

FALL 2025 / END OF TERM ENROLLMENT REPORT



Rishi Raj Poudyal / Carmella Sanchez
(405) 780-5232 / (505) 747-2118
rishi.poudyal@nmmc.edu / carmella@nmmc.edu

Office of Institutional Research
NORTHERN NEW MEXICO COLLEGE

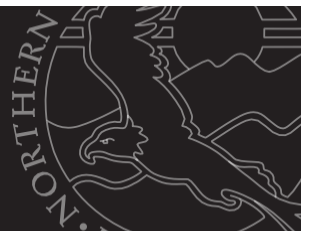


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INTRODUCTION

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

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

Table 1:
Unduplicated Declared Majors per Academic Department

Analysis of FTE				
Academic Departments	FTE (Fall 2025 EOT)	Head Counts (Fall 2025 EOT)	Head Counts (Spring 2025 EOT)	% of Declared Students (Fall 2025 FOT)
Arts & Human Sciences	92.80	111	114	7%
Biology, Chemistry, and ES	91.07	114	97	7%
Business Administration	215.87	273	257	17%
Teacher Education	154.97	239	204	15%
Engineering & Technology	64.00	84	64	5%
Language & Letters	24.00	28	14	2%
Math & Physical Sciences	2.67	4	3	0%
Nursing & Health Sciences	109.00	147	138	9%
Technical Trades	35.87	46	24	3%
Undeclared	49.43	195	163	12%
Undeclared Dual Credit	120.53	331	317	21%
Total	960.21	1572	1395	100%

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

Table 2:
Student Credit Hours (SCH) generated per Academic Department

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Arts & Human Sciences	1392	10%
Biology, Chemistry, and ES	1366	9%
Business Administration	3238	22%
Teacher Education	2324.5	16%
Engineering & Technology	960	7%
Language & Letters	360	2%

Analysis Variable: Student Credit Hours		
Academic Departments	SCH	%SCH
Math & Physical Sciences	40	0%
Nursing & Health Sciences	1635	11%
Technical Trades	538	4%
Undeclared	741.5	5%
Undeclared Dual Credit	1808	13%
Total	14403	100%

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

Degree	Number	Percent
Associate	283	18%
Bachelor	659	42%
Certificate	104	7%
Undeclared	195	12%
Undeclared Dual Credit	331	21%

Table 4:
Gender Distribution (based on unduplicated enrollment)

Table of Academic Departments by Gender			
Academic Departments	Gender		
	F	M	Total
Arts & Human Sciences	72	39	111
Biology, Chemistry, and ES	76	37	114*
Business Administration	194	79	273
Teacher Education	211	28	239
Engineering & Technology	24	59	84*
Language & Letters	19	9	28
Math & Physical Sciences	2	2	4
Nursing & Health Sciences	129	17	147*
Technical Trades	6	40	46
Undeclared	39	156	195
Undeclared Dual Credit	153	178	331
Total	925	644	1572
Percentage	58.84%	40.97%	100%

*Total includes students who responded as Neutral Gender

Table 5:
Financial Aid Statistics

Pell Eligible
32% of total headcount
41% of non-dual credit students

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

Table 6:
First-Generation Statistics

First Generation (non-dual credit)
41% First generation
23% Non-first generation
36% Unknown

