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State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
<http://www.nmlegis.gov/lcs/lesc/lescdefault.aspx>



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August 19, 2013

MEMORANDUM

TO: Legislative Education Study Committee

FR: Candy Meza

RE: STAFF REPORT: DUAL CREDIT REPORT: NEW MEXICO

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. Dual credit is frequently said to fulfill a number of purposes and produce a number of benefits, among them:

- providing high school students an introduction to college life;
- affording high school students access to college-level material;
- shortening the time – and thereby the expense – required to complete a postsecondary degree;
- suggesting college as a possibility for students who had not previously considered it;
- enhancing the academic and vocational offerings of the school district; and
- leading to better completion rates for students in both high school and college.

This staff report provides the committee with a summary of:

- 2012 interim reports to the Legislative Education Study Committee (LESC);
- selected statistics from the New Mexico *Dual Credit Annual Report for School Year 2011-2012*; and
- background.

Dr. Gerald R. Pitzl, P-20 Policy Analyst, Higher Education Department (HED), will provide the committee with an overview of the annual report.

2012 INTERIM REPORTS TO THE LESC

During the 2012 interim, the committee was provided with two reports related to dual credit:

- in July, the committee heard a summary of the *Dual Credit Report for School Year 2010-2011*. Although there were no fiscal or policy recommendations included in the report, the following information was reported:
 - dual credit enrollment for school year 2010-2011 was 12,263 unique students¹, 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 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; and
 - an increasing percentage of dual credit courses is being taught on college campuses, rather than on high school campuses; and
- in August, the committee recorded an update of the state's dual credit program by staff from the Center for Education Policy Research (CEPR). Based on analysis of approximately 20,000 high school seniors, 6,000 community college students, and 6,000 university students, CEPR staff reported that dual credit programs appear to:
 - be an effective, large-scale policy initiative aimed at improving student success;
 - be associated with increased levels of student performance in both high school and higher education;
 - reduce the long-term costs of education and provide potential benefits on students' life earnings;
 - show that high schools and higher education institutions can work together;
 - need refinement of their content and delivery to ensure consistency and rigor across a large statewide program;

¹ The Annual Report defines unique student as "distinct students that were taking dual credit in any semester."

- have a number of fundamental issues to overcome if they are to make a permanent difference for large numbers of students; and
- need to ensure equity and accessibility of accelerated learning programs to all students.

SELECTED STATISTICS FROM THE NEW MEXICO DUAL CREDIT ANNUAL REPORT FOR SCHOOL YEAR 2011-2012

Pursuant to provisions in current law, the Public Education Department (PED) and HED publish an annual report with regard to New Mexico's dual credit program. The most recent report was published in December 2012 (see Attachment) and contains information for school year 2011-2012, including:

- types of dual credit data collected (page 9);
- dual credit enrollment information for the summer 2011, fall 2011, and spring 2012 (page 10);
- dual credit enrollment by ethnicity (page 11);
- participation by public school district/charter school, Bureau of Indian Education (BIE) schools, and state institutions (pages 12-22);
- subject area of dual credit courses (pages 23-24);
- number of classes taken (page 25);
- course grade distribution (pages 26-27);
- enrollment by postsecondary institution (page 28);
- dual credit hours as a percentage of total institution credit hours (page 29);
- course delivery and course location (page 30); and
- funds disbursed for instructional materials related to dual credit (page 31).

Enrollments

- dual credit enrollment for school year 2011-2012 was 11,666 unique students;
- a majority of dual credit students are female, at approximately 55 percent of enrollment;
- the subject areas that experienced the highest enrollment of dual credit students were:
 - English language and literature/letters;
 - health profession and related clinical services; and
 - mathematics and statistics.
- the majority of dual credit students (59 percent) limit themselves to at least a single course during the school year, while 26 percent of students enroll in two dual credit courses;
- provisions of the *A-B-C-D-F Schools Rating Act* requires that students in dual credit courses achieve a grade of "C" or better in order to be considered successful. Under that standard, 77 percent to 78 percent of the enrollees met the success criterion in school year 2011-2012;
- the most popular dual credit programs at postsecondary institutions were at 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 2012 experiencing the highest percentage of online course delivery (19 percent) in recent years; and
- an increasing percentage of dual credit courses are being taught on college campuses, rather than on high school campuses.

BACKGROUND

Current Law

In 2007, the LESC endorsed successful legislation to create, for the first time, a dual credit program in state law. With amendments in 2008 and 2010, current law:

- defines the term “dual credit program” as “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”;
- establishes two eligibility criteria for students wishing to participate in the program:
 - enrollment in a regular public school, charter school, state-supported school or 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;
- allows a student who has met the eligibility criteria in a fall or winter semester and who has not graduated or earned a general education development certificate to take courses for dual credit in the immediately succeeding summer semester;
- requires the school district, charter school, and 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;
- required the public postsecondary educational institution or tribal college to waive all general fees;
- requires HED to revise procedures in the higher education funding formula to address enrollments in dual credit courses and to encourage institutions to waive tuition for students taking those courses;
- requires HED and PED to promulgate rules to evaluate the dual credit program; and
- requires the departments to make annual reports, including recommendations, to the Governor and the Legislature.

Finally, in 2010, legislation was enacted (Laws 2010, Chapter 36) to bring BIE schools and tribal colleges into the dual credit program.

Administrative Rules

Among related requirements, PED rule, promulgated in association with HED, established the Dual Credit Council, a six-member group that hears appeals from secondary or postsecondary schools and that considers issues not covered by the rules. Other provisions in the rule require:

- the cabinet secretaries of HED and PED to appoint individuals to serve on the council;
- the council to consist of an equal number of HED and PED staff with the council chairs alternating between the departments every two years;
- the council to administer an appeals process for local educational agencies, including school districts and BIE high schools, and postsecondary institutions to address issues outside the scope of the uniform master agreement;
- the council to issue recommendations to the department secretaries on issues not addressed in the agreement, which the secretaries of HED and PED act upon jointly; and
- the two state agencies that administered the program – HED and PED – jointly promulgated rules to address the details of the program, and they collaborated on any proposed amendments. These rules also created the Dual Credit Council, a six-member group that hears appeals from secondary or postsecondary schools and that considers issues not covered by the rules.

Dual Credit Uniform Master Agreement

Both state law and agency rules require the use of a uniform master agreement, a document signed by representatives of the secondary and postsecondary schools that enumerates the responsibilities of the parties involved that includes:

- a requirement to waive tuition and general fees for high school students participating in their dual credit program;
- a requirement that BIE high schools pay for the cost of textbooks and other required course supplies for postsecondary courses that students enroll in through purchase agreements with the appropriate college bookstore, or other cost-efficient methods;
- a requirement to report various data about each student and their participation in the dual credit program, including:
 - the name of the student;
 - the student's school;
 - the student's grades;
 - dual credit coursework; and
 - the student's unique state student identification (ID) number; and
- an appendix that lists:
 - the courses approved for dual credit between the two schools; and
 - the current course code information in the Student Teacher Accountability Reporting System (STARS) at PED.



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 2011–2012

December
2012

New Mexico Public Education Department
New Mexico Higher Education Department



The State of New Mexico
Dual Credit Annual Report
For School Year 2011–2012
December 2012

Susana Martinez
Governor

Hanna Skandera
Secretary-Designate of Public Education

Dr. José Z. Garcia
Secretary of Higher Education

Required Notice

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Some information in this report was adapted from *Dual Credit Annual Report for School Year 2011–2012, December 2012* which is a copyright-free document published by the New Mexico Public Education Department.

Notes

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

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Dr. Gerald Pitzl, P-20 Policy Analyst, New Mexico Higher Education Department

Brian Salter, IT Business Analyst, New Mexico Public Education Department

Heather Romero, Financial Aid Coordinator, New Mexico Higher Education Department

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Executive Summary

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 2011–2012 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

The New Mexico Dual Credit Program allows high school students to enroll in college-level courses offered by a postsecondary educational institution or tribal college that may be academic or career-technical, but not remedial, developmental or a physical education course. These can be done simultaneously to earn credit towards 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.

According to the U.S. Department of Education, College Completion Took Kit, the best jobs and fastest growing firms, whether in biosciences, technology, manufacturing, trade, or entertainment, will gravitate to communities, regions, and states with a highly qualified workforce. In the coming decade, 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.

To facilitate and improve 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 as per rule at 6.30.7 NMAC. The Council Chairs alternate between the departments every two years.

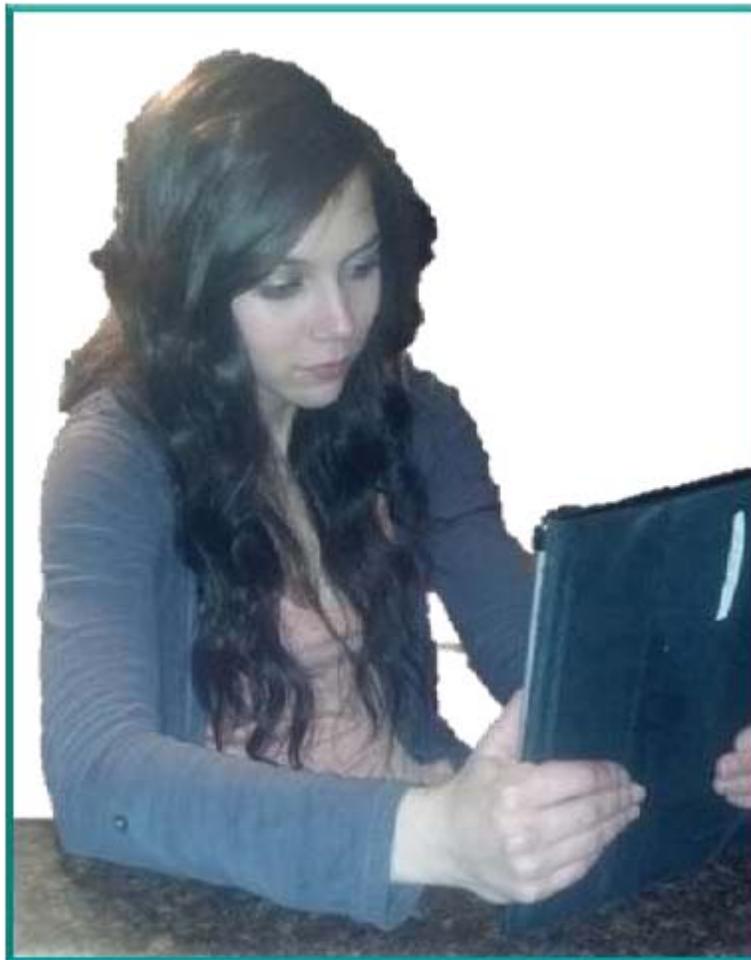
The Council makes recommendations to the Cabinet Secretaries on issues not addressed in the rule including the following:

- Determining an alignment of course content to administer the appropriate credit ratio
- Administering an appeals process for local education agencies (LEAs) and postsecondary institutions
- HED and PED secretaries will act jointly in responding to recommendations

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

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

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



Statutory Requirements

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

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

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

(7) provisions for collecting and disseminating annual data, including:

- (a) the number of students taking dual credit courses;
- (b) the participating school districts, charter schools, state-supported schools, bureau of Indian education high schools, public post-secondary educational institutions and tribal colleges;
- (c) the courses taken and grades earned;
- (d) the high school graduation rates for participating school districts, charter schools, state-supported schools and bureau of Indian education high schools;
- (e) the public post-secondary educational institutions and tribal colleges that participating students ultimately attend; and

(f) the cost of providing dual credit courses.

