

DACC's Dual Credit Program

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1

Dual Credit Overview

- Students who have taken dual credit courses in high school perform better once they matriculate to DACC.
- Dual Credit Enrollment Growth has strained resources
- Funding for Dual Credit is minimal while expenses to support dual credit are increasing.

2

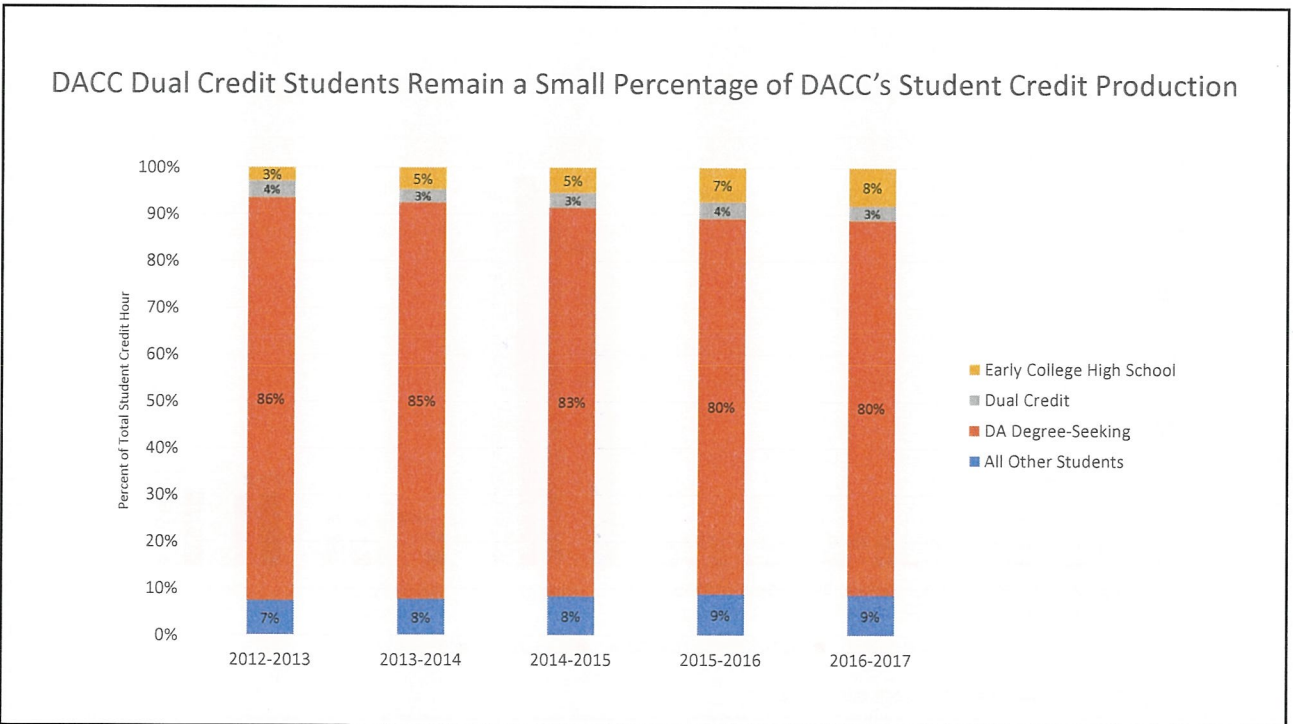
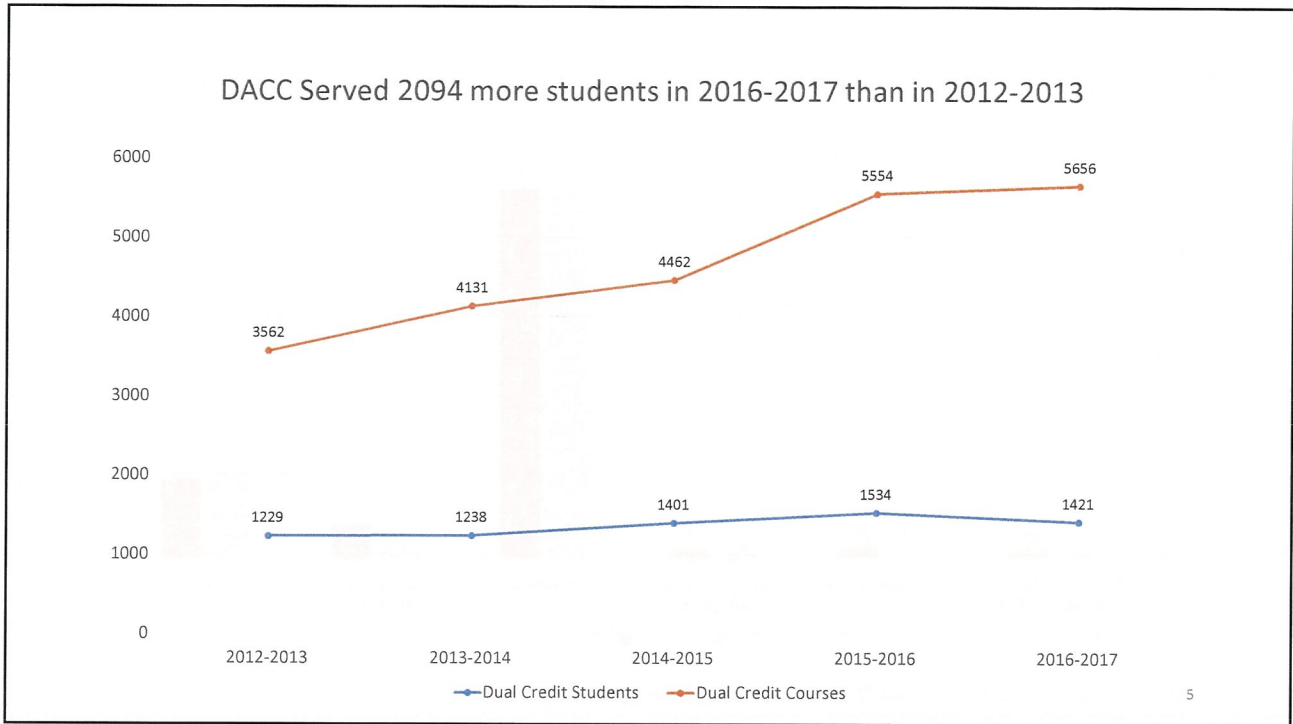
DACC's Dual Credit Programs

- **Dual Credit:** Junior and Senior high school students take a course at DACC that counts for high school credit and for college credit.
- **Early College High School:** Students in four (4) early college high schools earn dual credit throughout their high school experience. Dual Credit courses are taught at the high school. Some of the courses are taught by teachers employed by the high school and some of the courses are taught by teachers employed by DACC.