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

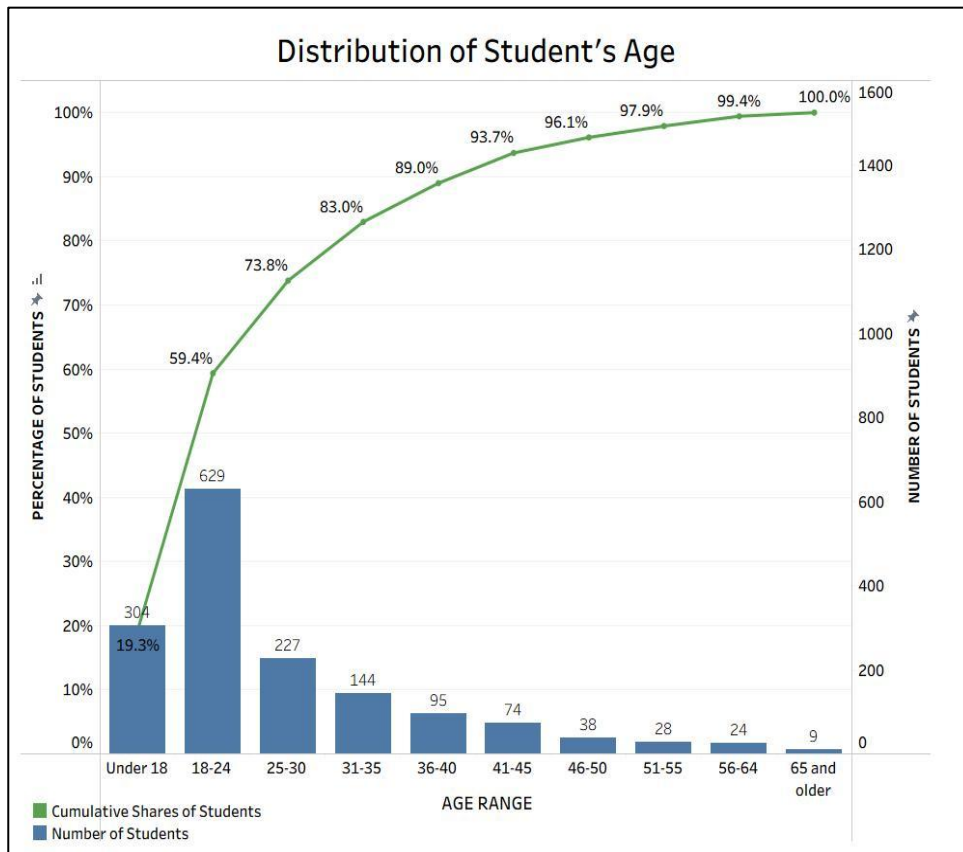
Table 7:
Ethnic Distribution (based on unduplicated enrollment)

Ethnicity	Number	Percent
American Indian or Alaskan Nat	160	10.18%
Asian	23	1.46%
Black or African American	33	2.10%
Hispanic of any race	1152	73.28%
Native Hawaiian/Pacific Island	0	0.00%
White non-Hispanic	172	10.94%
Non-Resident Alien	8	0.51%
Unknown / No Response	24	1.53%
Total	1572	100.00%

Table 8:
Age Statistics and Distribution (Unduplicated enrollment)

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

Graph 1:
Distribution of Student's Age



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

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

Academic Departments	# Courses offered	Percent
Arts & Human Sciences	61	15.93%
Biology, Chemistry, and ES	42	10.97%
Business Administration	37	9.66%
Teacher Education	51	13.32%
Engineering & Technology	26	6.79%
Language & Letters	43	11.23%
Math & Physical Sciences	48	12.53%
Nursing & Health Sciences	36	9.40%
Technical Trades	39	10.18%
Total	383	100.00%

Table 10:

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

Academic Departments	Division		
	Lower	Upper	Total
Arts & Human Sciences	47	14	61
Biology, Chemistry, and ES	32	10	42
Business Administration	20	17	37
Teacher Education	20	31	51
Engineering & Technology	12	14	26
Language & Letters	42	1	43
Math & Physical Sciences	42	6	48
Nursing & Health Sciences	29	7	36
Technical Trades	39	0	39
Total	283	100	383
Percentage	74%	26%	100%

Table 11:

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

Analysis Variable: Enrollment		
Academic Departments	Low Enrolled Courses (n<10)	Percent Low Enrolled Courses (n<10)
Arts & Human Sciences	19	31%
Biology, Chemistry, and ES	16	38%
Business Administration	15	41%
Teacher Education	5	10%
Engineering & Technology	20	77%
Language & Letters	9	21%
Math & Physical Sciences	21	44%
Nursing & Health Sciences	23	64%
Technical Trades	15	38%
Total	143	37%

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

Table 12:

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

Academic Departments	Average Number of Students Lower Division	Average Number of Students Upper Division
Arts & Human Sciences	16	8
Biology, Chemistry, ES	15	6
Business Administration	18	16
Teacher Education	12	13
Engineering & Technology	10	3
Language & Letters	14	7
Math & Physical Sciences	14	2
Nursing & Health Sciences	11	5
Technical Trades	13	0
Total	14	9
General Average	13	

