

**Dual Credit Annual Report
For Acedemic Year 2019–2020
December 2020**



**Ryan Steward, Ed.L.D.
Secretary, Public Education Department**

**Stephanie Rodriguez
Acting Secretary, Higher Education Department**



**The State of New Mexico
Dual Credit Annual Report
For School Year 2019–2020
December 2020**

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Secretary of Education

Stephanie Rodriguez.
Acting Secretary of Higher Education

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Note

- This document is available by following this [link](#) to the section “Dual Credit Annual Reports” on the Dual Credit webpage of the PED website.

ACKNOWLEDGEMENTS

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

Gwen Perea Warniment, PhD, Deputy Secretary, Teaching, Learning and Assessment, New Mexico Public Education Department

Dina Advani, Director, Research and Planning, New Mexico Higher Education Department

Mark Chisholm, Director of Academic Policy, New Mexico Higher Education Department

David Mathews, JD, General Counsel, New Mexico Higher Education Department

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TABLE OF CONTENTS

Acknowledgements.....	3
Executive Summary.....	5
Covid-19 and Virtual Learning	6
Funding.....	7
Statutory Requirements.....	8
Dual Credit Courses Defined.....	9
Provisions for Collecting and Disseminating Annual Data	10
Dual Credit Program Growth	11
Gender Participation.....	12
Program Benefits and Impact on Students.....	13
Participating Public Postsecondary Educational Institutions and Geographic Areas of Responsibility	17
Graduation Rates	18
Graduation Data—State Charter Schools	23
Subject Areas and Enrollment.....	25
The Number of Dual Credit Courses Taken per Student	27
Student Grades Earned in Dual Credit Courses	28
Dual Credit Enrollment at Postsecondary Institutions	29
College Dual Credit Course Delivery.....	30
Evaluation of the Dual Credit Program.....	31
Dual Credit Council (DDC) Activity.....	31
Trends and Outcomes.....	32
Conclusion.....	34
Appendices	35
Appendix A—Dual Credit Responsibilities	36
Appendix B—Glossary	37
Appendix C—Acronyms	39
Appendix D—Higher Education Institutions Participating in the Dual Credit Program	40
Appendix E—Dual Credit Resources	42

EXECUTIVE SUMMARY

The New Mexico Dual Credit Program gives high school students the opportunity to enroll in college-level academic or career-technical courses offered by a public, post-secondary educational institution or tribal college and simultaneously earn credit toward high school graduation and a postsecondary credential. Students may not take remedial, developmental, or physical education courses as part of the Dual Credit Program. 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. Often the terms *dual enrollment* and *concurrent enrollment* are used in this same context, however simultaneous secondary and postsecondary credit may not be awarded in concurrent enrollment as is the case with dual credit.

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. It is imperative that the Dual Credit Program’s policies support the goal of providing these enriching opportunities to all students, creating a path to successful employment and bringing a higher skill-set and more competitive credentials to the New Mexico workforce.

Staff from the Public Education Department (PED) and the Higher Education Department (HED) work continuously to ensure that dual credit coursework is aligned with students’ post-secondary goals and that the policies in place foster a strong Dual Credit Program for all stakeholders.

To facilitate and improve the Dual Credit Program in New Mexico, the cabinet secretaries of the HED and 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 ensure the appropriate credit ratio allocation of 3 hours to 1 unit
- Administering an appeals process for local education agencies (LEAs) and higher education institutions (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 communication that enables high school students throughout New Mexico the opportunity to access and to complete dual credit courses that are aligned with their career goals and aspirations.

COVID-19 AND VIRTUAL LEARNING

In early March of 2020, Covid19 impacted New Mexico, along with the rest of the nation, forcing school districts to abruptly pivot into virtual learning environments. While the shift to remote learning was swift, the transition was difficult for many districts and certainly for many students and families. According to a recent analysis from the National Education Association Foundation, New Mexico was among the states with the highest percentages of students who lack adequate technology at home for remote learning.¹ This analysis revealed that only 63 percent of New Mexico students had both access to internet and some type of digital device. Lieberman additionally reports that, while the achievement gap is not a new concept, virtual learning has certainly shed light on the vast range of opportunities that vary from one student to the next. While all New Mexico students share equally in the displacement from their traditional learning environments, their family's ability to afford adequate technology devices, Wi-Fi, and even student support systems at home are not equally shared.

Students enrolled in dual credit courses that required hands-on and/or laboratory experiences were impacted by this shift as well. LEAs and HEIs collaborated to find ways to navigate through the process. For many students, holding off until a later time on those course components that could not be duplicated at home or obtaining credit for only the online portion of the course was the only reasonable solution.

The ever-changing landscape of Covid19 and virtual learning continues to shape instruction delivery and student learning. As the public health crisis continues to impact all New Mexico students, data in next year's 2020–2021 Dual Credit Report may show significant differences in enrollment and types of course participation.



¹ Mark Lieberman, "Which States Have the Biggest Home Internet Access Gaps for Students?" November 19, 2020, <https://www.edweek.org/technology/which-states-have-the-biggest-home-internet-access-gaps-for-students/2020/10>.

FUNDING

While there are various funding models that states utilize for their dual credit programs, New Mexico is one of fourteen states in which the State funds dual credit course work. Student tuition is waived by HEIs. In fiscal year 2019–2020, a legislative appropriation provided funding for LEAs to offset some of the textbook and instructional materials costs that would otherwise be encumbered by students. Instructional materials are defined as “school textbooks and other educational media that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material and electronic media.” Unfortunately, dual credit instructional material funding was terminated in fiscal year 2020–21, which is expected to exacerbate the decline dual credit enrollment is already experiencing due to the pandemic.

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

Dual Credit Instructional Materials Annual Budget Appropriation and Total Expenditures

Year	SY2019–20	SY2018–19	SY2017–18	SY2016–17
Appropriation	\$1.5 million	\$1 million	\$1 million	\$1 million
Expenditures	\$1,229,323.00	\$895,637.00	\$938,722.00	\$964,772.00

In fiscal year 2019–20 and SY2019–20, the Dual Credit appropriation was \$1.5 million. The PED disbursed \$1,229,323 to LEAs for instructional materials related to dual credit. While this is a significant increase from the prior years, both in appropriation and reimbursed funds, it is quite possible that the full allocation could have been expended. As mentioned in the previous section, schools were abruptly required to function remotely at the beginning of March. Many students had limited access to buildings, and—in addition—the priorities of districts shifted rapidly to concerns about health and safety, which likely caused some funds to remain unclaimed.

STATUTORY REQUIREMENTS

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

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

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

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

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

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

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

Dual Credit Courses 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.

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.

