

Dual Credit: Funding and Student Outcomes

Summary

Dual credit courses, college-level classes taken by high school students for both high school and postsecondary credit, are part of a strategy to address weaknesses in New Mexico's educational pipeline. These include high need for remedial college coursework and students taking too many credits and too long to earn a certificate or degree. However, LFC's 2012 evaluation of dual credit found a lack of shared goals, performance measures, and oversight were undermining the justification for the dual credit program costs.

The Evaluation: *Dual Credit Cost-Effectiveness and Impact on Remediation and On-time Degree Completion* (July 2012) assessed state resource allocation to dual credit courses and materials, student and program enrollment trends, and the impact of dual credit participation on student high school and postsecondary performance. Seventy-five percent of the evaluation's recommendations have been implemented or are progressing toward implementation.

Since the 2012 evaluation, state and national policy changes have resulted in increased participation in dual credit, a shift of dual credit courses from the high school to the college campus or online, and a decrease in the funding higher education institutions receive per dual credit course. Along with participation, total state spending on dual credit has increased from an estimated \$34.4 million in FY12 to an estimated \$54.4 million in FY16. Moreover, while high schools still receive full funding for dual credit students, funding formula changes have resulted in colleges and universities receiving significantly less for each course they offer in excess of FY13 levels.

An updated review of student performance found that, as in 2012, students who take dual credit courses tend to require less remedial coursework and earn postsecondary credentials in less time than their peers who do not. However, additional analysis now shows the students who choose dual credit classes tend to have higher academic aptitude, which may better explain their college performance rather than dual credit experience alone.

Finally, while some conclusions can be reached with the information available, monitoring of dual-credit has so far yielded insufficient data to definitively determine its success. Current efforts by the Public Education and Higher Education Departments to revise dual credit standards present an opportunity to incorporate monitoring requirements into state administrative code.

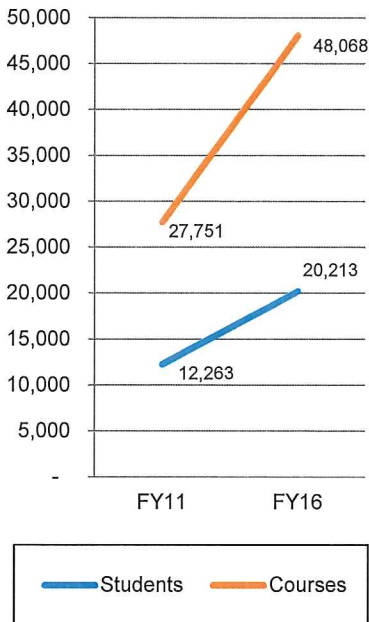
Progress Reports foster accountability by assessing the implementation status of previous program evaluation reports, recommendations and need for further changes.



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Student Participation

Figure 1. Dual Credit Growth



Source: HED & PED's Dual Credit Council

The number of dual credit students and courses has nearly doubled since FY11.

Policy changes are at least partially responsible for growth in both the number of students enrolled and the number of courses. As part of high school redesign, the Legislature required that students graduating in 2013 and after take an honors, Advanced Placement (AP), distance learning, or dual credit course to graduate. This requirement was meant to increase the rigor of the high school experience and better prepare students for college and career. As a result, between FY11 and FY16, the annual number of students taking dual credit courses increased 65 percent, from 12,263 to 20,213 – the latter number representing 20 percent of all high school students that year.

Early college high school students take more than quadruple the number of dual credit courses as their peers in traditional high schools. Early college high schools (ECHS) allow students to concurrently work toward a high school diploma and an associate's degree or two years of college credit. At least six early college high schools have opened their doors in New Mexico since 2013. Approximately 12 percent of dual credit students attended ECHSs in FY16, but not surprisingly these students accounted for approximately 19 percent of all dual credit courses that year. The difference is a result of ECHS students taking an average of four courses a year in FY16 as opposed to the average of two annual courses taken by other students.

Some students at one ECHS – Albuquerque's College and Career High School (CCHS) – take almost all courses for dual credit. In FY16, 144 individual students at CCHS took 949 courses for dual credit at Central New Mexico Community College (CNM) – an average of 6.6 courses per student. CCHS's FY16 total instructional budget in FY16 was \$823,911, which included the salaries for eight full-time teachers.

Type and Location of Courses

Students take a wide range of dual-credit courses, including many that do not contribute to a degree, that are increasingly are taught on a college campus by a professor.

