



Annual Accountability Report

New Mexico's Branch Community Colleges

December 2017

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LETTER FROM THE PRESIDENT



The New Mexico Association of Community Colleges (NMACC) is proud to share the **2017 Annual Report** with all of our stakeholders in the many services and programs we provide. The NMACC has as its strategic commitment – to provide higher quality degree and certificate programs and workforce development services. Quality programs and services are essential for the proper preparation of New Mexicans to be competitive in facing economic opportunities and challenges. Quality is how we as branch community colleges want to be recognized in the preparation of our students for the challenges of life-long learning and career opportunities into the 21st century.

This report profiles the member institutions of the Association and defines the progress each has made in 2016-17 in the Performance Indicators. These data and measures represent the progress each institution has made during this period and represent the significant social, economic and educational impact these ten institutions have on their local communities, service areas and the state as a whole. The report reflects the determination and commitment of faculty, staff and administrators at the member institutions to fulfill their missions and, ultimately, to ensure student success.

In conclusion, the report should be viewed as a benchmark in the ongoing effort to bring quality education and training to as many citizens as possible through responsive, responsible, and effective means. This report is intended to be comprehensive and user-friendly. If you have suggestions regarding the report or desire explanations of the data or methodology used, please feel free to contact us.

Regards,

John Gratton, PhD
President

MESSAGE FROM THE BOARD OF DIRECTORS

The New Mexico Association of Community Colleges is a 501 (c) 3 non-profit educational organization. Our mission is to support member colleges in their efforts to provide New Mexico citizens high quality, affordable, and accessible post-secondary educational opportunities.

Accomplishing our mission requires collaboration and teamwork among community college faculty, staff, and students, with financial investment from New Mexico taxpayers. Engagement of legislators and residents within the communities we serve is vital to the success of our students.

Branch Community Colleges are committed to providing cutting edge educational opportunities for all students. As research bears out, the factor that is more closely correlated with upward mobility in our society is the level of educational attainment. As long as educational achievement keeps up with technological gains, more jobs will be created.

This report has been prepared to provide valuable information and facts about the status of NM Branch Community Colleges.

Please review the 2017 Annual Report and then feel to call upon us to answer any questions you may have.

NMACC Board Officers

Dr. John Gratton, President

Dr. Renay Scott, Vice President

Dr. Cindy Rooney, Secretary and Treasurer

Dr. Clayton Alred, Past President



MEETING OUR MISSION

Our Mission

New Mexico Branch Community Colleges provide quality higher education for the communities we serve. We strive to create a shared teaching and learning environment fostering student development, and supporting productive citizenship in an ever expanding global and technological society.

Our Purpose

- Offer general education and university transfer curriculum
- Award academic, and career-technical education associate degrees
- Make available continuing education, and workforce training programs
- Offer dual credit enrollment and early college studies
- Deliver adult basic skill classes, English as a second language and GED preparation
- Offer cultural, social, and community events
- Provide comprehensive student and academic support services

Our Goals

- Ensure effective and efficient use of human, financial, and physical resources in the delivery of education and services
- Provide geographical accessibility and affordable education to fulfill the personal, social, cultural, and economic potential of New Mexico's diverse population
- Develop partnerships among public schools, colleges/universities, and the private sector to deploy coordinated educational opportunities
- Deliver quality education and workforce training programs to cultivate a highly competitive workforce

Our Values

- Excellence in teaching, learning and service
- Integrity as the foundation of our purpose
- Inclusiveness of people and differing ideals
- Collegiality, collaboration, and creativeness
- Community, leadership and innovation
- Nurturance of students, others and our community



NMACC MEMBERSHIP



Eastern New Mexico University - Roswell
John Madden, Ed.D., President
College District: Chaves County
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Eastern New Mexico University - Ruidoso
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New Mexico State University - Alamo
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New Mexico State University - Carlsbad
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New Mexico State University – Dona Ana
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New Mexico State University – Grants
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NMACC MEMBERSHIP



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University of New Mexico – Taos
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University of New Mexico – Valencia
Alice Letteney, Ph.D., Campus Executive Director
College District: Valencia County
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NMACC EXECUTIVE DIRECTOR



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ACCOMPLISHMENTS

Executive Summary:

The following section highlights the significant accomplishments of the branch community colleges during the 2016-2017 academic year.

- **Adult Basic Education (ABE):**
 - The average cost per student at branch campuses is \$512.00.
 - Branch colleges serve 9,039 or 42% of Adult Basic Education students statewide. ABE student is considered enrolled after clocking 12 instructional hours. An additional 4,879 students were served by branch colleges that participated in ABE services but did not earn 12 instructional hours.
 - 1,456 students are on the wait list for ABE services by branch colleges. There are over 2,600 students on the wait list statewide.
- **Dual Credit Enrollment:**
 - Branch colleges provided dual credit coursework for 7,331 students throughout New Mexico this past academic year.
 - Enrollment for dual credit programs has increased almost every year since 1999. The total increase in enrollment since 1999 is 5,535 students. The data shows the major growth for dual credit enrollment has occurred within the last nine years with branch colleges almost doubling the students they serve within this timeframe. It is expected the enrollment will continue to increase in the years to come.
 - Seven branch campuses increased their enrollment for dual credit in the 2016-2017 academic year.
- **Enrollment:**
 - Branch colleges serve 23,801 students statewide in credit courses.
 - It is evident that branch colleges continue to grow. As a whole, branch college enrollment for credit bearing students has grown since 2005 with an increase of 1,295 students.
- **Hosted Four Year Programs:**
 - Branch colleges continue to broaden access for local citizens by partnering with state supported universities. Bachelor and master degree programs are offered at branch campuses through distance education programs sponsored by ENMU, NMSU, and UNM.
- **New Mexico Career Clusters:**
 - Branch colleges offer a total of 393 academic and career technical education programs as classified through the New Mexico Career Clusters.

- **New Mexico Small Business Development Centers (SBDC):**
 - Branch community colleges proudly support and host SBDC Centers. Since 1992 over 14,801 jobs have been created through the efforts of the SBDCs.
- **Non-Credit Work Related Courses:**
 - Branch colleges served 14,846 in headcount for non-credit courses during the 2016-17 academic year.
 - Branches contracted with an additional 109 new businesses and agencies offering workforce or customized training classes during 2016-17.
 - Branch colleges generated 68,665 in the number of *student contact hours* for non-credit, work related courses for the 2016-17 academic year.
- **Performance Measures:**
 - There continues to be improvement among new branch college students transferring or obtaining a degree credential (after three years), having received a degree or certificate, transferred, became transfer ready, or are still enrolled.
 - Since 2005, there was an annualized increase of branch community college graduates placed in jobs in New Mexico. The branch college average in 2012 was 65.0%, which increased to 66.0% in 2017.
 - The branch college statewide persistence average was 74.3% for college students enrolled as full-time, first-time, degree-seeking students in Fall 2015 who subsequently enrolled during the following Spring 2016 term.
- **Service to the Community:**
 - Branch colleges offer over 80 different services and activities through special projects or courses (i.e. weekly courses, events, programs, services, and workshops) that enriched the community and residents living within the college service area.
- **Online and Web-Based Instruction:**
 - 10,570 students enrolled in online and web-based classes at all participating branch campuses during the 2016-2017 academic year. This figure represents an increase of 4,158 students compared to the 2005-2006 academic year.



PERFORMANCE BASED MEASURES FOR COMMUNITY COLLEGES:

Our state's community colleges are engaged in a number of accountability initiatives to measure our efforts at improving access and success of our students. The colleges have been in the process of identifying performance indicators for the purpose of performance-based budgeting over the past few years. The colleges have established targets, implemented improvement strategies, and developed reports to track progress on these performance measures.

- A set of performance indicators have been identified and include:
 - **Academic Quality/ Student Progress and Success:** Percent of Students Taking Nine or More Credits on Entry Successful After Three Years
 - **Economic Impact:** Percent of Graduates Placed in Jobs in New Mexico
 - **Economic Impact:** Graduates Placed in Jobs & Continuing Education
 - **Accessible and Affordable Education:** Percent Ethnic Minority of Total Enrolled
 - **Accessible and Affordable Education:** Percent Minority of Total Graduates Selected Based on Service Area Profile
 - **Service to New Mexicans:** Students Enrolled in College Programs
 - **Efficient and Effective Use of Resources:** Percent of Programs Having Stable or Increasing Enrollments
 - **Student Persistence:** Percent of Students Retained
 - **Graduation Rate:** Percent of Graduates (2011 – 2014 Cohort)

The New Mexico Association of Community Colleges submits the branch community college performance-based measures annually to the Legislative Finance Committee (LFC) and the Department of Finance and Administration (DFA). Each college submits detailed information to NMACC. These reports include three-year average baseline data with targets for each indicator. The branch colleges have updated Performance Based Indicator reports to include strategic plans that put these measures into context.

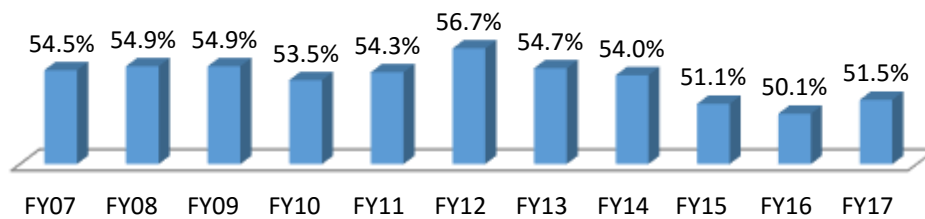
The following pages are a combination of the branch community colleges response to the directives of the Accountability in Government Act and requests contained in SJM 4 of a past legislative session. Our goal is to have baseline data over a three year period for each measure.

