

## OVERVIEW OF NEW MEXICO DUAL CREDIT PROGRAM

**AGENCY:** New Mexico State University, Doña Ana Community College (DACC), and Hobbs Municipal Schools

**DATE:** September 15, 2016

**PURPOSE OF HEARING:**  
Review of dual credit programs in New Mexico.

**WITNESSES:** Dr. Daniel Howard, Provost, NMSU; Dr. Renay Scott, President, DACC; TJ Parks, Superintendent, Hobbs Municipal Schools; Zeke Kaney, Principal, Hobbs High School; Dr. Lillian Torrez, Superintendent, Taos Municipal Schools; and Robert Trujillo, Principal, Taos High School

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**EXPECTED OUTCOME:**  
Identify ways to improve the New Mexico dual credit program.

**New Mexico Statute and Administrative Code:**

[21-1-1.2. NMSA 1978](#)

[6.30.7 NMAC \(PED\)](#)

In New Mexico's efforts to promote high school success and college and career readiness, the Public Education Department (PED) indicates the dual credit program supports prekindergarten through college education by increasing students' educational attainment, providing opportunities to successfully participate in the workforce and ensuring students become productive members of their local communities.

Supported by the Legislative Education Study Committee (LESC) and enacted in 2007, New Mexico enacted legislation that required collaboration between the Higher Education Department (HED) and the Public Education Department (PED) to implement a dual credit program. The program allows high school students to enroll in college-level courses offered by a postsecondary institution or tribal college, both to fulfill a high school graduation requirement and to receive college credit.

Prior to 2007, local education agencies (LEAs) were required to pay for dual credit courses at comprehensive and community colleges. Current statute requires dual credit programs to be made available at no or little cost to the student with the financial burden to fall between postsecondary institutions and LEAs.

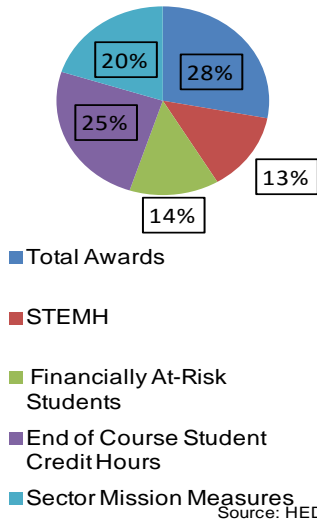
This report outlines funding for postsecondary institutions, textbook reimbursements to local education agencies, and the impact on the quality and access of dual credit programs. While dual credit enrollment continues to increase, concerns over funding, access, and quality persist.

**Statutory and Regulatory Requirements.** State law requires postsecondary institutions to offer dual credit courses for high school students to complete high school graduation and obtain college credit for those courses. The law also requires HED and PED to adopt and promulgate rules to implement a dual credit program that specify postsecondary courses eligible for dual credit and conditions associated with the courses. Both departments are also required to annually evaluate the dual credit program of its accessibility to students statewide and its effect on student achievement in high school; student enrollment and completion of higher education; and high schools, public postsecondary educational institutions, and tribal colleges.

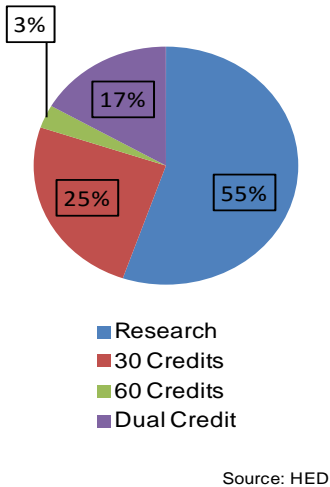
Statute requires LEAs and postsecondary institutions to carry financial responsibility: Postsecondary institutions are required to waive all general fees and HED is required to revise procedures in the higher education funding formula to address enrollments and encourage institutions to waive tuition for high schools taking dual credit courses. LEAs are required to cover the cost of textbooks and other course materials for dual credit.

In 2010, HED repealed their dual credit regulations and recognized full text of the dual credit rule is accessible through PED rule. The dual credit regulation outlines guidelines for managing a program for both postsecondary institutions and LEAs. The regulation requires an

**FY17 Distribution of Performance Measures Funding**



**FY17 Distribution of Sector Mission Measure Funding**

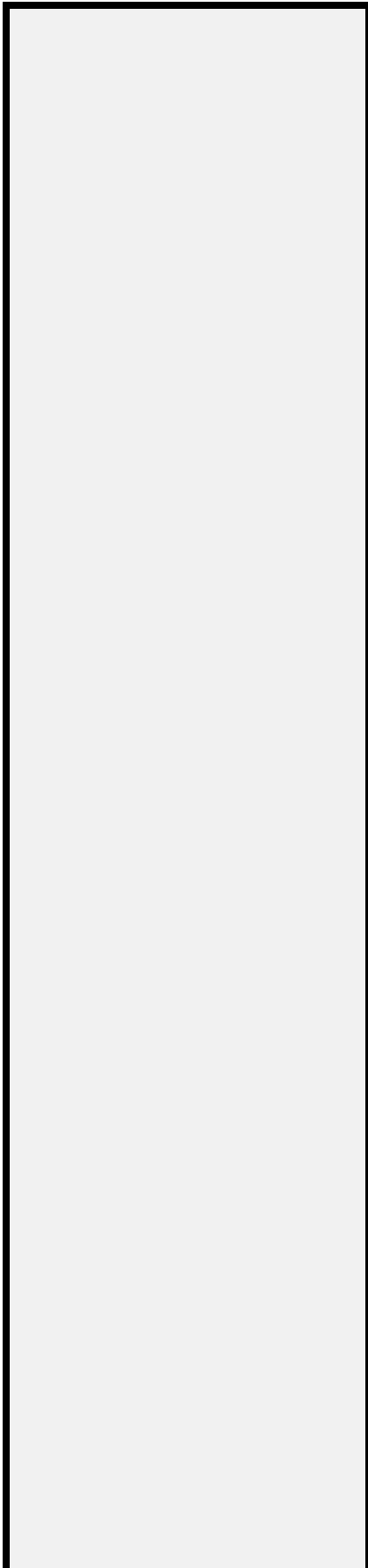


agreement between a postsecondary institution and an LEA specifying how the state will provide equal opportunities for all high school students to participate in a dual credit program. The regulation also mandates that postsecondary institutions waive all general fees for dual credit courses, as well as waive tuition for high school students taking them. While statute requires HED to revise procedures for funding to include dual credit enrollment, it does not mandate that postsecondary institutions are required to waive tuition. It is uncertain if HED absolved itself from waiving tuition or if there was a general mistake in rule making when interpreting the law, but PED does not hold statutory authority over HED.

**Dual Credit Program Funding.** While HED and PED are statutorily required to share the responsibility and cost of dual enrollment, performance-based funding for colleges, which emphasizes course completion, might interfere with colleges sharing the cost for dual credit courses. In addition, the process for paying for textbooks might be inefficient.

**Postsecondary Institution Funding.** The exact amount of funding postsecondary institutions receive through the higher education funding formula for dual credit is unclear. Prior to 2012, postsecondary institutions received instruction and general (I&G) funding based on growth in student credit hours, which included dual credit courses, and campus footprint (maintenance of campus structures and machinery). In 2012, following the national trend and at the urging of the Legislature, HED transitioned to a performance-based formula, for which a portion of the general fund appropriation is based on student outcomes, such as the total number of degrees awarded, or outcomes specific to an institution’s mission (e.g. total external research dollars awarded to the University of New Mexico). For FY17, \$12.3 million, or 2 percent of all I&G funding, was set aside for performance (see **Attachment 1, Table 1, FY17 Higher Education Funding Formula and Table 2, FY17 Total Award Amount of Performance Measure Allocation**). Under the performance-based formula, dual credit is recognized as a mission specific measure for comprehensive institutions and community colleges.

In FY17, \$410 thousand, or 3.3 percent of total performance funding, was distributed for dual credit course completion (see **Attachment 1, Table 3, Total Mission Measure Funding**). To calculate each institution’s share of the \$410 thousand, the formula distributes available funds based on each eligible college or university’s share of total tuition value for completed dual credit courses. More specifically, the three-year average of total completed dual credit hours is multiplied by an institution’s per-credit tuition rate. This is then compared with all other institutions’ tuition values for dual credit courses. If a college’s tuition value is 10 percent of the total tuition value for all institutions, for example, then that college would receive 10 percent of the \$410 thousand set aside for dual credit (see **Attachment 2, Mission Sector Calculation and Allocation for Dual Credit**).



Although dual credit distributions in the FY17 performance-based formula only total \$410 thousand, performance-based funding represents only 2 percent of all I&G funding. The other 98 percent of I&G appropriations include additional distributions for dual credit courses calculated through prior versions of the higher education funding formula; however, the exact amount is indeterminate because of changes to the formula over the years.

