Dual Credit Annual Report

For Academic Year 2018-2019

December 2019

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Secretary, Public Education Department

Kate O'Neill, EdD.
Secretary, Higher Education Department

The State of New Mexico

Dual Credit Annual Report
For School Year 2018–2019
December 2019

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Secretary of Higher Education

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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

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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 simultaneous 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 essential 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 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	

• Birth Date
• Credit Hours
• Course Location
• Demographics
  o Name
  o Ethnicity
  o Gender
• Grades
	• 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.

The Number of Students Taking Dual Credit Courses

Dual Credit (DC) Enrollment Information

- **Summer** 2018
  2,131 Students *
  3,488 Records **
- **Fall** 2018
  14,250 Students *
  22,756 Records**
- **Spring** 2019
  13,269 Students *
  22,169 Records**

→ Academic Year 2018–2019

→ 20,080 Unique Students***
10,976 Female Students
9,104 Male Students

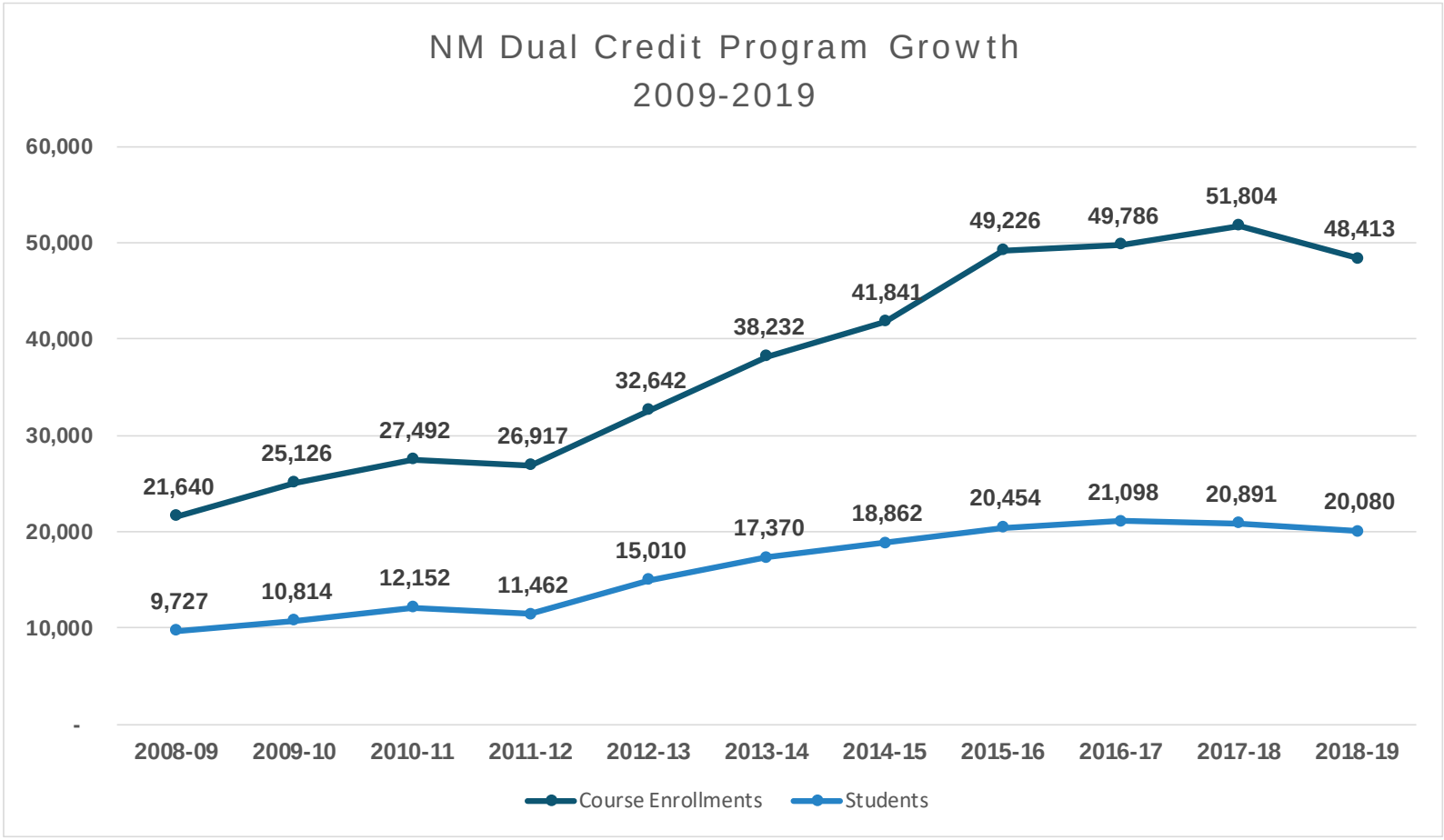
→

* *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).

