

SPRING 2024 / END OF TERM ENROLLMENT REPORT

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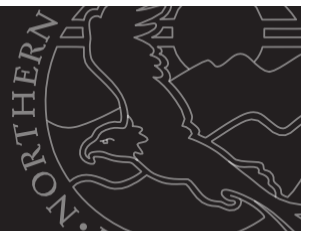


TABLE OF CONTENTS:

Introduction	2
Table 1: <i>Unduplicated Declared Majors per Academic Department</i>	3
Table 2: <i>Student Credit Hours (SCH) generated per Academic Department (Including all parts of term)</i>	3
Table 3: <i>Types of Degrees (based on unduplicated enrollment)</i>	4
Table 4: <i>Gender Distribution (based on unduplicated enrollment)</i>	4
Table 5: <i>Financial Aid Statistics</i>	5
Table 6: <i>First-Generation Statistics</i>	5
Table 7: <i>Ethnic Distribution (based on unduplicated enrollment)</i>	5
Table 8: <i>Age Statistics and Distribution (based on unduplicated enrollment)</i>	5
Graph 1: <i>Distribution of Student's Age</i>	6
Table 9: <i>Courses offered per Academic Department (Including all parts of term)</i>	6
Table 10: <i>Courses per Academic Department (Including all parts of term) by Division</i>	7
Table 11: <i>Low Enrolled Courses per Academic Department (Including all parts of term)</i>	7
Table 12: <i>Average Student Enrollment per Course by Academic Departments (Including all parts of term)</i>	8
Table 13: <i>Courses: Method of Instruction/Delivery (Including all parts of term)</i>	8
Table 14: <i>Courses: Method of Instruction/Delivery vs. Type of Faculty (Including all parts of term)</i>	9
Table 15: <i>Course Division (Lower or Upper) VS Faculty Type (Including all parts of term)</i>	9
Table 16: <i>Average Student Enrollment per Method of Delivery (Including all parts of term)</i>	9
Table 17: <i>Courses & Student Credit Hours (SCH): Adjunct vs Full Time (Including all parts of term)</i>	10
Table 18: <i>Unduplicated Declared Majors by Field and Degree</i>	10
Table 19: <i>Unduplicated Majors Declared by Gender</i>	11
Table 20: <i>Unduplicated Declared Majors by Ethnicity</i>	13
Graph 2: <i>Distribution of SCHs enrolled by students</i>	13
Table 21: <i>Enrollment by Location (City)</i>	14
Table 22: <i>Enrollment by High School (First-Time Any College)</i>	15
Table 23: <i>Enrollment by High School (Dual Credit Students)</i>	15
Graph 3: <i>Students Enrollment by Distance (miles) Traveled to Campus</i>	16
Table 24: <i>Student Enrollment by Campus Location</i>	17
GLOSSARY	18

INTRODUCTION

This, Northern New Mexico College (NNMC) Enrollment Report, is an analysis of the End-of-term **student enrollment data**. This document is compiled by the Office of Institutional Research to inform Academic Department Chairs primarily regarding the current semester student enrollment and course loads. It is intended for both planning and strategic decision-making. This End of Term (EOT) Enrollment report is prepared at the end of each semester and focuses on the first 8-week, the second 8-week and 16-week enrollments. A First of Term (FOT) report is prepared after census (3rd Friday) of the semester to reflect the first 8-week, and 16-week enrollments. Three additional tables have been added this year to the report. The “**Enrollment by High School (Dual Credit Students)**” table contains dual credit students’ enrollment from different high schools; the “**Course Division (Lower or Upper) VS Faculty Type**” contains lower and upper division courses taught by full-time and adjunct faculty; and the “**Students Enrollment by Campus Location**” contain student’s enrollment at different locations from NNMC. A new graph named “**Students Enrollment by Distance (miles) Traveled to Campus**”, is also added to provide the enrollment of students by distance they traveled to the campus.

In the departmental tables, PHED (Physical Education) is not an academic department, but the courses are disaggregated to analyze these courses separately from the Academic Departments.