Table 13:

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

Table of Academic Departments by Instruction Methods					
Academic Departments	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Arts & Human Sciences	8	7	33	13	61
Biology, Chemistry, and ES	1	6	10	25	42
Business Administration	0	8	25	4	37
Teacher Education	8	1	38	4	51
Engineering & Technology	0	2	5	19	26
Language & Letters	14	11	12	6	43
Math & Physical Sciences	14	5	4	25	48
Nursing & Health Sciences	0	1	9	26	36
Technical Trades	0	1	0	38	39
Total	45	42	136	160	383
Percentage	11%	11%	32%	47%	100%

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

Table 14:

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

Faculty Types	Instruction Methods				
	BOL	BTR	OL/OLP	TR	Total
Adjunct	24	15	69	56	164
Full time	21	27	67	104	219
Total	45	42	136	160	383

Note: BOL means blended online, BTR means blended traditional, OL/OLP means online, and TR means traditional. If we consider unique faculty members, **51** are full-time and **72** (excluded staff adjunct faculty) are adjuncts.

Table 15:

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

Faculty Types	DIVISION		
	LOWER (1000 and 2000)	UPPER (3000 and 4000)	Total
Adjunct	144	20	164
Full-time	139	80	219
Total	283	100	383

Table 16:

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

Instruction Methods	Mean
BOL	11
BTR	9
OL/OLP	17
TR	11

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

Table 17:

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

Academic Department	#Course by Adjunct	#Courses by Full Time	SCH offered by Adjunct	SCH Offered by Full-Time
Arts & Human Sciences	34	27	1726	1018
Biology, Chemistry, and ES	11	31	284	879
Business Administration	17	20	1221	987
Teacher Education	22	29	837	983
Engineering & Technology	2	24	75	417
Language and Letters	21	22	888	879
Math & Physical Sciences	24	24	1044	726
Nursing & Health Sciences	15	21	351	509.5
Technical Trades	18	21	821.5	754
Total	164	219	7247.5	7152.5
Percentage	43%	57%	50.3%	49.7%

Table 18:

Unduplicated Declared Majors by Field and Degree

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Early Childhood Education	15	99	0	114
Project Management	0	94	0	94
Nursing	0	82	0	82
Management	0	71	0	71
Elementary Education	5	64	0	69
Nursing (ADN)	51	0	0	51
Psychology	0	45	0	45
Biology	3	41	0	44
Business Administration	42	0	0	42
Electromechanical Engr Tech	0	39	0	39
Radiation Protection	38	0	0	38
Accounting	0	35	0	35
Electrical Technology	20	0	15	35
Environmental Science	2	26	0	28
Liberal Arts	28	0	0	28
Criminal Justice	5	22	0	27
Information Engineering Tech	5	22	0	27
ALT Secondary (7-12)	0	0	24	24
ALT Elementary (K-8)	0	0	21	21
Cosmetology	12	0	5	17

Majors	Degree			
	Associate	Bachelor	Certificate	Total
Film and Digital Media Arts	14	0	0	14
ALT Special Teacher Education	0	0	11	11
Self-Design	0	9	0	9
Allied Health	8	0	0	8
Barbering	3	0	5	8
Software Engineering	8	0	0	8
General Psychology	7	0	0	7
Eng Draw Com Aid Design	0	0	6	6
Media and Art	0	6	0	6
Welding Technology	2	0	4	6
Mathematics	1	3	0	4
Office Administration	4	0	0	4
Phlebotomy Technician/Phleboto	0	0	4	4
Pre-Engineering	4	0	0	4
Chemistry	3	0	0	3
Plumbing	0	0	3	3
Heating, Vent, Conditioning	0	0	2	2
Practical Nurse	0	0	2	2
Substance Abuse Counselor	2	0	0	2
Administrative Assistant	0	0	1	1
Humanities	0	1	0	1
Microsoft Office Suite	0	0	1	1
Nuclear Operations Technology	1	0	0	1
Non-Degree	0	0	0	526
Total	283	659	104	1572

