Template: Strategic Enrollment Management Plan (SEMP)

Academic Year 2026-2027

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 2026–2027. 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 Gallegos, Data Analyst II, Academic Affairs and Policy Division, at Brittany.Gallegos@hed.nm.gov.

Strategic Enrollment Management Plan

NMJC
New Mexico Junior College

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Date of Submission: 10/09/26

Section 1: Target Population and/or Service Area

A. What is your target population and/or service area?
   i. New Mexico Junior College serves Southeast New Mexico and the broader Permian Basin region, including Lea County communities and surrounding counties in New Mexico and Texas. Through its expanded 300-mile tuition reduction zone, NMJC recruits students from a significantly broader geographic area while maintaining its commitment to local residents. Primary target populations include traditional college-age students, dual credit students, first-generation students, Hispanic students, adult learners, workforce trainees, transfer students, and students seeking short-term credentials and industry-recognized certifications. As a Hispanic-majority institution, NMJC remains committed to increasing educational attainment among historically underserved populations while supporting the workforce and economic development needs of Southeast New Mexico. Approximately half of NMJC students attend part-time, requiring flexible scheduling, online learning opportunities, and workforce-focused pathways.

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. NMJC utilizes institutional, regional, and workforce data to monitor changes within its service area and student populations. Enrollment, retention, completion, transfer, and demographic trends are tracked through Banner, Degree Works, and reports generated by the Office of Institutional Research, Planning, and Effectiveness (IRPE) via Tableau. Student engagement and risk indicators are monitored through Canvas and Dropout Detective to support early intervention and retention efforts. NMJC also uses labor market information from Lightcast, the New Mexico Department of Workforce Solutions, regional economic development organizations, and industry advisory councils. High school graduation trends, dual credit participation rates, workforce shortages, and demographic changes across Southeast New Mexico and West Texas are evaluated annually to inform recruitment priorities, program development, and resource allocation. This approach aligns with NMJC's Strategic Plan commitment to data-informed decision-making and continuous improvement.

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 2025-2026

District Name	Grade 10	Grade 11	Grade 12	Total
Eunice	50	54	51	155
Hobbs	767	746	698	2211
Jal	35	40	36	111
Lovington **	235	288	273	796
Tatum	34	25	31	90
Total	1121	1153	1089	3363
** Note - Lovington enrollment includes Lovington HS and New Hope Alternative HS				
Source: New Mexico Public Education Department - 2025-2026 Enrollment by District by Grade				

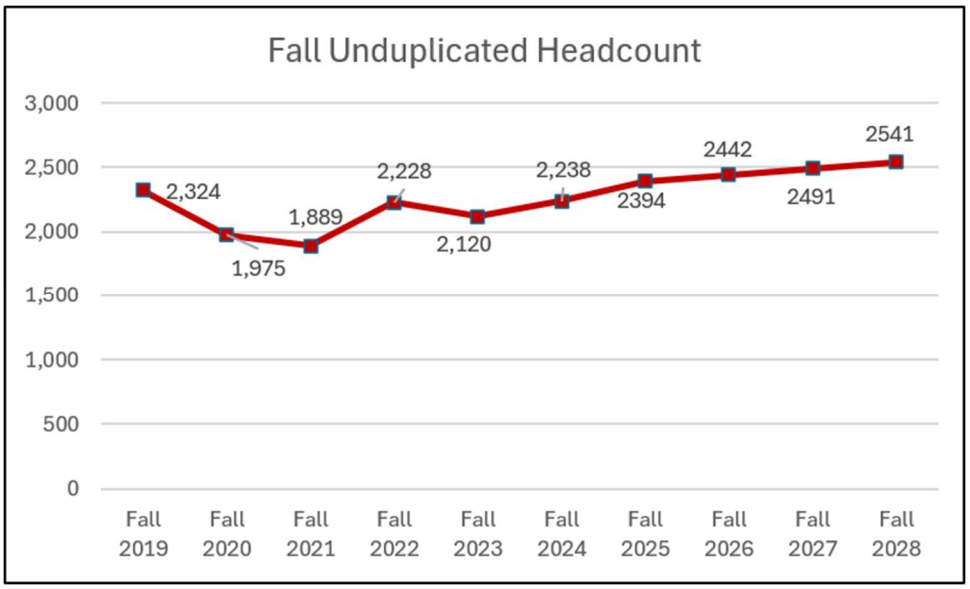
Educational attainment within the population or area - https://censusreporter.org/profiles/05000US35025-lea-county-nm/

D. Describe the workforce needs relevant to your target population and/or service area, and explain how these needs were identified.
   i. The workforce needs of Southeast New Mexico continue to be driven by healthcare, oil and gas, automation, transportation, information technology, skilled trades, agriculture, and public safety occupations. Regional employers report ongoing demand for nurses, emergency medical personnel, mental health professionals, automation technicians, CDL drivers, welders, industrial maintenance technicians, law enforcement personnel, and information technology professionals. The region continues to experience workforce shortages while simultaneously pursuing economic diversification opportunities beyond traditional energy-sector employment.

      NMJC identifies workforce needs through employer advisory councils, workforce development partnerships, Lightcast labor market data, New Mexico Department of Workforce Solutions reports, economic development organizations, chambers of commerce, and direct engagement with business and industry leaders. These data sources support the college's efforts to align academic programs and workforce training opportunities with current and emerging labor market demands. NMJC's Strategic Plan Goal 4 specifically focuses on workforce enrollment growth, apprenticeship development, industry partnerships, stackable credentials, and career readiness initiatives that support regional economic development and workforce needs.

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.

