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2022 AGENCY REPORT

Dual Credit Annual Report

For academic year 2020-2021

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NEW MEXICO
HIGHER EDUCATION
DEPARTMENT

Fostering Student Success from Cradle to Career



NEW MEXICO
Public Education Department



NOTICES & ACKNOWLEDGMENTS

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ACCESSING THIS DOCUMENT

This document is available by following this link to the section “Dual Credit Annual Reports” on the Dual Credit webpage of the New Mexico Public Education Department website or this link to the “Dual Credit” webpage of the New Mexico Higher Education Department website.

ACKNOWLEDGMENTS

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, Ph.D., Deputy Secretary, Teaching, Learning and Assessment, New Mexico Public Education Department
- Patricia Trujillo, Ph.D., Deputy Secretary, New Mexico Higher Education Department
- Dina Advani, Director, Research and Planning Division, New Mexico Higher Education Department
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EXECUTIVE SUMMARY

The New Mexico Dual Credit Program provides high school students the opportunity to enroll in college-level academic or career-technical courses offered by a public postsecondary 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.

The goal of the Dual Credit Program is to offer structured opportunities for high school students to enroll in college courses that lead to postsecondary 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 developed credentials to the New Mexico workforce.

Staff from the New Mexico Public Education Department (PED) and the New Mexico Higher Education Department (HED) work continuously to ensure that dual credit coursework is aligned with students' postsecondary 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 PED and HED 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. For academic year 2020-2021, the PED chaired the Dual Credit Council.

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

- Determining an alignment of course content to ensure the appropriate credit ratio allocation of three higher education institution (HEI) credit hours to one high school unit
- Administering an appeals process for local education agencies (LEAs) and higher education institutions (HEIs)
- The PED and HED 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 LEAs and HEIs
 - Supporting a strong sense of community
 - Assigning team members who are both task and relationship-oriented

By implementing this collaborative practice, the PED and HED 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.



Photo courtesy of Eastern New Mexico University - Roswell

In early March of 2020, COVID-19 impacted New Mexico, along with the rest of the nation, forcing school districts and colleges to abruptly pivot into virtual learning environments. While all LEAs and HEIs shifted to remote learning environments, 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. This analysis revealed that only 63 percent of New Mexico students had both access to internet and some type of digital device. Additionally, the report points out 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. Although all New Mexico students share equally in the displacement from their traditional learning environments, a 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.

As the COVID-19 Pandemic now approaches 2022 and continues to impact all New Mexico students, virtual learning continues to shape instruction delivery and student learning. Data in this year's 2020-2021 Dual Credit Report shows 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>

Having students pay dual credit tuition is a barrier to equity of engagement. Multiple states have removed this barrier and implemented policy and funding systems to ensure that students and parents do not shoulder a tuition burden.

Nationally, there are three different finance approaches states utilize to minimize or eliminate student-borne tuition expenses:

■ **Student Pays No Tuition - State Pays**

Under this funding approach, the state, usually through an appropriation, covers dual credit tuition regardless of student family income. Students enrolled in courses covered by the state program do not pay tuition; postsecondary institutions may not receive the same tuition amounts per course as they would receive for a regularly matriculated student.

■ **Student Pays No Tuition - Combination of State and District Pay**

Under this model, state policy either defines the respective portion of tuition that the state and district will pay or requires that districts make initial tuition payments to the postsecondary partner but provides an appropriation or provides a supplemental weight in the school funding formula for dual participation.

■ **Student Pays No Tuition - District Pays**

Under this model, state policy requires district revenues (i.e., per-pupil funds, funds generated by average daily membership, etc.) to cover tuition expenses. Students may be charged fees but are generally not charged tuition.

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.” Dual credit instructional material funding was terminated in fiscal year 2020-2021.

For fiscal year 2021-2022, in response to ongoing concerns from some LEAs that the dual credit instructional material funding was insufficient to meet their statutory obligations to provide materials, Governor Michelle Lujan Grisham signed into law House Bill 2 (HB002), which includes an appropriation in the state equalization guarantee (SEG) for instructional materials. The appropriation to the SEG includes \$35 million for districts and charter schools to purchase culturally and linguistically appropriate instructional materials, including dual credit instructional materials. This new model increased overall SEG and allows those districts with high dual credit enrollment to use a single source of funds.

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.

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:

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 DEFINED

“Dual Credit” refers to students that are getting both college and high school credit and who aren’t charged tuition by the college and their school pays for books and supplies.

Often the terms “dual enrollment” and “concurrent enrollment” are used interchangeably. For ease of presentation, the term “dual enrollment” will be used in this report to refer to students who are taking college courses while still enrolled in high school. The term “concurrent enrollment” will be used to refer to students enrolled simultaneously in high school and college and who may not be awarded high school credit or where a financial arrangement is in place where the college is not waiving tuition. And “dual credit” will be students who meet the criteria for dual credit: a signed agreement is in place; they are receiving both college and high school credit; and tuition is not being charged for the college course. Approximately 90 percent of dual enrollment students are also dual credit students.

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.

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, HEIs, and off-campus centers; and
- May be delivered during or outside of regular LEA hours or via distance learning.

Note: Remedial, developmental, and physical education courses are not eligible for dual credit.

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 at <https://webnew.ped.state.nm.us/bureaus/college-career-readiness/college-acceleration/dual-credit/>, see the link to the CCRB Dual Credit Policy and Procedures Manual.

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

PROVISIONS FOR COLLECTING & PUBLISHING ANNUAL DATA

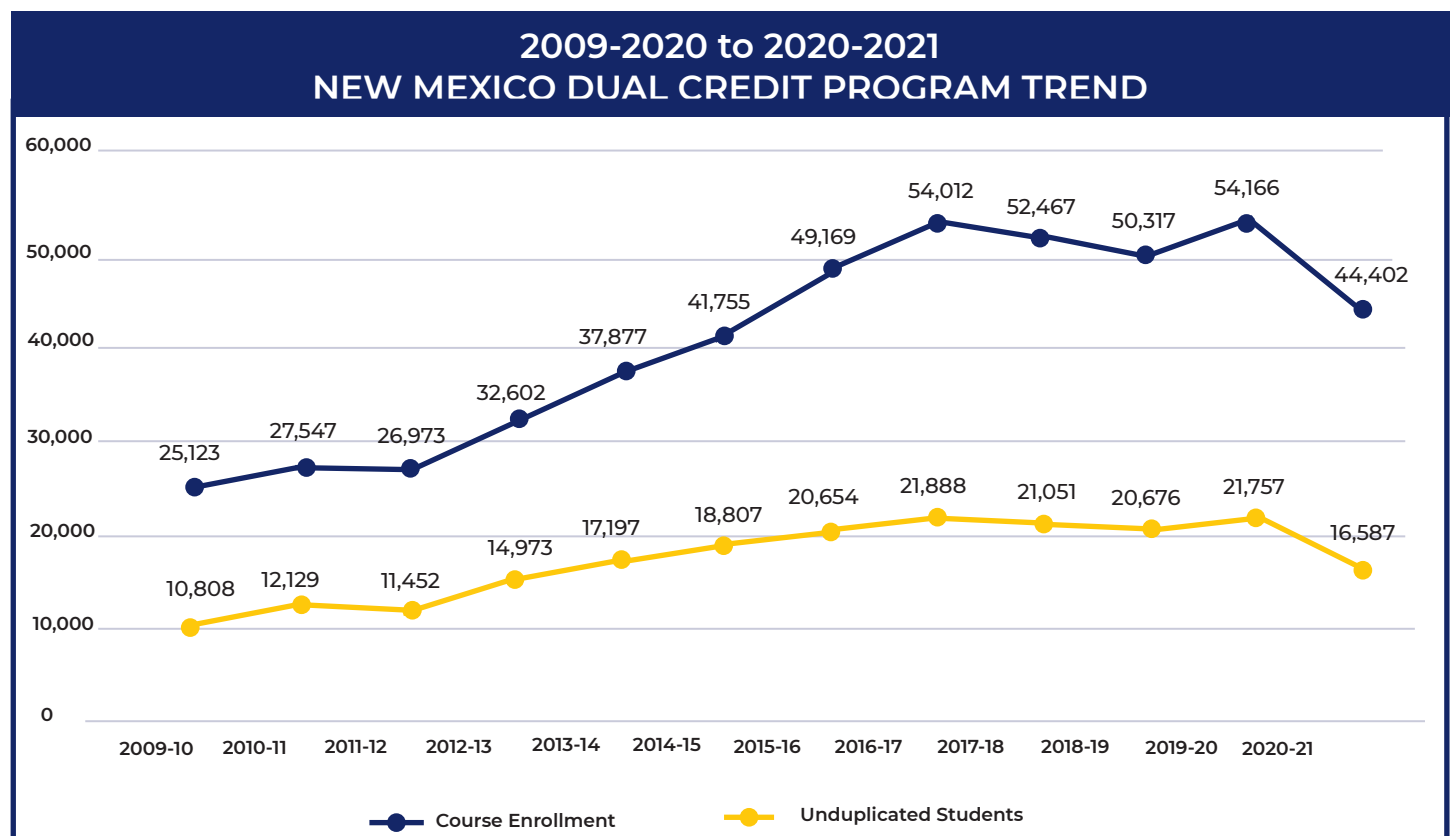
Collaboration among the PED, HED, LEAs, and HEIs provides the ability to collect and distribute annual data. The LEAs report to the PED and the HEIs report information to the HED. The data outlined in this report has been collected by the PED and HED.

