

# Proposed Dual Credit Policies and Procedures

New Mexico Higher Education Department

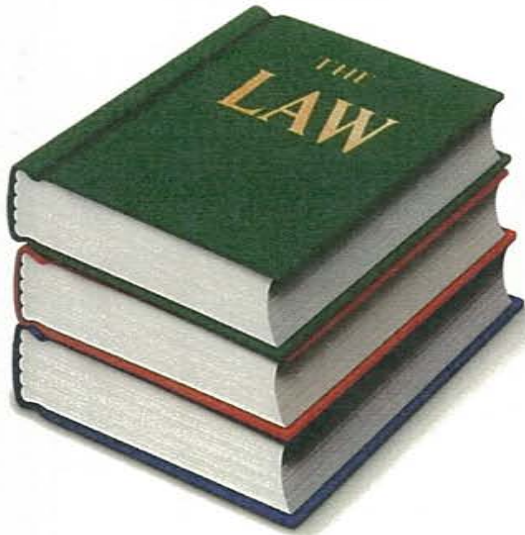


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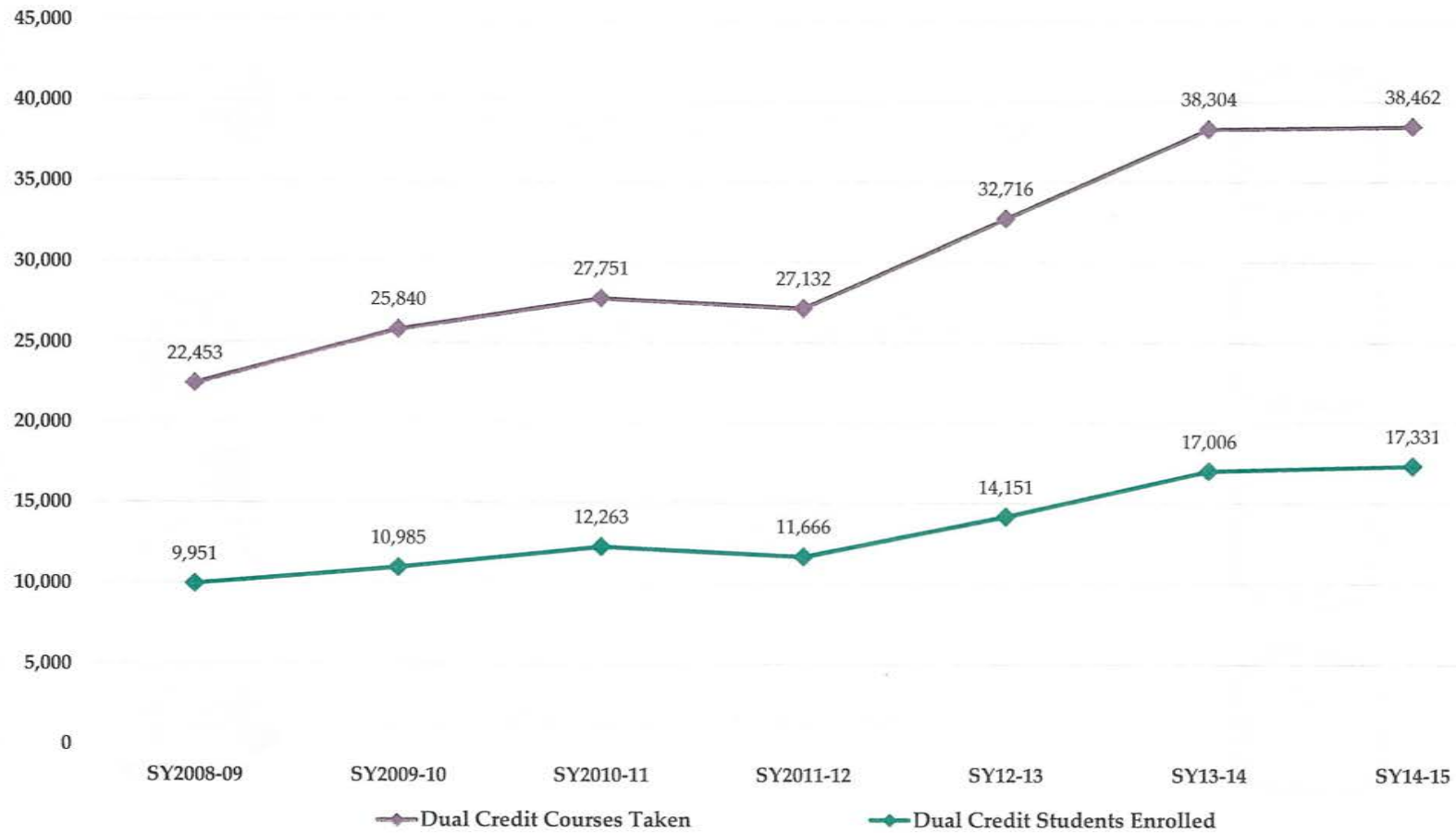
December 15, 2016

