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2023 STATE REPORT

Dual Credit Annual Report

For academic year 2022-2023

Michelle Lujan Grisham

Governor

Secretary Arsenio Romero, Ph.D.

New Mexico Public Education Department

Secretary Stephanie M. Rodriguez, M.C.R.P.

New Mexico Higher Education Department

NEW MEXICO
HIGHER EDUCATION
DEPARTMENT

Fostering Student Success from Cradle to Career



NEW MEXICO
Public Education Department



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

<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/college-acceleration/dual-credit/>

It can also be accessed via the link to the “Dual Credit Annual Reports” on the webpage of the New Mexico Higher Education Department website:

https://hed.nm.gov/resources-for-schools/public_schools/dual-credit

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- Rebecca Galves, Data Coordinator, New Mexico Public 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 2022-2023, the HED 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 appeal 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; and
 - Supporting a strong sense of community by 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.

These practices, and the rules and procedures concerning Dual Credit, are documented in the Dual Credit Policy and Procedures Manual:

<https://webnew.ped.state.nm.us/wp-content/uploads/2023/07/CCRB-Dual-Credit-Policy-and-Procedures-Manual.pdf>

COVID-19 & Virtual Learning

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.

While during the 2022-2023 academic year, dual credit instruction was conducted as prior to the pandemic, students enrolled in dual credit courses confronted the challenges of residual effects from the impact of COVID-19; most notably, with respect to learning loss. LEAs and HEIs are equally aware of learning loss and its effects on student performance. Collaborative efforts have been created to assist students.

COVID-19 also continues to impact New Mexico students as virtual learning continues to shape instruction delivery and student learning. Data in this year's Dual Credit Report shows increases in enrollment and types of course participation compared to previous years; however, dual credit enrollment has still not returned to the 2019-2020 level.

Funding

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, and LEAs cover costs of the textbook and instructional materials that would otherwise be paid 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.”

Currently, New Mexico administrative code does not allow HEIs to collect tuition or general fees for dual credit courses. As the number of dual credit students is expected to grow in a post-pandemic environment, colleges and universities are left to identify additional funds and deploy resources for wrap-around supports such as advisors and career facilitators.

In response to a growing need to support this, in 2022 Governor Michelle Lujan Grisham signed into law HB2, which included an appropriation of \$4 million for Fiscal Year 2023 (FY23) to the New Mexico Higher Education Department for the Dual Credit Program.

HED followed the language of HB2 to “pay colleges for successfully completed dual-credit courses that are accepted by higher education institutions toward the degree requirements of an accredited academic program.” The agency excluded any developmental and physical

education courses taken by dual credit students and included courses with a passing grade, as is used in the momentum points calculation in the higher education funding formula for Instruction and General (I&G) funding. The agency took the average successfully completed student credit hours over the last three academic years and allocated \$4 million proportionately. HED also set a minimum award of \$50,000 for each participating higher education institution. This minimum base will allow for all colleges and universities to develop better advisement, tools, and services for dual credit students.

While funding for FY25 is not yet determined, the HED requested an additional \$2 million to support dual credit and wrap-around services for dual credit students.

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:

- (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, who aren’t charged tuition by the college, and their high 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.

Annual Data Update

Provisions for Collecting & Publishing Annual Data

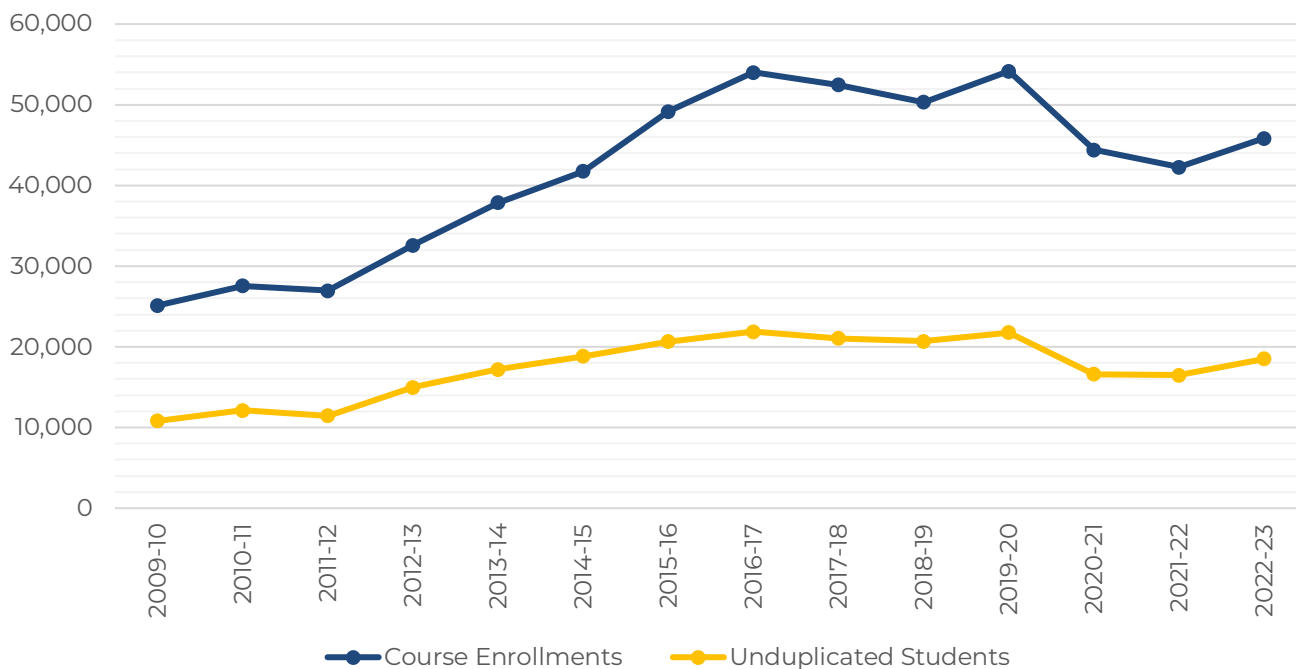
Collaboration among the PED, HED, LEAs, and HEIs provides the ability to collect and publish annual data. The LEAs report to the PED and the HEIs report information to the HED. The data outlined in this report has been collected by the PED and HED. All data is held securely and no personal data for students is ever released.

| 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 • 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 2022–2023, 18,524 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 students enrolled in a combined total of 45,823 dual credit courses.