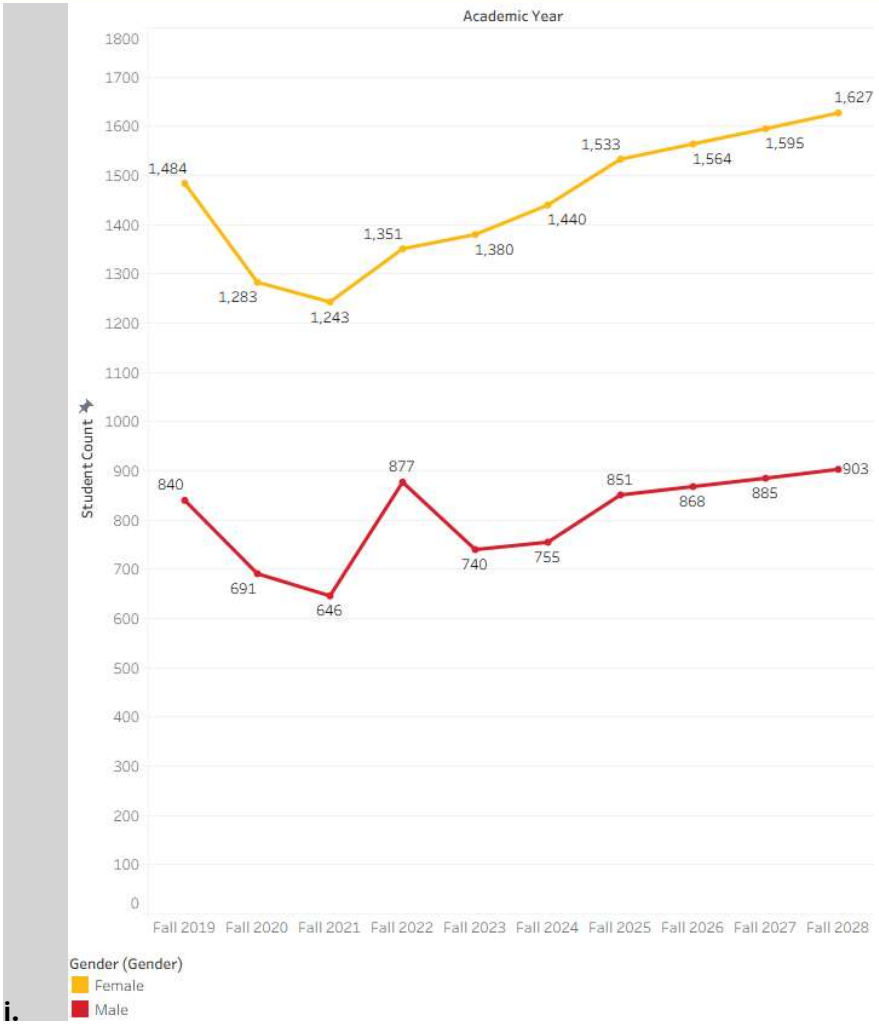


NMJC's fall unduplicated headcount was 2,324 in 2019, fell to a low of 1,889 in 2021, and has largely recovered since. Enrollment rebounded to 2,228 in 2022, dipped to 2,120 in 2023, then rose to 2,238 in 2024 and 2,394 in 2025, surpassing pre-pandemic levels.

Our goal of 2 percent annual growth builds on that recovery. It is a measured pace, well below the 7 percent gain of the most recent year, and one we can realistically sustain. At that rate, headcount reaches 2,541 by Fall 2028, about 9 percent above Fall 2019. Together, the data and the goal point to steady, sustainable growth rather than a one-time rebound.

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.

i.

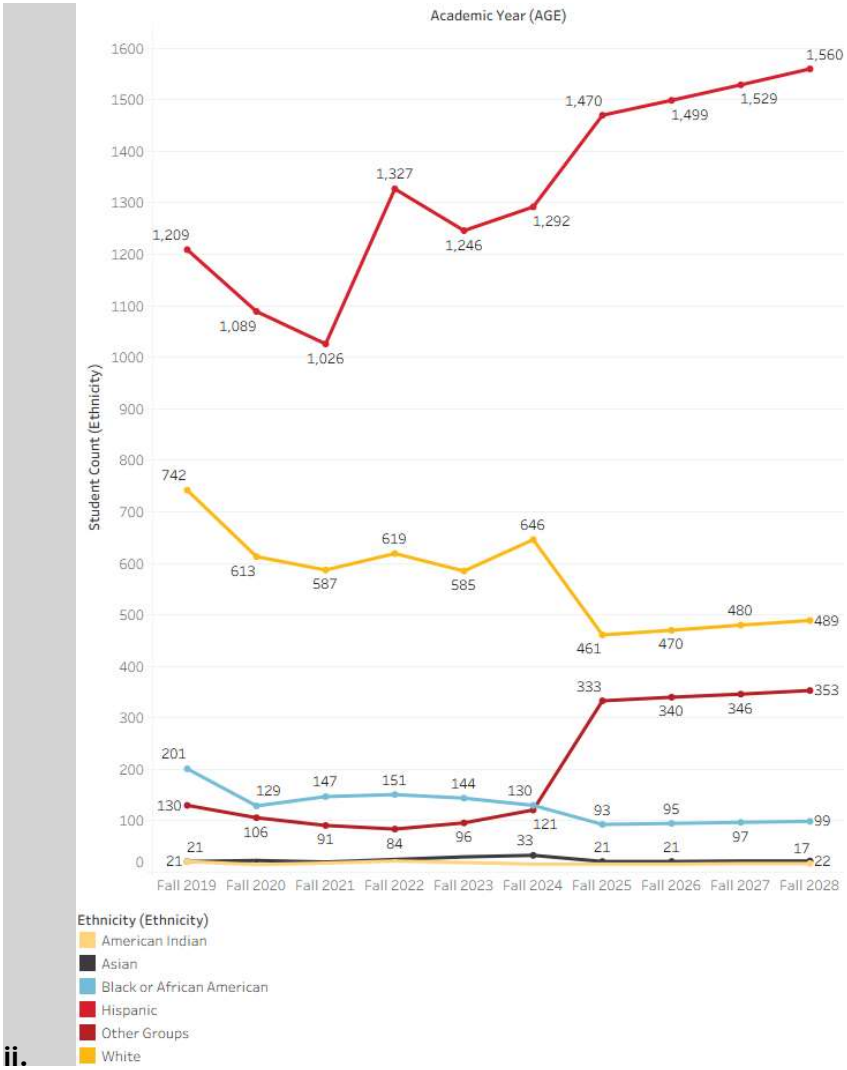


Enrollment by Gender

Enrollment history. Female students make up the largest share of NMJC's headcount, but both groups followed the same pattern: a post-2019 decline, a low point in Fall 2021, and recovery since. Female enrollment fell from 1,484 in Fall 2019 to 1,243 in Fall 2021 (-16%), then rebounded steadily to 1,533 in Fall 2025, surpassing its pre-pandemic level. Male enrollment fell from 840 to a low of 646 in Fall 2021 (-23%), spiked to 877 in Fall 2022, dipped to 740 in Fall 2023, and has since climbed to 851 in Fall 2025, slightly above its Fall 2019 level.

Goals. Following the 2% annual growth target, female enrollment is projected to reach 1,627 by Fall 2028 and male enrollment 903, a combined increase of roughly 110 students over Fall 2025 levels. Because male enrollment has been more volatile and fell further during the downturn, the plan

should include targeted male recruitment and retention strategies (such as workforce, athletics, and technical program pathways) to protect against another dip. Female students remain the core of the college's base, so continued support through advising, childcare resources, and flexible scheduling will help sustain steady growth.



ii.

iii.

Enrollment by Ethnicity

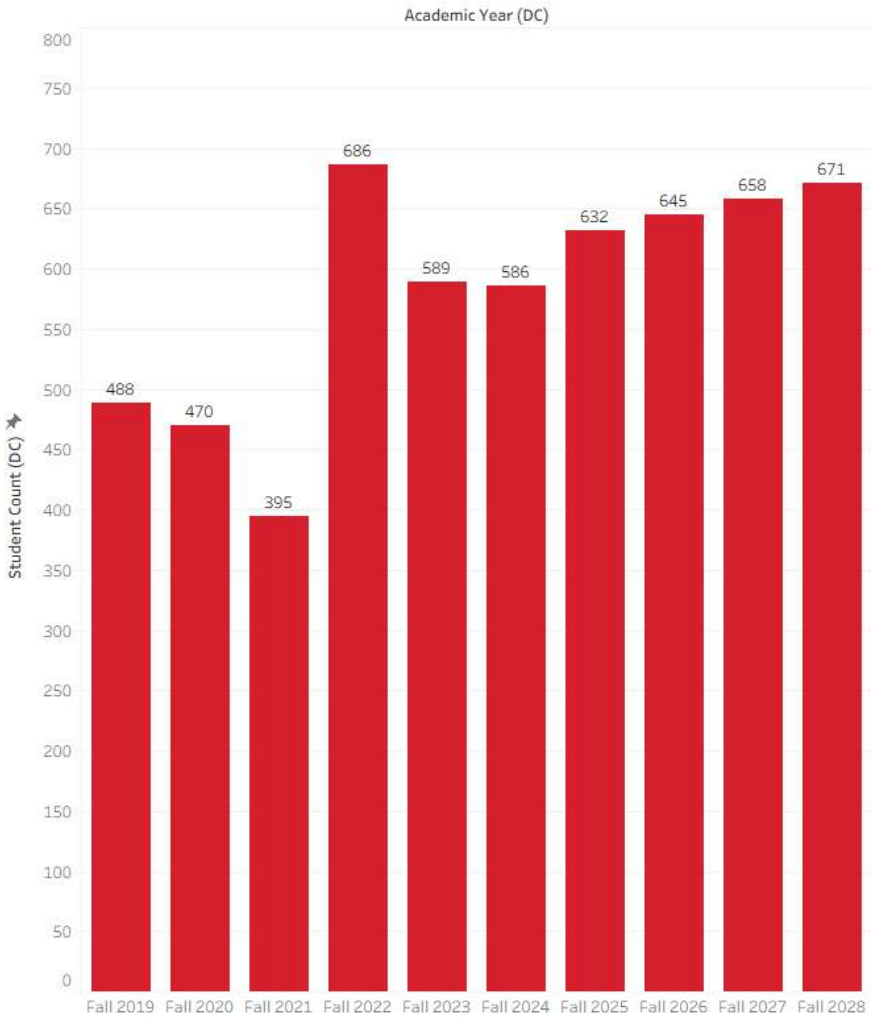
iv. **Enrollment history.** Hispanic students are NMJC's largest and most influential subgroup. Their enrollment dropped from 1,209 in Fall 2019 to 1,026 in Fall 2021, then grew sharply to 1,327 in Fall 2022 and, after a small dip, to 1,470 in Fall 2025.

