



Dual Credit Report

For the School Year 2017–2018
December 2018

Public Education Department Higher Education Department

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Secretary-Designate, Public Education Department

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The State of New Mexico

Dual Credit Annual Report
For School Year 2017–2018
December 2018

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Note

- This document is available by following the link below to the section, “Dual Credit Annual Reports” on the Dual Credit webpage of the PED website at:
<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/dual-credit/#f89587308ac8dc8e4>

Acknowledgements

The Secretary-Designate of Public Education and the Secretary of Higher Education thank the following individuals for their contributions to this report:

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Executive Summary

New Mexico high school students have the opportunity to enroll in college-level academic or career-technical courses via the Dual Credit Program. The Dual Credit Program allows students to earn simultaneously credit toward high school graduation and a postsecondary credential. The terms *dual enrollment* and *concurrent enrollment*, do not necessarily provide for simultaneous secondary and postsecondary credit; the Dual Credit Program does.

The goal of the Dual Credit Program is to offer structured opportunities for high school students to enroll in college courses that lead to post-secondary credentials and provide entry-level job skills. Because Higher Education Institutions (HEIs) waive tuition and Local Education Agencies (LEAs) purchase books for students enrolled in the Dual Credit Program, students and families could save thousands of dollars on tuition and books. In order for students to realize this goal, it is imperative that the Dual Credit Program's policies support this goal.

To this end, staff from the Public Education Department (PED) and the Higher Education Department (HED) have suggested updates to the Dual Credit Program that will ensure that dual credit coursework is aligned with students' post-secondary goals.

Introduction

According to the US Department of Education's (ED), *College Completion Tool 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, as reported by the Bureau of Labor Statistics, individuals with industry recognized certificates and post-secondary degrees at the associate, bachelor, and graduate levels are projected to continue to experience higher levels of employment and wage growth than those without such credentials.

The New Mexico Dual Credit Program allows high school students to enroll in college-level academic or career-technical courses offered by a public post-secondary educational institution or tribal college. Students may not take remedial, developmental, or physical education courses as part of the Dual Credit Program. Dual credit courses can be taken simultaneously with regular curriculum to earn credit toward high school graduation and a post-secondary credential. Dual credit supports P–20 education by maximizing students' educational attainment, providing opportunities for success in the workforce, and better ensuring students' contributions to their local communities.

To facilitate and improve the Dual Credit Program 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 outlined in 6.30.7 NMAC. The council chair alternates between the departments every two years.

The council makes recommendations to the cabinet secretaries on issues not addressed in the rule. The HED and PED secretaries act jointly in responding to recommendations including the following:

- Determining an alignment of course content to administer the appropriate credit ratio of 3 hours to 1 unit
- Administering an appeals process for LEAs and HEIs.

The HED and PED have developed a collaborative, systematic practice in order to facilitate the New Mexico dual credit process for high school students. This practice includes:

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

By implementing this collaborative practice, the HED and PED generate consistent, engaging communication that enables high school students throughout New Mexico to complete dual credit courses with increased success and in greater numbers on an annual basis.

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

Dual Credit Classes Defined

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.

Please note: Remedial, developmental, and physical education activity courses are not eligible for dual credit.

- 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, postsecondary institutions, and off-campus centers; and
 - may be delivered during or outside of regular LEA hours or via distance learning.
- There is currently 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.

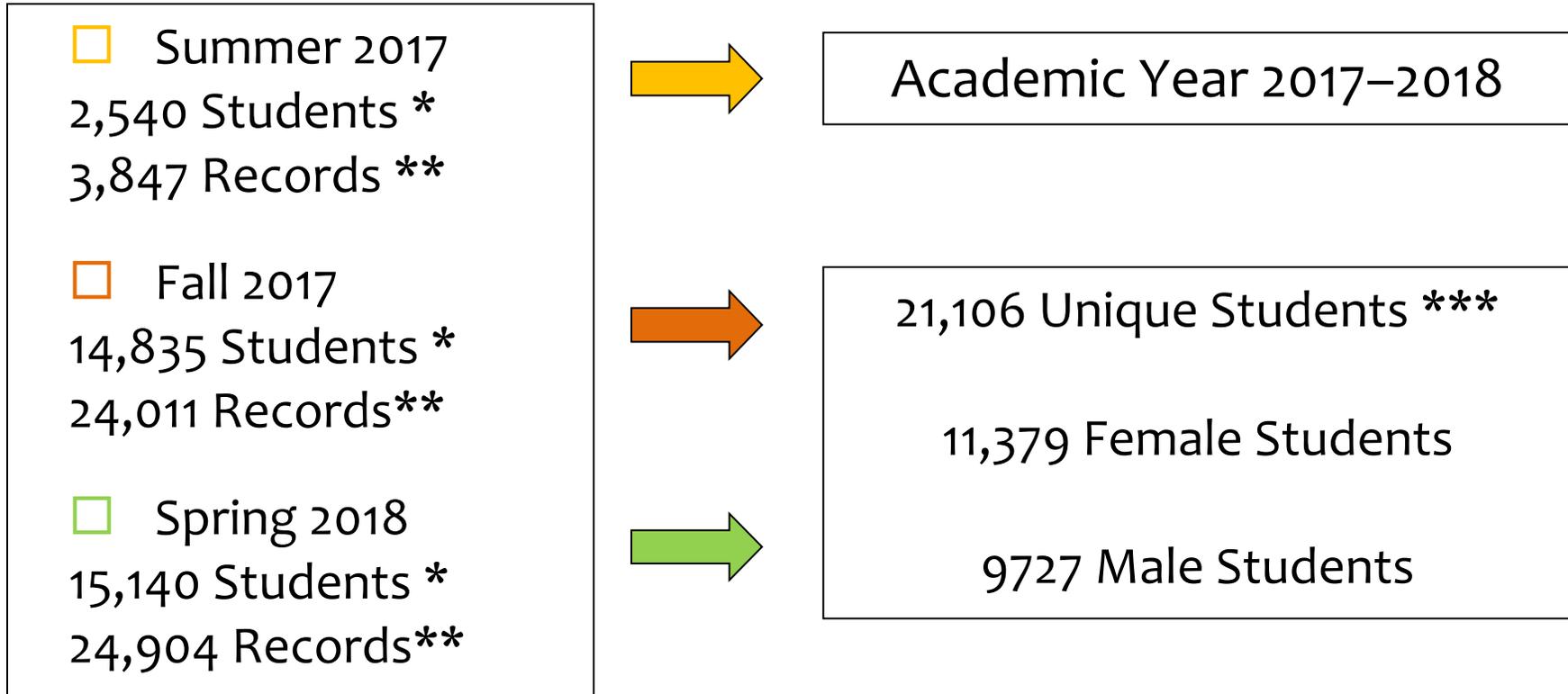
Demographic Description—Provisions for Collecting and Disseminating Annual Data

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

The four tribal institutions data are included.

