



Template: Strategic Enrollment Management Plan

Academic Year 2024-2025

The New Mexico Higher Education Department (NMHED) is deploying a template which each higher education institution will use for the submission of their Strategic Enrollment Management Plan (SEMP) for Academic Year 2024-2025. While your institution is welcome to submit its SEMP with institutional branding and design language, please create your SEMP within the bounds of the template as written below. If you have questions, please contact Doug Comes, Data Analyst II, Academic Affairs and Policy Division, at douglas.comes@hed.nm.gov.

Target Population and/or Service Area

1. What is your target population and/or service area? (up to 150 words)

NMJC's target population and service area spans Southeast New Mexico and West Texas. The college serves as a center for education for surrounding Lea County and other southeastern New Mexico and west Texas communities. The NMJC offers a variety of learning, opportunities including for traditional and non-traditional students, and a variety of traditional degree-seeking pathways in several fields and workforce training and certificate options within the medical and energy sectors. As the state's first independent junior college, the institution was born out of a clear vision: to meet the educational needs of the local community and provide accessible higher education.

2. What, if any, information does your higher education institution use to monitor and adapt to changes in this population or service area over time? (up to 150 words)

NMJC has always had a strong connection with the surrounding population and industry. The institution focuses on innovative programs, strong community partnerships with local and regional employers to ensure NMJC meets the demands of the community and ensures student success. Many regional employers and community partners make up advisory boards that help direct educational efforts and ensure NMJC programming is also adapting and growing as needed. Additionally, NMJC recognizes the need for a strong Institutional Research, Planning and Effectiveness Department, and has dedicated additional staff to support the department's role in data collection and analysis to help track and help the college to make data-informed decisions that ensure student success.



3. If available, provide data (charts and/or tables) on trends and projections related to your target population and/or service area. This should include data on the postsecondary education eligible population – including concurrent enrollment and dual credit eligible high school students – in your target population and/or service area and data on educational attainment of your target population and/or service area.

Lea County High School Enrollment Grade 10-12 2023-24				
<u>District Name</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>Total HS Enrollment 2023-24</u>
EUNICE	51	52	50	153
HOBBS	782	781	700	2263
JAL	36	37	41	114
LOVINGTON	306	309	44	659
TATUM	30	38	19	87
Total	1205	1217	854	3276
Source: New Mexico Public Education Department				

Refer to Appendix A, *Lea County, NM: Lightcast Q3 2024 Economy Overview*.

4. Describe the workforce needs you have identified for your target population and/or service area and how these areas were identified. (up to 250 words)

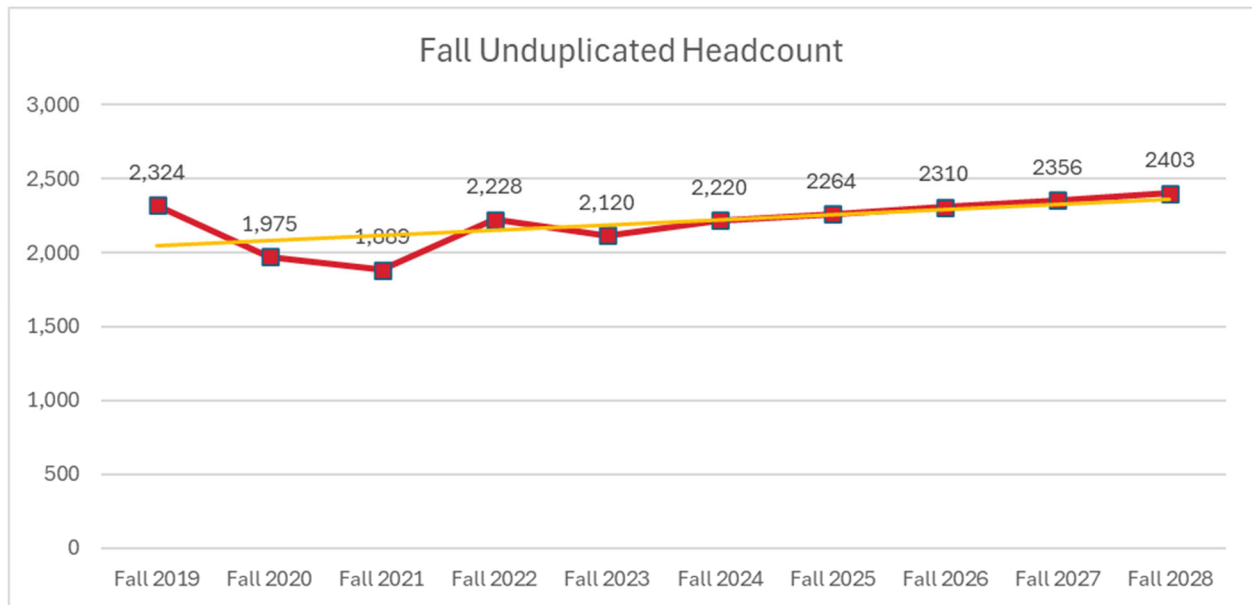
NMJC has been consistent for the past 17+ years in responding to the demands of our service area in terms of workforce training needs. NMJC remains a top 3 provider of workforce training amongst the 18 community colleges in the state. We have developed numerous programs to meet those needs, such as but not limited to EMT training (Basic & Advanced); Lease Pumper Operator; CDL Training; Automation & Industrial Systems; mandatory training for the food service industry; and numerous healthcare training offerings, such as Clinical Medical Assistant, Certified Nursing Assistant, Pharmacy Tech, and Dental Assistant. We are continuously looking for new opportunities to add relevant and in-demand training to our current offerings. The Workforce Development division now oversees non-credit and credit departments dedicated to welding, cosmetology, automotive, public safety (law enforcement academy), and energy tech. Presently, Cosmetology and Public Safety (Law Enforcement) are at max capacity and have students from all over the state and in some cases, out of state as well. NMJC administrators and program leaders actively seek partnerships and input from industry representatives throughout the region, to ensure trainings, and educational paths prepare students for high wage and meet the needs of regional businesses through advisory boards and active engagement at the local, state and regional levels.



Enrollment Trends and Future Goals

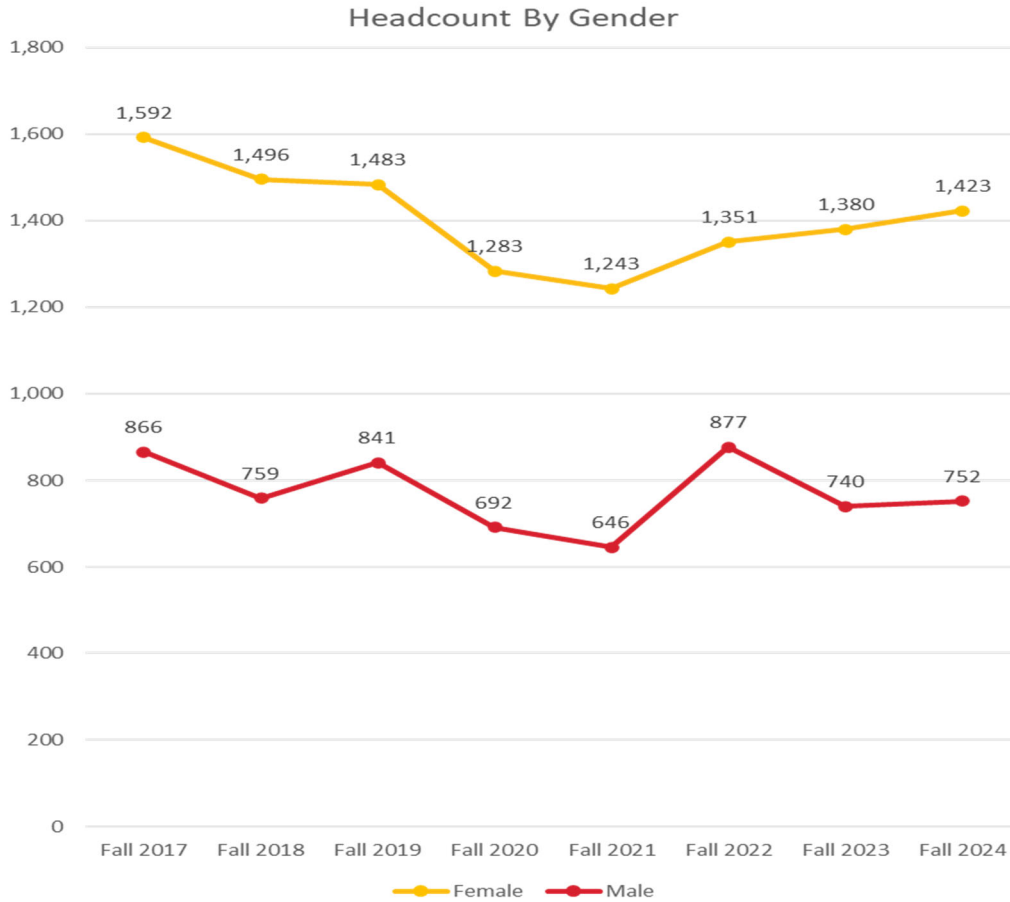
1. Provide a chart which effectively conveys your recent enrollment trends and goals. Include a corresponding description of your overall enrollment history and current enrollment goals related to the data provided in the visual. (up to 150 words)

Based on current trends and projections, NMJC anticipates a steady increase in student enrollment at a rate of 2% per year starting in Fall 2025



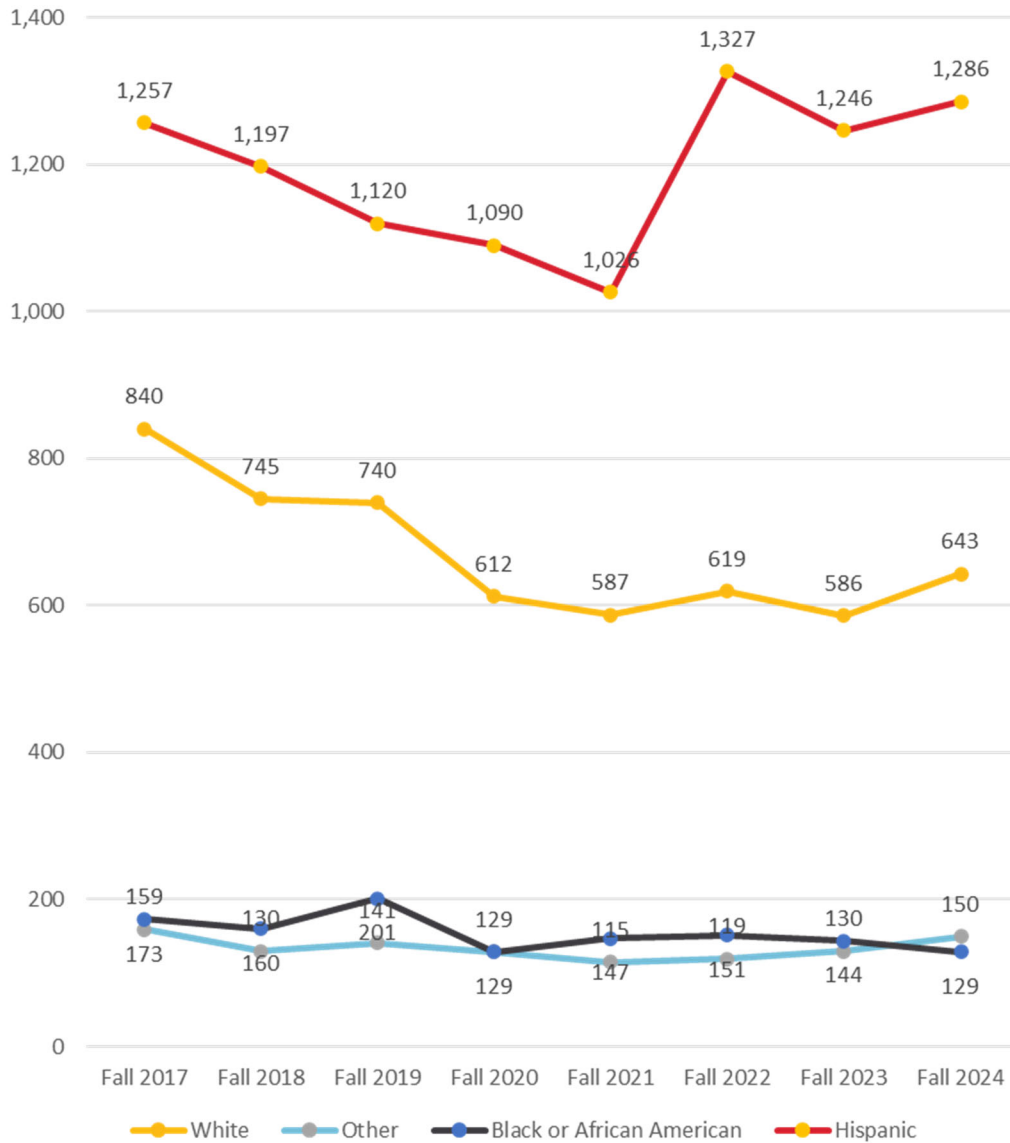
2. Include up to three charts of the most relevant and/or impactful subgroups in your SEMP which effectively convey your recent enrollment trends and goals. Include a corresponding description of your enrollment history and goals by subgroup. (up to 250 words)

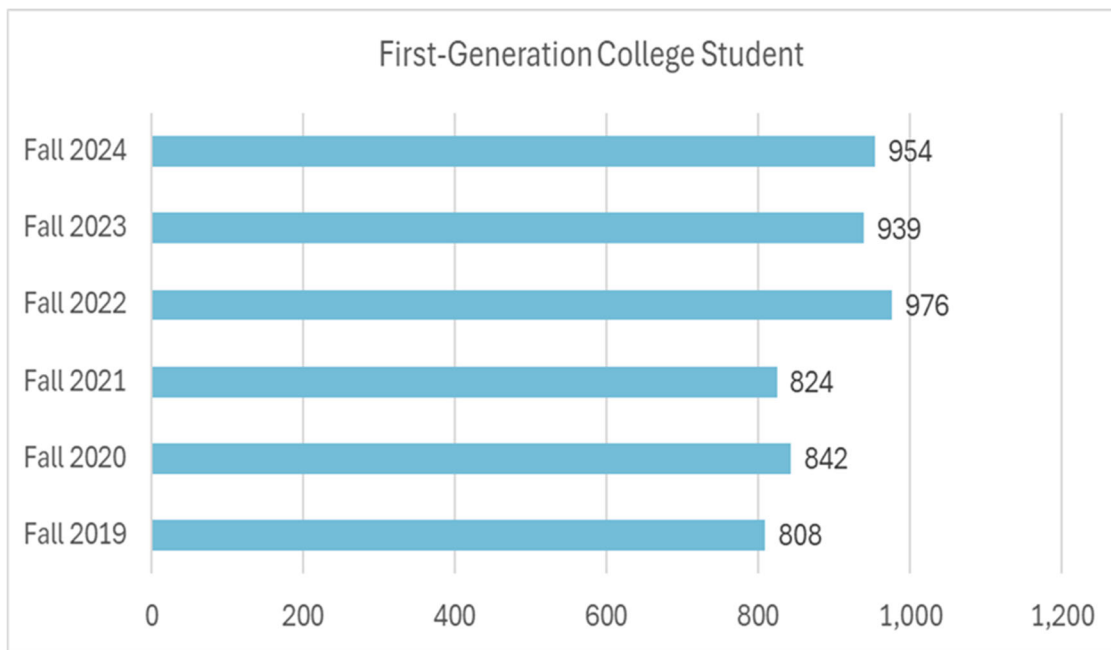
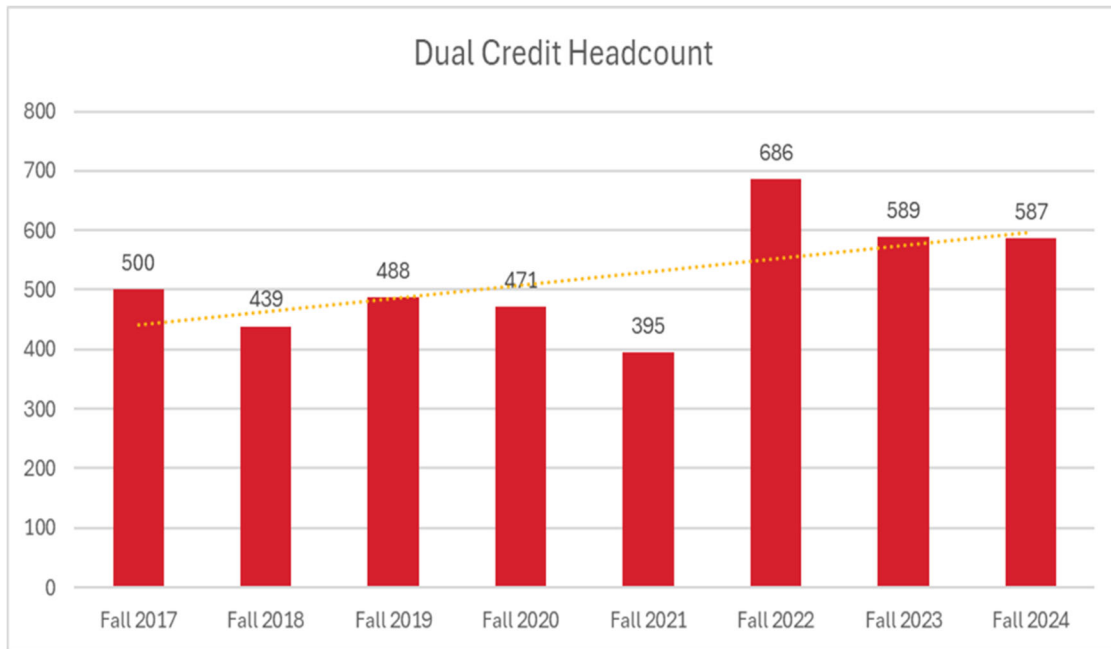
Over the past decade, New Mexico Junior College (NMJC) has experienced fluctuations in total enrollment, influenced by regional economic factors and demographic shifts. Historically, enrollment has included a diverse mix, with significant representation from Hispanic, White and Black populations. Female students often comprise a larger percentage of the total enrollment compared with male students. A notable portion of students are traditional-age (18-24), but there is also a growing number of adult learners. Vocational and technical programs have seen robust enrollment, particularly among non-traditional students, while academic programs attract a younger demographic. Retention rates vary by subgroup, with first-generation college students facing unique challenges, impacting their continuation in programs.





Headcount By Ethnicity





Refer to the PowerPoint in Appendix B for additional metrics regarding NMJC subgroups.

- On the last page of this form, complete the included table. For student subgroups, report values as a percentage of overall enrollment.



4. How do your enrollment goals reflect the information provided above related to your target population and/or service area? Include discussion on population needs, population changes, and workforce needs. (up to 300 words)

Enrollment goals in Workforce Development and academic programs are tied to feedback from advisory boards for each department/program, as well as pertinent state and regional labor and transfer analyses. In addition, NMJC projects based on economic and industrial trends in our service area, growth opportunities in credit and non-credit programs. (e.g. oil & gas training; transportation training; automation training; and healthcare training). In academics NMJC looks to provide stronger support for Hispanic students, as well as dual enrollment students to increased persistence to completion.

Strategies for Achieving Enrollment Target

1. List the strategies you have recently used to support your enrollment goals. For each, describe how successful the strategy was and what evidence you have of their success. (up to 150 words each)

- a. **Strategy**

- i. With Ellucian CRM Recruit, NMJC has increased its overall enrollment for the college. The increase has occurred among first-time freshman through the following: increasing both digital and print campaigns, increasing available tours, utilizing Ellucian with texting tour group contacts and Discover Day registrants, emailing all Discover Day registrants, visiting high schools and shared in the spring the Foundation scholarship opportunities, in addition to Texas Association of Collegiate Registrars and Admissions Officers (TACRO) and New Mexico College Access Council (NMCAC) high school visits, advertising at Lea County Fair and Rodeo (LCFR) booth, providing more high schools visits and re-establishing relationships with school counselors and the new recruiters. Additionally, NMJC Outreach and Engagement efforts focused on a wide range of advertising including digital ad and social media campaigns, and geo-fencing described in greater detail below, as it relates to stop-out populations; however, these practices also are used in our overall recruitment strategies.

- b. *Add additional Strategies as appropriate.*

Using research-based strategies to recruit, support and retain students, especially minority students: NMJC Outreach and Engagement is continually growing their recruitment efforts to help recruit minority students to NMJC. Some of these initiatives include creating media and outreach materials, in Spanish, as our area is predominantly Hispanic. Research also indicates that parents are large influences in students attending college, so providing materials that directly engage with parents, including in Spanish is critical to our recruitment strategies. NMJC is overhauling its website and will soon



provide better access using tools that will allow users to access content on the Website in multiple languages. NMJC also is embarking on the creation of communications materials in Spanish for Spanish-speaking populations, including students and parents. The Outreach and Engagement team also utilizes bilingual Spanish-speaking recruiters and marketing professionals who can meet with students and parents in Spanish, one-on-one or in groups. Additionally, NMJC Outreach and Engagement team annually organizes and supports k-12 learning initiatives on campus, including its flagship Science, Technology, Engendering, Arts and Mathematics (S.T.E.A.M.) Enrichment camp for high school students, New Mexico Junior College S.T.E.A.M. Enrichment Program (NSEP), which allows students to live on campus for nearly one week, while being led through fun, engaging science, technology, engineering, art and mathematics curriculum. After completion of this camp, camp-goers receive at \$500 scholarship to attend NMJC. Many participants attend multiple years and receive multiple scholarships.

2. List the strategies you will leverage going forward. For each strategy, describe i) how the strategy was selected, ii) how you will monitor its success, iii) how the strategy will be leveraged to reach priority and underrepresented populations from your target population/service area, and iv) how the strategy will be leveraged to reach students with some college but no credential. (up to 150 words for each question within a strategy)

- a. **Strategy**

- i. How was the strategy selected?

These strategies were selected as a result of NMJC initiatives, proven success with the above strategies, attending conferences related to Marketing/Public Relations/Social Media/Communications/Advancement in Higher Education, and engaging research on minority-serving institutions. Additionally, NMJC staff employ research-based strategies to create a supportive environment that not only attracts minority students, but also encourages their persistence and success, ultimately reducing stop-out rates. Continuing to engage the community and foster a culture of inclusivity will be key to these efforts.

- ii. How will the strategy be monitored?

It will be monitored by the Institutional Research, Planning, and Effectiveness team, as well as the Outreach & Engagement team, and use of recruitment CRM Ellucian, which can provide targeted information on students and communication practices with these groups.

- iii. How will the strategy reach priority and underrepresented populations?

A "Reach out" communication campaign consisting of various modes will target underrepresented populations. The communication campaign will include; text, email, phone call, geo fencing, social media, radio, print newspaper, electronic and print newsletters, posters, flyers, digital billboards, static billboards, TV ads,



programs, mail-out magnets, and US mail. A significant number (over half) of stop-out students come from underrepresented populations. Additionally, NMJC team will continue to overhaul the website which will provide better access using tools that will allow users to access content on the Website in multiple languages. Additionally, NMJC staff will continue creating communications materials in Spanish for Spanish-speaking populations, including students and parents, and utilizing bilingual Spanish-speaking recruiters and marketing professionals, who can meet with students and parents in Spanish, one-on-one or in groups.

iv. How will the strategy reach students with some college but no credential?

These strategies help NMJC reach a large percentage of surrounding populations, and more targeted geo-fencing advertising techniques can help to specifically drive marketing that helps to encourage students with some college, but no credential to return to school and complete their education. Additionally, the strategies and abilities to reach diverse groups of individuals, including in Spanish, will also help increase awareness among this population.

b. *Add additional strategies as appropriate.*

- i. Culturally Responsive Recruitment and Targeted Outreach: Continually develop and partnerships with high schools and community organizations that serve minority populations to create tailored recruitment initiatives, and ensure that our recruitment team helps to build trust and connections with prospective students and their families.

Role of Programs in SEMP

1. What programs will play notably substantial roles in your SEMP? This could be due to high demand from students, launching a new program, sunsetting an existing program, etc. For each program, describe how these programs will impact enrollment at your higher education institution. (up to 150 words each)
 - a. CDL Truck Driving School (2 weeks)
 - i. Within our service area, there are approximately 4,000 jobs tied to having a CDL Class A driver's license. With our current capacity, NMJC looks to train 120-140 students in the 2-week CDL program. An additional instructor would yield an additional 30-35 students.
 - b. CDL Truck Driving School (1 week)
 - i. Within our service area, there are approximately 4,000 jobs tied to having a CDL Class A driver's license. With our current capacity, NMJC looks to train 40-50 students in the 1-week CDL program. An additional instructor would yield an additional 10-15 students.
 - c. Lease Pumper Training



- i. Within our service area, there are approximately 800-900 job opportunities for a lease operator. With our current capacity, NMJC looks to train 125 students in the Lease Pumper program, in a fiscal year, that prepares students to enter the workforce at a competitive wage.
- d. Automation & Industrial Systems Program
 - i. Within our service area, there are approximately 800 job opportunities for a position within the automation industry. With our current capacity, NMJC looks to train 125 students, in a fiscal year, in this field that prepares students to enter the workforce at a competitive wage.
- e. Clinical Medical Assistant
 - i. Within our service area, there are approximately 9,100 health care workers. However, healthcare is the top sector identified for 5-year employment loss within Lea County due to factors such as retirement and career changes. With our current capacity, NMJC looks to train approximately 65 students in the CMA program in one fiscal year.
- f. EMT-Basic
 - i. Within our service area, there are approximately 9,100 health care workers. However, healthcare is the top sector identified for 5-year employment loss within Lea County due to factors such as retirement and career changes. With our current capacity, NMJC looks to train approximately 30 students in the EMT-Basic program in one fiscal year.
- g. Agriculture Dept.
 - i. In the Applied Sciences area, NMJC has seen exponential growth in our Agriculture Department (Animal Science, Equine Studies, Farm and Ranch Management). Our Farm and Ranch Management program is new this year (Academic year 2024-2025). We have also added an ACT Academy Agriculture certificate, which provides area high school students with the opportunity to explore several areas related to the farm, ranch and agriculture industries in the area.
- h. Computer Information Systems
 - i. Our recent hire of a second Computer Information Systems faculty allows us to expand course offering especially in Cyber Security.
- i. Business
 - i. The hiring of an additional Business faculty allows us to expand course offerings in Business.
- j. Nursing
 - i. We are developing a Paramedic to RN Bridge program that will also serve as an LPN to RN Bridge, allowing local health care professionals to “upskill”.

Refer to the Academic Program Review Guidelines in Appendix C, in response to “sunsetting existing programs”



2. What role will different course delivery methods (e.g., in-person, online) play in your SEMP? (up to 200 words each)
 - a. **In-person**
 - i. Because the college is undergoing major building renovations, in-person classroom space has been limited. We anticipate an increase in enrollment in this delivery method upon completion of the renovations.
 - b. **Online**
 - i. We anticipate the acquisition of scheduling software to improve on-line offerings at the most convenient time slots for students.
 - c. *Add additional modalities as appropriate.*

Serving Students After Enrollment

1. What strategies do you use to support and monitor a student's progress after enrollment? (up to 150 words each)
 - a. **Strategy**
 - i. New Mexico Junior College implemented an advisor assigned model in the fall of 2023. Each Academic Success Coach has a caseload of students they oversee to provide more one on one coaching and support. The academic success coaches monitor each student's progress via our Degree Works software. This system places each student on a degree pathway and ensures students are taking classes needed for their intended major. Additionally, the academic success coaches utilize an early alert system (Drop-out Detective) to monitor their student's risk, class grades, and attendance. They also provide referral to other resources that can enhance their support such as; counseling, tutoring services, food pantry, and career services.
 - b. *Add additional strategies as appropriate.*
 - i. Inclusive and culturally relevant Programming: Offer supports and programs that reflect the interests and needs of minority students, promoting engagement and retention, including support groups and peer mentoring to help foster community and belonging.
 - ii. Community Engagement and Cultural events: Create opportunities for students to participate in community service, which can enhance their connection to the college and the local community. Host events that celebrate diversity, allowing students to share their cultures and fostering an inclusive environment.



2. How do you ensure these strategies reach all populations within your higher education institution? (up to 150 words each)
 - a. **Strategy**
 - i. All incoming freshman are required to meet with an Academic Success Coach to ensure they are placed on the appropriate academic pathway. Each student is assigned an academic success coach via the registrar's office. Additionally, there are multiple modalities of communication utilized by all student success areas to include email, text, canvas email, and canvas announcements. This also includes collaboration with faculty and staff. These same strategies are utilized for returning and continuing students.
3. How do you monitor student success after enrollment? Describe your methodology for each. (up to 150 words each)
 - a. **Retention:** Through degree works the academic success coaches follow their student's pathway. It ensures students are on the right path and are taking the necessary courses to complete their intended degree. The early alert system software (Drop-Out Detective) is also utilized to monitor student's success. This includes the monitoring of their grades, absences, and professor concerns. The Academic Coaches also monitor the student's usage of the tutoring center and can track the progress they are making with their grades via drop out detective.
 - b. **Completion:** Through Degree Works the academic success coaches follow their student's pathway. It ensures students are on the right path and are taking the necessary courses to complete their intended degree. Those students who are not following their pathway the Academic Success Coaches conduct an academic intervention.
 - c. **Transfer:** Academic Success Coaches monitor their student's course choices to ensure transferability to their preferred institution. They also assist with the application and set up one on one meetings with the transfer institution. Transfer institutions are showcased by monthly visits to NMJC's campus throughout the year. A university transfer week is provided as well as a university transfer fair.
 - d. **Employment:** The career services department was established in fall of 2023. There has not been data collected, however plans for spring include surveying May 2025 graduates regarding their employment plans.
4. Discuss your challenges, successes, and goals for each student success area. (up to 250 words each)
 - a. **Retention:**

Challenges

 - Underutilization by students of campus resources
 - Obstacles students encounter outside the college reach such as family obligations, finances, and medical emergencies.
 - Academic challenges such as under preparedness and low academic foundation



- Language barriers cause students to struggle to understand lectures, participate in class discussions, and to complete assignments.
- Expand utilization by faculty and staff of all available resources and best practices that undergird student success.

Successes

- students that do make use of the support systems offered
- the implementation of an advisor assigned model
- the use of our early alert (Drop-Out Detective) and Degree Works software systems
- the increase of services in the academic success center.
- The implementation of early success workshops.
- The resource availability to assist with retention such as the Academic Success Coaches, Counseling services, food pantry, tutoring services, and career services.

Goals

- Deliver academic coaching services that equip students with essential skills, guide them along their degree path, and provide support to help them achieve their academic goals from admissions through degree completion. Proactive approaches to increase student success are utilized such as; the use of Dropout Detective Software, facilitating Academic Workshops, and Transfer Advising. Referral to on campus resources such as Thunderbird Pantry, Academic Success Center, Career Center, Mental Health Counseling, and Thunderbird Clinic to increase the likelihood of student engagement and degree completion.
- Increase student engagement.
- Analyze the effectiveness of the student success services.
- Provide funding for multi-language translations software as well as side-by-side text materials.

b. Completion:

Challenges

- Underutilization by students of campus resources
- Obstacles students encounter outside the college reach such as family obligations, finances, and medical emergencies.
- Academic challenges such as under preparedness and low academic foundation

Successes

- Students that do make use of the support systems offered.
- The implementation of an advisor assigned model.
- The use of our early alert and degree works software systems
- The increase of use of services in the academic success center.



