



Dual Credit Report

For the School Year 2014–2015
December 2015

New Mexico Public Education Department
New Mexico Higher Education Department

Hanna Skandera
Secretary, Public Education Department

Barbara I. H. Damron, PhD, RN, FAAN
Secretary, Higher Education Department



The State of New Mexico

**Dual Credit Annual Report
For School Year 2014–2015
December 2015**

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Governor

Hanna Skandera
Secretary of Education

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Notes

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

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Executive Summary

Every New Mexico high school student has the opportunity to enroll in postsecondary courses through the Dual Credit Program, which provides access to academic or career-technical course options that deliver simultaneous credit toward high school graduation and a postsecondary degree or certificate. The terms *dual enrollment* and *concurrent enrollment*, do not necessarily provide for simultaneous secondary and postsecondary credit; the Dual Credit Program uniquely does.

Key data-driven components collected during the 2014–2015 school year illustrate the following:

- The majority of students (70 percent) continue to limit themselves to a single dual credit course during the academic year. This represents an upward trend on this data point for the 2014–2015 academic year on a year-over-year basis. The year-over-year gain is 7 percent compared to academic year 2013–2014.
- 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, 79 percent of the enrollees met the success criterion in school year 2014–2015. This result has remained steady at approximately 80 percent year-over-year.
- Dual credit course delivery on college campuses has increased 7 percent over the last three years, from 55 to 62 percent.

The 2014–2015 Dual Credit Annual Report identifies and incorporates the following state dual credit initiatives:

- Continuing to align New Mexico's high school competencies with college placement and career readiness expectations
- Affording access to dual credit courses for every New Mexico high school student
- Utilizing the DCC to support and enhance dual credit administration statewide
- Providing meaningful opportunities for parental involvement
- Ensuring college and career readiness

The Public Education Department (PED) and the Higher Education Department (HED) form a collaborative entity entitled the Dual Credit Council (DCC) to actualize this vision for the high school students of New Mexico.

To fulfill our pledge of providing every student with a valuable, worthwhile education and holding ourselves accountable for progress and results, it is essential that our P–20 education system integrates continuous improvement within our regulations, policies, actions, and investments—ensuring a strategic and coherent system. Dual credit delivers a successful acceleration mechanism. Accessing dual credit coursework facilitates alignment with students' postsecondary goals when it is interwoven with effective counseling and next step planning.

Introduction

According to the U.S. Department of Education (USDOE), *College Completion Took Kit*, the best jobs and fastest growing firms—whether in biosciences, technology, manufacturing, trade, or entertainment—will gravitate to communities, regions, and states with a highly qualified workforce. In the coming decade, as reported by the Bureau of Labor Statistics, individuals with professional certificates and postsecondary education 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 increases the opportunity for post-secondary graduation and individual and community economic growth. The program allows high school students to enroll in college-level courses offered by a postsecondary educational institution or tribal college that may be academic or career-technical but may not be remedial, developmental, or physical education courses. These courses can be taken simultaneously with regular curriculum to earn credit toward high school graduation and a postsecondary degree or certificate. 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 initiative in New Mexico, the cabinet secretaries of the HED and PED each appoint three individuals to the DCC as per rule at 6.30.7 NMAC. The council chairpersonship 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
- Administering an appeals process for local education agencies (LEAs) and postsecondary institutions

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

- Investing in relationships with colleges
- Modeling collaborative behavior
- Ensuring requisite communication and resolution skills
- Understanding role clarity by institutions and the 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 successfully complete dual credit courses with increased success and in greater numbers on an annualized 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 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