The data in this publication is compiled using the most recent enrollment files, course schedules, and faculty assignments data. All data is collected and maintained using Banner. This report intends to provide an accurate and consistent reference for use by various internal and external stakeholders as well. This effort intends to provide quick and easy access to institutional data and open up new ideas and questions. If you have any questions or comments regarding this report, please feel free to contact us by email at rishi.poudyal@nnmc.edu .

Table 1:
Unduplicated Declared Majors per Academic Department

Analysis of FTE				
Academic Departments	FTE (Spring 2024 EOT)	Head Counts (Spring 2024 EOT)	Head Counts (Fall 2023 EOT)	% of Declared Students (Spring 2024 EOT)
Arts, Humanities, and SS	73.7	97	106	8%
Biology, Chemistry, and ES	72.2	99	90	8%
Business Administration	204.1	254	272	20%
Education	90.7	136	139	11%
Engineering and Tech	53	68	68	5%
Language & Letters	17.1	18	24	1%
Mathematics/Physics	0	0	2	0%
Nursing and HS	74.8	112	129	9%
Technical Trade	15.7	26	32	2%
Undeclared	47.7	210	229	16%
Undeclared Dual Credit	84.7	255	220	20%
Total	733.7	1275	1311	100%

Note: Unduplicated data considers only the primary major/degree that students have declared. FTE is calculated by dividing total student credit hours (SCH) by 15 (SCH/15).

Table 2:
*Student Credit Hours (SCH) generated per Academic Department
(Including all Parts of term)*

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Arts, Humanities, and SS	1933	18%
Biology, Chemistry, and ES	1020	9%
Business Administration	2460	22%
Education	1144	10%
Engineering and Tech	395	4%
PHED	13	0%
Language & Letters	1397	13%

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Mathematics/Physics	923	8%
Nursing and HS	659	6%
Technical Trade	1014	9%
Total	10958	100%

Note: Here unique CRN values were considered.

Table 3:
Types of Degrees (based on unduplicated enrollment)

Degree	Number	Percent
Associate	250	20%
Bachelor	493	39%
Certificate	67	5%
Undeclared	210	16%
Undeclared Dual Credit	255	20%

Table 4:
Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Academic Departments	Gender		
	F	M	Total
Arts, Humanities, and SS	59	38	97
Biology, Chemistry, and ES	62	37	99
Business Administration	171	83	254
Education	115	20	136*
Engineering and Tech	20	48	68
Language & Letters	11	7	18
Mathematics/Physics	0	0	0
Nursing and HS	104	8	112
Technical Trade	1	25	26
Undeclared	50	160	210
Undeclared Dual Credit	132	123	255
Total	725	549	1275
Percentage	57%	43%	100%

*Total includes students who responded as Neutral Gender

Table 5:
Financial Aid Statistics

Pell Eligible
32% of total headcount
40% of non-dual credit students

Note: Pell Eligible is determined only if they complete a FAFSA

Table 6:
First-Generation Statistics

First Generation (non-dual credit)
26% first generation
22% non-first generation
52% Unknown

Note: A first-generation college student is defined as being the first person in the immediate family to attend college—i.e.: *neither parent has a college degree.*

