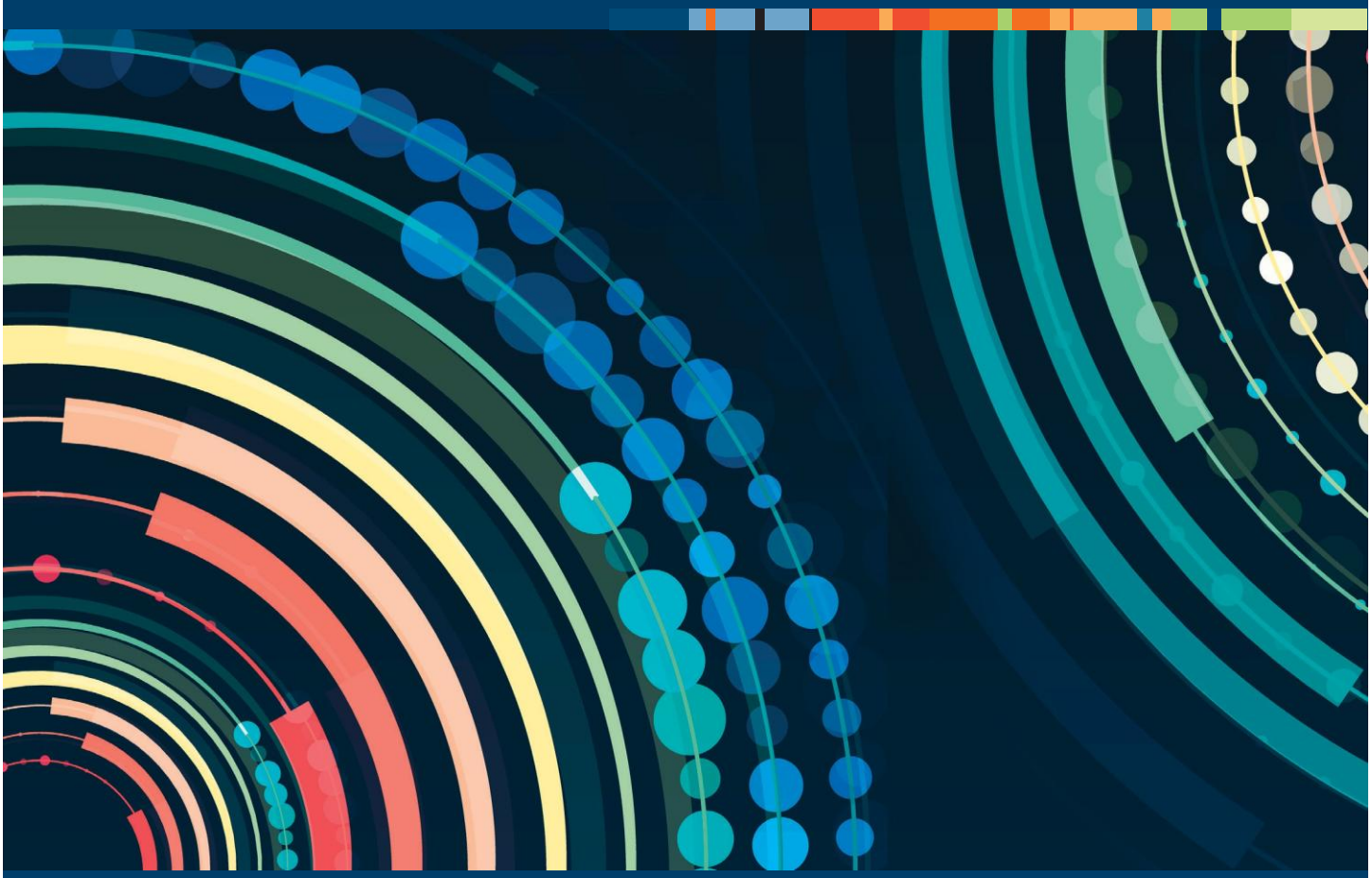
SPRING 2026 / END OF TERM ENROLLMENT REPORT



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NORTHERN NEW MEXICO COLLEGE

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INTRODUCTION

This Northern New Mexico College (NNMC) Enrollment Report is an analysis of the End of Term **student enrollment data**. This document is compiled by the Office of Institutional Research to inform Academic Department Chairs primarily regarding the current semester student enrollment and course loads. It is intended for both planning and strategic decision-making. This End of Term (EOT) Enrollment report is prepared at end of the semester, reflecting both the all parts of the term (16-week, 1st 8-week and 2nd 8-week) enrollments. The First of Term (FOT) report is prepared after census (3rd Friday) of each semester and focused on 16-week and 1st 8-week enrollments.