Types of Dual Credit Data Collected

- Birth Date
 - Credit Hours
 - Course Location
 - Demographics
 - Name
 - Ethnicity
 - Gender
 - Grades
- High School
 - Method of Course Delivery
 - Postsecondary Institution
 - Social Security Number (SSN)
 - Student Teacher Accountability Reporting System Identification (STARS ID)
 - Types of Courses Taken
 - Year of High School Graduation

NEW MEXICO DUAL CREDIT PROGRAM TREND

In academic year 2020–2021, 16,587 unduplicated students enrolled in dual credit courses. “Unduplicated students” refers to distinct students who enrolled in at least one dual credit course in each academic year. These unduplicated students took a combined total of 44,402 dual credit courses.



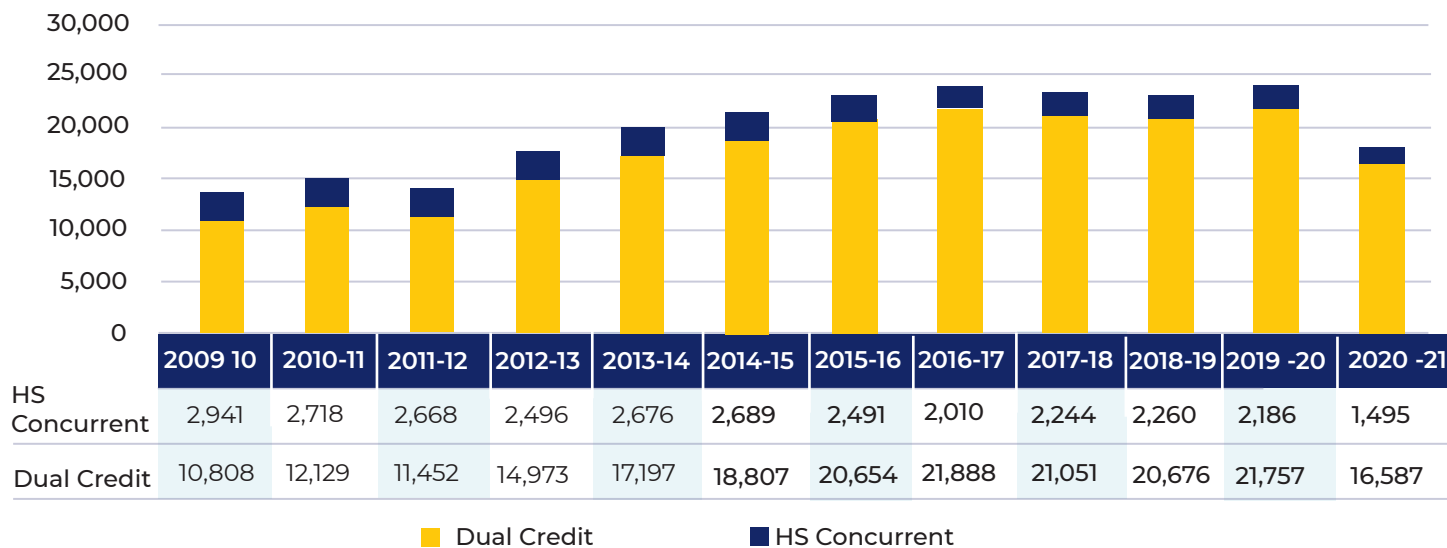
**Methodology changes, and data corrections, have resulted in slight changes in course enrollment data for 2015-16 thru 2019-20.*

NEW MEXICO DUAL CREDIT & HIGH SCHOOL CONCURRENT TRENDS

In some cases, a course the student wants to take may not be available for high school credit, in that case, if a student is academically eligible, the student may opt to pay tuition and take the course for college credit only. In some other cases, a district or early college high school may choose to pay the college for course work, and in these cases the student is enrolled as “high school concurrent” rather than as “dual credit”.

2009-2020 to 2020-2021

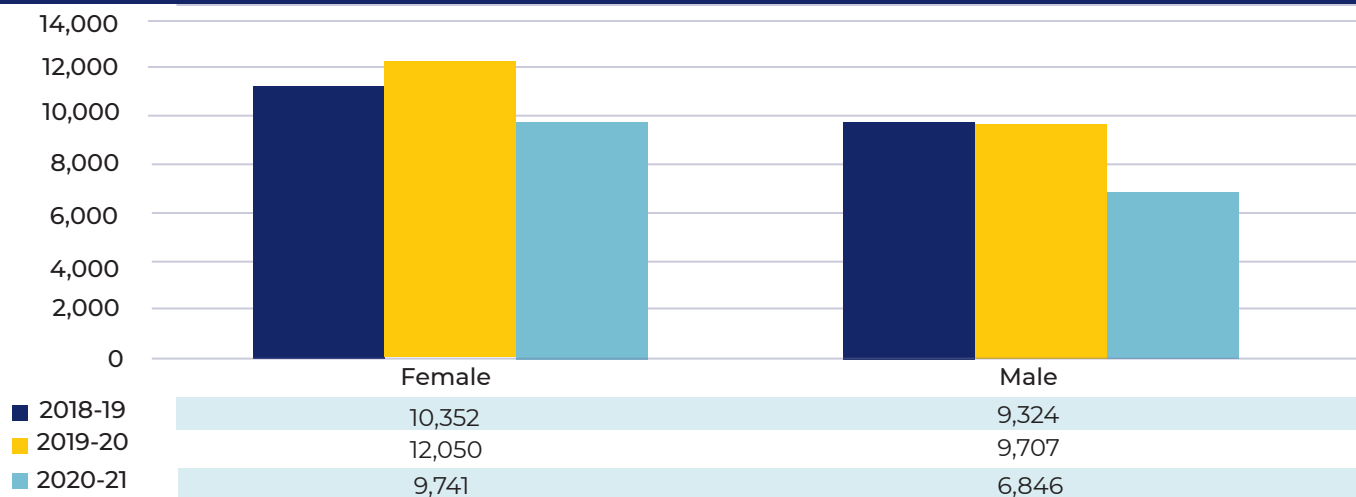
NEW MEXICO DUAL CREDIT & CONCURRENT ENROLLMENT TREND



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. However, in 2020-2021, the decrease in male dual credit students was about 10 percent greater than the decrease in female dual credit students.

