

**New Mexico Community Colleges**  
**Community College Performance-Based Indicators**  
**Reporting Date: October 2007**

**College:** Northern New Mexico College  
**Prepared by:** Carmella Sanchez  
**Date:** October 2007

#	Performance Measures	FY 05 Actual	FY 06 Actual	FY 07 Actual	FY 08 Budget	FY 09 Target
1	Percent successful after 3 years	65.0%	57.7%	63.1%	71.0%	71.0%
10	Percent complete within 150% of time	12.0%	9.7%	9.9%	15.0%	15.0%
2	Percent placed in jobs in New Mexico	69.1%	69.0%	61.9%	70.0%	70.0%
3	Percent of Native Americans enrolled	9.3%	6.9%	7.5%	9.3%	9.5%
4	Percent of Native American graduates	7.0%	8.5%	9.0%	7.0%	9.5%
5	Number enrolled in ABE	324	404	411	300	400
6	Number enrolled in dual enrollment	244	232	212	300	300
7	Percent of programs with stable or increasing enrollment	64.0%	47.0%	57.8%	60.0%	60.0%
8	Percent persisting to following spring	81.0%	80.4%	80.0%	75.0%	80.0%
9	Percent placed in jobs or continuing education in New Mexico	73.5%	76.0%	73.0%	80.0%	80.0%

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**College: Northern New Mexico College**

**PERFORMANCE INDICATOR #1:** Percent of new students taking nine or more credit hours who are successful after three years

	<i>DFA/LFC Column Headings</i>				
	<b>FY 05</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>	<b>FY 09</b>
	<b>FA 2001 thru SP 2004</b>	<b>FA 2002 thru SP 2005</b>	<b>FA 2003 thru SP 2006</b>	<b>FA 2004 thru SP 2007</b>	<b>FA 2005 thru SP 2008</b>
Number of new students intending to transfer or obtain a career credential	141	175	126		
Earned a degree	8	12	6		
Earned a certificate	2		3		
Earned an industry credential/ license/ designed skill set	n/a				
Transferred to a 4 or 2 year institution in New Mexico	21	29	44		
Became transfer ready and left	13	14	19		
Became transfer ready and are still enrolled	29	41	21		
Still enrolled at the end of 3 years	9	5	3		
<b>Total</b>	<b>82</b>	<b>101</b>	<b>96</b>		
<b>Percent of successful students using above methodology</b>	<b>58.2%</b>	<b>57.7%</b>	<b>76.2%</b>		
<b>Three-year Average</b>			<b>63.1%</b>		

**TARGET**

71.0%

71.0% 71.0%**DETAIL ON MOST RECENT COHORT:**

	Total Cohort	# Successful	% Successful
Native American	17	13	76.5%
Hispanic	95	75	78.9%
White, Non-Hispanic	13	8	61.5%
All Other	1	0	0.0%
Total	126	96	76.2%
Male	66	32	48.5%
Female	60	64	106.7%
Total	126	96	76.2%

**METHODOLOGY:**

Using the San Juan student intent model, determine the number of first-time Fall 2003 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2006 semester, determine how many in the combined cohort were successful based upon unduplicated headcount in the hierarchy listed in the table above. Divide the total of those successful by the total cohort to determine a success rate. Develop a three-year average by aggregating this data with the same information for the two previous cohorts. The three-year average success rate will be reported to external agencies. Use this information to develop an appropriate target for FY 2009. Provide a breakdown of the most recent cohort by gender and ethnicity.

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**PERFORMANCE INDICATOR #2** Percent of program completers (defined as students who completed a degree or 45+ credits toward their program) who were placed in jobs in New Mexico based on UI wage data.