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

Table 1:
Unduplicated Declared Majors per Primary Academic Departments

Analysis of FTE				
Primary Academic Departments	**FTE (Spring 2026 EOT)**	**Head Counts (Spring 2026 EOT)**	**Head Counts (Fall 2025 EOT)**	**% of Declared Students (Spring 2026 EOT)**
Arts & Human Sciences	89.33	108	111	7%
Biology, Chemistry, and ES	86.13	108	114	7%
Business Administration	219.97	280	273	18%
Teacher Education	202.87	286	239	18%
Engineering & Technology	59.13	67	84	4%
Language & Letters	19.07	23	28	1%
Math & Physical Sciences	4.00	5	4	0%
Nursing & Health Sciences	97.53	135	147	8%
Technical Trades	43.27	61	46	4%
Undeclared	30.00	137	195	9%
Undeclared Dual Credit	138.03	382	331	24%
Total	989.33	1592	1572	100%

Note: This data excludes secondary and third majors and focuses on the primary major to maintain an unduplicated headcount. FTE is calculated by dividing total student credit hours (SCH) by **15 (SCH/15)**.

Table 2:
Student Credit Hours (SCH) generated per Primary Academic Departments

Analysis Variable: Student Credit Hours		
Primary Academic Departments	**SCH**	**%SCH**
Arts & Human Sciences	1340.0	9%
Biology, Chemistry, and ES	1292.0	9%
Business Administration	3299.5	22%
Teacher Education	3043.0	21%
Engineering & Technology	887.0	6%
Language & Letters	286.0	2%

Analysis Variable: Student Credit Hours		
Primary Academic Departments	**SCH**	**%SCH**
Math & Physical Sciences	60.0	0%
Nursing & Health Sciences	1463.0	10%
Technical Trades	649.0	4%
Undeclared	450.0	3%
Undeclared Dual Credit	2070.5	14%
Total	14840.0	100%

Note: This data excludes secondary and third majors and focuses on the primary major to maintain an unduplicated headcount

Table 3:

Types of Degrees (based on unduplicated enrollment)

Degree	Number	Percent
Associate	252	16%
Bachelor	683	43%
Certificate	138	8%
Undeclared	137	9%
Undeclared Dual Credit	382	24%

Table 4:

Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Primary Academic Departments	**Gender**		
	F	**M**	**Total**
Arts & Human Sciences	74	34	108
Biology, Chemistry, and ES	71	37	108
Business Administration	198	82	280
Teacher Education	253	33	286
Engineering & Technology	21	46	67
Language & Letters	18	5	23
Math & Physical Sciences	3	2	5
Nursing & Health Sciences	116	18	135*
Technical Trades	6	55	61
Undeclared	24	113	137
Undeclared Dual Credit	175	207	382
Total	959	632	1592*
Percentage	60%	40%	100%

Note: This data excludes secondary and third majors and focuses on the primary major to maintain an unduplicated headcount. *Total includes students who responded as Neutral Gender

Table 5:
Financial Aid Statistics

Pell Eligible
33% of total headcount
44% of non-dual credit students

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

Table 6:
First-Generation Statistics

First Generation (non-dual credit)
43% First generation
23% Non-first generation
34% Unknown

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

Table 7:
Ethnic Distribution (based on unduplicated enrollment)