Table 19:
Unduplicated Majors Declared by Gender

Majors	Gender		
	F	M	Total
ALT Elementary (K-8)	19	2	21
ALT Secondary (7-12)	13	11	24
ALT Special Teacher Education	9	2	11
Accounting	27	8	35
Administrative Assistant	1	0	1
Allied Health	7	1	8
Barbering	2	6	8
Biology	37	6	44*
Business Administration	29	13	42
Chemistry	2	1	3
Cosmetology	17	0	17
Criminal Justice	18	9	27
Early Childhood Teacher Education	111	3	114
Electrical Technology	6	29	35
Electromechanical Engr Tech	8	31	39
Elementary Teacher Education	59	10	69

Majors	Gender		
	F	M	Total
Eng Draw Com Aid Design	4	1	6*
Environmental Science	14	14	28
Film and Digital Media Arts	7	7	14
General Psychology	6	1	7
Heating, Vent, Conditioning	0	2	2
Humanities	1	0	1
Information Engineering Tech	6	21	27
Liberal Arts	19	9	28
Management	49	22	71
Mathematics	2	2	4
Media and Art	1	5	6
Microsoft Office Suite	1	0	1
Nuclear Operations Technology	0	1	1
Nursing	74	8	82
Nursing (ADN)	43	7	51*
Office Administration	3	1	4
Phlebotomy Technician/Phlebotomy	4	0	4
Plumbing	0	3	3
Practical Nurse	1	1	2
Pre-Engineering	2	2	4
Project Management	65	29	94
Psychology	36	9	45
Radiation Protection	23	15	38
Self-Design	3	6	9
Software Engineering	4	4	8
Substance Abuse Counselor	0	2	2
Welding and Technology	0	6	6
Non-Degree	192	334	526
Total	924	644	1572

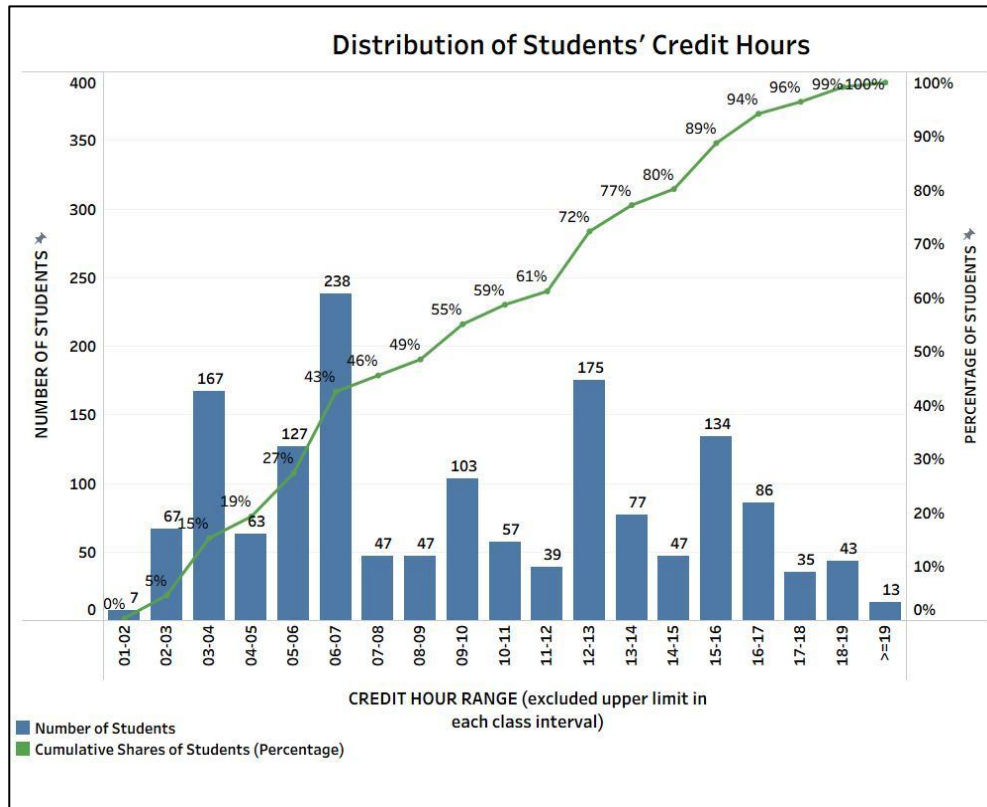
*Total includes students who responded as Neutral Gender.