More than half of FY16 dual credit students took courses outside the core education transfer curriculum approved by the Higher Education Department (HED) for easy credit transfer between New Mexico colleges. College credits earned outside the curriculum are not guaranteed to transfer between institutions unless the institutions have an articulation agreement in place. In FY16 only 42 percent of dual credit students took courses in this curriculum. Noncore courses included welding, emergency medical technology, foreign languages, and general studies.

Table 1. Most Popular Dual Credit Courses Outside HED's General Education Course Transfer Curriculum, FY16

Course Title	Students
General Mathematics	2,202
Personal Decision-Making Skills	1,801
General Computer and Information Sciences	1,144
Liberal Arts and Sciences/Studies	1,078
Spanish Lang. and Lit.	992
Welding Technology	736
General Art Studies	718
Emergency Medical Technology (EMT Paramedic)	691
Data Entry/Microcomputer Applications	634
General Agriculture	571

Source: HED

As was found in the 2012 LFC dual credit evaluation, "Taking dual credit courses does not guarantee the reduction of the total number of credits needed once enrolled in college." Though different institutions will accept transfer curriculum courses for credit, that credit is not always a requirement for a particular degree. For example, a dual credit course in art history, even though it is part of the transfer curriculum, will likely not be part of the set of courses necessary to obtain a degree in chemical engineering.

This situation may result in potential credit waste and extended time to graduation – results counter to the goals of the dual credit program. To remedy this situation, HED and the Public Education Department (PED) are formulating guidelines that would limit course selection to those courses that align with an individual student's defined meta-major (a map of basic coursework that can articulate to multiple degrees), major, or certificate path of study. Some stakeholders have expressed concern over this proposition, claiming that students should not be limited in course choices or be pushed to choose a career path while in high school. However, to be fiscally responsible, it is understandable that PED and HED are exploring a better balance among access to a wide variety of courses, the transferability of those courses between institutions, and access only to courses likely to contribute to an eventual degree or credential.

College faculty, as opposed to high school teachers, increasingly teach dual credit courses on college campuses. The percentage of courses taught at high school locations (as opposed to college campuses) decreased from a 45/55 percent split in fall 2012 to a 28/72 percent split in spring 2016. This growing divergence in course location is likely a result of two factors. First, in 2015 the Higher Learning Commission, a college accrediting body, clarified that dual credit teachers must have a master's degree or 18 graduate-level credit hours in the subject of the dual credit course they are teaching. This new requirement excludes some high school teachers from continuing to teach dual credit courses. Second, 23 percent of college-administered dual credit courses were web-based courses in FY16 compared with 16 percent in FY12. These courses are almost all (92 percent) taught by college faculty.

General Education Course Transfer Curriculum

Communications

College Level English
Composition
College Level Writing
Public Speaking

Mathematics

College Algebra
Liberal Arts Mathematics
Statistics

Laboratory Sciences

Astronomy
Biology
Chemistry
Geology
Physics

Social/Behavioral Sciences

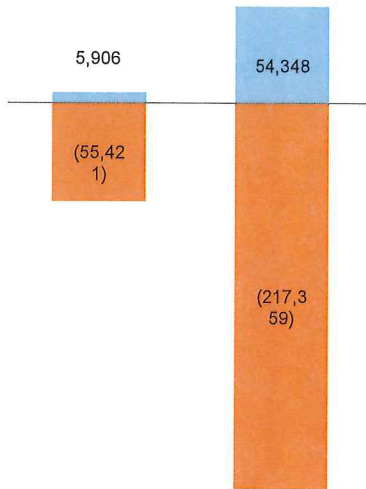
Economics (Macro or Micro)
Introductory Political Science
Introductory Psychology
Introductory Sociology
Introductory Anthropology

Humanities and Fine Arts

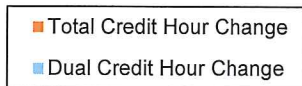
Introductory History Survey
Introductory Philosophy
Introductory Course in History, Theory, or Aesthetics of Arts or Literature
Language, Literature or Humanities

