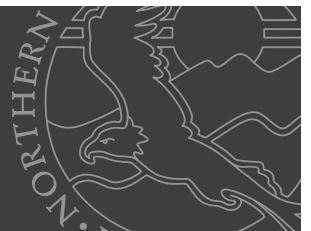


2022 FACTBOOK



Rishi Raj Poudyal/Carmella Sanchez
(505) 747-2117 / (505) 747-2118
rishi.poudyal@nmmc.edu / carmella@nmmc.edu

Office of Institutional Research
NORTHERN NEW MEXICO COLLEGE



INTRODUCTION:

Northern New Mexico College is proud to present its 14th annual Fact Book publication. This document is compiled by the Office of Institutional Research. It contains profiles on student enrollment, degree offerings, financial data, and employees. The data in this publication is compiled using the most recent academic school year (fall, spring, and summer terms) and the most recent fall (2022) census data. All data is collected and maintained using Banner. The intent of this publication is to provide an accurate and consistent reference for use by various internal and external stakeholders. This effort intends to not only provide quick and easy access to institutional data but also to open-up new ideas and questions.

If you have questions or comments regarding this publication, please feel free to contact us by email at rishi.poudyal@nmmc.edu.

Thank you



Northern New Mexico College

VISION

Northern New Mexico College is a Hispanic- and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.

MISSION

The mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.

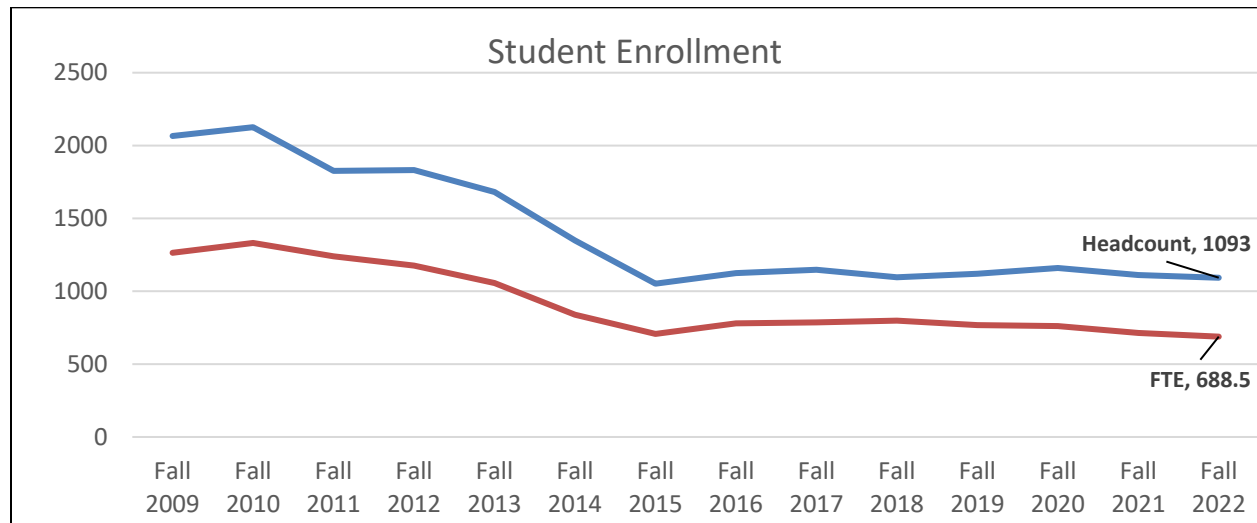
Table of Contents

<i>Student Enrollment</i>	3
<i>Employees</i>	3
<i>Budget</i>	4
<i>Community Service</i>	6
<i>Developmental Studies</i>	6
<i>Credit Enrollment</i>	7
<i>Enrollment Trends</i>	8
<i>Characteristics of Students</i>	8
<i>Residency</i>	10
<i>High School Recruitment</i>	12
<i>Degrees and Majors</i>	13

Current Facts

Student Enrollment

Source: Fall 2022 Census Report Form



Employees

Human Resources Report (As of November 1, 2021)

Ethnicity	Full-Time Faculty (n=48)	Part-Time Faculty (n=49)
White	23%	22.4%
Black	0	0%
Hispanic	27%	22.4%
American Indian	0	2.1%
Asian	6%	0%
Non-Resident Alien	0	0%
Unknown/Other	44%	53.1%
Total	100%	100%