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

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

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

Detailed Report

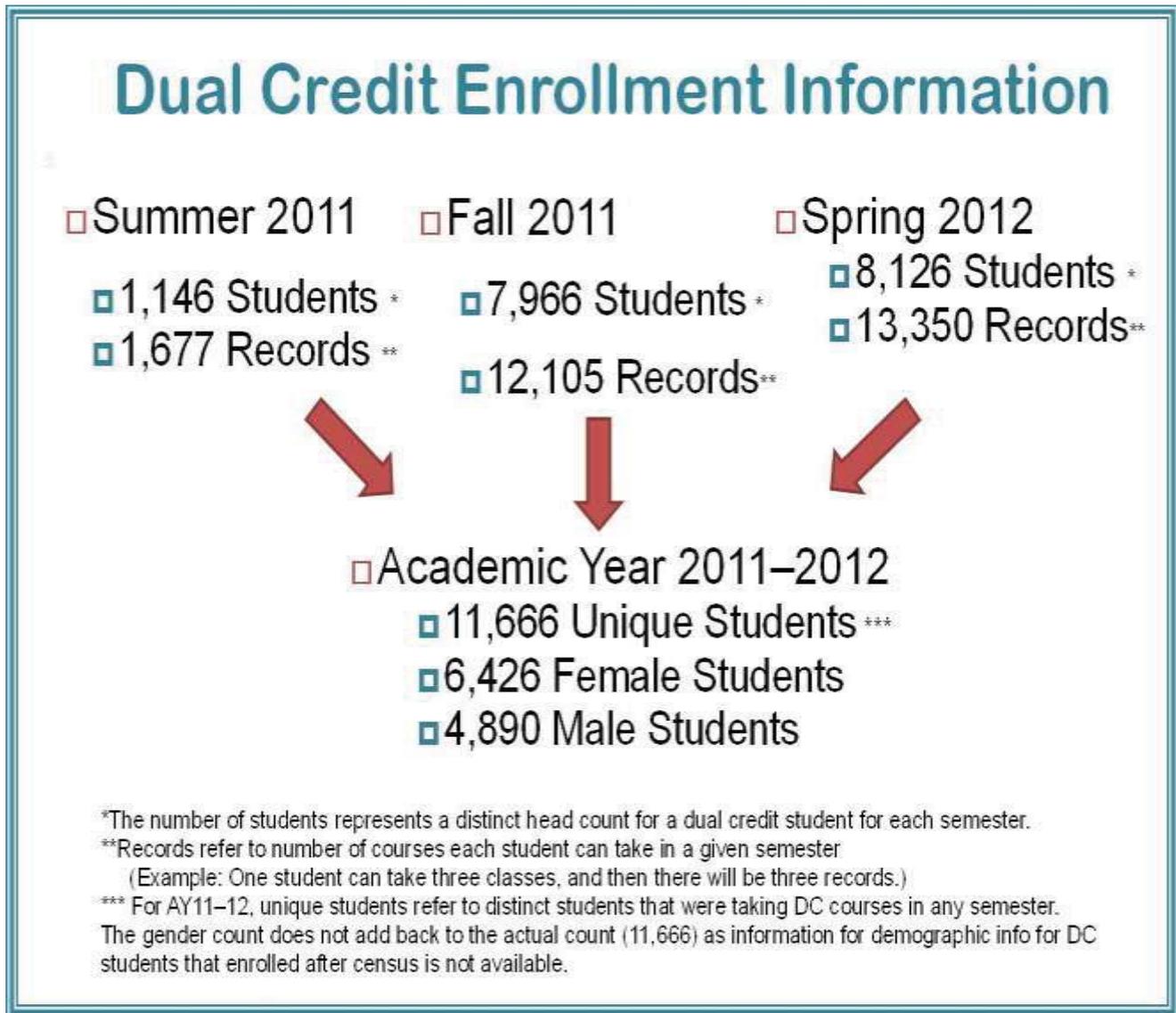
Demographic Description

Provisions for Collecting and Disseminating Annual Data

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

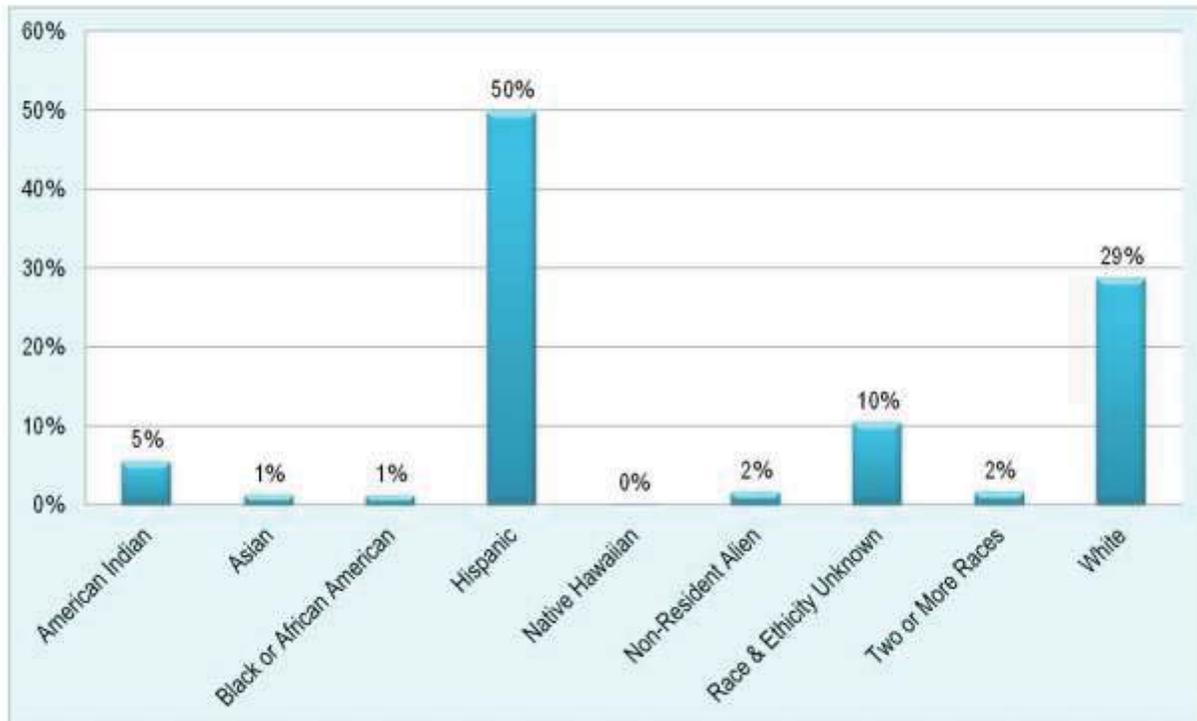
Types of Dual Credit Data Collected	
<ul style="list-style-type: none">• Social Security Number (SSN)• Student Teacher Accountability Reporting System Identification (STARS ID)• Demographic<ul style="list-style-type: none">○ Name○ Ethnicity○ Gender○ Birth date• High School• Postsecondary Institution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

Currently the four tribal institutions are not included but the HED is pursuing agreements in future to capture this data.



A total of 11,666 students enrolled in one or more dual credit courses in school year 2011–2012. This figure represents 12.0% of the total high school population in grades 9–12.

Dual Credit Enrollment by Ethnicity AY11–12



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

Of reported single ethnicities of enrollees, Hispanic and American Indian students are enrolling in dual credit courses at a slightly lower rate (50% and 5%) than is found in the high school population (58.22% and 10.84%). This pattern is reversed for White students who are represented in higher numbers in the dual credit population (29%) when compared to their high school prevalence (27.05%). It is notable that 10% 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

LEA Dividers

District Charters

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Statewide All Schools All Students	37,834	63.0%			
Alamogordo Public Schools	534	83.2%			
			New Mexico State University Alamogordo	Yes	Yes
Albuquerque Public Schools	7,654	63.4%			
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
Bataan Military Academy	*	*	University of New Mexico	Yes	Yes
Career Academic Technical Academy	85	68.2%			
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	2	*			
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 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Animas Public Schools	24	93.5%			
			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
Artesia Public Schools	264	79.4%			
			Eastern New Mexico University Roswell	Yes	Yes
			New Mexico State University Carlsbad	Yes	Yes
Aztec Municipal Schools	308	64.9%			
			San Juan College	Yes	Yes
Belen Consolidated Schools	456	66.8%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico Valencia	Yes	Yes
Bernalillo Public Schools	283	60.1%			
			Central New Mexico Community College	Yes	Yes
			Institute of American Indian Arts	Yes	Yes
Bloomfield Schools	295	65.9%			
			San Juan College	Yes	Yes
Capitan Municipal Schools	48	89.4%			
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
Carlsbad Municipal Schools	440	77.5%			
Jefferson Montessori Academy (Carlsbad)	8	48.8%	New Mexico State University Carlsbad	Yes	Yes
Carrizozo Municipal Schools	26	92.1%			
			Eastern New Mexico University Ruidoso	Yes	Yes
			Central New Mexico Community College	Yes	Yes
			Navajo Technical College	Yes	Yes
Central Consolidated Schools	665	62.9%			
			San Juan College	Yes	Yes
Chama Valley Independent Schools	49	96.3%			
			Northern New Mexico College	Yes	Yes
Cimarron Municipal Schools	52	81.7%			
Moreno Valley HS (Cimarron)	24	86.0%	Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Luna Community College	Yes	Yes
			UNM-Taos	Yes	Yes
Clayton Municipal Schools	40	>98.0%			
			Mesalands Community College	Yes	Yes
			Clovis Community College	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Cloudcroft Municipal Schools	45	86.3%			
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
			New Mexico State University Alamogordo	Yes	Yes
Clovis Municipal Schools	684	72.1%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Cobre Consolidated Schools	99	84.9%			
			New Mexico State University Doña Ana Community College	Yes	Yes
			Western New Mexico University	Yes	Yes
Corona Public Schools	12	89.6%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
Cuba Independent Schools	110	66.9%			
			Luna Community College	Yes	Yes
			Northern New Mexico College	Yes	Yes
			Central New Mexico Community College	Yes	Yes
Deming Public Schools	473	61.2%			
Deming Cesar Chavez Charter High School	103	25.1%	Eastern New Mexico University	Yes	Yes
			New Mexico State University	Yes	Yes
			Western New Mexico University	Yes	Yes
Des Moines Municipal Schools	8	>98.0%			
			Clovis Community College	Yes	Yes
Dexter Consolidated Schools	102	93.3%			
			Eastern New Mexico University Roswell	Yes	Yes
			Mesalands Community College	Yes	Yes
Dora Consolidated Schools	49	>98.0%			
			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
Dulce Independent Schools	70	63.9%			
			Northern New Mexico College	Yes	Yes
Elida Municipal Schools	15	97.3%			
			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 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Española Public Schools	371	45.2%			
			Northern New Mexico College	Yes	Yes
Estancia Municipal Schools	135	68.6%			
			Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Eunice Public Schools	46	77.2%			
			New Mexico Junior College	Yes	Yes
Farmington Municipal Schools	846	65.9%			
			New Mexico State University	Yes	Yes
			San Juan College	Yes	Yes
			Central New Mexico Community College	Yes	Yes
Floyd Municipal Schools	30	91.2%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Ft. Sumner Municipal Schools	31	94.5%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Mesalands Community College	Yes	Yes
Gadsden Independent Schools	1,129	81.3%			
Anthony Charter School (Gadsden)	13	58.9%	New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
Gallup-McKinley County Schools	1,241	65.8%			
Middle College HS (Gallup)	32	82.7%	University of New Mexico Gallup	Yes	Yes
			Navajo Technical College	Yes	Yes
Grady Municipal Schools	10	92.7%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Grants-Cibola County Schools	344	69.6%			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University Grants	Yes	Yes
Hagerman Municipal Schools	44	81.1%			
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
Hatch Valley Public Schools	119	63.3%			
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
Hobbs Municipal Schools	686	64.6%			
			Eastern New Mexico University	Yes	Yes
			New Mexico Junior College	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Hondo Valley Public Schools	13	71.4%			
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
House Municipal Schools	43	52.1%			
			Clovis Community College	Yes	Yes
			Mesalands Community College	Yes	Yes
Jal Public Schools	35	93.1%			
			New Mexico Junior College	Yes	Yes
			University of New Mexico	Yes	Yes
Jemez Mountain Public Schools	30	81.2%			
			Northern New Mexico College	Yes	Yes
			University of New Mexico	Yes	Yes
Jemez Valley Public Schools	54	85.9%			
Walatowa Charter HS (Jemez Valley)	21	90.7%	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
Lake Arthur Municipal Schools	17	64.9%			
			Eastern New Mexico University Roswell	Yes	Yes
Las Cruces Public Schools	2,226	70.8%			
Las Montanas Charter HS (Las Cruces)	187	45.2%	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
Las Vegas City Schools	211	75.7%			
			Luna community College		Yes
			New Mexico Highlands University	Yes	Yes
Logan Municipal Schools	29	78.5%			
			Clovis Community College	Yes	Yes
			Mesalands Community College	Yes	Yes
Lordsburg Municipal Schools	46	92.6%			
			Western New Mexico University	Yes	Yes
Los Alamos Public Schools	285	88.3%			
			University of New Mexico Los Alamos	Yes	Yes
Los Lunas Public Schools	788	66.4%			
			Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			University of New Mexico Valencia	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Loving Municipal Schools	45	93.0%			
			Eastern New Mexico University Roswell	Yes	Yes
			New Mexico Junior College	Yes	Yes
Lovington Municipal Schools	280	80.3%			
			New Mexico Junior College	Yes	Yes
Magdalena Municipal Schools	37	69.2%			
			Eastern New Mexico 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
Maxwell Municipal Schools	5	72.0%			
			Eastern New Mexico University	Yes	Yes
			Luna Community College	Yes	Yes
			New Mexico Junior College	Yes	Yes
			Northern New Mexico College	Yes	Yes
Melrose Municipal Schools	15	84.4%			
			Eastern New Mexico University	Yes	Yes
			Clovis Community College	Yes	Yes
Mesa Vista Consolidated School District	39	80.5%			
			University New Mexico Taos	Yes	Yes
			Northern New Mexico College	Yes	Yes
Mora Independent Schools	55	79.5%			
			Central New Mexico Community College	Yes	Yes
			Luna Community College	Yes	Yes
			New Mexico Highlands University	Yes	Yes
			University New Mexico Taos	Yes	Yes
Moriarty-Edgewood Schools	336	70.2%			
			Central New Mexico Community College	Yes	Yes
			Mesalands Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Mosquero Municipal Schools	6	>98.0%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Mountainair Public Schools	44	90.3%			
			Central New Mexico Community College	Yes	Yes
Pecos Independent Schools	78	79.2%			
			Luna Community College	Yes	Yes
Peñasco Independent Schools	66	84.9%			
			University New Mexico Taos	Yes	Yes
			Northern New Mexico College	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Pojoaque Valley Schools	191	77.6%			
			Northern New Mexico College	Yes	Yes
Portales Municipal Schools	244	79.6%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Quemado Independent Schools	23	94.9%			
			Luna Community College	Yes	Yes
			New Mexico State University Grants	Yes	Yes
			Western New Mexico University	Yes	Yes
Questa Independent Schools	44	87.2%			
			University of New Mexico Taos	Yes	Yes
Raton Public Schools	118	74.3%			
			Luna Community College	Yes	Yes
			New Mexico Highlands University	Yes	Yes
			University of New Mexico	Yes	Yes
Reserve Independent Schools	26	91.8%			
			Western New Mexico University	Yes	Yes
Rio Rancho Public Schools	1,439	72.9%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Roswell Independent Schools	817	71.6%			
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
Roy Municipal Schools	11	90.1%			
			Clovis Community College	Yes	Yes
Ruidoso Municipal Schools	192	83.9%			
			Eastern New Mexico University Ruidoso	Yes	Yes
San Jon Municipal Schools	20	96.1%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Mesalands Community College	Yes	Yes
Santa Fe Public Schools	1,133	56.5%			
Academy for Technology and the Classics (SFPS)	54	63.7%	Eastern New Mexico University	Yes	Yes
Monte Del Sol (SFPS)	81	70.8%	Central New Mexico Community College	Yes	Yes
Tierra Encantada Charter HS (SFPS)	62	20.8%	Institute of American Indian Arts	Yes	Yes
			Northern New Mexico College	Yes	Yes
			Santa Fe Community College	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Santa Rosa Consolidated Schools	58	80.1%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Luna Community College	Yes	Yes
Silver Consolidated Schools	236	78.2%			
			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
Socorro Consolidated Schools	178	75.9%			
			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
Springer Municipal Schools	22	84.4%			
			Luna Community College	Yes	Yes
Taos Municipal Schools	301	67.5%			
Taos Cyber Magnet	14	51.7%	University New Mexico Taos	Yes	Yes
Vista Grande (Taos)	69	46.7%			
Tatum Municipal Schools	32	92.0%			
			Eastern New Mexico University	Yes	Yes
			New Mexico Junior College	Yes	Yes
Texico Municipal Schools	53	95.9%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Mesalands Community College	Yes	Yes
Truth or Consequences Municipal Schools	120	71.5%			
			Eastern New Mexico University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
			Western New Mexico University	Yes	Yes
Tucumcari Public Schools	114	75.9%			
			Mesalands Community College	Yes	Yes
Tularosa Municipal Schools	83	90.5%			
			New Mexico State University Alamogordo	Yes	Yes
Vaughn Municipal Schools	7	73.7%			
			Clovis Community College	Yes	Yes
			Central New Mexico Community College	Yes	Yes