Dual Credit (DC) Enrollment Information

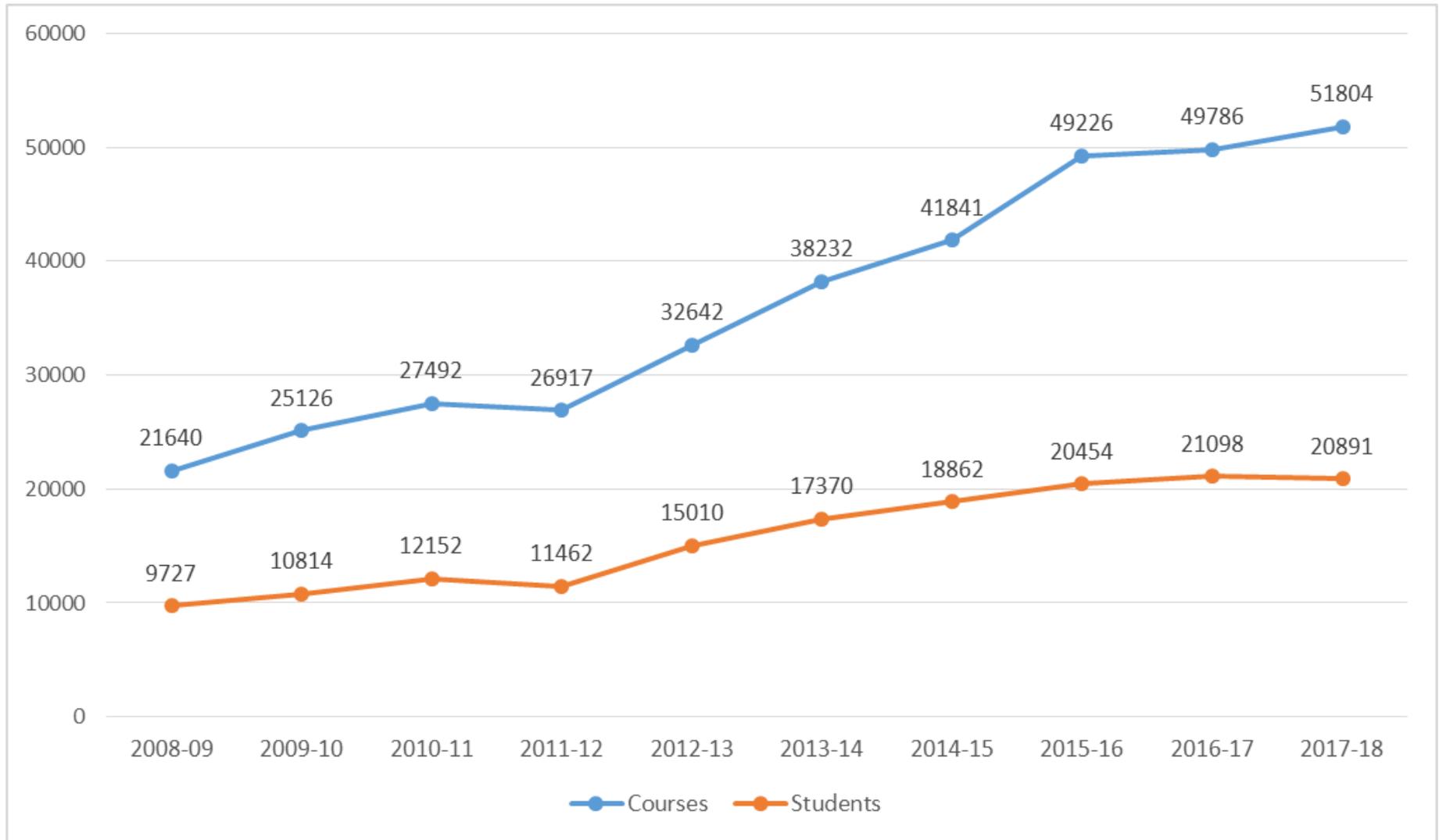


* **Students** represents a distinct head count for a dual credit student for each semester.

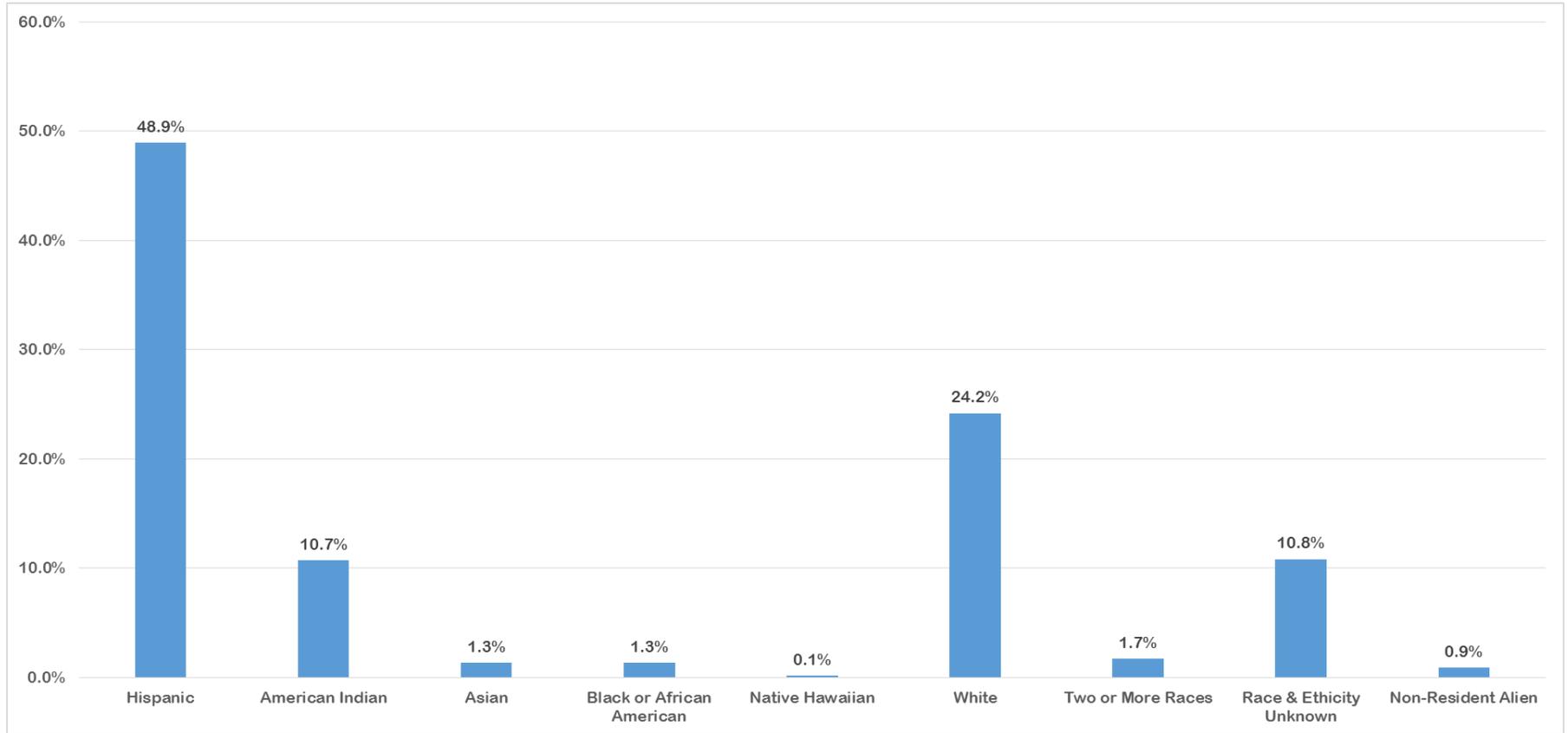
****Records** refer to the number of courses each student can take in a given semester (e.g. one student can take three classes so there will be three records).

*** For AY 17-18, **Unique Students** refers to distinct students that were taking DC courses in any semester. There were (21,106) unique students in total for AY17-18.

NM Dual Credit Program Growth: 2009–2018



Dual Credit Enrollment by Ethnicity: AY 2017–2018



Non-Resident Alien refers to a student who is not a U.S. citizen or does not have a permanent resident status. *Native Hawaiian* includes *Pacific Islander*. Data is being reported under the new ethnicity guidelines. Distinct student count within each Academic Year (Summer 2017, Fall 2017, and Spring 2018)

Participating Entities

The chart below details information for the AY 2017–2018 and Class of 2017 cohort. As shown in the list below, the overall statewide cohort graduation rate for students taking dual credit is 85.5 percent this year. This represents an increase from 85.2 percent attained last year.

