



New Mexico
Higher Education Department
Helping Students Succeed



Dual Credit Report

for the School Year 2013–2014
January 2015

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Secretary of Education

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New Mexico Public Education Department
New Mexico Higher Education Department



The State of New Mexico

Dual Credit Annual Report
For School Year 2013–2014
December 2014

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Required Notice

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

Key data-driven components collected during the 2013–2014 school year illustrate the following:

- The majority of students (63 percent) limit themselves to a single dual credit course during the academic year.
- New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of "C" or better in order to be considered successful. Under that standard, 80 percent of the enrollees met the success criterion in school year 2012–2013.
- College campus course delivery has increased 4 percent over the last three years from 55 to 59 percent.

The 2013–2014 Dual Credit Annual Report identifies and incorporates the following state dual credit initiatives:

- Aligning New Mexico's high school competencies with college placement and career readiness expectations
- Affording access to dual credit courses for every New Mexico high school student
- Engaging the DCC in educational transformation
- Delivering professional development (PD) for the successful completion of dual credit courses
- Providing meaningful opportunities for parental involvement
- Ensuring college and career readiness (CCR)

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. Educational coursework facilitates alignment with students' postsecondary goals, when it is interwoven with stewardship for New Mexico's students.

Introduction

The New Mexico Dual Credit Program allows high school students to enroll in college-level courses offered by a postsecondary educational institution or tribal college that may be academic or career-technical but may not be remedial, developmental, or a physical education course. These courses can be taken simultaneously with regular curriculum to earn credit towards high school graduation and a postsecondary degree or certificate. Dual credit supports P–20 education by working to improve pre-natal to adulthood education, maximizing students' educational attainment, providing opportunities for success in the workforce, and better ensuring students' contributions to their local communities.

According to the U.S. Department of Education, College Completion Took Kit, the best jobs and fastest growing firms—whether in biosciences, technology, manufacturing, trade, or entertainment—will gravitate to communities, regions, and states with a highly qualified workforce. In the coming decade, individuals with professional certificates and postsecondary education degrees at the associate, bachelor's, and graduate levels are projected to continue to experience higher levels of employment and wage growth than those without such qualified workers.

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

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

Detailed Report

Demographic Description—Provisions for Collecting and Disseminating Annual Data

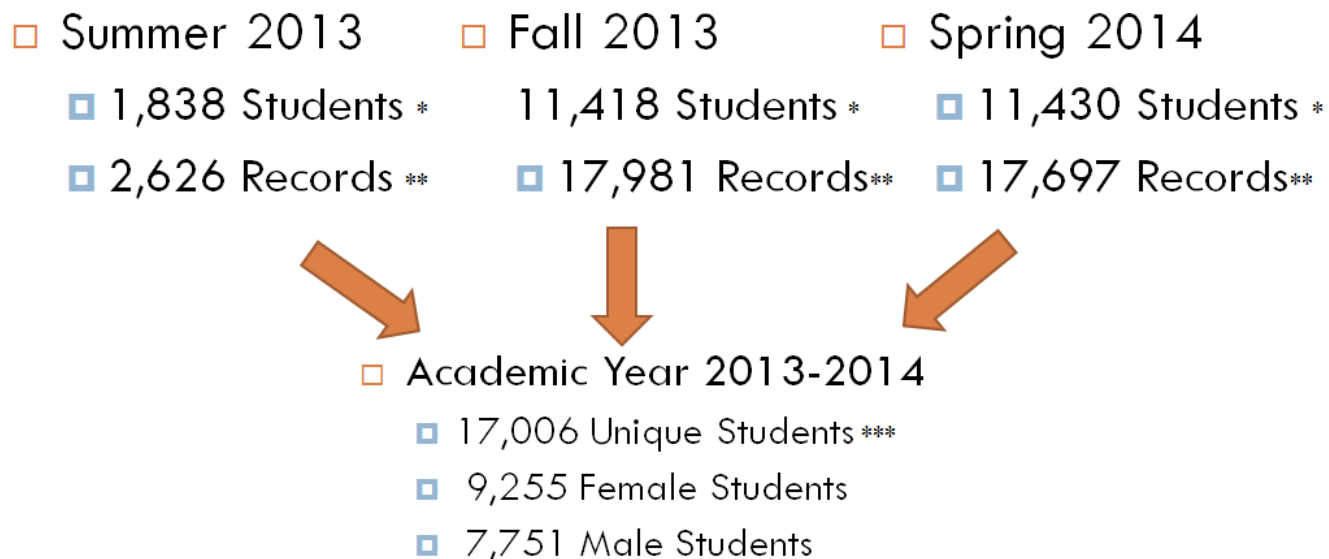
A memorandum of understanding (MoU) between the PED and the HED has been implemented to ensure that data validations for dual credit program participation are addressed on an annual basis. This MoU provides the means by which provisions for collecting and disseminating annual data are accomplished.