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

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



Provisions for Collecting and Disseminating Annual Data

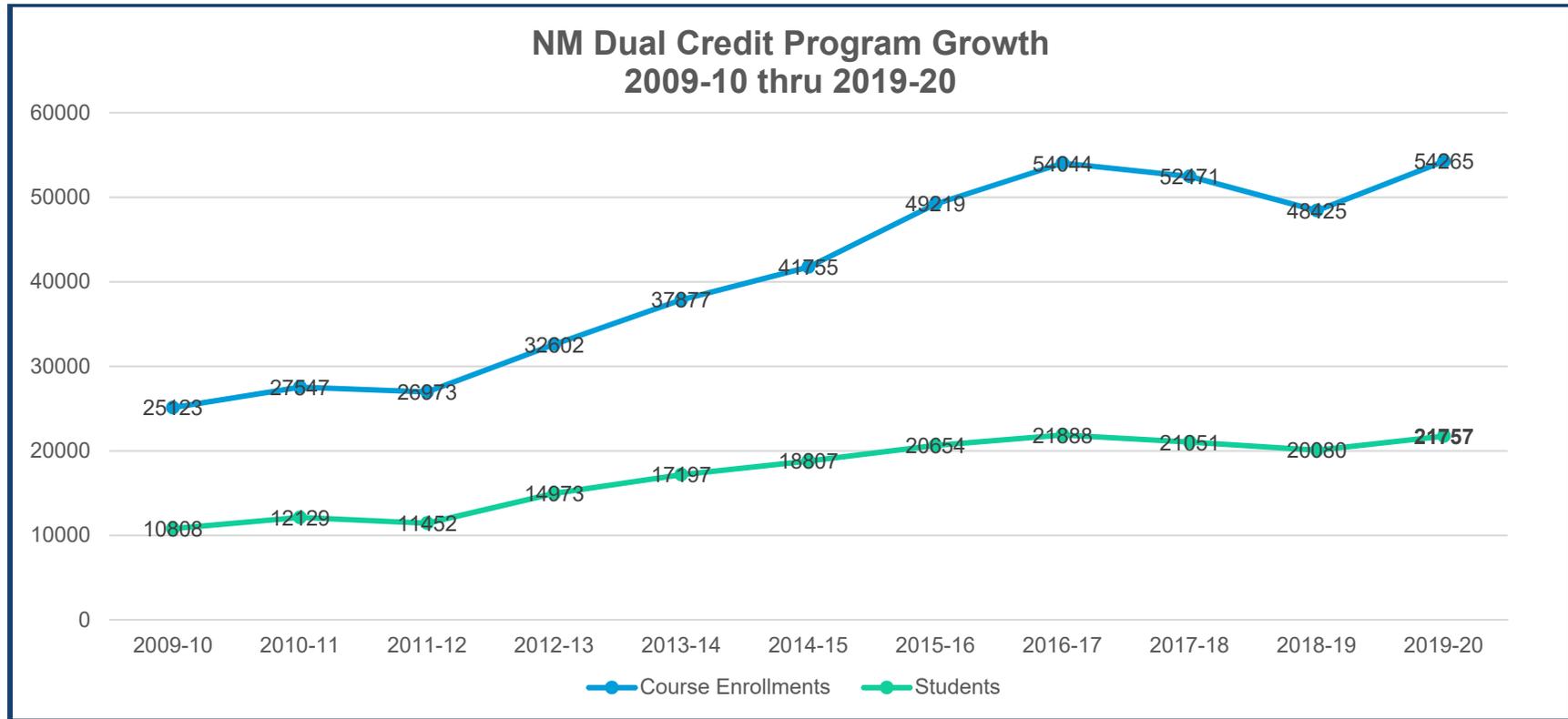
Collaboration among the HED, PED, and LEAs provides the ability to collect and disseminate annual data. LEAs report to the PED and the HEIs report information to the HED. The data outlined in this report has been collected by the PED and HED.

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

Note: The four tribal HEI's data are included in the tables below.

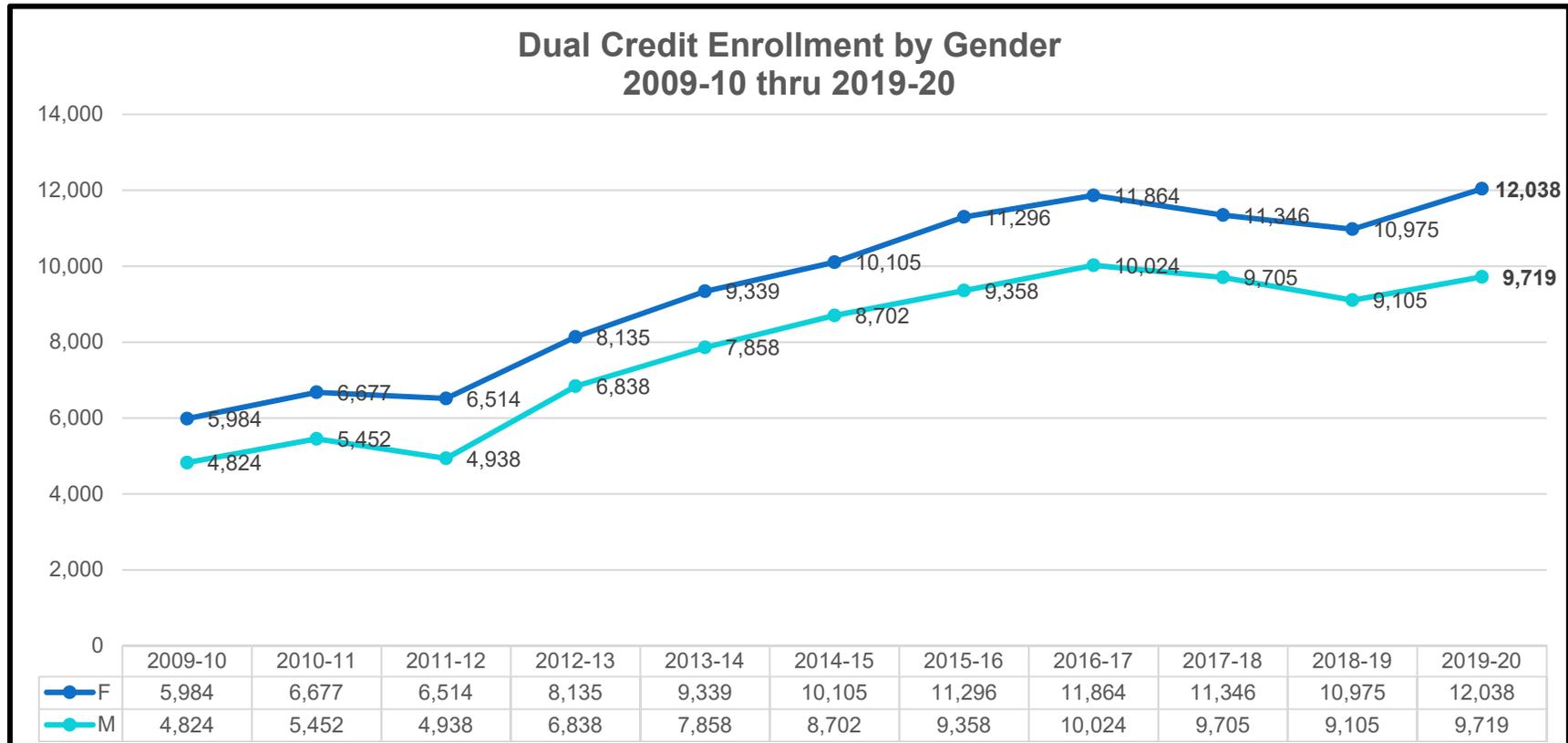
Dual Credit Program Growth

In Academic Year 2019–2020, **21,757 unique students** enrolled in dual credit courses. *Unique Students* refers to distinct students who enrolled in at least one dual credit course in any semester. These unique students took a combined total of 54,265 dual credit courses.



