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New Mexico Dual Credit Annual Report Academic Year 2024-2025

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Executive Summary

The **New Mexico Dual Credit Program** provides high school students with the opportunity to pursue a career pathway by enrolling in college-level academic or career-technical courses offered by a public postsecondary institution or Tribal college. Post-secondary institutions, in collaboration with local education partners, develop educational pathways using approved courses. Students may not enroll in remedial, developmental, or physical education courses as part of the Dual Credit Program. Through this program, students earn credit simultaneously toward both high school graduation and a postsecondary credential.

By expanding access to college-level learning, dual credit strengthens New Mexico's P–20 education pipeline—helping students maximize educational attainment, prepare for the workforce, and contribute meaningfully to their local communities.

The goal of the Dual Credit Program is to provide structured, equitable opportunities for high school students to earn college credit leading to postsecondary credentials and essential job skills. Program policies are designed to ensure that all students have access to these enriching experiences, supporting successful transitions into employment and strengthening the overall skill level of New Mexico's workforce.

Dual credit participation continues to grow nationwide, increasing by 12.7% in the 2023–2024 school year with additional expansion predicted for 2024-25. This expansion highlights the potential for substantial gains in postsecondary attainment while students are still in high school. Nationally, 71% of dual credit students took their courses at community colleges—a trend mirrored in New Mexico's own growth and success in student participation and credential attainment (Community College Research Center).

Staff from the New Mexico Public Education Department (PED) and the New Mexico Higher Education Department (HED) work collaboratively to ensure that dual credit coursework aligns with students' postsecondary goals and that statewide policies foster a robust and equitable program for all stakeholders.

To strengthen and oversee the program, the cabinet secretaries of PED and HED each appoint three representatives to the Dual Credit Council, as outlined in 6.30.7 NMAC. The council chair rotates between the two departments every two years; for the 2024–2025 academic year, the PED chaired the council.

The council provides recommendations to the cabinet secretaries on issues not explicitly addressed in rule. The PED and HED secretaries jointly review and act upon these recommendations, which include:

- Ensuring appropriate course alignment and credit ratio equivalency (three HEI credit hours to one high school unit),
- Administering an appeals process for Local Education Agencies (LEAs) and Higher Education Institutions (HEIs), and
- Developing and maintaining a collaborative, systematic process that facilitates the dual credit experience for New Mexico students.

This collaborative practice includes:

- Strengthening relationships between LEAs and colleges,
- Modeling effective collaboration and communication,
- Promoting clarity of roles and responsibilities, and
- Fostering a sense of shared purpose through team members who balance task orientation with relationship-building.

In addition to the council’s primary scope of work, New Mexico was awarded a grant from the College in High School Alliance (CHSA) in late 2024. The grant supports further exploration of barriers and opportunities within the Dual Credit Program. While this work is ongoing, a preliminary summary of findings is included in this report.

Through these collaborative practices and continuous improvement efforts, PED and HED are ensuring that high school students across New Mexico have consistent access to dual credit courses that align with their educational and career goals—building stronger pathways from high school to higher education and the workforce.

These practices, and the rules and procedures concerning Dual Credit, are documented in the [Dual Credit Policy and Procedures Manual](#):

[CCRB-Dual-Credit-Policy-and-Procedures-Manual.pdf](#)

Program Benefits & Impact on Students

Since its launch in 2008, the New Mexico Dual Credit Program has provided thousands of students with access to college-level coursework while still in high school. The program serves as an essential entry point for students exploring pathways that lead to industry certifications, associate degrees, or bachelor’s degrees. By allowing students to experience college without leaving home, dual credit helps them envision postsecondary and career opportunities beyond high school.

A consistent theme among participants is the confidence they gain through successfully completing college courses. Students report that these experiences assure them they can succeed in higher education environments. Motivations for participation include reducing future tuition costs, accelerating college completion, and engaging in more challenging coursework. In one study, 57% of students reported feeling more motivated to attend college as a result of their dual credit experience, although equity gaps persist at both the state and national levels (Mowreader).

National research reinforces these outcomes: Dual credit students are more likely to graduate from high school, pursue postsecondary credentials, and earn 6–12% higher wages than peers who do not participate in dual credit opportunities (Edmunds, Julie, Director, Early College Research Center, Keynote Speaker NMHEAR 2025).

Education is a key to economic prosperity, quality careers, and higher earning power. Benefits from dual credit enrollment include the following:

While in high school:

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

While in transition:

- Connecting high school and college curricula,
- Facilitating the transition between high school and college,
- Developing stronger relationships between colleges and their communities,
- Easing students into college,
- Acclimating students to the college environment,
- Preparing students for college work,
- Allowing students to complete a college degree more quickly, and
- Reducing costs for a college education.

The Dual Credit Program can facilitate transition from high school to college, increase the likelihood of success in subsequent collegiate work, and enhance a student’s chances of earning a high school diploma and a college degree. Other benefits include the reduced cost of enrolling in higher education courses and opportunities to access college facilities and resources—such as tutoring, computer labs, and counseling services—as a high school student. Enrollment in the program can enhance skills needed to be successful at the collegiate level, such as time and resource management, critical thinking, and the ability to study effectively. The many pathways’ students follow and the many ways that dual credit can enhance their credentials are as varied as the people that make up New Mexico.

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

- Opportunities in career technical education (CTE) programs of study,
- Maximized interest and engagement for the full four high school years,
- Challenging coursework for those who have surpassed the regular curriculum,
- Inspiration for those who might otherwise lose interest in graduating from high school,
- Developing familiarity for those who are interested in the college experience, and
- Appropriate action plans for those whose next step plans call for higher education.

National researchers have repeatedly demonstrated that dual credit in high school provides the following benefits:

- **College participation**
Dual credit students are more likely to enroll in college than high school graduates who didn't take dual credit.
- **College persistence**
Students who took dual credit are more likely to continue to their second year of college.
- **College GPA**
Dual credit students who continue to their second year of college have higher GPAs in their first year.
- **College credit accumulation**
Students who take dual credit accumulate more college credit by the time they reach their second year of college.

With strong advising and intentional course selection, students can enroll in classes aligned with their academic and career pathways—saving time and money while progressing toward meaningful credentials. When students earn degrees or certifications, the benefits extend beyond the individual, strengthening New Mexico's workforce, industries, and local economies.



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“Dual Credit is a program that helped me get a head start in college, earning both high school and college credit while still in high school.”

Kylie Martinez

Kylie plans to attend a four-year college to earn her Doctor of Veterinary Medicine degree.

“Dual Credit has allowed me to grow as a person and discover my full potential.”

Braxton Yazzie

Braxton plans to obtain an MD in Health Sciences at UNM.



“Dual Credit is an amazing program for high schoolers to be able to explore careers, gain higher education, and fulfill college classes as a head start towards their future.”

Ashley Vilchiz-Hernandez

Ashley plans to attend UNM to earn a degree in architecture.

CHSA Grant 2025-2026

Introduction

In late 2024, New Mexico was selected as one of seven states to receive a College in High School Alliance (CHSA) grant focused on expanding dual enrollment opportunities. The state identified rural and economically disadvantaged students as its primary focus for improving access to dual credit programs.

The College in High School Alliance works nationally to strengthen policies that support dual credit programs, aiming to eliminate access gaps and advance state-level initiatives that remove barriers and promote affordable, equitable college pathways leading to post-secondary degrees and credentials.

The CHSA Grant Workgroup includes representatives from the Higher Education Department (HED), the Public Education Department (PED), and dual credit practitioners. Facilitated by Carla Yorke (NACEP) and Alex Perry (CHSA), the group met weekly throughout 2025 and will continue its efforts into 2026, the final year of the grant period.

The project's key deliverables include:

- A statewide vision for dual credit,
- A policy action plan to close access gaps for rural and economically disadvantaged students, and
- A policy framework to ensure intentional and meaningful dual credit experiences for all students.

During 2025, the workgroup focused on developing a draft vision statement and collecting feedback from stakeholders across the state through two surveys and five 90-minute focus groups. As the grant work continues in 2026, the group will collaborate with state and national partners to finalize policy action plans designed to strengthen dual enrollment opportunities and expand access to college courses for New Mexico's high school students.

Spring 2025 Surveys

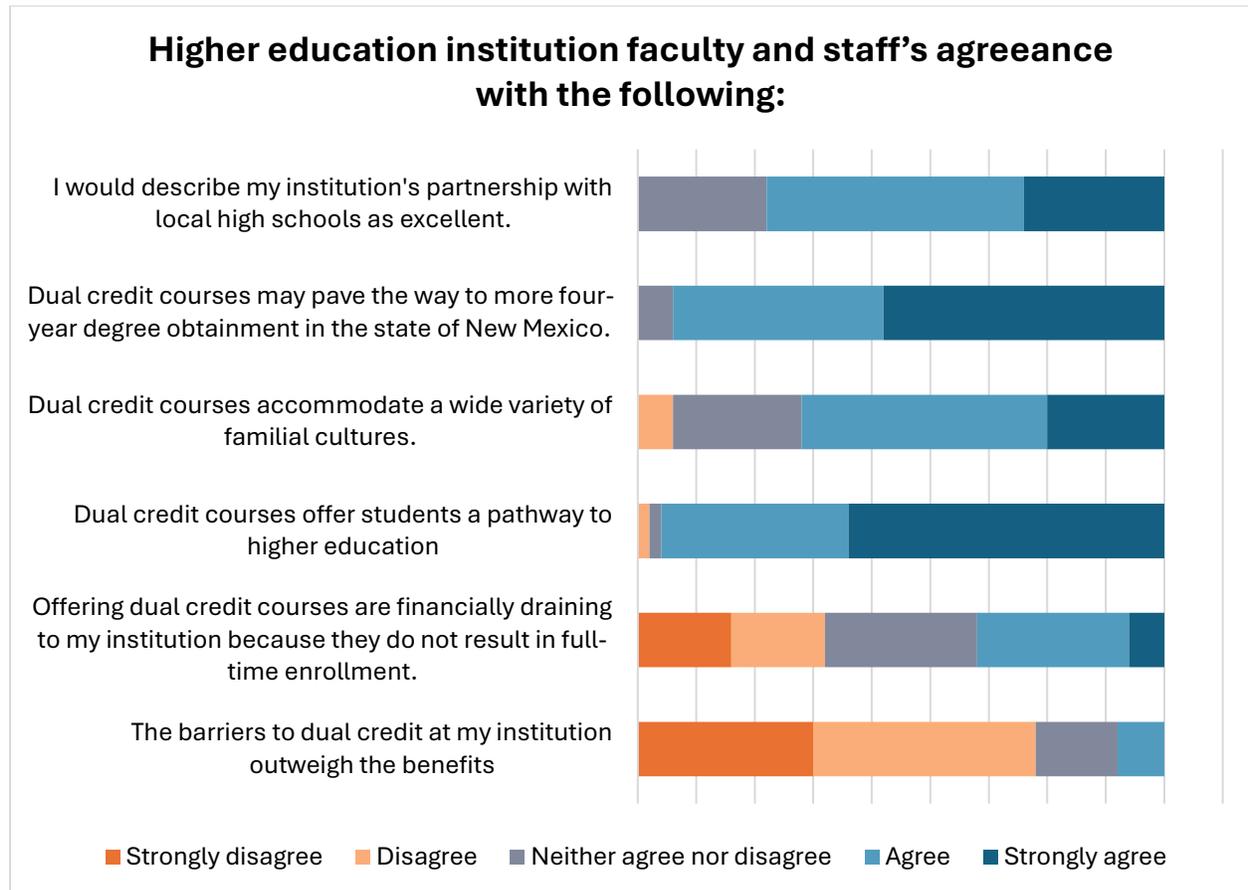
In spring 2025, both the Public Education Department (PED) and the Higher Education Department (HED) conducted surveys of their respective stakeholders to identify barriers to dual credit participation in New Mexico. The surveys revealed six key areas of concern:

- faculty availability and credentialing,
- transportation,
- communication,
- technology,
- scheduling, and
- HEI funding.