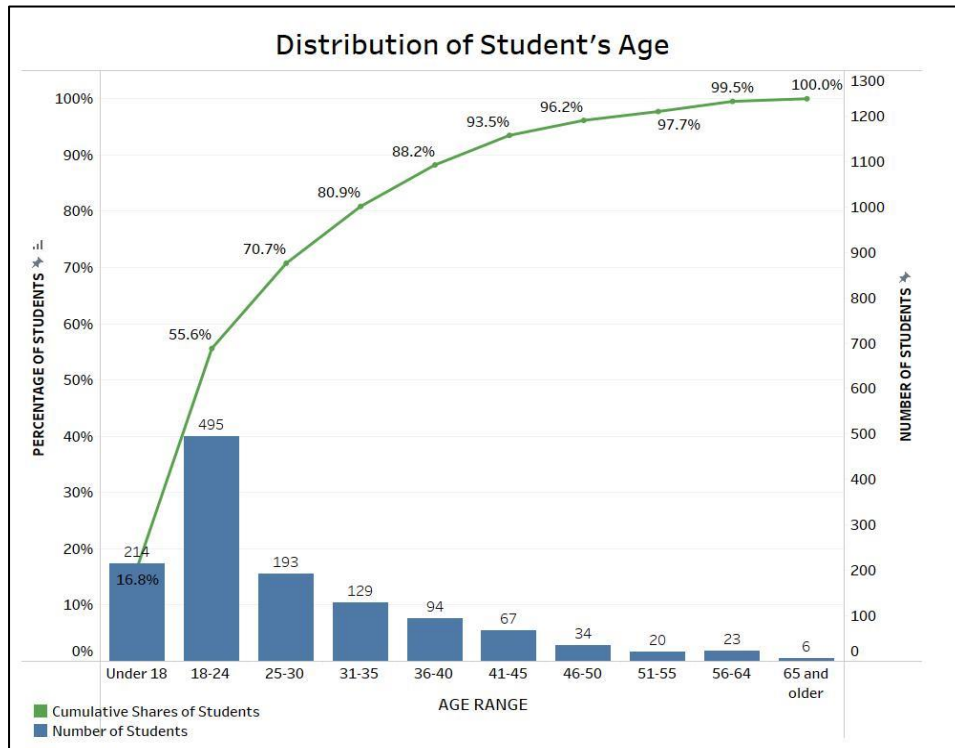
Table 7:
Ethnic Distribution (based on unduplicated enrollment)

Ethnicity	Number	Percent
American Indian or Alaskan Nat	125	9.80%
Asian	27	2.12%
Black or African American	26	2.04%
Hispanic of any race	920	72.16%
Native Hawaiian/Pacific Island	0	0%
White non-Hispanic	148	11.61%
Non-Resident Alien	7	0.55%
Unknown / No Response	22	1.73%
Total	1275	100.00%

Table 8:
Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	Mean	Median	Maximum
14	26.75	23	76

Graph 1:
Distribution of Student's Age



Note: combo chart showing students' age distribution with cumulative percentage

Table 9:
Courses offered per Academic Department (Including all parts of term)

Academic Departments	# Courses offered	Percent
Arts, Humanities, and SS	68	19.83%
Biology, Chemistry, and ES	49	14.29%
Business Administration	43	12.54%
Education	37	10.79%
Engineering and Tech	25	7.29%
PHED	4	1.17%
Language & Letters	34	9.91%
Mathematics/Physics	23	6.71%
Nursing and HS	26	7.58%
Technical Trade	34	9.91%
Total	262	100.00%

Table 10:

Courses per Academic Department (Including all parts of term) by Division.

Academic Departments	Division		
	Lower	Upper	Total
Arts, Humanities, and SS	45	23	68
Biology, Chemistry, and ES	31	18	49
Business Administration	23	20	43
Education	8	29	37
Engineering and Tech	12	13	25
PHED	4	0	4
Language & Letters	34	0	34
Mathematics/Physics	22	1	23
Nursing and HS	19	7	26
Technical Trade	34	0	34
Total	232	111	343
Percentage	68%	32%	100%

Table 11:

Low Enrolled Courses per Academic Department (Including all parts of term)

Analysis Variable: Enrollment		
Academic Departments	Low Enrolled Courses (n<10)	Percent Low Enrolled Courses (n<10)
Arts, Humanities, and SS	38	56%
Biology, Chemistry, and ES	32	65%
Business Administration	14	33%
Education	6	16%
Engineering and Tech	19	76%
PHED	4	100%
Language & Letters	5	15%
Mathematics/Physics	9	39%
Nursing and HS	15	58%
Technical Trade	18	53%
Total	160	47%

The table displays the percentage per academic department. Please note that NURS clinical (lab) sessions have a maximum of 8 students, except NURS 1100L. Additionally, ECED 4479, 4480, and EDUC 4479, 4480, 4499 (sections 201 and 202) have a maximum of 6 students. The values used in the table are based on unique CRN numbers.