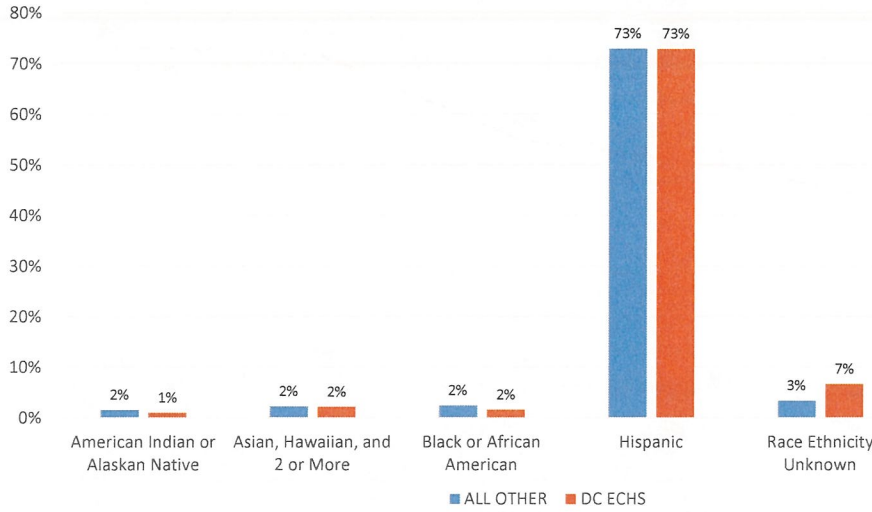
3

Section 1: Dual Credit Enrollment Trends & Demographics

4



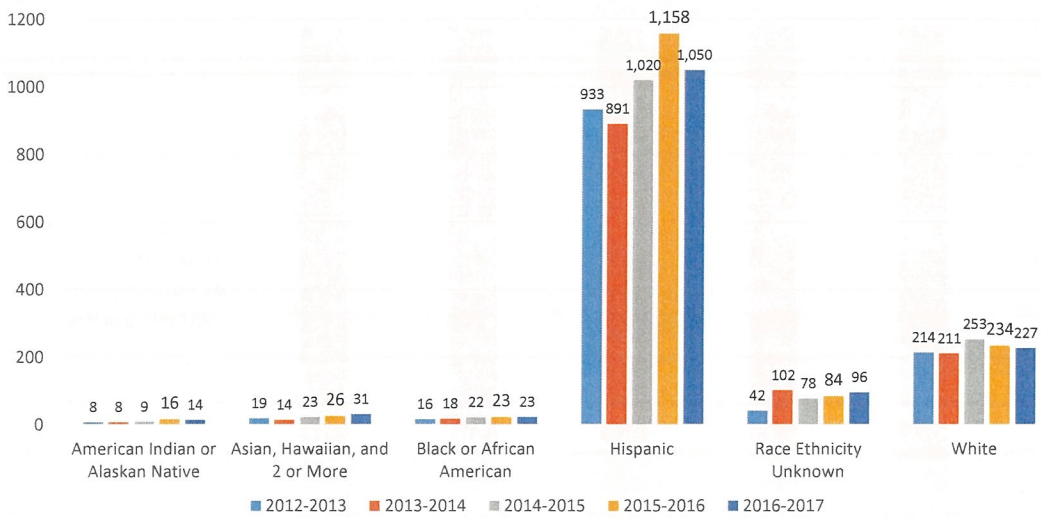
DACC's Dual Credit Students Are Similar in Demographics as Regular Campus Students



Minority dual credit students are represented at a similar rate as regular DACC students.

7

Consistently DACC Dual Credit Students Are Predominately Hispanic



This chart shows of Hispanic students in dual credit course is high.

