

New Mexico Community Colleges
Community College Performance-Based Indicators
Reporting Date: September 2011

College: Northern New Mexico College
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Date: September 14, 2011

#	Performance Measures	FY 09 Actual	FY 10 Actual	FY 11 Actual	FY 12 Budget	FY 13 Target
1	Percent successful after 3 years	67.0%	57.5%	52.3%	70.0%	70.0%
10	Percent complete within 150% of time	7.4%	6.8%	7.9%	15.0%	15.0%
2	Percent placed in jobs in New Mexico	73.5%	85.0%	82.0%	75.0%	80.0%
3	Percent of Native Americans enrolled	8.4%	8.2%	8.2%	9.5%	9.5%
4	Percent of Native American graduates	7.2%	7.0%	7.9%	9.5%	9.5%
5	Number enrolled in ABE	451	382	458	450	450
6	Number enrolled in dual enrollment	261	265	381	300	300
7	Percent of programs with stable or increasing enrollment	62.8%	60.9%	62.3%	62.0%	62.0%
8	Percent persisting to following spring	76.9%	76.9%	75.9%	81.0%	81.0%
9	Percent placed in jobs or continuing education in New Mexico	81.9%	91.2%	91.8%	85.0%	90.0%

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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 09	FY 10	FY 11	FY 12	FY 13
	FA 2005 thru SP 2008	FA 2006 thru SP 2009	FA 2007 thru SP 2010	FA 2008 thru SP 2011	FA 2009 thru SP 2012
Number of new students intending to transfer or obtain a career credential	173	172	192		
Earned a degree	7	6	7		
Earned a certificate	2	5	7		
Earned an industry credential/ license/ designed skill set					
Transferred to a 4 or 2 year institution in New Mexico	22	10	22		
Became transfer ready and left	20	16	6		
Became transfer ready and are still enrolled	45	31	38		
Still enrolled at the end of 3 years	8	11	18		
Total	104	79	98		
Percent of successful students using above methodology	60.1%	45.9%	51.0%		
Three-year Average	67.0%	57.5%	52.3%		
TARGET	70.0%	70.0%	70.0%	70.0%	70.0%

DETAIL ON MOST RECENT COHORT:

	Total Cohort	# Successful	% Successful
Native American	11	3	27.3%
Hispanic	157	85	54.1%
White, Non-Hispanic	21	8	38.1%
All Other	3	2	66.7%
Total	192	98	51.0%
Male	88	43	48.9%
Female	104	55	52.9%
Total	192	98	51.0%

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 09	FY 10	FY 11	FY 12	FY 13
	Academic Year 2006- 07	Academic Year 2007- 08	Academic Year 2008- 09	Academic Year 2009- 10	Academic Year 2010- 11
Completers during AY	205	177	191		
Matched to jobs in NM	172	155	143		
Percent matched to jobs	83.9%	87.6%	74.9%		
Three-year Average	73.5	85	82.0%		
TARGET	70.0%	70.0%	73.0%	75.0%	80.0%

METHODOLOGY:

Calculate the percentage of AY 2008-09 program completers who were placed in jobs in New Mexico based on unemployment insurance wage data as of late spring 2010. 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 2013.

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

	Service Area Profile 2010 Census	DFA/LFC Column Headings				
		FY 09	FY 10	FY 11	FY 12	FY 13
		Fall Semester 2008	Fall Semester 2009	Fall Semester 2010	Fall Semester 2011	Fall Semester 2012
Native American	7,270	170	186	170		
Black	129	26	26	29		
Asian	164	22	20	12		
Hispanic	35,418	1,502	1,474	1,521		
White	6,644	389	391	360		
Unreported	616	30	24	88		
Total	50,241	2,139	2,121	2,180	-	-
Female	24,839	1,335	1,368	1,356		
Male	25,402	804	753	824		
Total	50,241	2,139	2,121	2,180	-	-
Native American %	14.5%	7.9%	8.8%	7.8%		
Black %	0.3%	1.2%	1.2%	1.3%		
Asian %	0.3%	1.0%	0.9%	0.6%		
Hispanic %	70.5%	70.2%	69.5%	69.8%		
White %	13.2%	18.2%	18.4%	16.5%		
Unreported %	1.2%	1.4%	1.1%	4.0%		
Total	100.0%	100.0%	100.0%	100.0%		
Female %	49.4%	62.4%	64.5%	62.2%		
Male %	50.6%	37.6%	35.5%	37.8%		
Total	100.0%	100.0%	100.0%	100.0%		
Target Group Percentage		7.9%	8.8%	7.8%		
Target Group - 3-Year Average		8.4%	8.2%	8.2%		
TARGET		9.5%	9.5%	9.5%	9.5%	9.5%

METHODOLOGY:

Using the 2010 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 2013.