Table 12:

Average Student Enrollment per Course by Academic Departments (Including all parts of term)

Academic Departments	Average Number of Students Lower Division	Average Number of Students Upper Division
Arts, Humanities, and SS	10	7
Biology, Chemistry, ES	13	4
Business Administration	15	19
Education	13	10
Engineering and Tech	7	5
PHED	3	0
Language & Letters	14	0
Mathematics/Physics	12	6
Nursing and HS	11	4
Technical Trade	11	0
Total	12	9
General Average	11	

Table 13:

Courses: Method of Instruction/Delivery (Including all parts of term)

Table of Academic Departments by Instruction Methods					
Academic Departments	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Arts, Humanities, and SS	20	13	19	16	68
Biology, Chemistry, and ES	4	6	8	31	49
Business Administration	0	7	29	7	43
Education	8	0	21	8	37
Engineering and Tech	0	0	2	23	25
PHED	2	0	0	2	4
Language & Letters	12	4	12	6	34
Mathematics/Physics	12	4	1	6	23
Nursing and HS	0	1	9	16	26
Technical Trade	0	1	0	33	34
Total	58	36	101	148	343
Percentage	17%	10%	29%	43%	100%

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional.

Table 14:

*Courses: Method of Instruction/Delivery vs. Type of Faculty
(Including all parts of term)*

Faculty Types	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Adjunct	27*	9	56	53	145
Full time	31	27*	45*	95	198
Total	58	36	101	148	343

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional. If we consider unique faculty members, 47 are full-time and 76 are adjuncts. *The faculty who co-taught a course are treated as 0.5 in the calculation of Faculty Types.

Table 15:

Course Division (Lower or Upper) VS Faculty Type (Including all parts of term)

Faculty Types	DIVISION		
	LOWER (1000 and 2000)	UPPER (3000 and 4000)	Total
Adjunct	113	32*	145
Full-time	119*	79	198
Total	232	111	343

Note: *The faculty who co-taught a course are treated as 0.5 in the calculation

Table 16:

Average Student Enrollment per Method of Delivery (Including all parts of term)

Instruction Methods	Mean
BOL	9
BTR	8
OL/OLP	17
TR	8

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional.

Table 17:

Courses & Student Credit Hours (SCH): Adjunct vs. Full Time (Including all parts of term)

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH Offered by Full-Time
Arts, Humanities, and SS	40*	28*	1362*	571*
Biology, Chemistry, and ES	9	40	261	759
Business Administration	18	25	1014	1446
Education	19	18	698	446
Engineering and Tech	8	17	158	237
PHED	4	0	13	0
Language and Letters	18	16	845	552
Mathematics/Physics	10	13	559	364
Nursing and HS	7	19*	164	495*
Technical Trade	12	22	588	426
Total	145	198	5662	5296
Percentage (%)	42%	58%	52%	48%

Note: *The faculty who co-taught a course are treated as 0.5 in the calculation of Faculty Types.

Table 18:

Unduplicated Declared Majors by Field and Degree

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Management	0	75	0	75
Project Management	0	68	4	72
Nursing	0	71	0	71
Early Childhood Education	5	47	0	52
Business Administration	47	0	0	47
Biology	10	30	0	40
Elementary Education	5	34	0	39
Nursing (AND)	38	0	0	38
Psychology	0	37	0	37
Accounting	0	30	0	30
Information Engineering and Tech	3	23	0	26
Radiation Protection	26	0	0	26
Electromechanical Engr Tech	0	24	0	24
Environmental Science	8	16	0	24
Criminal Justice	3	17	0	20
Cosmetology	10	0	9	19
Liberal Arts	18	0	0	18
ALT Secondary (7-12)	0	0	17	17
ALT Special Education	0	0	14	14
ALT Elementary (K-8)	0	0	14	14

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Electrical Technology	10	0	4	14
Film and Digital Media Arts	13	0	0	13
Self-Design	0	12	0	12
Software Engineering	11	0	0	11
Barbering	6	0	1	7
Plumbing Apprenticeship	7	0	0	7
Nuclear Operations Technology	5	0	0	5
Plumbing	5	0	0	5
Pre-Engineering	5	0	0	5
Substance Abuse Counselor	5	0	0	5
Media and Art	0	4	0	4
Allied Health	3	0	0	3
General Psychology	3	0	0	3
Humanities	0	3	0	3
Office Administration	3	0	0	3
Radiation Control Technician	0	0	3	3
Mechanical Engineering	0	2	0	2
Chemistry	1	0	0	1
Entrepreneurship	0	0	1	1
Non-Degree	0	0	0	465
Total	250	493	67	1275

