



Dual Credit Report

For the School Year 2015–2016
December 2016

Public Education Department Higher Education Department

Hanna Skandera
Secretary, Public Education Department

Barbara I. H. Damron, PhD, RN, FAAN
Secretary, Higher Education Department



The State of New Mexico

Dual Credit Annual Report
For School Year 2015–2016
December 2016

Susana Martinez
Governor

Hanna Skandera
Secretary of Education

Barbara Damron, PhD, RN, FAAN
Secretary of Higher Education

Required Notice

The contents of this report were developed under a grant from the U.S. Department of Education (USDOE). However, the contents do not necessarily represent the policy of the USDOE and should not be regarded as an endorsement by the federal government.

Copyright Notice

This report is copyright free, so no permission is needed to cite or reproduce it for **non-profit purposes**. If material from it is included in another **non-profit** publication, cite as follows:

Some information in this report was adapted from the *Dual Credit Annual Report for School Year 2015–2016, December 2016* which is a copyright-free document published by the New Mexico Public Education Department.

Notes

- This document is available at www.ped.state.nm.us and <http://hed.state.nm.us>. Click on the PED or HED A–Z directory to locate it under *Dual Credit*.

Acknowledgements

The Secretary of Public Education and the Secretary of Higher Education thank the following individuals for their contributions to this report:

Dina Advani, Director, Research and Planning, New Mexico Higher Education Department

Paul J. Aguilar, Deputy Secretary, Finance and Operations, New Mexico Public Education Department

Pascal Buser, Education Administrator, New Mexico Public Education Department

Marc Duske, Dual Credit Administrator, College and Career Readiness, New Mexico Public Education Department

Cindy Gregory, PhD, Chief Statistician, New Mexico Public Education Department

Beth Gudbrandsen, PhD, Chief Editor, New Mexico Public Education Department

Christopher Ruszkowski, Deputy Secretary for Policy and Program, New Mexico Public Education Department

Bridgette Noonan, PhD, Policy Administrator, New Mexico Higher Education Department

Elaine Perea, PhD, Director, College and Career Readiness, New Mexico Public Education Department

Thomas Schawel, Education Administrator, New Mexico Higher Education Department

Annjenette Torres, Director, Constituent Services and Strategic Initiatives, New Mexico Public Education Department

Table of Contents

Acknowledgements.....	3
Table of Contents.....	4
Executive Summary.....	5
Introduction.....	6
Statutory Requirements.....	7
Detailed Report.....	7
<i>Dual Credit Classes Defined</i>	7
<i>Demographic Description—Provisions for Collecting and Disseminating Annual Data</i>	8
<i>The Number of Students Taking Dual Credit Courses</i>	9
<i>Year-Over-Year Dual Credit Program Growth</i>	10
<i>Ethnicity and Dual Credit Enrollment</i>	10
<i>Participating Entities</i>	12
<i>Subject Areas and Enrollment</i>	26
<i>The Number of Dual Credit Classes Taken Per Student</i>	30
<i>The Average Number of Dual Credit Hours Taken Per Student</i>	31
<i>Student Grades Earned in Dual Credit Courses</i>	32
<i>Student Gender and Dual Credit Grades Earned</i>	33
<i>New Mexico Public Colleges and Dual Credit Student Enrollment</i>	34
<i>Online, High School and College Dual Credit Course Delivery</i>	35
<i>The Cost of Providing Dual Credit Courses</i>	36
<i>Evaluation of the Dual Credit Program</i>	36
<i>Dual Credit Council Activity</i>	37
Trends.....	38
Conclusion.....	39
Appendices.....	40
<i>Dual Credit Responsibilities</i>	41
<i>Glossary</i>	42
<i>Acronyms</i>	43
<i>Links</i>	44
<i>Postsecondary Institutions Participating in the Dual Credit Program</i>	45

Executive Summary

Every New Mexico high school student has the opportunity to enroll in postsecondary courses through the Dual Credit Program, which provides access to academic or career-technical course options that deliver simultaneous credit toward high school graduation and a postsecondary degree or certificate. The terms *dual enrollment* and *concurrent enrollment*, do not necessarily provide for simultaneous secondary and postsecondary credit; the Dual Credit Program uniquely does.

Key data-driven components collected during the 2015–2016 school year illustrate the following:

- The majority of students (70 percent) continue to limit themselves to a single dual credit course during the academic year. This represents a stable trend on this data point in comparison with the previous academic year. In academic year 2014–2015, the same percentage of students took one dual credit course.
- New Mexico’s School Grading Accountability system requires that students in dual credit courses achieve a grade of *C* or better in order to be considered successful. Under that standard, 83 percent of the enrollees met the success criterion in school year 2015–2016. This result has increased by 4 percent from last year.
- Dual credit course delivery on college campuses has increased 15 percent over the last four years, from 57 to 72 percent, with a 10 percent gain from last year.

The 2015–2016 Dual Credit Annual Report identifies and incorporates the following state dual credit initiatives:

- Continuing to align New Mexico’s high school competencies with college placement and career readiness expectations
- Affording access to dual credit courses for every New Mexico high school student interested in accelerating their career path
- Utilizing the DCC to support and enhance dual credit administration statewide
- Providing meaningful opportunities for parental involvement
- Ensuring college and career readiness

The Public Education Department (PED) and the Higher Education Department (HED) form a collaborative entity entitled the Dual Credit Council (DCC) to actualize this vision for the high school students of New Mexico.

To fulfill our pledge of providing every student with a valuable, worthwhile education and holding ourselves accountable for progress and results, it is essential that our P–20 education system integrates continuous improvement within our regulations, policies, actions, and investments—ensuring a strategic and coherent system. Dual credit delivers a successful acceleration mechanism. Accessing dual credit coursework facilitates alignment with students’ postsecondary goals when it is interwoven with effective counseling and next step planning.

Introduction

According to the U.S. Department of Education (USDOE), *College Completion Took Kit*, the best jobs and fastest growing firms—whether in biosciences, technology, manufacturing, trade, or entertainment—will gravitate to communities, regions, and states with a highly qualified workforce. In the coming decade, as reported by the Bureau of Labor Statistics, individuals with professional certificates and postsecondary education degrees at the associate, bachelor, and graduate levels are projected to continue to experience higher levels of employment and wage growth than those without such credentials.

The New Mexico Dual Credit Program increases the opportunity for postsecondary graduation and individual and community economic growth. The program allows high school students to enroll in college-level courses offered by a public postsecondary educational institution or tribal college that may be academic or career-technical but may not be remedial, developmental, or physical education courses. These courses can be taken simultaneously with regular curriculum to earn credit toward high school graduation and a postsecondary degree or certificate. Dual credit supports P–20 education by maximizing students' educational attainment, providing opportunities for success in the workforce, and better ensuring students' contributions to their local communities.

To facilitate and improve the dual credit initiative in New Mexico, the cabinet secretaries of the HED and PED each appoint three individuals to the DCC as per rule at 6.30.7 NMAC. The council chair alternates between the departments every two years.

The council makes recommendations to the cabinet secretaries on issues not addressed in the rule. The HED and PED secretaries act jointly in responding to recommendations including the following:

- Determining an alignment of course content to administer the appropriate credit ratio
- Administering an appeals process for local education agencies (LEAs) and institutions of higher education (IHEs).

The HED and PED have developed a collaborative, systematic practice in order to facilitate the successful, dynamic, New Mexico dual credit process for high school students. This practice contains the following elements:

- Investing in relationships with colleges
- Modeling collaborative behavior
- Ensuring requisite communication and resolution skills
- Understanding role clarity by institutions and the LEAs
- Supporting a strong sense of community
- Assigning team members who are both task and relationship oriented

By implementing this collaborative practice, the HED and PED generate consistent, engaging communication that enables high school students throughout New Mexico to successfully complete dual credit courses with increased success and in greater numbers on an annualized basis.

Statutory Requirements

This section describes the laws and rules that apply to dual credit in relevant part as follows:

21-1-1-2. NMSA 1978 Dual credit for high school and postsecondary classes.

G. The higher education department and the public education department shall adopt and promulgate rules to implement a dual credit program that specify:

- (7) provisions for collecting and disseminating annual data, including
 - (a) the number of students taking dual credit courses;
 - (b) the participating school districts, charter schools, state-supported schools, Bureau of Indian Education high schools, public post-secondary educational institutions, and tribal colleges;
 - (c) the courses taken and grades earned;
 - (d) the high school graduation rates for participating school districts, charter schools, state-supported schools and Bureau of Indian Education high schools;
 - (e) the public post-secondary educational institutions and tribal colleges that participating students ultimately attend; and,
 - (f) the cost of providing dual credit courses.

H. The higher education department and the public education department shall evaluate the dual credit program in terms of its accessibility to students statewide and its effect on

- (1) student achievement in secondary education;
- (2) student enrollment and completion of higher education; and
- (3) school districts, charter schools, state-supported schools, Bureau of Indian Education high schools, public post-secondary educational institutions, and tribal colleges.

I. The departments shall make an annual report, including recommendations, to the governor and the legislature.

Detailed Report

Dual Credit Classes Defined

College courses eligible for dual credit are those that

- are academic or career technical; and
- earn credit toward high school graduation and a postsecondary degree or certificate.

Please note: Remedial, developmental, and physical education activity courses are not eligible for dual credit.

- Courses may be taken as an elective or core course and
 - must meet the PED standards and benchmarks;
 - shall meet the rigor for postsecondary institution credit;
 - may be offered at LEAs, postsecondary institutions, and off-campus centers; and
 - may be delivered during or outside of regular LEA hours or via distance learning.
- There is currently no state limit to the number of credits a student may earn through dual credit in an academic term.

Successful completion of three credit hours of postsecondary instruction shall result in the awarding of one high school unit.