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

	Service Area Profile 2010 Census	DFA/LFC Column Headings				
		FY 09	FY 10	FY 11	FY 12	FY 13
		Spring Semester	Spring Semester	Spring Semester	Spring Semester	Spring Semester
		2008	2009	2010	2011	2012
Native American	7,270	13	18	14		
Black	129	1	-	-		
Asian	164	1	1	1		
Hispanic	35,418	132	148	121		
White	6,644	36	47	34		
Unreported	616	1	-	1		
Total	50,241	184	214	171	-	-
Female	24,839	131	157	119		
Male	25,402	53	57	52		
Total	50,241	184	214	171	-	-
Native American %	14.5%	7.1%	8.4%	8.2%		
Black %	0.3%	0.5%	0.0%	0.0%		
Asian %	0.3%	0.5%	0.5%	0.6%		
Hispanic %	70.5%	71.7%	69.2%	70.8%		
White %	13.2%	19.6%	22.0%	19.9%		
Unreported %	1.2%	0.5%	0.0%	0.6%		
Total	100.0%	100.0%	100.0%	100.0%		
Female %	49.4%	71.2%	73.4%	69.6%		
Male %	50.6%	28.8%	26.6%	30.4%		
Total	100.0%	100.0%	100.0%	100.0%		
Target Group Percentage		7.1%	8.4%	8.2%		
Target Group - 3-Year Average		7.2%	8.0%	7.9%		
TARGET		9.5%	9.5%	9.5%	9.5%	9.5%

METHODOLOGY:

Using the 2010 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 2013.

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

Program Name:	<i>DFA/LFC Column Headings</i>				
	FY 09	FY 10	FY 11	FY 12	FY 13
	Fiscal Year 2008-09	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12	Fiscal Year 2012-13
Number of ABE participants	451	382	458		
Percent change vs. Prior Year		-15.3%	19.9%		
Percent change vs. 3-yr Avg.			6.4%		
Three-year Average	425	415	430		
Percent change			3.7%		
TARGET	400	400	450	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 2013.

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

Program Name:	<i>DFA/LFC Column Headings</i>				
	FY 09	FY 10	FY 11	FY 12	FY 13
	Fiscal Year 2008-09	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12	Fiscal Year 2012-13
Concurrent Enrollment program	261	265	381		
Percent change vs. Prior Year		1.5%	43.8%		
Percent change vs. 3-yr Avg.			26.0%		
Three-year Average	228	246	302		
Percent change			22.9%		
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 2013.

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

	<i>DFA/LFC Column Headings</i>				
	FY 09	FY 10	FY 11	FY 12	FY 13
	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	AY 2011- 2012	AY 2012- 2013
Programs with enrollment increase	18	26	35		
Programs with stable enrollment	18	11	21		
Programs increasing or stable	36	37	56		
Programs with decreasing enrollment	18	29	31		
Total programs	54	66	87		
3-yr. avg. programs increasing		23.0	26.3		
3-yr. avg. programs stable		14.3	16.7		
3-yr. avg. increasing or stable		37.3	43.0		
3-yr. avg. programs decreasing		24.0	26.0		
Total programs		61.3	69.0		
Percent of avg. increasing	36.1%	37.5%	38.2%		
Percent of avg. stable	26.8%	23.4%	24.2%		
Percent of avg. increasing or stable	62.8%	60.9%	62.3%		
Percent of avg. decreasing	37.2%	39.1%	37.7%		
Total programs	100.0%	100.0%	100.0%		
TARGET	60.0%	60.0%	62.0%	62.0%	62.0%

METHODOLOGY:

Examine the average FTE enrollments for all academic and career-technical programs over the past three 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 2013.