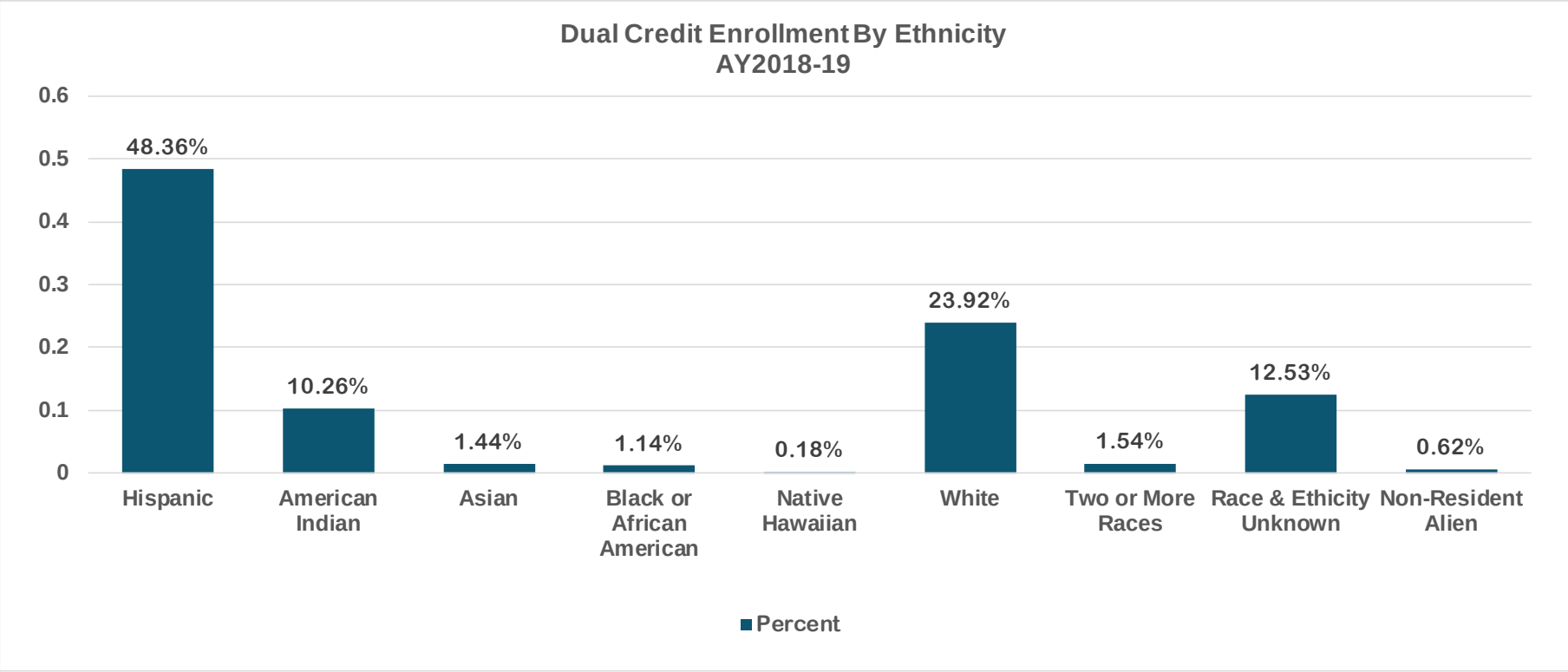
*** For AY 18-19, *Unique Students* refers to distinct students that were taking DC courses in any semester. There were (20,080) unique students in total for AY18—19.

Year-Over-Year Dual Credit Program Growth



Ethnicity and Dual Credit Enrollment

Dual Credit Enrollment by Ethnicity: AY2018–19



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 2018, Fall 2018, and Spring 2019)

Participating Entities

The chart below details information for the AY 2018-2019 and Class of 2018 cohort. As shown in the list below, the overall statewide cohort graduation rate for students taking dual credit is 87.9 percent this year. This represents an increase from 85.5 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	74.1	88.0	
Alamogordo Public Schools	80.5	92.4	
			New Mexico State University Alamogordo
Albuquerque Public Schools (APS)	69.6	88.5	
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 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Animas Public Schools	98.5	100.0	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			University of New Mexico
			Western New Mexico University
Artesia Public Schools	75.7	91.8	
			Eastern New Mexico University Roswell
			New Mexico State University Carlsbad
Aztec Municipal Schools	76.9	90.5	
			San Juan College
Belen Consolidated Schools	71.1	88.6	
			Central New Mexico Community College
			University of New Mexico Valencia
Bernalillo Public Schools	63.2	85.0	
			Central New Mexico Community College
			Institute of American Indian Arts
Bloomfield Schools	75.2	97.9	
			San Juan College
Capitan Municipal Schools	84.6	94.3	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
Carlsbad Municipal Schools (CMS)	69.5	90.6	
			New Mexico State University Carlsbad
Carrizozo Municipal Schools	83.1	100.0	
			Eastern New Mexico University Ruidoso
			Central New Mexico Community College
			Navajo Technical College
Central Consolidated Schools	63.6	90.3	
			San Juan College

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Chama Valley Independent Schools	93.1	100.0	
			Northern New Mexico College
Cimarron Municipal Schools	81.2	100.0	
Moreno Valley High School			Clovis Community College
			Eastern New Mexico University
			Luna Community College
			University of New Mexico Taos
Clayton Municipal Schools	74.1	89.1	
			Mesalands Community College
			Clovis Community College
Cloudcroft Municipal Schools	91.6	97.0	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
			New Mexico State University Alamogordo
Clovis Municipal Schools	83.0	93.9	
			Clovis Community College
			Eastern New Mexico University
Cobre Consolidated Schools	87.7	100.0	
			New Mexico State University Doña Ana Community College
			Western New Mexico University
Corona Public Schools	78.6	100.0	
			Clovis Community College
			Eastern New Mexico University
			Eastern New Mexico University Ruidoso
Cuba Independent Schools	70.4	93.9	
			Luna Community College
			Northern New Mexico College
			Central New Mexico Community College
Deming Public Schools	71.2	84.1	
Cesar Chavez Charter High School			Eastern New Mexico University
			New Mexico State University
			Western New Mexico University

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Des Moines Municipal Schools	90.3	100.0	
			Clovis Community College
Dexter Consolidated Schools	83.2	91.8	
			Eastern New Mexico University Roswell
			Mesalands Community College
Dora Consolidated Schools	90.1	91.3	
			Clovis Community College
			Eastern New Mexico University
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
			New Mexico State University
Dulce Independent Schools	77.5	100.0	
			Northern New Mexico College
Elida Municipal Schools	92.6	94.9	
			Clovis Community College
			Eastern New Mexico University
Española Public Schools	71.0	88.8	
			Northern New Mexico College
Estancia Municipal Schools	90.0	93.1	
			Central New Mexico Community College
			Eastern New Mexico University
Eunice Public Schools	81.5	97.1	
			New Mexico Junior College
Farmington Municipal Schools	74.7	88.1	
			New Mexico State University
			San Juan College
			Central New Mexico Community College
Floyd Municipal Schools	87.7	96.1	
			Clovis Community College
			Eastern New Mexico University
Fort Sumner Municipal Schools	97.0	100.0	
			Clovis Community College
			Eastern New Mexico University
			Mesalands Community College

