



Template: Strategic Enrollment Management Plan (SEMP)

Academic Year 2025-2026

The New Mexico Higher Education Department (NMHED) is providing the following template for all institutions to use when submitting their Strategic Enrollment Management Plan (SEMP) for Academic Year 2025–2026. Institutions may incorporate their own branding and design, but the content must follow the structure and guidance outlined in this template. For questions, please contact Dr. Brit Shaughnessy, Data Analyst II, Academic Affairs and Policy Division, at brittany.shaughnessy@hed.nm.gov.



NMJC

New Mexico Junior College

Strategic Enrollment Management Plan

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Section 1: Target Population and/or Service Area

- A. What is your target population and/or service area?
- i. NMJC serves a diverse and dynamic population across Southeast New Mexico and West Texas, with a primary focus on:
 - i. Lea County, including the communities of Hobbs, Lovington, Eunice, Jal, and Tatum.
 - ii. Surrounding counties in Eastern New Mexico and West Texas, especially within a 300-mile radius of Hobbs.
 - iii. Traditional and non-traditional students, including:
 - 1. High school students eligible for dual credit and concurrent enrollment.
 - 2. First-generation college students (43.2% of current enrollment).
 - 3. Low-income students, including Pell Grant recipients.
 - 4. Adult learners (age 24+), who represent a significant portion of workforce training participants.
 - 5. Minority populations, with a strong emphasis on Hispanic students (67% of enrollment) and Black/African American students.
 - 6. International students, especially student-athletes, who contribute to campus diversity.
 - 7. Students seeking workforce credentials, particularly in high-demand sectors like healthcare, energy, transportation, and public safety.
 - ii. NMJC is also a Hispanic-Serving Institution (HSI) and maintains a strong commitment to accessibility, affordability, and responsiveness to community needs
- B. What, if any, information does your higher education institution use to monitor and adapt to changes in this population or service area over time (e.g., enrollment data, regional trends, demographic shifts)?
- i. Enrollment and Demographic Data
 - i. Banner SIS and National Student Clearinghouse (NSC) provide detailed tracking of:
 - 1. Unduplicated headcount by term and year.
 - 2. Subgroup trends (e.g., dual credit, first-generation, Pell recipients, race/ethnicity, gender, age).
 - 3. Residency status (in-district, in-state, out-of-state, international).
 - 4. Credential types (associate degrees, certificates, undeclared).
 - ii. These datasets are used to identify growth opportunities and areas of concern (e.g., declining out-of-state enrollment, increasing Hispanic representation)
 - ii. Early Alert and Risk Analytics



- i. NMJC uses DropOut Detective integrated with Canvas LMS to:
 - 1. Monitor student behavior and academic performance.
 - 2. Generate risk indices and alerts for at-risk students.
 - 3. Enable faculty and Student Success staff to intervene early with support services
 - iii. Institutional Research, Planning, and Effectiveness (IRPE)
 - i. A dedicated IRPE office collects and analyzes:
 - 1. Retention, persistence, and completion metrics.
 - 2. Course-level data and instructor engagement.
 - 3. Utilization of student support services.
 - ii. IRPE collaborates with departments to ensure data-informed decision-making and continuous improvement
 - iv. Community and Workforce Feedback
 - i. NMJC engages with:
 - 1. Advisory boards composed of regional employers and industry leaders.
 - 2. Labor market data from sources like Lightcast and NMHED.
 - 3. High school enrollment trends in Lea County (e.g., Hobbs, Lovington, Jal, Eunice, Tatum).
 - ii. These inputs guide program development and workforce training priorities
 - v. External Benchmarks and Statewide Collaboration
 - i. NMJC participates in:
 - 1. New Mexico Higher Education Department (NMHED) initiatives.
 - 2. TACRAO and NMCAC college fairs and outreach efforts.
 - ii. These partnerships help NMJC align with best practices and statewide goals
- C. If available, include charts or tables showing trends and projections for your target population and/or service area. This should cover data on the population eligible for postsecondary education—such as high school students eligible for concurrent enrollment or dual credit—as well as data on educational attainment within the population or area.



Lea County High School Enrollment Grade 10-12 2023-24				
<u>District Name</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>Total HS Enrollment 2023-24</u>
EUNICE	51	52	50	153
HOBBS	782	781	700	2263
JAL	36	37	41	114
LOVINGTON	306	309	44	659
TATUM	30	38	19	87
Total	1205	1217	854	3276
Source: New Mexico Public Education Department				

D. Describe the workforce needs relevant to your target population and/or service area, and explain how these needs were identified.

- i. How NMJC Identifies Workforce Needs
 - i. Advisory Boards: Industry-specific boards meet biannually to guide curriculum and training alignment.
 - ii. Labor Market Data:
 1. NMJC uses tools like Lightcast and New Mexico Department of Workforce Solutions reports.
 2. The 2024–2028 WIOA State Plan identifies disengaged adults, healthcare, and skilled trades as priority areas.
 - iii. Community and Employer Engagement: Ongoing collaboration with local employers, chambers of commerce, and economic development agencies.
 - iv. Institutional Research: NMJC’s IRPE office tracks job placement, program completion, and regional employment trends.
- ii. Key Workforce Sectors and NMJC’s Response
 - i. Transportation & Logistics
 1. Need: ~4,000 CDL Class A jobs in the region.
 2. Response: CDL Truck Driving School (1-week and 2-week programs); plans to expand with more instructors and trucks.
 - ii. Energy Sector (Oil & Gas, Automation)
 1. Need: 800–900 lease operator jobs; 800+ automation roles.
 2. Response:

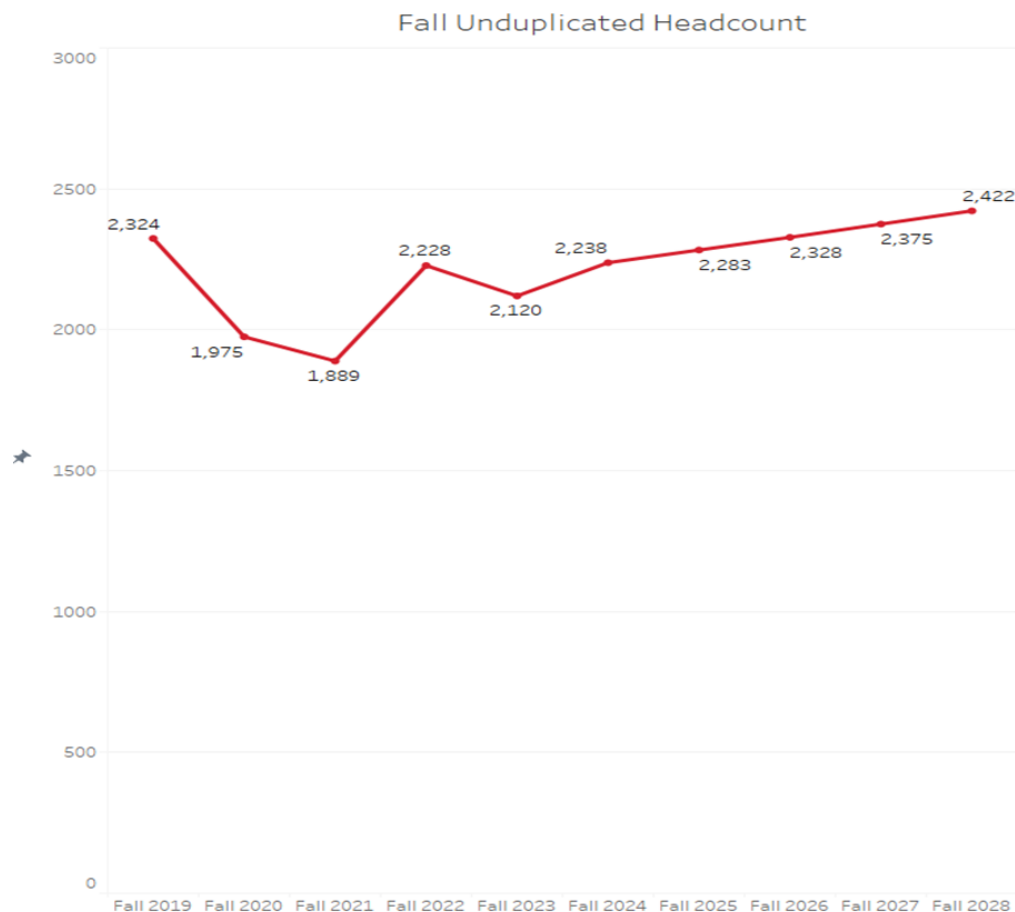


- a. Lease Pumper Training.
 - b. Automation & Industrial Systems Program.
 - c. Dual credit pathways through CTECH in Energy and Instrumentation.
- iii. Healthcare
 - 1. Need: 9,100 healthcare workers in the region; sector facing high turnover due to retirements.
 - 2. Response:
 - a. Clinical Medical Assistant, EMT-Basic, CNA, Pharmacy Tech, Dental Assistant.
 - b. Paramedic-to-RN bridge programs in development.
- iv. Public Safety
 - 1. Need: High demand for law enforcement professionals.
 - 2. Response: Law Enforcement Academy at full capacity; expansion planned.
- v. Cosmetology & Automotive
 - 1. Need: Consistent demand across NM and West Texas.
 - 2. Response:
 - a. Cosmetology and Automotive programs at or near capacity.
 - b. ACT Academy and certificate expansion in Fall 2024.
- vi. Agriculture
 - 1. Need: Growing interest in regional ag careers.
 - 2. Response:
 - a. New Farm & Ranch Management program.
 - b. ACT Academy Agriculture Certificate for high school students.
- vii. Information Technology & Cybersecurity
 - 1. Need: Regional demand for IT professionals and cybersecurity skills.
 - 2. Response:
 - a. Expansion of Computer Information Systems courses.
 - b. Piloting new courses as a part of needs assessment and determine interest.