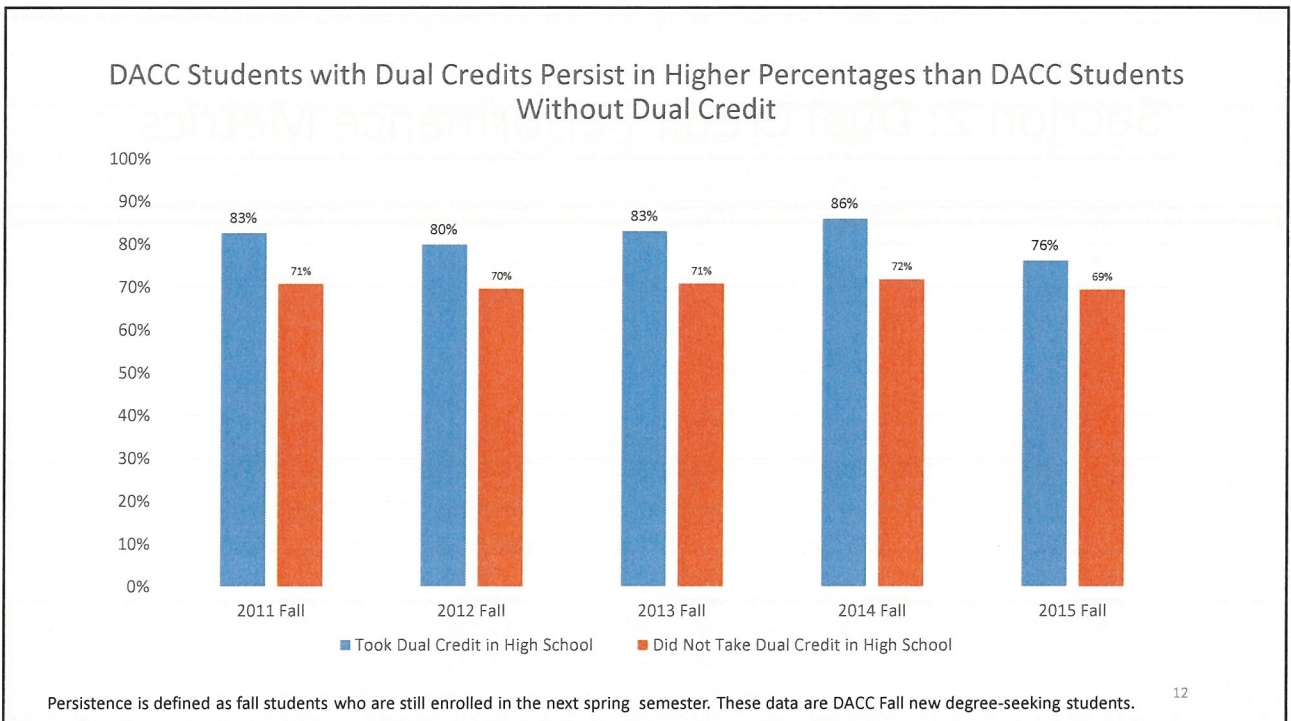
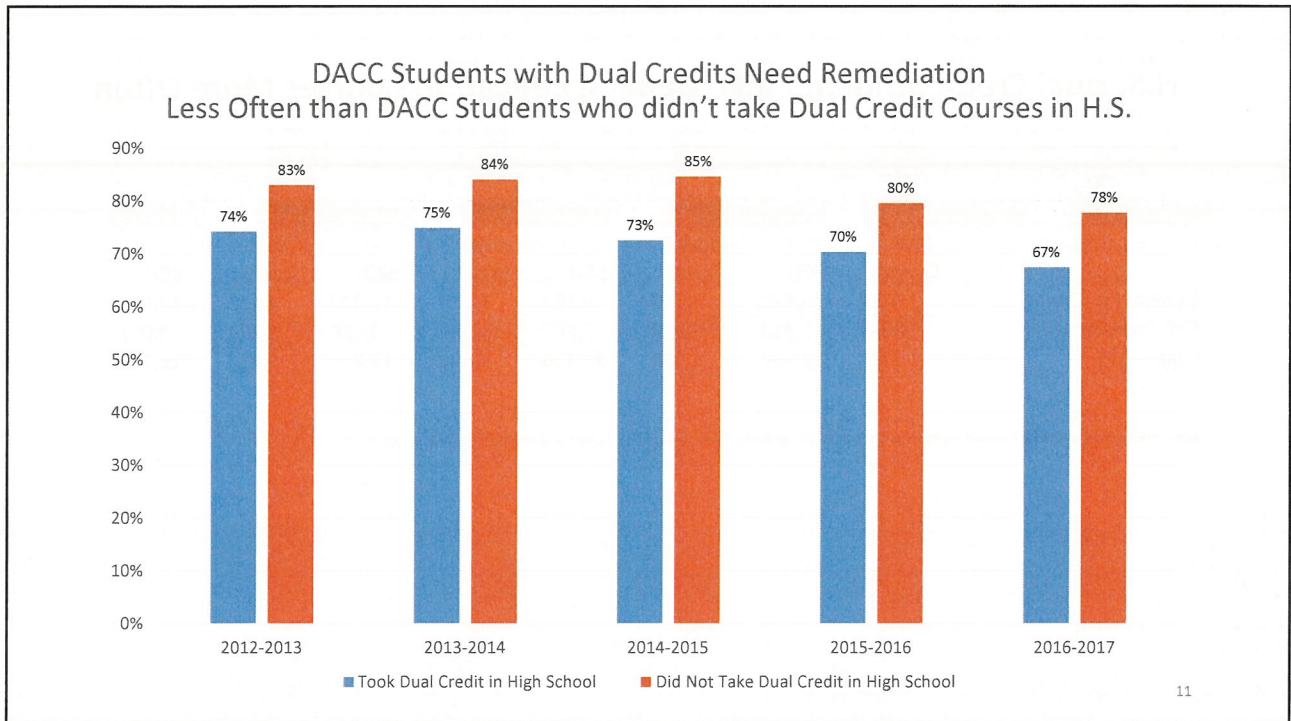
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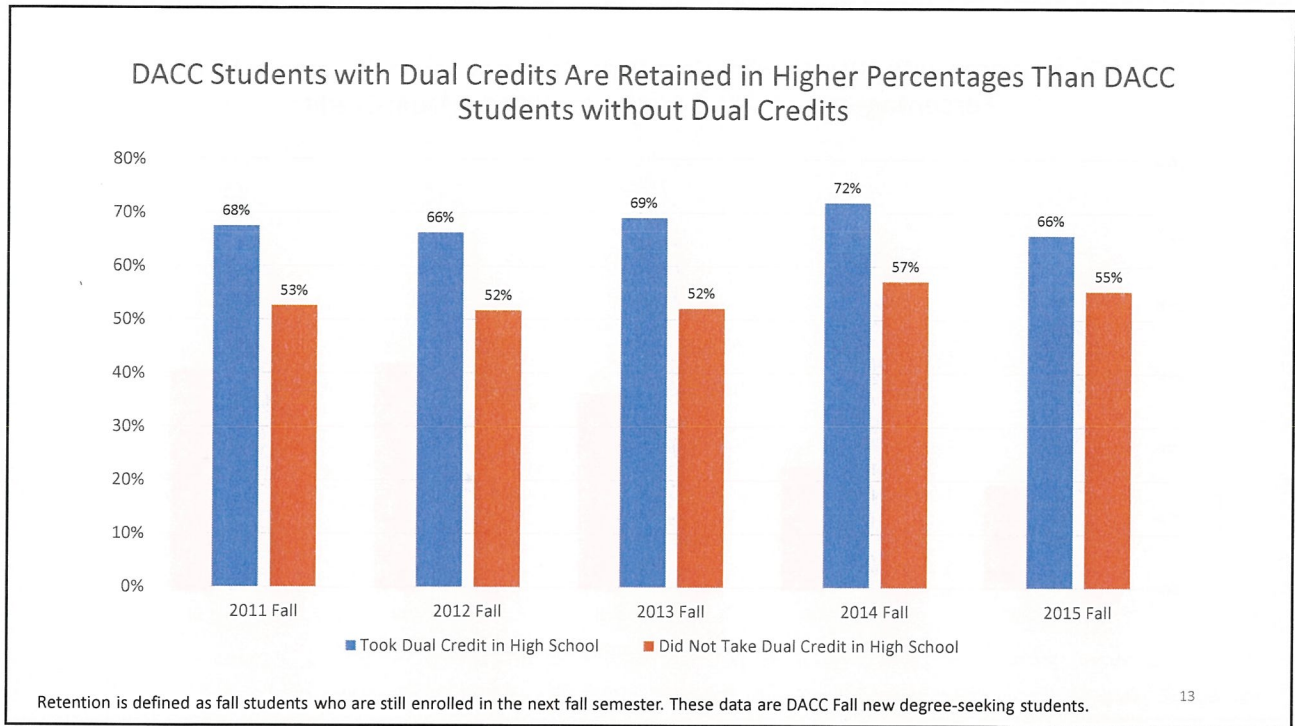
H.S. Dual Credit Students Take General Education Courses More Often

