

# GRADUATE GROWTH PLAN FOR 2025-2030



**An Addendum to the 2025-2030 Strategic Plan**



**SOUTHEAST NEW MEXICO COLLEGE**

**GRADUATE GROWTH PLAN FOR 2025-2030**

**2025-2026 EDITION**

**Approved as part of the  
SENMC Strategic Plan for 2025-2030  
by the  
Steering Committee  
May 9, 2025  
and the  
Board of Trustees  
May 12, 2025**

## Contents

Introduction .....	3
Mission, Vision, and Values of the College.....	4
Overview of the College and Community .....	5
Key Events Leading to the Development of the Strategic Plan .....	6
SENMC Strategic Planning Cycles.....	7
Southeast New Mexico College Goals.....	8
Southeast New Mexico College Prime Measures .....	9
Southeast New Mexico College Action Steps .....	14
Graduate Growth Plan: Welcoming campus.....	20
Graduate Growth Plan: New Programming .....	25
Graduate Growth Plan: New Facilities .....	26
Graduate Growth Plan: Outreach .....	28
Graduate Growth Plan: Marketing.....	30
Graduate Growth Plan: Data Sharing and Informed Approaches.....	31
Appendix I: Academic Plan: Program Deletions, Changes, Additions, and Supports .....	33
Appendix II: SENMC Strategic Enrollment Management Plan (August 2025 edition).....	48

## **Introduction**

This Southeast New Mexico College Graduate Growth Plan for 2025-2030, identifies the plans to make our campus more welcoming, including new academic programs, new facilities, outreach, marketing, and data analysis approaches.

The plan was created as a part of the college's 2025-2030 strategic planning process and the action steps are embedded within the larger five-year strategic plan. The strategic plan is the product of many individuals, all of whom share a devotion to the continued growth and improvement of Southeast New Mexico College. Faculty, staff, students, the Board of Trustees, the Foundation Board, and community members shared their visions for the college and discussed the issues that must be resolved to achieve this vision. This process encouraged a sharing of diverse perspectives, candid discussion, and debate. It was through these meetings that ideas were collected, categorized, and prioritized, leading to the formation of the strategic goals and planned action steps, including those included in this academic plan.

This plan is a “living” plan, one that we revisit every year to improve and build upon. We review our successes and our shortcomings so that we can learn from them and we revise our plans to meet the needs of a future that we can never fully predict. Through all these actions, it is our hope that we will better be able to ensure that our visions become a reality.

# **Southeast New Mexico College**

## **Vision**

Building bridges to a better life through education.

## **Values**

<b>P</b>	Persistence
<b>R</b>	Resilience, respect, and resourcefulness
<b>I</b>	Inclusion and integrity
<b>D</b>	Diversity
<b>E</b>	Excellence

## **Mission**

The mission of Southeast New Mexico College is to provide educational programs, training, and services that best serve our diverse students, communities, and industry.

*Approved September 12, 2022*

## Overview of the College and the Community

Southeast New Mexico College (SENMC) is the oldest and newest community college in New Mexico. SENMC was founded in 1950 as the Carlsbad Instructional Center, the state's first two-year college. Ten years later, the Center became a branch campus of New Mexico State University (NMSU). For the next sixty years much remained the same, until the community, in an amazing display of hometown support, expended the political capital necessary to wrest the campus away from the university. SENMC was established as an independent college effective July 1, 2021, with the transfer of all functions, personnel, property, contracts, and references in law taking effect on April 10, 2022.

SENMC is in Eddy County, which has been ranked as the first or second highest producing oil and gas county in New Mexico for years. Recently, due to a boom in the Permian Basin, the county has been one of the top producers in the United States. Other unique industries in the area include the U.S. Department of Energy Waste Isolation Pilot Plant that accepts low-level radioactive waste from across the country, offices for two national laboratories—Los Alamos and Sandia—in Carlsbad, and two National Parks—Carlsbad Caverns and Guadalupe Mountains—within an hour's drive. SENMC is the only higher education provider in the area. The community is deeply invested in the college and the college in the community.

## **Key Events Leading to the Development of the SENMC Strategic Plan**

The “first” SENMC Strategic Plan was for 2022-2025. It was adapted from the last three years of the existing New Mexico State University – Carlsbad Strategic Plan for 2019-2025. After its approval in September 2022, it served as the basis for monthly reporting on the college’s progress. SENMC and NMSU signed the final settlement and release in December 2023, with SENMC receiving confirmation from the Higher Learning Commission of its reaffirmation of accreditation through 2033-2034 as an independent college in February 2024. In that same month, the SENMC Board of Trustees accepted a proposal to partner with the Southern Regional Education Board for assistance in developing a strategic plan for 2025-2030. Planning commenced on the current plan. During the fourteen-month period, numerous stakeholders were involved in the development of this 2025-2030 plan, as detailed below.

### **2024**

Feb-July	Preparations by SREB, including research on peer colleges and plans
August	Introduction of the SREB team at the Fall Kickoff and review of the SENMC mission, vision, and values adopted in 2022
October	Community survey invitation shared via e-mail, social media, and local newspapers
November	Strategic Planning meetings conducted by SREB with the Carlsbad Department of Development, the SENMC Board of Trustees, the SENMC Foundation Board, the SENMC Executive Team, and SENMC students, faculty, and staff.
December	Survey results shared with campus and the community

### **2025**

February	SREB Needs Assessment completed SREB “unpacking” workshops with faculty, staff, and administrators SREB presentation of initial report and draft goals to the Board of Trustees
March	SREB presentation of final report and four goals to the Board, with the Board adopting the report as the framework for the 2025-2030 plan
April	Four Strategic Plan Focus Groups held for faculty and staff to gather input on each of the four goals
April	Draft Strategic Plan for 2025-2030 published for campus review and feedback
May	Strategic Plan for 2025-2030 approved by the SENMC Steering Committee and the SENMC Board of Trustees

# SENMC Strategic Planning Cycles

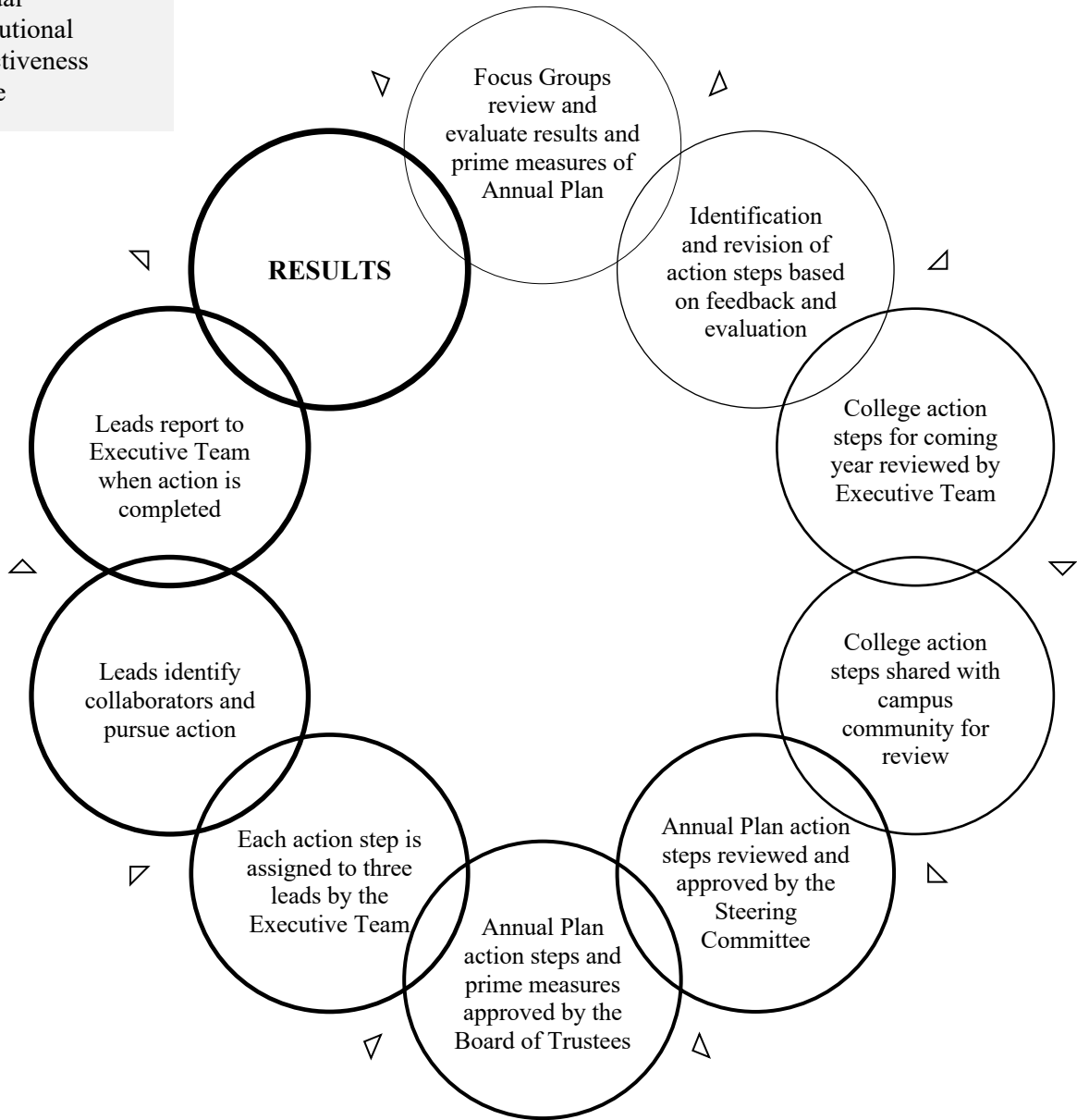
Long Range Strategic Planning Cycle

SREB Initial Data Collection and Planning  
(Summer & Early Fall 2024)

SREB Strategic Planning Meetings with Campus and Community  
(November 2024)

Approval of Goals and Strategic Planning Framework  
(March 2025)

Annual Institutional Effectiveness Cycle



# **SENMC Goals 2025-2030**

*Approved by the SENMC Board of Trustees, March 10, 2025*

These goals are aligned to the 6 strategy recommendations from the WICHE Report and the four pillars from the SREB Student Success Framework. In evaluating the context of SENMC, the following priorities are recommended:

## **1. Serve More Students**

Serving more students focuses on improving college enrollment rates from recent high school graduates as well as students over 25. The focus is on K -12, Industry, and Community Partnerships as well as new programs for local careers.

## **2. Engage and Welcome the Community**

Engagement in the community draws more potential students and partners to the campus. Making college more welcoming encompasses making the admissions process easier to navigate as well as more affordable.

## **3. Increase Learning and Efficiency**

Continuous improvement processes will result in more learning, a more positive student experience, and better-prepared graduates.

## **4. Promote Success for All**

Promoting success for all involves students and employee support and engagement.

# SENMC Strategic Plan for 2025-2030 with Embedded Annual Plan for 2025-2026

*Approved by the SENMC Steering Committee, May 9, 2025*

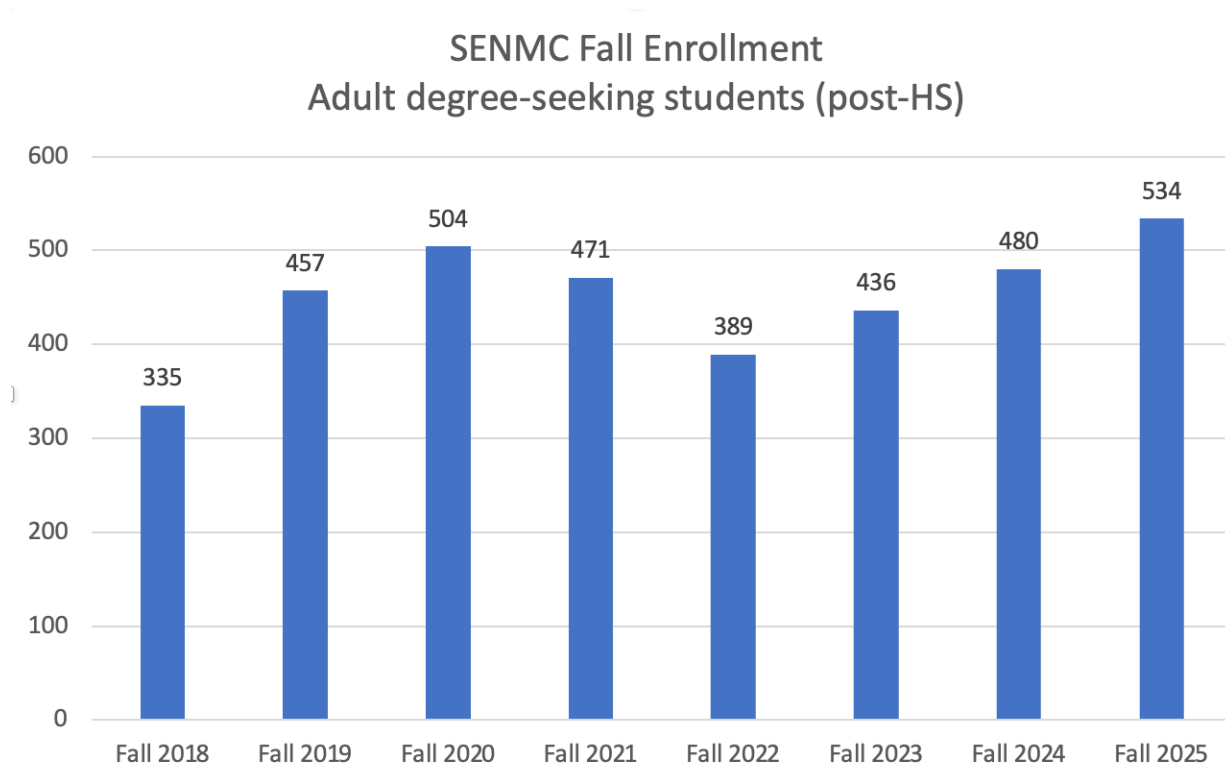
*Approved by the SENMC Board of Trustees May 12, 2025*

The following pages provide the prime measures used to evaluate the success of the plan and the current action steps. Each year the action steps are updated after the Focus Group meetings to move unfinished steps to the next year and add any new steps needed to 1) reach the goal, and 2) move the prime measures in the desired direction.

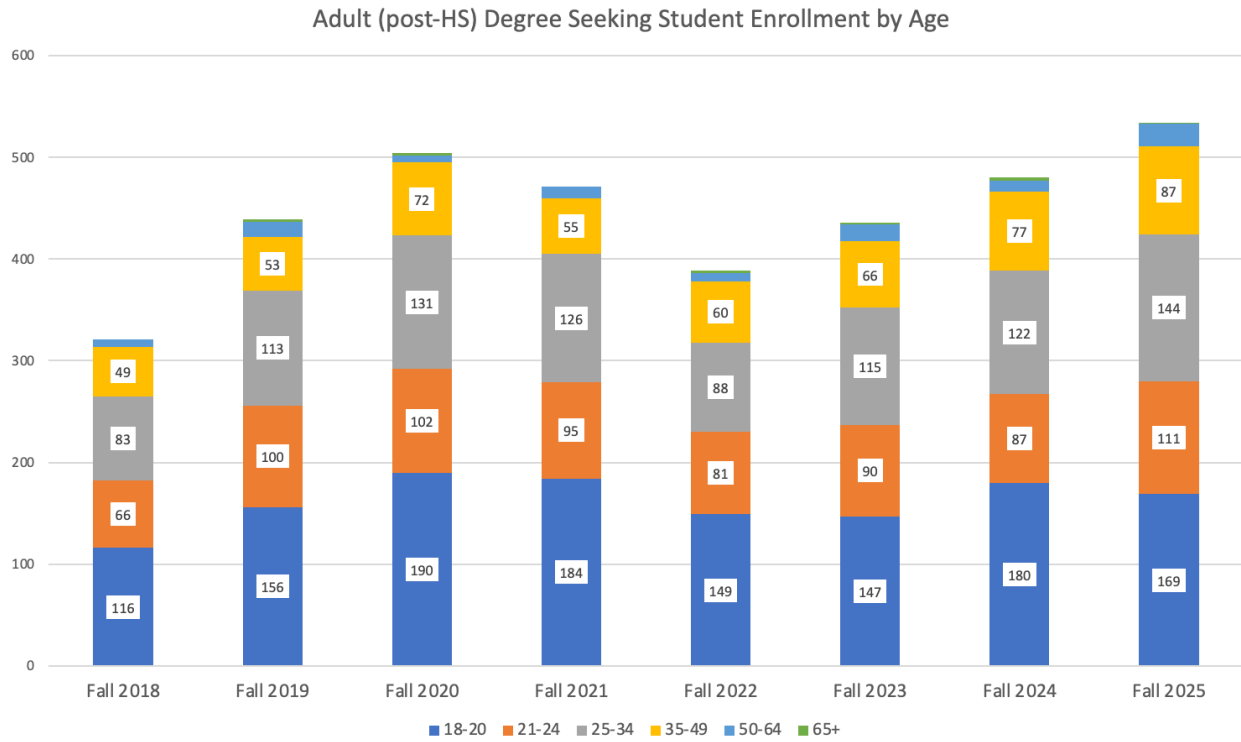
*Note regarding pp. 14-19: Steps with code A are the foundation of the SENMC Academic Plan. Those with code GG are the foundation of the SENMC Graduate Growth (enrollment management) Plan.*

## Prime Measures

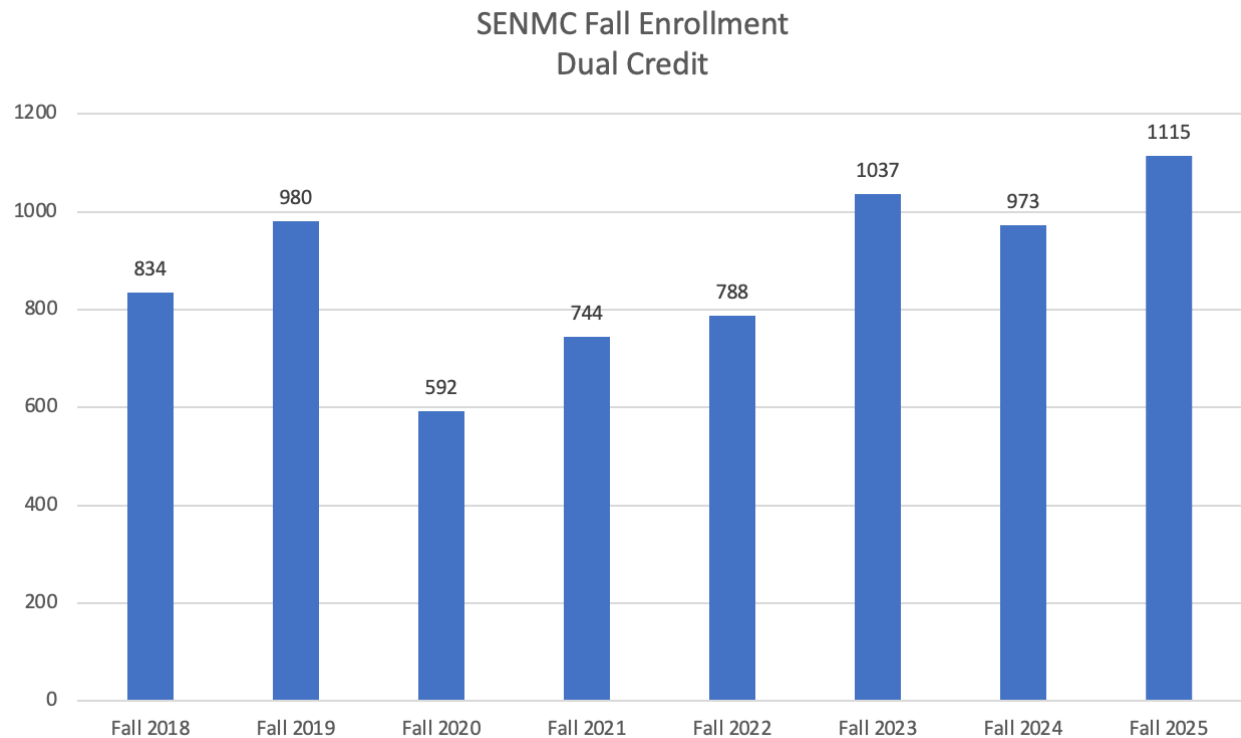
### **Increase adult credential-seeking enrollment (total)**