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

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

Dual Credit Enrollment Information

3

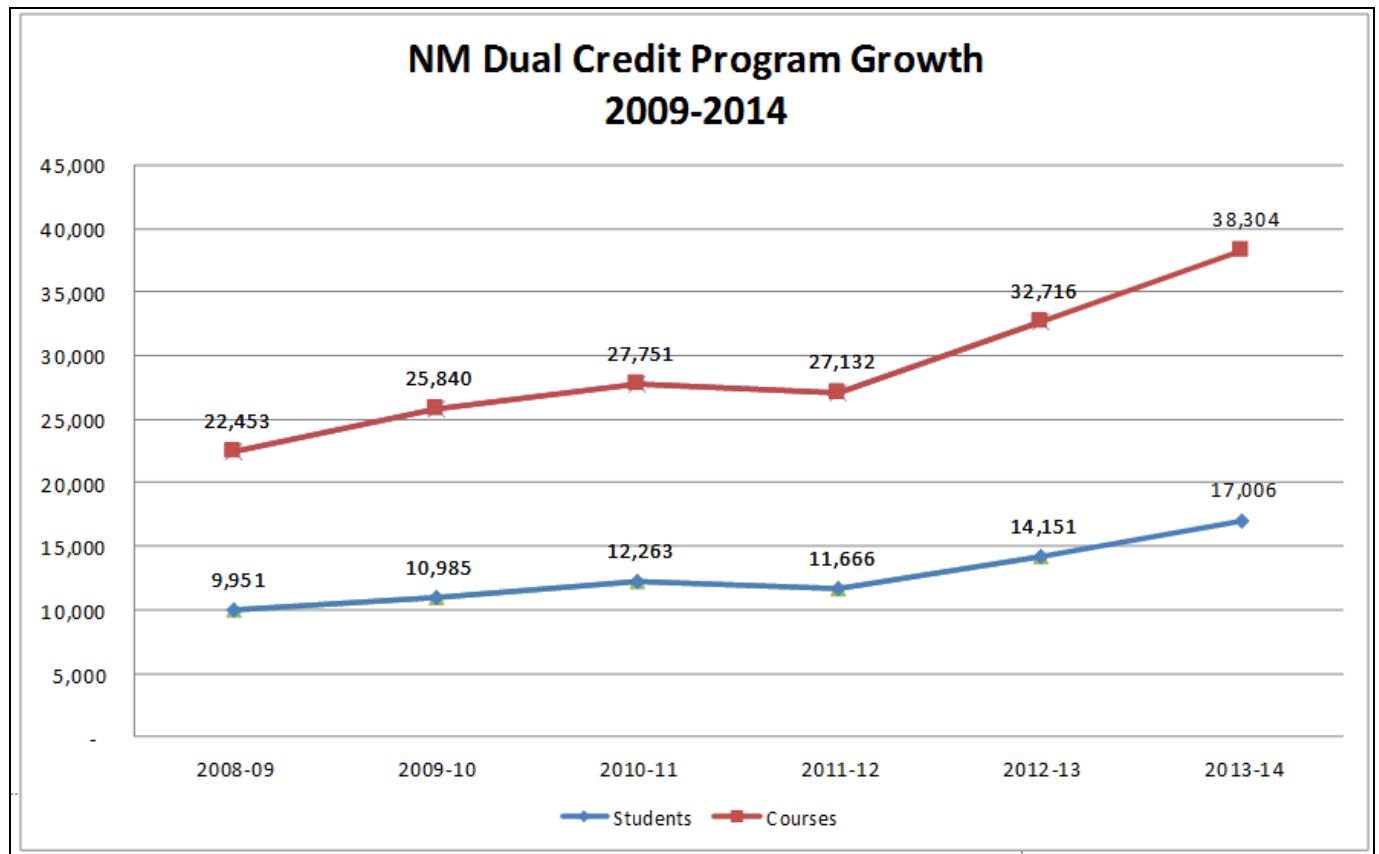


*The number of students represent distinct head count for a dual credit student for each semester.

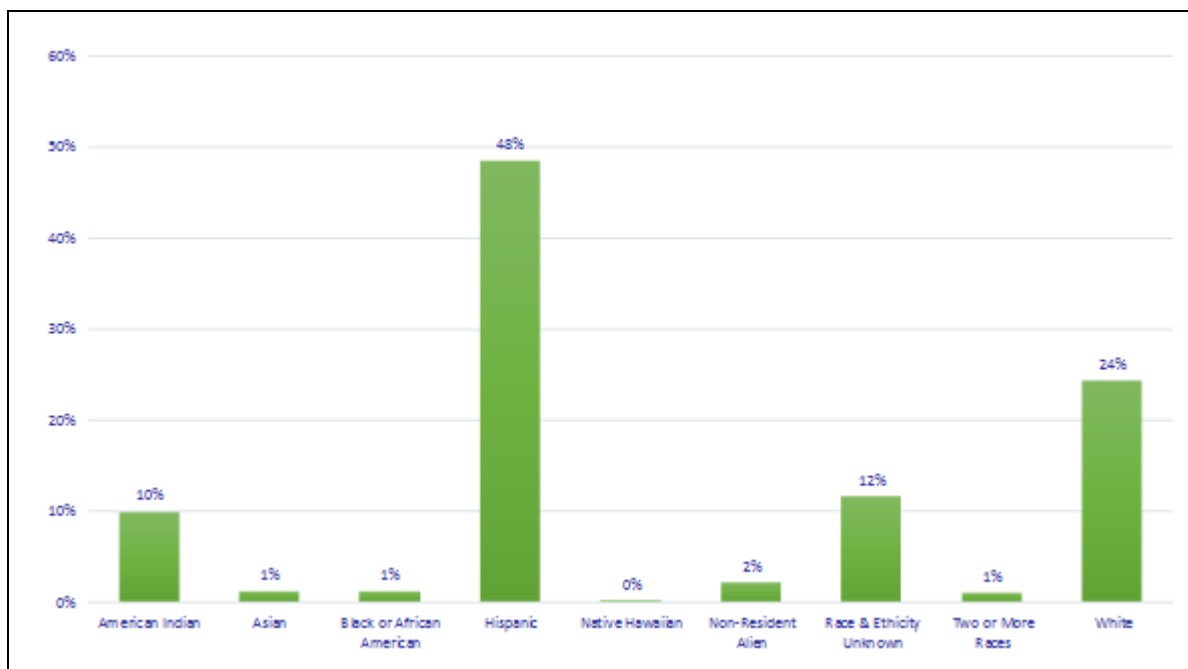
**Records refer to number of courses each student can take in a given semester (e.g. one student can take three classes so there will be three records).

*** For AY13-14, unique students refer to distinct students who were taking DC courses in any semester and enrolled by census. DC students (an additional 368) who registered after census have not been included as no demographic information (ethnicity, gender) is available. There were (17,374) unique students in total for AY13-14.

NM Dual Credit Program Growth



Dual Credit Enrollment by Ethnicity AY 2013–2014



Of reported, single ethnicities of enrollees, Hispanic and American Indian students are enrolling in dual credit courses at approximately the same rate as last school year (48 percent and 10 percent respectively). The pattern for white students, who are represented in significantly smaller numbers in the dual credit population (24 percent) is down two percent from last school year. It is notable that one percent of the dual credit enrollees did not identify themselves in a single ethnicity. It is likely that these students were either multi-racial and found difficulty in declaring a single ethnicity, or they simply preferred anonymity. In any case, these DCC figures should be interpreted with caution since nearly 12 percent of ethnicities are unknown.

The chart below details information for the AY 2012–2013 and Class of 2013 and incorporates the following statutory data requirements:

- **Participating entities.** (include the participating school districts, charter schools, state-supported schools, Bureau of Indian Education high schools, public postsecondary educational institutions, and tribal colleges)
- **High school graduation rates.** (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
 - Memorandum of agreement (MoA)
 - Agreed upon dual credit courses (DC Courses) per MoA

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Statewide—All Schools All Students	25903	70.3%			
Alamogordo Public Schools	643	76.8%			
			New Mexico State University Alamogordo	Yes	Yes
Albuquerque Public Schools	2856	68.7%			
Albuquerque Talent Development Secondary		54.4%	Central New Mexico Community College	Yes	Yes
Bataan Charter School		56.8%	Institute of American Indian Arts	Yes	Yes
Bataan Military Academy		*	University of New Mexico	Yes	Yes
Career Academic Technical Academy		36.4%			
Digital Arts and Technology Academy		*			
El Camino Real Academy		41.8%			
Gordon Bernell Charter School		13.7%			
La Academia De Esperanza		12.3%			
Los Puentes		18.3%			
Native American Community Academy		57.2%			
Nuestros Valores Charter School		40.4%			
Public Academy for Performing Arts		83%			
Robert F. Kennedy Charter High School		15.5%			
School for Integrated Academics and Technologies		39%			
South Valley Academy		78.9%			
* School did not have members of the graduation cohort.					