Section 2: Enrollment Trends and Future Goals



- A. Include a chart that clearly illustrates recent enrollment trends and future goals. Accompany the chart with a brief description of your overall enrollment history and how your current goals align with the data presented.

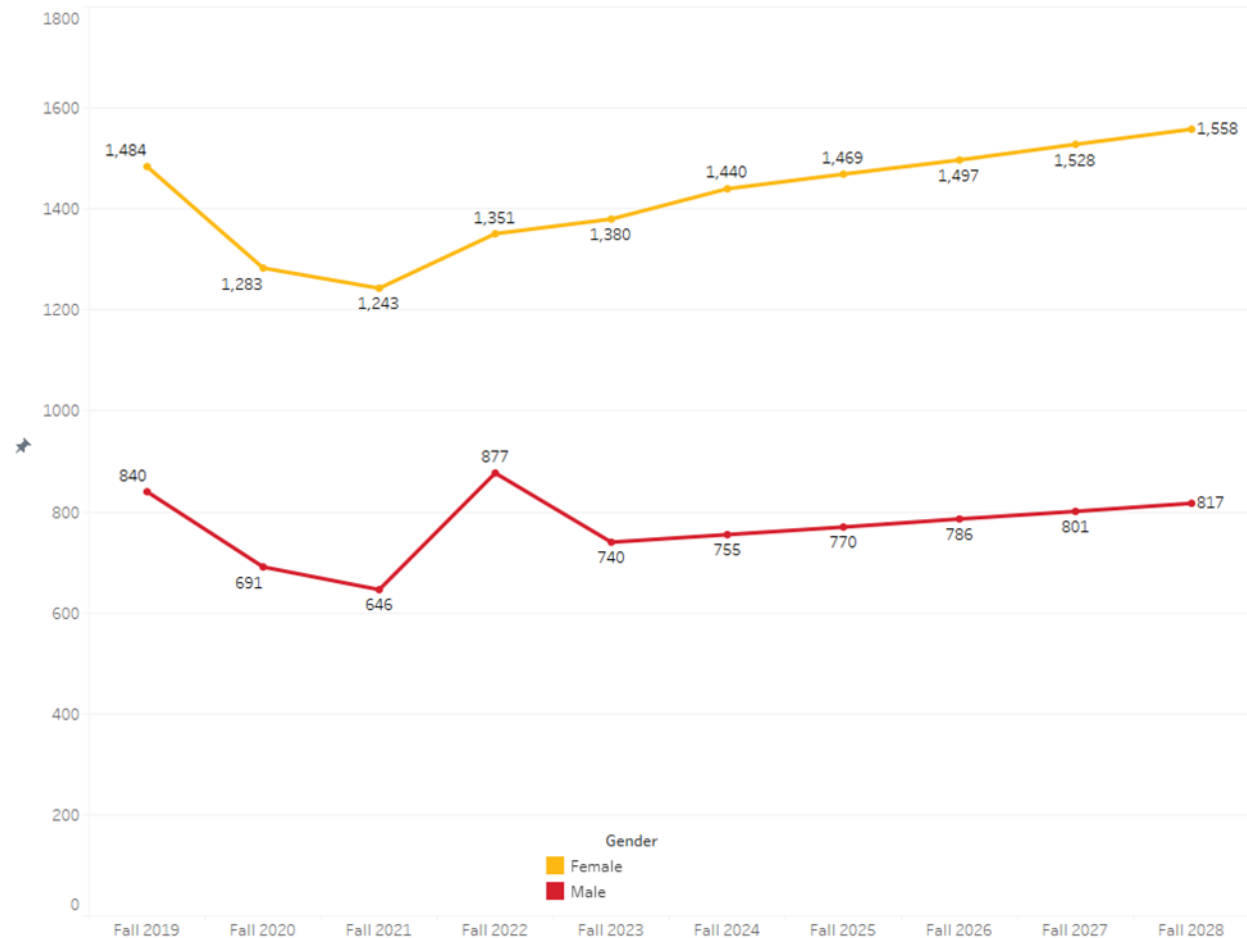


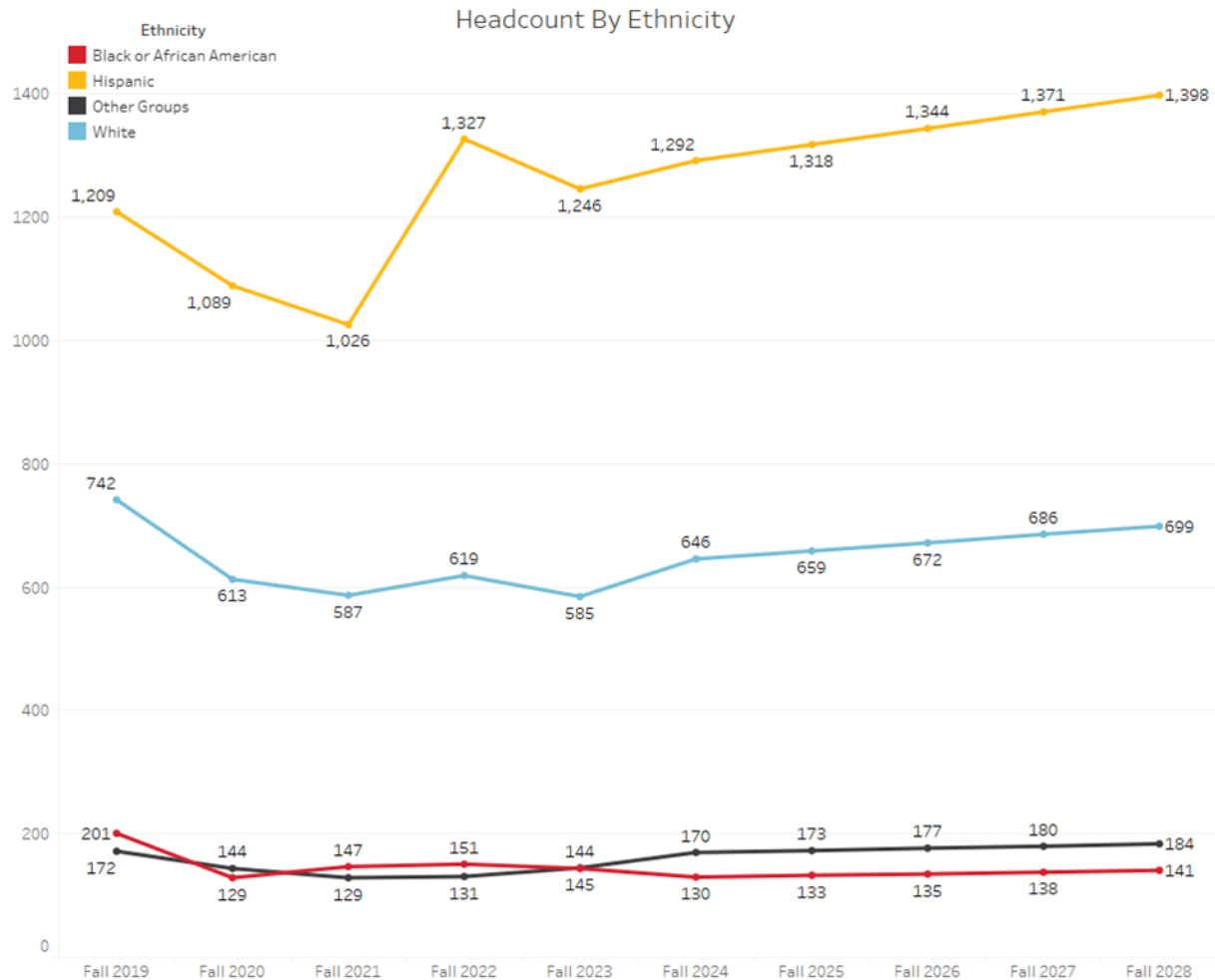
In recent years, a steady increase in enrollment has been seen. This aligns with the current goal of a 2% increase in enrollment year over year.

- B. Include up to three charts highlighting the most relevant or impactful student subgroups in your SEMP. Each chart should illustrate recent enrollment trends and goals, accompanied by a brief explanation of the subgroup's enrollment history and related goals.



