



**REVISED METHODOLOGY
COMMUNITY COLLEGE PERFORMANCE-BASED INDICATORS
AUGUST, 2003**

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 1999) 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 99 in transfer or career cohorts (denominator)

119

Number measured through spring 2002 term who (unduplicated, that is, reported in one of the following categories only):

Earned a degree **8**

Earned a Certificate **8**

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 **35**

Are transfer ready and still enrolled **29**

Are still enrolled spring 2002 term **1**

Total of the categories for Fall 99 cohort (numerator) **81**

Percent Fall 99 cohort successful (numerator/denominator) **68%**

Methodology: Using the San Juan intent model (NMACC web site, nmacc.org), determine the number of first time Fall 1999 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2002 semester, determine how many in the combined cohort were successful as follows (unduplicated count using the hierarchy as listed): earned a degree; earned a

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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 97 cohort + Fall 98 cohort + Fall 99 denominators 361

Fall 97 cohort + Fall 98 cohort + Fall 99 numerators 264

Percent average of 97, 98 and 99 cohorts successful (numerator/denominator)
73%

Target % (This Year) 68%

Target % (Year Out) 70%

Improvement Goals to reach target:

- *Continued Participation in AQIP*
- *Improve student retention*
- *Maintain low tuition & fees*
- *Increase number of scholarships*
- *Increase financial aid availability*
- *Extend off-campus instruction and distance education*
- *Improve quality of instruction*
- *Improve quality of student services*
- *Improve transfer rate to 4-year colleges*
- *Establishment and implementation of the Communication Across the Curriculum Team*
- *Establishment and implementation of the Student Services Team*

CC PERFORMANCE-BASED INDICATOR # 2: Economic Impact

What is the percent of program completers and graduates who were placed in jobs (in New Mexico) based on unemployment insurance wage data?

The measure will be the percent of the total number of 2000-01 academic year completers/graduates who were matched with jobs (column 2 of 3/13/03 CHE memo) using unemployment wage records (at least six months after graduation.

Number of 2000-2001 completers (denominator) 193

Number of 2000-2001 grads matched in jobs (numerator) 125

Percentage of 2000-2001 grads placed (numerator/denominator) 65%

Target % (This Year) _____

Target % (Year Out) 65%

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- CC PERFORMANCE-BASED INDICATORS #S 3 and 4: 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 2003	Ave enrollee Fall 01 Fall 02 Fall 03	Graduates 2001/2002	Ave grads 99/00 00/01 01/02
Native American	N/% 7492/14.8%	N/% 158/7%	N/% 160/7.8%	N/% 15/8.8%	N/% 10/5.9%
Black	239 / 0.5%	12 / 0.5%	11 / 0.5%	3 / 1.8%	3 / 1.5%
Asian	156 / 0.3%	13 / 0.6%	9 / 0.4%	1 / 0.6%	1 / 0.6%
Hispanic	36742 / 72.4%	1590 / 70.1%	1496 / 72.3%	119 / 70.4%	128 / 75.5%
White	29344 / 57.8%	491 / 21.7%	395 / 18.9%	31 / 18.3%	28 / 16.4%
Unreported	15310 / 30.2%	1 / 0.0%	2 / 0.1%	0 / 0.0%	5 / 2.9%
Female	25627 / 50.5%	1391 / 61.3%	1266 / 61.0%	116 / 68.6%	114 / 66.9%

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 2003 enrollments and your 2001-2002 graduates (based on summer 2001, Fall 2001 and Spring 2002). 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 – This Year (category and %) 8.3%
 Graduation Target – This Year (category and %) 6.0%

Enrollment Target – Year Out (category and %) 8.3%
 Graduation Target – Year Out (category and %) 6.0%

Improvement Goals to reach targets:

- *Continued participation in AQIP*
- *Improve student recruitment*
- *Improve student retention*
- *Maintain low tuition & fees*
- *Increase number of scholarships*
- *Increase financial aid availability*
- *Extend off-campus instruction and distance education*
- *Improve rate of transfer*

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- *Establishment and implementation of the Student Services Team*

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- CC PERFORMANCE-BASED INDICATORS #S 5 and 6: 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 2003 compared to a three-year rolling average from a baseline rolling average of program participants from 1999-2002: 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).