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Animas Public Schools	72	92.7%			
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
			University of New Mexico	Yes	Yes
			Western New Mexico University	Yes	Yes
Artesia Public Schools	352	72.6%			
			Eastern New Mexico University Roswell	Yes	Yes
			New Mexico State University Carlsbad	Yes	Yes
Aztec Municipal Schools	64	71%			
			San Juan College	Yes	Yes
Belen Consolidated Schools	136	57%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico Valencia	Yes	Yes
Bernalillo Public Schools	293	59.2%			
			Central New Mexico Community College	Yes	Yes
			Institute of American Indian Arts	Yes	Yes
Bloomfield Schools	247	72.3%			
			San Juan College	Yes	Yes
Capitan Municipal Schools	73	82.4%			
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
Carlsbad Municipal Schools	1369	77.1%			
Jefferson Montessori Academy (Carlsbad)		76.4%	New Mexico State University Carlsbad	Yes	Yes
Carrizozo Municipal Schools	46	83.3%			
			Eastern New Mexico University Ruidoso	Yes	Yes
			Central New Mexico Community College	Yes	Yes
			Navajo Technical College	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Central Consolidated Schools	297	65%			
			San Juan College	Yes	Yes
Chama Valley Independent Schools	74	93.6%			
			Northern New Mexico College	Yes	Yes
Cimarron Municipal Schools	20	87.5%			
Moreno Valley High School (Cimarron)		93.8%	Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Luna Community College	Yes	Yes
			University of New Mexico Taos	Yes	Yes
Clayton Municipal Schools	96	66.1%			
			Mesalands Community College	Yes	Yes
			Clovis Community College	Yes	Yes
Cloudcroft Municipal Schools	149	73.5%			
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
			New Mexico State University Alamogordo	Yes	Yes
Clovis Municipal Schools	626	75.3%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Cobre Consolidated Schools	291	93.5%			
			New Mexico State University Doña Ana Community College	Yes	Yes
			Western New Mexico University	Yes	Yes
Corona Public Schools	18	78.7%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
Cuba Independent Schools	49	72.9%			
			Luna Community College	Yes	Yes
			Northern New Mexico College	Yes	Yes
			Central New Mexico Community College	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Deming Public Schools	191	64.4%			
Deming Cesar Chavez Charter High School		19.8%	Eastern New Mexico University	Yes	Yes
			New Mexico State University	Yes	Yes
			Western New Mexico University	Yes	Yes
Des Moines Municipal Schools	12	98.0%			
			Clovis Community College	Yes	Yes
Dexter Consolidated Schools	422	83.0%			
			Eastern New Mexico University Roswell	Yes	Yes
			Mesalands Community College	Yes	Yes
Dora Consolidated Schools	59	>98.0%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
			New Mexico State University	Yes	Yes
Dulce Independent Schools	18	76.5%			
			Northern New Mexico College	Yes	Yes
Elida Municipal Schools	25	86.3%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Española Public Schools	159	57.1%			
			Northern New Mexico College	Yes	Yes
Estancia Municipal Schools	88	69%			
			Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Eunice Public Schools	212	69.7%			
			New Mexico Junior College	Yes	Yes
Farmington Municipal Schools	1009	67.5%			
			New Mexico State University	Yes	Yes
			San Juan College	Yes	Yes
			Central New Mexico Community College	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Floyd Municipal Schools	56	93.6%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Ft. Sumner Municipal Schools	65	86.9%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Mesalands Community College	Yes	Yes
Gadsden Independent Schools	449	79.0%			
Anthony Charter School (Gadsden)	9	49.6%	New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
Gallup-McKinley County Schools	2236	71.3%			
Middle College High School (Gallup)			University of New Mexico Gallup	Yes	Yes
			Navajo Technical College	Yes	Yes
Grady Municipal Schools	32	95.2%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Grants-Cibola County Schools	523	67.4%			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University Grants	Yes	Yes
Hagerman Municipal Schools	125	77.1%			
			Eastern New Mexico University	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
Hatch Valley Public Schools	91	65.9%			
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
Hobbs Municipal Schools	1034	78.1%			
			Eastern New Mexico University	Yes	Yes
			New Mexico Junior College	Yes	Yes
Hondo Valley Public Schools	33	81.7%			
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
House Municipal Schools	9	41.5%			
			Clovis Community College	Yes	Yes
			Mesalands Community College	Yes	Yes
Jal Public Schools	89	86.1%			
			New Mexico Junior College	Yes	Yes
			University of New Mexico	Yes	Yes
Jemez Mountain Public Schools	53	75.4%			
			Northern New Mexico College	Yes	Yes
			University of New Mexico	Yes	Yes
Jemez Valley Public Schools	21	82.4%			
			Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
			Institute of American Indian Arts	Yes	Yes
			Northern New Mexico College	Yes	Yes
Lake Arthur Municipal Schools	16	82.6%			
			Eastern New Mexico University Roswell	Yes	Yes
Las Cruces Public Schools	1651	66.8%			
Las Montañas Charter High School (Las Cruces)		30.1%	Eastern New Mexico University	Yes	Yes
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
			San Juan College	Yes	Yes
Las Vegas City Schools	208	82.7%			
			Luna Community College		Yes
			New Mexico Highlands University	Yes	Yes
Logan Municipal Schools	51	69.4%			
			Clovis Community College	Yes	Yes
			Mesalands Community College	Yes	Yes
Lordsburg Municipal Schools	14	78%			
			Western New Mexico University	Yes	Yes
Los Alamos Public Schools	89	83.4%			
			University of New Mexico Los Alamos	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Los Lunas Public Schools	236	69.4%			
			Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			University of New Mexico Valencia	Yes	Yes
Loving Municipal Schools	36	89.8%			
			Eastern New Mexico University Roswell	Yes	Yes
			New Mexico Junior College	Yes	Yes
Lovington Municipal Schools	548	75.8%			
			New Mexico Junior College	Yes	Yes
Magdalena Municipal Schools	37	80%			
			Eastern New Mexico University	Yes	Yes
			New Mexico Institute of Mining and Technology	Yes	Yes
			University of New Mexico Valencia	Yes	Yes
			Western New Mexico University	Yes	Yes
Maxwell Municipal Schools	14	63%			
			Eastern New Mexico University	Yes	Yes
			Luna Community College	Yes	Yes
			New Mexico Junior College	Yes	Yes
			Northern New Mexico College	Yes	Yes
Melrose Municipal Schools	57	89.1%			
			Eastern New Mexico University	Yes	Yes
			Clovis Community College	Yes	Yes
Mesa Vista Consolidated School District	217	70.5%			
			University New Mexico Taos	Yes	Yes
			Northern New Mexico College	Yes	Yes
Mora Independent Schools	158	89.5%			
			Central New Mexico Community College	Yes	Yes
			Luna Community College	Yes	Yes
			New Mexico Highlands University	Yes	Yes
			University New Mexico Taos	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Moriarty-Edgewood Schools	332	72.6%			
			Central New Mexico Community College	Yes	Yes
			Mesalands Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Mosquero Municipal Schools	19	*			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Mountainair Public Schools	6	89.4%			
			Central New Mexico Community College	Yes	Yes
Pecos Independent Schools	138	74.5%			
			Luna Community College	Yes	Yes
Peñasco Independent Schools	48	75.6%			
			University New Mexico Taos	Yes	Yes
			Northern New Mexico College	Yes	Yes
Pojoaque Valley Schools	61	76.1%			
			Northern New Mexico College	Yes	Yes
Portales Municipal Schools	455	81.2%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
Quemado Independent Schools	27	85.4%			
			Luna Community College	Yes	Yes
			New Mexico State University Grants	Yes	Yes
			Western New Mexico University	Yes	Yes
Questa Independent Schools	234	86.6%			
			University of New Mexico Taos	Yes	Yes
Raton Public Schools	97	74.5%			
			Luna Community College	Yes	Yes
			New Mexico Highlands University	Yes	Yes
			University of New Mexico	Yes	Yes
Reserve Independent Schools	7	90.4%			
			Western New Mexico University	Yes	Yes
Rio Rancho Public Schools	630	84%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
* School did not have members of the graduation cohort					