The table below incorporates the following statutory data requirements:

- **Participating entities.** Include 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.** Include rates for participating school districts, charter schools, state-supported schools, and Bureau of Indian Education high schools.
- **Participating public, postsecondary, educational institutions.** Include the public, postsecondary, educational institutions and tribal colleges that participating students ultimately attend.
 - ◆ Participating entities
 - ◆ High school graduation rates
 - ◆ Participating public, postsecondary educational institutions

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Statewide—All Schools All Students	71.10	85.50	
Alamogordo Public Schools	76.10	90.41	
			New Mexico State University Alamogordo
Albuquerque Public Schools (APS)	67.90	81.09	
ACE Leadership High School			
Albuquerque Talent Development Secondary			Central New Mexico Community College
Bataan Charter School			Institute of American Indian Arts
Bataan Military Academy			University of New Mexico
Career Academic Technical Academy			
Digital Arts and Technology Academy			
East Mountain High School			
El Camino Real Academy			
Gordon Bernell Charter School			
La Academia De Esperanza			
Los Puentes			
Native American Community Academy			
Nuestros Valores Charter School			
Public Academy for Performing Arts			
Robert F. Kennedy Charter High School			
School for Integrated Academics and Technologies			
South Valley Academy			

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Animas Public Schools	94.40	100.00	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			University of New Mexico
			Western New Mexico University
Artesia Public Schools	82.90	94.91	
			Eastern New Mexico University Roswell
			New Mexico State University Carlsbad
Aztec Municipal Schools	68.00	78.99	
			San Juan College
Belen Consolidated Schools	68.90	86.72	
			Central New Mexico Community College
			University of New Mexico Valencia
Bernalillo Public Schools	56.80	74.26	
			Central New Mexico Community College
			Institute of American Indian Arts
Bloomfield Schools	65.60	89.58	
			San Juan College
Capitan Municipal Schools	87.50	94.34	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
Carlsbad Municipal Schools (CMS)	69.00	72.90	
Jefferson Montessori Academy			New Mexico State University Carlsbad
Carrizozo Municipal Schools	77.20	83.67	
			Eastern New Mexico University Ruidoso
			Central New Mexico Community College
			Navajo Technical College
Central Consolidated Schools	67.50	77.27	
			San Juan College

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Chama Valley Independent Schools	88.30	100.00	
			Northern New Mexico College
Cimarron Municipal Schools	79.20	84.69	
Moreno Valley High School			Clovis Community College
			Eastern New Mexico University
			Luna Community College
			University of New Mexico Taos
Clayton Municipal Schools	79.20	100.00	
			Mesalands Community College
			Clovis Community College
Cloudcroft Municipal Schools	90.70	100.00	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
			New Mexico State University Alamogordo
Clovis Municipal Schools	77.90	90.60	
			Clovis Community College
			Eastern New Mexico University
Cobre Consolidated Schools	94.10	95.53	
			New Mexico State University
			Doña Ana Community College
			Western New Mexico University
Corona Public Schools	*	*	
			Clovis Community College
			Eastern New Mexico University
			Eastern New Mexico University Ruidoso
Cuba Independent Schools	62.30	74.27	
			Luna Community College
			Northern New Mexico College
			Central New Mexico Community College
Deming Public Schools	67.00	78.36	
Cesar Chavez Charter High School			Eastern New Mexico University
			New Mexico State University
			Western New Mexico University

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Des Moines Municipal Schools	*	*	
			Clovis Community College
Dexter Consolidated Schools	76.20	76.20	
			Eastern New Mexico University Roswell
			Mesalands Community College
Dora Consolidated Schools	100.00	100.00	
			Clovis Community College
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
			New Mexico State University
Dulce Independent Schools	83.71	100.00	
			Northern New Mexico College
Elida Municipal Schools	100.00	100.00	
			Clovis Community College
			Eastern New Mexico University
Española Public Schools	65.50	73.50	
			Northern New Mexico College
Estancia Municipal Schools	80.10	92.38	
			Central New Mexico Community College
			Eastern New Mexico University
Eunice Public Schools	84.00	93.48	
			New Mexico Junior College
Farmington Municipal Schools	66.20	80.91	
			New Mexico State University
			San Juan College
			Central New Mexico Community College
Floyd Municipal Schools	87.80	86.47	
			Clovis Community College
			Eastern New Mexico University
Fort Sumner Municipal Schools	88.10	94.33	
			Clovis Community College
			Eastern New Mexico University
			Mesalands Community College

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Gadsden Independent Schools	81.70	96.38	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Gallup-McKinley County Schools	67.20	83.06	
Middle College High School			Navajo Technical College
			University of New Mexico Gallup
Grady Municipal Schools	98.40	98.40	
			Clovis Community College
			Eastern New Mexico University
Grants-Cibola County Schools	68.60	75.32	
			Central New Mexico Community College
			New Mexico State University Grants
Hagerman Municipal Schools	82.90	91.17	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
Hatch Valley Public Schools	67.60	90.18	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Hobbs Municipal Schools	86.10	91.62	
			Eastern New Mexico University
			New Mexico Junior College
Hondo Valley Public Schools	81.00	91.34	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
House Municipal Schools	41.30	79.15	
			Clovis Community College
			Mesalands Community College
Jal Public Schools	91.30	100.00	
			New Mexico Junior College
			University of New Mexico
Jemez Mountain Public Schools	95.00	100.00	
			Northern New Mexico College
			University of New Mexico

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Jemez Valley Public Schools	59.50	73.43	
			Central New Mexico Community College
			Eastern New Mexico University Roswell
			Institute of American Indian Arts
			Northern New Mexico College
Lake Arthur Municipal Schools	61.70	83.12	
			Eastern New Mexico University Roswell
Las Cruces Public Schools	85.50	97.64	
			Eastern New Mexico University
			New Mexico State University
			New Mexico State University Doña Ana Community College
			San Juan College
Las Vegas City Schools	72.60	98.00	
			Luna Community College
			New Mexico Highlands University
Logan Municipal Schools	62.10	100.00	
			Clovis Community College
			Mesalands Community College
Lordsburg Municipal Schools	82.20	86.95	
			Western New Mexico University
Los Alamos Public Schools	86.60	92.38	
			University of New Mexico Los Alamos
Los Lunas Public Schools	76.30	86.22	
			Central New Mexico Community College
			Eastern New Mexico University
			University of New Mexico Valencia
Loving Municipal Schools	84.90	85.19	
			Eastern New Mexico University Roswell
			New Mexico Junior College
Lovington Municipal Schools	81.00	98.75	
			New Mexico Junior College

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Magdalena Municipal Schools	89.30	93.63	
			Eastern New Mexico University
			New Mexico Institute of Mining and Technology
			University of New Mexico Valencia
			Western New Mexico University
Maxwell Municipal Schools	82.30	100.00	
			Eastern New Mexico University
			Luna Community College
			New Mexico Junior College
			Northern New Mexico College
Melrose Municipal Schools	79.70	86.03	
			Clovis Community College
			Eastern New Mexico University
Mesa Vista Consolidated Schools	81.00	91.81	
			Northern New Mexico College
			University New Mexico Taos
Mora Independent Schools	73.10	82.79	
			Central New Mexico Community College
			Luna Community College
			New Mexico Highlands University
			University New Mexico Taos
Moriarty-Edgewood Schools	77.60	92.37	
			Central New Mexico Community College
			Mesalands Community College
			University of New Mexico
Mosquero Municipal Schools	*	*	
			Clovis Community College
			Eastern New Mexico University
Mountainair Public Schools	60.70	83.33	
			Central New Mexico Community College
Pecos Independent Schools	79.30	95.88	
			Luna Community College

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Peñasco Independent Schools	79.10	86.38	
			Northern New Mexico College
			University of New Mexico Taos
Pojoaque Valley Schools	77.80	84.71	
			Northern New Mexico College
Portales Municipal Schools	77.20	92.98	
			Clovis Community College
			Eastern New Mexico University
Quemado Independent Schools	89.70	100.00	
			Luna Community College
			New Mexico State University Grants
			Western New Mexico University
Questa Independent Schools	76.20	83.36	
			University of New Mexico Taos
Raton Public Schools	77.90	88.36	
			Luna Community College
			New Mexico Highlands University
			University of New Mexico
Reserve Independent Schools	80.50	100.00	
			Western New Mexico University
Rio Rancho Public Schools	82.00	92.06	
			Central New Mexico Community College
			University of New Mexico
Roswell Independent Schools	65.80	78.32	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
Roy Municipal Schools	**	**	
			Clovis Community College
Ruidoso Municipal Schools	81.20	97.48	
			Eastern New Mexico University Ruidoso
San Jon Municipal Schools	*	*	
			Clovis Community College
			Eastern New Mexico University
			Mesalands Community College

** School had too few students to report.

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Santa Fe Public Schools***	68.90	85.07	
Academy for Technology and the Classics			Eastern New Mexico University
Tierra Encantada Charter High School			Central New Mexico Community College
			Institute of American Indian Arts
			Northern New Mexico College
			Santa Fe Community College
Santa Rosa Consolidated Schools	88.40	89.35	
			Clovis Community College
			Eastern New Mexico University
			Luna Community College
Silver Consolidated Schools	83.80	93.13	
			Central New Mexico Community College
			Eastern New Mexico University
			New Mexico State University
			New Mexico State University Doña Ana Community College
			Western New Mexico University
Socorro Consolidated Schools	63.70	77.75	
			University of New Mexico Valencia
			New Mexico Institute of Mining and Technology
			Western New Mexico University
Springer Municipal Schools	100.00	100.00	
			Clovis Community College
			Luna Community College
Taos Municipal Schools	68.30	77.24	
			University of New Mexico Taos
Tatum Municipal Schools	96.00	95.74	
			New Mexico Junior College
Texico Municipal Schools	73.10	100.00	
			Mesalands Community College
Truth or Consequences Municipal Schools	85.30	97.48	
			New Mexico State University Doña Ana Community College
Tucumcari Public Schools	77.80	95.41	
			Clovis Community College

