

New Mexico Community Colleges
Community College Performance-Based Indicators
Reporting Date: October 2008

College: Northern New Mexico College
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#	Performance Measures	FY 06 Actual	FY 07 Actual	FY 08 Actual	FY 09 Budget	FY 10 Target
1	Percent successful after 3 years	57.7%	63.1%	66.1%	70.0%	70.0%
10	Percent complete within 150% of time	9.7%	9.9%	8.8%	15.0%	15.0%
2	Percent placed in jobs in New Mexico	69.0%	61.9%	68.6%	70.0%	70.0%
3	Percent of Native Americans enrolled	6.9%	7.5%	7.8%	9.5%	9.5%
4	Percent of Native American graduates	8.5%	9.0%	8.1%	9.5%	9.5%
5	Number enrolled in ABE	404	411	411	400	400
6	Number enrolled in dual enrollment	232	212	212	300	300
7	Percent of programs with stable or increasing enrollment	47.0%	57.8%	56.6%	60.0%	60.0%
8	Percent persisting to following spring	80.4%	80.0%	77.8%	80.0%	80.0%
9	Percent placed in jobs or continuing education in New Mexico	76.0%	73.0%	79.3%	80.0%	80.0%

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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>				
	FY 06	FY 07	FY 08	FY 09	FY 10
	FA 2002 thru SP 2005	FA 2003 thru SP 2006	FA 2004 thru SP 2007	FA 2005 thru SP 2008	FA 2006 thru SP 2009
Number of new students intending to transfer or obtain a career credential	175	126	156		
Earned a degree	12	6	6		
Earned a certificate		3	4		
Earned an industry credential/ license/ designed skill set					
Transferred to a 4 or 2 year institution in New Mexico	29	44	82		
Became transfer ready and left	14	19	3		
Became transfer ready and are still enrolled	41	21	3		
Still enrolled at the end of 3 years	5	3	7		
Total	101	96	105		
Percent of successful students using above methodology	57.7%	76.2%	67.3%		
Three-year Average		63.1%	66.1%		
TARGET		71.0%	71.0%	70.0%	70.0%

DETAIL ON MOST RECENT COHORT:

	Total Cohort	# Successful	% Successful
Native American	14	9	64.3%
Hispanic	126	82	65.1%
White, Non-Hispanic	14	13	92.9%
All Other	2	1	50.0%
Total	156	105	67.3%
Male	80	47	58.8%
Female	76	58	76.3%
Total	156	105	67.3%

METHODOLOGY:

Using the San Juan student intent model, determine the number of first-time Fall 2004 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2007 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 2010. 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>				
	FY 06	FY 07	FY 08	FY 09	FY 10
	Academic Year 2003- 04	Academic Year 2004- 05	Academic Year 2005- 06	Academic Year 2006- 07	Academic Year 2007- 08
Completers during AY	172	188	219		
Matched to jobs in NM	119	94	184		
Percent matched to jobs	69.2%	50.0%	84.0%		
Three-year Average			68.6%		
TARGET		70.0%	70.0%	70.0%	70.0%

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 2010.

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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 06	FY 07	FY 08	FY 09	FY 10
		Fall Semester 2005	Fall Semester 2006	Fall Semester 2007	Fall Semester 2008	Fall Semester 2009
Native American	7,492	140	209	175		
Black	239	15	18	11		
Asian	156	16	13	25		
Hispanic	36,742	1,575	1,565	1,606		
White	29,344	447	405	420		
Unreported	15,310	2	40	-		
Total	89,283	2,195	2,250	2,237	-	-
Female	25,627	1,409	1,394	1,483		
Male	25,120	786	856	754		
Total	50,747	2,195	2,250	2,237	-	-
Native American %	8.4%	6.4%	9.3%	7.8%		
Black %	0.3%	0.7%	0.8%	0.5%		
Asian %	0.2%	0.7%	0.6%	1.1%		
Hispanic %	41.2%	71.8%	69.6%	71.8%		
White %	32.9%	20.4%	18.0%	18.8%		
Unreported %	17.1%	0.1%	1.8%	0.0%		
Total	100.0%	100.0%	100.0%	100.0%		
Female %	50.5%	64.2%	62.0%	66.3%		
Male %	49.5%	35.8%	38.0%	33.7%		
Total	100.0%	100.0%	100.0%	100.0%		
Target Group Percentage		6.4%	9.3%	7.8%		
Target Group - 3-Year Average			7.5%	7.8%		
TARGET			9.3%	9.3%	9.5%	9.5%

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 2010.