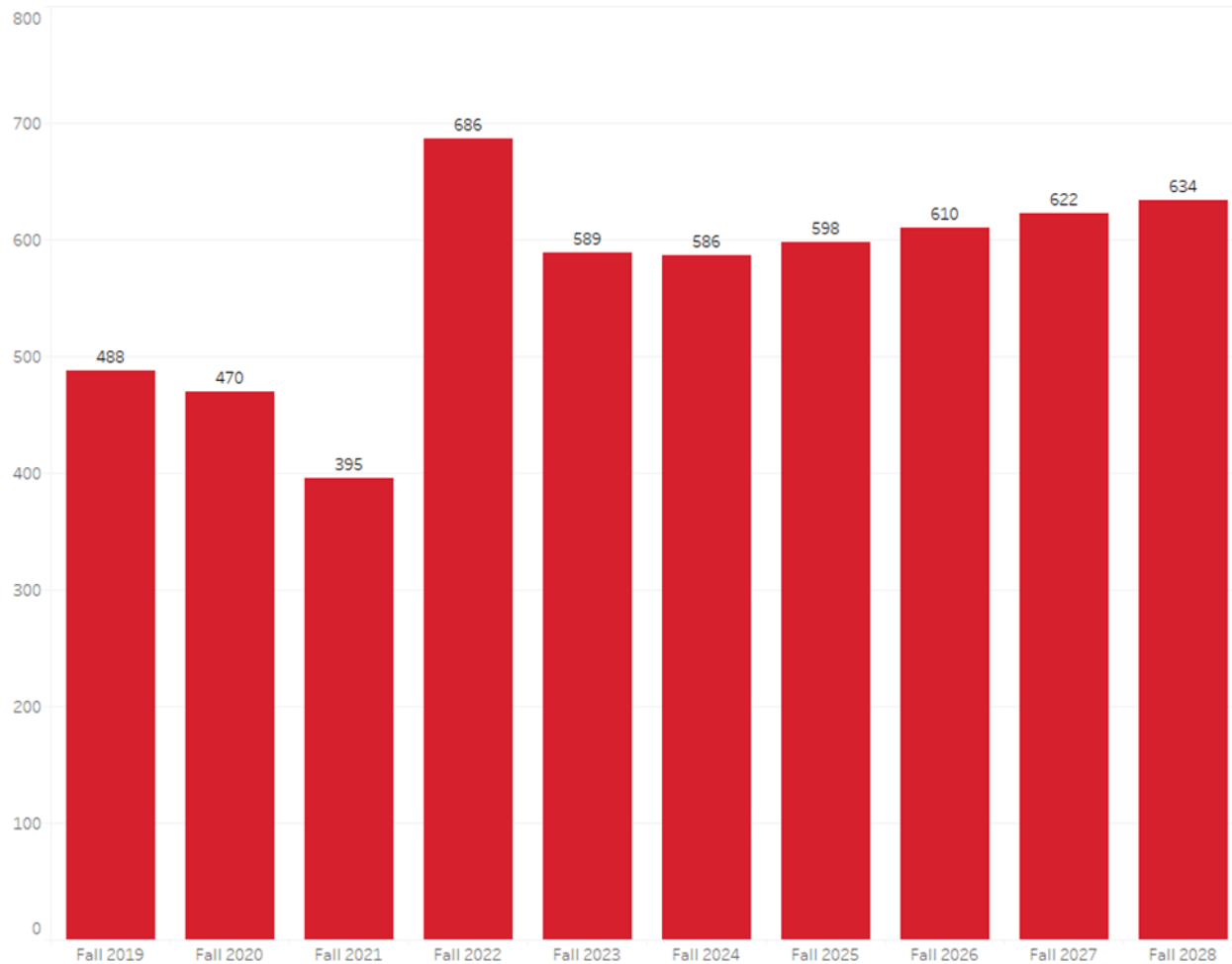
Headcount by Gender

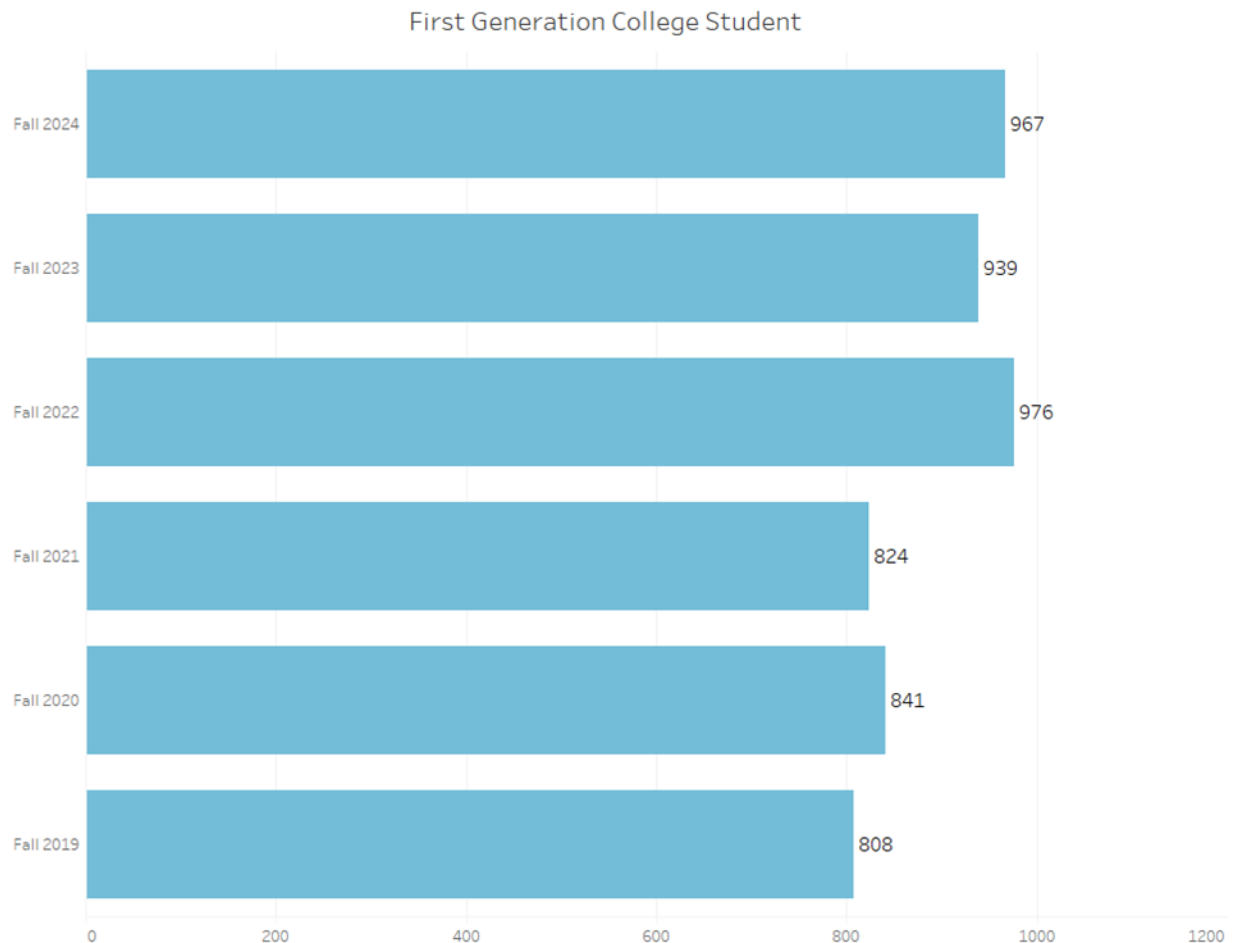






Dual Credit Headcount





[explanation]

- C. Complete the enrollment data table included at the end of this template. For each student subgroup, report values as a percentage of your institution's overall enrollment.
- D. Explain how your enrollment goals align with the data provided on your target population and/or service area. Your response should address population needs, demographic or regional changes, and identified workforce demands.



- i. NMJC's enrollment goals are strategically aligned with the evolving needs of its service area and target populations. These goals reflect a commitment to access, responsiveness, and workforce relevance.
 - i. Population Needs
 - 1. Demographic Shifts:
 - a. Hispanic students now make up 59–63% of NMJC's enrollment, mirroring Lea County's population (63.2%)
 - b. First-generation college students represent 43% of the student body.
 - c. Male enrollment has increased slightly but still lags behind regional representation, especially in credit-bearing programs.
 - 2. Enrollment Goals:
 - a. Grow overall enrollment by 2% annually, with targeted outreach to underrepresented groups.
 - b. Increase dual credit enrollment through expanded partnerships with local high schools and CTECH.
 - c. Re-engage out-of-state students, especially from West Texas, using in-state tuition incentives and marketing campaigns.
 - ii. Regional Changes
 - 1. Increased overall enrollment especially with first-time freshman from 2023 – 2025 and with students from Texas after years of decline.
 - 2. NMJC is adapting to economic fluctuations in the Permian Basin, which affect student interest in oil & gas vs. healthcare and other sectors.
 - iii. Workforce Demands
 - 1. NMJC's enrollment strategy is tightly linked to high-demand career pathways:
 - a. Healthcare:
 - i. Regional need for 9,100 healthcare workers, with high turnover due to retirements.
 - ii. As part of its Academic Master Plan, NMJC is conducting needs assessments in other allied health fields (e.g., sonography, OTA, PTA, rad tech, etc.).