Dual Credit Program Students and Course Enrollments
2009-10 to 2022-23

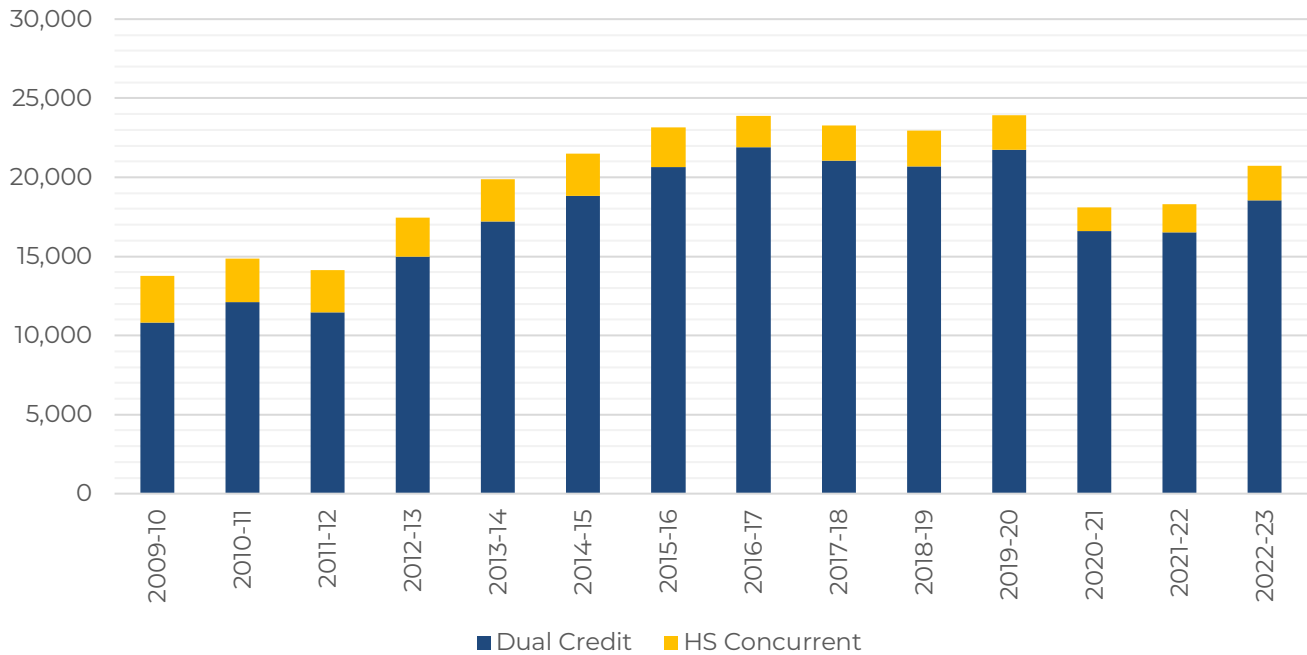


**Methodology changes, and data corrections, have resulted in slight changes in course enrollment data for 2015-16 thru 2019-20*

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”.

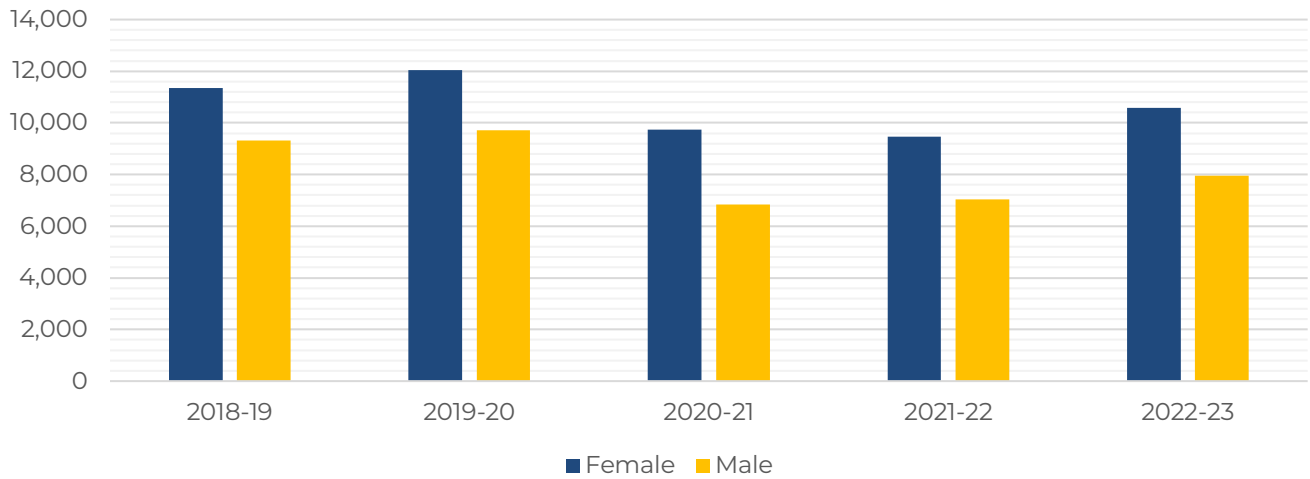
Dual Credit & High School Concurrent Enrollment
2009-10 to 2022-23



Gender Participation

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

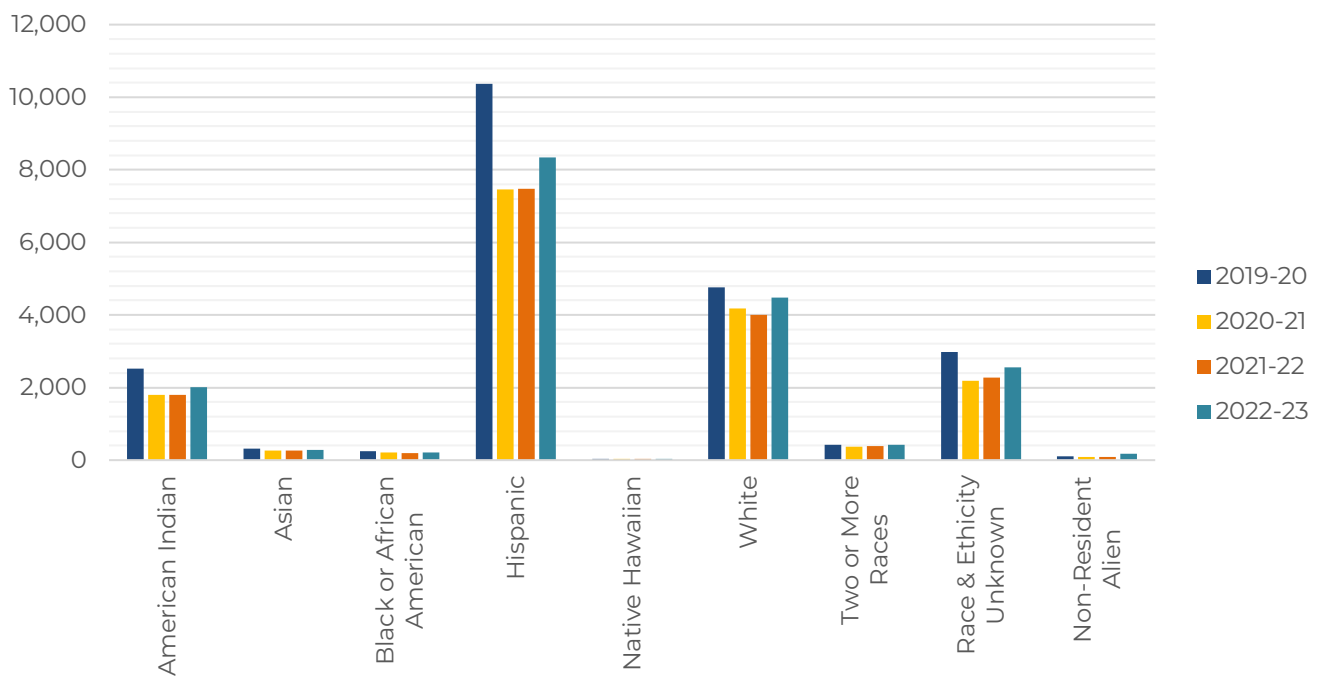
Dual Credit Students by Gender
2018-19 to 2022-23