Gender Participation

Year after year, female students enroll in dual credit courses at a slightly higher rate than their male counterparts. The gender trends have remained relatively consistent over time and are reflective of national trends in higher education.



Program Benefits and Impact on Students

While student and course enrollment numbers allow us to see participation in the Dual Credit Program as a whole, we may never know the individual impact the program has on students.



Since the program began in 2008, thousands of New Mexico students have accessed dual credit courses. The program serves as a vital starting point for students to consider pathways that lead them to certifications or two-year or four-year degrees, all the while providing them a glimpse of opportunities beyond high school. What may be more important is that the Dual Credit Program allows students to experience college without leaving home. As described in the next section, one of the themes that resonates consistently with students is the confidence that taking dual credit courses gave them; they have had a successful experience with higher education coursework and are assured that they can succeed in a higher education setting.

With proper guidance and advisement, students can participate in courses that align with their chosen pathway, ensuring that they save time, money, and—most importantly—remain on a track that leads them to a secure future. When students gain certifications or postsecondary credentials, the workforce and the local industry benefit, as do the overall local economies.





Pearl Huynh
Manzano High School Graduate, Class of 2018
Albuquerque, NM

University of New Mexico BA/MD program, four years undergraduate, four years medical school

For Pearl Huynh, taking dual credit courses served her well. “It helped me understand that I wanted to continue pursuing a higher education after high school, and it helped introduce me to what college was and how the classes were structured.”

Pearl is now in her third year at UNM. The mission of the BA/MD program is to help address the physician shortage in rural and underserved areas of the state. The program admits 28 students each year, from high schools all over New Mexico and the Navajo Nation, who are committed to becoming doctors and serving New Mexico.

Often first year college students have anxiety about embarking on this new phase of their life, but having a preview of college helped ease some of that. “I wasn’t as intimidated and knew that pursuing my degree would be a thing I was capable of doing, even though I would be a first generation college student.” Pearl also appreciated the academic challenge that her courses provided. Taking these courses impressed upon her the importance of preparation and studying. “You have to take much more responsibility for yourself,” she says.

In retrospect, Pearl would choose taking dual credit again and appreciated that she was able to get some of her prerequisites completed while still in high school. “This opened up my schedule more, and I was able to take more classes that I enjoy.” She recommends that students take some of the prerequisite courses needed for the program they are going into but also advises to take a bit of caution to ensure that the courses will transfer to the college they plan on attending. “Without taking the dual credit classes, I don’t think I would have been accepted into this rigorous and prestigious program”.



Brandy Ray
Navajo Preparatory High School, Class of 2021
Farmington, New Mexico

Senior Brandy Ray has found an interest in psychology and sociology through dual credit. She feels confident that the program has helped her decide on a path she wants to pursue through the variety of classes offered at San Juan College. “I found an interest in helping others, and I have also become more observant of others in social situations.”

When asked to identify what motivated her to do well in her college courses, she responded that studying something that meant a lot to her made the workload easier to commit to. “The dual credit program has helped me decide what to study and gave me a bigger perspective on what college work will look like.” She says she isn’t intimidated by the work that will be given and that she has done much to prepare herself. “I am confident that I will feel comfortable in college when it is time.”

Brandy goes on to say that she feels very supported by San Juan College and that there are plenty of people that she can reach out to if she needs additional support.

When asked what advice she would offer her peers regarding dual credit, Brandy says that communicating with teachers is important. “Balancing high school work and college work is a big thing for me and took some adjustments.” She goes on to say that using the time wisely and taking classes that students are interested in is key to continuing the motivation to learn.

Hannah Wood
Tularosa High School Graduate
Class of 2018
Tularosa, NM
New Mexico State University
Agriculture and Community Development

For Hannah Wood, taking dual credit courses that applied to her interests pulled her in and held her attention; it was one of the main reasons she was motivated to continue onto postsecondary education.

“They helped me have an idea of what kind of studies I enjoyed and did not enjoy, while also allowing me to be introduced to a portion of college learning environments,” she reported.

Hannah continued that dual credit courses enabled her to explore what she wanted to study without having to commit too early to a program. Because of that experience, “I decided that I wanted to pursue a four-year degree and not go into a two-year program.”

Hannah was motivated to do well in her dual credit courses with the thought in mind that she may need a bit of a buffer in her first semester, “in case college life threw a curve ball at me.” She is certain that experiencing dual credit courses as a high school student was “extremely helpful when I entered into college life full time.” Upon graduating from high school, she felt comfortable transitioning into the new environment and was more relaxed due to the familiarity with the college course structures and terminologies. “This greatly helped me juggle max course loads heading into college with work and collegiate clubs. The dual credit courses I took in high school set me up for success and allowed me to have a confidence that I would not have had without them.”

