New Mexico Community Colleges
Community College Performance-Based Indicators
Reporting Date: September 2010

College:	NEW MEXICO JUNIOR COLLEGE
Prepared by:	Larry Sanderson
Date:	September 1, 2010

#	Performance Measures	FY 08 Actual	FY 09 Actual	FY 10 Actual	FY 11 Budget	FY 12 Target
1	Percent successful after 3 years	55.9%	58.6%	62.1%	60.0%	0.0%
10	Percent complete within 150% of time	27.4%	24.1%	15.5%	33.0%	0.0%
2	Percent placed in jobs in New Mexico	68.0%	72.4%	76.8%	75.0%	0.0%
3	Percent of Hispanic students enrolled	38.8%	39.7%	38.8%	39.0%	39.0%
4	Percent of Hispanic graduates	37.2%	40.1%	41.7%	45.0%	0.0%
5	Number enrolled in area voc. school	336	320	-	400	-
6	Number enrolled in distance education	13,183	15,412	18,548	15,000	17,000
7	Percent of programs with stable or increasing enrollment	61.9%	62.9%	65.0%	82.0%	82.0%
8	Percent persisting to following spring	63.4%	61.8%	57.9%	73.5%	0.0%
9	Percent placed in jobs or continuing education in New Mexico	77.7%	83.3%	87.4%	85.0%	0.0%

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PERFORMANCE INDICATOR #1:   Percent of new students taking nine or more credit hours who
are successful after three years

	DFA/LFC Column Headings				
	FY 08	**FY 09**	**FY 10**	**FY 11**	**FY 12**
	FA 2004 thru SP 2007	**FA 2005 thru SP 2008**	**FA 2006 thru SP 2009**	**FA 2007 thru SP 2010**	**FA 2008 thru SP 2011**
Number of new students intending to transfer or obtain a career credential	414	345	345		
Earned a degree	45	76	76		
Earned a certificate	19	14	14		
Earned an industry credential/ license/ designed skill set	21	15	15		
Transferred to a 4 or 2 year institution in New Mexico	36	53	53		
Became transfer ready and left	33	31	31		
Became transfer ready and are still enrolled	35	23	23		
Still enrolled at the end of 3 years	33	20	20		
Total	222	232	232		
Percent of successful students using above methodology	53.6%	67.2%	67.2%		
Three-year Average	55.9%	58.6%	62.1%		
TARGET	65.0%	60.0%	60.0%	60.0%	

DETAIL ON MOST RECENT COHORT:

	Total Cohort	# Successful	% Successful
Native American			#DIV/0!
Hispanic			#DIV/0!
White, Non-Hispanic			#DIV/0!
All Other			#DIV/0!
Total	0	0	#DIV/0!
Male			#DIV/0!
Female			#DIV/0!
Total	0	0	#DIV/0!

METHODOLOGY:
Using the San Juan student intent model, determine the number of first-time Fall 2006
students who were classified in the transfer and career intent cohorts. Tracking these
students through the Spring 2009 semester, determine how many in the combined cohort
were successful based upon unduplicated headcount in the hierarchy listed in the table
above. Divide the total of those successful by the total cohort to determine a success rate.
Develop a three-year average by aggregating this data with the same information for the
two previous cohorts. The three-year average success rate will be reported to external
agencies. Use this information to develop an appropriate target for FY 2012. Provide a
breakdown of the most recent cohort by gender and ethnicity.

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PERFORMANCE INDICATOR #2 Percent of program completers who were placed in jobs in New Mexico based on UI wage data.

	FY 08	FY 09	FY 10	FY 11	FY 12
DFA/LFC Column Headings					
	Academic Year 2005-06	Academic Year 2006-07	Academic Year 2007-08	Academic Year 2008-09	Academic Year 2009-10
Completers during AY	381	296			
Matched to jobs in NM	277	243			
Percent matched to jobs	72.7%	82.1%	#DIV/0!		
Three-year Average	68.0%	72.4%	76.8%		
TARGET	67.0%	67.0%	72.0%	75.0%	

METHODOLOGY:

Calculate the percentage of AY 2007-08 program completers who were placed in jobs in New Mexico based on unemployment insurance wage data as of late spring 2009. This information will be provided by the Higher Education Department. Develop a three-year average by aggregating this data with the same information for the two previous cohorts. The three-year average success rate will be reported to external agencies. Use this information to develop an appropriate target for FY 2012.