Participation by Ethnicity

While dual credit enrollment did decrease in 2020-2021 due to the effect of COVID 19, the distribution of dual credit students by ethnicity did not change very much, but there did seem to be a small impact. The distribution of Hispanic dual credit students dropped about 2.5% points, from 47.7% to 45.3%, and there was a corresponding increase in white, non-Hispanic dual credit students, from 21.9% to 24.3%. The distribution of American Indian dual credit students decreased by less than one percentage point, from 11.6% to 10.9%, and the distribution by all other racial/ethnic groups remained unchanged. The 2022-2023 data reflects an increase across all ethnicities from the 2021-2022 numbers.

Dual Credit Students by Ethnicity
2019-20 to 2022-23



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. The subject areas below show enrollment across the summer, fall, and spring semesters; they are sorted into four broad categories (Liberal Arts, Science and Technical, CTE, and Other) and by size of enrollment, from largest enrollments to smallest.

| Course Type | CIP 2 | CIP2Title | 21-22 | 20-21 | 22-23 |
|-----------------------|-------|--|--------|--------|--------|
| Liberal Arts | 23 | ENGLISH LANGUAGE AND LITERATURE/LETTERS. | 5,012 | 4,610 | 4180 |
| Liberal Arts | 50 | VISUAL AND PERFORMING ARTS. | 2,980 | 3,091 | 3147 |
| Liberal Arts | 42 | PSYCHOLOGY. | 2,299 | 1,970 | 2306 |
| Liberal Arts | 45 | SOCIAL SCIENCES. | 2,333 | 1,943 | 2128 |
| Liberal Arts | 16 | FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS. | 2,674 | 1,942 | 2125 |
| Liberal Arts | 24 | LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES. | 1,046 | 1,631 | 1744 |
| Liberal Arts | 54 | HISTORY. | 1,774 | 1,514 | 1500 |
| Liberal Arts | 09 | COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS. | 1,067 | 982 | 1348 |
| Liberal Arts | 13 | EDUCATION. | 998 | 974 | 981 |
| Liberal Arts | 30 | MULTI/INTERDISCIPLINARY STUDIES. | 483 | 462 | 479 |
| Liberal Arts | 38 | PHILOSOPHY AND RELIGIOUS STUDIES. | 438 | 348 | 444 |
| Liberal Arts | 05 | AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES. | 278 | 278 | 413 |
| | | | 21,382 | 19,745 | 20,795 |
| Science and Technical | 27 | MATHEMATICS AND STATISTICS. | 4,744 | 3,764 | 4111 |
| Science and Technical | 26 | BIOLOGICAL AND BIOMEDICAL SCIENCES. | 2,921 | 2,657 | 2803 |
| Science and Technical | 40 | PHYSICAL SCIENCES. | 2,657 | 2,178 | 2329 |
| Science and Technical | 11 | COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES. | 1,743 | 1,826 | 1785 |
| Science and Technical | 01 | AGRICULTURAL/ANIMAL/PLANT/VETERINARY SCIENCE AND RELATED FIELDS. | 738 | 890 | 904 |
| Science and Technical | 14 | ENGINEERING. | 221 | 162 | 363 |
| Science and Technical | 03 | NATURAL RESOURCES AND CONSERVATION. | 110 | 137 | 134 |
| Science and Technical | 04 | ARCHITECTURE AND RELATED SERVICES. | 100 | 65 | 77 |
| | | | 13,234 | 11,679 | 12,506 |
| CTE | 51 | HEALTH PROFESSIONS AND RELATED PROGRAMS. | 1,988 | 2,337 | 2557 |
| CTE | 52 | BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES. | 1,524 | 1,897 | 1886 |
| CTE | 48 | PRECISION PRODUCTION. | 953 | 1,440 | 1829 |

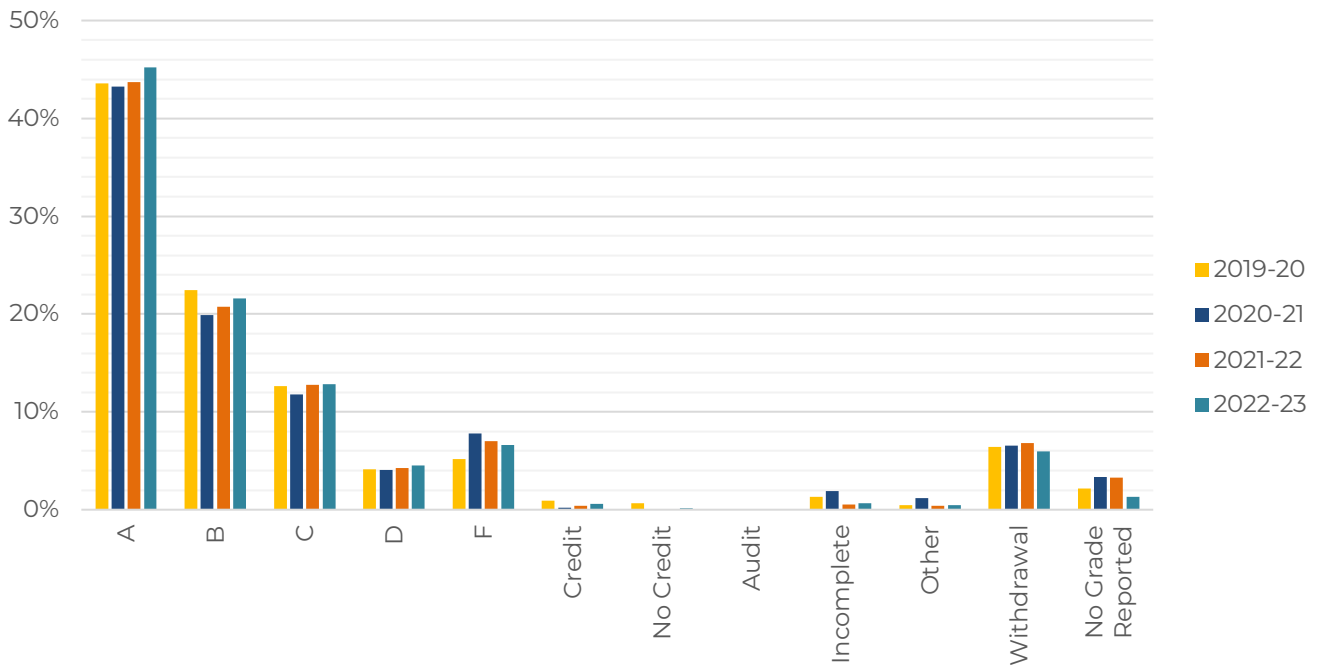
| Course Type | CIP 2 | CIP2Title | 21-22 | 20-21 | 22-23 |
|-------------|-------|---|-------|-------|--------|
| CTE | 15 | ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS. | 760 | 749 | 990 |
| CTE | 12 | CULINARY, ENTERTAINMENT, AND PERSONAL SERVICES. | 501 | 634 | 844 |
| CTE | 43 | HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES. | 875 | 611 | 754 |
| CTE | 47 | MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS. | 502 | 597 | 536 |
| CTE | 46 | CONSTRUCTION TRADES. | 132 | 254 | 452 |
| CTE | 19 | FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES. | 202 | 195 | 262 |
| CTE | 10 | COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES. | 114 | 148 | 203 |
| CTE | 44 | PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS. | 44 | 61 | 85 |
| CTE | 41 | SCIENCE TECHNOLOGIES/TECHNICIANS. | 7 | 37 | 32 |
| CTE | 34 | HEALTH-RELATED KNOWLEDGE AND SKILLS. | 10 | 16 | 14 |
| CTE | 49 | TRANSPORTATION AND MATERIALS MOVING. | 5 | 8 | 9 |
| CTE | 29 | MILITARY TECHNOLOGIES AND APPLIED SCIENCES. | 6 | 5 | 5 |
| CTE | 22 | LEGAL PROFESSIONS AND STUDIES. | 8 | 4 | 4 |
| | | | 7,631 | 8,993 | 10,462 |
| Other | 37 | PERSONAL AWARENESS AND SELF-IMPROVEMENT. | 2,034 | 1,691 | 1851 |
| Other | 32 | BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION. | 70 | 136 | 150 |
| Other | 31 | PARKS, RECREATION, LEISURE, FITNESS, AND KINESIOLOGY. | 22 | 30 | 46 |
| Other | 36 | LEISURE AND RECREATIONAL ACTIVITIES. | 29 | 4 | 5 |
| Other | 33 | CITIZENSHIP ACTIVITIES. | | 1 | 2 |
| | | | 2,155 | 1,862 | 2,054 |