In cooperation with the institutions, NMACC will continue to improve the quality of the performance data. The following are the branch community college performance measures that were identified and are currently being used by the institutions.

BRANCH CAMPUS PERFORMANCE MEASURES

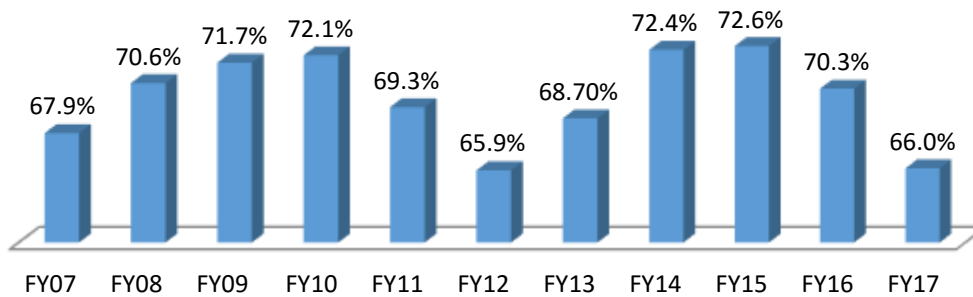
PERFORMANCE BASED INDICATOR #1

Percent of Students Taking 9 or More Credits That Are Successful After 3 Years



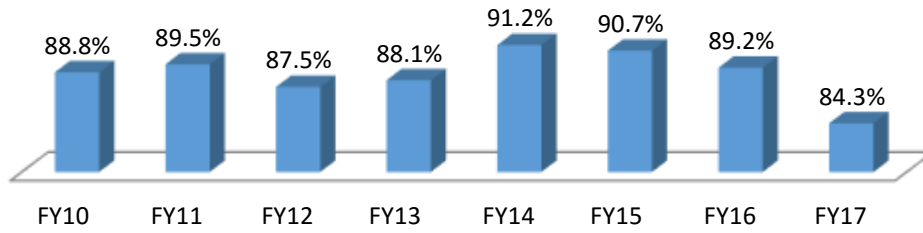
PERFORMANCE BASED INDICATOR #2

Percent of Graduates Places in Jobs in NM



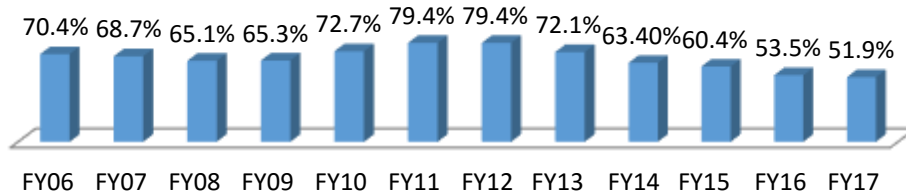
PERFORMANCE BASED INDICATOR #9

Percent of Graduates Placed in Jobs & Continuing Education in NM



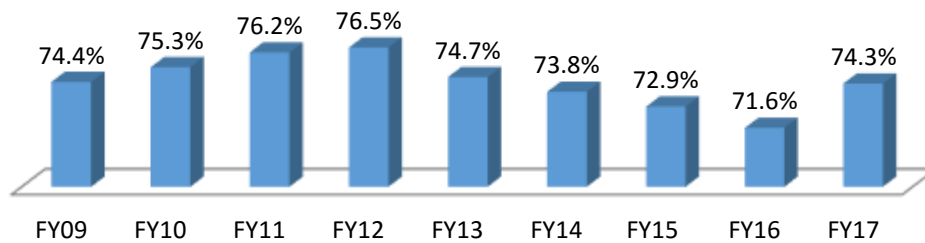
PERFORMANCE BASED INDICATOR #7

Percent of Programs Having Stable or Increasing Enrollments



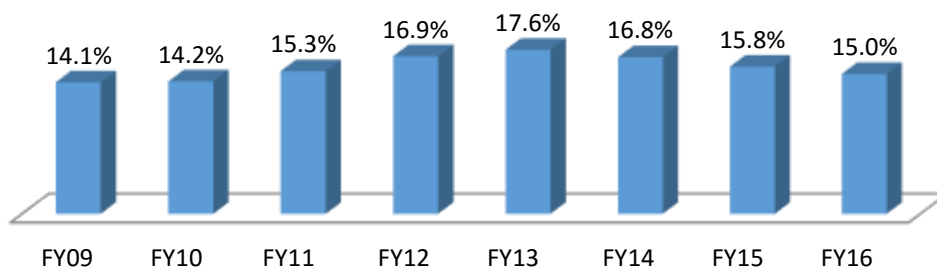
PERFORMANCE BASED INDICATOR #8

Percent of full-time, first-time, degree-seeking students enrolled in a Fall term who persist to the following Spring term



PERFORMANCE BASED INDICATOR #10

Percent of Full-Time, First-Time, Degree Seeking Students Who Complete a Degree/Certificate in 150% of Time



PERFORMANCE BASED INDICATOR #1:

Academic Quality/ Student Progress and Success:

Measure: Of a cohort of new students who intended to transfer or obtain a degree credential, how many students after three years received a degree or certificate, transferred, became transfer ready (defined as students completing with a “C” or better, 18 credits or more of the general education core), or are still enrolled?

- As can be seen on the chart below, there has been steady improvement among our branch community colleges statewide in this measure from FY08 to FY16.

#1 Academic Quality/Student Progress and Success Percent of Students Taking Nine or More Credits on Entry Successful After Three Years

Institution	FY09 Actual	FY10 Actual	FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	FY17 Target
ENMU Roswell	47.2%	45.4%	50.2%	55.8%	58.0%	56.8%	51.0%	53.0%	53.2%	51.0%
ENMU Ruidoso	49.3%	49.3%	48.0%	48.6%	45.8%	53.2%	50.2%	51.4%	49.4%	53.0%
NMSU Alamo.	60.3%	63.9%	64.2%	61.0%	60.9%	58.6%	56.2%	52.7%	46.3%	61.0%
NMSU Carlsbad	62.6%	50.9%	42.9%	49.7%	54.7%	56.7%	53.4%	54.7%	48.0%	50.0%
NMSU Dona Ana	50.6%	50.1%	52.9%	52.9%	52.4%	49.1%	46.2%	46.8%	50.0%	48.0%
NMSU Grants	51.9%	51.2%	52.0%	54.8%	54.9%	51.0%	46.4%	42.7%	46.4%	52.0%
UNM Gallup	39.9%	37.1%	40.4%	44.1%	37.6%	43.2%	46.5%	42.6%	44.2%	45.0%
UNM Los Alamos	56.9%	60.9%	69.0%	74.4%	75.9%	69.2%	65.7%	60.7%	60.0%	61.0%
UNM Taos	58.3%	52.8%	45.7%	47.2%	48.6%	56.5%	51.6%	48.1%	40.0%	55.0%
UNM Valencia	72.2%	73.8%	72.1%	70.5%	75.9%	56.9%	54.2%	51.9%	77.0%	60.0%
Branch Average:	54.9%	53.5%	53.7%	55.9%	56.5%	55.1%	52.1%	50.5%	51.5%	53.6%

PERFORMANCE BASED INDICATOR #2 AND #9:

Economic Impact: Percent of Graduates Placed in Jobs in New Mexico

Measure: Percent of community college graduates (expanded definition includes those that completed 45+ hours of their program) placed in jobs in New Mexico.

Since FY02, an agreement with the Department of Labor allowed us to electronically track students in the New Mexico workforce. This tracking system has improved the accuracy and integrity of the results, even though it does not include the self-employed, those entering the military service, certain agricultural jobs, and those getting jobs out-of-state (which could have a significant impact for the community colleges located near New Mexico's borders with neighboring states.).

#2 Economic Impact Percent of Graduates Placed in Jobs in New Mexico

Institution	FY 07 Actual	FY08 Actual	FY09 Actual	FY10 Actual	FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	FY17 Target
ENMU Roswell	69.2%	64.3%	67.7%	68.3%	72.5%	68.1%	69.6%	73.9%	76.0%	74.5%	71.0%	75.0%
ENMU Ruidoso	71.6%	81.3%	79.3%	74.6%	71.1%	72.3%	70.7%	73.2%	72.7%	73.1%	68.0%	78.0%
NMSU Alamogordo	66.3%	68.1%	69.3%	71.0%	71.6%	66.9%	69.0%	70.4%	69.4%	65.1%	62.0%	72.0%
NMSU Carlsbad	79.8%	81.4%	81.0%	82.3%	76.6%	74.1%	70.2%	74.5%	75.8%	76.2%	70.0%	80.0%
NMSU Dona Ana	74.6%	74.1%	73.8%	73.9%	68.7%	66.4%	68.9%	72.0%	73.4%	67.7%	64.0%	77.0%
NMSU Grants	81.6%	80.2%	74.5%	72.8%	68.1%	69.6%	70.8%	77.7%	76.1%	73.4%	67.8%	76.0%
UNM Gallup	60.7%	58.1%	58.4%	57.8%	57.8%	57.7%	57.7%	63.5%	63.7%	62.6%	60.9%	64.0%
UNM Los Alamos	43.8%	63.0%	77.0%	85.6%	80.2%	80.2%	81.9%	75.7%	75.2%	73.0%	69.0%	75.7.0%
UNM Taos	64.5%	67.0%	67.5%	67.9%	63.6%	60.8%	65.0%	74.0%	71.7%	68.2%	62.0%	70.0%
UNM Valencia	66.5%	68.3%	68.8%	67.1%	62.8%	42.7%	63.1%	69.0%	72.0%	69.6%	65.4%	67.0%
Branch Average:	67.9%	70.6%	71.7%	72.1%	69.3%	65.9%	68.7%	72.4%	72.6%	70.3%	66.0%	65.9%

PERFORMANCE BASED INDICATOR #2 AND #9:

Economic Impact: Graduates Placed in Jobs & Continuing Education (Workforce Placement of Graduates)

Measure: Percent of program completers (defined as students who completed a degree or 45+ credits toward their program) who were placed in jobs in New Mexico (based on UI wage data) or who are continuing their education in New Mexico.

