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July 18, 2012

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Travis Dulany

**RE: STAFF REPORT: DUAL CREDIT: ANNUAL REPORT FOR SCHOOL YEAR  
2010-2011 (MAY 2012)**

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**SUMMARY**

The Public Education Department (PED) dual credit rule specifies that PED and the Higher Education Department (HED) "shall verify and reconcile the respective dual credit reports at the end of each academic year" and "shall annually report to the Legislature the estimated cost of providing the statewide dual credit program, including tuition, fees, textbooks, and course supplies."<sup>1</sup> While in prior years the report was received by the Legislature before each legislative session, the report issued for school year 2010-2011 was published in May 2012 (see Attachment).

As this staff report will illustrate, PED and HED continue to collect, compile, and disseminate data that answer basic questions about the dual credit program and questions related to student demographics, student academic success, and secondary and postsecondary participation levels.

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<sup>1</sup> Regarding the cost of providing dual credit, the Dual Credit Annual Report for School Year 2010-2011 only makes mention of \$818,763.90 disbursed during FY 11 for instructional materials related to dual credit.

## **INTRODUCTION**

Dual credit programs allow high school students to take courses offered through a postsecondary educational institution and earn credit at the high school level and the college level simultaneously. As mentioned in previous reports to the Legislative Education Study Committee (LESC), dual credit is frequently said to fulfill a number of purposes and produce a number of benefits for high school students, among them:

- providing them an introduction to college life;
- affording them access to college-level material;
- shortening the time – and thereby the expense – required to complete a postsecondary degree;
- suggesting college as a possibility for those who had not previously considered it; and
- enhancing the academic and vocational offerings to students.

Additionally, proponents of dual credit programs have suggested several benefits to the State of New Mexico, especially when taking into account the costs associated with secondary and postsecondary education. When compared to students who did not participate in dual credit, data from the University of New Mexico (UNM) Center for Education Policy Research (CEPR) show that dual credit is associated with:

- higher high school completion rates;
- higher college completion rates;
- a reduced need for remediation;
- increased persistence and retention; and
- shorter periods of time required for graduation.

Finally, data from CEPR show that, although statewide dual credit participation has grown over the last three years, approximately 12 percent of New Mexico high school students are enrolled in dual credit courses. Furthermore, among high school courses offered, 3.0 percent are for dual credit.

In order to keep the committee updated on the progress of this LESC-endorsed initiative,<sup>2</sup> this staff report provides information regarding:

- the *Dual Credit Annual Report for School Year 2010-2011*;
- the elimination of formula funding for 9<sup>th</sup> and 10<sup>th</sup> grade dual credit; and
- background.

## **THE DUAL CREDIT ANNUAL REPORT FOR SCHOOL YEAR 2010-2011**

Pursuant to provisions in current law, PED and HED publish an annual report with regard to New Mexico's dual credit program. The most recent report was published in May 2012, and contained information for school year 2010-2011.

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<sup>2</sup> The "Background" section of this staff report further explains the LESC-endorsed legislation that resulted in the current dual credit program.

According to the report:

- dual credit enrollment for school year 2010-2011 was 12,263 unique students,<sup>3</sup> an increase of 1,278 students over the previous school year;
- a majority of dual credit students are female, at approximately 57 percent of enrollment;
- the subject areas that experienced the highest enrollment of dual credit students were:
  - English Language and Literature/Letters; and
  - Health Profession and Related Clinical Services;
- the majority of dual credit students (60 percent) limit themselves to a single course during the school year, while 25 percent of students enroll in two dual credit courses;
- the most popular dual credit programs at postsecondary institutions were at the Central New Mexico Community College (CNM), Doña Ana Community College, and New Mexico Junior College;
- online delivery of dual credit courses has grown in popularity since the inception of dual credit, with the spring semester of 2011 experiencing the highest percentage of online course delivery (17 percent) in recent years;
- an increasing percentage of dual credit courses are being taught on college campuses, rather than on high school campuses.

According to provisions in current statute and rule, participation in dual credit can improve a high school's grade, pursuant to the *A-B-C-D-F Schools Rating Act* (Laws 2011, Chapter 10), which requires PED to factor "additional academic indicators," such as students enrolled in dual credit courses, when calculating grades for high schools. The *Dual Credit Annual Report for School Year 2010-2011* states that 78-81 percent of enrollees in dual credit courses achieved a grade of "C" or better, which, according to a PED official, qualifies the course taken to count for additional "success" points in the college and career component of the high school grade calculation.<sup>4</sup>

## **ELIMINATION OF FORMULA FUNDING FOR 9<sup>TH</sup> AND 10<sup>TH</sup> GRADE DUAL CREDIT**

During the 2011 legislative session, formula funding for 9<sup>th</sup> and 10<sup>th</sup> grade dual credit courses was eliminated from the *General Appropriation Act of 2011*. As a result, several institutions are requiring 9<sup>th</sup> and 10<sup>th</sup> grade high school students to pay the same tuition and fees as other college or university students. Conversely, despite the defunding of 9<sup>th</sup> and 10<sup>th</sup> grade dual credit, according to Statewide Dual Credit Committee meeting minutes, several institutions of higher education such as the UNM-Valencia, CNM, Santa Fe Community College, and others have committed to continue serving 9<sup>th</sup> and 10<sup>th</sup> grade students without charging tuition, despite the lack of formula funding to the institutions for credit hours generated.

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<sup>3</sup> The report defines unique students as "distinct students that were taking dual credit courses in any semester."

<sup>4</sup> Further explained, the PED official goes on to say, "All students who attempt one of the indicators (i.e. dual credit course, ACT, SAT, [and/or] PSAT) are given credit for participation and the school is awarded points toward the College and Career Readiness indicator [in the school grade calculation]. However, in order to receive additional points for being successful a student must meet benchmark scores determined by PED to define a student's achievement of being fully ready and fully prepared."

Dual credit enrollment figures for 9<sup>th</sup> and 10<sup>th</sup> grade students were not included in the most recent Dual Credit Annual Report; however, data from school year 2009-2010 show that students in grades 9 and 10 consisted of 21 percent of total dual credit course enrollment, with 5.0 percent being in 9<sup>th</sup> grade and 16 percent in 10<sup>th</sup> grade.

## **BACKGROUND**

In 2007, LESC-endorsed legislation was enacted to establish a dual credit program in statute. Prior to the enactment of said legislation, dual credit agreements in New Mexico were governed almost entirely by agency rule (HED and PED) rather than statute. During the December 2006 meeting of the LESC, the committee asked the staff to suggest legislation for funding and administering dual credit. In response, the staff reviewed the work of a previous work group on dual credit, the rules of HED and PED, legislation introduced during previous sessions, the practices in a number of states, and other information. The bill that was introduced in 2007 reflected this work, as well as the recommendations of a small group convened by the LESC to represent secondary and postsecondary education and additional recommendations by staff at HED and PED.

As amended in 2008 and 2010, the law governing dual credit:

- defines the term “dual credit program” as “a program that allows high school students to enroll in college-level courses offered by a public post-secondary educational institution or tribal college that may be academic or career-technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a post-secondary degree or certificate”;
- establishes two eligibility criteria for students wishing to participate in the program:
  - enrollment in a regular public school, charter school, state-supported school, or Bureau of Indian Education (BIE) high school in one-half or more of the minimum course requirements; and
  - permission from a school counselor, the school principal, or the head administrator of a charter school or BIE high school;
- requires the school district, charter school, state-supported school, or BIE high school to pay for required textbooks and any course supplies through purchase arrangements with the bookstore at the postsecondary institution or some other cost-efficient method;
- requires HED to revise procedures in the higher education funding formula to address enrollment in dual credit courses and to encourage institutions to waive tuition for students taking those courses; and
- requires HED to promulgate rules to evaluate the dual credit program and to make annual reports, including recommendations to the Governor and Legislature.



New Mexico  
**Higher Education Department**  
*Helping Students Succeed*

Dr. José Z. Garcia  
Cabinet Secretary  
Higher Education Department



Hanna Skandera  
Secretary-Designate  
Public Education Department



## Dual Credit Annual Report for School Year 2010–2011

May 2012

New Mexico Public Education Department  
New Mexico Higher Education Department



**The State of New Mexico**  
**Dual Credit Annual Report**  
**For School Year 2010–2011**  
**May 2012**

**Susana Martinez**  
Governor

**Hanna Skandera**  
Secretary-Designate of Public Education

**Dr. José Z. Garcia**  
Cabinet Secretary of Higher Education

**Required Notice**

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**Notes**

- This document is available at [www.ped.state.nm.us](http://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”.

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## Executive Summary

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Every New Mexico high school student has the opportunity to enroll in postsecondary courses through the Dual Credit (DC) 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 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.

Key data-driven components collected during the 2010–2011 school year illustrate the following:

- The majority of students (60%) limit themselves to a single dual credit course during the academic year.
- 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, 78% to 81% of the enrollees met the success criterion in school year 2010–2011.
- The growth of online delivery of dual credit coursework has almost doubled in the past three years, from 9% to 17%.

The 2010–2011 Dual Credit Annual Report identifies and incorporates the following state DC initiatives:

- ✓ Aligning 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
- ✓ Engaging the DCC in educational transformation
- ✓ Delivering Professional Development (PD) for the successful completion of dual credit courses
- ✓ Providing meaningful opportunities for Parental Involvement (PI)
- ✓ Ensuring College and Career Readiness (CCR)

To fulfill our pledge of providing every student with a valuable, worthwhile education and hold ourselves accountable for progress and results, it is essential that our P–20 education system integrate continuous improvement within our regulations, policies, actions, and investments ensuring a strategic and coherent system. Dual credit delivers a successful acceleration mechanism which, when interwoven with stewardship for New Mexico's students’ educational coursework facilitates alignment with the students’ postsecondary goals.

## Introduction

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The New Mexico Dual Credit 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 not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate. Dual Credit supports P—20 education by working to improve pre-natal to adulthood education, maximizing students' educational attainment, providing opportunities for success in the workforce, and ensuring contributions to their local communities.

“The days of being able to rely on high school graduates to provide economic stability and vitality are over. More than half of all new jobs in the next decade will require a postsecondary certificate or degree. Accordingly, boosting the number of college graduates should be a central goal in every state’s workforce and economic development plan. Raising college completion rates should be a central part of the strategy for reaching that goal.

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, individuals with professional certificates and postsecondary education degrees at the associate, bachelor’s, and graduate levels are projected to continue to experience higher levels of employment and wage growth than those without.”<sup>1</sup>

To facilitate the dual credit initiative in New Mexico, the Cabinet Secretaries of the Higher Education Department (HED) and Public Education Department (PED) each appoint three individuals to the Dual Credit Council (Council) as per rule at 6.30.7 NMAC. The Council Chairs alternate between the departments every two years.

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<sup>1</sup> U.S. Department of Education, *College Completion Tool Kit*, Washington, D.C., 2011, page 4.  
Dual Credit Annual Report SY 2010–2011 6 | Page

The Council makes recommendations to the Cabinet Secretaries on issues not addressed in the rule including the following:

- determining alignment of course content to determine the appropriate credit ratio
- administering an appeals process for Local Education Agencies (LEAs) and postsecondary institutions
- acting jointly the HED and the PED Cabinet Secretaries respond to recommendations.

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

- Investing in collegial relationship practices
- Modeling collaborative behavior
- Ensuring requisite communication and resolution skills
- Supporting a strong sense of community
- Assigning team members that are both task- and relationship-oriented
- Understanding role clarity and task ambiguity

By implementing this practice the HED and the PED have consistent, engaging communication that enables high school students throughout New Mexico to successfully complete dual credit courses.

