

FALL 2026 / FIRST 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 First of Term **student enrollment data**. This document is compiled by the Office of Institutional Research to inform Academic Department Chairs primarily regarding the current semester student enrollment and course loads. It is intended for both planning and strategic decision-making. This First of Term (FOT) Enrollment report is prepared after census (3rd Friday) of the semester, reflecting both the 1st 8-week and 16-week enrollments. The End of Term (EOT) report is prepared at the end of each semester and focuses on all parts of the term.

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

Table 1:*Unduplicated Declared Majors per Primary Academic Departments*

Analysis of FTE				
Primary Academic Departments	FTE (Fall 2026 FOT)	Head Counts (Fall 2026 FOT)	Head Counts (Spring 2026 EOT)	% of Declared Students (Fall 2026 FOT)
Arts & Human Sciences	93.47	116	108	7%
Biology, Chemistry, and ES	100.40	124	108	8%
Business Administration	240.70	320	280	20%
Teacher Education	203.33	301	286	18%
Engineering & Technology	68.40	88	67	5%
Language & Letters	16.00	19	23	1%
Math & Physical Sciences	4.20	5	5	0%
Nursing & Health Sciences	134.70	170	135	10%
Technical Trades	56.33	80	61	5%
Undeclared	54.16	189	137	12%
Undeclared Dual Credit	89.20	227	382	14%
Total	1060.90	1639	1592	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	1402.0	9%
Biology, Chemistry, and ES	1506.0	9%
Business Administration	3610.5	23%
Teacher Education	3050.0	19%
Engineering & Technology	1026.0	6%
Language & Letters	240.0	2%

Analysis Variable: Student Credit Hours		
Primary Academic Departments	SCH	%SCH
Math & Physical Sciences	63.0	0%
Nursing & Health Sciences	2020.5	13%
Technical Trades	845.0	5%
Undeclared	812.5	5%
Undeclared Dual Credit	1338.0	8%
Total	15913.5	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	349	21%
Bachelor	732	45%
Certificate	142	9%
Undeclared	189	12%
Undeclared Dual Credit	227	14%

Table 4:
Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Primary Academic Departments	Gender		
	F	M	Total
Arts & Human Sciences	87	29	116
Biology, Chemistry, and ES	84	40	124
Business Administration	212	108	320
Teacher Education	258	43	301
Engineering & Technology	23	65	88
Language & Letters	12	7	19
Math & Physical Sciences	3	2	5
Nursing & Health Sciences	145	23	179*
Technical Trades	13	67	80
Undeclared	32	156	189*
Undeclared Dual Credit	106	121	227
Total	975	661	1639
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 Recipient
34% of total headcount
39% of non-dual credit students

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

Table 6:
First-Generation Statistics

First Generation (non-dual credit)
34% First generation
15% Non-first generation
51% 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.