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PERFORMANCE INDICATOR #3: Student profile relative to adult population of the service area

	Service Area Profile 2000 Census	FY 08 Fall Semester 2007	FY 09 Fall Semester 2008	FY 10 Fall Semester 2009	FY 11 Fall Semester 2010	FY 12 Fall Semester 2011
			DFA/LFC Column Headings			
Native American	294	27	35	23	32	
Black	1,622	154	171	182	181	
Asian	149	30	35	33	40	
Hispanic	**13,208**	**1,069**	**1,186**	**1,226**	1,355	
White	23,212	1,271	1,460	1,562	1,506	
Unreported	312	128	133	246	172	
Total	38,797	2,679	3,020	3,272	3,286	-
Female	19,508	1,675	1,791	1,993	2,060	
Male	19,289	1,004	1,229	1,285	1,226	
Total	38,797	2,679	3,020	3,278	3,286	-
Native American %	0.8%	1.0%	1.2%	0.7%	1.0%	
Black %	4.2%	5.7%	5.7%	5.6%	5.5%	
Asian %	0.4%	1.1%	1.2%	1.0%	1.2%	
Hispanic %	**34.0%**	**39.9%**	**39.3%**	**37.5%**	41.2%	
White %	59.8%	47.4%	48.3%	47.7%	45.8%	
Unreported %	0.8%	4.8%	4.4%	7.5%	5.2%	
Total	100.0%	100.0%	100.0%	100.0%	100.0%	
Female %	50.3%	62.5%	59.3%	60.8%	62.7%	
Male %	49.7%	37.5%	40.7%	39.2%	37.3%	
Total	100.0%	100.0%	100.0%	100.0%	100.0%	
Target Group Percentage		39.9%	39.3%	37.5%	41.2%	
Target Group - 3-Year Average		38.8%	39.7%	38.8%	39.3%	
TARGET		34.0%	37.5%	40.0%	39.0%	39.0%

METHODOLOGY:

Using the 2000 census profile, determine the percentage breakdown for the adult population in the college

service area. Prepare a similar breakdown for the most recent fall semester student enrollment and for the two previous fall semesters. Examine this information and select a student population which is most divergent from the census profile and will be targeted for improvement.   Develop a three-year average participation rate for the student population which has been selected for improvement. The three-year average participation rate for this population will be reported to external agencies. Use this information to develop an appropriate target for FY 2012.

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PERFORMANCE INDICATOR #4: Graduate profile relative to adult population of the service area

	Service Area Profile 2000 Census	DFA/LFC Column Headings				
		FY 08 Spring Semester 2007	FY 09 Spring Semester 2008	FY 10 Spring Semester 2009	FY 11 Spring Semester 2010	FY 12 Spring Semester 2011
Native American	294	4	5			
Black	1,622	14	13			
Asian	149	5	3			
Hispanic	**13,208**	**168**	**197**			
White	23,212	227	200			
Unreported	312	24	15			
Total	38,797	442	433	-	-	-
Female	19,508	225	288			
Male	19,289	217	145			
Total	38,797	442	433	-	-	-
Native American %	0.8%	0.9%	1.2%	#DIV/0!		
Black %	4.2%	3.2%	3.0%	#DIV/0!		
Asian %	0.4%	1.1%	0.7%	#DIV/0!		
Hispanic %	**34.0%**	**38.0%**	**45.5%**	**#DIV/0!**		
White %	59.8%	51.4%	46.2%	#DIV/0!		
Unreported %	0.8%	5.4%	3.5%	#DIV/0!		
Total	100.0%	100.0%	100.0%	#DIV/0!		
Female %	50.3%	50.9%	66.5%	#DIV/0!		
Male %	49.7%	49.1%	33.5%	#DIV/0!		
Total	100.0%	100.0%	100.0%	#DIV/0!		
Target Group Percentage		38.0%	45.5%	#DIV/0!		
Target Group - 3-Year Average			40.1%	41.7%		
TARGET		34.0%	37.5%	40.0%	45.0%	

METHODOLOGY:

Using the 2000 census profile, determine the percentage breakdown for the adult population in the college service area. Prepare a similar breakdown of graduates during the most recent academic year and for the two previous academic years. Examine this information and select a student population which is most divergent from the census profile and will be targeted for improvement. Develop a three-year average graduation rate for the student population which has been selected for improvement. The three-year average graduation rate for this population will be reported to external agencies. Use this information to develop an appropriate target for FY 2011.