White enrollment moved in the opposite direction, declining from 742 in Fall 2019 to 461 in Fall 2025, with a brief recovery to 646 in Fall 2024. Black or African American enrollment fell from 201 to 93, and American Indian and Asian enrollment remain very small (about 17–33 students each). The "Other Groups" category jumped from 121 to 333 in Fall 2025, which likely reflects a change in how ethnicity is reported or coded and should be confirmed before it is used for planning.

v. **Goals.** The plan projects Hispanic enrollment reaching about 1,560 by Fall 2028 and White enrollment stabilizing near 489. Black or African American enrollment is projected to hold near 99. Since Hispanic students drive most enrollment growth, NMJC should strengthen bilingual outreach, family engagement, and transfer and career pathways to maintain that momentum. Efforts should also focus on reversing declines among White and Black students through local high school partnerships and community outreach, so overall growth is not dependent on a single group.

vi.

vii.



viii. Dual Credit Enrollment

ix. **Enrollment history.** Dual credit is the college's strongest growth pipeline. Enrollment dipped from 488 in Fall 2019 to a low of 395 in Fall 2021, then jumped nearly 74% to 686 in Fall 2022. After settling at 589 in Fall 2023 and 586 in Fall 2024, it rose to 632 in Fall 2025, well above pre-pandemic levels.

x. **Goals.** The plan projects 2% annual growth, reaching 645 in Fall 2026, 658 in Fall 2027, and 671 in Fall 2028. Dual credit also feeds future full-time enrollment, since students who start college coursework in high school are more likely to enroll after graduation. To meet these targets, NMJC should deepen partnerships with area high schools, expand course offerings and program pathways, and track conversion of dual credit students into full-time students.

xi.

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 directly align with both the educational and workforce needs of Southeast New Mexico and the Permian Basin region. Regional workforce shortages continue to drive demand for healthcare, transportation, public safety, automation, agriculture, and technical workforce programs. Simultaneously, demographic trends support continued focus on Hispanic students, first-generation students, dual credit students, adult learners, and rural communities.

      The institution's recruitment and enrollment efforts align with Strategic Plan Objective 1.1 through targeted population growth, K-12 pipeline development, geographic expansion, and workforce program enrollment growth. Retention and completion efforts support Strategic Plan Objective 1.2 through holistic advising, enrollment advising, tutoring, supplemental instruction, and early alert systems. Workforce enrollment growth aligns directly with Strategic Goal 4 and supports regional economic development priorities.

      Rather than creating separate enrollment measures, the SEMP adopts existing Strategic Plan performance measures related to enrollment growth, retention, completion, transfer, workforce participation, and continuing education enrollment. This ensures alignment between enrollment management priorities and institutional strategic goals while reducing duplication of effort and reporting requirements.

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 and Outreach**
      i. NMJC fully implemented expanded recruitment and outreach efforts throughout Southeast New Mexico and West Texas. Marketing campaigns, high school recruitment, community engagement activities, and scholarship messaging contributed to enrollment growth and increased awareness of NMJC's academic and workforce opportunities. Fall 2025 enrollment continued an upward trend, while participation from key recruiting markets increased. These efforts were supported by the expansion of NMJC's tuition

reduction area and enhanced partnerships with regional schools and communities.

ii. **Enrollment Advising**
   i. NMJC continued implementation of its Enrollment Advising model (formerly Academic Success Coaching), providing every student with a dedicated advisor. Advisors supported academic planning, course selection, transfer advising, career planning and connection to support services. Retention and persistence outcomes improved as advisors increased early outreach and intervention efforts. Enrollment advising remains one of NMJC's most effective retention strategies and aligns directly with Strategic Plan Objective 1.2.

iii. **Wraparound Student Support Services**
   i. NMJC expanded student support services including tutoring, mental health services, food assistance, technology lending, emergency support, and basic needs resources. Student utilization of support services increased, and these services continue to play a critical role in student persistence and success. TimelyCare, the Thunderbird Pantry, free school supplies, and technology lending programs helped address barriers impacting student retention and completion.

iv. **Workforce Development and Industry Partnerships**
   i. NMJC continued expanding workforce training opportunities and strengthening industry partnerships. Enrollment in workforce-related pathways remained strong, particularly in oil and gas, healthcare, transportation, automation, agriculture, and public safety. Advisory board engagement and labor market analyses guided program development and workforce alignment efforts. These activities support Strategic Goal 4 and regional workforce needs.

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. **Auto-Awarding Degrees**
   i. NMJC initiated efforts to identify students who met graduation requirements but had not applied for graduation. The strategy supports credential attainment, improves equity, and aligns with state initiatives focused on increasing degree completion. Early review indicates the strategy has potential to increase credential awards while reducing administrative barriers for students.

ii. **Expansion of Transfer Pathway Development**
   i. NMJC increased efforts to review transfer partnerships and strengthen university relationships. The college identified opportunities to improve articulation agreements, transfer advising, and pathway clarity. Lessons

learned included the importance of maintaining active agreements and ensuring early student exposure to transfer planning.