## **Statutory Requirements**

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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

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### Demographic Description

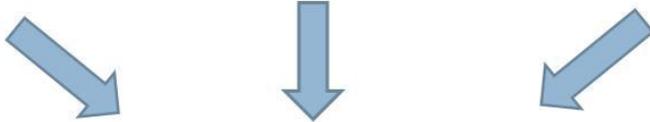
#### Provisions for Collecting and Disseminating Annual Data

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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"><li>• Social Security Number (SSN)</li><li>• Student Teacher Accountability Reporting System Identification (STARS ID)</li><li>• Demographic<ul style="list-style-type: none"><li>○ Name</li><li>○ Ethnicity</li><li>○ Gender</li><li>○ Birth date</li></ul></li><li>• High School</li><li>• Postsecondary Institution</li></ul>	<ul style="list-style-type: none"><li>• Type of Courses Taken</li><li>• Credit Hours</li><li>• Grades</li><li>• Year of High School Graduation</li><li>• Methods of Course Delivery</li><li>• Course Location</li></ul>

## Dual Credit Enrollment Information

- Summer 2010
    - 1,175 Students \*
    - 1,821 Records \*\*
  - Fall 2010
    - 7,966 Students \*
    - 12,688 Records\*\*
  - Spring 2011
    - 8,323 Students \*
    - 13,242 Records\*\*
- 
- Academic Year 2010—2011
    - 12,263 Unique Students \*\*\*
    - 6,996 Female Students
    - 5,469 Male Students

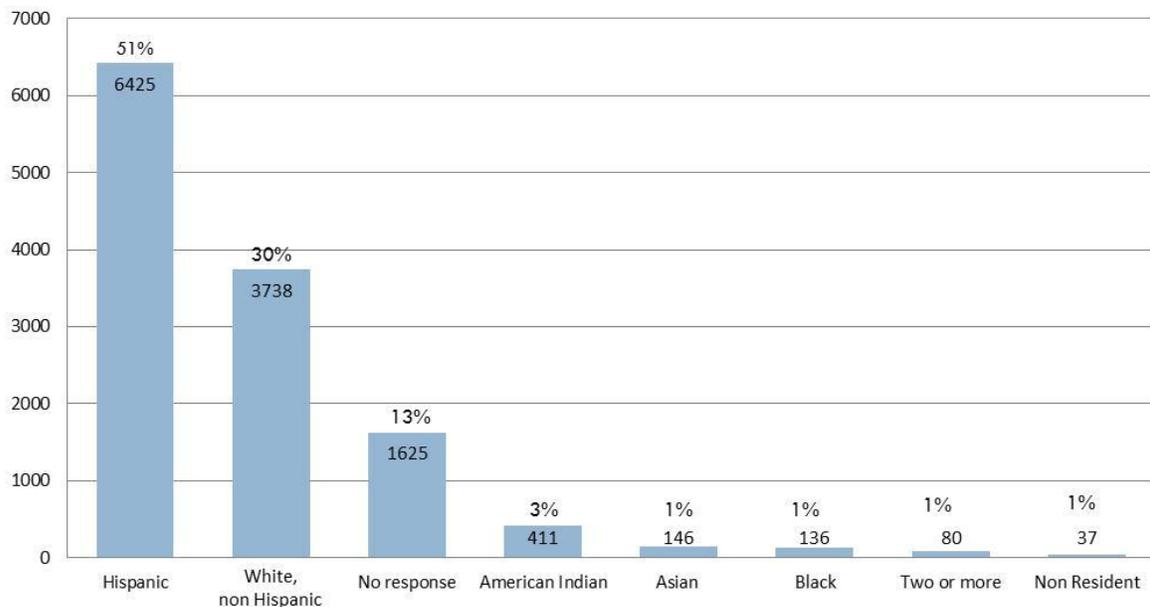
\*The number of students represent distinct head count for dual credit student for each semester.

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

\*\*\* For AY10—11, unique students refer to distinct students that were taking DC courses in any semester.

A total of 12,263 students enrolled in one or more dual credit courses in school year 2010-2011. This figure represents 12.5% of the total high school population in grades 9-12, and 28.7% of the students in grades more likely to participate, 11 and 12. Of these enrollees the prevalence of female students (57%) was notably higher than in the general high school population (49%).

# Dual Credit Enrollment By Ethnicity Fall 2010



Non Resident generally refers to a student who is not a U.S. citizen or does not have a permanent resident status. Asian includes Native Hawaiian and Pacific Islander.

“No response” refers to students who have not reported their ethnicity at the postsecondary school at which they enrolled for the semester being reported to NMHED.

Of reported single ethnicities of enrollees, Hispanic and American Indian students are enrolling in dual credit courses at a slightly lower rate (51% and 3%) than is found in the high school population (57% and 12%). This pattern is reversed for White students who are represented in higher numbers in the dual credit population (30%) when compared to their high school prevalence (28%). It is notable that 15% of the dual enrollees did not identify themselves in a single ethnic category. It is likely that these students were multiracial and found difficulty in declaring a single ethnicity, or preferred anonymity. In any case, these figures should be interpreted with caution since nearly one-sixth of the ethnicities are unknown.

The chart below incorporates the following statutory data requirements:

- Participating Entities (Includes the 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 (the high school graduation rates for participating school districts, charter schools, state-supported schools and bureau of Indian education high schools)
- Participating Public Postsecondary Educational Institutions (The public postsecondary educational institutions and tribal colleges that participating students ultimately attend)
  - ◆ Participating Entities
  - ◆ High School Graduation Rates
  - ◆ Participating Public Postsecondary Educational Institutions
    - Memorandum of Agreement (MOA)
    - Agreed upon Dual Credit Courses per MOA

Legend	
Section Dividers	<span style="color: red;">■</span>
LEA Dividers	<span style="color: yellow;">■</span>
District Charters	<span style="color: cyan;">■</span>

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>Statewide All Schools All Students</b>	<b>26,490</b>	<b>67.30%</b>			
<b>Alamogordo Public Schools</b>	546	76.0%			
			New Mexico State University Alamogordo	Yes	Yes
<b>Albuquerque Public Schools</b>	7,260	64.7%			
Albuquerque Talent Development Secondary	61	27.0%	Central New Mexico Community College	Yes	Yes
Bataan Charter School	53	61.2%	Institute of American Indian Arts	Yes	Yes
Career Academic Technical Academy	85	68.2%	University of New Mexico	Yes	Yes
Digital Arts and Technology Academy	176	37.4%			
El Camino Real Academy	110	48.6%			
Gordon Bernell Charter School	14	34.0%			
La Academia De Esperanza	170	16.6%			
Los Puentes	106	23.8%			
Native American Community Academy	1				
Nuestros Valores Charter School	67	54.6%			
Public Academy for Performing Arts	75	88.3%			
Robert F. Kennedy Charter H.S.	167	22.4%			
School for Integrated Academics and Technologies	185	22.5%			
South Valley Academy	75	68.6%			
The Albuquerque Talent Development Secondary Charter School	61	27.0%			