Dual Credit and Excess Capacity at Higher Education Institutions

Figure 3. Change in Dual Credit and Overall Student Credit Hours, FY12 to FY16



4-Year Institutions 2-Year Institutions



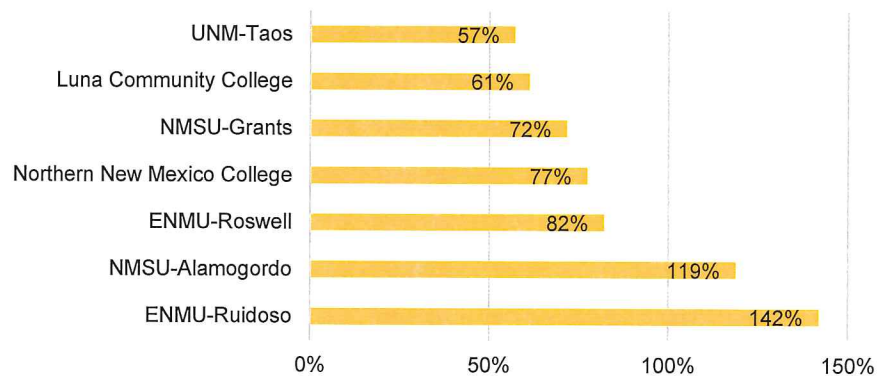
Source: HED

Higher education institutions likely have excess capacity from declining enrollment that they may utilize for dual credit students.

Compared with FY12, New Mexico's public higher education institutions delivered 60,254 more credit hours to dual credit students in FY16. However, these gains have not offset losses from declining overall enrollment and student credit hours, and partially conceal an overall decrease in student credit hours delivered.

As losses in overall credit hours are considerably greater than growth in dual credit hours at most colleges, at least some institutions are likely repurposing excess classroom space to meet dual credit needs. This is especially true for institutions that have had large increases in instructional square footage per full-time equivalent student over the last several years.

Figure 4. Change in Instruction and General Square Feet per FTE at Select Institutions
(fall 2011 to fall 2015)

