



Annual Accountability Report

New Mexico's Branch Community Colleges

December 2019

TABLE OF CONTENTS

Letter from the President	3
Message from the Board of Directors	4
Meeting Our Mission	5
Student Testimonials	7
NMACC Membership	8
Branch Colleges Performance Based Measures.....	9
Student Characteristics	22
Enrollment at Branch Colleges	23
Dual Credit for Branch Colleges	24
Remedial Courses	26
Participation in Student Credit Hours	25
Non-Credit Workforce Training Courses	29
Partners in Economic Development	30
Specialized Services to the Community	36
Distance Delivery Efforts	37
Number of Programs Offered	38



LETTER FROM THE PRESIDENT



The New Mexico Association of Community Colleges (NMACC) is proud to share the **2019 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 2018-19 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,

Cindy Rooney, 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 2019 Annual Report and then feel to call upon us to answer any questions you may have.

NMACC Board Officers

Dr. Cindy Rooney, President

Dr. Ken Van Winkle, Vice President

Dr. Ryan Carstens, Secretary and Treasurer

Dr. John Gratton, 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



STUDENT TESTIMONIALS

ENMU Ruidoso:

Destini Taylor:

ENMU- Ruidoso is a place where the instructors truly cared about me as a student and they wanted me to succeed. They worked with me when I was struggling and recognized that I'm an individual. Even though ENMU-Ruidoso is a smaller college, there were work-study opportunities that helped me prepare for life after college. Not only did I gain core classes from ENMU-Ruidoso I now have an Associate's Degree that I am proud of.

NMSU Carlsbad:

"It has been a good experience being a part of the NMSU Carlsbad Nursing Program. Its closer to home from Artesia and it seemed like NMSU Carlsbad was the better school. I have enjoyed going to clinicals as we get to do things before we have to do them in real life and we get to learn from people who are actually working in the field, which gives us first hand experience. The nursing instructors have been really great and they are always there to help us and support us when they can. It is a really great program for people that want to become a nurse". -Jana Mann, Sophomore Nursing Student at NMSU Carlsbad

NMACC MEMBERSHIP



Eastern New Mexico University - Roswell
Shawn Powell, Pd.D., President
College District: Chaves County
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Eastern New Mexico University - Ruidoso
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New Mexico State University - Alamo
Ken Van Winkle, Ph.D., President
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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



University of New Mexico – Gallup
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University of New Mexico – Los Alamos
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University of New Mexico – Taos
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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 fully engaged in the process of identifying performance indicators for the purpose of performance-based budgeting over the past several years. Within the last two years, the colleges have established targets, implemented improvement strategies, and developed reports to track progress of **new performance measures**. However, this year, the institutions are reporting on the seven identified from the previous year. These include:

- **The set of performance indicators REPORTING THIS YEAR INCLUDE:**
 - 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.
 - Retention of first-time, full-time, degree-seeking freshmen to the third semester.
 - Total number of certificates and associate degrees awarded within the most recent academic year.
 - Degrees awarded per 100 FTE.
 - External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding state governmental funding sources.
 - Average number of years taken by degree-seeking first-time, full-time students to earn an associate degree.
 - Total number of nursing degrees awarded.

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. 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.

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	FY19 Actual	FY19 Target	FY20 Target
ENMU Roswell	35.8%	41%	25.0%	25.0%
ENMU Ruidoso	32.7%	20.5%	18.0%	20.0%
NMSU Alamo.	10.0%	12%	14.0%	14.0%
NMSU Carlsbad	14.8%	16%	13.0%	16.0%
NMSU Dona Ana	15.0%	11%	14.0%	15.0%
NMSU Grants	23.0%	23%	14.0%	20.0%
UNM Gallup	16.1%	15.1%	12.0%	14.0%
UNM Los Alamos	11%	11%	10.0%	11.0%
UNM Taos	21.0%	18.6%	10.0%	13.0%
UNM Valencia	22.5%	20.1%	13.0%	13.0%
Branch Average:	20.2%		14.3%	16.1%

PERFORMANCE BASED INDICATORS #2:

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

Institution	FY18 Actual	FY19 Actual	FY19 Target	FY20 Target
ENMU Roswell	50.0%	49%	56.0%	55.0%
ENMU Ruidoso	43.5%	32.7%	35.0%	38.0%
NMSU Alamo.	46.0%	52.0%	55.0%	55.0%
NMSU Carlsbad	51.0%	56.4%	57.0%	55.0%
NMSU Dona Ana	59.0%	59.0%	63.0%	60.0%
NMSU Grants	43.0%	53.0%	53.0%	53.0%
UNM Gallup	61.7%	65.1%	65.5%	65.5%
UNM Los Alamos	60.0%	60.0%	56.0%	57.0%
UNM Taos	45.0%	60.0%	50.0%	50.0%
UNM Valencia	62.1%	63.2%	65.0%	65.0%
Branch Average:	52.1%		55.6%	55.4%

PERFORMANCE BASED INDICATORS #3:

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

Institution	FY18 Actual	FY19 Actual	FY19 Target	FY20 Target
ENMU Roswell	855	752	600	600
ENMU Ruidoso	104	79	126	126
NMSU Alamo.	110	91	180	180
NMSU Carlsbad	181	175	120	175
NMSU Dona Ana	1,404	1,331	1,600	1,500
NMSU Grants	101	89	90	90
UNM Gallup	290	337	243	290
UNM Los Alamos	144	110	60	100
UNM Taos	135	153	122	125
UNM Valencia	222	226	240	225
Branch Total:	3,546		3,381	3,411

PERFORMANCE BASED INDICATORS #4:

Measure: Degrees awarded per 100 FTE.

Institution	FY18 Actual	FY19 Actual	FY19 Target	FY20 Target
ENMU Roswell	14	11	31	15
ENMU Ruidoso	15	NA	17	17
NMSU Alamo.	13.2	11	18	18
NMSU Carlsbad	17.9	13	13	18
NMSU Dona Ana	19.4	19.3	23	21
NMSU Grants	25.4	12.8	14	14.5
UNM Gallup	14.2	17.4	11.5	14
UNM Los Alamos	17.5	15	14.5	15
UNM Taos	17.5	14	9	10
UNM Valencia	11.9	11.3	22	14
Branch Total:	166		173	156.5

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	FY19 Actual	FY19 Target	FY20 Target
ENMU Roswell	4.9	3.5	5.0	3.0
ENMU Ruidoso	2.0	1.5	1.7	1.8
NMSU Alamo.	0.8	0.46	1	0.3
NMSU Carlsbad	0.9	7.0	7.0	8.0
NMSU Dona Ana	1.4	1.3	1.3	1.3
NMSU Grants	0.9	1.1	1.1	1.0
UNM Gallup	2.9	1.1	1.9	2.0
UNM Los Alamos	3.6	2.9	2.9	3.0
UNM Taos	3.58	3.93	2.8	3.0
UNM Valencia	3.23	2.1	1.9	2.0
Branch Total:	24.2		26.6	25.4

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	FY19 Actual	FY19 Target	FY20 Target
ENMU Roswell	3.74	3.7	3.5	3.5
ENMU Ruidoso	3.5	3.2	3	3
NMSU Alamo.	4.9	4.5	3	4.5
NMSU Carlsbad	4	4	4.2	4.2
NMSU Dona Ana	4	4	4	4
NMSU Grants	3.4	4.2	3.5	3.5
UNM Gallup	4.4	4	4	4
UNM Los Alamos	3	3	3.2	3
UNM Taos	3.63	3.6	4	4
UNM Valencia	3.8	3.7	2	4
Branch Average:	3.8		3.4	3.7

PERFORMANCE BASED INDICATORS #7:

Measure: Total number of nursing degrees awarded.

Institution	FY18 Actual	FY19 Actual	FY19 Target	FY20 Target
ENMU Roswell	21	12	24	24
ENMU Ruidoso	-	NA	-	-
NMSU Alamo.	-	NA	-	-
NMSU Carlsbad	8	0	25	20
NMSU Dona Ana	8	21	23	8
NMSU Grants	-	NA	-	-
UNM Gallup	22	14	41	26
UNM Los Alamos	-	NA	-	-
UNM Taos	5	3	5	5
UNM Valencia	7	12	18	14
Branch Total:	71		136	97

“NEW” PERFORMANCE BASED MEASURES FOR COMMUNITY COLLEGES:

Within the last year, the Department of Finance and Administration and the Legislative Finance Committee have worked in collaboration with the community colleges to create new measures and new reporting timelines 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 upcoming two year and next year will be the first time of reporting the actuals.

