

SPRING 2025 / END OF TERM ENROLLMENT REPORT



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INTRODUCTION

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

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

Table 1:
Unduplicated Declared Majors per Academic Department

Analysis of FTE				
Academic Departments	FTE (Spring 2025 EOT)	Head Counts (Spring 2025 EOT)	Head Counts (Fall 2024 EOT)	% of Declared Students (Spring 2025 FOT)
Arts & Human Sciences	90.5	114	109	8%
Biology, Chemistry, and ES	74.7	97	105	7%
Business Administration	202.5	257	271	18%
Teacher Education	143.2	204	171	15%
Engineering & Technology	49.2	64	76	5%
Language & Letters	11.5	14	28	1%
Math & Physical Sciences	2.5	3	4	0%
Nursing & Health Sciences	93.7	138	138	10%
Technical Trades	16.9	24	25	2%
Undeclared	35.1	163	206	12%
Undeclared Dual Credit	102.6	317	290	23%
Total	822.4	1395	1423	100%

Note: Unduplicated data considers only the primary major/degree that students have declared. FTE is calculated by dividing total student credit hours (SCH) by 15 (SCH/15).

Table 2:
*Student Credit Hours (SCH) generated per Academic Department
 (Including all parts of term)*

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Arts & Human Sciences	2474	20%
Biology, Chemistry, and ES	1120	9%
Business Administration	2312	19%
Teacher Education	1777	14%
Engineering & Technology	480	4%
Language & Letters	1362	11%

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Math & Physical Sciences	1226	10%
Nursing & Health Sciences	803	7%
Technical Trades	733	6%
Total	12287	100%

Note: Here unique CRN values were considered.

Table 3:
Types of Degrees (based on unduplicated enrollment)

Degree	Number	Percent
Associate	235	17%
Bachelor	596	43%
Certificate	84	6%
Undeclared	163	11%
Undeclared Dual Credit	317	23%

Table 4:
Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Academic Departments	Gender		
	F	M	Total
Arts & Human Sciences	76	37	114*
Biology, Chemistry, and ES	66	31	97
Business Administration	185	72	257
Teacher Education	184	19	204*
Engineering & Technology	18	46	64
Language & Letters	9	5	14
Math & Physical Sciences	1	2	3
Nursing & Health Sciences	120	17	138*
Technical Trades	1	23	24
Undeclared	31	132	163
Undeclared Dual Credit	150	167	317
Total	841	551	1395*
Percentage	60.29%	39.50%	100%

*Total includes students who responded as Neutral Gender

Table 5:
Financial Aid Statistics

Pell Eligible
34% of total headcount
44% of non-dual credit students

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

Table 6:
First-Generation Statistics

First Generation (non-dual credit)
42% First generation
21% Non-first generation
37% Unknown

Note: A first-generation college student is defined as being the first person in the immediate family to attend college—i.e.: neither parent has a college degree. Compared to last year's data, there is a difference in the percentages because of the change in FAFSA application form.