C. List the strategies your institution plans to implement going forward. For each strategy, include the following:

i. **Expand Recruitment, Enrollment Growth, and Enrollment Pipelines**

i. The strategy was selected based on enrollment trends, population demographics, workforce needs, and Strategic Plan Objective 1.1. Continued opportunities exist to expand enrollment through dual credit pathways, Texas recruitment, adult learner engagement, workforce training, and targeted outreach efforts.

ii. Success will be monitored through Strategic Plan measures including total enrollment, FTE enrollment, continuing education enrollment, targeted population enrollment growth, and dual credit matriculation rates.

iii. The strategy targets Hispanic students, first-generation students, rural populations, dual credit students, adult learners, and economically disadvantaged students through targeted communication, bilingual outreach, partnerships with schools, and workforce pathway expansion.

iv. Outreach campaigns will promote degree completion opportunities, workforce credentials, short-term training, stackable credentials, and re-enrollment pathways designed specifically for adult learners and returning students.

ii. Strengthen Retention, Completion, and Student Success

i. Retention has a direct impact on enrollment growth, credential completion, institutional effectiveness, and student success. This strategy aligns with Strategic Plan Objective 1.2 and builds upon NMJC's existing student success infrastructure.

ii. Measures include retention rates, completion rates, DFW rates, tutoring participation, student support utilization, and Strategic Plan student success indicators.

iii. The strategy strengthens support systems for first-generation students, Hispanic students, low-income students, adult learners, students with disabilities, and academically underprepared students.

iv. Enrollment Advisors will provide individualized completion plans and re-engagement support designed to help returning students complete remaining degree or certificate requirements.

iii. Expand Workforce and Career Pathways

i. Regional labor market data and employer input indicate strong demand for workforce training and career-focused academic programs. This strategy aligns directly with Strategic Goal 4.

ii. Effectiveness will be measured through workforce enrollment growth, apprenticeship participation, employment outcomes, credential attainment, employer partnerships, and continuing education enrollment.

iii. Workforce pathways provide accessible entry points into higher education for first-generation students, adult learners, rural residents, and individuals seeking employment-focused education.
iv. Stackable credentials, apprenticeships, workforce certifications, and short-term training options provide flexible pathways for returning students and working adults to complete valuable credentials while remaining employed.

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. Associate Degree Nursing (AND) and Allied Health Programs

i. Nursing and Allied Health programs consistently generate strong student interest due to regional workforce demand and competitive wages. Unlike some academic programs, healthcare pathways frequently operate under enrollment limitations driven by accreditation requirements, clinical placement availability, faculty availability, and facility capacity. As a result, these programs often maintain waiting lists or highly competitive admissions processes.

Enrollment demand is expected to remain strong because healthcare remains one of the largest workforce shortages identified within Southeast New Mexico. Planned expansion opportunities, including nursing pathway enhancements and allied health program development, may increase future enrollment capacity while contributing to retention and completion goals due to the structured nature of healthcare pathways. These programs also attract adult learners seeking career changes and workforce advancement opportunities.

ii. Automation and Industrial Systems Technology

i. Automation and Industrial Systems Technology directly supports workforce needs within the energy, manufacturing, and industrial sectors that dominate the regional economy. The program serves both traditional students and adult learners seeking career advancement and provides strong dual credit opportunities through CTECH partnerships. NMJC's designation as a leadership institution through the National Coalition of Certification Centers (NC3) allows students to earn nationally recognized certifications as they work through their modules. Continued demand for industrial automation and instrumentation professionals is expected to support enrollment growth while aligning with Strategic Goal 4 workforce development objectives. This program also supports NMJC's efforts to strengthen technical education pathways and expand industry partnerships.

iii. **Commercial Driver's License (CDL) Program**
   i. The CDL program remains one of NMJC's most important workforce training programs and serves a significant number of adult learners and non-traditional students. Because the program offers a short-term pathway to employment, it attracts students who may not otherwise pursue higher education. Expansion of the CDL program supports Strategic Goal 4 workforce enrollment objectives while providing another entry point into additional workforce and academic programs. The program also offers opportunities to re-engage students with some college but no credential.

iv. **Agriculture, Farm and Ranch Management, and Equine Programs**
   i. Agriculture and Equine programs provide NMJC with a unique enrollment opportunity by serving students interested in agriculture, ranching, livestock management, and related industries. These programs support rural populations throughout Southeast New Mexico and West Texas and align with local workforce and economic development needs. Continued investment in agriculture facilities and livestock infrastructure is expected to increase program capacity and attract students who may not otherwise enroll at NMJC. These programs also contribute to dual credit and early college pathway opportunities through partnerships with regional school districts.

v. **Cosmetology**
   i. The Cosmetology program consistently operates at or near capacity and remains one of NMJC's highest-demand workforce programs. Its accelerated format provides students with a direct pathway to employment while supporting strong completion rates. Because the program attracts both traditional and non-traditional students from New Mexico and Texas, it contributes significantly to enrollment growth and supports workforce development goals. Continued demand for licensed cosmetologists is expected to sustain enrollment in the coming years.

vi. **Public Safety Programs (Law Enforcement Academy and EMS)**
   i. Public safety programs continue to experience strong demand from regional agencies and employers. The Law Enforcement Academy, EMS programs, and related public safety training support workforce shortages across Southeast New Mexico and provide direct employment pathways for students. These programs attract both recent high school graduates and working adults seeking career advancement and credentialing opportunities. Public safety enrollment contributes to Strategic Goal 4 workforce development targets and strengthens NMJC's partnerships with local and regional agencies.

vii. **Computer Information Systems and Cybersecurity**
   i. Computer Information Systems and cybersecurity-related offerings support emerging workforce needs and align with NMJC's Strategic Plan emphasis on

technology and artificial intelligence. As employers increasingly seek technology and cybersecurity skills, these programs provide opportunities to attract new student populations, including traditional students, working professionals, and adult learners seeking upskilling opportunities. Future development of technology, cybersecurity, and AI-related pathways may further expand enrollment and support workforce diversification within the region.

viii. **Workforce Development and Short-Term Credential Programs**
   i. Workforce Development programs continue to play an increasingly important role in NMJC's enrollment strategy. These programs provide short-term, flexible, and industry-responsive training opportunities for adult learners, incumbent workers, and students with some college but no credential. Strategic Goal 4 calls for growth in workforce development enrollment, expansion of apprenticeship opportunities, implementation of stackable credentials, and development of new workforce pathways aligned with regional labor market demand. Workforce Development programs directly support those objectives while creating additional enrollment opportunities beyond traditional credit-bearing programs. As workforce demand continues to evolve, these programs are expected to become an increasingly significant contributor to overall enrollment growth

ix. **Associate Degree Transfer Programs**
   i. Associate degree transfer programs historically account for the largest share of NMJC's credit enrollment. Programs such as Liberal Arts, Business Administration, General Studies, Pre-Nursing, and other university-transfer pathways serve the majority of students pursuing associate degrees.These programs are critical to enrollment growth because they provide accessible entry points for students who intend to transfer to four-year institutions. Strengthening transfer pathways, articulation agreements, and transfer advising services is expected to improve recruitment, retention, completion, and transfer outcomes. The Strategic Plan identifies transfer success as a major institutional priority and establishes transfer enrollment goals with partner institutions. As a result, transfer-oriented associate degree pathways will remain central to NMJC's enrollment strategy.

x. **Dual Credit and Early College Pathways**
   i. While not a single academic program, Dual Credit, CTECH, and ACT Academy pathways represent one of NMJC's most significant enrollment pipelines. These pathways expose students to college coursework while in high school, increase postsecondary participation, and support long-term enrollment growth. Strategic Plan Objectives 1.1 and 5.2 specifically identify dual credit pathway expansion and K-12 partnerships as critical enrollment strategies. Continued pathway clarification and alignment are expected to

increase matriculation from high school to NMJC programs and support overall enrollment growth.

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. In-person instruction will remain the primary delivery modality for many of NMJC's high-demand academic and workforce programs, particularly those requiring hands-on learning, laboratories, clinical experiences, industry certification requirements, or specialized equipment. Programs such as Nursing, Allied Health, Law Enforcement Academy, Cosmetology, CDL, Welding, Automotive Technology, Agriculture, Equine Studies, and Automation & Industrial Systems rely heavily on face-to-face instruction to develop technical competencies and meet licensure, accreditation, and employer expectations.

