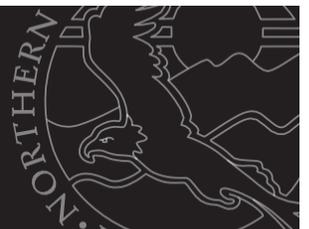# SPRING 2026 / FIRST OF TERM ENROLLMENT REPORT

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Office of Institutional Research
NORTHERN NEW MEXICO COLLEGE

TABLE OF CONTENTS:

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 (Spring 2026 FOT)**	**Head Counts (Spring 2026 FOT)**	**Head Counts (Fall 2025 EOT)**	**% of Declared Students (Spring 2026 FOT)**
Arts & Human Sciences	87.00	107	111	7%
Biology, Chemistry, and ES	88.70	110	114	7%
Business Administration	220.90	279	273	18%
Teacher Education	199.87	276	239	17%
Engineering & Technology	55.73	66	84	4%
Language & Letters	24.47	28	28	2%
Math & Physical Sciences	3.13	4	4	0%
Nursing & Health Sciences	96.07	132	147	8%
Technical Trades	35.80	53	46	3%
Undeclared	33.20	142	195	9%
Undeclared Dual Credit	140.57	386	331	24%
Total	985.44	1583	1572	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	1305.0	9%
Biology, Chemistry, and ES	1330.5	9%
Business Administration	3313.5	22%
Teacher Education	2998.0	20%
Engineering & Technology	836.0	6%
Language & Letters	367.0	2%

Analysis Variable: Student Credit Hours		
Academic Departments	**SCH**	**%SCH**
Math & Physical Sciences	47.0	0%
Nursing & Health Sciences	1441.0	10%
Technical Trades	537.0	4%
Undeclared	498.0	3%
Undeclared Dual Credit	2108.5	14%
Total	14781.5	100%

Table 3:

Types of Degrees (based on unduplicated enrollment)

Degree	**Number**	**Percent**
Associate	261	16%
Bachelor	672	42%
Certificate	122	8%
Undeclared	142	9%
Undeclared Dual Credit	386	24%

Table 4:

Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Academic Departments	**Gender**		
	F	**M**	**Total**
Arts & Human Sciences	72	35	107
Biology, Chemistry, and ES	72	38	110
Business Administration	196	83	279
Teacher Education	246	30	276
Engineering & Technology	21	45	66
Language & Letters	19	9	28
Math & Physical Sciences	2	2	4
Nursing & Health Sciences	113	18	132*
Technical Trades	6	47	53
Undeclared	28	114	142
Undeclared Dual Credit	177	209	386
Total	952	630	1583
Percentage	60%	40%	100%

*Total includes students who responded as Neutral Gender

Table 5:
Financial Aid Statistics

Pell Eligible
32% of total headcount
43% 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)
41% First generation
22% Non-first generation
37% 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	155	9.79%
Asian	30	1.90%
Black or African American	33	2.08%
Hispanic of any race	1159	73.22%
Native Hawaiian/Pacific Island	0	0.00%
White non-Hispanic	176	11.12%
Non-Resident Alien	6	0.38%
Unknown / No Response	24	1.52%
Total	1583	100.00%

Table 8:
Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	Mean	Median	Maximum
14	26	22	86

Graph 1:

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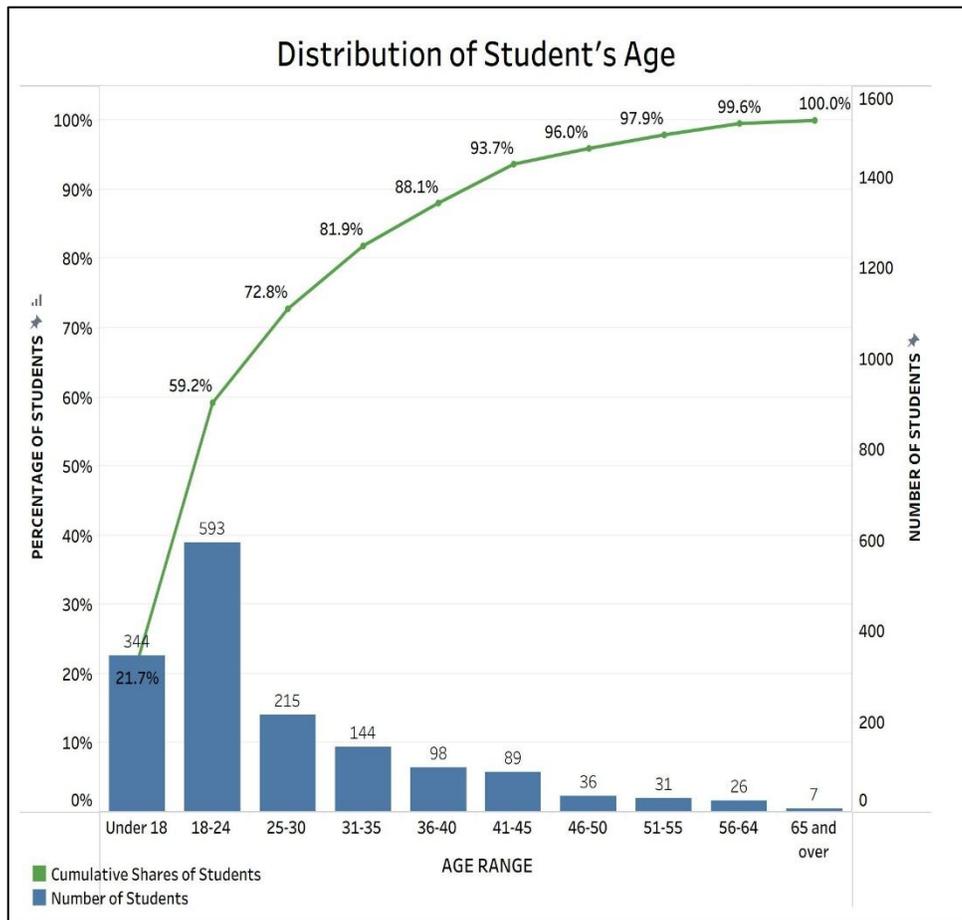
Note: combo chart showing students' age distribution with cumulative percentage

Table 9:

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

Academic Departments	# Courses offered	Percent
Arts & Human Sciences	47	16.67%
Biology, Chemistry, and ES	37	13.12%
Business Administration	21	7.45%
Teacher Education	38	13.48%
Engineering & Technology	23	8.16%
Language & Letters	24	8.51%
Math & Physical Sciences	36	12.77%
Nursing & Health Sciences	22	7.80%
Technical Trades	34	12.06%
Total	282	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	37	10	47
Biology, Chemistry, and ES	25	12	37
Business Administration	12	9	21
Teacher Education	8	30	38
Engineering & Technology	10	13	23
Language & Letters	23	1	24
Math & Physical Sciences	30	6	36
Nursing & Health Sciences	18	4	22
Technical Trades	34	0	34
Total	197	85	282
Percentage	70%	30%	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	15	32%
Biology, Chemistry, and ES	13	35%
Business Administration	10	48%
Teacher Education	2	5%
Engineering & Technology	13	57%
Language & Letters	5	21%
Math & Physical Sciences	14	39%
Nursing & Health Sciences	11	50%
Technical Trades	13	38%
Total	96	34%

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	8
Business Administration	15	17
Teacher Education	18	11
Engineering & Technology	13	4
Language & Letters	13	7
Math & Physical Sciences	14	3
Nursing & Health Sciences	14	3
Technical Trades	11	0
Total	14	9
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	5	9	22	11	47
Biology, Chemistry, and ES	2	4	7	24	37
Business Administration	0	1	13	7	21
Teacher Education	9	0	18	11	38
Engineering & Technology	0	0	6	17	23
Language & Letters	5	6	5	8	24
Math & Physical Sciences	10	6	6	14	36
Nursing & Health Sciences	1	0	6	15	22
Technical Trades	0	4	0	30	34
Total	32	30	83	137	282
Percentage	11%	11%	29%	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	18	6	40	43.5*	107.5*
Full time	14	24	43	93.5*	174.5*
Total	32	30	83	137	282