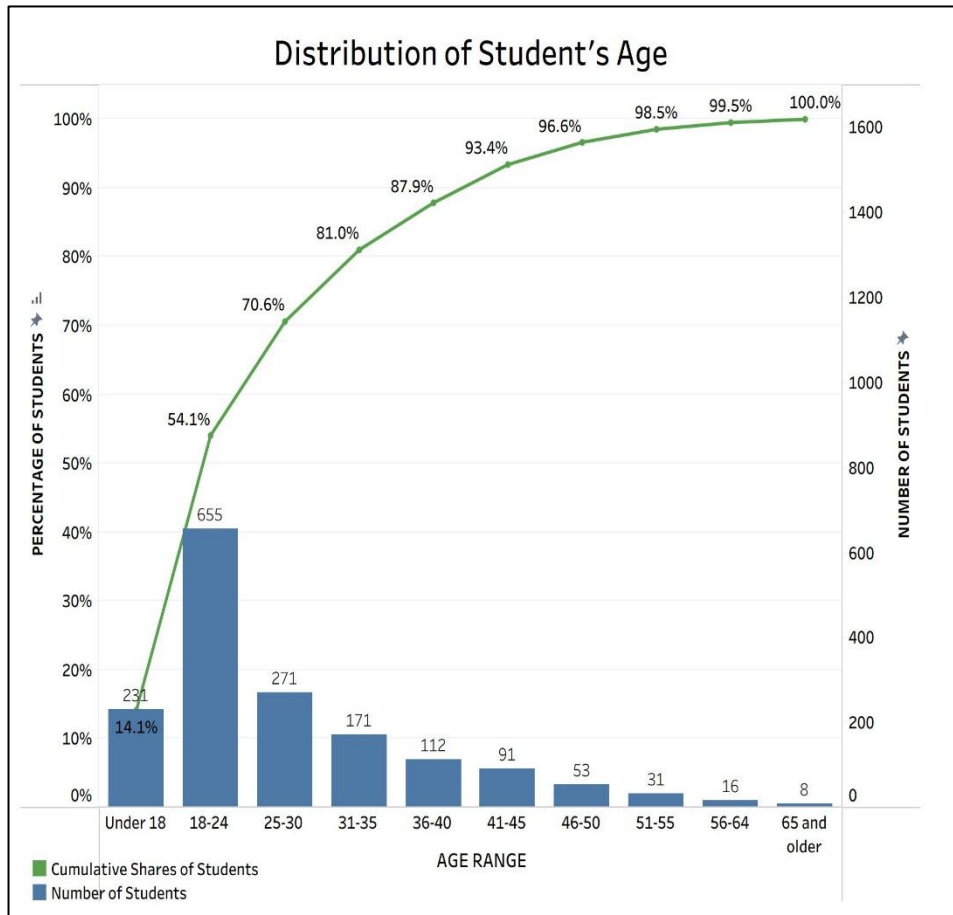
Table 7:
Ethnic Distribution (based on unduplicated enrollment)

Ethnicity	Number	Percent
American Indian or Alaskan Nat	160	9.76%
Asian	22	1.34%
Black or African American	29	1.77%
Hispanic of any race	1220	74.44%
Native Hawaiian/Pacific Island	3	0.18%
White non-Hispanic	176	10.74%
Non-Resident Alien	6	0.37%
Unknown / No Response	23	1.40%
Total	1639	100.00%

Table 8:
Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	Mean	Median	Maximum
13	27	24	74

Graph 1:
Distribution of Student's Age



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

Table 9:
Courses offered per Academic Department (16 and 1st 8-week courses)

Academic Departments	# Courses offered	Percent
Arts & Human Sciences	52	18.18%
Biology, Chemistry, and ES	36	12.59%
Business Administration	27	9.44%
Teacher Education	33	11.54%
Engineering & Technology	21	7.34%
Language & Letters	28	9.79%
Math & Physical Sciences	37	12.94%
Nursing & Health Sciences	25	8.74%
Technical Trades	27	9.44%
Total	286	100.00%

Table 10:

Courses per Academic Department (16 and 1st 8-week courses) by Division.

Academic Departments	Division		
	Lower	Upper	Total
Arts & Human Sciences	42	10	52
Biology, Chemistry, and ES	25	11	36
Business Administration	18	9	27
Teacher Education	9	24	33
Engineering & Technology	8	13	21
Language & Letters	27	1	28
Math & Physical Sciences	33	4	37
Nursing & Health Sciences	21	4	25
Technical Trades	27	NA	27
Total	210	76	286
Percentage	73%	27%	100%

Table 11:

Low Enrolled Courses by Academic Department (16 and 1st 8-week courses)

Analysis Variable: Enrollment		
Academic Departments	Low Enrolled Courses (n<10)	Percent Low Enrolled Courses (n<10)
Arts & Human Sciences	18	35%
Biology, Chemistry, and ES	9	25%
Business Administration	10	37%
Teacher Education	4	12%
Engineering & Technology	14	67%
Language & Letters	10	36%
Math & Physical Sciences	15	41%
Nursing & Health Sciences	10	40%
Technical Trades	6	22%
Total	96	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 (16 and 1st 8-week courses)

Academic Departments	Average Number of Students Lower Division	Average Number of Students Upper Division
Arts & Human Sciences	15	11
Biology, Chemistry, ES	16	8
Business Administration	14	20
Teacher Education	21	14
Engineering & Technology	14	6
Language & Letters	12	7
Math & Physical Sciences	15	4
Nursing & Health Sciences	13	6
Technical Trades	15	NA
Total	15	11
General Average	14	

