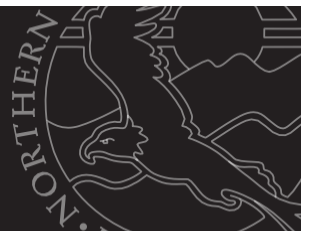


# SPRING 2025 / FIRST OF TERM ENROLLMENT REPORT



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## INTRODUCTION

This Northern New Mexico College (NNMC) Enrollment Report is an analysis of the First-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 First of Term (FOT) Enrollment report is prepared after census (3<sup>rd</sup> Friday) of the semester, reflecting both the first 8-week and 16-week enrollments. End of Term (EOT) report is prepared at the end of each semester and focuses on all parts of the term.

The data in this publication is compiled using the most recent enrollment files, course schedules, and faculty assignments data, all collected and maintained using Banner. This report intends to provide an accurate and consistent reference to use for various internal and external stakeholders as well. This effort is intended to provide quick and easy access to institutional data and to encourage new ideas and questions. If you have any questions or comments regarding this report, please feel free to contact us by email at [institutional.research@nmmc.edu](mailto:institutional.research@nmmc.edu) .

**Table 1:**  
*Unduplicated Declared Majors per Academic Department*

<b>Analysis of FTE</b>				
<b>Academic Departments</b>	<b>FTE (Spring 2025 FOT)</b>	<b>Head Counts (Spring 2025 FOT)</b>	<b>Head Counts (Fall 2024 EOT)</b>	<b>% of Declared Students (Spring 2025 FOT)</b>
Arts & Human Sciences	91.3	114	109	8%
Biology, Chemistry, and ES	74.5	98	105	7%
Business Administration	200.9	258	271	19%
Teacher Education	136.8	192	171	14%
Engineering & Technology	50.0	63	76	5%
Language & Letters	13.3	16	28	1%
Math & Physical Sciences	2.4	3	4	0%
Nursing & Health Sciences	98.0	142	138	10%
Technical Trades	16.9	23	25	2%
Undeclared	35.2	155	206	11%
Undeclared Dual Credit	103.0	316	290	23%
<b>Total</b>	<b>822.3</b>	<b>1380</b>	<b>1423</b>	<b>100%</b>

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  
 (16 and 1<sup>st</sup> 8-week courses)*

<b>Analysis Variable: Student Credit Hours</b>		
<b>Academic Departments</b>	<b>SCH</b>	<b>%SCH</b>
Arts & Human Sciences	1983	22%
Biology, Chemistry, and ES	1078	12%
Business Administration	1354	15%
Teacher Education	1028	11%
Engineering & Technology	480	5%
Language & Letters	735	8%

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Math & Physical Sciences	1154	12%
Nursing & Health Sciences	702	8%
Technical Trades	694	7%
<b>Total</b>	<b>9208</b>	<b>100%</b>

Note: Here unique CRN values were considered.

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

Degree	Number	Percent
Associate	249	18%
Bachelor	580	42%
Certificate	80	6%
Undeclared	155	11%
Undeclared Dual Credit	316	23%

**Table 4:**  
*Gender Distribution (based on unduplicated enrollment)*

Table of Academic Departments by Gender			
Academic Departments	Gender		
	F	M	Total
Arts & Human Sciences	77	36	114*
Biology, Chemistry, and ES	66	32	98
Business Administration	186	72	258
Teacher Education	174	17	192*
Engineering & Technology	17	46	63
Language & Letters	11	5	16
Math & Physical Sciences	1	2	3
Nursing & Health Sciences	124	17	142*
Technical Trades	1	22	23
Undeclared	28	127	155
Undeclared Dual Credit	149	167	316
<b>Total</b>	<b>834</b>	<b>543</b>	<b>1380</b>
<b>Percentage</b>	<b>60.43%</b>	<b>39.35%</b>	<b>100%</b>

\*Total includes students who responded as Neutral Gender

**Table 5:**  
*Financial Aid Statistics*

<b>Pell Eligible</b>
33% of total headcount
43% of non-dual credit students

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

**Table 6:**  
*First-Generation Statistics*

<b>First Generation (non-dual credit)</b>
41% First generation
21% Non-first generation
38% 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. Compared to last year’s data, there is a difference in the percentages because of the change in FAFSA application form.*

