

**REVISED METHODOLOGY  
COMMUNITY COLLEGE PERFORMANCE-BASED INDICATORS  
For Submission, 2005**

**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 2001) 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 2001 in transfer or career cohorts (denominator)	<b>141</b>
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Number measured through spring 2004 term who (unduplicated, that is, reported in one of the following categories only):

Earned a degree	<b>8</b>
Earned a Certificate	<b>2</b>
Earn an industry credential/license	<b>n/a</b>
Are known to have transferred (two and 4-year)	<b>21</b>
Became transfer ready (completed with "C" or minimum 2.0 grade 18 credits of the general education core) and left	<b>13</b>
Are transfer ready and still enrolled	<b>29</b>
Are still enrolled spring 2003 term	<b>9</b>

Total of the categories for Fall 2000 cohort (numerator)	<b>82</b>
Percent Fall 2000 cohort successful (numerator/denominator)	<b>58%</b>

Methodology: Using the San Juan intent model (NMACC web site, nmacc.org), determine the number of first time Fall 2001 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2004 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 99 cohort + Fall 00 cohort + Fall 01 denominators	<b>360</b>
Fall 99 cohort + Fall 00 cohort + Fall 01 numerators	<b>235</b>
Percent average of 99, 00 and 01 cohorts successful (numerator/denominator)	<b>65%</b>

Target % (This Year)	Target % (Year Out)
<b>71%</b>	<b>71%</b>

Number of new students 9+ hours, Fall 2001 in transfer or career cohorts who are <b>Native American</b> (denominator)	<b>14</b>
Total of the categories for Fall 2001 cohort (numerator) who are <b>Native American</b>	<b>9</b>
Percent Fall 2001 <b>Native American</b> cohort successful	<b>64%</b>
<b>Native American</b> cohort success target for next year	<b>64%</b>

Number of new students 9+ hours, Fall 2001 in transfer or career cohorts who are <b>Hispanic</b> (denominator)	<b>116</b>
Total of the categories for Fall 2001 cohort (numerator) who are <b>Hispanic</b>	<b>72</b>
Percent Fall 2001 <b>Hispanic</b> cohort successful	<b>62%</b>
<b>Hispanic</b> cohort success target for next year	<b>62%</b>

Number of new students 9+ hours, Fall 2001 in transfer or career cohorts who are <b>Male</b> (denominator)	<b>64</b>
Total of the categories for Fall 2001 cohort (numerator) who are <b>Male</b>	<b>34</b>
Percent Fall 2001 <b>Male</b> cohort successful	<b>50%</b>
<b>Male</b> cohort success target for next year	<b>50%</b>

Number of new students 9+ hours, Fall 2001 in transfer or career cohorts who are <b>Female</b> (denominator)	<b>77</b>
Total of the categories for Fall 2001 cohort (numerator) who are <b>Female</b>	<b>48</b>
Percent Fall 2001 <b>Female</b> cohort successful	<b>62%</b>
<b>Female</b> cohort success target for next year	<b>62%</b>

Number of new students 9+ hours, Fall 2001 in transfer or career cohorts who were on <b>Pell</b> (denominator)	<b>75</b>
Total of the categories for Fall 2001 cohort (numerator) who were on <b>Pell</b>	<b>75</b>
Percent Fall 2001 <b>Pell</b> cohort successful (numerator/denominator)	<b>100%</b>
<b>Pell</b> cohort success target for next year	<b>100%</b>

## 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 00, 01 and 02 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. This information should include data on gender, ethnicity and Pell/No-Pell (if not, can Paul provide in the future?). 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 (as defined by students who completed a degree or 45+ hours) who were placed in jobs (in New Mexico) based on unemployment insurance wage data plus the percent of those completers who are continuing their education (in New Mexico)?

