

New Mexico Community Colleges
Community College Performance-Based Indicators
Reporting Date: September 2010

College: Northern New Mexico College
Prepared by: Carmella L. Sanchez
Date:

#	Performance Measures	FY 08 Actual	FY 09 Actual	FY 10 Actual	FY 11 Budget	FY 12 Target
1	Percent successful after 3 years	66.1%	67.0%	57.5%	70.0%	70.0%
10	Percent complete within 150% of time	8.8%	7.4%	6.8%	15.0%	15.0%
2	Percent placed in jobs in New Mexico	68.6%	73.5%	85.0%	73.0%	75.0%
3	Percent of Native Americans enrolled	7.8%	8.4%	8.2%	9.5%	9.5%
4	Percent of Native American graduates	8.1%	7.2%	7.0%	9.5%	9.5%
5	Number enrolled in ABE	411	451	382	450	450
6	Number enrolled in dual enrollment	212	261	265	300	300
7	Percent of programs with stable or increasing enrollment	56.6%	62.8%	60.9%	62.0%	62.0%
8	Percent persisting to following spring	77.8%	76.9%	76.9%	81.0%	81.0%
9	Percent placed in jobs or continuing education in New Mexico	79.3%	81.9%	91.2%	82.0%	85.0%

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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 08	FY 09	FY 10	FY 11	FY 12
	FA 2004 thru SP 2007	FA 2005 thru SP 2008	FA 2006 thru SP 2009	FA 2007 thru SP 2010	FA 2008 thru SP 2011
Number of new students intending to transfer or obtain a career credential	156	173	172		
Earned a degree	6	7	6		
Earned a certificate	4	2	5		
Earned an industry credential/ license/ designed skill set					
Transferred to a 4 or 2 year institution in New Mexico	82	22	10	<i>Using File from HED Chess Site</i>	
Became transfer ready and left	3	20	16		
Became transfer ready and are still enrolled	3	45	31		
Still enrolled at the end of 3 years	7	8	11		
Total	105	104	79		
Percent of successful students using above methodology	67.3%	60.1%	45.9%		
Three-year Average	66.1%	67.0%	57.5%		
TARGET	71.0%	70.0%	70.0%	70.0%	70.0%

DETAIL ON MOST RECENT COHORT:

	Total Cohort	# Successful	% Successful
Native American	23	8	34.8%
Hispanic	127	58	45.7%
White, Non-Hispanic	14	7	50.0%
All Other	8	6	75.0%
Total	172	79	45.9%
Male	81	47	58.0%
Female	91	32	35.2%
Total	172	79	45.9%

METHODOLOGY:

Using the San Juan student intent model, determine the number of first-time Fall 2006 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2009 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 2012. Provide a breakdown of the most recent cohort by gender and ethnicity.

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PERFORMANCE INDICATOR #2 Percent of program completers who were placed in jobs in New Mexico based on UI wage data.

	<i>DFA/LFC Column Headings</i>				
	FY 08	FY 09	FY 10	FY 11	FY 12
	Academic Year 2005- 06	Academic Year 2006- 07	Academic Year 2007- 08	Academic Year 2008- 09	Academic Year 2009- 10
Completers during AY	219	205	177		
Matched to jobs in NM	184	172	155		
Percent matched to jobs	84.0%	83.9%	87.6%		
Three-year Average		73.5	85.0%		
TARGET	70.0%	70.0%	70.0%	73.0%	75.0%

METHODOLOGY:

Calculate the percentage of AY 2007-08 program completers who were placed in jobs in New Mexico based on unemployment insurance wage data as of late spring 2009. 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 2012.

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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 08	FY 09	FY 10	FY 11	FY 12
		Fall Semester 2007	Fall Semester 2008	Fall Semester 2009	Fall Semester 2010	Fall Semester 2011
Native American	7,492	175	170	186		
Black	239	11	26	26		
Asian	156	25	22	20		
Hispanic	36,742	1,606	1,502	1,474		
White	29,344	420	389	391		
Unreported	15,310	-	30	24		
Total	89,283	2,237	2,139	2,121	-	-
Female	25,627	1,483	1,335	1,368		
Male	25,120	754	804	753		
Total	50,747	2,237	2,139	2,121	-	-
Native American %	8.4%	7.8%	7.9%	8.8%		
Black %	0.3%	0.5%	1.2%	1.2%		
Asian %	0.2%	1.1%	1.0%	0.9%		
Hispanic %	41.2%	71.8%	70.2%	69.5%		
White %	32.9%	18.8%	18.2%	18.4%		
Unreported %	17.1%	0.0%	1.4%	1.1%		
Total	100.0%	100.0%	100.0%	100.0%		
Female %	50.5%	66.3%	62.4%	64.5%		
Male %	49.5%	33.7%	37.6%	35.5%		
Total	100.0%	100.0%	100.0%	100.0%		
Target Group Percentage		7.8%	7.9%	8.8%		
Target Group - 3-Year Average		7.8%	8.4%	8.2%		
TARGET		9.3%	9.5%	9.5%	9.5%	9.50%