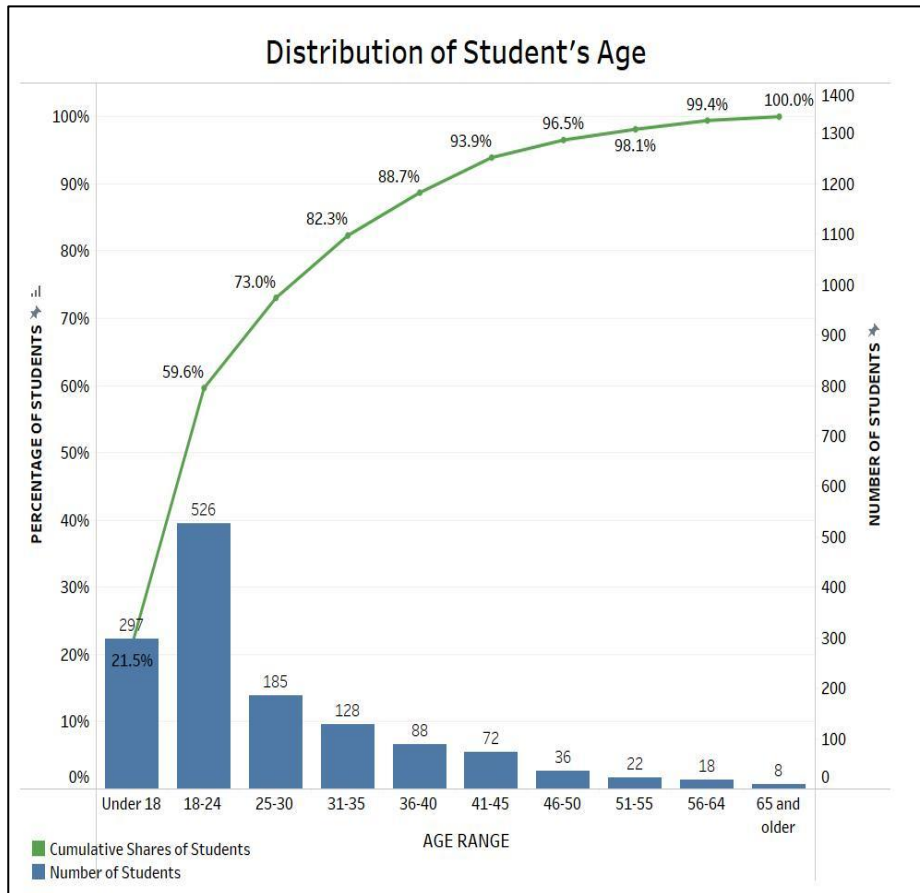
**Table 7:**  
*Ethnic Distribution (based on unduplicated enrollment)*

<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
<b>American Indian or Alaskan Nat</b>	123	8.91%
<b>Asian</b>	30	2.17%
<b>Black or African American</b>	31	2.25%
<b>Hispanic of any race</b>	1005	72.83%
<b>Native Hawaiian/Pacific Island</b>	0	0%
<b>White non-Hispanic</b>	164	11.88%
<b>Non-Resident Alien</b>	6	0.43%
<b>Unknown / No Response</b>	21	1.52%
<b>Total</b>	1380	100.00%

**Table 8:**  
*Age Statistics and Distribution (Unduplicated enrollment)*

<b>Analysis Variable: AGE</b>			
<b>Minimum</b>	<b>Mean</b>	<b>Median</b>	<b>Maximum</b>
14	26	22	75

**Graph 1:**  
*Distribution of Student's Age*



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

**Table 9:**  
*Courses offered per Academic Department (16 and 1<sup>st</sup> 8-week courses)*

Academic Departments	# Courses offered	Percent
Arts & Human Sciences	61	21.94%
Biology, Chemistry, and ES	43	15.47%
Business Administration	24	8.63%
Teacher Education	31	11.15%
Engineering & Technology	20	7.19%
Language & Letters	22	7.91%
Math & Physical Sciences	34	12.23%
Nursing & Health Sciences	21	7.55%
Technical Trades	22	7.91%
<b>Total</b>	<b>278</b>	<b>100.00%</b>

**Table 10:**

*Courses per Academic Department (16 and 1<sup>st</sup> 8-week courses) by Division.*

Academic Departments	Division		
	Lower	Upper	Total
Arts & Human Sciences	42	19	61
Biology, Chemistry, and ES	34	9	43
Business Administration	15	9	24
Teacher Education	7	24	31
Engineering & Technology	9	11	20
Language & Letters	21	1	22
Math & Physical Sciences	31	3	34
Nursing & Health Sciences	19	2	21
Technical Trades	22	0	22
<b>Total</b>	200	78	278
<b>Percentage</b>	72%	28%	100%

