

**COMMUNITY COLLEGE PERFORMANCE-BASED INDICATORS  
 October 2001**

- CC PERFORMANCE-BASED INDICATOR # 1: Academic Quality/Student Progress and Success

Of a cohort of new students (Fall 1997) who were intending to transfer or obtain a career credential (based on an intent model adopted by NMACC), how many after 3 years received a degree or certificate, transferred, became transfer ready (as defined by NMACC), or are still enrolled?

Number of new students 9+ hours, fall 97 in transfer or career cohorts (denominator)

**117**

Number measured through spring 2000 term who (unduplicated, that is, reported in one of the following categories only):

Earned a degree 8  
 Earned a Certificate 6  
 Earn an industry credential/license n/a  
 Are known to have transferred n/a  
 Became transfer ready (completed with "C" or minimum 2.0 grade 18 credits of the general education core) and left 38  
 Are transfer ready and still enrolled 44  
 Are still enrolled spring 2000 term 01

Total of the categories for fall 97 cohort (numerator) 97

Percent fall 97 cohort successful (numerator/denominator) 83%

Methodology: Using the San Juan intent model, determine the number of first time fall 1997 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2000 semester, determine how many in the combined cohort were successful as follows (unduplicated count using the hierarchy as listed): earned a degree; earned a certificate; earned credential/license; transferred; became transfer ready and left; are transfer ready and still enrolled; or are still enrolled. Divide this number by the total cohort to determine a success rate.

Fall 96 cohort denominator + fall 97 cohort denominator	<b>204</b>
Fall 96 cohort numerator + fall 97 cohort numerator	<b>137</b>
Percent average of 96 and 97 cohorts successful (numerator/denominator)	<b>67%</b>

**Target % 68**

Note: CHE will provide starting next year better feedback on students who have transferred; the UI wage system once operational can help track remaining members of the cohort group not deemed successful in any of the above measures to see if employed. We will move to a three-year average next year.

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**CC PERFORMANCE-BASED INDICATOR # 2: Accessible and Affordable Education**

Fall 2000 female and minority enrollments and 1999-2000 graduates are within an acceptable level of the ethnic and gender makeup of the community served based on the 2000 census profile of the adult population in the areas served.

Determine number and % share of the populations as follows:

	Service Area 2000 Profile	Enrolled Students Fall 2000	Ave enrollees 99/00	Graduates 1999-2000	Ave grads 98/99 99/00
Native American	N/% 7492 (14.8%)	N/% 154 (8.1%)	N 149	N/% 6 (3.5%)	N 13.5
Black	239 (0.5%)	11 (0.6%)	9	0	1
Asian	156 (0.3%)	8 (0.4%)	7	0	0
Hispanic	36742 (72.4%)	1396 (73.6%)	1237	130 (74.7%)	150.5
White	29344 (57.8%)	329 (17.3%)	308	33 (19%)	42
Unreported	15310 (30.2%)	0	2	5 (2.9%)	4.5
Women	25627 (50.5%)	1161 (61.2%)	1049	113 (64.94)	142

Methodology: Using the 2000 census profile for the adult population, determine the percentage breakdown by category for the area you serve. Do a similar breakdown for your 2000 enrollments and your 1999-2000 graduates. Using the average "n" from last year and this year, determine by checking the appropriate column which populations are significantly divergent from the census profile (as determined by the institution) and will be targeted for improvement.

**Enrollment Target(s) (if any) Native American enrollment of  
9.1%**

**Graduation Target(s) (if any) Native American graduation of  
4.5%**

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- CC PERFORMANCE-BASED INDICATOR # 3: Service to New Mexicans

Numbers served annually in two of the following categories based on unique community need **SELECTED LAST YEAR** will have increased in 2001 compared to a two-year rolling average from a baseline rolling average of program participants from 1998-2000: ABE participants, SBDC clients, public school students (concurrent, tech prep, area vocational school, etc), distance education students (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).

ADULT BASIC EDUCATION

ABE two-year rolling average 1998-2000	679
ABE program enrollment 2001	358
ABE program % decrease <sup>1</sup>	47%

TECH PREP

Tech Prep two-year rolling average 1998-2000	455
Tech Prep program enrollment 2001	1116
Tech Prep program % increase <sup>2</sup>	145%

CONCURRENT ENROLLMENT

Concurrent Enrollment two-year rolling average 1998-2000	320
Concurrent Enrollment program enrollment 2001	296
Concurrent Enrollment program % decrease <sup>3</sup>	8 %

Methodology: Using the 1998-2000 two-year rolling average of the two programs selected last year and comparing it to the 2001 annual enrollment determine the % increase/decrease. Counts by year should be unduplicated (as much as possible) within each category, but may be duplicated over the course of multiple years and among categories.