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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 06	FY 07	FY 08	FY 09	FY 10
		Spring Semester 2005	Spring Semester 2006	Spring Semester 2007	Spring Semester 2008	Spring Semester 2009
Native American	7,492	19	17	12		
Black	239	-	2	1		
Asian	156	4	1	2		
Hispanic	36,742	132	128	157		
White	29,344	38	31	45		
Unreported	15,310	2	-	-		
Total	89,283	195	179	217	-	-
Female	25,627	139	130	152		
Male	25,120	56	49	68		
Total	50,747	195	179	220	-	-
Native American %	8.4%	9.7%	9.5%	5.5%		
Black %	0.3%	0.0%	1.1%	0.5%		
Asian %	0.2%	2.1%	0.6%	0.9%		
Hispanic %	41.2%	67.7%	71.5%	72.4%		
White %	32.9%	19.5%	17.3%	20.7%		
Unreported %	17.1%	1.0%	0.0%	0.0%		
Total	100.0%	100.0%	100.0%	100.0%		
Female %	50.5%	71.3%	72.6%	69.1%		
Male %	49.5%	28.7%	27.4%	30.9%		
Total	100.0%	100.0%	100.0%	100.0%		
Target Group Percentage		9.7%	9.5%	5.5%		
Target Group - 3-Year Average			9.0%	8.1%		
TARGET			7.0%	7.0%	9.5%	9.5%

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 2010.

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

Program Name:	<i>DFA/LFC Column Headings</i>				
	FY 06	FY 07	FY 08	FY 09	FY 10
	Fiscal Year 2005-06	Fiscal Year 2006-07	Fiscal Year 2007-08	Fiscal Year 2008-09	Fiscal Year 2009-10
Number of ABE participants	404	411	411		
Percent change vs. Prior Year		1.7%	0.0%		
Percent change vs. 3-yr Avg.			0.6%		
Three-year Average	327	391	409		
Percent change			4.5%		
TARGET		300	300	400	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 2010.

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

Program Name:	<i>DFA/LFC Column Headings</i>				
	FY 06	FY 07	FY 08	FY 09	FY 10
	Fiscal Year 2005-06	Fiscal Year 2006-07	Fiscal Year 2007-08	Fiscal Year 2008-09	Fiscal Year 2009-10
Concurrent Enrollment program	232	212	212		
Percent change vs. Prior Year		-8.6%	0.0%		
Percent change vs. 3-yr Avg.			-3.0%		
Three-year Average	244	240	219		
Percent change			-8.9%		
TARGET		300	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 2010.

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

	<i>DFA/LFC Column Headings</i>				
	FY 06	FY 07	FY 08	FY 09	FY 10
	AY 2005- 2006	AY 2006- 2007	AY 2007- 2008	AY 2008- 2009	AY 2009- 2010
Programs with enrollment increase	21	23	25		
Programs with stable enrollment	11	17	14		
Programs increasing or stable	32	40	39		
Programs with decreasing enrollment	35	25	25		
Total programs	67	65	64		
3-yr. avg. programs increasing		22.7	23.0		
3-yr. avg. programs stable		15.7	14.0		
3-yr. avg. increasing or stable		38.4	37.0		
3-yr. avg. programs decreasing		28.0	28.3		
Total programs		66.4	65.3		
Percent of avg. increasing		34.2%	35.2%		
Percent of avg. stable		23.6%	21.4%		
Percent of avg. increasing or stable		57.8%	56.6%		
Percent of avg. decreasing		42.2%	43.4%		
Total programs		100.0%	100.0%		
TARGET		69.0%	60.0%	60.0%	60.0%

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 2010.

