



# Northern New Mexico Community College

## REVISED METHODOLOGY COMMUNITY COLLEGE PERFORMANCE-BASED INDICATORS APRIL 2002

### PURPOSE STATEMENT:

The purpose of the I&G (instruction and general) at New Mexico's community colleges is to provide credit and non-credit postsecondary education and training opportunities to New Mexicans so that they have the skills to be competitive in the new economy and are able to participate in lifelong learning activities.

### MEASURES:

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

Of a cohort of new students (Fall 1998) 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 98 in transfer or career cohorts (denominator)

**125**

Number measured through spring 2001 term who (unduplicated, that is, reported in one of the following categories only):

Earned a degree	<b>7</b>
Earned a Certificate	<b>4</b>
Earn an industry credential/license	<b>N/a</b>
Are known to have transferred	<b>N/a</b>
Became transfer ready (completed with "C" or minimum 2.0 grade 18 credits of the general education core) and left	<b>39</b>
Are transfer ready and still enrolled	<b>33</b>
Are still enrolled spring 2001 term	<b>3</b>
<b>Total of the categories for Fall 98 cohort (numerator)</b>	<b>86</b>

Percent Fall 98 cohort successful (numerator/denominator) **69 %**

Methodology: Using the San Juan intent model, determine the number of first time Fall 1998 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2001 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 + Fall 97 cohort + Fall 98 denominators **329**

Fall 96 cohort + Fall 97 cohort + Fall 98 numerators **211**

Percent average of 96, 97 and 98 cohorts successful (numerator/denominator) **64%**

Target % **68%**

Note:

- Please establish a new target based on moving your three-year average forward. Three-year averages will be updated each year with more recent data (that is, next year the average will be for 97,98 and 99 cohorts) but your target will remain constant unless met or exceeded in which case you can move it forward.
- The CHE has informed me that they have provided you with data on non-returning students from 1998-2000. You should be able to compare socials of your intent cohort list that were not success “hits” with this more comprehensive list. The list will include the type of institution and time of first enrollment, so if you get matches, you can count them as “still enrolled” if at another two-year institution or “transferred” if at a four-year institution. This should help improve your “success” measures, even though the data only covers through 2000.

- CC PERFORMANCE-BASED INDICATOR # 2: Economic Impact

Annual placement rates of graduates in jobs or continuing their education will improve over prior year.

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
Business Occupations							
Health Occupations							
Technologies							
Trade & Serv. Occupations							
Remaining Degrees							
<b>Total</b>							

Methodology: Using 1999-00 placement data, fill in the appropriate cells where data is available. I am suggesting that we once again use 1999-00 data to see how what we reported last year compares with the UI wage data the CHE is willing to run on this cohort. Of course both sources can be used for this new matrix. (For example, the survey might have asked if the graduate was working out of state, which is not available with UI wage). Using that year's data will also allow you to cross-check with the non-returning list that CHE is providing to determine if any are continuing their education if they can provide back to you the socials for non-matches. Note in cell E, a number and percent are asked for.

Total available for placement 1999/00 (column D denominator) \_\_\_\_\_

Number employed 1999/00 (column E numerator) \_\_\_\_\_

Average % Placement rate \_\_\_\_\_

Target % \_\_\_\_\_

Note: There are two methods of deriving this data. One is through a survey done by your placement office last year. The limitation is that there is typically a low response rate and it is assumed that those not in employment are the least likely to respond. The second method is through the UI wage record tracking system. CHE

through the DOL is now able to provide us with this data. The CHE has asked you to submit to them a data file on your 1999/00 graduates (includes summer 1999, fall 1999 and spring 2000). I would also include any students during this period that completed their graduation requirements and did not formally graduate or obtained an industry credential. The data extract will have a two-character field to allow creation of sub-cohorts based on institutional furnished data. Please attempt to get groupings back by the categories listed, perhaps by utilizing these added fields. We will attempt to get socials back from non-matches so that you can cross-check them with the list of non-returning students from the other CHE report to fill in the continuing education column but this report may not have enough information since it stops at 2000. The drawback of this approach is that you will not get individuals back who are self-employed, in the military or working in another state.

- CC PERFORMANCE-BASED INDICATOR # 3: Accessible and Affordable Education

Using the most recent three-year average, female and minority enrollments and 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 2001	Ave enrollees Fall 99 Fall 00 Fall 01	Graduates 2000/2001	Ave grads 98/99 99/00 00/01
Native American	N/% 7492 (14.8%)	N/% 167 (7.9%)	N/% 172 (8.3%)	N/% 9 (5.4%)	N/% 12
Black	239 (0.5%)	10 (0.5%)	11 (0.5%)	2 (1.2%)	1.3
Asian	156 (0.3%)	7 (0.3%)	7.7 (0.4%)	0	0
Hispanic	36742 (72.4%)	1514 (71.6%)	1499.7 (72.4%)	136 (81.4%)	145.7
White	29344 (57.8%)	418 (19.8%)	381.7 (18.4%)	20 (12%)	34.7
Unreported	15310 (30.2%)	0	2 (0.1%)	0	1.7
Female	25627 (50.5%)	1301 (61.5%)	1271.7 (61.4%)	112 (67%)	132

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 Fall 2001 enrollments and your 2000-2001 graduates (based on summer 2000, Fall 2000 and Spring 2001). Using the average “n” from this year and the prior two years, determine which populations are most significantly divergent from the census profile of the area you serve and will be targeted for improvement. Determine one target for enrollment and one for graduation.