- The implementation of early success workshops.
- The resource availability to assist with completions such as the Academic Success Coaches, Counseling services, food pantry, tutoring services, and career services.

Goals

- Deliver academic coaching services that equip students with essential skills, guide them along their degree path, and provide support to help them achieve their academic goals from admissions through degree completion. Proactive approaches to increase student success are utilized such as; the use of Dropout Detective Software, facilitating Academic Workshops, and Transfer Advising. Referral to on campus resources such as Thunderbird Pantry, Academic Success Center, Career Center, Mental Health Counseling, and Thunderbird Clinic to increase the likelihood of student engagement and degree completion.
- Increase student engagement.
- Analyze the effectiveness of the student success services.
- Better utilization of course evaluations to determine strengths and weaknesses of teaching faculty and needed improvement in course materials. Additionally, a need to have a follow up mechanism to determine where support is needed and coming from.

c. **Transfer:**

Challenges

- NMJC does not have a large student population that transfers due to preference to work and live in the Lea County community.
- NMJC does not have a large amount of formulized transfer agreements with in state and out of state institutions.
- Low attendance and participation in transfer events held by Student Success.

Successes

- Transfer institutions are showcased by monthly visits to NMJC's campus throughout the year.
- Academic Success Coaches are well versed in the curriculum needed for partner institutions to assist students in the selection of their courses.
- Transfer fairs are hosted to provide more opportunity for students to learn of other college options.
- Academic Success Coaches will assist students with their application to their preferred transferred institution.
- Limited campus visits for students in TRIO (Student Support Services).

Goals

- Deliver academic coaching services that equip students with essential skills, guide them along their degree path, and provide support to help them achieve



their academic goals from admissions through degree completion. Proactive approaches to increase student awareness of transfer opportunities.

- Increase student engagement transfer activities.
- Analyze the effectiveness of the student success services.
- Continue to provide opportunities for students to explore transfer colleges.
- Expand limited campus visits to transfer institutions.

d. Employment:

Challenges

- Creating an interest on the part of the student to explore employment opportunities beyond Lea County.
- Creating a campus awareness of the career center.

Successes

- Increased employer opportunities to interact with our students.
- The establishment of the career center was mid fall of 2023.
- The increased usage of the career center by students that are seeking part-time employment.
- Implementation of career fairs and expos.
- Career workshops to include resume writing, networking and interview skills were executed.

Goals

- Provide shadowing opportunities for NMJC students.
- Expand employer relations.

5. If available, please provide retention, completion, transfer, and employment data for your overall population (one chart and/or table for each metric; additional charts/tables can be added as an appendix if necessary).

Refer to Appendix D for data requested regarding NMJC's "overall population".

Connection to Mission

1. What is your higher education institution's mission?

Mission:

New Mexico Junior College, as a comprehensive community college, promotes success through learning.

Vision:

New Mexico Junior College's mission will be achieved by building a culture that values and promotes excellence, effectiveness, responsiveness, access, and community involvement.



2. How is your mission reflected in your SEMP? (up to 200 words)

Values

New Mexico Junior College is committed to the following values in support of its mission as we provide services to a diverse college community. New Mexico Junior College defines college community as its students, employees, partners, and citizens of the area we serve.

Access

In keeping with this value, the college

- helps members of the college community overcome their barriers to success;
- provides convenient, affordable educational opportunities and services;
- provides support for students transitioning to college and on to other postsecondary educational opportunities and to the workplace;
- offers education, training, and activities that meet the diverse interests and needs of the college community; and
- supports educational opportunities through technology.

Responsiveness

In keeping with this value, the college

- continually scans the environment locally, regionally, and nationally to identify opportunities that will meet the ever-changing needs and interests of a diverse and dynamic college community;
- enriches and increases partnerships to identify and meet the educational needs of the college community;
- remains flexible to respond creatively and appropriately to the changing world and to the educational, social, and cultural needs of the diverse college community;
- provides employees with opportunities for professional growth and development;
- ensures fiscal responsibility and public accountability;
- offers relevant programs and support services that meet the needs of a diverse college community; and
- contributes to the social, cultural, and economic development of the college community.

Effectiveness

In keeping with this value, the college

- continually tracks student outcomes to evaluate and improve learning;
- fosters a climate of learning;
- promotes high academic standards through excellent instruction;
- engages in sound planning, management, and systematic evaluation for the improvement of programs and services;
- ensures adequate, fair, and equitable benefits, policies, and procedures;
- allocates resources to support the mission and goals of the college;
- keeps the college community aware of college activities, needs, and performance;
- provides a supportive, caring, student-centered environment;



- fosters a work environment that encourages open communication, innovation, productivity, accountability, and personal commitment; and
- provides and using current technologies that support educational and training objectives.

Excellence

In keeping with this value, the college

- nurtures an environment of self-evaluation and continuous improvement;
- sets benchmarks to develop an understanding of excellence;
- advances the development and practice of leadership;
- encourages and rewards initiative, innovation, outstanding performance, ethical decision making, and accountability;
- offers support services that are designed to foster success; and
- strives for an environment that does not accept mediocrity.

Institutional Supports

1. Please provide up to five supports your higher education institution would benefit from receiving from NMHED and other state level partners to find greater success in your SEMP. Describe how these supports have a direct impact on the success of your SEMP? (up to 150 words)
 - a. **Support**
 - i. Assist in the development and distribution of comprehensive employment data such as placement rates by industry to better serve the community and service areas.
 - ii. Fund semi-annual professional meetings for two-year New Mexico institutions for professional development and for greater clarity of best practices.
 - iii. Streamline (simplify) the New Mexico Scholarship transferability process to enhance the institution to institution transfer process.
 - iv. Provide funding for multi-language translation software as well as side-by-side text materials for Hispanic-speaking students in key introductory courses.
 - v. Offer faculty development seminars in how to help ELL students accelerate their learning and their comfort level in the classroom.
 - b. *Add additional supports as appropriate. (OPTIONAL)*



Strategic Enrollment Management Plan Staffing

1. List the primary members of your higher education institution who will be charged with the implementation of your SEMP. Describe their role. (up to 100 words)

- a. **Member Name, Title**
Description of role.

Member Name	Title	Description of Implementation Role/SEM Plan
William Brown	VP for Institutional Research, Planning, and Effectiveness	Enrollment trends and data analysis
David Buckingham	VP For Student Services	Chair of the Student Success Committee which oversees the development and execution of the 3-5-year SEM Plan
Deron Clark	Director of Athletics	Mange and Oversee 12 athletic programs
AJ Cordova	Coordinator of Student Activities and Intramurals	Student life engagement
Maryrose Eannace	VP for Instruction	Support/lead faculty & deans in fulfillment of student learning and persistence to completion and in responsive program development. Collaborate with Vice President for Student Service in building Academic Affairs & Student Services teamwork for the benefit of students.
Sarah Edelbrock	Dean of Students	Student life, retention and engagement efforts.
Stephanie Ferguson	Dean of Applied Sciences & Learning Technology	Promote K-14/K-16 curricular pathway identification; support and strengthen dual enrollment efforts; encourage faculty promotion of wrap-around services (e.g., Dropout Detective for targeted intervention)
Craig Forrest	Professor of History	Teach and advise students
Rachel Gallagher	VP for Advancement	Oversee all Outreach and Engagement activities including Marketing, Recruitment, K-12 education STEAM (Science, Technology, Engineering, Arts and Mathematics) learning activities, and Foundation-supported programs and scholarship opportunities, and Grants activities on campus.
Meredith Graham	Professor of English	Teach and advise students
Adam Guillen	Director of Student Support Services/TRiO	Oversee degree plans and transfer processes
Kevin Henard	Director of Library Services	Oversight of Library operations, information resources, and services.
Jill Henning	Professor of Nursing	Teach and advise students
Javier Juarez	Student Representative	Student perspective and input
Shanna La Count	Director of Animal Science	Teach and advise students
Dianne Marquez	Dean of Arts, Sciences & Learning Support	Fully support faculty and student services in the use of Dropout Detective, implement the initiatives stated in the Academic Master Plan, and develop flexible course schedules and programs to support student completion.
Austin Mefford	Head Women's Basketball coach	Head women's basketball coach who guides, advises, coaches and leads a roster of up to 17 women's basketball athletes
Vance Onsurez	Professor of Cosmetology	Teach and advise students
Gale Patman-Morrow	Professor of Music	Teach and advise students
Malinda Patterson	Professor of Education	Teach and advise students
Michael Robbins	Head Baseball Coach	Head baseball coach who guides, advises, coaches and leads a roster of up to 45 baseball athletes
Kelly Rueda	Dean of Student Success	Oversee areas of Student Success including; Academic Success Coaches, Counseling, Student Support Services, Thunderbird Pantry, Academic Success Center, Accessibility Services, and Career Center
Steve Saucedo	VP for Workforce Development	Oversee the 12 non-credit & for-credit departments that make up the Workforce Development Division
Sandra Thompson	Professor of Biology	Teach and advise students
Larchinee Turner	Dean of Workforce Training & Professional Studies	Dean with administrative oversight of Automotive; Cosmetology; Energy Technology; Public Safety; and Welding and operational oversight of the non-credit Workforce Training department
Diana Zapata	Student Representative	Student perspective and input

**NEW MEXICO
HIGHER EDUCATION
DEPARTMENT**



Michelle Lujan Grisham, Governor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Ph.D., Deputy Secretary

Fostering Student Success from Cradle to Career

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
Overall	2324	1975	1889	2228	2120	2220	2264	2310	2356	2403
Female	1484	1283	1243	1351	1380	1422	1450	1479	1509	1539
Male	840	691	646	877	740	752	767	782	798	814
Other						46	47	48	49	50
American Indian	21	15	18	22	19	16	16	17	17	17
Asian	21	23	20	25	30	32	33	33	34	35
Black	201	129	147	151	144	130	133	135	138	141
Hispanic	1209	1089	1026	1327	1246	1286	1312	1338	1365	1392
White	742	613	587	619	585	641	654	667	680	694
Other Groups	130	105	91	84	96	115	117	120	122	124
<24	1690	1522	1386	1690	1581	1676	1710	1744	1779	1814
24+	634	452	503	538	539	544	555	566	577	589
Pell	609	464	500	565	544	577	589	600	612	625
No Pell	1715	1510	1389	1663	1576	1643	1676	1709	1744	1778
Undergraduate	2324	1975	1889	2228	2120	2220	2264	2310	2356	2403
Graduate	0	0	0	0	0	0	0	0	0	0
Dual Credit (UG only)	488	470	395	686	589	586	598	610	622	634
Non-Dual Credit (UG only)	1836	1504	1494	1542	1531	1634	1667	1700	1734	1769
Credential Types: Associates degree	1504	1262	1589	1906	1786	1909	1947	1986	2026	2066
Credential Types: Certificate	162	141	151	228	264	255	260	265	271	276
Credential Types: Undeclared	658	571	149	94	70	56	57	58	59	61
Credential Types										
New Enrollees	697	489	529	601	584	645	658	671	684	698
Transfer Enrollees	129	74	52	86	51	67	68	70	71	73
Returning Enrollees	10	2	5	14	4	20	20	21	21	22
Continuing Enrollees	867	865	797	781	829	846	863	880	898	916



Notes:

- *Adjust student groups as appropriate for your institution, such as updating the credential types to those your institution offers. If you feel you have other student subgroups relevant to your institution, add additional sections to the table as necessary.*
- *New enrollees are students with no higher education history other than high school concurrent and dual credit enrollment. Transfer enrollees are students new to your institution who have not stopped out for greater than one academic year from postsecondary education. Returning students are any students who have stopped out for more than one academic year and have prior postsecondary education. Continuing enrollees are students who have been previously enrolled in your institution in the prior academic year.*

Appendix A

Lea County, NM: Lightcast Q3 2024 Economy Overview

Target Population and/or Service Area

3. If available, provide data (charts and/or tables) on trends and projections related to your target population and/or service area. This should include data on the postsecondary education eligible population – including concurrent enrollment and dual credit eligible high school students – in your target population and/or service area and data on educational attainment of your target population and/or service area.





Lea County, NM

Contents

Report Parameters	1
Economy Overview	2
Unemployment by Demographics	4
Historic & Projected Trends	8
Population Characteristics	12
Inbound and Outbound Migration	14
Industry Characteristics	16
Business Characteristics	21
Workforce Characteristics	23
Educational Pipeline	29
In-Demand Skills	30

Report Parameters

1 County

35025 Lea County, NM

Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen geographical area.

Economy Overview

72,854

Population (2023)

Population **grew by 3,316** over the last 5 years and is projected to **grow by 1,717** over the next 5 years.

35,827

Total Regional Employment

Jobs **grew by 489** over the last 5 years and are projected to **grow by 3,822** over the next 5 years.

\$65.9K

Median Household Income (2022)

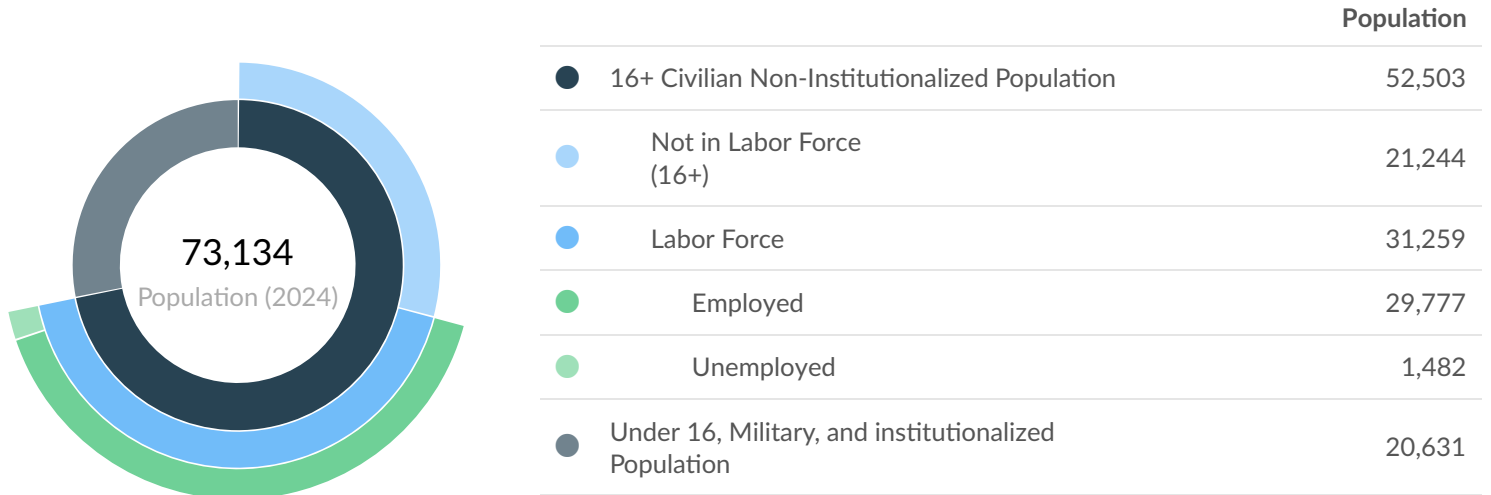
Median household income is **\$9.3K below** the national median household income of \$75.1K.

Takeaways

- As of 2023 the region's population **increased by 4.8%** since 2018, growing by 3,316. Population is expected to **increase by 2.4%** between 2023 and 2028, adding 1,717.
- From 2018 to 2023, jobs **increased by 1.4%** in Lea County, NM from 35,338 to **35,827**. This change **fell short of the national growth rate of 4.3% by 2.9%**. As the number of jobs increased, the **labor force participation rate decreased from 58.8% to 57.9% between 2018 and 2023**.
- Concerning educational attainment, **7.4% of Lea County, NM residents possess a Bachelor's Degree** (13.7% below the national average), and **7.7% hold an Associate's Degree** (1.1% below the national average).
- The top three industries in 2023 are Support Activities for Mining, Education and Hospitals (Local Government), and Restaurants and Other Eating Places.

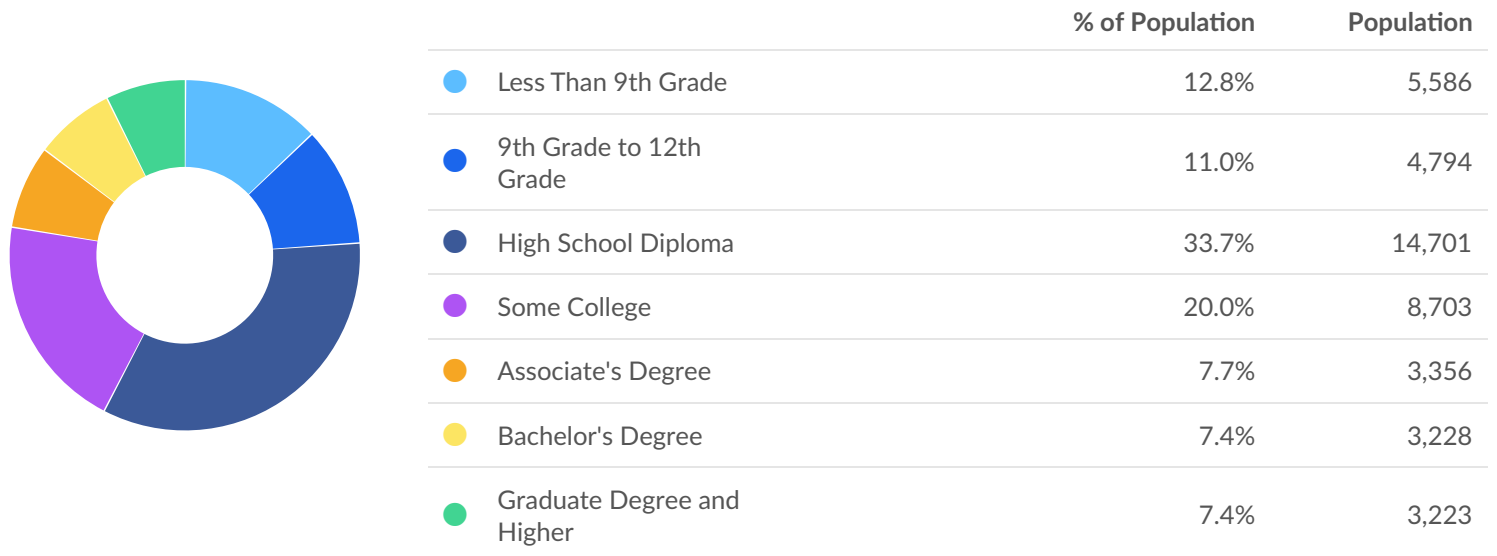
	Population (2024)	Labor Force (Jun 2024)	Jobs (2023)	Cost of Living	GRP	Imports	Exports
Region	73,134	31,259	35,827	96.9	\$7.92B	\$7.45B	\$10.28B
State	2,127,073	981,950	982,601	100.5	\$126.43B	\$135.16B	\$176.06B

Jun 2024 Labor Force Breakdown



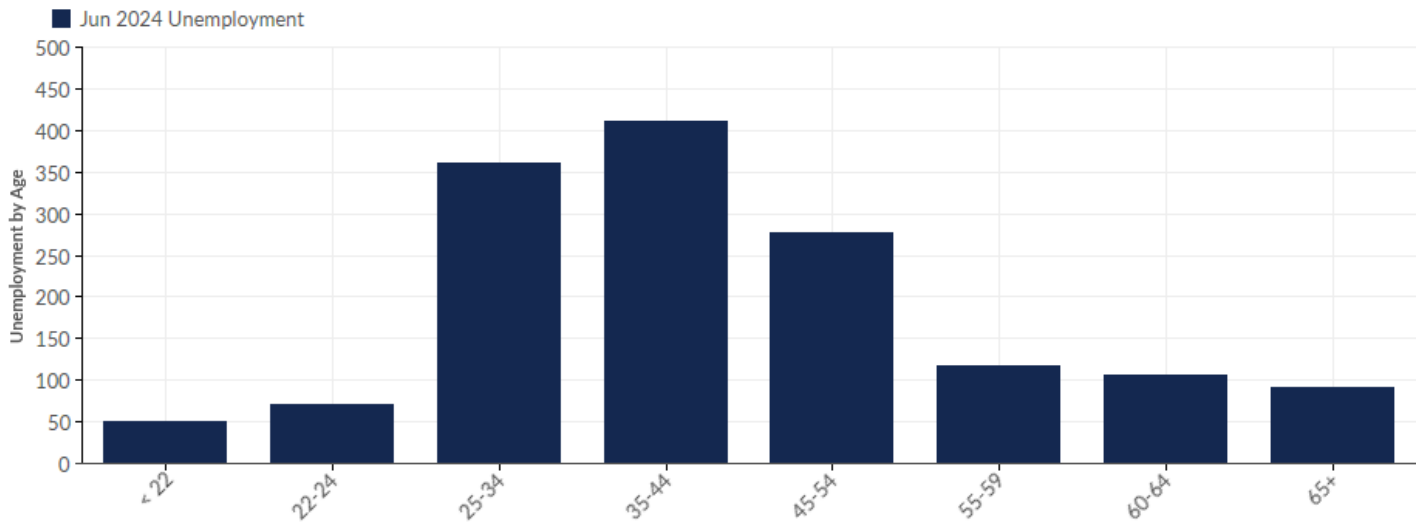
Educational Attainment

Concerning educational attainment, **7.4% of Lea County, NM residents possess a Bachelor's Degree** (13.7% below the national average), and **7.7% hold an Associate's Degree** (1.1% below the national average).



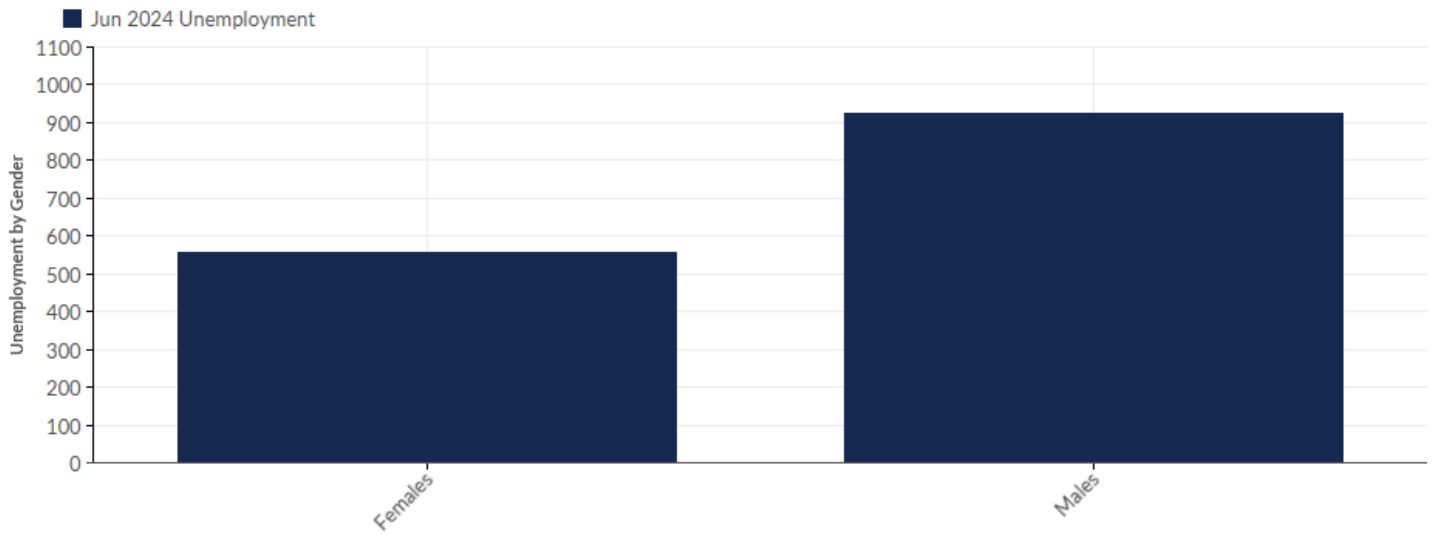
Unemployment by Demographics

Unemployment by Age



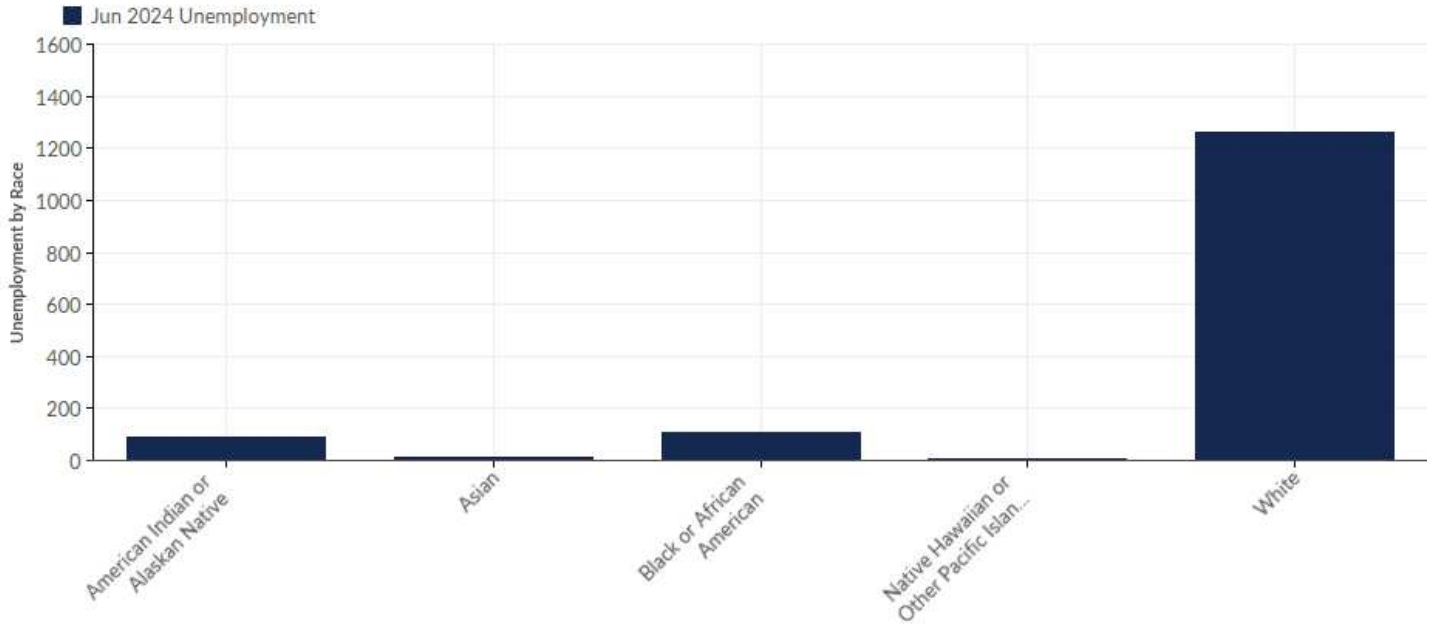
Age	Unemployment (Jun 2024)	% of Unemployed
< 22	50	3.37%
22-24	71	4.79%
25-34	360	24.29%
35-44	411	27.73%
45-54	276	18.62%
55-59	117	7.89%
60-64	106	7.15%
65+	91	6.14%
Total	1,482	100.00%

Unemployment by Gender



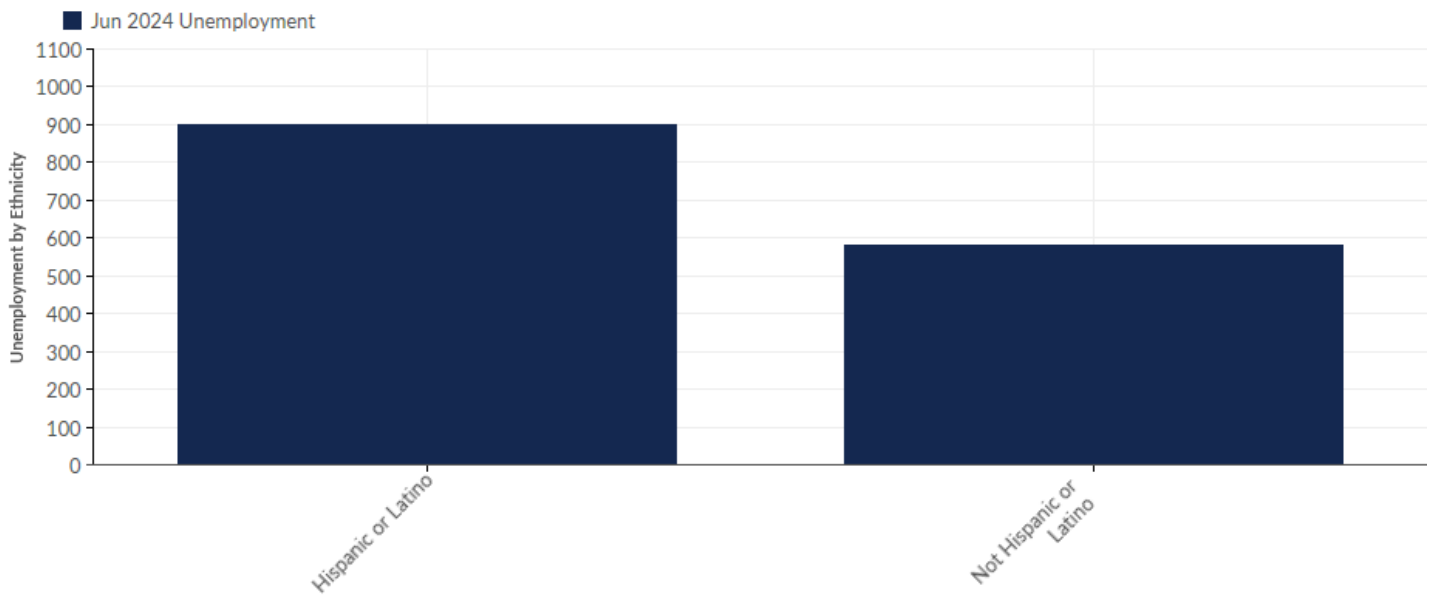
Gender	Unemployment (Jun 2024)	% of Unemployed
Females	556	37.52%
Males	926	62.48%
Total	1,482	100.00%

Unemployment by Race



Race	Unemployment (Jun 2024)	% of Unemployed
American Indian or Alaskan Native	89	6.01%
Asian	14	0.94%
Black or African American	109	7.35%
Native Hawaiian or Other Pacific Islander	6	0.40%
White	1,264	85.29%
Total	1,482	100.00%