	2013-2014		2014-2015		2015-2016		2016-2017	
	Seat Count	SCH	Seat Count	SCH	Seat Count	SCH	Seat Count	SCH
General Ed. Courses	2,727	8,479	3,048	9,569	4,025	12,228	4,457	13,698
CTE Courses	1,404	3,810	1,425	3,867	1,529	3,986	1,200	3,077
Grand Total	4,131	12,289	4,473	13,436	5,554	16,214	5,657	16,775

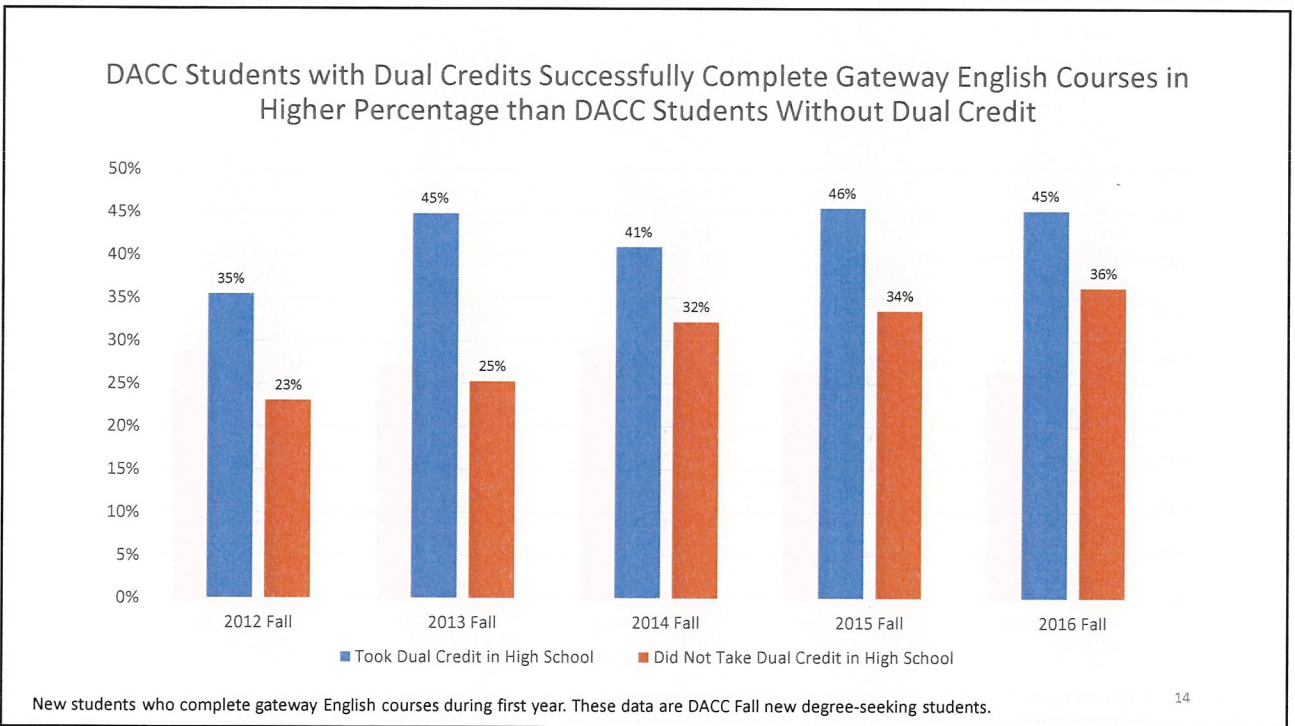
Academic courses are those courses that are not CTE or Developmental Educ., and most of which will transfer to a 4 year institution.