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PERFORMANCE INDICATOR #5 Contract Training Clients
Revised Sept. 8, 2010

	DFA/LFC Column Headings				
	FY 08	**FY 09**	**FY 10**	**FY 11**	**FY 12**
Program Name:	Fiscal Year 2007-08	Fiscal Year 2008-09	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12
Contract Training Clients	2,510	5,049	4,251		
Percent change vs. Prior Year		101.2%	-15.8%		
Percent change vs. 3-yr Avg.			8.0%		
Three-year Average	2,510	5,049	3,937		
Percent change			-22.0%		
TARGET	N/A	N/A	N/A	5,000	5,000

METHODOLOGY:
Identify the number of individuals served during the previous three fiscal years by the first community service program previously selected by your institution from among the following: ABE participants, SBDC clients, public school students (concurrent, tech prep, area vocational school, etc.) distance education (web-based, interactive, off-site delivery, etc.), contract training clients, community education participants, service learning participants, and teacher in-service participants (training courses designed for K-12 teachers). Develop a three-year average number of participants for this program and compare this average to the most recent year. Calculate the percentage change of the most recent year to the three-year average. The number of participants in the most recent year will be reported to external agencies. Use this information to develop an appropriate target for FY 2012.

NOTE: Prior to September 2010 NMJC had been reporting on "ACT Academy" enrollment. The ACT Academy program served area high school students in vocational studies. Beginning in 2009 the ACT Academy ceased tooperate as a separate program and area high school students were incorporated into mainstream college offerings. Thus, we are shifting our measure to contract training that reports on our service to area employers.

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PERFORMANCE INDICATOR #5 Selected Program of Service to New Mexicans #1

	DFA/LFC Column Headings				
	FY 08	**FY 09**	**FY 10**	**FY 11**	**FY 12**
Program Name:	Fiscal Year 2007-08	Fiscal Year 2008-09	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12
ACT Academy Enrollment	336	320	-		
Percent change vs. Prior Year		-4.8%	-100.0%		
Percent change vs. 3-yr Avg.			-100.0%		
Three-year Average	282	330	219		
Percent change			-33.7%		
TARGET	182	200	350	400	

METHODOLOGY:

Identify the number of individuals served during the previous three fiscal years by the first community service program previously selected by your institution from among the following: ABE participants, SBDC clients, public school students (concurrent, tech prep, area vocational school, etc.) distance education (web-based, interactive, off-site delivery, etc.), contract training clients, community education participants, service learning participants, and teacher in-service participants (training courses designed for K-12 teachers). Develop a three-year average number of participants for this program and compare this average to the most recent year. Calculate the percentage change of the most recent year to the three-year average. The number of participants in the most recent year will be reported to external agencies. Use this information to develop an appropriate target for FY 2012.

Note: The ACT Academy, a long standing program of NMJC, ceased to operate as an independent effort in 2008/09. Students from the old ACT Academy program are now integrated into mainstream college classes with open enrollment policies.

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PERFORMANCE INDICATOR #6 Selected Program of Service to New Mexicans #2

			DFA/LFC Column Headings		
	FY 08	FY 09	FY 10	FY 11	FY 12
Program Name:	Fiscal Year 2007-08	Fiscal Year 2008-09	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12
Distance Education SCH	13,183	15,412	18,548		
Percent change vs. Prior Year		16.9%	20.3%		
Percent change vs. 3-yr Avg.			18.0%		
Three-year Average	9,463	12,554	15,714		
Percent change			25.2%		
TARGET	4,300	7,000	11,000	15,000	17,000

METHODOLOGY:

Identify the number of individuals served during the previous three fiscal years by the first community service program previously selected by your institution from among the following: ABE participants, SBDC clients, public school students (concurrent, tech prep, area vocational school, etc.) distance education (web-based, interactive, off-site delivery, etc.), contract training clients, community education participants, service learning participants, and teacher in-service participants (training courses designed for K-12 teachers). Develop a three-year average number of participants for this program and compare this average to the most recent year. Calculate the percentage change of the most recent year to the three-year average. The number of participants in the most recent year will be reported to external agencies. Use this information to develop an appropriate target for FY 2012.