2018-2019 to 2020-2021: DUAL CREDIT ENROLLMENT BY GENDER



PROGRAM BENEFITS & IMPACT ON STUDENTS

Since the beginning of the Dual Credit Program 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 career or education 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.



“ I take dual credit courses at Santa Fe Community College. I took medical terminology, and this semester I am taking a phlebotomy course. Participating in dual credit has helped introduce me to the rigor of college courses. It has also helped me explore my interests, which is beneficial because I will have more knowledge of what I want to do. I hope to follow a pre-medical track and gain new experiences. ”

— Amy Segura, Senior
Capital High School in Santa Fe

“ I have participated in dual credit classes at Northern New Mexico College. Participating in these classes is a challenge, but they have been very beneficial and will help in my journey to becoming a nurse practitioner. I would tell other students that these classes are a great opportunity to advance your education. ”

— Jalen Martinez, Junior
Española Valley High School

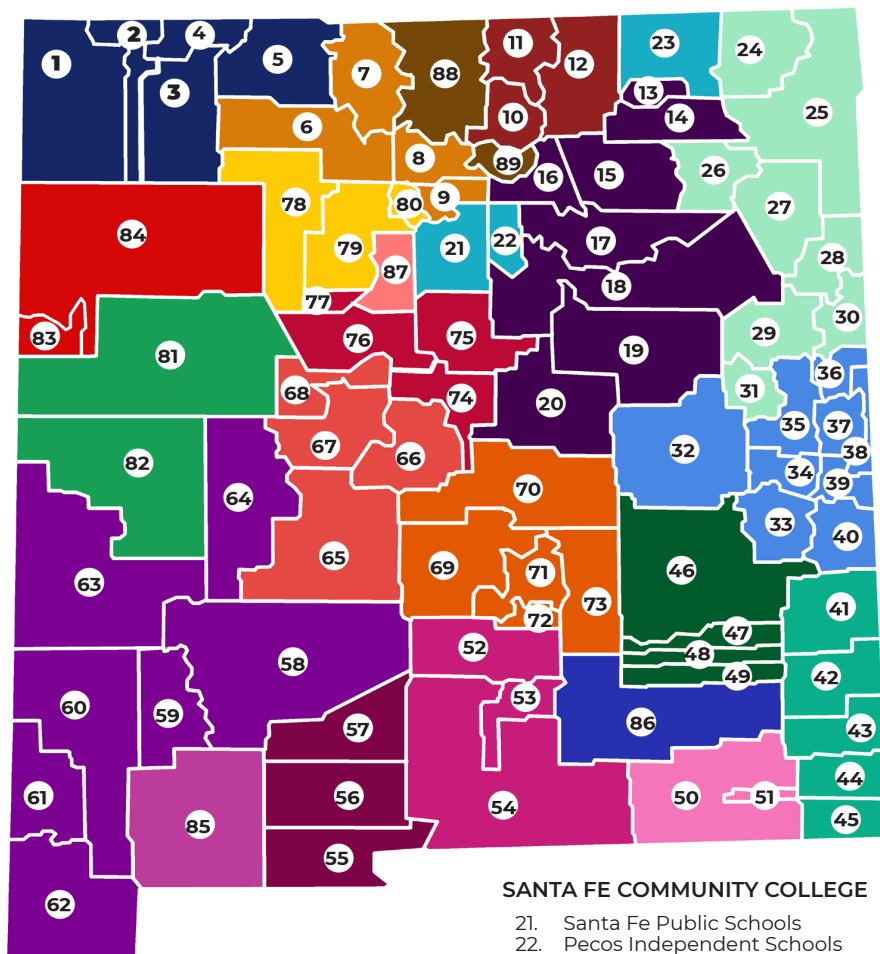


“ This semester, I’m taking two classes at CNM: Personal Financial Literacy for College Students (3 credit hours) and Survey of Health, Wellness, and Public Safety (3 credit hours). Participating in dual credit classes will allow me to graduate high school early and pursue my dream of studying theatre at the Institute of American Indian Arts in Santa Fe. ”

— Karen Miranda Anchondo, Sophomore
Albuquerque Talent Development Academy

PARTICIPATING HIGHER EDUCATION INSTITUTIONS & 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 higher education institution can 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 twenty-three GARs encompass the entire state, with the online delivery of dual credit courses not bound to the GAR in which the school resides.



SAN JUAN COLLEGE

1. Central Consolidated Schools
2. Farmington Municipal Schools
3. Bloomfield Schools
4. Aztec Municipal Schools
5. Dulce Independent Schools

NORTHERN NEW MEXICO COLLEGE +

6. Jemez Mountain Public Schools
7. Chama Valley Schools
8. Española Public Schools
9. Pojoaque Valley Public Schools

UNIVERSITY OF NEW MEXICO - TAOS +

10. Taos Municipal Schools
11. Questa Independent Schools
12. Cimarron Public Schools

LUNA COMMUNITY COLLEGE

13. Maxwell Municipal Schools
14. Springer Municipal Schools
15. Wagon Mound Public Schools
16. Mora Independent Schools
17. Las Vegas City Public Schools
18. West Las Vegas Public Schools
19. Santa Rosa Consolidated Schools
20. Vaughn Municipal Schools

SANTA FE COMMUNITY COLLEGE

21. Santa Fe Public Schools
22. Pecos Independent Schools
23. Raton Public Schools

MESALANDS COMMUNITY COLLEGE

24. Des Moines Municipal Schools
24. Clayton Municipal Schools
26. Roy Municipal Schools
27. Mosquero Municipal Schools
28. Logan Municipal Schools
29. Tucumcari Public Schools
30. San Jon Municipal Schools
31. House Municipal Schools

CLOVIS COMMUNITY COLLEGE

32. Fort Sumner Municipal Schools
33. Elida Municipal Schools
34. Floyd Municipal Schools
35. Melrose Public Schools
36. Grady Municipal Schools
37. Clovis Municipal Schools
38. Texico Municipal Schools
39. Portales Municipal Schools
40. Dora Consolidated Schools

NEW MEXICO JUNIOR COLLEGE

41. Tatum Municipal Schools
42. Lovington Municipal Schools
43. Hobbs Municipal Schools
44. Eunice Public Schools
45. Jal Public Schools

EASTERN NEW MEXICO UNIVERSITY - ROSWELL**

46. Roswell Independent Schools
47. Dexter Consolidated Schools
48. Hagerman Municipal Schools
49. Lake Arthur Municipal Schools

NEW MEXICO STATE UNIVERSITY - CARLSBAD **

50. Carlsbad Municipal Schools
51. Loving Municipal Schools

NEW MEXICO STATE UNIVERSITY- ALAMOGORDO

52. Tularosa Municipal Schools
53. Cloudcroft Municipal Schools
54. Alamogordo Public Schools

NEW MEXICO STATE UNIVERSITY - DOÑA ANA*

55. Gadsden Independent Schools
56. Las Cruces Public Schools
57. Hatch Valley Public Schools

WESTERN NEW MEXICO UNIVERSITY *

58. Truth or Consequences Municipal Schools
59. Cobre Consolidated Schools
60. Silver Consolidated Schools
61. Lordsburg Municipal Schools
62. Animas Public Schools
63. Reserve Independent Schools
64. Magdalena Municipal Schools