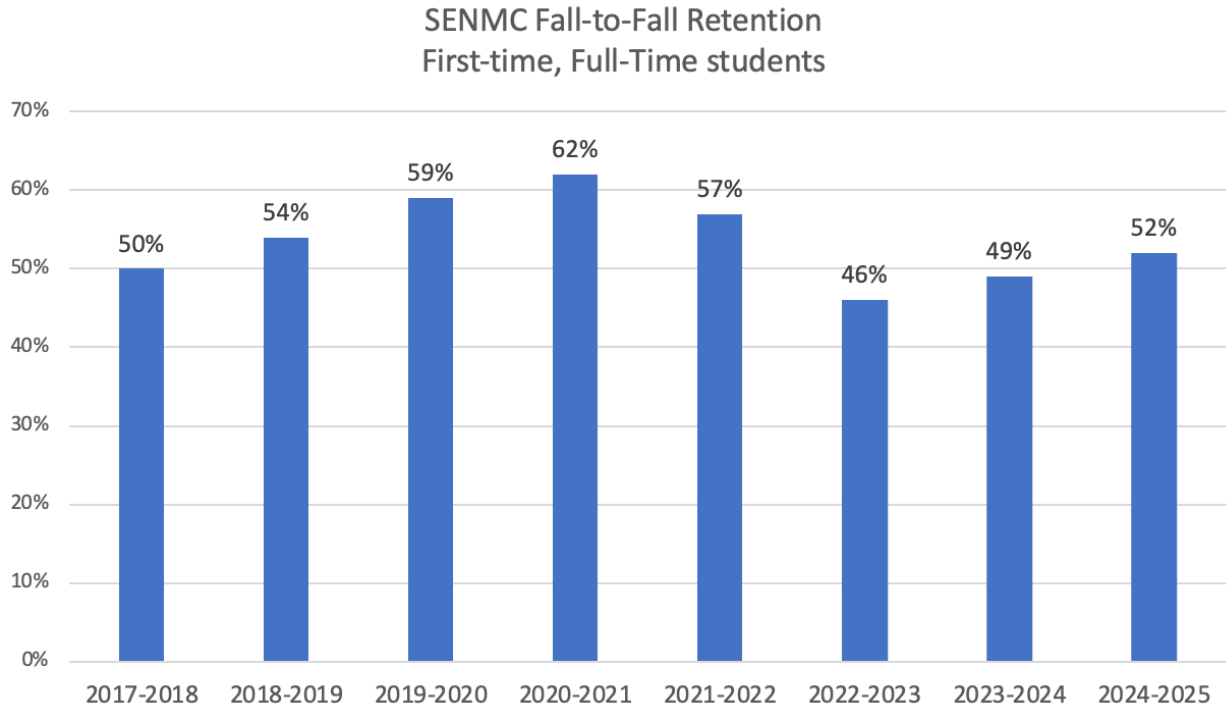
## Increase adult credential-seeking enrollment (with age breakouts)



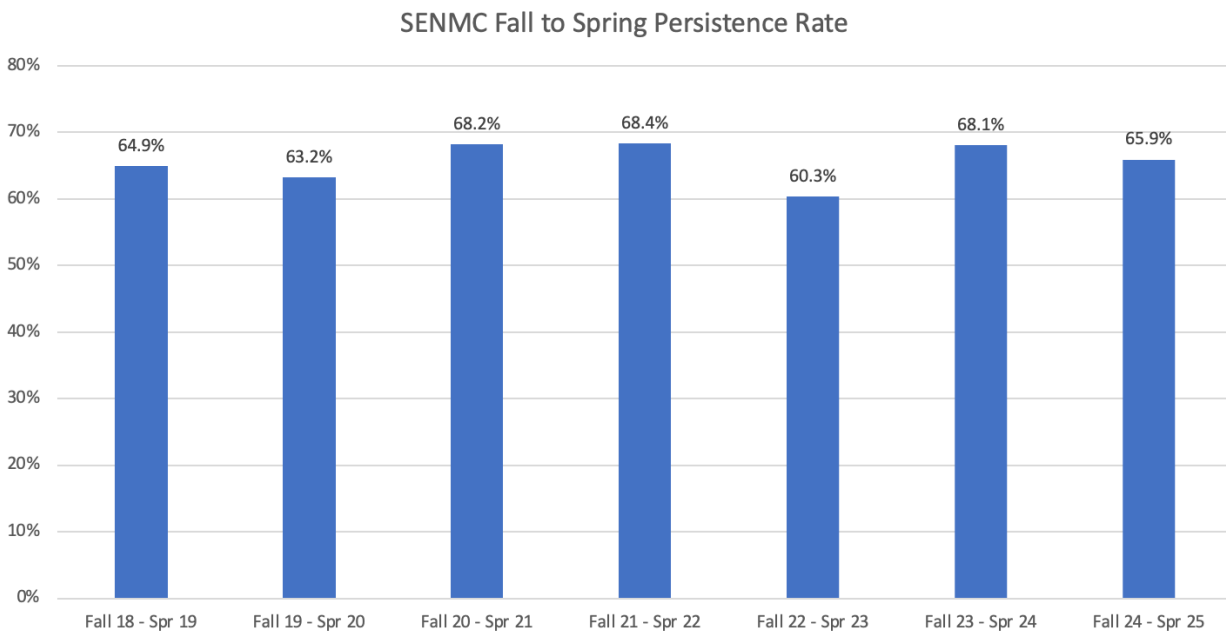
## Increase dual credit enrollment



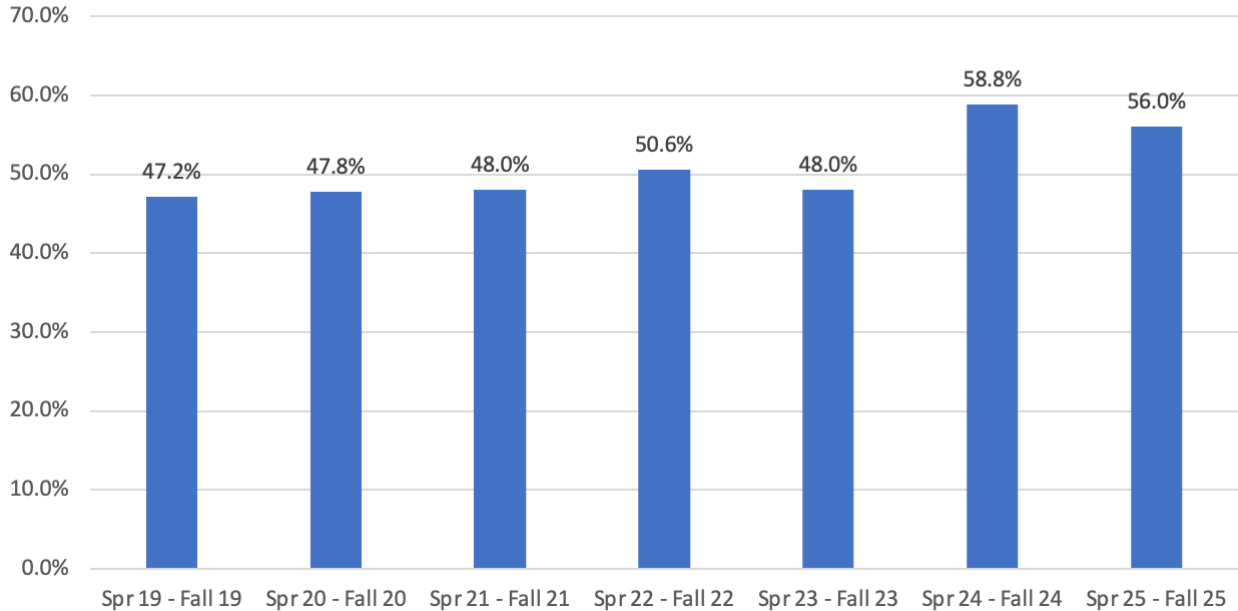
**Increase first-time, full-time retention**



**Increase semester to semester persistence (credential-seeking, Fall to Spring & Spring to Fall)**



### Spring to Fall Persistence Rate



#### Improve performance on Graduate Exit Survey Question #33:

If you were to start college over again, would you enroll at SENMC?

2025 Graduates (N=59): **83.1%**

#### Improve performance on Graduate Exit Survey Question #34:

Would you recommend SENMC to another student?

2025 Graduates (N=59): **94.9%**

**Increase non-credit enrollment** (ESL, Adult Ed, workforce training, community ed)

**Increase number of non-credit to credit transitions** (year over year)

*(To be tracked once Anthology application for these students is implemented)*

#### Improve performance on Community College Survey of Student Engagement Question

**#35:** Would you recommend this college to a friend or family member?

Spring 2025 (N=166) Yes **95.8%**

#### Improve performance on Community College Survey of Student Engagement Question

**#36:** How would you evaluate your overall educational experience at this college?

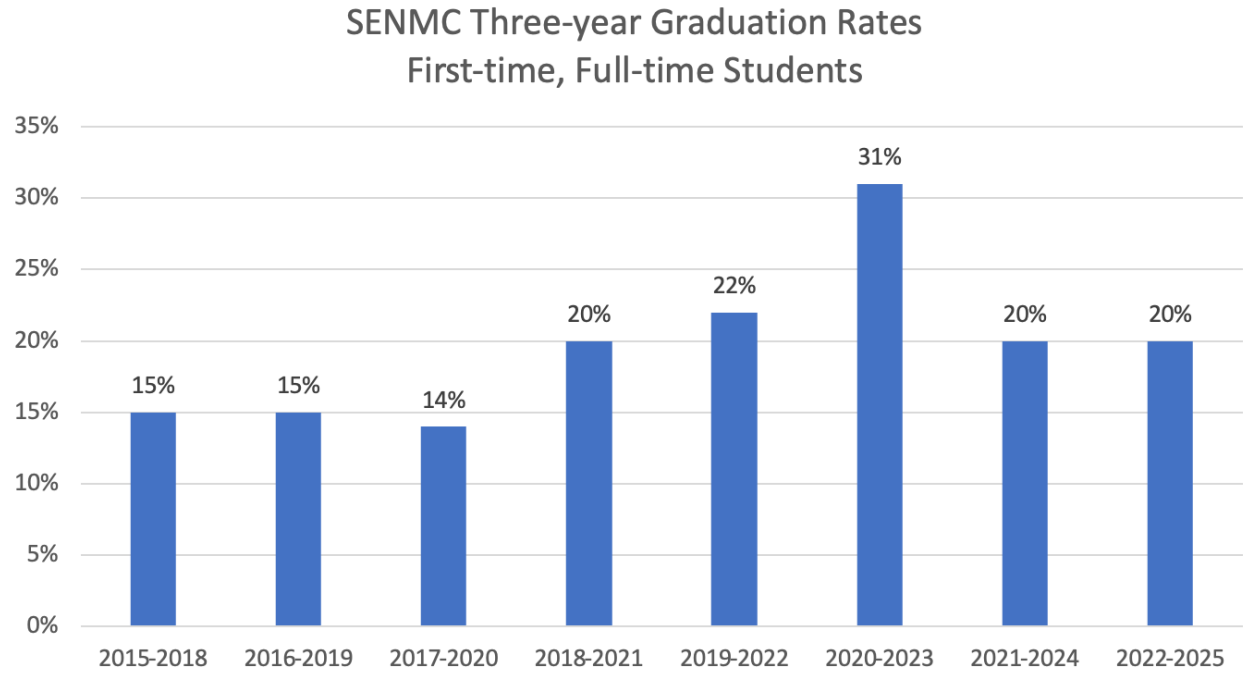
*(1 = Poor , 2 = Fair , 3 = Good , 4 = Excellent)*

Spring 2025

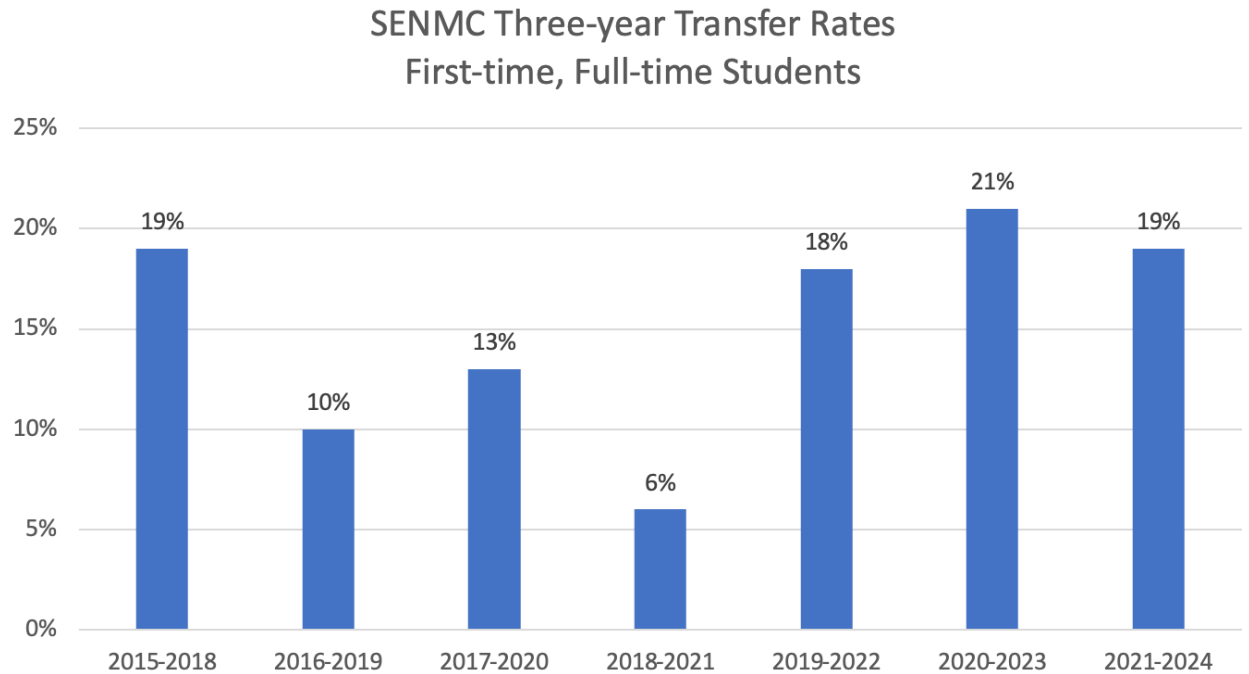
National average: **3.31**

SENMC average: **3.48**

**Increase the three-year graduation rate**



**Increase the transfer out rate**



**Goal 1: Serve More Students**

		Plan code	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
1.01	Analyze potential target populations for future enrollment	GG	█				
1.02	Publish class schedule in local newspaper each semester	GG	█				
1.03	Add Oil & Gas Technology (CIP 15.0903 Petroleum Technology/Technician), first as non-credit, then for credit, including produced water, wellsite, and pipeliner	A & GG		█	█		
1.04	Add Environmental Technology degree program	A & GG			█		
1.05	Update and expand Instrumentation coursework	A & GG	█				
1.06	Add Electrical Technology, first as non-credit, then for credit	A & GG		█	█		
1.07	Add Cybersecurity coursework to create option under CIT	A & GG	█				
1.08	Add Radiation Control Technology (CIP 41.0299 Nuclear and Industrial Radiologic Technologies/Technicians) degree	A & GG		█			
1.09	Add Waste Handling non-credit program	A & GG				█	
1.10	Add Radiography degree program	A & GG				█	
1.11	Add a part-time track to our Nursing program	A & GG		█			
1.12	Revitalize the Health Information Technology program	A & GG		█			
1.13	Explore Theatre partnership with Carlsbad HS & community	A & GG	█				
1.14	Pursue Theatre AAS program approval	A & GG		█			
1.15	Pursue Culinary Arts program approval (or use current Hospitality Management track)	A & GG		█			
1.16	Rollout Psychology emphasis under AA/AS	A & GG	█				
1.17	Explore renewal of Social Work offerings	A & GG	█				
1.18	Create Project Lead the Way and Energy Pathway dual credit courses	A & GG	█				
1.19	Roll out Middle School Community Math Outreach	A & GG	█				
1.20	Support STEM and STEAM initiatives	A & GG	█				
1.21	Open the new Trades x Technologies Building	GG		█			

1.22	Revitalize Teacher Education offerings	A & GG	█				
1.23	Add lab space to serve produced water programming and industry needs	A & GG		█			
1.24	Expand CDL program	A & GG	█				
1.25	Expand Safety training	A & GG	█				
1.26	Teach Geographic Information Systems courses	A & GG	█				
1.27	Explore Drone training	A & GG	█				
1.28	Explore offering standalone certificates: Project Lead the Way & Energy Foundations	A & GG			█		
1.29	Explore HVAC coursework	A & GG				█	
1.30	Pilot the SENMC Skills Library and Graduate Guarantee	GG			█		
1.31	Open the Simulator Training Center	GG	█				
1.32	Collaborate with industries to teach high demand trades	A		█			

<b>Goal 2: Engage and Welcome the Community</b>		<b>Plan code</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>
2.01	Explore potential for a Dining Hall	GG	█				
2.02	Explore potential for Early Childhood Development facility on highway frontage property	GG	█				
2.03	Complete the Campus Master Plan		█				
2.04	Evaluate space for staff and students to plan for future growth					█	
2.05	Create an enhanced student onboarding process			█			
2.06	Establish common first semester coursework for Engineering, Electrical, Industrial Maintenance, and Oil & Gas	A & GG		█			
2.07	Establish common first year coursework for Industrial Maintenance & Oil & Gas	A & GG		█			
2.08	Open enrollment for Spring on October 1 and Summer/Fall on March 1	GG			█		
2.09	Expand advisors to include interested faculty	GG		█			

2.10	Develop structure for sub-1000 noncredit course numbering based on CIP (e.g., WF 10.0234)	A & GG	
2.11	Unveil new marketing campaign	GG	
2.12	Hold tuition flat and eliminate unnecessary course fees	GG	
2.13	Reduce out of state tuition to be competitive with nearby peers	GG	
2.14	Expand Adult Education	GG	
2.15	Expand ESL	GG	
2.16	Better serve the needs of emergent bilingual students	GG	
2.17	Initiate single admissions process	GG	
2.18	Offer advising for credit and non-credit programs	GG	
2.19	Construct new "front door" for campus	GG	
2.20	Expand accessibility and embrace universal design	GG	
2.21	Replace student/public space furniture	GG	
2.22	Open new Testing Center in Trades x Technologies Building	GG	
2.23	Invite and entice HS seniors to tour campus	GG	
2.24	Streamline and promote credit for prior learning	GG	
2.25	Grow the Honors Program	GG	
2.26	Erect highway sign for college	GG	
2.27	Align HS to postsecondary program pathways	GG	
2.28	Partner with local school districts to expand recruitment opportunities	GG	
2.29	Publish recruitment materials in English and Spanish	GG	
2.30	Have Eddy the Mountain Lion at promotional events, particularly those with younger potential students	GG	
2.31	Coordinate course offerings to eliminate as many conflicts as possible	GG	

**Goal 3: Increase Learning and Efficiency**

		Plan code	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
3.01	Establish AI policy (Board approved) and practices	A	█				
3.02	Reinvigorate General Education programming and assessment	A	█				
3.03	Implement revised annual program review and assessment	A	█				
3.04	Improve distance learning, e.g., expanding the use of Quality Matters			█			
3.05	Address disparities in instructional methods and promote modernized and collaborative learning environments			█			
3.06	Improve instructional responsiveness to student feedback			█			
3.07	Foster a culture of reflection		█				
3.08	Develop a space utilization plan			█			
3.09	Revitalize classroom spaces	A	█				
3.10	Replace phone system		█				
3.11	Develop paperless processes and implement a document management system			█			
3.12	Complete energy savings updates and begin use of solar power		█				
3.13	Complete replacement of climate controls		█				
3.14	Develop a technology recovery plan		█				
3.15	Establish Application Support Specialist position		█				
3.16	Create new IT structure (Technology Services and Solutions) under a Chief Information Officer		█				
3.17	Streamline internal processes		█				
3.18	Address the need for clear procedures, communication systems, and updated directories and accessible systems			█			
3.19	Cross train staff to be "three-deep" and align processes			█			
3.20	Provide quicker access to budget and financial information		█				
3.21	Roll out Degree Audit	GG	█				

3.22	Increase employee understanding of student financial aid								
3.23	Expand on-campus professional development opportunities for faculty with a focus on student learning								
3.24	Develop stronger ties and increase collaboration between on-campus & dual credit instructors	A							
3.25	Share weekly enrollment updates (applicants, headcount, FTE compared to previous year)	GG							
3.26	Develop Power BI dashboards and reports	GG							
3.27	Promote use of SENMC Bookstore								
3.28	Establish Data Governance and Technology Task Force								
3.29	Complete Higher Learning Commission fourth-year review in Fall 2027								
3.30	Respond to Higher Learning Commission follow-ups, July 2026								

<b>Goal 4: Promote Success for All</b>		<b>Plan code</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>
4.01	Support bilingual development for students, faculty, and staff						
4.02	Launch the initial campaign for the SENMC Foundation						
4.03	Expand development (grants and fundraising) expertise						
4.04	Promote strength through diversity (e.g., Taste of Culture)	GG					
4.05	Establish the Mountain Lion Leadership Seminar as an annual leadership development process						
4.06	Establish the Mountain Lion Leadership Seminar for developing student leaders						
4.07	Develop a succession management plan						
4.08	Create annual awards for administrative and classified staff						
4.09	Pilot a new staff performance assessment process						
4.10	Train users on new classroom technology with user-friendly hardcopy guides						
4.11	Complete and respond to the salary study						

4.12	Hire Laboratory/STEM Outreach Coordinator	A & GG	█	
4.13	Establish Distance Learning Coordinator	GG		█
4.14	Promote new first-year experience course requirement	GG	█	
4.15	Promote Merit approved events and activities	GG	█	
4.16	Implement healthy student/healthy campus initiatives	GG	█	
4.17	Implement auto graduation for certificate completion	GG		█
4.18	Design a Computer Science/Information Technology Lab	GG	█	
4.19	Open new Library Family Study Room	GG	█	
4.20	Forge new transfer agreements	GG	█	
4.21	Improve student access and use of digital SENMC resources	GG	█	
4.22	Create a 211 service for SENMC students (211@senmc.edu)	GG		█
4.23	Explore potential for consolidated after hours student services in the Library	GG	█	
4.24	Develop plan for new second floor space after Main Campus renovation		█	
4.25	Develop clear pathways with graphic description of progression with offerings			█
4.26	Expand peer mentoring and transitional programs (partner with local school district)		█	
4.27	Partner with local school districts on foundational skills and knowledge programming	A		█
4.28	Develop a soft skills program	A	█	
4.29	Establish best practices for internship and apprenticeship opportunities			█

# SENMC Graduate Growth Plan 2025-2030

## 2025-2026 Edition

Each of the Action Steps below, highlighted in gray, is identified by their placement in the SENMC Strategic Plan for 2025-2030 (see pp. 14-19) with the first digit indicating the goal in the strategic plan and the second two digits indicating the action step.