Section 2: Dual Credit Performance Metrics

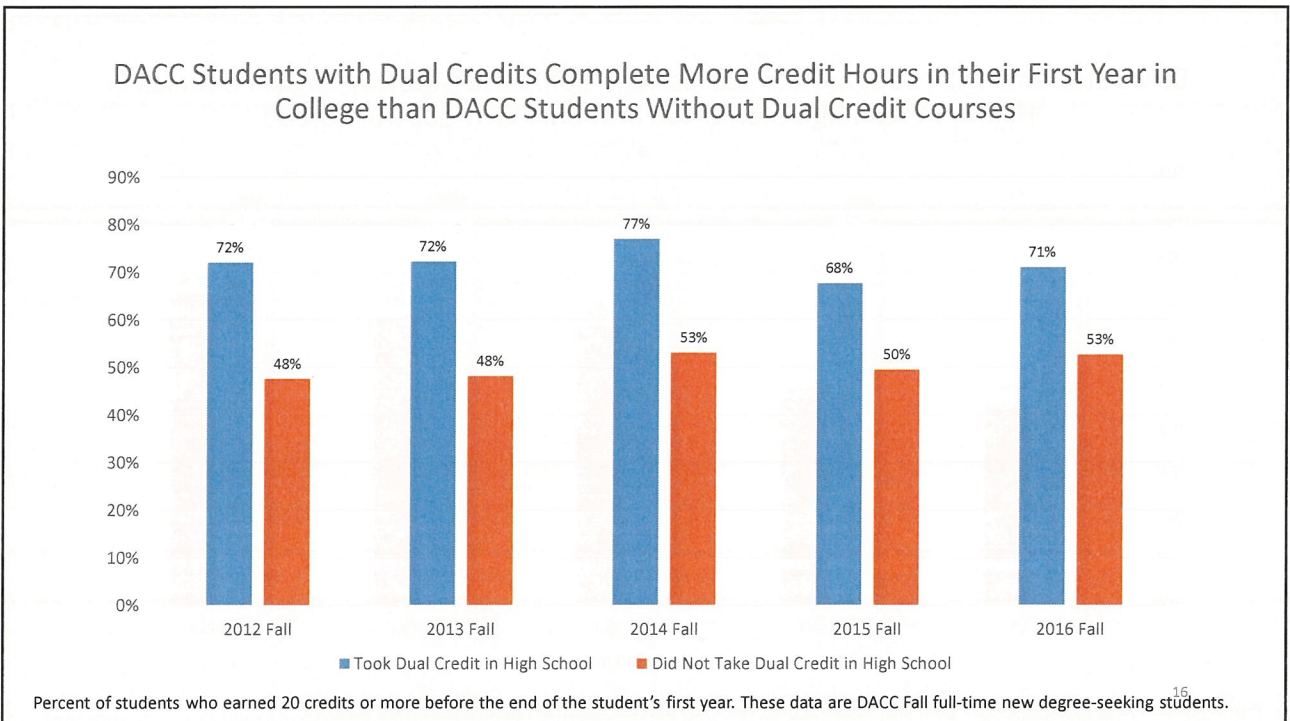
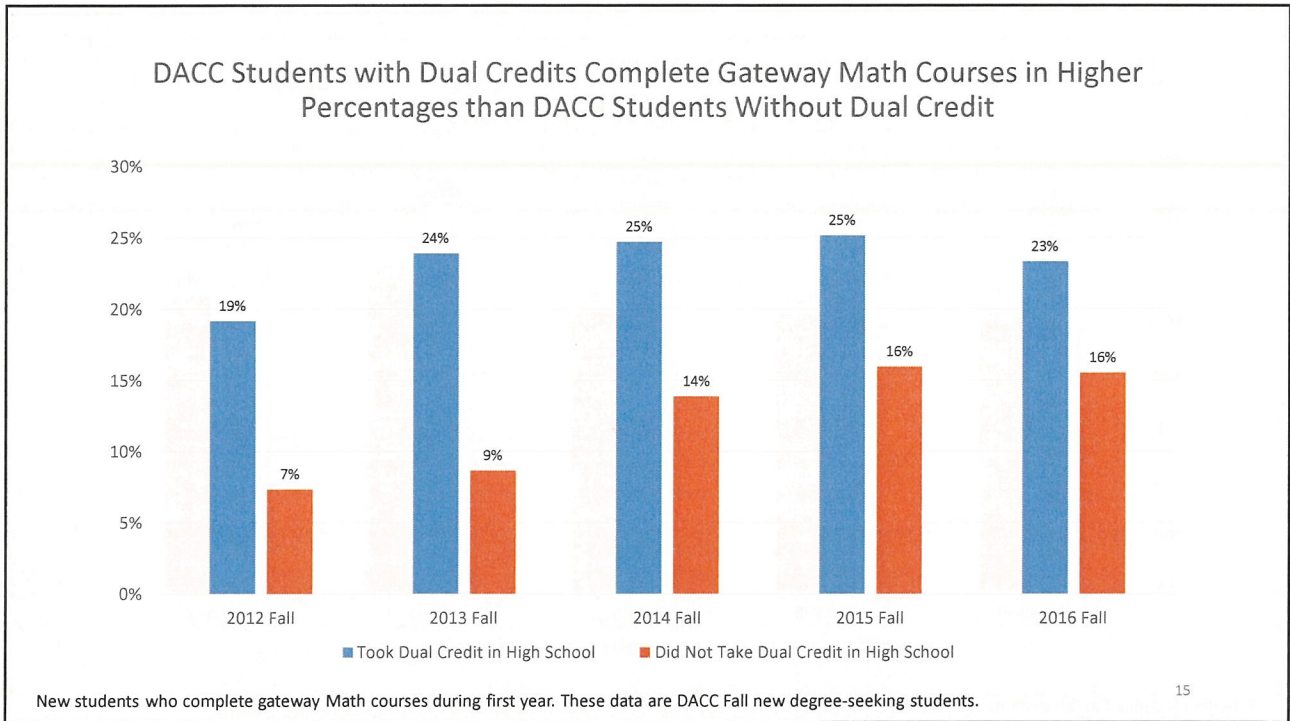