- b. Transportation & Logistics:
 - i. Estimated 4,000 CDL Class A jobs in the region.
 - ii. As part of its Academic Master Plan, NMJC is conducting needs assessments related to developing a program/certificate in logistics.
- c. Energy & Automation:
 - i. 800–900 lease operator jobs and 800+ automation roles.
 - ii. NMJC offers Lease Pumper and Automation & Industrial Systems training.
- d. Public Safety & Cosmetology:
 - i. Law Enforcement Academy and Cosmetology programs are at capacity, with plans to grow.
- e. Agriculture & IT:
 - i. New Farm & Ranch Management program and expanded cybersecurity offerings address emerging needs.
- iv. Strategic Integration
 - 1. Enrollment goals are informed by:
 - a. IRPE and predictive analytics.
 - b. Advisory board feedback from employers.
 - c. State-level workforce reports and NMHED guidance.
 - 2. NMJC’s SEM Committee ensures that recruitment, retention, and completion strategies are aligned with both student success metrics and regional labor market trends.

Section 3: Strategies for Achieving Enrollment Target

- A. Reflect on the strategies your institution included in last year’s SEMP. For each, explain whether the strategy was implemented as planned, how effective it was in supporting enrollment goals, and what evidence you have of its impact (or lack thereof).
 - i. Targeted Recruitment Campaigns
 - i. Planned Strategy: Use geo-fencing, social media, and direct mail to recruit students from Texas and surrounding areas, emphasizing in-state tuition and housing benefits.



- ii. Implementation: Fully implemented. Marketing materials were distributed to high schools within a 300-mile radius, and digital campaigns were launched across all social media platforms.
- iii. Effectiveness:
 - 1. Out-of-state enrollment is now on the rise, especially with Texas students, after years of decline. There is an 11% increase from 2024-2025 in students from Texas.
 - 2. First-time freshman students have increased more than 23% from 2023 to 2025, and more than 10% from 2024 to 2025.
 - 3. Dual credit enrollment continued to rise and concurrent enrollment from Texas high schools also increased.
 - 4. Evidence: Enrollment data showed a modest increase in out-of-state and dual credit students, aligning with campaign targets.
- ii. Mandatory Advising with Academic Success Coaches
 - i. Planned Strategy: Require all students to meet with advisors each semester to improve retention and completion.
 - ii. Implementation: Implemented across all student cohorts, with advising holds placed on registration.
 - iii. Effectiveness:
 - 1. Retention rates improved, particularly among first-time freshmen and CTE students.
 - 2. Evidence: Fewer students dropped or withdrew mid-semester, and early alert interventions increased.
- iii. Co-Requisite Remediation in English and Math
 - i. Planned Strategy: Expand co-requisite models to accelerate student progress in gateway courses.
 - ii. Implementation: Fully implemented in English; partially implemented in Math.
 - iii. Effectiveness:
 - 1. English course pass rates improved significantly.
 - 2. Math outcomes were mixed, indicating a need for further faculty development and support.
 - 3. Evidence: Course completion data and faculty feedback.
- iv. Wraparound Student Support Services
 - i. Planned Strategy: Expand access to tutoring, mental health counseling, food pantry, and technology lending.



- ii. Implementation: Services were expanded and better promoted through orientation, Canvas and faculty promotion.
 - iii. Effectiveness:
 - 1. Increased student usage of tutoring and counseling.
 - 2. Students reported higher satisfaction with support services.
 - 3. Evidence: Service utilization logs and student satisfaction surveys.
- v. Workforce Development & Industry Partnerships
 - i. Planned Strategy: Strengthen CTE programs and align them with regional workforce needs through advisory boards and CTECH.
 - ii. Implementation: Strongly implemented. New programs in CDL, EMT, and automation launched or expanded.
 - iii. Effectiveness:
 - 1. CTE enrollment grew, especially in high-demand fields.
 - 2. Employer feedback was positive, and job placement rates improved.
 - 3. Evidence: Program enrollment data, advisory board minutes, and graduate employment outcomes.
- B. Did your institution implement any enrollment strategies not included in last year's SEMP? If so, describe each strategy, why it was introduced, and what outcomes or lessons emerged from its use.
 - i. Emergency Services Partnership for Magnetic Postcard Distribution
 - i. Why Introduced: To reach households that may not be engaged through digital platforms and to leverage trusted local networks.
 - ii. Description: NMJC partnered with Lea and Eddy County emergency services to distribute magnetic postcards promoting NMJC programs and enrollment opportunities.
 - iii. Outcomes:
 - 1. Increased inquiries from adult learners and non-traditional students.
 - 2. Expanded NMJC's visibility in rural and underserved areas.
 - iv. Lesson Learned: Community-based outreach through trusted partners can be highly effective in reaching new audiences.
 - ii. Expanded Student Services Scholarships
 - i. Why Introduced: To reduce financial barriers for students—especially those at risk of stopping out or struggling to afford housing or part-time enrollment.
 - ii. Description: NMJC students, particularly those in student housing, part-time students, as well as stop-out students were able to apply for additional



- scholarships to ease financial burdens and encourage continued enrollment.
- iii. Outcomes:
 - 1. Improved housing stability.
 - 2. Positive impact on enrollment.
- iv. Lesson Learned: Students continue to struggle with financial stability regardless of our affordability.
- iii. Enhanced Transfer Pathway Coordination
 - i. Why Introduced: To improve student confidence in long-term academic planning and increase transfer rates.
 - ii. Description: NMJC strengthened articulation agreements and coordinated advising with institutions like Texas Tech, ENMU, Lubbock Christian, and UTPB.
 - iii. Outcomes:
 - 1. More students reported clear transfer plans.
 - 2. Academic Success Coaches played a key role in facilitating transitions.
 - iv. Lesson Learned: Proactive transfer planning is a strong recruitment and retention tool.
- iv. Expanded Equipment Lending Program
 - i. Why Introduced: To reduce digital equity gaps by supporting students who were unable to afford or obtain a laptop.
 - ii. Description: NMJC added camera and calculator rentals to its existing laptop lending program.
 - iii. Outcomes:
 - 1. Improved course completion in STEM and Digital Media programs.
 - 2. Reduced drop rates in courses requiring specialized equipment.
 - iv. Lesson Learned: Access to tools and technology is critical for student success, especially in hands-on and hybrid learning environments.
- v. Free Cap & Gown for Graduates
 - i. Why Introduced: To remove financial barriers to commencement participation and increase student engagement.
 - ii. Description: NMJC provided free regalia to all graduating students.
 - iii. Outcomes:
 - 1. Increased participation in graduation ceremonies.
 - 2. Boosted student morale and institutional pride.



- iv. Lesson Learned: Small financial supports can have a significant impact on student motivation and sense of belonging.
- C. List the strategies your institution plans to implement going forward. For each strategy, include the following:
- i. **Increase Outreach and Recruitment Activities**
 - i. Enrollment data and service area analysis revealed untapped potential in nearby Texas counties and rural communities with limited higher education access.
 - 1. Selection was informed by enrollment trends, advisory board and legislator feedback, and regional labor market data.
 - 2. NMJC expanded its tuition reduction benefit from a 150-mile to a 300-mile radius, aligning outreach campaigns to the newly designated areas.
 - ii. Monitoring effectiveness:
 - 1. Track inquiries, applications, and enrollments from each target county or zip code within the 300-mile radius.
 - 2. Assess marketing impact through social media engagement, website traffic, and event participation data.
 - 3. Compare year-over-year growth in key regions to evaluate outreach success and adjust strategies as needed.
 - iii. Helps reach priority and underrepresented populations by:
 - 1. Target rural Texas counties with large Hispanic populations, first-generation students, and economically disadvantaged residents.
 - 2. Use bilingual advertisements and partner with local high schools, economic development groups, cultural organizations, and chambers of commerce.
 - 3. Participate in regional events and promote NMJC's affordability, housing, scholarships, and workforce programs tailored to community needs.
 - iv. Support students with some college but no credential:
 - 1. Deliver tailored outreach to adult learners, part-time, and non-traditional students.
 - 2. Highlight flexible programs, short-term training, and stackable credentials in high-demand fields such as energy, health sciences, CDL, welding, automotive, and automation.