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 to be considered successful. Under this standard, 80% percent of the 45,791 dual credit courses taken met the success criterion in 2022-2023. That is an increase of about three percentage points from the previous academic year where 77% of dual credit courses were successfully completed.

Of the 20% of course enrollments considered unsuccessful, about 11% received a D or F grade. The remaining students had other results, such withdrawing from the course, receiving an incomplete, or taking a course credit or no credit.

Distribution of Dual Credit Final Grades
2019-20 to 2022-23



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, 89.3%, of dual enrollment students are also dual credit. A complete list of higher education institution abbreviations is available in Appendix D of this report.

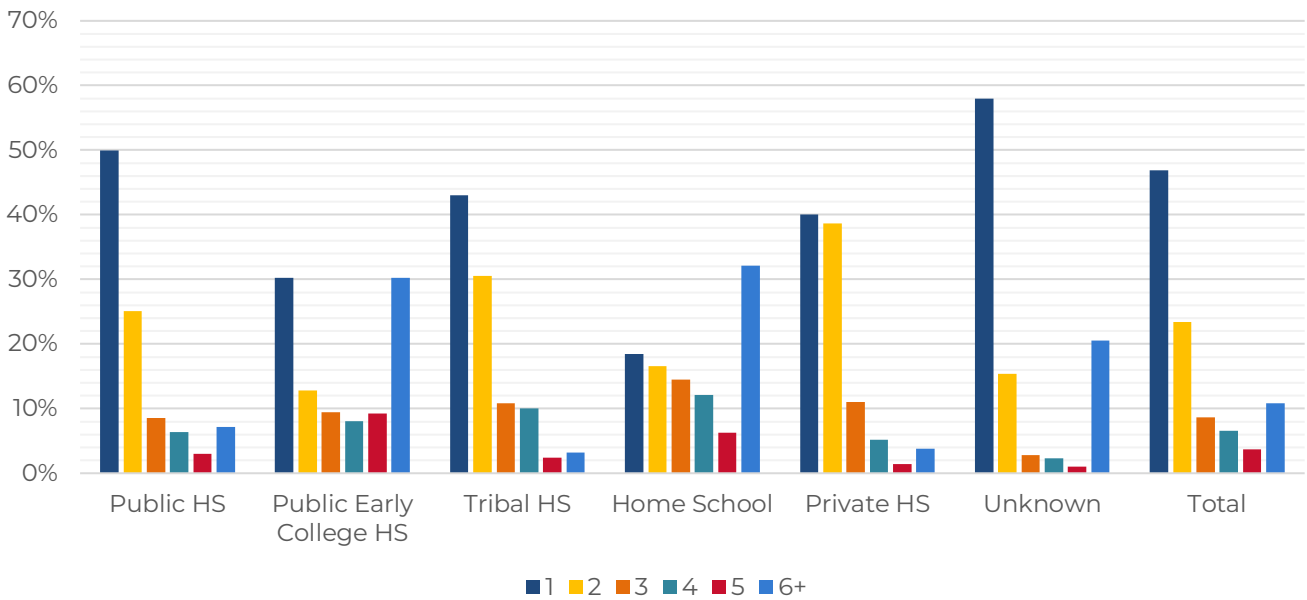
The five public HEIs that serve most dual enrollment students include Central New Mexico Community College (CNM), San Juan College (SJC), Southeast New Mexico College (SENMC), Eastern New Mexico University (ENMU) and ENMU-Roswell (ENMU-RO). The counts of dual enrollment students in the table and graph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