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Roswell Independent Schools	598	68.6%			
			Eastern New Mexico University Roswell	Yes	Yes
			Eastern New Mexico University Ruidoso	Yes	Yes
Roy Municipal Schools	*	62.1%			
			Clovis Community College	Yes	Yes
Ruidoso Municipal Schools	325	70.4%			
			Eastern New Mexico University Ruidoso	Yes	Yes
San Jon Municipal Schools	17	86.7%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Mesalands Community College	Yes	Yes
Santa Fe Public Schools	574	60%			
Academy for Technology and the Classics (SFPS)		78.4%	Eastern New Mexico University	Yes	Yes
Monte Del Sol (SFPS)		69.5%	Central New Mexico Community College	Yes	Yes
Tierra Encantada Charter High School (SFPS)		27.5%	Institute of American Indian Arts	Yes	Yes
			Northern New Mexico College	Yes	Yes
			Santa Fe Community College	Yes	Yes
Santa Rosa Consolidated Schools	249	90.7%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Luna Community College	Yes	Yes
Silver Consolidated Schools	214	82.6%			
			Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
			Western New Mexico University	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Socorro Consolidated Schools	81	65.1%			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University	Yes	Yes
			New Mexico Institute of Mining and Technology	Yes	Yes
			University of New Mexico Valencia	Yes	Yes
			Western New Mexico University	Yes	Yes
Springer Municipal Schools	62	95.9%			
			Luna Community College	Yes	Yes
Taos Municipal Schools	1331	76.9%			
Taos Cyber Magnet		98%	University New Mexico Taos	Yes	Yes
Vista Grande (Taos)		68.6%			
Tatum Municipal Schools	149	88%			
			Eastern New Mexico University	Yes	Yes
			New Mexico Junior College	Yes	Yes
Texico Municipal Schools	74	92.1%			
			Clovis Community College	Yes	Yes
			Eastern New Mexico University	Yes	Yes
			Mesalands Community College	Yes	Yes
Truth or Consequences Municipal Schools	71	65.2%			
			Eastern New Mexico University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
			Western New Mexico University	Yes	Yes
Tucumcari Public Schools	146	54%			
			Mesalands Community College	Yes	Yes
Tularosa Municipal Schools	44	71.5%			
			New Mexico State University Alamogordo	Yes	Yes
Vaughn Municipal Schools	25	60.7%			
			Clovis Community College	Yes	Yes
			Central New Mexico Community College	Yes	Yes
Wagon Mound Public Schools	16	74.8%			
			Luna Community College	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
West Las Vegas Public Schools	217	70.5%			
			New Mexico Highlands University	Yes	Yes
			Luna Community College	Yes	Yes
Zuni Public Schools	70	72.4%			
			University of New Mexico Gallup	Yes	Yes
LEA (State Charters)					
Academy of Trades and Technology	13	39.7%			
			Central New Mexico Community College	Yes	Yes
ACE Leadership High School	44	22%			
			Central New Mexico Community College	Yes	Yes
Albuquerque Institute for Math and Science (AMIS)	311	82.3%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Albuquerque School of Excellence	*	*			
Aldo Leopold Charter High School	64	88.4%			
			Western New Mexico University	Yes	Yes
Alma d' Arte Charter High	17	>98.0%			
			New Mexico State University	Yes	Yes
			New Mexico State University Doña Ana Community College	Yes	Yes
Amy Biehl Charter High School	156	*			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Cesar Chavez Community School	56	22.8%			
			Central New Mexico Community College	Yes	Yes
* School did not have members of the graduation cohort					

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Cottonwood Classical Preparatory School	70	95.2%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Creative Education Preparatory Institute #1	82	52%			
			Central New Mexico Community College	Yes	Yes
East Mountain High School (state)	488	85%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
Gilbert L. Sena Charter High School (state)	108	25.1%			
			Central New Mexico Community College	Yes	Yes
McCurdy High School	41	90.9%			
			Northern New Mexico College	Yes	Yes
Media Arts Collaborative Charter School, Albuquerque NM	48	47.3%			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University	Yes	Yes
			University of New Mexico	Yes	Yes
New Mexico School for Arts	53	94.4%			
			Santa Fe Community College	Yes	Yes
			Institute of American Indian Arts	Yes	Yes
School of Dreams Academy	73	41.4%			
			University of New Mexico Valencia	Yes	Yes
Southwest Aeronautics	44	>98%			
Southwest Secondary Learning Center	337	88.5%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
Taos Academy Charter School	95	93.6%			
			Central New Mexico Community College	Yes	Yes
			University New Mexico Taos	Yes	Yes
The ASK Academy	32	48.1%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
The Great Academy	84	3.2%			
			Central New Mexico Community College	Yes	Yes
			New Mexico State University	Yes	Yes
			University of New Mexico	Yes	Yes
The Learning Community	10	50.6%			
			Central New Mexico Community College	Yes	Yes
The MASTERS Program	609	61.2%			
			Santa Fe Community College	Yes	Yes
The New America School (2)	67	35.4%			
			Central New Mexico Community College	Yes	Yes
Tierra Adentro: The New Mexico School of Academics, Arts, and Artesania	8	56.1%			
			Central New Mexico Community College	Yes	Yes
			University of New Mexico	Yes	Yes
			University of New Mexico Taos	Yes	Yes
Walatowa Charter School	110	85.8%			
			Central New Mexico Community College	Yes	Yes
			Eastern New Mexico University Roswell	Yes	Yes
			Institute of American Indian Arts	Yes	Yes

Information for the AY 2012–2013 and Class of 2013

Local Education Agency (LEA)	Student Records	4-Year Cohort Graduation Rate	Postsecondary Institution	MoA	Agreed-Upon DC Courses per MOA
LEA (Bureau of Indian Education)					
Alamo Navajo	*	*			
			University of New Mexico Valencia	Yes	Yes
Mescalero	*	*			
			Eastern New Mexico University Ruidoso	Yes	Yes
Navajo Preparatory School	*	*			
			San Juan College	Yes	Yes
Pine Hill School	*	*			
			New Mexico State University Grants	Yes	Yes
Santa Fe Indian School	*	*			
			Institute of American Indian Arts	Yes	Yes
			Northern New Mexico College	Yes	Yes
Tohaajilee Community School	*	*			
			Central New Mexico Community College	Yes	Yes
Wingate	*	*			
LEA (State Institutions)					
CYFD	*	*			
Juvenile Justice	*	*	Santa Fe Community College	Yes	Yes
			Central New Mexico Community College	Yes	Yes
Children's PSYC	*	*			
New Mexico Corrections	*	*			
New Mexico School for the Blind and Visually Handicap	*	*			
New Mexico School for the Deaf	*	*			
Sequoyah (NM Department of Health)	*	*			
* School did not have members of the graduation cohort.					