### Welcoming Campus

#### 2.08 Open enrollment for Spring on October 1 and Summer/Fall on March 1

This requires finalizing the Spring schedule of classes in September and the Summer/Fall schedule of classes in February. The Registrar's Office and faculty implemented the new Coursedog scheduling and curriculum approval process for 2025-2026. Process improvements will be implemented in 2026-2027. More importantly, the program pathways, which were designed for each program in 2024-2025, were implemented and enforced for the first time in 2025-2026. These improvements laid the foundation and we are now ready to open enrollment on October 1, 2026 for Spring 2027.

#### 2.09 Expand advisors to include interested faculty

Current faculty loads do not include advising duties. The option for faculty to accept advising duties will be offered for the first time in 2026-2027. It is likely that this will be limited to only one or two faculty members due to the available space in the Student Services area, but this pilot will inform the development of procedures and best practices in anticipation of the opening of the new Welcome Center in Fall 2028.

#### 2.10 Develop structure for sub-1000 noncredit course numbering based on CIP (e.g., WF 10.0234)

Included in the Academic Plan (see Appendix I – page 44)

#### 2.17 Initiate single admissions process

Anthology is configured to allow some students who are not enrolled in an academic program of study to apply. SENMC Technology Services and Solutions, Student Services, the Registrar's Office, and Ferrilli (consultants to SENMC) are working to expand the three admissions categories of degree-seeking, non-degree-seeking adults, and dual credit to include a fourth category: education and training. The fourth category will encompass adult education, community education, English as a Second Language instruction, workforce training, and customized training. This category, much like dual credit, will not require applicants to submit everything required of degree- and certificate-seeking applicants who may seek federal and state financial aid. This will allow all the students that SENMC serves, except for students not yet old enough to take dual credit (pre-high school age) to be entered into the Anthology

student information system. The pilot of the new admission category of “education and training” is planned for 2026-2027.

#### 2.18 Offer advising for credit and non-credit programs

The Board of Trustees approved the pursuit of a renovation of the Main Building to improve access and create a welcome/admissions area in June 2023. The project was postponed due to space limitations as 1) adult enrollment recovered post-independence, 2) enrollment of Early College students recovered post-pandemic, and 3) workforce training expanded. In October 2025, the New Mexico Higher Education Capital Outlay Committee recommended state funding of \$1 million for the project to the legislature. If approvals are received from the legislature, the governor, and the voters of New Mexico, the funds for the renovation will be available in July 2027. Planning is complete and designs are in draft form. These will be completed in 2026, including the welcome/admissions area that will provide intake and initial advising for current non-credit as well as credit programs. Once the single admissions application process is complete, the conversion of non-credit programming to sub-1000 level fractional credit coursework will proceed, which means current non-credit courses will be offered for fractional credit at the developmental level. Advising will therefore all be for credit—albeit in a new form.

#### 2.20 Expand accessibility and embrace universal design

To welcome and better serve all students from an accessibility perspective, two primary initiatives are planned. First, classrooms that currently have tiers will be renovated to remove the tiers, recarpet the floors, and provide furnishings that provide maximum flexibility for configurations and seating. Second, the Main Building renovation will update the ramp in the most-used public area of the college, create a main entrance to the Main Building, add an elevator at the new entrance, and replace the current elevator in the Main Building. These efforts will support making applicants, students, and guests feel welcome from their first visit, whatever their needs may be.

#### 2.21 Replace student/public space furniture

Furniture in public spaces used primarily by students but also by guests were ready for replacement. All public space furniture in the Main and Instructional Buildings were replaced in Fall 2026 with new easier to maintain furniture in colors that complimented the tiles and paint in the hallways.

#### 2.24 Streamline and promote credit for prior learning

Credit for Prior Learning is special credit earned through American Council of Education (ACE), ACT, Advanced Placement (AP) Examinations, CLEP, Credit by Examination, Dantes DSST Exams, Independent Study, Directed Study, Military Service Credit, and Prior Learning Assessment. Students submitting credit for prior learning must keep in mind the Maximum Time Frame policy regarding federal

financial aid eligibility. Identifying an advisor that specializes in assisting applicants and students with navigating the process, helping students understand who is making the judgments about their credit, and advising them on how to best prepare for an assessment of prior learning will be explored with the hope of making the process more student friendly.

#### 2.25 Grow the Honors Program

After a successful 2024-2025 pilot year, refinements for the Honors Program that will lay the foundation for future growth are underway. Nine students are currently pursuing Honors projects in their courses in Fall 2025. Some are working on multiple projects, so our current credit hours total 47. An Honors Student Advisory Council has been established. The Council planned and implemented events such as the Intro to Honors Pizza Party and Highlighting Honors event in early December as part of their leadership development. The 2026 Honors Symposium will be held on April 30, 2026.

#### 2.27 Align HS to postsecondary program pathways

Coursework in the high school Energy and high school Project Lead the Way pathways was approved for 2025-2026. These courses will be assessed for inclusion in Trades x Technologies program pathways as once they are approved by the New Mexico Higher Education Department and/or the Higher Learning Commission, as needed. Program alignment for pathways in Education will be undertaken as a part of the Carlsbad Municipal Schools effort facilitated by the Southern Regional Education Board. This initiative is expected to restart in earnest in 2026.

#### 2.29 Publish recruitment materials in English and Spanish

Our Public Relations and Marketing Director is currently working on this initiative with plans to have the first materials ready for Fall 2026.

#### 2.31 Coordinate course offerings to eliminate as many conflicts as possible

During the 2024-2025 academic year, the program coordinators worked extensively on their curricular maps and program pathways/roadmaps. In 2025-2026, program pathways have been implemented for the first time. The implementation of the program pathways is as follows:

- To avoid conflicts, courses are not offered at the same semester as their prerequisites.
- Different programs coordinate their pathways so that their common courses are offered at the same semester.
- In cases where the SENMC program is an extension of a high school program (e.g., Drafting and Graphics Technology, Engineering, etc.), the course requirements in the program have been aligned with the high school's offerings. For example, we changed the Hospitality and Tourism - Food and Beverage program so that the required courses align with the courses that the

instructors at CHS offer based on instructor qualifications and facilities. Similarly for the Drafting and Graphics Technology program at AHS.

- So far, we have not identified any scheduling conflicts between courses that need to be taken at the same semester based on the pathway. However, we know to look for such issues so that, when they occur, we can contact the coordinators and adjust instructor schedules.

In Spring 2026 all departments will meet with Student Services (advising, admissions, etc.) and the Registrar's Office to discuss the reasoning behind each pathway with the goal of accurately representing our programs to our students and community. If there are any in-person courses that students must take in the same semester based on the pathway, these will be scheduled back-to-back when possible (e.g., offer ENGR 111 and MATH 1511 back-to-back in the spring semester for the engineering pathway). This will allow students to stay on campus (or be transported from the high schools) for blocks of time, making scheduling more efficient and incentivizing in-person courses.

### 3.21 Roll out Degree Audit

As of Fall 2025, the Registrar's Office has completed reprogramming the degree audits to improve performance and Anthology has completed the updates to correct the bugs that were in the system that were causing glitches. Advisors are now using the degree audits to review student progress for new students. Testing will be complete mid-2026 so we can review how the student view is working and evaluate the need for further updates. The portal for student use is scheduled for release in Summer 2026.

### 4.13 Establish Distance Learning Coordinator

The Vice President of Academic Affairs and our Chief Information Officer agreed that the best individual for this role would be a faculty member. In anticipation of addressing this in 2026-2027, a course release for a full-time faculty member was authorized for Spring 2026 to step into the role, learn more about it, and identify the needs for the coming academic year.

### 4.14 Promote new first-year experience course requirement

Marketing materials were developed for our FYEX course offerings, highlighting the features of the three primary courses offered that satisfy this requirement. These were shared with new enrollees at the point of initial advising as well as at orientation. Enrollment in these courses grew from 83 in Fall 2024 to 145 in Fall 2025. A new branding guide and marketing materials are set to be unveiled in Summer 2026.

### 4.15 Promote Merit approved events and activities

SENMCM will transition from Merit Pages to Parchment Digital Badges in Spring 2026. Students will earn badges for attending campus events, participating in clubs and organizations, and achieving various

milestones. Beginning Fall 2026, badging will extend to Workforce, Community Education, and Adult Education students, providing shareable, verifiable credentials for courses completed and skills mastered. Throughout the 2026-27 academic year, we will continue exploring opportunities to recognize student accomplishments through digital badging.

#### 4.16 Implement healthy student/healthy campus initiatives

Our 2024-2025 Title V Conexiones Hispanic Serving Institutions grant was the primary driver for this item. The grant was terminated by the federal government in Fall 2025, ending its goal of being a catalyst for a sense of belonging as essential to a healthy campus. Culturally responsive wellness and engagement activities designed to make every student feel seen and supported as a part of the campus community included the tranquility of Zen Garden workshops, meditation sessions to the vibrant energy of cultural gatherings and karaoke, and the Mind CTRL mental health awareness presentation series. With social events like painting parties and walking groups, we have created a campus environment where emotional well-being and social connection are at the forefront of the student experience.

Many activities are continuing after the end of the grant. The campus “Secret Garden” is now a vibrant living laboratory for wellness and connection. Through a partnership with the Eddy County Health Council, we have engaged everyone from young children to adults in workshops that promote food security and environmental care. The Hidden Gardeners Haven Club has been instrumental in giving students a tangible sense of belonging and leadership on campus, and the opening of the campus Health Clinic in late 2024, which recently added a medical assistant to its staff (in addition to our nurse practitioner/director), has expanded its services to include flu shots, free massages, and health awareness events.

#### 4.17 Implement auto graduation for certificate completion

While auto graduation already takes place for one-semester certificates, this is a long-term initiative that will require the completion of refinements to our new student information system, Anthology, which launched in Fall 2023. We anticipate work on this beginning in the 2028-2029 academic year.

#### 4.21 Improve student access and use of digital SENMC resources

The shorthand web address [learn.senmc.edu](http://learn.senmc.edu) was implemented for the Canvas learning management system in late 2025. A course release for our Digital Media Program Coordinator started in Spring 2026 to provide additional guidance, advisement, and assistance for this action step going forward.

#### 4.22 Create a 211 service for SENMC students (211@senmc.edu)

The internal phone extension of 211 (234-9211) will ring the Executive Assistant in the President's Office. The [211@senmc.edu](mailto:211@senmc.edu) e-mail address has been postponed due to the ending of funding for our HSI grant supporting campus wellness initiatives after only one of its scheduled five years. This initiative is now planned for implementation once the new Admissions/Welcome Center opens in Spring 2029.

#### 4.23 Explore potential for consolidated after hours student services in the Library

Many students seek help for APA citing and formatting on a near daily basis. To have tutoring support for writing and citing in the evenings, Donna Birchell (Library Assistant) works evening hours and is available for one-on-one APA and writing assistance. Michael Parsons (PT Library Assistant) assists with basic technical issues and navigating databases. The LAC and Library are monitoring the need for any other one-on-one tutoring in the late evening hours and will address it as needed.

### New Programming

- 1.03 Add Oil & Gas Technology (CIP 15.0903 Petroleum Technology/Technician), first as non-credit, then for credit, including produced water, wellsite, and pipeliner
- 1.04 Add Environmental Technology degree program
- 1.05 Update and expand Instrumentation coursework
- 1.06 Add Electrical Technology, first as non-credit, then for credit
- 1.07 Add Cybersecurity coursework to create option under CIT
- 1.08 Add Radiation Control Technology (CIP 41.0299 Nuclear and Industrial Radiologic Technologies/Technicians) degree
- 1.09 Add Waste Handling non-credit program
- 1.10 Add Radiography degree program
- 1.11 Add a part-time track to our Nursing program
- 1.12 Revitalize the Health Information Technology program
- 1.13 Explore Theatre partnership with Carlsbad HS & community
- 1.14 Pursue Theatre AAS program approval
- 1.15 Pursue Culinary Arts program approval (or use current Hospitality Management track)
- 1.16 Rollout Psychology emphasis under AA/AS
- 1.17 Explore renewal of Social Work offerings
- 1.18 Create Project Lead the Way and Energy Pathway dual credit courses
- 1.22 Revitalize Teacher Education offerings
- 1.24 Expand CDL program
- 1.25 Expand Safety training
- 1.26 Teach Geographic Information Systems courses
- 1.27 Explore Drone training
- 1.28 Explore offering standalone certificates: Project Lead the Way & Energy Foundations
- 1.29 Explore HVAC coursework
- 2.06 Establish common first semester coursework for Engineering, Electrical, Industrial Maintenance, and Oil & Gas

## 2.07 Establish common first year coursework for Industrial Maintenance & Oil & Gas

All of the above new programming items are included in the Academic Plan (see Appendix I – pp. 36-45)

## 4.20 Forge new transfer agreements

In Fall 2025, SENMC hosted representatives from New Mexico Tech and held a signing ceremony recognizing the new transfer agreement between both colleges. This multi-faceted partnership which includes a general transfer framework and specific agreements for particular majors, builds upon those already in place with Texas Tech, Western Governors, and the U. of Phoenix. It will serve as a model for future agreements. U. of Texas El Paso (UTEP), U of New Mexico, and Grand Canyon U. have been contacted to initiate new transfer agreement discussions.

## New Facilities

### 1.21 Open the new Trades x Technologies Building

The groundbreaking for the Trades x Technologies Building, also known by its nickname, T-squared, was held on September 23, 2025 with Carlsbad Mayor Rick Lopez, Permian Strategic Partnership President and CEO Tracy Bentley, Lt. Governor Howie Morales, SENMC Board Chair Tiffany Frintz, and Inaugural Board Chair Dr. Ned Elkins providing remarks. Construction is slated for completion in late 2027.

### Add lab space to serve produced water programming and industry needs

Included in the Academic Plan (see Appendix I – page 38).

### 1.30 Pilot the SENMC Skills Library and Graduate Guarantee

The position of Executive Director of Skills, Knowledge, and Transfer was created in 2024-2025, resulting in the creation of Skills Library examples for Communication and Business. This initiative was placed on hiatus in 2025-2026 to allow the Executive Director to concentrate his efforts on the creation of an AAS in Theatre program with multiple tracks in support of the opening of the newly renovated Cavern Theatre (after being closed for nearly 40 years) and the new, state of the art Performing Arts Center at Carlsbad HS. The Theatre degree program, with multiple certificates, is scheduled for introduction in 2026-2027 with an emphasis on dual credit opportunities.

### 1.31 Open the Simulator Training Center

The Simulator Training Center opened in Fall 2025. It is scheduled for use by our CDL students taking coursework through our partnership with Artesia Truck Driving School in Spring 2026. Additional simulators are being explored including a loader for heavy equipment, a driving cab for student defensive driving, and a fire engine. Additional mining scenarios may be added for commercial (building upon those for WIPP), as well as Radiation Control Technology and Waste Handling scenarios.

#### 2.01 Explore potential for a Dining Hall

An initial plan for a Dining Hall was undertaken by local architectural firm Mitchell and Cruze in Spring 2025, with the renderings unveiled at the first Foundation Gala in May 2025. The SENMC Board of Trustees approved seeking architectural services for the building design in Fall 2025, with release of a Request for Qualifications schedule for 2026.

#### 2.02 Explore potential for Early Childhood Development facility on highway frontage property

An initial plan for the Science, Technology, and Engineering Pre-School (STEPS) Academy and Daycare was undertaken by Nine Degrees, the same firm that designed the Trades x Technologies Building. Initial renderings were unveiled at the first Foundation Gala in May 2025. The SENMC Board of Trustees approved seeking architectural services for the building design in Fall 2025. A Request For Qualifications led to the selection of a partnership between Nine Degrees and Mitchell and Cruze Architects for the design of the facility. Design work is scheduled to begin in 2026.

#### 2.22 Open new Testing Center in Trades x Technologies Building

A custom-designed Testing Center in the Trades x Technologies Building was included in the final plans. It will open when the facility is completed in late 2027.

#### 2.19 Construct new "front door" for campus

Renovation of Room 103, the "gym," and the addition of a new entryway were postponed until work on the Trades x Technologies was scheduled to complete. This postponement, however, may be reconsidered now that the former Joe Stanley Smith Elementary School has been leased to the college by Carlsbad Municipal Schools. The additional space afforded by that facility (over 37,000 sq feet) that is less than ten minutes from campus has provided for the expansion of workforce programming and may allow us to begin renovations before T-squared is completed. Design work is scheduled to be completed by architects from Nine Degrees in 2026.

#### 2.26 Erect highway sign for college

A new sign for the college was erected and lit on the south corner of our highway frontage property in Fall 2025. With this project complete—with positive feedback—a second sign of the same construction is planned for the other end of the property on the north side.

#### 4.18 Design a Computer Science/Information Technology Lab

A new computer lab in Room 217 was completed and opened in Fall 2025.

#### 4.19 Open new Library Family Study Room

The Library Family Study Room, including a family restroom and Lactation Room, was opened in May 2025. It is also being used for the new Mountain Lion Cub Care program that began in Fall 2025 under the leadership of Cindy Wang, our Early Childhood Education Program Coordinator.

### **Outreach**

#### 1.19 Roll out Middle School Community Math Outreach

Included in the Academic Plan (see Appendix I – page 44).

#### 1.20 Support STEM and STEAM initiatives

Supported by a Title III grant, the college continues to strengthen a comprehensive and sustainable STEM ecosystem designed to serve multiple audiences, including K–12 students, current college students, families, and community members. Efforts included large-scale outreach events such as the Annual STEAM Expo and Competition, community-based STEM Fun Days, and collaborative STEM experiences with local schools and organizations, all of which emphasized hands-on learning, early exposure to STEM disciplines, and inclusive access to educational opportunities. Long-term educational pathways through targeted student engagement and transfer-focused strategies included the Summer Bridge Program for incoming freshmen students, STEM Club initiatives, and a guest speaker series featuring professionals such as a NASA engineer. SENMC established new STEM transfer agreements with four-year institutions, most notably with New Mexico Tech, expanding clear and affordable pathways for students to continue toward bachelor’s degrees in STEM fields. These efforts have established an integrated, place-based model of STEM education that connects early exposure, postsecondary preparation, and transfer opportunities.

