

**REVISED METHODOLOGY
COMMUNITY COLLEGE PERFORMANCE-BASED INDICATORS
For Submission, 2006**

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 2002) 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 2002 in transfer or career cohorts (denominator)	175
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Number measured through spring 2005 term who (unduplicated, that is, reported in one of the following categories only):

Earned a degree	12
Earned a Certificate	
Earn an industry credential/license	
Are known to have transferred (two and 4-year)	29
Became transfer ready (completed with “C” or minimum 2.0 grade 18 credits of the general education core) and left	14
Are transfer ready and still enrolled	41
Are still enrolled spring 2005 term	5

Total of the categories for Fall 2002 cohort (numerator)	101
Percent Fall 2002 cohort successful (numerator/denominator)	58%

Methodology: Using the San Juan intent model (NMACC web site, nmacc.org), determine the number of first time Fall 2002 students who were classified in the transfer and career intent cohorts. Tracking these students through the Spring 2005 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 00 cohort + Fall 01 cohort + Fall 02 denominators	447
Fall 00 cohort + Fall 01 cohort + Fall 02 numerators	271
Percent average of 00, 01 and 02 cohorts successful (numerator/denominator)	61%

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

	Native American	Hispanic	Male	Female	Pell Recipient
Number of new students 9+ hours, Fall 2002 in transfer or career cohorts who are in the special category (denominator)	24	124	77	98	111
Total of the categories for Fall 2002 cohort (numerator) who are in the special category	15	78	44	66	77
Percent Fall 2002 special category cohort successful	63%	63%	57%	67%	69%
Fall 01 + Fall 02 denominators	38	240	141	175	186
Fall 01 + Fall 02 numerators	24	150	78	114	152
Percent average of 01 and 02 cohorts successful (numerator/denominator)	63%	63%	55%	65%	82%

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 2004-05 academic year completers/graduates (includes summer 2004, fall 2004 and spring 2005) 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 2004-05 total completers (denominator)	172
Number of 2004-2005 grads matched in jobs (numerator)	119
Percentage of 2004-2005 grads placed (numerator/denominator)	69%

2002-03 completer cohort + 2003-04 completer cohort (denominator)	375
2002-03 grads matched to jobs cohort + 2003-04 grads matched to jobs (numerator)	253
Percentage of 2002-03, 2003-04 matched to jobs (numerator/denominator)	67%

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

CC PERFORMANCE-BASED INDICATOR # 9: New Measure (in 2005) that combined graduates placed in jobs plus those continuing their education.

Number of 2004-2005 total completers (denominator)	172
Number of 2004-2005 grads matched in jobs and matched in DEAR (numerator)	140
Percentage of 2004-2005 grads placed and continuing education (numerator/ denominator)	81%

2002-03 completer cohort + 2003-04 completer cohort (denominator)	375
2002-03 grads matched to jobs and CE cohort + 2003-04 grads matched to jobs and CE cohort (numerator)	287
Percentage of 2002-03, 2003-04 matched to jobs and CE (numerator/denominator)	76%

Target % (This Year in 05 Report) 80%
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Target % (Year Out) 80%

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 INDICATOR # 11: Related to Economic Impact - New Measure (in 2005) that asked for job placement of those completers/graduates who were New Mexico only residents (Paul Landrum, HED, is to provide)**

Number of 2003-04 total NM resident completers (denominator)	167
Number of 2003-2004 NM resident grads matched to jobs (numerator)	115
Percentage of 2003-2004 NM resident grads placed (numerator/denominator)	69%

Target % (Year Out) – **69%**

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 2005	Ave enrollee Fall 03 Fall 04 Fall 05	Graduates 2004/2005	Ave grads 02/03 03/04 04/05
Native American	7492 (14.8%)	140 (6.4%)	147.3 (6.9%)	19 (9.7%)	15.0 (8.5%)
Black	239 (0.5%)	15 (0.7%)	10.7 (0.5%)	0	0 (0%)
Asian	156 (0.3%)	16 (0.7%)	16.3 (0.8%)	4 (2.1%)	2.3 (1.3%)
Hispanic	36742 (72.4%)	1575 (72%)	1518 (70.9%)	132 (67.0%)	124 (71.4%)
White	29344 (57.8%)	447 (20%)	444.3 (21.0%)	38 (19.5%)	32.3 (18.5%)
Unreported	15310 (30.2%)	2 (0.1%)	3 (0.1%)	2 (1%)	2 (1.0%)
Female	25627 (50.5%)	1409 (64.2%)	1353.0 (63%)	139 (71.0%)	115.7 (65.9%)