The CHSA Grant Workgroup recognizes that the impact of these barriers may differ by region. To better understand these variations, the workgroup conducted focus group sessions in Fall 2025, concluding in January 2026, to explore how these issues uniquely affect different regions of the state. Results from the focus groups will be explored in Spring 2026 at the NMHEAR Conference in Albuquerque.

The PED survey captured 489 responses from 27 counties statewide. Respondents included high school faculty and counselors, students, and parents or guardians. The survey indicated strong support for New Mexico’s Dual Credit Program with 94% agreeing that the program offers clear pathways to higher education. 90% of respondents would recommend the program to others.

The HED Survey focused on dual credit counselors and stakeholders at New Mexico’s HEIs. The survey had 45 respondents from the majority of HEIs offering dual credit programs. Most HEIs (64%) follow best practices for their dual credit program, however guidelines vary. Over 95% of respondents felt that dual credit supports pathways to higher education.



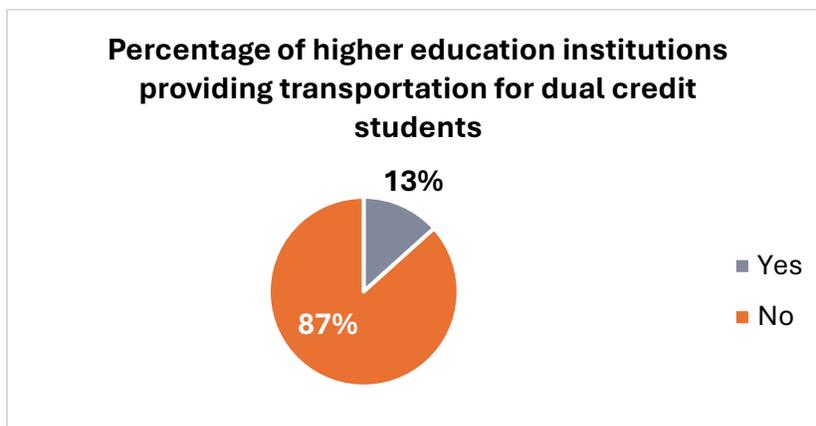
Six Barriers Identified in the Surveys

Faculty Availability and Credentialing

Higher education institutions (HEIs) continue to face persistent challenges in securing enough qualified faculty to meet the instructional demands of both their own students and dual credit programs. To teach dual credit courses at the high school level, instructors must hold a master's degree and should have at least 18 graduate credit hours in the relevant subject area. However, many HEIs lack the faculty capacity or financial resources to open additional course sections for dual credit students. In many cases, it would be most practical to offer the course at the local education agency (LEA) rather than on the college campus, yet high school teachers often do not possess the necessary credentials to teach post-secondary-level courses. These challenges are especially acute in rural areas, where the significant distance between institutions further limits access to qualified instructors.

Transportation

In rural areas, geographic isolation creates significant barriers to accessing college campuses. Many students lack the time, transportation, or financial resources for extended travel to and from the closest HEI. Long distances also make it challenging for higher education faculty to visit local schools or offer in-person instruction. However, transportation issues are not limited to rural areas and impact urban centers as well. Current statute assigns the responsibility of transportation to the student.



Communication

New Mexico's Dual Credit Program is grounded in strong collaboration among HED, PED, local districts and charter schools, and higher education institutions. Intentional dual credit requires the development of pathways that lead to academic or career and technical education (CTE) credentials, supported by proactive academic advising for students. Clear and consistent communication channels among students, families, high school counselors, and higher education partners are essential to ensure that all students receive accurate information and meaningful guidance throughout their dual credit experience.

Technology

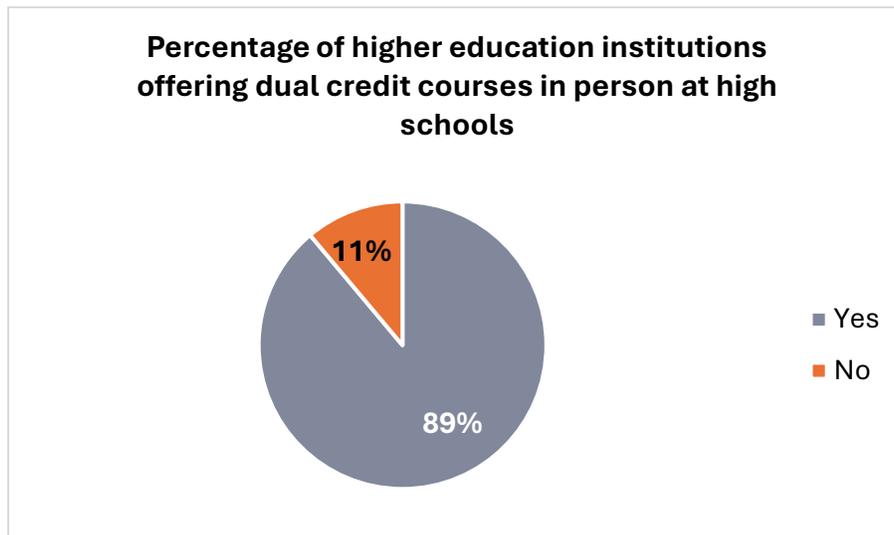
Access to appropriate technology presents a range of challenges in New Mexico. Higher Education Institutions (HEIs) often require multi-factor authentication, which can be problematic in high schools where cell phone use is restricted. Many students also lack access to compatible devices or up-to-date technology needed for college-level coursework. Ironically, students in rural areas—who could benefit most from online learning opportunities—frequently face unreliable or unavailable internet access.

Scheduling

Course schedules at HEIs and LEAs rarely align. This presents a host of challenges for students participating in the Dual Credit Program. In many cases travel time to the HEI impacts fulfillment of other high school requirements.

Funding

Although the funding formula for HEIs does include some consideration for dual credit students, it is based on the premise that dual credit students would fill empty slots in available course sections. This model is no longer applicable to dual credit in New Mexico as HEIs may open additional sections of courses to meet demand or offer courses at the LEA primarily for High School students. These costs are significant and unaccounted for in the funding formula. LEAs are funded and responsible for providing textbooks for dual credit students, but there is currently no accountability to ensure this funding is used to support dual credit.



National Funding Models

Having students pay dual credit tuition is a barrier to equity of engagement. Multiple states have removed this barrier and implemented policy and funding systems to ensure that students and parents do not shoulder a tuition burden.

Nationally, there are three different finance approaches states utilize to minimize or eliminate student-borne tuition expenses:

Student Pays No Tuition – State Pays

Under this funding approach, the state, usually through an appropriation, covers dual credit tuition regardless of student family income. Students enrolled in courses covered by the state program do not pay tuition; post-secondary institutions may not receive the same tuition amounts per course as they would receive for a regularly matriculated student.

Student Pays No Tuition – Combination of State and District Pay

Under this model, state policy either defines the respective portion of tuition that the state and district will pay or requires that districts make initial tuition payments to the postsecondary partner but provides an appropriation or provides a supplemental weight in the school funding formula for dual participation.

Student Pays No Tuition – District Pays

Under this model, state policy requires district revenues (i.e., per-pupil funds, funds generated by average daily membership, etc.) to cover tuition expenses. Students may be charged fees but are generally not charged tuition.

While there are various funding models that states utilize for their dual credit programs, New Mexico is one of fourteen states in which the state funds dual credit course work. HEIs are encouraged to waive tuition and must waive fees, and LEAs cover costs of the textbook and instructional materials that would otherwise be paid by students. Instructional materials are defined as “school textbooks and other educational media that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material, and electronic media.”

Colleges and universities must identify funding for the critical funds for wrap-around support such as advisors and career facilitators.

In response to the ongoing need to support post-secondary institutions, in 2024 Governor Michelle Lujan Grisham signed into law HB2, which included an appropriation of \$1 million for Fiscal Year 2025 (FY25) to the New Mexico Higher Education Department to support the Dual Credit Program. However, no appropriations were made in support of dual credit in FY26.

While state funding for dual credit costs has removed a large portion of the financial barrier for families, it may not diminish other equity barriers that prohibit students from accessing dual credit opportunities such as those identified in the CHSA grant. The Dual Credit Program’s policies support the goal of providing these enriching opportunities to all students, creating a path to successful employment, and bringing a more developed skill set and more competitive credentials to the New Mexico workforce.

Statutory Requirements

This section describes the laws and rules as they relate to Dual Credit.

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.

Dual Credit Defined

“Dual Credit” refers to students that are getting both college and high school credit, who aren’t charged tuition by the college, and their high school pays for books and supplies.

Often the terms “dual enrollment” and “concurrent enrollment” are used interchangeably. For ease of presentation, the term “dual enrollment” will be used in this report to refer to students who are taking college courses while still enrolled in high school. The term “concurrent enrollment” will be used to refer to students enrolled simultaneously in high school and college and who may not be awarded high school credit or where a financial arrangement is in place where the college is not waiving tuition. And “dual credit” will be students who meet the criteria for dual credit:

- A signed agreement is in place.
- They are receiving both college and high school credit; and
- tuition is not being charged for the college course. Approximately 90 percent of dual enrollment students are also dual credit students.

College courses eligible for dual credit are those that:

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

Courses may be taken as an elective or core course and:

- Must meet the PED standards and benchmarks.
- Shall meet the rigor for postsecondary institution credit.
- May be offered at LEAs, HEIs, and off-campus centers; and
- May be delivered during or outside of regular LEA hours or via distance learning.