**Table 11:**

*Low Enrolled Courses by Academic Department (16 and 1<sup>st</sup> 8-week courses)*

Analysis Variable: Enrollment		
Academic Departments	Low Enrolled Courses (n<10)	Percent Low Enrolled Courses (n<10)
Arts & Human Sciences	35	57%
Biology, Chemistry, and ES	22	51%
Business Administration	12	50%
Teacher Education	4	13%
Engineering & Technology	16	80%
Language & Letters	8	36%
Math & Physical Sciences	18	53%
Nursing & Health Sciences	8	38%
Technical Trades	12	55%
<b>Total</b>	135	49%

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 (16 and 1<sup>st</sup> 8-week courses)*

Academic Departments	Average Number of Students Lower Division	Average Number of Students Upper Division
Arts & Human Sciences	12	6
Biology, Chemistry, ES	13	5
Business Administration	12	17
Teacher Education	17	10
Engineering & Technology	14	3
Language & Letters	12	3
Math & Physical Sciences	12	4
Nursing & Health Sciences	13	6
Technical Trades	11	0
<b>Total</b>	13	8
<b>General Average</b>	11	

**Table 13:**

*Courses: Method of Instruction/Delivery (16 and 1<sup>st</sup> 8-week courses)*

Table of Academic Departments by Instruction Methods					
Academic Departments	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Arts & Human Sciences	10	15	20	16	61
Biology, Chemistry, and ES	1	6	9	27	43
Business Administration	0	7	14	3	24
Teacher Education	8	0	14	9	31
Engineering & Technology	0	1	3	16	20
Language & Letters	2	6	5	9	22
Math & Physical Sciences	10	4	3	17	34
Nursing & Health Sciences	0	1	4	16	21
Technical Trades	0	0	0	22	22
<b>Total</b>	31	40	72	135	278
<b>Percentage</b>	11%	14%	26%	49%	100.0%

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 (16 and 1<sup>st</sup> 8-week courses)*

Faculty Types	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Adjunct	21*	9	31*	45	106
Full time	10	31	41	90	172
<b>Total</b>	31	40	72	135	278

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional. If we consider unique faculty members, 54 are full-time and 75 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 (16 and 1<sup>st</sup> 8-week courses)*

Faculty Types	DIVISION		
	LOWER (1000 and 2000)	UPPER (3000 and 4000)	Total
Adjunct	84	22*	106
Full-time	116	56	172
<b>Total</b>	200	78	278

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 (16 and 1<sup>st</sup> 8-week courses)*

Instruction Methods	Mean
BOL	9
BTR	8
OL/OLP	17
TR	10

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 (16 and 1<sup>st</sup> 8-week courses)*

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH Offered by Full-Time
Arts & Human Sciences	27*	34	1149	834
Biology, Chemistry, and ES	11	32	354	724
Business Administration	10*	14	546	808
Teacher Education	14	17	510	518
Engineering & Technology	4	16	42	438
Language and Letters	11	11	384	351
Math & Physical Sciences	13	21	462	692
Nursing & Health Sciences	6	15	144	558
Technical Trades	10	12	407	286
<b>Total</b>	106	172	3998	5209
<b>Percentage (%)</b>	38%	62%	43%	57%

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
Early Childhood Teacher Education	16	79	0	95
Project Management	0	77	4	81
Nursing	0	75	0	75
Management	0	70	0	70
Nursing (AND)	56	0	0	56
Elementary Teacher Education	3	51	0	54
Psychology	0	47	0	47
Business Administration	46	0	0	46
Biology	6	33	0	39
Electromechanical Engr Tech	0	33	0	33
Accounting	0	30	0	30
Criminal Justice	7	22	0	29
Radiation Protection	27	0	0	27
Environmental Science	5	21	0	26
ALT Elementary (K-8)	0	0	17	17
Electrical Technology	9	0	8	17
Information Engineering Tech	2	15	0	17
Cosmetology	12	0	4	16
Liberal Arts	16	0	0	16
ALT Secondary (7-12)	0	0	15	15