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 2012.

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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 08	FY 09	FY 10	FY 11	FY 12
		Spring Semester 2007	Spring Semester 2008	Spring Semester 2009	Spring Semester 2010	Spring Semester 2011
Native American	7,492	12	13	18		
Black	239	1	1	-		
Asian	156	2	1	1		
Hispanic	36,742	157	132	148		
White	29,344	45	36	47		
Unreported	15,310	-	1	-		
Total	89,283	217	184	214	-	-
Female	25,627	152	131	157		
Male	25,120	68	53	57		
Total	50,747	220	184	214	-	-
Native American %	8.4%	5.5%	7.1%	8.4%		
Black %	0.3%	0.5%	0.5%	0.0%		
Asian %	0.2%	0.9%	0.5%	0.5%		
Hispanic %	41.2%	72.4%	71.7%	69.2%		
White %	32.9%	20.7%	19.6%	22.0%		
Unreported %	17.1%	0.0%	0.5%	0.0%		
Total	100.0%	100.0%	100.0%	100.0%		
Female %	50.5%	69.1%	71.2%	73.4%		
Male %	49.5%	30.9%	28.8%	26.6%		
Total	100.0%	100.0%	100.0%	100.0%		
Target Group Percentage		5.5%	7.1%	8.4%		
Target Group - 3-Year Average		8.1%	7.2%	7.0%		
TARGET		7.0%	9.5%	9.5%	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 2012.

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

Program Name:	<i>DFA/LFC Column Headings</i>				
	FY 08	FY 09	FY 10	FY 11	FY 12
	Fiscal Year 2007-08	Fiscal Year 2008-09	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12
Number of ABE participants	411	451	382		
Percent change vs. Prior Year		9.7%	-15.3%		
Percent change vs. 3-yr Avg.			-7.9%		
Three-year Average	409	425	415		
Percent change			-2.4%		
TARGET	300	400	400	450	450

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 2012.

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

Program Name:	<i>DFA/LFC Column Headings</i>				
	FY 08	FY 09	FY 10	FY 11	FY 12
	Fiscal Year 2007-08	Fiscal Year 2008-09	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12
Concurrent Enrollment program	212	261	265		
Percent change vs. Prior Year		23.1%	1.5%		
Percent change vs. 3-yr Avg.			7.7%		
Three-year Average	219	228	246		
Percent change			7.9%		
TARGET	300	300	300	300	300

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 2012.

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

	<i>DFA/LFC Column Headings</i>				
	FY 08	FY 09	FY 10	FY 11	FY 12
	AY 2007-2008	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-2012
Programs with enrollment increase	25	18	26		
Programs with stable enrollment	14	18	11		
Programs increasing or stable	39	36	37		
Programs with decreasing enrollment	25	18	29		
Total programs	64	54	66		
3-yr. avg. programs increasing		22.0	23.0		
3-yr. avg. programs stable		16.3	14.3		
3-yr. avg. increasing or stable		38.3	37.3		
3-yr. avg. programs decreasing		22.7	24.0		
Total programs		61.0	61.3		
Percent of avg. increasing	35.2%	36.1%	37.5%		
Percent of avg. stable	21.4%	26.8%	23.4%		
Percent of avg. increasing or stable	56.6%	62.8%	60.9%		
Percent of avg. decreasing	43.4%	37.2%	39.1%		
Total programs	100.0%	100.0%	100.0%		
TARGET	60.0%	60.0%	60.0%	62.0%	62.0%

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 program 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 2012.