# DUAL CREDIT HISTORY



- In 2007, New Mexico Dual Credit program was created by the Legislature (Laws 2007, Chapter 227) to enable high school students to take courses counting for college credit.
- In 2007, Legislation was passed (Laws 2007, Chapter 308) requiring students to take at least one AP, distance learning, or *dual credit course* in order to graduate from high school.
- In 2008, the Dual Credit Council was created by the PED and HED (6.30.7.7 NMAC), which are both statutorily responsible for promulgating administrative rules regarding dual credit (21-1-1.2 NMSA 1978).
- In 2012, a LFC Program Evaluation reported that the New Mexico Dual Credit Program lacks clear performance measures (p.21) and goals for student academic pathways (p.29).

# GROWTH OF NEW MEXICO DUAL CREDIT



PED/HED (2015) "Dual Credit Annual Report 2014-15" p.10

# BEST PRACTICES FOR DUAL CREDIT



OFFERS EARLY ACCESS TO COLLEGE



REDUCES STUDENT COSTS



PROVIDES CONSISTENT QUALITY



TRANSFERS AND ARTICULATES



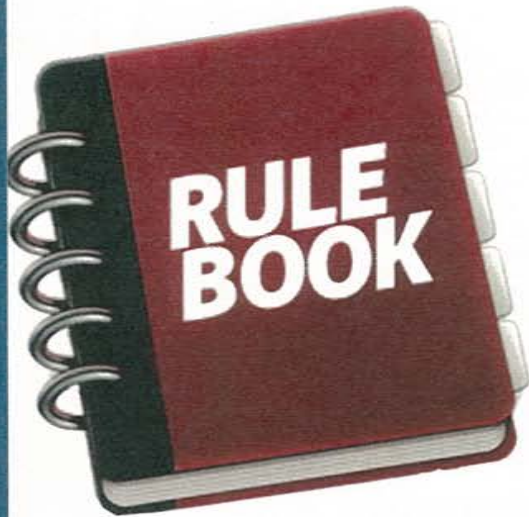


## DUAL CREDIT: A PATH TO EARLIER COLLEGE GRADUATION

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- Students and parents consider dual credit a path to earlier college graduation and a cost saver
  - For this to be true, we must ensure quality, transferability, and articulation of dual credit coursework
  - We are seeking to add structure to the dual credit program that achieves these objectives.

## DUAL CREDIT – RECENT EVENTS



- Since August 2016, The Dual Credit Council has been working on rule revisions and a dual credit policy manual.
- On September 15, 2016, NMSU presented to the Legislative Education Study Committee (LESC) about dual credit and the LESL requested that PED and HED review the Dual Credit Program with stakeholders.
- On September 28, 2016, the NM Council of University Presidents (CUP) requested that the Dual Credit Council work with stakeholders to revise the dual credit administrative rules.

## DUAL CREDIT REVIEW AND STAKEHOLDER FEEDBACK



- On October 21, 2016, the Dual Credit Council distributed its proposed rule revisions and a policy manual to stakeholders requesting feedback.
- On December 1, 2016, the Dual Credit Council held a stakeholder meeting to hear feedback on the proposed rule revisions and policy manual.
- Today, HED and PED are presenting the proposed rule revisions and stakeholder feedback to the LESC.
- The Dual Credit Council will hold an official rule hearing regarding the revised rule and dual credit policy manual in late spring 2017.