**Dual Credit Estimated Tuition Value**

| Sector         | Institution | FY15-FY16 | FY16<br>(Resident Undergrad) Tuition Rate per SCH | Estimated Tuition Value Dual Credit EOC SCH |
|----------------|-------------|-----------|---|---|
| Comprehensive  | ENMU        | 4,572     | \$136.00  | \$ 621,792.00                               |
| Comprehensive  | NMHU        | 583       | \$139.65  | \$ 81,415.95                                |
| Comprehensive  | NNMC        | 2,972     | \$124.69  | \$ 370,578.68                               |
| Comprehensive  | WNMU        | 6,554     | \$155.84  | \$ 1,021,375.36                             |
| Branch Campus  | ENMU-RO     | 5,036     | \$64.00   | \$ 322,304.00                               |
| Branch Campus  | ENMU-RU     | 3,748     | \$41.00   | \$ 153,668.00                               |
| Branch Campus  | NMSU-AL     | 2,063     | \$82.00   | \$ 169,166.00                               |
| Branch Campus  | NMSU-CA     | 6,373     | \$42.00   | \$ 267,666.00                               |
| Branch Campus  | NMSU-DA     | 4,506     | \$68.00   | \$ 306,408.00                               |
| Branch Campus  | NMSU-GR     | 2,510     | \$79.00   | \$ 198,290.00                               |
| Branch Campus  | UNM-GA      | 99        | \$64.90   | \$ 6,425.10                                 |
| Branch Campus  | UNM-LA      | 1,315     | \$74.00   | \$ 97,310.00                                |
| Branch Campus  | UNM-TA      | 6,100     | \$75.00   | \$ 457,500.00                               |
| Branch Campus  | UNM-VA      | 5,522     | \$65.75   | \$ 363,071.50                               |
| Independent CC | CNM         | 24,000    | \$51.00   | \$ 1,224,000.00                             |
| Independent CC | CCC         | 4,921     | \$39.00   | \$ 191,919.00                               |
| Independent CC | LCC         | 2,542     | \$35.00   | \$ 88,970.00                                |
| Independent CC | MCC         | 2,062     | \$48.00   | \$ 98,976.00                                |
| Independent CC | NMJC        | 6,894     | \$35.00   | \$ 241,290.00                               |
| Independent CC | SJC         | 8,336     | \$46.00   | \$ 383,456.00                               |
| Independent CC | SFCC        | 6,575     | \$44.50   | \$ 292,587.50                               |

Source: HED

**Textbook Reimbursements.** In FY17, the Legislature appropriated \$1 million to PED to cover the cost of required textbooks and other course materials for students participating in a dual credit program. This amount has remained flat since FY16, despite increased enrollment in dual credit courses. PED indicates the appropriation does not cover the full cost of dual credit course textbooks purchased by school districts, requiring school districts to use other funding sources to cover the costs. While LEAs have the opportunity to sell back the used textbooks, the return on investment may yield 50 percent or less than the original cost. In addition to the added expense for textbooks, reusing textbooks for dual credit may be problematic as professors may change textbooks from year to year and choices vary among professors as well. These challenges may pose inconsistencies in efficiently managing textbooks for dual credit.

To be eligible for reimbursement for dual credit textbooks, local education agencies must submit a request for information (RFI) to PED. The RFI must include an updated master agreement or

**FY15 Courses with Highest Concentration of Enrollment:**

- Agriculture and related Sciences – 1,443;
- Biological and Biomedical Science – 1,244;
- Business Management, Marketing, and related Business Studies – 1,746;
- Computer and Information Sciences – 2,022;
- Engineering Technologies and Technicians – 1,176;
- English Language and Literature – 3,061;
- Foreign Language, Literature, Linguistics – 2,305;
- Health Professions and Related Clinical Sciences – 2,519;
- History – 1,253;
- Liberal Arts, General Studies, Humanities – 1,500;
- Mathematics and Statistics – 2,449;
- Mechanic and Repair Technologies and Technicians – 1,105;
- Personal Awareness and Self-Improvement – 1,905;
- Physical Science – 1,717;
- Precision Production – 1,429;
- Psychology – 1,680;
- Social Science – 1,603; and
- Visual and Performing Arts – 2,550.

memorandum of understanding with a postsecondary institution with a list of approved dual credit courses. PED then makes awards to school districts and charter schools that submitted an RFI based on a formula that considers the number high school students and dual credit courses taken at school districts and charter schools.

Seventy percent of the award is allocated based on a school district's or charter school's prior year enrollment in ninth through 12<sup>th</sup> grade and 30 percent of the award is based on the number of dual credit courses that were taken by students at the school district or charter school. PED notifies local education agencies of their award amount, however, the department makes funding available in two allocations – a first allocation of 85 percent of the total award and a second allocation of the remaining 15 percent. PED requires requests for reimbursements (RFR) to be submitted for at least 85 percent of each initial allocation by mid-March annually for a school district or charter school to be eligible for the remaining 15 percent. If a school district or charter school does not submit RFRs for 85 percent of their award by mid-March, the remaining 15 percent is redistributed to those school districts and charter schools that did submit RFRs for at least 85 percent of their awards (see **Attachment 3, Dual Credit Instructional Materials Awards and Reimbursements**).

A number of school districts have indicated the allocation they receive is insufficient to cover the cost of dual credit course materials. However, it appears that a number of these school districts are not submitting RFRs for their entire award amount or not submitting RFRs totaling 85 percent by mid-March, forfeiting 15 percent of their award. Additionally, one school district LESC contacted was unaware they were not spending their entire award amount. The PED reimbursement process is intended to maximize limited funding and decrease year-end reversions back to the general fund – reversions have significantly decreased over the past several years to a total of \$60 thousand in FY17 since implementing two funding allocations.

***Textbook Management.*** To manage the distribution and collection of textbooks for dual credit, procedures vary across the state. For example, Albuquerque Public Schools (APS) manages the distribution of textbooks by requiring students to pick up and return the books from a central location to ensure more efficient monitoring of inventory. In the past, and like some other education agencies, APS would issue a voucher and the student would purchase the textbook themselves. APS requires students to return textbooks prior to enrolling in another dual credit course, which has proved to be an effective strategy to ensure textbooks are returned. APS indicated they do not sell back or rent textbooks because of limited staff and the complicated process for handling both.

**Value of Dual Credit Programs.** According to the U.S. Department of Education, College Completion Tool Kit, individuals with professional certificates and postsecondary education degrees at the associate, bachelor's, and graduate levels are predetermined to

**Education Commission of the States (ECS) released a 50-state comparison: Dual Enrollment – Instructor and Course Quality Component:**

- 41 states embedded instructor/course quality components into state policy, including New Mexico;
- Seven states and the District of Columbia do not specify instructor/course quality components in state policy; and
- Two states, instructor/course quality is addressed in state policy for one statewide dual enrollment avenue, but not another.

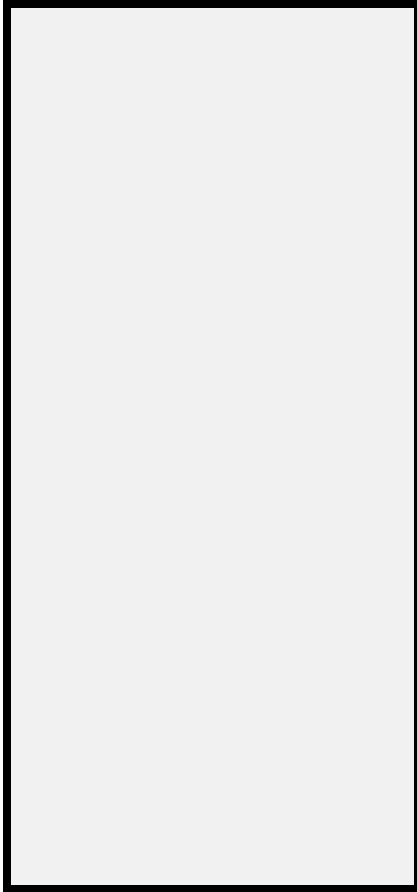
experience higher levels of employment and wage growth than those without. The report also states the best jobs and fastest growing firms – whether in biosciences, manufacturing, trade, or entertainment – will gravitate toward regions and states with highly qualified workforce.

While the New Mexico Dual Credit Program provides a variety of experiences for high school students to accomplish success for college and future employment, there appears to be a disconnect among the elements that comprise it.

**Dual Credit Program Success.** National studies indicate participation in a dual credit program corresponds with college enrollment, college completion, and higher college grade point averages. According to the latest 2014-2015 *New Mexico Dual Credit Annual Report*, students who completed dual credit courses had a higher graduation rate of 90 percent compared with the overall rate of 69 percent. It is also important to note students who take a dual credit course must achieve a grade C or higher in order to be successful – 79 percent of enrollees met the criteria in 2014-2015. Additionally, students who have taken dual credit courses require less remediation in college.