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>Animas Public Schools</b>	23	>98.0%			
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
			University of New Mexico	Yes	Yes
			Western New Mexico University	Yes	Yes
<b>Artesia Public Schools</b>	311	69.80%			
			Eastern New Mexico University Roswell	Yes	Yes
			New Mexico State University Carlsbad	Yes	Yes
<b>Aztec Municipal Schools</b>	283	62.10%			
			San Juan College	Yes	Yes
<b>Belen Consolidated Schools</b>	473	65.40%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico Valencia	Yes	Yes
<b>Bernalillo Public Schools</b>	329	64.50%			
			Central New Mexico Community College	Yes	Yes
			Institute of American Indian Arts	Yes	Yes
<b>Bloomfield Schools</b>	313	63.00%			
			San Juan College	Yes	Yes
<b>Capitan Municipal Schools</b>	54	76.90%			
			Eastern New Mexico University		Yes
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
<b>Carlsbad Municipal Schools</b>	477	76.30%			
Jefferson Montessori Academy (Carlsbad)	12	81.40%	New Mexico State University Carlsbad	Yes	Yes
<b>Carrizozo Municipal Schools</b>	22	77.0%*			
			Eastern New Mexico University Ruidoso	Yes	Yes
			Central New Mexico Community College	Yes	Yes
<b>Central Consolidated Schools</b>	680	60.30%			
			San Juan College	Yes	Yes
<b>Chama Valley Independent Schools</b>	43	91.50%			
			Northern New Mexico College	Yes	Yes
<b>Cimarron Municipal Schools</b>	41	94.00%			
Moreno Valley HS (Cimarron)	23	72.00%	Eastern New Mexico University	Yes	Yes
			Luna Community College	Yes	Yes
<b>Clayton Municipal Schools</b>	37	94.10%			
			Mesalands Community College	Yes	Yes
			Clovis Community College	Yes	Yes
<b>Cloudcroft Municipal Schools</b>	60	88.70%			
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
			New Mexico State University Alamogordo	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>Clovis Municipal Schools</b>	687	80.20%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
<b>Cobre Consolidated Schools</b>	114	89.20%			
			New Mexico State University Doña Ana Community College	Yes	Yes
			Western New Mexico University	Yes	Yes
<b>Corona Public Schools</b>	10	86.1%*			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
<b>Cuba Independent Schools</b>	113	71.20%			
			Luna Community College	Yes	Yes
			Northern New Mexico College	Yes	Yes
			Central New Mexico Community College	Yes	Yes
<b>Deming Public Schools</b>	455	69.90%			
Deming Cesar Chavez Charter High School	89	24.30%	Eastern New Mexico University	Yes	Yes
			New Mexico State University	Yes	Yes
			Western New Mexico University	Yes	Yes
<b>Des Moines Municipal Schools</b>	17	97.50%			
			Clovis Community College	Yes	Yes
<b>Dexter Consolidated Schools</b>	94	93.30%			
			Eastern New Mexico University Roswell	Yes	Yes
			Mesalands Community College	Yes	Yes
<b>Dora Consolidated Schools</b>	26	96.60%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
			New Mexico State University	Yes	Yes
<b>Dulce Independent Schools</b>	64	35.00%			
			Northern New Mexico College	Yes	Yes
<b>Elida Municipal Schools</b>	8	89.4%*			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
<b>Española Public Schools</b>	346	54.40%			
			Northern New Mexico College	Yes	Yes
<b>Estancia Municipal Schools</b>	146	59.30%			
			Central New Mexico Community College	Yes	Yes
<b>Eunice Public Schools</b>	45	86.80%			
			New Mexico Junior College	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>Farmington Municipal Schools</b>	839	67.40%			
			New Mexico State University	Yes	Yes
			San Juan College	Yes	Yes
			Central New Mexico Community College	Yes	Yes
<b>Floyd Municipal Schools</b>	28	91.10%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
<b>Ft. Sumner Municipal Schools</b>	22	88.90%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Mesalands Community College	Yes	Yes
<b>Gadsden Independent Schools</b>	1,152	79.30%			
Anthony Charter School (Gadsden)	4	64.60%	New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
<b>Gallup-McKinley County Schools</b>	1,196	64.10%			
Middle College HS (Gallup)	36	69.30%	University of New Mexico Gallup	Yes	Yes
			Navajo Technical College	Yes	Yes
<b>Grady Municipal Schools</b>	14	90.2%*			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
<b>Grants-Cibola County Schools</b>	329	72.00%			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University Grants	Yes	Yes
<b>Hagerman Municipal Schools</b>	38	71.00%			
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
<b>Hatch Valley Public Schools</b>	101	77.30%			
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
<b>Hobbs Municipal Schools</b>	658	68.90%			
			Eastern New Mexico University	Yes	Yes
			New Mexico Junior College	Yes	Yes
<b>Hondo Valley Public Schools</b>	10	86.4%*			
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
<b>House Municipal Schools</b>	60	53.00%			
			Clovis Community College	Yes	Yes
			Mesalands Community College	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>Jal Public Schools</b>	40	81.50%			
			New Mexico Junior College	Yes	Yes
<b>Jemez Mountain Public Schools</b>	38	80.90%			
			Northern New Mexico College	Yes	Yes
			University of New Mexico	Yes	Yes
<b>Jemez Valley Public Schools</b>	47	91.00%			
Walatowa Charter HS (Jemez Valley)	21	90.50%	Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
			Institute of American Indian Arts	Yes	Yes
			Northern New Mexico College	Yes	Yes
<b>Lake Arthur Municipal Schools</b>	17	71.0%*			
			Eastern New Mexico University Roswell	Yes	Yes
<b>Las Cruces Public Schools</b>	2,118	71.20%			
Las Montanas Charter HS (Las Cruces)	89	35.20%	Eastern New Mexico University	Yes	Yes
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
			San Juan College	Yes	Yes
<b>Las Vegas City Schools</b>	190	68.30%			
			Luna community College		Yes
			New Mexico Highlands University	Yes	Yes
<b>Logan Municipal Schools</b>	22	94.50%			
			Clovis Community College	Yes	Yes
			Mesalands Community College	Yes	Yes
<b>Lordsburg Municipal Schools</b>	61	74.30%			
			Western New Mexico University	Yes	Yes
<b>Los Alamos Public Schools</b>	295	87.50%			
			University of New Mexico Los Alamos	Yes	Yes
<b>Los Lunas Public Schools</b>	859	63.10%			
			Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			University of New Mexico Valencia	Yes	Yes
<b>Loving Municipal Schools</b>	66	69.40%			
			Eastern New Mexico University Roswell	Yes	Yes
			New Mexico Junior College	Yes	Yes
<b>Lovington Municipal Schools</b>	246	83.00%			
			New Mexico Junior College	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>Magdalena Municipal Schools</b>	46	88.40%			
			Eastern New Mexico University		
			New Mexico Institute of Mining and Technology	Yes	Yes
			University of New Mexico Valencia	Yes	Yes
			Western New Mexico University	Yes	Yes
<b>Maxwell Municipal Schools</b>	11	88.6%*			
			Eastern New Mexico University	Yes	Yes
			Luna Community College	Yes	Yes
			New Mexico Junior College	Yes	Yes
			Northern New Mexico College	Yes	Yes
<b>Melrose Municipal Schools</b>	27	97.20%			
			Eastern New Mexico University	Yes	Yes
			Clovis Community College	Yes	Yes
<b>Mesa Vista Consolidated School District</b>	55	78.30%			
			University New Mexico Taos	Yes	Yes
			Northern New Mexico College	Yes	Yes
<b>Mora Independent Schools</b>	51	81.70%			
			Central New Mexico Community College	Yes	Yes
			Luna Community College	Yes	Yes
			New Mexico Highlands University	Yes	Yes
			University New Mexico Taos	Yes	Yes
<b>Moriarty-Edgewood Schools</b>	327	68.40%			
			Central New Mexico Community College	Yes	Yes
			Mesalands Community College	Yes	Yes
			University of New Mexico	Yes	Yes
<b>Mosquero Municipal Schools</b>	4	>98.0%			
			Clovis Community College	Yes	Yes
<b>Mountainair Public Schools</b>	35	81.70%			
			Central New Mexico Community College	Yes	Yes
<b>Pecos Independent Schools</b>	64	72.10%			
			Luna Community College	Yes	Yes
<b>Penasco Independent Schools</b>	50	83.60%			
			University New Mexico Taos	Yes	Yes
			Northern New Mexico College	Yes	Yes
<b>Pojoaque Valley Schools</b>	195	69.20%			
			Northern New Mexico College	Yes	Yes
<b>Portales Municipal Schools</b>	221	79.90%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>Quemado Independent Schools</b>	15	97.80%			
			Luna Community College	Yes	Yes
			New Mexico State University Grants	Yes	Yes
			Western New Mexico University	Yes	Yes
<b>Questa Independent Schools</b>	28	89.00%			
			University of New Mexico Taos	Yes	Yes
<b>Raton Public Schools</b>	142	63.20%			
			Luna Community College	Yes	Yes
			New Mexico Highlands University	Yes	Yes
<b>Reserve Independent Schools</b>	15	95.80%			
			Western New Mexico University	Yes	Yes
<b>Rio Rancho Public Schools</b>	1,333	74.60%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
<b>Roswell Independent Schools</b>	735	73.10%			
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
<b>Roy Municipal Schools</b>	19	95.60%			
			Clovis Community College	Yes	Yes
<b>Ruidoso Municipal Schools</b>	195	75.30%			
			Eastern New Mexico University Ruidoso	Yes	Yes
<b>San Jon Municipal Schools</b>	26	91.50%			
			Clovis Community College		Yes
			Eastern New Mexico University	Yes	Yes
			Mesalands Community College	Yes	Yes
<b>Santa Fe Public Schools</b>	1,068	53.20%			
Academy for Technology and the Classics (SFPS)	50	79.70%	Eastern New Mexico University	Yes	Yes
Monte Del Sol (SFPS)	76	78.70%	Central New Mexico Community College	Yes	Yes
Tierra Encantado Charter HS (SFPS)	110	51.00%	Institute of American Indian Arts	Yes	Yes
			Northern New Mexico College	Yes	Yes
			Santa Fe Community College	Yes	Yes
<b>Santa Rosa Consolidated Schools</b>	59	86.60%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University		Yes
			Luna Community College		Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>Silver Consolidated Schools</b>	273	78.10%			
			Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
			Western New Mexico University	Yes	Yes
<b>Socorro Consolidated Schools</b>	174	75.60%			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University	Yes	Yes
			New Mexico Institute of Mining and Technology	Yes	Yes
			University of New Mexico Valencia	Yes	Yes
			Western New Mexico University	Yes	Yes
<b>Springer Municipal Schools</b>	21	>98.0%			
			Luna Community College	Yes	Yes
<b>Taos Municipal Schools</b>	297	71.70%			
Taos Cyber Magnet	10	33.50%	University New Mexico Taos	Yes	Yes
Vista Grande (Taos)	29	58.40%			
<b>Tatum Municipal Schools</b>	39	>98.0%			
			Eastern New Mexico University	Yes	Yes
			New Mexico Junior College	Yes	Yes
<b>Texico Municipal Schools</b>	57	>98.0%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Mesalands Community College	Yes	Yes
<b>Truth or Consequences Municipal Schools</b>	154	70.10%			
			Eastern New Mexico University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
			Western New Mexico University	Yes	Yes
<b>Tucumcari Public Schools</b>	114	75.20%			
			Mesalands Community College	Yes	Yes
<b>Tularosa Municipal Schools</b>	105	88.90%			
			New Mexico State University Alamogordo	Yes	Yes
<b>Vaughn Municipal Schools</b>	11	74.90%			
			Clovis Community College	Yes	Yes
			Central New Mexico Community College	Yes	Yes
<b>Wagon Mound Public Schools</b>	10	84.10%			
			Luna Community College	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>West Las Vegas Public Schools</b>	173	75.70%			
			New Mexico Highlands University	Yes	Yes
			Luna Community College	Yes	Yes
<b>Zuni Public Schools</b>	146	82.80%			
			University of New Mexico Gallup	Yes	Yes
<b>LEA (State Charters)</b>					
<b>Academy of Trades and Technology</b>	107	11.20%			
			Central New Mexico Community College	Yes	Yes
<b>ACE Leadership High School</b>	*	*			
			Central New Mexico Community College	Yes	Yes
<b>Albuquerque Institute for Math &amp; Science (AMIS)</b>	50	75.40%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
<b>Albuquerque School of Excellence</b>	*	*			
<b>Aldo Leopold Charter High School</b>	32	49.90%			
			Western New Mexico University	Yes	Yes
<b>Alma d' Arte Charter High</b>	103	92.00%			
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
<b>Amy Biehl Charter High School</b>	104	69.00%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
<b>Cesar Chavez Community School</b>	140	37.20%			
			Central New Mexico Community College	Yes	Yes
<b>Cottonwood Classical Preparatory School</b>	*	*			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
<b>Creative Education Prep Institute #1</b>	132	68.20%			
			Central New Mexico Community College	Yes	Yes
<b>East Mountain High School (State)</b>	94	87.60%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
* School did not have members of the graduation cohort					

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>Gilbert L. Sena Charter High School (State)</b>	158	43.50%			
			Central New Mexico Community College	Yes	Yes
<b>Media Arts Collaborative Charter School, Albuquerque NM</b>	8	<2.0%			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University	Yes	Yes
			University of New Mexico	Yes	Yes
<b>New Mexico School for Arts</b>		*			
			Santa Fe Community College	Yes	Yes
			Institute of American Indian Arts	Yes	Yes
<b>School of Dreams Academy</b>		*			
			University of New Mexico Valencia	Yes	Yes
<b>Southwest Secondary Learning Center</b>	101	61.00%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
<b>Taos Academy Charter School</b>		*			
			Central New Mexico Community College	Yes	Yes
			University New Mexico Taos	Yes	Yes
<b>The ASK Academy</b>		*			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico		
<b>The Great Academy</b>		*			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University	Yes	Yes
			University of New Mexico	Yes	Yes
<b>The Learning Community</b>	40	56.20%			
			Central New Mexico Community College	Yes	Yes
<b>The MASTERS Program</b>		*			
			Santa Fe Community College	Yes	Yes
<b>The New America School</b>		*			
			Central New Mexico Community College	Yes	Yes
<b>Tierra Adentro: The NM School of Academics, Arts &amp; Artesania</b>		*			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
			University of New Mexico Taos	Yes	Yes

\* School did not have members of the graduation cohort

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2010	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
<b>LEA (Bureau of Indian Education)</b>					
Alamo Navajo		*			
			University of New Mexico Valencia	Yes	Yes
Mescalero		*			
			Eastern New Mexico University Ruidoso	Yes	Yes
Navajo Preparatory School		*			
			San Juan College	Yes	Yes
Pine Hill School		*			
			New Mexico State University Grants	Yes	Yes
Santa Fe Indian School		*			
			Institute of American Indian Arts	Yes	Yes
			Northern New Mexico College	Yes	Yes
Tohajilee Community School		*			
			Central New Mexico Community College	Yes	Yes
Wingate		*			
<b>LEA (State Institutions)</b>					
CYFD		*			
Juvenile Justice			Santa Fe Community College	Yes	Yes
			Central New Mexico Community College	Yes	Yes
Children's PSYC		*			
New Mexico Corrections		*			
New Mexico School for the Blind & Visually Handicap	4	>98.0%			
New Mexico School for the Deaf	6	93.50%			
Sequoyah (NM DEPT OF HEALTH)		*			
* School did not have members of the graduation cohort					

### Cohort of 2011 4-Year Statewide Graduation Rates

Dual Credit students (about 49% of the cohort membership)	90.7%
Non Dual Credit students	58.1%

## The Courses Taken and Grades Earned

Eligible college courses 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 elective or core 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 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.

## Subject Area of Dual Credit Courses: Fall 2010

CIP Codes	Title	Enrollment	CIP Codes	Title	Enrollment
01	Agriculture and related sciences	211	32	Basic skills	423
03	Natural resources and conservation	89	36	Leisure and recreational	26
04	Architecture and related services	2	37	Personal awareness and self improvement	43
05	Area ethnic cultural and gender studies	26	38	Philosophy and religious studies	62
09	Communication and journalism	218	40	Physical science	437
10	Communications technologies	230	41	Science technology / technicians	43
11	Computer and information sciences	790	42	Psychology	456
12	Personal and culinary services	371	43	Security and protective services	307
13	Education	303	44	Public administration and social service professions	33
14	Engineering	34	45	Social science	668
15	Engineering technologies / technicians	560	46	Construction trades	336
16	Foreign language, literatures, linguistics	422	47	Mechanic and repair technologies / technicians	641
19	Family and consumer / human science	105	48	Precision production	367
22	Legal profession and studies	13	49	Transportation and Materials	4
23	English language and literature / letters	872	50	Visual and performing arts	675
24	Liberal arts, general studies, humanities	527	51	Health profession and related clinical sciences	1,270
25	Library Sciences	9	52	Business, management, marketing, and related	610
26	Biological and biomedical science	282	54	History	348
27	Mathematics and statistics	768			
30	Multi / interdisciplinary studies	1			
31	Park, recreation, leisure, and fitness	106			