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Gadsden Independent Schools	81.1	96.2	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Gallup-McKinley County Schools	73.1	93.5	
Middle College High School			Navajo Technical College
			University of New Mexico Gallup
Grady Municipal Schools	99.3	100.0	
			Clovis Community College
			Eastern New Mexico University
Grants-Cibola County Schools	62.4	69.1	
			Central New Mexico Community College
			New Mexico State University Grants
Hagerman Municipal Schools	82.4	100.0	
			Eastern New Mexico University
			Eastern New Mexico University Roswell
Hatch Valley Public Schools	76.5	100.0	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Hobbs Municipal Schools	88.9	94.3	
			Eastern New Mexico University
			New Mexico Junior College
Hondo Valley Public Schools	96.3	100.0	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
House Municipal Schools	73.9	96.2	
			Clovis Community College
			Mesalands Community College
Jal Public Schools	96.5	100.0	
			New Mexico Junior College
			University of New Mexico
Jemez Mountain Public Schools	96.6	100.0	
			Northern New Mexico College
			University of New Mexico

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Jemez Valley Public Schools	74.7	94.8	
			Central New Mexico Community College
			Eastern New Mexico University Roswell
			Institute of American Indian Arts
			Northern New Mexico College
Lake Arthur Municipal Schools	**	**	
			Eastern New Mexico University Roswell
Las Cruces Public Schools	86.2	98.1	
			Eastern New Mexico University
			New Mexico State University
			New Mexico State University Doña Ana Community College
			San Juan College
Las Vegas City Schools	74.5	98.6	
			Luna Community College
			New Mexico Highlands University
Logan Municipal Schools	68.5	100.0	
			Clovis Community College
			Mesalands Community College
Lordsburg Municipal Schools	56.8	66.9	
			Western New Mexico University
Los Alamos Public Schools	89.4	96.8	
			University of New Mexico Los Alamos
Los Lunas Public Schools	73.9	88.8	
			Central New Mexico Community College
			Eastern New Mexico University
			University of New Mexico Valencia
Loving Municipal Schools	86.9	100	
			Eastern New Mexico University Roswell
			New Mexico Junior College
Lovington Municipal Schools	82.8	99.8	
			New Mexico Junior College

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Magdalena Municipal Schools	79.9	87.7	
			Eastern New Mexico University
			New Mexico Institute of Mining and Technology
			University of New Mexico Valencia
			Western New Mexico University
Maxwell Municipal Schools	87.0	100.0	
			Eastern New Mexico University
			Luna Community College
			New Mexico Junior College
			Northern New Mexico College
Melrose Municipal Schools	100.0	100.0	
			Clovis Community College
			Eastern New Mexico University
Mesa Vista Consolidated Schools	67.1	82.2	
			Northern New Mexico College
			University New Mexico Taos
Mora Independent Schools	90.4	100.0	
			Central New Mexico Community College
			Luna Community College
			New Mexico Highlands University
			University New Mexico Taos
Moriarty-Edgewood Schools	73.6	84.7	
			Central New Mexico Community College
			Mesalands Community College
			University of New Mexico
Mosquero Municipal Schools	81.8	81.8	
			Clovis Community College
			Eastern New Mexico University
Mountainair Public Schools	81.2	100.0	
			Central New Mexico Community College
Pecos Independent Schools	86.0	100.0	
			Luna Community College

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Peñasco Independent Schools	70.2	91.6	
			Northern New Mexico College
			University of New Mexico Taos
Pojoaque Valley Schools	83.4	95.1	
			Northern New Mexico College
Portales Municipal Schools	65.2	88.3	
			Clovis Community College
			Eastern New Mexico University
Quemado Independent Schools	79.2	100.0	
			Luna Community College
			New Mexico State University Grants
			Western New Mexico University
Questa Independent Schools	79.0	77.4	
			University of New Mexico Taos
Raton Public Schools	67.5	93.5	
			Luna Community College
			New Mexico Highlands University
			University of New Mexico
Reserve Independent Schools	93.9	100.0	
			Western New Mexico University
Rio Rancho Public Schools	85.4	96.8	
			Central New Mexico Community College
			University of New Mexico
Roswell Independent Schools	68.5	78.5	
			Eastern New Mexico University Roswell
			Eastern New Mexico University Ruidoso
Roy Municipal Schools	100.0	100.0	
			Clovis Community College
Ruidoso Municipal Schools	83.4	95.4	
			Eastern New Mexico University Ruidoso
San Jon Municipal Schools	89.7	100.0	
			Clovis Community College
			Eastern New Mexico University
			Mesalands Community College

** School had too few students to report.

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Santa Fe Public Schools***	73	89.2	
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	89.0	97.3	
			Clovis Community College
			Eastern New Mexico University
			Luna Community College
Silver Consolidated Schools	78.8	93.4	
			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	71.6	84.2	
			University of New Mexico Valencia
			New Mexico Institute of Mining and Technology
			Western New Mexico University
Springer Municipal Schools	100.0	100.0	
			Clovis Community College
			Luna Community College
Taos Municipal Schools	72.3	87.1	
			University of New Mexico Taos
Tatum Municipal Schools	81.4	100.0	
			New Mexico Junior College
Texico Municipal Schools	93.0	99.0	
			Mesalands Community College
Truth or Consequences Municipal Schools	82.0	100.0	
			New Mexico State University Doña Ana Community College
Tucumcari Public Schools	84.1	99.8	
			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 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Tularosa Municipal Schools	69.1	100.0	
			New Mexico State University Alamogordo
Vaughn Municipal Schools	78.6	100.0	
			Mesalands Community College
Wagon Mound Public Schools	78.6	*	
			Luna Community College
West Las Vegas Public Schools	73.1	95.0	
			Luna Community College
			New Mexico Highlands University
Zuni Public Schools	73.2	92.0	
			University of New Mexico Gallup
Academy of Trades and Technology	24.6	75.3	
			Central New Mexico Community College
Albuquerque Institute for Math and Science (AIMS)	93.6	96.1	
			Central New Mexico Community College
			University of New Mexico
Albuquerque School of Excellence	87.1	91.4	
Aldo Leopold Charter High School	78.6	80.1	
			Western New Mexico University
Alma d' Arte Charter High	68.9	89.3	
			New Mexico State University
			New Mexico State University Doña Ana Community College
Amy Biehl Charter High School	73.8	93.2	
			Central New Mexico Community College
			University of New Mexico
Anthony Charter School	77.5	93.4	
			Doña Ana Community College
Cesar Chavez Community School	38.0	84.6	
			Central New Mexico Community College
Cottonwood Classical Preparatory School	96.2	100.0	
			Central New Mexico Community College
			University of New Mexico