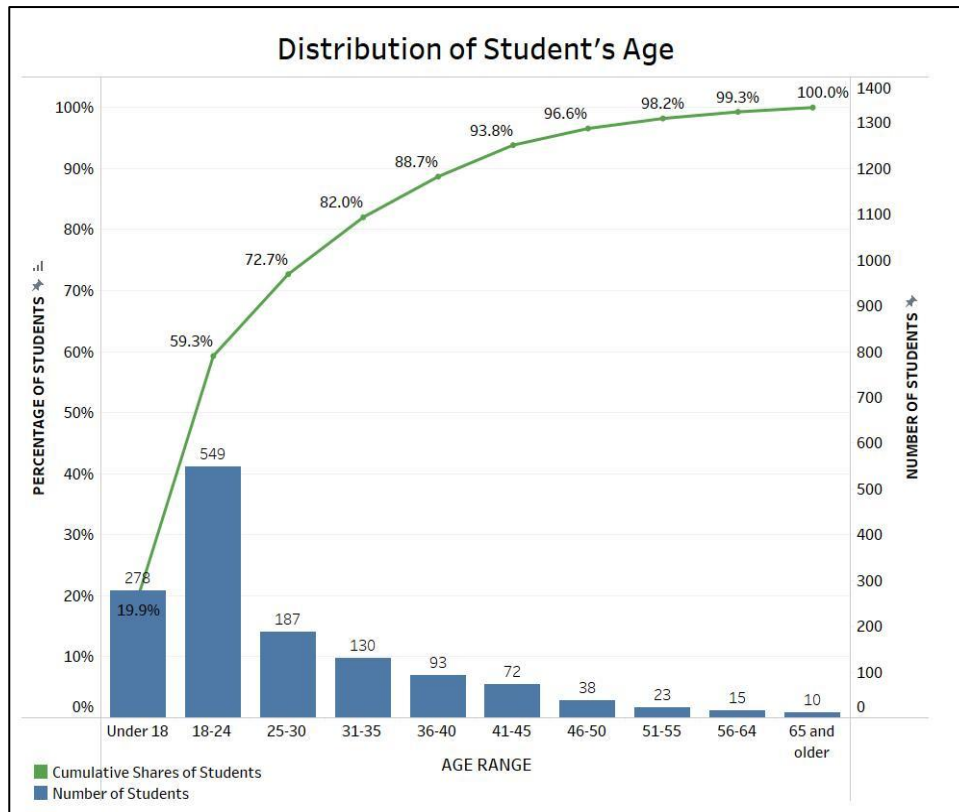
Table 7:
Ethnic Distribution (based on unduplicated enrollment)

Ethnicity	Number	Percent
American Indian or Alaskan Nat	124	8.89%
Asian	30	2.15%
Black or African American	31	2.22%
Hispanic of any race	1014	72.69%
Native Hawaiian/Pacific Island	0	0%
White non-Hispanic	167	11.97%
Non-Resident Alien	6	0.43%
Unknown / No Response	23	1.65%
Total	1395	100.00%

Table 8:
Age Statistics and Distribution (Unduplicated enrollment)

Analysis Variable: AGE			
Minimum	Mean	Median	Maximum
14	26	22	75

Graph 1:
Distribution of Student's Age



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

Table 9:
Courses offered per Academic Department (Including all parts of term)

Academic Departments	# Courses offered	Percent
Arts & Human Sciences	73	20.56%
Biology, Chemistry, and ES	45	12.68%
Business Administration	44	12.39%
Teacher Education	47	13.24%
Engineering & Technology	20	5.63%
Language & Letters	38	10.70%
Math & Physical Sciences	35	9.86%
Nursing & Health Sciences	28	7.89%
Technical Trades	25	7.89%
Total	355	100.00%

Table 10:

*Courses per Academic Department (Including all parts of term)
by Division.*

Academic Departments	Division		
	Lower	Upper	Total
Arts & Human Sciences	48	25	73
Biology, Chemistry, and ES	36	9	45
Business Administration	24	20	44
Teacher Education	13	34	47
Engineering & Technology	9	11	20
Language & Letters	37	1	38
Math & Physical Sciences	32	3	35
Nursing & Health Sciences	24	4	28
Technical Trades	25	0	25
Total	248	107	355
Percentage	70%	30%	100%

Table 11:

*Low Enrolled Courses by Academic Department (Including all
parts of term)*

Analysis Variable: Enrollment		
Academic Departments	Low Enrolled Courses (n<10)	Percent Low Enrolled Courses (n<10)
Arts & Human Sciences	38	52%
Biology, Chemistry, and ES	23	51%
Business Administration	18	41%
Teacher Education	5	11%
Engineering & Technology	16	80%
Language & Letters	13	34%
Math & Physical Sciences	18	51%
Nursing & Health Sciences	13	46%
Technical Trades	15	60%
Total	159	45%

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

Table 12:

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

Academic Departments	Average Number of Students Lower Division	Average Number of Students Upper Division
Arts & Human Sciences	13	7
Biology, Chemistry, ES	13	5
Business Administration	13	17
Teacher Education	17	11
Engineering & Technology	14	3
Language & Letters	12	3
Math & Physical Sciences	13	4
Nursing & Health Sciences	12	6
Technical Trades	10	0
Total	13	9
General Average	12	

Table 13:

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

Table of Academic Departments by Instruction Methods					
Academic Departments	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Arts & Human Sciences	13	18	26	16	73
Biology, Chemistry, and ES	1	8	9	27	45
Business Administration	0	7	30	7	44
Teacher Education	8	0	30	9	47
Engineering & Technology	0	1	3	16	20
Language & Letters	7	10	12	9	38
Math & Physical Sciences	10	4	4	17	35
Nursing & Health Sciences	0	1	6	21	28
Technical Trades	0	1	0	24	25
Total	39	50	120	146	355
Percentage	11%	14%	34%	41%	100%

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

Table 14:

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

Faculty Types	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Adjunct	26*	9	53.5*	48	136.5
Full time	13	41	66.5*	98	218.5
Total	39	50	120	146	355

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional. If we consider unique faculty members, 54 are full-time and 77 are adjuncts. *The faculty who co-taught a course are treated as 0.5 in the calculation of Faculty Types.

Table 15:

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

Faculty Types	DIVISION		
	LOWER (1000 and 2000)	UPPER (3000 and 4000)	Total
Adjunct	104	32.5*	136.5
Full-time	144	74.5*	218.5
Total	248	107	355

Note: *The faculty who co-taught a course are treated as 0.5 in the calculation

Table 16:

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

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

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

Table 17:

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

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH Offered by Full-Time
Arts & Human Sciences	32*	41	1419	1055
Biology, Chemistry, and ES	11	34	351	769
Business Administration	18.5*	25.5*	926.5	1385.5
Teacher Education	24	23	983	794
Engineering & Technology	4	16	42	438
Language and Letters	17	21	579	783
Math & Physical Sciences	14	21	534	692
Nursing & Health Sciences	6	22	144	659
Technical Trades	10	15	407.5	325.5
Total	136.5	218.5	5386	6901
Percentage	38%	62%	44%	56%

Note: *The faculty who co-taught a course are treated as 0.5 in the calculation of Faculty Types.

Table 18:

Unduplicated Declared Majors by Field and Degree

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Early Childhood Teacher Education	17	84	0	101
Project Management	0	80	4	84
Nursing	0	73	0	73
Management	0	69	0	69
Elementary Teacher Education	2	55	0	57
Nursing (AND)	54	0	0	54
Psychology	0	46	0	46
Biology	4	37	0	41
Business Administration	41	0	0	41
Electromechanical Engr Tech	0	34	0	34
Accounting	0	30	0	30
Criminal Justice	7	21	0	28
Radiation Protection	27	0	0	27
Environmental Science	2	23	0	25
ALT Elementary (K-8)	0	0	19	19
Cosmetology	14	0	4	18
Electrical Technology	8	0	10	18
Information Engineering Tech	1	16	0	17
ALT Secondary (7-12)	0	0	16	16
Liberal Arts	14	0	0	14

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Self-Design	0	13	0	13
ALT Special Education	0	0	11	11
Barbering	4	0	7	11
Film and Digital Media Arts	11	0	0	11
Media and Art	0	9	0	9
Software Engineering	8	0	0	8
Phlebotomy Technician/Phlebot	0	0	6	6
Allied Health	4	0	0	4
Office Administration	4	0	0	4
Plumbing	3	0	1	4
General Psychology	3	0	0	3
Mathematics	0	3	0	3
Eng Draw Com Aid Design	0	0	2	2
Humanities	0	2	0	2
Pre-Engineering	2	0	0	2
Radiation Control Technician	0	0	2	2
Substance Abuse Counselor	2	0	0	2
Chemistry	1	0	0	1
Mechanical Engineering	0	1	0	1
Nuclear Operations Technology	1	0	0	1
Plumbing Apprenticeship	1	0	0	1
Practical Nurse	0	0	1	1
Welding Technology	0	0	1	1
Non-Degree	0	0	0	480
Total	235	596	84	1395