Unemployment by Ethnicity

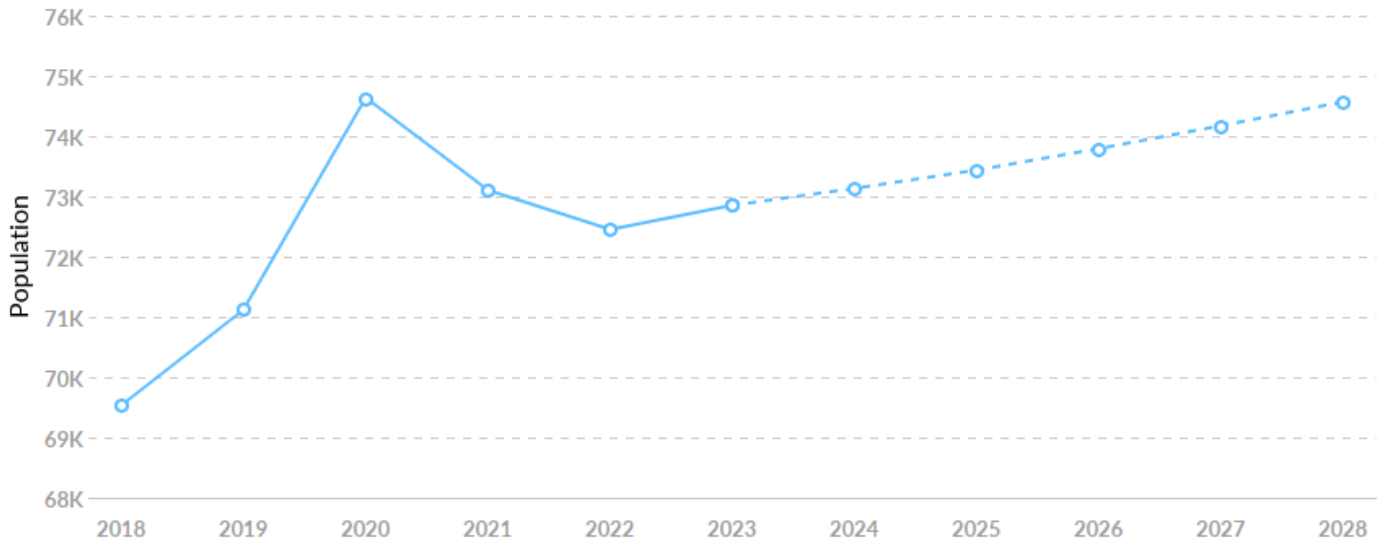


Ethnicity	Unemployment (Jun 2024)	% of Unemployed
Hispanic or Latino	901	60.80%
Not Hispanic or Latino	581	39.20%
Total	1,482	100.00%

Historic & Projected Trends

Population Trends

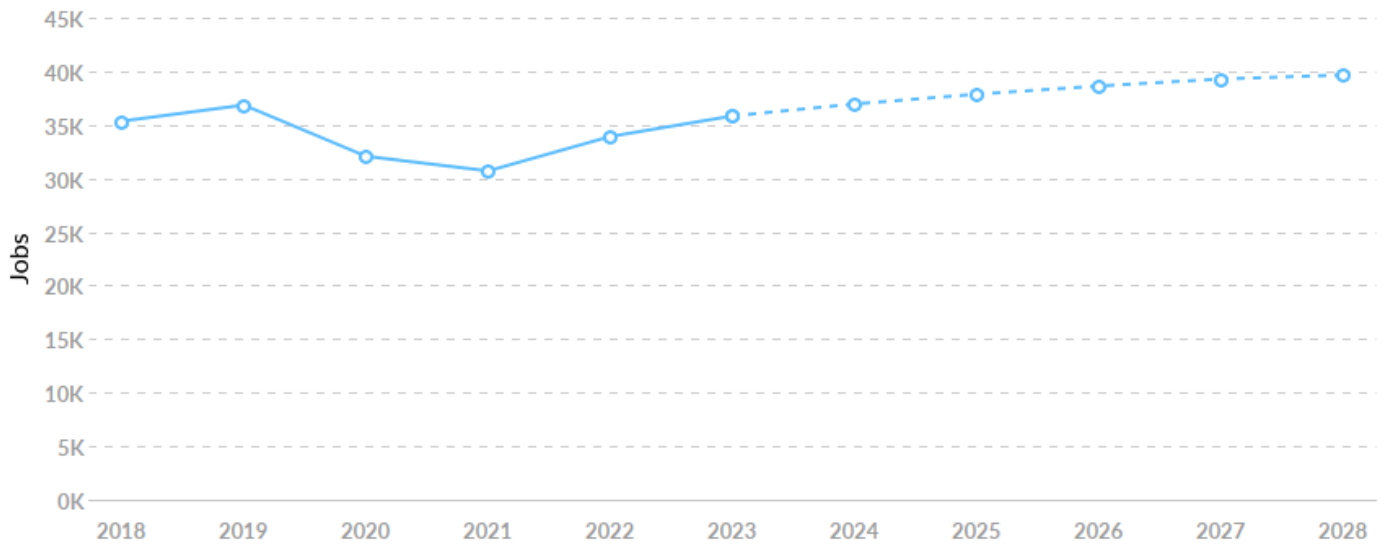
As of 2023 the region's population **increased by 4.8%** since 2018, growing by 3,316. Population is expected to **increase by 2.4%** between 2023 and 2028, adding 1,717.



Timeframe	Population
2018	69,538
2019	71,123
2020	74,635
2021	73,103
2022	72,452
2023	72,854
2024	73,134
2025	73,438
2026	73,794
2027	74,174
2028	74,571

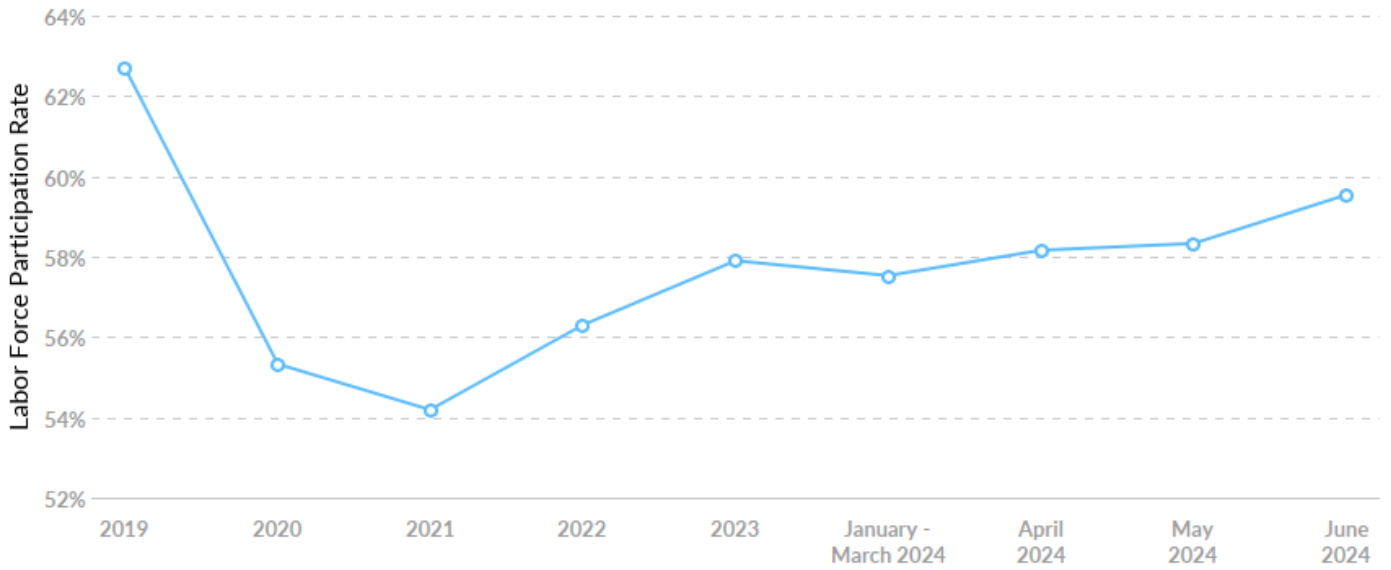
Job Trends

From 2018 to 2023, jobs increased by 1.4% in Lea County, NM from 35,338 to 35,827. This change fell short of the national growth rate of 4.3% by 2.9%.



Timeframe	Jobs
2018	35,338
2019	36,841
2020	32,060
2021	30,696
2022	33,907
2023	35,827
2024	36,944
2025	37,856
2026	38,623
2027	39,274
2028	39,649

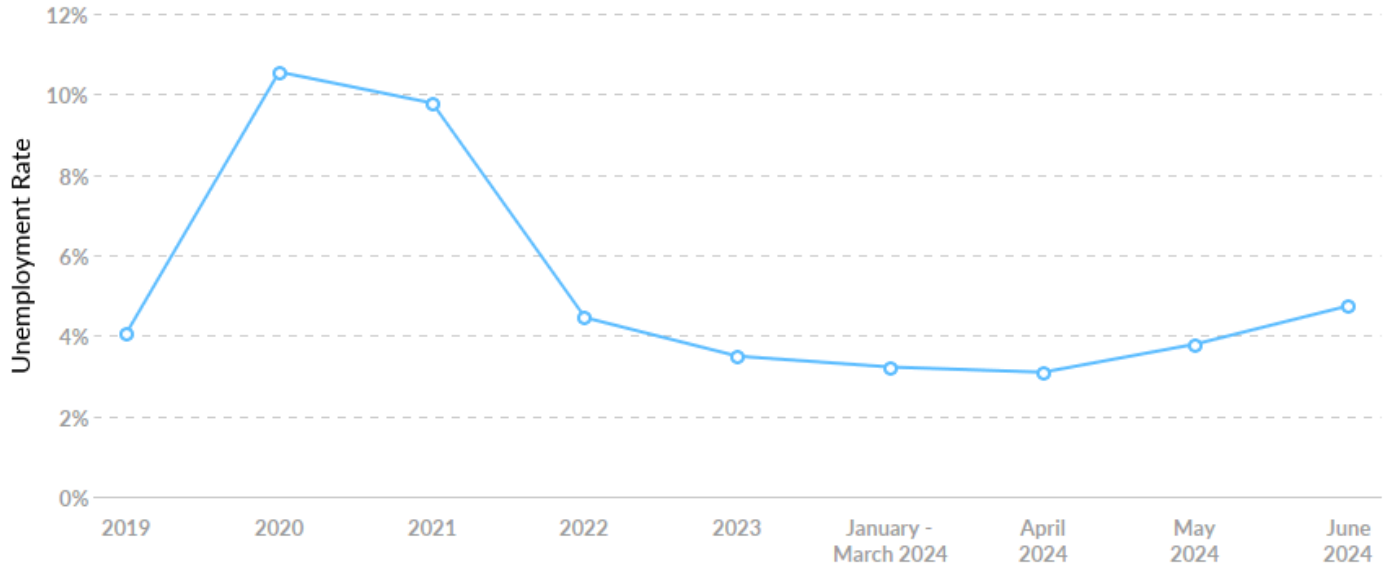
Labor Force Participation Rate Trends



Timeframe	Labor Force Participation Rate
2019	62.69%
2020	55.33%
2021	54.19%
2022	56.30%
2023	57.90%
January - March 2024	57.53%
April 2024	58.16%
May 2024	58.33%
June 2024	59.54%

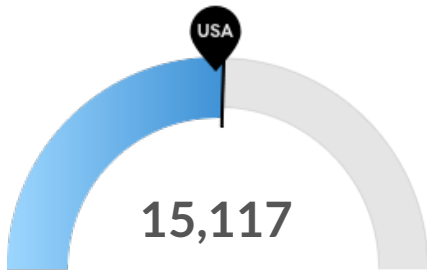
Unemployment Rate Trends

Lea County, NM had a June 2024 unemployment rate of 4.74%, **increasing from 4.06%** 5 years before.



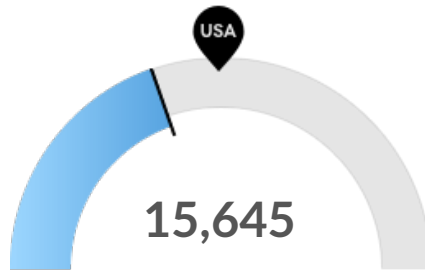
Timeframe	Unemployment Rate
2019	4.06%
2020	10.55%
2021	9.78%
2022	4.45%
2023	3.49%
January - March 2024	3.22%
April 2024	3.09%
May 2024	3.79%
June 2024	4.74%

Population Characteristics



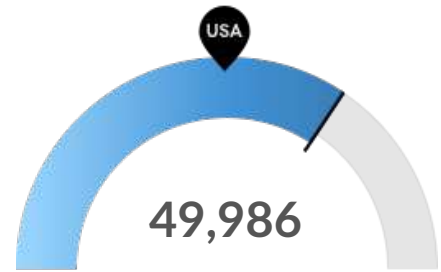
Millennials

Lea County, NM has 15,117 millennials (ages 25-39). The national average for an area this size is 14,732.



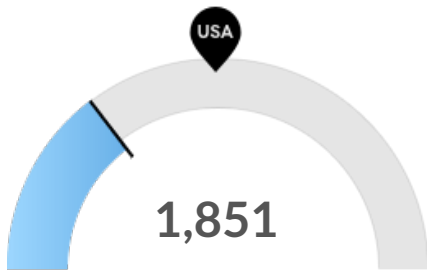
Retiring Soon

Retirement risk is low in Lea County, NM. The national average for an area this size is 21,713 people 55 or older, while there are 15,645 here.



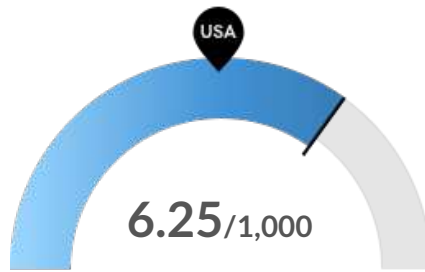
Racial Diversity

Racial diversity is high in Lea County, NM. The national average for an area this size is 29,795 racially diverse people, while there are 49,986 here.



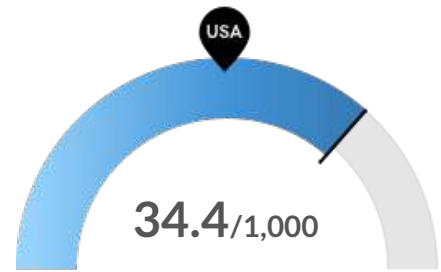
Veterans

Lea County, NM has 1,851 veterans. The national average for an area this size is 3,704.



Violent Crime

Lea County, NM has 6.25 violent crimes per 1,000 people. The national rate is 3.6 per 1,000 people.

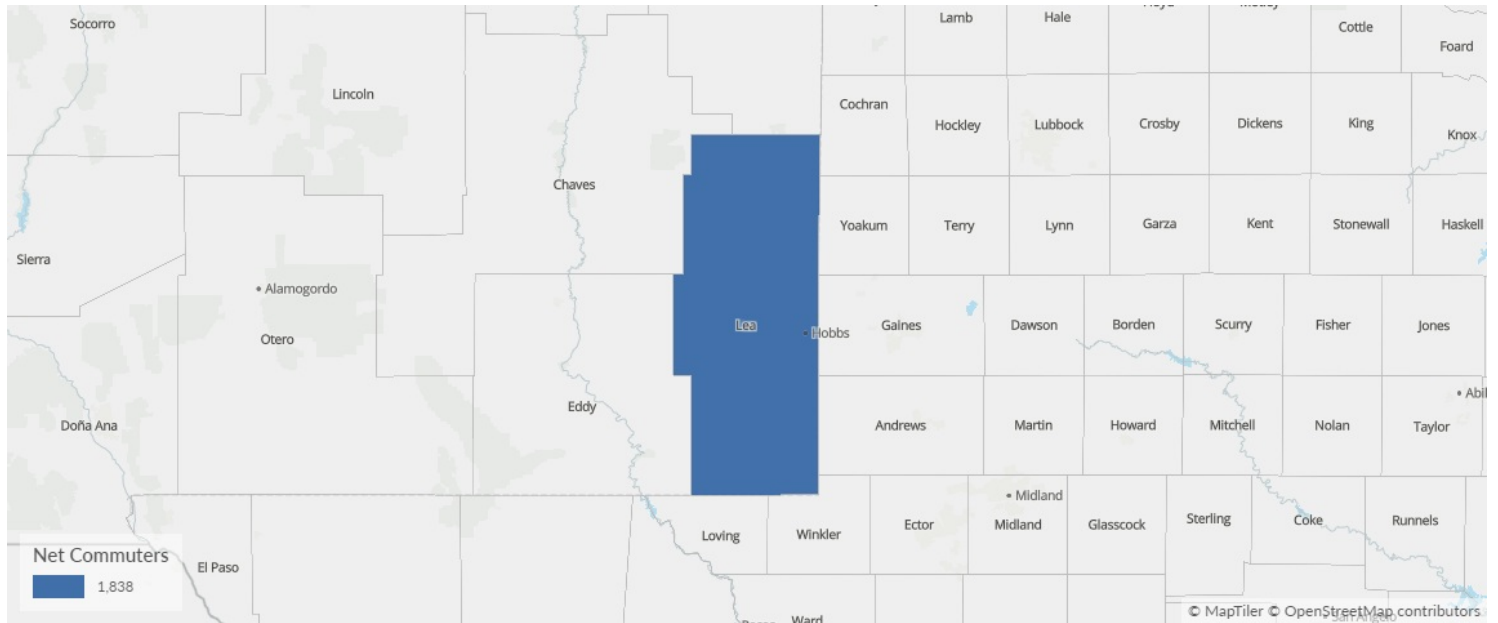


Property Crime

Lea County, NM has 34.4 property crimes per 1,000 people. The national rate is 18.22 per 1,000 people.

Place of Work vs Place of Residence

Understanding where talent in Lea County, NM currently works compared to where talent lives can help you optimize site decisions.



Where Talent Works

Where Talent Lives

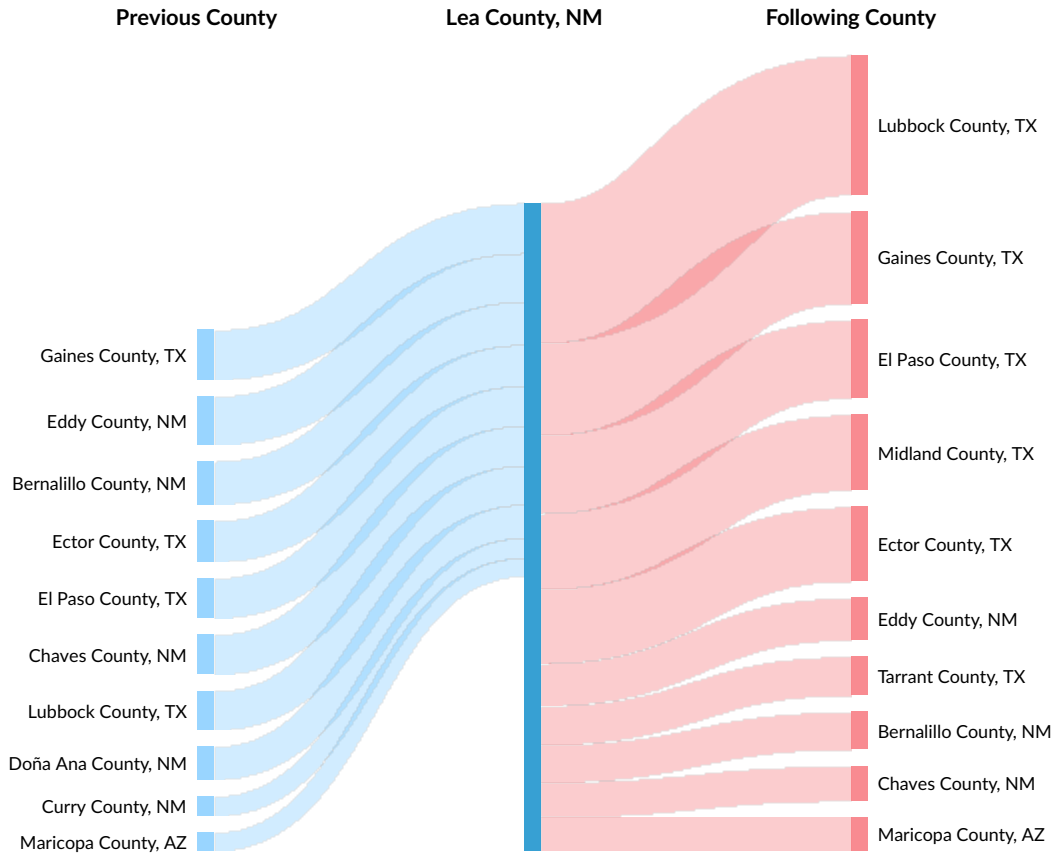
County	Name	2023 Employment
35025	Lea County, NM	35,827

County	Name	2023 Workers
35025	Lea County, NM	33,990

Inbound and Outbound Migration

The table below analyzes past and current residents of Lea County, NM. The left column shows residents of other counties migrating to Lea County, NM. The right column shows residents migrating from Lea County, NM to other counties.

As of 2021, 94 people have migrated from Gaines County, TX to Lea County, NM. In the same year, 263 people left Lea County, NM migrating to Lubbock County, TX. The total Net Migration for Lea County, NM in 2021 was -1,305.



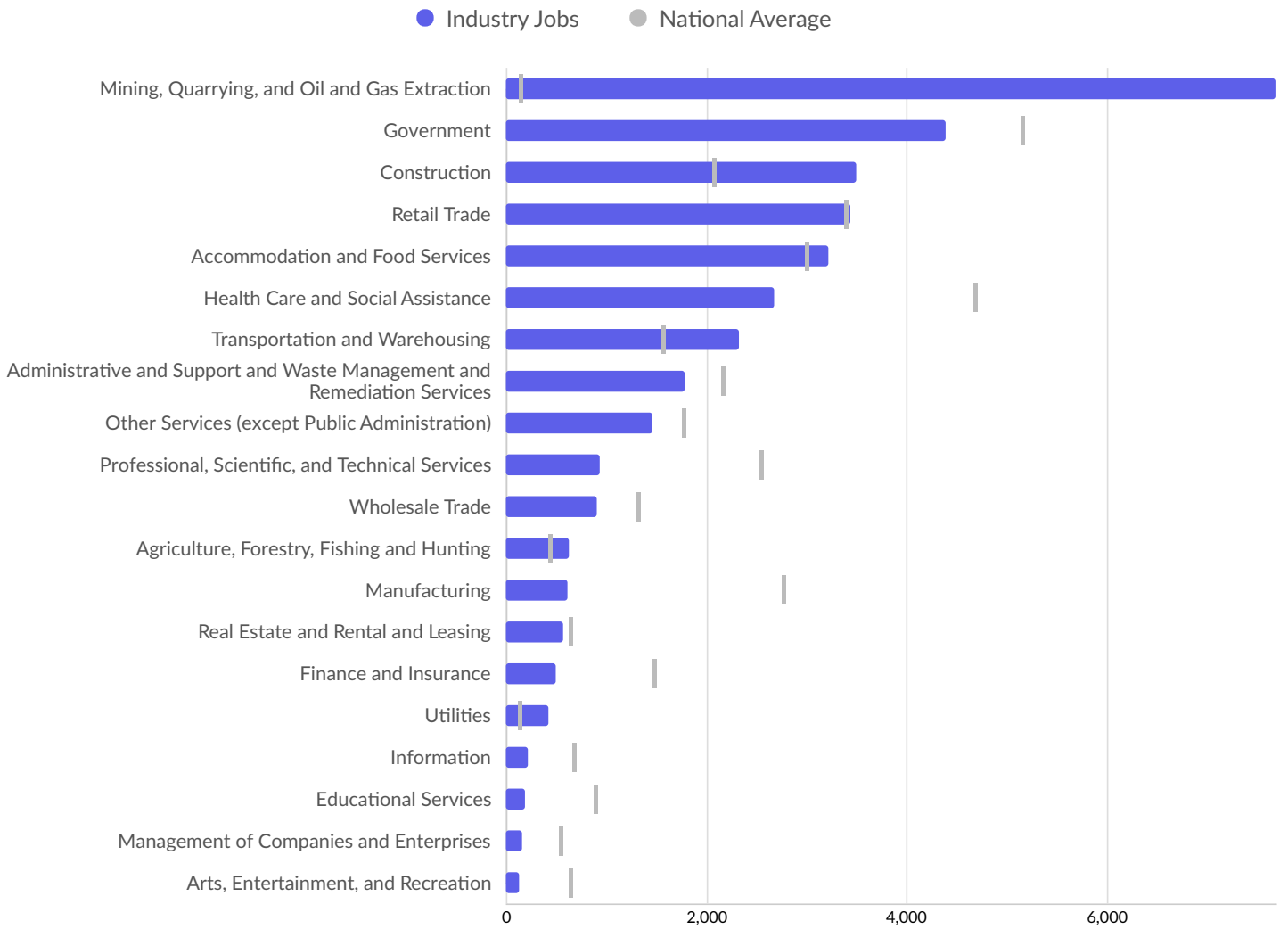
Top Previous Counties	Migrations
Gaines County, TX	94
Eddy County, NM	91
Bernalillo County, NM	81
Ector County, TX	77
El Paso County, TX	75
Chaves County, NM	75

Top Previous Counties	Migrations
Lubbock County, TX	73
Doña Ana County, NM	63
Curry County, NM	37
Maricopa County, AZ	35
Yoakum County, TX	34
Midland County, TX	32
El Paso County, CO	29
Arapahoe County, CO	26
Santa Fe County, NM	26

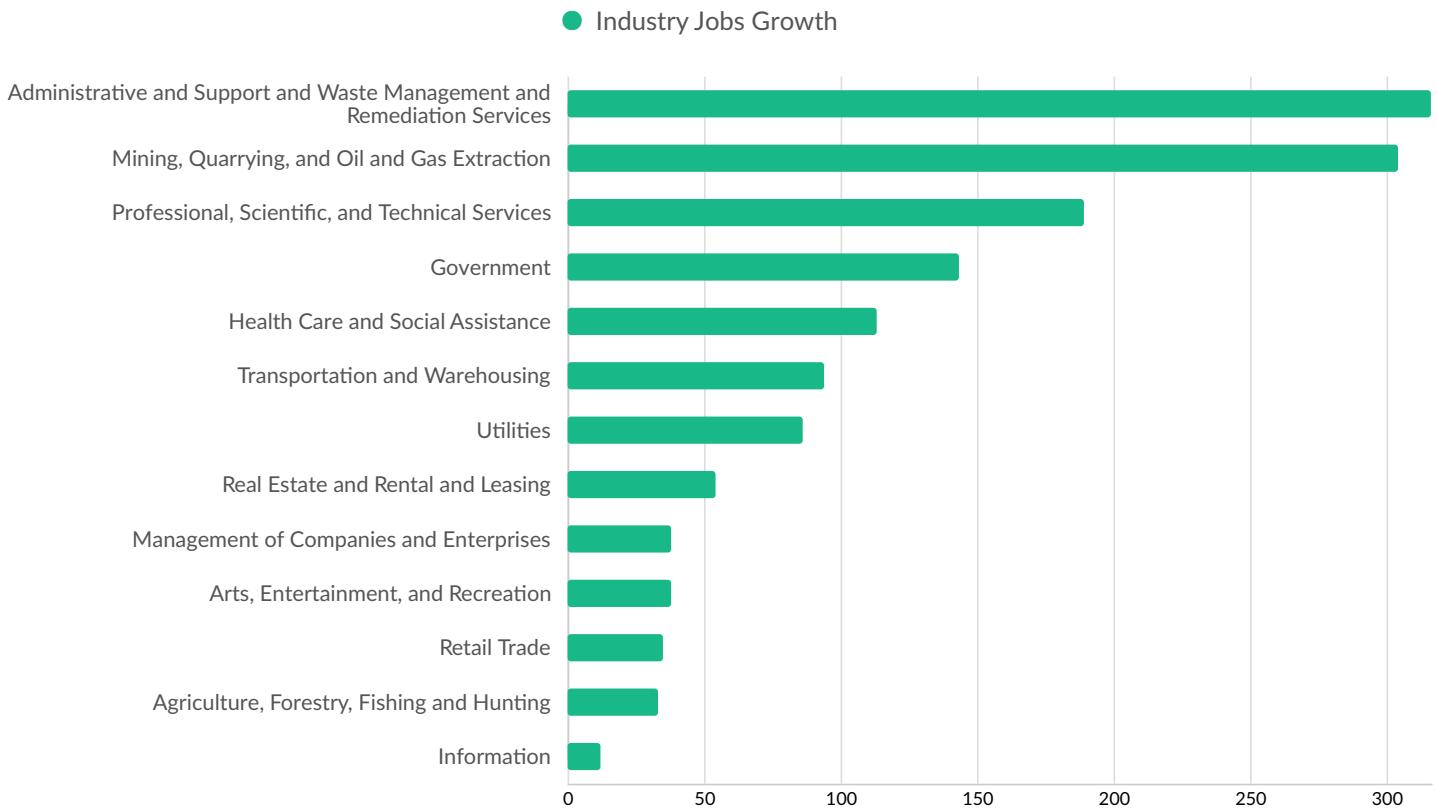
Top Following Counties	Migrations
Lubbock County, TX	263
Gaines County, TX	174
El Paso County, TX	147
Midland County, TX	143
Ector County, TX	140
Eddy County, NM	80
Tarrant County, TX	73
Bernalillo County, NM	71
Chaves County, NM	66
Maricopa County, AZ	63
Harris County, TX	57
Doña Ana County, NM	49
Dallas County, TX	37
Williamson County, TX	35
Larimer County, CO	35