**Pathways to Degree or Certificate Completions.** Currently, a lack of clear goals for pathways to degree or certificate completion exists. The *New Mexico Dual Credit Annual Report* provides a list of the dual credit courses students enrolled in for the 2014-2015 academic year, yet it does not provide data for the number of students completing a sequence of courses toward a degree or certificate. According to the report, the majority of students may limit themselves to a single course during the academic year but there are students who accumulate two or more dual credit classes in one year. It is unclear how many students complete more than three dual credit courses in high school. Without tracking specific data for students taking dual credit courses in a sequence, it is difficult to ascertain whether dual credit course leads to quicker degree or certificate completion. Also, due to the variations in dual credit courses offered, not all students have equal access.

**Crosswalk of Dual Credit Courses.** According to PED, high schools and postsecondary institutions are requested to conduct a crosswalk to common core state standards (CCSS) if a dual credit course is counted toward high school core credit instead of an elective. Content of the college course does not necessarily cover all of the CCSS content the students would receive in the high school class. Often, the college class has to be augmented with high school material for the student to receive high school credit. PED indicates several LEAs only grant elective credit for dual credit courses for this reason. Central New Mexico Community College (CNM) provides a crosswalk for English to support high schools giving English credit for graduation to students who take English 101 or English 102 (see **Attachment 4, PED and CNM Alignment**). PED does not have a statewide crosswalk because postsecondary institutions do not have a standardized curriculum.



***Teacher Credentials.*** Some LEAs are concerned access to dual credit courses taught in high school will dwindle due to a 2015 ruling by the Higher Learning Commission (HLC) requiring high school teachers who teach a dual credit course to have a master's degree in the subject taught or to have earned 18 graduate credits toward that subject. In the 2014-2015 school year, 62 percent of dual credit courses were taught on college campuses while 38 percent of dual credit courses were taught on high school campuses. To maintain dual credit courses in high school, some LEAs are paying for teachers to meet the criteria, making it difficult to support dual credit in high schools. While dual credit courses are available online, for some students and especially in rural areas, dual credit courses taught at the high school by a high school teacher may be their only option.

**Conclusion.** Dual credit programs are supposed to help align secondary and postsecondary curricular expectations to prepare students to graduate high school and enter college at a higher rate. However, the New Mexico dual credit program must continue to be reviewed and work toward improving the system in order for the program to be effective.

Student participation in a dual credit program may lead to success in college completion and future employment, but New Mexico has some work to do to improve degree and course completion in a timely manner, and ensure quality and efficiency to get the best return on New Mexico's investment.

Table 1  
FY17 Higher Education Funding Formula

|   |                   |
|---|-------------------|
| <b>Protected FY16 Base Funding</b>  | \$ 602,945,686.00 |
| <b>Hold Harmless Plus Funding for Improvement (New Money)</b>                     | \$ 367,876.21     |
| <b>"Performance Funding" (Initial New Money + Redistributed FY16 Base Amount)</b> | \$ 12,305,014.00  |
| Source: HED   |                   |

Table 2  
FY17 Total Award Amount of Performance Measure Allocation

|  |               |                        |
|--|---------------|------------------------|
| <b>Total Performance Funding</b>   | <b>100.0%</b> | <b>\$12,305,014.00</b> |
| <b>Total Awards (to be distributed among all institutions)</b>                                 | 28.0%         | \$ 3,445,403.92        |
| <b>STEMH (to be distributed among all institutions)</b>  | 13.5%         | \$ 1,661,176.89        |
| <b>Financially At-Risk Students (to be distributed among all institutions)</b>                 | 13.5%         | \$ 1,661,176.89        |
| <b>End of Course Student Credit Hours (EOC SCH) (to be distributed among all institutions)</b> | 25.0%         | \$ 3,076,253.50        |
| <b>Sector Mission Measures (See Table 3)</b>   | 20.0%         | \$ 2,461,002.80        |
| Source: HED  |               |                        |

Table 3  
Total Mission Measure Funding

|  |             |                    |
|--|-------------|--------------------|
| <b>Total Mission Measure Funding</b>   | <b>100%</b> | <b>\$2,461,003</b> |
| <b>Research (to be distributed among each Research Institution)</b>                            | 55.3%       | \$1,360,585        |
| <b>MP30 (to be distributed among Community Colleges and Comprehensive Universities)</b>        | 24.9%       | \$613,033          |
| <b>MP60 (to be distributed among Community Colleges and Comprehensive Universities)</b>        | 3.1%        | \$77,215           |
| <b>Dual Credit (to be distributed among Community Colleges and Comprehensive Universities)</b> | 16.7%       | \$410,171          |
| Source: HED  |             |                    |

**Table 4  
Mission Sector Calculation and Allocation for Dual Credit**

| Sector         | Institution | FY13 - FY15 EOC SCH |        |        | Estimated Tuition Value of the 3-Year Average Dual Credit End of Course Student Credit Hours (EOC SCH) |  |   | Institution's Contribution to the Estimated Tuition Value of Dual Credit EOC SCH | Distribution of Dual Credit Funding |
|----------------|-------------|---------------------|--------|--------|--|--|---|--|-------------------------------------|
|                |             | FY13                | FY14   | FY15   | Dual Credit EOC SCH 3-Year Average AY12-13 through AY14-15   | FY16 (Resident Undergrad) Tuition Rate per SCH | Estimated Tuition Value of 3-Year Average Dual Credit EOC SCH |  |                                     |
| Comprehensive  | ENMU        | 3,844               | 4,384  | 4,572  | 4,267  | \$136.00                                       | \$580,267   | 9.1%   | \$37,298                            |
| Comprehensive  | NMHU        | 423                 | 899    | 583    | 635  | \$139.65                                       | \$88,678  | 1.4%   | \$5,700                             |
| Comprehensive  | NNMC        | 2,799               | 3,343  | 2,972  | 3,038  | \$124.69                                       | \$378,787   | 5.9%   | \$24,347                            |
| Comprehensive  | WNMU        | 5,767               | 6,016  | 6,554  | 6,112  | \$155.84                                       | \$952,547   | 14.9%  | \$61,227                            |
| Branch Campus  | ENMU-RO     | 6,437               | 5,546  | 5,036  | 5,673  | \$64.00  | \$363,071   | 5.7%   | \$23,337                            |
| Branch Campus  | ENMU-RU     | 2,550               | 2,733  | 3,748  | 3,010  | \$41.00  | \$123,424   | 1.9%   | \$7,933                             |
| Branch Campus  | NMSU-AL     | 2,178               | 2,253  | 2,063  | 2,165  | \$82.00  | \$177,503   | 2.8%   | \$11,409                            |
| Branch Campus  | NMSU-CA     | 5,813               | 5,958  | 6,373  | 6,048  | \$42.00  | \$254,016   | 4.0%   | \$16,327                            |
| Branch Campus  | NMSU-DA     | 5,557               | 4,302  | 4,506  | 4,788  | \$68.00  | \$325,607   | 5.1%   | \$20,929                            |
| Branch Campus  | NMSU-GR     | 1,676               | 1,920  | 2,510  | 2,035  | \$79.00  | \$160,791   | 2.5%   | \$10,335                            |
| Branch Campus  | UNM-GA      | 48                  | 69     | 99     | 72   | \$64.90  | \$4,673   | 0.1%   | \$300                               |
| Branch Campus  | UNM-LA      | 993                 | 1,018  | 1,315  | 1,109  | \$74.00  | \$82,041  | 1.3%   | \$5,273                             |
| Branch Campus  | UNM-TA      | 5,546               | 7,006  | 6,100  | 6,217  | \$75.00  | \$466,309   | 7.3%   | \$29,973                            |
| Branch Campus  | UNM-VA      | 3,276               | 4,389  | 5,522  | 4,396  | \$65.75  | \$289,015   | 4.5%   | \$18,577                            |
| Independent CC | CNM         | 14,504              | 18,098 | 24,000 | 18,867   | \$51.00  | \$962,234   | 15.1%  | \$61,849                            |
| Independent CC | CCC         | 3,572               | 3,865  | 4,921  | 4,119  | \$39.00  | \$160,654   | 2.5%   | \$10,326                            |
| Independent CC | LCC         | 3,544               | 3,303  | 2,542  | 3,130  | \$35.00  | \$109,538   | 1.7%   | \$7,041                             |
| Independent CC | MCC         | 2,263               | 2,621  | 2,062  | 2,315  | \$48.00  | \$111,136   | 1.7%   | \$7,143                             |
| Independent CC | NMJC        | 6,514               | 6,570  | 6,894  | 6,659  | \$35.00  | \$233,077   | 3.7%   | \$14,981                            |
| Independent CC | SJC         | 5,976               | 7,704  | 8,336  | 7,339  | \$46.00  | \$337,571   | 5.3%   | \$21,698                            |
| Independent CC | SFCC        | 3,701               | 4,581  | 6,575  | 4,952  | \$44.50  | \$220,379   | 3.5%   | \$14,165                            |
|                |             |                     |        |        |  |  | <b>\$6,381,317</b>  | <b>100.0%</b>  | <b>\$410,171</b>                    |

