

**REVISED METHODOLOGY
COMMUNITY COLLEGE PERFORMANCE-BASED INDICATORS
For Submission, 2004**

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 2000) 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 2000 in transfer or career cohorts (denominator)	100
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Number measured through spring 2003 term who (unduplicated, that is, reported in one of the following categories only):

Earned a degree	4
Earned a Certificate	10
Earn an industry credential/license	n/a
Are known to have transferred (two and 4-year)	20
Became transfer ready (completed with "C" or minimum 2.0 grade 18 credits of the general education core) and left	10
Are transfer ready and still enrolled	23
Are still enrolled spring 2003 term	5

Total of the categories for Fall 2000 cohort (numerator)	72
Percent Fall 2000 cohort successful (numerator/denominator)	72%

Methodology: Using the San Juan intent model (NMACC web site, nmacc.org), determine the number of first time Fall 2000 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2003 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 98 cohort + Fall 99 cohort + Fall 00 denominators	344
Fall 98 cohort + Fall 99 cohort + Fall 00 numerators	239
Percent average of 98, 99 and 00 cohorts successful (numerator/denominator)	69%

Target % (This Year)	Target % (Year Out)
71%	71%

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 99, 00 and 01 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 are able to provide you with data on non-returning students. You should be able to compare socials of your intent cohort list that were not success “hits” with this more comprehensive list. The list should 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.

- 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 2001-02 academic year completers/graduates (includes summer 2001, fall 2001 and spring 2002) who were matched with jobs (CHE to provide data) using unemployment wage records.

Number of 2001-02 total completers (denominator)	182
Number of 2001-2002 grads matched in jobs (numerator)	131
Percentage of 2001-2002 grads placed (numerator/denominator)	72%

Target % (This Year)	Target % (Year Out)
65%	70%

Notes: Paul indicated (as per discussion 3/25/04) that he would provide data to determine a three-year average. He also agreed to provide data for gender and ethnicity given adequate cell size.

- 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 N (%)	Enrolled Students Fall 2003 N (%)	Ave enrollee Fall 01 Fall 02 Fall 03 N (%)	Grads 2002/2003 N (%)	Ave grads 00/01 01/02 02/03 N (%)
Native American	7492 (14.8%)	153 (7.5%)	159.7 (7.6%)	12 (8.1%)	12 (7.5%)
Black	239 (0.5%)	9 (0.4%)	10 (0.5%)	0	2.5 (1.5%)
Asian	156 (0.3%)	16 (0.8%)	11.7 (0.6%)	1 (0.7%)	1 (0.6%)
Hispanic	36742 (72.4%)	1437 (70.7%)	1509.7 (71.3%)	110 (74.3%)	121.7 (75.4%)
White	29344 (57.8%)	417 (20.5%)	424.3 (20%)	25 (16.9%)	25.3 (15.7%)
Unreported	15310 (30.2%)	1 (0.5%)	4 (0.2%)	0	0
Female	25627 (50.5%)	1264 (62.2%)	1313 (61.3%)	94 (63.5%)	107.3 (66.4%)

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 2002-2003 graduates (based on summer 2002, Fall 2002 and Spring 2003). 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. Also for the time series data, please use data for Native Americans and Hispanics when different from the most divergent. Determine one target for enrollment and one for graduation.

Enrollment Target (Native Americans) – This Year (category and %)	9.3%
Graduation Target (Native Americans) – This Year (category and %)	7.0%

Enrollment Target (Native Americans) – Year Out (category and %)	9.3%
Graduation Target (Native Americans) – Year Out (category and %)	7.0%

Enrollment Target (Hispanic) – This Year (category and %)	.
Graduation Target (Hispanic) – This Year (category and %)	.

Enrollment Target (Hispanic) – Year Out (category and %)	72% (Service Area Profile)
Graduation Target (Hispanic) – Year Out (category and %)	72% (Service Area Profile)

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. Please do the same for Native Americans and Hispanics if not already included in your “most divergent” category.

- 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 2003-2004 compared to a three-year rolling average from a baseline rolling average of program participants from the three years prior: 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 program three-year rolling average 2000-2003	337
ABE program enrollment 2004	290
ABE program % increase/decrease	13.9% Decrease

Concurrent program three-year rolling average 2000-2003	276
Concurrent program enrollment 2004	201
Concurrent program % increase/decrease	27% Decrease

Methodology: Using the 2000-2003 three-year rolling average of the two programs selected and comparing it to the 2003-2004 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 ABE (This Year)	400
Target (n) for program Concurrent (This Year)	300

Target (n) for program ABE (Year Out)	400
Target (n) for program Concurrent (Year Out)	300

- 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 2001-2003 through 2003-04.