Industry Characteristics

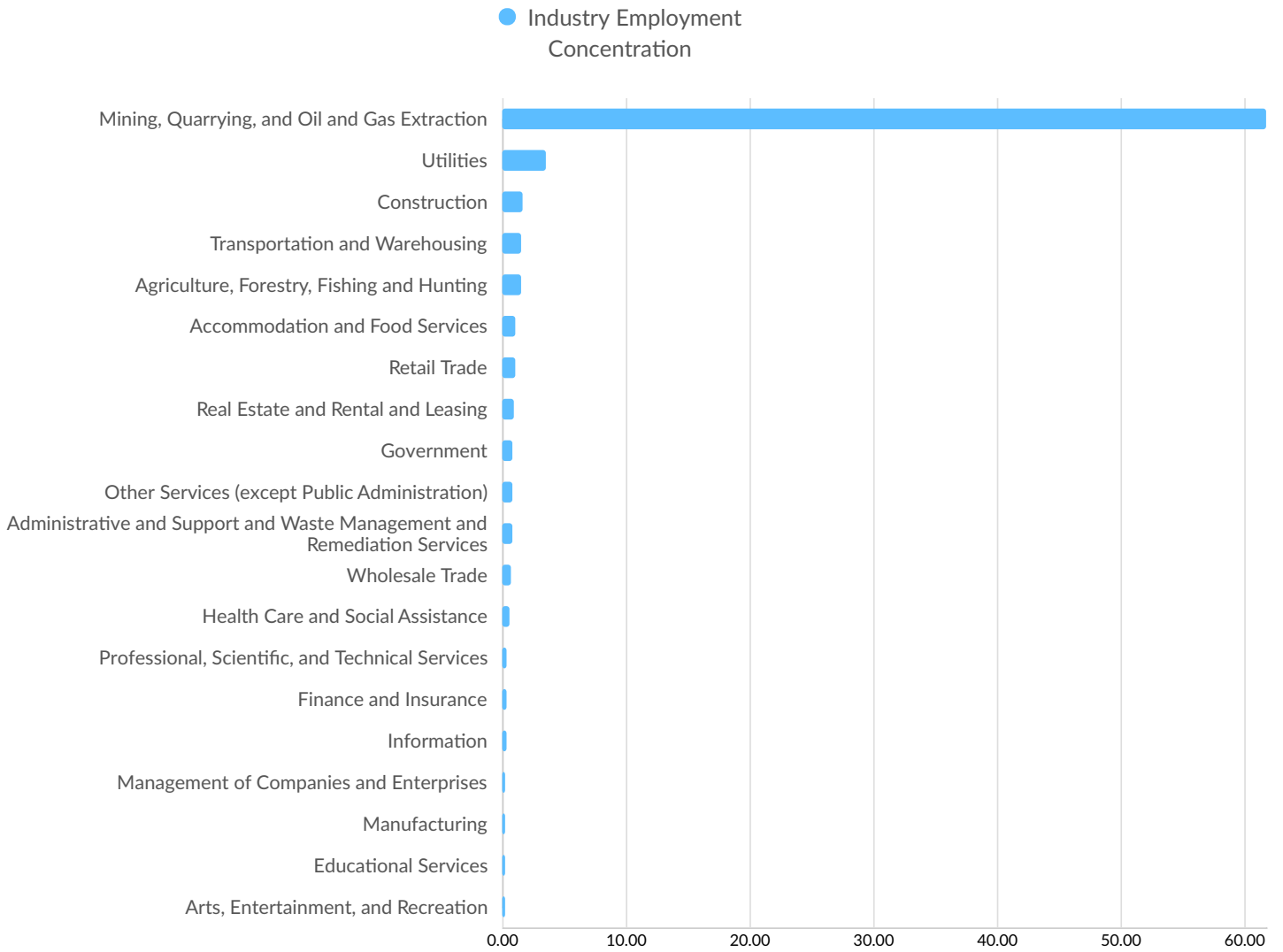
Largest Industries



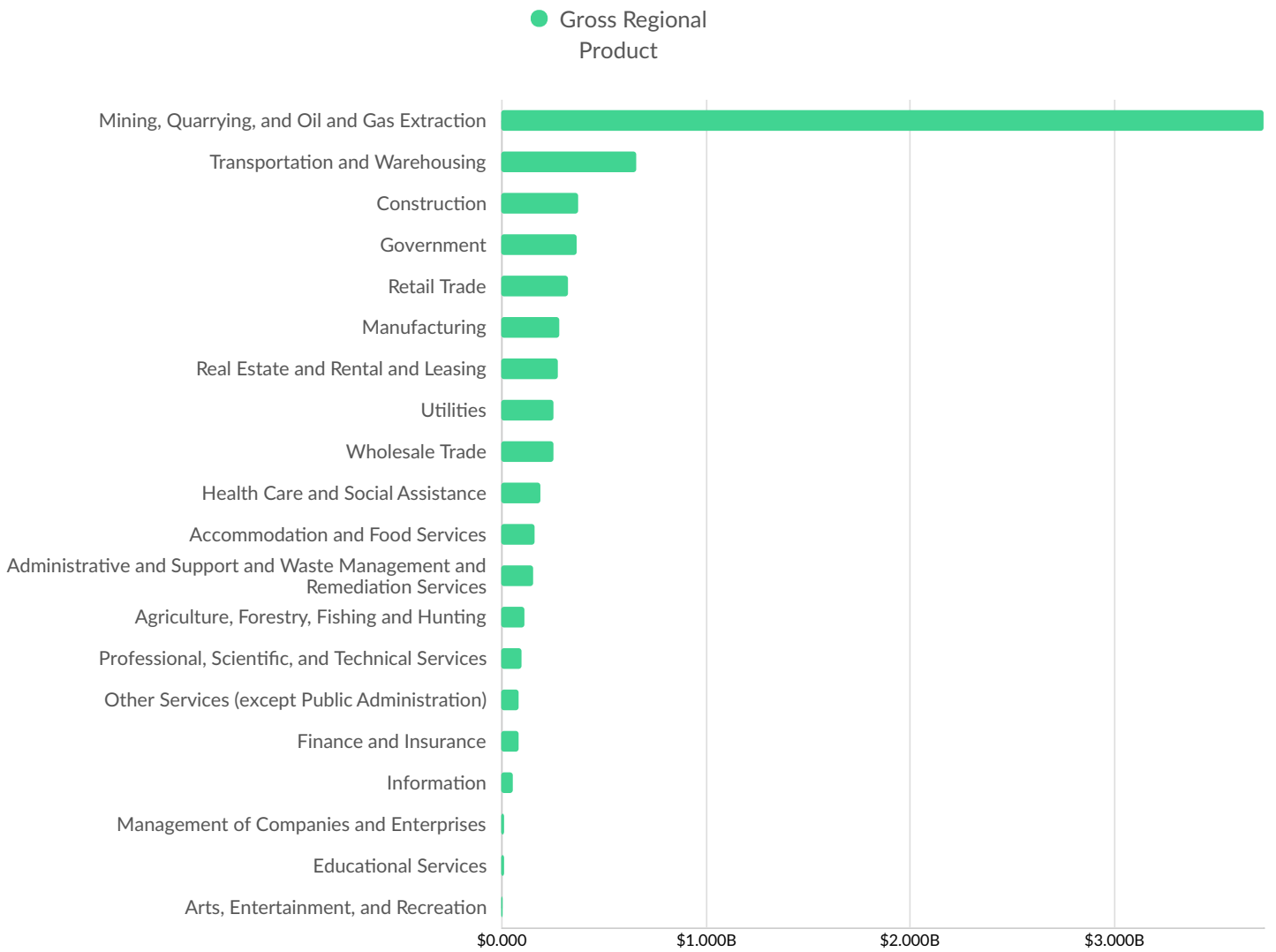
Top Growing Industries



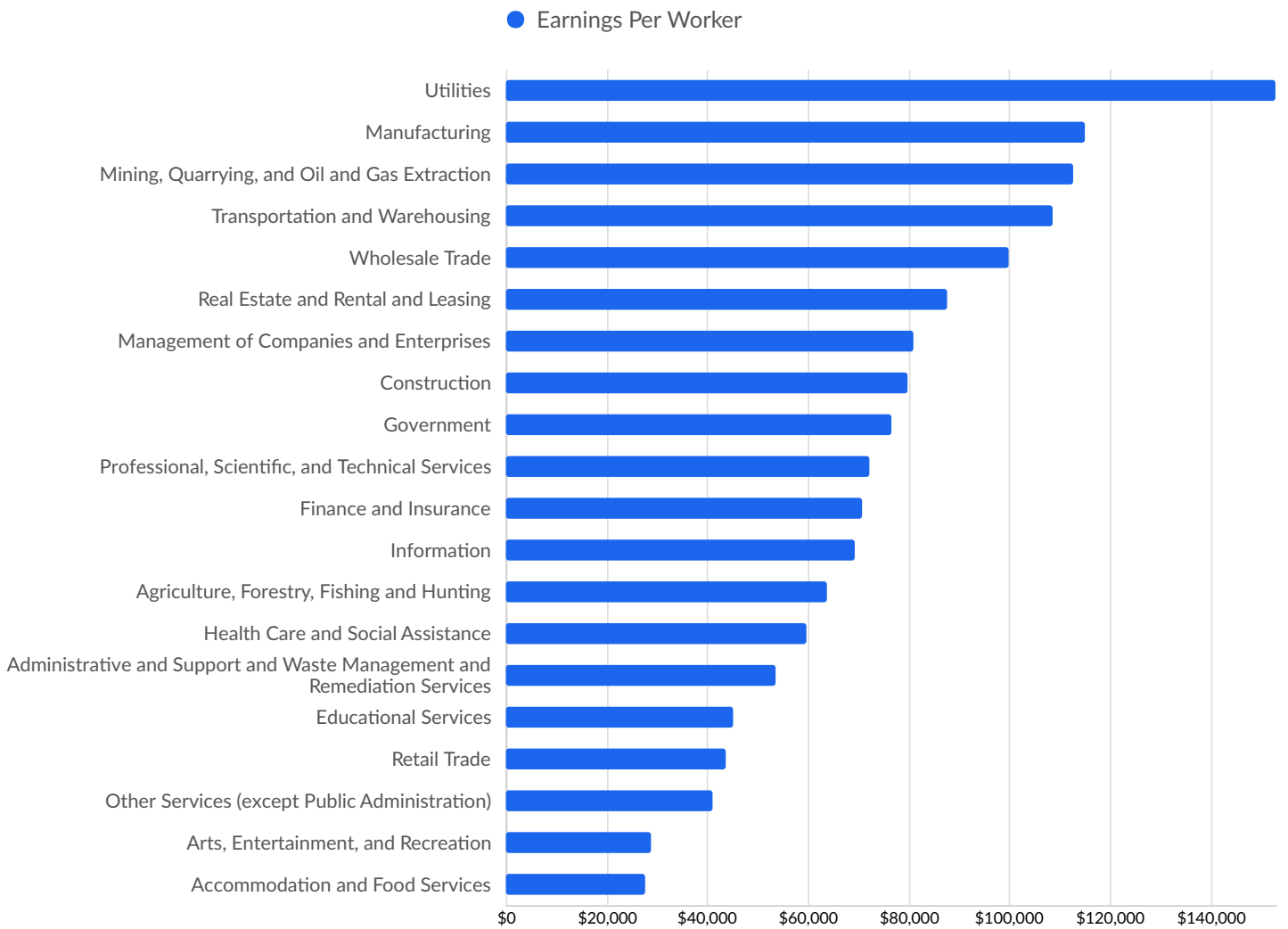
Top Industry Employment Concentration



Top Industry GRP























Top Industry Earnings



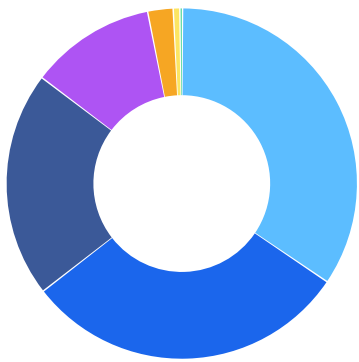
Business Characteristics

4,378 Companies Employ Your Workers

Online profiles for your workers mention 4,378 companies as employers, with the top 10 appearing below. In the last 12 months, 601 companies in Lea County, NM posted job postings, with the top 10 appearing below.

Top Companies	Profiles	Top Companies Posting	Unique Postings
Hobbs Municipal Schools	249 	Nor-Lea Hospital District	188 
Urenco USA	153 	Urenco USA	134 
New Mexico Junior College	139 	Covenant Health	95 
Nor-Lea Hospital District	82 	GEO Group	92 
Chevron	77 	Providence	85 
Halliburton	77 	New Mexico Junior College	77 
Devon Energy	69 	Carlsbad Medical Center	67 
Lea Regional Medical Center	64 	Penn Entertainment	67 
Guidance Center Of Lea County	61 	Pilot Company	56 
Mewbourne Oil Company	60 	MountainView Regional Medical...	55 

Business Size

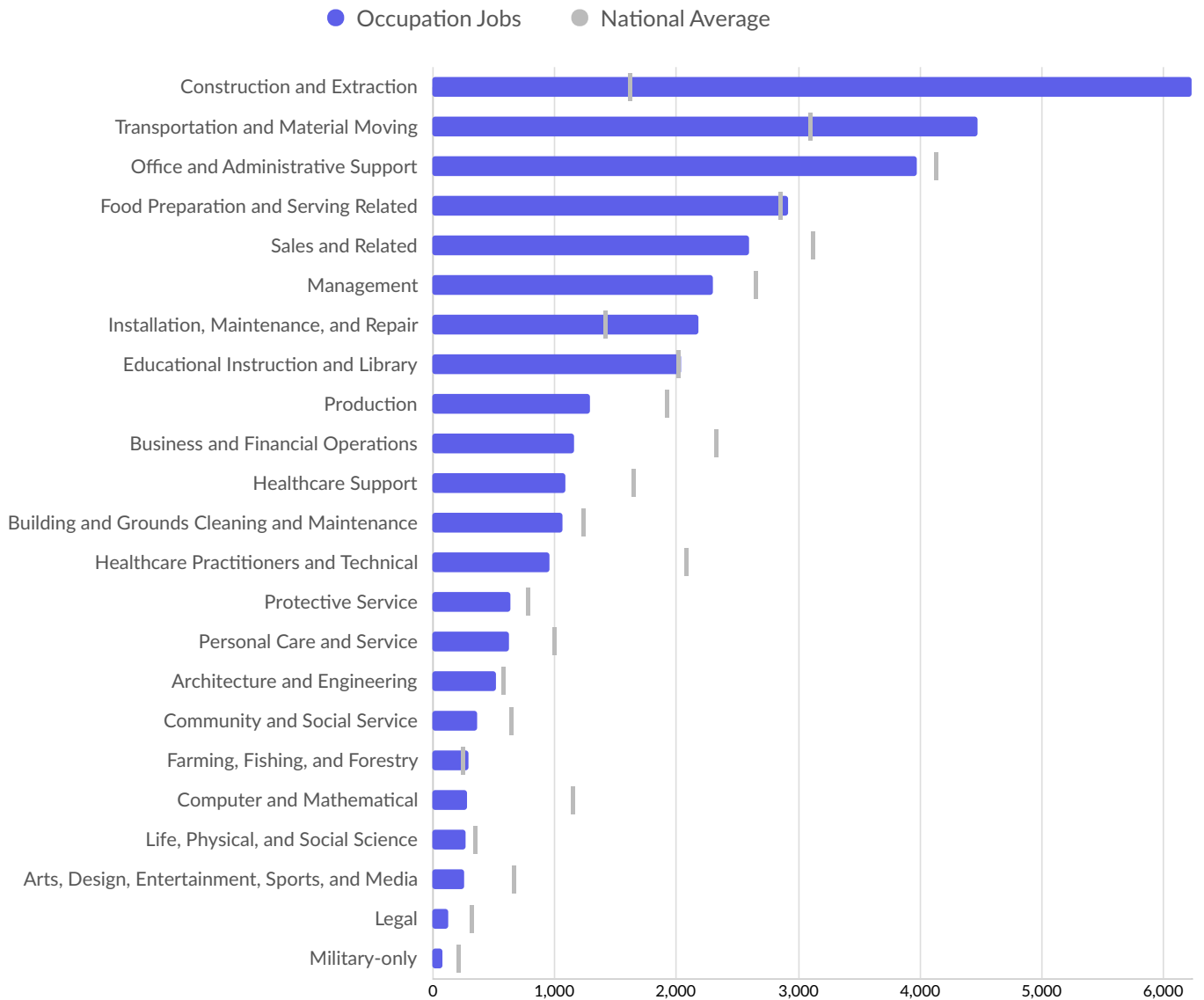


	Percentage	Business Count
1 to 4 employees	34.4%	1,130
5 to 9 employees	30.0%	987
10 to 19 employees	20.8%	684
20 to 49 employees	11.6%	380
50 to 99 employees	2.3%	77
100 to 249 employees	0.6%	20
250 to 499 employees	0.2%	8

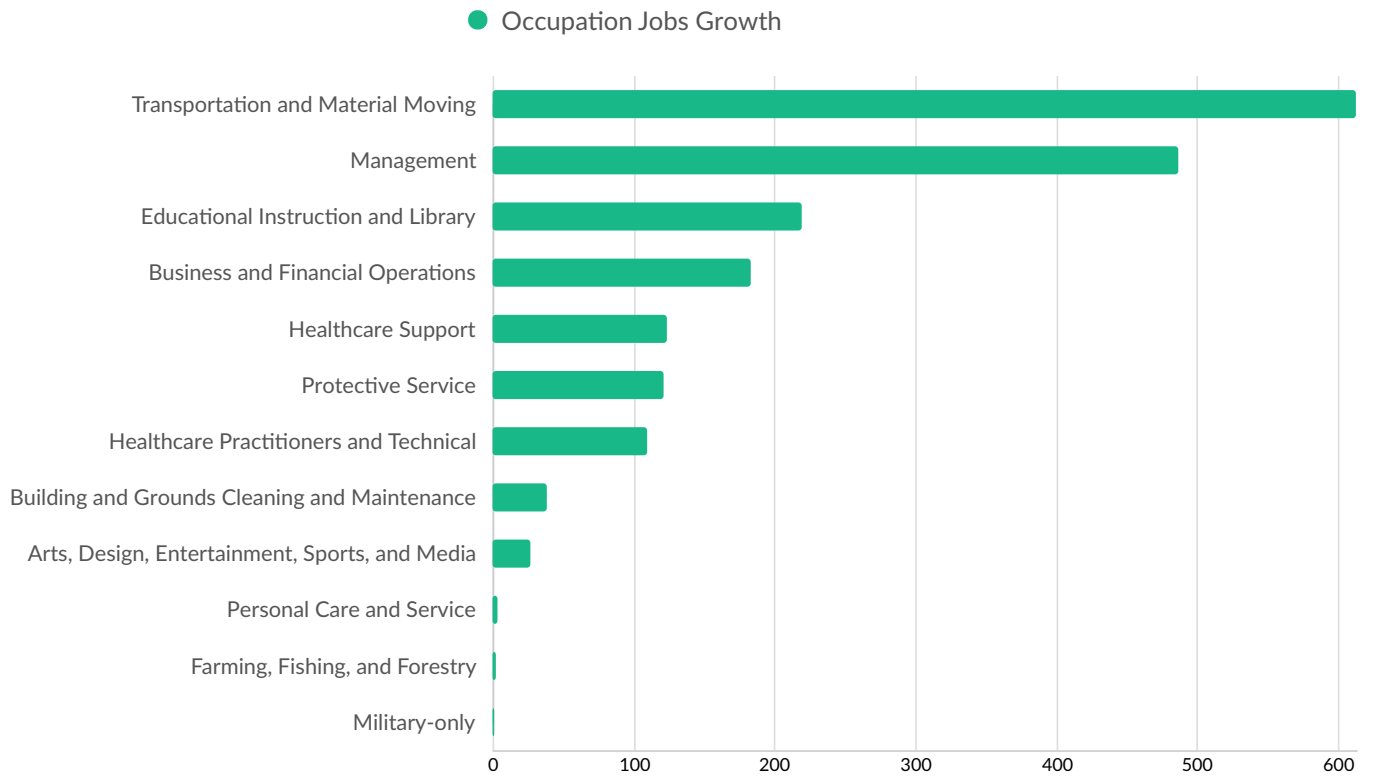
*Business Data by DatabaseUSA.com is third-party data provided by Lightcast to its customers as a convenience, and Lightcast does not endorse or warrant its accuracy or consistency with other published Lightcast data. In most cases, the Business Count will not match total companies with profiles on the summary tab.