      In-person classes also support student engagement, retention, and sense of belonging by connecting students directly with faculty, Enrollment Advisors, tutoring services, and campus resources. Traditional-age students, student-athletes, residential students, and first-time college students particularly benefit from the structure and support provided through face-to-face instruction. As enrollment grows, NMJC will continue leveraging in-person delivery to support Strategic Plan objectives related to enrollment growth, retention, completion, and workforce development while maintaining strong relationships between students, faculty, and industry partners. This modality will remain central to NMJC's mission of promoting student success through learning.

   ii. Online
      i. Online instruction plays a critical role in expanding access to higher education throughout Southeast New Mexico, West Texas, and NMJC's expanded 300-mile recruitment area. Online courses provide flexibility for working adults, part-time students, parents, rural residents, military-affiliated students, and individuals seeking workforce advancement while balancing employment and family responsibilities.

      Online delivery supports enrollment growth by providing educational opportunities to students who may be unable to attend campus regularly. It also serves as a key strategy for re-engaging students with some college but no credential by offering flexible pathways to degree and certificate completion. Online courses support transfer pathways, general education requirements, business programs, and select workforce offerings while

increasing schedule flexibility for all students.

NMJC will continue utilizing Canvas, Degree Works, Dropout Detective, Enrollment Advisors, virtual tutoring, and TimelyCare services to support student success in online learning environments. Expansion of online tutoring and virtual student support services will further strengthen retention and completion outcomes among distance learners and adult students.

iii. Interactive Television (ITV) / Hybrid Delivery

i. Interactive Television (ITV) and hybrid delivery models provide NMJC with an important mechanism for serving students throughout its geographic service area while maximizing instructional resources. ITV allows students in rural communities and partner high schools to access college coursework without traveling to Hobbs, supporting both Dual Credit and Early College initiatives.

Hybrid delivery combines the flexibility of online instruction with the engagement and hands-on experiences associated with face-to-face learning. This modality is particularly effective for students balancing work, family, and educational responsibilities while still requiring periodic in-person instruction, labs, clinical experiences, or collaborative learning opportunities.

ITV and hybrid delivery support Strategic Plan goals related to enrollment growth, K-12 partnerships, educational access, and workforce development. These modalities also help NMJC expand offerings to underserved communities, increase participation among rural students, and strengthen pathways from high school to college enrollment. As technology infrastructure continues to improve, NMJC expects ITV and hybrid delivery to play an increasing role in supporting access, retention, and student success throughout the region.

Section 5: Serving Students After Enrollment

A. What strategies do you use to support and monitor a student's progress after enrollment?

i. Enrollment Advising

i. Every student is assigned an Enrollment Advisor who provides proactive support throughout the student's educational journey. Advisors assist with academic planning, degree mapping, registration, transfer guidance, career exploration, and referrals to support services. Advisors maintain regular communication with students and intervene when academic or personal concerns arise to promote retention, progression, and completion.

ii. **Early Alert and Intervention System**
    i. NMJC utilizes Dropout Detective and faculty referrals to identify students exhibiting academic risk factors such as low engagement, poor attendance, missing assignments, or declining performance. Early alerts trigger coordinated outreach from Enrollment Advisors and other support personnel to connect students with appropriate interventions before challenges become barriers to success.

iii. **Degree Planning and Progress Monitoring**
    i. Degree Works is used to monitor student progress toward degree and certificate completion. Students and advisors regularly review academic plans, completed coursework, remaining requirements, transfer pathways, and graduation timelines to ensure students remain on track and avoid unnecessary credit accumulation.

iv. **Academic Support and Tutoring Services**
    i. The Academic Success Center provides tutoring, supplemental academic support, study resources, and skill development opportunities. NMJC continues to expand in-person and virtual tutoring options to improve access for online, rural, part-time, and working students while supporting student success in historically challenging courses.

v. **Mental Health and Wellness Support**
    i. Students have access to counseling resources, student wellness services, and 24/7 virtual mental health support through TimelyCare. These services help students address personal, emotional, and behavioral challenges that may impact academic performance and persistence.

vi. **Basic Needs and Wraparound Support Services**
    i. NMJC provides comprehensive support through the Thunderbird Pantry, emergency assistance programs, technology lending, free school supplies, scholarship opportunities, and referrals to community resources. These services help remove financial and personal barriers that may interfere with student success and retention.

vii. **Faculty and Staff Collaboration**
    i. Faculty, Enrollment Advisors, Student Services staff, and administrators work collaboratively to monitor student progress and coordinate interventions. Regular communication between instructional and student support personnel allows concerns to be identified early and addressed through a coordinated support network.

viii. **Transfer and Career Planning Support**
    i. Students receive ongoing transfer and career planning assistance through advising, degree planning, university partnership activities, transfer fairs, workforce pathway guidance, and employment preparation resources. Early planning helps students maintain momentum toward transfer, employment, and credential attainment goals.

ix. **Data-Informed Student Success Monitoring**
    i. The Office of Institutional Research, Planning and Effectiveness monitors retention, persistence, completion, and student success outcomes. Data are reviewed regularly by institutional leadership and student success committees to identify trends, evaluate interventions, and guide continuous improvement efforts.

B. How do you ensure these strategies reach all populations within your higher education institution?
    i. **Multiple Access Points for Student Services**
        i. NMJC provides services through in-person, online, and virtual formats to ensure access for traditional students, adult learners, part-time students, student-athletes, workforce students, and rural populations. Enrollment Advising, tutoring, registration assistance, financial aid services, and mental health resources are available through multiple delivery methods, allowing students to access support regardless of location, schedule, or enrollment status.
    ii. **Proactive Enrollment Advising**
        i. All students are assigned an Enrollment Advisor, ensuring every student has a designated point of contact for support. Advisors use outreach campaigns, early alerts, registration campaigns, degree audits, and individualized communication to connect with students across all populations. This proactive model helps ensure support is not limited only to students who actively seek assistance.
    iii. **Data-Informed Equity Monitoring**
        i. The Office of Institutional Research, Planning and Effectiveness regularly reviews student success indicators by demographic group, including race/ethnicity, gender, age, Pell eligibility, enrollment status, first-generation status, disability status, and dual credit participation. These analyses help identify achievement gaps and guide targeted interventions to improve access, retention, completion, and transfer outcomes.
    iv. **Bilingual Communication and Culturally Responsive Support**
        i. NMJC serves a diverse student population by providing bilingual communications, multilingual resources, and culturally responsive support services. Recruitment materials, student communications, and key campus resources are available in English and Spanish when appropriate. Bilingual staff members assist students and families throughout the enrollment and student success process.
    v. **Disability and Accessibility Services**
        i. NMJC provides accommodations and support services for students with disabilities through a structured accessibility process. Students receive individualized accommodations designed to support academic success

while ensuring equal access to educational opportunities, instructional materials, technology, campus facilities, and student services.

vi. **Wraparound Support and Basic Needs Assistance**
   i. The College provides comprehensive support services including the Thunderbird Pantry, emergency assistance, free school supplies, technology lending, mental health services, and community resource referrals. These services help reduce barriers that disproportionately affect low-income students, first-generation students, rural students, and adult learners.

vii. **Expanded Tutoring and Academic Support**
   i. NMJC continues to expand tutoring services through in-person, virtual, and flexible scheduling options. Additional efforts include evening tutoring opportunities, online tutoring access, and targeted support for high-risk courses. These services are designed to improve access for students who work, commute, participate in athletics, or take online courses.

viii. **Targeted Outreach to Special Populations**
   i. Student Services and Academic Affairs collaborate to provide targeted support for key student populations, including first-generation students, dual credit students, adult learners, student-athletes, veterans, Pell-eligible students, and students with some college but no credential. Outreach campaigns, specialized programming, and individualized advising ensure these populations remain connected to institutional resources and support networks.

ix. **Continuous Assessment and Improvement**
   i. Student feedback, service utilization data, retention outcomes, and institutional effectiveness measures are reviewed regularly to assess whether support services are reaching all student populations. Findings are used to adjust programs, improve accessibility, and allocate resources toward areas with the greatest student need, ensuring continuous improvement in student success efforts.