Employment placement rates for students who complete career-oriented programs at community colleges confirm that students are prepared to enter the workforce or to continue their education. Two years ago, the Higher Education Department provided the institutions with placement percentages based on the New Mexico Department of Labor (DOL) UI wage-tracking system. This tracking system has improved the validity and reliability of the outcome measures and has provided new baselines, thereby requiring colleges to set new targets.

#9 Economic Impact Graduates Placed in Jobs & Continuing Education

Institution	FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	FY17 Target
ENMU Roswell	85.0%	76.1%	81.5%	91.4%	86.4%	83.1%	78.0%	86.0%
ENMU Ruidoso	86.2%	86.6%	86.2%	90.6%	91.6%	91.5%	85.0%	91.5%
NMSU Alamogordo	89.8%	89.9%	91.8%	92.0%	89.2%	85.6%	84.0%	93.0%
NMSU Carlsbad	95.3%	87.2%	85.8%	88.1%	88.0%	91.9%	80.0%	90.0%
NMSU Dona Ana	91.2%	92.0%	93.5%	94.0%	92.6%	89.6%	87.0%	92.0%
NMSU Grants	88.3%	87.9%	88.2%	92.7%	92.8%	90.6%	87.2%	90.0%
UNM Gallup	82.2%	85.8%	85.1%	85.9%	86.4%	85.4%	85.2%	86.0%
UNM Los Alamos	97.3%	92.7%	90.5%	91.6%	94.5%	89.8%	79.0%	76.0%
UNM Taos	93.0%	92.5%	90.0%	89.8%	89.8%	90.9%	89.0%	90.0%
UNM Valencia	87.0%	84.2%	88.6%	96.0%	95.4%	93.2%	88.2%	90.0%
Branch Average:	89.5%	87.5%	88.1%	91.2%	90.7%	89.2%	84.3%	88.5%

PERFORMANCE BASED INDICATOR #3 AND #4:

Accessible and Affordable Education

Measure: The percent of ethnic and gender group members enrolled and the percent of graduates from each ethnic and gender group.

In terms of enrollment, the percentage of the ethnic and gender student population enrolled is expected to reflect the ethnic and gender profile of the colleges' service area adult population. Since community colleges primarily respond to the service areas to which they are most accessible and that support them through local taxes, there is no expectation that these colleges will exceed the profile of their service area. Nevertheless, targets are being set higher with hopes of increasing participation of Hispanic and Native American populations within, and if possible beyond, a college's service area.

See chart on next page.

#3 Accessible and Affordable Education
Percent Ethnic Minority of Total Enrolled
(ENROLLMENT)

Institution	FY10 Actual (3year Average)	FY11 Actual (3year Average)	FY12 Actual (3year Average)	FY13 Actual (3year Average)	FY14 Actual (3year Average)	FY15 Actual (3year Average)	FY16 Actual (3year Average)	FY17 Actual (3year Average)	Prof ile	FY17 Target
ENMU Roswell	46.0%	46.7%	47.3%	47.7%	48.1%	48.9%	48.6%	47.2%	M	47.2%
ENMU Ruidoso	25.5%	27.7%	30.0%	31.2%	30.0%	29.0%	29.8%	32.1%	H	29.0%
NMSU Alamo	34.5%	36.3%	36.1%	35.3%	32.7%	33.8%	36.2%	41.7%	H	36.0%
NMSU Carlsbad	45.0%	43.3%	44.4%	46.2%	50.0%	50.5%	51.4%	54.5%	H	50.0%
NMSU Dona Ana	43.0%	43.4%	43.7%	43.7%	43.7%	43.3%	42.7%	42.0%	M	45.0%
NMSU Grants	38.0%	40.9%	42.4%	43.8%	42.5%	41.2%	39.1%	39.1%	H	40.0%
UNM Gallup	9.1%	8.9%	9.8%	10.9%	11.6%	11.8%	12.2%	12.7%	H	12.0%
UNM Los Alamos	47.6%	46.6%	45.6%	7.0%	6.0%	4.8%	5.1%	6.0%	NA	7.0%
UNM Taos	33.3%	35.4%	36.4%	37.4%	38.7%	40.3%	40.9%	41.0	M	23.0%
UNM Valencia	4.4%	5.0%	5.2%	4.2%	3.9%	3.3%	3.9%	6.7%	NA	3.5%

Explanation: A = Asian, F = Female, H = Hispanic, M = Male, NA = Native American, W = White

#4 Accessible and Affordable Education
Percent Minority of Total Graduates Selected Based on Service Area Profile
(GRADUATES)

Institution	FY11 Actual (3year Average)	FY12 Actual (3year Average)	FY13 Actual (3year Average)	FY14 Actual (3year Average)	FY15 Actual (3year Average)	FY16 Actual (3year Average)	FY17 Actual (3year Average)	Prof ile	FY17 Target
ENMU Roswell	55.7%	53.1%	55.0%	51.6%	51.1%	48.6%	51.4%	M	55.2%
ENMU Ruidoso	29.2%	33.9%	38.1%	38.5%	34.4%	32.6%	32.2%	H	30.5%
NMSU Alamo	3.3%	2.5%	2.4%	1.8%	1.9%	1.7%	3.2%	NA	4.0%
NMSU Carlsbad	39.3%	39.1%	43.0%	43.6%	47.9%	46.8%	52.0%	H	45.0%
NMSU Dona Ana	63.6%	65.3%	66.6%	67.8%	68.8%	65.5%	75.0%	H	68.0%
NMSU Grants	40.0%	36.9%	32.8%	32.1%	30.4%	36.0%	36.0%	NA	36.0%
UNM Gallup	7.8%	9.1%	10.0%	10.2%	9.3%	8.8%	9.4%	H	10.8%
UNM Los Alamos	0.0%	0.0%	8.3%	8.0%	9.9%	8.5%	9.0%	NA	8.5%
UNM Taos	20.6%	22.2%	29.0%	30.1%	28.3%	30.0%	31.0%	M	30.0%
UNM Valencia	0.7%	1.1%	1.8%	2.2%	2.2%	2.6%	2.7%	NA	2.5%

Explanation: A = Asian, F = Female, H = Hispanic, M = Male, NA = Native American, W = White

PERFORMANCE BASED INDICATOR #5 AND #6:

Service to New Mexicans:

Measure: Average number of participants served annually in a minimum of two of the following categories based on unique community need are:

- Adult Basic Education (ABE) participants
- Small Business Development Center (SBDC) clients
- Concurrent Enrollment students
- Distance Education students
- Contract Training clients
- Community Education participants
- Service Learning participants

See Chart on Next Page

**#5 and 6 Service to New Mexicans
Students Enrolled in College Programs**

Program #1

Program #2

Institution	FY17 Actual	Service	FY17 Target		FY17 Actual	Service	FY17 Target
ENMU Roswell	1,611	DC	1,600		2,101	DE	2,650
ENMU Ruidoso	213	ABE	250		726	CT	866
NMSU Alamo	204	ABE	450		441	SBDC	575
NMSU Carlsbad	411	ABE	425		1,056	DC	1,070
NMSU Dona Ana	743	CT	1,500		1,636	ABE	3,500
NMSU Grants	215	ABE	325		600	DC	375
UNM Gallup	340	ABE	386		494	AVS	429
UNM Los Alamos	206	ABE	300		370	SBDC	380
UNM Taos	204	ABE	220		758	DC	850
UNM Valencia	448	ABE	900		4,732	CS	5,000

Codes: ABE = Adult Basic Education, AHEC = Health Education Center, AVS = Area Vocational School, DC = Dual Credit, CS = Community Services, CT = Contract Training, DE = Distance Education, SBDC = Small Business Development Center, SL = Service Learning

PERFORMANCE BASED INDICATOR #7:

Efficient and Effective Use of Resources: Percent of Programs Having Stable or Increasing Enrollments

Measure: Percent of educational programs having stable or increasing enrollments.

For this measure, community colleges identified major programs that improved, stabilized, or declined. Efficient and effective use of resources would dictate that those programs with declining enrollments be reviewed and if no longer needed or relevant to workforce needs of the college's service area then they should be revised or eliminated.