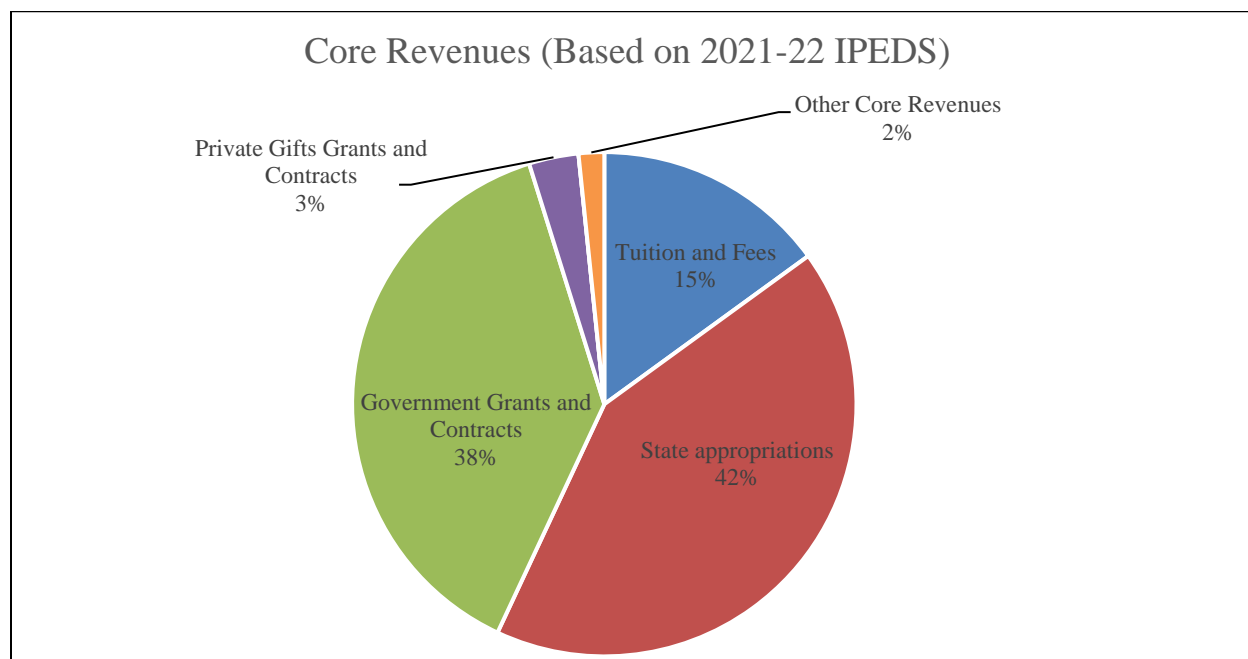
Human Resources Report (As of November 1, 2021)

Work type	Full-Time Staff	Part-Time Staff
Administration	6	0
Staff	114	0
Total	120	0

Budget (Source: 2021-22 IPEDS Finance Report)

Core Revenues (Based on 2021-22 IPEDS)	Total	Per FTE Enrollment
Tuition and Fees	\$3,935,360	\$5,289
State appropriations	\$11,013,400	\$14,803
Government Grants and Contracts	\$10,028,534	\$13,479
Private Gifts Grants and Contracts	\$834,906	\$1,122
Investment Income	\$0	\$0
Other Core Revenues	\$430,422	\$579
Total	\$26,242,622	\$35,272

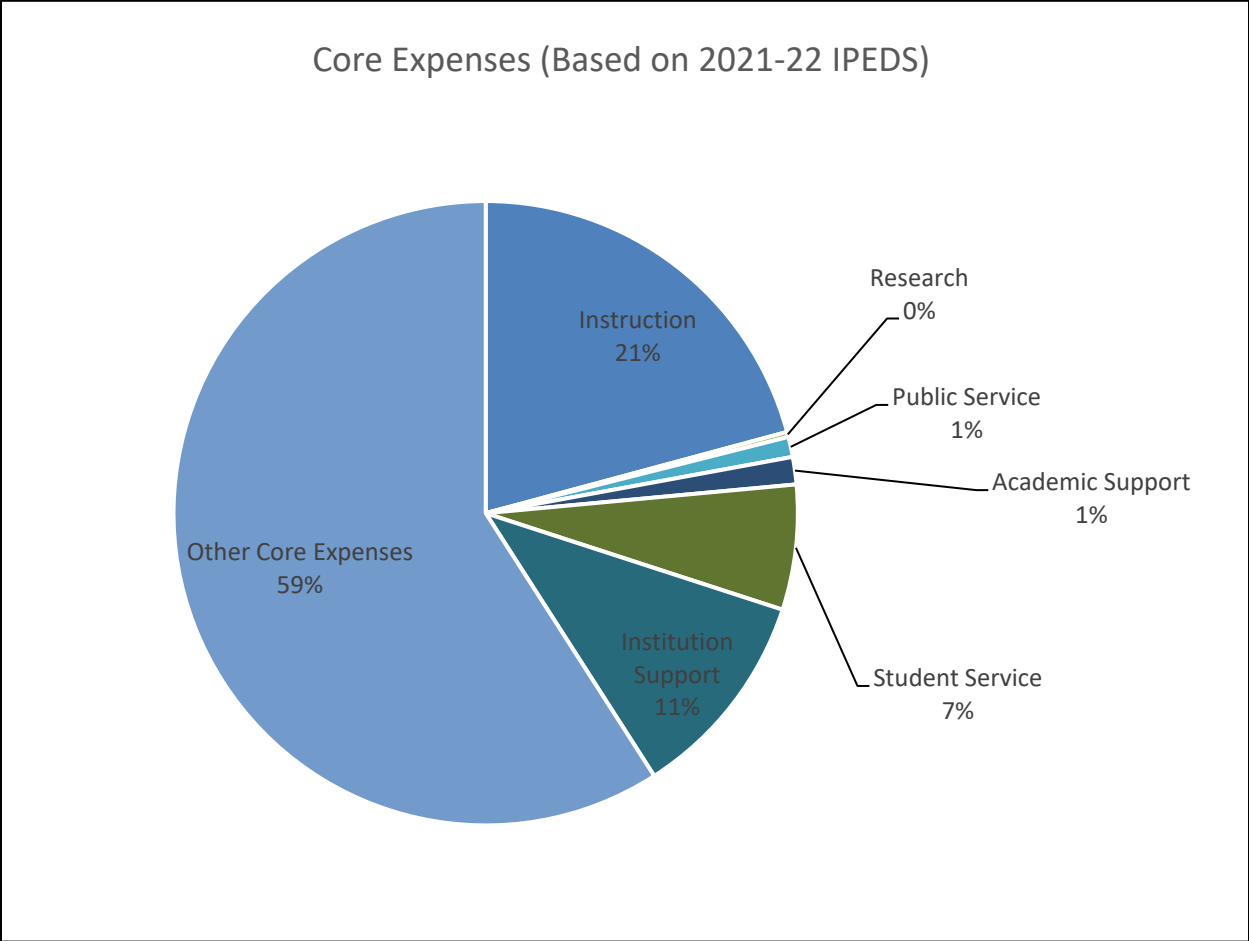
Other core revenues include federal appropriations; sales and services of educational activities; other operating and non-operating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.