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

	<i>DFA/LFC Column Headings</i>										
	FY 06			FY 07			FY 08			FY 09	FY 10
	Enrolled Fall 2005	Retained Spring 2006	% Retained	Enrolled Fall 2006	Retained Spring 2007	% Retained	Enrolled Fall 2007	Retained Spring 2008	% Retained		
Fall-to-Spring Data:											
Native American	11	10	90.9%	22	16	72.7%	11	8	72.7%		
Black	2	2	100.0%	2	2	100.0%	1	1	100.0%		
Asian	-	-	-	1	1	-	1	1	100.0%		
Hispanic	127	102	80.3%	107	87	81.3%	143	109	76.2%		
White	13	9	69.2%	12	10	83.3%	17	10	58.8%		
Unreported	-	-	-	3	-	-	-	-	-		
Total	153	123	80.4%	147	116	78.9%	173	129	74.6%		
Female	102	86	84.3%	82	65	79.3%	94	76	80.9%		
Male	51	37	72.5%	65	51	78.5%	79	53	67.1%		
Total	153	123	80.4%	147	116	78.9%	173	129	74.6%		
Three-Year Average:											
Native American						76.7%	15	11	77.3%		
Black						100.0%	2	2	100.0%		
Asian						50.0%	1	1	100.0%		
Hispanic						81.1%	126	99	79.0%		
White						79.3%	14	10	69.0%		
Unreported						25.0%	1	-	0.0%		
Total							158	123	77.8%		
Female						81.9%	93	76	81.7%		
Male						77.5%	65	47	72.3%		
Total							158	123	77.8%		
TARGET						75.0%			75.0%	80.0%	80.0%

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 2010. 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>				
	FY 06	FY 07	FY 08	FY 09	FY 10
	Academic Year 2003- 04	Academic Year 2004- 05	Academic Year 2005- 06	Academic Year 2006- 07	Academic Year 2007- 08
Completers during AY	172	188	219		
Matched to jobs in NM	119	94	184		
Continuing education in NM	21	28	13		
Total matched to jobs + cont. ed.	140	122	197		
Percent matched to jobs or continuing education in NM	81.4%	64.9%	90.0%		
Three-year Average		73.0%	79.3%		
TARGET		80.0%	80.0%	80.0%	80.0%

METHODOLOGY:

Calculate the percentage of AY 2005-06 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 2007 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 2010.

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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 06			FY 07			FY 08			FY 09	FY 10
	Fall 2002 Cohort	Complete by Spring 2005	% Complete	Fall 2003 Cohort	Complete by Spring 2006	% Complete	Fall 2004 Cohort	Complete by Spring 2007	% Complete		
Fall-to-Spring Data:											
Native American	24	-	0.0%	13	-	0.0%	13	-	0.0%		
Black	4	-	0.0%	-	-	-	-	-	-		
Asian	1	-	0.0%	-	-	-	1	-	0.0%		
Hispanic	146	14	9.6%	78	8	10.3%	105	8	7.6%		
White	19	5	26.3%	11	1	9.1%	5	1	20.0%		
Unreported	1	-	0.0%	-	-	-	1	-	0.0%		
Total	195	19	9.7%	102	9	8.8%	125	9	7.2%		
Female	114	13	11.4%	48	1	2.1%	65	6	9.2%		
Male	81	6	7.4%	54	8	14.8%	60	3	5.0%		
Total	195	19	9.7%	102	9	8.8%	125	9	7.2%		
Three-Year Average:											
Native American						4.1%	17	-	0.0%		
Black						0.0%	1	-	0.0%		
Asian						0.0%	1	-	0.0%		
Hispanic						10.3%	110	10	9.1%		
White						16.2%	12	2	20.0%		
Unreported						0.0%	1	-	0.0%		
Total						9.9%	141	12	8.8%		
Female						8.2%	76	7	8.8%		
Male						11.9%	65	6	8.7%		
Total						9.9%	141	12	8.8%		
TARGET						15.0%			15.0%	15.0%	15.0%

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 2004 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 2010. 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	9.7%	
2002 Cohort	8.8%	
2003 Cohort	7.2%	
Performance Gap:		
Current performance gap (%)	-28.2%	
Original performance gap (%)	-26.6%	
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%). A task force is being assembled by the president to	
Is your agency showing progress toward closing the gap? Explain	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.	
How can state government be supportive of these efforts in a budget-neutral environment?		

Additional Notes/Comments

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.

Institution Name	Total Adjusted Cohort	Total Graduates Within 150% of Time	Graduation Rate	Rank
Northern New Mexico College:	125	9	7.2%	12
Central Alabama Community College	429	107	24.9%	7
Otero Junior College	374	180	48.1%	2
Coastal Georgia Community College	379	65	17.2%	9
Neosho County Community College	199	42	21.1%	8
Gogebic Community College	233	94	40.3%	4
Northland Community and Technical College	718	255	35.5%	6
North Central Missouri College	291	107	36.8%	5
Richmond Community College	282	42	14.9%	10
Stanly Community College	171	74	43.3%	3
Treasure Valley Community College	374	32	8.6%	11
Lake Area Technical Institute	495	399	80.6%	1
TOTAL PEER AVERAGE	3,945	1,397	35.4%	

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.