Table 20:
Unduplicated Declared Majors by Ethnicity

Majors	American Indian or Alaskan Nat	Asian	Black or African American	Hispanic of any race	Non-Resident Alien	Unknown / No Response	White non-Hispanic	Total
ALT Elementary (K-8)	1	1	1	12	0	1	5	21
ALT Secondary (7-12)	2	1	0	13	0	1	7	24
ALT Special Education	0	1	0	7	0	1	2	11
Accounting	7	0	0	27	0	0	1	35
Administrative Assistant	0	0	0	1	0	0	0	1
Allied Health	0	0	0	8	0	0	0	8
Barbering	2	0	0	6	0	0	0	8
Biology	2	2	1	34	0	0	5	44
Business Administration	5	0	2	32	0	0	3	42
Chemistry	0	0	0	3	0	0	0	3
Cosmetology	2	0	0	12	0	0	3	17
Criminal Justice	3	0	2	20	1	0	1	27
Early Childhood Education	20	2	2	80	0	3	7	114
Electrical Technology	2	0	0	27	0	2	4	35
Electromechanical Engr Tech	2	1	1	27	1	1	6	39
Elementary Education	6	1	2	46	0	0	14	69
Eng Draw Com Aid Design	1	0	0	4	0	0	1	6
Environmental Science	4	0	0	18	0	0	6	28
Film and Digital Media Arts	1	0	1	11	0	0	1	14
General Psychology	1	0	0	6	0	0	0	7
Heating, Vent, Conditioning	0	0	0	2	0	0	0	2
Humanities	0	0	0	0	0	1	0	1
Information Engineering Tech	3	3	1	17	1	0	2	27
Liberal Arts	5	0	0	22	0	1	0	28
Management	12	0	3	53	0	0	3	71
Mathematics	1	0	0	2	0	0	1	4
Media and Art	1	0	0	4	0	1	0	6
Microsoft Office Suite	0	0	0	1	0	0	0	1
Nuclear Operations Technology	0	0	0	1	0	0	0	1
Nursing	7	1	1	59	0	1	13	82
Nursing (ADN)	2	0	1	42	1	0	5	51
Office Administration	1	0	0	3	0	0	0	4
Phlebotomy Technician/Phlebotomy	0	0	0	4	0	0	0	4
Plumbing	0	0	0	3	0	0	0	3
Practical Nurse	0	0	0	1	0	0	1	2
Pre-Engineering	2	0	0	2	0	0	0	4
Project Management	11	0	2	69	0	1	11	94
Psychology	5	1	2	33	2	0	2	45
Radiation Protection	1	1	2	21	0	1	12	38
Self-Design	1	0	1	2	2	1	2	9
Software Engineering	0	0	0	8	0	0	0	8
Substance Abuse Counselor	0	0	0	1	0	0	1	2
Welding Technology	0	0	0	6	0	0	0	6
Non-Degree	47	8	8	402	0	8	53	526
Total	160	23	33	1152	8	24	172	1572

Graph 2:

Distribution of SCHs enrolled by students.



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

Table 21:

Enrollment by Location (City)

City	Frequency	Percent
Spanola	388	24.68%
Santa Fe	134	8.52%
Albuquerque	127	8.08%
Santa Cruz	120	7.63%
Alcalde	68	4.33%
Ohkay Owingeh	52	3.31%
Los Alamos	42	2.67%
Rio Rancho	39	2.48%
Chimayo	37	2.35%
Hernandez	35	2.23%
Fairview	33	2.10%
Velarde	30	1.91%
Abiquiu	27	1.72%

City	Frequency	Percent
White Rock	25	1.59%
El Rito	19	1.21%
Gallina	19	1.21%
Medanales	19	1.21%
Chama	18	1.15%
Las Cruces	17	1.08%

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

Table 22:

Enrollment by High School (First-Time Any College)