***All students in SFPS charter schools are able to utilize DC from the five listed post-secondary institutions.

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Tularosa Municipal Schools	64.10	86.71	
			New Mexico State University Alamogordo
Vaughn Municipal Schools	78.00	100.00	
			Mesalands Community College
Wagon Mound Public Schools	*	*	
			Luna Community College
West Las Vegas Public Schools	72.40	88.85	
			Luna Community College
			New Mexico Highlands University
Zuni Public Schools	55.00	82.10	
			University of New Mexico Gallup
LEA (State Charters)			
Academy of Trades and Technology	11.20	50.24	
			Central New Mexico Community College
Albuquerque Institute for Math and Science (AIMS)	94.40	84.28	
			Central New Mexico Community College
			University of New Mexico
Albuquerque School of Excellence	91.80	95.79	
Aldo Leopold Charter High School	67.40	77.78	
			Western New Mexico University
Alma d' Arte Charter High	60.00	94.79	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Amy Biehl Charter High School	81.40	91.88	
			Central New Mexico Community College
			University of New Mexico
Anthony Charter School	79.50	100.00	
			Doña Ana Community College
Cesar Chavez Community School	38.50	77.89	
			Central New Mexico Community College
Cottonwood Classical Preparatory School	93.20	96.52	
			Central New Mexico Community College
			University of New Mexico

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
LEA (State Charters)			
Estancia Valley Classical Academy	95.70	99.57	
			Eastern New Mexico University Ruidoso
			Mesalands Community College
Gilbert L. Sena Charter High School	36.40	56.38	
			Central New Mexico Community College
Health Leadership High School	31.20	56.72	
Las Montañas Charter School	31.80	74.94	
			Doña Ana Community College
McCurdy Charter High School	63.00	77.96	
			Northern New Mexico College
Media Arts Collaborative	56.40	69.56	
			Central New Mexico Community College
			New Mexico State University
			University of New Mexico
Monte del Sol Charter School	71.90	76.26	
			Santa Fe Community College
New Mexico Connections Academy	40.50	58.46	
			New Mexico Junior College
New Mexico School for Arts	96.20	96.81	
			Institute of American Indian Arts
			Santa Fe Community College
School of Dreams Academy	66.60	89.62	
			University of New Mexico Valencia
Southwest Aeronautics, Mathematics and Science Academy	80.90	91.51	
			Central New Mexico Community College

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
LEA (State Charters)			
Southwest Secondary Learning Center	72.00	94.38	
			Central New Mexico Community College
			University of New Mexico
Taos Academy	94.30	99.20	
			Central New Mexico Community College
			University New Mexico Taos
The ASK Academy	71.20	78.88	
			Central New Mexico Community College
			University of New Mexico
The Great Academy	30.80	53.18	
			Central New Mexico Community College
			New Mexico State University
			University of New Mexico
The MASTERS Program	76.90	76.98	
			Santa Fe Community College
The New America School Albuquerque	18.40	49.81	
			Central New Mexico Community College
The New America School Las Cruces	28.30	75.22	
			Doña Ana Community College
Tierra Adentro	84.40	93.19	
			Central New Mexico Community College
			University of New Mexico
			University of New Mexico Taos
Tierra Encantada	70.00	82.86	
			Santa Fe Community College
Walatowa High	80.50	93.35	
			Central New Mexico Community College
			Eastern New Mexico University Roswell
			Institute of American Indian Arts

† New cohort data.

Information for the AY 2017–2018 and Class of 2017

Local Education Agency (LEA)	Postsecondary Institution
LEA (Bureau of Indian Education)	
Alamo Navajo	
	University of New Mexico Valencia
Mescalero	
	Eastern New Mexico University Ruidoso
Navajo Preparatory School	
	San Juan College
Pine Hill School	
	New Mexico State University Grants
Santa Fe Indian School	
	Institute of American Indian Arts Northern New Mexico College
Tohaajilee Community School	
	Central New Mexico Community College
Wingate	
LEA (State Institutions)	
CYFD	
Juvenile Justice	Central New Mexico Community College Santa Fe Community College
Children's PSYCH	
New Mexico Corrections	
New Mexico School for the Blind and Visually Handicapped	
New Mexico School for the Deaf	
Sequoyah (NM Department of Health)	

Subject Areas of, and Enrollment in, Dual Credit Courses: Summer 2017

CIP Codes	Title	Enrollment
1	AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES	1
3	NATURAL RESOURCES AND CONSERVATION	42
4	ARCHITECTURE AND RELATED SERVICES	1
5	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES	4
9	COMMUNICATION, JOURNALISM AND RELATED PROGRAMS	152
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES	1
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	164
12	PERSONAL AND CULINARY SERVICES	24
13	EDUCATION	23
14	ENGINEERING	1
15	ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	39
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	303
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	64
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS	583
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	62
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	159
27	MATHEMATICS AND STATISTICS	485
30	MULTI/INTERDISCIPLINARY STUDIES	11
31	PARKS, RECREATION, LEISURE AND FITNESS STUDIES	2
32	BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION	14
33	CITIZENSHIP ACTIVITIES	1
36	LEISURE AND RECREATIONAL ACTIVITIES	6
37	PERSONAL AWARENESS AND SELF-IMPROVEMENT	119
38	PHILOSOPHY AND RELIGIOUS STUDIES	49
40	PHYSICAL SCIENCES	192
42	PSYCHOLOGY	260
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES	28
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	2
45	SOCIAL SCIENCES	356
46	CONSTRUCTION TRADES	6
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS	41
48	PRECISION PRODUCTION	24
50	VISUAL AND PERFORMING ARTS	228
51	HEALTH PROFESSIONS AND RELATED PROGRAMS	189
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	63
54	HISTORY	148

CIP Codes refers to Classification of Instructional Program, a federal classification system of courses by subject area

Subject Areas of, and Enrollment in, Dual Credit Courses: Fall 2017

CIP Codes	Title	Enrollment
1	AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES	831
3	NATURAL RESOURCES AND CONSERVATION	58
4	ARCHITECTURE AND RELATED SERVICES	12
5	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES	109
9	COMMUNICATION, JOURNALISM AND RELATED PROGRAMS	482
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES	138
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	897
12	PERSONAL AND CULINARY SERVICES	259
13	EDUCATION	385
14	ENGINEERING	122
15	ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	537
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	1147
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	144
22	LEGAL PROFESSIONS AND STUDIES	7
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS	1820
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	937
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	1489
27	MATHEMATICS AND STATISTICS	2085
30	MULTI/INTERDISCIPLINARY STUDIES	154
31	PARKS, RECREATION, LEISURE AND FITNESS STUDIES	11
32	BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION	52
34	HEALTH-RELATED KNOWLEDGE AND SKILLS	16
36	LEISURE AND RECREATIONAL ACTIVITIES	8
37	PERSONAL AWARENESS AND SELF-IMPROVEMENT	1691
38	PHILOSOPHY AND RELIGIOUS STUDIES	144
40	PHYSICAL SCIENCES	1391
41	SCIENCE TECHNOLOGIES/TECHNICIANS	69
42	PSYCHOLOGY	1053
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES	410
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	170
45	SOCIAL SCIENCES	1189
46	CONSTRUCTION TRADES	285
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS	615
48	PRECISION PRODUCTION	774
49	TRANSPORTATION AND MATERIALS MOVING	6
50	VISUAL AND PERFORMING ARTS	1567
51	HEALTH PROFESSIONS AND RELATED PROGRAMS	1091
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	908
54	HISTORY	948

CIP Codes refers to Classification of Instructional Program, a federal classification system of courses by subject area