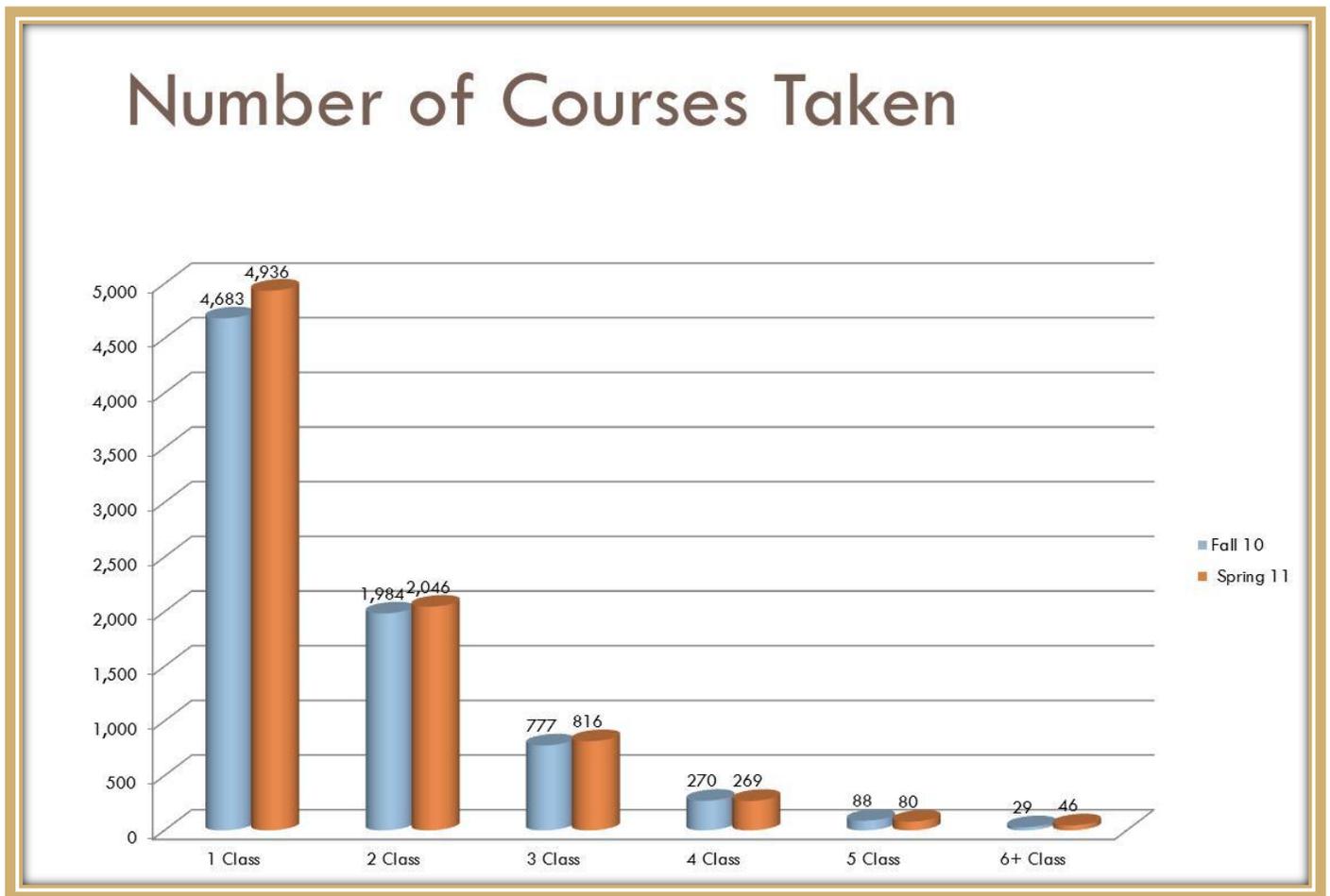
Certain content areas attract greater numbers of participants, possibly because these credits are required for high school completion. In either Fall or Spring semester these subject areas served 500 or more enrollees:

- Computer and information sciences
- Engineering technologies / technicians
- English Language and literature / letters
- Foreign language, literatures, linguistics
- Liberal arts, general studies, humanities
- Mathematics and statistics
- Social science
- Mechanic and repair technology / technicians
- Visual and performing arts
- Health profession and related clinical sciences

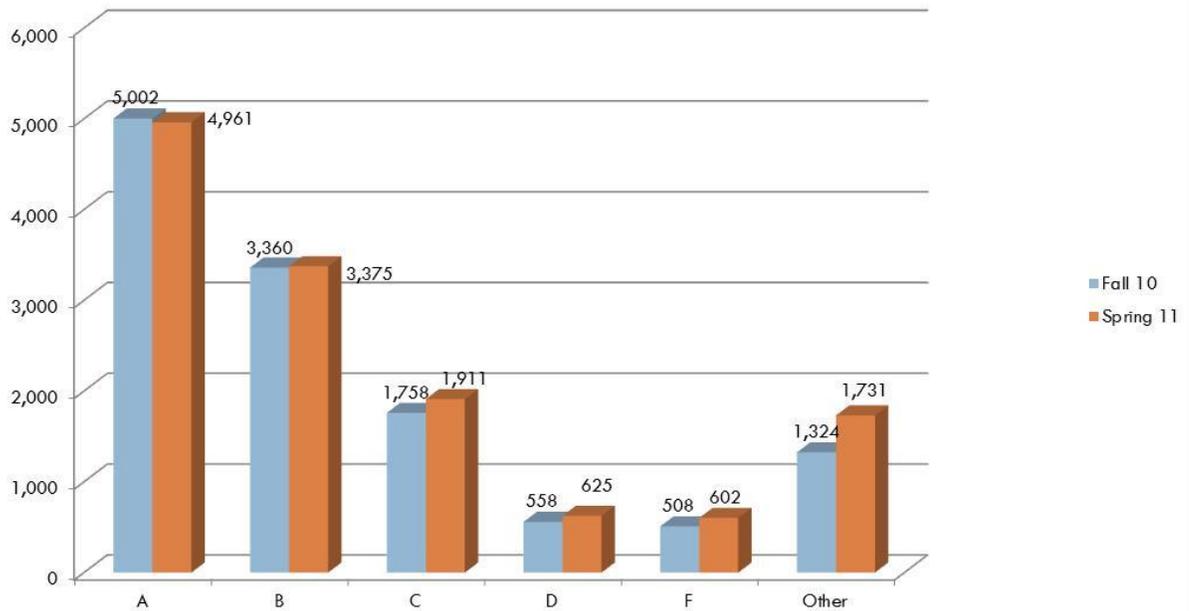
## Subject Area of Dual Credit Courses: Spring 2011

CIP Codes	Title	Enrollment	CIP Codes	Title	Enrollment
01	Agriculture and related sciences	212	32	Basic skills	20
03	Natural resources and conservation	87	36	Leisure and recreational	29
04	Architecture and related services	6	37	Personal awareness and self improvement	355
05	Area ethnic cultural and gender studies	64	38	Philosophy and religious studies	113
09	Communication and journalism	182	40	Physical science	574
10	Communications technologies	187	41	Science Technology/Technicians	9
11	Computer and information sciences	763	42	Psychology	609
12	Personal and culinary services	238	43	Security and protective services	280
13	Education	231	44	Public administration and social service professions	4
14	Engineering	194	45	Social science	649
15	Engineering technologies / technicians	550	46	Construction trades	310
16	Foreign language, literatures, linguistics	542	47	Mechanic and repair technologies / technicians	569
19	Family and consumer / human science	154	48	Precision production	394
22	Legal profession and studies	15	49	Transportation and materials moving	4
23	English language and literature / letters	1200	50	Visual and performing arts	787
24	Liberal arts, general studies, humanities	469	51	Health profession and related clinical sciences	1,173
26	Biological and biomedical science	456	52	Business, management, marketing, and related	548
27	Mathematics and statistics	829	54	History	402
30	Multi / interdisciplinary studies	0			
31	Park, recreation, leisure, and fitness	34			

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 (60%) limit themselves to a single course during the academic year, which may represent a student’s using this opportunity to sample the college experience. A smaller number of students accumulate two classes in a school year (25%), followed by students that appear to be aggressively pursuing college credit with three or more classes in a single year.



# Course Grade Distribution

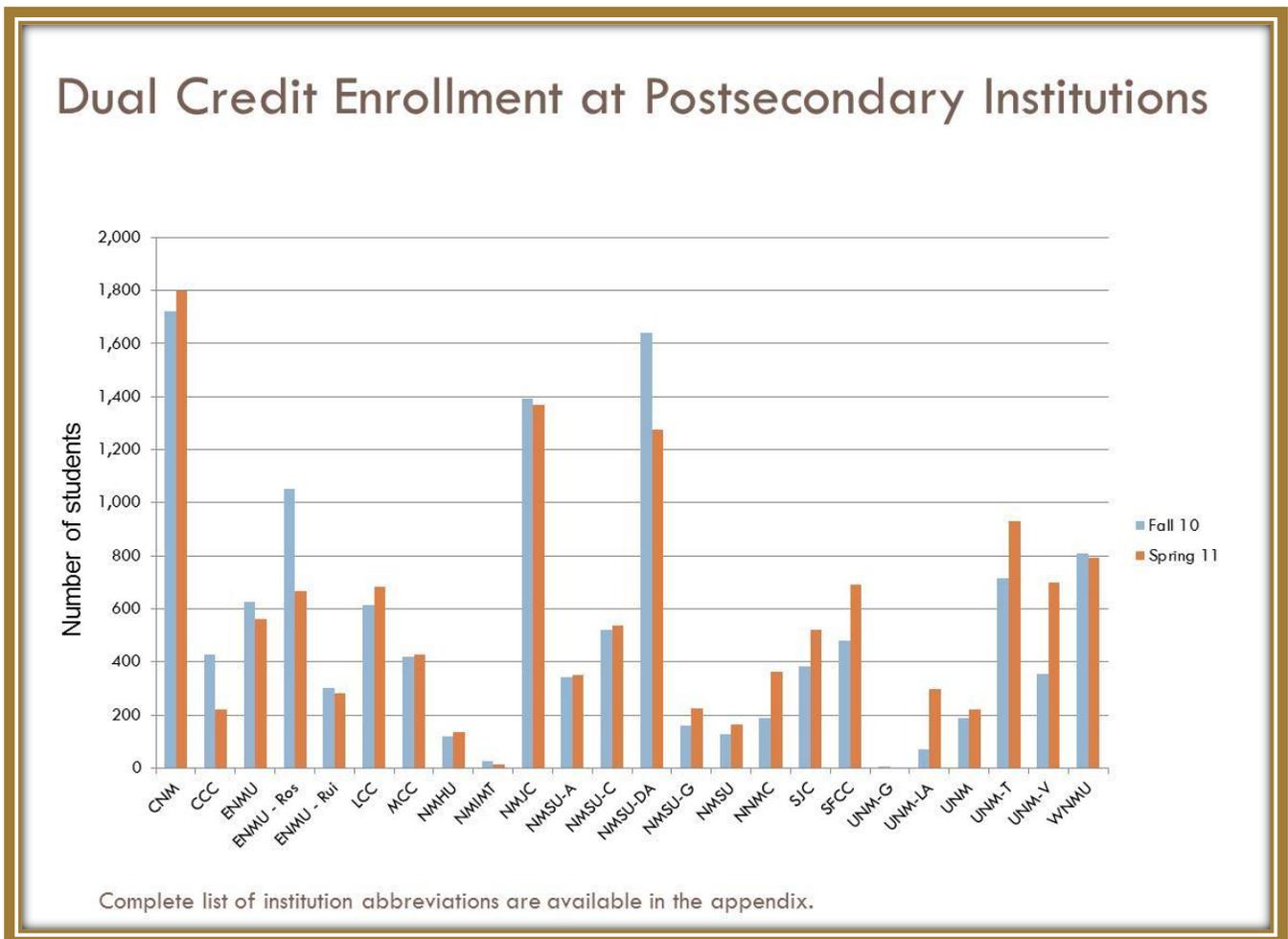


OTHER includes Pass / Fail, Credit / No Credit, Withdrawals, No Grade, etc.

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, 78% to 81% of the enrollees met the success criterion in school year 2010–2011. Of the remaining students considered unsuccessful, a large portion did not receive a credit-bearing grade (“Other”). These students may elect to audit a course which results only in a final “Pass” or “Fail” or the student may drop out prior to receiving a grade. In either case, they do not meet the requirements for success in career and college readiness.