“NEW” PERFORMANCE MEASURES:

- The set of NEW performance indicators identified include:
- **Headcount & Full-Time Status of Students:**
 - Number of Student Enrolled – Headcount & FTE
 - Number of Degree-Seeking Undergraduate Students Enrolled, Reported by Headcount & FTE
 - Number of First-Time Degree-Seeking Freshmen Enrolled, Reported by Headcount & FTE
 - Number of First-Time Freshmen Enrolled, Who Graduated from a NM High School Reported by Headcount & FTE
 - Number of Transfers Enrolled Reported by Headcount & FTE
 - Number of At-Risk Students Enrolled Reported by Headcount & FTE
 - Percentage of Undergraduate Students, by Headcount, Enrolled in at Least 15 Credit Hours
- **Credit Hours Delivered:**
 - Total Number of Credit Hours Delivered
 - Number of Lower Level Unrestricted, End-of-Course SCH Completed by Undergraduate Students
 - Number of Unrestricted, End-of-Course SCH Completed by Dual Credit Students
- **Total Awards:**
 - Total Number of Unduplicated Awards Conferred in the Most Recent Academic Year
 - Total Number of Unduplicated Certificates Under One Year in Length Awarded
 - Total Number of Unduplicated Certificates One Year in Length or More Awarded
 - Total Number of Unduplicated Associate’s Degrees Awarded
- **High Demand Fields:**

- Total Number of Awards Conferred to Students in High-Demand Fields in the Most Recent Academic Year
- Total Number of Certificates with CIP Code 13.12 for Elementary and Secondary School Educators, Conferred to Students That Completed an Alternative Teacher Licensure Program
- Total Number of Associate's Degrees with CIP Codes 13.1209 and 13.1210 Awarded for preschool Educators
- Total Number of Associate's Degrees with CIP Code 51.38 for Nurses, conferred to Those Students Concurrently Receiving a Bachelor's Degree of Science in Nursing
- **At-Risk Awards:**
 - Total Number of Unduplicated Awards Conferred to Financially At-Risk Students in the Most Recent Academic Year
 - Total Number of Unduplicated Certificates Under One Year in Length Awarded to Financially At-Risk Students
 - Total Number of Unduplicated Certificates One year in Length or More Awarded to Financially At-Risk Students
 - Total Number of Unduplicated Associate's Degrees Awarded to Financially At-Risk Students
- **Total Awards:**
 - Total Number of Unduplicated Awards Conferred in the Most Recent Academic Year
 - Total Number of Unduplicated Certificates Under One Year in Length Awarded
 - Total Number of Unduplicated Certificates One Year in Length or More Awarded
 - Total Number of Unduplicated Associate's Degrees Awarded
- **Time and Credits to Graduation:**
 - Average Number of Years Taken by Degree-Seeking First-Time, Full-Time Undergraduate Students to Complete an Associate's Degree
 - Average Number of Credits Taken by Degree-Seeking Undergraduate Students to Complete an Associate's Degree
- **Graduation and Retention Rates:**
 - Percent of a Cohort of First-Time, Full-Time, Degree-Seeking Freshmen who complete an Associate's Program within 150% of Standard Graduation Time
 - Percent of a Cohort of First-Time, Full-Time, Degree-Seeking Freshmen who complete an Associate's Program within 100% of Standard Graduation Time
 - Percent of a Cohort of First-Time, Full-Time, Degree-Seeking Freshmen who Complete an Associate's Degree within 300% of Standard Graduation Time
 - Percent of First-Time, Full-Time Freshmen Retained to the Third Semester
- **Tuition and Fees:**
 - Average Institutional Net Price Submitted to IPEDs in the Student Financial Aid Survey in February