| All High School Dual Enrollment Students | | | | | |
|--|---------|---------|---------|---------|---------|
| Inst | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| NMT | 12 | 5 | 13 | 6 | 4 |
| NMSU | 320 | 299 | 268 | 227 | 255 |
| UNM | 627 | 574 | 443 | 332 | 402 |
| ENMU | 1,662 | 1,402 | 950 | 1,067 | 1,232 |
| NMHU | 82 | 81 | 39 | 109 | 158 |
| NNMC | 275 | 398 | 345 | 319 | 300 |
| WNMU | 726 | 881 | 562 | 793 | 795 |
| ENMU-RO | 1,380 | 1,351 | 845 | 842 | 1,185 |
| ENMU-RU | 309 | 383 | 290 | 328 | 406 |
| NMSU-AL | 358 | 344 | 191 | 225 | 196 |
| NMSU-DA | 1,077 | 1,161 | 1,054 | 988 | 1,070 |
| NMSU-GR | 560 | 344 | 252 | 238 | 278 |
| UNM-GA | 672 | 845 | 838 | 824 | 791 |
| UNM-LA | 397 | 455 | 383 | 332 | 318 |
| UNM-TA | 549 | 540 | 386 | 438 | 606 |
| UNM-VA | 1,474 | 1,452 | 798 | 1,077 | 1,074 |
| CNM | 5,249 | 5,730 | 4,479 | 3,941 | 4,235 |
| CCC | 973 | 973 | 806 | 793 | 828 |
| LCC | 282 | 283 | 257 | 223 | 290 |
| MCC | 434 | 471 | 406 | 521 | 406 |
| NMJC | 632 | 600 | 479 | 357 | 432 |
| SJC | 2,040 | 2,088 | 1,448 | 1,524 | 1,815 |
| SFCC | 1,399 | 1,383 | 1,143 | 1,132 | 1,071 |
| SENMC | 1,113 | 1,280 | 711 | 938 | 1,537 |
| DINE | 19 | 12 | 9 | 4 | 7 |
| IAIA | 399 | 427 | 502 | 689 | 709 |
| NTU | 406 | 657 | 493 | 316 | 481 |
| NMMI | 151 | 159 | 139 | 138 | 143 |

Dual Enrollment at Postsecondary Institutions by Number of Classes Taken

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.

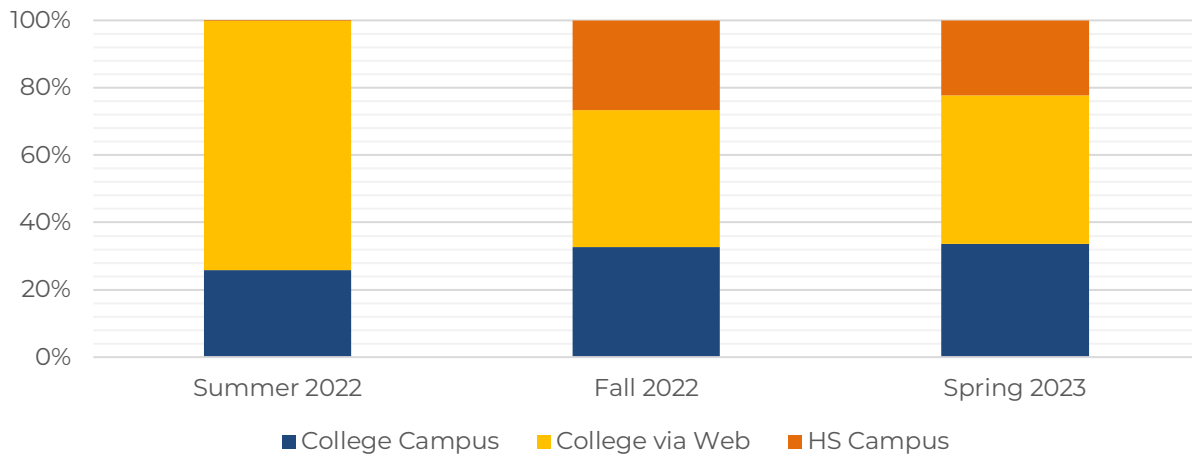
Share of Dual Credit Students by Number of Courses Taken for Each High School Type 2022-23



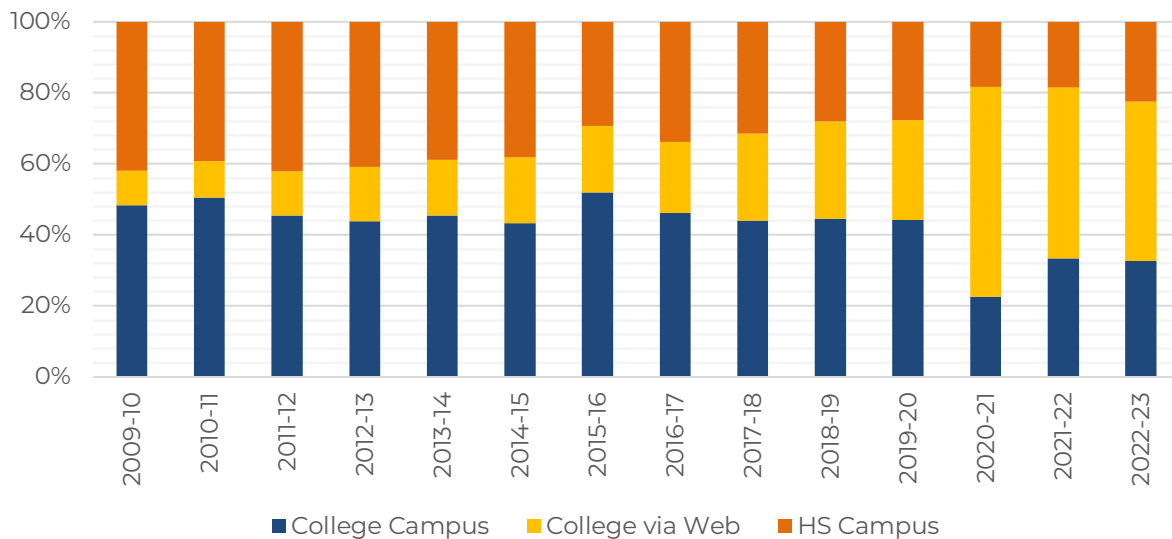
College Dual Credit Course Delivery

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. The second chart shows that online courses continue to make up a larger share of all dual credit course enrollments than prior to the COVID-19 pandemic. However, this share has declined slightly in each of the past two years.

Share of Dual Credit Course Enrollments by Course Delivery Modality Summer 2022 to Fall 2023



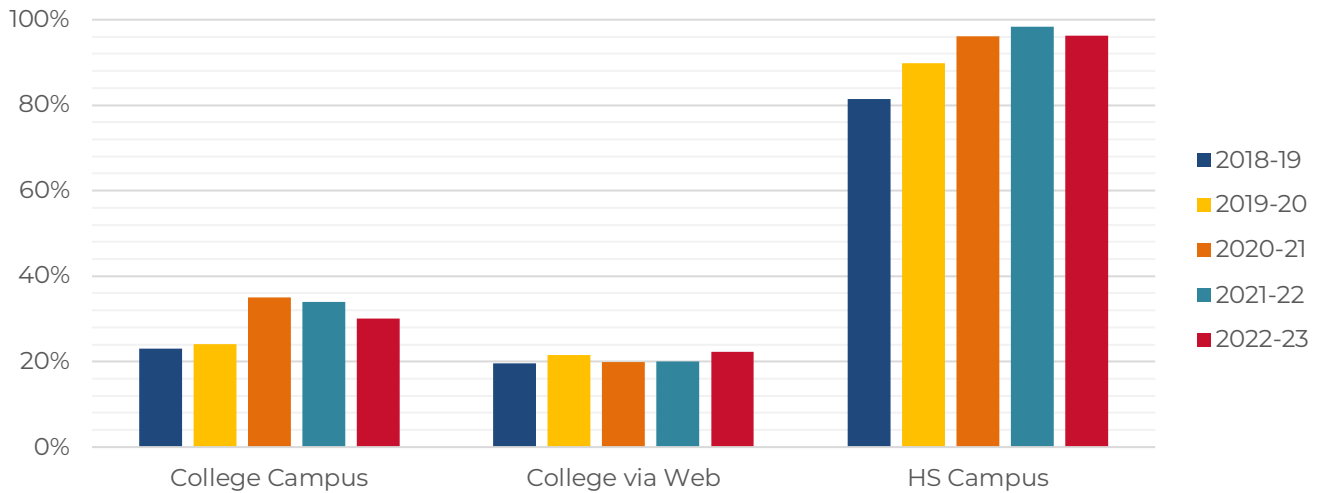
Share of Dual Credit Course Enrollments by Course Delivery Modality 2009-10 to 2022-23