The measure will be the percent of the total number of 2002-03 academic year completers/graduates (includes summer 2002, fall 2002 and spring 2003) who were matched with jobs (CHE to provide data) using unemployment wage records and those matched with their continuing their education matched with HED records.

Number of 2002-03 total completers (denominator)	<b>136</b>
Number of 2002-2003 grads matched in jobs (numerator)	<b>94</b>
Percentage of 2002-2003 grads placed (numerator/denominator)	<b>69.1%</b>

Target % (This Year in Budget)           **70%**  
 Target % (Year Out)                       **70%**

Number of 2002-2003 total completers (denominator)	<b>136</b>
Number of 2002-2003 grads matched to DEAR (numerator)	<b>6</b>
Percentage of 2002-2003 grads continuing their education	<b>4.4%</b>

**CC PERFORMANCE-BASED INDICATOR # 9: New Measure (in 2004) that combined graduates placed in jobs plus those continuing their education.**

Number of 2002-2003 total completers (denominator)	<b>136</b>
Number of 2002-2003 grads matched in jobs and matched in DEAR (numerator)	<b>100</b>
Percentage of 2002-2003 grads placed and continuing education (numerator/ denominator)	<b>73.5%</b>

Target % (This Year in 04 Report) <b>80%</b>	Target % (Year Out) <b>80%</b>
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Notes: Paul agreed in the last meeting that he would be able to provide two years of data for all completers/graduates and those continuing their education for an aggregate total % and by gender, ethnicity and low-income given adequate cell size of greater than 3 (which should be enhanced by using multiple years).

**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:

	<b>Service Area 2000 Profile</b>	<b>Enrolled Students Fall 2004</b>	<b>Ave enrollee Fall 02 Fall 03 Fall 04</b>	<b>Graduates 2003/2004</b>	<b>Ave grads 01/02 02/03 03/04</b>
<b>Native American</b>	7492 (14.8%)	142 (6.7%)	152.7 (7.1%)	13 (7.6%)	13.7 (8.3%)
<b>Black</b>	239 (0.5%)	8 (0.4%)	9.7 (0.4%)	0	1.3 (0.8%)
<b>Asian</b>	156 (0.3%)	16 (0.8%)	15.3 (0.7%)	2 (1.2%)	1 (0.6%)
<b>Hispanic</b>	36742 (72.4%)	1494 (70.4%)	1524.3 (71.3%)	124 (75.5%)	119 (72%)
<b>White</b>	29344 (57.8%)	457 (21.6%)	458.7 (21.2%)	32 (18.7%)	30 (18.1%)
<b>Unreported</b>	15310 (30.2%)	4 (0.2%)	4 (0.2%)	1 (0%)	1 (0%)
<b>Female</b>	25627 (50.5%)	1349 (63.6%)	1346.7 (62.3%)	108 (62.8%)	108 (65.2%)

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 2004 enrollments and your 2003-2004 graduates (based on summer 2003, Fall 2003 and Spring 2004). 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 %)	<b>9.3%</b>
Graduation Target (Native Americans) – This Year (category and %)	<b>7.0%</b>

Enrollment Target (Native Americans) – Year Out (category and %)	<b>9.3%</b>
Graduation Target (Native Americans) – Year Out (category and %)	<b>7.0%</b>

Enrollment of Pell students in 2004:	<b>447</b>
Percentage of cohort	<b>21.1%</b>

Enrollment Target (Pell) – Year out based on profile of low-income adults in communities served	<b>20%</b>
Graduation of Pell students in 2003-2004:	<b>88</b>
Percentage of cohort	<b>51%</b>
Graduation Target (Pell) – Year out based on profile of low-income adults in communities served	<b>20%<sup>1</sup></b>

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. Establish a new baseline and target for Pell/No-Pell.