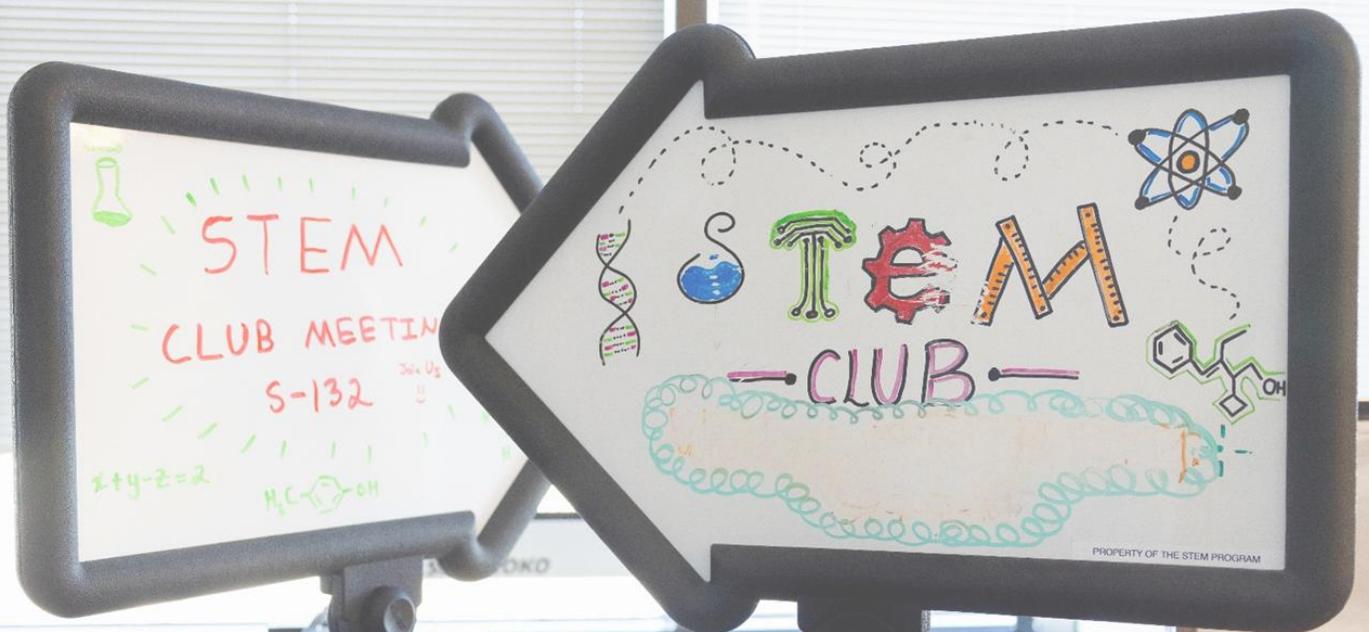
Note: Remedial, developmental, and physical education courses are not eligible for dual credit.

While there is currently no state limit to the number of credits a student may earn through dual credit in an academic term, it is advised that students take a maximum of two courses per semester until all high school graduation requirements (other than elective requirements) are complete. This, along with additional guidance, is provided in the Dual Credit Policy and Procedures Manual, which can be found at:

[CCRB-Dual-Credit-Policy-and-Procedures-Manual.pdf](#)

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

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Annual Data Update

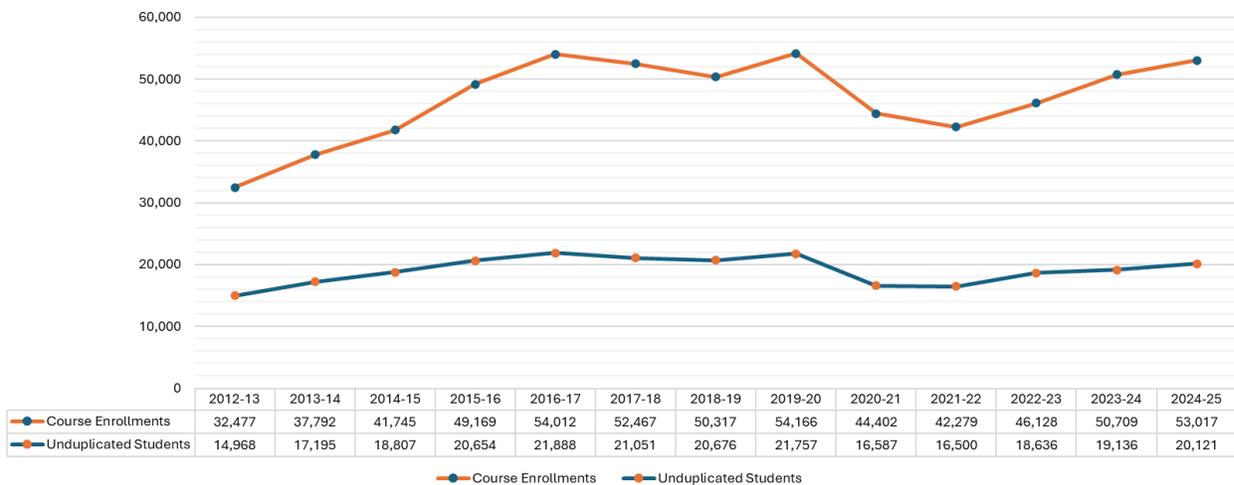
Provisions for Collecting & Publishing Annual Data

Collaboration among the PED, HED, LEAs, and HEIs provides the ability to collect and publish annual data. The LEAs report to the PED and the HEIs report information to the HED. The data outlined in this report has been collected by the PED and HED. All data is held securely and no personal data for students is ever released.

New Mexico Dual Credit Program Trend

In academic year 2024–2025, 20,121 unduplicated students enrolled in dual credit courses. “Unduplicated students” refers to distinct students who enrolled in at least one dual credit course in each academic year. These students enrolled in a combined total of 53,017 dual credit courses. Unique student enrollments and the total number of dual credit courses are reviewed in a disaggregate manner in the following table. Both dual credit enrollment and number of courses taken have continued to increase in AY 24/25.

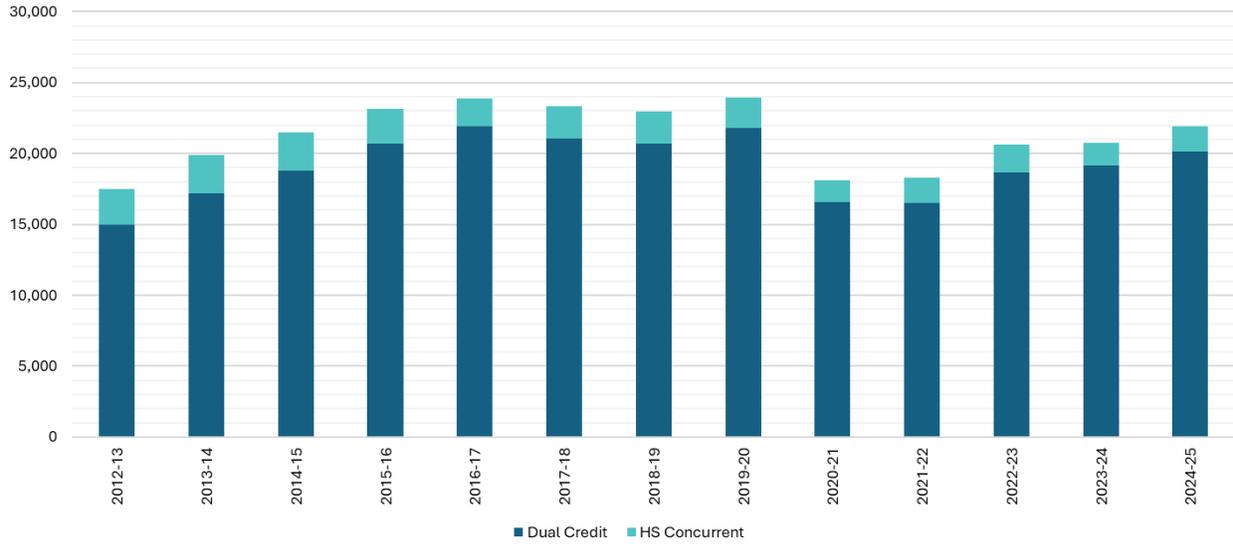
**Dual Credit Headcount and Dual Credit Course Enrollments
2012-13 to 2024-25**



New Mexico Dual Credit & High School Concurrent Trends

In some cases, a course the student wants to take may not be available for high school credit, in that case, if a student is academically eligible, the student may opt to pay tuition and take the course for college credit only. In other cases, a district or early college high school may choose to pay the college for course work, and in these cases the student is enrolled as “high school concurrent” rather than as “dual credit.”

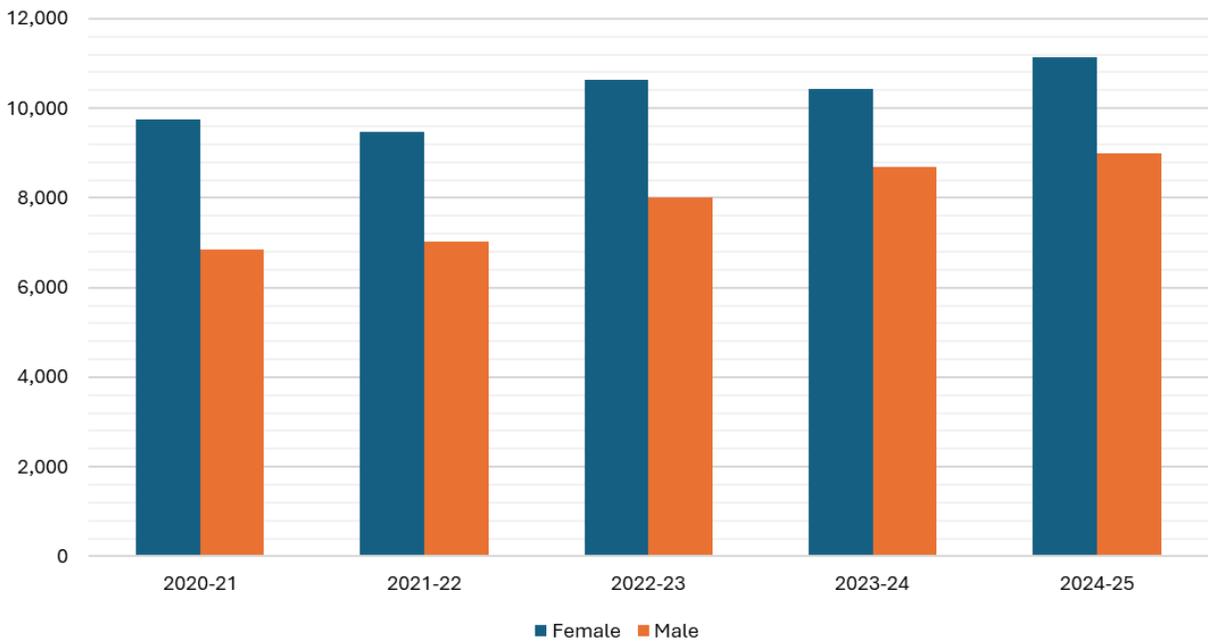
Dual Credit & High School Concurrent Headcount 2012-13 to 2024-25



Gender Participation

Female students consistently enroll in more dual credit courses than male students. The gender trend in NM is reflective of national trends in higher education and remain consistent year over year with 55% female and 45% male participation.