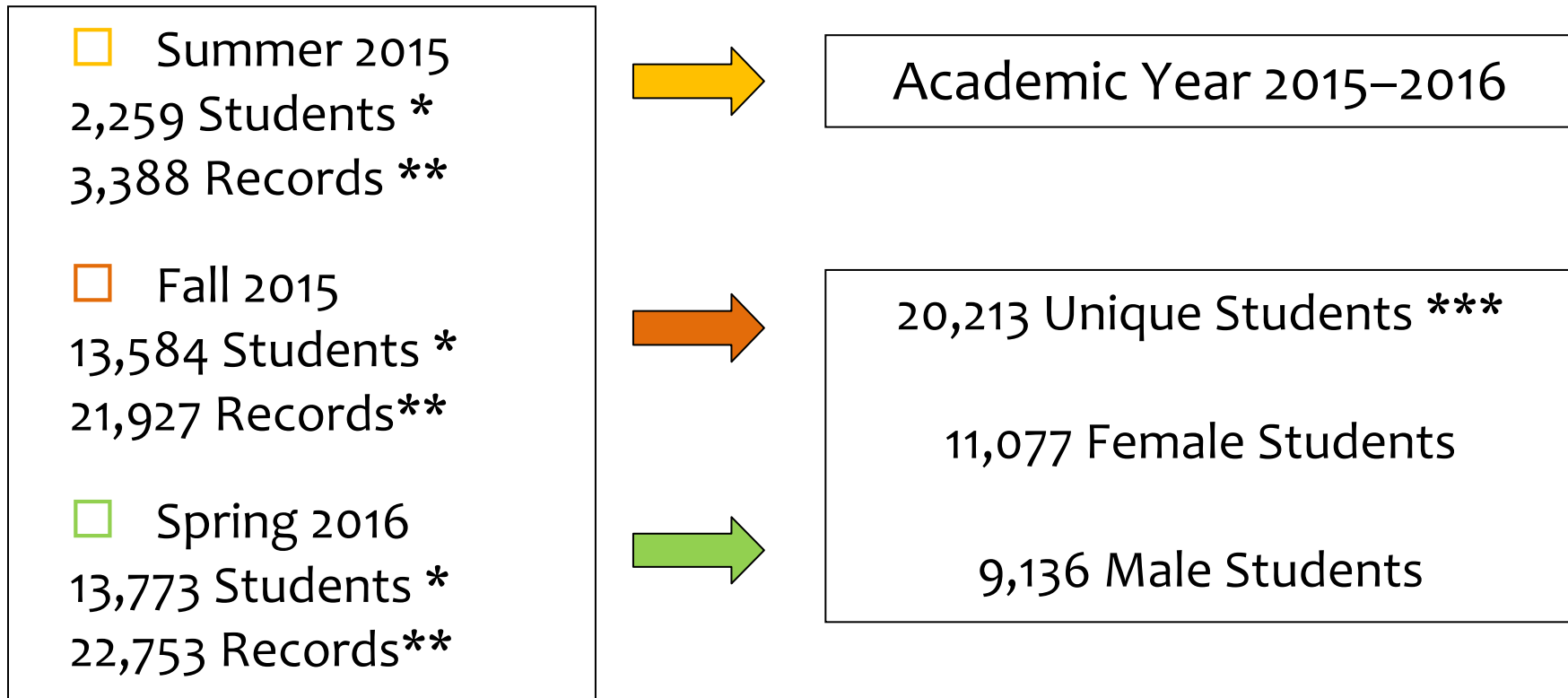
Demographic Description—Provisions for Collecting and Disseminating Annual Data

A memorandum of understanding (MoU) between the PED and the HED has been implemented to ensure that data validations for dual credit program participation are addressed on an annual basis. This MoU provides the means by which provisions for collecting and disseminating annual data are accomplished.

Types of Dual Credit Data Collected	
<ul style="list-style-type: none">• Birth Date• Credit Hours• Course Location• Demographics<ul style="list-style-type: none">○ Name○ Ethnicity○ Gender• Grades	<ul style="list-style-type: none">• High School• Method of Course Delivery• Postsecondary Institution• Social Security Number (SSN)• Student Teacher Accountability Reporting System Identification (STARS ID)• Types of Courses Taken• Year of High School Graduation

The four tribal institutions data are included.

Dual Credit (DC) Enrollment Information

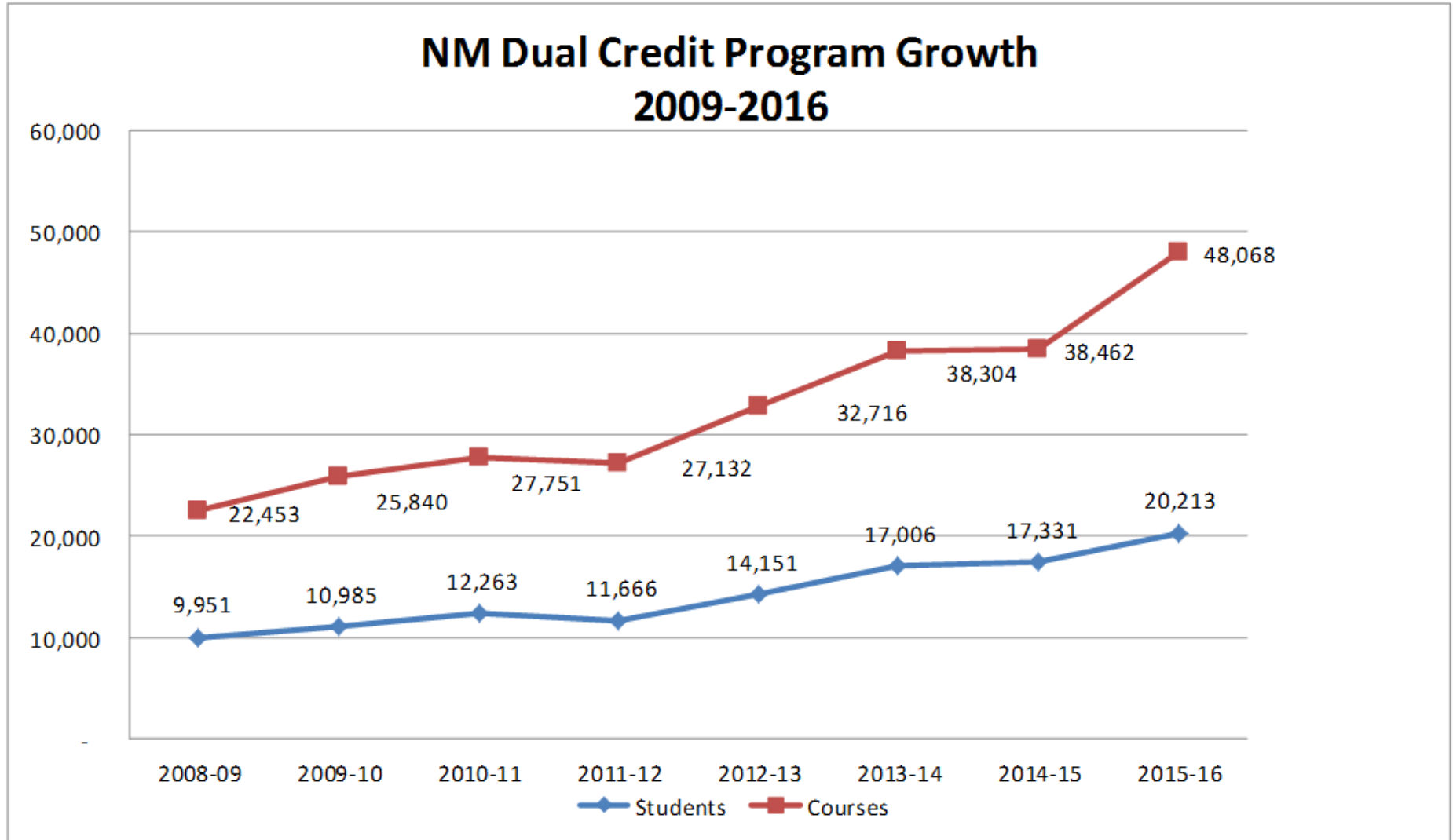


* *Students* represent distinct head counts for dual credit students for each semester.

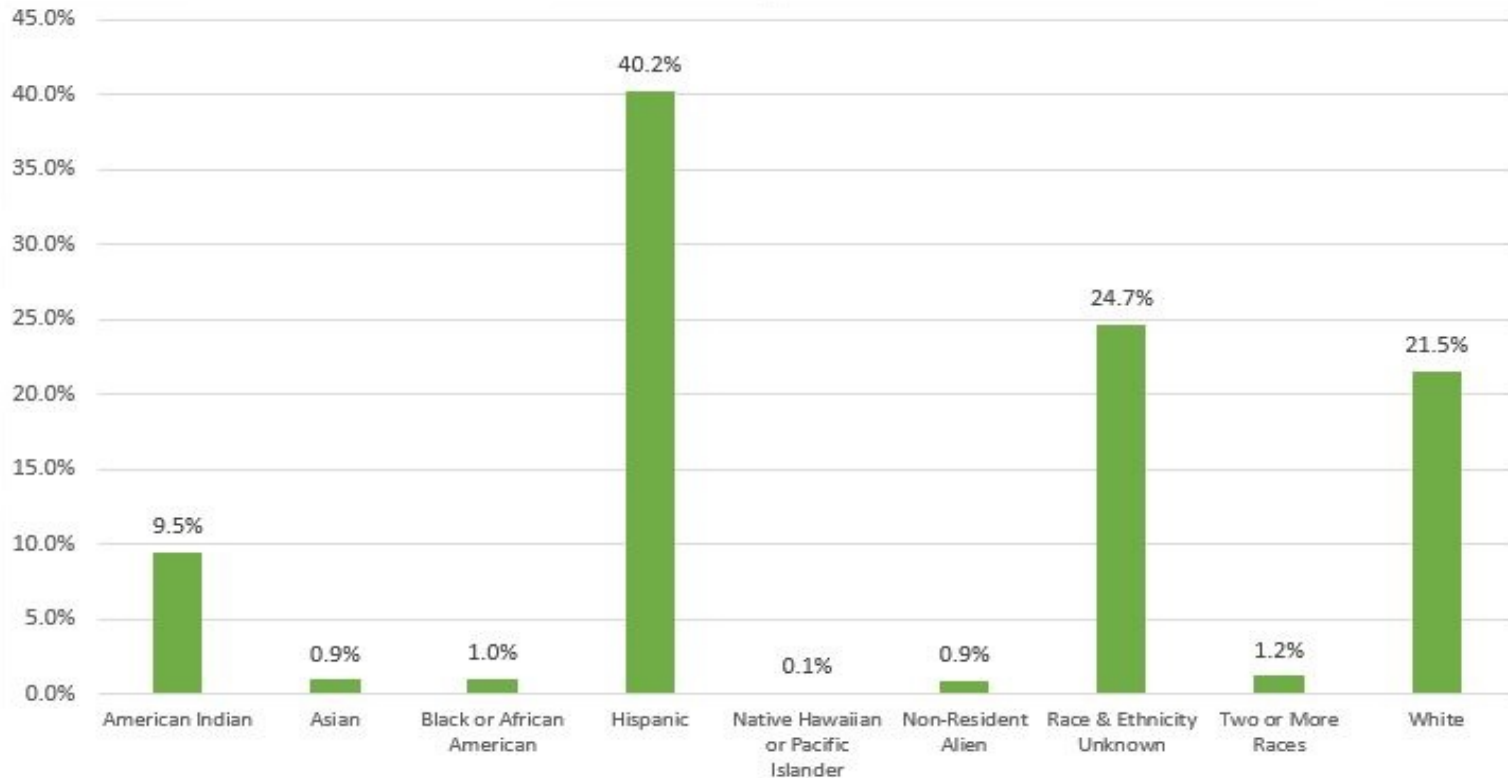
** *Records* refer to the number of courses each student can take in a given semester (e.g., one student can take three courses, so there will be three records).