#### 2.14 Expand Adult Education

Progress is underway. For 2024-2025 there were 40 High School Equivalency students, which increased to 55 in Fall 2025. SENMC has received certification for our Testing Center to proctor both GED and HiSET exams, replaced all of the computers in the Adult Education lab in Room 208, added a fully-online option, via Essential Education, for students who want to attend virtually, and hired a Student Support Assistant. Our Adult Education program plans to add additional course sections, expand outreach and marketing for the high school equivalency programming, and increase community partnerships.

#### 2.15 Expand ESL

Progress is underway. For 2024-2025 there were 192 ESL students, which increased to 223 in Fall 2025. ESL has added a full-time instructor and two course sections that are fully online and switched from capped/fixed enrollment to open enrollment. The first Integrated Education and Training (IET) ESL program at SENMC, in the area of Certified Nursing Assistant (CNA), will begin in Fall 2026.

#### 2.16 Better serve the needs of emergent bilingual students

Our ESL student population continues to grow and the college has strengthened its commitment to providing tailored accommodations that foster academic advancement. Two bilingual Academic Success Coaches who are dedicated to guiding ESL students toward achieving their degree goals have been hired. An ENGL 1110/FYEX 1131 - ESL course has been established with plans to launch it in the coming years. A structured plan to integrate bilingual accommodation into developmental Math courses is planned. To ensure comprehensive support, tutoring services must be specialized to address the unique linguistic and academic needs of ESL students as well. A new full-time, bilingual faculty member has been hired as an advisor to work in July/August to better remove language barriers that might otherwise hinder emergent bilingual student development. Our partnership with the Bilingual Department at Carlsbad HS is helping to identify and bridge existing achievement gaps. Bilingual dual credit pathways are being explored, and existing outreach initiatives, specifically ESL Voice, which currently serves K-12 students, could be expanded into a formal collaborative framework between local schools and SENMC.

#### 2.23 Invite and entice HS seniors to tour campus

For Spring 2026, the STEAM Expo is being paired with an open house the afternoon and early evening of Thursday, April 23 to provide tours for prospective students, with a particular focus on HS seniors and parents.

#### 2.28 Partner with local school districts to expand recruitment opportunities

Planned partnership efforts will focus on building upon our dual credit offerings and programs with leadership from Student Affairs, Academic Affairs, Workforce Development, and Grant Services.

#### 2.30 Have Eddy the Mountain Lion at promotional events, particularly those with younger potential students

Staffing for Eddy the Mountain Lion was formalized in Fall 2025 with a stipend paid to trained employees for each appearance. He has appeared at dozens of events on and off campus. Two of the biggest events were his appearance at all five days of Carlsbad Fire’s Elementary School Fire Awareness Week held at the Walter Gerrells Performing Arts and Exhibition Center in Fall 2025. In that week, Eddy was able to meet all K-5 students from schools in Carlsbad. In addition, in Spring 2026, Eddy attended Higher Education Day on the Opening Day of the 2026 New Mexico Legislative Session and was featured in a picture with Higher Education Secretary Stephanie Rodriguez.

#### 4.04 Promote strength through diversity (e.g., Taste of Culture)

In 2025, the Diversity Committee decided to make Taste of Culture a fall event once again. It is scheduled for Fall 2026.

#### 4.12 Hire Laboratory/STEM Outreach Coordinator

Included in the Academic Plan (see Appendix I – page 42).

### **Marketing**

#### 1.02 Publish class schedule in local newspaper each semester

A format for publishing the class schedule in the local newspaper was designed in 2024-2025 to include all classes other than dual credit and selective admissions programs. It was published as a full-page ad in both the Carlsbad Current-Argus and Carlsbad Local in July 2025 (fall classes) and November 2025 (spring classes). The plan is to continue this going forward.

#### 2.11 Unveil new marketing campaign

The new marketing campaign in support of the college’s 75<sup>th</sup> anniversary was unveiled at the Fall Kickoff Convocation in August 2025. Ads started that month and will continue through the end of the Spring 2026 semester as banner ads on in the local newspapers and on the digital billboard at Canal and Pierce, with nearly a dozen variations reflecting the decades of the college. These included our mascot, Eddy, in front of the Cavern Theatre in the 1950s, as Elvis in Vegas and zipping through the space age (with the Jetsons) in the 1960s, feeling the (Patridge Family) vibes in the 1970s, tied to the phone when a landline was the only line in the 1980s, and reminding you, in the words of one of the most popular sitcoms of the 1990s (Friends), that Eddy—and SENMC—will be there for you. The standard tagline through all the ads for this special campaign was that it is “still smart to start at SENMC,” and an explanation of the

rationale behind it was featured in an article in the local newspapers in October, our anniversary month (available at <https://senmc.edu/news/2025/10/the-same-except-for.html>). A new campaign will be unveiled in late spring/early summer 2026 as a spinoff of this one.

#### 2.12 Hold tuition flat and eliminate unnecessary course fees

Tuition was held flat for 2025-2026 and all course fees were eliminated except for those for our Certified Nurse Aid course, Phlebotomy, and courses in Allied Health and Nursing selective admission programs. The Board of Trustees voted in February 2026 to leave tuition and fees unchanged for 2026-2027.

#### 2.13 Reduce out-of-state tuition to be competitive with nearby peers

The Board of Trustees approved a proposal to reduce out-of-state tuition for 2025-2026. SENMC is now competitive with all nearby colleges and has one of the lowest tuition rates in the nation, as recognized by WalletHub in 2025. Rates are published at <https://senmc.edu/business-office/tuition-fees.html>.

### Data Sharing and Informed Approaches

#### 1.01 Analyze potential target populations for future enrollment

Potential target populations analyzed include:

- Dual Credit – This is a prime measure tracked in the 2025 Strategic Plan with a three-pronged approach. 1) Dual credit offered at area high schools: Our VP of Academic Affairs pursued and received approval for Carlsbad HS and Artesia HS as additional locations, paving the way for more options, including Culinary Arts, Drafting, Energy, and Project Lead the Way. 2) General education dual credit online and on the SENMC campus: Coursework in math, science, English, and history are potential growth opportunities. 3) The opening of T-squared: All programs slated for the Trades x Technologies building include dual credit opportunities.
- Different age groups – The tracking of different age groups is now a prime measure of the 2025-2030 Strategic Plan. This will allow review by faculty and staff, as well as the Board of Trustees, as the plan progresses. Two areas with potential are 1) student-parents, with the new STEPS Academy supporting these students once the facility is completed (currently estimated for 2029-2030), and 2) senior citizens, with the promotion of the \$5 per credit hour rate available for students age 65 and older.
- Career and Technical Education: The Academic Plan has led to the design of multiple new programs to support local business and industry, including degree programs in Instrumentation, Controls, and Electrical, Radiation Protection, and Environmental Management Technology. Additional programs in areas of Oil & Gas Technology and Safety are being explored as well.
- Workforce development: Non-credit programming targeting new and incumbent workers in Safety and Radiation Control are already being offered and will continue in conjunction and parallel to degree programs. Non-destructive testing, commercial and residential electrical, and

waste handling have been discussed with industry and plans are underway for offerings once T-squared opens, if not sooner.

- English Language Learners: ESL programming is being expanded for adults as well as middle and high school students. This is one of the most promising areas for significant growth.
- Adult education: Education and training programs with co-enrollment in Adult Education and short-term certificate coursework is planned.

### 2.32 Coordinate course offerings to eliminate as many conflicts as possible

The Vice President of Academic Affairs, supported by the Registrar's Office, Department Chairs, and Program Coordinators, designed program pathways in 2024-2025 that were implemented in 2025-2026. This has provided coordination unavailable heretofore. Earlier scheduling of coursework promises to allow students to enroll as early as March 1 for summer/fall and October 1 for spring, which will also permit the early identification of course conflicts above and beyond those that may be foreseen by faculty and administrators.

### 3.25 Share weekly enrollment updates (applicants, headcount, FTE compared to previous year)

Weekly updates of headcount and FTE compared to previous years were implemented by our Institutional Research Coordinator in 2025-2026. Applicant comparisons are slated to be added to the updates beginning later in 2026.

### 3.26 Develop Power BI dashboards and reports

Building on the metrics already being tracked, we plan on enhancing our Power BI dashboards to provide more aggregated, executive-level views aligned with the Strategic Plan and Graduate Growth Plan. Current reporting includes adult enrollment, dual credit enrollment, enrollment by age brackets, persistence, retention, graduation, transfer outcomes, and key graduate exit survey indicators related to institutional choice and recommendation. The next phase of development focuses on consolidating these measures into summary dashboards that highlight trends over time, cohort performance, and progress toward strategic targets. These aggregate views will support leadership in quickly assessing overall performance, identifying areas of opportunity, and guiding strategic decision-making related to enrollment growth and student success. The feasibility and timing of full implementation depend on establishing secure SQL-based access to the Anthology student information system. Data pipelines and access requirements are under discussion with Technology Services and Solutions.

**Appendix I**  
**SENMC Academic Plan 2025-2030**  
**Academic Program Deletions, Changes, Additions, and Supports**

# SEnMC Academic Plan 2025-2030

## Academic Program Deletions, Changes, Additions, and Supports

As of the beginning of Fall 2025, the academic inventory at SENMC includes the following academic programs:

Program of Study	Certificate	Degree
<b>Accounting</b>	<i>Suspended</i>	
Agriculture		AAS
Associate in General Studies		AGS
Associate of Arts		AA
Associate in Business (previously Pre-Business)*		AB
Associate of Science		AS
<b>Auto Body Collision Repair</b>	<i>Suspended</i>	
<b>Automotive Refinishing</b>	<i>Suspended</i>	
Automotive Technology	CC	AAS
<b>Banking</b>	<i>Suspended</i>	
Building Technology		AAS
Building Trades	CC	
Business Management		ABM
Business Administration – Accounting*		AB
Business Office Technology	C	
<b>Business Office Technology Accounting (to be replaced by Bus Adm Acc)*</b>		AAS
Business Office Technology Administrative Assistant		AAS
<b>Computer and Information Technology IT Specialist</b>		AAS
<b>Computer and Information Technology Networking</b>		AAS
<b>Computer and Information Technology Programming</b>		AAS
Criminal Justice		ACJ
Cybersecurity	CC	
<b>Digital Animation</b>	<i>Suspended</i>	
Digital Graphics	C	
<b>Digital Media Technology Digital Animation</b>	<i>Suspended</i>	
Digital Media Technology Digital Graphics		AAS
<b>Digital Media Technology Digital Video</b>	<i>Suspended</i>	
<b>Digital Video</b>	<i>Suspended</i>	
<b>Digital Video Game Animation</b>	<i>Suspended</i>	
Drafting and Graphics Technology	C	
Drafting and Graphics Technology Architectural Technology		AAS
Drafting and Graphics Technology General Drafting		AAS
Early Childhood Education	C	AAS
Education		AE

Emergency Medical Technician		AAS
Emergency Medical Technician Basic	CC	
Emergency Medical Technician Intermediate	C	
Engineering		AS
Geographical Information Systems	CC	
Health Information Technology		AAS
Heritage Interpretation	CC	AA
Hospitality and Tourism Food & Beverage		AAS
Hospitality and Tourism Lodging & Tourism		AAS
Industrial Maintenance Technician Electrical	C	AAS
Industrial Maintenance Technician Mechanical	C	AAS
Instrumentation and Control Technology	CC	
Licensed Practical Nursing	CC	
Manufacturing Technology Electronics Assembly		AAS
Manufacturing Technology Manufacturing Processes		AAS
Medical Assistant	CC	
Medical Coding	CC	
Microcomputer Applications	<i>Suspended</i>	
Natural Gas Compression Technology	CC	AAS
Non-Structural Collision Repair	<i>Suspended</i>	
Nursing		ADN
Paralegal Studies	<i>Suspended</i>	<i>Suspended</i>
Phlebotomist Technician	CA	
Social Work		A
Structural Collision Repair	<i>Suspended</i>	
Surgical Technology		AAS
Welding Technology	C	AAS

**Key:** C = Certificate (generally less than one year), CA = Certificate of Achievement, CC = Certificate of Completion (generally more than one year), AA = Associate of Arts, AS = Associate of Science, AAS = Associate of Applied Science, A = Associate (+ initials of program of study)

*\*Pending NM Higher Education Department and Higher Learning Commission approval*

## Deletions

Programs related to Auto Body (in **red**) are suspended and are in the process of discontinuation through the state and our accreditor, the Higher Learning Commission. The courses are not being taught and program equipment, located on campus and at Carlsbad High School, has been removed.

## Changes

Computer Information Technology is being restructured and Business Office Technology Accounting is being replaced by Business Administration Accounting (in yellow) to provide a clearer and more focused set of pathways and credentials. The offerings will be updated for 2026-2027.

## **Additions**

New academic programs are under development to meet the needs of local industries. These were identified through the college's 2025-2030 strategic planning process and the development of the plans for the Trades x Technologies Building, with a groundbreaking scheduled for September 23, 2025. The strategic planning process and building planning and design included an analysis of employment data, conversations with employers and local government, and the identification of needed programming. Data used in the design of the Trades x Technologies Building are included in Appendix I of this document. Data used in the strategic planning process may be found in Appendix II of the SENMC Strategic Plan for 2025-2030 with Embedded Annual Plan for 2025-2026.

The following planned program additions below are categorized by discipline and/or economic sector. Each is identified by their placement in the SENMC Strategic Plan for 2025-2030 (see pp. 14-19) with the first digit indicating the goal in the strategic plan and the second two digits indicating the action step.

### Energy

1.03 Add Oil & Gas Technology (CIP 15.0903 Petroleum Technology/Technician), first as non-credit, then for credit, including produced water, wellsite, and pipeliner.

The Inaugural Faculty Member in Oil & Gas Technology was hired in September 2024. SENMC is exploring offerings that address wellsite, pipeliner, and produced water needs. Activities include:

- Wellsite training software purchased in late 2024
- Participation in the Permian Basin Association of Pipeliners, including hosting two events at the college in 2024-2025
- Active membership in the New Mexico Produced Water Research Consortium
- Exploration of American Petroleum Institute (access granted Fall 2024), Petroleum College International, and PetroSkills standards and curriculum resources

The three courses (ENER 1110: Introduction to the Energy Industry, ENER 1120: Energy Systems Engineering and Safety, and ENER 2110: Application of Integrated Energy Systems) in the Energy Pathway curriculum initiated at Carlsbad High School in 2023-2024 were approved in Spring 2025 for dual credit at SENMC beginning Fall 2025.

SENMC Oil & Gas courses are under development with the first courses scheduled to be offered in 2026-2027. The enrollment projections below are based on the first year after the Trades x Technologies Building opens, currently scheduled for 2027-2028.

Projected enrollment:

Oil & Gas Technologies	Year 1	Year 2	Year 3	Year 4	Year 5
Dual Credit	18	18	18	18	18
Adult	24	60	72	84	90
Total	42	78	90	102	108

#### 1.05 Update and expand Instrumentation coursework

SENMC currently offers an Instrumentation certificate that requires the following:

Course ID	Course Title	Semester Credit Hours
ENGL 1110G	Composition I	4
INST 133	Process Technology and Systems	4
INST 165	Equipment Processes	4
INST 205	Programmable Logic Controllers and Applications	4
INST 251	Instrumentation and Measurement	5
OEET 110	Basic Electricity and Electronics	4
OETS 100	Industrial/Construction Safety	2
OETS 118	Mathematics for Technicians	3
Total Hours		30

To meet the needs of the oil and gas industry, the college is planning to expand coursework that covers Instrumentation and Electrical. This refers to the field of work focused on the design, installation, maintenance, and troubleshooting of systems that control and monitor industrial processes, including electrical systems, instrumentation (sensors, transmitters, etc.), and automation components. A full-time faculty member has been hired and is revamping the program to best meet the current needs of local industry. An Associate of Applied Science degree is the ultimate long-term goal. In the interim, future enrollment is projected under Electrical and Industrial Maintenance programs.

#### 1.06 Add Electrical Technology, first as non-credit, then for credit

Electrical Technology coursework is planned for residential, commercial, and industrial applications. Current industrial coursework is included under the Industrial Maintenance degree program and Instrumentation certificate program. The recently hired full-time faculty member is determining the initial program direction with feedback from community stakeholders.

A credit for prior learning completion program based on industry credentials, e.g., Journeyman Electrician License, is planned as well. In addition, an apprenticeship program is under development in partnership with the electrical union at the Waste Isolation Pilot Plant.

Projected enrollment:

Electrical Technology	Year 1	Year 2	Year 3	Year 4	Year 5
Dual Credit	12	12	12	12	12
Adult	12	30	36	42	45
Total	24	42	48	54	57

2.06 Establish common first semester coursework for Engineering, Electrical, Industrial Maintenance, and Oil & Gas Technology

2.07 Establish common first year coursework for Industrial Maintenance and Oil & Gas Technology

Common first semester coursework will allow students to choose a pathway as late as the end of the first semester while remaining on track to graduate with a degree in less than two years. Furthermore, coursework in the first year that is common to Industrial Maintenance and Oil & Gas Technology will allow a student to study for two semesters before a student selects one program or the other. This will better support the development of a career identity within STEM before committing to a program, resulting in more motivated students and greater student persistence, also supporting in this way national STEM initiatives for recruitment and persistence. In both cases, exploration of the curriculum for common coursework will occur in 2025-2026 with rollout starting in 2026-2027.

1.04 Add Environmental Technology degree program

1.23 Add lab space to serve produced water programming and industry needs

Our Inaugural Faculty Member in Oil & Gas Technology previously led an Environmental Technology program at another public two-year college. Current lab space limitations preclude offering the program at this point, but the program has been approved by the New Mexico Higher Education Department and is awaiting final approval by the Higher Learning Commission. Program coursework will begin when the new Trades x Technologies Building opens with an identified space for Environmental Technology programming and produced water testing. Prerequisite courses will be offered in 2026-2027.

Projected enrollment:

Environmental Technology	Year 1	Year 2	Year 3	Year 4	Year 5
Dual Credit	4	4	4	4	4
Adult	8	20	24	28	28
Total	12	24	28	32	32

1.08 Add Radiation Control Technology (CIP 41.0299 Nuclear and Industrial Radiologic Technologies/Technicians) degree

Radiation Control Technology is currently a non-credit program offered by SENMC to incumbent and new workers at the US Department of Energy Waste Isolation Pilot Plant located in Eddy County. It is supported by a USDOE grant (2023-2028). The first class open to the public completed in December 2025. An AAS Degree in Radiation Protection Technology was approved the New Mexico Higher Education Department and is awaiting Higher Learning Commission approval. A dedicated space in the Trades x Technologies Building will support the program, but space on campus may be used in the short term if the program can be offered for academic credit sooner.

Projected enrollment:

Radiation Control Technology	Year 1	Year 2	Year 3	Year 4	Year 5
Dual Credit	4	4	4	4	4
Adult	8	20	24	28	28
Total	12	24	28	32	32

#### 1.09 Add Waste Handling non-credit program

Initial planning for a Waste Handling non-credit program is underway in partnership with the Waste Isolation Pilot Plant (WIPP). Its development will be supported with funds from a US Department of Energy grant (2023-2028). SENMC plans to utilize the trainers in our Simulation Room that were purchased with grant funds. This program will be a partnership between the USDOE, WIPP, and the college. The need exists, but the number of potential trainees is undetermined at this time.

### Business and Information Technology

#### 1.07 Add Cybersecurity coursework to create option under Computer & Information Technology

An adjunct faculty member with experience in developing Cybersecurity programs was hired in Fall 2024. Additional Cybersecurity coursework required to create the option under Computer & Information Technology was identified in 2024 and has been under development during the 2024-2025 academic year. Having received approval by the Curriculum Committee, the first new courses will be offered in the 2025-2026 academic year. CIT faculty are currently developing the AAS program in Spring 2026, at which point SENMC will begin the process of obtaining approvals from the New Mexico Higher Education Department and the Higher Learning Commission.