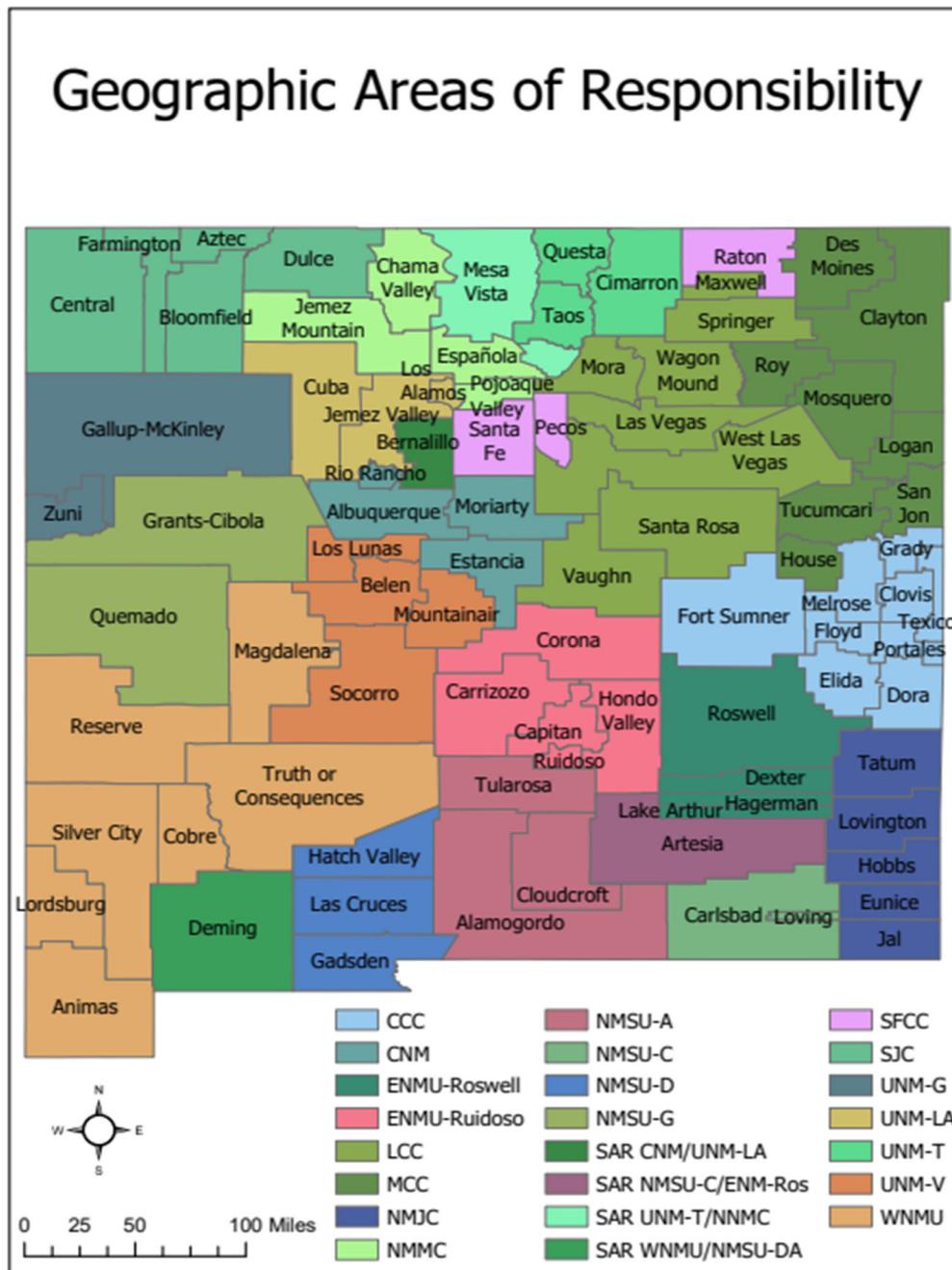
To any high school student considering taking dual credit, Hannah would assure them that it is definitely a good opportunity, but she also emphasizes the importance of looking at degree plans to ensure that the courses that are chosen will address that student’s interests. If students are not quite committed to a specific degree path, she thinks that taking basic academic courses such as English, history, biology, and math would be beneficial.

Finally, Hannah hopes that all of the students in her community are made aware of dual credit options and that, if they are ready, they take advantage of them sooner than their senior year. She credits her agriculture teacher, Chase Montes at Tularosa High School, for encouraging her and her peers to learn, take advantage of the opportunities available to them, and get ahead.



Participating Public Postsecondary Educational Institutions and Geographic Areas of Responsibility

The Geographic Areas of Responsibility (GAR) is an assigned region that encompasses one or more public school districts, in which a public, postsecondary educational institution has the ability to meet the educational needs of the area. As stated in [NMAC 5.2.4](#), the purpose of the GAR is to establish geographic areas of responsibility to facilitate effective planning and delivery of public, postsecondary educational programs and services throughout New Mexico, with due regard for economy and efficiency of delivery. Together, the 23 GARs encompass the entire state, with the online delivery of dual credit courses not bound to the GAR in which the school resides.



Graduation Rates

The chart below details information for SY2019–20 and Class of 2019 cohort. As shown in the table below, the overall statewide cohort graduation rate for students taking dual credit is 91.6 percent this year. This represents an increase from 88.0 percent attained last year. (* indicates data was not available.)

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-year Dual Credit Cohort Graduation Rate
Statewide-All Schools All Students	75.0	91.6
Alamogordo Public Schools	79.2	96.1
Albuquerque public schools (APS)	70.1	91.1
Animas Public Schools	95.9	100
Artesia Public Schools	89.1	96.3
Aztec Municipal Schools	75.6	93.0
Belen Consolidated Schools	75.5	82.3
Bernalillo Public Schools	59.8	77.8
Bloomfield Schools	76.6	90.5
Capitan Municipal Schools	75.9	80.3
Carlsbad Municipal Schools	76.7	93.3
Carrizozo Municipal Schools	87.6	100
Central Consolidated Schools	72.2	86.6
Chama Valley Independent Schools	94.3	100
Cimarron Municipal Schools	81.5	100
Clayton Municipal Schools	100.0	100
Cloudcroft Municipal Schools	97.1	85.5
Clovis Municipal Schools	79.6	94.3
Cobre Consolidated Schools	87.1	95.7

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-year Dual Credit Cohort Graduation Rate
Corona Public Schools	*	100.0
Cuba Independent Schools	83.1	98.5
Deming Public Schools	70.4	75.8
Des Moines Municipal Schools	*	95.5
Dexter Consolidated Schools	82.4	96.3
Dora Consolidated Schools	100.0	97.6
Dulce Independent Schools	70.3	100.0
Elida Municipal Schools	100.0	100.0
Española Public Schools	63.0	98.7
Estancia Municipal Schools	86.8	98.5
Eunice Public Schools	85.6	96.6
Farmington Municipal Schools	79.8	80.8
Floyd Municipal Schools	96.4	62.5
Fort Sumner Municipal Schools	93.7	78.9
Gadsden Independent Schools	84.0	99.7
Gallup-McKinley County Schools	76.5	88.6
Grady Municipal Schools	*	76.5
Grants-Cibola County Schools	67.4	92.7
Hagerman Municipal Schools	66.1	100.0
Hatch Valley Public Schools	75.0	100.0

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-year Dual Credit Cohort Graduation Rate
Hobbs Municipal Schools	84.9	83.8
Hondo Valley Public Schools	*	100.0
House Municipal Schools	*	84.6
Jal Public Schools	76.8	*
Jemez Mountain Public Schools	*	100
Jemez Valley Public Schools	77.6	100
Lake Arthur Municipal Schools	*	100
Las Cruces Public Schools	84.5	84.6
Las Vegas City Schools	82.0	96.9
Logan Municipal Schools	70.5	100
Lordsburg Municipal Schools	81.4	84.0
Los Alamos Public Schools	91.4	100
Los Lunas Public Schools	78.1	91.9
Loving Municipal Schools	85.0	92.7
Lovington Municipal Schools	74.5	98.8
Magdalena Municipal Schools	76.4	100.0
Maxwell Municipal Schools	*	*
Melrose Municipal Schools	*	100.0
Mesa Vista Consolidated Schools	90.6	91.3
Mora Independent Schools	87.1	98.0

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-year Dual Credit Cohort Graduation Rate
Moriarty-Edgewood Schools	76.6	82.3
Mosquero Municipal Schools	*	100.0
Mountainair Public Schools	85.6	*
Pecos Independent Schools	89.9	100.0
Peñasco Independent Schools	75.7	94.3
Pojoaque Valley Schools	76.6	91.0
Portales Municipal Schools	75.9	98.8
Quemado Independent Schools	64.0	100.0
Questa Independent Schools	71.5	88.2
Raton Public Schools	79.4	60.4
Reserve Independent Schools	*	100.0
Rio Rancho Public Schools	88.9	85.7
Roswell Independent Schools	73.1	90.1
Roy Municipal Schools	*	100.0
Ruidoso Municipal Schools	84.7	100.0
San Jon Municipal Schools	*	48.6
Santa Fe Public Schools	78.1	99.1
Santa Rosa Consolidated Schools	94.1	92.7
Silver Consolidated Schools	83.0	94.0
Socorro Consolidated Schools	65.2	90.7