Local Education Agency (LEA)	Student Records (N)	4—Year Cohort Graduation Rate Class of 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Wagon Mound Public Schools	7	>98.0%			
			Luna Community College	Yes	Yes
West Las Vegas Public Schools	186	76.9%			
			New Mexico Highlands University	Yes	Yes
			Luna Community College	Yes	Yes
Zuni Public Schools	171	79.5%			
			University of New Mexico Gallup	Yes	Yes
LEA (State Charters)					
Academy of Trades and Technology	135	15.1%			
			Central New Mexico Community College	Yes	Yes
ACE Leadership High School	*	*			
			Central New Mexico Community College	Yes	Yes
Albuquerque Institute for Math & Science (AMIS)	40	85.3%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Albuquerque School of Excellence	*	*			
Aldo Leopold Charter High School	26	71.5%			
			Western New Mexico University	Yes	Yes
Alma d' Arte Charter High	72	97.6%			
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
Amy Biehl Charter High School	101	51.5%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Cesar Chavez Community School	88	20.0%			
			Central New Mexico Community College	Yes	Yes
Cottonwood Classical Preparatory School	12	62.9%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Creative Education Prep Institute #1	86	51.6%			
			Central New Mexico Community College	Yes	Yes
East Mountain High School (State)	102	86.2%			
			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 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
Gilbert L. Sena Charter High School (State)	82	38.8%			
			Central New Mexico Community College	Yes	Yes
Media Arts Collaborative Charter School, Albuquerque NM	86	54.8%			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University	Yes	Yes
			University of New Mexico	Yes	Yes
New Mexico School for Arts		*			
			Santa Fe Community College	Yes	Yes
			Institute of American Indian Arts	Yes	Yes
School of Dreams Academy		*			
			University of New Mexico Valencia	Yes	Yes
Southwest Secondary Learning Center	78	94.5%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Taos Academy Charter School	7	95.7%			
			Central New Mexico Community College	Yes	Yes
			University New Mexico Taos	Yes	Yes
The ASK Academy		*			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
The Great Academy		*			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University	Yes	Yes
			University of New Mexico	Yes	Yes
The Learning Community	42	70.0%			
			Central New Mexico Community College	Yes	Yes
The MASTERS Program	26	76.8%			
			Santa Fe Community College	Yes	Yes
The New America School	61	34.7%			
			Central New Mexico Community College	Yes	Yes
Tierra Adentro: The NM School of Academics, Arts & Artesania		*			
			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 2011	Postsecondary Institution	MOA	Agreed Upon Dual Credit Courses Per MOA
LEA (Bureau of Indian Education)					
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		*			
LEA (State Institutions)					
CYFD		*			
Juvenile Justice	202	9.0%	Santa Fe Community College	Yes	Yes
			Central New Mexico Community College	Yes	Yes
Children's PSYC	23	23.3%			
New Mexico Corrections		*			
New Mexico School for the Blind & Visually Handicap	4	<2.0%			
New Mexico School for the Deaf	11	71.2%			
Sequoyah (NM DEPT OF HEALTH)	31	66.9%			
* 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 2011

CIP Codes	Title	Enrollment
1	Agriculture and related sciences	457
3	Natural resources and conservation	81
4	Architecture and related services	3
5	Area ethnic cultural and gender studies	16
9	Communication and journalism	244
10	Communications technologies	203
11	Computer and information sciences	516
12	Personal and culinary services	377
13	Education	248
14	Engineering	36
15	Engineering technologies / technicians	372
16	Foreign language, literatures, linguistics	486
19	Family and consumer / human science	137
22	Legal profession and studies	11
23	English language and literature / letters	754
24	Liberal arts, general studies, humanities	429
25	Library Sciences	6
26	Biological and biomedical science	487
27	Mathematics and statistics	891
28	Military Science	2
30	Multi / interdisciplinary studies	7

CIP Codes	Title	Enrollment
31	Park, recreation, leisure, and fitness	5
32	Basic skills	128
36	Leisure and recreational	122
37	Personal awareness and self -improvement	480
38	Philosophy and religious studies	65
40	Physical science	441
41	Science technology / technicians	29
42	Psychology	350
43	Security and protective services	256
44	Public administration and social service professions	41
45	Social science	682
46	Construction trades	266
47	Mechanic and repair technologies / technicians	415
48	Precision production	315
49	Transportation and Materials	2
50	Visual and performing arts	684
51	Health profession and related clinical sciences	1,026
52	Business, management, marketing, and related	648
54	History	387

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:

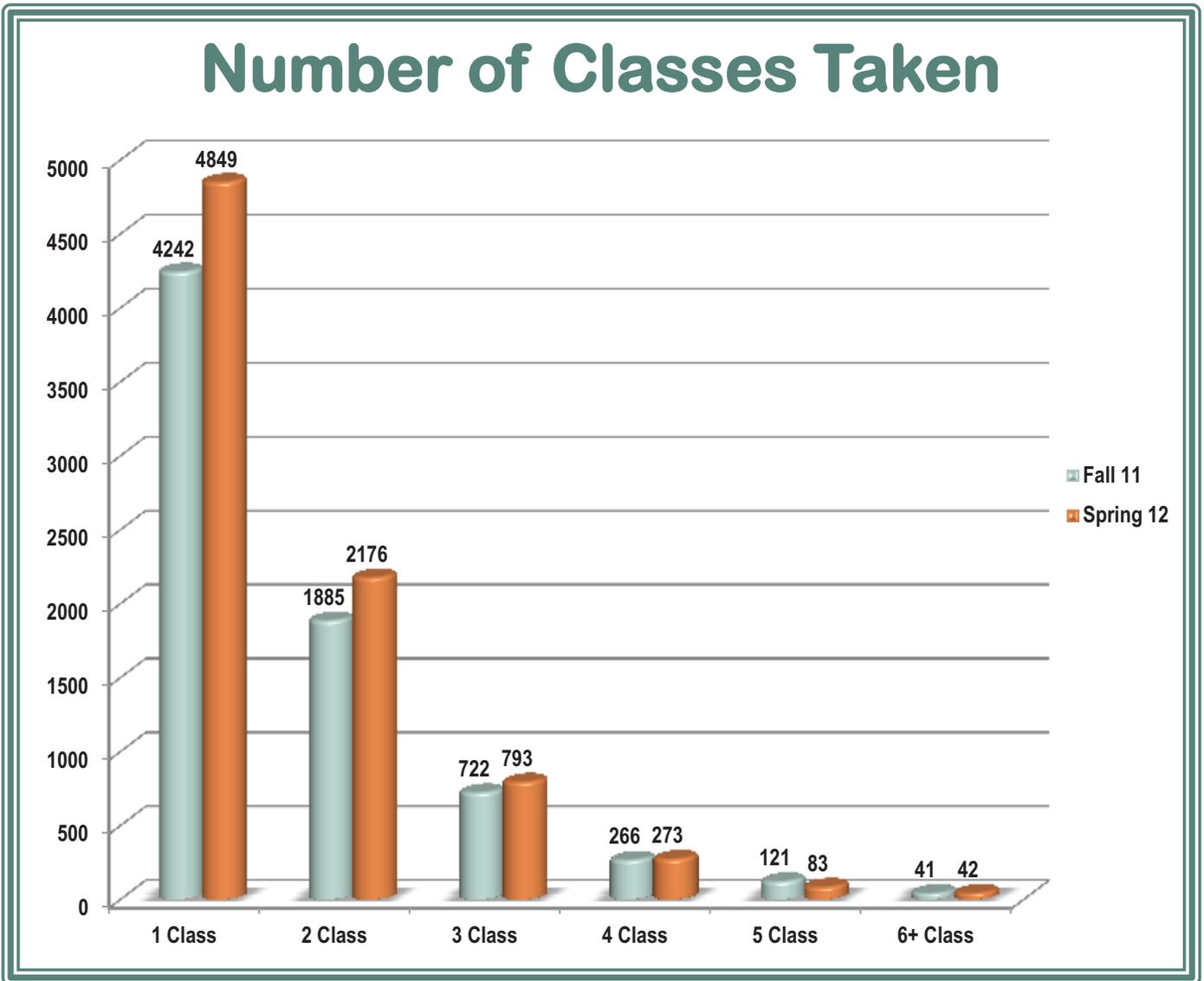
- Computer and information sciences
- English Language and literature / letters
- Biological and biomedical science
- Mathematics and statistics
- Psychology
- Social science
- Mechanic and repair technology / technicians
- Visual and performing arts
- Health profession and related clinical sciences
- Business management, marketing, and related

Subject Area of Dual Credit Courses Spring 2012

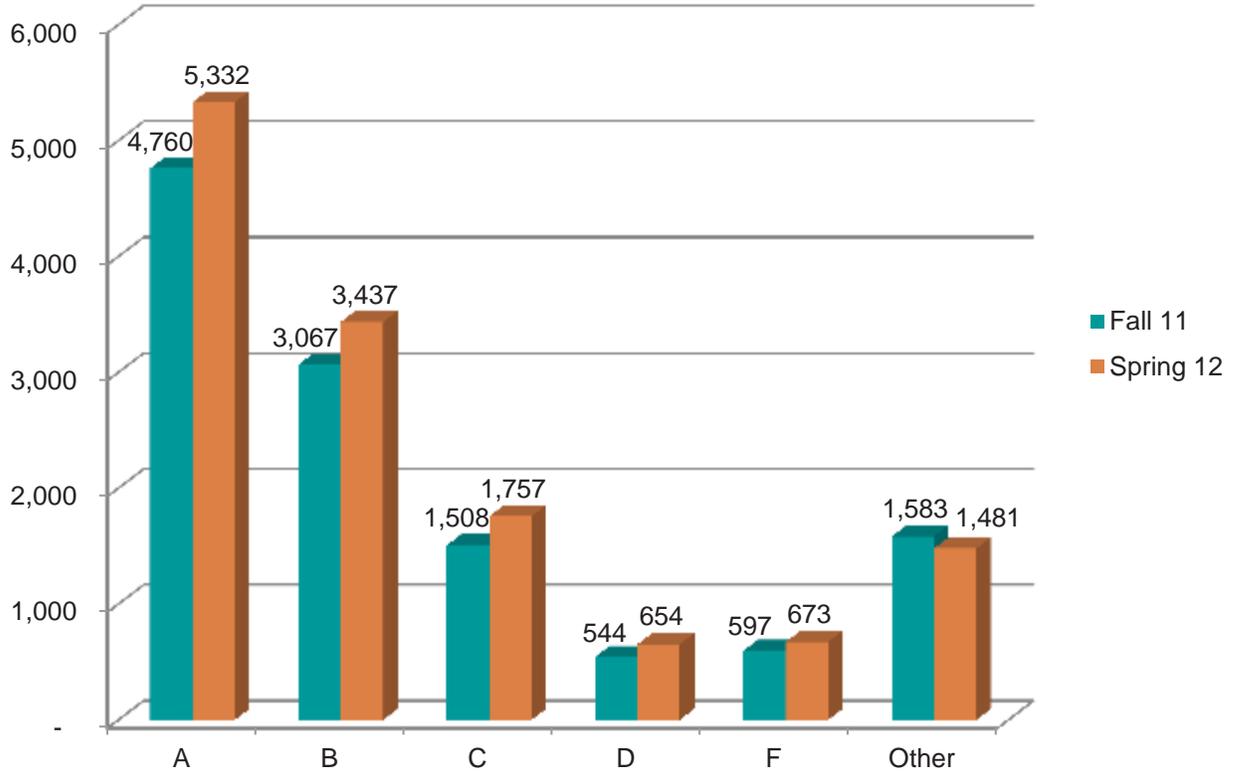
CIP Codes	Title	Enrollment
1	Agriculture and related sciences	220
3	Natural resources and conservation	33
4	Architecture and related services	1
5	Area ethnic cultural and gender studies	45
9	Communication and journalism	303
10	Communications technologies	171
11	Computer and information sciences	668
12	Personal and culinary services	244
13	Education	325
14	Engineering	49
15	Engineering technologies / technicians	459
16	Foreign language, literatures, linguistics	487
19	Family and consumer / human science	152
22	Legal profession and studies	13
23	English language and literature / letters	1,249
24	Liberal arts, general studies, humanities	486
26	Biological and biomedical science	608
27	Mathematics and statistics	924
28	Military Science	2
30	Multi / interdisciplinary studies	70
31	Park, recreation, leisure, and fitness	11

CIP Codes	Title	Enrollment
32	Basic skills	49
34	Health Related Knowledge	2
36	Leisure and recreational	34
37	Personal awareness and self-improvement	425
38	Philosophy and religious studies	150
40	Physical science	470
41	Science Technology/Technicians	4
42	Psychology	623
43	Security and protective services	288
44	Public administration and social service professions	33
45	Social science	643
46	Construction trades	278
47	Mechanic and repair technologies/technicians	416
48	Precision production	320
49	Transportation and materials moving	1
50	Visual and performing arts	774
51	Health profession and related clinical sciences	1,314
52	Business, management, marketing, and related	597
54	History	409