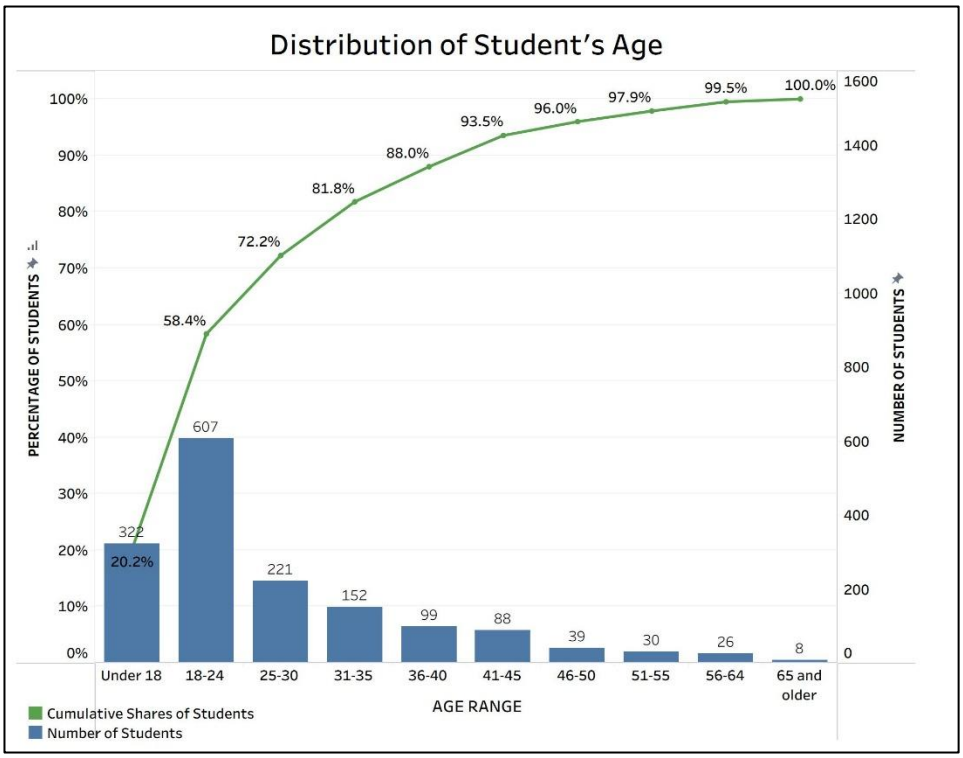
Ethnicity	Number	Percent
American Indian or Alaskan Nat	155	9.74%
Asian	30	1.88%
Black or African American	33	2.07%
Hispanic of any race	1163	73.05%
Native Hawaiian/Pacific Island	0	0.00%
White non-Hispanic	181	11.37%
Non-Resident Alien	6	0.38%
Unknown / No Response	24	1.51%
Total	1592	100.00%

Table 8:
Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	**Mean**	**Median**	**Maximum**
14	26	22	86

Graph 1:

Distribution of Student's Age



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

Table 9:

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

Academic Departments	# Courses offered	Percent
Arts & Human Sciences	63	16.49%
Biology, Chemistry, and ES	41	10.73%
Business Administration	41	10.73%
Teacher Education	58	15.18%
Engineering & Technology	25	6.54%
Language & Letters	40	10.47%
Math & Physical Sciences	40	10.47%
Nursing & Health Sciences	31	8.12%
Technical Trades	43	11.26%
Total	382	100.00%

Table 10:
Courses per Academic Department (Including all parts of term) by Division.

Academic Departments	Division		
	Lower	Upper	Total
Arts & Human Sciences	44	19	63
Biology, Chemistry, and ES	28	13	41
Business Administration	22	19	41
Teacher Education	15	43	58
Engineering & Technology	10	15	25
Language & Letters	39	1	40
Math & Physical Sciences	34	6	40
Nursing & Health Sciences	24	7	31
Technical Trades	43	0	43
Total	259	123	382
Percentage	68%	32%	100%

Table 11:
Low Enrolled Courses by Academic Department (Including all parts of term)

Analysis Variable: Enrollment		
Academic Departments	Low Enrolled Courses (n<10)	Percent Low Enrolled Courses (n<10)
Arts & Human Sciences	24	38%
Biology, Chemistry, and ES	17	41%
Business Administration	13	32%
Teacher Education	3	5%
Engineering & Technology	15	60%
Language & Letters	6	15%
Math & Physical Sciences	15	38%
Nursing & Health Sciences	19	61%
Technical Trades	16	37%
Total	128	34%

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

Table 12:
Average Student Enrollment per Course by Academic Departments (Including all parts of term)

Academic Departments	Average Number of Students Lower Division	Average Number of Students Upper Division
Arts & Human Sciences	18	9
Biology, Chemistry, ES	14	7
Business Administration	19	17
Teacher Education	16	13
Engineering & Technology	13	4
Language & Letters	14	7
Math & Physical Sciences	14	3
Nursing & Health Sciences	12	4
Technical Trades	11	NA
Total	14	10
General Average	13	