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Estancia Valley Classical Academy	90.0	93.1	
			Eastern New Mexico University Ruidoso
			Mesalands Community College
Gilbert L. Sena Charter High School	46.5	73.1	
			Central New Mexico Community College
Health Leadership High School	42.8	94.6	
Las Montañas Charter School	32.4	83.5	
			Doña Ana Community College
McCurdy Charter High School	71.2	90.7	
			Northern New Mexico College
Media Arts Collaborative	62.2	77.4	
			Central New Mexico Community College
			New Mexico State University
			University of New Mexico
Monte del Sol Charter School	74.5	91.3	
.			Santa Fe Community College
New Mexico Connections Academy	41.4	65.5	
			New Mexico Junior College
New Mexico School for Arts	98.1	100.0	
			Institute of American Indian Arts
			Santa Fe Community College
School of Dreams Academy	74.7	94.9	
			University of New Mexico Valencia
Southwest Aeronautics, Mathematics and Science Academy	82.8	95.7	
			Central New Mexico Community College

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-Year Dual Credit Cohort Graduation Rate	Postsecondary Institution
Southwest Secondary Learning Center	67.9	93.7	
			Central New Mexico Community College
			University of New Mexico
Taos Academy	92.3	87.1	
			Central New Mexico Community College
			University New Mexico Taos
The ASK Academy	71.2	78.9	
			Central New Mexico Community College
			University of New Mexico
The Great Academy	32.6	72.5	
			Central New Mexico Community College
			New Mexico State University
			University of New Mexico
The MASTERS Program	81.8	82.2	
			Santa Fe Community College
The New America School Albuquerque	20.2	77.8	
			Central New Mexico Community College
The New America School Las Cruces	43.4	77.8	
			Doña Ana Community College
Tierra Adentro	71.2	90.9	
			Central New Mexico Community College
			University of New Mexico
			University of New Mexico Taos
Tierra Encantada	86.2	100.0	
			Santa Fe Community College
Walatowa High	84.2	100.0	
			Central New Mexico Community College
			Eastern New Mexico University Roswell
			Institute of American Indian Arts

† New cohort data.

Information for the AY 2018–2019 and Class of 2018

Local Education Agency (LEA)	Postsecondary Institution
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
Tohajiilee Community School	
	Central New Mexico Community College
Wingate	
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 and Enrollment

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

CIP Code	Title	Summer 2018
01	Agriculture Business and Production	2
03	Conservation and Renewable Natural Resources	2
04	Architecture and Related Services	7
05	Area, Ethnic and Cultural Studies	1
09	Communications	125
10	Communication Technologies	3
11	Computer and Information Sciences	191
12	Personal and Miscellaneous Services	36
13	Education	16
14	Engineering	1
15	Engineering- Related Technologies	8
16	Foreign Languages and Literatures	280
19	Family and Consumer Science	40
22	Law and Legal Studies	-
23	English Language and Literature / Letters	280
24	Liberal arts and Sciences	86
25	Library Sciences	-
26	Biological and Life Sciences	178
27	Mathematics	413
30	Multi / Interdisciplinary Studies	14
31	Park, Recreation, Leisure, And Fitness	2
32	Basic Skills	12
36	Leisure and Recreational	6
37	Personal Awareness And Self Improvement	99
38	Philosophy and Religion	52
40	Physical Science	239
41	Science Technology	-
42	Psychology	273
43	Protective Services	25
44	Public Administration and Services	17
45	Social Sciences	294
46	Construction Trades	12
47	Mechanic and Repair Technologies	20
48	Precision Production Trades	23
49	Transportation and Materials	-
50	Visual And Performing Arts	211
51	Health Professions and Related Sciences	157
52	Business Management and Administrative Services	73
54	History	111

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

Subject Areas and Enrollment

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

CIP Code	Title	Fall 2018
01	Agriculture Business and Production	814
03	Conservation and Renewable Natural Resources	28
04	Architecture and Related Services	5
05	Area, Ethnic and Cultural Studies	142
09	Communications	490
10	Communications Technologies	149
11	Computer and Information Sciences	1,087
12	Personal And Miscellaneous	241
13	Education	367
14	Engineering	120
15	Engineering- Related Technologies	477
16	Foreign Languages and Literatures	1,108
19	Family and Consumer Science	117
22	Law and Legal Studies	2
23	English Language and Literature / Letters	1,884
24	Liberal arts and Sciences	905
25	Library Sciences	-
26	Biological and Life Sciences	1,137
27	Mathematics	2,095
30	Multi / Interdisciplinary Studies	175
31	Park, Recreation, Leisure, and Fitness	28
32	Basic Skills	28
36	Leisure And Recreational	9
37	Personal Awareness and Self Improvement	1,557
38	Philosophy and Religion	136
40	Physical Science	1,243
41	Science Technology	7
42	Psychology	960
43	Protective Services	338
44	Public Administration and Services	112
45	Social Sciences	1,060
46	Construction Trades	262
47	Mechanic and Repair Technologies	441
48	Precision Production Trades	740
49	Transportation And Materials	6
50	Visual And Performing Arts	1,479
51	Health Professions and Related Sciences	1,245
52	Business Management and Administrative	727
54	History	1,026