Note: Ideally, the enrollments in programs targeted last year would have increased and the success can be tied to the improvement goals set this past year.

**Target:**

**To retain ABE enrollment at 358**

**To retain CONCURRENT enrollment at 296**

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<sup>1</sup> Decrease due to the Taos site being closed and the exclusion of some participants by use of a new assessment. Also, a new database tracking system being used will provide updates later this year.

<sup>2</sup> New programs added account for 588 of this total for 2000-2001.

<sup>3</sup> Decrease *after* changes made to last years report.

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- CC PERFORMANCE-BASED INDICATOR # 4: Efficient and Effective Use of Resources

For those programs in existence three or more years, there will be more programs annually having increasing or level enrollments over a three-year period than decreasing enrollments looking at the period 1998-99 through 2000-01. How does this compare to last year's account?

PROGRAM ENROLLMENT INCREASES/DECREASES IN 2000-2001 BY 3-YEAR TRENDS (1997-98, 1998-99 & 1999-2000)		
Number of Programs Increased by More Than 5%	Number of Programs Within a 5% Increase/Decrease (Stable)	Number of Programs Decreased by More Than 5%
<b>18</b>	<b>7</b>	<b>30</b>

Methodology: Start by using Form "K" submitted for Perkins reporting, and report the seat count and FTE for each program listed for the last three years...1998-99 through 2000-01. Counts and FTE should be for the summer through spring semesters of each of those years. Programs that decline, those that increase and those remaining stable should be noted. The same information is to be reported for non-career-technical or "academic" programs where a certificate or degree is established. The information asked for is then entered into the cells above. Note the status response under the "eliminated" cell...for these indicate either ongoing, revamped, or eliminated. Provide a comparison statistic (or brief narrative) of this year's accounting vs. last year's.

Comparison statistic/narrative last year to this year:

Program enrollments for 2000-01 were compared to last year's three year average. The threshold for determining an increase or decrease in enrollment was  $\pm 5\%$ . Because last year's three year average did not include summer enrollment, the 2000-01 average does not include the summer semester either. The results of the comparison indicate that less than half of the programs offered are increasing or remaining stable. Please see attached chart.

Due to an enforcement of Financial Aid policies that students declare a degree major rather than a certificate major a number of certificate awarded degree programs have shown a decrease in enrollment. In fact, 14 of the 30 programs showing a decrease in enrollment are certificate programs. Furthermore the academic year 2000-01 had an overall lower enrollment compared to previous years.

It is important to also note that because Northern is a small college a difference of few students can skew the percentages. However, there are a few programs that are no longer as in demand compared to previous years. These programs will be evaluated in the future to determine their continuance.

**Target:**  
**2% Increase in the number of Programs Increasing/  
Remaining Stable**

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CC PERFORMANCE-BASED INDICATOR # 5: Economic Impact

Annual placement rates of graduates in jobs or continuing their education will improve over 1999-00 baseline.

Community College Job Placement Rates for 1999-00 Graduates							
	A	B	C	D	E	F	G
Program	Total Graduates	Unable to reach/not Seeking Jobs	Continuing Education	Total Available for Placement (A-(B+C))	Number Employed & Percent (% of D)	Average Hourly Rate	Number Working in NM
<b>Business Occupations</b>	36	8	6	22	15 68 %	\$ 12.52	12
<b>Health Occupations</b>	46	6	5	35	34 97 %	\$ 15.88	34
<b>Technologies</b>	61	22	6	33	30 91 %	\$ 16.44	27
<b>Trade &amp; Service Occupations</b>	23	6	1	16	14 88 %	\$ 10.82	13
<b>Remaining Degrees</b>	40	22	9	9	6 67 %	\$ 11.26	6
<b>Total</b>	206	64	27	115	99 86%	\$ 14.35	92

Methodology: Using 1999-00 placement data, fill in the appropriate cells where data is available. Note in cell E, a number and percent are asked for. As a fallback position, report similar to Perkins measure on job placement, but move to a more complete reporting as indicated in the future.

Note: This is also how the placement information is asked for in our annual accountability report and for Perkins (except for Perkins we are limiting our measurement to career/technical areas). We will move to a three-year average next year.

Total available for placement 98/99 + 99/00 (column D denominator) 191

Number employed 98/99 + 99/00 (column E numerator) 170

Average % Placement rate 89 %

**Target % 90**