## PROPOSED OBJECTIVE OF DUAL CREDIT

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- Provide high school students the opportunity to enroll in *rigorous* higher education level academic or career technical courses offered by an institution of higher education.
- Permit enrolled students to simultaneously earn credit toward high school graduation and a post-secondary degree or certificate *ultimately increasing the number of students graduating from high school and attending an institution of higher education, but also reducing students' costs and time to post-secondary award completion.*





## HOW IS THE PROPOSED OBJECTIVE NEW?

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The proposed dual credit goal includes **measurable** outcomes:

1. Increase high school graduation
2. Increase the college-going rate
3. Reduces students' higher education cost (decrease excess student credit hours)
4. Reduce time to completion or increase on-time (100%) graduation rate



## PROGRESS ON NEW OBJECTIVES

Objective	Outcome
Increased high school graduation	90.4% of dual credit students graduate from high school compared with 69.3% of non-dual credit students*
Increased college going rate	46% of dual credit students enroll as first time freshman within 2 years of graduating high school*
Decrease excess student credit hours	33% of dual credit student must take remediation as first-time freshmen (adds time and cost to degree)* Dual credit courses often transfer but do not count towards degree requirements
Reduce time to completion	Unknown

HOW DO WE ACCOMPLISH THE NEW  
OBJECTIVE?

## PROPOSED STUDENT ELIGIBILITY CRITERIA AND STAKEHOLDER FEEDBACK

PROPOSED RULE CHANGES	STAKEHOLDER FEEDBACK
Limit to Junior/Senior	Allow all four years
Weighted GPA of 3.0	No minimum GPA
Demonstration of readiness for English, Reading and Mathematics aligned with student's program of study	Either HEI decides or no demonstration of readiness
Maintain a College GPA of 2.0 to maintain eligibility	No GPA requirement for continued eligibility
Limit to 6 credits/semester	No limit on student credit hours



## PROPOSED EDUCATIONAL PATHWAYS

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- Students must choose and take courses that are part of a
  - Meta-major
  - Certificate program
  - Associates degree plan
  - Bachelors degree plan
- Students can change their program after speaking with an advisor
- Students may pursue a second program of study after completing a first



## WHAT IS A META-MAJOR?

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- Students can choose a meta-major, which is a broad area of study such as Humanities, Business, Life Sciences, Physical Sciences & Engineering, Social and Behavioral Sciences, Communications, Education.
  - The meta-majors include courses (such as English and Math) that lay the academic foundation for all of the degree programs represented by the specific meta-major as well as course options that facilitate exploration of the various disciplines represented.
  - Most courses in the meta-majors are part of the General Education Curriculum



## EXAMPLE META-MAJORS

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<b>Business</b>	<b>Humanities &amp; Social Science</b>
Freshman Composition (3 cr)	Freshman Composition (3 cr)
Intermediate Algebra (3)	Liberal Arts Math or College Algebra or Statistics (3)
Humanities Gen Ed Course (3)	Humanities or Social Science Gen Ed Course (3)
Intro to Computers (3)	Exploratory Course in Gen Ed Curriculum (3)
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## HIGHER LEARNING COMMISSION'S FACULTY QUALIFICATIONS AND SUPPORT

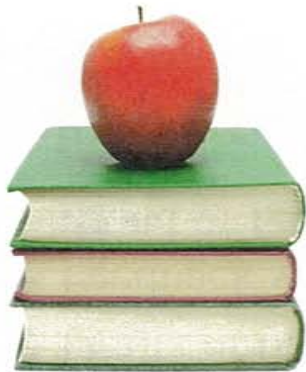
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- Instructors must have
  - a master's degree in the discipline or subfield in which he/she teaches  
or
  - a master's degree in any discipline + 18 graduate credit hours in the discipline or subfield in which he/she teaches.
  
- Instructors must
  - participate in orientation
  - have opportunities to discuss concerns with other faculty
  - have access to mentoring
  - be evaluated by the department in which they teach



# DUAL CREDIT FUNDING

## HIGH SCHOOLS



- Provides Textbooks to Dual Credit Students.



## HIGHER ED INSTITUTIONS



- Provides Facilities, Faculty, and Waived Tuition to Dual Credit Students



## FEEDBACK FROM STAKEHOLDERS

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- The PED/HED are currently in a pre-rule process
  - Drafts of the new guidelines have been circulated for comment
  - Feedback will be considered and revisions will be released for a second round of feedback.
- A formal rule hearing is not yet scheduled



## POSSIBLE TIMELINE

Date	
December 1, 2016	Pre-rule Meeting
January	Pre-rule revision of proposals
	Invitation for feedback from stakeholders
April/May 2017	Public Hearing
July/August 2017	Finalize Administrative Code and Manual
Fall 2018	Implementation

Together we can  
make dual credit  
a path to early  
college graduation!