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

Subject Areas and Enrollment

Subject Areas of, and Enrollment in, Dual Credit Courses: Spring 2019

CIP Code	Title	Spring 2019
01	Agriculture Business and Production	1,190
03	Conservation and Renewable Natural Resources	34
04	Architecture And Related Services	50
05	Area, Ethnic and Cultural Studies	86
09	Communications	382
10	Communications Technologies	103
11	Computer And Information Sciences	1,190
12	Personal And Miscellaneous	466
13	Education	801
14	Engineering	141
15	Engineering- Related Technologies	410
16	Foreign Languages and Literatures	1,196
19	Family And Consumer Science	78
22	Law and Legal Studies	2
23	English Language and Literature/ Letters	2,027
24	Liberal arts and Sciences	375
25	Library Sciences	-
26	Biological and Life Sciences	1,176
27	Mathematics	1,627
30	Multi / Interdisciplinary Studies	258
31	Park, Recreation, Leisure and Fitness	16
32	Basic Skills	9
36	Leisure and Recreational	15
37	Personal Awareness And Self Improvement	971
38	Philosophy and Religion	190
40	Physical Science	834
41	Science Technologies	51
42	Psychology	967
43	Protective Services	378
44	Public Administration and Services	34
45	Social Sciences	1,170
46	Construction Trades	232
47	Mechanic and Repair Technologies	312
48	Precision Production	805
49	Transportation and Materials	3
50	Visual And Performing Arts	1,416
51	Health Professions and Related Sciences	1,290
52	Business Management and Administrative Services	816
54	History	822

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

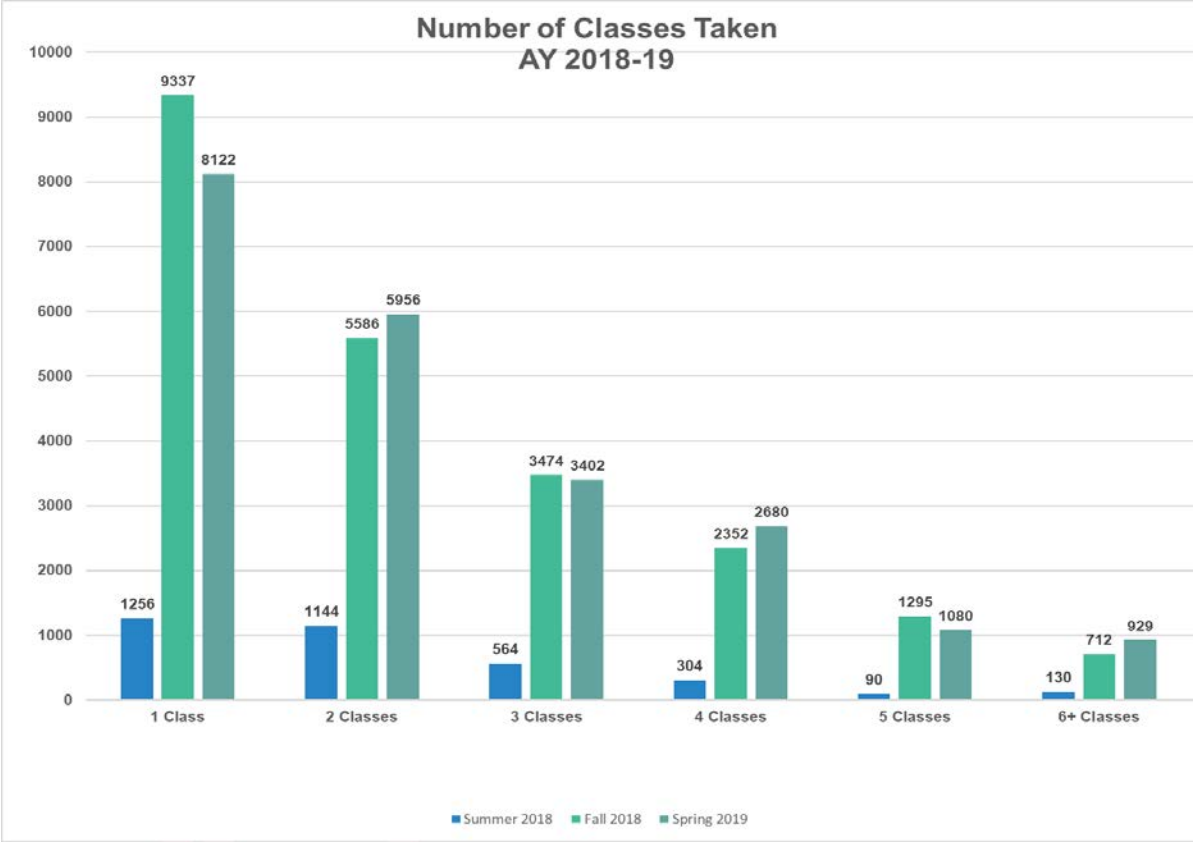
Subject Areas and Enrollment

Certain content areas attract a greater number of enrollments. In either fall and/or spring semester of AY 2018–2019, these subject areas served 500 or more enrollees on average across the fall and spring semesters.

Content Area	*Number of Enrollees*		*Fall/Spring Total*
	Fall	Spring	
Agriculture Business and Production	814	625	1,439
Biological and Life Sciences	1,137	1,176	2,313
Business Management and Related Services	727	816	1,543
Communications	490	387	877
Computer and Information Sciences	1,087	1,190	2,277
Education	367	801	1,168
Engineering-Related Technologies	477	493	970
English Language and Literature / Letters	1,884	2,027	3,911
Foreign Languages and Literatures	1,108	1,219	2,327
Health Professions and Related Sciences	1,245	1,486	2,731
History	1,026	822	1,848
Liberal Arts and Sciences	905	375	1,280
Mathematics	2,095	1,627	3,722
Mechanic and Repair Technologies	441	312	753
Personal Awareness and Self-Improvement	1,557	971	2,528
Physical Sciences	1,243	1,124	2,376
Precision Production Trades	740	805	1,145
Psychology	960	967	1,927
Social Sciences	1,060	1,170	2,230
Visual and Performing Arts	1,479	1,416	2,895