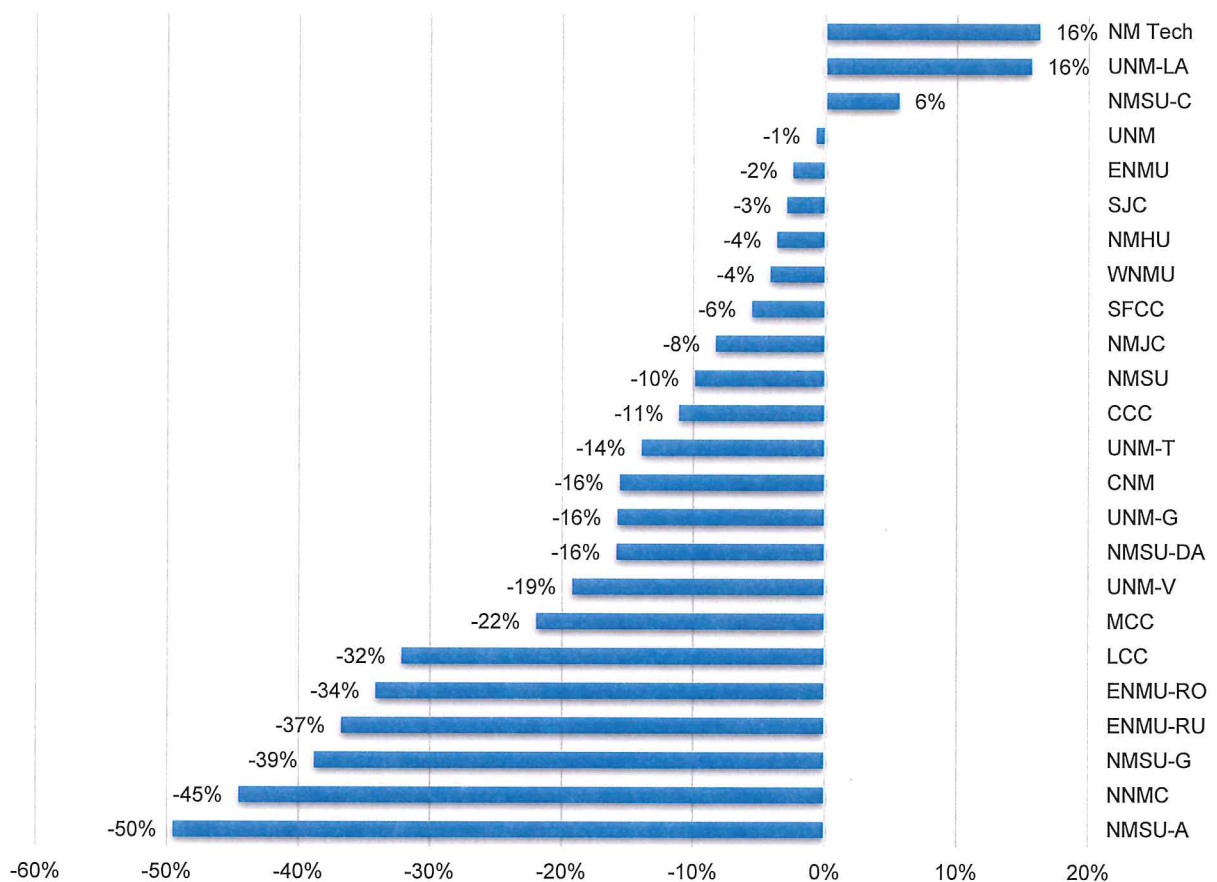


Source: HED Capital Project Summer Hearing Files, FY12 I&G Master Spreadsheet

The gap between growth in dual credit offerings and reduction of overall student credit hours varies widely among institutions. Growth in dual credit hours has not been spread evenly among all campuses. In particular, four institutions – Central New Mexico Community College (CNM), Doña Ana Community College (NMSU-Doña Ana), San Juan College (SJC) and New Mexico State University-Carlsbad (NMSU-Carlsbad) - accounted for two-thirds of the 54,348 extra dual credit growth at two-year colleges between FY12 and FY16. CNM alone accounted for 32 percent of the growth.

Only two schools, Eastern New Mexico University and San Juan College, had growth in dual credit hours that exceeded drops in total student credit hours between FY12 and FY16 (by 39 credit hours at ENMU and 1,990 credit hours at SJC.) Three schools, the New Mexico Institute of Mining and Technology (NM Tech), NMSU-Carlsbad, and University of New Mexico-Los Alamos (UNM-Los Alamos), had growth in both dual credit and total student credit hours between FY12 and FY16.

Figure 5. Change in Total Student Credit Hours Delivered, FY12 to FY16
(Includes growth in dual credit hours)



Source: HED

Five branch campuses derive more than one-quarter of their total undergraduate enrollment from dual-credit students. Across the state's research, comprehensive, branch two-year, and independent community colleges, dual credit students represent an average of 16 percent of total undergraduate enrollment headcount and 12 percent of total undergraduate credit hours. However, for five branch community colleges, dual credit seekers represent between a quarter to nearly half of the student population and total student credit hours. This level of dual credit student raises serious questions about the viability of those branch campus generally and specifically about whether those branch campuses and nearby high schools could reach any beneficial new arrangements.

Table 2. Institutions with Highest Proportions of Dual Credit Activity, FY16

Institution	Dual Credit Head Count	Dual Credit Hours
New Mexico State University-Grants	48%	24%
New Mexico State University-Carlsbad	46%	31%
University of New Mexico-Taos	40%	28%
Eastern New Mexico University-Ruidoso	27%	42%
University of New Mexico-Valencia	26%	17%
Mesalands Community College	22%	13%
Luna Community College	18%	14%

Source: IPEDS, HED

Funding

The state continues to fund both high schools and colleges for dual credit instruction. However, due to funding formula modifications, colleges receive less for delivering dual credit courses.

High schools continue to receive full funding for each student, despite growing numbers of students taking dual credit courses from college faculty. As was found in the 2012 evaluation, school districts and charter schools still receive full program funding for dual credit students regardless of the physical location of or responsibility for course instruction. In FY10, the state allocated approximately \$18.7 million in potentially duplicate funding to public schools for dual credit students even though they were not taking high school courses full-time. In FY16 that figure had nearly doubled to \$37 million.

Calculating High School Funding for Dual-Credit Courses

For the 2015-16 academic year, school districts and charter schools received \$5,047 in program funding per 12th-grade student. Based on an estimate that high school students take an average of 6.56 courses per year, the funding per course is \$769. Students completed 48,068 dual credit courses in FY16, indicating school districts and charter schools received the equivalent of approximately \$37 million in program funding for dual credit courses that year.

In addition to program funding, PED receives funding to allocate to school districts and charter schools to pay for dual credit course textbooks and instructional materials. The 2012 dual credit evaluation found, despite increasing enrollments in dual credit courses, 21 percent of instructional material funding for textbooks was reverting to the general fund. Further, a 2013 *Progress Report* on the dual credit program noted: “a cost-effective and efficient way to purchase and distribute course materials has not been developed.”

Since 2013, PED appears to have resolved issues affecting the appropriation and allocation of dual credit textbook funds, and the department disbursed a total of \$941 thousand of its \$1 million textbook appropriation in FY16. PED and HED also report they are planning a future review of the cost of dual credit instructional materials and may make further budgetary adjustments as a result of the review.