Table 13:

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

Table of Academic Departments by Instruction Methods					
Academic Departments	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Arts & Human Sciences	2	8	31	11	52
Biology, Chemistry, and ES	1	3	8	24	36
Business Administration	1	7	18	1	27
Teacher Education	6	1	22	4	33
Engineering & Technology	0	1	4	16	21
Language & Letters	5	9	7	7	28
Math & Physical Sciences	10	4	6	17	37
Nursing & Health Sciences	1	0	5	19	25
Technical Trades	0	2	0	25	27
Total	26	35	101	124	286
Percentage	9%	12%	35%	43%	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 (16 and 1st 8-week courses)

Faculty Types	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Adjunct	17	6	47	44	114
Full time	9	29	54	80	172
Total	26	35	101	124	286

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 **59** (excluded staff adjunct faculty) are adjuncts.

Table 15:

Course Division (Lower or Upper) VS Faculty Type (16 and 1st 8-week courses)

Faculty Types	DIVISION		
	LOWER (1000 and 2000)	UPPER (3000 and 4000)	Total
Adjunct	95	19	114
Full-time	115	57	172
Total	210	76	286

Table 16:

Average Student Enrollment per Method of Delivery (16 and 1st 8-week courses)

Instruction Methods	Mean
BOL	12
BTR	10
OL/OLP	18
TR	12

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

Table 17:

Courses & Student Credit Hours (SCH): Adjunct vs. Full Time (16 and 1st 8-week courses)

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH Offered by Full-Time
Arts & Human Sciences	21	31	1043	1222
Biology, Chemistry, and ES	10	26	322	785
Business Administration	11	16	762	887
Teacher Education	17	16	850	620
Engineering & Technology	5	16	144	392
Language and Letters	16	12	522	486
Math & Physical Sciences	15	22	682	799
Nursing & Health Sciences	7	18	202	580
Technical Trades	12	15	688.5	691
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	32	128	0	160
Project Management	0	110	10	120
Nursing (RN to BSN)	0	89	0	89
Elementary Education	5	68	0	73
Management	0	72	0	72
Nursing (ADN)	63	0	0	63
Business Administration	60	0	0	60
Biology	4	48	0	52
Electrical Technology	25	0	22	47
Psychology	0	47	0	47
Radiation Protection	42	0	0	42
Accounting	0	41	0	41
Electromechanical Engr Tech	0	41	0	41
ALT Elementary (K-8)	0	0	31	31
Environmental Science	6	22	0	28
Information Engineering Tech	2	25	0	27
Criminal Justice	5	18	0	23
Liberal Arts	19	0	0	19
ALT Secondary (7-12)	0	0	15	15
Cosmetology	8	0	7	15

Primary Majors	Degree			
	Associate	Bachelor	Certificate	Total
Film and Digital Media Arts	13	0	0	13
Plumbing	13	0	0	13
Welding Technology	2	0	11	13
ALT Special Education	0	0	11	11
Barbering	5	0	5	10
Pre-Engineering	10	0	0	10
Phlebotomy Technician/Phleboto	0	0	9	9
Software Engineering	9	0	0	9
Media and Art	0	8	0	8
Self-Design	0	8	0	8
Substance Abuse Counselor	8	0	0	8
Allied Heath	7	0	0	7
General Psychology	7	0	0	7
Child Development	0	0	6	6
Early Childhood Professional	0	0	5	5
Mathematics	0	5	0	5
Carpentry Technology	0	0	4	4
Heating, Vent, Conditioning	0	0	3	3
Chemistry	2	0	0	2
Humanities	0	2	0	2
Office Administration	2	0	0	2
Practical Nurse	0	0	2	2
Eng Draw Com Aid Design	0	0	1	1
Non-Degree	0	0	0	416
Total	349	732	142	1639

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)	25	6	31
ALT Secondary (7-12)	6	9	15
ALT Special Teacher Education	7	4	11
Accounting	31	10	41
Allied Health	6	1	7
Barbering	2	8	10
Biology	45	7	52
Business Administration	40	20	60
Carpentry Technology	1	3	4
Chemistry	1	1	2
Child Development	5	1	6
Cosmetology	14	1	15
Criminal Justice	18	5	23