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PERFORMANCE INDICATOR #7: Percent of programs with stable or increasing enrollments

	DFA/LFC Column Headings				
	FY 08	**FY 09**	**FY 10**	**FY 11**	**FY 12**
	AY 2007-2008	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-2012
Programs with enrollment increase	9	13	22		
Programs with stable enrollment	10	14	10		
Programs increasing or stable	19	27	32		
Programs with decreasing enrollment	21	13	8		
Total programs	40	40	40		
3-yr. avg. programs increasing			14.7		
3-yr. avg. programs stable			11.3		
3-yr. avg. increasing or stable			26.0		
3-yr. avg. programs decreasing			14.0		
Total programs			40.0		
Percent of avg. increasing	31.9%	32.8%	36.7%		
Percent of avg. stable	30.1%	30.2%	28.3%		
Percent of avg. increasing or stable	61.9%	62.9%	65.0%		
Percent of avg. decreasing	38.1%	37.1%	35.0%		
Total programs	100.0%	100.0%	100.0%		
TARGET	82.0%	82.0%	82.0%	82.0%	82.0%

METHODOLOGY:

Examine the average FTE enrollments for all academic and career-technical programs over the past three academic years. Using an enrollment change threshold of +/- 5%, report the number of programs in which enrollment is increasing, stable or decreasing. Calculate a three-year average of the number of programs in each category and identify the percentage of programs that is increasing or stable. This percentage will be reported to external agencies. Use this information to establish an appropriate target for FY 2012.

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College: **NEW MEXICO JUNIOR COLLE**

PERFORMANCE INDICATOR # Percent of new students persisting from fall to spring semesters

	DFA/LFC Column Headings										
	FY 08			**FY 09**			**FY 10**			**FY 11**	**FY 12**
	Enrolled Fall 2007	Retained Spring 2008	% Retained	Enrolled Fall 2008	Retained Spring 2009	% Retained	Enrolled Fall 2009	Retained Spring 2010	% Retained		
Fall-to-Spring Data:											
Native American	5	2	40.0%	3	2	66.7%			#DIV/0!		
Black	41	28	68.3%	24	21	87.5%			#DIV/0!		
Asian	3	3	100.0%	5	5	100.0%			#DIV/0!		
Hispanic	174	75	43.1%	135	87	64.4%			#DIV/0!		
White	142	76	53.5%	96	65	67.7%			#DIV/0!		
Unreported	18	11	61.1%	10	5	50.0%			#DIV/0!		
Total	383	195	50.9%	273	185	67.8%	-	-	#DIV/0!		
Female	106	85	80.2%	116	98	84.5%			#DIV/0!		
Male	277	110	39.7%	157	87	55.4%			#DIV/0!		
Total	383	195	50.9%	273	185	67.8%	-	-	#DIV/0!		
Three-Year Average:											
Native American			71.4%			54.5%	3	1	50.0%		
Black			62.1%			67.7%	22	16	75.4%		
Asian			100.0%			100.0%	3	3	100.0%		
Hispanic			58.8%			59.5%	103	54	52.4%		
White			66.2%			62.1%	79	47	59.2%		
Unreported			72.9%			64.4%	9	5	57.1%		
Total			63.4%			61.8%	219	127	57.9%		
							-	-			
Female			74.8%			77.6%	74	61	82.4%		
Male			55.0%			50.9%	145	66	45.4%		
Total			63.4%			63.4%	219	127	57.9%		
TARGET			72.5%			72.5%			73.5%	73.5%	

METHODOLOGY:
Identify the number of first-time, full-time, degree or certificate seeking students (by ethnicity and gender) who enrolled in the most recent Fall term and identify the number and percent of this cohort who persisted to the following Spring term. Use this same methodology for the two previous years to develop a three-year average persistence rate which will be reported to external agencies. Use this information to develop an appropriate target for FY 2012. Note that the breakdown by ethnicity and gender is collected in anticipation of the need to report this information to the legislature and others. This detail is not included in the Accountability in Government Act report.