State law requires colleges to waive tuition for dual credit students. New Mexico statute directs HED to “revise procedures in the higher education funding formula to address enrollments in dual credit courses and to encourage institutions to waive tuition for high school students taking those courses.” (Laws 2007, Chapter 227) New Mexico administrative code (6.30.7 NMAC) further requires public postsecondary institutions to waive tuition for high school students taking college courses for dual credit. As such, the only direct funding available to colleges to cover the costs of offering dual credit is from the state higher education funding formula.

Though colleges delivered almost double the number of courses in FY16 as they did in FY12, the amount of funding they receive to deliver those courses has only grown by six percent. In FY12, colleges received approximately \$570 for each of the 27,132 dual credit courses offered that year (a total of \$15.5 million.) Best estimates for FY16, show approximately \$16.4 million in formula funding to colleges for dual credit.

Table 3. Estimated College Funding for Dual Credit, FY16

	Courses	Estimated Average Per Course	Total College Dual Credit Funding
<i>Funding for Pre-FY13 Courses in Base</i>	27,132	\$570	\$15.5 million
Funding for Pre-FY13 Courses After Annual Base Adjustments			\$13.8 million
Performance Funding for Additional Courses			
Dual Credit Portion of Student Credit Hour Performance Funding	20,936	\$25	\$516 thousand
Dual Credit Mission Measure Funding (nonresearch colleges only)		\$99	\$2.1 million
TOTAL	48,068	\$376	\$16.4 million

Source: HED

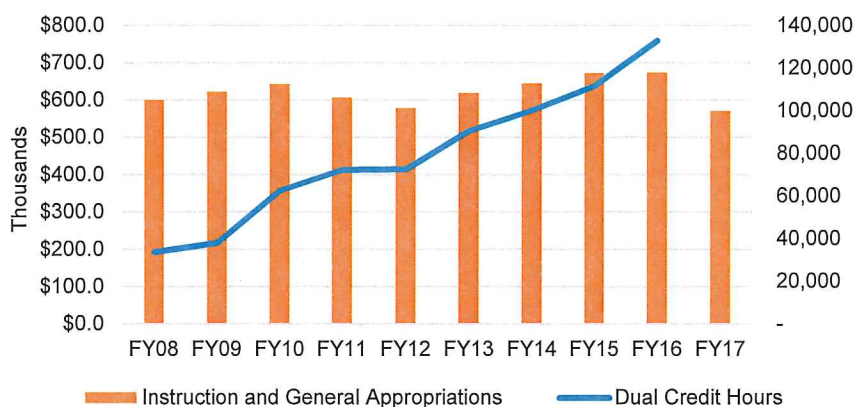
Calculating College Funding for Dual Credit Courses

Beginning in FY13, colleges stopped receiving direct formula funding for dual credit courses and instead began receiving a base funding amount derived from their previous year's appropriation as well as a relatively small portion (2 percent in FY18) of that base determined by successful performance outcomes. Beginning FY15, these outcomes include total completed student credit hours (dual credit and otherwise) as well as an additional outcome specifically for dual credit hours for nonresearch institutions.

LFC staff estimate that \$15.5 million for the 27,132 dual credit courses completed before FY13 are preserved in the annual base funding for colleges and universities, though the base funding was subsequently adjusted by -1.4 percent in FY14, -4.0 percent in FY15, and -5.7 percent in FY16. This brings the estimated funding for pre-FY13 courses to \$13.8 million.

For the additional 20,936 courses, colleges received performance funding proportional to the number of student credit hours delivered – a total of \$515,703 in FY16 or an average of \$25 per course. Nonresearch institutions further received dual credit mission measure funding to help offset waived tuition. In FY16 the mission measure funding was \$2.1 million.

Figure 6. Annual Instruction and General Appropriation and Dual Credit Hours Delivered



Source: LFC files, Dual Credit Council

The funding methodology for dual credit at the high school level remains much the same as it did in 2012, even though PED and HED committed to developing recommended changes. The 2012 LFC dual credit program evaluation stated, “Beginning in FY13, a new performance-based funding formula will be implemented for higher education. The state, along with postsecondary institutions and the Legislature, are well positioned to revisit dual credit policy and funding and examine the costs and benefits of providing these courses.” In response to the evaluation, PED and HED committed to developing recommendations for more equitable and performance-based distribution of dual credit formula funds.