Projected enrollment:

Cybersecurity option	Year 1	Year 2	Year 3	Year 4	Year 5
Dual Credit			4	4	4
Adult	6	8	12	15	16
Total	6	8	16	19	20

### 1.15 Pursue Culinary Arts program approval (or use current Hospitality Management track)

Carlsbad HS was approved as an off-campus location by the Higher Learning Commission in Spring 2025. While application for additional programs at CHS will be required, the first application will serve as a foundation for future programming. Discussions with Carlsbad High School during Summer 2025 resulted in plans to use the current Hospitality Management Food & Beverage AAS degree to encompass the additional Culinary Arts coursework offered for dual credit at Carlsbad HS. Approval of a Culinary Arts certificate for this coursework was completed and in Spring 2026, 217 dual credit students are enrolled in CHEF courses at Carlsbad HS.

## Healthcare

### 1.10 Add Radiography degree program

The two primary healthcare providers in the area, Carlsbad Medical Center and Artesia General Hospital, both expressed a strong interest in assisting with starting a Radiography AAS degree program at SENMC. The CEO of Carlsbad Medical Center (which is less than a half mile from campus) offered space and access to clinical placement at its regional partners as well. An analysis of offerings in the region noted that the closest in-state programs are located at Clovis Community College (3 hours away), Doña Ana College on the New Mexico State University campus in Las Cruces (3 ½ hours), and Central New Mexico Community College (4 ½ hours). The closest out of state programs are located in Texas at Odessa College and South Plains College, both 2 ½ hours away. A faculty position was advertised in 2025, but no applicants had the qualifications necessary for program initiation. Current plans are for a collaboration with Doña Ana Community College on the New Mexico State University campus whereby students will take courses at SENMC but travel to Las Cruces for the laboratory and clinical components.

Projected enrollment:

Radiography	Year 1	Year 2	Year 3	Year 4	Year 5
Adult	12	22	22	22	22
Total	12	22	22	22	22

### 1.11 Add a part-time track to our Nursing program

Our Associate Degree RN Nursing program, which offers classes during the daytime, admits a new cohort each fall, graduating 10 to 15 students each spring, 22 months after program admission. It is a successful program and graduates have their choice of job offers due to nursing shortages, but campus space limitations will not allow the admission of more students to the daytime program. A part-time program was proposed to use the available classroom and lab spaces in the late afternoon and early evening, admitting a cohort every three years. The program is currently under development.

Projected enrollment:

Part-time RN Nursing	Year 1	Year 2	Year 3	Year 4	Year 5
Adult	16	15	12	16	15
Total	16	15	12	16	15

#### 1.12 Revitalize the Health Information Technology program

The Health Information Technology program has an established and approved curriculum, but the program’s development was slowed by the departure of our full-time faculty member due to her relocation. Continuation of the faculty member on a temporary basis through distance learning course offerings promises to allow us to resume program development in the coming years.

### Arts and Humanities

#### 1.13 Explore Theatre partnership with Carlsbad HS & the community

#### 1.14 Pursue Theatre AAS program approval

SENMC offered THEA 1110G - Introduction to Theatre in Spring 2025 for the first time in a number of years, with six students enrolled. This was in anticipation of two major openings in Carlsbad: Cavern Theater, which had been closed for more than three decades, and the Performing Arts Center at Carlsbad HS. These facilities, in combination with an active Carlsbad Community Theatre that produces several productions each year, offer a once in a generation opportunity to expand Theatre and Technical Theatre coursework as well as certificate and degree programming. Technical Theatre is uniquely positioned to introduce students to technical careers in sound and light, set production, and hoisting and rigging that may translate to similar careers in other fields. Much like the Hospitality Management Food and Beverage program, many course offerings would be based at the high school. Program exploration and development are currently underway.

### Social Sciences

#### 1.16 Rollout Psychology emphasis under AA/AS

The Psychology emphasis under the AA and AS degree programs was approved by the SENMC Curriculum Committee in Spring 2025 and rolled out in Fall 2025. It is intended to address needs in the community for behavior specialists and counselors to help individuals at public schools, CARC, the Foundry Home and those with mental health issues. This emphasis will allow students to demonstrate their interest in pursuing further studies in Psychology at the baccalaureate level.

#### 1.17 Explore renewal of Social Work offerings

The Associate in Social Work degree is an approved program of study at SENMC, but coursework has not been offered on a regular basis in recent years. The college was exploring the potential for additional course offerings in tandem with a recent Hispanic Serving Institution grant, which was to provide for a new full-time Social Work faculty position as well as a part-time Social Worker based in our on-campus Health Clinic, but the grant was terminated by the federal government in 2025. Exploration will continue in the context of new mental health initiatives forthcoming at the state level.

### Math, Science, and Engineering

- 1.18 Create Project Lead the Way and Energy Pathway dual credit courses
- 1.28 Explore offering standalone certificates: Project Lead the Way & Energy Foundations

Project Lead the Way and the Energy Pathway are already established at Carlsbad HS. Project Lead the Way is a national program, while the Energy Pathway was established by Carlsbad HS for the state with support from the regional oil and gas industry partners. Both are intersections of STEM and CTE that will prepare students for future studies at SENMC or another postsecondary institution. SENMC approved the three Energy Pathway courses for dual credit beginning in Fall 2025. Project Lead the Way dual credit engineering courses were offered for the first time in Spring 2026. Both programs could potentially result in postsecondary certificates, and, more importantly, serve as pathways into SENMC programs.

- 1.26 Teach Geographic Information Systems courses

SENMC is approved for a Geographic Information Systems certificate offering. Eddy County (Permian Basin) is a major hub for oil and gas production in the Permian Basin. SENMC graduates with knowledge in Geographic Information Systems can offer solutions across exploration, production, distribution, and environmental management. However, GIS coursework has not been regularly offered due to lack of instructors. An instructor from the industry has been hired and the first course will be offered in Fall 2026, reintroducing the certificate program.

- 1.20 Support STEM and STEAM initiatives
- 4.12 Hire Laboratory/STEM Outreach Coordinator

The Science Laboratory Coordinator position was abandoned during the pandemic due to the lack of in-person laboratory coursework. SENMC hired a part-time Lab Coordinator in Summer 2025 with the hope of re-establishing a full-time Laboratory/STEM Outreach Coordinator in the coming year. This addition is timely because of the budding collaboration between SENMC and the New Mexico Institute of Mining and Technology (NM Tech), whereby students interested in engineering can seamlessly transition to NM Tech. Upon hiring of the full-time Laboratory/STEM Outreach Coordinator in 2025-2026,

SENMC will be able to better support STEM and STEAM state and national initiatives in collaboration with SENMC's Grant Services.

## Education

### 1.22 Revitalize Teacher Education offerings

In Spring 2024, SENMC hired a full-time faculty member in Education/Spanish with expertise in Bilingual Education. This hiring, combined with the return of the Carlsbad HS initiative to create pathways for potential students in Teacher Education, has created an opportunity for SENMC to revitalize this program's course offerings. This goal supports New Mexico's initiatives for increasing the number of highly qualified educators in the state.

## Workforce to Academic Transitions

### 1.24 Expand CDL program

The CDL partnership with Phoenix Truck Driving Institute has prepared thirty graduates to test and enter the workplace over the past two years. The partnership with Artesia Truck Driving School has prepared 15 graduates in the past six months. Due to a cost difference between the two and Artesia having its own driving site (as opposed to the one the college is renting in Carlsbad), the Phoenix partnership will be sunset in December 2025.

### 1.25 Expand Safety training

Safety training, including Mine Safety and Health Administration (MSHA) training, has been growing. A Safety Conference, the first offered by SENMC, is scheduled for August 2025 with numerous partners providing presentations in addition to our own instructors. Additional instructors will be hired in the coming year with plans to expand training, particularly with oil and gas industry needs in mind.

### 1.27 Explore Drone training

Grant Services earmarked \$325,000 from an existing HSI grant to create a Drone training program. It is planned for implementation in 2025-2026.

### 1.32 Collaborate with industries to teach high demand trades

### 1.29 Explore HVAC coursework

For programs that are less likely to have sufficient demand for graduates at the rate of 10 or more a year, work-based learning, e.g., apprenticeships, complimented by on-campus and online coursework, allows

the college to create programming to support regional employers. HVAC, along with building trades, are among the high-impact programs that will be explored.

#### 2.10 Develop structure for sub-1000 noncredit course numbering based on CIP (e.g., WF 10.0234)

The “one application” initiative to enroll all individuals high school age or older who receive instruction from SENMC will be supported by the implementation of fractional credit below the 1000-level. All training of two hours or more will be awarded fractional credit and recorded on the student’s SENMC transcript. This will allow the college to consolidate and articulate coursework and recognize the coursework as equivalent to yet-to-be-determined 1000-level and above courses that may lead to future academic certificates and degrees.

### General/Interdisciplinary

#### 3.01 Establish AI policy (Board approved) and practices

In Fall 2025, an AI workgroup was established. The workgroup met regularly to discuss processes and procedures as well as opportunities and challenges associated with the use of AI tools in teaching, assessment, and faculty development. In Spring 2025, a new Data Governance Task Force (“Dataforce”) was convened. This group will continue its efforts in 2025-2026 with AI policy and practices, with Board approval required for any policies that are needed. Each academic department has developed its own policy to ensure consistency between courses/instructors in the same department. The Promotion and Tenure Committee and the Assessment Committee are also working on establishing guidelines for the use of AI in promotion and tenure and assessment practices, respectively.

#### 3.03 Implement revised annual program review and assessment

#### 3.02 Reinvalidate General Education programming and assessment

#### 3.24 Develop stronger ties and increase collaboration between on-campus & dual credit instructors

With revised assessment procedures now in place for academic programs, it is an opportune time to reinvigorate the collective assessment of our General Education program as well as strengthen our dual credit partnerships through instructor collaboration, with a particular focus on assessment. A General Education task force met in Fall 2025 and will present a new assessment cycle for the program for approval in Spring 2026. SENMC has recently established two roles (Dual Credit Academic Liaison as an overload and the Dean of Teaching and Learning as a full-time position) with responsibilities that include providing resources on best practices for teaching, learning, and assessment, and maintaining open communication channels between SENMC and its Dual Credit partners.

#### 4.27 Partner with local school districts on foundational skills and knowledge programming

#### 1.19 Roll out Middle School Community Math Outreach

Carlsbad Municipal Schools prioritized foundational skills and knowledge in their new “Profile of Success: A Carlsbad Graduate” that was finalized in 2024-2025 (learn more at <https://www.carlsbadschools.net/about> under “Important Links”). SENMC will support this effort through dual credit for college general education coursework, including communication classes, as well as our Middle School Community Math Outreach program. To help align SENMC’s mathematics instruction with the foundational skills advocated by Carlsbad Municipal Schools, SENMC is participating in two initiatives: a) the Project ECHO’s corequisite instruction program funded by a University of New Mexico grant and b) the New Mexico Math Task Force, which is sponsored by the New Mexico Public Education Department (NMPED) and the New Mexico Independent Community Colleges (NMICC).

#### 4.28 Develop a soft skills program

A soft skills program with online and in-person instruction and assessment was piloted in Spring and Summer 2025. This will support business and industry requests for soft skills programming as well as the above-mentioned foundational skills in the Carlsbad Municipal Schools’ Profile of Success.

#### 3.09 Revitalize classroom spaces

As we began using the “Classroom of the Future” (Room 252) upon its opening in 2024-2025, instructors have gained valuable insight into what works and what could be improved. The removal of tiers in more classrooms that have the same layout that 252 once had will continue. The renovation of Room 106 into a First Year Experience course classroom and the removal of tiers in Room 251 prior to Fall 2025 will provide us more classroom space learning opportunities as we plan for the revitalization of additional rooms in the next five years.

## Appendix C—ENRM Occupation Snapshot with 10-Year Projections

### Oil, Gas and Energy for NM in Permian Basin Region (TX/NM), 2022Q1<sup>1</sup>

SOC	Occupation	Current					5-Year History				10-Year Forecast			
		Empl	Median Ann Wages <sup>2</sup>	LQ	Unempl	Unempl Rate	Online Job Ads <sup>3</sup>	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
47-5071	Roustabouts, Oil and Gas	5,786	\$38,000	70.29	1,370	19.8%	27	284	1.0%	10,118	1,349	6,541	2,227	3.3%
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	5,538	\$70,900	3.44	175	3.1%	55	1,139	4.7%	7,023	1,719	3,990	1,314	2.2%
47-5013	Service Unit Operators, Oil and Gas	4,890	\$52,600	63.95	576	10.9%	35	1,097	5.2%	8,035	1,112	5,391	1,533	2.8%
43-1011	First-Line Supervisors of Office and Administrative Support Workers	2,982	\$56,200	0.94	86	2.8%	131	143	1.0%	3,100	1,125	1,854	121	0.4%
47-2111	Electricians	2,458	\$56,000	1.58	129	5.0%	54	495	4.6%	3,062	763	1,919	380	1.4%
53-7073	Wellhead Pumps	2,294	\$77,100	60.11	136	5.8%	71	136	1.2%	3,051	590	2,091	369	1.5%
51-4121	Welders, Cutters, Solderers, and Brazers	2,133	\$54,000	2.35	144	6.4%	18	333	3.5%	2,909	608	1,848	453	1.9%
17-2171	Petroleum Engineers	1,919	\$126,900	36.56	118	6.1%	13	204	2.3%	1,889	409	968	512	2.4%
47-5012	Rotary Drill Operators, Oil and Gas	1,572	\$61,800	60.73	188	11.0%	1	-136	-1.6%	2,586	357	1,733	496	2.8%
11-9021	Construction Managers	1,517	\$98,000	1.55	57	3.7%	21	161	2.3%	1,517	349	847	321	1.9%
11-9199	Managers, All Other	1,351	\$133,400	1.08	30	2.3%	47	648	14.0%	1,255	333	709	213	1.5%
47-5011	Derrick Operators, Oil and Gas	1,324	\$50,200	68.31	158	10.9%	14	-383	-4.9%	2,141	299	1,448	394	2.6%
47-2152	Plumbers, Pipefitters, and Steamfitters	1,186	\$50,900	1.17	85	6.6%	18	46	0.8%	1,371	360	893	119	1.0%
51-8093	Petroleum Pump System Operators, Refinery Operators, and Gaugers	1,178	\$81,600	16.19	24	2.0%	n/a	-135	-2.2%	1,464	292	976	197	1.6%
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	688	\$49,100	0.81	19	2.6%	37	75	2.3%	736	186	487	62	0.9%
53-7072	Pump Operators, Except Wellhead Pumps	604	\$58,700	22.91	38	6.1%	3	138	5.3%	981	168	596	217	3.1%
17-2141	Mechanical Engineers	578	\$95,400	0.94	20	3.6%	21	123	4.9%	451	105	254	92	1.5%
49-9098	Helpers--Installation, Maintenance, and Repair Workers	568	\$33,500	2.95	35	5.8%	5	-60	-2.0%	912	268	523	121	1.9%
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	538	\$98,500	0.89	16	3.2%	26	-101	-3.4%	627	171	388	69	1.2%
49-9051	Electrical Power-Line Installers and Repairers	521	\$69,400	1.92	9	1.7%	20	121	5.4%	452	99	349	3	0.1%
49-9099	Installation, Maintenance, and Repair Workers, All Other	470	\$45,000	1.19	12	2.5%	3	73	3.4%	578	175	335	67	1.3%
11-9041	Architectural and Engineering Managers	456	\$158,400	1.13	11	2.7%	92	70	3.4%	408	88	249	71	1.5%
47-4011	Construction and Building Inspectors	438	\$58,300	1.60	26	6.1%	30	113	6.2%	626	258	286	82	1.7%
11-1011	Chief Executives	374	\$151,500	0.66	6	1.7%	32	-68	-3.3%	237	100	148	-10	-0.3%

**Oil, Gas and Energy for NM in Permian Basin Region (TX/NM), 2022Q1<sup>1</sup>**

SOC	Occupation	Current					5-Year History			10-Year Forecast				
		Empl	Median Ann Wages <sup>2</sup>	LQ	Unempl	Unempl Rate	Online Job Ads <sup>3</sup>	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	360	\$57,600	3.68	15	4.2%	20	13	0.7%	334	86	214	33	0.9%
17-2071	Electrical Engineers	333	\$90,900	0.82	3	1.1%	51	82	5.8%	257	84	139	34	1.0%
17-2199	Engineers, All Other	331	\$101,900	0.95	7	2.4%	5	-73	-3.9%	245	73	142	30	0.9%
51-8092	Gas Plant Operators	310	\$74,900	10.01	6	2.1%	35	14	0.9%	326	73	243	10	0.3%
19-4043	Geological Technicians, Except Hydrologic Technicians	308	\$43,800	14.05	6	2.4%	15	175	18.3%	505	94	326	86	2.5%
49-9081	Wind Turbine Service Technicians	277	\$59,700	10.28	15	5.3%	28	157	18.2%	562	125	239	197	5.5%
17-3023	Electrical and Electronic Engineering Technologists and Technicians	222	\$72,100	1.03	8	3.7%	13	-1	-0.1%	261	72	149	40	1.7%
47-3015	Helpers--Pipefitters, Plumbers, Pipefitters, and Steamfitters	176	\$34,500	1.70	17	8.6%	13	-25	-2.6%	247	55	164	28	1.5%
19-2041	Environmental Scientists and Specialists, Including Health	173	\$75,700	1.06	1	0.9%	17	20	2.4%	195	31	144	20	1.1%
17-2151	Mining and Geological Engineers, Including Mining Safety Engineers	160	\$112,000	9.27	13	8.2%	6	23	3.1%	156	34	81	41	2.3%
17-1022	Surveyors	158	\$58,800	1.50	1	0.6%	8	-7	-0.8%	164	57	83	24	1.4%
19-4031	Chemical Technicians	141	\$63,300	1.11	4	3.0%	9	15	2.4%	187	27	136	23	1.5%
47-4099	Construction and Related Workers, All Other	99	\$41,500	1.51	6	6.1%	21	1	0.2%	143	34	95	13	1.3%
17-3026	Industrial Engineering Technologists and Technicians	88	\$66,900	0.67	3	3.5%	1	5	1.1%	94	28	57	9	1.0%
43-5041	Meter Readers, Utilities	80	\$36,600	1.55	8	9.2%	6	-14	-3.2%	43	22	33	-11	-1.5%
53-7071	Gas Compressor and Gas Pumping Station Operators	76	\$67,200	10.78	5	6.6%	36	4	1.1%	85	18	65	1	0.2%
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	71	\$41,800	0.65	3	4.9%	n/a	-17	-4.1%	81	16	58	7	0.9%
47-2231	Solar Photovoltaic Installers	59	\$55,700	1.42	6	9.3%	3	23	10.5%	111	23	59	29	4.0%
51-8013	Power Plant Operators	56	\$96,800	0.88	1	1.0%	7	2	0.6%	33	13	33	-13	-2.6%
51-8012	Power Distributors and Dispatchers	34	\$98,400	1.68	0	n/a	n/a	0	-0.2%	30	9	22	-1	-0.3%
19-3011	Economists	11	\$91,200	0.31	0	n/a	n/a	3	5.7%	9	2	6	2	1.3%
51-4051	Metal-Refining Furnace Operators and Tenders	8	\$49,800	0.23	1	12.5%	n/a	-1	-3.1%	8	2	6	1	1.0%
24229	Oil, Gas and Energy for NM	44,894	\$67,100	2.60	3,599	7.6%	1,068	4,911	2.3%	59,603	12,257	37,318	10,027	2.0%
<b>00-0000</b>	<b>Total - All Occupations</b>	<b>330,676</b>	<b>\$43,300</b>	<b>1.00</b>	<b>21,161</b>	<b>6.1%</b>	<b>17,540</b>	<b>25,119</b>	<b>1.6%</b>	<b>434,014</b>	<b>144,807</b>	<b>243,484</b>	<b>45,723</b>	<b>1.3%</b>

Source: [JobsEQ®](#)

Data as of 2022Q1 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.

2. Wage data are as of 2021 and represent the average for all Covered Employment

3. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list).