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-year Dual Credit Cohort Graduation Rate
Springer Municipal Schools	*	88.6
Taos Municipal Schools	71.7	93.1
Tatum Municipal Schools	100.0	100
Texico Municipal Schools	94.9	96.2
Truth or Consequences Municipal Schools	74.7	100.0
Tucumcari Public Schools	79.0	93.6
Tularosa Municipal Schools	74.6	90.6
Vaughn Municipal Schools	100.0	100
Wagon Mound Public Schools	*	*
West Las Vegas Public Schools	69.4	83.9
Zuni Public Schools	71.7	79.4

Graduation Data—State Charter Schools

Local Education Agency (LEA)	4-Year Total Cohort Graduation Rate	4-year Dual Credit Cohort Graduation Rate
Academy of Trades and Technology	*	100.0
Albuquerque Institute for Math and Science (AIMS)	97.0	100.0
Albuquerque School of Excellence	71.0	100.0
Aldo Leopold Charter High School	94.2	100.0
Alma d' Arte Charter High	67.1	*
Amy Biehl Charter High School	78.2	*
Cesar Chavez Community School	25.4	88.3
Estancia Valley Classical Academy	80.3	100.0
Health Leadership High School	60.5	98.3
Las Montañas Charter School	48.5	*
McCurdy Charter High School	81.4	100.0
Media Arts Collaborative	70.9	99.2
Monte del Sol Charter School	78.9	*
New Mexico Connections Academy	78.9	85.9
New Mexico School for Arts	94.3	100.0
School of Dreams Academy	59.0	93.7
Southwest Aeronautics, Mathematics and Science Academy	78.3	100.0
Southwest Secondary Learning Center	58.3	90.9
Taos Academy	99.6	97.6
The ASK Academy	77.6	100.0
The Great Academy	*	59.0
The MASTERS Program	84.2	98.6
The New America School Las Cruces	36.5	53.9
Tierra Encantada	77.8	98.4
Tierra Adentro	76.4	98.4
Walatowa Charter	*	100.0

Participating State Institutions

Bureau of Indian Education
Alamo Navajo
Mescalero
Navajo Preparatory School
Pine Hill School
Santa Fe Indian School
Tohajiilee Community School
Wingate

State Institutions
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

Certain content areas attract a greater number of enrollments. CIP Codes refers to Classification of Instructional Program. This is a federal classification system of courses, by subject area. These subject areas below show enrollment across the fall, spring, and summer semesters; they are arranged by size of enrollment, from largest enrollments to smallest.

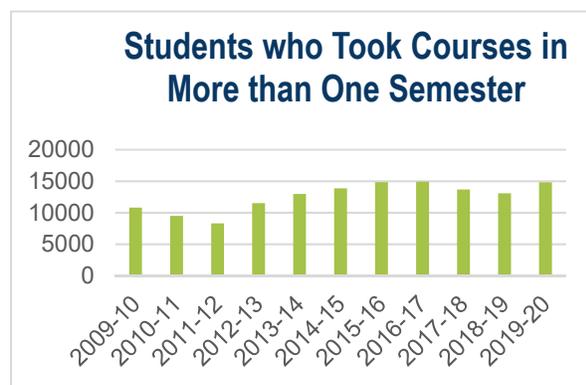
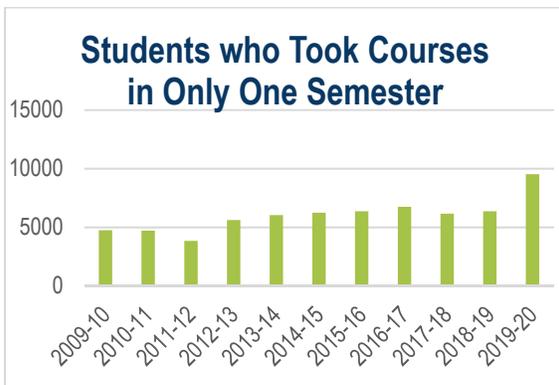
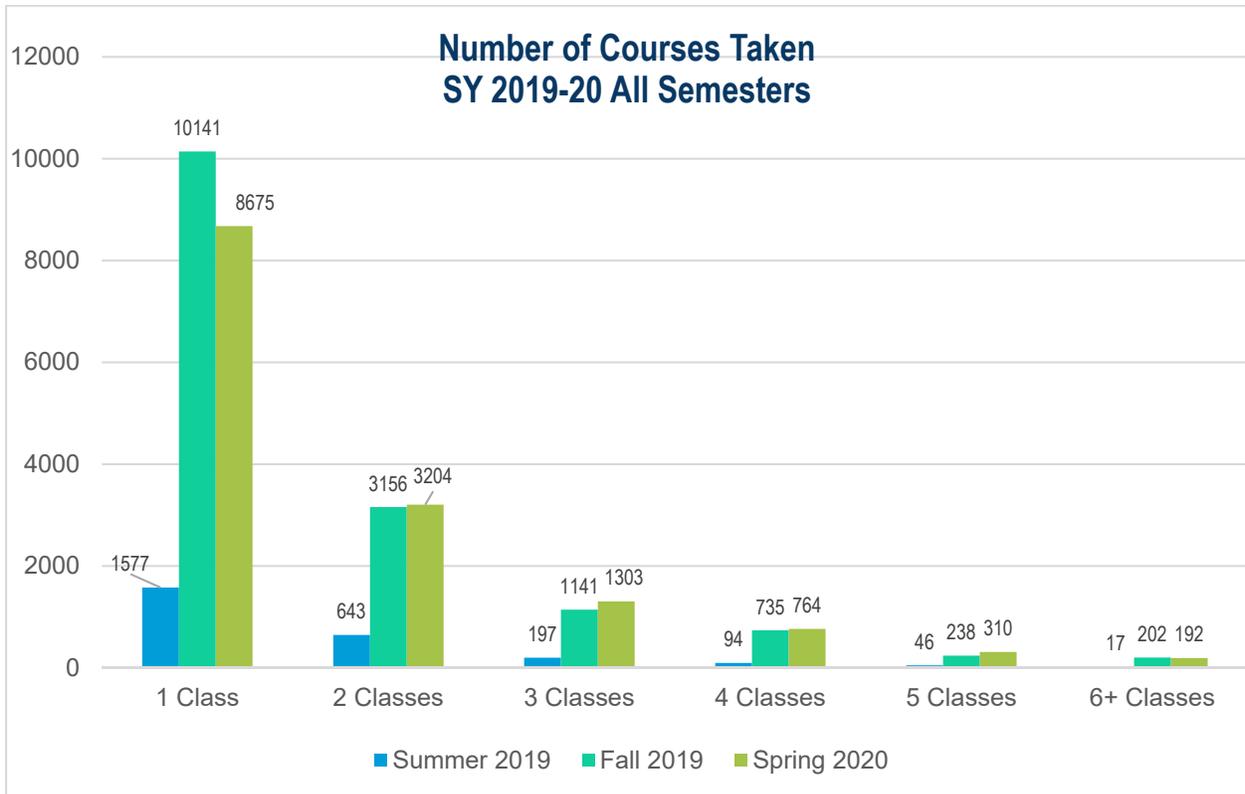
Subject Areas of, and Enrollment in, Dual Credit Courses: 2019–20 All Semesters