Workforce Characteristics

Largest Occupations

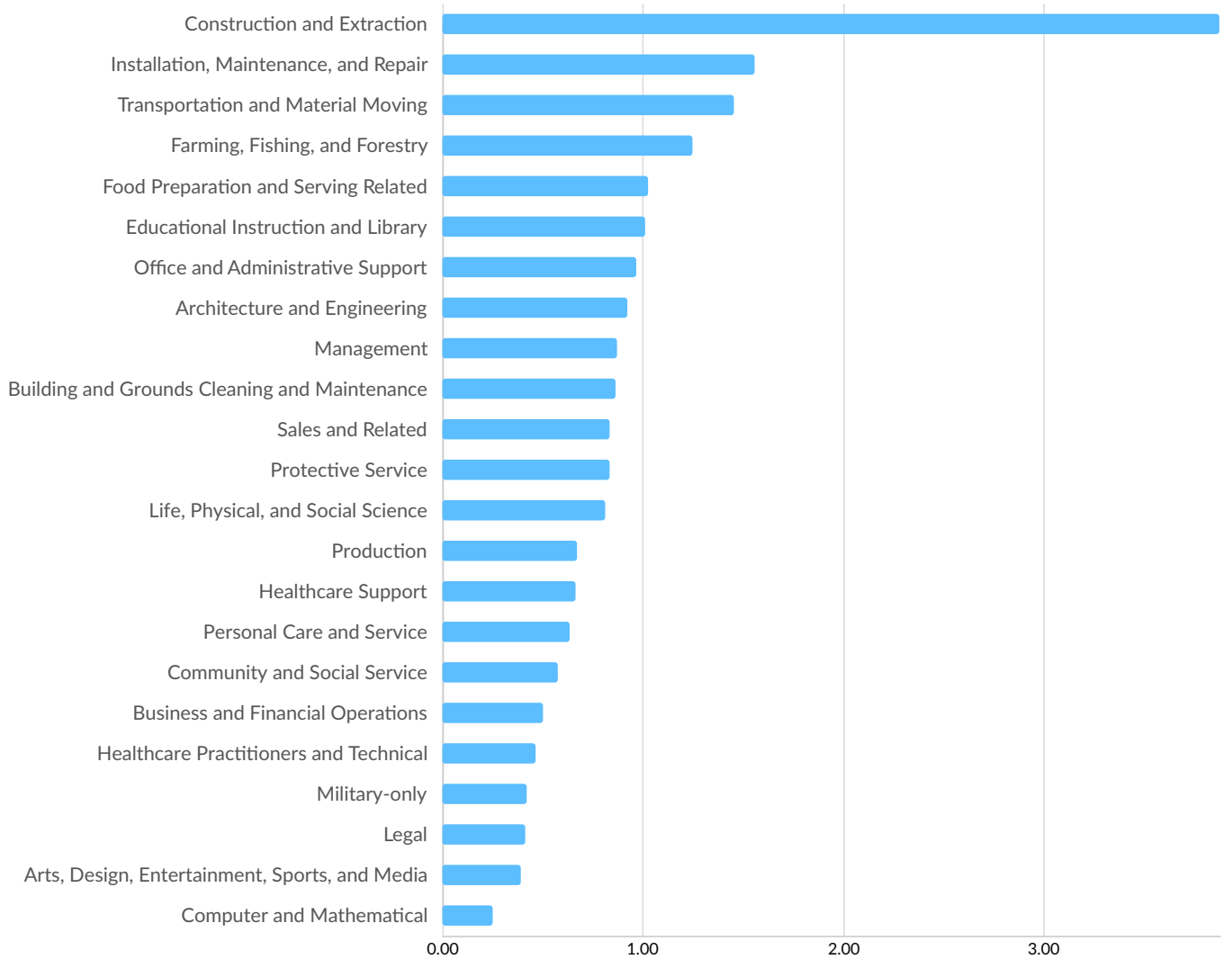


Top Growing Occupations

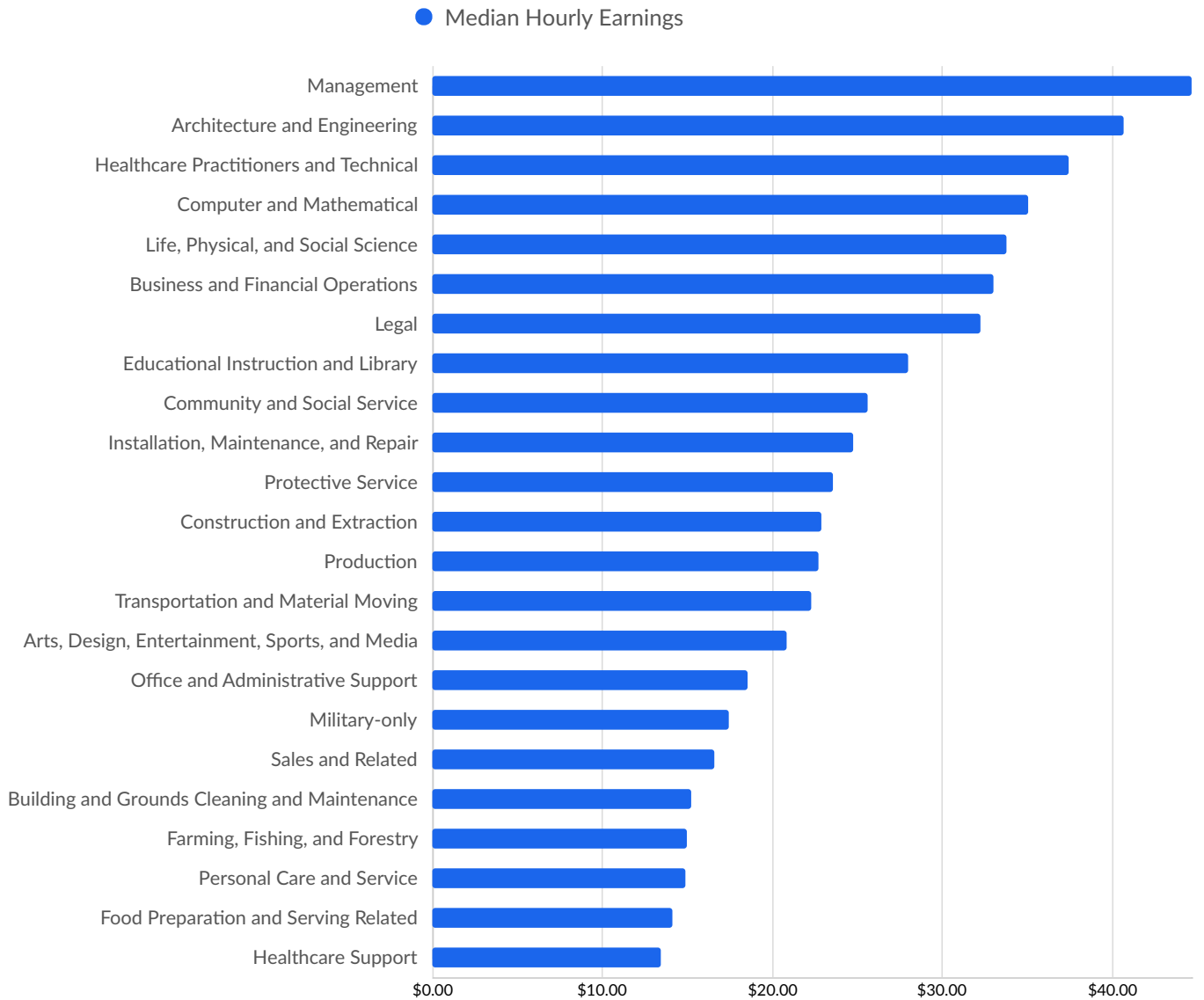


Top Occupation Employment Concentration

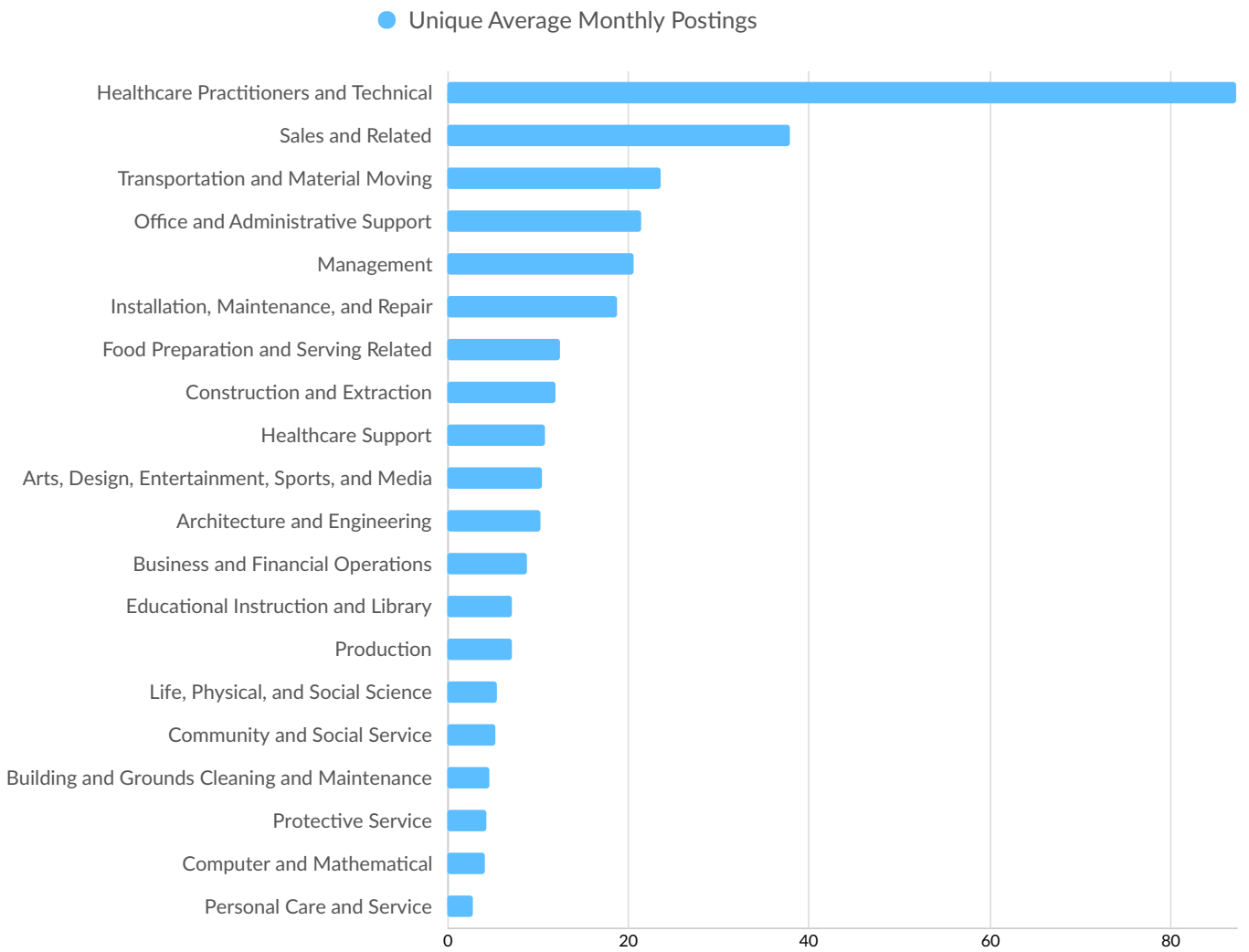
● Occupation Employment Concentration



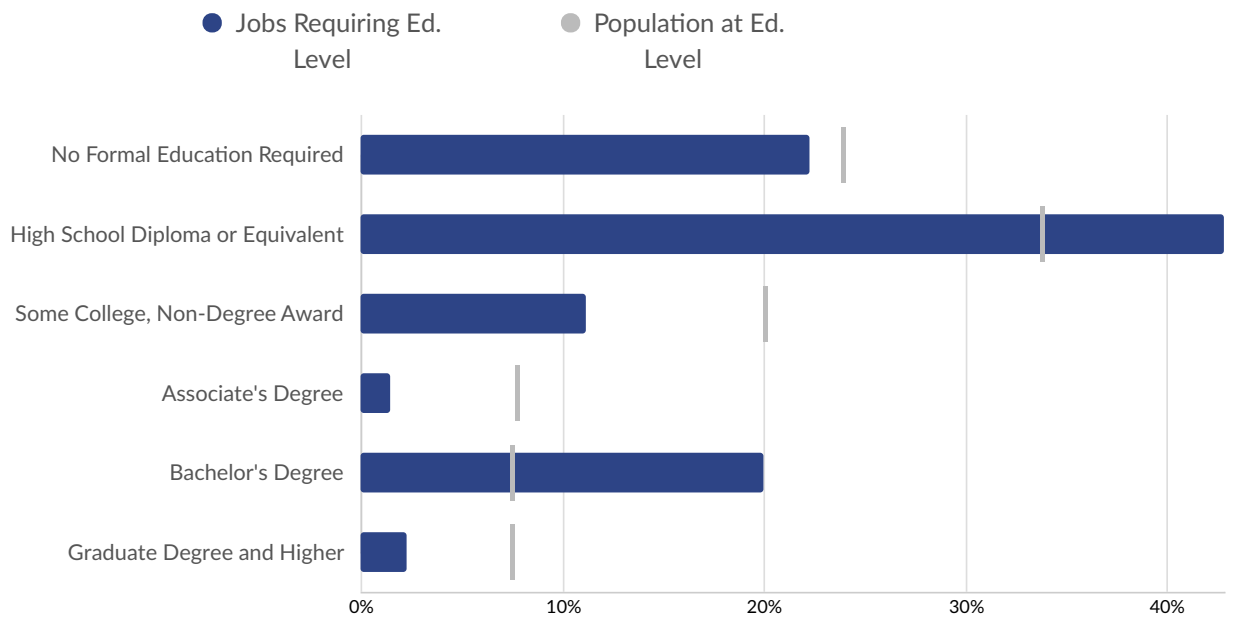
Top Occupation Earnings



Top Posted Occupations

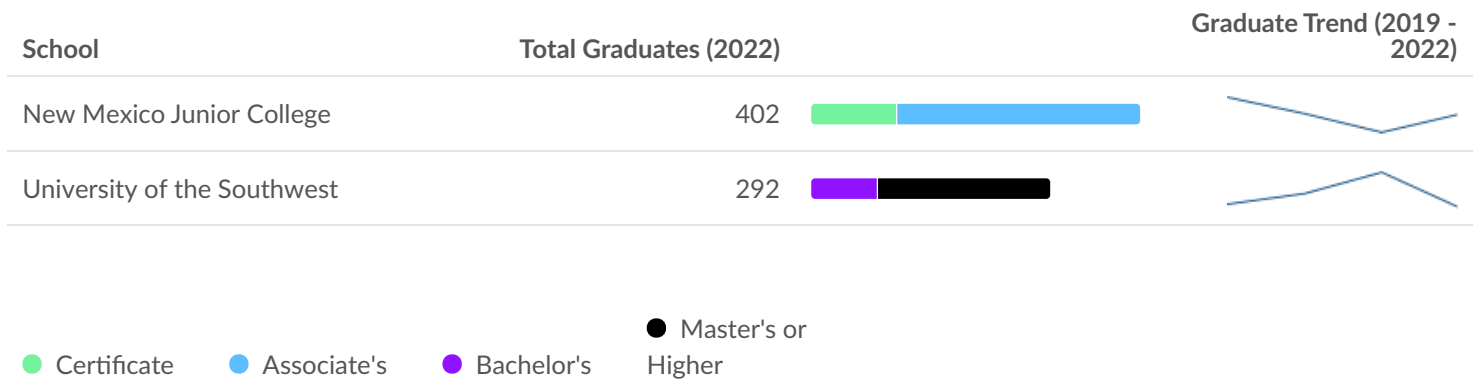


Underemployment

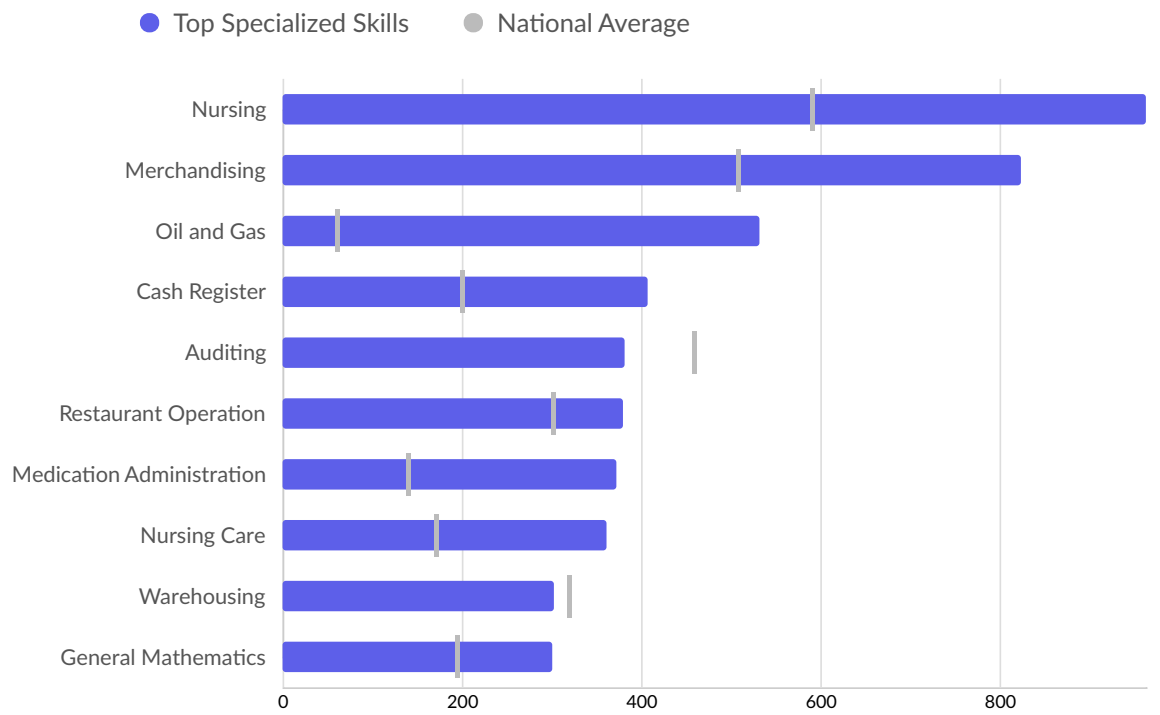


Educational Pipeline

In 2022, there were 694 graduates in Lea County, NM. This pipeline has shrunk by 11% over the last 4 years. The highest share of these graduates come from "General Studies" (Associate's), "Counselor Education/School Counseling and Guidance Services" (Master's or Higher), and "Criminal Justice/Police Science" (Certificate).



In-Demand Skills



Appendix B

PowerPoint with additional metrics regarding NMJC subgroups

Enrollment Trends and Future Goals

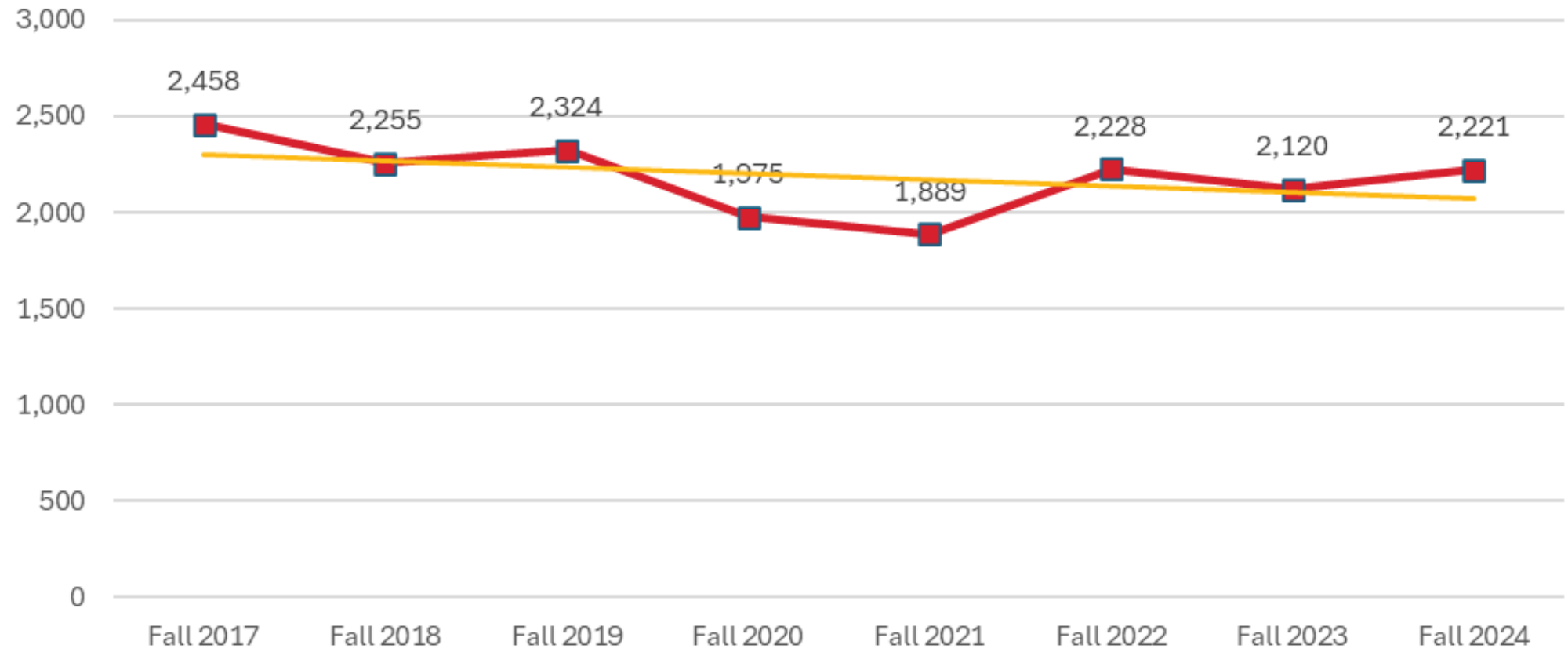
2. Include up to three charts of the most relevant and/or impactful subgroups in your SEMP which effectively convey your recent enrollment trends and goals. Include a corresponding description of your enrollment history and goals by subgroup. (up to 250 words)