## **Appendix II**

SENMC Strategic Enrollment Management Plan  
(Summer 2025 edition)

As required of all New Mexico Public Higher Education Institutions  
New Mexico 55th Legislative Session  
House Bill 2 (HB 2)



---

## **Strategic Enrollment Management Plan (SEMP)**

*Academic Year 2025-2026*

**Institution name:** Southeast New Mexico College

**Submitted by:** Kevin Beardmore, Ed.D.

**Title/role:** President

**Email address:** kbeardmore@senmc.edu

**Date of Submission:** August 18, 2025



## Section 1: Target Population and/or Service Area

A. What is your target population and/or service area?

*The service area of Southeast New Mexico College (SENMC) is Eddy County. We share, to an extent, northern Eddy County with Eastern New Mexico University - Roswell because the drive time between much of that area and ENMU-R is roughly equivalent. We have a particular responsibility to the area served by Carlsbad Municipal Schools, as we share the same boundaries for our tax base. We provide opportunities for dual-credit postsecondary education to qualified high school students and are an open admission college for adults. We provide ESL, adult education, workforce education, and community education through non-credit and credit offerings. Additionally, we serve workforce needs for any companies with Eddy County locations, as well as any individuals outside the area who seek our help with their educational goals.*

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)?

*The SENMC President serves on the Carlsbad Department of Development Board and receives updates on new businesses, new projects, and housing the first week of every month. We also request data from our local school districts about their public projections for the student populations they serve. In addition to these items, there are two other leading indicators of future growth. First, the projections for oil and gas production in the area. This foreshadows future population increases. Second, the ESL population in secondary school. This population is more likely to avail themselves of ESL services that we provide through our Hispanic Serving Institution grants and seek postsecondary education locally.*

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.

*The population of Eddy County has grown 13.6% between the last two decennial censuses.*

### Population of Eddy County, New Mexico

Population, Census, April 1, 2020	62,314
Population, Census, April 1, 2010	53,829

<https://www.census.gov/quickfacts/fact/table/eddycountynewmexico/PST045219>

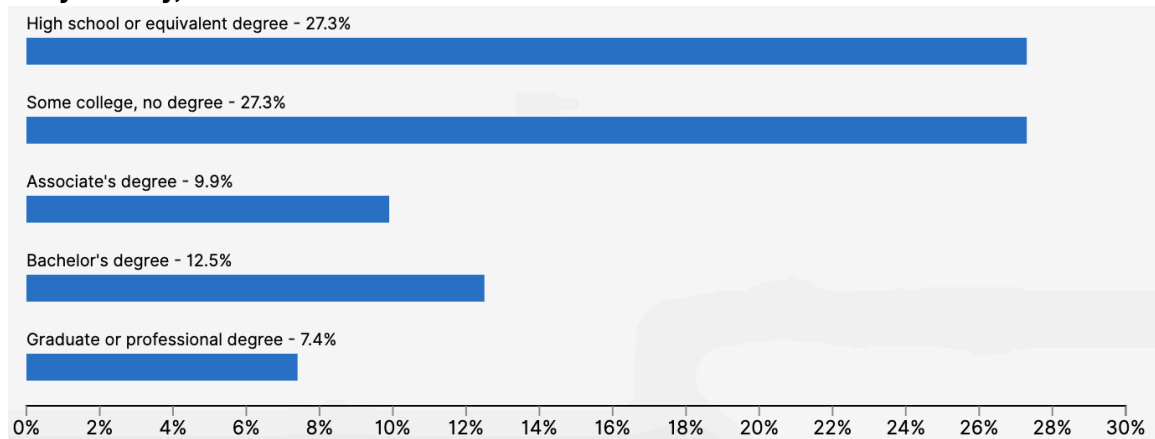


The college is finalizing a Graduate Growth Plan that will be published in Fall 2025. It is an elaboration on 76 Action Steps already identified as a part of its 2025-2030 Strategic Plan. This five-year plan, including the embedded action steps, was approved by the SENMC Board of Trustees in May 2025. This 2025-2026 Strategic Enrollment Management Plan is a key element of the 2025-2030 Graduate Growth Plan. It will be included, in its entirety, as an appendix in the 2025-2030 Graduate Growth Plan and will be updated each year.

Of the three school districts in the SENMC service area that were asked to provide long-term enrollment projections in 2024-2025, only the largest district had a five-year projection. Carlsbad Municipal Schools projects that their high school population will grow by 167 students by 2030, with enrollment leveling off in the final year.

Regarding educational attainment, 19.8% of Eddy County age 25 or higher have earned a Bachelor’s degree or higher, as compared to 31.6% for New Mexico. The table below provides the data from the 2023 American Community Survey from the US Census.

**Educational Attainment (population 25 years and older)  
Eddy County, New Mexico**



[https://data.census.gov/profile/Eddy\\_County,\\_New\\_Mexico?g=050XX00US35015#education](https://data.census.gov/profile/Eddy_County,_New_Mexico?g=050XX00US35015#education)

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

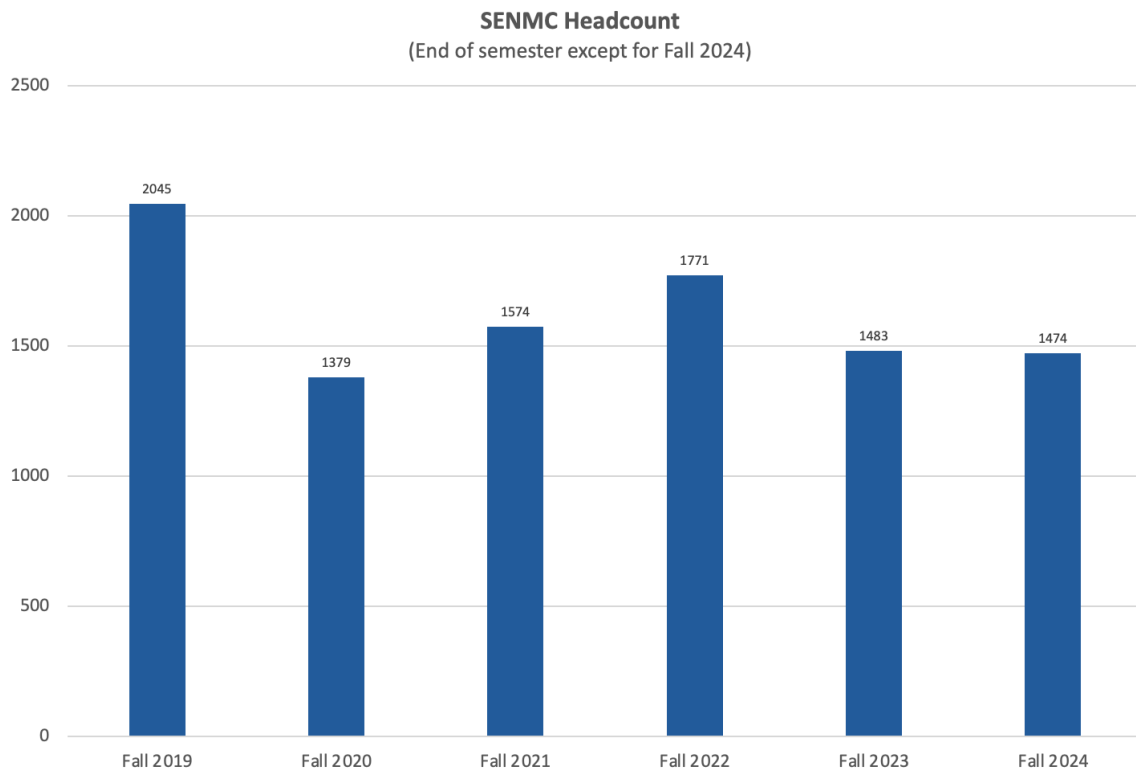
When SENMC was created from New Mexico State University - Carlsbad, it was apparent to all involved that it needed to expand its programming to address needs for the two largest economic drivers in the area: 1) oil and gas, and 2) transuranic waste emplacement at the



*Waste Isolation Pilot Plant (WIPP). Beyond finalizing the college’s independence, a new career and technical education building was the first major project of the new Board of Trustees. The first months of 2023 were spent meeting with area employers to identify key areas of need. Those meetings and an examination of 10-year employment projections in Eddy and Lea Counties indicated that new technical programming in oil and gas, radiation control, instrumentation, and electrical would be in great demand in the coming years. The college received an \$11.7 million five-year grant from the US Department of Energy to assist with the future talent pipeline for WIPP, and \$5 million in higher education GO Bond funding was approved on the November 2024 ballot for a new Trades x Technologies Building. Construction is scheduled to begin in Fall 2025.*

## **Section 2: Enrollment Trends and Future Goals**

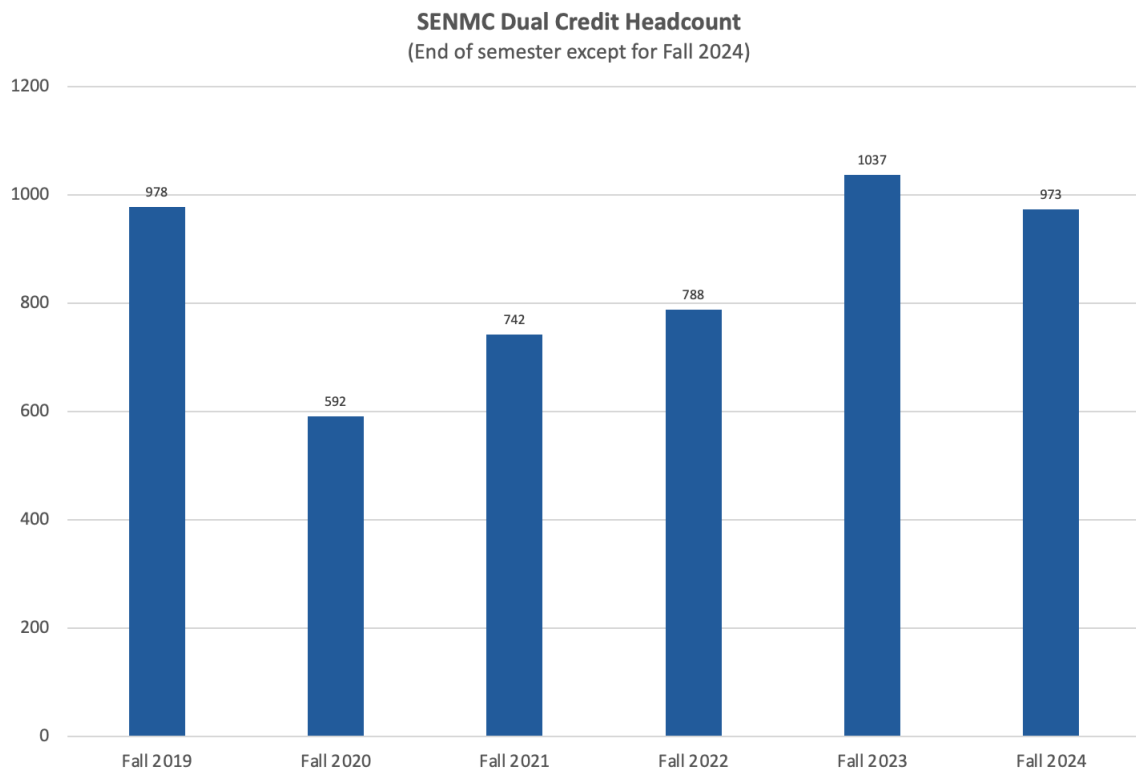
- A. Include a chart that clearly illustrates recent enrollment trends and future goals. Accompany the chart with a brief description of your overall enrollment history and how your current goals align with the data presented.





The major impact on enrollment was the separation from New Mexico State University, because NMSU online students could no longer easily enroll in SENMC courses. The projected loss was 375-400 students, and it came to pass. In addition, a sizable number of adult students (approximately 100) wanted to be NMSU graduates. This was, in part, due to recruitment of these students by NMSU during the transition (the students had NMSU e-mail addresses and were in the NMSU system). These students graduated with the last class of NMSU-Carlsbad students in May 2023 or transferred to NMSU before Fall 2023. This loss of nearly 500 students was partially offset by a growth of almost 250 students in dual credit, resulting in a net loss of less than 300. Fall 2023 is our new baseline. Fall 2024 enrollment was slightly lower than Fall 2023 due to a reduction in dual credit. Fall 2024 adult degree-seeking enrollment, however, grew by 44 students (436 to 480), an increase of 10%.

- 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.

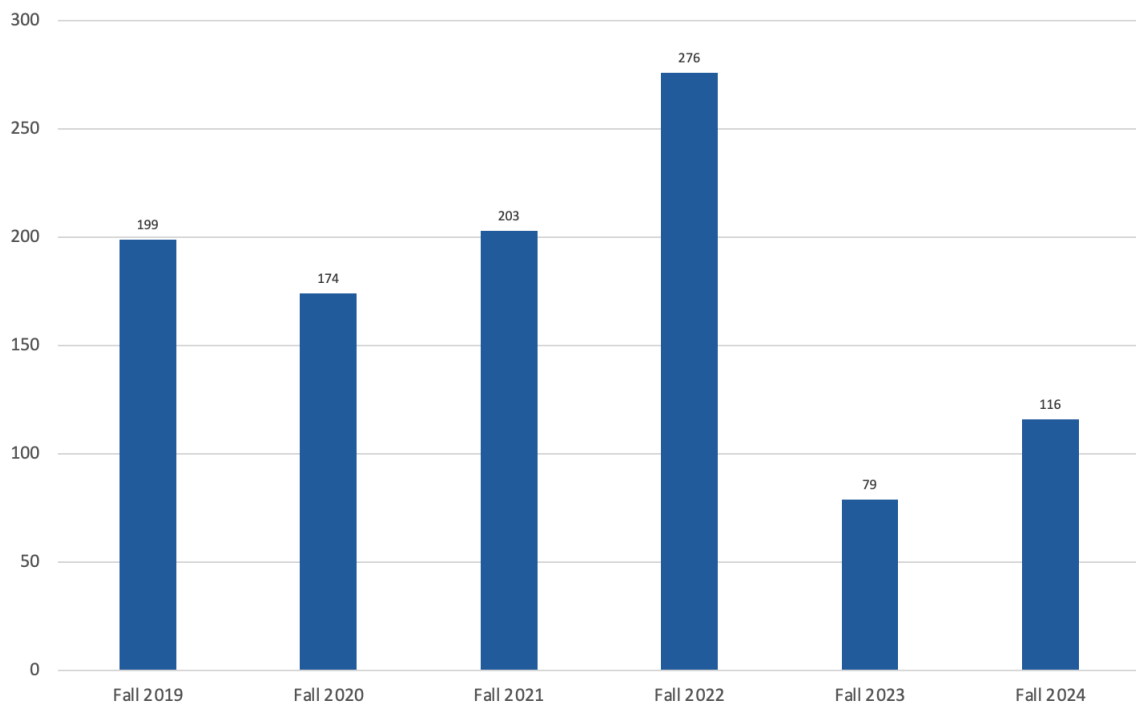


**Dual credit** returned to pre-pandemic levels in Fall 2023. Within the data, however, was solid growth in new programs and disciplines, as one of the largest areas of dual credit in previous



years—Culinary Arts—shifted to CNM because the NMSU-C connection to Culinary was through the NMSU Main Campus only. Fall 2024 dual credit enrollment decreased slightly due to the classes offered at local high schools. We expect dual credit to continue to remain strong for two reasons: 1) the addition of career and technical programs, including the revival of certain Culinary courses under the existing Hospitality Management Food & Beverage program at SENMC, and 2) growth in the Early College on the SENMC campus.

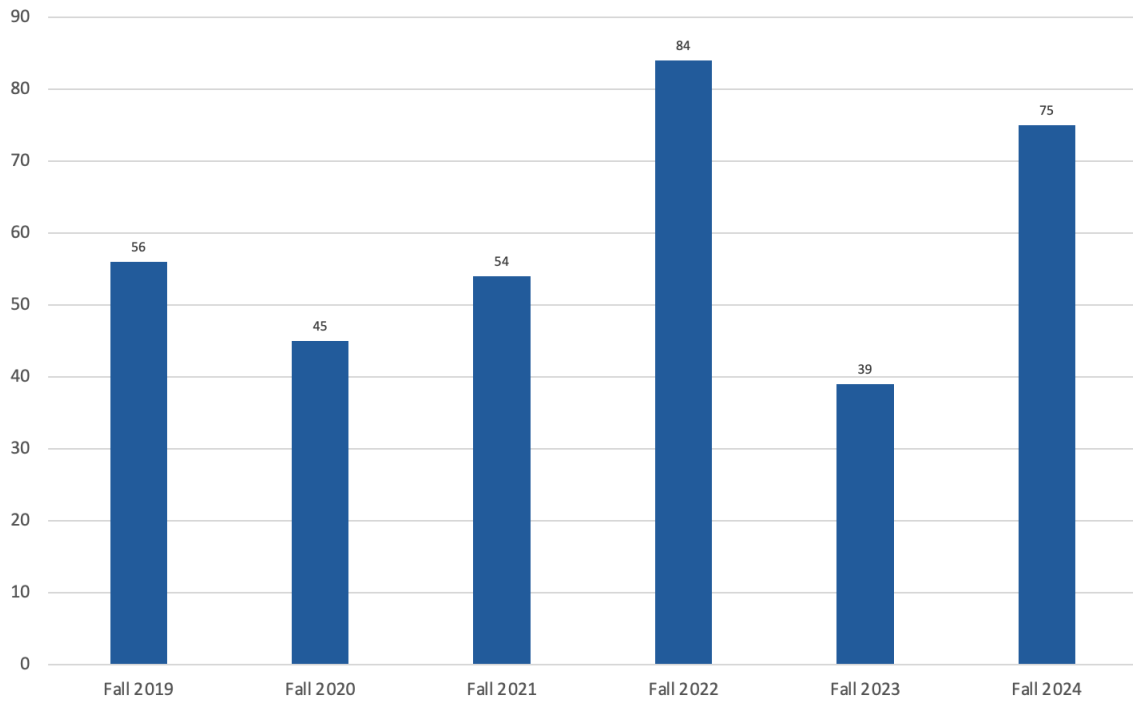
**SENMC New Enrollees**  
(End of semester except for Fall 2024)



**New enrollees** provides a clear indication of the impact of NMSU online students from other NMSU campuses. During the pandemic, this number increased because more NMSU students were enrolling online and choosing courses from branch campuses such as NMSU-C. In the first semester separate from NMSU, this number dropped precipitously, which was disappointing but expected. We are pleased with the rebound for Fall 2024. We attribute this to the completion of independence (removing any question mark about whether it would be successful), the refinement of our new admissions processes, and additional name recognition and public awareness due to more marketing (including social media and streaming services), greater presence in the community, and more stories in our local newspapers.



**SENMC Transfer Enrollees**  
(End of semester except for Fall 2024)



**Transfer enrollees** dropped post-independence as well, but recovered nicely in Fall 2024. The growth factors are the same as those described for new enrollees.

- 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.

See table

- 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.