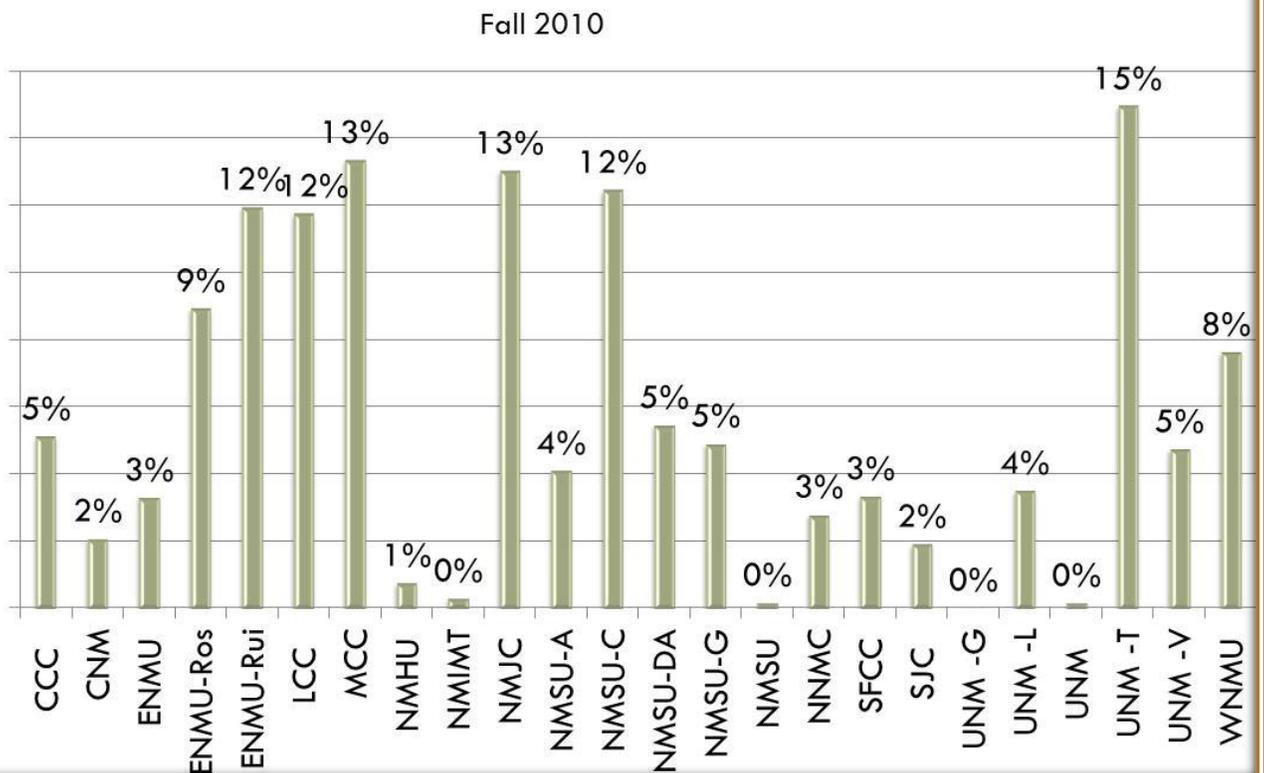
Any comparison of achievement between genders yields inconclusive findings (Appendix pages 44–46). In the spring semester males generally outperformed females in meeting the success benchmark (78% and 77% respectively). In the fall semester this pattern reversed with 82% of the females and 80% of the males achieving the goal. One may conclude that the dual credit experience seems to profit each group equitably.

Of the students declaring a single ethnicity, 80% met benchmarks for dual credit success. Hispanic (79%) and non-Hispanic Black (76%) groups had lower percentages, while non-Hispanic White (83%) and Asian (87%) groups had higher. The American Indian group demonstrated 80% meeting success. As mentioned before, these numbers should be interpreted cautiously since nearly one-sixth of the participants did not declare a single ethnicity.



Twenty-four institutions generally participate in the dual credit endeavor (please see key to institution names in the glossary). The institutions that serve a preponderance of students are Central New Mexico Community College in Albuquerque, the New Mexico State University Dona Ana Branch in Las Cruces, and the New Mexico Junior College in Hobbs, and to a lesser extent, Eastern New Mexico University branch in Roswell, and the University of New Mexico branch in Taos. These counts of student enrollments should be viewed in the context of the institutions total enrollment and size.

# Dual Credit Hours as a Percentage of Total Institution Credit Hours

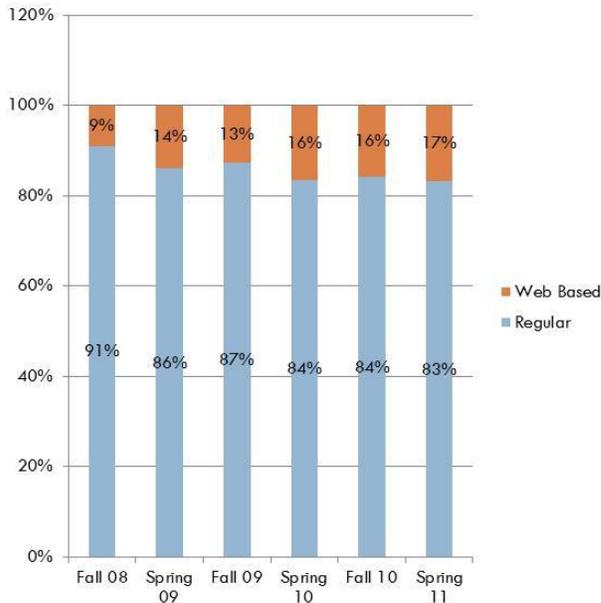


The portion of the institution’s resources that are dedicated to dual credit can be represented by the percentage of total institution credit hours. This standardization takes into account the size of the institution and the size of the total student body. The institutions for which dual credit students consistently comprise a significant share of their work include UNM Taos (15%-19%), NMJC (13%-16%), and MCC (15%). While CNM serves the largest volume of dual credit students, this accounts for only 2% of its total student program.

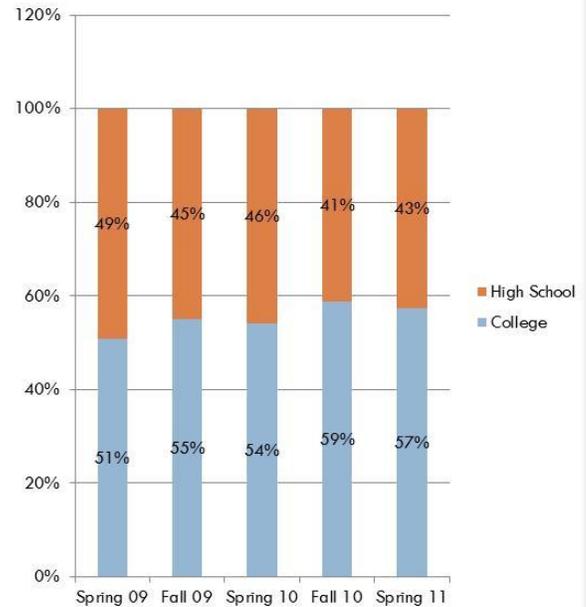
Please see the spring 2011 data on page 47 in the Appendix.

# Course Delivery and Course Location

## Online vs. Regular Instruction

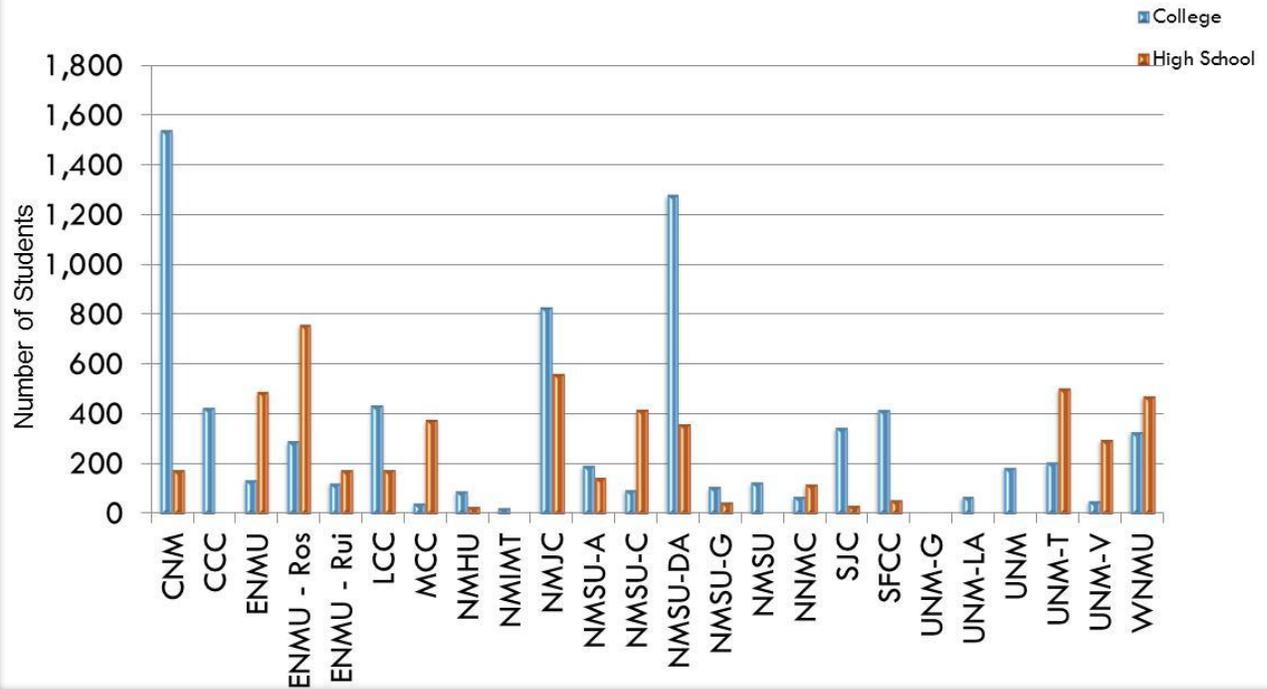


## High School vs. College Campus



The growth of online delivery of dual credit coursework has almost doubled in the past three years, from 9% to 17%. Moreover, increasingly students are favoring traveling to a centralized campus to attend courses, with a 6% growth during a similar time period. While figures show that on-campus delivery is associated with slightly poorer grades, one may conjecture that attending a dual credit course on campus introduces the student to the college culture, and may assist in their transition to this setting after graduation. Sufficient data do not yet exist on whether the online delivery produces any better outcomes in student success.

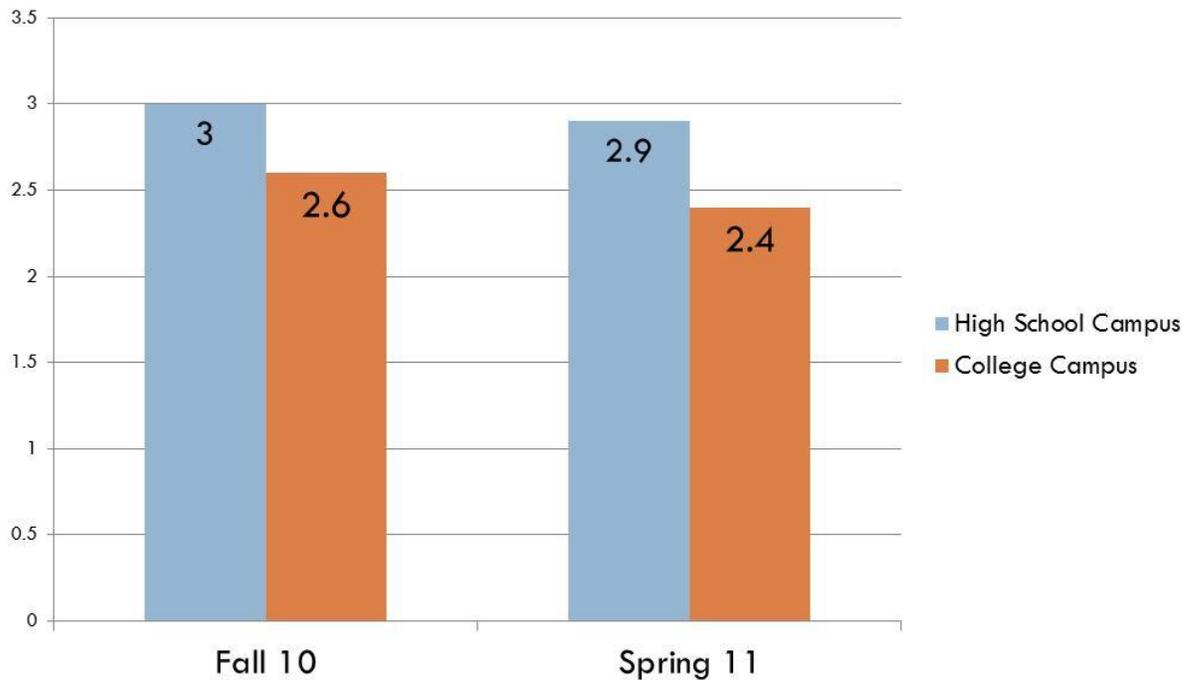
# Course Location by Postsecondary Institution



Dual credit coursework can be housed either at the local high school, or on the campus of the postsecondary institution. In either case, the course content and the instructor must be authorized by the institution of higher education. Several institutions have chosen to locate their coursework predominantly on site at the high schools, the most notable being ENMU Roswell and UNM Taos. Conversely, several larger institutions serve students primarily on their main campus, particularly CNM, NMSU Dona Aña, and Santa Fe Community College. A few, for example NMJC in Hobbs vary by semester (see Appendix) which may result from constraints related to space availability, or integration with the high school curriculum.

Please see the spring 2011 data on page 48 in the Appendix.

## Dual Credit Course GPA by Location



The impact of the course location on student achievement may be reflected in the grades awarded to students at the completion of the course. In both semesters, students appeared to fare better when the course was held at the local high school. However, these figures should be interpreted cautiously, since other influences on course grades may be associated with the course location. For example, high school delivery is related to the size of the institution being smaller and a greater percentage of the institution's work dedicated to dual credit. Larger campus delivery may be complicated with travel and parking, and the mixture of high school with college-level students in the classrooms.