Dual Credit Students in a Class by Location of Delivery

For College Classes and College Classes delivered via the Web, approximately 30% and 22% of students in each course were Dual Credit students respectively in 2022-23. When delivered in the high school the great majority (96%) of students were Dual Credit students in 2022-23.

Dual Credit Students as a Share of All Enrolled Students
by Delivery Modality
2018-19 to 2022-23



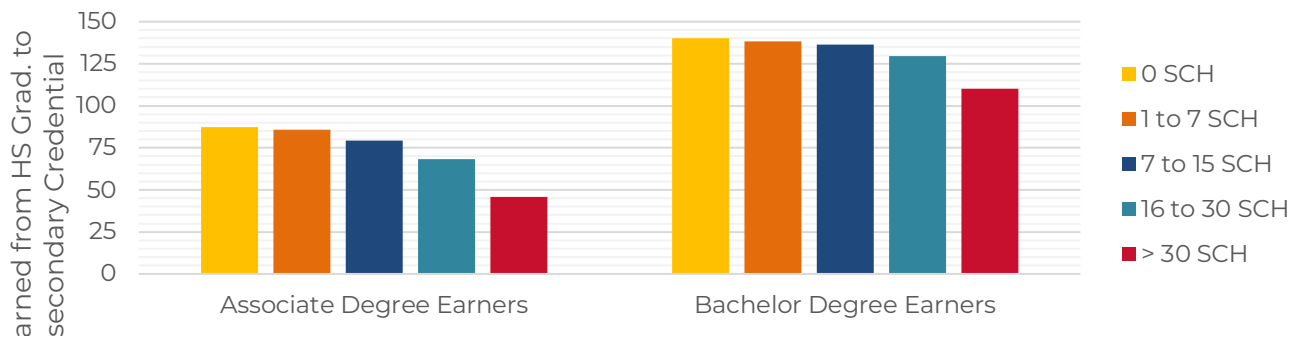
Note: Some courses delivered at a high school are offered during the evening or on weekends and have some non-high school students enrolled, most courses delivered at a high school are 100% dual credit students.

Time to Degree and Total Credits Earned for Associate and Baccalaureate Degree Recipients

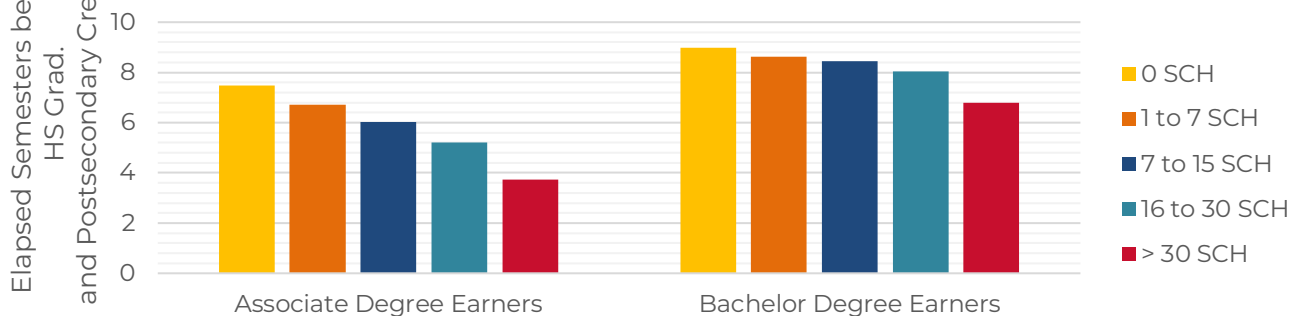
The following two charts represent all associate and baccalaureate degree recipients at public institutions in New Mexico who started college as a first-time freshman in summer or fall 2015. Total earned credit hours (classes with a passing grade) at any institution in the state as of the semester the degree was awarded were accumulated, and the total number of semesters were counted (summer was treated as half semester). The students were then segmented according to the number of credit hours earned as a dual credit student (these would have been earned prior to enrollment as a first-time freshman).

The data shows a clear linear relationship between total hours earned in dual credit and total number of semesters and total hours earned after enrollment as a first-time freshman (this represents the hours that a student had to pay for after high school graduation and the average number of semesters to complete a degree after high school graduation).

Mean Student Credit Hours (SCH) Earned from High School (HS) Graduation to Completion of Postsecondary Credential by Total Dual Credit Hours Earned 2020-21 to 2022-23 Graduates



Mean Elapsed Semesters between High School (HS) Graduation and Completion of Postsecondary Credential by Total Dual Credit Hours Earned 2020-21 to 2022-23 Graduates



Graduation Rates

The chart below details information for school year 2021-2022 and the Class of 2021 cohort. As shown in the table below, the overall statewide cohort graduation rate for students taking dual credit is 88.87 percent this year. This represents a decrease from 89.3 percent attained last year. (* indicates data was not available.)

| District Code | District Name | Dual Credit Grad Rate | Four Year 2022 Cohort Grad Rate |
|---------------|---------------|-----------------------|---------------------------------|
| 1 | ALBUQUERQUE | 88.54 | 69.62 |
| 2 | RESERVE | 88.43 | 49.94 |
| 3 | QUEMADO | 81.62 | 92.41 |
| 4 | ROSWELL | 87.52 | 68.72 |
| 5 | HAGERMAN | 100.00 | 88.96 |
| 6 | DEXTER | 90.75 | 85.91 |
| 7 | LAKE ARTHUR | 87.88 | 85.83 |
| 8 | CIMARRON | 82.39 | 68.95 |
| 9 | RATON | 71.57 | 77.00 |
| 10 | SPRINGER | 81.82 | 79.24 |
| 11 | MAXWELL | 100.00 | 92.26 |
| 12 | CLOVIS | 88.75 | 83.60 |
| 13 | TEXICO | 100.00 | 90.41 |
| 14 | MELROSE | 100.00 | 94.17 |
| 15 | GRADY | 100.00 | 83.76 |
| 16 | FT SUMNER | 100.00 | 78.35 |
| 17 | LAS CRUCES | 98.34 | 81.41 |
| 18 | HATCH | 93.35 | 85.53 |
| 19 | GADSDEN | 98.72 | 87.46 |
| 20 | CARLSBAD | 83.88 | 78.05 |
| 21 | LOVING | 87.03 | 84.38 |
| 22 | ARTESIA | 91.83 | 79.19 |
| 23 | SILVER CITY | 90.78 | 84.25 |
| 24 | COBRE CONS. | 95.73 | 91.77 |
| 25 | SANTA ROSA | 100.00 | 96.55 |
| 26 | VAUGHN | 100.00 | 55.24 |
| 27 | ROY | 100.00 | 100.00 |
| 28 | MOSQUERO | 100.00 | 100.00 |
| 29 | LORDSBURG | 83.62 | 83.62 |
| 30 | ANIMAS | 100.00 | 100.00 |
| 31 | LOVINGTON | 97.94 | 86.43 |
| 32 | EUNICE | 97.40 | 82.78 |
| 33 | HOBBS | 92.69 | 88.24 |
| 34 | JAL | 100.00 | 80.12 |
| 35 | TATUM | 100.00 | 96.46 |
| 36 | RUIDOSO | 95.24 | 84.09 |
| 37 | CARRIZOZO | 100.00 | 79.18 |