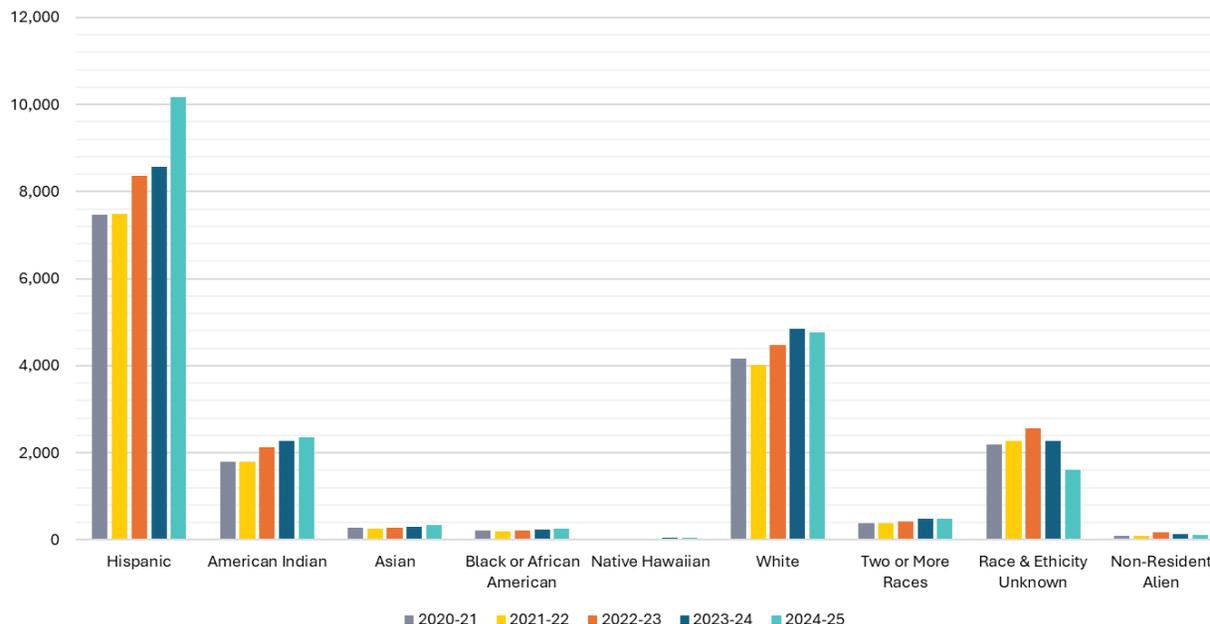
Dual Credit Students by Gender 2020-21 to 2024-25



Participation by Ethnicity

The 2024-2025 data reflect increases in participation across most ethnicities from the 2023-2024 numbers. The distribution of Hispanic dual credit students increased by 18.7%, representing 50.6% of all NM dual credit students. American Indian student representation increased by 3.3%, with an 11.7% statewide representation, and white, non-Hispanic dual credit students, represent 23.7. % of NM dual credit students decreased slightly by -1.6%.

**Dual Credit Students by Race/Ethnicity
2020-21 to 2024-25**

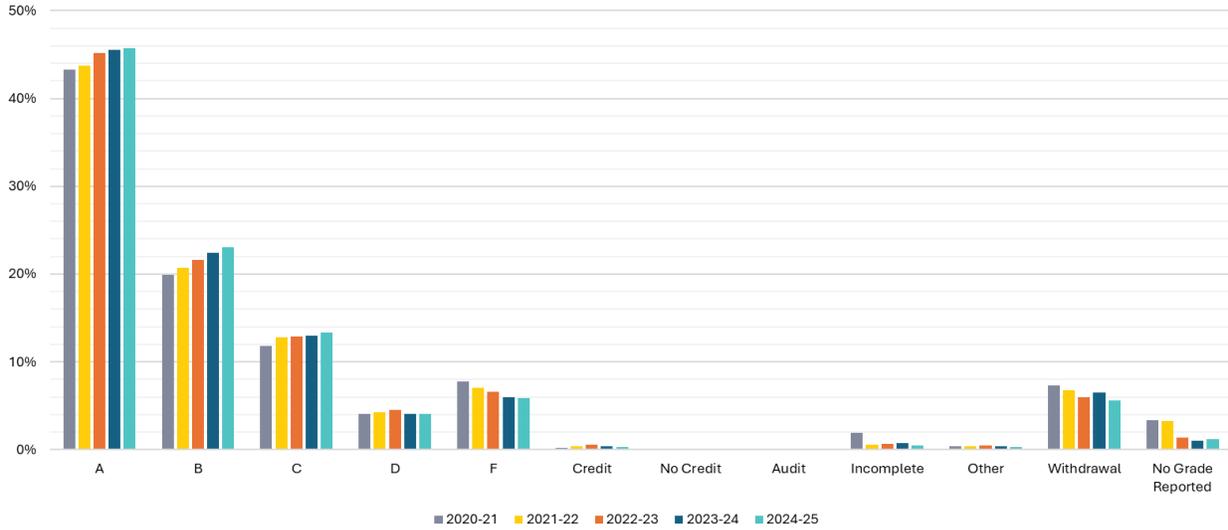


Student Grades Earned in Dual Credit Courses

New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of C or better to be considered successful. Under this standard, 82.2% percent of the 53,017 dual credit courses taken met the success criterion in 2024-2025. This is a 1.4% increase from the previous academic year.

Of the 17.8% of course enrollments considered unsuccessful, about 10% received a D or F grade. The remaining students had other results, such withdrawing from the course, receiving an incomplete, or taking a course credit/no credit.

**Distribution of Dual Credit Final Grades
2020-21 to 2024-25**



Dual Enrollment at Postsecondary Institutions

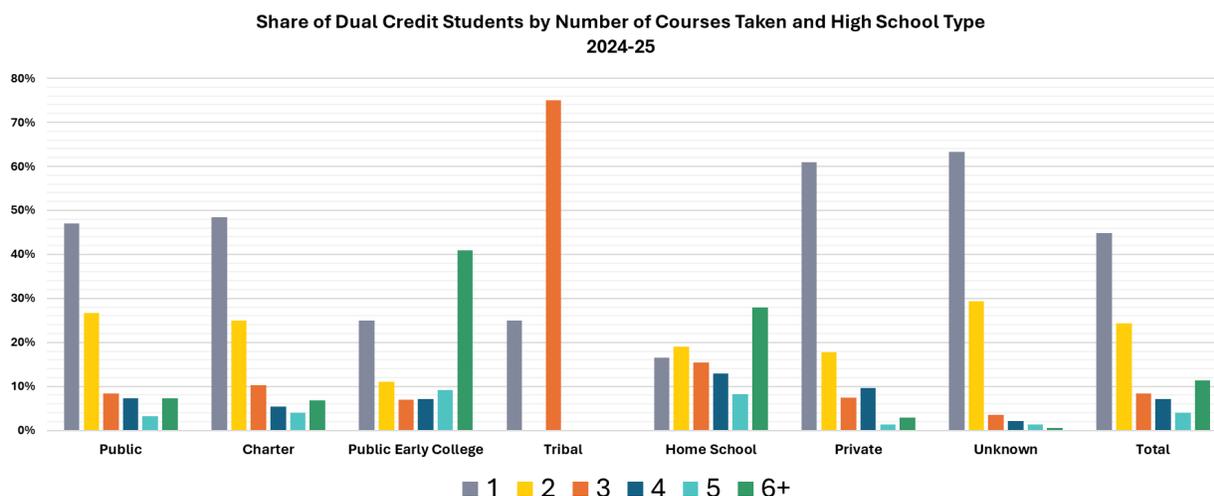
There are 28 colleges and universities that report students enrolled as dual enrollment (enrolled in a postsecondary institution while still in high school). This section reports on total dual enrollment with a majority, 89.3%, of dual enrollment students also designated as dual credit. A complete list of higher education institution abbreviations is available in Appendix D of this report.

The five public HEIs that serve most dual enrollment students include Central New Mexico Community College (CNM), San Juan College (SJC), Southeast New Mexico College (SENMC), Santa Fe Community College (SFCC), and ENMU-Roswell (ENMU-RO). The numbers of dual enrollment students in the table below should be viewed in the context of each college’s total enrollment and size. In addition, from AY 2020-21 through AY 2024-25, over 11,158 students who took dual credit courses continued at their home institution after graduation, and an additional 15,334 dual credit students enrolled at another institution after high school graduation. Overall, over 30% of first-time freshmen were previously dual credit students.

All Dual Credit Student Enrollments					
Institution Name	2020-21	2021-22	2022-23	2023-24	2024-25
Clovis Community College	806	793	828	867	874
Central New Mexico Community College	4,479	3,941	4,235	4,571	5,097
Diné College	9	4	7	21	34
Eastern New Mexico University - Main Campus	950	1,067	1,232	1,085	979
Eastern New Mexico University - Roswell	845	842	1,185	1,253	1,273
Eastern New Mexico University - Ruidoso	290	328	406	492	493
Institute of American Indian Arts	502	689	709	607	741
Luna Community College	257	223	290	268	308
Mesalands Community College	406	521	406	178	201
New Mexico Highlands University	39	109	158	177	172
New Mexico Junior College	479	357	432	420	436
New Mexico Military Institute	139	138	143	163	178
New Mexico State University	268	227	255	290	266
New Mexico State University - Alamogordo	191	225	196	261	237
New Mexico State University - Doña Ana	1,054	988	1,070	1,054	1,221
New Mexico State University - Grants	252	238	278	291	218
New Mexico Institute of Mining and Technology	13	6	4	10	14
Northern New Mexico College	345	319	300	371	441
Navajo Technical University	493	316	481	476	594
Southeast New Mexico College	711	938	1,537	1,329	1,303
Santa Fe Community College	1,143	1,132	1,071	1,277	1,210
San Juan College	1,448	1,524	1,815	1,901	2,128
University of New Mexico	443	332	402	263	245
University of New Mexico - Gallup	838	824	791	825	973
University of New Mexico - Los Alamos	383	332	318	309	307
University of New Mexico - Taos	386	438	606	566	592
University of New Mexico - Valencia	798	1,077	1,074	1,144	1,128
Western New Mexico University	562	793	795	868	857

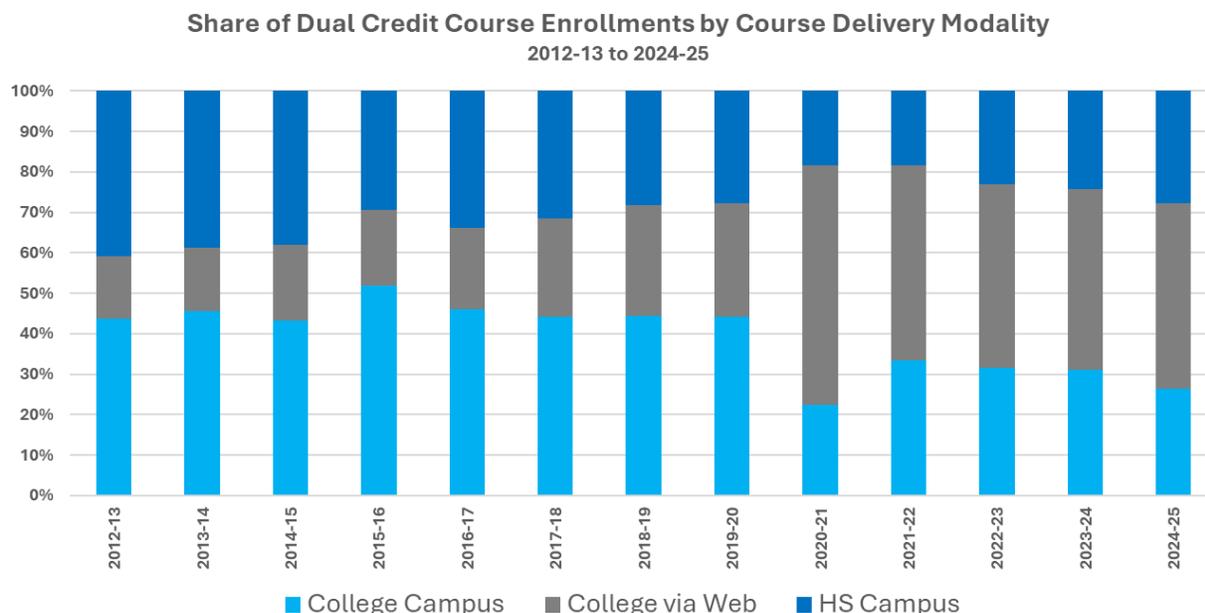
Dual Enrollment at Postsecondary Institutions by Number of Courses Taken

Students may accumulate credits by enrolling in a single course each semester (Summer, Fall, and Spring) or by taking more than one class in a single semester. Most students limit themselves to a single course during the academic year, which may represent a student using this opportunity to sample the college experience. A smaller number of students accumulate two dual credit classes in a school year, followed by students who pursue college credit with three or more dual credit classes in a single year. Students enrolled in early college high schools and home schools are more likely to take three or more classes over the academic year.