3. Emphasize quick, affordable paths to complete a credential and improve earning potential.
- ii. **Auto-awarding Degrees**
 - i. Identified through data analysis showing students met degree requirements but hadn't applied for graduation.
 1. Aligns with NM Higher Education Department goals and national best practices.
 2. Supports NMJC's mission as a Hispanic-Serving Institution to close equity gaps.
 3. Selected during SEM planning with input from IRPE, Student Services, Academic Affairs, ALP, and CTE teams.
 - ii. Monitoring effectiveness:
 1. Track number of degrees auto-awarded each term.
 2. Measure changes in credential attainment and time-to-degree.
 3. Institutional Research will analyze trends by demographics and program.
 4. Regular SEM committee reviews for transparency and continuous improvement.
 5. Annual alignment check with state goals and funding incentives.
 - iii. Helps reach priority and underrepresented populations by:
 1. Removing barriers for first-generation, low-income, and Hispanic students.
 2. Helping students unaware of graduation requirements or processes.
 3. Benefitting adult learners and part-time students with interrupted education.
 4. Providing outreach tailored to rural and underserved communities.
 5. Supporting broader equity initiatives like targeted advising and culturally responsive services.
 - iv. Support students with some college but no credential:
 1. Removes administrative barriers to completion for eligible students who completed required credits.
 2. Re-engages stop-outs by recognizing prior academic progress and boosting motivation.
 3. Enhances employability and access to advanced education or training.
 4. Supports equity by benefiting students who may lack awareness of graduation requirements.
 5. Integrates with reverse transfer and Jobs for America referrals to maximize credential attainment and career outcomes.
- iii. **Jobs for America Partnership**



- i. Chosen based on alignment with NMJC's goals to expand career pathways and workforce readiness.
 - 1. Jobs for America offers scalable employment solutions connecting students to high-demand jobs.
 - 2. Representatives from Jobs for America offered additional job placement support for students nearing completion.
 - 3. Benefits both students and community employers in addressing employment needs.
- ii. Monitoring effectiveness:
 - 1. NMJC will track referral volume and job placement rates through quarterly reports from Jobs for America.
 - 2. IRPE will analyze outcomes by demographic group to ensure equitable impact.
 - 3. Survey will be conducted with referred students to assess the quality of job matches and support services.
 - 4. Metrics will be reviewed regularly and shared with stakeholders including CTE leadership and student services.
- iii. Helps reach priority and underrepresented populations:
 - 1. Supporting outreach to first-generation, Hispanic, and low-income students—key demographics within NMJC's service area.
 - 2. The referral process will be embedded in advising to ensure students in developmental education are not overlooked.
 - 3. Bilingual support and culturally responsive job coaching will be offered to increase engagement and retention among Hispanic and rural students.
- iv. Support students with some college but no credential:
 - 1. Conduct outreach to students who stopped out before completing a credential.
 - 2. Provide career mapping and job placement aligned to referred student's prior coursework and experience.
 - 3. Integrate strategy with auto-awarding degrees and reverse transfer initiatives to maximize credential attainment.

Section 4: Role of Programs in SEMP

- A. Identify the academic programs that will play a significant role in your SEMP. This may include programs with high student demand, newly launched programs, or those being phased out. For each, explain how the program is expected to impact your institution's enrollment.
 - i. CDL Truck Driving Program



- i. Impact: Addresses a regional shortage of CDL Class A drivers (~4,000 jobs).
 - ii. Enrollment Role: High-volume short-term training attracts non-traditional students and working adults.
 - iii. Expansion: Adding instructors and equipment could increase capacity by 30–50 students annually.
- ii. Automation & Industrial Systems
 - i. Impact: Supports ~800 job openings in the automation sector across Southeast NM and West Texas.
 - ii. Enrollment Role: Appeals to both recent high school graduates and adult learners seeking technical careers.
 - iii. Growth: Strong advisory board support and dual credit pathways through CTECH.
- iii. Clinical Medical Assistant & EMT Programs
 - i. Impact: Responds to healthcare sector turnover and projected employment loss in Lea County.
 - ii. Enrollment Role: Attracts students seeking fast-track credentials and career mobility.
 - iii. Expansion: New Paramedic-to-RN and LPN-to-RN bridge programs will further boost enrollment.
- iv. Cosmetology
 - i. Impact: Consistently at capacity with statewide and out-of-state interest.
 - ii. Enrollment Role: High demand among traditional and non-traditional students.
 - iii. Efficiency: Condensed to a 1-year program, increasing throughput and completion rates.
- v. Farm & Ranch Management (Agriculture)
 - i. Impact: New program responding to regional interest in agriculture and ranching careers.
 - ii. Enrollment Role: Engages high school students via ACT Academy and adult learners in rural communities.
 - iii. Growth Potential: Expected to expand through certificate and degree pathways.
- vi. Computer Information Systems (Cybersecurity Focus)
 - i. Impact: Addresses growing demand for IT and cybersecurity professionals.
 - ii. Enrollment Role: Appeals to tech-oriented students and supports transfer pathways.
 - iii. Expansion: New faculty hire enables broader course offerings and specialization.
- vii. Equine Certificates/Degree



- i. Impact: Addresses regional interest in agriculture and ranching skillsets and careers.
 - ii. Enrollment Role: Provides specific skillset training for students who otherwise would not enroll
 - iii. Expansion: Current building projects will increase capacity for livestock maintenance. Enrollment projections indicate enrollment should double over the next two years.
- B. What role will different course delivery methods (e.g., in-person, online) play in your SEMP? (up to 200 words each)
 - i. **In-person**
 - i. Role in SEMP
 - 1. In-person classes remain essential for hands-on programs such as welding, automotive technology, CDL training, and healthcare certifications (e.g., EMT, CNA).
 - 2. These courses are critical for career and technical education (CTE) pathways and are often tied to dual credit offerings through partnerships like CTECH.
 - ii. Impact:
 - 1. Supports enrollment growth in high-demand workforce programs.
 - 2. Enhances student engagement and skill development through lab-based learning.
 - 3. Builds community and connection, especially for first-time and traditional students.
 - iii. Strategic Value:
 - 1. In-person delivery is a recruitment tool for students seeking a traditional college experience or those in programs requiring physical presence for certification or licensure.
 - ii. **Online**
 - i. Role in SEMP:
 - 1. Online and hybrid courses are vital for non-traditional, working, and rural students who need flexibility.
 - 2. NMJC offers courses via Canvas LMS, with enhanced analytics and early alert systems to support student success.
 - ii. Impact:
 - 1. Expands access to education across Eastern New Mexico and West Texas.
 - 2. Supports enrollment among adult learners and students with caregiving or employment responsibilities.



3. Online delivery is especially effective for general education, business, and liberal arts courses.
4. Supports value-added education through dual credit courses offered via Interactive Television Systems to rural school districts across Lea County.
- iii. Strategic Value:
 1. Online options help NMJC remain competitive with other institutions and meet the needs of a mobile, diverse student body.
 2. Hybrid models are being explored for developmental math and English through co-requisite models, improving gateway course success.

Section 5: Serving Students After Enrollment

- A. What strategies do you use to support and monitor a student's progress after enrollment?
 - i. Academic Success Coaching
 - i. Every student is assigned an Academic Success Coach who provides proactive, personalized support.
 - ii. Academic Success Coaches meet with students before registration and throughout the semester to:
 1. Clarify academic and career goals
 2. Develop degree plans
 3. Assist with course selection and transfer advising
 - iii. Coaches also respond to early alerts and connect students to resources.
 - iv. Early Alert System (DropOut Detective)
 - v. NMJC uses a predictive analytics tool that monitors student behavior in the LMS and flags at-risk students.
 - vi. Alerts are sent to instructors, coaches, and support staff.
 - vii. The Student Success Team reviews alerts daily and follows up with students to offer interventions.
 - ii. Wraparound Support Services
 - i. NMJC offers a wide range of services to address academic and non-academic barriers:
 1. Tutoring through the Academic Success Center
 2. Mental health counseling (in-person and virtual via TimelyCare)
 3. Food and hygiene support through the Thunderbird Pantry
 4. Technology lending (laptops, calculators, cameras)
 5. Free school supplies
 - iii. Institutional Research & Data Monitoring
 - i. IRPE collaborates with Student Success to:



1. Track student outcomes
2. Evaluate the effectiveness of interventions
3. Identify trends in persistence and completion
- iv. Faculty & Staff Collaboration
 - i. Faculty are encouraged to submit early alerts and communicate with Student Success staff.
 - ii. Regular meetings between recruiters, coaches, and workforce development staff ensure students are aware of all academic and career pathways.
- B. How do you ensure these strategies reach all populations within your higher education institution?
 - i. Multiple Access Points for Services
 - i. In-person, online, and hybrid delivery of courses and services ensures flexibility for traditional, non-traditional, working, and rural students.
 - ii. Services like TimelyCare offer 24/7 multilingual mental health support, expanding access for students who may face cultural or scheduling barriers.
 - ii. Culturally Responsive and Bilingual Support
 - i. At least 50% of staff in recruitment, advisement, and financial aid are bilingual (English/Spanish), ensuring effective communication with Hispanic and Spanish-speaking students.
 - ii. Campus signage and materials are available in both languages.
 - iii. Assigned Academic Success Coaches
 - i. Every student is assigned a dedicated Academic Success Coach who proactively monitors progress and connects students to resources.
 - ii. Coaches use early alert systems to identify and intervene with at-risk students across all demographics.
 - iv. Targeted Outreach to Underserved Groups
 - i. NMJC actively supports:
 1. First-generation students (44% of the student body)
 2. Low-income students (via Pell Grant and Foundation scholarships)
 3. Dual credit students (especially from rural high schools)
 4. International and student-athletes, who receive tailored onboarding and support
 - v. Data-Driven Equity Monitoring
 - i. IRPE disaggregates data by race, gender, enrollment status, and other subgroups to:
 1. Track utilization of support services
 2. Monitor retention and completion gaps