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

Dual Credit (DC) Enrollment Information

☐ Summer 2014
1,855 Students *
2,737 Records **



Academic Year 2014–2015

☐ Fall 2014
11,428 Students *
17,509 Records **



17,331 Unique Students ***

9,369 Female Students

☐ Spring 2015
11,440 Students *
18,216 Records **



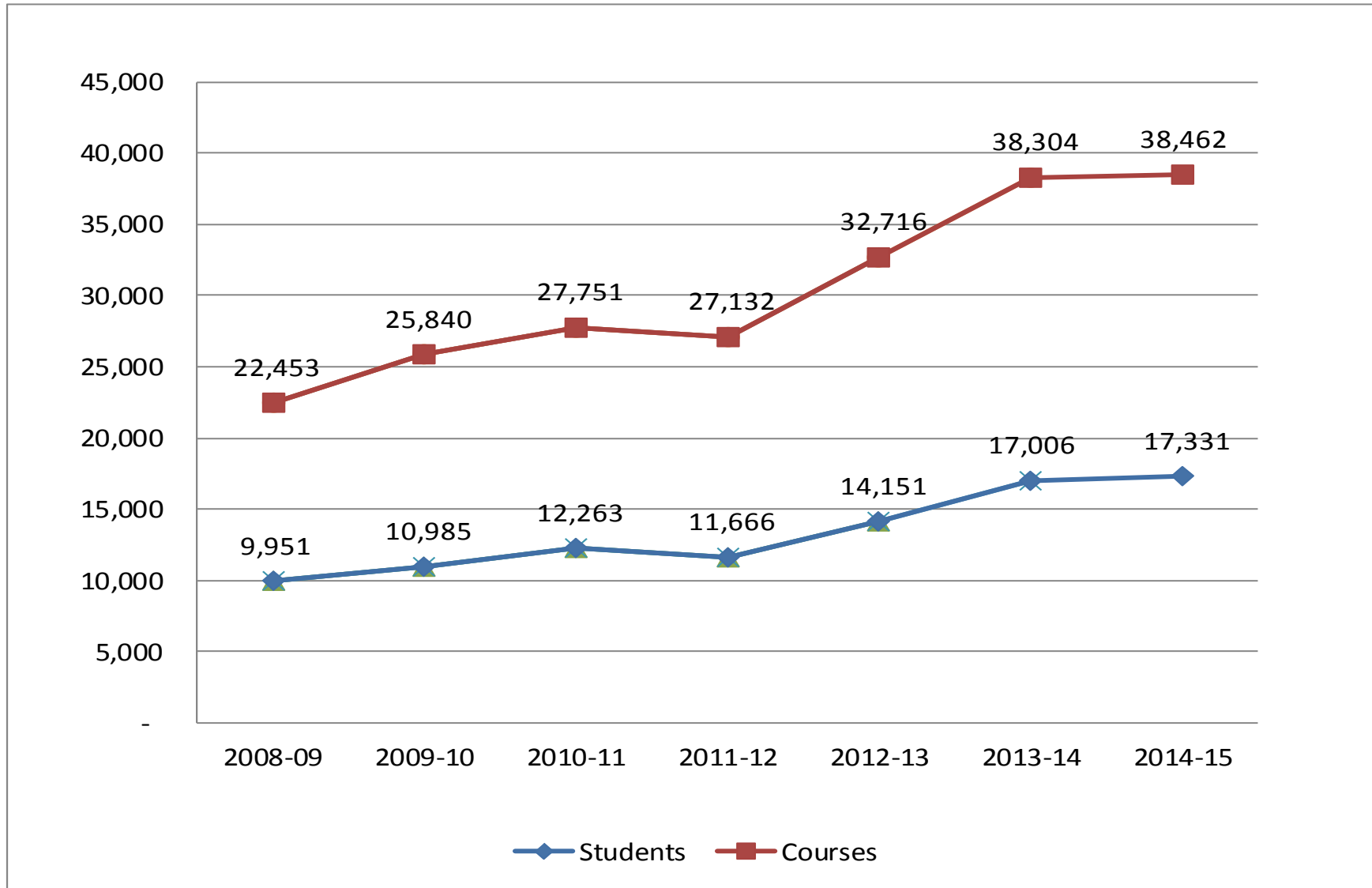
7,962 Male Students

* *Students* represent distinct head counts for dual credit students for each semester.

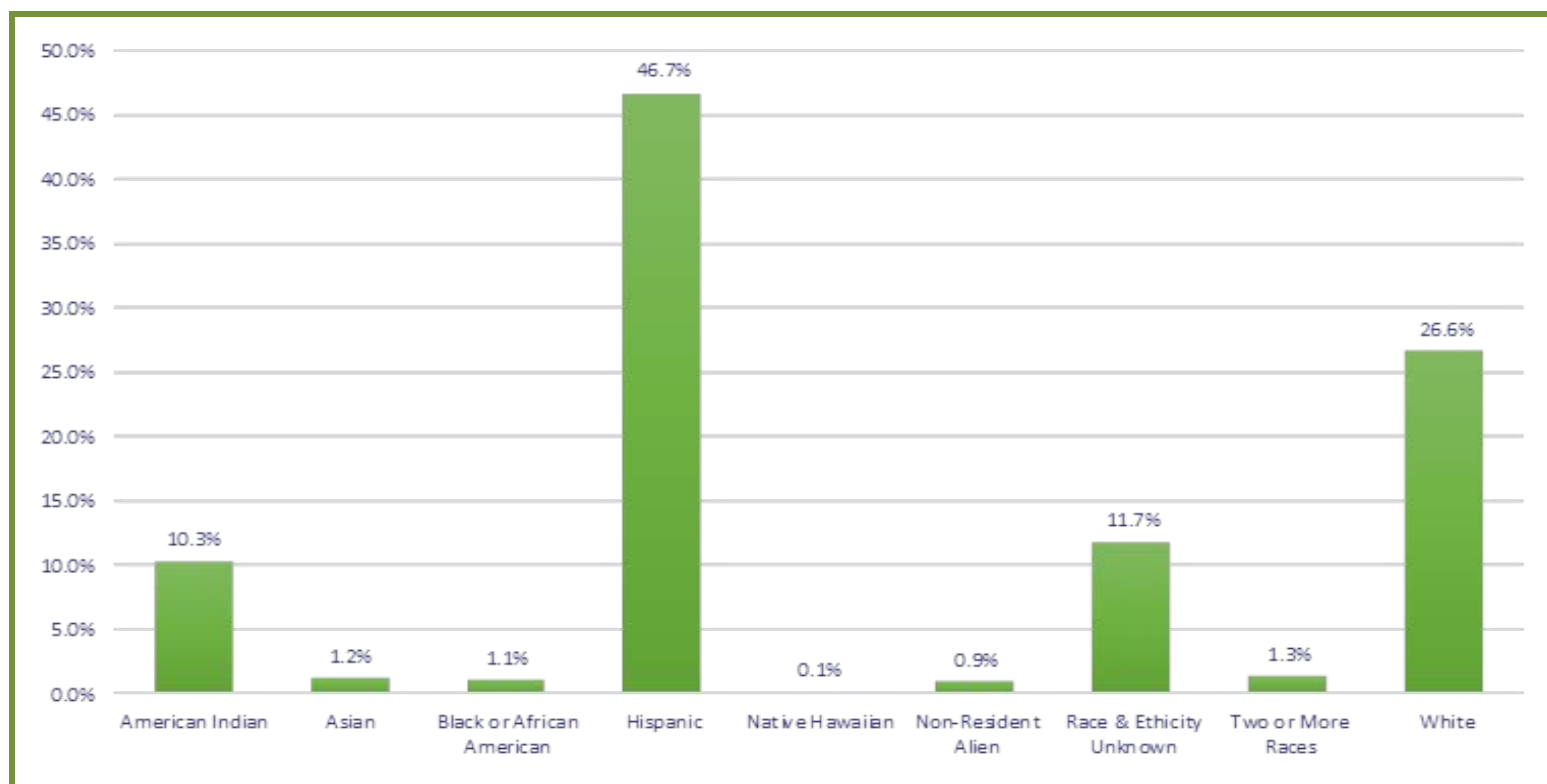
** *Records* refer to the number of courses each student can take in a given semester (e.g., one student can take three courses, so there will be three records).

*** For AY14–15, *Unique Students* refers to distinct students that were taking DC courses in any semester and enrolled by census date. An additional 143 DC students, who registered after census, have not been included, as no demographic information (ethnicity, gender) is available. Hence, there were 17,474 unique students in total for AY14–15.

NM Dual Credit Program Growth: 2009–2015



Dual Credit Enrollment by Ethnicity: AY 2014–2015



Data is being reported under the new ethnicity guidelines. Non-resident generally refers to a student who is not a U.S. citizen or does not have a permanent resident status. Native Hawaiian includes Pacific Islander.

Hispanic and American Indian students are enrolling in dual credit courses at approximately the same rate as last school year (47 percent and 10 percent respectively). The pattern for white students in the dual credit population (27 percent) has risen nearly three percent from the last academic year.

Approximately 12 percent of the dual credit enrollees did not identify themselves in a single ethnic category. It is likely that these students are either multi-racial, or they preferred anonymity. In any case, these DC figures should be interpreted with caution since nearly 12 percent of ethnicities are unknown.

Participating Entities

The chart below details information for the AY 2014–2015 and Class of 2014 and 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	69.3	90.4	
Alamogordo Public Schools	69.8	93.2	
			New Mexico State University Alamogordo
Albuquerque Public Schools (APS)	62.7	80.0	
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			
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 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Animas Public Schools	82.6	*	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			University of New Mexico
			Western New Mexico University
Artesia Public Schools	68.1	96.0	
			Eastern New Mexico University Roswell
			New Mexico State University Carlsbad
Aztec Municipal Schools	75.5	94.8	
			San Juan College
Belen Consolidated Schools	57.5	93.0	
			Central New Mexico Community College
			University of New Mexico Valencia
Bernalillo Public Schools	59.4	81.0	
			Central New Mexico Community College
			Institute of American Indian Arts
Bloomfield Schools	59.1	88.5	
			San Juan College
Capitan Municipal Schools	82.7	>98.0	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
Carlsbad Municipal Schools (CMS)	77.7	93.7	
Jefferson Montessori Academy			New Mexico State University Carlsbad
Carrizozo Municipal Schools	97.3	>98.0	
			Eastern New Mexico University Ruidoso
			Central New Mexico Community College
			Navajo Technical College
Central Consolidated Schools	69.7	90.5	
			San Juan College

* School did not have members of the graduation cohort.