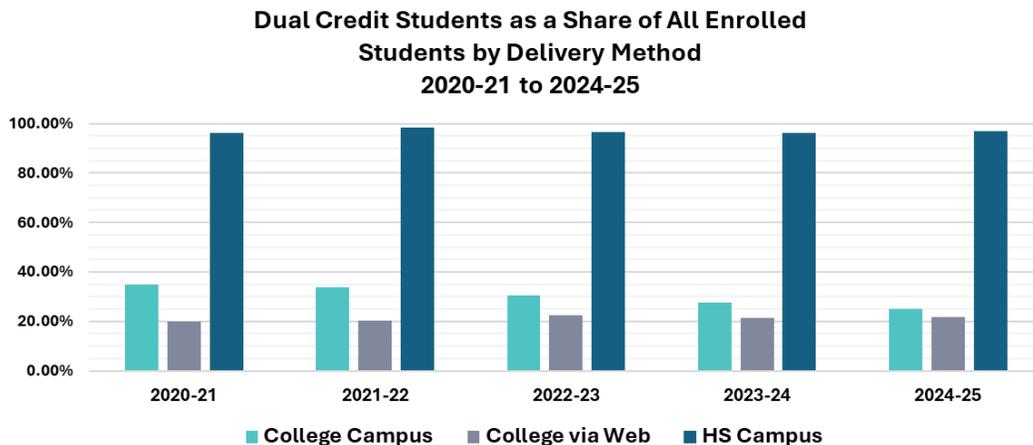
Dual Enrollment by Course Delivery Modality

The chart below compares the three means by which dual credit courses are delivered: 1) classroom instruction held on the college campus; 2) online, web-based instruction; and 3) traditional classroom instruction held at high school. Online courses continue to make up a larger share of all dual credit course enrollments than prior to the COVID-19 pandemic.



Dual Credit Students in a Class by Location of Delivery

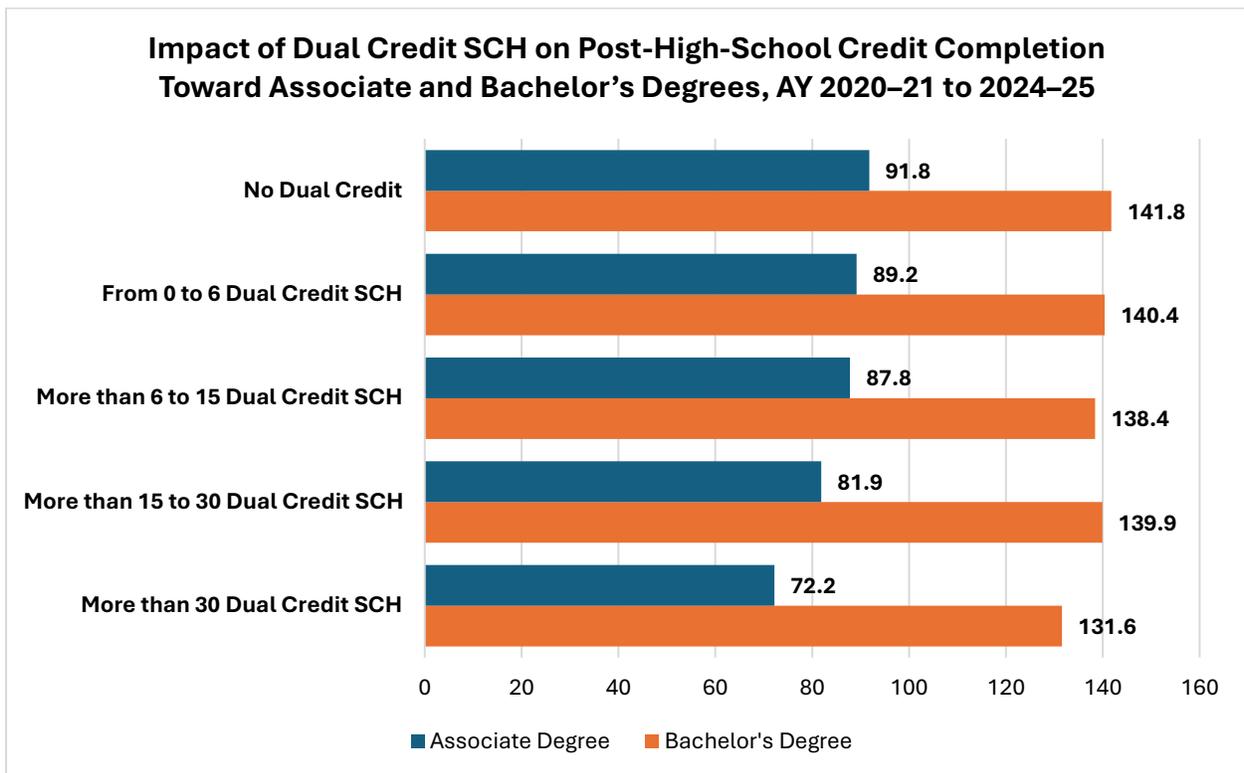
For College Classes and College Classes delivered via the Web, approximately 25% and 22% of students in each course were Dual Credit students respectively in 2024-25. When delivered at high schools, the great majority (97%) of students in the course were Dual Credit students in 2024-25.

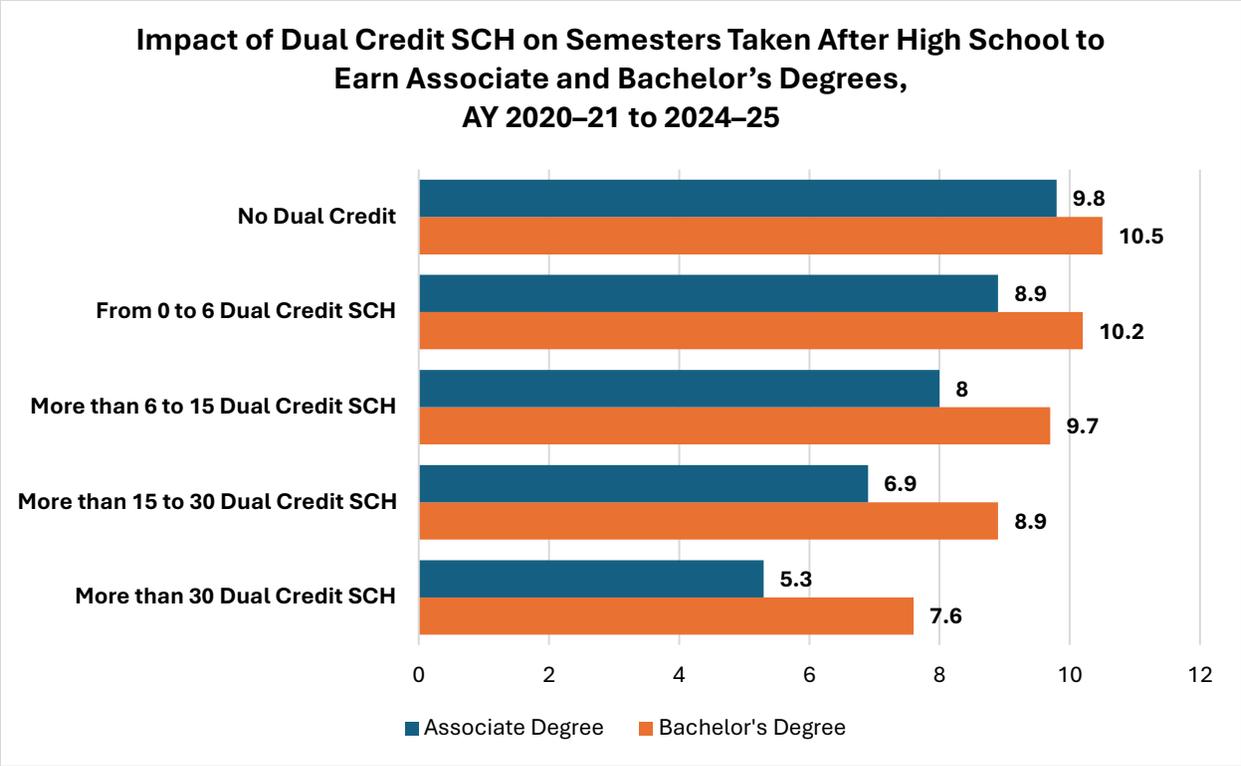


Total Credits Earned for Associate and Baccalaureate Degree Recipients

The following two charts represent all associate and baccalaureate degree recipients from Academic Years 2020-21 through 2024-25 at public institutions in New Mexico who started college as a first-time freshman at the institution awarding the degree. Total earned credit hours (classes with a passing grade) at the institution after enrollment as a first-time freshman as of the semester the degree was awarded were accumulated, and the total number of semesters were counted (summer was treated as half semester). The students were then segmented according to the number of credit hours earned as a dual credit student (these would have been earned prior to enrollment as a first-time freshman).