*** For AY15–16, *Unique Students* refers to distinct students that were taking DC courses in any semester and enrolled by census date. An additional 487 DC students, who registered after census, have not been included, as no demographic information (ethnicity, gender) is available. Hence, there were 20,700 unique students in total for AY15–16. This number also does not include 946 unique dual credit students reported by the four tribal institutions. Including the tribal institutions reporting, the total number of unique dual credit students for Academic Year 2015-2016 is 21,646.

NM Dual Credit Program Growth: 2009–2016



Dual Credit Enrollment by Ethnicity: AY 2015–2016





Data continues to be reported under the new ethnicity guidelines begun last year. *Non-Resident Alien* generally refers to a student who is not a U.S. citizen or does not have a permanent resident status. *Native Hawaiian* includes *Pacific Islander*.

Hispanic and *American Indian* students are enrolling in dual credit courses at a lesser rate as compared to last school year (47 percent and 10 percent versus 40 percent and 9.5 percent respectively). The pattern for white students in the dual credit population has similarly declined (27 percent versus 21.5 percent) from the last academic year.







Approximately 25 percent of the dual credit enrollees were unidentified in a single ethnic category. It is likely that these students are either multi-racial, or they preferred anonymity. In any case, these DC figures should be interpreted with caution since nearly 25 percent of ethnicities are unknown which is double the percentage from the last academic year.

Participating Entities

The chart below details information for the AY 2015–2016 and Class of 2015 cohort. As shown in the list below, the overall statewide cohort graduation rate for students taking dual credit is 85.2 percent this year. This represents a decline from 90.4 percent attained last year.

An increase in district or charter school graduation rate from the previous year is noted with the inclusion of this symbol: . A decrease is noted with the inclusion of this symbol: . If there is no change in the reported graduation rate, no symbol is present. The table below incorporates the following statutory data requirements:

- **Participating entities.** Include participating school districts; charter schools; state-supported schools; Bureau of Indian Education high schools; public, postsecondary educational institutions; and tribal colleges.
- **High school graduation rates.** Include rates for participating school districts, charter schools, state-supported schools, and Bureau of Indian Education high schools.
- **Participating public, postsecondary, educational institutions.** Include the public, postsecondary, educational institutions and tribal colleges that participating students ultimately attend.
 - ◆ Participating entities
 - ◆ High school graduation rates
 - ◆ Participating public, postsecondary educational institutions

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Statewide—All Schools All Students	68.6 	85.2 	
Alamogordo Public Schools	68.8 	87.7 	
			New Mexico State University Alamogordo
Albuquerque Public Schools (APS)	61.7 	78.6 	
Albuquerque Talent Development Secondary			Central New Mexico Community College
Bataan Charter School			Institute of American Indian Arts
Bataan Military Academy			University of New Mexico
Career Academic Technical Academy			
Digital Arts and Technology Academy			
El Camino Real Academy			
Gordon Bernell Charter School			
La Academia De Esperanza			
Los Puentes			
Native American Community Academy			
Nuestros Valores Charter School			
Public Academy for Performing Arts			
Robert F. Kennedy Charter High School			
School for Integrated Academics and Technologies			
South Valley Academy			

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Animas Public Schools	>98.0	>98.0†	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			University of New Mexico
			Western New Mexico University
Artesia Public Schools	68.3	88.8	
			Eastern New Mexico University Roswell
			New Mexico State University Carlsbad
Aztec Municipal Schools	76.8	90.3	
			San Juan College
Belen Consolidated Schools	72.0	82.5	
			Central New Mexico Community College
			University of New Mexico Valencia
Bernalillo Public Schools	68.1	76.9	
			Central New Mexico Community College
			Institute of American Indian Arts
Bloomfield Schools	65.9	89.6	
			San Juan College
Capitan Municipal Schools	82.2	93.8	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
Carlsbad Municipal Schools (CMS)	62.9	69.4	
Jefferson Montessori Academy			New Mexico State University Carlsbad
Carrizozo Municipal Schools	94.3	>98.0	
			Eastern New Mexico University Ruidoso
			Central New Mexico Community College
			Navajo Technical College
Central Consolidated Schools	71.7	89.9	
			San Juan College

* School did not have members of the graduation cohort. † New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Chama Valley Independent Schools	>98.0	>98.0	
			Northern New Mexico College
Cimarron Municipal Schools	76.9	84.8	
Moreno Valley High School			Clovis Community College
			Eastern New Mexico University
			Luna Community College
			University of New Mexico Taos
Clayton Municipal Schools	95.6	>98.0	
			Mesalands Community College
			Clovis Community College
Cloudcroft Municipal Schools	94.8	>98.0	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
			New Mexico State University Alamogordo
Clovis Municipal Schools	77.4	92.4	
			Clovis Community College
			Eastern New Mexico University
Cobre Consolidated Schools	92.3	95.5	
			New Mexico State University Doña Ana Community College
			Western New Mexico University
Corona Public Schools	>98.0†	>98.0†	
			Clovis Community College
			Eastern New Mexico University
			Eastern New Mexico University Ruidoso
Cuba Independent Schools	58.6	69.7	
			Luna Community College
			Northern New Mexico College
			Central New Mexico Community College
Deming Public Schools	66.3	80.4	
Cesar Chavez Charter High School			Eastern New Mexico University
			New Mexico State University
			Western New Mexico University

* School did not have members of the graduation cohort. ** School had too few students to report.

† New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Des Moines Municipal Schools	>98.0	>98.0†	Clovis Community College
Dexter Consolidated Schools	68.2	77.8	Eastern New Mexico University Roswell Mesalands Community College
Dora Consolidated Schools	77.6	>98.0	Clovis Community College Eastern New Mexico University Eastern New Mexico University Roswell Eastern New Mexico University Ruidoso New Mexico State University
Dulce Independent Schools	72.3	87.5	Northern New Mexico College
Elida Municipal Schools	81.0	>98.0†	Clovis Community College Eastern New Mexico University
Española Public Schools	61.7	87.4	Northern New Mexico College
Estancia Municipal Schools	69.8	91.3	Central New Mexico Community College Eastern New Mexico University
Eunice Public Schools	69.7	89.0	New Mexico Junior College
Farmington Municipal Schools	71.7	88.0	New Mexico State University San Juan College Central New Mexico Community College
Floyd Municipal Schools	92.1	95.0†	Clovis Community College Eastern New Mexico University
Fort Sumner Municipal Schools	90.3	>98.0	Clovis Community College Eastern New Mexico University Mesalands Community College





















* School did not have members of the graduation cohort. † New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Gadsden Independent Schools	80.7	80.1	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Gallup-McKinley County Schools	66.6	83.1	
Middle College High School			Navajo Technical College
			University of New Mexico Gallup
Grady Municipal Schools	96.0	>98.0 †	
			Clovis Community College
			Eastern New Mexico University
Grants-Cibola County Schools	67.5	90.9	
			Central New Mexico Community College
			New Mexico State University Grants
Hagerman Municipal Schools	76.1	87.0	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
Hatch Valley Public Schools	67.4	86.8	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Hobbs Municipal Schools	84.8	90.7	
			Eastern New Mexico University
			New Mexico Junior College
Hondo Valley Public Schools	80.2	>98.0 †	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
House Municipal Schools	59.9	93.8 †	
			Clovis Community College
			Mesalands Community College
Jal Public Schools	77.1	>98.0	
			New Mexico Junior College
			University of New Mexico
Jemez Mountain Public Schools	92.8	93.8	
			Northern New Mexico College
			University of New Mexico














* School did not have members of the graduation cohort. † New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Jemez Valley Public Schools	90.1 	>98.0 	
			Central New Mexico Community College
			Eastern New Mexico University Roswell
			Institute of American Indian Arts
			Northern New Mexico College
Lake Arthur Municipal Schools	68.1 	86.21 	
			Eastern New Mexico University Roswell
Las Cruces Public Schools	74.5 	95.5 	
			Eastern New Mexico University
			New Mexico State University
			New Mexico State University Doña Ana Community College
			San Juan College
Las Vegas City Schools	67.2 	91.2 	
			Luna Community College
			New Mexico Highlands University
Logan Municipal Schools	61.5 	97.3 	
			Clovis Community College
			Mesalands Community College
Lordsburg Municipal Schools	60.7 	78.7 	
			Western New Mexico University
Los Alamos Public Schools	87.4 	90.8 	
			University of New Mexico Los Alamos
Los Lunas Public Schools	75.7 	91.3 	
			Central New Mexico Community College
			Eastern New Mexico University
			University of New Mexico Valencia
Loving Municipal Schools	88.7 	91.7 	
			Eastern New Mexico University Roswell
			New Mexico Junior College
Lovington Municipal Schools	76.2 	95.4 	
			New Mexico Junior College

* School did not have members of the graduation cohort. † New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Magdalena Municipal Schools	84.0 	97.0 	
			Eastern New Mexico University
			New Mexico Institute of Mining and Technology
			University of New Mexico Valencia
			Western New Mexico University
Maxwell Municipal Schools	89.2 	>98.0 †	
			Eastern New Mexico University
			Luna Community College
			New Mexico Junior College
			Northern New Mexico College
Melrose Municipal Schools	83.5 	87.9 †	
			Clovis Community College
			Eastern New Mexico University
Mesa Vista Consolidated Schools	91.4 	>98.0	
			Northern New Mexico College
			University New Mexico Taos
Mora Independent Schools	76.5 	81.7 	
			Central New Mexico Community College
			Luna Community College
			New Mexico Highlands University
			University New Mexico Taos
Moriarty-Edgewood Schools	69.5 	93.3 	
			Central New Mexico Community College
			Mesalands Community College
			University of New Mexico
Mosquero Municipal Schools	80.5 	75.8 †	
			Clovis Community College
			Eastern New Mexico University
Mountainair Public Schools	71.8 	88.4 †	
			Central New Mexico Community College
Pecos Independent Schools	62.6 	77.0 	
			Luna Community College

* School did not have members of the graduation cohort. † New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Peñasco Independent Schools	80.3	86.4	
			Northern New Mexico College
			University of New Mexico Taos
Pojoaque Valley Schools	76.9	85.8	
			Northern New Mexico College
Portales Municipal Schools	81.6	93.8	
			Clovis Community College
			Eastern New Mexico University
Quemado Independent Schools	92.1	>98.0†	
			Luna Community College
			New Mexico State University Grants
			Western New Mexico University
Questa Independent Schools	79.1	89.1	
			University of New Mexico Taos
Raton Public Schools	69.4	94.7	
			Luna Community College
			New Mexico Highlands University
			University of New Mexico
Reserve Independent Schools	54.3	>98.0†	
			Western New Mexico University
Rio Rancho Public Schools	82.7	90.1	
			Central New Mexico Community College
			University of New Mexico
Roswell Independent Schools	68.3	75.7	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
Roy Municipal Schools	>98.0†	>98.0†	
			Clovis Community College
Ruidoso Municipal Schools	69.9	84.2	
			Eastern New Mexico University Ruidoso
San Jon Municipal Schools	84.4	>98.0†	
			Clovis Community College
			Eastern New Mexico University
			Mesalands Community College

* School did not have members of the graduation cohort. ** School had too few students to report.