UNIVERSITY OF NEW MEXICO - VALENCIA

65. Socorro Consolidated Schools
66. Mountainair Public Schools
67. Belen Consolidated Schools
68. Los Lunas Public Schools

EASTERN NEW MEXICO UNIVERSITY - RUIDOSO

69. Carrizozo Municipal Schools
70. Corona Public Schools
71. Capitan Municipal Schools
72. Ruidoso Municipal Schools
73. Hondo Valley Public Schools

CENTRAL NEW MEXICO COMMUNITY COLLEGE ***

74. Estancia Municipal Schools
75. Moriarty Municipal Schools
76. Albuquerque Public Schools
77. Rio Rancho Public Schools

UNIVERSITY OF NEW MEXICO - LOS ALAMOS ***

78. Cuba Independent Schools
79. Jemez Valley Public Schools
80. Los Alamos Public Schools

NEW MEXICO STATE UNIVERSITY - GRANTS

81. Grants-Cibola County Schools
82. Quemado Independent Schools

UNIVERSITY OF NEW MEXICO - GALLUP

83. Zuni Public Schools
84. Gallup-McKinley County Schools

SHARED AREAS OF RESPONSIBILITY

85. Deming Public Schools *
86. Artesia Public Schools **
87. Bernalillo Public Schools ***
88. Mesa Vista Consolidated Schools +
89. Peñasco Independent Schools +

GRADUATION RATES

The chart below details information for school year 2020-2021 and the Class of 2020 cohort. As shown in the table below, the overall statewide cohort graduation rate for students taking dual credit is 89.3 percent this year. This represents a decrease from 91.6 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 TOTAL	76.9	89.3
Alamogordo Public Schools	80.4	91.7
Albuquerque Public Schools (APS)	74.6	87.7
Animas Public Schools	100	100.0
Artesia Public Schools	76.8	94.7
Aztec Municipal Schools	75.6	89.7
Belen Consolidated Schools	76.2	89.1
Bernalillo Public Schools	66.6	82.9
Bloomfield Schools	80.5	95.9
Capitan Municipal Schools	82.3	92.4
Carlsbad Municipal Schools	71.0	83.8
Carrizozo Municipal Schools	79.4	100.0
Central Consolidated Schools	67.8	82.9
Chama Valley Independent Schools	95.3	96.3
Cimarron Municipal Schools	70.8	87.6
Clayton Municipal Schools	87.2	88.8
Cloudcroft Municipal Schools	90.1	93.7
Clovis Municipal Schools	70.3	87.4
Cobre Consolidated Schools	87.7	94.7
Corona Public Schools	39.2	100.0
Cuba Independent Schools	88.7	97.5
Deming Public Schools	75.0	75.6
Des Moines Municipal Schools	80.0	100.0
Dexter Consolidated Schools	87.5	99.0
Dora Consolidated Schools	99.3	100.0
Dulce Independent Schools	65.7	80.5
Elida Municipal Schools	100.0	100.0
Española Public Schools	63.2	81.4
Estancia Municipal Schools	84.0	90.8
Eunice Public Schools	88.2	98.6
Farmington Municipal Schools	77.4	88.5
Floyd Municipal Schools	88.7	100.0
Fort Sumner Municipal Schools	86.5	94.9
Gadsden Independent Schools	82.2	95.3
Gallup-McKinley County Schools	78.3	88.7
Grady Municipal Schools	100.0	100.0
Grants-Cibola County Schools	70.3	74.5
Hagerman Municipal Schools	80.5	78.2
Hatch Valley Public Schools	80.3	96.1
Hobbs Municipal Schools	85.3	92.0
Hondo Valley Public Schools	98.6	100.0
House Municipal Schools	20.7	77.1
Jal Public Schools	93.1	100.0
Jemez Mountain Public Schools	79.5	87.2
Jemez Valley Public Schools	90.5	100.0
Lake Arthur Municipal Schools	77.5	100.0
Las Cruces Public Schools	86.1	96.8
Las Vegas City Schools	83.7	97.4

GRADUATION RATES CONT.

LOCAL EDUCATION AGENCY (LEA)	4-YEAR TOTAL COHORT GRADUATION RATE	4-YEAR DUAL CREDIT COHORT GRADUATION RATE
Logan Municipal Schools	70.2	95.2
Lordsburg Municipal Schools	81.4	83.5
Los Alamos Public Schools	93.2	94.6
Los Lunas Public Schools	79.2	87.4
Loving Municipal Schools	77.9	92.1
Lovington Municipal Schools	82.7	96.7
Magdalena Municipal Schools	83.5	100.0
Maxwell Municipal Schools	100.0	100.0
Melrose Municipal Schools	92.0	99.4
Mesa Vista Consolidated Schools	84.3	86.0
Mora Independent Schools	87.0	96.2
Moriarty-Edgewood Schools	77.8	92.7
Mosquero Municipal Schools	92.9	100.0
Mountainair Public Schools	90.5	92.2
Pecos Independent Schools	95.0	100.0
Peñasco Independent Schools	82.1	82.0
Pojoaque Valley Schools	70.9	84.2
Portales Municipal Schools	78.2	92.9
Quemado Independent Schools	83.1	86.9
Questa Independent Schools	97.9	100.0
Raton Public Schools	84.5	86.0
Reserve Independent Schools	67.4	100.0
Rio Rancho Public Schools	88.3	96.9
Roswell Independent Schools	71.7	85.8
Roy Municipal Schools	*	*
Ruidoso Municipal Schools	84.1	100.0
San Jon Municipal Schools	77.0	100.0
Santa Fe Public Schools	86.4	91.4
Santa Rosa Consolidated Schools	86.9	100.0
Silver Consolidated Schools	80.59	96.1
Socorro Consolidated Schools	65.8	90.5
Springer Municipal Schools	92.5	92.0
Taos Municipal Schools	69.5	80.8
Tatum Municipal Schools	99.0	100.0
Texico Municipal Schools	89.3	96.6
T or C Municipal Schools	85.6	96.7
Tucumcari Public Schools	81.8	96.8
Tularosa Municipal Schools	76.2	93.9
Vaughn Municipal Schools	87.3	89.0
Wagon Mound Public Schools	76.9	76.9
West Las Vegas Public Schools	71.4	91.1
Zuni Public Schools	70.9	84.1

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	12.6	43.6
ACE Leadership High School	25.3	65.1
Albuquerque Institute for Math and Science	99.4	99.4
Albuquerque School of Excellence	88.9	94.1
Aldo Leopold Charter High School	86.5	100.0
Alma d' Arte Charter High	67.3	83.1
Amy Biehl Charter High School	67.9	83.9
Anthony Charter School	82.5	100.0
Cesar Chavez Community School	26.2	63.2
Cottonwood Classical Preparatory School	90.3	97.5
Estancia Valley Classical Academy	88.5	97.1
Explore Academy	69.8	96.1
Gilbert L Sena Charter High School	33.3	59.6
Health Leadership High School	42.5	74.7
International School at Mesa Del Sol	47.2	100.0
Las Montañas Charter School	38.5	90.9
McCurdy Charter High School	82.1	93.7
Media Arts Collaborative	68.7	77.8
Middle College High School – Gallup	94.7	94.7
Mission Achievement and Success	90.4	97.2
Monte del Sol Charter School	75.8	88.7
New America School – Albuquerque	23.5	73.1
New America School – Las Cruces	28.8	80.9
New Mexico Connections Academy	41.3	79.5
New Mexico School for Arts	88.1	91.6
School of Dreams Academy	71.6	80.12
SW Aeronautics, Math & Science Academy	94.9	100.0
Southwest Secondary Learning Center	62.8	95.0
Student Athlete Headquarters - SAHQ	40.8	100.0
Taos Academy	89.8	98.6
The ASK Academy	81.0	98.1
The Great Academy	27.0	73.3
The MASTERS Program	87.2	87.5
Tierra Encantada	78.8	86.7
Tierra Adentro	78.7	94.8
UNM Mimbres School	21.1	34.9
Walatowa Charter	87.5	94.0