Cohort of 2013 Four-Year Statewide Graduation Rates	
Dual Credit Students	90.5%

The Courses Taken and Grades Earned

Eligible college courses 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.

Subject Areas of, and Enrollment in, Dual Credit Courses: Fall 2013

CIP Codes	Title	Enrollment	CIP Codes	Title	Enrollment
1	Agriculture and related sciences	878	31	Park, recreation, leisure, and fitness	15
3	Natural resources and conservation	62	32	Basic skills	255
4	Architecture and related services	4	36	Leisure and recreational	11
5	Area ethnic cultural and gender studies	122	37	Personal awareness and self improvement	1007
9	Communication and journalism	314	38	Philosophy and religious studies	89
10	Communications technologies	144	40	Physical science	907
11	Computer and information sciences	911	41	Science technology / technicians	43
12	Personal and culinary services	337	42	Psychology	521
13	Education	353	43	Security and protective services	350
14	Engineering	144	44	Public administration and social service professions	114
15	Engineering technologies / technicians	380	45	Social science	810
16	Foreign language, literatures, linguistics	894	46	Construction trades	434
19	Family and consumer / human science	165	47	Mechanic and repair technologies / technicians	669
22	Legal profession and studies	19	48	Precision production	637
23	English language and literature / letters	1241	49	Transportation and Materials	4
24	Liberal arts, general studies, humanities	818	50	Visual and performing arts	1269
25	Library Sciences	1	51	Health profession and related clinical sciences	1260
26	Biological and biomedical science	470	52	Business, management, marketing, and related	781
27	Mathematics and statistics	1047	54	History	439
28	Military Science	0			
30	Multi / interdisciplinary studies	62			

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

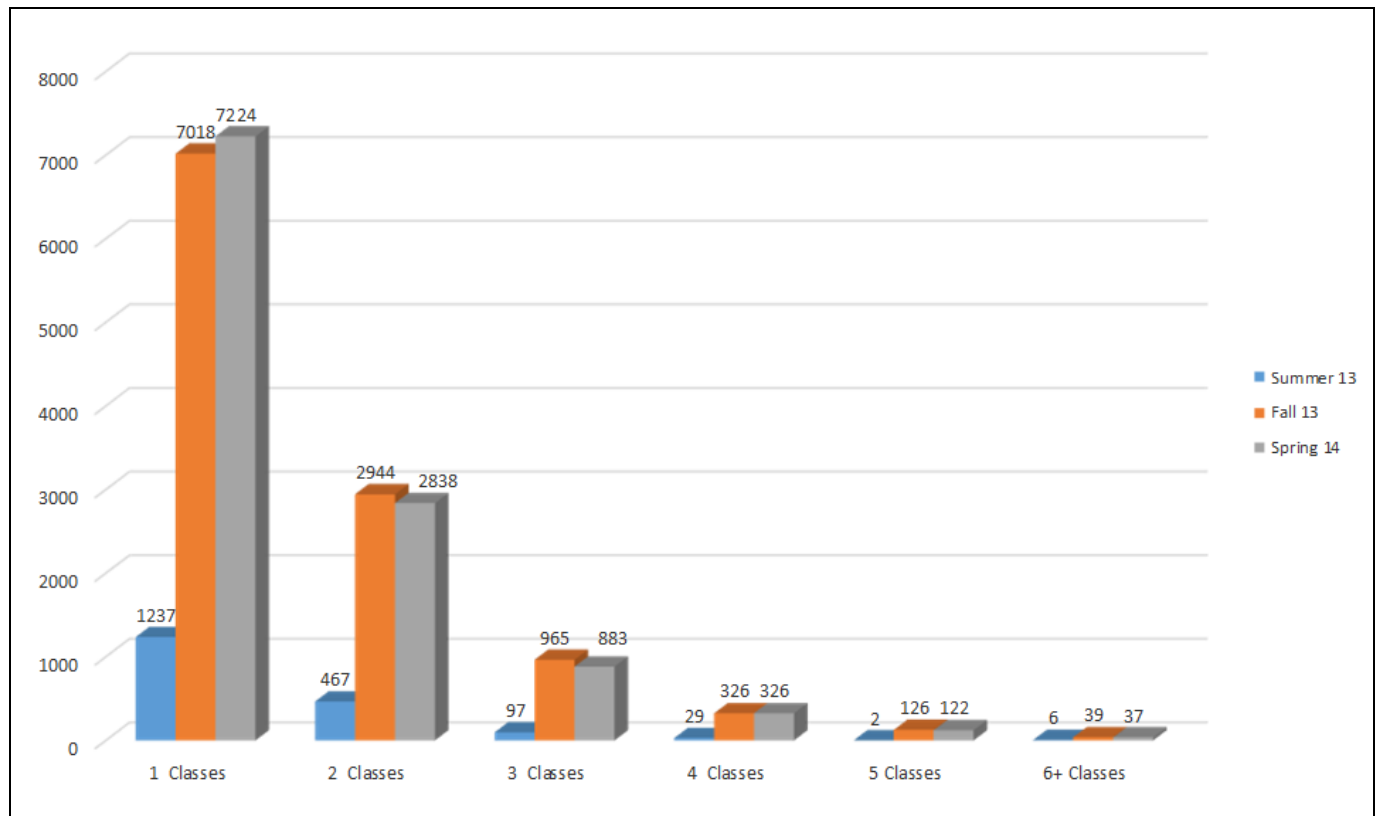
CIP Codes	Title	Enrollment	CIP Codes	Title	Enrollment
1	Agriculture and related sciences	449	32	Basic skills	19
3	Natural resources and conservation	32	34	Health Related Knowledge	2
4	Architecture and related services	6	36	Leisure and recreational	8
5	Area ethnic cultural and gender studies	94	37	Personal awareness and self improvement	861
9	Communication and journalism	385	38	Philosophy and religious studies	209
10	Communications technologies	138	40	Physical science	815
11	Computer and information sciences	814	41	Science Technology/Technicians	71
12	Personal and culinary services	463	42	Psychology	783
13	Education	392	43	Security and protective services	318
14	Engineering	76	44	Public administration and social service professions	21
15	Engineering technologies / technicians	577	45	Social science	864
16	Foreign language, literatures, linguistics	830	46	Construction trades	244
19	Family and consumer / human science	178	47	Mechanic and repair technologies / technicians	548
22	Legal profession and studies	4	48	Precision production	650
23	English language and literature / letters	1378	49	Transportation and materials moving	2
24	Liberal arts, general studies, humanities	655	50	Visual and performing arts	1350
26	Biological and biomedical science	660	51	Health profession and related clinical sciences	1312
27	Mathematics and statistics	933	52	Business, management, marketing, and related	1050
28	Military Science	0	54	History	388
30	Multi / interdisciplinary studies	72			
31	Park, recreation, leisure, and fitness	46			

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

Certain content areas attract greater numbers of participants, possibly because these credits are required for high school completion. In either fall and/or spring semester of the 2013–2014 AY, these subject areas served 500 or more enrollees:

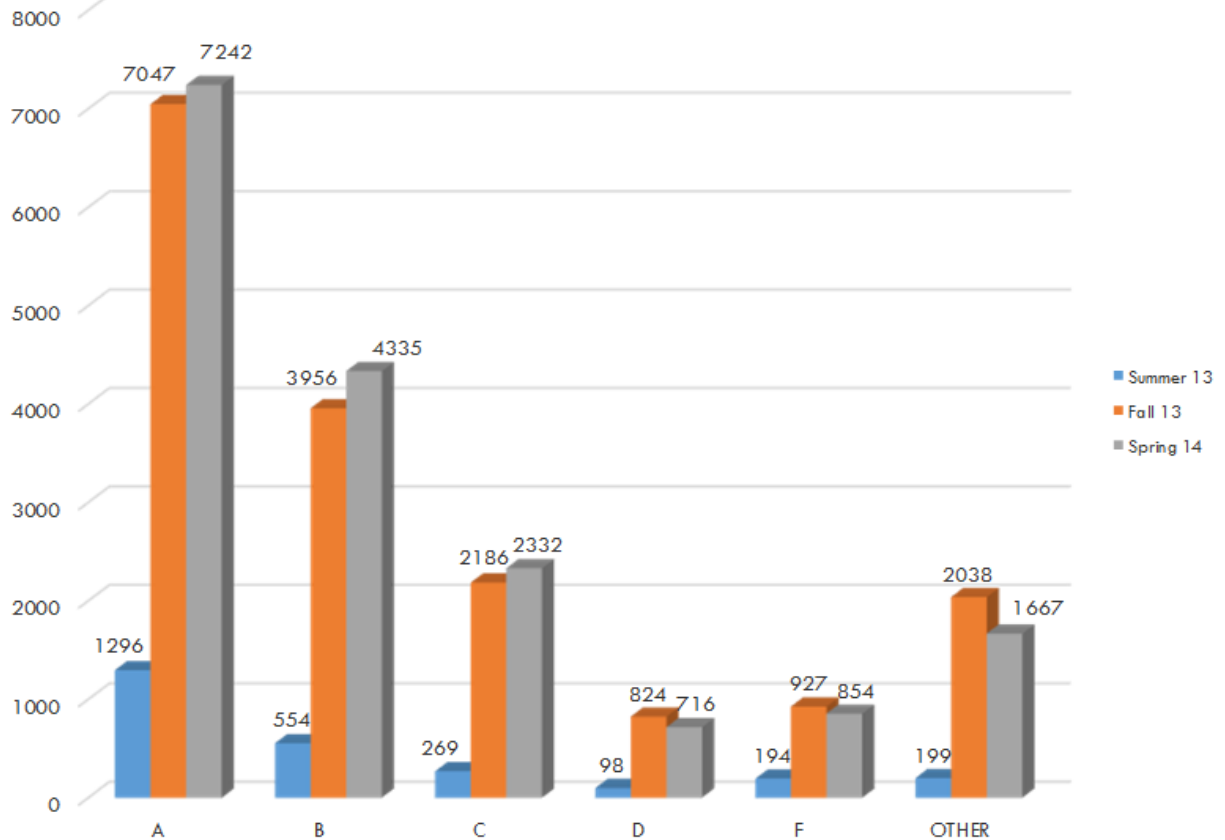
- Agriculture and related sciences (fall—878, spring—449)
- Computer and information sciences (fall—911, spring—814)
- Foreign language, literature, linguistics (fall—894, spring—830)
- English language and literature / letters (fall—1,241, spring—1,378)
- Liberal arts, general studies, humanities (fall—818, spring—655)
- Biological and biomedical science (fall—470, spring—660)
- Mathematics and statistics (fall—1,047, spring—933)
- Personal awareness and self-improvement (fall—1,007, spring—861)
- Physical science (fall—907, spring—815)
- Psychology (fall—521, spring—783)
- Social science (fall—810, spring—864)
- Mechanic and repair technology / technicians (fall—669, spring—548)
- Visual and performing arts (fall—1,269, spring—1,350)
- Health profession and related clinical sciences (fall—1,260, spring—1,312)
- Business management, marketing, and related (fall 781, spring 1050)

Number of Dual Credit Classes Taken AY 2013–2014



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

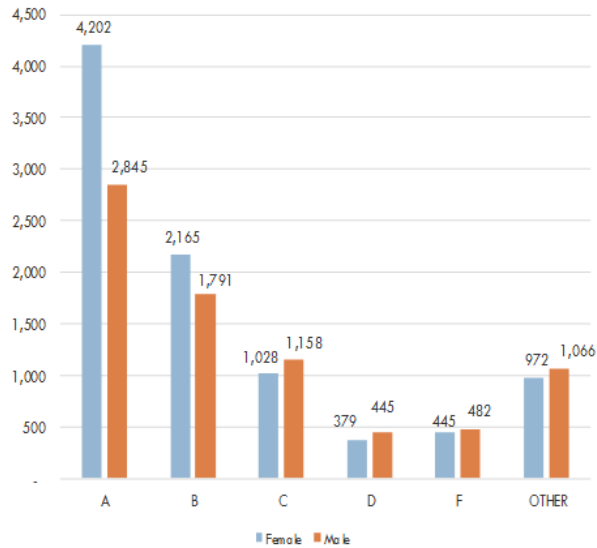


OTHER includes Pass / Fail, Credit / No Credit, Withdrawals, No Grade, Audit grades that do not count towards GPA calculation

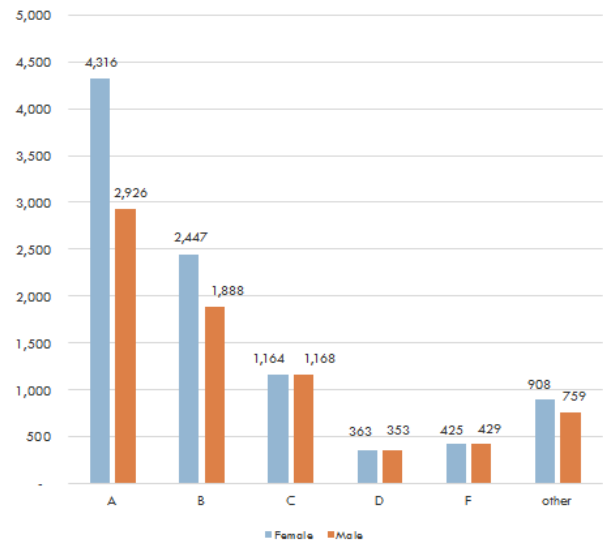
New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of "C" or better in order to be considered successful. Under that standard, 80 percent of the enrollees met the success criterion in school year 2013–2014. Of the remaining students considered unsuccessful, a large portion (10 percent) did not receive a credit-bearing grade (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 2013