Table 19:
Unduplicated Majors Declared by Gender

Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	18	1	19
ALT Secondary (7-12)	9	7	16
ALT Special Teacher Education	8	3	11
Accounting	22	8	30
Allied Health	4	0	4
Barbering	4	7	11
Biology	37	4	41
Business Administration	33	8	41
Chemistry	1	0	1
Cosmetology	17	1	18
Criminal Justice	19	9	28
Early Childhood Teacher Education	98	2	101*
Electrical Technology	1	17	18
Electromechanical Engr Tech	8	26	34
Elementary Teacher Education	51	6	57
Eng Draw Com Aid Design	2	0	2

Majors	Gender		
	F	M	Total
Environmental Science	10	15	25
Film and Digital Media Arts	5	6	11
General Psychology	3	0	3
Humanities	1	1	2
Information Engineering Tech	4	13	17
Liberal Arts	9	5	14
Management	53	16	69
Mathematics	1	2	3
Mechanical Engineering	0	1	1
Media and Art	3	6	9
Nuclear Operations Technology	0	1	1
Nursing	66	6	73*
Nursing (ADN)	45	9	54
Office Administration	2	2	4
Phlebotomy Technician/Phlebot	5	1	6
Plumbing	0	4	4
Plumbing Apprenticeship	0	1	1
Practical Nurse	0	1	1
Pre-Engineering	0	2	2
Project Management	54	30	84
Psychology	35	10	46*
Radiation Control Technician	1	1	2
Radiation Protection	17	10	27
Self-Design	10	3	13
Software Engineering	4	4	8
Substance Abuse Counselor	0	2	2
Welding and Technology	0	1	1
Non-Degree	181	299	480
Total	841	551	1395

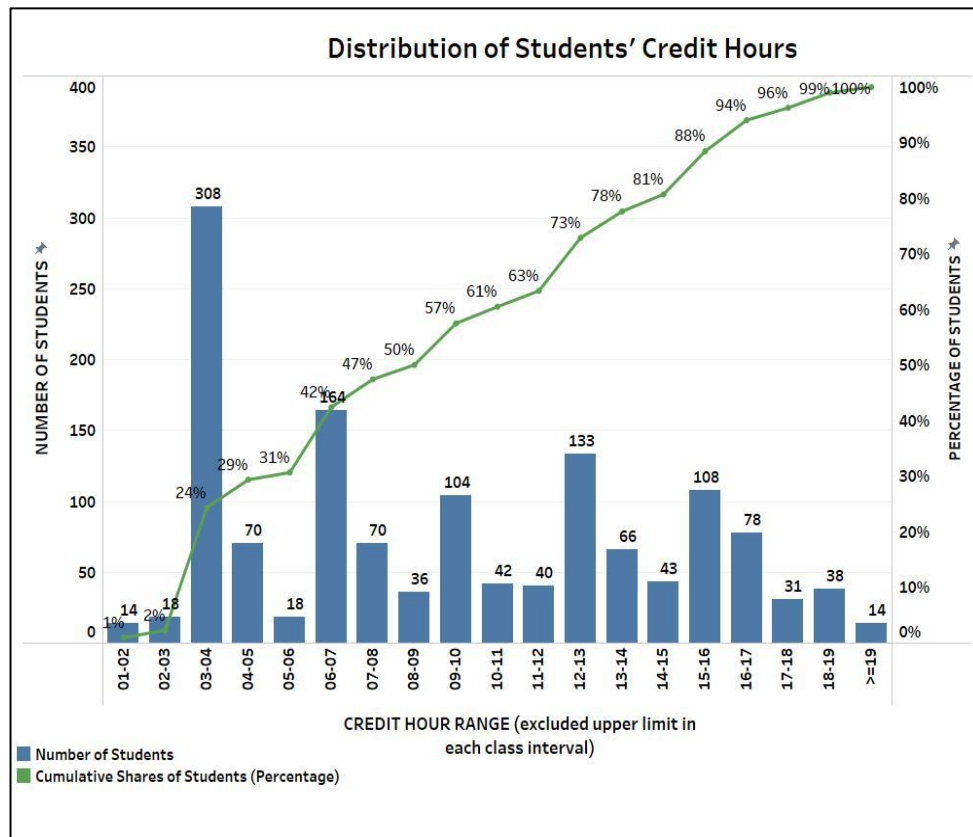
*Total includes students who responded as Neutral Gender.