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.)
32 See Attachment	22 See Attachment	17 See Attachment

Methodology: The attachment submitted contains the annual FTE for declared majors in each program listed for the last four years...2000-01 through 2003-04. Calculations include the summer, fall and spring semesters of each of those years. Those program enrollments that decline, those that increase and those remaining stable are all noted. Also included are those programs which have been discontinued. 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 Institutional Effectiveness director, the Dean of Instruction and all other Deans, has convened with all programs scheduled for AY 03-04. These programs included: Automotive Technology, Auto Body Repair, and Visual Communications. In addition, the following programs were also scheduled for program review due to low enrollment: Cosmetology/Barbering, and Plumbing. 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.

Number and description of programs revamped this past year

The PR committee recommended moving the Automotive Technology program to Española or Pojoaque to improve enrollment. This will facilitate the program's ability to work closely with dealerships. In light of the low enrollment trend over the past three years, the program review committee also recommended the cosmetology / barbering program be moved to the Española campus. The Plumbing program was also recommended to be relocated to the Española campus to improve enrollment. The full-time faculty member for this program retired at the end of 2003-04 and so the PR committee recommends this program continues with use of part-time faculty. It was recognized that the college recruiter needs to work aggressively with instructor and Chair to recruit students to this program. The Auto Body Repair program will also move to Española to increase enrollment. The program will require 4,000 square feet of space. The instructor recognizes the need to add new technology applications to the ABR curriculum. The Visual Communication instructor is to establish articulation agreements with NMHU and CSF. A clear definition of the VC program's mission, as well as employment opportunities, placements, and transfer options for graduates will be developed. This information will be reported back to the PR committee by April 2005. The instructor plans to take an active role in recruitment at area high schools and other forums. The program recognizes the need to establish and maintain a database of VC graduates.

Number and description of new programs added this past year

The PR committee will oversee the development of a college wide strategic plan for recruitment in collaboration with instructional program personnel. A sufficient budget will be necessary to provide marketing brochures and advertisements of college programs. The college will begin to establish a clearing house to keep data on student graduates, placement, and employer satisfaction.

In addition new programs include the new baccalaureate program in teacher education being implemented Fall 2004. In light of the teacher shortage crisis in the College's service area, and the impact it is having on student achievement, Northern recognizes the urgency of providing this important service to the community. The College also plans to prepare teachers in elementary, secondary and special education. Northern is responsive to community needs, which is the primordial reason to implement a baccalaureate program in Teacher Education. The teacher shortage crisis is especially acute in the Española school district and the general service area of the college.

Comparison statistic/narrative last year to this year:

Program FTE's were calculated for 2000-01, 2001-02, 2002-03, and 2003-04. Two three year averages were then compared. The averages for 2000-2003 and 2001-2004 were compared to determine program growth. The threshold for determining an increase or decrease in enrollment was 5%. All FTE's include summer, fall and spring enrollments. THIS IS THE FIRST YEAR NORTHERN IS COMPARING FTE'S. Earlier reports contained headcount information and comparisons. The

results of this updated comparison indicate that almost 70% of the programs offered are increasing or remaining stable. Please see attached chart.

It is important to note that because Northern is a small college a difference of a few students can skew the percentages. There are currently 10 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 any improvement in activity.

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

- a. This past year **48 %**
- b. The prior year **44 %**

Target (%) ratio of increasing/stable enrollments vs. declining (This Year) **48%**

Target (%) ratio of increasing/stable enrollments vs. declining (Year Out) **69%***

* The results for this year CANNOT be compared to previous years or targets due to changes in the methodology in 2004.

Performance Based Indicator #8: Attachment

Program	CIP	Y1	Y2	Y3	Y4	Percent Change	Program Status
Accounting	60201	35	38.5	33.5	24.5	-9.8	DECREASE
Allied Health	519999	10.9	10.9	17.4	11	0.4	STABLE
Alternative Licensure	131290	0	2.5	44.3	26.9	57.5	INCREASE
Architectural Drafting	480108	0.5	0.5	1.9	0.9	16.3	INCREASE
Art and Visual Communication	500402	1.7	2.4	4.5	0	-19.8	DECREASE
Auto Body Repair	470603	2.1	5	9.6	6.5	25.8	INCREASE
Auto Technology	470605	12.7	2.3	15.7	12.3	-1.3	STABLE
Biology	260101	0	0	7.3	0	0.0	STABLE
Bookkeeper	70103	0.3	0.6	1.4	0.9	27.9	INCREASE
Building Construction	460201	2.4	1.6	1.2	0	-46.2	DECREASE
Business Administration	60401	51.1	51.2	66.3	47.1	-2.4	STABLE
Chemical Technology Technician	410301	0.8	1.3	2.5	3.2	50.4	INCREASE
Civil Engineering	480110	0	0.1	0	0.2	200.0	INCREASE
Clerk Receptionist	70102	0.1	0	0.2	0	-33.3	DECREASE
Computer Electronics Technology	150312	0.8	0.1	0	0	-88.9	DECREASE
Computer Network Administration	110102	20	20.1	23.7	0	-31.3	DECREASE
Computer Science Technology	110101	37	50.9	80.4	71.2	20.3	INCREASE
Computer-Aided Drafting	480107	26.2	23.4	43.2	24	-2.4	STABLE
Construction Trades Technology	469999	1	0.4	0.3	1.9	58	INCREASE
Cosmetology / Barbering	120404	14.2	10.5	15.7	18.1	9.6	INCREASE
Criminal Justice	430104	30.7	24	39.2	22.8	-8.4	DECREASE
Data Processing Technician	70301	0.9	0	23.7	0	-3.7	STABLE
Early Childhood Education	131204	23.1	33.1	42.1	41.2	18.4	INCREASE
Education-Teacher Preparation	131202	49.5	64.9	57.8	64.6	8.8	INCREASE
Electrical Technology	460303	15.9	13.9	13.6	0	-36.6	DECREASE
Electricity	460302	3.6	2	15.8	21.8	84.6	INCREASE
Electronics Packaging Design Tech	480114	10.7	6.9	2.9	0	-52.2	DECREASE
Electronics Technology	150311	0.5	0	29.6	0	-1.7	STABLE
Electronics/Computer Engineering Tech	150305	14.8	22.9	14.9	20.3	10.3	INCREASE
Engineering CAD	480111	0	0.7	0.7	0	0.0	STABLE
Engineering Technology	150203	4.6	4.2	7	0	-29.1	DECREASE
Environmental Management	30201	11.5	14.8	13.3	11.7	0.5	STABLE