- Total Amount of Tuition and Fees for the Upcoming Academic Year for a Full-Time, Resident, Undergraduate Student as a Percent of the Average Tuition and Fees for Peer Colleges in the WICHE Region
- **Total Awards:**
 - Total Number of Unduplicated Awards Conferred in the Most Recent Academic Year
 - Total Number of Unduplicated Certificates Under One Year in Length Awarded
 - Total Number of Unduplicated Certificates One Year In Length or More Awarded
 - Total Number of Unduplicated Associate's Degrees Awarded
- **Education and Related Expenditures:**
 - Total Amount of Education and Related Expenditures in the Most Recent Fiscal Year Per FTE Student
 - Total Amount of Education and Related Expenditures in the Most Recent Fiscal Year Per Associate's Degree Recipient

“NEW” PERFORMANCE BASED INDICATORS:

Measures	FY 19 Actual	FY 19 Target	FY 20 Target
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 of standard graduation time			
Percent of first-time, full-time freshmen retained to the third semester			
Total number of certificates and associate degrees awarded within the most recent academic year			
Number of degrees awarded per 100 full-time equivalent students			
Amount of external dollars supporting all programs from federal or nongovernmental sources, for the most recent fiscal year, excluding state governmental funding sources, in millions			
Number of dual credit students enrolled reported by headcount and full-time equivalency			
Total number of unduplicated certificates one year in length or more awarded			
Number of lower-level unrestricted, end-of-course student credit hours completed by undergraduate students			
Percent of a cohort of first-time, part-time, degree-seeking freshmen who completed an associate's degree within three hundred percent of standard graduation time			
Number of first-time degree-seeking freshmen enrolled, reported by headcount and full-time equivalency			
Number of at-risk students enrolled reported by headcount and full-time equivalency			
Total amount of education and related expenditures in the most recent fiscal year per full-time-equivalent student			
Number of unrestricted, end-of-course student credit hours completed by dual credit students			
Total number of unduplicated associate's degrees awarded			
Total number of certificates with CIP code 13.12 for elementary and secondary school educators, conferred to students that completed an alternative teacher licensure program			
Number of students enrolled reported by headcount and full-time equivalency			
Number of first-time freshmen enrolled, who graduated from a New Mexico high school reported by headcount and full-time equivalency			
Total number of associate's degrees with CIP codes 13.1209 and 13.1210 awarded for preschool educators			
Total number of associate's degrees with CIP code 51.38 for nurses, conferred to those students concurrently receiving a bachelor's degree of science in nursing			
Total number of unduplicated awards conferred to financially at-risk students in the most recent academic year			
Percent of undergraduate students, by headcount, enrolled in at least 15 credit hours			
Total number of unduplicated associate's degrees awarded to financially at-risk students			
Total number of unduplicated certificates under one year in length awarded			
Average institutional net price submitted to IPEDS in the student financial aid survey in February			

Number of transfers enrolled reported by headcount and full-time equivalency			
Total number of awards conferred to students in high-demand fields in the most recent academic year			
Number of degree-seeking undergraduate students enrolled, reported by headcount and full-time equivalency			
Total number of credit hours delivered			
Total amount of tuition and fees for the upcoming academic year for a full-time, resident, undergraduate student as a percent of the average tuition and fees for peer colleges in the Western Interstate Commission for Higher Education region			
Total amount of education and related expenditures in the most recent fiscal year per associate's degree recipient			
Total number of unduplicated certificates under one year in length awarded to financially at-risk students			
Total number of unduplicated certificates one year in length or more awarded to financially at-risk students			
Average number of credits taken by degree-seeking undergraduate students to complete an associate's degree			
Percent of a cohort of first-time, full-time, degree-seeking freshmen who complete an associate's program within one hundred percent of standard graduation time			
Average number of years taken by degree-seeking first-time, full-time students to earn an associate degree			



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.

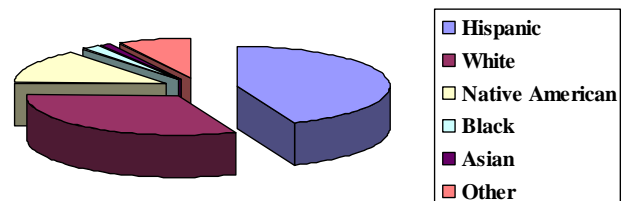
Ethnicity Profile:

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:	43%
White:	38%
Native American:	7%
Black:	6%
Asian:	2%
Other:	4%