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



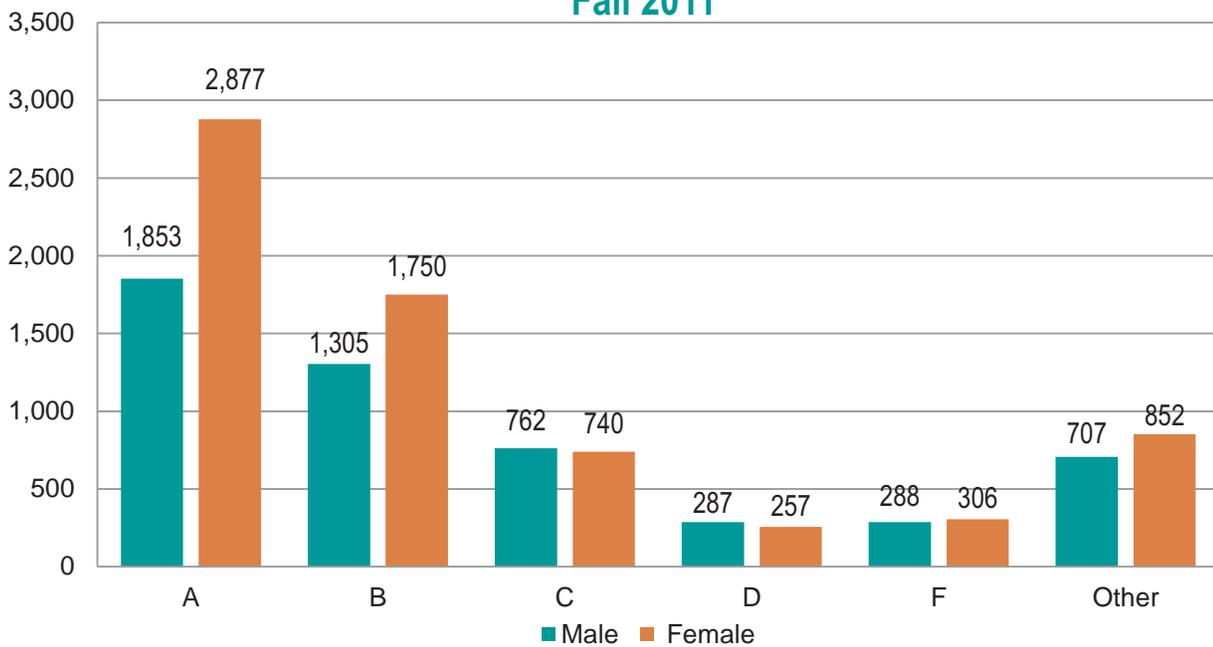
Course Grade Distribution



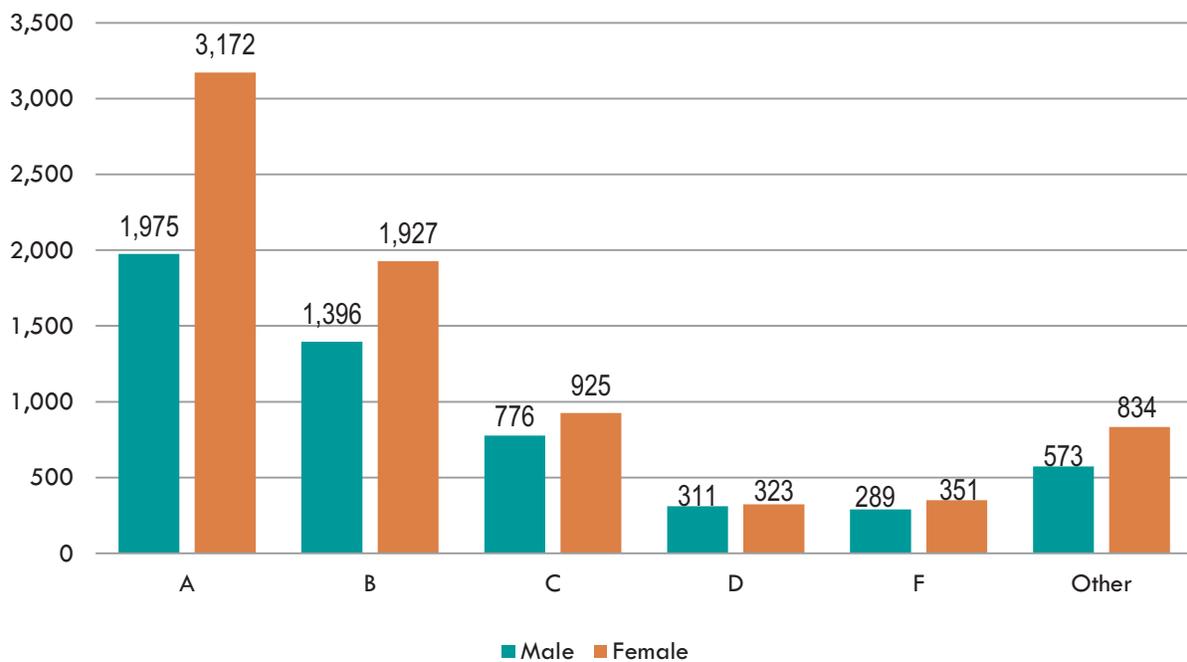
New Mexico’s School Grading Accountability system requires that students in dual credit courses achieve a grade of “C” or better in order to be considered successful. Under that standard, 77% to 78% of the enrollees met the success criterion in school year 2011–2012. Of the remaining students considered 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. One may conclude that the dual credit experience seems to profit each group equitably.

Course Grade Distribution by Gender Fall 2011

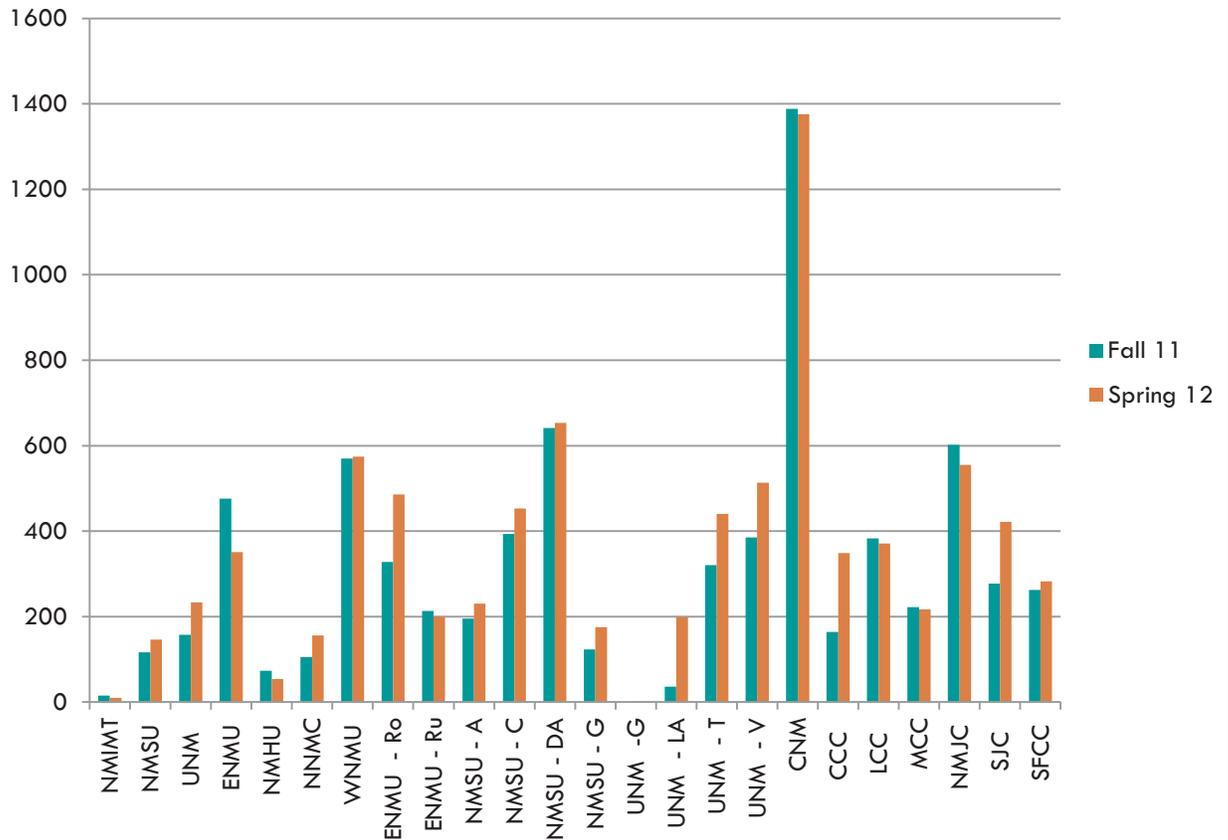


Course Grade Distribution by Gender Spring 2012



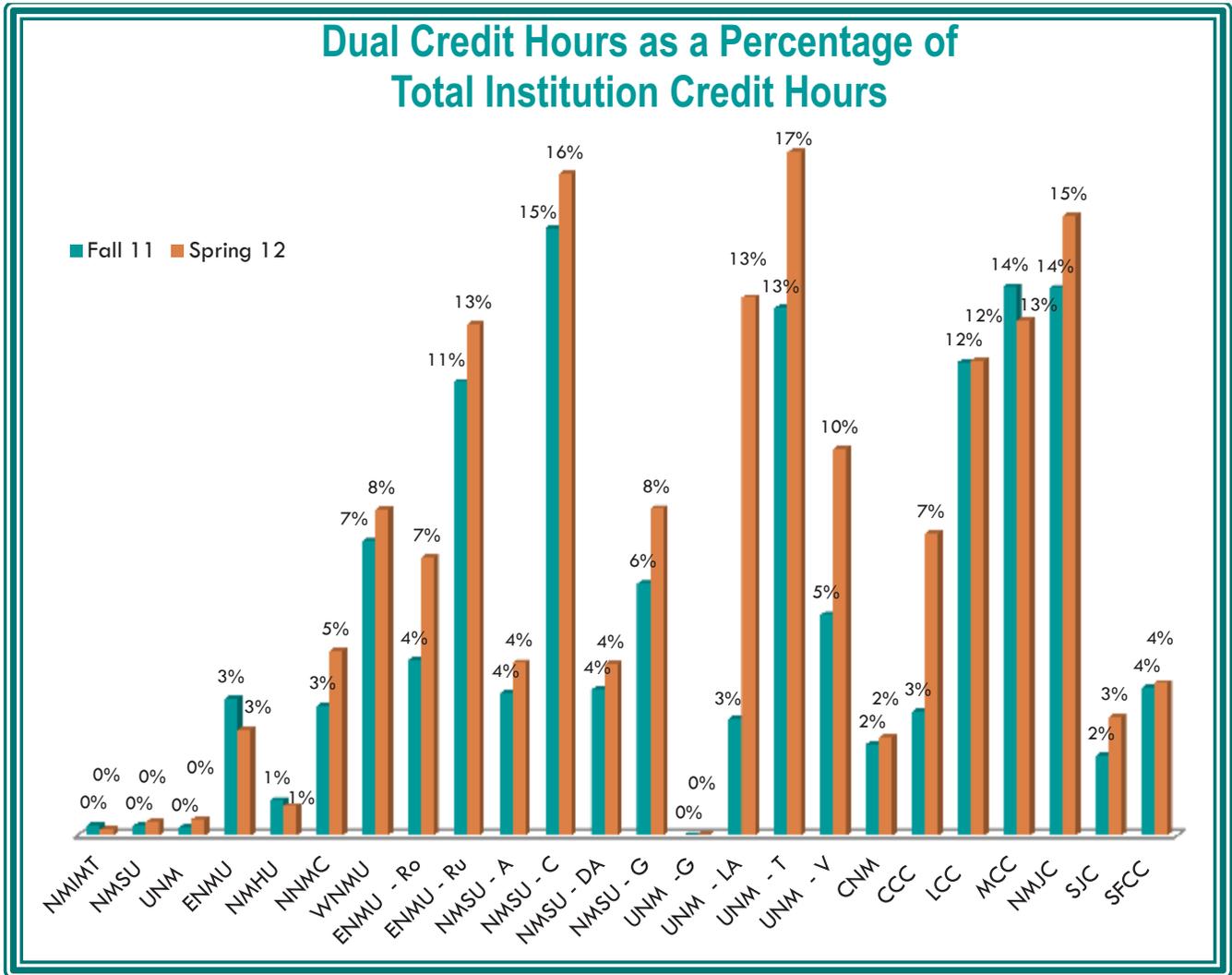
OTHER includes Pass / Fail, Credit / No Credit, Withdrawals, No Grade, etc.