† New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Santa Fe Public Schools***	66.8	87.8	
Academy for Technology and the Classics			Eastern New Mexico University
Tierra Encantada Charter High School			Central New Mexico Community College
			Institute of American Indian Arts
			Northern New Mexico College
			Santa Fe Community College
Santa Rosa Consolidated Schools	76.2	93.3	
			Clovis Community College
			Eastern New Mexico University
			Luna Community College
Silver Consolidated Schools	86.3	96.8	
			Central New Mexico Community College
			Eastern New Mexico University
			New Mexico State University
			New Mexico State University Doña Ana Community College
			Western New Mexico University
Socorro Consolidated Schools	61.3	81.8	
			University of New Mexico Valencia
			New Mexico Institute of Mining and Technology
			Western New Mexico University
Springer Municipal Schools	93.9	>98.0	
			Clovis Community College
			Luna Community College
Taos Municipal Schools	59.8	62.7	
			University of New Mexico Taos
Tatum Municipal Schools	80.3	88.9	
			New Mexico Junior College
Texico Municipal Schools	97.8	>98.0	
			Mesalands Community College
Truth or Consequences Municipal Schools	63.3	82.6	
			New Mexico State University Doña Ana Community College

***All students in SFP charter schools are able to utilize DC from the five listed post-secondary institutions.














Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Tucumcari Public Schools	60.3	81.7	
			Clovis Community College
Tularosa Municipal Schools	81.1	94.3	
			New Mexico State University Alamogordo
Vaughn Municipal Schools	67.5	>98.0 †	
			Mesalands Community College
Wagon Mound Public Schools	59.6	65.7 †	
			Luna Community College
West Las Vegas Public Schools	68.6	84.1	
			Luna Community College
			New Mexico Highlands University
Zuni Public Schools	64.6	90.0	
			University of New Mexico Gallup
LEA (State Charters)			
Academy of Trades and Technology	9.5	2.0 †	
			Central New Mexico Community College
ACE Leadership High School	20.0 †	59.2 †	
			Central New Mexico Community College
Albuquerque Institute for Math and Science (AIMS)	93.5	93.5	
			Central New Mexico Community College
			University of New Mexico
Albuquerque School of Excellence	93.6 †	>98.0 †	
Aldo Leopold Charter High School	76.2	96.3	
			Western New Mexico University
Alma d' Arte Charter High	64.8	>98.0 †	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Amy Biehl Charter High School	64.7	92.0	
			Central New Mexico Community College
			University of New Mexico
Anthony Charter School	60.6 †	88.6 †	
			Doña Ana Community College

* School did not have members of the graduation cohort. ** School had too few students to report.

† New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
LEA (State Charters)			
Cesar Chavez Community School	31.4 	65.7 	
			Central New Mexico Community College
Cottonwood Classical Preparatory School	87.2 	91.8 †	
			Central New Mexico Community College
			University of New Mexico
Creative Education Preparatory Institute #1	48.3 	61.6 	
			Central New Mexico Community College
East Mountain High School	90.2 	93.6 	
			Central New Mexico Community College
			University of New Mexico
Estancia Valley Classical Academy	50.5 †	98.3 †	
			Eastern New Mexico University Ruidoso
			Mesalands Community College
Gilbert L. Sena Charter High School	26.9 	48.5 	
			Central New Mexico Community College
Health Leadership High School	7.5 †	25.2 †	
Las Montañas Charter School	37.7 †	▲	
			Doña Ana Community College
McCurdy Charter High School	67.5 	>98.0 	
			Northern New Mexico College
Media Arts Collaborative	43.0 	65.9 	
			Central New Mexico Community College
			New Mexico State University
			University of New Mexico
Monte del Sol	82.1 †	▲	
			Santa Fe Community College
New Mexico Connections Academy	42.2 †	61.9 †	
			New Mexico Junior College

* School did not have members of the graduation cohort. † New cohort data. ▲ New state charter status.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
LEA (State Charters)			
New Mexico School for Arts	88.7	93.0	Institute of American Indian Arts Santa Fe Community College
School of Dreams Academy	65.1	93.6	University of New Mexico Valencia
Southwest Aeronautics, Mathematics and Science Academy	49.1	72.0†	Central New Mexico Community College
Southwest Secondary Learning Center	90.7	94.6	Central New Mexico Community College University of New Mexico
Taos Academy	84.2	95.4	Central New Mexico Community College University New Mexico Taos
The ASK Academy	50.3	85.8	Central New Mexico Community College University of New Mexico
The Great Academy	14.0	44.8	Central New Mexico Community College New Mexico State University University of New Mexico
The MASTERS Program	78.1	78.0	Santa Fe Community College
The New America School Albuquerque	21.3	59.7	Central New Mexico Community College
The New America School Las Cruces	33.8†	79.3†	Doña Ana Community College

† New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Tierra Adentro	59.7📉	93.5†	
			Central New Mexico Community College
			University of New Mexico
			University of New Mexico Taos
Tierra Encantada	51.8†	▲	
			Santa Fe Community College
Walatowa High	87.0📉	88.9†	
			Central New Mexico Community College
			Eastern New Mexico University Roswell
			Institute of American Indian Arts

▲ New state charter status. † New cohort data.

Information for the AY 2015–2016 and Class of 2015

Local Education Agency (LEA)	Postsecondary Institution
LEA (Bureau of Indian Education)	
Alamo Navajo	
	University of New Mexico Valencia
Mescalero	
	Eastern New Mexico University Ruidoso
Navajo Preparatory School	
	San Juan College
Pine Hill School	
	New Mexico State University Grants
Santa Fe Indian School	
	Institute of American Indian Arts Northern New Mexico College
Tohaajilee Community School	
	Central New Mexico Community College
Wingate	
LEA (State Institutions)	
CYFD	
Juvenile Justice	Central New Mexico Community College Santa Fe Community College
Children's PSYCH	
New Mexico Corrections	
New Mexico School for the Blind and Visually Handicapped	
New Mexico School for the Deaf	
Sequoyah (NM Department of Health)	

Subject Areas of, and Enrollment in, Dual Credit Courses: Summer 2015

CIP Codes	Title	Enrollment
03	NATURAL RESOURCES AND CONSERVATION.	3
05	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.	11
09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.	123
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.	39
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.	244
12	PERSONAL AND CULINARY SERVICES.	20
13	EDUCATION.	19
14	ENGINEERING.	1
15	ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS.	9
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.	291
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.	61
22	LEGAL PROFESSIONS AND STUDIES.	3
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS.	336
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.	113
26	BIOLOGICAL AND BIOMEDICAL SCIENCES.	125
27	MATHEMATICS AND STATISTICS.	378
30	MULTI/INTERDISCIPLINARY STUDIES.	20
31	PARKS, RECREATION, LEISURE, AND FITNESS STUDIES.	21
32	BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION.	62
36	LEISURE AND RECREATIONAL ACTIVITIES.	12
37	PERSONAL AWARENESS AND SELF-IMPROVEMENT.	96
38	PHILOSOPHY AND RELIGIOUS STUDIES.	61
40	PHYSICAL SCIENCES.	182
41	SCIENCE TECHNOLOGIES/TECHNICIANS.	5
42	PSYCHOLOGY.	264
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES.	21
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.	2
45	SOCIAL SCIENCES.	193
46	CONSTRUCTION TRADES.	4
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.	12
48	PRECISION PRODUCTION.	11
49	TRANSPORTATION AND MATERIALS MOVING.	2
50	VISUAL AND PERFORMING ARTS.	321
51	HEALTH PROFESSIONS AND RELATED PROGRAMS.	128
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.	47
54	HISTORY.	163

CIP Codes refers to Classification of Instructional Program, a federal classification system of courses by subject area

Subject Areas of, and Enrollment in, Dual Credit Courses: Fall 2015

CIP Codes	Title	Enrollment
01	AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.	795
03	NATURAL RESOURCES AND CONSERVATION.	24
04	ARCHITECTURE AND RELATED SERVICES.	2
05	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.	42
09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.	405
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.	226
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.	879
12	PERSONAL AND CULINARY SERVICES.	286
13	EDUCATION.	425
14	ENGINEERING.	90
15	ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS.	639
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.	1206
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.	96
22	LEGAL PROFESSIONS AND STUDIES.	19
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS.	1819
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.	1019
26	BIOLOGICAL AND BIOMEDICAL SCIENCES.	1101
27	MATHEMATICS AND STATISTICS.	1826
30	MULTI/INTERDISCIPLINARY STUDIES.	162
31	PARKS, RECREATION, LEISURE, AND FITNESS STUDIES.	15
32	BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION.	107
34	HEALTH-RELATED KNOWLEDGE AND SKILLS.	9
36	LEISURE AND RECREATIONAL ACTIVITIES.	11
37	PERSONAL AWARENESS AND SELF-IMPROVEMENT.	1174
38	PHILOSOPHY AND RELIGIOUS STUDIES.	152
39	THEOLOGY AND RELIGIOUS VOCATIONS.	1
40	PHYSICAL SCIENCES.	1198
41	SCIENCE TECHNOLOGIES/TECHNICIANS.	118
42	PSYCHOLOGY.	928
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE	482
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.	185
45	SOCIAL SCIENCES.	1063
46	CONSTRUCTION TRADES.	266
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.	427
48	PRECISION PRODUCTION.	813
49	TRANSPORTATION AND MATERIALS MOVING.	4
50	VISUAL AND PERFORMING ARTS.	1277
51	HEALTH PROFESSIONS AND RELATED PROGRAMS.	1236
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.	1015
54	HISTORY.	1022

CIP Codes refers to Classification of Instructional Program, a federal classification system of courses by subject area