Table 20:
Unduplicated Declared Majors by Ethnicity

Majors	American Indian or Alaskan Nat	Asian	Black or African American	Hispanic of any race	Non-Resident Alien	Unknown / No Response	White non-Hispanic	Total
ALT Elementary(K-8)	1	1	0	13	0	0	4	19
ALT Secondary (7-12)	1	2	0	6	0	0	7	16
ALT Special Teacher Education	0	3	0	5	0	0	3	11
Accounting	4	0	0	26	0	0	0	30
Allied Health	0	0	0	3	0	0	1	4
Barbering	2	0	0	9	0	0	0	11
Biology	0	2	1	33	0	0	5	41
Business Administration	5	0	2	33	0	0	1	41
Chemistry	0	0	0	1	0	0	0	1
Cosmetology	2	0	0	14	0	0	2	18
Criminal Justice	3	0	1	23	0	0	1	28
Early Childhood Teacher Education	11	1	1	76	0	3	9	101
Electrical Technology	1	0	1	13	0	1	2	18
Electromechanical Engr Tech	3	1	1	24	0	2	3	34
Elementary Teacher Education	6	1	2	38	0	0	10	57
Eng Draw Com Aid Design	0	0	0	2	0	0	0	2
Environmental Science	3	0	0	18	0	0	4	25
Film and Digital Media Arts	0	0	0	10	0	0	1	11
General Psychology	1	0	0	2	0	0	0	3
Humanities	0	0	0	1	1	0	0	2
Information Engineering Tech	2	1	0	11	1	0	2	17
Liberal Arts	3	0	0	10	0	1	0	14
Management	11	0	2	53	0	1	2	69
Mathematics	0	0	0	2	0	0	1	3
Mechanical Engineering	0	0	0	1	0	0	0	1
Media and Art	1	1	0	6	0	1	0	9
Nuclear Operational Technology	0	0	0	1	0	0	0	1
Nursing	5	2	1	48	1	0	16	73
Nursing (ADN)	3	1	3	42	0	0	5	54
Office Administration	1	0	0	3	0	0	0	4
Phlebotomy Technician/Phleboto	0	0	0	4	0	0	2	6
Plumbing	1	0	0	3	0	0	0	4
Plumbing Apprenticeship	0	0	0	1	0	0	0	1
Practical Nurse	0	0	0	0	0	0	1	1
Pre-Engineering	1	0	0	1	0	0	0	2
Project Management	5	0	3	67	0	1	8	84
Psychology	2	0	3	33	3	1	4	46
Radiation Control Technician	0	0	0	1	0	0	1	2
Radiation Protection	0	1	2	18	0	1	5	27
Self-Design	2	1	1	4	0	1	4	13
Software Engineering	0	0	0	7	0	0	1	8
Substance Abuse Counselor	0	0	0	1	0	0	1	2
Welding Technology	0	0	0	1	0	0	0	1
Non-Degree	44	12	7	346	0	10	61	480
Total	124	30	31	1014	6	23	167	1395

Graph 2:

Distribution of SCHs enrolled by students.



Note: Students who take between 12 and 18 credits are only charged tuition for the first 12 credits. Because of this distribution and the attendance of dual credit students, about **90%** of the SCHs generated are eligible for tuition. Employee tuition waivers decrease this number even further.

Table 21:

Enrollment by Location (City)

City	Frequency	Percent
Espanola	348	24.95%
Santa Fe	176	12.62%
Albuquerque	101	7.24%
Santa Cruz	88	6.31%
Alcalde	57	4.09%
Ohkay Owingeh	46	3.30%
Chimayo	38	2.72%
Rio Rancho	35	2.51%
Los Alamos	30	2.15%
Hernandez	28	2.01%
Fairview	26	1.86%
Velarde	26	1.86%
White Rock	26	1.86%

City	Frequency	Percent
Abiquiu	24	1.72%
El Rito	23	1.65%
Medanales	18	1.29%
Ojo Caliente	18	1.29%
Gallina	17	1.22%
Cordova	14	1.00%
Las Cruces	14	1.00%
Taos	14	1.00%

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

Table 22:

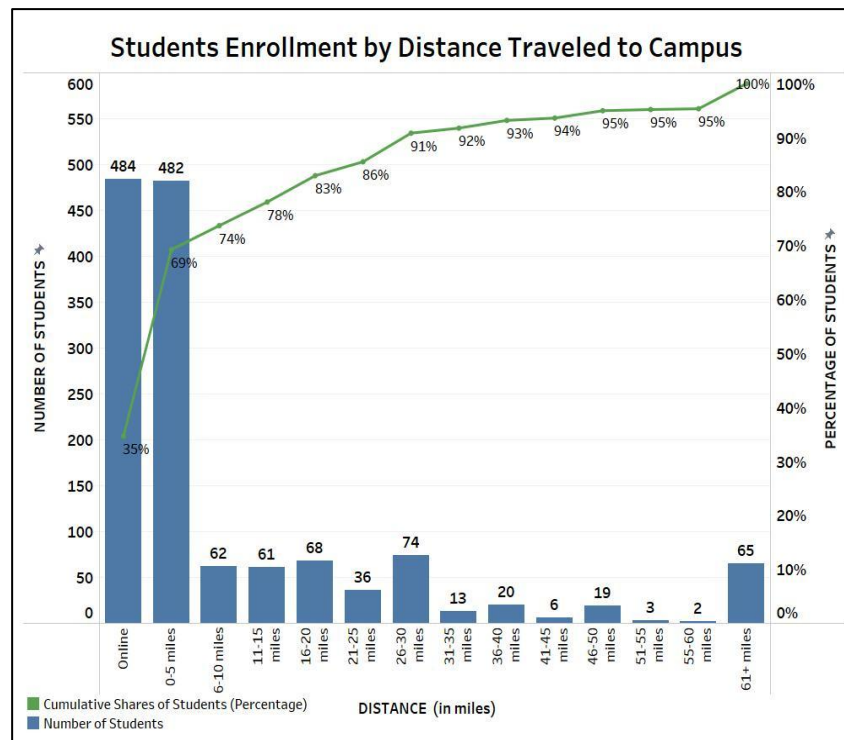
Enrollment by High School (First-Time Any College)

High School	Percent
High School Equivalency Program	32%
Espanola Valley High School	20%
McCurdy High School	5%
Pojoaque High School	5%
Californian	3%
Foreign High School	3%
Mesa Vista High School	3%
Non-NM GED	3%
Aztec Home Schooling	2%
Capital High School	2%
Ecademy Albuquerque High School	2%
Escalante High School	2%
Gallup High School	2%
Hot Springs High School	2%
La Cueva High School	2%
Los Alamos High School	2%
New Futures High School	2%
Organ Mountain High School	2%
Pecos High School	2%
Rio Rancho High School	2%
Santa Fe Indian School	2%
V Sue Cleveland High School	2%
Valley High School	2%

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

High School	Count
Espanola Valley High School	107
Santa Fe High School	65
McCurdy High School	61
Coronado High School	29
Mesa Vista High School	14
Jemez Valley High School	13
Pojoaque High School	10
Penasco Jr-Sr High School	8
Escalante High School	6
NM Home Schools	2
NM School for the Arts	1
New Mexico Connections Academy	1

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



Note: The combo chart shows the distance students traveled to campus and the cumulative percentage of students. Of students traveling more than 50 miles, 10 are from Albuquerque.

Table 24:*Student enrollment by Campus Location*

Location	Percent
Only Albuquerque	7.9%
Only Chama	0.4%
Only El Rito	0.1%
Only Espanola	80.8%
Only Gallina	1.6%
Only Jemez Valley	1.0%
Only Los Alamos	1.4%
Only Santa Fe	4.7%
Both Espanola and El Rito	0.1%
Both Espanola and Gallina	0.4%
Both Espanola and Santa Fe	1.8%

There were 129 (9.3%) total unduplicated students enrolled in the PLAP courses (courses offered at the Local 412 training centers).

GLOSSARY

Traditional (TR):

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

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

Notes for staff:

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

Blended Traditional (BTR)

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

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

Notes for staff:

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

Blended Online (BOL)

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

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

Notes for staff:

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

Online (OL)

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

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

Notes for staff:

- Distance Learning fee applies.
- Requires QM Review

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

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