Subject Areas of, and Enrollment in, Dual Credit Courses: Spring 2018

CIP Codes	Title	Enrollment
1	AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES	584
3	NATURAL RESOURCES AND CONSERVATION	62
4	ARCHITECTURE AND RELATED SERVICES	47
5	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES	88
9	COMMUNICATION, JOURNALISM AND RELATED PROGRAMS	529
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES	175
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	1241
12	PERSONAL AND CULINARY SERVICES	412
13	EDUCATION	730
14	ENGINEERING	148
15	ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	572
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	1515
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	129
22	LEGAL PROFESSIONS AND STUDIES	8
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS	2018
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	712
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	1540
27	MATHEMATICS AND STATISTICS	1908
30	MULTI/INTERDISCIPLINARY STUDIES	230
31	PARKS, RECREATION, LEISURE AND FITNESS STUDIES	29
32	BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION	17
33	CITIZENSHIP ACTIVITIES	4
34	HEALTH-RELATED KNOWLEDGE AND SKILLS	12
36	LEISURE AND RECREATIONAL ACTIVITIES	15
37	PERSONAL AWARENESS AND SELF-IMPROVEMENT	848
38	PHILOSOPHY AND RELIGIOUS STUDIES	226
39	THEOLOGY AND RELIGIOUS VOCATIONS	1
40	PHYSICAL SCIENCES	1485
41	SCIENCE TECHNOLOGIES/TECHNICIANS	73
42	PSYCHOLOGY	1143
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES	485
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	15
45	SOCIAL SCIENCES	1514
46	CONSTRUCTION TRADES	202
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS	407
48	PRECISION PRODUCTION	819
49	TRANSPORTATION AND MATERIALS MOVING	5
50	VISUAL AND PERFORMING ARTS	1665
51	HEALTH PROFESSIONS AND RELATED PROGRAMS	1538
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	859
54	HISTORY	894

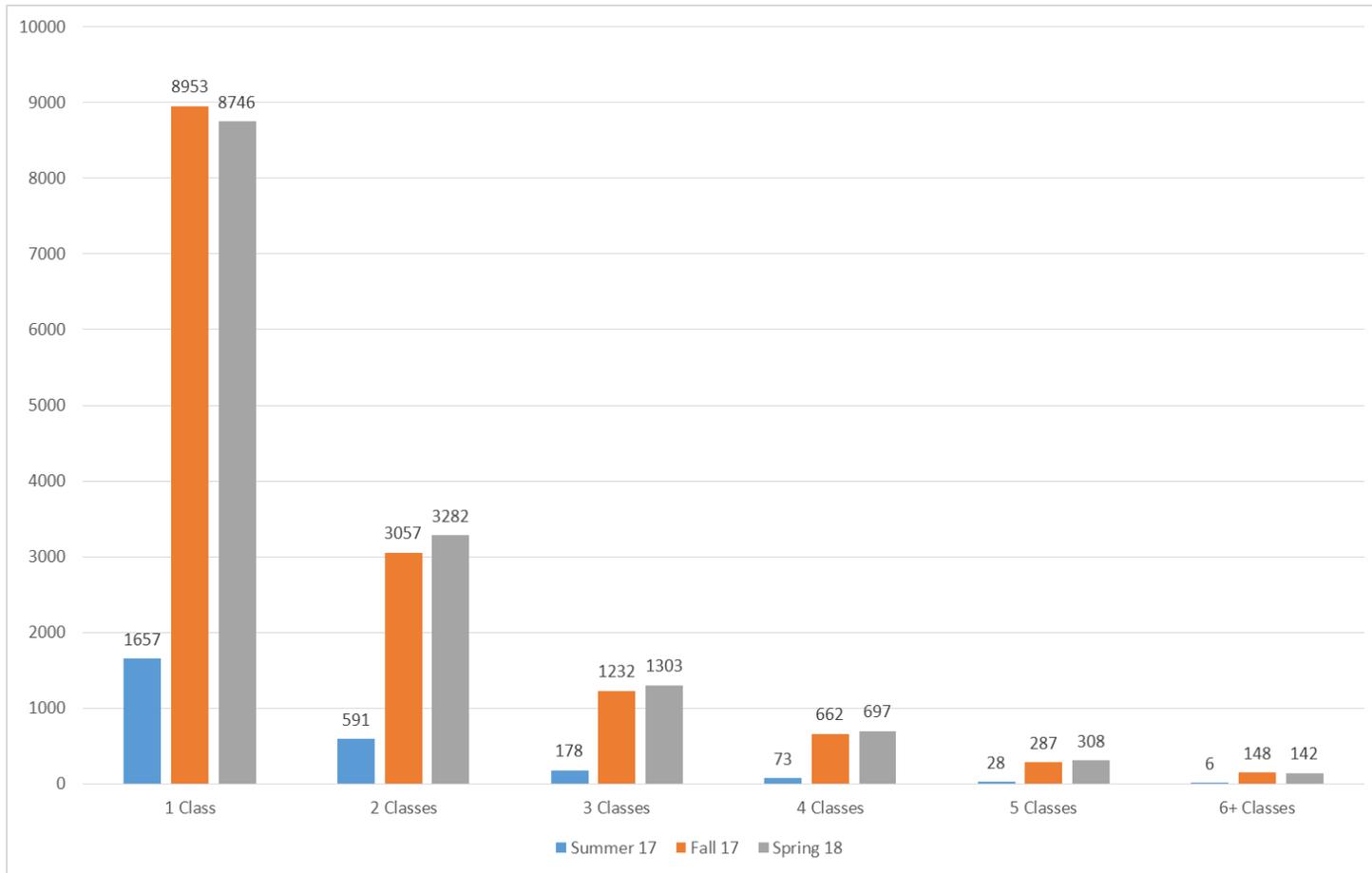
CIP Codes refers to Classification of Instructional Program, a federal classification system of courses by subject area

Subject Areas and Enrollment

Certain content areas attract a greater number of enrollments. In either fall and/or spring semester of AY 2017–2018, these subject areas served 500 or more enrollees on average across the fall and spring semesters.

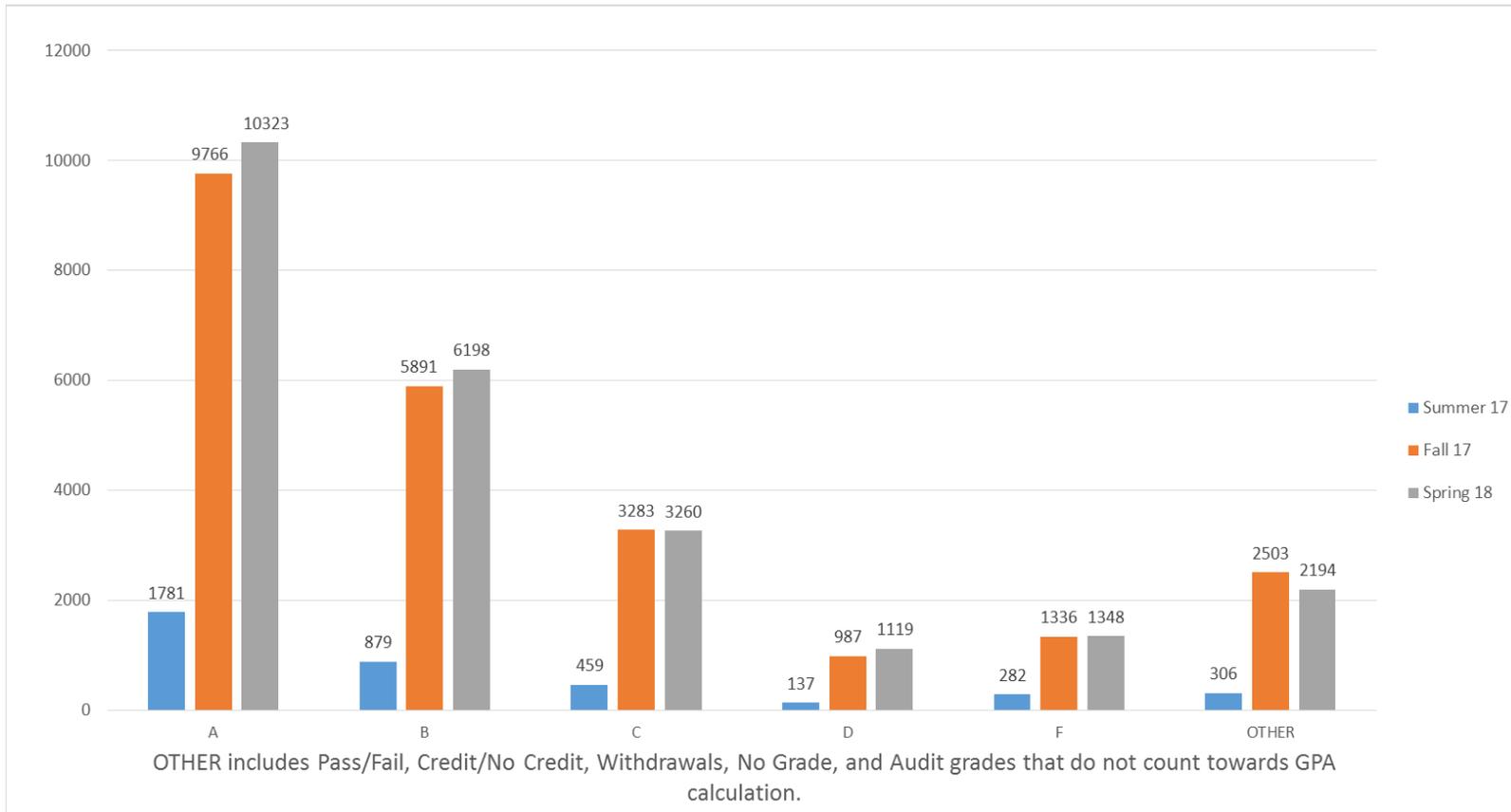
<i>Content Area</i>	<i>Number of Enrollees</i>		<i>Fall/Spring Total</i>
	<i>Fall</i>	<i>Spring</i>	
Agriculture, Agriculture Operations, and related sciences	831	584	1,415
Biological and Biomedical Sciences	1,489	1,540	3,029
Business, Management, Marketing, and related support services	908	859	1,767
Communication, Journalism and related programs	482	529	1,011
Computer and Information Sciences	897	1,241	2,138
Education	385	730	1,115
Engineering Technologies and engineering related fields	537	572	1,109
English Language and Literature / Letters	1,820	2,018	3,838
Foreign Languages, Literatures and Linguistics	1,147	1,515	2,662
Health Professions and related programs	1,091	1,538	2,629
History	948	894	1,842
Liberal Arts and Sciences, General Studies, Humanities	937	712	1,649
Mathematics and Statistics	2085	1,908	3,993
Mechanic and Repair Technologies / Technicians	615	407	1,022
Personal Awareness and Self-Improvement	1,691	848	2,539
Physical Sciences	1,391	1,485	2,876
Precision Production	774	819	1,593
Psychology	1,053	1,143	2,196
Social Sciences	1,189	1,514	2,703
Visual and Performing Arts	1,567	1,665	3,232