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 2005 enrollments and your 2004-2005 graduates (based on summer 2004, Fall 2004 and Spring 2005). 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.**

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

Enrollment of Pell students in 2004:	652	
Percentage of cohort	30%	

Graduation of Pell students in 2003-2004:	118	
Percentage of cohort	60.5%	

Time Series Data:

	Number n/d	%
Fall 05 Enrollment (Native Americans)	140	6.4%
Fall 04 Enrollment (Native Americans)	142	6.7%
Fall 03 Enrollment (Native Americans)	153	7.5%
04-05 Graduates (Native Americans)	19	9.7%
03-04 Graduates (Native Americans)	13	7.6%
02-03 Graduates (Native Americans)	12	8.1%
Fall 05 Enrollment (Hispanic)	1575	72%
Fall 04 Enrollment (Hispanic)	1494	70.4%
Fall 03 Enrollment (Hispanic)	1437	70.7%
04-05 Graduates (Hispanic)	132	67.0%
03-04 Graduates (Hispanic)	124	75.5%
02-03 Graduates (Hispanic)	110	74.3%
Fall 05 Enrollment (Pell students)	652	30%
Fall 04 Enrollment (Pell students)	447	21.1%
04-05 Graduates (Pell students - if on Pell at any point)	118	60.5%
03-04 Graduates (Pell students - if on Pell at any point)	88	51%

Note: Using a three-year average, establish an enrollment target and graduation target based on which category is most divergent from the census profile. The category of student chosen cannot change unless requested of DFA/LFC and approved. Time series data requested will be useful for tracking trends and targeting student sub-groups.

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 2005-2006 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 2002-2005	327
ABE program enrollment 2006	404
ABE program % increase/decrease	24% Increase

Concurrent program three-year rolling average 2002-2005	240
Concurrent program enrollment 2006	232
Concurrent program % increase/decrease	3% Decrease

Methodology: Using the 2002-2005 three-year rolling average of the two programs selected and comparing it to the 2005-2006 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)	300
Target (n) for program Concurrent (This Year)	300

Target (n) for program ABE (Year Out)	300
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 periods 2002-2005 and 2003-2006.

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.)
21 (31%) see attachment	35 (52%) see attachment	11 (16%) see attachment

Methodology: Report the FTE for each degree and certificate program (academic and career technical), for the last three years 2003-2006 compared to the prior three years 2002-2005. FTE should be for the summer through spring semesters of each of those years. Determine and report those that decline, those that increase and those remaining stable based on a +/- 5% threshold. 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

The NNMC Curriculum Committee met to review the elimination of the following programs:

- AA in Teacher Preparation
- AA in Special Education
- AAS and CT in Instructional Assistant

The action was requested to the Board of Regents and approved June 2006

Number and description of programs revamped this past year

Effective April 2006 the existing Massage Therapy certificate is now complemented with an Associate of Applied Arts degree in Massage Therapy.

and description of new programs added this past year

Certificate in Property Management

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

- a. This past year (2005-06) **47%**
- b. The prior year (2004-05) **64%**

**Target (%) ratio of increasing/stable enrollments vs. declining
(This Year in Budget) 60%**

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

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 Native American students in the Fall 2005 term (denominator)	5	6
Number of the total Native American cohort from the Fall 2005 term who returned in the Spring 2005 term (numerator)	4	6
Percentage of the Native American cohort of Fall 2005 students retained (numerator/denominator)	80%	100%
Number of the total cohort of first-time, full-time degree seeking Hispanic students in the Fall 2004 term (denominator)	43	84
Number of the total Hispanic cohort from the Fall 2004 term who returned in the Spring 2005 term (numerator)	30	72
Percentage of the Hispanic cohort of Fall 2004 students retained (numerator/denominator)	70%	86%

	Total
Number of the total cohort of first-time, full-time degree seeking Pell students in the Fall 2004 term (denominator)	105
Number of the total Pell cohort from the Fall 2004 term who returned in the Spring 2005 term (numerator)	86
Percentage of the Pell cohort of Fall 2004 students retained (numerator/denominator)	82%

Native American	Male	Female
Fall 02 cohort + Fall 03 cohort + Fall 04 cohort student denominators	19	24
Fall 02 cohort + Fall 03 cohort + Fall 04 cohort student numerators	11	18
Percent average of the 02, 03 and 04 total retained (numerator/denominator)	58%	75%

Hispanic	Male	Female
Fall 02 cohort + Fall 03 cohort + Fall 04 cohort student denominators	121	148
Fall 02 cohort + Fall 03 cohort + Fall 04 cohort student numerators	98	125
Percent average of the 02, 03 and 04 total retained	81%	84%