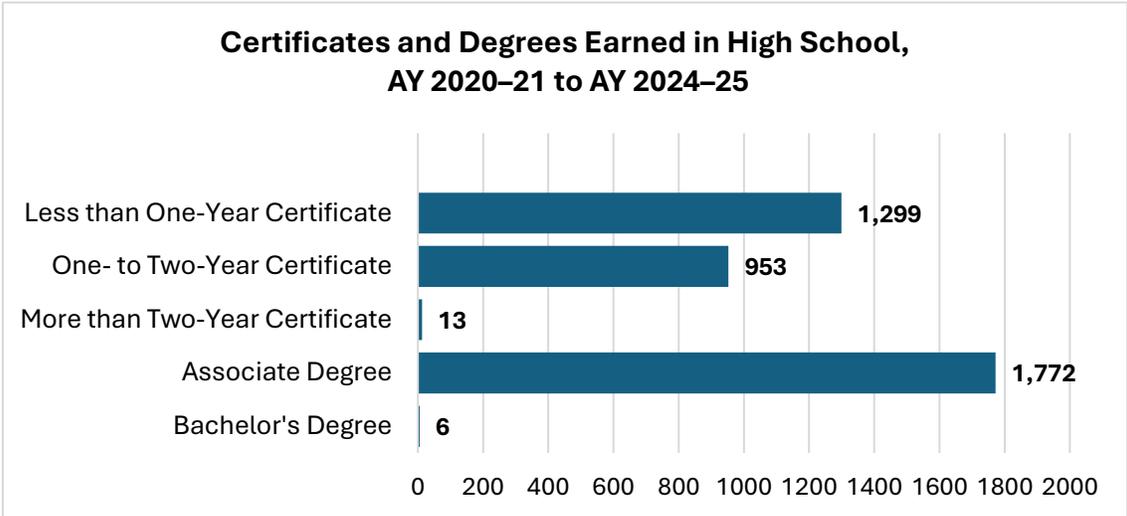
The data shows a clear linear relationship between total hours earned in dual credit and total number of semesters and total hours earned after enrollment as a first-time freshman (this represents the hours that a student had to pay for after high school graduation and the average number of semesters to complete a degree after high school graduation).





Certificates and Degrees Earned

This data shows the total number of degrees and certificates earned by students while still in high school and illustrates the outstanding opportunities available through dual credit. Since fall 2020, over 4,000 students have received a degree or credential through the dual credit program while still in high school. A few students were even able to complete their bachelor's degree while still in high school with 3 from public high schools, 1 from a home school environment, and 2 attending early college high schools.



Graduation Rates

The chart below details information for school year 2023-2024 and the Class of 2024 cohort. As shown in the table below, the overall statewide cohort graduation rate for students taking dual credit is 90.8 percent in 2024. This represents an increase from 88.87 percent attained last year.

(* indicates data was not available.)

District Code	District Name	Graduation Rate	Dual Credit Graduation Rate
999	STATE OF NEW MEXICO	78.2	90.8
1	ALBUQUERQUE	73.5	88.6
2	RESERVE	86.8	96.6
3	QUEMADO	72.8	100
4	ROSWELL	74.6	92.3
5	HAGERMAN	79.4	90.2
6	DEXTER	90.6	93.4
7	LAKE ARTHUR	86.8	100
8	CIMARRON	86.6	96.2
9	RATON	87.7	100
10	SPRINGER	70.9	68.8
11	MAXWELL	88.9	100
12	CLOVIS	76.4	94.7
13	TEXICO	91.9	100
14	MELROSE	91.9	97
15	GRADY	99.4	100
16	FORT SUMNER	92.2	94.4
17	LAS CRUCES	81.9	97.4
18	HATCH VALLEY	90.1	96.7
19	GADSDEN	87.7	97
20	CARLSBAD	74.5	84.1
21	LOVING	85.8	88
22	ARTESIA	82.5	96.6
23	SILVER CITY	76.8	96.9
24	COBRE	83.9	90
25	SANTA ROSA	94.2	100
26	VAUGHN	94.1	100
27	ROY	29	17.5
28	MOSQUERO	93.3	93.6
29	LORDSBURG	82.8	88.5
30	ANIMAS	100	100
31	LOVINGTON	87.8	96.4
32	EUNICE	74	92.2

District Code	District Name	Graduation Rate	Dual Credit Graduation Rate
33	HOBBS	85.9	90.3
34	JAL	86.9	99.6
35	TATUM	85.8	100
36	RUIDOSO	88.6	99.5
37	CARRIZOZO	89.2	97.3
38	CORONA	79.5	100
39	HONDO VALLEY	70.8	76.1
40	CAPITAN	88.2	94.6
41	LOS ALAMOS	96	98.2
42	DEMING	76.6	87.9
43	GALLUP	74	89.4
44	MORA	87.3	96.8
45	WAGON MOUND	62.2	74.1
46	ALAMOGORDO	79.5	93.2
47	TULAROSA	91.8	98
48	CLOUDCROFT	97.2	96.6
49	TUCUMCARI	65.1	98.2
50	HOUSE	79.2	87.3
51	LOGAN	73.3	97.9
52	SAN JON	94.7	100
53	CHAMA VALLEY	89.7	100
54	DULCE	93.3	92.7
55	ESPANOLA	70.4	86.6
56	JEMEZ MTN	95.9	95.9
57	PORTALES	72.4	96.2
58	ELIDA	95.5	100
59	FLOYD	84.4	95.4
60	DORA	95.6	100
61	BERNALILLO	77.8	94.7
62	CUBA	86.2	91.1
63	JEMEZ VALLEY	85.1	100
64	AZTEC	70.3	81.8
65	FARMINGTON	85.6	94.1
66	BLOOMFIELD	83.6	94.2
67	CENTRAL	77.6	89.3
68	WEST LAS VEGAS	67.8	84.2
69	LAS VEGAS CITY	69	94.3
70	PECOS	88.5	98.6
71	SANTA FE	83.1	90.6

District Code	District Name	Graduation Rate	Dual Credit Graduation Rate
72	POJOAQUE	84.4	88.7
73	TORC	88	94.5
74	SOCORRO	70.8	99.1
75	MAGDALENA	85.5	94.6
76	TAOS	71.1	86.5
77	PENASCO	84.1	100
78	MESA VISTA	84.4	100
79	QUESTA	70.4	90.9
80	ESTANCIA	78.6	100
81	MORIARTY-EDGEWOOD	76.5	91.9
82	MOUNTAINAIR	75.6	82.6
83	RIO RANCHO	85.7	97.6
84	CLAYTON	90.4	100
85	DES MOINES	87.1	87.1
86	LOS LUNAS	68.8	85
87	BELEN	65.7	71.1
88	GRANTS	70.6	78.4
89	ZUNI	75.2	87.4
501	NEW MEXICO ACADEMY FOR THE MEDIA ARTS	68.9	70.2
502	COTTONWOOD CLASSICAL PREP	95.7	89.8
505	SCHOOL OF DREAMS ACADEMY	78.6	84.4
509	NM SCHOOL FOR THE ARTS	96.6	100
510	TAOS ACADEMY	92.8	94.4
511	ALMA D'ARTE CHARTER	77.4	92.6
512	CESAR CHAVEZ COMMUNITY SCHOOL	27.5	43.1
516	ABQ SCHOOL OF EXCELLENCE	84.8	98.5
517	ABQ SIGN LANGUAGE ACADEMY	72.7	0
518	TIERRA ADENTRO	71.2	94.2
519	THE MASTERS PROGRAM	87	86.9
520	THE ASK ACADEMY	87.2	96.4
524	ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	90.6	93.1
525	AMY BIEHL CHARTER HIGH SCHOOL	69.9	86.7
531	NORTHPOINT CHARTER SCHOOL	62.2	74.4
532	ALDO LEOPOLD CHARTER	90.8	100
536	THE GREAT ACADEMY	69.1	83.4
542	MISSION ACHIEVEMENT AND SUCCESS	91.9	97.8
544	ALBUQUERQUE AVIATION ACADEMY	84.3	94.7
547	MCCURDY CHARTER SCHOOL	83.6	97.3

District Code	District Name	Graduation Rate	Dual Credit Graduation Rate
549	NEW AMERICA SCHOOL - LAS CRUCES	41.2	35
550	ESTANCIA VALLEY CLASSICAL ACADEMY	74.2	80.5
552	WALATOWA CHARTER HIGH	86.2	84.7
554	NEW MEXICO CONNECTIONS ACADEMY	72.3	85.6
557	EXPLORE ACADEMY	75.1	91.9
562	DEAP	77.1	80
564	MONTE DEL SOL CHARTER	76.6	77.9
565	TIERRA ENCANTADA CHARTER SCHOOL	73.9	80.4
567	LAS MONTANAS CHARTER	34.9	50
568	SIX DIRECTIONS INDIGENOUS SCHOOL	61	77.9
578	MIDDLE COLLEGE HIGH SCHOOL CHARTER - GALLUP	91.4	92.5
584	PECOS CYBER ACADEMY	64.8	88
585	VISTA GRANDE HIGH SCHOOL	55.6	83.6

Subject Areas & Enrollment

Certain content areas attract a greater number of enrollments. “CIP Codes” refers to Classification of Instructional Program (CIP) and is a federal classification system of courses by subject area. The subject areas below show enrollment across the summer, fall, and spring semesters, sorted into four broad categories (Liberal Arts, Science and Technical, CTE, and Other), and by size of enrollment, from largest enrollments to smallest.

Course Type	CIP2	CIP2Title	2024-25	2023-24	2022-23	2021-22	2020-21
Academic - Liberal Arts	23	ENGLISH LANGUAGE AND LITERATURE/LETTERS.	4,953	4,733	4,180	4,610	5,012
Academic - Liberal Arts	50	VISUAL AND PERFORMING ARTS.	3,646	3,335	3,147	3,091	2,980
Academic - Liberal Arts	16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.	2,776	2,625	2,224	1,942	2,674
Academic - Liberal Arts	42	PSYCHOLOGY.	2,755	2,533	2,310	1,970	2,299
Academic - Liberal Arts	45	SOCIAL SCIENCES.	2,710	2,452	2,170	1,943	2,333
Academic - Liberal Arts	54	HISTORY.	2,469	2,266	1,744	1,514	1,774
Academic - Liberal Arts	09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.	1,816	1,705	1,500	982	1,067
Academic - Liberal Arts	24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.	1,749	1,473	1,348	1,631	1,046
Academic - Liberal Arts	13	EDUCATION.	1,511	1,292	982	974	998
Academic - Liberal Arts	38	PHILOSOPHY AND RELIGIOUS STUDIES.	496	463	444	348	438
Academic - Liberal Arts	30	MULTI/INTERDISCIPLINARY STUDIES.	394	309	413	462	483
Academic - Liberal Arts	05	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.	347	379	479	278	278

Course Type	CIP2	CIP2Title	2024-25	2023-24	2022-23	2021-22	2020-21
Academic-Science and Technical	27	MATHEMATICS AND STATISTICS.	4,470	4,167	4,117	3,764	4,744
Academic-Science and Technical	40	PHYSICAL SCIENCES.	2,766	2,730	2,329	2,178	2,657
Academic-Science and Technical	26	BIOLOGICAL AND BIOMEDICAL SCIENCES.	2,600	2,554	2,803	2,657	2,921
Academic-Science and Technical	11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.	2,051	1,999	1,785	1,826	1,743
Academic-Science and Technical	01	AGRICULTURAL/ANIMAL/PLANT/VETERINARY SCIENCE AND RELATED FIELDS.	790	945	904	890	738
Academic-Science and Technical	14	ENGINEERING.	497	465	363	162	221
Academic-Science and Technical	03	NATURAL RESOURCES AND CONSERVATION.	187	154	134	137	110
Academic-Science and Technical	04	ARCHITECTURE AND RELATED SERVICES.	69	58	77	65	100