PARTICIPATING STATE INSTITUTIONS

BUREAU OF INDIAN EDUCATION (BIE)	STATE INSTITUTIONS
<p>Alamo Navajo Mescalero Navajo Preparatory School Pine Hill School Santa Fe Indian School TóHajiilee Community School Wingate</p>	<p>New Mexico Department of Corrections New Mexico School for the Blind and Visually Impaired New Mexico School for the Deaf Sequoyah (New Mexico Department of Health)</p>

SUBJECT AREAS & ENROLLMENT

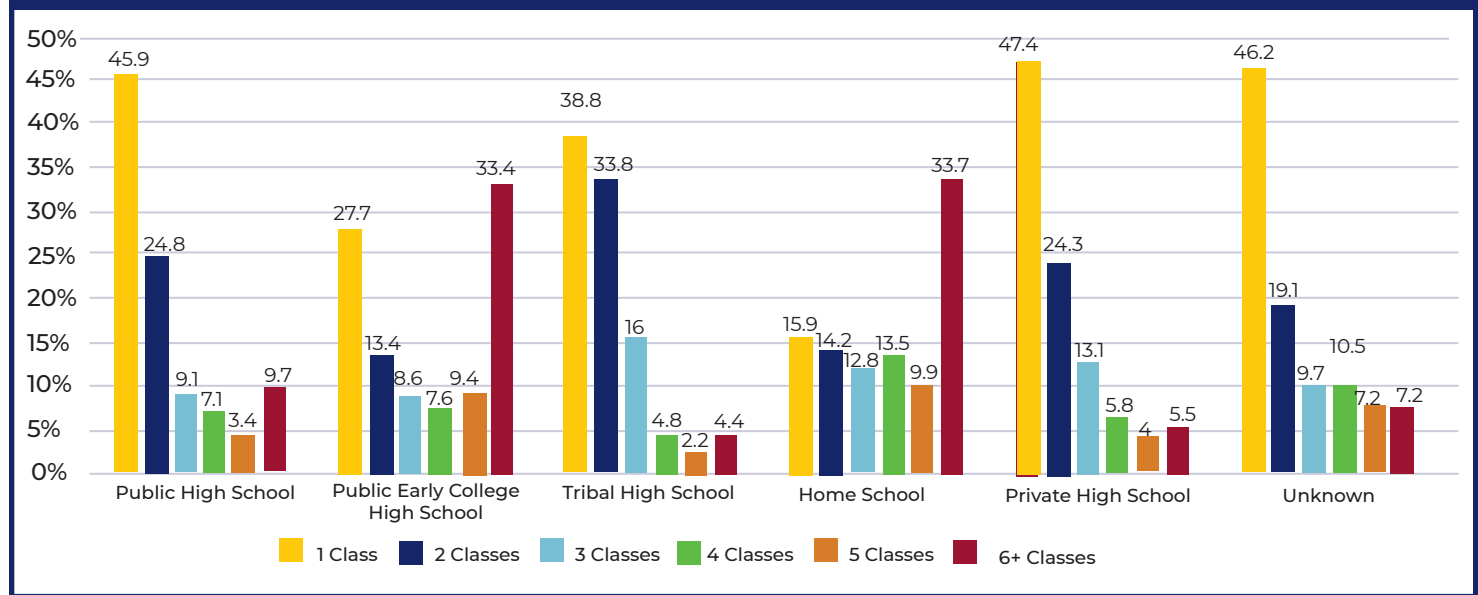
Certain content areas attract a greater number of enrollments. “CIP Codes” refers to Classification of Instructional Program (CIP). This is a federal classification system of courses by subject area. These subject areas below show enrollment across the summer, fall, and spring semesters; they are sorted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

Subject Areas of, and Enrollment in, Dual Credit Courses: 2020-2021 All Semesters.		
CIP CODE	CIP TITLE	ENROLLMENT
23	English Language and Literature/Letters.	5,012
27	Mathematics And Statistics.	4,744
50	Visual And Performing Arts.	2,980
26	Biological And Biomedical Sciences.	2,921
16	Foreign Languages, Literatures, And Linguistics.	2,674
40	Physical Sciences.	2,657
45	Social Sciences.	2,333
42	Psychology.	2,299
37	Personal Awareness and Self-Improvement.	2,034
51	Health Professions and Related Programs.	1,988
54	History.	1,774
11	Computer And Information Sciences and Support Services.	1,743
52	Business, Management, Marketing, And Related Support Services.	1,524
09	Communication, Journalism, And Related Programs.	1,067
24	Liberal Arts and Sciences, General Studies and Humanities.	1,046
13	Education.	998
48	Precision Production.	953
43	Homeland Security, Law Enforcement, Firefighting and Related Protective Services.	875
15		760
01	Engineering/Engineering-Related Technologies/Technicians.	738
47	Agricultural/Animal/Plant/Veterinary Science and Related Fields.	502
12	Mechanic And Repair Technologies/Technicians.	501
30	Culinary, Entertainment, And Personal Services.	483
38	Multi/Interdisciplinary Studies.	438
05	Philosophy And Religious Studies.	278
14	Area, Ethnic, Cultural, Gender, and Group Studies.	221
19	Engineering.	202
46	Family And Consumer Sciences/Human Sciences.	132
10	Construction Trades.	114
03	Communications Technologies/Technicians and Support Services.	110
04	Natural Resources and Conservation.	100
32	Architecture And Related Services.	70
44	Basic Skills and Developmental/Remedial Education.	44
36	Public Administration and Social Service Professions.	29
31	Leisure And Recreational Activities.	22
34	Parks, Recreation, Leisure, Fitness, And Kinesiology.	10
22	Health-Related Knowledge and Skills.	8
41	Legal Professions and Studies.	7
29	Science Technologies/Technicians.	6
49	Military Technologies and Applied Sciences.	5
33	Transportation And Materials Moving.	0

DUAL CREDIT COURSES TAKEN BY HIGH SCHOOL TYPE PER STUDENT

Students may accumulate credits by enrolling in a single course each semester (summer, fall, and spring) or by taking more than one class in a single semester. Most 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. Students enrolled in early college high schools and home schools are more likely to take three or more classes over the academic year.