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Chama Valley Independent Schools	95.8	>98.0	
			Northern New Mexico College
Cimarron Municipal Schools	96.7	>98.0	
Moreno Valley High School			Clovis Community College
			Eastern New Mexico University
			Luna Community College
			University of New Mexico Taos
Clayton Municipal Schools	91.4	>98.0	
			Mesalands Community College
			Clovis Community College
Cloudcroft Municipal Schools	97.4	>98.0	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
			New Mexico State University Alamogordo
Clovis Municipal Schools	72.5	95.0	
			Clovis Community College
			Eastern New Mexico University
Cobre Consolidated Schools	89.2	96.1	
			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	61.3	92.8	
			Luna Community College
			Northern New Mexico College
			Central New Mexico Community College
Deming Public Schools	65.0	85.8	
Cesar Chavez Charter High School			Eastern New Mexico University
			New Mexico State University
			Western New Mexico University

* School did not have members of the graduation cohort. ** School had too few students to report.

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Des Moines Municipal Schools	>98.0	*	
			Clovis Community College
Dexter Consolidated Schools	84.3	96.4	
			Eastern New Mexico University Roswell
			Mesalands Community College
Dora Consolidated Schools	97.4	>98.0	
			Clovis Community College
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
			New Mexico State University
Dulce Independent Schools	84.9	>98.0	
			Northern New Mexico College
Elida Municipal Schools	>98.0	*	
			Clovis Community College
			Eastern New Mexico University
Española Public Schools	55.5	83.7	
			Northern New Mexico College
Estancia Municipal Schools	84.1	96.6	
			Central New Mexico Community College
			Eastern New Mexico University
Eunice Public Schools	88.3	93.6	
			New Mexico Junior College
Farmington Municipal Schools	69.6	90.2	
			New Mexico State University
			San Juan College
			Central New Mexico Community College
Floyd Municipal Schools	84.0	*	
			Clovis Community College
			Eastern New Mexico University
Fort Sumner Municipal Schools	87.3	>98.0	
			Clovis Community College
			Eastern New Mexico University
			Mesalands Community College

* School did not have members of the graduation cohort.

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Gadsden Independent Schools	80.1	>98.0	
Anthony Charter School (GIS)			New Mexico State University
			New Mexico State University Doña Ana Community College
Gallup-McKinley County Schools	64.9	86.8	
Middle College High School			Navajo Technical College
			University of New Mexico Gallup
Grady Municipal Schools	90.3	*	
			Clovis Community College
			Eastern New Mexico University
Grants-Cibola County Schools	69.8	93.4	
			Central New Mexico Community College
			New Mexico State University Grants
Hagerman Municipal Schools	84.7	>98.0	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
Hatch Valley Public Schools	68.9	85.5	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Hobbs Municipal Schools	83.7	92.9	
			Eastern New Mexico University
			New Mexico Junior College
Hondo Valley Public Schools	96.5	*	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
House Municipal Schools	19.8	*	
			Clovis Community College
			Mesalands Community College
Jal Public Schools	96.0	>98.0	
			New Mexico Junior College
			University of New Mexico
Jemez Mountain Public Schools	86.6	94.0	
			Northern New Mexico College
			University of New Mexico

* School did not have members of the graduation cohort.

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Jemez Valley Public Schools	82.9	91.3	
			Central New Mexico Community College
			Eastern New Mexico University Roswell
			Institute of American Indian Arts
			Northern New Mexico College
Lake Arthur Municipal Schools	77.9	*	
			Eastern New Mexico University Roswell
Las Cruces Public Schools	76.6	>98.0	
Las Montañas Charter High School			Eastern New Mexico University
			New Mexico State University
			New Mexico State University
			Doña Ana Community College
			San Juan College
Las Vegas City Schools	76.7	>98.0	
			Luna Community College
			New Mexico Highlands University
Logan Municipal Schools	59.0	>98.0	
			Clovis Community College
			Mesalands Community College
Lordsburg Municipal Schools	69.4	*	
			Western New Mexico University
Los Alamos Public Schools	86.3	94.0	
			University of New Mexico Los Alamos
Los Lunas Public Schools	73.9	91.4	
			Central New Mexico Community College
			Eastern New Mexico University
			University of New Mexico Valencia
Loving Municipal Schools	96.2	>98.0	
			Eastern New Mexico University Roswell
			New Mexico Junior College
Lovington Municipal Schools	79.0	>98.0	
			New Mexico Junior College

* School did not have members of the graduation cohort.

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Magdalena Municipal Schools	81.2	95.6	
			Eastern New Mexico University
			New Mexico Institute of Mining and Technology
			University of New Mexico Valencia
			Western New Mexico University
Maxwell Municipal Schools	87.1	*	
			Eastern New Mexico University
			Luna Community College
			New Mexico Junior College
			Northern New Mexico College
Melrose Municipal Schools	81.0	*	
			Clovis Community College
			Eastern New Mexico University
Mesa Vista Consolidated Schools	88.8	>98.0	
			Northern New Mexico College
			University New Mexico Taos
Mora Independent Schools	74.6	95.4	
			Central New Mexico Community College
			Luna Community College
			New Mexico Highlands University
			University New Mexico Taos
Moriarty-Edgewood Schools	70.3	>98.0	
			Central New Mexico Community College
			Mesalands Community College
			University of New Mexico
Mosquero Municipal Schools	>98.0	*	
			Clovis Community College
			Eastern New Mexico University
Mountainair Public Schools	74.5	*	
			Central New Mexico Community College
Pecos Independent Schools	69.4	94.2	
			Luna Community College

* School did not have members of the graduation cohort.