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<sup>1</sup> Source: US Census Bureau, American Fact Finder 2005

**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 2004-2005 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 2001-2004	<b>324</b>
ABE program enrollment 2005	<b>357</b>
ABE program % increase/decrease	<b>10% Increase</b>

Concurrent program three-year rolling average 2001-2004	<b>244</b>
Concurrent program enrollment 2005	<b>255</b>
Concurrent program % increase/decrease	<b>4.5% Increase</b>

Methodology: Using the 2001-2004 three-year rolling average of the two programs selected and comparing it to the 2004-2005 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)	<b>300</b>
Target (n) for program Concurrent (This Year)	<b>300</b>

Target (n) for program ABE (Year Out)	<b>300</b>
Target (n) for program Concurrent (Year Out)	<b>300</b>



**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 periods 2001-2004 and 2002-2005.

PROGRAM ENROLLMENT INCREASES/DECREASES		
BY 3-YEAR TRENDS		
Increased	Decreased	Stable
Program Name FTE (ave.)	Program Name FTE (ave.) and Status (below)	Program Name FTE (ave.)
<b>24 (36%) see attachment</b>	<b>24 (36%) see attachment</b>	<b>19 (28%) see attachment</b>

**Methodology:** The attachment submitted contains the annual FTE for declared majors in each program listed for the last four years...2001-02 through 2004-05. 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. 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 (meaning dropping, adding or modifying courses within a program to meet community needs, market demand, industry standards or certification standards), or to be eliminated. Provide data (or brief narrative) of this year’s accounting to include comparison to last year’s as follows:

**# 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 04-05. These programs included: Drafting, Computer Science, Library Technology, Electricity, Automotive Technology, Music and Business and Office Administration. In addition, the following programs were also scheduled for program review due to low enrollment. Last year 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**

Through Program Review, it has been clear that the enrollment in the Barbering, Cosmetology, Automotive Technology programs and Auto body lab classes has been extremely low over several years because of its remote location. Therefore, the recommendation has been to move these programs to the Espanola campus. As of

August 12, 2005, these Barbering and Cosmetology programs were moved to the Espanola campus. The enrollment in the Cosmetology program has increased this fall semester from the previous years.

Although Automotive Technology began offering a basic automotive class in the spring 2005 which has blossomed from seven students to twelve this fall 2005 semester. Automotive Technology will have a new facility constructed this fall and be relocated in early spring. Automotive will be moving in January 2006

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

The El Rito Campus (El Rito Heritage Retreat Center) is now focusing on offering a series of short term intensives each semester. For example, eighty-five (85) short term intensive classes in addition to the full eight week session were offered this summer and these courses were marketed to a national audience.

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

- a. This past year (2004-05) 64%
- b. The prior year (2003-04) 64%

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

**Target (%) ratio of increasing/stable enrollments vs. declining (Year Out)  
60% (Based on 3 year average)**

**CC Performance Indicator # 8: Student Persistence**

See Quarterly Template for Methodology (**October 30** and April 30 reporting)...in addition:

Description	Male	Female
Number of the total cohort of first-time, full-time, degree seeking male Native American students in the Fall 2003 term (denominator)		
Number of the total male Native American cohort from the Fall 2003 term who returned in the Fall 2004 term (numerator)		
Percentage of the male Native American cohort of Fall 2003 students retained (numerator/denominator)		
Number of the total cohort of first-time, full-time, degree seeking female Native American students in the Fall 2003 term (denominator)		
Number of the total female Native American cohort from the Fall 2003 term who returned in the Fall 2004 term (numerator)		
Percentage of the female Native American cohort of Fall 2003 students retained (numerator/denominator)		
Number of the total cohort of first-time, full-time degree seeking male Hispanic students in the Fall 2003 term (denominator)		
Number of the total male Hispanic cohort from the Fall 2003 term who returned in the Fall 2004 term (numerator)		
Percentage of the male Hispanic cohort of Fall 2003 students retained (numerator/denominator)		
Number of the total cohort of first-time, full-time degree seeking female Hispanic students in the Fall 2003 term (denominator)		
Number of the total female Hispanic cohort from the Fall 2003 term who returned in the Fall 2004 term (numerator)		
Percentage of the female Hispanic cohort of Fall 2003 students retained (numerator/denominator)		
Number of the total cohort of first-time, full-time degree seeking Pell students in the Fall 2003 term (denominator)		
Number of the total Pell cohort from the Fall 2003 term who returned in the Fall 2004 term (numerator)		
Percentage of the Pell cohort of Fall 2003 students retained (numerator/denominator)		