CIP Code	CIP Title	# Enrolled
23	English Language and Literature/Letters	5,212
27	Mathematics and Statistics	4,934
50	Visual and Performing Arts	3,610
40	Physical Sciences	3,121
26	Biological and Biomedical Sciences	3,025
37	Personal Awareness and Self-Improvement	3,013
16	Foreign Languages, Literatures, and Linguistics	2,880
51	Health Professions and Related Programs	2,798
45	Social Sciences	2,648
11	Computer and Information Sciences and Support Services	2,582
42	Psychology	2,558
54	History	2,169
52	Business, Management, Marketing, and Related Support Services	1,874
48	Precision Production	1,732
24	Liberal Arts and Sciences, General Studies, and Humanities	1,510
13	Education	1,422
01	Agricultural/Animal/Plant/Veterinary Science and Related Fields	1,258
09	Communication, Journalism, and Related Programs	1,151
15	Engineering/Engineering-Related Technologies/Technicians	1,098
43	Homeland Security, Law Enforcement, Firefighting and Related Protective Services	982
47	Mechanic and Repair Technologies/Technicians	946
12	Culinary, Entertainment, and Personal Services	917
30	Multi/Interdisciplinary Studies	484
38	Philosophy and Religious Studies	434
46	Construction Trades	316
10	Communications Technologies/Technicians and Support Services	276
05	Area, Ethnic, Cultural, Gender, and Group Studies	264
14	Engineering	262
19	Family and Consumer Sciences/Human Sciences	226
03	Natural Resources and Conservation	147
04	Architecture and Related Services	94
32	Basic Skills and Developmental/Remedial Education	85

36	Leisure and Recreational Activities	72
41	Science Technologies/Technicians	50
31	Parks, Recreation, Leisure, Fitness, and Kinesiology	46
44	Public Administration and Social Service Professions	37
34	Health-Related Knowledge and Skills	12
22	Legal Professions and Studies	10
49	Transportation and Materials Moving	8
29	Military Technologies and Applied Sciences	1
33	Citizenship Activities	1

The Number of Dual Credit Courses Taken per Student

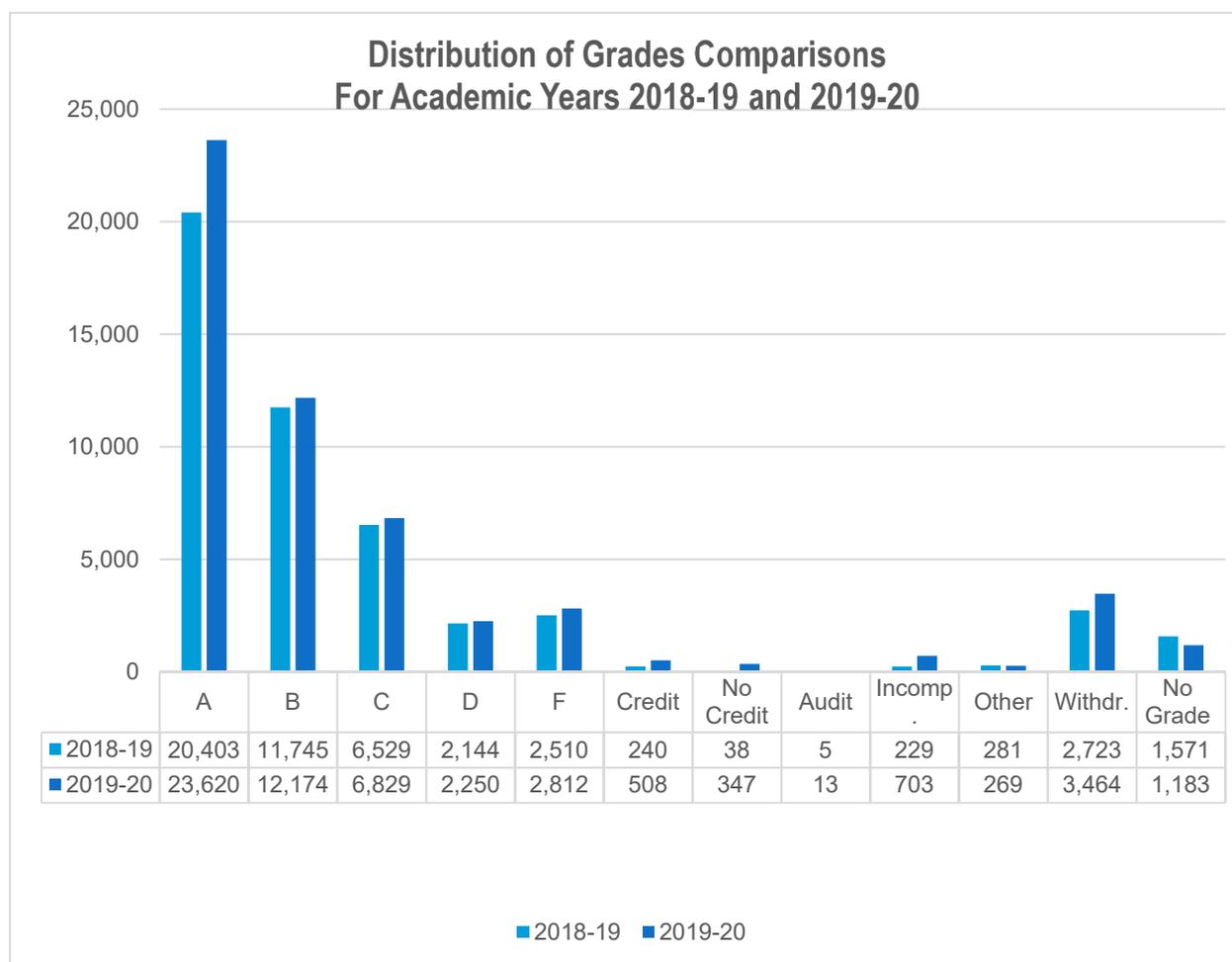
Students may accumulate dual course credits by enrolling in a single course each semester (summer, fall, and spring) or by taking more than one class in a single semester. The majority of students limit themselves to a single course during the academic year, which may represent a student using this opportunity 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

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 this standard, 79 percent of the 54,265 dual credit courses taken met the success criterion in 2019–2020. That is a slight decrease of one percent from the previous academic year (where 80 percent of dual credit courses were successfully completed).