*SENMC is in a unique position. We are preparing to seek approval for three new programs: Oil & Gas, Electrical, and Radiation Control. We have projections of enrollment for those three programs based on the capacities of the new facility that we hope to open in Fall 2027 (see below). Regarding other programs, we have recently completed an Academic Plan and will soon complete a Graduate Growth Plan (with this Strategic Enrollment Management*



*Plan embedded) as a part of our 2025-2030 Strategic Plan. Other forthcoming programs determined in the strategic planning process are included in Section 4 below.*

<b>Electrical Technology</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Dual Credit	12	12	12	12	12
Adult	12	30	36	42	45
<b>Total</b>	<b>24</b>	<b>42</b>	<b>48</b>	<b>54</b>	<b>57</b>
<b>Industrial Maintenance Technology</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Dual Credit	12	12	12	12	12
Adult	12	30	36	42	45
<b>Total</b>	<b>24</b>	<b>42</b>	<b>48</b>	<b>54</b>	<b>57</b>
<b>Natural Gas Compression Technology</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Adult	5	8	12	16	16
<b>Total</b>	<b>5</b>	<b>8</b>	<b>12</b>	<b>16</b>	<b>16</b>
<b>Oil &amp; Gas Technologies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Dual Credit	18	18	18	18	18
Adult	24	60	72	84	90
<b>Total</b>	<b>42</b>	<b>78</b>	<b>90</b>	<b>102</b>	<b>108</b>
<b>Radiologic Control Technology</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Adult	15	30	33	36	36
<b>Total</b>	<b>15</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>36</b>
<b>Trades x Technologies Building</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Dual Credit total	42	42	42	42	42
Adult total	68	158	189	220	232
<b>Grand total</b>	<b>110</b>	<b>200</b>	<b>231</b>	<b>262</b>	<b>274</b>

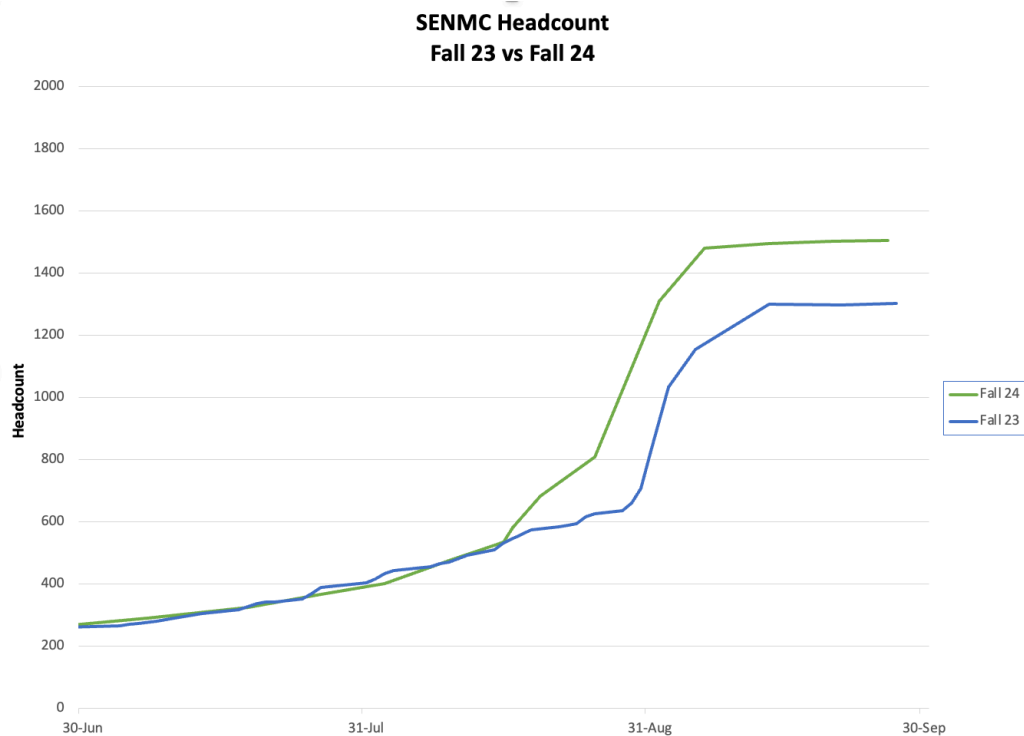
### **Section 3: Strategies for Achieving Enrollment Target**



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. Dual Credit**

*The connection between dual credit instructors in the high school and college faculty/department chairs was tenuous at best. We created the overload position of “Dual Credit Liaison” for a faculty member to serve as the primary point of contact for HS instructors. This has paid great dividends as we have solved problems ahead of time, allowing for more timely responses to student needs, instructor inquiries, and admissions issues. The evidence of success shows in the comparison of enrollment this fall to last at the same time, with much of the growth a result of enrolling dual credit students sooner.*



**ii. Required First Year Experience Course**

*At the request of the President, the Faculty approved a required first year experience course for all new degree seeking students as of Fall 2024. Compared to last year when only 15 students enrolled, there were 155 enrolled this fall. This course provides students with an understanding of all the resources available to assist*



*them with their success. The enrollment is only the beginning, as the real results will come when we track the persistence of these students to their degree.*

- 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.

No

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

**i. *New programs in Oil & Gas, Electrical, and Radiation Control Technology***

- a. How the strategy was selected: *Career and technical education has consistently been a priority of the Board post-independence.*
- b. How you will monitor its effectiveness: *Enrollment projections have been provided earlier in this document (Section 2D)*
- c. How it will help reach priority and underrepresented populations within your target population and/or service area: *Career and technical education introductory coursework will allow dual credit students early access to preparatory coursework, such that they can make an informed decision about their career path. The availability of these courses for high school students will provide opportunities for underrepresented populations and allow the students access to our student support services in addition to those at the high school.*
- d. How it will support students with some college but no credential: *These programs are designed to serve the industries in this region with the greatest number of employment opportunities. This may be more attractive to students who completed some college coursework but did not graduate because coursework did not align with area jobs in the past.*

**i. *Early ESL programming***

- a. How the strategy was selected: *Our ESL classes have been consistently full—and a need to serve students sooner was clear due to increasing numbers of ESL students at area high schools.*
- b. How you will monitor its effectiveness: *This effort is grant funded and will be tracked as a part of grant reporting.*
- c. How it will help reach priority and underrepresented populations within your target population and/or service area: *The fastest growing segment of our potential student population speaks English as a Second Language. This will allow us to reach these potential students while they are still in high school, including introducing them to postsecondary opportunities.*
- d. How it will support students with some college but no credential: *This strategy is not designed to reach this student segment.*



## 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. **New programs in Oil & Gas, Electrical, and Radiation Control Technology**  
*(see above, specifically Section 2D)*
  - ii. **Radiography**  
*The two primary healthcare providers in the area, Carlsbad Medical Center and Artesia General Hospital, both expressed a strong interest in assisting with starting a Radiography AAS degree program at SENMC. The CEO of Carlsbad Medical Center (which is less than a half mile from campus) offered space and access to clinical placement at its regional partners as well. An analysis of offerings in the region noted that the closest in-state programs are located at Clovis Community College (3 hours away), Dona Ana College on the New Mexico State University campus in Las Cruces (3 ½ hours), and Central New Mexico Community College (4 ½ hours). The closest out of state programs are located in Texas at Odessa College and South Plains College, both 2 ½ hours away. A faculty/program coordinator position for Radiography was advertised in Spring 2025 and remains open. First program admission could take place in Fall 2027 if the role is filled by Spring 2026. Program enrollment could reach 22 per year with additional students taking prerequisite coursework for program admission.*
  - iii. **Part-time Nursing (AAS RN)**  
*Our AAS RN Nursing program, which offers classes during the daytime, admits a new cohort each fall, graduating 10 to 15 students each spring, 22 months after program admission. It is a successful program and graduates have their choice of job offers due to nursing shortages, but campus space limitations will not allow the admission of more students to the daytime program. A part-time program was proposed to use the available classroom and lab spaces in the late afternoon and early evening, admitting a cohort every three years. The program is currently under development. The Nursing program will start hiring instructors for this track in 2025-2026. Part-time enrollment is projected at 12-16 students annually, with additional students taking prerequisite coursework for program admission.*
  - iv. **Cybersecurity**  
*An adjunct faculty member with experience in developing Cybersecurity programs was hired in Fall 2024. Additional Cybersecurity coursework required to create the option under Computer & Information Technology was identified in 2024 and has been under development during the 2024-2025 academic year. Having received approval by the Curriculum Committee, the first new courses will be offered in the*



2025-2026 academic year. Including potential dual credit students, enrollment could reach up to 20 students per year.

v. **Hospitality Management Food & Beverage**

A revival of Hospitality Management Food & Beverage to allow Culinary coursework offered at Carlsbad HS to serve as a pathway is planned for 2025-2026. Dual credit enrollment potential is significant, up to 80 students annually.

vi. **Theatre Arts**

Carlsbad HS will open a new Performing Arts Center in Fall 2025 with a capacity of 1600. It is equipped to host off-Broadway productions. In addition, the Cavern Theatre, a Carlsbad landmark that was closed for decades, was completely renovated and opened in Summer 2025. SENMC is partnering with the HS and the Cavern Theatre to develop a Theatre degree program with Technical Theatre certificate options. Enrollment potential is significant, particularly at the dual credit level, but dependent upon high school course offerings that are undetermined at this point.

vii. **Instrumentation**

Growing the Instrumentation certificate into a degree program is dependent upon hiring a full-time faculty member. Enrollment of up to 20 additional students annually is possible.

viii. **Non-credit to credit conversion**

Additional opportunities for program growth include the conversion of non-credit workforce offerings in Waste Handling, and Safety into academic certificate offerings.

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**

These new programs will be designed for in-person, hands-on instruction. They will be supported by general education coursework that is available both in-person and online.

ii. **Online**

Required coursework outside the technical core (for example, English and Mathematics) will be available online for students who desire it.

iii. **Additional modalities as appropriate**

The part-time Nursing program may include a mix of online and in-person instruction. This will be determined in the program development process.

## Section 5: Serving Students After Enrollment



- A. What strategies do you use to support and monitor a student's progress after enrollment?
- i. **Declaring a Major** - Students declare majors when applying for enrollment to the college. If undecided is selected when students meet with an advisor, they begin career exploration.
  - ii. **Certifying Rosters** - Faculty certify their course rosters within the first two weeks of classes. Faculty review attendance and if there are registration issues, students are referred to an academic advisor.
  - iii. **Case Management Academic Advisors** - Students are assigned an academic advisor. Academic advisors guide students through their educational goals to graduation.
  - iv. **Degree Planning Audit** - Degree planning tool provides a structured pathway which allows students to understand what courses they need to complete, keeps the student on track and focused on goals.
  - v. **Course Withdrawals** - All students who want to withdraw from a class must meet with their assigned academic advisor.
  - vi. **Early Alerts** - Early Alerts are submitted by faculty to identify students who may be struggling with low grades, attendance problems, or/and low-class engagement. With an early alert the Academic Advisors can reach out to the student through email and phone to provide support, additional resources that may be available to them on campus and help develop a plan for the student to be successful in the course.
  - vii. **Early Performance Grading** - Early performance grades help monitor the progress of all students since all faculty must report a grade. All faculty are responsible for submitting Early Performance Grades.
  - viii. **Peer Mentoring** - Our Peer Mentoring program is integrated into the student enrollment process, immediately connecting new students with support. The coach will not only help students with their academics but also teach them valuable life skills to help them balance their personal and school lives.
  - ix. **Financial Aid**
    - a. Students received a warning after the first semester in which they did not maintain a 2.0 GPA or meet the 70% completion rate requirement. Students are notified by email, letter, and SENMC Portal. Students can meet with a financial aid advisor.
    - b. Students who have received a warning and continue to fall below the GPA and/or completion rate requirement are then suspended for financial aid eligibility until they meet those requirements; students may appeal their financial aid and may be placed on an academic plan if approved. These are monitored at the end of each term.
    - c. Maximum timeframe students are suspended immediately can appeal. If their explanation for the timeframe is judged acceptable approved, they are



*placed on an academic plan and monitored until graduation. If they do not meet the conditions of the academic plan, financial aid is suspended.*

- x. **Tutoring** - *The Learning Assistance Center is a free tutoring center with access to computers and a printer.*
  - xi. **Basic Needs Support** - *SENMC received a grant from Educational Credit Management Corporation (ECMC) to provide a food pantry and emergency funds for students who may need help outside of educational expenses.*
- B. How do you ensure these strategies reach all populations within your higher education institution?
- i. **Declaring a Major** - *Anthology ERP only allows students to register for courses within their declared major. All new students must meet with an academic advisor to determine educational goals and to declare a major. This is to keep the student focused on taking courses which apply directly to their program of choice. Any student who wants to change a major must meet with an academic advisor to discuss transcripts, progress, and goals moving forward with a new major.*
  - ii. **Certifying Rosters** - *Faculty report attendance through Anthology ERP to indicate whether students have attended classes within the first two weeks. Students are monitored through reports for the first two weeks for attendance before census date. For any student who has not attended courses, the Advising Center contacts the students to provide guidance the student may need for attending courses.*
  - iii. **Case Management Academic Advisor** - *Students are assigned an academic advisor through the Anthology ERP. Academic advising utilizes a case management model that requires contact with students several times each semester. This ensures that students are on track and provides guidance on any obstacles the student may be facing.*
  - iv. **Degree Planning Audit** - *The degree planning audit provides an overview of the student's long-term goals. The plan is used each semester to monitor and register for courses which helps students with short-term planning. Completing short-term goals allows students to stay focused and motivated to complete.*
  - v. **Course Schedule Changes & Withdrawals** - *All students who wish to withdraw from classes must meet with an academic advisor to inform them of the impact a withdrawal will have on academic progress, future financial aid opportunities (e.g., grants, scholarships, and loans), and any required repayment/return of current financial aid.*
  - vi. **Early Alerts** - *An early alert link is provided on the faculty portal and is open all semester long to all faculty members, including dual credit.*
  - vii. **Early Performance Grading** - *The Registrar's office tracks grading to ensure all grades were submitted for students. If a grade is missed a notification is sent to faculty to submit the grade. When an advisor reviews a student with a low midterm*



- grade, they can contact the student to direct the student to the appropriate resource or support services on campus and can also follow up with the student to work with them on a plan to complete the course successfully or find the next appropriate step.
- viii. **Peer Mentoring** - All events and workshops are promoted through social media pages, flyers and mass emails to students. Peer Mentors provide communication with students. Student workers have a monthly podcast that discusses issues that are important to students' lives.
  - ix. **Financial Aid** - Help students secure their financial aid and/or scholarship funds as early as possible; contact a student's parent or guardian if they are having difficulties completing their financial aid application. Reach out to scholarship donors if necessary. Follow up. Try to intervene if a student is thinking about withdrawing by offering resources and encouraging possible outcomes for student success by dropping one course, not all; enroll part time not full time; take one class at a time; repeat F grades; check in at mid-term with FA Advisor if on warning or academic plan; meet with academic advisor; mental health counselor, etc. Refer students to outside resources such as DVR, WIOA, and Income Support Division. Inform students about Satisfactory Academic Progress (SAP) requirements for completion rate if dropping. Remind students about requirements for scholarship criteria. Discuss possible loan options if student is struggling financially. Discuss possible work study options if student is thinking about quitting their job to attend school.
  - x. **Tutoring** - Information regarding tutoring is included in student orientation, course syllabi, email notifications, and emails. In person tutoring is available on campus. Online students can access Brainfuse through Canvas LMS. Students can schedule tutoring sessions with Learning Assistance Center.
  - xi. **Basic Needs** – The availability of a Food Pantry is communicated to students through email, social media, and flyers. Emergency funds are available to students through a grant provided by ECMC. It provides one-time funds of up to \$500 for students who need assistance with non-academic expenses such as rent, utilities, car repairs, etc. Referrals can be made to community programs available through the Income Support Division, WIOA, and Faith, Hope, and Love (a local organization). Students can meet with a counselor free of charge for mental health needs.

### C. Retention: Successes and Challenges

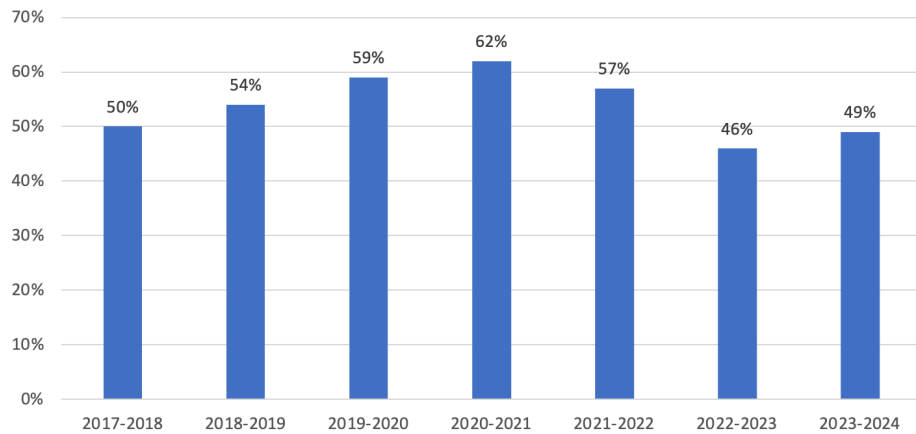
#### i. Successes

- a. What are your current retention benchmarks (e.g., first-year, second-year)? The primary measure is first-time, full-time student retention as defined by and tracked for IPEDS. A secondary measure is persistence (percentage of credential-seeking students persisting or completing, Fall to Spring & Spring

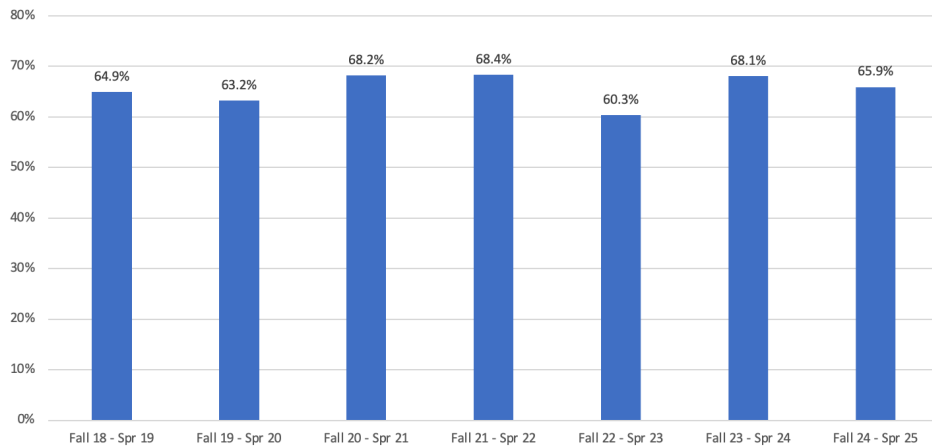


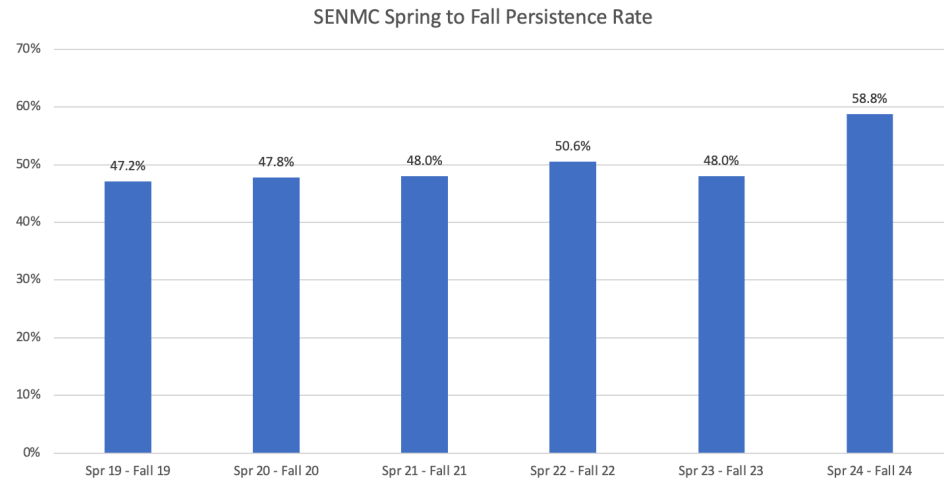
to Fall). Charts tracking all three measures are included below. SENMC had a significant decline in retention from 2022 to 2023 due to the recruitment of these students by NMSU during the transition (the students had NMSU e-mail addresses and were in the NMSU system in Spring 2022).

**SENMC Fall-to-Fall Retention  
First-time, Full-Time students**



**SENMC Fall to Spring Persistence Rate**





b. What tools or systems do you use to track retention?

*IPEDS data reporting and SENMC persistence measures.*

c. How often is retention data reviewed, and by whom?

*Each semester. Retention and persistence are included as two of the twelve prime measures in the SENMC Strategic Plan for 2025-2030. SENMC's Institutional Research Director is responsible for reviewing these measures.*

d. What interventions have helped improve retention (e.g., advising models, early alerts, academic support)?

*All students with 30 credit hours or less are required to take an FYEX (First Year Experience) course This began with the Fall 2024 entering student cohort. FYEX is designed to help students understand how to navigate their college experience and degree pursuit as well as school/work/life balance.*

*Faculty intervention, student attendance and early performance grade reporting, and early academic alert(s) are helpful strategies that we use to identify students who may be at risk.*

*EAB Navigate is a tool we will use to help us with case management for advisors, financial aid, peer mentoring, and the First Year Experience course to enhance student experiences and improve academic*



*performance. Adopting degree pathways and employing them is a fundamental component of the advising model. By offering academic support services, advisors can offer guidance and recommendations to students based on their individual circumstance.*

*The Academic Success Coach and Peer Success Coach receive early alerts for students who are struggling. They contact these students to create a personalized success plan to help them achieve their academic goals. The Peer Mentoring Program is also collaborating with faculty to place peer mentors directly in classrooms to provide in-class support.*

*Accessibility services for students with disabilities help them obtain the accommodations they need.*

*Financial aid advisors help ease the burden and suggest work study options and student loans for students who are struggling financially.*

*We offer resources through our Technology Services and Solutions team, the Learning Technology Center to support online learning, the Learning Assistance Center for tutoring, and SENMC Library, including the use of a family study room and free childcare for students attending evening classes.*

*Referrals are made to community programs, including the Income Support Division, WIOA, and Faith, Hope, and Love organizations that provide grants. Students can meet with a counselor on staff with SENMC for mental health and have free access to our Health Clinic provided through a \$5/credit hour required student fee.*

- e. How have these strategies been evaluated and adapted over time?