3. Inform targeted interventions
 - vi. Community-Based Access
 - i. The Adult Education Program relocated to downtown Hobbs to reduce transportation and access barriers.
 - ii. NMJC partners with CTECH and local high schools to reach students early and often through dual credit and career pathway programs.
 - vii. Basic Needs and Wraparound Services
 - i. The Thunderbird Pantry, laptop/camera rentals, free school supplies, and free cap & gown programs ensure that financial hardship does not prevent students from succeeding or participating fully in college life.
- C. Retention: Successes and Challenges**
- i. **Successes**
 - i. What are your current retention benchmarks (e.g., first-year, second-year)?
 1. As of the 2024–2025 academic year, NMJC’s current retention benchmarks focus primarily on first-time freshmen, both full-time and part-time. The most recent data shows that:
 - a. First-to-second semester retention (Fall to Spring) for full-time first-time freshmen is approximately 80%, while part-time students retain at a rate of 70% on average for the last 5 years.
 - b. First-to-second year persistence (Fall to Fall) is 63% for full-time students and 61% for part-time students on average over the last 5 years.
 - c. Overall, NMJC’s combined average retention rate for all first-time freshmen over the last 5 years is approximately 72% semester-to-semester and 54% year-to-year.These benchmarks reflect steady improvement over the past three years, particularly among part-time students, due to enhanced support services like academic coaching, early alert systems, and wraparound resources. NMJC continues to monitor these metrics closely through its IRPE office and uses them to guide interventions and resource allocation.
 - ii. What tools or systems do you use to track retention?
 1. DropOut Detective (in Canvas LMS) tracks student engagement, attendance, and performance to flag at-risk students.
 2. Degree Works monitors academic progress and course alignment for timely completion.
 3. Banner SIS provides institutional data on enrollment, persistence, and completion.



4. These integrated tools enable NMJC to:
 - a. Monitor retention trends in real time
 - b. Intervene early with support
 - c. Evaluate service effectiveness across student populations
- iii. How often is retention data reviewed, and by whom?
 1. Retention data at NMJC is reviewed each semester and annually.
 2. IRPE Office leads the review.
 3. Findings are shared with the SSCGR Committee (Student Success/Completion, Graduation, and Retention).
 4. Committee includes leadership, faculty, and student services staff.
 5. Reviews guide interventions, resource allocation, and updates to the Strategic Enrollment Management Plan.
- iv. What interventions have helped improve retention (e.g., advising models, early alerts, academic support)?
 1. Academic Success Coaches monitor progress and offer personalized support.
 2. DropOut Detective flags at-risk students for early intervention.
 3. Wraparound services include tutoring, food pantry, and health clinic.
 4. Mandatory advising ensures early engagement and course alignment.
 5. Career and transfer services motivate persistence.
 6. Degree Works and early alerts help track student progress.
 7. Retention gains seen among first-generation and part-time students.
- v. How have these strategies been evaluated and adapted over time?
 1. Retention strategies at NMJC are regularly evaluated by IRPE and the SSCGR Committee.
 2. Semester and annual reports guide changes to advising, scheduling, and support services.
 3. Early alert system (DropOut Detective) was refined to boost faculty engagement.
 4. Academic Success Coaches now use proactive outreach (text, video meetings).
 5. Wraparound services expanded to include health care and multilingual support.
 6. Adaptations are based on retention trends, student usage, and advisory board feedback.

ii. Challenges

- i. What barriers continue to affect student retention?



1. Key retention barriers at NMJC include financial hardship, family duties, and work schedules.
 2. Part-time and non-traditional students are especially affected.
 3. Academic underpreparedness and limited foundational skills hinder persistence.
 4. Language barriers impact some Hispanic and international students.
 5. Support services like tutoring and counseling are underutilized.
 6. External challenges include housing insecurity and limited transportation access.
- ii. Are specific student groups disproportionately impacted?
1. Part-time, first-generation, and Pell-eligible students face higher stop-out risks.
 2. Financial pressures, work, and family obligations are key challenges.
 3. Male students are underrepresented in credit-bearing academic pathways.
 4. Hispanic and bilingual students may face language or cultural barriers.
 5. Bilingual support services are available but may not fully address engagement gaps.
 6. Limited academic preparation also affects persistence among these groups.
- iii. How is your institution working to identify and support students at risk of stopping out?
1. NMJC uses a proactive, data-driven approach to support at-risk students.
 2. DropOut Detective flags students based on attendance, grades, and engagement.
 3. Academic Success Coaches intervene early and monitor progress via Degree Works.
 4. Coaches maintain contact through email, text, and in-person meetings.
 5. All incoming students are assigned a coach.
 6. Faculty alerts trigger outreach from Student Success staff.
 7. Wraparound services include tutoring, counseling, food pantry, and health care.
 8. Strategies are cross-departmental and reviewed each semester for improvement.

D. Completion: Successes and Challenges

i. Successes



- i. What efforts have contributed to increased credential completion?
 1. Mandatory advising ensures early academic planning and course alignment.
 2. Academic Success Coaches provide ongoing support throughout students' journeys.
 3. Degree Works helps students stay on track with degree pathways.
 4. DropOut Detective enables early intervention for at-risk students.
 5. Expanded wraparound services (e.g., tutoring, counseling) reduce completion barriers.
 6. Outreach to near-graduates encourages timely credential applications.
 7. These efforts have steadily increased graduation rates, especially among Hispanic and male students.
- ii. What programs or supports have been most effective?
 1. Academic Success Coaching provides personalized guidance and progress monitoring.
 2. DropOut Detective enables timely interventions using real-time academic data.
 3. Degree Works helps students stay aligned with academic plans.
 4. Wraparound services include tutoring, mental health counseling, health care, and food pantry.
 5. Mandatory advising for new students ensures early planning.
 6. Proactive outreach supports students nearing graduation.
 7. These supports are especially effective for first-generation, part-time, and low-income students.
- iii. How is progress toward completion measured and reported?
 1. Credential progress is tracked using Degree Works for academic pathways and course completion.
 2. IRPE monitors graduation and program completion rates each semester and annually.
 3. Data is disaggregated by subgroups (e.g., gender, race/ethnicity, dual credit, enrollment status).
 4. Findings are shared with the SSCGR Committee to guide planning and interventions.
- iv. How have completion outcomes improved across key student groups?
 1. Completion outcomes have improved across key student groups at NMJC.
 - a. Hispanic student certificate completion rose from 10% to 19% over five years.



- b. Male student completion increased from 37% to 44% of total graduates.
- c. First-generation students show stronger persistence and graduation rates.

- 2. Gains are linked to mandatory advising, academic coaching, and wraparound services.

ii. Challenges

- i. What factors contribute to students not completing their programs?
 - 1. Financial hardship, work, and family responsibilities hinder program completion.
 - 2. Academic underpreparedness and limited use of support services are key barriers.
 - 3. Language barriers affect some Hispanic and bilingual students.
 - 4. Transportation and housing insecurity also contribute to attrition.
 - 5. Part-time, first-generation, and low-income students are most impacted.
- ii. How is your institution addressing time-to-degree and credit accumulation issues?
 - 1. Mandatory advising and guided pathways support timely degree completion.
 - 2. Degree Works is used to monitor credit accumulation and course alignment.
 - 3. Academic Success Coaches ensure students enroll in correct courses.
 - 4. Co-requisite models allow simultaneous completion of developmental and college-level courses.
 - 5. Outreach to near-graduates encourages credential application and reduces excess credits.
- iii. What support gaps still need to be addressed?
 - 1. Limited academic support for English language learners.
 - 2. Need for better translation tools and bilingual materials.
 - 3. Transportation and housing insecurity affect rural students.
 - 4. Mental health and tutoring services are underused.
 - 5. Outreach and engagement need improvement.
 - 6. More support needed for part-time, male, and adult learners.

E. Transfer: Successes and Challenges

i. Successes

- i. What systems or partnerships have supported successful student transfer?
 - 1. Degree Works tracks progress and supports transferable pathways.