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Peñasco Independent Schools	75.0	92.0	
			Northern New Mexico College
			University of New Mexico Taos
Pojoaque Valley Schools	74.2	93.5	
			Northern New Mexico College
Portales Municipal Schools	81.4	>98.0	
			Clovis Community College
			Eastern New Mexico University
Quemado Independent Schools	77.1	*	
			Luna Community College
			New Mexico State University Grants
			Western New Mexico University
Questa Independent Schools	85.7	97.7	
			University of New Mexico Taos
Raton Public Schools	75.4	97.6	
			Luna Community College
			New Mexico Highlands University
			University of New Mexico
Reserve Independent Schools	62.8	*	
			Western New Mexico University
Rio Rancho Public Schools	84.4	87.9	
			Central New Mexico Community College
			University of New Mexico
Roswell Independent Schools	67.7	90.0	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
Roy Municipal Schools	**	**	
			Clovis Community College
Ruidoso Municipal Schools	84.3	>98.0	
			Eastern New Mexico University Ruidoso
San Jon Municipal Schools	76.1	*	
			Clovis Community College
			Eastern New Mexico University
			Mesalands Community College

* School did not have members of the graduation cohort. ** School had too few students to report.

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Santa Fe Public Schools***	64.4	88.9	
Academy for Technology and the Classics			Eastern New Mexico University
Monte Del Sol			Central New Mexico Community College
Tierra Encantada Charter High School			Institute of American Indian Arts
			Northern New Mexico College
			Santa Fe Community College
Santa Rosa Consolidated Schools	90.4	>98.0	
			Clovis Community College
			Eastern New Mexico University
			Luna Community College
Silver Consolidated Schools	86.5	>98.0	
			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	61.0	97.4	
			University of New Mexico Valencia
			New Mexico Institute of Mining and Technology
			Western New Mexico University
Springer Municipal Schools	88.4	92.7	
			Clovis Community College
			Luna Community College
Taos Municipal Schools	71.1	95.3	
			University of New Mexico Taos
Tatum Municipal Schools	92.0	>98.0	
			New Mexico Junior College
Texico Municipal Schools	88.4	>98.0	
			Mesalands Community College
Truth or Consequences Municipal Schools	74.9	>98.0	
			New Mexico State University Doña Ana Community College

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

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Tucumcari Public Schools	66.8	93.9	
			Clovis Community College
Tularosa Municipal Schools	84.8	>98.0	
			New Mexico State University Alamogordo
Vaughn Municipal Schools	87.6	*	
			Mesalands Community College
Wagon Mound Public Schools	52.0	*	
			Luna Community College
West Las Vegas Public Schools	64.0	91.2	
			Luna Community College
			New Mexico Highlands University
Zuni Public Schools	54.9	88.2	
			University of New Mexico Gallup
LEA (State Charters)			
Academy of Trades and Technology	13.5	*	
			Central New Mexico Community College
ACE Leadership High School	**	**	
			Central New Mexico Community College
Albuquerque Institute for Math and Science (AMIS)	94.8	98.0	
			Central New Mexico Community College
			University of New Mexico
Albuquerque School of Excellence	**	**	
Aldo Leopold Charter High School	67.3	76.8	
			Western New Mexico University
Alma d' Arte Charter High	72.9	*	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Amy Biehl Charter High School	78.1	98.0	
			Central New Mexico Community College
			University of New Mexico
Cesar Chavez Community School	38.1	88.4	
			Central New Mexico Community College

* School did not have members of the graduation cohort. ** School had too few students to report.

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
LEA (State Charters)			
Cottonwood Classical Preparatory School	96.0	*	
			Central New Mexico Community College
			University of New Mexico
Creative Education Preparatory Institute #1	31.8	45.4	
			Central New Mexico Community College
East Mountain High School	86.2	96.2	
			Central New Mexico Community College
			University of New Mexico
Gilbert L. Sena Charter High School	24.3	37.3	
			Central New Mexico Community College
McCurdy High School	82.4	98.0	
			Northern New Mexico College
Media Arts Collaborative Charter School, Albuquerque NM	40.5	74.8	
			Central New Mexico Community College
			New Mexico State University
			University of New Mexico
New Mexico School for Arts	86.2	90.4	
			Institute of American Indian Arts
			Santa Fe Community College
School of Dreams Academy	52.0	87.3	
			University of New Mexico Valencia
Southwest Aeronautics, Mathematics and Science Academy	51.7	*	
Southwest Secondary Learning Center	92.0	97.1	
			Central New Mexico Community College
			University of New Mexico

* School did not have members of the graduation cohort.

Information for the AY 2014–2015 and Class of 2014

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
LEA (State Charters)			
Taos Academy Charter School	96.7	98.0	
			Central New Mexico Community College
			University New Mexico Taos
The ASK Academy	39.3	59.2	
			Central New Mexico Community College
			University of New Mexico
The Great Academy	3.7	39.8	
			Central New Mexico Community College
			New Mexico State University
			University of New Mexico
The MASTERS Program	79.2	87.3	
			Santa Fe Community College
The New America School	30.9	61.7	
			Central New Mexico Community College
Tierra Adentro	75.2	*	
			Central New Mexico Community College
			University of New Mexico
			University of New Mexico Taos
Walatowa Charter School	91.0	**	
			Central New Mexico Community College
			Eastern New Mexico University Roswell
			Institute of American Indian Arts

* School did not have members of the graduation cohort. ** School had too few students to report.

Information for the AY 2014–2015 and Class of 2014

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 2014

CIP Codes	Title	Enrollment	CIP Codes	Title	Enrollment
3	Natural resources and conservation	13	32	Basic skills	16
5	Area ethnic cultural and gender studies	8	36	Leisure and recreational	6
9	Communication and journalism	114	37	Personal awareness and self improvement	97
10	Communications technologies	42	38	Philosophy and religious studies	63
11	Computer and information sciences	198	40	Physical science	131
12	Personal and culinary services	10	41	Science technology / technicians	7
13	Education	24	42	Psychology	205
14	Engineering	5	43	Security and protective services	21
15	Engineering technologies / technicians	24	44	Public administration and social service professions	1
16	Foreign language, literatures, linguistics	239	45	Social science	195
19	Family and consumer / human science	48	46	Construction trades	4
22	Legal profession and studies	1	47	Mechanic and repair technologies / technicians	14
23	English language and literature / letters	308	48	Precision production	28
24	Liberal arts, general studies, humanities	135	50	Visual and performing arts	238
26	Biological and biomedical science	104	51	Health profession and related clinical sciences	200
27	Mathematics and statistics	250	52	Business, management, marketing, and related	41
30	Multi / interdisciplinary studies	11	54	History	111
31	Park, recreation, leisure, and fitness	17			