Table 19:
Unduplicated Majors Declared by Gender

Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	10	3	14*
ALT Secondary (7-12)	8	9	17
ALT Special Education	13	1	14
Accounting	18	12	30
Allied Health	3	0	3
Barbering	2	5	7
Biology	36	4	40
Business Administration	31	16	47
Chemistry	0	1	1
Cosmetology	19	0	19
Criminal Justice	14	6	20
Early Childhood Education	51	1	52
Electrical Technology	1	13	14
Electromechanical Engr Tech	7	17	24
Elementary Education	33	6	39
Entrepreneurship	0	1	1

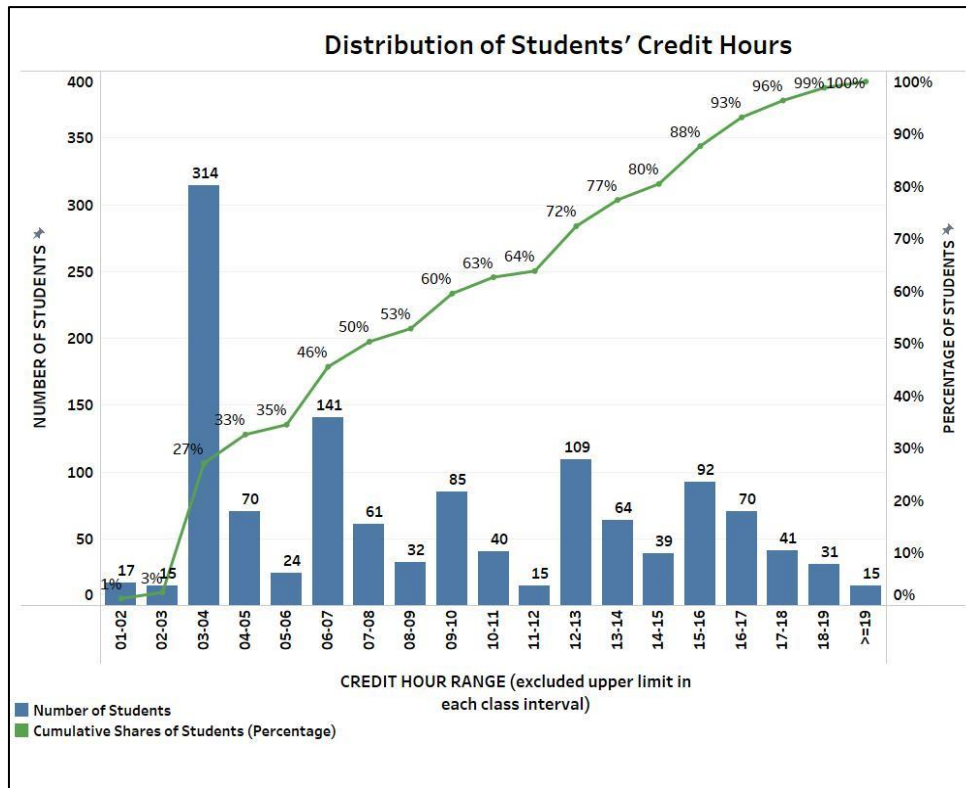
Majors	Gender		
	F	M	Total
Environmental Science	11	13	24
Film and Digital Media Arts	5	8	13
General Psychology	2	1	3
Humanities	2	1	3
Information Engineering Tech	8	18	26
Liberal Arts	11	7	18
Management	55	20	75
Mechanical Engineering	0	2	2
Media and Art	0	4	4
Nuclear Operations Technology	1	4	5
Nursing	68	3	71
Nursing (ADN)	33	5	38
Office Administration	2	1	3
Plumbing	0	5	5
Plumbing Apprenticeship	0	7	7
Pre-Engineering	0	5	5
Project Management	44	28	72
Psychology	29	8	37
Radiation Control Technician	1	2	3
Radiation Protection	13	13	26
Self-Design	5	7	12
Software Engineering	5	6	11
Substance Abuse Counselor	2	3	5
Non-Degree	182	283	465
Total	725	549	1275

*Total includes students who responded as Neutral Gender.