Dual Credit Enrollment at Postsecondary Institutions



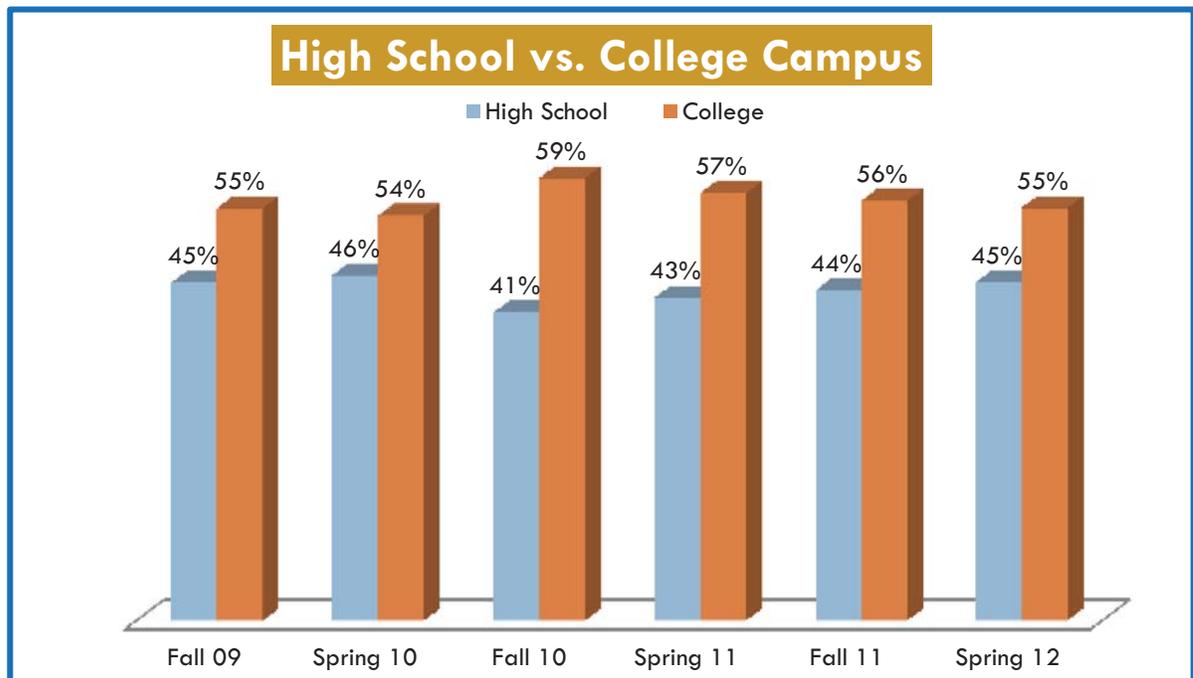
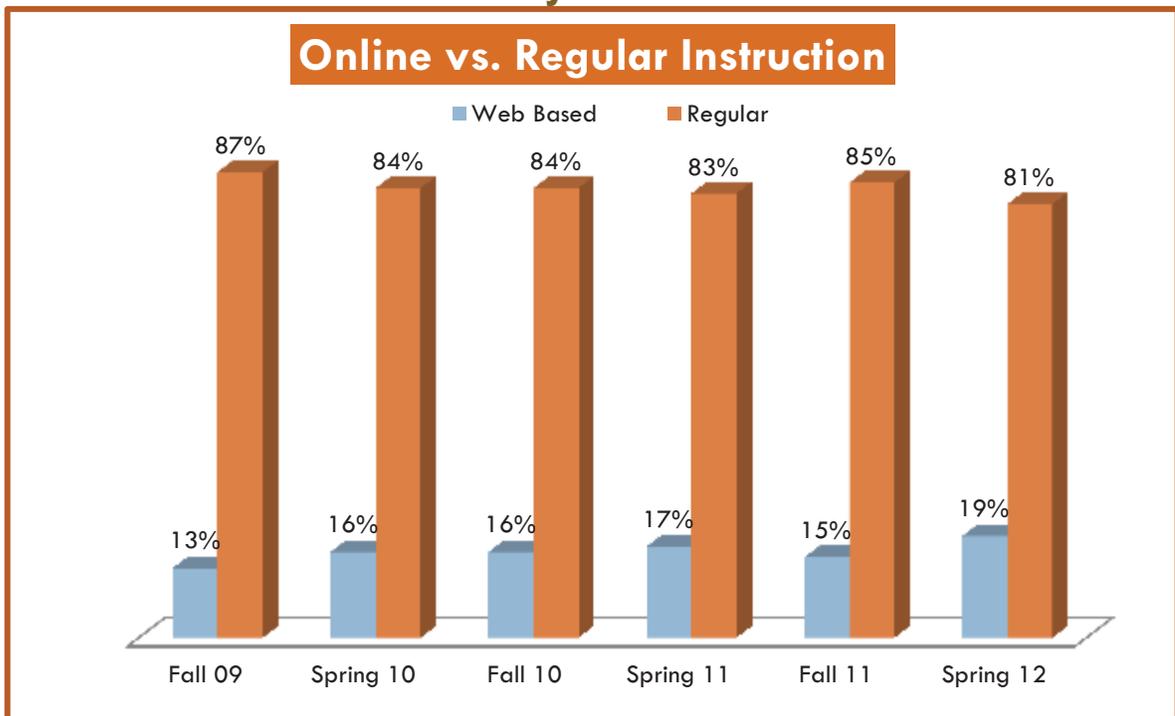
There are 24 institutions that generally participate in the dual credit endeavor (please see key to institution names in the glossary). The institutions that serve a preponderance of students are Central New Mexico Community College in Albuquerque, the New Mexico State University Dona Ana Branch in Las 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 NMSU Carlsbad Branch (15%–16%), UNM Taos Branch (13%–17%), and NMJC (14–15%). While CNM serves the largest volume of dual credit students, this accounts for only 2% of its total student program.

Course Delivery and Course Location



The growth of online delivery of dual credit coursework has increased during the past three years, from 13% to 19%. 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.

The Cost of Providing Dual Credit Courses

The PED disbursed a total of \$812,300 during fiscal year 2012 for instructional materials related to dual credit.

Evaluation of the Dual Credit Program

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
- 11,666 individual students completed dual credit courses during the 2011–2012 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

Initiatives—Recommendations

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.”¹

“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.”²

¹ *HED Commentary*, Program Evaluation Team, LFC Report On Higher Education — Central New Mexico And Doña Ana Community Colleges, Legislative Finance Committee, December 7, 2011.

² *College Completion Toolkit*, US Department of Education, page 11.

Trends

There are approximately 330,000 students in grades K–12 and New Mexico’s demographics include 59% Hispanic, 26% White, 10% Native American, and 2% are African American, and 1% are Asian or of other ethnicity. New Mexico is ranked 36th in overall population size, has the fifth largest land mass in the U.S. and ranks 45th in population density. Some of the state’s unique challenges include having only 6.3 people per square mile. This presents a challenge because of being hard to educate students in rural areas, particularly on Indian Reservations. 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.

Education is the key to America’s growth which helps lead to good jobs and higher earning power in America. The benefits from dual credit enrollment and trends that are occurring across the U.S. are as follows:

- Facilitating the transition between high school and college
- Allowing students to complete a degree faster
- Reducing costs for a college education
- Reducing high school dropout rates
- Preparing students for college work and reducing the need for remedial coursework
- Enhancing the high school curriculum
- Making more effective use of the senior year in high school
- Developing the connection between high school and college curricula
- Raising the student’s motivation and goal to attend college
- Acclimatizing students to the college environment
- Freeing space on college campuses
- Improving relationships between colleges and their communities
- Easing recruitment of students to college
- Enhancing opportunities for underserved student populations

National studies indicate that participation in dual credit correlates positively with college enrollment, persistence in college, and higher college grade point averages. Data from New Mexico shows higher persistence and completion rates for dual credit students. This is an important consideration because dual credit eligibility standards limit participation to those who are deemed ready to attempt college-level work while in high school (a group more likely to have better outcomes).

Conclusion

The Dual Credit Program is designed to address the problems which have made it difficult for students to succeed using the community college pathway to graduation. This program also provides a seamless transition from high school to college, greater likelihood of success in subsequent collegiate work and chances of earning a high school diploma and college degree. Other benefits include, there will be a reduced cost of enrolling in higher education courses, an opportunity to access college facilities and resources such as tutoring services, computer labs and counseling services. It will also enhance skills needed to be successful at the collegiate level such as management skills, critical thinking skills and study skills.

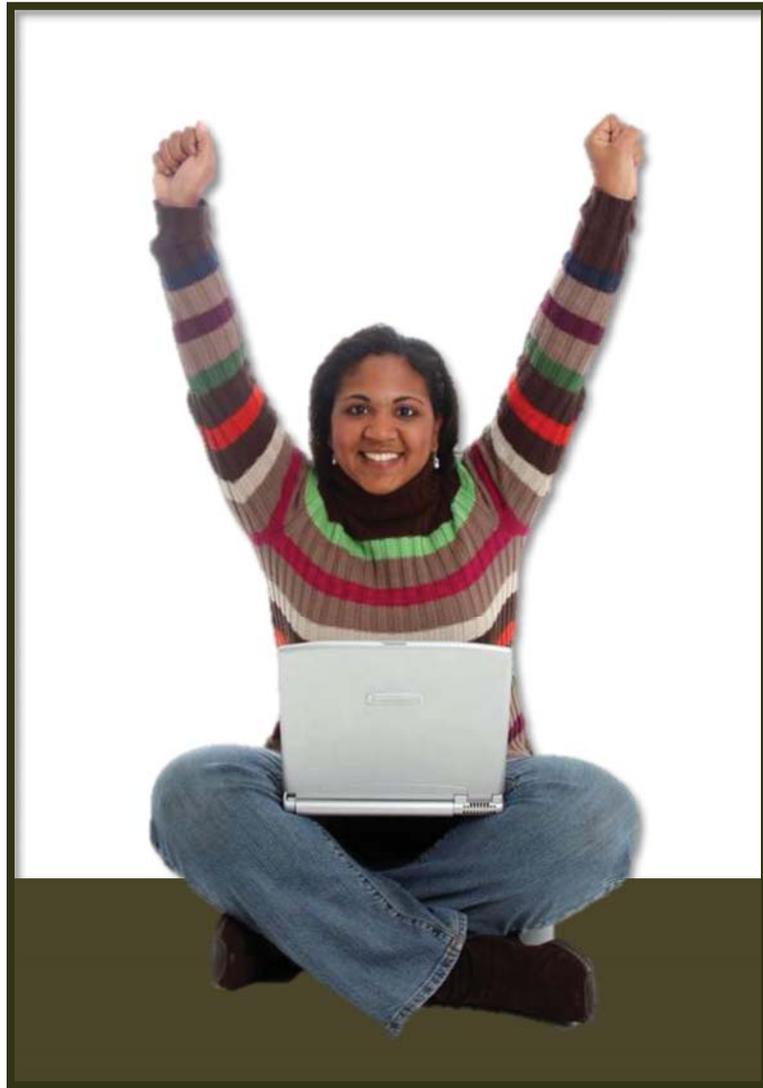
Dual Credit also provides a variety of experiences for students as follows:

- 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

Dual Credit Programs help align secondary and postsecondary curricular expectations for our students by preparing students to graduate at a higher rate, enter college at a higher rate, and require less remediation in college.

- Key data-driven components collected during the 2011–2012 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 2011–2012.
 - The growth of online delivery of dual credit coursework has almost doubled in the past three years, from 9% to 17%.

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



Appendices



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 $\frac{1}{2}$ 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 student 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

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

Abbreviation		Institution and Campus Name	
Institution	Campus	Institution	Campus
CCC		Clovis Community College	Main
CNM		Central New Mexico Community College	Main
ENMU		Eastern New Mexico University	Main
ENMU	Ros	Eastern New Mexico University	Roswell Branch
ENMU	Rui	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	A	New Mexico State University	Alamogordo Branch
NMSU	C	New Mexico State University	Carlsbad Branch
NMSU	G	New Mexico State University	Grants Branch
NMSU	DA	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	G	University of New Mexico	Gallup Branch
UNM	LA	University of New Mexico	Los Alamos Branch
UNM	V	University of New Mexico	Valencia Branch
UNM	T	University of New Mexico	Taos Branch
WNMU		Western New Mexico University	Main

LEGISLATIVE EDUCATION STUDY COMMITTEE

Chama Middle School

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DUAL CREDIT REPORT: NEW MEXICO

Presentation by

Dr. Gerald R. Pitzl
P-20 Policy Analyst
NM Higher Education Department

STATE OF
NEW MEXICO



HIGHER
EDUCATION
DEPARTMENT

GERALD R. PITZL, Ph.D.
P-20 POLICY ANALYST

2048 GALISTEO STREET
SANTA FE, NM 87505-2100
PHONE: (505) 476-8407
CELL: (505) 699-2983
FAX: (505) 476-8453
gerald.pitzl@state.nm.us
www.hed.state.nm.us

Dual Credit Enrollment Information

- Summer 2011
 - 1,146 Students *
 - 1,677 Records **
 - Fall 2011
 - 7,966 Students *
 - 12,105 Records**
 - Spring 2012
 - 8,126 Students *
 - 13,350 Records**
- ↓ ↓ ↓
- Academic Year 2011–2012
 - 11,666 Unique Students ***
 - 6,426 Female Students
 - 4,890 Male Students

*The number of students represents a distinct head count for a dual credit student for each semester.

**Records refer to number of courses each student can take in a given semester
(Example: One student can take three classes, and then there will be three records.)

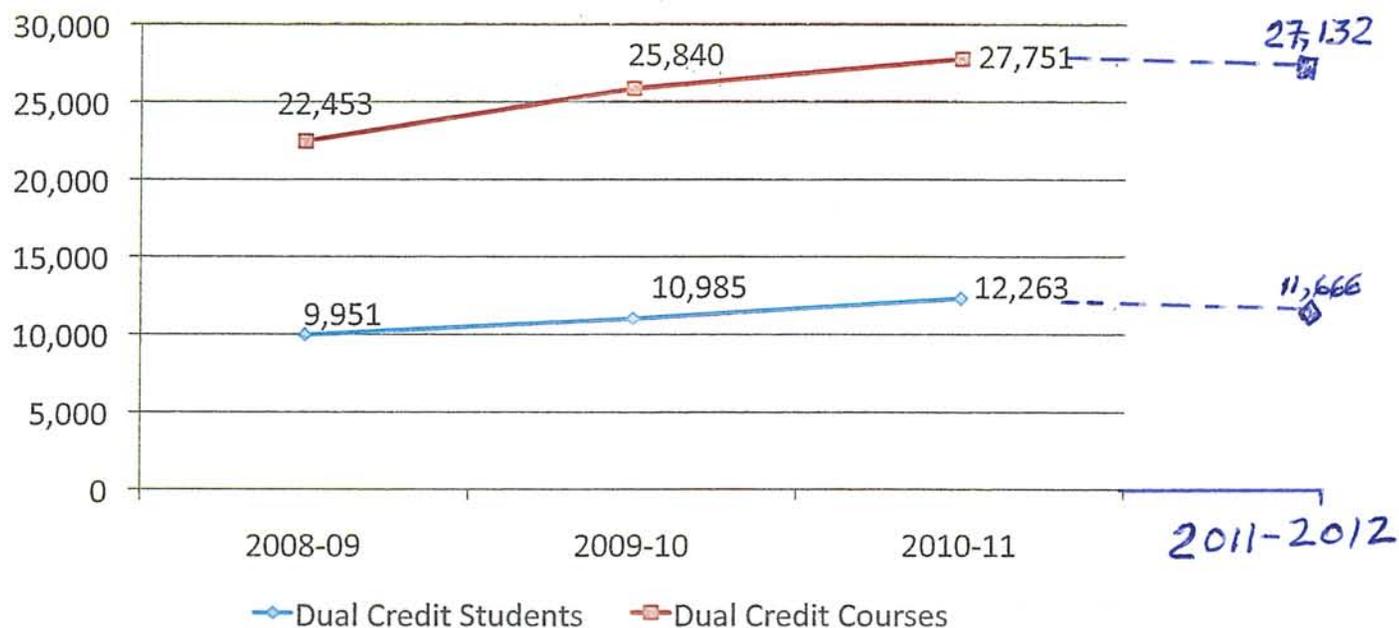
*** For AY11–12, unique students refer to distinct students that were taking DC courses in any semester.
The gender count does not add back to the actual count (11,666) as information for demographic info for DC students that enrolled after census is not available.