C. **Retention: Successes and Challenges**

i. **Successes**

   i. What are your current retention benchmarks (e.g., first-year, second-year)?
      1. NMJC's most recent retention benchmarks include an 80.2% fall-to-spring retention rate for first-time freshmen entering in Fall 2024. Fall-to-fall retention for the Fall 2023 cohort was 62.6%, reflecting continued improvement in student persistence. The Strategic Plan establishes goals of 70% fall-to-fall retention by 2029 and 80% by 2031.

   ii. What tools or systems do you use to track retention?
      1. NMJC utilizes Banner, Degree Works, Canvas, and Dropout Detective to monitor student progress, engagement, academic performance,

persistence, and retention. Institutional Research, Planning and Effectiveness (IRPE) provides retention analyses and reporting that support data-informed decision-making and ongoing student success initiatives

iii. How often is retention data reviewed, and by whom?
    1. Retention data are reviewed each semester and annually by the Office of Institutional Research, Planning and Effectiveness. Findings are shared with institutional leadership, Student Services, Academic Affairs, and student success committees to monitor progress, identify trends, evaluate interventions, and guide continuous improvement efforts.

iv. What interventions have helped improve retention (e.g., advising models, early alerts, academic support)?
    1. Enrollment Advisors provide proactive advising, degree planning, transfer guidance, and referrals to campus resources. Dropout Detective and faculty alerts identify at-risk students for early intervention. Additional supports include tutoring, mandatory advising, TimelyCare mental health services, the Thunderbird Pantry, technology lending, emergency assistance, and Degree Works. Together, these services help students stay engaged, persist, and progress toward completion

v. How have these strategies been evaluated and adapted over time?
    1. Retention strategies are evaluated through semester and annual retention reports, early alert outcomes, student support utilization data, and student feedback. Results are reviewed by institutional leadership and student success personnel, leading to ongoing refinements in advising practices, outreach methods, tutoring services, academic support models, and student success initiatives.

ii. Challenges

i. What barriers continue to affect student retention?
    1. Financial hardship, work obligations, family responsibilities, transportation challenges, housing instability, and academic underpreparedness continue to affect student retention. Many students balance employment and family commitments while attending college, and some students underutilize available support services that could assist with persistence and completion

ii. Are specific student groups disproportionately impacted?
    1. Part-time students, first-generation students, Pell-eligible students, adult learners, and students with disabilities often face greater barriers to persistence. Financial pressures, employment demands, family responsibilities, and varying levels of academic preparation

can create additional challenges that affect retention and completion outcomes for these populations.

iii. How is your institution working to identify and support students at risk of stopping out?
    1. NMJC uses Dropout Detective, faculty referrals, Degree Works, and Enrollment Advisors to identify and support students experiencing academic or personal challenges. Early intervention, proactive outreach, individualized advising, tutoring, mental health resources, and basic-needs assistance help students remain engaged and persist toward their educational goals.

D. **Completion: Successes and Challenges**

i. Successes

i. What efforts have contributed to increased credential completion?
    1. Mandatory advising with Enrollment Advisors, Degree Works degree planning, early alert interventions, auto-awarding degree reviews, and expanded wraparound support services have contributed to increased credential completion. These efforts help students stay on track academically, address barriers early, and improve awareness of graduation requirements.

ii. What programs or supports have been most effective?
    1. Enrollment Advising, Degree Works, mandatory advising, tutoring services, early alert interventions, TimelyCare mental health support, and financial assistance programs have been particularly effective. These programs provide proactive support, improve academic planning, and help students overcome barriers that may delay completion.

iii. How is progress toward completion measured and reported?
    1. Progress toward completion is monitored through Degree Works, graduation and credential completion reports, and institutional data maintained by IRPE. Completion outcomes are reviewed each semester and annually, disaggregated by student groups, and shared with leadership and student success committees to inform planning and continuous improvement.

iv. How have completion outcomes improved across key student groups?
    1. Completion outcomes have improved among several student populations, particularly Hispanic students, male students, and first-generation students. Increased advising and student support services have contributed to stronger persistence and credential attainment while helping reduce barriers that previously delayed completion.

ii. Challenges

i. What factors contribute to students not completing their programs?
    1. Financial hardship, family responsibilities, employment demands, transportation issues, academic underpreparedness, and housing insecurity remain common barriers to completion. Some students also stop out due to life circumstances, changing career goals, or limited awareness of available support services and graduation requirements.

ii. How is your institution addressing time-to-degree and credit accumulation issues?
    1. NMJC uses Degree Works, mandatory enrollment advising, and guided academic pathways to help students select appropriate coursework and remain on track toward completion. Regular degree audits, transfer advising, and graduation reviews reduce unnecessary credits and encourage timely credential attainment.

iii. What support gaps still need to be addressed?
    1. NMJC continues to expand access to tutoring, particularly virtual and evening tutoring options for working and rural students. Additional opportunities exist to strengthen transfer partnerships, improve transfer pathway clarity, enhance services for adult learners and students with disabilities, and increase awareness and utilization of existing support resources.

E. **Transfer: Successes and Challenges**

i. **Successes**

i. What systems or partnerships have supported successful student transfer?
    1. Degree Works, Enrollment Advisors, transfer advising, and participation in transfer fairs support successful student transfer. NMJC also collaborates with regional universities and uses National Student Clearinghouse data to track transfer outcomes. These systems help students identify transfer pathways, select appropriate coursework, and transition successfully to four-year institutions.

ii. How has advising or articulation improved transfer pathways?
    1. Enrollment Advisors work with students early in their educational journey to identify transfer goals and develop degree plans aligned with university requirements. Increased focus on transfer advising helps reduce excess credits, improve pathway clarity, and encourage students to make informed decisions regarding transfer institutions and academic programs.

iii. What metrics are used to evaluate transfer success?
    1. NMJC evaluates transfer success using National Student Clearinghouse data, transfer rates, successful transfer enrollment, associate degree completion rates, credit accumulation, and

student participation in transfer advising activities. Metrics are reviewed to assess pathway effectiveness and identify opportunities to strengthen transfer outcomes.

ii. Challenges

i. What obstacles exist in helping students transfer to or from your institution?
   1. Differences in university degree requirements, transfer credit acceptance, and changing articulation agreements can create challenges for students. Additionally, some students delay transfer planning, while others choose local employment opportunities over transfer. These factors can result in excess credits, delayed transfer, or loss of academic momentum.

ii. Are there gaps in articulation, credit acceptance, or advising?
   1. Yes. Some articulation agreements need updating or renewal, and course equivalencies may differ among receiving institutions. Students may also have limited awareness of transfer options early in their academic careers. Continued collaboration with university partners and enhanced transfer advising are needed to improve consistency and pathway clarity.

iii. How is your institution working to improve these pathways?
   1. NMJC is reviewing and strengthening articulation agreements, expanding transfer advising, and improving pathway communication for students. Enrollment Advisors incorporate transfer planning into advising conversations, while institutional leaders continue building partnerships with universities to improve credit transferability, reduce credit loss, and support seamless student transitions.