Source: HED



## Dual Credit Instructional Material Awards and Reimbursements

| SCHOOL DISTRICT AND CHARTER SCHOOL NAME   | FY15               |                        | FY16               |                        | FY17               |                        |    |
|---|--------------------|------------------------|--------------------|------------------------|--------------------|------------------------|----|
|   | Initial Award 100% | Total of Reimbursement | Initial Award 100% | Total of Reimbursement | Initial Award 100% | Total of Reimbursement |    |
| 1 ACADEMY OF TRADES AND TECH              | \$ 545.01          | \$ -                   | \$ 822.39          | \$ -                   | \$ 716.12          |                        | 1  |
| 2 ALAMO NAVAJO                            | \$ 344.76          | \$ -                   | \$ -               | \$ -                   | \$ -               |                        | 2  |
| 3 ACE LEADERSHIP HIGH SCHOOL              | \$ -               | \$ -                   | \$ 1,594.52        | \$ -                   | \$ -               |                        | 3  |
| 4 ALAMOGORDO                              | \$ 14,390.28       | \$ 16,038.80           | \$ 14,057.73       | \$ 14,284.00           | \$ 10,483.88       |                        | 4  |
| 5 ALBUQUERQUE                             | \$ 134,136.49      | \$ 164,615.00          | \$ 170,086.21      | \$ 210,403.20          | \$ 161,451.74      |                        | 5  |
| 6 ABQ SCHOOL OF EXCELLENCE                | \$ -               | \$ -                   | \$ -               | \$ -                   | \$ 154.16          |                        | 6  |
| 7 ALBUQUERQUE INSTITUTE OF MATH & SCIENCE | \$ 8,511.06        | \$ 7,234.00            | \$ 10,277.56       | \$ 8,735.93            | \$ 7,944.48        |                        | 7  |
| 8 ALDO LEOPOLD CHARTER                    | \$ 1,774.67        | \$ 2,071.00            | \$ 1,934.67        | \$ 1,644.00            | \$ 1,615.61        |                        | 8  |
| 9 ALMA D'ARTE CHARTER                     | \$ -               | \$ -                   | \$ 647.58          | \$ 550.44              | \$ 1,012.28        |                        | 9  |
| 10 AMY BIEHL CHARTER HIGH SCHOOL          | \$ 3,956.72        | \$ 4,102.68            | \$ 3,312.93        | \$ 3,312.93            | \$ 3,953.64        |                        | 10 |
| 11 ANIMAS                                 | \$ 1,942.40        | \$ 1,942.00            | \$ 1,461.67        | \$ 1,691.00            | \$ 1,166.00        |                        | 11 |
| 12 ANTHONY CHARTER SCHOOL                 | \$ 299.21          | \$ -                   | \$ -               | \$ -                   | \$ 476.30          |                        | 12 |
| 13 ARTESIA                                | \$ 9,397.35        | \$ 7,987.00            | \$ 12,546.23       | \$ 1,713.94            | \$ 10,106.90       |                        | 13 |
| 14 AZTEC                                  | \$ 3,868.84        | \$ 3,868.84            | \$ 6,049.58        | \$ 6,999.64            | \$ 7,349.34        |                        | 14 |
| 15 BELEN                                  | \$ 7,886.11        | \$ 6,703.00            | \$ 8,054.02        | \$ 6,816.76            | \$ 17,189.88       |                        | 15 |
| 16 BERNALILLO                             | \$ 9,923.35        | \$ 6,554.01            | \$ 5,939.37        | \$ 3,514.95            | \$ 5,189.93        |                        | 16 |
| 17 BLOOMFIELD                             | \$ 7,510.93        | \$ 7,510.93            | \$ 6,008.61        | \$ 6,951.00            | \$ 7,268.29        |                        | 17 |
| 18 CAPITAN                                | \$ 665.46          | \$ 1,364.59            | \$ 5,023.60        | \$ 5,023.60            | \$ 3,485.05        |                        | 18 |
| 19 CARLSBAD                               | \$ 28,088.25       | \$ 23,875.00           | \$ 26,630.58       | \$ 30,812.79           | \$ 20,040.74       |                        | 19 |
| 20 CARRIZOZO                              | \$ 1,191.96        | \$ 1,013.00            | \$ 1,037.30        | \$ 967.25              | \$ 907.04          |                        | 20 |
| 21 CENTRAL CONS.                          | \$ 11,015.38       | \$ 11,015.00           | \$ 10,878.15       | \$ 12,583.65           | \$ 15,306.64       |                        | 21 |
| 22 CESAR CHAVEZ COMMUNITY SCHOOL          | \$ 1,062.77        | \$ 881.14              | \$ 1,026.94        | \$ 1,026.94            | \$ 1,053.67        |                        | 22 |
| 23 CHAMA                                  | \$ 3,115.81        | \$ 3,115.00            | \$ 7,786.87        | \$ 8,576.39            | \$ 8,112.45        |                        | 23 |
| 24 CIMARRON                               | \$ 879.47          | \$ 806.61              | \$ 1,049.56        | \$ 1,049.43            | \$ 897.80          |                        | 24 |
| 25 CLAYTON                                | \$ 4,177.25        | \$ 2,532.10            | \$ 1,642.96        | \$ 1,371.00            | \$ 2,755.85        |                        | 25 |
| 26 CLOUDCROFT                             | \$ 3,239.94        | \$ 2,754.00            | \$ 3,131.94        | \$ 2,662.00            | \$ 3,615.81        |                        | 26 |
| 27 CLOVIS                                 | \$ 18,753.37       | \$ 22,182.00           | \$ 23,841.43       | \$ 27,585.00           | \$ 25,962.99       |                        | 27 |
| 28 COBRE CONS.                            | \$ 6,817.76        | \$ 5,795.00            | \$ 7,175.93        | \$ 7,649.54            | \$ 6,200.21        |                        | 28 |
| 29 CORONA                                 | \$ 206.76          | \$ 176.00              | \$ 322.07          | \$ 273.00              | \$ 877.85          |                        | 29 |
| 30 COTTONWOOD CLASSICAL PREP              | \$ 2,291.44        | \$ -                   | \$ -               | \$ -                   | \$ -               |                        | 30 |
| 31 CREATIVE ED PREP #1                    | \$ 2,797.18        | \$ -                   | \$ 2,304.19        | \$ 1,779.29            | \$ -               |                        | 31 |
| 32 CUBA                                   | \$ 2,155.52        | \$ -                   | \$ 2,783.59        | \$ 1,267.70            | \$ -               |                        | 32 |
| 33 DEMING                                 | \$ 10,435.87       | \$ 10,435.00           | \$ 10,086.65       | \$ 8,573.65            | \$ 8,490.13        |                        | 33 |
| 34 DES MOINES                             | \$ 370.92          | \$ 370.64              | \$ 502.34          | \$ 502.00              | \$ 613.15          |                        | 34 |
| 35 DEXTER                                 | \$ 10,091.74       | \$ 6,643.64            | \$ 3,223.96        | \$ 3,729.00            | \$ 4,631.73        |                        | 35 |
| 36 DORA                                   | \$ 1,446.60        | \$ 1,446.60            | \$ 1,699.77        | \$ 1,699.77            | \$ 2,296.35        |                        | 36 |
| 37 DULCE                                  | \$ 813.16          | \$ -                   | \$ -               | \$ -                   | \$ 938.22          |                        | 37 |
| 38 EAST MTN HIGH SCHOOL                   | \$ 10,557.31       | \$ 10,557.31           |                    | Redacted to ABQ PS     | \$ -               |                        | 38 |
| 39 ELIDA                                  | \$ 569.21          | \$ -                   | \$ 1,164.65        | \$ 989.95              | \$ 1,389.30        |                        | 39 |
| 40 ESPANOLA                               | \$ 5,931.71        | \$ 5,042.00            | \$ 5,881.40        | \$ -                   | \$ 5,761.34        |                        | 40 |
| 41 ESTANCIA                               | \$ 3,166.63        | \$ 2,900.63            | \$ 3,360.45        | \$ 2,125.00            | \$ 2,262.45        |                        | 41 |
| 42 ESTANCIA VALLEY CLASSICAL ACADEMY      | \$ -               | \$ -                   | \$ 1,722.94        | \$ 561.75              | \$ 748.81          |                        | 42 |
| 43 EUNICE                                 | \$ 4,666.28        | \$ 3,966.00            | \$ 4,171.03        | \$ 3,545.00            | \$ 5,178.74        |                        | 43 |
| 44 EXPLORE ACADEMY                        | \$ -               | \$ -                   | \$ -               | \$ -                   | \$ 538.80          |                        | 44 |
| 45 FARMINGTON                             | \$ 28,249.29       | \$ 28,244.65           | \$ 29,822.20       | \$ 32,227.42           | \$ 43,703.82       |                        | 45 |
| 46 FLOYD                                  | \$ 1,274.95        | \$ 115.00              | \$ 728.34          | \$ 209.65              | \$ 1,031.65        |                        | 46 |
| 47 FORT SUMNER                            | \$ 1,517.44        | \$ 4,491.80            | \$ 1,785.54        | \$ 2,065.95            | \$ 1,195.74        |                        | 47 |
| 48 GADSDEN                                | \$ 18,988.53       | \$ 18,988.00           | \$ 28,050.87       | \$ 28,050.87           | \$ 38,120.55       |                        | 48 |
| 49 GALLUP                                 | \$ 59,298.55       | \$ 36,495.15           | \$ 62,749.96       | \$ 45,281.95           | \$ 56,035.63       |                        | 49 |
| 50 GILBERT L. SENA CHARTER HS             | \$ 3,079.70        | \$ 2,617.00            | \$ 2,105.18        | \$ 1,722.25            | \$ 2,357.73        |                        | 50 |
| 51 GRADY                                  | \$ 618.45          | \$ 618.00              | \$ 847.66          | \$ 980.78              | \$ 1,269.84        |                        | 51 |
| 52 GRANTS                                 | \$ 11,463.59       | \$ 9,744.00            | \$ 18,653.55       | \$ 15,845.52           | \$ 14,430.43       |                        | 52 |
| 53 HAGERMAN                               | \$ 1,396.50        | \$ 829.68              | \$ 1,249.81        | \$ 1,060.37            | \$ 1,511.36        |                        | 53 |
| 54 HATCH                                  | \$ 2,801.34        | \$ 5,373.00            | \$ 4,821.66        | \$ 4,821.00            | \$ 3,808.14        |                        | 54 |
| 55 HEALTH LEADERSHIP HIGH SCHOOL          | \$ -               | \$ -                   | \$ -               | \$ -                   | \$ 512.11          |                        | 55 |
| 56 HOBBS                                  | \$ 33,794.64       | \$ 23,563.32           | \$ 42,958.22       | \$ 36,358.98           | \$ 34,161.72       |                        | 56 |
| 57 HONDO                                  | \$ 845.71          | \$ 718.86              | \$ 755.96          | \$ 642.57              | \$ 619.63          |                        | 57 |