A total of 11,666 students enrolled in one or more dual credit courses in school year 2011–2012. This figure represents 12.0% of the total high school population in grades 9–12.

1

New Mexico Dual Credit Program Growth

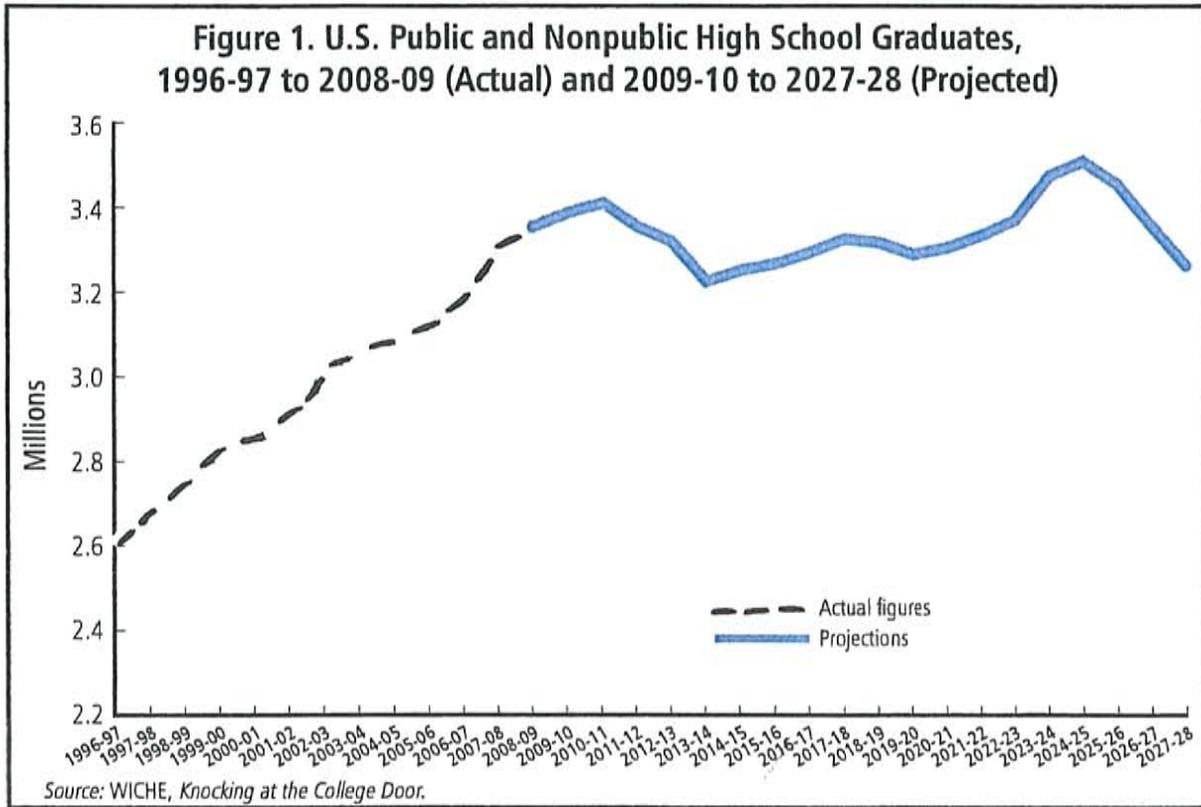
(Modified to include 2011-2012 values)



Note -- 2012-2013 values for 'Dual Credit Students' and 'Dual Credit Courses' will be available August 30, 2013.

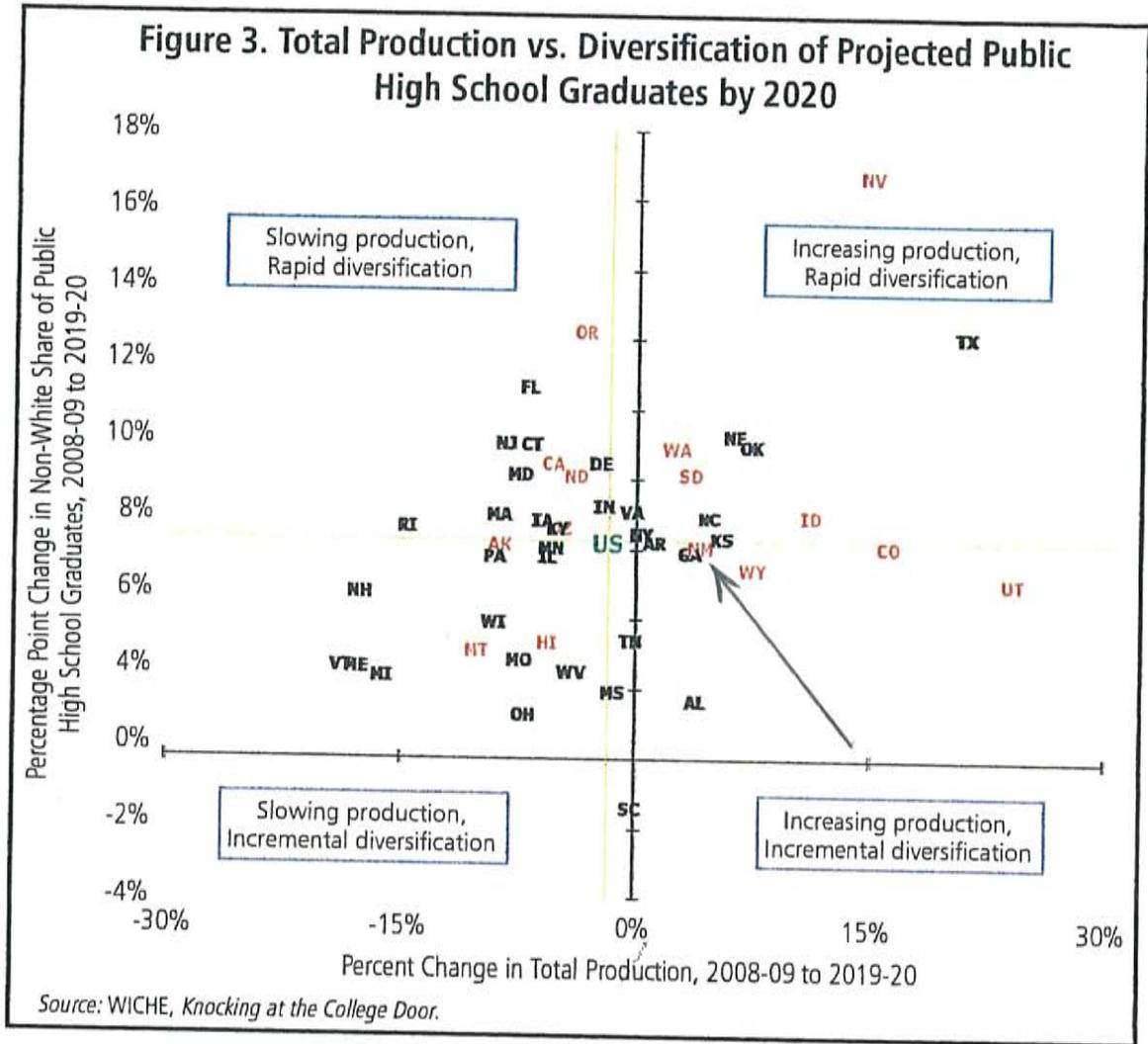
K. Stevenson, P. Winograd, and A. Gonzales, "New Mexico's Dual Credit Program: A Study of Student Outcomes and Cost Effectiveness", A Presentation to *The Bridge of Southern New Mexico*, May 9, 2012. UNM Center for Education Policy and Research.

2



Brian T. Prescott, "Demography as Destiny: Policy Considerations in Enrollment Management, Publication Number 2A385, *Policy Insights*, WICHE, April 2013, p. 1. Contact the author at bprescott@wiche.edu or 303.541.0255.

Figure 3. Total Production vs. Diversification of Projected Public High School Graduates by 2020



Source: WICHE, *Knocking at the College Door*.

Prescott, "Demography as Destiny", p. 2.

NEW MEXICO

Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non- Hispanic	Hispanic	White non- Hispanic			
1996-97	15,700	1,533	235	335	6,457	7,140	15,700	1,258	16,958
1997-98	16,529	1,595	228	353	7,083	7,270	16,529	1,456	17,985
1998-99	17,317	1,631	256	358	7,497	7,575	17,317	1,460	18,777
1999-00	18,031	1,858	207	416	7,591	7,959	18,031	1,400	19,431
2000-01	18,199	1,996	236	426	7,954	7,587	18,199	1,478	19,677
2001-02	18,094	1,923	241	398	7,959	7,574	18,094	1,362	19,456
2002-03	16,923	1,802	236	319	7,572	6,994	16,923	1,500	18,423
2003-04	17,892	1,894	265	405	8,123	7,205	17,892	1,609	19,501
2004-05	17,353	1,799	249	364	8,074	6,867	17,353	1,400	18,753
2005-06	17,822	2,029	270	425	8,197	6,901	17,822	1,407	19,229
2006-07	16,131	1,839	258	386	7,395	6,253	16,131	1,495	17,626
2007-08	18,264	2,177	297	467	8,740	6,583	18,264	1,546	19,810
2008-09	17,931	2,118	277	478	8,760	6,298	17,931	1,387	19,318
2009-10	18,066	2,039	274	372	9,583	5,798	18,092	1,372	19,465
2010-11	18,482	2,079	262	404	9,818	5,919	18,511	1,308	19,819
2011-12	17,929	2,037	267	441	9,567	5,617	18,141	1,249	19,389
2012-13	17,759	1,843	289	437	9,619	5,572	18,040	1,221	19,260
2013-14	17,365	1,746	342	414	9,420	5,443	17,678	1,163	18,841
2014-15	17,334	1,692	389	401	9,370	5,482	17,761	1,155	18,916
2015-16	17,562	1,772	348	389	9,656	5,398	18,057	1,071	19,128
2016-17	18,245	1,868	386	432	10,137	5,422	18,753	1,003	19,756
2017-18	18,385	1,823	343	455	10,263	5,501	18,872	1,003	19,875
2018-19	18,779	1,873	382	431	10,440	5,653	19,222	964	20,186
2019-20	18,753	1,936	387	448	10,536	5,446	19,230	895	20,124
2020-21	18,875	1,905	436	420	10,525	5,589	19,316	863	20,180
2021-22	19,147	2,002	378	403	10,710	5,654	19,643	958	20,601
2022-23	19,647	2,040	460	478	11,155	5,514	20,045	978	21,023
2023-24	20,450	2,145	524	508	11,668	5,605	20,843	1,003	21,845
2024-25	20,947	2,053	489	516	12,058	5,831	21,268	1,012	22,279
2025-26	20,595	2,108	504	484	11,875	5,623	20,956	997	21,953
2026-27	19,777	2,058	455	509	11,428	5,327	20,141	967	21,108
2027-28	19,039	1,888	495	488	10,934	5,235	19,353	929	20,282

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

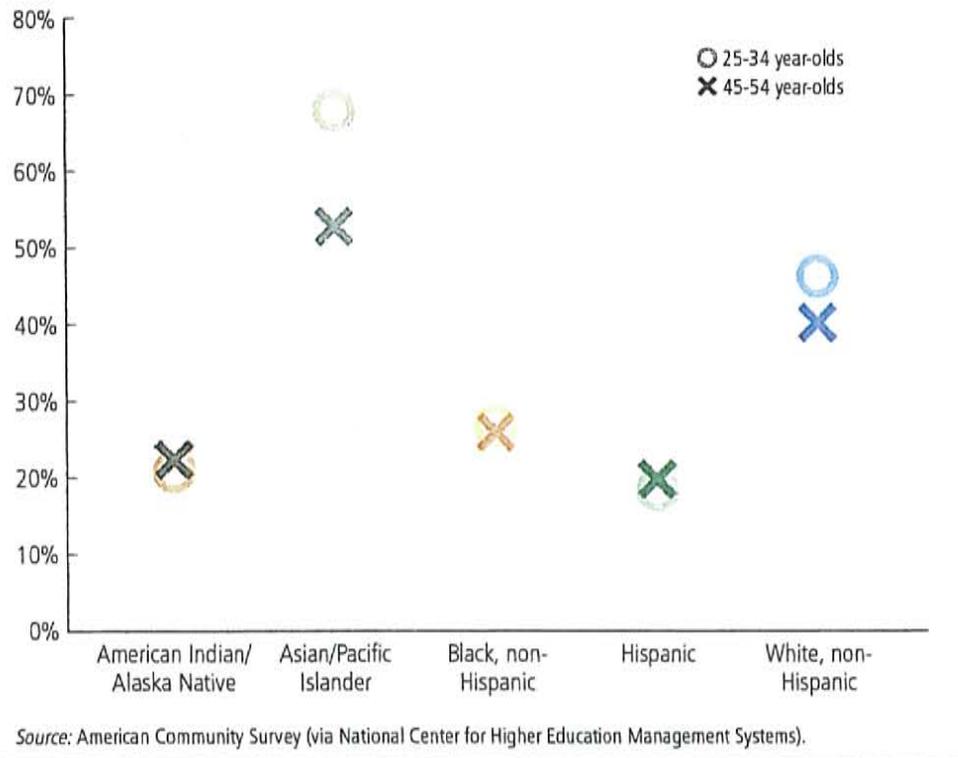
Actual
 Projected

Brian T. Prescott and Pearce Bransberger. *Knocking at the College Door: Projections of High School Graduates*, 8th ed. Boulder CO: Western Interstate Commission for Higher Education, 2012, p. 107.

Electronic version of *Knocking at the College Door* is available for download at www.wiche.edu/Knocking.