Table 13:
Courses: Method of Instruction/Delivery (Including all parts of term)

Table of Academic Departments by Instruction Methods					
Academic Departments	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Arts & Human Sciences	11	15	26	11	63
Biology, Chemistry, and ES	2	6	7	26	41
Business Administration	0	1	31	9	41
Teacher Education	9	0	38	11	58
Engineering & Technology	0	0	8	17	25
Language & Letters	10	12	10	8	40
Math & Physical Sciences	12	6	8	14	40
Nursing & Health Sciences	1	0	10	20	31
Technical Trades	0	4	0	39	43
Total	45	44	138	155	382
Percentage	12%	12%	36%	41%	100%

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

Table 14:
Courses: Method of Instruction/Delivery vs. Type of Faculty (Including all parts of term)

Faculty Types	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Adjunct	27	10	72	51*	160
Full time	18	34	66	104*	222
Total	45	44	138	155	382

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional. If we consider unique faculty members, **54** are full-time and **76** (excluded staff adjunct faculty) are adjuncts. *The faculty who co-taught a course are treated as 0.5 in the calculation of **faculty type.**

Table 15:
Course Division (Lower or Upper) VS Faculty Type (Including all parts of term)

Faculty Types	DIVISION		
	LOWER (1000 and 2000)	UPPER (3000 and 4000)	Total
Adjunct	123*	37	160
Full-time	136*	86	222
Total	259	123	382

*The faculty who co-taught a course are treated as 0.5 in the calculation of **faculty type.**

Table 16:
Average Student Enrollment per Method of Delivery (Including all parts of term)

Instruction Methods	Mean
BOL	12
BTR	9
OL/OLP	17
TR	11

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

Table 17:
Courses & Student Credit Hours (SCH): Adjunct vs. Full Time (Including all parts of term)

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH Offered by Full-Time
Arts & Human Sciences	34	29	1788	1006
Biology, Chemistry, and ES	11	30	343	742
Business Administration	16	25	966	1590
Teacher Education	32	26	1451	1073
Engineering & Technology	2	23	21	535
Language and Letters	18	22	693	924
Math & Physical Sciences	19	21	895	579
Nursing & Health Sciences	11	20	362.5	561
Technical Trades	17	26	485.5	819
Total	160	222	7005	7829
Percentage	42%	58%	47%	53%

Table 18:
Unduplicated Declared Primary Majors by Degree

Primary Majors	Degree			
	Associate	Bachelor	Certificate	Total
Early Childhood Education	23	127	0	150
Project Management	0	100	5	105
Nursing	0	75	0	75
Management	0	73	0	73
Elementary Education	4	63	0	67
Nursing (ADN)	49	0	0	49
Biology	1	47	0	48
Psychology	0	43	0	43
Accounting	0	37	0	37
Business Administration	36	0	0	36
Electromechanical Engr Tech	0	34	0	34
Radiation Protection	34	0	0	34
Electrical Technology	14	0	16	30
ALT Elementary (K-8)	0	0	28	28
Criminal Justice	5	22	0	27
Environmental Science	2	22	0	24
ALT Secondary (7-12)	0	0	23	23
Liberal Arts	23	0	0	23
Information Engineering Tech	1	20	0	21
Cosmetology	13	0	7	20

Primary Majors	Degree			
	Associate	Bachelor	Certificate	Total
ALT Special Education	0	0	16	16
Film and Digital Media Arts	16	0	0	16
Welding Technology	2	0	10	12
Heating, Vent, Conditioning	0	0	8	8
Media and Art	0	8	0	8
Barbering	3	0	4	7
Carpentry Technology	0	0	6	6
General Psychology	6	0	0	6
Phlebotomy Technician/Phleboto	0	0	6	6
Self-Design	0	6	0	6
Software Engineering	6	0	0	6
Mathematics	0	5	0	5
Allied Heath	4	0	0	4
Plumbing	2	0	2	4
Pre-Engineering	4	0	0	4
Early Childhood Professional	0	0	2	2
Eng Draw Com Aid Design	0	0	2	2
Office Administration	2	0	0	2
Chemistry	1	0	0	1
Humanities	0	1	0	1
Pipefitting	0	0	1	1
Practical Nurse	0	0	1	1
Radiation Control Technician	0	0	1	1
Substance Abuse Counselor	1	0	0	1
Non-Degree	0	0	0	519
Total	252	683	138	1592

Note: This data excludes secondary and third majors and focuses on the primary major to maintain an unduplicated headcount.