ENROLLMENT AT BRANCH COLLEGES

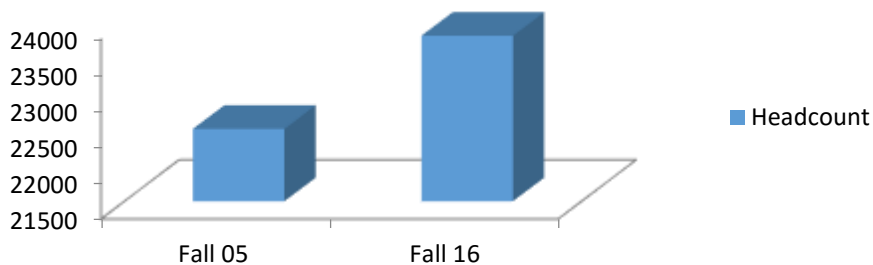
New Mexico’s branch community colleges, with a commitment to access and an open-door admissions policy, are the colleges of choice for many New Mexico college students. This is evident by the continued growth in enrollment throughout the past ten years. **In Fall 2018, 22,738 students sought credit enrollment within the branch college system in New Mexico.**

Fall 2018 Enrollments by Institution (Credit Enrollment):

<u>Institution</u>	<u>Headcount</u>	<u>FTE</u>
ENMU Roswell	2,427	1,464
ENMU Ruidoso	608	288
NMSU Alamogordo	1,706	735
NMSU Carlsbad	1,892	820
NMSU Dona Ana	7,922	4,741
NMSU Grants	1,109	383
UNM Gallup	2,215	1,379
UNM Los Alamos	904	372
UNM Taos	578	1,286
UNM Valencia	2,084	940
Total	21,445	12,408

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 **5,740**.
- The number of dual credit students **increased 3,382** since 2004-05.

A look at 2018-2019 Dual Credit for Branch Community Colleges

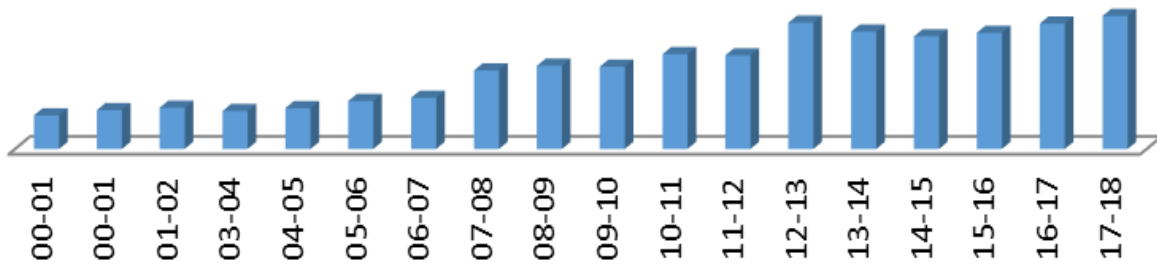
Colleges:	Headcount:
ENMU Roswell	1,317
ENMU Ruidoso	265
NMSU Alamogordo	374
NMSU Carlsbad	1,028
NMSU Dona Ana	1,064
NMSU Grants	556
UNM Gallup	659
UNM Los Alamos	433
UNM Taos	588
UNM Valencia	773
BRANCH TOTAL:	5,740



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

College	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	17-18	18-19
ENMU Roswell	522	769	693	740	892	1,029	1,163	871	1,969	1,218	1,149	1,259	1,611	1,403	1,317
ENMU Ruidoso	164	119	179	161	184	192	313	248	333	321	364	399	353	263	265
NMSU Alamo	148	227	216	317	231	213	523	345	459	438	384	377	382	384	374
NMSU Carlsbad	78	103	N/A	840	633	726	507	850	1,317	1,380	669	897	717	1,406	1,028
Dona Ana	407	431	481	714	644	603	920	852	907	884	976	1,154	1,409	1,175	1,064
NMSU Grants	37	34	109	111	150	210	197	222	269	476	527	546	634	637	556
UNM Gallup	505	397	483	727	676	404	384	392	365	394	411	395	494	457	659
Los Alamos	67	60	91	137	245	264	274	273	269	199	381	364	458	598	433
UNM Taos	258	358	342	331	459	430	549	578	724	749	736	743	755	686	588
UNM Valencia	200	304	397	516	754	741	714	839	770	801	988	656	518	773	801
Totals	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	7,782	5,768

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 **(2,027)** 2018 high school graduates enrolled in branch community colleges, 448 needed remediation in Math and 543 needed remediation in English.
- Of the total **(627)** students that graduated in 2018 with a GED and enrolled in branch community colleges, 68 needed remediation in Math and 102 needed remediation in English.