#7 Efficient and Effective Use of Resources Percent of Programs Having Stable or Increasing Enrollments

Institution	FY 06 Actual	FY 07 Actual	FY08 Actual	FY09 Actual	FY10 Actual	FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	FY17 Target
ENMU Roswell	72.1%	70.6%	57.0%	51.9%	58.1%	71.9%	81.5%	84.0%	72.9%	61.9%	54.8%	58.8%	60.5%
ENMU Ruidoso	64.0%	75.4%	72.6%	72.9%	74.1%	73.8%	73.0%	58.8%	42.9%	53.4%	45.1%	51.5%	75.0%
NMSU Alamogordo	92.3%	73.9%	71.7%	66.7%	71.9%	75.9%	75.4%	71.4%	63.9%	54.0%	39.4%	35.7%	65.0%
NMSU Carlsbad	74.0%	63.2%	68.3%	64.4%	75.9%	70.9%	65.0%	70.3%	77.3%	89.0%	89.2%	75.0%	70.0%
NMSU Dona Ana	93.1%	91.4%	91.5%	89.4%	90.4%	92.6%	95.8%	87.0%	73.1%	68.5%	56.8%	45.0%	85.0%
NMSU Grants	67.0%	71.2%	70.8%	77.8%	79.4%	84.1%	79.3%	70.2%	51.8%	39.3%	32.1%	47.0%	50.0%
UNM Gallup	70.0%	65.0%	50.0%	45.9%	63.9%	72.1%	71.7%	63.1%	57.0%	57.0%	49.6%	48.0%	65.0%
UNM Los Alamos	63.6%	48.5%	33.3%	33.3%	57.6%	84.8%	90.9%	81.8%	78.8%	81.3%	84.4%	81.0%	80.0%
UNM Taos	47.0%	54.8%	63.5%	73.0%	79.4%	85.7%	81.0%	77.8%	66.7%	58.1%	45.0%	38.0%	65.0%
UNM Valencia	61.0%	72.5%	72.0%	78.0%	76.5%	82.4%	80.0%	56.9%	49.1%	41.4%	38.5%	38.6%	60.0%
Branch Average:	70.4%	68.7%	65.1%	65.3%	72.7%	79.4%	79.4%	72.1%	63.4%	60.4%	53.5%	51.9%	67.6%

PERFORMANCE BASED INDICATOR #8:

Student Persistence

Measure: Percent of full-time, first-time, degree-seeking students enrolled in a given Fall term who persist to the following Spring term (reported annually on October 30) and to the following Fall term (reported annually on April 30).

#8 Student Persistence Percent Retained

Institution	FY17 Actual (Fall '16 to Spring '17)	Fall '16 to Spring '17 Target	Fall '07 to Spring '08	Fall '08 to Spring '09	Fall '09 to Spring '10	Fall '10 to Spring '11	Fall '11 to Spring '12	Fall '12 to Spring '13	Fall '13 to Spring '14	Fall '14 to Spring '15	Fall '15 to Spring '16
ENMU Roswell	78.0%	86.0%	75.7%	75.3%	75.9%	76.0%	74.4%	73.5%	72.5%	74.2%	77.0%
ENMU Ruidoso	58.6%	65.0%	63.8%	66.7%	67.0%	70.3%	70.6%	70.9%	55.9%	50.3%	39.9%
NMSU Alamogordo	76.4%	79.8%	72.6%	75.0%	77.1%	77.9%	74.5%	72.5%	71.5%	72.7%	71.3%
NMSU Carlsbad	70.4%	70.0%	66.1%	63.1%	69.0%	67.8%	69.2%	71.1%	67.5%	68.9%	71.2%
NMSU Dona Ana	80.0%	81.0%	80.6%	81.5%	82.6%	82.9%	79.9%	78.0%	78.4%	78.7%	77.8%
NMSU Grants	69.0%	73.0%	75.5%	77.9%	76.0%	78.4%	77.4%	77.8%	73.7%	70.0%	68.0%
UNM Gallup	78.8%	84.0%	81.0%	82.3%	81.4%	81.3%	81.8%	62.8%	83.0%	82.0%	80.2%
UNM Los Alamos	79.0%	80.0%	74.4%	79.6%	80.9%	80.0%	79.9%	78.5%	78.3%	77.5%	76.7%
UNM Taos	76.0%	75.0%	66.7%	72.3%	76.7%	79.1%	79.9%	80.4%	77.4%	75.2%	74.4%
UNM Valencia	76.8%	80.0%	87.5%	79.2%	75.5%	73.6%	76.9%	81.3%	79.8%	79.0%	79.7%
Branch Average:	74.3%	77.4%	74.4%	75.3%	76.2%	76.7%	76.5%	74.7%	73.8%	72.9%	71.6%

PERFORMANCE BASED INDICATORS #10:

Graduation Rate: Percent of Graduates (2013 – 2016 Cohort)

Measure: Percent of full-time, first-time, degree-seeking students who complete a degree/certificate in 150% of time.

#10 Graduation Rate Percent Graduates (2013 – 2016 Cohort)

Institution	FY 09 Actual	FY 10 Actual	FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	FY17 Target
ENMU Roswell	17.5%	16.8%	18.5%	18.5%	20.6%	21.0%	22.7%	25.5%	30.6%	20.0%
ENMU Ruidoso	3.7%	5.7%	8.4%	10.4%	10.7%	13.6%	16.2%	17.2%	19.3%	20.0%
NMSU Alamo.	8.7%	9.1%	8.8%	8.9%	9.1%	8.2%	9.7%	9.6%	7.7%	14.0%
NMSU Carlsbad	4.1%	4.9%	3.2%	5.4%	7.1%	6.5%	5.9%	4.5%	13.0%	10.0%
NMSU Dona Ana	6.8%	6.6%	9.6%	11.3%	12.9%	12.7%	12.5%	11.4%	13.0%	15.0%
NMSU Grants	24.7%	24.7%	18.4%	18.4%	16.1%	18.3%	13.0%	12.9%	18.8%	20.0%
UNM Gallup	6.9%	4.9%	4.8%	8.4%	8.4%	8.0%	6.7%	7.6%	8.4%	10.0%
UNM Los Alamos	55.8%	56.9%	59.6%	62.3%	58.9%	56.5%	50.5%	45.3%	28.0%	57.0%
UNM Taos	6.4%	6.8%	17.1%	21.7%	24.1%	14.5%	11.3%	7.0%	10.0%	14.0%
UNM Valencia	5.9%	5.4%	4.8%	4.3%	8.5%	8.5%	9.3%	9.4%	12.7%	9.5%
Branch Average:	14.1%	14.2%	15.3%	16.9%	17.6%	16.8%	15.8%	15.0%	16.2%	19.0%

“NEW” PERFORMANCE BASED MEASURES FOR COMMUNITY COLLEGES:

Within the last three years, the Department of Finance and Administration and the Legislative Finance Committee have worked in collaboration with the community colleges to create seven new measures that all colleges will report on each year. The goal was to update and make the measures more meaningful for all stakeholders involved. The colleges have established targets for the past two years while still reporting on the old ten measures that will come to an end this fiscal year. The actuals for the new seven measures will be reported starting in FY18.

“NEW” PERFORMANCE MEASURES:

1. Percent of a cohort of first-time, full-time, degree or certificate seeking community college students who complete an academic program within one hundred fifty percent (150%) of standard graduation time.
2. Retention of first-time, full-time, degree-seeking freshmen to the third semester.
3. Total number of certificates and associate degrees awarded within the most recent academic year.
4. Degrees awarded per 100 FTE.
5. External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding state governmental funding sources.
6. Average number of years taken by degree-seeking first-time, full-time students to earn an associate degree.
7. Total number of nursing degrees awarded.

“NEW” PERFORMANCE BASED INDICATORS #1:

Graduation Rate: Percent of Graduates (Cohort)

Measure: Percent of a cohort of first-time, full-time, degree or certificate seeking community college students who complete an academic program within one hundred fifty percent (150%) of standard graduation time.

#1 Graduation Rate Percent Graduates (Cohort)

Institution	FY18 Actual	FY18 Target	FY19 Target
ENMU Roswell	%	25.0%	25.0%
ENMU Ruidoso	%	18.0%	18.0%
NMSU Alamo.	%	14.0%	14.0%
NMSU Carlsbad	%	12.0%	12.0%
NMSU Dona Ana	%	14.0%	14.0%
NMSU Grants	%	12.0%	12.0%
UNM Gallup	%	10.0%	9.0%
UNM Los Alamos	%	9.0%	9.0%
UNM Taos	%	%	%
UNM Valencia	%	10.0%	10.0%
Branch Average:	%	%	%

“NEW” PERFORMANCE BASED INDICATORS #2:

Measure: Retention of first-time, full-time, degree-seeking freshmen to the third semester.

Institution	FY18 Actual	FY18 Target	FY19 Target
ENMU Roswell	%	50.0%	50.0%
ENMU Ruidoso	%	35.0%	35.0%
NMSU Alamo.	%	55.0%	55.0%
NMSU Carlsbad	%	50.0%	50.0%
NMSU Dona Ana	%	60.0%	60.0%
NMSU Grants	%	51.0%	51.0%
UNM Gallup	%	64.0%	65.5%
UNM Los Alamos	%	56.0%	56.0%
UNM Taos	%	%	%
UNM Valencia	%	65.0%	65.0%
Branch Average:	%	%	%

“NEW” PERFORMANCE BASED INDICATORS #3:

Measure: Total number of certificates and associate degrees awarded within the most recent academic year.

Institution	FY18 Actual	FY18 Target	FY19 Target
ENMU Roswell	-	600	600
ENMU Ruidoso	-	126	126
NMSU Alamo.	-	180	180
NMSU Carlsbad	-	120	120
NMSU Dona Ana	-	1,600	1,600
NMSU Grants	-	90	90
UNM Gallup	-	237	243
UNM Los Alamos	-	60	60
UNM Taos	-	-	-
UNM Valencia	-	240	240
Branch Average:	-	-	-

“NEW” PERFORMANCE BASED INDICATORS #4:

Measure: Degrees awarded per 100 FTE.