“ABE” #1 program three-year rolling average 1999-2002 445
“ABE” program enrollment 2003 302
“ABE” program % increase/decrease 32% decrease

“x #2” program three-year rolling average 1999-2002 289
“x” program enrollment 2003 264
“x” program % increase/decrease 9% decrease

Methodology: Using the 1999-2002 three-year rolling average of the two programs selected and comparing it to the 2003 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:

Target (n) for program #1 (This Year) 350

Target (n) for program #2 (This Year) 268

Target (n) for program #1 (Year Out) 350

Target (n) for program #2 (Year Out) 268

Improvement Goals to reach targets:

- *Continued Participation in AQIP*
- *Economic development and job creation*
- *Forum for policy development*
- *General health and welfare of the community*
- *Education as a broad community issue*
- *Establishment and implementation of the Effective Resource Management Team*
- *Establishment and implementation of the Communicating Across the Curriculum Team*

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- CC PERFORMANCE-BASED INDICATOR # 7: 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 2000-01 through 2002-03.

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.)
24 (38%) see attachment	22 (35%) see attachment	16 (26%) see attachment

Methodology: The attachment submitted contains the declared majors in each program listed for the last three years...2000-01 through 2002-03. Counts are for the fall through spring semesters of each of those years for comparative purposes. Those program enrollments that decline, those that increase and those remaining stable are all noted. The same information is 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 revisited program review due to low enrollment: Cosmetology/Barbering, Plumbing, Carpentry/Adobe, and Food Science. The Program Review committee recommended that the Automotive Technology program, the Cosmetology/Barbering programs and the Plumbing Theory courses be relocated to the Espanola campus to improve enrollment. In addition the Indian Tribal Management program was dropped in favor of General Business Administration in order to provide students with broader skills that can be applied in any setting be it state, federal or tribal.

Number and description of programs revamped this past year

Business Administration curriculum has been revamped to include a degree in Public School Finance. The degree was created in response to community needs. The plumbing program will be modified so that theory courses are received on the

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Espanola Campus and labs are taken on the El Rito Campus (curriculum will remain the same).

Number and description of new programs added this past year

The Teacher Education Alternative Licensure program continues to grow. This is for persons already holding a BA degree that wish to certify to teach in K-12. In addition the Education Department now offers a degree in Special Education. Northern also created a Teacher Assistant degree program in compliance with the state "No Child is Left Behind" Act. One other new program at Northern is a certificate in Telecommunications.

Comparison statistic/narrative last year to this year:

Program enrollments for 2002-03 were compared to the last three year's rolling average. The threshold for determining an increase or decrease in enrollment was 5%. Because the last two year's reported three-year averages that did not include summer enrollment, the 2002-03 average does not include the summer semester either. The results of the comparison indicate that almost two thirds of the programs offered are increasing or remaining stable. Please see attached chart.

In addition, thirteen (13) of the programs identified as decreasing last year were given a status of stable or increasing this year. However, eight (8) of the programs indicated as increasing or stable last year were given a status of decreasing this year. Furthermore, there were three (3) programs included in last year's report that were not in this year's report. The programs are: Alcohol and Drug Abuse Counseling which was combined with Substance Abuse Counseling, Clerk Receptionist which was combined with Bookkeeping and Civil Engineering which did not have sufficient data for calculating the three year rolling average. There were four (4) programs on this year's report that were not on last year's report because of zero enrollments. These are Food Science Technology, Health Aide, Liberal Arts, and Police Science.

It is important to also note that because Northern is a small college a difference of a few students can skew the percentages. There are currently 15 programs that are no longer in great demand compared to previous years and continue to decrease in enrollment. 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 **43 %**
- b. The prior year **45 %**

Target (%) ratio of increasing/stable enrollments vs. declining (This Year) **45%**

Target (%) ratio of increasing/stable enrollments vs. declining (Year Out) **66.7%**

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- *Continued Participation in AQIP*
- *Emphasis on workforce development and training*
- *Education as a broad community issue*
- *Continued Program Reviews*
- *Establishment and Implementation of the Effective Resource Management Team*