Number of Dual Credit Classes Taken: AY 2017–2018



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 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 appear to be aggressively pursuing college credit with three or more dual credit classes in a single year.

Dual Credit Course Grade Distribution



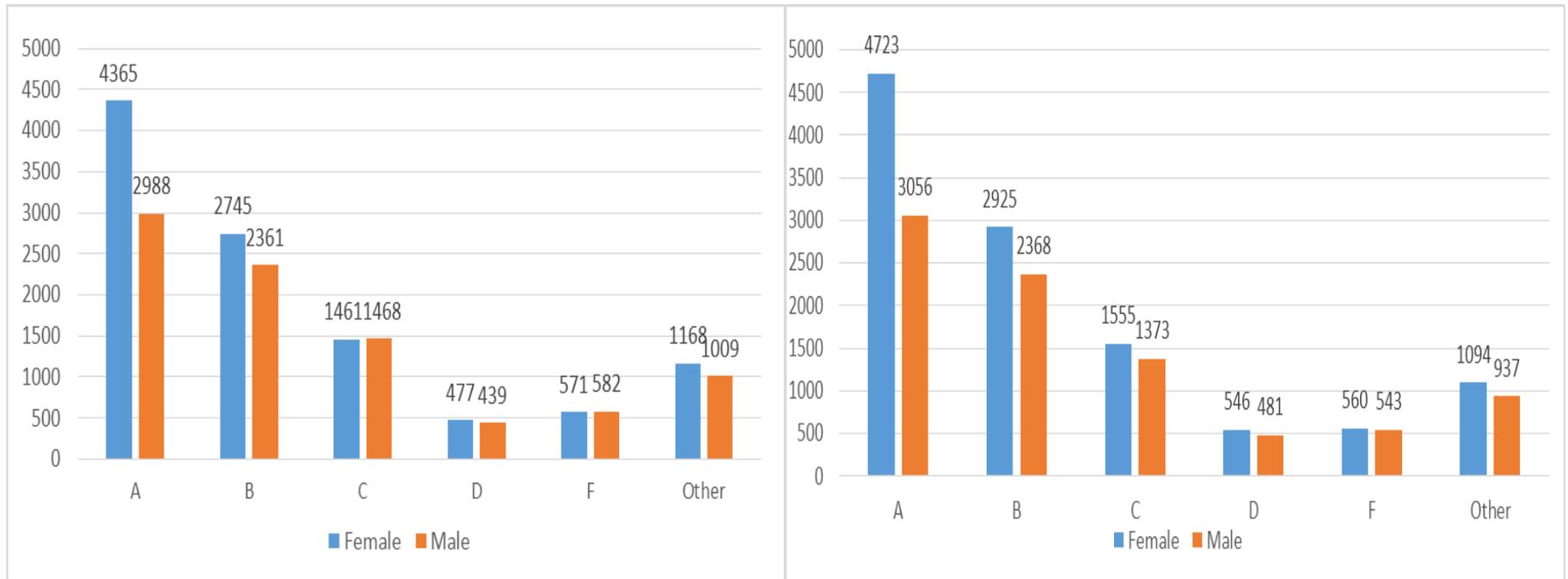
New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of C or better in order to be considered successful. Under that standard, 76 percent of the enrollees met the success criterion in school year 2017–2018. That is a decrease of 5 percent from the previous academic year (81 percent versus 76 percent).

Of the remaining students considered unsuccessful, a portion (9 percent) did not receive a credit-bearing grade (See: Other). These students may have elected to audit a course that resulted only in a final pass/fail, or the student may have dropped out prior to receiving a grade. In either case, they did not meet the requirements for success, according to the NM School Grading Accountability system criteria.