Institution	FY18 Actual	FY18 Target	FY19 Target
ENMU Roswell	-	20	20
ENMU Ruidoso	-	17	17
NMSU Alamo.	-	18	18
NMSU Carlsbad	-	12	12
NMSU Dona Ana	-	23	23
NMSU Grants	-	14	14
UNM Gallup	-	11	11
UNM Los Alamos	-	14.5	14.5
UNM Taos	-	-	-
UNM Valencia	-	22	22
Branch Average:	-	-	-

“NEW” PERFORMANCE BASED INDICATORS #5:

Measure: External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding state governmental funding sources.

In Millions

Institution	FY18 Actual	FY18 Target	FY19 Target
ENMU Roswell	-	5	5
ENMU Ruidoso	-	1.7	1.7
NMSU Alamo.	-	1	1
NMSU Carlsbad	-	.7	.7
NMSU Dona Ana	-	1	1
NMSU Grants	-	1.1	1.1
UNM Gallup	-	1.8	1.9
UNM Los Alamos	-	2.9	2.9
UNM Taos	-	-	-
UNM Valencia	-	1.9	1.9
Branch Average:	-	-	-

“NEW” PERFORMANCE BASED INDICATORS #6:

Measure: Average number of years taken by degree-seeking first-time, full-time students to earn an associate degree.

Institution	FY18 Actual	FY18 Target	FY19 Target
ENMU Roswell	-	3.5	3.5
ENMU Ruidoso	-	3	3
NMSU Alamo.	-	3	3
NMSU Carlsbad	-	4.2	4.2
NMSU Dona Ana	-	4	4
NMSU Grants	-	3.5	3.5
UNM Gallup	-	4	4
UNM Los Alamos	-	3.2	3.2
UNM Taos	-	-	-
UNM Valencia	-	2	2
Branch Average:	-	-	-

“NEW” PERFORMANCE BASED INDICATORS #7:

Measure: Total number of nursing degrees awarded.

Institution	FY18 Actual	FY18 Target	FY19 Target
ENMU Roswell	-	20	20
ENMU Ruidoso	-	-	-
NMSU Alamo.	-	-	-
NMSU Carlsbad	-	25	25
NMSU Dona Ana	-	23	23
NMSU Grants	-	-	-
UNM Gallup	-	39	41
UNM Los Alamos	-	-	-
UNM Taos	-	-	-
UNM Valencia	-	16	16
Branch Average:	-	-	-



Student Characteristics:

A majority of community college students work, have family responsibilities, and need financial assistance to cover educational costs. Community colleges provide a variety of quality educational programs and support services that enhance the quality of life for the communities and individuals they serve. In addition to credit classes, community colleges provide significant services through non-credit offerings that serve an additional 90,000 New Mexicans. These programs will be detailed throughout this report and include:

- Adult Basic Education;
- Business assistance;
- Continuing education; and
- Personal enrichment.

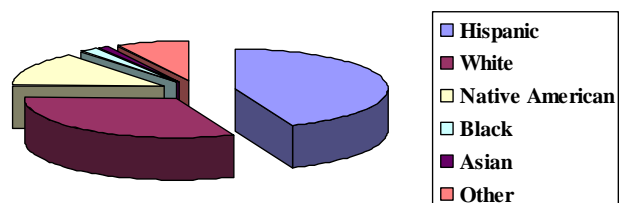
Ethnicity Profile:

In response to the Accountability in Government Act, student access and success is one of the community college performance-based measures. The following information represents the branch community college ethnicity profile.

Ethnic Profile for Branches

Branch Ethnicity Profile

Hispanic:	45%
White:	36%
Native American:	9%
Black:	4%
Asian:	2%
Other:	4%



ENROLLMENT AT BRANCH COLLEGES

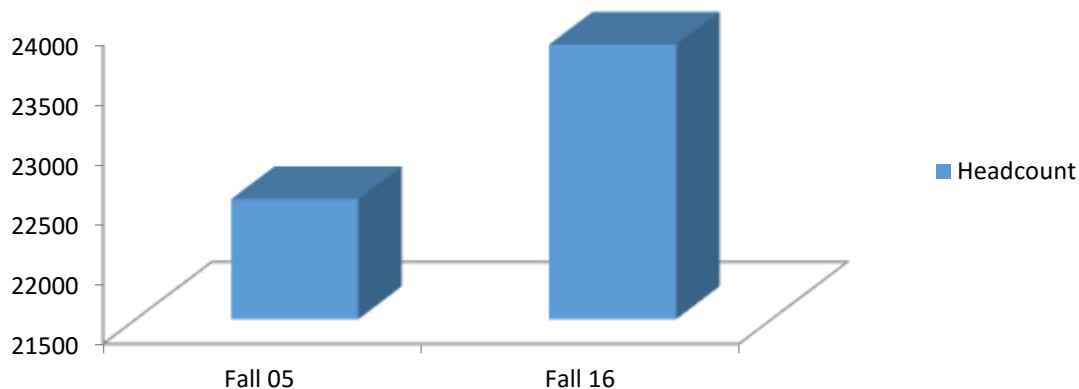
New Mexico's branch community colleges, with a commitment to access and an open-door admissions policy, are the colleges of choice for many New Mexico college students. This is evident by the continued growth in enrollment throughout the past ten years. **In Fall 2016, 23,801 students sought credit enrollment within the branch college system in New Mexico.**

Fall 2016 Enrollments by Institution (Credit Enrollment):

<u>Institution</u>	<u>Headcount</u>	<u>FTE</u>
ENMU Roswell	2,875	1,663
ENMU Ruidoso	655	293
NMSU Alamogordo	1,809	799
NMSU Carlsbad	1,790	885
NMSU Dona Ana	8,241	5,018
NMSU Grants	1,017	389
UNM Gallup	2,505	1,626
UNM Los Alamos	1,053	423
UNM Taos	1,714	803
UNM Valencia	2,142	1,065
Total	23,801	12,964

As shown in the graph below, the branch colleges have experienced a significant amount of growth within the last ten years.

Branch Credit Enrollment Growth



DUAL CREDIT FOR BRANCH COLLEGES

Dual Credit in New Mexico:

- The New Mexico state legislature and the education community worked together in recent years to pass several bills to further the dual credit initiative. Senate Bill 943 (2007) and Senate Bill 31 (2008) created a statewide dual credit program to allow high school students to earn both high school and college credit for qualifying courses. In addition, Senate Bill 561 (2007) required that all entering 9th graders shall earn at least one credit through one of the following: honors, advanced placement, distance learning, or *dual credit*. *As shown in the data below, the dual credit initiative continues to grow statewide and particularly within branch colleges.*

Dual Credit for Branch Colleges New Mexico:

- The total number of high school students participating in dual credit within the branch colleges is **7,331**.
- The number of dual credit students **increased 5,535** since 1999-00.
- The number of dual credit students **increased 541** since the previous year.

A look at 2016-2017 Dual Credit for Branch Community Colleges

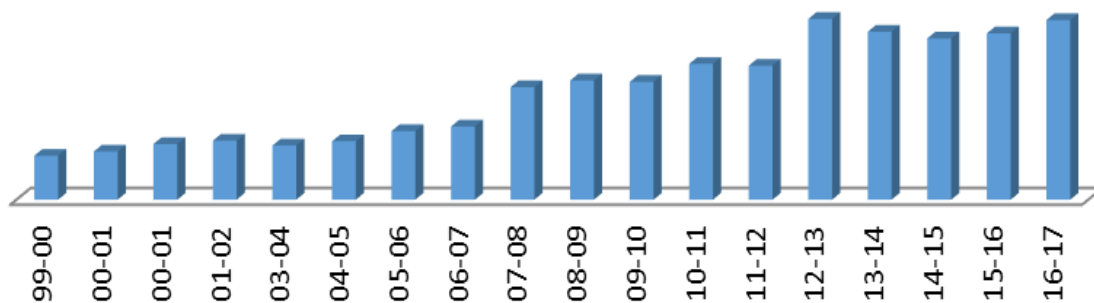
Colleges:	Headcount:
ENMU Roswell	1,611
ENMU Ruidoso	353
NMSU Alamogordo	382
NMSU Carlsbad	717
NMSU Dona Ana	1,409
NMSU Grants	634
UNM Gallup	494
UNM Los Alamos	458
UNM Taos	755
UNM Valencia	518
BRANCH TOTAL:	7,331



A Look at the Historical Trends of Dual Credit: (Headcount)

College	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
ENMU Roswell	646	536	522	769	693	740	892	1,029	1,163	871	1,969	1,218	1,149	1,259	1,611
ENMU Ruidoso	138	118	164	119	179	161	184	192	313	248	333	321	364	399	353
NMSU Alamo	134	97	148	227	216	317	231	213	523	345	459	438	384	377	382
NMSU Carlsba	45	38	78	103	N/A	840	633	726	507	850	1,317	1,380	669	897	717
Dona Ana	268	251	407	431	481	714	644	603	920	852	907	884	976	1,154	1,409
NMSU Grants	6	16	37	34	109	111	150	210	197	222	269	476	527	546	634
UNM Gallup	500	466	505	397	483	727	676	404	384	392	365	394	411	395	494
Los Alamos	59	75	67	60	91	137	245	264	274	273	269	199	381	364	458
UNM Taos	413	426	258	358	342	331	459	430	549	578	724	749	736	743	755
UNM Valencia	201	192	200	304	397	516	754	741	714	839	770	801	988	656	518
Totals	2,410	2,215	2,386	2,802	2,991	4,594	4,868	4,812	5,544	5,470	7,382	6,860	6,585	6,790	7,331

Growth in Dual Credit Enrollment for Branches



REMEDIAL COURSES TAKEN

Branch community colleges offer a significant number of remedial courses for individuals who have not yet acquired basic skills sufficient to succeed at college-level course work. Since our colleges are open to all who apply, they require prospective degree-seeking students and those interested in pursuing college-level English and Math to be assessed for basic skill competency. Based on the assessment outcome, students are recommended for college-level or remedial course work in pre-college skill building classes in English, Math, Reading, or Study Skills. Remediation represents a significant educational program effort at most institutions. Students who score below college level must successfully complete remedial courses before enrolling in college-level courses in a related discipline.