Table 20:
Unduplicated Declared Majors by Ethnicity

Majors	American Indian or Alaskan Nat	Asian	Black or African American	Hispanic of any race	Non-Resident Alien	Unknown / No Response	White non-Hispanic	Total
ALT Elementary(K-8)	3	1	0	6	0	1	3	14
ALT Secondary (7-12)	0	0	2	7	0	0	8	17
ALT Special Education	2	0	0	4	0	0	8	14
Accounting	4	1	1	21	0	1	2	30
Allied Health	0	0	0	3	0	0	0	3
Barbering	0	1	0	5	0	0	1	7
Biology	3	2	0	28	0	0	7	40
Business Administration	4	0	3	39	0	0	1	47
Chemistry	0	0	0	1	0	0	0	1
Cosmetology	1	0	0	17	0	0	1	19
Criminal Justice	2	0	0	17	0	0	1	20
Early Childhood Education	9	1	1	36	0	0	5	52
Electrical Technology	0	0	1	10	0	1	2	14
Electromechanical Engr Tech	2	1	1	17	0	1	2	24
Elementary Education	4	1	0	27	0	1	6	39
Entrepreneurship	0	0	0	1	0	0	0	1
Environmental Science	4	0	0	18	0	0	2	24
Film and Digital Media Arts	1	0	1	11	0	0	0	13
General Psychology	2	0	0	0	1	0	0	3
Humanities	1	0	0	1	1	0	0	3
Information Engineering Tech	3	2	1	15	1	0	4	26
Liberal Arts	1	1	0	13	0	0	3	18
Management	10	0	3	57	0	1	4	75
Mechanical Engineering	0	0	0	2	0	0	0	2
Media and Art	2	0	0	2	0	0	0	4
Nuclear Operational Technology	0	0	0	5	0	0	0	5
Nursing	4	3	0	52	1	0	11	71
Nursing (ADN)	3	0	1	31	0	0	3	38
Office Administration	0	0	0	3	0	0	0	3
Plumbing	1	0	0	3	0	0	1	5
Plumbing Apprenticeship	0	0	0	4	0	1	2	7
Pre-Engineering	1	1	0	2	0	0	1	5
Project Management	6	0	0	58	2	1	5	72
Psychology	1	0	2	27	1	0	6	37
Radiation Control Technician	0	0	0	3	0	0	0	3
Radiation Protection	1	2	1	16	0	2	4	26
Self-Design	2	0	1	4	0	2	3	12
Software Engineering	2	0	0	9	0	0	0	11
Substance Abuse Counselor	0	0	0	4	0	0	1	5
Non-Degree	46	10	7	341	0	10	51	465
Total	125	27	26	920	7	22	148	1275

Graph 2:
Distribution of SCHs enrolled by students.



Note: Students who take between 12 and 18 credits are only charged tuition for the first 12 credits. Because of this distribution and the attendance of dual credit students, about **89%** of the SCHs generated are eligible for tuition. Employee tuition waivers decrease this number even further.

Table 21:
Enrollment by Location (City)

City	Frequency	Percent
Espanola	332	26.04%
Santa Fe	112	8.78%
Albuquerque	99	7.76%
Santa Cruz	99	7.76%
Alcalde	58	4.55%
Ohkay Owingeh	56	4.39%
Chimayo	37	2.90%
Rio Rancho	35	2.75%
Fairview	30	2.35%
Hernandez	28	2.20%
White Rock	25	1.96%
Velarde	24	1.88%
El Rito	23	1.80%

City	Frequency	Percent
Medanales	21	1.65%
Abiquiu	14	1.10%
Los Lunas	14	1.10%
Ojo Caliente	14	1.10%
Dulce	13	1.02%
Gallina	12	1.00%

Note: Here only locations with 1% and more contributions were considered

Table 22:

Enrollment by High School (First-Time Any College)

High School	Percent
High School Equivalency Program	41%
Espanola Valley High School	23%
Pojoaque High School	11%
Colorado	5%
Foreign High School	2%
Albuquerque High School	2%
Highland High School	2%
Los Alamos High School	2%
Non-NM High School Equivalency Program	2%
Penasco Jr-Sr High School	2%
Santa Fe High School	2%
Santa Fe Indian School	2%
Taos High School	2%

Note: This table shows the enrollment of FTAC students by high school.