Table 19:

Unduplicated Declared Primary Majors by Gender

Primary Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	22	6	28
ALT Secondary (7-12)	13	10	23
ALT Special Teacher Education	12	4	16
Accounting	29	8	37
Allied Health	4	0	4
Barbering	2	5	7
Biology	37	11	48
Business Administration	26	10	36
Carpentry Technology	1	5	6
Chemistry	1	0	1
Cosmetology	18	2	20
Criminal Justice	20	7	27
Early Childhood Teacher Education	146	4	150

Primary Majors	Gender		
	F	M	Total
Early Childhood Professional	2	0	2
Electrical Technology	5	25	30
Electromechanical Engr Tech	8	26	34
Elementary Teacher Education	58	9	67
Eng Draw Com Aid Design	2	0	2
Environmental Science	11	13	24
Film and Digital Media Arts	10	6	16
General Psychology	4	2	6
Heating, Vent, Conditioning	0	8	8
Humanities	1	0	1
Information Engineering Tech	6	15	21
Liberal Arts	18	5	23
Management	49	24	73
Mathematics	3	2	5
Media and Art	3	5	8
Nursing	67	8	75
Nursing (ADN)	38	10	49*
Office Administration	1	1	2
Phlebotomy Technician/Phlebotomy	6	0	6
Pipefitting	0	1	1
Plumbing	0	4	4
Practical Nurse	1	0	1
Pre-Engineering	2	2	4
Project Management	73	32	105
Psychology	34	9	43
Radiation Control Technician	1	0	1
Radiation Protection	21	13	34
Self-Design	2	4	6
Software Engineering	3	3	6
Substance Abuse Counselor	0	1	1
Welding and Technology	0	12	12
Non-Degree	199	320	519
Total	959	632	1592

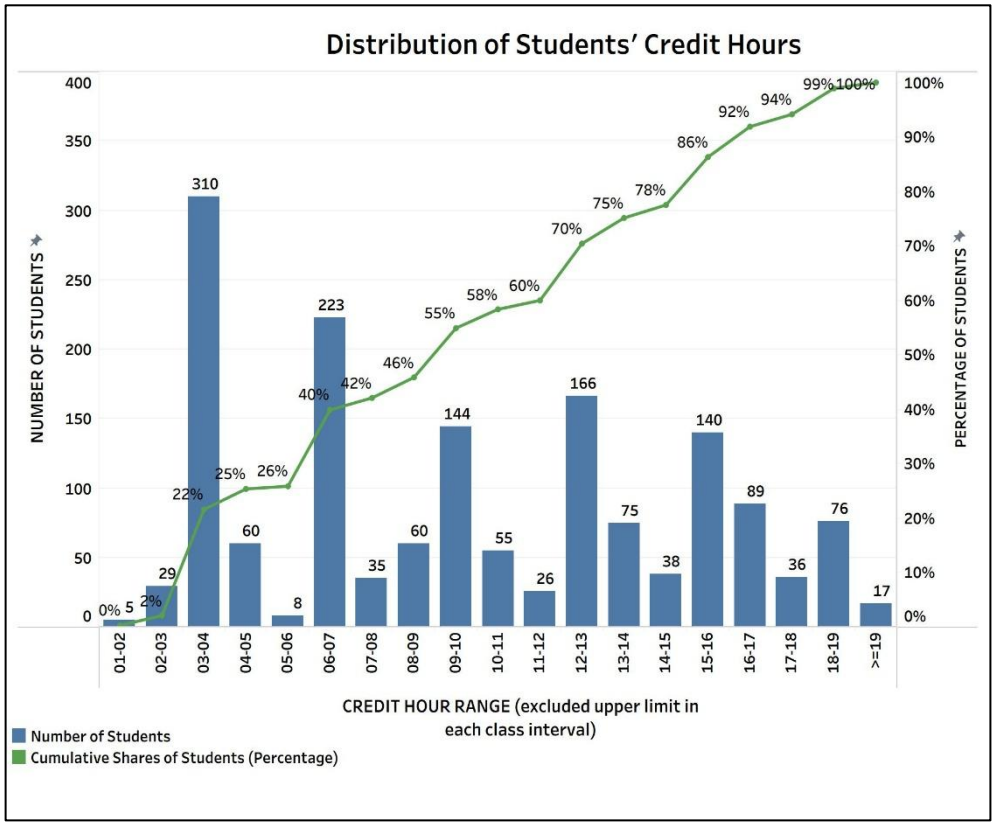
Note: This data excludes secondary and third majors and focuses on the primary major to maintain an unduplicated headcount. *Total includes students who responded as Neutral Gender.