Primary Majors	Gender		
	F	M	Total
Early Childhood Education	154	6	160
Early Childhood Professional	4	1	5
Electrical Technology	5	42	47
Electromechanical Engr Tech	9	32	41
Elementary Education	57	16	73
Eng Draw Com Aid Design	0	1	1
Environmental Science	14	14	28
Film and Digital Media Arts	8	5	13
General Psychology	6	1	7
Heating, Vent, Conditioning	0	3	3
Humanities	2	0	2
Information Engineering Tech	9	18	27
Liberal Arts	12	7	19
Management	47	25	72
Mathematics	3	2	5
Media and Art	5	3	8
Nursing (RN to BSN)	79	9	89*
Nursing (ADN)	50	12	63*
Office Administration	1	1	2
Phlebotomy Technician/Phlebotomy	9	0	9
Plumbing	2	11	13
Practical Nurse	1	1	2
Pre-Engineering	3	7	10
Project Management	77	43	120
Psychology	37	10	47
Radiation Protection	24	18	42
Self-Design	5	3	8
Software Engineering	2	7	9
Substance Abuse Counselor	6	2	8
Welding and Technology	5	8	13
Non-Degree	138	277	416*
Total	975	661	1639

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.

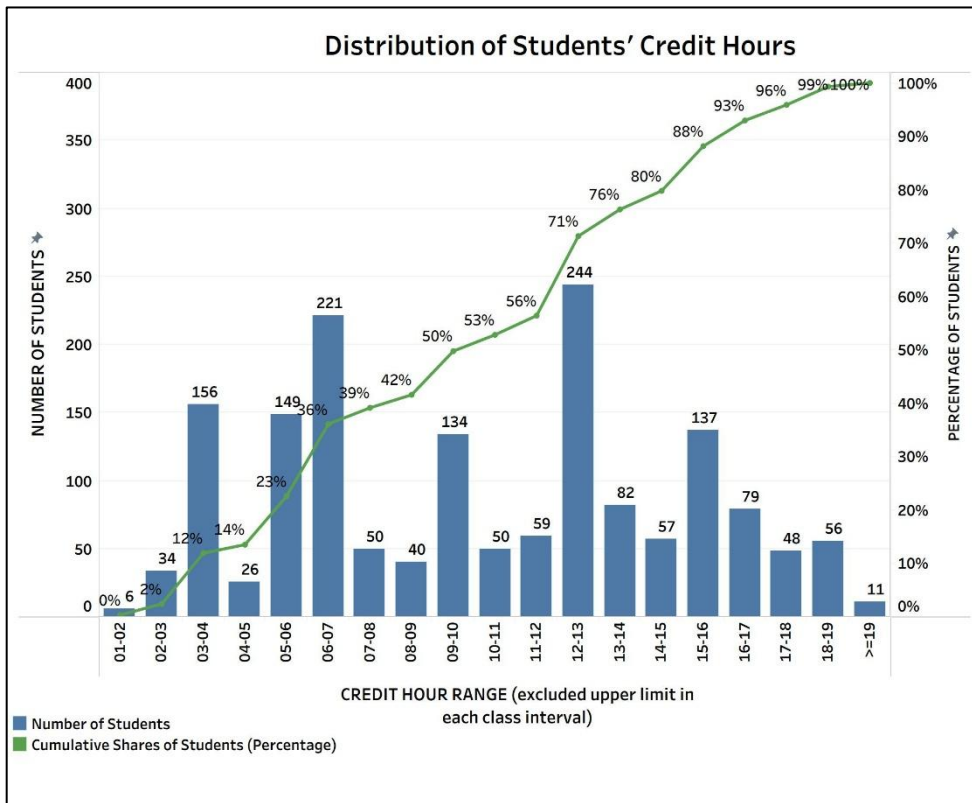
Table 20:
Unduplicated Declared Primary Majors by Ethnicity