Subject Areas of, and Enrollment in, Dual Credit Courses: Fall 2014

CIP Codes	Title	Enrollment	CIP Codes	Title	Enrollment
1	Agriculture and related sciences	967	31	Park, recreation, leisure, and fitness	22
3	Natural resources and conservation	102	32	Basic skills	152
4	Architecture and related services	2	34	Health Related Knowledge	1
5	Area ethnic cultural and gender studies	19	36	Leisure and recreational	14
9	Communication and journalism	330	37	Personal awareness and self improvement	1178
10	Communications technologies	130	38	Philosophy and religious studies	84
11	Computer and information sciences	937	39	Theology and religious studies	2
12	Personal and culinary services	423	40	Physical science	844
13	Education	251	41	Science technology / technicians	46
14	Engineering	99	42	Psychology	693
15	Engineering technologies / technicians	571	43	Security and protective services	331
16	Foreign language, literatures, linguistics	1177	44	Public administration and social service professions	129
19	Family and consumer / human science	96	45	Social science	843
22	Legal profession and studies	5	46	Construction trades	259
23	English language and literature / letters	1424	47	Mechanic and repair technologies / technicians	611
24	Liberal arts, general studies, humanities	792	48	Precision production	788
25	Library Sciences	27	50	Visual and performing arts	1225
26	Biological and biomedical science	574	51	Health profession and related clinical sciences	1157
27	Mathematics and statistics	1125	52	Business, management, marketing, and related	995
28	Military Science	1	54	History	632
30	Multi / interdisciplinary studies	146			

Subject Areas of, and Enrollment in, Dual Credit Courses: Spring 2015

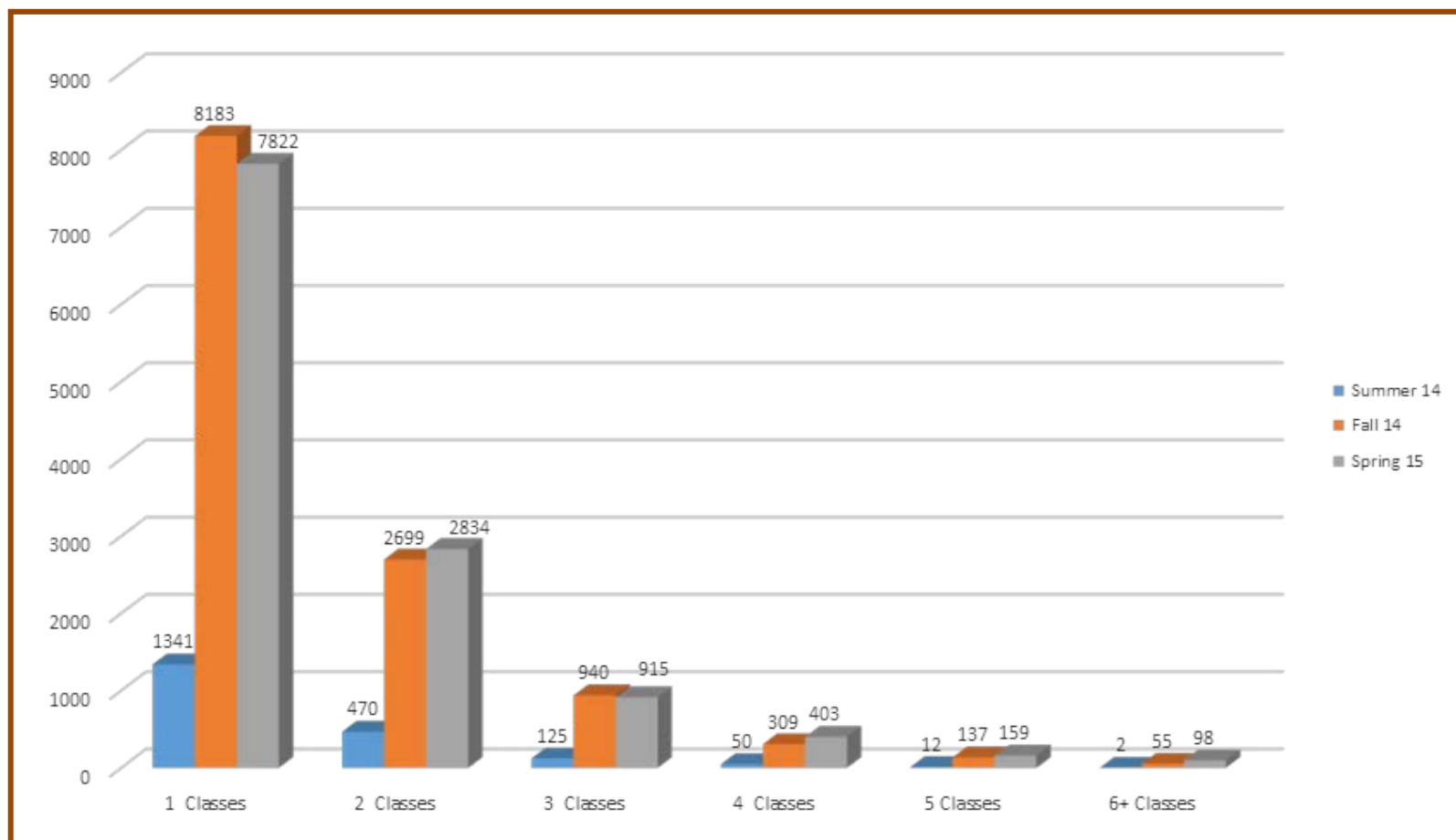
CIP Codes	Title	Enrollment	CIP Codes	Title	Enrollment
1	Agriculture and related sciences	476	32	Basic skills	80
3	Natural resources and conservation	46	34	Health Related Knowledge	1
4	Architecture and related services	18	36	Leisure and recreational	23
5	Area ethnic cultural and gender studies	59	37	Personal awareness and self improvement	727
9	Communication and journalism	364	38	Philosophy and religious studies	213
10	Communications technologies	156	40	Physical science	873
11	Computer and information sciences	1085	41	Science Technology/Technicians	140
12	Personal and culinary services	387	42	Psychology	987
13	Education	394	43	Security and protective services	380
14	Engineering	65	44	Public administration and social service professions	146
15	Engineering technologies / technicians	605	45	Social science	760
16	Foreign language, literatures, linguistics	1128	46	Construction trades	316
19	Family and consumer / human science	205	47	Mechanic and repair technologies / technicians	494
22	Legal profession and studies	46	48	Precision production	641
23	English language and literature / letters	1637	50	Visual and performing arts	1325
24	Liberal arts, general studies, humanities	708	51	Health profession and related clinical sciences	1362
26	Biological and biomedical science	670	52	Business, management, marketing, and related	751
27	Mathematics and statistics	1324	54	History	621
28	Military Science	0			
30	Multi / interdisciplinary studies	148			
31	Park, recreation, leisure, and fitness	82			

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

Certain content areas attract a greater number of enrollments. In either fall and/or spring semester of AY 2014–2015, these subject areas served 500 or more enrollees.