Subject Areas of, and Enrollment in, Dual Credit Courses: Spring 2016

CIP Codes	Title	Enrollment
01	AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.	498
03	NATURAL RESOURCES AND CONSERVATION.	44
04	ARCHITECTURE AND RELATED SERVICES.	9
05	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.	52
09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.	501
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.	225
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.	1381
12	PERSONAL AND CULINARY SERVICES.	403
13	EDUCATION.	434
14	ENGINEERING.	127
15	ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS.	679
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.	1292
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.	186
22	LEGAL PROFESSIONS AND STUDIES.	31
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS.	2043
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.	839
26	BIOLOGICAL AND BIOMEDICAL SCIENCES.	1247
27	MATHEMATICS AND STATISTICS.	1627
30	MULTI/INTERDISCIPLINARY STUDIES.	259
31	PARKS, RECREATION, LEISURE, AND FITNESS STUDIES.	34
32	BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION.	80
34	HEALTH-RELATED KNOWLEDGE AND SKILLS.	3
36	LEISURE AND RECREATIONAL ACTIVITIES.	23
37	PERSONAL AWARENESS AND SELF-IMPROVEMENT.	841
38	PHILOSOPHY AND RELIGIOUS STUDIES.	196
40	PHYSICAL SCIENCES.	1231
41	SCIENCE TECHNOLOGIES/TECHNICIANS.	154
42	PSYCHOLOGY.	1070
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES.	517
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.	147
45	SOCIAL SCIENCES.	1075
46	CONSTRUCTION TRADES.	268
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.	364
48	PRECISION PRODUCTION.	651
49	TRANSPORTATION AND MATERIALS MOVING.	10
50	VISUAL AND PERFORMING ARTS.	1454
51	HEALTH PROFESSIONS AND RELATED PROGRAMS.	1413
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.	893
54	HISTORY.	1002

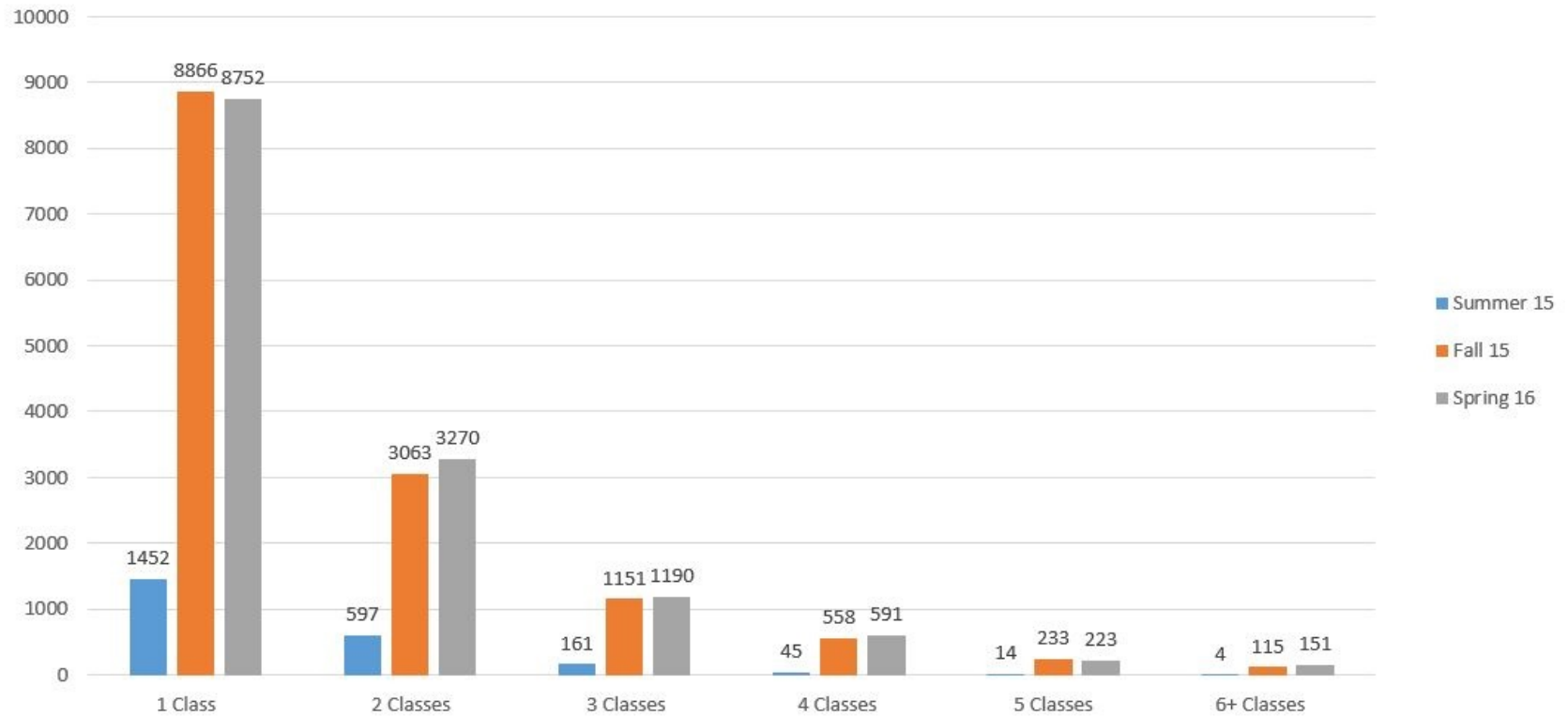
CIP Codes refers to Classification of Instructional Program, a federal classification system of courses by subject area

Subject Areas and Enrollment

Certain content areas attract a greater number of enrollments. In either fall and/or spring semester of AY 2015–2016, these subject areas served 500 or more enrollees.

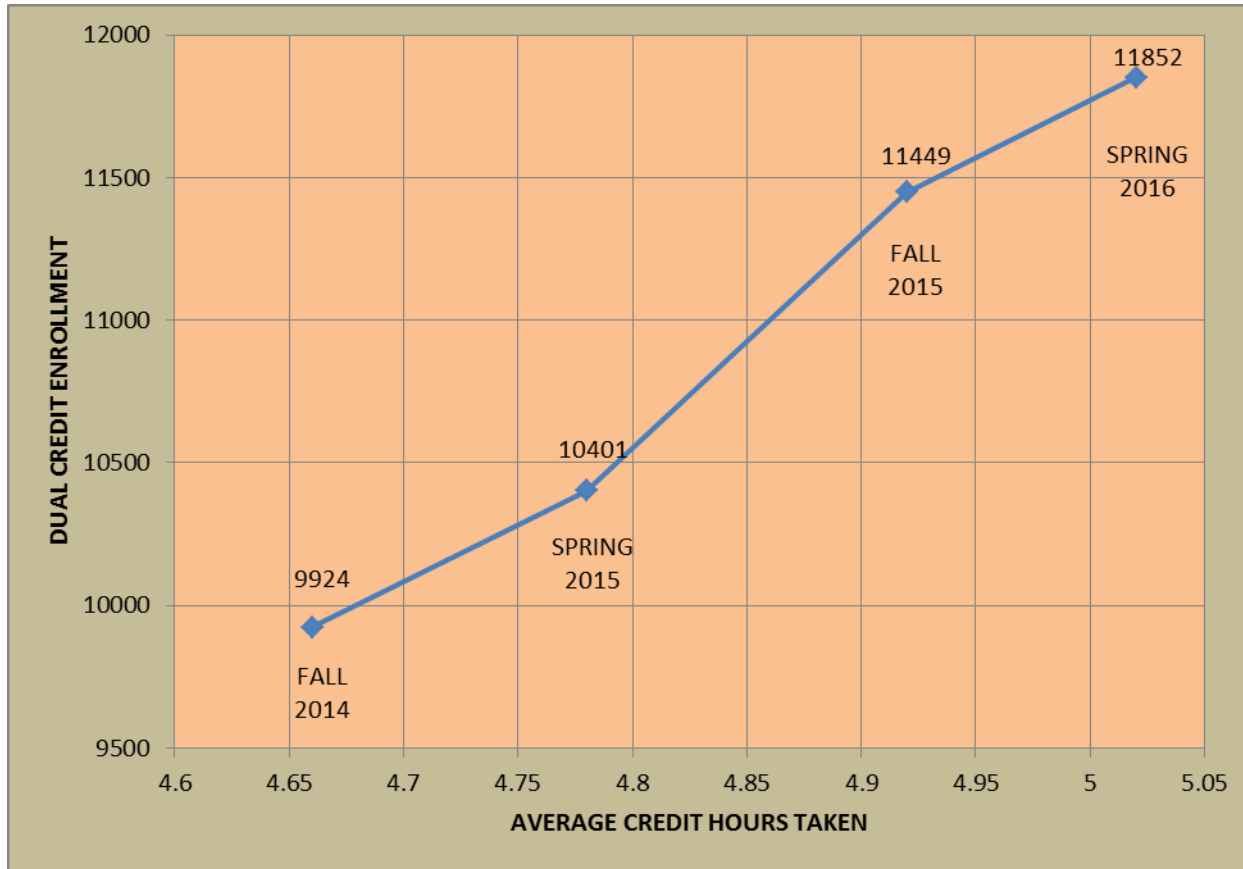
<i>Content Area</i>	<i>Number of Enrollees</i>		<i>Fall/Spring Total</i>
	<i>Fall</i>	<i>Spring</i>	
Agriculture and related Sciences	795	498	1,293
Biological and Biomedical Science	1,101	1,247	2,348
Business Management, Marketing, Business Studies	1,015	893	1,908
Computer and Information Sciences	879	1,381	2,260
Engineering Technologies / Technicians	639	679	1,318
English Language and Literature / Letters	1,819	2,043	3,862
Foreign Language, Literature, Linguistics	1,206	1,292	2,498
Health Professions and related Clinical Sciences	1,236	1,413	2,649
History	1,022	1,002	2,024
Homeland Security, Law Enforcement, Firefighting	482	517	999
Liberal Arts, General Studies, Humanities	1,019	839	1,858
Mathematics and Statistics	1,826	1,627	3,453
Personal Awareness and Self-Improvement	1,174	841	2,015
Physical Science	1,198	1,231	2,429
Precision Production	813	651	1,464
Psychology	928	1,070	1,998
Social Science	1,063	1,075	2,138
Visual and Performing Arts	1,277	1,454	2,731