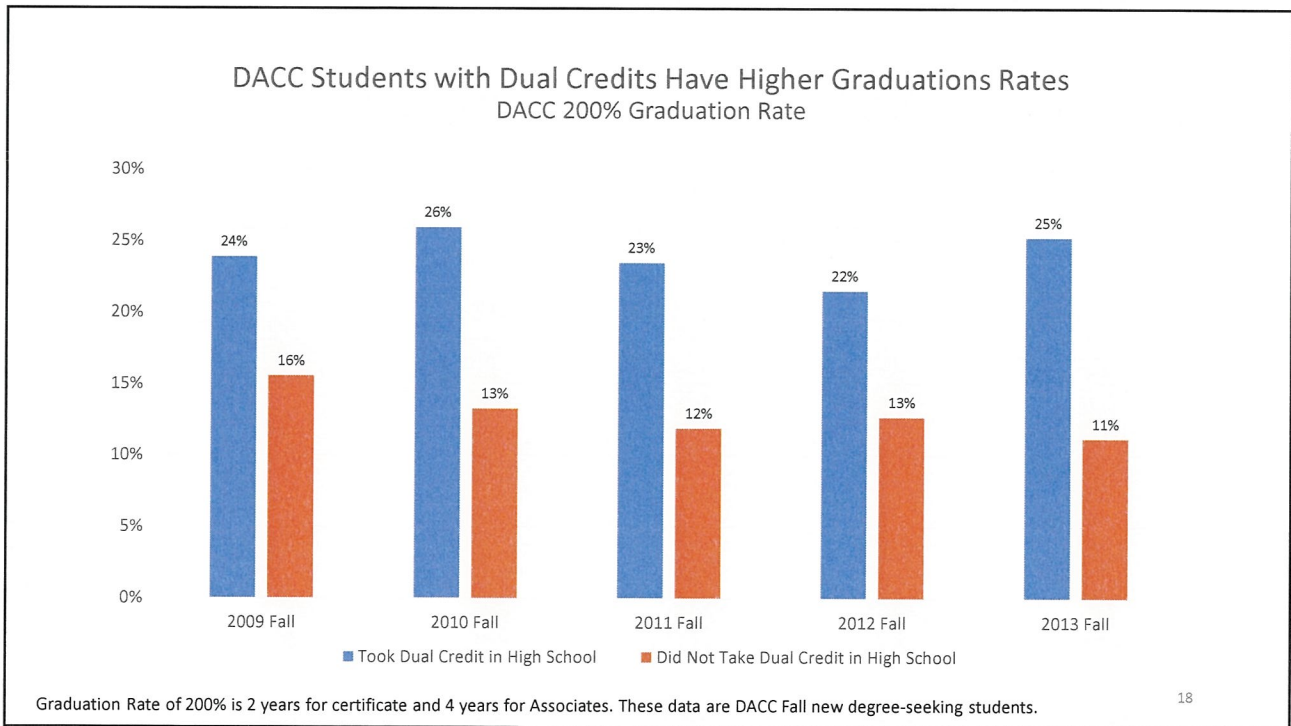
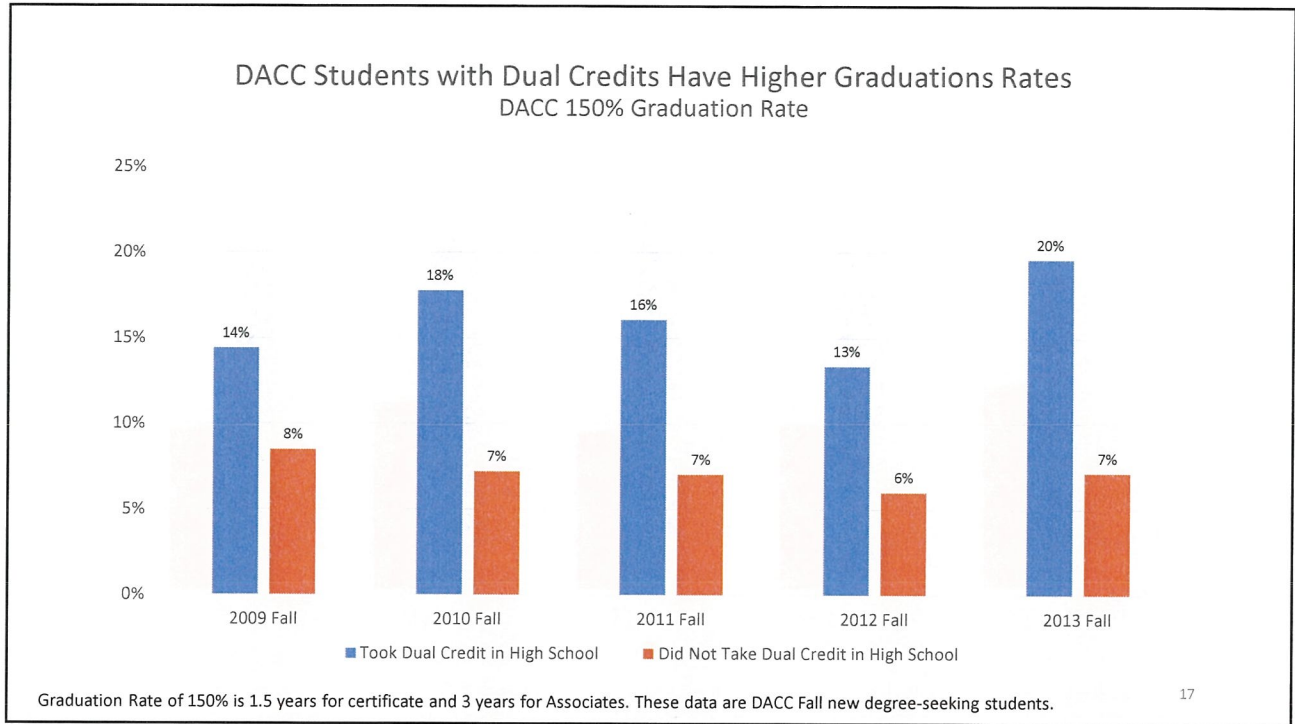