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 **76** (excluded staff adjunct faculty) are adjuncts. *The faculty who co-taught a course are treated as 0.5 in the calculation of **faculty type.**

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	85.5*	22	107.5*
Full-time	111.5*	63	174.5*
Total	197	85	282

*The faculty who co-taught a course are treated as 0.5 in the calculation of **faculty type.**

Table 16:

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

Instruction Methods	Mean
BOL	11
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	25	22	1410	751
Biology, Chemistry, and ES	9	28	317	720
Business Administration	7	14	468	884
Teacher Education	16	22	680	902
Engineering & Technology	2	21	18	517
Language and Letters	12	12	438	456
Math & Physical Sciences	15	21	676	579
Nursing & Health Sciences	8	14	273	484
Technical Trades	13.5	20.5	406.5	683
Total	107.5	174.5	4686.5	5976
Percentage	38%	62%	44%	56%

Table 18:

Unduplicated Declared Majors by Field and Degree

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Early Childhood Education	22	123	0	145
Project Management	0	96	6	102
Management	0	73	0	73
Nursing	0	73	0	73
Elementary Education	3	66	0	69
Nursing (ADN)	50	0	0	50
Biology	1	46	0	47
Psychology	0	44	0	44
Business Administration	40	0	0	40
Accounting	0	35	0	35
Radiation Protection	35	0	0	35
Electromechanical Engr Tech	0	33	0	33
Electrical Technology	17	0	14	31
Liberal Arts	28	0	0	28
ALT Elementary (K-8)	0	0	27	27
Criminal Justice	4	22	0	26
Environmental Science	2	22	0	24
Information Engineering Tech	1	20	0	21
ALT Secondary (7-12)	0	0	19	19
Cosmetology	11	0	8	19

Majors	Degree			
	Associate	Bachelor	Certificate	Total
ALT Special Education	0	0	15	15
Film and Digital Media Arts	14	0	0	14
Barbering	3	0	5	8
Media and Art	0	8	0	8
General Psychology	7	0	0	7
Welding Technology	2	0	5	7
Self-Design	0	6	0	6
Software Engineering	6	0	0	6
Heating, Vent, Conditioning	0	0	5	5
Plumbing	1	0	4	5
Allied Heath	4	0	0	4
Carpentry Technology	0	0	4	4
Mathematics	0	4	0	4
Phlebotomy Technician/Phleboto	0	0	4	4
Pre-Engineering	4	0	0	4
Chemistry	2	0	0	2
Eng Draw Com Aid Design	0	0	2	2
Office Administration	2	0	0	2
Early Childhood Professional	0	0	1	1
Humanities	0	1	0	1
Nuclear Operations Technology	1	0	0	1
Pipefitting	0	0	1	1
Practical Nurse	0	0	1	1
Radiation Control Technician	0	0	1	1
Substance Abuse Counselor	1	0	0	1
Non-Degree	0	0	0	528
Total	261	672	122	1583

Table 19:

Unduplicated Majors Declared by Gender

Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	22	5	27
ALT Secondary (7-12)	11	8	19
ALT Special Teacher Education	10	5	15
Accounting	28	7	35
Allied Health	4	0	4
Barbering	2	6	8
Biology	36	11	47
Business Administration	28	12	40
Carpentry Technology	0	4	4
Chemistry	2	0	2
Cosmetology	17	2	19
Criminal Justice	20	6	26
Early Childhood Teacher Education	141	4	145
Early Childhood Professional	1	0	1

| Majors	Gender		
	F	M	Total
Electrical Technology	6	25	31
Electromechanical Engr Tech	8	25	33
Elementary Teacher Education	61	8	69
Eng Draw Com Aid Design	2	0	0
Environmental Science	11	13	24
Film and Digital Media Arts	7	7	14
General Psychology	5	2	7
Heating, Vent, Conditioning	0	5	5
Humanities	1	0	1
Information Engineering Tech	6	15	21
Liberal Arts	19	9	28
Management	48	25	73
Mathematics	2	2	4
Media and Art	3	5	8
Nuclear Operations Technology	0	1	1
Nursing	65	8	73
Nursing (ADN)	39	10	50*
Office Administration	1	1	2
Phlebotomy Technician/Phlebotomy	4	0	4
Pipefitting	0	1	1
Plumbing	0	5	5
Practical Nurse	1	0	1
Pre-Engineering	2	2	4
Project Management	72	30	102
Psychology	35	9	44
Radiation Control Technician	1	0	1
Radiation Protection	22	13	35
Self-Design	1	5	6
Software Engineering	3	3	6
Substance Abuse Counselor	0	1	1
Welding and Technology	0	7	7
Non-Degree	205	323	528
Total	952	630	1583

*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	2	1	9	0	1	13	27
ALT Secondary (7-12)	1	1	0	14	0	1	2	19
ALT Special Education	0	1	0	10	0	1	3	15
Accounting	8	0	0	26	0	0	1	35
Allied Health	0	0	0	4	0	0	0	4
Barbering	1	0	0	7	0	0	0	8
Biology	3	3	1	32	0	1	7	47
Business Administration	4	0	3	29	0	0	4	40
Carpentry Technology	0	0	0	3	0	0	1	4
Chemistry	0	0	0	2	0	0	0	2
Cosmetology	1	0	0	14	0	0	4	19
Criminal Justice	4	0	1	21	0	0	0	26
Early Childhood Education	22	2	2	105	0	3	11	145
Early Childhood Professional	0	0	0	1	0	0	0	1
Electrical Technology	3	0	0	24	0	1	3	31
Electromechanical Engr Tech	3	1	1	24	0	1	3	33
Elementary Education	6	1	2	46	0	0	14	69
Eng Draw Com Aid Design	0	0	0	2	0	0	0	2
Environmental Science	3	0	0	15	0	1	5	24
Film and Digital Media Arts	1	0	1	11	0	0	1	14
General Psychology	2	0	0	5	0	0	0	7
Heating, Vent, Conditioning	0	0	0	5	0	0	0	5
Humanities	0	0	0	0	0	1	0	1
Information Engineering Tech	3	2	1	12	1	0	2	21
Liberal Arts	4	0	0	22	0	1	1	28
Management	11	0	4	55	0	0	3	73
Mathematics	1	0	0	2	0	0	1	4
Media and Art	1	1	0	5	0	0	1	8
Nuclear Operations Technology	0	0	0	1	0	0	0	1
Nursing	5	1	2	51	0	2	12	73
Nursing (ADN)	4	0	1	40	1	0	4	50
Office Administration	1	0	0	1	0	0	0	2
Phlebotomy Technician/Phleboto	1	0	0	3	0	0	0	4
Pipefitting	1	0	0	0	0	0	0	1
Plumbing	0	0	0	5	0	0	0	5
Practical Nurse	0	0	0	1	0	0	0	1
Pre-Engineering	2	0	0	2	0	0	0	4
Project Management	13	0	2	77	0	0	10	102
Psychology	5	1	2	29	2	0	5	44
Radiation Control Technician	1	0	0	0	0	0	0	1
Radiation Protection	1	1	2	22	0	1	8	35
Self-Design	0	0	0	2	2	0	2	6
Software Engineering	0	0	0	6	0	0	0	6
Substance Abuse Counselor	0	0	0	1	0	0	0	1
Welding Technology	0	1	0	6	0	0	0	7
Non-Degree	38	12	7	407	0	9	55	528
Total	155	30	33	1159	6	24	176	1583

Graph 2:

Distribution of SCHs enrolled by students.