**ACADEMIC YEAR 2020-2021:
NUMBER OF CLASSES TAKEN BY HIGH SCHOOL TYPE**

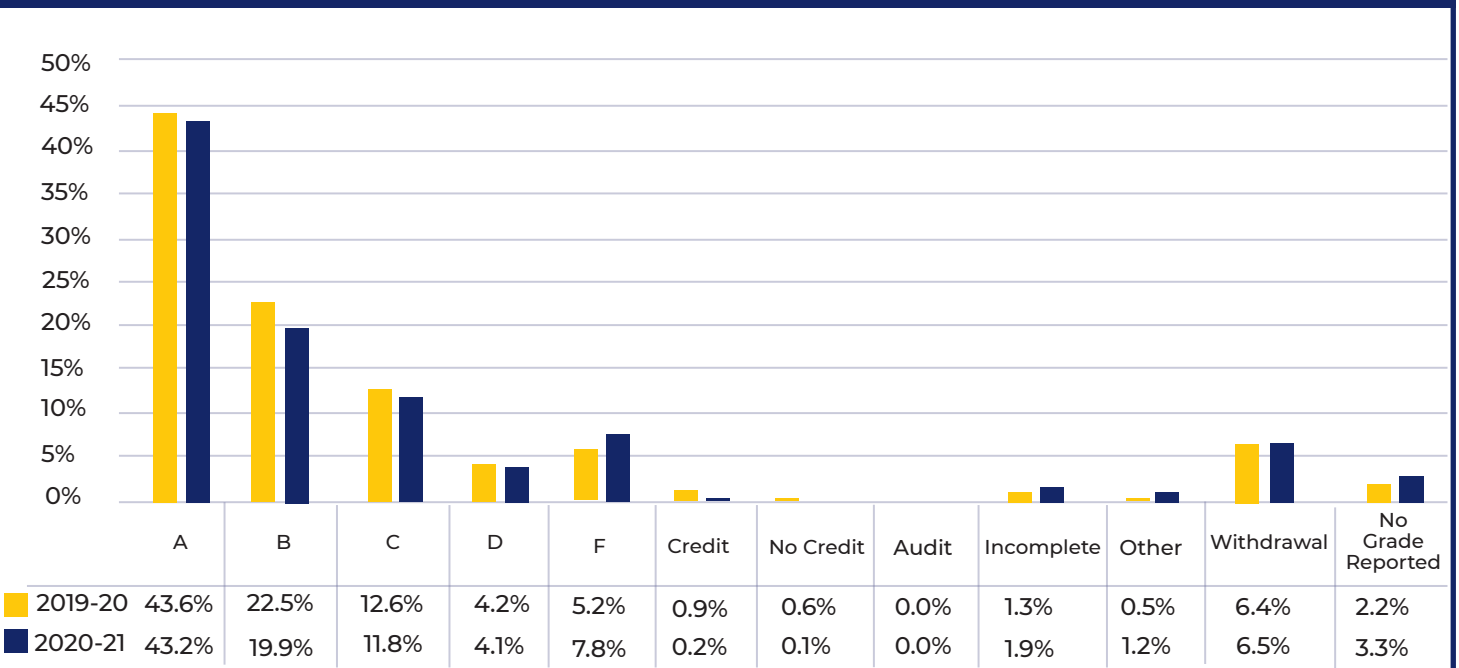


STUDENT GRADES EARNED IN DUAL CREDIT COURSES

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, 75 percent of the 44,407 dual credit courses taken met the success criterion in 2020-2021. That is a decrease of about four percent from the previous academic year where 79 percent of dual credit courses were successfully completed.

Of the 25 percent of course enrollments considered unsuccessful, about 12 percent received a D or F grade. The rest either withdrew from the course before it was completed (6.5 percent), didn't receive a grade from the institution (3.3 percent), or failed to complete the course work (1.9 percent). These percentages are slightly higher than in 2019-2020.

ACADEMIC YEARS 2019-2020 TO 2020-2021: DISTRIBUTION OF GRADES



DUAL ENROLLMENT AT POSTSECONDARY INSTITUTIONS

There are 27 colleges and universities that report students enrolled as dual enrollment (enrolled in a postsecondary institution while still in high school). This section reports on dual enrollment rather than dual credit, but a majority, 92.6 percent, of dual enrollment students are also dual credit. A complete list of higher education institution abbreviations is available in Appendix D of this report.

The five public HEIs that serve most dual enrollment students include Central New Mexico Community College (CNM), San Juan College (SJC), Santa Fe Community College (SFCC), Doña Ana Community College (NMSU-DA), and Eastern New Mexico University (ENMU). The counts of dual enrollment students in the table and graph below should be viewed in the context of each college's total enrollment and size.

COLLEGE OR UNIVERSITY	2018-2019	2019-2020	2020-2021
Central New Mexico Community College	5,249	5,730	4,479
San Juan College	2,040	2,088	1,448
Santa Fe Community College	1,399	1,383	1,143
New Mexico State University - Doña Ana	1,077	1,161	1054
Eastern New Mexico University	1,662	1,402	950
Eastern New Mexico University - Roswell	1,380	1,351	845
University of New Mexico - Gallup	672	845	838
Clovis Community College	973	973	806
University of New Mexico - Valencia	1,474	1,452	798
New Mexico State University - Carlsbad	1,113	1,280	711
Western New Mexico University	726	881	562
Institute of American Indian Arts	399	427	502
Navajo Technical University	406	657	493
New Mexico Junior College	632	600	479
University of New Mexico	627	574	443
Mesalands Community College	434	471	406
University of New Mexico - Taos	549	540	386
University of New Mexico - Los Alamos	397	455	383
Northern New Mexico College	275	398	345
Eastern New Mexico University - Ruidoso	309	383	290
New Mexico State University	320	299	268
Luna Community College	282	283	257
New Mexico State University - Grants	560	344	252
New Mexico State University - Alamogordo	358	344	191
New Mexico Military Institute	151	159	139
New Mexico Highlands University	82	81	39
New Mexico Tech	12	5	13
Diné College	19	12	9

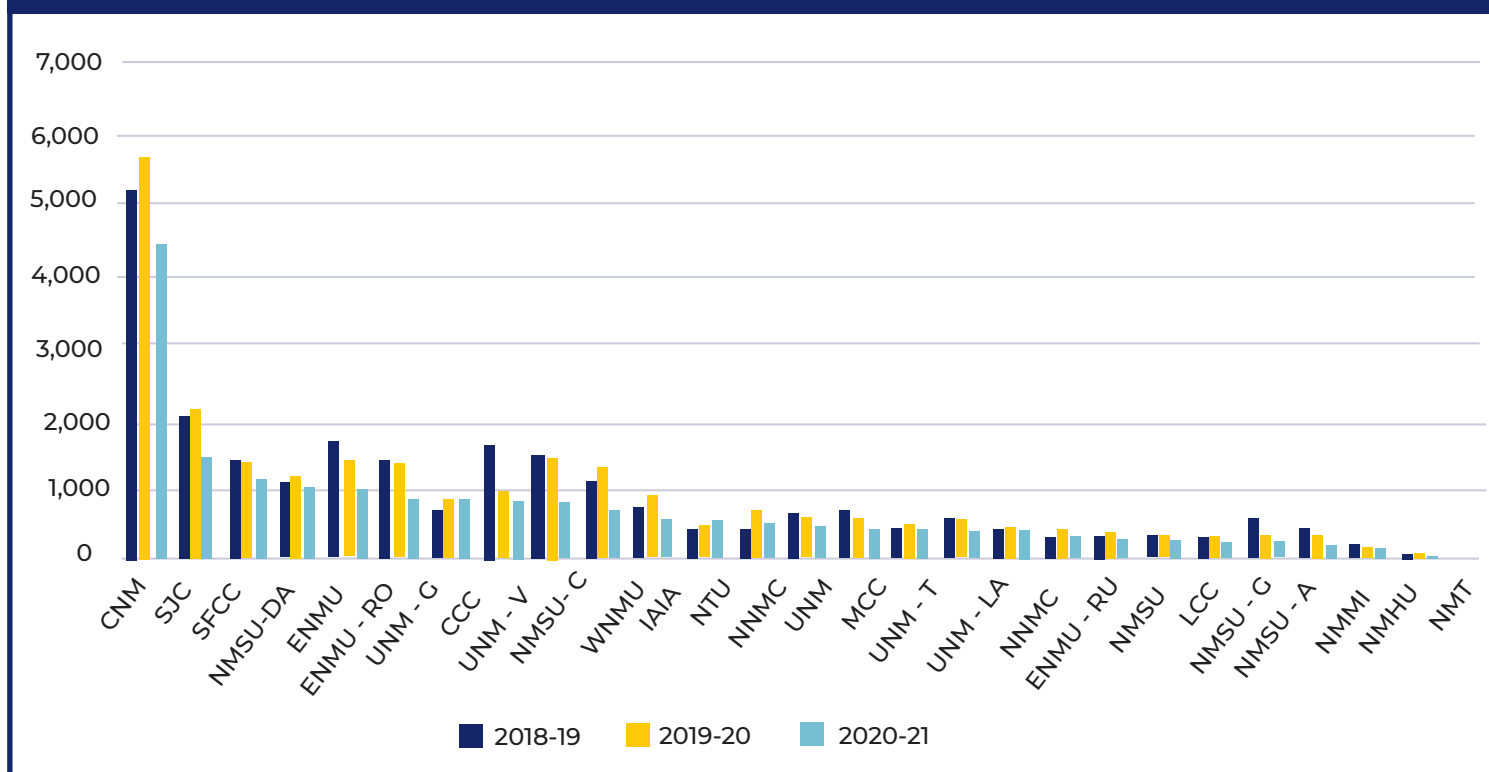
Note: Nearly all institutions experienced a decline in dual enrollment in 2020-2021.