**Enrollment Target(s) Native American enrollment of  
8.3%**

**Graduation Target(s) (if any) Native American graduation of  
6%**

Note: Using a three-year average, establish a new enrollment target and graduation target based on which category is most divergent from the census profile. After this year, these will remain your target categories for three years and compared to new three-year averages based on more recent data each year to determine improvement.

- CC PERFORMANCE-BASED INDICATOR # 4: Service to New Mexicans

Numbers served annually in two of the following categories based on unique community need **SELECTED IN PAST YEARS** will have increased in 2002 compared to a three-year rolling average from a baseline rolling average of program participants from 1998-2001: 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 program three-year rolling average 1998-2001	572
ABE program enrollment 2002	350
ABE program % increase/decrease <sup>1</sup>	39% Decrease

#### TECH PREP

Tech Prep program three-year rolling average 1998-2001	675
Tech Prep program enrollment 2002	533
Tech Prep program % increase/decrease <sup>2</sup>	27% Decrease

#### CONCURRENT ENROLLMENT

Concurrent Enrollment three-year rolling average 1998-2001	311
Concurrent Enrollment program enrollment 2002	268
Concurrent Enrollment program % increase/decrease <sup>3</sup>	24% Decrease

Methodology: Using the 1998-2001 three-year rolling average of the two programs selected and comparing it to the 2002 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.

Based on the comparison of the three-year rolling averages to this year's enrollment percentage increase or decrease, set enrollment targets (in number not %) for each of the programs for 2003:

Target (n) for ABE program	Maintain enrollment at 350
Target (n) for CONCURRENT ENROLLMENT program	Maintain enrollment at 268

<sup>1</sup> Decrease continues due to the Taos site being closed and the exclusion for some participants by use of a new assessment for 2000-2001.

<sup>2</sup> Coordinator position was vacant for approximate 6 months.

<sup>3</sup> Enrollment from two of the service area high schools has decreased since last year. Furthermore, actual decrease from 2001 to 2002 is only 9%.

- CC PERFORMANCE-BASED INDICATOR # 5: 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 1999-00 through 2001-02.

PROGRAM ENROLLMENT INCREASES/DECREASES		
BY 3-YEAR TRENDS		
Increased	Decreased	Stable
Program Name Seat Count (ave.) FTE (ave.)	Program Name Seat Count (ave.) FTE (ave.) Status	Program Name Seat Count (ave.) FTE (ave.)
<b>15</b> <b>(24%)</b>	<b>35</b> <b>(57%)</b>	<b>12</b> <b>(19%)</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... 1999-00 through 2001-02. Counts and FTE should be for the summer through spring semesters of each of those years. Those 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 “decreased” cell...** for these indicate either ongoing, to be revamped, or to be eliminated. Provide data (or brief narrative) of this year’s accounting to include comparison to last year’s as follows:

**Number and description of programs eliminated this past year:**

A Program Review committee, consisting of all chairpersons, the Executive Vice President and the Dean of Instruction, convened to review scheduled programs. The following programs were scheduled for program review due to low enrollment: Cosmetology/Barbering, Plumbing, Food Science, Electricity, Automotive Technologies, and Radiology. The Program Review committee recommended a probationary period be imposed to improve enrollment. Elimination will be considered after the probationary period has ended and enrollment continues to decline.

**Number and description of programs revamped this past year**

Computer Science curriculum has been revamped to include a transfer degree – emphasizing computer programming. A computer technology degree was created with emphases in network administration and web technology. The automotive technology program will be modified into 5-week sessions instead of 8-week sessions (curriculum will remain the same).

**Number and description of new programs added this past year**

Alternative Licensure program was started in the Spring 2001 semester. Currently, 194 are enrolled and the department expects close to 200 to be enrolled this year. Since last year the department has added one new class and deleted another class.

**Comparison statistic/narrative last year to this year:**

Program enrollments for 2000-02 were compared to last year's three year average. The threshold for determining an increase or decrease in enrollment was 5%. Because last year's three year average did not include summer enrollment, the 2001-02 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.

In addition, eight of the programs identified as decreasing last year were given a status of stable or increasing this year. However, eight of the programs indicated as increasing or stable last year were given a status of decreasing this year. Furthermore, there are seven additional programs included in this year's report that were not in last year's report. The programs are Alternative Licensure, Chemical Technology, Electronics Packaging Design Tech, Fiber Arts (Weaving), Materials Science Technology, Plumbing, and Pre-Forestry. These programs were excluded last year because data was not available for the three year rolling averages.

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 continue to be evaluated in the future to determine their continuance.

% of programs with increasing and stable enrollments vs. declining enrollments:

- a. This past year           **44 %**
- b. The prior year           **45 %**

Target (%) ratio of increasing/stable enrollments vs. declining **2% Increase in the number of Programs Increasing/Remaining Stable.**