| District Code | District Name | Dual Credit Grad Rate | Four Year 2022 Cohort Grad Rate |
|----------------------|----------------------|------------------------------|--|
| 39 | HONDO | 83.96 | 73.66 |
| 40 | CAPITAN | 94.56 | 77.65 |
| 41 | LOS ALAMOS | 100.00 | 95.78 |
| 42 | DEMING | 86.72 | 81.20 |
| 43 | GALLUP | 88.94 | 75.02 |
| 44 | MORA | 59.18 | 58.38 |
| 46 | ALAMOGORDO | 98.05 | 85.57 |
| 47 | TULAROSA | 100.00 | 66.88 |
| 48 | CLOUDCROFT | 93.85 | 92.20 |
| 49 | TUCUMCARI | 97.60 | 72.09 |
| 50 | HOUSE | 96.12 | 49.68 |
| 51 | LOGAN | 100.00 | 73.32 |
| 52 | SAN JON | 77.78 | 70.31 |
| 53 | CHAMA | 14.55 | 12.67 |
| 54 | DULCE | 54.61 | 50.97 |
| 55 | ESPANOLA | 93.14 | 76.07 |
| 56 | JEMEZ MOUNTAIN | 91.21 | 91.21 |
| 57 | PORTALES | 95.03 | 81.56 |
| 58 | ELIDA | 100.00 | 94.67 |
| 59 | FLOYD | 100.00 | 93.55 |
| 60 | DORA | 91.18 | 87.73 |
| 61 | BERNALILLO | 92.67 | 80.64 |
| 62 | CUBA | 96.60 | 91.18 |
| 63 | JEMEZ VALLEY | 100.00 | 68.78 |
| 64 | AZTEC | 84.88 | 67.01 |
| 65 | FARMINGTON | 89.00 | 84.61 |
| 66 | BLOOMFIELD | 93.47 | 80.85 |
| 67 | CENTRAL CONS. | 83.66 | 72.26 |
| 68 | WEST LAS VEGAS | 72.65 | 67.91 |
| 69 | LAS VEGAS CITY | 93.07 | 77.53 |
| 70 | PECOS | 95.88 | 79.60 |
| 71 | SANTA FE | 84.11 | 81.82 |
| 72 | POJOAQUE | 92.50 | 84.37 |
| 73 | TRUTH OR CONS. | 93.41 | 79.79 |
| 74 | SOCORRO | 92.36 | 82.14 |
| 75 | MAGDALENA | 100.00 | 89.61 |
| 76 | TAOS | 73.77 | 67.77 |
| 77 | PEÑASCO | 100.00 | 94.27 |
| 78 | MESA VISTA | 94.68 | 73.09 |
| 79 | QUESTA | 93.68 | 78.86 |
| 80 | ESTANCIA | 100.00 | 94.28 |
| 81 | MORIARTY-EDGEWOOD | 91.10 | 79.22 |
| 82 | MOUNTAINAIR | 76.60 | 78.76 |

| District Code | District Name | Dual Credit Grad Rate | Four Year 2022 Cohort Grad Rate |
|----------------------|-------------------------------------|------------------------------|--|
| 83 | RIO RANCHO | 97.63 | 86.85 |
| 84 | CLAYTON | 100.00 | 86.58 |
| 85 | DES MOINES | 100.00 | 100.00 |
| 86 | LOS LUNAS | 81.23 | 71.53 |
| 87 | BELEN | 73.15 | 62.38 |
| 88 | GRANTS | 81.41 | 73.82 |
| 89 | ZUNI | 93.73 | 82.98 |
| 501 | MEDIA ARTS COLLABORATIVE CHARTER | 78.73 | 71.64 |
| 505 | SCHOOL OF DREAMS ACADEMY | 89.45 | 82.58 |
| 509 | NM SCHOOL FOR ARTS | 100.00 | 95.20 |
| 510 | TAOS ACADEMY | 93.22 | 95.64 |
| 511 | ALMA D'ARTE CHARTER | 100.00 | 71.63 |
| 512 | CESAR CHAVEZ COMMUNITY SCHOOL | 60.40 | 34.37 |
| 516 | ABQ SCHOOL OF EXCELLENCE | 92.37 | 73.30 |
| 518 | TIERRA ADENTRO | 100.00 | 90.59 |
| 519 | THE MASTERS PROGRAM | 83.15 | 82.41 |
| 520 | THE ASK ACADEMY | 100.00 | 79.14 |
| 524 | ALBUQUERQUE INSTITUTE OF MATH & SCI | 97.15 | 92.05 |
| 525 | AMY BIEHL CHARTER HIGH SCHOOL | 89.44 | 68.11 |
| 531 | SOUTHWEST SECONDARY LEARNING CENTER | 19.90 | 15.56 |
| 532 | ALDO LEOPOLD CHARTER | 80.91 | 81.38 |
| 536 | THE GREAT ACADEMY | 85.95 | 42.15 |
| 542 | MISSION ACHIEVEMENT AND SUCCESS | 97.39 | 92.74 |
| 544 | SW AERONAUTICS MATHEMATICS AND SCIE | 98.27 | 91.27 |
| 547 | MCCURDY CHARTER SCHOOL | 100.00 | 76.33 |
| 549 | NEW AMERICA SCHOOL - LAS CRUCES | 87.50 | 44.99 |
| 550 | ESTANCIA VALLEY CLASSICAL ACADEMY | 66.92 | 65.26 |
| 552 | WALATOWA CHARTER HIGH | 100.00 | 84.08 |
| 557 | EXPLORE ACADEMY | 86.97 | 68.39 |
| 562 | DEAP | 72.41 | 75.90 |
| 564 | MONTE DEL SOL CHARTER | 81.04 | 82.02 |
| 565 | TIERRA ENCANTADA CHARTER SCHOOL | 85.12 | 73.00 |
| 567 | LAS MONTANAS CHARTER | 100.00 | 27.81 |
| 568 | SIX DIRECTIONS INDIGENOUS SCHOOL | 83.51 | 57.57 |
| 578 | MIDDLE COLLEGE HIGH SCHOOL CHARTER | 100.00 | 94.82 |
| 999 | State of New Mexico | 88.87 | 76.31 |

Conclusions from Data Update

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 2022-2023 academic year, 18,524 individual students had 45,823 dual credit course enrollments.
- Encouraging high school students to pursue dual credit coursework, statistically increases the likelihood of their obtaining a high school diploma.