Table 20:
Unduplicated Declared Primary Majors by Ethnicity

Primary Majors	American Indian or Alaskan Nat	Asian	Black or African America n	Hispanic of any race	Non-Resident Alien	Unknown / No Response	White non-Hispanic	Total
ALT Elementary (K-8)	1	2	1	10	0	1	13	28
ALT Secondary (7-12)	2	1	0	17	0	1	2	23
ALT Special Education	0	1	0	9	0	1	5	16
Accounting	8	0	0	27	0	0	2	37
Allied Health	0	0	0	4	0	0	0	4
Barbering	0	0	0	7	0	0	0	7
Biology	3	3	1	33	0	1	7	48
Business Administration	3	0	3	26	0	0	4	36
Carpentry Technology	0	0	0	5	0	0	1	6
Chemistry	0	0	0	1	0	0	0	1
Cosmetology	1	0	0	15	0	0	4	20
Criminal Justice	3	0	1	23	0	0	0	27
Early Childhood Education	22	2	2	110	0	3	11	150
Early Childhood Professional	0	0	0	1	0	0	1	2
Electrical Technology	3	0	0	24	0	1	2	30
Electromechanical Engr Tech	3	1	1	25	0	1	3	34
Elementary Education	6	1	2	43	0	0	15	67
Eng Draw Com Aid Design	0	0	0	2	0	0	0	2
Environmental Science	3	0	0	15	0	1	5	24
Film and Digital Media Arts	2	0	1	12	0	0	1	16
General Psychology	2	0	0	4	0	0	0	6
Heating, Vent, Conditioning	0	0	0	8	0	0	0	8
Humanities	0	0	0	0	0	1	0	1
Information Engineering Tech	3	2	1	12	1	0	2	21
Liberal Arts	3	0	0	17	0	1	2	23
Management	13	0	4	54	0	0	2	73
Mathematics	2	0	0	2	0	0	1	5
Media and Art	1	1	0	5	0	0	1	8
Nursing	5	1	2	52	0	2	13	75
Nursing (ADN)	4	0	1	40	1	0	3	49
Office Administration	1	0	0	1	0	0	0	2
Phlebotomy Technician/Phleboto	1	0	0	5	0	0	0	6
Pipefitting	1	0	0	0	0	0	0	1
Plumbing	0	0	0	4	0	0	0	4
Practical Nurse	0	0	0	1	0	0	0	1
Pre-Engineering	2	0	0	2	0	0	0	4
Project Management	12	0	2	79	0	0	12	105
Psychology	5	1	2	28	2	0	5	43
Radiation Control Technician	1	0	0	0	0	0	0	1
Radiation Protection	0	1	2	22	0	1	8	34
Self-Design	0	0	0	3	2	0	1	6
Software Engineering	0	0	0	6	0	0	0	6
Substance Abuse Counselor	0	0	0	1	0	0	0	1
Welding Technology	1	1	0	10	0	0	0	12
Non-Degree	38	12	7	398	0	9	55	519
Total	155	30	33	1163	6	24	181	1592

Note: This data excludes secondary and third majors and focuses on the primary major to maintain an unduplicated headcount.

Graph 2:
Distribution of SCHs enrolled by students.



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

Table 21:
Enrollment by Location (City)

City	Frequency	Percent
Espanola	387	24.31%
Santa Fe	147	9.23%
Albuquerque	123	7.73%
Santa Cruz	113	7.10%
Alcalde	69	4.33%
Ohkay Owingeh	49	3.08%
Los Alamos	44	2.76%
Chimayo	43	2.70%
Fairview	35	2.20%
Hernandez	34	2.14%
Rio Rancho	31	1.95%
Velarde	30	1.88%
Las Cruces	27	1.70%

City	Frequency	Percent
Abiquiu	21	1.32%
El Rito	21	1.32%
Chama	20	1.26%
Gallina	18	1.13%
Medanales	18	1.13%
Ojo Caliente	17	1.07%
White Rock	17	1.07%