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

	<i>DFA/LFC Column Headings</i>										
	FY 09			FY 10			FY 11			FY 12	FY 13
	Enrolled Fall 2008	Retained Spring 2009	% Retained	Enrolled Fall 2009	Retained Spring 2010	% Retained	Enrolled Fall 2010	Retained Spring 2011	% Retained		
Fall-to-Spring Data:											
Native American	13	9	69.2%	25	18	72.0%	23	20	87.0%		
Black	4	2	50.0%	2	1	50.0%	3	3	100.0%		
Asian	1	1	100.0%	1	-	0.0%			#DIV/0!		
Hispanic	143	113	79.0%	147	118	80.3%	182	126	69.2%		
White	12	10	83.3%	10	8	80.0%	12	10	83.3%		
Unreported	1	-	-	1	1	-			#DIV/0!		
Total	174	135	77.6%	186	146	78.5%	220	159	72.3%		
Female	105	85	81.0%	111	90	81.1%	127	99	78.0%		
Male	69	50	72.5%	75	56	74.7%	93	60	64.5%		
Total	174	135	77.6%	186	146	78.5%	220	159	72.3%		
Three-Year Average:											
Native American			71.7%			71.4%	20	16	77.0%		
Black			71.4%			57.1%	3	2	66.7%		
Asian			100.0%			66.7%	1	0	50.0%		
Hispanic			78.6%			78.5%	157	119	75.6%		
White			73.2%			71.8%	11	9	82.4%		
Unreported			0.0%			50.0%	1	0	50.0%		
Total			76.9%			76.9%	193	147	75.9%		
Female			80.4%			81.0%	114	91	79.9%		
Male			72.3%			71.3%	79	55	70.0%		
Total			76.9%			76.9%	193	147	75.9%		
TARGET			80.0%			81.0%			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 2013. 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 09	FY 10	FY 11	FY 12	FY 13
	Academic Year 2006- 07	Academic Year 2007- 08	Academic Year 2008- 09	Academic Year 2009- 10	Academic Year 2010- 11
Completers during AY	205	177	191		
Matched to jobs in NM	172	155	143		
Continuing education in NM	10	14	32		
Total matched to jobs + cont. ed.	182	169	175		
Percent matched to jobs or continuing education in NM	88.8%	95.5%	91.6%		
Three-year Average	81.9%	91.2%	91.8%		
TARGET	80.0%	80.0%	82.0%	85.0%	90.0%

METHODOLOGY:

Calculate the percentage of AY 2008-09 program completers who were placed in jobs in New Mexico based on unemployment insurance wage data as of late spring 2010 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 2013.

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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 12	FY 13
	FY 09			FY 10			FY 11				
	Fall 2005 Cohort	Complete by Spring 2008	% Complete	Fall 2006 Cohort	Complete by Spring 2009	% Complete	Fall 2007 Cohort	Complete by Spring 2010	% Complete		
Fall-to-Spring Data:											
Native American	11	-	0.0%	22		0.0%	11		0.0%		
Black	2	-	0.0%	2		0.0%	1		0.0%		
Asian		-	0.0%	1		0.0%	1		0.0%		
Hispanic	127	9	7.1%	107	7	6.5%	138	17	12.3%		
White	13	1	7.7%	12	3	25.0%	16		0.0%		
Unreported		-	0.0%	3		0.0%			#DIV/0!		
Total	153	10	6.5%	147	10	6.8%	167	17	10.2%		
Female	102	9	8.8%	82	6	7.3%	90	7	7.8%		
Male	51	1	2.0%	65	4	6.2%	77	10	13.0%		
Total	153	10	6.5%	147	10	6.8%	167	17	10.2%		
Three-Year Average:											
Native American			0.0%			0.0%	15	-	0.0%		
Black			0.0%			0.0%	2	-	0.0%		
Asian			0.0%			0.0%	1		0.0%		
Hispanic			8.1%			7.1%	124	11	8.9%		
White			10.3%			16.7%	14	1	9.8%		
Unreported			0.0%			0.0%	1	-	0.0%		
Total			7.4%			6.8%	156	12	7.9%		
Female			7.4%			8.4%	91	7	8.0%		
Male			7.3%			4.5%	64	5	7.8%		
Total			7.4%			6.8%	156	12	7.9%		
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 2007 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 2013. 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.