Core Expenses (Based on 2021-22 IPEDS)	Total	Per FTE Enrollment
Instruction	\$7,967,420	\$10,709
Research	\$100,901	\$136

Core Expenses (Based on 2021-22 IPEDS)	Total	Per FTE Enrollment
Public Service	\$398,423	\$536
Academic Support	\$542,650	\$729
Student Service	\$2,479,734	\$3,333
Institution Support	\$4,181,053	\$5,620
Other Core Expenses	\$22,623,405	\$30,408
Total	\$38,293,586	\$51,471

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.



Community Service Offerings and Projects

Sampling of Offerings	Number of participants	Sampling of Special Projects for the Community
Adult Education (AE)	49	The Adult Education Program offers the opportunity for students to take and pass the High School Equivalency exam and obtain what is known as the GED®. AE offers English as a Second Language (ESL) and helps adults to become more literate, improving their educational and employability skills.
Continuing Education	349	NNMC Continuing Education offers personal enrichment courses each semester. The CE/CS courses include: Spanish Colonial Wood Working; Spanish Colonial Furniture Making; Weaving; Dancing; Welding; ArcView GIS; Serve Safe; Excel; Computer Literacy; Know your retirement, Stocks and Investments, First/CPR.
SBDC	218 unique Business Clients Served; 1,527 Jobs Supported; 1,693 Jobs Created or Save; 70 extended engagement clients; 75 Long Term Clients; 45 third-party endorsements.	SBDCs help Small Business, grow, create and retain jobs. America's SBDC is a local, national, global business resource. SBDC at NNMC is a national accredited business assistance program offering no-cost business consulting and low-cost business training for all types of business at all stages of business development. Focusing on job creation, growing business, new businesses and economic development. SBDC certified business consultants help provide local businesses and entrepreneurs with the resources they need to thrive compete and succeed and have access to National and International Partners. 7 New Business Started; Dollar amount of growth in sales \$5,043,065; Dollar amount of capital infusion \$16,460,253.64; Dollar amount Loans \$14,411,936.55; 50 Legislative Visits; 29 Media Exposures (SBDC @ NNMC); 31 Community Presentations.
High School Equivalency Program (HEP)	47 students	The High School Equivalency Program (HEP) helps migrant and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school obtain the equivalent of a high school diploma and, subsequently, to gain or upgrade employment, begin postsecondary education or training, or enlist in the military.