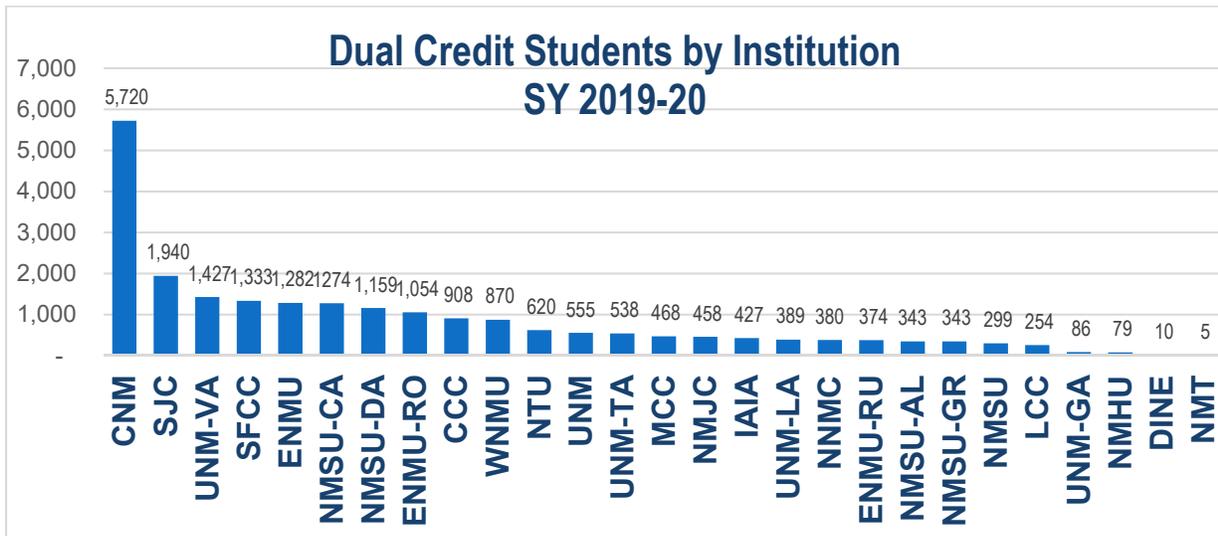
Of the course enrollments considered unsuccessful, a portion (four percent) did not receive a credit-bearing grade (See: *Other* charted below), or the student may have dropped out prior to receiving a grade. In either case, they did not meet the requirements for success, according to the NM School Grading Accountability system criteria. By comparison, nine percent of students in the previous year did not receive a credit-bearing grade.



Dual Credit Enrollment at Postsecondary Institutions

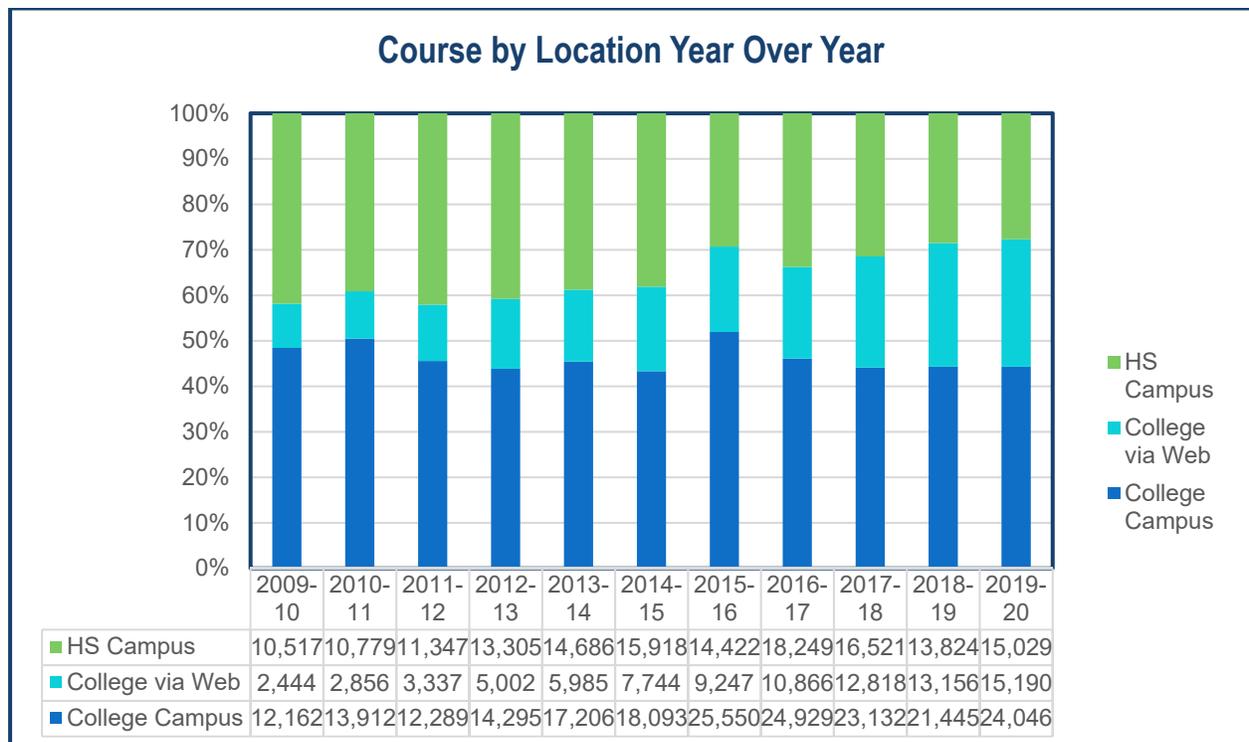
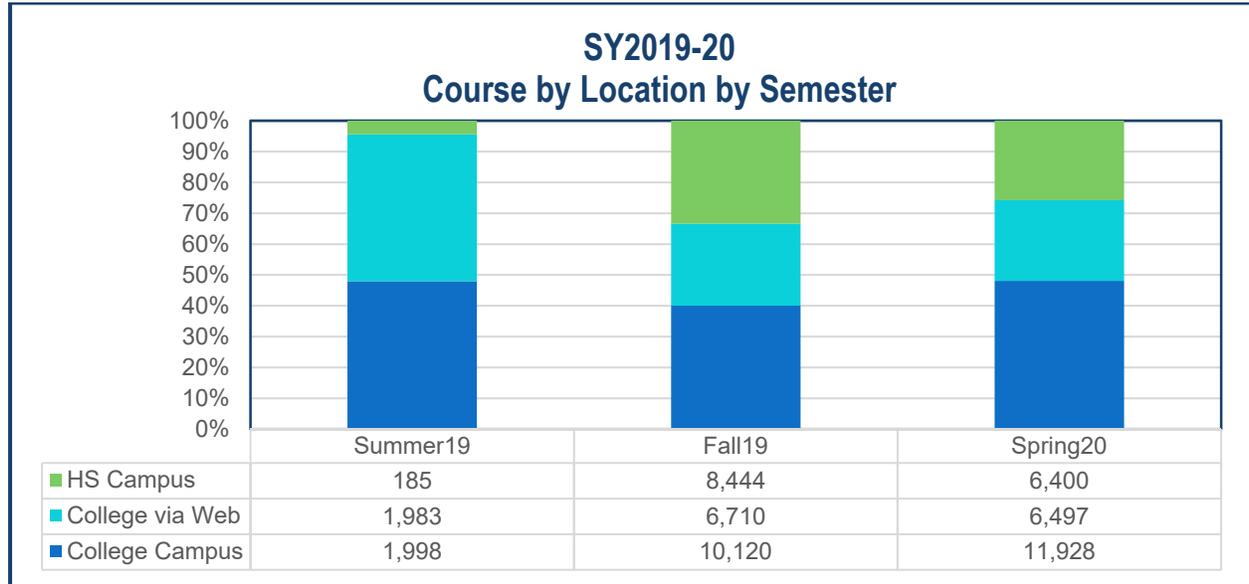
There are 27 institutions that participate in the Dual Credit Program. A complete list of institution abbreviations is available in Appendix D of this report.