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.

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

Dual Credit Council Activity

The Dual Credit Council (DCC) updated the Policy and Procedures Manual in 2023. 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://webnew.ped.state.nm.us/wp-content/uploads/2023/07/CCRB-Dual-Credit-Policy-and-Procedures-Manual.pdf>

Specific areas on which the DCC focuses 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.
- Developing transfer of credit recommendations between secondary and postsecondary schools.
- Providing frequently asked questions (FAQs) and making them available on the PED website or HED website.
- Establishing qualitative and quantitative metrics to evaluate the dual credit program from a variety of perspectives including user, coordinator, fiscal, instructor, etc.

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.

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-sixth in overall population size, has the fifth largest land mass in the United States, and ranks 47th in population density. Furthermore, having an average of 17.5 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 2020 census reports that New Mexico's population is 50.1 percent Hispanic, 35.9 percent White, 11.2 percent Native American, 2.7 percent African American, and 2.1 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.

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, and
- 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,
- Allowing students to complete a college degree more quickly, and
- Reducing costs for a college education.

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, and
- 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 students' 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

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, and
- 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 academic year,
- Collaborate to offer dual credit courses at the high school site, and
- 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 the schedules for both the LEA and HEI,
- With parent or guardian, sign the FERPA release form in the dual credit request packet, and
- 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 of study offering a sequence of courses (including technical education and applied technology education) which are directly related to the preparation of individuals for employment in current or emerging occupations requiring an industry-recognized credential, certificate, or degree.

Developmental Course

Developmental courses 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, which protects the confidentiality of student records.

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 college or university, 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).

Nova

Nova is the next generation of the Student Teacher Accountability Reporting System (STARS) data collection system. A collaborative effort of the New Mexico Legislature, Public Schools and PED, it is a comprehensive student, staff, and course information system that provides a standard data set for each student served by New Mexico's 3Y/4Y – Grade 12 public education system.

Physical Education Activity Course

Courses with a CIP code of 36.0108.

Remedial (Developmental) 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. Colleges may also designate other courses as remedial or developmental and may use other CIP codes for those courses. These courses would also not be eligible for the Dual Credit Program.

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

Common Abbreviations

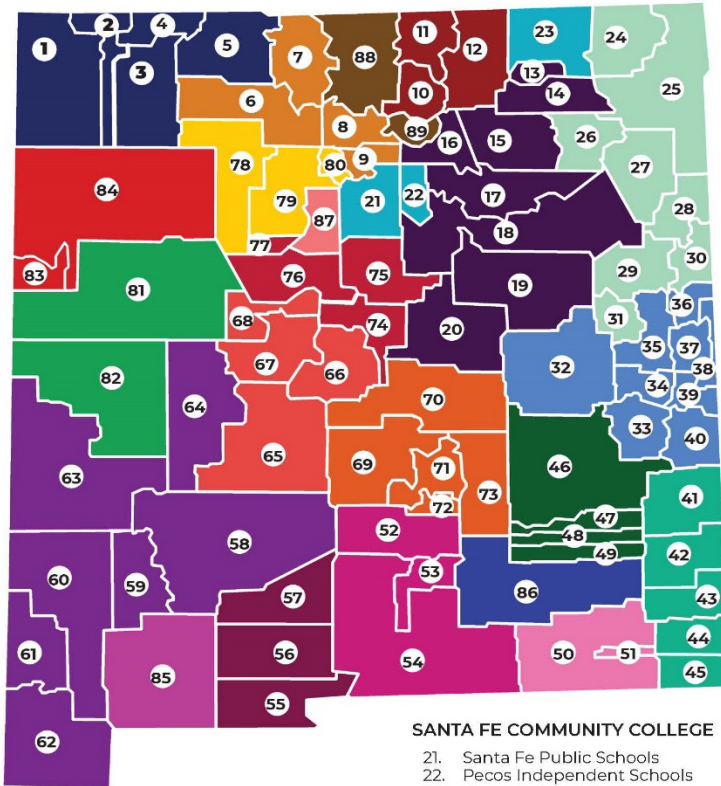
| | |
|-----------------|--|
| CTE | Career and Technical Education |
| CCRB | College and Career Readiness Bureau |
| DCC | Dual Credit Council |
| FAFSA | Free Application for Federal Student Aid |
| HED | Higher Education Department |
| HEI | Higher Education Institution |
| LEA | Local Educational Agency |
| NMAC | New Mexico Administrative Code |
| NOVA | Next generation of the STARS data collection system. |
| PED | Public Education Department |
| SY | School Year |
| SSN | Social Security Number |
| STARS ID | Student Teacher Accountability Reporting System (STARS) Identification Number (ID) |

Institutional Abbreviations

| | |
|----------------|---|
| CCC | Clovis Community College |
| CNM | Central New Mexico Community College |
| Diné | Diné College |
| ENMU | Eastern New Mexico University |
| ENMU-RO | Eastern New Mexico University – Roswell |
| ENMU-RU | Eastern New Mexico University – Ruidoso |
| IAIA | Institute of American Indian Arts |
| LCC | Luna Community College |
| MCC | Mesalands Community College |
| NMHU | New Mexico Highlands University |
| NMJC | New Mexico Junior College |
| NNMI | New Mexico Military Institute |
| NMSU | New Mexico State University |
| NMSU-AL | New Mexico State University – Alamogordo |
| NMSU-DA | New Mexico State University – Doña Ana |
| NMSU-GR | New Mexico State University – Grants |
| NMT | New Mexico Institute of Mining and Technology (New Mexico Tech) |
| NNMC | Northern New Mexico College |
| NTU | Navajo Technical University |
| SENMC | Southeast New Mexico College (prior to June 2022 was NMSU-Carlsbad) |
| SFCC | Santa Fe Community College |
| SJC | San Juan College |
| UNM | University of New Mexico |
| UNM-GA | University of New Mexico – Gallup |
| UNM-LA | University of New Mexico – Los Alamos |
| UNM-TA | University of New Mexico – Taos |
| UNM-VA | University of New Mexico – Valencia |
| WNMU | Western New Mexico University |

D. 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

SOUTHEAST NEW MEXICO COLLEGE **

50. Carlsbad Municipal Schools
51. Loving Municipal Schools

NEW MEXICO STATE UNIVERSITY- ALAMOGORDC

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 +

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:*
<https://www.sreb.org/publication/dual-enrollment-research>
- *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*
- *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:*
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www.ped.nm.gov