Program	CIP	Y1	Y2	Y3	Y4	Percent Change	Program Status
Fiber Arts (Weaving)	500712	4.1	5.2	7.9	6.5	13.8	INCREASE
Fine Arts - Art	500101	15.4	17.1	27.6	11.4	-6.7	DECREASE
General Business	61801	7.3	8.3	10	0	-28.5	DECREASE
General Studies	240102	56.5	51.2	99.4	143.7	42.1	INCREASE
Health Aide	511614	0.2	0	1.4	0.3	2	STABLE
Human Services	440701	22.7	19	17.9	15.6	-12	DECREASE
Laboratory Biotechnology	260616	1.7	4.1	7.5	8.4	49.6	INCREASE
Legal Office Secretary	70604	0	1	0	0	0.0	STABLE
Library Technology	250301	1.3	1.2	4.2	2.5	18	INCREASE
Machine Shop Technology	480503	3	5.4	13.8	12.2	41.2	INCREASE
Management Information Systems	70305	16.7	7.2	7.4	8.6	-25.8	DECREASE
Massage Therapy	120405	5.5	3.9	9.2	2	-18.8	DECREASE
Materials Science Technology	143101	0.4	1.2	0	3.5	193.8	INCREASE
Medical Office Secretary	70605	0	0.6	0	0	0.0	STABLE
Micro-Electronics Technology	150301	6.1	1.6	1.5	5.1	-10.9	DECREASE
Natural Resources-Range Ecology Mgt	30103	6.4	5.1	4.4	0	-40.3	DECREASE
Non-Degree/Non-Certificate	0	327.5	410.2	427.5	351.9	2%	STABLE
Nursing (ADN)	511601	67.7	93.2	124	119.8	18.3	INCREASE
Office Administration	70606	26.5	26.4	21.5	29.1	3.5	STABLE
Plumbing	460501	0.7	1	2.6	3.4	63.3	INCREASE
Police Science	430107	0	0	0.9	4.3	477.8	INCREASE
Practical Nurse (LPN)	511613	0.5	1.3	3.1	1.3	14.9	INCREASE
Pre-Engineering	140101	6.9	5.3	19.8	17.3	32.7	INCREASE
Pre-Forestry	30101	13.6	7.5	13.3	12.6	-2.9	STABLE
Radiation Protection	410271	9.6	9.7	15.9	12.3	7.9	INCREASE
Radiologic Science	170209	34.2	38.8	53.2	56	17.3	INCREASE
Science	240103	11.3	7.7	18.1	0	-30.5	DECREASE
Semiconductor Manufacturing Tech	150313	0	0	0.3	0	0.0	STABLE
Service Management	520701	0.1	0	0	12.5	18700	INCREASE
Southwest Studies	50271	1	0.9	0.5	0	-41.7	DECREASE
Spanish Colonial Cabinet/Furniture	480702	6.4	3	6.5	7.2	5.2	INCREASE
Special Education	131001	0	0	1	12.3	1230.0	INCREASE
Substance Abuse Counselor	170401	12.1	15.6	11.3	14.3	5.8	INCREASE
Trade Management	520702	1.1	0	0	0	-100.0	DECREASE
Visual Communication	500401	19.6	17.2	19.2	17.2	-4.2	STABLE
Visual Communication Drafting & Design	480113	3.5	2.1	0.9	0	-53.8	DECREASE

Program	CIP	Y1	Y2	Y3	Y4	Percent Change	Program Status
Waste Resources Management	30102	6	5.7	4.7	2.1	-23.9	DECREASE
Weaving	500713	0.2	0	0	0	-100.0	DECREASE
Welding Technology	480508	7	3.9	7.4	9.5	13.5	INCREASE
Wildland Fire Science	430203	0	0	0.7	0.7	100.0	INCREASE