	<i>DFA/LFC Column Headings</i>				
	<b>FY 05</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>	<b>FY 09</b>
	<b>Academic Year 2002- 03</b>	<b>Academic Year 2003- 04</b>	<b>Academic Year 2004- 05</b>	<b>Academic Year 2005- 06</b>	<b>Academic Year 2006- 07</b>
Completers during AY	136	172	188		
Matched to jobs in NM	94	119	94		
<b>Percent matched to jobs</b>	69.1%	69.2%	50.0%		
<b>Three-year Average</b>			<b>61.9%</b>		
<b>TARGET</b>			70.0%	70.0%	<b>70.0%</b>

**METHODOLOGY:**

Calculate the percentage of AY 2004-05 program completers (defined as students who completed a degree or 45+ credits toward their program) who were placed in jobs in New Mexico based on unemployment insurance wage data as of late spring 2006. This information will be provided by the Higher Education Department. Develop a three-year average by aggregating this data with the same information for the two previous cohorts. The three-year average success rate will be reported to external agencies. Use this information to develop an appropriate target for FY 2009.

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**PERFORMANCE INDICATOR #3:** Student profile relative to adult population of the service area

	Service Area Profile 2000 Census	DFA/LFC Column Headings				
		FY 05	FY 06	FY 07	FY 08	FY 09
		Fall Semester 2004	Fall Semester 2005	Fall Semester 2006	Fall Semester 2007	Fall Semester 2008
<b>Native American</b>	<b>7,492</b>	<b>142</b>	<b>140</b>	<b>209</b>		
Black	239	8	15	18		
Asian	156	16	16	13		
Hispanic	36,742	1,494	1,575	1,565		
White	29,344	457	447	405		
Unreported	15,310	4	2	40		
<b>Total</b>	<b>89,283</b>	<b>2,121</b>	<b>2,195</b>	<b>2,250</b>	-	-
Female	25,627	1,349	1,409	1,394		
Male	25,120	772	786	856		
<b>Total</b>	<b>50,747</b>	<b>2,121</b>	<b>2,195</b>	<b>2,250</b>	-	-
<b>Native American %</b>	<b>8.4%</b>	<b>6.7%</b>	<b>6.4%</b>	<b>9.3%</b>		
Black %	0.3%	0.4%	0.7%	0.8%		
Asian %	0.2%	0.8%	0.7%	0.6%		
Hispanic %	41.2%	70.4%	71.8%	69.6%		
White %	32.9%	21.5%	20.4%	18.0%		
Unreported %	17.1%	0.2%	0.1%	1.8%		
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		
Female %	50.5%	63.6%	64.2%	62.0%		
Male %	49.5%	36.4%	35.8%	38.0%		
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		
<b>Target Group Percentage</b>		6.7%	6.4%	9.3%		
<b>Target Group - 3-Year Average</b>				<b>7.5%</b>		
<b>TARGET</b>				9.3%	9.3%	<b>9.5</b>

**METHODOLOGY:**

Using the 2000 census profile, determine the percentage breakdown for the adult population in the college service area. Prepare a similar breakdown for the most recent fall semester student enrollment and for the two previous fall semesters. Examine this information and select a student population which is most divergent from the census profile and will be targeted for improvement. Develop a three-year average participation rate for the student population which has been selected for improvement. The three-year average participation rate for this population will be reported to external agencies. Use this information to develop an appropriate target for FY 2009.

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**PERFORMANCE INDICATOR #4:** Graduate profile relative to adult population of the service area