## Dual Credit Instructional Material Awards and Reimbursements

| SCHOOL DISTRICT AND CHARTER SCHOOL NAME        | FY15               |                        | FY16               |                        | FY17               |                        |     |
|--|--------------------|------------------------|--------------------|------------------------|--------------------|------------------------|-----|
|  | Initial Award 100% | Total of Reimbursement | Initial Award 100% | Total of Reimbursement | Initial Award 100% | Total of Reimbursement |     |
| 58 HOUSE                                       | \$ 353.85          | \$ 353.85              | \$ 333.15          | \$ 333.00              | \$ 279.36          |                        | 58  |
| 59 JAL   | \$ 2,590.67        | \$ 2,202.00            | \$ 2,350.15        | \$ 1,570.00            | \$ 1,564.23        |                        | 59  |
| 60 JEMEZ MOUNTAIN                              | \$ 1,161.63        | \$ 316.40              | \$ 830.80          | \$ -                   | \$ 187.74          |                        | 60  |
| 61 JEMEZ VALLEY                                | \$ -               | \$ -                   | \$ -               | \$ -                   | \$ 570.15          |                        | 61  |
| 62 LAKE ARTHUR                                 | \$ 420.89          | \$ 357.76              | \$ 205.64          | \$ 205.64              | \$ 212.57          |                        | 62  |
| 63 LAS CRUCES                                  | \$ 57,934.40       | \$ 57,934.00           | \$ 109,235.23      | \$ 92,849.00           | \$ 82,824.48       |                        | 63  |
| 64 LAS MONTANAS CHARTER                        | \$ -               | \$ -                   | \$ -               | \$ -                   | \$ 462.48          |                        | 64  |
| 65 LAS VEGAS CITY                              | \$ 2,518.07        | \$ -                   | \$ 2,927.59        | \$ 2,488.00            | \$ 4,927.80        |                        | 65  |
| 66 LOGAN                                       | \$ 1,448.44        | \$ 1,448.00            | \$ 1,857.33        | \$ 1,856.73            | \$ 2,111.20        |                        | 66  |
| 67 LORDSBURG                                   | \$ 624.94          | \$ 525.91              | \$ 4,784.17        | \$ 4,782.04            | \$ 3,411.60        |                        | 67  |
| 68 LOS ALAMOS                                  | \$ 3,776.50        | \$ 11,059.00           | \$ 4,939.33        | \$ 4,198.00            | \$ 7,825.78        |                        | 68  |
| 69 LOS LUNAS                                   | \$ 11,582.66       | \$ 11,581.97           | \$ 19,514.45       | \$ 19,463.98           | \$ 25,787.81       |                        | 69  |
| 70 LOVING                                      | \$ 1,367.15        | \$ 816.04              | \$ 1,925.00        | \$ 1,925.00            | \$ 4,210.61        |                        | 70  |
| 71 LOVINGTON                                   | \$ 17,453.51       | \$ 16,088.00           | \$ 17,440.66       | \$ 20,179.64           | \$ 17,772.04       |                        | 71  |
| 72 MAGDALENA                                   | \$ 1,532.05        | \$ 1,532.00            | \$ -               | \$ -                   | \$ 1,364.06        |                        | 72  |
| 73 MAXWELL                                     | \$ 355.82          | \$ 677.58              | \$ 454.26          | \$ 192.94              | \$ 129.18          |                        | 73  |
| 74 MCCURDY CHARTER SCHOOL                      | \$ 1,247.32        | \$ -                   | \$ 693.62          | \$ 589.58              | \$ 1,502.76        |                        | 74  |
| 75 MEDIA ARTS CHARTER                          | \$ 1,425.97        | \$ 1,425.97            | \$ 1,978.69        | \$ 2,289.00            | \$ 2,716.54        |                        | 75  |
| 76 MELROSE                                     | \$ 1,251.63        | \$ 1,063.61            | \$ 885.12          | \$ 1,024.00            | \$ 1,347.31        |                        | 76  |
| 77 MESA VISTA                                  | \$ 5,460.69        | \$ 5,460.00            | \$ 3,428.80        | \$ 3,966.00            | \$ 2,124.56        |                        | 77  |
| 78 MESCALERO                                   | \$ 412.53          | \$ -                   | \$ 929.46          | \$ -                   | \$ -               |                        | 78  |
| 79 MISSION ACHIEVEMENT AND SUCCESS             | \$ -               | \$ -                   | \$ 201.35          | \$ 201.00              | \$ 2,020.32        |                        | 79  |
| 80 MORA  | \$ 4,700.79        | \$ 3,589.25            | \$ 2,426.55        | \$ 2,807.63            | \$ 1,744.57        |                        | 80  |
| 81 MORIARTY-EDGEWOOD                           | \$ 11,693.11       | \$ 11,693.00           | \$ 11,820.83       | \$ 9,958.01            | \$ 12,765.64       |                        | 81  |
| 82 MOSQUERO                                    | \$ 612.31          | \$ -                   | \$ -               | \$ -                   | \$ -               |                        | 82  |
| 83 MOUNTAINAIR                                 | \$ 354.34          | \$ -                   | \$ 562.20          | \$ 13.38               | \$ 336.58          |                        | 83  |
| 84 NAVAJO PREP                                 | \$ 3,809.88        | \$ 3,238.00            | \$ 3,448.86        | \$ -                   | \$ 2,681.47        |                        | 84  |
| 85 NEW AMERICA SCHOOL                          | \$ 2,449.44        | \$ 1,575.00            | \$ -               | \$ -                   | \$ 2,663.69        |                        | 85  |
| 86 NEW AMERICA SCHOOL - LAS CRUCES             | \$ 788.71          | \$ -                   | \$ 927.98          | \$ 805.75              | \$ -               |                        | 86  |
| 87 NEW MEXICO CONNECTIONS ACADEMY              | \$ 518.61          | \$ -                   | \$ -               | \$ -                   | \$ -               |                        | 87  |
| 88 NM SCHOOL FOR ARTS                          | \$ 1,437.99        | \$ 494.00              | \$ 1,636.10        | \$ 365.34              | \$ 2,045.67        |                        | 88  |
| 89 NM SCHOOL FOR THE BLIND AND VISUALLY IMP    | \$ 85.70           | \$ -                   | \$ -               | \$ -                   | \$ -               |                        | 89  |
| 90 PECOS                                       | \$ 4,389.17        | \$ 3,730.79            | \$ 2,027.46        | \$ 2,345.86            | \$ 3,193.81        |                        | 90  |
| 91 PENASCO                                     | \$ 1,286.00        | \$ 6,696.66            | \$ 4,526.10        | \$ 5,236.00            | \$ 3,600.36        |                        | 91  |
| 92 PINE HILLS                                  | \$ 298.35          | \$ -                   | \$ 566.72          | \$ -                   | \$ 836.14          |                        | 92  |
| 93 POJOAQUE                                    | \$ 2,811.99        | \$ 2,811.99            | \$ 6,005.92        | \$ 6,005.00            | \$ 5,458.00        |                        | 93  |
| 94 PORTALES                                    | \$ 11,675.56       | \$ 15,587.46           | \$ 12,459.81       | \$ 14,416.57           | \$ 14,256.69       |                        | 94  |
| 95 QUEMADO                                     | \$ 588.12          | \$ -                   | \$ 271.03          | \$ 188.88              | \$ 253.78          |                        | 95  |
| 96 QUESTA                                      | \$ 3,959.07        | \$ 4,853.00            | \$ 5,971.61        | \$ 6,909.00            | \$ 5,882.26        |                        | 96  |
| 97 RATON                                       | \$ 3,477.26        | \$ -                   | \$ -               | \$ -                   | \$ 2,332.29        |                        | 97  |
| 98 RESERVE                                     | \$ 219.28          | \$ 219.00              | \$ 364.21          | \$ 269.37              | \$ 167.52          |                        | 98  |
| 99 RIO RANCHO                                  | \$ 24,228.58       | \$ 25,478.00           | \$ 29,547.93       | \$ 34,188.00           | \$ 29,801.81       |                        | 99  |
| 100 ROSWELL                                    | \$ 17,646.94       | \$ 17,646.90           | \$ 16,676.20       | \$ 16,675.77           | \$ 32,975.34       |                        | 100 |
| 101 ROY  | \$ 25.66           | \$ 21.81               | \$ 180.43          | \$ 153.00              | \$ 45.61           |                        | 101 |
| 102 RUIDOSO                                    | \$ 6,929.84        | \$ 6,929.84            | \$ 8,561.92        | \$ 8,561.63            | \$ 11,873.24       |                        | 102 |
| 103 SAN JON                                    | \$ 367.24          | \$ -                   | \$ -               | \$ -                   | \$ -               |                        | 103 |
| 104 SANTA FE                                   | \$ 22,947.16       | \$ 2,975.00            | \$ 25,673.69       | \$ 15,319.54           | \$ 19,278.09       |                        | 104 |
| 105 SANTA FE - MONTE DEL SOL CHARTER           | \$ -               | \$ -                   | \$ 1,252.70        | \$ 1,252.70            | \$ -               |                        | 105 |
| 106 SANTA FE - TIERRA ENCANTADA CHARTER SCHOOL | \$ -               | \$ -                   | \$ 911.12          | \$ 774.00              | \$ -               |                        | 106 |
| 107 SANTA ROSA                                 | \$ 5,135.44        | \$ 3,183.25            | \$ 4,591.97        | \$ 4,591.97            | \$ 3,475.30        |                        | 107 |
| 108 SCHOOL OF DREAMS ACADEMY                   | \$ 2,851.81        | \$ -                   | \$ 3,660.67        | \$ 3,111.57            | \$ 8,737.33        |                        | 108 |
| 109 SANTA FE INDIAN SCHOOL                     | \$ 1,641.54        | \$ 1,395.00            | \$ -               | \$ -                   | \$ -               |                        | 109 |
| 110 SHIPROCK NORTHWEST HIGH SCHOOL             | \$ 901.68          | \$ -                   | \$ -               | \$ -                   | \$ -               |                        | 110 |
| 111 SILVER CITY                                | \$ 6,903.16        | \$ 6,902.68            | \$ 8,504.12        | \$ 8,341.75            | \$ 6,115.44        |                        | 111 |
| 112 SOCORRO                                    | \$ 2,884.57        | \$ 2,451.89            | \$ 3,465.90        | \$ 2,612.81            | \$ 4,358.67        |                        | 112 |
| 113 SOUTHWEST SECONDARY LEARNING CENTER        | \$ 7,622.51        | \$ 6,479.00            | \$ 8,411.65        | \$ 7,149.90            | \$ 8,037.17        |                        | 113 |
| 114 SPRINGER                                   | \$ 1,103.67        | \$ 1,103.00            | \$ 641.09          | \$ 544.93              | \$ 1,357.62        |                        | 114 |