Description	Male	Female
Fall 01 cohort + Fall 02 cohort + Fall 03 cohort Native American student denominators		
Fall 01 cohort + Fall 02 cohort + Fall 03 cohort Native American student numerators		
Percent average of the 01, 02 and 03 total Native American cohorts retained (numerator/denominator)		
Target % (Year Out)		

Description	Male	Female
Fall 01 cohort + Fall 02 cohort + Fall 03 cohort Hispanic student denominators		
Fall 01 cohort + Fall 02 cohort + Fall 03 cohort Hispanic student numerators		
Percent average of the 01, 02 and 03 total Hispanic cohorts retained (numerator/denominator)		
Target % (Year Out)		

Description	Male	Female
Fall 01 cohort + Fall 02 cohort + Fall 03 cohort Pell student denominators		
Fall 01 cohort + Fall 02 cohort + Fall 03 cohort Pell student numerators		
Percent average of the 01, 02 and 03 total Pell cohorts retained (numerator/denominator)		
Target % (Year Out)		

**CC PERFORMANCE-BASED INDICATOR # 10: Graduation Rate**

Are graduation rates at our community colleges students increasing based on institutional annual comparison rates and rates of a set of peers (CHE approved) and are their disparities in rates among gender and ethnic groups?

The measure will be the percentage (based on a 2000-2003 cohort) of full-time, first-time degree/certificate seeking students who complete the program in 150% of normal time to completion using IPEDS definitions disaggregated by gender and ethnicity (use 3<sup>rd</sup> template for inputting information as attached)

Number of 2001-2004 male <b>Native American</b> full-time, first-time degree seeking students (denominator)	<b>6</b>
Number of 2001-2004 cohort male <b>Native American</b> 150% graduates (numerator)	<b>0</b>
Percentage of 2001-2004 male <b>Native American</b> 150% graduates of total cohort (numerator/denominator)	<b>0%</b>
Target % (Year Out)	<b>7.0%</b> <b>(PBI #4)</b>

Number of 2001-2004 female <b>Native American</b> full-time, first-time degree seeking students (denominator)	<b>6</b>
Number of 2001-2004 cohort female <b>Native American</b> 150% graduates (numerator)	<b>2</b>
Percentage of 2001-2004 female <b>Native American</b> 150% graduates of total cohort (numerator/denominator)	<b>33%</b>
Target % (Year Out)	<b>7.0%</b> <b>(PBI #4)</b>

Number of 2001-2004 male <b>Hispanic</b> full-time, first time degree seeking students (denominator)	<b>41</b>
Number of 2001-2004 cohort male <b>Hispanic</b> 150% graduates (numerator)	<b>8</b>
Percentage of 2001-2004 male <b>Hispanic</b> 150% graduates of total cohort (numerator/denominator)	<b>19.2%</b>
Target % (Year Out)	<b>20%</b>

Number of 2001-2004 female <b>Hispanic</b> full-time, first time degree seeking students (denominator)	<b>47</b>
Number of 2001-2004 cohort female <b>Hispanic</b> 150% graduates (numerator)	<b>2</b>
Percentage of 2001-2004 female <b>Hispanic</b> 150% graduates of total cohort (numerator/denominator)	<b>4.2%</b>
Target % (Year Out)	<b>20%</b>