Service Area Profile 2000 Census	DFA/LFC Column Headings				
	FY 05	FY 06	FY 07	FY 08	FY 09
	Spring Semester 2004	Spring Semester 2005	Spring Semester 2006	Spring Semester 2007	Spring Semester 2008
<b>Native American</b>	<b>7,492</b>	<b>13</b>	<b>19</b>	<b>17</b>	
Black	239	-	-	2	
Asian	156	2	4	1	
Hispanic	36,742	124	132	128	
White	29,344	32	38	31	
Unreported	15,310	1	2	-	
<b>Total</b>	<b>89,283</b>	<b>172</b>	<b>195</b>	<b>179</b>	<b>-</b>
Female	25,627	108	139	130	
Male	25,120	64	56	49	
<b>Total</b>	<b>50,747</b>	<b>172</b>	<b>195</b>	<b>179</b>	<b>-</b>
<b>Native American %</b>	<b>8.4%</b>	<b>7.6%</b>	<b>9.7%</b>	<b>9.5%</b>	
Black %	0.3%	0.0%	0.0%	1.1%	
Asian %	0.2%	1.2%	2.1%	0.6%	
Hispanic %	41.2%	72.1%	67.7%	71.5%	
White %	32.9%	18.6%	19.5%	17.3%	
Unreported %	17.1%	0.6%	1.0%	0.0%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	
Female %	50.5%	62.8%	71.3%	72.6%	
Male %	49.5%	37.2%	28.7%	27.4%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	
<b>Target Group Percentage</b>		7.6%	9.7%	9.5%	
<b>Target Group - 3-Year Average</b>				<b>9.0%</b>	
<b>TARGET</b>				7.0%	<b>9.5%</b>

**METHODOLOGY:**

Using the 2000 census profile, determine the percentage breakdown for the adult population in the college service area. Prepare a similar breakdown of graduates during the most recent academic year and for the two previous academic years. Examine this information and select a student population which is most divergent from the census profile and will be targeted for improvement. Develop a three-year average graduation rate for the student population which has been selected for improvement. The three-year average graduation rate for this population will be reported to external agencies. Use this information to develop an appropriate target for FY 2009.



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**PERFORMANCE INDICATOR #5** Selected Program of Service to New Mexicans #1

Program Name:	<i>DFA/LFC Column Headings</i>				
	<b>FY 05</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>	<b>FY 09</b>
	<b>Fiscal Year 2004-05</b>	<b>Fiscal Year 2005-06</b>	<b>Fiscal Year 2006-07</b>	<b>Fiscal Year 2007-08</b>	<b>Fiscal Year 2008-09</b>
<b>Number of ABE participants</b>	357	404	411		
Percent change vs. Prior Year		13.2%	1.7%		
Percent change vs. 3-yr Avg.			5.2%		
<b>Three-year Average</b>	324	327	391		
Percent change			19.5%		
<b>TARGET</b>			300	300	400

**METHODOLOGY:**

Identify the number of individuals served during the previous three fiscal years by the first community service program previously selected by your institution from among the following: ABE participants, SBDC clients, public school students (concurrent, tech prep, area vocational school, etc.) distance education (web-based, interactive, off-site delivery, etc.), contract training clients, community education participants, service learning participants, and teacher in-service participants (training courses designed for K-12 teachers). Develop a three-year average number of participants for this program and compare this average to the most recent year. Calculate the percentage change of the most recent year to the three-year average. The number of participants in the most recent year will be reported to external agencies. Use this information to develop an appropriate target for FY 2009.

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**PERFORMANCE INDICATOR #6** Selected Program of Service to New Mexicans #2

Program Name:	<i>DFA/LFC Column Headings</i>				
	<b>FY 05</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>	<b>FY 09</b>
	Fiscal Year 2004-05	Fiscal Year 2005-06	Fiscal Year 2006-07	Fiscal Year 2007-08	Fiscal Year 2008-09
<b>Concurrent Enrollment program</b>	255	232	212		
Percent change vs. Prior Year		-9.0%	-8.6%		
Percent change vs. 3-yr Avg.			-9.0%		
<b>Three-year Average</b>	244	240	233		
Percent change			-2.9%		
<b>TARGET</b>			300	300	300

**METHODOLOGY:**

Identify the number of individuals served during the previous three fiscal years by the second community service program previously selected by your institution from among the following: ABE participants, SBDC clients, public school students (concurrent, tech prep, area vocational school, etc.) distance education (web-based, interactive, off-site delivery, etc.), contract training clients, community education participants, service learning participants, and teacher in-service participants (training courses designed for K-12 teachers). Develop a three-year average number of participants for this program and compare this average to the most recent year. Calculate the percentage change of the most recent year to the three-year average. The number of participants in the most recent year will be reported to external agencies. Use this information to develop an appropriate target for FY 2009.