The Number of Dual Credit Classes Taken Per Student

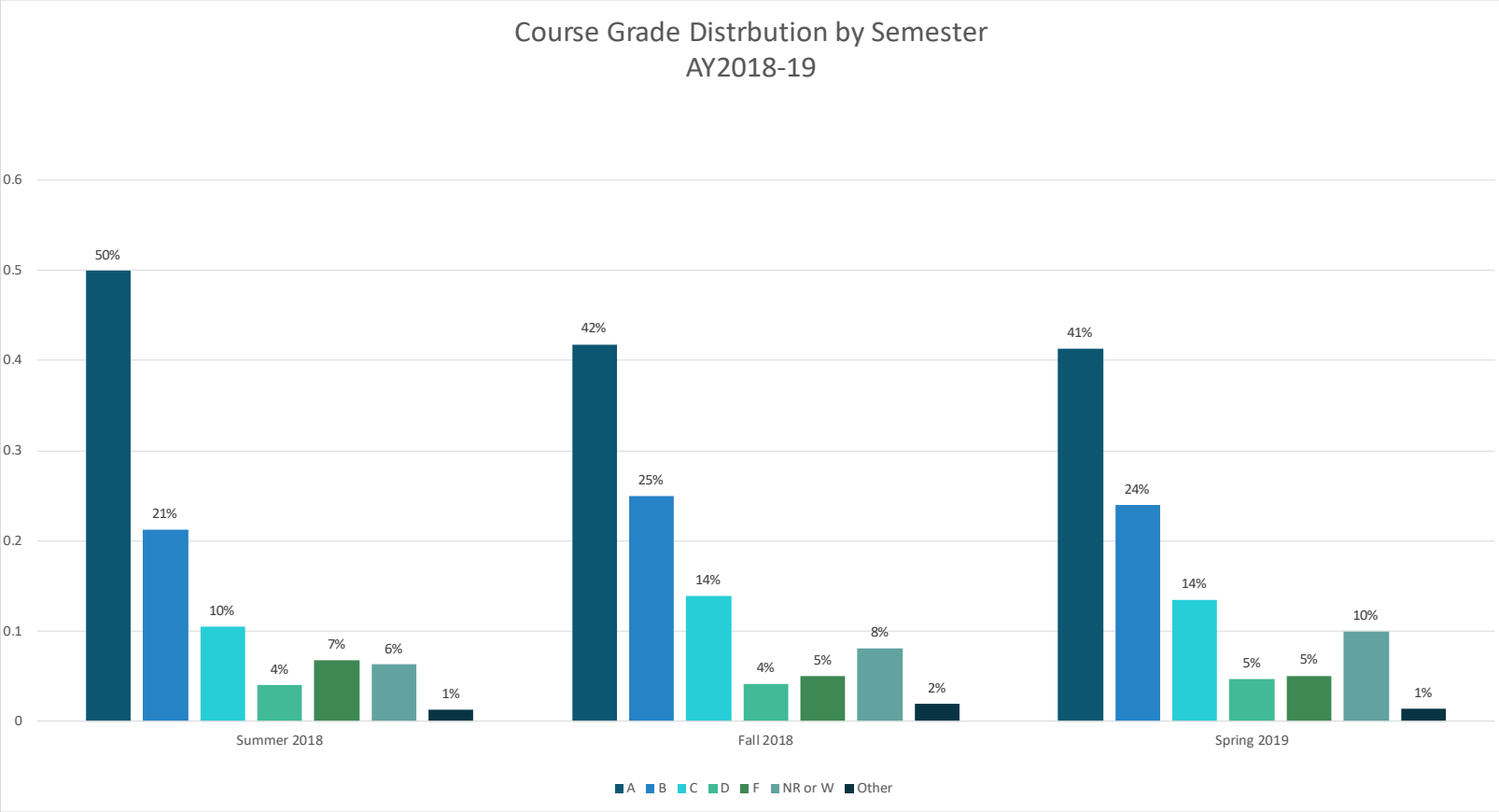
Number of Dual Credit Classes Taken: AY2018-2019



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.