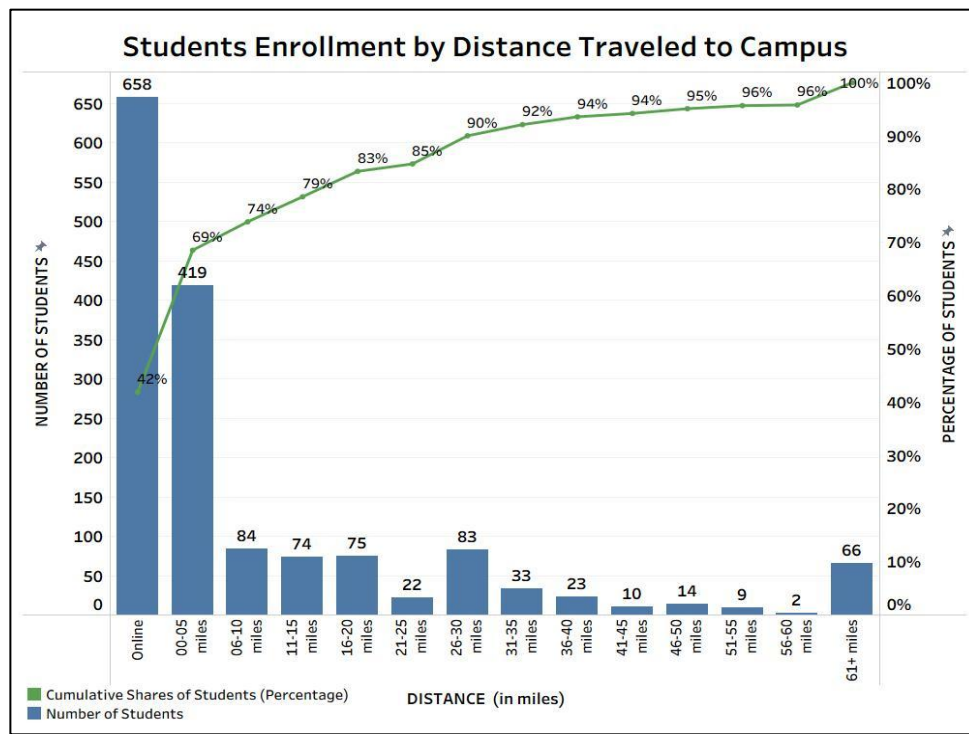
High School	Percent
Espanola Valley High School	20%
High School Equivalency Program	12%
Pojoaque High School	8%
Los Alamos High School	6%
McCurdy High School	5%
Mesa Vista High School	4%
Albuquerque High School	3%
Victory Faith Christ	3%
Escalante High School	2%
Foreign High School	2%
Santa Fe Indian School	2%
Capital High School	1%
Cibola High School	1%
Moriarty High School	1%
New Mexico Connections Academy	1%
Penasco Jr-Sr High School	1%
Questa High School	1%
V Sue Cleveland High School	1%

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

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

High School	Count
Espanola Valley High School	116
McCurdy Charter School	75
Coronado High School	37
Pojoaque High School	28
Escalante High School	21
Penasco Jr-Sr High School	14
Jemez Valley High School	12
Mesa Vista High School	11
Santa Fe High School	7
Los Alamos High School	6
New Mexico Connections Academy	2
New Mexico Home Schools	1
Santa Fe Indian School	1
Total	331

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



Note: The combo chart shows the distance students traveled to campus and the cumulative percentage of students. Of students traveling more than 50 miles, 11 are from Albuquerque.

Table 24:
Student enrollment by Campus Location

Location	Percent
Only Albuquerque	8.72%
Only El Rito	0.25%
Only Espanola	84.29%
Only Gallina	1.46%
Only Jemez Valley	0.76%
Only Pojoaque	0.89%
Only Santa Fe	0.45%
Only Tierra Amarilla	1.27%
Both Espanola and El Rito	0.25%
Both Espanola and Gallina	0.32%
Both Espanola and Santa Fe	1.34%

GLOSSARY

Traditional (TR):

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

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

Notes for staff:

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

Blended Traditional (BTR)

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

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

Notes for staff:

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

Blended Online (BOL)

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

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

Notes for staff:

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

Online (OL)

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

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

Notes for staff:

- Distance Learning fee applies.
- Requires QM Review

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

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