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**PERFORMANCE INDICATOR #7:** Percent of programs with stable or increasing enrollments

	<i>DFA/LFC Column Headings</i>				
	<b>FY 05</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>	<b>FY 09</b>
	<b>AY 2004- 2005</b>	<b>AY 2005- 2006</b>	<b>AY 2006- 2007</b>	<b>AY 2007- 2008</b>	<b>AY 2008- 2009</b>
Programs with enrollment increase	24	21	23		
Programs with stable enrollment	19	11	17		
Programs increasing or stable	43	32	40		
Programs with decreasing enrollment	24	35	25		
Total programs	67	67	65		
3-yr. avg. programs increasing			22.7		
3-yr. avg. programs stable			15.7		
3-yr. avg. increasing or stable			38.3		
3-yr. avg. programs decreasing			28.0		
Total programs			66.3		
Percent of avg. increasing			34.2%		
Percent of avg. stable			23.6%		
Percent of avg. increasing or stable			<b>57.8%</b>		
Percent of avg. decreasing			42.2%		
Total programs			100.0%		
<b>TARGET</b>			69.0%	60.0%	<b>60.0%</b>

**METHODOLOGY:**

Examine the average FTE enrollments for all academic and career-technical programs over the past three academic years. Using an enrollment change threshold of +/- 5%, report the number of programs in which enrollment is increasing, stable or decreasing. Calculate a three-year average of the number of programs in each category and identify the percentage of programs that is increasing or stable. This percentage will be reported to external agencies. Use this information to establish an appropriate target for FY 2009.

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**College: Northern New Mexico College**

**PERFORMANCE INDICATOR #8:** Percent of new students persisting from fall to spring semesters

	<i>DFA/LFC Column Headings</i>										
	FY 05			FY 06			FY 07			FY 08	FY 09
	Enrolled Fall 2004	Retained Spring 2005	% Retained	Enrolled Fall 2005	Retained Spring 2006	% Retained	Enrolled Fall 2006	Retained Spring 2007	% Retained		
<b>Fall-to-Spring Data:</b>											
Native American	10	7	70.0%	11	10	90.9%	22	16	72.7%		
Black	-	-	-	2	2	100.0%	2	2	100.0%		
Asian	1	-	0.0%	-	-	-	1	1	100.0%		
Hispanic	105	86	81.9%	127	102	80.3%	107	87	81.3%		
White	4	4	100.0%	13	9	69.2%	12	10	83.3%		
Unreported	1	1	100.0%	-	-	-	3	-	0.0%		
Total	121	98	81.0%	153	123	80.4%	147	116	78.9%		
Female	64	52	81.3%	102	86	84.3%	82	65	79.3%		
Male	57	46	80.7%	51	37	72.5%	65	51	78.5%		
Total	121	98	81.0%	153	123	80.4%	147	116	78.9%		
<b>Three-Year Average:</b>											
Native American							14	11	76.7%		
Black							1	1	100.0%		
Asian							1	0	50.0%		
Hispanic							113	92	81.1%		
White							10	8	79.3%		
Unreported							1	0	25.0%		
Total							140	112	80.0%		
Female							83	68	81.9%		
Male							58	45	77.5%		
Total							140	112	80.0%		
<b>TARGET</b>									75.0%	75.0%	80%

**METHODOLOGY:**

Identify the number of first-time, full-time, degree or certificate seeking students (by ethnicity and gender) who enrolled in the most recent Fall term and identify the number and percent of this cohort who persisted to the following Spring term. Use this same methodology for the two previous years to develop a three-year average persistence rate which will be reported to external agencies. Use this information to develop an appropriate target for FY 2009. Note that the breakdown by ethnicity and gender is collected in anticipation of the need to report this information to the legislature and others. This detail is not included in the Accountability in Government Act report.