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Self-Design	0	13	0	13
ALT Special Education	0	0	11	11
Barbering	5	0	6	11
Film and Digital Media Arts	11	0	0	11
Media and Art	0	8	0	8
Software Engineering	7	0	0	7
Phlebotomy Technician/Phleboto	0	0	6	6
Allied Health	4	0	0	4
Office Administration	4	0	0	4
Plumbing	3	0	1	4
Radiation Control Technician	0	0	4	4
Mathematics	0	3	0	3
Pre-Engineering	3	0	0	3
Eng Draw Com Aid Design	0	0	2	2
General Psychology	2	0	0	2
Humanities	0	2	0	2
Substance Abuse Counselor	2	0	0	2
Chemistry	1	0	0	1
Mechanical Engineering	0	1	0	1
Nuclear Operations Technology	1	0	0	1
Plumbing Apprenticeship	1	0	0	1
Practical Nurse	0	0	1	1
Welding Technology	0	0	1	1
Non-Degree	0	0	0	471
<b>Total</b>	249	580	80	1380

**Table 19:**  
*Unduplicated Majors Declared by Gender*

Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	16	1	17
ALT Secondary (7-12)	9	6	15
ALT Special Teacher Education	8	3	11
Accounting	20	10	30
Allied Health	4	0	4
Barbering	4	7	11
Biology	35	4	39
Business Administration	37	9	46
Chemistry	1	0	1
Cosmetology	15	1	16
Criminal Justice	20	9	29
Early Childhood Teacher Education	93	1	95*
Electrical Technology	1	16	17
Electromechanical Engr Tech	8	25	33
Elementary Teacher Education	48	6	54
Eng Draw Com Aid Design	2	0	2

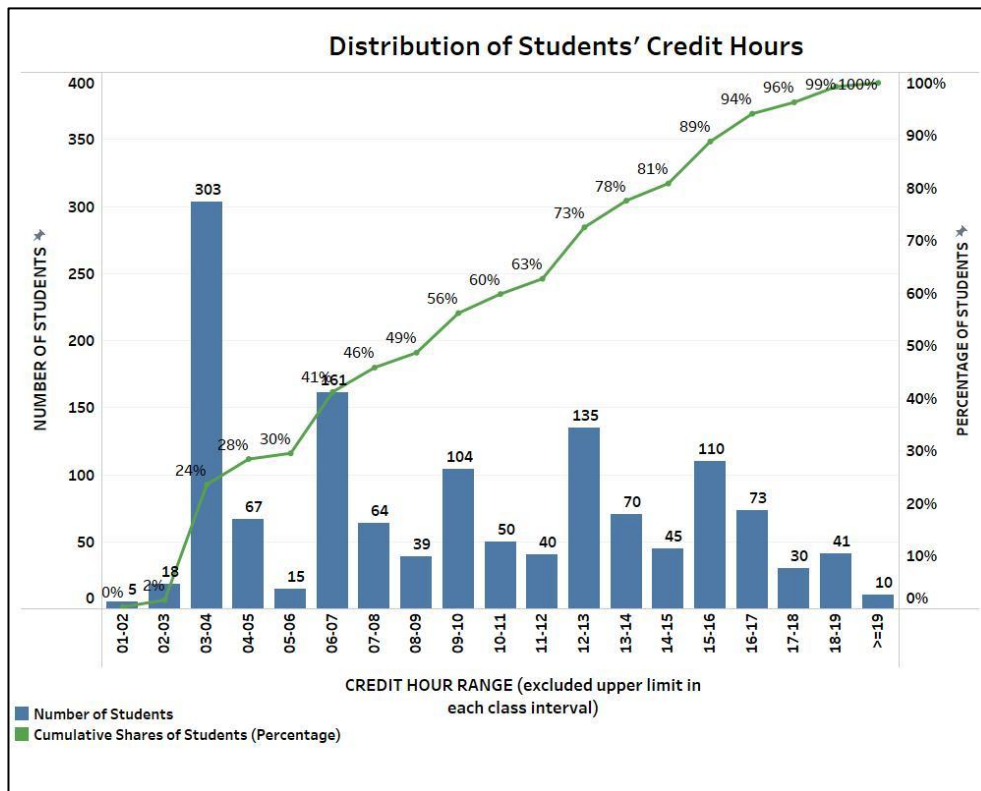
Majors	Gender		
	F	M	Total
Environmental Science	11	15	26
Film and Digital Media Arts	5	6	11
General Psychology	2	0	2
Humanities	1	1	2
Information Engineering Tech	4	13	17
Liberal Arts	11	5	16
Management	54	16	70
Mathematics	1	2	3
Mechanical Engineering	0	1	1
Media and Art	3	5	8
Nuclear Operations Technology	0	1	1
Nursing	68	6	75*
Nursing (ADN)	47	9	56
Office Administration	2	2	4
Phlebotomy Technician/Phleboto	5	1	6
Plumbing	0	4	4
Plumbing Apprenticeship	0	1	0
Practical Nurse	0	1	1
Pre-Engineering	0	3	3
Project Management	54	27	81
Psychology	36	10	47*
Radiation Control Technician	2	2	4
Radiation Protection	17	10	27
Self-Design	10	3	13
Software Engineering	3	4	7
Substance Abuse Counselor	0	2	2
Welding and Technology	0	1	1
Non-Degree	177	294	471
<b>Total</b>	<b>834</b>	<b>543</b>	<b>1380</b>