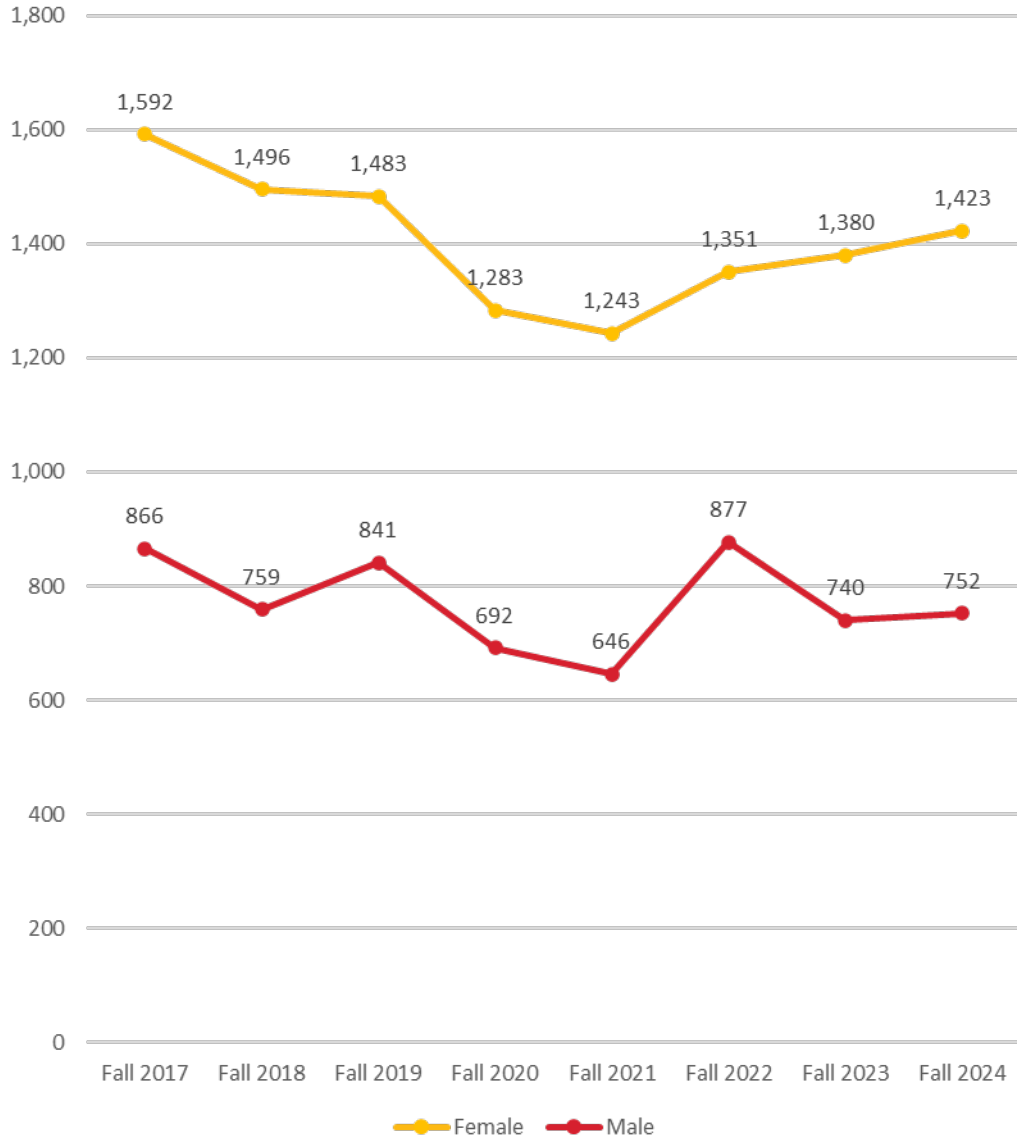


New Mexico Junior College
Strategic Enrollment Management Data
Fall 2017-2024

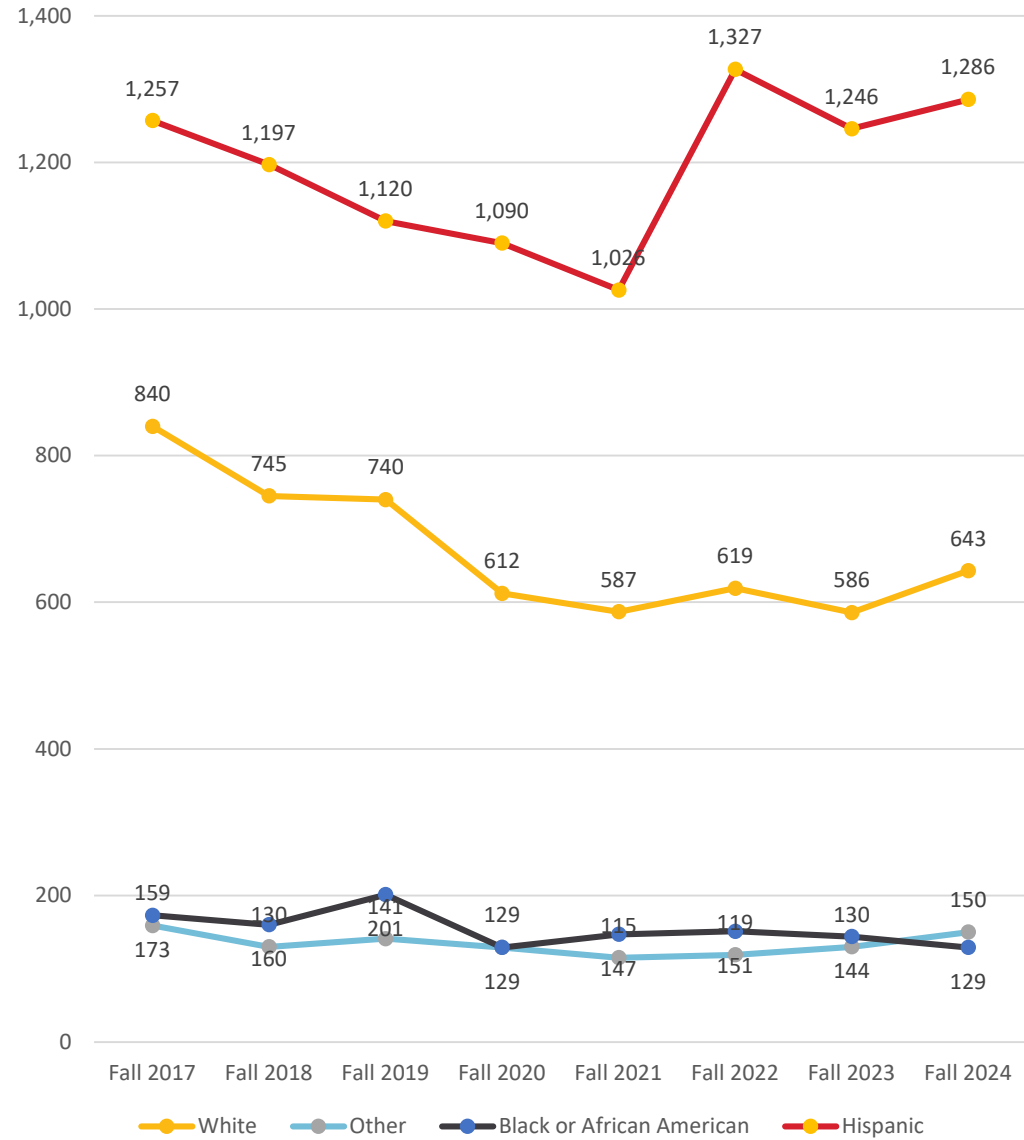
Fall Unduplicated Headcount



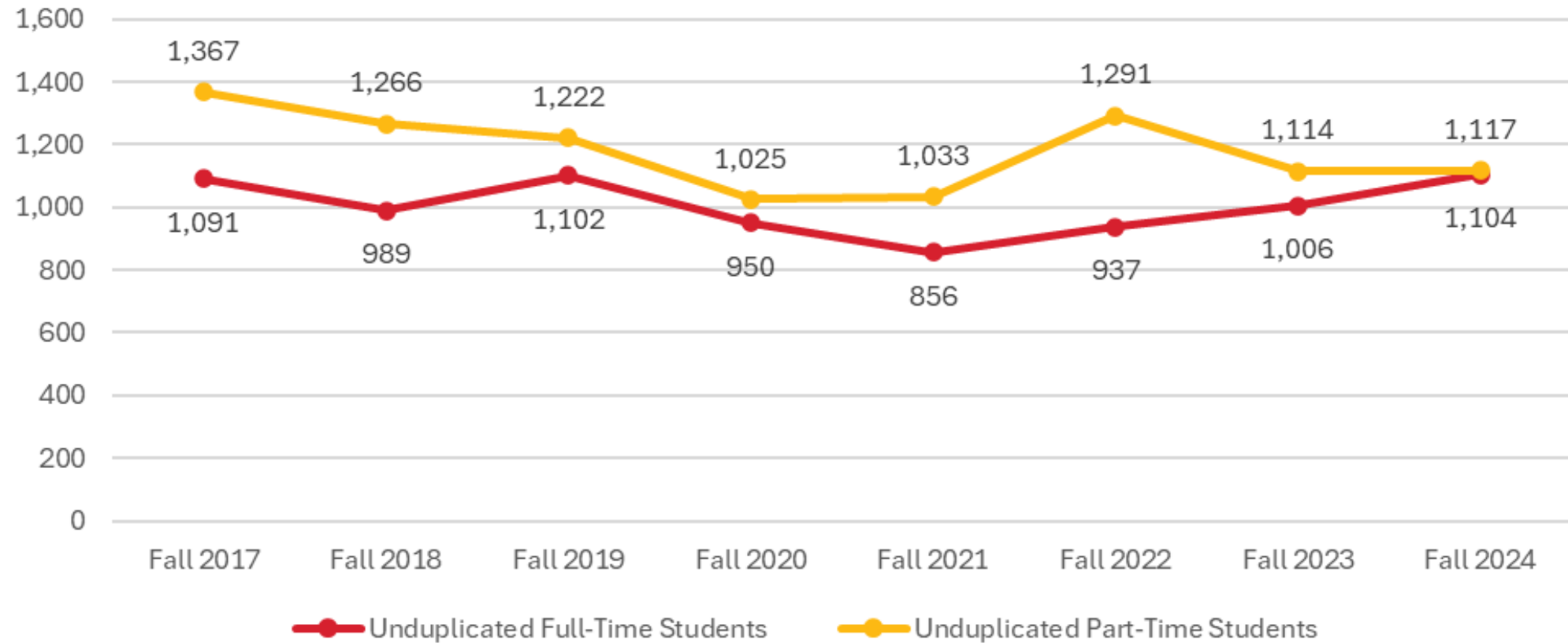
Headcount By Gender



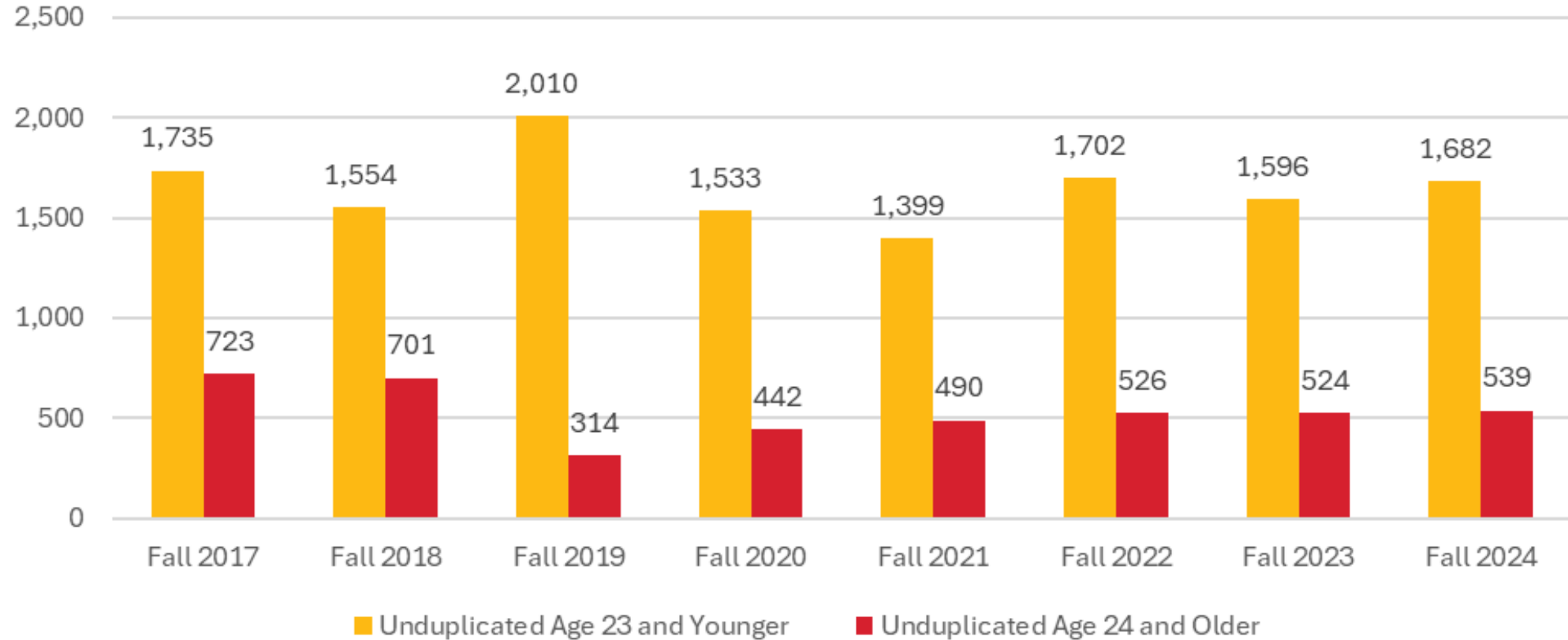
Headcount By Ethnicity



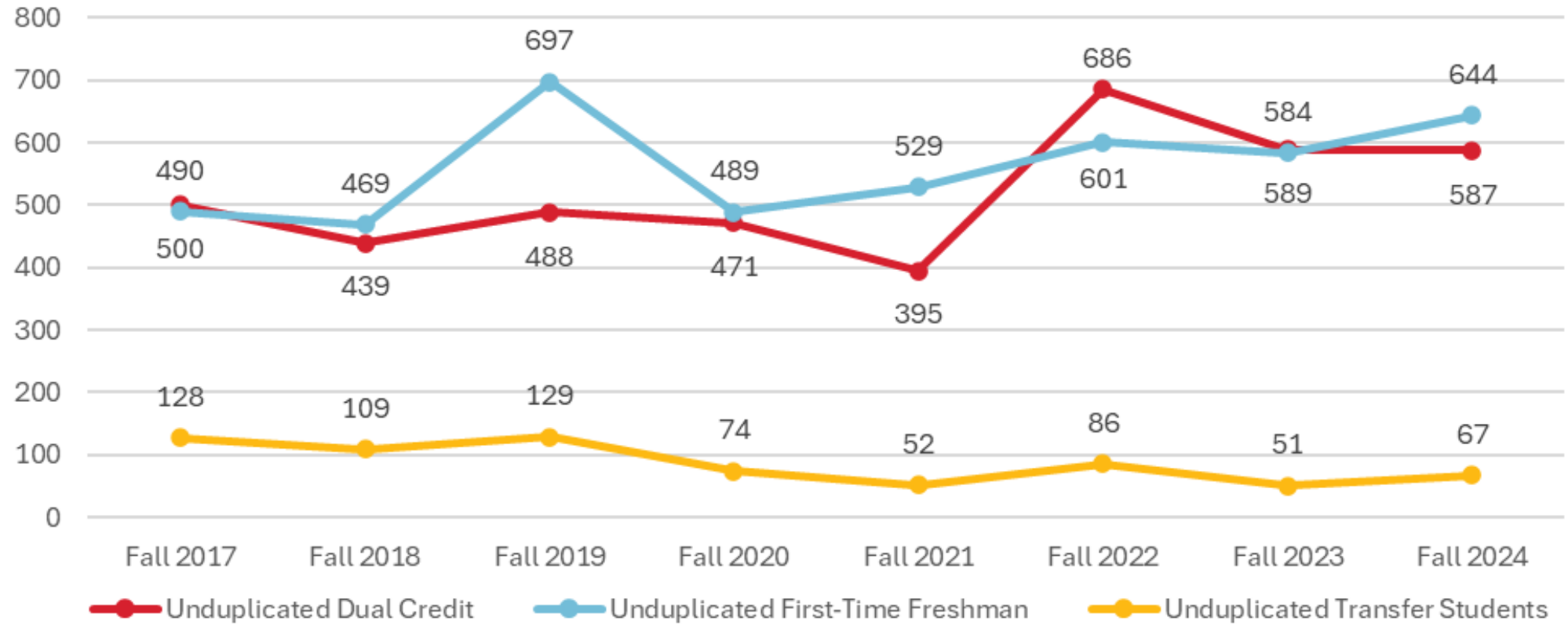
Full/Part Time Students



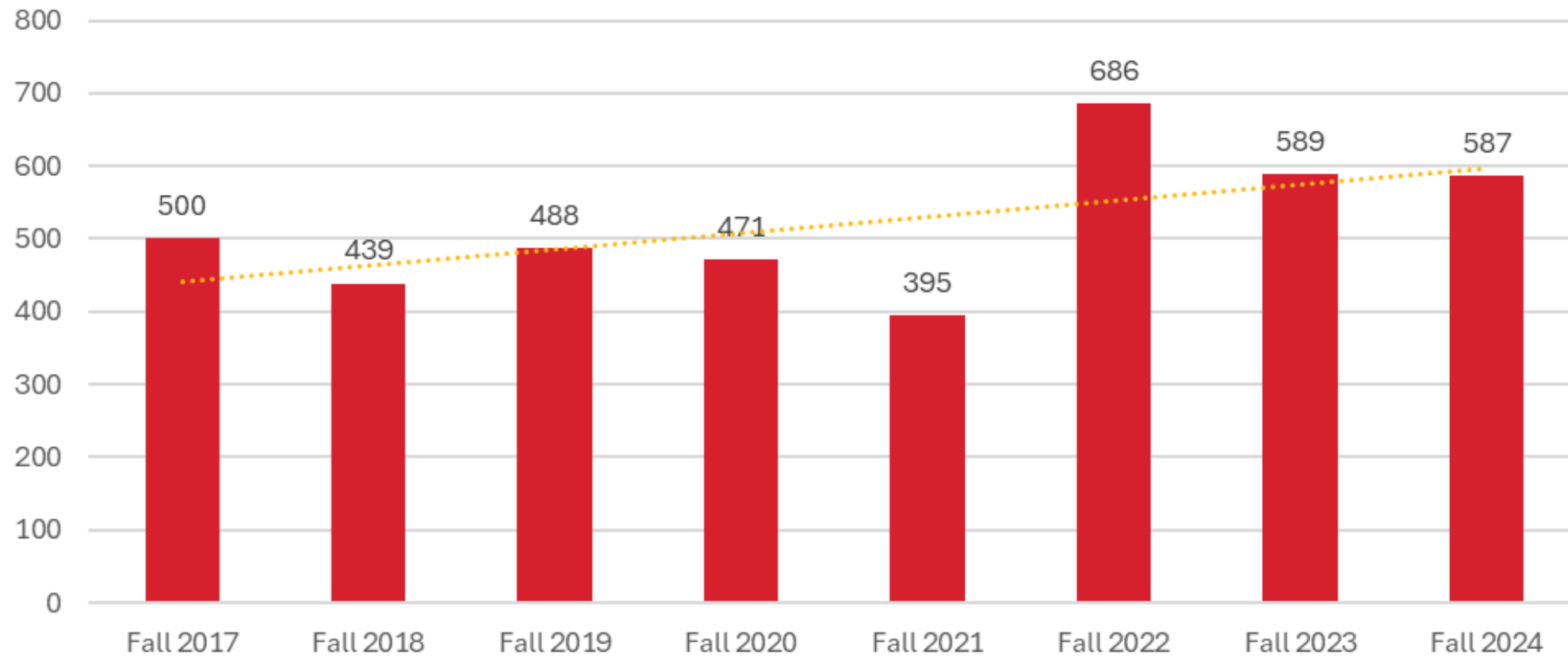
Headcount By Age



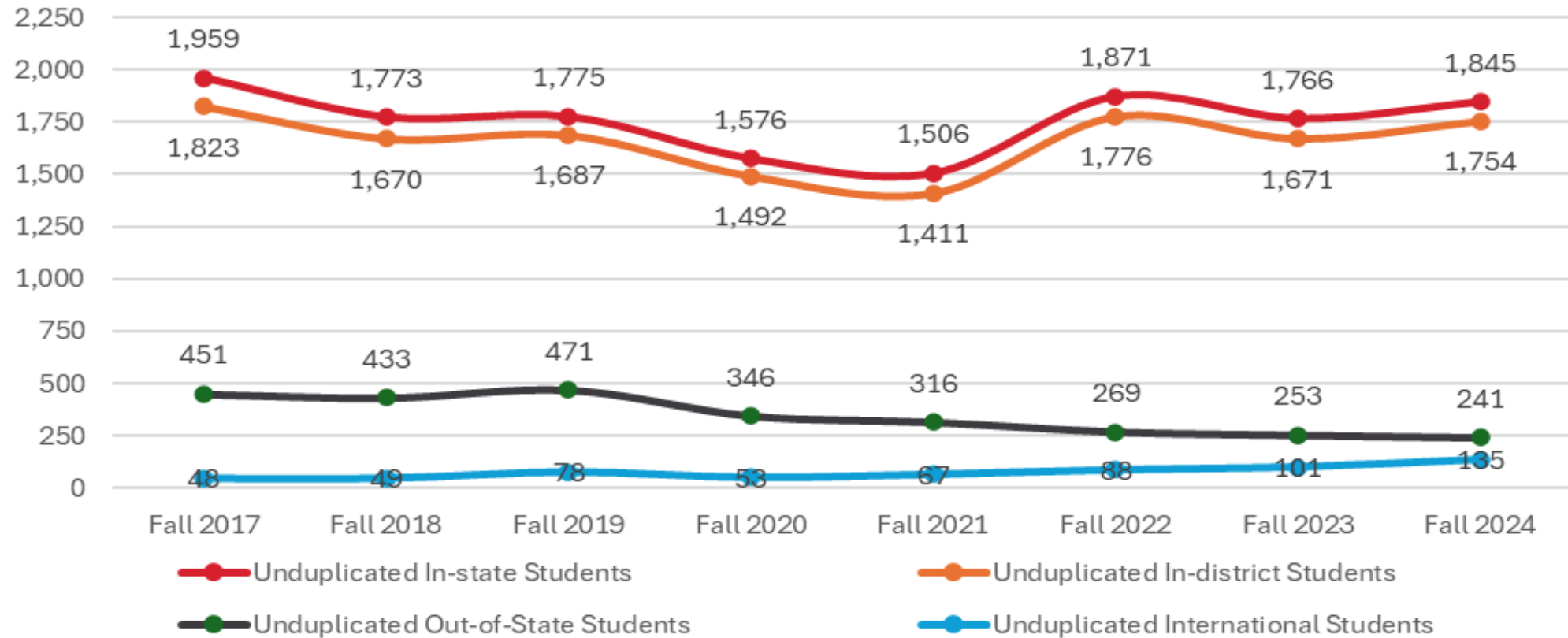
Headcount By Student Type



Dual Credit Headcount



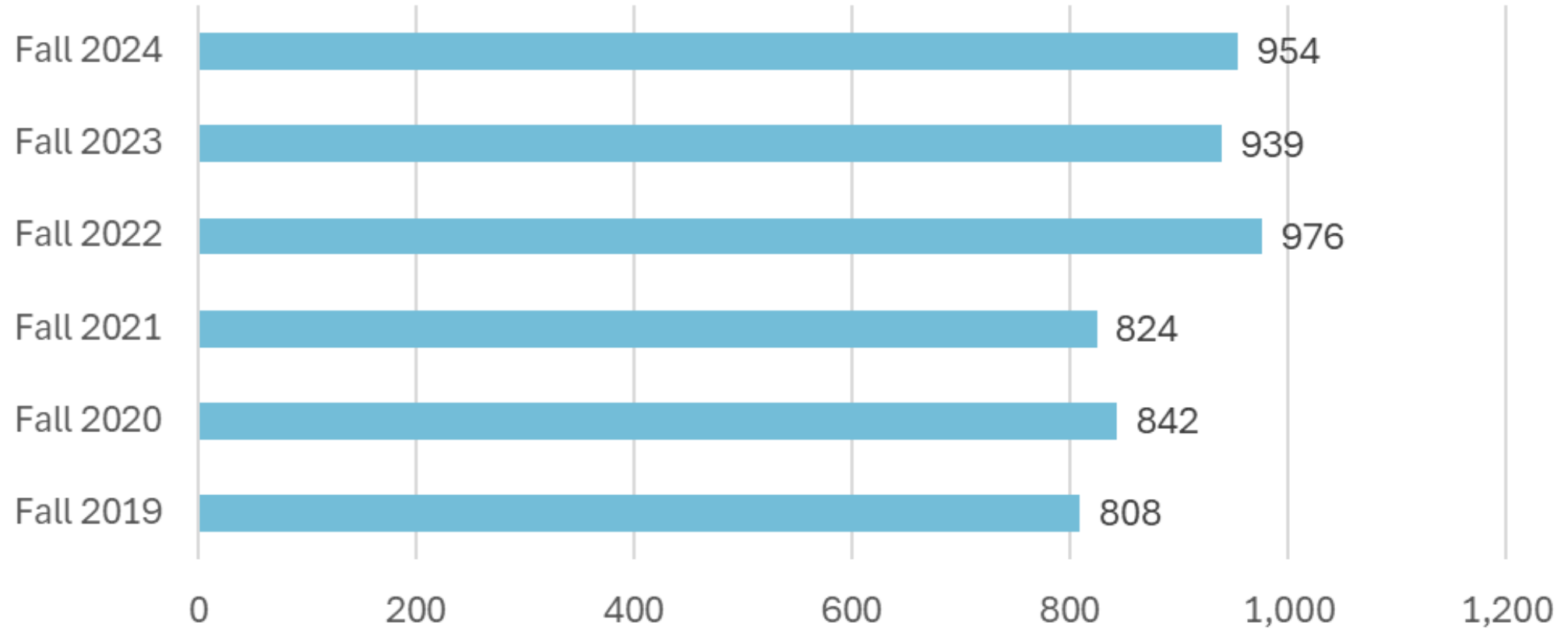
Headcount By Residency



Low Income (Pell Grant Recipient) Student



First-Generation College Student



Appendix C

Academic Program Review Guidelines

Role of Programs in SEMP

1. What programs will play notably substantial roles in your SEMP? This could be due to high demand from students, launching a new program, sunsetting an existing program, etc. For each program, describe how these programs will impact enrollment at your higher education institution. (up to 150 words each)





Academic Program Review Guidelines

Updated July 2024

**Office of Institutional Research, Planning, & Effectiveness (IRPE)
Office of Instruction**

Program/Area Review Planning and Committee Members

Membership
VP of Institutional Research, Planning, and Effectiveness
VP for Instruction
VP for Finance
Instructional Dean of Arts, Sciences & Learning Support
Instructional Dean of Applied Sciences & Learning Technology
Instructional Dean of Workforce Training & Professional Studies
Department Chair and Faculty as Needed

Purpose:

The **Academic Program/Area Review (APAR)** is central to the college's overall planning, assessment, and strategic planning process. The information derived from the process will better enable data-informed decisions on a program/area-level as well as division and institutional levels. Academic programs and general education areas are given an in-depth review on a three-year cycle with monitoring done annually. Programs/Areas include academic units which make up the AA, AS, and the AAS degrees as well as other instructional units that support those degrees or lead to licensure. The Faculty Evaluation Process (FEP) occurs annually in the form of goal setting and feedback with classroom observations aligning with APAR rotation.

Academic Program/Area Review is designed to:

1. Provide each academic division with timely information to assess the strengths and opportunities for growth within each division.
2. Ensure quality and excellence of academic programs/areas by providing a standardized methodology for review of instructional areas, as well as a mechanism for demonstrating continuous quality improvement producing a foundation for action.
3. Showcase effective and exemplary practices while identifying resource needs.
4. Strengthen planning and decision-making based upon current data to ensure educational programs/areas reflect student needs, encourage student success, and foster improved teaching and learning. Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program/area monitoring.

Academic Program/Area Review and Annual Progress Report Cycle



List of Programs/Departments and Program Review Status and Deadlines

The schedule below is a three-year cycle. In 2024/2025, all programs designated as “24/25” will start with the Comprehensive Academic Program/Area review (*Attachment 2*). After the Comprehensive Review, the area/program will complete two years of Annual Reviews (*Attachment 1*). All Annual Progress Report (*Attachment 1*) and Comprehensive Academic Program/Area Review (*Attachment 2 and Rubric 1*) documents will be due on December 15.

<u>PROGRAM / AREA REVIEW</u>	<u>ACTIVITY</u>
<u>2024-2025</u>	
Math	Comprehensive
Communication	Comprehensive
Creative & Fine Arts	Comprehensive
Animal Science	Comprehensive
Entertainment & Music Technology	Comprehensive

<u>PROGRAM / AREA REVIEW</u>	<u>ACTIVITY</u>
Automotive	Comprehensive
Public Safety	Comprehensive
<u>2025-2026</u>	
Science	Comprehensive
Social/Behavioral Science	Comprehensive
Computer Information Systems	Comprehensive
Business/Accounting	Comprehensive
Criminal Justice	Comprehensive
Cosmetology	Comprehensive
Welding	Comprehensive
Math	Annual Progress Report
Communication	Annual Progress Report
Creative & Fine Arts	Annual Progress Report
Animal Science	Annual Progress Report
Entertainment & Music Technology	Annual Progress Report
Automotive	Annual Progress Report
Public Safety	Annual Progress Report
<u>2026-2027</u>	
Humanities	Comprehensive
Education	Comprehensive
Nursing	Comprehensive
Online	Comprehensive
Physical Education	Comprehensive
Energy Technology	Comprehensive
Math	Annual Progress Report
Communication	Annual Progress Report
Creative & Fine Arts	Annual Progress Report
Animal Science	Annual Progress Report
Entertainment & Music Technology	Annual Progress Report
Automotive	Annual Progress Report
Science	Annual Progress Report
Public Safety	Annual Progress Report
Social/Behavioral Science	Annual Progress Report
Computer Information Systems	Annual Progress Report

<u>PROGRAM / AREA REVIEW</u>	<u>ACTIVITY</u>
Business/Accounting	Annual Progress Report
Criminal Justice	Annual Progress Report
Cosmetology	Annual Progress Report
Welding	Annual Progress Report

Academic Program/Area Review Timeline

Year 1 Comprehensive Academic Program/Area Review:

July	Institutional Research, Planning, & Effectiveness (IRPE) compiles data sets for Comprehensive reviews. Templates and data for Comprehensive Academic Program/Area Review are accessed through Nuventive. Templates are available from the appropriate Dean for self-study groups.
August	A “How to Program Review” training for programs/areas slated for Comprehensive review will be conducted by Academic Deans during In-Service Week.
September	Programs/Areas will conduct self-study to complete the template and determine top three action items.
October	Programs/Areas will submit Comprehensive review through Nuventive for appropriate Academic Dean review and feedback by October 31 st .
November	Academic Deans review Comprehensive reports in Nuventive and provide feedback to programs/areas on action items. Programs/areas revise as needed in preparation for final submission due December 15 th .
December	Final Comprehensive reviews due in Nuventive by December 15 th .

January	<p>Academic Deans submit request to present to the Program Review Board.</p> <p>Program Review Board meets to evaluate reviews using rubric.</p>
February	<p>Academic Deans submit request to present to Academic Standards/Curriculum Committee at first meeting of the spring semester.</p> <p>Comprehensive reviews presented to Academic Standards/Curriculum Committee – information item.</p> <p>Academic Deans submit budget requests based on information from Comprehensive reviews.</p>
March	<p>Programs/areas develop plan for implementation of action items.</p>

Year 2 and Year 3 Annual Progress Reports Reviews:

July	<p>Institutional Research, Planning, & Effectiveness (IRPE) compiles data sets for Annual Progress Reports. Templates and data for Annual Progress Report are accessed through Nuventive. Templates are available from the appropriate Dean for self-study groups.</p>
August	<p>A “How to Program Review” training for programs/areas slated for Annual Progress Reports will be conducted by Academic Deans during In-Service Week.</p>
September-November	<p>Programs/Areas will conduct self-study to complete the template and determine progress on their identified action items.</p>
December	<p>Annual Progress Reports submitted in Nuventive by December 15th.</p>
January	<p>Academic Deans review Annual Progress Reports.</p>
February	<p>Budget request planning process utilizes information from Annual Progress Reports.</p>

What is required?

Both the Comprehensive Academic Program/Area Review (*Attachment 2*) and the Annual Progress Report (*Attachment 1*) processes begin with a reflection on three (3) years of program data provided by the Office of Institutional Research, Planning and Effectiveness. Programs are encouraged to include other relevant data as part of this reflection. In both processes, program faculty/deans write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of academic program vitality.

The process also includes establishing and updating program goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the Comprehensive Academic Program/Area Review (*Attachment 2*), programs also include additional reflections on student success, student learning outcomes, faculty success, as well as curriculum and mission alignment.

Academic Program/Area Review Definitions/Roles

Comprehensive Academic Program/Area Review

The Comprehensive Academic Program/Area Review (*Attachment 2*) is completed by programs every three years. The appropriate instructional Dean assembles core data elements necessary to review and analyze program/area data. A report created to inform the Academic Standards/Curriculum Committee, institutional budget, and strategic plan.

Annual Progress Reports

Assess where the program/area is and identify trends. The ongoing process is managed by the teaching faculty, their department chairs, and their Academic Dean. Information from this process guides decisions concerning short-term improvement of course and teaching using action research. Annual Progress Reports (*Attachment 1*) will be done for every area each fall semester with continuous program improvement items reviewed each spring.

Academic Standards Committee

The committee reviews the informational report from the appropriate Academic Dean and provides feedback if warranted.

Program/Area Review Board

The board members evaluate the Academic Program/Area Reviews using Comprehensive Program/Area Review Rubric (*Attachment 3*) and make programmatic recommendations based on their rubric ratings.

Action Plan/Implementation

Academic Deans share Program/Area Review Board's recommendations with program/areas and develop an action plan using the action items identified in the Comprehensive Program/Area Review.

(Attachment 1)

Annual Progress Report Template

Courses & Modes of Delivery:

1. How do you provide in-person, hybrid, or face-to-face (F2F) instruction and services?
2. How do student success indicators in distance-learning courses differ from F2F courses? Please consider: withdrawal rates, grade distributions, the extent to which students achieve the learning outcomes.
3. What steps have been taken to address any such differences between student success in F2F vs. distance-learning sections?
4. How effective have these action strategies been?
5. What courses are offered?
6. What are your enrollment numbers?

Use of Assessment Results:

1. In terms of process, how does your department use the assessment of student learning outcomes (course-level SLOs, program-level SLOs, and general education competencies) to improve student success? Please consider: How are results shared, discussed, and acted on strategies developed?
2. What problems has your department encountered in using the assessment results?
3. What issues have arisen with implementing action strategies?
4. What suggestions do you have for improving the effectiveness of the process within the department for using student outcomes?

Student Characteristics:

1. What students do you serve? Your response should include answers to the following: What are their demographics (race, ethnicity, age, gender, etc.)?
2. What are their backgrounds?
3. What are their academic/career goals? (Student intent)
4. Are they full/part- time?
5. Are they majors or non- majors?
6. How does this compare to the overall college and community demographics?

Current Student Satisfaction:

1. How do you gather information about student satisfaction? Please consider all methods, not just faculty evaluations.
2. What are the indications, and how are the results being used? Please consider how they are used in: the classroom, the curriculum, scheduling, future course offerings, services provided. (Use EOC/suggestions/complaints/CCSSE)

Positions:

1. List the positions within your program. Please consider: faculty (full-time and adjunct), instructional associates, administrative support, technicians, hourly/temporary personnel, and others.

Professional Development:

1. Describe faculty/staff professional development in your department. Please consider: how the results of faculty and staff evaluations used in identifying professional development needs, other ways in which professional development needs are identified, the discipline-specific professional development opportunities offered or provided by the department, other professional development opportunities used by members of the department.

Action Items:

What were your top three action items? What progress have you made toward each of those priorities? What remains to be done?

(Attachment 2)

Comprehensive Program/Area Review Template

Background:

1. Statement regarding the overall purpose of the program/area.

What Has Changed:

1. Please describe what significant changes have happened to your unit over the past 3 years (since your last comprehensive program review).
2. Please describe any internal or external factors that have impacted your program. During the comprehensive review year (or at other times).
3. Please answer regarding curricula, awards, instructional methodology, services offered outside the classroom (e.g., advising, tutoring, marketing, etc.), staffing, locations, partnerships, or anything else that seems appropriate.

Curriculum & Instruction:

1. How do you design, review, and implement your curricula? Please provide specific examples.
2. Also consider items such as: ways in which faculty meet and discuss curriculum, degrees and certificates the program confers, substantial curriculum changes, scheduled review of curriculum, textbooks used, faculty training regarding the curriculum, activities outside the classroom, laboratory, clinical, or other activities, and internships.

Academic Standards:

1. How does the department ensure academic standards are maintained and that there is consistency across course sections? Please provide specific examples.
2. Also consider items such as: ways in which faculty meet and discuss instruction, use of assessment data, master syllabi, faculty training, faculty evaluations, and external bodies.

Syllabi:

1. What is your discipline's/program's process by which you review, update and publish syllabi? Your response should include answers to the following:
 2. Are syllabi posted in another location besides the college's master syllabi website?
 3. If so, are they the same?
 4. Do the syllabi include all required components?
 5. When were the syllabi last revised?
 6. List where the syllabi are posted elsewhere, if applicable.

Courses & Modes of Delivery:

1. How do you provide in-person, hybrid, or face-to-face (F2F) instruction and services?
2. How do student success indicators in distance-learning courses differ from F2F courses? Please consider: withdrawal rates, grade distributions, the extent to which students achieve the learning outcomes.
3. What steps have been taken to address any such differences between student success in F2F vs. distance-learning sections?
4. How effective have these action strategies been?
5. What courses are offered?
6. What are your enrollment numbers?

Degrees and Certificates:

1. Discuss your discipline's completions and/or degrees/certifications. Please include descriptions of: any significant factors (positive or negative) impacting completion rates within your discipline, how many graduates the program has had in the last three years, and the transfer rates, if applicable and available.

Use of Assessment Results:

1. In terms of process, how does your department use the assessment of student learning outcomes (course-level SLOs, program-level SLOs, and general education competencies) to improve student success? Please consider: How are results shared, discussed, and acted on strategies developed?
2. What problems has your department encountered in using the assessment results?
3. What issues have arisen with implementing action strategies?
4. What suggestions do you have for improving the effectiveness of the process within the department for using student outcomes?

Student Characteristics:

1. What students do you serve? Your response should include answers to the following: What are their demographics (race, ethnicity, age, gender, etc)?
2. What are their backgrounds?
3. What are their academic/career goals? (Student intent)
4. Are they full/part- time?
5. Are they majors or non- majors?
6. How does this compare to the overall college and community demographics?

Student Support:

1. What support does your department offer to students outside of course instruction? Examples might include: Supplemental instruction, Advising, Outreach, Counseling, Referrals, Tutoring, Library instruction, and Workshops.

Equity and Inclusion:

1. What issues does your discipline or department experience regarding equity, diversity and inclusion?
2. What strategies are you implementing to address these issues? Please consider areas such as: student support, success and satisfaction; faculty and staff recruitment and retention; programming; cultural climate; assessment strategies, etc.

Current Student Satisfaction:

1. How do you gather information about student satisfaction? Please consider all methods, not just faculty evaluations.
2. What are the indications, and how are the results being used? Please consider how they are used in: the classroom, the curriculum, scheduling, future course offerings, services provided. (Use EOC/suggestions/complaints/CCSSE)

Facilities:

1. Describe the facilities used or needed by your department. Please consider: dedicated classrooms, general classrooms labs, office space, meeting rooms, outdoor areas, other teaching and work spaces.

Equipment & Technology:

1. What equipment and technology are used or required by your department?
2. Describe the type and quantity of resources available to your students and faculty. Please consider: capital equipment, storage equipment/cabinets, other specialized equipment, computer hardware, software, chairs.

Revenue (if applicable):

1. Identify any major external sources of revenue for the program/discipline, such as grants, partnerships.

Budget Shortfalls:

1. Identify any areas where budgetary constraints are restricting your program/discipline and discuss the effects.

Positions:

1. List the positions within your program. Please consider: faculty (full-time and adjunct), instructional associates, administrative support, technicians, hourly/temporary personnel, and others.

Professional Development:

1. Describe faculty/staff professional development in your department. Please consider: how the results of faculty and staff evaluations used in identifying professional development needs, other ways in which professional development needs are identified, the discipline-specific professional development opportunities offered or provided by the department, and other professional development opportunities used by members of the department.
2. How do you ensure that all faculty teaching distance-learning sections have completed the required training?
3. In addition to completing the requirements, what other departmental expectations are there concerning those teaching distance-learning sections?

Community Partnerships (if applicable):

1. Does your department have a Memorandum of Understanding (MOU) or other community partnerships (formal or informal)?
2. If yes, please include: how your department gathers information regarding community needs (e.g., advisory committees, environmental scans, etc.) and how such information is used?

External Accreditors (if applicable):

1. Other than HLC and the New Mexico Higher Education Department, does your discipline/program have any outside regulatory/accrediting bodies?
2. If yes, your response should include answers to the following: What is your discipline's/program's regulatory/accrediting bodies and their requirements? When did they last visit? What were their findings? How did you address their findings?

Narratives:**Student Recruitment, Marketing & Communication:**

1. How does your department recruit and market to students including those who have not been traditionally represented among those who enroll? Please consider: brochures, posters, other print media, websites, social media, email, ACC Channel 19, recruitment fairs, high school visits other events or methods.
2. What communication tools, methods and strategies does your department use to share information (e.g., news, updates, projects, and other information) within the department, across other college areas, and to external audiences? Please consider: brochures, posters, other print media, websites, social media, email, ACC Channel 19, recruitment fairs, high school visits, and other events or methods.

Barriers to Student Access/Success:

1. Please discuss the recognized barriers to student access and success within your discipline. Please consider: disabilities, access to technology, often under-served populations, locations at which courses are offered, scheduling, child care, financial aid, veterans' issues, and transportation.

SWOT:

1. What are your discipline's/department's/program's strengths, weaknesses, opportunities and threats? Please focus your response on the most important one or two items in each category. In addition, please provide the method by which this information was collected, such as a SWOT, and the results.

Action Items:

Please list and briefly describe the top three priorities/action strategies where your program/area intends to focus their efforts for improvement over the next three years. NOTE: These priorities should flow directly from the information and data compiled in the program/area review process. They should be actionable and result in documentation (either positive or negative).

Comprehensive Program/Area Review Rubric

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	Acceptable	Area for Improvement	Not Applicable
1	BACKGROUND STATEMENT	Includes the overall purpose of the unit.	Provides a clearly stated purpose statement with the number of faculty and current initiatives explicitly detailed.	Provides a purpose statement that adequately describes the program's function.	Criteria incomplete or not fully addressed.	
2	WHAT HAS CHANGED? (since the last comprehensive review)	Please describe what significant changes have happened to your unit over the past 3 years (since your last comprehensive program review). Please describe any internal or external factors that have impacted your program. During the comprehensive review year (or at other times). Please answer regarding curricula, awards, instructional methodology, services offered outside the classroom (e.g., advising, tutoring, marketing, etc.), staffing, locations, partnerships, or anything else that seems appropriate.	Provides and discusses significant changes (or situations) that have impacted the program since the previous comprehensive program review, as applicable.	Lists significant changes (or situations) that have impacted the program since the previous comprehensive program review, as applicable.	Criteria incomplete or not fully addressed.	
3	CURRICULUM & INSTRUCTION	How do you design, review, and implement your curricula? Please provide specific examples. Also consider items such as: <ul style="list-style-type: none"> • ways in which faculty meet and discuss curriculum • degrees and certificates the program confers • substantial curriculum changes • scheduled review of curriculum • textbooks used • faculty training regarding the curriculum • activities outside the classroom • laboratory, clinical, or other activities • internships. 	Provides how the unit designs and implements and reviews curricula. Provides supporting examples.	Provides how the unit designs and implements curricula.	Criteria incomplete or not fully addressed.	
4	ACADEMIC STANDARDS	How does the department ensure academic standards are maintained and that there is consistency across course sections? Please provide specific examples. Also consider items such as: <ul style="list-style-type: none"> • ways in which faculty meet and discuss instruction • use of assessment data • master syllabi • faculty training • faculty evaluations • external bodies. 	Provides discussion of how the department ensures academic standards and consistency are maintained. Provides supporting	Provides list or discussion of how the department ensures academic standards and consistency are maintained.	Criteria incomplete or not fully addressed.	
5	SYLLABI	What is your discipline's/program's process by which you review, update and publish syllabi? Your response should include answers to the following: <ul style="list-style-type: none"> • Are syllabi posted in another location besides the college's master syllabi website? If so, are they the same? • Do the syllabi include all required components? • When were the syllabi last revised? • List where the syllabi are posted elsewhere, if applicable. 	Provides process for reviewing, updating and publishing syllabi. Syllabi are current and updated.	Provides process for reviewing, updating and publishing syllabi, but does not answer all questions. Syllabi are current and updated.	Criteria incomplete or not fully addressed.	

6	COURSES & MODES OF DELIVERY	How do you provide in-person, hybrid, or face-to-face (F2F) instruction and services? How do student success indicators in distance-learning courses differ from F2F courses? Please consider: • withdrawal rates • grade distributions • the extent to which students achieve the learning outcomes. What steps have been taken to address any such differences between student success in F2F vs. distance-learning sections? How effective have these action strategies been? What courses are offered? What are your enrollment numbers?	Provides locations and percentage of F2F vs. DL offerings. Details where in-person courses are taught and services provided. Provides and discusses departmental student success differences between F2F and DL Provides and discusses effectiveness of steps/ actions/ initiatives to address differences between F2F and DL. Provides discussion of effectiveness of action strategies.	Provides locations and percentage of F2F vs. DL offerings. Lists departmental student success differences between F2F and DL. Lists some steps to address disparities.	Criteria incomplete or not fully addressed.	
7	DEGREES AND CERTIFICATES	Discuss your discipline's completions and/or degrees/certifications. Please include descriptions of: • any significant factors (positive or negative) impacting completion rates within your discipline • how many graduates the program has had in the last three years • transfer rates, if applicable and available	Provides and discusses completion, degrees and/or certificate information for the department. Addresses significant impacting factors (positive or	Provides/ Lists completion, awards and/or transfer information for the department.	Criteria incomplete or not fully addressed.	
8	USE OF ASSESSMENT RESULTS	In terms of process, how does your department use the assessment of student learning outcomes (course-level SLOs, program-level SLOs, and general education competencies) to improve student success? Please consider: •How are results shared, discussed, and acted on strategies developed? • What problems has your department encountered in using the assessment results? • What issues have arisen with implementing action strategies? • What suggestions do you have for improving the effectiveness of the process within the department for using student outcomes.	Provides and discusses how the department uses outcomes assessment information to improve student success. Discussion includes how dept. shares results. Provides challenges and suggestions for improvement.	Provides and discusses how the department uses outcomes assessment information to improve student success.	Criteria incomplete or not fully addressed.	

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	Acceptable	Area for Improvement	Not Applicable
9	STUDENT CHARACTERISTICS	What students do you serve? Your response should include answers to the following: • What are their demographics (race, ethnicity, age, gender, etc)? • What are their backgrounds? • What are their academic/career goals? (Student intent) • Are they full/part- time? • Are they majors or non-majors? • How does this compare to the overall college and community demographics?	Provides detailed student demographics along prescribed parameters. Compares detailed department demographics to College and community demographics.	Provides student demographics along prescribed parameters. Compares some department demographics to College and community demographics.	Criteria incomplete or not fully addressed.	
10	STUDENT SUPPORT	What support does your department offer to students outside of course instruction? Examples might include: • Supplemental instruction • Advising • Outreach • Counseling • Referrals • Tutoring • Library instruction • Workshops.	Provides and discusses student support resources offered outside of course, instruction. Provides examples.	Lists student support resources offered outside of course instruction.	Criteria incomplete or not fully addressed.	
11	EQUITY AND INCLUSION	What issues does your discipline or department experience regarding equity, diversity and inclusion? What strategies are you implementing to address these issues? Please consider areas such as: student support, success and satisfaction; faculty and staff recruitment and retention; programming; cultural climate; assessment strategies, etc.	Identifies and discusses issues the department experiences in the different areas, as applicable. Provides strategies to address issues related to equity and inclusion.	Identifies issues the department experiences in different areas, as applicable.	Criteria incomplete or not fully addressed.	
12	CURRENT STUDENT SATISFACTION	How do you gather information about student satisfaction? Please consider all methods, not just faculty evaluations. What are the indications, and how are the results being used? Please consider how they are used in: • the classroom • the curriculum • scheduling • future course offerings • services provided. (Use EOC/suggestions/complaints/CCSSE)	Identifies and discusses how the department gathers student satisfaction information; Discusses how results are being used in different ways.	Identifies and discusses how the department gathers student satisfaction information.	Criteria incomplete or not fully addressed.	

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	Acceptable	Area for Improvement	Not Applicable
13	FACILITIES	Describe the facilities used or needed by your department. Please consider: • dedicated classrooms • general classrooms • labs • office space • meeting rooms • outdoor areas • other teaching and work spaces.	Provides/ describes the facilities used by the department. Includes discussion of facilities needed by the department, to include reason for need.	Sufficiently describes the facilities used and/or needed by the department.	Criteria incomplete or not fully addressed.	
14	EQUIPMENT & TECHNOLOGY	What equipment and technology are used or required by your department? Describe the type and quantity of resources available to your students and faculty. Please consider: • capital equipment • storage equipment/cabinets • other specialized equipment • computer hardware • software • chairs.	Sufficiently describes the major equipment and technology used and/or required by the department, to include the type and quantity of resources available.	Lists the major equipment and technology used and/or required by the department.	Criteria incomplete or not fully addressed.	
15	REVENUE (if applicable)	Identify any major external sources of revenue for the program/discipline, such as grants, partnerships.	Identifies and details major external sources of revenue for the program. Includes discussion of sources currently being considered or pursued.	Identifies major external sources of revenue for the program.	Criteria incomplete or not fully addressed.	
16	BUDGET SHORTFALLS	Identify any areas where budgetary constraints are restricting your program/discipline and discuss the effects.	Identifies and details budgetary constraints and provides detailed analysis of how students/the program are impacted.	Identifies and budgetary constraints and provides superficial explanation of effects.	Criteria incomplete or not fully addressed.	

