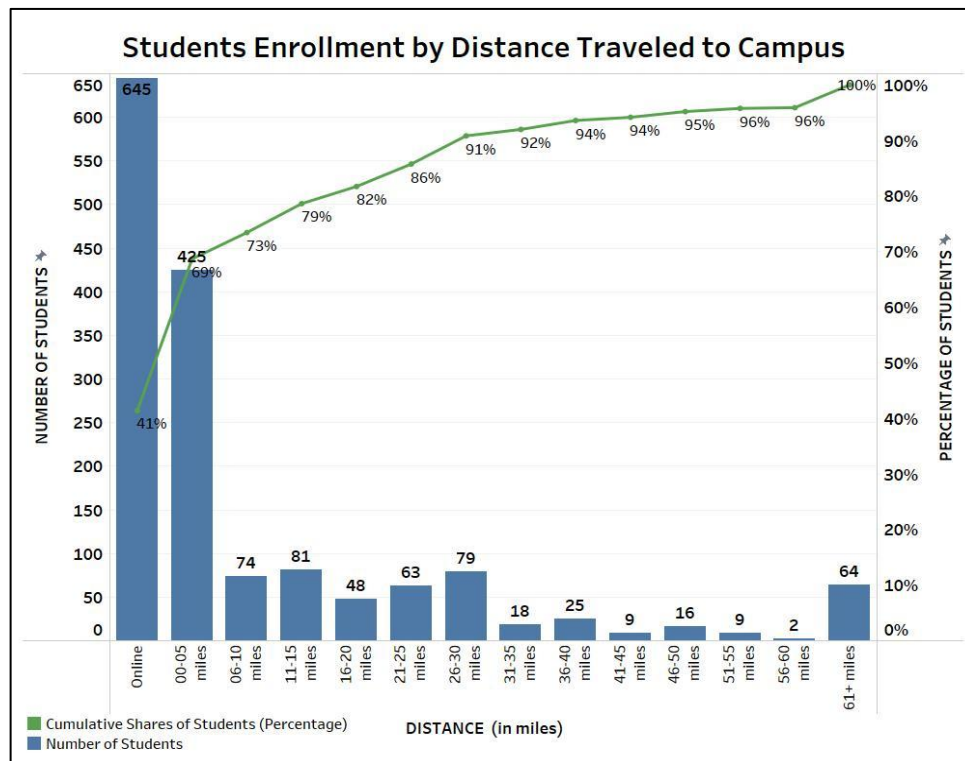
High School	Percent
Espanola Valley High School	20%
High School Equivalency Program	13%
Pojoaque High School	8%
Los Alamos High School	6%
McCurdy High School	5%
Mesa Vista High School	4%
Albuquerque High School	3%
Victory Faith Christ	3%
Escalante High School	2%
Foreign High School	2%
Santa Fe Indian School	2%
Capital High School	1%
Cibola High School	1%
Moriarty High School	1%
New Mexico Connections Academy	1%
Questa High School	1%
V Sue Cleveland High School	1%

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 School	116
McCurdy Charter School	74
Coronado High School	37
Pojoaque High School	28
Escalante High School	21
Penasco Jr-Sr High School	15
Jemez Valley High School	11
Mesa Vista High School	11
Santa Fe High School	7
Los Alamos High School	5
New Mexico Connections Academy	2
New Mexico Home Schools	1
Total	328

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	8.79%
Only El Rito	0.26%
Only Espanola	84.21%
Only Gallina	1.48%
Only Jemez Valley	0.71%
Only Pojoaque	0.90%
Only Santa Fe	0.45%
Only Tierra Amarilla	1.28%
Both Espanola and El Rito	0.26%
Both Espanola and Gallina	0.32%
Both Espanola and Santa Fe	1.35%

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.