\*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)	1	1	0	11	0	0	4	17
ALT Secondary (7-12)	0	2	0	7	0	0	6	15
ALT Special Teacher Education	0	3	0	5	0	0	3	11
Accounting	3	0	0	27	0	0	0	30
Allied Health	0	0	0	3	0	0	1	4
Barbering	2	0	0	9	0	0	0	11
Biology	0	2	1	31	0	0	5	39
Business Administration	7	0	2	36	0	0	1	46
Chemistry	0	0	0	1	0	0	0	1
Cosmetology	1	0	0	13	0	0	2	16
Criminal Justice	3	0	1	24	0	0	1	29
Early Childhood Teacher Education	12	1	1	70	0	2	9	95
Electrical Technology	1	0	1	12	0	1	2	17
Electromechanical Engr Tech	3	1	1	23	0	2	3	33
Elementary Teacher Education	4	1	2	37	0	0	10	54
Eng Draw Com Aid Design	0	0	0	2	0	0	0	2
Environmental Science	3	0	0	19	0	0	4	26
Film and Digital Media Arts	0	0	0	10	0	0	1	11
General Psychology	1	0	0	1	0	0	0	2
Humanities	0	0	0	1	1	0	0	2
Information Engineering Tech	2	1	0	11	1	0	2	17
Liberal Arts	3	0	0	13	0	0	0	16
Management	12	0	2	53	0	1	2	70
Mathematics	0	0	0	2	0	0	1	3
Mechanical Engineering	0	0	0	1	0	0	0	1
Media and Art	1	1	0	5	0	1	0	8
Nuclear Operational Technology	0	0	0	1	0	0	0	1
Nursing	5	2	1	50	1	0	16	75
Nursing (ADN)	4	1	3	43	0	0	5	56
Office Administration	1	0	0	3	0	0	0	4
Phlebotomy Technician/Phlebot	0	0	0	4	0	0	2	6
Plumbing	1	0	0	3	0	0	0	4
Plumbing Apprenticeship	0	0	0	1	0	0	0	1
Practical Nurse	0	0	0	0	0	0	1	1
Pre-Engineering	1	0	0	2	0	0	0	3
Project Management	5	0	3	64	0	1	8	81
Psychology	2	0	3	34	3	1	4	47
Radiation Control Technician	0	0	0	2	0	0	2	4
Radiation Protection	1	1	2	17	0	1	5	27
Self-Design	2	1	1	4	0	1	4	13
Software Engineering	0	0	0	6	0	0	1	7
Substance Abuse Counselor	0	0	0	1	0	0	1	2
Welding Technology	0	0	0	1	0	0	0	1
Non-Degree	42	12	7	342	0	10	58	471
<b>Total</b>	<b>123</b>	<b>30</b>	<b>31</b>	<b>1005</b>	<b>6</b>	<b>21</b>	<b>164</b>	<b>1380</b>

**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 **90%** 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	343	24.86%
Santa Fe	177	12.83%
Albuquerque	98	7.10%
Santa Cruz	91	6.59%
Alcalde	57	4.13%
Ohkay Owingeh	47	3.41%
Chimayo	40	2.90%
Rio Rancho	34	2.46%
White Rock	29	2.10%
Hernandez	28	2.03%
Los Alamos	27	1.96%
Fairview	26	1.88%
Velarde	25	1.81%

City	Frequency	Percent
Abiquiu	23	1.81%
El Rito	22	1.59%
Medanales	19	1.38%
Ojo Caliente	18	1.30%
Gallina	16	1.16%
Cordova	14	1.01%
Las Cruces	14	1.01%