*Early alerts were analyzed last year but there was not enough data to draw significant conclusions. SENMC is planning to use EAB Navigate as a case management tool to track early performance grades, early alerts, and student attendance beginning Fall 2025. Students are assigned an academic advisor upon applying for admission. Academic support services are provided throughout the semester for advising, peer mentoring, and financial aid. Currently, degree pathways are being fine-tuned, and changes are communicated to the advisors as they occur.*



*Academic standing and Satisfactory Academic Progress are evaluated at the end of every semester. Academic standing captures GPAs and SAP captures GPA, completion rate, and timeframe for students.*

*Placing peer mentors in the classroom has been very successful. For example, last year these mentors supported EMT students, helping them improve their study skills and time management through dedicated study sessions. Students are demonstrating greater engagement in the classroom and feel more supported and confident.*

*Information about work study opportunities is available throughout the academic year; Student Government seeks students out at the beginning of an academic year or as necessary to encourage student participation in events outside of the classroom. Referrals to resources occur throughout the semester.*

**ii. Challenges**

- a. What barriers continue to affect student retention?

*Through our HSI initiatives, we continue to see the effects of COVID-19. Students are less engaged and struggle to communicate when they need help. They are less likely to reach out for support or take advantage of available school resources. Students find it difficult to self-advocate and communicate their challenges and struggles.*

- b. Are specific student groups disproportionately impacted?

*We have identified that traditional students, particularly recent high-school graduates, are struggling in several key areas. They often lack foundational computer, reading, and math skills and have difficulty with both communication and time management. This group would benefit from targeted support in these areas. We also need to address the challenges faced by bilingual students, as many of our courses currently do not offer a bilingual component that would support their success.*

*Another student group that was impacted were students who had to work while in school, according to our most recent Graduate Exit Survey.*

- c. How is your institution working to identify and support students at risk of stopping out?



*Using early intervention strategies such as reporting attendance, early grades, and early alerts help us identify students at risk or of stopping out. EAB Navigate is a tool that will help us become more proactive in this process.*

*Academic Support services allow advisors to meet with students one on one. These meetings offer guidance and a better understanding of what the student is experiencing so that recommendations or resources may be offered if needed.*

*Academic Standing is run each semester to identify students who are not meeting the 2.0 cumulative grade point average (GPA) requirement for graduation. Students who are below a 2.0 GPA must meet with an academic advisor to schedule future courses.*

*Satisfactory Academic Progress (SAP) is run at the end of each semester to identify students who may be at risk of losing their financial aid. Students who fall below a 2.0 cumulative GPA, 70% completion rate requirement, or who have not completed their degree within 150% timeframe are identified through this process. Students may be placed on warning or financial aid suspension. If suspended, students have an opportunity to appeal if there are extenuating circumstance to consider. If approved, the student is placed on an academic plan and monitored at the end of each semester to ensure the student meets the requirements of the academic plan.*

*To better assist at-risk students, HSI Grants Services is now partnering with the Learning Assistance Center, Learning Technology Center, and the Library. Through this collaboration, departments will internally refer students to a network of support. With the addition of Peer Mentors, students will have a strong support system that helps them stay on track and remain engaged in their studies.*

#### **D. Completion: Successes and Challenges**

##### **i. Successes**

- a. What efforts have contributed to increased credential completion?

*Anthology ERP only allows students to register for courses within their declared major; faculty reporting for attendance and grades; academic advising practices; degree planning audits; financial aid appeals*



*intervention and academic plans; HSI, peer mentor and academic success coach initiatives; and use of campus and/or outside resources.*

- b. What programs or supports have been most effective?

*Dual credit and credit for prior learning contribute to the number of graduates; certificates are conferred upon completion. Transfer pathway agreements encourage students to complete an Associate Degree before transferring.*

*Most students tend to start in the Associate of Arts or General Studies degree to begin their degree pathways for prerequisites that are transferrable. This pathway oftentimes leads to our Nursing, Surgical Technology, and other degree pathways offered at SENMC as well.*

- c. How is progress toward completion measured and reported?

*IPEDS measures and the degree file which are submitted to New Mexico Higher Education Department.*

- d. How have completion outcomes improved across key student groups?

*Currently outcomes are skewed by the move to independence and loss of continuing students who continued their studies with New Mexico State University, either online or at their Las Cruces Main Campus.*

**ii. Challenges**

- a. What factors contribute to students not completing their programs?

*Factors that affect program completion include: lack of resources and/or support, transportation issues, financial burdens, being unprepared for college, academic performance, school/work/life balance, daycare, medical issues, and mental health.*

- b. How is your institution addressing time-to-degree and credit accumulation issues?

*The Financial Aid Satisfactory Academic Progress process captures time-to-degree and credit accumulation issues. Lifetime eligibility units for Pell and unusual enrollment history codes also bring awareness to time-to-*



*degree and accumulation issues. Use of an academic plan helps students stay on track for degree completion, and Anthology ERP only allows students to take courses required for their degree.*

- c. What support gaps still need to be addressed?

*Ensuring faculty acknowledge/report student attendance prior to census date for the term, reporting of early performance grades, and use of early alerts. Stabilization of Anthology is a continuing opportunity for improvement.*

## **E. Transfer: Successes and Challenges**

### **i. Successes**

- a. What systems or partnerships have supported successful student transfer?

*HSI Grant Services has facilitated articulation agreements with four-year institutions for easy transfer. Additional agreements are being pursued. The Registrar reviews our course numbering system to meet state requirements for successful transfer of courses.*

- b. How has advising or articulation improved transfer pathways?

*By obtaining articulation agreements, advisors can guide students into a career pathway that will accept our courses for transferrable credits.*

- c. What metrics are used to evaluate transfer success?

*We are in the process of adding the National Student Clearinghouse Student Tracker to evaluate transfer rates. A question for students on our new Graduate Exit survey will help track transfer intentions as well.*

### **ii. Challenges**

- a. What obstacles exist in helping students transfer to or from your institution?

*Lack of housing availability in our area, transportation issues, financial barriers, lack of access to resources, and unclear transfer pathways.*



- b. Are there gaps in articulation, credit acceptance, or advising?

*Transfer evaluations and credit acceptance are a manual process and can be time consuming. We are working to improve this process.*

- c. How is your institution working to improve these pathways?

*Our institution is currently updating and aligning our degree pathways and course numbering system to meet state requirements for consistency and ease of transferring.*

## **F. Employment: Successes and Challenges**

### **i. Successes**

- a. How has your institution supported graduates in securing employment?

*HSI Grant Services hosts the annual Transfer & Career Fair designed to connect our students with future opportunities. At this event, we invite four-year universities and local employers to speak directly with students. Universities actively encourage students to transfer into their programs, while businesses highlight the diverse career paths available right here in the area. Beyond the fair, HSI Grant Services also plays a crucial role in facilitating student experiential learning by assisting faculty with Memoranda of Understanding (MOUs) for internships.*

- b. What services or programs have contributed to strong employment outcomes?

*HSI Grant services provide a host of workshops to students for personal growth and development to include resume writing and financial literacy, for example. The annual Transfer & Career Fair also helps contribute to successful employment outcomes.*

*Our Workforce Training Center offers programs that immediately lead to a variety of employment opportunities. They also offer employability skills assessment and training and prepare individuals for new careers by teaching them essential skills in addition to the technical skills they need to be successful.*



- c. What data sources do you use to assess employment success?

*Employment tracking is limited to what is collected by technical program coordinators. Data collection relies upon reporting by recent graduates.*

**ii. Challenges**

- a. What difficulties do graduates face in securing employment?

*Housing shortages due to growth in oil and gas industry, lack of soft skills or no skills among new hires, shortages in high demand fields.*

- b. Are there gaps between program offerings and local workforce needs?

*SENMC is currently working to add new programs to our offerings to address local workforce needs.*

- c. What challenges exist in tracking employment outcomes?

*Data is dependent upon the responsiveness of students. Unemployment insurance data collected at the state level would be helpful in tracking overall employment outcomes.*

- 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.

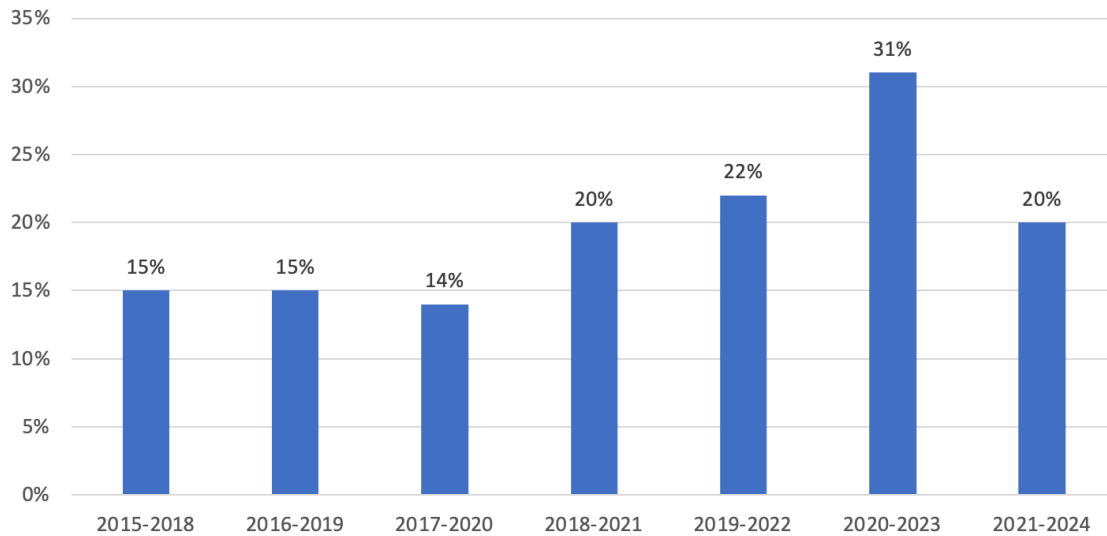
**Retention**

*Included above in Section 5.C.i.a*

**Completion**

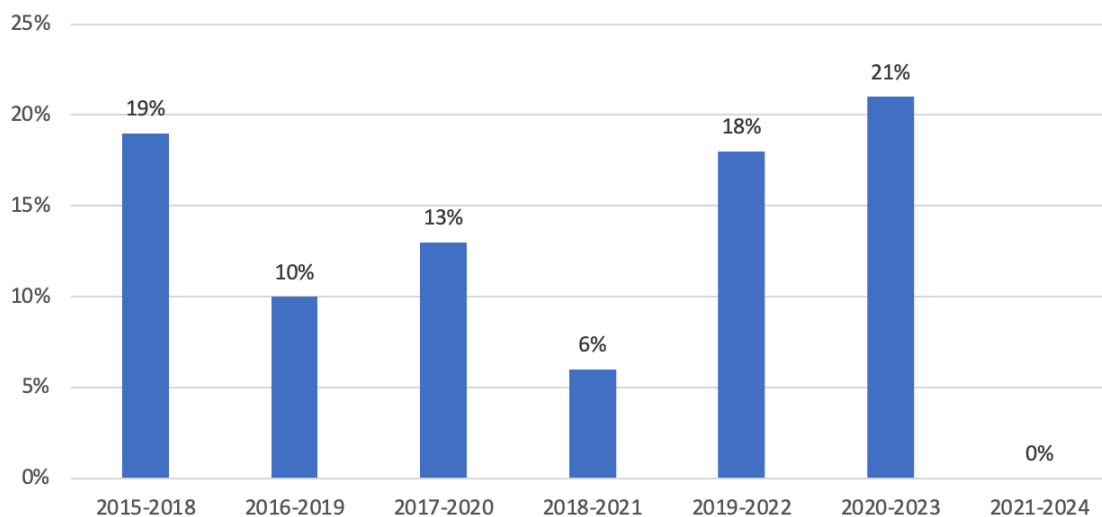


**SENMC Three-year Graduation Rates  
First-time, Full-time Students**



**Transfer**

**SENMC Three-year Transfer Rates  
First-time, Full-time Students**



*2021-2024 data to be determined*



## Employment

To be determined.

## Section 6: Connection to Mission

- A. What is your higher education institution's mission?  
*The mission of SENMC is to provide educational programs, training, and services that best serve our diverse students, communities, and industry.*
- B. How is your mission reflected in your SEMP?  
*We are focused on serving our diverse students (e.g., ESL) and our communities and industries (e.g., new programs that support local career opportunities).*

## 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. **Support for non-credit workforce development programming**
    - i. *Funding for non-credit workforce development focused programming allows us to develop 1) relationships with students who may continue their education in the future in an academic program, 2) instructors who may later serve as faculty for new academic programs.*
  - ii. **Guidance in the development of new academic programs**
    - i. *We will be moving multiple programs forward simultaneously in the coming year. Technical assistance may be needed.*
  - iii. **Support for capital improvements**
    - i. *The college will continue to improve its facilities and appreciates the advisement provided by the HED and its Capital Outlay Committee.*

## 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. **Kevin Beardmore, President**



*Dr. Beardmore is finalizing the Graduate Growth Plan (with this Strategic Enrollment Management Plan as an appendix) as part of the new SENMC 2025-2030 Strategic Plan.*

ii. **Effrosyni Seitaridou, Vice President of Academic Affairs**

*Dr. Seitaridou is leading the implementation of the Academic Plan as part of the SENMC 2025-2030 Strategic Plan.*

iii. **Diana Campos, Dean of Student Affairs**

*Ms. Campos will lead the Student Affairs staff in responding to all needs identified in the Strategic Enrollment Management Plan and Graduate Growth Plan.*

iv. **Rocio Espinoza, Director of Grant Services**

*Ms. Espinoza oversees grants addressing multiple key initiatives, including ESL, the First Year Experience, and STEM efforts that will support our new programming.*

v. **Jade Ramirez, Enrollment Manager**

*Ms. Ramirez leads enrollment efforts.*

vi. **April Addington, Dual Credit Faculty Liaison**

*Ms. Addington supports dual credit faculty and is the academic liaison to local high schools.*

**NEW MEXICO  
HIGHER EDUCATION  
DEPARTMENT**



*Michelle Lujan Grisham, Governor*  
*Stephanie M. Rodriguez, Cabinet Secretary*  
*Patricia Trujillo, Ph.D., Deputy Secretary*

*Fostering Student Success from Cradle to Career*

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
<b>Overall</b>	<b>2045</b>	<b>1379</b>	<b>1574</b>	<b>1771</b>	<b>1483</b>	<b>1474</b>	<b>1540</b>	<b>1655</b>	<b>1745</b>	<b>1776</b>
<b>Female</b>	<b>1249</b>	<b>939</b>	<b>1054</b>	<b>1128</b>	<b>826</b>	<b>904</b>	**			
<b>Male</b>	<b>796</b>	<b>440</b>	<b>520</b>	<b>642</b>	<b>657</b>	<b>570</b>	**			
Female %	61.1%	68.1%	67.0%	63.7%	55.7%	61.3%				
Male %	38.9%	31.9%	33.0%	36.3%	44.3%	38.7%				
<b>American Indian</b>	<b>18</b>	<b>12</b>	<b>15</b>	<b>28</b>	<b>14</b>	<b>9</b>	**			
<b>Asian</b>	<b>22</b>	<b>18</b>	<b>14</b>	<b>20</b>	<b>15</b>	<b>23</b>	**			
<b>Black</b>	<b>42</b>	<b>19</b>	<b>21</b>	<b>29</b>	<b>19</b>	<b>19</b>	**			
<b>Hispanic</b>	<b>1156</b>	<b>816</b>	<b>953</b>	<b>1063</b>	<b>811</b>	<b>831</b>	**			
<b>White</b>	<b>570</b>	<b>428</b>	<b>401</b>	<b>478</b>	<b>423</b>	<b>413</b>	**			
<b>Other Groups</b>	<b>237</b>	<b>86</b>	<b>170</b>	<b>153</b>	<b>201</b>	<b>179</b>	**			
American Indian %	0.9%	0.9%	1.0%	1.6%	0.9%	0.6%				
Asian %	1.1%	1.3%	0.9%	1.1%	1.0%	1.6%				
Black %	2.1%	1.4%	1.3%	1.6%	1.3%	1.3%				
Hispanic %	56.5%	59.2%	60.5%	60.0%	54.7%	56.4%				
White %	27.9%	31.0%	25.5%	27.0%	28.5%	28.0%				
Other %	11.6%	6.2%	10.8%	8.6%	13.6%	12.1%				
<b>&lt;24</b>	<b>1595</b>	<b>1023</b>	<b>1202</b>	<b>1471</b>	<b>1258</b>	<b>1235</b>	**			
<b>24+</b>	<b>450</b>	<b>356</b>	<b>372</b>	<b>300</b>	<b>225</b>	<b>239</b>	**			
<24	78.0%	74.2%	76.4%	83.1%	84.8%	83.8%				
24+	22.0%	25.8%	23.6%	16.9%	15.2%	16.2%				
<b>Pell</b>	<b>251</b>	<b>239</b>	<b>229</b>	<b>251</b>	<b>209</b>	<b>195</b>	**			
<b>No Pell</b>	<b>44</b>	<b>64</b>	<b>49</b>	<b>72</b>	<b>28</b>	<b>127</b>	**			
<b>Undergraduate</b>	<b>2044</b>	<b>1379</b>	<b>1574</b>	<b>1771</b>	<b>1483</b>	<b>1474</b>	<b>1540</b>	<b>1655</b>	<b>1745</b>	<b>1776</b>
<b>Graduate</b>	<b>1</b>									
<b>Dual Credit (UG only)</b>	<b>978</b>	<b>592</b>	<b>742</b>	<b>788</b>	<b>1037</b>	<b>973</b>	<b>1002</b>	<b>1074</b>	<b>1126</b>	<b>1127</b>
<b>Non-Dual Credit (UG only)</b>	<b>1067</b>	<b>787</b>	<b>832</b>	<b>983</b>	<b>446</b>	<b>501</b>	<b>538</b>	<b>581</b>	<b>619</b>	<b>649</b>
Dual Credit %	47.8%	42.9%	47.1%	44.5%	69.9%	66.0%	65.1%	64.9%	64.5%	63.5%
Non-Dual Credit %	52.2%	57.1%	52.9%	55.5%	30.0%	33.9%	34.9%	35.1%	35.5%	36.5%



<b>Credential Types</b>					<b>378</b> Associate	<b>437</b> Associate				
<b>Credential Types</b>					<b>50</b> Certificate >1	<b>35</b> Certificate >1				
<b>Credential Types</b>					<b>8</b> Certificate <1	<b>12</b> Certificate <1				
<b>New Enrollees</b>	<b>199*</b>	<b>174*</b>	<b>203*</b>	<b>276*</b>	<b>79</b>	<b>116</b>	<b>127</b>	<b>141</b>	<b>154</b>	<b>163</b>
<b>Transfer Enrollees</b>	<b>56</b>	<b>45</b>	<b>54</b>	<b>84</b>	<b>39</b>	<b>75</b>	<b>78</b>	<b>81</b>	<b>84</b>	<b>86</b>
<b>Returning Enrollees</b>	<b>192</b>	<b>132</b>	<b>88</b>	<b>108</b>	<b>97</b>	<b>45</b>	<b>50</b>	<b>53</b>	<b>57</b>	<b>60</b>
<b>Continuing Enrollees</b>	<b>582</b>	<b>436</b>	<b>485</b>	<b>514</b>	<b>231</b>	<b>258</b>	<b>283</b>	<b>306</b>	<b>324</b>	<b>341</b>

\*Fall 2023 was the first semester of SENMC enrollment. Previous enrollment included NMSU online students from its Las Cruces, Alamogordo, Doña Ana, and Grants campuses. This skewed the numbers considerably, particularly for new students.

\*\*No targets for subgroups have been set. We hope to maintain growth across subgroups as we add new programs

**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.