There are four institutions that serve the majority of dual credit students. These are Central New Mexico Community College (CNM), San Juan College (SJCC), UNM-Valencia (UNM-V), and Santa Fe Community College (SFCC). The counts of dual credit student enrollments in the graph below should be viewed in the context of each institution's total enrollment and size.



College Dual Credit Course Delivery

The two charts below compare the three means by which dual credit courses are delivered: 1) classroom instruction held at a high school; 2) online, web-based instruction; and 3) traditional classroom instruction held on a college campus. In the second chart, it clearly shows that both the number and the percentage of students taking courses via web-based instruction has been growing year over year. This trend is expected to accelerate as a result of the pandemic.



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 2019–2020 academic year, 21,757 individual students enrolled in 54,265 dual credit courses.
- Specific progress indicators—including enrollment, percentage of students who completed courses, the grades achieved, and course delivery options—should be collected and monitored at the local level to ensure students are receiving appropriate instruction aligned to their career aspirations.

Dual Credit Council (DCC) Activity

The Dual Credit Council released a Policy and Procedures Manual in spring, 2018. The manual provides 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 include the following:

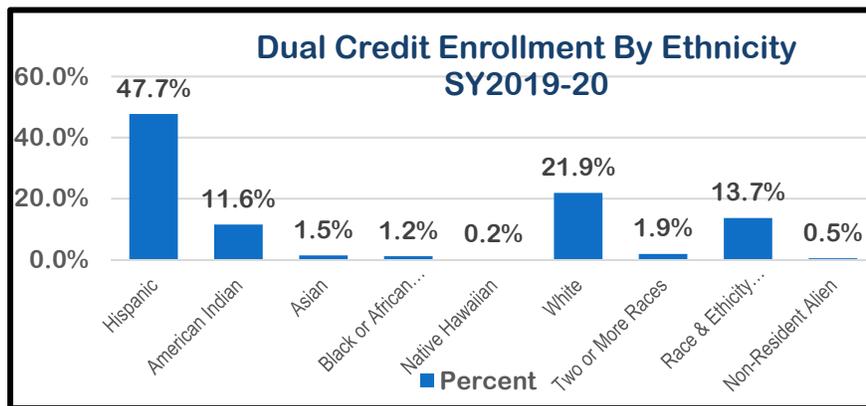
- Matching New Mexico dual credit practice with the Higher Learning Commission recommendations
- Establishing consistency of rigor across all dual credit courses and locations
- Addressing dual credit faculty qualifications
- Considering career readiness cut points to support process development of student 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
- Providing frequently asked questions (FAQs) and making them available on the PED website [here](#)

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

Trends and Outcomes

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 thirty-seventh in overall population size, has the fifth largest land mass in the U.S., and ranks forty-fifth in population density¹. Furthermore, having an average of 17 people per square mile creates a unique challenge for education in rural areas. By offering courses at postsecondary institutions throughout the state, the dual credit program provides opportunities for students who reside in rural areas.

The 2019² census reports that New Mexico's population is 49.3 percent Hispanic, 36.8 percent White, 11 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 innovative solutions for increasing academic success 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 US 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 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 <https://worldpopulationreview.com/states/new-mexico-population>

² <http://www.census.gov/quickfacts/table/nm/PST045218>

Conclusion

The Dual Credit Program can facilitate transition from high school to college, increase the likelihood of success in subsequent collegiate work, and enhance a student's chances of earning a high school diploma and a college degree. Other benefits include the reduced cost of enrolling in higher education courses and opportunities to access college facilities and resources—such as tutoring, computer labs, and counseling services—as a high school student. Enrollment in the program can enhance skills needed to be successful at the collegiate level—such as time and resource management, critical thinking, and the ability to study effectively.

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

- Opportunities in career technical programs of study
- Maximized interest and engagement for the full four high school years
- Challenging coursework for those who have surpassed the regular curriculum
- Inspiration for those who might otherwise not be interested in graduating from high school
- Familiarity for those who are interested in the college experience
- Appropriate action plans for those whose next step plans call for higher education

As seen in the student profiles included above, dual credit participation can be a meaningful part of student's academic journey. The many pathways students follow and the many ways that dual credit can enhance their credentials are as varied as the people that make up New Mexico.

APPENDICES

- A. Dual Credit Responsibilities
- B. Glossary
- C. Acronyms
- D. Higher Education Institutions Participating in the Dual Credit Program
- E. Resources

Appendix A—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, that dual credit applicants have the required academic standing to participate
- Provide information and orientation to the student and parent/guardian
- Waive all general fees and tuition for high school students
- Track academic performance and progress of dual-credit-enrolled students 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 high school schedule of classes is in conflict with the scheduling of the HEI's dual credit course
- Provide appropriate accommodations for special education students
- Pay the cost of the required textbooks through the 2019–2020 academic year
- 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 onto the high school transcript

Main Student Responsibilities

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

Appendix B—Glossary

Agreement

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

Bureau of Indian Education High School

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

Classification of Instructional Program (CIP)

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

Core Course

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

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 dual credit instructional material (DCIM) reimbursement. Because these courses may not align with secondary standards, they are not appropriate for high school credit:

32.0101: Basic Skills and Developmental/Remedial Education: General

32.0107: Career Exploration/Awareness Skills

32.0199: Basic Skills and Developmental/Remedial Education: Other

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

Glossary (continued)

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

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

Appendix C—Acronyms

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
SY	School Year
SSN	Social Security Number
STARS ID	Student Teacher Accountability Reporting System (STARS) Identification Number (ID)

Appendix D—Higher Education Institutions Participating in the Dual Credit Program

Institution Abbreviation	Campus Abbreviation	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	
DINÉ	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)

Appendix E—Dual Credit Resources

Community College Research Center at Columbia Teachers College
<http://ccrc.tc.columbia.edu/Dual-Enrollment-and-College-Credit-Programs.html>

Dual Enrollment Research: A Comprehensive Review
[Dual Enrollment Research - Southern Regional Education Board \(sreb.org\)](http://www.sreb.org/dual-enrollment-research)

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

Funding for Equity: Designing State Dual Enrollment Funding Models to Close Equity Gaps
[FundingForEquity-SinglePage-WithCover.pdf \(squarespace.com\)](https://www.squarespace.com/files/FundingForEquity-SinglePage-WithCover.pdf)

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>