Student Grades Earned in Dual Credit Courses

Dual Credit Course Grade Distribution AY2018-19

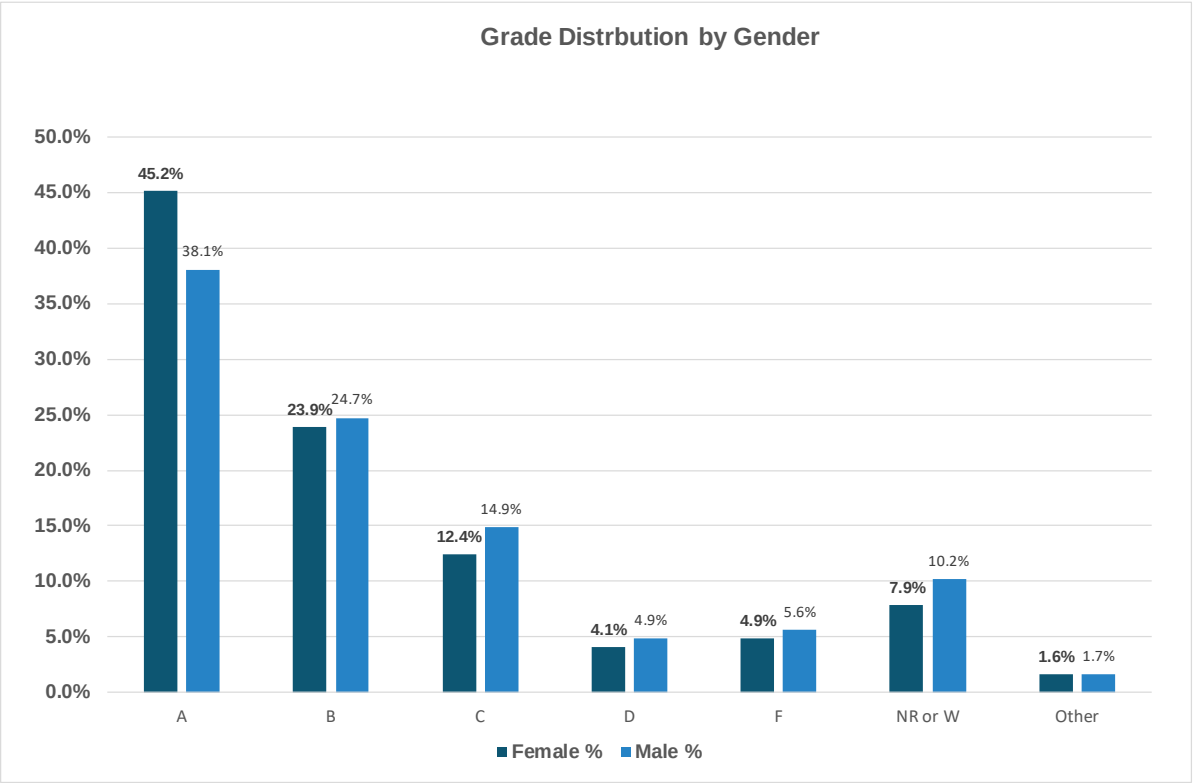


New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of C or better in order to be considered successful. Under that standard, 80 percent of the 48,413 dual credit courses met the success criterion in school year 2018–2019. That is an increase of 4 percent from the previous academic year (76 percent versus 80 percent).

Of the remaining course enrollments considered unsuccessful, a portion (4 percent) did not receive a credit-bearing grade (See: Other) 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. By comparison, 9 percent of students last year did not receive a credit-bearing grade.

Student Gender and Dual Credit Grades Earned

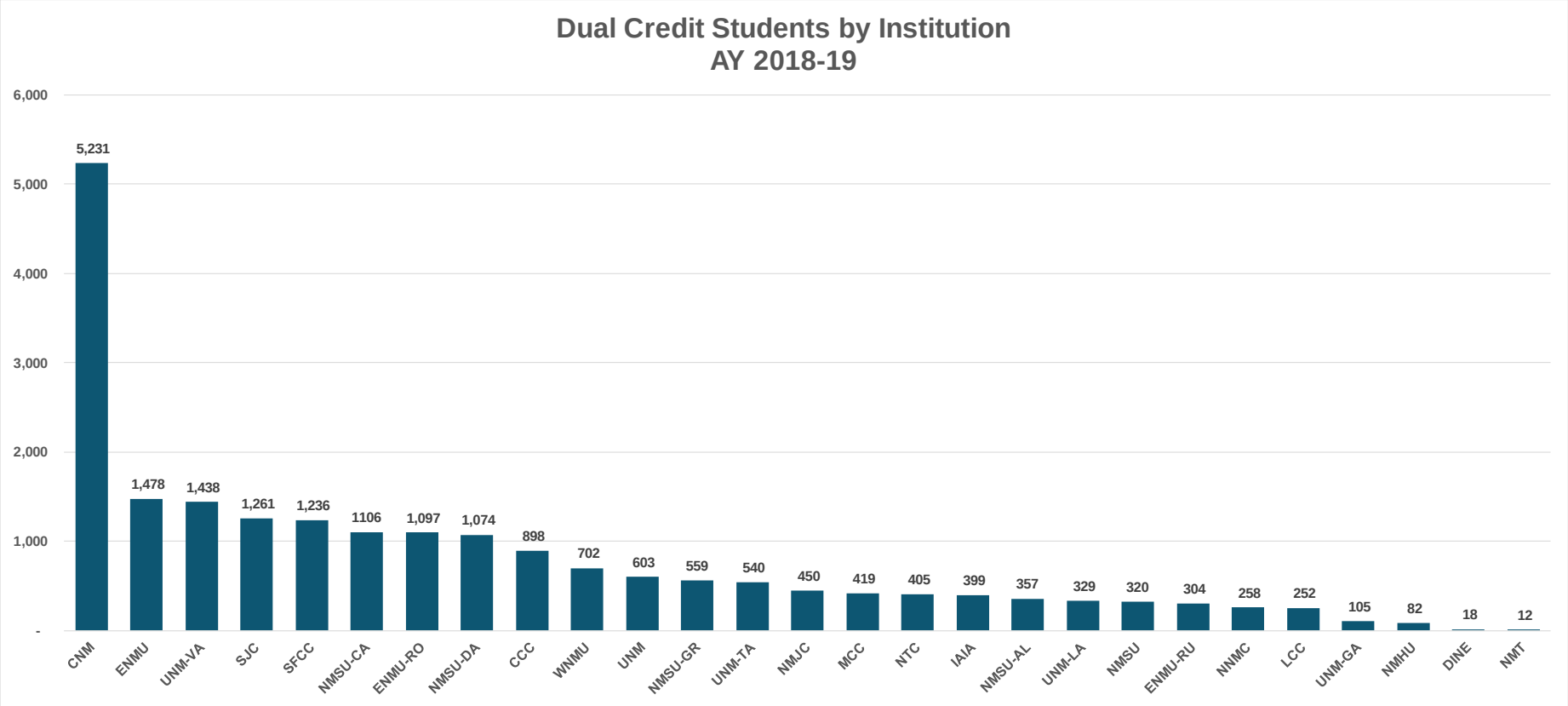
Dual Course Grade Distribution by Gender AY2018-19



Females earn *A* 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.