DUAL ENROLLMENT AT POSTSECONDARY INSTITUTIONS

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*See Appendix D on page 30 for participating institution abbreviations.

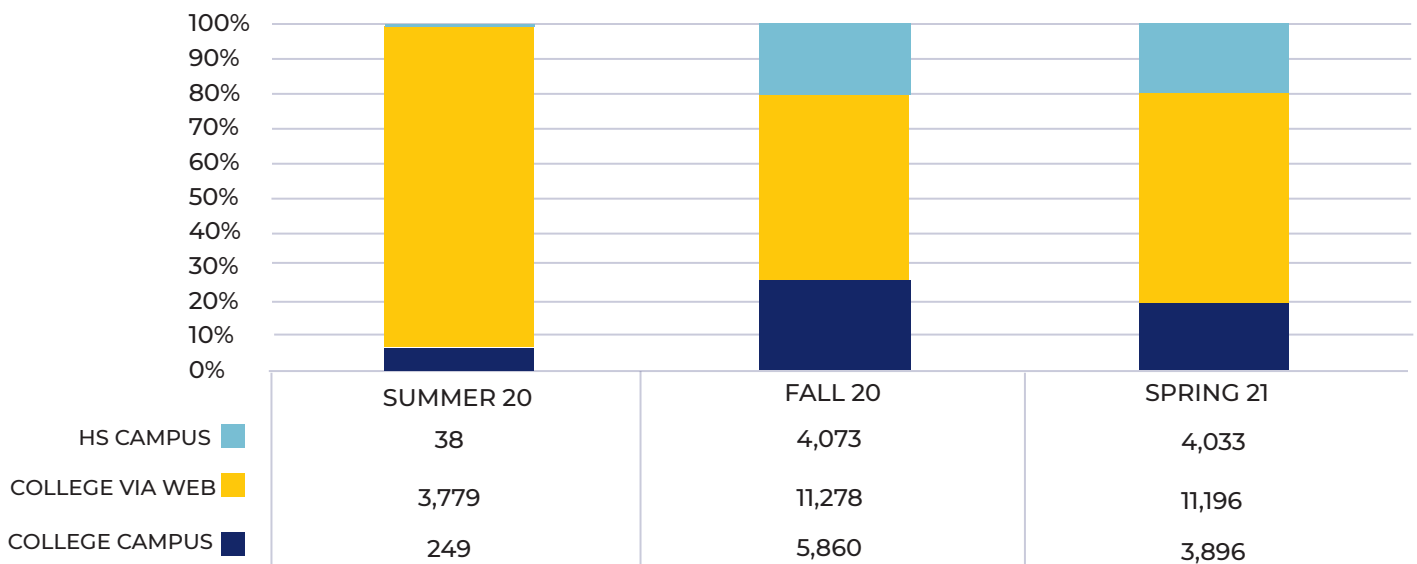
SCHOOL YEAR TO SCHOOL YEAR: DUAL CREDIT ENROLLMENT BY HIGHER EDUCATION INSTITUTION



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, but in the 2020-2021 school year, as a result of the pandemic, online delivery accounted for nearly 60 percent of total dual credit enrollment.

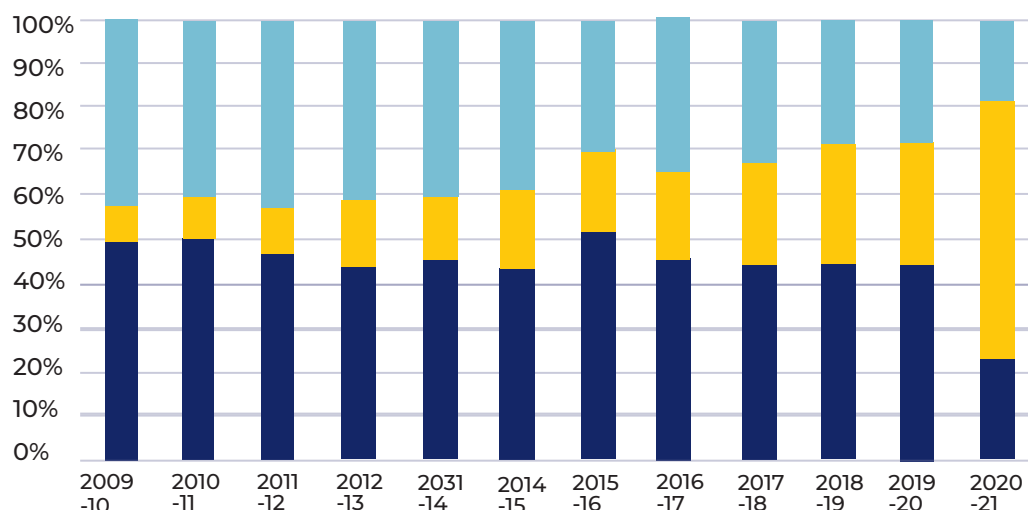
ACADEMIC YEAR 2020-2021: COURSE DELIVERY LOCATION



COLLEGE DUAL CREDIT COURSE DELIVERY

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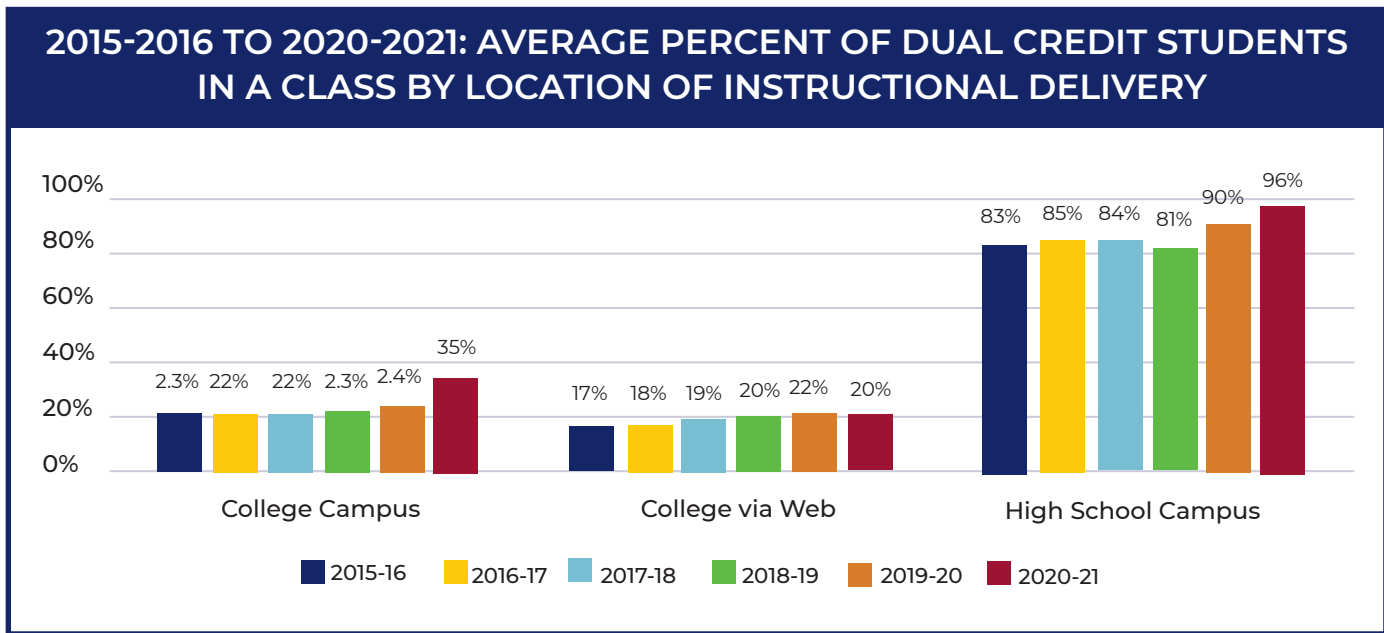
2009-2010 TO 2020-2021: DUAL CREDIT INSTRUCTIONAL DELIVERY LOCATION