Developmental Studies

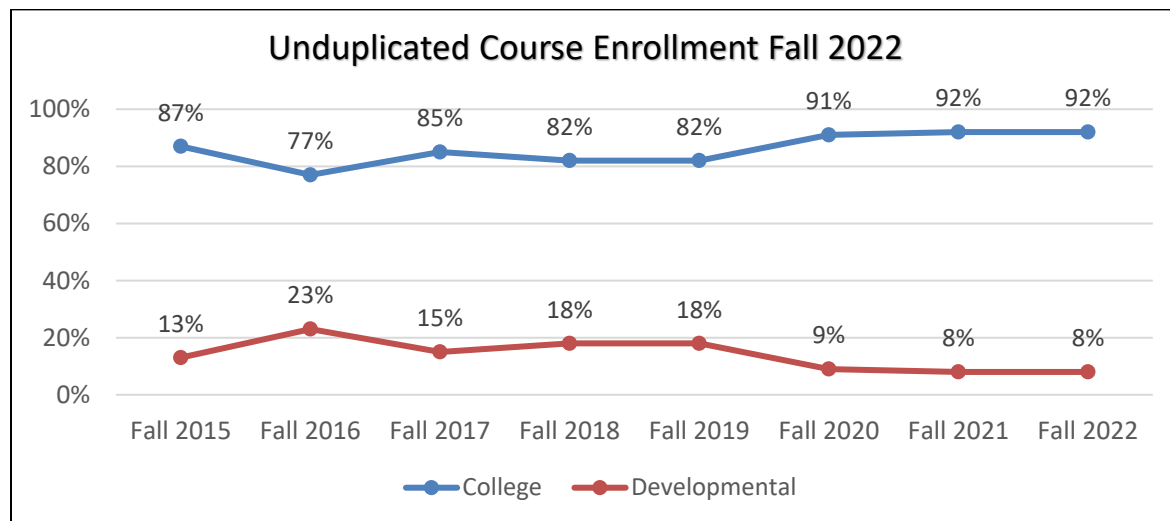
Fall 2022 Developmental Studies (This study is based on Census day)

Total Number of FTAC (First time Any College) students, Fall 2022 = 213

- FTAC taking developmental Math only, Fall 2021: 17%
- FTAC taking developmental English only, Fall 2021: 4%
- FTAC taking developmental Math and developmental English, Fall 2022: 26%

Note: English 1110 (which is English gateway course) and Math 1220 and 1350 (Math gateway courses) are no longer included in this analysis.

Credit Enrollment

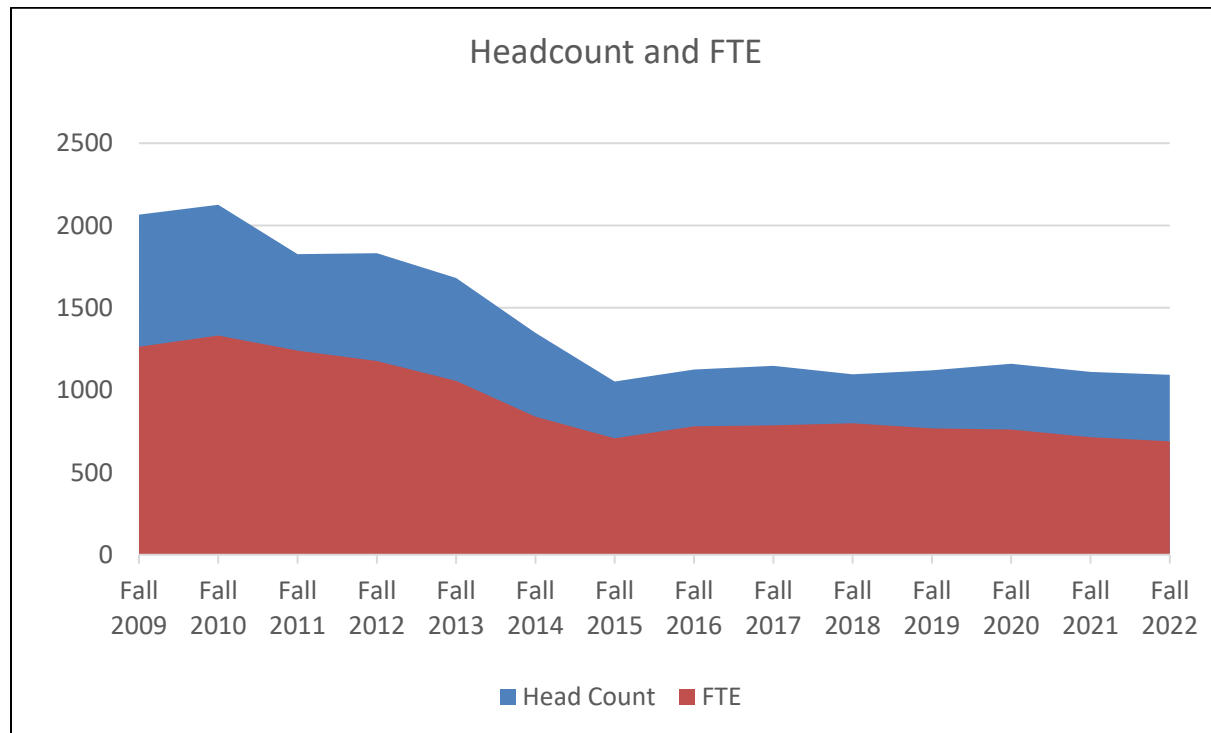


<i>Fall 2022 Census</i>	<i>Information</i>
1093	Student Headcount
10327	Student Credit Hours (SCH)
688.5	Full-Time Equivalent (FTE) Students
Gender	
58.5%	Female Students
41.1%	Male Students
0.4%	Neutral
Ethnicity (Source: Enrollment report Fall 2022)	
12.5%	Native American
69.1%	Hispanic
11.6%	White
2.2%	Black
2.0%	Asian
2.6%	Other
Full-time/Part-time	
43%	Full-Time Students (12 or more credit hours)
57%	Part-Time Students (less than 12 credit hours)
Degree Objective	
60%	Students with Academic Majors
15%	Students with Career Technical Majors
25%	Students Undecided (includes Dual Credit)
Financial eligibility	
64% *	Eligible Students Receiving Financial Aid
Student/Faculty Ratio	
11:1	Student/Faculty Ratio
Division and average class size (Include all part of terms)	
12 (Lower Division) 9 (Upper Division)	Average Class Size
Instructional Type	
111	Web-Based/Hybrid Distance Ed. Classes (Fall 2021)
191	Traditional Classes (Fall 2021)

* Degree seeking only.