**NOTE:** The community college Quarterly Report due in October requires additional analysis of this performance indicator, including comparison of performance to an external benchmark, identification of performance gaps and plans for meeting targets. A separate template is provided for this purpose.

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**PERFORMANCE INDICATOR #9** Percent of program completers (defined as students who completed a degree or 45+ credits toward their program) who were placed in jobs in New Mexico (based on UI wage data) or who are continuing their education in New Mexico.

	<i>DFA/LFC Column Headings</i>				
	<b>FY 05</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>	<b>FY 09</b>
	<b>Academic Year 2002-03</b>	<b>Academic Year 2003-04</b>	<b>Academic Year 2004-05</b>	<b>Academic Year 2005-06</b>	<b>Academic Year 2006-07</b>
Completers during AY	136	172	188		
Matched to jobs in NM	94	119	94		
Continuing education in NM	6	21	28		
Total matched to jobs + cont. ed.	100	140	122		
<b>Percent matched to jobs or continuing education in NM</b>	73.5%	81.4%	64.9%		
<b>Three-year Average</b>			73.0%		
<b>TARGET</b>			80.0%	80.0%	80.0%

**METHODOLOGY:**

Calculate the percentage of AY 2004-05 program completers (defined as students who completed a degree or 45+ credits toward their program) who were placed in jobs in New Mexico based on unemployment insurance wage data as of late spring 2006 or who are continuing their education in New Mexico. This information will be provided by the Higher Education Department. Develop a three-year average by aggregating this data with the same information for the two previous cohorts. The three-year average success rate will be reported to external agencies. Use this information to develop an appropriate target for FY 2009.

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**PERFORMANCE INDICATOR #10:** Percent of full-time, first-time degree seeking students who complete the program within 150% of normal completion time.

	<i>DFA/LFC Column Headings</i>										
	FY 05			FY 06			FY 07			FY 08	FY 09
	Fall 2001 Cohort	Complete by Spring 2004	% Complete	Fall 2002 Cohort	Complete by Spring 2005	% Complete	Fall 2003 Cohort	Complete by Spring 2006	% Complete		
<b>Fall-to-Spring Data:</b>											
Native American	12	2	16.7%	24		0.0%	13	-	0.0%		
Black	-	-		4		0.0%	-	-	-		
Asian	-	-		1		0.0%	-	-	-		
Hispanic	88	10	11.4%	146	14	9.6%	78	8	10.3%		
White	7		0.0%	19	5	26.3%	11	1	9.1%		
Unreported		-		1		0.0%	-	-	-		
<b>Total</b>	<b>107</b>	<b>12</b>	<b>11.2%</b>	<b>195</b>	<b>19</b>	<b>9.7%</b>	<b>102</b>	<b>9</b>	<b>8.8%</b>		
Female	57	4	7.0%	114	13	11.4%	48	1	2.1%		
Male	50	8	16.0%	81	6	7.4%	54	8	14.8%		
<b>Total</b>	<b>107</b>	<b>12</b>	<b>11.2%</b>	<b>195</b>	<b>19</b>	<b>9.7%</b>	<b>102</b>	<b>9</b>	<b>8.8%</b>		
<b>Three-Year Average:</b>											
Native American							16	1	4.1%		
Black							1	-	0.0%		
Asian							0	-	0.0%		
Hispanic							104	11	10.3%		
White							12	2	16.2%		
Unreported							0	-	0.0%		
<b>Total</b>							<b>135</b>	<b>13</b>	<b>9.9%</b>		
Female							73	6	8.2%		
Male							62	7	11.9%		
<b>Total</b>							<b>135</b>	<b>13</b>	<b>9.9%</b>		

**TARGET** 15.0% 15.0% **15**

**METHODOLOGY:**

Using IPEDS definitions, identify the cohort of full-time, first-time degree/certificate seeking students (disaggregated by gender and ethnicity) who enrolled in the Fall term of 2003 and who completed their program in 150% of normal time to completion. Develop this same information for the two previous years and calculate a three-year average graduation rate. The three-year average graduation rate will be reported to external agencies. Use this information to develop an appropriate target for FY 2009. Note that the breakdown by ethnicity and gender is collected in anticipation of the need to report this information to the legislature and others. This detail is not included in the Accountability in Government Act report.