The following chart shows the branch community college remedial efforts.

College	Recent '18 High School Grad.			2018 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	267	84	97	46	10	16	89	18	20
ENMU Ruidoso	32	0	9	7	0	2	27	0	5
NMSU Alamo	101	31	24	25	10	2	121	27	9
NMSU Carlsbad	104	51	32	3	1	0	31	7	7
NMSU Dona Ana	991	46	231	466	15	68	529	17	109
NMSU Grants	39	27	5	13	8	1	18	14	0
UNM Gallup	190	77	109	20	11	9	87	41	38
UNM Los Alamos	62	41	0	6	3	0	5	3	0
UNM Taos	56	26	4	23	6	1	27	1	1
UNM Valencia	185	65	32	18	4	3	44	5	3
Totals	2,027	448	543	627	68	102			

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 1% to 93%.
- The success percent of students **not** taking developmental courses in English range from 57% to 95%.
- The success percent of students taking developmental courses in Math range from 12% to 77%.
- The success percent of students **not** taking developmental courses in Math range from 56% to 88%.

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	61%	72%
ENMU Ruidoso	53%	60%
NMSU Alamo	60%	69%
NMSU Carlsbad	19%	81%
NMSU Dona Ana	74%	77%
NMSU Grants	0%	65%
UNM Gallup	33%	67%
UNM Los Alamos	82%	81%
UNM Taos	1%	99%
UNM Valencia	70%	68%

	% Success in College Math	
	Those taking developmental courses	Those not taking developmental courses
	63%	70%
	36%	63%
	58%	61%
	23%	77%
	62%	70%
	59%	67%
	30%	70%
	66%	67%
	9%	91%
	64%	54%



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 2018

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	34%	7,466	60%	13,176	6%	1,318	100%	21,960
ENMU Ruidoso	63%	2,762	35%	1,540	2%	66	100%	4,368
NMSU Alamo	81.8%	9,067	9.5%	1,056	8.7%	959	100%	11,082
NMSU Carlsbad	62%	7,603	30%	3,749	8%	960	100%	12,312
NMSU Dona Ana	58%	41,134	29%	20,916	13%	9,075	100%	71,126
NMSU Grants	63%	3,645	30%	1,712	7%	388	100%	5,745
UNM Gallup	58%	12,022	34%	7,110	7%	1,543	100%	20,675
UNM Los Alamos	82%	4,594	13%	734	5%	257	100%	5,587
UNM Taos	65%	5,608	32%	2,756	3%	292	100%	8,656
UNM Valencia	68%	10,334	28%	4,232	4%	586	100%	15,152



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:
 - 2016-2017 = 15,388
 - 2017-2018 = 18,823
 - 2018-2019 = 17,187

- Number of Student Contact Hours Generated:
 - 2016-2017 = 236,691
 - 2017-2018 = 313,367
 - 2018-2019 = 299,987

- Number of New Entities Served by Year:
 - 2016-2017 = 445
 - 2017-2018 = 408
 - 2018-2019 = 485



Highlights:

- Branch colleges served 4,210 in *headcount* for non-credit courses during the 2018-19 year.
- Branch colleges generated 75,407 in the number of *student contact hours* for non-credit, work related courses for the 2018-19 academic year.
- Branch colleges served 95 new entities for non-credit courses during the 2018-19 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:

Eastern New Mexico Medical Center:

- ENMU Roswell has partnered with Eastern New Mexico Medical Center (ENMMC) to provide training locations for Respiratory, Medical Assisting, Emergency Medical Systems, and Nursing students. This affiliation agreement provides students the opportunity to practice their classroom and lab skills in a real world clinical environment. ENMMC provides practical guidance and supervision in a manner that both ensures patient safety and gives students valuable patient interaction that they cannot learn in a college classroom. This arrangement is not only beneficial to ENMU Roswell because it improves their training, but it also allows ENMMC an opportunity to screen potential employees for needed job openings.