NOTE: The community college Quarterly Report due in October requires additional analysis of this performance indicator, including comparison of performance to an external benchmark, identification of performance gaps and plans for meeting targets. A separate template is provided for this purpose.

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PERFORMANCE INDICATOR #9 Percent of program completers who were placed in jobs in New Mexico (based on UI wage data) or who are continuing their education in New Mexico.

	DFA/LFC Column Headings				
	FY 08	**FY 09**	**FY 10**	**FY 11**	**FY 12**
	Academic Year 2005-06	Academic Year 2006-07	Academic Year 2007-08	Academic Year 2008-09	Academic Year 2009-10
Completers during AY	381	296			
Matched to jobs in NM	277	243			
Continuing education in NM	42	30			
Total matched to jobs + cont. ed.	319	273	0		
Percent matched to jobs or continuing education in NM	83.7%	92.2%	#DIV/0!		
Three-year Average	77.7%	83.3%	87.4%		
TARGET	76.0%	76.0%	80.0%	85.0%	

METHODOLOGY:

Calculate the percentage of AY 2007-08 program completers who were placed in jobs in New Mexico based on unemployment insurance wage data as of late spring 2009 or who are continuing their education in New Mexico. This information will be provided by the Higher Education Department. Develop a three-year average by aggregating this data with the same information for the two previous cohorts. The three-year average success rate will be reported to external agencies. Use this information to develop an appropriate target for FY 2012.

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PERFORMANCE INDICATOR #1 Percent of full-time, first-time degree seeking students who complete the program within 150% of normal completion time.

DFA/LFC Column Headings

	FY 08			FY 09			FY 10			FY 11	FY 12
	Fall 2004 Cohort	Complete by Spring 2007	% Complete	Fall 2005 Cohort	Complete by Spring 2008	% Complete	Fall 2006 Cohort	Complete by Spring 2009	% Complete		
Fall-to-Spring Data:											
Native American	5	-	0.0%			#DIV/0!			#DIV/0!		
Black	32	1	3.1%			#DIV/0!			#DIV/0!		
Asian	1	-	0.0%			#DIV/0!			#DIV/0!		
Hispanic	151	22	14.6%			#DIV/0!			#DIV/0!		
White	209	38	18.2%			#DIV/0!			#DIV/0!		
Unreported	16	3	18.8%			#DIV/0!			#DIV/0!		
Total	414	64	15.5%	-	-	#DIV/0!	-	-	#DIV/0!		
Female	200	28	14.0%			#DIV/0!			#DIV/0!		
Male	214	36	16.8%			#DIV/0!			#DIV/0!		
Total	414	64	15.5%	-	-	#DIV/0!	-	-	#DIV/0!		
Three-Year Average:											
Native American			25.0%				2	-	0.0%		
Black			31.4%				11	0	3.1%		
Asian			50.0%				0	-	0.0%		
Hispanic			27.3%				50	7	14.6%		
White			29.1%				70	13	18.2%		
Unreported			8.7%				5	1	18.8%		
Total			27.4%				138	21	15.5%		
							-	-			
Female			32.1%				67	9	14.0%		
Male			23.1%				71	12	16.8%		
Total			27.4%				138	21	15.5%		
TARGET			27.0%			33.0%			34.0%	33.0%	

METHODOLOGY:
Using IPEDS definitions, identify the cohort of full-time, first-time degree/certificate seeking students (disaggregated by gender and ethnicity) who enrolled in the Fall term of 2006 and who completed their program in 150% of normal time to completion. Develop this same information for the two previous years and calculate a three-year average graduation rate. The three-year average graduation rate will be reported to external agencies. Use this information to develop an appropriate target for FY 2012. Note that the breakdown by ethnicity and gender is collected in anticipation of the need to report this information to the legislature and others. This detail is not included in the Accountability in Government Act report.