Number of Dual Credit Classes Taken: AY 2015–2016



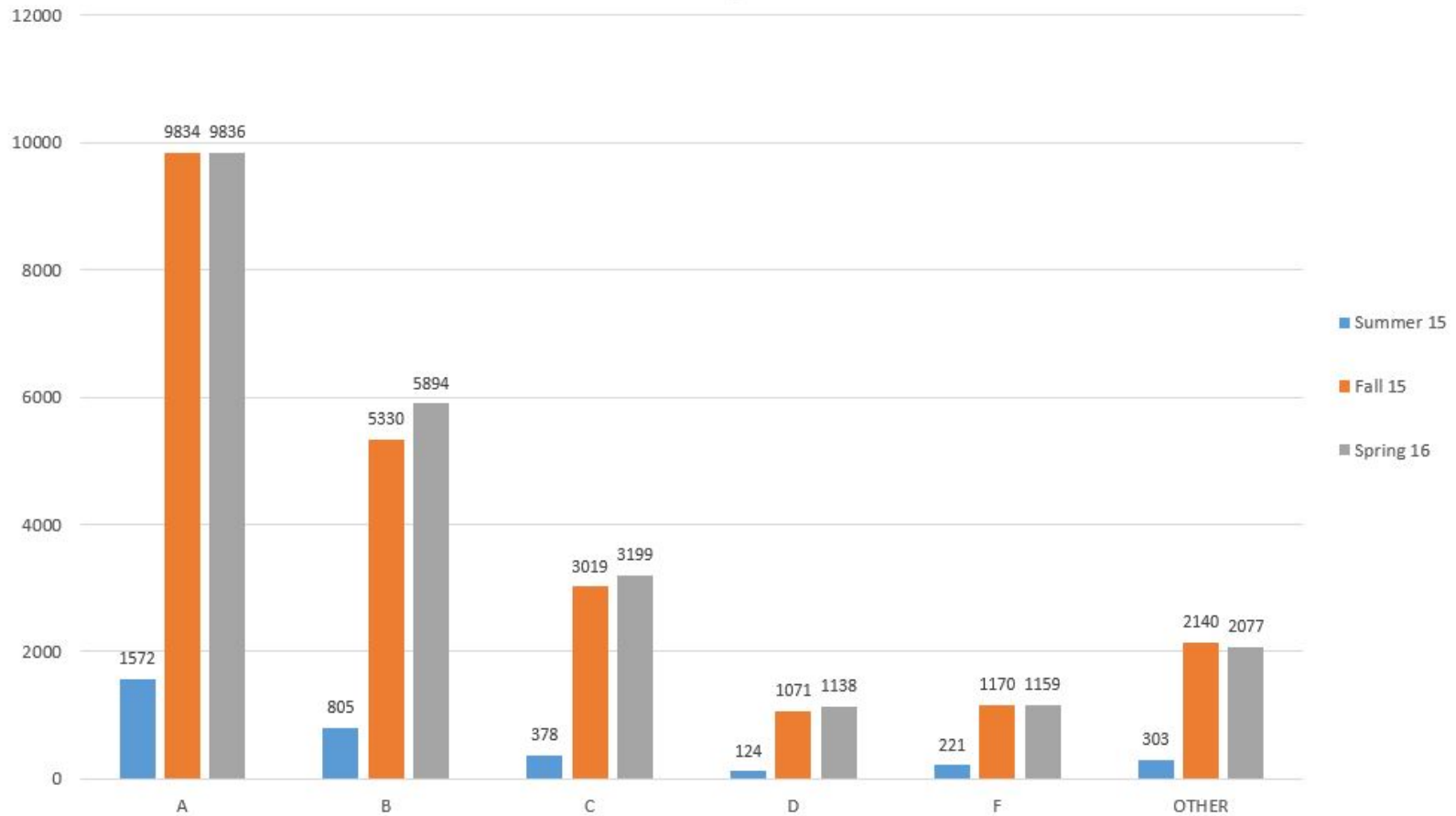
Students may accumulate dual course credits by enrolling in a single course each semester (summer, fall, and spring) or by taking more than one class in a single semester. The majority of students limit themselves to a single course during the academic year, which may represent a student using this opportunity to sample the college experience. A smaller number of students accumulate two dual credit classes in a school year, followed by students who appear to be aggressively pursuing college credit with three or more dual credit classes in a single year.

Average Number of Dual Credit Hours Taken: Fall 2014 – Spring 2016



Students may enroll for more than one dual credit course per semester. Most of the single course credits earned each semester (summer, fall, and spring) are for 3 postsecondary hours. As dual credit enrollment has risen in each of the above semesters, so has the average number of credit hours taken.

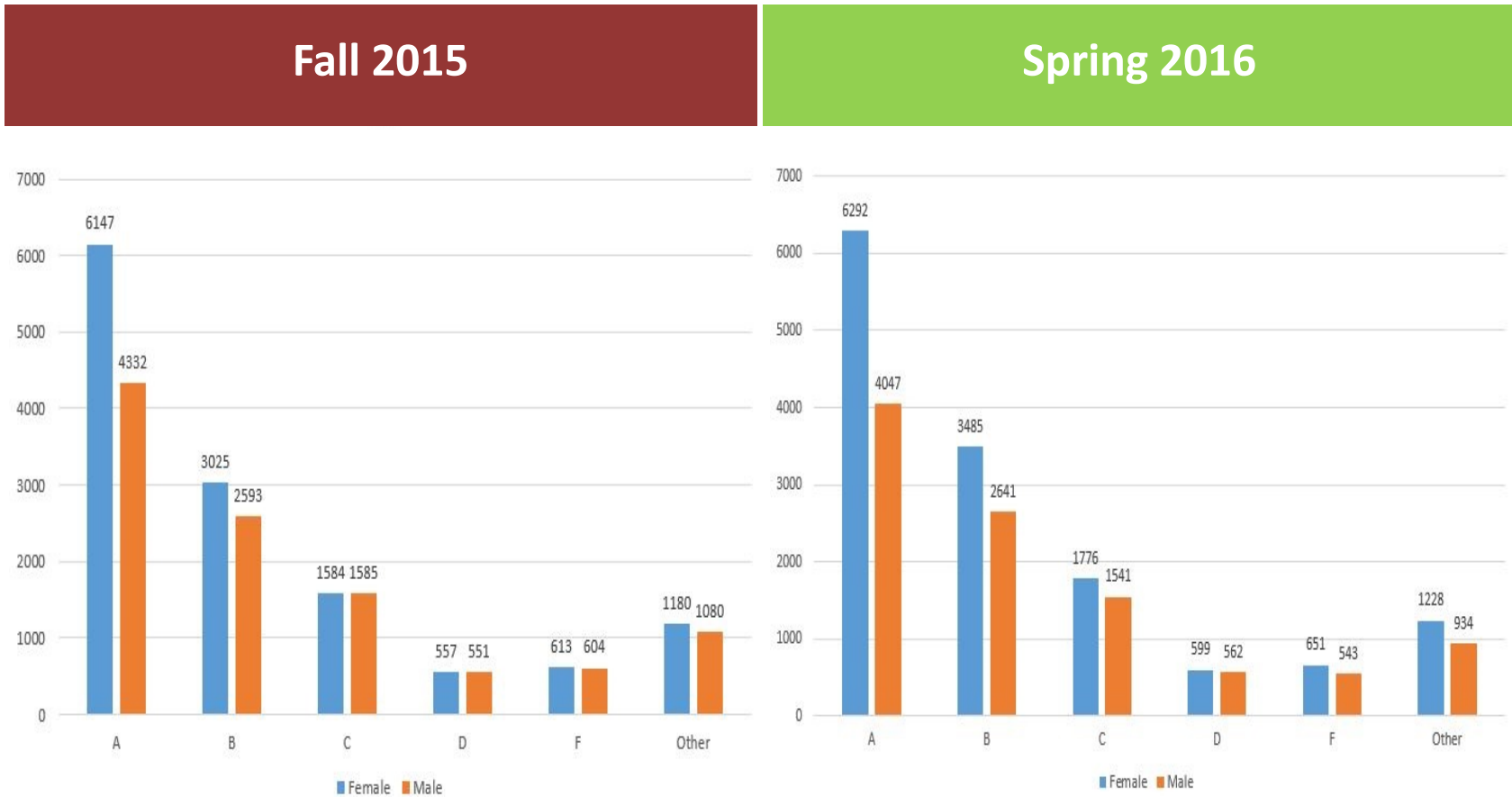
Dual Credit Course Grade Distribution



New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of C or better in order to be considered successful. Under that standard, 83 percent of the enrollees met the success criterion in school year 2015–2016. That is a gain of 4 percent from the previous academic year (79 percent versus 83 percent).

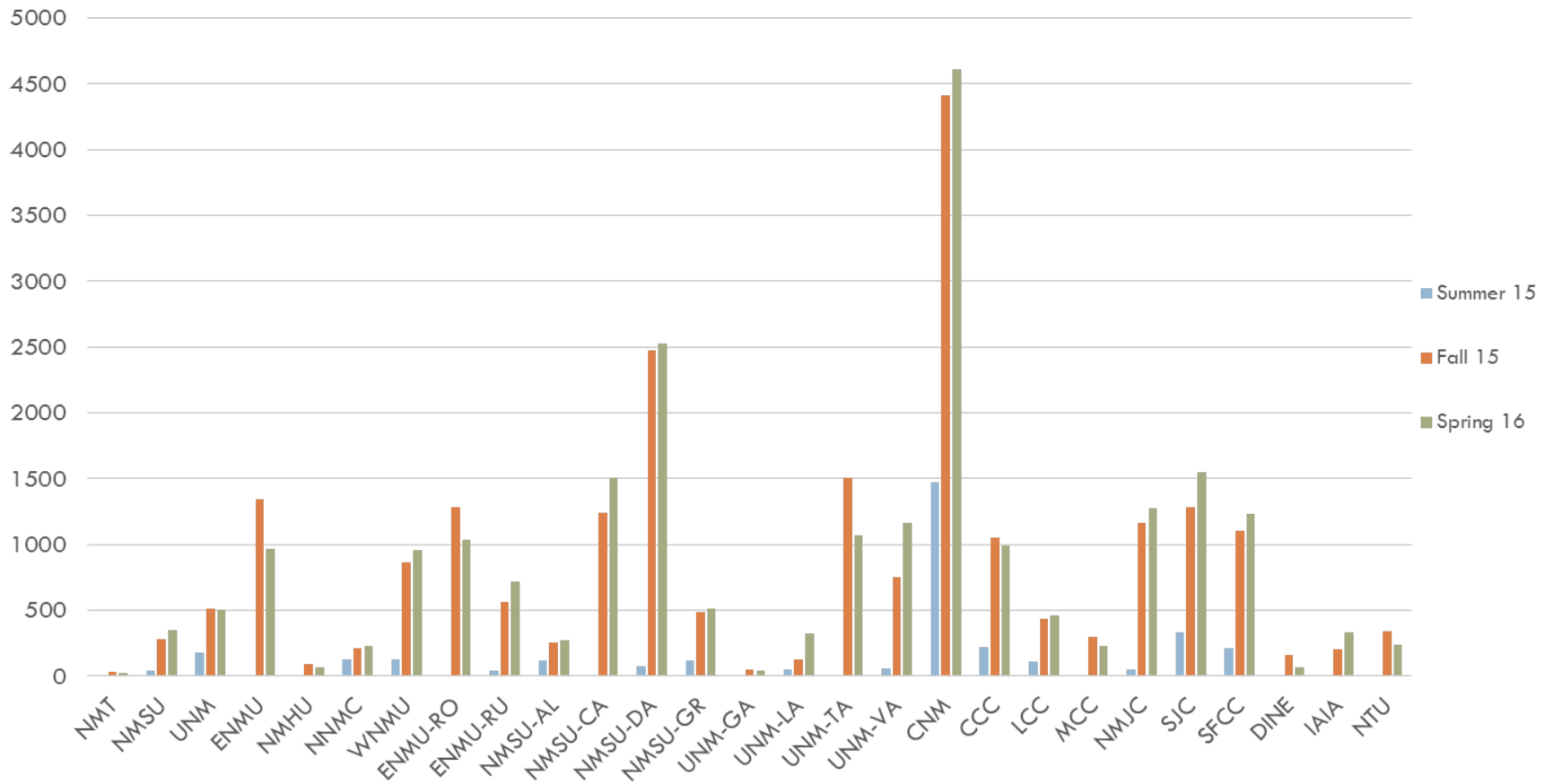
Of the remaining students considered unsuccessful, a portion (9 percent) did not receive a credit-bearing grade (See: Other). These students may have elected to audit a course that resulted only in a final pass/fail, or the student may have dropped out prior to receiving a grade. In either case, they did not meet the requirements for success, according to the NM School Grading Accountability system criteria.