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:

Village of Ruidoso:

- Created a work place skills training program for the Village employees to increase retention and also contributed to the Village Long Range Plan.

PARTNERS IN ECONOMIC DEVELOPMENT CONTINUED...

Pattern Energy:

- Developing a pre-apprenticeship certificate for Wind Development outside of Corona.

Inn of the Mountain Gods:

- Developing customized training for Inn of the Mountain Gods Employees.

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.

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.

PARTNERS IN ECONOMIC DEVELOPMENT CONTINUED...

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:

Campus Pearson Vue Certified Testing Center:

- NMSU Grants now has a Pearson Vue Certified Testing Center available for all online career testing certifications and is available to our local community members and businesses who need to utilize a certified Testing Center for their current or new employees to test and certify in respective fields, i.e. plumbers, contractors, insurance agents, etc. Our campus utilizes the testing center for student testing including the GED exam as well as the required testing for BSN students.

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:

Indian Health Services Dental Clinics:

- IHS Dental Clinics provide internship and employment opportunities for our students graduating from the Dental Assisting Program. Moreover, locations at Gallup Indian Medical Center, Fort Defiance, Zuni, and Crown Point allow students to serve the wider community and find employment close to home.

PARTNERS IN ECONOMIC DEVELOPMENT CONTINUED...

Medstar Ambulance Services:

- Medstar Ambulance Services provide clinical sites that are specific to the needs of our students in pre-hospital care and are accessible to students given their centralized location. Students seeking EMT-Basic and EMT-Intermediate licensure benefit greatly from the partnership.

Rehoboth McKinley Christian Health Care Services & Gallup Indian Medical Center:

- RMCHCS and GIMC provide professional practicum sites for our students with opportunity for government job experience, permanent employment, temporary employment, or project-based volunteer experiences within the healthcare sector.

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. The mission of TEN is to improve the economic wellbeing of the citizens of Taos. This

mission aligns with that of UNM-Taos as it promotes education and self-sustainability in our community.

Taos County Chamber of Commerce:

- The TCCC exists to cultivate and sustain a healthy business environment in Taos County.

Small Business Development Center (SBDC):

- The SBDC is responsible for providing business counseling and training to entrepreneurs and small business owners in dealing with financial, marketing, production, organizational issues.

Regional Development Initiative (REDI) and Regional Development Corporation (RDC):

- REDI and RDC are both engaged in the economic sustainability of Northern New Mexico and addresses the gaps in workforce skills. UNM-Taos partners with the RDC on the Accelerate Program.

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		722
Adult Secondary Education		26
English as a Second Language		169
Small Business Development Center		117
Sampling of Special Projects for the Community:	Participants (duplicated)	Participants (unduplicated)
Health Fairs		195
Senior Circle		145
Roswell Independent School Dossier Class District		36
OSHA		23

Eastern New Mexico University Ruidoso:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Community Choir		15
Ceramics		24
Painting		10
Culinary		10
Creative Aging		25
Sampling of Special Projects for the Community:	Participants (duplicated)	Participants (unduplicated)
Native American Celebration		50
Hispanic Heritage Celebration		60

Sophomore Day	250
Dementia Alzheimer's Support	15

New Mexico State University Alamogordo:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Adult Basic Education		102
Continuing/Community Education	485	441
Sampling of Special Projects for the Community:	Participants (duplicated)	Participants (unduplicated)
Trunk or Treat for Safe Halloween		400
Take Back the Night		250
Aggie Cupboard Food Bank	162	74

New Mexico State University Carlsbad:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Adult Basic Education		246
Continuing Education		26
Small Business Development Center		4
English as a Secondary Language		136
Sampling of Special Projects for the Community:	Participants (duplicated)	Participants (unduplicated)
Basic Keyboarding and Computer Skills		32
Study Skills		3
Make It and Take It Home		29

New Mexico State University Dona Ana: (DACC)

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Adult Basic Education		1,204
Community Education		197
Customized Training		234
Small Business Development Center		424
Sampling of Special Projects for the Community:	Participants (duplicated)	Participants (unduplicated)
EMT Refresher, Statewide and Region II Conferences		310
School Based Oral Hygiene Instruction Presentations		1,300
Say Boo to the Flu		200