Table 4. Total Funding for Dual Credit, FY16

High Schools	\$37.0 m
Instructional Materials	\$1.0 m
Colleges	\$16.4 m
TOTAL	\$54.4 m

Student Performance

Superior academic aptitude, not enrollment in dual-credit programming alone, likely explains dual credit students' ability to graduate faster and with less remedial coursework.

Dual credit students tend to require less remedial coursework and earn their postsecondary credentials in less time and with fewer credit hours than their peers. The U.S. Department of Education's What Works Clearinghouse notes a "medium to large" amount of evidence that dual credit programs positively affect college access and enrollment, college credit accumulation and degree attainment, general academic achievement, and completion of high school. Research conducted by UNM's Center for Education Policy Research as a part of the 2012 dual credit evaluation similarly showed benefits for dual credit students pursuing postsecondary degrees at UNM and CNM.

Some college administrators, however, recently suggested that performance differences between dual credit students and their nondual credit peers may be decreasing over time as more students, not just high-performing students, enroll in dual credit as a result of PED's graduation requirements. Indeed, the overall statewide cohort high school graduation rate for students taking dual credit was 85 percent in 2015, a slight decline from a steady four-year rate of 90 percent.

As with the students in other studies, those dual credit students tended to require less remedial coursework and earn their credentials in less time and with fewer credit hours than their peers. LFC analysis of students who took dual credit at UNM, NMSU, NMSU-Doña Ana, ENMU, and CNM found that from FY12 to FY16, 34 percent of students who matriculated to those schools had already gone on to earn a postsecondary certificate or degree. On average between FY12 and FY16, those graduated dual credit students took 16 fewer credits than other students upon earning a bachelor's degree, equivalent to about one less semester of classes, and graduated with a bachelor's degree in 3.1 years versus 5.3 years for all students. If a student graduates even one year early with a bachelor's degree from NMSU, for example, they save \$6,729 in tuition and fees, enter the workforce with an estimated \$45 thousand salary, and reduce reliance on state higher education appropriations by \$8,000.

Similarly, dual credit students tend to require less remedial coursework in college than their peers.

Figure 7. Years to Credential

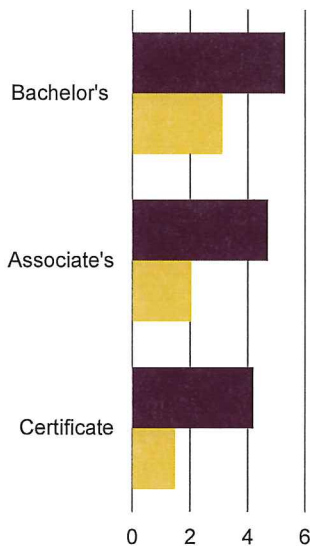
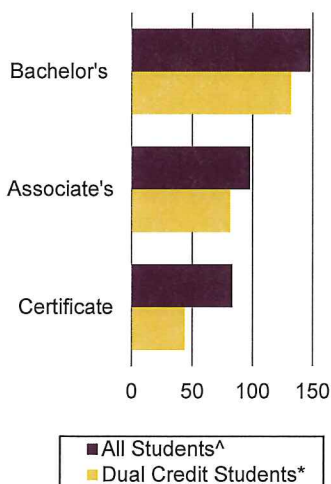


Figure 8. Credit Hours to Credential



* Data is an average of dual credit students that graduated college between FY12 and FY17.

[^] Data is from FY15, the most recent year available.

Source: UNM, NMSU, CNM, ENMU and Complete College America

Table 5. Remedial Coursework Needs

	FY12	FY13	FY14	FY15	FY16
UNM, NMSU, and ENMU					
Dual Credit Students	17%	14%	12%	10%	9%
All Students	33%	32%	30%	29%	31%
CNM and NMSU-DA					
Dual Credit Students	43%	48%	44%	42%	38%
All Students	71%	72%	70%	62%	62%