(numerator/denominator)		
Description	Male	Female
Fall 02 cohort + Fall 03 cohort + Fall 04 cohort Pell student denominators	114	142
Fall 02 cohort + Fall 03 cohort + Fall 04 cohort Pell student numerators	85	105
Percent average of the 02, 03and 04 total Pell cohorts retained (numerator/denominator)	75%	74%

- CC PERFORMANCE-BASED INDICATOR # 9: Related to Economic Impact - New Measure (in 2005) that combined graduates placed in jobs plus those continuing their education.**

Number of 2003-2004 total completers (denominator)	203
Number of 2003-2004 grads matched in jobs and matched in DEAR (numerator)	152
Percentage of 2003-2004 grads placed and continuing education (numerator/ denominator)	75%

2001-02 completer cohort + 2002-03 completer cohort + 2003-04 completer cohort (denominator)	
2001-02 grads matched to jobs and CE cohort + 2002-03 grads matched to jobs and CE cohort + 2003-04 grads matched to jobs and CE cohort (numerator)	
Percentage of 2001-02, 2002-03, 2003-04 matched to jobs and CE (numerator/denominator)	

Target % (This Year in 05 Report or in budget if reported)	80%
Target % (Year Out)	80%

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 2001-2004 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 3rd template for inputting information as attached)

	Male	Female
Number of 2002-2005 Native American full-time, first-time degree seeking students (denominator)	7	17
Number of 2002-2005 cohort Native American 150% graduates (numerator)	0	0
Percentage of 2002-2005 Native American 150% graduates of total cohort (numerator/denominator)	0%	0%

	Male	Female
Number of 2002-2005 Hispanic full-time, first time degree seeking students (denominator)	62	84
Number of 2002-2005 cohort Hispanic 150% graduates (numerator)	5	9
Percentage of 2002-2005 Hispanic 150% graduates of total cohort (numerator/denominator)	8%	11%

	Total
Number of 2002-2005 first-time, full-time degree seeking Pell students (denominator)	128
Number of 2002-2005 cohort 150% Pell graduates (numerator)	13
Percentage of 2002-2005 150% Pell graduates of total cohort (numerator/denominator)	11%

Note: Please provide external unique benchmark using template provided.

Attachment
COMMUNITY COLLEGE PERFORMANCE BASED INDICATORS
Performance Indicator #7

Major	CIP	Y1	Y2	Y3	Y4	Percent Change	Program Status
Accounting	60201	33.5	24.5	31.8	31.3	-2%	STABLE
Allied Health	519999	17.4	11.1	16.0	20.1	6%	INCREASE
Alternative Licensure	131290	44.3	0.0	0.0	14.3	-68%	DECREASE
Architectural Drafting	480108	1.9	0.9	0.7	0.0	-54%	DECREASE
Auto Body Repair	470603	9.6	6.7	4.2	8.3	-7%	DECREASE
Auto Technology	470605	15.7	12.8	16.3	11.7	-9%	DECREASE
Barbering Instructor	131319	0.0	25.9	22.6	0.0	0%	STABLE
Biology	260101	7.3	0.0	0.0	0.0	-100%	DECREASE
Bookkeeper	70103	1.4	0.9	1.1	0.9	-16%	DECREASE
Building Construction	460201	1.2	0.0	0.0	2.7	122%	INCREASE
Business Administration	60401	66.3	46.8	59.6	98.1	18%	INCREASE
Chemical Technology Technician	410301	2.5	3.1	1.8	3.4	12%	INCREASE
Civil Engineering	480110	0.0	0.2	0.1	0.0	0%	STABLE
Clerk Receptionist	70102	0.2	0.0	0.0	0.0	-100%	DECREASE
Computer Network Administration	110102	23.7	0.0	0.0	0.0	-100%	DECREASE
Computer Science Technology	110101	80.4	70.9	57.9	56.7	-11%	DECREASE
Computer-Aided Drafting	480107	43.2	23.6	26.1	0.0	-46%	DECREASE
Computer-Aided Drafting & Design	480113	0.9	0.0	0.0	0.0	-100%	DECREASE
Construction Trades Technology	469999	0.3	1.9	5.1	17.9	240%	INCREASE
Cosmetology	120404	15.7	18.2	20.9	27.5	22%	INCREASE
Criminal Justice	430104	39.2	22.2	21.3	28.2	-13%	DECREASE
Data Processing Technician	70301	23.7	0.0	0.0	0.0	-100%	DECREASE
Design Foundation	500401	19.2	17.8	18.1	15.3	-7%	DECREASE
Early Childhood Education	131204	42.1	41.0	55.9	0.0	-30%	DECREASE
Education-Teacher Preparation	131202	57.8	63.7	95.0	107.6	23%	INCREASE
Electrical Technology	460303	13.6	0.0	0.0	0.0	-100%	DECREASE
Electricity	460302	15.8	21.7	20.9	13.0	-5%	STABLE
Electronics Packaging Design Tech	480114	2.9	0.0	0.0	0.0	-100%	DECREASE
Electronics Technology	150311	29.6	0.0	0.0	0.0	-100%	DECREASE
Electronics/Computer Engineering	150305	14.9	20.0	12.6	42.0	57%	INCREASE
Engineering CAD	480111	0.7	0.0	0.0	0.0	-100%	DECREASE
Engineering Technology	150203	7.0	0.0	0.0	0.0	-100%	DECREASE
Environmental Management	30201	13.3	11.4	8.3	9.6	-11%	DECREASE
Fiber Arts (Weaving)	500712	7.9	6.6	5.7	6.7	-6%	DECREASE
Fine Arts - Art	500101	27.6	11.4	15.1	15.9	-22%	DECREASE
General Business	61801	10.0	0.0	18.7	27.8	62%	INCREASE
General Studies	240102	99.4	145.3	87.9	82.8	-5%	STABLE
Health Aide	511614	1.4	0.3	0.0	0.4	-58%	DECREASE
Human Services	440701	17.9	16.0	21.1	20.2	4%	STABLE
Laboratory Biotechnology	260616	7.5	8.1	15.5	13.4	19%	INCREASE
Library Technology	250301	4.2	2.2	1.4	2.6	-20%	DECREASE
Machine Shop Technology	480503	13.8	12.0	13.1	12.8	-2%	STABLE
Management Information Systems	70305	7.4	8.6	7.7	6.4	-4%	STABLE
Massage Therapy	120405	9.2	2.0	7.1	9.9	4%	STABLE
Materials Science Technology	143101	0.0	3.2	0.7	1.6	41%	INCREASE
Medical Office Secretary	70605	0.0	0.0	0.0	28.5	85550%	INCREASE