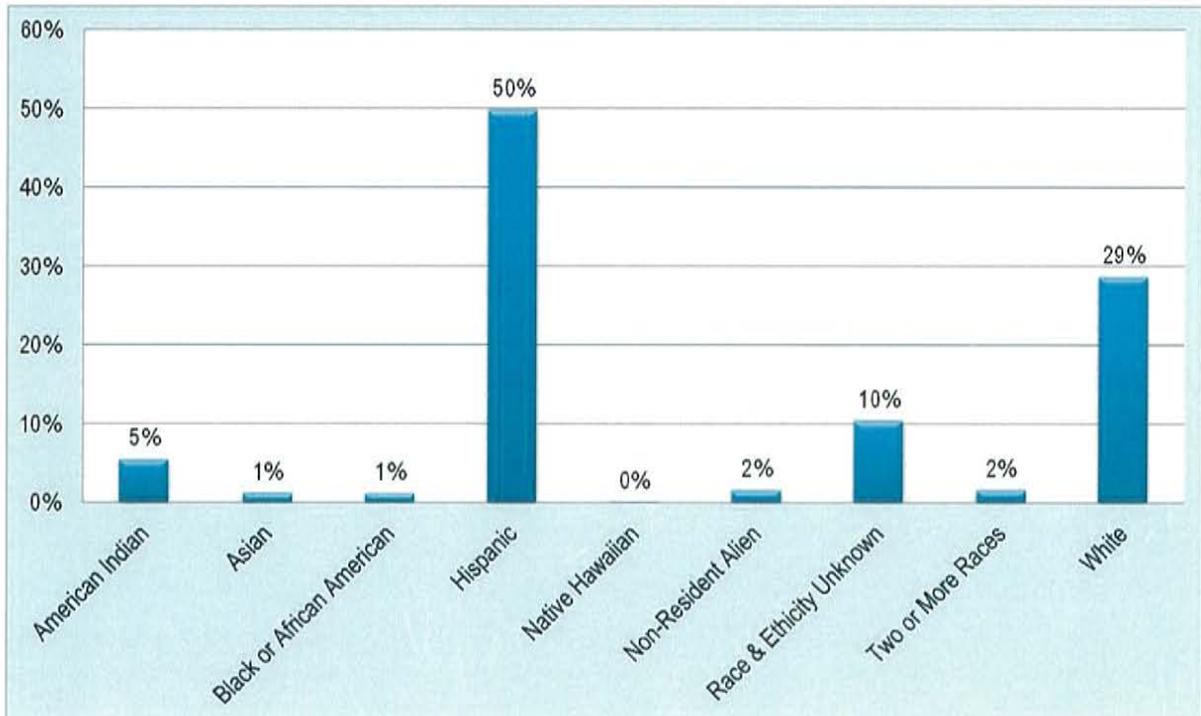
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Figure 4. Differences in College Attainment (Associate's and Higher) Between Younger and Older Adults by Race/Ethnicity, 2008-2010



Prescott, "Demography as Destiny", p. 3.

Dual Credit Enrollment by Ethnicity AY11–12



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

Of reported single ethnicities of enrollees, Hispanic and American Indian students are enrolling in dual credit courses at a slightly lower rate (50% and 5%) than is found in the high school population (58.22% and 10.84%). This pattern is reversed for White students who are represented in higher numbers in the dual credit population (29%) when compared to their high school prevalence (27.05%). It is notable that 10% 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.

7

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 2011

CIP Codes	Title	Enrollment
1	Agriculture and related sciences	457
3	Natural resources and conservation	81
4	Architecture and related services	3
5	Area ethnic cultural and gender studies	16
9	Communication and journalism	244
10	Communications technologies	203
11	Computer and information sciences	516
12	Personal and culinary services	377
13	Education	248
14	Engineering	36
15	Engineering technologies / technicians	372
16	Foreign language, literatures, linguistics	486
19	Family and consumer / human science	137
22	Legal profession and studies	11
23	English language and literature / letters	754
24	Liberal arts, general studies, humanities	429
25	Library Sciences	6
26	Biological and biomedical science	487
27	Mathematics and statistics	891
28	Military Science	2
30	Multi / interdisciplinary studies	7

CIP Codes	Title	Enrollment
31	Park, recreation, leisure, and fitness	5
32	Basic skills	128
36	Leisure and recreational	122
37	Personal awareness and self -improvement	480
38	Philosophy and religious studies	65
40	Physical science	441
41	Science technology / technicians	29
42	Psychology	350
43	Security and protective services	256
44	Public administration and social service professions	41
45	Social science	682
46	Construction trades	266
47	Mechanic and repair technologies / technicians	415
48	Precision production	315
49	Transportation and Materials	2
50	Visual and performing arts	684
51	Health profession and related clinical sciences	1,026
52	Business, management, marketing, and related	648
54	History	387

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
- English Language and literature / letters
- Biological and biomedical science
- Mathematics and statistics
- Psychology
- Social science
- Mechanic and repair technology / technicians
- Visual and performing arts
- Health profession and related clinical sciences
- Business management, marketing, and related

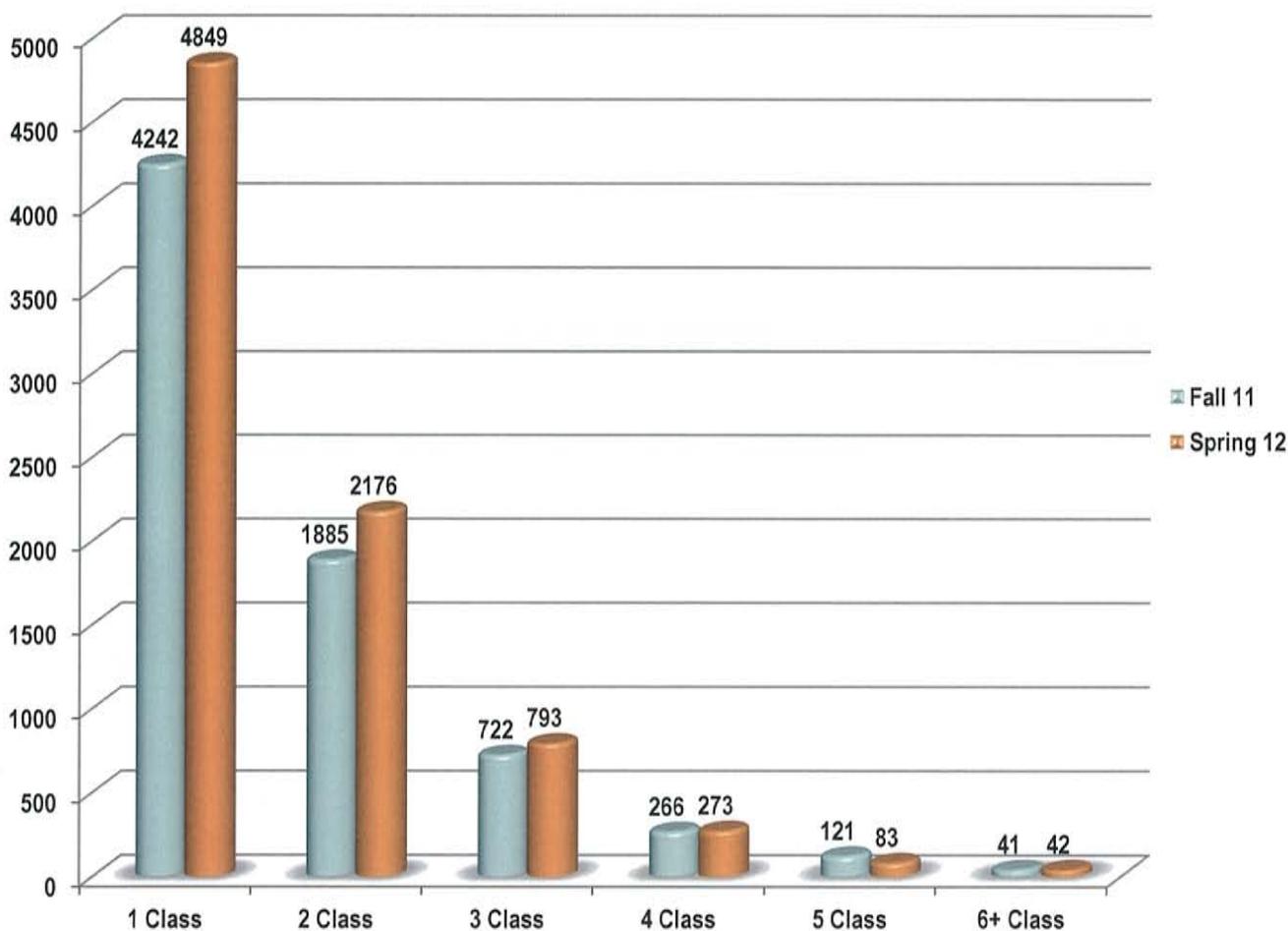
Subject Area of Dual Credit Courses Spring 2012

CIP Codes	Title	Enrollment
1	Agriculture and related sciences	220
3	Natural resources and conservation	33
4	Architecture and related services	1
5	Area ethnic cultural and gender studies	45
9	Communication and journalism	303
10	Communications technologies	171
11	Computer and information sciences	668
12	Personal and culinary services	244
13	Education	325
14	Engineering	49
15	Engineering technologies / technicians	459
16	Foreign language, literatures, linguistics	487
19	Family and consumer / human science	152
22	Legal profession and studies	13
23	English language and literature / letters	1,249
24	Liberal arts, general studies, humanities	486
26	Biological and biomedical science	608
27	Mathematics and statistics	924
28	Military Science	2
30	Multi / interdisciplinary studies	70
31	Park, recreation, leisure, and fitness	11

CIP Codes	Title	Enrollment
32	Basic skills	49
34	Health Related Knowledge	2
36	Leisure and recreational	34
37	Personal awareness and self-improvement	425
38	Philosophy and religious studies	150
40	Physical science	470
41	Science Technology/Technicians	4
42	Psychology	623
43	Security and protective services	288
44	Public administration and social service professions	33
45	Social science	643
46	Construction trades	278
47	Mechanic and repair technologies/technicians	416
48	Precision production	320
49	Transportation and materials moving	1
50	Visual and performing arts	774
51	Health profession and related clinical sciences	1,314
52	Business, management, marketing, and related	597
54	History	409

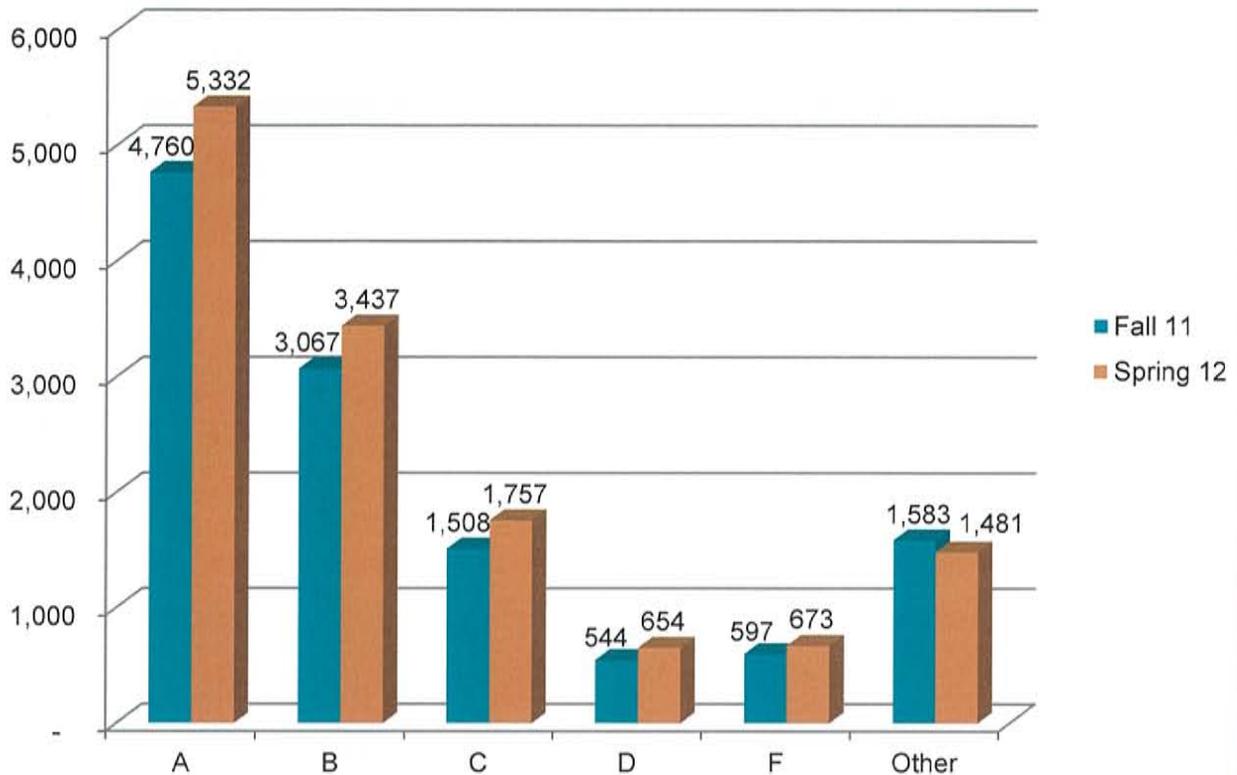
Students may accumulate dual course credits by enrolling in a single course each semester (summer, fall, and spring), or by taking more than one class in a single semester. The majority of students limit themselves to a single course during the academic year, which may represent a student's using this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