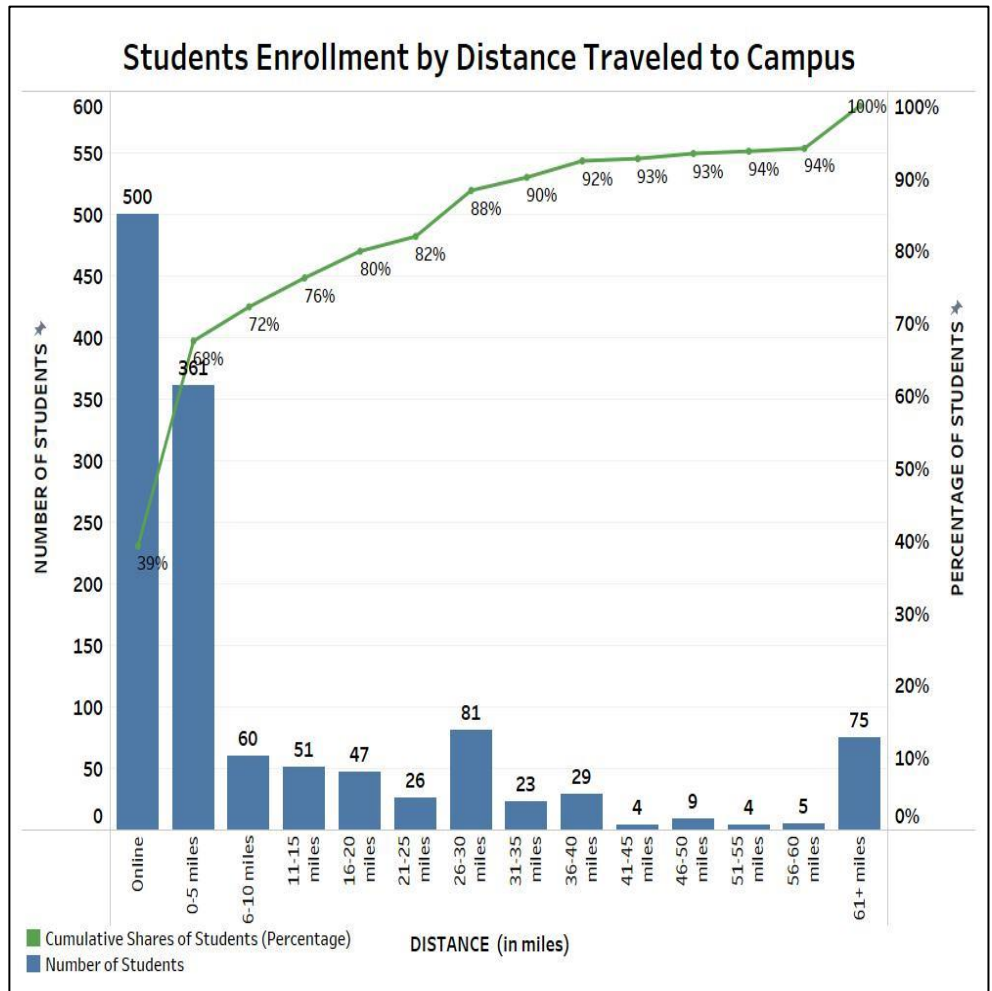
Table 23:

Enrollment by High School (Dual Credit Students)

High School	Count
Espanola Valley High	139
McCurdy High	34
Coronado High School	22
Mesa Vista High	13
Jemez Valley High School	12
Penasco Jr-Sr High School	11
Pojoaque High School	8

High School	Count
High School Equivalency Program	6
Walatowa Charter High School	5
NM Home Schools	2
Iowa	1
Los Alamos High School	1
NM School for the Arts	1
Total	255

**Graph 3:
Students Enrollment by Distance (miles) Traveled to Campus**



Note: The combo chart shows the distance students traveled to campus and the cumulative percentage of students. Of students traveling more than 50 miles, 18 are from Albuquerque.