Enrollment Trends

The headcount (Fall 2022) shown is the number of students at the Census (3rd Friday) of the fall semester. The full-time equivalent (FTE) is computed by taking the total number of credit hours that students are enrolled in during the semester and dividing by 15.

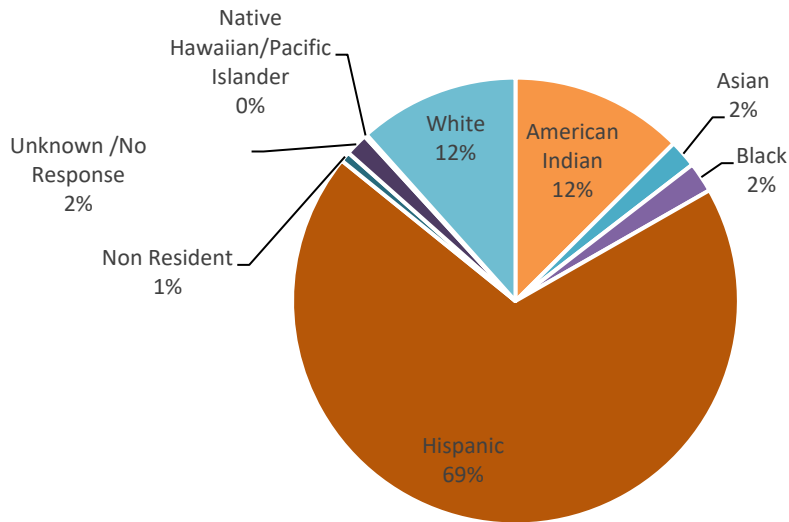


Facts	
Cumulative Fall Headcount Growth Since 2009	-973
Average Fall Headcount Growth Since 2009	-4%