Primary Majors	American Indian or Alaskan Nat	Asian	Black or African American	Hispanic of any race	Native Hawaiian/Pacific Island	Non-Resident Alien	Unknown / No Response	White non-Hispanic	Total
ALT Elementary (K-8)	2	2	0	15	0	0	1	11	31
ALT Secondary (7-12)	1	0	0	9	0	0	1	4	15
ALT Special Education	0	2	0	5	0	0	1	3	11
Accounting	7	0	0	31	0	0	0	3	41
Allied Health	1	0	0	6	0	0	0	0	7
Barbering	0	0	0	9	0	0	0	1	10
Biology	7	2	1	35	0	0	1	6	52
Business Administration	4	0	4	47	0	0	0	5	60
Carpentry Technology	0	0	0	3	0	0	0	1	4
Chemistry	0	0	0	2	0	0	0	0	2
Child Development	0	0	0	4	0	0	0	2	6
Cosmetology	0	0	0	13	0	0	0	2	15
Criminal Justice	3	0	0	20	0	0	0	0	23
Early Childhood Education	23	1	3	126	1	0	1	5	160
Early Childhood Professional	1	0	0	3	0	0	0	1	5
Electrical Technology	6	0	0	35	0	0	2	4	47
Electromechanical Engr Tech	4	1	0	31	0	1	1	3	41
Elementary Education	4	1	3	52	1	0	0	12	73
Eng Draw Com Aid Design	1	0	0	0	0	0	0	0	1
Environmental Science	5	0	0	19	0	0	1	3	28
Film and Digital Media Arts	2	0	1	9	0	0	0	1	13
General Psychology	1	0	0	6	0	0	0	0	7
Heating, Vent, Conditioning	1	0	0	2	0	0	0	0	3
Humanities	0	0	0	2	0	0	0	0	2
Information Engineering Tech	2	1	1	19	0	1	0	3	27
Liberal Arts	1	0	0	15	0	0	1	2	19
Management	8	0	2	52	1	0	0	9	72
Mathematics	1	0	0	3	0	0	0	1	5
Media and Art	2	1	0	4	0	0	0	1	8
Nursing (RN to BSN)	5	2	1	63	0	0	2	16	89
Nursing (ADN)	6	0	1	51	0	1	0	4	63
Office Administration	1	0	0	1	0	0	0	0	2
Phlebotomy Technician/Phlebotomy	0	0	0	9	0	0	0	0	9
Plumbing	1	0	0	11	0	0	0	1	13
Practical Nurse	0	0	0	1	0	0	0	1	2
Pre-Engineering	2	1	0	7	0	0	0	0	10
Project Management	13	0	4	88	0	0	0	15	120
Psychology	7	1	1	31	0	1	0	6	47
Radiation Protection	2	2	1	25	0	0	0	12	42
Self-Design	1	0	0	3	0	2	0	2	8
Software Engineering	2	0	0	7	0	0	0	0	9
Substance Abuse Counselor	2	0	0	6	0	0	0	0	8
Welding Technology	1	0	0	10	0	0	0	2	13
Non-Degree	30	5	6	330	0	0	11	34	416
Total	160	22	29	1220	3	6	23	176	1639

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 90% of the SCHs generated are eligible for tuition. Employee tuition waivers decrease this number even further.

Table 21:

Enrollment by Location (City)

City	Frequency	Percent
Espanola	373	22.76%
Albuquerque	171	10.43%
Santa Fe	147	8.97%
Santa Cruz	98	5.98%
Ohkay Owingeh	79	4.82%
Alcalde	73	4.45%
Los Alamos	52	3.17%
Chimayo	47	2.87%
Rio Rancho	45	2.75%
Hernandez	39	2.38%
Velarde	28	1.71%
Fairview	27	1.65%
Las Cruces	24	1.46%

City	Frequency	Percent
Abiquiu	23	1.40%
Medanales	19	1.16%
Chama	15	1.00%
Ranchos de Taos	15	1.00%
White Rock	15	1.00%

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

Table 22:

Enrollment by High School (First-Time Any College, n=243)