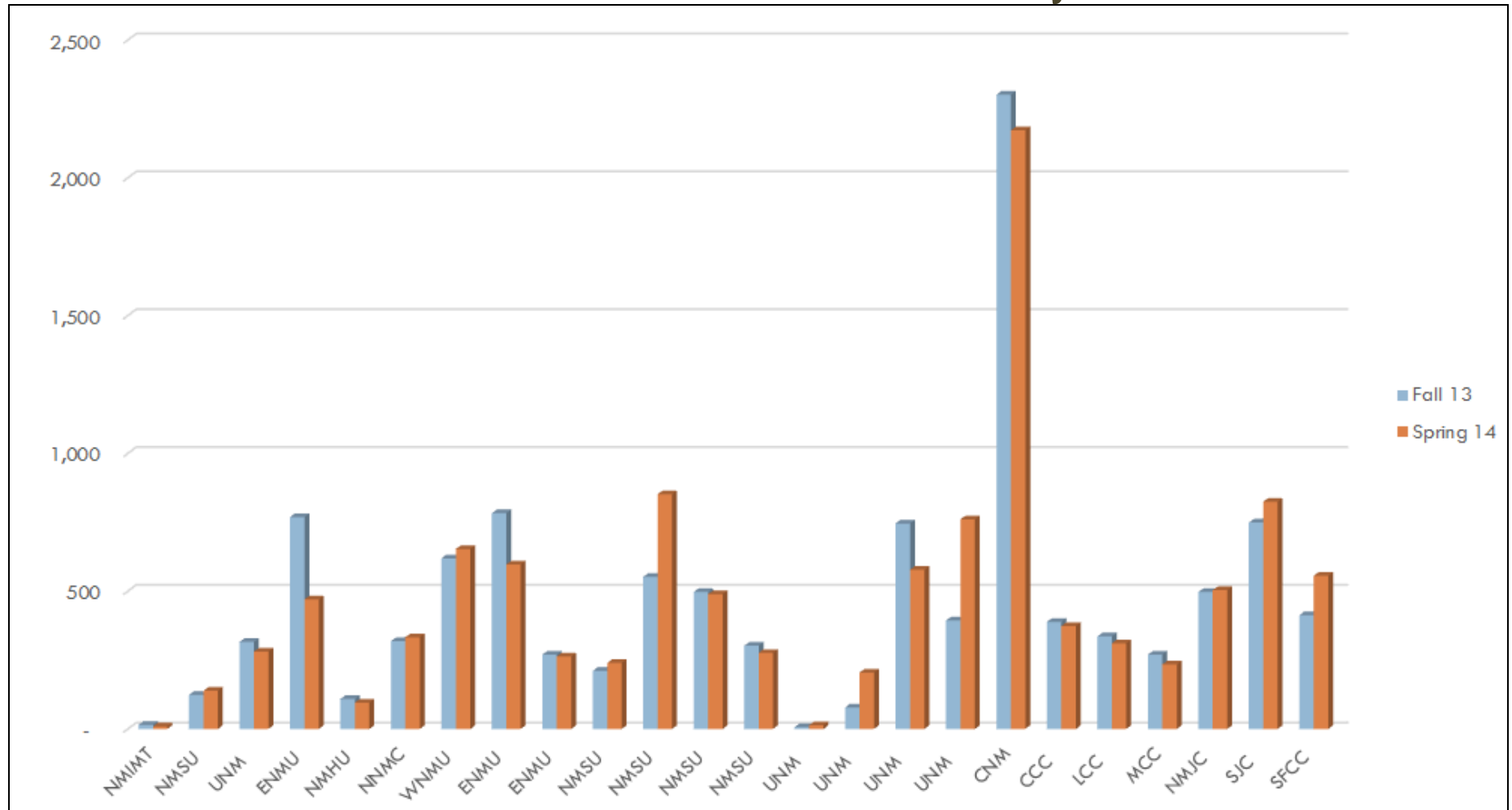
Spring 2014



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, one may conclude that the dual credit experience profits both groups equally when receiving an average grade of "C" or lower.

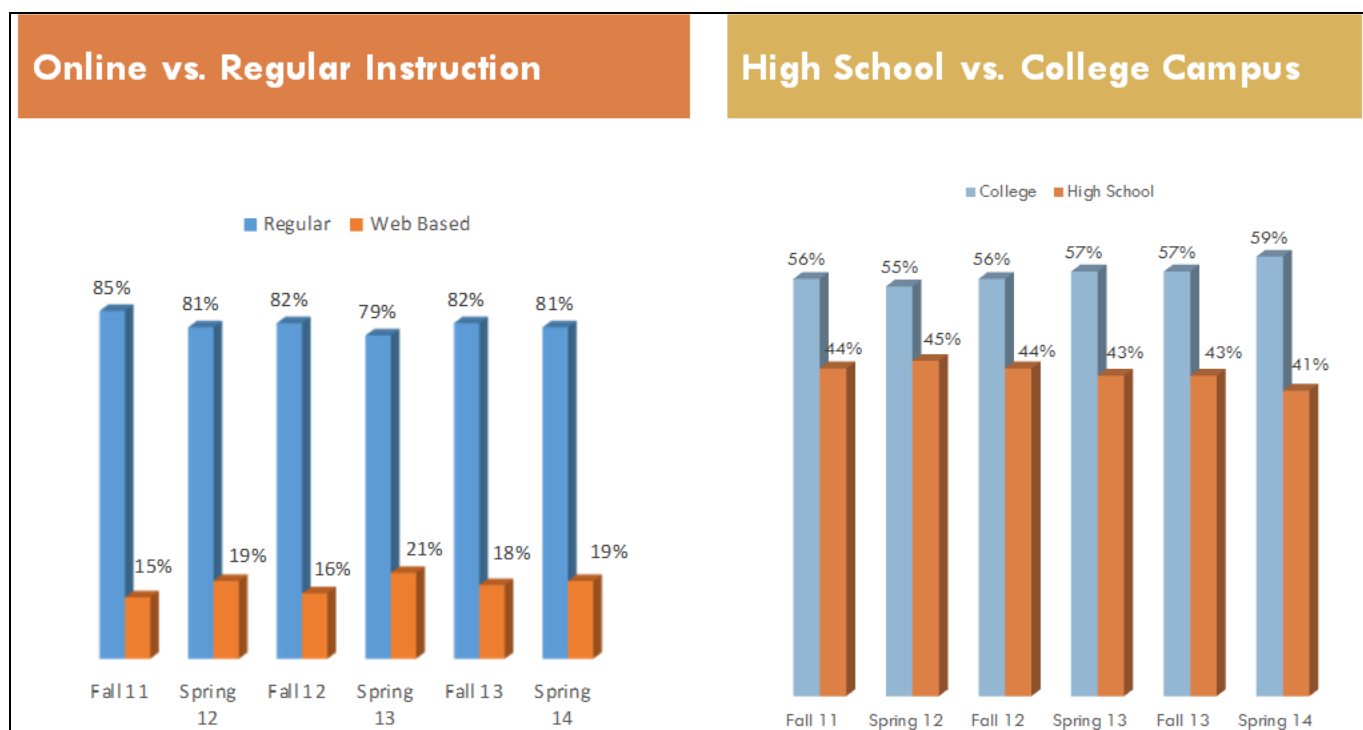
Dual Credit Enrollment at Postsecondary Institutions



Data labels are not provided for institutions serving fewer than 10 students in dual credit classes. Results from Summer 2013 are also not provided. Contact NMHED for more information.

There are 24 institutions that generally participate in the dual credit endeavor (please see key to institution names in the glossary). The institutions that serve the preponderance of students are Central New Mexico Community College in Albuquerque, the New Mexico State University Doña Ana Branch in Las Cruces, and the New Mexico Junior College in Hobbs. To a lesser extent, Eastern New Mexico University branch in Roswell and the University of New Mexico branch in Taos provide students with dual credit course options. These counts of student enrollments should be viewed in the context of the institutions' total enrollment and size.