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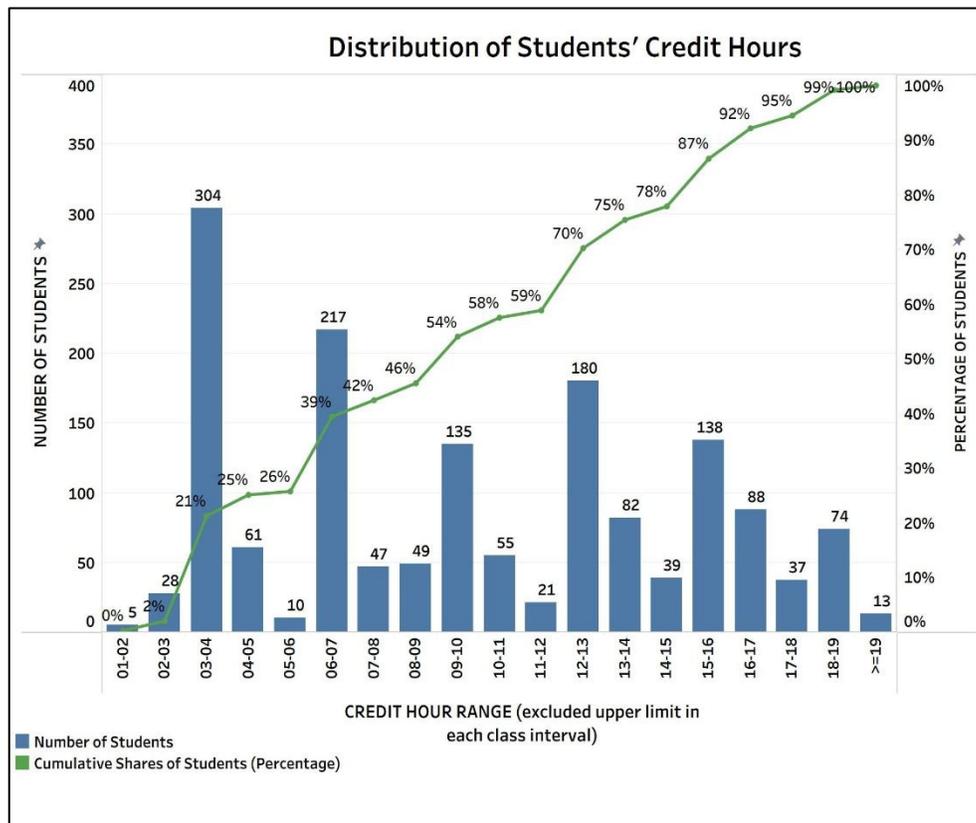
Note: Students who take between **12** and **18** credits are only charged tuition for the first **12** credits. Because of this distribution and the attendance of dual credit students, about **89%** of the SCHs generated are eligible for tuition. Employee tuition waivers decrease this number even further.

Table 21:

Enrollment by Location (City)

City	Frequency	Percent
Espanola	391	24.70%
Santa Fe	149	9.41%
Albuquerque	119	7.52%
Santa Cruz	112	7.08%
Alcalde	67	4.23%
Ohkay Owingeh	48	3.03%
Chimayo	44	2.78%
Los Alamos	43	2.72%
Fairview	36	2.27%
Hernandez	33	2.08%
Rio Rancho	31	1.96%
Velarde	29	1.83%
Las Cruces	26	1.64%

City	Frequency	Percent
Abiquiu	22	1.39%
Chama	20	1.26%
El Rito	20	1.26%
Gallina	19	1.20%
Medanales	18	1.14%
Ojo Caliente	18	1.14%
White Rock	17	1.07%