F. **Employment: Successes and Challenges**

i. Successes

i. How has your institution supported graduates in securing employment?
   1. NMJC supports employment through workforce-aligned programs, industry partnerships, internships, clinical experiences, apprenticeships, and employer engagement. Faculty, Workforce Development staff, and Enrollment Advisors help students connect educational pathways with career opportunities. Many programs maintain strong relationships with employers who actively recruit graduates.

ii. What services or programs have contributed to strong employment outcomes?
   1. Programs such as Nursing, Allied Health, CDL, Cosmetology, Law Enforcement, Automation, Welding, and other workforce-focused programs consistently contribute to strong employment outcomes. Industry advisory councils, work-based learning, internships, clinical

placements, industry certifications, partnership with America's Job Center and employer partnerships help ensure students are prepared for high-demand careers.

iii. What data sources do you use to assess employment success?
1. NMJC uses graduate surveys, employer feedback, advisory council input, workforce program completion data, industry certification results, labor market information, and workforce development reports. These sources help evaluate graduate preparedness, employment trends, workforce alignment, and program effectiveness.

ii. Challenges

i. What difficulties do graduates face in securing employment?
1. Some graduates face challenges related to limited work experience, transportation barriers, geographic mobility, professional networking opportunities, or changing workforce expectations. Economic fluctuations and industry-specific hiring conditions can also affect employment opportunities in certain sectors.

ii. Are there gaps between program offerings and local workforce needs?
1. NMJC maintains strong alignment with regional workforce needs but continues monitoring emerging demands in areas such as cybersecurity, artificial intelligence, advanced technologies, logistics, and specialized healthcare fields. Ongoing employer engagement and labor market analysis help identify opportunities for program expansion and improvement.

iii. What challenges exist in tracking employment outcomes?
1. Employment tracking can be difficult because graduates may relocate, continue their education, become self-employed, or not respond to follow-up surveys. Limited access to employment records and inconsistent reporting across industries can also make comprehensive outcome tracking challenging.

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.

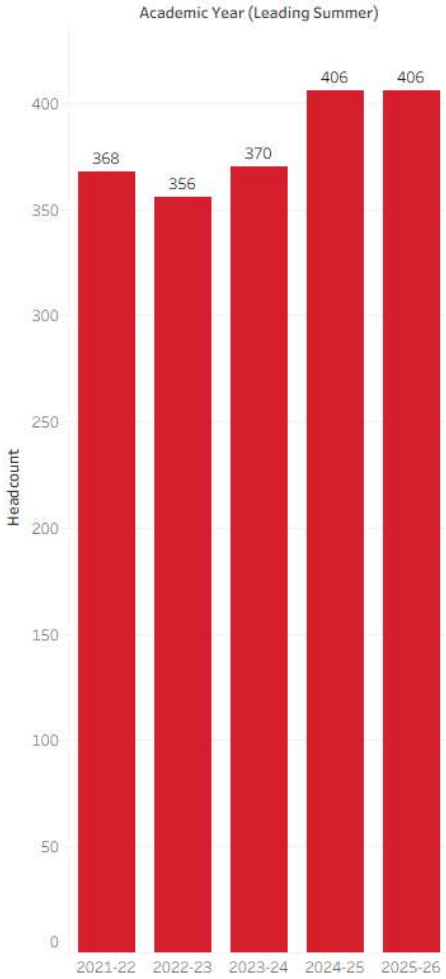
Retention:

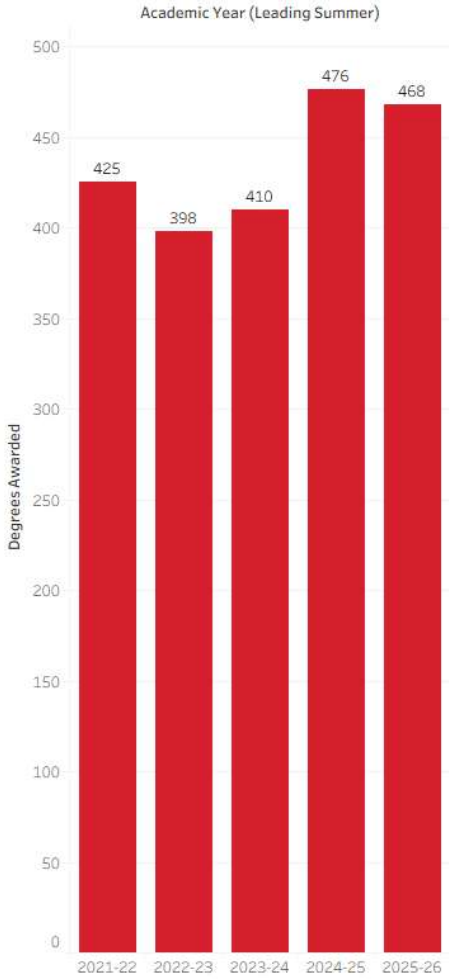
Cohort Start Term	Students in Starting Year	Retained Following Spring	Retained Following Fall	Retention % (Fall-Spring)	Retention % (Fall-Fall)
Fall 2021	529	370	282	69.9%	53.3%
Fall 2022	602	419	323	69.6%	53.7%
Fall 2023	585	451	366	77.1%	62.6%

Fall 2024	**655**	**525**	**406**	**80.2%**	**62%**
Fall 2025	**612**	**496**		**81.0%**	

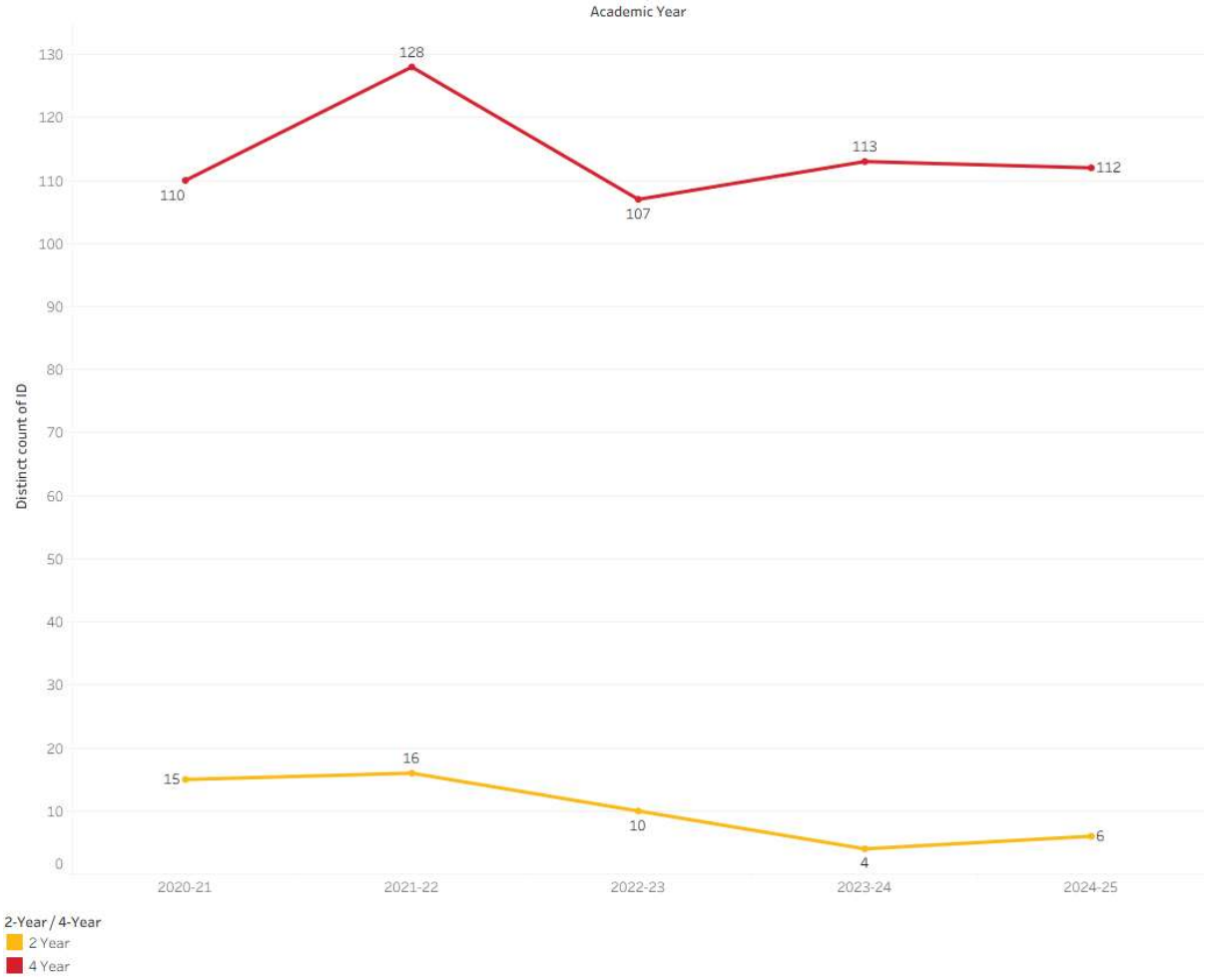
Retention is calculated using subsequent enrollment and graduation. If a student completes their program between the two dates, they are counted as being retained.