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	Acceptable	Area for Improvement	Not Applicable
17	POSITIONS	List the positions within your program. Please consider: • faculty (full-time and adjunct) • instructional associates • administrative support • technicians • hourly/temporary personnel • others.	Provides positions within the department, including the number of each position. Includes any other relevant information that impacts the number and types of positions.	Lists appropriate department positions.	Criteria incomplete or not fully addressed.	
18	PROFESSIONAL DEVELOPMENT	Describe faculty/staff professional development in your department. Please consider: • how the results of faculty and staff evaluations used in identifying professional development needs • other ways in which professional development needs are identified • the discipline-specific professional development opportunities offered or provided by the department • other professional development opportunities used by members of the department. How do you ensure that all faculty teaching distance-learning sections have completed the required training? In addition to completing the requirements, what other departmental expectations are there concerning those teaching distance-learning sections?	Provides and discusses professional development in the department. Addresses use of faculty evaluation results; Discusses how professional development need is determined; Discusses other internal and external professional opportunities. Provides discussion of how the program ensures faculty complete DL training. Discusses the department's internal expectations, if applicable	Provides/ Lists professional development in the department. Addresses use of faculty evaluation results. Provides discussion of how the program ensures faculty complete DL training.	Criteria incomplete or not fully addressed.	
19	EXTERNAL ACCREDITORS (if applicable)	Other than HLC and the New Mexico Higher Education Department, does your discipline/program have any outside regulatory/accrediting bodies? If yes, your response should include answers to the following: • What are your discipline's/program's regulatory/accrediting bodies and their requirements? • When did they last visit? • What were their findings? • How did you address their findings?	Provides regulatory/accrediting bodies, if applicable. If applicable, provides requirements, date and results of last visit/evaluation.	Provides regulatory/accrediting bodies, if applicable.	Criteria incomplete or not fully addressed.	
20	COMMUNITY PARTNERSHIPS (if applicable)	Does your department have a Memorandum of Understanding (MOU) or other community partnerships (formal or informal)? If yes, please include: • how your department gathers information regarding community needs (e.g., advisory committees, environmental scans, etc.)? • how such information is used?	Provides and discusses departmental MOUs and other community partnerships. Provides information regarding how the department assesses and meets community needs.	Provides departmental MOUs and other community partnerships, if applicable.	Criteria incomplete or not fully addressed.	

Item Number	Review Item	Criteria	Rating Explanations			
			Exemplary	Acceptable	Area for Improvement	Not Applicable
21	STRENGTHS, WEAKNESSES, OPPORTUNITIES, & THREATS	What are your discipline's/department's strengths, weaknesses, opportunities and threats? Please focus your response on the most important one or two items in each category. In addition, please provide the method by which this information was collected, such as a SWOT, and the results. Detailed information, such as a survey used, raw data from a SWOT, etc., can be uploaded into the Documents Repository.	Provides and discusses strengths, weaknesses, opportunities and threats of the program from recent SWOT or other method. Feedback provided by staff, faculty, & students.	Lists strengths, weaknesses, opportunities and threats of the program.	Criteria incomplete or not fully addressed.	
22	ACTION ITEMS	Please list and briefly describe the new initiatives or action strategies your department intends to implement over the next three years. These are detailed elsewhere under objectives and tasks; this is just an executive summary listing them and describing them in a few words.	Lists and briefly describes new initiatives or action strategies planned over the next 3 years.	Lists new initiatives or action strategies planned over the next 3 years.	Criteria incomplete or not fully addressed.	

Appendix D

Data regarding NMJC's "overall population"

Serving Students After Enrollment

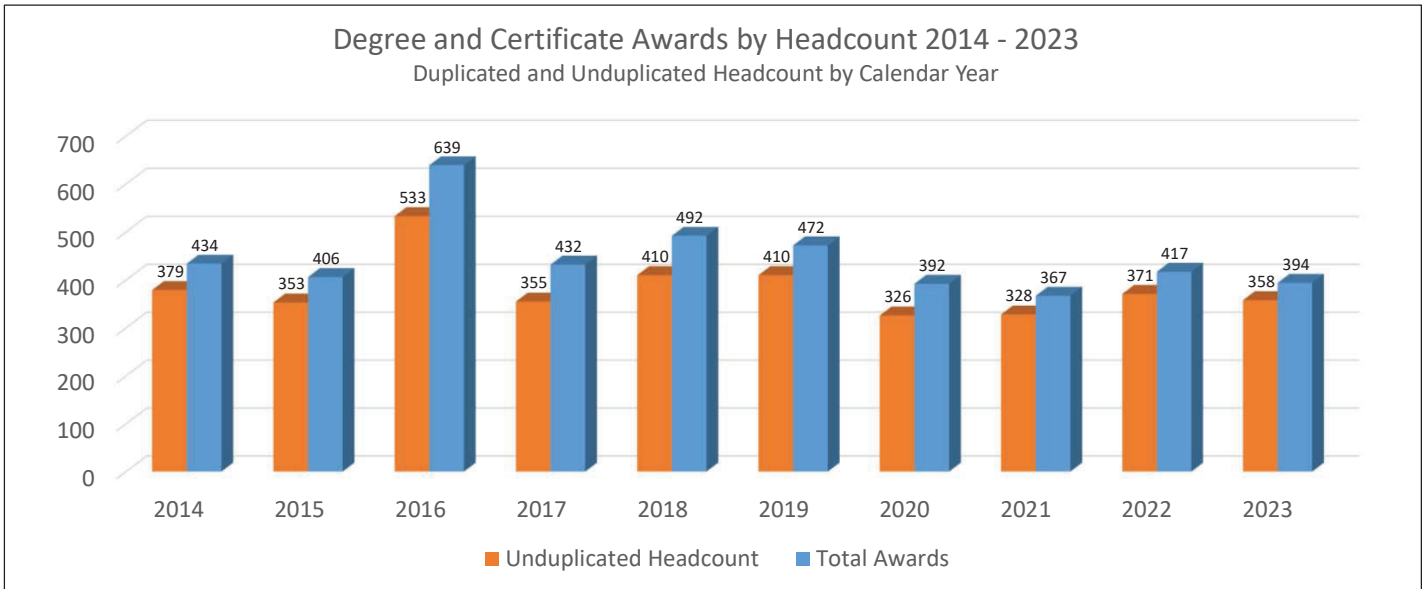
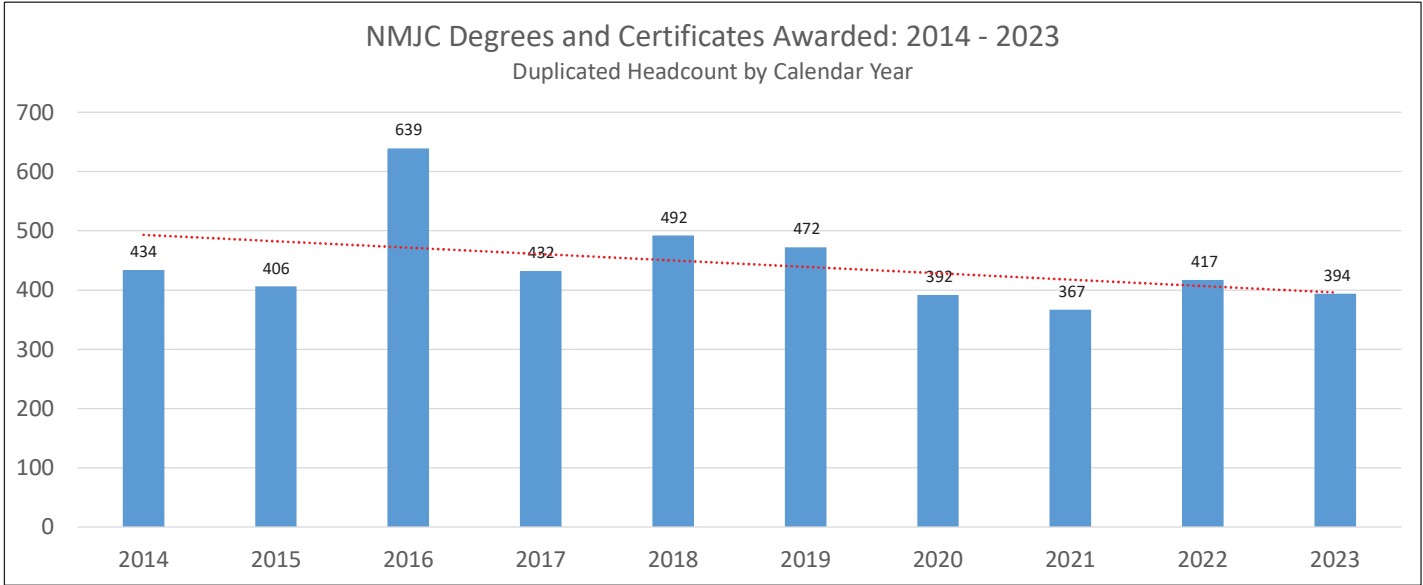
5. If available, please provide retention, completion, transfer, and employment data for your overall population (one chart and/or table for each metric; additional charts/tables can be added as an appendix if necessary).



NMJC Degrees and Certificates Awarded 2014 - 2023

[Duplicated headcount]

Degree Awarded		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
1 Year Certificate		122	93	103	60	88	88	51	64	92	110	943
Associate of Applied		75	56	63	70	73	88	73	53	69	47	779
Associate of Arts		139	181	289	178	176	140	96	75	105	87	1703
Associate of Science		55	59	126	97	141	118	119	142	125	118	1184
Certificate of Completion		3	1	17	5	0	0	0	0	0	0	57
Certificate Program		19	16	41	22	14	38	48	28	24	21	289
LPN Certificate		21	0	0	0	0	0	5	5	2	11	105
Total		434	406	639	432	492	472	392	367	417	394	5060

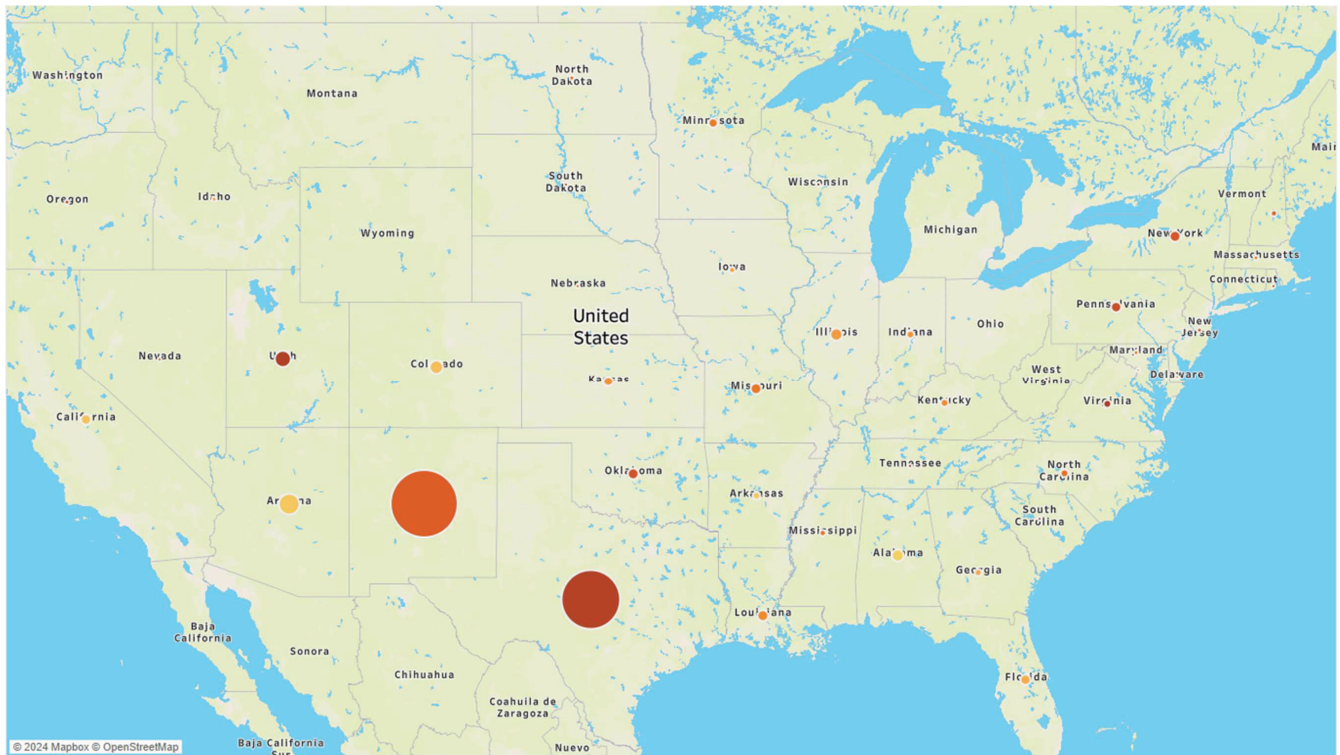


Source: Argos Degrees Awarded
Date Created: 01/20/24

Total Awards	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	5019
Unduplicated Headcount	434	406	639	432	492	472	392	367	417	394	
	379	353	533	355	410	410	326	328	371	358	

New Mexico Junior College 2 Year and 4 Year Institution Transfer Trends

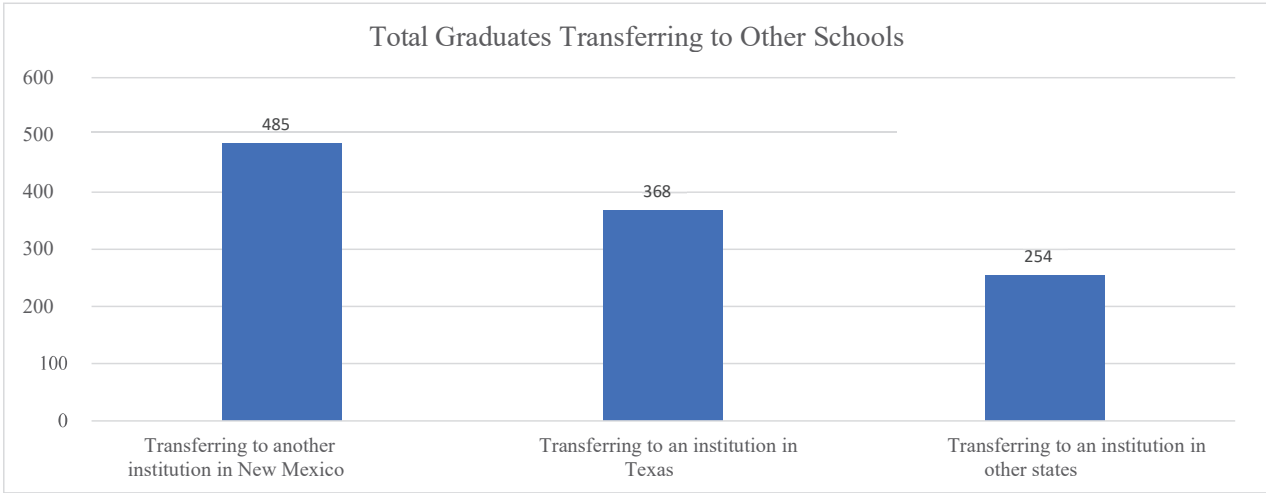
This report presents a summary analysis of New Mexico Junior College (NMJC) students who have graduated and transferred to another college or university from 2011-2012 through 2020-2021. The data is organized into categories of 2-year public, 4-year public, 2-year private, and 4-year private colleges. Furthermore, a spotlight is cast on states to which NMJC students transferred and highlights top institutions and destinations. Over the past 10 years, **1107 students who have graduated** from NMJC have transferred to **228 other institutions** located in **22 states**.



Source: Argos Degrees Awarded Report & National Student Clearinghouse

Date Created: 01/26/2024.

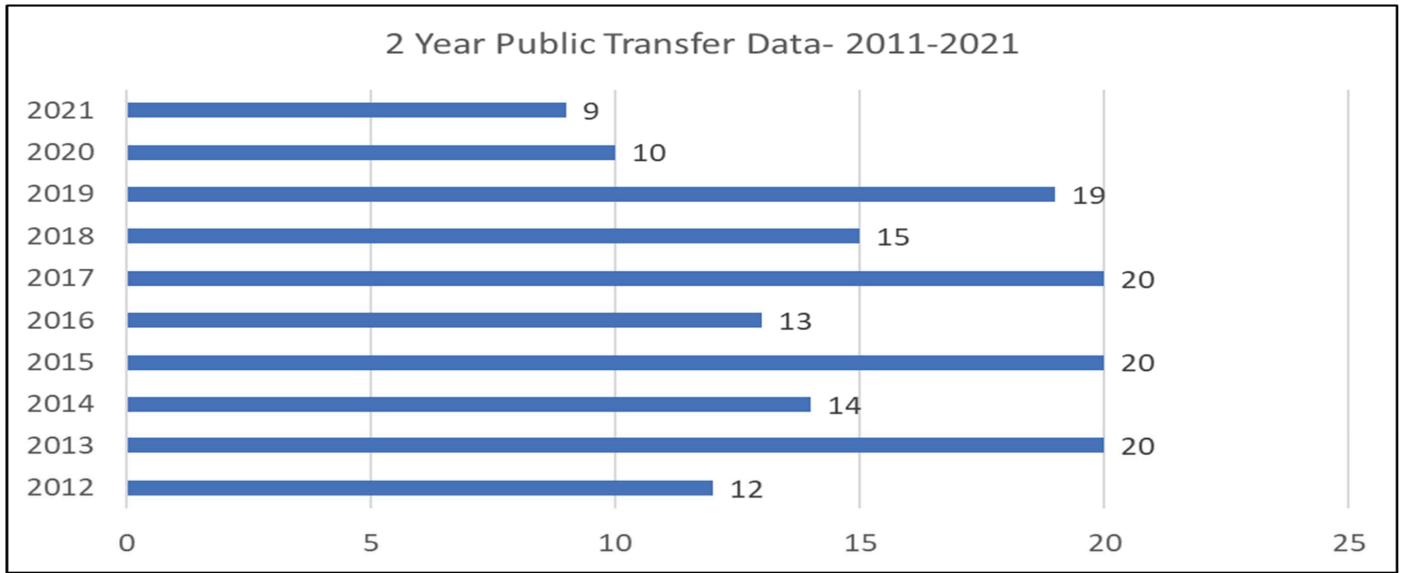
**NMJC Transfer Destination 2011-2021
Top Destinations by State for NMJC Graduates**



Top Destinations by State for NMJC Graduates 2011-2021		
Total Graduates Transferring to Other Schools		1,107
Transferring to another institution in New Mexico	485	43.8%
Transferring to an institution in Texas	368	33.2%
Transferring to an institution in other states	254	22.9%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

**New Mexico Junior College
2 Year Public Institution Transfer Trends**



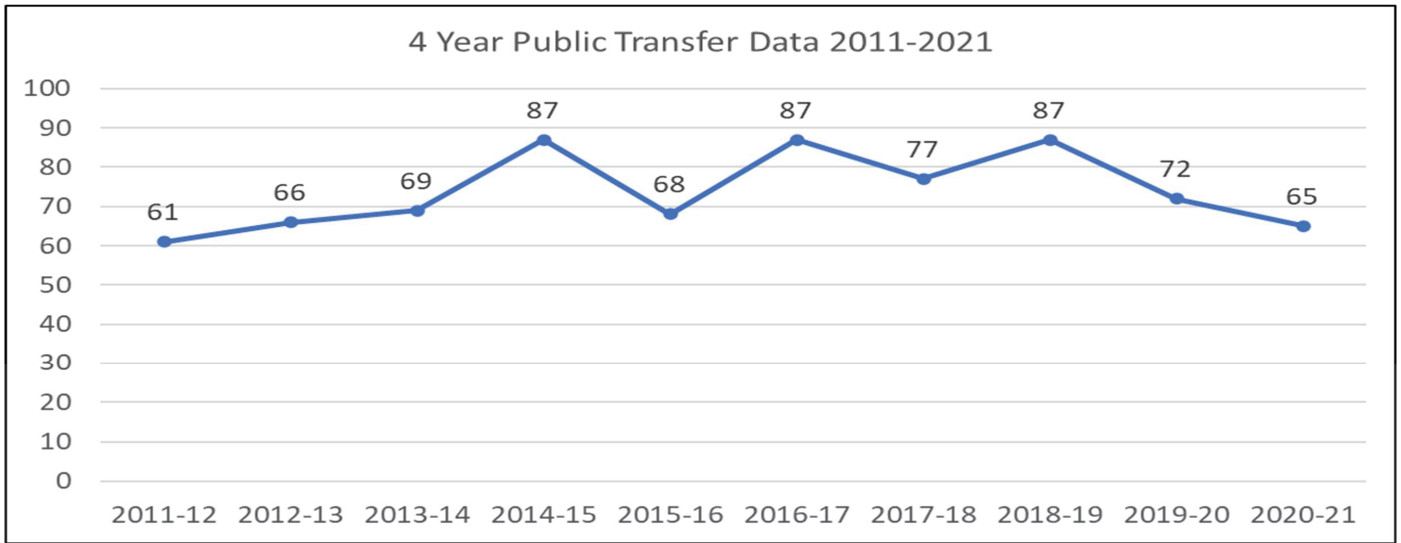
<u>Institution Type</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>Grand Total</u>
2-Year Public Institution	12	20	14	20	13	20	15	19	10	9	152

<u>Top 5 Institutions for NMJC Graduates 2011-2021</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
<u>SOUTH PLAINS COLLEGE</u>	<u>29</u>	<u>19.1%</u>
<u>ODESSA COLLEGE</u>	<u>21</u>	<u>13.8%</u>
<u>EASTERN NEW MEXICO UNIVERSITY-ROSWELL</u>	<u>13</u>	<u>8.6%</u>
<u>NEW MEXICO STATE UNIVERSITY-DONA ANA</u>	<u>10</u>	<u>6.6%</u>
<u>CLOVIS COMMUNITY COLLEGE</u>	<u>10</u>	<u>6.6%</u>
<u>All Other 2 Year Public Institutions</u>	<u>69</u>	<u>45.3</u>
<u>Total</u>	<u>152</u>	<u>100%</u>

Source: Argos Degrees Awarded Report & National Student Clearinghouse

Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021
4 Year Public Institution Transfer Trends**

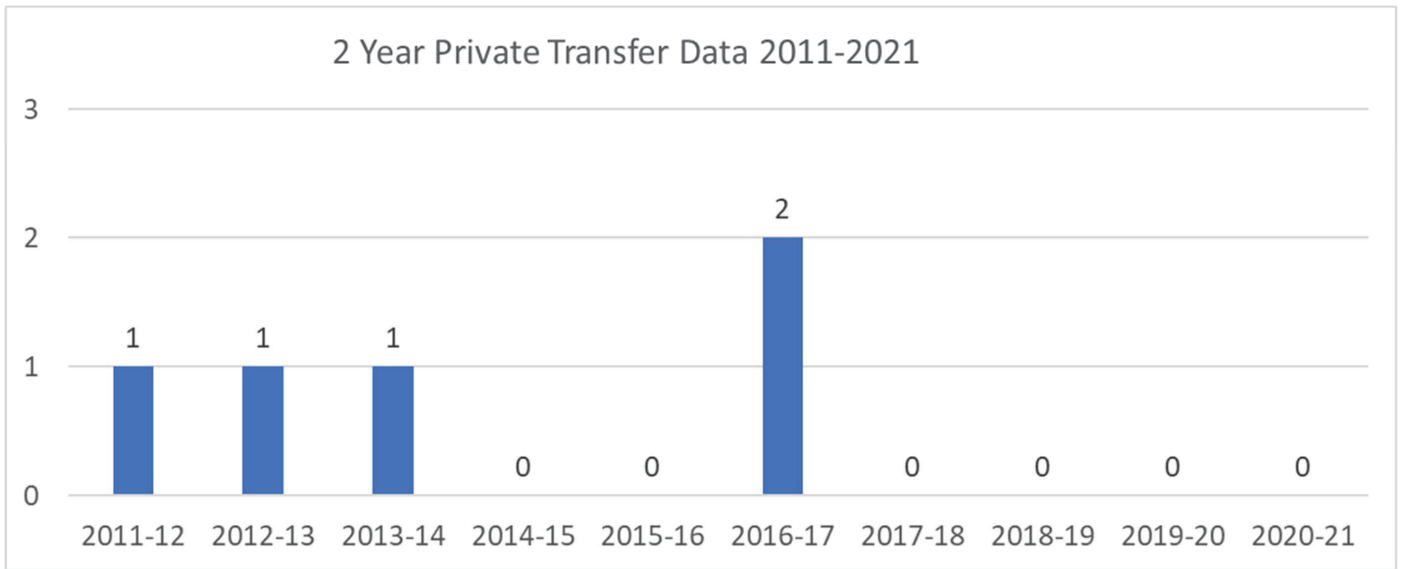


Institution Type	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	Total
4 Year	61	66	69	87	68	87	77	87	72	65	739

<u>Top 5 Destinations for NMJC Graduates 2011-2021</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
EASTERN NEW MEXICO UNIVERSITY	222	30.0%
TEXAS TECH UNIVERSITY LUBBOCK	109	14.7%
UNIVERSITY OF NEW MEXICO	69	9.3%
NEW MEXICO STATE UNIVERSITY-MAIN	62	8.4%
UNIVERSITY OF TEXAS OF THE PERMIAN BASIN	36	4.9%
All Other Public 4 Year Institutions	241	32.6%
Total Transfers	739	100%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021
2 Year Private Institution Transfer Trends**



Institution Type	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	Total
2 Year	1	1	1	0	0	2	0	0	0	0	5

Top Destinations for NMJC Graduates 2011-2021	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
Covenant School of Nursing	4	80.0%
Carrington College of California-Pomona	1	20.0%
Total	5	100%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.
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**NMJC Transfer Destination 2011-2021
4 Year Private Institution Transfer Trends**

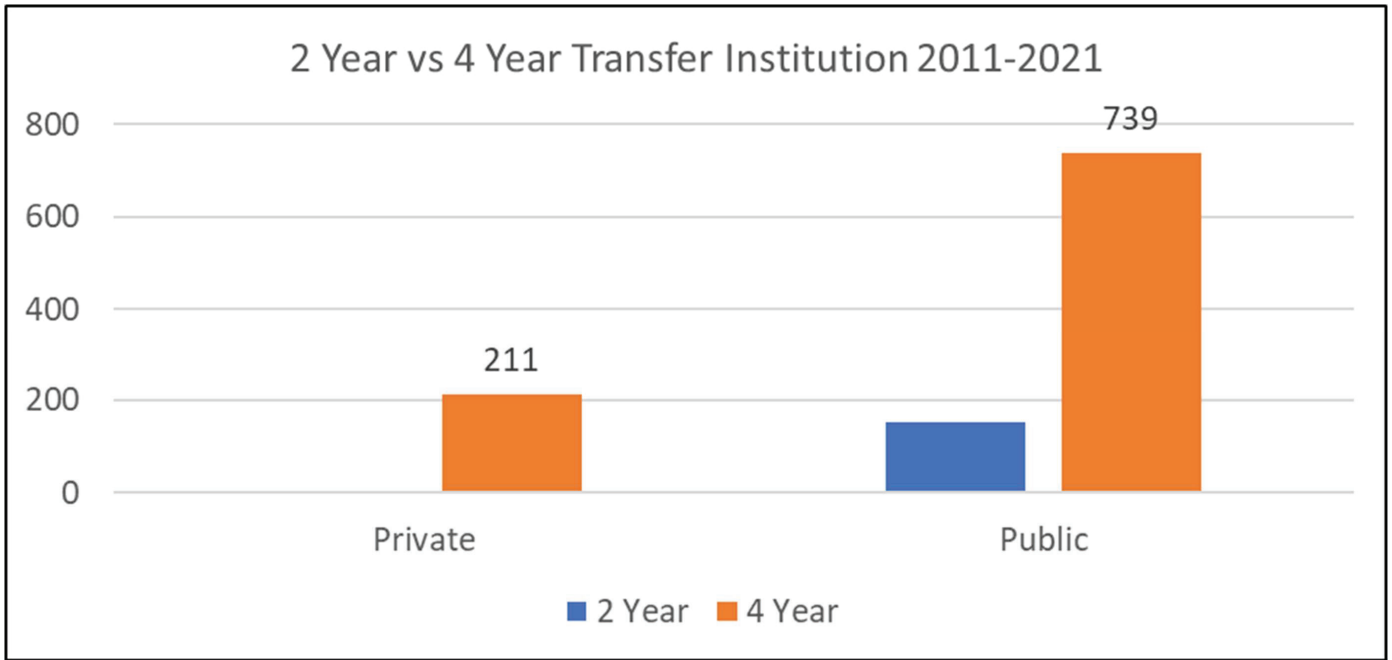


Institution Type	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	Total
4 Year Private	16	17	24	22	25	32	19	26	10	20	211

<u>Top 5 Destinations for NMJC Graduates 2011-2021</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
UNIVERSITY OF THE SOUTHWEST	60	28.4%
WESTERN GOVERNORS' UNIVERSITY	20	9.5%
GRAND CANYON UNIVERSITY	14	6.6%
UNIVERSITY OF PHOENIX	13	6.2%
LUBBOCK CHRISTIAN UNIVERSITY	10	4.7%
All Other Private 4 Year Institutions	94	44.5%
Total	211	100.0%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

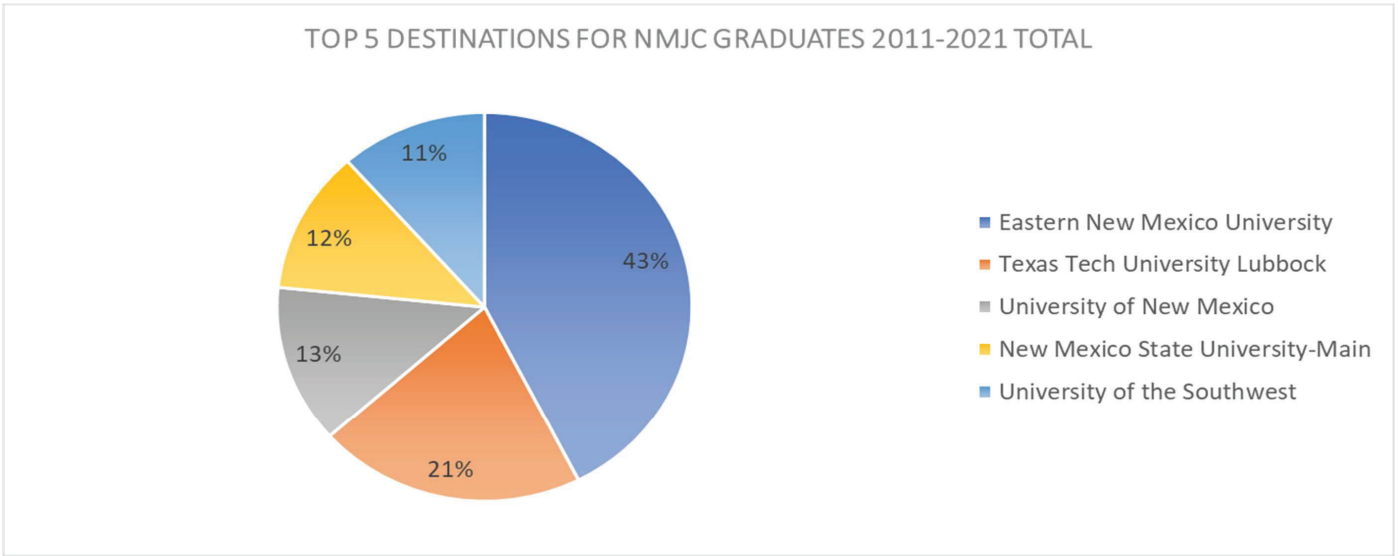
**NMJC Transfer Destination 2011-2021
2 Year vs 4 Year Transfer Institution**