- Of the total **(2,470)** 2016 high school graduates enrolled in branch community colleges, 1,152 needed remediation in Math and 977 needed remediation in English.
- Of the total **(491)** students that graduated in 2016 with a GED and enrolled in branch community colleges, 146 needed remediation in Math and 108 needed remediation in English.

The following chart shows the branch community college remedial efforts.

College	Recent '16 High School Grad.			2016 GED			Others		
	Total Number of Students in Category	Number of Students in Remedial Math	Number of Students in Remedial English	Total Number of Students in Category	Number of Students in Remedial Math	Number of Students in Remedial English	Total Number of Students in Category	Number of Students in Remedial Math	Number of Students in Remedial English
ENMU Roswell	388	98	90	68	16	7	74	30	19
ENMU Ruidoso	137	4	8	26	2	0	49	5	8
NMSU Alamo	109	35	24	31	13	5	119	21	8
NMSU Carlsbad	152	99	68	17	12	10	31	24	12
NMSU Dona Ana	1,054	628	539	4	1	2	282	126	107
NMSU Grants	46	22	10	19	9	6	19	8	5
UNM Gallup	287	141	171	263	73	67	2,489	340	325
UNM Los Alamos	77	41	21	12	3	6	8	5	2
UNM Taos	71	28	19	26	11	2	47	7	2
UNM Valencia	149	56	27	25	6	3	47	14	9
Totals	2,470	1,152	977	491	146	108			

Remedial Courses Continued:

Another measure of student success is how well students do in college-level courses following successful completion of remedial course work. In some cases, students taking remedial courses do better in follow-up academic courses than students who have not taken any remedial course work.

- The success percent of students taking developmental courses in English range from 7% to 76%.
- The success percent of students **not** taking developmental courses in English range from 51% to 93%.
- The success percent of students taking developmental courses in Math range from 11% to 72%.
- The success percent of students **not** taking developmental courses in Math range from 46% to 94%.

Some institutions are experiencing greater success with remedial programs than others. Improved practices of tracking remedial students will provide needed information for remedial program improvement, including social and academic support services.

College	% Success in College English	
	Those taking developmental courses	Those not taking developmental courses
ENMU Roswell	24%	76%
ENMU Ruidoso	58%	79%
NMSU Alamo	52%	55%
NMSU Carlsbad	23%	77%
NMSU Dona Ana	76%	80%
NMSU Grants	62%	76%
UNM Gallup	49%	51%
UNM Los Alamos	75%	80%
UNM Taos	7%	93%
UNM Valencia	13%	87%

% Success in College Math	
Those taking developmental courses	Those not taking developmental courses
17%	83%
65%	94%
56%	67%
42%	58%
65%	74%
72%	74%
54%	46%
71%	82%
11%	89%
25%	75%



PARTICIPATION IN STUDENT CREDIT HOURS

- Columns 1, 3, and 5 of the chart below demonstrate the **percent** of Student Credit Hours in the major three areas of course work offered at community colleges.
- Columns 2, 4, and 6 of the chart below demonstrate the **actual number** of Student Credit Hours in the major three areas of course work offered at community colleges.
 - Academic Courses
 - Career Courses
 - Remedial Courses

Credit Hours and Percents for Fall 2016

Institution	% SCH in Academic Courses	# SCH in Academic Courses	% SCH in Career Courses	# SCH in Career Courses	% SCH in Remedial Courses	# SCH in Remedial Courses	% Total	# Total
ENMU Roswell	43%	9,647	52%	11,638	6%	1,274	100%	22,559
ENMU Ruidoso	62%	2,685	33%	1,437	4%	189	100%	4,311
NMSU Alamo	79%	9,442	13%	1,558	8%	988	100%	11,988
NMSU Carlsbad	54%	7,175	36%	4,718	10%	1,394	100%	13,287
NMSU Dona Ana	56%	41,966	31%	22,991	14%	10,309	100%	75,266
NMSU Grants	65%	3,769	27%	1,605	8%	456	100%	5,830
UNM Gallup	51%	12,602	36%	8,710	13%	3,182	100%	24,494
UNM Los Alamos	73%	4,661	21%	1,339	6%	357	100%	6,373
UNM Taos	57%	6,814	39%	4,707	4%	527	100%	12,048
UNM Valencia	70%	11,601	26%	4,259	5%	779	100%	16,639



WORKFORCE AND ECONOMIC DEVELOPMENT

Non-Credit Courses:

Community colleges provide the working adult with many opportunities to prepare for career advancement, to keep abreast of new technology, or to prepare to enter a new career field. These are all critical strategies for workers in today's economy. In addition to credit offerings, community colleges offer a wide range of non-credit, work-related courses, primarily through contracts with businesses and industries and various state agencies. Branch colleges offered specialized classes to enhance workforce and economic development to well over 9,000 adults.

Non-Credit Offerings for Branch Campuses:

- Headcount of Participants:
 - 2008-2009 = 9,422
 - 2009-2010 = 8,587
 - 2010-2011 = 10,222
 - 2011-2012 = 14,947
 - 2012-2013 = 12,950
 - 2013-2014 = 14,977
 - 2016-2017 = 15,388
- Number of Student Contact Hours Generated:
 - 2008-2009 = 105,142
 - 2009-2010 = 100,370
 - 2010-2011 = 110,373
 - 2011-2012 = 119,306
 - 2012-2013 = 135,001
 - 2013-2014 = 164,943
 - 2016-2017 = 236,691
- Number of New Entities Served by Year:
 - 2008-2009 = 326
 - 2009-2010 = 372
 - 2010-2011 = 285
 - 2011-2012 = 344
 - 2012-2013 = 359
 - 2013-2014 = 393
 - 2016-2017 = 445



Highlights:

- Branch colleges served 4,846 in *headcount* for non-credit courses during the 2016-17 year.
- Branch colleges generated 68,665 in the number of *student contact hours* for non-credit, work related courses for the 2016-17 academic year.
- Branch colleges served 109 new entities for non-credit courses during the 2016-17 year.

PARTNERS IN ECONOMIC DEVELOPMENT

The branch community colleges have taken a leadership role in economic development in their region and have developed innovative projects such as those listed below.

Eastern New Mexico University Roswell:

New Mexico Mesa, Inc.

- New Mexico Mesa, a non-profit organization, is part of a national initiative promoting educational enrichment for pre-college students from historically under-represented ethnic groups. New Mexico Mesa prepares students for college majors and careers in math, engineering, science and related fields. ENMU Roswell is providing office space and administrative support for a regional NM Mesa office on campus. The campus also serves as a regional activity site for MESA.

National Guard Youth Challenge Academy:

- ENMU-Roswell partnered with the National Guard's Youth Challenge program in 2001. The college provides career-technical education, food service and other support to the program, which targets high school dropouts ages 16 to 18 from throughout New Mexico. The 22 week academy gives cadets the opportunity to complete their GED high school equivalency diploma and 15 credit hours of career-technical coursework through ENMU Roswell. Cadets also take part in physical fitness activities, CPR classes, job skills training, and community service projects.

Xcel Energy Community Solar Program:

- ENMU-Roswell has partnered with Xcel Energy to construct a community solar energy demonstration site on Campus. The 35 kilowatt solar installation demonstrates six photovoltaic (PV) solar technologies that can be installed on homes or businesses, including rooftop, lollipop array, single axis array, and dual axis array. The project covers 22,000 square feet and includes a walking path with information markers describing the types of technology being demonstrated and interesting solar facts. Meters also show the output of the power being generated. ENMU-Roswell's site is the largest of the company's four solar installations in Southeast New Mexico. ENMU-Roswell students enrolled in the Renewable Energy Technology program utilize the site for training and area school students can tour the site during the school year for educational field trips.

Eastern New Mexico University Ruidoso:

Mescalero Apache Tribe:

- Apache Promise was developed to work with tribal members to increase their employability and create an educated workforce for the tribe.

PARTNERS IN ECONOMIC DEVELOPMENT *CONTINUED...*

South Central Mountain Economic Development Association:

- Important elements of the association is the collaboration between communities in a region, and provides economic analysis that is tailored to help capture the region's current or emerging clusters and the college will assist in the workforce training.

South Central Mountain Economic Development Association:

- Partnered on the development of a economic development plan for Lincoln County and Mescalero.

New Mexico State University Alamogordo:

Main Gate United:

- This group is pursuing the continued presence and expansion of the federal facilities in the region, including Holloman Air Force Base and White Sands Missile Range.

Otero County Economic Development Council:

- NMSU Alamogordo is a partner with the OCEDC in recruiting new businesses to the area and promoting the local Gross Sales Tax increment for local economic development. In Fall 2017 OCEDC relocated its offices to the NMSU-A campus.