## The Cost of Providing Dual Credit Courses

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The PED disbursed a total of \$818,763.90 during fiscal year 2011 for instructional materials related to dual credit.

## Evaluation of the Dual Credit Program

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The HED and the 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 the HED supports dual credit courses throughout New Mexico
- the systemic structure for offering dual credit courses is providing effective, diverse dual credit course offerings to New Mexico high school students
- 12,263 individual students completed dual credit courses during the 2010–2011 academic year
- data must be used effectively and efficiently to drive decision making
- the HED/PED collaborative P–20 focus must remain on accelerating student learning while reducing costs
- specific progress indicators, including the postsecondary institution’s number and percentage of students who complete courses, the grade achieved, and the course delivery option must be used

“...Collaboration offers institutions a means to improve quality and enhance the scope of their offerings through integrating learning opportunities and sharing expertise and resources. The result of such partnerships will be a network of institutions with distinct roles and missions and unique areas of excellence that works together to ensure that the state’s higher education needs are met.”<sup>2</sup>

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<sup>2</sup> *State Master Plan for Higher Education: Building New Mexico’s Future*, page 27.  
Dual Credit Annual Report SY 2010–2011

## Initiatives—Recommendations

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The 2010–2011 Dual Credit Annual Report identifies and incorporates the following state DC initiatives:

- ✓ Aligning 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
- ✓ Engaging the Dual Credit Council (DCC) in educational transformation
- ✓ Delivering Professional Development (PD) for the successful completion of dual credit courses
- ✓ Providing meaningful opportunities for Parental Involvement (PI)
- ✓ Ensuring College and Career Readiness (CCR)

“In a comprehensive report to the Legislative Finance Committee (LFC) on December 7, 2011 comparing various aspects of higher education at the two IHEs (Central New Mexico and Dona Aña Community Colleges), information on the Dual Credit Program statewide is included. Evidence suggests that exposing students to higher levels of academic preparation, such as those provided by dual credit, can increase the likelihood of degree completion. Further, college costs are decreased for a student that has received course credit toward graduation by taking dual credit course in high school. The report notes, as well, that students completing dual credit courses also scored higher on standards-based assessments.”<sup>3</sup>

“When appropriately implemented, performance-based formulas consider the needs of institutions and provide heightened support to those serving the most disadvantaged populations. This approach of providing funding where it is needed most, coupled with heightened institutional responsibility for student progress and eventual completion, promises to create a fairer, more efficient, and more productive system of state higher education financing that supports student success.”<sup>4</sup>

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<sup>3</sup> *HED Commentary*, Program Evaluation Team, LFC Report On Higher Education — Central New Mexico And Doña Ana Community Colleges, Legislative Finance Committee, December 7, 2011.

<sup>4</sup> *College Completion Toolkit*, US Department of Education, page 11.  
Dual Credit Annual Report SY 2010–2011

## Trends

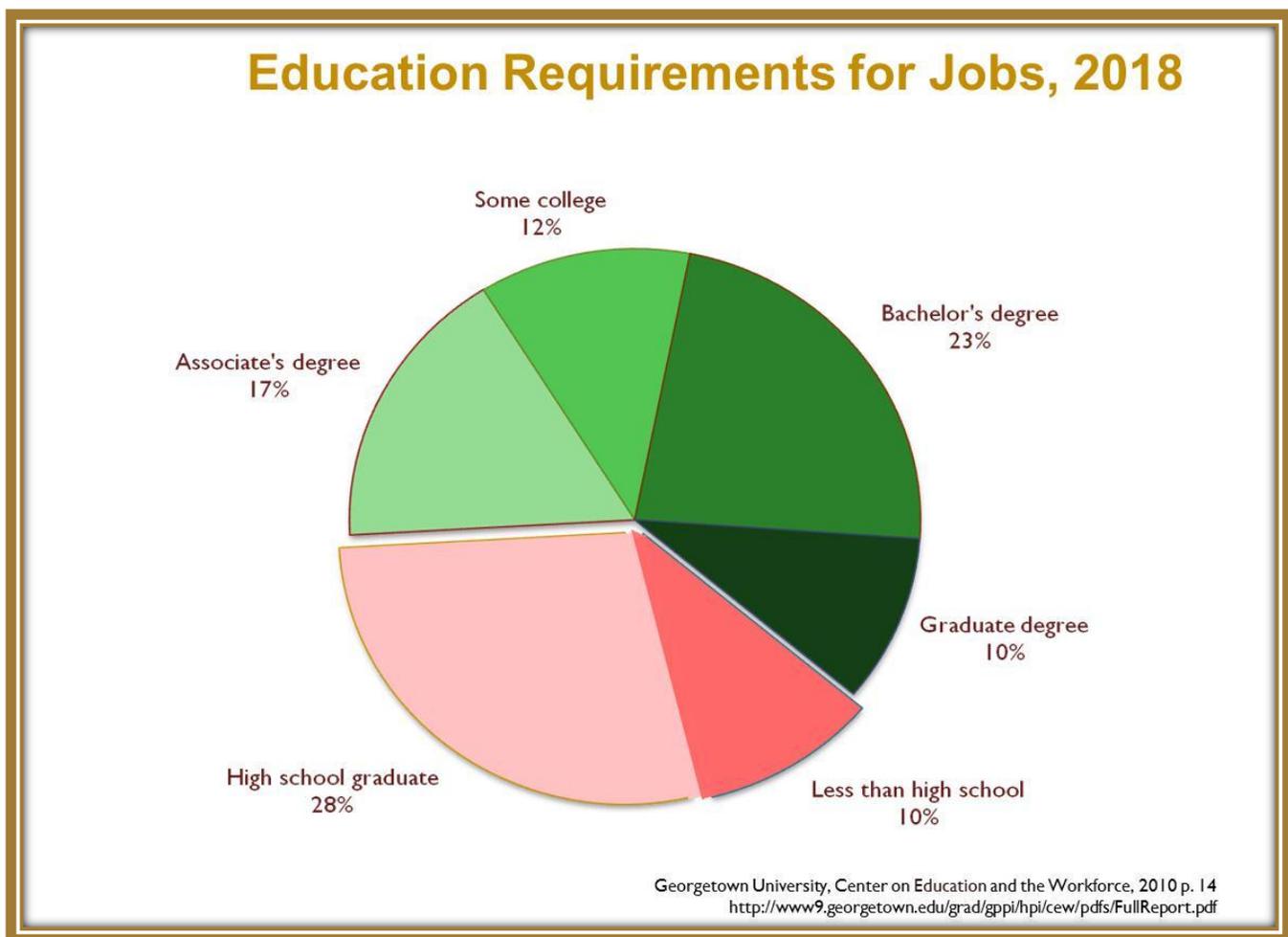
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### Trend Data

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The trend data below spotlights aspects of national and international education forecasts by trying to predict the future movement of education requirements based on past data. The trend analysis is based on the idea that what has happened in the past gives an idea of what will happen in the future. The data below illustrates three main types of trends: short-, intermediate- and long-term.

The following quote substantiates the national DC trend, “Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to good jobs and higher earning power for Americans. It is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time.”<sup>5</sup>



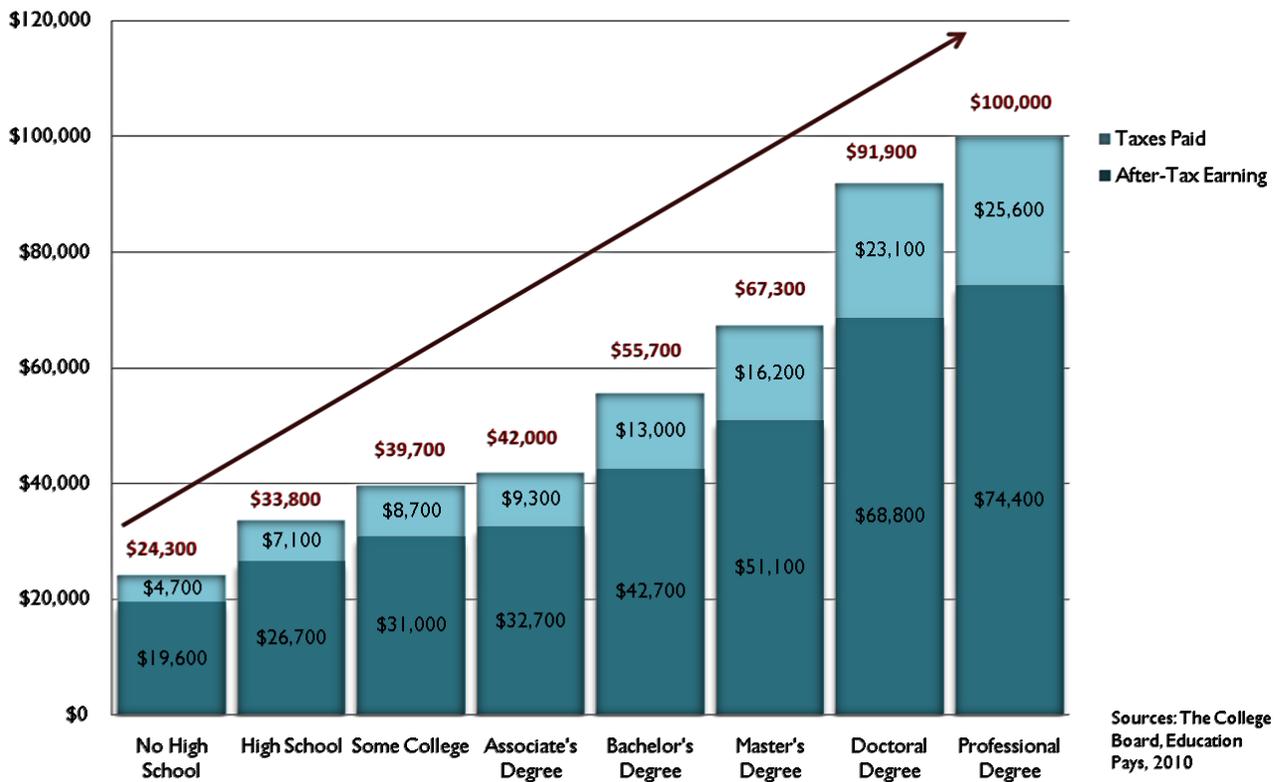
<sup>5</sup> *National Education Technology Plan 2010, Executive Summary.*  
Dual Credit Annual Report SY 2010–2011

## Fastest-Growing Occupations

Healthcare Professional and Technical  
 STEM and Social Science  
 Education  
 Community Services and Arts  
 Managerial and Professional Office

Georgetown University Center on Education and the Workforce

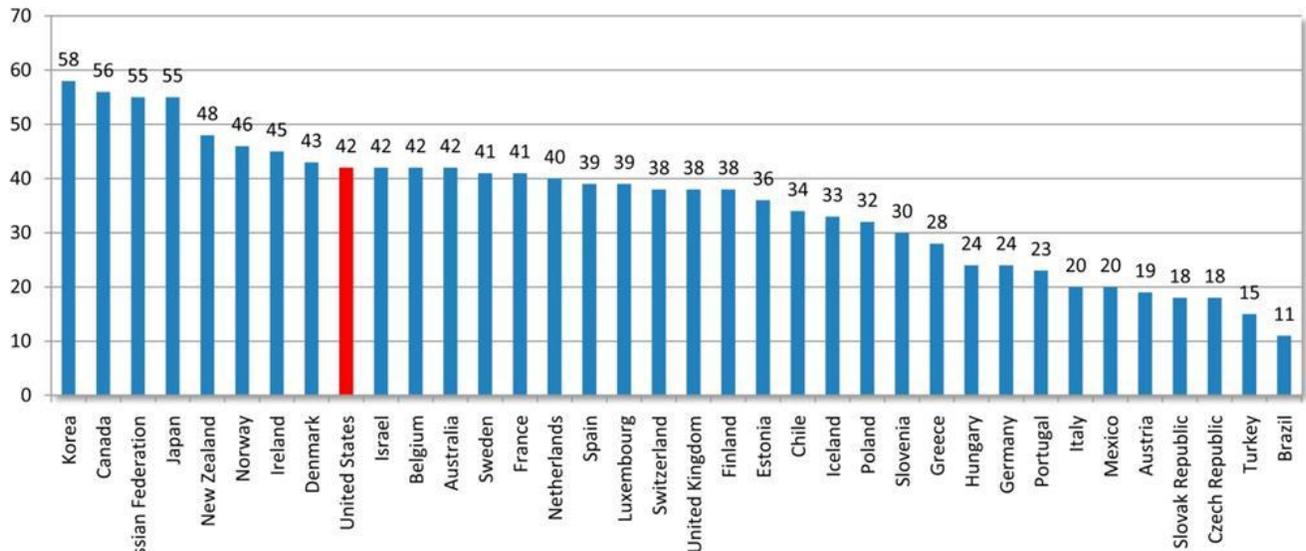
## Earnings & Tax Payments by Educational Attainment



# Percentage of Adults Age 25-34 with Postsecondary Education

(Associate Degree or Higher in U.S. per 2008 Current Population Survey, U.S. Census Bureau)

**Chart 1: Percentage of Adults Age 25-34 with Tertiary Education**  
(Associate Degree or Higher in U.S., per 2008 Current Population Survey, U.S. Census Bureau)



OECD Education at a Glance 2010  
Table A1.3a - Population with Tertiary Education 2008

## “Education for a Vibrant Democratic Society

- It’s not only about preparing students for jobs or restoring our place as first in the world.
- We need Americans who are prepared for informed, effective participation in democratic life.
- We need educated Americans with the capacity to solve the most pressing problems of our time.