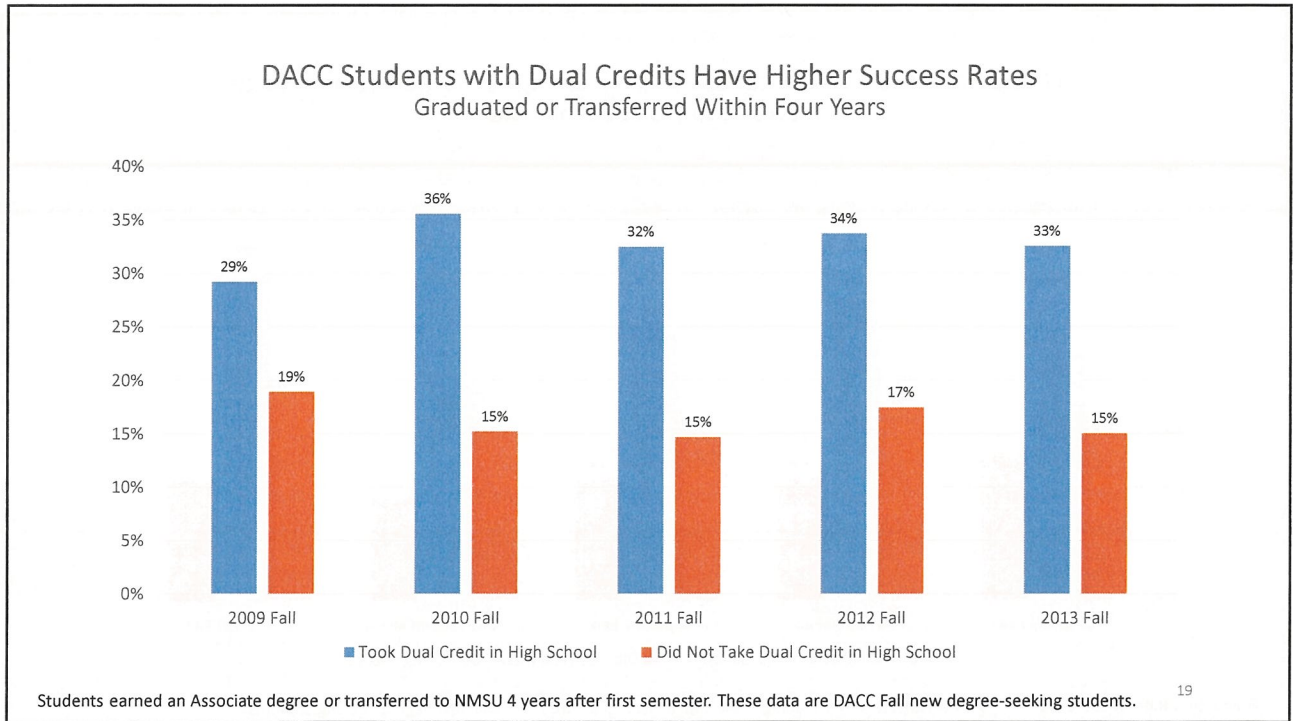
13



14







Section 3: Dual Credit Fiscal Impact

The Early College High School Model Results in DACC instructors teaching courses with 100% of the Students being high school students

Courses	13-14	14-15	15-16	16-17
Dual Credit	58%	68%	73%	66%

The lack of high school teachers with Masters degrees in the subject area or Masters degrees in Education with 18 graduate credit hours in the subject area means DACC has to hire the instructor to be compliant with the Higher Learning Commission's credentialing standards

21

DACC Provides Advising Support to High School Students taking Dual Credit both on Campus and at the Early College High School

Expense	FY 14	FY 15	FY 16	FY 17
Dual Credit Personnel	252,657	262,186	253,376	272,040
Instruction	233,743	305,554	449,548	474,228
Total	486,400	567,740	702,924	746,268

- Dual Credit Personnel included 5 FTE
- Instruction Costs based on a course with 100% dual credit students enrolled using an estimated average part-time faculty compensation rate of \$1,100/credit hour – these are typically offered at the early college high school.