New Mexico Public Colleges and Dual Credit Student Enrollment

Dual Credit Enrollment at Postsecondary Institutions



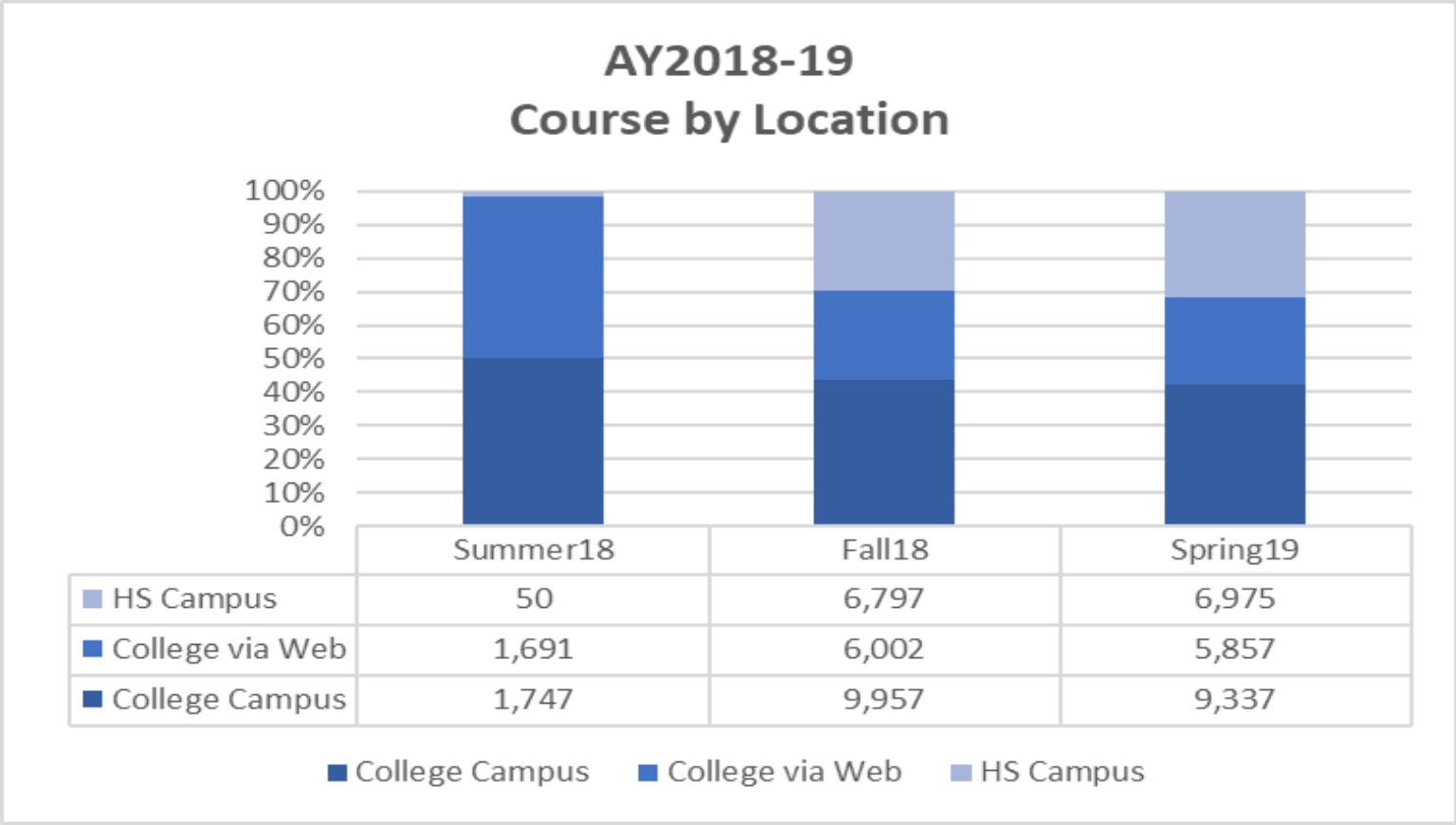
There are 27 institutions that participate in the Dual Credit Program. A complete list of institution abbreviations is available in the appendices section of this report.

There are four institutions that serve the majority of dual credit students. These are Central New Mexico Community College, ENMU, UNM-Valencia and San Juan College. These counts of dual credit student enrollments should be viewed in the context of the institutions' total enrollment and size.

** 19,262 students took a course from only one institution. 818 students took courses from more than one institution

Online High School and College Dual Credit Course Delivery

Dual Credit Course Delivery and Location AY2018-19



	Summer18	Fall18	Spring19
HS Campus	50	6,797	6,975
College via Web	1,691	6,002	5,857
College Campus	1,747	9,957	9,337

The chart compares online and web-based to regular instruction; it illustrates the number of students taking courses online and web-based instruction is similar to the number of regular instruction courses being taken at a high school or college campus.

The Cost of Providing Dual Credit Courses

The PED disbursed a total of $895,637.00 during fiscal year 2018 (AY 2018–2019) for instructional materials related to dual credit. This amount represents a 4 percent decrease compared to AY 2017–2018.

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 structure for offering dual credit courses is providing diverse dual credit course offerings to New Mexico high school students.
- During the 2018–2019 academic year, 20,080 individual students enrolled in 48,413 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:

https://hed.state.nm.us/uploads/documents/PSA_Dual-Credit-Policy-and-Procedures-Manual-4.2.18.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 provides opportunities for students who reside in rural areas.

New Mexico's demographics provide unique opportunities for the state. The V2018[1] census counts 49.1 percent Hispanic, 37.1 percent White, 10.9 percent Native American, 2.6 percent African American, and 2.0 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 t 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

[1] http://www.census.gov/quickfacts/table/nm/PST045218

Conclusion

The Dual Credit Program can facilitate 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
- Familiarity for those who are interested in the college experience
- Action plans for those whose next step plans call for higher education

Dual credit processes 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

Dual Credit Responsibilities

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 be in attendance at a Bureau of Indian Affairs 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 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 the following Classification of Instructional Program (CIP) codes 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:

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;

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
https://hechingerreport.org/meet-five-students-who-got-a-jump-on-college/

https://hechingerreport.org/low-income-and-at-risk-students-the-focus-on-dual-credit-programs/

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
http://www.nacep.org/resource-center/

University of Texas System Study: Impact of Dual Credit Courses on Student Success in College
https://www.utsystem.edu/news/2018/08/01/ut-system-study-delves-impact-dual-credit-courses-student-success-college

Education Commission of the States-50-State Comparison: Dual/Concurrent Enrollment Policies
https://www.ecs.org/dual-concurrent-enrollment-policies/

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	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)