Dual Credit Course Delivery and Location



As illustrated in the first chart that compares online/web based to regular instruction, results from the latter are significantly more robust than web based instruction. The second chart illustrates the increase in college campus course delivery of 4 percent over the last three years, from 55 percent to 59 percent. The figures also show that delivery on high school campus is associated with slightly poorer grades. In addition to better outcomes, attending a dual credit course on a college campus introduces the student to the college culture and may assist in their transition to this setting after graduation.

The Cost of Providing Dual Credit Courses

The PED disbursed a total of \$786,980.41 during fiscal year 2014 (school year 2013–2014) for instructional materials related to dual credit.

Evaluation of the Dual Credit Program

The HED and the PED evaluation of the Dual Credit Program—in terms of its accessibility to students statewide and its effect on school districts, charter schools, state-supported schools, Bureau of Indian Education high schools, public postsecondary educational institutions, and tribal colleges—confirms the following:

- The collaborative partnership forged between the PED and the HED supports dual credit courses throughout New Mexico.
- The systemic structure for offering dual credit courses is providing effective, diverse, dual credit course offerings to New Mexico high school students.
- During the 2013–2014 academic year, 38,304 individual students successfully completed dual credit courses.
- Data must be used effectively and efficiently to drive decision making.
- The HED/PED collaborative P–20 focus must remain on accelerating student learning while reducing costs.
- Specific progress indicators—including the postsecondary institution's number and percentage of students who complete courses, the grade achieved, and the course delivery option—must continue to be collected and monitored.

The 2013–2014 Dual Credit Annual Report identifies and incorporates the following state dual credit initiatives:

- Aligning New Mexico’s high school competencies with college placement and career readiness expectations
- Affording access to dual credit courses for every New Mexico high school student
- Engaging the DCC in educational transformation
- Delivering PD for the successful completion of dual credit courses
- Providing meaningful opportunities for parental involvement
- Ensuring CCR

“In a comprehensive report to the Legislative Finance Committee (LFC) on Dec. 7, 2011 comparing various aspects of higher education at the two IHEs (Central New Mexico and Doña Ana Community Colleges), information on the Dual Credit Program statewide is included. Evidence suggests that exposing students to higher levels of academic preparation, such as those provided by dual credit, can increase the likelihood of degree completion. Further, college costs are decreased for a student who has received course credit toward graduation by taking dual credit course in high school. The report notes as well that students completing dual credit courses also scored higher on standards-based assessments.”¹

“When appropriately implemented, performance-based formulas consider the needs of institutions and provide heightened support to those serving the most disadvantaged populations. This approach of providing funding where it is needed most, coupled with heightened institutional responsibility for student progress and eventual completion, promises to create a fairer, more efficient, and more productive system of state higher education financing that supports student success.”²

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

² *College Completion Toolkit*, US Department of Education, page 11.
Dual Credit Annual Report SY 2013–2014

Trends

New Mexico's geography and population provide challenges for the state. There are approximately 337,000 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. Having only 17 people per square mile creates a unique challenge for education in rural areas, particularly on Indian Reservations. 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 presents our state with the possibility of creating solutions to increasing academic success for every student and closing the achievement gap.

Education is the key to America's growth—good jobs and higher earning power in America. Benefits from dual credit enrollment and similar trends are being gained by both high school and college students across the U.S. and include the following:

- Enhancing the high school curriculum
- Enhancing opportunities for underserved student populations
- Reducing high school dropout rates
- Making more effective use of the senior year in high school
- Improving relationships between colleges and their communities
- Developing the connection between high school and college curricula
- Facilitating the transition between high school and college
- Increasing students' motivation and their ability to envision themselves attending college
- Easing recruitment of students to college
- Acclimatizing students to the college environment
- Preparing students for college work and reducing the need for remedial coursework
- 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. Data from New Mexico shows higher persistence and completion rates for dual credit students. This is an important consideration because dual credit eligibility standards limit participation to those who are deemed ready to attempt college-level work while in high school (a group more likely to have better outcomes).

Conclusion

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 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 calls 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 2013–2014 school year illustrate the following:
 - The majority of students (63 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, 80 percent of the enrollees met the success criterion in school year 2013–2014.
 - College campus course delivery has increased 4 percent over the last three years from 55 to 59 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.

Appendices

Data 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 $\frac{1}{2}$ 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
- Return textbooks to the LEA
- 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

ACT High School Code

The unique code provided to each high school by ACT, Inc., a 501(c)(3) not-for-profit organization

Agreement

The dual credit master agreement

Bureau of Indian Education High School

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

Classification of Instructional Program (CIP)

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.

Common Core

The common, general education core of lower division college-level courses for which—pursuant to Subsection D of Section 21-1B-3 NMSA 1978 and 5.55.3.9 NMAC—credit is eligible for transfer from one public, postsecondary institution to another and is applied toward requirements for postsecondary graduation and receipt of a degree

Concurrent Enrollment

Enrollment of high school students in courses at the postsecondary level that are not designated as dual credit—This includes courses that are not listed within the dual credit master agreement between the eligible LEAs and postsecondary institution. Students, who are concurrently enrolled, may also be enrolled in the dual credit program if they meet eligibility requirements as specified in 6.30.7 NMAC.

Core Course

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

Developmental Course

Courses with CIP codes of 32.0101, 32.0107, or 32.0199 that fall within the basic skills or career exploration/awareness skills categories

Dual Credit Council

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

Dual Credit Program

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

Elective Course

Courses defined and approved as such by local school boards

FERPA

The Family Educational Rights and Privacy Act 20 U.S. Code 1232g

Form

The dual credit request form

General Fees

As defined in 5.7.18 NMAC and Subsection B of Section 21-1-4-NMSA 1978, 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.

Indicator

Statistics used to measure current conditions as well as to forecast trends. Indicators are used extensively in technical analysis to predict changes in trends or patterns

Individualized Education Program or IEP

A written statement for a student with a disability that is developed, reviewed, and revised in accordance with the federal Individuals with Disabilities Education Act at 34 CFR Secs. 300.320–300.324

Initiative

The power or ability to begin or to follow through energetically with a plan, task, or enterprise

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

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

Links

Data resources on dual enrollment programs:

2013 National Center for Education Statistics (NCES) data on dual enrollment, covering the 2010–2011 school year

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

2005 NCES data on dual enrollment, covering the 2002–2003 school year

<http://nces.ed.gov/pubs2005/2005008.pdf>

Oregon study showing college performance of high schoolers who took dual credit courses

<http://www.ous.edu/sites/default/files/dept/ir/reports/dualcredit/DualCredit2010FINAL.pdf>

Links to the 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/>

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/

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		Mesa lands Community College	Main
NMHU		New Mexico Highlands University	Main
NMIMT		New Mexico Institute of Mining and Tech	Main
NMJC		New Mexico Junior College	Main
NMSU		New Mexico State University	Main
NMSU	A	New Mexico State University	Alamogordo Branch
NMSU	C	New Mexico State University	Carlsbad Branch
NMSU	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