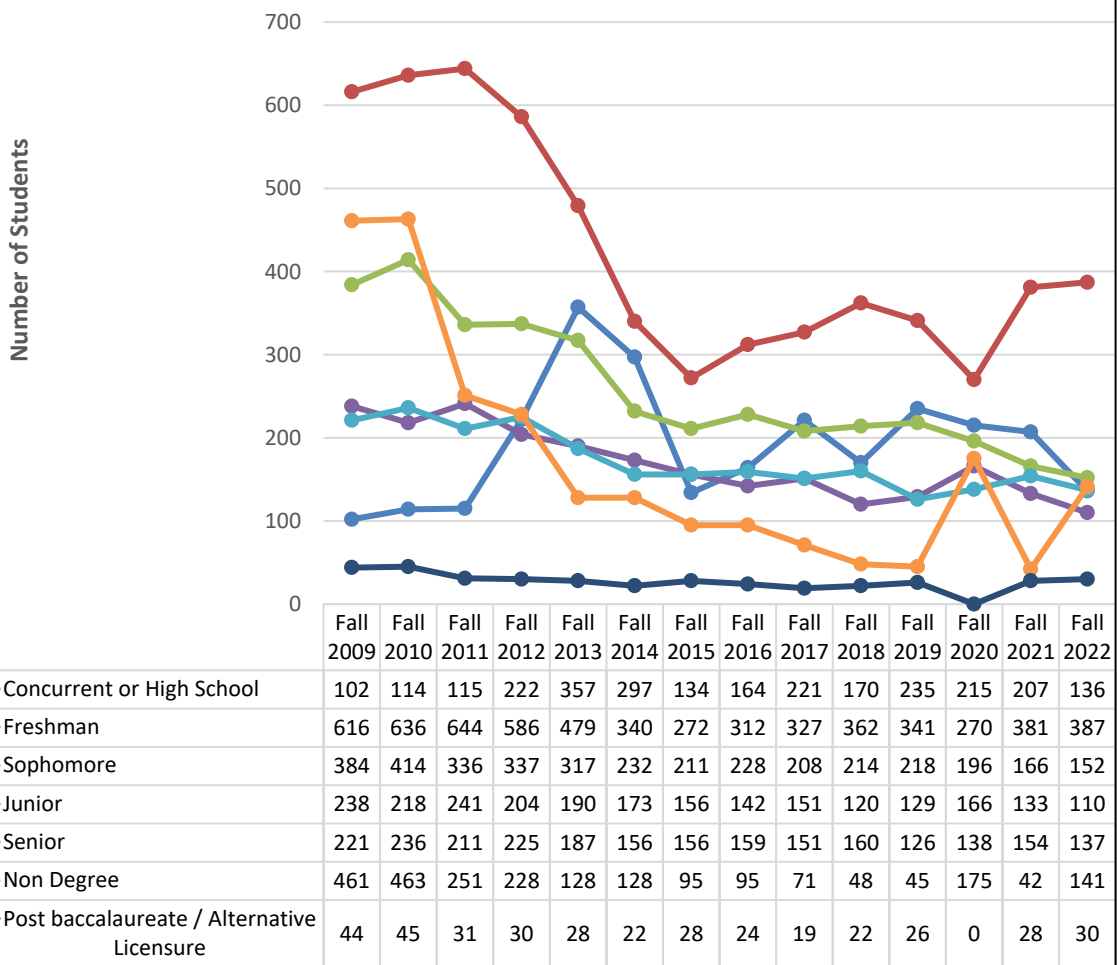
Characteristics of Students

Students' Age	Frequency	Percent
Under 18	123	11.25
18-24	487	44.56
25-30	166	15.19
31-35	96	8.78
36-40	86	7.87
41-45	64	5.86
46-50	33	3.02
51-55	16	1.46
56-64	17	1.56
65 and older	5	0.46
Total	1093	100%

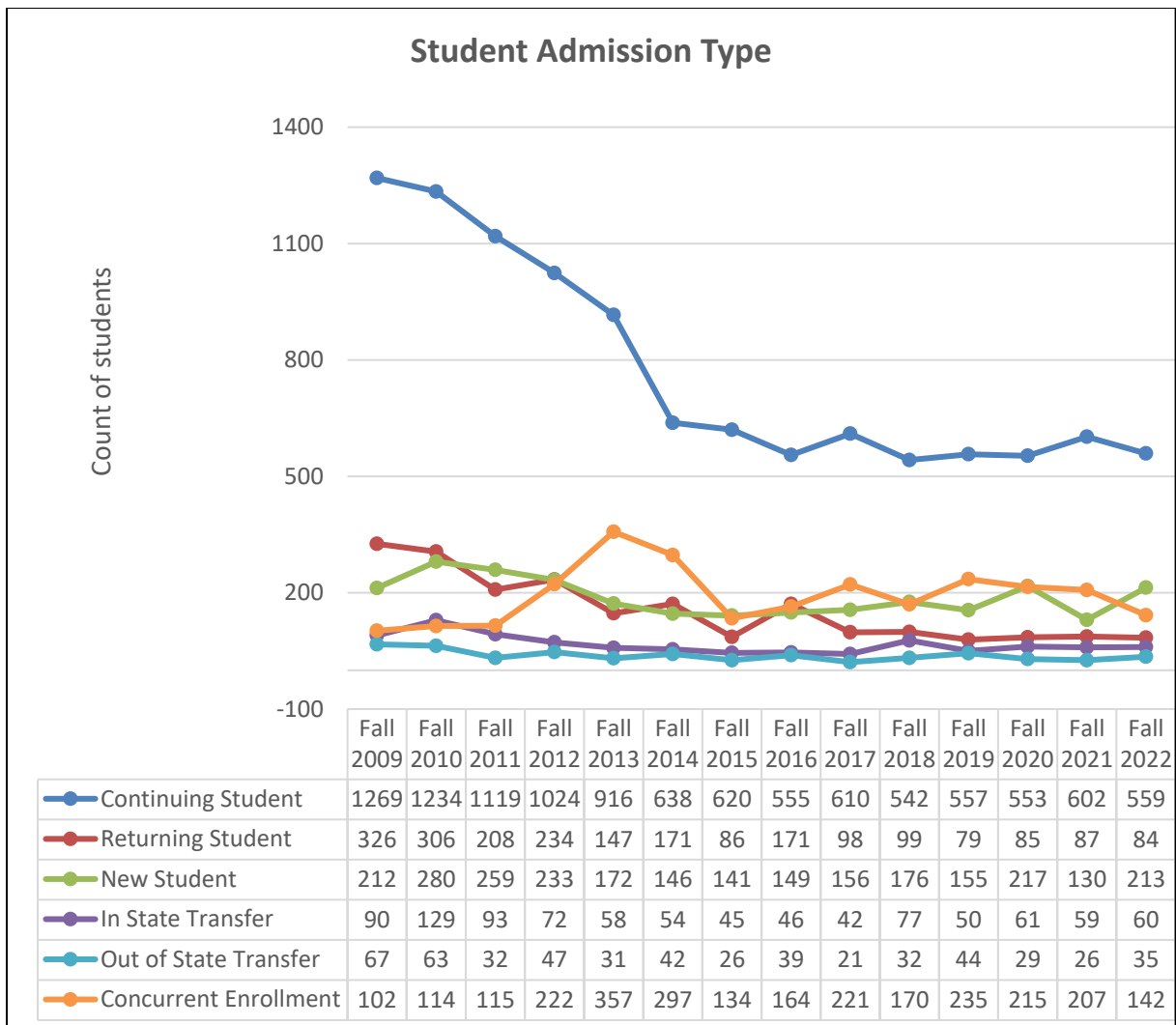
Ethnicity Distribution Fall 2022



Student Class Distribution



Note: Some dual credit (Concurrent or High School) students are assigned as Freshman