Completion:





Transfer:


Academic Year
Distinct count of ID
130
120
110
100
90
80
70
60
50
40
30
20
10
0
128
110
107
113
112
15
16
10
4
6
2020-21
2021-22
2022-23
2023-24
2024-25
2-Year / 4-Year
2 Year
4 Year

Employment:

Academic Year	Graduate Headcount	Employed Post Graduation	% Employed Post Graduation	Continued Education	% Continued Education
2021-22	368	250	67.9%	224	60.9%
2022-23	356	223	62.6%	212	59.6%
2023-24	370	233	63.0%	195	52.7%
2024-25	406	189	46.6%	250	61.6%

Students could be employed and continue their education. The individual categories are not exclusive.

Section 6: Connection to Mission

A. What is your higher education institution's mission?
   i. New Mexico Junior College, as a comprehensive community college, promotes success through learning.

B. How is your mission reflected in your SEMP
   i. NMJC's Strategic Enrollment Management Plan reflects the institution's mission by focusing on increasing access, supporting student success, and responding to the educational and workforce needs of Southeast New Mexico. The SEMP prioritizes enrollment growth through dual credit pathways, targeted recruitment, workforce education, and transfer opportunities while emphasizing retention, completion, and employment outcomes. Enrollment Advisors, early alert systems, tutoring, mental health resources, and wraparound support services help students persist and achieve their educational goals. The plan also aligns with NMJC's Strategic Plan by supporting enrollment growth, student success, workforce development, community partnerships, and economic impact initiatives. Through these efforts, NMJC promotes success through learning by creating accessible pathways that help students earn credentials, transfer successfully, and secure meaningful employment.

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.
   i. Statewide Transfer and Articulation System
      i. A centralized statewide transfer portal and articulation management system would improve transfer transparency, reduce credit loss, and help students navigate transfer pathways more efficiently. Enhanced transfer tools would

support NMJC's enrollment, retention, completion, and transfer goals while strengthening partnerships between two-year and four-year institutions.

ii. Expanded Workforce Development Funding
    i. Additional workforce development funding would allow NMJC to expand high-demand programs, purchase industry-standard equipment, develop new credentials, and respond more quickly to emerging workforce needs. This support would strengthen enrollment growth in workforce education and improve alignment with regional employer demand.

iii. Employment and Wage Outcome Data
    i. Improved access to
        i. Regional and statewide wage benchmarks by occupation and industry, to assess whether program completers' earnings are competitive.
        ii. Comparative outcome data from peer institutions (other New Mexico community colleges, or similarly sized rural-serving institutions) to gauge relative program performance.
        iii. Labor market demand indicators (job openings, projected growth, skills gaps) tied to NMJC's program areas, to support alignment between academic offerings and workforce needs.

iv. Adult Learner and Re-Engagement Initiatives
    i. State-supported programs and marketing campaigns focused on adult learners and individuals with some college but no credential would help NMJC expand enrollment among non-traditional populations. Additional support for credit-for-prior-learning, degree completion, and workforce upskilling initiatives would strengthen recruitment and credential attainment efforts.

v. Student Basic Needs and Mental Health Funding
    i. Additional funding to support food security, emergency assistance, transportation support, technology access, and mental health services would help address barriers that negatively affect enrollment, retention, and completion. Enhanced student support resources would improve persistence among low-income, first-generation, rural, and other underserved student populations.

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.
    i. Nick Alvarado, VP for Student Services
        i. 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.

ii. Kelly Rueda, Dean of Enrollment & Support
    i. Provides leadership for enrollment management, admissions, registration, financial aid, student success, and student support initiatives that advance the goals of the Strategic Enrollment Management Plan. Oversees the implementation of recruitment, onboarding, retention, and completion strategies while ensuring students have access to academic, financial, and personal support resources. Collaborates with Academic Affairs, Workforce Development, Institutional Research, and Student Services to monitor enrollment trends, improve student outcomes, and support continuous improvement efforts aligned with NMJC's Strategic Plan.

iii. Stephanie Ferguson, VP for Instruction
    i. Leads 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.

iv. William Brown, VP for Institutional Research, Planning & Effectiveness
    i. 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.

v. Steve Sauceda, VP for Workforce Development
    i. 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.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
Overall	**1889**	**2228**	**2120**	**2238**	**2394**	**2442**	**2491**	**2541**
Female	**1243**	**1351**	**1380**	**1440**	**1533**		**1564**	**1627**
Male	**646**	**877**	**740**	**755**	**851**	**868**	**885**	**903**

American Indian	18	22	19	16	16	16	17	17
Asian	20	25	30	33	21	21	22	22
Black	147	151	144	130	93	95	97	99
Hispanic	1026	1327	1246	1292	1470	1499	1529	1560
White	587	619	585	646	461	470	480	489
Other Groups	91	84	96	121	333	340	346	353
<24	1386	1690	1581	1657	1772	1807	1844	1880
24+	503	538	539	581	593	605	617	629
Pell	500	565	544	593	637	650	663	676
No Pell	1389	1663	1576	1645	1757	1792	1828	1865
Undergraduate	1889	2228	2120	2238	2394	2442	2491	2541
Graduate								
Dual Credit (UG only)	395	686	589	586	632	645	658	671
Non-Dual Credit (UG only)	1494	1542	1531	1652	1762	1797	1833	1870
Credential Type: Associates degree	1589	1906	1786	1921	2014	2054	2095	2137
Credential Type: Cerificate	151	228	264	255	312	318	325	331
Credential Type: Undeclared	149	94	70	62	68	69	71	72
Credential Types								
New Enrollees	529	601	584	655	612	624	637	649
Transfer Enrollees	52	86	51	69	81	83	84	86
Returning Enrollees	5	14	4	20	20	20	21	21
Continuing Enrollees	797	781	829	847	984	1004	1024	1044

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.