Dual Course Grade Distribution by Gender

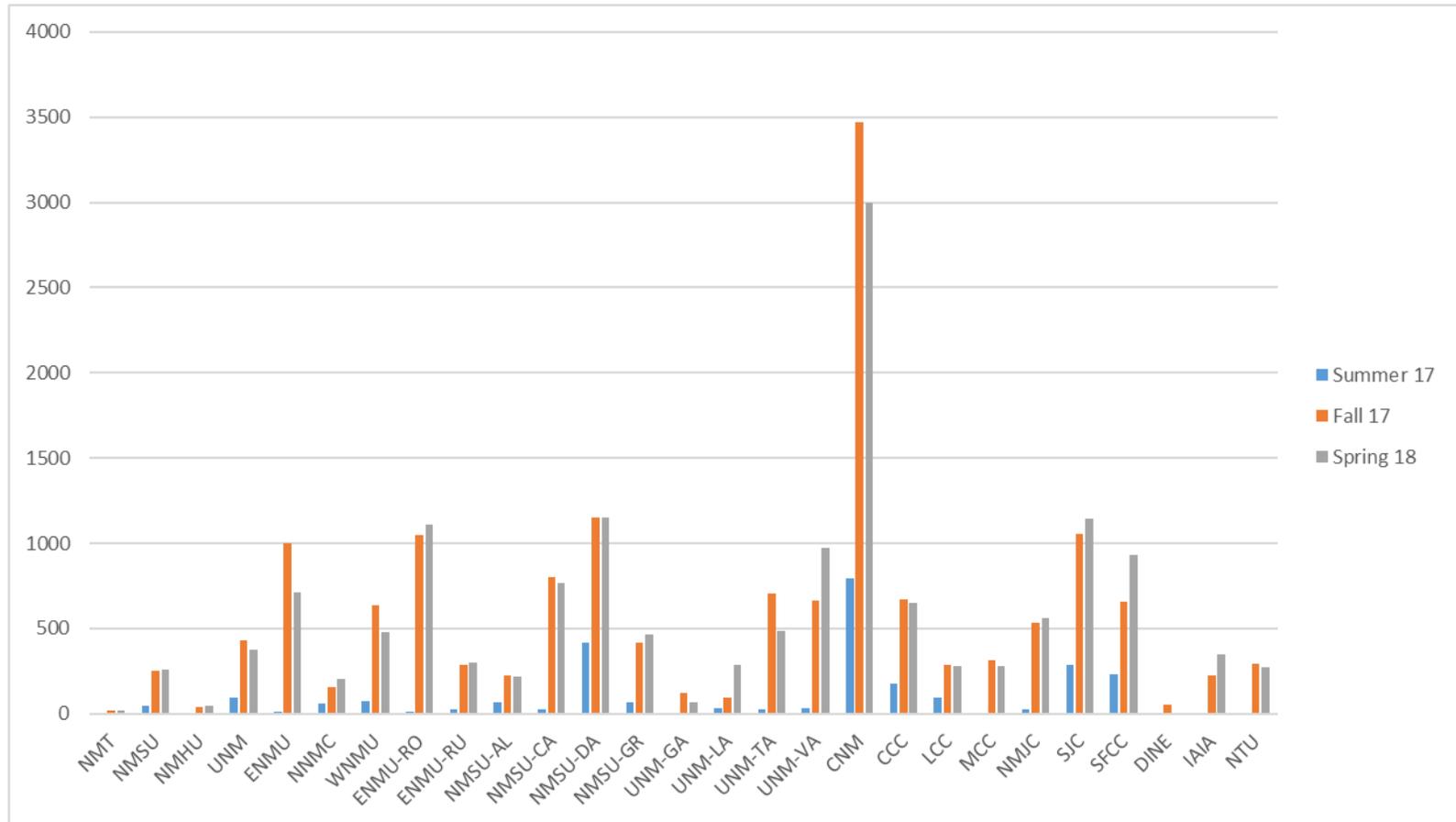
Fall 2017

Spring 2018



Females earn *A* and *B* grades more often than do males in their dual credit courses; however, both genders receive an average grade of *C* or lower on an approximately equal basis.

Dual Credit Enrollment at Postsecondary Institutions

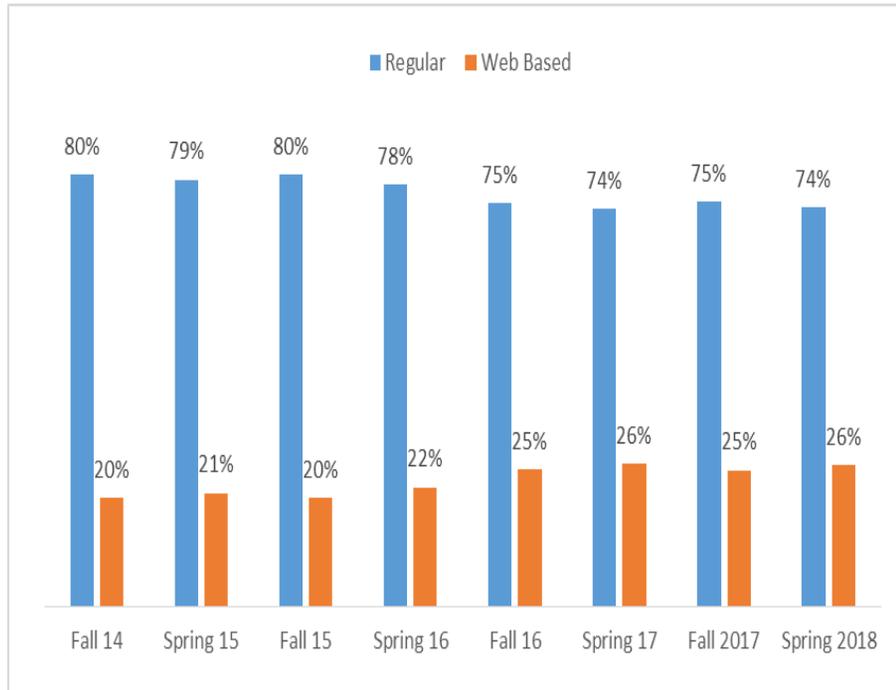


There are 27 institutions that participate in the Dual Credit Program. A complete list of institution abbreviations is available in the appendices section of this report.

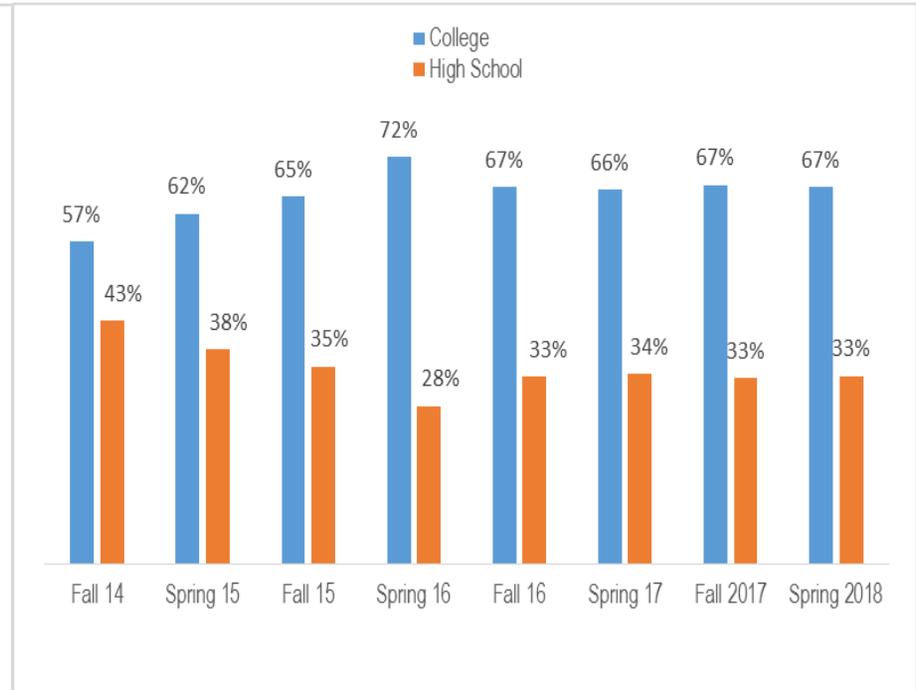
There are four institutions that serve the majority of dual credit students. These are Central New Mexico Community College, ENMU – Roswell, NMSU – Doña Ana and San Juan College. These counts of dual credit student enrollments should be viewed in the context of the institutions’ total enrollment and size.

Dual Credit Course Delivery and Location

Online vs. Regular Instruction



High School vs. College Campus



The first chart compares online and web-based to regular instruction; it illustrates clearly that the number of regular instruction courses is considerably larger than courses taken on the web. The second chart illustrates the number of students taking dual credit coursework on college-campuses versus students taking dual credit at their high school.

The Cost of Providing Dual Credit Courses

The PED disbursed a total of \$938,722.10 during fiscal year 2018 (Academic Year 2017–2018) for instructional materials related to dual credit. This amount represents a 2.7 percent decrease compared to AY 2016–2017.

Evaluation of the Dual Credit Program

The HED and 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 HED supports dual credit courses throughout New Mexico.
- The systemic structure for offering dual credit courses is providing diverse dual credit course offerings to New Mexico high school students.
- During the 2017–2018 academic year, 21,106 individual students enrolled in 52,762 dual credit courses.
- Specific progress indicators—including enrollment, percentage of students who complete courses, the grades achieved, and course delivery options—must be collected and monitored. Data must be used to drive decision making.
- An initial internal data evaluation suggests the need for greater research focused on program quality and proficiency and remediation rates in English language arts (ELA) and mathematics.

While it is clear that the Dual Credit Program continues to deliver access to college courses, enhancements and the resolution of problems and issues will be addressed via the ongoing collaboration of the HED and PED in the forum of the Dual Credit Council (DCC).

Dual Credit Council Activity

The Dual Credit Council (DCC) held additional working meetings to advance an agenda of evaluation and enhancement, updating its focus on current dual-credit practice within the state of New Mexico. The Council released a Policy and Procedures Manual in spring 2018. The manual serves as a recommendation of best practices for administering dual credit activity for higher education institutions, school districts, students and parents. The Policy and Procedures manual for Dual credit can be found at:

http://www.hed.state.nm.us/uploads/files/Policy%20and%20Programs/CCRB_dualcredit_Proposed_Dual_Credit_Procedures_Manual_4-1-18.pdf

Specific areas on which the DCC focused its work included 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
- Considering career readiness cut points to support process development of student eligibility parameters
- Refining STARS reporting to improve data integrity and data alignment between the HED and PED
- Developing transfer of credit recommendations between secondary and postsecondary schools
- Increasing the breadth of dual-credit, frequently asked questions (FAQs) available on the PED website

The work of the DCC in these specific areas will maintain the culture of continuous improvement that both New Mexico education departments embrace, but more importantly, this work will promote student achievement and personal and professional growth that advances college and career readiness, workplace success, and social responsibility.