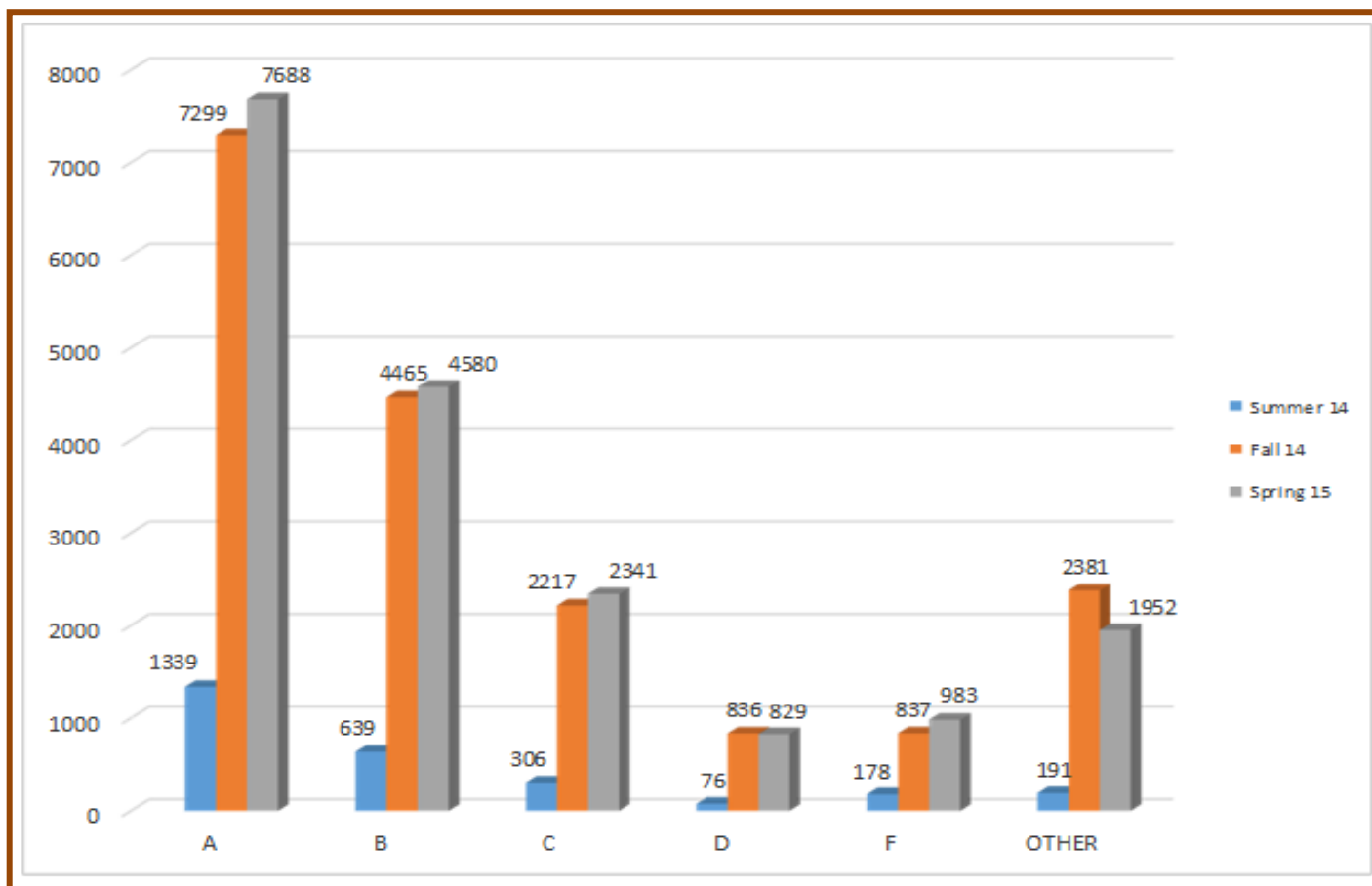
Content Area	Number of Enrollees		Fall/Spring Total
	Fall	Spring	
Agriculture and related Sciences	967	476	1,443
Biological and Biomedical Science	574	670	1,244
Business Management, Marketing, and related Business Studies	995	751	1,746
Computer and Information Sciences	937	1,085	2,022
Engineering Technologies / Technicians	571	605	1,176
English Language and Literature / Letters	1,424	1,637	3,061
Foreign Language, Literature, Linguistics	1,177	1,128	2,305
Health Professions and related Clinical Sciences	1,157	1,362	2,519
History	632	621	1,253
Liberal Arts, General Studies, Humanities	792	708	1,500
Mathematics and Statistics	1,125	1,324	2,449
Mechanic and Repair Technologies / Technicians	611	494	1,105
Personal Awareness and Self-Improvement	1,178	727	1,905
Physical Science	844	873	1,717
Precision Production	788	641	1,429
Psychology	693	987	1,680
Social Science	843	760	1,603
Visual and Performing Arts	1,225	1,325	2,550

Number of Dual Credit Classes Taken: AY 2014–2015



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

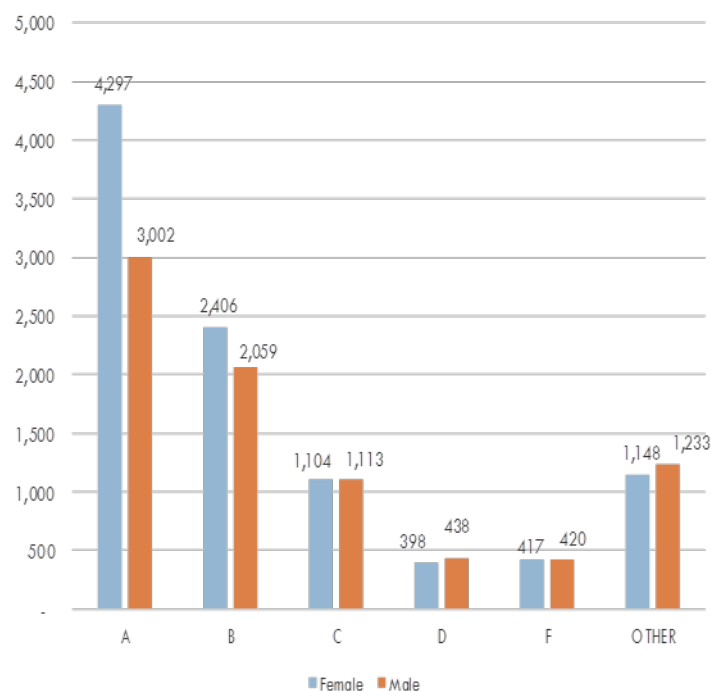


New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of C or better in order to be considered successful. Under that standard, 79 percent of the enrollees met the success criterion in school year 2014–2015. Of the remaining students considered unsuccessful, a large portion (12 percent) did not receive a credit-bearing grade (See: Other).