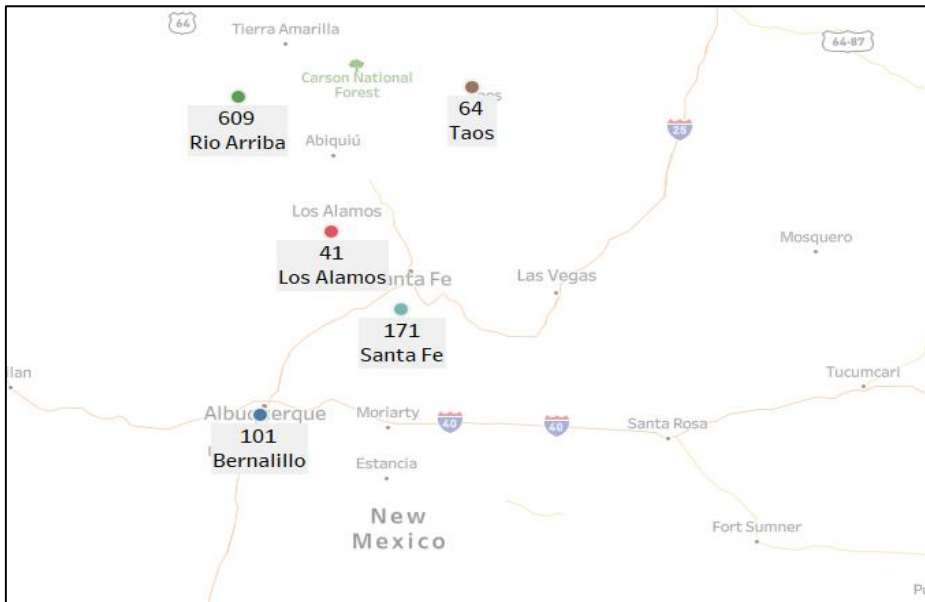


Residency

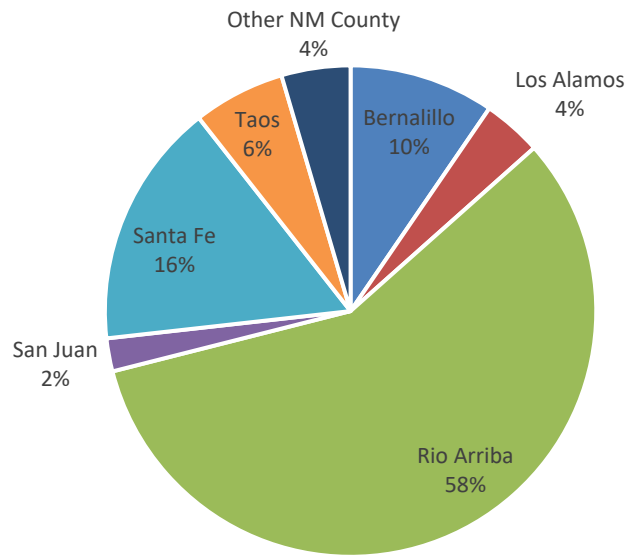
Student Residence	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Arizona	4	9	4	3
California	1	1	2	1
Colorado	1	2	2	3
New Mexico	1092	1132	1082	1057
Texas	4	1	3	6
Other	18	15	18	23

NM Residents	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Bernalillo	22	92	78	101
Los Alamos	38	50	49	41
Rio Arriba	751	660	629	609
San Juan	14	24	16	23
Santa Fe	177	201	201	171
Taos	65	65	71	64
Another NM County	25	40	38	48

Number of students by resident county



Fall 2022



High School Recruitment

High School where New Student Graduated From:

High School Near NNMC	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Capital High School	1	0	1	0	7	5	3
Coronado High School	0	2	1	0	1	1	2
Cuba	0	1	1	1	0	2	NA
Escalante High School	1	2	3	0	0	1	3
Espanola Valley High School	30	50	56	47	46	41	59
GED	44	35	28	42	8*	18	24
Los Alamos High School	3	2	13	2	6	5	4
McCurdy High School	8	5	4	10	3	4	7
Mesa Vista High School	4	5	4	5	3	6	6
Others NM HS	20	19	30	15	69	13	33
Albuquerque High School	NA	NA	NA	NA	27	4	21
Rio Rancho High School	NA	NA	NA	NA	11	1	1
V Sue Cleveland High School	NA	NA	NA	NA	6	NA	NA
Out of Country/Unknown	3	2	2	0	2	NA	3
Out of State	5	3	6	10	5	5	10
Penasco Jr-Sr High School	5	0	6	2	3	NA	5
Pojoaque High School	17	22	21	16	15	18	19
Santa Fe High School	2	0	0	1	4	2	5
Santa Fe Indian School	4	6	0	1	1	2	5
Victory Faith Christian Academy	2	2	0	3	0	2	3
Total Number of New Students	149	156	176	155	217	130	213