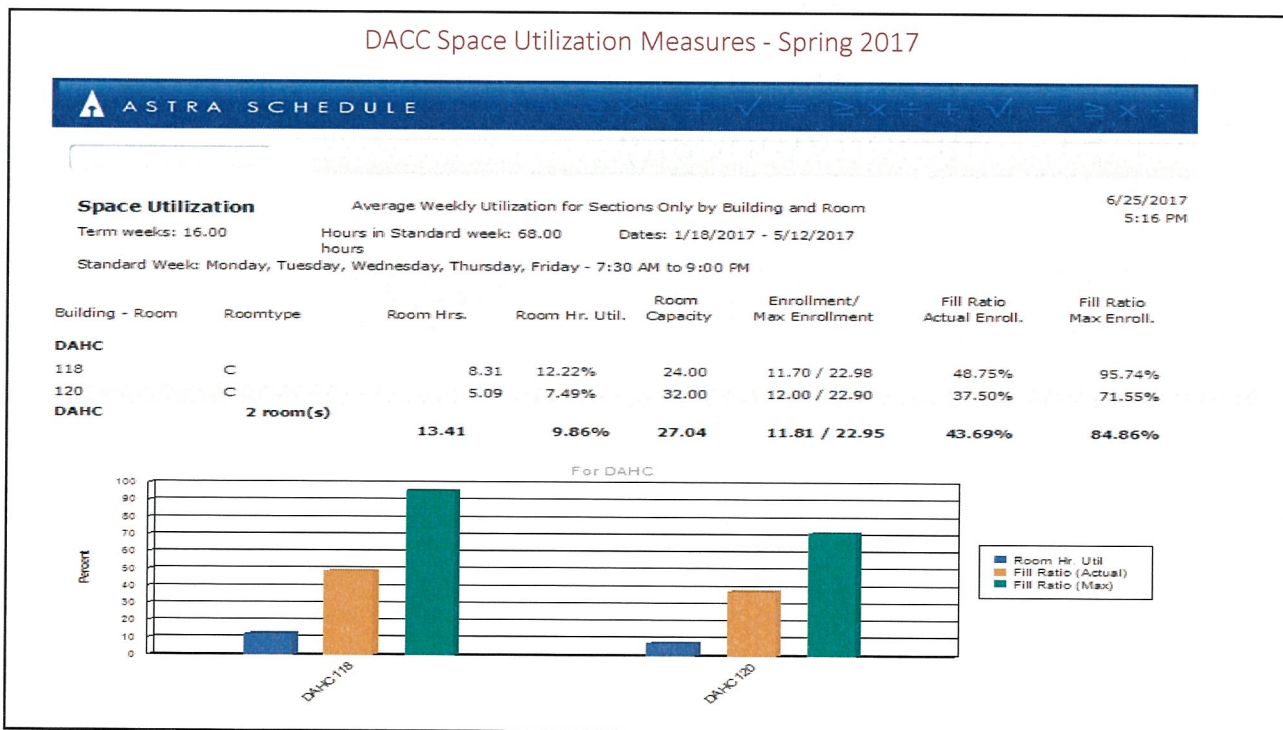
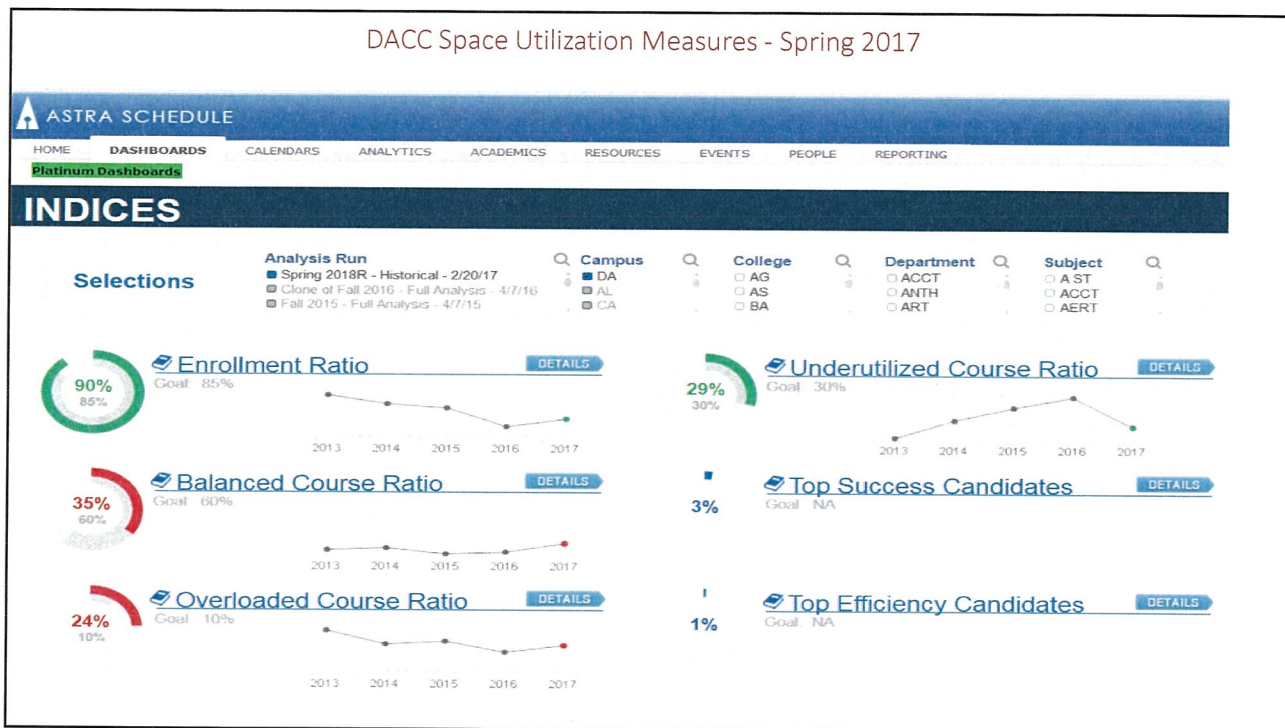
22

Myth: High School Students Coming to DACC Only Take Unfilled Seats in Existing Courses

23

DACC's Space Utilization Initiatives

- Space utilization software/reporting
 - Allow for reduction in unused seats by scheduling courses into appropriately sized rooms
 - Identify opportunities for utility/operating costs by optimizing classroom use in fewer buildings
- Established minimum enrollment requirements for courses to run
- Identify courses requiring additional sections or courses needing fewer sections
- Identify class offerings that utilize non-standard meeting times
- Spread class offerings to minimize bottlenecks and identify alternate completion options for programs (i.e. obtain degree by taking classes on nights and/or weekends.)



Bottom Line:

DACC's course efficiency procedures means sections have fewer vacant seats therefore the growth in dual credit students means DACC has to open more course sections to accommodate demand resulting in increased instructional costs.

27

DACC's Waived Tuition and General Fees is Now Over \$1.1 million Annually

2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
802,099	956,904	1,135,117	1,181,916	4,076,036

28

Section 4: Dual Credit Funding in New Mexico

29

Isn't Dual Credit Funding in the Base?

- In FY13 colleges stopped receiving direct formula funding for dual credit courses.
- In FY 13 each college received a base funding amount for 27,132 courses or approximately \$570 per course.
- Beginning in FY 13 dual credit enrollments grew rapidly while base funding was cut by 1.4% in fiscal year 2014, cut again by 4.0% in fiscal year 2015 and cut yet again by 5.7% in fiscal year 2016.

30

Two Views

LFC Report:

Pre-FY 13 dual credit base = \$15.5 million

FY 14 cut of 1.4%

FY 15 cut of 4.0%

FY 16 cut of 5.7%

Means dual credit base funding is \$13.8 million

Global View

In FY 08 total I&G was \$793 million which is the same year that a bill was enacted to encourage IHE's to waive tuition and the PED rule mandated no tuition for dual credit.

The FY17 appropriation decreased to \$743.9 million or a decrease of \$49 million in I&G funding.

Whatever funding that could have possibly been included in the base is likely gone.

31

Isn't Dual Credit Funded in the Performance Measures?

Dual Credit (EOS SCH) funding is included in the performance funding allocation (base at risk) which assumed new money would be available annually to distribute.

In FY 17 & FY 18 new money was not available so performance funding came from the base.

Performance funding for dual credit in FY 16 = \$200,937, FY 17 = \$410,171 and FY 18 = \$376,398.

Estimated Tuition Value of the 3-year average dual credit EOS SCH = \$8,324,362.

Higher Education waived \$8.3 million in dual credit tuition while receiving \$987,506 in I&G funding for dual credit.

32

Two Points:

Dual credit funding is coming at the cost of one institution over another institution particularly when no new money is going into the formula.

The opportunity costs represented by the 3-year average of waived tuition indicates higher education institutions face a growing challenge to offset lost tuition revenue from dual credit during cycles of enrollment decline, particularly community colleges with defined service areas.

33