## Dual Credit Instructional Material Awards and Reimbursements

| SCHOOL DISTRICT AND CHARTER SCHOOL NAME    | FY15                  |                           | FY16                  |                           | FY17                  |                           |     |
|--|-----------------------|---------------------------|-----------------------|---------------------------|-----------------------|---------------------------|-----|
|  | Initial Award<br>100% | Total of<br>Reimbursement | Initial Award<br>100% | Total of<br>Reimbursement | Initial Award<br>100% | Total of<br>Reimbursement |     |
| 114 SPRINGER                               | \$ 1,103.67           | \$ 1,103.00               | \$ 641.09             | \$ 544.93                 | \$ 1,357.62           |                           | 114 |
| 115 SW AERONAUTICS MATHEMATICS AND SCIENCE | \$ 1,339.28           | \$ 1,138.00               | \$ 3,264.61           | \$ 2,774.00               | \$ 3,679.32           |                           | 115 |
| 116 TAOS                                   | \$ 31,324.13          | \$ 32,544.27              | \$ 17,837.08          | \$ 20,584.12              | \$ 18,202.27          |                           | 116 |
| 117 TAOS ACADEMY                           | \$ 2,117.48           | \$ 3,307.63               | \$ 2,564.20           | \$ 2,564.00               | \$ 4,058.38           |                           | 117 |
| 118 TATUM                                  | \$ 4,043.30           | \$ 4,043.00               | \$ 3,958.60           | \$ 3,958.00               | \$ 2,751.69           |                           | 118 |
| 119 TEXICO                                 | \$ 2,757.04           | \$ 2,757.00               | \$ 3,657.85           | \$ 3,657.85               | \$ 2,700.68           |                           | 119 |
| 120 THE ASK ACADEMY                        | \$ 1,025.57           | \$ 824.00                 | \$ 1,283.05           | \$ 1,090.59               | \$ 1,433.44           |                           | 120 |
| 121 THE GREAT ACADEMY                      | \$ 2,131.34           | \$ 2,131.34               | \$ 3,667.60           | \$ 3,667.00               | \$ 3,540.93           |                           | 121 |
| 122 THE LEARNING COMMUNITY                 | \$ -                  | \$ -                      | \$ -                  | \$ -                      | \$ -                  |                           | 122 |
| 123 THE MASTER PROGRAM                     | \$ 19,776.01          | \$ 16,809.61              | \$ 15,425.62          | \$ 15,425.62              | \$ 18,533.01          |                           | 123 |
| 124 TIERRA ADENTRO                         | \$ 391.05             | \$ 391.00                 | \$ 551.43             | \$ 551.00                 | \$ 1,492.68           |                           | 124 |
| 125 TOHAJILEE DAY SCHOOL                   | \$ 476.38             | \$ -                      | \$ -                  | \$ -                      | \$ -                  |                           | 125 |
| 126 TRUTH OR CONSEQUENCES                  | \$ 2,357.24           | \$ 2,057.55               | \$ 2,112.15           | \$ 934.21                 | \$ 3,450.15           |                           | 126 |
| 127 TUCUMCARI                              | \$ 4,235.31           | \$ 4,234.31               | \$ 4,678.28           | \$ 5,412.98               | \$ 5,876.82           |                           | 127 |
| 128 TULAROSA                               | \$ 1,574.76           | \$ 1,339.00               | \$ 1,466.22           | \$ 1,466.00               | \$ 1,560.32           |                           | 128 |
| 129 VAUGHN                                 | \$ 570.56             | \$ -                      | \$ 395.11             | \$ -                      | \$ -                  |                           | 129 |
| 130 WAGON MOUND                            | \$ 610.96             | \$ -                      | \$ 558.21             | \$ -                      | \$ 131.86             |                           | 130 |
| 131 WALATOWA CHARTER HIGH                  | \$ 2,180.47           | \$ 1,045.00               | \$ 1,898.53           | \$ 484.70                 | \$ 2,006.48           |                           | 131 |
| 132 WEST LAS VEGAS                         | \$ 3,790.32           | \$ 2,547.68               | \$ 4,064.38           | \$ 3,454.00               | \$ 6,442.07           |                           | 132 |
| 133 WINGATE SCHOOL                         | \$ 2,440.34           | \$ -                      | \$ 3,648.98           | \$ -                      | \$ 3,837.30           |                           | 133 |
| 134 ZUNI                                   | \$ 2,270.68           | \$ 1,930.00               | \$ 2,634.15           | \$ 2,205.85               | \$ 2,548.06           |                           | 134 |
| <b>Totals</b>                              | <b>\$ 857,000.00</b>  | <b>\$ 796,292.98</b>      | <b>\$ 624,505.04</b>  | <b>\$ 555,430.84</b>      | <b>\$ 986,774.15</b>  |                           |     |