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

**Table 22:**

*Enrollment by High School (First-Time Any College)*

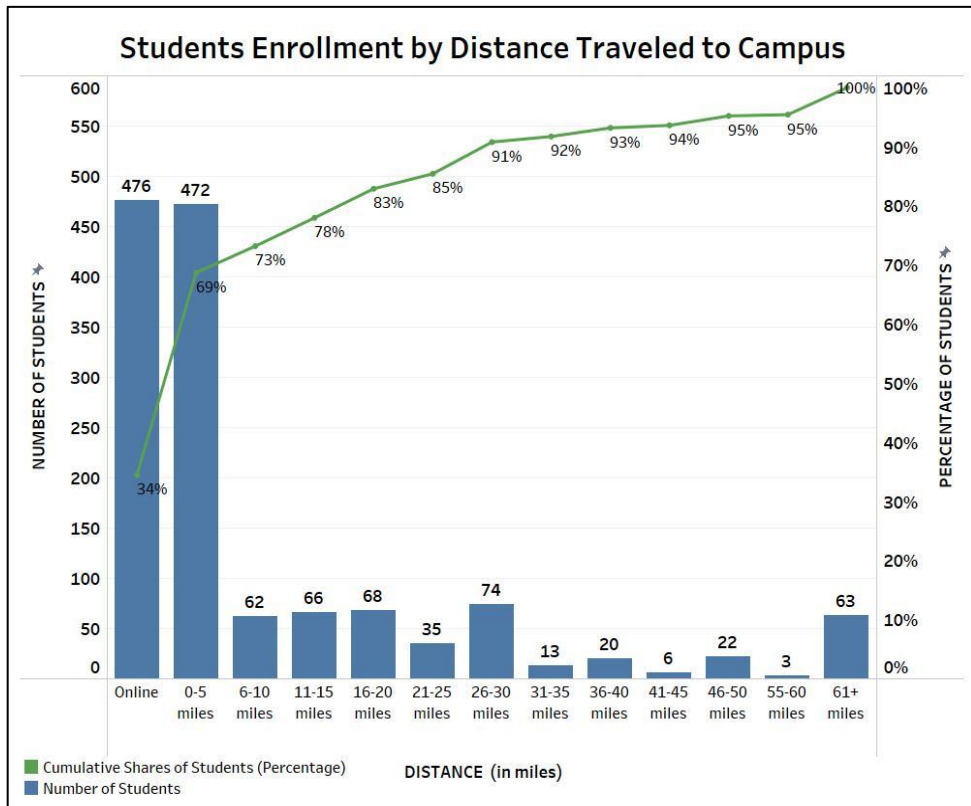
High School	Percent
Espanola Valley High School	24%
High School Equivalency Program	22%
McCurdy High School	6%
Pojoaque High School	6%
Californian	4%
Mesa Vista High School	4%
Non-NM GED	4%
Aztec Home School	2%
Capital High School	2%
Ecademy Albuquerque High School	2%
Escalante High School	2%
Gallup High School	2%
Hot Spring High School	2%
La Cueva High School	2%
Los Alamos High School	2%
New Futures High School	2%
Pecos High School	2%
Rio Rancho High School	2%
Santa Fe Indian School	2%
Twin Buttes High School	2%
V Sue Cleveland High School	2%
Valley High School	2%



**Table 23:**  
*Enrollment by High School (Dual Credit Students)*

High School	Count
Espanola Valley High School	107
Santa Fe High School	65
McCurdy High School	60
Coronado High School	29
Mesa Vista High School	14
Jemez Valley High School	13
Pojoaque High School	10
Penasco Jr-Sr High School	8
Escalante High School	6
NM Home Schools	2
NM School for the Arts	1
New Mexico Connections Academy	1

**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, 10 are from Albuquerque.

**Table 24:**  
*Student enrollment by Campus Location*

<b>Location</b>	<b>Percent</b>
Only Albuquerque	8.0%
Only Chama	0.4%
Only El Rito	0.1%
Only Espanola	80.6%
Only Gallina	1.6%
Only Jemez Valley	1.0%
Only Los Alamos	1.4%
Only Santa Fe	4.7%
Both Espanola and El Rito	0.1%
Both Espanola and Gallina	0.4%
Both Espanola and Santa Fe	1.8%

There were 129 (9.3%) 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.

### **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.
- 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.