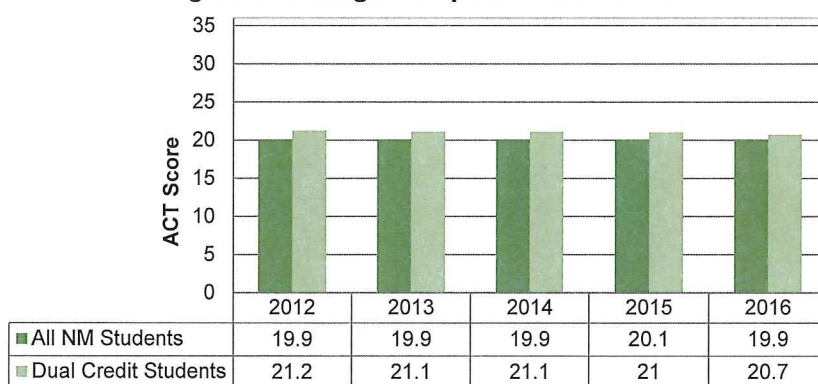
Source: HED, NMSU, UNM, ENMU, and CNM

A note about remedial course rate differences between two- and four-year schools: Two-year colleges tend to have higher remedial rates than their four-year counterparts because they more often serve populations of nontraditional students. The difference in remedial needs between dual credit and other students at CNM and NMSU-Doña Ana remained steady between FY12 and FY16 with remedial rates of each falling steadily in those five years. These drops are likely the result of concerted efforts at both campuses to reduce the number of students taking remedial courses.

On the other hand, remedial rate differences between dual- and nondual-credit students grew noticeably at the three four-year schools reviewed in this report – due in large part to precipitous drops in remedial needs for dual-credit students at UNM. The change at UNM is likely driven both by a recent revamping of admission standards that drove up the average ACT score of UNM freshmen and remedial alternatives now offered by the university.

Dual credit students achieved significantly and consistently higher ACT scores than other students. Between FY12 and FY16, students who took dual credit courses and subsequently matriculated into NMSU, UNM, ENMU, NMSU-Doña Ana, and CNM had comprehensive ACT scores approximately 1 point higher than the state average. However, the difference between the dual credit and nondual credit students tapered from 1.3 points in FY12 to 0.8 points in FY16. This suggests potential selection bias –students who choose to take dual credit courses may tend to be higher-performing and would likely do better in high school and college regardless of having taken dual credit or not. Alternatively, dual credit coursework may be influencing ACT scores, though in a 2017 study by the RAND corporation of the Texas dual credit program, authors “suspect that better academic performance prior to the DC [dual credit] experience may contribute to better performance among DC students.” (See <https://tinyurl.com/yd3vd5ex> for more on the RAND study.)

Figure 9. Average Composite ACT Scores



Source: CNM, UNM, NMSU, ENMU and ACT, Inc.

The role of dual credit in college performance is unclear as ACT scores are a strong predictor of remediation needs and time to degree. The ACT scores of the 4,630 dual credit students who matriculated to UNM, NMSU, NMSU-Doña Ana, ENMU and CNM between FY12 and FY16 and completed at least one semester are strongly and significantly correlated with the number of remedial courses they eventually took. Focusing in on the subset of those students who went onto to earn an associate’s or bachelor’s degree (1,587

total), ACT scores still have a significant, although less strong, correlation with both the time and total credit hours necessary to reach that degree.

This finding suggests taking dual credit courses may have less impact on a student's ability to obtain a college degree faster and with less remedial coursework than does that student's general academic aptitude. Further, it also means any savings the state might realize from having students graduate faster are not necessarily a direct function of the state's \$54.4 million annual dual credit investment. What that annual investment is functioning as, however, is a subsidy to the overall cost of college to dual credit students. So long as it counts toward a degree, every dual credit course a student takes is a course they do not need to pay tuition for once in college – a \$114 to \$745 savings for each three-hour course at 2017 tuition rates.

Dual Credit Council Proposed Changes

Proposed GPA requirements may bar approximately one-quarter of high school students who would otherwise choose to take a dual credit course.

2016 Dual Credit Council

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The Dual Credit Council is discussing changes to current dual credit programming. The Dual Credit Council (DCC) is an advisory group consisting PED and HED staff that issue recommendations to the PED and HED cabinet secretaries including determination of dual credit course content. The council was created administratively (6.30.7 NMAC) in 2008 after initial dual credit legislation passed in the 2007 session (section 21-1-1.2 NMSA 1978).

One of the key findings from the 2012 dual credit evaluations was that a “lack of consistent goals for student educational pathways and weak oversight undermines justification for dual credit program costs.” Beginning in 2016, the DCC began developing pre-draft regulations and a procedures manual that may address some eligibility and quality standards for the program. Discussion documents from the DCC recommend that to participate in dual credit, students:

- Have a “Next Step Plan” program of study that leads to a certificate, associate's, or bachelor's degree. After students enroll in one program of study, they may not substitute courses from other programs.
- Take no more than six hours of dual credit per semester.
- Be high school juniors or seniors.
- Have a weighted high school GPA of 3.0.
- Demonstrate a level of readiness on an assessment or placement test that suggests a high probability of success in college coursework (to be determined by the individual institutions of higher education).
- Maintain a 2.0 GPA in college coursework.