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

Table 22:

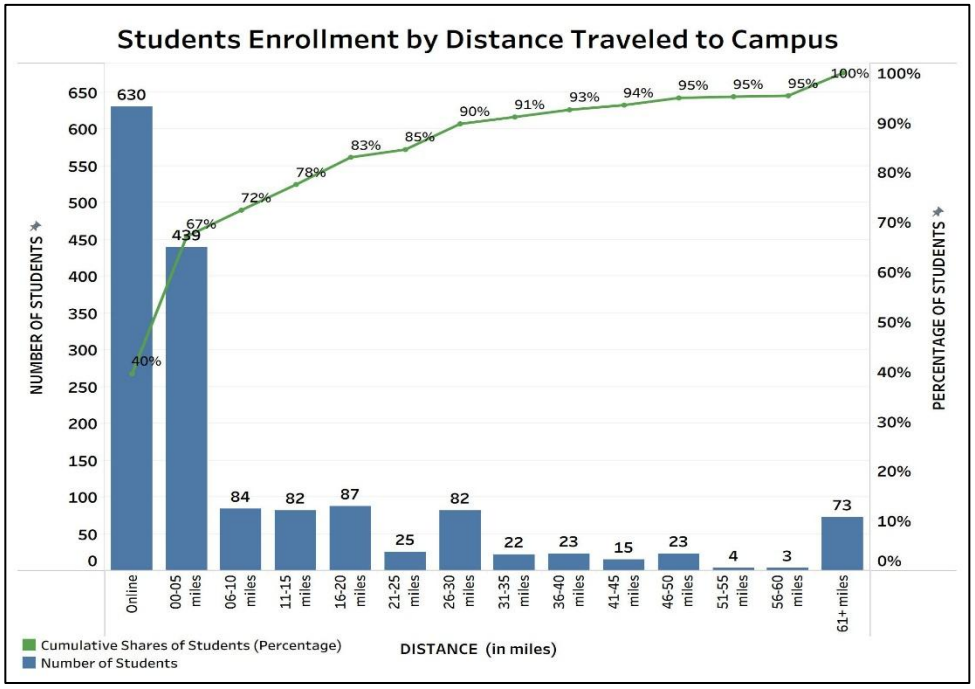
Enrollment by High School (First-Time Any College)

High School	Percent
High School Equivalency Program	44%
Espanola Valley High School	12%
Taos High School	6%
Foreign High School	4%
Los Alamos High School	4%
Non-New Mexico High School Equivalency Program	4%
Pojoaque High School	4%
Rock Christian Academy	4%
Cibola High School	2%
Ecademy Albuquerque High School	2%
Florida	2%
Gallup Central High School	2%
Mesa Vista High School	2%
Mississippi	2%
NM Home Schools	2%
School of Dreams Academy	2%
Taos Academy	2%
Texas	2%

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

High School	Count
Espanola Valley High School	124
McCurdy High School	95
Coronado High School	37
Santa Fe High School	33
Pojoaque High School	28
Escalante High School	24
Jemez Valley High School	13
Mesa Vista High School	11
Penasco Jr-Sr High School	9
Los Alamos High School	3
Imagine Learning Excellence Academy	1
New Mexico Home Schools	1
New Mexico Connections Academy	1
Questa High School	1
Rock Christian Academy	1
Total	382

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



Note: The combo chart shows the distance students traveled to campus and the cumulative percentage of students. Of students traveling more than **50** miles, **15** are from Albuquerque.

Table 24:
Student enrollment by Campus Location

Location	Percent
Only Albuquerque	5.72%
Only El Rito	0.06%
Only Espanola	84.05%
Only Gallina	1.76%
Only Jemez Valley	0.82%
Only Pojoaque	0.63%
Only Santa Fe	2.07%
Only Tierra Amarilla	1.38%
Both Espanola and El Rito	1.32%
Both Espanola and Gallina	0.25%
Both Espanola and Santa Fe	1.88%
Both Tierra Amarilla and Gallina	0.06%

GLOSSARY

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

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

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

Blended Traditional (BTR)

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

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

Notes for staff:

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

Blended Online (BOL)

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

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

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

Online (OL)

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

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

Notes for staff:
- Distance Learning fee applies.
- Requires QM Review

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

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