HS Campus	10,517	10,779	11,347	13,305	14,686	15,918	14,399	18,242	16,521	14,138	15,023	8,144
College via Web	2,444	2,856	3,337	5,002	5,985	7,744	9,244	10,864	12,818	13,793	15,174	26,253
College Campus	12,162	13,912	12,289	14,295	17,206	18,093	25,526	24,906	23,128	22,386	23,969	10,005

DUAL CREDIT STUDENTS IN A CLASS BY LOCATION OF DELIVERY

Typically, for in-person college classes and college classes delivered via virtually, approximately 20 percent to 35 percent of the students enrolled in the class are dual credit students. When delivered in the high school the great majority of students are dual credit students.



Note: Some course delivered at a high school are offered during the evening or on weekends and have some non-high school students enrolled, most courses delivered at a high school are 100% dual credit students.

The percentage of Lottery Scholarship recipients is highest at the Research institutions, followed by the Comprehensive universities, with the lowest percentage of students receiving Lottery Scholarships within the Community College sector (two-year institutions). Figure 2, below, shows students receiving Lottery Scholarships distributed by sector from FY09 through FY20.

EVALUATION OF THE DUAL CREDIT PROGRAM

The PED and HED 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 (BIE) high schools; public higher education 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 2020-2021 academic year, 16,587 individual students enrolled in 44,402 dual credit courses.

Specific progress indicators—including enrollment, percentage of students who complete courses, the grades achieved, and course delivery options—will continue to be collected and monitored to ensure students are receiving appropriate instruction aligned to their career aspirations.

DUAL CREDIT COUNCIL ACTIVITY

The Dual Credit Council (DCC) released a Policy and Procedures Manual in 2018. The manual provides best practices for administering dual credit activity for higher education institutions and school districts, as well as important information for 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
- Refining STARS reporting to improve data integrity and data alignment between the PED and HED
- Developing transfer of credit recommendations between secondary and postsecondary schools
- Increasing the measurement of dual credit
- Providing frequently asked questions (FAQs) and making them available on the PED website or HED website.

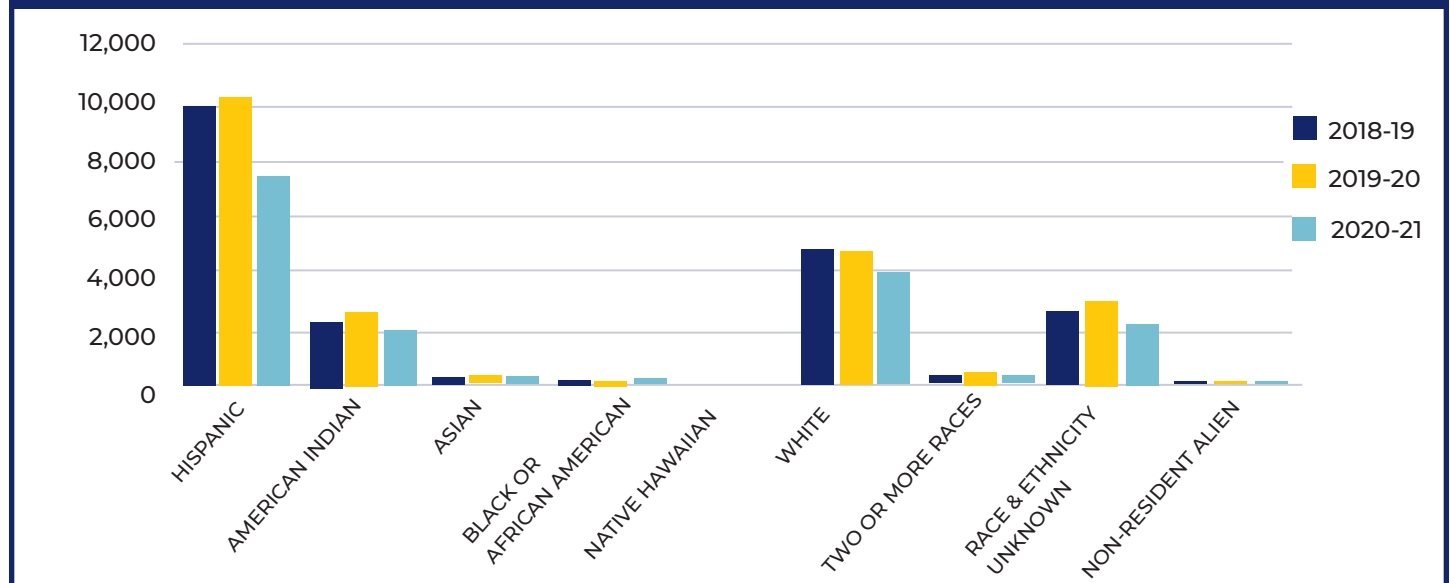
The work of the DCC in these specific areas maintains the culture of continuous improvement that both New Mexico education agencies embrace. But more importantly, this work promotes student achievement, equity, and access to higher education for New Mexico's students that provides personal and professional growth in preparation for 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 kindergarten through 12. New Mexico is ranked thirty-seventh in overall population size, has the fifth largest land mass in the United States, and ranks 45th 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 nearly all higher education institutions throughout the state, the dual credit program provides opportunities for students who reside in rural communities.

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 opportunity gap. Dual credit offerings in New Mexico provide opportunities for all students, regardless of race and ethnicity.

2009-2010 TO 2020-2021: DUAL CREDIT INSTRUCTIONAL DELIVERY LOCATION



Education is a key to economic prosperity—quality careers and higher earning power. Benefits from dual credit enrollment are being gained by both high school and college students across the nation 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 senior year in high school

The transition:

- Connecting high school and college curricula
- Facilitating the transition between high school and college
- Developing stronger relationships between colleges and their communities
- Easing of students to college
- Acclimating students to the college environment
- Preparing students for college work and reducing the need for remedial coursework

The transition:

- 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 education (CTE) 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

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 LOCAL EDUCATION AGENCY 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

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

Career Technical Education (CTE)

Organized programs offering a sequence of courses (including technical education and applied technology education) which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring an industry-recognized credential, certificate, or degree.

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 (DCC)

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

Dual Credit Program

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

Elective Course

Courses defined and approved as such by local school boards

FERPA

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

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.

Higher Education Institution (HEI)/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

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

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

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)

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 & Branches
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 & 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)

TRIBALLY CONTROLLED HIGHER EDUCATION INSTITUTIONS

INSTITUTION ABBREVIATION	INSTITUTION	CAMPUS
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)

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)
- *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)
- *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>

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