Number of Classes Taken



10

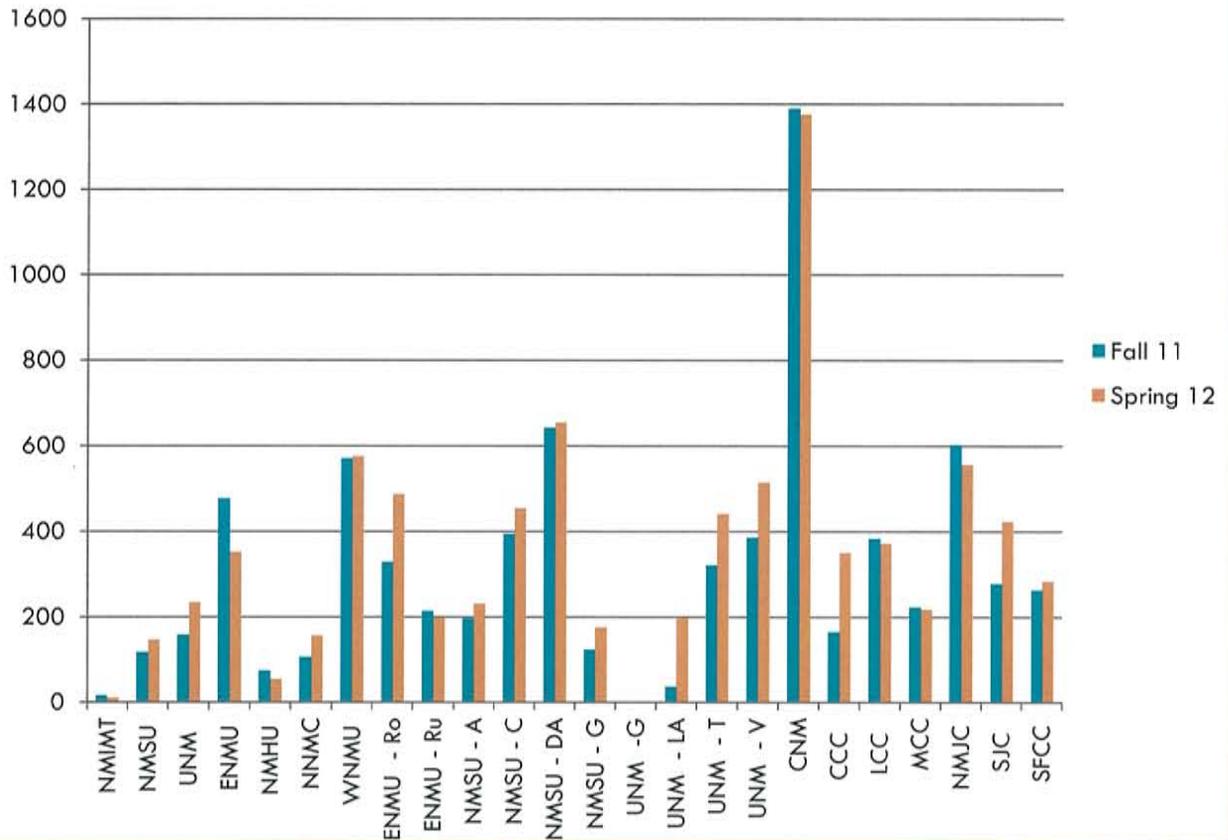
Course Grade Distribution



New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of "C" or better in order to be considered successful. Under that standard, 77% to 78% of the enrollees met the success criterion in school year 2011–2012. 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. One may conclude that the dual credit experience seems to profit each group equitably.

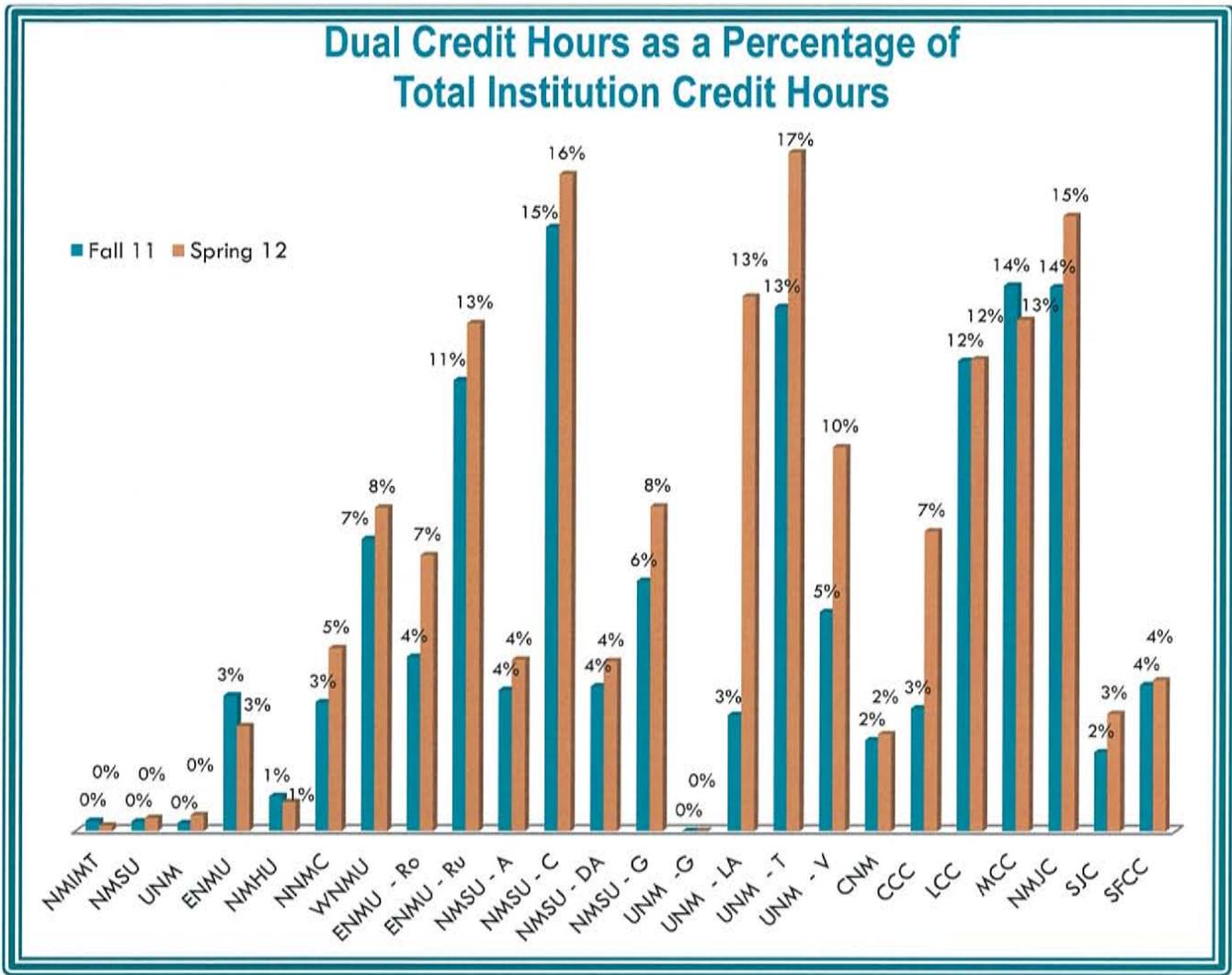
Dual Credit Enrollment at Postsecondary Institutions



There are 24 institutions that 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.

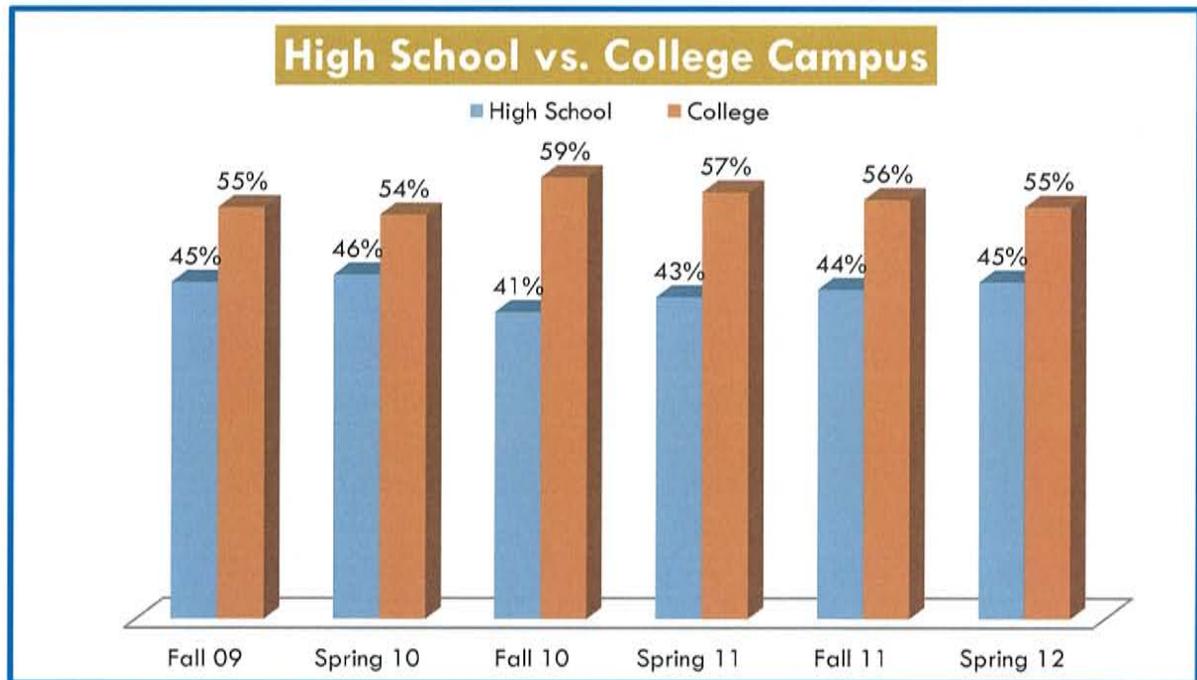
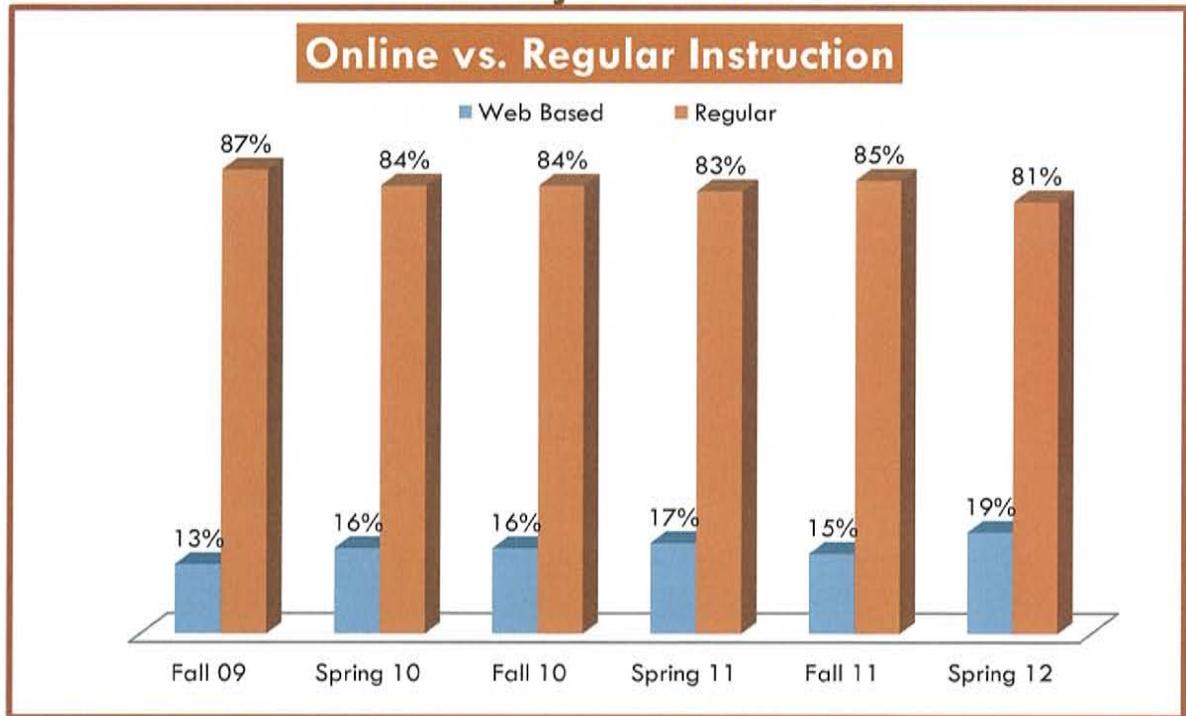
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Dual Credit Hours as a Percentage of Total Institution Credit Hours



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 NMSU Carlsbad Branch (15%–16%), UNM Taos Branch (13%–17%), and NMJC (14–15%). While CNM serves the largest volume of dual credit students, this accounts for only 2% of its total student program.

Course Delivery and Course Location



The growth of online delivery of dual credit coursework has increased during the past three years, from 13% to 19%. 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.

Table 13. Percentage of public high schools with students enrolled in dual credit courses indicating whether the school or district paid for various dual credit course expenses for any students, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus ¹			Career and technical/ vocational focus ²		
	Tuition (full or partial)	Fees	Books	Tuition (full or partial)	Fees	Books
All public high schools	43	33	44	43	34	44
Enrollment size						
Less than 500	42	36	45	43	33	42
500 to 1,199	47	32	40	46	38	45
1,200 or more	38	31	47	40	32	48
Community type						
City	47	42	51	41	41	53
Suburban	42	30	43	39	28	45
Town	41	32	39	45	35	40
Rural	42	33	44	45	34	42
Region						
Northeast	30	21	40	20	16	42
Southeast	41	33	46	45	34	45
Central	47	36	45	53	40	46
West	46	37	44	40	35	44
Percent combined enrollment of Black and other races/ethnicities³						
Less than 6 percent	41	31	46	45	31	42
6 to 20 percent	40	29	41	45	37	44
21 to 49 percent	40	29	40	42	30	42
50 percent or more	48	43	49	41	37	49

¹ Percentages are based on the 76 percent of public high schools with students enrolled in dual credit courses with an academic focus during the 12-month 2010–11 school year.

² Percentages are based on the 49 percent of public high schools with students enrolled in dual credit courses with a career and technical/vocational focus during the 12-month 2010–11 school year.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses.” FRSS 104, 2011.

N. Thomas, S. Marken, L. Gray, and L. Lewis. (2013). *Dual Credit and Exam-Based Courses in U.S. Public Schools: 2010-2011* (NCES 2013-001). U.S. Department of Education. Washington, DC: National Center for Educational Statistics, p. 18. (Content contact: John.Ralph@ed.gov or 202.502.7441).