Number of 2001-2004 first-time, full-time degree seeking Pell students (denominator)	<b>69</b>
Number of 2001-2004 cohort 150% Pell graduates (numerator)	<b>8</b>
Percentage of 2001-2004 150% Pell graduates of total cohort (numerator/denominator)	<b>12%</b>
Target % (Year Out)	<b>15%</b>

**Note: Please provide external unique benchmark using template provided.**

**Attachment**  
**COMMUNITY COLLEGE PERFORMANCE BASED INDICATORS**  
**Performance Indicator #7**

Program	CIP	Y1	Y2	Y3	Y4	Percent Change	Program Status
Accounting	60201	38.50	33.47	24.53	31.83	-6.91	DECREASE
Allied Health	519999	10.90	17.37	11.10	15.97	12.87	INCREASE
Alternative Licensure	131290	2.50	44.33	25.93	22.63	27.67	INCREASE
Architectural Drafting	480108	0.50	1.90	0.90	0.73	7.07	INCREASE
Auto Body Repair	470603	5.00	9.63	6.70	4.20	-3.75	STABLE
Auto Technology	470605	2.30	15.70	12.77	16.30	45.50	INCREASE
Biology	260101	0.00	7.33	0.00	0.00	0.00	STABLE
Bookkeeper	70103	0.60	1.40	0.90	1.07	16.09	INCREASE
Building Construction	460201	1.60	1.20	0.00	0.00	-57.14	DECREASE
Business Administration	60401	51.20	66.27	46.83	59.63	5.13	INCREASE
Chemical Technology Technician	410301	1.30	2.50	3.13	1.83	7.69	INCREASE
Civil Engineering	480110	0.10	0.00	0.17	0.10	0.00	STABLE
Clerk Receptionist	70102	0.00	0.20	0.00	0.00	0.00	STABLE
Computer Electronics Technology	150312	0.10	0.00	0.00	0.00	-100.00	DECREASE
Computer Network Administration	110102	20.10	23.67	0.00	0.00	-45.93	DECREASE
Computer Science Technology	110101	50.90	80.40	70.87	57.90	3.46	STABLE
Computer-Aided Drafting	480107	23.40	43.17	23.57	26.10	3.00	STABLE
Computer-Aided Drafting & Design fo	480113	2.10	0.90	0.00	0.00	-70.00	DECREASE
Construction Trades Technology	469999	0.40	0.30	1.93	5.10	178.48	INCREASE
Cosmetology	120404	10.50	15.70	18.23	20.87	23.33	INCREASE
Criminal Justice	430104	24.00	39.23	22.17	21.27	-3.20	STABLE
Data Processing Technician	70301	0.00	23.70	0.00	0.00	0.00	STABLE
Design Foundation	500401	17.20	19.17	17.80	18.13	1.72	STABLE
Early Childhood Education	131204	33.10	42.10	40.97	55.93	19.66	INCREASE
Education-Teacher Preparation	131202	64.90	57.83	63.73	95.03	16.16	INCREASE
Electrical Technology	460303	13.90	13.63	0.00	0.00	-50.48	DECREASE
Electricity	460302	2.00	15.83	21.67	20.87	47.76	INCREASE
Electronics Packaging Design Techno	480114	6.90	2.90	0.00	0.00	-70.41	DECREASE
Electronics Technology	150311	0.00	29.63	0.00	0.00	0.00	STABLE
Electronics/Computer Engineering Te	150305	22.90	14.90	20.03	12.60	-17.81	DECREASE
Engineering CAD	480111	0.70	0.70	0.00	0.00	-50.00	DECREASE
Engineering Technology	150203	4.20	7.00	0.00	0.00	-37.50	DECREASE
Environmental Management	30201	14.80	13.33	11.43	8.27	-16.51	DECREASE
Fine Arts - Art	500101	17.10	27.57	11.43	15.07	-3.62	STABLE
General Business	61801	8.30	9.97	0.00	18.70	56.93	INCREASE
General Studies	240102	51.20	99.37	145.27	87.94	12.42	INCREASE
Health Aide	511614	0.00	1.40	0.27	0.00	0.00	STABLE
Human Services	440701	19.00	17.87	16.03	21.07	3.91	STABLE