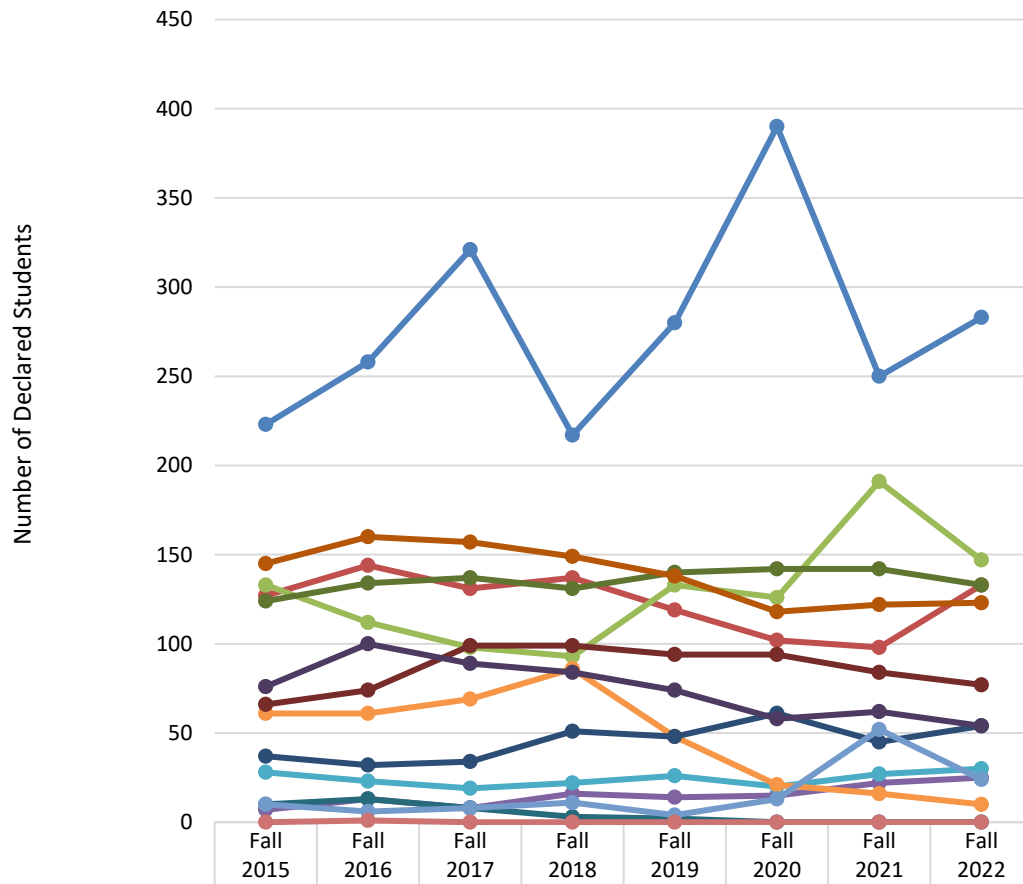
* There was a sharp decline in the number of GED students enrolled in the fall 2020 terms in comparison with previous fall terms. The reason is Covid-19 related. The majority of GED students that enroll as FTAC students are transitioned from our GED programs. Both HEP and AE programs saw drastic reductions in participants. In addition, many of the attainers that could have enrolled in the fall 2020 semester did not want to pursue post-secondary education in an online format.

Degrees and Majors

Top 20 Majors Declared Fall 2022 Term

Majors	Count
Non-Degree	283
Management	72
Nursing	71
Psychology	46
Business Administration	45
Project Management	43
Information Engineering Tech	43
Nursing (AND)	40
Liberal Arts	40
Early Childhood Education	37
Biology	31
Elementary Education	31
Plumbing Apprenticeship	30
Accounting	29
Radiation Protection	27
Environmental Science	25
Electromechanical Engineering Tech	24
Criminal Justice	22
Cosmetology	20
Barbering	14

Student Declared Degrees



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Non Degree	223	258	321	217	280	390	250	283
Associate of Arts	127	144	131	137	119	102	98	133
Associate of Applied Science	133	112	98	93	133	126	191	147
Associate of Engineering	7	13	8	16	14	15	22	25
Alternative Licensure	28	23	19	22	26	20	27	30
Associate of Science	61	61	69	86	48	21	16	10
Bachelor of Arts	37	32	34	51	48	61	45	54
Bachelor of Arts in Integrated Studies	66	74	99	99	94	94	84	77
Bachelor of Business Administration	124	134	137	131	140	142	142	133
Bachelor of Engineering	76	100	89	84	74	58	62	54
Bachelor of Music	10	13	8	3	2	0	0	0
Bachelor of Science	145	160	157	149	138	118	122	123
Certificate	10	6	8	11	4	13	52	24
Graduate Certificate	0	1	0	0	0	0	0	0