Sum of 2 Year vs. 4 Year Institution			
Institution type	2 Year	4 Year	Grand Total
Private	2	211	216
Public	152	739	891
Grand Total	157	950	1107

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.
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**NMJC Transfer Destination 2011-2021
Top 5 Destinations for NMJC Graduates**



Top 5 Destinations for NMJC Graduates 2011-2021	
Institution	Total
Eastern New Mexico University	222
Texas Tech University Lubbock	109
University of New Mexico	69
New Mexico State University-Main	62
University of the Southwest	60

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.
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**NMJC Transfer Destination 2011-2021 Summary
Complete List of Transfer Institutions**

<u>Institution</u>	<u>State</u>	<u>Type</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
EASTERN NEW MEXICO UNIVERSITY	NM	Public	222	20.1%
TEXAS TECH UNIVERSITY LUBBOCK	TX	Public	109	9.8%
UNIVERSITY OF NEW MEXICO	NM	Public	69	6.2%
NEW MEXICO STATE UNIVERSITY-MAIN	NM	Public	62	5.6%
UNIVERSITY OF THE SOUTHWEST	NM	Private	60	5.4%
UNIVERSITY OF TEXAS OF THE PERMIAN BASIN	TX	Public	36	3.3%
SOUTH PLAINS COLLEGE	TX	Public	29	2.6%
UNIVERSITY OF TEXAS ARLINGTON	TX	Public	27	2.4%
ODESSA COLLEGE	TX	Public	21	1.9%
WESTERN GOVERNORS' UNIVERSITY	UT	Private	20	1.8%
WEST TEXAS A&M UNIVERSITY	TX	Public	15	1.4%
GRAND CANYON UNIVERSITY	AZ	Private	14	1.3%
UNIVERSITY OF PHOENIX	AZ	Private	13	1.2%
EASTERN NEW MEXICO UNIVERSITY-ROSWELL	NM	Public	13	1.2%
TEXAS STATE UNIVERSITY - SAN MARCOS	TX	Public	11	1.0%
NEW MEXICO STATE UNIVERSITY-DONA ANA	NM	Public	10	0.9%
LUBBOCK CHRISTIAN UNIVERSITY	TX	Private	10	0.9%
CLOVIS COMMUNITY COLLEGE	NM	Public	10	0.9%
WESTERN NEW MEXICO UNIVERSITY	NM	Public	9	0.8%
CENTRAL NEW MEXICO COMMUNITY COLLEGE	NM	Public	9	0.8%
SANTA FE COMMUNITY COLLEGE	NM	Public	8	0.7%
TARLETON STATE UNIVERSITY	TX	Public	7	0.6%
UNIVERSITY OF NORTH TEXAS	TX	Public	6	0.5%
THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS	AZ	Private	6	0.5%
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER	TX	Public	6	0.5%
SAM HOUSTON STATE UNIVERSITY	TX	Public	6	0.5%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021
Complete List of Transfer Institutions**

<u>Institution</u>	<u>State</u>	<u>Type</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
NORTHERN ILLINOIS UNIVERSITY	IL	Public	6	0.5%
UNIVERSITY OF THE INCARNATE WORD	TX	Private	5	0.5%
UNIVERSITY OF TEXAS AT EL PASO	TX	Public	5	0.5%
UNIVERSITY OF ALABAMA	AL	Public	5	0.5%
NEW MEXICO HIGHLANDS UNIVERSITY	NM	Public	5	0.5%
COLUMBIA SOUTHERN UNIVERSITY	AL	Private	5	0.5%
CHAMBERLAIN UNIVERSITY	IL	Private	5	0.5%
ANGELO STATE UNIVERSITY	TX	Public	5	0.5%
UNIVERSITY OF LOUISIANA LAFAYETTE	LA	Public	4	0.4%
NEW MEXICO STATE UNIVERSITY-CARLSBAD	NM	Public	4	0.4%
MIDLAND COLLEGE	TX	Public	4	0.4%
EL PASO COMMUNITY COLLEGE	TX	Public	4	0.4%
COVENANT SCHOOL OF NURSING	TX	Private	4	0.4%
WAYLAND BAPTIST UNIVERSITY - MAIN CAMPUS	TX	Private	3	0.3%
UNIVERSITY OF TEXAS - SAN ANTONIO	TX	Public	3	0.3%
TEXAS SOUTHERN UNIVERSITY	TX	Public	3	0.3%
TEXAS CHRISTIAN UNIVERSITY	TX	Private	3	0.3%
ST. MARY'S UNIVERSITY	TX	Private	3	0.3%
SOUTHERN NEW HAMPSHIRE- 09WEEK	NH	Private	3	0.3%
SAN JUAN COLLEGE	NM	Public	3	0.3%
NORTH CAROLINA CENTRAL UNIVERSITY	NC	Public	3	0.3%
MURRAY STATE UNIVERSITY	KY	Public	3	0.3%
KANSAS STATE UNIVERSITY	KS	Public	3	0.3%
WICHITA STATE UNIVERSITY	KS	Public	2	0.2%
WAYLAND BAPTIST UNIVERSITY-EXTERNAL CAMPUS	TX	Private	2	0.2%
WALDEN UNIVERSITY	MN	Private	2	0.2%
UNIVERSITY OF TEXAS RIO GRANDE VALLEY	TX	Public	2	0.2%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021 Summary
Complete List of Transfer Institutions**

<u>Institution</u>	<u>State</u>	<u>Type</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
UNIVERSITY OF TEXAS AT AUSTIN	TX	Public	2	0.2%
UNIVERSITY OF SOUTHERN MISSISSIPPI	MS	Public	2	0.2%
UNIVERSITY OF PITTSBURGH	PA	Public	2	0.2%
UNIVERSITY OF NORTHERN COLORADO	CO	Public	2	0.2%
UNIVERSITY OF COLORADO DENVER	CO	Public	2	0.2%
THOMAS EDISON STATE UNIVERSITY	NJ	Public	2	0.2%
TEXAS A&M UNIVERSITY	TX	Public	2	0.2%
SUNY EMPIRE STATE COLLEGE	NY	Public	2	0.2%
ST. LOUIS COMMUNITY COLLEGE	MO	Public	2	0.2%
SOUTHWEST MINNESOTA STATE UNIVERSITY	MN	Public	2	0.2%
SOUTHEASTERN LOUISIANA UNIVERSITY	LA	Public	2	0.2%
RIO SALADO COLLEGE	AZ	Public	2	0.2%
PURDUE UNIVERSITY GLOBAL	IN	Public	2	0.2%
PENNSYLVANIA STATE UNIVERSITY	PA	Public	2	0.2%
OKLAHOMA CITY COMMUNITY COLLEGE	OK	Public	2	0.2%
MISSOURI STATE UNIVERSITY	MO	Public	2	0.2%
METROPOLITAN COMMUNITY COLLEGE	MO	Public	2	0.2%
LIBERTY UNIVERSITY	VA	Private	2	0.2%
HOWARD COLLEGE	TX	Public	2	0.2%
COLORADO TECHNICAL UNIVERSITY - ONLINE	CO	Private	2	0.2%
COLORADO STATE UNIVERSITY - PUEBLO	CO	Public	2	0.2%
CAPELLA UNIVERSITY	MN	Private	2	0.2%
ARIZONA STATE UNIVERSITY	AZ	Public	2	0.2%
ADAMS STATE UNIVERSITY	CO	Public	2	0.2%
ABILENE CHRISTIAN UNIVERSITY	TX	Private	2	0.2%
YAVAPAI COLLEGE	AZ	Public	1	0.1%
WESTFIELD STATE UNIVERSITY	MA	Public	1	0.1%

Source: Argos Degrees Awarded Report & National Student Clearinghouse

Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021
Complete List of Transfer Institutions**

<u>Institution</u>	<u>State</u>	<u>Type</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
WESTERN TEXAS COLLEGE	TX	Public	1	0.1%
WEST TEXAS A&M UNIVERSITY - GRADUATE	TX	Public	1	0.1%
WEBER STATE UNIVERSITY	UT	Public	1	0.1%
WEBBER INTERNATIONAL UNIVERSITY	FL	Private	1	0.1%
WALDORF UNIVERSITY TRACK 1	IA	Private	1	0.1%
VIRGINIA COLLEGE - LUBBOCK	TX	Private	1	0.1%
VAUGHN COLLEGE OF AERONAUTICS AND TECHNOLOGY	NY	Private	1	0.1%
VALDOSTA STATE UNIVERSITY	GA	Public	1	0.1%
UTAH STATE UNIVERSITY	UT	Public	1	0.1%
UNIVERSITY OF THE OZARKS	AR	Private	1	0.1%
UNIVERSITY OF THE DISTRICT OF COLUMBIA	DC	Public	1	0.1%
UNIVERSITY OF TEXAS AT TYLER	TX	Public	1	0.1%
UNIVERSITY OF TEXAS - BROWNSVILLE	TX	Public	1	0.1%
UNIVERSITY OF SOUTHERN INDIANA	IN	Public	1	0.1%
UNIVERSITY OF SOUTH FLORIDA	FL	Public	1	0.1%
UNIVERSITY OF SOUTH CAROLINA	SC	Public	1	0.1%
UNIVERSITY OF PORTLAND	OR	Private	1	0.1%
UNIVERSITY OF PIKEVILLE	KY	Private	1	0.1%
UNIVERSITY OF OKLAHOMA	OK	Public	1	0.1%
UNIVERSITY OF NORTH DAKOTA	ND	Public	1	0.1%
UNIVERSITY OF NORTH ALABAMA	AL	Public	1	0.1%
UNIVERSITY OF NEVADA-RENO	NV	Public	1	0.1%
UNIVERSITY OF NEBRASKA AT OMAHA	NE	Public	1	0.1%
UNIVERSITY OF MISSOURI-KANSAS CITY	MO	Public	1	0.1%
UNIVERSITY OF MASSACHUSETTS LOWELL	MA	Public	1	0.1%
UNIVERSITY OF MARYLAND - BALTIMORE COUNTY	MD	Public	1	0.1%
UNIVERSITY OF LOUISIANA - MONROE	LA	Public	1	0.1%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021 Summary
Complete List of Transfer Institutions**

<u>Institution</u>	<u>State</u>	<u>Type</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
UNIVERSITY OF KENTUCKY	KY	Public	1	0.1%
UNIVERSITY OF KANSAS	KS	Public	1	0.1%
UNIVERSITY OF HOUSTON-CLEAR LAKE	TX	Public	1	0.1%
UNIVERSITY OF HOUSTON	TX	Public	1	0.1%
UNIVERSITY OF FLORIDA	FL	Public	1	0.1%
UNIVERSITY OF CHARLESTON	WV	Private	1	0.1%
UNIVERSITY OF CENTRAL MISSOURI	MO	Public	1	0.1%
UNIVERSITY OF ARKANSAS- PULASKI TECHNICAL COLLEGE	AR	Public	1	0.1%
UNIVERSITY OF ARKANSAS GRANTHAM	KS	Private	1	0.1%
UNIVERSITY OF ARKANSAS AT LITTLE ROCK	AR	Public	1	0.1%
TYLER JUNIOR COLLEGE	TX	Public	1	0.1%
TULSA COMMUNITY COLLEGE	OK	Public	1	0.1%
THE ART INSTITUTE OF SEATTLE	WA	Private	1	0.1%
TEXAS WOMAN'S UNIVERSITY	TX	Public	1	0.1%
TEXAS WESLEYAN UNIVERSITY	TX	Private	1	0.1%
TEXAS A&M UNIVERSITY - CORPUS CHRISTI	TX	Public	1	0.1%
TEXAS A&M UNIVERSITY - COMMERCE	TX	Public	1	0.1%
TEXAS A&M INTERNATIONAL UNIVERSITY	TX	Public	1	0.1%
TARRANT COUNTY COLLEGE	TX	Public	1	0.1%
SUL ROSS STATE UNIVERSITY	TX	Public	1	0.1%
STEVENS-HENAGER - INDEPENDENCE UNIVERSITY	UT	Private	1	0.1%
STEPHEN F. AUSTIN STATE UNIVERSITY	TX	Public	1	0.1%
ST GREGORY'S UNIVERSITY	OK	Private	1	0.1%
ST BONAVENTURE UNIVERSITY	NY	Private	1	0.1%
SOUTHERN UNIVERSITY SHREVEPORT BOSSIER	LA	Public	1	0.1%
SOUTHERN UNIVERSITY AND A&M COLLEGE	LA	Public	1	0.1%
SOUTHERN METHODIST UNIVERSITY	TX	Private	1	0.1%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021
Complete List of Transfer Institutions**

<u>Institution</u>	<u>State</u>	<u>Type</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
SOUTHERN ARKANSAS UNIVERSITY	AR	Public	1	0.1%
SIMPSON COLLEGE	IA	Private	1	0.1%
SCHOOL OF VISUAL ARTS	NY	Private	1	0.1%
SAVANNAH COLLEGE OF ART AND DESIGN	GA	Private	1	0.1%
SANTA ANA COLLEGE	CA	Public	1	0.1%
SAN ANTONIO COLLEGE	TX	Public	1	0.1%
SAINT JOHN'S UNIVERSITY	NY	Private	1	0.1%
ROGERS STATE UNIVERSITY	OK	Public	1	0.1%
RICE UNIVERSITY	TX	Private	1	0.1%
RADFORD UNIVERSITY	VA	Public	1	0.1%
PURDUE UNIVERSITY FORT WAYNE	IN	Public	1	0.1%
POINT PARK UNIVERSITY	PA	Private	1	0.1%
PIKES PEAK COMMUNITY COLLEGE	CO	Public	1	0.1%
PENSACOLA STATE COLLEGE	FL	Public	1	0.1%
PARK UNIVERSITY	MO	Private	1	0.1%
PALOMAR COLLEGE	CA	Public	1	0.1%
OUACHITA BAPTIST UNIVERSITY	AR	Private	1	0.1%
OTERO COLLEGE	CO	Public	1	0.1%
ORAL ROBERTS UNIVERSITY	OK	Private	1	0.1%
OLD DOMINION UNIVERSITY	VA	Public	1	0.1%
OKLAHOMA STATE UNIVERSITY - STILLWATER/TULSA	OK	Public	1	0.1%
NORTHWESTERN STATE UNIVERSITY	LA	Public	1	0.1%
NORTHWESTERN OKLAHOMA STATE UNIVERSITY	OK	Public	1	0.1%
NORTHWESTERN COLLEGE	IA	Private	1	0.1%
NORTHWEST VISTA COLLEGE	TX	Public	1	0.1%
NORTHERN NEW MEXICO COLLEGE	NM	Public	1	0.1%
NORTH DAKOTA STATE UNIVERSITY	ND	Public	1	0.1%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021 Summary
Complete List of Transfer Institutions**

<u>Institution</u>	<u>State</u>	<u>Type</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
NORTH CAROLINA STATE UNIVERSITY	NC	Public	1	0.1%
NORFOLK STATE UNIVERSITY	VA	Public	1	0.1%
NAVARRO COLLEGE	TX	Public	1	0.1%
NATIONAL UNIVERSITY	CA	Private	1	0.1%
MT. HOOD COMMUNITY COLLEGE	OR	Public	1	0.1%
MOREHOUSE COLLEGE	GA	Private	1	0.1%
MOREHEAD STATE UNIVERSITY	KY	Public	1	0.1%
MOHAVE COMMUNITY COLLEGE	AZ	Public	1	0.1%
MISSOURI BAPTIST UNIVERSITY	MO	Private	1	0.1%
MISSISSIPPI GULF COAST COMMUNITY COL - PERKINSTON	MS	Public	1	0.1%
MESA COMMUNITY COLLEGE	AZ	Public	1	0.1%
MCNEESE STATE UNIVERSITY	LA	Public	1	0.1%
MCMURRY UNIVERSITY	TX	Private	1	0.1%
MARQUETTE UNIVERSITY	WI	Private	1	0.1%
MANSFIELD UNIVERSITY	PA	Public	1	0.1%
LONG ISLAND UNIVERSITY	NY	Private	1	0.1%
LAMAR UNIVERSITY - BEAUMONT	TX	Public	1	0.1%
IDAHO STATE UNIVERSITY	ID	Public	1	0.1%
HOUSTON BAPTIST UNIVERSITY	TX	Private	1	0.1%
HOLY FAMILY UNIVERSITY	PA	Private	1	0.1%
HILL COLLEGE	TX	Public	1	0.1%
HARFORD COMMUNITY COLLEGE	MD	Public	1	0.1%
GRAND CANYON UNIVERSITY-TRADITIONAL	AZ	Private	1	0.1%
FULLERTON COLLEGE	CA	Public	1	0.1%
FULL SAIL UNIVERSITY	FL	Private	1	0.1%
FORT HAYS STATE UNIVERSITY	KS	Public	1	0.1%
FORSYTH TECHNICAL COMMUNITY COLLEGE	NC	Public	1	0.1%

Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021
Complete List of Transfer Institutions**

<u>Institution</u>	<u>State</u>	<u>Type</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
FOND DU LAC TRIBAL & COMMUNITY COLLEGE	MN	Public	1	0.1%
FLORIDA INSTITUTE OF TECHNOLOGY - UNIV ALLIANCE	FL	Private	1	0.1%
FLORIDA A&M UNIVERSITY	FL	Public	1	0.1%
FLAGLER COLLEGE	FL	Private	1	0.1%
FAULKNER UNIVERSITY	AL	Private	1	0.1%
EASTFIELD COLLEGE-DALLAS CC DISTRICT	TX	Public	1	0.1%
DURHAM TECHNICAL COMMUNITY COLLEGE	NC	Public	1	0.1%
DUQUESNE UNIVERSITY	PA	Private	1	0.1%
DELAWARE STATE UNIVERSITY	DE	Public	1	0.1%
CUNY LAGUARDIA COMMUNITY COLLEGE	NY	Public	1	0.1%
CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	NY	Public	1	0.1%
CUNY GRAD SCHOOL & UNIV CENTER-SCHOOL PROF STUDIES	NY	Public	1	0.1%
CUNY CITY COLLEGE	NY	Public	1	0.1%
COLORADO TECHNICAL UNIVERSITY	CO	Private	1	0.1%
COLORADO STATE UNIVERSITY	CO	Public	1	0.1%
COLORADO MESA UNIVERSITY	CO	Public	1	0.1%
COLLEGE AMERICA	CO	Private	1	0.1%
COASTAL BEND COLLEGE	TX	Public	1	0.1%
CLARKS SUMMIT UNIVERSITY	PA	Private	1	0.1%
CLARENDON COLLEGE	TX	Public	1	0.1%
CISCO COLLEGE	TX	Public	1	0.1%
CHICAGO STATE UNIVERSITY	IL	Public	1	0.1%
CENTRAL METHODIST UNIVERSITY	MO	Private	1	0.1%
CARRINGTON COLLEGE OF CALIFORNIA-POMONA	CA	Private	1	0.1%
CAMERON UNIVERSITY	OK	Public	1	0.1%
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	CA	Public	1	0.1%
CALIFORNIA STATE UNIVERSITY - FRESNO	CA	Public	1	0.1%

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Date Created: 01/26/2024.

**NMJC Transfer Destination 2011-2021 Summary
Complete List of Transfer Institutions**

<u>Institution</u>	<u>State</u>	<u>Type</u>	<u>Number of NMJC Transfers</u>	<u>% of Total Transfers</u>
BRYANT UNIVERSITY	RI	Private	1	0.1%
BRIGHAM YOUNG UNIVERSITY -IDAHO WINTER/SPRING	ID	Private	1	0.1%
BRIGHAM YOUNG UNIVERSITY	UT	Private	1	0.1%
BLINN COLLEGE- BRYAN CAMPUS	TX	Public	1	0.1%
BALL STATE UNIVERSITY	IN	Public	1	0.1%
AUSTIN PEAY STATE UNIVERSITY MAIN CAMPUS	TN	Public	1	0.1%
AUSTIN COMMUNITY COLLEGE DISTRICT	TX	Public	1	0.1%
AUGUSTANA UNIVERSITY	SD	Private	1	0.1%
AUBURN UNIVERSITY	AL	Public	1	0.1%
ARGOSY UNIVERSITY - ONLINE	CA	Private	1	0.1%
AMERICAN INTERCONTINENTAL UNIVERSITY	IL	Private	1	0.1%
ALABAMA A & M UNIVERSITY	AL	Public	1	0.1%
ABRAHAM BALDWIN AGRICULTURAL COLLEGE	GA	Public	1	0.1%

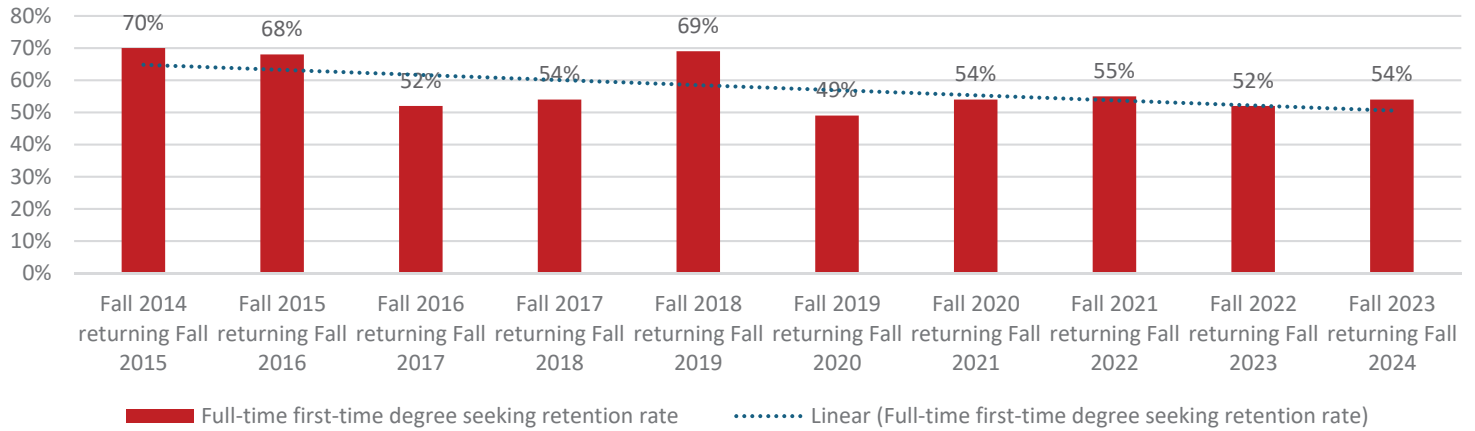
Source: Argos Degrees Awarded Report & National Student Clearinghouse
Date Created: 01/26/2024.

New Mexico Junior College
Retention and Persistence of First-Time Freshmen (Full time and Part time)
2014 - 2023

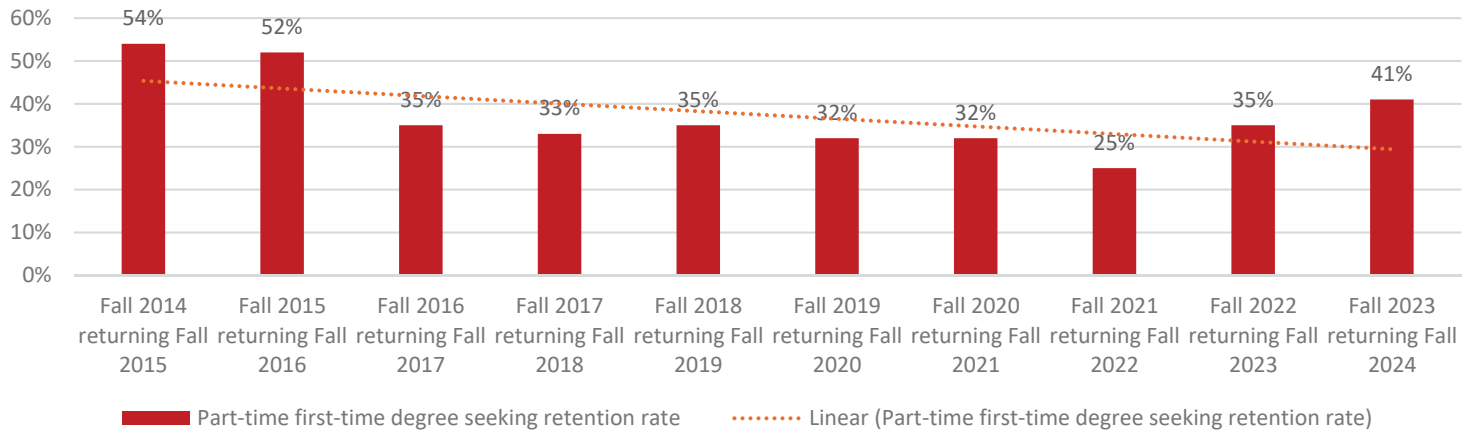
First-Time Freshmen Enrollment - Headcount										
Fall Enrollment	<u>Fall 14</u>	<u>Fall 15</u>	<u>Fall 16</u>	<u>Fall 17</u>	<u>Fall 18</u>	<u>Fall 19</u>	<u>Fall 20</u>	<u>Fall 21</u>	<u>Fall 22</u>	<u>Fall 23</u>
Full time	308	303	343	354	311	519	338	369	417	451
Part time	549	232	253	134	158	178	151	160	185	134
Total	857	535	496	490	469	697	489	529	602	585
Retained Next Semester	<u>Spr 15</u>	<u>Spr 16</u>	<u>Spr 17</u>	<u>Spr 18</u>	<u>Spr 19</u>	<u>Spr 20</u>	<u>Spr 21</u>	<u>Spr 22</u>	<u>Spr 23</u>	<u>Spr 24</u>
Full time	216	226	243	258	234	372	239	263	286	333
Part time	129	110	68	66	68	65	92	96	113	90
Total	345	336	311	324	302	427	331	359	399	423
Persist to Next Fall	<u>Fall 15</u>	<u>Fall 16</u>	<u>Fall 17</u>	<u>Fall 18</u>	<u>Fall 19</u>	<u>Fall 20</u>	<u>Fall 21</u>	<u>Fall 22</u>	<u>Fall 23</u>	<u>Fall 24</u>
Full time	149	150	148	162	158	256	182	169	178	0
Part time	90	48	37	39	36	59	46	74	86	0
Total	239	198	185	201	194	315	228	243	264	0
First-Time Freshmen Retention and Persistence - Percentage										
Fall Enrollment [headcount]	<u>Fall 14</u>	<u>Fall 15</u>	<u>Fall 16</u>	<u>Fall 17</u>	<u>Fall 18</u>	<u>Fall 19</u>	<u>Fall 20</u>	<u>Fall 21</u>	<u>Fall 22</u>	<u>Fall 23</u>
Full time	308	303	343	354	311	519	338	369	417	451
Part time	549	232	253	134	158	178	151	160	185	134
Total	857	535	496	490	469	697	489	529	602	585
Retained Next Semester	<u>Spr 15</u>	<u>Spr 16</u>	<u>Spr 17</u>	<u>Spr 18</u>	<u>Spr 19</u>	<u>Spr 20</u>	<u>Spr 21</u>	<u>Spr 22</u>	<u>Spr 23</u>	<u>Spr 24</u>
Full time	70.1%	74.6%	70.8%	72.9%	75.2%	71.7%	70.7%	71.3%	68.6%	73.8%
Part time	23.5%	47.4%	26.9%	49.3%	43.0%	36.5%	60.9%	60.0%	61.1%	67.2%
Total	40.3%	62.8%	62.7%	66.1%	64.4%	61.3%	67.7%	67.9%	66.3%	72.3%
Persist to Next Fall	<u>Fall 15</u>	<u>Fall 16</u>	<u>Fall 17</u>	<u>Fall 18</u>	<u>Fall 19</u>	<u>Fall 20</u>	<u>Fall 21</u>	<u>Fall 22</u>	<u>Fall 23</u>	<u>Fall 24</u>
Full time	48.4%	49.5%	43.1%	45.8%	50.8%	49.3%	53.8%	45.8%	42.7%	0.0%
Part time	16.4%	20.7%	14.6%	29.1%	22.8%	33.1%	30.5%	46.3%	46.5%	0.0%
Total	27.9%	37.0%	37.3%	41.0%	41.4%	45.2%	46.6%	45.9%	43.9%	0.0%

Source: Argos Web Viewer Report

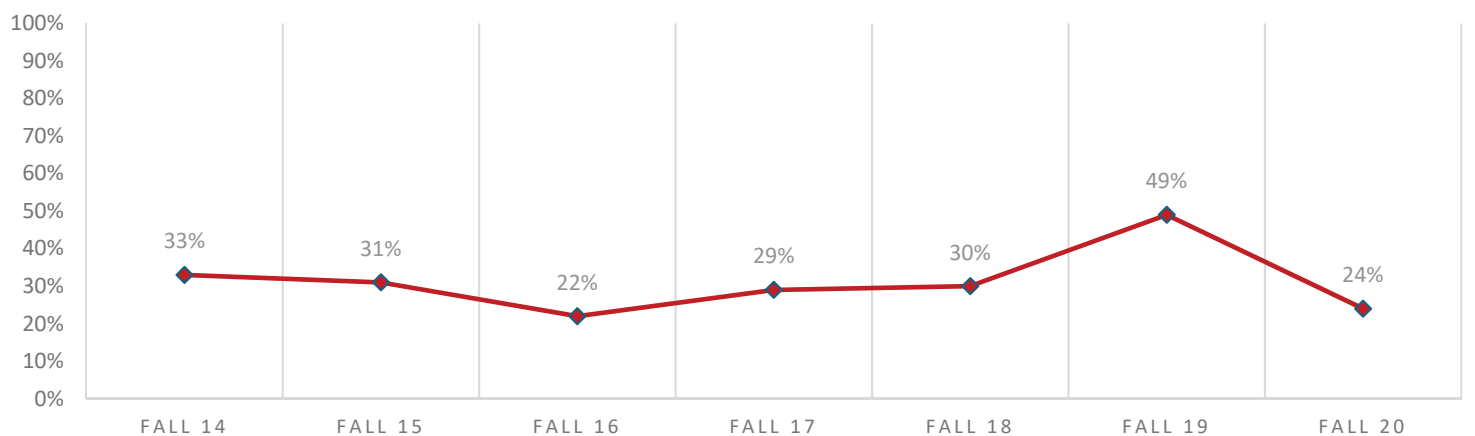
Full-time first-time degree seeking retention rate



Part-time first-time degree seeking retention rate



GRADUATION RATE



First-Time Full-time Degree Seeking Cohort (150% of normal time)	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Graduation Rate	33%	31%	22%	29%	30%	49%	24%