Course Type	CIP2	CIP2Title	2024-25	2023-24	2022-23	2021-22	2020-21
Career And Technical Education	51	HEALTH PROFESSIONS AND RELATED PROGRAMS.	2,688	2,536	2,557	2,337	1,988
Career And Technical Education	52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.	2,383	2,111	1,926	1,897	1,524
Career And Technical Education	48	PRECISION PRODUCTION.	2,357	2,603	1,896	1,440	953
Career And Technical Education	47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.	991	1,135	844	597	502
Career And Technical Education	46	CONSTRUCTION TRADES.	921	782	455	254	132
Career And Technical Education	12	CULINARY, ENTERTAINMENT, AND PERSONAL SERVICES.	728	715	1,032	634	501
Career And Technical Education	43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES.	690	634	536	611	875
Career And Technical Education	15	ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS.	652	905	755	749	760
Career And Technical Education	19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.	301	268	262	195	202

Course Type	CIP2	CIP2Title	2024-25	2023-24	2022-23	2021-22	2020-21
Career And Technical Education	10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.	257	252	203	148	114
Career And Technical Education	44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.	63	67	85	61	44
Career And Technical Education	41	SCIENCE TECHNOLOGIES/TECHNICIANS.	33	134	32	37	7
Career And Technical Education	22	LEGAL PROFESSIONS AND STUDIES.	19	18	5	4	8
Career And Technical Education	49	TRANSPORTATION AND MATERIALS MOVING.	14	13	9	8	5
Career And Technical Education	34	HEALTH-RELATED KNOWLEDGE AND SKILLS.	9	6	14	16	10
Career And Technical Education	29	MILITARY TECHNOLOGIES AND APPLIED SCIENCES.	3	2	4	5	6



Data Conclusions

The PED and HED data update of the Dual Credit Program—in terms of program accessibility to students statewide and its effect on school districts, charter schools, state-supported schools, Bureau of Indian Education (BIE) high schools, public higher education institutions, and Tribal colleges—confirms the following:

- The collaborative partnership forged between the PED and HED supports dual credit courses throughout New Mexico.
- The structure for offering dual credit courses is providing diverse dual credit course offerings to New Mexico high school students.
- Dual enrollment continues to expand in New Mexico with 20,121 individual students and 53,017 dual credit course enrollments during the 2024-2025 academic year.
- Encouraging high school students to pursue dual credit coursework statistically increases the likelihood of their obtaining a high school diploma.
- Dual credit participation decreases time to graduation and can provide academic or career technical credentials while still in high school.

Specific progress indicators, including enrollment, percentage of students who complete courses, the grades achieved, and course delivery options—will continue to be collected and monitored to ensure students are receiving appropriate instruction aligned to their career aspirations.

Dual Credit in Career and Technical Education (CTE)

The New Mexico Dual Credit Program is generally associated with academic subjects. Dual credit courses are, however, a vital component of CTE programs of study at the secondary level. In fact, nearly all CTE programs of study recommend a dual credit “capstone” course as a third course in a three-course sequence for a student to complete their high school program of study.

Dual credit capstone courses, whether in automotive technology, computer, or health sciences, provide students with insight into career or education opportunities beyond high school. That is in addition to the standard benefits that dual credit coursework offers high school students as they consider pathways that lead them to certifications or two-year or four-year degrees. Once students have had a successful experience with higher education coursework in the context of technical education and are assured that they can succeed in a higher education setting, their confidence supports their transition to postsecondary career opportunities whether it is an apprenticeship, a military enlistment or entering the workforce.

More information on high school CTE programs of study with embedded dual credit courses can be found in the New Mexico Career Clusters Guidebook which can be viewed by following this link:

[Advance CTE Career Cluster Framework](#)

Dual Credit in Early College High Schools (ECHS)

In addition to the New Mexico Dual Credit Program and dual credit coursework being featured prominently in career and technical education, it also is a foundational component of Early College High School curriculum in New Mexico. An Early College High School, as codified in 6.30.13 NMAC (New Mexico Administrative Code) in 2018, is a school model that focuses on efforts to reach youth underrepresented in higher education by establishing outreach and recruiting processes that strive to provide equitable access.

The desired outcome for a student enrolled at an ECHS is to receive an associate degree simultaneous to achieving their high school diploma in the span of their four-year secondary education. For high school students to be successful in this pursuit, extensive dual credit enrollment beginning in the sophomore year is vital to the ECHS student curriculum.

There are currently 25 Early College High Schools chartered statewide. Every ECHS offers a different curriculum focus along with the Associate degree programs offered with their postsecondary partner. The current list of schools and the degree programs that are offered can be browsed by following this link: [Early College High School | New Mexico Public Education Department \(NMPED\)](#).

Evaluation & Development of the New Mexico Dual Credit Program

Dual Credit Legislative Changes

Beginning with students entering the 9th grade in the 2009-2010 school year, successful completion of a dual credit, advanced placement, honors or distance learning course became a requirement for high school graduation. This graduation requirement clause authorized in statute (22-13-1.1 NMSA) was repealed pursuant to House Bill 171 of the 56th Legislature 2024. Beginning with students entering the 9th grade in the 2025-2026 school year, this graduation requirement will no longer be in effect.

Legislative changes to Dual Credit Program administration were also made prior to the 56th Legislature. In 2021, for instance, Dual Credit Instructional Materials Fund 27103, was no longer separately funded and the appropriation to LEAs for dual credit instructional materials costs was added to local education agencies' (LEA) State Equalization Guarantee (SEG) funding.

With the dual credit graduation requirement repealed, the Dual Credit Council will work statewide to actively promote the value of dual credit opportunities for high school students—whether academic or career technical—so they can experience postsecondary education while in high school. Importantly, the repeal also creates space for developing more intentional dual credit pathways for students interested in pursuing credentials while still in high school.

Dual Credit Council Activity

The Dual Credit Council (DCC) updated the Policy and Procedures Manual in 2023 and will do so again in 2026. The manual provides best practices for administering dual credit. The manual provides guidance for higher education institutions and school districts, as well as important information for students and parents.

The Dual Credit Policy and Procedures Manual can be found at:

[CCRB-Dual-Credit-Policy-and-Procedures-Manual.pdf](#)

The update to the Policy and Procedures Manual will be one component of the council's activities in calendar year 2026 and fiscal year 2027 as part of a more comprehensive review of dual enrollment policy. The review will be supported and enhanced with a grant award received from the College in High School Alliance. The grant will be leveraged toward state dual enrollment vision, policy and the identification and redress of access gaps. This work is underway.

Additional areas on which the DCC focuses its work include the following:

- Matching New Mexico dual credit practice with Higher Learning Commission recommendations.
- Establishing consistency of rigor across all dual credit courses and locations.
- Addressing dual credit faculty qualifications.
- Developing transfer of credit recommendations between secondary and postsecondary schools.
- Updating frequently asked questions (FAQs) and making them available on the PED and HED websites.
- Refining qualitative and quantitative metrics and reporting to better evaluate the dual credit program from a variety of perspectives including participant, coordinator, fiscal, instructor, administrator, etc.
- Engaging grant opportunities that will enhance policy and improve student access.
- Reviewing existing statutes, administrative codes, and best practice guidance for improvements that reduce the administrative burden of the program.
- Sharing national guidelines and research in dual credit.

New Mexico's geography and sparse population pose challenges for the state. There are over 300,000 students in grades kindergarten through 12. New Mexico is ranked thirty-sixth in overall population size, has the fifth largest land mass in the United States, and ranks 47th in population density. Furthermore, having an average of 17.5 people per square mile creates a unique challenge for education in rural areas. By offering courses at nearly all higher education institutions throughout the state, the dual credit program provides opportunities for students who reside in rural communities.

The 2020 census reports that New Mexico's population is 50.1 percent Hispanic, 35.9 percent White, 11.2 percent Native American, 2.7 percent African American, and 2.1 percent Asian, Native Hawaiian, or Pacific Islander. New Mexico's majority-minority status requires creating innovative solutions for increasing academic success and closing the opportunity gap. Dual credit offerings in New Mexico provide opportunities for all students, regardless of race and ethnicity.

- **Time to degree:** Dual credit students can earn college credits before entering college, which can reduce the time it takes to earn a degree.
- **Wages:** Dual credit students tend to earn higher wages after high school.

The work of the DCC in these specific areas maintains the culture of continuous improvement that both New Mexico education agencies embrace. But more importantly, this work promotes student achievement, equity, and access to postsecondary education for New Mexico's students that provides personal and professional growth in preparation for college and career readiness, workplace success, and civic responsibility.

Appendices

A. Dual Credit Responsibilities

Main Higher Education Institution Responsibilities

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

Main Local Education Agency Responsibilities

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

Main Student Responsibilities

- Be enrolled for one-half or more of the required LEA credits or be in attendance at a Bureau of Indian Affairs funded high school for at least three contact hours per day,
- Meet both the LEA and HEI requirements to enroll,
- Complete the dual credit request form and obtain permission from the LEA and HEI representatives,
- Arrange transportation to the site of the dual credit course,
- Be responsible for course-specific fees (e.g., lab, computer),
- Adhere to the schedules for both the LEA and HEI,

- With parent or guardian, sign the FERPA release form in the dual credit request packet, and
- At the end of the course, return textbooks to the LEA.

B. Glossary

Agreement

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

Bureau of Indian Education High School

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

Classification of Instructional Program (CIP)

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

Core Course

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

Career Technical Education (CTE)

Programs of study offering coursework (including technical and applied technology education) which prepare individuals for employment in occupations requiring an industry-recognized credential, certificate, or degree.

Developmental Course

Developmental courses prepare students for college-level courses. While these courses do not count toward college degree requirements, they serve an important function as "refresher" courses to help improve math and writing skills. They can increase the likelihood of success when the student takes regular college courses.

Courses with the following Classification of Instructional Program (CIP) codes are considered developmental courses and are not available for dual credit instructional material (DCIM) reimbursement. Because these courses may not align with secondary standards, they are not appropriate for high school credit:

32.0101: Basic Skills and Developmental/Remedial Education: General

32.0107: Career Exploration/Awareness Skills

32.0199: Basic Skills and Developmental/Remedial Education: Other

Courses with other CIPs may also be developmental. The HED will provide a full list of such courses.

Dual Credit Council (DCC)

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

Dual Credit Program

A program that allows secondary students to enroll in college-level courses offered by public, postsecondary educational institutions and tribal colleges that may be academic, career technical, but not remedial, developmental, and simultaneously earn high school graduation credit and postsecondary credit.

Early College High School

A secondary school model described in 6.30.13 NMAC that focuses on efforts to reach youth underrepresented in higher education by establishing outreach and recruiting processes that strive to provide equitable access. Students enrolled at an ECHS often receive an associate degree simultaneous to achieving a high school diploma in the span of their four-year secondary education.

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, which protects the confidentiality of student records.