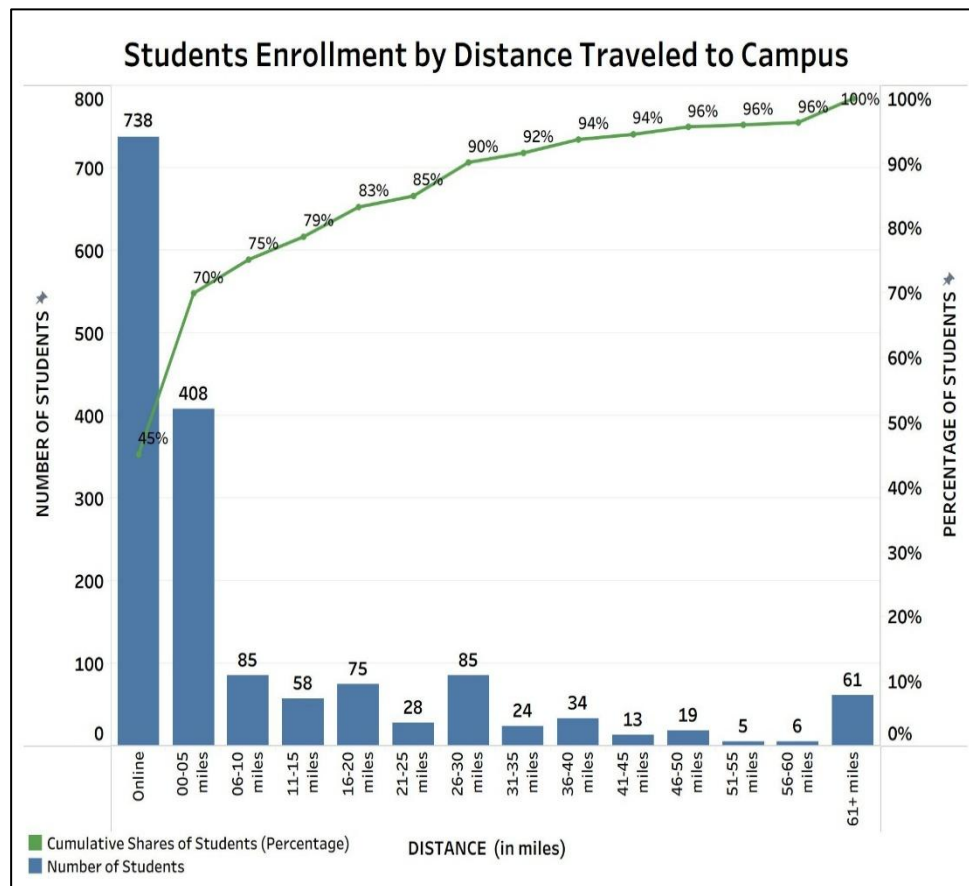
High School	Percent
Espanola Valley High School	18%
High School Equivalency Program	14%
Pojoaque High School	9%
Los Alamos High School	3%
Mesa Vista Middle and High School	3%
Capital High School	3%
Escalante High School	3%
Santa Fe Indian School	3%
Cibola High School	2%
McCurdy High School	2%
Moriarty High School	2%
Santa Fe High School	2%
West Mesa High School	2%
McCurdy Charter School	2%
Toas High School	2%
V Sue Cleveland High School	2%
New Mexico Home Schools	1%
New Mexico Connections Academy	1%
Sandia High School	1%

Note: Only high schools contributing 1% or more to the total were included. Four first time any college students did not report on their high school.

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

High School	Count
Espanola Valley High School	82
McCurdy High School	77
Coronado High School	22
Pojoaque High School	17
Escalante High School	11
McCurdy Charter School	8
Penasco Junior-Senior High School	8
Los Alamos High School	1
Rock Christian Academy	1
Total	227

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, 13 are from Albuquerque.

Table 24:*Student enrollment by Campus Location*

Location	Percent
Only Albuquerque	8.00%
Only El Rito	1.04%
Only Espanola	87.37%
Only Gallina	1.10%
Only Pojoaque	0.85%
Only Santa Fe	0.00%
Only Tierra Amarilla	0.67%
Both Espanola and El Rito	0.12%
Both Espanola and Gallina	0.06%
Both Espanola and Santa Fe	0.79%
Both Tierra Amarilla and Gallina	0.00%

This includes online students. Location determined by where the courses offered

GLOSSARY

Traditional (TR):

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

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

Notes for staff:

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

Blended Traditional (BTR)

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

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

Notes for staff:

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

Blended Online (BOL)

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

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

Notes for staff:

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

Online (OL)

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

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

Notes for staff:

- Distance Learning fee applies.
- Requires QM Review

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

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