Alamogordo Chamber of Commerce:

- NMSU Alamogordo is active in the Alamogordo Chamber of Commerce in its support for local business ventures involving students and the public.

New Mexico State University Carlsbad:

Carlsbad Community Development Corporation:

- NMSU Carlsbad offers a program in Building Trades and Construction Technology where college and dually-enrolled high school students construct a home which is then sold, through the Carlsbad Community Development Corporation, to a low-to-moderate income family. This partnership assists in developing a well-trained workforce in addition to meeting a need for affordable housing in Carlsbad.

Contract Training:

- NMSU Carlsbad Continuing Education and Contract Training department assists local businesses with their professional development and/or short-term training needs by providing low cost, high quality customized training courses.

PARTNERS IN ECONOMIC DEVELOPMENT *CONTINUED...*

Small Business Development Center:

- The Small Business Development Center (SBDC) at NMSU Carlsbad works with small business and prospective business owners to assist in developing short-term and long-term business improvement strategies; to develop business plans and/or forecast models to assist small businesses in seeking long-term financing; and to perform local and regional marketing and economic forecast surveys.

New Mexico State University Dona Ana:

Mesilla Valley Economic Development Alliance (MVEDA):

- As the leading economic development organization in Southern New Mexico, the mission of the Mesilla Valley Economic Development Alliance (MVEDA) is to “Grow the wealth of Doña Ana County through the creation of economic-based job opportunities for its residents.” MVEDA is a public/private sector economic development alliance that serves all of Doña Ana County (Las Cruces NM MSA).

Border Industrial Association:

- The Border Industrial Association (BIA) is a non-profit organization consisting of more than 100 industrial members, that represent more than 4,000 jobs, hundreds of millions of dollars of investment in southern New Mexico, and millions of dollars of annual taxes. The Santa Teresa/Sunland Park region, which surrounds the Santa Teresa Port of Entry (STPOE), represents one of New Mexico’s largest industrial bases, recently being named as the largest exporter in the State. DACC works closely with the BIA in identifying the workforce training needs of BIA members and then delivery timely, effective, workshops that enhance employee work-related skills.

Workforce Center and Various Economic Development Organizations:

- Some of the partners the DACC Workforce Center partners with include Las Cruces Hispanic Chamber, Greater Las Cruces Chamber of Commerce, Sierra County Economic Development Organization, Anthony Chamber of Commerce, Department of Vocational Rehabilitation, SCORE, WESST, NM Veterans Services Department, SNMCAA, the City of Las Cruces, the Southwest Area Workforce Development Board, and Tresco, Inc.

New Mexico State University Grants:

Eastern Cibola County Leadership Group:

- Within 2010, NMSU-Grants was invited by this group to become a member. The group meets quarterly and the mission of group is to improve the educational pipeline in Cibola County to expand trained workforce. The group consists of public/private/Tribal K-12 systems in region.

PARTNERS IN ECONOMIC DEVELOPMENT CONTINUED...

Cibola General Hospital:

- Cibola General Hospital continues to move into its 10th year of support for distance education delivery of the NMSU Bachelor of Science in Nursing (BSN) Program at NMSU-Grants to expand rural nursing workforce needs of region. Their support is monetary, i.e. funding commitment of \$80,000/year for Year 10 of now ten year commitment. Successful graduation of Bachelor of Science nursing graduates have provided Cibola Hospital local BSN hires who they are better able to retain. On an average Cibola Hospital must hire two (2) contract nurses annually and annual cost to contracting company for each Nurse is \$176,800/year/nurse and they must include free housing (\$353,600 annual cost for 2 contract nurses). Local NMSU-Grants students are the pipeline into this program. Hospital has also committed to paying BSN prepared Nurses \$2/hour more for completion of this program. They also provide substantial scholarship (\$2,000/year) support to students enrolled in Health Careers who are required to work with them upon graduation for each year of scholarship support. This year the program moved from a 4-semester program to a 5-semester program.

Acoma Pueblo and To'Hajiilee Committee:

- Continuing support with federal US Department of Education grant of (2) Adult Basic Education/Outreach Centers at Acoma Pueblo and the To'Hajiilee Community (Navajo) within NMSU Grants service area to provide GED training for at-risk youth and adults who have not obtained their high school diploma. One (1) full-time ABE instructor staffs each Outreach Centers along with a 12-bay computer lab installed at each site to support the ABE program as well as computer based training for tribal/community members. These two ABE Outreach Centers are funded by our college's US Department of Education Native American Serving Non-Tribal Institutions grant (funded October 1, 2011 thru July 30th, 2017) and intended to assist to improve the employability of persons who have not completed a high school diploma and encourage their entry into workforce and/or encourage transfer into a college career/academic program. Each tribal community has provided space to house the Outreach Centers along with in-kind support of utilities.

University of New Mexico Gallup:

Northwest New Mexico Council of Governments:

- Trail of the Ancients' Regional planning collaborative (San Juan, McKinley, Cibola counties).

Entrepreneurship Program Outreach:

- Specialized Economic Development training i.e. labor market and workforce analysis based on US Census and NMDWS data.

PARTNERS IN ECONOMIC DEVELOPMENT *CONTINUED...*

University of New Mexico Los Alamos:

SUN-Path UNMLA-SFCC:

- Funded by the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT), the grant is going by the acronym SUN PATH. The mission of the New Mexico Skill Up Network (SUN) is to expand and improve the ability of community colleges in New Mexico to deliver education and career training programs that can be completed in two years or less. SUN aims to prepare program participants to succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the need of employers in New Mexico. Pathway Acceleration in Technology and Healthcare (PATH) is about the focus on preparing students for a career in health care by teaching the necessary skills to do the job while strengthening reading, writing, and math abilities.

Small Business Development Center:

- The UNM–Los Alamos Small Business Development Center (SBDC) is part of a national and statewide network that provides training and counseling services for small and start-up businesses. The UNM–Los Alamos SBDC offers no-charge business assistance to any existing or aspiring small business in the community, including not-for-profits. Business counseling and most of the training classes occur off campus at the Los Alamos Small Business Center. Counseling sessions are also held in the Jemez Springs area. The SBDC currently serves about 180-200 counseling clients each year. Typical areas of assistance include business start-up and registration, planning and business planning development, customer service, marketing, business financing, incorporation, proposal preparation, employee issues, business computing, record keeping, regulatory issues, quality management, productivity issues and trade name searches.

University of New Mexico Taos:

Taos Entrepreneurial Network (TEN):

- TEN and UNM-Taos have continued a successful collaboration throughout the year and TEN highlights many of the UNM-Taos programs including IT and Green Tech.

Taos Business and Education Collaborative (TBEC):

- TBEC and UNM-Taos successfully placed seven student interns in the business community during the 2012-2013 school year.

Regional Development Corporation (RDC):

- The RDC oversees the Accelerate program at UNM-Taos and includes the organization in Economic Development initiatives through Rural Economic Development Initiatives.

University of New Mexico Valencia:

Area Chambers of Commerce (Los Lunas, Belen, Socorro, Hispano of Valencia County, Mountainair):

- UNM Valencia has ongoing leadership positions and active participation in all chamber's projects and events that promote local area businesses and economy. The approximate combined memberships are 750.

Area Economic Development Organizations (Los Lunas, Belen, Rio Communities, Socorro Regional):

- Each of these communities have their own organization with a specific plan and strategy for the economic development of their community. We support these efforts by providing leadership and support.

Veteran Business Outreach Center (VBOC):

- The VBOC is an organization in the State of New Mexico, Department of Veterans' Services that provides programs for veterans to start their own business. SBDC provides these veterans with specific help with all aspects of entrepreneurship.

SPECIALIZED SERVICES TO THE COMMUNITY

Branch community colleges offer a variety of services and activities that enrich the community as well as the individuals who live in their service area. Building on the expertise of facilities that support instructional programs, branch community colleges often sponsor weekly courses, events, programs, seminars, and workshops (predominately not-for-credit) as a service for community members. Programs include access to:

- health services
- leadership development initiatives
- enrichment programs for children

Seminar topics range from Parenting Skills to Internet Training to Gardening. Several of the colleges host service learning programs whereby college students serve as tutors in literacy programs, participate in the American Reads program, volunteer at local hospitals and schools, or participate in other projects that apply their college course-work to the community needs.

The number of participants and projects presented below is representative of those offered through the colleges' community service programs.