**Y1=2001-02 FTE**  
**Y2=2002-03 FTE**  
**Y3=2003-04 FTE**  
**Y4=2004-05 FTE**

**Attachment**  
**COMMUNITY COLLEGE PERFORMANCE BASED INDICATORS**  
**Performance Indicator #7**

Program	CIP	Y1	Y2	Y3	Y4	Percent Change	Program Status
Laboratory Biotechnology	260616	4.10	7.53	8.07	15.53	58.04	INCREASE
Legal Office Secretary	70604	1.00	0.00	0.00	0.00	-100.00	DECREASE
Library Technology	250301	1.20	4.20	2.17	1.37	2.20	STABLE
Machine Shop Technology	480503	5.40	13.80	12.00	13.10	24.68	INCREASE
Management Information Systems	70305	7.20	7.40	8.60	7.73	2.30	STABLE
Massage Therapy	120405	3.90	9.20	2.03	7.07	20.93	INCREASE
Materials Science Technology	143101	1.20	0.00	3.17	0.70	-11.45	DECREASE
Medical Office Secretary	70605	0.60	0.00	0.00	0.03	-94.44	DECREASE
Micro-Electronics Technology	150301	1.60	1.50	4.87	0.00	-20.08	DECREASE
Natural Resources-Range Ecology Man	30103	5.10	4.40	0.00	0.00	-53.68	DECREASE
Non-Degree/Non-Certificate	0	410.20	427.47	342.20	355.83	-4.61	STABLE
Nursing (ADN)	511601	93.20	124.03	117.63	111.13	5.36	INCREASE
Office Administration	70606	26.40	21.50	28.97	19.17	-9.41	DECREASE
Plumbing	460501	1.00	2.60	3.47	1.90	12.74	INCREASE
Police Science	430107	0.00	0.90	4.27	4.47	86.45	INCREASE
Practical Nurse (LPN)	511613	1.30	3.10	1.17	0.97	-5.99	DECREASE
Pre-Engineering - General Engineeri	140101	5.30	19.77	17.33	15.40	23.82	INCREASE
Pre-Forestry	30101	7.50	13.30	12.17	17.53	30.43	INCREASE
Radiation Protection	410271	9.70	15.87	12.13	6.90	-7.43	DECREASE
Radiologic Science	170209	38.80	53.23	54.90	50.93	8.26	INCREASE
Science	240103	7.70	18.13	0.00	0.00	-29.81	DECREASE
Semiconductor Manufacturing Technol	150313	0.00	0.30	0.00	0.00	0.00	STABLE
Service Management	520701	0.00	0.00	12.50	0.00	0.00	STABLE
Southwest Studies	50271	0.90	0.47	0.20	0.40	-31.91	DECREASE
Spanish Colonial Cabinet/Furniture	480702	3.00	6.50	7.20	9.63	39.72	INCREASE
Special Education	131001	0.00	1.00	11.77	2.23	17.49	INCREASE
Substance Abuse Counselor	170401	17.10	11.80	13.83	12.33	-11.15	DECREASE
Visual Communications	500402	2.40	4.50	0.00	0.00	-34.78	DECREASE
Waste Resources Management	30102	5.70	4.70	2.13	3.03	-21.28	DECREASE
Weaving	500712	5.20	7.87	6.57	5.67	2.38	STABLE
Welding Technology	480508	3.90	7.40	9.67	8.77	23.21	INCREASE
Wildland Fire Science	430203	0.00	0.70	1.00	0.87	50.98	INCREASE
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

**Y1=2001-02 FTE**  
**Y2=2002-03 FTE**  
**Y3=2003-04 FTE**  
**Y4=2004-05 FTE**