Dual Course Grade Distribution by Gender



Females earn A and B grades more often than do males in their dual credit courses; however, both genders receive an average grade of C or lower on an approximately equal basis.

Dual Credit Enrollment at Postsecondary Institutions



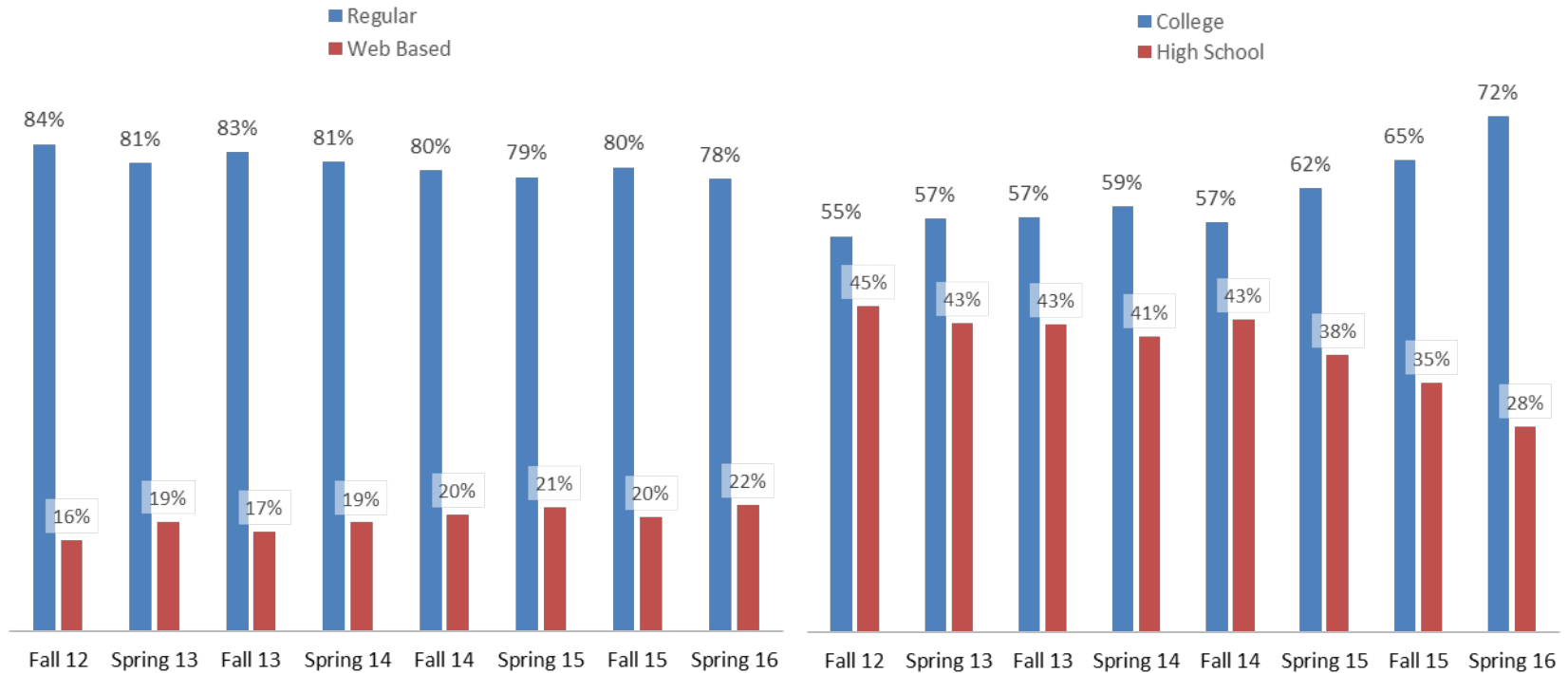
There are 27 institutions that generally participate in the dual credit endeavor. A complete list of institution abbreviations is available in the appendices section of this report.

There are two institutions that serve the preponderance of students. These are Central New Mexico Community College and New Mexico State University--Doña Ana Community College. These counts of dual credit student enrollments should be viewed in the context of the institutions' total enrollment and size.

Dual Credit Course Delivery and Location

Online vs. Regular Instruction

High School vs. College Campus



The first chart compares online and web-based to regular instruction; it illustrates clearly that the number of regular instruction courses is considerably larger than courses taken on the web. The second chart illustrates an increase of 10 percent over the last three years; college-campus-based course delivery has increased from 62 percent to 72 percent as compared to the number of DC classes students are taking at their high school.

The Cost of Providing Dual Credit Courses

The PED disbursed a total of \$940,659.39 during fiscal year 2016 (Academic Year 2015–2016) for instructional materials related to dual credit. This amount represented a 15.4 percent increase compared to AY 2014–2015.

Evaluation of the Dual Credit Program

The HED and PED evaluation of the Dual Credit Program—in terms of its accessibility to students statewide and its effect on school districts; charter schools; state-supported schools; Bureau of Indian Education high schools; public, postsecondary educational institutions; and tribal colleges—confirms the following:

- The collaborative partnership forged between the PED and HED supports dual credit courses throughout New Mexico.
- The systemic structure for offering dual credit courses is providing diverse dual credit course offerings to New Mexico high school students.
- During the 2015–2016 academic year, 20,213 individual students enrolled in 48,068 dual credit courses.
- Specific progress indicators—including enrollment, percentage of students who complete courses, the grades achieved, and course delivery options—must be collected and monitored. Data must be used effectively and efficiently to drive decision making.
- An initial internal data evaluation suggests the need for greater research focus on course quality.
- The next phase of the Dual Credit Program will require increased attention to proficiency and remediation rates in English language arts (ELA) and mathematics.

While it is clear that the Dual Credit Program continues to deliver access to college courses, enhancements and the resolution of problems and issues will be addressed via the ongoing collaboration of the HED and PED in the forum of the Dual Credit Council (DCC).

The Dual Credit Council meets in a working group on a monthly basis. The schedule of meetings can be found by following this link:

http://www.ped.state.nm.us/ped/CCR_programs_dualcredit.html

The issues the DCC has identified as in the scope of its work in 2016 are identified in the following section.

Dual Credit Council Activity

The Dual Credit Council (DCC) held monthly working meetings to advance an agenda of evaluation and enhancement, updating their focus on current dual-credit practice within the state of New Mexico. This activity culminated with specific change recommendations that were released to dual credit stakeholders for evaluation and comment. Feedback from stakeholders will be evaluated by the council and PED and HED secretaries. The Council expects to advance revised New Mexico Administrative Code (NMAC) for implementation in the fall 2018 school year.

Specific areas on which the DCC focused its work included the following:

- Matching New Mexico dual-credit practice with Higher Learning Commission recommendations
- Establishing consistency of rigor across all dual-credit courses and locations
- Addressing dual-credit faculty qualifications
- Considering career readiness cut points to support process development of student eligibility parameters
- Refining STARS reporting to improve data integrity and data alignment between the HED and PED
- Developing transfer of credit recommendations between secondary and postsecondary schools
- Revising the New Mexico Administrative Code to reflect significant changes in practice
- Increasing the breadth of dual-credit, frequently asked questions (FAQs) available on the PED website

The work of the DCC in these specific areas will maintain the culture of continuous quality improvement that both New Mexico education departments embrace, but more importantly, this work will promote student achievement and personal and professional growth that advances college and career readiness, workplace success, and social responsibility.

For more information on the recommended changes proposed and the feedback received, please visit the Dual Credit webpage at:

http://www.ped.state.nm.us/ped/CCR_programs_dualcredit.html

The specific documents related to the proposed changes are located under the sub-heading- Dual Credit Council Recommended Changes. The first document, the Executive Summary, can be opened via this link:

<http://www.ped.state.nm.us/ped/CCRdocuments/DualCredit/2016/Dual%20Credit%20Executive%20Summary%20FINAL.pdf>

Trends

New Mexico's geography and population pose challenges for the state. There are over 300,000 students in grades K–12. New Mexico is ranked 36th in overall population size, has the fifth largest land mass in the U.S., and ranks 46th in population density. Furthermore, having only 17 people per square mile creates a unique challenge for education in rural areas. By offering courses in postsecondary institutions throughout the state, the dual credit program also provides opportunities for students who reside in rural areas.

New Mexico's demographics provide unique opportunities for the state. The V2015¹ census counts 48.0 percent Hispanic, 38.4 percent White, 10.5 percent Native American, 2.6 percent African American, and 1.9 percent Asian, Native Hawaiian or Pacific Islander. New Mexico's majority-minority status requires creating solutions to increasing academic success for every student and closing the achievement gap. Dual credit offerings in New Mexico provide opportunities for all students, regardless of race and ethnicity.

Education is a key to economic prosperity—good jobs and higher earning power. Benefits from dual credit enrollment are being gained by both high school and college students across the U.S. and include the following:

While in high school

- Enhancing the high school curriculum
- Enhancing opportunities for underserved student populations
- Reducing high school dropout rates
- Increasing students' motivation and their ability to envision themselves attending college
- Making more effective use of the senior year in high school

The transition

- Developing the connection between high school and college curricula
- Facilitating the transition between high school and college
- Improving relationships between colleges and their communities
- Easing recruitment of students to college
- Acclimatizing students to the college environment
- Preparing students for college work and reducing the need for remedial coursework

The college experience

- Allowing students to complete a college degree more quickly
- Reducing costs for a college education

National studies indicate that participation in dual credit coursework correlates positively with college enrollment, persistence in college, and higher college grade point averages. National studies also suggest that dual credit eligibility standards—that limit participation to those who are deemed ready to attempt college-level work while in high school (a group more likely to have better outcomes)—are effectively supporting college and career readiness preparation and dual credit objectives.

¹ <http://www.census.gov/quickfacts/table/PST045215/35>

Conclusion

Using the community college pathway to high school and college graduation, the Dual Credit Program is designed to address the problems that have made it difficult for students to succeed. This program also provides a seamless transition from high school to college, greater likelihood of success in subsequent collegiate work, and enhanced chances of earning a high school diploma and college degree. Other benefits include the reduced cost of enrolling in higher education courses and opportunities to access college facilities and resources—such as tutoring, computer labs, and counseling services. Enrollment in the program additionally enhances skills needed to be successful at the collegiate level—such as time and resource management, critical thinking, and the ability to study effectively.