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PERFORMANCE INDICATOR #1 Percent of new students persisting from fall to spring semesters

	<i>DFA/LFC Column Headings</i>										
	FY 08			FY 09			FY 10			FY 11	FY 12
	Enrolled Fall 2007	Retained Spring 2008	% Retained	Enrolled Fall 2008	Retained Spring 2009	% Retained	Enrolled Fall 2009	Retained Spring 2010	% Retained		
Fall-to-Spring Data:											
Native American	11	8	72.7%	13	9	69.2%	25	18	72.0%		
Black	1	1	100.0%	4	2	50.0%	2	1	50.0%		
Asian	1	1	100.0%	1	1	100.0%	1	-	0.0%		
Hispanic	143	109	76.2%	143	113	79.0%	147	118	80.3%		
White	17	10	58.8%	12	10	83.3%	10	8	80.0%		
Unreported	-	-	-	1	-	-	1	1	100.0%		
Total	173	129	74.6%	174	135	77.6%	186	146	78.5%		
Female	94	76	80.9%	105	85	81.0%	111	90	81.1%		
Male	79	53	67.1%	69	50	72.5%	75	56	74.7%		
Total	173	129	74.6%	174	135	77.6%	186	146	78.5%		
Three-Year Average:											
Native American			77.3%			71.7%	16	12	71.4%		
Black			100.0%			71.4%	2	1	57.1%		
Asian			100.0%			100.0%	1	1	66.7%		
Hispanic			79.0%			78.6%	144	113	78.5%		
White			69.0%			73.2%	13	9	71.8%		
Unreported			0.0%			0.0%	1	0	50.0%		
Total						76.9%	178	137	76.9%		
Female			81.7%			80.4%	103	84	81.0%		
Male			72.3%			72.3%	74	53	71.3%		
Total						76.9%	178	137	76.9%		
TARGET			75.0%			80.0%			81.0%	81.0%	81.0%

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 2012. 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 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 08	FY 09	FY 10	FY 11	FY 12
	Academic Year 2005-06	Academic Year 2006-07	Academic Year 2007-08	Academic Year 2008-09	Academic Year 2009-10
Completers during AY	219	205	177		
Matched to jobs in NM	184	172	155		
Continuing education in NM	13	10	14		
Total matched to jobs + cont. ed.	197	182	169		
Percent matched to jobs or continuing education in NM	90.0%	88.8%	95.5%		
Three-year Average	79.3%	81.9%	91.2%		
TARGET	80.0%	80.0%	80.0%	82.0%	85.0%

METHODOLOGY:

Calculate the percentage of AY 2007-08 program completers who were placed in jobs in New Mexico based on unemployment insurance wage data as of late spring 2009 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 2012.

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PERFORMANCE INDICATOR #1 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 11	FY 12
	FY 08			FY 09			FY 10				
	Fall 2004 Cohort	Complete by Spring 2007	% Complete	Fall 2005 Cohort	Complete by Spring 2008	% Complete	Fall 2006 Cohort	Complete by Spring 2009	% Complete		
Fall-to-Spring Data:											
Native American	13	-	0.0%	11	-	0.0%	22		0.0%		
Black				2	-	0.0%	2		0.0%		
Asian	1	-	0.0%	-		0.0%	1		0.0%		
Hispanic	105	8	7.6%	127	9	7.1%	107	7	6.5%		
White	5	1	20.0%	13	1	7.7%	12	3	25.0%		
Unreported	1	-	0.0%	-		0.0%	3		0.0%		
Total	125	9	7.2%	153	10	6.5%	147	10	6.8%		
Female	65	6	9.2%	102	9	8.8%	82	6	7.3%		
Male	60	3	5.0%	51	1	2.0%	65	4	6.2%		
Total	125	9	7.2%	153	10	6.5%	147	10	6.8%		
Three-Year Average:											
Native American			0.0%			0.0%	15	-	0.0%		
Black			0.0%			0.0%	1	-	0.0%		
Asian			0.0%			0.0%	1		0.0%		
Hispanic			9.1%			8.1%	113	8	7.1%		
White			20.0%			10.3%	10	2	16.7%		
Unreported			0.0%			0.0%	1	-	0.0%		
Total			9.9%			7.4%	142	10	6.8%		
Female			8.8%			7.4%	83	7	8.4%		
Male			8.7%			7.3%	59	3	4.5%		
Total			9.9%			7.4%	142	10	6.8%		
TARGET			15.0%			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 2006 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 2012. 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.