Table 24:*Student enrollment by Campus Location*

Location	Percent
Only Albuquerque	10.4%
Only El Rito	0.2%
Only Espanola	81.3%
Only Gallina	0.6%
Only Los Alamos	2.5%
Only Jemez Valley	1.3%
Only Los Vegas	0.1%
Both Espanola and El Rito	1.2%
Both Espanola and Gallina	0.9%
Both Espanola and Santa Fe	0.9%
Both Espanola and Los Vegas	0.5%

There were 165 (13%) total unduplicated students enrolled in the PLAP courses (courses offered at the Local 412 training centers).

GLOSSARY

Traditional (TR):

Student Facing: A traditional course involves face-to-face class session(s) with the instructor through lecture-based or hands-on class activities, with potential supplemental course materials provided by the instructor or through other technologies. All class sessions take place on campus.

Faculty Facing: 100% of the instructional delivery sessions are scheduled and occur synchronously in a physical classroom. The learning management system may be used but will not be the main vehicle for learning activities and instructional materials.

Notes for staff:

- If a TR is cross-listed with a BOL, the TR will be scheduled in a classroom with enhanced technology.

Blended Traditional (BTR)

Student Facing: A blended course involves face-to-face class sessions that are accompanied by online materials and activities--essentially a “blend” of both live and online learning. These online materials are not intended to “replace” face-to-face class time; rather, they are meant to supplement and build upon the content discussed in the classroom. Expect to spend at least one class session per week on campus.

Faculty Facing: All instructional delivery sessions are scheduled and occur synchronously in a combination of a virtual environment (such as Zoom) and/or in a physical location. Independent student work is completed asynchronously through a learning management system. Synchronous instructor-led hours may be fewer than the hours in an equivalent TR course. Expect to spend at least one class session per week on campus, or a minimum of 30% of your class time, on campus.

Notes for staff:

- If a BTR class is cross-listed with BOL, students in the BTR attend on campus. The BTR will be scheduled in a classroom with enhanced technology.
- Future: Course Development Matrix Provided

Blended Online (BOL)

Student Facing: A blended online course uses a combination of mandatory scheduled Zoom meetings (synchronous) and Blackboard assignments (asynchronous). Attendance at each synchronous class session is mandatory and students will attend virtually as indicated on the syllabus.

Faculty Facing: A blended online course uses a combination of mandatory scheduled Zoom meetings (synchronous) and Blackboard assignments (asynchronous). A minimum of 30% of class time occurs in synchronous sessions. Student attendance at each synchronous class session is mandatory and students will attend virtually as indicated on the syllabus.

Notes for staff:

- This qualifies as an online course with HLC.
- If a BOL class is cross-listed with BTR, students in the BOL attend remotely and students in the BTR attend on campus.
- Future: Course Development Matrix Provided
- If a BOL class is cross-listed with a TR, students in the BOL attend remotely and students in the TR attend on campus.
 - All students, regardless of location, receive the same amount of real-time contact hours.
 - These courses must be scheduled in an enhanced classroom.

Online (OL)

Student Facing: An online class is a course conducted over the Internet. They are generally conducted through a learning management system such as Blackboard, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructors. Most online course activities are asynchronous, although the course could involve scheduled activities such as online office hours, chats, or other presentations.

Faculty Facing: 100% of the instructional delivery, independent learning activities, and assessments occur asynchronously within a virtual environment, such as a learning management system.

Notes for staff:

- Distance Learning fee applies.
- Requires QM Review

Online Programs (OLP): A fully online program may be available by individual departments.

Internal Facing: This designation is reserved for programs that are offered entirely online. It has the characteristics of an Online (OL) course, except that the technology costs are included as a part of the program, and it does not require a “per course” fee.