General Fees

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

Higher Education Institution (HEI)/Postsecondary Institution

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

Local Educational Agency (LEA)

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

New Mexico Administrative Code (NMAC)

The official collection of current rules (regulations) written and filed by state agencies to clarify and interpret laws passed by the Legislature.

NOVA (System)

NOVA is the next generation of the Student Teacher Accountability Reporting System (STARS) data collection system. A collaborative effort of the New Mexico Legislature, public schools and the NM PED, it is a comprehensive student, staff, and course information system that provides a standard data set for each student served by New Mexico’s 3Y/4Y – Grade 12 public education system.

Physical Education Activity Course

Courses with a CIP code of 36.0108.

Remedial (Developmental) Course

Courses with CIP codes of 32.0104 or 32.0108 fall within the numeracy and computational skills, pre-collegiate mathematics skills, pre-collegiate reading skills, pre-collegiate writing skills, or communications skills categories. Colleges may also designate other courses as remedial or developmental and may use other CIP codes for those courses. These courses would also not be eligible for the Dual Credit Program.

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.

C. Acronyms

Common Abbreviations

CTE	Career and Technical Education
CCRB	College and Career Readiness Bureau
DCC	Dual Credit Council
FAFSA	Free Application for Federal Student Aid
HED	Higher Education Department
HEI	Higher Education Institution
LEA	Local Educational Agency
NMAC	New Mexico Administrative Code
NOVA	Next generation of the STARS data collection system
PED	Public Education Department
SY	School Year
SSN	Social Security Number

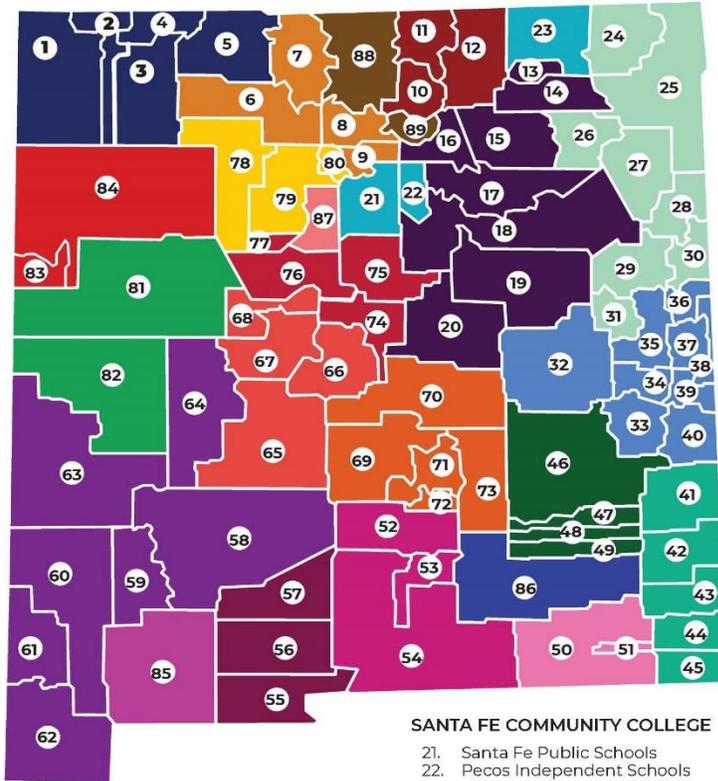
SSID	Student State Identification Number
STARS ID Number (ID)	Student Teacher Accountability Reporting System (STARS) Identification
(NOVA ID)	SSID or NOVA ID are equivalent as the term STARS ID is no longer used

Institutional Abbreviations

CCC	Clovis Community College
CNM	Central New Mexico Community College
Diné	Diné College
ENMU	Eastern New Mexico University
ENMU-RO	Eastern New Mexico University – Roswell
ENMU-RU	Eastern New Mexico University – Ruidoso
IAIA	Institute of American Indian Arts
LCC	Luna Community College
MCC	Mesalands Community College
NMHU	New Mexico Highlands University
NMJC	New Mexico Junior College
NNMI	New Mexico Military Institute
NMSU	New Mexico State University
NMSU-AL	New Mexico State University – Alamogordo
NMSU-DA	New Mexico State University – Doña Ana
NMSU-GR	New Mexico State University – Grants
NMT	New Mexico Institute of Mining and Technology (New Mexico Tech)
NNMC	Northern New Mexico College
NTU	Navajo Technical University
SENMCC	Southeast New Mexico College (prior to June 2022 was NMSU-Carlsbad)
SFCC	Santa Fe Community College
SJC	San Juan College
UNM	University of New Mexico
UNM-GA	University of New Mexico – Gallup
UNM-LA	University of New Mexico – Los Alamos
UNM-TA	University of New Mexico – Taos
UNM-VA	University of New Mexico – Valencia
WNMU	Western New Mexico University

D. Participating Higher Education Institutions & Geographic Areas of Responsibility

The Geographic Areas of Responsibility (GAR) is an assigned region that encompasses one or more public school districts, in which a public higher education institution can meet the educational needs of the area. As stated in NMAC 5.2.4, the purpose of the GAR is to establish geographic areas of responsibility to facilitate effective planning and delivery of public postsecondary educational programs and services throughout New Mexico, with due regard for economy and efficiency of delivery. Together, the twenty-three GARs encompass the entire state, with the online delivery of dual credit courses not bound to the GAR in which the school resides.



SAN JUAN COLLEGE

- 1. Central Consolidated Schools
- 2. Farmington Municipal Schools
- 3. Bloomfield Schools
- 4. Aztec Municipal Schools
- 5. Dulce Independent Schools

NORTHERN NEW MEXICO COLLEGE +

- 6. Jemez Mountain Public Schools
- 7. Chama Valley Schools
- 8. Española Public Schools
- 9. Pojoaque Valley Public Schools

UNIVERSITY OF NEW MEXICO - TAOS +

- 10. Taos Municipal Schools
- 11. Questa Independent Schools
- 12. Cimarron Public Schools

LUNA COMMUNITY COLLEGE

- 13. Maxwell Municipal Schools
- 14. Springer Municipal Schools
- 15. Wagon Mound Public Schools
- 16. Mora Independent Schools
- 17. Las Vegas City Public Schools
- 18. West Las Vegas Public Schools
- 19. Santa Rosa Consolidated Schools
- 20. Vaughn Municipal Schools

SANTA FE COMMUNITY COLLEGE

- 21. Santa Fe Public Schools
- 22. Pecos Independent Schools
- 23. Raton Public Schools

MESALANDS COMMUNITY COLLEGE

- 24. Des Moines Municipal Schools
- 24. Clayton Municipal Schools
- 26. Roy Municipal Schools
- 27. Mosquero Municipal Schools
- 28. Logan Municipal Schools
- 29. Tucumcari Public Schools
- 30. San Jon Municipal Schools
- 31. House Municipal Schools

CLOVIS COMMUNITY COLLEGE

- 32. Fort Sumner Municipal Schools
- 33. Elida Municipal Schools
- 34. Floyd Municipal Schools
- 35. Melrose Public Schools
- 36. Grady Municipal Schools
- 37. Clovis Municipal Schools
- 38. Texico Municipal Schools
- 39. Portales Municipal Schools
- 40. Dora Consolidated Schools

NEW MEXICO JUNIOR COLLEGE

- 41. Tatum Municipal Schools
- 42. Lovington Municipal Schools
- 43. Hobbs Municipal Schools
- 44. Eunice Public Schools
- 45. Jal Public Schools

EASTERN NEW MEXICO UNIVERSITY - ROSWELL*

- 46. Roswell Independent Schools
- 47. Dexter Consolidated Schools
- 48. Hagerman Municipal Schools
- 49. Lake Arthur Municipal Schools

SOUTHEAST NEW MEXICO COLLEGE **

- 50. Carlsbad Municipal Schools
- 51. Loving Municipal Schools

NEW MEXICO STATE UNIVERSITY- ALAMOGORDO

- 52. Tularosa Municipal Schools
- 53. Cloudcroft Municipal Schools
- 54. Alamogordo Public Schools

NEW MEXICO STATE UNIVERSITY - DOÑA ANA*

- 55. Gadsden Independent Schools
- 56. Las Cruces Public Schools
- 57. Hatch Valley Public Schools

WESTERN NEW MEXICO UNIVERSITY *

- 58. Truth or Consequences Municipal Schools
- 59. Cobre Consolidated Schools
- 60. Silver Consolidated Schools
- 61. Lordsburg Municipal Schools
- 62. Animas Public Schools
- 63. Reserve Independent Schools
- 64. Magdalena Municipal Schools

UNIVERSITY OF NEW MEXICO - VALENCIA

- 65. Socorro Consolidated Schools
- 66. Mountainair Public Schools
- 67. Belen Consolidated Schools
- 68. Los Lunas Public Schools

EASTERN NEW MEXICO UNIVERSITY - RUIDOSO

- 69. Carrizozo Municipal Schools
- 70. Corona Public Schools
- 71. Capitan Municipal Schools
- 72. Ruidoso Municipal Schools
- 73. Hondo Valley Public Schools

CENTRAL NEW MEXICO COMMUNITY COLLEGE ***

- 74. Estancia Municipal Schools
- 75. Moriarty Municipal Schools
- 76. Albuquerque Public Schools
- 77. Rio Rancho Public Schools

UNIVERSITY OF NEW MEXICO - LOS ALAMOS ***

- 78. Cuba Independent Schools
- 79. Jemez Valley Public Schools
- 80. Los Alamos Public Schools

NEW MEXICO STATE UNIVERSITY - GRANTS

- 81. Grants-Cibola County Schools
- 82. Quemado Independent Schools

UNIVERSITY OF NEW MEXICO - GALLUP

- 83. Zuni Public Schools
- 84. Gallup-McKinley County Schools

SHARED AREAS OF RESPONSIBILITY

- 85. Deming Public Schools *
- 86. Artesia Public Schools **
- 87. Bernalillo Public Schools ***
- 88. Mesa Vista Consolidated Schools +
- 89. Peñasco Independent Schools +

E. Dual Credit Resources

- *Community College Research Center at Columbia Teachers College, [Dual Enrollment](#)*
- *Dual Enrollment Research: A Comprehensive Review <https://www.sreb.org/publication/dual-enrollment-research>*
- *Dual Enrollment Research - Southern Regional Education Board (sreb.org)*
- *Education Commission of the States 50-State Comparison: Dual/Concurrent Enrollment Policies <https://www.ecs.org/dual-concurrent-enrollment-policies/>*
- *Funding for Equity: Designing State Dual Enrollment Funding Models to Close Equity Gaps [FundingForEquity-SinglePage-WithCover.pdf](#) (squarespace.com)*
- *Mowreader, Ashley, *Understanding Dual-Enrollment Students, Inside Higher Ed*, 19 September 2025. National Alliance of Concurrent Enrollment Partnerships <http://www.nacep.org/resource-center/>*
- *University of Texas System Study: Impact of Dual Credit Courses on Student Success in College [UT System study delves into impact of dual credit courses on student success in college | The University of Texas System.](#)*