## Strategic Objectives

- Access—Close the opportunity gap by improving affordability and increasing access to college and workforce training, especially for adult learners, low-income students, and under-represented minorities.
- Quality—Foster institutional quality with accountability and transparency.

- Completion—Increase degree and certificate completion and job placement, with special attention to fast growing first generation, under-represented and economically disadvantaged populations.”<sup>6</sup>

Frank Chong, Deputy Assistant Secretary for Community Colleges, shared the following strategic focus for the Community College Completion Pipeline: Office of Vocational and Adult Education (OVAE)

- Adult Learners
- First-time Freshmen from High School
  - Traditional
  - Career and Technical Education (CTE)
- General Educational Development (GED) Completers
- High School and College Drop-Outs
- Veterans and Military Families
- Immigrants/English Learners
- Re-Entry Students

“A vibrant and prosperous America depends on its educational system – in fact, the future of our democratic society depends on the positive contributions of our active, engaged and well-educated citizens.

Higher education, workforce training, career advancement and civic participation are the social and economic engines for communities, states and our nation to thrive, reduce poverty and build capacity for the future.

Better connecting these systems to increase our effectiveness and leadership capacity as a nation is evermore essential if we are to succeed in the 21<sup>st</sup> century.”<sup>7</sup>

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<sup>6</sup> *Meeting President Obama’s 2020 College Completion Goal*, Martha Kanter, Under Secretary, Eduardo Ochoa, Assistant Secretary, Rosemarie Nassif, Senior Policy Advisor, Frank Chong, Deputy Assistant Secretary, July 21, 2011.

<sup>7</sup> *Ibid.*

## Conclusion

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“New Mexico is one of the most culturally and linguistically diverse and rural states in the country with a population of 46.3% Hispanic, 40.5% Anglo, 9.5% Native American, and 2.1% African American.”<sup>8</sup>

Key data-driven components collected during the 2010–2011 school year illustrate the following:

- The majority of students (60%) limit themselves to a single course during the academic year.
- 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, 78% to 81% of the enrollees met the success criterion in school year 2010–2011.
- The growth of online delivery of dual credit coursework has almost doubled in the past three years, from 9% to 17%.

Dual Credit programs help align secondary and postsecondary curricular expectations for our students (22-13-1.2 NMSA 1978).

- ✓ DC Students graduate from high school at a higher rate
- ✓ DC Students enter college at a higher rate
- ✓ DC Students require less remediation in college

DC also provides a variety of experiences for students as follows:

- ✓ Opportunities in Career Technical programs of study
- ✓ Challenging coursework for those who have surpassed typical 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 Plan calls for higher education
- ✓ Keep students interested and engaged in high school for the full four years

“New Mexico’s majority-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.”<sup>9</sup>

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<sup>8</sup> US Census Bureau Facts 2010, <http://quickfacts.census.gov/qfd/states/35000.html>.

<sup>9</sup> *NMPED Strategic Plan 2011*, page 2.  
Dual Credit Annual Report SY 2010–2011





# **New Mexico Dual Credit Annual Report A White Paper for School Year 2010–2011**

## **Public Education Department**

300 Don Gaspar  
Santa Fe, New Mexico 87501  
505-827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

## **Higher Education Department**

2048 Galisteo  
Santa Fe, NM 87505  
505-476-8400  
<http://hed.state.nm.us>

*March 2012*

## Introduction

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“New Mexico is one of the most culturally and linguistically diverse and rural states in the country with a population of 46.3% Hispanic, 40.5% Anglo, 9.5% Native American, and 2.1% African American.”<sup>10</sup>

“Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to good jobs and higher earning power for Americans. It is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time.”<sup>11</sup>

## Opportunity Statement

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How will the collaborative partnership between the HED and the PED create optimum benefits for high school students through the dual credit program implementation?

## Proof the Opportunity Exists

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The HED and the 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 the HED supports dual credit courses throughout New Mexico
- the systemic structure for offering dual credit courses is providing effective, diverse dual credit course offerings to New Mexico high school students
- 12,263 individual students completed dual credit courses during the 2010–2011 academic year
- data must be used effectively and efficiently to drive decision making
- the HED/PED collaborative P–20 focus must remain on accelerating student learning while reducing costs
- specific progress indicators, including the postsecondary institution’s number and percentage of students who complete courses, the grade achieved, and the course delivery option must be used

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<sup>10</sup> US Census Bureau Facts 2010, <http://quickfacts.census.gov/qfd/states/35000.html>.

<sup>11</sup> *National Education Technology Plan 2010*, Executive Summary.  
Dual Credit Annual Report SY 2010–2011

## The Integrated Solution

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The 2010–2011 Dual Credit Annual Report identifies and incorporates the following state DC initiatives:

- ✓ Aligning 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
- ✓ Engaging the Dual Credit Council (DCC) in educational transformation
- ✓ Delivering Professional Development (PD) for the successful completion of dual credit courses
- ✓ Providing meaningful opportunities for Parental Involvement (PI)
- ✓ Ensuring College and Career Readiness (CCR)

### *Benefit 1*

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The Dual Credit Council specifically addresses the following indicator benefits:

- ✓ Enhancing Student Achievement
- ✓ Integrating Systemic Continuous Improvement
- ✓ Responding Strategically to Educational Changes
- ✓ Connecting with Partners—Parents and Community

### *Benefit 2*

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The indicators are aligned with the “Initiatives” and may include goals from stakeholder entities ensuring that transformative practices become the educational services for our rural, ethnic minorities of low socioeconomic status.

### *Benefit 3*

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Student valued processes are woven into the DC methodology creating a continuous improvement structure that will provide an environment which fosters relevant 21<sup>st</sup> Century competencies, lifelong learning, and achievement.

## Implementation

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The DCC issues recommendations to the Cabinet Secretaries on matters not addressed in the rule, including determination of alignment of course content to determine the appropriate credit ratio. The Council administers an appeals process for LEAs and postsecondary institutions. The HED and the PED Cabinet Secretaries shall act jointly upon Council recommendations.

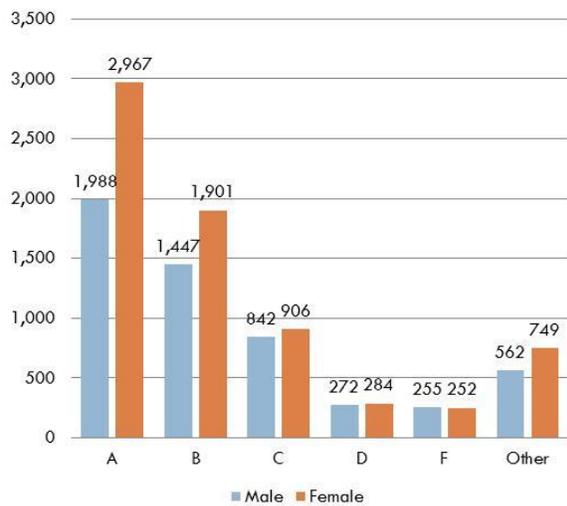
## Summary

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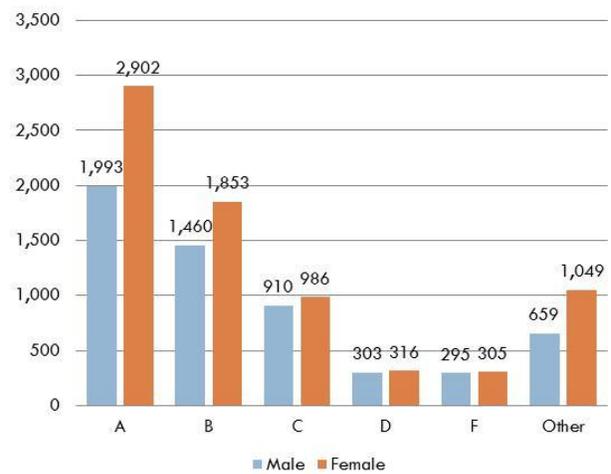
New Mexico's HED and the PED "Dual Credit Collaborative Initiatives" require an all-inclusive infrastructure that provides educators with the resources to ensure access to best practices, research strategies, and technology enabling learners with targeted, innovative services. This essential infrastructure is far-reaching and demands a concerted and coordinated effort from New Mexico students, educators, families, and communities in order to be sustainable and prolific.

# Course Grade Distribution by Gender

Fall 2010



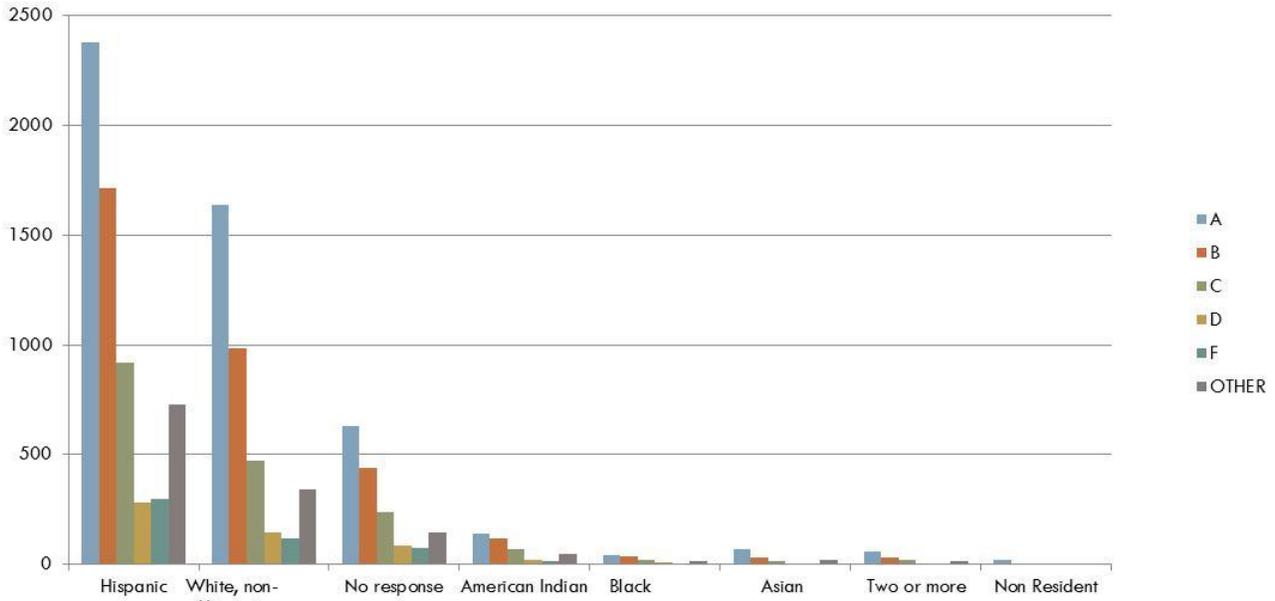
Spring 2011



OTHER includes Pass / Fail, Credit / No Credit, Withdrawals, No Grade, etc.