New Mexico State University Grants:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Adult Basic Education		172
NMSBA Training		4

Sampling of Special Projects for the Community:	Participants (duplicated)	Participants (unduplicated)
NM Mesa		100
Local Organizations, Meetings, Training and Conferences		2,076
Computer Techn. Dept. Game Night		140
BB Practice	200	
Early College Gym Use	26	

University of New Mexico Gallup:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Adult Basic Education		295
AVS		220
Small Business Development Center		121

University of New Mexico Los Alamos:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Adult Basic Education		190
Community Education Non-Credit		78
Small Business Development Center		400

Sampling of Special Projects for the Community:	Participants (duplicated)	Participants (unduplicated)
Summer Youth Programs		150

University of New Mexico Taos:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
SBDC (Business Client Counseling)		79
SBDC (Community Trainings/Workshops)		43
The Adult Learning Center		171
Library Resources		643
Taos History and Genealogy	295	

Sampling of Special Projects for the Community:	Participants (duplicated)	Participants (unduplicated)
Test Proctoring		91
Digital Media Services	53,700	3,697

University of New Mexico Valencia:

Sampling of Community Course Offerings:	Participants (duplicated)	Participants (unduplicated)
Adult Basic Education		404
SBDC Business Workshops	107	
Cultural Enrichment Programs		1,714

Sampling of Special Projects for the Community:	Participants (<u>duplicated</u>)	Participants (<u>unduplicated</u>)
Community Projects	451	
Technology Camps/Workshops	83	45
Workforce Solutions Partnership		57
Health & Career Fair		192
Mission Graduate	200	20
STEM Outreach Events	327	

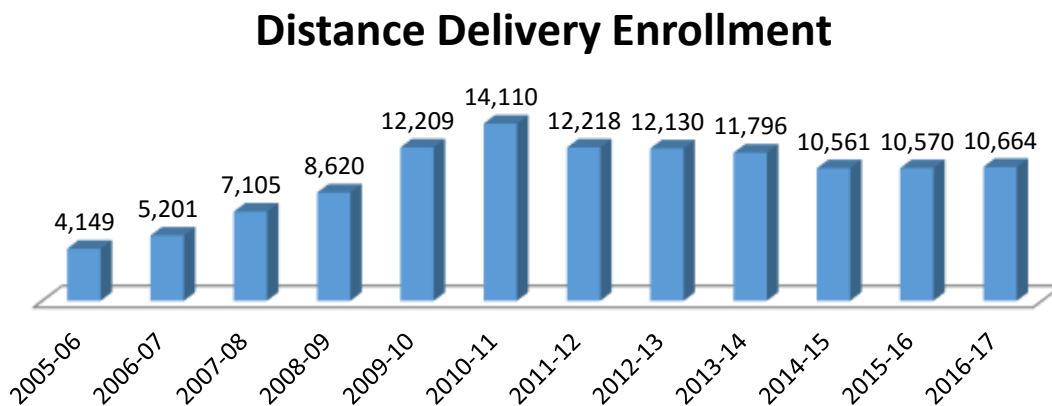
DISTANCE DELIVERY EFFORTS

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	1,196	-
ENMU Ruidoso	432	-
NMSU Alamogordo	1,373	-
NMSU Carlsbad	934	-
NMSU Dona Ana	3,114	-
NMSU Grants	908	-
UNM Gallup	527	-
UNM Los Alamos	49	-
UNM Taos	308	-
UNM Valencia	801	-
TOTAL:	9,642	-



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	5	3	0	30	19	1	8	71
ENMU-Ruidoso	0	2	4	0	1	9	2	12	30
NMSU-Alamogordo	2	6	3	1	3	5	0	3	23
NMSU-Carlsbad	5	12	3	0	10	6	1	4	41
NMSU Dona Ana	6	9	5	7	16	23	2	2	70
NMSU-Grants	1	2	6	0	6	6	1	5	27
UNM-Gallup	0	3	0	0	10	10	0	13	36
UNM-Los Alamos	1	3	2	1	4	5	0	7	23
UNM-Taos	3	6	1	4	4	6	1	2	27
UNM-Valencia	7	2	6	0	6	10	0	10	41
Totals	30	50	33	13	90	99	8	66	389

Programs Offered at Branch Campuses