2. Academic Success Coaches assist with course selection and transfer planning.
3. NMJC has articulation agreements with Texas Tech, ENMU, and Lubbock Christian.
4. Joint advising, transfer fairs, and campus visits ease transitions.
5. Partnerships align coursework with university requirements.
- ii. How has advising or articulation improved transfer pathways?
 1. Academic Success Coaches guide students from enrollment through transfer.
 2. Early alert systems and individualized planning support progress.
 3. Articulation agreements with NM and TX universities introduced early.
 4. Joint advising sessions held each semester with partner institutions.
 5. Strategies reduce credit loss and improve transfer and completion rates.
- iii. What metrics are used to evaluate transfer success?
 1. Transfer rates tracked to partner institutions (ENMU, Texas Tech, LCU).
 2. Metrics include use of articulation agreements and joint advising participation.
 3. Credit hours monitored to assess transfer efficiency and minimize loss.
 4. Graduation, course completion, retention, and persistence rates evaluated.
 5. Early alert and engagement data used to support at-risk students.
 6. Outcomes disaggregated by subgroup to assess equity and effectiveness.

Challenges

- iv. What obstacles exist in helping students transfer to or from your institution?
 1. Credit acceptance and degree requirements vary across institutions.
 2. Students often lack awareness of articulation agreements and delay transfer planning.
 3. Misaligned coursework and excess credits result from late pathway selection.
 4. Limited course equivalency info and transcript support hinder incoming transfers.
 5. NMJC addresses these with early advising, planning, and university partnerships.
 6. Local high-paying jobs discourage relocation, especially in Lea County.



7. Continued coordination with receiving institutions is key to improving outcomes.
- v. Are there gaps in articulation, credit acceptance, or advising?
 1. Gaps in articulation, credit acceptance, and advising affect transfer efficiency.
 2. Course equivalency and degree differences can cause credit loss or delays.
 3. Students often lack early exposure to transfer pathways, leading to misaligned courses.
 4. Academic Success Coaches and joint advising have improved support.
 5. Communication with receiving institutions and student understanding still need work.
 6. Continued efforts are needed to streamline articulation and advisor training.
- ii. How is your institution working to improve these pathways?
 1. Expanded articulation agreements integrated into early advising.
 2. Academic Success Coaches support transfer planning and coordination.
 3. Joint advising sessions align degree plans and ensure course transferability.
 4. Early alert systems and degree audits keep students on track.
 5. Career and Transfer Center offers workshops, resources, and campus visits.
 6. Advisor training and partner communication are being enhanced.
 7. Efforts aim to reduce credit loss and improve transfer outcomes.

F. Employment: Successes and Challenges

i. Successes

- i. How has your institution supported graduates in securing employment?
 1. Career readiness includes resume help, job search tools, and interview prep.
 2. Annual career fairs held with local employers.
 3. Academic Success Coaches align academic plans with career goals.
 4. Workforce programs (EMT, CDL, welding, etc.) match local job demand.
 5. Advisory boards and industry partners guide program development.
 6. Jobs for America partnership continues to grow.



7. Internships, mentoring, and direct recruitment ease workforce transition.
- ii. What services or programs have contributed to strong employment outcomes?
 1. Academic Success Coaches offer job readiness support and career fairs.
 2. Workforce programs (CDL, EMT, welding, etc.) align with local job needs.
 3. Industry advisory boards guide program development for job relevance.
 4. Faculty and staff connect students with internships, mentoring, and job placement.
 5. The Thunderbird Health Center and Student Resource Coordinator remove job-readiness barriers.
 6. Strong employer partnerships support direct recruitment and smooth transitions.
- iii. What data sources do you use to assess employment success?
 1. Job placement tracked via surveys, employer feedback, and completion data.
 2. Career fair and workshop participation monitored by Student Success.
 3. Employment verified through NM Workforce Solutions and National Student Clearinghouse.
 4. Advisory boards provide insights on graduate readiness and hiring trends.
 5. Certifications, internships, and employer partnerships tracked internally.
 6. Institutional Research and Student Success teams review data for improvement.
 7. Efforts ensure programs align with regional labor market demands.
- ii. **Challenges**
 - i. What difficulties do graduates face in securing employment?
 1. Skill alignment with evolving industry needs remains a challenge.
 2. Lack of work experience and professional networks limits competitiveness.
 3. Soft skills gaps (communication, time management) affect job readiness.
 4. Rural location and transportation barriers restrict job access.



5. Some programs lack direct employer pipelines; career resources underutilized.
6. Language barriers and digital literacy issues hinder job searches.
7. NMJC responds with expanded services, partnerships, and wraparound support.
- ii. Are there gaps between program offerings and local workforce needs?
 1. Programs like CDL, EMT, welding, and law enforcement meet regional demand.
 2. Gaps exist in emerging fields (digital media, automation, renewable energy).
 3. Advisory boards guide relevance, but resources and expertise are limited.
 4. Some students unaware of short-term training and certification options.
 5. NMJC is developing a “workforce-ready” AAS degree and expanding CTECH dual credit.
 6. Employer engagement is increasing to align offerings with labor market needs.
- iii. What challenges exist in tracking employment outcomes?
 1. Graduate survey response rates are low, limiting data accuracy. Out-of-state moves and gig work complicate employment verification.
 2. National Student Clearinghouse and Jobs for America data miss short-term jobs.
 3. Some programs lack employer feedback and career tracking mechanisms.
 4. Institutional Research and Student Success teams review multiple data sources.
 5. NMJC is improving tracking via employer partnerships, alumni outreach, and research tools.



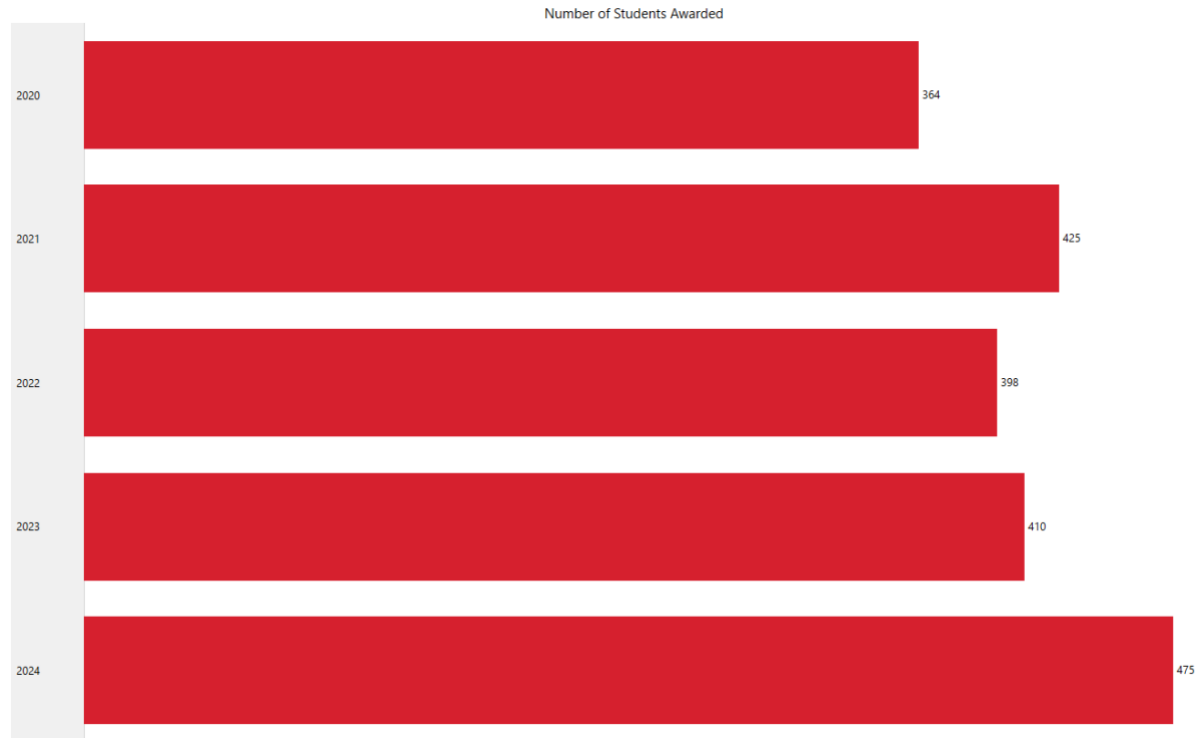
- G. Provide one chart or table for each of the following metrics: retention, completion, transfer, and employment. These should reflect your institution's overall student population. If needed, you may include additional charts or tables in an appendix.