Dual credit also provides a variety of experiences for high school students as follows:

- Opportunities in career technical programs of study
- Keeping students interested and engaged in high school for the full four years
- Challenging coursework for those who have surpassed the regular curriculum
- Inspiration for those who might otherwise not be interested in graduating from high school or beyond
- Familiarity for those who are interested in the college experience
- Action plans for those whose next step plans call for higher education

Dual credit programs help align secondary and postsecondary curricular expectations for our students by preparing students to graduate high school and enter college at higher rates. Additionally, students who have taken dual credit classes may require less remediation in college. Key data-driven components collected during the 2015–2016 school year illustrate the following:

- The majority of students (70 percent) continue to limit themselves to a single dual credit course during the academic year. This represents a stable trend on this data point in comparison with the previous academic year. In academic year 2014–2015, the same percentage of students took one dual credit course.
- 33% of students who enrolled as first-time freshman who took dual credit in fall 2013 took at least one remedial course in fall 2014 and fall 2015.
- New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of *C* or better in order to be considered successful. Under that standard, 83 percent of the enrollees met the success criterion in academic year 2015–2016. This number represents an increase of 4 percent from last year.
- College campus course delivery (compared to high school campus delivery) has increased 15 percent over the last four years, from 57 to 72 percent with a 10 percent gain from last year.

According to the New Mexico Public Education Department's Strategic Plan, New Mexico's minority status presents our state with a unique opportunity to lead the way in increasing academic success for every student and closing the achievement gap. Dual credit assists in these challenges.

Dual credit processes, however, must continue to be actively reviewed and work must be completed to ensure that the delivery model is in the best interest of student academic achievement and professional development. Maintaining New Mexico's dual credit delivery model consistent with best practices and research is an ongoing objective of the Dual Credit Council.

The Dual Credit Council provides leadership, encourages community input and generates policy to ensure that New Mexico's students have access to educational opportunities that can create individual academic and technical advantages consistent with those of the best schools nationwide.

Appendices

Dual Credit Responsibilities

Glossary

Acronyms

Links

Postsecondary Institutions Participating in the Dual Credit Program

Main Postsecondary Institution Responsibilities

- Designate a representative to manage the Dual Credit Program
- Make every effort to adopt textbooks for at least three years
- Determine, in collaboration with the LEA, the required academic standing of each eligible student
- Provide information and orientation to the student and parent/guardian
- Waive all general fees and tuition for high school students
- Track progress of dual credit enrolled students on the issue of academic performance and provide these reports, as needed, to the LEA
- Provide final grades to the LEA for each dual credit student

Main LEA Responsibilities

- Designate a representative to manage the Dual Credit Program
- Determine, in collaboration with the postsecondary institution, the required academic standing of each eligible student
- Qualify students based on factors that may include academic performance, next step plan, assessments, and guidance
- Provide information and orientation to each student
- Notify the postsecondary institution if the student's schedule of classes is in conflict with the school-endorsed registration
- Provide appropriate accommodations for special education students
- Pay the cost of the required textbooks
- Collaborate to offer dual credit courses at the high school site
- Record, unchanged, the grade given to the dual credit student by the postsecondary institution on the high school transcript

Main Student Responsibilities

- Be enrolled for $\frac{1}{2}$ or more of the required LEA credits or by being in attendance at a BIE funded high school for at least three contact hours per day
- Meet LEA and postsecondary institution requirements to enroll
- Complete the form and obtain permission from the LEA and postsecondary representative
- Arrange transportation to the site of the dual credit course
- Be responsible for course-specific fees (e.g., lab, computer)
- Adhere to schedules for both LEA and postsecondary institutions
- With parent or guardian, sign the FERPA release form
- Return textbooks to the LEA

Glossary

Agreement

The Dual Credit Uniform Master Agreement as per New Mexico Administrative Code (NMAC) 6.30.7.8

Bureau of Indian Education High School

A school located in New Mexico that is under the control of the Bureau of Indian Education of the United States Department of the Interior.

Classification of Instructional Program (CIP)

This is a taxonomic coding scheme that contains titles and descriptions of instructional programs, primarily at the postsecondary level. The CIP was originally developed to facilitate the USDOE National Center for Education Statistics' collection and reporting of postsecondary degree completions, by major field of study, using standard classifications that captured the majority of program activity.

Core Course

Courses required for high school graduation, as defined in 22-13-1.1 NMSA 1978, excluding physical education activity courses and electives

Developmental Course

Developmental courses are courses that prepare students for college-level courses. While these courses do not count toward college degree requirements, they serve an important function as "refresher" courses to help improve math and writing skills. They can increase the likelihood of success when the student takes regular college courses. Courses with Classification of Instructional Program (CIP) codes of:

32.0101: Basic Skills and Developmental/Remedial Education: General,

32.0107: Career Exploration/Awareness Skills,

32.0199: Basic Skills and Developmental/Remedial Education: Other,

are considered developmental courses, and are not available for DCIM reimbursement. Because these courses may not align with secondary standards, they are not appropriate for high school credit.

Dual Credit Council

An advisory group, consisting of PED and HED staff, who issue recommendations to the cabinet secretaries of the public education and higher education departments regarding dual credit issues

Dual Credit Program

A program that allows high school students to enroll in college-level courses offered by a public, postsecondary educational institution or tribal college that may be academic or career-technical, but not remedial or developmental, and simultaneously earn credit toward high school graduation and a postsecondary degree or certificate

Elective Course

Courses defined and approved as such by local school boards

FERPA

The Family Educational Rights and Privacy Act 20 U.S. Code 1232g

Glossary (continued)

General Fees

As defined in 5.7.18 NMAC and Subsection B of Section 21-1-4-NMSA 1978, this means a fixed sum charged to students for items not covered by tuition and required of such a proportion of all students that the student who does not pay the charge is an exception. General fees include fees for matriculation, library services, student activities, student union services, student health services, debt service, and athletics. An institution may charge fees in addition to general fees that are course-specific or that pertain to a smaller proportion of students.

Local Educational Agency (LEA)

A district as defined in 6.29.1.7 NMAC (a public school district, a state-chartered charter school, a state educational institution, or a Bureau of Indian Education funded high school)

Physical Education Activity Course

Courses with a CIP code of 36.0108

Postsecondary Institution

A public, postsecondary educational institution operating in the state, including a community college, branch community college, technical vocational institute, four-year educational institution, or tribal college

Remedial Course

Courses with CIP codes of 32.0104 or 32.0108 that fall within the numeracy and computational skills, pre-collegiate mathematics skills, pre-collegiate reading skills, pre-collegiate writing skills, or communications skills categories

Tribal College

A tribally, federally, or congressionally chartered postsecondary educational institution located in New Mexico that is accredited by the North Central Association of Colleges and Schools

Acronyms

AY	Academic Year
CTE	Career and Technical Education
CCRB	College and Career Readiness Bureau
DCC	Dual Credit Council
FAFSA	Free Application for Federal Student Aid
HED	Higher Education Department
IHE	Institution of Higher Education
LEA	Local Educational Agency
NMAC	New Mexico Administrative Code
PED	Public Education Department
SSN	Social Security Number
STARS ID	Student Teacher Accountability Reporting System (STARS) Identification Number (ID)

Links

Data Resources on Dual Enrollment Programs

Community College Research Center at Columbia Teachers College

<http://ccrc.tc.columbia.edu/Dual-Enrollment-and-College-Credit-Programs.html>

Hechinger Report: Stories on Dual Enrollment Expansion

http://hechingerreport.org/content/new-dual-credit-trends-emerge-as-pioneering-post-secondary-education-options-turns-25_3238/

http://hechingerreport.org/content/low-income-and-at-risk-students-the-focus-on-dual-credit-programs_3262/

http://hechingerreport.org/content/meet-five-students-who-got-a-jump-on-college_3291/

Higher Learning Commission—Dual Credit Programs and Courses

A Study of State Policy and Quality Assurance Practices

[Dual Credit in U.S. Higher Education: A Study of State Policy and Quality Assurance Practices](#)

Florida and California Studies

<http://postsecondaryresearch.org/research/dual-enrollment/>

National Alliance of Concurrent Enrollment Partnerships Research

<http://nacep.org/research-and-policy/research-studies/>

National Center for Education Statistics (NCES) Data on Dual Enrollment; Covering the 2010–2011 Academic Year—Dual Enrollment Programs and Courses for High School Students at Postsecondary Institutions: 2010–2011

<http://nces.ed.gov/pubs2013/2013002.pdf>

State of Oregon Study—Dual Credit in Oregon—2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007–08 with Subsequent Performance in College

<http://www.paschoolperformance.org/doc/22>

Postsecondary Institutions Participating in the Dual Credit Program

Abbreviation		Institution and Campus Name	
Institution	Campus	Institution	Campus
CCC		Clovis Community College	Main (Clovis)
CNM		Central New Mexico Community College	Main + Branch Locations
ENMU		Eastern New Mexico University	Main (Portales)
ENMU	RO	Eastern New Mexico University	Roswell Branch
ENMU	RU	Eastern New Mexico University	Ruidoso Center
LCC		Luna Community College	Main (Las Vegas)
MCC		Mesalands Community College	Main (Tucumcari)
NMHU		New Mexico Highlands University	Main (Las Vegas)
NMT		New Mexico Institute of Mining and Technology	Main (Socorro)
NMJC		New Mexico Junior College	Main (Hobbs)
NMSU		New Mexico State University	Main (Las Cruces)
NMSU	AL	New Mexico State University	Alamogordo Branch
NMSU	CA	New Mexico State University	Carlsbad Branch
NMSU	DE	New Mexico State University	Deming Branch
NMSU	GR	New Mexico State University	Grants Branch
NMSU	DA	New Mexico State University	Doña Ana Branch
NNMC		Northern New Mexico College	Main (Española)
SFCC		Santa Fe Community College	Main (Santa Fe)
SJC		San Juan College	Main (Farmington)
UNM		University of New Mexico	Main (Albuquerque)
UNM	GA	University of New Mexico	Gallup Branch
UNM	LA	University of New Mexico	Los Alamos Branch
UNM	VA	University of New Mexico	Valencia Branch
UNM	TA	University of New Mexico	Taos Branch
WNMU		Western New Mexico University	Main (Silver City)
Tribally Controlled Institutions of Higher Education			
DINE		Diné College	Main + Branch Locations
IAIA		Institute of American Indian Arts	Main (Santa Fe)
NTU		Navajo Technical University	Main (Crownpoint)
SIPI		Southwestern Indian Polytechnic Institute	Main (Albuquerque)