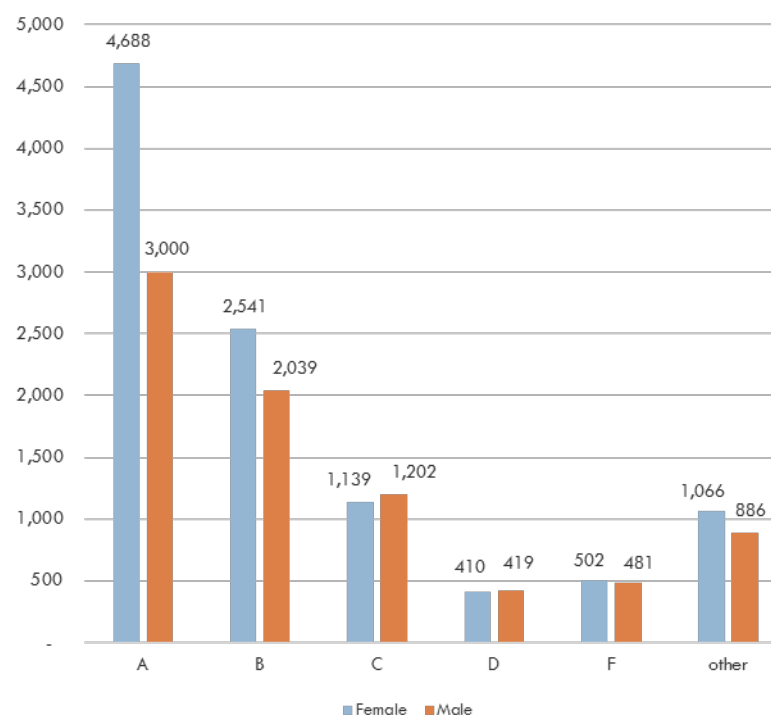
These students may have elected to audit a course that resulted only in a final pass/fail, or the student may have dropped out prior to receiving a grade. In either case, they did not meet the requirements for success, according to the NM School Grading Accountability system criteria.

Dual Course Grade Distribution by Gender

Fall 2014



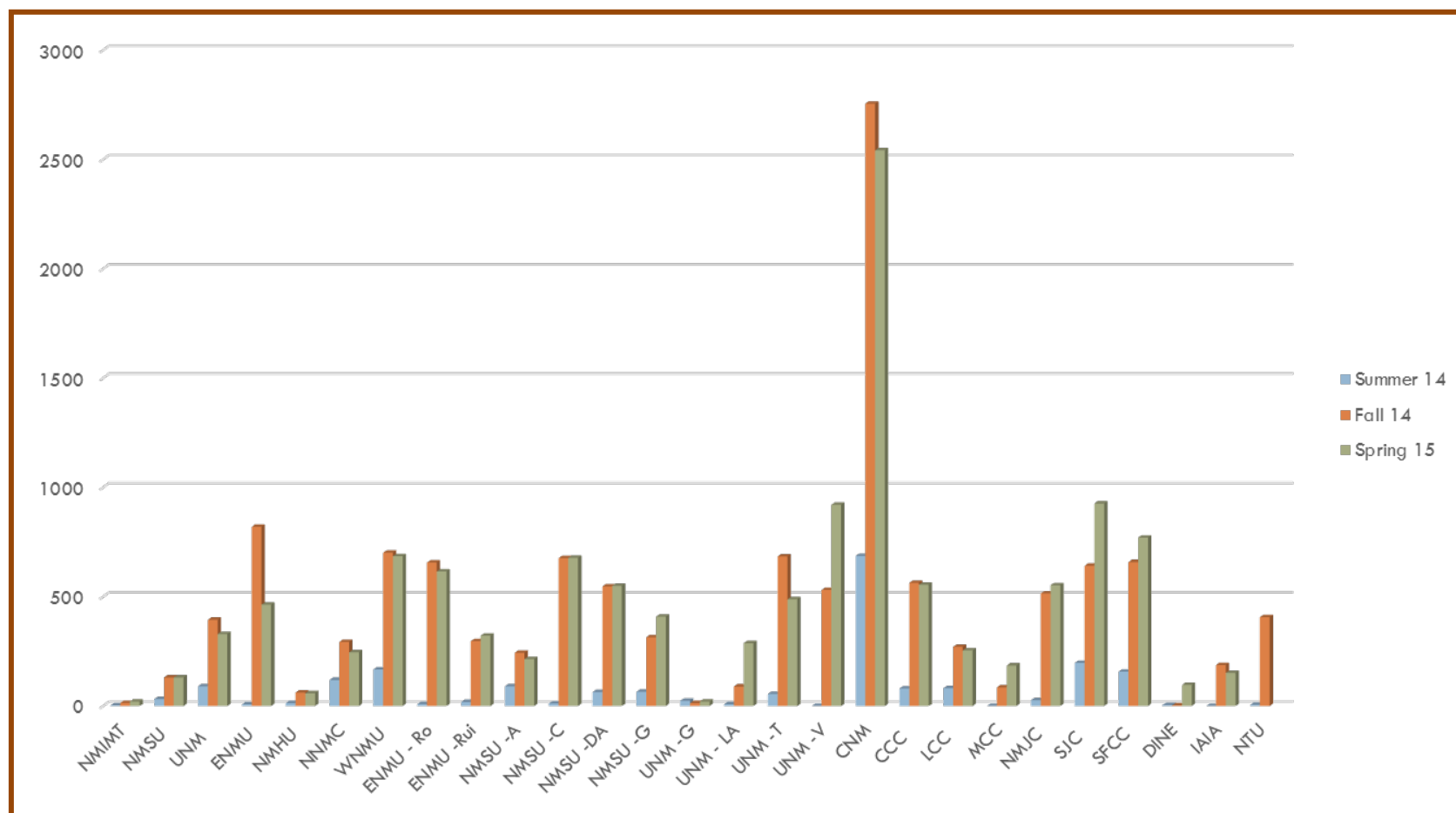
Spring 2015



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

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

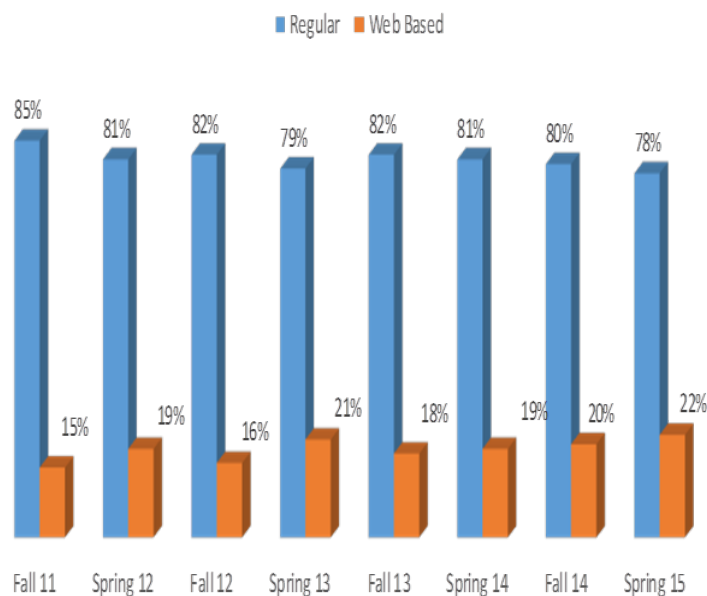


There are 24 institutions that generally participate in the dual credit endeavor. A complete list of institution abbreviations is available in the appendices section of this report.