Retention:

Cohort Start Term	Students in Starting Year	Retained Following Spring	Retained Following Fall	Retention % (Fall-Spring)	Retention % (Fall-Fall)
Fall 2019	697	501	359	71.9%	51.5%
Fall 2020	431	337	250	68.6%	50.9%
Fall 2021	529	370	282	69.9%	53.3%
Fall 2022	602	419	323	69.6%	53.7%
Fall 2023	585	451	366	77.1%	62.6%
Fall 2024	655	525		80.2%	

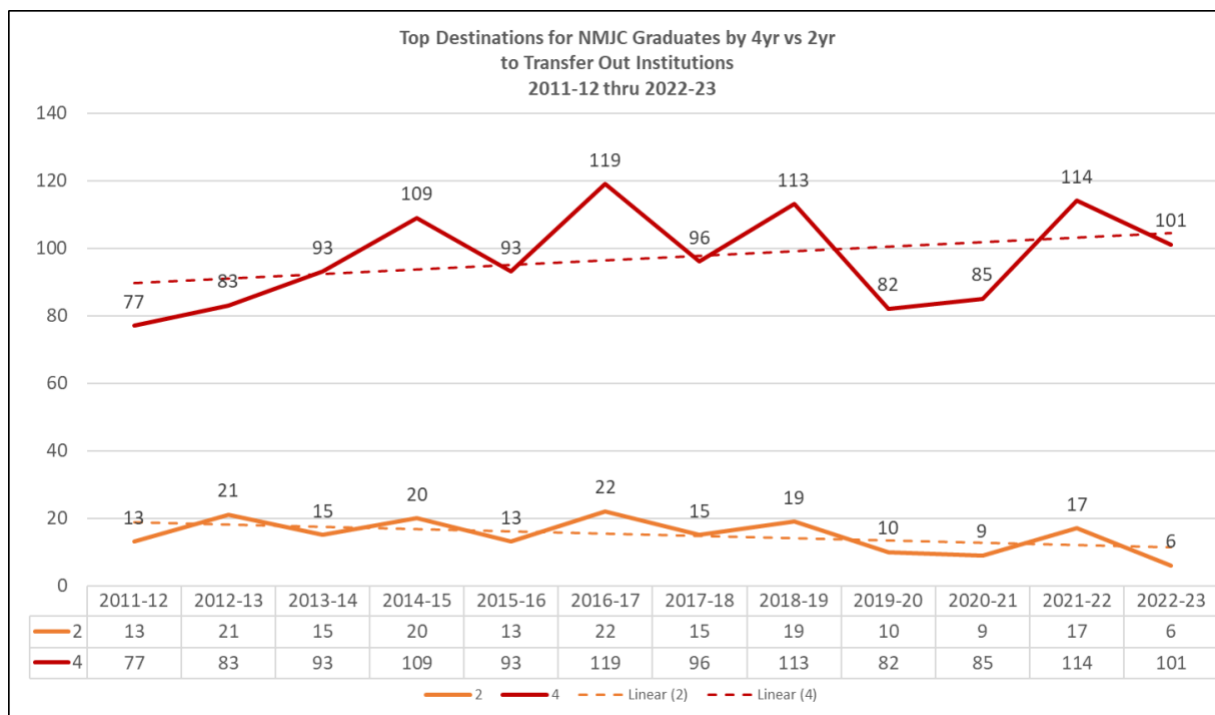
Retention is calculated using subsequent enrollment and graduation. If a student completes their program between the two dates, they are counted as being retained.

Completion:



Number of students who received awards for each academic year. The academic years are calculated using leading Summers.

Transfers:



Section 6: Connection to Mission

- A. What is your higher education institution's mission?
 - i. New Mexico Junior College's mission is to promote success through learning as a comprehensive community college. This mission is operationalized through accessible, affordable, and high-quality educational opportunities that support student achievement, workforce readiness, and lifelong learning. NMJC emphasizes student-centered services, academic excellence, and community engagement to help individuals overcome barriers and reach their educational and career goals. The Strategic Enrollment Management Plan aligns directly with this mission by focusing on student success, enrollment growth, and program completion across credit-bearing, workforce, and community education programs.
- B. How is your mission reflected in your SEMP?
 - i. NMJC's Strategic Enrollment Management Plan (SEMP) directly reflects its mission to "promote success through learning" by embedding student-centered strategies across recruitment, retention, and completion efforts. The SEMP aligns with institutional goals to enhance the student experience, increase program completion, and grow enrollment in credit-bearing, workforce, and community education programs. It operationalizes the mission through initiatives such as mandatory advising, wraparound support services, articulation agreements, and



workforce-aligned training. These efforts ensure that students not only access education but also persist, complete credentials, and transition successfully to employment or further education—fulfilling NMJC’s commitment to access, excellence, and community engagement.

Section 7: Institutional Supports

- A. Identify up to five supports your institution would benefit from receiving from NMHED or other state-level partners to strengthen your SEMP. For each support, describe how it would directly enhance your institution’s ability to meet enrollment goals.
- Statewide Transfer Portal – A centralized, real-time platform for articulation and credit transfer would reduce credit loss and improve transfer rates.
 - Targeted Marketing Support – State-funded campaigns promoting community college pathways, especially in rural areas, would boost awareness and enrollment.
 - Workforce Alignment Grants – Funding to expand or update programs aligned with emerging industries (e.g., automation, renewable energy) would attract new students.
 - Data Integration Tools – Access to employment and transfer outcome data across institutions would enhance tracking and strategic planning.
 - Professional Development for Advisors – State-sponsored training on guided pathways, equity advising, and labor market trends would improve student guidance and retention.

Section 8: SEMP Staffing

- A. List the primary individuals at your institution responsible for implementing the SEMP. For each, include their name, title, and a brief description of their role in the plan’s execution.
- Nick Alvarado, VP for Student Services**
 - Leads implementation of the SEMP by coordinating student support initiatives, enhancing advising and enrollment services, aligning efforts with workforce needs, and using data to improve retention, transfer, completion and employment outcomes while ensuring student success strategies are integrated across departments.
 - Stephanie Ferguson, VP for Instruction**
 - Lead faculty in collaboration with Deans, Department Chairs, and Directors in fulfilling student learning and persistence to completion goals as well as responsive program development. Collaborate with Dean and Vice President for Student Services to plan intentional



professional development activities to promote retention and completion.

iii. William Brown, VP for Institutional Research, Planning & Effectiveness

1. Leads data collection, analysis, and reporting efforts that inform SEMP strategies and measure their effectiveness. Oversees institutional research functions including enrollment trend analysis, retention and completion tracking, and outcome assessment across all student populations. Collaborates with the Student Success Committee to provide data-driven insights for strategic decision-making and resource allocation. Ensures SEMP goals are supported by accurate data reporting to NMHED and other stakeholders, while conducting regular evaluation of intervention effectiveness and identifying areas for improvement in student success initiatives.

iv. Rachel Gallagher, VP for Advancement and Government Affairs

1. Leads efforts to align institutional advancement strategies with enrollment goals, including efforts to enhance the college's visibility and reputation through targeted communications, public relations, and government engagement; secures vital external support, including public funding and policy advocacy, which directly impacts the institution's capacity to attract and retain students. Additionally, the work of this division fosters strategic partnerships with community, corporate, and legislative stakeholders to support enrollment pipelines and student success initiatives. By integrating advancement and advocacy with enrollment objectives, the division ensures a unified approach to promoting the university's mission, increasing student access, and strengthening institutional sustainability. This leadership ensures that SEMP efforts are supported by strong external relationships, increased brand recognition, and effective resource development.

v. Steve Saucedo, VP for Workforce Development

1. Leads the non-credit workforce development division at the institution in collaboration with department directors and support staff to carry out short-term training offerings that lead to certifications and entry-level positions across numerous industries.]

vi.



	Fall 201 9	Fall 202 0	Fall 202 1	Fall 202 2	Fall 202 3	Fall 202 4	Fall 202 5	Fall 202 6	Fall 202 7	Fall 2028
Overall	2,324	1,975	1,889	2,228	2,120	2,238	2283	2328	2375	2422
Female	1484	1283	1243	1351	1380	1440	1469	1497	1528	1558
Male	840	691	646	877	740	755	770	786	801	817
Other										
American Indian	21	15	18	22	19	16	16	17	17	17
Asian	21	23	20	25	30	33	34	34	35	36
Black	201	129	147	151	144	130	133	135	138	141
Hispanic	1209	1089	1026	1327	1246	1292	1318	1344	1371	1398
White	742	613	587	619	585	646	659	672	686	699
Other Groups										
<24	1690	1522	1386	1690	1581	1657	1690	1724	1758	1794
24+										
Pell	609	464	500	565	544	593	605	617	629	642
No Pell										
Undergraduate	2,324	1,975	1,889	2,228	2,120	2,238	2283	2328	2375	2422
Graduate										
Dual Credit (UG only)	488	470	395	686	589	586	598	610	622	634
Non-Dual Credit (UG only)										
Credential Types: Associates degree	1504	1262	1589	1906	1786	1921	1960	1998	2038	2080



Credential Types: Certificate	162	141	151	228	264	255	260	265	271	275
Credential Types: Undeclared	658	571	149	94	70	62	63	65	66	67
Credential Types										
New Enrollees	697	489	529	601	584	655	668	681	695	709
Transfer Enrollees	129	74	52	86	51	69	70	72	73	75
Returning Enrollees	10	2	5	14	4	20	20	21	21	22

Notes:

- *Adjust student groups as appropriate for your institution, such as updating the credential types to those your institution offers. If you feel you have other student subgroups relevant to your institution, add additional sections to the table as necessary.*
- *New enrollees are students with no higher education history other than high school concurrent and dual credit enrollment. Transfer enrollees are students new to your institution who have not stopped out for greater than one academic year from postsecondary education. Returning students are any students who have stopped out for more than one academic year and have prior postsecondary education. Continuing enrollees are students who have been previously enrolled in your institution in the prior academic year.*