# Course Grades Distribution By Ethnicity

Fall 2010



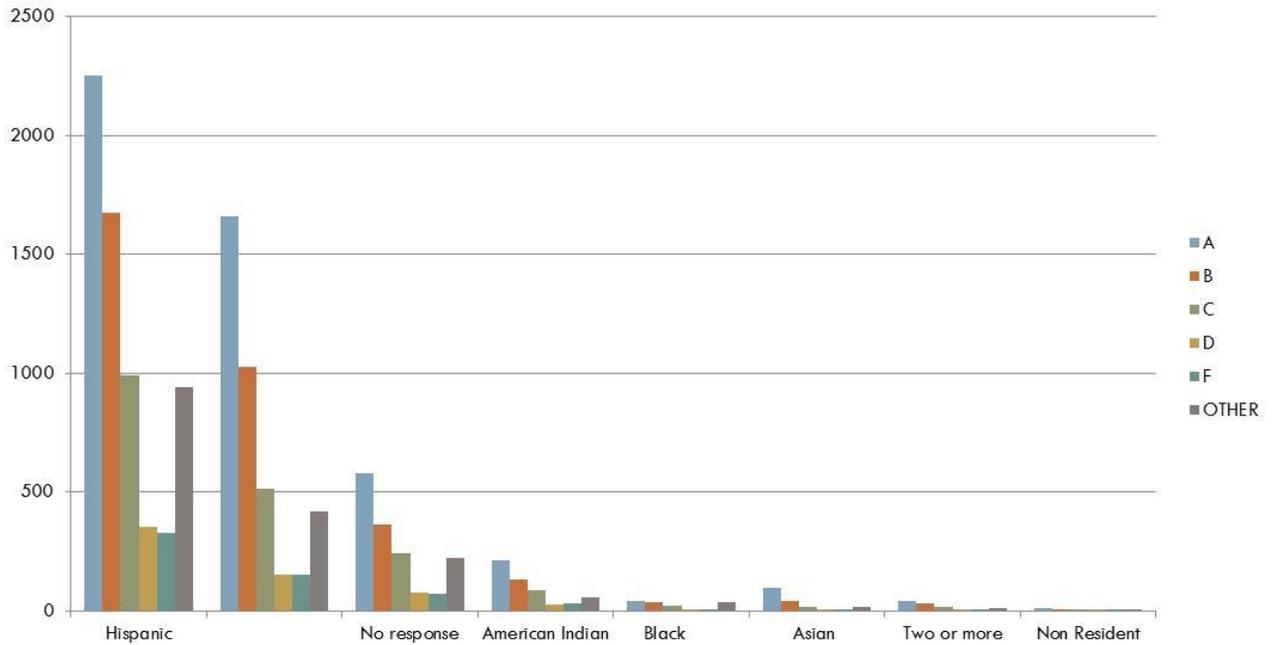
OTHER includes Pass / Fail, Credit / No Credit, Withdrawals, No Grade, etc.

Non Resident generally refers to a student that is not a U.S. citizen or does not have a permanent resident status

“No response” refers to students who have not reported their ethnicity at the postsecondary school at which they enrolled for the semester being reported to NMHED.

# Course Grades Distribution By Ethnicity

Spring 2011



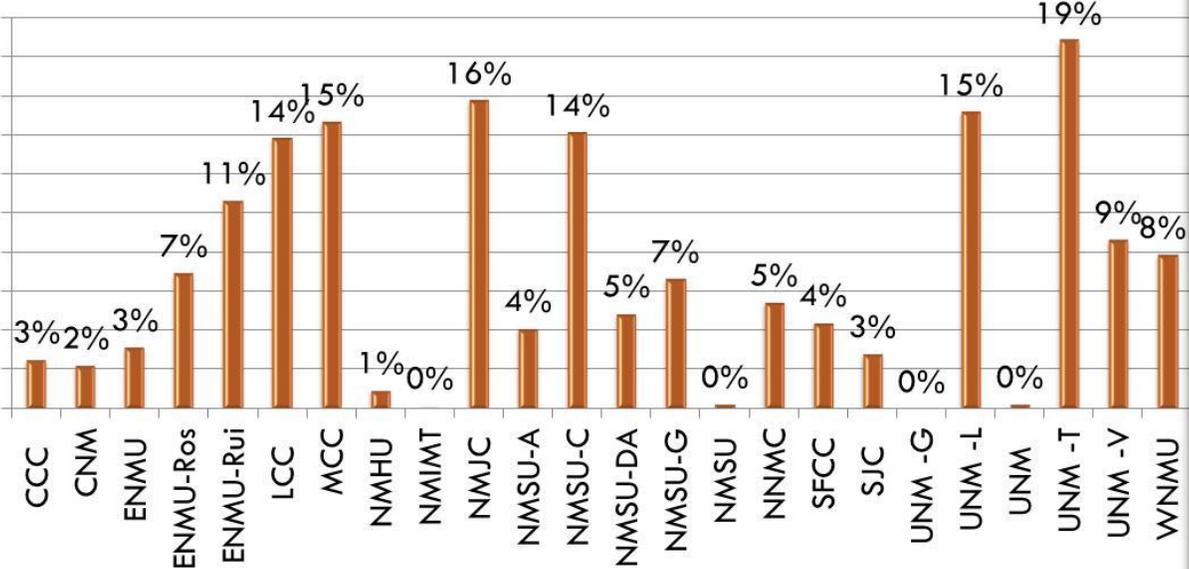
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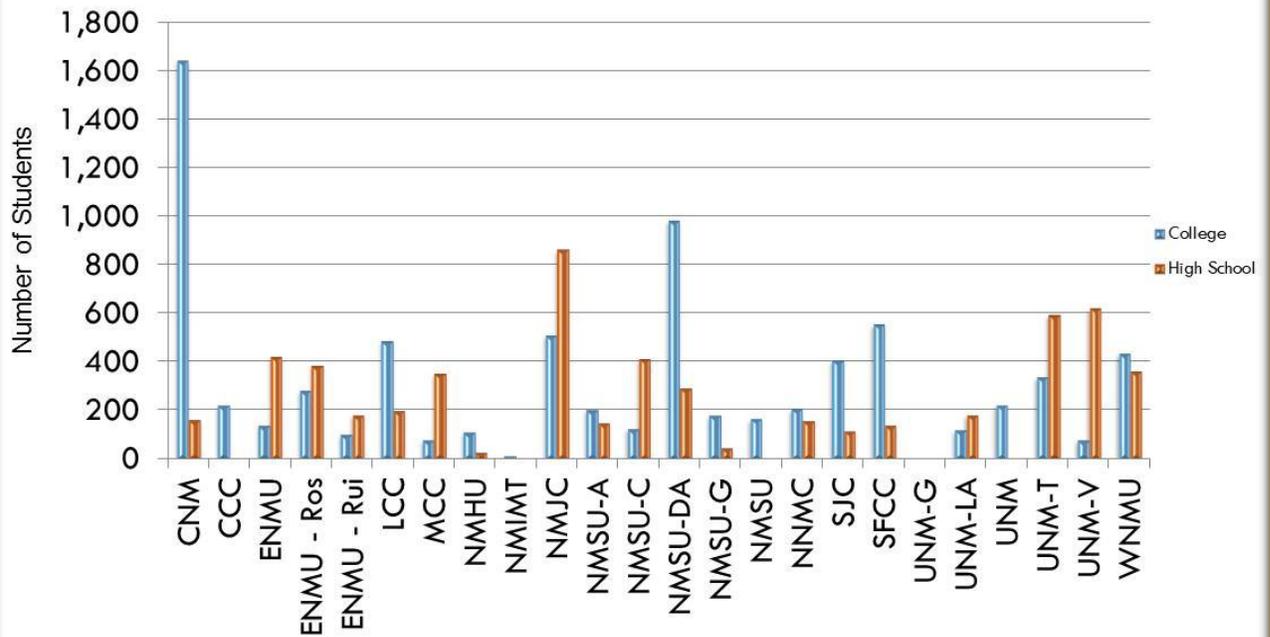
# Dual Credit Hours as a Percentage of Total Institution Credit Hours

Spring 2011



# Course Location by Postsecondary Institution

Spring 2011



## Dual Credit Responsibilities

### Main Postsecondary Institution Responsibilities

- ✓ Designate a representative to manage the Dual Credit program
- ✓ 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
- ✓ Make every effort to adopt textbooks for at least three years
- ✓ Track progress of dual credit enrolled students on the issue of academic performance and provide 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 which may include academic performance, next step plan, assessments and guidance
- ✓ Provide information and orientation to the 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

- ✓ Qualify by being enrolled for ½ or more of required LEA credits or being in attendance at a BIE-funded high school 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
- ✓ Return textbooks to the LEA
- ✓ Arrange transportation to the site of the dual credit course
- ✓ Be responsible for course-specific (e.g. lab, computer) fees
- ✓ Adhere to schedules for both LEA and postsecondary
- ✓ Sign the FERPA release form, along with parent or guardian

### **Glossary**

#### **ACT High School Code**

The unique code provided to each high school by ACT, Inc., a 501(c)(3) not-for-profit organization.

#### **Agreement**

The dual credit master agreement.

#### **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)**

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 United States department of education national center for education statistics' collection and reporting of postsecondary degree completions, by major field of study, using standard classifications that capture the majority of program activity.

#### **Common Core**

The common general education core of lower division college-level courses for which, pursuant to Subsection D of Section 21-1B-3 NMSA 1978 and 5.55.3.9 NMAC credit is eligible for transfer from one public postsecondary institution to another and is applied toward requirements for postsecondary graduation and receipt of a degree.

#### **Concurrent Enrollment**

Enrollment of high school students in courses at the postsecondary level that are not designated as dual credit. This includes courses not listed within the dual credit master agreement between the eligible LEAs and postsecondary institution. Students who are concurrently enrolled may also be enrolled in the dual credit program if they meet eligibility requirements as specified in 6.30.7 NMAC.

#### **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**

Courses with CIP codes of 32.0101, 32.0107, or 32.0199 that fall within the basic skills or career exploration/awareness skills categories.

#### **Dual Credit Council**

An advisory group consisting of staff of the PED and the HED that issues recommendations to the cabinet secretaries of the public education and higher education departments regarding dual credit issues outside of the scope of the agreement.

**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 to 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.

**Form**

The dual credit request form.

**General Fees**

As defined in 5.7.18 NMAC and Subsection B of Section 21-1-4-NMSA 1978 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.

**Indicator**

Statistics used to measure current conditions as well as to forecast trends. Indicators are used extensively in technical analysis to predict changes in trends or patterns.

**Individualized Education Program or IEP**

A written statement for a child with a disability that is developed, reviewed, and revised in accordance with the Federal Individuals with Disabilities Education Act at 34 CFR Secs. 300.320 through 300.324.

**Initiative**

The power or ability to begin or to follow through energetically with a plan or task, enterprise, and determination.

**Local Educational Agency (LEA)**

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

**Physical Education Activity Course**

Courses with 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, and tribal colleges.

## **Remedial Course**

Courses with CIP codes of 32.0104 or 32.0108 that fall within the numeracy and computational skills, precollegiate mathematics skills, precollegiate reading skills, precollegiate 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**

<b>CCSS</b>	Common Core State Standards
<b>CTE</b>	Career and Technical Education
<b>CTWEB</b>	Career, Technical and Workforce Education
<b>DC</b>	Dual Credit
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>GED</b>	General Educational Development
<b>HEA</b>	Higher Education Act
<b>HED</b>	Higher Education Department
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>LEA</b>	Local Educational Authority
<b>OVAE</b>	Office of Vocational and Adult Education
<b>PD</b>	Professional Development
<b>PED</b>	Public Education Department
<b>SSN</b>	Social Security Number
<b>STARS ID</b>	Student Teacher Accountability Reporting System (STARS) Identification Number (ID)

<b>Postsecondary Institutions</b>		
<b>Institution Abbreviation</b>	<b>Institution Name</b>	<b>Campus Name</b>
CCC	Clovis Community College	Main
CNM	Central New Mexico Community College	Main
ENMU	Eastern New Mexico University	Main
ENMU	Eastern New Mexico University	Roswell Branch
ENMU	Eastern New Mexico University	Ruidoso Center
LCC	Luna Community College	Main
MCC	Mesa lands Community College	Main
NMHU	New Mexico Highlands University	Main
NMIMT	New Mexico Institute of Mining & Tech	Main
NMJC	New Mexico Junior College	Main
NMSU	New Mexico State University	Main
NMSU	New Mexico State University	Alamogordo Branch
NMSU	New Mexico State University	Carlsbad Branch
NMSU	New Mexico State University	Grants Branch
NMSU	New Mexico State University	Dona Ana Branch
NNMC	Northern New Mexico College	Main
SFCC	Santa Fe Community College	Main
SJC	San Juan College	Main
UNM	University of New Mexico	Main
UNM	University of New Mexico	Gallup Branch
UNM	University of New Mexico	Los Alamos Branch
UNM	University of New Mexico	Valencia Branch
UNM	University of New Mexico	Taos Branch
WNMU	Western New Mexico University	Main