Source: PED



**Central New Mexico Community College  
Curriculum Alignment Matrix for Awarding High School Core Credit**

|  |  |
|--|--|
| <b>Name of CNM School</b>  | Communications, Humanities and Social Sciences   |
| <b>Name of CNM Department</b>  | English Department   |
| <b>Course #, Title, Credits</b>  | ENG 1101, College Writing, 3 cr.<br>ENG 1102, Analytic and Argumentative Writing, 3 cr.  |
| <b>Course Pre- or Corequisites</b>   | ENG 1101 - Accuplacer reading score of 80 or higher & sentence skills score of 85 or higher<br>ENG 1102 – ENG 1101 or appropriate placement scores |
| <b>Course Reviewers</b>  | Elizabeth Kuehne & Alan Pope   |
| <b>Description of Course - include certifications earned through course.</b> | Emphasizes text-based essay composition, including critical reading, summary writing and synthesis.  |
| <b>Name of High School Course</b>  | English IV   |

|   | New Mexico PED English Standards | CNM Course Competencies / Student Learning Outcomes  |
|---|----------------------------------|--|
| <b>Strand I Reading:</b><br>Students read and understand a variety of materials<br><br>Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary<br>Benchmark I-B: Use comprehension strategies to understand the meaning of a text<br>Benchmark I-C: infer, analyze and synthesize to increase comprehension<br>Benchmark I-D: use meta-cognitive strategies to increase comprehension   |                                  | <b>ENG 1101</b><br><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.<br><b>Assessment Measure: Composition Level III D</b> Critical reading and writing: Students identify main ideas in sources and compose written responses to what they have read.  |
| <b>Strand II Language:</b><br>Content Standard II: Students will write and speak using correct grammar, syntax usage, punctuation, capitalization and spelling<br><br>Benchmark II-A: Demonstrate control of Standard English through the effective use of syntax<br>Benchmark II-B: Demonstrate control of Standard English through correct grammar and usage.<br>Benchmark II-C: Demonstrate control of Standard English through the correct use of punctuation, capitalization and spelling. |                                  | <b>ENG 1101</b><br><b>Learning Outcome 3</b> Students will employ composing processes such as planning, collaborating, organizing, revising, and editing to create documents using correct diction, syntax, grammar, and mechanics.<br><b>Assessment Measure: Sentence Level: I. A.</b> Grammar: Students write without major grammatical errors such as fragments, boundary errors, agreement errors, mixed constructions, faulty predications.<br><b>I. B.</b> Punctuation and mechanics: Students use marks of punctuation correctly and adhere to rules governing mechanics, including capitalization and use of the apostrophe. |
| <b>Strand III: Communication:</b><br>Content Standard III: Students will communicate effectively through speaking and listening.<br><br>Benchmark III-A: Give spoken instructions to perform specific tasks, to answer  |                                  | <b>ENG 1101</b><br><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.<br><b>Learning Outcome 2</b> Students will express a primary purpose and organize  |

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| <p>questions or to solve problems.</p> <p>Benchmark III-B: Make oral presentations with a logical structure appropriate to the audience, context and purpose, using effective speaking skills</p> <p>Benchmark III-C: Follow spoken instructions to complete tasks, to answer questions or to solve problems</p> <p>Benchmark III-D: Summarize and paraphrase information presented orally by others</p> <p>Benchmark III-E: Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos and pathos</p> <p>Benchmark III-F: Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, write or critique a proposal, solve a problem or make a decision).</p>   | <p>supporting points logically and use rhetorical strategies to engage, inform, and/or persuade.</p> <p><b>Assessment Measure: Composition Level: III A.</b> Response to assigned topics: Students respond directly and specifically to assigned topics.</p> <p><b>Assessment Measure: Composition Level: III B.</b> Clarity of purpose: Students write purposeful documents or compositions organized and developed around a central idea or ideas.</p>  |
| <p><b>Strand IV: Writing:</b></p> <p>Content Standard IV: Students will write effectively for a variety of purposes and audiences.</p> <p>Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions.</p> <p>Benchmark IV-B: Plan writing by taking notes, writing informal outlines, and researching.</p> <p>Benchmark IV-C: Use formal or informal, literary or technical language appropriate for the purpose, audience, and context of the communication</p> <p>Benchmark IV-D: Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.</p> <p>Benchmark IV-E: Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.</p> <p>Benchmark IV-F: Edit one's own work for grammar, style, and tone appropriate to audience, purpose and context.</p> <p>Benchmark IV-G: Cite sources properly when paraphrasing or summarizing information, quoting, or using graphics.</p> <p>Benchmark IV-H: Prepare written work using basic software so that graphics can be incorporated to present information and ideas best understood visually</p> | <p><b>ENG 1101</b></p> <p><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p><b>Learning Outcome 2</b> Students will express a primary purpose and organize supporting points logically and use rhetorical strategies to engage, inform, and/or persuade.</p> <p><b>Learning Outcome 3</b> Students will employ composing processes such as planning, collaborating, organizing, revising, and editing to create documents using correct diction, syntax, grammar, and mechanics.</p> <p><b>Learning Outcome 4</b> Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.</p> <p><b>Assessment Measure: Paragraph Level: II A.</b> Focus: Students write clearly focused, purposeful paragraphs, including effective introductions and conclusions. <b>II B.</b> Development: Students develop paragraphs logically, clearly, and consistently. <b>II. C.</b> Development: Students develop paragraphs logically, clearly, and consistently.</p> |
| <p><b>Strand V: Research</b></p> <p>Content Standard V: Students utilize the research process to produce a variety of products.</p>  | <p><b>ENG 1102</b></p> <p><b>Learning Outcome 2</b> Discover authors' main ideas and identify methods of support</p>  |

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| <p>Benchmark V-A: Define and narrow a problem or research topic.</p> <p>Benchmark V-B: Gather relevant information for a research topic from a variety of print and electronic sources, as well as from direct observation, interviews, or surveys.</p> <p>Benchmark V-C: Make distinctions about the credibility, reliability, consistency, strengths and limitations of various resources, including those on the internet.</p> <p>Benchmark V-D: Report research findings in an effective manner appropriate to a designated audience.</p> <p>Benchmark V-E: Compose a researched project to be shared with an appropriate audience.</p> <p>Strand VI: Logic</p> <p>Content Standard VI: Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions and predictions</p> <p>Benchmark VI-A: Distinguish facts and opinions, evidence and inferences, true and false premises.</p> <p>Benchmark VI-B: Describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims.</p> <p>Benchmark VI-C: Evaluate the range and quality of evidence used to support or oppose an argument (including the use of logos, ethos, pathos).</p> <p>Benchmark VI-D: Recognize common fallacies used in an argument.</p> <p>Benchmark VI-E: Understand the distinction between a deductive argument and an inductive argument in order to evaluate an argument's effectiveness.</p> <p>Benchmark VI-F: Construct oral and written arguments that demonstrate clear and knowledgeable judgment.</p> | <p><b>Learning Outcome 3</b> Evaluate the validity of authors' ideas and effectiveness of support</p> <p><b>Learning Outcome 4</b> Identify the stylistic elements authors use to achieve effects and signal attitudes</p> <p><b>Learning Outcome 5</b> Compare and contrast authors' ideas, methods of support, and style</p> <p><b>Learning Outcome 6</b> Argue their own positions</p> <p><b>Outcome 7</b> Use sound research methods and MLA style documentation and format</p> |
| <p><b>ENG 1102</b></p> <p><b>Learning Outcome 2</b> Discover authors' main ideas and identify methods of support.</p> <p><b>Learning Outcome 3</b> Evaluate the validity of authors' ideas and effectiveness of support.</p> <p><b>Learning Outcome 5</b> Compare and contrast authors' ideas, methods of support, and style.</p> <p><b>Learning Outcome 6</b> Argue their own positions</p> <p><b>Assessment Measure 1</b><br/>Identify authors' ideas and their methods of developing them including</p> <ol style="list-style-type: none"> <li>a. logical arguments</li> <li>b. statistics</li> <li>c. examples or comparisons</li> <li>d. appeals to ethics or morals</li> <li>e. appeals to authority</li> <li>f. appeals to emotion</li> <li>g. use of metaphor and symbolism</li> </ol> <p><b>Assessment Measure 2</b> Analyze and evaluate the success of an author's argument.</p> <p>Assessment Measure 4 Argue their own positions using sound rhetorical methods that avoid logical fallacies.</p> <p>English 1101</p> <p><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p>  | <p><b>ENG 1101</b></p> <p><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p><b>Learning Outcome 4</b> Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.</p>  |
| <p><b>Strand VII: Informational Text</b></p> <p>Content Standard VII: Students read and interpret a wide range of reference materials and other informational documents that may contain technical information</p>  | <p><b>ENG 1101</b></p> <p><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p><b>Learning Outcome 4</b> Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.</p>  |