Trends

New Mexico's geography and sparse population pose challenges for the state. There are over 300,000 students in grades K–12. New Mexico is ranked 36th in overall population size, has the fifth largest land mass in the U.S., and ranks 46th in population density. Furthermore, having only 17 people per square mile creates a unique challenge for education in rural areas. By offering courses in post-secondary institutions throughout the state, the dual credit program also provides opportunities for students who reside in rural areas.

New Mexico's demographics provide unique opportunities for the state. The V2017¹ census counts 48.8 percent Hispanic, 37.5 percent White, 10.9 percent Native American, 2.5 percent African American, and 1.9 percent Asian, Native Hawaiian or Pacific Islander. New Mexico's majority-minority status requires creating solutions to increasing academic success for every student and closing the achievement gap. Dual credit offerings in New Mexico provide opportunities for all students, regardless of race and ethnicity.

Education is a key to economic prosperity—good jobs and higher earning power. Benefits from dual credit enrollment are being gained by both high school and college students across the U.S. and 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
- Making more effective use of the senior year in high school

The transition

- Developing the connection between high school and college curricula
- Facilitating the transition between high school and college
- Improving relationships between colleges and their communities
- Easing recruitment of students to college
- Acclimatizing students to the college environment
- Preparing students for college work and reducing the need for remedial coursework

The college experience

- Allowing students to complete a college degree more quickly
- Reducing costs for a college education

National studies indicate that participation in dual credit coursework correlates positively with college enrollment, persistence in college, and higher college grade point averages. National studies also suggest that dual credit eligibility standards—that limit participation to students who are deemed ready to attempt college-level work while in high school (a group more likely to have better outcomes)—are effectively supporting college and career readiness preparation and dual credit objectives.

¹ <http://www.census.gov/quickfacts/table/nm/PST045218>

Conclusion

The Dual Credit Program can provide a seamless transition from high school to college, greater likelihood of success in subsequent collegiate work, and enhanced chances of earning a high school diploma and 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.

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

- Opportunities in career technical programs of study
- Keeping students interested and engaged in high school for the full four years
- Challenging coursework for those who have surpassed the regular 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 plans call for higher education

According to the New Mexico Public Education Department's Strategic Plan, New Mexico's minority-majority 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 might assist in these challenges.

Dual credit processes, however, must continue to be actively reviewed and work must be completed to ensure that the delivery model is in the best interest of students' academic achievement and professional development. Maintaining New Mexico's dual credit delivery model consistent with best practices and research is an ongoing objective of the DCC.

The DCC provides leadership, encourages community input, and generates policy to ensure that New Mexico's students have access to educational opportunities that can create individual academic and technical advantages consistent with those of the best schools nationwide.

Appendices

Dual Credit Responsibilities

Glossary

Acronyms

Links

Higher Education Institutions Participating in the Dual Credit Program

Main Postsecondary 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, 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
- Track progress of dual credit enrolled students on the issue of academic performance and provide these 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 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 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

- Be enrolled for ½ or more of the required LEA credits or by being in attendance at a BIE funded high school for at least three contact hours per day
- Meet LEA and HEI requirements to enroll
- Complete the dual credit request form and obtain permission from the LEA and HEI representative
- Arrange transportation to the site of the dual credit course
- Be responsible for course-specific fees (e.g., lab, computer)
- Adhere to schedules for both LEA and HEI
- With parent or guardian, sign the FERPA release form on the dual credit request form
- Return textbooks to the LEA

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 activity courses and electives

Developmental Course

Developmental courses are courses that 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 Classification of Instructional Program (CIP) codes of:

32.0101: Basic Skills and Developmental/Remedial Education: General,

32.0107: Career Exploration/Awareness Skills, and

32.0199: Basic Skills and Developmental/Remedial Education: Other;

are considered developmental courses, and are not available for DCIM reimbursement. Because these courses may not align with secondary standards, they are not appropriate for high school credit.

Dual Credit Council

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 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 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

Glossary (continued)

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.

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)

Physical Education Activity Course

Courses with a CIP code of 36.0108

Postsecondary Institution/Higher Education Institution (HEI)

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

Remedial Course

Courses with CIP codes of 32.0104 or 32.0108 that fall within the numeracy and computational skills, pre-collegiate mathematics skills, pre-collegiate reading skills, pre-collegiate 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

AY	Academic Year
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
PED	Public Education Department
SSN	Social Security Number
STARS ID	Student Teacher Accountability Reporting System (STARS) Identification Number (ID)

Links

Resources on Dual Credit Programs

Community College Research Center at Columbia Teachers College

<http://ccrc.tc.columbia.edu/Dual-Enrollment-and-College-Credit-Programs.html>

Hechinger Report: Stories on Dual Enrollment Expansion

http://hechingerreport.org/content/new-dual-credit-trends-emerge-as-pioneering-post-secondary-education-options-turns-25_3238/

http://hechingerreport.org/content/low-income-and-at-risk-students-the-focus-on-dual-credit-programs_3262/

http://hechingerreport.org/content/meet-five-students-who-got-a-jump-on-college_3291/

Higher Learning Commission—Dual Credit Programs and Courses

A Study of State Policy and Quality Assurance Practices

[Dual Credit in U.S. Higher Education: A Study of State Policy and Quality Assurance Practices](#)

Florida and California Studies

<http://postsecondaryresearch.org/research/dual-enrollment/>

National Alliance of Concurrent Enrollment Partnerships Research

<http://nacep.org/research-and-policy/research-studies/>

National Center for Education Statistics (NCES) Data on Dual Enrollment; Covering the 2010–2011 Academic Year—Dual Enrollment Programs and Courses for High School Students at Postsecondary Institutions: 2010–2011

<http://nces.ed.gov/pubs2013/2013002.pdf>

State of Oregon Study—Dual Credit in Oregon—2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007–08 with Subsequent Performance in College

<http://www.paschoolperformance.org/doc/22>

Higher Education Institutions Participating in the Dual Credit Program

Abbreviation		Institution and Campus Name	
Institution	Campus	Institution	Campus
CCC		Clovis Community College	Main (Clovis)
CNM		Central New Mexico Community College	Main + Branch Locations
ENMU		Eastern New Mexico University	Main (Portales)
ENMU	RO	Eastern New Mexico University	Roswell Branch
ENMU	RU	Eastern New Mexico University	Ruidoso Center
LCC		Luna Community College	Main (Las Vegas)
MCC		Mesalands Community College	Main (Tucumcari)
NMHU		New Mexico Highlands University	Main (Las Vegas)
NMT		New Mexico Institute of Mining and Technology	Main (Socorro)
NMJC		New Mexico Junior College	Main (Hobbs)
NMSU		New Mexico State University	Main (Las Cruces)
NMSU	AL	New Mexico State University	Alamogordo Branch
NMSU	CA	New Mexico State University	Carlsbad Branch
NMSU	DE	New Mexico State University	Deming Branch
NMSU	GR	New Mexico State University	Grants Branch
NMSU	DA	New Mexico State University	Doña Ana Branch
NNMC		Northern New Mexico College	Main (Española)
SFCC		Santa Fe Community College	Main (Santa Fe)
SJC		San Juan College	Main (Farmington)
UNM		University of New Mexico	Main (Albuquerque)
UNM	GA	University of New Mexico	Gallup Branch
UNM	LA	University of New Mexico	Los Alamos Branch
UNM	VA	University of New Mexico	Valencia Branch
UNM	TA	University of New Mexico	Taos Branch
WNMU		Western New Mexico University	Main (Silver City)
Abbreviation		Tribally Controlled Higher Education Institutions	
DINE		Diné College	Main + Branch Locations
IAIA		Institute of American Indian Arts	Main (Santa Fe)
NTU		Navajo Technical University	Main (Crownpoint)
SIPI		Southwestern Indian Polytechnic Institute	Main (Albuquerque)