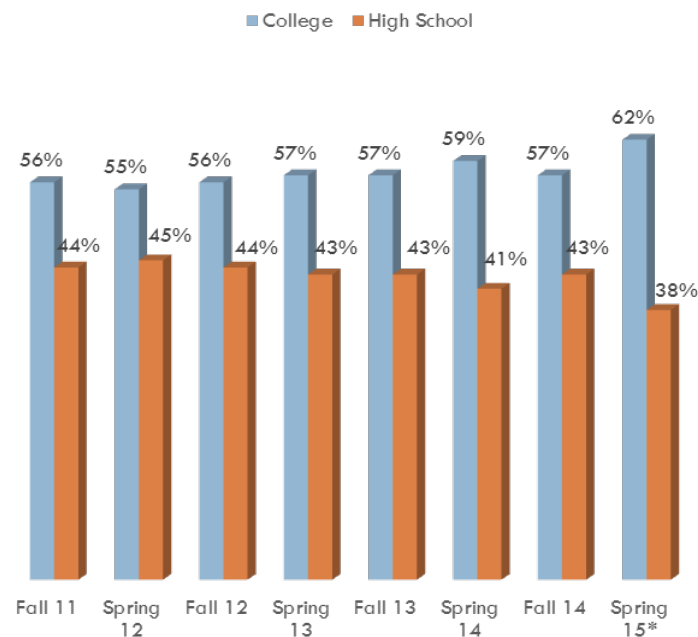
There are four institutions that serve the preponderance of students. These are Central New Mexico Community College; New Mexico State University, Doña Ana Community College; and New Mexico Junior College. To a lesser extent, Eastern New Mexico University, Roswell and the University of New Mexico, Taos provide students with dual credit course options. 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



* Spring 15 has 423 courses excluded due to missing data

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 an increase of 7 percent over the last three years; college-campus-based course delivery has increased from 55 percent to 62 percent as compared to the number of DC classes students are taking at their high school.

The Cost of Providing Dual Credit Courses

The PED disbursed a total of \$795,721.38 during fiscal year 2015 (Academic Year 2014–2015) for instructional materials related to dual credit. This amount represented a 1.1 percent year-over-year increase compared to AY 2013–2014.

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 2014–2015 academic year, 17,331 individual students enrolled in 38,462 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 effectively and efficiently to drive decision making.
- An initial internal data evaluation suggests the need for greater research focus on course quality.
- The next phase of the Dual Credit Program will require increased attention to 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).

The Dual Credit Council meets in a working group on a monthly basis. The schedule of monthly meetings can be found by following this link:

http://www.ped.state.nm.us/ped/CCR_programs_dualcredit.html

The issues the DCC has identified as in the scope of its work in 2016 are identified in the following section.

The Dual Credit Council (DCC) convened in November 2015 to renew their agenda of evaluation and enhancement, updating their focus on current dual-credit practice within the state of New Mexico.

Specific areas on which the DCC agreed to focus 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
- Defining career readiness indicators to support process development of a dual-credit, student eligibility checklist
- 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
- Revising the New Mexico Administrative Code to reflect significant changes in practice
- 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 quality 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 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 postsecondary 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 census counts 46 percent Hispanic, 39 percent White, 11.6 percent Native American, 2.4 percent African American, and 1 percent Asian or other ethnicity. 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 those 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.

Conclusion

Using the community college pathway to high school and college graduation, the Dual Credit Program is designed to address the problems that have made it difficult for students to succeed. This program also provides 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. Enrollment in the program additionally enhances 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

Dual credit programs help align secondary and postsecondary curricular expectations for our students by preparing students to graduate high school and enter college at higher rates. Additionally, students who have taken dual credit classes require less remediation in college. Key data-driven components collected during the 2014–2015 school year illustrate the following:

- The majority of students (70 percent) limit themselves to a single course during the academic year.
- New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of *C* or better in order to be considered successful. Under that standard, 79 percent of the enrollees met the success criterion in academic year 2014–2015.
- College campus course delivery (compared to high school delivery) has increased 7 percent over the last four years, from 55 to 62 percent.

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

The Dual Credit Council 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

Postsecondary 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 postsecondary institution, 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 postsecondary institution requirements to enroll
- Complete the form and obtain permission from the LEA and postsecondary 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 postsecondary institutions
- With parent or guardian, sign the FERPA release form
- Return textbooks to the LEA

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,

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

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
LEA	Local Educational Authority
PED	Public Education Department
SSN	Social Security Number
STARS ID	Student Teacher Accountability Reporting System (STARS) Identification Number (ID)

Links

Data Resources on Dual Enrollment 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://www.postsecondaryresearch.org/index.html?Id=Research&Info=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>

Postsecondary Institutions Participating in the Dual Credit Program

Abbreviation		Institution and Campus Name	
Institution	Campus	Institution	Campus
CCC		Clovis Community College	Main
CNM		Central New Mexico Community College	Main
ENMU		Eastern New Mexico University	Main
ENMU	Ros	Eastern New Mexico University	Roswell Branch
ENMU	Rui	Eastern New Mexico University	Ruidoso Center
LCC		Luna Community College	Main
MCC		Mesalands Community College	Main
NMHU		New Mexico Highlands University	Main
NMIMT		New Mexico Institute of Mining and Technology	Main
NMJC		New Mexico Junior College	Main
NMSU		New Mexico State University	Main
NMSU	A	New Mexico State University	Alamogordo Branch
NMSU	C	New Mexico State University	Carlsbad Branch
NMSU	D	New Mexico State University	Deming Branch
NMSU	G	New Mexico State University	Grants Branch
NMSU	DA	New Mexico State University	Doña Ana Branch
NNMC		Northern New Mexico College	Main
SFCC		Santa Fe Community College	Main
SJC		San Juan College	Main
UNM		University of New Mexico	Main
UNM	G	University of New Mexico	Gallup Branch
UNM	LA	University of New Mexico	Los Alamos Branch
UNM	V	University of New Mexico	Valencia Branch
UNM	T	University of New Mexico	Taos Branch
WNMU		Western New Mexico University	Main
Tribally Controlled Institutions of Higher Education			
DINE		Diné College	Main
IAIA		Institute of American Indian Arts	Main
NTU		Navajo Technical University	Main
SIPI		Southwestern Indian Polytechnic Institute	Main