**PERFORMANCE-BASED INDICATOR # 10: Common External Indicator (Graduation Rate)**

**Benchmark Detail**

Submitted Pursuant to New Mexico Accountability in Government Act

**NOTE:** The peer group benchmarking data on the graduation rate has not been submitted to LFC & DFA for the past couple of years. However, institutions are encouraged to complete this analysis so that we are able to respond if asked for this information. LFC staff has recently expressed interest in reinvigorating the benchmarking process.

Performance Measure	Percentage of a cohort of full-time, first-time degree/certificate seeking community college students who	
Comparison Group	CHE established peer institutions	
Data Source(s)	IPEDS (Integrated Postsecondary Educational Data System)	
Comparative Benchmark - Peer group average for the 2002 cohort which appears to be the most current available through IPEDS.	35.4%	
Institutional Data (specify time frame)		
2001 Cohort	11.2%	
2002 Cohort	9.7%	
2003 Cohort	8.8%	
Performance Gap:		
Current performance gap (%)	-26.6%	
Original performance gap (%)		
Performance Target for Current Year:		
2004 Cohort (FY 08 budget)	15.0%	
2005 Cohort (FY 09 target)	15.0%	
Estimated Time Frame to Close/Exceed Gap		
Management initiatives, resource alignment and other strategies/tools and their potential uses to close the gap	Many Northern NM College students who do not complete in 150% of the time are students who are continuing at Northern to complete their 4 year degree. NNMC also intends to begin tracking stop out rates. As it is, because of socio economic issues with current students, it is not uncommon for students to take longer to "finish". In fact, it takes our students almost 5 years to complete. Especially for students requiring remediation (which is over 80%).	

<p>Is your agency showing progress toward closing the gap? Explain</p> <p>nnmc, IE, cms</p>	<p>Northern intends to flag students transferring within as "completers" in order to better reflect those students who have completed their 2-year work and are now continuing with their 4-year studies.</p> <p>Northern New Mexico College Performance Based Indicator Report 2007</p>
<p>How can state government be supportive of these efforts in a budget-neutral environment?</p>	
<p>Additional Notes/Comments</p>	<p>NNMC is in the midst of a mission transition to a comprehensive four-year college. The entire issue of peer group selection and comparison will need to be reviewed in the near future.</p>

Institution Name	Total Adjusted Cohort	Total Graduates Within 150% of Time	Graduation Rate	Rank
<b>Northern New Mexico College:</b>	<b>102</b>	<b>9</b>	<b>8.8%</b>	<b>11</b>
Central Alabama Community College	429	107	24.9%	<b>7</b>
Otero Junior College	374	180	48.1%	<b>2</b>
Coastal Georgia Community College	379	65	17.2%	<b>9</b>
Neosho County Community College	199	42	21.1%	<b>8</b>
Gogebic Community College	233	94	40.3%	<b>4</b>
Northland Community and Technical College	718	255	35.5%	<b>6</b>
North Central Missouri College	291	107	36.8%	<b>5</b>
Richmond Community College	282	42	14.9%	<b>10</b>
Stanly Community College	171	74	43.3%	<b>3</b>
Treasure Valley Community College	374	32	8.6%	<b>12</b>
Lake Area Technical Institute	495	399	80.6%	<b>1</b>
<b>TOTAL PEER AVERAGE</b>	<b>3,945</b>	<b>1,397</b>	<b>35.4%</b>	

**METHODOLOGY:**

Input the national community college peer group for your institution selected in 2002. Access the IPEDS peer analysis system at: <http://nces.ed.gov/ipeds/> and extract the graduation rate for the peer institutions required under the Student Right-to-Know Act. Input this data in the table above. Use the resulting peer group benchmark to develop a plan of action for achieving your institution's target.