Also new in the proposal, dual credit courses may not be audited or taken for a pass/fail grade. These proposed rules would not apply to students in early college high schools, which would also have their own, revised standards. The DCC expects to finalize the administrative code and manual by late 2017 and begin implementation of these new rules in August 2018.

Many stakeholders are opposed to grade point average limits for dual credit. Members of the Legislative Education Study Committee discussed the DCC's potential changes at a December 2016 hearing. Some committee members strongly objected to the proposal to limit dual credit access to students with a weighted 3.0 GPA. The new proposal includes an option for provisional dual credit enrollment in the case of students not meeting the 3.0 GPA requirement. These students must appeal to the Dual Credit Council with a letter of support from their high school administrator as well as other supporting evidence they will be able to succeed in the dual credit course.

Still, many school district officials echoed concern over the GPA limit at a pre-rule stakeholder meeting held by HED and PED in December 2016, where it was further noted that no postsecondary institutions in New Mexico require a 3.0 GPA for admission. Estimating the number of students potentially excluded from dual credit courses due to this GPA proposal is difficult. However, an LFC analysis found that approximately one in four students who took dual credit courses at UNM and UNM branches, NMSU, NMSU-Doña Ana or ENMU between FY12 and FY16 had high school GPAs below 3.0.



Finding

An increasing number of high school students are taking dual credit, impacting state funding to public schools and postsecondary institutions.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
The Legislature should consider alternative public school funding for students who take dual credit courses and do not attend high school full-time by amending state law to clarify current student membership and qualified students for full funding. Statute should state that school districts cannot limit participation in dual credit courses due to funding changes.				The Dual Credit Council released a discussion draft of new rules that would limit dual credit participation to 6 credit hours per year.
The PED should assess student outcomes as they relate to the graduation requirement to take at least one honors, AP, distance learning, or dual credit course and report to the Legislature on the numbers of students enrolled in each type of course and the impact of the statute beginning with the high school graduating class of 2013.				
The PED and HED should assess the full costs and benefits of dual credit financial policies and make recommendations to the Legislature on an equitable and efficient use of public and higher education funding for students in dual credit courses, including funding by course location, method of delivery and instruction.				The Dual Credit Council is working to include the costs and outcomes of dual credit in its annual report.




Finding

New Mexico's dual credit program has provided access for a wide range of students, but lacks clear performance measures.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
HED should report on the average number of credits being earned through dual credit courses and subsequently in postsecondary education to ensure that students are not taking credits in excess of what is necessary to earn a degree.				HED reports that the dual credit council is working to improve the dual credit annual report so that it provides more than a snapshot of a single year.
PED and HED should, with input from the Legislature, postsecondary institutions, and LEAs, promulgate rules that more explicitly define the program's design to those practices and courses of study that have proven to improve student performance and set clear measures of success. The departments are encouraged to use the National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards of Program Quality as a framework for developing these rules.				HED and PED are working to promulgate new administrative code for dual credit, with a goal implementation date of August 2018.

Finding

Finding: Lack of consistent goals for student educational pathways and weak oversight undermines justification for dual credit program costs.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
HED should develop a process to review the master agreements for courses offered for dual credit and make a determination about appropriate courses that are academically challenging and impact student outcomes, such as those that are guaranteed to be transferable between postsecondary institutions and those that are offered in a structured sequence.				HED is completing its common course numbering system in 2018 and will then address dual credit via the common course numbering system, including aligning dual credit courses with areas of study, i.e. meta-majors, including addressing general education
PED and HED should convene LEAs and postsecondary institutions to develop common eligibility requirements for high school students to participate in dual credit courses across the state to promote participation of qualified students.				The dual credit council is working with stakeholders to develop student eligibility guidelines that will be included in the new administrative code.
PED and HED should consider setting a minimum amount of college credit hours that can be earned by high school students to ensure dual credit participation will result in a shorter time to degree for students, once course quality matters have been reviewed.				The dual credit council is working with stakeholders to develop student eligibility guidelines that will be included in the new administrative code. However, Discussion drafts of these revisions indicate that PED and HED will set maximum hour limits, not minimum.

MF/al