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	44%
Espanola Valley High School	11%
Taos High School	5%
Foreign High School	4%
Los Alamos High School	4%
Non-New Mexico High School Equivalency Program	4%
Pojoaque High School	4%
Rock Christian Academy	4%
Cibola High School	2%
Ecademy Albuquerque High School	2%
Florida	2%
Gallup Central High School	2%
Mesa Vista High School	2%
Mississippi	2%
NM Home Schools	2%
School of Dreams Academy	2%
Taos Academy	2%
Texas	2%

Table 23:

Enrollment by High School (Dual Credit Students)

High School	Count
Espanola Valley High School	126
McCurdy High School	97
Coronado High School	38
Santa Fe High School	33
Pojoaque High School	26
Escalante High School	23
Jemez Valley High School	13
Mesa Vista High School	11
Penasco Jr-Sr High School	10
Los Alamos High School	4
New Mexico Home Schools	2
New Mexico Connections Academy	1
Questa High School	1
Rock Christian Academy	1
Total	386

Graph 3:
Students Enrollment by Distance (miles) Traveled to Campus
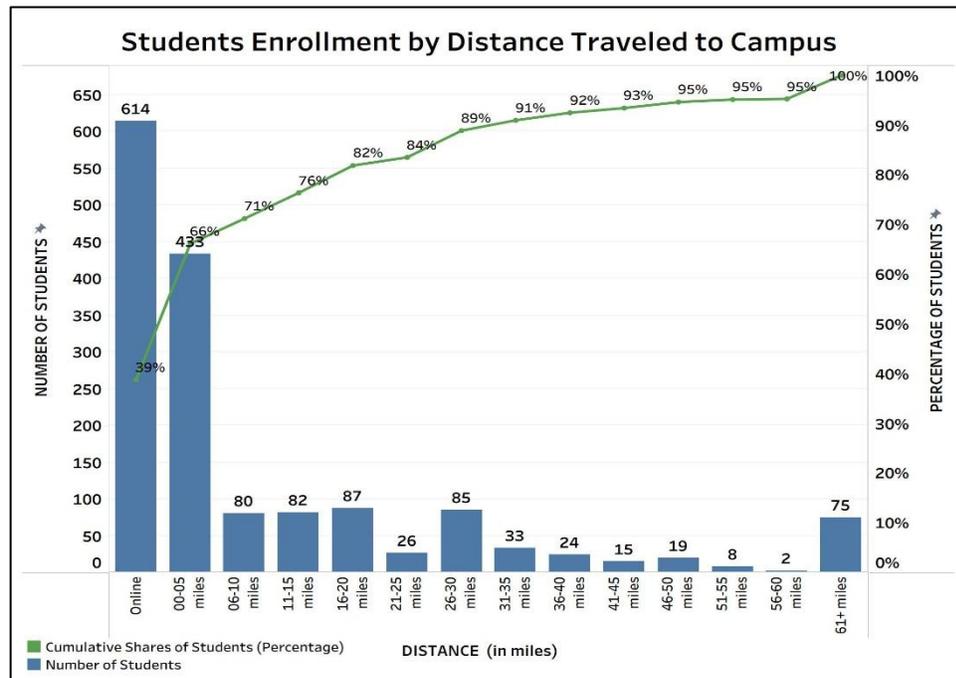
Note: The combo chart shows the distance students traveled to campus and the cumulative percentage of students. Of students traveling more than **50** miles, **16** are from Albuquerque.

Table 24:

Student enrollment by Campus Location

Location	Percent
Only Albuquerque	5.75%
Only El Rito	0.95%
Only Espanola	84.02%
Only Gallina	1.77%
Only Jemez Valley	0.82%
Only Pojoaque	0.63%
Only Santa Fe	2.08%
Only Tierra Amarilla	1.39%
Both Espanola and El Rito	0.44%
Both Espanola and Gallina	0.25%
Both Espanola and Santa Fe	1.83%
Both Tierra Amarilla and Gallina	0.06%

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.