Eastern New Mexico University Roswell:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Adult Basic Education		762
Adult Secondary Education		147
English as a Second Language		138
Sampling of Special Projects for the Community:	Participants (duplicated)	Participants (unduplicated)
Health Fairs	2,275	
Senior Circle	266	

Eastern New Mexico University Ruidoso:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Forest Health Series		125
Ceramics		21
Free Style Painting		17
Leadership Speaker Series		115
Senior Citizen Computer Training		50
Special Projects for the Community: Participants	Participants (duplicated)	Participants (unduplicated)
Highway Cleanup		20
Fun Runs		50

New Mexico State University Alamogordo:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated) Adult
Basic Education		204

Continuing/Community Education	462	328
Small Business Development Center		
Sampling of Special Projects for the Community:	Participants	Participants
	<u>(duplicated)</u>	<u>(unduplicated)</u>
Trunk or Treat for Safe Halloween		1,000+
Take Back the Night		250
Aggie Cupboard Food Bank	215	96

New Mexico State University Carlsbad:

Sampling of Community Course Offerings:	Participants	Participants
	<u>(duplicated)</u>	<u>(unduplicated)</u>
Adult Basic Education		411 (52 GED)
Continuing Education	639	
Small Business Development Center	125	
English as a Secondary Language	182	
Sampling of Special Projects for the Community:	Participants	Participants
	<u>(duplicated)</u>	<u>(unduplicated)</u>
Inspired by Science		100
Young Chefs		20
Make It and Take It Home		17

New Mexico State University Dona Ana: (DACC)

Sampling of Community Course Offerings:	Participants	Participants
	<u>(duplicated)</u>	<u>(unduplicated)</u>
Adult Basic Education		1,636
Community Education		478
Customized Training		743
Small Business Development Center		411
Sampling of Special Projects for the Community:	Participants	Participants
	<u>(duplicated)</u>	<u>(unduplicated)</u>
EMT Refresher, Statewide and Region II Conferences		230

New Mexico State University Grants:

Sampling of Community Course Offerings:	Participants	Participants
	<u>(duplicated)</u>	<u>(unduplicated)</u>
Adult Basic Education	120	
Continuing Education	200	
Sampling of Special Projects for the Community:	Participants	Participants
	<u>(duplicated)</u>	<u>(unduplicated)</u>
Local Organizations Meetings, Trainings, and Confer.	725	400
Community Concert/Shows	492	
High School Cross Country		500
Fishing and Game Commission Meetings	250	
NM Mesa	450	
Computer Techn. Dept. Game Night	165	

University of New Mexico Gallup:

Sampling of Community Course Offerings:	Participants (<u>duplicated</u>)	Participants (<u>unduplicated</u>)
Adult Basic Education		360
AVS		470

University of New Mexico Los Alamos:

Sampling of Community Course Offerings:	Participants (<u>duplicated</u>)	Participants (<u>unduplicated</u>)
Adult Basic Education		206
Community Education Non-Credit		400
Small Business Development Center		376
Sampling of Special Projects for the Community:	Participants (<u>duplicated</u>)	Participants (<u>unduplicated</u>)
Summer Youth Programs		151

University of New Mexico Taos:

Sampling of Community Course Offerings:	Participants (<u>duplicated</u>)	Participants (<u>unduplicated</u>)
SBDC (Business Client Counseling)		80
SBDC (Community Trainings/Workshops)		9
The Adult Learning Center		204
Library Resources		464
Taos History and Genealogy	205	
Sampling of Special Projects for the Community:	Participants (<u>duplicated</u>)	Participants (<u>unduplicated</u>)
Test Proctoring		155
Digital Media Services	41,552	1,233

University of New Mexico Valencia:

Sampling of Community Course Offerings:	Participants (<u>duplicated</u>)	Participants (<u>unduplicated</u>)
Cultural Enrichment Series	1,975	
Adult Basic Education		448
SBDC Business Workshops		98
Photographing Arts/Crafts for Business Websites		15
Sampling of Special Projects for the Community:	Participants (<u>duplicated</u>)	Participants (<u>unduplicated</u>)
Community Projects	2,000	
Talks	174	
Economic Development Meetings	22	

DISTANCE DELIVERY EFFORTS

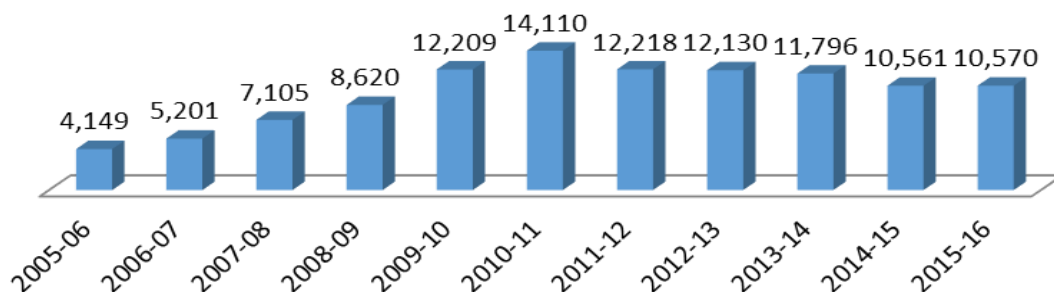
Increasingly more students are place- and schedule-bound making it impossible for many to take on-campus courses. Our colleges have responded by increasing course offerings through distance delivery. The most common methods of distance delivery are through the internet with web-based instruction and through instruction television (ITV).

The following chart includes the number of students being served by web-based and ITV instruction within the New Mexico branch community colleges.

- Web-based instruction is teaching and learning supported by the attributes of the internet.
- ITV instruction provides access to select courses for students at various sites.

College	Web-Based	ITV
ENMU Roswell	2,229	-
ENMU Ruidoso	354	-
NMSU Alamogordo	1,392	-
NMSU Carlsbad	1,377	-
NMSU Dona Ana	3,250	-
NMSU Grants	704	-
UNM Gallup	220	-
UNM Los Alamos	38	-
UNM Taos	335	-
UNM Valencia	671	-
TOTAL:	10,570	-

Distance Delivery Enrollment



Highlights:

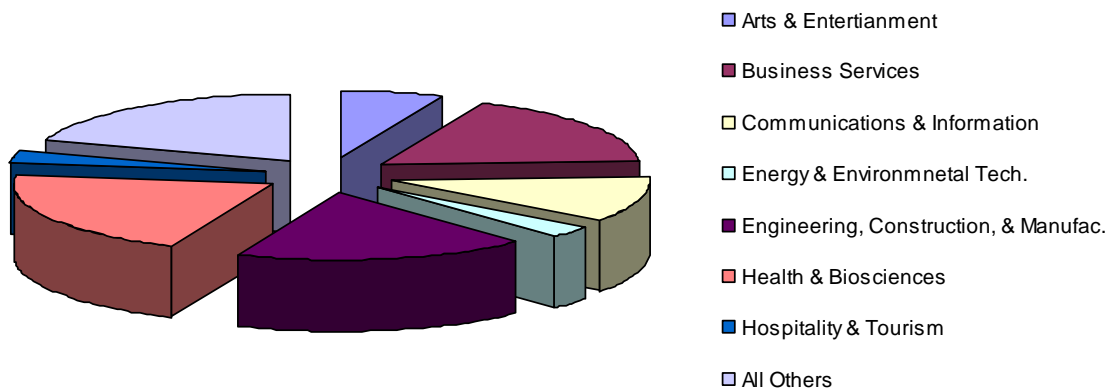
- Web-based instruction for branch college students served 10,570 students in 2015-2016. This is an increase of 6,421 students from 2005-06. The data shows that branch colleges are actively pursuing this low-cost method of delivering of courses to students.

NUMBER OF PROGRAMS OFFERED AT BRANCH COMMUNITY COLLEGES

The following table includes the number of programs offered using the New Mexico Career Clusters.

College	Arts & Entertainment	Business Services	Communications & Information	Energy & Environmental Tech.	Eng., Construction, & Manufacturing.	Health and Biosciences	Hospitality & Tourism	All Others	Total Number
ENMU-Roswell	5	4	5	0	31	22	1	11	79
ENMU-Ruidoso	1	8	3	5	1	7	3	6	34
NMSU-Alamogordo	1	6	3	1	3	4	0	6	24
NMSU-Carlsbad	5	12	3	0	10	6	1	4	41
NMSU Dona Ana	5	6	2	7	15	24	2	7	68
NMSU-Grants	1	6	5	2	5	6	1	2	28
UNM-Gallup	3	5	2	0	10	5	0	14	39
UNM-Los Alamos	1	2	2	2	5	2	0	6	20
UNM-Taos	4	5	1	0	2	7	0	7	26
UNM-Valencia	4	5	2	0	5	7	0	11	34
Totals	30	59	28	17	87	90	16	74	393

Programs Offered at Branch Campuses



HOSTED FOUR YEAR PROGRAM

In an effort to broaden access for our local citizens who are place-bound, relationships are developing between branch community colleges and four-year universities to provide upper division and graduate courses and programs in their communities. Since the formula changed to 100% funding for distance education, we see a significant impact in the number of available programs. This helps to satisfy our goal of providing students with maximum access to education. These initiatives are shown in the following chart.

- *Please note that DACC is located next to a major university in the State.*

Hosted Four-Year Programs and Distance Delivery Efforts

Inst.	Education	Education Licensure	Business Admin.	Nursing	Social Work	Univer. Studies	Misc.	Host University
ENMU-Roswell	BA, BS, BOE, MED	Bilingual, Admin., Elemt. Edu., Special Education	BA, BS, MBA	BSN	BSW, MSW	BUS	BAAS, BBA, MA, MS	ENMU NMHU
ENMU-Ruidoso	MA	Bilingual Admin., Elemt. Educ., Special Edu.	BA, MBA	BSN	BSW	BUS	-	ENMU
NMSU-Alamo.	1	-	-	1	-	-	-	NMSU
NMSU-Carlsbad	BS – Elementary Ed, MA – Curriculum & Instruction	Elementary Education Licensure	MBA	-	-	-	-	NMSU
NMSU-Grants	-	Post BA Elem. Licensure	-	BSN	-	-	-	NMSU
UNM-Gallup	BA/MA	BA	BBA	BSN		B.U.S.	MA	UNM
UNM-Los Alamos	MS, Certificate	MS	MS	BS, MS	-	MS	MS, BS, Certificate	UNM
UNM-Valencia	MA in Education Leadership	-	BA, Master of PA	RN to BS	MA in Lang, Literc.	BA	BA in Comm., BS in Dental Hygiene,	UNM