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| <p>Benchmark VII-A: Follow instructions in informational or technical text to perform specific tasks, answer questions, or solve problems.</p> <p>Benchmark VII-B: Summarize informational and technical texts and explain the visual components that support them.</p> <p>Benchmark VII-C: Synthesize information from a variety of informational and technical sources or texts.</p> <p>Benchmark VII-D: Analyze the ways in which an informational or technical text's organizational structure supports or confounds its meaning or purpose.</p> <p>Benchmark VII-E: Evaluate informational and technical texts and presentations for their clarity, simplicity and coherence, and for the appropriateness of their graphic and visual appeal.</p> | <p><b>Assessment Measure: Composition Level: III D.</b> Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.</p> <p><b>Assessment Measure: Composition Level: III C.</b> Summary, paraphrase, quotation: Students summarize fairly and accurately, paraphrase sentences and longer passages from written sources, quote sources appropriately and purposefully, and avoid plagiarism.</p>  |
| <p><b>Strand VIII: Media</b></p> <p>Content Standard VIII: Students create and evaluate a variety of media for particular purposes</p> <p>Benchmark VIII-A: Evaluate aural, visual, and written images and other special effects used in television, radio, film, and the internet for their ability to inform, persuade and entertain.</p> <p>Benchmark VIII-B: Evaluate the effectiveness of a particular medium (e.g., verbal, visual, photographic, television and the internet) in achieving a particular purpose.</p> <p>Benchmark VIII-C: Create coherent media productions using effective images, text, graphics, music and sound effects to present a distinctive point of view on a topic.</p>  | <p><b>English 1101</b></p> <p><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view. [Note that the English faculty use the term 'text' in the current academic sense of the word to encompass the many varieties of texts today, including print, visual, aural, images, graphs, video, internet—and many other forms of contemporary communication.]</p> <p><b>Assessment Measure: Composition Level: III D.</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p><b>English 1102</b></p> <p><b>Assessment Measure 2</b> Analyze and evaluate the success of an author's argument or the merits of a story, poem, or play.</p> <p><b>Assessment Measure 3</b> Identify the stylistic elements an author uses to achieve effects and signal attitudes including:</p> <ol style="list-style-type: none"> <li>organization</li> <li>diction</li> <li>tone</li> <li>figurative language</li> <li>patterns of repetitions, opposition, and associations</li> </ol> |
| <p><b>Strand IX: Literature</b></p> <p>Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies and the self.</p>   | <p><b>ENG 1102</b></p> <p><b>Learning Outcome 2</b> Discover authors' main ideas and identify methods of support</p>   |

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| <p>Benchmark IX-A: Demonstrate knowledge of significant literary works from around the world.</p> <p>Benchmark IX-B: Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow deeper and subtler interpretations of texts</p> <p>Benchmark IX-C: Analyze setting, plot, theme, characterization, and narration in literary prose, particularly in classic and contemporary short stories and novels.</p> <p>Benchmark IX-D: Demonstrate knowledge of the common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices, and other conventions</p> <p>Benchmark IX-E: Identify how elements of dramatic literature articulate a playwright's vision.</p> <p>Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.</p> | <p><b>Learning Outcome 3</b> Evaluate the validity of authors' ideas and effectiveness of support</p> <p><b>Learning Outcome 4</b> Identify the stylistic elements authors use to achieve effects and signal attitudes</p> <p><b>Learning Outcome 5</b> Compare and contrast authors' ideas, methods of support, and style</p> <p><b>Assessment Measure 2</b> Identify authors' ideas and their methods of developing them including:</p> <ul style="list-style-type: none"> <li>g. Use of metaphor and symbolism</li> <li>h. Creation of theme through character development, plot, and setting.</li> </ul> <p><b>Assessment Measure 2</b> Analyze and evaluate the success of an author's argument or the merits of a story, poem, or play.</p> <p><b>Assessment Measure 3</b> Identify the stylistic elements an author uses to achieve effects and signal attitudes including:</p> <ul style="list-style-type: none"> <li>h. organization</li> <li>i. diction</li> <li>j. tone</li> <li>k. figurative language</li> <li>l. patterns of repetitions, opposition, and associations</li> </ul> |
|   | <p><b>Additional CNM Course Assessment Measures / Student Learning Outcomes</b></p> <p><b>ENGLISH 1101</b></p> <p><b>LEARNING OUTCOMES FOR ENGLISH 1101</b></p> <ol style="list-style-type: none"> <li>1. Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view. [Note that the English faculty use the term 'text' in the current academic sense of the word to encompass the many varieties of texts today, including print, visual, aural, images, graphs, video, internet—and many other forms of contemporary communication.]</li> <li>2. Students will express a primary purpose and organize supporting points logically and use rhetorical strategies to engage, inform, and/or persuade.</li> <li>3. Students will employ composing processes such as planning, collaborating, organizing, revising, and editing to create documents using correct diction, syntax, grammar, and mechanics.</li> </ol>   |



4. Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.

### **ASSESSMENT MEASURES FOR ENGLISH 1101**

#### **I. Sentence Level**

- A. Grammar: Students write without major grammatical errors such as fragments, boundary errors, agreement errors, mixed constructions, faulty predications.
- B. Punctuation and mechanics: Students use marks of punctuation correctly and adhere to rules governing mechanics, including capitalization and use of the apostrophe.
- C. Style: Students write clearly and employ basic stylistic techniques such as parallelism, coordination and subordination of clauses, and variety of sentence types.

#### **II. Paragraph Level**

- A. Focus: Students write clearly focused, purposeful paragraphs, including effective introductions and conclusions.
- B. Development: Students develop paragraphs logically, clearly, and consistently.
- C. Organization: Students arrange paragraphs logically and link paragraphs coherently.

#### **III. Composition Level**

- A. Response to assigned topics: Students respond directly and specifically to assigned topics.
- B. Clarity of purpose: Students write purposeful documents or

compositions organized and developed around a central idea or ideas.

C. Summary, paraphrase, quotation: Students summarize fairly and accurately, paraphrase sentences and longer passages from written sources, quote sources appropriately and purposefully, and avoid plagiarism.

D. Critical reading and writing: Students identify main ideas in sources and compose written responses to what they have read.

## **ENGLISH 1102**

### **LEARNING OUTCOMES FOR ENGLISH 1102**

Students will:

- summarize selections from the Reader
- discover authors' main ideas and identify methods of support
- evaluate the validity of authors' ideas and effectiveness of support
- identify the stylistic elements authors use to achieve effects and signal attitudes
- compare and contrast authors' ideas, methods of support, and style
- argue their own positions
- use sound research methods and MLA style documentation and format

### **ASSESSMENT MEASURES FOR ENGLISH 1102**

Sentence and paragraph level competencies are the same for English 1101 and 1102. Essay level competencies for 1102 should include those acquired in 1101 and add the following:

Students must be able to

1. Identify authors' ideas and their methods of developing them including
  - a. logical arguments
  - b. statistics
  - c. examples or comparisons
  - d. appeals to ethics or morals
  - e. appeals to authority

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| <p><b>f.</b> appeals to emotion</p> <p><b>g.</b> use of metaphor and symbolism</p> <p><b>h.</b> creation of theme through character development, plot, and setting.</p> <p>2. Analyze and evaluate the success of an author's argument or the merits of a story, poem, or play.</p> <p>3. Identify the stylistic elements an author uses to achieve effects and signal attitudes including</p> <ul style="list-style-type: none"> <li><b>a.</b> organization</li> <li><b>b.</b> diction</li> <li><b>c.</b> tone</li> <li><b>d.</b> figurative language</li> <li><b>e.</b> patterns of repetitions, opposition, and associations</li> </ul> <p>4. Compare and contrast one author's ideas, methods of support, style, or artistic success, to another's.</p> <p>5. Argue their own positions using sound rhetorical methods that avoid logical fallacies.</p> <p>6. Produce an academic research essay with correct format, properly used sources, and coherent and thorough discussion of its topic.</p> |  |
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