Y1=2002-03 FTE

Y2=2003-04 FTE

Y3=2004-05 FTE

Y4=2005-06 FTE

Attachment
COMMUNITY COLLEGE PERFORMANCE BASED INDICATORS
Performance Indicator #7

Major	CIP	Y1	Y2	Y3	Y4	Percent Change	Program Status
Micro-Electronics Technology	150301	1.5	4.9	0.0	0.0	-24%	DECREASE
Natural Resources-Range Ecology	30103	4.4	0.0	0.0	0.0	-100%	DECREASE
Non-Degree/Non-Certificate	0	427.5	342.2	355.8	340.9	-8%	DECREASE
Nursing (ADN)	511601	124.0	117.6	111.1	124.4	0%	STABLE
Office Administration	70606	21.5	29.0	19.2	30.9	14%	INCREASE
Plumbing	460501	2.6	3.5	1.9	0.8	-23%	DECREASE
Police Science	430107	0.9	4.3	4.5	4.2	34%	INCREASE
Practical Nurse (LPN)	511613	3.1	1.2	1.0	66.6	1214%	INCREASE
Pre-Engineering	140101	19.8	17.3	15.4	7.8	-23%	DECREASE
Pre-Forestry	30101	13.3	12.2	17.5	9.6	-9%	DECREASE
Radiation Protection	410271	15.9	12.1	6.9	5.1	-31%	DECREASE
Radiologic Science	170209	53.2	54.9	50.9	82.0	18%	INCREASE
Science	240103	18.1	0.0	0.0	0.0	-100%	DECREASE
Semiconductor Manufacturing Tech	150313	0.3	0.0	0.0	0.0	-100%	DECREASE
Service Management	520701	0.0	12.5	0.0	0.0	0%	STABLE
Southwest Studies	50271	0.5	0.0	0.4	0.7	27%	INCREASE
Spanish Colonial Cabinet/Furniture	480702	6.5	7.2	9.6	7.8	6%	INCREASE
Special Education	131001	1.0	11.8	2.2	20.6	130%	INCREASE
Substance Abuse Counselor	170401	11.3	13.8	12.3	14.1	8%	INCREASE
Waste Resources Management	30102	4.7	2.1	3.0	0.0	-48%	DECREASE
Welding Technology	480508	7.4	9.7	8.8	7.7	1%	STABLE
Wildland Fire Science	430203	0.7	1.0	0.9	3.1	94%	INCREASE

Y1=2002-03 FTE

Y2=2003-04 FTE

Y3=2004-05 FTE

Y4=2005-06 FTE